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- SPEAKING** 6.1 Discuss good or bad behaviour 6.2 Discuss a news story
6.3 Decide on the rules for a happy life 6.4 A group discussion
- LISTENING** 6.2 Listen to a news story 6.3 Listen to a conversation about the rules for a happy life
6.4 Watch people talking about helping others
- READING** 6.1 Read an article about good vs bad
6.3 Read about the happiest people on the planet
- WRITING** 6.2 Write a thank you message 6.4 Write a short essay

SPEAKING

1 A On a scale of 1 to 3, how would you rate your behaviour in these situations (3 = really bad, 2 = bad, 1 = not really that bad)?

- 1 A shop assistant gives you too much change. You say nothing and don't return the money.
- 2 You borrow a friend's book and accidentally spill coffee on the inside pages. You return it without telling her.
- 3 You scrape another car while trying to park. You drive away immediately and pretend it didn't happen.
- 4 A friend of a friend needs a lift. You're tired and busy. You lie, saying you have a doctor's appointment.

B Work in pairs and discuss. What would you do in these situations?

- 1 You are at an ATM and find twenty euros in the machine.
- 2 Your boss comes to a meeting with food on his cheek. (You don't like him very much.)
- 3 You see an old man struggling to cross the street. (It's raining and you are rushing to get to a meeting.)
- 4 You see a couple arguing loudly in the street. (The man looks aggressive and the woman looks distressed.)

READING

2 A Read the first part of an article. What examples of good and bad behaviour does it mention?

B Work in pairs. Student A: read the second part of the article on page 128 and answer the questions. Student B: read the third part of the article on page 132 and answer the questions.

C Work in the same pairs. Tell your partner about your section of the article.

GOOD VS EVIL

Is it better to be good or bad?

It's good to be good!

Remember that boy at nursery who wouldn't share his toys? How about that flatmate who never did the washing-up? We've all encountered **selfish** people but thankfully, there are also plenty of people who are kind and behave generously.

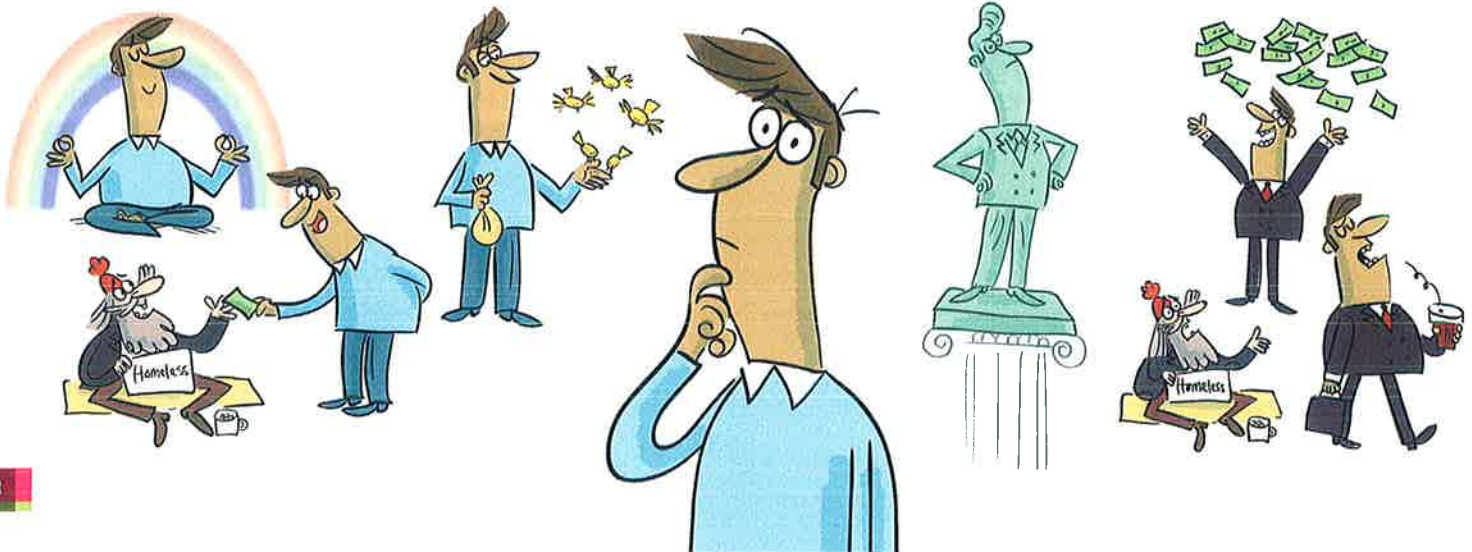
Our history of warfare suggests we might be programmed to behave selfishly and aggressively towards each other. However, there are many stories of people doing all kinds of **spectacular** altruistic acts, like diving into the paths of cars to push children aside or into icy waters to save drowning babies.

