

Teacher's Edition

Caroline Krantz and **Julie Norton**

Series Adviser **Catherine Walter**

Navigate

Coursebook
with video

B1

Pre-intermediate

OXFORD

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Contents

 **Oxford 3000™** *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.


| | | GRAMMAR | |
|--|-----|---|---|
| 1 Time page 6 <ul style="list-style-type: none"> ■ Talk about your daily life ■ Ask questions ■ Talk about how often you do things ■ Talk about your free time ■ Predict before you read a text ■ Understand and use nouns and verbs with the same form ■ Talk about the weather ■ Talk about your likes and dislikes ■ Write a web post | 1.1 | Do you live in the past, present or future? p6 | Question forms p6 |
| | 1.2 | Free time p8 | Present simple & adverbs of frequency p8 |
| | 1.3 | Vocabulary and skills development p10 | |
| | 1.4 | Speaking and writing p12 | |
| | 1.5 |  Video <i>Adventure sports in Chile</i> p14 Review p15 | |
| 2 Inside outside page 16 <ul style="list-style-type: none"> ■ Talk about where you live ■ Talk about the present ■ Identifying things and people ■ Talk about things in your home ■ Use phrases with <i>on</i> ■ Understand sentences with missing words ■ Ask for and give directions ■ Write text messages | 2.1 | Street life p16 | Present simple & present continuous p17 |
| | 2.2 | Home life p18 | Identifying relative clauses p18 |
| | 2.3 | Vocabulary and skills development p20 | |
| | 2.4 | Speaking and writing p22 | |
| | 2.5 |  Video <i>London's changing skyline</i> p24 Review p25 | |
| 3 Going up, going down page 26 <ul style="list-style-type: none"> ■ Describe movement ■ Talk about the past (1) and (2) ■ Talk about feelings ■ Understand and use adverbs of manner ■ Understand <i>-t</i> and <i>-d</i> before a consonant ■ Tell and respond to a story ■ Write an informal email describing an event | 3.1 | The man who fell to Earth p26 | Past simple p27 |
| | 3.2 | Going up ... One man's lift nightmare p28 | Past simple and past continuous p28 |
| | 3.3 | Vocabulary and skills development p30 | |
| | 3.4 | Speaking and writing p32 | |
| | 3.5 |  Video <i>The RRS Discovery</i> p34 Review p35 | |
| 4 Changes and challenges page 36 <ul style="list-style-type: none"> ■ Talk about life stages and events ■ Use verbs with <i>-ing</i> and <i>to</i> ■ Talk about using the internet ■ Talk about plans and arrangements ■ Understand connected speech (1) ■ Understand and use <i>get</i> ■ Invite and make arrangements ■ Write an email to make arrangements | 4.1 | Changing directions p36 | Verbs with <i>-ing</i> and <i>to</i> p37 |
| | 4.2 | Living without the Internet p38 | <i>going to</i> and present continuous for the future p38 |
| | 4.3 | Vocabulary and skills development p40 | |
| | 4.4 | Speaking and writing p42 | |
| | 4.5 |  Video <i>Esplorio</i> p44 Review p45 | |
| 5 Stuff and things page 46 <ul style="list-style-type: none"> ■ Describe objects ■ Use articles ■ Talk about money ■ Talk about quantity ■ Understand linkers for reason and result ■ Understand and use suffixes ■ Explain words you don't know ■ Write an email to return an online product | 5.1 | Your world in objects p46 | Articles p47 |
| | 5.2 | It's all about the money p48 | Quantifiers p48 |
| | 5.3 | Vocabulary and skills development p50 | |
| | 5.4 | Speaking and writing p52 | |
| | 5.5 |  Video <i>The Dubai Mall</i> p54 Review p55 | |
| 6 People page 56 <ul style="list-style-type: none"> ■ Describe character ■ Talk about similarities and differences ■ Talk about family ■ Talk about experience ■ Recognize linkers in fast speech ■ Understand and use adjectives prefixes ■ Use the present perfect simple with <i>just</i>, <i>already</i> and <i>yet</i> ■ Give and respond to news | 6.1 | The quiet revolution p56 | Making comparisons p57 |
| | 6.2 | A long way home p58 | Present perfect simple and past simple p58 |
| | 6.3 | Vocabulary and skills development p60 | |
| | 6.4 | Speaking and writing p62 | Present perfect simple with <i>just</i> , <i>already</i> and <i>yet</i> p62 |
| | 6.5 |  Video <i>Nettlebed</i> p64 Review p65 | |

| VOCABULARY | PRONUNCIATION | LISTENING/READING | SPEAKING/WRITING |
|--|---------------|--|---|
| Daily life p6 | |  Video Vox pops 1 p7 | |
| Free-time activities p9 | Stress p9 | | |
| Nouns and verbs with the same form p11 | | Reading predicting before you read a text p10 | |
| Talking about the weather p12 | | | Speaking talking about likes and dislikes p12 Writing a web post about the best time to visit your country p13 |

| | | | |
|----------------------------|-------------------------------------|---|--|
| Street Life p16 | Compound nouns p26 | | |
| Household objects p19 | <i>that</i> in relative clauses p19 |  Video Vox pops 2 p19 | |
| Phrases with <i>on</i> p20 | | Reading understanding sentences with missing words p20 | |
| | Intonation in directions p23 | | Speaking asking for and giving directions p22 Writing text messages p23 |

| | | | |
|--|--------------------------|---|--|
| Movement p26 | Irregular past verbs p27 | | |
| Adjectives for describing feelings p28 | |  Video Vox pops 3 p29 | |
| Adverbs of manner p30 | | Listening understanding -t and -d before a consonant p31 | Speaking telling and responding to a story p32 Writing email (1): describing an event p33 |

| | | | |
|----------------------------|---------------------|---|---|
| Life stages and events p36 | | | |
| Internet activities p38 | <i>going to</i> p39 | | |
| <i>Get</i> p41 | | Listening understanding connected speech (1) p40 | |
| | | | Speaking inviting and making arrangements p42 Writing email (2): making arrangements p43 |

| | | | |
|---------------------------------------|---------------------------|---|---|
| Adjectives for describing objects p46 | Adjective word stress p46 |  Video Vox pops 5 p47 | |
| Money p48 | | | |
| Suffixes p51 | | Reading understanding linkers for reason and result p50 | |
| | | | Speaking explaining words you don't know p52 Writing email (3) returning an online product p53 |

| | | | |
|---|-------------------------------------|---|--|
| Adjectives for describing character p56 | <i>as</i> and <i>than</i> p57 |  Video Vox pops 6 p57 | |
| Family p58 | | | |
| Adjective prefixes p61 | | Listening recognize linkers in fast speech p60 | |
| | Intonation in short expressions p63 | | Writing responding to news on social media p62 Speaking giving and responding to news p63 |

GRAMMAR

7 Travel page 66

- Talk about transport
- Make predictions
- Talk about holidays
- Use *something, anyone, everybody, nowhere*, etc.
- Recognize paraphrasing
- Understand and use *-ed* and *-ing* adjectives
- Check into a hotel
- Write short notes and messages

- 7.1 **On the move** p66
- 7.2 **Getting away** p68
- 7.3 **Vocabulary and skills development** p70
- 7.4 **Speaking and writing** p72
- 7.5 **Video** *Beijing subway* p74 **Review** p75

Prediction (*will, might*) p66
something, anyone, everybody, nowhere, etc. p68

8 Language and learning page 76

- Talk about ability
- Talk about skills and abilities
- Talk about obligation, necessity and permission
- Talk about education
- Understand connected speech (2)
- Understand and use *make* and *do*
- Ask for clarification
- Complete a form

- 8.1 **The amazing human brain** p76
- 8.2 **The secrets of a successful education** p78
- 8.3 **Vocabulary and skills development** p80
- 8.4 **Speaking and writing** p82
- 8.5 **Video** *Career change* p84 **Review** p85

Ability (*can, be able to*) p76
 Obligation, necessity and permission (*must, have to, can*) p78

9 Body and mind page 86

- Talk about greetings
- Talk about possible situations and the results
- Use present tenses in future time clauses
- Talk about health and fitness
- Use verbs and prepositions
- Use sequencing words to understand
- Ask for help and give advice
- Write a formal covering letter

- 9.1 **The rise and fall of the handshake** p86
- 9.2 **Going back to nature** p88
- 9.3 **Vocabulary and skills development** p90
- 9.4 **Speaking and writing** p92
- 9.5 **Video** *Sports scholarship in the USA* p94 **Review** p95

if + present simple + *will/won't/might* p86
 Present tenses in future time clauses p89

10 Food page 96

- Describe food
- Use the *-ing* form
- Talk about food
- Use the passive
- Understand reference words in a text
- Understand words with more than one meaning
- Explain and deal with problems in a restaurant
- Write a review of a restaurant

- 10.1 **A question of taste** p96
- 10.2 **Canned dreams** p98
- 10.3 **Vocabulary and skills development** p100
- 10.4 **Speaking and writing** p102
- 10.5 **Video** *Koreatown* p104 **Review** p105

Uses of the *-ing* form p97
 The passive p98

11 World page 106

- Talk about unlikely situations in the future
- Talk about global issues
- Talk about past habits and situations
- Talk about the news
- Understand connected speech (3)
- Express and respond to opinions
- Give a presentation

- 11.1 **Making the world a better place** p106
- 11.2 **Breaking news** p108
- 11.3 **Vocabulary and skills development** p110
- 11.4 **Speaking and writing** p112
- 11.5 **Video** *The European Union* p114 **Review** p115

if + past tense + *would* p106
used to p108

12 Work page 116

- Talk about jobs and professions
- Use the present perfect with *for* and *since*
- Talk about what a job involves
- Use the infinitive with *to*
- Understand linkers for surprising information
- Use phrases with *in*
- Take part in a job interview
- Write a CV

- 12.1 **The working environment** p116
- 12.2 **The changing face of work** p118
- 12.3 **Vocabulary and skills development** p120
- 12.4 **Speaking and writing** p122
- 12.5 **Video** *Personal assistant* p124 **Review** p125

Present perfect simple with *for* and *since* p116
 Uses of the infinitive with *to* p118

| VOCABULARY | PRONUNCIATION | LISTENING/READING | SPEAKING/WRITING |
|---------------------------------------|-----------------------------------|---|---|
| Transport p66 | | | |
| Holidays p68 | Word stress p68 |  Video Vox pops 7 p69 | |
| -ed and -ing adjectives p71 | | Reading recognizing paraphrasing p70 | |
| | | | Speaking checking into a hotel p72 Writing short notes and messages p73 |
| Skills and abilities p77 | at p77 |  Video Vox pops 8.1 p77 | |
| Education p78 | |  Video Vox pops 8.2 p79 | |
| make and do p81 | | Listening understanding connected speech (2) p80 | |
| | | | Speaking asking for clarification p82 Writing completing a form p83 |
| Body and actions p86 | |  Video Vox pops 9 p87 | |
| Health and fitness p88 | eat and bread p88 | | |
| Verbs and prepositions p91 | | Listening using sequencing words to understand p90 | |
| | | | Speaking asking for help and giving advice p92 Writing a formal covering letter p93 |
| Food p96 | Words with shortened vowels p96 |  Video Vox pops 10 p97 | |
| Food containers p98 | | | |
| Words with more than one meaning p101 | | Reading understanding reference words in a text p100 | |
| | | | Speaking problems in a restaurant p102 Writing a restaurant review p103 |
| Global issues p106 | | | |
| The news p109 | |  Video Vox pops 11 p109 | |
| Phrasal verbs p111 | | Listening understanding connected speech (3) p110 | |
| | Expressing opinions politely p112 | | Speaking expressing and responding to opinions p112 Writing a presentation p113 |
| Jobs, professions and workplaces p116 | has and have p117 |  Video Vox pops 12 p119 | |
| Job responsibilities p118 | | | |
| Phrases with in p121 | | Reading understanding linkers for surprising information p120 | |
| | | | Writing a curriculum vitae p122 Speaking answering questions in a job interview p123 |

1.1 Do you live in the past, present or future?

GOALS ■ Talk about your daily life ■ Ask questions

Vocabulary & Speaking daily life

- 1 Which sentence below best describes your life? Why? Compare your answers with a partner.
- 1 My life is too busy. I need more time.
 - 2 I'm quite busy, but I have time to do everything I want.
 - 3 I have too much time and not enough things to do.

- 2a Work with a partner. Match the verbs to the nouns and noun phrases.

spend
do (x5)
stay
make (x2)

some exercise housework
time with relatives the shopping
in for the evening future plans
a to-do list some work
homework

eat
have (x5)
go (x3)
chat

an early night to bed late fun
a good time a family meal
a lie-in healthy food on a trip
with friends online shopping

- b 1.1))) Listen and check your answers.
- c 1.2))) Listen and repeat the phrases.
- 3 Tell your partner about things you would like to do, things you need to do and things you don't need to do this weekend. Use the vocabulary from exercise 2a.

Grammar & Speaking question forms

- 4 The article and questionnaire are from a psychology magazine website. Read the article and find one positive and one negative thing about each type of person – past, present and future.
- 5 Choose two activities from exercise 2a which are typical for each of the three types of people. Compare your ideas with a partner.
future type → make a to-do list

Psychology

Home Psychology tests Time type

The secret powers of time

Do you often think about the past? Can you enjoy the present time, or do you worry about the future? The psychologist Professor Philip Zimbardo describes three types of people: past, present and future people.

What time type are you?

Past types
You enjoy remembering the past and sometimes you miss 'the good old days'. You worry about making changes or trying new things. You spend a lot of time with your family.

Present types
The most important thing is to feel good now. You like doing fun things with fun people. You don't have a healthy lifestyle. You avoid doing difficult or boring things.

Future types
You spend most of your time working, saving and planning for a better future. You eat well and exercise regularly. You can say 'no' to immediate pleasures. You don't mind waiting for the good things in life. Future people are usually more successful in work and study. But they often don't enjoy their free time because they are busy thinking about the next thing.

According to Zimbardo's research, most people are mainly a past, present or future type, although everybody is sometimes the other types. Ideally, we should try to have an equal balance of all three to be happy and successful, and to have good relationships.

Take the test

6a Work with a partner. Do the questionnaire together and make a note of your partner's answers.

b Read the results of the questionnaire. Who is more past-focused, you or your partner? Do you agree with the results?

How past-focused are you?

- How often do you look at old photos or videos?
 - often
 - sometimes
 - never
- Who do you prefer to spend time with?
 - friends I met a long time ago
 - new friends
 - both old and new friends
- Are you interested in your parents'/ grandparents' stories about the old days?
 - yes, very interested
 - quite interested
 - no, not at all
- Do you enjoy family events, like birthday parties?
 - I love them
 - they're OK
 - not really
- Where do you go for your summer holiday?
 - the same place every year
 - a different place every year
- When did you last see your older relatives?
 - very recently
 - quite recently
 - a long time ago

Results

If you have 3–6 'a' answers, you're very past-focused. If you have 0–2 'a' answers, you're not very past-focused.

7 Look at the word order of questions in the Grammar focus box, then choose the correct option to complete the rules.

GRAMMAR FOCUS question forms

Questions with *do* and *did*

| Question word | Auxiliary | Subject | Main verb |
|---------------|-----------|---------|----------------------------------|
| | Do | you | enjoy family events? |
| When | did | you | (last) see your older relatives? |
| Who | do | you | spend time with? |

Questions with *be*

| Question word | <i>be</i> | Subject | Adjective/Noun/Verb |
|---------------|-----------|---------|--------------------------------------|
| | Are | you | interested in your parents' stories? |
| Who | is | your | favourite relative? |

- We put auxiliaries (*do/does/did*) ¹ **before** / **after** the subject.
- We put the verb *be* (*am/is/are/was/were*) ² **before** / **after** the subject.
- We put prepositions (e.g. *to, with*) at the ³ **beginning** / **end** of the question.

→ Grammar Reference page 134

8 Match the question words and answers.

- | | |
|------------------|----------------|
| 1 How much ...? | a every day |
| 2 How often ...? | b \$30 |
| 3 How many ...? | c action films |
| 4 What kind ...? | d six o'clock |
| 5 What time ...? | e five |

9a Put the words in the right order to make questions.

- do / live / who / you / with ?
- music / you / what / to / listen / do / kind of ?
- you / for / appointments / how often / are / late ?
- museums / enjoy / do / going / you / to ?
- to / did / what / last night / time / go / you / bed ?
- you / are / today / tired ?
- spend / how much / on Facebook / do / you / time ?
- have / fun / when / you / did / last ?

b 1.3))) Listen and check your answers. Then ask and answer the questions with a partner.

10a **TASK** Work with a partner. Write five questions for a questionnaire with the title 'Are you more present-focused or future-focused?' Use different question words and give two or three possible answers. Use the topics below or your own ideas.

How often do you do exercise?

a never b sometimes c often

- | | | |
|----------------------|--------------------------|---------------------------|
| • to-do lists? | • late for appointments? | • save money? |
| • healthy lifestyle? | • go to the dentist? | • plan things in advance? |
| • keep fit? | • stay out until late? | • have a good time |

b Work with another pair and answer both quizzes. Who is the most present-focused and future-focused?

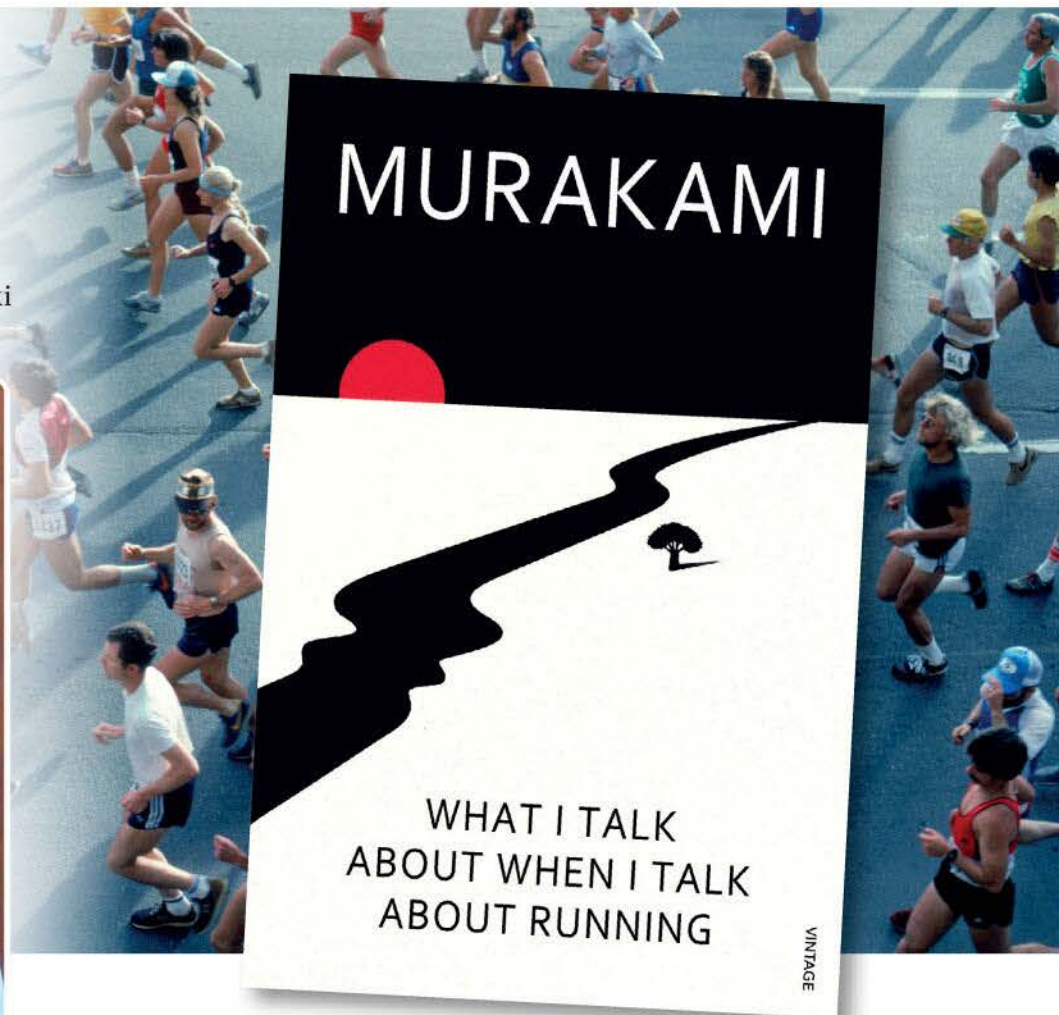
▶ VOX POPS VIDEO 1

1.2 Free time

GOALS ■ Talk about how often you do things ■ Talk about your free time

Grammar & Speaking present simple and adverbs of frequency

- 1 Work with a partner and discuss the questions.
 - 1 Do you ever go running? Why/Why not?
 - 2 Why do you think some people enjoy running?
 - 3 Look at the photos. Do you know the author Haruki Murakami? Would you like to read the book?



- 2a You are going to listen to a review of the book in the photo. Before you listen, write questions using the prompts.

- 1 why / Murakami / run ?
- 2 how often / he / go running ?
- 3 how many miles / he / run / every week ?
- 4 he / do / any other sports ?

- b 1.4))) Listen and answer the questions in exercise 2a.

- 3 1.4))) Listen again and complete the sentences with an adverb or frequency expression from the box.

most days sometimes usually never often
occasionally nearly always

- a It is _____ about getting better at something.
- b He's _____ worried about beating other people.
- c He runs _____.
- d He _____ thinks about the weather.
- e He _____ gets an idea for a book.
- f He doesn't _____ think about anything.
- g He _____ listens to rock music.

- 4 Work with a partner. Add the adverbs and frequency expressions from exercise 3 and the ones in the box to the table. Which ones have similar meanings?

every now and then rarely hardly ever
once or twice a day/week/month, etc.

| | | | |
|------|-----------------|----------|-----------------------|
| 100% | 1 <u>always</u> | | |
| ↑ | 2 _____ | 3 _____ | |
| | 4 _____ | | |
| | 5 _____ | | |
| | 6 _____ | | |
| | 7 _____ | 8 _____ | 9 <u>occasionally</u> |
| | 10 _____ | 11 _____ | |
| | 0% | 12 _____ | |

- 5 Look at the sentences in exercise 3. Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS present simple and adverbs of frequency/frequency expressions

- We use adverbs of frequency and frequency expressions to talk about how often we do things.
- An adverb of frequency usually goes ¹ **after** / **before** the main verb.
He nearly always listens to rock music.
- An adverb of frequency usually goes ² **after** / **before** the verb *to be*.
He's never worried about beating other people.
- An adverb of frequency usually goes ³ **after** / **before** the auxiliary verb (*do/does*) in negative sentences.
He doesn't usually think about anything.
- Frequency expressions can go at the beginning or end of a sentence.
He runs most days.

→ Grammar Reference page 135

PRONUNCIATION stress

- 6a 1.5))) Listen to these sentences and notice which words and parts of words are stressed.

- 1 He **sometimes** **thinks** about the **weather**.
- 2 **Once** or **twice** a **year** he does a **triathlon**.
- 3 It is **often** about getting **better** at **something**.

- b 1.6))) Listen again and repeat the sentences.

- 7 Put the adverbs of frequency or frequency expressions in the correct place in the sentences. Some can go in more than one place.

*We spend time with relatives. (occasionally) →
We occasionally spend time with relatives.*

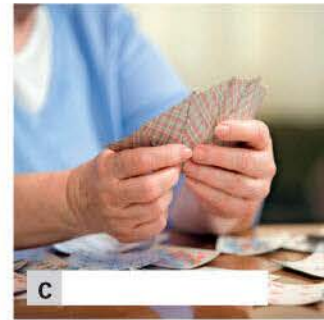
- 1 We spend time with relatives. (occasionally)
- 2 My best friend does some exercise. (most days)
- 3 We watch films. (hardly ever)
- 4 My family go out for a meal. (once or twice a week)
- 5 I'm in bed by 11 p.m. (nearly always)
- 6 We don't go abroad on holiday. (usually)
- 7 I chat with friends online. (every now and then)
- 8 I have a lie-in at the weekend. (rarely)

- 8a Rewrite the sentences in exercise 7 to make them true for you.

- b Work with a partner. Ask each other questions to find out more information.

- A *We hardly ever spend time with relatives.*
B *Oh? Why not?*
A *Because they live too far away.*

Vocabulary & Speaking free-time activities



- 9a Work with a partner and put the sports and free-time activities into the correct group.

out for a coffee/meal football computer games karate
camping swimming on Facebook exercise to the gym
for a walk running yoga chess clubbing cards
aerobics golf basketball

- a play *golf*
b do *yoga*
c go *clubbing*

- b Label the photos with phrases from exercise 9a.

- c Can you add any more words to each group above?

- 10 Find two examples from exercise 9a of activities that ...

- 1 you usually do on your own
- 2 you usually do with other people
- 3 people do outdoors
- 4 people do indoors
- 5 you do when you are feeling lazy
- 6 you do when you are feeling full of energy

- 11a **TASK** Work in a group. Ask each other questions about some of the free-time activities in exercise 9a and make a note of the answers.

How often do you go running?

- b Tell the class what you found out. Who spends a lot of time doing one sport or activity in their free time and who doesn't?

Haiyan goes running most days.

Mehmet never goes running, but he plays chess once or twice a week and is a member of a chess club.

1.3 Vocabulary and skills development

GOALS ■ Predict before you read a text ■ Understand and use nouns and verbs with the same form

Reading & Speaking predicting before you read a text

- 1 Work with a partner. Look at the photos and discuss the questions.
 - 1 What do the photos show?
 - 2 Why do you think people do this?
 - 3 What do you think about it?
- 2a Look at the photos, title and subheading. What do you think the blog is about? Is it positive or negative about taking photos?
 - b Write down five words or phrases that might be in the blog and compare your ideas with a partner.
 - c Read the information in the Unlock the code box about predicting.



UNLOCK THE CODE predicting

- Predicting or guessing before you read can help you understand a text better. Before reading, you can ask yourself: What do I already know about this topic?
- Use photos, the title and the subheadings to predict what the text is about and what type of text it is, e.g. a newspaper article.
- You can also predict some of the key vocabulary in the text.

- 3 Read the blog. Were your predictions in exercise 2a correct? How many of your five words or phrases were in the blog?
- 4 Answer the questions with a partner.
 - 1 What two events does the writer describe?
 - 2 What's the problem at both events?
- 5 When you go to a concert or exhibition, what do you photograph? Give your reasons.

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September 18



'Take a photo of it and I'll look at it when I get home!'

THIS BLOG IS ANGRY!

So ... I'm in the Louvre Museum in Paris and I'm looking at one of the most famous paintings in the world, *Mona Lisa* by Leonardo da Vinci. But I can't actually see it very well, because there are two tourists standing in front of it, and they are taking photos of the painting. But wait ... no, it's not a photo ... it's a **film**. They're filming the painting! And then one stands next to the *Mona Lisa* as the other films her.

As they go off, one says, 'We'll post that on Facebook and have a **look** at it back at the hotel'. Another tourist arrives, looks at the painting for a second, takes a **photograph** of it and moves on.

But isn't the whole reason for going to the gallery to see the paintings 'live'? OK, you can look at them on the museum website. But seeing them actually in front of you is a different **experience**. That's why I went – to see the real thing. Why look at it on a tiny screen when the whole wonderful thing is there in front of you? But really these

Vocabulary & Speaking nouns and verbs with the same form

6a Look at the **highlighted** words in the blog. Are they nouns or verbs? Write N or V next to each word in the box.

blog photograph film look experience record post

b Read the information in the Vocabulary focus box about nouns and verbs with the same form.

VOCABULARY FOCUS nouns and verbs with the same form

Some words can be both a noun and a verb with similar meanings, e.g. *look*. When you use these words as nouns, you need to know which verbs to use with them, e.g. *to have a look*.

c Put the nouns from exercise 6a with the correct verb in the table. Sometimes a noun can go in more than one column.

| make | have | take | write |
|------|------|------|-------|
| | | | |

d Add the words in the box to the correct column in the table.

text plan promise dream

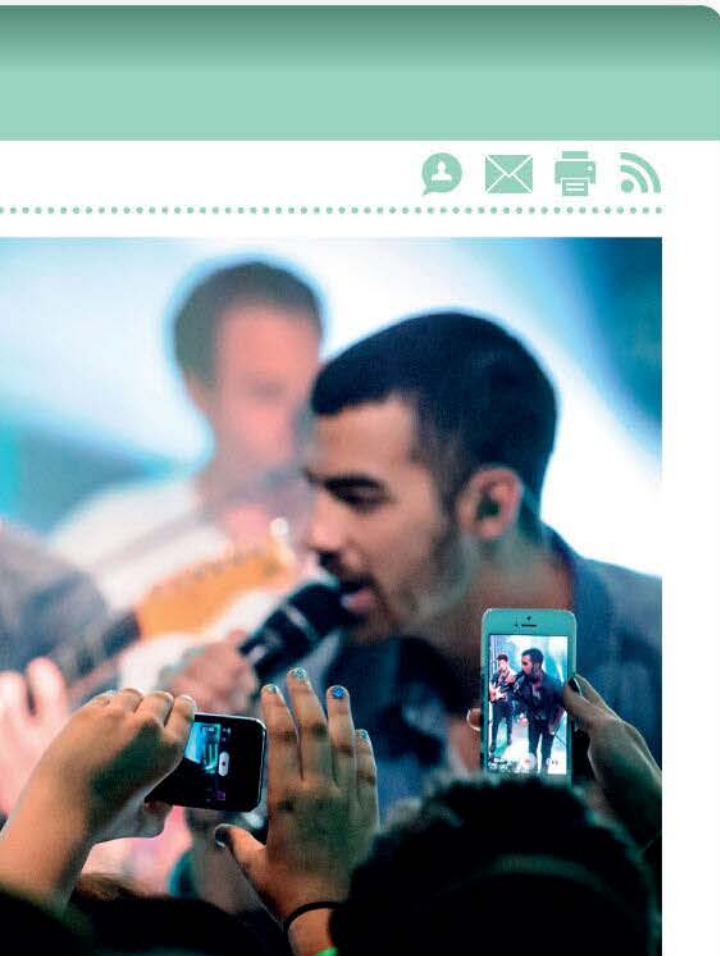
7a TASK Complete the questions using the verb + noun phrases in exercise 6.

- Do you ever _____ about flying?
- When did you last _____ at your phone?
- When you go on holiday, do you _____ for what you are going to do every day?
- When somebody _____ of you, do you smile or stay serious?
- Do you ever _____ to someone and then change your mind?
- Would you like to _____ about your daily life? Do you think people would read it?
- When you _____, do you use special language like LOL or BTW?
- Do you ever _____ and then post it on YouTube?

b Work with a partner. Take turns to ask the questions in exercise 7a. Ask more questions to find out extra information.

- A** *Do you ever have dreams about flying?*
B *Yes, often.*
A *When did you last have one?*
B *Last week. I dreamt I was flying over the sea.*

c Tell the class two interesting facts about your partner.



tourists are not looking at the painting at all – they’re recording their own lives.

Now to a rock concert in London – it’s Muse, my favourite band. I’m close to the stage, but even so my view is blocked by a hundred mobile phones filming. And not just one song, the whole concert. These will be on YouTube within an hour – poor quality, terrible sound. Why do they do it? Why don’t they look at the band?

We don’t live our lives any more, we simply **record** them, **post** them on Facebook and look at them later.

1.4 Speaking and writing

GOALS ■ Talk about the weather ■ Talk about your likes and dislikes ■ Write a web post

Speaking & Vocabulary talking about the weather; talking about likes and dislikes

1 Work with a partner and describe the weather in the photos.



- b Replace the words in *italics* with a **bold** word from exercise 2a.
- If it's a *nice* evening, we can eat outside.
 - I hate this *warm, wet and uncomfortable* weather.
 - The air's *cold and a bit wet* this morning.
 - There are going to be some *short periods of rain* later.
 - Yesterday it was really cold, but today it's *not too cold*.
 - Did you hear the *heavy rain, thunder and lightning* last night?

3 Work with a partner and describe today's weather. Do you think it's typical for the time of year?

4 1.7))) Listen to Faisal from Dubai, Marek from Alberta and Gina from Rio de Janeiro talking about their favourite season. Who talks about these topics? Write F, M or G.

- an exciting celebration
- eating outside
- enjoying the colours of nature

5a 1.7))) Listen again and complete the sentences.

- I'm not keen on _____ in the sea in the summer.
- My favourite winter activity is _____.
- I really love catching fish in the _____.
- I'm really interested in _____.
- I'm really into watching _____.
- I don't mind _____ weather.
- I prefer _____ weather to summer weather.
- I quite like watching _____.
- I can't stand large _____.

b 1.8))) Listen and check your answers.

c 1.9))) Listen and repeat the sentences.

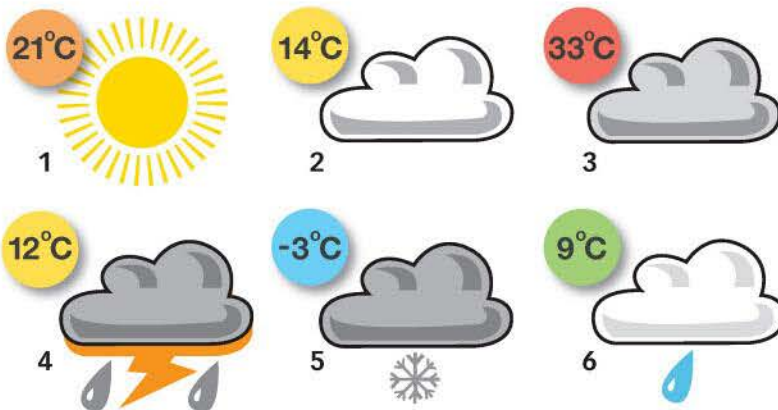
d Which of the expressions in exercise 5a mean the following?

- you don't like something
- you hate something
- you like something a lot
- something isn't a problem for you
- you like one thing more than another thing
- you like something, but not a lot

6 Complete these sentences so they are true for you.

- I really love ...
- My favourite summer activity is ...
- I don't mind ...
- I can't stand ...

2a Match the symbols and temperatures to the weather headlines.



- hot, cloudy and **humid**
- cloudy and **mild**
- sunny, dry and **pleasant**
- cold and **damp** with a few **showers**
- heavy rain, a **thunderstorm**
- light snow, temperature below zero

7a TASK You are going to do a short presentation about your likes and dislikes. Turn to page 126 and choose one of the three options. Make some notes. Use the Language for speaking box to help you.

b Work in groups and take turns to give your presentations. Ask each other questions to find out more.

LANGUAGE FOR SPEAKING talking about likes and dislikes

I'm not keen on ... My favourite ... is ...
I really love ... I'm really interested in ...
I'm really into ... I don't mind ...
I prefer ... I quite like ...
I can't stand ...

We generally use a noun or a verb + *-ing* after the likes and dislikes phrases.

I like swimming in the sea.

Reading & Writing a web post about the best time to visit your country

8 Read these two posts on a travel forum and answer the questions.

- 1 Where does Jean-Luc want to go?
- 2 What is Varsha's answer to his question?
- 3 What does she say about **a**) the weather, **b**) the crowds, and **c**) the facilities (shops, etc.) at this time of year?

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Yesterday 15:23
Jean-Luc My wife and I would like to go on holiday to southern India next year, to Goa. When is the best time to go?

Today 09:17
Varsha The most popular time to come to Goa is November to March. This is our winter season. In these months, the weather is very pleasant. It's not too hot or too rainy and the sea is nice and calm. But there are a lot of tourists at this time. The beaches are very crowded and the prices are high. So I think the best time is October. Then you can have good weather and avoid the crowds, and the hotels are not too expensive. The only problem is that some of the shops and restaurants are not open.
 I hope that helps.
 Enjoy your trip!

9a Read the Language for writing box about linking ideas.

LANGUAGE FOR WRITING linking ideas with *and*, *but* and *so*

- We can join sentences using the linkers *and*, *but* or *so*.
The weather is good. There aren't too many people. →
The weather is good and there aren't too many people.
- In informal writing, e.g. web posts and informal emails, we often use these linkers at the beginning of the sentence.
... the sea is nice and calm. But there are a lot of tourists at this time.

b Rewrite the sentences below. Make each neutral (= not formal or informal) pair of sentences into one sentence, using *and*, *but* or *so*. For each informal pair, begin the second sentence with *And*, *But* or *So*.

- 1 It rains every day. It's not heavy rain. (neutral)
- 2 The restaurants are great. They're not too expensive. (neutral)
- 3 It's a very interesting street. It can be a bit dangerous at night. (informal)
- 4 The temperature reaches 40°C. People go to the mountains where it's cooler. (neutral)
- 5 All the children are on holiday at this time of year. The beaches get crowded. (informal)
- 6 There's an excellent museum. It's free to enter. (neutral)

10a TASK Write a post for a travel forum about the best time to visit your country or town. Choose two or three topics from the box to write about or use your own ideas. Use the phrases below.

The best/most popular time to ...

... too expensive/hot/rainy/crowded

The only problem is ...

the weather crowds special festivals prices facilities

b Swap your post with a partner. If you are from the same place, do you agree with the post? If you are from a different place, ask questions to find out more.



1.5 Video

Adventure sports in Chile

1 Match the words to the definitions.

hike climb slopes rapids peak

- 1 to walk for a long distance, especially in the country
- 2 parts of a river where the waters go fast
- 3 parts of a hill or mountain, especially for skiing
- 4 to go or come up a hill, mountain or stairs
- 5 the pointed top of a mountain

2 These photos are of Pucón, Chile's adventure capital. Describe the photos and guess what people do there.

3 Watch the video. Which sports did the speaker talk about?

- a hiking up the volcano
- b sailing and waterskiing on the lake
- c scuba-diving in the lake
- d kayaking down the rapids
- e skiing or snowboarding down the mountain
- f visiting Pucón by helicopter

4 Watch again and answer the questions.

- a What kinds of landscape make Chile popular with tourists?
- b How many people live in Pucón?
- c What kinds of activities do people do in the summer? Name two.
- d How tall is Villaricca Volcano?
- e What kinds of activities do people do in the winter? Name two.
- f How many metres do the slopes of Ski Pucón cover?

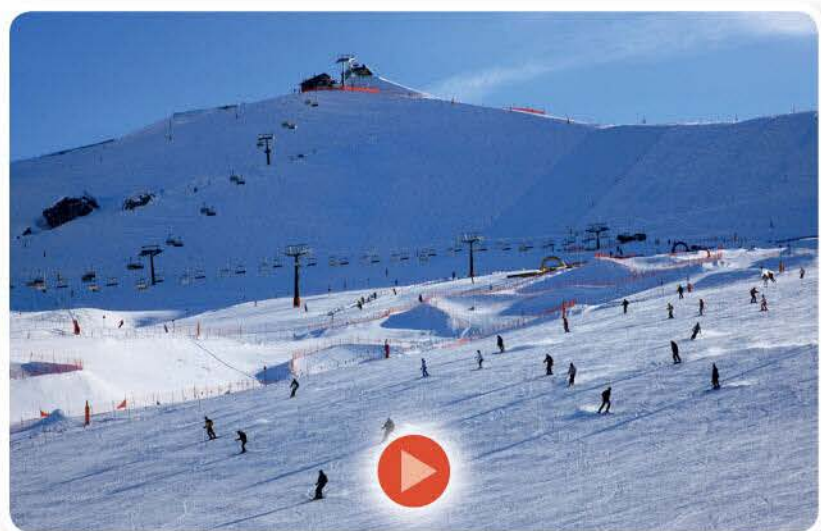
5a **TASK** Work with a partner. Read the situation below.

You have won an adventure sports holiday! You must choose from the following options.

- Where would you prefer to go: a lake or the mountains?
- When would you like to go: summer or winter?
- What kinds of adventure sports would you like to do?
- What other activities would you like to do?

b Discuss your answers to the questions. Decide on your adventure holiday.

c Work with another pair. Compare your adventure holidays. Did you choose similar activities?



Review

1a Write the questions for the answers.

- How many people _____ ?
Five. My parents, my two sisters and me.
- _____ ?
Twenty-four. I'm twenty-five in February.
- _____ ?
Nothing special. On Saturday I went into town and on Sunday I stayed in.
- _____ ?
In a flat. I'd like to live in a house, though.
- _____ ?
All sorts, really. Dance, Latin, R&B.
- _____ ?
About once a month. In fact I went last night. I saw a really good film.

b Work with a partner and ask and answer the questions.

2a Choose the correct option in these sentences.

- I go to the gym *hardly ever* / *never* / *every now and then*.
- I *most days* / *rarely* / *once a month* have a lie-in.
- We have a family meal *most days* / *nearly always* / *always*.
- My cousin and I *once a week* / *every now and then* / *sometimes* chat online.

b Write five sentences about your free time. Use the frequency words in A and the activities in B.

A (nearly) always every now and then hardly ever
once or twice a week/month never rarely
most days occasionally sometimes often

B go online go out for a meal do aerobics play cards
go swimming go camping go to the gym play golf
go clubbing play computer games do yoga

c Ask your classmates questions about their free time.

Find two people who do the same free-time activities as you and two people who do different activities.

How often do you ...? Do you usually ...? Do you ever ...?

3 1.10 Listen to eight questions. For each question, write down a one-word answer.

4a Decide which word or phrase doesn't go with the verb in the first column.

| | | | | |
|---------------|----------------|---------------------|---------------|------------------|
| 1 make | a to-do list | time with relatives | future plans | a cake |
| 2 do | fun | exercise | housework | the shopping |
| 3 have | an early night | a lie-in | a family meal | shopping |
| 4 play | yoga | basketball | cards | computer games |
| 5 go | on a trip | a family meal | running | out for a coffee |

b Work with a partner and ask and answer the questions.

- What kind of exercise do you do?
- When was the last time you went on a trip?
- How often do you have a family meal?
- Who in your family does most of the housework?
- Where do you usually go shopping for clothes?



5a Rewrite the questions, changing the underlined verbs into verb + noun expressions.

Do you text with one hand or two? → Do you write texts with one hand or two?

- Do you know anyone who blogs about their life?
- Do you ever photograph yourself?
- How often do you post on social network sites?
- Do you ever look at language learning websites?
- Do you ever dream about falling?

b Work with a partner and ask and answer the questions.

6a Work in a group. On your own, make guesses about the likes and dislikes of the students in the group. Write the name of a student and continue the sentence.

I think Carlos is really into sport.

- I think _____ loves ...
- I don't think _____ is very keen on ...
- I imagine that _____ doesn't mind ...
- I'm sure _____ is really into ...
- My guess is that _____ can't stand ...

b Compare your guesses together.

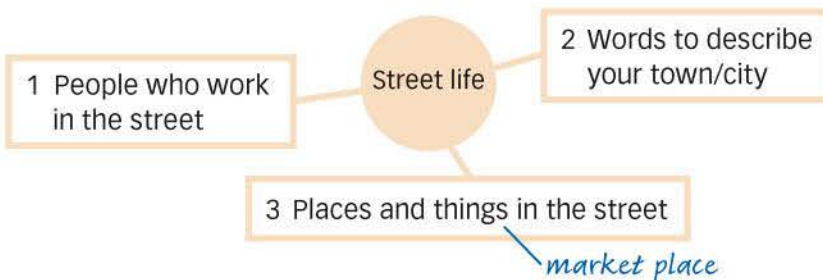
Inside outside

2.1 Street life

GOALS ■ Talk about where you live ■ Talk about the present

Vocabulary & Speaking street life

- 1 Work with a partner and discuss the questions.
- 1 What can you see in the photo?
 - 2 Do pavement artists work in your town or city?
 - 3 What other jobs do people do outside?
 - 4 Would you like to work outside? Why/Why not?
- 2a With your partner, add the words in the box to the mind map.



souvenir seller stall safe crowded statue dirty huge pavement artist ~~market place~~ pedestrian area rubbish lively dull street cleaner street performer parking space

- b Match words 1–5 to words a–e to make compound nouns. Sometimes there is more than one possible answer.

- | | |
|-------------|----------|
| 1 pavement | a seller |
| 2 newspaper | b area |
| 3 play | c café |
| 4 flower | d bin |
| 5 rubbish | e stall |

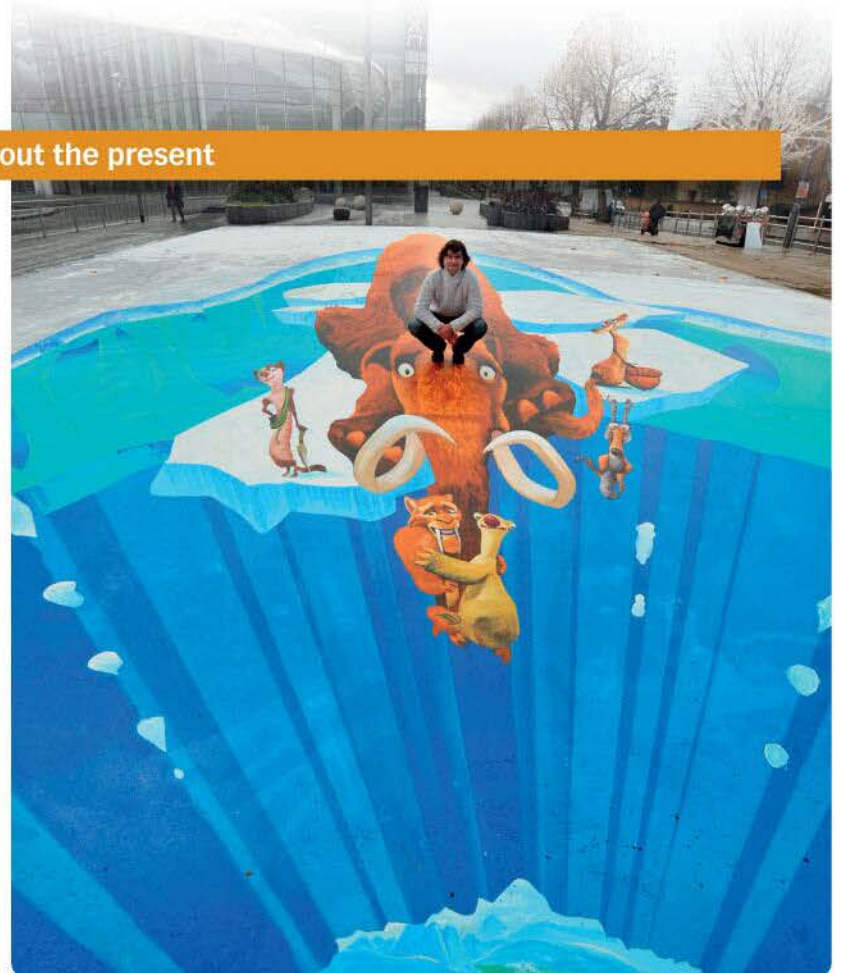
PRONUNCIATION compound nouns

- 3a 2.1))) Listen to the compound nouns in the box and underline the word we stress.

market place

market place souvenir seller pavement artist
parking space street cleaner pedestrian area
street performer

- b 2.2))) Listen again and repeat the compound nouns.



- 4a Use these sentences, or change them to make them true for your town or city. Write another sentence to give more information. Try to use some of the words from exercise 2a.
- The nightlife is lively* → *The nightlife is dull. There aren't any good restaurants or clubs.*

- 1 The nightlife is lively.
- 2 It's famous for its statue of a lion.
- 3 The market has all kinds of stalls.
- 4 The pedestrian area is good for shopping.
- 5 It's difficult to find a parking space.
- 6 There's a huge problem with rubbish in the city centre.
- 7 There are lots of souvenir sellers in summer.
- 8 The city centre is safe at night.

- b Compare your answers with a partner.

- 5 Work in a group. Describe your town or city using the prompts below.

- There's plenty/nothing to do ...
- It's good for ...
- It's famous for ...
- There's a huge problem with ...
- There are all kinds of ...

Grammar & Speaking present simple and present continuous

6 2.3))) Listen to a radio programme in which three people, Edgar, Laxman and Harry talk about their work in the street. Match the notes to the people (E, L or H).



- 1 a tea-seller and a writer
- 2 knows everyone
- 3 holds a world record
- 4 a street cleaner
- 5 a 3D pavement artist
- 6 thinks his luck is changing

7 2.3))) Listen again and complete the sentences with one or two words.

- 1 The art _____ outside.
- 2 They _____ getting close to the art.
- 3 More and more people _____ books and newspapers in Hindi these days.
- 4 My luck _____ now.
- 5 Every now and then, my boss _____ my work.
- 6 What hours _____ you _____ today?
- 7 Today I _____ from 7 a.m. to 3 p.m.

8 Write present simple (PS) or present continuous (PC) next to sentences 1–4 in the Grammar focus box. Then complete the rules using the words *simple* or *continuous*.

GRAMMAR FOCUS
present simple and present continuous

- 1 The art happens outside. _____
- 2 My luck is changing now. _____
- 3 What hours are you working today? _____
- 4 Every now and then, my boss checks my work. _____
- We use the present ⁵ _____ to talk about routines and things that are always true.
- We use the present ⁶ _____ to talk about things that are happening now or around now.
- We do not usually use the present continuous to talk about states, verbs like: *know, like, love, prefer, understand, want, etc.*

→ Grammar Reference page 136

9 Read the text and underline the correct form of the verb.

Dustbot, the Street Cleaning Robot

Rubbish is a big problem for all of us, but in Italy, scientists ¹ **are developing / develop** a new and very different way to collect rubbish.

Dustbot is a friendly-looking robot with maps and GPS navigation. You simply ² **are calling / call** Dustbot on your mobile and it ³ **is coming / comes** to your house and ⁴ **is taking / takes** your rubbish away whenever you ⁵ **are wanting / want**. In many Italian towns with small or narrow streets, rubbish trucks ⁶ **aren't finding / don't find** it easy to get around. With Dustbot, this is not a problem.

These days, we ⁷ **are trying / try** to improve the ways we deal with rubbish and ⁸ **are recycling / recycle** more and more. Dustbot is a fun idea, so let's hope it helps!

- **Global Positioning System (GPS) navigation** tells you where you are, gives directions and helps you find your way



10 Put the time expressions in the box into the correct group.

- a present simple
- b present continuous

always at the moment usually occasionally right now
every Sunday never

11a Write present simple or present continuous questions using the prompts.

- 1 what / do / every Sunday ?
- 2 how often / go into / the city centre ?
- 3 what / tourists / usually / visit / in your town ?
- 4 how / your life / change / at the moment ?
- 5 what / like / about your home town ?
- 6 what / happen / outside / right now ?

b Work with a partner and ask and answer the questions.

12a **TASK** Work in a group and discuss the questions.

- 1 How is your city changing at the moment?
- 2 What general changes are taking place in your country right now?
- 3 Do you feel positive or negative about these changes?

b Decide which are the three most positive changes and the three most negative ones.

2.2 Home life

GOALS ■ Identifying things and people ■ Talk about things in your home

Grammar & Reading identifying relative clauses

- 1 Work with a partner. Look at the photo and answer the questions.
 - 1 What does the photo show?
 - 2 Why do you think the photographer took it?
- 2 Read the article and match topics a–d to paragraphs 1–4.
 - a what the photos show
 - b the challenges of the project
 - c who this man is and what he does
 - d how people feel about the project
- 3a Complete the sentences so they are true for you.
 - 1 I'm *interested* / *not interested* in Huang Qingjun's work because ...
 - 2 I *would* / *wouldn't* want to be in a photo with my possessions because ...
 - 3 I *think* / *don't think* people have too many possessions now because ...
- b Work in a group and compare your answers. Does anyone have the same opinions as you?
- 4a Look at the example sentences in the Grammar focus box. Then complete the rules with *who*, *which*, *that* or *where*.

GRAMMAR FOCUS identifying relative clauses

- Identifying relative clauses give us information about the person, place or thing we are talking about. We can't understand what the sentence is about without this information.
- We use ¹ _____ or ² _____ to talk about people.
Huang Qingjun is a photographer who travels around China and takes photos of people that are standing outside their homes ...
- We use ³ _____ or ⁴ _____ to talk about things.
The photos show the huge changes which are taking place in China.
Huang's photos are a simple idea that shows how people's lives are changing.
- We use ⁵ _____ to talk about places.
He visited one location where a couple had to move ...

→ Grammar Reference page 137

- b Read the article again and underline all the identifying clauses.



Our possessions

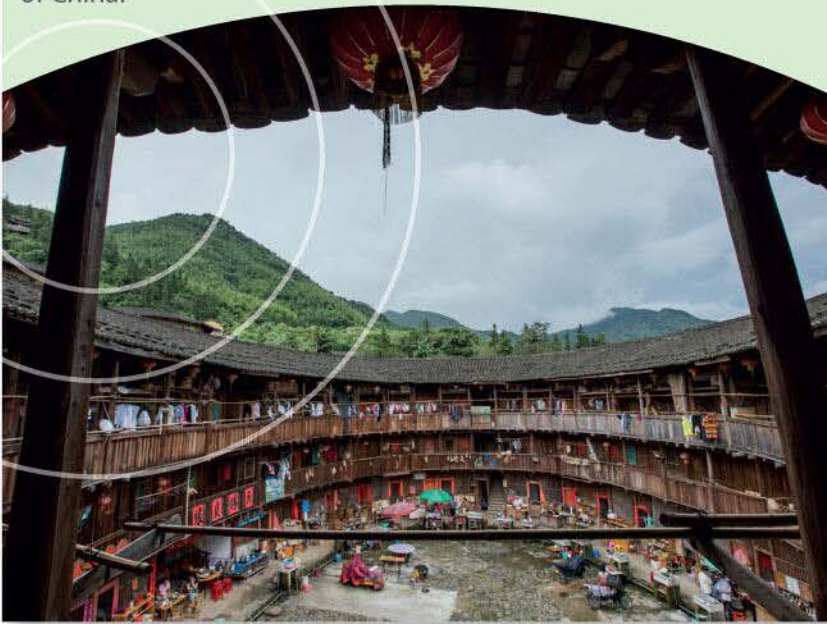
- 1 Huang Qingjun is a photographer who travels around China and takes photos of people that are standing outside their homes with their household possessions. Huang started taking photos when he was a teenager and then worked for the magazine *Chinese National Geography*. In 2006 he began this project.
- 2 The photos show the huge changes which are taking place in China. For example, the photo of elderly farmers who are standing outside their house shows a satellite dish, a DVD player and a phone. Huang's photos are a simple idea that shows how people's lives are changing.
- 3 At first, some people feel it is strange to take all the things which are in their house outside for a photograph, but they mostly say yes when they understand why.
- 4 It is easier to take the photos in places where people don't have many possessions. Some photographs take him a couple of days and others several months. He visited one location where a couple had to move because of plans to build tower blocks and offices. In the photo, the couple are sitting on their bed and you can see the Chinese word which means 'destroy' on the wall behind them. But the couple are happy because they got money for moving.

■ **household possession** something a person owns and keeps in their house

- 5 Complete the text with *who*, *which* or *where*. Which ones could be replaced by *that*?

China: Living together in a circle

Deep in the mountains in the Fujian region of China, there is a large, round building called a *tulou* ¹ _____ about 300 people live together. The tulou has four floors, four staircases and over 200 rooms. Step inside and you will hear people ² _____ are calling you to stop for tea. In the middle is the hall ³ _____ people pray. On the first floor, there are kitchens ⁴ _____ people prepare food and cook, and there are also areas ⁵ _____ people can cook outside. The children ⁶ _____ live here play in the long hall and their bedrooms are on the third and fourth floors. There are animals ⁷ _____ live here too, so the tulou is certainly a lively place. The tulou ⁸ _____ is in the photo is one of several tulous in this part of China.



PRONUNCIATION *that* in relative clauses

- 6a 2.4))) Listen to the sentences. Notice the words in **bold** that are stressed and the pronunciation of *that*.

- 1 It's **something** that you see in the street.
- 2 It's **something** that **doesn't** move.
- 3 It's **something** that **birds sit on**.

- b 2.5))) Listen again and repeat the sentences. What thing do you think these sentences describe?

- 7a Work with a partner. Think of two things and write three sentences like the ones in exercise 6a to describe each thing without saying its name.
- b Work with another pair. Take turns to read your sentences and guess what the things are.

Vocabulary & Listening household objects

- 8 2.6))) Listen to three people talking about staying at someone else's home or living away from home. Match speakers 1–3 to situations a–c.

| | | |
|-----------|---|---|
| Speaker 1 | a | is living in student accommodation. |
| Speaker 2 | b | is doing a house swap with a family in the USA. |
| Speaker 3 | c | is house-sitting for a friend. |

- 9 2.6))) Listen again and match speakers 1–3 to a–f.

Which speaker ...?

- a loves the candles, towels and sheets
- b dislikes the white rugs
- c is disappointed because there is only a microwave oven
- d misses their sofa and satellite TV
- e couldn't work the taps
- f hates not having their own washing machine, dishwasher and fridge

- 10a Look at the household objects below and underline the one which is different in each group. Why is it different?

- 1 towel, duvet, sheet
- 2 mirror, carpet, rug
- 3 cloth, candle, dustpan and brush
- 4 cooker, dishwasher, microwave oven
- 5 tap, wash basin, satellite TV
- 6 chest of drawers, wardrobe, pan

- b Put the words from exercise 10a in the groups below.

- 1 things that you put on a bed
- 2 something that you light when it gets dark
- 3 things that you find in a bathroom
- 4 things that you find in a sitting room
- 5 things that you use to cook
- 6 places where you keep your clothes
- 7 things that you use when you clean

- 11 Work in a group. What do you like or dislike about staying at someone's house? Which household objects do you miss most when you are away from home?

- 12a **TASK** Choose five examples from the table on page 126 and write down the name of the person, place or thing.

- b Work with a partner. Take turns to ask and answer questions about the things on your list.

- A *What's 'The Picture Palace'?*
- B *It's the cinema where I often go.*
- A *Oh, I see. What kind of films does it show?*

▶ VOX POPS VIDEO 2

2.3 Vocabulary and skills development

GOALS ■ Use phrases with *on* ■ Understand sentences with missing words

Vocabulary & Listening phrases with *on*

- 1a Work with a partner. What are the advantages and disadvantages of living in a city?
- b 2.7))) Listen to Mike and Emma discussing city life. How do they feel about living in the city?
- c 2.7))) Listen again. Which person says these things? Write M or E.
- Nobody's ever **on time** for anything.
 - I was **on the way** to the city centre.
 - There are so many people who come here **on business**.
 - You just look it up **on the internet**.
 - I really don't understand why they come here **on holiday**.
- 2a Read the information in the Vocabulary focus box about phrases with *on*.

VOCABULARY FOCUS phrases with *on*

Phrases which start with *on* are very common in English, e.g. *on time*, *on the internet*, *on a bus*. Learn these as complete phrases.

- b Complete the sentences using the phrases in the box.

on business on holiday on the internet on public transport
on time on the left/right on TV on the way

- Where are you going _____ this year? To the sea or the mountains?
 - In the UK, people drive _____. What about where you come from?
 - Can you get to work or university _____?
 - How often do you go _____? What kind of websites do you visit?
 - Have you ever seen anything surprising or amazing _____ to work or college?
 - Do you prefer watching films _____ or at the cinema? Why?
 - Do you think it is important to be _____ for appointments? When is it less important?
 - Do a lot of people come to your city _____? Where do they come from? Which companies do they visit?
- 3 Work with a partner. Take turns to ask and answer the questions in exercise 2b.

Reading & Speaking understanding sentences with missing words

- 4a Read the following sentence. Which word is missing (A or B)?
My mother was born in London but got tired of city life.
- b Decide which word or words are missing from these sentences and where.
- We were in a traffic jam in Oxford Street and didn't move for an hour.
 - A What's the capital of Canada?
B Don't know.
 - They're walking along the street and looking at the shop windows.
 - They're going to write a blog and post it on their website.
- 5 Read the Unlock the code box about sentences with missing words.



UNLOCK THE CODE

sentences with missing words

- Sometimes writers and speakers leave out words in a sentence to avoid repetition. These words can be
 - pronouns, e.g. *he/she, they*.
She lives in Brussels and works for the European Union.
 - subject pronouns and auxiliary verbs.
Today he's working at home and writing a report.
- To understand a text, it is important to know what the missing words are.



- 6a** Have you heard of pavement rage? What do you think it is? Discuss your ideas with a partner.
- b** Read the first paragraph of the article 'Pavement Rage' and compare the information with your answers in exercise 6a.
- 7a** Look at sentences a–e from the first two paragraphs of the article. What are the missing words?
- I'm going to an appointment at 11.15 and walking as fast as I can ...
 - A group of tourists is walking along and taking photos ...
 - They block my way and don't move ...
 - I go red and feel angry ...
 - Ever felt the same?
- b** How do you feel when people walk slowly in front of you? Can you think of a good solution?
- 8** Read the rest of the article and answer the questions. According to the article who ...?
- are texting or window-shopping
 - can't listen to music
 - do the police fine
 - likes the idea
- 9** **TASK** Work with a partner. Would you like a fast lane where you live? Think of two good and two bad points about having a fast lane in your town or city.

Pavement Rage

It's Oxford Street, London, 11 a.m. The pavements are crowded with shoppers and tourists. I'm going to an appointment at 11.15 and walking as fast as I can down the street. So far, I'm on time, but a group of tourists is walking along very slowly in front of me and taking photos of the shop displays. They block my way and don't move even when I say politely, 'Excuse me ...'. I go red and feel angry. I've got pavement rage.

Oxford Street is one of the busiest streets in the world. Two hundred million shoppers visit it every year, and sometimes people get angry with tourists and slow pedestrians who are texting, window-shopping or talking on their phones. According to a recent newspaper article, 9 out of 10 people experience pavement rage at some time. Ever felt the same?

One solution to this problem is a pedestrian fast lane. Most pedestrians travel along Oxford Street at a speed of 1 mile per hour, but in the fast lane, the minimum speed is 3 miles per hour. People in the fast lane can't talk on their mobiles or listen to music, and they need to know exactly where they're going. CCTV cameras check their speed and police officers fine people not following the rules.



The city council have seen the plans for a fast lane and like the idea, but the problem is cost. Who's going to pay for it, make new street signs and make sure it works? Also, are pedestrians ready for a fast lane? How would you feel about paying a fine for walking too slowly?



2.4 Speaking and writing

GOALS ■ Ask for and give directions ■ Write text messages

Listening & Speaking asking for and giving directions

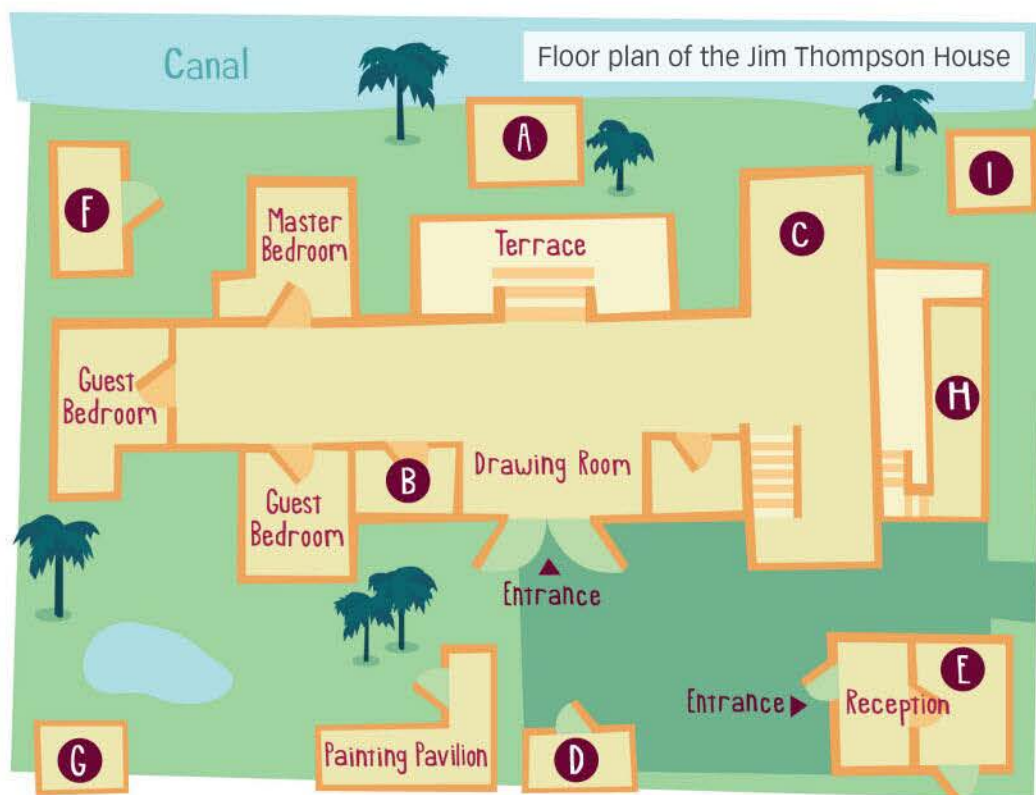
- 1 You are going to listen to a tourist asking for directions to a museum in Bangkok. What do you know about the city? Would you like to go there? Why/Why not? Discuss with a partner.
- 2 2.8))) Listen to the tourist asking for directions to the Jim Thompson House and draw the route on the map opposite. Which letter is the house?

- 3a Complete the sentences with the words and phrases in the box.

on the left straight along keep going until second right
takes turn left how to get to that right

- 1 Please could you tell me _____ the Jim Thompson House?
- 2 You go _____ this road.
- 3 You'll see the MBK shopping centre _____.
- 4 Go past that and _____ you reach a crossroads.
- 5 At the crossroads, _____ down Rama 1 Road.
- 6 Take the _____.
- 7 So, it's left at the crossroads? Is _____?
- 8 It _____ about ten minutes.

- b 2.8))) Listen again and check your answers.



- 4a You are going to listen to a conversation between a tourist and a guide at the Jim Thompson House. First put the conversation in the right order.

- a Yes, well, you're on the terrace now, so you need to go through the drawing room and cross the garden. It's in the corner on the left by reception, you know - where you come in.
- b Thank you.
- c Excuse me, is this the right way to the library? 1
- d Yes, that's right. You can't miss it.
- e So I need to go through the drawing room, cross the garden and it's next to reception?

- b 2.9))) Listen and check your answers. Which letter on the floor plan is the library?

PRONUNCIATION intonation in directions

5a 2.10 Listen to these sentences and notice how the speaker's voice goes up and down. Practise saying them in pairs.

- 1 Excuse me, is this the right way to the library?
- 2 Keep going until you reach the crossroads.

b 2.11 Listen and repeat these sentences.

- 1 Please could you tell me how to get to the Jim Thompson House?
- 2 You'll see the shopping centre on the left.
- 3 You can't miss it.
- 4 So it's left at the crossroads? Is that right?

6 Work with a partner. Take turns to ask each other for directions around the Jim Thompson House. Use the floor plan in exercise 4b and start at reception each time. Student A, turn to page 126. Student B, turn to page 130.

7a TASK Work with a partner. Practise asking for and giving directions. Choose one of the options below. Student A, turn to page 126. Student B, turn to page 130.

- 1 asking for directions around a company
- 2 asking for directions around a university
- 3 asking for directions around Paris

b Choose a different situation and change roles so you both practise asking for and giving directions. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING asking for and giving directions

Asking for directions

Please could you tell me how to get to ...?
Excuse me, is this the right way to ...?
I'm looking for the ...
Is it far?

Can you show me on the map?

Giving directions

Go straight along/down/past/through ... Cross ...
Keep going until you reach ... Turn left/right.
Take the first right/second left.

Saying where something is

You'll see ... It's the (building) ... on the left/right.
You can't miss it. It's on the ground/first/second/top floor.

Saying how long it takes

It's five minutes' walk from here.
It takes about ten minutes.

Checking understanding

OK, so it's left at the ... then second right?
Is that right?
So I need to go through ...

Writing text messages

8 Work in a group and answer the questions.

- 1 Who sends the most texts a day?
- 2 Are they mostly texts for work or texts to friends?
- 3 Do you use 'text speak' in your language? If so, how is it different from normal writing?

9 Look at the text messages and match the senders to the messages.

- a family b delivery company c friends

1 18 January

RU home yet? Pls could U pick me up now? Sx

Yes, that's fine. Will get there asap Mumx Thnx!

2 07 March

Hi! Where RU? We're waiting for you in the café just along the road from school. CU soon? Jx

Gr8. Sry I'm late – missed the bus. I'm on my way now. CU soon! Lx

3 31 May

Your order is out for delivery today. To check your order details, please go to www.lander-europe.co.uk and enter 457987200.

10 Work with a partner. Cover the Language for writing box and guess what the highlighted abbreviations in the text messages mean. Then check your answers with the box.

LANGUAGE FOR WRITING abbreviations in texts

People sometimes use abbreviations or the short forms of words in text messages. This style is more informal. Here are some common examples:

- | | |
|---|----------------------------|
| please = pls | are you = RU |
| see you = CU | as soon as possible = asap |
| you = U | thanks = thnx |
| great = GR8 | sorry = sry |
| x = a kiss after someone's initial (e.g. Sx = love from Sarah) | |

11 TASK With your partner, write texts to each other.

- A** Ask Student B if he/she can meet you at the café where you are now.
- B** Say yes and ask where the café is.
- A** Give directions.
- B** Say what you are doing right now and say when you can get to the place.





2.5 Video

London's changing skyline

- 1 Match the words in A with the words in B to make compound nouns.

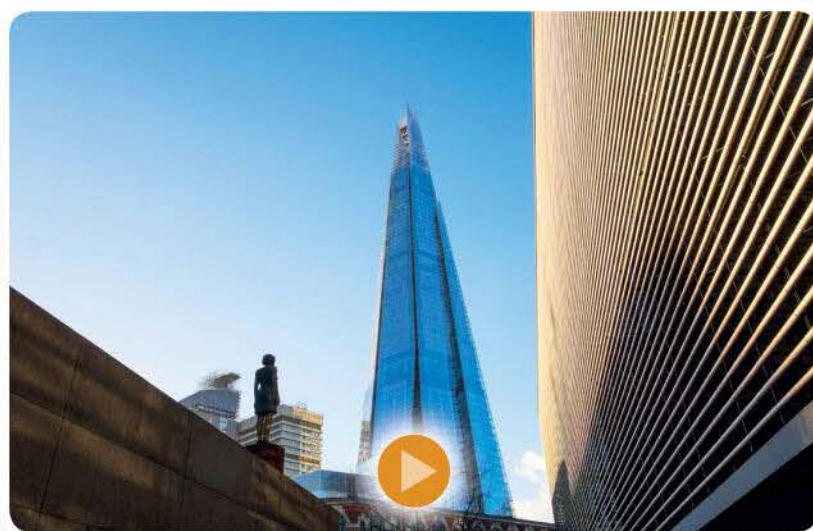
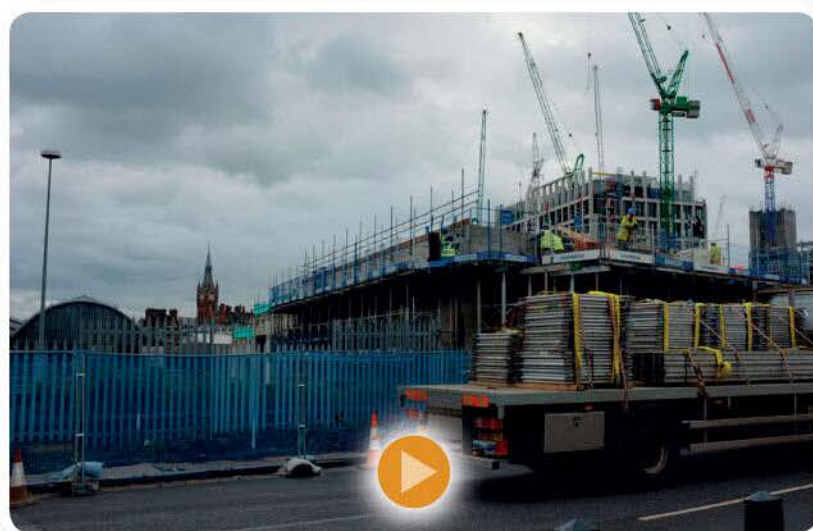
| A | | B | |
|-----------|----------|---------|------------|
| financial | building | rise | attraction |
| tourist | sky | line | centre |
| high/low | sky | scraper | site |

- 2 Use the words in 1 to describe the photos. Which are common in your hometown?
- 3  Watch the video. Choose the correct word to complete the sentences.
- The London skyline *has / hasn't* always been very tall.
 - The Shard and the Gherkin are both famous examples of *old / new* skyscrapers.
 - Property developers are planning *more / fewer* skyscrapers in London.
 - The new Google headquarters will be *bigger / smaller* than the Shard.
 - People in London *agree / disagree* about the future of the city's development.
- 4  Watch again. What do the sentences below refer to? Write the Shard (S), the Gherkin (G) or Kings Cross Central (K).
- Around 35,000 people will work here.
 - It has 41 floors.
 - It was the tallest building in Europe in 2012.
 - It will have Google's new headquarters.
 - Its official name is 30 St. Mary Axe.
 - On the outside there are 11,000 glass panels.

- 5a **TASK** Work in small groups. You are going to discuss the advantages and disadvantages of a large urban construction plan. Read the situation.

The city you live in wants to allow the construction of five very large towers in the centre. These towers will be used for housing, offices and as a tourist attraction. They will be the biggest towers in the city and the region.

- In groups, make a list of the advantages and disadvantages.
- Present your list to the class. Would you be in favour of a project like this?



Review

1a Look at the time expressions and put the verbs in the correct form (present simple or present continuous).

- I _____ (have) lunch with my grandmother every Sunday.
- I _____ (sit) next to Rudi today.
- I _____ (read) a good book at the moment.
- I usually _____ (come) to class by bus.
- Our teacher _____ (wear) black trousers this morning.
- We always _____ (have) our class in Room 2.

b Change the sentences so they are true for you.

c Work with a partner. Compare your sentences and ask for more information.

2a Choose the correct word to complete these definitions.

- It's a person *who / which* sells things to tourists.
- It's an adjective *where / which* we use to say a place is not very lively or exciting.
- It's a place *that / where* people go to buy flowers.
- It's a person *who / where* cleans public places if they are dirty.
- It's a word *who / that* means the opposite of 'dangerous'.
- It's a place *which / where* you put rubbish.

b Write the word for each definition in exercise 2a.

c Work with a partner. Write three more definitions for other words from Units 1 and 2. Swap your definitions with another pair and see if they can remember the word.

3a Match words 1–6 to words a–f to make things you find in the house.

- | | |
|-------------|--------------|
| 1 chest | a oven |
| 2 dustpan | b TV |
| 3 microwave | c of drawers |
| 4 satellite | d machine |
| 5 wash | e and brush |
| 6 washing | f basin |

b Work with a partner. For each item in exercise 3a say which room you can find it in and think of one more thing you can find in the same room.

c Which are the most and least important things for you? Why? Tell your partner.

4a 2.12))) Listen and write down these six sentences.

b Work with a partner. For each sentence, write a new sentence that has the same meaning, using a phrase with *on*.
He's going away because of his work. → *He's going away on business.*

5a A tourist is asking for directions in Poole, England. Complete the conversation using one word in each space.

A Excuse me, could you tell ¹ _____ how to get to the railway station?

B Sure. Go out of the coach station and ² _____ left. Keep going along Kingland Road ³ _____ you reach the George Roundabout. You'll see the shopping centre on the right, then turn left into Towngate Street.

A OK, so left at the George Roundabout.

B Then ⁴ _____ the first right into Serpentine Road and right again into Station Road. You'll ⁵ _____ the station straight ahead. You can't ⁶ _____ it.

A Great, thanks very much.

b 2.13))) Listen and check your answers.

c 2.13))) Listen again. What are the three differences in the directions between exercise 5a and the listening?

6 **TASK** Work with a partner. Look at the map of Poole and agree a starting point. Give each other directions to different places. Remember to use polite intonation.



Going up, going down

3.1 The man who fell to Earth

GOALS ■ Describe movement ■ Talk about the past (1)

Vocabulary & Listening movement

1a Work with a partner. Look at the photo and try to answer the questions.

- 1 Where is this man?
- 2 What is he doing?
- 3 What do you think he's thinking about?
- 4 When did this happen?
- 5 Where did he land?



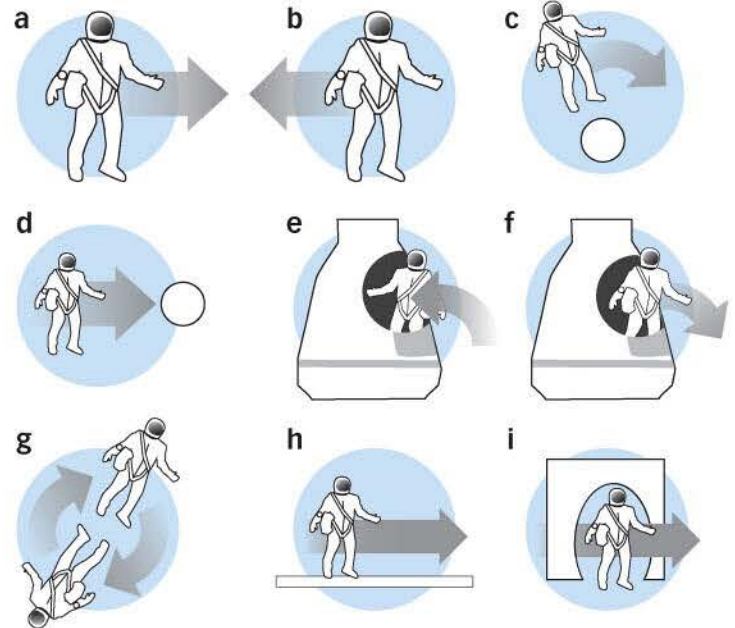
- b 3.1))) Listen to a radio programme and check your answers to the questions in exercise 1a.
- 2 3.1))) Work with a partner and put sentences a-h in the order they happened. Then listen again and check your answers.
- Everybody shouted and jumped up and down.
 - He moved slowly out of the capsule.
 - A large balloon took him up into space.
 - He got down on his knees.
 - He made the jump.
 - He fell too fast and he suddenly began to turn round and round.
 - He landed safely.
 - He parachuted down towards the desert.

- 3 Why do some people enjoy skydiving? Would you like to do it? Why/Why not?
- 4 Which of these verbs mean *going up*? Which mean *going down*? Write ↑ or ↓.

drop land jump dive fall lift rise climb take off

5 Match words 1-9 to pictures a-i.

- | | | |
|-----------|-------------------|-------------|
| 1 over | 4 out of | 7 backwards |
| 2 towards | 5 round and round | 8 through |
| 3 along | 6 forwards | 9 into |



- 6 Complete the sentences with the correct form of a verb from exercise 4 and a word or phrase from exercise 5.
- 1 If you _____ your phone _____ liquid, put it in a bowl of uncooked rice to dry it out.
 - 2 Oh no! I haven't got my key. I know - I'll _____ in _____ that open window.
 - 3 Why do scuba divers _____ and not forwards out of a boat?
 - 4 Watch out! That tree is _____ us!
 - 5 Can you help me to _____ the new TV _____ its box? It's really heavy.

Grammar & Speaking

past simple

7 Read the Grammar focus box. Underline the past simple forms in exercise 2 and add them to the box.

GRAMMAR FOCUS past simple

- We use the past simple for finished actions in the past. We often use it to tell stories.

*His journey started at 3.16 p.m.
He didn't think about the view.
Did he have any problems during the jump?*

- Verbs in the past simple can be regular or irregular.

| Regular: <i>shouted</i> | Irregular: <i>took</i> |
|-------------------------|------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

→ Grammar Reference page 138

PRONUNCIATION irregular past verbs

8a 3.2))) Listen to these verbs. Notice that when the infinitive of a verb ends in /t/ or /d/, it has an extra syllable /ɪd/ in the past tense.

- 1 watch → watched
- 2 look → looked
- 3 lift → lifted
- 4 land → landed
- 5 dive → dived

b 3.3))) Which of these verbs has an extra syllable in the past tense? Listen and check your answers.

- 1 start → started
- 2 work → worked
- 3 decide → decided
- 4 move → moved
- 5 need → needed

c 3.4))) Listen and repeat the verbs in exercise 8b.

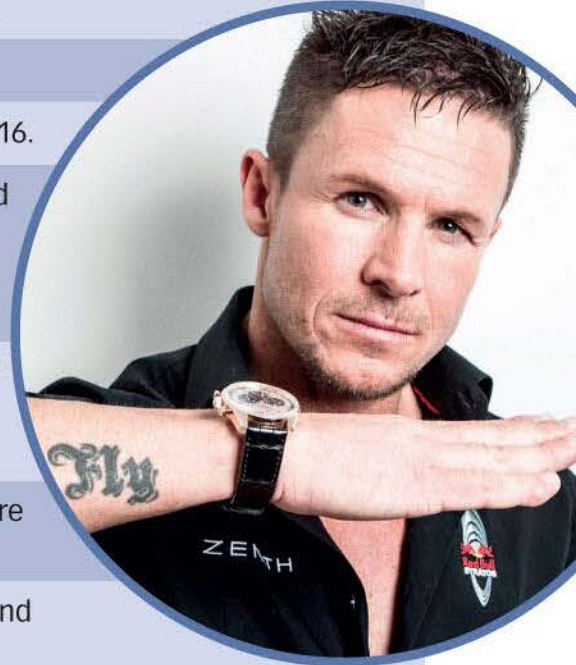
9 Work with a partner and complete the factfile about Felix Baumgartner with the past simple form of the verbs in the box.

not like need marry fly wear grow take not sleep set begin be

Felix Baumgartner

FACTFILE

- 1 He _____ born on 20th April 1969.
- 2 He _____ up in Salzburg, Austria.
- 3 He _____ skydiving when he was 16.
- 4 In 1999, he _____ the world record for the highest jump from a building – Petronas Towers in Malaysia, then the world's highest building.
- 5 In 2003, he _____ 23 miles across the English Channel. For this he _____ special wings on his arms.
- 6 It _____ him seven years to prepare for the space dive.
- 7 He _____ wearing his space suit and _____ the help of a psychologist.
- 8 He _____ the night before his space dive.
- 9 He _____ his girlfriend, Nicole Oetl, the year after the space dive.



10 Complete the box using the words and phrases below.

three months week year before last she was 13 New Year's Day 2014

Saying when something happened

- in March, the summer ¹ _____
- on Tuesday/21st April/ ² _____
- the other day/day before yesterday/ ³ _____
- two years/six days/ ⁴ _____ /ago
- last year/night/ ⁵ _____
- when I was young/he left school/ ⁶ _____

11 **TASK** Work with a partner and ask about the things below. Begin the question with *When did you last ...?* Ask follow-up questions to find out more.

- go on a journey
- send a text or tweet
- go to a wedding
- see an amazing view
- make or watch a YouTube video

12 **TASK** You are going to find out about two more people who have made world records with their amazing achievements. Student A, turn to page 127. Student B, turn to page 131.

3.2 Going up... One man's lift nightmare

GOALS ■ Talk about feelings ■ Talk about the past (2)

Vocabulary & Speaking adjectives for describing feelings

- 1a Work with a partner. Look at the photos. How is the person feeling? Choose one or more words from the box.



guilty in a good mood scared nervous pleased exhausted embarrassed disappointed calm confused lonely angry anxious stressed excited

- b 3.5))) Which words describe a) a positive feeling and b) a negative feeling? Listen and check your answers.
- c 3.6))) Listen and repeat the words.
- 2 3.7))) Listen to eight short extracts. After each one discuss with a partner how you think each person is feeling.
I think he's feeling anxious and maybe stressed.
- 3 Choose three or four words from exercise 1a. Tell your partner when you have these feelings.
*I get angry when people drop rubbish in the street.
I feel exhausted most days!*

Grammar & Reading past simple and past continuous

- 4 Read the introduction to an online article. Work with a partner and guess the answers to the questions below.
- Which of the feelings in exercise 1a do you think he had?
 - In which order do you think he had them?
- 5 Read the article and check your answers to exercise 4.
- 6 Work with a partner and discuss the questions.
- How often do you take lifts?
 - Have you ever been stuck in a lift?
 - What would you do in Nicholas White's situation?
 - Who would you like/hate to be stuck in a lift with?

Nightmare stories on video

Our nightmare story this week is about Nicholas White, who was stuck in a lift for 41 hours. See the video [here](#).



34-year-old Nicholas White was a manager for a business magazine in New York. One Friday night he was working late at the office when he decided to go outside for a quick cigarette. It was the longest cigarette break of his life.

While White was returning to his office on the 43rd floor, the lift suddenly stopped between floors. He calmly pushed the alarm button and waited for an answer. Nothing. He began to get anxious.

He rang it a few more times. Then he pulled the button out, so that the alarm rang and rang continuously. Still no answer. It was 11 p.m. and nobody was working – the building was empty. Now he was frightened. He wasn't wearing a watch.

He had no phone, no food and no water.

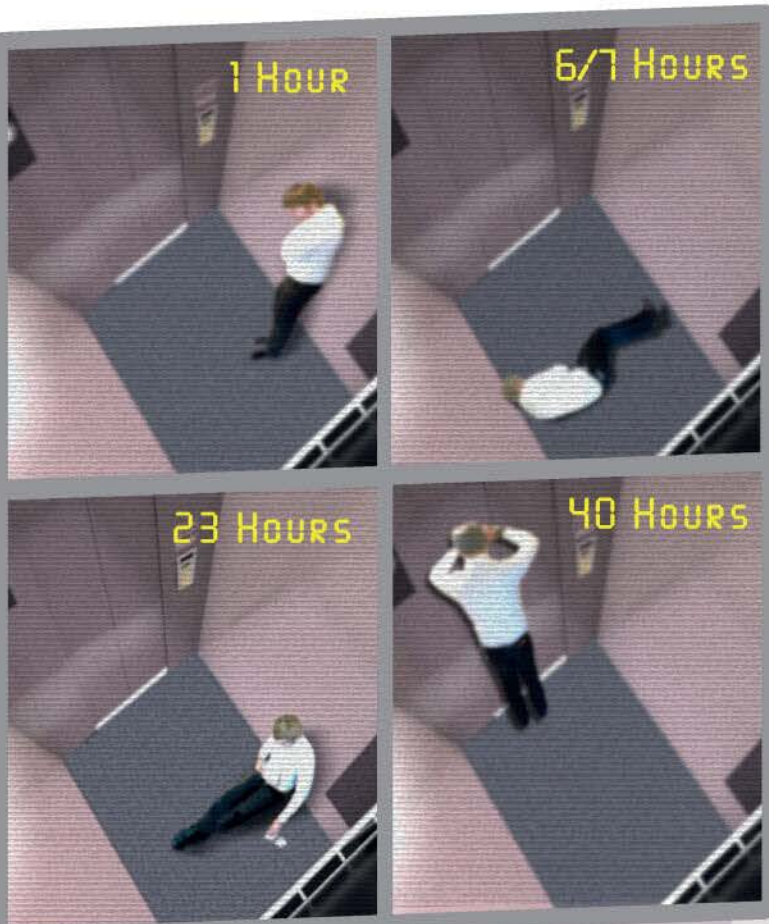
White walked round and round the lift like an insect stuck in a box. Sometimes he lay on the floor, with his face down because the light was very bright. He tried to stay calm by thinking about other things. At one point he took out his wallet and read the back of a football match ticket. After some time, he felt angry – very angry. Why wasn't the lift

7 Read the Grammar focus box and match the highlighted sentences in the article to uses 1–4.

GRAMMAR FOCUS past simple and past continuous

- 1 We use the past continuous to talk about actions which were unfinished at a past time.
At 10.45, he was smoking a cigarette.
- 2 We use the past simple for finished actions and things that happened one after another.
He sat down, turned on his computer and started to work.
- 3 We often use the past simple and past continuous together. We use the past continuous for the longer action. We use the past simple for a shorter action that happened while the longer action was happening.
While he was returning to his office, the lift suddenly stopped between floors.
- 4 We use the past simple for repeated past actions.
He hit the walls several times.

→ Grammar Reference page 139



working?! Why was nobody answering?! He hit the walls several times and shouted at the video camera. The noise of the alarm was driving him crazy, but he didn't want to turn it off.

As time passed he thought that he was going to die without water. Friday turned to Saturday, and Saturday to Sunday. White was now exhausted. Then, suddenly, at 4 p.m., a voice on the intercom asked, 'Is someone in there?'

8 Complete the rest of the story about Nicholas White's lift experience. Use the past simple or past continuous form of the verbs in brackets.

When the voice came over the lift's intercom at 4 p.m. on Sunday, White ¹ _____ (lie) on the floor, half asleep. He was extremely cold as he ² _____ (not wear) a jacket. When he heard the voice he ³ _____ (jump) to his feet. Finally he was free! Almost. First the guard ⁴ _____ (ask) him lots of security questions, 'Where do you work? Which is your office?' The 'interview' lasted a very long time. Then, slowly, the door ⁵ _____ (open). So, what ⁶ _____ he _____ (do) first? He took the lift up to the 43rd floor to get his jacket from his office. On his desk an angry note from a work colleague ⁷ _____ (wait) for him. It said, 'Why ⁸ _____ you _____ (go) home? We had so much work to do!' Of course, she ⁹ _____ (feel) very guilty when she found out the truth!



9a 3.8))) Listen and write down the five questions you hear.

b Ask and answer the questions with a partner.

10a **TASK** Write three sentences. Two sentences should be about something that really happened to you in the past. One sentence should be an invented experience. Your aim is to persuade your partner that all three sentences are true. Use the ideas below or your own ideas.

- something unusual that you drank or ate
- a competition that you won
- a bone that you broke
- a dangerous animal that you saw
- a big sports event or concert that you went to
- a famous person that you met

*I saw a bear when I was on holiday in Canada.
I once met Bill Gates.
I was on TV last year.*

b Work with a partner. Student A, read your three sentences. Try to convince your partner that all three sentences are true. Student B, ask questions about each sentence. Use the past simple and past continuous. Then decide which sentence is not true.

- A *I saw a bear.*
B *What were you doing?*
A *I was walking through a forest.*
B *What was the bear doing? ... etc.*
B *I think this is true/a lie.*

c Now change roles and repeat the activity.

▶ VOX POPS VIDEO 3

3.3 Vocabulary and skills development

GOALS ■ Understand and use adverbs of manner ■ Understand -t and -d before a consonant

Vocabulary & Speaking adverbs of manner

1a Read the questions and tick (✓) the sentence which best describes you.

When you sit next to a stranger on a bus or train, what do you do?

- a I say hello to them.
- b I smile **politely**.
- c I avoid eye contact.
- d I have a short conversation.

If that person starts listening to very loud music on their headphones, what do you do?

- e I look at them **angrily**.
- f I ask them **nicely** to turn it down.
- g I don't do anything, because it doesn't bother me.
- h I move **quickly** to a different seat.

b Work with a partner. Compare your answers and give reasons.



2 Read the information in the Vocabulary focus box about adverbs of manner.

VOCABULARY FOCUS adverbs of manner

- The words in **bold** in exercise 1a are adverbs of manner. They describe verbs. They tell us how we do something or how something happens.
- They often end in *-ly*, e.g. quick → *quickly*, or *-ily*, e.g. angry → *angrily*.
- Some adverbs are irregular, e.g. good → *well*, or don't change, e.g. fast → *fast*.
- Usually adverbs of manner go after the object, or, if there isn't one, after the main verb.
I ask them nicely to turn it down. I smile politely.

3a Make an adverb with the adjective in brackets and put it in the correct place in the sentence.

- 1 I make decisions. (quick)
- 2 I can start a conversation with a stranger. (easy)
- 3 In my job I need to dress. (smart)
- 4 I get nervous when people drive. (fast)
- 5 I would like to speak two languages. (fluent)
- 6 I hate it when people speak on their mobile phones. (loud)

b Are any of the sentences in exercise 3a true for you? Compare your answers with a partner.

4a Make questions with a verb + adverb, using the adjective + noun prompts in the box.

Are you a good cook? → Do you cook well?

good cook careful driver quick typist slow eater/walker
regular traveller fast runner

b Work with a partner and ask and answer your questions.

- A *Do you type quickly?*
- B *No, I don't. I type really slowly.*
- A *Me too!*

Listening & Speaking understanding *-t* and *-d* before a consonant

- 5 In the city or town where you live, is it usual to smile at or greet strangers in these places?
- in a lift
 - in a doctor's waiting room
 - in a shop
 - in a quiet street

6a 3.9))) Read and listen to the information in the Unlock the code box about *-t* and *-d* before a consonant.

UNLOCK THE CODE
-t and *-d* before a consonant

- When a word ends in *-t* or *-d* and the next word begins with a consonant, we don't say the *-t* or *-d*.

| | | |
|-----------------|-------------|---------------|
| Lift going up | sounds like | Lif going up |
| Second floor | sounds like | Secon floor |
| It isn't coming | sounds like | It isn coming |

- Sometimes this happens with *-t* or *-d* inside a single word.

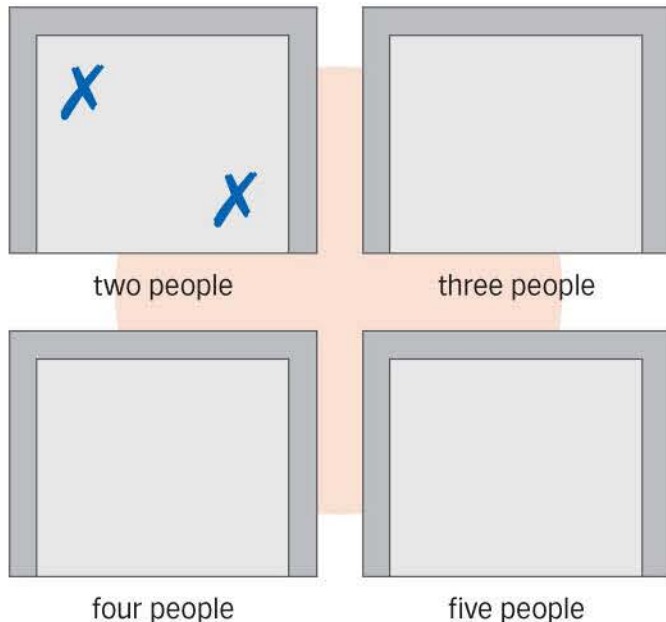
| | | |
|----------|-------------|---------|
| politely | sounds like | poli-ly |
| friends | sounds like | friens |

b 3.10))) Listen and complete each phrase with one word. Each word ends with *-t* or *-d*.

