

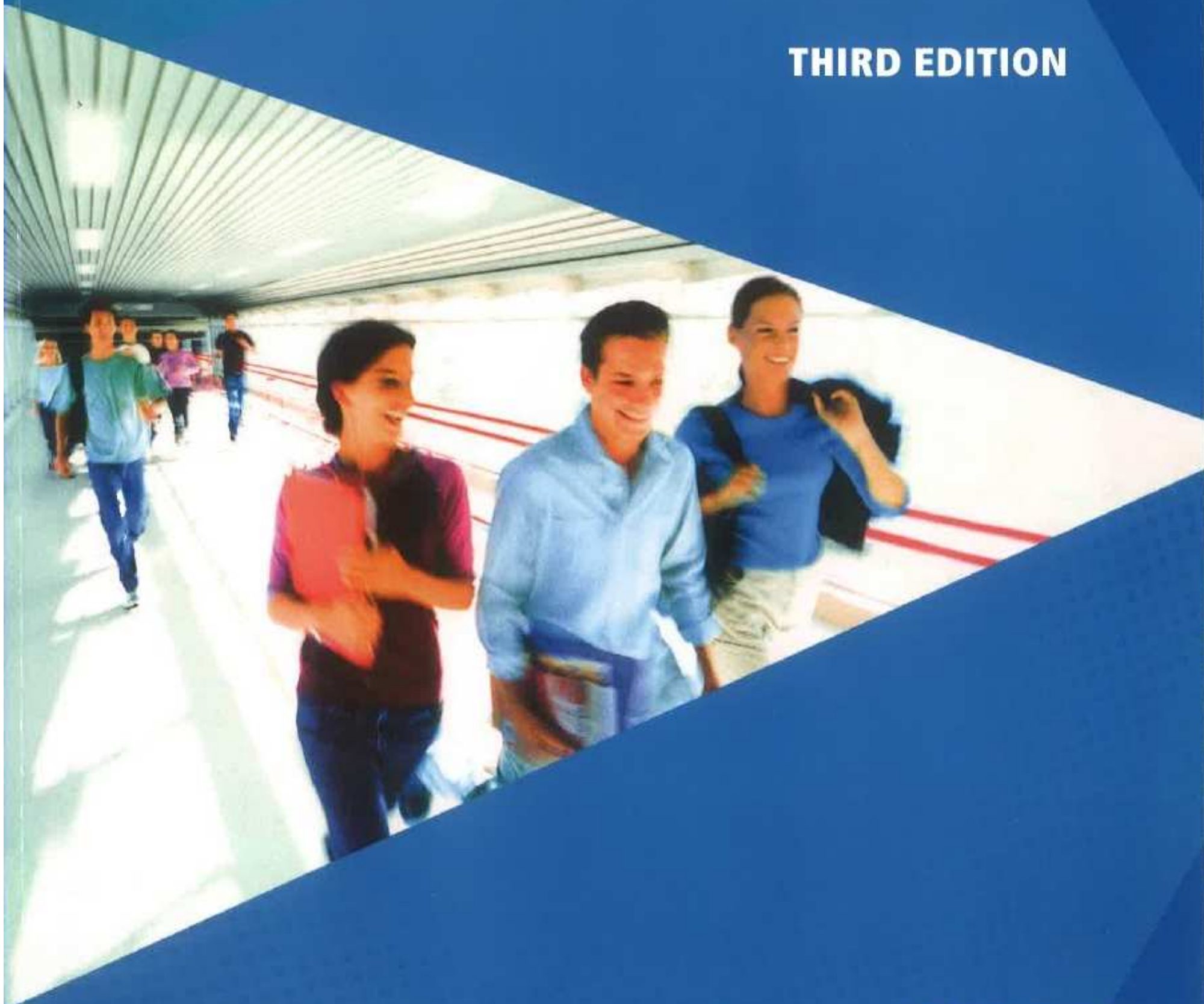
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THIRD EDITION



Liz and John Soars

OXFORD



1

A world of difference

Tenses: Auxiliary verbs • What's in a word? • Everyday situations

STARTER

1 Each question has one word missing. Write it in.
come

- Where do you *come* from?
- When and where you born?
- You live in a house or an apartment?
- Why you studying English?
- Which foreign countries have you been?
- What you do last night?
- What are you going do after this class?

2 Ask and answer the questions with a partner.

Where do you come from?

Mexico.

3 Tell the class about your partner.

Susana comes from Mexico. She's studying English because ...

I DIDN'T KNOW THAT!

Tenses and auxiliary verbs

- Answer the questions in the *One World Quiz*. Discuss your answers with a partner.
- CDI 2** Listen and check your answers. Make notes about the extra information you hear for each one. Discuss this as a class.

GRAMMAR SPOT

- Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
- Answer these questions. Give examples from the quiz.
Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
Which tenses use the verb *to be* (*is/are/was/were*)?
Which use *have/has*?

►► Grammar Reference 1.1–1.5 p. 129

Write your own quiz

- Work in two groups.
 - Do some research and write six questions about the world, past and present.
 - Ask and answer the questions with the other group. Which group is the winner?

One World Quiz

- In which country **do** men and women **live** the longest?
a Japan b Germany c The U.S.
- In which year **did** the world population **reach** 7 billion?
a 1999 b 2005 c 2012
- If you **are standing** on the equator, how many hours of daylight do you have?
a 12 b 16 c 24
- Where **does** most of the world's oil **come** from?
a Russia b Saudi Arabia c The U.S.





1

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- 5 Which of the seven wonders of the world **is** still **standing**?
- The Lighthouse of Alexandria
 - The pyramids of Egypt
 - The Colossus of Rhodes
- 6 Why **didn't** dinosaurs **attack** humans?
- Because they were vegetarian.
 - Because they became extinct before humans were on the earth.
 - Because they didn't run fast enough.
- 7 Where **was** the Titanic **sailing** to when it sank?
- Southampton
 - Rio de Janeiro
 - New York
- 8 How long **has** Hawaii **been** a U.S. state?
- since 1952
 - since 1959
 - since 1963
- 9 How many people **have won** the Nobel Peace prize since it started in 1901?
- 58
 - 94
 - 103
- 10 How long **have** people **been using** the Internet?
- since 1969
 - since 1976
 - since 1984
- 11 Which language **is spoken** by the most people in the world?
- Spanish
 - Chinese
 - English
- 12 In which country **were** women first **given** the vote?
- Canada
 - Paraguay
 - New Zealand

PRACTICE

You're so wrong!

- 1 Correct the information in the sentences.
- Chichen Itza is in Costa Rica.
No, it's not. It's in Mexico.
 - Shakespeare didn't write poems.
You're wrong! He wrote hundreds of poems.
 - Vegetarians eat meat.
 - The Internet doesn't provide much information.
 - The world is getting colder.
 - John F. Kennedy was traveling by plane when he was killed.
 - Brazil has never won the World Cup.
 - The 2012 Summer Olympics were held in Tokyo.
- 2 **CDI 3** Listen and check. Notice the stress and intonation. Practice making the corrections with a partner.

's = is or has?

- 3 Is 's in these sentences the auxiliary *is* or *has*?
- Who's making that noise? *is*
 - She's done really well.
 - My sister's a teacher.
 - Who's been to Thailand?
 - He's leaving early.
 - What's produced in your country?
- 4 **CDI 4** Listen to some more sentences with 's. After each one say if it is *is* or *has*.

Talking about you

- 5 Complete the questions with the correct auxiliary verb and name the tense.
- What time _____ you usually get up on weekends?
 - What time _____ you get up this morning?
 - How long _____ it usually take you to get from home to school?
 - Who _____ sitting next to you? What _____ he/she wearing?
 - How long _____ you known the teacher?
 - What _____ you doing when your teacher came into the room?
 - What _____ (not) you like doing in English class?
 - Which school subjects _____ (not) you like when you were younger?
 - Which other foreign languages _____ you studied?
 - What presents _____ you given on your last birthday?
- Ask and answer the questions with a partner.



MAKING CONVERSATION

Short answers

- 1 **CD1 5** Ruth is picking up her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

Ruth So kids, _____ you have a good day at school?

Nick No.

Lily Yes, I _____. We _____ practicing for the school concert.

Ruth Oh, wonderful! _____ you have a lot of homework?

Lily Ugh! Yes, I _____. I have Geography, Spanish, and Math! _____ you have a lot, Nick?

Nick Yeah.

Ruth Nick, _____ you remember your soccer uniform?

Nick Um ...

Lily No, he _____. He forgot it again.

Ruth Oh, Nick, you know we need to wash it. _____ you playing soccer tomorrow?

Nick No.

Ruth Lily, _____ you need *your* uniform tomorrow?

Lily Yes, I _____. I have a softball game after school. We're playing our rival team.

Ruth _____ they beat you last time?

Lily Yes, they _____. But we'll beat them tomorrow.

Nick No, you _____! Your team's terrible.

Ruth OK, that's enough, children. Put on your seatbelts! Let's go!



SPOKEN ENGLISH Sounding polite

- 1 In English conversation it can sound impolite to reply with just *yes* or *no*. We use short answers with auxiliaries.

"Did you have a good day?" "Yes, I did/No, I didn't."

- 2 It also helps if you add some more information.

"Do you have a lot of homework?" "Yes, I do. I have Geography, Spanish, and Math."

- 3 Reply to these questions. Use short answers and add some information.

- 1 Did you have a good day?
- 2 Do you like pizza?
- 3 Did you enjoy the movie?
- 4 Has it stopped raining?

▶▶ Grammar Reference 1.6 p. 129

- 2 Rewrite Nick's lines in exercise 1 to make him sound more polite.

CD1 6 Listen and compare the conversations.

- 3 Work in groups of three. Look at CD1 5 and CD1 6 on page 114. Practice them, sounding polite and impolite.

PRACTICE

1 Match a line in A with a short answer in B and a line in C.

A	B	C
1 Did you hear that noise?	No, I haven't.	They didn't have my size.
2 Are you doing anything tonight?	No, I'm not.	I think it was thunder.
3 Have you seen my cell phone anywhere?	Yes, it is.	Thank goodness!
4 Did you get those shoes you liked?	Yes, I did.	Do you want to come over?
5 Is it time for a break?	No, I didn't.	Did you lose it again?

CDI 7 Listen and check. Practice with a partner.
Pay attention to stress and intonation.

A class survey

Find out about the students in your class.

- Read the class survey and answer the questions about you. Add two more questions.
- Work with a partner. Ask and answer the questions in the survey. Give short answers in your replies and add some information.

Are you interested in any sports?

Yes, I am. I often go skiing in the winter and I like playing tennis.

- Tell the class about your partner.

Milo's interested in two sports—skiing and tennis. He often ...

- What can you say about your class?

Almost everyone is interested in at least one sport. Most of the boys love soccer. Some of us like skiing.

Check it

- There is one mistake in each sentence. Find it and correct it.
 - Rae comes from Canada and he speak French and English.
 - Which subjects Susan is studying in school?
 - "Do you like soccer?" "Yes, I like."
 - Did you watched the game last night?
 - What does your parents do on the weekend?
 - I think is going to rain.
 - What was you talking to the teacher about?
 - I don't think John's arrive yet.

✓ CLASS SURVEY

	YES	NO
1 Are you interested in any sports?	☐	☐
2 Do you have a pet?	☐	☐
3 Does music play an important part in your life?	☐	☐
4 Do you watch a lot of movies?	☐	☐
5 Does anyone in your family speak English?	☐	☐
6 Did you study English in elementary school?	☐	☐
7 Have you ever been to the U.S.?	☐	☐
8 Are you studying any other foreign languages?	☐	☐
9	☐	☐
10	☐	☐



READING AND SPEAKING

Worlds apart

- 1 Discuss these questions about your family.
 - Who is in your immediate family?
 - Name some people in your extended family.
 - Who are you close to?
 - Who do you live with now?
 - Who did you grow up with?

- 2 Read the profiles of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

- 3 Divide into two groups.

Group A Read about the **Kamau family** from Kenya.

Group B Read about the **Qu family** from China.

- 4 In your groups answer these questions about the Kamaus or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

- 5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?

Welcome to



PROFILE

The Kamaus from KENYA

FATHER: Boniface Kigotho Kamau, 35

MOTHER: Pauline Wanjiku, approximately 29 (exact age unknown)

DAUGHTER: Joyce Muthoni, 8

DAUGHTER: Sharon Wanjiru, 16 months

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-story** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4:30 A.M. in his white Toyota—**cracked** windshield, 200,000 miles on the odometer—and is back by 10 P.M. On a good day he finds two clients. In a typical month he takes home about \$215.

"It's a hard job, but I like it," he says. "I meet new people, so I get some experience of the world—even though I have never been outside Kenya."

Pauline is a **dressmaker** but isn't working right now. She stays at home to take care of the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met 12 years ago: "We liked each other immediately," says Boniface. "I didn't want a woman from the city, so when I learned that Pauline was from the country, I was pleased."

They married a year later, and at first they lived in a **slum**. They often didn't have a lot to eat, just sukuma wiki (a green vegetable). Then, Boniface won \$90 in a bicycle race. The money helped them move to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn't go far. Rent is \$45 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families, too. He says, "I am always so **stressed** about money." Joyce's school fees cost another \$40 a month.

"We are trying to give our children the best education," says Pauline, who, like her husband, never finished school. "Joyce wants to be a doctor."

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. "This apartment is not a good place to raise a family," says Boniface. "The bathrooms are **communal**—one for every four families." Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

THE FAMILY IS HAPPIEST WHEN: they have some spare money: Boniface takes them to see the wild animals at Nairobi National Park.

FAMILY MOTTO: Try to do your best at all times.

our world



PROFILE

The Qus from Beijing, CHINA

FATHER: Qu Wansheng, 44

MOTHER: Liu Gulfang, 43

DAUGHTER: Chen, 17

GRANDFATHER: (Qu's father) Huanjun, 84

Qu and Liu have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Qu and Liu are happy to have a girl. Like most parents in China, they put the needs of their only child, Chen, first. She is applying to study at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family has lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong alleyways. These areas are known for their close-knit families and warm hospitality. The elderly sit outside and chat. People wander to the stores in their pajamas. It is a way of life cherished by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

"We are not in a hurry to get rich," says Qu. "I don't want to rush around trying to make money—I am not a machine. I put my family first."

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for demolition. And when the old communities go, the traditional family structure, in which children take care of their elderly parents at home, goes, too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and frail, is the center of the family. "My father lives here, so this is the headquarters of the family," says his son. "My brothers and their families come to visit most weekends. We are very close."

They are sad that their daughter has grown up alone because she has no brothers or sisters. "Our daughter is lonely," says Liu. "I always wanted to have two children."

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. "College will cost a great deal of money," says her father. "So we try to live frugally and save for our daughter."

THE FAMILY IS HAPPIEST WHEN: they are all together in the evening.

FAMILY MOTTO: Save money, live simply, care for your friends, tell the truth.

Vocabulary work

- 6 Find the six highlighted words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an area of old houses in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

The Qus

- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

- 7 Work with a partner from the other group. Teach them your words.

What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?



LISTENING AND SPEAKING

A world in one family



- 1 Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.
- 2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



- 3 **CD1 8** Listen to Xavier talking about his family. Read and answer the questions. Underline any you cannot answer.

- 1 What nationality are Xavier and his parents, Ana and Teo? Which city do they live in?
- 2 How did Xavier's parents meet? Give details. Why did they decide to live in the U.S.?
- 3 When and why did Xavier first notice his nationality?
- 4 Why weren't Xavier and James bilingual as children?
- 5 How many times has Xavier been to Spain? How old was he? How many times has James been?
- 6 What contact does Xavier have with his father's family? How long did Xavier and his family stay in Peru every summer?
- 7 What is Xavier studying? What is James going to study?
- 8 What is Xavier hoping to do in the future? Where is he planning to live?
- 9 What is James doing right now? What's he going to do?
- 10 What does Ana think are the pros and cons of bringing up a family in another country?

- 4 **CD1 9** Now listen to Xavier's mother, Ana. Answer the questions that you underlined in exercise 3.

What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.
+ You get the best from two cultures - You don't feel completely at home in either of them
- Discuss your lists as a class.

VOCABULARY

What's in a word?

These exercises will help you to think about how you learn vocabulary.

Meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a verb, an adjective, a noun, or an adverb?
 - 1 My grandmother's very old and *uggy* now so she can't get out much.
 - 2 She gave me my grandfather's gold watch. I'll *uggy* it forever.
 - 3 The poor people lived crowded together in *uggies* in the old part of the city.
 - 4 They can't afford to buy meat and fish. They live very *uggily* on rice and potatoes.

Can you guess what *uggy* means in the four sentences?

Which real English word goes into each sentence?

• cherish • frail • slums • frugally

Pronunciation

- 2 Say these words aloud. Underline the word with the different vowel sound.
 - 1 /ou/ or /ʌ/ rose goes does toes
 - 2 /i/ or /eɪ/ meat beat great street
 - 3 /eɪ/ or /ɛ/ paid made played said
 - 4 /ʌ/ or /ou/ done phone son won

CD1 10 Listen and check.

Phonetic Symbols p. 155

- 3 Say these words aloud. Which syllable is stressed?

mother enjoy apartment
holiday **population**

CD1 11 Listen and check.

Word formation

- 4 Complete the word *act* in the sentences using the suffixes from the box.

-or -ion -ing -ive -ivities

- My grandfather is 84, but he's still very *act*ive.
- My sister's an *act*_____. She's often on TV.
- Act*_____ is not always a well-paid job.
- This is not a time to do nothing. It is a time for *act*_____.
- We do a lot of *act*_____ in class to learn English.

Words that go together

- 5 Match a word in A with a line in B.

A	B
cosmopolitan	carelessly
well-paid	city
close-knit	in love
drive	a race
fall	family
win	job

Keeping vocabulary records

- 6 Discuss how you can keep vocabulary records.
- Do you have a special notebook or do you record your vocabulary electronically?
 - Do you write a sentence with the new word?
 - Do you write the translation?
 - What about pronunciation?

My notes

records /'rekərdz/ *noun*

a written note of something

- I keep vocabulary records.

record /rɪ'kɔrd/ *verb*

to write down or keep information electronically

- I record my vocabulary electronically.

EVERYDAY ENGLISH

Everyday situations

- 1 Work with a partner. Where could you hear the following lines of conversation? Who is talking to who?

- How many bags are you checking in?
- A medium latte and a muffin, please.
- I can't make the meeting. I'm stuck in traffic.
- Can you put in your PIN number and press "Enter"?
- Bottled or tap? And do you want ice and lemon in it?
- I don't think you've met Greg. He's joining us from our New York office.
- I need to make an appointment. It's pretty urgent. I've lost a filling.
- The elevator's on your right. Would you like someone to help you with your luggage?
- Please hold. Your call is important to us. All our operators are busy at the moment, but one of them will be with you shortly (*music*) ...
- There are still tickets for the 5:45 performance, but the 8:45 performance is sold out, I'm afraid.

- 2 Match a line from exercise 1 with a reply.

- ☒ For here or to go?
- ☐ Don't worry. We'll start without you and brief you later.
- ☐ Hello. Good to meet you. I've heard a lot about you.
- ☐ No, thank you. I'll manage.
- ☐ That's fine. We'll have two, please, one adult, one child.
- ☐ Just the one.
- ☐ Oh, no! I can't remember my number for this card. Oh, what is it?
- ☐ If I have to listen to that again, I'll go crazy!
- ☐ Bottled, please. Ice but no lemon.
- ☐ We have a cancellation this afternoon. 2:45, if that's OK?

CD1 12 Listen and check. How does each conversation end?

- 3 Listen again. Pay attention to the stress and intonation. Practice some of the conversations with your partner.

Role play

- 4 Work with a partner. Turn to page 143 and act out the situations.

CD1 13 Listen and compare.



2

The work week

Present tenses • Passive • Free time activities • Making small talk

STARTER

CD1 14 Listen to the song called "Blue Monday."

- What is the singer's favorite day of the week?
- What's wrong with the other days?
- Which days are OK?

MY FAVORITE DAY OF THE WEEK

Present tenses – states and activities

- 1 Look at the photos.
What do the people do? What are they doing?
In pairs, ask and answer questions.

What does Vicky do? She's a student.
What's she doing? She's doing her homework.

- 2 **CD1 15** Listen to them talking about their favorite day of the week. What is it? Why?
Vicky's favorite day of the week is ... because she ...

- 3 Listen again and complete the sentences.

- 1 I _____ with my parents during the semester.
- 2 I _____ day today.
- 3 ... it _____ work at all. Time _____ by.
- 4 The restaurant _____ redecorated right now ...
- 5 I _____ because it's challenging, but I _____ surfing.
- 6 The boards _____ here in the U.S.
- 7 We never _____ on weekends or holidays ...
- 8 Now we're harvesting, so we _____ at all.

What else can you remember about each person?

Vicky likes being with her friends all the time.

- 4 Work with a partner. What is your favorite and least favorite day of the week? Why?



Vicky



Terry



Dave



Jenny and Mike

GRAMMAR SPOT

- 1 What are the tenses in these sentences? Why are they used?

I **have** two classes on Monday.

I'm **having** a bad day today.

Find more examples, active and passive, in **CDI 15** on p. 115.

- 2 Which of these verb forms is right? Why is the other wrong?

I like

my job.

I know

we're very lucky.

I'm liking

I'm knowing

Some verbs are rarely used in Continuous tenses. These are called stative verbs. Underline the five stative verbs in the box.

love understand work want enjoy cost need learn

- 3 Adverbs of frequency (*always, never*) answer the question *How often?* Find examples in **CDI 15** on p. 115.

►► Grammar Reference 2.1–2.4 pp. 130–131

PRACTICE

Questions and answers

- 1 Read about Dave, the police officer from page 10. Which question goes with which paragraph?

How often do you go surfing?

What do you think of your job?

What's your background?

Do you have a business?

Why do you like surfing?

What hours do you work?

What is your favorite day of the week?

CDI 16 Listen and check.

- 2 Complete the questions about Dave. Then ask and answer them with a partner.

Where does he live?

In Los Angeles, California.

1 Where ... he live?

6 What ... think ... while ... surfing?

2 ... he married?

7 Where ... next month?

3 Why ... morning shift?

8 ... business doing well?

4 How many hours ...?

9 What ... on Sunday evenings?

5 What ... like about his job?

CDI 17 Listen and check.

Talking about you

- 3 Make sentences about *you* using the prompts in the box. I visit friends as often as I can.

... as often as I can.

Sometimes I ...

... eight hours a day.

... one night a week.

... when I'm on vacation.

... twice a year.

... on Sunday.

I hardly ever ...

I always ...

... whenever I'm not working.

- 4 Talk to a partner about you. Tell the class about your partner.



Dave Telford

police officer and surfer

- 1 What's your background?

I'm 35, and I'm single. I live in Los Angeles, California. I'm a police officer. I've been on the police force for over ten years. I love my job, but my passion is surfing.

- 2

I work different shifts. The morning shift starts at 5:00, and I can't stand that because I have to get up at 4:30. My favorite shift is 2:00 in the afternoon until midnight because I get home about 12:30. What's good is that I work ten hours a day for four days, then have three days off.

- 3

My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

- 4

My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

- 5

I go surfing whenever I'm not working. Sometimes I'm on the beach before 7:00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the fall I'm going to Thailand.

- 6

I have a surfing school. I teach all ages, from kids to seniors. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made here in the U.S.

- 7

I like Sundays best of all. I work as a lifeguard all day, then around 6:00 me and my friends barbecue some burgers and relax. Awesome! I've been all around the world, but when I look around me, I think there's nowhere else I'd rather be.

Simple and continuous

- 1 **CD1 18** Listen to two people talking about who's who in "The Office." What are their names? What are their jobs?

☒ d Nate	Accountant
☐ Alex	Human Resources (HR) Manager
☐ Anna	Chief Executive Officer (CEO)
☐ Jenny	Personal Assistant (PA)
☐ Matthew	Information Technology (IT) Manager
☐ Christina	Sales Director

- 2 What are the people doing? What are they wearing?

Nate is sitting at the head of the table reading something.
He's wearing a sweater.

CD1 18 Listen again. What comment is made about each person?

Nate yells a lot, but he listens, too.

- 3 Match a job from exercise 1 with a job description and a current project.

The CEO is responsible for running the whole company.
Currently, he is ...

Job description	Current project
is responsible for running the whole company	buying new hardware
makes appointments and arrangements	making bookings for a conference
negotiates prices and contracts	visiting new customers in China
runs an IT support team	recruiting new staff
is in charge of budget and cash flow	discussing plans and targets with the Board
deals with employees	preparing a financial report

- 4 Work with a partner. Read the conversation aloud.

A What's your job?

B I'm a Human Resources Manager.

A So what do you do exactly?

B I deal with employees and their training.

A And what are you working on right now?

B I'm recruiting and interviewing. We're trying to find new staff for our office in Hong Kong.

- 5 Make similar conversations using the jobs in exercise 1.
Choose another job, for example, movie director, journalist ...

Project

Interview someone you know about his/her job. Tell the class about this person.

I talked to ..., who's a ... He ..., and he starts work at ... He has to ...
He likes his job because ... On his days off he ...

THE OFFICE



State and activity verbs

- 6 Are these sentences right (✓) or wrong (X)?
Correct the wrong sentences.

- I'm not wanting an ice cream.
- Are you understanding what I'm saying?
- I'm enjoying the class. It's great.
- I'm thinking you're really nice.
- What are you thinking about?
- I'm not believing you. You're telling lies.
- I'm knowing you're not agreeing with me.
- She's having a lot of money.

Active and passive

- 7 Read the statistics. Choose the correct form, active or passive. Do any of the statistics surprise you?

STATISTICS ABOUT JOBS AND MONEY IN THE U.S.

- Almost half the population (159m) **involve / is involved** in some form of employment.
- More than 2.7 million people **employed / are employed** by the government.
- The average worker **pays / is paid** \$45,000 a year.
- The average single worker **pays / is paid** 31.3% of his salary in taxes.
- Women **earn / are earned** on average 22% less than men for full-time work.
- Children **give / are given** on average \$15 a week allowance money.
- The average person **spends / is spent** \$175 per week on transportation.
- The average household **owns / are owned** two cars.

►► Grammar Reference 2.5–2.6 p. 131

- 8 Put the verbs in the present passive, simple or continuous.
- "Can I help you?" "I'm **being helped** (help), thank you."
 - A lot of manufactured goods _____ (make) in Asia.
 - "Why are you taking the bus?" "My car _____ (service)."
 - A large percentage of the food we buy _____ (import).
 - The banking industry in the U.S. _____ (situate) in New York.
 - _____ the tip _____ (include) in the bill?
 - The hotel is closed while the bedrooms _____ (remodel).
 - Basketball players _____ (pay) far too much money.

LISTENING AND SPEAKING

Who earns how much?

- 1 Work with a partner. Look at the chart. Discuss which job you think goes with which salary.

Who earns how much in the U.S.? *	
Doctor	\$180,000
Basketball player	\$30,000
CEO	\$20,000
Nurse	\$1 million
Teacher	\$200,000
Supermarket cashier	\$50,000
Police officer	\$115,000
Pilot	\$60,000
Lawyer	\$750,000
Farmer	\$70,000

* The average annual salary is \$45,000.

- 2 You are going to hear two people discussing the chart.

CDI 19 Listen to Part 1. Answer the questions.

- Which jobs do they discuss?
Which salaries do they agree on?
- Complete the sentences.
They think a doctor earns either \$_____ or \$_____.
They think either a _____ or a _____ earns \$750,000.
They think a _____ earns about \$115,000.
- What comment do they make about ... ?
• doctors • basketball players • CEOs • pilots

- 3 **CDI 20** Listen to Part 2. Answer the questions.

- Who do they think are the lowest earners?
- How much do they think farmers earn?
- Do they agree about a teacher's and a police officer's salary?
- What is the woman's final point?

SPOKEN ENGLISH Giving opinions

- Notice the ways of expressing an opinion.
I guess ... I'd say ... I suppose ...
Find three more in CDI 19 and CDI 20 on p. 116.
- Are these ways of agreeing or disagreeing?
I think so, too. Definitely. I know what you mean, but ...
I'm not so sure. Actually, ... Absolutely.
- What do we mean when we say ... ?
Could be. Maybe, maybe not. Possibly.
- Discuss the salary chart again using some of these expressions.

- 4 Work in small groups. Turn to page 143. Which salaries do you think are unfair? Are any surprising?

READING AND SPEAKING

Secrets of Success

- 1 What is an entrepreneur?
- 2 Work with a partner. Write the answers to these questions:

- Who are some famous entrepreneurs?
- What do you know about each entrepreneur?
- Why do you think each entrepreneur is successful?

Compare your ideas as a class.

- 3 Which of these things do you think successful people do every day? Check them.