Millions of others do quiet acts of giving that rarely feature in newspapers. According to a survey, three-quarters of people in the UK gave money to a good cause, one-third gave their time and two-thirds helped a stranger. The proportion of people who reported doing **altruistic** acts increases every year.

Sometimes it's good to be bad!

Our ability to be friendly towards other people and care about them has helped to make us the humans we are today. This may be the reason why all through our childhoods, we're told that we need to be good: kind, considerate, respectful of others, etc. Why, then, do so many adults **abandon** these principles? One explanation is that being bad, i.e. not caring about your fellow human and focusing only on your own needs, could have **genuine** benefits. It might even help you to become more successful.

For example, if you're around people who all share the same idea about an important issue, then if you're being 'good' and respectful of others, you're more likely to agree with it. You'll either say you agree, even if you don't, or you'll become genuinely **convinced** that it's correct. However, if you deliberately try not to be concerned with the views and opinions of others, you can reach more valid and accurate decisions and conclusions.



3 A Try to guess the meanings of the words in bold in the article.

B Check your ideas. Match the words in bold in the article with definitions 1–6.

- 1 real, authentic
- 2 showing a selfless concern for the welfare of others
- 3 forget about
- 4 people who think only about themselves
- 5 completely certain about something
- 6 amazing, impressive

C Work in groups. Which argument do you agree with: that it's better to be good or that it's better to be bad? Why? Use the phrases in the box in your discussion.

I'm convinced that ...
 I think that ...
 My opinion is that ...
 I would/wouldn't abandon the principles of ...
 It's more important to be altruistic/selfish because ...

GRAMMAR

MODALS OF DEDUCTION

4 A Check what you know. Underline the correct alternatives to complete the sentences.

- 1 He's sleeping on the street and it's minus 4 degrees! He *should/must/can't* be freezing, so I've brought him a blanket and a hot drink.
- 2 You've charged us thirty euros for the service, but we waited over an hour for our meal. You *can/may/can't* be serious!
- 3 It's cloudy now, but it *may/shall/shouldn't* be sunny later.
- 4 Don't worry. I'll pick you up from the hospital. It *can't/shouldn't/will* be a problem.
- 5 You can ask him, but I'm sure he *might/can't be/won't* agree
- 6 I've just read this self-help book and it *could/shall/will* be the best thing I've ever done.

B Look at the examples in the first column of the table. Then complete the second column with *really certain*, *very likely* or *possible*.

modal	how the speaker feels about the situation
will/won't His train just arrived. He won't be long.	1 <i>really certain</i>
must/can't There must be a better way of dealing with this. Twenty percent service charge? You can't be serious!	2 _____
may/might/could If you look inside the book, you might be lucky. It could be our best option in the circumstances.	3 _____
shall/shan't No more coffee for me or I shan't sleep tonight.	4 _____
should/shouldn't We're nearly there. It shouldn't be long now. Chelsea are playing well. They should win today.	5 _____

5 A Underline the correct alternatives to complete the conversations.

- 1 **A:** I can't find my phone. I left it on my desk.
B: Don't worry. It *might/must* be here somewhere. (There is nowhere else it can be.)
- 2 **A:** Thank you so much for agreeing to look after Oliver for me.
B: It's not a problem. I'm sure he *won't/can't* be any trouble at all. (Oliver is a very good boy.)
- 3 **A:** I can't remember what Jo's studying at university.
B: It *must/could* be psychology or it might be sociology.
- 4 **A:** Do you know where Samantha is?
B: I'm not sure. She *may not/should not* be at work today.
- 5 **A:** We only have half an hour to get to the airport. Is that enough time?
B: It should be fine. There *should/shouldn't* be too much traffic at this time.
- 6 **A:** Is that Akihiro?
B: No, that *might/can't* be him. He's got a beard.

B ▶ 6.1 Listen and check your answers.

C ▶ 6.2 Cover the conversations in Exercise 5A. Listen to speaker A from each conversation and try to say the response.

6 A Write sentences expressing your opinion or suggesting solutions for each problem. Use the phrases in the box.

must be could be can't be won't be
 should be may not be might be

- 1 unhealthy lifestyles (no exercise, bad food choices, etc.)
 - 2 increased numbers of homeless people
 - 3 more individualistic/selfish behaviour in western cultures
Making fruit and vegetables cheaper could be a way to improve peoples' health. Governments shouldn't tell people how they should live their lives.
- B** Work in small groups. Compare your ideas from Exercise 6A. Do you agree with the other students' opinions/suggestions?