- | | |
|----------------|-------------------|
| 1 _____ me | 7 _____ time |
| 2 _____ floor | 8 _____ back |
| 3 _____ stop | 9 _____ morning |
| 4 _____ look | 10 _____ Cup |
| 5 _____ lift | 11 I _____ this |
| 6 _____ people | 12 _____ going up |

c 3.11))) Listen and write down the eight words or phrases you hear.

7 3.12))) Now listen to the first part of a radio programme about lift etiquette. Add an **X** to the diagrams to show the positions people stand in.



- 8 3.13))) Listen to the second part of the programme and write down three things people do in lifts.
- 9 3.13))) Listen to the second part of the programme again and complete the sentences with one or two words.
- 1 Everybody _____ as soon as they enter the lift.
 - 2 Some people look at the door, the floor or at the _____ buttons. Others _____ at their phones, their _____ or their ring.
 - 3 When two people come in at the same time, they stop their conversation, or start _____.
 - 4 That's why we don't _____ near people.
- 10 In your experience, do people behave like this in lifts? Do you think the ideas in the programme are true?
- 11a **TASK** Work with a partner. Discuss the etiquette or rules of behaviour in the places below. Use adverbs of manner if possible.
- at the cinema
 - in the classroom
 - on a train
 - at the table
 - in a queue at the bank
- At the cinema people speak very quietly. They don't eat or drink noisily. If it isn't crowded, they don't sit right next to another person.*

b Work with another pair. How many of your rules were different and how many the same?

3.4 Speaking and writing

GOALS ■ Tell and respond to a story ■ Write an informal email describing an event

Listening & Speaking telling and responding to a story

1a You are going to hear two people, Ryu and Marta, telling a story about a recent experience. Work with a partner and look at the vocabulary below. Can you guess what each story is about?



- b 3.14))) Listen and check your ideas.
- 2 3.14))) Listen again and answer the questions.
- Ryu**
- 1 What was the young woman wearing?
 - 2 What happened while Ryu was drinking his juice?
 - 3 What did the woman say?
- Marta**
- 4 What was the weather like?
 - 5 What happened while the plane was landing?
 - 6 Why did it happen?

3a 3.15))) Complete the sentences with the words and phrases in the box. Then listen and check your answers.

happened no embarrassed what in the end anyway
joking experience really

- 1 A funny thing _____ this morning.
- 2 So, _____, I was feeling a bit thirsty ...
- 3 Oh _____!
- 4 I was so _____!
- 5 I had a bad _____ last year, when I was ...
- 6 You're _____!
- 7 I was _____ scared!
- 8 So then _____ happened?
- 9 So it was all OK _____.

b 3.16))) Listen and repeat the sentences.

4a **TASK** You are going to tell a story about a time when you felt angry, embarrassed, excited or scared. First make notes to answer these questions.

- When did it happen?
- Where were you?
- What happened?
- What were you doing when it happened?
- How did you feel?
- What happened in the end?

b Work in a group. Read the Language for speaking box, then tell each other your stories.

c Decide which is the most interesting one and tell it to the rest of the class.

LANGUAGE FOR SPEAKING telling and responding to a story

Starting a story

*A funny thing happened this morning ...
I had a bad experience last year, when I was ...*

Returning to the subject of a story

So, anyway, ...

Ending a story

*I was so embarrassed! I was really scared!
It was all OK in the end.*

Responding to a story

Oh no! You're joking! So then what happened?

Reading & Writing email (1): describing an event

- 5 Read the email. What did Juliana do recently? What went wrong?

Sent: Tuesday 10.16

Hi Petra


It was great to hear from you. Yes, thanks, I had a very good holiday. A group of us went snowboarding in Switzerland. We had a really good time, but on the last day one of our group, Martina, had an accident and broke her leg. She was snowboarding very fast down the mountain when a little boy suddenly stopped in front of her. She managed to avoid him but then crashed into a tree.

At first we thought she was alright, but after a few minutes she started screaming and complaining about her leg. It was awful. We tried to phone for help, but the signal was really bad. In the end, I snowboarded down to a nearby mountain café and called from there. A rescue team arrived a short time later to take her to hospital. Anyway, we're all back home now. Martina's leg is getting better. She's off college for a month, but she's enjoying the rest, I think.

Let's speak soon. I'll give you a call some time.

Love
Juliana

Attachment View Download



- 6 Read the Language for writing box about using time sequencers when telling a story. Which of the sequencers are in Juliana's email?

LANGUAGE FOR WRITING time sequencers

When we tell a story, we often use time sequencers to show when things happened.

Showing how a situation changes

At first ... but after ...

To begin with ... but then ...

Talking about an unexpected event

suddenly

Showing the order of events

*half an hour later a short time later after a few minutes
then next*

Ending a story or saying that a lot of time has passed

in the end finally at last

Referring to an action which interrupts another action

when while

- 7 Choose the correct option to complete the sentences.
- The accident happened *after* / *when* she was snowboarding.
 - A rescue team arrived. *Then* / *When* they took her to hospital.
 - We were planning a party on the last night, but we cancelled it *after* / *in the end*.
 - Her leg really hurt, but a few days *then* / *later* it felt much better.
 - When* / *At first* she enjoyed the rest, but *after* / *later* a while she felt bored.
- 8 **TASK** Write an email telling a friend about a recent event that went wrong. Choose one of the situations below. Remember to use the past simple and past continuous, time sequencers and adverbs of manner.
- at a party or special event
 - on holiday
 - at work or college





3.5 Video

The RRS *Discovery*

- 1 Do you recognize the ship names? Match them to descriptions 1–5. Do you know any other famous ships?

Black Pearl Santa María Titanic Yamato Vostok 1

- 1 This British boat was travelling from England to the United States when it hit an iceberg in 1912.
 - 2 The explorer Christopher Columbus travelled across the Atlantic in this ship in 1492.
 - 3 This is the name of Jack Sparrow's pirate ship in the film *Pirates of the Caribbean*.
 - 4 This Japanese boat from World War II was the world's largest warship ever built.
 - 5 The Soviet astronaut Yuri Gagarin was the first man to travel around the Earth in this spaceship.
- 2  Look at the photos of another famous ship. Where did it go? What happened? Watch and check your answers.
- 3  Watch again and underline the correct alternative.

In 1900 the British government wanted a boat to explore ¹ *Antarctica / the Arctic*. They built the RRS *Discovery*, a boat that could sail through large blocks of ice. It left the UK in ² *August 1901 / September 1900* with a crew of explorers, sailors and scientists. When the ship arrived at its destination, ³ *they saw new animals and plants / they made a camp*. But the ice froze around the ship and ⁴ *they could not leave / they had to leave*. The explorers Scott and Shackleton tried to walk to the South Pole, but they didn't succeed. They were rescued after ⁵ *2 / 3* years. *Discovery* ⁶ *continued to sail / stopped sailing* after this incident.

- 4a **TASK** Work in small groups. You are going to write a series of short entries in an expedition log. Read the situation and complete the sentences with your own ideas.

You are all on an expedition together to ¹ _____ (place). You are travelling by ² _____ (form of transport). It is the ³ _____ (time of year) of ⁴ _____ (year). Every day one person must make a short record of the events that day.

- b Write the date and a short summary of what happened that day on the expedition. Write three to four sentences each. This is your entry in the expedition log.
- c When you have finished, read your entries to each other.



Review

- 1a** Work with a partner and look at the photo. What does it show? What do you know about this story?
- b** Complete the text with the past simple or past continuous form of the verbs in brackets.

The deepest rescue in history



On 5 August 2010, 33 miners ¹_____ (work) at the San José mine in northern Chile when some rocks ²_____ (fell) inside the mine and it collapsed. Seventeen days later, rescue workers ³_____ (lose) hope of finding them alive when suddenly they ⁴_____ (receive) a note from the miners saying they were safe. But they ⁵_____ (have) to wait 69 days before they could safely rescue them. In that time, they ⁶_____ (drop) food, water and messages from the miners' families through a small hole in the ground. On 13 October, a metal capsule ⁷_____ (lift) each miner to the surface. For 24 hours, Chileans ⁸_____ (not move) from their TV screens. When the miners ⁹_____ (arrive) at the surface, 1,500 journalists ¹⁰_____ (wait) for them. In 2014, Hollywood ¹¹_____ (make) a film called *The 33* about the extraordinary rescue.

- 2a** Complete the questions with the correct verb form. The first letter is given.
- Do you normally j_____ or d_____ into a swimming pool?
 - Would you like to c_____ a high mountain?
 - When was the last time you l_____ something heavy?
 - In your country do prices r_____ much each year?
- b** Work with a partner and ask and answer the questions.

- 3a** How do you feel in these situations? Write an adjective.
- before an important exam
 - someone is rude to you
 - after you have slept very badly
 - you can't remember someone's name
 - your boss tells you that your pay will rise by 25%
- b** Work with a partner. Take turns to make sentences, using the adjectives in exercise 3a and the structure below. Ask each other for more information.
- The last time I felt _____ was when _____.*
- 4** **3.17**))) Work with a partner. Listen to six sounds. After each one, make a sentence together about what you can hear. Use a verb and an adverb of manner.
- They are shouting angrily.*
- 5a** Complete the conversation with the words in the box.

later joking so then no experience carefully
when anyway

- A** I had a bad ¹_____ the other day. I was having lunch with a friend in a café ²_____ a man came over and asked for directions to the station. He put a map down on the table and my friend showed him where to go. I noticed that the man wasn't listening ³_____ to my friend. He was looking nervously at the table.
- B** Really? That's strange!
- A** So, ⁴_____, a few minutes ⁵_____, I wanted to make a phone call, but I couldn't find my phone.
- B** You're ⁶_____! Don't tell me ... the phone was on the table and the man lifted it up with the map?
- A** Exactly! I was ⁷_____ angry!
- B** So ⁸_____ what happened?
- A** I called the police. But it was too late.
- B** Oh ⁹_____! That's terrible!

- b** **3.18**))) Listen and check your answers. Then practise the conversation with a partner.
- 6a** **TASK** Think of a time when you were angry, scared or pleased about something. Prepare to tell your partner about it. Think about how you will include adjectives, adverbs of manner, past tenses and time sequencers.
- b** Take turns to tell each other your stories. While you are listening, remember to respond with interest.

Changes and challenges

4.1 Changing directions

GOALS ■ Talk about life stages and events ■ Use verbs with *-ing* or *to*

Vocabulary & Reading life stages and events

- 1a Put the words and phrases in order, from the youngest to the oldest.

in your mid-twenties child middle-aged in your sixties
in your late twenties teenager elderly about thirty-five
in your early twenties

- b Work with a partner. Describe people in your family, using the words and phrases in exercise 1a.

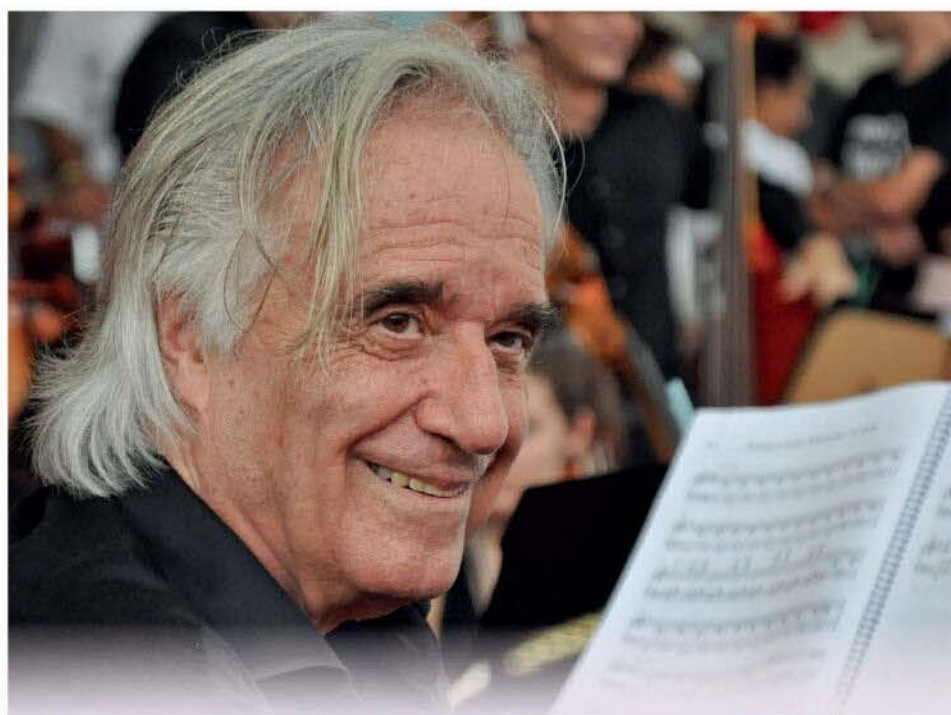
- 2a Look at the life events below. Which of them have you experienced?

- start your own business
- have a baby/children
- go to university
- get a job
- choose your career
- get married
- leave home
- retire
- learn to swim
- leave school
- move house or flat
- spend time abroad
- change career
- take up a hobby/sport
- pass your exams/driving test
- live with a partner

- b Work with a partner. Choose two or three of the events you have experienced and tell your partner more about them. Say what you did, when and why.

I left home two years ago. Before that I lived with my family in a village in the south of Italy. Then I got a job in Rome. Now I share a small flat with friends here in Rome.

- 3 Work in a group. Choose five of the things in exercise 2a and discuss which is the best age to do them. Is it ever too late to do some things?
- 4 Read about the pianist and conductor, João Carlos Martins. How many different careers has he had?



João Carlos Martins

João Carlos Martins is a famous Brazilian classical pianist and conductor. He has played in many of the world's greatest concert halls. However, his career hasn't been easy and his life has taken him in many different directions.

João Carlos Martins was born in 1940. He **learned** to play the piano when he was a child and as a teenager he performed in concerts around the world. But when he was in his late twenties, he had to **stop** playing the piano after he broke his arm very badly while playing soccer. It was a terrible time for Martins. For four years he couldn't look at a piano. He couldn't even listen to classical music.

Eventually, he **decided** to become the manager of a boxer from Brazil. When the boxer won the world championship a year and a half later, Martins looked at him and thought that if this man could be champion, then he could play the piano again. So he took up the piano again and practised for longer and longer every day. Then in 1974, he gave his first big concert in six years, at the Carnegie Hall in New York. There were over 3,000 people there and they

- 5 Read the article again. Complete the table with the name of the career and the reason why he changed.

| João Carlos Martins' career | Why he changed |
|-----------------------------|---|
| Pianist (1st time) | ¹ <i>He broke his arm.</i> |
| 2 | He wanted to follow his dream of being a pianist. |
| Pianist (2nd time) | 3 |
| 4 | 5 |
| Pianist (3rd time) | 6 |
| 7 | |

- 6 What about you? Have you, or your friends or family, experienced big changes in your life?



loved his performance. It was the most amazing moment of his life. He performed in concerts for another seven years, but then he had to give up because of Repetitive Strain Injury (RSI), an extreme pain in his hands caused by too much playing. This time, Martins, now in his early forties, became ... a politician.

However, Martins **couldn't stand** being a politician so, once again, he went back to the piano. All was going well until one day, in 1995, a terrible thing happened. As he was leaving a concert, two men attacked him. He suffered a serious brain injury and lost all the movement in his right hand. But Martins didn't **want** to give up. He **kept** playing, but just with his left hand. A few years later, he lost the use of his left hand and became a conductor. Now, in his late seventies, Martins is still working and has conducted more than a thousand concerts in his career.



Grammar & Speaking verbs with *-ing* and *to*

- 7 Complete the Grammar focus box by adding the **highlighted** verbs in the article to the correct groups.

GRAMMAR FOCUS verbs with *-ing* and *to*

- After some verbs, we usually use the *-ing* form of the verb.
He likes playing the piano.
verbs + *-ing* include: *like*, _____
- After some verbs, we use the infinitive with *to*.
She hopes to be a politician.
verbs + infinitive with *to* include: *hope*, _____

→ Grammar Reference page 140

- 8 Decide which group (1 or 2) in exercise 7 the verbs in the box belong to.

enjoy need would like plan imagine hate

- 9a Complete the questions with the correct form of the verbs in brackets.

- Do you want _____ (live) abroad one day?
- Do you hope _____ (have) the same career for ever?
- Do you plan _____ (move) home some time in the future?
- Would you like _____ (take up) a new hobby?
- Can you imagine _____ (move) to a different town or city?
- Do you get annoyed when people keep _____ (change) their minds?
- Do you enjoy _____ (try) new food in restaurants?
- Do you sometimes decide _____ (change) the colour or style of your hair?
- Do you like _____ (read) the same news sites or blogs every day?

- b **TASK** João Carlos Martins has had to make a lot of changes in his life. How do you feel about making changes? Work with a partner and ask the questions in exercise 9a. Ask for more information using questions like *Where? What? Why?* and *Why not?* What do your partner's answers say about his/her attitude to change?

4.2 Living without the internet

GOALS ■ Talk about using the internet ■ Talk about plans and arrangements

Vocabulary & Speaking internet activities

- 1 Work with a partner. Think of all the things you can do on your computer or smartphone.
- 2a With your partner, discuss how often you do these activities.

I check my emails every five minutes when I'm online.

- | | |
|---------------------|---|
| • go/be online | • read/listen to the news |
| • blog and tweet | • download films/music/apps |
| • do research | • post (sth.) on a website |
| • text friends | • update your Facebook page |
| • do online banking | • check/deal with emails |
| • shop online | • use social media (e.g. Facebook, Instagram) |
| • share photos | • chat online |
| • log on/out | |

- b Look at the activities above and discuss which two are the most important for you and why.

- 3a Read the introduction to a podcast and look at the photo. Which things in exercise 2a do you think ...?

- 1 Sylvie normally uses in her job
- 2 she will miss most in her work



Could you live without the internet for a day? Is it really possible in this day and age? We asked fashion blogger Sylvie Pascal to try it. Listen to her podcast 'Internet-free for a day' to find out more.

SYLVIE PASCAL
Fashion blogger



▶ Duration 4.00 minutes

⬇ Download 24 MB

- b 4.1))) Listen and check your predictions.

Grammar & Listening going to and present continuous for the future

- 4 4.1))) Listen again and complete the extracts from the listening.

So this morning I'm ¹ _____ a fashion show with colleagues, then I'm ² _____ a friend for lunch at one o'clock. I'm ³ _____ through some magazines this afternoon and hopefully get ideas for a new post. Then, I plan to finish work early today. I'm ⁴ _____ my sister later on, and perhaps have an early night ...

In future, I'm ⁵ _____ a few things and think more carefully about my internet use. I'm not going to deal with work emails outside work, I'm not ⁶ _____ as much time online and I'm not ⁷ _____ my phone all the time!

- 5 Work with a partner and discuss the questions.
 - 1 Could you do your job without the internet?
 - 2 Would you like to live without the internet for a day? Why/Why not?

- 6a Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS

going to and present continuous for the future

- We use *going to* or the present continuous to talk about future plans. Both forms are often possible and are very similar.
- When the plan has a fixed time or place, or includes a time expression ¹ **the present continuous / going to** is more common.
I'm meeting a friend for lunch at one o'clock.
- When it is a plan or intention, ² **the present continuous / going to** is more common.
I'm going to change a few things.

→ Grammar Reference page 141

- b Underline more examples of *going to* and the present continuous in exercise 4.
- 7a 4.2))) Listen to a conversation between two friends who are planning a special event. Why does Lucas call Sophie? What are his plans?



- b Choose the more likely option, *going to* or present continuous, to complete the sentences from the conversation.
- I'm *going to organize / organizing* a school reunion on the 14th of July next year.
 - Where are you *going to have / having* the party?
 - I've made a few appointments and I'm *going to visit / visiting* three hotels next week.
 - I'm *going to take / taking* some photos and post them on the reunion website.
 - I'm *going to book / booking* a live band for the evening, but I haven't done that yet.
 - A few of us are *going to meet / meeting* next Saturday at seven thirty if you're free?
- c 4.2))) Listen again and check your answers.

PRONUNCIATION *going to*

- 8a 4.3))) Listen to these sentences and notice how we say *going to*.
- I'm going to take some photos.
 - I'm going to book a live band.
- b 4.4))) Listen and repeat the sentences.
- c Work with a partner and have a similar conversation to practise the pronunciation of *going to*. Use the sentences in exercise 7b to help you.
- 9a **TASK** Talk to people in your class and find someone who is ...
- meeting friends for dinner
 - going to arrange a party soon
 - attending a special event next year
 - going to post something on a website this week
 - giving something up for a challenge
 - going to update their Facebook page soon
 - visiting family at the weekend
 - going to check their emails after class
- b Ask questions to find out more about each other's plans. Talk about what you are going to do/doing, why, where and with who.
- c Tell the class the most interesting plans you found out.
- 10a **TASK** Work in a group. You are going to organize a reunion for your class next year. First, make decisions about the things below.
- the date and time
 - the venue
 - the type of food
 - the music/entertainment
- b Decide who is going to do what (e.g. book the venue, order the food, organize the entertainment, etc.).
- c Explain your plan to the class.
We're going to ... , Paulo is going to ...
- d As a class, vote to decide which group has the best plan.

4.3 Vocabulary and skills development

GOALS ■ Understand connected speech (1) ■ Understand and use *get*

Listening understanding connected speech (1)

1a Are there any changes you would like to make to your lifestyle? Look at the list and put a tick (✓) next to the things you would like to do and a cross (X) next to those you wouldn't.

- | | |
|--|--|
| • read more books | • eat less sugar |
| • climb a famous mountain | • give up eating meat |
| • write a novel | • walk 10,000 steps every day |
| • cycle more | • do more kind things for other people |
| • learn two new words a day in your first language | • watch less television |
| • use Facebook/Twitter less | • learn a new language |

b Compare your answers with a partner. What is stopping you from doing the things you ticked?

2 Read about an idea called 'the 30-day challenge' and answer the questions.

- 1 Why did Matt Cutts decide to do the 30-day challenges?
- 2 Which of the things in exercise 1 has he done?
- 3 What did he learn about himself?

Do something new for 30 days

A few years ago, Matt Cutts, a top manager at Google, thought his life wasn't moving forward. So he started to set himself **30-day challenges**. The idea was simple: think of something you want to add to your life – or to give up – and try it every day for 30 days.

He began with small projects like cycling to work, not watching TV and giving up sugar. Then he moved onto harder ones, like writing a novel in 30 days. Matt learned that if you do something for 30 days, it can become a habit. If you stop doing something for 30 days, you can break the habit. As he did harder challenges, he got more confident. He learned that if he really, *really* wanted to do something, he could. After doing the challenges for a few months, he had enough confidence to climb Mount Kilimanjaro, the highest mountain in Africa.

Matt gave an online talk about how the challenges changed his life. More than five million people around the world have watched his talk and the 30-day challenge quickly became very popular.

Like | Share | Comment

3a 4.5 Read and listen to the information in the Unlock the code box about connected /w/ and /j/ sounds in speech.

UNLOCK THE CODE /w/ and /j/ sounds in connected speech

When a word ends with a vowel sound and the next word begins with a vowel sound, we sometimes add a /j/ sound or a /w/ sound to link the words.

| | |
|-----------------------|-------------------------|
| /w/ | /w/ |
| I go <u>w</u> out | do <u>w</u> a challenge |
| /j/ | /j/ |
| the <u>j</u> elevator | I <u>j</u> agree |

b 4.6 Read aloud these phrases which have an extra /w/ sound. Listen and check your answers.

| | | |
|---------------------------|----------------------------------|--------------------|
| quarter to <u>w</u> eight | we're going to <u>w</u> eat soon | so <u>w</u> am I |
| who <u>w</u> are you | go <u>w</u> inside | do <u>w</u> it now |

c 4.7 Read aloud these phrases which have an extra /j/ sound. Listen and check your answers.

| | | |
|------------------------|--------------------------|-----------------------|
| me <u>j</u> and you | she <u>j</u> eats a lot | the <u>j</u> easy way |
| three <u>j</u> o'clock | we <u>j</u> aren't ready | be <u>j</u> a |



d 4.8))) Listen and complete the phrases using two words in each space. Then mark where you hear the /j/ and /w/ sounds.

- 1 see _____ two minutes 4 so _____
 2 _____ side 5 _____ ready
 3 _____ holiday 6 _____, please

4 4.9))) You are going to hear two people talking about the 30-day challenge. First, listen to and write down five sentences from the conversation.

5 4.10))) Now listen to the conversation and take notes to complete the table.

| | Mia | Dino |
|-----------------------|-----|------|
| 1 What challenge? | | |
| 2 Alone? With people? | | |
| 3 What to get or buy? | | |

6 Work with a partner. Imagine you are going to do the 30-day challenge. What are you going to do?

Vocabulary & Speaking *get*

7 Look at these sentences from Mia and Dino's conversation. What does *get* mean in each sentence?

- I'm going to walk to work, not get a bus.
- We're going to get a vegetarian cookbook to help us.

8 Read the information in the Vocabulary focus box about *get*.

VOCABULARY FOCUS *get*

Get is a very common word in English. It has several meanings:

- When we use *get* before a noun, it usually means 'receive', 'buy', 'obtain', 'catch', or something similar.
- When we use *get* before an adjective (e.g. *cold*) or a past participle (e.g. *married*), it means 'become'.
- We don't often use *get* in very formal written English.



9a Match sentences 1–6 to the different meanings of *get* a–f.

- How many emails do you usually get every day?
 - When did you get your first job?
 - Did you get a bus here today?
 - What time do you get home after class?
 - What does your best friend get anxious about?
 - Where did you get your phone?
- a arrive (at)
 b become
 c receive
 d buy
 e obtain
 f catch

b Work with a partner and ask each other the questions in exercise 9a.

c Match each expression in the box to one of the meanings of *get* in exercise 9a.

get a present get engaged get home late get angry
 get cold get a text get the bus get some bread
 get enough sleep get a taxi

10 Complete the sentences using the expressions in the box.

get a new pair getting got one gets there get some
 get (x2) gets her some get the bus

- His wife really likes flowers, so he _____ every weekend.
- My shoes are really old, so I'm going to _____ on Saturday.
- Summer's coming! The days are _____ warmer.
- There's a train strike, so let's _____ instead.
- We have to post her birthday card today so it _____ tomorrow.
- There's no milk in the fridge. Can you _____ on your way home from work?
- I'm very sorry I broke your vase. Please don't _____ angry because I can _____ you a new one.
- I applied for five jobs and finally I _____ !

11 **TASK** Work with a partner. Which of the following would you like to do? How are you going to achieve them?

- get fit
- get a new job
- get up earlier and study
- get married
- get more sleep
- get home from work earlier
- get a new car

A *I'd like to get fit.*

B *How are you going to get fit?*

A *I'm going to go to the gym three times a week.*

4.4 Speaking and writing

GOALS ■ Invite and make arrangements ■ Write an email to make arrangements

Listening & Speaking inviting & making arrangements

- 1 When was the last time you invited someone to do something? Tell a partner about it.
- 2 **4.11**))) Max Weber, a website designer, is planning his diary. Listen to the voicemail messages and choose the correct answer.
 - 1 In the first message, Max *makes / accepts* an invitation.
 - 2 In the second message, Max *accepts / refuses* an invitation.
 - 3 Max calls his *friend / colleague* first.
 - 4 The second message is more *formal / informal*.

3a 4.12))) Listen to two phone calls from Seyit and Agneta to Max. What arrangements does Max make with them?



Seyit

Max

Agneta

- b 4.12**))) Listen again and answer the questions.
 - 1 Why can't Seyit meet Max on the twenty-eighth?
 - 2 Why can't Agneta meet Max the next day?
 - 3 Why do you think they explain why they can't meet?

4a Match the two halves of these sentences from the phone calls.

- | | |
|---------------------|------------------------------------|
| 1 Are you free | a great! |
| 2 Would you like to | b that week at all? |
| 3 I'm afraid | c outside the restaurant at eight? |
| 4 How about the | d any good for you? |
| 5 Do you fancy | e meet for lunch? |
| 6 That'd | f twenty-ninth instead? |
| 7 Is Sunday | g doing something this weekend? |
| 8 Sounds | h be lovely. |
| 9 Shall we meet | i I can't make the twenty-eighth. |

- b 4.13**))) Listen and check your answers.
- c 4.14**))) Listen and repeat the sentences.
- d** In exercise 4a, find two questions you can ask *before* making an invitation. Why do you think we do this?
- 5 TASK** Work with a partner. Take turns to make invitations and arrangements for situations 1–6. If you refuse an invitation, give a reason to sound polite and suggest another time instead. Use the Language for speaking box to help you.
 - 1 You want to invite a colleague to lunch tomorrow.
 - 2 You have a new flatmate. Invite him/her to the cinema this weekend.
 - 3 You are on holiday in the USA and are staying with some friends for a week. Invite them out for dinner to say thank you for letting you stay.
 - 4 A colleague from abroad is coming to your town on a business trip. You have not met him/her before. Invite him/her on a tour of the town.
 - 5 It's your birthday next week. Ask your classmate to come to your house for a party.
 - 6 Invite your best friend to go to a sports event or to a museum or art gallery with you on Saturday.

LANGUAGE FOR SPEAKING inviting and making arrangements

Checking someone is free

*Are you free ...? Are you doing anything ...?
Is ... any good for you?*

Making invitations

Would you like to ...? Do you fancy + verb + -ing?

Accepting invitations

Sounds ...! Yeah, I'd like/love to ... That'd be ...!

Refusing invitations (apology + reason)

*I'm afraid I can't make (it) ... because ...
I'm really sorry, but I can't ... because ...*

Suggesting a time/place to meet

Shall we meet ... at ...? We could try ...


Suggesting a different time/place to meet

*How about + verb + -ing ... instead?
Could we meet ... instead?*

Reading & Writing email (2): making arrangements

- 6 Read the messages from Seyit and Agneta and answer the questions.
- 1 Why do they write to Max?
 - 2 What are they doing instead?
 - 3 What do they suggest?

Find Friends | Home | Settings

 **Agneta**
Hi Max,
How's it going? I'm really sorry, but I can't make it on Sunday.
I completely forgot that I'm going to a family party that day. It's my grandmother's eightieth birthday, so I can't miss it. Hope you understand.
Anyway, how about meeting next weekend instead? Is that OK for you? I'd love to try the new Chinese restaurant we talked about. It will be great to catch up with you.
Anyway, sorry about Sunday! ☹️
Speak soon.
Love,
Agneta x
Friday 14.34

Sent: Thursday 10.16

Dear Max,
I hope you're keeping well.
We discussed meeting for lunch on 29th March, but I'm afraid I can't make that date any more, as I now have to attend a very important meeting with my boss.
I apologize, but could we meet on 28th March instead? Please let me know if that's convenient.
I've found a lovely place to eat called 'Deniz Restaurant'. It's on the seafront and gets great reviews. I could pick you up from your hotel at 12 noon and we could drive straight there for lunch at 12.30 p.m.
I hope to hear from you soon.
All the best,
Seyit
Seyit Samyeli | Konak Architects | 35260 Izmir | Turkey

- 7a Read the Language for writing box, then underline examples of the following in the email and message.

- 1 greeting
- 2 starting a message
- 3 closing a message
- 4 signing off

- b Work with a partner. Discuss which expressions in the messages in exercise 6 and box are more informal.

LANGUAGE FOR WRITING opening & closing emails

Greeting

Hello (Agneta) Hi there! Dear (Seyit)

Starting a message

How are you? How are you doing? How are things?

Closing a message

I look forward to hearing from you.

Speak (to you) soon See you soon Take care

Signing off

Best wishes Many thanks Cheers Bye for now

- 8a **TASK** Choose one of the options and write an email or social network message. Use the language from the messages, and Language for speaking/writing boxes to help you.

- You arranged to take a colleague who is visiting your city out to dinner, but would like to meet an hour earlier because it is a long drive to the restaurant. Write to change the arrangements and suggest a place and time to meet.
- Explain to your friend why you can't go to a concert with her and suggest a different time and place to meet.
- Remind other students in your group that there is no class next week as the teacher is on holiday, but suggest that you meet to study together instead.

- b Exchange messages with a partner and write a reply.



4.5 Video

Esplorio

- 1 Look at the words below and divide them into two categories: internet and business.

click company connect entrepreneur expand product site social media strategy website account

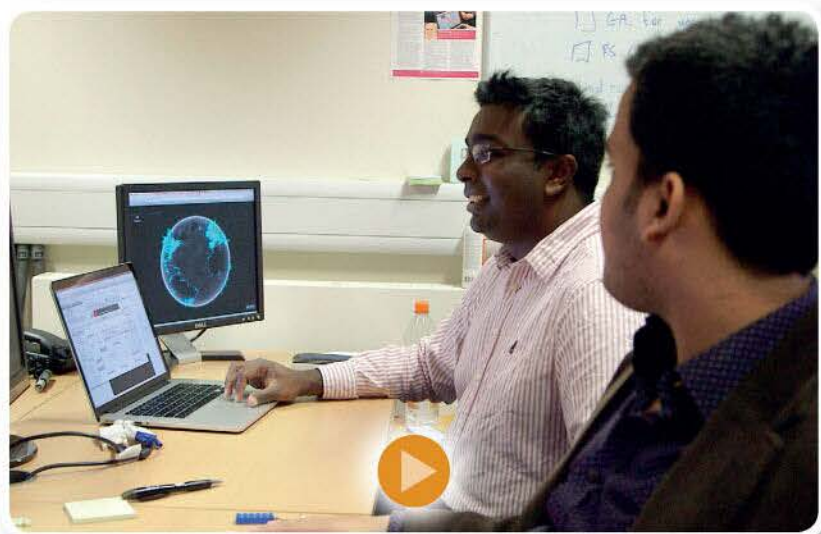
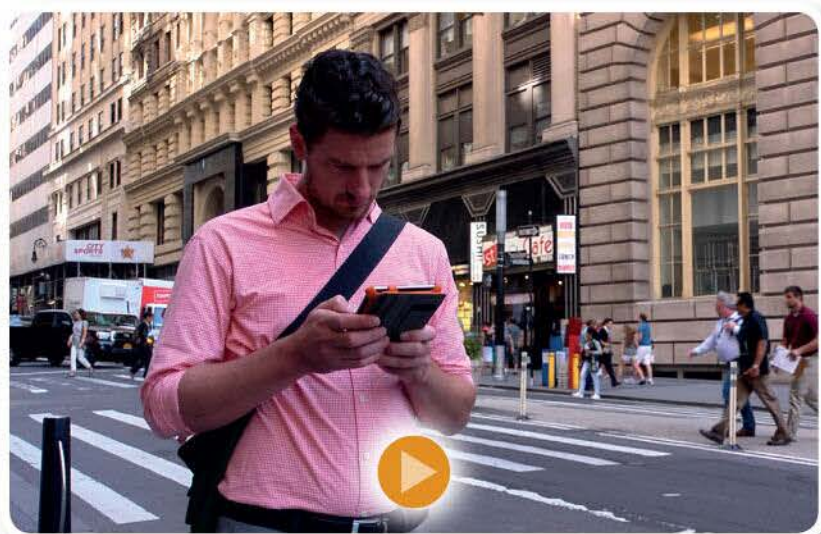
- 2 Work with a partner. Describe the photos using some of the words in exercise 1 to help you. What do you think Esplorio is?

- 3 Watch and complete the information about Esplorio.

map recommendations social travel pictures university

Esplorio is a ¹ _____ media tool. It is an online ² _____ diary that collects all of your online information and puts it into an interactive ³ _____. When you click on a location you can see posts and ⁴ _____ from that time and place. Tim started Esplorio while he was at ⁵ _____, and his business partner Essa Saulat joined later. They want to expand Esplorio by adding a ⁶ _____ tool, which suggests where to go next.

- 4 Watch again. Decide if the statements are true (T) or false (F). Correct the false statements.
- a Social media is the most popular activity on the internet.
 - b The inventors of Esplorio used many social media sites.
 - c In the future, Esplorio will recommend places to your friends based on your suggestions.
 - d Very few entrepreneurs create social media sites now.
 - e Some sites only last a few months, others will change the world.
- 5a **TASK** Work in groups. Take turns to ask and answer the questions.
- 1 Which sites, if any, do you enjoy using? Are there any sites you would like to try?
 - 2 Can you imagine spending a week without social media?
 - 3 Do you know anyone who keeps checking their social media, even during mealtimes? Does this bother you?
 - 4 Is it easy for other people to find information about you online?
 - 5 Is it easy for you to find your own information online?
- b Report back to the class. Who is most active on social media?



Review

1a Complete the prompts below using the *-ing* or *to + infinitive* form of the verbs in brackets.

- 1 a household job you hate _____ (do)
- 2 something you plan _____ (do) next weekend
- 3 a TV programme you like _____ (watch)
- 4 a job you can't imagine _____ (do)
- 5 something you need _____ (buy) soon
- 6 a place you hope _____ (visit) one day

b Write your own answers for each of the prompts above. Then discuss your answers with a partner.

2a Choose the present continuous or *going to* form to complete the conversation.

- A** Are you doing anything on Saturday afternoon?
B ¹ *I'm meeting / I'm going to meet* my sister to get Mum a birthday present.
A That's nice. Do you know what you're getting her?
B I'm not sure. ² *We're probably looking / We're probably going to look* at some phones. Mum's is really old. And I've got to go to the opticians. ³ *I'm getting / I'm going to get* my new glasses – they called to say they were ready.
A Right. What about the evening?
B ⁴ *I'm seeing / I'm going to see* Tim.
A Oh, what are you doing?
B I don't know. ⁵ *We're meeting / We're going to meet* at the cinema, but we haven't decided what to see. ⁶ *We're seeing / We're going to see* what's on and decide then.



b Work with a partner. Tell your partner about your plans for this weekend. Think about the pronunciation of *going to*.

3a Match verbs 1–8 to words/phrases a–h.

- | | |
|------------|---------------------|
| 1 download | a home |
| 2 use | b your driving test |
| 3 pass | c social media |
| 4 leave | d films |
| 5 shop | e online banking |
| 6 spend | f your career |
| 7 choose | g online |
| 8 do | h time abroad |

b Work with a partner. Choose three activities and say what difficulties people can have doing them.

Using social media can take a lot of your time. You have to be careful about uploading personal information.

4a Think of a more general way to express each of these ages. There may be more than one possibility.

If you are 22, you are in your early twenties.

22 59 70 35 16

b Tell your partner about three people you know. For each person, say their age and two more things about them.

My cousin Lloyd is in his early twenties. He's studying computer science. He's really into video games.

5a Complete the questions using the words in the box.

texts bus shoes home married present

- 1 When did you last get a _____ from someone?
- 2 How often do you get the _____ to work?
- 3 How many _____ do you get a day?
- 4 When did you last get a new pair of _____?
- 5 Do you know anyone who got _____ last year?
- 6 What time do you usually get _____ in the evening?

b Work with a partner and ask and answer the questions.

6a **TASK 4.15**))) Put this conversation in the right order. Then listen and check your answers.

- a Are you doing anything on Friday night?
- b Saturday? That'd be great.
- c That sounds great. Oh, hang on, did you say Friday?
- d I'm sorry, but I can't make Friday. I'm meeting a friend from university.
- e No, I don't think so. Why?
- f Do you fancy coming round for dinner?
- g Yes, is there a problem?
- h No problem. How about Saturday instead?

b Substitute the underlined phrases with different phrases that have the same meaning.

c Work with a partner. Role-play a similar conversation but change the times, days and activities.

Stuff and things

5.1 Your world in objects

GOALS ■ Describe objects ■ Use articles

Vocabulary & Listening adjectives for describing objects

1 Write the names of three possessions which are very important to you for the reasons given. Compare your answers with a partner.

| Possession | Reason |
|------------|--|
| a _____ | Somebody special gave it to me/made it for me. |
| b _____ | It makes me feel happy. |
| c _____ | It makes my life easier. |

2a 5.1))) Listen to four people talking about their favourite possessions. Write speaker number 1-4 next to photos a-d.

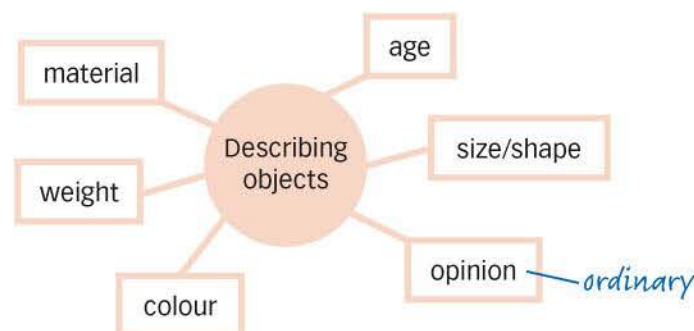


b Why are the objects important to each person? Choose from reasons in exercise 1.

3 5.1))) Which object does each sentence below describe? Listen again and check your answers.

- It's just an **ordinary** one, nothing special.
- It's really, really small - **tiny**, in fact.
- It's made of a kind of **pale grey metal**.
- It's not very **valuable** - not worth much money - but it's very **special** to me.
- It's **brand new**. I only got it a few weeks ago.
- It's very **thin** and **light** so it's easy to carry around.

4a Write the words in **bold** in exercise 3 in the correct place on the mind map.



b Look at these sentences from the listening. Work with a partner and add the words in **bold** to the mind map.

- The seat's made of **leather**.
- It's so **useful** I can't imagine life without it.
- It's got a **plastic** cover.
- It's quite **large** and really **heavy**.
- It contains **personal** things ... It's **amazing**.
- It's got a **dark blue** stone.
- It's very **comfortable** to ride.
- It's **antique** and **gold**.

PRONUNCIATION adjective word stress

5a 5.2))) Complete the table with these adjectives from exercises 3 and 4. Then listen and check your answers.

plastic **useful** amazing personal ordinary special
comfortable valuable

| | | |
|---------------|-----|------|
| ●● | ●●● | ●●●● |
| <i>useful</i> | | |

- b 5.3))) Listen again and repeat the adjectives.
- 6a Write sentences to describe your favourite object. Say why you like it but don't write its name.
- b Work in a group. Take turns to describe your object and guess the other objects.

Reading & Grammar articles

- 7a Work with a partner and discuss the photos. What do you think they show?



- b Read the article and check your answers.

Time capsules

A time capsule is a special container with objects inside. People choose **the objects** because they are typical of the time they are living in. They then hide **the container** so in the future people can open it and learn about life at that time. **People** often put time capsules under the ground or build them into the walls of buildings.

Recently, teachers at **a school** in England opened a time capsule from the year 1912, when the school was built. The capsule was made of glass and it contained **newspapers**, money and a plan of the school. It also contained **information** about **the history** of the school.

Nowadays, you can also buy time capsules to give as a personal present when **a baby** is born. When **the baby** becomes an adult he or she can enjoy finding the things which were important or in fashion in the year they were born.

- 8 Read the article again. Work with a partner and discuss the questions.
- 1 Imagine you are going to explain what a time capsule is to a friend. What would you say? (Don't look at the article.)
 - 2 What year would you like to find a time capsule from?
 - 3 What do you think would be in a time capsule from the year you were born?

- 9 Read the Grammar focus box. Match the **highlighted** words in the article to uses 1-3.

GRAMMAR FOCUS articles

- 1 We use *a/an* with singular countable nouns to talk about a person or thing for the first time.
A time capsule is a special container.
- 2 We use *the* before a noun when the listener or reader knows what we are talking about. This can be because:
 - a we have talked about it before.
Teachers at a school ... when the school ...
 - b there is only one of the thing.
... the year 1912. (there was only one year 1912)
- 3 There is no article when you talk about plural and uncountable nouns in general or for the first time.
Time capsules are popular presents ... It contained information ...

→ Grammar Reference page 142

- 10 Complete the comments with *a/an, the* or *-* (= no article).

Find Friends | Home | Settings

Darío Ferrer Great news – I'm ¹ _____ uncle!! My nephew, Ariel, was born at 6.30 a.m. today. I want to make ² _____ time capsule for him to open when he's older. Any suggestions??

Like · Comment · Share · 11 hours ago

Yuko Akimoto You could put in coins from this year and ³ _____ newspaper story from ⁴ _____ day he was born. Or a CD with today's top hits?

Alex White I think ⁵ _____ music's a good idea, Yuko, but what if ⁶ _____ CD players don't exist when Ariel's an adult? How about ⁷ _____ photo from ⁸ _____ fashion magazine so he can laugh at ⁹ _____ fashion styles of this year when he's older!

Rafa Gonzalez You could include ¹⁰ _____ special messages from important people like his grandparents. Ask them to write ¹¹ _____ messages by hand!

Paula Escriva ¹² _____ supermarket receipts or cinema tickets are a good idea because they show ¹³ _____ cost of things today.

Darío Ferrer Thanks for the brilliant ideas, everybody!

- 11a **TASK** Work in a group. You are going to put together a time capsule to tell people in the future about your town, your country or the world this year. Choose six objects which you think are the most important.
- b Present your six objects to the class. Explain your choices.
 - c As a class, vote on which group has the best time capsule.

VOX POPS VIDEO 5

5.2 It's all about the money

GOALS ■ Talk about money ■ Talk about quantity

Vocabulary & Speaking money

- 1 Work with a partner and discuss the difference between these words.

wallet/purse/bag ticket/receipt/bill
credit card/note/coin

- 2a Work with a partner. Match questions 1–8 to answers a–h. Check the meaning of any words in **bold** that you don't know.

- Do you know how much money is in your **bank account**?
 - Have you ever **borrowed** a large **amount** of money?
 - Have you **lent** money to someone in the last month?
 - What do you most hate **spending** money on?
 - What kind of things do you pay for with **cash**?
 - What's in your wallet/purse at the moment?
 - What would you like to buy but can't **afford** right now?
 - What do you have to **pay for** every month?
 - Two credit cards, one or two notes, some **change** and lots of receipts.
 - No, because I don't like being **in debt**.
 - A new car. I'm **saving up** for one.
 - The **rent** for my flat and my phone bill.
 - My bus ticket, coffee from a machine, that kind of thing.
 - Yes, a friend and she still **owes** me £20!
 - Yes, I check my **balance** regularly.
 - Dentist bills and clothes for work!
- b Ask and answer the questions above with your partner.

Grammar & Reading quantifiers

- 3 Work with a partner. You are going to read an article about living in a 'cashless society' (a society without cash). What disadvantages of cash can you think of?
- 4 Read the article. How many of your ideas from exercise 3 are mentioned?

The end of money?

In 1661, Sweden became the first European country to use bank notes. Now it could be one of the first countries to stop using cash. In most Swedish cities, buses don't take any cash. Instead you pay for your ticket by card or mobile phone before you get on. Some businesses only take cards and there are banks which don't deal with any notes or coins.

In a cashless society you don't need to worry about having enough change for the bus. That's great if you don't like carrying too many coins in your pocket. A society without cash is also safer. Statistics show that since the decrease in the cash economy, there isn't as much crime in Sweden: the number of bank robberies dropped from 110 in 2008 to only 16 in 2011.

However, not all Swedes like the idea. Elderly people, who may need some help with the technology, say their lives are now harder. Small businesses are also unhappy because they have to pay a little money to the bank each time somebody pays them using a card.

It's not just richer countries that are becoming cashless.

Many countries in the developing world have found that mobile phones are perfect for transferring money. For example, in Kenya, only a few people (under 20%) have a bank account. On the other hand, lots of Kenyans (over 95%) have a mobile phone. Now, with a mobile banking system called M-Pesa, people can use credit on their phones to pay for things in shops, pay their bills and their children's school fees, and receive their salary.

People save a lot of time as they no longer need to travel long distances to pay a bill. Also, they no longer need to carry too much cash so there is less danger of robbery. Kenya has led a revolution in mobile banking and other developing countries have followed its example.

Would *you* like to live in a cashless society? Does it offer enough benefits? Leave your comments [here](#).

■ **robbery** the crime of taking money from a bank, shop, etc. or person



- 5 Work with a partner and answer the questions.
- 1 What is the significance of these numbers?
1661 110 16 20% 95%
 - 2 Which two groups of people in Sweden do not agree with a cashless society? Why not?
 - 3 What are the benefits of paying with a mobile phone in Kenya?
 - 4 What about you? Would you like to live in a cashless society?
- 6 Look at the words and phrases for describing quantity. Read the article again and find examples of nouns for each one.

| Quantifiers + plural countable nouns | Quantifiers + uncountable nouns |
|--------------------------------------|-------------------------------------|
| too many ¹ <u>coins</u> | too much ² _____ |
| many ³ _____ | much ⁴ _____ |
| a lot of/lots of ⁵ _____ | a lot of/lots of ⁶ _____ |
| a few ⁷ _____ | a little ⁸ _____ |
| some ⁹ _____ | some ¹⁰ _____ |
| any ¹¹ _____ | any ¹² _____ |
| enough ¹³ _____ | enough ¹⁴ _____ |

- 7 Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS quantifiers

- We use quantifiers before a noun to talk about how much of something there is.
- We usually use ¹ **some** / **any** in positive sentences and ² **some** / **any** in negative sentences and questions.
Some businesses only take cards.
Buses don't take any cash.
- We ³ **can** / **can't** use *a lot of/lots of*, *some*, *any* and *enough* with both countable and uncountable nouns.
a lot of Kenyans *lots of money*
- *A few* and *a little* = a ⁴ **small** / **large** amount or number.
Only a few people (under 20%) have a bank account.
- *Too much* or *too many* = 'more than is necessary'. They have a ⁵ **positive** / **negative** meaning.
I don't like carrying too many coins.
- *Enough* = 'all that is necessary'. It has a ⁶ **positive** / **negative** meaning.
Does it offer enough benefits?

→ Grammar Reference page 143

- 8a Choose the correct word or phrase to complete the readers' comments on the article.

The end of money?

Your comments

■ **Angelo** Last year I got into ¹ *a lot of / many* debt because I spent too ² *much / little* money on credit cards. Now, when I go out I just take ³ *enough / much* cash for what I need. I've saved ⁴ *a lot of / any* money this way. In a cashless society too ⁵ *much / many* people would get into debt. It would be a disaster.
13 hours ago

■ **Johan** We need to carry ⁶ *some / much* cash so we can do things like give ⁷ *a few / any* coins to street performers. Also, cash teaches children ⁸ *some / much* important lessons about the value of money.
11 hours ago

■ **Audrey** I don't see ⁹ *some / any* practical reasons why we need cash. It costs the government ¹⁰ *a lot of / enough* money to produce it and ¹¹ *many / any* criminals benefit from the cash economy. By the way, I am 85, and I don't have ¹² *any / too much* problems using modern technology, thank you.
10 hours ago

- b Who do you agree with most?
- 9a Write four sentences about yourself using the table.

| | | | |
|-----------|-----------|------------------|----------------------------|
| I (don't) | pay (for) | a lot of/lots of | bills |
| | have | (too) many | change to homeless people |
| | give | (too) much | money every month |
| | save | a few | credit cards |
| | carry | a little | cash |
| | spend | any | money on clothes and shoes |
| | | enough | |

- b Work in small groups and compare your sentences.
- 10a **TASK** Work with a partner. Prepare a survey on your classmates' spending habits. Use the questions below and add three more of your own.
- 1 What do you spend most of your money on?
 - 2 What do you really enjoy spending money on?
 - 3 Do you prefer shopping alone or with other people?
- b Interview other members of the class. Then work with your partner and prepare to report the results back to the class.
- All of us ... • A lot of us ... • Some of us ...
 - A few of us ... • None of us ...
- c Present your survey results to the class.

5.3 Vocabulary and skills development

GOALS ■ Understand linkers for reason and result ■ Understand and use suffixes

Reading understanding linkers for reason and result

- 1 Read the quotation and answer the questions.

'The best things in life aren't things.'

Art Buchwald, American journalist

- 1 What do you think the quotation means?
 - 2 What, for you, are the best things in life?
- 2a Read the information in the Unlock the code box about linkers for reason and result.



UNLOCK THE CODE

linkers for reason and result

- Words like *but*, *because* and *so* are 'linkers' or 'linking words'. It's important to understand them because they help you predict what kind of information comes next in a text.
- *As*, *because* and *since* tell us the reason for something.
He didn't buy the dishwasher, as his kitchen was too small.
- *So*, *therefore*, *as a result* and *for this reason* tell us the result of something.
He had too many things. So his house was untidy.

- b Choose the two correct linkers in each sentence.
- 1 Marc lives in a tiny flat. *Therefore*, / *As* / *So* he can't have too many possessions.
 - 2 I have an e-reader *since* / *as* / *so* books take up too much space.
 - 3 I can't close my suitcase *because* / *as a result* / *since* I packed too much stuff into it.
 - 4 We're moving to a smaller house. *Because* / *For this reason*, / *As a result*, we need to get rid of some furniture.

- c In the following sentences circle the linker, underline the reason(s) and put a dotted line under the result.

Reason

Result

He spent all his money on clothes. As a result he couldn't afford a new laptop.

- 1 Her sofa was getting old so she bought a new one.
 - 2 I hardly ever wore the jacket and I needed some money. Therefore, I sold it.
 - 3 We paid in cash because they didn't accept cards.
- 3a Read the article about living without many possessions. Find and circle eight linkers for reason or result. Underline the reason and result.



Living with less

We all need possessions. They make our lives happier and more comfortable. Or do they? Well, not always. Sometimes having too many things can be stressful. Possessions can take up a lot of space and if they are expensive, we might worry about security. For this reason, more and more people are choosing a 'minimalist lifestyle', without many possessions. Each week we post a minimalist's story on this site. Read Rachel's story ...

Rachel's story

'Two years ago our flat was full of stuff. My husband and I couldn't find anything. We couldn't close the cupboards or drawers. It was awful. So we went minimalist: we sold or gave away the things which we hardly ever used. As a result, our book collection went from 300 down to six, we gave away kitchen equipment, clothes (including my wedding dress) and I even sold on eBay the Olympic torch that I ran with in the 2010 Winter Olympics Torch Relay.

Getting rid of stuff was hard. It took time, effort and difficult decisions. But I realized quickly that I can easily live without things. And it's good to know our stuff is now with people who need it. Our home's easy to clean. Everything's easy to find. Choosing clothes in the morning is easy as my wardrobe is the size of a suitcase.

Modern digital technology has helped. We gave away our CDs and now keep our music on the computer. Our photos fit into three albums. We keep the rest online. I've changed my shopping habits too. Now, when I buy something I ask myself, "Do I need this?" As a result, I've saved lots of money.

Some friends think our new lifestyle's wonderful. Others worry because they think our life isn't enjoyable any more. But we have more time now for important things like family and travelling. Therefore, we're happier than before. I still have nice things, but just one of everything. I love my possessions more, since there aren't too many of them. But most importantly, I use everything I have.'

Share | Comment | Email

- b** Read the story again and answer the questions.
- Why did Rachel and her husband decide to 'go minimalist'?
 - Why did they get rid of nearly all of their books?
 - How did she save a lot of money?
 - Why are some of her friends worried about them?
 - Why are she and her husband happier now than before they went minimalist?
 - Why does she love her possessions more than she did before?
- 4** What do you think about Rachel's decision to ...?
- keep most of her photos online
 - get rid of her books
 - sell her wedding dress
 - sell the Olympic torch

Vocabulary & Listening suffixes

- 5a** Read the information in the Vocabulary focus box about suffixes.

VOCABULARY FOCUS suffixes

A suffix is a letter or group of letters at the end of a word which makes a new word.

enjoy (verb) → **enjoyable** (adjective)
→ **enjoyment** (noun)

| Common noun suffixes | Common adjective suffixes |
|-------------------------|---------------------------|
| -ment, e.g. arrangement | -ful, e.g. beautiful |
| -ion, e.g. information | -able, e.g. suitable |
| -er, e.g. scooter | -al, e.g. normal |

- b** Complete the table then check your answers with the article.

| Verb | Noun | Noun/Verb | Adjective |
|---------|------|-----------|-----------|
| possess | 1 | stress | 5 |
| decide | 2 | comfort | 6 |
| compute | 3 | enjoy | 7 |
| equip | 4 | digit | 8 |

- 6** Write the nouns and adjectives from exercise 5b in the table. Can you add any more words?

| -ment | -ion | -er | -ful | -al | -able |
|-------|------|-----|------|-----|-------|
| | | | | | |

- 7a** 5.4))) Listen to a couple discussing whether to keep the three objects in the photos. Tick (✓) the one(s) they keep.



- b** Which of the objects a-c do these phrases describe?
- it isn't **suitable** for work
 - we'll get a **buyer** for it
 - it's not very **useful**
 - it's in very good **condition**
 - it's **essential**
 - it's quite **fashionable**
 - it'll be a **disappointment** (to her if we throw it away)

- c** 5.4))) Listen again and check your answers.

- d** Write the words in **bold** above into the table in exercise 6.

- 8a** Complete the questions with the correct form of the words in brackets.

- Have you bought anything recently which was a _____ (disappoint)?
- Is it very important to you to be _____ (fashion)? Why/Why not?
- Can you name two things which are not _____ (suit) for young children to buy?
- Do you think _____ (possess) can make you feel happy?
- Do you make quick _____ (decide) when you shop for clothes?

- b** Work with a partner and ask and answer the questions.

5.4 Speaking and writing

GOALS ■ Explain words you don't know ■ Write an email to return an online product

Listening & Speaking explaining words you don't know



- 1a** Work with a partner and look at the photos. Do you know the names of these objects?
- b** When you want to talk about an object, but you don't know its name in English, what can you do?
- 2** **5.5** Listen to three conversations in shops. Which of the objects in exercise 1a does each person want to buy?
- 3a** **5.6** Match the two halves of these sentences from the listening. Then listen and check your answers.
- | | |
|----------------------------|-----------------------------|
| 1 You use it to | a I'm looking for! |
| 2 It looks like a | b record things. |
| 3 Exactly! That's what | c mobile phone. |
| 4 I've forgotten | d a stick. |
| 5 What's it | e what I mean? |
| 6 It's long and thin, like | f know the word in English. |
| 7 I don't | g you put into the wall. |
| 8 It's a thing which | h called? |
| 9 Do you know | i the word in English. |
- b** **5.7** Listen and repeat the sentences.
- 4** Turn to the audioscript on page 160 and practise the conversations.
- 5** Work with a partner. Use the expressions in the Language for speaking box to describe the other objects in exercise 1a.
- 6** **TASK** Work with a partner. You are going to role-play a conversation in a shop. Student A, turn to page 127. Student B, turn to page 132.

LANGUAGE FOR SPEAKING explaining words you don't know

Saying you don't know the name of something

I don't know/remember the word in English.

What's it called?

I've forgotten the word in English.

Describing size, shape and what it's similar to

It looks like + noun

It's + adjective ..., like a ...

Describing use

You use it to + infinitive

It's a thing that/which you use to + infinitive

Checking and confirming understanding

Do you know what I mean?

Exactly! That's what I'm looking for.

Reading & Writing email (3): returning an online product

- 7 Work with a partner. Have you ever returned something which you bought online? Why? Think of three reasons why people return products which they have bought online.
- 8 Read the two emails and answer the questions. Discuss your answers with a partner.
- 1 Why do the buyers want to return the products?
 - 2 What do they want to happen next?

Sent: Wednesday 16.37 A

Dear Sir/Madam,

Re: order number 3809TC

I recently ordered a running watch from your online store. I received it this morning, but it is completely different from the photo on the website. It is a different colour and a different shape. Also, the website says that it comes with 'a beautiful presentation box'. I didn't receive the box. I'm very disappointed about this because I am planning to give the watch to my girlfriend as a birthday present.

I am going to return the original watch. Could you please send me the watch that is in the photo on the website, and the presentation box, as soon as possible?

Yours faithfully,

Jakub Malek

Sent: Friday 11.09 B

Hi,

Re: order number 28473AF

I ordered a purse from your website, it arrived yesterday, but I'm afraid I'm not happy with it because the leather is very thin, I think it's going to break very quickly, also, there isn't room for many coins.

As a result, I'd like to return the purse and get a refund. Please tell me how to do this.

Many thanks,

Fabiola da Silva

- 9 Read the emails again and match the highlighted phrases or expressions to these functions.
- 1 giving background information, e.g. *I bought a ...*
 - 2 explaining the problem, e.g. *It's the wrong size.*
 - 3 saying what you want to happen next, e.g. *Please send me the correct product.*
 - 4 closing your email, e.g. *Regards*
- 10 Read the information about commas in the Language for writing box. Find and correct three mistakes in Fabiola's email where she has joined sentences with a comma.

LANGUAGE FOR WRITING commas

- We use commas to make sentences easier for a reader to follow. We often use them to:
 - 1 separate phrases in long sentences.
Could you please send me the watch that is in the photo on the website, and the presentation box, as soon as possible?
 - 2 separate linkers (e.g. *However, As a result, Therefore, Also,*) which introduce a sentence.
Also, the website says ...
- We don't join sentences with a comma. A sentence is a group of words which makes sense on its own. In this case, we use a full stop or join the sentences with a linker, e.g. *and* or *but*.
I received the watch this morning, but it's different from the photo on the website.
NOT ~~I received the watch this morning, it's different from the photo on the website.~~

- 11a **TASK** You are going to write an email to return a product to an online seller. First make notes to answer the questions, then write the email.
- What is the product?
 - Why do you want to return it?
 - What do you want to happen next?
 - How will you end your email?
- b Work with a partner. Exchange emails and check the following in your partner's email.
- Has your partner answered all the questions in exercise 11a?
 - Do all the sentences in their email start with a capital letter and finish with a full stop in the correct place?


5.5 Video

The Dubai Mall

- 1 Work with a partner. Think of a shopping mall in your city. What examples can you think of for the places below?

clothes shop gadget shop department store restaurant

- 2 The photos show a shopping mall in Dubai. Malls in Dubai are famous because they offer more than just shops and restaurants. What other things do you think could be in a shopping mall? Make a list.

- 3  Watch the video. Were any of the things from your list in 2 in the video?

- 4  Watch again. Complete the summary with the words in the box.

aquarium in the world it's very hot outside
fountain show the ice rink the multimedia centre
the shopping trade and finance

Dubai is a wealthy city and a lot of its money comes from 1 _____. For this reason it has become a popular tourist attraction. People come to see the buildings, but most come for 2 _____. The Dubai Mall is the largest shopping centre 3 _____, with more than 1,200 shops and 750,000 visitors every week. Many people spend time in these air-conditioned malls because 4 _____. People socialise at the restaurants, go to the cinemas, or play games at 5 _____. They can also go to 6 _____ to cool off or visit the popular Dubai 7 _____. In the evening, people eat, meet friends and see the world-famous 8 _____.

- 5a **TASK** Read the sentences below. Mark each one *agree* (A), *disagree* (D), *don't know* (?) so they are true for you.

- 1 I enjoy going to shopping malls.
- 2 There aren't enough good shopping malls where I live.
- 3 If I'm in a shopping mall, I only visit a few shops.
- 4 A shopping mall is a good place to spend time with friends or family, even if you don't buy anything.
- 5 If I'm on holiday in a different city, I always visit a shopping mall or market there.
- 6 When it's hot or cold outside, I like to go to a shopping mall to cool down or warm up.

- b Compare your answers with a partner. How similar are your opinions about shopping malls?



Review

1a Choose the correct option to complete the text.

I want to be hands-free!

Have you noticed that when men go out, they often take just ¹ *a little / a few* things with them? Essential things, like ² *some / any* money, keys and a phone. They rarely carry ³ *a / the* bag because they want to be 'hands-free'. On the other hand, ⁴ *the / -* women often carry ⁵ *a / the* heavy bag, full of things like tissues, headache pills, pens, ⁶ *a / the* bottle of water and maybe ⁷ *some / any* snacks.

Why is this? French sociologist, Jean-Claude Kaufmann, discusses this question in his book, *Le Sac* (French for handbag). He wrote ⁸ *a / the* book after interviewing ⁹ *the / -* 75 women about the objects in their bags. He found that women often look to ¹⁰ *- / the* future and think about what they may need. They also look back to ¹¹ *the / -* past. Many of ¹² *the / -* women kept objects with past memories in their bag – stones from ¹³ *a / the* beach holiday, ¹⁴ *- / the* old love letters and ¹⁵ *lots of / much* photos. Men, however, often think more about ¹⁶ *the / -* present. Kaufmann thinks this comes from prehistoric times when men could only think about immediate things, like hunting ¹⁷ *any / -* animals for food. They had to be 'hands-free' so they could kill ¹⁸ *the / -* animals.



b Work with a partner and discuss the questions.

- 1 What do you usually take with you when you go out?
- 2 Do you agree that women carry more objects than men? Explain why/why not, giving examples of people that you know.

2 5.8))) Listen to some groups of four words and phrases. Write down the word that is different.

- 1 large tiny amazing thin _____
- 2 heavy pale grey blue dark brown _____
- 3 metal valuable leather plastic _____
- 4 comfortable useful gold ordinary _____
- 5 antique brand new old light _____

3a Complete the questions with the correct form of a word from the box.

wallet/purse rent spend amount save

- 1 How much is the _____ for a one-bedroom apartment in your town?
- 2 Did you _____ any money on clothes last week?
- 3 Are you _____ up for anything at the moment?
- 4 Have you ever lost your _____?
- 5 Do you know anybody who has won a large _____ of money?

b Work in a group and ask and answer the questions.

4a Add the correct suffix to the words in the product reviews.



¹ Fashion ____? Yes.
² Use ____? No! This laptop bag was a
³ disappoint ____ . It wasn't ⁴ comfort ____ to wear and it broke after six months. Don't buy it!



This ⁵ digit ____ guitar tuner is an ⁶ essent ____ piece of ⁷ equip ____ for any guitar player. It's small, light, easy to read and it's ⁸ suit ____ for right-handed and left-handed people.

b Work with a partner. Describe something you have bought recently that you are happy with, and something that was a disappointment. Say why you were happy/unhappy.

5a Complete the conversation using one or two words in each gap.

- A I'm making a pizza I need a ..., what's it ¹ _____?
Oh, I've ² _____ the ³ _____ in English. You
⁴ _____ it ⁵ _____ cut cheese into very small pieces.
- B A knife?
A No. It's ⁶ _____ metal, and you move the cheese up and down against it. Do you ⁷ _____ I mean?
B A grater!

b 5.9))) Listen and check your answers.

c **TASK** Work in a group. Take turns to describe an object in the classroom. The other students guess the object.

6.1 The quiet revolution

GOALS ■ Describe character ■ Talk about similarities and differences

Vocabulary & Reading adjectives for describing character

- 1a Work with a partner. Match the adjectives in the box to the descriptions.

quiet clever/smart lazy tidy patient honest shy
sociable creative confident

How do you describe a person who ...?

- 1 doesn't say very much
 - 2 is often nervous about speaking to people
 - 3 enjoys being with other people
 - 4 has a lot of new ideas or is good at making things
 - 5 likes everything to be in the right place
 - 6 doesn't mind when things take a long time
 - 7 is sure they can do things well
 - 8 is good at learning and understanding things
 - 9 always tells the truth
 - 10 doesn't like working
- b Work with a partner. Take turns to ask and answer the questions in exercise 1a.
- 2 Match four of the words from exercise 1a to their opposites below.
- | | |
|----------------|--------------|
| a stupid | c unsociable |
| b hard-working | d untidy |
- 3 6.1))) Listen to three speakers talking about people they know. Match each person to two adjectives from exercises 1a and 2.
- a Speaker 1's flatmate, Max
 - b Speaker 2's sister, Lena
 - c Speaker 3's business partner, Nico
- 4a Think of the character of a person you know and write down some adjectives that describe him/her.
- b Work with a partner and each describe your person. Ask and answer questions to find out more information.

- 5a Work with a partner. Read the definition of 'introvert'. Then read the sentences below and decide how true they are.

introvert /'ɪntrəvɜ:t/ *noun* [C] a quiet, shy person who prefers to be alone than with other people **OPP**
extrovert ► **introverted** *adj*

- 1 Most people are introverts.
 - 2 Extroverts are more confident than introverts.
 - 3 Introverts are naturally more creative than extroverts.
- b Read the article and check your answers.
- 6a Read the article again and make notes under these headings.
- a characteristics of introverts
 - b problems they have
 - c what they are good at
- b What do you think about the ideas in the article?

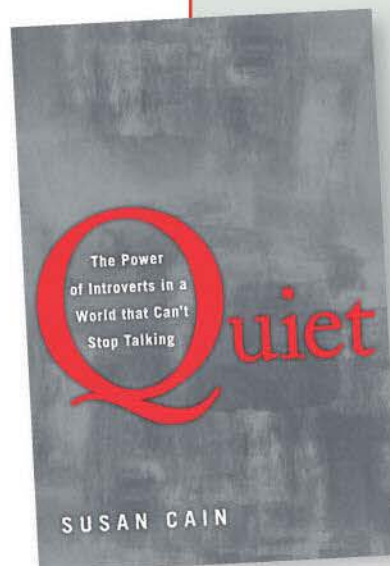
The Power of the Introvert

What do Barack Obama, J.K. Rowling and Einstein have in common ...? They are all introverts, according to Susan Cain, author of the best-selling book *Quiet: The Power of Introverts ...*

Cain says many people think introverts are not as confident as extroverts and that they are unsociable.

However, they are just as confident as extroverts. They are simply quieter and need time to think carefully before they speak or act. They are sociable but prefer being with close friends or family to loud parties full of strangers. They also enjoy spending time alone.

According to *Quiet*, a third to a half of us are introverts. However, the western world is an extrovert's world. In the USA especially, many schools, universities and workplaces are less interested in



Grammar & Speaking making comparisons

7a Find the comparative and superlative forms of these adjectives in the article and underline them.

quiet new unusual happy interested confident

b Add examples to the Grammar focus box from exercise 7a.

GRAMMAR FOCUS making comparisons

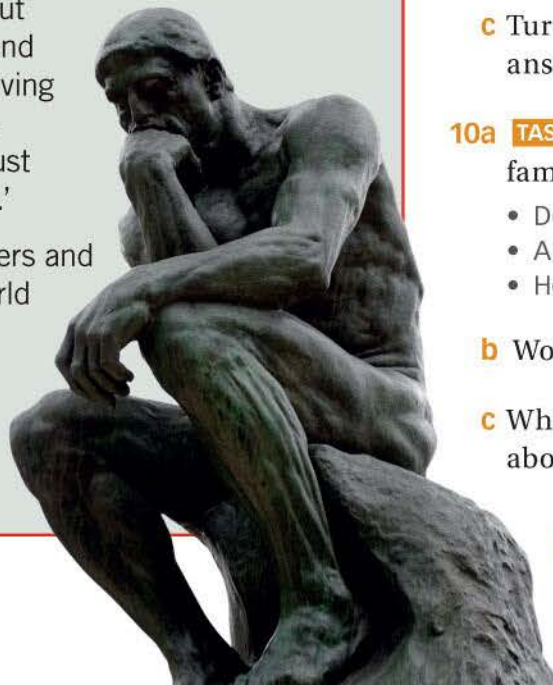
- We use comparative adjectives (+ *than*) to compare people and things with other people and things.
With short adjectives, add *-er* to the end of the adjective, e.g. ¹ _____.
With short adjectives ending in *-y*, take off *-y* and add *-ier* to the adjective, e.g. ² _____.
With longer adjectives use *more/less* + adjective, e.g. ³ _____.
- We use superlative adjectives (usually with *the*) to compare people and things with a whole group.
With short adjectives, add *-est* to the end of the adjective, e.g. ⁴ _____.
With short adjectives ending in *-y*, take off *-y* and add *-iest* to the adjective, e.g. *laziest*.
With longer adjectives use *most/least* + adjective, e.g. ⁵ _____.
- We use (*not*) *as ... as* to say that people and things are (not) the same in some way. We often put *just* before *as ... as*.
They are just as successful as extroverts.

→ Grammar Reference page 144

introverts than in extroverts. At Harvard University, for example, 50% of a student's grade is based on speaking well in class. Job adverts often ask for people with 'great communication skills'. The result is that introverts have to learn how to act like an extrovert.

But in fact, the newest and the most unusual ideas often come from introverts. Not because introverts are naturally more creative than extroverts, but because they are happier to spend time alone, creating ideas or solving problems. Einstein himself said, 'It's not that I'm so smart, it's just that I stay with problems longer.'

Some politicians, business leaders and heads of schools around the world who have read *Quiet* are now changing their practices. Cain has started a Quiet Revolution.



PRONUNCIATION *as* and *than*

8a 6.2))) Listen and write down the four sentences you hear. How do we pronounce *as* and *than*?

b 6.3))) Listen again and repeat the sentences.

9a The questionnaire below is adapted from Susan Cain's website. Complete the statements with the correct form of the adjectives in brackets. Add *as* where necessary.

Are you an introvert, an extrovert or an ambivert?

| | YES | NO |
|---|-----------------------|-----------------------|
| 1 I'm _____ in a one-to-one situation than in a group. (happy) | <input type="radio"/> | <input type="radio"/> |
| 2 I'm not _____ in being rich or famous as my friends are. (interested) | <input type="radio"/> | <input type="radio"/> |
| 3 I often find it _____ to express myself in writing than speaking. (easy) | <input type="radio"/> | <input type="radio"/> |
| 4 For me, being alone is _____ as spending time with others. (enjoyable) | <input type="radio"/> | <input type="radio"/> |
| 5 People tell me I'm _____ at listening than other people. (good) | <input type="radio"/> | <input type="radio"/> |
| 6 I'm not _____ as other people when taking risks. (confident) | <input type="radio"/> | <input type="radio"/> |
| 7 I'm _____ than others when doing jobs that take a long time. (patient) | <input type="radio"/> | <input type="radio"/> |
| 8 I like to celebrate my birthday with just my _____ friends or family members. (close) | <input type="radio"/> | <input type="radio"/> |
| 9 My voice isn't _____ as most people's. (loud) | <input type="radio"/> | <input type="radio"/> |
| 10 I am _____ to give my opinion than most because I like to think before I speak. (slow) | <input type="radio"/> | <input type="radio"/> |

b Work with a partner and do the questionnaire together.
Are you happier in one-to-one situations than in a group?

c Turn to page 128 and read the analysis of your partner's answers. Do you both agree with your results?

10a **TASK** You are going to talk about some members of your family. First make notes in answer to the questions.

- Describe each person's main personal characteristics.
- Are they introverts or extroverts?
- How do they compare to you?

b Work in a group and talk about your families.

c What is the most interesting new thing you have learned about the other students in your group?

VOX POPS VIDEO 6

6.2 A long way home

GOALS ■ Talk about family ■ Talk about experiences

Vocabulary & Speaking family

- 1 How well do you know your family vocabulary? Try this quiz in teams of two or three.



Family vocabulary quiz

- 1 6.4))) Listen and write words for the definitions you hear.

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

- 2 Choose the correct answer, a or b.

- Two people who are married or in a relationship are a _____.
a pair b couple
- If you have no brothers or sisters, you are _____ child.
a a single b an only
- Two children born on the same day to the same mother are _____.
a twins b half brothers/half sisters
- A mother or father who looks after their children alone is _____ parent.
a a single b an alone
- Another word for all the people in your family is _____.
a relatives b parents
- If you take a child into your family and legally make them your child, you _____ the child.
a get b adopt
- Before you get married, you get _____.
a divorced b engaged
- A woman who is married to your father but isn't your mother, is your _____.
a stepmother b mother-in-law

- 3 Are the underlined sounds the same (S) or different (D)?

- | | |
|--|---|
| 1 father-in- <u>l</u> aw, <u>a</u> unt | 4 father, da <u>u</u> ghter |
| 2 mo <u>m</u> ther, <u>u</u> ncle | 5 ad <u>o</u> pted, relat <u>e</u> d |
| 3 co <u>s</u> in, so <u>n</u> | 6 divo <u>r</u> ced, separat <u>e</u> d |

- 2 6.5))) Listen and check your answers. There is a total of 20 marks, one for each correct answer. How did your team do?

- 3 Write down the name of a) your youngest relative, b) your eldest relative and c) three relatives you are very close to. Tell your partner as much as possible about these people.

My eldest relative is my grandmother. Her name's Lily and she's my dad's mother. She's 89. I see her about once a month.

Grammar & Listening present perfect simple and past simple

- 4a You are going to listen to two friends talking about the true story of a boy who lost his mother and found her again twenty-five years later. What do you think is the significance in the story of the words in the box?

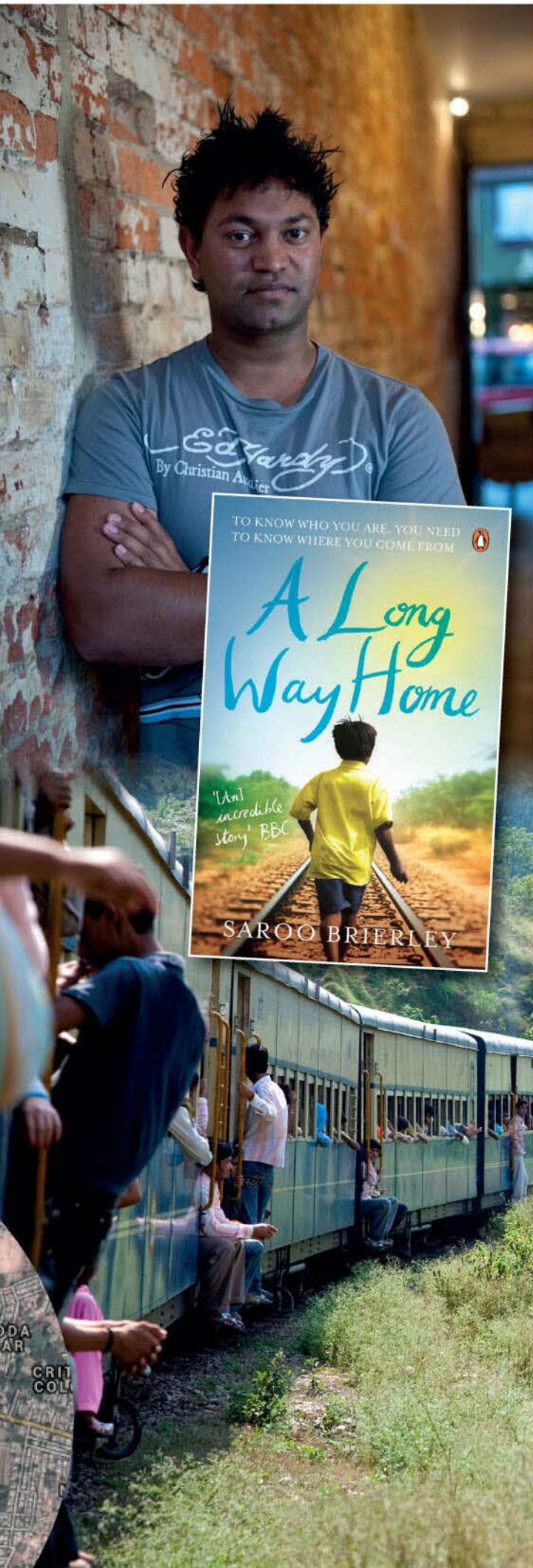
a waterfall Google Earth an Australian couple a train

- b 6.6))) Now listen to the conversation and check your ideas.

- 5 6.6))) Listen again. Decide if the sentences below are true (T), false (F) or we don't know (?).

- Saroo became separated from his birth family when he was five years old.
- He has never been happy with his new family.
- He has adopted a child.
- He saw his old house when he was looking at a satellite image.
- His birth mother has moved from the home where he lived.
- He hasn't made any more trips to India.





- 6a** Study the sentences in exercise 5. Which sentences are in the past simple? Which are in the present perfect simple? Which contain both?
- b** Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present perfect simple and past simple for experiences

- We use the ¹ **past simple / present perfect simple** to talk about something that happened at a specific time in the past.
Saroo lost his mother when he was five.
- We use the ² **past simple / present perfect simple** to talk about an action or situation in the past when we don't know the exact time or it isn't important.
He has found his mother.
- We make the present perfect simple with the auxiliary ³ **have / do** and the past participle.
- We often use the present perfect simple to start a conversation about our experiences. If we want to give more details, we use the past simple.
- We often use *ever* and *never* with the present perfect simple. *Ever* (in questions) means 'at some time in your life'. *Never* means 'at no time up to now'.
Have you ever been to India?
No, I've never been there.

→ Grammar Reference page 145

- 7a** Complete the dialogues using the correct form (present perfect simple or past simple) of the verbs in brackets.

- A** _____ you ever _____ (fall) asleep on the train and missed your stop?

B Yes, I _____ (do) that a couple of years ago after a very tiring day at work. I _____ (get) home two hours late.
- A** _____ you ever _____ (try) to find out about your family's history?

B I haven't, but my dad has. Last year he _____ (download) some software and created our family tree.
- A** _____ you ever _____ (travel) on an overnight train?

B No, I haven't. But I _____ (take) an overnight boat a few times.
- A** _____ you ever _____ (find) a long-lost friend or relative using social media?

B Yes, I have. An old school friend _____ me on LinkedIn last year. (contact)
- A** _____ you ever _____ (lose) something really important?

B Yes, I have. I once _____ (leave) my wallet in a café. Luckily, somebody _____ (give) it to the manager and she _____ (call) me to tell me.

- b** Work with a partner and practise the dialogues.

- c** **TASK** With your partner, ask and answer the questions in exercise 7a.

- A** Have you ever missed your stop?
B Yes, I have. I fell asleep and ...

6.3 Vocabulary and skills development

GOALS ■ Recognize linkers in fast speech ■ Understand and use adjective prefixes

Listening & Speaking recognizing linkers in fast speech



1a Work with a partner and look at pictures a-d. How rude do you find the behaviour in each one? Rate each one from 1-5. (5 = extremely rude)

b The pictures show examples of 'bad manners'. Manners are the way you behave when you are with other people. Can you think of two more examples of bad manners and two examples of good manners?

2a 6.7 Listen and listen to the information in the Unlock the code box about recognizing linkers in fast speech.

UNLOCK THE CODE linkers in fast speech

When we speak quickly, we sometimes don't pronounce parts of words. This is especially true with very common words, like the linkers *and*, *but*, *because*, *so* and *for example*.

| | | |
|-------------|-------------|---------------------------|
| but | sounds like | 'bt' /bt/ |
| because | sounds like | 'cos' /kɒz/ |
| for example | sounds like | 'fɹexample' /frɪg'zɑ:mpl/ |
| and | sounds like | 'n' /n/ |
| so | sounds like | 's' /s/ |

b 6.8 Listen to six phrases and sentences, and write the number of words you hear. Contractions, e.g. *didn't*, count as two words (*did not*).

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

c 6.9 Listen and complete the sentences.

- It's nice _____.
- I was upset _____.
- He's rich _____.
- There were no buses _____.
- Let's meet next week. _____.
- The weather was awful _____.
- I can't run _____.
- Have you got any ID? _____?

3a 6.10 Listen to three people talking and complete the sentences using between three and four words.

- I'm from New Zealand, but _____ to Japan on business.
- When people are ill, _____ have a cold ...
- They wear a mask _____ give the cold to other people.
- _____ that in other countries ...
- _____ with my English friends ...
- _____ want to be impolite ...
- I'm from Hong Kong, _____ lived in the UK ...
- _____ you're really enjoying your food ...

b Work with a partner. Check the meaning of the phrases below.

- eating while walking in the street
- wearing a face mask
- blowing your nose
- interrupting
- eating noisily
- speaking loudly

c 6.11 Listen to the three people from exercise 3a talking about manners in different countries. Tick (✓) all the topics they mention from exercise 3b.

4 6.11 Listen again and answer the questions.

- When Karina first saw the face masks, why did she think the women were wearing them? What did she learn later?
- What does Stefano try not to do when he's with his English friends?
- According to Mike, why is it good manners to slurp food in his country?

- 5 **TASK** Work in a group. Discuss manners in your country or a country you know well, using the ideas below, exercise 3a and the following phrases.

It's rude to ... It's OK to ... It's polite to ...
It's OK not to ...

- call your boss by their first name
- send texts at the dinner table
- blow your nose in public
- eat in the street
- take a gift to a dinner party
- interrupt
- talk about how much you earn
- eat some kinds of food with your fingers
- call a shop assistant 'Sir' or 'Madam'
- hold the door open for someone



Vocabulary adjective prefixes

- 6 Look at these extracts from the listening. How do the prefixes *im-* and *un-* change the meaning of the adjectives which follow them?

- I don't want to be impolite ...
- That's a bit unnecessary ... and a bit unfriendly!

- 7a Read the information in the Vocabulary focus box about adjective prefixes. Then write opposites for the adjectives below, using the prefixes in the box.

VOCABULARY FOCUS adjective prefixes

- We can use prefixes, e.g. *un-*, *dis-* and *im-* at the beginning of some adjectives to give the opposite meaning.
happy → *unhappy*, *organized* → *disorganized*, *polite* → *impolite*
- We often use *a bit* before an adjective with a negative meaning to sound more polite.
He's a bit disorganized. NOT *He's disorganized.*
- There are no rules about which prefix to use.

- | | |
|------------------|--------------------|
| 1 pleasant _____ | 6 possible _____ |
| 2 usual _____ | 7 fair _____ |
| 3 patient _____ | 8 friendly _____ |
| 4 honest _____ | 9 healthy _____ |
| 5 lucky _____ | 10 necessary _____ |

- b 6.12))) Listen, check and repeat the pairs of words.

- 8a 6.13))) We sometimes use an opposite adjective in conversation to avoid repeating a word. Listen and repeat the sentences.

- A He wasn't very polite.
B True. He **was** a bit impolite.
A That wasn't very kind.
B You're right. It **was** a bit unkind.

- b Respond to these sentences. Use the opposite adjective, as in exercise 8a.

- 1 The manager isn't very organized.
- 2 It wasn't necessary to speak to me like that.
- 3 He's not very patient.
- 4 We haven't been very lucky with the weather.
- 5 It wasn't a very honest thing to do.

- 9a Add a prefix to the words in **bold** and complete the sentences with your own ideas.

*Some people think it's OK to eat with your hands, but I think it's **impolite**.*

- 1 Some people think it's OK to _____, but I think it's **polite**.
- 2 I find the smell of _____ a bit **pleasant**.
- 3 You can't work as a _____ if you are **patient**.
- 4 Nowadays it's almost **possible** to _____.
- 5 _____ is an **usual** name, but I like it.
- 6 I enjoy _____, but I know it's a bit **healthy**.

- b Work in a group and compare your answers.

6.4 Speaking and writing

GOALS ■ Give and respond to news ■ Present perfect simple with *just, already* and *yet*

Writing & Grammar responding to news on social media

- Which sentence best describes how you use social media? Explain why you use/don't use social media.
 - I regularly post messages and photos on social media.
 - I often use social media, but only to look at other peoples' posts.
 - I never use social media. Life is too short.
- Complete the posts with the expressions in the box.

Best of luck Congratulations Bad luck You lucky thing
Love the pic

Alex Wang is at Wimbledon with 2 others.

7 Likes · 3 Comments

Amy Wang ¹ _____! I'm SO jealous! Have a fab time!

Rob da Souza Have you seen any good matches yet?

Alex Wang No, Rob, I've just got here.

Hanna Paul Interview this afternoon. Wish me luck!

2 Likes · 2 Comments

Joe Bates ² _____! Thinking of you ... (You'll be fine!)

Sophie Goode Fingers crossed, Hanna! xx

Timo Carter Broken my shoulder ☹.

2 Comments

Bill Farrar Ah ... ³ _____! Get better soon.

Sven Jensen Get well soon. Wishing you a speedy recovery.

Hanna Paul Got the job!

19 Likes · 2 Comments

Joe Bates Brilliant! Well done.

Carlo Duarte ⁴ _____! You're a star!

Mark Owen It's only October and winter has already arrived in Moscow!

6 Likes · 2 Comments

Keiko White I can't believe it! Winter already?! Great pic, though.

Helen Webb Yeah ... ⁵ _____!



- Read the posts again. Which expressions are similar to the following?
 - Good luck!
 - Congratulations!
 - I hope you feel better soon.
- The features below are typical of informal style. Underline examples of them in the posts.
 - exclamation marks
 - short forms of words (e.g. *ad* for advertisement)
 - comments in brackets
 - informal expressions
 - missing out words
- We often use the present perfect simple with *just, already* and *yet*. Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS present perfect simple with *just, already* and *yet*

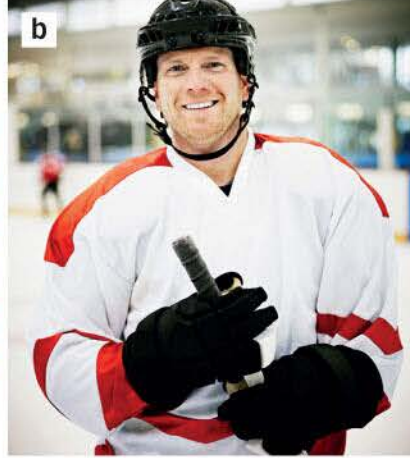
- We use *just* for something which happened very recently. We put it ¹ **before / after** the main verb.
I've just got here.
- We use *already* for something which happened before now or earlier than expected. We usually put it ² **before / after** the main verb.
Winter has already arrived in Moscow!
- We use *yet* in negative sentences and questions, for something we expected to happen before now, or that we plan to do but haven't up to now. We put it at the ³ **beginning / end** of the sentence.
Have you seen any good matches yet?

→ Grammar Reference page 145

- Make sentences from the prompts using the present perfect simple and *already, just* or *yet*.
 - they / not announce / the winner of the competition (yet)
 - the police / arrest / a man for the robbery (already)
 - my brother / get engaged (just)
 - you / start / your new job ? (yet)
 - she / buy / a motorbike (just)
- TASK** Now write three posts for a social media site.
 - something interesting you are doing now
 - something exciting you are going to do very soon
 - something you have just achieved/some good news
- Work in a group and swap your posts. Write responses to other people's posts.

Listening & Speaking giving and responding to news

8a Work with a partner and look at the photos. What has happened?



b 6.14 Listen and match conversations 1-5 to photos a-e.

9a 6.14 Listen again. Tick (✓) the expressions that you hear. Two expressions are not in the conversations.

- | | |
|----------------------------|------------------------------|
| 1 I've got some good news. | 8 Oh no! |
| 2 Oh wow! | 9 What a shame! |
| 3 How wonderful! | 10 Guess what?! |
| 4 What a pity! | 11 That's fantastic! |
| 5 Never mind. | 12 I'm really happy for you. |
| 6 Oh dear. I'm sorry. | 13 That's great news! |
| 7 I've got bad news. | 14 Have you heard the news? |
| | 15 That's awful! |

b Work with a partner. Match the expressions in exercise 9a to these functions.

- a introducing news
- b responding to bad news
- c responding to good news

PRONUNCIATION Intonation in short expressions

Make your voice go higher and lower to sound as if you really mean what you're saying. If you use a flat intonation, it can sound as if you don't really care.

c 6.15 Listen and compare a and b.

a That's fantastic! ↗ b That's fantastic. →

d 6.16 Listen and repeat the phrases in exercise 9a. Copy the intonation.

10a After we've responded to news, we usually ask a follow-up question, e.g. *How wonderful! What are their names?* or *That's terrible! Are you OK?* Write a response to each piece of news and a follow-up question.

- 1 I've just booked a safari holiday.
- 2 Someone's stolen my brand-new laptop.
- 3 We've decided to get married.
- 4 Another storm has hit the east coast of the USA.

b Work with a partner. Take turns to give the news and respond.

11a TASK Write down three pieces of news (real or invented).

Choose from the topics below.

- you/your family/friends
- your work/college
- national/international news

b Work in a group. Share your news, respond to news that you hear and repeat news you have heard from other classmates. Use the Language for speaking box to help you.

- A Guess what? I've signed up for the New York marathon.
- B Wow! When is it?
- A In November.
- B Have you heard the news? Sasha's going to run the New York marathon.
- C That's fantastic!

LANGUAGE FOR SPEAKING giving and responding to news

Introducing news

*Have you heard the news?
I've got some (good/bad/interesting, etc.) news ...
Guess what?!*

Responding to good news



*How/That's + adjective (e.g. amazing, wonderful)!
I'm really happy for you.
Oh wow!*

Responding to bad news

*Oh no!
How/That's + adjective (e.g. awful, terrible)!
Never mind.
Oh dear. I'm sorry.
What a + noun (e.g. shame, pity, nightmare)!*

6.5 Video

Nettlebed

- 1 Look at the photos. Who are they? Where are they? Discuss with a partner.
 - 2 What do you know about James Bond and his creator Ian Fleming? What do you think Nettlebed is?
 - 3  Watch the video and complete the sentences. Sometimes more than one answer is possible.
 - a Nettlebed is ...
 - b Peter Fleming was ...
 - c Joyce Grove was ...
 - d Peter and Ian went to school at ...
 - e During the war, Ian and Peter worked for ...
 - f Peter Fleming is buried in ...
 - 4  Watch again. Who do the sentences refer to? Write P for Peter, I for Ian or B for both.
 - a He was a writer.
 - b He was a British adventurer.
 - c He spent a lot of his childhood in his grandparents' home.
 - d He went to Eton, an expensive private school.
 - e He was an academic student.
 - f He was excellent at sports.
 - g He went to university.
 - h He was a stockbroker.
 - i He wrote a book about the British secret service.
 - j He suggested characters' names.
- 5a **TASK** You are going to prepare a one minute summary of the video you just saw. First make some notes. Use your answers from 3 and 4 to help you.
- a Practise your summary. Try to get it as close to one minute as possible.
 - b Read your summary to a partner. Did you choose the same information?



Review

- 1a** Complete the sentences with the correct form of the adjectives in the box.

large good short old tall

- _____ man in history was 2.72 metres.
- A woman's sense of smell is _____ than a man's.
- Men use a _____ number of words in a day than women.
- _____ person who ever lived was French. She was 122 when she died.
- In men, the second finger is often _____ than the fourth finger.

- b** Work with a partner and decide which sentence is not true.

- 2a** Match 1-6 to a-f to make verb phrases.