- ☐ get up late
- ☐ exercise
- ☐ make to-do lists
- ☐ work all the time
- ☐ follow the same routine
- ☐ take breaks
- ☐ stay up late at night

- 4 Work in two groups.

Group A Read texts 1–4 from the article.

Group B Read texts 5–8 from the article.

Answer the questions.

- 1 Why does Sally Krawcheck get up early?
 - 2 What is Marla Gottschalk's strategy for success?
 - 3 What are two reasons that Tania Burke likes to ride her bike to work?
 - 4 Why does Dave Kerpen write thank you cards?
 - 5 What does Edward Wimmer do before work every day? Why?
 - 6 How does Liz Ryan stay energized?
 - 7 What are two unusual things that Leo Widrich does every day?
 - 8 How does Joel Basgall keep track of his priorities?
- 5 Find a partner from the other group. Compare and exchange your answers to exercise 4.



8 Unusual Things Successful People Do Every Day

Where success is concerned, sometimes the smallest things make the biggest difference.

Most successful people have at least one thing they do every day that they feel contributes greatly to their success.

A few of these people shared their secrets for success:

- 1 I shift my day. I'm most creative and productive early in the morning. I used to lose this time in the rush of getting the kids out the door and getting ready for work, and then I found myself trying to remember the great idea I had as I was putting on my makeup. So now I go to sleep earlier and wake up earlier — I'm up by 4am — which gives me a few hours of super-productive time before the craziness of the day starts.

~ **Sally Krawcheck**, CEO of Ellevest

- 2 When a topic intrigues me I become almost obsessed. If I don't fully indulge my desire to search for information, my work suffers. So even though a lot of people feel it's most productive to have a predictable schedule, I try to vary my daily routine. This approach may not work for everyone, but it definitely works for me.

~ **Dr. Marla Gottschalk**, Industrial & Organizational Psychologist

- 3 I ride my bike to work because it creates a stress-free time. I get my best ideas on my bike, especially in the morning on my way in to the office. Unlike driving, it creates a space for me to be creative. Riding is relaxing, and it gives me time to decompress on my way home.

~ **Tania Burke**, President of Trek Travel

- 4 I hand write three thank-you cards every day on the train ride to work. That's totally old-fashioned, I know, but how do you feel about your email volume? If you're like me, even getting a thank you email can be annoying.

When my staff and customers get my cards, it makes them happy, and it improves my relationships with them. But most importantly, it always puts me in a good mood. You can't be upset and grateful at the same time!

~ **Dave Kerpen**, CEO of Likeable Local



5 We have a very casual “jeans and t-shirt” environment at my company, but I still never leave for work without ironing my t-shirt.

» Yes, I iron my t-shirts.

I use this simple routine to help me remember that every company needs a leader. Even in a super-casual environment, the boss should look his best!

~ **Edward Wimmer**, co-founder of *Road ID*

6 I write for hours every day, and I also spend a lot of time talking with stressed-out CEOs. Those things are important, but they tire me out. If I’m exhausted by noon, I can’t help the people who rely on me in the afternoon.

So I take a break every day and poke around on YouTube, listening to old songs I love and new ones I haven’t heard. Then I post a new song every day, usually jazz or rock or funk.

Ten minutes spent indulging my inner DJ refuels me.

~ **Liz Ryan**, founder and CEO of *Human Workplace*

7 Every day I wear the same outfit and eat the same dinner. As an entrepreneur I have to make hundreds of little decisions every day, so I try to eliminate any decisions I don’t have to make.

For example, I only own five white t-shirts. In the morning I never need to think about what I’ll wear: it’s going to be a white t-shirt. I also only own two pairs of pants.

I do the same thing with meals. I have the same dinner six times a week. That way, I don’t have to think about what to buy or cook. The fewer decisions you have to make, the better decisions you can make.

~ **Leo Widrich**, co-founder of *Buffer*

8 I update my journal to help me keep track of priorities. Journaling is easy. First, identify what’s important in the various roles you play: at work, as a parent, as a spouse, and as a friend. Then track how you’re doing. I use colors to indicate how I’m doing. If I feel great about something, it’s green. Yellow, it’s so-so. Terrible, it’s red.

The key is to determine why something goes from green to yellow or red. If that happens, I think about why I had an off day, and what I can do differently next time.

~ **Joel Basgall**, co-founder and CEO of *Geneca*

6 Which person do you think made each statement?

- 1 At the end of the day, I evaluate my own performance.
- 2 For me, it’s not productive to follow the same routine every day.
- 3 I find traffic really stressful.
- 4 I don’t think very clearly at night.
- 5 It’s important to show people that you appreciate them.
- 6 Taking a break in the middle of the day gives me energy.
- 7 A manager should set a good example for his or her employees.
- 8 I’m very predictable.

Vocabulary work

Which of these adjectives and expressions do you think are positive? Negative? Both?

creative – positive

annoying	casual	creative
exhausted	grateful	had an off day
in a good mood	obsessed	old-fashioned
predictable	productive	relaxing
stressed-out	upset	

Find the adjectives in the article. What does each word describe?

annoying – getting a thank-you email

Discussion

- Do you do any of the things that these entrepreneurs do? Which things?
- Do you think the people’s strategies for success would work well for you? Why or why not?
- Do you know anyone with an unusual daily routine? What do they do?

VOCABULARY AND SPEAKING

Free time activities

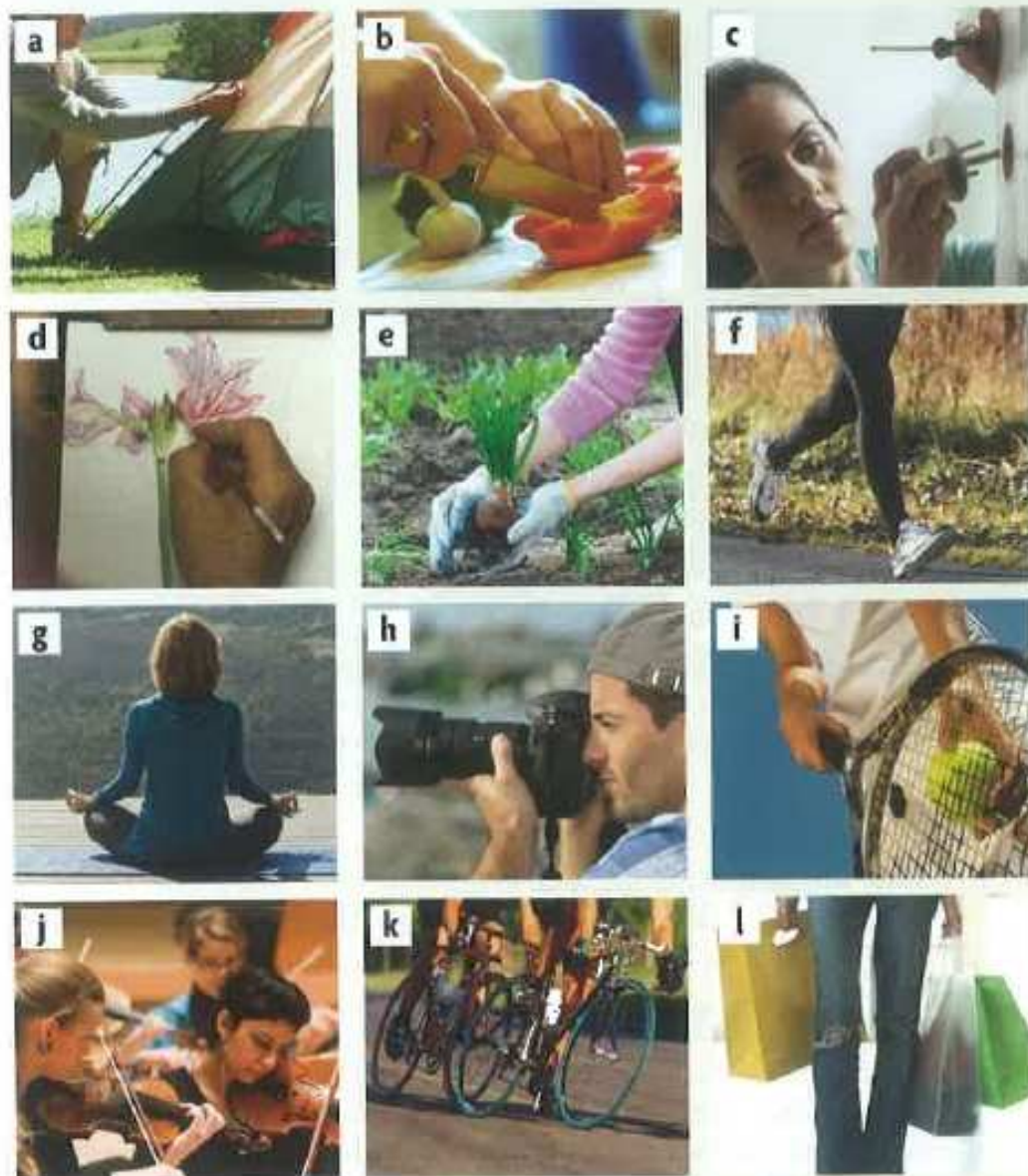
- 1 What do you do when you aren't working?
Make a list of what you do in your free time.
play video games play golf go for a run
Who do you do it with? Where? Tell the class.
- 2 What activities can you see in the photos?
Which of them ...?
 - do you do alone, or with another person
 - do you do at home, or in a special place
 - needs special clothes or equipment
- 3 Which of these things go with the activities?

a drill	a recipe
planting	serving an ace
sales	a sleeping bag
a racket	a screwdriver
a concert	a bargain
zoom	staying fit
sweating	meditating
wearing a helmet	a flashlight
sketching	weeding

- 4 Complete the diagram about cooking with words from the box.

boiling	to chop
to mix	a baking dish
herbs and spices	ground beef
an oven	baking
roasting	a food processor
olive oil	to weigh

- 5 Choose an activity that you are interested in. Draw a similar diagram and choose the categories. Fill it in.
- 6 **CD1 21** Listen to John talking about his hobby. Make notes under these headings.
 - Favorite hobby
 - Where and when he does it
 - Clothes and equipment
 - What he likes about it
 - The best part
- 7 Work in small groups. Use the headings from exercise 6 and your diagram to talk about what you like doing in your free time.



equipment

a cauldron

cooking

ingredients

eggs

food preparation

to peel

ways of cooking

frying



EVERYDAY ENGLISH

Making small talk

- 1 When do we make small talk? Who with? What about?
- 2 **CDI 22** Read and listen to the conversation between Ann and Joaquim. Where are they? What is Joaquim doing there?

Ann So, what do you think of Chicago, Joaquim?

Joaquim *really interesting/great city/beautiful buildings/people so friendly*

It's really interesting. Chicago's such a great city. There are some beautiful buildings, and the people are so friendly!

Ann Yes, they are! When did you get here?

Joaquim *... ago/flight from Miami/a bit late/didn't matter*

Ann Oh, good. Where are you staying in Chicago?

Joaquim *... Avenue Hotel/convenient for the office/room not very big/OK*

Ann That's too bad! Don't worry. Where are you from?

Joaquim *Brazil/born in São Paulo/live in a suburb of Rio de Janeiro/pretty/sea*

Ann Really? It sounds beautiful. Your English is very good. Where did you learn it?

Joaquim *... very kind/a lot of mistakes/school for years/been to the U.S. many times*

Ann Oh, have you? How interesting! And what are you doing here in Chicago, Joaquim?

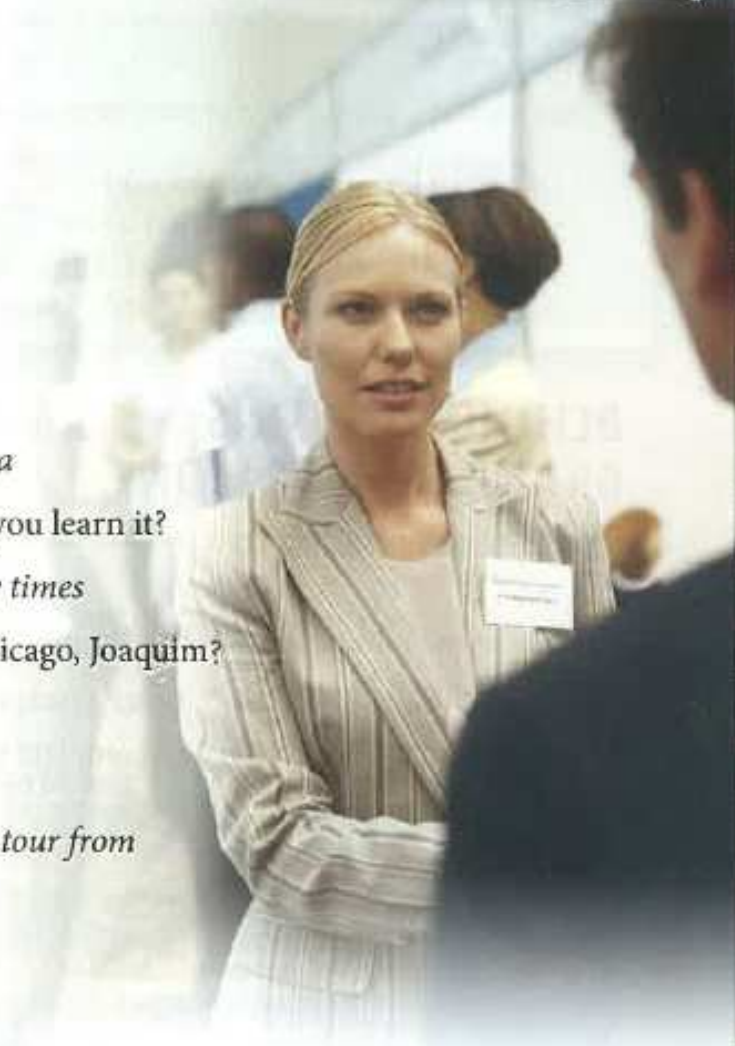
Joaquim *... attending a conference/here for five days/home on the 17th*

Ann Oh, so soon! And have you managed to get around our city yet?

Joaquim *... not seen very much/a walk along the lakefront path/taken a boat tour from the Navy Pier/not seen the John Hancock Observatory yet*

Ann Well, I hope you enjoy it. Don't work too hard!

Joaquim *... try to enjoy myself/bye/nice to talk*



- 3 What information does Joaquim add to keep the conversation going? How does Ann show she's interested? Find examples.

- 4 Work with a partner. Use the prompts to practice the conversation.

CDI 22 Listen again. How well did you do?

SPOKEN ENGLISH Softening a negative comment

- 1 In conversation, we sometimes don't want to sound too negative. We soften negative comments.

We were late landing. *We were **a bit** late landing.*
My room is tiny. *My room **isn't very big**, but it's OK.*

- 2 Make these comments softer. Use the words in parentheses.

- | | |
|----------------------------------|---|
| 1 It's expensive. (<i>bit</i>) | 4 They're rude. (<i>friendly</i>) |
| 2 It's hard. (<i>quite</i>) | 5 I earn very little. (<i>much</i>) |
| 3 It's cold. (<i>warm</i>) | 6 There's nothing to do. (<i>very much</i>) |

- 5 **CDI 23** Listen to the questions and answer them. Make a comment and add some information. Add a question if you can.

Who do you work for?

Siemens. I've been with them for four years. They're a good company. How about you?

- CDI 24** Listen and compare.

- 6 You are abroad on a business trip. Invent a name and a background for yourself. You are at a social event. Stand up and socialize! Ask and answer questions.

► **WRITING LETTERS AND E-MAILS p. 100**

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3 Good times, bad times

Past tenses • Spelling and pronunciation • Giving opinions

STARTER

Play the *Fortunately, Unfortunately* game as a class.

Start: I woke up very early this morning.

Student A Fortunately, it was a beautiful day.

Student B Unfortunately, I had to go to school.

BEHIND THE LENS: BRANDON STANTON

Past tenses and *used to*

- 1 Look at the photos of Brandon Stanton. What do they tell you about his work?
- 2 Read about Brandon's life and complete the questions.

- 1 When ~~was~~ he born?
- 2 Where ... up?
- 3 Where ... to college?
- 4 What ... in college?
- 5 What ... first job?
- 6 Where ... first job?
- 7 When ... from his job?
- 8 What ... hobby?
- 9 Where ... after he left Chicago?
- 10 Why ... to New York?
- 11 What problems ... there?
- 12 What ... pictures of in the beginning?
- 13 What ... pictures of later?
- 14 When ... his book ... ?



- 3 Read the text about Brandon Stanton more closely. With a partner, ask and answer the questions from exercise 2.

CDI 25 Listen and check.

BRANDON STANTON

HUMANS OF NEW YORK PHOTOBLOGGER

Brandon Stanton is a popular American photoblogger. He was born in 1984, and grew up outside of Atlanta, Georgia. He studied history at the University of Georgia. After college, he got a good job in finance in Chicago. This went well for a while. However, after he had worked there for three years he was fired.

While Stanton was living in Chicago, he used to spend his free time taking photographs, so after getting fired, he decided to try to turn his hobby into a job. He traveled around the United States – first to New Orleans, then Pittsburgh, then Philadelphia. He took almost a thousand photos a day, and posted 30 or 40 of his favorites on Facebook.

In 2010, he moved to New York City. His friends and family thought he was crazy. He'd only had six months of photography experience, yet he was moving across the country to be a photographer. As people had predicted, Stanton had some hard times. When he arrived in New York, he was completely broke. He didn't know anyone, was often lonely, but he was confident that he could be a success.

At first Stanton used to take pictures mainly of objects – bridges, buildings, and street signs, but after a while, he started taking pictures of people, asking them about their lives, and posting their quotes along with the photos. Before long, his blog – called *Humans of New York*, or *HONY* – became wildly popular. Within several months, he had hundreds of thousands of "likes." Five years later, he had 12 million. People loved his photos and personal stories.

In 2012, he was featured in *Vogue* magazine and on ABC News. His *Humans of New York* book was published in October 2013, and it quickly became a bestseller.

Despite his success, Stanton is modest. He says, "*Humans of New York* is an amazing story, and it's a story that could not have happened without social media, I'd probably just be a quirky, amateur photographer ... I may have even quit by now."

GRAMMAR SPOT

- In these sentences, which verb form is ...?
Simple Past Past Continuous Simple Past passive
He **studied** history.
He **was fired**.
He **was living** in Chicago.
Find more examples of the three verb forms in the text.
- In this sentence, what happened first?
After he **had worked** there for three years he was fired.
had worked is an example of the Past Perfect tense.
How is this tense formed? Find more examples in the text.
- Look at the sentence.
Stanton **used to** take pictures mainly of objects.
Do you think this happened once or many times?
Find another example of *used to* in the text.

►► Grammar Reference 3.1–3.7 pp. 131–133

Pronunciation

- 4 CDI 26 Listen and repeat the weak forms and contracted forms.

/wʌz/	/wʌz/
What was he doing ?	He was working .
/wɪ/	/hɪd/
They were photographed .	He'd had a hard time.
/ðeɪd/	/hɪd bɪn/
They'd liked his blog .	He'd been traveling .

- 5 Write the verbs from the box in the chart according to the pronunciation of *-ed*.

worked	studied	decided
posted	traveled	arrived
published	loved	moved

/t/	/d/	/ɪd/
worked		

CDI 27 Listen and check.

PRACTICE

I didn't do much

1 **CD1 28** Listen to four people saying what they did last night. Who said these lines? Write a number from 1–4.

- I went out to eat with a couple of friends.
- We talked for a while.
- I didn't do much.
- I got home about nine.
- I had an early night.
- I didn't get home until about midnight.
- I did some stuff on the computer.
- It was a very late night for me!

2 What did *you* do last night? Discuss in small groups.

Discussing grammar

3 Compare the use of tenses in these sentences. Say which tense is used and why.

- 1 It

rained	all day yesterday.
was raining	when I woke up.
- 2 I *wore* a suit for my interview.
She looked great. She *was wearing* a black top and new jeans.
- 3 "What *were* you *doing* when you lost your phone?"
"Shopping."
"What *did* you *do* when you lost your phone?"
"Bought a new one."
- 4 When Bill arrived,

we <i>were having</i> lunch.
we <i>had</i> lunch.
we <i>didn't have</i> lunch.
- 5 I got to the theater. The movie

<i>started</i> .
<i>had started</i> .
- 6 When I was a kid I *used to play* football with my dad.
I *played* football with my kids last Saturday.

A news story

4 Read the news story. Put the verbs in parentheses in the correct past tense, active or passive.

CD1 29 Listen and check.

5 **CD1 30** Listen to the detective's interview with the tenant. What do you learn that wasn't in the newspaper article?



Careless criminal leaves cell phone at crime scene, calls detective

Wayne Wade should have stayed home. On July 30, the Florida man (1) _____ (rob) an apartment in the town of Hollywood, only to encounter the apartment's tenant on his way out the door. "Uh-oh, now she knows what I look like. I need to get out of here!" Wade (2) _____ (think). So he (3) _____ (run) out the door. As he (4) _____ (drive) home, he (5) _____ (realize) that he (6) _____ (leave) his cell phone in the home he had robbed. "Uh-oh, now the cops have my fingerprints and lots of other information about me. I have to get that phone back!"

So he (7) _____ (call) his phone. Maybe he (8) _____ (hope) that the person who answered would return the phone to him. Instead, the phone (9) _____ (answer) by a detective who was in the house. The detective (10) _____ (investigate) the robbery. Wade (11) _____ (tell) the detective his name and (12) _____ (say) he needed his phone back. Instead, he (13) _____ (arrest), and the fingerprints from his phone (14) _____ (use) to tie Wade to five other unsolved robberies.

In court later that week, Wade (15) _____ (tell) a judge that his phone (16) _____ (steal). But the judge (17) _____ (not/believe) him!



VOCABULARY

Spelling and pronunciation

- 1 **CD1 31** Listen and repeat these words. What do they tell you about English spelling and pronunciation?

good /gʊd/ food /fu:d/ blood /blʌd/
road /rəʊd/ rode /rəʊd/ rowed /rəʊd/

Words that sound the same

- 2 **CD1 32** Listen and write the words you hear. What do they have in common? Compare with a partner. Did you write the same words?

- 3 Read these words aloud. Write another word with the same pronunciation.

1 male	<u>mail</u>	6 week	_____
2 blew	_____	7 hole	_____
3 piece	_____	8 pair	_____
4 where	_____	9 allowed	_____
5 sun	_____	10 weight	_____

- 4 Write the correct spelling of the words in phonemic script.

1 /pɪs/ Peace is the opposite of /wɔːr/ _____.
2 I'm not /ə'laʊd/ _____ to /weɪ/ _____ makeup.
3 I'd like a /pɛə/ _____ of /blu/ _____ jeans, please.
4 I /wɔːr/ _____ the same socks for a /hʊl/ _____ /wɪk/ _____.
5 I had to /weɪt/ _____ in the rain and I caught the /flu/ _____.

Spelling

- 5 Read these words aloud. Which two words rhyme?

1 <u>love</u>	move	<u>glove</u>
2 some	home	come
3 dear	fear	pear
4 lost	most	post
5 meat	cheat	great
6 boot	shoot	foot
7 eight	weight	height
8 blood	wood	flood
9 flower	power	lower

CD1 33 Listen and check.

- 6 These words have the same vowel sound but different spellings. Spell the words.

/u/ tooth truth juce thru _____
/ɔ/coot doon woor floo _____
/ə/ooth woold boon foo _____
/ɛ/oot foo squoo thoo _____

Lost sounds

- 7 In some words we lose sounds.

chocolate /tʃəklət/ has two syllables, not three.

comfortable /kʌmfəbl/ has three syllables, not four.

Read these words aloud. Cross out the lost sounds.

~~different~~ several

business restaurant

marriage interesting

vegetable temperature

CD1 34 Listen and check.

- 8 Some words have silent letters. Cross out the silent letters in these pairs of words.

1 foreign	sign
2 climb	bomb
3 neighbor	weigh
4 honest	hour
5 knee	knock
6 psychology	psychiatrist

CD1 35 Listen and check.



READING

A Shakespearean tragedy

- 1 What do you know about William Shakespeare?
- 2 Look at the list of characters in the story of *Romeo and Juliet*. What do you know about the story? How did people at that time decide who to marry? Who made the decision?
- 3 Read 1–5 in the story. Answer the questions.
 - 1 Why did the Montagues and the Capulets hate each other?
 - 2 Why wasn't it a good idea for Romeo to go to the Capulets' party?
 - 3 What happened when Romeo and Juliet first met?
 - 4 "Wherefore art thou Romeo?" (= *Why are you Romeo?*) Why was Juliet upset about Romeo's name?
 - 5 How long had they known each other when they decided to get married?
 - 6 Why did Friar Laurence agree to marry them?
 - 7 Why did Romeo try to stop the fight?
- 4 Read 6–9 in the story. Answer the questions.
 - 1 Who did Juliet go to for help?
 - 2 What was the Friar's plan?
 - 3 Which part of the plan worked?
 - 4 What went wrong with the plan?
 - 5 Why did Romeo kill himself?
 - 6 Why did Juliet kill herself?
 - 7 How did their families feel at the end?
- 5 **CDI 36** Listen to actors speaking Shakespeare's lines, and follow them in the story. Read the lines in more modern English on page 144.
- 6 Retell the story using the pictures.

What do you think?

- Whose fault was the tragedy?
- In the play, Romeo and Juliet fall in love at first sight. Do you think this is too soon to fall in love?
- Shakespeare wrote comedies, tragedies, and history plays. What titles do you know? Do you know any of the stories?

▶▶ WRITING TELLING A STORY (1) p. 101

Romeo

The Montagues



Lord Montague



Romeo, son of Montague



Mercutio, Romeo's best friend



Many years ago, in the ancient Italian city of Verona, there were two very rich but warring families, the Montagues and the Capulets. They had hated each other for so long that no one could remember how the feud had started. Fights often used to break out in the streets.



The next morning, Romeo raced to Friar Laurence and begged him to marry them. The Friar agreed, hoping this would unite the families. That afternoon, Juliet joined Romeo, and they were wed. They parted, but planned to meet again that night.



Juliet returned home and took the drug. The next day, everyone thought she was dead. She was carried to the family tomb, from where, according to the Friar's plan, Romeo would rescue her.

AND Juliet

by William Shakespeare



Benvolio,
Romeo's cousin

Friar Laurence,
a priest

The Prince

Paris, a nobleman
suitor of Juliet

Juliet's nurse

Tybalt, Juliet's
cousin

Juliet, daughter
of Capulet

Lord Capulet

The
Capulets

Did my heart love till now? For I ne'er saw true beauty till this night.

My only love sprung from my only hate, ...

O Romeo, Romeo, wherefore art thou Romeo? Deny thy father, and refuse thy name ... What's Montague? ... A rose by any other name would smell as sweet.

2 Lord Capulet was planning a celebration for his daughter, Juliet. Romeo, Lord Montague's son, went to the party uninvited. He saw Juliet and fell instantly in love! They touched hands. They talked. Only then did they discover their families were enemies!

3 That night, Juliet stood on her balcony and declared her love for Romeo. Romeo had climbed up a wall and was listening. They swore eternal love to each other, and promised to marry in secret the next day.

Now, Tybalt, ... Mercutio's soul is ... above our heads, either thou or I, or both, must go with him.

Thou wretched boy ... shalt with him hence.

Take thou this vial, ... and this liquor drink ... no pulse ... no breath shall testify thou livest ... two and forty hours ...

Give me! ... Love give me strength.

5 Returning to Verona, Romeo found Benvolio and Mercutio being attacked by Tybalt. Romeo tried to stop the fight. He failed, and Mercutio was killed. Romeo had to take revenge! He fought Tybalt and killed him. The Prince, hearing of the deaths, banished Romeo from Verona.

6 More disaster was to come. Juliet's father had decided she should marry a nobleman, Paris. How could she tell her father she had already married Romeo? Juliet ran to Friar Laurence for help. The Friar gave her a sleeping potion to make her appear dead. The Friar would tell Romeo to arrive as she was waking up. They could then escape together.

Eyes, look your last. Arms, take your last embrace ... Here's to my love! O true Apothecary, thy drugs are quick. Thus with a kiss I die.

What's here? A cup dosed in my true love's hand? Poison, I see ... I will kiss thy lips ... some poison doth hang on them to make me die ... Thy lips are warm! Oh, happy dagger! Let me die!

For never was a story of more woe than this of Juliet and her Romeo.

8 But Romeo never received the Friar's letter. Thinking that his beloved Juliet had died, he bought poison and went to the tomb. He kissed her and drank the poison. Juliet woke up to see Romeo lying dead beside her. She wept and kissed him, hoping that the poison would kill her, too. Finally, she took his dagger and stabbed herself.

9 The families of the Montagues and the Capulets arrived at the tragic scene. They were overwhelmed with grief, and horrified at the pain that their families' hatred had caused. Thus they buried their feud, along with their precious children, Romeo and his sweet Juliet.