VOCABULARY

EXTREME ADJECTIVES

speakout TIP

Overusing the word *very* can be boring for the listener. For example: *We were very hungry, but the restaurant was very crowded.* Try using extreme adjectives like *brilliant*. Can you think of extreme adjectives for *very hungry* and *very crowded*?

7 A Match extreme adjectives 1–8 with definitions a)–h).

- | | |
|--------------|---------------------------|
| 1 astonished | a) very scary |
| 2 spotless | b) very old |
| 3 packed | c) very ugly |
| 4 filthy | d) very clean |
| 5 starving | e) very hungry |
| 6 ancient | f) very shocked/surprised |
| 7 hideous | g) very dirty |
| 8 terrifying | h) very crowded |

B Complete the sentences with the extreme adjectives in Exercise 7A.

- We were interested in the history of the place, so we went on a tour through the _____ streets of the old city.
- I spent all morning cleaning because the flat was _____.
- We travelled during rush hour and the train was _____. There were so many people we had to stand for the whole journey.
- We stood at the top of the tower, but I was too scared to look down. It was _____!
- I was _____ when I won. I couldn't believe it.
- Can we get lunch soon? I'm _____.
- I spent all day cleaning the kitchen. Now it's absolutely _____!
- I can't believe she wore that ugly dress. It looked _____ on her.

▷ page 114 **LANGUAGE BANK**

C **6.3 INTONATION: emphasis** Listen and check your answers. How do the speakers emphasise the extreme adjectives with their voice? Listen again and repeat.

SPEAKING

8 A Prepare to talk about one or two of the following using extreme adjectives. Make notes.

- something you have done which you found scary
- somewhere you love because it has beautiful views
- somewhere you have been that was dirty/crowded

B Tell other students about your experiences.

I went bungee jumping in New Zealand. It was absolutely terrifying.

VOCABULARY PLUS

TWO-PART PHRASES

9 A Read the texts. What do they have in common?

on and on fair and square bright and early

Pay it forward

A chain of people buying each other's drinks at a Starbucks in Florida reached nearly 400 people, until one person decided to ruin it. It all started ¹_____ in the morning when someone offered to pay for the person behind her as an act of kindness. The situation went ²_____. For eleven hours, people voluntarily offered to pay for the next customer, until customer 379 refused. She appeared not to understand and wanted to pay for her own coffee ²_____, and not for anyone else's.

hustle and bustle again and again
sick and tired round and round

Can I help you with anything?

Joe, a London-based maths tutor, decided to spend a day doing things for people he didn't know. ⁴_____ of watching people's selfish behaviour, he wanted to be kind and help as many people as possible. He went out into the ⁵_____ of a London street and asked people if they needed any help. He made a video of the results. He wanders ⁶_____, but at first, people seem suspicious. Many people turn him down. Eventually, a girl at a bus stop suggests that he buys the bus ticket for the next person in the queue, so he does. The clip was filmed for the charity Kindness.org, which encourages people to take part in acts of kindness and share them online. The video was shared ⁷_____ and reached 6 million views in under twenty-four hours on Facebook.

ups and downs give and take wine and dine

Random Acts of Kindness

Life is supposed to be about ⁸_____, but sometimes people take more than they give. The website Random Acts of Kindness encourages people to give more by doing simple things to help others. Here are a three easy things you could do:

- Offer to do some shopping for a neighbour.
- Cook a special meal and invite your friends over and ⁹_____ them.
- Buy flowers and send them to someone you love.

Small acts of kindness like these can help us to cope with the ¹⁰_____ of life.

B Complete the texts in Exercise 9A with the phrases in the boxes.

10 Work in pairs. Discuss the questions.

- Do you think Random Acts of Kindness offers an effective way to encourage more kindness in the world? Why/Why not?
- Can you think of some examples of possible random acts of kindness?



LISTENING

- 1 A** Work in pairs. Look at the picture story. What do you think happened?
B 6.4 Listen and check your ideas.

2 A Answer the questions.

- Why did Bruno have so much money in his car?
- Who threw away the money?
- Where did Bruno look for the money?
- What was João's job?
- What did João do when he found the money?
- Who is Gabriel?
- What did Gabriel do for João? Why?
- What was 'the second happy ending'?

B Listen again and check your answers.