- | | |
|---------|------------------------|
| 1 catch | a in a play |
| 2 act | b a musical instrument |
| 3 meet | c up all night |
| 4 ride | d a fish |
| 5 stay | e a motorbike |
| 6 learn | f a famous person |

- b** Write six *Have you ever ...?* questions, using the verb phrases from exercise 2a or your own ideas.

Have you ever acted in a play?

- c** Work with a partner and ask and answer your questions. Ask for more information. Remember to use the past simple to give more details.

- 3a** Complete the questions with the opposite form of the words in brackets.

- Is it ever OK to be _____ (honest)?
- What's the most _____ (usual) thing you've eaten?
- Are there any questions which you think are _____ (polite) to ask?
- What makes you feel _____ (patient)?
- Are you an organized or a _____ (organized) person?

- b** Work in a group and ask and answer the questions.

- 4a** Read the text. For each phrase in *italics*, find an adjective in the box that has a similar meaning. There are some adjectives that you do not need to use.

shy sociable confident hard-working honest lazy
creative patient smarter untidy

Many psychologists believe our position in the family affects our personality.

These are some common theories:

First-born children get a lot of attention from their parents. As a result, they are often ¹ *sure of their own ability*. Although they are ² *no more intelligent* than their younger brothers and sisters, they want to do well in life so they ³ *put a lot of effort into their work and studies*.

Middle children like to be different from the oldest child. They are often ⁴ *good at making things and thinking of new ideas*. They always have other children to play with so they ⁵ *like being with other people*.

Last-born children sometimes ⁶ *don't do things for themselves* because their older brothers and sisters help them. Their bedrooms are often messy because they ⁷ *don't care if things are not in the right place*.

Only children are similar to first-born children, but the characteristics are even stronger.



- b** Work with a partner and discuss whether you agree with the ideas in the text.

- 5** **6.17**))) Listen to eight pairs of sentences about family relationships. Does each pair of sentences have the same or a different meaning?
'She's my mother's sister.' *'She's my grandmother.'* *Different*

- 6a** Choose the correct word.

- | | |
|---------------------------------------|---|
| 1 <i>Guess / Know</i> what? | 4 <i>How / What</i> a nightmare! |
| 2 I've got <i>a / some</i> good news. | 5 I'm really happy <i>at / for</i> you. |
| 3 <i>How / What</i> wonderful! | 6 <i>That's / What</i> awful! |

- b** Imagine you are meeting a friend who you haven't seen for a long time. Think of four pieces of news to give. Then work with a partner and exchange and respond to the news. Think carefully about your intonation.

7.1 On the move

GOALS ■ Talk about transport ■ Make predictions

Vocabulary & Speaking transport

- Work with a partner and answer these questions.
 - How many types of transport can you think of?
 - How do you prefer to travel? Why?
 - How often do you use public transport?
- 7.1))) Listen to three people talking about transport. Which type of transport does each person prefer to use?
 - Kazimierz _____
 - Elise _____
 - Aldo _____
- Look at these sentences from the listening and match the words and phrases in **bold** to their meanings a-l.
 - Public transport** is good, but it gets very **crowded**.
 - The **main roads** have special cycle lanes.
 - The bus is the most **convenient** form of transport for me.
 - Buses are **greener** now than in the past. They're quieter, they use less **fuel** and create less **pollution**.
 - Bus **fares** are expensive, but I have a **bus pass**.
 - There are often bad **traffic jams** on the motorway.
 - The trains are **reliable** - they usually leave on time.
 - Train fares are much cheaper if you book **in advance**.
 - easy and quick to use
 - before you travel
 - regular and efficient
 - full of people
 - buses, trains, etc. that everyone can use
 - better for the environment
 - petrol/diesel
 - lines of cars which can't move or move slowly
 - dirty air
 - a ticket which gives you a number of journeys
 - big streets in a town/city
 - money that you pay for a journey
- Work in a group. Which of the sentences in exercise 3 are true for the transport systems where you live?

Grammar & Reading prediction (*will, might*)

- Read the article about Maglev trains. What is unusual about this kind of train? Does the writer think this will soon become a popular form of transport? Why/Why not?

Flying by train

Scientists have dreamed for a long time about building a 'flying train' which can float through the air above the tracks. With Maglev technology, their dreams are now a reality. Maglev (MAGnetic LEVitation) trains have no wheels. Instead, powerful magnets lift them into the air and push them forward, at speeds of up to 500 km per hour.

That's twice as fast as a regular train.

As well as speed, Maglev has a number of advantages over other transport systems. The trains are quieter and the journey is smoother because they don't have wheels. They are also greener because they don't use fuel and so create less pollution.

Right now there is only one high-speed Maglev train system in the world. It carries passengers from Shanghai city centre to the airport. However, work has started on a new, longer



6 Read the article again and complete the sentences with one or two words.

- 1 Maglev trains can float because _____ raise them up above the tracks.
- 2 Because Maglev trains have no wheels, the journey is _____ and _____ than on other trains.
- 3 Maglev trains cause less _____ than other trains because they don't burn fuel.
- 4 At present it takes _____ to travel from Tokyo to Nagoya.
- 5 The big disadvantage of Maglev trains is the high cost of building _____.

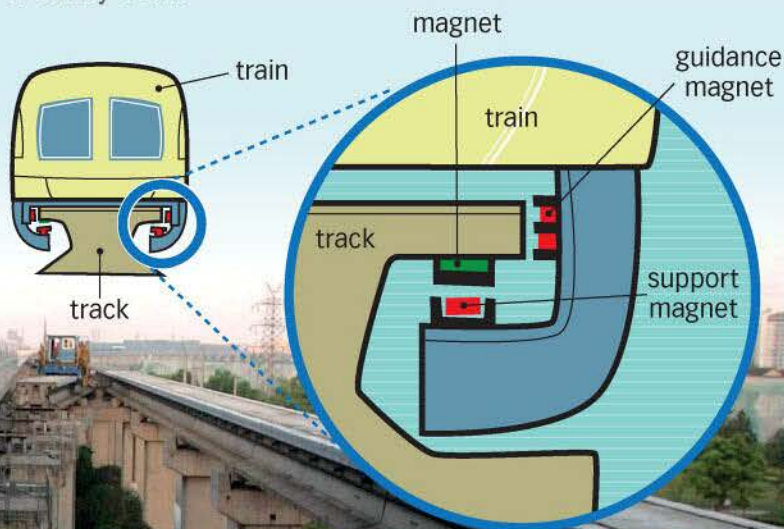
7a Look at these three sentences from the article. Which ones make a strong prediction about the future? Which one makes a prediction which is less sure?

- 1 Trains will go from Tokyo to Nagoya in 40 minutes.
- 2 It won't open until 2027.
- 3 Somebody might find a cheaper and simpler way to build the tracks.

Maglev track in Japan. Trains will go from Tokyo to Nagoya in 40 minutes. (The journey currently takes 90 minutes.) But don't expect to ride on it on your next trip to Japan. It won't open until 2027! Then, in 2045, the line will extend to Osaka.

Why will it take so long?

Because there is one major problem with Maglev technology: it is incredibly expensive to build the tracks. Transport planners predict that the Tokyo to Osaka line will cost 91 billion dollars. The high cost means that Maglev technology probably won't replace other forms of transport in the near future. However, the technology is still in development and somebody might find a cheaper and simpler way to build the tracks. And then, who knows? In the future, some of us might fly to work by train.



b Underline more examples of *will*, *won't* and *might* in the article, then choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS prediction (*will*, *might*)

- We use *will* or *won't* + infinitive ¹ **with / without** *to* when we make predictions, i.e. when we say things we think, guess or know about the ² **present / future**.
In 2045, the line will extend to Osaka.
- We use *might* or *might not* + infinitive without *to* to make predictions when we are ³ **sure / not sure** about our predictions.
In the future, some of us might fly to work by train.
- We can also use *probably* with *will* and *won't* to make the prediction ⁴ **more / less** sure.
Maglev probably won't replace other forms of transport in the near future.
- We often use *I think ...* or *I don't think ...* to introduce a prediction with *will*.
I think he'll come. I don't think they'll win.

→ Grammar Reference page 146

8 Complete the conversations with *will*, *won't*, *might* or *might not* and the verb in brackets.

- 1 A The train looks very crowded. We _____ (get) seats.
B Don't worry. We _____ (have to) stand. I've already reserved seats.
- 2 A How _____ you _____ (get) to the airport?
B I haven't decided yet. I _____ (take) a taxi or I _____ (go) by bus.
- 3 A Do you think Martin _____ (come) to the meeting?
B Yes, but he's stuck in a traffic jam so he _____ probably _____ (arrive) late.
- 4 A I've got two euros. I hope the bus fare _____ (cost) more than that.
B I'm not sure. It _____ (be) more. I'll pay the extra money if it is.

9a **TASK** Work in a group and look at these predictions about transport in the future. How likely are they to happen? When might they happen?

- 1 People will go on holiday to space.
- 2 There will be hypersonic planes, which fly four times faster than today's planes.
- 3 The world will run out of oil.
- 4 Cars will be able to fly.
- 5 Planes won't have pilots.
- 6 Most people will drive electric cars.

b In your group, write one more prediction for each of the following topics.

cars planes space travel holidays bikes

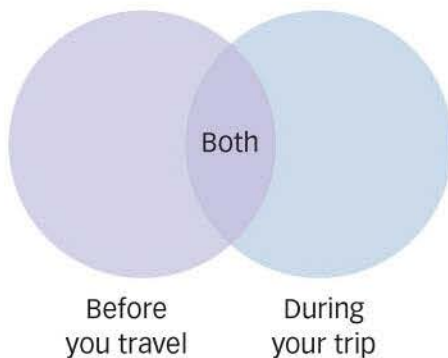
c Compare your predictions with another group.

7.2 Getting away

GOALS ■ Talk about holidays ■ Use *something, anyone, everybody, nowhere, etc.*

Vocabulary & Speaking holidays

- Work with a partner and discuss the questions.
 - Do you travel a lot for work/your studies or to visit relatives? Who organizes these trips?
 - How do you feel about planning a trip away? Do you find it exciting or stressful?
- With your partner, decide where the phrases go in the diagram.
 - book your flight
 - choose your accommodation
 - lie by the pool
 - buy souvenirs
 - buy travel insurance
 - get foreign currency
 - experience the local culture
 - hire a car
 - read a guidebook
 - apply for a visa
 - go sightseeing
 - explore the area
 - read online reviews
 - try the local food



PRONUNCIATION word stress

- 3a 7.2))) Listen to these words and underline the main stress.

accommodation souvenir insurance currency
culture foreign apply review

- b 7.3))) Listen again and repeat the words.

- Work in a group and discuss the questions.
 - Do you book your holidays far in advance, or are you a last-minute person?
 - What type of holiday accommodation do you prefer (hotel, self-catering, etc.)? Why?
 - What websites do you look at for holiday reviews?
 - Do you usually take a guidebook on holiday? Why/Why not?
 - What do you like doing on holiday? Why?

Grammar & Listening *something, anyone, everybody, nowhere, etc.*

- You are going to listen to a podcast recorded by a travel journalist about Manga cafés in Japan. Look at the photos and describe them. What do you think a Manga café is like?



- 7.4))) Listen to the podcast. What can you do in this café? Tick (✓) the things that are mentioned.

stay overnight read comic books buy comic books
meet Manga artists watch videos eat drink
have a shower

- 7.4))) Listen again and make notes in answer to these questions.
 - How have Manga cafés changed?
 - Who are the people in the café and what are they doing?
 - What is the journalist's 'room' like?
- Work with a partner and discuss the questions.
 - Have you ever read a Manga comic book?
 - Would you like to stay in a Manga café? Why/Why not?

- 9 7.5))) Complete the sentences from the podcast with the words from the box. Then listen and check your answers.

something everyone somewhere everywhere nobody anything everything

- 1 Manga cafés are a good choice if you're looking for _____ cheap to spend the night.
 - 2 Manga cafés are _____ in Japan.
 - 3 You have to try _____ once!
 - 4 I haven't seen _____ like this before!
 - 5 _____'s serving food – but if I need _____ to eat there are loads of vending machines.
 - 6 _____ leaves their shoes outside the room.
- 10 Study the sentences in exercise 9 and complete the rules in the Grammar focus box with the words *affirmative* and *negative*.

GRAMMAR FOCUS *something, anyone, everybody, nowhere, etc.*

- We use *somebody/one, something, somewhere, everybody/one, everything, everywhere* in ¹ _____ sentences.
I need something to eat. Everyone leaves their shoes outside.
- We use *anybody/one, anything, anywhere* in ² _____ sentences and questions.
I haven't seen anything like this before. NOT ~~*I've haven't seen nothing like this before.*~~
- *Nothing, nowhere* and *nobody/one* have a negative meaning, but the verb is in the ³ _____ form.
Nobody's serving food. NOT ~~*Nobody's not serving food.*~~
- After these pronouns we often use adjectives, e.g. *something new*, infinitives, e.g. *somewhere to stay*, and relative clauses, e.g. *someone who ...*

→ Grammar Reference page 147

- 11 Choose the correct word to complete the travellers' reviews of a Manga café.

★★★★★ I stayed here last night because I couldn't find ¹ *anywhere / nowhere* else to stay. All the hostels were full so ² *someone / anyone* recommended staying at this Manga café. It's basic, but you have ³ *something / everything* you need. A great way to experience modern Japanese culture. ⁴ *Everyone / Anyone* should try it.

★★★ Perfect for ⁵ *someone / somewhere* who wants to try ⁶ *anything / something* different. I tried reading a Manga comic, but didn't understand ⁷ *nothing / anything* because ⁸ *everything / something* was in Japanese. ;) Cool place to stay, though.

- 12a Complete the quiz about famous cities. Can you guess which cities they describe?

Where in the world am I?

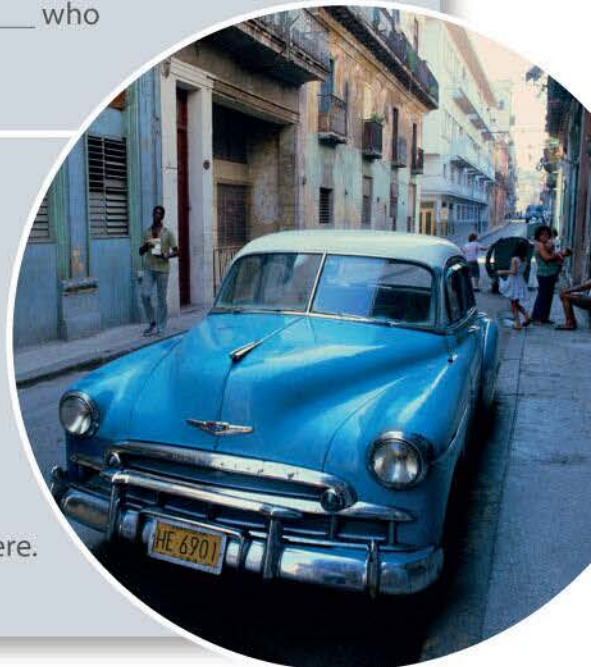


■ I'm in a famous city, the capital of a European country. ¹ _____ body goes around by bicycle. There are canals ² every _____. It's ³ _____ where where you can visit interesting museums. This is a great place for ⁴ some _____ who likes eating pancakes.

→ Where am I?

■ I'm in a capital city. I can see 1950s cars ⁵ _____ where. ⁶ Every _____ knows how to dance salsa. It's ⁷ some _____ where cigars and rum are made. In the past ⁸ _____ body from the USA could travel here.

→ Where am I?



- b Compare your ideas with a partner and check the answers on page 128.

- 13a **TASK** Work with a partner. You are going to prepare another question for the quiz. Think of a famous city and write four sentences like the ones in exercise 12a.

It's somewhere where ...

You can/There are ... everywhere.

Everyone/body ...

It's great for someone/body who ...

- b Take turns to read out your sentences to the class. Can they guess the place?

▶ VOX POPS VIDEO 7

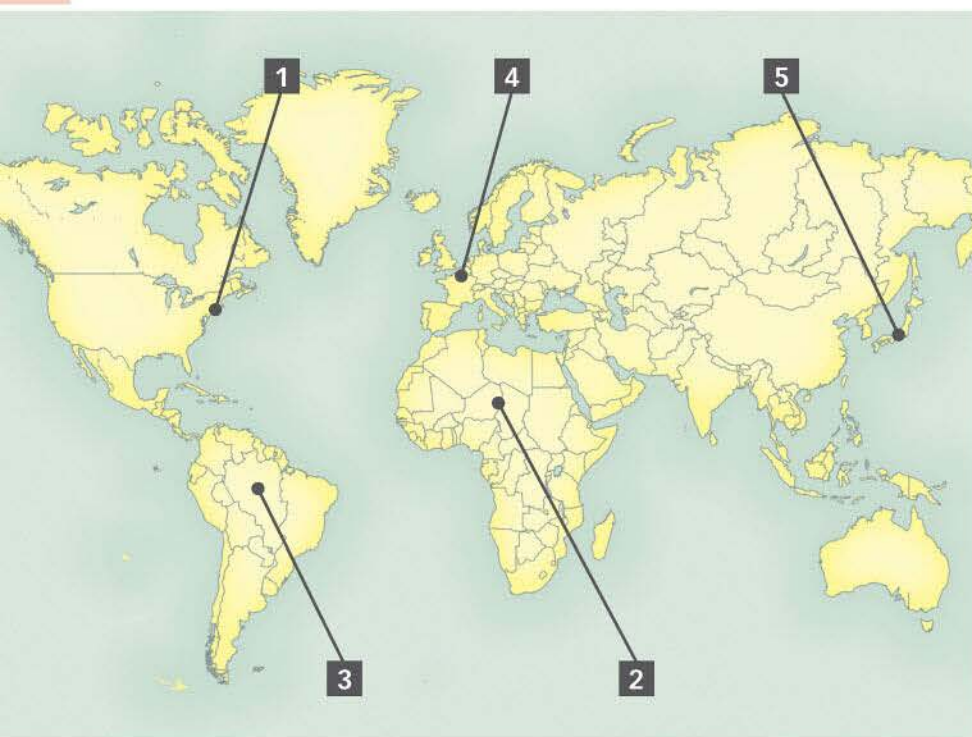
7.3 Vocabulary and skills development

GOALS ■ Recognize paraphrasing ■ Understand and use *-ed* and *-ing* adjectives

Reading recognizing paraphrasing

1a Look at the map of the world and label it with the places in the box.

Tokyo Paris New York the Amazon the Sahara



b Put the places in exercise 1a in order from the coldest (1) to the warmest (5). Turn to page 128 to check your answers.

c Work with a partner. What's the coldest place you've ever visited? How cold does your town/city get in winter?

2a Read the information in the Unlock the code box about paraphrasing.

UNLOCK THE CODE paraphrasing

- To avoid repetition, writers use different words with a similar meaning.

I love London, but I find the capital a difficult place to live in.

- To understand a text better, you need to recognize paraphrasing, otherwise you may think the writer is talking about two different things.

b Which word or phrase in the second sentence refers to a place in the first sentence?

- Paris and New York are both fascinating cities. But for most people in the UK, the French capital is much easier to get to.
- The Amazon flows for nearly 6,500 kilometres. Although mostly in Brazil, this great river also goes through two other countries, Colombia and Peru.
- When we arrived in M'Hamid, in the Sahara, it was very hot. But our guide said the desert gets cold at night, so we prepared for both.
- Japan has been one of the most successful economies of the last fifty years. But now the country has a problem: its population is getting smaller.

3a Work with a partner. Look at the photos and the title of the article. Think of eight words or phrases that you would expect to find in the text.

The coldest city on Earth?

- If you think winter in your country is cold, try visiting Yakutsk. Temperatures in **the Russian city** often go down to **-50° Celsius**!
- I'll tell you what **that degree of cold** feels like: at **-5°C**, Yakuts go out with just a hat and scarf. But at **-20°C**, your nose freezes – inside. At **-35°C**, you can't feel the skin on your face. At **-45°C**, don't wear glasses outside, because when you try to take them off, they stick to your skin. And that's embarrassing!
- I know this because I have just arrived in Eastern Siberia, in **the coldest town on Earth**. The temperature today is **-43°C**, but I'm surprised to hear **local people** say this is 'cold, but not very cold'!
- Before going outside, I put on all the **things** that I packed. I'm wearing fourteen items of clothing. At first, I don't feel too bad. But soon, I start to feel terrible – my face is red and I can't feel my fingers. My legs freeze up. My whole body hurts. The pain is frightening. I'll have to go indoors! I've been outside for thirteen minutes.
- I'm disappointed because I want to explore. Yakutsk is remote – it's six time zones from **Moscow**, and it takes six hours by plane from the capital. There is no railway. The only other way is by boat – a **1,000-mile journey** up the River Lena. That's a difficult trip in **-40°C** temperatures. But otherwise, it's a normal place, with cinemas, university, even a zoo. And kids here can only miss school if the thermometer reaches **-55°C**!

- b** Read the article. Which of your words and phrases did you find?
- 4** Look at paragraphs 1–3 of the article. What do the words in **bold** refer to?
- the Russian city
 - that degree of cold
 - the coldest town on Earth
 - local people
- 5** Look at paragraphs 4 and 5. For each underlined word, find a word or phrase later in the sentence, or in the next few sentences, with a similar meaning.
- 6** Work in a group. What do you think is the most interesting fact in the article?



Vocabulary -ed and -ing adjectives

- 7a** Look at the sentences about Yakutsk and read the information in the Vocabulary focus box.
- My whole body hurts. The pain is *frightening*.
 - I'm *disappointed* because I want to explore.
- Which one describes how a person feels?
 - Which one describes the person or thing that causes the feeling?

VOCABULARY FOCUS -ed and -ing adjectives

- ed adjectives describe how a person feels.
I feel tired. NOT *I feel tiring.*
- ing adjectives describe a situation, a person or a thing.
It was a really exciting film.

- b** Underline more examples of -ed and -ing adjectives in the article.
- 8** Choose the correct form to complete the sentences. Compare your answers with a partner.
- I feel *excited* / *exciting* when I visit new places.
 - It wasn't *surprised* / *surprising* that we lost the match.
 - The increase in prices is very *worried* / *worrying*.
 - Martha's *annoyed* / *annoying* because you didn't invite her.
 - I was *fascinated* / *fascinating* to hear my uncle's stories.
- 9** Complete the sentences with the correct form of the adjectives in the box.
- amaz- bor- confus- disappoint- embarrass- excit- frighten- relax-
- I was so _____ when I forgot Eva's name! I went red.
 - You were lost and it was dark. I can understand why you were _____.
 - It was a very _____ race - we were jumping up and down.
 - The lessons are always the same, so the students get rather _____.
 - It was very _____ to lie next to the swimming pool and have a drink.
 - Tim was _____ when he saw he only got 65% in the exam - he was expecting 75% or better.
 - Her directions to the town were a bit _____. We couldn't understand if we had to turn left or right.
 - Marie was _____ when her dog turned up at her house after six months away.

- 10a** Write four sentences with -ing adjectives and four sentences with -ed adjectives.

- b** Work with a partner. Read your sentences aloud, but don't say the adjective. Your partner has to guess what the word is.

7.4 Speaking and writing

GOALS ■ Check into a hotel ■ Write short notes and messages



Listening & Speaking checking into a hotel

1 Work with a partner and answer the questions.

- 1 What kind of place do you prefer to stay in when you go away? Why?

hostel international hotel bed and breakfast
self-catering apartment local hotel

- 2 How do you choose your accommodation? Tick (✓) the three things that are most important to you. Put a cross (X) for two things that aren't important. Explain why.

- | | |
|----------------------------|--------------------------|
| • cost | • location |
| • a good breakfast | • air conditioning |
| • helpful staff | • a gym or swimming pool |
| • internet access or Wi-Fi | • an en suite bathroom |
| • parking | • room service |
| • minibar | |

2a You are going to listen to Lars checking into a hotel and Carmen booking into a hostel. Before you listen, write questions you think they might ask the receptionist about the following.

Wi-Fi breakfast luggage checkout

b 7.6))) Listen to the two conversations. Did they ask your questions from exercise 2a?

3 7.6))) Listen again and match the sentences to the people who say them. Write L for Lars, C for Carmen and R for receptionist.

- 1 I'd like to check in, please.
- 2 Do you have a reservation?
- 3 Could you fill in the registration form, please?
- 4 Is Wi-Fi available in the room?
- 5 Is there a charge for it?
- 6 Sorry, what was the name again?
- 7 Is there somewhere we can leave our luggage?
- 8 I'll get someone to help you with that.
- 9 What time is checkout?

4 7.7))) Listen and repeat the sentences.

5 Work with a partner. Turn to the audioscript on page 162 and practise the conversations.

6 **TASK** You are going to role-play checking into a hotel. Student A, turn to page 128. Student B, turn to page 132. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING checking into a hotel

Guest

*I'd like to check in/check out, please.
Could we check in, please?
What time is checkout?
Is ... available in the room?
Is there a charge for ...?
Is there somewhere we can leave our luggage?*

Receptionist

*Do you have a reservation?
What was the name (again)?
Could you fill in the registration form, please?
I'll get someone to help you with ...*



Writing short notes and messages

7 Work with a partner. Match the notes and messages a–g to the reasons for writing 1–7.

- 1 making a request
- 2 passing on a phone message
- 3 making a suggestion
- 4 making an arrangement
- 5 making an apology
- 6 giving information
- 7 making an offer



8 Read the Language for writing box and find more examples of the features in the notes and messages in exercise 7.

LANGUAGE FOR WRITING short notes and messages

When we write short notes and messages we often:

- 1 use only the key words which are important to understand the message. We miss out pronouns (*I, we, etc.*), auxiliary verbs, forms of *be* and articles, as these don't usually carry the main meaning.
I am on the train. → *On train*
- 2 use direct forms, instead of more polite, longer forms.
Could you call back after 6? → *Call back after 6.*
- 3 use abbreviations and short forms of words.
minutes → *mins*

Note: The abbreviation *U* (= *you*) is only common in text messages (*C* = *see* and *R* = *are* are other examples).

9 Cross out words in the sentences to make them into messages b and c in exercise 7. What types of words have you crossed out?

I am just arriving at the bus station. I will meet you at Café Noir. Is 7.30 OK? → *Just arriving at bus station. Meet at Café Noir. 7.30 OK?*

- 1 The traffic is terrible. I will be 20 minutes late. I am sorry.
- 2 I am at the supermarket. Do you want me to get you anything?

10 Write the sentences below as short notes or messages.

- 1 This coffee machine is out of order. You can use the machine on the second floor.
- 2 I am in the city centre. Do you want me to get some currency for the holiday?
- 3 I am working late tonight. I will be home at eight o'clock.
- 4 Thanks very much for the dinner invitation on Saturday night. I would love to come. I will see you then.
- 5 I have missed the bus. I will be there in an hour.
- 6 I will see you at the station on Tuesday. The train leaves at half past seven.

11 **TASK** Choose one of the situations and write a message to your partner. Exchange messages and write a reply to each other.

- 1 Ask your partner to meet you in the library to prepare for class together.
- 2 Tell your partner you will see them outside the cinema in ten minutes.
- 3 Tell your partner you are stuck in traffic and will be late for a meeting.

7.5 Video

Beijing subway

1 Look at the phrases below. Use them to describe the images.

subway lines crossing the city narrow streets
subway station metro system busy traffic

2 Work with a partner. Ask and answer the questions.

- a What is the best way to get across your city? What is the worst way?
- b Describe the public transport in your city. What do you like/dislike about it?
- c Do you know another city's metro system? Which one?

3 Watch the video and answer the questions.

- a What different ways do people cross the city of Beijing?
- b Why is the subway so important to Beijing?
- c What are the plans for the future of the subway?

4 Watch the video again. Choose the correct number to complete the sentences.

- a There are 16 / 60 districts in Beijing.
- b Beijing has a population of over 28 / 21 million people.
- c The Beijing subway started in 1959 / 1969.
- d Each week around 12 / 10 million people use the subway.
- e They want to expand the Beijing subway to 13 / 30 lines.
- f In the future, the Beijing subway will have more than 10,000 / 1,000 kilometres of track.
- g By 2015 / 2050, China will have almost half the world's metro lines.

5a **TASK** Work with a partner. You are going to suggest improvements to your local public transport system. Use the video and your notes from exercise 2 to help you.

- b Make a list of three or four improvements.
The metro system should have two more lines.
There should be more buses in the city centre.
- c Work with another pair. Compare your ideas. Who has the best ideas?



Review

- 1a** Work with a partner and look at the photo. What do you think this is?

Personal Air Vehicles are a new type of private transport. If this sounds like something from a film, you're wrong. NASA started working on the idea in 2003 and PAV technology is here right now.

What are the main advantages? Well, firstly, PAVs ¹ *won't / might* have human drivers so there ² *won't / might* be fewer accidents. And PAVs fly. This ³ *will / won't* be great for countries where the roads aren't good. PAVs ⁴ *will / won't* be able to travel faster, moving at about 150 km per hour, so journey times ⁵ *will / won't* be shorter.

But there are also problems. One disadvantage is that people like cars and ⁶ *might not / will* want to stop driving. And if we have problems on the roads now, then in the future we ⁷ *won't / might* have traffic jams in the air as well.



- b** Read the text about PAVs and choose the correct verb.
- c** Work with a partner. Would you like to travel in this way?
- 2a** Choose the correct options to complete this advice for tourists.
- Everybody / Somebody* who visits this country needs a visa. It's essential.
 - For local food, it's better to try the port area. There's *anywhere / nowhere* good to eat near the museum.
 - If you need *somewhere / everywhere* to change money, there are banks in the main square.
 - It's a good idea for *someone / everyone* to buy travel insurance. The doctors are very expensive.
 - Don't take *nothing / anything* valuable with you when you visit the market. Leave your passport in the hotel.
 - It's OK to try the local food, but don't eat *anything / something* uncooked.
- b** Work with a partner. Write similar advice for visitors to your town or city.

- 3a** The words in **bold** are in the wrong sentences. Move them to the correct sentences.

- When the trains are **traffic jam** you sometimes have to stand.
- On long journeys I try to avoid motorways and **fares** and use quieter routes.
- Main roads** keep going up in my city – the metro in particular is getting very expensive.
- I hate sitting in a **bus pass** for hours without even moving.
- I buy my **crowded** every month. It's cheaper and more convenient.

- b** What are the transport problems where you live?

- 4a** Match the words in the box to their definitions below.

accommodation flight sightseeing souvenirs visa

- a document you need to enter a country
- things which remind you about your holiday
- a journey by plane
- visiting places of interest
- the place where you stay

- b** Match the verbs below to the words in exercise 4a.

apply for book buy choose go

- c** Work with a partner. Using the phrases in exercise 4b and other holiday words, tell your partner about your last holiday.

- 5a** Choose the correct adjective ending, *-ed* or *-ing*.

- A very *relaxing / ed* place I know is ...
- Something that makes me feel *embarrassing / ed* is ...
- Something I think is *annoying / ed* is ...
- A time when I was very *frightening / ed* was ...

- b** Complete the sentences with your own ideas.

- 6 7.8** Complete this conversation at a hotel reception. Then listen and check your answers.

- A I'd ¹ _____ to check in, please. The name's Samson.
 B OK, Mr Samson, that's a single room for two nights. Could you ² _____ in the registration ³ _____, please?
 A Of course. Is Wi-Fi ⁴ _____ in the room?
 B Yes, but there's a small ⁵ _____ for it.
 A I see. And what time is ⁶ _____?
 B You have to leave your room by 11.00 a.m.
 A OK, great.
 B Room 604. I'll get ⁷ _____ to help you with your bags.

Language and learning

8.1 The amazing human brain

GOALS ■ Talk about ability ■ Talk about skills and abilities

Grammar & Listening ability (*can, be able to*)

- 1a Work with a partner. Look at the words below and say the colours you see, not the words. Say them as fast as you can.

| | | |
|--------|------|--------|
| GREEN | RED | PURPLE |
| ORANGE | BLUE | YELLOW |

| | | |
|-------|--------|-------|
| BLACK | RED | GREEN |
| BLUE | ORANGE | BLACK |

- b Did you slow down in the second group? Why do you think this happens? Read the information at the bottom of the page to find out.

- 2a You are going to listen to a radio programme about the human brain. First work with a partner and decide if these sentences are true (T) or false (F).

- We only use 10% of our brain.
- Boys' brains are bigger than girls' brains.
- We can remember things better if we listen to classical music.
- Babies can't learn more than one language at the same time.
- The brain isn't able to repair itself.
- Computers are able to read our minds.

- b 8.1))) Listen to the programme and check your answers.

It is harder to say the second group of words because the word and the colour do not match. This is called the 'Stroop Effect', after J Ridley Stroop, who discovered this phenomenon in the 1930s. It shows that the brain can read words more quickly than it can recognize and then name colours.

- 3 8.2))) Listen to the last part of the programme again and complete the sentences.
- Computers will soon be _____ to scan our brains and put our thoughts into words.
 - They _____ be able to understand the thoughts, though.
 - People with speech problems _____ be able to communicate just by thinking.
- 4 Read the Grammar focus box and complete the rules with the words *present* and *future*.

GRAMMAR FOCUS ability (*can, be able to*)

- We use *can* and *be able to* to say that we have the ability to do something (we know how to do it).
- For ability in the ¹ _____ we use *can* or *be able to* + infinitive.
Bilingual children can speak two languages.
The brain is able to repair itself.
Note: In the present, *can* is more common than *be able to*.
- For ability in the ² _____ we use *will/might* + *be able to* + infinitive.
People will be able to search the internet just by thinking.
NOT *In the future, scientists can understand the brain better.*

→ Grammar Reference page 148



- 5 Complete the article with *can* or *can't* where possible. If not, use *be able to* in the correct form.

Computers and the human brain

Which is smarter: a computer or a human brain? Even today's simplest computers ¹ _____ solve maths and other problems much faster than humans. However, they ² _____ use imagination or come up with new ideas. But what about the future – will computers ever ³ _____ think creatively, like humans? Will they ever ⁴ _____ know what salt tastes like or what pain feels like? Some scientists doubt it. They say that even a hundred years from now, computers ⁵ _____ do this. Others say that science is full of surprises so we ⁶ _____ predict now what will happen in the distant future.

Meanwhile, neuroscientists are using computers to help them understand the human brain better. In a new \$1.6 billion project, the Human Brain Project, scientists from several countries will work together to create the world's first computer model of the human brain. The 'computer brain' ⁷ _____ operate 1,000 times faster than today's computers, and scientists ⁸ _____ 'fly around' inside it and learn more about how the brain works. They also hope they ⁹ _____ discover more about brain illnesses, such as Alzheimer's. Scientists might even ¹⁰ _____ learn more about where our thoughts and emotions come from.

- 6 Complete the sentences with *can*, *can't* and *be able to* and your own ideas. Then compare your sentences with a partner.

- In my opinion, men can read maps better than women.
- In general, women _____ better than men.
- Scientists might _____ one day.
- I won't _____ this year.
- I hope that _____ soon.

Vocabulary & Speaking skills and abilities

- 7a Work with a partner. Which group do the words and expressions below belong to? Write C, P or T next to each. Some may go into more than one group.

- communication skills (C)
 - practical skills (P)
 - thinking/learning skills (T)
- learning languages
 - map reading
 - spelling
 - taking care of people
 - making speeches
 - following instructions
 - remembering names
 - understanding how things work
 - telling jokes
 - explaining things clearly
 - solving computer problems
 - organizing events
 - fixing things that are broken
 - making decisions

- b Add your own ideas to the three groups.

- 8a With your partner, put a–g in order, from being able to do things well (1) to badly (7).

- She's **quite good at** map reading.
- He's **brilliant at** solving computer problems.
- I'm **really/very good at** fixing things.
- I'm **terrible/useless at** remembering people's names.
- He **isn't very good at** telling jokes.
- I'm **OK at** following instructions.
- She's **good at** spelling.

PRONUNCIATION at

- b 8.3))) Listen and check your answers. Notice the pronunciation of *at* in each sentence.

- c 8.4))) Listen and repeat the sentences.

- d What verb form comes after the preposition *at* in the sentences above?

- 9a **TASK** Work in a group. Find out how good other people are at doing the things in exercise 7. Ask questions using the grammar and vocabulary from this lesson and the phrases below. Who in the group do you have most in common with?

How well can you ...? How good at ... are you?

- b Tell the class what you found out about the others in your group.

▶ VOX POPS VIDEO 8.1

Communicate

Imagine

8.2 The secrets of a successful education

GOALS ■ Talk about obligation, necessity and permission ■ Talk about education

Vocabulary & Speaking education

- 1 Work with a partner. Look at the subjects in the box and discuss the questions.

maths science PE (Physical Education) art
drama IT (Information Technology) literature
history languages economics

- 1 Which of these subjects did you do at school?
- 2 Which did you most/least enjoy?
- 3 Which do you think are the most/least useful?

- 2a Match questions 1–8 to answers a–h. Check the meaning of any words and phrases in **bold** that you don't know.

- 1 Which subjects did you **do well in** when you were at school?
- 2 Was your school **strict**?
- 3 Did you have to wear a **uniform** at school?
- 4 Do you think **private schools** offer the best **education**?
- 5 Do you think a university **degree** is necessary for **success** in life?
- 6 What **qualifications** do you have?
- 7 How do you feel about **taking exams**?
- 8 Do you know anyone who has done or is doing a **Master's degree** (MA = Master of Arts, MSc = Master of Science)?

- a No, it was quite **relaxed**.
- b It depends which **career** you want later on.
- c I get very nervous.
- d No, I don't. I think **state schools** are just as good.
- e Yes, my brother. He's doing an MSc in **psychology**.
- f I was good at maths, science and IT, but my **grades** in literature and languages weren't great.
- g I **trained** as a chef and I have a **diploma** in food safety.
- h Yes, I did. Until the age of sixteen.

- b Work with a partner and ask and answer the questions. Ask for more information.

Grammar & Reading obligation, necessity and permission (*must, have to, can*)

- 3 Work in a group. Discuss which of these things are important for a good education. Give each one a score from 1–5. (5 = very important)

- regular exams
- use of latest technology
- lots of homework
- an enjoyment of learning
- studying for many hours a day
- small classes
- well-qualified teachers
- regular sport/exercise
- strict rules

- 4 Read the article about two different education systems. Which of the things in exercise 3 are mentioned?

Top of the class

Lessons from Finland and Shanghai

An international study called PISA (Program for International Assessment) tests 500,000 students from over 60 countries in maths, science and reading. In the last few years, Finland and Shanghai have achieved the highest grades in the tests. But what is it about their education systems that produces these great results?

FACTFILE Finland

- ▶ Children don't have to go to school until they are seven and don't take any exams before they are eighteen.
- ▶ School generally starts at 8 a.m. and finishes at 2 p.m. After that, all students go home. There are no after-school activities. Students only have to do a maximum of half an hour's homework a day.
- ▶ All education must be completely free. Schools can't charge money for anything, including books or meals.
- ▶ The atmosphere is relaxed. Students don't have to wear uniforms and can call their teachers by their first names.
- ▶ All teachers must have a Master's degree. Teaching is a well-respected and well-paid profession.
- ▶ Students do physical exercise (PE), but schools generally don't encourage competition in sport.



- 5 Read the article again. Decide if the sentences below are true (T), false (F) or we don't know (?).

In Finland ...

- 1 parents can pay for their children's school education.
- 2 school lunches are free.
- 3 teachers can earn a lot of money.

In Shanghai ...

- 4 many students want to go to university.
- 5 teachers must have a Master's degree.
- 6 students can't do PE for more than an hour a day.

- 6 What did you find most surprising about education in the two countries?



FACTFILE Shanghai

- ▶ Education is free, but parents have to pay a small fee for books and uniforms.
- ▶ Schools finish late in the afternoon. Students can go home, but 80% of students then go to private colleges or *buxibans* to do extra work to help them pass exams. Many students study for 16 hours a day.
- ▶ Students are willing to work extremely hard to prepare for their exams. They know there is strong competition for university places and their future depends on their university education.
- ▶ The university/college entrance exam is called the *gao kao*. The night before the exam, builders mustn't make noise so that students are able to get a good night's sleep. On the day of the *gao kao*, roads are closed near schools so students can arrive on time.
- ▶ The government has passed some laws to protect students' mental and physical health. All *buxibans* must close at 10 p.m. Teachers can't give more than an hour and a half of homework a day and students must do physical activity for at least an hour a day.

- 7 Read the rules in the Grammar focus box. Then underline more examples of *must*, *have to*, *mustn't*, *can't* and *don't have to* in the article and match them to the rules.

GRAMMAR FOCUS obligation, necessity and permission (*must*, *have to*, *can*)

- 1 We use *must* or *have to* to talk about things that are necessary.
All teachers must have a Master's degree.
- 2 We use *don't have to* to talk about things that are not necessary.
Children don't have to go to school until they are 7.
- 3 We use *can* to say it is OK to do something: it is allowed.
Students can call teachers by their first names.
- 4 We use *can't* or *mustn't* when we mean 'Don't do this'.
Teachers can't give more than half an hour's homework a day.

→ Grammar Reference page 149

- 8a Choose the correct option to complete the facts about education systems around the world.
- 1 In many traditional Japanese schools, pupils *can* / *must* clean their school at the end of the day.
 - 2 Students in England *can't* / *have to* leave school until they are sixteen.
 - 3 In Argentina, students *don't have to* / *mustn't* pay to go to university. It's free.
 - 4 In Sweden, all eleven-year-old children *can* / *must be able to* swim 200 metres.
 - 5 In Hong Kong, there are often more than forty students in a class so teachers often *can* / *have to* use microphones.
- b Work with a partner. Are any of the things above true in your country?
- 9 Complete the sentences about the education system in your country. Then compare your answers with a partner.
- 1 Children _____ wear a school uniform.
 - 2 Students _____ use mobile phones in class.
 - 3 Parents _____ pay for school meals.
 - 4 All students _____ study English.
 - 5 Schools _____ offer classes in PE.
 - 6 Students _____ wear jewellery.

- 10a **TASK** Work in a group. Write some rules for a perfect education system.

*Students can use mobile phones and tablets for studying.
They don't have to do end-of-year exams.*

- b Present your ideas to the class.

▶ VOX POPS VIDEO 8.2

8.3 Vocabulary and skills development

GOALS ■ Understand connected speech (2) ■ Understand and use *make* and *do*

Listening & Speaking understanding connected speech (2)

- 1 Work in a group and discuss the questions.
- 1 What's your favourite word in English?
 - 2 Why do you like it?
- 2a 8.5))) Listen and complete these sentences.
- 1 They _____ when it started to snow.
 - 2 This _____ chocolate.
- b 8.6))) Read and listen to the information in the Unlock the code box about connected speech.



UNLOCK THE CODE connected speech

- When a word ends in a consonant and the next word starts with a vowel sound, speakers link the words together so they sound like one word. This can make it difficult to understand.

| | | |
|-----------------|-------------|----------------------------|
| went in | sounds like | wentin /wentɪn/ |
| the sound of it | sounds like | thesoundofit /ðəsəʊndɒvɪt/ |

- Sometimes words that end and start with consonants are also linked the same way.

| | | |
|-------------|-------------|----------------------|
| let's leave | sounds like | letsleave /letsli:v/ |
|-------------|-------------|----------------------|

- c 8.7))) Listen and write the words you hear.
- 1 He likes the _____.
 - 2 You can't _____ in the house.
 - 3 It _____ house.
 - 4 I _____ because it _____.
 - 5 Be careful, _____.
 - 6 She _____ me _____ presents.
- 3 8.8))) Listen to seven people talking about their favourite word in English. Number the words in the order you hear them.
- | | | |
|-------------|------------|------------|
| a happiness | d tomorrow | g probably |
| b blossom | e care | |
| c octopus | f snow | |

- 4a Work with a partner and answer the questions.
- 1 Which words did people choose because of their pronunciation or meaning?
 - 2 Which words did people choose because the word made them feel good?
- b 8.8))) Listen again and check your answers.
- 5 8.9))) Listen and complete some sentences from the listening using between one and three words in each space.
- a Then ¹ _____ I was ² _____ all the new words we'd learnt that day ³ _____.
 - b Snow - ⁴ _____ the quiet snow world. It's ⁵ _____ clean ⁶ _____ freezing weather.
 - c It's ⁷ _____ the first words that I ⁸ _____ in English.
 - d It seems ⁹ _____ possibilities leading to a bright future.
 - e ¹⁰ _____ short and simple word, but it ¹¹ _____.
 - f It ¹² _____ of young ¹³ _____ crisp, sunny spring mornings.
- 6 Work in a group and discuss the questions.
- 1 Which of the words in exercise 3 do you like best? Why?
 - 2 Do you have any good ways of remembering new words in English? Share your tips.
- Snow - because I like the quiet snow world.*



Vocabulary & Speaking *make and do*

7 Look at these sentences from the listening and choose the correct option.

- 1 Probably: Why? Because it's the best answer to give when you don't want to answer a question or *make / do* a decision.
- 2 When I started learning English at the age of ten, my dad always helped me *do / make* my homework.

8a **8.10** Listen to six conversations. Which one is about ...?

- a how to decide things
- b not disturbing children
- c a billionaire
- d work around the home
- e a newspaper article
- f something going wrong

b **8.10** Listen again and write all the expressions you hear with *make* and *do*.

c Complete the table with the words in the box.

a noise exercise sport a decision a list a mistake
sth well/badly your homework a sandwich money

| do | make |
|----|------|
| | |

9 Read the information in the Vocabulary focus box and add the words in the box below to the table in exercise 8c.

VOCABULARY FOCUS *make and do*

- We usually use *do* with actions, e.g. *do exercise*, with housework, e.g. *do the washing-up*, and subjects you study, e.g. *do chemistry*.
- We usually use *make* when there is an end product, e.g. *make a mess*, *make an appointment*, *make dinner*, *make a cup of tea*.

a phone call a course friends homework a meal
nothing a job an exam

10 Complete the questionnaire with *do* or *make*.

1 Do you find it easy to ...?

- _____ friends
- _____ nothing

2 Have you ever ...?

- _____ an interesting course
- _____ a big mistake
- _____ very well at something
- _____ a delicious meal
- _____ an exam

3 Do you have to ...?

- _____ lots of phone calls at work
- _____ homework after every class

4 Do you know anyone who ...?

- has _____ a lot of money
- can't _____ a decision
- _____ a job they love

5 How much ...?

- housework do you _____
- noise do your neighbours _____

11a **TASK** Work in a group and take turns to ask each other the questions in exercise 10. Find out more information by asking questions with *when, why, who, how, what* and *where*.

b Choose the five most interesting pieces of information you found out. Report back to the class, using *One of us ...*, *Two of us ...*, *All of us ...* and *None of us ...*.
Two of us do homework every night.

8.4 Speaking and writing

GOALS ■ Ask for clarification ■ Complete a form

Listening & Speaking asking for clarification

1a Work with a partner and look at the pictures. What communication problems do you think the people are having?



b When did you last have one of these problems? Tell your partner about the situation and what happened.

2 8.11))) Listen to three conversations and match each conversation to one of the pictures. What is the problem?

3 8.12))) Listen and complete the expressions.

- 1 You're _____ up.
- 2 Could you _____ that, please?
- 3 Please could you speak _____?
- 4 What does she _____ by 'the literature'?
- 5 Sorry, I'm a bit _____.
- 6 Sorry, what did you _____?
- 7 It's too _____ in here.

4a Match the expressions in exercise 3 to these functions.

- a asking someone to repeat something
- b asking someone to speak louder
- c asking for clarification
- d saying you don't understand
- e explaining the problem

b Look at the audioscript on page 162–3. Add the expressions in *italics* to the functions in exercise 4a.

5a Work with a partner. Complete the two-line conversations with suitable expressions from the Language for speaking box. Sometimes more than one expression is possible.

- 1 A _____
B I said I'll arrive at 11.
- 2 A _____
B Sorry, I'm on the train.
- 3 A _____
B Never mind, I'll tell you later.
- 4 A _____
B I mean there's a small problem, but nothing serious.
- 5 A _____
B Yes, I'll explain everything when you get here.

b Practise saying the expressions and responses with your partner.

LANGUAGE FOR SPEAKING asking for clarification

Asking someone to repeat something

Could you repeat that, please?

Pardon?

Sorry, what did you say?

Sorry, what was that?

Asking someone to speak louder

Please could you speak up?

Asking for clarification

What do you mean by ...?

Please could you explain ...?

Saying you don't understand

I'm afraid I can't follow ...

Sorry, I'm a bit lost/confused.

Explaining the problem

Sorry, it's too noisy in here.

Sorry, you're breaking up/I keep losing the signal/it's a really bad connection. (mobile phones)

6a **TASK** Work with a partner. Choose one of the situations below and prepare a role-play.

- 1 **On a train:** colleagues talking on a mobile phone.
Student A, turn to page 128. Student B, turn to page 133.
- 2 **In a college:** a student asking for clarification.
Student A, turn to page 129. Student B, turn to page 133.
- 3 **In a restaurant:** two friends discussing their weekend.
Student A, turn to page 129. Student B, turn to page 133.

b Practise your role-play, then perform it to another pair.

Writing completing a form

- 7 When did you last complete a form? What was it for? Discuss your answer with a partner.
- 8 Look at Forms A and B. What is each one for?

YOU SHOULD COMPLETE THIS FORM IF YOU ARE COMING TO THE UK AS A STUDENT VISITOR.

What is the main purpose of your visit to the UK? _____
 How long do you intend to stay in the UK? _____

PART 1: ABOUT YOU

- 1 Title _____
- 2 **Given name(s)** _____
- 3 **Family name** _____
- 4 **Date of birth** (dd/mm/yyyy)
- 5 **Sex** Put a cross **X** in the relevant box
 Male Female
- 6 **Place of birth** _____
- 7 Nationality _____
- 8 **Marital status?** Single
 Put a cross **X** in the box Married
 Divorced
- 9 **Occupation** _____

PART 2: YOUR CONTACT DETAILS

- 10 Your full address and postcode

- 11 Home (landline) phone number

- 12 Your mobile phone number

- 13 Email address

- 14 Applicant's **signature**

- 15 Date (dd/mm/yyyy)

Form A

- 9 Find words or abbreviations in **bold** on the forms which mean the following. Sometimes there is more than one possible answer.
- 1 last name
 - 2 forename
 - 3 the day, month and year you were born
 - 4 a person to contact in an emergency
 - 5 man or woman
 - 6 not applicable (it does not apply to you)
 - 7 where you were born
 - 8 your job
 - 9 your name as you usually write it
 - 10 title
 - 11 health problems
 - 12 sections you have to fill in
 - 13 married or unmarried
 - 14 big letters (A, B, C)
- 10 **8.13** Listen to Adam talking to an adviser about the scuba-diving course and correct the six mistakes on Form B.



PLEASE USE CAPITAL LETTERS

PERSONAL DETAILS

Please complete all **required fields** below

Course Scuba-diving

Mr / Mrs / Miss / Ms / Dr (delete as appropriate)

First name ADAM

Surname WRIGHT

Email address atm29yahoo.com

D.O.B. 30/8/96

Gender **M/F**

Mobile tel 07905232634

Name of **next of kin** Dorothy Wright

Relationship MOTHER

Mobile tel 0790281546

Medical conditions (allergies, etc.) N/A

Form B



Learn scuba-diving in one of the best locations in South East Asia. We're offering proper training with fully-qualified instructors. Includes: accommodation, meals and diving equipment.

Need help with your booking?
 Chat to an adviser now on
01273 778 5432

- 11 Would you prefer to go scuba-diving in Thailand or study in the UK? Discuss your answer with a partner.
- 12a **TASK** Complete Form A with your own details.
- b Read the Language for writing box. Check your form is correct.
- c Now swap forms with a partner and check each other's forms using the checklist in the box.

LANGUAGE FOR WRITING checking your writing

It is always important to check your writing. This is particularly important when you complete forms. Using a checklist can help you notice mistakes.

Checklist


- Have you given the correct information?
- Is it in the correct place on the form?
- Is the information complete?
- Have you checked spellings?

8.5 Video


Career change

- 1 Work with a partner. Guess the meaning of the words in **bold**.
 - 1 I have a friend who has **dual citizenship**. He's Spanish and Colombian.
 - 2 He is an actor in one of the best theatre companies in the country. A lot of **talented** people work there.
 - 3 He went to several **auditions** before he got the acting job.

- 2 Look at the photos. What do you think the woman does?

- 3  Watch the video. Use the words below to give a brief description of what Kate was talking about.

London New York talent agent actor change happy

- 4  Watch again and choose the correct answer.

- 1 What did Kate think of her job in London?
 - a It was exciting.
 - b It was stressful.
- 2 Why was it easy for her to move to the USA?
 - a She is an American citizen.
 - b She knew someone at the University of California.
- 3 What does she like most about her new job?
 - a She works with different people every day.
 - b It lets her be creative.
- 4 What does she miss about her old job?
 - a The salary was better.
 - b She had lots of holidays.
- 5 What is the most important thing for her?
 - a She is her own boss.
 - b She does what she loves.

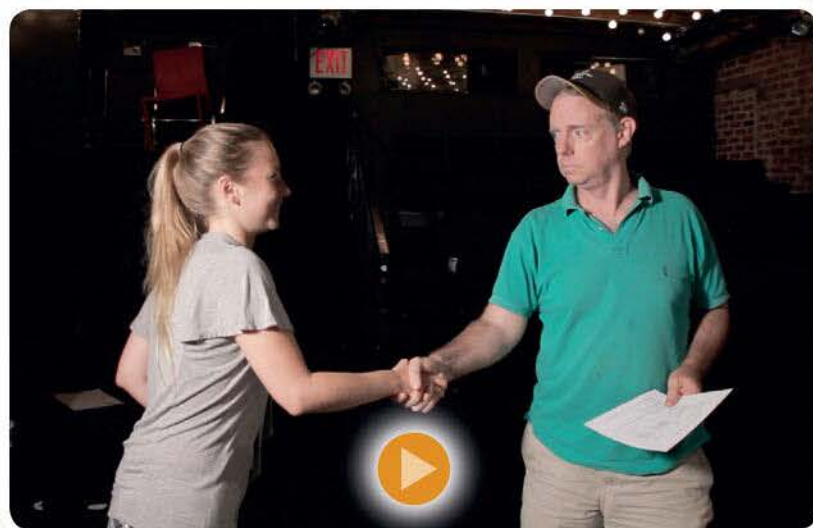
- 5a **TASK** Work with a partner as A and B. You are going to have a written conversation about a career change. You need one piece of paper between you. Read the situation.

A You have recently changed careers (or started a new career). You live in a new place and you are happy with your choice. Write a brief note to B. Explain where you are and what your new job is.

B Read A's note. Write a reply on the same paper. Ask a question about A's new job or new life.

- b Continue exchanging the paper. Each person should write four times.

- c Exchange papers with another pair and read the conversations. Who chose the best new life?



Review

1a Choose the correct verb form to complete these facts about the human brain.

- The brain *can't / isn't able to* live more than six minutes without oxygen.
- Scientists think eating seafood *might be able to / might / can* reduce dementia by 30%.
- Everyone has four to seven dreams each night, but some people *can / can't* remember their dreams.
- After five minutes, you *will be able to / will / can* remember only 50% of your dream. After ten minutes, only 10%.
- In the future, the Japanese think they *can / will be able to* show people's dreams on film.

b Work in a group. What fact do you find the most surprising? Do you know any other brain facts?

2a Look at these rules for a language class. Write sentences with the same meaning using *have to/don't have to, can/can't* or *must/mustn't*.

- It's not necessary to buy the coursebook.
You _____ buy the coursebook.
- It's important to be in class by 10.00 a.m.
We _____ be in class by 10.00 a.m.
- It's OK to check vocabulary using your mobile phone.
You _____ check vocabulary using your mobile phone.
- Don't speak in your own language. Use English!
We _____ speak in our own language.
We _____ use English.
- You decide if you want to bring a dictionary to class.
It's not obligatory.
You _____ bring a dictionary to class.

b Work with a partner. Write some of the rules of your language class.

3a Choose the correct word to complete each expression.

- telling *jokes / directions*
- fixing *decisions / things*
- taking care of *children / events*
- giving *directions / children*
- organizing *jokes / events*

b For each activity in exercise 3a, write the name of someone you know who is either very good or terrible at it.

c Work with a partner. Talk about the people and explain your opinion.

4a Complete the text with words from the box.

degree do well in education grades
maths qualifications take exams

Education in Scotland

Scotland is part of the United Kingdom, but has a different

¹ _____ system from

England. There are also differences between English and Scottish ² _____.

In both countries, children

³ _____ at 16. In Scotland,

pupils take National 4/5 Exams,

normally in eight subjects including

English and ⁴ _____. Children then

study for one year to prepare for the next exams,

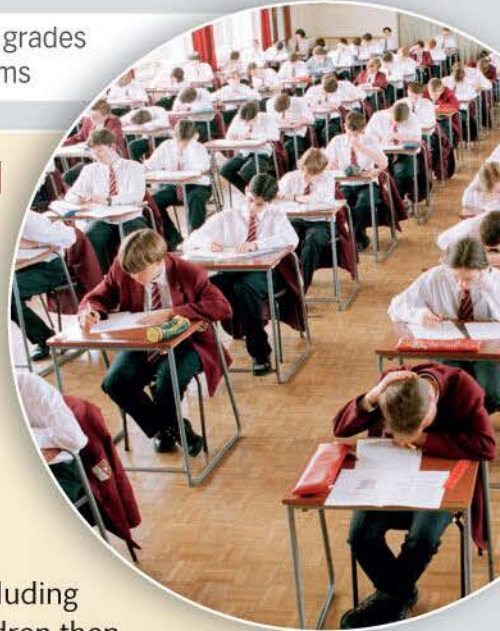
called 'Highers'. Teenagers who ⁵ _____ their

Highers and get good ⁶ _____ can start

university in Scotland at 17. However, many students

stay at school to do 'Advanced Highers'. This is

essential if you want to do a ⁷ _____ at an English university.



b Work with a partner. Tell your partner about school exams in your country.

5a 8.14))) Listen to some words. After you hear each word, write it in the correct box: *make* or *do*.

| | |
|------|--|
| make | |
| do | |

b Work in a group. Discuss which things you like and dislike doing and explain why.

6a Put these expressions in the correct order.

- did / you / sorry / what / say ?
- up / could / bit / please / you / speak / a ?
- lost / afraid / a / I'm / bit / I'm
- that / please / you / could / repeat ?
- up / breaking / sorry / you're

b Work with a partner and role-play a mobile phone conversation. Include all the expressions in exercise 6a.

Body and mind

9.1 The rise and fall of the handshake

GOALS ■ Talk about greetings ■ Talk about possible situations and the results

Vocabulary & Speaking body and actions

- 1 Work with a partner. How much do you know about international greetings? Match the countries to the greetings 1–9. Which greetings can you see in photos a–c?

Greetings around the world

- | | |
|--|-------------------------|
| 1 They hug each other when they greet good friends, both male and female. | Mozambique |
| 2 They nod their heads and smile . | the UAE |
| 3 They shake hands for a very long time. | Maoris (in New Zealand) |
| 4 They sometimes bump fists in informal situations. | China |
| 5 They put both hands together at chest level, without touching the body. | Germany |
| 6 They stick their tongues out at each other. | Tibet |
| 7 They clap their hands three times before saying hello. | Cambodia |
| 8 They kiss three times, starting with the right cheek. | Argentina |
| 9 They press their noses and foreheads together while closing their eyes. | the USA |



- 2 Work with a partner. Test each other on the words in **bold** in exercise 1.
- A *You do this with your hands at the end of a concert or play.*
B *Clap.*
- 3 Work in a group and discuss the questions.
- In your country, how do people greet their friends, parents, grandparents, work colleagues?
 - Are the rules different between men and women?

Grammar & Reading *if* + present simple + *will/won't/might*

- 4 Read this article about the handshake and match the headings to the paragraphs. There is one heading you don't need.
- A health risk?
 - Men and women
 - 'I come in peace'
 - Not all handshakes are the same
 - Reasons for shaking hands

The handshake

1

The handshake goes right back to the 5th century BC. A common theory is that it started as a sign of peace. Men put their right hand forward towards another man and opened it to show they were not holding a knife or other weapon. The men then joined hands and shook them up and down to prove that there were no weapons hiding in their sleeves.

2

This action, which began as a simple message of peace, is now used in many situations: we do it when we meet new people and, when we greet friends and colleagues. We do it when we congratulate people – at a graduation ceremony, for example – or when we make friends again after an argument. We do it when we make a business deal. Sports people do it before and after matches. But the message of a handshake is always the same: 'I trust and respect you and we are equal.'

- 5 Read the article again and answer the questions.
- 1 In ancient times, what was the purpose of a handshake?
 - 2 What is the basic meaning of a handshake now?
 - 3 How is a handshake in China different from in the US?
 - 4 Why do some people prefer to bump fists rather than shake hands?
- 6 Look at the sentence below from the article and answer the questions.

if clause

main clause

If you plan to do business abroad, you will need to learn the right way to shake hands.

- 1 What tense is the verb after *if*? What tense is the verb in the main clause?
- 2 Which part of the sentence is about a possible action? Which part describes the result of the action?

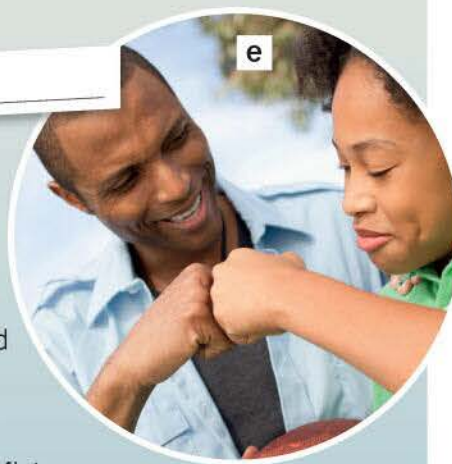


3

Handshakes are different around the world. If you plan to do business abroad, you will need to learn the right way to shake hands. If you get it wrong, you might give a bad impression. In most western cultures, a strong handshake shows you are confident. If you shake another person's hand lightly and loosely, they will think you are weak, shy or just not interested. Other cultures, however, prefer a gentle handshake. In China or Turkey, for example, if your handshake is too tight and strong, you will seem rude.

4

In recent years, the handshake has become less popular in some countries because people worry they might catch germs if they shake somebody's hand. A recent study in the USA showed that 40% of the population preferred not to shake hands. Many are choosing a 'safe shake' like touching elbows or bumping fists.



- **impression** feelings or thoughts you have about somebody or something
- **germ** a very small living thing that can make you ill

- 7 Read the Grammar focus box and complete the rules with the words *might*, *present simple*, *first* and *result*.

GRAMMAR FOCUS *if* + present simple + *will/won't/might*

- We use *if* + ¹ _____ tense to talk about a possible action or situation and we use *will*, *won't* or *might* to talk about the ² _____ of the action or situation.
*If your handshake is too strong, you will seem rude.
... they might catch an illness if they shake someone's hand.*
- The *if* clause can come first or second. If it comes ³ _____, we put a comma after it.
- If we are not certain about the result, we can use ⁴ _____ instead of *will/won't*.

→ Grammar Reference page 150

- 8 Complete listeners' tweet responses to a radio programme with the correct form of the verbs in brackets. Use contractions (*'ll*, *won't*) where possible.

Thursday 28th November

To shake or not to shake ...?



On today's programme, health expert Dr Klaus talks about the health risks of shaking hands and recommends that we greet each other with a fist bump instead.

Tweets All / No replies

I've got a better solution. Wash your hands! If you

1 _____ (keep) your hands clean, you 2 _____ (not pass) on germs.

Reply Retweet Favourite

How ridiculous! People 3 _____ (think) you are unfriendly if you 4 _____ (refuse) a handshake.

Anyway, what's so terrible about getting a cold? If you 5 _____ (get) a cold, it 6 _____ (not be) the end of the world.

Reply Retweet Favourite

Handshaking is fine. (Trust me, I'm a doctor ...) If you

7 _____ (not touch) your eyes and nose after a handshake, you very probably 8 _____ (not get) ill.

Reply Retweet Favourite

Bumping fists! Seriously? In my country, you 9 _____ (look) very silly if you 10 _____ (do) this.

Reply Retweet Favourite

Show more

- 9 Which of the tweets do you agree with? Why?
- 10 **TASK** Work with a partner. You are going to practise giving advice. Turn to page 129.

▶ VOX POPS VIDEO 9

9.2 Going back to nature

GOALS ■ Talk about health and fitness ■ Use present tenses in future time clauses

Vocabulary & Reading health and fitness

- 1 Work with a partner and discuss the questions.
 - 1 What do you do to keep fit and healthy?
 - 2 Do you enjoy doing physical exercise? Why/Why not?
- 2a You are going to read an article. Look at the title and the picture. What do you think the article will be about?
 - b Now read the article and check your predictions.
- 3 Discuss these questions with a partner.
 - 1 Have you heard about Paleo before?
 - 2 What do you think about it?
- 4a Put the words in **bold** in the article into one of the four groups.

| | |
|----------------------------|-----------------|
| 1 eating | 3 being ill |
| 2 doing/not doing exercise | 4 mental health |

 - b Complete the sentences with the words in exercise 4a.
 - 1 In today's world of escalators and cars we are not as _____ as we were before.
 - 2 I would like to have a healthier _____ and eat more _____, but I love _____.
 - 3 Swimming is a great way to improve your _____.
 - 4 If I don't get enough sunlight, I feel a bit _____.
 - 5 Last winter she had a long _____.
 - 6 After work, I like to _____ in front of the TV.

PRONUNCIATION eat and bread

- 5a 9.1))) You can pronounce 'ea' in different ways. Listen to these two words.

| | |
|------|-------|
| /i:/ | /e/ |
| eat | bread |

- b 9.2))) Write the words in the box in the correct place in the table. Then listen and check your answers.

disease health meat instead easy weather already

- c 9.3))) Listen and repeat the words.

- 6 Work in a group and compare your lifestyles to the Palaeolithic lifestyle. Whose lifestyle is most/least like the Palaeolithic lifestyle?



Going back to nature

The Paleo movement is a recent trend in health and **fitness**. Followers of Paleo believe that if we eat and exercise like people from Palaeolithic times, 40,000 years ago, we will be fitter, healthier and happier. Many of today's **diseases**, like diabetes and **cancer**, exist as a result of our modern **diet** and lifestyle. Prehistoric people didn't get these **illnesses**. Instead they died from things like viruses or old age.

How to 'go paleo'

- Eat only **natural food** like meat, vegetables and fruit. Avoid food that wasn't around in Palaeolithic times. So no potatoes or bread, and definitely no **junk food**, like crisps.
- Be **active**. But make time to **relax**, too. Prehistoric people had to save energy.
- Do plenty of **gentle exercise** like walking, **cycling** and swimming. Only do intense activity like **weight-lifting** and fast running occasionally.
- Do 'natural movements' (such as throwing, carrying, catching) which use the whole body.
- Reduce your **stress** levels. Don't spend too much time at work.
- Spend time in the sun so you get enough vitamin D. Lack of this can make you **depressed**.

Grammar & Listening present tenses in future time clauses

- 7 Read the advert. What is MovNat and how is it different from going to a gym? Would you like to do a fitness course like this? Why/Why not?



MovNat™ – moving naturally – the new way to get fit

- We practise whole body movements: running, jumping, climbing, crawling, balancing, catching, carrying
- Focus on useful physical skills: carrying heavy weights without hurting your back, landing safely after a fall
- Enjoy being in the open air
- We offer MovNat courses all around the world

Find a course near you | Contact us

- 8a 9.4))) Listen to a woman enquiring about a MovNat course. Tick (✓) the things she wants to know about.

- Cost?
- Level of fitness?
- What happens in bad weather?
- Dates?
- Book in advance?
- What to bring?

- b Compare your answers with a partner. Can you remember the answers to the questions?

- 9a Match the two halves of these sentences.

- | | |
|---|--|
| 1 Do I need to go to the gym | a the instructor will assess your fitness level. |
| 2 When you arrive | b the experience will be even more exciting! |
| 3 What will happen | c before you come. |
| 4 If it's raining or snowing, | d before I begin the course? |
| 5 You'll definitely need to reserve a place | e as soon as I know. |
| 6 I'll get back to you | f if it rains or snows? |

- b 9.4))) Listen again and check your answers.

- 10 Work with a partner. Look at the sentences from the listening and answer the questions.
- a When you arrive, the instructor will assess your fitness level.
 - b If it's raining or snowing, the experience will be even more exciting!
 - c I'll get back to you as soon as I know.
- 1 Do the sentences refer to present or future time?
 - 2 What tense is used after time words *when*, *if* and *as soon as*?
 - 3 What tense is used in the rest of the sentence?
- 11 Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present tenses in future time clauses

- We use ¹ **present / future** tenses to talk about the future after *when*, *if*, *as soon as*, *before* and *after*.
You will need to book a place before you come.
NOT ... ~~before you will come~~
- We use ² **if / when** when we are not sure something will happen. We use ³ **if / when** when we are sure. We use ⁴ **when / as soon as** to show that one thing will happen immediately after another.
If it rains, they won't cancel the course.
When the course finishes, we'll feel exhausted.

→ Grammar Reference page 151

- 12 Complete the conversations with the correct form (present simple or *will*) of the verbs in brackets.
- 1 A Come on. Let's book this course before I _____ (change) my mind about it.
B I promise you, you _____ (enjoy) it when you _____ (get) there.
 - 2 A Do you think we _____ (do) warm-up exercises before we _____ (start)?
B Definitely. If we _____ (not do) any, our muscles _____ (hurt) later.
 - 3 A I like this Paleo Diet. I think I _____ (continue) with it after the course _____ (finish).
B I'm bored with it. As soon as I _____ (leave) here, I'm going to have a big plate of chips.
- 13 **TASK** Complete the sentences and make them true for you. Then discuss your answers in a group.
- 1 Before I get too old ...
 - 2 ... when I get some free time.
 - 3 If I earn enough money ...
 - 4 As soon as this lesson ends ...
 - 5 I'll feel ... when ...
 - 6 I ... as soon as ...

9.3 Vocabulary and skills development

GOALS ■ Use sequencing words to understand ■ Use verbs and prepositions

Listening using sequencing words to understand

1a Work with a partner. Read the facts about social media and decide if they are true or false.

- 1 The average Facebook user has between 50 and 100 Facebook friends.
- 2 Facebook is older than LinkedIn.
- 3 Twitter started as a simple text service.

b Check your answers at the bottom of the page.

2a Read the introduction to a radio programme about social media. Complete the gaps with the correct form of the words in the box.

worry depend consist work

Ilaria di Genaro is a freelance professional photographer. She's ¹ _____ for newspapers from all around the world and she ² _____ on social media for her job. Last year she started to ³ _____ about spending too much time on it. She realized that her average day ⁴ _____ of checking social media sites up to twelve times an hour.

b 9.5))) Listen and check your answers.

- 1 False. The average Facebook user has 130 Facebook friends.
- 2 False. LinkedIn is older than Facebook. It was started on May 5th 2003. Facebook was started on February 4th 2004.
- 3 True. Jack Dorsey started Twitter as a text service so one person could communicate with a group of people.

3a Read the information in the Unlock the code box about sequencing words.

UNLOCK THE CODE sequencing words

A speaker sometimes uses sequencing words like *firstly*, *secondly*, *next*, *then*, *after that*, *finally* to introduce the next step in a process or story. Listening for these words can help you understand these steps.

b 9.6))) Listen to the second part of the interview with Ilaria. Match the sequencing words in the box to sentences a-d.

then firstly finally next

- a _____ she looked at how she used social media.
- b _____ she thought she had to do something about it.
- c _____ she tried a special app to help her.
- d _____ she decided to give money to charity every time she looked at Facebook or LinkedIn.



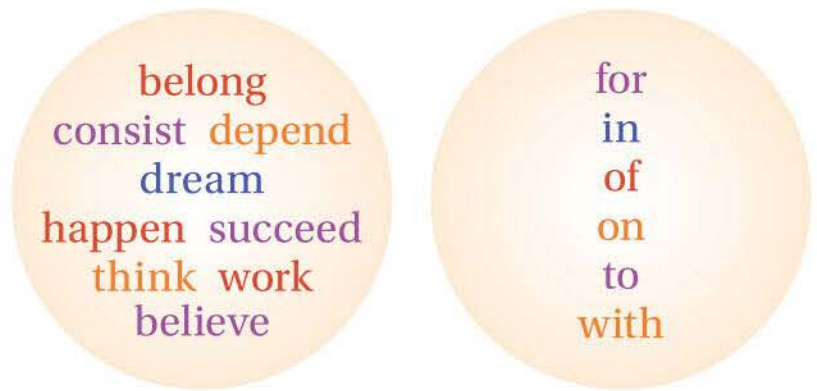
- 4 Imagine you want to give up social media. Which three methods that Ilaria tried do you think are easiest and why? Compare your answers with your partner.
- 5 **9.6** Listen to the second part of the interview again. Answer the questions.
- Why was social media so important to her?
 - When did she realize there was a problem?
 - Why didn't she just stop?
 - What did the app do?
 - What happened when she got a smartphone?
 - Why did giving the money to a charity work?
- 6 Think of something that you have given up, e.g. taking the lift, driving to work, eating chocolate. Explain to a partner how you did it, using sequencing words.

- Your success in life does not _____ on other people, but on just you.
- You must always look after things that _____ to other people.
- Sometimes it's difficult to _____ of the right word in English.
- If something good _____ to me, it's because I deserve it.

9a Add the verbs and prepositions from exercise 8 to the table.

| Verbs | Prepositions |
|-------------------------------|--------------|
| belong happen | 1 _____ |
| believe | 2 _____ |
| consist 3 _____ 4 _____ | of |
| depend | 5 _____ |
| work | 6 _____ |

- b Discuss the sentences in exercise 8 with your partner. Do you agree? Why/Why not?
- 10a **TASK** Make 4–6 questions using the words in the circles.
Do you belong to any clubs?



Vocabulary & Speaking verbs and prepositions

- 7a Complete the sentences from the programme with a suitable preposition.
- I work _____ myself.
 - I depended _____ social media.
 - I really believed _____ my ability to just stop.
 - Finally, I thought _____ a good idea.
- b Read the information in the Vocabulary focus box about verbs and prepositions.

VOCABULARY FOCUS verbs and prepositions

- With some verbs we use a preposition (e.g. *on, about, at*) before an object:
She depends on social media for her job.
- A verb that follows a preposition is always in the *-ing* form.
She started to worry about spending too much time on it.
- It is important to record and learn the verb and preposition together.

8 Complete the sentences using the correct form of the verbs in the box.

believe belong consist depend dream happen
think work

- I don't _____ in the health benefits of taking exercise.
- It's not a good idea to _____ of the future all the time.
- I've _____ for six different companies in my life.
- Your diet should _____ of proteins, carbohydrates and plenty of fruit and vegetables.

b Work with a partner. Take turns to ask and answer your questions.

9.4 Speaking and writing

GOALS ■ Ask for help and give advice ■ Write a formal covering letter

Listening & Speaking asking for help and giving advice

- 1 Work with a partner and discuss the questions.
 - 1 Is it easy to get an appointment to see a doctor, or do you usually have to wait a few days?
 - 2 Imagine you need to see a doctor when you are abroad. What kind of problems might you have?
- 2 With your partner, match problems 1–8 to advice a–h. There is more than one possible answer.

| | |
|----------------------------|----------------------------------|
| 1 I've got a headache. | a Drink lots of water. |
| 2 Something has bitten me. | b Don't walk on it. |
| 3 I've hurt my back. | c Stay in bed. |
| 4 I've got a sore throat. | d Take some painkillers/tablets. |
| 5 I've broken my arm. | e Don't lift anything heavy. |
| 6 I feel sick. | f Put some cream on it. |
| 7 I've got a temperature. | g Take it easy. |
| 8 I've sprained my ankle. | h Go to hospital for an X-ray. |
- 3 **9.7**))) Listen to three people asking for medical advice. For each situation, answer the questions below.
 - 1 Where does each conversation take place?
 - a a chemist's
 - b the accident and emergency (A&E) department of a hospital
 - c a doctor's surgery
 - 2 Which problem from exercise 2 does each person have?
- 4a **9.7**))) Who said these sentences in the conversations? Write D (doctor), P (patient) or C (chemist). Then listen again and check your answers.
 - 1 You should take it easy.
 - 2 You mustn't lift anything heavy.
 - 3 Can I help you?
 - 4 Have you got anything for insect bites?
 - 5 You could try this cream, which should help.
 - 6 It's a good idea to keep your windows closed at night.
 - 7 He must try to keep still.
 - 8 I don't think you should feel bad.
- b **9.8**))) Listen and repeat the sentences.
- c Which sentences in exercise 4a give a) advice, b) very strong advice?
- 5 Work with a partner. Turn to the audioscript on page 163 and practise the conversations.

- 6 **TASK** With your partner, do a role-play in a doctor's surgery or in a chemist's, using the Language for speaking box to help you. Use the problems below or your own ideas.

a heavy cold a stomach ache
a sore throat insect bites

LANGUAGE FOR SPEAKING asking for help and giving advice

Giving advice

You must/mustn't (do)...
You should/shouldn't (do)...
I think/I don't think you should (do)...
You could try (doing)...
It's a good idea to (do)...

Note: We often use *I think/I don't think* before *should* to sound more polite.

Asking for help

Have you got anything for ...?
Could you give me something for ...?

Offering help

What can I do for you?
How can I help you?



Writing a formal covering letter

- 7 A covering letter is a letter that you send with documents (e.g. certificates, a CV, etc.) or with a package to give information about what you are sending. Have you ever sent a covering letter? What was it for?
- 8 Read the letter below and answer the questions.
- 1 Why does Julien write to Dr Cheung?
 - 2 What does he send with the letter?

1 Avenida Carrera 30#26
Bogotá, Cundinamarca 111321
Colombia

2 1st March 2015

3 Dr A. Cheung
Department of Chinese Medicine
Middlesex University
London NW4 4BT

4 Dear Dr Cheung,

I am writing to apply for the MA course in Chinese Medicine.

Please find enclosed my completed application form, and photocopies of my degree certificate and IELTS certificate.

5 I am happy to provide any additional information that you need.

6 I look forward to hearing from you.

7 Yours sincerely,

Julien Moreno

8 Enclosures: application form, degree certificates, IELTS certificate

- 9 Label the parts of the letter 1-8 using a-g below.
- a the date
 - b a list of documents he is sending
 - c address of the sender
 - d polite expressions to close a letter (x2)
 - e the greeting
 - f the ending
 - g address of the person he is writing to
- 10 Underline expressions in the letter which have a similar meaning to the expressions below.
- 1 further details
 - 2 as requested, I enclose
 - 3 Dear Professor King
 - 4 I hope to hear from you soon
 - 5 I wish to apply for

LANGUAGE FOR WRITING a formal letter

Greetings and endings

- In a formal letter, it is important to match the correct greeting to the correct ending.
- If we don't know the name of the person, we use:
Dear Sir/Madam → *Yours faithfully*
- If we know the name of the person, we use:
Dear Mrs Al-Sayed → *Yours sincerely*

Explaining the reason for writing

I am writing to ... (e.g. *apply for, request*)
I would like to ... *I wish to ...*

Explaining what you have sent

Please find enclosed ... *I enclose ...*
As requested, I enclose ...

Polite expressions to close a letter

I am happy to provide any additional information that you need.
I look forward to hearing from you.
I hope to hear from you soon.

- 11 Look at this covering letter. The words and phrases in *italics> are too informal. Replace them with more formal expressions from the Language for writing box.*

39 Poplar Road
Birmingham
B14 6DL

3rd March 2015

Professor D. Schmidt
School of Education
University of Birmingham
Birmingham B15 2TT

1 *Hi Prof Schmidt*

2 *Please can I have* some more time to do my assignment, because I was ill last month.

3 *Here's* a copy of my medical certificate.

4 *Let me know if you need anything else.*

5 *Can't wait to hear from you.*

6 *Take care*

Luisa Sanchez

7 Sent with this letter: medical certificate

- 12a **TASK** Work with a partner. Write a covering letter to your company or university to explain why you were away from work or college last week and to send a medical certificate.
- b Exchange your letter with another pair and check each other's letters.

9.5 Video


Sports scholarship in the USA

1 Match the words in the box to their definitions 1-4.


college tuition fee spectator scholarship

- 1 A person who watches at a show, game, or other event.
- 2 Money offered to talented students for their education.
- 3 Money that students pay for lessons at university.
- 4 The American word for a university.

2 Look at the photos. What sports do you see? What type of institution has all these sports?

3  Watch the video and answer the questions.

- a What do the three top athletes have in common?
- b Why are sports scholarships important for students at US universities?
- c Why is sporting success important for US universities?

4  Watch again. Match the two halves of the sentences.

- a The Arizona State Sun Devils have some of
 - b Arizona State University has attracted top athletes because of
 - c Around 83% of the students receive some kind of
 - d The university spends a lot of money on
 - e Winning in sports is a great advertisement for
- 1 facilities and equipment.
 - 2 financial assistance.
 - 3 its sports scholarships.
 - 4 the best sports teams in the country.
 - 5 the university.

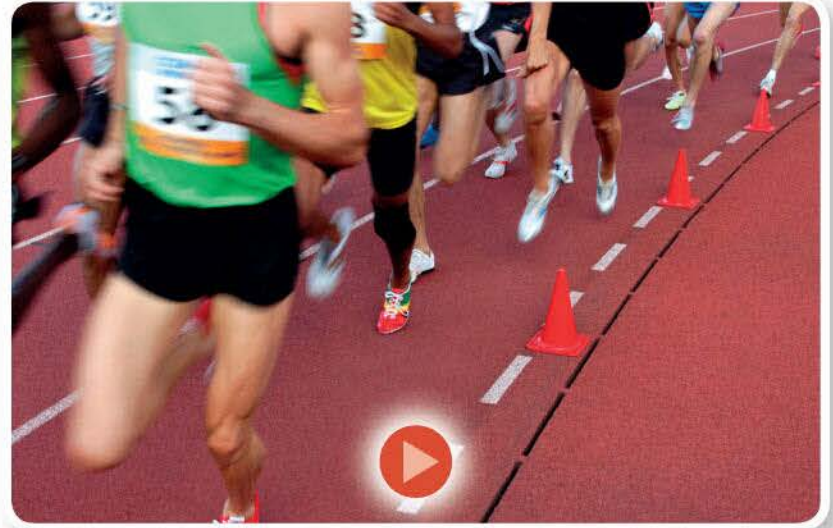
5a **TASK** Work in small groups. You are going to create a sports and school questionnaire. Look at the questions below to help you get started. Write six to eight more questions.

SPORTS QUESTIONNAIRE

- How many sports have you played in your life?
- Were you interested in sports at school? What sports did you like best?

b Work in small groups. Ask and answer your questionnaires.

c Report back to the class. Who are the 'sportiest' people in the class?



Review

1a Make sentences using the prompts, adding *will*, *won't* and *might* where appropriate. Add commas where necessary.

- 1 if / you / drink coffee / late at night / you / sleep well
- 2 you / lose weight / if / you / do regular exercise
- 3 if / you / continue / to eat / junk food every day / you / definitely / have / health problems
- 4 if / you / eat / small meals / regularly through the day / you / feel / hungry

b Match the advice in exercise 1a to the responses below.

- a I'll join the gym **as soon as** I get paid.
- b I'll just have warm milk **before** I go to bed.
- c I'll stop eating it **when** you give up smoking!
- d I'll try to do that **if** I can find the time to cook more.

c Work with a partner. Write three more pieces of advice about health and fitness.

d Swap your advice with another pair and write appropriate responses to their advice. Include some of the words in **bold** from exercise 1b.

2a Number the parts of the body in order, starting at the top of your head and working down to your feet.

shoulder fist forehead chin cheek elbow hand lip
tongue chest thumb

b Use words from exercise 2a to complete the information about gestures in Spain. Use one of the words twice.

Gestures in Spain

In Spain, people normally greet friends with a kiss on the ¹ _____, but in formal situations people shake ² _____.

If you agree, you nod your ³ _____, but if you disagree, you shake it from side to side and you can make a 'click' noise with your ⁴ _____.

To show something is expensive or that someone has a lot of money, you rub your fingers and ⁵ _____ together.

As in many other countries, in Spain it's rude to put your ⁶ _____ on the table during a meal. If you're in a restaurant and you want the waiter to bring the bill, you lift your ⁷ _____ and pretend to sign in the air.



c Work in a group. What gestures are used in your country? Write a short guide about gestures for visitors to your country.

3a Complete these phrases about health and fitness.

- 1 gentle e _____ (noun)
- 2 s _____ levels (noun)
- 3 junk f _____ (noun)
- 4 k _____ fit (verb)
- 5 n _____ food (adjective)
- 6 h _____ diet (adjective)

b Write three sentences about yourself using phrases from exercise 3a. Then compare your sentences with a partner.

4a Match 1-6 to a-f to make questions.

- | | |
|---------------------------------------|------------------------------|
| 1 What nice things have happened | a of going on? |
| 2 Do you belong | b to you this week? |
| 3 What holiday do you dream | c in doing this year? |
| 4 Do you believe | d on when you need help? |
| 5 Who do you depend | e to any social media sites? |
| 6 What would you most like to succeed | f in life on other planets? |

b Work with a partner. Ask and answer the questions.

5a 9.9))) Put this conversation between a patient and a doctor in order. Then listen and check your answers.

- | | |
|--|---------------|
| D Well, just before you go to bed, have a bath or drink some warm milk. | _____ |
| D How can I help you? | _____ 1 _____ |
| D If things don't improve, come back and see me in a week. | _____ |
| D It's also a good idea to keep calm during the evening. No violent TV programmes. | _____ |
| D OK, first of all, you should try to reduce caffeine or other stimulants. | _____ |
| P I see, well I'll try those ideas. | _____ |
| P I'm having real trouble sleeping just now. | _____ 2 _____ |
| P OK, thanks. | _____ |
| P OK. I won't watch any. And what about at bedtime? | _____ |
| P Right, I can probably drink a bit less coffee. Anything else? | _____ |

b Work with a partner. Close your books and have a similar conversation.

10.1 A question of taste

GOALS ■ Describe a national dish ■ Use the *-ing* form

Vocabulary & Listening describing food

- What's the nicest meal you've eaten recently? Where did you have it? Tell a partner about it.
- 10.1**))) Listen to four people describing a dish from their country. Write the number of the speaker and the country the food comes from on photos a-d.



- 10.1**))) Listen again and complete the sentences using between one and three words.
 - It's covered with _____ which has a nice, bitter taste.
 - It's often served with _____.
 - It's a kind of stew ... It's made with _____ lamb.
 - The tagine has some _____ in it, so it tastes _____.
 - The sauce has _____ in it to make it sour.
 - They are served as part of a meal or _____.
 - It's a sort of cake, but _____ than a cake.
 - You can eat them _____ temperature.

- Write the words from the box in the correct column in the table.

baked bitter boiled dessert fried herbs honey hot/spicy lamb mild plain raw sauce savoury snack sour spices stew sweet thick

| Type of dish | Ingredient | Texture and taste | How it is cooked/eaten |
|--------------|------------|-------------------|------------------------|
| | | | |

- Work in a group. Take turns to describe a national dish or a dish you like. Use the phrases in **bold** in exercise 3 and the words in exercise 4.

PRONUNCIATION words with shortened vowels

Some words have vowels which are not pronounced. For example, *chocolate* is pronounced 'choclat' /'tʃɒklət/. It looks as if it has three syllables, but it is pronounced with two syllables.



- 10.2**))) Listen to some sentences. For each word in the box, cross out the vowel which is not pronounced.


vegetable strawberry raspberry favourite different temperature several

- 10.3**))) Listen and repeat the words.



Grammar & Reading uses of the *-ing* form

- 7a Work with a partner and look at the title of the article. What do you think a 'supertaster' is? Do you think it is a good or bad thing to be?
- b Read the article and check your ideas.



SUPERTASTERS

When you taste a dish, are you good at recognizing the different flavours? Can you tell which ingredients are in a sauce, or which spices are in a curry? If so, you might be a 'supertaster'.

According to scientists, people taste food differently: it depends on the number of taste buds on your tongue. If you have a large number of taste buds, things taste stronger. People who can taste things very well are called supertasters. Taste researchers divide people into three groups:

- **Non-tasters** (about 25%)
- **Medium tasters** (about 50%)
- **Supertasters** (about 25%)

Many professional chefs are supertasters. Also, supertasting is more common in women than in men, and more common in Asia, Africa and South America than other countries.

However, being a supertaster is not all good news.

Supertasters often find common foods too bitter, sweet or spicy. So, for example, coffee, some alcoholic drinks and dark green vegetables like spinach can taste too bitter; cake and ice cream can be too sweet, and chilli peppers too hot.

Recent research has shown that supertasting brings some health benefits. Supertasters can be slimmer than non-tasters because they don't like eating very sweet food. Also, smoking is less common in supertasters because of the strong taste of tobacco. On the other hand, there are downsides to being a supertaster as you may avoid eating certain healthy vegetables and fruit.

You can find out if you are a supertaster by looking in the mirror and counting the number of bumps on your tongue.

- 8 Read the article again and discuss the questions with your partner.
- 1 What makes some people better at tasting than others?
 - 2 What percentage of the population has a very good sense of taste?
 - 3 Why do some supertasters dislike drinking coffee?
 - 4 How can being a supertaster be good for your health?
- 9 Work in a group. Do you think you are a non-taster, a medium taster or a supertaster? Give reasons.

- 10 Read the information in the Grammar focus box. Then find one more example in the article of each use of the *-ing* form.

GRAMMAR FOCUS uses of the *-ing* form

When we add *-ing* to a verb, the verb can be used as a noun. We can use the *-ing* form as:

- 1 the subject of a sentence.
Being a supertaster is not all good news.
- 2 an object after another verb.
They don't like eating very sweet food.
- 3 an object after a preposition.
Are you good at recognizing different flavours?

→ Grammar Reference page 152

- 11a Complete the questionnaire with the *-ing* form of the verbs in the box.

become cook eat (x3) know share spend
take talk watch

Are you a foodie?

- 1 Do you prefer _____ home-cooked food or café/restaurant food?
- 2 Are you good at _____?
- 3 Is there any food that you avoid _____ because it's unhealthy?
- 4 Would you be happy to try a new dish without _____ what was in it?
- 5 Is _____ photos of your food in restaurants and _____ them with friends strange, or normal?
- 6 When your food arrives at the table, do you stop _____ and concentrate on _____ it?
- 7 Do you enjoy _____ cookery programmes on TV?
- 8 Have you ever considered _____ a vegetarian?
- 9 Is _____ a lot of money on a meal wrong, when millions of people don't have enough to eat?



- b Why is the *-ing* form used in each question? Write S if it is the subject of a sentence, V if it is the object of a verb and P if it is the object of a preposition.
- c Work with a partner and ask and answer the questions. Ask follow-up questions. Who is more of a foodie?
- 12 **TASK** Turn to page 129 and complete the sentences with your own ideas. Work in a group and compare your ideas.

▶ VOX POPS VIDEO 10

10.2 Canned dreams

GOALS ■ Talk about food ■ Use the passive

Vocabulary & Speaking food containers

1a Look at the photos and complete the table with a word or phrase from the box.



apple juice chocolates frozen peas lemonade olives
sparkling water tomatoes toothpaste

| | |
|---------------|--|
| 1 a box of | |
| 2 a can of | |
| 3 a packet of | |
| 4 a tin of | |
| 5 a bottle of | |
| 6 a tube of | |
| 7 a jar of | |
| 8 a carton of | |

b Think of one more thing that can go in each type of container and add it to the table in exercise 1a.

2 In which of these bins would you put each container when you've finished with it?



3a Write down six items of food or drink that you like having in your kitchen. Use the container phrases in exercise 1a.

b Work in a group and compare your lists. What do they say about your eating and drinking habits?

Grammar & Listening the passive

4 Work with a partner and discuss the questions.

- How often do you eat canned soup, canned vegetables, canned fish and canned fruit?
- What are the advantages and disadvantages of canned food compared to fresh food?

5 10.4))) Listen to a talk about preserving food (keeping food fresh for a long time). Tick (✓) the topics you learn about.

- the dangers of opening cans
- the first food containers
- the dangers of eating canned food
- the future of cans
- the reason why cans were invented



6 10.4))) Listen again and complete the sentences.

- Millions of years ago, water was kept in dried _____ skins and coconut shells.
- Cans were invented in the year _____ by a French chef.
- The first cans were used by _____.
- These days more than _____ cans are produced every year in the UK.

7 Look at sentences a–c and answer the questions.

- The first cans were used by soldiers.
- Soldiers used the first cans.
- The first 'safe' can opener was invented in 1925.

- Do sentences a and b mean the same? In which sentence do we focus more on the cans? In which sentence do we focus more on the people who used them?
- Does sentence c tell us who invented the can opener?

8 Read the Grammar focus box and complete the rules.

GRAMMAR FOCUS the passive

- We can often say sentences in two ways, in the active or in the passive.
 - 1 We use the active when we want to focus on the person or thing (the agent) that does the action.
A French chef invented the can in 1810.
 - 2 We use the passive when we want to focus on the person or thing that the action happens to.
The first can was invented by a French chef in 1810.
- We often use the passive when we don't know who the agent is, or when it is obvious or not important.
Over 18 billion cans are produced every year.
(It's not important who produces them.)
- We form the passive with the verb ¹_____ (is, am, was, etc.) and the past participle (made, grown, etc.).
- If we want to say who does or did an action (the agent), we use the preposition ²_____.
The first cans were used by soldiers.

→ Grammar Reference page 153

- 9 Underline examples of the passive in exercise 6. Are they the present simple passive or the past simple passive?
- 10 Complete the review of the film *Canned Dreams* with the present simple active or passive form of the verbs in brackets.
- 11 Is it important to you to know where the food you eat comes from and how far it has travelled? Why/Why not?
- 12 Work with a partner. Cover the film review in exercise 10. Can you remember which products in **A** are prepared, grown, made, produced, etc. from which of the countries in **B**?