LISTENING AND SPEAKING

The first time I fell in love

1 What do you think these quotations mean?

"Love is a kind of madness."

"Love is the most beautiful of dreams and the worst of nightmares."

"When you're in love, $1 + 1 = \text{everything}$, and $2 - 1 = \text{nothing}$."

"Love is what is left when being in love has burned away."

"People ask what love is. If you have to ask, you don't know."

"Love is blind."

2 **CD1 37** Listen to three people talking about the first time they fell in love. Take notes and complete the chart.

	Sarah	Tommy	James
1 How old was he/she?			
2 Who did he/she fall in love with?			
3 Was it a pleasant experience?			
4 Was the love reciprocated?			
5 How did it end?			

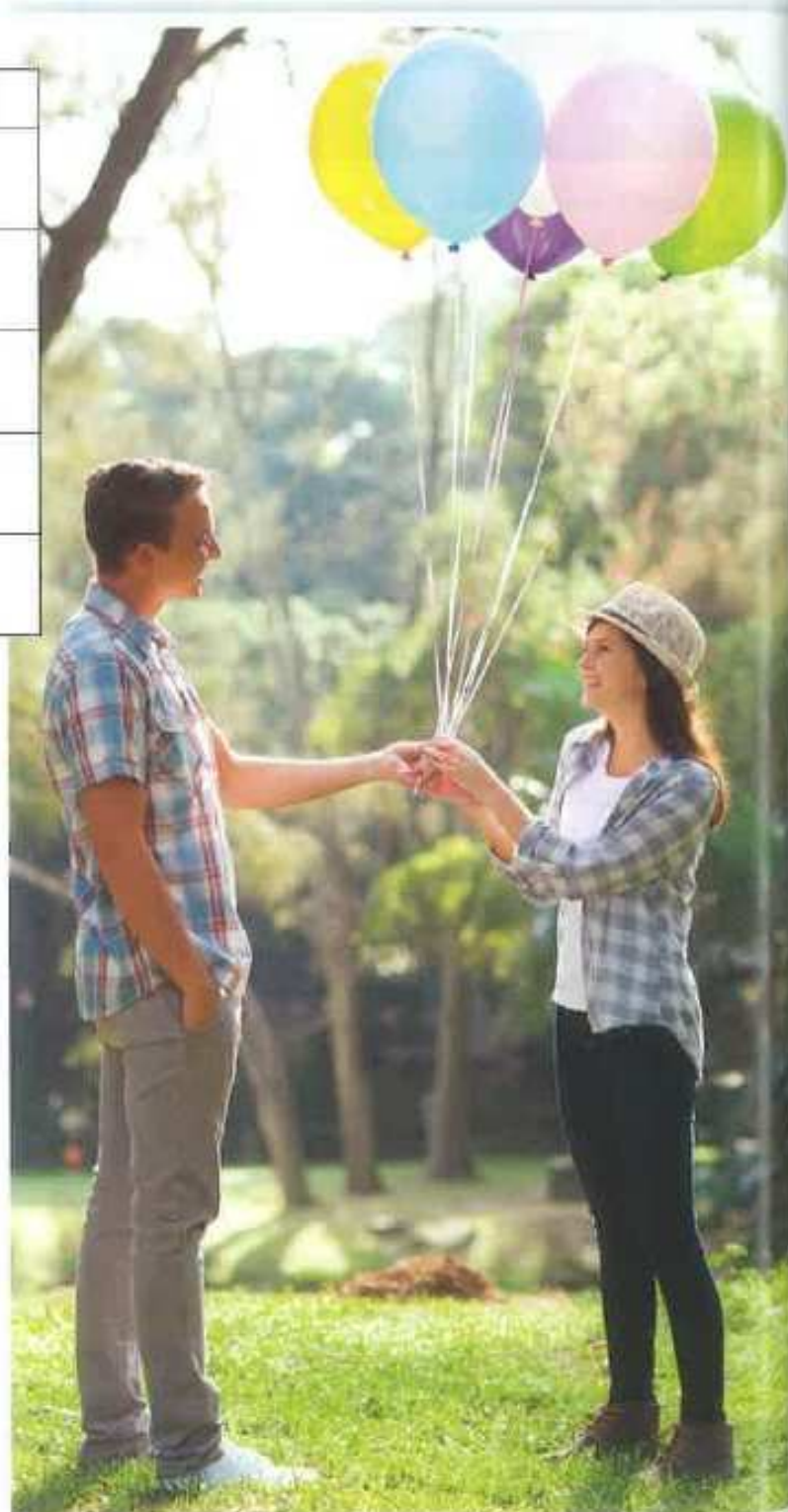
3 In groups, compare your answers. Listen again to check.

4 What are some of the effects of being in love that the people describe?

"He made me go all weak at the knees."

What do you think?

- Who do we fall in love with? Someone like ourselves, or someone different? Do opposites attract?
- "The course of true love never did run smooth."
(Shakespeare – *A Midsummer Night's Dream*)
Think of couples, perhaps famous, perhaps not, who didn't have or haven't had an easy romance. What happened to them?
- What couples do you know who are a good match? Why do they go well together?



EVERYDAY ENGLISH

Giving opinions

1 **CDI 38** Read and listen to the conversation. What is it about?
Which two people agree with each other?

- A So, what do you think of Meg's new boyfriend? He's really great, isn't he?
B Definitely! I think he's absolutely wonderful!
A Mmm. Me too. I just love the stories he tells.
B So do I. He's very funny. I really like his sense of humor.
A They get along so well, don't they?
C Well, maybe. He's very nice, but I don't think that he's the one for her.
B That's not true! They absolutely adore each other!
C Mmm. I'm not so sure.
B Come on! You're just jealous. You've always liked her.
C Actually, that's not true at all. But I really like her sister.

In groups of three, practice the conversation.

- 2 Listen again to the conversation. Answer the questions.
1 A and B agree with each other. What are their actual words?
2 A uses two tag questions. Practice them.

He's really great, isn't he?

They get along so well, don't they?

Is A *really* asking for information, or does she just want the others to agree with her?

- 3 Complete these tag questions.

- 1 We had a great time in Thailand, *didn't we* ?
2 The weather was great, _____ ?
3 The French really love their food, _____ ?
4 It's a lovely day today, _____ ?
5 Karen and Tom are a really nice couple, _____ ?
6 Tom earns so much money, _____ ?
7 They want to get married, _____ ?

CDI 39 Listen and check.

SPOKEN ENGLISH Making an opinion stronger

- 1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.
It's good. → *It's very good.* → *It's really good.*
It's bad! → *It's just awful!* → *It's absolutely awful!*
2 We can use an adverb to qualify an adjective or a verb.
He's really great, isn't he?
I really don't like his sense of humor.
Find more examples in the conversation in exercise 1.



- 4 Work in pairs to make these opinions stronger. Use a wide voice range to sound enthusiastic.

- 1 She's very nice. *She's absolutely wonderful!*
2 The movie was good. *just great*
3 The hotel's all right. *really fabulous*
4 I like dark chocolate. *absolutely adore*
5 I like Peter. *really love*
6 The book wasn't very good. *absolutely awful*
7 I don't like noisy restaurants. *just can't stand*

CDI 40 Listen and repeat.

- 5 Write down some opinions on ...

- the last movie you saw
- something in today's news
- the weather
- the clothes that someone is wearing today
- what a celebrity is currently doing
- a show on TV

- 6 In pairs, ask for and give opinions.

I saw that new movie last week.

Oh! What did you think of it?

Great! I really enjoyed it.
The acting was just amazing!



4

Getting it right

Modal and related verbs • Phrasal verbs (I) • Polite requests and offers

STARTER

Look at the sentences. Say them aloud as a class.

You	can must should have to	go.
-----	----------------------------------	-----

- 1 Say the negative.
- 2 Say the question.
- 3 Say the 3rd person singular with *he*.
- 4 Which verb is different in form?

MODERN DILEMMAS

should/must/have to/be allowed to

- 1 Work in groups. *The Times* newspaper has a section called *Modern morals* where readers help other readers with problems. Read the problems in *Readers ask*. What advice would you give? Use these phrases:
I think they should ... I don't think she should ... He must ...
- 2 Read the lines from *Readers reply* on page 27. Which lines do you think go with which problems?
Read the full replies on page 145. Do you agree with the advice?
- 3 Look again at *Readers ask* 1–7. Find the questions used to *ask for* advice. Find the verbs used in *Readers reply* a–g to *give* advice.

Modern morals



Readers ask

- 1 How should I deal with my difficult and disagreeable neighbor? He is in the habit of dumping his garden waste along the public sidewalk between our two houses.
Jim Thomas, Boston
- 2 Is it OK to greet people you don't know with a "How are you?" In California (my home) it's considered friendly, but here in New York some people react with a cold look. Should I be less friendly in my greetings?
Erica Fleckberg, New York
- 3 I can pick up my neighbor's Wi-Fi network, and it's not secured. I want to use it so I don't have to pay for it. Is it right for me to use my neighbor's Wi-Fi?
Richard Dalton, Princeton
- 4 My stepfather's driver's license was suspended for six months for speeding, but we have learned that he still drives over the speed limit all the time. Should we keep quiet or inform the police?
Stella Milne, Hartford
- 5 I am a medical student. After I graduate in June, I have one month before my first job starts. My fiancée says that I am not allowed to claim unemployment benefits for this month. I disagree, because I'll be unemployed. The benefits are for all those who are out of work, isn't it? What do you think?
J. R. Collin, Pittsburgh
- 6 Is it wrong for me to download an e-book from the Internet without paying for it? I already have the book, but I want to download the electronic version to my e-reader so I can take it on my trip. I don't want to pay for it twice!
Pete Rodriguez, Newark
- 7 Is it ever permissible to lie to children? I lied to my two-year-old granddaughter to remove her from a fairground ride without a tantrum. I said: "You must get off now because the man is going to get his dinner." She got off without a fuss. But I'm worried that if she remembers this, she won't trust me in the future.
Barbara Hope, Philadelphia

GRAMMAR SPOT

- 1 These sentences give advice. Which is the stronger advice?
You **should** check online.
You **must** tell your neighbor.

- 2 Which sentences express permission? Which express obligation?

can	
am allowed to	
must	go.
have to	

- 3 Complete the sentences with *have to*, *don't have to*, or *shouldn't*.

Children _____ go to school.

You _____ ride your bike on the sidewalk.

People over 65 _____ go to work.

- 4 The past of these sentences is the same. What is it?

I must go. I have to go.

►► Grammar Reference 4.1–4.5 pp. 133–134

Readers reply

- a You must call "Crimestoppers" and report him. You don't have to give your name.
- b I think you are allowed other benefits. You should check online.
- c You don't have to be like New Yorkers just because you're in New York.
- d You have to act with self-control. I don't think you should confront him.
- e It's not only wrong, it's illegal. You are not allowed to do this.
- f Not only should you lie sometimes, you often have to.
- g You must tell your neighbor this. It's the only right thing to do.

PRACTICE

Discussing grammar

- 1 Choose the correct verb to complete the sentences.

- I don't get along with my boss. Do you think I *should* / *must* look for another job?
- We're throwing Tom a surprise birthday party. You *shouldn't* / *can't* tell him about it.
- Please, Dad, *can* / *must* I go to Tom's party? It'll be great.
- You *should* / *have to* drive on the left in England.
- Do you *must* / *have to* wear a uniform for your job?
- Are you *can* / *allowed to* take cell phones to school?
- I *must* / *had to* go to bed early when I was a child.
- You *shouldn't* / *don't have to* go to the U.S. to learn English, but it's a good idea.

CD1 41 Listen and check.

Giving advice

- 2 CD1 42 Listen to the three conversations. After each one discuss these questions.

- What is the problem?
- What is the advice?
- Do you agree with it? Give *your* advice if it's different.

- 3 Listen again and complete the lines with the exact words.

- I don't know if I _____ go or not.
- They told her she _____ to have friends over while they were away.
- Oh, come on! You _____ come. It's a party.
- Look. You _____ tell your mom and dad.
- You're _____ to eat in the store.
- Do you think I _____ tell her to stop?
- No, no, you _____ say anything.
- I _____ say something.
- I _____ go to the store for my dad.
- I think he _____ pay the fine.

Practice the conversations in CD1 42 on page 118.



Rules present

- 1 Work with a partner. Read these American laws. Compare them with laws in your country. Are they the same?

In the U.S. ...

- | | |
|--|---|
| 1 You can get married when you're 18. | 5 In some states, you can't use a cell phone while driving. |
| 2 In most states, you can't drive a car until you are 16. | 6 Young people don't have to do military service. |
| 3 You must be at least 18 to vote. | 7 In many states, children aren't allowed to ride a bicycle without a helmet. |
| 4 You have to wear a seat belt in the front seat of a car. | 8 Children at most private schools have to wear uniforms. |

- 2 What other laws are there in your country? Think of places such as roads, parks, government buildings, libraries, and schools. Tell the class.

Rules past

- 3 Read "American Education 1840–1918." Use what you find out to choose the correct verb form in the statements.

- 1 Before 1840, children *had to/didn't have to* go to school.
- 2 By 1870, people *had to/didn't have to* pay to go to school.
- 3 By 1900, many children *had to/weren't allowed to* go to school until they were 14.
- 4 By 1918, most children *weren't allowed to/didn't have to* leave school until they were 16.

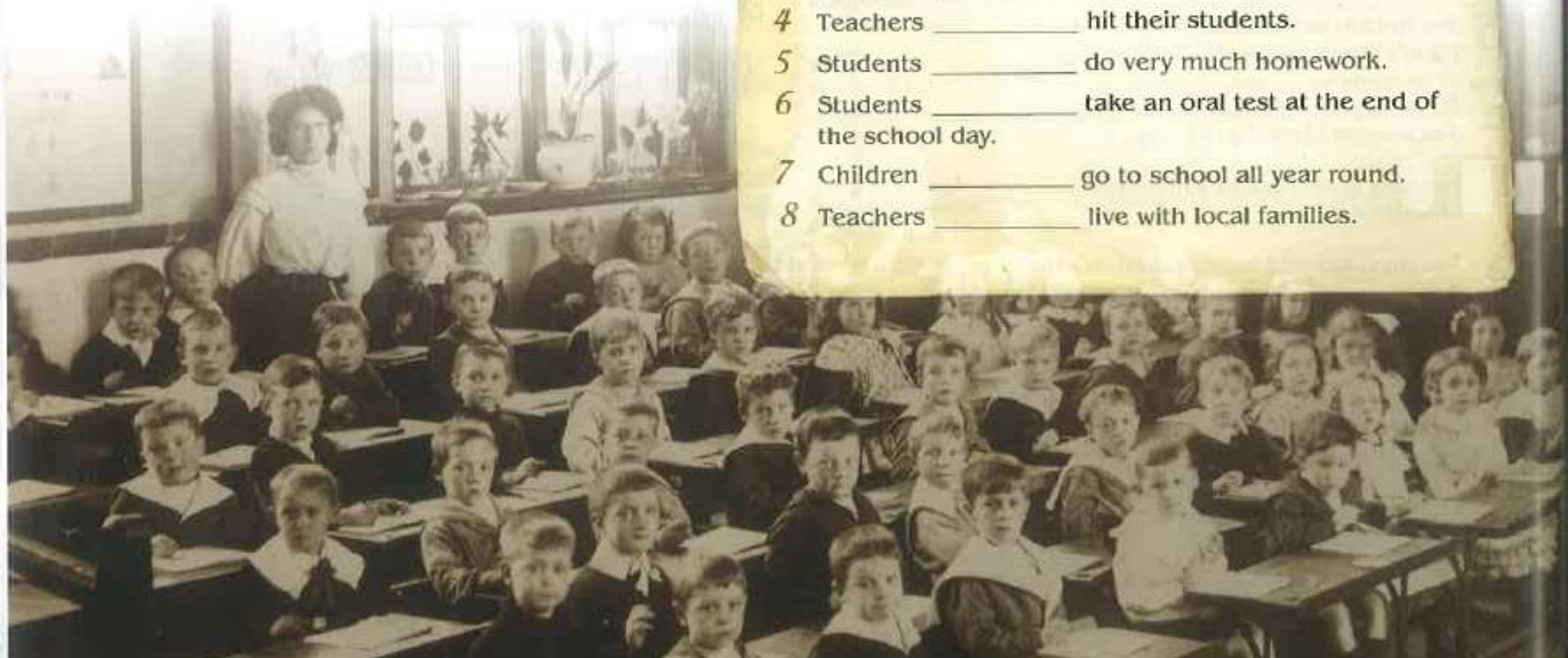
- 4 Look at "One-room Schools." Which of the rules do you think were true? Discuss with a partner. Complete the rules with *had to/didn't have to/weren't allowed to*.

American Education 1840–1918

Nineteenth century American education is often called "The Common School Period." It was during this time that education became available to "common" people. In the 1840s, school attendance became compulsory for elementary-age children, aged 5–12. By 1870, every state provided free elementary education. By 1900, 31 states required children aged 8–14 to attend school. As a result, 72% of American children attended school by 1910—half of them in one-room schoolhouses. By 1918, most states passed laws making education compulsory until age 16.

One-room Schools

- 1 Students of all ages had to share one teacher and one classroom.
- 2 The youngest children _____ sit in front, close to the teacher.
- 3 Boys and girls _____ sit together.
- 4 Teachers _____ hit their students.
- 5 Students _____ do very much homework.
- 6 Students _____ take an oral test at the end of the school day.
- 7 Children _____ go to school all year round.
- 8 Teachers _____ live with local families.



LISTENING AND SPEAKING

Rules for life

- 1 **CD1 43** Listen to three people talking about their rules for life and make notes after each one.



Millie, 15



Richard, 33



Frank, 65

- 2 Discuss their ideas. Are they optimists or pessimists? Do you agree or disagree?

SPOKEN ENGLISH *have got to*

- 1 *Have got to* means the same as *have to* but is used more in spoken English. In American English *have got to* is an intensive form of *have to*. It's often reduced to *gotta* when we speak. Look at these examples from CD1 43.

You've got to give meaning to your life by what you do.
You've got to look for the good in people.

- 2 Complete the conversations with *'ve got to* / *'s got to*.

1 "Isn't your mom away this week?"

"Yeah, so Dad 's got to do all the cooking."

2 "Where's my briefcase? I _____ go to work."

"It's where you left it. In the hallway."

3 "Mom, why can't I go out now?"

"You _____ clean up your room first."

4 "Won't you be late for work?"

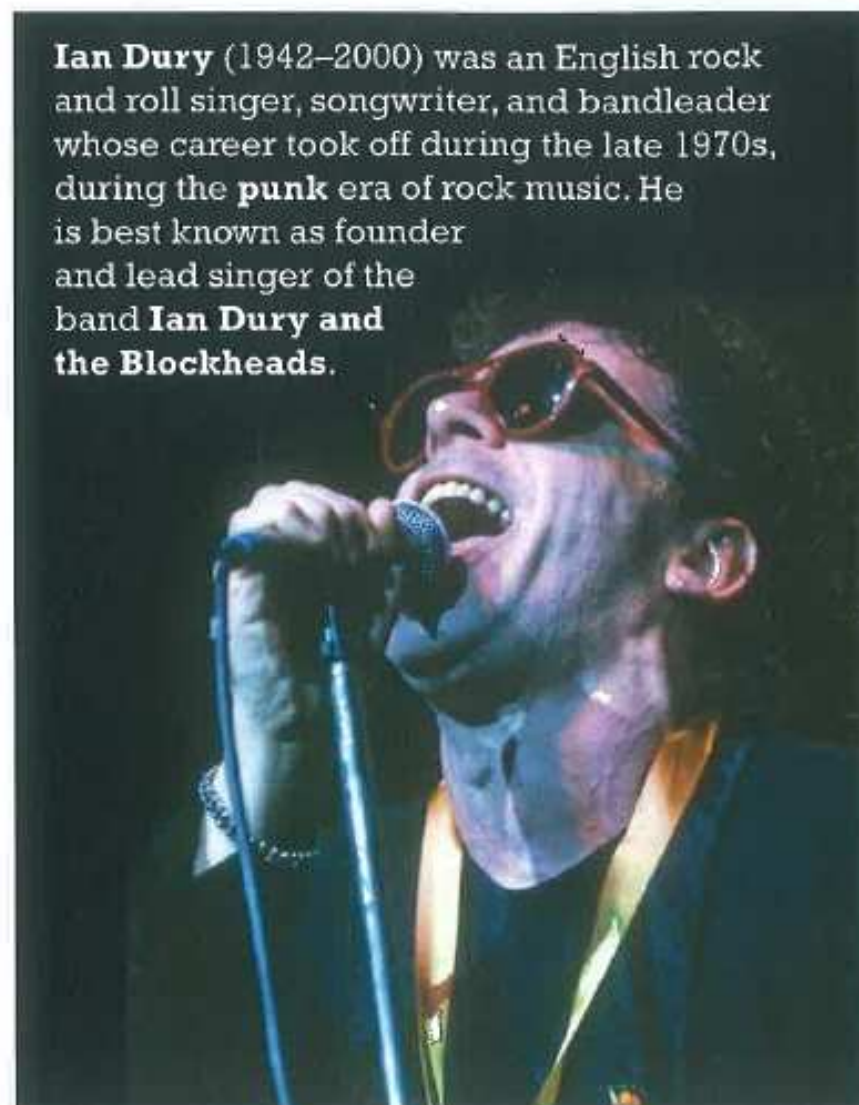
"Oh, no! Look at the time. I _____ go now. Bye!"

CD1 44 Listen and check. What extra information do you hear in the answers? Practice the conversations.

►► Grammar Reference 4.2 p. 133

Song – "I Believe"

- 3 Look at the photo and read about Ian Dury. Who was he?



Ian Dury (1942–2000) was an English rock and roll singer, songwriter, and bandleader whose career took off during the late 1970s, during the **punk** era of rock music. He is best known as founder and lead singer of the band **Ian Dury and the Blockheads**.

- 4 **CD1 45** Listen to the song called "I Believe." It expresses Ian's philosophy on life. Is he an optimist or a pessimist?

- 5 Work with a partner. Turn to page 146. Read the song. Discuss which words best complete the lines.

- 6 **CD1 45** Listen again and check your answers. Which of the things in 1–8 does he believe in?

- 1 Recycling trash.
- 2 Healthy outdoor activities.
- 3 Having a lot to eat and drink.
- 4 Being truthful and kind.
- 5 Having strong opinions about everything.
- 6 Good manners.
- 7 Putting yourself first.
- 8 Peace, not war, is possible.

- 7 Which of the things in exercise 6 are important to you? Discuss as a class.

►► WRITING A BIOGRAPHY p. 102

READING AND SPEAKING

How one man changed his life

- 1 Discuss these questions with the class.
 - What are your favorite cell phone apps?
 - How many times a day do you think you look at your phone?
 - Do you think you're addicted to your phone?
 - Do you ever leave your house without your phone? When?
- 2 Read the introduction to the article. What was Jake Knapp's problem?
- 3 Work with a partner. Write three possible solutions to Jake's problem. Which solution do you think is best? Why?
- 4 Read Paragraph 1. What was Jake's solution? Was it similar to any of the solutions you listed in exercise 3?
- 5 Here are some words from the article. Use them to predict each paragraph. Check new words in a dictionary.

Paragraph 2:
more relaxed more free time
more productive easier to concentrate

Paragraph 3:
easy way out going back sounds really difficult

Paragraph 4:
once in a while use the Internet
re-enable the app disable the app

Paragraph 5:
blog post 300,000 views
why he keeps his phone only want half of it

Paragraph 6:
readers were supportive some even tried
Knapp's wife distraction-free

Paragraph 7:
everyone should not really
aren't addicted an idea worth considering

- 6 Read Paragraphs 2-7 quickly. Were your ideas correct?

- 7 Read the article more closely. Answer the questions.

- 1 How did Jake decide which apps to remove?
- 2 How did Jake's personal life improve after he removed the apps?
- 3 How did his work life improve?
- 4 What does Jake do when he needs to use the Internet?
- 5 Does Jake still get distracted by the Internet?
- 6 What did blog readers think of Jake's experiment?
- 7 What did Jake's wife do?
- 8 Does Jake think everyone should simplify their phones? Why or why not?

Vocabulary work

Read the sentences below. Find the phrasal verbs in the text which mean the same as the words in **bold**.

- 1 It **occupied** too much of his time.
- 2 He **postponed** making a change.
- 3 He didn't want to **stop using** his phone.
- 4 He **continued** his experiment for a month.
- 5 He doesn't always need to **research** information online.
- 6 He uses an app to **search for** his family and friends.

What do you think?

Discuss in groups.

- Do you think doing Jake's experiment would improve your life? Why or why not?
- Do you think people spend too much time on their phones?
- Make a list of "phone rules" that would help people avoid addiction to their phones.

*You have to turn off your phone
when you go to bed at night.*

*You must not look at your phone
when you're talking to people.*



How Jake Knapp Solved His Problem



Jake Knapp, a blogger and design partner at Google Ventures, knew he had a problem. His smartphone made him “twitchy” with anxiety. It distracted him from his wife and his kids. It took up too much time, time that could have been spent doing more important things. He knew he should make a change, but he put it off for a long time. Finally, he decided to do something about his problem.

1 Although Jake wanted to limit his phone use, he didn’t want to give up his phone completely. So he did an experiment. He disabled Safari, deleted his email account, and uninstalled his most distracting apps. He kept a few apps that didn’t distract him, including Phone, Messages, Maps, Uber, and his camera. He planned to do the experiment for only a week, but he kept it up for a month, and then two. He loved his freedom from distraction, and he’s still living with his simplified phone.

2 The benefits? Knapp is more relaxed. He doesn’t feel like he always has to check his messages or look up information online. “Times on the bus when I would have checked email, I listen to music or just look around,” Knapp observes. “At home, the phone becomes part of the stereo, and nothing more.” He has more free time, and his relationship with his family has improved. Knapp is also more productive at work. He finds that it’s easier to concentrate without the distraction of his phone.

3 “The weird part is this: This experiment was supposed to be a hardship. Now? It feels like the easy way out. I not only don’t want to go back, going back sounds really ... difficult. Think of all the things I’d have to keep track of. Managing notifications and streams and pings and bleeps can add up to a lot of work.”

4 Once in a while, Knapp does have to check his email or use the Internet. If he has to do something important, like confirm a flight, he re-enables the app and gets the information. When he’s done, he disables the app again. And he does still get distracted by the Internet when he’s using his laptop. He reads Twitter and email and the news more than he should. But at least he can’t carry his laptop in his pocket.

5 Knapp wrote a blog post about his experiment, and it got 300,000 views. Some readers asked Knapp why he even keeps his phone. He responded, “There’s so much I love about it. I listen to music on it all the time. The camera is amazing. Google Maps, location-based reminders, the weather forecast, Find Friends to track down my family, Uber ... all these things make me feel like I’m living in the future. In a good way. It’s not that I don’t enjoy my smartphone, it’s just that I only want half of it.”

6 A lot of readers were supportive. Some tried the experiment themselves. But Knapp’s biggest victory was when his own wife (after telling him he was crazy for six months) made her own phone distraction-free!

7 Does Knapp think that everyone should do the same thing? Not really. Some people have phones but aren’t addicted to them. For them, there’s really no reason to remove any apps. But for most people, Knapp thinks it’s an idea worth considering.

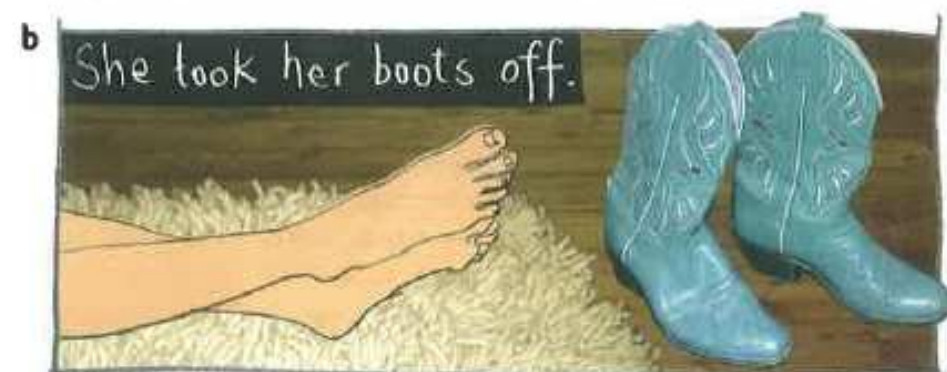
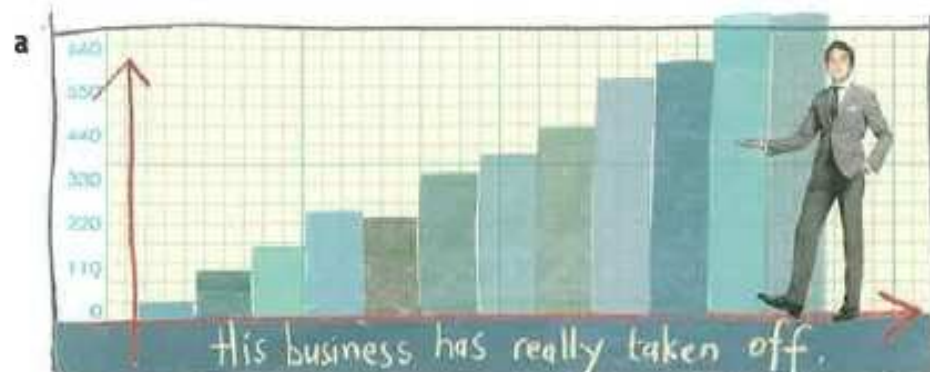


VOCABULARY AND SPEAKING

Phrasal verbs (1)

Literal or idiomatic meanings?