SPEAKING

3 Work in small groups. Discuss the questions.

- Who did the kindest thing in this story: João (the garbage sorter), Bruno (the owner of the money) or Gabriel (the singer)?
- Why do you think João's story was on the Brazilian news?
- Do you agree with these comments about the story?
 - 'Often, it's the poor people who are more honest than the rich.'
 - 'The guy who lost his money was lucky enough to find a rare species: an honest person.'
 - 'He only gave the money back because it was dollars, which he couldn't spend in Brazil.'

VOCABULARY

MONEY

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

reward salary donations poverty

- As a garbage sorter, João didn't earn a big _____ – he made just 600 reais a month.
- This meant that João lived in _____, with barely enough money to raise a family.
- The singer Gabriel thought João deserved a _____ for being so honest.
- Gabriel asked his friends for _____ of money.

B Read the paragraph. What do the words in bold mean?

João's **income** was 600 *reais* a month. The *real* is the **currency** of Brazil. Even in countries with great **wealth**, there are millions of poor people. Many can't even **afford** to feed their families. Buying things like houses and cars is just a dream because it's impossible to have **savings** when you earn so little. It's also easy to get into **debt** when you need to borrow money frequently. One solution is for governments to **fund** housing projects and food banks for the poor, but this too is just a dream in many countries.

C Match the words in bold in Exercise 4B with definitions 1–7.

- a large amount of money, property, etc. a person/country owns
- a sum of money a person or organisation owes
- the money you earn from your work or receive from the government, investments, etc.
- money you have saved and not spent
- have enough money to buy or pay for something
- provide money for an activity, organisation or event.
- the type of money a country uses

speakout TIP

Silent letters: *debt* is pronounced /det/. Which letter is silent?

What are the silent letters in these words from this lesson: *character, government, honest, heart*?

GRAMMAR

THIRD AND MIXED CONDITIONALS

5 A Read sentences 1–4 about João's story and underline the verb forms. Then answer questions a)–d below).

- 1 If João hadn't been so honest, he would have kept the money.
- 2 If he'd kept the money, no one would have known his story.
- 3 If no one had known his story, he wouldn't have been on the news.
- 4 If he hadn't been on the news, Gabriel wouldn't have collected money for him.
- 5 If he hadn't returned the money, João would still be a garbage sorter today.

- a) Are these sentences about the past or present? Which sentence is a mixed conditional – about both the past and the present?
- b) Which tense comes after *if*?
- c) Which verb form comes after *would/wouldn't + have*?
- d) How is the grammar of sentence 5 different from 1–4?

B Complete each sentence in two different ways: one referring to the past and the other to the present. Use the prompts in brackets.

- 1 If he'd eaten his food, he (not be / hungry).
If he'd eaten his food, he wouldn't have been hungry.
(He didn't eat his food. He was hungry at a time in the past.)
If he'd eaten his food, he wouldn't be hungry.
(He didn't eat his food. He is hungry now.)
- 2 If you'd practised the piano more, you (be / a professional).
- 3 If he hadn't met Juan, he (not be / so happy).
- 4 If we'd planned the schedule better, we (not have / problems).
- 5 If I'd remembered my keys, I (not be / locked out).

▷ page 114 **LANGUAGEBANK**

6 A Complete the third conditional sentences with the correct form of the verbs in brackets.

- 1 If I *had sold* the merchandise, I *wouldn't have got* into debt. (sell, not get)
- 2 I _____ the work if I _____ time. (do, have)
- 3 If he _____ some savings, he _____ the car. (have, buy)
- 4 We _____ the data if they _____ the project. (not collect, not fund)
- 5 If you _____ me about the meeting, I _____. (tell, come)
- 6 The day _____ easier if you _____ to your routine. (be, stick)
- 7 I _____ the experiment if I _____ long hours. (not finish, not work)
- 8 If Johnny _____ sick, he _____ us. (not feel, visit)

B Write one mixed conditional sentence (past situation with present result) for each pair of sentences.