A *I think bauxite is produced in Brazil.*
B *I agree./I'm not sure. I think ...*

| A | B |
|-----------|--------------------|
| bauxite | Italy |
| meat | France |
| pasta | Portugal |
| olive oil | Denmark and Poland |
| wheat | Brazil |
| tomatoes | Ukraine |

- 13 **TASK** Work with a partner. Do a quiz about the production of goods around the world. Student A, look at the questions on page 129. Student B, look at the questions on page 133.

REVIEWS

Search

Home > Entertainment > Film > Reviews

Canned Dreams

In the film *Canned Dreams* by Finnish director Katja Gauriloff, we ¹_____ (learn) there's nothing simple about a can of ravioli.

As we watch the film, we ²_____ (take) on an amazing 30,000-kilometre journey through the eight countries where ravioli's main ingredients ³_____ (come) from.

The wheat ⁴_____ (grow) in Ukraine. The tomatoes in the sauce ⁵_____ (grow) in Portugal. The filling inside the ravioli ⁶_____ (make) of meat from Denmark and Poland. The eggs for the pasta come from France and the olive oil is from Italy. All the ingredients ⁷_____ (take) to a factory in France, where the final product ⁸_____ (prepare) and then put in cans. These aluminium cans are made from bauxite, which is mined in Brazil. Then the cans of ravioli ⁹_____ (transport) to a supermarket shelf in Finland.

The film focuses on the people who ¹⁰_____ (produce) the ingredients. For each ingredient, Gauriloff interviews one or two workers and we hear all about their lives and dreams. Some enjoy their work. Others ¹¹_____ (talk) about their hopes for a better life.

Gauriloff says her aim isn't to make us feel guilty about the difficult conditions for the workers, or about the environmental cost of so much transportation. Instead, she ¹²_____ (want) to show us how much human work goes into producing a can of food which sells for under \$2.

Like Share Comment



10.3 Vocabulary and skills development

GOALS ■ Understand reference words in a text ■ Understand words with more than one meaning

Reading understanding reference words in a text

- 1a Work with a partner. Look at the headline of the newspaper article and discuss the questions.
- 1 Why do people throw food away?
 - 2 What food do you think is thrown away most often?
- b 10.5))) Listen to a radio news report and make notes to answer the questions in exercise 1a.
- 2 Read the information in the Unlock the code box about reference words in a text.



UNLOCK THE CODE

reference words in a text

- We often use words like *this*, *that*, *these*, *those* to refer to a word or group of words earlier in a text.

Compare:

One third of the world's food is wasted. This is a shocking figure.

One third of the world's food is wasted. This is shocking.

- Other words which refer back are *the one(s)* and *so*. *The one(s)* refers back to a noun(s). *So* refers back to a verb.
The red apples look fresh. *So do the green ones.*

- 3 Find the reference words below in paragraph 1 of the article. What do they refer to? Choose from options a–c.
- 1 *the one* (line 4)
a apple b supermarket c brown mark
 - 2 *this* (line 4)
a look perfect
b buy fruit and vegetable from farmers
c only buy fruit and vegetables which look perfect
- 4 Read the rest of the article. Look at the reference words in **bold** and draw a line from these to the word(s) they refer to.
- 5 Now use these references to help you answer the questions.
- 1 In developed countries, what do farmers do with fruit and vegetables which don't look perfect?
 - 2 How do supermarkets persuade customers to buy more food than they need?
 - 3 In developing countries, how much food ...?
a is wasted each year
b is wasted by the average person
 - 4 What can cause waste during production and transportation in these countries?

One third of the world's food is wasted, says UN study



It's a pretty shocking figure. So what are the facts behind it?

Imagine you're buying an apple in a supermarket. There are two left, one with a small brown mark, one without. Which do you choose? Be honest – you'd go for **the one** that looks perfect. Supermarkets do **this** too, but on a much, much larger scale when buying fruit and vegetables from farmers. And what happens to the ones with marks on them? They are thrown away. **So** are **the ones** that are a funny shape or size.

Another reason for waste is that people buy more food than they can eat and supermarkets do everything they can to encourage **this**, for example with offers like, 'Buy one, get one free'.

Developed countries, like those in Europe and North America, waste about 650 million tonnes of food each year and **so** do developing countries, like sub-Saharan Africa. But the waste happens for very different reasons. In developed countries, 95–115kg of food is wasted per person every year. But in developing countries, **this** figure is only 6–11kg. It's clear, therefore, that in **these** countries, it's not the consumers who are responsible for waste. Instead, the waste happens on farms during production or transportation. One cause of **this** is the hot and humid weather.

As the world's population grows, this problem will only get worse so we need to take action urgently.

- 6 Read the leaflet. For each tip, circle the reference word(s) and underline the words they refer to.

Tips for reducing waste

- Avoid shopping on an empty stomach. If you do that, you'll buy too much.
- Don't buy food which has travelled thousands of miles. This is already several days old.
- Don't throw away soft apples or oranges. These make great fruit juices. So does other 'old' fruit.
- Understand food labels. A 'Best before' is different from a 'Use by' date. The first one tells you about quality, not safety. Food often lasts much longer than that date.

BEST BEFORE
18 JAN

USE BY
02 Oct

- Share a starter with someone else. Do this with your dessert, too.
- Ask the waiter for a 'doggy bag', to take home food you can't eat. Don't be shy about asking for one of these.

- 7 Which of the things in the leaflet can you do a) at home, b) while shopping, c) in a restaurant?

Vocabulary words with more than one meaning

- 8a Read the information in the Vocabulary focus box.

VOCABULARY FOCUS words with more than one meaning

- Many English words have more than one meaning. The words may be the same parts of speech.
I'm free (adj) on Tuesday. This bottle of water was free (adj).
- Or they may be different parts of speech.
Can (verb) I help you? A can (noun) of soup.

- b Find words 1–6 in the newspaper article on page 100. Choose the correct meaning for each one, as it is used in the article.

- | | |
|----------|--|
| 1 pretty | a attractive |
| | b quite/very |
| 2 left | a remaining, still there |
| | b opposite of <i>right</i> |
| 3 mark | a a spot or line that spoils the look of something |
| | b a score in a test or essay |
| 4 funny | a making you laugh |
| | b strange |
| 5 figure | a the shape of the human body |
| | b a number |
| 6 clear | a something you can see through |
| | b obvious |

- c Work with a partner. Write a sentence for each word to show the other meaning.

- 9a Choose the correct meaning for the word in **bold** as it is used in the sentences.

- 1 In the **past**, people were not as wasteful as they are today.
 - a later than
 - b the time before now
- 2 Supermarkets should **charge** customers for shopping bags.
 - a ask someone to pay a price
 - b put electricity into a battery
- 3 Food that's travelled a long **way** doesn't taste as good as locally-grown food.
 - a distance
 - b method
- 4 Going on a **diet** is a waste of time.
 - a food you normally eat
 - b food you eat to get thinner

- b Work with a partner and decide if you agree or disagree with the statements in exercise 9a.

- 10a Complete the questions using the words in **bold** in exercise 9a. Then write **a** or **b** in the brackets to show which meaning.

- 1 Is there anything you don't mind eating/drinking when it's past (a) its sell-by date? What?
- 2 Can you think of another _____ (____) that supermarkets persuade you to spend more money?
- 3 Would you like to have a healthier _____ (____)?
- 4 How often do you need to _____ (____) your mobile?

- b Ask and answer the questions with a partner.

10.4 Speaking and writing

GOALS ■ Explain and deal with problems ■ Write a review of a restaurant

Listening & Speaking problems in a restaurant

- 1 Work in a group and discuss the questions.
- 1 Where is your favourite place to go out to eat?
 - 2 How often do you go and who do you usually go with?
 - 3 What is the worst place you have eaten in? Why?
 - 4 What things can go wrong when you go to a restaurant (food, service, bill, etc.)?

- 2 10.6))) Listen to five conversations in which people have a problem in a restaurant. For each conversation, decide if the restaurant (R) or the customer (C) is at fault.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

- 3a 10.6))) Listen again and complete the phrases from the conversations.

Conversation 1

1 _____ you _____ bring me a cloth?

2 Don't worry. It's not _____.

Conversation 2

3 There _____ be a mistake ...

4 You've _____ for two coffees ...

5 I'm _____ sorry.

Conversation 3

6 I _____ apologize.

Conversation 4

7 Would _____ waiting ...?

8 _____ about it.

Conversation 5

9 I'm _____ I can't eat this ...

10 I'd _____ something else, please.

- b 10.7))) Listen to the phrases again and repeat them.

- 4 With your partner, look at the situations below. Take turns to describe the problem and make a request. Use the phrases in the Language for speaking box.

- 1 The menu is in a language you don't understand.
- 2 There is a large, noisy group of people at the table next to you.
- 3 Your food order is taking a long time to arrive.
- 4 Your knife has fallen on the floor.
- 5 The waiter has brought you something you didn't order.
- 6 There is a mistake in the bill.



- 5 Work with your partner. Role-play conversations in a restaurant using the Language for speaking box to help you. Take turns to be the customer and waiter.

LANGUAGE FOR SPEAKING explaining and dealing with problems

Introducing/explaining a problem

There seems to be a mistake ...

You've charged us for ..., but ...

I'm afraid ...

Making a request

Would you mind ...? Could you (possibly) ...?

I'd like to ..., please.

Making an apology

I do apologize. I'm (terribly) sorry.

Responding to an apology

Don't worry about it. It's not your fault.

Reading & Writing a restaurant review

- 6a Work with a partner. Which of these things are most important for you when you choose a restaurant? Why?

location atmosphere food service value for money

- b Match the sentences to the words and phrases in exercise 6a.

- 1 There's a wide range of dishes.
- 2 It's quiet and relaxed.
- 3 The prices are pretty reasonable.
- 4 It's a long way from the city centre.
- 5 The staff are sometimes rude.

- 7 Read the two restaurant reviews. Which topics from exercise 6a do they mention? Do they agree about these topics?

Home | Restaurants | Hotels | Things to do | More

Thai Kitchen

Reviews

20 Reviews sorted by

- ▶ Date
- ▶ Rating
- ▶ Cuisine

Write a review



Lee Min



I discovered this place a year ago and I keep coming back. You sit at large tables which are shared with other people. It's always busy and the atmosphere is very lively. The staff are friendly and helpful and have a good knowledge of the dishes on the menu. There isn't a huge choice of food, but the food's tasty and good value. You're usually served very quickly, so it's a great place to go if you're short of time and if you don't mind sharing tables and listening to other diners' conversations.



Isabelle



I was really excited about eating at the Thai Kitchen, but it was very disappointing. The location's great – it's right in the middle of town – and the atmosphere's very cool and modern. The food's tasty, but it isn't good value because the portions are tiny! We weren't happy with the service, either. We couldn't get the waiter's attention for ages. When he eventually came, he didn't listen properly to our order and forgot to bring my friend's main course. When it finally arrived, the rest of the food was cold. So, all in all, it was a disaster. We aren't planning to go back!

- 8 Read the reviews again and do the following.
- 1 Find adjectives that describe the restaurants and the food.
 - 2 Find expressions that mean the opposite to the ones in exercise 6b.
- 9 Read the Language for writing box about using apostrophes. Find and underline all the apostrophes in the reviews and decide which type (1–4) they are.

LANGUAGE FOR WRITING using apostrophes

We use apostrophes with:

- 1 contractions (short forms) of some auxiliary verbs.
he is → he's, it has → it's, I will → I'll,
the location is → the location's
- 2 the contraction of *not*.
were not → weren't
will not → won't
- 3 singular nouns to show possession.
the waiter's notepad
- 4 plural nouns to show possession.
my parents' restaurant

Note: Don't use an apostrophe to make a noun plural.

NOT ~~The starter's were good.~~

- 10 Tomek hasn't checked his use of apostrophes in his review. Some are missing and some are used wrongly. Find seven mistakes and correct them.



Tomek



I went to the Thai Kitchen last week with a group of friend's. Finding the restaurant isnt difficult. Its the place with the long queue outside! But don't worry – you wont need to wait very long and the foods worth the wait. I had the chefs special dish of the day, which was beef and mango salad. I also tried my friends dishes. They were all delicious too. The restaurant gets noisy sometimes, but if you avoid going at peak time, then you'll find the place nice and quiet.

- 11a **TASK** Think of a restaurant or café and make notes about what you like/don't like about the location, the service, the food, the atmosphere, the prices, etc.
- b Write a review of this restaurant or café.
- c Swap reviews with a partner. Give your partner's review a star rating, e.g. ★★★★★. Would you like to go there?


10.5 Video

Koreatown


1 Complete the sentences with a nationality word so they are true for you. Compare your sentences with a partner.

- 1 I've never had _____ food.
- 2 I tried eating _____ food once, and I hated it.
- 3 There are lots of _____ restaurants in my city.
- 4 _____ food is usually quite expensive in my country.
- 5 I think that _____ food is very spicy.

2 Look at the photos. Where is this? What sort of food are they eating?

3  Watch the video. Which three words or phrases in the box below best describe the video.

a Korean restaurant New York business people
a Korean dish desserts Seoul

4  Watch again. Correct the sentences.

- a Koreatown is not very close to big New York attractions.
- b Many Koreans started doing business there in the 1970s.
- c *Japchae* is a special dish. It means 'meat' and 'vegetables'.
- d The vegetables are baked in the oven.
- e Japchae is served cold.
- f Some people add herbs to make Japchae sweeter.

5a **TASK** Work in small groups. You are going to help the owners of a new restaurant. Read the situation.

A traditional restaurant from your country is opening in New York and the owners need advice. What kind of food will it serve? What will the special dishes be?

- a Prepare a menu for the restaurant. Include at least one special dish the restaurant will serve.
- b Share your ideas with other groups. Decide as a class which is the best restaurant menu.



Review

- 1 Complete the text with the active or passive form of the verb in brackets, in the present or past simple.



A multibillion-dollar industry

Bottled water is a multibillion-dollar industry. Fifty billion litres ¹ _____ (consume) globally every year. But when bottled water ² _____ (first bring) onto the market, nobody ³ _____ (want) to buy it. However, that changed in the late 1980s when water ⁴ _____ (sell) in PET bottles. PET (polyethylene terephthalate) is a kind of strong, light and safe plastic. It ⁵ _____ (make) from petroleum and it ⁶ _____ (now use) for the packaging of many different products, from soap to ready meals. Around this time, we ⁷ _____ (also tell) by the World Health Organization that we ⁸ _____ (need) to drink about 2 litres of water a day. This was great news for the bottled water industry and, between 1990 and 2000, the sales of bottled water doubled.

- 2a Complete the sentences with a verb from the box in the *-ing* form.

buy drink get pay protect spend

- I enjoy _____ bottled water because it tastes purer than tap water.
- I worry about _____ ill from tap water.
- _____ money for something you can get for free is crazy.
- I avoid _____ bottled water because the bottles cause pollution.
- When I'm really thirsty, I don't think about _____ the environment.
- _____ money on bottled water is wrong when many people don't have clean water.

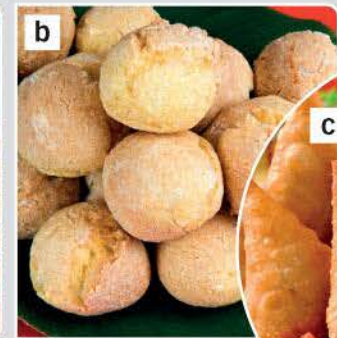
- b Work with a partner. Which sentences do you agree with?

- 3a Underline the word which is different from the others.

- bitter sour thick mild
- boiled baked canned fried
- olives cake honey chocolate
- stew carrot onion chicken
- jar carton packet plastic

- b Work with a partner and explain your answers.

- 4a 10.8))) Listen to two people describing their favourite snack food. Which of the photos show the food they describe?



- b Work in a group. Describe your favourite savoury and sweet snack.

- 5a Use the same word to complete each pair of sentences.

- There are two biscuits _____, one for you and one for me.
 - The car park's on the _____ of the station.
- It's a long _____ to the nearest shop.
 - Running is a good _____ to get fit.
- The film's very _____. It'll make you laugh.
 - This chicken smells _____. We should throw it away.

- b Work with a partner. Write two more pairs of sentences like the ones in exercise 5a. Choose from the words in the box.

pretty past charge figure mark clear

- 6a Make the sentences more polite using the words in brackets.

- Give us a quieter table, please. (mind)
- This soup is cold. (afraid)
- Bring us some more tap water, please. (possibly)
- Sorry. (terribly)
- There's a mistake in the bill. (seems)

- b Work with a partner. Role-play a conversation using the sentences in exercise 6a.

- 6 Work in a group. Discuss whether you think each suggestion is a good or a bad idea. Give each idea a score out of 10.
- 7a 11.2))) Listen to the judge's opinions about the ideas. Are her scores the same as yours?
- b 11.2))) Listen again and complete the sentences.
- I would _____ a smart pill if I _____ it was safe.
 - If only a few people _____ afford them, that would give them an unfair advantage.
 - If you _____ a little bit every day, then you would _____ confident.
 - If everybody _____ a gift to a neighbour once a year, it wouldn't _____ the world's problems.
- 8 Look at the sentences above and answer the questions.
- Do they describe situations that are real or imaginary?
 - Are the situations in the past or the present/future?
 - What tense is the verb after *if*?
 - What is the verb form in the main clause?
- 9 Choose the best option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS *if + past tense + would*

- We use *if + 1 past / present* tense to talk about **2 a likely / an unlikely** or imagined future situation and we use *would/wouldn't + infinitive* to talk about the result.
If scientists took a smart pill, they'd be more likely to find cures for illnesses.
- The *if* clause can come first or second. If it comes **3 first / second**, we usually put a comma before the next clause.

→ Grammar Reference page 154

- 10a Make sentences using the prompts below.
- if we all / stop eating meat / we feel healthier
 - crime rates / go down / if guns be illegal
 - even if we produce / no greenhouse gases at all / it not stop global warming
 - the world be a better place / if there be no tobacco industry
 - if we live in an ideal world / we still find something to complain about
- b Do you agree with the statements in exercise 10a? Discuss them with a partner.
- 11 Make notes about what you would do in these imaginary situations.
- If I could break the law once today ...
 - If I had to choose between health, money and happiness ...
 - If I could meet my country's leader ...
 - If I were in charge of my government's finances ...
 - If I could go back in time and change one event ...



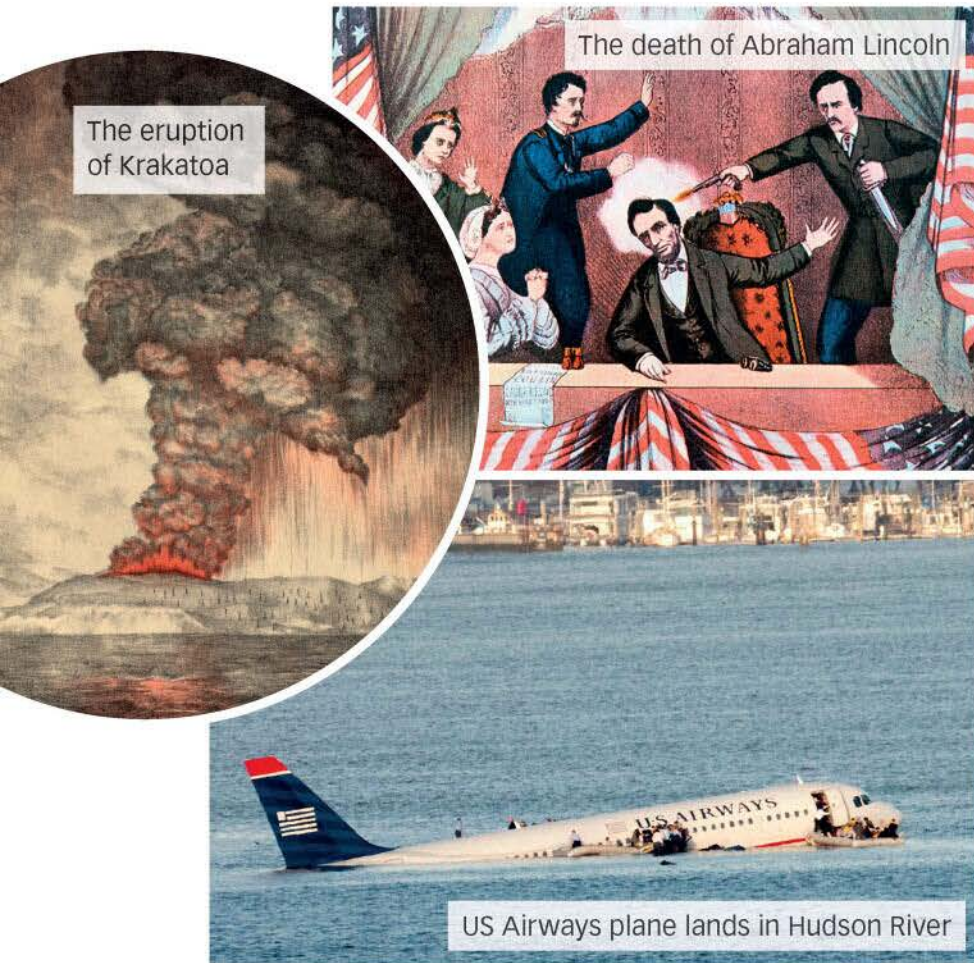
- 12 Work in a group. Make the sentences in exercise 11 into questions and answer them.
- A *What would you do if you could break the law once today?*
B *I'd go to an expensive restaurant, eat loads of food and leave without paying.*
- 13a **TASK** Work with a partner. You are going to give a 60-second presentation about an idea to make the world a better place. Follow the steps below.
- Think of an idea which would make the world a happier, safer, healthier and/or greener place. Use your imagination! The idea could be:
 - a new way of behaving
 - a new invention
 - a new law
 - a new 'special day' (e.g. international hand-washing day)
 - Write a paragraph of about 120 words. Describe your idea and explain how it would improve the world. Use at least one sentence with *if + past tense + would*.
 - Take turns to read the presentation aloud. Time yourselves.
- b With your partner, form a group with two or three other pairs of students. One person from each pair reads aloud their presentation. The other members of the group give an overall score out of 10 based on the following questions.
- Could it improve the world?
 - Is it an original and interesting idea?
 - Was it 60 seconds long?

11.2 Breaking news

GOALS ■ Talk about past habits and situations ■ Talk about the news

Grammar & Reading *used to*

- 1 Work in a group and discuss the questions.
 - 1 How often do you read, listen to or watch the news?
 - 2 Do you prefer to get news from the television, radio, newspapers or online? Why?
- 2 In your group, look at the three pictures of news events from the past. What do you know about them? How long do you think it took for news of each event to travel to the other side of the world?



- 3 Quickly read the article and check your answers for exercise 2.
- 4 Read the article again and match each paragraph to a heading a–e. There is one heading which you don't need.
 - a From the still to the moving image
 - b From the few to the many
 - c From professional reporter to citizen journalist
 - d From local to national
 - e From weeks to minutes

Media milestones

1 _____

The first newspapers appeared in the 17th century, but ordinary people didn't use to buy them often because they were expensive. This changed in the 1850s with the invention of powerful printing presses, which could print 10,000 papers per hour. As a result, newspaper prices came down and more people could afford to buy them. Thanks to another new invention, the photograph, it was also the first time that newspapers contained pictures as well as **articles**.

2 _____

When a volcano erupted on the Pacific island of Krakatoa in 1883, it killed 36,000 people. It was one of the worst **natural disasters** in history. It was also significant because it was the first time that news could travel around the world in minutes, using undersea electrical telegraph wires. Before the telegraph was invented, it used to take weeks for news to travel to a different continent. News of Abraham Lincoln's death, for example, took nearly two weeks to **reach** Europe in 1865.

3 _____

In the early 20th century, before televisions became popular, people used to go to the cinema to watch the news. Ten-minute films called 'news reels' contained moving images of four or five top news stories. The news reels were changed **weekly**, not daily, so the news wasn't always **up to date**. Nowadays, they are important as historical documents, as they provide the only audiovisual records of those times.

4 _____

At the start of the 21st century, developments in smartphone technology and the growth of **social media** like Twitter, Facebook and Instagram have completely changed the way that we get our news. Now anybody can **report** news. This is sometimes called 'citizen journalism'. One of the first and most famous examples of it happened in New York in 2009 when a plane carrying 150 passengers landed in the Hudson River after a flock of birds flew into the plane's engine. People who saw the **crash** posted comments and photos on Twitter and the news **spread** around the world in minutes. Professional **journalists** didn't arrive at the scene until 15 minutes later.

SHARE TWEET EMAIL

- 5 Look at these sentences and answer the questions.
- a People used to go to the cinema to watch the news.
b Ordinary people didn't use to buy newspapers very often.
- Do people go to the cinema to see the news now?
 - Did they go to the cinema once or more than once?
 - Do people buy more newspapers now?
 - How do we make the negative form of *used to*?
- 6 Complete the rules in the Grammar focus box with the words *did*, *not* and *once*.


GRAMMAR FOCUS *used to*

- We use *used to* + infinitive to talk about habits and situations that were true in the past but are ¹ _____ true now.
It used to take weeks for news to travel to a different continent.
- We can't use *used to* to talk about something which only happened ² _____.
In 2009 a plane crashed in the Hudson river.
NOT ~~*In 2009 a plane used to crash in the Hudson River.*~~
- We use the auxiliary verb ³ _____ in negative sentences and questions.
In the past people didn't use to send texts. How did people use to get their news?

→ Grammar Reference page 155

- 7 Rewrite the sentences with *used to/didn't use to* where possible.
- Mobile phones didn't have cameras.
 - In the 1940s, people listened to the radio to get the latest news.
 - Jack Dorsey, who started Twitter, sent the world's first tweet in 2006.
 - Before the 1850s, newspapers didn't contain photos.
 - Newspaper apps became popular in the early 21st century.
 - Before the telegraph, it took ten days by horse to deliver news across the USA.
- 8 Work with a partner. Talk about how your lives have changed, using the ideas below or your own ideas. Whose life has changed the most and why?
- A *I used to live in Paris.*
B *When did you live there?*
A *In 1995.*
B *And where do you live now?*
A *Madrid. I moved because of my job.*
- the people you live with
 - the way you spend your weekends
 - the place where you live
 - the music you listen to
 - the things you worry about
 - the books you read
 - the clothes you wear
 - the things you spend your money on

Vocabulary & Speaking the news

- 9 Complete the sentences. Use the **highlighted** words in exercise 4.
- The news you get on _____ sites such as Twitter is always _____.
 - _____ like floods and forest fires affect thousands of people every year.
 - I read a couple of interesting _____ in today's newspaper about science and technology.
 - There was a car _____ on the motorway this morning, but nobody was hurt.
 - A _____'s job is to find and _____ news as quickly and correctly as possible.
 - How long did it take Apollo 11 to _____ the moon?
 - International news _____ very slowly before the telegraph was invented.
 - I used to read a newspaper every day. Now I read a _____ paper, on a Sunday.
- 10 Complete the sentences to make them true for you. Then compare your ideas with a partner and ask each other questions to find out more.
- If I want up-to-date news I ...
 - I think _____ has very interesting articles.
 - I think/don't think ordinary people should report the news because ...
 - I sometimes/never use social media to share articles and photos with friends because ...
 - I read/don't read a weekly newspaper because ...
- 11 Divide the words and phrases in the box into the following categories.
- a natural disasters b man-made news events
- flood election forest fire hurricane robbery
transport strike
- 
- 12 **TASK** Work in a group. Choose one recent news story each. Explain what happened and why it interested you.

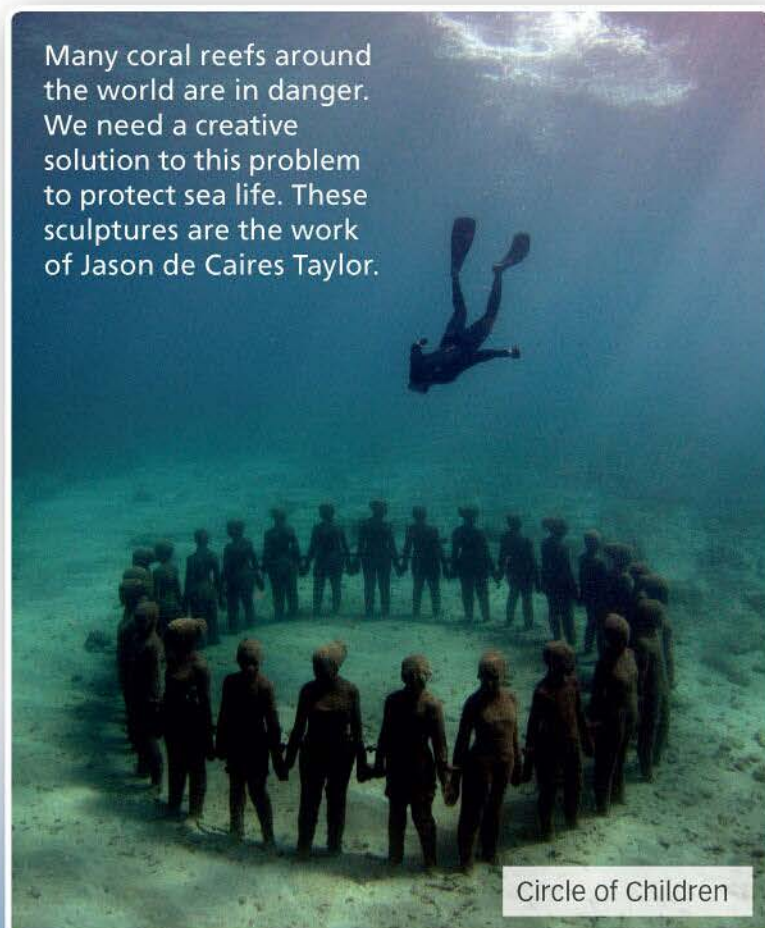
11.3 Vocabulary and skills development

GOALS ■ Understand connected speech (3) ■ Understand and use phrasal verbs

Listening understanding connected speech (3)

1 Work with a partner. You are going to listen to an interview about a sculptor called Jason de Caires Taylor. Look at the photos and answer the questions.

- 1 Where are the sculptures?
- 2 What do you think is special about them?



- 2a 11.3))) Listen to some phrases from an interview about Jason de Caires Taylor. Complete the phrases.
- 1 Why _____ there?
 - 2 _____ always loved ...
- b 11.4))) Read and listen to the information in the Unlock the code box about common expressions.

UNLOCK THE CODE common expressions

In natural speech we say common expressions, such as *I don't know*, *you know*, or *I want to* as a single unit. This means some sounds change or disappear at the end of one word and the start of the following word. Recognizing this will help you understand more easily; using them will develop your fluency.

In natural speech:

| | | |
|--------------------------|-------------|----------------------|
| I don't know | sounds like | /aɪdə'nəʊ/ |
| I want to | sounds like | /aɪ'wɒtə/ |
| Do you know what I mean? | sounds like | /dʒə'nəʊwɒt'aɪ'mi:n/ |
| I've been a | sounds like | /aɪv'bi:nə/ |
| for a while | sounds like | /'fɔərə'waɪl/ |

- 3a 11.5))) Listen to and write down seven phrases from the interview.
- b 11.6))) Work with a partner. Listen and repeat the phrases from exercises 2a and 3a.
- 4 Work with a partner. Student A, turn to page 129. Student B, turn to page 133. Follow the instructions.
- 5 11.7))) Listen to the first part of the interview and answer the questions.
- 1 What has Jason done?
 - 2 Why has he done this?

coral reef

- 6a 11.8))) Listen to the second part of the interview and make notes on the following topics.

Grace Reef

- statues
- weather, sand and how it changes

Circle of Children

- number of statues
- how long it took to make
- how he made it

- b Work with a partner and compare your ideas.

- 7 Would you like to visit the underwater sculpture park? Why/Why not? Use the ideas to help you.
- what you see
 - being underwater
 - the cost
 - what you wear

Vocabulary & Speaking phrasal verbs

- 8 Read the article about Jason de Caires Taylor and answer the questions.
- 1 When did Jason start diving?
 - 2 Where has he placed the statues?
 - 3 Why does he never stop trying hard?
 - 4 What does he say about a) children, b) time and nature?

Underwater art

Jason de Caires Taylor **took up** diving when he was a child and later did a degree in sculpture. He has **set up** underwater sculpture parks in Grenada in the West Indies and off the coast of Cancún, Mexico. If you want to **find out** more and enjoy his amazing art, you'll need some diving equipment!

Taylor has created over 400 life-size statues which he has carefully **put down** in specially chosen areas to encourage tourists to stay away from damaged reefs.



Although this is challenging work, Taylor never **gives up** because he believes we need to protect the environment and solve some of the serious problems with our oceans. He wants children to

grow up to have a positive relationship with nature and the statues help communicate this.

Through his art, Taylor shows that history and human problems change, but time and nature **carry on**. According to Taylor, the coral **puts** the paint **on** the statues, the fish create the atmosphere and the water provides the mood!

- 9a Look at the sentences from the article. What do the words in **bold** mean?

- 1 Jason de Caires Taylor **took up** diving when he was a child and later did a degree in sculpture.
- 2 He has **set up** underwater sculpture parks in Grenada in the West Indies and off the coast of Cancún, Mexico.

- b Read the Vocabulary focus box about phrasal verbs.

VOCABULARY FOCUS phrasal verbs

- Phrasal verbs are verbs, e.g. *put, give*, with a particle, e.g. *down, up*, some of which have a special meaning.
- Some phrasal verbs don't have an object.
All children grow up.
- Other phrasal verbs take an object which can go before or after the particle.
He set up a museum. He set a museum up.
- When the object is a pronoun, e.g. *it, them*, the pronoun must go before the particle.
He set it up. NOT He set up it.
- Phrasal verbs are very common in spoken English.

- 10 Read the article again and match the **highlighted** phrasal verbs to meanings 1–8.

- 1 continue
- 2 stop
- 3 discover
- 4 get older
- 5 cover something with clothes/make-up/paint
- 6 place
- 7 start something (e.g. a business or organization)
- 8 start a hobby/sport

- 11 Work with a partner. What kind of things can you a) set up, b) take up, c) find out, d) give up, e) put on, f) put down? Use the ideas in the box. Some can be used with more than one phrasal verb.

clothes a sport a business a book golf chocolate
information a company shoes facts weight
a meeting smoking the answer a hobby news a pen

You can set up a business, a company or a meeting.

- 12a **TASK** Write five sentences with a phrasal verb in each. The sentences should be true for you. Leave a gap for the phrasal verb.

I would like to _____ my own company one day.

- b Work with a partner. Take turns to read your sentence and guess the missing phrasal verb. Ask follow-up questions.

A *I would like to _____ my own company one day.*

B *Is it 'set up'?*

A *Yes.*

B *What kind of company would you like to set up?*

11.4 Speaking and writing

GOALS ■ Express and respond to opinions ■ Give a presentation

Listening & Speaking expressing and responding to opinions

- 1 Some media experts say that 'privacy is dead'. Read the definition of privacy below, then discuss with your partner how the photos are connected to privacy.

privacy /'prɪvəsi/ noun [U] 1 the state of being alone and not watched or disturbed by other people: *There is not much privacy in large hospitals*

- 2 11.9))) Listen to a radio programme about privacy. What does each person think about the question below? Put a tick (✓) in the correct place in the table.

Is privacy dead in our 21st-century world?

| Interview | Agree | Disagree | Not sure |
|-------------------|-----------------------|-----------------------|-----------------------|
| 1 Hannah | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 Mateo and Pilar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 Lena | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 Albert | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 3 11.9))) Complete the sentences using the words in the box. Then listen again and check your answers.

maybe take right disagree sure agree point views

- No, I'm afraid I _____.
- Well, _____, yeah.
- That's a good _____.
- Yeah, I _____.
- I'm not _____ about that.
- I _____ your point, but ...
- I don't have strong _____ on this.
- That's _____.

- 4a Match the phrases in exercise 3 to these functions.
- a expressing opinions b agreeing c disagreeing
- b Add these phrases to the correct function in exercise 4a.
- | | |
|----------------------------|--------------------------|
| 1 I think | 5 In my opinion |
| 2 Yeah, but | 6 I don't think |
| 3 True, but what about | 7 I'm sorry, but I don't |
| 4 Personally, I don't like | really agree |



PRONUNCIATION expressing opinions politely

When we give opinions, it is important to sound polite, especially if we disagree. Using expressions such as *I'm afraid ...* or *I'm sorry, but ...* can help because they soften what we are trying to say, but it also depends on **how** you say them.

- 5a 11.10))) Listen and compare sentences a and b. Which sounds more polite?
- a I'm afraid I disagree. b I'm afraid I disagree.
- b 11.11))) Put the words in the correct order. Then listen and check your answers.
- but / really / agree / sorry / I / don't / I'm
 - I / but / don't / yeah / true / think / that's
 - your / but / point / I / take / sure / I'm / not / that / about
 - other / at / true / are / ways / to / but / look / there / it
- c 11.12))) Listen and repeat the sentences. Copy the intonation to sound polite.
- 6a **TASK** Read the comments and decide if you agree or disagree. Then add one more comment about a topic that interests you.
- 'I think there's too much pressure to join professional networking sites these days.'
 - 'Only older people worry about loss of privacy. Young people are happy to share their lives with each other.'
 - 'People spend too much time online. They should spend more time with friends and family instead. Social networking destroys your social life!'

- b** Work in a group. Discuss the comments in exercise 6a and your own comments. Use the Language for speaking box to help you.
- c** Tell the class about your most interesting discussion.

LANGUAGE FOR SPEAKING expressing and responding to opinions

Expressing opinions

I think ... I don't think ...

Personally, I don't like ... In my opinion/view ...

I don't have strong opinions about/views on ...

Agreeing

Yeah, I agree. Maybe. That's right.

That's a good point.

Disagreeing

Yeah, but ... True, but what about ...

I'm sorry, but I don't really agree.

I'm afraid I disagree. I take your point, but ...

I'm not sure about that.

Reading & Writing a presentation

- 7** Do you ever have to give presentations? What kind of presentations are they? Discuss your answers with a partner.
- 8a** You are going to look at a slide from a presentation about email security. First, work with your partner and brainstorm tips for using email securely.
- Never share your password with anyone.*
- b** Read the short text. How many of these ideas did you think of?

No email communication is 100% secure. You should avoid sending credit card details by email. It's also not a good idea to send user names or passwords. You should only open attachments if you trust the sender. Be careful when you check emails in an internet café as public Wi-Fi is not always secure.

- 9a** Now look at Slide A. What differences do you notice between the text in exercise 8b and the slide below? Discuss your ideas with a partner.

Email Security

Emails are not 100% secure.

- 1 Do not send personal data by email.
- 2 Only open attachments if you trust sender.
- 3 Be careful when you check emails in internet cafés.



Slide A

- b** Read the Language for writing box and find examples of the things mentioned in the box on Slide A.

LANGUAGE FOR WRITING writing for a presentation

Content

- Include key points only.
- Check the information is correct.

Language

- Use short simple words and phrases.
- Miss out unnecessary words (e.g. *a, the, and, because*).
- Avoid contractions (e.g. *doesn't, can't*) and use full forms instead (e.g. *does not, cannot*).
- Do not use personal expressions (e.g. *I think, you should*).
- Use general words to express ideas (e.g. *do not include your PIN number or bank account number in an email* → *do not include your bank details in an email*).

Design

- simple, clear and easy to read
- attractive (pictures, photos, diagrams)

- 10a** Work with a partner and look at Slide B. What problems are there with this slide?

Data Protection at work

- There can sometimes be lots of problems with data protections at work.
- It's not a good idea to leave your work computer unlocked and you should never tell people in your office your computer password.
- Also you shouldn't leave lots of papers on your desk and go away from your desk for a long time.
- I don't think you should lend someone your work laptop either.
- Don't leave your work files or laptop in your car because someone might steal them.

Slide B

- b** Rewrite Slide B to improve it.
- 11a TASK** You are going to write a presentation slide about using social media for work, study or in your social life. Work in a group and discuss the questions below.
- 1 What problems do people sometimes have with social networking?
 - 2 What tips would you give someone about how to use social networking?
- b** Write three tips to include on your slide. Then design the slide. Think about how you will make it look attractive.
- c** Compare your slide with another group. Comment on the content, language and design of each other's slide.

11.5 Video

The European Union

- 1 Work with a partner. Follow the instructions below.
 - 1 In one minute, list as many words as you can on the topic of Europe. Use the photos to help you.
 - 2 Compare your list with another pair. Did you write any of the same words?
- 2  Watch the video about the European Union. Which topic is not mentioned in the video?
 - a the origins of the European Union (EU)
 - b how countries become members of the EU
 - c the headquarters of the European Council
 - d the president of the European Commission
 - e the European Commission and Parliament
 - f opinions about the power of the EU
- 3  Watch again and answer the questions.
 - a What year did the European Economic Community (EEC) become the EU?
 - b Name three of the original countries of the EEC.
 - c Name one reason why they decided to form the EEC.
 - d Name one test that a country needs to pass to become a member.
 - e How often do members meet at the European Council?
 - f Which institution suggests new legislation (laws) for the EU: the European Council, the European Commission or the European Parliament?
 - g Why do some countries think that the EU has too much power?
- 4a **TASK** Work with a partner. You are going to create a short general knowledge quiz about Europe. Think of five interesting facts. Use the video and the phrases in the box to help you.

countries and capitals famous people historical dates
food and drink the European Union

- b Write five questions from your facts. Use question forms.
*What is ...? Where is ... from? What year did ...?
What do people do ...?*
- c Work with another pair. Read your quiz to each other. Can you answer all the questions?



Review

1a Complete these sentences with your own ideas.

- 1 I would offer to help if ...
- 2 If I saw a robbery, I ...
- 3 If I saw a car crash, I ...
- 4 I would give all my money to someone in the street if ...
- 5 If I had the chance to do voluntary work, I ...
- 6 If there was a flood warning in my area, I ...

b Work with a partner and compare your sentences.

2a Put these sentences in the right order.

- 1 used / shorter / be / phone calls / to / a lot
- 2 face-to-face contact / people / more / used / have / to
- 3 diaries and address books / in the past / used / have / people / to
- 4 to / in albums / people / put / used / photos / their
- 5 use / we / to / all our information / on just one or two devices / didn't / have
- 6 slowly / technology / change / to / used / more

b Work with a partner and discuss the advantages and disadvantages of these changes.

3a Complete these sentences with one word. The first letter is given.

- 1 When there is h _____ unemployment, many people are out of work.
- 2 N _____ disasters include floods and hurricanes.
- 3 Many trees will be destroyed if there is a forest f _____.
- 4 Facebook and LinkedIn are examples of social m _____.
- 5 Global w _____ is a big environmental problem.
- 6 When there is unemployment, the government tries to c _____ jobs.
- 7 If there are problems with the banks, it can cause a f _____ crisis.
- 8 World h _____ is an important problem: millions of people don't have enough to eat.

b 11.13))) Use phrases from exercise 3a to complete this news report. Then listen and check your answers.

The ¹ _____ in the woods of the northern provinces is the second ² _____ to affect the region after last June's floods. The area also has very ³ _____, with around 40% of under 30-year-olds out of work.

Yesterday, we heard that a multinational company has decided not to build a new factory here. People had hoped this would ⁴ _____ in the region. When they heard the news, many young people wrote angrily on ⁵ _____.



c Work with a partner. Talk about a region in your country which has suffered natural or man-made problems.

4a Rewrite each sentence, substituting the verb in bold with the correct form of a phrasal verb.

- 1 One day I'm going to **start** my own business.
- 2 I **discovered** that I'm actually quite good with cars.
- 3 Every time I start going to the gym, I **stop** after a few weeks.
- 4 I'd like to **start** blogging.
- 5 I'm going to **continue** using this mobile phone for another six months and then get a new one.

b Work with a partner. Are the sentences true for you?

5a 11.14))) Listen to people agreeing and disagreeing with the statement below and complete their answers.

We spend all day connected – by phone, on the internet, etc. People today find it difficult to be alone.

- 1 You know, _____ this is probably _____.
- 2 I'm _____ I don't really _____.
- 3 In _____, young people in particular find it very hard to be alone.
- 4 Yeah, I _____. I'm always on the phone or listening to something.
- 5 I _____, we do spend more time in contact with people now, but we still have quiet moments.

b Work in a group and discuss the statement, using the phrases above.

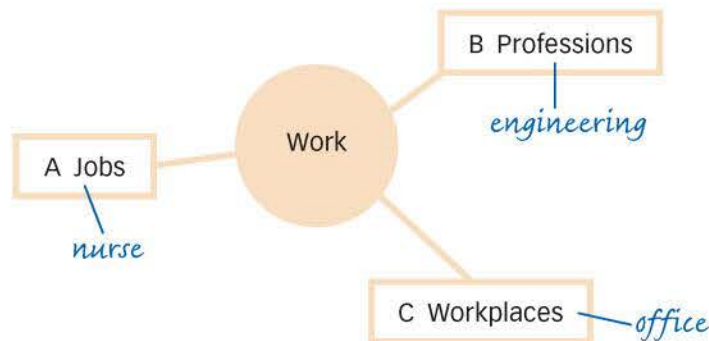
12.1 The working environment

GOALS ■ Talk about jobs and professions ■ Use the present perfect simple with *for* and *since*

Vocabulary & Speaking jobs, professions and workplaces

- 1 Work with a partner and add the words in the box to the mind map.

information technology (IT) building site software developer
 construction laboratory law medical research
 scientist health care sales accountant politics
 journalist personal assistant (PA) administrator
 administration engineering judge builder factory
 hospital court nurse office



- 2a Cross out the words that don't go with the phrases in **bold**.

- 1 **I'm a sales** / software developer / journalist.
- 2 **I'm studying** engineering / scientist / IT.
- 3 **I work as** a nurse / politics / a PA.
- 4 **I work for** a construction / builder **company**.
- 5 **I work in** sales / administrator / IT / publishing.
- 6 **I'd like to become** an accountant / engineering / a nurse.

- b Rewrite two of the sentences in exercise 2a so they are true for you. Compare your sentences with a partner.

- 3 Work in a group. Look at the jobs in exercises 1 and 2a and discuss the questions.
- 1 Which job would you most/least like to do? Why?
 - 2 Which job do you think is a) the most stressful, b) the best paid, c) the most important to society?

Grammar & Listening present perfect simple with *for* and *since*

- 4 Work with a partner. You are going to listen to a podcast about working in an open-plan office. Look at the photos and discuss the questions.

- 1 Do you know any offices that look like these? Where?
- 2 Which type of office would you work best in?
- 3 Think of one advantage and one disadvantage of each type of office.



5a Which items in the box do you think you will hear about in the podcast?

history of open-plan offices informal meetings
not enough space to work podcaster's job too dark
too much noise too little noise solutions to noise problems

b 12.1))) Listen to the podcast and check your ideas.

6 12.1))) Listen again and complete the notes.

Today 11.23 AM

History of open-plan offices

First open-plan offices appeared in ¹ _____ at the end of the ² _____ century.

Aim: to help workers to communicate and share ³ _____.

Noise in open-plan offices

Scientists say it's impossible to understand more than ⁴ _____ conversations at same time. Research shows ⁵ _____ % less work is produced in noisy open-plan offices.

Another problem: some offices are too ⁶ _____ for private conversation.

Solution can be 'pink noise'. Sounds like ⁷ _____ in the trees or falling rain.

7 Work in a group. Think of solutions to the problems of open-plan offices. Present your ideas to the class.

8a Look at the sentences from the listening and answer the questions below.

- a I've been a newspaper journalist since 2001.
 - b I've worked in this office for five years.
- 1 When did the man become a newspaper journalist?
 - 2 Is he a journalist now?
 - 3 When did he start working in this office?
 - 4 Does he work in this office now?

b Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present perfect simple with *for* and *since*

- We use the present perfect simple with *for* and *since* to talk about present situations that started in the past and ¹ **finished in the past / continue now**.

I've had this job since 2012. NOT ~~*I have this job since 2012.*~~
She's been my boss for two years.

- We use ² **for / since** when we give the beginning of the time, e.g. *2011, yesterday, I was a child.*
- We use ³ **for / since** when we give the length of time, e.g. *three months, two years.*

→ Grammar Reference page 156

9 Do the phrases below go with *for* or *since*? Write *for* or *since* before each phrase.

- | | |
|-----------------------|------------------------|
| _____ three o'clock | _____ a couple of days |
| _____ an hour | _____ many years |
| _____ ages | _____ I left school |
| _____ a long time | _____ last year |
| _____ we arrived here | _____ Monday |

10 Complete the web postings with *for* and *since* and the correct form of the verbs in brackets (present simple, present perfect simple or past simple).

Search thread | Post a new thread

Open-plan offices – love them or hate them?

Posted by Vanya: I ¹ _____ (work) at this company ² _____ eleven years and I ³ _____ (have) my own office ⁴ _____ last May. Before that I ⁵ _____ (work) in open-plan offices but always wanted a private office. Now I have one and I ⁶ _____ (feel) lonely and bored all day!

Posted by Loz: Phones ringing. Emails pinging. Colleagues shouting. It's a nightmare! I ⁷ _____ (not be) able to work properly ⁸ _____ my company decided to put us all together in one big office. The company has saved lots of money, though ...

Posted by Yoshi: Open-plan offices ⁹ _____ (be) unhealthy places. When I worked in an open-plan office I constantly ¹⁰ _____ (get) ill. I now have my own office and I ¹¹ _____ (not have) a cold ¹² _____ ages.

PRONUNCIATION *has* and *have*

11a 12.2))) Listen to the questions below. Notice how *have* and *has* are pronounced.

/əv/
How long have you worked here?

/əz/
How long has he known her?

b 12.3))) Listen and repeat the questions.

c 12.4))) Listen and write down the four questions you hear.

d Now ask and answer the questions with a partner.

12a **TASK** Work with a partner. Student A, turn to page 129. Student B, turn to page 133. Look at the prompts and write down names or words.

b Look at the names or words your partner has written down. Find out what each one refers to.

12.2 The changing face of work

GOALS ■ Talk about what a job involves ■ Use the infinitive with *to*

Vocabulary & Listening job responsibilities

1 What work activities are shown in these photos? How have these changed in the last 50 years? Discuss with a partner.



2 12.5))) Listen to three people talking about their jobs. Does each person sound positive, negative or neutral about their job?

3 12.5))) Complete the sentences from the listening with the words in the box. Listen again and check your answers.

meetings emails business team (x2) presentations
paperwork staff enquiries clients

- 1 My job is to advise _____ about their advertising campaigns.
- 2 I attend five or six _____ a day.
- 3 I often have to give _____.
- 4 I manage a _____ of fifteen people.
- 5 I train kitchen and waiting _____.
- 6 I also do a lot of _____.
- 7 I work in a _____ of four people.
- 8 We run the day-to-day _____ of the court.
- 9 We answer phone _____ and deal with _____.

4 Match the words and phrases in the boxes to the pairs of verbs below.

| | | | | |
|---|----------------|-----------|---------|--------------------|
| | new staff | meetings | reports | customer enquiries |
| 1 | employ/recruit | | | |
| | train | | | |
| 2 | deal with | | | |
| | answer | | | |
| 3 | type up | | | |
| | write | | | |
| 4 | organize | | | |
| | attend | | | |
| | a team | the phone | clients | presentations |
| 5 | advise | | | |
| | entertain | | | |
| 6 | manage | | | |
| | work in | | | |
| 7 | write | | | |
| | give | | | |
| 8 | answer | | | |
| | talk on | | | |

5a Work with a partner and discuss the questions.

- 1 Which of these activities do you think are most challenging?
- 2 Which are you/would you be good at?
- 3 Which are you/would you be less good at?

b Think about the jobs of two people you know well. Tell your partner what they do in their jobs.

Grammar & Reading uses of the infinitive with *to*

6 What methods do companies in your country use to recruit new staff? Work with a partner and make a list of all the different methods you can think of.
advertise in the newspaper

7 Quickly read the article opposite and choose the best summary.

- 1 advice about how to work and have fun at the same time
- 2 information about how to get a job in the computer game business
- 3 an explanation of developments in the world of job recruitment

Game on!

Play your way to a job ...

Thomas Edison is famous for inventing the light bulb. But not many people know that in the 1920s he invented the first employment test to recruit staff for his research laboratory. It had questions in it like, 'Who killed President Lincoln?' and 'Where is the Sargasso Sea?' It was difficult to answer the questions and only a few people managed to pass the test. Nowadays we would ask: Is it really necessary to know things like this if you want to work for an inventor?

Now, a hundred years later, employment tests are still used by companies, but are very different in what they test. The way that companies recruit new staff has also changed. One recent trend in recruitment is 'gamification'. Gamification, in general, means using characteristics of games (e.g. scoring points, competing with others and rules of play) to add some fun to situations that are usually more serious. One of the first companies which has used gamification to recruit new staff is the cosmetics company, L'Oréal. L'Oréal created an online computer game called *Reveal*, where you try to solve real-life problems in a virtual environment. The best players were invited for an interview.



Another company, the international hotel group Marriott, developed a Facebook game, *My Marriott Hotel*™ to attract young people to a career in the hotel industry. In the game, players managed a virtual hotel kitchen. The game could be played in English, Spanish, French, Arabic and Mandarin. It was designed to recruit staff in markets outside the USA. The game was a great success and brought thousands of people to the Marriott Facebook career page (which currently has over one million likes).

Experts believe gamification is likely to become so common in recruitment that perhaps we should all train as games designers!

- 8 Read the article again. Work with a partner and explain why these things are mentioned.
- | | | |
|-----------------|-----------|---------------------|
| 1 Thomas Edison | 3 L'Oréal | 5 Marriot |
| 2 gamification | 4 Reveal | 6 one million likes |
- 9 What is your opinion of using games in recruitment? What pros and cons can you think of?
- 10 Read the Grammar focus box and find examples of infinitives with *to* in the article. Are they examples of uses 1, 2 or 3?

GRAMMAR FOCUS uses of the infinitive with *to*

We can use the infinitive with *to*:

- to give a reason for doing something.
Edison invented the employment test to recruit staff.
- after some adjectives.
It was difficult to answer the questions.
- after some verbs (e.g. *want, need*).
Only a few people managed to pass the test.

We make the negative by putting *not* before the infinitive.

Try not to move. NOT ~~Try to not move.~~

→ Grammar Reference page 157

- 11 Read the tips about how to succeed in a video interview. Complete the tips by adding *to* in eight more places.

How to succeed in a video interview

- ✓ Tidy your room and desk ^{to} make a good impression.
- ✓ Before the interview, call a friend ^{to} make sure your speakers and microphone are working properly. It's sensible test your internet connection, too.
- ✓ Dress in smart clothes. That includes smart trousers or skirt, in case you need get up during the interview.
- ✓ It's important make eye contact with the interviewer. So remember look into your camera and try not look at the video of yourself.
- ✓ Don't forget warn your family and flatmates about the interview. You don't want be interrupted by a sudden blast of music or someone shouting your name.

- 12a **TASK** Work with a partner. Choose one of the topics below and write five tips. Include the infinitive with *to* where possible.

- How to make a good impression on your first day at work
- How to manage a team of people well
- How to deal with difficult clients

- b Read your tips out to the class. Which tips are the best?

▶ VOX POPS VIDEO 12

12.3 Vocabulary and skills development

GOALS ■ Understand linkers for surprising information ■ Use phrases with *in*

Reading & Speaking understanding linkers for surprising information

1 Have you ever had an interview for a job or study course? Tell a partner what you can remember about it.

- 1 When was it and what was it for?
- 2 How did you feel?
- 3 What did you wear?
- 4 Did it go well?

2a Read the information in the Unlock the code box about linkers for surprising information.

UNLOCK THE CODE linkers for surprising information

Some linkers tell us about things that are not what we expect. These include *but, although, even though, despite, instead, however*.

Although/Even though he was late for his interview, he got the job.

Despite being late for his interview, he got the job.

He was late for his interview. However, he got the job.

His parents wanted him to become an engineer. Instead, he became an actor.

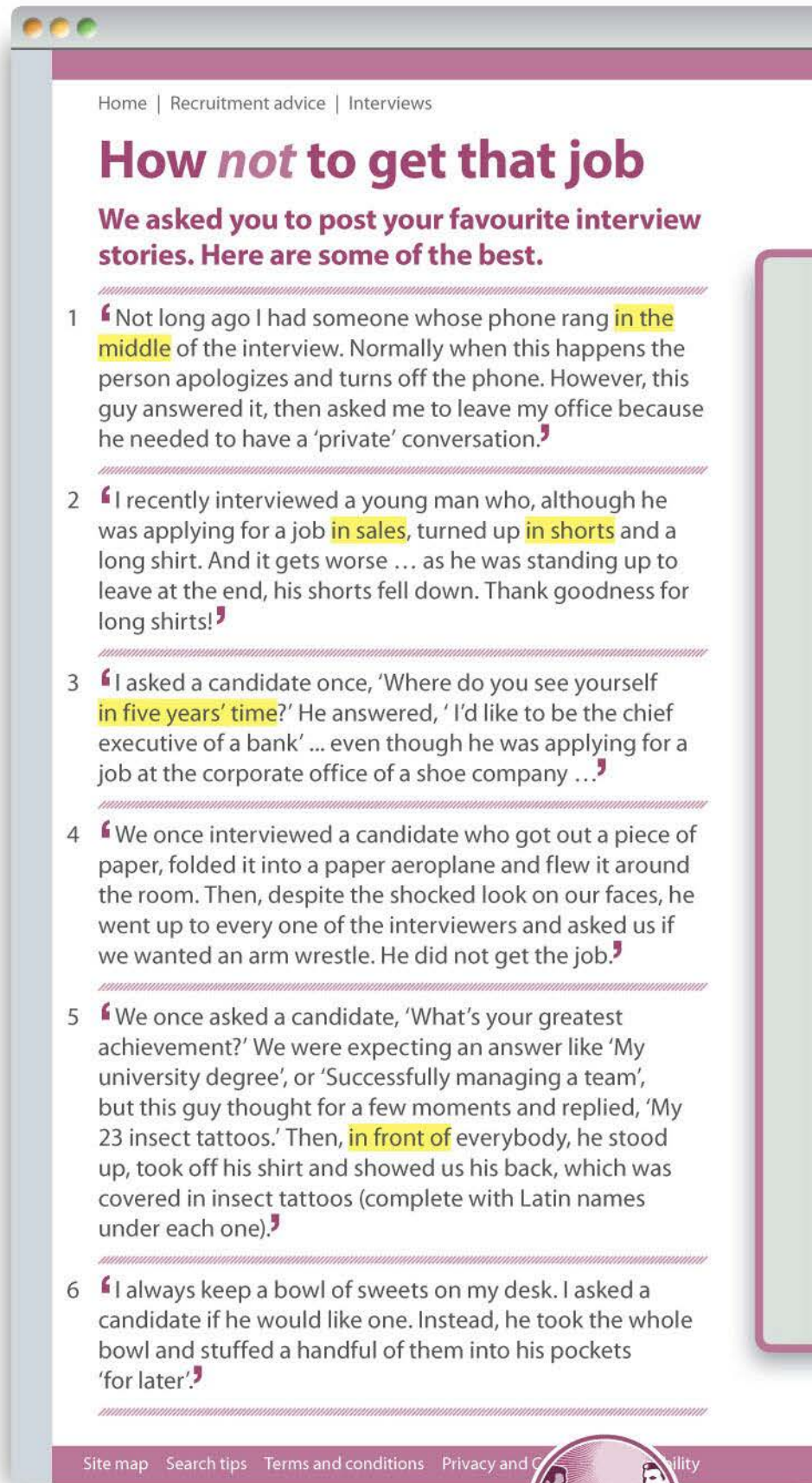
b Choose the correct option to complete the sentences.

- 1 Although it was hot, *he wore shorts / he wore a heavy suit.*
- 2 *She didn't go to work, / She went to work,* despite the fact that she felt ill.
- 3 *He answered his phone / He put his phone on silent* even though he was having an interview.
- 4 I asked her to call me. Instead, *she emailed me / she phoned me.*
- 5 They offered me the job. However, *I didn't take it / I took it.*

c Complete the sentences with your own ideas.

- 1 I like my job. However, _____.
- 2 He _____, even though he couldn't afford it.
- 3 She didn't reply to my question. Instead she _____.
- 4 We _____, despite the bad weather.

3 Read the stories from a website for people who work in recruitment. Match four of the stories to the pictures.



Home | Recruitment advice | Interviews

How not to get that job

We asked you to post your favourite interview stories. Here are some of the best.

- 1 "Not long ago I had someone whose phone rang **in the middle** of the interview. Normally when this happens the person apologizes and turns off the phone. However, this guy answered it, then asked me to leave my office because he needed to have a 'private' conversation."
- 2 "I recently interviewed a young man who, although he was applying for a job **in sales**, turned up **in shorts** and a long shirt. And it gets worse ... as he was standing up to leave at the end, his shorts fell down. Thank goodness for long shirts!"
- 3 "I asked a candidate once, 'Where do you see yourself **in five years' time**?' He answered, 'I'd like to be the chief executive of a bank' ... even though he was applying for a job at the corporate office of a shoe company ..."
- 4 "We once interviewed a candidate who got out a piece of paper, folded it into a paper aeroplane and flew it around the room. Then, despite the shocked look on our faces, he went up to every one of the interviewers and asked us if we wanted an arm wrestle. He did not get the job."
- 5 "We once asked a candidate, 'What's your greatest achievement?' We were expecting an answer like 'My university degree', or 'Successfully managing a team', but this guy thought for a few moments and replied, 'My 23 insect tattoos.' Then, **in front of** everybody, he stood up, took off his shirt and showed us his back, which was covered in insect tattoos (complete with Latin names under each one)."
- 6 "I always keep a bowl of sweets on my desk. I asked a candidate if he would like one. Instead, he took the whole bowl and stuffed a handful of them into his pockets 'for later'."

Site map Search tips Terms and conditions Privacy and Accessibility

■ arm wrestle



- 4 Read the stories again. In each story, circle a linker from the box in exercise 2a and underline the surprising information which it introduces.
- 5 Which story 1–6 is about a candidate who ...?
- accepted more of something than he was offered
 - made an impolite request
 - removed an item of clothing during the interview
 - wasn't suitably dressed for an interview
 - seemed more interested in a different job
 - didn't behave seriously enough in his interview
- 6 Work in a group. Which story does each of you like best? Why?



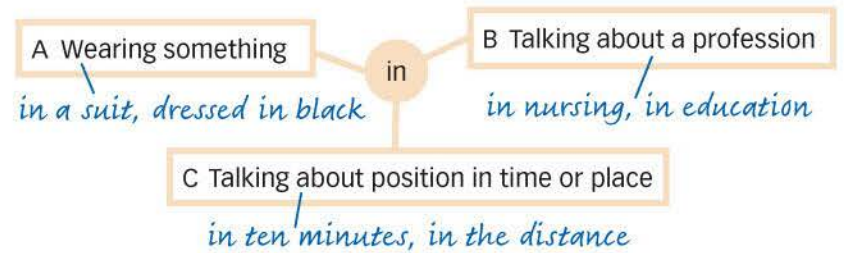
Vocabulary phrases with *in*

- 7a Read the box about phrases with *in*.

VOCABULARY FOCUS phrases with *in*

- The preposition *in* has several general meanings. For example, we use it to talk about professions (e.g. *in IT*), wearing things (e.g. *in jeans*) and for talking about time or place (*in a moment*).
- It is also used in fixed phrases, e.g. *in love*.

- b Add the **highlighted** phrases from the stories to the correct place in the mind map.



- 8 Look at the fixed phrases in **bold** in sentences 1–6. Work out their meaning from the context and match them to the definitions a–f.

- He never tidies his desk. It's always **in a mess**.
 - There isn't time to explain the plan **in detail** now.
 - If I'm late again, I'll be **in trouble** with the boss.
 - My colleague and I have lots **in common**. We share the same birthday and live in the same street.
 - The assistant manager's **in charge of** the hotel while the manager's away.
 - It's easy to make mistakes if you do things **in a hurry**.
- a situation where somebody will be angry with you
 - including many small facts
 - having control over something
 - untidy
 - having the same interests and opinions
 - quickly

- 9a Complete the questions with a phrase which includes *in* and a word from the box.

charge mess front hurry common five years' time trouble

- Do you feel as if you're always _____?
- Do you hate it if your desk is _____?
- Have you ever had to speak _____ of a big audience?
- Are you _____ of the finances at home?
- Were you often _____ at school?
- Do you have a lot _____ with your closest friend?
- Would you like to live somewhere different _____?

- b Work in a group and ask and answer the questions.

12.4 Speaking and writing

GOALS ■ Write a CV ■ Take part in a job interview

Writing a curriculum vitae (CV)

- 1 Work with a partner and answer the questions.
 - 1 Have you ever written a CV?
 - 2 Do you have an online CV, e.g. on LinkedIn?
 - 3 What kind of information should a CV contain?
How long should it be?

- 2 Complete the CV with the headings in the box.

Referees Date of birth Work Experience Interests
Education and Qualifications Skills Email address

- 3 Look at an extract from another CV below. The words and phrases in *italics> are too informal. Replace them with more formal words and phrases from the box.*

assisted managed attended basic developed provided
fluent on request good knowledge of training

Curriculum Vitae Stefan Nielsen

NATIONALITY Danish

1 _____ 16 December 1989

2 _____ san@blueemail.dk

3 _____

2009–10 Bachelor of Arts in Business Management

2006–09 Certificate in Fashion Design

4 _____

2014–present Fashion Retail Manager: manage a team of 75 staff, develop marketing strategies, prepare weekly sales reports, develop programmes to improve customer service

2011–13 Assistant Store Manager: interviewed and trained new staff members, worked with Store Manager to choose monthly stock, managed window displays

5 _____ Languages: Danish and English
Good IT skills and knowledge of latest software systems

6 _____ Martial arts, badminton

7 _____ Doctor Mikkel Jensen, Copenhagen Business School
Astrid Malling, Illum Department Store, Copenhagen



Work Experience

Assistant Sales Manager, SK Medical Equipment:

- ¹ *was the boss of* a team of 20 sales reps
- gave ² *lessons* in sales skills to new staff
- ³ *made* a sales and marketing plan
- ⁴ *went to* sales conferences regularly
- prepared proposals and ⁵ *gave* sales reports every day
- ⁶ *helped* the management in special projects

Skills

- Spanish (⁷ *brilliant*) Turkish (⁸ *a few words*)
- ⁹ *know a lot about* the latest sales software

Referees

- ¹⁰ *I can give you these if you ask me*

- 4 **TASK** Write a CV for yourself or a person you know well. Use the CV in exercise 2 and the words and phrases in exercise 3 to help you.



a

Flight attendants for Spanish airline wanted. Minimum experience three years. Must speak some English.

09857 423 1068



b

Canadian news website needs sports writers to report on matches and sports news

08234 431 3491

Office administrator required for small company. Will be responsible for the day-to-day running of the office, including answering the phone, dealing with enquiries, doing paperwork

c



Listening & Speaking answering questions in a job interview

- 5 **12.6**))) Danielle has applied for one of the jobs in the adverts above. Listen to the first part of the interview. Which job is the interview for?
- 6 **12.7**))) Listen to the rest of the interview and note down Danielle's answers to these questions.
- What qualifications have you got for this job?
 - How much experience do you have?
 - Why do you want to work for this company?
 - What are your strengths and weaknesses?
 - What's your greatest achievement?
- 7a **12.7**))) Choose the correct option to complete Danielle's answers. Then listen again and check your answers.
- I've got a university degree in *journalism* / *sports science*.
 - I've worked as a sports journalist for *two* / *six* years.
 - I'm currently working for a *teenage sport* / *an ice-hockey* magazine.
 - I'd really like to get into *newspaper* / *online* publishing.
 - I can work *well in a team* / *quickly*.
 - I'm good at *interviewing sports people* / *working alone*.
 - I find it hard to say 'no' / *get up early*.
 - I won an award for best young *sports* / *football* journalist.
- b **12.8**))) Listen and repeat the sentences in exercise 7a.
- c Match the questions in exercise 6a to the answers in exercise 7a. Some questions have more than one answer.

- 8 Work with a partner. Take turns to use the expressions in **bold** in exercise 7a to make sentences about yourself.
- 9a **TASK** You are going to role-play an interview for one of the jobs in exercise 5. First choose one of the job adverts.
- Student A** You are the interviewer. Use the questions in exercise 6a and write two more questions.
- Student B** You've got an interview. Prepare answers to the questions in exercise 6a. Use the Language for speaking box to help you.
- Now role-play the interview.
- b Change roles and do exercise 9a again.
- c How was your interview? Do you think you would get the job?

LANGUAGE FOR SPEAKING answering questions in an interview

Talking about qualifications and experience

I've got a university degree in ...

I've worked as a ...

I'm currently working for ...

Talking about what you'd like to do

I'd really like to get into ...

Talking about strengths, weaknesses and achievements

I can ...

I'm good at ...

I find it hard to ...

12.5 Video


Personal assistant

1 Match the verbs to the nouns.


book make set up sign

a hotel reservation a meeting a document a flight

2 Look at the photos. What tasks do you think Liz Conibere, a personal assistant (PA) to the director of a school of management, does in her job? Name as many as you can.

3  Watch the video and answer the questions.

- a What are Liz Conibere's two jobs?
- b What does she like about her job? Name one thing.
- c What does she not like about her job? Name one thing.

4  Watch again. Decide if the sentences are true (T), false (F), or if Liz doesn't say (DS).

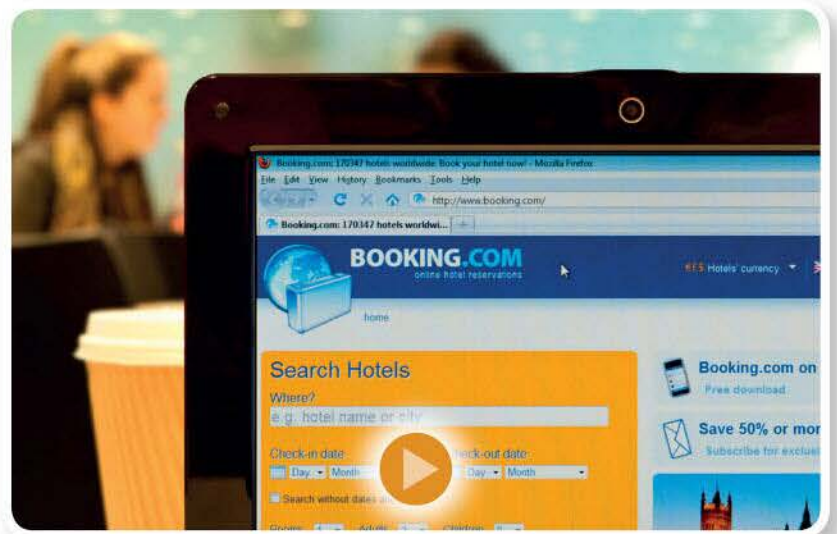
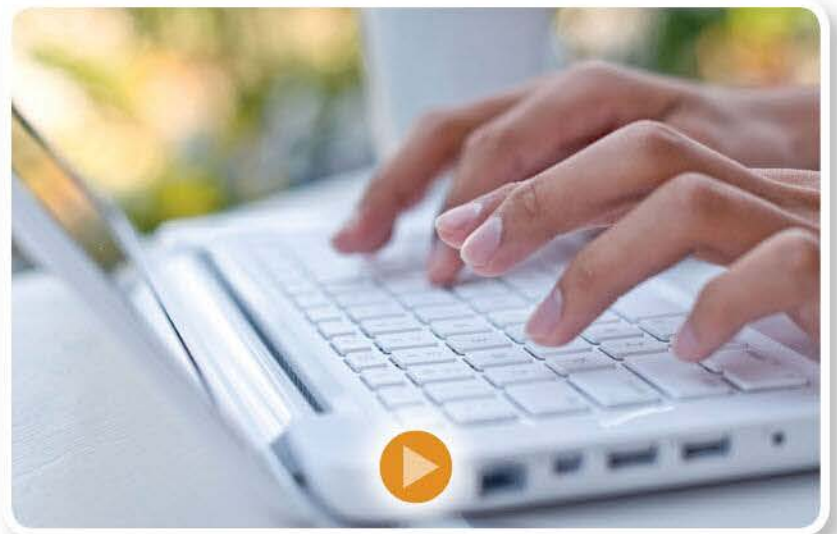
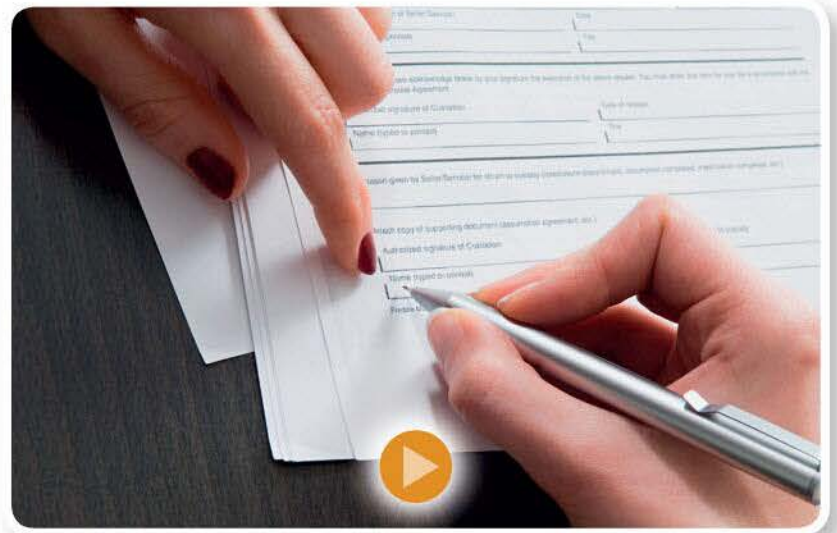
- a She organizes different parts of her boss's travel.
- b Her boss travels every week.
- c She has no contact with students at the university.
- d She usually checks emails first thing in the morning.
- e She meets her boss every morning to discuss the day.
- f Her colleagues are very friendly and helpful.
- g She sometimes has to get many people to sign a document.

5a **TASK** Work with a partner, A and B. Read the situation.

A You are the director of international study at a university. You must plan the end-of-year event for the international students. There are a total of 400 international students. You have a budget for a one-day event, including food and entertainment.

B You are A's PA. It is Monday and you are having a meeting.

- b Discuss your ideas. What do you need to do? How can your PA help?
- c Share your ideas with the class. Who has the best idea for an end-of-year event?



Review

1a Complete the sentences with the correct form of the verbs in brackets and your own ideas.

- 1 I _____ (live) in my current home since ...
- 2 I _____ (not have) a cold since ...
- 3 I _____ (not eat) in a restaurant for ...
- 4 I _____ (be) ... since ...
- 5 I _____ (know) ... for ...
- 6 I _____ (have) ... since ...

b Work with a partner and compare your sentences. Ask extra questions to find out more.

2a Work in a group and discuss the questions.

- 1 How often do you give presentations for your work or studies?
- 2 When was the last time you gave one? How did it go?
- 3 What can go wrong when you're giving a presentation?

b Complete the advice about giving presentations by adding *to* in eight places.



The secret to giving a great presentation

It's easy give a good presentation if you follow a few key tips.

Prepare: It's important find out as much as you can about your audience before you meet them. Make some notes on cards help you remember your words.

Keep the audience's attention: Use interesting images get the audience's attention. Ask questions get people talking. Include data in your presentation, but try not give too much information. Ask yourself, 'Do people really need know about this?'

Stay calm: Remember breathe slowly and take your time. And don't forget that the classic advice to avoid feeling nervous is to imagine the audience in their underwear!

c In your group, discuss which you think is the best tip. Can you add any more tips?

3a Match the six jobs to the six professions in the box below.

health care PA judge administration law builder
 medical research scientist software developer IT
 construction nurse

b Work with a partner. Discuss which of the professions you think is **a)** the most interesting, and **b)** the most difficult to get into.

4 **12.9**))) Listen and answer the nine questions. Write *Yes* or *No*.

5 Choose the correct words to complete these sentences.

- 1 It's expensive to *advise* / *entertain* clients.
- 2 I have to write *a report* / *an inquiry* about the conference I attended.
- 3 We need to *employ* / *train* staff in how to use the new software.
- 4 All staff have to *give* / *attend* the meeting.
- 5 Have you ever *managed* / *run* a team?

6a Complete the answers to the interview questions with the words in the box. Then match the answers to questions a-e.

into at to as in

- 1 I've got a university degree _____ law.
 - 2 I've worked _____ an administrator for six years.
 - 3 I'm good _____ working in a team.
 - 4 I find it hard _____ manage my time.
 - 5 I'd really like to get _____ making children's TV programmes.
- a What is one of your greatest strengths?
 - b Do you have any weaknesses?
 - c How much experience do you have?
 - d What would you like to do in the future?
 - e What qualifications do you have?

b Work with a partner. Take turns to ask the questions and give your own answers.

Communication

1.4 All students Exercise 7a

1 Social

Prepare a mini presentation about things you like and don't like doing in your free time. Use the ideas below and your own ideas.

- exercise
- relaxation
- shopping
- housework
- time with other people

2 Academic

Prepare a mini presentation about things you like and don't like about student life. Use the ideas below and your own ideas.

- exams
- early morning lectures
- sitting at a computer all day
- working alone
- working in a library
- writing essays
- food in the college cafeteria

3 Professional

Prepare a mini presentation about things you like and don't like at work. Use the ideas below and your own ideas.

- travelling abroad on business
- early morning meetings
- going to meetings
- wearing a uniform
- working in a team
- sitting at a computer all day
- working at home

2.2 All students Exercise 12a

| | | |
|--|--|----------------------------------|
| A person who lives near you | A household object that you can't live without | A place where you often go |
| A person who stays with you | A possession that you love | A place where you'd like to live |
| A person who gives you lovely presents | A building that you love | A place where you feel happy |

2.4 Student A Exercise 6

- 1 Write the room names below on the floor plan in exercise 4b, but do not show your partner.
Room G is the Gold Pavilion and Room B is the Study.
- 2 You want to visit the Silk Pavilion and the Dining Room. Ask Student B for directions to these rooms, using the floor plan.

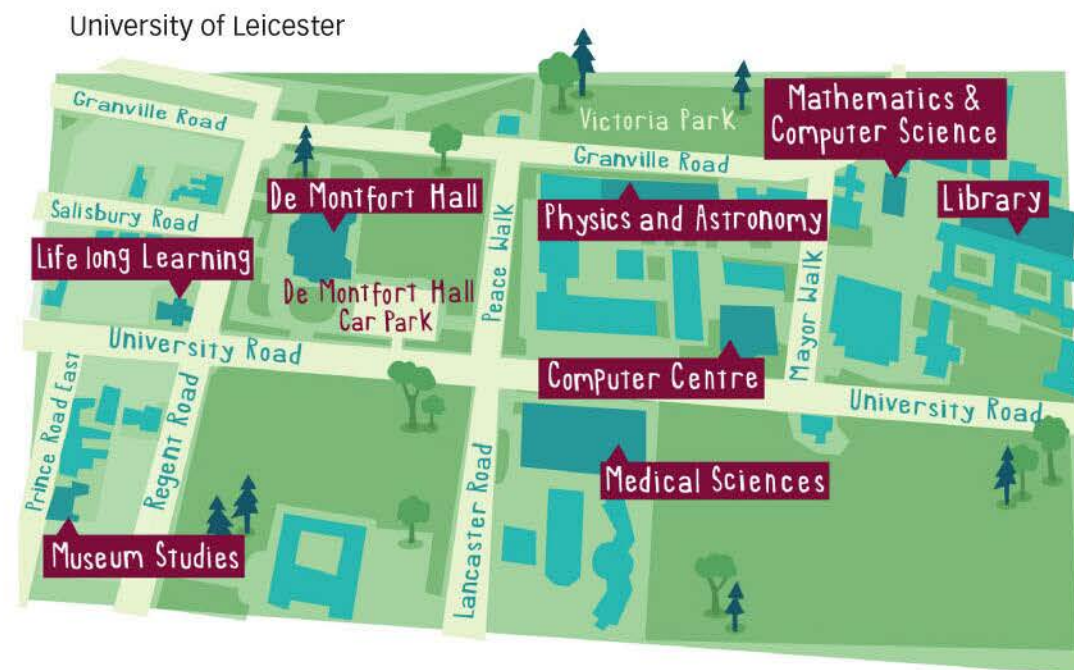
2.4 Student A Exercise 7a

1 Asking for directions around a company

- 1 You are at the reception desk of Silva Holdings. Ask for directions to Room 1027. Listen to the directions and repeat them to check your understanding.
- 2 You are in Room 1027. Ask for directions to the cafeteria. Listen and repeat the directions to check your understanding.

2 Giving directions around a university

You are a student at the University of Leicester. You are outside De Montfort Hall Car Park on University Road. Use the map to give directions to a visitor.



3 Asking for directions around Paris

- 1 You are at the Louvre Museum. Ask for directions to the Orsay Museum. Listen and repeat the directions to check your understanding.
- 2 Ask for directions from the Orsay Museum to the Arc de Triomphe. Listen and repeat the directions to check your understanding.

3.1 Student A
Exercise 12

- a Read the factfile about James Cameron. Student B will ask you questions. Use complete sentences in your answers.

FACTFILE

Journey to the deepest part of the ocean

EXPLORER James Cameron, Hollywood film director (*Titanic*, *Avatar*)

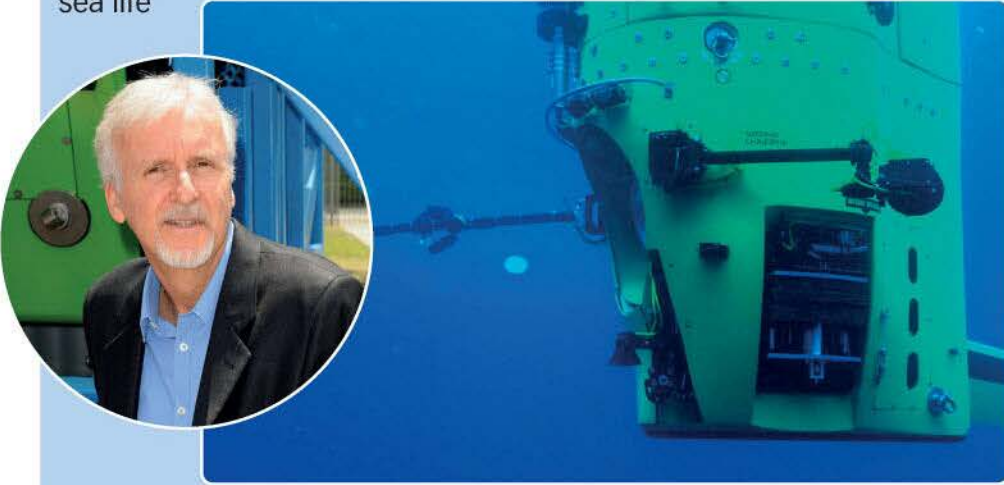
DATE 26 March 2012

PLACE The Mariana Trench (11 km deep) in the Western Pacific Ocean

VEHICLE Submarine called *Deep Sea Challenger*. Cameron and his team designed it. It took seven years.

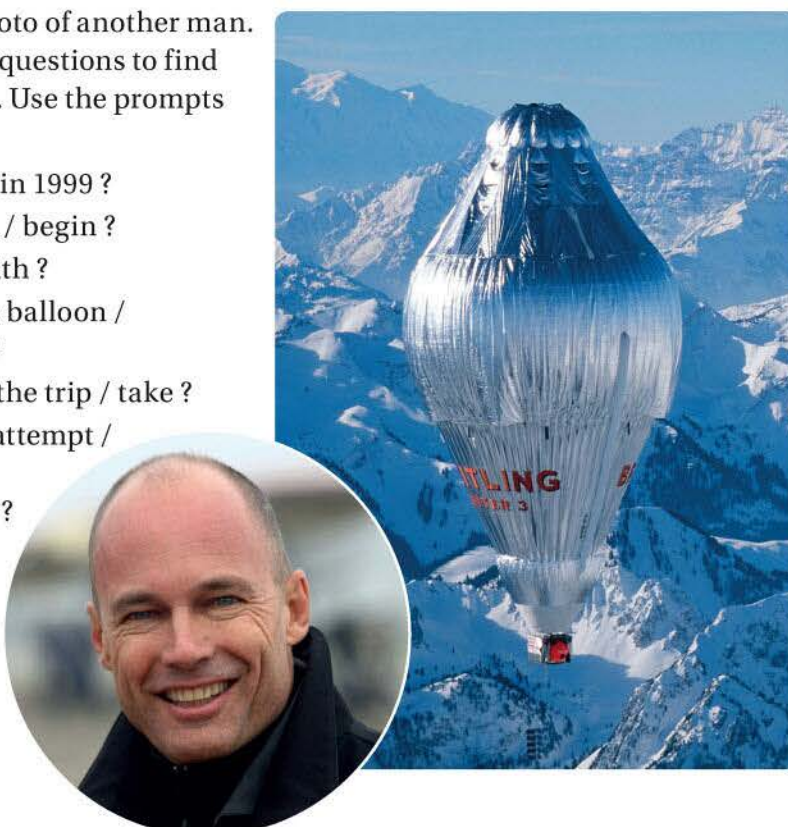
JOURNEY TIME Two hours to get to the bottom. Then four hours at the bottom, taking photos and videos.

AIM To make a documentary film/help scientists find out about deep sea life



- b Look at the photo of another man. Ask Student B questions to find out about him. Use the prompts below.

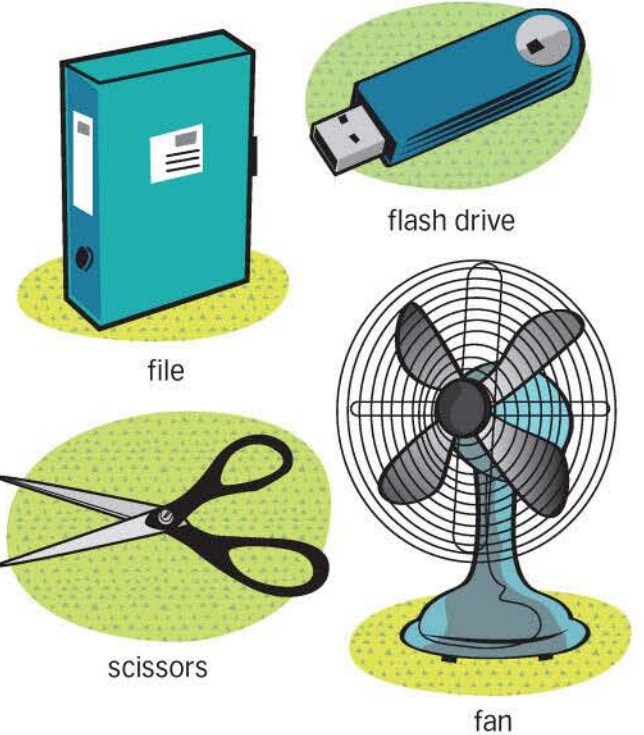
- 1 what / do / in 1999 ?
- 2 when / trip / begin ?
- 3 who / go with ?
- 4 where / the balloon / start from ?
- 5 how long / the trip / take ?
- 6 anybody / attempt / this trip / before him ?



5.4 Student A
Exercise 6

You are a shop assistant. Student B is a customer. You start the conversation.

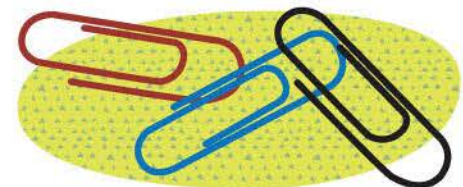
- 1 Offer to help.
- 2 Listen to the description of an object. Which of these is he/she describing?



- 3 Give the name of the object and explain where to find it.
- 4 Repeat with the next object.

Change roles. Now you are the customer. Student B starts the conversation.

- 1 Say you are looking for the things below but you don't know their name.



- 2 Describe them. Say what they're used for and what they look like.
- 3 Listen to the name of the object and where it is. Thank Student A.
- 4 Repeat with this object.



6.1 All students Exercise 9c

Your Personality Profile ✕

I = Introvert

If you answered 'yes' to most statements, you're probably an introvert. You prefer to spend your social time just with the people you care about most. You think before you speak, and you enjoy being alone. You like focusing deeply on a subject or activity that really interests you.

E = Extrovert

If you answered 'no' to most statements, you are probably an extrovert. You get your energy from being with other people and doing exciting things. You enjoy being with friends as well as meeting new people. You're great at thinking quickly. You give your opinions confidently and you don't mind when people disagree with you.

E/I = Ambivert

If you have an equal or nearly equal number of 'yes' and 'no' answers, you're probably an 'ambivert'. That means you are not a complete introvert or a complete extrovert. In many ways, ambiverts have the best of both worlds.

7.2 All students Exercise 12b

Question 1 = Amsterdam, Holland

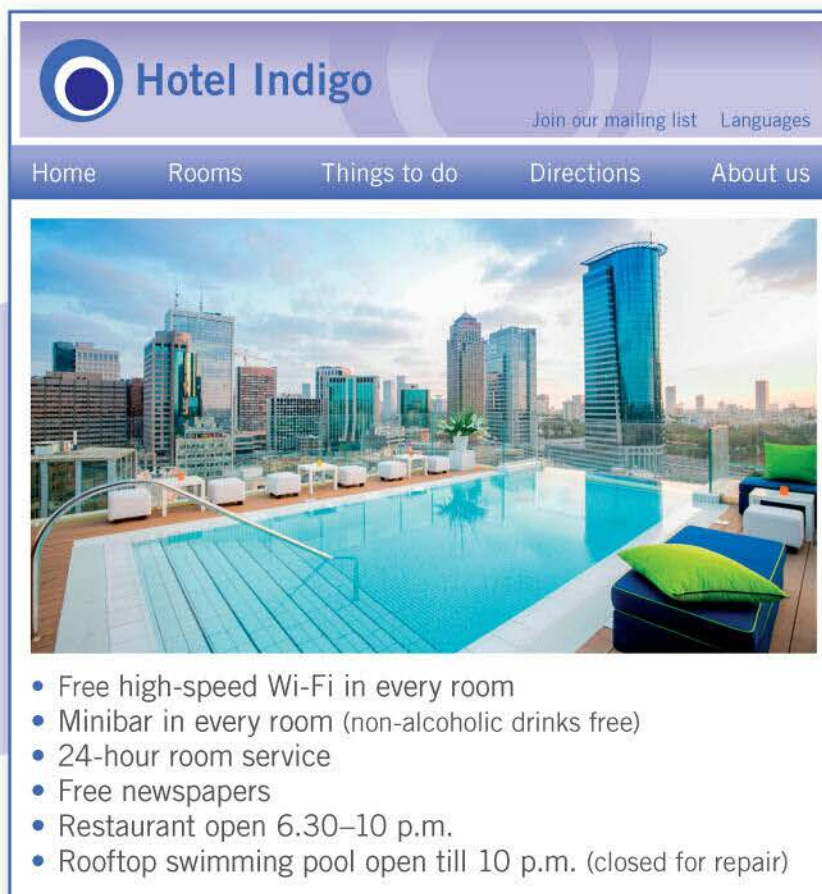
Question 2 = Havana, Cuba

7.3 All students Exercise 1b

- 1 New York
(average January temperature 1°C)
- 2 Paris
(average January temperature 5°C)
- 3 Tokyo
(average January temperature 9°C)
- 4 the Sahara
(average January temperature 22°C)
- 5 the Amazon
(average July temperature 26°C)

7.4 Student A Exercise 6

You work as a receptionist at the Hotel Indigo. Read about the hotel's facilities. Try to memorize the information.



The screenshot shows the Hotel Indigo website. At the top, there is a navigation bar with the Hotel Indigo logo, a 'Join our mailing list' link, and a 'Languages' dropdown. Below the navigation bar are links for 'Home', 'Rooms', 'Things to do', 'Directions', and 'About us'. The main content area features a large image of a rooftop swimming pool with lounge chairs and a view of a city skyline. Below the image is a list of amenities:

- Free high-speed Wi-Fi in every room
- Minibar in every room (non-alcoholic drinks free)
- 24-hour room service
- Free newspapers
- Restaurant open 6.30–10 p.m.
- Rooftop swimming pool open till 10 p.m. (closed for repair)

Begin the role-play. Greet Student B and check him/her into the hotel.

- 1 Check you have the correct details (a double room, en suite).
- 2 Ask him/her to fill in a form.
- 3 Answer his/her questions about the facilities.
- 4 Wish him/her a good stay.

Change roles. You are going to stay at the Hotel Neptune.

- 1 Check into the hotel. (You have booked a double room with a sea view.)
- 2 You have some questions:
 - Tennis court tomorrow morning? (How much?)
 - Minibar in room?
 - Business centre with computers and printer? (You haven't brought your laptop.)
 - Breakfast in bedroom tomorrow at 10 a.m.?

8.4 Student A Exercise 6a

Situation 1

You are on the train. Call your colleague, Student B, and explain that your train is late, so you won't be able to get to your meeting at 10.30 a.m. Apologize and explain what time you will arrive.

Situation 2

You are a lecturer at a college and Student B is one of your students. During the class, explain the following information about the next class project and answer any questions.

- Students have to write 3,000 words.
- They have to complete the project by 10 January.
- They can choose their own title for the project.

Situation 3

You are having dinner with your friend in a very noisy restaurant. Take turns to ask questions about each other's weekend. Ask your friend to speak louder and tell you the story again because you can't hear it the first time.

**9.1 All students
Exercise 10**

- a** Work with a partner. Look at the situations below and the two options, a and b. Write a sentence about the advantage of each option, as in the example. Use *If... will/won't/might*.

I've got a cold. Shall I ...

a) stay at home or b) go to work?

If you stay at home, you'll get better more quickly.

If you go to work, you won't miss any important meetings.

- 1 I want to get fit. Shall I ...?
a) join a gym or b) take up a sport
- 2 What shall I study at university?
a) IT or b) History?
- 3 What birthday present shall I buy my girlfriend?
a) concert tickets for two or b) a jacket?
- 4 What pet shall I get?
a) a cat or b) a dog?

- b** Now work with a different partner. Take turns to choose a situation and give advice about what to do, using your ideas from 10a.

**10.1 All students
Exercise 12**

Use a verb + *-ing* form to complete the sentences with your own ideas.