- 1 Look at the cartoons. Which two meanings of *take off* are idiomatic? Which is literal?



- 2 In these groups of sentences which two phrasal verbs are idiomatic? Which is literal?
- 1 a He *brought up* five children on his own.
b The porter will *bring* your bags *up* to your room.
c She *brought up* the subject of money.
 - 2 a Do you think you'll *get through* your final exam?
b I tried to call you but I couldn't *get through*.
c His van couldn't *get through* that narrow gate.
 - 3 a The water was *cut off* because she didn't pay the bill.
b Hello, hello? I can't hear you. I think we've been *cut off*.
c She *cut off* a big piece of meat and gave it to the dog.
 - 4 a Her health has really *picked up* since she moved to a sunny climate.
b Can you *pick up* my pen for me? It's under your chair.
c I *picked up* some Spanish when I was traveling in Peru.

Separable or inseparable?

- 3 These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

- 1 He turned on *the light*. He turned **it** on.
- 2 She's taken off *her boots*. She's taken **them** off.
- 3 He took up *golf* when he retired.
- 4 We picked up *Spanish* very quickly.
- 5 I looked up *the words* in my dictionary.
- 6 They brought up *five children* really well.
- 7 I've given up *sweets* at last.

- 4 These sentences all contain **inseparable** phrasal verbs. Replace the words in *italics* with a pronoun.

- 1 She takes after *her father*. She takes after **him**.
- 2 Nearly everyone got through *the exam*.
- 3 We looked after *their cats*.
- 4 He gets along with *his sister*.
- 5 I'm looking for *my glasses*.
- 6 They're looking forward to *the vacation*.
- 7 We couldn't put up with *the noise* any longer.

Talking about you

- 5 Complete the phrasal verbs in the questions with one of the words in the box. Then ask and answer the questions with a partner.

with up to after

- 1 Who do you take _____ in your family?
- 2 Do you get along _____ both your parents?
- 3 Have you recently taken _____ any new sports or hobbies?
- 4 Do you often look _____ words in your dictionary?
- 5 Are you looking forward _____ going on vacation soon?
- 6 Do you pick _____ foreign languages easily?
- 7 Do you have any bad habits that you want to give _____?

CDI 46 Listen and compare your answers.

EVERYDAY ENGLISH

Polite requests and offers

- 1 Match a line in **A** with a line in **B**. Who is talking to who? Where are the conversations taking place?

A	B
1 — It's a present. Do you think you could gift wrap it for me?	a Diet or regular?
2 — I'll give you a ride into town, if you like.	b Go ahead. It's very stuffy in here.
3 — Pump number 5. And could you give me a token for the car wash?	c One moment. I'll have to look it up.
4 — Two large Cokes, please.	d I'm sorry, it's not working today.
5 — Could you show me how you did that?	e Oh, sorry, I didn't realize that you couldn't get through.
6 — Would you mind moving your car?	f Yes, of course. I'll just take the tag off.
7 — Would you mind if I opened the window?	g That would be great. Could you drop me at the library?
8 — Can you tell me the code for Tokyo, please?	h Certainly. Just go to "System Preferences" and click on "Displays."

CDI 47 Listen and check your answers.

▶▶ Grammar Reference 4.6–4.7 p. 134

- 2 **CDI 48** Listen to four more conversations. What is each one about?

1 _____ 3 _____
2 _____ 4 _____

- 3 Listen again. What are the exact words of the request or offer? Try to remember the conversations with your partner.

Role play

Work with a partner. Choose a situation and act it out in front of the class.

In a restaurant	
Student A you are a vegetarian customer	
Student B you are a waiter	
table by the window	eat fish
menu	dessert
ready to order	coffee
vegetarian	the check

In a clothing store	
Student A you want to buy a sweater	
Student B you are the sales assistant	
help	really suits
sweater in the window	on sale
only color	70% discount
try on – my size	bargain – take it

At home	
Student A you are having a party	
Student B you are a friend, offer to help	
come over and help	set up the music system
buy drinks, etc. on your way	choose some music
while preparing food	doorbell! – let the guests in
decorate the room, blow up balloons	



5

Our changing world

Future forms • *may, might, could* • Word building • Arranging to meet

STARTER

Scientists predict that global warming will change our world forever. Look at the photos. What do you think will happen?

I think/don't think that ... will ...

THINGS OUR GRANDCHILDREN MAY NEVER SEE

Making predictions

1 **CD2 2** Hannah and Dan are expecting their first baby. They're looking at news photos. Listen to their conversation. Answer the questions.

- 1 What is Hannah worried about?
- 2 Why is Dan surprised?
- 3 What do the scientists say about the future?
- 4 What examples of global warming does Hannah mention?
- 5 How does Dan try to reassure Hannah? What does he say?

2 Listen again and complete the lines with the *exact* words from the conversation.

- 1 What _____ the world _____ like when he or she grows up?
- 2 Don't they make you worry about what _____ happen in the future?
- 3 Of course, things _____ change a lot in the next hundred years, ...
- 4 No one says it _____ get warmer or it _____ get warmer anymore.
- 5 Scientists say that it definitely _____ warmer.
- 6 They say temperatures _____ rise by up to 39°F.
- 7 You _____ a baby soon.
- 8 We _____ do our part.
- 9 OK, but maybe it _____ help. It _____ too late already.





GRAMMAR SPOT

- 1 Which predictions are most sure? Which are less sure?

It **might/may/could** change.

It **is going to/will** change.

- 2 Which two answers to the question are correct? Which is not? Why?

"Can you come on Sunday?"

Sorry, I can't.	I'm seeing	my grandmother.
	I'm going to see	
	I'll see	

- 3 Which of these future forms expresses ...?

• an intention • a prediction • an arrangement

Our love **will last** forever.

I **am going to** start exercising next week.

We **are meeting** James at 11:00 in the conference room.

►► Grammar Reference 5.1–5.3 p. 135

What do you think will happen?

- 3 Work in groups. Ask questions about the future with *Do you think ... will ...?* Answer with *may, might, could, or will*.

- 1 the earth/continue to get warmer?

Do you think the earth will continue to get warmer?

Yes, it will, definitely.

I don't think it will.

I'm not so sure. It might.

- 2 all the ice/melt at the Poles?
3 polar bears/become extinct?
4 more people/travel by train?
5 air travel/banned to reduce CO₂ emissions?
6 new sources of energy/found?
7 there/be more droughts or floods in the world?
8 lifestyles/have to change?

CD2 3 Listen and compare your ideas.

PRACTICE

Discussing grammar

- 1 Work with a partner. Decide which is the correct verb form.

- 1 A Have you decided about your vacation yet?
B No, not yet. We've never been to Costa Rica so we **will / might** go there.
- 2 A **Will you / Are you going to** take an umbrella?
B No, I'm not. The forecast says it'll / **might** be fine all day.
- 3 A Why are you making a list?
B Because **I'll go / I'm going** shopping. Is there anything you want?
- 4 A Would you like to go out to dinner tonight?
B Sorry, **I'll work / I'm working** late. How about tomorrow night? **I'll call / I'm calling** you.
- 5 A What **are you doing / will you do** Saturday night?
B I'm not sure yet. I **will / may** go to a friend's or she **will / may** come here.
- 6 A Are you enjoying your job more now?
B No, I'm not. **I'm going to / I will** look for another one.
- 7 A Your team's no good! It's 2–0 Brazil!
B Come on. It's only half-time. I think they **are going to / could** still win.
- 8 A You **won't pass / aren't passing** your exams next month if you go out every night.
B I know, **I might / I'll** study harder. I promise.

CD2 4 Listen and check. Practice the conversations, paying attention to stress and intonation.

World weather warnings

2 What are these extreme types of weather?

thunderstorms floods hurricane heatwave snowstorms

3 **CD2 5** Listen to five short weather forecasts from around the world. Number the countries in the order you hear them.

The U.S.	☐	Thailand	☐	Mexico	☐	South Africa	☐	Canada	☐

4 Listen again to the forecasts. Make notes about the weather in each country.

5 Work with a partner. Use your notes to describe the weather in each country. What's the weather forecast for where *you* are for the next few days?

I think/don't think ...

6 Make sentences with *I think ... will* and the prompts in A. Match them with a sentence in B.

I think it'll be a cold night tonight. Wear warm clothes if you go out.

A	B
1 it/a cold night tonight	___ But we'd better get moving.
2 I/get a new laptop	<u>1</u> Wear warm clothes if you go out.
3 I/take a cooking class	___ I want a touch screen this time.
4 you/like the movie	___ You have all the right qualifications.
5 we/get to the airport in time	___ It's a great story and really well cast.
6 you/get the job	___ I can't even boil an egg.

CD2 6 Listen and check. Practice the lines.

7 Make sentences with *I don't think ... will* and the words in A in exercise 6. Match them with a sentence in C.

I don't think it'll be a cold night tonight. You won't need to take a jacket.

C
___ There's too much traffic.
___ I'll get lessons from my mom.
___ It may seem old-fashioned to you but it's OK for me.
<u>1</u> You won't need to take a jacket.
___ You're too young and you have no experience.
___ It's not really your kind of thing.

CD2 7 Listen and check. Practice the lines and continue some of them.

Talking about you

8 Make true sentences about *you*. Say them aloud in small groups.

- I/go for coffee after class
- I/go shopping this afternoon
- I/eat out tonight
- our teacher/tell us that our English/improving
- it/rain tomorrow
- my grandchildren/go on vacation on the moon

I might go for a coffee.

I think/don't think I'll go for coffee.

LISTENING AND SPEAKING

Rocket man

- 1 Look at the pictures. Which rockets do you recognize?
- 2 Read about Steve Bennett. Who is he? What was his dream? How is it coming true? What do you understand by *space tourism*?



Rocket Man Steve Bennett

As a little boy, like lots of little boys, Steve Bennett dreamed of becoming a spaceman, but unlike most little boys, Steve's dream is coming true. Steve is a leading rocket scientist and he's now building his own rocket. In a few years he's going to travel into space with two other passengers. He believes the age of mass space tourism is on the horizon.



- 3 **CD2 8** Steve was interviewed for a radio program called *Saturday Live*. Close your books. Listen to the interview.
 - What's your impression of Steve? Would you describe him as "a realist" or "a dreamer"? Professional or amateur?
 - Would you like to travel with him into space?
- 4 Work with a partner. Read the questions below. Which can you answer?
 - 1 Why is Steve so sure space tourism will happen? Why are Richard Branson and Jeff Bezos called "big names"?
 - 2 In what way does he compare space travel with the Internet?
 - 3 How will the passengers be like the early American astronauts? What are they *not* going to do?
 - 4 What influenced Steve as a small child? Why is his rocket called *Thunderstar*? What was he not allowed to watch?
 - 5 What was his parents' attitude about space travel?
 - 6 Why does he think it is necessary for humans to be in space?
 - 7 Why is skydiving good training for space tourists?
 - 8 How much has the couple paid?
 - 9 What does Steve think about every day?

CD2 8 Listen again and check your ideas.

What do you think?

- Is space tourism a good idea?
- Is space travel important to the world? Why/Why not?
- Should the money be spent on other things? Give examples.

SPOKEN ENGLISH *pretty*

- 1 Look at how Steve uses *pretty* in the interview.

I kept it pretty quiet...
That's pretty much where the human race needs to be.
- 2 The adverb *pretty* is often used in informal, spoken English. It means "not a lot" but "more than a little."

She's pretty nice.
The weather was pretty bad.
- 3 Work with a partner. Ask the questions and reply including *pretty* in the answer.
 - 1 A Did your team win?
B No, but they did well.
 - 2 A You haven't lost your cell phone again!
B No, no. I'm sure it's in my bag somewhere.
 - 3 A Do you enjoy skiing?
B I do, but I'm hopeless at it.
 - 4 A What do you think of my English?
B I think it's good.

CD2 9 Listen and check. Practice again.

►► WRITING WRITING FOR TALKING **CD2 10** p. 103



READING AND SPEAKING

Life fifty years from now

- 1 The future is difficult to predict. What things in our lives today do you think scientists fifty years ago did NOT predict?
- 2 Look at the text "Life in 2065." Read the introduction and paragraph headings 1-7 only. What do *you* predict about the topics?
- 3 Which sentences a-g do you think go with which topic?
 - a Lost limbs will regrow, hearts will regenerate.
 - b An estimated 109 hectares of new land will be needed to grow enough food to feed them.
 - c And they'll be less expensive, because people will be likely to rent rather than buy them.
 - d It is now routine to extend the lives of laboratory animals by 40%.
 - e ... your fridge will "know" when you are low on milk or any other item, ...
 - f Soon their existence will be no more controversial than the existence of other galaxies 100 years ago.
 - g It could cause a global revulsion against eating meat ...
- 4 Read the article and put sentences a-g in the right place.
- 5 Are these statements true (✓) or false (X)?
 - 1 Women will be able to give birth at the age of 100.
 - 2 It will be possible to replace all the parts of the body.
 - 3 Animal parts will be used for human organ transplants.
 - 4 Big cities will rely on vertical farms for food supply.
 - 5 Scientists believe that if we can talk to animals, we won't want to eat them.
 - 6 Driverless cars will never replace human-operated cars.
 - 7 There could be an infinite number of other universes.
 - 8 The walls in your house will change color to suit your mood.
 - 9 Your armchair will help you do your housework.
 - 10 Pills will replace food.

What do you think?

- Read the article again and underline the predictions that most surprise you.
Which do you believe will definitely happen?
Which might happen?
Which do you believe won't happen?
- What predictions can you make? Choose from these topics:

transportation	jobs	television	communication
the home	food	clothes	sports

Life in

An international group of forty scientists have made some very surprising predictions about the future. They say that in the next fifty years the way we live will change in extraordinary ways, beyond our wildest dreams. Here are some of their predictions. You may find some of them surprising. BEA ROSENTHAL reports.

1 Life expectancy

Within 50 years, living to 100 while still enjoying active, healthy lives will be the norm. Professor Richard Miller of the University of Michigan says: " We will be able to do the same for humans." So with regular injections, centenarians will be as vigorous as today's sixty-year-olds. Women will be able to give birth well into old age; their biological clocks could be extended by ten years.

2 Growing body parts

Professor Ellen Heber-Katz says: "People will take for granted that injured or diseased organs can be repaired in much the same way as we fix a car. Damaged parts will be replaced. Within 50 years whole-body replacement will be routine." But doctors will need huge supplies of organs for transplant. Where will they come from? Scientists say these could be grown inside animals from human cells.

3 Farming

By the year 2065, about 80% of the world's population will live in urban centers. The human population will increase by about three billion between now and then. How will it be possible to feed all those people? A potential solution is vertical farming. Vertical farms, many stories high, will be built in the middle of the world's big cities. They will create urban renewal, sustainable production of a safe and varied supply (year-round crop production), and improved ecosystems.

4 Understanding animals

Thanks to a device which can "read" emotions, feelings, and thoughts, we will be able to "talk" to animals. The story of Dr. Dolittle* will be fact, not fiction. "This could first work with primates, then mammals, then other vertebrates, including fish," says Professor Daniel Pauly from Canada. ", so we might all become vegetarian."

* fictional character for children

2065

5 Cars

Just a few years ago, driverless cars seemed like science fiction. Now they are a reality, and will be on the roads soon. Driverless cars have a number of important benefits. First, they are safer, and will result in fewer accidents. But it is unclear whether, or when, they will completely replace human drivers. Technology analyst Louis Basenese believes that human-operated cars will someday disappear. "I have no doubt that a driverless future is our ultimate destination. But we have a long road trip ahead of us before we arrive," he says.

6 Parallel universes

Advances in quantum physics will prove that there are parallel universes. In fact there may be an infinite number of them. These universes will contain space, time, and some of them may even contain you in a slightly different form. For years parallel universes only existed in the works of science fiction, but now Professor Max Tegmark says: "

7 Our homes

What might our houses be like in the second half of the 21st century? This is Professor Greenfield's prediction:

As you enter the living room, sensors will detect your presence and the walls will start to glow. Talk to the walls and, activated by your voice, they will change to a color of your choice, "pink" to "green" to "blue," whatever suits your mood.

Sink into your glowing cyber-armchair, relax in the knowledge that the house computer will perform all your everyday household tasks. The voice system in the chair will address you by name and advise a change in position that will be better for your spine.

In the kitchen, and it will automatically send orders to the supermarket. However, it is in the kitchen where "new" meets "old." Food remains in its old-fashioned form. Pills, so confidently predicted in the 20th-century to replace food, exist, but nobody wants them. There is too much pleasure in cooking, chewing, and tasting all kinds of food.

Finally

Predicting the future has occupied humankind for generations. However predictions have not always been correct. The huge influence of many of today's technical marvels, such as the Internet or cell phones, was never predicted.



VOCABULARY AND PRONUNCIATION

Word building – suffixes and prefixes

- 1 Work with a partner. Look at the information on suffixes.

SUFFIXES are used to form different parts of speech.

What endings do you notice on these words?

What part of speech are they?

act action active actively

What part of speech are the words in the box?

What are the different word endings?

prediction	colorful	excitement	suitable
shorten	confidently	creative	business
automatically	imagination	qualify	careless

- 2 Look at the information on prefixes.

PREFIXES are used to change the meaning of words. Look at these words with prefixes.

predict regrow extraordinary disappear

Which means ...?

before outside again

Which is a negative prefix?

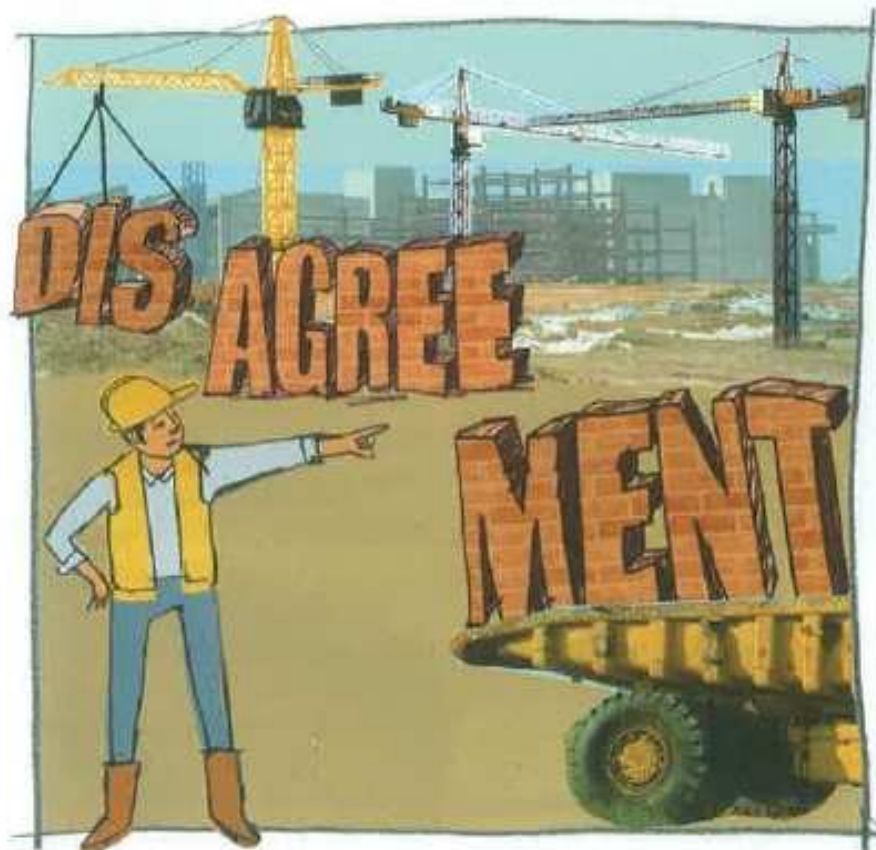
Choose a prefix from the box to make the words mean the opposite.

un-	in-	im-	il-	dis-	ir-
-----	-----	-----	-----	------	-----

- | | | |
|------------|-------------------|-------------|
| 1 possible | impossible | 5 order |
| 2 patient | | 6 regular |
| 3 lucky | | 7 formal |
| 4 legal | | 8 conscious |

- 3 Work in two groups. Make new words with the base words using the suffixes and/or the prefixes. Which group can make the most words?

PREFIX	BASE WORD	SUFFIX
un-	agree	-ness
im-	arrange	-ment -ion
re-	conscious	-ful
dis-	expense	-less -able
mis-	happy	-ive
in-	help	
	kind	
	polite	
	react	
	success	
	understand	
	use	



- 4 Complete the sentences with a word from exercise 3.

- Carlos and Diana don't get along at all. They dis_____ about everything.
- Money does not always lead to h_____ness.
- My aunt says today's kids are all rude and im_____.
- Thanks for your advice, it was really h_____ful. I really appreciate your k_____ness.
- My dad is u_____less at fixing his computer. I always have to help him.
- Please don't mis_____ me. I didn't mean to be un_____, I'm really sorry.
- Timmy fell off his bike and hit his head. He was un_____ for a few hours.
- What was your wife's re_____ion when she heard you'd won the lottery?

CD2 11 Listen and check.

Changing word stress

- 5 In some words the stressed syllable changes in the different forms. Read aloud these pairs of words.

'athlete ath'letic

pre'fer 'preference

i'magine imagi'nation

em'ployer emplo'yee

CD2 12 Listen and check. Practice again.

- 6 **CD2 13** Listen to four short conversations. Write down the pairs of words with stress changes. Practice the conversations.

- _____
- _____
- _____
- _____

EVERYDAY ENGLISH

Arranging to meet

- 1 **CD2 14** Listen to two friends, Gary and Mike, arranging to meet over the weekend. Complete the calendars.

Gary	Mike
22 FRI MORNING AFTERNOON EVENING	22 Friday morning afternoon finish work early evening
23 SAT MORNING AFTERNOON EVENING	23 Saturday morning afternoon evening
24 SUN MORNING	24 Sunday morning

Why is it difficult to find a time? Where and when do they finally agree to meet?

Making suggestions

- 2 **CD2 14** Listen again to the conversation. Complete the suggestions with the exact words Gary and Mike say.

- I was _____ if we _____ meet.
- I _____ meet you in the afternoon.
- What _____ Saturday afternoon?
- Is Saturday evening _____?
- Why _____ we meet at the station?
- _____ meet there for breakfast.
- _____ about ten o'clock?
- Can you _____ it 10:30?



Role play

- 3 It is Saturday morning. You want to meet a friend over the weekend. Fill in your calendar. What are you doing this weekend? When are you free?

23 Saturday
Morning
Afternoon
Evening
24 Sunday
Morning
Afternoon
Evening

- 4 Find a partner. Make suggestions and arrange to meet.

Are you doing anything on Saturday morning?

I'm afraid I'm going ...

What about the afternoon?

Let me see ...

I was wondering if you'd like to ...

When you have finished, tell the class when and where you're meeting.

We're meeting on Saturday afternoon. We're going ...

6

What matters to me

Information questions • Adjectives and adverbs • In a department store

STARTER

- 1 Think of someone in the room. Don't say who it is.
The other students must ask questions to find out who it is.

Is it a male or a female?
Does she have blue eyes?

What color is her hair?
What kind of clothes does she wear?

- 2 Do the same about someone famous.

DESCRIPTIONS

Information questions

- 1 Match a question with an answer.

DESCRIBING PEOPLE

1 <u>e</u> What's she like?	a She's in her twenties.
2 ____ What does she look like?	b She likes painting.
3 ____ What does she like doing?	c Five foot eight.
4 ____ How tall is she?	d She's tall and pretty.
5 ____ What color are her eyes?	e She's really nice. Very easygoing.
6 ____ How old is she?	f She's fine.
7 ____ What kind of clothes does she wear?	g Brown.
8 ____ What's her hair like?	h It's sort of long, dark, and curly.
9 ____ How is she?	i Not formal. Casual. She has a lot of style.

CD2 15 Listen and check. Work with a partner. Practice the questions and answers. Cover one column, then the other.

- 2 Ask and answer the questions about a relative.

What's your brother like?

He's a great guy, very sweet. You'd like him.

You can use the ideas in the box to help.

a lot of fun a bit quiet very sociable good-looking
pretty dark attractive medium height about six feet
in his mid-twenties straight short curly



3 Underline the correct answer.

DESCRIBING PLACES

- What's your apartment like?
It's modern, but it's cozy. / I like it.
- How big is it?
Yes, it is pretty big. / About 850 square feet.
- How many rooms are there?
There's a lot of room. / There are three rooms.
- What size is the kitchen?
It's square. / Nine feet by eight.
- Which floor is it on?
Wooden. / The fourth.
- Which part of town is it in?
It's south of the river. / I get the number 79 bus.
- How far is it to the stores?
Just five minutes. / It takes half an hour.

CD2 16 Listen and check. With your partner, practice the questions and answers.

- 4 Ask and answer questions about where you live. You can use the ideas in the box to help.

on an old block noisy has a view of ...
a terrace where we can sit outside
first floor enormous tiny

What's your apartment like?

It's a bit small, but
it's comfortable.

- 5 Look at the questions for describing things. Put a word from the box into each question.

much How brand of long for size

DESCRIBING THINGS

- What _____ is it? *Sony.*
- How _____ does it weigh? *3 pounds.*
- What's it made _____? *Carbon and titanium.*
- What's this button _____? *It turns it on.*
- _____ big is the screen? *13.2 inches.*
- How _____ is the battery life? *Eight hours.*
- What _____ is the hard drive? *256 gigabytes.*

CD2 17 Listen and check. With your partner, practice the questions and answers.

- 6 Ask and answer similar questions about your laptop/ cell phone/tablet.

What brand is it?

It's a Dell.

GRAMMAR SPOT

- What and which can be followed by a noun.
What color/Which floor ...?
Find examples on these pages.
- How can be followed by an adjective or an adverb.
How tall/far ...?
Find examples.
- Match a question and an answer.
What's she like? Very well, thanks.
How is she? Very nice and pretty.

► Grammar Reference 6.1–6.2 p. 136

PRACTICE

Getting information

Ask questions for these situations.

- Do you have whole wheat bread?
White bread?
What kind of bread do you have?
- Would you like vanilla ice cream?
Strawberry? Chocolate?
- Do we go left or right at the traffic lights?
Or straight?
- Is your laptop a Mac? A PC?
- Do you like pasta? Hamburgers? Spicy food?
- Is that your sister's top you're wearing?
Suzie's? Or your own?
- Does it take 30 minutes to get to the airport?
An hour?
- Is your house half a mile from the beach?
One mile?
- Do you go to the movies once a week?
Every other day?
- Do two of you want coffee? Four of you?
All of you?
- Do you wear size eight shoes? Nine? Ten?

CD2 18 Listen and compare.



VOCABULARY

Adjectives

- 1 Work in pairs. Look at advertisements 1–3. Which advertisement is for ...?
a babysitter something to eat a vacation destination
- 2 Find some adjectives in the ads.

1 Mamma Mia

Mamma Mia pasta sauces. From much-loved Bolognese to our latest garlic and basil. Made from the finest organic ingredients in the old-fashioned way.

**So tempting!
Just like homemade.
You'll be amazed!**



- 2 Cozumel**
- Come to Cozumel, our world famous vacation paradise, and you'll leave relaxed and suntanned!
- Sandy beaches. Exciting nightlife. Visit the ancient ruins, go walking or scuba diving, or just take it easy! You won't be disappointed.



- 3 Responsible, experienced 19-year-old woman available for childcare this summer.**

I'm loving, active, creative, and I adore kids. I'm an excellent driver and can take your children on fun-filled adventures to the beach, the library and museums. Come home after work to happy, tired kids! Flexible hours and rates.

-ed and -ing adjectives

- 3 How do these words end in the advertisements?

amaz- relax- excit- disappoint- tir- lov-

Complete the sentences with one of these adjectives ending in -ed or -ing.