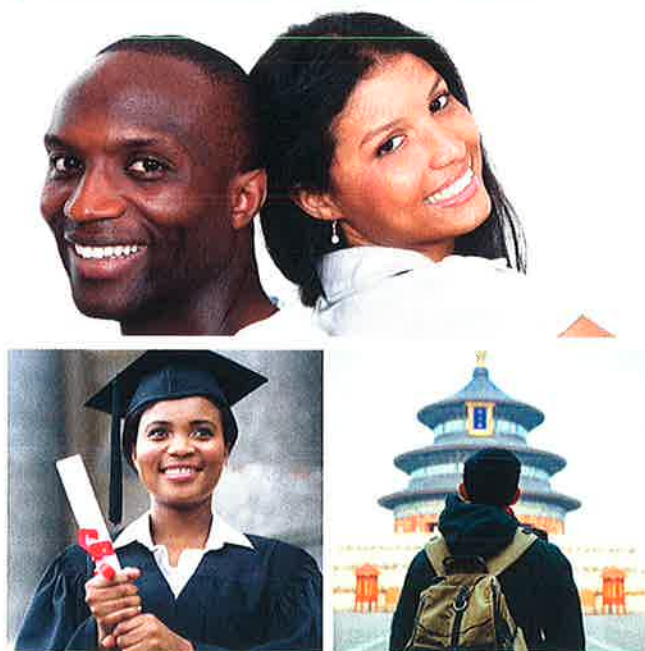
- 1 She stopped for a snack. She isn't hungry now.
If she hadn't stopped for a snack, she'd be hungry now.
- 2 I went to the party. I'm friends with Erdem.
- 3 I didn't miss my flight. I'm not still in New York.
- 4 They didn't stay late. They aren't tired today.
- 5 She met Professor Lindley. She's doing her PhD.

7 A **6.5 CONNECTED SPEECH: elision** Listen and notice how sounds are joined together in connected speech.

would /wʊd/
would have /wʊdəv/
would have been /wʊdəvbɪn/
I would have been late.

B Listen again and repeat.

SPEAKING



8 A Think about two or three of the following that have been important to you. Prepare to explain how life would be or would have been different without them.

- something you did
- someone you met
- a course you took
- a place you visited
- something you bought
- something you read or saw

If I hadn't moved to Istanbul, I wouldn't have such a good job.

If I hadn't moved to Istanbul, I wouldn't have met my husband.

B Work in groups and share your ideas.

WRITING

A THANK YOU MESSAGE; LEARN TO USE FORMAL/INFORMAL EXPRESSIONS

9 A Work in pairs and discuss. When was the last time you wrote a message to say thank you? Was it formal or informal? Why?

B Read the messages below and answer the questions.

- 1 Why is the writer thanking the recipient of the message?
- 2 Are the messages formal or informal? Which words/phrases tell you this?

To vkoch8@fastmail.com From adrianaklein@king.com

Hi Vincent,
Thanks a lot for yesterday. It was great to hang out with you and I really enjoyed the National Museum. I'll be back next month, so let's get together again.

Good luck with your exams!

Best wishes,
Adriana

To townsendk@glg.com From appleton19@creavy.com

Dear Ms Townsend,

Thank you very much for all your help in planning our annual conference. We greatly appreciated your expertise in handling the logistics and the travel arrangements. Everyone at Creavy Associates feels that the conference was a success and this is, in no small part, due to your efforts. Please send us your invoice at your earliest convenience.

I look forward to hearing from you.

Yours sincerely,
Mark Appleton

To lcahoun49@cahoun.com From deaverl@wireless.com

Hi Auntie Liz,

Thank you ever so much for the gift, which arrived today. It was really kind of you. I'll use the money for a trip to France this summer after graduation!

I hope you and Uncle Dave are well.

Love,
Lou

10 A Complete the table with phrases from the messages in Exercise 9B.

	formal	informal
starting the message		Hi ... ,
expressing thanks		Thanks a lot for ...
adding more information	We greatly appreciated ...	
signing off	Yours sincerely,	

B Write the phrases in the box in the correct place in the table in Exercise 10A. Which phrases could be either formal or informal?

I was delighted to receive ... All the best,
I had a great time. Warm regards, See you soon,
I am very grateful for your help with ...
Thank you very much indeed for ... Kind regards,

11 Read the scenario and write an informal thank you message to the taxi driver.

You are going home in a taxi late at night. You accidentally leave your bag in the taxi. The bag contains many important personal items. Hours later, you realise what has happened and you cannot remember anything about the taxi. Two days later the bag arrives at your home, with an informal note:

Hi. You left this bag in my taxi on Saturday. I found your address on two envelopes in the bag.
Haluk

HGF Taxi Service
645 Merton Way
TD58NG

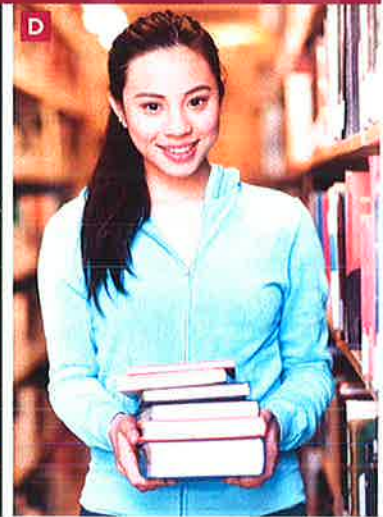


You check the bag and everything is there. Your taxi driver has saved the day!