- 1 I could never give up _____.
- 2 In my view, _____ is one of life's greatest pleasures.
- 3 I've read that _____ is a very unhealthy thing to do.
- 4 I'm totally against _____.
- 5 I can't think of anything more boring than _____.
- 6 People tell me I'm good at _____.
- 7 I find _____ very relaxing.
- 8 I'm really looking forward to _____ one day.

**10.2 Student A
Exercise 13**

- a** Make present simple or past simple passive questions using the prompts below.
- 1 where / the café latte ? (invent)
a Madrid b Florence c **California**
 - 2 in Europe, how much fish / back in the sea ? (throw)
a 25% b 33% c **50%**
 - 3 where / 80% of the world's footballs ? (make)
a **Pakistan** b USA c Colombia
 - 4 how much money / for the world's first mobile phone in 1973 ? (pay)
a \$1,995 b \$2,995 c **\$3,995**
 - 5 what ingredient / sometimes / in dynamite ? (find)
a **peanut oil** b olive oil c fish oil
- b** Ask Student B your questions. The correct answers to your questions are in **bold**. Then answer Student B's questions. Who knows the most about the production of goods around the world?

**11.3 Student A
Exercise 4**

- a** Read out the sentences and phrases below in a natural way.
- 1 Why did you do it?
 - 2 He's been a sculptor for a long time ...
 - 3 ... tell us a bit about the place you visited
 - 4 You mean, ...
 - 5 There's quite a lot of them.
- b** Listen to Student B's phrases and write them down.
- c** Check that you have the correct answers.

**12.1 Student A
Exercise 12a**

Write down the names of the following.

- 1 an object you've owned since you were a child
- 2 a friend you've known since you were at school
- 3 a place you love, but haven't been to for ages
- 4 a hobby you've done for several years
- 5 a relative you haven't seen for many years

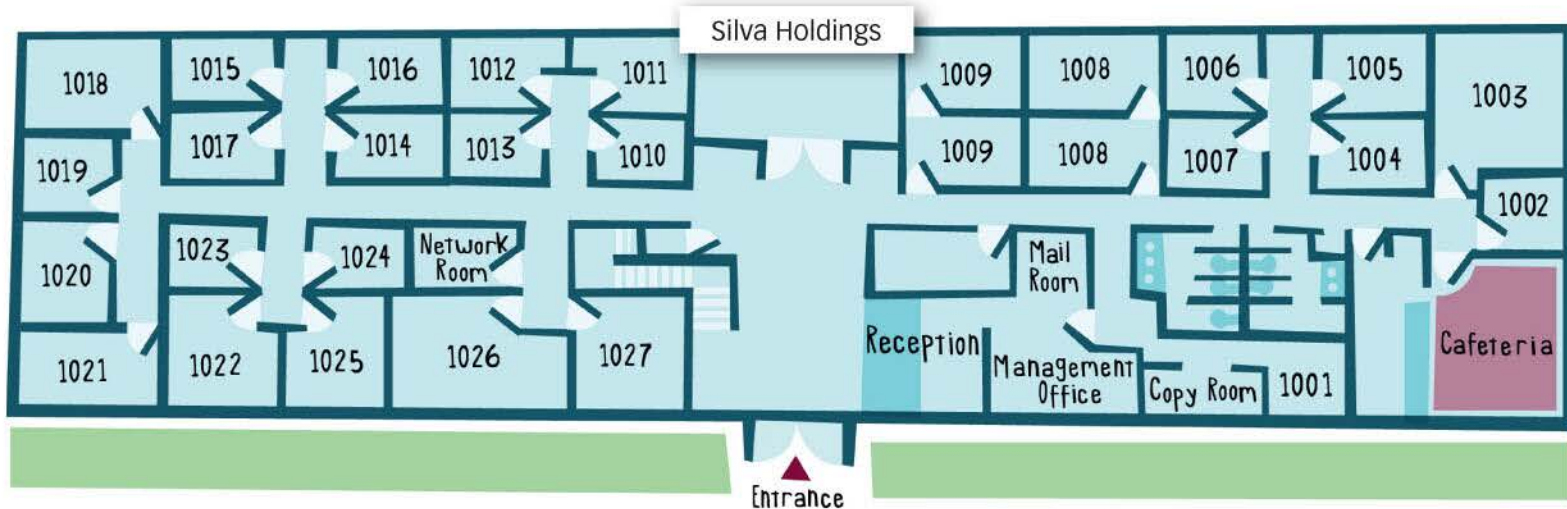
2.4 Student B Exercise 6

- Write the room names below on the floor plan in exercise 4b, but do not show your partner.
Room F is the Silk Pavilion and Room C is the Dining Room.
- You want to visit the Gold Pavilion and the Study. Ask Student A for directions to these rooms, using the floor plan.

2.4 Student B Exercise 7a

1 Giving directions around a company

- You are the receptionist at Silva Holdings. Use the map to give directions to room 1027.
- You are at a meeting in room 1027. Use the map to give directions to the cafeteria.

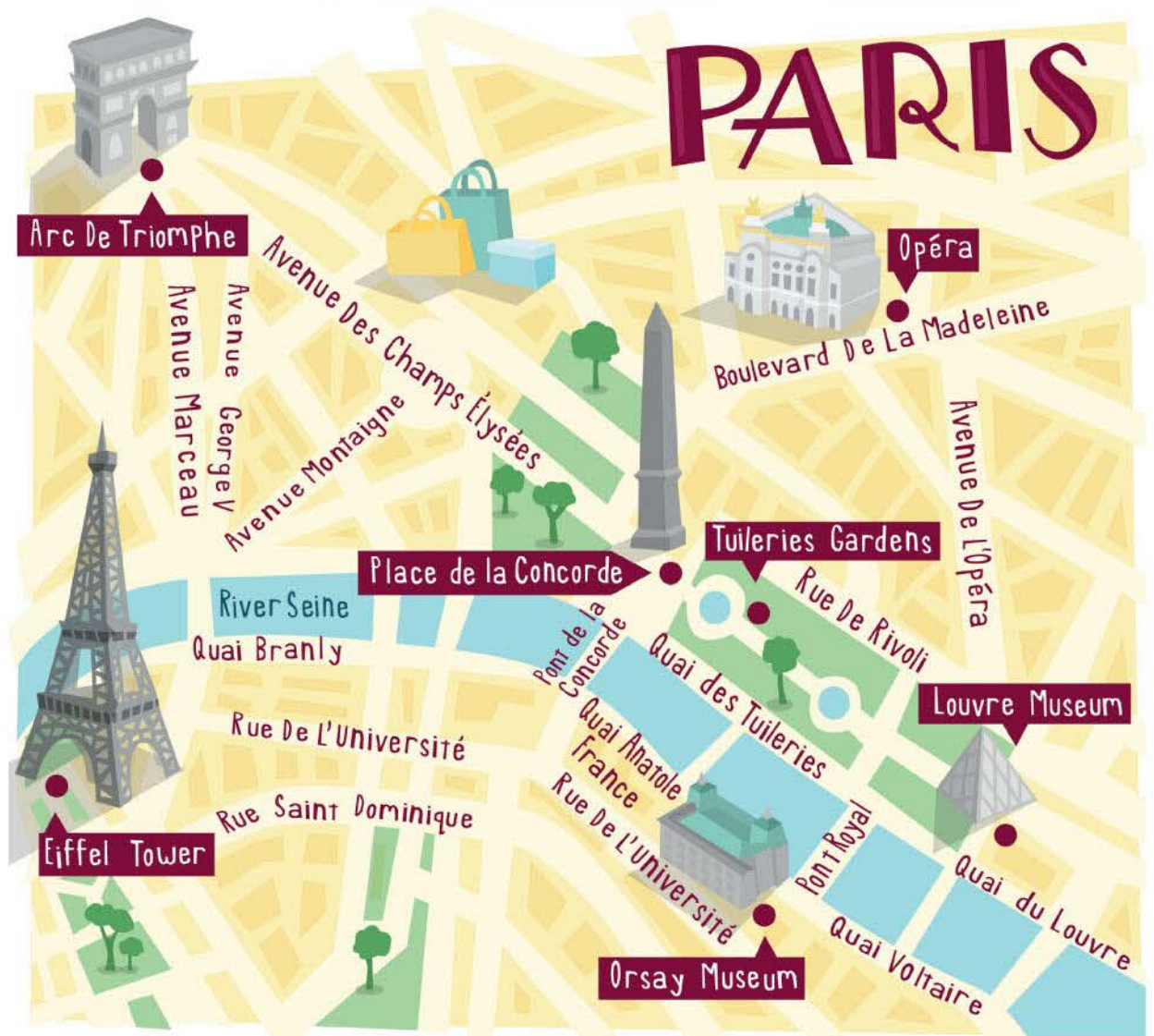


2 Asking for directions around a university

- Ask for directions to the Medical Sciences Building on University Road. Listen and repeat the directions to check your understanding.
- Ask for directions to the Computer Centre on Mayor Walk. Listen and repeat the directions to check your understanding.

3 Giving directions around Paris

- Use the map to give directions to the places Student A wants to visit.
- Start at the Louvre Museum.
 - Start at the Orsay Museum.

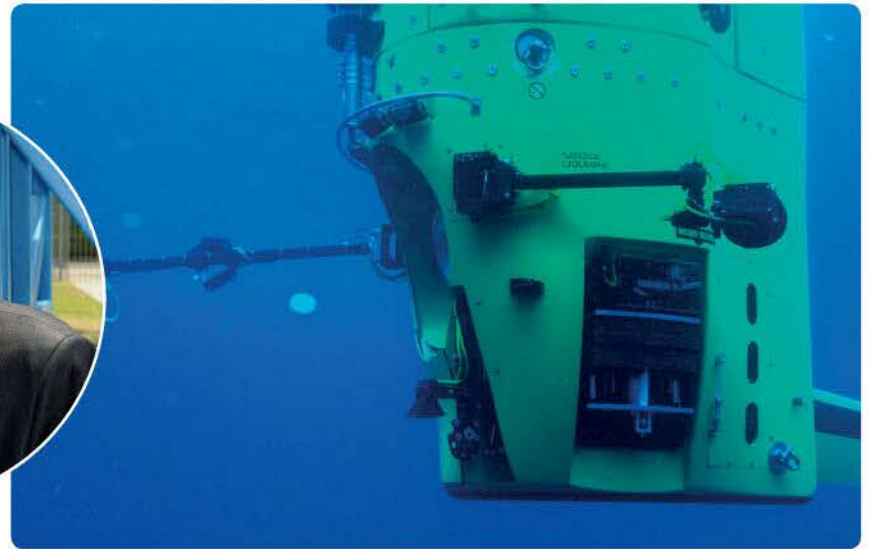
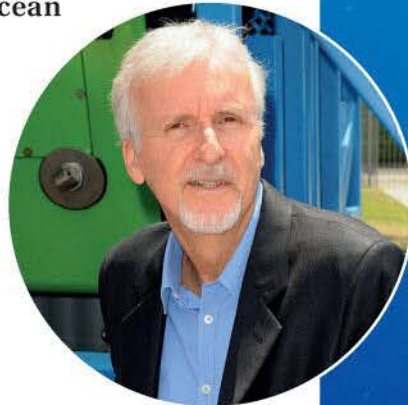


3.1 Student B Exercise 12

- a Look at the photos. Ask Student A questions to find out about this man. Use the prompts below.

Journey to the deepest part of the ocean

- 1 what / his job ?
- 2 where / go ?
- 3 who / go with ?
- 4 how / get to the bottom ?
- 5 how long / it / take ?
- 6 why / do / it ?



- b Now read the factfile about Bertrand Piccard. Student A will ask you questions. Use complete sentences in your answers.

FACTFILE

The first round-the-world balloon trip

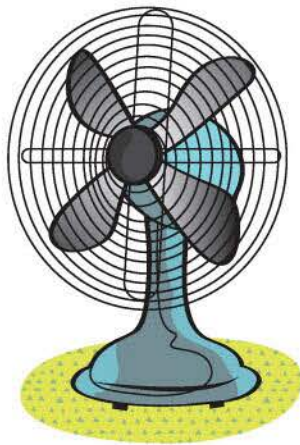
- Bertrand Piccard, Swiss balloon pilot and scientist.
- In 1999 completed the first non-stop trip around the world in a balloon with co-pilot Brian Jones (British).
- Trip began on 1st March. Balloon took off in Swiss Alps and travelled over Europe, Africa, Asia and Central America, and the Pacific and Atlantic Oceans.
- Landed near the Pyramids of Giza in Egypt after 19 days, 21 hours and 55 minutes.
- In the months before, British billionaire Richard Branson and the American adventurer Steve Fosset tried to do the trip but failed.



5.4 Student B Exercise 6

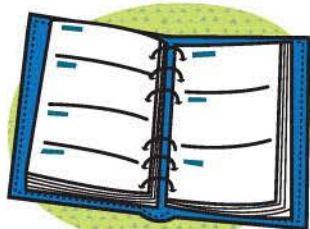
Student A is a shop assistant and you are a customer. Student A starts the conversation.

- 1 Say you are looking for this but you don't remember the name.
- 2 Describe the object. Say what it's used for and what it looks like.
- 3 Listen to the name of the object and where it is. Thank Student A.
- 4 Repeat with this object.

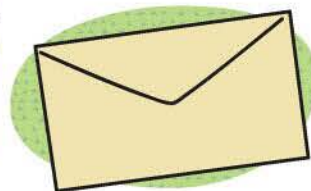


Change roles. Now you are the shop assistant.

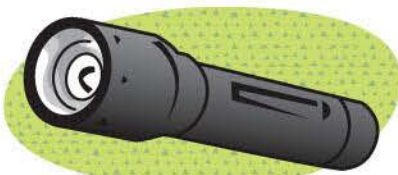
- 1 Offer to help.
- 2 Listen to the description of an object. Which of these is he/she describing?



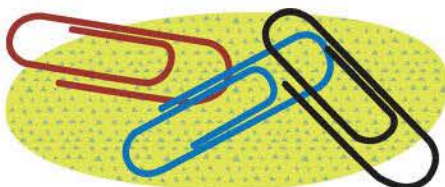
diary



envelope



torch



paper clips

- 3 Give the name of the object and explain where to find it.
- 4 Repeat with the next object.

7.4 Student B Exercise 6

You are going to stay at the Hotel Indigo. Student A is the receptionist.

- 1 Check into the hotel. (You have booked a double room with an en suite bathroom.)
- 2 You have some questions about the facilities:
 - Minibar?
 - Wi-Fi? Free?
 - Swimming pool – open all day?
 - Restaurant open for breakfast at 6 a.m.? (You have an early flight.)

Now change roles. You are a receptionist at the Hotel Neptune. Read about the hotel's facilities at the hotel. Try to memorize the information.

Hotel Neptune

[Home](#) | [Facilities](#) | [Bookings](#) | [Contact us](#) | [News](#)

- ▶ Every room has Wi-Fi (free for first 30 mins)
- ▶ Beach towels (deposit \$4)
- ▶ Room service 6.30–midnight
- ▶ Hotel bar open 24 hrs with light snacks
- ▶ Tennis courts free (tennis racket/ball hire \$10)
- ▶ Fitness centre – open 24 hours

Begin the role-play. Greet Student A and check him/her into the hotel.

- 1 Check you have the correct details (a double room, view of golf course).
- 2 Ask him/her to fill in a form.
- 3 Answer his/her questions about the facilities.
- 4 Wish him/her a good stay.

8.4 Student B Exercise 6a

Situation 1

You are in your office. You have a meeting with your colleague, Student A, at 10.30 a.m. Answer the phone and explain to your colleague that it is difficult to hear him/her because the signal is bad and he/she is breaking up. Ask your colleague to speak louder and to repeat the information.

Situation 2

You are a student in a class at college. Your lecturer (Student A) is giving you some information about your next class project. Listen to the information and ask Student A to repeat the information about

- how many words you have to write.
- when you have to finish the project.

Then ask Student A for clarification about the title of the project.

Situation 3

You are having dinner with your friend in a very noisy restaurant. Take turns to ask questions about each other's weekend. Ask your friend to speak louder and tell you the story again because you can't hear it the first time.

10.2 Student B Exercise 13

- a** Make present simple or past simple passive questions using the prompts below.
- 1 where / French fries ? (invent)
 - a USA b **Belgium** c France
 - 2 where / the first Volvo cars ? (build)
 - a **Sweden** b Norway c UK
 - 3 how many Google searches / every month ? (make)
 - a 50 billion b **100 billion** c 200 billion
 - 4 how much of the world's fresh water supply / for farming ? (use)
 - a 50 % b 60 % c **70%**
 - 5 in which country / the most coffee / per person ? (drink)
 - a **Finland** b Sweden c Brazil
- b** Answer Student A's questions. The correct answers to your questions are in **bold**. Then ask Student A your questions. Who knows the most about the production of goods around the world?

11.3 Student B Exercise 4

- a** Listen to Student A's phrases and write them down.
- b** Check that you have the correct answers.
- c** Read out the sentences and phrases below in a natural way.
- 1 He wanted to bring these two things together.
 - 2 I've always loved the sea ...
 - 3 ... and there'll be more of them ...
 - 4 I don't know ...
 - 5 ... because, you see, it's a special place.

12.1 Student B Exercise 12a

Write down the names of the following.

- 1 a friend you've known for less than a year
- 2 a nickname you've had since you were a child
- 3 a famous person you've admired for many years
- 4 a club you've been a member of for a few years
- 5 an unpleasant job you've avoided doing for a long time

Grammar reference

1.1 Question forms

1 Questions with *do* and *did*

GR1.1)))

| Auxiliary | Subject | Main verb | Short answer |
|-----------|--------------|--------------------|---------------|
| Do | you | drink coffee? | No, I don't. |
| Does | your husband | buy you presents? | Yes, he does. |
| Did | you | enjoy the concert? | No, I didn't. |

| Question word | Auxiliary | Subject | Main verb |
|---------------|-----------|---------------|---------------------------|
| When | do | your children | do sport? |
| Who | does | your sister | play tennis with? |
| How often | did | you | go on holiday as a child? |

- In *yes/no* questions we normally put the auxiliary verbs *do/does/did* before the subject. (See below for questions with *be*. *Have got* is also different.)
- We can add question words (*Who, When, How, Why*, etc.) at the start of questions.
- We can use an expression instead of a question word. Common expressions include:
How often What time What kind of (+ noun)
- We put prepositions (e.g. *to, with, from*) at the end of the question. *What music do you listen to?*

In present simple questions with *he/she/it* we don't add *-s* or *-es* to the main verb.

Does my hair look nice? NOT ~~*Does my hair looks nice?*~~

2 Questions with *be*

GR1.1))) (continued)

| Question word | <i>be</i> | Subject | | Short answer |
|---------------|-----------|-------------|------------------|--------------|
| | Are | you | hungry? | No, I'm not. |
| | Was | he | at home? | Yes, he was. |
| Who | is | your | English teacher? | |
| Why | are | our friends | late? | |

- When the main verb in a question is *be*, we change the order of the subject and the verb.
Are you OK? NOT ~~*You are OK?*~~
- We do not use auxiliary verbs in questions with the verb *be*.
Are you American? NOT ~~*Do you are American?*~~

1 Match the question beginnings 1–7 with endings a–g.

- | | |
|------------------|-------------------------------|
| 1 Where do | a your new car? |
| 2 How often does | b Peter angry? |
| 3 Where are | c food does he like? |
| 4 What time did | d you arrive home last night? |
| 5 What kind of | e Sally write in her diary? |
| 6 What colour is | f you study at university? |
| 7 Why is | g your new friends from? |

1 f 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

2 Write the sentences as questions. Add the question word in brackets where necessary.

- Laura gets up early. (When?) When does Laura get up?
- You saved a lot of money. (How much?) _____
- You both enjoy painting. (-) _____
- We are worried about Jon. (Why?) _____
- The children speak French well. (How well?) _____
- Helen was busy last weekend. (-) _____
- You remember a lot of things from school. (What?) _____
- Mum plays in the garden with her grandchildren. (Who with?) _____

3 Read the article. Write questions for the answers.

The psychologist Geert Hofstede believes that people in some cultures think about the future more than others. He wrote a questionnaire and he gave it to students from 23 different countries to find out what the students cared about. He discovered that being happy in the present is important in some cultures, but future happiness is more important for others. For example, East Asians work hard for future goals, but Americans care more about free time.

- What did Hofstede write? a questionnaire
- _____ to students
- _____ from 23 different countries
- _____ for future goals
- _____ about free time

1.2 Present simple and adverbs of frequency

1

GR1.2)))

| High frequency | | | | Low frequency |
|----------------|---------------|--------------------|-------------|---------------|
| always | most days | sometimes | hardly ever | never |
| | nearly always | every now and then | rarely | |
| | usually | occasionally | | |
| | often | | | |

We use adverbs of frequency and frequency expressions when we talk about how often we do things or how often things happen.

Specific frequency expressions:

| | | |
|------------------|---|-------------|
| once | | day |
| twice | a | week |
| three times etc. | | month, etc. |

- In positive sentences, we put adverbs of frequency (including the expressions *hardly ever* and *nearly always*) before the main verb, but after the verb *be*.
- In negative sentences, we put adverbs of frequency after auxiliary verbs (*do/does*), but we put *sometimes* before the auxiliary.
- In questions, we put the adverb of frequency after the subject.

2

GR1.2))) (continued)

| Positive | Negative | Question |
|---|---|--|
| I always work in the morning. | I don't always work in the morning. | Do you always work in the morning? |
| I'm always tired on Friday evenings. | I'm not always tired on Friday evenings. | Are you always tired on Friday evenings? |

We put frequency expressions such as *most days* or *every now and then* at the beginning or at the end of a sentence.

I cook a nice meal **every now and then**. NOT ~~I cook every now and then a nice meal.~~

Use a positive verb with *never*.

I am **never** late. NOT ~~I'm not never late.~~

1 Circle the best option.

- 1 I need music when I run so I always / *occasionally* take my MP3 player with me.
- 2 It *usually* / *sometimes* rains when we go camping, but not often.
- 3 My doctor is angry because I *hardly ever* / *often* do exercise.
- 4 Paul *rarely* / *nearly always* swims in the sea if the weather's nice.
- 5 I *occasionally* / *never* go to large sports events – I quite like them.
- 6 We *often* / *sometimes* have a coffee after we go to the gym, but most days we don't.
- 7 We're not really into computer games, but we play them *every now and then* / *every day*.

2 Make questions or statements in the positive or negative form.

- 1 James / be / nearly always / at the gym (?)
Is James nearly always at the gym?
- 2 my parents / often / go on Facebook (-)
- 3 I / never / do karate (+)
- 4 his brother / occasionally / play / cards in the evening (?)
- 5 Katy / be / usually / keen on watching basketball (-)
- 6 Sandra and I / sometimes / go out for a meal on weekdays (-)
- 7 Ben / always / happy / when he wins his chess matches (+)
- 8 you / both / swim / every now and then (?)

3 Rewrite the underlined sentences. Use the adverbs in brackets.

Training to run a marathon isn't easy. ¹ Marathon runners train four to six days a week for six months before they run their first race. ² They are not satisfied with their performance in their first marathon. In addition to training, ³ they eat healthy food and ⁴ have rest days. ⁵ They need a lot of support from their families, but ⁶ their families find it difficult because they spend so much time training.

- 1 Marathon runners nearly always train four to six times a week (nearly always)
- 2 _____ (usually)
- 3 _____ (nearly always)
- 4 _____ (once or twice a week)
- 5 _____ (sometimes)
- 6 _____ (often)

2.1 Present simple and present continuous

1 Positive and negative statements

GR2.1)))

| | Subject | Auxiliary | Main verb | |
|---------------------|---------|----------------|-----------|-------------------------|
| Present simple: | | | | |
| + | I | | leave | my house at 8 a.m. |
| | She | | gets | home at 7 p.m. |
| - | He | doesn't | like | fish. |
| | We | don't | buy | our food in the market. |
| Present continuous: | | | | |
| + | I | am | crossing | now. |
| | She | is | enjoying | the music. |
| - | We | aren't | shopping | at the moment. |

2 Questions

GR2.1))) (continued)

| | Auxiliary | Subject | Main verb | |
|---------------------|------------|---------|-----------|--------------------------------|
| Present simple: | | | | |
| | Do | you | give | money to people in the street? |
| Present continuous: | | | | |
| | Are | you | working | today? |

- We use the present simple to talk about routines and things that are always true.
- We use the present continuous to talk about things that are happening now or around now.
- We do not usually use the present continuous with stative verbs. Common stative verbs include verbs that describe:
Feelings: *like, love, hate, feel*
Desires: *prefer, want, need*
Thoughts: *understand, know, believe, remember, forget, agree, realize*
States: *exist, cost, seem, be, mean, belong, own*

- 1 Circle the correct option.

Living on the streets

A hundred million people around the world ¹ are living / live on the streets at the moment, on dirty pavements or outside shops. Of course, the problem is very serious in poor countries, but it ² *exists* / *is existing* in rich countries, too. In Europe, 3 million people ³ *sleep* / *are sleeping* on the streets right now. There are many causes: some, for example, ⁴ *have* / *are having* no home after a period in prison or when they have arguments with family. Unfortunately, the problem ⁵ *isn't going* / *doesn't go* away and this is partly because houses ⁶ *cost* / *are costing* a lot nowadays. However, charities ⁷ *work* / *are working* hard, especially in the winter, to put roofs over people's heads and to improve the lives of people on the street. This year, there are many interesting projects. For example, charities around the world ⁸ *are organizing* / *organize* a huge football competition for people with no home.

- 2 Complete the sentences with the correct form of the words in brackets.

- 1 Tourists always visit (always/visit) the large department stores.
- 2 We _____ (sit) in Brown's Café now - come and have a coffee with us!
- 3 The roads are busy because people _____ (return) from work at the moment.
- 4 _____ (you/usually/meet) friends in a café?
- 5 I _____ (not/usually/visit) the city centre at weekends.
- 6 The band _____ (not perform) here next week.
- 7 Nowadays, many people _____ (go) to out-of-town shopping centres.
- 8 _____ (you and Sarah/do) the shopping right now?

- 3 Rewrite the sentences in the present continuous. Write *not possible* where the present continuous can't be used.

- 1 I love this place. Not possible.
- 2 I enjoy living here. _____
- 3 Smartphones don't cost much these days. _____
- 4 I work in a factory. _____
- 5 I understand this painting now. _____
- 6 I prefer to buy fruit in the market. _____
- 7 People drive quickly down our street. _____
- 8 I watch football on my laptop. _____

2.2 Identifying relative clauses

GR2.2)))

- 1 The woman **who** took the photos is my aunt.
- 2 The blog **that** he writes is really interesting.
- 3 This is the shop **where** Susan bought her laptop from.

Identifying relative clauses tell us the person, place or thing we are talking about. We can't understand what the sentence is about without this information.

- We use the relative pronouns *who* or *that* to talk about people.
*The people **who/that** live at number 23 are very kind.*
- We use the relative pronouns *which* or *that* to talk about things.
*The object **which/that** is most special to me is my ring.*
- We use *where* to talk about places.
*Tiree is the island **where** my parents met.*

We use the pronoun *which* or *that* when a place is the subject or direct object of the identifying clause.

This is the house which we bought.

NOT ~~*This is the house where we bought.*~~

- When an identifying relative clause has a subject, we don't add an object pronoun.

*This is the man **who** I met at the wedding.*

NOT ~~*This is the man who I met him at the wedding.*~~

- We write the identifying clause immediately after the noun or noun phrase it identifies.

*The room **that** I sleep in is big.*

NOT ~~*The room is big that I sleep in.*~~

- 1 Complete the text using *which*, *who* or *where*.

Bad house designs

Modern houses are often sad and dark places. One of the biggest mistakes ¹ *which* people make is having too many rooms ² _____ they put boxes of rubbish ³ _____ they don't use. These become closed, dark spaces ⁴ _____ make them feel bad. Rich people ⁵ _____ care about their image also enjoy having a wardrobe ⁶ _____ you can walk into. But architects say these create ugly, closed areas ⁷ _____ don't take you anywhere. People ⁸ _____ live in cities have another problem – few windows. Windows are not so important in cities ⁹ _____ have bad air quality, but spaces ¹⁰ _____ natural light comes in are better for health and for the environment because lights use a lot of energy.

- 2 Add the relative clause to the correct place in the sentence. Show the position with *λ*.

1 Can you light the candle *λ* and put it over there?
that we bought

2 In the old museum there are some rooms.
that you mustn't enter

3 The man and woman are lovely people.
who bought our house

4 This is the gallery with the famous painting.
which cost 7 million dollars

5 The park is on the other side of the town.
where people go jogging

6 Stephen is the man in the office.
that I play tennis with

- 3 Rewrite the two sentences as one. Use an identifying clause.

1 This is the new rug. We bought it last week.
This is the new rug which/that we bought last week.

2 Mr Reynolds is the architect. He designed our home.

3 In the bedroom there is a chest of drawers. You can put your things there.

4 This is the room. We study in here.

5 I wouldn't like to stay in a house. It doesn't have a bathroom.

6 Who is the boy? He lives opposite us.

7 There are two towns near here. They have railway stations.

3.1 Past simple

GR3.1)))

- The plane **took off** half an hour late, but **landed** on time.
- I **didn't sleep** very well last night.
- Did** you fall **down** the stairs?

| Regular verbs | Past simple form | Example |
|---|----------------------------|-------------------------------------|
| most verbs | + -ed | I entered ed the lift. |
| ends in -e | + -d | She decided d to jump. |
| ends in consonant + -y | y → i + -ed | You copied ed my research. |
| ends in vowel + -y | + -ed | We enjoyed ed the trip. |
| ends in short vowel + consonant | double last letter + -ed | They planned ed the holiday. |
| Negatives (except <i>be</i> and modals) | didn't + infinitive | He didn't sleep well. |
| Questions (except <i>be</i> and modals) | did + subject + infinitive | Did you enjoy it? |

- Verbs can be regular or irregular. Irregular verbs don't follow the rules for forming the past simple. Look at the examples.
Regular: *watch* → *watched*, *marry* → *married*, *dive* → *dived*, *land* → *landed*
Irregular: *go* → *went*, *get* → *got*, *set* → *set*, *take* → *took* (see the irregular verbs table on page 166)

- We use the past simple for finished actions in the past. We often use it to tell stories.

*She **left** the house early in the morning.*
*He **didn't enjoy** the experience.*
***Did** she **take** a long time?*

The past simple doesn't change form in the third person, except for the verb *be*.

*She **wore** a beautiful dress.*

NOT *She **wores** a beautiful dress.*

- Write the past simple form of these verbs.

- | | | | |
|---------|-------------|---------|-------|
| 1 grow | <u>grew</u> | 7 take | _____ |
| 2 copy | _____ | 8 need | _____ |
| 3 move | _____ | 9 write | _____ |
| 4 cut | _____ | 10 play | _____ |
| 5 watch | _____ | 11 do | _____ |
| 6 wear | _____ | 12 chat | _____ |

- Complete the biography with the past simple form of the verbs in brackets.

Valentina Tereshkova – the first female astronaut

Career timeline:

1955 At eighteen, Valentina Tereshkova ¹ joined (join) a parachuting club.

1961 She ² _____ (apply) to become an astronaut six years later. At that time, the space program of the Soviet Union ³ _____ (begin) to look for women astronauts – they ⁴ _____ (want) to be the first country to send a woman into space.

1961 Yuri Gagarin ⁵ _____ (select) Tereshkova to train as an astronaut the same year. But it ⁶ _____ (be) a secret – her mother ⁷ _____ (learn) about it on the radio!

1963 On 16 June, Tereshkova flew into space. She ⁸ _____ (travel) around the Earth forty-eight times before returning to Earth.

1963 She ⁹ _____ (marry) astronaut Andrian Nikolayev in November.

1964 They ¹⁰ _____ (have) a daughter, Yelena – the first child of two astronauts.

- Rewrite the sentences in the negative form (-) or as questions (?).

- Armstrong landed on the moon in 1967. (?)
Did Armstrong land on the moon in 1967?
- She dived into the freezing pool. (?)

- The passengers were all from Russia. (-)

- We got tired after running 5 km. (-)

- Our children played in the tree house all afternoon. (?)

- I had a bad experience on the journey. (-)

- Paula ate a delicious meal in the restaurant. (?)

- They spent the afternoon watching tennis. (-)

3.2 Past simple and past continuous

1 Positive and negative statements

GR3.2)))

| | Subject | Auxiliary | Verb | |
|------------------|---------|---------------|----------|--------------------------------|
| Past simple: | | | | |
| + | I | | left | the airport in a taxi. |
| - | We | didn't | buy | a ticket. |
| Past continuous: | | | | |
| + | I | was | walking | in the mountains. |
| - | We | were | planning | our holiday yesterday evening. |
| - | He | wasn't | sleeping | at 1 p.m. |

2 Questions

GR3.2))) (continued)

| | Auxiliary | Subject | Verb | Short answer |
|------------------|-------------|---------|-------|-------------------------------|
| Past simple: | | | | |
| | Did | you | get | cold in the sea? Yes, I did. |
| Past continuous: | | | | |
| | Were | you | doing | something nice? No, I wasn't. |

- We use the past continuous to talk about actions which were unfinished at a past time.
*At 3 p.m., she **was** still **packing** her bags.*
- We use the past simple for finished actions and things that happened one after another.
*I **got** into the car, **shut** the door and **started** the engine.*
- We use the past simple for repeated past actions or completed past actions.
*He **flew** to Egypt three times.
She **waited** for him for 30 minutes.*
- We often use the past simple and past continuous together. We use the past continuous for the longer action. We use the past simple for a shorter action that happened at the same time as the longer action.
*While I **was sitting** on the train, I **made** a phone call.*
- In these cases, we often use the words *when*, *while* or *as* to introduce the longer action.
*He called his friend **as** he walked down the street.*

Stative verbs are not used in the past continuous.

He did a puzzle while we were on holiday.

NOT *He did a puzzle while we were being on holiday.*

1 Choose the correct option.

Young hero

One evening, 10-year-old Marc *did / was doing* his homework when he ¹ *noticed / was noticing* the house across the street ² *was / was being* on fire. His father, Eddy, ³ *helped / was helping* with a particularly difficult exercise at the time and when Marc ⁴ *told / was telling* him what he could see, they both ⁵ *ran / were running* across the street to help. The mother and father who ⁶ *lived / were living* in the house ⁷ *stood / were standing* outside, but their 10-year-old son ⁸ *was / was being* upstairs in his bedroom. The fire ⁹ *got / was getting* worse. Eddy ¹⁰ *got / was getting* a ladder and while he ¹¹ *held / was holding* it, Marc ¹² *went / was going* up, ¹³ *broke / was breaking* the bedroom window and ¹⁴ *helped / was helping* the boy down to safety. Eddy is very proud of what Marc ¹⁵ *did / was doing*. After the fire, everyone ¹⁶ *said / was saying*, 'I think he's a real hero!'

2 It was 9.50 a.m. yesterday and people were waiting for the ski lift to open. Complete the sentences about them using a word from the box in the past continuous.

feel plan cry lie ~~send~~ put take

- Some teenagers were sending messages on their mobiles.
 - A young girl _____.
 - Some people _____ on their skis.
 - An older man _____ photos of the mountains.
 - Some families _____ their day.
 - A boy _____ to a girl about his skiing.
 - The skiers _____ cold.
- 3 Write positive and negative sentences and questions using the past simple and past continuous.
- we / drive / when / the sun / come up
We were driving when the sun rose.
 - the balloon / land / when / the accident happen ?

 - I / not put / my hand up / while / the teacher / talk

 - Dad / walk / down the stairs / when / he / fall ?

 - while / you / climb / the Eiffel Tower / you / feel / ill ?

 - Paul / drop / his ticket / as / he / get off / the train

 - we / not wear / jackets / when / the rain / start

4.1 Verbs with *-ing* and *to*

GR4.1)))

| Subject | Main verb | <i>-ing</i> form/infinitive | |
|---------|------------|-----------------------------|------------------|
| I | enjoy | swimming | in the morning. |
| He | hopes | to win | the competition. |
| They | go | jogging | every evening. |
| We | don't like | to watch | football on TV. |

- We sometimes use a second verb after a main verb. In these cases the second verb is usually an infinitive with *to* or an *-ing* form.
- We usually use the *-ing* form after verbs for discussing likes and dislikes, such as:
like, love, hate, enjoy, can't stand
*I **enjoy eating** seafood.*
- We also normally use the *-ing* form after these common verbs:
imagine, keep, go, stop
*I **keep losing** my keys.*
- We use the infinitive with *to* after verbs for discussing intentions and decisions, such as:
hope, plan, want, would like, agree, decide
*She **hopes to start** her own business soon.*
*They **decided to move** flat last year.*
- We also use the infinitive with *to* after these common verbs:
learn, need
*He **only learnt to swim** when he was in his early twenties.*
*Heidi **needs to pass** all her exams before she can become a doctor.*

The second verb never changes form.
*Penny **decided to take** the exam.*
NOT *Penny ~~decided to takes~~ the exam.*

- 1 Do we use the infinitive with *to* or the *-ing* form with these verbs? Put them in the correct place in the table.

| | | |
|---------|-------------|---------|
| hate | can't stand | imagine |
| agree | like | hope |
| need | keep | want |
| 'd like | plan | |

| infinitive with <i>to</i> | <i>-ing</i> form |
|---------------------------|------------------|
| <i>agree</i> | <i>hate</i> |

- 2 Read the article about living alone. Circle the correct option.

More and more people are deciding ¹ to live / *living* alone, but why? There are two main reasons. Firstly, fewer people want ² *to get* / *getting* married or live with partners now. Secondly, as societies keep ³ *to get* / *getting* richer, people don't need ⁴ *to share* / *sharing* the cost of living with a partner. There are also many advantages to living alone. In particular, many people enjoy ⁵ *to have* / *having* peace and quiet, especially after a busy day at work. However, it can be very expensive. People who live alone often decide not ⁶ *to buy* / *buying* luxury items so they can pay the rent, and most people say they wouldn't like ⁷ *to be* / *being* alone in old age. It's a decision we must make carefully.

- 3 Complete the sentences with a verb from the box in the correct form.

move be have take leave **swim** retire get live change

- I'm learning to swim because I'd like to go sailing this summer.
- I hate _____ house.
- We're planning _____ a baby next year.
- My husband agreed _____ when he's 67.
- Are you hoping _____ home when you get a job?
- David must stop _____ careers.
- Beth and Alain like _____ together.
- I would like _____ up running.
- They decided _____ married on a beach.
- I can't imagine _____ an old person.

4.2 Going to and present continuous for the future

1 Positive/negative forms

GR4.2)))

| | Subject | Auxiliary | | Main verb | |
|---------------------|---------|-----------|----------|-----------|------------------------|
| Present continuous: | | | | | |
| + | We | are | | having | dinner at 8 p.m. |
| - | He | isn't | | meeting | anyone this evening. |
| be going to: | | | | | |
| + | I | am | going to | have | a drink. |
| | She | is | going to | ask | a technician for help. |
| - | We | aren't | going to | watch | a DVD. |

2 Questions

GR4.2))) (continued)

| Auxiliary | Subject | | Main verb | |
|---------------------|---------|----------|-----------|---------------------|
| Present continuous: | | | | |
| Is | he | | staying | here for two weeks? |
| be going to: | | | | |
| Are | you | going to | finish | your food? |

- We can use *going to* or the present continuous to talk about future plans. Both forms are often possible and are very similar.
- When the plan has a fixed time and/or place we usually use the present continuous. These plans normally include other people.
I'm meeting Gary in the internet café at 10 a.m.
- We usually use *going to* when we talk about plans or intentions with no time or place.
I'm going to get a new PC.

We often prefer the present continuous with the verb *go*:
I'm going to the computer room after the lesson.
NOT ~~*I'm going to go to the computer room after the lesson.*~~

- 1 Complete the text about a family weekend with the correct form of *going to*.

My family ¹ *are going to stay* (stay) at home this Saturday afternoon. However, we ² _____ (not spend) the time together, thanks to the internet. I ³ _____ (do) some research online on my laptop; my daughter and her friends ⁴ _____ (make) videos and post them on YouTube; and what ⁵ _____ (my son/do)? Play online computer games, of course! Meanwhile, my wife ⁶ _____ (watch) her favourite soap opera on the tablet. When I asked her, 'What ⁷ _____ (we/eat) tonight?' she replied, 'I ⁸ _____ (not cook) today.' So later, we ⁹ _____ (order) some Chinese food from justeat.com. It's delicious!

- 2 Look at Mike's diary for today. Complete the information using the present continuous.

8.30 a.m. *go jogging with Cathy*
10.30 a.m. *relatives from Spain arrive*
12 p.m. *meet daughter for lunch*
2 p.m. *play tennis with Joe (cancelled)*
3 p.m. *chat with friend (you!) online*
5 p.m. *free!*

- Mike *is going jogging* with Cathy at 8.30 a.m.
- His relatives from Spain _____ at 10.30 a.m.
- Mike's daughter _____ him for lunch at 12.
- Joe and Mike _____ tennis at 2 p.m.
- I _____ with Mike online at 3 p.m.
- _____ anything at 5 p.m.? No, he _____.

- 3 Write statements or questions with the present continuous or *going to*.

- I / update my Facebook page later
I'm going to update my Facebook page later.
- we / have a chat online / at 9.30 p.m.

- you / share that photo of us?

- Akemil / not go on holiday / this year

- Ella and I / not get married / on the 5th July, but on the 6th!

- you and Roberta / call / when you arrive?

- my brother / go / into hospital this evening

- what time / taxi / come / tomorrow?

5.1 Articles

GR5.1)))

- 1 He works for **an** American company.
- 2 We waited for **an** hour, but he didn't come.
- 3 A I bought **a** tablet and **a** smartphone yesterday.
B Was **the** tablet expensive?
- 4 Neil Armstrong walked on **the** moon in 1969.
- 5 Could you open **the** window, please?
- 6 Museums are more interesting than art galleries.

- We use *a/an* with singular countable nouns to talk about a person or thing for the first time. We use *an* if the next word (the noun or its adjective) has a vowel sound.

*We bought **a** new sofa yesterday.
I need **an** old bicycle.*

A few nouns start with the vowels 'e' and 'u' but have the consonant sound /j/ so we use *a*, not *an*, before them. Also, some nouns have a silent 'h' and so we put *an* before them:

*The bus only costs a euro.
NOT ~~The bus only costs an euro.~~*

- We use *the* before a noun (singular or plural) when the listener or reader knows what we are talking about. This can be because:
 - a we have talked about the thing(s) before.
*Grandma gave me her rings and watch. **The** watch is gold;
the rings are silver.*
 - b there is only one of the thing.
*We put our new clock in **the** living room. (There is only one living room.)*
 - c what we are talking about is obvious.
***The** twins love their new toys. (There is only one pair of twins in the family.)*
- There is no article when you talk about plural and uncountable nouns in general.

***Knives** are dangerous.
I love old **furniture**.*

We don't often begin sentences with *a/an* when we describe present situations. Use *there is/was*.

*There's a camera on the table.
NOT ~~A camera is on the table.~~*

- 1 Complete the sentences with *a* or *an*.
 - 1 There's a piano in the dining room.
 - 2 I found _____ pair of earrings on the ground.
 - 3 Do you have _____ map of London I could borrow?
 - 4 Don't forget to take _____ umbrella in case it rains.
 - 5 They need _____ adaptor for their phone.
 - 6 American cars are too big. I'd prefer _____ European one.
 - 7 Using a smartphone is _____ useful way to help you learn English.
 - 8 There's _____ opera house in the city centre.
- 2 Complete the sentences with *the* or *-*.
 - 1 The glasses that you bought look good.
 - 2 I think _____ information is always useful.
 - 3 _____ garden next door is beautiful.
 - 4 Who gave you _____ money for your birthday?
 - 5 We saw some nice houses, but I can't remember _____ addresses.
 - 6 I don't like _____ olives.
 - 7 I went to _____ dentist today.
 - 8 Apparently, _____ tap water in the hotel isn't clean.
- 3 Complete the article about the Lewis Chessmen with *a/an*, *the* or *-*.

In 1831 on the island of Lewis, ¹ a man called Malcolm Macleod from ² _____ town of Pennydonald in Scotland found ³ _____ old box of pieces for playing ⁴ _____ game of chess on ⁵ _____ empty beach near ⁶ _____ town. Some say his cow found ⁷ _____ box! ⁸ _____ pale, red and white figures of kings, soldiers and horses are large and very beautiful. ⁹ _____ Norwegian artist probably made them in around 1150 because at that time, ¹⁰ _____ island was part of Norway. He used ¹¹ _____ teeth of ¹² _____ whales and painted half of them red. You can see ¹³ _____ Lewis Chessmen in ¹⁴ _____ museums in Edinburgh and London.

5.2 Quantifiers

GR5.2)))

- 1 I need **some** money to pay my bills.
- 2 Do you have **any** Chinese coins in your collection?
- 3 There are **a few** receipts in my wallet.
- 4 I don't carry **too much** cash with me.
- 5 Do you have **enough** change for the bus?

- We use quantifiers before nouns to talk about how much of something there is.
- We use *some* and *any* before countable or uncountable nouns when we don't want to be specific about quantities. We usually use *some* in positive sentences and *any* in negative sentences and questions.
Some bills have arrived. I haven't got any time.
Have you got any money?
- We use *some* for offers and requests.
Would you like some pocket money? Could I have some coins?
- We use *a lot of* or *lots of* when we want to describe a large amount; we use *a few* and *a little* when we want to describe a small amount.

| | Countable nouns | Uncountable |
|----------------|---|--|
| Small quantity | There are a few banks in the town. | I have a little money in my wallet. |
| Large quantity | We've got a lot of bank notes. | He's got a lot of money. |

- We use *many* before plural nouns and *much* before uncountable nouns usually in questions and negative sentences.
Are there many people in the queue? Yes, and we haven't got much time.
- We use *too much* or *too many* when we want to say the quantity is larger than we want or need. There is often a negative consequence. We use *too many* before countable nouns and *too much* before uncountable nouns.
There are too many shops here – we can't go to them all. I did too much shopping yesterday – I haven't got any money now.
- We use *enough* when we want to say 'all that is necessary'.
Have you got enough chairs for everyone?

We put the quantifier before the noun.

I haven't got enough time.

NOT ~~*I haven't got time enough.*~~

- 1 Complete the sentences with *some* or *any*.

- 1 Have you got any coins?
- 2 They don't want _____ help from us.
- 3 Do you have _____ euros in your wallet?
- 4 Would you like _____ coffee? It isn't expensive.
- 5 I need _____ time to relax.
- 6 We don't have _____ expensive clothes.

- 2 Complete the phrases with *a few/a little* or *a lot of*.

- 1 £12 billion = a lot of money
- 2 3 x 2 cents = _____ coins
- 3 -£15 = _____ debt
- 4 £10 m in cash = _____ bank notes
- 5 2013–2015 = _____ years
- 6 14 hours on a plane = _____ time

- 3 Complete the sentence with *too much/too many* or *not enough* and the verb in brackets.

- 1 I don't have enough (have) money to go out tonight.
- 2 I _____ (keep) cash in my house. It's safer in a bank.
- 3 There _____ (be) people on the bus. It's really crowded!
- 4 Lee thinks his boss _____ (get) money!
- 5 There _____ (be) jobs for everyone, so there is a lot of unemployment.

- 4 Read the interview with Ms Shaw, a money expert, about borrowing money. Circle the correct quantifier.

| | |
|--------------------|---|
| Interviewer | ¹ <i>Enough / <u>A lot of</u> / A few</i> of us, millions in fact, are now getting into debt. Why is this happening? |
| Ms Shaw | Well, people don't earn ² <i>too much / a little / enough</i> money. They can't afford to pay the bills. |
| Interviewer | But most banks don't give ³ <i>any / some / a little</i> money to poor customers, so how do they get into debt? |
| Ms Shaw | That's true, but there are now ⁴ <i>some / a lot of / enough</i> companies on the internet – over a hundred – that are happy to give poorer workers ⁵ <i>a little / much / too much</i> cash each month. |
| Interviewer | How ⁶ <i>many / much / lots of</i> money are the companies giving them? |
| Ms Shaw | Not much, but it's an expensive way of borrowing and ⁷ <i>lots / a few / enough</i> people can't pay it back because they owe ⁸ <i>some / too much / a little</i> money. The companies soon start sending ⁹ <i>some / a few / much</i> very large bills. |

6.1 Making comparisons

GR6.1)))

- Pilar is **smarter than** I am.
- I'm **more creative than** my brother, but **less creative than** my sister.
- Mrs Fiore is **the most patient** person I've ever met.
- They are **the least sociable** students in the class.
- Evan isn't **as confident as** me.

Most single-syllable adjectives have a comparative form with *-er* at the end, and a superlative form ending with *-est*. We use *more/most* with longer adjectives.

| Type of adjective | Comparative | Superlative |
|--|-----------------------|-----------------------|
| One syllable ending <i>-e</i> | nicer | nicest |
| One syllable ending with one vowel + one consonant | hotter | hottest |
| One syllable | longer | longest |
| One or two syllables ending <i>-y</i> | happier | happiest |
| Two or three syllables | more helpful | most helpful |
| | more fantastic | most fantastic |

- There are some exceptions, e.g. *bored – more bored*, and some adjectives are irregular, e.g. *good – better – best*, *bad – worse – worst*, *far – further – furthest*.
- The opposite of *more* is *less* and the opposite of *most* is *least*. *Less/Least* can also be used with short adjectives, e.g. *least shy* (= most confident), *less tidy* (= untidier).
- We use comparative adjectives (+ *than*) to compare people and things with other people and things.
My brother is lazier than me.
Children are more sociable than adults.
We're less lazy than the Jones family.
- We use superlative adjectives (usually with *the*) to compare people and things with the whole group.
He is the most confident person in the family.
I am the least shy student in the class.
You're the best mum in the world.
- We use *not as + adjective + as* to say that two things or people are not equal in some way:
I'm not as happy as Amy. (Amy is happier than me.)
- We use *(just) as ... as* to say two things or people are equal in some way:
Alan is (just) as creative as David. (They are equally creative.)

After *than* we use an object pronoun:
Our cousins are younger than us.
NOT *Our cousins are younger than we.*

- The researchers Friedman and Rosenman said there were two personality types, A and B. Write sentences comparing type A and type B people, using the words in brackets.

| Type A | Type B |
|------------------------|-----------------------|
| worried (about status) | satisfied (with life) |
| angry | calm |
| hard-working | patient |
| bad health | good health |

- (worried) *Type A people are more worried about status than Type B people.*
- (satisfied) _____
- (calm) _____
- (angry) _____
- (patient) _____
- (have/bad health) _____

- Complete the sentences using comparative or superlative forms.

- Sue is hard-working. Gary is lazy.
Gary *is lazier than Sue*.
- I am clever. The others in my family are stupid.
I _____.
- Maria is unsociable. Javier is sociable.
Javier _____.
- The men in the class are shy. The women are confident.
The men _____.
- My chair's big. The others in the office are small.
My chair's _____.
- This car's large. The others in the showroom are small.
This car _____.
- My house is far from the school. Your house is close.
My house _____.

- Rewrite the sentences using *(just) as ... as*.

- I am more introverted than my friends.
My friends are not as introverted as me.
- My parents are better educated than my grandparents.

- Her children are more creative than my children.

- Helen is the least confident person in her family.
_____ others in the family.
- Rome and Rio de Janeiro are equally interesting.

6.2 Present perfect simple and past simple

1 Present perfect

GR6.2)))

- I **have travelled** around the world.
- He **hasn't met** our cousins.
- A **Have** you **talked** to my brother?
B Yes I **have**.

We make the present perfect simple with the auxiliary *have* and the past participle of the verb.

2 Past simple

GR6.2))) (continued)

- I **travelled** around Asia five years ago.
- He **didn't meet** our cousins in 2011.
- A **Did** you **talk** to my brother?
B Yes I **did**.

- We use the present perfect simple to talk about an action or situation in the past when we don't know the exact time or it isn't important. We use the past simple to talk about a specific time in the past.

*I **have invited** our in-laws for dinner.*

*I **wrote** to the Admissions Office yesterday.*

- We often use *ever* and *never* with the present perfect simple when we talk about experiences. We put them between the auxiliary and the past participle. *Ever* (in questions) means 'at some time in your life'. *Never* means 'at no time up to now'.

*Have you **ever** been to India? No, I've **never** been there.*

*We don't use **not** and **never** together.*

*I **have never** been to Turkey. NOT ~~I haven't never been to Turkey.~~*

- We often use the present perfect simple to start a conversation about our experiences. If we want to ask about or give more details, we use the past simple.

***Have you ever visited** your cousins in Canada?*

*Yes, we **went** there last year.*

Present perfect simple with *just*, *already* and *yet*

- We use *just* for something which happened very recently. We put it between *have/has* and the past participle.
*I've **just** got here.*
- We use *already* for something which happened before now and earlier than expected. We usually put it before the main verb.
*Winter has **already** arrived in Alberta!*
- We use *yet* in negative sentences and questions, for something we expected to happen before now or that we plan to do but haven't up to now. We put it at the end of the sentence.
*Have you seen any good matches **yet**?*

1 Write the past participles of these verbs.

- | | | | | | |
|-----------------|-------------|---------|-------|---------|-------|
| 1 keep | <u>kept</u> | 5 leave | _____ | 9 read | _____ |
| 2 know | _____ | 6 take | _____ | 10 put | _____ |
| 3 make | _____ | 7 think | _____ | 11 buy | _____ |
| 4 go (+ return) | _____ | 8 write | _____ | 12 give | _____ |

2 Complete the sentences with the present perfect or past simple form of the verb in brackets.

- Have you ever been (you ever/go) to Julia's house?
Yes, I went (go) there last year.
- We _____ (visit) Croatia in June. _____ (you/ever/have) a holiday there?
- The Jones family _____ (never/buy) a computer.
- _____ (you and your wife/eat) in Da Vinci's restaurant before? Yes, _____.
- There _____ (never/be) a doctor in this English class.
- _____ (you/ever read) *1984*? No, but I _____ (see) the film two years ago.

3 Write the sentences in the present perfect. Use the word in brackets.

- about 30% / of students / in my class / apply for a job (already)
About 30% of students in my class have already applied for a job.
- you / check / your emails ? (yet)

- Helen / play / computer games online (never)

- we / start using / Twitter (just)

- I / see / the news today (already)

- Adam / update / his blog (just)

- we / not got / an email from the hotel (yet)

7.1 Prediction (will, might)

Positive

GR7.1)))

| Subject | will/might | Infinitive | |
|------------------|------------|------------|------------------------|
| People | will | use | public transport more. |
| Public transport | might | be | more crowded soon. |

Negative

| Subject | will/might | Infinitive | |
|---------|------------|------------|---------------------------|
| Driving | won't | be | dangerous one day. |
| Workers | might not | travel | to offices in the future. |

Questions

| will | Subject | Infinitive | |
|------|---------|------------|----------------------|
| Will | planes | fly | without pilots soon? |

The form of *will* and *might* stays the same and doesn't change according to the subject.

- We use *will* or *won't* + infinitive without *to* when we make guesses or predictions about the future. We often use *I think/believe ...* or *I don't think/believe ...* to introduce a prediction.
I think we will all drive electric cars in the future.
- We can use *probably* after *will* and before *won't* to make the prediction a little less certain and *definitely* to make it more certain.
He'll probably pass his driving test.
The design of buses definitely won't change.
- We can also use *might* or *might not* + infinitive without *to* when we make predictions that we are less sure about.
People might travel less in the future.
I might not need my car at the weekend.
- We don't usually use direct question forms with *might*.
Do you think (that) train travel might become cheaper one day?

We normally contract *will* to *'ll* after personal pronouns, but not after nouns.

The team will probably fly there. It'll be faster than the train.
NOT *The team'll probably fly there. it will be faster than the train.*

1 Complete the sentences with the correct form of *will*.

People are searching for a greener form of air transport. Some experts think large balloons that can carry people, called 'airships', are a solution. Here are some recent predictions.

- Airships land and take off straight up from the ground so they ¹ will carry people and things to places with no airports, like the Arctic.
- They are comfortable and quiet so airships ² _____ (be/probably) popular for luxury travel.
- Airships are very slow so planes ³ _____ (not disappear).
- Airships can carry things across short distances so ⁴ _____ (transport) cars across water, like ferries.
- Airships travel at 100 mph so it ⁵ _____ (take) a whole day to travel from New York to Los Angeles.
- They can only carry 12 people so trips ⁶ _____ (not be/probably) cheap.

2 Write the sentences with *might* or *might not*.

- we / use / flying cars one day (+)
We might use flying cars one day.
- John / be / tired when he arrives (+)

- our ferry / be / on time (-)

- cars / need drivers in the future (-)

- there / be / international airports in all towns (+)

- you think / Arctic / become a popular holiday place (?)

- they / serve / food on the plane (-)

3 Circle the correct option.

- Some people are sure that business travel will / might decline.
- Will / Might more people own cars?
- We will / might go by train, but it'll probably be too expensive.
- I think we 'll / might definitely use the same tickets for all types of transport soon.
- Jon thinks we probably won't / might not need to travel to shops one day.
- All experts believe holidays might / will become shorter and more regular.
- I think robots will / might check passports in airports, but they probably won't.

7.2 something, anyone, everybody, nowhere, etc.

GR7.2)))

- 1 **Something** is wrong, but I don't know what.
- 2 I can't find my keys. I've looked **everywhere**.
- 3 **No one** visited her while she was in hospital.
- 4 Has **anybody** called?

| | One | All | None | None (negatives and questions) |
|---------------|----------------------|------------------------|-------------------|--------------------------------|
| People | somebody/ someone | everybody/ everyone | nobody/ no one | anybody/ anyone |
| Places | somewhere | everywhere | nowhere | anywhere |
| Things | something | everything | nothing | anything |

The endings *-body* and *-one* have the same meaning. There is no difference between them.

- We use *some-* with *-one/-body*, *-where*, *-thing* to talk about a person, place or things when we aren't talking about a specific one.
*We are going **somewhere** in France, but we haven't decided where yet.*
***Somebody** rang, but they didn't leave their name.*
The endings *-body* and *-one* have the same meaning, but *-body* is a less formal and we don't usually use it in writing.
- We use *every-* with *-one/-body*, *-where*, *-thing* to talk about all people, places or things.
***Everything** in this market is cheap.*
*I contacted **everyone** to tell them.*
No- or any- with -one/-body, -where, -thing mean no people, places or things.
We use *no-* with a positive verb and *any-* with a negative singular verb or in a question.
***Nobody** in my family cycles to work.*
*I don't know **anything** about it.*
*Is there **anywhere** to buy a sandwich near here?*
- We can give extra information about these words by adding adjectives, infinitives (with *to*) and relative clauses:
*Let's go **somewhere hot** = Let's go to a hot place*
*I need **something to drink** = I need a drink*
*A receptionist is **someone who meets you when you arrive**.*
- When we use these words as subjects, we use singular verbs.
*Everyone **hates** waiting.*

1 Circle the correct option.

- 1 There isn't *nobody* / *anybody* at reception.
- 2 *Nobody* / *Everybody* checked our tickets on the train.
- 3 We went *something* / *somewhere* nice to eat.
- 4 James looked *nowhere* / *everywhere* for his phone.
- 5 I don't want to stay *somewhere* / *anywhere* that's expensive.
- 6 There isn't *anything* / *nothing* to do in my village.
- 7 *Everything* / *Anything* is so expensive here!
- 8 Will *anyone* / *someone* help us with our heavy luggage?
- 9 *No one* / *Everyone* in Dublin was so friendly. I really want to go back again.

2 Replace the underlined words with a word starting with *some-*, *any-*, *no-* or *every-*.

- 1 The restaurant's empty. There isn't another person here!
anyone
- 2 Not one person checked our tickets on the bus. _____
- 3 He looked in all the places for a map of the city and eventually found one. _____
- 4 We walked for miles, but we saw no things that were interesting. _____
- 5 I can't find my passport, but it must be in a place around here. _____
- 6 All the people wanted to go to the gallery. The queue was very long. _____
- 7 I don't want to go to a place today – let's relax by the pool. _____
- 8 We can't buy a thing that's big because we can't carry it home. _____

3 Complete the text with words starting with *some-*, *any-*, *no-* or *every-*.

The *Hans Brinker* is a hotel in Amsterdam for people who need ¹ somewhere cheap to stay, but it's not a normal hotel. The owners of the *Hans Brinker* say that their hotel is the worst hotel in the world! In their funny advertisements they say there isn't ² _____ thing/where good about their hotel: in the rooms there's ³ _____ thing/where to eat or drink, or do; there's ⁴ _____ where to put your clothes (apart from a small locker) and there's ⁵ _____ one to deal with your problems at reception. But does every ⁶ _____ who goes there agree? No, they don't. Guests say that the place is fun and friendly, and it has a great, central location – you can travel ⁷ _____ where in Amsterdam very easily. Most agree there's ⁸ _____ thing like it.

8.1 Ability (can, be able to)

1

GR8.1)))

- 1 The human brain **can think** creatively.
- 2 Computers **aren't able to feel** emotions.
- 3 **Can** you **remember** her name? No, I **can't**.
- 4 Is he **able to take** part in an experiment? Yes, he **is**.

We use *can* and *be able to* to say that something is or isn't possible or to talk about the ability of someone or something to do something (to know how to do it or to be capable of doing it).

- For ability and possibility in the present we use *can* or *be able to* + infinitive. Only *be* changes (*am, is, are*).
- When we talk about the present, *can* is more common than *be able to*.
He can speak many languages.
Young people are able to learn quickly.
- We don't use *can* for predictions about ability or possibility in the future. We use *will/won't* or *might* with *be able to* + infinitive.

2

GR8.1))) (continued)

She might not be able to remember our number.
I won't be able to pass this exam.
We will be able to talk to robots in the future.

- We normally use *can* if we are deciding (or have decided) about our ability in the future.
I'm free tomorrow so I can do the test then.

We don't use *can* as an infinitive. We use *be able to*:
I'd like to be able to understand my wife's thoughts.
NOT ~~*I'd like can understand my wife's thoughts.*~~

1 Complete the sentences about ability or possibility in the future.

- 1 They can't fix the TV today, but they will be able to fix it tomorrow. (definite)
- 2 It's too dark to read the map now, but we _____ read it in the morning. (definite)
- 3 I can't speak Polish now, but I _____ in the future. (possible)
- 4 Stefan can take care of me now, but he _____ take care of me when I'm 90. (possible)
- 5 We can't help you now, but we _____ later. (definite)
- 6 I can remember the dates now, but I _____ remember them in the test. (possible)

2 Write sentences about present or future ability. Use *can* where possible.

- 1 you / remember any good jokes ?
Can you remember any good jokes?
- 2 Lucy / not / pass the exam tomorrow

- 3 I / study and care for the children

- 4 Adriana / attend the event, unfortunately

- 5 listen carefully and you / understand everything

- 6 robots / have conversations with us one day ?

3 Complete the interview with a scientist, Dr Evans, about brain science. Use *can/can't* or *will/won't be able to*.

| | |
|--------------------|--|
| Interviewer | ¹ <u>Will scientists be able to</u> (scientists) understand how the human brain works one day? |
| Dr Evans | Well, we already know that our thoughts follow tiny paths in our brain. Scientists probably ² _____ explore them all, but they ³ _____ understand some things already. For example, they know all our brains have different paths. We ⁴ _____ see paths in men's brains that are different in female brains. This means we ⁵ _____ predict people's decisions. |
| Interviewer | ⁶ _____ (I) read other people's thoughts in the future, without talking? |
| Dr Evans | Well, a machine already exists that ⁷ _____ predict a simple decision 20 seconds before a person makes it. Also, it ⁸ _____ tell us the word a person is thinking of. But in the future I think it probably ⁹ _____ understand human thoughts in much detail. |

8.2 obligation, necessity and permission (*must, have to, can*)

1 *Must* and *have to*

GR8.2)))

- Teachers **must** be qualified.
- He **mustn't** be late.
- I **have to** study tonight.
- Do** you **have to** get up early tomorrow?
- He **doesn't have** to fill in a form.

We use *must* or *have to* with the infinitive when we talk about rules (obligation) and things that are necessary.

Teachers **must** be qualified. I **have to** study tonight.

- We use *must* to give instructions or orders, especially in writing.
Students must arrive before 9 a.m.
- We often use *must* when we talk about the feelings or wishes of the speaker.

I must thank the teacher for her help. (I really want to thank the teacher.)

He must take a holiday. (I think he needs to take a holiday.)

We mustn't be late. (It will be bad if we are late.)

- We often use *have to* when we talk about a rule or an order.
We have to do homework every night. (The teachers give us homework.)
They have to play sport. (That's the rule at their school.)

- It is more common to use *have to* in questions.

Do you have to leave?

- We use *don't have to* when we talk about things that are not necessary.

Students don't have to wear a uniform at college.

2 *Can*

GR8.2))) (continued)

- You **can** leave your books here, if you like.
- A **Can** they wear their own clothes at school?
B No, they **can't**.
- You **can't** enter this room, it's for staff only.
- You **mustn't** tell anyone about this.

We use *can* to talk about permission.

- We use *can* to ask for permission and to say that something is permitted (it is OK to do it, it is allowed). We also use it to ask about what is allowed for other people.

Can we work outside today? Yes, you can/No, you can't.

They can wear their own clothes after school.

You can give me your homework tomorrow, if you like.

Can they use their mobile phones at school?

- We use *can't* or *mustn't* to say that something is not permitted (it is not OK to do it, it is not allowed) or 'Don't do this'.

We can't take more than an hour for lunch.

You mustn't forget to write your essay.

- Complete the information about Montessori schools. Use *can, have to, don't have to* or *mustn't*.

- Children can learn anything they want: to put on clothes, to prepare food, etc.
- They _____ do any class tests, because they learn at different speeds.
- Children _____ learn to read or do maths when they are ready, not at a certain age.
- The teachers _____ shout or even speak angrily.
- Teachers _____ teach all the time because the children usually learn by themselves.
- Children _____ ask an adult for things because the cupboards are close to the floor.
- The students _____ study for a minimum of three hours in the morning, with no break.
- Children _____ have a timetable because they choose what they do and when.

- Complete the second sentence so it has a similar meaning to the first, using *can/can't, (don't) have to* or *must/mustn't*.

- Don't work too hard!
You mustn't work too hard.
- Homework days are Monday, Wednesday and Friday.
Students _____ do homework on Tuesday and Thursday.
- Always take off your coats in class, children.
The children _____ take off their coats in class.
- It's necessary to have a degree before you can do a Bachelor's.
Bachelors' students _____ have a degree.
- Older students are welcome at our university.
Older students _____ come to our university.
- We do not accept PhD applications after June.
You _____ apply for a PhD after June.

- Write the sentences and questions about obligation, necessity and permission.

- I / remember to give Mr Simons a card
I must remember to give Mr Simons a card.
- you / go to the library - the book's online

- we / not / be late for the test today

- we all / have a holiday next week ?

- students / attend three lectures a week

- students / study maths until they leave school ?

9.1 *if* + present simple + *will/won't/might*

GR9.1)))

| <i>if</i> + present tense | <i>will/might</i> + infinitive (without <i>to</i>) |
|-----------------------------|---|
| If Pablo comes here, | he will bring his family. |
| If you don't visit Lin, | she won't be happy. |
| If I meet the Director, | I might discuss my pay. |
| If I don't stay for dinner, | will they be upset? |

- We can use *if* + present tense to talk about a possible action or situation in the future and *will/won't* to talk about the consequence of the action or situation.
*If we **stop** in Bangkok, we'll **visit** you.*
*If you **don't thank** them, they **won't invite** us again.*
- We can also use *if* + present simple, + *will/won't/might* when we are giving advice to someone about the future or in general.
*If you **meet** an older person, they **will expect** you to be polite.*
*If you **smile**, people **will like** you.*
- The *if* clause can come first or second. If it comes first, we put a comma after it.
If I meet Cathy, I'll invite her for dinner.
*I'll invite Cathy for dinner **if** I meet her.*
- If we are not certain about the result, we can use *might* instead of *will/won't*.
*We **might** be late if the traffic's bad.*
*If you talk to them in English, they **might not** understand you.*

The structure *if* + present tense + *will* is often called 'the first conditional' in grammar books.

- Circle the correct option.
 - If you meet / *will meet* someone for the first time, they use / won't use your first name.
 - People *might think* / *think* you're rude if you *don't answer* / 'll not answer their questions.
 - We'll go / go to visit Sarah if we're / 'll be in London.
 - Your hosts *are* / *will be* upset if you *will arrive* / *arrive* more than fifteen minutes late.
 - If someone *invites* / *will invite* you to their home for a meal, they *will probably expect* / *probably expect* you to bring a gift.
 - You *won't* / *aren't* be able to talk to anyone if you *don't know* / 'll not know the language.
- Write the sentences with *if*.
 - I / send a postcard / I / have time
I will send a postcard if I have time.
 - what / a British person do / I / not shake his/her hand ?

 - you / go to the party / you / take a present ?

 - we / not meet anyone / we / not go out

 - my mum / be happy / you / not bring flowers

 - you / reply / I / send you a letter ?

 - Stephen / meet / me at the airport / I / ask him

- Complete the sentences with *will*, *won't*, *don't*, *might (not)*, or (-).
 - If you - smile at someone on a train, they might talk to you.
 - If you _____ talk to people, you definitely _____ make any friends.
 - If you _____ come to dinner, I _____ introduce you to Edward, I promise.
 - You _____ know what to do if you _____ ask.
 - My auntie _____ be really, really happy if I _____ call her on her birthday.
 - I have a good idea. If you _____ wear something green, we _____ recognize you!
 - She _____ come to the party if her ex-boyfriend is there.

9.2 Present tenses in future time clauses

GR9.2)))

| when/before etc. + present tense | will + infinitive (without to) |
|----------------------------------|--------------------------------|
| As soon as the sun comes up, | we'll start our walk. |
| Before I cook, | I'll go for a swim. |
| When the animals see us, | will they be scared? |

- We use the present tense to talk about the future after the words *when, if, as soon as, before* and *after*.
- We usually use a clause with *will* before or after the present tense clauses. We can choose which clause comes first. If the present simple clause comes first, we put a comma after it.
I'll look at the map before we go.
OR *Before we go, I'll look at the map.*
- If* and *when* have a different meaning when we are talking about the future. We use *if* when we are not sure something will happen, but we use *when* if we are sure.
If the weather is nice, we'll eat outside.
When we get to the forest, we'll eat our picnic.
- When* and *as soon as* have a similar meaning, but we use *as soon as* to say that one thing will happen immediately after an action.
As soon as I arrive, I'll call you.
We'll go away when the weather improves.

We put *after* in front of the action that happens first; and *before* in front of the action that happens second. We always connect the two actions with a comma.

After I take the photo, I'll put it on the internet.

NOT ~~*I will take the photo. After I put it on the internet.*~~

- Write *when, if, or as soon as* at the end of each sentence. Show the correct position with \wedge .
 - \wedge I see a rare animal, I'll take a photo. *If* _____
 - The weather will slowly get colder autumn arrives. _____
 - We're really tired so we'll sleep we arrive at the camp. _____
 - I'll walk back I get lost. _____
 - We'll go travelling in the Amazon we have more money. _____
 - A snake bites you, you will have to go to hospital. _____
 - It'll be dark soon. We'll have to return to camp we reach the mountain top. _____
- Complete the advertisement with the words in brackets in the correct form.

After you ¹ *get off* (get off) the bus at Monkey River Village, you ² _____ (travel) up the river for five to six kilometres: you'll see iguanas on the tree branches and crocodiles by the river. As soon as the boat ³ _____ (reach) the jungle trail, you ⁴ _____ (walk) into the jungle to look for Howler monkeys. Cover your ears when you ⁵ _____ (hear) them – their loud calls can be heard for over two kilometres! Before you ⁶ _____ (leave), you ⁷ _____ (have) the opportunity to swim in the river. As soon as the group ⁸ _____ (be) dry and ready to go, we ⁹ _____ (return) to the village for a healthy Belizean dish at a local restaurant.

- Rewrite the two sentences as one with the words in brackets.
 - You're going to the countryside. You'll feel better. (when)
You'll feel better when you go to the countryside. _____
 - We'll get to the waterfall. We'll see a bridge. (after)

 - We might not see the island. It might be cloudy. (if)

 - The sun will come out today. Will we go for a bike ride? (when)

 - The leaves change colour. Then, they fall. (before)

 - The weather gets warmer. Spring flowers will appear. (as soon as)

10.1 Uses of the *-ing* form

GR10.1)))

| Subject | Verb | Object |
|--------------------|-------|----------------------------------|
| Making an omelette | is | easy. |
| I | avoid | shopping in supermarkets. |

- We can use the *-ing* form of a verb like a noun.
My hobby is baking.
- We usually use the *-ing* form of the verb when it is the subject of a sentence or part of the subject.

Eating a lot of sweet food is bad for you.

Having dinner with friends is fun.

- After certain verbs, we use the *-ing* form when a verb is the object of the sentence. We use the *-ing* form after verbs for likes and dislikes (e.g. *like, love, hate*) and also after:
avoid, consider, prefer (but not *would prefer*)

Avoid eating sugar.

- We also use an *-ing* form after a preposition. We use a preposition + *-ing* form in many different sentence structures:

I'm interested in trying new kinds of food.

(after some adjectives)

You can stay healthy by eating vegetables.

(to explain how something happens)

Are you thinking of having pizza tonight?

(after some verbs)

Thank you for making the dinner.

(to give reasons/purpose)

We use the *-ing* form after these verbs for like and dislikes:

like, love, hate, enjoy, can't stand, don't mind

We also use the *-ing* form after these common verbs:

imagine, keep, go, stop, start, give up, practise

- 1 Complete the article with verbs from the box. Use the *-ing* form.

put keep eat serve drink bake buy

Many of us have a habit of ¹ *putting* old food in the bin. But ² _____ some foods after the date on the packet is safe. For example, ³ _____ crisps to friends a month after the 'best before' date is not a problem. You can make them tasty again by ⁴ _____ them in the oven with some oil! You can eat old chocolate too, and you can eat eggs 4–5 weeks after ⁵ _____ them, but avoid ⁶ _____ them above 5°C. And what about milk? Most of us hate ⁷ _____ sour milk, but it probably won't hurt you!

- 2 Write a single sentence with the same meaning. Use an *-ing* form.

1 I cooked with my daughter yesterday. It was fun.

Cooking with my daughter was fun.

2 We covered the chicken with herbs. It was a good idea.

3 I drink a bottle of water every day. It helps me stay fit.

4 We found that restaurant. We were lucky.

5 Don't play with knives. It's dangerous.

6 You eat too much chocolate. It isn't good for you.

- 3 Write sentences using the *-ing* form.

1 my friends and I / enjoy / go / for a curry

My friends and I enjoy going for a curry.

2 you / consider / invite / Sandra / to dinner / last weekend?

3 we / avoid / eat / after 9 p.m.

4 my mother / be / good / at / bake

5 I prefer / eat / fish / to / eat / meat

6 you / think / of / make / a cake for Karen's birthday?

10.2 The passive

GR10.2)))

| Present | Subject | be | Past participle | |
|---------|----------------|---------|-----------------|----------------------|
| | The best pasta | is | produced | in Italy. |
| | The vegetables | aren't | cooked | enough. |
| Past | The restaurant | was | given | an excellent review. |
| | The cars | weren't | made | in this country. |

Active v passive

Active *This factory makes milk cartons.*

Passive *Milk cartons are made in this factory.*

We can often say sentences in two ways, in the active or in the passive.

- We use the active when we want to focus on the person or thing (the 'agent') that does the action.
*My mother **cooks** chicken every Sunday.*
- We use the passive when we want to focus on the person or thing that the action happens to.
*The chicken **is** always **served** with potatoes.*
- We often use the passive when we don't know who the agent is, or when it is obvious or not important.
*The sauce **is made** with honey.*
- After the past participle, we often need a preposition.
*A lot of oranges are grown **in** Spain.*
*Food from around the world is found **on** supermarket shelves.*
- If we want to say who does or did an action (the agent), we use the preposition *by*.
*The menu was designed **by** the chef Rachel Allen.*

In passive sentences it is often not necessary to give information about the agent, or the agent is not known. In these cases we don't include the information about the agent.
An excellent menu was created.
NOT *An excellent menu was created by the restaurant manager.*

1 Write sentences in the present or past passive.

- fresh pizza / sell / in the local supermarket
Fresh pizza is sold in the local supermarket.
- tomatoes / introduce to Europe / in the fifteenth century

- where / asparagus / grow ?

- eat / spicy food / in Mexico ?

- curry / not eat / in England until the eighteenth century

- when / butter / first made ?

2 Put the words in the right order.

- celebrities / the / visited / by / restaurant / is / many
The restaurant is visited by many celebrities.
- served / with / was / soup / bread / the ?

- bottles / lemonade / sold / is / cans / usually / or / in

- Europe / not / are / grown / bananas / in

- this / kept / cupboard / are / glasses / in / the ?

- often / not / is / served / dinner / 10 p.m. / before

3 Complete the article with the passive form of the verbs in brackets.

Putting mineral water into bottles is quick. When the water comes out of the ground, it ¹ *is taken* (take) just a few metres to a 'bottling hall', where clean bottles ² _____ (fill) with the water. This ³ _____ (do) by a machine. A few seconds later, the plastic tops ⁴ _____ (put) on the bottles by the same machine. Next, each bottle ⁵ _____ (dry) so labels can be stuck on easily. After that, the bottles ⁶ _____ (pack) into trays and then they ⁷ _____ (wrap), before the cases of water ⁸ _____ (deliver) to customers.

11.1 *if + past tense + would*

GR11.1)))

| <i>if + past tense</i> | <i>would + infinitive (without to)</i> |
|--|--|
| If my country was richer, | I wouldn't want to live abroad. |
| If we found a cure for malaria, | millions of lives would be saved. |
| If people didn't drive , | the air would be cleaner. |
| If we used solar power, | would we save money? |

- We use *if + past tense* to talk about an unlikely (not probable) event or imagined situation and we use *would/wouldn't + infinitive* to talk about the result.
- The *if* clause can come first or second. If it comes first, we usually put a comma before the next clause.
If the president created more jobs, she would be very popular. The president would be very popular if she created more jobs.
- Would/wouldn't* is the same for all subjects.
- We also use this structure to say we believe an event is not probable. Others might disagree.
It would be great if unemployment went down (but I think it won't).
- When we use the verb *be* in the *if* clause, we can use *was* or *were* for all singular subjects.
If the economic situation was/were better, we'd have a holiday.

The structure *if + past tense + would* is often called 'the second conditional' in grammar books.

- Circle the correct option.
 - If people had / *would have* better health care, they would live / *live* longer.
 - There *would be* / *were* less rain if the world's forests *disappeared* / *would disappear*.
 - If we *found* / *didn't find* a cure for all diseases, *would* / *woulds* the world's population grow?
 - If the sea *rose* / *rise* by one metre, many cities *would disappear* / *would disappeared*.
 - Would there *be* / *were* more diseases if the climate *became* / *would become* warmer?
 - If we *live* / *lived* in the countryside, we'd *do* / *did* more exercise.
 - Countries *wouldn't start* / *didn't start* wars if we *had* / *haven't* got stronger international organizations.
- Complete the second sentence with *if + past tense + would* so it has a similar meaning to the first.
 - Unemployment is high so my friends don't have jobs.
If unemployment wasn't high, my friends would have jobs.
 - I don't like this programme - the topic isn't interesting.
I _____
 - Politicians receive a lot of money and many people are angry about it.
If _____
 - There are lots of social problems in this area so we don't enjoy living here.
We _____
 - Farming is difficult because the weather changes a lot.
Farming _____
- Look at the cause and effect chart about the effects of providing clean water. Write a second conditional sentence to connect each cause and effect.

1 everyone has clean water → 2 people don't drink from rivers → 3 fewer people get diseases → 4 hospitals are less crowded → 5 the cost of health care falls → 6 more is spent on education → 7 people do better jobs → 8 the economic situation improves

 - If everyone had clean water, people wouldn't drink from rivers.*
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

11.2 Used to

Positive and negative

GR11.2)))

| | Subject | Auxiliary | used to | Infinitive |
|---|---------|-----------|---------|-----------------|
| + | People | | used to | send telegrams. |
| - | We | didn't | use to | have a TV. |

Questions

| Auxiliary | Subject | used to | Infinitive |
|-----------|---------|---------|-------------------------|
| Did | you | use to | watch videos at school? |

We use *used to* + infinitive to talk about regular actions and situations that were true in the past but are not true now.

- We can't use *used to* when we talk about something which happened once.

I wrote a news article once.

NOT ~~*I used to write a news article once.*~~

- We use the auxiliary *didn't/did* in negative sentences and questions with the infinitive of *use*.

My sister and I didn't use to like the television news.

Did your dad use to read a newspaper at breakfast?

- We can use *used to* to compare the past and the present.
- We don't use *used to* when we talk about a single period of time or the number of occasions.

News programmes used to be more boring than they are now.

NOT ~~*I used to be on the television five times.*~~

He presented the news on Channel 3 for ten years.

NOT ~~*He used to present the news on Channel 3 for ten years.*~~

We don't use *used to* + infinitive when we want to talk about a present action: use *usually*.

I usually get my news online these days.

NOT ~~*I used to get my news online these days.*~~

- 1 Complete the article with *used to* and the verb in brackets.

Before people could print books and newspapers, information ¹ used to pass (pass) from person to person. Ordinary people ² _____ (get) their news from places like churches or mosques, and people ³ _____ (trust) words that came directly from another person. Most people ⁴ _____ (not travel) because roads ⁵ _____ (not be) safe for travellers, so market traders ⁶ _____ (take) stories with them as they went from town to town. Places that ⁷ _____ (not have) markets ⁸ _____ (get) information from singers or theatre groups and, in fact, important information ⁹ _____ (be) remembered through songs or short poems.

- 2 Correct the mistakes in the **highlighted** sentences.

- I use to** write for my university magazine. I used to
- My father use to** listen to the radio. _____
- We didn't used to** watch TV in the morning. _____
- Did you used to** read a newspaper every day? _____
- Mobile phones use to** be very expensive. _____
- Did your family use go** on holiday to France? _____

- 3 Write the sentences with the correct form of *used to* where possible.

- A boy delivered our newspaper every day.
A boy used to deliver our newspaper every day.
- I remember when I bought my first news magazine.

- We never watched TV in the summer.

- Did you do your homework as soon as you got home when you were at school?

- The fire at our college was on the local news.

- My grandmother only listens to the local news.

12.1 Present perfect simple with *for* and *since*

GR12.1)))

| | Subject | have/has | Past participle | for/since |
|---|---------|----------|-----------------|----------------------------|
| + | Ford | has | made | cars for 110 years. |
| - | I | haven't | worked | since my accident. |

We form the present perfect simple with *has* or *have* and the past participle of the verb.

The past participle of a verb is often the same as the past simple form and usually ends *-ed* (*work* → *worked*). But remember that some verbs are irregular (*make* → *made*) and their forms are usually different from the past simple forms.

We use the present perfect to talk about present situations that started in the past and continue now.

We use *for* and *since* with the present perfect when we want to say when the situation started or how much time it has continued for.

- We use *since* when we give the beginning of the time, e.g. *2011, yesterday, I was a child*. The beginning of the time can be a date, a day/month/year/clock time, or an event (such as a memorable occasion).

I've been here since 8 a.m.

- We use *for* when we give the length of time, e.g. *three months, two years*.

These offices have been here for many years.

- We often use the past simple after *since*.

I've had this desk since I started working here.

- We use the question form *How long* when we want to know how long a situation has continued for.

How long has Gill been your manager?

- Look at the information about some old businesses. Write sentences with *for* or *since*.

| | Business name | Activity | Date |
|---|---|--------------------|------|
| 1 | Sean's Bar | serves drinks | 1900 |
| | <i>Sean's Bar has served drinks since 1900.</i> | | |
| 2 | Château de Goulaine | makes wine | 1100 |
| | _____ almost 1,000 years. | | |
| 3 | Hotel <i>Hoshi Ryokan</i> | provides rooms | 718 |
| | _____ 718. | | |
| 4 | Barts Hospital | cares for patients | 1123 |
| | _____ nine centuries. | | |
| 5 | Raeapteek pharmacy | sells medicines | 1422 |
| | _____ 1422. | | |
| 6 | Gazzetta di Mantova | prints newspapers | 1664 |
| | _____ many years. | | |

- Write questions and sentences in the present perfect using *how long*, *for* or *since*.

- you / be / a journalist ? Six months.

How long have you been a journalist? Six months.

- your wife / work / in medical research / many years ?

- Rebecca / not enjoy / her job / she started it

- you all / study / here / last summer ?

- I / not have / this office / a long time

- your children / be / at university - three or four years ?

- there / be / a / building site / behind our house / two months

- Combine the sentences with *for* or *since*.

- Lisa is a PA. She began the job two years ago.

Lisa's been a PA for two years.

- We work in this hotel. We started on Tuesday.

- I want to be a nurse. I knew this many years ago.

- I'm studying law. I'm at the end of my third year.

- My grandad has a PC. He got it when he was eighty.

- There's a factory next to our house. It was built in 1950.

12.2 Uses of the infinitive with to

GR12.2)))

| Action/situation | Why? |
|------------------|------------------------------|
| I'm here | to see the manager. |
| He called me | to arrange a meeting. |

- We use the infinitive with *to* when we want to give reasons for doing something.
- We usually use the infinitive when a verb follows an adjective.
I'm happy to show Laura our offices.
Pens are easy to lose.
- We often use a sentence starting with *it's* when we have an adjective + *-ing* form.

GR12.2))) (continued)

| It's | Adjective | Infinitive | |
|------|-------------|----------------|---------------------|
| It's | nice | to meet | you, Ms Evans. |
| It's | interesting | to hear | the Director speak. |

- After certain verbs, we use the infinitive with *to* when a verb phrase is the object of the sentence. These verbs include *forget* and *manage*.
Don't forget to write an email to Mr Sanders.
We **managed to finish** the meeting early.
- We often use the infinitive + *to* form after the verbs *try* and *remember*.
Remember to wear a tie at your interview = don't forget to wear a tie.
You must try to smile when you speak = make an effort to smile when you speak.
- We make negative infinitives by putting *not* before the infinitive.
It's nice not to work at the weekend.

Use the infinitive + *to* form after these common verbs (see unit 4):
hope, plan, want, would like, agree, decide, learn, need

- Rewrite the sentences with the infinitive + *to*.
 - I'm writing because I want to ask for a job.
I'm writing to ask for a job.
 - John's working late - he has to type up his report.

 - I need to check my emails so I'm going to arrive early.

 - Mike's gone because he's meeting a client.

 - They want to find a cure for AIDS so they're doing research.

- Look at the results of a survey. Write sentences using the words in brackets.
 - Dealing with emails quickly. (useful)
It's useful to deal with emails quickly.
 - Meet the department director. (important)

 - Wearing trainers at the office. (not good)

 - Be fifteen minutes late every morning. (bad)

 - Eating at your desk. (OK)

- Read the advice from experts about giving a presentation. Show where *to* is missing with λ . Be careful. Some sentences need more than one *to*.
 - It's good λ add some humour or a story into your presentation keep the audience interested.
 - Audiences need think about what you are saying, so stop speaking after a joke or a statistic give them time to respond.
 - Always remember sound excited, and you must make your passion for the topic clear.
 - It's very important prepare. If you manage find time, prepare questions for your audience so that they can join the discussion.
 - Don't forget practise your presentation in front of the mirror.
 - On the day itself, try arrive early check everything is working.

Audioscripts

Unit 1 Time

1.4)))

- P** Hello and welcome to *Great Books of Our Time*. Today, we're talking about the book, *What I Talk About When I Talk About Running* by Japanese novelist, Haruki Murakami. Here to tell us all about it is this week's reviewer, Maria Corbett. Maria, thanks for joining us today.
- M** My pleasure.
- P** So Maria, what's this book about?
- M** Well, it's about running, but it's also about Murakami's life. He talks about why running and writing are important to him.
- P** And why is running important to him? Why does he run?
- M** Well, it's certainly about keeping fit, but, er, it's more than just that. For Murakami, and I suppose for many runners, it's often about getting better at something. He says he doesn't really enjoy team sports, you know, playing soccer or baseball, because he's never worried about beating other people. He prefers to go for a run and achieve his own goals.
- P** How did he start running?
- M** Well, he had a jazz bar in Tokyo, but he sold it in 1982 and became a writer. At the same time, he started running, and a year later he completed a race from Athens to Marathon in Greece.
- P** And how often does he go running?
- M** In the book, he says he runs most days. He usually has one day off a week, but he does 36 miles every week.
- P** Phew, that's amazing! And does he do any other sports?
- M** Well, he does triathlons – that's swimming, cycling and running – but he likes running best. He does at least one marathon every year.
- P** Ah, so he spends quite a lot of time on his own when he's running. Does he get lots of ideas for his books? Does he think about work?
- M** Well, no, not really. He says he sometimes thinks about the weather, and he occasionally gets an idea for a book. Actually, he says he usually doesn't think about anything – he just runs. Oh, and he nearly always listens to rock music!

1.7)))

1 Faisal from Dubai

Winter's my favourite season. In summer it's too hot to enjoy outdoor activities. But in winter the temperature is really mild and pleasant – perfect for walks and picnics in the desert, or in the city's beautiful parks. Also, the sea's wonderful in the winter. I'm not keen on swimming in the sea in the summer. The water's too warm and there are sea snakes and other nasty animals. In winter it's safer and fresher. My favourite winter activity is fishing. I really love catching fish in the sea and then cooking them on a barbecue on the beach.

2 Marek from Alberta

I love autumn, when the days are sunny but cool. I'm really interested in photography and autumn's a great time for that as the leaves are a beautiful golden colour. In late autumn we get our first snowfalls and the snow looks amazing against the bright blue skies. Also, I'm really into watching ice hockey and autumn is when the new ice hockey season starts. The only problem with autumn is that it comes before winter, and our winters are so long and cold. I don't mind cold weather, but when the temperature goes down to 35 below zero, well, that's another story!!

3 Gina from Rio de Janeiro

My favourite season here in Rio is summer. I'm an English teacher, so I have long summer holidays when I can relax and spend time with my children. To be honest, I prefer spring weather to summer weather.

Summers here are extremely hot and humid. We get a lot of thunderstorms then too, but actually I quite like watching storms. Another thing I love is New Year's Eve, which of course is in the middle of summer here. There's an amazing firework display on the beach. I don't go down there because I can't stand large crowds, but we have a great view from our apartment.

Unit 2 Inside outside

2.3)))

- P** Good morning and welcome to the show. Today, we're talking to three very different people about their work outside in the street Edgar Müller, an amazing 3D pavement artist, Laxman Rao, a tea-seller, and Harry Bakewell, a street cleaner. So, first of all, Edgar, why do you think 3D pavement art is so popular nowadays?
- E** The art happens outside, so people can enjoy the art on their way to work – they don't have to go to art galleries or museums to see it. They love getting close to the art and exploring it.
- P** Your painting, *Ice Age*, was 330 square metres and broke a world record. Why do you do such huge paintings?
- E** Well, er, I want to change how the street looks.
- P** Hmm ... but why's that important?
- E** Because I'm interested in the way people see the world: people watch and ask questions when I'm working. Also, I want them to walk on the paintings, become part of the art.
- P** Laxman Rao is a tea-seller and a writer in New Delhi, India. So Laxman, please tell me about your work.
- L** Well, every day I serve tea at a stall in central Delhi – it's crowded and noisy, but my job for the last twenty years! I also write novels and plays in Hindi, India's national language.
- P** Uh-huh, but why does a writer have to sell tea?
- L** Well, actually, I'm the writer, publisher and the salesman! Before I never made enough money from my books, but I think my luck is changing now.
- P** Oh really? Why's that?
- L** Well, more and more people are reading books and newspapers in Hindi these days. Did you know it's the third most spoken language in the world? And one of my novels is selling well, so ...
- P** Finally, Harry Bakewell is a street cleaner from London in England. Good morning, Harry. Could you tell us a little bit about your job now? Do you work alone?
- H** Yeah, I do, but I work in a very lively neighbourhood and I know everyone, so it's fine. There's plenty to do and all kinds of people to chat to, so it's never dull! I have to be careful though, because every now and then, my boss checks my work and I get in trouble if I'm chatting or drinking tea when he arrives!
- P** And what hours are you working today?
- H** Well, er, today I'm working from 7 a.m. to 3 p.m.
- P** And how do you find this work?
- H** Well, er, I work in a pedestrian area near the city centre, and we do have a huge problem with rubbish so it's hard work, but I prefer working outdoors and I'm not embarrassed about my job. The people who drop their rubbish on the pavement instead of putting it in the bin should be embarrassed, not me!

2.6)))

- I** The house where we're staying is huge. I suppose they always say things are much bigger in the States, don't they? They have some beautiful things. I love all the candles in the bathroom and the soft, white towels – oh, and the Egyptian cotton sheets on the bed are wonderful! It's a really lovely place, but I'm still missing certain things from home,

such as my own bed and even my duvet! Also, one thing which I don't like – they don't have a proper cooker, just a microwave oven. Hard to believe in such a big place, and a bit disappointing for me, as I love cooking. Another thing which surprises me is that they don't have any mirrors – very strange!

- 2** I'm staying at my friend's flat for a couple of months – looking after it whilst he's away. It's really modern and I absolutely love the bathroom! The wash basin looks like a sheet of paper, and, at first, I couldn't even work the taps! There are no carpets, just white rugs everywhere. I don't really like them because I'm so worried about spilling something – especially as I can't find his cleaning stuff, not even a cloth or a dustpan and brush! It's my first experience of house-sitting and I'm finding it quite hard to relax. My friend doesn't have much stuff at all, but I'm the opposite: I have loads of stuff and I miss all my things. Also, there's nowhere to put my clothes – no wardrobe or chest of drawers in the bedroom. I'm quite surprised about that.
- 3** I'm enjoying living with friends, and the room here is OK. I mean, it has all the basics – you know, a bed, a desk, bookshelves and a wash basin. But I honestly can't believe how much I'm missing home! I really hate not having my own washing machine, dishwasher and fridge! I also miss our big, comfortable sofa and satellite TV with all the channels. It's surprising because I never usually think about these things, but now I can't wait to go home for Christmas!