- 1 Having a massage is very relaxing.
- 2 I was _____ when they offered me the job. I was sure I'd blown the interview.
- 3 Our vacation was _____. It rained every day.
- 4 I was so _____ on my wedding day, I couldn't eat.
- 5 The trip was very _____. I was exhausted.
- 6 He gives his children lots of hugs and kisses. He's very _____.

Adjectives and nouns that go together

- 4 Some adjectives and nouns often go together.

sandy beach ancient ruins

Match an adjective and a noun. Sometimes there is more than one possibility.

adjective	noun
fresh latest pretty	friend fruit clothes
clear fast crowded	fashions hair job
casual close handsome	restaurant food woman
straight cozy challenging	man room sky

CD2 19 Listen and check.

Compound adjectives

- 5 Find some compound adjectives in the ads.

much-loved old-fashioned

Match a word from A and B to make compound adjectives.

A	B
well (x2) full long good	new dressed hand behaved
second eye brand	time looking catching term

Think of a noun that goes with each adjective. What's the opposite?

full-time job part-time job

- 6 Test each other on the compound adjectives in exercise 5.

Another word for handsome.

good-looking

What kind of job is it if you work forty hours a week?

full-time

Adverbs

- 1 Look at advertisements 4–6. Which ad is for ...?
a pain killer a watch a house to rent

- 2 Find adverbs that end in *-ly* in advertisements 4 and 5.

simply beautifully

Find some adverbs that don't end in *-ly* in advertisement 6.

just too

4

LOG FIRES IN THE CATSKILLS



\$1,250 pw

Live simply in this beautifully restored 19th century country cottage. Sit peacefully in front of the fire. Situated in a charming town, sleeps 6, fully equipped.

andycurran@fastnetus.com

5



You don't actually own one of our handmade instruments. You merely look after it for the next generation.

Probably the best investment you'll ever make.

6

Painful headaches that just won't go? Backache, too?

Relieve aches and pains fast with Cuprodil! Cuprodil goes straight to the pain.

You'll soon feel good again!



CUPRODIL



Adverbs and verbs that go together

- 3 Some verbs and adverbs often go together.

drive carefully walk slowly explain clearly

Match a verb and an adverb. Sometimes there is more than one possibility.

verb	adverb
wait sit behave	badly peacefully heavily
shine fight leave	quickly patiently fluently
whisper die rain	suddenly deeply brightly
act speak breathe	comfortably softly bravely

- 4 Act out some of the verbs and adverbs in front of the class.

You're driving carefully!

You're waiting patiently!

Adverbs that don't end in *-ly*

- 5 Complete the sentences with an adverb from the box.

again	fast	hard	loud	wrong
even	right	straight	together	almost

- Peter and I lived _____ in college.
- He's a good student. He tries _____.
- "Where's the town hall?" "Go _____ ahead."
- Say that _____. I didn't hear you.
- Don't talk so _____! Everyone can hear you.
- Why do you drive so _____? Slow down!
- His wife's name is Mariana, not Maria! Get it _____.
- The vacation was a disaster. Everything went _____.
- This room is cool, _____ in summer.
- "Are you ready?" "_____. Give me another five minutes."

CD2 20 Listen and check.

Project – My most treasured possession

- 1 CD2 21 Listen to three people describing what they'd save if their home was on fire. What is it? Why would they save it?

- 2 What is *your* most treasured possession? Prepare to talk about it.

I couldn't live without my ...
It's important to me because ...
It was given to me by ...
I've had it for ...
It reminds me of ...



READING AND SPEAKING

The heart of the home

- 1 Close your eyes and think of your kitchen at home.
 - Who's in it? • What's happening?
 - What are they doing? • What can you smell?
- 2 Read the introduction to **MY KITCHEN** at the top of page 47. Do you agree that the kitchen is the heart of the home? Is it where *your* family gets together?

- 3 Work in three groups.

Group A Read about **Santina**, from Italy.

Group B Read about **Elizabeth**, from the United States.

Group C Read about **Lakshamma**, from India.

Answer the questions.

- 1 What does she do?
 - 2 What does her husband do?
 - 3 Where does she live?
 - 4 What's her house like?
 - 5 How does she feel about her kitchen?
 - 6 Is her life easy or difficult?
 - 7 What does her family eat?
 - 8 Does she seem to be happy?
 - 9 What do you think she worries about?
- 4 Find a partner from the other groups. Compare and swap information.
 - 5 Which person is most likely to say ...?
 - 1 "I can never decide where to go swimming."
 - 2 "We have found you a very nice girl. Why won't you marry her?"
 - 3 "If anyone wants me, I'm weeding and watering."
 - 4 "I'm too busy to cook today."
 - 5 "I live my life in tune with nature."
 - 6 "I'd love to have a new kitchen."

What do you think?

In your opinion, who ...?

- is the wealthiest materially
- is the happiest spiritually
- is the most creative cook
- has the hardest life

Give reasons for your answers.

Speaking

- 1 What food do you most associate with home? Is there a particular day of the week or time of year when you eat it?
- 2 Talk about your kitchen. Answer questions 1–12 from the text.

►► **WRITING** DESCRIBING A PLACE p. 104

MY KITCHEN

Italy

Homemaker **Santina Corvaglia**, 61, lives in an old two bedroom farmhouse in southeast Italy with her husband, **Carlo**, 56, who's a mechanic. They have a 31-year-old daughter, **Francesca**.



- 1 **Q** How much is your house worth?
A About \$80,000.
- 2 **Q** What is your kitchen like?
A It's not very big. It's my little corner of the house. It's where I belong, and where I'm happiest.
- 3 **Q** How big is it?
A 129 sq. ft.
- 4 **Q** What's your favorite thing?
A My cabinets full of different Italian herbs.
- 5 **Q** How much time do you spend in the kitchen?
A About four hours every day. And the same in the garden.
- 6 **Q** How many meals do you cook a day?
A Three. For the three of us, and whoever comes by—friends, relatives. My family is the most important thing to me. I want grandchildren!
- 7 **Q** What's in your fridge and cabinets?
A Vegetables, water, milk, eggs, cheese, ham, sausages, lemonade, butter, pasta, canned tomatoes, beans, honey, and homemade jam.
Q What would make your life easier in the kitchen?
A Nothing. I have all I need.
- 9 **Q** Who helps you?
A My daughter helps sometimes. My husband wouldn't dream of it, and I wouldn't want him to.
- 10 **Q** How often do you sit down and eat together as a family?
A Twice a day.
- 11 **Q** How much do you spend on groceries every week?
A I grow my own vegetables, and we have chickens and rabbits, so I only spend about \$50 a week. But there is a drought this year.
- 12 **Q** What can you see from your kitchen windows?
A My garden, my orchard, and my olive trees.

The kitchen is the **heart of the home**. It's where the family gets together for the important things in life — food, conversation, and celebration. Three women from around the world invite us into their kitchens. PENNY ROGERS reports.



California, U.S.

Elizabeth Anne Hogan, 45, is a lifestyle coach living in a 16-room house on the beach in California. It has six bathrooms, five bedrooms, and a swimming pool. Her husband, Mike, 47, is a businessman. They have two children: Hailey, 14, and Hanna, 9.



- 1 **Q How much is your house worth?**
A About \$800,000.
- 2 **Q What is your kitchen like?**
A The kitchen is futuristic. I don't know how everything works, so it's all a bit "alien" to me.
- 3 **Q How big is it?**
A 200 sq. ft.
- 4 **Q What's your favorite thing?**
A The two ovens, but they take up too much space.
- 5 **Q How much time do you spend in the kitchen?**
A About seven to eight hours a day. But not cooking. It's the room we live in.
- 6 **Q How many meals do you cook a day?**
A Two to three, if you count cereal and bagels. But only one, if you mean actually doing things with real food.
- 7 **Q What's in your fridge and cabinets?**
A Fruit, vegetables, chips, milk, yogurt, takeout, cheeses, and cereal. A lot of takeout food. And dog food.
- 8 **Q What would make your life easier in the kitchen?**
A A chef. We do everything for the kids ourselves. No nannies, housekeepers, or cooks for them.
- 9 **Q Who helps you?**
A My husband and kids take food out of takeout containers and put it on plates. Does that count as helping?
- 10 **Q How often do you sit down and eat together as a family?**
A Every morning and evening.
- 11 **Q How much do you spend on groceries every week?**
A \$200. Everything is low-fat and organic, pre-packed and prepared. It's all delivered.
- 12 **Q What can you see from your kitchen windows?**
A A panoramic, 180-degree view of the Pacific Ocean.

India

Lakshmamma, 50, is a homemaker living in a three-roomed mud hut near Bangalore. Her husband, Adaviyappa, 55, works on a cattle farm. They have two sons, Gangaraju, 30, and Ravi, 25, who both live at home.



- 1 **Q How much is your house worth?**
A To rebuild it would cost about \$2,000.
- 2 **Q What is your kitchen like?**
A It's small and dark. I dislike just about everything about it. It's so old.
- 3 **Q How big is it?**
A 54 sq. ft.
- 4 **Q What's your favorite thing?**
A The stone where I grind my spices.
- 5 **Q How much time do you spend in the kitchen?**
A Six to seven hours a day—sometimes more. I'm always cooking or washing.
- 6 **Q How many meals do you cook a day?**
A Two or three.
- 7 **Q What's in your fridge and cabinets?**
A We don't have a fridge. On shelves I have lentils, rice, spices such as chilies, turmeric powder, some vegetables, and salt.
- 8 **Q What would make your life easier in the kitchen?**
A Running water. A daughter-in-law would be good as well! But God has given me life and I am grateful.
- 9 **Q Who helps you?**
A My sons help when they have time. My husband doesn't help.
- 10 **Q How often do you sit down and eat together as a family?**
A Men eat before women in our community. We don't eat together.
- 11 **Q How much do you spend on groceries every week?**
A \$15. Sometimes less. It depends how much money we have.
- 12 **Q What can you see from your kitchen windows?**
A Not much! I have no windows in my kitchen.

LISTENING AND SPEAKING

My closest relative

- Discuss the statements in small groups. Are they true for your family?
 - Mothers feel closer to their sons.
Fathers feel closer to their daughters.
 - The first-born child is ambitious, responsible, dominant, and insecure.
The second child is free, independent, creative, and easygoing.
The last-born child is the baby – spoiled, happy, confident, and secure.
- CD2 22** Listen to five people talking about who they feel closest to in their family. Complete the chart.

	Jen	Brett	Julia	Susan	Chris
I feel closest to ...	my mother				
He/she is easy to talk to.	✓				
We do things together.					
We have a similar character.					
I like the way he/she thinks.					
We are different.					

- Who said these expressions? What do you understand by them?
 - "We have our ups and downs, of course ..."
 - "We don't really see eye to eye on anything."
 - "In many ways she drives me crazy."
 - "We're like oil and water."
 - "They fight like cats and dogs."

SPOKEN ENGLISH Adding Emphasis

- We can change the order of words in a sentence to add emphasis. What is the more usual word order for these sentences?
 - She's very open, my mother.*
 - My father I don't really get along with.*
 - My mother I hardly ever see.*
 - He's pretty cool, my dad.*
 - Me, I'm a lot quieter.*
- Notice how these sentences add emphasis.

What I like about her is her attitude.

What I like about him is that he's interesting and interested.

The thing I love about her is the way everyone knows her.
- What could people say about ...?
 - Joe: his sense of humor
the way he makes everyone laugh
 - Tina: her kindness
the way she makes everyone feel good
 - Beth: her attitude to life
the fact she doesn't care what other people think

Discussion

- Work in pairs. Discuss who you feel closest to in your family, and why.
- Work in groups of four. Who has a similar family relationship to yours?
- Discuss as a class. Which family member are most people closest to?



EVERYDAY ENGLISH

In a department store

- 1 What are the big department stores in your town? What are they famous for? Do you like shopping in them?
- 2 Look at the board showing where the various departments are in a store.

Where would you find ...?

- a tie
in menswear, on the first floor
- a wallet
- earrings
- a saucepan
- a hairdryer
- shower gel
- a doll
- speakers
- women's boots
- the ladies' room
- a birthday card
- a shaving mirror
- lipstick
- a vase
- sneakers
- a sofa
- sheets
- a suitcase
- a pair of tights
- a light snack

4 Fourth Floor

Toys and Babywear
Hair Salon
TV, Audio, and Phones
Sports

3 Third Floor

Furniture
Linens
Bathroom Accessories
The Terrace Cafeteria
Restrooms
Baby Facilities

2 Second Floor

Ladies' Fashions
Lingerie
Leather goods
Luggage

1 First Floor

Menswear
Stationery
Toiletries
Jewelry
Cosmetics

B Basement

Kitchenware
China and Glassware
Electrical Appliances

- 3 In which department could you see these signs?

a. **Cut and blow dry \$50**
Highlights from \$70

b. **Buy two coffee mugs, get one free!**

c. **Travel in style—**
matching bags for
long weekend breaks
or short vacations

d. **Half price!**
Final clearance
on men's sweaters
before the spring!

e. **Customers are reminded**
that only food and
drink purchased on
these premises may be
consumed here

f. **Back to school!**
Beat the rush. Get
your pens, paper,
and folders NOW!

- 4 Which of these two signs ...?

- is telling you how to take things back
- is inviting you to save as you spend

Open a loyalty card
today and you will
receive a 10% discount
on all your purchases.

If goods are returned in
their original packaging
with a receipt within
28 days we will offer an
exchange or refund.

- 5 **CD2 23** Listen to some conversations in a department store. Which department are they in? What are they trying to buy?

- 6 Listen again and complete the lines.

- 1 A _____ do you wear?
B Nine. That's 41, isn't it?
A Uh, no, _____ 43 would be more comfortable, sir.
- 2 B I'm afraid _____. We're _____ that size.
A Will you _____ any more _____?
B We should _____ by the end of the week.
- 3 A Do you have _____?
B No, we don't. They all _____.
- 4 A Would you like me _____?
B Ooh, _____! Thank you so much!
- 5 A It _____. It's too tight.
B Too bad. It _____. What _____ of?
A Cashmere. It's so soft!
- 6 A Keep your _____. That's your warranty.
B _____ is the _____ for?
A For a year.

With a partner, practice the conversations.

- 7 Practice having conversations in other departments. Act them out in front of the class.

STORE GUIDE

7

Passions and fashions

Present perfect – simple, continuous, passive • Things I'm passionate about • Making the right noises

STARTER

Talk about three things you have NEVER done.

I've NEVER been to a baseball game.

Me neither. I hate baseball.

I've NEVER had a pet.

I have. I've had two dogs and a cat.

I've NEVER read a Harry Potter book.

Really? I've read them all.

500 MILLION BOOKS SOLD!

Present Perfect – simple, continuous, passive

- 1 Look at the book titles. Have you read any of them or seen the movies? Do you know anything about the author, J.K. Rowling?

Harry Potter and the Sorcerer's Stone (1997)

Harry Potter and the Chamber of Secrets (1998)

Harry Potter and the Prisoner of Azkaban (1999)

Harry Potter and the Goblet of Fire (2000)

Harry Potter and the Order of the Phoenix (2003)

Harry Potter and the Half-blood Prince (2005)

Harry Potter and the Deathly Hallows (2007)

- 2 Complete the questions about J.K. Rowling. Use *did*, *was*, *has*, or *have*.

- 1 Where and when _____ she born?
- 2 When _____ she write her first story? What _____ it about?
- 3 What _____ she doing when she had the idea for Harry Potter?
- 4 Where _____ she teach English?
- 5 When _____ the first Harry Potter book published?
- 6 How long _____ she been writing books?
- 7 How many Harry Potter books _____ she write?
- 8 How many children _____ she had?
- 9 How many books _____ been sold?
- 10 Which books _____ been made into movies?
- 11 How much money _____ she made?
- 12 How many authors _____ become billionaires?

- 3 **CD2 24** Read and listen about J.K. Rowling. What does J.K. stand for?

- 4 Work with a partner. Ask and answer the questions in exercise 2.

CD2 25 Listen and check.



J.K. ROWLING

AUTHOR AND BILLIONAIRE

THE EARLY YEARS

Joanne Kathleen Rowling, author of the best-selling Harry Potter series of books, was born in 1965, near Bristol, England. Her birthday, July 31, is the same as her famous hero, Harry Potter.

School days

Joanne did well in school. Her favorite subjects were English and foreign languages, and she studied French in school. She graduated in 1986 and over the next few years had a variety of jobs. However, her passion was writing. She had written her first story, "Rabbit," about a rabbit with measles, at age six.

Harry Potter is born

She started writing the first Harry Potter book in 1990. The idea for Harry – a lonely 11-year-old orphan who is actually a wizard – came to Rowling while she was traveling by train between Manchester and London. Although she left England a short time after that to teach English in Portugal, she continued to write Harry's story. She returned to Britain in 1993 and settled in Scotland. It was a difficult time – she was out of work and depressed – but finally completed her first book, *Harry Potter and the Sorcerer's Stone*. It was published in Britain in 1997 and quickly became a hit with both children and adults.

J.K. ROWLING TODAY

JKR wrote Harry Potter books for nearly 27 years. She wrote the first drafts with pen and paper and each book took about one year to complete. The last book in the series, *Harry Potter and the Deathly Hallows*, came out in July 2007. Her books have won numerous awards including Children's Book of the Year.

Since completing the Harry Potter series, she has written several novels for adults, including the beginning of a detective series.

She married Dr. Neil Murray in 2001. She has had three children: a boy, David, and two girls, Mackenzie and Jessica.

Fans all over the world

The books have been translated into 68 languages, and over 500 million copies have been sold worldwide. All of the books have been made into movies. She has become the highest-earning woman in Britain, richer than the Queen! She has made over one billion dollars. This makes her the first person ever to have become a billionaire from writing books.

GRAMMAR SPOT

1 Name the three tenses. Why are they used?

She **lives** in Scotland.

She **lived** in Portugal for three years.

She's **lived** in Scotland since 1993.

She's **lived** in England, Portugal, and Scotland.

2 Which question asks about the activity? Which asks about the quantity?

How long **has she been writing** books?

How many **has she written**?

3 These sentences sound unnatural in the active. Make them passive. Find them in the text.

People have translated her books into 68 languages.

People have sold 500 million copies of her books.

People have made all of the books into movies.

► Grammar Reference 7.1–7.6 pp. 136–138

5 **CD2 26** Jack, aged 10, is a big fan of the Harry Potter books. Listen and complete the questions he was asked. What are his answers?

1 How long have you been a fan of the books?

2 How many of the books _____?

3 Which _____ like best?

4 _____ any of the Harry Potter movies? _____ like them all?

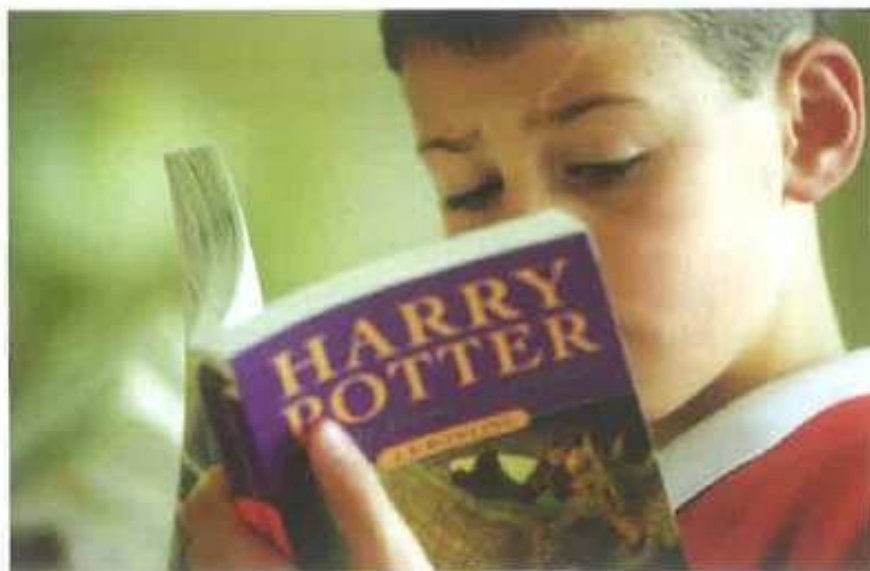
5 Do you have any idea how many Harry Potter books _____ in the world?

6 What _____ about the author?

7 _____ a lot of your friends _____ the books?

8 I know that in addition to Harry Potter you have another passion. How long _____ soccer?

9 What would you rather do this afternoon? Read Harry Potter or play soccer?



6 What books and movies are you a fan of? Talk to a partner. Ask and answer similar questions to exercise 5. Tell the class.

PRACTICE

Discussing grammar

Work with a partner.

- 1 Look at the pairs of sentences. Which tenses are used? Why? Discuss the differences in meaning.

- 1 I lived in Seoul for two years.
I've lived in Seoul for two years.
- 2 I work for an international company.
I've worked for them since 2011.
- 3 How long have you been working in Tokyo?
How many countries have you worked in?
- 4 Have you ever met anyone famous?
Did you meet anyone famous at the party?
- 5 I've already finished.
I haven't finished yet.
- 6 Who's been eating my chocolates?
Who ate my chocolates?
- 7 The President was shot in 1963.
Have you heard? The President's been shot.
- 8 How long are you here for?
How long have you been here for?

- 2 Underline the correct verb form.

- 1 His plane *took off* / *has taken off* a few minutes ago.
- 2 The president *has resigned* / *has been resigned* and a new president *has elected* / *has been elected*.
- 3 I *work* / *'ve been working* in Dubai since last March.
When *did you arrive* / *have you arrived*?
- 4 How many e-mails *have you sent* / *have you been sending*?
- 5 What *did you do* / *have you been doing* in the bathroom? You *were* / *'ve been* in there for ages.
- 6 A huge snowstorm *has hit* / *has been hit* New York.

CD 27 Listen and check.

- 3 Where can the words in the box go in these sentences? Sometimes several words are possible.

just yet already ever never

- 1 I've read that book.
 - 2 I've been reading an interesting book.
 - 3 Has it been made into a movie?
 - 4 He's learned to drive.
 - 5 The game hasn't finished.
 - 6 Have you been to Argentina?
- Compare answers with the class.

JASON WU

- 4 Jason Wu is a famous fashion designer. He has had a very interesting life so far. Look quickly through the chart of events in his life. What do you find surprising?



Age Life event

0	Born on September 27, 1982 in Taipei, Taiwan
9	Moved to Vancouver, British Columbia, Canada in 1991
9	Learned how to sew by designing and sewing clothes for dolls
16	Designed doll clothes for a toy company, Integrity Toys
17	Became creative director of Integrity Toys
17	Decided to become a fashion designer
17	Spent his senior year of high school in Paris
18-20	Attended college at the Parsons School for Design in New York
19	Launched his handbag and shoe collections in 2001
23	Worked as an intern for well-known fashion designer Narciso Rodriguez
24	Launched his ready-to-wear line of clothes in 2006
24	His dresses were photographed underwater for Delta Faucet Company's faucet campaign
26	Won the Fashion Group International's Rising Star award in 2008
26-now	Designs clothes for First Lady Michelle Obama, Reese Witherspoon, Julianne Moore, Diane Kruger, Zoe Saldana and others
28	Won the Swarovski Award for Womenswear at the CFDA Fashion Awards in 2010
29	Collaborated with Creative Nail Design to create a set of four nail polish colors
31	Became the women's wear creative director at German fashion house Hugo Boss in 2013
Now	He's still designing. His collections include handbags, eyewear, jewelry, scarves, and clothes.

a passion for fashion

5 Study the chart with a partner. Ask and answer these questions about Jason Wu's life.

- 1 How long has Jason Wu been designing clothes?
Since he was about 9.
- 2 How did he learn to sew?
- 3 Where did he go to college?
- 4 What different kinds of products has he designed in his career?
- 5 How many awards has he won?
- 6 How long has he been designing clothes for celebrities?
- 7 How long has he been designing handbags?
- 8 What is he doing these days?

CD2 28 Listen and check your answers. What extra information do you learn about Jason Wu?

Time expressions

6 Complete the sentences about Jason with phrases from the box.

for one year	Between 2000 and 2002
since he was 9	until he was 9
three years after he won the Swarovski Award in 1982	while he was living in Paris when he was 18

- 1 He was born _____.
- 2 He lived in Taiwan _____.
- 3 He's been designing clothes _____.
- 4 He lived in Paris _____.
- 5 He decided to become a fashion designer _____.
- 6 He moved to New York _____.
- 7 He started working for Hugo Boss _____.
- 8 _____ he studied at the Parsons School for Design.

Role play

Imagine you are a journalist. You are going to interview Jason Wu about his life. Write questions to ask him with your partner. Then roleplay the interview.

Interviewer Where were you born?

JW In Taipei.

Interviewer Have you always been interested in fashion?

JW Yes, I have. Well, most of my life, since I was 9.

►► **WRITING** DESCRIBING A PERSON p. 105

Have you ever ...?

7 Work with a partner. Choose from the list below and have conversations.

Have you ever bought a pair of designer jeans?

No, I haven't. I can't afford them.

Yes, I have. I'm wearing them now.

Where did you buy them?

- buy/a pair of designer jeans?
- read/a book in English?
- run/marathon?
- make/a cake?
- meet/someone on the Internet?
- sleep/in a tent?
- lose/your cell phone?
- go/formal party?
- ride/a motorcycle?
- win/a competition?
- write/a love letter?
- be/given a present you didn't like?

Tell the class about your partner.

Maria's never bought a pair of designer jeans because ...



SPOKEN ENGLISH How long ...?

1 Read the two conversations. What are the two questions with *How long*?

1 **A** *How long* are you here for?

B *Just three days. I arrived yesterday and I leave tomorrow.*

2 **A** *How long* have you been here?

B *I've been here a week already. I arrived last Saturday.*

Which question refers to past up to the present?

Which question refers to a period around now (past and future)?

2 What is the correct question for these answers?

1 Four more days. We came two days ago.

2 Since Monday.

3 Until Friday. We're leaving Friday morning.

4 Over half an hour! Where have you been?

5 We're staying a month altogether.

CD2 29 Listen and check. Practice with a partner.

READING AND SPEAKING

Soccer – a global passion

- 1 Soccer—do you love it or hate it? Why? Have a class vote. How many famous soccer players can you name? What teams do they play for?
- 2 Whether you love it or hate it, soccer is difficult to ignore. Read only the **introduction** and the **final part** of “The Beautiful Game.”
 - 1 What statistics are given? Do any of them surprise you?
 - 2 How did soccer become known as “the beautiful game”?
 - 3 In what ways is soccer a “simple” game?
 - 4 Which famous players are mentioned? What do they have in common?
- 3 Read “How soccer began.” Answer the questions.
 - 1 What was *tsu chu*?
 - 2 Which nationalities were the first to play a kind of soccer? When?
 - 3 What images do you have of “mob soccer”? Describe a game.
 - 4 How was the game played at English public schools?
 - 5 What caused chaos when the boys tried to play soccer in college?
 - 6 How did the idea of half-time start?
 - 7 Why is London important to soccer?
 - 8 What was the “sticking point”? Which game was also born? Why?
- 4 Read “Soccer around the world.”
 - 1 Complete the sentences with the name of the continent.
 - a _____ has become more enthusiastic about soccer since the 2006 World Cup.
 - b _____ has the wealthiest soccer teams in the world.
 - c Not all countries in _____ have a passion for soccer.
 - d _____ and _____ often lose their most talented players to rich European teams.
 - e In _____ soccer has become more popular with girls than boys.
 - 2 Which continents are most/least enthusiastic about soccer?
 - 3 Why do some continents often lose players to European teams?
 - 4 How and where has the World Cup increased interest in soccer?

What do you think?

- Soccer “has totally changed the worlds of sports, media, and leisure.” What does this mean?
- Does soccer unite or divide the world? How?
- Why are some teams so famous worldwide? Which players are superstars today?
- Do you agree with the conclusion about why soccer has become a global passion?

The

Over the last hundred years, the game of soccer has totally changed the worlds of sports, media, and leisure. Soccer is played worldwide by more than 1.5 million teams and 300,000 clubs. An amazing eight out of ten people in the world watch the World Cup. It is, as the great Brazilian soccer player Pelé described it, “the beautiful game.” **Andrew Hunt reports.**

How soccer began

As far back as 2500 BCE the Chinese played a kicking game called *tsu chu*. Similar games were played by the Romans and North American Indians. In England in medieval times “mob soccer” was wildly popular. In 1583, Philip Stubbs said of soccer players:

“sometimes their necks are broken, sometimes their backs, sometimes their legs, sometimes their arms.”



By the mid-19th century, with the help of English public schools, the game had become less violent. Each school had different rules for playing the game. Problems arose when boys from the different schools went to the Universities of Oxford and Cambridge and wanted to continue playing. This is from the description of a match played in Cambridge in 1848:

“... The result was chaos, as every man played the rules he had been accustomed to at his school.”