6.3 THE GOOD LIFE

- F** asking for and expressing agreement/disagreement
- V** happiness
- P** intonation: showing agreement/disagreement



VOCABULARY

HAPPINESS

- 1 A** Work in pairs. Discuss the questions.
- Do any of the situations in the photos make you happy? Why/Why not?
 - What things made you happy in the last twenty-four hours? Compare with your partner.
- B** Read the article. Why are the Danish so happy?

- C** Match the phrases in bold in the article with definitions 1–6, when someone:
- always tries to see the positive side of a situation _____
 - feels like things couldn't get any better _____
 - likes to focus on the present _____
 - enjoys (doing) something _____
 - is enjoying themselves in a particular situation _____
 - is generally happy _____
- D** Work in pairs and discuss. What do you think of the ideas in the article? Is it possible to measure a nation's happiness? Are there other reasons the Danes might be happy?

▷ page 125 **VOCABULARYBANK**

sign in

search

The happiest people on the planet?

Denmark has frequently been ranked the happiest nation on the planet in world happiness reports. It seems that the Danes really **are on top of the world**, despite living in a country that has sixteen hours of darkness in winter, depriving them of that vital ingredient to happiness: sunshine. So how come the Danes always manage to **look on the bright side**? What are their secrets? What keeps the world's happiest people smiling through the winter months?

One secret seems to be the idea of Hygge (pronounced Hoo-gah). This Danish concept of living cosily incorporates the idea of coming inside to the warm and enjoying a hot chocolate or some kind of treat. It's about **taking pleasure in** the small things, being nice to yourself. It's about **having a good time** with family and friends. The true essence of Hygge is the pursuit of everyday happiness by **living in the moment**. The Danish seem to **be contented** with their lives – they trust one another, have a better work-life balance and are less stressed. No wonder they're so happy.

FUNCTION

ASKING FOR AND EXPRESSING AGREEMENT/DISAGREEMENT

- 2 A** ▶ 6.6 Listen to two people discussing their golden rules for a happy life. Number the ideas in the box in the order they mention them. Which idea do they NOT mention?

preparing and eating good food spending time in nature
getting eight hours of sleep living in the moment
focusing on the simple things in life listening to music
going out with good friends

- B** What do the speakers say about each topic? Do you agree?
- 3 A** Listen again. Who says the following, the man (M) or the woman (W)?
- Oh that scenery must be just breathtaking!
 - I felt this real stillness.
 - Music is one of my keys to happiness.
 - It's all about living in the moment.
 - I have to change something about my lifestyle.
 - I never cook for myself.
 - To be happy, you've got to put good food into your system.

B Look at how speakers use tags to ask for agreement. What tags could you put at the end of statements 1–5 below?

asking for agreement

That's definitely one of the keys, **isn't it?**
 Getting eight hours of sleep, **right?**
 It's so important, **isn't it?**
 You like listening to music, **don't you?**

- 1 It's all about living in the moment, _____?
- 2 Getting enough sleep is really important, _____?
- 3 You have to put good food into your system, _____?
- 4 It's about having the right work-life balance, _____?
- 5 You enjoy cooking, _____?

speakout TIP

We use question tags to encourage interaction in a conversation. We say, 'You remember ..., don't you?' and 'It's beautiful here, isn't it?' Sometimes we use shorter tags like 'right?' 'yes?' 'no?' and 'OK?'. For example, 'You're coming back, right?' or 'You're hungry, yes?' Which shorter tags could you use to complete the statements in Exercise 3B?

C Do the responses in the box show agreement (A) or disagreement (D)?

Yes, definitely. Really? I don't think so. It really does!
 Absolutely. I (totally) agree. That's right./You're so right.
 No way! Not necessarily. No doubt about it.
 Totally! Tell me about it! I'd say the opposite.
 That's so true./That's probably true.

▷ page 114 **LANGUAGE BANK**

4 A **6.7 INTONATION: showing agreement/disagreement** Listen to the responses in Exercise 3C.

Notice how the speakers use intonation to emphasise their opinion. When the speaker agrees, is their voice high or low? How about when they disagree?

B Listen again and repeat the responses. Copy the intonation.

C **6.8** Listen to some statements/questions. Respond using phrases from Exercise 3C.