2.7)))

- E** How do you find city life then, Mike?
- M** Oh, well, I've only been here for a few weeks. But to be honest, I'm not enjoying it at all.
- E** How come?
- M** I think it's because I'm from a small town in the country, but I just can't get used to it. Everybody's so rude!
- E** How do you mean?
- M** Well, for example, nobody's ever on time for anything. I was at a business meeting last week and three of the six people were late!
- E** That's because public transport here is so rubbish. I was on the way to the city centre yesterday and the tram just stopped for half an hour. That's life.
- M** But it's crazy. There are so many people who come here on business, but if you can't get to your appointments on time, you'll go somewhere else to do business. And another thing – I always get lost. This city's like a maze.
- E** But you've got a smartphone. If you get lost, you just look it up on the internet. Come on, Mike, maybe you come from the country, but you know how to use a smartphone!
- M** And the tourists! You can't move. I was in Bath Street the other day, trying to get to a business appointment. All the tourists and shoppers – I was blocked. I really don't understand why they come here on holiday.
- E** Probably because of all the great museums, art galleries and shops! I love all the people here, all the different nationalities, all the buzz ...
- M** The buzz?
- E** Yes, I feel excited all the time. I love it!

2.8)))

- T** Excuse me, do you speak English?
- M** Er, yes.
- T** Sorry, please could you tell me how to get to the Jim Thompson House?
- M** Yeah, sure. Er ... Let me see. You go straight along this road, you'll see the MBK shopping centre on the left. Go past that and keep going until you reach a crossroads. At the crossroads, turn left down Rama 1 Road, then, er, take the second right. Just

go down that street and it's the building with flags outside on the left. There's a sign outside anyway.

T OK, so it's left at the crossroads? Is that right?

M Yes, that's right, then the second right.

T And it's the building on the left?

M Yeah.

T And, er, is it far?

M No, er, it takes about ten minutes, I should think.

T OK, thanks very much.

2.9))

T Excuse me, is this the right way to the library?

G Yes, well, you're on the terrace now, so you need to go through the drawing room and cross the garden. It's in the corner on the left by reception. You know - where you come in.

T So I need to go through the drawing room, cross the garden and it's next to reception?

G Yes, that's right. You can't miss it.

T Thank you.

Unit 3 Going up, going down

3.1))

Hello, and welcome to *Making History*, the programme where we look back at human achievements that have changed history. And it was on October the fourteenth 2012, that Felix Baumgartner, a pilot from Austria, made history when he became the first person to go faster than the speed of sound. Eight million people watched live on YouTube as Baumgartner made the amazing jump out of a balloon from a height of 38 kilometres above the Earth.

Baumgartner's journey started at 3.16 p.m., when the large balloon slowly lifted him up into space. As he went up, he tweeted from his phone: 'Live from space! World, you are beautiful!'

At 5.37 p.m. it was time to jump. He slowly moved out of the capsule. He sat still and looked down for a few seconds. He didn't think about the beautiful view or breaking the speed record. He had only one thought: 'I want to get home alive.' Then he jumped. But immediately something went wrong. He fell too fast and he suddenly started to turn round and round. The rest of his skydiving team saw this on their computer screens and were worried he was in terrible danger. Luckily, he got into the correct diving position quickly, with head down and arms out behind him - like Superman.

When Baumgartner's parachute finally opened and he floated down towards the desert in New Mexico, everybody shouted and jumped up and down. They were so pleased he was safe. His mother cried with happiness.

Baumgartner landed on his feet. He was so happy to be safe that he fell down on his knees.

A few days later, he told a TV reporter his next goal was 'to go faster than the speed of light'. It was a joke, of course.

3.5))

1 Come ON ... Traffic lights ... TURN GREEN ...
Come ON ... I'm going to be so late for my meeting!

2 David! Look! Those cows ... They're ... They're coming ... They're coming towards us! Run!

3 Oh no! I don't believe it! The restaurant's closed. Now where are we going to go?

4 Well, here I am ... on my own in a foreign country. I miss my friends and family so much. I know I can Skype them, but it's not the same.

5 Good evening ladies and gentlemen, and welcome to ... oops ... that's my phone ... I'm so sorry!

6 Yes! I'm on holiday! No more work for two whole weeks!

7 Oh dear. It was Jake's birthday yesterday and I completely forgot! I didn't ring him or anything. Now I feel really bad!

8 I can't speak now. I've a job interview in five minutes. Argh! Wish me good luck. I really need it!

3.8))

1 Was it raining when you went out this morning?

2 What were the other students doing when you came to class today?

3 What was happening when you got home yesterday?

4 What were you doing this time last week?

5 Where were you working or studying five years ago?

3.10))

1 behind me 7 second time

2 first floor 8 stand back

3 next stop 9 cold morning

4 don't look 10 World Cup

5 fastest lift 11 I found this

6 old people 12 lift going up

3.11))

1 opposite corner 5 look at the floor

2 act normally 6 immediately

3 third person 7 quietly

4 next time 8 make contact with

3.12))

P Many of us use lifts several times a day without really thinking about it. But if you watch what people do in lifts, you'll see some very interesting behaviour. Here to tell us more is psychologist, Dr Len Mills.

L Yes, that's right. Lifts are very interesting social spaces. When we're alone in a lift, we act normally. But when another person comes in, suddenly we behave strangely. Next time you're in a lift, watch where people stand. If there are two people, you stand in opposite corners. If a third person enters, you change position quickly and make a triangle. Four people and you make a square, with one person in each corner. A fifth person will probably stand in the middle.

3.13))

L Now watch what people do. Some people say hello politely or smile. Others don't. But everybody turns around as soon as they enter the lift. Some people look at the door, the floor or at the lift buttons. Others look at their phones, their hands or their ring. But they never make eye contact with the other people. When two people come in at the same time, they stop their conversation or start speaking quietly. The reason why we do this is that when we are in small spaces, we feel anxious and we act in a way that stops other people feeling nervous. That's why we don't stand near people, look at or speak to each other.

3.14))

R A funny thing happened this morning. I was on the train on my way to work and there was this young woman sitting on the seat opposite me. She was dressed quite smartly; she was obviously travelling to work too. It was quite a hot day, so she wasn't wearing a jacket - she was just wearing a white blouse and a skirt. So, anyway, I was feeling a bit thirsty so I got some juice out of my bag. It was one of those little cartons of juice that comes with a little straw. I was drinking it - and it was a blackcurrant fruit juice, a kind of dark purple colour ... Anyway, I don't know how this happened, but suddenly the straw just jumped out of my mouth and a little stream of purple juice flew up in the air and landed on the woman's white shirt!

F Oh no!

R I said 'Oh, I'm so sorry!' She didn't say anything. She just looked at me angrily.

F Really!

R Everybody was looking at us. I was so embarrassed! I had a bad experience last year, when I was flying back home to Mexico City from Hong Kong. We were just going to land. We were flying over the city. It was a beautiful clear morning. The sun was shining and I was looking out my window and enjoying the view. So, anyway, we were just beginning to land - the wheels were just touching the ground, when suddenly the plane took off again over the sea.

M You're joking!

M Yes. I was really scared, to be honest.

M So then what happened?

M Well, it flew over the sea for a minute or two. We didn't know what was happening and then the pilot made an announcement. A plane was stuck in the middle of the runway and he needed to avoid it.

M Oh, right.

M So, it was all OK in the end!

Unit 4 Changes and challenges

4.1))

Today, I'm going to spend 24 hours without the internet. Usually, before I go to bed, I check Instagram, Twitter, Facebook, my email and the weather and my calendar for the next day! I never completely switch off and stop thinking about work. When I get up, I always look at my phone, and then go online and read the news. Most of my social life is online too, so I think I'm going to find it really hard.

Social media is very important for my job. Usually, I take photos of what I'm wearing, post them online, count the 'likes' and read people's comments. I can't do that today. So this morning I'm visiting a fashion show with colleagues, then I'm meeting a friend for lunch at one o'clock. I'm going to look through some magazines this afternoon, and hopefully get ideas for a new post. Then I plan to finish work early today. I'm going to see my sister later on, and perhaps have an early night.

So now it's ten o'clock in the evening. Well, I can't lie, I'm really looking forward to being back online tomorrow! I missed social media so much at work, but I do feel differently about it now. I felt so much more relaxed today and really liked spending more time with family and friends, having interesting conversations with colleagues, and a bit more time for myself. So, in future, I'm going to change a few things and think more carefully about my internet use. I'm not going to deal with work emails outside work, I'm not going to waste as much time online and I'm not going to check my phone all the time!

4.2))

S Hello.

L Hi Sophie, it's Lucas.

S Lucas, I haven't spoken to you for ages! How are you?

L Very well, thanks. And you?

S Yeah, fine too, thanks. What a lovely surprise!

L Well, I'm calling because I'm organizing a school reunion on the 14th of July next year. Are you interested?

S Yeah, it'd be great to see everyone again! Where are you having the party?

L Well, I'm not sure yet. I've made a few appointments and I'm visiting three hotels next week. I'm going to take some photos and post them on the reunion website, so everyone can vote which they like best.

S Oh, that's a good idea. And have you got any other plans?

L Yeah, I'm going to book a live band for the evening, but I haven't done that yet.

S Uh-huh, sounds great! And how did you find everyone?

L Well, it's much easier these days with the internet. I found a lot of people through Facebook. In fact, a few of us are meeting next Saturday at seven thirty if you're free?

S Yeah, sounds great!

4.10))

M I think this 30-day challenge idea is great. I'm definitely going to try it.

D Me, too. So, what are you going to do first?

M I'm going to walk 10,000 steps a day.

D Good idea. So, how are you going to do it?

M Well, when I go out to the shops, I'm going to walk, not drive. I'm going to take the stairs instead of the elevator and, twice a week, I'm going to walk to work, not get the bus.

D Are you going to get one of those little things which count your steps?

M A pedometer? Well, actually, I've got an app on my phone that does that.

D Was it a free app?

M Yeah. You just put it in your pocket and it counts your steps.

D Excellent. Well, good luck.

M Thanks. So, what about you? What's your first challenge?

- D Well, me and my partner are going to do a challenge together.
 M What's that, then?
 D We aren't going to eat meat for 30 days.
 M Really? But you love eating meat!
 D I know, but, to be honest, it's not good to eat too much meat.
 M True, I agree with that.
 D It's not going to be easy, but we're going to get a vegetarian cookbook to help us. My parents are coming for lunch on Sunday. My dad's a big meat-eater so I need to cook something very tasty!
 M Well, best of luck!

4.11)))

Hello Seyit, this is Max Weber from Weber Design Solutions. I'm just ringing to let you know that I'm visiting Izmir the week of the 27th of March, and, I was wondering, would you like to meet for lunch? Please call me back on 0049 6419816402. OK, thank you, bye.

Hi Agneta, it's me. Sorry, I can't make it on Thursday – did you get my Facebook message? Anyway, do you fancy doing something at the weekend instead? OK, er, hope you have a great time with Jens. Speak soon.

4.12)))

- M Hello, Weber Design Solutions.
 S Oh hello, Max, this is Seyit Samyeli. I'm sorry I missed your call, but I ...
 M Ah, Seyit, good to hear from you. Thanks for returning my call.
 S Yes, I'm pleased to hear you're coming over soon.
 M Thank you, I'm looking forward to it. Er, are you free that week at all?
 S Yes, it's fine for me.
 M Great, so would you like to meet for lunch?
 S Yes, I'd like to very much, thanks.
 M OK, so how about the 28th? Is that OK for you?
 S Oh, sorry, I'm afraid ... er ... I can't make the 28th because I ... er ... have another meeting that day. How about the 29th instead?
 M No problem, that's fine for me, too.
 S OK, shall I find a nice restaurant and book a table for us?
 M That sounds perfect.
 S I'll email you with the details nearer the time.
 M Great, so see you soon. Thanks for ringing, bye.
 S Thank you, bye.
 M Hello.
 A Hi, it's me! Thanks for your messages. Are you OK? How was your week?
 M Yeah, it was good thanks, a bit tiring with work. But how about you? Are you OK?
 A Yeah, yeah, I'm fine thanks, busy week too. So, I was wondering, do you still fancy doing something this weekend or are you ...?
 M Yeah, yeah, that'd be lovely. How about you? Are you doing anything tomorrow?
 A I'm really sorry, but I can't make it tomorrow – I'm working. Is Sunday any good for you? Could we meet then instead?
 M Yeah, yeah, that'd be fine. We could try that new Chinese restaurant? What do you think?
 A Yeah, sounds great! I've heard the food's really good there. Shall we meet outside the restaurant at eight, then?
 M Yes, good idea. See you on Sunday. I'll ring and book a table now while I remember.
 A OK, thanks. So see you soon, bye!
 M Bye!

Unit 5 Stuff and things

5.1)))

1 Sandra

My favourite possession is definitely my scooter. It's brand new. I only got it a few weeks ago. Riding it is great fun and the feel of the cool wind is wonderful, especially in this hot weather. And just looking at it brings a smile to my face. I love the colour and the design of it, and it's so bright and shiny! The seat's made of leather, so it's very comfortable to ride.

2 Omar

My favourite possession is my smartphone. It's just an ordinary one, nothing special, but I use it all the time, for making calls, writing notes, sending emails,

checking stuff on the internet – everything, really. It's so useful I can't imagine life without it. It's very thin and light, so it's easy to carry around. And it's got a plastic cover, to protect it.

3 Helena

My favourite possession is this ring. It's antique and it's gold. It's not very valuable – not worth much money – but it's very special to me. It was my grandmother's. She gave me it before she died. It's got a dark blue stone with a black spot on it so it looks like an eye. My grandmother believed it gave her good luck. I love it because it reminds me of her. It's really, really small – tiny, in fact. She obviously had very small fingers!

4 Marcus

My favourite possession is a round box. It's made of a kind of pale grey metal. It sounds strange, but I don't know what's inside it! The box is called a time capsule. My parents gave it to me when I was a baby, but I can't open it 'til I'm 25. They put special objects in it. It contains personal things, and objects which will tell me about life in the year I was born. It's amazing. It's quite large and really heavy. I can't wait to see what's inside!

5.4)))

- A I've got some things here that I don't think we really need. Maybe we could get rid of them?
 B Like what?
 A Well, like this Japanese knife that you bought. It takes up so much space in the drawer, and it's not very useful.
 B Not very useful? It's essential!
 A Essential for what?
 B For chopping vegetables!
 A Erm ... how often do you chop vegetables?
 B Not very often.
 A Exactly! Let's get rid of it.
 B Ooh no, I'm not getting rid of that!
 A Oh, OK, then. And then there's this bag of yours.
 B Keep it. It was a present from my mother.
 A But you never use it.
 B You never know ... one day I might.
 A I don't think so. It isn't suitable for work, and it isn't ...
 B Keep it. It's quite fashionable, you know.
 A I ... yes, it's fashionable, but it isn't really ... well, it isn't really 'you', is it?
 B But it'll be a disappointment to her if we throw it away.
 A She'll never know. Anyway, I'm not going to throw it away. We can give it to somebody. Somebody will like it.
 B Fine.
 A Now, what about this e-book reader? We don't use it any more.
 B You are not throwing that away. It cost us a lot of money.
 A We can't keep everything, you know! We've got a newer model now, remember? We don't need this old one.
 B But it's in very good condition.
 A Well, that's fine. We can sell it. Get some money for it. I'll put it on eBay tomorrow. I'm sure we'll get a buyer for it.
 B Alright, then.

5.5)))

Conversation 1

- SA Hi, can I help you?
 C Yes, I hope so. I'm looking for ... erm ... one of those little machines. I don't know the name, but, er, you use it to record things.
 SA How big is it?
 C Oh, er, it's quite small. It fits in your hand or your pocket. It looks like a mobile phone.
 SA Oh, yes, I know what you mean. It's called a 'voice recorder'. You use it for recording meetings and interviews and things?
 C Exactly! That's what I'm looking for! I'm a student, you see, and I want to record my lessons with it.
 SA Ah yes. Good idea, yes ... but no, I'm afraid we don't sell them here. Why don't you try The Electronics Store around the corner? They probably sell them.
 C OK. I will do. Thanks!

Conversation 2

- SA Morning.
 C Morning.
 SA Can I help you? Are you looking for anything in particular?
 C Yes, erm, do you sell, er ... Ah, what's the word? Sorry, I've forgotten the word in English. Er ... They make light.
 SA Do you mean a light bulb – an electric light bulb?
 C No, no, no. It's not electric. It's ... Ah, what's it called? It's long and thin, like a stick, and you burn it and it gives light. You need them when there is no electricity.
 SA Ah, you mean a candle!
 C Yes, a candle! Of course!
 SA Yes, we do. They're over there on the left, next to the matches.
 C Thank you very much.
 SA You're welcome.
 Conversation 3
 C Excuse me. Can you help me? I've got a problem with, you know, with mosquitoes in the apartment where I'm staying.
 SA Oh yes, it's a very bad time of year for mosquitoes!
 C Yes. I'm looking for something ... I don't know the word in English. It's a thing which you put into the wall, you know. You plug it into the electricity point and the mosquitoes don't like it and they go away. Do you know what I mean?
 SA Yes, yes, I do. A mosquito repellent plug. Yes, we do have those. If you'd like to follow me, I'll show you what we've got.
 C Great. Thank you.

Unit 6 People

6.1)))

- I share a flat with another student called Max. The thing about Max is that he likes everything to be in the correct place. So he always washes up straight after eating, puts the dishes straight back in the cupboard, never leaves anything on the floor ... you know. He even puts his books in alphabetical order in the bookcase! The other thing about Max is that he never ever tells a lie. So for example, if he doesn't like something I'm wearing, he'll tell me he doesn't like it. But then when he says he likes something, I know he really means it.
- My younger sister Lena's in her last year at school. She's one of those people who's good at everything. She gets top marks in most of her subjects. And the thing is, she doesn't even try very hard. I'm not saying she's lazy – she does work, but you know, she's just a natural. She's also a real people person. She's always at parties or out with her friends. Sometimes I don't see her for days!
- I run a business with a guy called Nico. It's a kitchen design business. Nico's the one who does the designs. He always comes up with really interesting and unusual ideas. Our kitchens are very different from most kitchens – that's why our customers are so happy with what we do. And Nico works very long hours too – we both do – we rarely leave the office before seven or eight o'clock at night. But, you know, in these difficult economic times, we feel lucky to have so much work, so of course we don't mind putting in the hours.

6.2)))

- My sister's cleverer than me.
- My brother isn't as confident as my sister.
- I'm taller than my parents.
- My youngest brother isn't as lazy as I am.

6.4)))

- Number one: your male child is your ... what?
 Number two: your mother's or your father's sister is your ... what?
 Number three: your sister's or brother's son is your ... what?
 Number four: your mother's father is your ... what?
 Number five: your grandmother's mother is your ... what?
 And finally, number six: your aunt or uncle's child is your ... what?

6.5)))

Here are the answers to the quiz:

Question one, number one: your male child is your son and that's spelt S-O-N.

Number two: your mother's or your father's sister is your aunt. And that's spelt A-U-N-T.

Number three: your sister's or brother's son is your nephew and that's N-E-P-H-E-W.

Four: your mother's father is your grandfather and that's one word, grand G-R-A-N-D father.

Number five: your grandmother's mother is your great-grandmother. So that's G-R-E-A-T grandmother ... and we join the words 'great' and 'grandmother' with a hyphen, a little line.

And finally, number six: your aunt or uncle's child is your cousin and that's spelt C-O-U-S-I-N.

Question two, number one: the word for two married people or two people in a relationship is a couple.

Number two: a child with no brothers or sisters is an only child.

Number three: two children born on the same day are twins. Half brother and half sister have a different meaning: your half brother is a brother who has either the same mother or the same father as you.

Number four: a mother or father who looks after their children alone is a single parent.

Number five: The word for the people in your family is relatives. Your parents are just your mother and father.

And number six: if you take a child into your family and the child legally becomes your child, you adopt the child.

Number seven: before you get married you get engaged; that means you agree, formally, that you are going to get married. You get divorced only if your marriage goes wrong. Get divorced means legally end your marriage.

And, finally, number eight: a woman who is married to your father, but isn't your mother, is your stepmother. We can also say stepfather, stepson, stepdaughter, stepsister and stepbrother. Your mother-in-law is your husband or wife's mother.

And finally, question three: pronunciation. Listen carefully.

One: father-in-law /ɔːl/; aunt /ɑːl/. The sound is different.

Two: mother /ʌ/; uncle /ʌ/. It's the same.

Three: cousin /ʌ/; son /ʌ/. That's also the same.

Four: father /ɑːl/; daughter /ɔːl/. That's a different sound. Adopted /ɪd/; related /ɪd/. That's the same.

And number six: divorced /t/; separated /ɪd/. That's different.

And that's all the answers to the quiz! Now add up your score. How did you get on?

6.6)))

A I've just listened to a really interesting programme on the radio.

B Yeah?

A It was an interview with a man who lost his mother when he was a boy and has recently found her again after twenty-five years, using Google Earth.

B Really? How did he do that?

A Well, this man – his name's Saroo Brierley – was from a small village in India. When he was only five years old, he was on a train with his older brother. He fell asleep and woke up 14 hours later, alone, in Kolkata.

B So, couldn't they take him home again?

A Well, no, because he didn't know the name of his village. He was too young. So he lived on the streets of Kolkata. After a while he was adopted by an Australian couple, from Tasmania.

B So he moved to Tasmania?

A Yes, and he says in the interview that he has always been very happy in his new family. He's done well in life: he's been to university, he's found a good job. But while he was growing up he started to think more and more about his family in India. So he decided to try to find his old home on Google Earth.

B Right ... yeah ... so ... how ...?

A Well, he knew he was on the train for about 14 hours. He knew the speed of Indian trains. So he knew his village was about 1,200 km from Kolkata. He drew a big circle on a map around Kolkata and every night for four years he sat at his computer, looking at satellite images of the landscape. Then suddenly he recognized a waterfall, where he played as a child.

B Incredible!

A So he travelled to Khandwa, the village near the waterfall. He got to the village and found his old house ...

B Wow ...

A But his mother didn't live there anymore. But some neighbours helped him to find her. Can you imagine the meeting?! Apparently she couldn't speak for some time. She believed her son was dead after all these years.

B What an incredible story!

A Yeah, he's written a book about it. It's called *A Long Way Home*.

B I'd really like to read that.

A Me too.

6.8)))

1 Friends and family

2 He's clever but lazy.

3 I like him because he's honest.

4 I enjoy winter sports, for example, skiing.

5 She was ill, so she stayed at home.

6 I'm tired because I got up early.

6.9)))

1 It's nice but expensive.

2 I was upset because he forgot my birthday.

3 He's rich but unhappy.

4 There were no buses, so we took a taxi.

5 Let's meet next week. Tuesday, for example.

6 The weather was awful, so we stayed in.

7 I can't run because of my bad foot.

8 Have you got any ID? A passport, for example?

6.10)))

1 **Karina**

I'm from New Zealand, but I often go to Japan on business. The first time I had a business meeting there, I was very surprised because two women in the meeting were wearing a mask across their mouth and nose. I thought, 'Mmm, that's a bit unnecessary. Are they worried I'll pass a terrible illness to them?' But later I learnt that in Japan, when people are ill, for example, when they have a cold, they wear a mask so they don't give the cold to other people. It's a way of showing respect to others. This seems like very good manners to me, and I think everybody should wear a mask when they're ill!

2 **Stefano**

Well, I'm Italian, and when I'm with my Italian friends and family and we're having a really interesting conversation we get excited and we all speak at the same time. But I've heard that in other countries it's bad manners to talk when another person is speaking. So when I'm with my English friends, for example, I try very hard not to interrupt because I don't want to be impolite, but, the thing is, for Italians it isn't rude to interrupt – in fact it's the opposite – it's our way of showing that we're really interested.

3 **Mike**

I'm from Hong Kong, but I've lived and worked in the UK for many years. One of the big differences between here and Hong Kong is table manners – you know, the way people eat their food. So for example, Chinese people often make loud slurping noises when eating noodles. Noodle restaurants in Hong Kong are very noisy places – it sounds like a competition to see who can slurp the loudest! For us slurping your noodles is a polite thing to do because it means you're really enjoying your food, but unfortunately here in the UK it's really bad manners!

6.14)))

1

A Hey, I've got some good news ... Pati's had her twins!

B Oh wow! What's she had?

A A boy and a girl.

B Oh, how wonderful! What are their names?

A Thomas and Rose.

B Ahh. Have you seen them yet?

A No, I'm seeing them tomorrow!

2

A Hiya. Are you OK?

B No, not really. I've just failed my driving test.

A Never mind. You can try again soon.

B Yeah, but I've already taken it three times. That was my fourth test!

A Oh dear. I'm sorry.

3

A Hi Tanya, it's me. I'm on the train. Listen, I've got bad news ...

B What?

A A tree has fallen on the track ahead of us.

B Oh no! Are you OK?

A Yeah, yeah, I'm fine. But I'm going to be very late home. I'm not going to be back in time for the concert tonight.

B Ah, what a shame!

A I know. I was really looking forward to it. Maybe somebody else can go with you?

B Maybe. It's a bit late, but I'll send out a few texts.

A Yeah. I'm really sorry.

B Oh, don't worry – that's life. At least you're safe!

4

A Hey, Neena. Guess what?

B What?

A I've just won the prize for best young ice hockey player in the region.

B That's fantastic! When did you find out?

A Just now.

B Congratulations! I'm really happy for you.

5

A Have you heard the news? About the fires in Australia?

B No. What's happened?

A There've been some terrible forest fires in Western Australia. It's a really serious situation.

B Have people died?

A No, I don't think so, but hundreds of houses have burned down and thousands of people have left their homes.

B That's awful!

A Yes, terrible.

Unit 7 Travel

7.1)))

1 **Kazimierz**

I do have a car, but I only really use it to go to the supermarket or to visit friends who live out of town. I use public transport whenever possible. There's so much traffic on the road already and I don't want to add to that. The bus is the most convenient form of transport for me as there's a bus stop very close to my apartment. Bus fares are expensive, but I have a bus pass which makes it cheaper. I buy a pass once a month and then I can use the bus as many times as I want. Buses are greener now than in the past. They're quieter, they use less fuel and create less pollution.

2 **Elise**

I work mostly from home, but once or twice a week I have to travel to another city for work. It's about an hour from where I live. I have a choice between taking the bus or the train. The bus is much cheaper than the train, but the journey is much slower as there are often bad traffic jams on the motorway. So I take the train. The trains are reliable – they usually leave on time – and they're quite comfortable. It's expensive, but the train fares are much cheaper if you book in advance. I find travelling by train quite enjoyable, except when it's really crowded and you can't sit down.

3 **Aldo**

I live in a big city and as in many big cities, there's a lot of traffic. Travelling by car is very slow and it's really hard to find parking spaces in the city centre. Public transport is good, but it gets very crowded and you often can't get a seat. It's also very expensive. That's why I go everywhere by bike. Luckily, I live in a city which is very good for cycling. For example, the main roads have special cycle lanes. To be honest, though, I usually avoid the main roads and cycle in

the quieter streets because they are safer and there is less pollution.

7.4)))

Here I am in Tokyo. It's 11 p.m. and I'm standing outside a 'Manga Kissa'. What, you might ask, is a 'Manga Kissa'? Well, 'Kissa' is a Japanese word for café and 'Manga' are Japanese comic books. And this is where I'm going to stay the night. But don't worry, I've done my research and according to my guidebook, Manga cafés are a good choice if you're looking for somewhere cheap to spend the night.

Manga cafés are everywhere in Japan. In the past, they were places where you could go to read Manga for a few hours and escape the busy streets. Now they have become something different. They offer internet access and computer facilities as well as Manga books. They're open 24 hours and they sell food and drinks. People often use them as a cheap form of accommodation – you pay per hour for your time in the café, but it's much less expensive than a hotel. So I'm going to stay the night in a Manga Kissa. Well, as they say, 'You have to try everything once!' Let's go inside.

So here we are inside the café. There are walls and walls of Manga books displayed from floor to ceiling. There are thousands of them! I haven't seen anything like this before! According to the guidebook, Manga is popular with men and women of all ages in Japan, not just teenagers. They are a very important part of Japanese culture and Manga artists are very respected. There are quite a lot of people here. Some look like travellers, but a lot of people are local. Some are reading, but most people are watching videos and playing games on computers. Nobody's serving food, but if I need something to eat there are loads of vending machines. Wow ... there's an enormous choice. All kinds of soft drinks, pot noodles, ice cream ...

So I'm now outside my room. I'm just taking off my shoes – everyone leaves their shoes outside the room – and I'm going now to have a look inside. Well, it's not exactly a 'room' – it's tiny and the walls only reach as high as my shoulder. And the bed's not really a bed, but a kind of long, flat seat, like a bench ... but there's a blanket. It's not exactly five-star accommodation, but I've got my own personal, private space and that's what matters. I think I'm going to sleep very well in here.

7.6)))

Conversation 1

- L Hi, I'd like to check in, please.
R Yes, of course. Do you have a reservation?
L Yes, my name's Lars Meyer.
R OK, Mr Meyer. So that's a double room for three nights?
L Yeah, that's right.
R Right, so could you fill in the registration form, please? And I'll just need to take a copy of your passport and a credit card. OK, thank you, and could you sign here and here. Right ... here's your key. It's room 206 on the second floor.
L Thanks. And please could I just check a couple of things about the room?
R Yes, of course, go ahead.
L Is Wi-Fi available in the room?
R Yes, it is.
L And is there a charge for it?
R No, it's free of charge to all our guests.
L OK, that's great. Oh, and will I need a code?
R Yes, you'll find the code on the desk in your room.
L OK, thanks. Oh yeah, and what time's breakfast?
R Breakfast's between 7 and 10 in the main restaurant on the ground floor.
L OK, thanks very much, that's great.
R You're welcome. Enjoy your stay!

Conversation 2

- C Hi there, we've got a room booked in the name of Rodriguez. Please could we check in?
R Sorry, what was the name again?
C Rodriguez ... Carmen Rodriguez.
R Just a second, let me check. Yeah, yeah, I've got the booking here, but I'm afraid you're a bit early.
C Oh ...
R The room's not quite ready yet. Check-in's at two o'clock.
C Oh, I see, so ...

- R So, er, could you come back around two and your room'll be ready then.
C OK, no problem. Is there somewhere we can leave our luggage? We've got quite a lot of stuff.
R Yes, you can leave it behind reception. I'll get someone to help you with that.
C OK, thanks, and it'll be safe there?
R Yeah, yeah, someone'll be here all the time.
C OK, so we'll check in later, then, when we come back.
R Yeah, that's fine.
C Oh, and er ... can I just ask you, what time is checkout?
R You have to vacate the room by ten.
C Checkout is 10 a.m.? Quite early, then.
R Yeah.
C OK, so we'll ...

Unit 8 Language and learning

8.1)))

- P On today's programme we're talking about the brain. The brain is an amazing organ. It can learn. It can remember. It can think. But there are many myths about the brain: stories a lot of people believe, but which are not true. My guest today is neuroscientist, Dr Gerry Fernandez.
DF Good morning.
P ... and I'm hoping he'll be able to tell us what's true and what's not.
DF I'll certainly do my best!
P OK. So first question: is it true that we only use 10% of our brains?
DF Ah yes, the 10% myth! This is one of the most common myths about the brain, but don't believe everything you hear. The truth is that we use all of our brain. We don't use all of it at the same time, but even for a small action like moving your little finger, we use a large part of it.
P Not true, then?
DF I'm afraid not!
P Alright, now my next question is: are boys' brains bigger than girls' brains?
DF Surprising as it may sound, this is true! At birth, the average brain of boys is 12 to 20% larger than that of girls.
P Really? So, does that mean boys are more intelligent?
DF Er, no, it doesn't.
P OK, next question: can you remember things better if you listen to classical music?
DF Ah, you're talking about the 'Mozart effect'. Many people bought classical music CDs after hearing this myth in the 1990s. According to research, however, it isn't true. But who knows, you might enjoy the music anyway.
P Absolutely! My next question is: can babies learn more than one language at the same time?
DF Oh, definitely. Many children grow up in bilingual homes and can speak two languages equally well. In fact, some research says that speaking two languages can actually improve your brain.
P Ah, interesting. And what about this? Is the brain able to repair itself?
DF In some cases, the brain can repair itself; in other cases, the brain isn't able to repair itself. It depends on how serious the problem or brain damage is. So this is sometimes true and sometimes false.
P Right. OK, thank you. And my final question for you today is: can computers read our minds?
DF No, of course they can't! But it's an interesting question, because scientists believe computers will soon be able to scan our brains and put our thoughts into words. They won't be able to understand the thoughts though.
P So how will that help us?
DF People will be able to dictate letters and search the internet just by thinking.
P Oh, I see. Brilliant! And that also means people with speech problems might be able to communicate just by thinking.
DF Exactly.
P That's amazing! Well, thank you Dr Fernandez for helping us separate the facts from the myths.
DF My pleasure.

8.8)))

- 1 'Tomorrow's my favourite word. Tomorrow will be a brand-new day; it doesn't matter what happened in the past. I like the pronunciation of this word. It seems full of possibilities leading to a bright future.
2 'Care': it's a very short and simple word, but it means a lot. It sounds very open, as is everybody who cares.
3 'Happiness': this is my favourite word because I like the sound of it. It makes me feel good when I hear it. You have to smile when you say it and it's one of the first words that I learnt in English.
4 'Octopus': When I started learning English at the age of 10, my dad always helped me do my homework and I thought his English was very good. Then one day I was telling him all the new words we'd learnt that day in class, and when I said 'octopus', he just looked at me and said 'Octopus? I've never heard that before. What is that?' I got very excited: this was the first time in my life I knew something and my dad didn't! It is a wonderful moment in any child's life, and 'octopus' has been my favourite word ever since.
5 'Probably'. Why? Because it's the best answer to give when you don't want to answer a question or make a decision.
6 'Blossom': I really like the word 'blossom', because I think it sounds as gentle as the thing it represents. It makes me think of young flowers and crisp, sunny spring mornings.
7 Snow - because I like the quiet, snow world. It's white and clean and I love freezing weather. Also, I remember having fun when I was a child and it snowed.

8.10)))

- 1
A Shh, don't make a noise. It's really late. You'll wake the children.
B OK, I'll be as quiet as I can.
2
A It says here in the newspaper that more than 60% of young women don't do enough exercise.
B Is that because men generally do more sport than women?
A I don't know – it doesn't say.
3
A Oh, I don't know what to do – I hate making decisions!
B I always make a list of the advantages and disadvantages, and then decide.
4
A Oh no, I've made a mistake – look.
B No you haven't, you're doing it really well.
A Well, I don't think I've done a good job.
5
A Right, that's it ... I've done the washing-up, the ironing and the hoovering.
B That's great, darling. Would you like me to make you a cheese sandwich and a cup of tea?
A Yes, please. Can I have a piece of cake, too?
6
A I've just read a book about Mark Zuckerberg.
B Isn't he the man who started Facebook?
A Yeah, they say he made billions of dollars before he was 30.

8.11)))

- 1
A Hello, Thomas Smith.
B Hi there, it's Helen. I'm just ringing to let you know what time I get in.
A Hello? Hello? Are you there? You're breaking up. *Sorry, what was that?*
B Oh sorry, I'm on the train. *I keep losing the signal* so we might get cut off. Can you hear me now?
A No, no not really, *it's a really bad connection*. Could you repeat that, please, and please could you speak up?
B Right, OK ... *IS THAT BETTER?* Well, my train gets in at 11, so I'll see you about half past. I'll come straight to your office. Is that OK?
A Yeah, yeah that's fine. OK, see you soon, then. Bye.
B Bye.

2
A Please could I ask you a favour? Could I borrow your lecture notes after class?
B Yeah, OK, but why?
A Well, I'm afraid I can't follow this lecture very well. I mean, what does she mean by 'the literature'? Please could you explain? Sorry, I'm a bit lost.
B Oh, I see. Yeah, of course, you can borrow them. And don't worry, I'll explain after class.
C Shh ... Is everything all right there at the back?
 3
A They're really good, aren't they? I saw them a few years ago in ...
B Pardon?
A I said, I saw them a few years ago in Germany before they were famous.
B Sorry, what did you say? I can't hear a word.
A Oh, never mind. It's too noisy in here. I'll tell you later.

8.13)))

P Hello, Action Holidays, Pippa speaking, can I help you?
A Yes, erm, I'm interested in going on the scuba-diving course in Thailand, but I'd like to check if it's suitable for complete beginners?
P Yes, that's not a problem at all. It's, er, suitable for all levels. When would you like to go?
A Well, do you have any places left on one of the January courses?
P Just let me check ... Yes, the first one's on the sixth of January. It's a one-week course and we've got two places left. Would you like me to reserve a place for you now?
A Yes, please, that'd be great.
P OK, can I just take down a few details, then? So, could I have your full name please?
A Adam Wright.
P OK, sorry, could you repeat that please?
A Adam Wright, W-R-I-G-H-T.
P Thanks. And what's your email address?
A It's adw29@yahoo.com.
P OK, and, er, your date of birth?
A The 13th of August 1996.
P Thanks. And your daytime telephone number?
A Er, do you mean my mobile number?
P Yeah, that's fine.
A It's 07905 ...
P 07905 ...
A 232 ...
P 232 ...
A 634.
P 634. OK. And who's your next of kin?
A Sorry?
P Next of kin ... Who do we contact in an emergency? A family member, perhaps?
A Oh OK. My mother, Dorothy Wright.
P And her contact details?
A Yeah, OK. Her mobile number's 07902 815 346.
P Thanks. Oh, and do you have any medical conditions or allergies?
A No, nothing that I know of.
P OK, that's great. So, that's all booked for you. I'll send you an email with all the details. Please check they're correct and then pay the deposit online. You also need to book your own flight and send us your flight numbers as soon as possible. Oh, and don't forget, you must get travel insurance which covers you for scuba-diving. So, er, thank you for booking with Action Holidays. I hope you enjoy your trip!
A OK, thanks for your help.
P You're welcome. Bye.

8.14)))

| | | |
|-----------|-------------|----------|
| decisions | housework | sport |
| exams | lists | your bed |
| exercise | nothing | |
| homework | phone calls | |

Unit 9 Body and mind

9.3)))

A Hi, I'm calling about the MovNat training course in November.
B OK, great. Are you interesting in coming on the course?

A Yes, I am, but I've just got a few questions I'd like to ask.
B Right. Fire away.
A Well, the first question is, do you need to have a good level of fitness? It's just that I'm quite unfit at the moment. Does that matter? I mean, do I need to go to the gym before I begin the course?
B No, no. The course is for anybody. It doesn't matter how fit you are. When you arrive, the instructor will check your fitness level and will then divide you into two groups, beginner and intermediate.
A Right. Sounds good. I was also wondering about the weather. The course is outdoors, isn't it? It's in a park. What will happen if it rains or snows? Will you cancel it or will it be indoors?
B Erm, no. With MovNat you need to practise your skills in all weather conditions. That's part of our philosophy. The course will take place outside, whatever the weather. If it's raining or snowing, the experience will be even more exciting!
A OK. So is it necessary to book a place, or would it be alright to just turn up?
B No, you'll definitely need to reserve a place before you come. The courses are popular and places are limited. In fact, there are only two or three places left in November. Would you like me to book you onto the course now?
A I just need to check I can make those dates. Then I'll call and book.
B OK. Don't miss your place though!
A No, I won't. I'll get back to you as soon as I know.
B OK, sounds good. Speak to you soon, I hope.

9.5)))

P Hello. This morning we're talking about social media. Ilaria di Genaro is a freelance professional photographer. She's worked for newspapers from all around the world and she depends on social media for her job. Last year she started to worry about spending too much time on it. She realized that her average day consisted of checking social media sites up to twelve times an hour. Ilaria, welcome.

9.6)))

P Can you explain – how exactly were you using social media?
I Well, I was using it in two different ways. There's the photography, which is my work, so I depend on Facebook and LinkedIn for business, as I work for myself. But then I also use it to keep in touch with friends and family.
P When did you realize there was a problem?
I A friend asked me how often I checked social media sites. I counted and it was up to twelve times an hour.
P That's quite a lot. And how did you free yourself from it?
I So, firstly, I looked at how I used social media during the day, you know, like which sites I visited, and for how long..
P OK, well, that sounds like a good start.
I Yes, it was. I was shocked at how much time I spent each day on Facebook and LinkedIn. So, next I thought 'I have to do something about this'. Actually, I really believed in my ability to just stop.
P And did that work?
I Absolutely not! It was much more difficult than I thought. I tried, but I just couldn't do it.
P So, what did you do next?
I So then I tried a special app you can use on your tablet. It's called 'Self-Control' and it tells you not to look at social media sites. But then I got a smartphone, and didn't put the app on the phone, so ...
P ... so you were checking Facebook on your smartphone a lot!
I Yeah, all the time. I was just spending so much time doing it. But finally I thought of a good idea and that was to give money to a local charity every time I looked at Facebook or LinkedIn.
P And it worked?
I Yes, it did, because I was giving the charity a lot of money – a lot! So I stopped and I now check social media a couple of times a day, and my emails

maybe three times. I still give some money to charity, but not quite as much.

9.7)))

1
D Hello, please have a seat. So, what can I do for you?
P Well, I've had an accident and I've hurt my back.
D OK ... and how did you do it?
P Actually, I was lifting some heavy suitcases out of the car when it happened.
D I see. Well, if you just want to lie down on the bed over there, I'll take a look. Tell me if it hurts. Right, well, I don't think it's anything serious, but you should take it easy and you mustn't lift anything heavy for the next few days. I'll give you a prescription for some tablets. Please take this to the chemist's next door.
P OK, thank you very much. Oh, and how often should I take the tablets?
D It's two tablets three times a day before meals.
 2
P Yes, can I help you?
C Yes, have you got anything for insect bites? Something has bitten me all over my arms and legs.
P Let's take a look ... Well, it looks like a mosquito. They're quite red and sore, aren't they? You could try this cream, which should help.
C OK, thanks, I'll try it.
P And it's a good idea to keep your windows closed at night.
C Yeah, we always do. I don't know how they manage to get in!
P Huh, I think you should see a doctor if they get any worse.
C Right, OK. Well, thanks very much for your help.
 3
D Hello there, Joseph Erickson?
P Yes, I'm his father. My son's had a terrible accident and I think he's broken his arm.
D How did it happen?
P Well, we were at a children's party and he ran into a wall. He put his arms out to try and stop himself, but he was going so fast and ...
D Let me take a look, Joseph. Oh yes, it's definitely broken. We call that a banana arm! He must try to keep still and we'll send him for an X-ray straight away.
P Er, I'm so worried, he's in a lot of pain.
D Don't worry, we'll give him some strong painkillers before he goes for the X-ray.
P He was having such a great time before it happened. I feel really upset.
D Well, I don't think you should feel bad. He was only having fun ...

Unit 10 Food

10.1)))

1 So this is a Sacher Torte. It's probably the most famous food from Austria. As you can see, it's a kind of chocolate cake. It's quite plain, really, and it's got apricot jam in the middle. On the top and sides it's covered with dark chocolate which has a nice, bitter taste. It's often served with thick cream.
 2 OK, so this is a tagine. It's a kind of stew. There are several types of tagine. This one is quite a typical one – it's made with pieces of lamb cooked in a thick sauce with onions and spices. The tagine has some honey in it, so it tastes quite sweet. The tagine itself is mild – it doesn't have chillies in it – but it tastes really nice with chilli sauce. Here in Morocco we usually eat tagine with bread.
 3 These are called vegetable spring rolls. They're really popular in Vietnam. There are many different sorts of spring roll. Sometimes the rolls are not cooked, but these ones are fried. They're filled with raw vegetables, fresh herbs and boiled noodles. You dip them into this sauce to give them extra flavour. The sauce has lime juice in it to make it sour, chilli to make it spicy, and some sugar so it's quite sweet. They are served as part of a meal or as a snack.
 4 These are scones. It's a sort of cake but less sweet than a cake. They're baked in the oven and the traditional way to eat them here in Britain is to cut

them in half and cover them with strawberry or raspberry jam and then put cream on top of the jam. You can also have savoury scones – scones without sugar. Cheese scones, for example, are quite popular, though my favourite are the sweet ones. You can eat them at room temperature or you can heat them in the oven. Personally, I like them warm.

10.2 »

These are called vegetable spring rolls. Cover them with strawberry or raspberry jam. My favourite are the sweet ones. There are many different sorts of spring roll. You can eat them at room temperature. There are several types of tagine.

10.4 »

Millions of years ago people hunted for food and ate it immediately. But they soon realized they could keep their food for longer if they protected it. So, the world's first food containers were made from animal skins and large leaves. Water was kept in coconut shells and dried vegetable skins.

Metal containers – or cans – were invented in 1810 by a French chef called Monsieur Appert. The Emperor Napoleon offered a prize to anyone who could find a way of keeping food safe for soldiers in battle, and that award was won by Appert. His invention preserved food beautifully, but those first cans were made of iron, so they were incredibly heavy. But carrying them wasn't the only problem – opening them was almost impossible. Some cans even had instructions to open them with a hammer and a knife. Soldiers usually shot them open with their guns.

At the beginning of the 1800s, cans were made by hand. By the end of the 1800s, cans were produced by machine and made from a much lighter metal so they were easier to carry. But the problem of getting into the cans lasted much, much longer. Several can openers were invented, but they were all difficult to use and you could cut your fingers very badly. The safe modern tin opener – the sort with two rolling wheels and a turning key – wasn't invented until 1925.

Nowadays, over 18 billion cans are produced every year in the UK alone. If you put all those cans together, end to end, you could make a track to the moon three times.

10.5 »

P A recent report has found that one third of the world's food ends up in the rubbish bin. Here in the UK, half of the food which is thrown away comes from our homes. Here's Martin Waits, from the organization 'Taste it, don't waste it!...'

M Much of the waste happens because people buy too much food, which they don't have time to cook. The food is just left at the back of the fridge or the cupboard and then it's forgotten.

Another reason for wasting food is that we cook or prepare too much food, we can't eat it all and it goes in the bin.

But the sad thing is, people often throw away food that's perfectly safe to eat, just because it doesn't look nice or because they're worried it will make them ill.

P According to the report, the foods we waste the most are fresh vegetables and salad, drink, fresh fruit, and bread and cakes.

10.6 »

1
C Excuse me. I'm very sorry, but I've just spilt my orange juice. I'm afraid some's gone on the floor, too. Could you possibly bring me a cloth?

W Sure, that's no problem.

C I'm sorry about that.

W Oh no, don't worry. It's not your fault. It happens all the time. Would you like another juice?

C Oh yes, please. Thank you.

2

C Excuse me? Erm ... there seems to be a mistake in the bill.

W Oh, is there?

C You've charged us for two coffees and we only ordered one.

W Oh, I'm terribly sorry. I'll get you another bill.

C OK. Thanks.

3

C Excuse me. Could I have another glass, please? This one's dirty. It's got lipstick on it.

W Oh, yes. So it has. I do apologize. I'll get you a clean one.

C OK, thanks very much.

4

C Excuse me. I've got a bit of a problem. I didn't know that you only accept cash, and I don't have enough on me.

W Yes, it does say 'No credit cards' on the door.

C Yes, sorry. I didn't see that. Could I ... is there a cash machine near here?

W There's one a few minutes down the road.

C Would you mind waiting while I go and get some money out?

W Not at all.

C OK, I'll be back in a few minutes. Sorry.

W Don't worry about it. That's fine.

5

C Excuse me? I'm afraid I can't eat this fish. It smells funny.

W What do you mean, sir?

C I mean it smells funny. It doesn't smell fresh.

W But it is fresh. It was delivered to the restaurant this morning.

C Well, you smell it.

W Yes, you're right, sir. It doesn't smell fresh. I'm very sorry about that. I'll bring you another one.

C Er, no. I'd like to order something else, please.

10.8 »

1 My favourite snack food is *pão de queijo*, which means 'cheese bread' in English. They're baked in the oven and they look like little balls. They're a popular snack and breakfast food in Brazil and Argentina. They're delicious when they're warm.

2 *Churros* are my favourite snack. We often eat them for breakfast in Spain. They taste a bit like a doughnut, but they're long and thin. They're fried in oil and then they're covered in sugar. They're really nice if you dip them into a cup of thick hot chocolate.

Unit 11 World

11.1 »

P Hello and welcome to 'Ideas to change the world'. Every week we invite three people, from three different countries, to tell us – in one minute – about an idea which could make the world a better place. We will listen to the three ideas and then our guest judge will select the best one. Our judge today is Dr Miriam Kirkham, Professor of Global Studies at Chicago University. A very warm welcome to the programme, Miriam.

M Thank you.

P And now for the 60-second ideas. The first comes from Alessandro Bartoli from Italy. Alessandro, you have 60 seconds to tell us your idea to improve the world. Starting ... from ... now!

A My idea to change the world is to spend more money on developing drugs that can make us more intelligent. Why would this be a good idea? First of all, scientists would be more likely to find cures for illnesses like heart disease and Alzheimer's if they were more intelligent. Not just scientists – everybody would benefit from a bit of extra intelligence. It seems that higher intelligence can help to reduce a number of social and economic problems. So, I think the smartest thing we can do to make the world better is to make ourselves smarter.

P Thank you, Alessandro. And our next guest is Pilar Jimenez from Spain. Pilar, you have 60 seconds, starting ... now!

PJ The world would be a better place if everybody learned how to dance salsa and danced salsa every day. Why? Because when you dance, you forget about your problems. It also makes you think about your body and that encourages you to get fit. Another thing is that if you're someone who feels a lot of anger, salsa, or any dance, can turn these angry feelings into a kind of positive

energy. It can make you happy. So more dancing means more happiness, more happiness means less crime and less war. So with lots of us happy from all that dancing every day, we can be more positive in the world and do great things. That's it!

P And finally, we have Dovydas Mirowski from Poland. Dovydas, you have 60 seconds to tell us about your idea, starting from now.

D I would like to change the world by introducing a special day, once a year, when everybody in the world gives a gift to a neighbour. The gift shouldn't cost a lot of money, but we should choose it carefully: it could be a bunch of wild flowers, a tiny toy for the children, or a jar of home-made jam. This would be an international holiday and it would give neighbours around the world a chance to get to know each other. This idea of 'Gifts for Neighbours' wouldn't solve the world's serious problems, like unemployment or global warming, but it would make the world around us feel like a kinder, friendlier place.

P Thank you very much.

11.2 »

P So what did you think about the idea for a pill that would make us 'super intelligent'?

M Great idea. I mean, we live in a complicated world and we need all the brain power we can get!

P True, but do you think it's likely that scientists will be able to come up with a super-intelligence drug? Isn't it rather a crazy idea?

M No, not at all. You can already buy drugs to help you to concentrate more and to improve your mental energy. This is just the next step.

P So would you take a smart pill?

M I would take a smart pill if I knew it was safe. Of course that's a big 'if'! My worry, though, is the cost. If only a few people could afford them, that would give them an unfair advantage. In exams, for example.

P Good point. So your score for a smart pill?

M Erm, 7 out of 10.

P OK. So let's move onto the second idea – that 'Everybody should dance salsa every day'.

M Well, I liked the idea that dancing can make you fit and happy. That can only be a good thing.

P Mmm, but some people aren't confident about dancing, are they?

M True, but if you danced a little bit every day, then you would become confident.

P Uh-huh ...

M The only problem for me is that it would take a lot of effort to do it every single day. But, still, I like the idea. I'd give it 8 out of 10.

P OK, and what about the last idea – everybody should give a gift to a neighbour?

M I think it's a wonderful idea, because when you do something kind for somebody else, the other person feels good, but you feel good, too. It gives you a really positive feeling. Also, giving a little gift once a year is something everybody can do. I mean, it's true that if everybody gave a gift to a neighbour once a year, it wouldn't solve the world's problems, but it would make a lot of people a little bit happier.

P So, your score for that?

M Mmm, 10 out of 10.

P Well, there you are, Dovydas. Congratulations!

11.3 »

1 Why did you go there?

2 I've always loved ...

11.7 »

P Good afternoon, and welcome to another in the series, 'Fantastic Holidays'. This week we're looking at a very unusual place to visit. Steve Jones is going to tell us all about it. So Steve, welcome to the show!

S Thanks!

P Now, tell us a little bit about the special place you visited. Why did you go there?

S Well, you see, I've always loved the sea and diving, and this is a new and really unusual underwater place to visit, so I thought it would be perfect for me.

P You mean you have to dive to get there?

S Yes, that's the only way to see it because, you see, it's an underwater sculpture park. It was built by a sculptor called Jason de Caires Taylor in the Caribbean Sea.

P The Caribbean? Why did he do it there?

S He's always loved the sea, he's been a sculptor for a long time – so he wanted to bring these two things together. Also, you know, the statues actually help coral reefs to grow and this helps the environment. That's very important in the Caribbean ...

11.8)))

P OK, can you tell us about some of the pieces he's made? Are there a lot of them?

S There are actually quite a few! The first ... the first piece he did is called 'Grace Reef'. He placed sixteen statues across a sandy area, and it's really interesting to see how they change. It isn't so deep there and the sand moves according to the weather conditions, so you can go there one day and there'll be ten statues; you go there another day and there'll only be three.

P Wow, that sounds really interesting. Tell us a little bit about the big circle of children that he's made.

S Well, that's actually made of 26 different children. It took him around six months to make, and weighs ... I don't know, about fifteen tonnes. And because it's so heavy, he couldn't put it all down in one piece, so he put each individual statue down and then connected them all underwater. It wasn't easy, but he didn't give up! I think he spent about a week underwater, you know, moving sand and rocks.

P That's amazing, and I think I'd really like to see it!

S Yes, it's really worth a visit.

P Well, thanks for coming into the studio, Steve. If you are interested in going to this wonderful underwater sculpture park, you can find more information on our website ...

11.9)))

I Excuse me, can I ask you a question?

H Erm, well OK, but I'm late for work, so if you're quick ...

I OK, some media experts are saying 'privacy is dead in our 21st century world'. Do you agree?

H No, I'm afraid I disagree – although you do see a lot more cameras around. I mean the CCTV ones.

I And what do you think about that?

H Well, it's important to feel safe these days, isn't it? So I don't mind too much. Anyway, I'm sorry, but I have to go now.

I OK, thank you very much ... Er, excuse me, do you have time to answer a few questions?

M & P Yeah, OK.

I Some media experts are saying 'privacy is dead in our 21st century world'. Do you agree?

M Well, maybe, yeah. I certainly tell my friends everything online! What do you think?

P Yeah, that's a good point. All my friends keep in touch through Facebook too. But recently I went to a concert and I had to dance on stage. I was so embarrassed, and when I got home, someone, I don't know who, had posted a video of me dancing on YouTube! My worst nightmare and I had no control over it. Personally, I don't like that, so yeah, I agree, perhaps privacy is dead!

I OK, thanks very much ... Excuse me, could I ask you a question? Do you think privacy is dead?

L Pardon?

I Do you think privacy is dead?

L Oh, I'm not sure about that. I haven't really thought about it before. I think we live our lives online these days, so I take your point, but we don't share everything, and it can be very helpful in business, you know, to network, contact other people, but I don't have strong views on this really.

I OK thanks ... Excuse me, can I talk to you for a moment? Do you think privacy is dead in our 21st century world?

A Oh, it's funny you should ask that! I've just read a story about a guy who had a dinner party in New York, invited 15 guests and had no idea that they were posting photos on Twitter and Instagram

during the meal – turns out over three million people saw his dinner party! Can you believe it? So, yeah, that's right, no one has much privacy these days – not even in their own homes!

11.13)))

The forest fire in the woods of the northern provinces is the second natural disaster to affect the region after last June's floods. The area also has very high unemployment, with around 40% of under 30-year-olds out of work.

Yesterday, we heard that a multinational company has decided not to build a new factory here. People had hoped this would create jobs in the region. When they heard the news, many young people wrote angrily on social media.

Unit 12 Work

12.1)))

P I've been a newspaper journalist since 2001. I enjoy my job mostly, but ... I really don't like the office where I work. It's huge and there are about 60 of us in here. We all sit here, we hear the same noises, we breathe the same air. I've worked here for five years. Or at least, I've tried to work here. But it's not easy, and here's why ...

P So why do millions of us work in open-plan offices? To find out more about open-plan offices, I spoke to architect, Nicky Delaney.

P So, Nicky, tell me – how long have we had open-plan offices? Is it a new way of working?

N Well, no actually. Open-plan offices have been around since the late 19th century. The first ones appeared in the USA and were like schools, with workers sitting quietly at small desks, in straight rows, facing the same way. In the 1960s a new kind of office was introduced in Germany, where desks were organized into work zones of different sizes, with desks facing each other. This was to encourage communication and sharing of ideas.

P But let's be honest, although it's good to communicate and share ideas, sometimes it's possible to have too much talk and it can be difficult to work. Listen to sound expert, Justin Simms, talking about the effects of noise on how we work.

J When we do work like writing a document, a voice in our head helps us organize our ideas. Scientists say that nobody can understand two people talking at the same time – we can understand a maximum of 1.6 people talking. If somebody else is speaking, then we can't listen to that voice in our head. That means we can't work well and research has shown that the noise in open-plan offices can reduce productivity by 66%.

P And then there's the opposite problem. Open-plan offices can be too quiet, if everybody's doing their work in silence. So it can be hard to have private conversations. Justin Simms again.

J Some companies have recently started to use something called 'pink noise'. Pink noise sounds like falling rain or wind in the trees. It's played through speakers and provides background noise, which covers the sound of other people's conversation and also covers up the sound of silence.

P So if open-plan offices can be a problem, are there alternative solutions? In the last few years, 'break out areas', where people can have informal meetings, have become more and more popular. In next week's programme, I'm going to look at this new 'flexible working environment'. Till then, it's goodbye from me.

12.5)))

I I work for an advertising agency. I'm a director and my job is to advise clients about their advertising campaigns. I spend a lot of time in meetings – I attend five or six meetings a day, sometimes more. And they're usually at the clients' offices, not at my own, unfortunately. I often have to give presentations at the meetings, so it can be quite stressful. I also entertain clients a lot – you know, take them to restaurants and sports events, that sort of thing. It sounds like fun, but it's difficult to relax when you're with clients. I'd prefer to be out with family or friends. I guess

I've just been in this job for too long.

2 I'm a restaurant manager. I work for a large restaurant in Las Vegas and I manage a team of fifteen people. One of my main roles is to recruit and train new kitchen and waiting staff. I also do a lot of paperwork. For example, I write a report on food sales at the end of every evening. I often don't get to bed until after two in the morning. It's tiring work, but I love it!

3 I'm an administrator at the law court. I work in a team of four people, who I really like, and we run the day-to-day business of the court. So we set times and dates for court cases, answer phone enquiries and deal with emails. It's not the most exciting job in the world and I don't expect to stay in this job forever, but I'm very happy to do it for now.

12.6)))

I Hi Danielle. Come in. Take a seat.

D Thanks very much.

I So, just to introduce myself. I'm Philippa Hart, Head of HR here at Canadian News Online. As you know, we're a new company and we're looking to build up our team of sports writers.

D Uh-huh.

12.7)))

I So, on with the interview ... First of all, tell me, Danielle, what qualifications have you got for this job?

D Well, I've got a university degree in journalism, and that included not just newspaper and magazine journalism but also radio, TV, and, of course, online journalism.

I OK, good, and how much experience do you have? In sports journalism, I mean.

D I've worked as a sports journalist for six years. My first job was working for a local newspaper in my town. I worked there for two years and then I wrote for a teenage sports magazine. I'm currently writing for a popular ice hockey magazine called *Shoot*.

I Yeah, I know it well. So, why do you want to work for this company?

D Well, I enjoy my present job, but I'd like to write about a range of sports, not just ice hockey. Also, I'd really like to get into online publishing.

I Sure, sure. And what are your strengths and weaknesses?

D Mmm, that's a difficult question. Strengths ... well, I'm creative, I can work quickly when I need to, and I'm good at interviewing sports people – you know, getting them to say interesting things. Weaknesses ... I find it hard to say 'no' sometimes when people ask me to do things. That means I sometimes have too many projects. But I'm working on that.

I Sounds good. And what's your greatest achievement? What are you most proud of in your career so far?

D Er, well, two years ago I won an award for best young sports journalist. There was quite a lot of competition for that. You know, writers at other sports magazines – so I was quite pleased.

I Yeah, I'm sure. Now, do you have any questions about the job?

D Er, yes, I do have a few actually ...

12.8)))

1 Does an accountant work in a court?

2 Do you pay a client to do work for you?

3 Does a medical researcher work in a laboratory?

4 If you recruit somebody, do you give them a job?

5 If you fill in a form, are you doing paperwork?

6 If you advise someone, do you tell them what they should do?

7 If your desk is in a mess, is it tidy?

8 If you manage a team, are you in charge of the team?

9 If you are in trouble with your boss, is he or she pleased with you?

Irregular verbs

| Infinitive | Past simple | Past participle |
|------------|----------------|-----------------|
| be | was/were | been |
| become | became | become |
| begin | began | begun |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| can | could | been able to |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fly | flew | flown |
| forget | forgot | forgotten |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given |
| go | went | gone/been |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hit | hit | hit |
| keep | kept | kept |
| know | knew | known |
| learn | learnt/learned | learnt/learned |
| leave | left | left |

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| 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 |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| shut | shut | shut |
| sing | sang | sung |
| sit | sat | sat |
| 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 |

Phonetic symbols

| Single vowel sounds | | | |
|---------------------|---------------------|------|--------------------------|
| /i:/ | tree /tri:/ | /ə/ | computer /kəm'pjʊ:tə/ |
| /ɪ/ | his /hɪz/ | /ɜ:/ | learn /lɜ:n/ |
| /i/ | happy /'hæpi/ | /ɔ:/ | four /fɔ:/ |
| /ʊ/ | good /gʊd/ | /æ/ | hat /hæt/ |
| /u/ | usual /'ju:ʒuəl/ | /ʌ/ | sunny /'sʌni/ |
| /u:/ | school /sku:l/ | /ɑ:/ | car /kɑ:/ |
| /e/ | ten /ten/ | /ɒ/ | clock /klɒk/ |

| Consonant sounds | | | |
|------------------|-------------------------|-----|---------------------------|
| /p/ | pen /pen/ | /s/ | see /si:/ |
| /b/ | big /bɪg/ | /z/ | lazy /'leɪzi/ |
| /t/ | tea /ti:/ | /ʃ/ | shower /'ʃaʊə/ |
| /d/ | do /du:/ | /ʒ/ | television /'telɪvɪʒn/ |
| /tʃ/ | children /'tʃɪldrən/ | /m/ | man /mæn/ |
| /dʒ/ | journey /'dʒɜ:ni/ | /n/ | never /'nevə/ |
| /k/ | cat /kæt/ | /ŋ/ | sing /sɪŋ/ |
| /g/ | go /gəʊ/ | /h/ | hot /hɒt/ |
| /f/ | fly /flaɪ/ | /l/ | like /laɪk/ |
| /v/ | very /'veri/ | /r/ | river /'rɪvə/ |
| /θ/ | thing /θɪŋ/ | /w/ | water /'wɔ:tə/ |
| /ð/ | this /ðɪs/ | /j/ | yes /jes/ |

| Diphthongs (double vowel sounds) | | | |
|----------------------------------|------------------|------|---------------|
| /ɪə/ | near /nɪə/ | /ɔɪ/ | boy /bɔɪ/ |
| /ʊə/ | tour /tuə/ | /aɪ/ | try /traɪ/ |
| /eə/ | wear /weə/ | /əʊ/ | so /səʊ/ |
| /eɪ/ | train /treɪn/ | /aʊ/ | out /aʊt/ |

B1 Wordlist Unit 1

Here is a list of useful or new words from Unit 1 of Navigate B1 Coursebook. You can insert your own translation. Words marked with a key (O) all appear in the *Oxford 3000*.

adj = adjective
adv = adverb

conj = conjunction
n = noun

phr v = phrasal verb
pl = plural

phr = phrase
prep = preposition

pron = pronoun
v = verb

| | | |
|---|-------|---|
| aerobics <i>n</i> /eə'reʊbɪks/ | _____ | She does aerobics once or twice a week. |
| blog <i>n</i> /blɒg/ | _____ | Would you like to write a blog about your daily life? |
| busy O <i>adj</i> /'bɪzi/ | _____ | My life is too busy. |
| camping O <i>n</i> /'kæmpɪŋ/ | _____ | We usually go camping in the summer. |
| cards O <i>n</i> /kɑ:dz/ | _____ | Marta and Felix often play cards together. |
| chat O <i>v</i> /tʃæt/ | _____ | I like to chat with friends online. |
| chess <i>n</i> /tʃes/ | _____ | Mehmet plays chess once or twice a week. |
| cloudy O <i>adj</i> /'klaʊdi/ | _____ | It's very cloudy today. |
| coffee O <i>n</i> /'kɒfi/ | _____ | We hardly ever go out for a coffee. |
| cold O <i>adj</i> /kəʊld/ | _____ | The air's cold this morning. |
| computer game O <i>n</i> /kəm'pjʊ:tə geɪm/ | _____ | He nearly always plays computer games after school. |
| damp O <i>adj</i> /dæmp/ | _____ | Wear your raincoat. It's another damp day today. |
| dream O <i>n</i> /dri:m/ | _____ | Do you ever have a dream about flying? |
| early O <i>adj</i> /'ɜ:li/ | _____ | I'm going to have an early night. |
| equal O <i>adj</i> /'i:kwəl/ | _____ | You should try to have an equal balance of all three. |
| exercise O <i>n</i> /'eksəsaɪz/ | _____ | You should do some exercise. |
| family O <i>n</i> /'fæməli/ | _____ | Do you spend a lot of time with your family? |
| film <i>n</i> /fɪlm/ | _____ | Have you ever made a film and posted it on YouTube? |
| film O <i>v</i> /fɪlm/ | _____ | One of them stands next to the painting as the other one films her. |
| fun O <i>n</i> /fʌn/ | _____ | I like to have fun. |
| golf <i>n</i> /gɒlf/ | _____ | Do you play golf? |
| gym <i>n</i> /dʒɪm/ | _____ | I sometimes go to the gym after work. |
| homework O <i>n</i> /'həʊmwɜ:k/ | _____ | Make sure you do your homework before supper. |
| hot O <i>adj</i> /hɒt/ | _____ | I love this hot weather. |
| housework <i>n</i> /'haʊswɜ:k/ | _____ | I'm going to do the housework after lunch. |
| humid <i>adj</i> /'hju:mɪd/ | _____ | I hate this humid weather. |
| indoors O <i>adv</i> /,ɪn'dɔ:z/ | _____ | We sometimes play cards indoors. |
| karate <i>n</i> /kə'reɪti/ | _____ | He does karate most days. |
| late O <i>adv</i> /leɪt/ | _____ | I try not to go to bed late during the week. |
| lie-in <i>n</i> /,laɪ 'ɪn/ | _____ | Are you going to have a lie-in on Sunday? |
| light O <i>adj</i> /laɪt/ | _____ | There is going to be some light snow this evening. |
| lightning <i>n</i> /'laɪtnɪŋ/ | _____ | Did you see the lightning last night? |
| look O <i>n</i> /lʊk/ | _____ | We'll have a look at it back at the hotel. |
| make a list O <i>phr</i> /,meɪk ə 'lɪst/ | _____ | I always start the day by making a to-do list. |
| make plans O <i>phr</i> /meɪk 'plænz/ | _____ | She is making plans for her future. |
| meal O <i>n</i> /mi:l/ | _____ | We sometimes go out for a meal. |

B1 Wordlist Unit 1

| | | |
|--|-------|--|
| nasty <i>adj</i> /'nɑ:sti/ | _____ | The water's too warm and there are sea snakes and other nasty animals. |
| outdoors O <i>adv</i> /,aʊt'ðɔ:z/ | _____ | They are always playing outdoors. |
| period O <i>n</i> /'piəriəd/ | _____ | There are going to be some short periods of rain later. |
| photograph O <i>n</i> /'fəʊtəgrɑ:f/ | _____ | I always look serious if someone takes a photograph of me. |
| pleasant O <i>adj</i> /'pleznt/ | _____ | The weather is very pleasant. |
| pleasure O <i>n</i> /'plezə(r)/ | _____ | Can you say 'no' to immediate pleasures? |
| post O <i>v</i> /pəʊst/ | _____ | We'll post that on Facebook later. |
| promise O <i>n</i> /'prɒmɪs/ | _____ | When I make a promise, I never change my mind. |
| psychologist <i>n</i> /saɪ'kɒlədʒɪst/ | _____ | Professor Philip Zimbardo is a psychologist. |
| record O <i>n</i> /'rekɔ:d/ | _____ | I always make a record of everything I spend in a day. |
| record O <i>v</i> /rɪ'kɔ:d/ | _____ | We can record the speech and post it on YouTube later. |
| relationship O <i>n</i> /rɪ'leɪʃnʃɪp/ | _____ | They have a very good relationship with their parents. |
| relative O <i>n</i> /'relətɪv/ | _____ | I love spending time with relatives. |
| reviewer <i>n</i> /rɪ'vju:ə(r)/ | _____ | Here to tell us about the new book by Haruki Murakami is this week's reviewer, Maria Georgiou. |
| running O <i>n</i> /'rʌnɪŋ/ | _____ | Do you ever go running? |
| shopping O <i>n</i> /'ʃɒpɪŋ/ | _____ | I'm going to do the shopping this afternoon. |
| snowfall <i>n</i> /'snəʊfɔ:l/ | _____ | In the late autumn we get our first snowfalls. |
| spend time O <i>v</i> /spend 'taɪm/ | _____ | You should try and spend more time with relatives. |
| stay in O <i>v</i> /steɪ 'ɪn/ | _____ | I'm going to stay in tonight. |
| swimming O <i>n</i> /'swɪmɪŋ/ | _____ | We never go swimming. |
| text O <i>n</i> /tekst/ | _____ | Do you use special language when you write a text? |
| time O <i>n</i> /taɪm/ | _____ | Do you spend time with family during your holidays? |
| to-do list <i>n</i> /tə 'du: ,lɪst/ | _____ | There's so much to do. You should make a to-do list. |
| trip O <i>n</i> /trɪp/ | _____ | Let's go on a trip somewhere. |
| uncomfortable O <i>adj</i> /ʌn'kʌmfətəbl/ | _____ | This hot weather is uncomfortable. |
| walk O <i>n</i> /wɔ:k/ | _____ | She rarely goes for a walk. |
| work O <i>n</i> /wɜ:k/ | _____ | I must do some work this afternoon. |

B1 Wordlist Unit 2

| | | |
|--|-------|--|
| architect <i>n</i> /'ɑ:kɪtekt/ | _____ | Jim Thompson was an American architect who moved to Bangkok after the Second World War. |
| block O <i>v</i> /blɒk/ | _____ | They block my way and don't move even when I say politely, 'Excuse me ...'. |
| café <i>n</i> /'kæfeɪ/ | _____ | There's a pavement café in the city centre. |
| candle <i>n</i> /'kændl/ | _____ | I love the candles in your bedroom. |
| CCTV camera <i>n</i> /,si: si: ti: 'vi: ,kæməərə/ | _____ | CCTV cameras check their speed. |
| chest of drawers <i>n</i> /,tʃest əv 'drɔ:z/ | _____ | I'm surprised there isn't a chest of drawers in the bedroom. |
| cloth O <i>n</i> /klɒθ/ | _____ | Please clean the kitchen with this cloth. |
| collect O <i>v</i> /kə'lekt/ | _____ | They are developing a new way to collect rubbish. |
| crowded O <i>adj</i> /'kraʊdɪd/ | _____ | The streets are crowded in the summer. |
| destroy O <i>v</i> /di'strɔɪ/ | _____ | The new building work is going to destroy the old town. |
| dull O <i>adj</i> /dʌl/ | _____ | It's quite dull in winter. |
| dustpan and brush <i>n</i> /,dʌstpæn ən 'brʌʃ/ | _____ | He's cleaning the floor with a dustpan and brush. |
| duvet <i>n</i> /'du:vet/ | _____ | The blue duvet on her bed is lovely. |
| fast lane O <i>n</i> /'fɑ:st leɪn/ | _____ | In a pedestrian fast lane, the maximum speed is 3 mph. |
| fine O <i>v</i> /faɪn/ | _____ | Police officers fine people not following the rules. |
| flower stall O <i>n</i> /'flaʊə stɔ:l/ | _____ | There's a flower stall in the town centre. |
| house swap O <i>n</i> /'haʊs swɒp/ | _____ | They are doing a house swap with a family in the United States. |
| household possessions O <i>n pl</i> /,haʊshəʊld pə'zeʃnz/ | _____ | Huang Qingjun takes photos of people outside their homes with their household possessions. |
| house-sit <i>v</i> /'haʊs sɪt/ | _____ | Felix is house-sitting for a friend. |
| industry O <i>n</i> /'ɪndəstri/ | _____ | He is famous for rebuilding the Thai silk industry. |
| lively O <i>adj</i> /'laɪvli/ | _____ | The nightlife is lively. |
| location O <i>n</i> /ləʊ'keɪʃn/ | _____ | He visited one location where a couple had to move house. |
| market place O <i>n</i> /'mɑ:kɪt pleɪs/ | _____ | I really like the market place in your town. |
| maze <i>n</i> /meɪz/ | _____ | This city's like a maze. |
| microwave oven <i>n</i> /,maɪkrəweɪv 'ʌvn/ | _____ | I'm disappointed there's only a microwave oven in the kitchen. |
| mirror O <i>n</i> /'mɪrə(r)/ | _____ | Did you see the mirror on the bedroom wall? |
| narrow O <i>adj</i> /'nærəʊ/ | _____ | Many Italian towns have small or narrow streets. |
| navigation <i>n</i> /,nævɪ'geɪʃn/ | _____ | Dustcart is a friendly-looking robot with maps and GPS navigation. |
| on business O <i>phr</i> /ɒn 'bɪznəs/ | _____ | There are so many people who come here on business. |
| on holiday O <i>phr</i> /ɒn 'hɒlədeɪ/ | _____ | I really don't understand why they come here on holiday. |
| on public transport O <i>phr</i> /ɒn ,pʌblɪk 'trænspɔ:t/ | _____ | Can you get to work or university on public transport? |
| on the internet O <i>phr</i> /ɒn ði: 'ɪntənət/ | _____ | You just look it up on the internet. |
| on the way O <i>phr</i> /ɒn ðə 'weɪ/ | _____ | I was on the way to the city centre. |
| on time O <i>phr</i> /ɒn 'taɪm/ | _____ | Nobody's ever on time for anything. |
| on TV O <i>phr</i> /ɒn ,ti: 'vi:/ | _____ | Do you prefer watching films on TV or at the cinema? |
| pan O <i>n</i> /pæn/ | _____ | Use this pan to cook the pasta in. |
| parking space <i>n</i> /'pɑ:kɪŋ speɪs/ | _____ | It's difficult to find a parking space. |

B1 Wordlist Unit 2

| | | |
|--|-------|---|
| pavement artist <i>n</i> /'peɪvmənt ,ɑ:tɪst/ | _____ | In the summer you can see pavement artists on some of the streets. |
| pedestrian area <i>n</i> /pə'destrɪən ,eəriə/ | _____ | The pedestrian area is good for shopping. |
| play area O₁₁ <i>n</i> /'pleɪ ,eəriə/ | _____ | There's a play area for the children. |
| project O₁₁ <i>n</i> /'prɒdʒekt/ | _____ | He began this project in 2006. |
| publisher O₁₁ <i>n</i> /'pʌblɪʃə(r)/ | _____ | I'm the writer, publisher and the salesman. |
| rage <i>n</i> /reɪdʒ/ | _____ | He was so angry. I had never seen him in such a rage before. |
| recycle <i>v</i> /,ri:'saɪkl/ | _____ | These days, we recycle more and more of our rubbish. |
| robot <i>n</i> /'rəʊbɒt/ | _____ | Dustcart is a street-cleaning robot. |
| rubbish O₁₁ <i>n</i> /'rʌbɪʃ/ | _____ | There's a huge problem with rubbish in the city centre. |
| rug <i>n</i> /rʌg/ | _____ | I don't like the white rugs in the sitting room. |
| safe O₁₁ <i>adj</i> /seɪf/ | _____ | The city centre is safe at night. |
| satellite dish <i>n</i> /'sætələɪt dɪʃ/ | _____ | The photo shows a satellite dish on the house. |
| sheet O₁₁ <i>n</i> /ʃi:t/ | _____ | All the beds have got clean sheets. |
| shop display O₁₁ <i>n</i> /'ʃɒp dɪˌspleɪ/ | _____ | The people in front of me were walking slowly and taking photos of the shop displays. |
| shopper O₁₁ <i>n</i> /'ʃɒpə(r)/ | _____ | There are so many shoppers on the streets. |
| solution O₁₁ <i>n</i> /sə'lju:ʃn/ | _____ | One solution to the problem is a pedestrian fast lane. |
| souvenir seller <i>n</i> /,su:və'nɪə ,selə(r)/ | _____ | There are lots of souvenir sellers in summer. |
| stall <i>n</i> /stɔ:l/ | _____ | The market has all kinds of stalls. |
| statue O₁₁ <i>n</i> /'stætʃu:/ | _____ | It's famous for its statue of a lion. |
| strange O₁₁ <i>adj</i> /streɪndʒ/ | _____ | Some people think that it's a strange idea. |
| street cleaner O₁₁ <i>n</i> /'stri:t ,kli:nə(r)/ | _____ | The street cleaners keep our city looking nice. |
| street performer O₁₁ <i>n</i> /'stri:t pəˌfɔ:mə(r)/ | _____ | You can see street performers every weekend in our city. |
| student accommodation O₁₁ <i>n</i> /'stju:dnt əˌkɒməˌdeɪʃn/ | _____ | Petra is staying in student accommodation this term. |
| tap O₁₁ <i>n</i> /tæp/ | _____ | I can't work the taps in the bathroom. |
| towel <i>n</i> /'taʊəl/ | _____ | The towels in the bathroom are lovely. |
| tower block O₁₁ <i>n</i> /'taʊə blɒk/ | _____ | There are plans to build some tower blocks in the city centre. |
| truck O₁₁ <i>n</i> /trʌk/ | _____ | Rubbish trucks don't find it easy to get around the narrow streets. |
| wardrobe <i>n</i> /'wɔ:drəʊb/ | _____ | I'm surprised there isn't a wardrobe for our clothes. |
| wash basin O₁₁ <i>n</i> /'wɒʃ ,beɪsn/ | _____ | The wash basin in the bathroom is very small. |

B1 Wordlist Unit 3

| | | |
|--|-------|--|
| achievement O <i>n</i> /ə'tʃi:vmənt/ | _____ | Hello and welcome to <i>Making History</i> , the programme where we look back at human achievements that have changed history. |
| angrily O <i>adv</i> /'æŋgrəli/ | _____ | I look at them angrily. |
| angry O <i>adj</i> /'æŋgri/ | _____ | I get angry when people drop rubbish in the street. |
| anxious O <i>adj</i> /'æŋkʃəs/ | _____ | I think she's feeling anxious. |
| avoid O <i>v</i> /ə'vɔɪd/ | _____ | I try to avoid eye contact. |
| backwards O <i>adv</i> /'bækwədz/ | _____ | Scuba divers always dive backwards out of a boat. |
| balloon <i>n</i> /bə'lu:n/ | _____ | A large balloon took him up into space. |
| behaviour O <i>n</i> /br'heɪvjə(r)/ | _____ | If you watch what people do in lifts, you'll see some very interesting behaviour. |
| bother O <i>v</i> /'bɒðə(r)/ | _____ | It doesn't bother me if they listen to loud music. |
| calmly O <i>adj</i> /'kɑ:mli/ | _____ | He calmly pushed the alarm button and waited for an answer. |
| capsule <i>n</i> /'kæpsju:l/ | _____ | He came slowly out of the capsule. |
| climb O <i>v</i> /klaɪm/ | _____ | I haven't got my key. I know – I'll climb in through that open window. |
| confused O <i>adj</i> /kən'fju:zd/ | _____ | I feel very confused. I don't know what to do! |
| cook O <i>n</i> /kʊk/ | _____ | She's a good cook. |
| dive <i>v</i> /daɪv/ | _____ | Watch him dive into the swimming pool. |
| drop O <i>v</i> /drɒp/ | _____ | If you drop your phone into liquid, put it in a bowl of uncooked rice to dry it out. |
| easily O <i>adv</i> /'i:zəli/ | _____ | I can easily start a conversation with a stranger. |
| eater <i>n</i> /'i:tə(r)/ | _____ | She's a slow eater. |
| embarrassed O <i>adj</i> /ɪm'bærəst/ | _____ | I feel so embarrassed about it. |
| excited O <i>adj</i> /ɪk'saɪtɪd/ | _____ | I feel so excited about journey tomorrow. |
| exhausted <i>adj</i> /ɪg'zɔ:stɪd/ | _____ | I feel exhausted most days. |
| eye contact O <i>n</i> /'aɪ ,kɒntækt/ | _____ | She's very shy and never makes eye contact. |
| fall O <i>v</i> /fɔ:l/ | _____ | Watch out! I think that tree is going to fall. |
| fluently <i>adv</i> /'flu:əntli/ | _____ | I would like to speak two languages fluently. |
| forwards O <i>adv</i> /'fɔ:wədz/ | _____ | She was running too fast and fell forwards. |
| frightened O <i>adj</i> /'fraɪnd/ | _____ | The building was empty. Now he was frightened. |
| guilty O <i>adj</i> /'gɪlti/ | _____ | I think he's feeling guilty about not going to the party. |
| headphones <i>n</i> /'hedfəʊnz/ | _____ | Put your headphones on to listen to your music. |
| in a good mood O <i>phr</i> /ɪn ə ,gʊd 'mu:d/ | _____ | She's in a good mood. |
| intercom <i>n</i> /'ɪntəkɒm/ | _____ | A voice on the intercom asked, 'Is someone in there?' |
| into O <i>prep</i> /'ɪntu:,'ɪntə/ | _____ | They ran into the garden. |
| jump O <i>v</i> /dʒʌmp/ | _____ | Everybody shouted and jumped up and down. |
| land O <i>v</i> /lænd/ | _____ | He landed safely. |
| lift O <i>v</i> /lɪft/ | _____ | Can you help me lift the new TV out of its box? |
| lift O <i>n</i> /lɪft/ | _____ | He was stuck in a lift for 41 hours! |
| loudly O <i>adv</i> /laʊdli/ | _____ | I hate it when people speak loudly on their mobile phones. |
| nervous O <i>adj</i> /'nɜ:vəs/ | _____ | I feel nervous about the exam. |
| nicely O <i>adv</i> /'naɪsli/ | _____ | I ask them nicely to turn it down. |

B1 Wordlist Unit 3

| | | |
|--|-------|--|
| nightmare <i>n</i> /'naɪtmɛə(r)/ | _____ | I had a terrible nightmare last night. |
| out of O <i>prep</i> /'aʊt əv/ | _____ | He came out of the capsule. |
| over O <i>prep</i> /'əʊvə(r)/ | _____ | He slowly walked over to the capsule. |
| parachute <i>v</i> /'pærəʃu:t/ | _____ | He parachuted down towards the desert. |
| pleased O <i>adj</i> /pli:zd/ | _____ | She's really pleased the party was a success. |
| politely O <i>adv</i> /pə'laɪtli/ | _____ | I smile politely. |
| pull out O <i>v</i> /pʊl 'aʊt/ | _____ | Then he pulled the button out, so that the alarm rang and rang continuously. |
| quickly O <i>adv</i> /'kwɪkli/ | _____ | He quickly moved to another seat. |
| reader O <i>n</i> /'ri:də(r)/ | _____ | He's a slow reader. |
| rescue team O <i>n</i> /'reskjʊ: ti:m/ | _____ | A rescue team arrived a short time later to take her to hospital. |
| round and round O <i>prep</i> /'raʊnd ən raʊnd/ | _____ | He suddenly began to turn round and round. |
| runner O <i>n</i> /'rʌnə(r)/ | _____ | She's a really fast runner. |
| skydiving <i>n</i> /'skaɪdaɪvɪŋ/ | _____ | The rest of his skydiving team saw this on their computer screens and were worried he was in terrible trouble. |
| smartly O <i>adv</i> /'smɑ:tlɪ/ | _____ | In my job I need to dress smartly. |
| snowboarding <i>n</i> /'snəʊbɔ:ɪdɪŋ/ | _____ | A group of us went snowboarding in Switzerland. |
| stranger O <i>n</i> /'streɪndʒə(r)/ | _____ | When you sit next to a stranger on a bus or train, what do you do? |
| straw <i>n</i> /strɔ:z/ | _____ | It was one of those little cartons of juice that comes with a little straw. |
| stressed O <i>adj</i> /strest/ | _____ | He's feeling stressed about the new project. |
| take off O <i>v</i> /teɪk 'ɒf/ | _____ | Come and watch the plane take off. |
| through O <i>prep</i> /θru:z/ | _____ | She walked through the open door. |
| towards O <i>prep</i> /tə'wɔ:dz/ | _____ | Look! Martha is walking towards us. |
| traffic lights O <i>n, pl</i> /'træfɪk laɪts/ | _____ | Come on traffic lights, turn green. I'm going to be so late for my meeting! |
| traveller O <i>n</i> /'trævələ(r)/ | _____ | I'm a regular traveller. |
| typist <i>n</i> /'taɪpɪst/ | _____ | She's a quick typist. |
| video camera O <i>n</i> /'vɪdɪəʊ ,kæmərə/ | _____ | He hit the walls several times and shouted at the video camera. |
| walker O <i>n</i> /'wɔ:kə(r)/ | _____ | He's a fast walker. |

B1 Wordlist Unit 4

| | | |
|--|-------|---|
| about O_{nm} <i>adv</i> /ə'baʊt/ | _____ | I think she's about thirty-five. |
| arrive O_{nm} <i>v</i> /ə'raɪv/ | _____ | She arrived home very late. |
| attack O_{nm} <i>v</i> /ə'tæk/ | _____ | As he was leaving a concert, two men attacked him. |
| become O_{nm} <i>v</i> /bɪ'kʌm/ | _____ | He became anxious the more he thought about it. |
| blog <i>v</i> /blɒg/ | _____ | She blogs about daily life with two young children. |
| boxer <i>n</i> /'bɒksə(r)/ | _____ | He decided to become the manager of a boxer from Brazil. |
| buy O_{nm} <i>v</i> /baɪ/ | _____ | I want to buy a new T-shirt. |
| challenge O_{nm} <i>n</i> /'tʃælɪndʒ/ | _____ | He did the challenges for a few months. |
| change career O_{nm} <i>phr</i> /tʃeɪndʒ kə'riə(r)/ | _____ | I want to change career. |
| choose O_{nm} <i>v</i> /tʃu:z/ | _____ | I need to choose a career, but I don't know what to do. |
| concert hall O_{nm} <i>n</i> /'kɒnsət hɔ:l/ | _____ | He has played in many of the world's greatest concert halls. |
| conductor O_{nm} <i>n</i> /kən'dʌktə(r)/ | _____ | João Carlos Martins is a famous Brazilian classical pianist and conductor. |
| deal with O_{nm} <i>phr v</i> /'di:l wɪð/ | _____ | I need to deal with these emails. |
| do online banking O_{nm} <i>phr</i> /du: ,ɒn,lain 'bæŋkɪŋ/ | _____ | How often do you do online banking? |
| download <i>v</i> /,daʊn'ləʊd/ | _____ | You can download this app for free. |
| engaged O_{nm} <i>adj</i> /ɪn'geɪdʒd/ | _____ | When did you get engaged? |
| get married O_{nm} <i>phr</i> /get 'mærid/ | _____ | We're getting married this year. |
| go online O_{nm} <i>phr</i> /gəʊ ,ɒn'lain/ | _____ | Why don't you go online to book the hotel? |
| go to O_{nm} <i>phr v</i> /'gəʊ tu:, tə/ | _____ | She wants to go to university. |
| have a baby / children O_{nm} <i>v</i> /,hæv ə 'beɪbi, 'tʃɪldrən/ | _____ | We want to have children. |
| in (your) late twenties <i>n</i> /ɪn (jɔ:) ,leɪt 'twentɪz/ | _____ | I think he's in his late twenties. |
| in (your) sixties <i>n</i> /ɪn (jɔ:) 'sɪkstɪz/ | _____ | A lot of people retire in their sixties. |
| learn to swim O_{nm} <i>v</i> /,lɜ:n tə 'swɪm/ | _____ | I want to learn to swim. |
| leave home / school O_{nm} <i>v</i> /li:v 'həʊm, 'sku:l/ | _____ | She decided to leave home. / I leave school this year. |
| live with O_{nm} <i>phr v</i> /'lɪv wɪð/ | _____ | Do you live with your partner? |
| log on / out <i>phr v</i> /lɒg 'ɒn, 'aʊt/ | _____ | Make sure you log out when you have finished. |
| mid O_{nm} <i>prep</i> /mɪd/ | _____ | She's in her mid-twenties. |
| middle-aged <i>adj</i> /,mɪdl 'eɪdʒd/ | _____ | They're a middle-aged couple, with grown-up children. |
| moment O_{nm} <i>n</i> /'mɒmənt/ | _____ | It was the most amazing moment of his life. |
| move house or flat O_{nm} <i>phr</i> /mu:v ,haʊs ɔ: 'flæt/ | _____ | Martha moved house last week. |
| obtain O_{nm} <i>v</i> /əb'teɪn/ | _____ | Where did you obtain that from? |
| pass your exams / driving test O_{nm} <i>phr</i> /,pɑ:s jɔ:r ɪg'zæmz, jɔ: 'draɪvɪŋ test/ | _____ | Did you pass all your exams? |
| perform O_{nm} <i>v</i> /pə'fɔ:ɪm/ | _____ | He learned to play the piano when he was a child and as a teenager he performed in concerts around the world. |
| pianist <i>n</i> /'piənɪst/ | _____ | He wanted to follow his dream of being a pianist. |
| present O_{nm} <i>n</i> /'preznt/ | _____ | Did you get a lot of presents for your birthday? |
| read / listen to the news O_{nm} <i>phr</i> /,ri:d, ,lɪsn tə ðə 'nju:z/ | _____ | I want to listen to the news. |

Name _____

Navigate

B1 Wordlist Unit 4

| | | |
|---|-------|---|
| receive O₁₁ v /rɪ'si:v/ | _____ | I received a present today. |
| repetitive strain injury (RSI) n /rɪ,petətɪv 'streɪn ,ɪndʒəri/ | _____ | He performed in concerts for another seven years, but then he had to give up because of Repetitive Strain Injury (RSI). |
| retire O₁₁ v /rɪ'taɪə(r)/ | _____ | He's going to retire from teaching next year. |
| review O₁₁ n /rɪ'vju:/ | _____ | The hotel gets some great reviews. |
| seafront n /'si:frʌnt/ | _____ | The restaurant is on the seafront. |
| share O₁₁ v /ʃeə(r)/ | _____ | I share a small flat with friends. |
| shop online O₁₁ v /ʃɒp ,ɒn'laɪn/ | _____ | I like to shop online. |
| social media O₁₁ n /'səʊʃl ,mi:diə/ | _____ | I use social media all the time, especially Facebook. |
| take up O₁₁ phr v /,teɪk ʌp/ | _____ | I want to take up a new hobby. |
| talk O₁₁ n /tɔ:k/ | _____ | Matt gave an online talk about how the challenges changed his life. |
| teenager n /'ti:neɪdʒə(r)/ | _____ | This TV programme is for teenagers and young adults. |
| travel O₁₁ v /'trævl/ | _____ | We're going to travel by taxi to the airport. |
| tweet v /twɪt/ | _____ | He tweeted that he was going to meet a famous musician. |
| update v /,ʌp'deɪt/ | _____ | Did you update your Facebook page? |
| use O₁₁ n /ju:s/ | _____ | A few years later, he lost the use of his left hand. |
| vase n /vɑ:z/ | _____ | I'm very sorry I broke your vase. |
| vegetarian cookbook n /,vedʒə'teəriən 'kʊkbʊk/ | _____ | We're going to get a vegetarian cookbook to help us. |

B1 Wordlist Unit 5

| | | |
|--|-------|---|
| advice O <i>n</i> /əd'vaɪs/ | _____ | It also included advice for teachers about how to teach music and mathematics. |
| afford O <i>v</i> /ə'fɔ:d/ | _____ | What would you like to buy, but can't afford right now? |
| antique <i>adj</i> /æn'ti:k/ | _____ | It's antique and gold. |
| balance O <i>n</i> /'bæləns/ | _____ | I check my balance regularly so I know how much money there is in my bank account. |
| bank account O <i>n</i> /'bæŋk ə,kaʊnt/ | _____ | Do you know how much money is in your bank account? |
| benefit O <i>n</i> /'benɪfɪt/ | _____ | Do you think living in a cashless society offers enough benefits? |
| bill O <i>n</i> /bɪl/ | _____ | Ask the waiter for the bill. |
| borrowed O <i>v, pp</i> /'bɒrəʊd/ | _____ | Have you ever borrowed a large amount of money? |
| brand new O <i>adj</i> /,brænd 'nju:/ | _____ | It's brand new. I only got it a few weeks ago. |
| bright O <i>adj</i> /braɪt/ | _____ | It's a lovely bright colour. |
| buyer O <i>n</i> /'baɪə(r)/ | _____ | We'll get a buyer for it. |
| change O <i>n</i> /tʃeɪndʒ/ | _____ | I've got some change and lots of receipts in my wallet. |
| coin O <i>n</i> /kɔɪn/ | _____ | We can give some coins to the street performers. |
| collection O <i>n</i> /kə'leɪʃn/ | _____ | As a result, our book collection went from 300 down to six. |
| comfort O <i>n</i> /'kʌmfət/ | _____ | I prefer to watch films in the comfort of my own home. |
| comfort O <i>v</i> /'kʌmfət/ | _____ | She went to the nursery to comfort the baby. |
| comfortable O <i>adj</i> /'kʌmfətəbl/ | _____ | It's very comfortable to ride. |
| compute <i>v</i> /kəm'pjʊ:t/ | _____ | We need to compute the size and weight of each object. |
| condition O <i>n</i> /kən'dɪʃn/ | _____ | It's not in very good condition. |
| credit card O <i>n</i> /'kredɪt kɑ:d/ | _____ | Can I pay for this by credit card, please? |
| crime O <i>n</i> /kraɪm/ | _____ | Things have improved, for instance there isn't as much crime in Sweden. |
| dark O <i>adj</i> /dɑ:k/ | _____ | It's got a dark blue stone. |
| debt O <i>n</i> /det/ | _____ | I don't like being in debt. |
| decide O <i>v</i> /dɪ'saɪd/ | _____ | She has to decide by next Monday. |
| developing world <i>n</i> /dɪ'veləpɪŋ wɜ:ld/ | _____ | Many countries in the developing world are using mobile phones to do online banking. |
| digit <i>n</i> /'dɪdʒɪt/ | _____ | How many digits are there in your account number? |
| digital <i>adj</i> /'dɪdʒɪtl/ | _____ | Modern digital technology has helped. We gave away our CDs and now keep our music on the computer. |
| disappointment O <i>n</i> /,dɪsə'pɔɪntmənt/ | _____ | Have you bought anything recently which was a disappointment? |
| economy O <i>n</i> /ɪ'kɒnəmi/ | _____ | I think life is better since the decrease in the cash economy. |
| enjoy O <i>v</i> /ɪn'dʒɔɪ/ | _____ | Did you enjoy your holiday? |
| enjoyable O <i>adj</i> /ɪn'dʒɔɪəbl/ | _____ | Some people think our life isn't enjoyable any more. |
| equip <i>v</i> /ɪ'kwɪp/ | _____ | This course will equip you with the skills you need. |
| essential O <i>adj</i> /ɪ'senʃl/ | _____ | It's essential you save some money. |
| fashionable O <i>adj</i> /'fæʃnəbl/ | _____ | It is quite fashionable. |
| fee O <i>n</i> /fi:/ | _____ | In Kenya, people can use credit on their mobile phones to pay for things like their children's school fees. |
| heavy O <i>adj</i> /'hevi/ | _____ | This box is really heavy. |
| large O <i>adj</i> /lɑ:dʒ/ | _____ | This is difficult to carry – it's quite large. |

B1 Wordlist Unit 5

| | | |
|---|-------|--|
| leather O_{ox} <i>n</i> /'leðə(r)/ | _____ | This seat's made of leather. |
| lent O_{ox} <i>v, pp</i> /lent/ | _____ | Have you lent money to someone in the last month? |
| metal O_{ox} <i>n</i> /'metl/ | _____ | It's made of metal. |
| minimalist <i>adj</i> /'mɪnɪməlɪst/ | _____ | Our flat was full of stuff, so we went minimalist: we sold or gave away the things which we hardly ever use. |
| mosquito <i>n</i> /mə'ski:təʊ/ | _____ | It's a very bad time of year for mosquitoes. |
| note O_{ox} <i>n</i> /nəʊt/ | _____ | I've got one or two notes in my wallet. |
| owe O_{ox} <i>v</i> /əʊ/ | _____ | She owes me £20! |
| pale O_{ox} <i>adj</i> /peɪl/ | _____ | It's a kind of pale grey colour. |
| pay back O_{ox} <i>v</i> /peɪ 'bæk/ | _____ | I'll pay you back the money tomorrow. |
| personal O_{ox} <i>adj</i> /'pɜ:sənəl/ | _____ | It contains personal things. |
| plastic O_{ox} <i>adj</i> /'plæstɪk/ | _____ | It's got a plastic cover. |
| possess O_{ox} <i>v</i> /pə'zes/ | _____ | I don't possess a single CD or DVD. |
| possessions O_{ox} <i>n, pl</i> /pə'zeɪʒnz/ | _____ | Do you think possessions can make you feel happy? |
| purse <i>n</i> /pɜ:s/ | _____ | I think I've got some money in my purse. |
| refund <i>n</i> /'rɪ:fʌnd/ | _____ | I'd like to return the wallet and get a refund. |
| rent O_{ox} <i>n</i> /rent/ | _____ | How much is the rent for your flat? |
| repellent <i>n</i> /rɪ'pelənt/ | _____ | I always pack a mosquito-repellent plug. |
| revolution O_{ox} <i>n</i> /,revə'lʊ:ʃn/ | _____ | Kenya has led a revolution in mobile banking. |
| save up O_{ox} <i>v</i> /seɪv 'ʌp/ | _____ | I'm saving up for a new car. |
| scooter <i>n</i> /'sku:tə(r)/ | _____ | Riding my scooter is great fun and the feel of the cool wind is wonderful. |
| shiny O_{ox} <i>adj</i> /'ʃaɪni/ | _____ | It's so bright and shiny. |
| special O_{ox} <i>adj</i> /'speʃl/ | _____ | Somebody special gave it to me. |
| statistic <i>n</i> /stə'tɪstɪk/ | _____ | Statistics show that the number of bank robberies has dropped. |
| stress O_{ox} <i>n</i> /stres/ | _____ | He's under a lot of stress at the moment at work. |
| stress O_{ox} <i>v</i> /stres/ | _____ | I must stress how important it is to be careful with your money. |
| stressful O_{ox} <i>adj</i> /'stresfl/ | _____ | Sometimes having too many things can be stressful. |
| suitable O_{ox} <i>adj</i> /'su:təbl/ | _____ | It isn't suitable for work. |
| thin O_{ox} <i>adj</i> /θɪn/ | _____ | It's very thin and light, so it's easy to carry. |
| time capsule O_{ox} <i>n</i> /'taɪm ,kæpsju:l/ | _____ | A time capsule is a special container with objects inside. |
| transfer O_{ox} <i>v</i> /træns'fɜ:(r)/ | _____ | Mobile phones are perfect for transferring money. |
| useful O_{ox} <i>adj</i> /'ju:sfl/ | _____ | It's so useful that I can't imagine life without it. |
| valuable O_{ox} <i>adj</i> /'væljuəbl/ | _____ | This watch isn't very valuable. |
| wallet O_{ox} <i>n</i> /'wɒlɪt/ | _____ | What's in your wallet at the moment? |

B1 Wordlist Unit 6

| | | |
|---|-------|--|
| adopt O v /ə'dɒpt/ | _____ | They have decided to adopt a child. |
| bad manners O phr /bæd 'mænəz/ | _____ | I've heard that in other countries it's bad manners to talk when another person is speaking. |
| best-selling O adj /,best 'selɪŋ/ | _____ | Susan Cain is the author of the best-selling book <i>Quiet</i> . |
| characteristic O n /,kærəktə'rɪstɪk/ | _____ | What do you think are the main characteristics of introverts? |
| confident O adj /'kɒnfɪdənt/ | _____ | She's confident about her exams. |
| couple O n /'kʌpl/ | _____ | Nicole and Paul make a lovely couple. |
| creative adj /kri'eɪtɪv/ | _____ | He's quite creative and often has new ideas. |
| dishonest O adj /dɪs'ɒnɪst/ | _____ | It was dishonest of him to say that. |
| disorganized adj /dɪs'ɔ:gənəɪzd/ | _____ | His manager is a bit disorganized. His office is a mess. |
| extrovert n /'ekstrəvɜ:t/ | _____ | She's an extrovert and confident in a large group of people. |
| fair O adj /feə(r)/ | _____ | Do you think it was fair of her to say that? |
| father-in-law n /'fɑ:ðərɪnlɔ:/ | _____ | My father-in-law enjoys gardening. |
| flatmate n /'flætmeɪt/ | _____ | My flatmate is quite lazy. He never does the washing up. |
| friendly O adj /'frendli/ | _____ | He's a very friendly person. |
| get divorced O phr /,get dɪ'vɔ:st/ | _____ | You get divorced only if your marriage goes wrong. |
| hard-working O adj /,hɑ:d 'wɜ:kɪŋ/ | _____ | She's a very hard-working person and works long hours. |
| honest O adj /'ɒnɪst/ | _____ | Mia's an honest person – she always tells the truth. |
| impatient O adj /ɪm'peɪfnt/ | _____ | She's a bit impatient. She doesn't like waiting for things. |
| impolite adj /,ɪmpə'laɪt/ | _____ | I think it's a bit impolite to say that. |
| impossible O adj /ɪm'pɒsəbl/ | _____ | It was impossible to sleep because it was so hot. |
| introvert n /'ɪntrəvɜ:t/ | _____ | I'm an introvert. I find it easier to express myself in writing than speaking. |
| mother-in-law n /'mʌðərɪnlɔ:/ | _____ | Your mother-in-law is your husband or wife's mother. |
| necessary O adj /'nesəsəri/ | _____ | Was it necessary to speak to me like that? |
| patient O adj /'peɪfnt/ | _____ | I'm patient and don't mind if things take a long time. |
| possible O adj /'pɒsəbl/ | _____ | It's possible she will arrive shortly. |
| related O adj /rɪ'leɪtɪd/ | _____ | Did you know that Pascal and Isabelle are related to each other? |
| romantic O adj /rəʊ'mæntɪk/ | _____ | They are in a romantic relationship. |
| separate O v /'sepəreɪt/ | _____ | My parents separated when I was eight. |
| shy O adj /ʃaɪ/ | _____ | He's quite a shy person and is often nervous about speaking to people. |
| slurp v /slɜ:p/ | _____ | It sounds like a competition to see who can slurp the loudest. |
| smart O adj /smɑ:t/ | _____ | He's really smart. He knows everything about computers. |
| sociable adj /'səʊfəbl/ | _____ | They're very sociable people and enjoy having parties. |
| stepmother/father n /'stepmʌðə(r), -fɑ:ðə(r) | _____ | My father married my stepmother when I was 12 years old. |
| stupid O adj /'stju:pɪd/ | _____ | I think he was really stupid to leave his job. |
| twins O n, pl /twɪnz/ | _____ | My sister gave birth to twins yesterday. A boy and a girl! |
| unfair O adj /,ʌn'feə(r)/ | _____ | I think it's unfair that not everyone was invited to the party. |
| unfriendly O adj /ʌn'frendli/ | _____ | I think she's a bit unfriendly. |
| unkind O adj /,ʌn'kaɪnd/ | _____ | It was a bit unkind of him to do that. |

Name _____

Navigate

B1 Wordlist Unit 6

unlucky **O_m** *adj* /ʌn'lʌki/

We've been so unlucky with the weather.

unnecessary **O_m** *adj* /ʌn'nesəsəri/

That's a bit unnecessary. There was no need to say that.

unpleasant **O_m** *adj* /ʌn'pleznt/

I find the smell of peanut butter a bit unpleasant.

unsociable *adj* /ʌn'səʊfəbl/

He hates going out and is quite unsociable.

untidy **O_m** *adj* /ʌn'taɪdi/

The children are so untidy. Look at their bedroom!

usual **O_m** *adj* /'ju:ʒuəl/

The journey to university took longer than usual.

workplace *n* /'wɜ:kpleɪs/

In the USA especially, many schools, universities and workplaces are less interested in introverts than in extroverts.