It became common to play half a match by one side's rules, the second half by the other's. That's how half-time came about. However, this was not good enough for the university men. They decided to sort out the rules once and for all.

On Monday, October 26, 1863, they met in London. By the end of the day they had formed the Soccer Association, and a *Book of Laws* was on its way. The sticking point was

Beautiful Game



whether a player could pick up the ball and run with it or not, and this was not decided until December 8. From this decision the games of both soccer and rugby were born.

Soccer around the world

Europe is home to the world's richest professional teams: Manchester United, AC Milan, FC Barcelona, Real Madrid, Bayern Munich. These teams are famous in many countries around the world. Only 1% of Manchester United's fans are from the UK, and there are 131 Real Madrid fan clubs outside of Spain!

South America has produced some of the most exciting soccer on earth. Many of the world's leading players have come from simple lifestyles to play on the world stage. They have been snapped up by important European teams after making their mark at home. Brazil has won the World Cup five times, Uruguay three times, and Argentina twice. Brazil and Argentina are soccer rivals. In fact, many Brazilians cheered for Germany in the finals of the 2014 World Cup.

North America is the only continent where soccer has become more popular with females than males. In 1991, the U.S. won the first Women's World Cup and then again in 1999 and 2015. Interest among American men has been growing since the World Cup in Los Angeles in 1994, and more recently since the arrival of international stars such as David Beckham.

Asia: Over the past two decades, heated rivalry among Japan, China, and South Korea has increased the passion for soccer across the continent, especially after Japan and Korea co-hosted the World Cup in 2002. However, not all Asian countries share the passion: India and Pakistan prefer cricket.

The Middle East: Countries such as Saudi Arabia, Kuwait, and Qatar have lately been investing huge sums of money in soccer. They've hired the best players and coaches that money can buy. Qatar's hosting of the 2022 World Cup will be very important for Middle Eastern soccer.

Australia: Sports in Australia have long been dominated by cricket, rugby, and surfing. However, since they qualified for the 2006 World Cup, Australians have become much more interested in the game.

Africa has produced a number of soccer superstars, but many of them have been lost to the rich European teams. Africa is rich in talent, with thousands of gifted young players dreaming of big-time soccer. South Africa's hosting of the 2010 World Cup was very important for African soccer.

A global passion

The game of soccer is played in every nation on earth, not only by the 120 million regular team players, but also by countless others on beaches, in playgrounds, and on streets. The world's love of soccer is simple—it's because soccer is simple. All that is needed is a ball, a piece of ground, and two posts. The world's greatest players, George Best, Diego Maradona, and Pelé, all learned their skills on vacant lots. These are the places where the sport is born and why soccer has become a global passion.

VOCABULARY AND LISTENING

Things I'm passionate about

- 1 Work with a partner. Look at the words and expressions in the box. Which are positive, which are negative? Which are neutral?

kind of like	crazy about
adore	can't stand
loathe	don't mind
into	detest
not that into	fond of

- 2 Rewrite the sentences using the words in parentheses.

- 1 She likes ice cream very much. (*absolutely adore*)
She absolutely adores ice cream.
 - 2 He likes all water sports. (*very into*)
 - 3 I hate opera. (*detest*)
 - 4 My brother loves playing video games. (*crazy about*)
 - 5 My sister doesn't really like any sports. (*not that into*)
 - 6 I don't like people who always talk about themselves. (*can't stand*)
 - 7 My mom likes going to musicals. (*very fond*)
 - 8 I like tea but I prefer coffee. (*don't mind*)
 - 9 The thing I hate most is cleaning up my room. (*loathe*)
 - 10 I don't hate my job, but it's time I applied for another one. (*kind of like*)
- 3 Look at the photos of the people. Read what they say about their passion. Can you figure out what their passion is?
- 4 **CD2 30** Listen to the people. Were you right? What are their passions?
- 5 Listen again. Answer the questions about each person.
- 1 How long have they had their passion?
 - 2 What first created their interest?
 - 3 Why do they like it so much?
- 6 Use some of the expressions from the box in exercise 1 to talk about the people.

What do you think?

- Which of the people's passions most interest you? Why? Which interest you least?
- Is there anything in your life that you feel passionate about? Tell the class about it.

1 Julia

"I enjoy it, I think, because it's a very psychological game. I mean, if you're playing badly, you have to push yourself to continue."

"... there's only about 3 months that you can't play."



2 Paul

"They're so big and powerful, but so beautiful when you see them racing around a field or on a track."

"Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts."



3 Andrew

"I felt the power of the words—the thing I like so much about it is that you can say so much with just a few words."

"It's all about saying what often goes unsaid, and with passion."



4 James

"... they complain about it all the time, but I love it."

"Here, you really appreciate the sunshine, and you notice the seasons."



5 Kim

"... the thing I love best about it is that you are away from everything and everyone, out in the water, just waiting, with nothing around you."

"Once we capture it, we carefully release it, and it's not harmed."



EVERYDAY ENGLISH

Making the right noises

- 1 Look at the words in the boxes. They are all possible responses in conversation. What do they express?
Write in the correct heading.

• Agreement • Sympathy • Pleasure • Surprise

_____	_____	_____	_____
How amazing! That's great! Awesome! Congratulations! Wonderful! Good for you!	Absolutely. Definitely. Of course. That makes sense. Fine. OK.	Did you? You didn't! That's amazing! You're kidding! You did what? Really?	What a shame! That's a shame. Oh, no! That's too bad. How awful! Bad luck.

- 2 **CD2 31** Listen and complete B's responses. Practice the conversation with a partner.

A My grandfather hasn't been doing too well lately.

B

A He's 79. Don't you think at his age he should slow down a little?

B

A But he won't listen to me. He says he wants to enjoy his life to the fullest.

B

A Last summer he went on a two-week cycling trip in South America.

B

A We're going to give him a big party for his 80th birthday.

B

A But before that I'm going to have a word with him and tell him to take things easier.

B

What other responses from exercise 1 make sense in exercise 2?



- 3 Read the lines of conversation. Write in a logical response. There are sometimes several possibilities.

1 A My boyfriend just asked me to marry him.

B _____ (surprise) _____ (pleasure)

2 A Will spaghetti Bolognese be OK for dinner?

B _____ (agreement) _____ (pleasure)

3 A There's a strike at the airport so my trip's been canceled.

B _____ (sympathy) _____ (sympathy)

4 A I failed my driving test again.

B _____ (surprise) _____ (sympathy)

5 A We're expecting a baby.

B _____ (surprise) _____ (pleasure)

6 A So you think I should save to buy a car, not borrow the money?

B _____ (agreement)

7 A I told him I never wanted to see him again.

B _____ (surprise) _____ (sympathy)

- CD2 32** Listen and compare. What is B's further comment?

- 4 Practice the conversations with a partner. Continue them if you can.

- 5 Work with a partner. Have a conversation about a good or bad day you have had recently. React as you listen and talk.

Last Sunday was the worst day of my life!

Well, ...

Oh, no! What happened?

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8

No fear!

Verb patterns • Body language • Travel and numbers

STARTER

- Match a sentence with a cartoon.
 - They stopped to talk to each other.
 - They stopped talking to each other.
- What's the difference in meaning between Sentences 1 and 2?



DON'T WORRY, MOM!

Verb patterns

- CD2 33** Read and listen to the messages sent home to parents by young travelers. Where are the travelers? What has happened that gives their parents reasons to worry?

I'm fine 1

From: kate@oneworldmail.net
Subject: I'm fine

Hey there! Just a quick e-mail to say, Mom, please don't freak out about the photos. It looks much worse than it was!! I don't remember anyone taking the pics, and I've no idea who posted them on Facebook! It was pitch-black dark that night and I was trying to climb up to the top bunk bed. Unfortunately my head hit the corner of the bed—a METAL bunk bed! Anyway, a scream of pain and, oh! I forgot to mention the ambulance ride to the hospital—but, no, I'm fine. I know you'll hate to hear this, but I had to get some stitches. Don't worry! It's impossible to see the scar on my head!! I didn't want to say anything at the time for obvious reasons. Sorry if it shocked you!!!

Talk soon—lots of love from hot and rainy California.
miss you and love you SO MUCH
Kate x x x x x x x

Dan, Ma 2

Hey Ma,
Must be quick 'cause late.

Just feel I need to warn you, I met some awesome Aussies last night. They're planning to go to New York next month. I said I was sure you'd like to meet them, so I gave them your number. Hope you don't mind putting them up for a few nights. They're all good guys. Can't remember their names, but I know you'll make them feel at home. They're looking forward to meeting you. Hope to speak to you soon.

3

< Message Mom Details

Hey Mom, Dad and Izzy—had a great time yesterday! We went piranha fishing on the Amazon in a canoe. Victor told us to throw pieces of meat into the water to attract the fish, but we didn't manage to catch anything. We stopped to camp on the banks in the evening and really enjoyed watching the sunset and swimming in the dark. Unfortunately, we'd forgotten to bring a flashlight, so we were lucky to escape from the crocodiles. Love ya! Bill.



Delivered

+ New 4

From: jill88@adps.mail.net
Subject: Hi from Peru!

Dear Parents,

Last night we arrived at the most fantastic hotel in Arequipa, Peru. It's great to be in a room with a private bathroom. We expected to have a good night's sleep but woke up when an earthquake struck about 2 A.M. Don't panic, Mother! You'll be happy to hear that no one was hurt. We fell asleep again shortly after, and everyone felt fine in the morning despite the holes in the walls and ceilings. We're thinking of staying here two more days. I'll let you know our plans.

Lots of love, Jill



Glossary

(to) **freak** (out) (informal) to have a completely shocked reaction to something

awesome (informal) very good; excellent

Aussies (informal) people from Australia

2 Read these sentences. Which verbs or phrases can fill the blanks?

- Kate didn't _____ anyone taking the photos.
a see b ask c remember
- She _____ to climb up to the top bunk bed.
a wanted b tried c remembered
- She forgot _____ the hospital.
a mentioning b to mention c mention
- Dan asked his mom _____ his Australian friends.
a put up b putting up c to put up
- His Australian friends _____ to go to New York.
a want b are hoping c are looking forward
- He thinks his mom will make them _____ at home.
a feel b to feel c feeling
- Bill _____ to catch piranha fish.
a didn't succeed in b didn't manage c tried
- They stopped _____ on the river bank.
a camping b to camp c to spend the night
- Jill _____ having a private bathroom.
a loved b wanted c hoped
- She is _____ staying two more days.
a planning b looking forward to c thinking of

3 CD2 34 Listen and complete the lines. Who is speaking?

- When we saw the photos we _____ feeling worried.
- The photos _____ look worse than it really was.
- Your friends must _____ keep their room clean.
- It's really kind of you _____ them stay.
- Did Victor _____ escape from the crocodiles?
- He warned us not _____ swimming.
- We couldn't _____ a little scared.
- Have you _____ come home yet?

GRAMMAR SPOT

- Match a pattern in A with a sentence from the e-mails in B.

A

verb + -ing

verb + to

verb + sb + to

verb + sb + infinitive

(without to)

adjective + to

preposition + -ing

B

I need to warn you.

Victor told us to throw meat.

You'll make them feel at home.

He enjoyed swimming.

We're thinking of staying two more days.

It's impossible to see the scar.

- What is the difference in meaning between these sentences?

She remembered to e-mail her mom.

She remembered e-mailing her mom.

►► Grammar Reference 8 p. 138 Verb Patterns p. 154

PRACTICE

Calling home

1 Work with a partner. Complete Kate's phone conversation with her mother.

M Kate! It's so good to hear (hear) from you. Are you OK?

K Oh, Mom, I'm really sorry for _____ (worry) you so much. I really didn't mean to.

M We opened our messages and we were so delighted _____ (see) all your photos and then we saw that one.

K I didn't want my friends _____ (post) it. I asked them not to.

M But Kate, all those stitches, and you went to the hospital. We couldn't help _____ (feel) worried.

K I know, but honestly, Mom, my friends made me _____ (go) to the hospital. I really didn't need to.

M How is your head now?

K Absolutely fine. Honestly. I'll send you some more photos and you can see for yourself.

M OK. Don't forget to.

K I'll call again soon, and I promise _____ (text) regularly. Bye.

M Bye. Take care!



2 **CD2 35** Listen and check. Practice the conversation.

SPOKEN ENGLISH Don't forget to! – the reduced infinitive

1 In conversation it isn't necessary to use the full infinitive if it is understood from the context.

A I'll e-mail some more photos.

B OK. Don't **forget to send more photos**.

A Can you and Mary come to lunch next Sunday?

B Oh yes, we'd **love to come**.

Find three more examples in Kate's conversation with her mother.

2 Reply to A, using the verb in parentheses and a reduced infinitive.

1 A Did you mail my letter?

B Oh, sorry, I _____ (forget)

2 A I can't go out with you this evening. Sorry.

B Oh, but you _____ (promise)

3 A Why did you e-mail your mother again?

B Because she _____ (ask me)

4 A Do you think you'll apply for that job?

B Yes, I've definitely _____ (decide)

5 A Are you taking your brother to the airport?

B Well, I _____ (offer), but he said he _____ me _____ (not want)

CD2 36 Listen and check your answers. Practice with a partner.

Talking about you

3 Complete the sentences so that they are true for you BUT make two of them false.

1 I really enjoy ...

2 I'm no good at ...

3 I shouldn't forget ...

4 I will always remember ...

5 I just finished ...

6 I sometimes find it difficult ...

7 My parents made me ... when I was young.

8 I'm looking forward to ...

9 I'd love ...

4 Work in small groups. Read some true and some false sentences aloud to each other. Make comments and ask questions to find the false ones.

I really enjoy riding bikes.

Do you? Do you bike to work?

I don't believe you.
You don't even have a bike!

LISTENING AND SPEAKING

Fears and phobias

- 1 What are typical phobias that people have? Make a list. Are you afraid of anything?
- 2 Work with a partner. Match the phobias in the chart with their definitions. Compare answers as a class.

We think autophobia is fear of ...

It might be ...

We've no idea what ... is.

- 3 **CD2 37** Some people have strange phobias. Listen to Jodie, Dave, and Melissa talking about theirs. After each one discuss these questions as a class.
 - 1 Which part of the cartoon would make them panic?
 - 2 How did their phobia start?
 - 3 How does it affect their lives?
 - 4 What caused their panic attack?
 - 5 Have they tried to cure their phobia?
- 4 Work in small groups to retell the stories. Use the prompts to help.



JODIE

When she was a little girl ... grandmother asked her ... opened the cabinet ... dark green cardigan ... started screaming ... her grandmother managed to ... now it's difficult to ... tries to find ... a year ago ... a colleague's jacket ... has decided to ... embarrassed ...



DAVE

His dad used to ... he didn't like watching him ... when seven started feeling ... his dad had to stop ... problem got worse ... supermarkets ... asked his wife never to ... wouldn't go to restaurants ... oyster ... only hamburger restaurants ... started to see ... hasn't succeeded in ...



MELISSA

Since she was five ... trying to blow up ... popped in her face ... can remember ... her friends enjoy ... think it's fun to ... last time ... a panic attack ... they refused to ... difficulty in ... worst thing ... parties ... can't imagine ever ... even on TV ... starts to shake ...

Autophobia
Ablutophobia
Aviophobia
Frigophobia

is a
fear of

washing. the color blue.
flying. **birds.** feeling cold.
fridges. being alone. **cars.**



What do you think?

- 5 Discuss these questions in your groups.
 - 1 Which of the three people do you think has the most difficult phobia to live with? Why?
 - 2 Why do people get phobias?
 - 3 Why do some people and not others get them?
 - 4 How do you think they can be cured? Suggest ideas.

The psychologist's view

- 6 **CD2 38** Listen to psychologist Dr. Lucy Atcheson talking about phobias. How does she answer questions 2–4 in exercise 5?

Language work

Look at CD2 37 on page 123. Choose a story and underline examples of different kinds of verb patterns.

READING AND SPEAKING

Dangerous trips in history

1 Close your eyes. Imagine you are one of 90,000 people. You are traveling together, on foot, over mountains, rivers, and plains. It's winter. What problems would you face?

2 You are going to read about two famous leaders, Hannibal Barca and Mao Zedong. They both undertook remarkable trips with thousands of people. Look at the maps. What difficulties can you anticipate?

3 Divide into two groups.

Group A Read about **HANNIBAL**.

Group B Read about **Mao Zedong**.

First read about your leader's *Early Years*. Answer the questions with your group.

- 1 How did his father influence his life?
- 2 Who was the enemy?
- 3 Where did he move to?
- 4 Why did they set off on such a long journey?

4 Read about the trip and answer the questions.

- 1 When did the trip start?
- 2 How many began it? Who were they?
- 3 What kind of leader was he?
- 4 What problems did they face on the way?
- 5 How long did the trip last?
- 6 How did it end? How many survived?

5 Read the final part. What happened to the leader after the trip?

6 Find someone from the other group. Go through the questions again and compare the leaders and their trips. Use the maps to help. What similarities can you find? How many years separate the two trips?

What do you think?

- Which trip was more dangerous? Why?
- Can you imagine such a trip on foot taking place today? Where and why might it happen?

► **WRITING** TELLING A STORY (2) p. 106



HANNIBAL CROSSES THE ALPS

247-182 BCE

EARLY YEARS

Hannibal Barca was born in Carthage, North Africa (now a suburb of Tunis, Tunisia) in 247 BCE. At that time this once prosperous seaport was losing a long and exhausting war with the Romans over who should rule the western Mediterranean. His father, Hamilcar, was a general in the army, and it is said that he made his son promise to hate the Romans forever.

The 23-year-long war was finally lost in 241 BCE. Hannibal and his family moved to Spain, where the Carthaginians were trying to build a new empire. Hannibal grew up to be a bold and fearless fighter like his father, and eventually became commander of the army. In 218 BCE the Romans again threatened to attack. In a daring and dangerous plan Hannibal decided to march from Spain to Italy before the Romans had even declared war. This march was to be a trip of 1,500 miles across both the Pyrenees and the Alps.



Mao Zedong and the Long March

1893-1976

Early years

Mao Zedong (Mao Tse Tung) was born in Hunan province in Southern China in 1893. His father was an ambitious but illiterate farmer, who wanted his son to have the education he didn't have.

At his university Mao became active in revolutionary student groups and, in 1921, he helped found the Chinese Communist Party. He established a base in the remote Jiangxi province,

where they formed the Red Army to fight against the Nationalist Government under Chiang Kai-shek. However, in 1934, after many bloody battles, they were forced to escape from the area. They set off on a remarkable trip, which became known as the Long March.



THE JOURNEY

In May 218 BCE, Hannibal left Spain with an army of about 90,000 men and 37 elephants, which he believed were needed to get them over the mountains. In the next few months under his inspiring leadership, they marched through Spain to the Pyrenees and then to the South of France. They moved about 10 miles a day, and were frequently attacked by local tribesmen. They reached the River Rhone and accomplished the unbelievable task of building huge rafts to ferry the elephants across. Some fell off but managed to swim using their trunks as snorkels. It was now fall, and snow started to fall as they approached the Alps. The army, helped by the elephants, struggled on, slipping and sliding over ice and snow, over the main pass. Finally, they were in sight of Italy. Their five-month trip at an

end, Hannibal's army of 90,000 was reduced to 36,000—over half his men had perished or deserted on the way. Winter storms had killed all but one of his elephants.



FINAL YEARS

In some ways Hannibal's march was hugely successful because he took the Romans by surprise and initially defeated them in numerous battles. However, after many years and many more battles, his army failed to overcome Rome's superior resources and manpower. Hannibal, who had been 29 at the start of his trip, sailed back to North Africa at the age of 45. He finally committed suicide in 182 BCE, at the age of 65. Despite his final defeat, he is still recognized as one of the greatest military leaders in history.

The Long March

The march began on October 16th. No one was sure where they were going, but 86,000 men and 30 women, including Mao's wife, set out to walk from the south to the north of China. The trip took one year, ending in the northwestern Shaanxi province.

They started the march fairly well, armed with 33,243 guns, but five weeks later suffered their first disastrous defeat at the Xiang River crossing. They lost 56,000 men and much of their equipment was thrown into the river.

It was at this time that Mao Zedong became leader of both the Red Army and the Communist Party. He was a tough but popular leader.

One of the worst experiences was crossing the Great Snowy Mountains, over 16,000 feet high. Many men died from lack of oxygen. Exhausted, they knew that to stop to rest meant certain death. If they managed to reach the top, it was best to sit down and slide to the bottom on the ice. Many men were catapulted over cliffs.

It was now September 1935 and the army had to cross the Marshland, between the Yangtze and Yellow Rivers. It looked innocent, covered with flowers, but beneath the flowers were bogs that could swallow a man in a minute. Mao lost more men during this seven-day trek than in the Snowy Mountains.

Eventually, on October 19th, after marching for 370 days and about 7,800 miles, they reached Shaanxi province. Of the 86,000 who began, only 4,000 remained.



Later years

The Long March began the ascent to power of Mao Zedong. On October 1, 1949 he proclaimed the People's Republic of China, and the Great Cultural Revolution followed. This radically changed every aspect of Chinese society. In October 1966, Mao's *Little Red Book* was published, and his ideas were taught throughout the country. Mao's image was displayed everywhere: in homes, offices, stores, and streets. He finally died on September 9th, 1976, at 82.

VOCABULARY AND IDIOMS

Body language

1 As a class, brainstorm all the parts of the body. Fill the board with all that you can think of.

2 Work in small groups. Which parts of the body do you use to do the following things?

bite blow clap climb hit hug kick kneel
lick march point scratch stare whistle

3 Which verbs in exercise 2 go with these nouns and phrases?

_____ a ladder	_____ your nails
_____ out of the window	_____ up a balloon
_____ a tune	_____ an insect bite
_____ someone close	_____ your hands to the music
_____ a soccer ball	_____ at a place on the map
_____ an ice cream	_____ a nail with a hammer
_____ down to pick	_____ like a soldier
_____ something up	

CD2 39 Listen and check. What is the situation for each expression?

4 The sentences all contain idioms that use parts of the body. Work out the meanings from context.

- 1 Did you hear about Millie's party? Too many people came and the whole thing **got out of hand**.
- 2 The house was such a mess! When her parents came back, they **kicked up** such a fuss. I don't blame them.
- 3 I don't get along with my brother. We don't see **eye to eye** on anything.
- 4 I saw a show on TV about quantum physics, but I'm afraid it **went straight over my head**.
- 5 **Don't waste your breath** trying to explain it to me. I'll never understand.
- 6 Can you help me? I've **hit a snag** installing this program on my computer.
- 7 My dad keeps chocolate in his desk. He **has** such a **sweet tooth**.
- 8 I feel silly. I got so excited when he said I'd won the lottery, but he was only **pulling my leg**.

5 Replace each idiom in exercise 4 with a literal meaning from the box. Read the sentences aloud with both expressions.

loves sweet things I didn't understand a word
agree were furious I'm having trouble
got out of control it's not worth joking

6 What other idiomatic expression do you know for each of these parts of the body? Share them with the class.

heart head hand foot hair



EVERYDAY ENGLISH

Travel and numbers

1 Read aloud these numbers.

15 50 **406** 72 178 **90** 19 850 **1,520**
 17.5 36 247 5,000 **180,575** 2,000,000

CD2 40 Listen and check.

Notice the way we use points and commas in English.

\$6.50 (six fifty)

2,500 (two thousand five hundred)

3.14 (three point one four)

2 Match a question with a number. Ask and answer them with a partner. Practice saying the numbers aloud.

Questions	Numbers
1 What time does the train leave?	212-555-2111
2 How far is it to Montreal?	27 pounds
3 How long's the flight?	1,915 miles
4 How much does it cost?	1:45
5 What's your credit card number?	17.5%
6 What's the expiration date?	About 1½ hours
7 How much does it weigh?	6356 5055 5137 9904
8 What's your cell number?	\$34.99
9 What's the tax rate?	02/18

CD2 41 Listen and check. Practice again.

3 Work in pairs. Find the numbers in the pictures and practice saying them.

4 **CD2 42** Listen to the conversation.

- Where is it taking place?
- Who are the people?
- Where does the woman want to travel to?
- What is the problem?

Listen again. Write down all the different numbers you hear. What do they refer to?

one (bag), 60 pounds

Practice the conversation with a partner.

5 **CD2 43** Listen and do the same again.

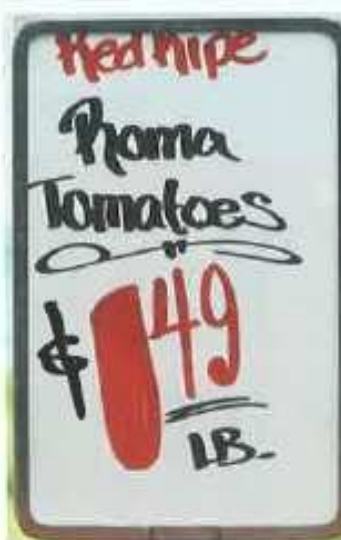
6 Work in groups. Write down some numbers that are important to you. Can the others guess what they refer to? Explain what they are.

Nineteen.

Is it your age?

No. It's the day I go on vacation. July 19th!

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9

It depends how you look at it

Conditionals • Words with similar meaning • Dealing with money

STARTER

Ideas can be looked at in different ways.

Work in groups. Think of some pros and cons of being a teenager.

- + You aren't a kid anymore.
You are becoming more independent.
- You aren't a child, but you aren't an adult.
You don't have any money.

Compare ideas as a class.

BILLY'S STORY

Conditionals

- 1 Why are some kids bullied? Why do some kids become bullies?
- 2 Read about Billy. What are his problems?

BILLY'S STORY

Billy enjoyed school. He tried hard, but studying wasn't easy for him.

He didn't have many friends. He felt lonely and insecure.

The other kids started bullying Billy. They called him "Billy no friends" and stole his money.

They sent him texts. They threatened to hurt him.

He tried to talk to people, but they didn't listen.

Billy started missing school. He felt desperate. He didn't know who to go to for help.

3 What would you do if you were ...?

Billy's mom	Billy's sister	Billy's dad
Billy's teacher	a counselor from Kidcare	Billy

If I were Billy's mom, I'd go to the teacher and explain what was happening.

I wouldn't. I'd talk to Billy and ...

4 **CD3 2** Listen. Who are the six speakers imagining they are?
I'd organize a school day which tried to educate everyone about bullying, and I'd invite social workers, police, and psychologists. - The teacher.

5 Look at the Kidcare Report. Read what the counselor wrote about Billy. What *did* Billy do?
Answer the questions.

- Did people listen to Billy?
- Did his father stay?
- Did he talk to Kidcare?

Look at the sentences in bold in the Kidcare Report.

CD3 3 Listen and repeat.

KIDCARE REPORT

MISSING

Client: Billy Simmons

Age: 14

Counselor: Carmen Delanie



Billy ran away from home because he was being bullied at school. He has now been missing for six months. He had tried to talk to his mother and his teachers. **If they'd listened to him, they'd have understood** how he was feeling.

Billy's father walked out on the family. **If his father had stayed, Billy might have felt happier** and less insecure.

If he'd talked to us, we could have helped. He should have come to us a long time ago.

We are doing all we can to locate Billy. We suspect that he is somewhere in New York.

6 Make a sentence using *If* and the prompts.

- 1 People didn't understand what Billy was going through.
understood ... wouldn't ... run away
If they'd understood, he wouldn't have run away.
- 2 He didn't go to Kidcare.
gone ... could ... talked ... problems
- 3 His father left.
left ... Billy might ... felt more secure
- 4 The bullies threatened him.
threatened ... he wouldn't ... run away

CD3 4 Listen and check.

GRAMMAR SPOT

- 1 Second conditional sentences express an unreal situation about the present.

If I **was** in trouble, I'd (= would) **come** to you for help.
(But I'm not in trouble.)

Third conditional sentences express an unreal situation about the past.

If you'd (=had) **told** me about your problems, I'd (= would) **have helped**. (But you didn't tell me, so I didn't help.)

How do we form second and third conditional sentences?

- 2 Which two of these modal verbs express a possibility?
I **would** / **might** / **could** have helped you.
- 3 Look at this sentence.
Pete **shouldn't have stolen** the money.
Is this good advice? Did Pete steal the money?

►► Grammar Reference 9.1-9.6 pp. 138-139

So what would you do...?

If you're being bullied, contact **KIDCARE**.
We're on your side. Call 212 364 8888.

PRACTICE

It all went wrong

- 1 Work in pairs. Read about three robberies that went wrong. What were the robbers' mistakes?

Easy arrest

A bank robber in Montreal, Canada, held up a sign that said "Give me all the money." The cashier handed over the money, and the bank robber fled, leaving the note behind. Unfortunately, he had written the note on the back of an envelope. On the other side was his address. He was arrested later the same day.