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

opposite isn't necessarily it
 totally true right way

- A:** Being active is really important, ¹ _____ it?
B: Yeah, I ² _____ agree. I run to make myself feel good.
 Running is fantastic, ³ _____?
A: No ⁴ _____! It's so boring.
A: Having good friends is one of the most important things,
 isn't ⁵ _____?
B: Yeah, that's so ⁶ _____.
A: Eating chocolate is a great way to be happy.
B: Not ⁷ _____. In fact, I'd say the ⁸ _____. I don't really
 eat chocolate.

B Work in pairs. Practise the conversations in Exercise 5A.

LEARN TO

AGREE USING SYNONYMS

6 A In a conversation, we often use synonyms to agree with someone. Underline the synonyms in these conversations.

- 1 **A:** Oh that scenery must be just breathtaking!
B: Oh it's incredible!
- 2 **A:** Yes, definitely.
B: Absolutely.

B Match sentences 1–6 to responses a)–f). Underline the synonyms which helped you.

- 1 This music's got great rhythm.
 - 2 The traffic is crazy today.
 - 3 It's hot in here, isn't it?
 - 4 You're busy, right?
 - 5 I've never seen such a huge painting.
 - 6 There were so many people at the concert.
- a) You're right. It was enormous.
 b) Yes, it's boiling.
 c) It was absolutely packed.
 d) Definitely. I really like the beat.
 e) Yeah, I'm in a bit of a hurry.
 f) I know. It's really mad.

SPEAKING

7 A Think about your own golden rules for a good life. Write them in a circle.



B Work in pairs and compare your ideas. Decide on the five most important rules and write them in a new circle.

C Work in groups. Compare your ideas again and decide on the five most important rules from your group. Share them with the class.



6.4 HELPING HAND

DVD PREVIEW

- 1 A** Work in pairs. Tell your partner about three good things you have done for other people this week.
- B** You are going to watch some street interviews. The interviewer asks about helping others, being helped and making the world a better place. Who is the most helpful person you know? What does he/she do to help others?



DVD VIEW

- 2 A** Watch Part 1. Samantha helped her neighbours. Who did Chris, Simon and Russell help? Write the name of the speaker next to the correct answer.

- 1 a woman on a bus _____
- 2 people in the community _____
- 3 a colleague _____
- 4 refugees _____

B How did the speakers help these people?

C Complete the lines from the video with one word in each gap. Watch again to check your answers.

- 1 I try and _____ a hand whenever they need something done.
- 2 But it was **for a** _____ cause and worth it.
- 3 I was _____ to help her buy the ticket.

D What do the phrases in bold in Exercise 2C mean? Match them with a)–c).

- a) could assist
- b) help
- c) for an important and worthwhile reason

E Complete the sentences with your own ideas. Compare your sentences with other students.

- 1 I might lend someone a hand if ...
- 2 If it's for a good cause, I'm happy to ...
- 3 I'm always glad to be able to help ...

- 3 A** Watch Part 2 and answer the questions.

- 1 What did Simon receive?
- 2 How did a singing teacher help Juliet 'for three years'?
- 3 What was the big change in Roxanne's life and who helped her?

B Work in pairs. What other details can you remember? Tell your partner. Watch again to check.

- 4 A** Watch Part 3. Number the issues in the order you hear about them.

- a) diversity in the arts
- b) refugees
- c) mental health issues
- d) social justice for children/trafficking

B Complete the lines from the video with one word in each gap. What do the phrases in bold mean?

- 1 People who **are** _____ **need of** support and help ... need those who will listen to them.
- 2 Children and trafficking ... that's really _____ to my heart.
- 3 ... to not **put on a** _____ and pretend that everything's OK when it's not.
- 4 I'm **very passionate** _____ diversity in the arts.

C Work in pairs and compare your answers. Watch again to check your answers.

- 5 A** Watch Part 4. Who says these things: Chris, Juliet or Roxanne?

- 1 'Kindness goes a long way.'
- 2 'Be open about things people are passionate about.'
- 3 'Just smile.'
- 4 'Being respectful is something everyone should practise.'
- 5 'Say nice things to each other.'
- 6 'Get active around those causes.'

B Watch again to check your answers. Which statement from Exercise 5A (1–6) do you think is the best answer to the question? Work in pairs and discuss.

speakout a group discussion

6 A Read the questions and think about your answers.

- 1 Can you remember a time when someone helped you? When? What did they do?
- 2 When people are in need, who should help them: governments, charities, family? Why?
- 3 Are there any causes that are important to you?
- 4 What could people do to make the world a better place?