B1 Wordlist Unit 7

| | | |
|--|-------|---|
| accommodation O <i>n</i> /ə,kɒmə'deɪʃn/ | _____ | What type of holiday accommodation do you prefer? |
| advantages O <i>n, pl</i> /əd'vɑ:ntɪdʒɪz/ | _____ | As well as speed, Maglev has a number of advantages over other transport systems. |
| amazed O <i>adj</i> /ə'meɪzd/ | _____ | I was amazed when my dog turned up at my house after six months away. |
| annoyed O <i>adj</i> /ə'nɔɪd/ | _____ | Martha's annoyed because you didn't invite her. |
| annoying O <i>adj</i> /ə'nɔɪɪŋ/ | _____ | That noise is so annoying. I can't concentrate. |
| apply O <i>v</i> /ə'plɑɪ/ | _____ | Do I need to apply for a visa before I travel? |
| basic O <i>adj</i> /'beɪsɪk/ | _____ | It's basic but you have everything you need. |
| book in advance O <i>phr</i> /,bʊk ɪn əd'vɑ:ns/ | _____ | Train fares are much cheaper if you book in advance. |
| book your flight O <i>phr</i> /,bʊk jɔ: 'flaɪt/ | _____ | Have you booked your flight to Spain yet? |
| bored O <i>adj</i> /bɔ:d/ | _____ | The lessons are always the same, so the students get rather bored. |
| bus pass O <i>n</i> /'bʌs pɑ:s/ | _____ | I have a bus pass. |
| code O <i>n</i> /kəʊd/ | _____ | Will I need a code? |
| confusing O <i>adj</i> /kən'fju:zɪŋ/ | _____ | Her directions to the town were a bit confusing. |
| convenient O <i>adj</i> /kən'vi:niənt/ | _____ | The bus is the most convenient form of transport for me. |
| currency <i>n</i> /'kʌrənsi/ | _____ | Did you get the foreign currency for our trip? |
| cycle lane O <i>n</i> /'saɪkl leɪn/ | _____ | The main roads have special cycle lanes. |
| development O <i>n</i> /dɪ'veləpmənt/ | _____ | The technology is still in development. |
| diesel <i>n</i> /'di:zl/ | _____ | Diesel engines are greener these days. |
| efficient O <i>adj</i> /ɪ'fɪʃnt/ | _____ | The bus service is efficient. |
| embarrassing O <i>adj</i> /ɪm'bærəsɪŋ/ | _____ | That was the most embarrassing moment of my life. |
| exciting O <i>adj</i> /ɪk'saɪtɪŋ/ | _____ | It was a really exciting film. |
| fare <i>n</i> /feə(r)/ | _____ | Bus fares are expensive. |
| fascinated <i>adj</i> /'fæsɪneɪtɪd/ | _____ | I was fascinated to hear my uncle's stories. |
| fascinating <i>adj</i> /'fæsɪneɪtɪŋ/ | _____ | I watched a fascinating programme last night. |
| float O <i>v</i> /fləʊt/ | _____ | The train floats in the air above the tracks. |
| foreign O <i>adj</i> /'fɔ:rn/ | _____ | How much foreign currency are you taking on holiday? |
| frightening O <i>adj</i> /'fraɪtɪŋ/ | _____ | My whole body is in pain. It's frightening. |
| fuel O <i>n</i> /'fju:əl/ | _____ | They use less fuel than other vehicles. |
| greener O <i>adj</i> /'grɪ:nə(r)/ | _____ | Buses are greener than in the past. |
| guidebook <i>n</i> /'gaɪdbʊk/ | _____ | Do you usually take a guidebook on holiday? |
| high-speed O <i>adj</i> /,haɪ 'spi:d/ | _____ | Right now there is only one high-speed Maglev system in the world. |
| hire O <i>v</i> /'haɪə(r)/ | _____ | How much will it cost to hire a car for a week? |
| hostel <i>n</i> /'hɒstl/ | _____ | All the hostels were full so someone suggested staying in this Manga café. |
| in advance O <i>phr</i> /ɪn əd'vɑ:ns/ | _____ | Do you book your holidays far in advance? |
| insurance O <i>n</i> /ɪn'ʃʊərəns/ | _____ | We need to buy our travel insurance before we go on holiday. |
| last minute O <i>adj</i> /lɑ:st 'mɪnɪt/ | _____ | I'm a last-minute person and never book my holidays in advance. |
| line O <i>n</i> /laɪn/ | _____ | In 2045, the line will extend to Osaka. |

B1 Wordlist Unit 7

| | | |
|---|-------|---|
| luggage O <i>n</i> /'lʌɡɪdʒ/ | _____ | Where can we leave our luggage? |
| main road O <i>n</i> /'meɪn rəʊd/ | _____ | The main roads are very busy in our town. |
| petrol O <i>n</i> /'petrəl/ | _____ | Does your car run on petrol? |
| planner O <i>n</i> /'plænə(r)/ | _____ | Transport planners are looking at the problems. |
| pollution O <i>n</i> /pə'lu:ʃn/ | _____ | Buses are quieter and create less pollution these days. |
| predict O <i>v</i> /prɪ'dɪkt/ | _____ | They predict that the Tokyo to Osaka line will cost 51 billion dollars. |
| reality O <i>n</i> /rɪ'æləti/ | _____ | Their dreams are now a reality. |
| registration form <i>n</i> /,redʒɪ'streɪʃn fɔ:m/ | _____ | Could you fill in the registration form, please? |
| regular O <i>adj</i> /'regjələ(r)/ | _____ | There's a regular bus service between the two towns. |
| relaxed O <i>adj</i> /rɪ'læksɪd/ | _____ | The atmosphere in my company is relaxed. |
| relaxing O <i>adj</i> /rɪ'læksɪŋ/ | _____ | It was very relaxing to lie next to the swimming pool and have a drink. |
| reliable <i>adj</i> /rɪ'laɪəbl/ | _____ | The trains are very reliable – they usually leave on time. |
| remote O <i>adj</i> /rɪ'məʊt/ | _____ | Yakutsk is remote – it's six time zones from Moscow. |
| replace O <i>v</i> /rɪ'pleɪs/ | _____ | Maglev technology probably won't replace other forms of transport in the near future. |
| self-catering O <i>adj</i> /,self 'keɪtərɪŋ/ | _____ | I prefer self-catering holidays. |
| souvenir <i>n</i> /,su:və'niə(r)/ | _____ | I always buy souvenirs when I'm on holiday. |
| surprised O <i>adj</i> /sə'praɪzd/ | _____ | I was surprised when she told us she was engaged to be married. |
| surprising O <i>adj</i> /sə'praɪzɪŋ/ | _____ | It wasn't surprising that we lost the match. |
| thermometer <i>n</i> /θə'mɒmɪtə(r)/ | _____ | Kids here can only miss school if the thermometer reaches –35! |
| tiring O <i>adj</i> /'taɪərɪŋ/ | _____ | This train journey is tiring. |
| track O <i>n</i> /træk/ | _____ | Powerful magnets lift the train off the tracks and push them forward. |
| traffic jam O <i>n</i> /'træfɪk dʒæm/ | _____ | There are often bad traffic jams on the motorways. |
| worried O <i>adj</i> /'wʌrɪd/ | _____ | I'm really worried about the exam tomorrow. |
| worrying O <i>adj</i> /'wʌrɪŋ/ | _____ | The increase in prices is very worrying. |

B1 Wordlist Unit 8

| | | |
|--|-------|---|
| achieve O <i>v</i> /ə'tʃi:v/ | _____ | In the last few years, Finland and Shanghai have achieved the highest grades in the tests. |
| after-school O <i>adj</i> /'ɑ:ftə sku:l/ | _____ | What after-school activities do you do? |
| art O <i>n</i> /ɑ:t/ | _____ | Did you do art at school? |
| atmosphere O <i>n</i> /'ætməsfɪə(r)/ | _____ | The atmosphere is relaxed. |
| blossom <i>n</i> /'blɒsəm/ | _____ | I really like the word 'blossom', because I think it sounds as gentle as the thing it represents. |
| communication skills O <i>n, pl</i> /kə,mju:nɪ'keɪʃn skɪlz/ | _____ | I have very good communication skills. |
| connection O <i>n</i> /kə'nekʃn/ | _____ | It's a really bad connection. Could you repeat that, please? |
| course O <i>n</i> /kɔ:s/ | _____ | Is she going to do a course in psychology at university? |
| creatively <i>adv</i> /kri'eɪtɪvli/ | _____ | Will computers ever be able to think creatively, like humans? |
| decision O <i>n</i> /dɪ'sɪʒn/ | _____ | Are you good at making decisions? |
| degree O <i>n</i> /dɪ'ɡri:/ | _____ | She's got a degree in history from York University. |
| diploma <i>n</i> /dɪ'pləʊmə/ | _____ | I have a diploma in food safety. |
| economics O <i>n</i> /,i:kə'nɒmɪks/ | _____ | We studied economics for two years. It's a hard subject. |
| education O <i>n</i> /,edʒu'keɪʃn/ | _____ | I think private schools offer the best education. |
| emotion O <i>n</i> /ɪ'məʊʃn/ | _____ | Scientists might even be able to learn more about where our thoughts and emotions come from. |
| entrance exam O <i>n</i> /'entrəns ɪg,zæm/ | _____ | In Shanghai, the university entrance exam is called the <i>goo koo</i> . |
| explain O <i>v</i> /ɪk'spleɪn/ | _____ | I don't think he's very good at explaining things clearly. |
| fields O <i>n, pl</i> /fi:ldz/ | _____ | Please complete all required fields below. |
| fully-qualified O <i>adj</i> /'fʊli ,kwɒlɪfaɪd/ | _____ | We're offering proper training with fully-qualified instructors. |
| grade O <i>n</i> /ɡreɪd/ | _____ | My grades in literature and languages weren't great. |
| history O <i>n</i> /'hɪstri/ | _____ | My favourite subject was history. |
| imagination O <i>n</i> /ɪ,mædʒɪ'neɪʃn/ | _____ | She uses her imagination to come up with some great ideas. |
| ironing O <i>n</i> /'aɪəniŋ/ | _____ | Who usually does the ironing? |
| IT <i>n</i> /,aɪ 'ti:/ | _____ | I'm pleased I did IT at school. I love working with computers. |
| languages O <i>n, pl</i> /'læŋɡwɪdʒɪz/ | _____ | I was really good at languages at school. I speak three languages now. |
| learning skills <i>n, pl</i> /'lɜ:nɪŋ skɪlz/ | _____ | His learning skills are very good. I think he's the best in the class. |
| literature O <i>n</i> /'lɪtrətʃə(r)/ | _____ | Did you study literature at school? |
| map reading O <i>n</i> /'mæp ,rɪ:diŋ/ | _____ | I'll drive, but are you any good at map reading? |
| Master's degree <i>n</i> /'mɑ:stəz dɪ,ɡri:/ | _____ | He's got a Master's degree in economics. |
| maths O <i>n</i> /mæθs/ | _____ | When I was at school I didn't enjoy maths at all. |
| mistake O <i>n</i> /mɪ'steɪk/ | _____ | Have you ever made a big mistake? |
| myth <i>n</i> /mɪθ/ | _____ | This is one of the most common myths about the brain. |
| next of kin <i>n</i> /,nekst əv 'kɪn/ | _____ | Who's your next of kin? |
| organ O <i>n</i> /'ɔ:gən/ | _____ | The brain is an amazing organ. |
| organize O <i>v</i> /'ɔ:gənaɪz/ | _____ | She loves organizing events. |
| PE <i>n</i> /,pi: 'i:/ | _____ | I really enjoyed PE at school, especially tennis lessons. |
| photocopy O <i>n</i> /'fəʊtəʊkɒpi/ | _____ | I'll just make a photocopy of the certificate for you. |

B1 Wordlist Unit 8

| | | |
|---|-------|---|
| practical skills O_{nm} <i>n, pl</i> /'præktɪkl skɪlz/ | _____ | Her practical skills are excellent, so I think she is the right person for the job. |
| private school O_{nm} <i>n</i> /'praɪvət sku:l/ | _____ | Did you go to a private school? |
| probably O_{nm} <i>adv</i> /'prɒbəbli/ | _____ | I probably won't go out tonight. |
| promotion O_{nm} <i>n</i> /prə'məʊʃn/ | _____ | Please send me details of offers and promotions. |
| psychology <i>n</i> /saɪ'kɒlədʒi/ | _____ | My brother's doing an MSc in psychology. |
| qualification O_{nm} <i>n</i> /,kwɒlɪfɪ'keɪʃn/ | _____ | What qualifications do you have? |
| remember O_{nm} <i>v</i> /rɪ'membə(r)/ | _____ | Are you good at remembering people's names? |
| science O_{nm} <i>n</i> /'saɪəns/ | _____ | I think science was the least useful subject for me at school. |
| search engine O_{nm} <i>n</i> /'sɜ:tʃ ,endʒɪn/ | _____ | Did you use a search engine to find out about us? |
| signal O_{nm} <i>n</i> /'sɪgnəl/ | _____ | I keep losing the signal so we might get cut off. |
| solve O_{nm} <i>v</i> /sɒlv/ | _____ | He's great at solving computer problems. |
| spelling O_{nm} <i>n</i> /'speliŋ/ | _____ | He's not very good at spelling. |
| state school O_{nm} <i>n</i> /'steɪt sku:l/ | _____ | I think state schools are just as good as private schools. |
| strict O_{nm} <i>adj</i> /strɪkt/ | _____ | Was your school strict? |
| study O_{nm} <i>n</i> /'stʌdi/ | _____ | An international study called PISA tests 500,000 students from over 60 countries in maths, science and reading. |
| success O_{nm} <i>n</i> /sək'ses/ | _____ | Do you think a university degree is necessary for success in life? |
| system O_{nm} <i>n</i> /'sɪstəm/ | _____ | What is it about their education system that produces these great results? |
| take care of O_{nm} <i>phr</i> /teɪk keər əv/ | _____ | She really enjoys taking care of people. |
| tell jokes O_{nm} <i>phr</i> /tel 'dʒəʊks/ | _____ | Are you good at telling jokes? |
| terrible O_{nm} <i>adj</i> /'terəbl/ | _____ | I'm terrible at remembering people's names. |
| train O_{nm} <i>v</i> /treɪn/ | _____ | I trained as a chef. |
| understand O_{nm} <i>v</i> /,ʌndə'stænd/ | _____ | She's very good at understanding how things work. |

B1 Wordlist Unit 9

| | | |
|---|-------|---|
| active O <i>adj</i> /'æktɪv/ | _____ | She has a very active lifestyle. |
| already O <i>adv</i> /ɔ:l'redi/ | _____ | I do quite a bit of exercise already, so I'm pretty fit. |
| argument O <i>n</i> /'ɑ:gjʊmənt/ | _____ | Sometimes, people shake hands when they make friends again after an argument. |
| assignment <i>n</i> /ə'saɪnmənt/ | _____ | Please can I have some more time to do my assignment? |
| believe in O <i>v</i> /br'i:lv ɪn/ | _____ | I don't believe in the health benefits of taking exercise. |
| belong to O <i>v</i> /br'lɒŋ tə/ | _____ | You must always look after things that belong to other people. |
| bump <i>v</i> /bʌmp/ | _____ | They bump fists as a greeting. |
| cancer O <i>n</i> /'kænsə(r)/ | _____ | Diseases, such as cancer, exist today because of our modern diet and lifestyle. |
| ceremony O <i>n</i> /'serəməni/ | _____ | The graduation ceremony starts at 9 a.m. |
| cheek O <i>n</i> /tʃi:k/ | _____ | They kiss two or three times, starting with the right cheek. |
| chest O <i>n</i> /tʃest/ | _____ | They put both their hands together at chest level. |
| chin O <i>n</i> /tʃɪn/ | _____ | He always touches his chin if he is worried about something. |
| clap O <i>v</i> /klæp/ | _____ | They clap their hands three times before saying hello. |
| congratulate O <i>v</i> /kən'grætʃuleɪt/ | _____ | We use a handshake when we congratulate people. |
| consist of O <i>v</i> /kən'sɪst əv/ | _____ | My diet consists of only the healthiest food. |
| cycling O <i>v</i> /'saɪklɪŋ/ | _____ | Cycling is a good form of exercise. |
| depend (on) O <i>v</i> /dɪ'pend (ɒn)/ | _____ | Your success in life does not depend on other people, but on you alone. |
| depressed O <i>adj</i> /dɪ'prest/ | _____ | Lack of sunshine can make you depressed. |
| diabetes <i>n</i> /,daɪə'bi:tɪz/ | _____ | Diabetes is one of today's common diseases. |
| diet O <i>n</i> /'daɪət/ | _____ | Her diet isn't very good. |
| disease O <i>n</i> /dɪ'zi:z/ | _____ | Many of today's diseases exist because of our modern lifestyle. |
| dream of O <i>v</i> /dri:m əv/ | _____ | Do you ever dream of visiting New York? |
| easy O <i>adj</i> /'i:zi/ | _____ | Some people find it easy to keep fit. |
| elbow O <i>n</i> /'elbəʊ/ | _____ | He sits with his elbows on the table. |
| experiment O <i>n</i> /ɪk'sperɪmənt/ | _____ | Tell us how the experiment was carried out. |
| fist <i>n</i> /fɪst/ | _____ | In some countries, you bump fists when you greet someone. |
| fitness <i>n</i> /'fɪtnəs/ | _____ | I'm trying to improve my fitness by cycling to work. |
| forehead <i>n</i> /'fɔ:hed/ | _____ | They press their foreheads together while closing their eyes. |
| gentle O <i>adj</i> /'dʒentl/ | _____ | Do plenty of gentle exercise, like walking. |
| germs <i>n, pl</i> /dʒɜ:mz/ | _____ | People worry they might catch germs if they shake somebody's hand. |
| graduation <i>n</i> /,grædʒu'eɪʃn/ | _____ | Will you be at my graduation ceremony? |
| greet <i>v</i> /gri:t/ | _____ | What do you do when you greet a friend? |
| greeting <i>n</i> /'gri:tɪŋ/ | _____ | How much do you know about international greetings? |
| handshake <i>n</i> /'hændʃeɪk/ | _____ | He welcomed me with a smile and a handshake. |
| happen O <i>v</i> /'hæpən/ | _____ | If something good happens to me, it's because I deserve it. |
| health O <i>n</i> /helθ/ | _____ | It's important to look after your health and keep fit. |
| hug <i>v</i> /hʌg/ | _____ | They hug each other when they greet good friends. |
| impression O <i>n</i> /ɪm'preʃn/ | _____ | If you get it wrong, you might give a bad impression. |

B1 Wordlist Unit 9

| | | |
|---|-------|--|
| informal O_{ox} <i>adj</i> /ɪn'fɔ:məl/ | _____ | You usually do this greeting in an informal situation. |
| junk food <i>n</i> /'dʒʌŋk fu:d/ | _____ | Definitely don't eat any junk food, like crisps. |
| kiss O_{ox} <i>v</i> /kɪs/ | _____ | They kiss three times. |
| lip O_{ox} <i>n</i> /lɪp/ | _____ | She's got very thin lips. |
| medical O_{ox} <i>adj</i> /'medɪkl/ | _____ | Here's a copy of my medical certificate. |
| mental health O_{ox} <i>n</i> /'mentl helθ/ | _____ | I think that regular physical exercise can help to improve your mental health. |
| natural O_{ox} <i>adj</i> /'nætʃrəl/ | _____ | Eat only natural food like meat, vegetables and fruit. |
| nod <i>v</i> /nɒd/ | _____ | They nod their heads. |
| painkiller <i>n</i> /'peɪnkɪlə(r)/ | _____ | We'll give him some strong painkillers before he goes for the X-ray. |
| peace O_{ox} <i>n</i> /pi:s/ | _____ | A common theory is that it started as a sign of peace. |
| philosophy O_{ox} <i>n</i> /fə'ləsəfi/ | _____ | That's part of our philosophy. |
| press O_{ox} <i>v</i> /pres/ | _____ | They press their noses together. |
| reserve O_{ox} <i>v</i> /rɪ'zɜ:v/ | _____ | You'll definitely need to reserve a place before you come. |
| respect O_{ox} <i>v</i> /rɪ'spekt/ | _____ | I trust and respect you. |
| ridiculous O_{ox} <i>adj</i> /rɪ'dɪkjələs/ | _____ | How ridiculous! People will think you are unfriendly if you refuse a handshake. |
| rude O_{ox} <i>adj</i> /ru:d/ | _____ | In China or Turkey, for example, if your handshake is too tight and strong, you will seem rude. |
| shake hands O_{ox} <i>phr</i> /ʃeɪk 'hændz/ | _____ | They shake hands for a very long time. |
| shoulder O_{ox} <i>n</i> /'ʃəʊldə(r)/ | _____ | He touched me on the shoulder to get my attention. |
| sleeve O_{ox} <i>n</i> /sli:v/ | _____ | This proved that there were no weapons hiding in their sleeve. |
| smile O_{ox} <i>v</i> /smaɪl/ | _____ | I always smile at someone when I first meet them. |
| stick O_{ox} <i>v</i> /stɪk/ | _____ | They stick their tongues out at each other. |
| succeed in O_{ox} <i>v</i> /sək'sɪ:d ɪn/ | _____ | You can succeed in doing anything if you try hard enough. |
| thumb O_{ox} <i>n</i> /θʌm/ | _____ | Press the button with your thumb. |
| tongue O_{ox} <i>n</i> /tʌŋ/ | _____ | In some countries, they stick out their tongues as a greeting. |
| touch O_{ox} <i>v</i> /tʌtʃ/ | _____ | They greet without touching the body. |
| trend O_{ox} <i>n</i> /trend/ | _____ | The Paleo movement is a recent trend in health and fitness. |
| virus O_{ox} <i>n</i> /'vaɪrəs/ | _____ | Instead they died from things like viruses or old age. |
| weapon O_{ox} <i>n</i> /'wepən/ | _____ | They would put their right hand forward towards another man and opened it to show they were not holding a knife or other weapon. |
| weight-lifting O_{ox} <i>n</i> /'weɪtlɪftɪŋ/ | _____ | Only do intense activity like weight-lifting occasionally. |
| work for O_{ox} <i>v</i> /'wɜ:k fɔ:(r), fə(r)/ | _____ | Jack works for an oil company. |

B1 Wordlist Unit 10

| | | |
|---|-------|---|
| alcoholic drink O <i>n</i> /,ælkə'hɒlɪk drɪŋk/ | _____ | Some dark green vegetables can taste bitter. |
| apple juice O <i>n</i> /'æpl dʒu:s/ | _____ | I drink apple juice for breakfast. |
| bake O <i>v</i> /beɪk/ | _____ | They're baked in the oven. |
| best before O <i>n</i> /'best bɪ,fɔ:(r)/ | _____ | A 'best before' label tells you about quality, not safety. |
| bitter O <i>adj</i> /'bɪtə(r)/ | _____ | I don't like it. It's got a very bitter taste. |
| boiled O <i>adj</i> /bɔɪld/ | _____ | I don't like boiled vegetables. |
| bottle O <i>n</i> /'bɒtl/ | _____ | Let's get a bottle of sparkling water as well. |
| box O <i>n</i> /bɒks/ | _____ | We bought them a box of chocolates. |
| can O <i>n</i> /kæn/ | _____ | Can I have a can of lemonade, please? |
| cardboard O <i>n</i> /'kɑ:dbɔ:d/ | _____ | This container is made from cardboard. |
| carton <i>n</i> /'kɑ:tn/ | _____ | There's a carton of apple juice in the fridge. |
| charge O <i>v</i> /tʃɑ:dʒ/ | _____ | Supermarkets should charge customers for shopping bags. |
| chocolate O <i>n</i> /'tʃɒklət/ | _____ | He gave me some chocolates for my birthday. |
| consumer O <i>n</i> /kən'sju:mə(r)/ | _____ | It's not the consumers who are responsible for waste. |
| curry <i>n</i> /'kʌrɪ/ | _____ | Most curry dishes are hot and spicy. |
| dessert <i>n</i> /dɪ'zɜ:t/ | _____ | Would you like some cake for dessert? |
| different O <i>adj</i> /'dɪfrənt/ | _____ | There are many different sorts of spring roll. |
| dish O <i>n</i> /dɪʃ/ | _____ | I usually serve this dish with vegetables. |
| doggy bag <i>n</i> /'dɒgi bæɡ/ | _____ | Ask the waiter for a 'doggy bag' to take home food you can't eat. |
| figure O <i>n</i> /'fɪɡə(r)/ | _____ | Please write the number in words and figures. / It's a figure of a man. |
| flavour O <i>n</i> /'fleɪvə(r)/ | _____ | You dip them into this sauce to give them extra flavour. |
| frozen O <i>adj</i> /'frəʊzn/ | _____ | I need a packet of frozen peas for the meal tonight. |
| fry O <i>v</i> /fraɪ/ | _____ | Sometimes the spring rolls are fried. |
| funny O <i>adj</i> /'fʌni/ | _____ | Do you know any funny jokes? / A funny thing happened to me on the way to work. |
| herb <i>n</i> /hɜ:b/ | _____ | There are lots of herbs in this stew. |
| honey <i>n</i> /'hʌni/ | _____ | The tagine has some honey in it so it tastes quite sweet. |
| jar <i>n</i> /dʒɑ:(r)/ | _____ | Could you buy a jar of olives when you're at the supermarket, please? |
| kind of O <i>phr</i> /'kaɪnd (əv)/ | _____ | It's a kind of stew. |
| lamb <i>n</i> /læm/ | _____ | This tagine is made with pieces of lamb. |
| leave O <i>v</i> /li:v/ | _____ | I've left some cake for you. |
| left O <i>adj</i> /left/ | _____ | We took a left turn instead of right. |
| mark O <i>n</i> /mɑ:k/ | _____ | There's a mark on my trousers. / What mark did you get in the test? |
| olives <i>n, pl</i> /'ɒlɪvz/ | _____ | Would you like some olives to have with your drink? |
| packet O <i>n</i> /'pækɪt/ | _____ | I think there's a packet of frozen peas in the freezer. |
| plain O <i>adj</i> /pleɪn/ | _____ | I prefer plain food. Nothing spicy. |
| preserve O <i>v</i> /prɪ'zɜ:v/ | _____ | His invention preserved food beautifully. |
| pretty <i>adj</i> /'prɪti/ | _____ | She's a very pretty woman. |
| pretty O <i>adv</i> /'prɪti/ | _____ | It's pretty expensive. |

B1 Wordlist Unit 10

| | | |
|---|-------|---|
| raspberry <i>n</i> /'rɑ:zbəri/ | _____ | Would you like some raspberries for dessert? |
| raw O <i>adj</i> /rɔ:/ | _____ | They're filled with raw vegetables. |
| sauce O <i>n</i> /sɔ:s/ | _____ | You dip the spring rolls into this sauce to give them extra flavour. |
| savoury <i>adj</i> /'seɪvəri/ | _____ | Do you prefer sweet or savoury food? |
| serve O <i>v</i> /sɜ:v/ | _____ | This dish is often served with rice. |
| several O <i>pron</i> /'sevrəl/ | _____ | There are several different vegetables you can eat with this dish. |
| shocking O <i>adj</i> /'ʃɒkɪŋ/ | _____ | It's a pretty shocking figure. So what are the facts behind it? |
| snack <i>n</i> /snæk/ | _____ | I have a small snack at 11 a.m. |
| sour O <i>adj</i> /'saʊə(r)/ | _____ | The sauce has lime juice in it to make it sour. |
| sparkling water <i>n</i> /'spɑ:kliŋ ,wɔ:tə(r)/ | _____ | Please can I have some sparkling water? |
| spice O <i>n</i> /spaɪs/ | _____ | This dish is made with lots of different spices. |
| spicy O <i>adj</i> /'spaɪsi/ | _____ | There is some chilli in the sauce to make it spicy. |
| spinach <i>n</i> /'spɪnɪtʃ/ | _____ | Spinach has a bitter taste. |
| stew <i>n</i> /stju:/ | _____ | I'm making a lamb stew tonight. Would you like some? |
| strawberry <i>n</i> /'strɔ:bəri/ | _____ | You put strawberry jam on them. |
| tagine <i>n</i> /tə'ʒi:n/ | _____ | Tagine is a kind of stew. |
| taste O <i>n</i> /teɪst/ | _____ | This has a nice, bitter taste. |
| taste buds O <i>n, pl</i> /'teɪst bʌdz/ | _____ | People taste food differently; it depends on the number of taste buds on your tongue. |
| texture <i>n</i> /'tekstʃə(r)/ | _____ | I love all the different textures in this dish. |
| thick O <i>adj</i> /θɪk/ | _____ | This is quite a thick sauce, but it tastes lovely. |
| tin O <i>n</i> /tɪn/ | _____ | I'm going to use a tin of tomatoes. |
| tobacco <i>n</i> /tə'bækəʊ/ | _____ | Tobacco has a strong taste. |
| tomato O <i>n</i> /tə'mɑ:təʊ/ | _____ | We need some tomatoes for the salad. |
| toothpaste <i>n</i> /'tu:θpeɪst/ | _____ | I need to buy a tube of toothpaste. |
| transportation O <i>n</i> /,træns'pɔ:t'eɪʃn/ | _____ | The waste happens on farms during production, or transportation. |
| tube O <i>n</i> /tju:b/ | _____ | Did you pack a tube of toothpaste? |
| use by O <i>n</i> /'ju:z baɪ/ | _____ | Make sure you check the 'use by' date on the label. |
| wasteful <i>adj</i> /'weɪstfl/ | _____ | In the past, people were not as wasteful as they are today. |

B1 Wordlist Unit 11

| | | |
|--|-------|---|
| abroad O <i>adv</i> /ə'brɔ:d/ | _____ | Many people are looking for jobs abroad. |
| article O <i>n</i> /'ɑ:tɪkl/ | _____ | It was also the first time that newspapers contained pictures as well as articles. |
| attachment O <i>n</i> /ə'tætʃmənt/ | _____ | No email communication is 100% secure. You should only open attachments if you trust the sender. |
| benefit O <i>v</i> /'benɪfɪt/ | _____ | Everybody would benefit from a bit of extra intelligence. |
| bunch O <i>n</i> /bʌntʃ/ | _____ | She gave me a bunch of flowers. |
| carry on O <i>phr v</i> /,kæri 'ɒn/ | _____ | History and human problems change, but time and nature carry on. |
| continent O <i>n</i> /'kɒntɪnənt/ | _____ | News reached different continents within minutes. |
| coral reef <i>n</i> /'kɒrəl ri:f/ | _____ | We need to keep tourists away from the damaged coral reefs. |
| crash O <i>n</i> /kræʃ/ | _____ | People who saw the crash posted comments and photos on Twitter. |
| cure O <i>n</i> /kjʊə(r)/ | _____ | Is there a possible cure for AIDS? |
| election O <i>n</i> /ɪ'lekʃn/ | _____ | I want to watch the news report about the European elections. |
| erupt <i>v</i> /ɪ'rʌpt/ | _____ | When a volcano erupted on the Pacific island of Krakatoa in 1883 it killed 36,000 people. |
| expensive O <i>adj</i> /ɪk'spensɪv/ | _____ | Ordinary people didn't use to buy newspapers because they were expensive. |
| extreme O <i>adj</i> /ɪk'stri:m/ | _____ | There has been an increase in extreme weather conditions. |
| financial O <i>adj</i> /faɪ'nænʃl, fə-/ | _____ | What do you think about the financial crisis? |
| find out O <i>phr v</i> /faɪnd 'aʊt/ | _____ | You need to find out the answer yourself. |
| flock <i>n</i> /flɒk/ | _____ | A plane landed in the Hudson River after a flock of birds flew into its engine. |
| flood O <i>n</i> /flʌd/ | _____ | The road is closed because of a flood. |
| forest fire O <i>n</i> /'fɒrɪst ,faɪə(r)/ | _____ | There is a large forest fire near Sydney, Australia. |
| give up O <i>phr v</i> /gɪv 'ʌp/ | _____ | I want to give up smoking. |
| global O <i>adj</i> /'glɔ:bl/ | _____ | The global economy has become unstable. |
| global warming O <i>n</i> /,glɔ:bl 'wɔ:miŋ/ | _____ | Is global warming really happening? |
| grow up O <i>phr v</i> /grəʊ 'ʌp/ | _____ | He wants children to grow up to have a positive relationship with nature. |
| home-made <i>adj</i> /'həʊm meɪd/ | _____ | This is lovely home-made jam. |
| hunger <i>n</i> /'hʌŋgə(r)/ | _____ | They do a lot to try and fight world hunger and poverty. |
| hurricane <i>n</i> /'hʌrɪkən/ | _____ | Did you hear about the hurricane off the Mexican coast? |
| intelligent O <i>adj</i> /ɪn'telɪdʒənt/ | _____ | My idea to change the world is to spend more money on developing drugs that can make us more intelligent. |
| invention O <i>n</i> /ɪn'venʃn/ | _____ | This changed in the 1850s with the invention of powerful printing presses. |
| issue O <i>n</i> /'ɪʃu:/ | _____ | I want to talk to you about global issues. |
| man-made <i>adj</i> /'mæn meɪd/ | _____ | It's a region that has suffered many man-made problems. |
| milestone <i>n</i> /'maɪlstəʊn/ | _____ | There have been several media milestones. |
| natural disaster O <i>n</i> /'nætʃrəl dɪ,zɑ:stə(r)/ | _____ | It was one of the worst natural disasters in history. |
| powerful O <i>adj</i> /'paʊəfl/ | _____ | The powerful printing presses could print 10,000 papers per hour. |
| put down O <i>phr v</i> /pʊt 'daʊn/ | _____ | He carefully put down the statues. |

Name _____

Navigate

B1 Wordlist Unit 11

| | | |
|--|-------|---|
| put on O₁₁ <i>phr v</i> /put 'ɒn/ | _____ | I think she's put on weight. |
| reach O₁₁ <i>v</i> /ri:tʃ/ | _____ | The news of Abraham Lincoln's death took nearly two weeks to reach Europe in 1865. |
| report O₁₁ <i>v</i> /rɪ'pɔ:t/ | _____ | Now anybody can report news. |
| robbery <i>n</i> /'rɒbəri/ | _____ | They've arrested two men in connection with the robbery. |
| sculptor <i>n</i> /'skʌlptə(r)/ | _____ | I've been a sculptor for a long time. |
| secure O₁₁ <i>adj</i> /sɪ'kjʊə(r)/ | _____ | Be careful when you check emails in an internet café as public Wi-Fi is not always secure. |
| set up O₁₁ <i>phr v</i> /set 'ʌp/ | _____ | They want to set up a business this year. |
| spread O₁₁ <i>v</i> /spred/ | _____ | The news spread around the world in seconds. |
| steal O₁₁ <i>v</i> /sti:l/ | _____ | Don't leave your work files or laptop in your car because someone might steal them. |
| strike O₁₁ <i>n</i> /straɪk/ | _____ | Because of the transport strike, there are no trains running today. |
| telegraph <i>n</i> /'telɪgrɑ:f/ | _____ | Before the telegraph was invented, it used to take weeks for news to travel around the world. |
| up to date <i>adj</i> /,ʌp tə 'deɪt/ | _____ | The news wasn't always up to date. |
| weekly O₁₁ <i>adv</i> /'wi:kli/ | _____ | News reels were changed weekly, not daily. |
| wire O₁₁ <i>n</i> /'waɪə(r)/ | _____ | News could travel around the world in minutes, using undersea electrical telegraph wires. |

B1 Wordlist Unit 12

| | | |
|--|-------|---|
| accountant <i>n</i> /ə'kaʊntənt/ | _____ | I'd like to become an accountant. |
| administration <i>n</i> /əd,mɪnɪ'streɪʃn/ | _____ | I work in administration. |
| advertising campaign O <i>n</i> /'ædvətəɪzɪŋ kæm,pəɪn/ | _____ | We need some help with our advertising campaign. |
| arm wrestle O <i>n</i> /'ɑ:m ,resl/ | _____ | He asked us if we wanted an arm wrestle. |
| building site O <i>n</i> /'bɪldɪŋ saɪt/ | _____ | Nicholas works on a building site. |
| business O <i>n</i> /'bɪznəs/ | _____ | We run the day-to-day business of the court. |
| candidate O <i>n</i> /'kændɪdət/ | _____ | She asked the candidate, 'Where do you see yourself in five years' time?' |
| client O <i>n</i> /'klaɪənt/ | _____ | My job is to advise clients about their business. |
| construction O <i>n</i> /kən'strʌkʃn/ | _____ | She works for a construction company. |
| corporate <i>adj</i> /'kɔ:pərət/ | _____ | He was applying for the job at the corporate office of a shoe company. |
| court O <i>n</i> /kɔ:t/ | _____ | Martha works in a court. |
| customer O <i>n</i> /'kʌstəmə(r)/ | _____ | I deal with all the customer enquiries. |
| day-to-day O <i>adj</i> /,deɪ tə 'deɪ/ | _____ | She is responsible for the day-to-day business. |
| engineering O <i>n</i> /,endʒɪ'nɪərɪŋ/ | _____ | I'm studying engineering at university. |
| enquiry O <i>n</i> /ɪn'kwɪəri/ | _____ | We answer phone enquiries and deal with emails. |
| entertain O <i>v</i> /,entə'teɪn/ | _____ | It is my job to entertain the staff. |
| health care O <i>n</i> /'helθ keə(r)/ | _____ | They both work in health care. |
| in a hurry O <i>phr</i> /,ɪn ə 'hʌrɪ/ | _____ | It's easy to make mistakes if you do things in a hurry. |
| in a mess O <i>phr</i> /,ɪn ə 'mes/ | _____ | He never tidies his desk. It's always in a mess. |
| in charge of O <i>phr</i> /ɪn 'tʃɑ:dʒ əv/ | _____ | The assistant manager's in charge of the hotel while the manager's away. |
| in detail O <i>phr</i> /ɪn 'di:teɪl/ | _____ | There isn't time to explain the plan in detail now. |
| in the middle O <i>phr</i> /,ɪn ðə 'mɪdl/ | _____ | I'm in the middle of doing something at the moment. |
| in trouble O <i>phr</i> /ɪn 'trʌbl/ | _____ | If I'm late again, I'll be in trouble with the boss. |
| inventor O <i>n</i> /ɪn'ventə(r)/ | _____ | Who was the inventor of the light bulb? |
| judge O <i>n</i> /dʒʌdʒ/ | _____ | Martha works as a judge. |
| laboratory O <i>n</i> /lə'bɔ:rətɪ/ | _____ | He's a scientist and works in a laboratory. |
| law O <i>n</i> /lɔ:/ | _____ | She works for a law firm. |
| light bulb O <i>n</i> /'laɪt bʌlb/ | _____ | Thomas Edison is famous for inventing the light bulb. |
| medical research O <i>n</i> /,medɪkl rɪ'sɜ:tʃ, 'ri:-/ | _____ | I work in medical research at the university. |
| negative O <i>adj</i> /'negətɪv/ | _____ | She's quite a negative person. |
| neutral <i>adj</i> /'nju:trəl/ | _____ | He sounds neutral. He doesn't really have an opinion. |
| nurse O <i>n</i> /nɜ:s/ | _____ | I work as a nurse. |
| office O <i>n</i> /'ɒfɪs/ | _____ | She works in an office. |
| open-plan O <i>adj</i> /,əʊpən 'plæn/ | _____ | I work in an open-plan office. |
| paperwork <i>n</i> /'peɪpəwɜ:k/ | _____ | I also do a lot of paperwork. |
| personal assistant (PA) O <i>phr</i> /,pɜ:sənəl ə'sɪstənt, ,pi: 'eɪ/ | _____ | She works as a PA. |
| politics O <i>n</i> /'pɒlətɪks/ | _____ | He is planning to retire from politics next year. |

Name _____

Navigate

B1 Wordlist Unit 12

positive **O₁₁** *adj* /'pɒzətɪv/

Mike is very positive about the future.

presentation **O₁₁** *n* /,prezn'teɪʃn/

I have to give presentations.

productivity *n* /,prɒdʌk'tɪvətɪ/

Research has shown that the noise in open-plan offices can reduce productivity by 66%.

profession **O₁₁** *n* /prə'feɪʃn/

What profession do you work in?

real-life **O₁₁** *adj* /'riəl laɪf/

You have to try and solve real-life problems.

recruit *v* /rɪ'kruːt/

The way that companies recruit new staff has also changed.

report **O₁₁** *n* /rɪ'pɔːt/

I have to write reports and give presentations.

software developer **O₁₁** *n*
/'sɒftweə dɪ'veləpə(r)/

I'm a software developer for a big company.

staff **O₁₁** *n* /stɑːf/

I train kitchen and waiting staff.

study **O₁₁** *v* /'stʌdi/

She's studying politics at university.

tattoo *n* /tə'tuː/

His back was covered in tattoos.

zone **O₁₁** *n* /zəʊn/

Desks were organized into work zones of different sizes.

1 Video Do you live in the past, present or future?

Vox pops

- 1 Work with a partner. Ask and answer the questions.
 - 1 Do you have a large collection of photos and videos?
 - 2 Who takes the most photos in your family?
 - 3 What do you take photos of?
 - 4 Where do you keep your photos?
 - 5 How do you organize your photos and videos?

- 2 Watch the video. Write the names.

How often do you look at old photos and videos?

- 1 Who looks at photos ...
 - a once every two or three weeks? _____
 - b as often as possible? _____
 - c once every two months? _____

What kind of photos and videos do you have?

- 2 Who has ...
 - a mostly photos of their grandchildren? _____
 - b lots of photos of their baby daughter? _____
 - c photos of old architecture? _____

Where do you keep your photos?

- 3 Who keeps photos ...
 - a in just their phone? _____
 - b on the computer and in files? _____
 - c on their laptop or phone? _____

- 3 Work with a new partner. Think about what the speakers said. Whose photo habits are most similar to yours?



2 Video Home life

Vox pops

- 1 **Circle** the correct options to complete the definitions of the word/phrase in **bold**.

- 1 A **cosmopolitan** city has *many* / *few* people from different countries.
- 2 A **fascinating** place is very *boring* / *interesting*.
- 3 The **outskirts** are the parts *outside a city* / *in the city centre*.
- 4 A **condominium** is a place where people *live* / *do sports*.
- 5 A **commuter town** is full of people who *work in another town* / *do not travel much*.

- 2 Watch the video. Do the tasks.

Where do you come from?

- 1 Match the speaker to the place.

| | |
|-------------|----------------------------|
| 1 Nitin | a Pittsburgh, Pennsylvania |
| 2 Steven | b Southampton |
| 3 Matthew | c New Delhi |
| 4 William | d Reading |
| 5 Constance | e Brooklyn, New York |

What do you like about your home town?

- 2 Tick (✓) the two things each speaker mentions.

| | | | |
|-------------------|---------------------------------------|------------------------------------|-------------------------------------|
| Nitin: | <input type="checkbox"/> cosmopolitan | <input type="checkbox"/> nature | <input type="checkbox"/> history |
| Steven: | <input type="checkbox"/> history | <input type="checkbox"/> travel | <input type="checkbox"/> lots to do |
| Matthew: | <input type="checkbox"/> villages | <input type="checkbox"/> football | <input type="checkbox"/> culture |
| William: | <input type="checkbox"/> diversity | <input type="checkbox"/> history | <input type="checkbox"/> culture |
| Constance: | <input type="checkbox"/> seasons | <input type="checkbox"/> monuments | <input type="checkbox"/> hills |

How's your town changing at the moment?

- 3 **Circle** the correct options to complete the sentences.
 - 1 Nitin says his city has more *parks* / *buildings* now.
 - 2 Steven says there are lots of new *shops* / *tourist attractions*.
 - 3 Matthew says everything is getting *smaller* / *larger*.
 - 4 William says his city is *more* / *less* attractive now.
 - 5 Constance says her city is providing more *housing* / *retail stores*.

- 3 Work with a partner. Look at the words in exercise 2, section 2 above. Do any of them describe your home town? Imagine you have to prepare a presentation about your town. What words and phrases would you choose? What images would you choose?



3 Video Going up ... One man's lift nightmare

Vox pops

- 1 Look at the phrases 1–9. Which things make you nervous? Write them in the correct column of the table below, according to how they make you feel. Then compare with a partner.

- 1 walking alone at night 6 going to the dentist
 2 taking a final exam 7 visiting someone in hospital
 3 speaking in public 8 going to a job interview
 4 being stuck in a lift 9 travelling somewhere alone
 5 being lost in a foreign city

| very nervous | a bit nervous | not nervous |
|--------------|---------------|-------------|
| | | |



- 2 Watch the video. Do the tasks.

When did you last feel nervous?

- 1 Tick (✓) the things from exercise 1 that the people mention.
 2 Decide if the sentences are true (T) or false (F).
 1 Emma did not find her youth hostel. T F
 2 Emma took the subway. T F
 3 Dan has recently moved. T F
 4 Dan didn't get the job he wanted. T F
 5 Sophie took the bus. T F
 6 Sophie went to the university by herself. T F
 7 Ezra studies computer programming. T F
 8 Jacob didn't want to make a good impression. T F

- 3 Work with a new partner. Choose one of the situations from exercise 1. Tell your partner about it. Where were you? What were you doing? What happened?

5 Video Your world in objects

Vox pops

- 1 Work with a partner. Look at the photos. They show people talking about their favourite possession. For each person (1–5), guess which item from the box (a–e) they are talking about.

a boat b guitar c smartphone d tablet e violin



1 Jez 2 Theodora 3 Elizabeth 4 Ryan 5 Craig

- 2 Watch the video. Do the tasks.

What is your favourite possession?

- 1 Were your guesses correct?

Why is it special to you?

- 2 **Circle** the correct options.
 1 Jez *watches television / listens to music* on his tablet.
 2 Theodora says she *is quite good / isn't that good* on the guitar.
 3 Elizabeth uses the *GPS / camera* on her phone.
 4 Ryan uses his boat to *fish / visit his friends and family*.
 5 Craig has owned *several violins / only one violin* in his life.

Watch the video again and check.

- 3 Work with a new partner.

Student A: Choose one item from your bag (e.g. a pen, a notepad, a phone, a memory stick) and give it to Student B.

Student B: Imagine this is your new favourite possession. Think of reasons why and tell Student A.

Swap roles and repeat.

6 Video The quiet revolution

Vox pops

1 Look at the sentences. Do you think the people who said them are introverts or extroverts? What do the words/phrases in **bold** mean?

- 1 I'm often in a **quiet mood**.
- 2 I like **socialising** a lot.
- 3 I'm more of a **people person**, really.
- 4 I really need my **alone time**.
- 5 I think I'm an **outgoing** person.
- 6 I almost always **stay to myself**.

2 Watch the video. Do the tasks.

Do you prefer spending time alone or with other people?

1 Do the speakers prefer spending time alone (A) or with other people (P) or both (B)? Tick (✓) the correct answer.

- | | | | |
|-------------|----------------------------|----------------------------|----------------------------|
| 1 Theodora | A <input type="checkbox"/> | P <input type="checkbox"/> | B <input type="checkbox"/> |
| 2 Elizabeth | A <input type="checkbox"/> | P <input type="checkbox"/> | B <input type="checkbox"/> |
| 3 Jez | A <input type="checkbox"/> | P <input type="checkbox"/> | B <input type="checkbox"/> |
| 4 Ryan | A <input type="checkbox"/> | P <input type="checkbox"/> | B <input type="checkbox"/> |
| 5 Craig | A <input type="checkbox"/> | P <input type="checkbox"/> | B <input type="checkbox"/> |



When do you like being alone?

- 2 When do the speakers like being alone? Tick (✓) the phrases you hear.
- | | |
|--|--------------------------|
| a after I come home from work | <input type="checkbox"/> |
| b during my holiday | <input type="checkbox"/> |
| c after I spend a lot of time away from home | <input type="checkbox"/> |
| d when I'm reading or when I'm studying | <input type="checkbox"/> |
| e at the weekend | <input type="checkbox"/> |
| f after I've had a hard day at work | <input type="checkbox"/> |
| g when I'm in a sad mood | <input type="checkbox"/> |
| h if I have a busy week | <input type="checkbox"/> |

Do you think you are more introverted or extroverted?

3 Which speakers say they are both introverted and extroverted?

- Theodora Elizabeth Jez
 Ryan Craig

3 Work with a partner. Talk about times that you like to be alone. Use the phrases in exercise 2, section 2 to help you.

7 Video Getting away

Vox pops

1 Think of three or four questions you could ask someone about their plans for next summer. Then work with a partner to ask and answer each other's questions.

2 Watch the video. Do the tasks.

What are you going to do for your holiday this summer?

1 Complete the sentences. Use up to four words in each gap.

- 1 Emma is going to _____ in Germany.
- 2 Dan is going on a city break to Paris to _____.
- 3 Sophie is planning to go to Budapest on a city break for maybe _____.
- 4 Ezra is staying _____ and doing two different jobs.
- 5 Jacob is going to _____, then home to Cleveland and later to _____.



Who are you going with?

2 Who are the speakers going with? Match 1-4 to a-d.

- | | |
|----------|-----------------|
| 1 Emma | a parents |
| 2 Dan | b by themselves |
| 3 Sophie | c friends |
| 4 Jacob | d mother |

3 Work in small groups. Each person writes the name of a city on a piece of paper (not their home town). Put the papers face down on the table.

Take turns. Pick up a paper and read the name of the city. Imagine this is the destination for your next summer holiday. Tell the group who you are going with and what you are going to do.

8.1 Video The amazing human brain

Vox pops

- 1 Look at the items in the box. Which things would you be comfortable fixing yourself? Tell a partner.

a computer a shelf a shower a car tyre
a bicycle a wardrobe/closet door a desk
a washing machine a mobile phone

If you can't fix one of these things, who do you ask for help?

- 2 Watch the video. Do the tasks.

How good are you at fixing things that are broken?

- 1 Which of the speakers is good at fixing things? Circle the correct name.



*Do you enjoy doing it? Who do you ask for help?
What was the last thing you/they fixed?*

- 2 Decide if the sentences are true (T) or false (F).
- 1 Kimberly is in a new house and needs to fix lots of things. T F
 - 2 Emma fixed the tyre on her dad's car. T F
 - 3 Dan's father can fix things. T F
 - 4 Sophie fixed the wardrobe in her dad's house. T F
 - 5 Jacob helps other people to fix things. T F

- 3 Work with a partner. One of the items in exercise 1 is broken and you want your partner to help you fix it. Role-play a conversation. Use these phrases to help you.

*Can you help me? Do you have a ...?
What's the problem? Let me see.
The ... is broken. I can't fix it.
Here, you hold the ... and I'll ...
Yes, of course. / I'm afraid I don't know.*

8.2 Video The secrets of a successful education

Vox pops

- 1 Match the words in A to words in B to make phrases. Which two things do you think are most important for a child's education?

A
supportive inspiring
broad range of self-foreign

B
subjects motivation
languages parents
teachers

- 2 Watch the video. Do the tasks.

What three things do you think are important for a good education?

- 1 Answer the questions. Write *Emma, Dan, Sophie, Kimberly* or *Jacob*.

- 1 Who says teachers are important?
_____ and _____
- 2 Who says family is important?
_____ and _____
- 3 Who says discipline and motivation are important?
_____ and _____
- 4 Who talks about thinking critically and creatively?



What subjects do students have to study in your country?

- 2 Which two subjects do all the speakers mention?

English History Mathematics
Geography Spanish Chemistry
French

How long do pupils have to stay in school in your country?

- 3 How long do pupils have to stay in school in each speaker's country? Write the ages.

- 1 Emma says you have to stay in school until you are _____.
- 2 Dan says you have to stay in school until you are _____.
- 3 Sophie says you have to stay in school until you are _____.
- 4 Kimberly says you have to stay in school until you are _____.
- 5 Jacob says you have to stay in school until you are _____.

- 3 One of the speakers says, 'You must stay in school until you are 16, but most people stay until they are about 18.' Work with a partner and discuss the questions.

- 1 Is this the same in your country?
- 2 Why do people stay longer in school? Why not?
- 3 Are young people staying in school longer now than in the past? Is this a good thing?
- 4 How long do you think students should stay in school?

9 Video The rise and fall of the handshake

Vox pops



Cindy: USA



Andrew: USA



Elizabeth: USA



Steven: UK



Joakim: Sweden

- Look at the pictures of the people from different countries. How do you think they greet people in their country? Guess.
- Watch the video. Do the tasks.

How do you greet people in your country?

 - How do the speakers greet people in their country? Complete the sentences with one word in each gap.
 - Steven greets with a _____ or a _____ on the cheek, or a hug.
 - Joakim says it's _____ in Sweden to the UK.
 - Cindy usually shakes hands and says *good _____, hello or good _____.*
 - Andrew shakes hands with _____ and with women he doesn't _____.
 - Elizabeth gives _____ and _____ to a good friend.

How do you greet your friends, family and colleagues?

- How do the speakers greet friends/family/colleagues? Match the sentences 1–5 to the speakers a–e.
 - Cindy
 - Andrew
 - Elizabeth
 - Joakim
 - Steven
 - Male friends, we hug.
 - My dad actually kisses me on both cheeks when he sees me.
 - Colleagues, it's the same, we shake hands.
 - It's like they're close friends, so we might hug.
 - The grandchildren jump up on me.

Are the rules the same for men and women?

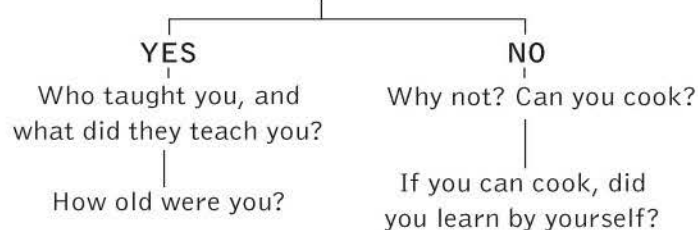
- Which speaker(s) think that the rules are the same for men and women?
- Work with a partner. Discuss the questions. How do you say goodbye in the following situations?
 - to a man you just met
 - to a close friend at the end of a meal
 - to a family member at the airport

10 Video A question of taste

Vox pops

- Work with a partner. Ask and answer the questions.

Has anyone taught you how to cook?



- Watch the video. Do the tasks.

Do you prefer eating home-cooked food or eating in a café/restaurant?

 - Which speakers prefer home-cooked food? Which speakers prefer eating out? Write H (home) or O (out) next to the names.



Steven _____ Joakim _____ Cindy _____



Andrew _____ Elizabeth _____

Are you good at cooking?

- Circle the correct answers.
 - Steven's best dish is ...
 - a roast dinner.
 - a spicy dish.
 - hamburgers.
 - Joakim thinks he is ...
 - a bad cook.
 - a good cook.
 - a patient cook.
 - Cindy is good at cooking if she ...
 - has time.
 - feels like following directions.
 - a and b
 - Andrew can cook ...
 - general dishes.
 - with a recipe.
 - very quickly.
 - Elizabeth prefers ...
 - to follow recipes.
 - cooking for her family.
 - eating with her family.

What's your favourite meal?

- What is their favourite dish? Write S (Steven), J (Joakim), C (Cindy), A (Andrew) or E (Elizabeth) beside each dish.
 - fish with vegetables _____
 - roast chicken with potatoes and vegetables _____
 - risotto (an Italian dish) _____
 - simple food and Thai food _____
 - schnitzel (an Austrian dish) _____

- Work with a different partner. Imagine you are going to put together a book of your favourite family recipes. What dishes would you have in the book? Why? Tell your partner.

11 Video Breaking news

Vox pops

1 Think of three people or places that have been in the news recently. Write them down and show a partner. Does your partner know why they were in the news?

2 Watch the video. Do the tasks.

How often do you read, listen to or watch the news?

1 How often do the speakers read, listen to or watch the news? Circle the correct options.

- 1 Dan *every day* *every week*
- 2 Andrew *once a week* *once a day*
- 3 Phyllis *never* *every day*
- 4 Sophie *every day* *every other day*
- 5 Bruce *twice or more times a day*
every two or three days



Do you prefer to get the news from the television, newspapers or online?

2 Tick (✓) one column for each speaker.

| | television | radio | online |
|-----------|------------|-------|--------|
| 1 Dan | | | |
| 2 Andrew | | | |
| 3 Phyllis | | | |
| 4 Sophie | | | |
| 5 Bruce | | | |

3 Work in small groups. You are going to write a short news quiz. Think of current news stories. Use the same news stories you thought of in exercise 1 if you want. Then make five questions.
What happened in ...? What is the name of ...?
Why was ... in the news this week?

Work with another group. Read your questions to each other. Did you choose the same stories?

12 Video The changing face of work

Vox pops

1 Complete the phrases below with words from the box.

did fit had part place well

- 1 I _____ a lot of research and prepared myself for the interview.
- 2 The director interviewed a hundred actors, but only gave one person the _____.
- 3 She was so happy when she finally got a _____ at the university she wanted.
- 4 I _____ an interview yesterday for a job, but I didn't feel well, so I cancelled it.
- 5 I visited the doctor and she told me I was _____ for work.
- 6 My interview was two hours long, but I think it went _____.



2 Watch the video. Circle the correct options.

What was the last interview you had?

- 1 Sophie had an interview this morning for ...
a a hospital. b a university. c a place to live.
- 2 Bruce had an interview for a telecoms company ...
a today. b that he didn't get. c as a manager.
- 3 Phyllis was interviewed by a famous director and ...
a got the part. b thought it went well.
c didn't ever act again.
- 4 Dan thinks his interview was ...
a successful. b too short. c funny.
- 5 Andrew had an interview ...
a for a doctor's job. b to see if he could work.
c to help others.

3 Work in small groups. Look at the jobs in the box and discuss the questions below.

taxi driver television actor video-game creator
dentist high-school teacher

- 1 Which job would you prefer? Put them in order from most to least favourite and compare.
- 2 Which jobs would you choose for your husband/wife/father/mother? Choose one person, then put the jobs in order for that person, from most to least preferred again, and compare.

Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning.

For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate's* vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, Nation and Newton (2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic or leisure activities will need to write different kinds of texts at different levels of formality. The *Navigate* writing syllabus is based on a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st century adult learner.

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Navigate overview

Coursebook lesson 1

Unit topics

Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *Time* and *Work* to *Changes and Challenges*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Grammar focus box

At this level of *Navigate*, grammar is introduced inductively. Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Speaking* or *Grammar & Reading* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

1 Time

1.1 Do you live in the past, present or future?

GOALS ■ Talk about your daily life ■ Ask questions

Vocabulary & Speaking daily life

- Which sentence below best describes your life? Why? Compare your answers with a partner.
 - My life is too busy. I need more time.
 - I'm quite busy, but I have time to do everything I want.
 - I have too much time and not enough things to do.
- Work with a partner. Match the verbs to the nouns and noun phrases.

| | | |
|------------|---------------------|---------------------------------|
| spend (x5) | some exercise | housework |
| stay | time with relatives | the shopping in for the evening |
| make (x2) | a to-do list | future plans |
| | homework | some work |

| | | | |
|-----------|----------------|---------------|-------------------------------|
| eat (x5) | an early night | to bed late | fun |
| have (x5) | a good time | a family meal | |
| go (x3) | a lie-in | healthy food | on a trip with friends online |
| chat | shopping | | |

1.1.1 Listen and check your answers.
1.1.2 Listen and repeat the phrases.
1.1.3 Tell your partner about things you would like to do, things you need to do and things you don't need to do this weekend. Use the vocabulary from exercise 2a.

Grammar & Speaking question forms

- The article and questionnaire are from a psychology magazine website. Read the article and find one positive and one negative thing about each type of person – past, present and future.
- Choose two activities from exercise 2a which are typical for each of the three types of people. Compare your ideas with a partner.
future type → make a to-do list

6 **Oxford 3000™**

The secret powers of time

Do you often think about the past? Can you enjoy the present time, or do you worry about the future? The psychologist Professor Philip Zimbardo describes three types of people: past, present and future people.

What time type are you?

Past types
You enjoy remembering the past and sometimes you miss 'the good old days'. You worry about making changes or trying new things. You spend a lot of time with your family.

Present types
The most important thing is to feel good now. You like doing fun things with fun people. You don't have a healthy lifestyle. You avoid doing difficult or boring things.

Future types
You spend most of your time working, saving and planning for a better future. You eat well and exercise regularly. You can say 'no' to immediate pleasures. You don't mind waiting for the good things in life. Future people are usually more successful in work and study. But they often don't enjoy their free time because they are busy thinking about the next thing.

According to Zimbardo's research, most people are mainly a past, present or future type, although everybody is sometimes the other types. Ideally, we should try to have an equal balance of all three to be happy and successful, and to have good relationships.

Take the test

How past-focused are you?

- How often do you look at old photos or videos?
 - often
 - sometimes
 - never
- Who do you prefer to spend time with?
 - friends I met a long time ago
 - new friends
 - both old and new friends
- Are you interested in your parents'/grandparents' stories about the old days?
 - yes, very interested
 - quite interested
 - no, not at all
- Do you enjoy family events, like birthday parties?
 - I love them
 - they're OK
 - not really
- Where do you go for your summer holiday?
 - the same place every year
 - a different place every year
 - not really
- When did you last see your older relatives?
 - very recently
 - quite recently
 - a long time ago

Results
If you have 3–6 'a' answers, you're very past-focused. If you have 0–2 'a' answers, you're not very past-focused.

GRAMMAR FOCUS question forms

| Question word | Auxiliary | Subject | Main verb |
|---------------|-----------|---------|----------------------------------|
| When | do | you | enjoy family events? |
| Who | did | you | (last) see your older relatives? |
| Who | do | you | spend time with? |

| Question word | be | Subject | Adjective/Noun/Verb |
|---------------|-----|---------|--------------------------------------|
| Who | are | you | interested in your parents' stories? |
| Who | is | your | favourite relative? |

- We put auxiliaries (do/does/did) **1** before / after the subject.
- We put the verb *be* (am/is/are/was/were) **2** before / after the subject.
- We put prepositions (e.g. with) at the **3** beginning / end of the question.

→ Grammar Reference page 134

7 Look at the word order of questions in the Grammar focus box, then choose the correct option to complete the rules.

8 Match the question words and answers.

- How much...? a every day
- How often...? b \$30
- How many...? c action films
- What kind...? d six o'clock
- What time...? e five

9a Put the words in the right order to make questions.

- do / live / who / you / with ?
- music / you / what / to / listen / do / kind of ?
- you / for / appointments / how often / are / late ?
- museums / enjoy / do / going / you / to ?
- to / did / what / last night / time / go / you / bed ?
- you / are / today / tired ?
- spend / how much / on Facebook / do / you / time ?
- have / fun / when / you / did / last ?

1.3 Listen and check your answers. Then ask and answer the questions with a partner.

10a **2.5.3** Work with a partner. Write five questions for a questionnaire with the title 'Are you more present-focused or future-focused?' Use different question words and give two or three possible answers. Use the topics below or your own ideas.
How often do you do exercise?
a never b sometimes c often
• to-do lists? • late for appointments? • save money?
• healthy lifestyle? • go to dentist? • plan things in advance?
• keep fit? • stay out until late? • have a good time

b Work with another pair and answer both quizzes. Who is the most present-focused and future-focused?

VOX POPS VIDEO 1

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit starts with a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary in lesson 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Grammar & Speaking

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is always combined with a skill, either reading or speaking. See page 24 of this book for more information.

Vox pops video

Most units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc. The videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

Coursebook lesson 2

Grammar & Speaking

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract and is practised through controlled and freer exercises.

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

Vocabulary & Speaking

Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and in depth on general topics. Here students work on free-time activities. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.

1.1
1.2
1.3
1.4
1.5


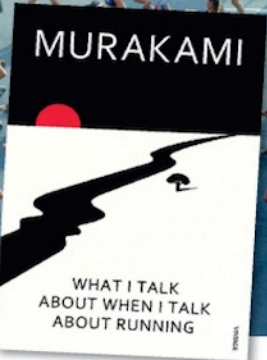
1.2 Free time

GOALS ■ Talk about how often you do things ■ Talk about your free time

Grammar & Speaking present simple and adverbs of frequency

1 Work with a partner and discuss the questions.

- Do you ever go running? Why/Why not?
- Why do you think some people enjoy running?
- Look at the photos. Do you know the author Haruki Murakami? Would you like to read the book?

2a You are going to listen to a review of the book in the photo. Before you listen, write questions using the prompts.

- why / Murakami / run?
- how often / he / go running?
- how many miles / he / run / every week?
- he / do / any other sports?

b 1.4 Listen and answer the questions in exercise 2a.

3 1.4 Listen again and complete the sentences with an adverb or frequency expression from the box.

most days sometimes usually never often occasionally nearly always

- It is _____ about getting better at something.
- He's _____ worried about beating other people.
- He runs _____.
- He _____ thinks about the weather.
- He _____ gets an idea for a book.
- He doesn't _____ think about anything.
- He _____ listens to rock music.

4 Work with a partner. Add the adverbs and frequency expressions from exercise 3 and the ones in the box to the table. Which ones have similar meanings?

| | | |
|--------------------------------------|--------|-------------|
| every now and then | rarely | hardly ever |
| once or twice a day/week/month, etc. | | |

5 Look at the sentences in exercise 3. Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS present simple and adverbs of frequency/frequency expressions

- We use adverbs of frequency and frequency expressions to talk about how often we do things.
- An adverb of frequency usually goes **1 after / before** the main verb.
He nearly always listens to rock music.
- An adverb of frequency usually goes **2 after / before** the verb to be.
He's never worried about beating other people.
- An adverb of frequency usually goes **3 after / before** the auxiliary verb (do/does) in negative sentences.
He doesn't usually think about anything.
- Frequency expressions can go at the beginning or end of a sentence.
He runs most days.

→ Grammar Reference page 135

PRONUNCIATION stress

6a 1.5 Listen to these sentences and notice which words and parts of words are stressed.

- He **sometimes** thinks about the weather.
- Once or twice a year he does a triathlon.
- It is often about getting better at something.

b 1.6 Listen again and repeat the sentences.

7 Put the adverbs of frequency or frequency expressions in the correct place in the sentences. Some can go in more than one place.

We spend time with relatives. (occasionally) → We occasionally spend time with relatives.


- We spend time with relatives. (occasionally)
- My best friend does some exercise. (most days)
- We watch films. (hardly ever)
- My family go out for a meal. (once or twice a week)
- I'm in bed by 11 p.m. (nearly always)
- We don't go abroad on holiday. (usually)
- I chat with friends online. (every now and then)
- I have a lie-in at the weekend. (rarely)

8a Rewrite the sentences in exercise 7 to make them true for you.

b Work with a partner. Ask each other questions to find out more information.

A *We hardly ever spend time with relatives.*
B *Oh? Why not?*
A *Because they live too far away.*

Vocabulary & Speaking free-time activities



9a Work with a partner and put the sports and free-time activities into the correct group.

out for a coffee/meal football computer games karate camping swimming on Facebook exercise to the gym for a walk running yoga chess clubbing cards aerobics golf basketball

a play *golf*
b do *yoga*
c go *clubbing*

b Label the photos with phrases from exercise 9a.

c Can you add any more words to each group above?

10 Find two examples from exercise 9a of activities that ...

- you usually do on your own
- you usually do with other people
- people do indoors
- people do outdoors
- you do when you are feeling lazy
- you do when you are feeling full of energy

11a **TASK** Work in a group. Ask each other questions about some of the free-time activities in exercise 9a and make a note of the answers.

How often do you go running?

b Tell the class what you found out. Who spends a lot of time doing one sport or activity in their free time and who doesn't?

Haruyan goes running most days.
Mehmet never goes running, but he plays chess once or twice a week and is a member of a chess club.

Pronunciation

Most units contain pronunciation work in either lesson 1 or lesson 2. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises in the first two lessons focus mostly on speech production to improve intelligibility (for instance, minimal pairs and word stress). Pronunciation also appears in some Speaking and writing lessons and there it focuses mostly on teaching aspects of pronunciation that cause problems and confusion for listening comprehension (pronunciation for receptive purposes).

Task

Each lesson ends with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.

Navigate overview

Coursebook lesson 3

Reading & Speaking

Navigate contains reading texts covering a wide variety of topics, text types and sources. As well as comprehension of interesting reading and listening texts, in this section students work on decoding skills to develop their reading or listening. These decoding skills, for example, predicting, connected speech, linking words, referencing words, etc., drill down to the micro level of reading and listening, and enable students to develop strategies to help them master these skills. See pages 20 and 21 of this book for more information.

Vocabulary and skills development

This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.

11
12
1.3
14
15

1.3 Vocabulary and skills development

GOALS ■ Predict before you read a text ■ Understand and use nouns and verbs with the same form

Reading & Speaking predicting before you read a text

- Work with a partner. Look at the photos and discuss the questions.
 - What do the photos show?
 - Why do you think people do this?
 - What do you think about it?
- Look at the photos, title and subheading. What do you think the blog is about? Is it positive or negative about taking photos?
- Write down five words or phrases that might be in the blog and compare your ideas with a partner.
- Read the information in the Unlock the code box about predicting.


UNLOCK THE CODE
predicting

- Predicting or guessing before you read can help you understand a text better. Before reading, you can ask yourself:
 - What do I already know about this topic?
- Use photos, the title and the subheadings to predict what the text is about and what type of text it is, e.g. a newspaper article.
- You can also predict some of the key vocabulary in the text.

- Read the blog. Were your predictions in exercise 2a correct? How many of your five words or phrases were in the blog?
- Answer the questions with a partner.
 - What two events does the writer describe?
 - What's the problem at both events?
- When you go to a concert or exhibition, what do you photograph? Give your reasons.

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September 18




'Take a photo of it and I'll look at it when I get home!'

THIS BLOG IS ANGRY!

So ... I'm in the Louvre Museum in Paris and I'm looking at one of the most famous paintings in the world, *Mona Lisa* by Leonardo da Vinci. But I can't actually see it very well, because there are two tourists standing in front of it, and they are taking photos of the painting. But wait ... no, it's not a photo ... it's a **film**. They're filming the painting! And then one stands next to the *Mona Lisa* as the other films her.

As they go off, one says, 'We'll post that on Facebook and have a **look** at it back at the hotel'. Another tourist arrives, looks at the painting for a second, takes a **photograph** of it and moves on.

But isn't the whole reason for going to the gallery to see the paintings 'live'? OK, you can look at them on the museum website. But seeing them actually in front of you is a different **experience**. That's why I went - to see the real thing. Why look at it on a tiny screen when the whole wonderful thing is there in front of you? But really these

tourists are not looking at the painting at all - they're recording their own lives.

Now to a rock concert in London - it's Muse, my favourite band. I'm close to the stage, but even so my view is blocked by a hundred mobile phones filming. And not just one song, the whole concert. These will be on YouTube within an hour - poor quality, terrible sound. Why do they do it? Why don't they look at the band?

We don't live our lives any more, we simply **record** them, **post** them on Facebook and look at them later.

Vocabulary & Speaking nouns and verbs with the same form

6a Look at the **highlighted** words in the blog. Are they nouns or verbs? Write N or V next to each word in the box.

| | | | | | | |
|------|------------|------|------|------------|--------|------|
| blog | photograph | film | look | experience | record | post |
|------|------------|------|------|------------|--------|------|

b Read the information in the Vocabulary focus box about nouns and verbs with the same form.

VOCABULARY FOCUS nouns and verbs with the same form

Some words can be both a noun and a verb with similar meanings, e.g. look. When you use these words as nouns, you need to know which verbs to use with them, e.g. to have a look.

c Put the nouns from exercise 6a with the correct verb in the table. Sometimes a noun can go in more than one column.

| make | have | take | write |
|------|------|------|-------|
| | | | |

d Add the words in the box to the correct column in the table.

| | | | |
|------|------|---------|-------|
| text | plan | promise | dream |
|------|------|---------|-------|

7a **TASK** Complete the questions using the verb + noun phrases in exercise 6.

- Do you ever _____ about flying?
- When did you last _____ at your phone?
- When you go on holiday, do you _____ for what you are going to do every day?
- When somebody _____ of you, do you smile or stay serious?
- Do you ever _____ to someone and then change your mind?
- Would you like to _____ about your daily life? Do you think people would read it?
- When you _____, do you use special language like LOL or BTW?
- Do you ever _____ and then post it on YouTube?

b Work with a partner. Take turns to ask the questions in exercise 7a. Ask more questions to find out extra information.

A *Do you ever have dreams about flying?*
 B *Yes, often.*
 A *When did you last have one?*
 B *Last week. I dreamt I was flying over the sea.*

c Tell the class two interesting facts about your partner.

Unlock the code

This section describes the decoding skill that is being taught in the reading or listening skills lesson. They are general tips which can be used as tactics for understanding when reading or listening to texts. This Unlock the code box is about predicting before reading.

Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case nouns and verbs with the same form. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with pre- and suffixes, adjectives, verbs and prepositions, etc.

Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and Writing*, *Navigate* provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here linking ideas with *and*, *but* and *so* are dealt with. In other units, the boxes focus on topics such as *Checking your writing*, *A formal letter* and *Opening and closing emails*.

1.4 Speaking and writing

GOALS ■ Talk about the weather ■ Talk about your likes and dislikes ■ Write a web post

Speaking & Vocabulary talking about the weather; talking about likes and dislikes

1 Work with a partner and describe the weather in the photos.



2a Match the symbols and temperatures to the weather headlines.



- a hot, cloudy and humid
- b cloudy and mild
- c sunny, dry and pleasant
- d cold and damp with a few showers
- e heavy rain, a thunderstorm
- f light snow, temperature below zero

b Replace the words in *italics* with a bold word from exercise 2a.

- 1 If it's a *nice* evening, we can eat outside.
- 2 I hate this *warm, wet and uncomfortable* weather.
- 3 The air's *cold and a bit wet* this morning.
- 4 There are going to be some *short periods of rain* later.
- 5 Yesterday it was really cold, but today it's *not too cold*.
- 6 Did you hear the *heavy rain, thunder and lightning* last night?

3 Work with a partner and describe today's weather. Do you think it's typical for the time of year?

4 1.7 Listen to Faisal from Dubai, Marek from Alberta and Gina from Rio de Janeiro talking about their favourite season. Who talks about these topics? Write F, M or G.

- 1 an exciting celebration
- 2 eating outside
- 3 enjoying the colours of nature

5a 1.7 Listen again and complete the sentences.

- 1 I'm not keen on _____ in the sea in the summer.
- 2 My favourite winter activity is _____.
- 3 I really love catching fish in the _____.
- 4 I'm really interested in _____.
- 5 I'm really into watching _____.
- 6 I don't mind _____ weather.
- 7 I prefer _____ weather to summer weather.
- 8 I quite like watching _____.
- 9 I can't stand large _____.

b 1.8 Listen and check your answers.

c 1.9 Listen and repeat the sentences.

d Which of the expressions in exercise 5a mean the following?

- a you don't like something
- b you hate something
- c you like something a lot
- d something isn't a problem for you
- e you like one thing more than another thing
- f you like something, but not a lot

6 Complete these sentences so they are true for you.

- 1 I really love ...
- 2 My favourite summer activity is ...
- 3 I don't mind ...
- 4 I can't stand ...

7a **TASK** You are going to do a short presentation about your likes and dislikes. Turn to page 126 and choose one of the three options. Make some notes. Use the Language for speaking box to help you.

b Work in groups and take turns to give your presentations. Ask each other questions to find out more.

LANGUAGE FOR SPEAKING talking about likes and dislikes

I'm not keen on ... My favourite ... is ...
 I really love ... I'm really interested in ...
 I'm really into ... I don't mind ...
 I prefer ... I quite like ...
 I can't stand ...
 We generally use a noun or a verb + -ing after the likes and dislikes phrases.
 I like swimming in the sea.

Reading & Writing a web post about the best time to visit your country

8 Read these two posts on a travel forum and answer the questions.

- 1 Where does Jean-Luc want to go?
- 2 What is Varsha's answer to his question?
- 3 What does she say about a) the weather, b) the crowds, and c) the facilities (shops, etc.) at this time of year?

9a Read the Language for writing box about linking ideas.

LANGUAGE FOR WRITING linking ideas with and, but and so

- We can join sentences using the linkers *and*, *but* or *so*.
The weather is good. There aren't too many people. →
The weather is good and there aren't too many people.
- In informal writing, e.g. web posts and informal emails, we often use these linkers at the beginning of the sentence.
... the sea is nice and calm. But there are a lot of tourists at this time.

b Rewrite the sentences below. Make each neutral (= not formal or informal) pair of sentences into one sentence, using *and*, *but* or *so*. For each informal pair, begin the second sentence with *And*, *But* or *So*.

- 1 It rains every day. It's not heavy rain. (neutral)
- 2 The restaurants are great. They're not too expensive. (neutral)
- 3 It's a very interesting street. It can be a bit dangerous at night. (informal)
- 4 The temperature reaches 40°C. People go to the mountains where it's cooler. (neutral)
- 5 All the children are on holiday at this time of year. The beaches get crowded. (informal)
- 6 There's an excellent museum. It's free to enter. (neutral)

10a **TASK** Write a post for a travel forum about the best time to visit your country or town. Choose two or three topics from the box to write about or use your own ideas. Use the phrases below.

The best/most popular time to ...
 ... too expensive/hot/rainy/crowded
 The only problem is ...

the weather crowds special festivals prices facilities

b Swap your post with a partner. If you are from the same place, do you agree with the post? If you are from a different place, ask questions to find out more.



Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to talk about likes and dislikes in a presentation and they can use the phrases in the box. Other language for speaking boxes cover *Asking for help and giving advice*, *Explaining and dealing with problems* and *Asking for clarification*.

Navigate overview

Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In B1 the video topics are:

- Unit 1: Adventure sports in Chile
- Unit 2: London's changing skyline
- Unit 3: The RRS *Discovery*
- Unit 4: Esplorio
- Unit 5: The Dubai Mall
- Unit 6: Nettlebed
- Unit 7: Beijing subway

- Unit 8: Career change
- Unit 9: Sports scholarship in the USA
- Unit 10: Koreatown
- Unit 11: The European Union
- Unit 12: Personal assistant

1.5 Video

Adventure sports in Chile

1 Match the words to the definitions.

hike climb slopes rapids peak

- to walk for a long distance, especially in the country
- parts of a river where the waters go fast
- parts of a hill or mountain, especially for skiing
- to go or come up a hill, mountain or stairs
- the pointed top of a mountain

2 These photos are of Pucón, Chile's adventure capital. Describe the photos and guess what people do there.

3 Watch the video. Which sports did the speaker talk about?

- hiking up the volcano
- sailing and waterskiing on the lake
- scuba-diving in the lake
- kayaking down the rapids
- skiing or snowboarding down the mountain
- visiting Pucón by helicopter

4 Watch again and answer the questions.

- What kinds of landscape make Chile popular with tourists?
- How many people live in Pucón?
- What kinds of activities do people do in the summer? Name two.
- How tall is Villaricca Volcano?
- What kinds of activities do people do in the winter? Name two.
- How many metres do the slopes of Ski Pucón cover?

5a **TASK** Work with a partner. Read the situation below.

You have won an adventure sports holiday! You must choose from the following options.

- Where would you prefer to go: a lake or the mountains?
- When would you like to go: summer or winter?
- What kinds of adventure sports would you like to do?
- What other activities would you like to do?

b Discuss your answers to the questions. Decide on your adventure holiday.

c Work with another pair. Compare your adventure holidays. Did you choose similar activities?

Review

1a Write the questions for the answers.

- How many people _____? Five. My parents, my two sisters and me.
- _____? Twenty-four. I'm twenty-five in February.
- _____? Nothing special. On Saturday I went into town and on Sunday I stayed in.
- In a flat. I'd like to live in a house, though.
- _____? All sorts, really. Dance, Latin, R&B.
- _____? About once a month. In fact I went last night. I saw a really good film.

b Work with a partner and ask and answer the questions.

2a Choose the correct option in these sentences.

- I go to the gym hardly ever / never / every now and then.
- I most days / rarely / once a month have a lie-in.
- We have a family meal most days / nearly always / always.
- My cousin and I once a week / every now and then / sometimes chat online.

b Write five sentences about your free time. Use the frequency words in A and the activities in B.

A (near)ly always every now and then hardly ever once or twice a week/month never rarely most days occasionally sometimes often

B go online go out for a meal do aerobics play cards go swimming go camping go to the gym play golf go clubbing play computer games do yoga

c Ask your classmates questions about their free time. Find two people who do the same free-time activities as you and two people who do different activities. How often do you...? Do you usually...? Do you ever...?

3 **1.10** Listen to eight questions. For each question, write down a one-word answer.

4a Decide which word or phrase doesn't go with the verb in the first column.

| | | | | |
|--------|----------------|---------------------|---------------|------------------|
| 1 make | a to-do list | time with relatives | future plans | a cake |
| 2 do | fun | exercise | housework | the shopping |
| 3 have | an early night | a lie-in | a family meal | shopping |
| 4 play | yoga | basketball | cards | computer games |
| 5 go | on a trip | a family meal | running | out for a coffee |

b Work with a partner and ask and answer the questions.

- What kind of exercise do you do?
- When was the last time you went on a trip?
- How often do you have a family meal?
- Who in your family does most of the housework?
- Where do you usually go shopping for clothes?

5a Rewrite the questions, changing the underlined verbs into verb + noun expressions. Do you text with one hand or two? → Do you write texts with one hand or two?

- Do you know anyone who blogs about their life?
- Do you ever photograph yourself?
- How often do you post on social network sites?
- Do you ever look at language learning websites?
- Do you ever dream about falling?

b Work with a partner and ask and answer the questions.

6a Work in a group. On your own, make guesses about the likes and dislikes of the students in the group. Write the name of a student and continue the sentence. I think Carlos is really into sport.

- I think _____ loves ...
- I don't think _____ is very keen on ...
- I imagine that _____ doesn't mind ...
- I'm sure _____ is really into ...
- My guess is that _____ can't stand ...

b Compare your guesses together.

Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students discuss their ideal adventure holiday in pairs and then compare their choice with another pair. Other tasks on Video pages are, for instance, making questionnaires, preparing a menu for a restaurant, creating a quiz and discussing ideas for an end-of-year event.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and groupwork tasks to give learners additional opportunities to practise key language from the unit.

Unit structure

The Workbook follows the Coursebook lessons. The first two spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spreads 3 and 4 of the Workbook each have a page of extra practice which corresponds to the material in lessons 3 and 4 of the Coursebook. The Workbook also contains lessons for extensive reading and listening, review exercises, audioscripts of the listening material in the Workbook and answer keys (with key version only).

Grammar

In the Workbook, students find further practice of the grammar which they learnt in the corresponding lesson of the Coursebook. This page contains more exercises on making questions with *do/did* and *be* as introduced in the Coursebook.

I can ...

At the end of each Workbook spread, the *I can* statements remind students which goals they should have reached. If they feel they need more practice, they can use the Online Practice materials (see page 19 of this book).