Smile!

Car thief Lee Hoskins took pictures of himself stealing a Honda Civic with a camera he found in the glove compartment. Lee and his girlfriend took turns posing before crashing the car and fleeing the scene, leaving the camera on the back seat of the car. "It's amazing just how stupid some criminals can be," said a spokesman for the Atlanta police.

Have a loan instead

A bank manager in Arlington, Virginia, stopped a robbery by persuading the three criminals to take out a loan instead. The robbers burst into the bank near Washington, D.C., and demanded \$50,000. The manager put the money on the table, but suggested that a loan would be more sensible. He offered them a \$20 cash advance and told them to return in ten minutes to sign the loan papers. Police were waiting for them.

- 2 Rewrite the sentences about the robberies using the words in parentheses.

- It was a mistake to write his note on an envelope. (*shouldn't*)
He shouldn't have written his note on an envelope
- It would have been better to take the note with him. (*should*)

- He left his address. The police found him. (*if*)

- It was stupid to take his picture. (*shouldn't*)

- They crashed the car. They didn't escape. (*if, could*)

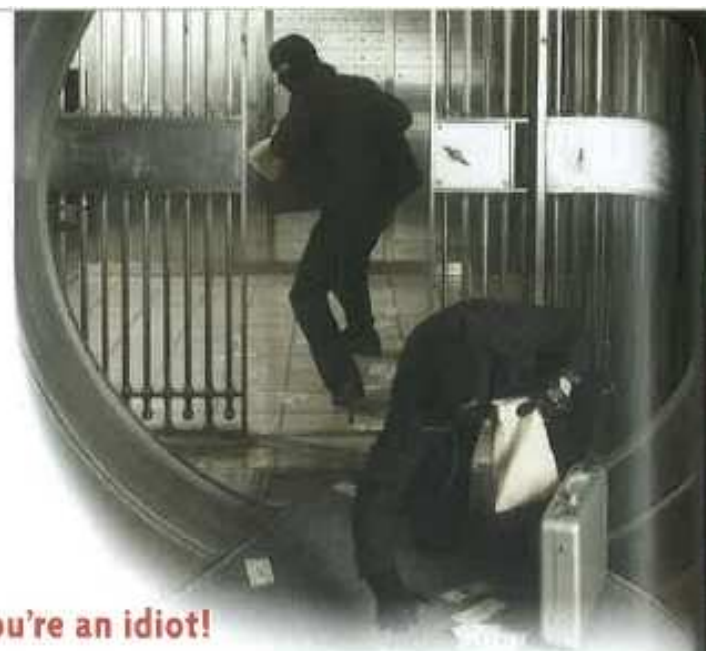
- He left pictures of himself. He could have gotten away with it. (*if, might*)

- They were so stupid. They didn't escape with the money. (*if*)

- They listened to the manager. They didn't steal the money. (*if, could*)

- It was silly to go back to the bank. (*shouldn't*)

- It would have been better to just run away. (*should*)



You're an idiot!

- 3 Your friend did some really stupid things.

I drove home even though I was falling asleep at the wheel.

You're an idiot! You might have had an accident! You could have killed someone!

How do you react when he tells you these things? Use *might have* or *could have*.

- I went walking in the mountains for three days with no food or equipment.
- I didn't feel like going to work, so I called in sick. I went shopping instead.
- I had a temperature of 102, but I went out dancing all night.
- I told Sandra I couldn't see her, then went out with Danielle.
- I used to be really good at tennis – I was an under-14 champion – but then I gave it all up.

CD3 5 Listen and compare.

Speaking

- 4 Think of a time in your life when things went wrong.

*I went to a party with my boyfriend.
I danced with another boy.
I had a fight with my boyfriend.
We broke up.*

Make sentences like these.

I shouldn't have danced with the other boy.

If I hadn't danced with him, I wouldn't have had a fight with my boyfriend.

*I should have just said sorry to my boyfriend.
Then we wouldn't have broken up.*

SPEAKING AND LISTENING

A social conscience

- 1 Work in small groups. Do you have a social conscience? Discuss situations 1–5 and decide what you would do.

I'd ... I wouldn't ... I might ...

Tell the class.

- 2 **CD3 6** Listen to five people describing a situation they were in. Answer the questions.

- 1 Where was he/she?
- 2 Who were the other people involved?
- 3 What was the problem?
- 4 Did he/she do anything? Say anything?
- 5 What was the other person's reaction?
- 6 What was the result?

Talking about you

- 3 What would *you* have done in the same situations? Discuss in your groups, then tell the rest of the class.

I wouldn't have done what she did.

I'd have told him ...

SPOKEN ENGLISH *just*

- 1 Look at the use of *just* in these sentences.

*I'd **just** reached the front of the line ...*

*I **just** need to ask a quick question.*

*... I was **just** furious!*

In which sentences does *just* mean ...?

really a short time before only/simply

- 2 Find other examples of *just* in CD3 6 on page 124.
- 3 Write the word *just* where you think it goes best in these sentences.

- 1 Miwako isn't here. She ^{just} left.
- 2 I'm sorry I'm in a bad mood. I'm tired, that's all.
- 3 I love your new coat!
- 4 I finished the most wonderful book. You have to read it!
- 5 I don't want any coffee. A glass of water, please.
- 6 John's so generous. I think he's amazing!
- 7 "Who's coming tonight?" "Me."
- 8 Hold on a minute. I'm going to the restroom.

- CD3 7** Listen, check, and repeat.

Do you have a social conscience?

What would YOU do?

- 1 You see some kids on the street dropping litter. There is a trash can ten feet away.
- 2 You're in a store. You see a woman shoplifting some food. She has three small children who look hungry.
- 3 You're in a clothing store where eating is forbidden. A woman opens a bag of chips and starts eating in front of you.
- 4 Your best friend is cheating on her boyfriend, Bill. She's been going out with him forever, but she's also seeing a guy named Mark.
- 5 You are on the sidewalk. A man who says he's penniless and homeless is asking for money, so you give him some. As you're walking away, his phone starts ringing. He pulls out a really nice cell phone and starts talking to a friend.



READING AND SPEAKING

The victim meets the burglar

- 1 Have you or has anyone you know ever been the victim of a crime? Discuss the questions.
 - What happened?
 - Were the police involved?
 - Was the criminal arrested?
- 2 There is an organization called the Restorative Justice Consortium. It brings together criminals and their victims.
 - What do you think it hopes to achieve by this?
 - What might the victim of a crime have to say?
 - What might the criminal learn?
- 3 Read the headlines and the introduction to the newspaper article. How do you think the burglar and the victim became friends?
- 4 Work in two groups.

Group A Read about the victim.

Group B Read about the robber.

Answer the questions.

- 1 What personal details do you learn? (*name, age, background ...*)
 - 2 What was he doing in the moments before their first encounter?
 - 3 What was his first reaction? How did he feel? What did he think?
 - 4 How does he describe the act of violence?
 - 5 How did he feel after the crime took place?
 - 6 What was his reaction when asked to meet the other person?
 - 7 What made Will so angry?
 - 8 What did this outburst of anger make him realize?
 - 9 What does he think of the experience of restorative justice?
- 5 Find a partner from the other group. Compare your answers to the questions in exercise 4.

What do you think?

- 1 Is bringing together the criminal and the victim a good idea? Could it help with all crimes? Could it help with bullying?
- 2 60% of people released after serving one year in prison are convicted of another crime. What does this statistic suggest?
- 3 The purposes of imprisonment are ...
 - to punish the criminal.
 - to protect society from the criminal.
 - to rehabilitate the criminal.

Do you think these goals are achieved?

What other forms of punishment might be more effective?

►► WRITING PROS AND CONS p. 108

I'M SORRY

How a burglar and his victim became the best of friends

THE VICTIM

BUSINESSMAN Will Riley, 50, lives in the city with his wife and daughter ...

I WAS getting ready to go to the gym when I walked into my hallway and stopped dead in my tracks. There, standing on the stairs, was a man about the same age as me, dressed in a scruffy leather jacket.

"What are you doing here?" I asked in shock. He said he was a neighbor who'd gotten lost. But it was obvious who he was.

I was suddenly scared. I thought, "If he has a knife, he could kill me." We kind of fought with each other. A passerby saw us and called the police. Somehow I managed to hold him until the police arrived. It was only after they arrested him and took him away that a police officer asked if I was OK. I put my hand to my head and felt blood. I hadn't realized what he'd done to me. It's incredible, but I just didn't register that he'd hit me really hard. He'd smashed a flower pot on my head, and all the pieces were on the ground. I went to the hospital and needed stitches.

After the burglary, my whole life changed. I've always lived in big cities, and I've never been afraid of urban crime, but suddenly I became too frightened to open my front door. All I could think was, "What if my daughter had been at home? Would he have attacked her?"

PETER WOOLF, a life-long criminal, broke into Will Riley's home one March evening. Will found Peter standing in his hallway, his pockets stuffed with money and jewelry.

Peter spent three years in jail for the burglary. So it's hard to think of them becoming friends.

Here, Will and Peter describe their first encounter, and why meeting each other again was the best thing for both of them ...

By **VICTORIA KENNEDY**



CLOSE FRIENDS:
Peter Woolf and
Will Riley

I was asked to meet the burglar in prison. I wasn't sure what the purpose was, but I went anyway. I was curious.

We sat in the prison library, and he explained how he'd come from a dysfunctional family and spent his life in and out of jail. He spoke without any emotion. But it was when he suddenly said, "Last time we met ..." that I exploded.

I screamed at him, "Why me? Why did you ruin my life?"

"We didn't meet in a bar! You broke into my house!" I was so angry. I screamed at him, "Why me? Why did you do this to me? Why did you ruin my life?"

I could see from his face that I had gotten through to him. He looked stunned. It was then I realized he was just an ordinary guy. And I wanted to help him ...

When I got home, I felt relieved. All my fears disappeared. Because I could see Peter was just a normal human being, he became less frightening.

When he was finally released, we stayed in touch. I've met him dozens of times since, and the change in him is amazing. It's hard to believe he's the same person who broke into my home. He's totally different.

I'm delighted that I've done something to help Peter get his life back.

THE ROBBER

PETER WOOLF, 50, is married to Louise, and works as a counselor to rehabilitate criminals ...

IT WAS easy to break into Will's house. Just one push and the lock broke. I quickly took some gold jewelry and some money from upstairs. I was feeling lucky.

But when I was coming downstairs and I bumped into Will in the hallway, I suddenly felt frightened. I thought, "He's a big guy. If he wanted to, he could hurt me."

I tried to escape. I didn't want to hit him, but I did. I'm not a violent guy, but I just did what I had to do. There was a flower pot, and I smashed it on his head.

After I was arrested, all I felt was a big sense of relief. I was going back to a place I knew well. I'd been in and out of prison for 18 years, for theft, burglary, and fraud.

I'd hit rock bottom. I stole because it was the only thing I knew how to do. I knew it would only lead me back to prison.

I was given a three-year sentence. It was while I was in jail that someone mentioned Restorative Justice. I couldn't see the point, but I agreed to do it because I was bored.

It wasn't until I started walking down the hall toward the library that I got scared.

When I got there I sat down and just looked at the floor. I said the same things I always used to say to the police. But Will was furious, and I was shocked. I thought, "My God, I did all this."

I felt angry with myself, and ashamed. I was determined to make things better.

I suddenly realized that I was responsible for this man's pain. He wasn't just a faceless nobody that I'd stolen from. I felt angry with myself, and ashamed. I was determined to make things better.

I started a course to be a counselor. It was at the counseling class that I met Louise. I was over the moon. And my life changed completely ...

I was released early after 18 months, and Louise and I got married. Life hasn't been easy, but I've worked hard to get things together.

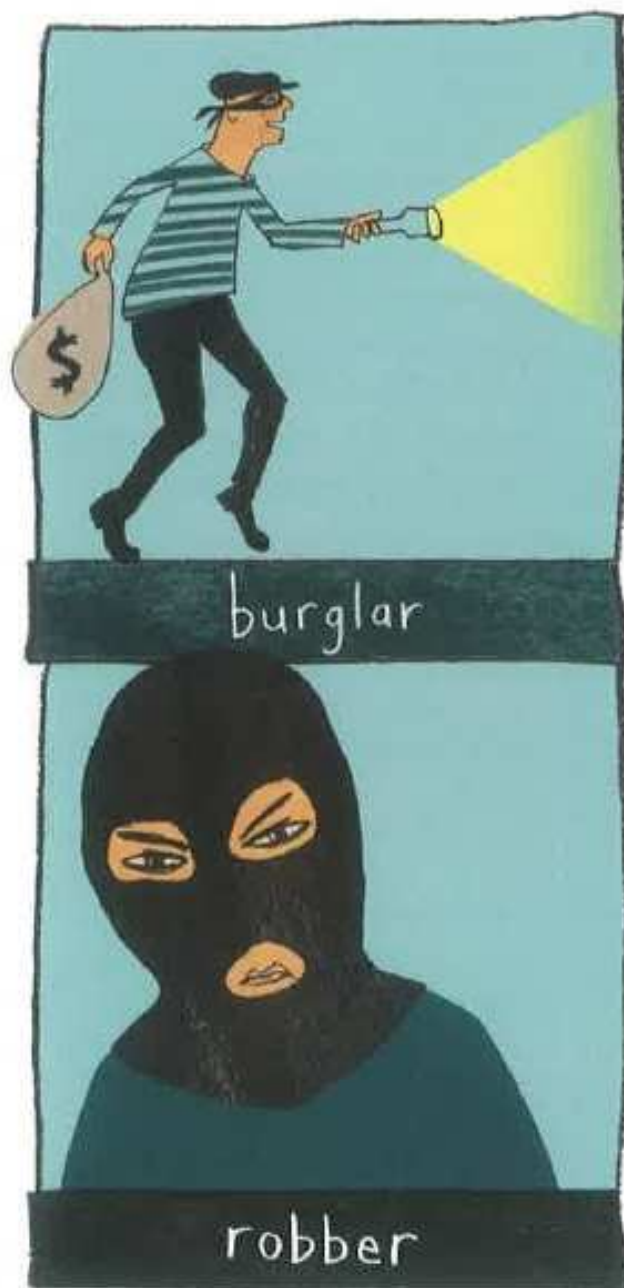
I'm now helping others. I haven't committed another crime. I feel proud of myself. These days, I consider myself lucky that I broke into Will's house that day. If I hadn't—and if we hadn't become friends—I don't know what I would have done. I guess I'd have gone back to my old ways.

VOCABULARY

Words with similar meaning

- 1 Match the words in A with their similar meanings in B. They all appeared in the newspaper article on pages 70–71.

A	B
prison	frightened
burglar	bump into
scared	stunned
purpose	completely
meet	furious
angry	normal
shocked	jail
ordinary	point
delighted	over the moon
totally	robber



- 2 Complete the sentences with pairs of words from exercise 1. The first word is from A, the second word is from B.

- "Did you _____ anyone you know in town?"
"Yes, I _____ Carlos as I was coming out of a store."
- "Aren't you _____ with your test grade?"
"You bet. I'm _____. It's great!"
- "The _____ of this meeting is to brainstorm ideas."
"Sorry, but I don't see the _____. Why bother?"
- "You must be _____ with Tim for crashing your car."
"I'm absolutely _____ with him."
- "I was _____ when I heard that Joe had died. Weren't you?"
"I was _____. He was only 48."
- "I'm _____ of dogs. I was bitten once."
"I'm not _____ of them. They're usually really friendly."

- 3 These words are similar but not the same. Choose the correct word.

- alone / lonely**
live _____ happily
feel _____ and unhappy
- big / great**
_____ house/mistake/feet
_____ artist/Wall of China/party
- tall / high**
_____ person/building/trees
_____ mountain/wall/ceiling
- small / little**
_____ old lady/boy/finger
_____ room/glass of water/dress size
- quick / fast**
_____ car/train/food
_____ look/worker/thinking



- 4 Which verb goes with which phrase?

win	the other team
beat	the championship

clean	my hair
wash	the apartment

make	a mess
do	your best

listen	a noise
hear	to music

talk	to my friends for hours
speak	to my bank manager

rob	a bank
steal	some jewelry

pay	someone a present
buy	at the cash register

borrow	money from someone
lend	money to someone

EVERYDAY ENGLISH

Dealing with money

- 1 **CD3 8** Listen to the beginnings of five conversations. Match each conversation with a photo.

- Who are the people?
- What are they talking about?
- What questions are asked?

- 2 **CD3 9** Listen to the whole conversations. Check your answers to the questions in exercise 1.



- 3 Work with a partner. Look at 1–5. Try to remember the full conversations. The words in blue will help.

- 1 A Here's ... check.
B Thank ... Is the tip ...?
A No ... hope ... enjoyed ...
B ... nice, ...
A Can you ... here? ... card ... receipt.
B Thanks. ... for you.
A ... kind. ... hope ... again soon.
B Bye!

included
sign

- 2 A How ... standard ...?
B \$120 ...
A ... everything?
B That ... two people, but it ... breakfast.
A Is that ...?
B Yes, ... afraid ... But ... \$120 does ... tax.

per night
extra

- 3 A ... tickets ... MasterCard.
B Can you ... number?
A 5484 6922 3171 2435.
B ... date?
A 09/18.
B And the three ... security number ...?
A 721.

expiration
digit

- 4 A ... give me ... my account?
B Sure. ... number.
A 4033 2614 7900.
B Bear ... one moment. The ... cleared
balance ... is \$542.53 ...

balance
credit

- 5 A ... cappuccino ... bottles ... water, please?
B ... \$14.50.
A Thank you.
B And here's your change. 50 cents.
A Thanks. Um ...? How much ...? I think ... mistake!
B Sorry?
A I think you must ... I ... \$20, but ... given me ... \$15.
B No, I ...
A Well, I ... pretty ... I gave you ...
B Oh, ...? Um ... Here ...
A Thanks.

change
made a mistake

- 4 **CD3 9** Listen again to the conversations. Check your answers in CD3 9 on page 124.

- 5 Discuss the questions.
- What's the exchange rate between your currency and the U.S. dollar?
 - Are you overdrawn at the end of the month? Can you economize if you have to?
 - What credit cards do you have? Do you have any store cards? Do you stay within your credit limit?

10 All things high tech

Noun phrases • Compound nouns • I need one of those things ...

STARTER

- 1 Underline the nouns in these sentences.

*My brother has the best computer in the world.
Mine is just an old laptop.*

Find ... a definite article an indefinite article
a possessive adjective a possessive pronoun

- 2 Underline the reflexive pronouns in these sentences.

*Mike programs his computer himself.
I live by myself, which suits me fine.*

CHIPS IN EVERYTHING

Noun phrases

- 1 Work with a partner. Read the text about microprocessors. Answer the questions.

- 1 Do you agree with these statements? Why/Why not?

Microchips are huge. Microchips are tiny.

- 2 What things in our daily lives have microchips in them?

- 3 In what way are computers very simple?

- 4 How long does it take to make microprocessors?

- 5 Why do designers put pictures on the chips?

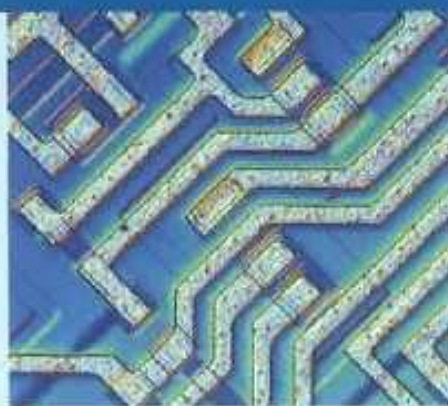
- 6 In what ways is the future exciting?

MICROPROCESSORS

The biggest thing since
the invention of the wheel

What are they?

A microprocessor – (also known as a microchip, or just a chip) – is a small, thin piece of silicon that has been printed with transistors. One chip can contain hundreds of millions of transistors, performing billions (yes, billions) of calculations each second. The smallest are just a few mm². The microchip is the most complex product that has ever been made.



What do they do?

Microprocessors are the brains of your personal computer. They control everything in our lives. They are used in all digital devices – cell phones, calculators, cameras, radios, ovens, refrigerators, washing machines, and watches. Without microprocessors, modern cars wouldn't start or stop (there are about 60 per car), TV remotes wouldn't change channels, and we couldn't text each other on our cells. Doctors and surgeons wouldn't be able to diagnose, treat, or operate. Nearly all of their equipment contains microchips.

How do they work?

Transistors are microscopic electronic switches that turn on and off billions of times a second. It's hard to believe that basically that is all a computer does – it either says Yes or No.

To process the words, images, and sounds we use every day, computers and other devices transform these communications into a simple code that uses the numerals 0 and 1 to represent the on and off states of a transistor. This language of 0s and 1s is known as digital information.

How are they made?

It takes less than a month to make a microprocessor and involves over 250 manufacturing steps, but it can take years to design one. Sometimes the engineers put pictures on the surface of the chip because they want to show it's theirs. The pictures are incredibly tiny, and can only be seen with a microscope. They are like the designers' signature.

What about the future?

The digital world is only a few decades old. There are still countless more things we could do with microprocessors. Soon they'll even be able to make themselves. No one knows what will happen. Only time will tell.



- 2 Look back at the text on page 74. Find and complete these sentences.

Microprocessors are the biggest thing since ...
 A microchip is a ...
 The smallest ... mm².
 ... most complex product ...
 Microprocessors control ...
 They are used in all ...
 We couldn't text ...
 Doctors and surgeons ... Nearly all ...
 It takes less than a month ...
 Microprocessors will even be able to ...

GRAMMAR SPOT

Noun phrases can consist of:

Articles

A chip is a small piece of silicon.
 It is **the** biggest thing since **the** invention of **the** wheel.

Possessives

All of **their** equipment contains microchips.
 They want to show it's **theirs**.
 The pictures are like the designers' signature.

all/everything

Microchips control **everything** in our lives.
 They are used in **all** digital devices.

Pronouns

Microchips will be able to make **themselves**.
 We couldn't text **each other**.

▶▶ Grammar Reference 10.1–10.5 pp. 139–141

- 3 Read these facts. Which surprise you most?

Did you know ...?

There are **20 billion** microchips in use in the world today. Every year, microchip production increases exponentially.

Every **18 months**, the technology develops to allow **twice** as many transistors to fit on a chip, doubling its speed and capacity.

The smallest wire on a chip is less than **0.1 microns** wide. A human hair is **100 microns** thick.

PRACTICE

Articles – a/an/the/no article/one

- 1 Discuss the use of articles in these sentences.

I bought **a** laptop and **a** printer on Saturday.
The laptop has **an** Intel microprocessor.
 Intel is **the** largest manufacturer of computer chips in **the** world.
One chip contains millions of transistors.
 I don't understand (-) computers.

- 2 Complete the text with a/an/the, or no article.

THE FIRST COMPUTER

Charles Babbage (1791–1871) was

(1) _____ scientist and (2) _____ engineer. He had the idea for (3) _____ first programmable computer. He wanted to build (4) _____ machine that could do (5) _____ calculations without making the mistakes that human "computers" made.

He designed a machine called the Difference Engine, and (6) _____ British government provided funds. (7) _____ machine was never completed because Babbage ran out of (8) _____ money.

In 1991, (9) _____ team of engineers from (10) _____ Science Museum in London built one of Babbage's machines using his original designs, and it worked perfectly.



CD3 10 Listen and check.

- 3 Complete the sentences with a/an/the/no article, or one.

- "Where's Han?" "In _____ kitchen cooking _____ lunch."
- Washington, D.C., is _____ capital of _____ United States.
- We had _____ dinner in _____ best restaurant in _____ world.
- _____ day I'm going to be _____ rich man.
- Victor's in _____ hospital. He's had _____ operation.
- Certainly _____ computers have changed _____ modern life.
- "How do you like your coffee?" "Black with _____ sugar, please."
- I have two daughters. _____ daughter is _____ teacher, _____ other works in _____ advertising.
- Today is _____ first day of _____ rest of your life. Enjoy it.

Speaking

CD3 11 Work in small groups. Listen and then answer the questions. Be careful with articles.

Where did you have lunch today? I had lunch in a cafe/in the school cafeteria.

Possessives

- 4 In these sentences, which word is a possessive adjective? Which are possessive pronouns?

I'm very proud of **my** children.
Don't touch that! It's **mine**!
James is an old friend of **ours**.



Choose the correct word.

- 1 "Is that *her / hers* book?" "Well, it isn't *my / mine*."
 - 2 "Who's / Whose car is that?" "It's *our / ours*. Nice, huh?"
 - 3 Microsoft owes *it's / its* success to Windows.
That's why *it's / its* the biggest software company in the world.
 - 4 Those aren't *your / yours* socks. These blue ones are *your / yours*.
 - 5 Mary, this is Pete. Pete's an old friend of *me / mine*.
 - 6 My sisters borrow *my / mine* clothes, and I borrow *their / theirs*.
- 5 In these sentences when does the apostrophe come before s? When does it come after?

My wife's family lives in the northeast.
I went to a boys' school.

Put the apostrophe in the correct place in these sentences.

- 1 I borrowed my dads car.
- 2 My parents new house is great.
- 3 I like Julianas boyfriend.
- 4 The childrens room is upstairs.
- 5 I really like my brothers girlfriend.

its or it's

- 6 **CD3 12** Listen to the sentences. Select the words you hear.

- | | | |
|------------------|---------------|------------------|
| 1 its it's | 3 there their | 5 they're their |
| 2 theirs there's | 4 it's its | 6 there's theirs |

all and every...

- 7 Correct the mistakes in these sentences.

- 1 I buy ~~my~~^{all my} clothes in secondhand stores.
- 2 All was stolen in the burglary.
- 3 "Did they take any of your necklaces?" "All."
- 4 In my family we like all baseball.
- 5 All enjoyed the party.
- 6 All of employees in my company work hard.

- 8 Complete the sentences with *all/everything/everybody/everyone*.

- 1 Two plus two is four. Everybody knows that.
- 2 I want is you.
- 3 I'm having a terrible day. is going wrong.
- 4 My girlfriend calls me the time.
- 5 My sister is really popular. She knows ,
and knows her.

Reflexive pronouns and each other

- 9 Look at the sentences.

I cut **myself** shaving.
They send **each other** e-mails.

Which sentence expresses the idea:  ?

Which sentence expresses the idea:  ?

Complete the sentences with *myself/yourself...* or *each other*.

- 1 We love and we're going to get married.
- 2 He's crazy! He could have killed !
- 3 Do you like the cake? I made it .
- 4 "Can you make me a cup of coffee?"
"No. Do it ."
- 5 My kids get along well with .
- 6 Please make at home.
- 7 We're very different, but we understand .
- 8 Her kids are good. They know how to behave .
- 9 The food's all ready, so help to whatever you want.

mime

With a partner or on your own, mime these to the class. The others must say what you're doing.

- look at yourself in the mirror
You're looking at yourself in the mirror.
- talk to yourself
- hate each other
- help yourself to some food
- enjoy yourself
- help each other with homework
- shout at each other
- not speak to each other



LISTENING AND SPEAKING

What's your favorite thing to do online?

- 1 Work in small groups. Do you think these statements are true or false?

3.3 billion searches are made on *Google* search engine every day.

Over 210 million people in the U.S. have their own web page on social networking sites such as *Facebook* and *LinkedIn*.

In 2005, the original Hollywood sign was sold on *eBay* for \$450,400.

55 percent of the web pages on the Internet are in English.

1 out of 3 couples who marry in the U.S. met on an online dating site.

88% of websites are never visited.

- 2 **CD3 13** Listen to five people talking about their favorite things to do online. Underline what they say they like to do.



Jacob

- | | |
|-----------------------|-----------------|
| 1 Talk about baseball | 3 Tweet |
| 2 Play games | 4 Look for jobs |



Amelia

- | | |
|----------------|----------------------|
| 1 Watch movies | 3 Chat with friends |
| 2 Study French | 4 Read movie reviews |



Katsu

- | | |
|-------------------|--------------------------|
| 1 Post photos | 3 Socialize with friends |
| 2 Meet new people | 4 Gossip |



Arturo

- | | |
|------------------------|--------------------------|
| 1 Use online textbooks | 3 Find answers |
| 2 Learn about animals | 4 Do research for papers |



Samantha

- | | |
|-----------------------|------------------|
| 1 Shop for clothes | 3 Do banking |
| 2 Post fashion photos | 4 Get good deals |

- 3 Put the words into the correct order to make sentences about how the people spend time online.

- baseball forums / on / like / I / to / go
- addict / total / I'm / Netflix / a
- we / our time / group chats / most of / on / spend
- figure out / to / problems / I / use it / the solutions to
- get / on Pinterest / of ideas / I / a lot

- 4 Work in pairs. Choose one of the people and listen in more detail. Tell the rest of the class about the person you chose.