B Work in groups and share your ideas from Exercise 6A.

writeback a short essay

7 A Read the essay. What cause does the writer support? Why is he so passionate about one particular organisation?

A good cause

A cause that is close to my heart is medical aid for people who are desperately in need. With this in mind, I want to describe the incredible work done by Médecins Sans Frontières (MSF). This organisation provides doctors, medicine and medical equipment wherever it's urgently needed.

The organisation was founded in 1971 and it has offices in twenty-eight countries. It employs 35,000 people. These aren't all doctors and nurses; MSF needs managers to deal with the logistics of serving so many people. And the number of patients? According to MSF's website, they've served over 100 million people. And all for free.

The thing I like most about MSF is that it's apolitical. It brings aid after natural and man-made disasters: earthquakes, hurricanes, epidemics, wars and refugee crises, and provides assistance regardless of the race, colour, gender, or religious beliefs of the people. I think this is rare in the world today. For me, the doctors and nurses who work for MSF are real heroes, and the organisation fully deserved its 1999 Nobel Peace Prize.

Jean Belfort-Ferly

B Write a short essay about a good cause (150–200 words). Say what it is and why it's important to you.



Juliet



Roxanne



Tim



Atri

G MODALS

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

might be could must be
won't be can't be should

- I'm sure it _____ necessary but bring your passport, just in case.
- Being a fireman _____ an incredibly difficult job. You have to be so brave.
- If he gets good results in his exams, he _____ able to get a job at the university.
- A:** Is that Sylvia over there?
B: No, it _____. She's gone to Malta on holiday.
- We'd better get ready. The guests _____ be here in about an hour.
- A swim in the sea? That _____ be the best idea you've had all day!

B Work in pairs. Discuss the following.

- a job you think could be interesting
- something that can't be good for you
- a holiday that must be one of the best you ever had

V EXTREME ADJECTIVES

2 A Underline the correct alternatives to complete the sentences.

- We were really scared. The film was *gigantic/terrifying*.
- The views from the villa were absolutely *spotless/stunning*.
- There were loads of people at the exhibition. It was *astonished/packed*.
- It's the ugliest building in the city. It's *stunning/hideous*.
- We looked at the wedding photos; the bride looked *gorgeous/terrifying* in her lovely dress.
- It's a very dirty place. The streets around there are *gorgeous/filthy*.
- I couldn't believe my eyes. I was *ancient/astonished*.

B Work in pairs. Answer the questions.

- Where is the most ancient place you have been? OR What is the most ancient building in your town/city?
- Describe somewhere in your town/city that is usually packed.
- What do you think councils should do about streets which are filthy?
- Think of a time when you were astonished.
- Is your house/bedroom usually spotless or filthy?
- Have you ever seen a terrifying film?

V MONEY

3 A Find ten words connected with money in the word square.

r	e	w	a	r	d	a	s	c	f
s	a	v	i	n	g	s	a	e	a
d	s	v	a	w	e	a	l	t	h
a	d	g	w	q	d	i	a	l	l
s	n	f	e	u	i	n	r	j	e
c	u	r	r	e	n	c	y	f	i
d	o	n	a	t	i	o	n	u	d
e	c	v	r	e	u	m	k	n	o
b	a	i	p	o	v	e	r	t	y
t	a	f	f	o	r	d	o	j	l

B Work in pairs and take turns to do the following. Student A: describe one of the words in the word square. Student B: guess which word your partner is describing.

G THIRD AND MIXED CONDITIONALS

4 A What would the situation be now? Write sentences about these situations.

- if money hadn't been invented
- if the internet had been made illegal
- if television hadn't been invented

B What would or wouldn't have happened in the past? Write sentences about these situations.

- if Europeans hadn't colonised other continents
- if electricity hadn't been discovered
- if someone had discovered a cure for cancer
- if private cars had been banned seventy years ago

C Work in groups and compare your ideas. Would the world be a better place if these ideas were real?

F ASKING FOR AND EXPRESSING AGREEMENT/DISAGREEMENT

5 A Put the words in the correct order to complete B's responses.

- A:** It's a good idea to start work early, isn't it?
B: right / you're / so
- A:** You can only fight war with war, right?
B: say / opposite / I'd / the
- A:** If you want to improve, you just have to practise.
B: true / probably / that's
- A:** German grammar is so difficult, isn't it?
B: about / me / tell / it!
- A:** You have to be really dedicated to want to work here.
B: doubt / about / no / it
- A:** It feels like summer today.
B: does / really / it

B Work in pairs. Practise the conversations in Exercise 5A, focusing on your intonation.