1
1.1
11 1.2 1.3 1.4

Time

1.1 Do you live in the past, present or future?

Vocabulary daily life

1 What do you do? Match situations 1-8 to verb phrases a-h.

| | |
|--------------------------------|---|
| 1 You need a holiday. | a spend time with relatives |
| 2 You go to a party. | b do some work |
| 3 It's raining. | c eat healthy food and you'll feel better |
| 4 Your boss arrives. | d have fun |
| 5 You're bored. | e make a to-do list |
| 6 It's your cousin's birthday. | f stay in |
| 7 You're ill. | g go on a trip |
| 8 You have a busy weekend. | h chat with friends online |

2 Complete the to-do list with the correct verbs.

THINGS TO DO

| SATURDAY | SUNDAY |
|--|---|
| 1 <u>do</u> housework | 4 <u>have</u> a lie-in! |
| 2 <u>go</u> shopping (buy something for lunch) | 7 <u>eat</u> family meal |
| 3 <u>exercise</u> (football 3 p.m.) | 8 <u>make</u> future plans (holiday with family this year?) |
| Go dancing - | 9 <u>do</u> English homework |
| 4 <u>eat</u> a good meal | 10 <u>go</u> on early night |
| 5 <u>go</u> to bed late | |

3 Match verbs in A to phrases in B to make verb phrases. Then complete the information sheet.

A do eat go go have have spend stay

B an early night a good time healthy food in shopping some exercise time with relatives to bed late

TOP TIPS FOR STAYING HEALTHY

** Eat healthy food*

Doctors say we need to have seven pieces of fruit and vegetables every day. When you can, 1 go at a market and buy apples and tomatoes that are fresh.

2 eat

3 go

Doctors say the sun is good for us and we need to go out and walk or play sport. Don't 4 go all day in front of the TV - it's bad for you.

5 eat

Doctors say that we need eight hours' sleep every night. Don't 6 go when you need to get up early in the morning.

7 eat and friends

Doctors say that happy people live for a long time. Go out and 8 eat two or three times every week. It isn't good for you to be always on your own.

Grammar question forms

4a Complete the conversations with the question words in the box.

how many how much how often what kind what-time when where who

1 A What time do you get up during the week?
B At half past seven.

2 A Who is the first person you see every morning?
B My brother. He gets up at the same time as me.

3 A How often do you have breakfast?
B In the kitchen.

4 A How much coffee do you drink?
B I have three or four cups a day.

5 A How long do you stop for lunch?
B From one o'clock until two.

6 A Where do you eat in a restaurant?
B About twice a month.

7 A How many good friends do you have?
B A lot. I have a lot of good friends.

8 A What kind of car do you drive?
B I drive a Mini.

b 11 Listen and check.

11 Listen again. Pause the CD and repeat after each question.

5a Insert the word in brackets in the correct place in the sentences.

1 When your birthday? (is) When is your birthday?

2 Who you chat with online? (do) Who do you chat with online?

3 What kind films do you like? (of) What kind of films do you like?

4 Are busy right now? (you) Are you busy right now?

5 How do you spend time with relatives? (often) How often do you spend time with relatives?

6 How many did you sleep last night? (hours) How many hours did you sleep last night?


7 Where you from? (are) Where are you from?

8 You go shopping yesterday? (did) Did you go shopping yesterday?

b 12 Listen and check.

12 Listen again. Pause the CD and repeat after each question.

6 Complete the questions in the conversation with question words and the verbs in brackets.



A Hi. It's nice to meet you. 1 Are you (be) new?
B Yes, I am. My name's Laila.
A I'm Sally. 2 How often (have) fun tonight?
B Yes, I did. It was a great class.
A 3 What kind (start) playing tennis?
B Years ago. I was about ten, I think.
A 4 How many (be) good at it?
B Well... I won some competitions last year.
A How 5 often (win)?
B Three or four.
A Congratulations! Laila, 6 How often (live) near here?
B No, I live in the town centre.
A Me, too. 7 Where (get) here today?
B I came by bus.
A This is my car. 8 What kind (want) to go home together?
B Yes! Thanks a lot.
A No problem.

I can ...

| | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| talk about my daily life. | Very well | Quite well | More practice |
| ask questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


Vocabulary

In the Workbook, students find further practice of the vocabulary which they learnt in the corresponding lesson of the Coursebook. They can do this individually and at their own pace. On this page students practise the use of phrasal verbs with *spend*, *do*, *stay*, *make*, *eat*, *have*, *go* and *chat*.

6.5 Reading for pleasure

Little Rock

1 Look at the photos. What kind of discrimination does it show? Circle the correct answer (1, 2, 3 or 4).



1 age 2 race 3 religion 4 sex

2 Read an extract from the biography of Martin Luther King.

3 Choose the correct option to complete the extract.

These were problems in the South because the local population regarded the whites to be superior. Change started to come in the 1950s when the law changed and black children started to go to Central High School and white children started to go to Central High School. In the same month, there were some protests outside Central High, something called a sit-in. The protesters blocked the entrance. I joined the sit-in. From there on the black children were prohibited from entering the school.

4 Think about the racism in the story. Can you think of other countries in the world where racism has been an important issue? Do people worry about racism in your country? Why/Why not?

The story so far

Little Rock Central High School (opened 1957 - closed 1958) was the school of the Arkansas desegregation crisis. The school was the first school to be desegregated in the South of the United States.

Big trouble in Little Rock

There were many other things in the South that needed to change. Schools were segregated: white children went to all white schools, black children went to all black schools. Although there were more black children than white children in the South, much more money was spent on white schools than on black schools. But in 1954 the law was changed. Now it was against the law to have different schools for black children and white children. The law said that all schools had to take both black children and white children. Many white people hated the new law, and in some Southern states they refused to obey it. Arkansas was one of these states. In the state capital, Little Rock, nine black students tried to enter the Central High School at the start of the 1957-58 school year. Little Rock soon became one of the most famous places in the story of the fight for civil rights.

On 2 September the night before the start of the new school year, the leader of the Arkansas government, Orval Faubus, ordered the National Guard to stand outside Central High School. He told them to stop any black students from entering the school, because he was afraid of trouble from protesters. The school was closed. But a judge said that Faubus could not use the National Guard to do anything that was against the law. On 23 September the Little Rock police took the nine black students into Central High. A crowd of more than a thousand white people tried to stop the black students from entering. The crowd roared and attacked the police. The pictures of the riot were seen all over the world, and many Americans were shocked to see such ugly attacks in their own country. Next day, the President of the United States, Dwight D. Eisenhower, ordered the army to Little Rock. A thousand soldiers entered Little Rock Central High School. Every morning the nine black children walked to the school, and every evening the soldiers protected them as they walked through crowds of angry whites.

Also in the Workbook

Reading for pleasure

The *Reading for pleasure* and *Listening for pleasure* pages appear once every two units in the Workbook. They offer students an opportunity for extensive reading or listening supported by a few exercises to ensure understanding. Here the students read an extract from a biography about Martin Luther King.

Review

As well as a Review page in every unit of the Coursebook, *Navigate Workbook* offers another chance for students to check what they have learnt with a Review page once every two units.

Navigate overview

Teacher's Guide and Teacher's Support and Resource Disc

The Teacher's Guide and Teacher's Support and Resource Disc Pack is a complete support package for teachers. It is designed for both experienced and new teachers and offers a wealth of resources to supplement lessons with *Navigate*.

What's in the Teacher's Guide?

The Teacher's Guide contains thorough teaching notes for teachers to follow as they go through the Coursebook in their lessons. Answer keys are provided to all activities where appropriate and the audioscripts are embedded within the teaching notes for ease of reference.

As well as this, though, the Teacher's Guide offers numerous ideas and extra support in the shape of the following features, to be found throughout the teaching notes:

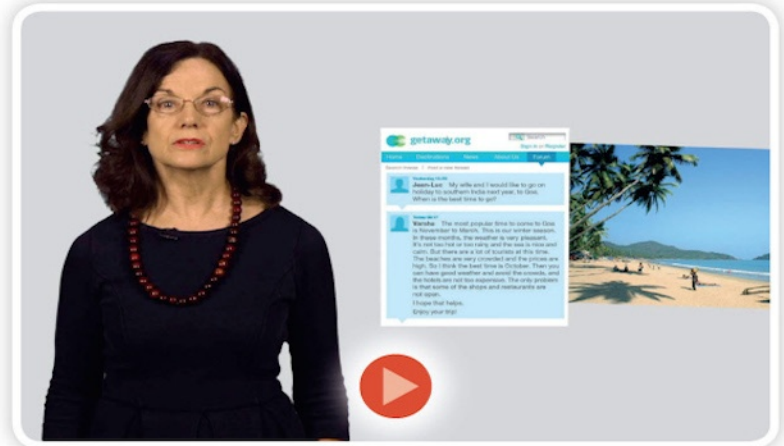
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an idea on how to extend the activity in the Coursebook, useful especially if students have shown a strong interest in that topic.
- **Extra support/Extra challenge:** These are alternative ways of doing an activity where more staging may be required for learners who are struggling, or to keep stronger learners occupied in mixed ability classes.
- **Pronunciation:** tips and notes for teaching pronunciation.
- **Watch out!:** potentially problematic language points or language that learners might ask about.
- **Feedback focus:** guidelines on what to monitor in an activity and how to give feedback.
- **Dictionary skills:** moments when it may be useful to develop learners' dictionary skills and ideas on how to do it.
- **Smart communication:** tips on small talk, appropriacy, and communication strategies.
- **Critical thinking:** strategies to analyse and evaluate what learners read and hear, their work and that of their peers.
- **Study tips:** tips to help learners assimilate what they have learnt.

The Teacher's Guide also includes the following features:

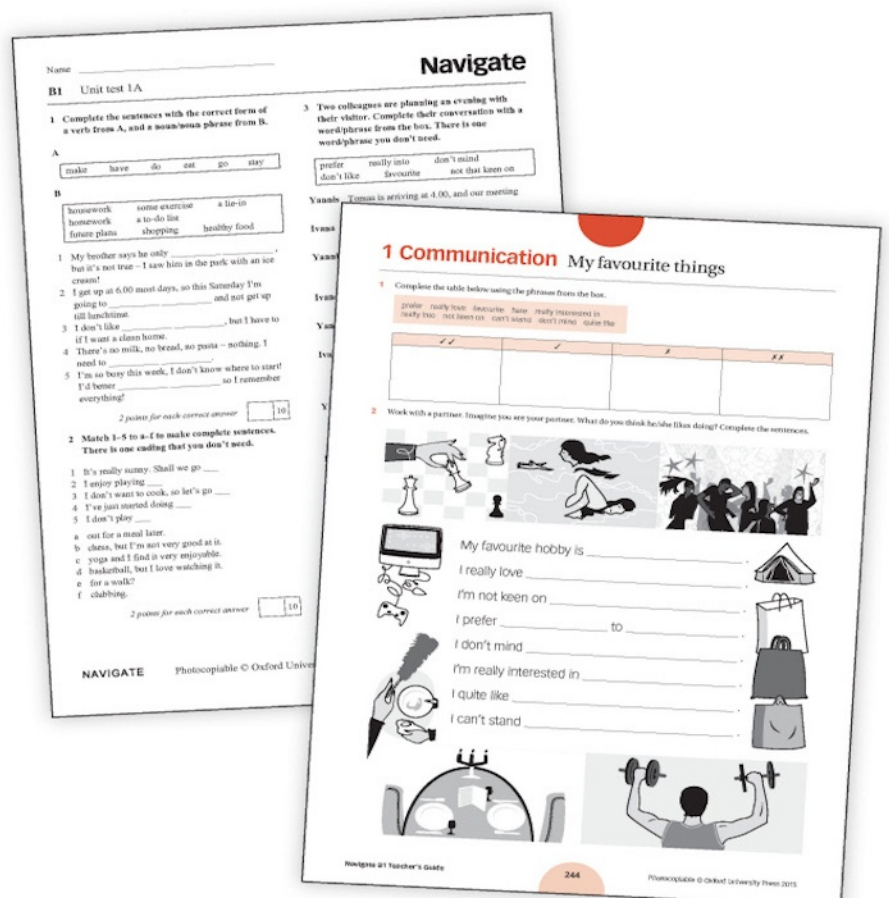
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: Extra grammar, vocabulary and communication activities as photocopiable worksheets.
- Photocopiable worksheets to accompany the Vox pops videos found on the Coursebook DVD.

What's on the Teacher's Support and Resource Disc?

- **Lesson overview videos:** Catherine Walter, *Navigate* series adviser, offers one-minute overviews of each of the main lessons of the Coursebook, including the methodology behind it and the benefit to the learner.



- **Tests:** a full range of Unit, Progress and Exit tests to enable you and your students to monitor progress throughout their course. Available in PDF and Word format, and in A/B versions. See page 32 of this book for more details.
- MP3 audio for all of the tests.
- All of the photocopiable material that is found at the back of the Teacher's Guide as downloadable PDFs.
- Wordlists (A-Z and unit-by-unit)
- Audioscripts in Word of all Coursebook, Workbook and Test audio.
- Student study record: a self-assessment form to be filled in by the student after each unit is completed.



e-Books

The *Navigate* e-books are digital versions of the Coursebooks and Workbooks. Learners study online on a computer or on a tablet, and their work is safely saved in the Cloud. The *Navigate* e-book Teacher's edition is the Coursebook with integrated teacher's notes as well as selected pop-up images. You can use it as a classroom presentation tool.

In the *Navigate* e-Book Teacher's edition, the teacher's notes from the Teacher's Guide can be called up on the page where the information is needed.

Draw on the page or highlight text.

Find units quickly, jump to a page, or bookmark a page.



Automatic marking helps learners check progress and learn from their mistakes. They can also email a page to you to mark or to add to their learning portfolio.

The sticky note can be used to place comments with an exercise. These comments can either be written or recorded and can be placed anywhere on the page.

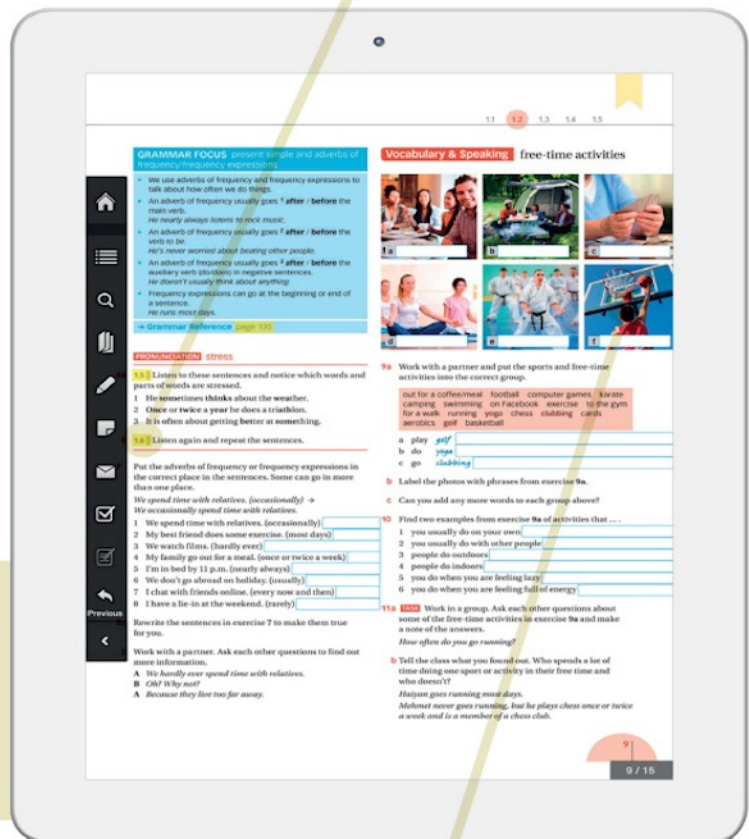
This tool allows the user to move back to the original page. For instance, if the user has moved from a lesson page to a grammar reference page, clicking on this arrow will move the reader automatically back to the page they came from.

To access an e-book:

- 1 Go to **www.oxfordlearnersbookshelf.com**.
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- 5 Enter your access code.

Watch this video for help on registering and using e-books: **www.brainshark.com/oup/OLBgetstarted**

The listening materials that go with the course play straight from the page and are placed with the exercise where they are needed. The user can slow the material down to hear each word clearly and then speed up again. In addition, learners can improve pronunciation by listening to the audio, record their own and then compare to the original. The e-books also contain video material which can be played straight from the Video lesson page. The video material can be played full screen, or split screen to move around the pages and complete activities as you watch.



Many images in the *Navigate* e-Book Teacher's edition can be enlarged by clicking on the image. This functionality can be used in class to discuss particular images in detail or to aid completion of exercises that go with the photos.

Navigate overview

iTools

Navigate iTools is a digital tool, specifically designed for use on whiteboards, that can also be used with data projectors, and PCs or laptop computers. Pages from the Coursebook and Workbook are seen on screen with various tools to help the teacher present the material in class.



This tool appears with each exercise and allows the teacher to discuss an exercise in class whilst calling up the answers. Clicking on the key will pop up a box containing the exercise rubric and spaces which can hold the answers when you click on the relevant buttons in the bottom of the box. There are three options: 'see next answer', 'see all answers', and 'hide all answers'.



The grammar reference page can be reached by clicking on the book icon placed near the Grammar focus box. The user jumps to the relevant grammar reference page and can return to the original page again by using the arrow button at the bottom of the page.

The screenshot displays the Navigate iTools interface. The main content area shows a lesson page titled '1 Time' and '1.1 Do you live in the past, present or future?'. The page includes sections for 'Vocabulary & Speaking', 'Grammar & Speaking', and 'GRAMMAR FOCUS'. A sidebar on the left contains navigation options: Books, Resources, Bookmarks, and Flipcharts. A bottom navigation bar includes icons for home, back, forward, search, and other functions. A 'HOMEWORK FOR MONDAY' sticky note is overlaid on the right side of the page. A 'VOX POPS VIDEO 1' icon is visible at the bottom right of the page.

Resources

Navigate iTools includes a number of resources for use in the classroom:

- The Vox pops worksheets.
- Photocopiable materials from the Teacher's Guide are available to download here, as are wordlists.
- New Grammar Powerpoint presentations for display on your whiteboard help you teach the grammar from the Coursebook in a more interactive way.



Video can be played on your whiteboard by clicking the icon.



This tool allows the teacher to play the audio material that is relevant to the exercise. The teacher can also reveal the audio script so that students can read along whilst they listen.

Online practice

Our online practice courses give your learners targeted extra practice at the level that's right for them. Supported by the online Learning Management System, teachers and administrators can assign media-rich activities for the classroom or at home, and measure learners' progress.

Each learning module uses a step-by-step process, engaging learners' interest, then encouraging them to explore, practise and reflect on their learning.

Learners can study independently with a wide range of support materials: Cultural glossaries, Language models, Wordlists, Grammar and Vocabulary Reference, hints and tips, automatic marking and instant feedback.

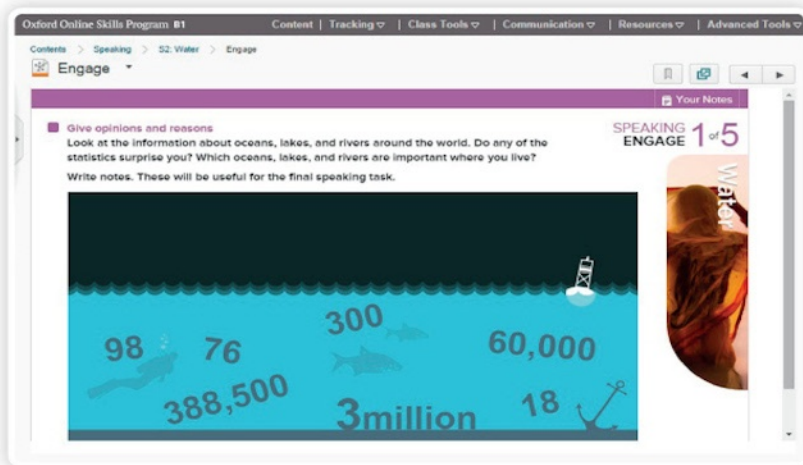
You can monitor your learners' progress with a variety of management tools, including a Gradebook and User Progress statistics.

Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and Powerpoint® presentations.

Oxford Online Skills

(General English, Bundle 2)

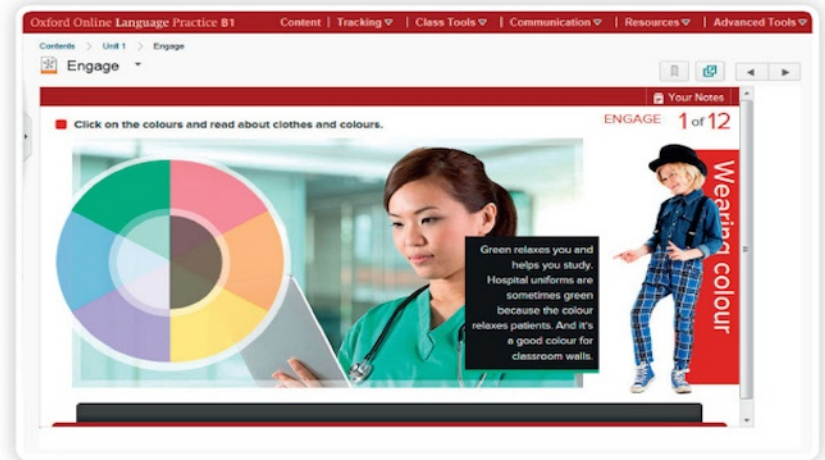
Helps learners focus on developing their Listening, Speaking, Reading and Writing skills, in the classroom or at home



- Engage learners with 30 hours of media-rich activities per level, including videos, interactive infographics and striking photography, on culturally diverse topics.
- Topics complement those found in *Navigate*. For example: My family, the past, giving opinions, writing emails or blog posts.
- Learners' access codes come on a special card included with their Coursebook.
- Variety of top-up materials if you'd like more skills practice for your learners. Choose more modules for general English with General English Bundle 1, or focus on Academic English, all four skills or paired skills (Reading & Writing, Listening & Speaking). The choice is yours. Find out more at www.oup.com/elt.

Oxford Online Language Practice

Puts the spotlight on building up learners' vocabulary and grammar

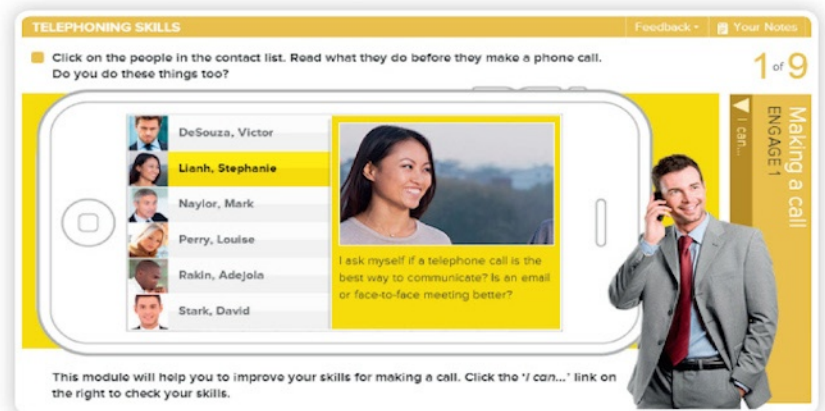


- With a topic-based approach, grammar and vocabulary is integrated in a meaningful and contextualized learning journey.
- Topic areas reflect those commonly found in Adult general English courses, and include Education, Personality, Work, Holidays, Storytelling, Crime and Entertainment.
- Comprehensive support for learners in every Module, with printable grammar and vocabulary references and wordlists, and notes on key differences in American and British English.
- Each CEFR level includes 12 Modules and 25 hours of learning and practice material.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from www.oup.com/elt.

Oxford English for Work

Telephoning, Socializing and Writing Skills



- Each level includes three skills: Telephoning, Socializing and Writing.
- Activities are highly practical and immediately transferable to the workplace.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from www.oup.com/elt.

The *Navigate* approach – Reading

Reading tomorrow's text better – Catherine Walter

Learning to play beautiful music does not start with playing beautiful music. No one would expect to start learning the cello by trying to play a concerto; rather, they would learn how to use the bow and to finger the notes, to transition quickly and accurately from one note to another, to relate the musical notation on the page with the physical movements needed to play, and to work on making all that happen smoothly.

In the same way, becoming skilled at reading comprehension in a second language is not best achieved solely by practising comprehension. Of course, the goal of reading activities in an English language course is to help learners achieve better comprehension of the English language texts that they read. However, this does not mean that all of the activities in the classroom should be comprehension activities.

To read well in a second language, readers need to decode written text accurately and fluently (Grabe, 2009). Accurate decoding means being able to make a connection between the words on the page, how they sound and what they mean. Making a connection between the written words and how they sound is important because readers of alphabetic languages immediately convert what they read to silent speech in their minds, using that silent speech to build a mental representation of the text (Gathercole & Baddeley, 1993).

- *Second language readers need practice in matching common spellings and the way they sound, and they need to recognize common words that are spelt irregularly.*

Just as fluent playing of a piece of music is not only achieved by playing it again and again, but by playing scales and doing other exercises, fluency in reading comprehension is not best achieved only by extensive reading – although this has a part to play. Fluency development activities can help (Nation, 2009).

- *Second language readers need to focus on reading fast and without hesitation.*

Knowing how the words sound is useless if the reader does not know what the words mean. Contrary to popular myth, skilled readers who are reading a text for information or pleasure do not spend a lot of time guessing unknown words, because they already know all the words. Skilled readers do not sample bits of the text and deduce what the rest of the text means; they process the entire text, rapidly and automatically (Grabe, 2009). Skilled readers do not use context to infer meaning as often as less-skilled readers do: they do not need to, because they know the words (Juel, 1999). Second language readers who guess unknown words usually guess them wrongly (Bensoussan & Laufer, 1984). To read a text comfortably without using a dictionary, second language readers need to know the meanings of 98% of the words in a text (Hu & Nation, 2000). Note that topic familiarity cannot compensate for second language proficiency (Jensen & Hansen, 1995).

- *Second language readers need to learn the most common and useful words at their level, and they need to be able to recognize them quickly and automatically.*
- *They need to be aware of vocabulary systems, such as how prefixes and suffixes work, so that they can recognize word families, and can learn more vocabulary independently.*
- *More time should be spent on learning vocabulary than on learning to guess unknown words; teaching about guessing unknown words should be strategic.*
- *Activating learners' prior knowledge about a text they are about to read has a very limited effect on how well they will understand it.*

To read well, second language readers need to be able, accurately and fluently, to break down the grammar of the sentences they are reading. They also need to know how these sentences are put together to make a text. Recognizing how sentences are assembled in a text means, for example, recognizing the uses of determiners like *this* and *that*, of words like *which* that link one part of a sentence to another, of expressions like *on the other hand* that say what the writer thinks about what follows.

- *Texts for language learners should contain high-frequency grammatical features in natural contexts.*
- *Second language readers should learn how ideas are linked within texts, e.g. with pronouns, lexical links and discourse markers.*

Paul Nation (2009) points out that what happens in many second language reading activities is that the learners are helped to understand the text in front of them. Nation says that the question for the teacher of reading should rather be:

How does today's teaching make tomorrow's text easier to read?

This is the aim of many of the teaching activities in *Navigate*. Some of the activities that contribute to better reading are not specifically labelled as reading activities. For example, there is work on matching spelling and sounds. There is a carefully staged vocabulary syllabus based on the Oxford 3000™ list of frequent and useful words (Oxford University Press, 2014). There is regular work on vocabulary systems.

In addition, each reading text

- has intrinsic interest, so that learners will want to read it
- contains high-frequency, useful vocabulary
- contains useful grammatical features in natural contexts
- exemplifies features of natural connected texts.

Generally, the reading texts in *Navigate* are the starting point for intensive language-focused learning of reading skills. That is to say, the activities surrounding them are part of a structured programme which aims to prepare learners to read the next text they will encounter more skilfully.

The activities do this by

- helping learners to read more accurately and/or more fluently
- focusing on aspects of the current text that commonly occur in other texts
- prompting learners to understand and reflect upon the ways in which important grammar and discourse features are exemplified in the text
- concentrating on working with features that occur more often in written than spoken language
- providing activities that help learners to understand the text as a whole
- providing teacher and learner with information about the learner's performance, as a basis for future work.

All these teaching activities contribute to a structured programme which will move learners more efficiently towards becoming better readers of English.

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Reading in Navigate

Navigate includes micro-skills work on reading, helping learners to identify common aspects of reading texts, which in turn enables them to develop their reading skills in general. These *Unlock the code* boxes identify some specific areas of reading skills that are exploited in lesson 3 in six of the units.

UNLOCK THE CODE linkers for reason and result

- Words like *but*, *because* and *so* are 'linkers' or 'linking words'. It's important to understand them because they help you predict what kind of information comes next in a text.
- *As*, *because* and *since* tell us the reason for something.
He didn't buy the dishwasher, as his kitchen was too small.
- *So*, *therefore*, *as a result* and *for this reason* tell us the result of something.
He had too many things. So his house was untidy.

UNLOCK THE CODE paraphrasing

- To avoid repetition, writers use different words with a similar meaning.
I love London, but I find the capital a difficult place to live in.
- To understand a text better, you need to recognize paraphrasing, otherwise you may think the writer is talking about two different things.

UNLOCK THE CODE reference words in a text

- We often use words like *this*, *that*, *these*, *those* to refer to a word or group of words earlier in a text.
Compare:
One third of the world's food is wasted. This is a shocking figure.
One third of the world's food is wasted. This is shocking.
- Other words which refer back are *the one(s)* and *so*. *The one(s)* refers back to a noun(s). *So* refers back to a verb.
The red apples look fresh. So do the green ones.

- 5 Complete the text with *who*, *which* or *where*. Which ones could be replaced by *that*?

China: Living together in a circle

Deep in the mountains in the Fujian region of China, there is a large, round building called a *tulou* 1 _____ about 300 people live together. The tulou has four floors, four staircases and over 200 rooms. Step inside and you will hear people 2 _____ are calling you to stop for tea. In the middle is the hall 3 _____ people pray. On the first floor, there are kitchens 4 _____ people prepare food and cook, and there are also areas 5 _____ people can cook outside. The children 6 _____ live here play in the long hall and their bedrooms are on the third and fourth floors. There are animals 7 _____ live here too, so the tulou is certainly a lively place. The tulou 8 _____ is in the photo is one of several tulous in this part of China.



This approach is used in combination with a more top-down approach to reading where students read content-rich texts as vehicles for grammar or vocabulary learning, and to stimulate discussion on a topic of general interest to adults. All reading texts have been carefully graded. Vocabulary level in the texts is checked against CEFR levels to ensure that only a minimum number of words are above the level expected to be understood by learners at the level of the Coursebook.

The *Navigate* approach – Listening

Training better listeners – John Field

In the early days of ELT, listening was mainly employed as a means of presenting new language in a dialogue context. In time, teachers and teacher trainers came to recognize the importance of teaching the four skills for their own sake, but there remained the problem of precisely how to do it. For listening, they fell back on a method widely used in L1 and L2 reading, as well as in early listening tests – namely the comprehension question. More enlightened teachers played short sections of a recording and asked oral comprehension questions; but coursebook materials often relied on a conventional lesson format where the teacher sets comprehension questions in advance of listening, plays a three- or four-minute recording and then checks answers.

This approach became very entrenched in ELT methodology, but it was not without its critics. The most commonly expressed reservation was that it *tested* listening rather than *teaching* it. Other drawbacks were less often mentioned. The method is very teacher centred. The comprehension questions are often in written form so that the task taps into reading as well as listening. The focus on ‘comprehension’ diverts attention from the fact that there is much more to listening than just the end-product. Above all, if a learner gives the right answer to a question, it tells us nothing about the way in which they arrived at that answer, so we cannot help them to listen better.

Today, listening instruction has moved on. Current approaches treat listening as a form of expertise, like driving a car or learning chess. A novice trying to acquire expertise in any skill starts out by needing to focus a lot of attention on the basic processes that make up the skill (in the case of listening, an L2 learner might need to concentrate on just recognizing words). With time and practice, however, these basic processes become more and more automatic and demand less attention. This enables the novice to perform more efficiently – in the case of the L2 listener, to switch attention from word recognition to building up a wider picture of the speaker’s purpose and the conversation as a whole.

This perspective suggests the need to practise the fundamentals of the listening skill as intensively as possible in the early stages of a teaching programme. It also suggests the wisdom of reserving some of the more complex processes associated with context, interpretation or line of argument for higher-level learners.

L2 listeners’ needs can be tackled in three ways

Exposure to the input

Learners need to hear short clips which illustrate some of the phonetic features of English that prevent listeners from recognizing words. Words in connected speech do not have standard forms like they do in writing. Because speakers take short cuts in producing them, they are often subject to

elision (*didn’t* → *’dint’*), assimilation (*ten pounds* → *’tem pounds’*), liaison (*tie up* → *’tieyup’*, *go out* → *’gowout’*) or resyllabification (*find out* → *’fine doubt’*). Words that are of lesser importance in an utterance are often reduced. Function words in English have weak forms (*have, of, a* and *are* can all be represented by the single weak sound schwa /ə/), and words in commonly occurring chunks of language often get downgraded in prominence (*Do you know what I mean?* can be reduced to as little as *’Narp mean?’*).

The best way of dealing with these perceptual problems is by using small-scale exercises that focus on examples of just one of the features mentioned. The teacher reads aloud these examples or plays a recording of them and learners transcribe them. But this is no conventional dictation exercise: it employs speech that is as natural as possible, not read-aloud; and learners are not penalized for spelling errors. For examples, see Field, 2008: Chap. 9.

Training in expertise

Psycholinguistic models of listening have demonstrated that the skill demands five distinct operations:

- Decoding: matching the signals that reach our ears to the sound system of the language
- Lexical search: matching groups of sounds to words in our oral vocabulary
- Parsing: combining groups of words into grammatical units to obtain a simple point of information
- Meaning construction: interpreting the information in terms of context and the goals of the speaker
- Discourse construction: adding the information to what has gone before.

All five can be practised by means of small-scale exercises. In terms of lexical search, a major challenge when listening to any language is that there are no consistent gaps between words in connected speech like those in writing. It is the listener who has to decide where one word ends and the next begins (Field, 2003). A useful exercise is therefore for the learner to listen to a short passage of natural speech and write down any words that he/she has recognized, then to replay the passage several times, each time adding more words. This kind of task is best done at the learner’s own pace – for homework or in a listening centre. Parsing can be practised by playing half of a sentence and asking learners to use what they have heard so far to predict the rest. Discourse construction can be practised by asking learners to fill in a blank Table of Contents form. For multiple examples of these exercise types, see Field 2008: Chaps. 10–13.

Compensating for gaps

It has been suggested that lower-level L2 learners need a great deal of practice in cracking the code of speech before they can move on to building more complex meanings. This

takes time, and learners feel frustrated when, despite their listening instruction, they find they understand little of what they hear on the internet or on TV, DVD and film. There is thus a further need to train learners (especially adults) in strategies which enable them to make the most of the little they are able to extract from a piece of real-world speech, at least until their listening improves. In one type of strategy practice, they listen to a short recording, try to work out the gist of what they have heard, share ideas in pairs, and then listen again (perhaps more than once) in order to check if they were right and to add new information. This type of task helps learners who dislike the uncertainty of not recognizing every single word, by encouraging them to make guesses. It also helps those who are more willing to take risks, by making them check their (sometimes rash) guesses against what comes next. The fact is that listening to speech (even in one's first language) is always a highly approximate process. Because words in speech vary so much, all listeners keep having to form hypotheses about what they have heard and revising those hypotheses as they hear more.

The tasks that have been suggested in this three-pronged approach focus on particular components of listening and are mainly small scale (some constituting just 5 minutes of intensive practice). So where does that leave the conventional comprehension task? Well, we do still need it. We need it in order to integrate many of the processes that have been mentioned. They do not operate in isolation and a listener has to learn to use them in conjunction with each other. The traditional comprehension recording also provides exposure to a wide range of voices, either in conversation or monologue. Adjusting to unfamiliar voices is a part of listening that we take for granted in our first language; but it can be demanding when the speaker is talking in a second language.

But we should perhaps rethink some aspects of the traditional comprehension task. Teachers and materials providers need to draw more heavily on authentic material – or at least use studio material that resembles natural speech in its pausing patterns, hesitations, overlaps, false starts, etc. Careful thought also needs to be given to the role of the comprehension question. It is quite possible to design questions that tap specifically into one of the five levels of processing identified above. This should be done in a way that reflects the capabilities of learners, with an emphasis at lower levels on questions that target word-level cues and factual information.

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John Field is Senior Lecturer in the CRELLA research unit at the University of Bedfordshire, UK. He is especially known for his work on second language listening; and his *Listening in the Language Classroom* (CUP, 2008) has become a standard work in the field. His background in psycholinguistics (on which he has also written widely) informs much of his thinking. He is currently applying it to the notion of cognitive validity in L2 testing; and is developing new types of listening test which more accurately reflect the components of the skill. In another life, John was a materials writer and teacher trainer: writing coursebook series for Saudi Arabia and Hong Kong, radio programmes for the BBC World Service, and TV programmes for the Open University of China. He continues to advise publishers on materials design.

Listening in Navigate

The approach to listening in *Navigate* draws significantly on John Field's research, through a carefully graded listening skills syllabus focusing on features of the spoken language. These decoding skills for listening can be found in the skills development lessons and include the following areas:

UNLOCK THE CODE connected speech

- When a word ends in a consonant and the next word starts with a vowel sound, speakers link the words together so they sound like one word. This can make it difficult to understand.

| | | |
|-----------------|-------------|----------------------------|
| went in | sounds like | wentin /wentɪn/ |
| the sound of it | sounds like | thesoundofɪt /ðəsəʊndɔvɪt/ |

- Sometimes words that end and start with consonants are also linked the same way.

| | | |
|-------------|-------------|----------------------|
| let's leave | sounds like | letsleave /letsli:v/ |
|-------------|-------------|----------------------|

UNLOCK THE CODE -t and -d before a consonant

- When a word ends in -t or -d and the next word begins with a consonant, we don't say the -t or -d.

| | | |
|-----------------|-------------|--------------|
| Lift going up | sounds like | Lɪf going up |
| Second floor | sounds like | Secɒn flɔː |
| It isn't coming | sounds like | ɪt ɪsn kɒmɪŋ |

- Sometimes this happens with -t or -d inside a single word.

| | | |
|----------|-------------|---------|
| politely | sounds like | pɒli-ly |
| friends | sounds like | frendz |

UNLOCK THE CODE /w/ and /j/ sounds in connected speech

When a word ends with a vowel sound and the next word begins with a vowel sound, we sometimes add a /j/ sound or a /w/ sound to link the words.

| | |
|-----------------------|-----------------------------|
| /w/ | /w/ |
| I go ^w out | do ^w a challenge |

| | |
|---------------------------|----------------------|
| /j/ | /j/ |
| the ^j elevator | I ^j agree |

The *Navigate* approach – Grammar

Grammar: What is the best way to learn it? – Catherine Walter

Attitudes towards planned grammar teaching vary across the world. Some attitudes derive from theoretical stances that have not stood the test of time; yet they persist, here and there, in teacher education programmes, in national advice to teachers and in some language teaching materials.

One of the problems here may well be memories of classrooms where students learnt grammar rules, but didn't use them in communicative activities. It became clear that this was not a good way for learners to become good communicators in their second language. This led to proposals in which learning of grammar rules was seen as counterproductive.

One idea that emerged was that grammar should be taught only when the need for a particular grammar feature emerged spontaneously. The idea was that in the course of a communicative activity, the learner would want to say something, but lacked the necessary grammar. This was seen as the perfect time for the teacher to offer that grammar. However, there are three problems here. Firstly, in a classroom, different learners may be ready for a grammar point at different times. Secondly, it is not possible to construct a series of tasks from which every important grammar feature will emerge. Thirdly, classrooms are unpredictable. If the teacher is depending on what emerges in class for the whole grammar syllabus, they need to be able to give a clear, accurate, level-appropriate explanation of any feature that happens to emerge. This is not an easy task, and the chances of a teacher's improvising consistently good rules are small.

Some writers have proposed eliminating the teaching of grammar altogether. Krashen (1982) held that learners only need *comprehensible input*, a bit more advanced than the language they can already produce. He claimed that this would lead learners progressively towards proficiency. This approach has been clearly shown not to work, in careful studies by researchers such as Swain (1985) and Genesee (1987).

Another proposal is the Natural Order Hypothesis (Meisel, Clahsen & Pienemann, 1981): the idea that there is a natural developmental sequence for acquiring second language grammar features, no matter the order of teaching. This hypothesis has some evidence behind it, although only for a very few structures of the language. Even for those few structures, Goldschneider and DeKeyser (2005) demonstrated in a rigorous meta-analysis that the developmental order is strongly predicted by saliency – how much the feature stands out in the language. Given this finding, it is clear that making a grammar feature more salient to the learner, for example by explicit teaching, should be a way of fostering learning.

It has also been claimed that peer-peer support, where students in a class help one another to learn, is an effective way of teaching grammar. This is based on a sound framework (Vygotsky, 1978), but the framework supposes an expert-novice pair, not two novices. Research has described some interesting interactions; but the peers almost always come up with a non-standard grammar form.

One respected framework for language acquisition that supports explicit grammar teaching is the input-interaction-output framework, in which the learner is gradually pushed to restructure their internal second language grammar so it approaches standard grammar more closely. Here, explicit grammar teaching is seen as valuable because it

- helps learners to notice grammar features in the input
- encourages learners to notice the differences between how they say something and how proficient speakers say it
- provides information about what *doesn't* happen in the language.

Another strong current approach, *task-supported instruction*, holds that it is important for learners to use their language in tasks, where the main focus is on meaning, but where the learners need to interact in their second language to reach an outcome. Early on, it was hoped that tasks would be enough to make grammar emerge. However, all serious scholars working in this paradigm (e.g. Skehan, 2003; Willis & Willis, 2007) now agree that pre-task and post-task explicit focus on grammar is necessary.

In a skills-based approach, where language learning is seen like learning to drive or to play a musical instrument, teaching grammar rules is highly valued. Learning the rules is seen as a precursor to being able to use those rules. As DeKeyser (1998) says, while you are learning to walk the walk, the rule is a crutch to lean on.

However, these are theories. What about the evidence? There have been rigorous meta-analyses finding that:

- explicit teaching of grammar rules yields better results than implicit teaching (Norris & Ortega, 2000)
- explicit teaching yields better results for both simple and complex forms (Spada and Tomita, 2010)
- explicit teaching of rules, combined with communicative practice, leads to unconscious knowledge of the grammar forms that lasts over time (Spada and Lightbown, 2008)
- there is no difference in results between integrating the teaching of rules with a communicative activity and teaching them separately (Spada and Tomita, 2010). In other words, presentation-practice-production works just as well as more integrated methods.

To summarise: there is theoretical support and hard evidence that teaching grammar rules, combined with communicative practice, is the best way for adults in classrooms to learn to use the grammar of their new language.

Navigate often teaches rules 'inductively': learners are given a bank of examples of the rule. Then they see part of the rule and are guided to think about how to complete it. There is evidence that for appropriate rules this works as well, and perhaps better, than giving the rule first (e.g. VanPatten & Oikarinen, 1996; Ming & Maarof, 2010).

Navigate also provides a wealth of communicative activities where the focus is on meaning, but which are structured so as to encourage the use of the rules that have been taught. This provides the second ingredient of the recipe that has been shown to be the best way for adults to learn to become more proficient users of second language grammar.

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Grammar teaching in *Navigate*

Grammar is taught in context through texts and audio recordings, and then followed up with Grammar focus boxes which offer the rules of the grammar point in a succinct and level-appropriate way.

Exercises to practise the grammar point offer controlled practice, and a speaking task gives learners the opportunity to reproduce the grammar point in a semi-controlled way.

The Grammar reference section at the back of the Coursebook offers more detailed grammar explanations and further controlled practice, to give learners as much opportunity as possible to assimilate the grammar point.

10.1 10.2 10.3 10.4 10.5

Grammar & Reading uses of the *-ing* form

7a Work with a partner and look at the title of the article. What do you think a 'supertaster' is? Do you think it is a good or bad thing to be?

b Read the article and check your ideas.

SUPERTASTERS

When you taste a dish, are you good at recognizing the different flavours? Can you tell which ingredients are in a sauce, or which spices are in a curry? If so, you might be a 'supertaster'.

According to scientists, people taste food differently: it depends on the number of taste buds on your tongue. If you have a large number of taste buds, things taste stronger. People who can taste things very well are called supertasters. Taste researchers divide people into three groups:

- Non-tasters (about 25%)
- Medium tasters (about 50%)
- Supertasters (about 25%)

Many professional chefs are supertasters. Also, supertasting is more common in women than in men, and more common in Asia, Africa and South America than other countries.

However, being a supertaster is not all good news. Supertasters often find common foods too bitter, sweet or spicy. So, for example, coffee, some alcoholic drinks and dark green vegetables like spinach can taste too bitter; cake and ice cream can be too sweet, and chilli peppers too hot.

Recent research has shown that supertasting brings some health benefits. Supertasters can be slimmer than non-tasters because they don't like eating very sweet food. Also, smoking is less common in supertasters because of the strong taste of tobacco. On the other hand, there are downsides to being a supertaster as you may avoid eating certain healthy vegetables and fruit.

You can find out if you are a supertaster by looking in the mirror and counting the number of bumps on your tongue.

8 Read the article again and discuss the questions with your partner.

- 1 What makes some people better at tasting than others?
- 2 What percentage of the population has a very good sense of taste?
- 3 Why do some supertasters dislike drinking coffee?
- 4 How can being a supertaster be good for your health?

9 Work in a group. Do you think you are a non-taster, a medium taster or a supertaster? Give reasons.

10 Read the information in the Grammar focus box. Then find one more example in the article of each use of the *-ing* form.

GRAMMAR FOCUS uses of the *-ing* form

When we add *-ing* to a verb, the verb can be used as a noun. We can use the *-ing* form as:

- 1 the subject of a sentence.
Being a supertaster is not all good news.
- 2 an object after another verb.
They don't like eating very sweet food.
- 3 an object after a preposition.
Are you good at recognizing different flavours?

→ Grammar Reference page 152

11a Complete the questionnaire with the *-ing* form of the verbs in the box.

become cook eat (x3) know share spend take talk watch

Are you a foodie?

- 1 Do you prefer _____ home-cooked food or cafe/restaurant food?
- 2 Are you good at _____?
- 3 Is there any food that you avoid _____ because it's unhealthy?
- 4 Would you be happy to try a new dish without _____ what was in it?
- 5 Is _____ photos of your food in restaurants and _____ them with friends strange, or normal?
- 6 When your food arrives at the table, do you stop _____ and concentrate on _____ it?
- 7 Do you enjoy _____ cookery programmes on TV?
- 8 Have you ever considered _____ a vegetarian?
- 9 Is _____ a lot of money on a meal wrong, when millions of people don't have enough to eat?

b Why is the *-ing* form used in each question? Write S if it is the subject of a sentence, V if it is the object of a verb and P if it is the object of a preposition.

c Work with a partner and ask and answer the questions. Ask follow-up questions. Who is more of a foodie?

12a **TASK** Turn to page 129 and complete the sentences with your own ideas. Work in a group and compare your ideas.

VOX POPS VIDEO 10

10.1 Uses of the *-ing* form

GR10.1

| Subject | Verb | Object |
|--------------------|-------|---------------------------|
| Making an omelette | is | easy. |
| I | avoid | shopping in supermarkets. |

• We can use the *-ing* form of a verb like a noun.
My hobby is baking.

• We usually use the *-ing* form of the verb when it is the subject of a sentence or part of the subject.
Eating a lot of sweet food is bad for you.
Having dinner with friends is fun.

• After certain verbs, we use the *-ing* form when a verb is the object of the sentence. We use the *-ing* form after verbs for likes and dislikes (e.g. like, love, hate) and also after: *avoid, consider, prefer* (but not *would prefer*)
Avoid eating sugar.

• We also use an *-ing* form after a preposition. We use a preposition + *-ing* form in many different sentence structures:
I'm interested in trying new kinds of food. (after some adjectives)
You can stay healthy by eating vegetables. (to explain how something happens)
Are you thinking of having pizza tonight? (after some verbs)
Thank you for making the dinner. (to give reasons/purpose)

We use the *-ing* form after these verbs for like and dislikes: like, love, hate, enjoy, can't stand, don't mind
We also use the *-ing* form after these common verbs: imagine, keep, go, stop, start, give up, practise

1 Complete the article with verbs from the box. Use the *-ing* form.

put keep eat serve drink bake buy

Many of us have a habit of ¹ putting old food in the bin. But ² _____ some foods after the date on the packet is safe. For example, ³ _____ crisps to friends a month after the 'best before' date is not a problem. You can make them tasty again by ⁴ _____ them in the oven with some oil. You can eat old chocolate too, and you can eat eggs 4-5 weeks after ⁵ _____ them, but avoid ⁶ _____ them above 5°C. And what about milk? Most of us hate ⁷ _____ sour milk, but it probably won't hurt you!

2 Write a single sentence with the same meaning. Use an *-ing* form.

- 1 I cooked with my daughter yesterday. It was fun.
Cooking with my daughter was fun.
- 2 We covered the chicken with herbs. It was a good idea.

- 3 I drink a bottle of water every day. It helps me stay fit.

- 4 We found that restaurant. We were lucky.

- 5 Don't play with knives. It's dangerous.

- 6 You eat too much chocolate. It isn't good for you.

3 Write sentences using the *-ing* form.

- 1 my friends and I / enjoy / go / for a curry
My friends and I enjoy going for a curry.
- 2 you / consider / invite / Sandra / to dinner / last weekend ?

- 3 we / avoid / eat / after 9 p.m.

- 4 my mother / be / good / at / bake

- 5 I prefer / eat / fish / to / eat / meat

- 6 you / think / of / make / a cake for Karen's birthday ?

The *Navigate* approach – Vocabulary

Vocabulary and the Oxford 3000

Vocabulary is a crucial area of adult language learning and *Navigate* puts a strong emphasis on it. As well as useful and transferable vocabulary sets that allow students to speak in some detail and depth on general topics, there is a dedicated page in every unit on vocabulary development which covers areas like word families, prefixes or suffixes, collocations and fixed expressions.

In developing the vocabulary syllabus across the six levels of *Navigate*, special attention was paid to the Oxford 3000 – a tool to help teachers and learners focus on the key vocabulary needed to become proficient in English. The Oxford 3000 is integrated into the vocabulary syllabus and items from the coursebook that appear in the Oxford 3000 are indicated by a key symbol in the wordlists found on the Student's DVD, the Coursebook e-book, and on the Teacher's Support and Resource Disc. As you would expect, at the lower levels of *Navigate* a high proportion of words on these wordlists are in the Oxford 3000, and as students progress through the course to higher levels they will learn more vocabulary that sits outside this core 3000.

But what exactly is the Oxford 3000? Read on to find out.

The Oxford 3000 – The words students need to know to succeed in English

Which words should students learn to succeed in English?

The English language contains literally thousands of words and, as language teachers or language learners, it is often difficult to know which words are the most important to learn. To help with this, Oxford University Press's ELT dictionary team created the Oxford 3000 – a list of the 3000 words that students really need to know in English. It was drawn up in collaboration with teachers and language experts. The Oxford 3000 words are included in most OUP learner's dictionaries, including the Oxford Advanced Learner's Dictionary.

The Oxford 3000 words are marked with a key in OUP's learner's dictionaries, and are available on the www.oxfordlearnersdictionaries.com website. You can look up the entry for each word, and hear it pronounced in either British or American English. At elementary level OUP learner's dictionaries focus on the Oxford 2000, which includes 2000 of the words on the Oxford 3000 list.

How was the Oxford 3000 created?

There were three key requirements in creating the Oxford 3000:

- 1 sources – to provide evidence of how the English language is actually used
- 2 criteria – to use when analysing the sources
- 3 expertise – to provide insights into the vocabulary needs of learners of English.

1 Sources

The Oxford 3000 is a corpus-based list. A corpus is an electronic database of language from different subject areas and contexts which can be searched using special software. When lexicographers analyse a particular word in the corpus, the corpus shows all of the occurrences of that word, the contexts in which it is used, and the grammatical patterns of the surrounding words.

The Oxford 3000 is informed by the:

- British National Corpus (100 million words)
- Oxford Corpus Collection (developed by Oxford University Press and including different types of English – British English, American English, business English, etc.)

By using this combination of corpora, we can understand how English is currently used, and which words are used most frequently.

2 Criteria

When deciding which words should be in the Oxford 3000, corpus frequency alone was not used as a guide to inclusion. Three core criteria were identified:

- frequency – the words which appear most often in English
- range – the words which appear frequently AND across a broad range of different contexts
- familiarity – words that are not necessarily used the most frequently, but are important in general English.

The combination of frequency, range and familiarity means that the Oxford 3000 is more pedagogically informed than a list of words based on frequency alone. For example, when the corpus was analysed, it was found that we talk about 'Friday' and 'Saturday' more frequently than 'Tuesday' or 'Wednesday'. However, when learning the days of the week, it is useful to learn all of them at the same time – not just the most frequent ones. For this reason, all the days of the week appear in the Oxford 3000.

3 Expertise

A group of lexicographers and around 70 English language teachers from English language schools all over the world worked together on the Oxford 3000, bringing classroom experience and linguistic expertise together to create a list that truly supports the needs of language learners.

Why use the Oxford 3000?

When the research team looked at the corpora using the criteria mentioned above, they found that around 3000 words covered 80–85% of vocabulary in a general English text.

Here are the results of the research into frequency and coverage – that is, how much text is covered by the thousand most frequent words, the next thousand most frequent words, the third thousand most frequent words, and so on.

| most frequent word families | coverage | total |
|-----------------------------|----------|--------------------------------------|
| 1st 1000 | 74.1% | |
| 2nd 1000 | 7.2% | 2000 = 81.3% coverage (74.1% + 7.2%) |
| 3rd 1000 | 3.9% | 3000 = 85.2% coverage (81.3% + 3.9%) |
| 4th 1000 | 2.4% | 4000 = 87.6% coverage (85.2% + 2.4%) |
| 5th 1000 | 1.8% | 5000 = 89.4% coverage (87.6% + 1.8%) |

12,500 word families cover 95% of text.

By learning the first 3000 words, students build a very strong vocabulary base which covers a significant majority of the words they will see in texts. The Oxford 3000 therefore provides a useful springboard for expanding vocabulary and is a valuable guide in vocabulary learning. If a learner comes across a new word and it is in the Oxford 3000, they can be sure that it is important to learn it.

Beyond the Oxford 3000

As students advance in their learning, the vocabulary they need will depend on the areas of English that they are interested in. The Oxford 3000 will give them a good base for expanding their lexical knowledge.

Dictionaries and the Oxford 3000

The Oxford 3000 app

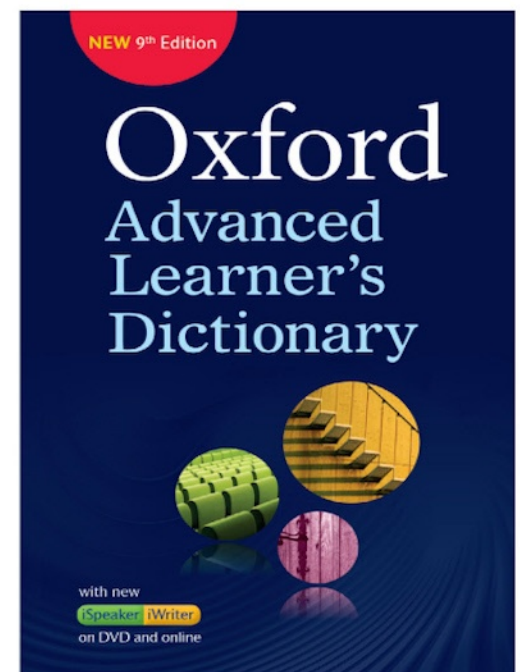
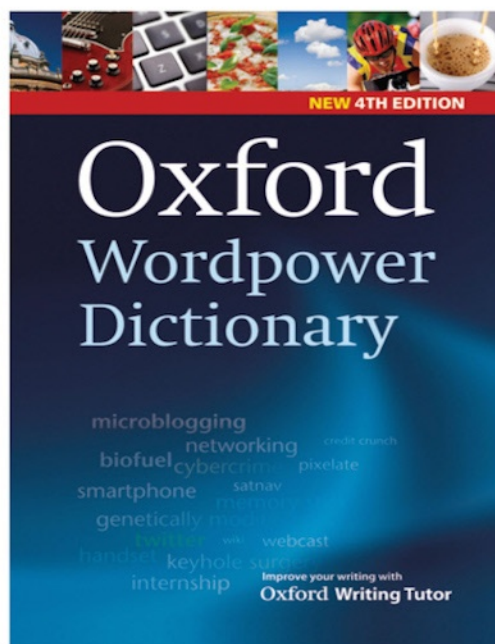
Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the Oxford 3000 expands their students' vocabulary. The new Learn the Oxford 3000 app for iPad/iPhone™ helps students learn the Oxford 3000 with practice exercises and tests to check progress.

Oxford Wordpower Dictionary 4th edition

Updated with over 500 new words, phrases and meanings, *Oxford Wordpower Dictionary* is a corpus-based dictionary that provides the tools intermediate learners need to build vocabulary and prepare for exams. Oxford 3000 keyword entries show the most important words to know in English. This edition includes Topic Notes, Exam Tips and Writing Tips, and a 16-page Oxford Writing Tutor. Students can search the A-Z dictionary by word or topic on the CD-ROM, and use the exercises to practise for international exams.

Oxford Advanced Learner's Dictionary 9

The *Oxford Advanced Learner's Dictionary* is the world's best-selling advanced learner's dictionary. The new ninth edition, featuring 185,000 words, phrases and meanings, develops the skills students need for passing exams and communicating in English. It is the ultimate speaking and writing tool, with brand new resources including the Oxford iSpeaker and Oxford Speaking Tutor.



The *Navigate* approach – Photocopiables

Photocopiable Teacher's Resource Materials – Jill Hadfield

What are photocopiable resource materials?

The resource materials in *Navigate* Teacher's Guide are one-page photocopiable activities that can be used to provide further practice of the target language in this book. There are 36 activities, divided into three sections: Grammar, Vocabulary and Communication, and they practise the target grammar, lexis and functions in the book.

What types of activity will I find?

There are two main types of activity in the photocopiable materials: linguistic activities and communicative activities.

Linguistic activities focus on accuracy and finding the right answer, inserting the correct word in a gap-fill, for example. These are familiar exercise types and require correct answers which are given in the Answer Key in the Teachers' Notes.

Communicative activities have non-linguistic goals: solving a puzzle or finding differences in two pictures, for example. The emphasis is more on fluency and on using the target language as a means to an end. The communicative activities in this book fall into two types: open-ended activities such as discussions or role plays with no fixed end-point or goal, and closed-task, game-like activities, such as board games or guessing games with a fixed goal.

Why use them?

The activities can be used to provide extra practice or revision in speaking, reading and writing the target language in each unit. The different types of activity provide different types of practice, which will appeal to different learner preferences. The linguistic activities provide practice in recalling the target language and using it accurately, and the communicative activities provide practice in recalling the target language and using it, integrated with other language, to complete a task. Some of these activities are designed with a game-like element: that is, they have a goal such as guessing or solving a problem, which students have to work together to achieve. This provides variety and a change of focus for the students and makes the practice fun and enjoyable. The element of play is also relaxing and lowers the affective filter (Krashen 1987) which makes learners less inhibited and more willing to use the language, and the fact that the activities have a goal is motivating for the learners and gives them a sense of satisfaction when they have achieved the goal. Other activities have a personalization element which is also motivating for the learners and leads to positive affect. Both personalized and playful activities involve the learners in investing more of themselves in the language, leading to deeper processing which helps retention of language items (Schmitt 2000).

When should I use them?

The activities can be used immediately at the end of each relevant section in the book for extra practice. Alternatively, they could be used later in the course for revision or review.

How should I use them?

The activities are for pair, group or whole class mingling work. This means you will have to think carefully about:

- how to arrange the groupings
- how to set up the activities and give instructions
- what your role will be during the activities
- what the different requirements of the 3 different activity types will be regarding monitoring, finishing off the activity and giving feedback.

Classroom layout

If you have desks arranged in groups of tables, you probably will have 4–6 students at each group of tables. This makes pairwork and groupwork easy. Mingling activities can be done in the spaces between the tables, or in a space at the front of the class if tables are pushed back a bit.

If you have desks in a U-shape, adjacent pairs can easily work together. Groups of three and four are best arranged by asking one or two students to move and sit opposite another pair of students. This makes it much easier for students to listen and talk to each other than if they are sitting in a line. Whole class mingling activities are easily arranged by asking students to move to the space in the centre of the U.

Even if you have fixed and immovable desks arranged in rows, you can adapt the arrangement to pair and group work by asking adjacent students to work with each other, or those in the row in front to turn around and work with the students behind them. Whole class mingling activities may cause more of a problem if space is limited, but you can adapt the activities so that only half the class is standing up and moving while the other half remain seated.

Setting up the activities

The activities often have several stages. This means you will have to be very clear in your own mind about how the stages follow each other. Here are some tips for giving instructions:

- Use simple language: simple vocabulary and simple sentence structure.
- One step, one sentence, then pause and make sure they have understood. Very often you may have to give an instruction, then wait for each group or pair to carry it out, before going on with the next, e.g. *Take a counter each ... OK ... have you all got a counter? ... Place your counter on the START square ...*
- Use checking questions, for example, *Are you working in pairs or on your own?*
- Use demonstration: show how to carry out an activity by doing it yourself for the class to watch, or by playing the first round of the game with one group while the class watches.

Teacher's role

Your role during the activity will vary. At the start you will be an Instruction Giver. During the activity you will have to be a Monitor, circulating and listening to the students in order to monitor progress, give help where needed, and note errors for feedback at the end of the activity. Depending on your class you may also have to be an Explainer if students have misunderstood what to do (if a number of them have misunderstood, you will need to stop the activity and give the instructions again), or a Controller, if students are off-task or not speaking English. Finally, you will need to stop the activity and give feedback. Your exact role during and at the end of the activities will vary according to the type of activity.

Linguistic activities

Some of these activities are to be done in pairs and some individually. If students are working individually (e.g. for a gap-fill), get them to check their answers in pairs before you give feedback. If they are working in pairs, get them to check with another pair. These activities are accuracy based and have one right answer. This means that you will need to go through the correct answers with the class at the end and explain any problems. It is a good idea to have visual support in the form of answers on the board or on a handout for students who may misunderstand the oral answers.

Communicative activities – open-ended

These activities do not have an outcome or come to a pre-arranged end. You will therefore have to keep a close eye on students to see when they are running out of ideas. If they come to a stop early while you feel the activity has more mileage, you may have to encourage them, or suggest new ideas. You will have to decide when to stop the activity – make sure students have come up with enough ideas, but don't let it go on so long that they get bored. There are no 'right answers' to these activities, so feedback is a matter of 'rounding off' the activity by asking students to share ideas.

Communicative activities – closed task

These game-like activities will come to an end automatically when the goal has been achieved. Some groups may achieve their goal earlier than others. You can keep them occupied by putting groups together and asking them to compare solutions. These activities often have an answer or 'solution', so feedback will involve going through solutions and checking answers in much the same way as for the linguistic activities.

References

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Krashen, S. *Principles and Practice in Second Language Acquisition* Prentice-Hall International, 1987.

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Jill Hadfield has worked as a teacher trainer in Britain, France and New Zealand and worked on development projects with Ministries of Education and aid agencies in China, Tibet and Madagascar. She has also conducted short courses, seminars and workshops for teachers in many other countries. She is currently Associate Professor on the Language Teacher Education team in the Department of Language Studies at Unitec, New Zealand and has been appointed International Ambassador for IATEFL. She has written over thirty books, including the *Communication Games* series (Pearson), *Excellent!*, a 3 level primary course (Pearson), the *Oxford Basics* series, *Classroom Dynamics* and *An Introduction to Teaching English* (OUP). Her latest book, *Motivating Learning*, co-authored with Zoltan Dornyei, was published in 2013 by Routledge in the *Research and Resources in Language Teaching* series, of which she is also series editor.



Photocopiable Teacher's Resource Materials in Navigate

The photocopiable Teacher's Resource Materials for *Navigate* can be found at the back of this Teacher's Guide, as well as on the *Teacher's Support and Resource Disc*, packaged with the *Teacher's Guide*, as downloadable PDFs. They are also available to download from the *Navigate iTools* classroom presentation software product.

1 Communication My favourite things

1 Complete the table below using the phrases from the box.

prefer really love favourite hate really interested in really into not keen on can't stand don't mind quite like

| | | | |
|--|--|--|--|
| | | | |
| | | | |

2 Work with a partner. Imagine you are a waiter. What do you like to eat and drink?

6 Grammar Comparisons

1 Complete the sentences with your own ideas.

- Having a party with friends is _____ than having a party with few of them.
- The most/least _____ part of a party is the preparation.
- The _____ part of the party is meeting new friends.
- Fancy dress parties are _____ than formal dinner parties.
- Weekend parties are as/just as _____ as weekday parties.

2 Work in small groups. Plan a party. For each set of prompts, decide which option you would prefer and explain why, using comparative and superlative adjectives.

| | | | |
|---|--|---|--|
| pub / restaurant / house | family / friends / family and friends | food / no food | DJ / tablet / live band |
| weekday / weekend | big budget / small budget | formal dress / casual dress / fancy dress | written invitations / electronic invitations |
| rock / pop / jazz | afternoon / evening | indoors / outdoors | decorations / no decorations |
| people can stay overnight / people can't stay overnight | bring your own drinks / provide drinks | party games / no party games | children / no children |

6 Vocabulary Speed friendships

1 Match 1-6 to opposites a-h.

- 1 shifty
- 2 dishonest
- 3 hard-working
- 4 shy
- 5 patient
- 6 shy
- 7 sociable
- 8 quiet

- a unsociable
- b impatient
- c lazy
- d clever/smart
- e loud
- f honest
- g confident
- h untidy

2 Look at the photos your teacher has given you. Complete the profile for the person.

Speed friendship profile

Name _____

Age _____

Occupation _____

What kind of person are you?

Likes

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Dislikes

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Describe your ideal partner

A B C D E F G H

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The *Navigate* approach – The CEFR

The CEFR – Anthony Green

The *Common European Framework of Reference for Languages* (or CEFR), published by the Council of Europe in 2001, is intended to help teachers and others to develop and connect language syllabuses, curriculum guidelines, examinations and textbooks. It takes what it describes as an ‘action-oriented approach’ to language education: the purpose of learning a language is to enable the learner to communicate increasingly effectively in a growing range of social situations that are relevant to his or her individual needs.

For many educational systems, the CEFR’s concern with effective communication represents a shift in emphasis. Instead of focusing on what learners know about a language – how many words they know or how accurately they can apply grammar rules – the key question for the CEFR is what learners might actually want to do with the language or languages they are learning – the activities they might need to carry out and the ideas they might want to express. Achievement in language learning is measured by the learner’s degree of success in using languages to negotiate their way through the world around them.

Although practical communication is seen to be a fundamental goal, the CEFR does not try to suggest how this goal should be reached. It is not a recipe book that tells course designers what to include or that tells teachers how to teach. Instead, it offers a common set of terms that can apply to learners of different languages in different countries within a variety of educational systems. These common terms make it easier to draw comparisons and connect what happens in language education in one setting to what happens elsewhere.

It is part of the Council of Europe’s educational philosophy of lifelong learning that learners should be able to move easily between informal learning, schools, universities and workplace training courses in different places to pick up and keep track of the practical skills that they need. This is much easier if everyone shares the same basic terms for talking about teaching and learning. If a ‘Beginner’ level class in one school is like an ‘Elementary’ level class in another school, or a ‘Preliminary’ class in a third and the ‘Getting Started’ book in textbook series X is like the ‘Grade 2’ book in series Y, life in the English classroom can soon get very confusing.

Having a shared descriptive language is very useful for course designers because it helps us to see how a particular course can fit into a learner’s individual language learning career. In the CEFR, levels of language ability are set out – running from *Basic* (A1 and A2), through *Independent* (B1 and B2) up to *Proficient* (C1 and C2). These levels are based on teachers’ judgements of the relative difficulty of ‘Can Do’ statements describing how learners are able to use language. For example, at the A1 level a learner, ‘can use simple phrases and sentences to describe where he/she lives and people he/she knows’, but at B2 ‘can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest’. The system helps learners to monitor their

progress, find suitable learning materials and identify which qualifications might be within their reach.

Of course, not every learner will need or want to ‘present clear, detailed descriptions on a wide range of subjects’. The framework is not a specification of what learners ought to know, it simply provides examples of what is typically taught and learned at each level. Users are free (in fact they are encouraged) to add to the comprehensive, but far from exhaustive range of Can Do activities presented. People do not all choose to learn languages for the same reasons: they prioritise different skills and aspire to reach different objectives. Nor does everyone progress in their language learning in quite the same way. Someone who has learned a language informally while living in a country where that language is spoken may chat confidently with friends and colleagues, but find it more difficult to read a novel. On the other hand, someone who has learnt from books may read and translate with assurance, but struggle to keep up with the dialogue in films.

The framework captures such differences by providing a terminology for the range of social situations where learners may need to use languages and the kinds of knowledge, skills and abilities – competences – they might bring into play to achieve effective communication. Developing language abilities can involve ‘horizontal’ growth – coping with new contexts for language use – as well as ‘vertical’ progression through the CEFR levels. Horizontal progress could include shifts in the focus for learning between the written and spoken language, between more receptive language use (reading and listening) to more interactive (exchanging text messages and emails or participating in conversation) as well as shifts between different social domains (such as shifting from more academic to more occupational, workplace related language use).

Increasingly, English language textbooks include Can Do objectives derived from the CEFR in each unit. However, unlike *Navigate*, most have only incorporated the CEFR retrospectively, often after publication. This can certainly help to situate them in relation to other courses and systems of qualifications, but using the framework in the development process can bring much greater benefits. This is because in addition to providing a shared terminology, the framework poses challenging questions that help designers and other users to think about, describe and explain why they choose to learn, teach or assess language abilities in the way that they do. These questions keep the language learner at the heart of every decision. Examples of the wide range of issues that developers are invited to consider include, ‘the communicative tasks in the personal, public, occupational and/or educational domains that the learner will need to tackle’, ‘how communicative and learning activities relate to the learner’s drives, motivations and interests’ and the ‘provision ... made for learners to become increasingly independent in their learning and use of language’.

Although the CEFR can provide us with shared terms, it is clear that people working in different places may sometimes understand the framework in quite different ways. The Can Do statements are inevitably open to a range of interpretations. For example, phrases and sentences that are considered 'simple' by one teacher may seem rather 'complex' to another. There have been complaints that the A2 level represented in one text book is as difficult as the B1 level in another. This has serious implications: if there is not at least a similar understanding of the levels among users of the framework, many of the potential benefits of the CEFR will be lost.

Recognizing the need to build shared interpretations and to provide more concrete guidance, the Council of Europe has called for the production of 'Reference Level Descriptions' which can show in much greater detail how the CEFR applies to specific languages. For English, a good deal of work has already been done. *Threshold* (first published in 1975, but updated in 1990) is effectively a specification of B1 level objectives. Other books cover CEFR A1 (*Breakthrough*), A2 (*Waystage*) and B2 and above (*Vantage*). All of these are available in print or as free e-books via the English Profile website at www.englishprofile.org. At the same site, you can find information about the ongoing work of English Profile

which aims to further build our shared understanding of the CEFR as it applies to English.

To make the most of the CEFR and its place in the *Navigate* series, I would encourage teachers to learn more about the framework and the ways in which it can help to guide the teaching and learning process (as well as some of the many criticisms that have been made of its use). It is worth taking the time to find out about the overall descriptive scheme as well as the more familiar levels. The best place to start is the Council of Europe Language Policy Division website (www.coe.int/t/dg4/linguistic) where the rather more reader-friendly *Guide for Users*, the CEFR itself and many related resources can be downloaded free of charge.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire, UK. He has published widely on language assessment issues and his recent book *Language Functions Revisited* (2012) sets out to fill the gap between the broad descriptions of levels provided in the CEFR and the level of detail required for applications such as syllabus or test design. His main research interests concern the design and use of language assessments and relationships between assessment, teaching and learning.

Reference to the CEFR in *Navigate*

The contents pages of *Navigate* Coursebook show not only what language points are taught in each unit, but also what the communicative goals are. Teachers and learners can relate their learning to real world situations and see at a glance what Can-do activities they will become competent in.


Each lesson shows clear communicative goals.

1.2 Free time

GOALS ■ Talk about how often you do things ■ Talk about your free time

Grammar & Speaking present simple and adverbs of frequency

1 Work with a partner and discuss the questions.
1 Do you ever go running? Why/Why not?



4.2 Living without the internet

GOALS ■ Talk about using the internet ■ Talk about plans and arrangements

Vocabulary & Speaking internet activities

1 Work with a partner. Think of all the things you can do on your computer or smartphone.
2a With your partner, discuss how often you do these activities.



The *Navigate* Workbook allows students to self-assess on Can-do statements at the end of every section, giving them the opportunity to check their progress and manage their learning.

Teachers can also download a CEFR mapping document from the *Navigate* Teacher's website (www.oup.com/teacher/navigate) to see full details of how the competencies from the CEFR are covered in each level of *Navigate*.

Contents

Oxford 3000™ *Navigate* has been based on the Oxford 3000™ to ensure that learners are only covering the most relevant vocabulary.

| Unit | Page | Grammar |
|---|---------|---|
| 1 Time | page 6 | GRAMMAR Question forms p6 Present simple & adverbs of frequency p8 |
| 1.1 Do you live in the past, present or future? | p6 | |
| 1.2 Free time | p8 | |
| 1.3 Vocabulary and skills development | p10 | |
| 1.4 Speaking and writing | p12 | |
| 1.5 Video Adventure sports in Chile | p14 | Review p15 |
| 2 Inside outside | page 16 | Present simple & present continuous p17 Identifying relative clauses p18 |
| 2.1 Street life | p16 | |
| 2.2 Home life | p18 | |
| 2.3 Vocabulary and skills development | p20 | |
| 2.4 Speaking and writing | p22 | |
| 2.5 Video London's changing skyline | p24 | Review p25 |
| 3 Going up, going down | page 26 | Past simple p27 Past simple and past continuous p28 |
| 3.1 The man who fell to Earth | p26 | |
| 3.2 Going up ... One man's lift nightmare | p28 | |
| 3.3 Vocabulary and skills development | p30 | |
| 3.4 Speaking and writing | p32 | |
| 3.5 Video The RRS Discovery | p34 | Review p35 |
| 4 Changes and challenges | page 36 | Verbs with -ing and to p37 going to and present continuous the future p38 |
| 4.1 Changing directions | p36 | |
| 4.2 Living without the internet | p38 | |
| 4.3 Vocabulary and skills development | p40 | |
| 4.4 Speaking and writing | p42 | |
| 4.5 Video Esplorio | p44 | Review p45 |

activities you can do:

2 _____ in our outdoor pool. The pool is heated to 29.5°C so it isn't cold.

3 _____ in our fitness classes. There are Zumba classes for all the family!


4 _____ on our 18-hole course. You're sure to have a good time.

5 _____ in the forest and learn more about nature. If you have more energy, you can _____ early in the morning when everybody is asleep.

6 send your children to 7. Our coach will teach them for an hour before they play a match together.

8 after all the excitement, 8 _____ in one of our many restaurants. It's a great time to relax!

For more information, contact us by phone or on our website.



I can ...

| | Very well | Quite well | More practice |
|-----------------------------------|-----------------------|-----------------------|-----------------------|
| talk about how often I do things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talk about my free time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7

The *Navigate* approach – Testing

The *Navigate* Testing Package – Imelda Maguire-Karayel

As all teachers know, assessment is central to effective syllabus design and is an essential part of effective teaching and learning. It not only allows learners to recognize their achievements and make progress, but it enables instructors to shape and adapt their teaching to specific needs. This is especially true in the case of busy adult learners who often have limited time for attending language courses. Two of the main constructs in modern language testing are validity and practicality. Validity is key, a test has to measure what it claims to, and practicality is essential as tests should be easy both for teachers to administer and learners to take.

The *Navigate* course comes complete with its own testing package. This is included in the Teacher's Guide and is published in both Word and PDF formats. At each of the six levels, the teacher is provided with a complete set of tests designed to test learners' understanding and proficiency: twelve Unit tests, four Progress tests and one End-of-course test. Reflecting the course ideology, the tasks in the tests present learners with content that is both information rich, and international in flavour, while allowing them to practise newly acquired language in a range of contexts.

Unit tests

The Unit tests measure learners' understanding of the key grammar, vocabulary and decoding skills presented in the unit, the latter being tested in a similar context to the one in the unit. Unit tests are intended to last up to sixty minutes and comprise ten tasks. Greater weight is given to vocabulary and grammar which is tested across five different task types. Vocabulary is typically tested through tasks such as multiple-choice questions, matching sentence endings, gap fill, word formation or first letter tasks. Grammar is tested through tasks such as multiple-choice cloze, open cloze, or right/wrong questions, sentence transformation. The reading and listening decoding skills covered in the third lesson of each unit are tested across two tasks so that teachers and learners can see how effectively they have attained a command of potential blockages to comprehension. The functional language taught in the fourth lesson is also tested in an authentic context.

Each Unit test also includes two exam-style tasks, modelled on those in Cambridge Main Suite exams or IELTS. Tasks include those found in Cambridge English: Key, Preliminary and First, and have been especially written to reflect the theme of the unit. As they give exposure to task format and simulate exam conditions to some extent, the inclusion of the exam-style tasks is likely to be very beneficial for learners who go on to take certificated exams. The exam-type tasks learners will do in the Unit tests include multiple matching, matching headings, note-taking, true/false/not given, sentence transformation, multiple-choice reading comprehension, gapped text, short answer questions and open cloze. The accompanying Answer Key to each test allows busy teachers to mark unit tests quickly and accurately, thereby reducing demands on teachers' time.

Learners take Unit tests once they have completed the corresponding unit, and teachers and learners alike can evaluate if the learning objectives for that particular unit have been achieved. Teachers can then, if necessary, spend more time covering language points which need more attention. If they think it is more appropriate for their learners, teachers may also administer certain sections of the test only to match the sections of the unit that have been covered in class. Times can be adjusted accordingly.

Progress tests

There are four Progress tests in the *Navigate* testing package, each one intended to last approximately 60 minutes and to be administered after every three units. Progress tests are designed to test learners' proficiency. The content of each Progress test relates to the material covered in the units, but the Progress tests differ from the Unit tests in that they more closely resemble established international English Language exams. The vocabulary and grammar of the three units is tested by task types such as open or multiple-choice cloze. All four language skills are tested in the Progress tests. The Listening tasks comprise two question types, such as true/false, gap fill and multiple choice questions, and it can also cover some of the functional language from the three units. The Reading tasks also comprise two different task types, such as multiple matching, true/false/not given or multiple choice. Writing is tested through two tasks; the first is a short task testing discrete language items and the second is a longer task which requires the learner to produce a piece of extended written discourse. Writing tasks are authentic in that they reflect the real-world communication likely to be undertaken by learners. Genres include emails, text messages, form completion and social media posts. The Speaking task also assess learners' grasp of the units' functional language by asking them to carry out a transactional role-play based on a set of prompts. It appears at the end of the Progress test on a separate page and can be done at a later time than the rest of the test, either in pairs or with the teacher acting as one of the speakers in the task.

General mark schemes are provided to assist teachers in marking both the Speaking and Writing tasks. Care has been taken to ensure that the topic in each of the tested skills relates to as many units, thereby keeping the face validity of the Progress test high. For example, the content of the Listening section will usually relate to a different unit to the content of the Reading task. The same usually applies in the case of the Speaking and Writing skills.

End-of-course test

The End-of-course test also focuses on the four skills and tests target language from the entire course. As vocabulary and grammar are at the heart of the *Navigate* syllabus, these language systems are rigorously tested in the End-of-course test through task types such as gap-fill, open cloze and

multiple-choice questions, with the course's functional language incorporated across tasks. The main part of the test covers tasks on Vocabulary, Grammar, Reading and Listening. There are 100 points available for the main test. Teachers are also provided with optional Speaking and Writing tests worth 20 points each, so if students take all parts of the test, they can achieve a maximum score of 140. The Writing task can easily be set along with the main test, but this will increase the time needed to complete the test, so teachers may prefer to set that part on a separate occasion. The Speaking tasks can be done at a time that is convenient for the teacher and students. This could be during normal class hours, by giving the class an extended task to do, and then taking pairs of students to a quiet space to do the Speaking test. Or the teacher may wish to set aside a different time for the Speaking test. It is advisable to do the Speaking test as soon as possible after the main test. As in the Progress tests, all tasks are exam-like in nature and general mark schemes are provided.

The *Navigate* tests are written by experts in the field of language assessment, many of whom also have years of EFL-teaching experience. As the test writers have extensive experience of writing for leading exam boards or assessment bodies, they bring knowledge of good practice in language assessment. The use of assessment experts also means that a consistent approach has been applied throughout the production of the tests. The test writers also contribute a deep understanding of aligning language to the CEFR. The result is a reliable, robust end-to-end testing package, which we are confident teachers and students using *Navigate* will find useful and rewarding as they work their way through the various levels of the course.

Imelda Maguire-Karayel has over twenty years' experience in ELT. She is an EFL/EAP teacher and teacher-trainer, a materials writer, and an educational consultant for adapting a BBC language education series for television.



She has taught in private language schools, ECIS-accredited schools and universities in Hong Kong, Greece, Turkey and the UK.

She has worked for Cambridge English and now works as an English language assessment consultant in the production of exam materials, exam practice materials, course-based assessment materials, and course books.

She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

The *Navigate* tests

All the tests for *Navigate* can be found on the Teacher's Support and Resource Disc that is packaged with the Teacher's Guide.

Tests are supplied as PDFs and as Word documents for those occasions where teachers may wish to edit some sections of the tests. There are A and B versions of each test – the B version containing the same content as the A version but in a different order, to mitigate potential cheating if learners are sitting close to each other whilst doing the test.

Audio MP3 files for the tests are also available on the Teacher's Support and Resource Disc. All tests that contain a listening task begin with this task so that there are no timing issues with the listening during a test.

Name _____

B1 Progress test 1A Units 1–3

Navigate

1 Listen to a man talking about one of his free-time activities, Tai Chi. Decide if the sentences are true (T) or false (F).

- Tai Chi was recommended to the man by someone he knows.
- People have to move in the shape of a square while doing Tai Chi.
- According to doctors, practising Tai Chi has benefits for our minds as well as our bodies.
- The man's wife is unhappy about him practising Tai Chi.
- The man always goes to a nearby park to do Tai Chi.

2 points for each correct answer 10

2 Listen again. Complete sentences 6–10 using one word in each space.

- The man says that many people think Tai Chi and _____ are similar.
- Tai Chi involves the movement of _____ through the body.

3 Read the text about how people use their time. Choose the best answers.

I have ¹ _____ wondered where time goes. I know we live in a digital age, and we have modern technology to save us time. But I still seem to have less time now to ² _____ with friends and relatives than I had before. In the past, people ³ _____ to each others' houses to have a drink and a chat. Then, the telephone came along. It was an invention ⁴ _____ changed everything because then people had something at home they could use to chat – they ⁵ _____ have to go out to meet their friends in order to talk to them.

Nowadays, of course, with social media, we don't even have to speak to each other if we don't want to. We can just post a message telling our friends that we're feeling ⁶ _____ because we're going on holiday or we're ⁷ _____ because we've just finished ⁸ _____ the housework. I know what my problem is, though – it's that I waste far too much of my free time ⁹ _____ the internet. And how am I ¹⁰ _____ my time right now? Well, I'm ¹¹ _____ a bit of time on _____ but wasting time. Who knows? Maybe that will _____ people in some way.

1 days b often c every now and then
2 e give c spend
3 d b went c invited
4 f where c which
5 g weren't c doesn't
6 h lonely c disappointed
7 i confused c exhausted
8 j making c cleaning
9 k at c on
10 l writing c having

2 points for each correct answer 20

Page 1 of 5

Name _____

B1 Unit test 1A

Navigate

1 Complete the sentences with the correct form of a verb from A, and a noun/noun phrase from B.

A

make have do eat go stay

B

housework some exercise a lie-in
homework a to-do list
future plans shopping healthy food

- My brother says he only _____, but it's not true – I saw him in the park with an ice cream!
- I get up at 6.00 most days, so this Saturday I'm going to _____ and not get up till lunchtime.
- I don't like _____, but I have to if I want a clean home.
- There's no milk, no bread, no pasta – nothing. I need to _____.
- I'm so busy this week, I don't know where to start! I'd better _____ so I remember everything!

2 points for each correct answer 10

2 Match 1–5 to a–f to make complete sentences. There is one ending that you don't need.

- It's really sunny. Shall we go _____
- I enjoy playing _____
- I don't want to cook, so let's go _____
- I've just started doing _____
- I don't play _____

a out for a meal later.
b chess, but I'm not very good at it.
c yoga and I find it very enjoyable.
d basketball, but I love watching it.
e for a walk?
f clubbing.

2 points for each correct answer 10

3 Two colleagues are planning an evening with their visitor. Complete their conversation with a word/phrase from the box. There is one word/phrase you don't need.

prefer really into don't mind
don't like favourite not that keen on

Yannis Tomas is arriving at 4.00, and our meeting starts at 4.15.

Ivana That's right. Why don't we invite him to do something after the meeting?

Yannis Good idea! He's ¹ _____ music, so we could take him to the open-air concert in the park. It starts at 7.00.

Ivana Yes, but it's a rock concert and I'm ² _____ rock music.

Yannis Oh, right. Well, what about a trip up the river? There are some good boat tours.

Ivana The weather forecast says there are going to be showers this evening. I ³ _____ getting wet, but I'm not sure Tomas would like it.

Yannis There are lots of restaurants near the river, so we could take him for a nice meal. I can eat most things – the only food I ⁴ _____ is fish.

Ivana Let's do that. I hate fish too, but I know that Tomas's ⁵ _____ food is Italian.

Yannis Well then, we can go for a pizza!

Ivana Great!

2 points for each correct answer 10

NAVIGATE Photocopiable © Oxford University Press 2015 Page 1 of 6

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33 (man looking in bin/Image Source), 46 (gold ring/Image Source), 58 (family portrait/Hill Street Studios/Blend Images), 62 (snow in Moscow/Konstantin Kokoshkin/ZUMA Press), 69 (bicycles in Amsterdam/145/Fraser Hall/Ocean), 69 (Havana street scene/Reuters), 70 (snowy eyelashes/Stringer/Reuters), 70 (collecting water in Siberia/Jerome Levitch), 85 (exam hall/Eleanor Bentall), 87 (father and daughter/Patrick Lane Photography), 92 (pharmacist talking to customer/Terry Vine/Blend Images), 94 (basketball game/Daniel R. Harris/Icon SMI), 102 (angry customer/Ronnie Kaufman/Larry Hirshowitz/Blend Images), 118 (1950s student/ClassicStock); Gareth D Padfield, Flight Stability and Control p.75 (PAV bottom), Getty Images pp.8 (marathon runners/Sally Brown), 9 (friends camping/Lisa Valder), 9 (basketball player scoring/technotr), 12 (monorail Dubai/ImageGap), 12 (lightning strike/Cesar Okada), 14 (Villarrica volcano, Chile/Nigel Hicks), 17 (Laxman Rao/Manan Vatsyayana/Stringer), 14 (Petrohue river in the Chilean Lake District/Nikki Bidgood), 14 (ski area near Canazei/Maremagnum), 17 (DustBot/Laura Lezza), 21 (Oxford Street/SHAUN CURRY/Stringer), 24 (London Skyline/Bernardo Ricci Armani), 24 (The Shard, London/Peter Adams), 29 (security guard/Image Source), 31 (crowded lift/Keith Brofsky), 32 (smiling man/Jacom Stephens), 32 (smiling woman in doorway/bobbieo), 33 (snowboarders and skiers/Christoph Jorda), 33 (man with party hat and balloons/Alija), 35 (Chile mine rescue/AFP), 36 (João Carlos Martins/LatinContent), 37 (João Carlos Martins conducting/Hiroyuki Ito), 39 (friends at party/Thomas Barwick), 40 (Kilimanjaro summit/Thiago Melo), 42 (man talking on phone at station/Tara Moore), 42 (smiling woman on phone/Hero Images), 45 (glasses in a line/Catherine MacBride), 51 (cooking knife/martin b. meyer), 54 (friends eating in restaurant/Celia Peterson), 59 (Saroo Brierley/The Sydney Morning Herald), 61 (office worker blowing nose/Britt Erlanson), 61 (woman eating in street/PhotoTalk), 63 (ice hockey player/Thomas Barwick), 63 (girl receiving speeding ticket/Rich Legg), 65 (three siblings/Stephen Simpson), 70 (snow background/Nikada), 72 (man checking in to hotel/Antonio Saba), 79 (classroom in China/AFP), 86 (Maori greeting/Mike Powell), 86 (Cambodian political leaders/AFP), 86 (two women hugging/Rolf Bruderer), 87 (smiling doctor/Hero Images), 90 (Global communications/derrrek), 95 (friends kissing/Kim Steele), 96 (coffee and cake/David Bishop Inc.), 97 (chicken salad/Cultura/Brett Stevens), 108 (Krakatoa erupting/Hulton Archive), 110 (underwater sculpture/Barcroft), 110 (underwater statues/Barcroft Media), 116 (office worker at desk/Tripod), 118 (woman typing at computer/JGI/Jamie Grill), 118 (businesswoman giving presentation/Flying Colours), 118 (man making video call/Chad Springer), 122 (portrait man in suit/Oli Kellett), 123 (businesswomen talking/Joshua Hodge Photography), 125 (man asleep during presentation/Biggie Productions), 127 (James Cameron/FilmMagic), 127 (Bertrand Picard/Johannes Simon), 127 (Breitling Orbiter 3/Gamma-Rapho); Google Imagery/2014 TerraMetrics p.59, Huang Qingjun p.18 (household possessions), iStockphoto pp.21 (pavement background/ilbusca), 37 (grand piano/iLexx), 46 (smartphone/UmbertoPantalone), 73 (pink smartphone/maxkabakov), 73 (smartphone/Henrik5000), 73 (blank smartphone/CostinT), 73 (graph paper/enter89), 73 (sticky note/7io), 98 (lemon drink/scanrail), 106 (world illustration/Sigal Suhler Moran); Kobal Collection p.99 (Canned Dreams poster/The Kobal Collection); Le Livre de Poche p.55 (Le sac by Jean-Claude Kaufmann), L'Oréal UK & Ireland Corporate Communications p.119 (L'Oréal Reveal Game), Movnat/Erwan Le Corre p.89, Oxford University Press pp.12 (Lake Louise/Photodisc), 32 (Blackcurrant Carton), 83 (underwater diver/Corel), 98 (sparkling water/Mark Mason), 98 (tube of toothpaste/Lawrence Manning/Corbis), Oxford University Press video stills pp.34, 44, 74 (top), 84, 104 (bottom), 114 (middle), Penguin UK p.59 (A long way home-Saroo Brierley book cover), Press Association Images p.28 (Nicholas White/Tina Fineberg); Random House p.8 (What I talk about when I talk about running by Haruki Murakami book cover), Random House LLC/Penguin Random House p.56 (QUIET by Susan Cain book cover), Rex Features pp.8 (Haruki Murakami/Agencia EFE), 16 (Edgar Mueller/3D pavement art/Nils Jorgensen), 17 (Edgar Mueller/Nils Jorgensen), 26 (Felix Baumgartner skydiving record/Jay Nemeth/Sports and News/SIPA), 63 (Australian bush fires), 67 (Chinese Maglev train/Sipa Press), 68 (Tokyo media cafe/Sutton-Hibbert), 68 (woman at media cafe Tokyo/Sutton-Hibbert), 78 (classroom in Helsinki/Sari Gustafsson), 104 (Koreatown, New York/Michael Kirby), 108 (plane crash Hudson River/Sipa Press), 116 (Quelle Communication Centre/Action Press); Shutterstock pp.9 (friends in cafe/Monkey Business Images), 9 (yoga class/LifePhotoStudio), 9 (karate lesson/Garsya), 13 (tropical beach India/Mikhail Nekrasov), 22 (Bangkok city at night/worradirek), 23 (man using smartphone/Kostenko Maxim), 28 (anxious young man/PathDoc),

28 (young man thinking/PathDoc), 28 (nervous young man/PathDoc), 28 (angry young man/PathDoc), 28 (embarrassed young man/PathDoc), 28 (happy young man/PathDoc), 32 (airplane/Lars Christensen), 38 (happy woman drinking coffee/Ivan Kruk), 42 (man talking on phone/Adam Radosavljevic), 46 (silver tin can/kao), 50 (living room/David Hughes), 51 (denim bag/ludmilafoto), 52 (lightbulb/Somchai Som), 52 (anti-mosquito fumigator/Roman Samokhin), 52 (matchbox/Janis Smits), 52 (two candles/Zelenskaya), 52 (voice recorder/Gabriela Insuratelu), 52 (blue headphones/Alexander Demyanenko), 55 (red laptop bag/StudioLifestyleVideo), 55 (guitar tuner/JIPEN), 57 (The Thinker by Rodin/S1001), 72 (blue suitcase/Fotonium), 74 (Beijing subway platform/testing), 87 (business handshake/EDHAR), 93 (paper texture background/Roobcio), 93 (white crumpled paper/nuttakit), 94 (running athletes/Vladimir Wrangel), 94 (swimming in pool/Stana.), 96 (spring rolls/bonchan), 96 (scones with cream and jam/Gordon Bell), 96 (three raspberries/Nattika), 97 (spices/rayjunk), 98 (box of chocolates/Undergroundarts.co.uk), 103 (fried prawn sticks/KAMONRAT), 105 (water bottles/ericfrançais), 105 (beef samosa/highlights), 107 (man in front of lightbulb/alphaspirit), 109 (flooding in Czech Republic/Mirvav), 110 (coral reef/Rich Carey), 112 (surveillance camera/NinaM), 112 (social media/Twin Design), 112 (woman taking photos/Evgenia Bolyukh), 121 (businessmen arm wrestling/patrimonio designs ltd), 122 (old paper background/MaxyM), 124 (typing on laptop/kazoka), 132 (swimming pool by sea/slava296).

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