There is a web that no one knows about. It is called the **deep web**, and it is 500 times bigger than the surface web we all know about.

SPOKEN ENGLISH *also, as well, and too*

- Look at the position of the expressions *also, as well, and too* in these lines from **CD3 13**
*I **also** use it to research papers.*
*We gossip quite a bit **as well**.*
*I watch bad movies, **too**.*
- Put the three expressions in these sentences.
 I watch bad movies.
 I shop at the mall.
 I tweet about the games.
- Only two of the expressions sound right in these sentences.
 "Dave's nice." "His sister is _____."
 "I'm going home now." "I am _____."
 Don't forget your coat. And take your umbrella _____.
 Buy some bread. And some coffee _____.
- Only *one* of the expressions sounds right in these sentences.
 "I like Harry." "Me, _____."
 "I'm thirsty." "Me, _____."

Talking about you

- What is your favorite thing to do online?
- What are your favorite websites?
- The Internet represents the democracy of ideas. Is it right that it has no censorship? What are the dangers of this?

READING AND SPEAKING

21st century city

- 1 What do you want from a city? Put these features in order for you.
(1 = the most important)

- ___ beautiful architecture
- ___ lots of parks and green spaces
- ___ a good transportation system
- ___ career opportunities
- ___ good shopping
- ___ things of cultural interest
- ___ entertainment and nightlife

Compare your answers with a partner, then with the class.

- 2 Look at the photos of Singapore. Discuss what you see.
- 3 Read the article quickly. What superlative adjectives can you find? What do they refer to?

Complete the chart.

superlative adjective	things referred to
busiest	port
smartest	
	metropolis
most efficient	
	water management system
	fountain, floating stage
biggest	
	airport slide
	tourists
highest	

Singapore

City of the Future

- 1 For tourists who want to visit a city that is ultra-modern yet green and beautiful, is easy to get around, and combines history, culture, and excitement, Singapore is the place. The Asian city-state has a population of just 5.5 million people and an area of only 277 square miles (718 square kilometers), yet it is a high-tech commercial center with one of the world's busiest ports.

"If we were ordinary, we would just disappear."



- 2 Singapore doesn't have many natural resources. Located just one degree north of the equator, Singapore has a tropical rainforest climate – it's very hot and humid year round. It has no energy deposits, no forests, and no farms. For years, the country has had to import drinking water from its neighbor, Malaysia. "Singapore is not a natural country," says Chan Heng Chee, chair of the Lee Kuan Yew Centre for Innovative Cities at the Singapore University of Technology and Design. "For Singapore to survive, we have to be extraordinary," she says. "If we were ordinary, we would just disappear."

A city in a garden

- 3 To be sure it didn't disappear, Singapore long ago decided it wanted to become the world's "smartest" city. For the past fifty years, the government has been striving to transform Singapore into the most innovative and sustainable metropolis on the planet. Today's smart city was the vision of former prime minister Lee Kuan Yew, who decades ago talked about his dream of creating "a city in a garden." Yew's dream has come true. Walking around Singapore, it's easy to forget you're in a densely populated metropolis. Ten percent of land is parks and nature reserves. And trees and plants are everywhere in the downtown areas. Above the downtown jungle are 18 man-made futuristic "supertrees," which are 50 meters tall. The supertrees



moderate the temperature, absorbing and dispersing heat. They also collect rainwater. Several can even generate solar power.

Smart transportation

- 4 Singapore has one of the world's most efficient transportation systems. A network of sensors, cameras, and GPS devices in Singapore's taxis help to prevent traffic jams. They track traffic, predict future congestion, and alert downtown drivers to alternate routes. Singapore's congestion pricing system uses traffic data to adjust prices in real time; drivers' accounts are automatically deducted as they drive through electronic gates. At intersections, elderly and disabled residents tap traffic lights with special cards to extend street crossing times. Subway passengers rarely wait more than a few minutes for a train.

Singapore discourages people from using cars. There is a limit (currently at half a percent) on how many new vehicles can be added to roadways each year. The government requires expensive certificates for automobile ownership.

Water management

- 5 The city's water management system is among the world's most advanced. In 1963, water treatment was managed by multiple agencies, which made it difficult to formulate a long-term strategy. So the government created a national water agency to manage the collection, production, and distribution of water in the city. Today, two thirds of Singapore's land is occupied by 17 water reservoirs. Wastewater is collected and treated to produce clean drinking water.

13 million tourists

- 6 13 million tourists come to Singapore to marvel at its modernity, explore its gardens, shop at its vibrant malls, and enjoy its many other attractions. The fun begins the moment that the plane lands at Changi airport, where visitors can take a ride on the world's tallest airport slide in the world. It's four stories tall!

At Suntec City, one of Singapore's enormous shopping malls, visitors can admire the Fountain of Wealth, the world's largest fountain. They can watch a concert on The Float at Marina Bay, the world's largest floating stage. They can visit Gardens by the Bay, the biggest indoor garden in the world. And the wealthiest tourists can swim in the world's highest swimming pool – on the roof of the luxury Marina Bay Sands Hotel, it's 57 stories high!

Singapore is indeed a city of the future, and cities across the world are following its example. "Singapore is a pacesetter," says Chan of the Centre for Innovative Cities. "If we do a solution for Singapore and it works, others will come and see how we've done it."



- 4 Read the article again more carefully. Answer the questions after each part.

Part 1

- 1 Why do tourists like to visit Singapore?

Part 2

- 2 What is the weather like in Singapore?
3 Does Singapore have many natural resources?

Part 3

- 4 What is a "smart" city?
5 Why is Singapore called "a city in a garden"?

Part 4

- 6 What are three aspects of Singapore's transportation system that make it efficient?
7 How does Singapore discourage people from using cars?

Part 5

- 8 What was the problem with Singapore's water management system?
9 How did the government fix the problem?

Part 6

- 10 What are three fun things to do in Singapore?
5 Here are some numbers from the article. What do they refer to?

a 17	e 277	h 1
b 57	f 50	i 4
c 13 million	g 5.5 million	j 18
d 10		

CD3 14 Listen and check.

What do you think?

- What would you like most if you lived in Singapore?
- What would you miss from your own country?
- If a tourist visited your town or city, what three things would you tell the person to see or do?
- What do you think is your city's biggest problem? What are some possible solutions?

► WRITING A FAMOUS TOWN OR CITY p. 110

VOCABULARY AND SPEAKING

Compound nouns

- 1 Nouns can be combined to make a new word.
Here are some examples from the text on pages 78–79.

shopping mall swimming pool rainforest traffic light

Where is the stress on these compound nouns?

- 2 Look at the dictionary entries. Practice saying the words.

- 3 Answer the questions.

- Why do people take aspirin?
- Where do you find the words *Here lies James Barlow – RIP*?
- What can you do if you want to listen to music without disturbing other people?
- What are the front lights on a car?
- What's the first thing you read in a news article?
- Where are the headquarters of the United Nations?
- Are you making headway in English?

- 4 In these lists, one compound noun doesn't exist. Which one is it?

sun	sunglasses	sunpool	sunscreen	sunset
card	running card	parking card	birthday card	business card
tea	tea bag	teacup	teatime	tea cars
case	money case	briefcase	suitcase	bookcase

CD3 15 Listen and repeat.

- 5 Put one word in each box to form three compound nouns.

dining
1 waiting
dressing

lights
2 sign
jam

antique
3 secondhand
shoe

Spider
4 mail
chair

brush
5 dresser
cut

secret
6 travel
real estate

brows
7 glasses
witness

wrapping
8 toilet
wall

headache /'hedeɪk/ *noun* [C] 1 a pain in your head: I've got a splitting (= very bad) headache. **note at ache** 2 a person or thing that causes worry or difficulty: Paying the bills is a constant headache.

headlight /'hedlaɪt/ (also **headlamp**) *noun* [C] one of the two large bright lights at the front of a vehicle **picture on page P9**

headline /'hedlɪn/ *noun* 1 [C] the title of a newspaper article printed in large letters above the story 2 **the headlines** [pl] the main items of news read on TV or radio

headphones /'hedfəʊnz/ *noun* [pl] a piece of equipment worn over or in the ears that makes it possible to listen to music, the radio, etc. without other people hearing it **note at listen**

headquarters /hed'kwɔ:təz/ *noun* [pl, with sing or pl verb] (**abbr HQ**) the place from where an organization is controlled; the people who work there: Where is/are the firm's headquarters?

headstone /'hedstəʊn/ *noun* [C] a large stone with writing on, used to mark where a dead person is buried **look at gravestone, tombstone**

headway /'hedweɪ/ *noun*
IDM make headway to go forward or make progress in a difficult situation

Oxford Wordpower Dictionary (third edition) © Oxford University Press 2006



- 6 Work with a partner. Use your dictionary to find some compound nouns made with one of these words.

hand foot finger fire air water

Describe them for the other students to guess.

It is a large fruit. It is green on the outside and red on the inside.

Watermelon!

Yes!



EVERYDAY ENGLISH

I need one of those things...

1 **CD3 16** Listen to five students each describing one of the things in the pictures, but they don't know the word.

Which object are they describing?

2 Listen again and complete the lines.

- 1 "I need _____ when you want to open a bottle."
- 2 "I'm looking for _____ when you want to clean between your teeth. It's _____. It's white."
- 3 "They're _____, and the Chinese _____ to pick up food."
- 4 "It's _____, and it's used _____ flies."
- 5 "They're _____ you're cooking and you want to pick up something that's hot."

3, Work in groups. Describe the other things in the pictures.

4 **CD3 17** Listen to the descriptions. What objects do you think are being described? Turn to page 147. Listen again. Which objects are they?

5 Look at the language the people used in the descriptions in exercise 4:

- It's one of those things you ...
- It's long and thin and ...
- It looks like ...
- It's the stuff you ...
- It's used for ...
- They're made of ...
- It's a kind of ...
- It's something you put on ...
- You know! It has a ...

CD3 18 Listen and complete these lines.
Practice saying them.

6 Work with a partner. Turn to page 147.
Take turns describing some of the other objects.

7 **CD3 19** Listen to two conversations in a store.
What does each person want to buy?

8 In pairs, write a similar conversation in a store.
Act it out in front of the class.



11

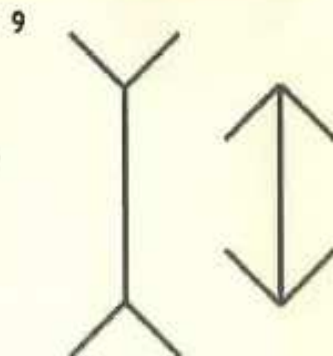
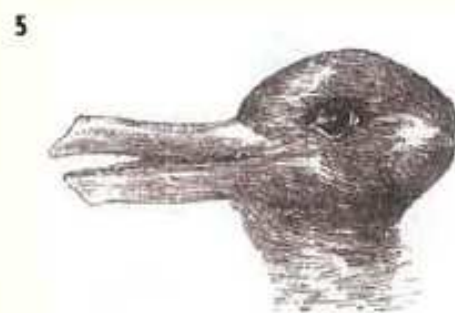
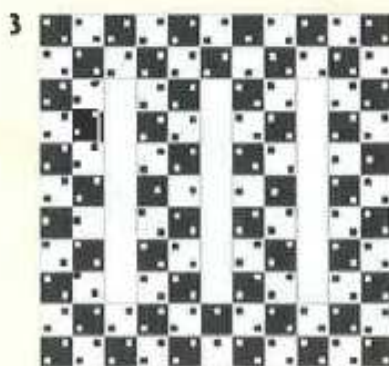
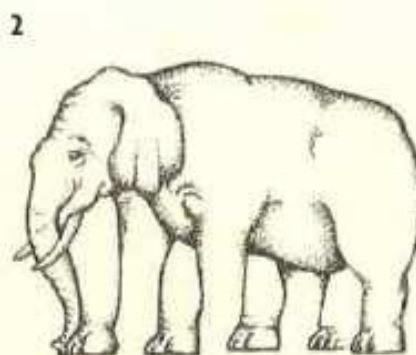
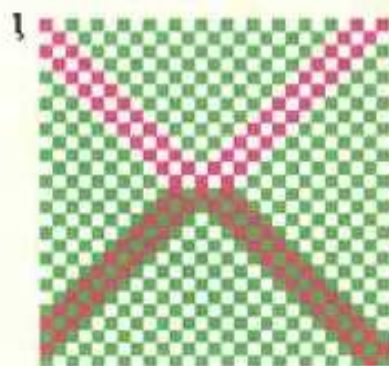
Seeing is believing

Modals of probability • Phrasal verbs (2) • Expressing attitude

STARTER

Work with a partner. Look at the optical illusions. Can you find ...?

eight people three animals an old lady five young ladies
a word the color red parallel lines a musical instrument



OPTICAL ILLUSIONS

must be/can't be/looks like

- 1 Two people are discussing the optical illusions on this page. Here are some lines from their conversation. Which optical illusion does each line refer to?
 - a It looks like a man playing the saxophone.
 - b That **must be** a candlestick in front of her face.
 - c They **can't be** the same color.
 - d She **might be** wearing a feather in her hat.
 - e It **can't have** five legs.
 - f It **could be** a duck or a rabbit.
 - g The one on the left **must be** longer.
 - h It looks like someone wearing glasses.
 - i It looks wobbly, like jelly.
 - j The dots **must be** creating the illusion.
- 2 **CD3 20** Listen to the full conversation. As you listen, point to the picture they are talking about.
 - What is the truth about each one?
 - Which two optical illusions can the woman *not* see?

GRAMMAR SPOT

- 1 Which of these sentences is the most sure? Which two sentences are less sure?
 - It **must be** a duck.
 - It **could be** a duck.
 - It **might be** a duck.
- 2 The above sentences all mean *I think it's possible that it is a duck*. What does *It can't be a duck* mean?
- 3 Compare the sentences. When do we use *like*?
 - It **looks like** a man playing the saxophone.
 - It **looks red** to me.
 - You **look like** your mother.
 - You **look hot and tired**.
- 4 Look at the example of the continuous infinitive (*be + -ing*).
 - She **might be wearing** a feather.
 Find another example in exercise 1.

► Grammar Reference 11.1–11.2 p. 141

PRACTICE

Fact or fiction?

- 1 Work with a partner. Do you believe these statements are true or false? Use modal verbs in your comments. Discuss ideas as a class.

1 Lightning never strikes in the same place twice.

That must be true. I've often heard this.

It could be true but I'm not so sure.

- 2 Hurricanes always have female names.
- 3 Women have a higher pain threshold than men.
- 4 The sea is blue because it reflects the sky.
- 5 A penny dropped from a skyscraper can kill a person.
- 6 Hair and nails continue to grow after death.
- 7 Birds are bird-brained and stupid.
- 8 No two snowflakes are the same.
- 9 Bats are blind.

- 2 **CD3 21** Listen and check your ideas. Did you learn anything that surprises you?

Grammar and speaking

- 3 Work with a partner. Take turns reading aloud the statements, and respond using the words in parentheses.

- 1 I think I lost my passport. (*must, worried*)
You must be very worried.
- 2 Your phone's ringing! (*might, Jane*)
- 3 Paul's taking his umbrella. (*must, rain*)
- 4 Marcelo and Valeria never go on vacation. (*can't, much money*)
- 5 Hannah's not in class. (*could, coffee shop*)
- 6 Look! Three fire engines! (*must, somewhere*)
- 7 Tom hasn't seen Zoë in a long time. (*can't, go out together anymore*)
- 8 Whose jacket is this? (*might, John's*)
- 9 You got the highest score in the class! (*must, joke!*)

CD3 22 Listen and check your answers. Practice again.

What are they talking about?

- 4 **CD3 23** Listen to five short conversations. With a partner, guess the answer to the questions. Give reasons for your conclusions.

- 1 A A cup of coffee and a glass of water, please.
B Tap or bottled?
A Bottled, please.
B Did you want ice and lemon with that?
A Just ice, thanks. How much is that?

Where do you think the people are? *At home? In a restaurant? In a coffee shop?*

They can't be at home because they're paying for the drinks. They could be in a restaurant, but ... They must be in ...

- 2 What are they talking about? *A TV? A cell phone? A computer?*
- 3 What do you think she's talking about? *An exam? A job interview? Her driving test?*
- 4 Who are the people? *Two friends? A husband and wife? A brother and sister?*
What are they talking about? *A birthday present? A wedding present? An anniversary present?*
- 5 What do you think they are doing? *Watching a movie? Having dinner? Dancing?*

WHAT ON EARTH HAS HAPPENED?

must have been/can't have been

- 1 **CD3 24** Christina is calling Rachel. Read and listen to Rachel's side of the conversation. What do you think has happened?

R Hello.

C ...

R Hi, Christina, what on earth's wrong? Tell me.

C ...

R Oh, no! That's terrible. When?

C ...

R They must have known no one was at home. What did they take?

C ...

R Did you save everything?

C ...

R Thank goodness. What else is missing?

C ...

R Not your camera! Well, at least you still have your photos. Oh, but Lisa's expensive leather jacket! Does she know?

C ...

R She's going to be so shocked when she gets back—and she has her final exams soon.

C ...

R Yeah, that's good. I know she always takes it with her to lectures. Have you called the police?

C ...

R Good. Do they have any idea who might have done it?

C ...

R So it wasn't just *your* apartment then. Is it messy? Did they turn the place upside down?

C ...

R Oh, how awful! Your nice clothes. Did they take any of them?

C ...

R Yes, of course, and anyway, it must be really difficult to see exactly what's missing.

C ...

R Look, Christina, you're obviously really upset. I'm coming over. I'll help you clean up. I'll be there in 15 minutes.

C ...



- 2 What can you work out from Rachel's side of the conversation? Read the questions. Discuss and choose the most likely answer.

- 1 What is the relationship between Rachel and Christina?

- ☐ They must be friends.
☐ They could be sisters.

- 2 What do you think has happened?

- ☐ Christina's apartment must have been broken into.
☐ Christina's apartment might have been broken into.

- 3 When did it happen?

- ☐ It could have happened during the night.
☐ It may have happened while she was at work.

- 4 Who is Lisa?

- ☐ She must be Christina's roommate.
☐ She can't be a student.

- 5 What was taken from the apartment?

- ☐ Christina's laptop computer could have been taken.
☐ Lisa's laptop may have been taken.

- 6 Has Christina told Lisa about her jacket?

- ☐ She might have told her.
☐ She can't have told her.

- 7 Has she called the police?

- ☐ She can't have.
☐ She must have.

- 8 What happened to Christina's clothes?

- ☐ They can't have been stolen.
☐ They must have been thrown onto the floor.



What do you think?

- 3 Go through the questions in exercise 2 and tell the class what you think.

We think Rachel and Christina must be friends and that Christina's apartment ...

- 4 **CD3 25** Listen to the full conversation and check your answers.

SPOKEN ENGLISH What on earth ... ?

- 1 Questions with ... *on earth* ... ? are often used in spoken English to express disbelief.

What on earth has happened?

Where on earth have you been?

Who on earth left the window open?

- CD3 26** Listen and repeat. Pay attention to the stress and intonation.

- 2 Work with a partner. Read the statements aloud and respond with disbelief.

- I can't carry all these shopping bags. *What ... ?*
- Tom's broken his arm in three places. *How ... ?*
- There's someone at the door! *Who ... ?*
- My aunt left all her money to her cat. *Why ... that?*
- I can't find my car keys. *Where ... ?*

- CD3 27** Listen and compare your answers. Practice them.

GRAMMAR SPOT

- These sentences all express **past** probability. What is the present?
They **must have been** friends.
They **might have caught** the burglar.
It **can't have been** my jacket.
- What is the past of these sentences?
He **must love** her very much.
She **can't be** at home.
- Remember that *must* also expresses obligation. What is the past of this sentence?
I **must call** the police.

►► Grammar Reference 11.3 p. 141

PRACTICE

Grammar and pronunciation

- 1 Match the phonemic script with the words.

1 /məstəv/	could have
2 /kəntəv/	can't have
3 /kədəv/	may have
4 /maɪtəv/	might have
5 /meɪtəv/	must have

- CD3 28** Listen and repeat.

- 2 **CD3 29** Listen and read these lines aloud as a class.

- It must have been stolen.
- I can't have lost it.
- He could have taken it.
- I might have dropped it.
- She may have found it.

- 3 Work with a partner. Read aloud the following situations. Take turns responding using the words in parentheses.

- 1 I can't find my ticket. (*must, drop*)

You must have dropped it.

- John didn't come to school yesterday. (*must, sick*)
- Why is Isabel late for class? (*might, oversleep*)
- I can't find my notebook. (*must, leave at home*)
- The teacher's checking Maria's exercise. (*can't, finish already*)
- Why is Carl looking so happy? (*may, do well on the test*)

- CD3 30** Listen and check. Practice again with your partner.

Discussing grammar

- 4 How many of these modal verbs can you fit naturally into each sentence? Discuss as a class. What are the different meanings?

can can't could must might should

- He _____ have been born in the 1960s.
- _____ you help me wash the dishes, please?
- You _____ see the doctor immediately.
- _____ we go out to eat tonight?
- I _____ stop eating candy.
- I _____ learn to speak English.

READING AND LISTENING

The Adventures of Sherlock Holmes

- 1 Sherlock Holmes is probably the most famous detective in the world of English literature. What do you know about him?
 - 1 Sherlock Holmes lived in *Chicago / London / Edinburgh*.
 - 2 Stories about him first appeared in the *19th / 20th / 21st* century.
 - 3 He was helped in all his adventures by *Dr. Krippen / Dr. Jones / Dr. Watson*.
- 2 You are going to read a Sherlock Holmes story called "The Three Students." Look at the picture and headings. What can you guess about the story?

- 3 Read Part 1 and answer the questions.
 - 1 Where was Sherlock Holmes staying? Why?
 - 2 Who is Hilton Soames?
 - 3 What did Mr. Soames receive that afternoon?
 - 4 What was lying on the floor when he returned to his room after tea?
 - 5 Why did Mr. Soames refuse to call the police?
 - 6 Who is Bannister?
 - 7 What clues did Mr. Soames find?
 - 8 What does he think has happened?

- 4 Read Part 2. Who and what can you see in the picture? Are these sentences true (✓) or false (X)? Correct the false ones.
 - 1 The tutor's room was on the same floor as the three students.
 - 2 Holmes couldn't see into the room through the window.
 - 3 He found a clue on the carpet.
 - 4 The papers were next to the window because it was easier to read them in the light.
 - 5 Holmes found another clue in the bedroom.
 - 6 The intruder saw Mr. Soames returning.
 - 7 He escaped through the study window.

- 5 Read Part 3. What motives did each of the students have? Who do you think copied the papers? Why? Discuss with a partner and then the class.

I think it could have been ... No, it can't have been ...

THE THREE



PART 1 Who copied the exam questions?

Sherlock Holmes and Dr. Watson were in one of England's most famous university towns doing some research. One evening, Holmes received a visit from an old acquaintance, Mr. Hilton Soames, a tutor at one of the colleges. Mr. Soames looked very nervous and agitated.

"I hope you can spare me some of your valuable time, Mr. Holmes. Something very serious has happened at my college."

Holmes was very busy. "Why don't you call the police?" he said irritably.

"No, no that's impossible. We can't have a scandal at the college. I should explain. You see, tomorrow is the first day of the university exams, and this afternoon I received the Greek translation papers. I put them on the desk in my room while I went to have tea with a friend. When I returned, I saw immediately that the papers had been disturbed. Indeed some were lying on the floor by the window."

"I see," said Holmes. "Please continue."

"Well, at first I thought that perhaps my servant, Bannister, was responsible because he'd been in the room after I left, but he denied touching the papers and I believe him. He is a good and honest man. I examined the room very carefully."

"And what did you find?" asked Holmes impatiently.

"On the table by the window I found a broken pencil. Also, there was a cut, about three inches long, in the red leather top of my desk and next to it, a small lump of black mud. There were no signs of entry at the window. Please help me, Mr. Holmes. Someone must have copied the exam questions. If I don't find who did it, I will have to cancel the exam and there will be a scandal."

"We need to visit your room," said Holmes. "Come on, Watson."

STUDENTS

PART 2 Looking for clues

They walked towards the tutor's room, which was on the ground floor. Holmes tried to look in through the window, but he wasn't tall enough. He had to stop and **stand on tiptoe**. Above lived three students, one on each floor. Holmes entered the room and examined the carpet.

"Nothing," he said. "Let me look at the table by the window. Ah, yes, I see what might have happened. Someone took the papers from your desk over to the window table to copy them, because from there he could see when you were returning."

"Actually, Holmes, nobody could see me. I came back through the side door."

"Ah, so you may have surprised him, and he had to leave in a hurry. Did you hear someone running away as you entered?"

"No, I didn't."

"Interesting. So, our only clues are the cut in the leather and one small lump of black mud. Now tell me, where does that door go to?"

"My bedroom."

"Can I examine it?"

"Yes, of course."

Holmes followed Soames into his bedroom.

"Hello," said Holmes, "What's this? Another small lump of black mud, exactly like the one on the desk. Clearly your visitor came into the bedroom."

"I don't understand. Why did he do that?"

"Well, when you came back so suddenly, he must have run into your bedroom to hide. Look at the bedroom window, it's open. That must be how he escaped."

PART 3 The three suspects

"Now," said Holmes, "The three students who live above you. Are they all taking this examination?"

"Yes."

"Tell me about them."

"Well, on the second floor is Gilchrist, an excellent student and an athlete. He plays rugby and cricket and is particularly good at the long jump. He's hardworking but poor. His father gambled away all the family money."

"And the third floor?"

"Daulat Ras lives there. He is from India, very quiet and hardworking, but Greek translation is his weakest subject. And finally there's Miles McLaren on the top floor. A very intelligent student, one of the best when he chooses to work — but he's been very lazy this term. He's been playing cards until late at night and I think he must be worried about this exam."

"Now tell me," said Holmes, "how tall are these young men?"

"How tall? What a strange question. Um ... I think Miles is taller than Daulat, but Gilchrist is the tallest, over six feet."

"Ah, that's important. Now, Mr. Soames. I wish you goodnight. I'll return tomorrow."

Next morning Sherlock Holmes left his house at 6 A.M. He returned at 8 A.M. to pick up Watson, and they made their way to the tutor's rooms. Mr. Soames was waiting nervously for them.

Listening

6 **CD3 31** Listen to Part 4. Whose ideas in exercise 5 were correct? Did you guess who copied the papers? Now answer these questions.

- 1 What was it about the culprit that made Holmes suspicious?
- 2 Where did Holmes go to solve the mystery? What did he discover there?
- 3 What was Holmes's explanation? Describe what happened.
- 4 What does Watson say to congratulate his friend? How does Holmes reply?
- 5 Why does Bannister apologize?
- 6 Why can the examinations take place?

What do you think?

- What were the cleverest parts of Holmes's investigation?
- How might the mystery be solved by detectives today?
- What methods of detection are used now which were not available 100 years ago?

Language work

- 1 Work out the meanings of the **highlighted** words from their contexts.
- 2 Here are some things that Sherlock Holmes could have said while he was working out who did it. Rewrite the sentences using the words in parentheses.
 - 1 One of the students is undoubtedly the culprit. (*must*)
 - 2 I don't think Bannister did it. (*can't have*)
 - 3 The lump of mud is possibly a clue. (*could*)
 - 4 Perhaps the leather was cut by a knife. (*might have*)
 - 5 I don't think he escaped through the study window. (*can't have*)
 - 6 Perhaps the culprit is still hiding in the bedroom. (*may*)
 - 7 Maybe he jumped out of the bedroom window. (*could have*)
 - 8 I'm pretty sure that Gilchrist did it. (*must have*)

Telling the story

Tell the story to the class in your own words. Begin:

Student 1 *Sherlock Holmes was working in a university town, probably Oxford.*

Student 2 *His friend Mr. Soames, who was a tutor, asked Holmes to help him because ...*

Student 3 ...

VOCABULARY

Phrasal verbs (2) with *out* and *up*

1 Read the dictionary entries for two phrasal verbs. Answer the questions.

- What are the verbs?
- What do *sth* and *sb* stand for?
- Which groups of phrasal verbs are separable? Which are inseparable?

PHR V work sth out 1 to find the answer; to solve sth: *I can't work out how to do this.* 2 to calculate sth: *I worked out the total cost.*

work out 1 to progress in a good way: *I hope things work out for you.* 2 to do physical exercise to keep your body fit: *We work out to music at my exercise class.*

PHR V make sth up 1 to invent sth, often sth that is not true: *to make up an excuse.* 2 to form sth: *the different groups that make up society.*

make up (with sb) to become friends again after an argument: *Has she made up with him yet?*

2 Complete the sentences with the correct form of one of the phrasal verbs in exercise 1.

- Sherlock Holmes _____ who committed the crime.
- That's a lie. You _____ that _____, didn't you?
- I know we argue a lot, but we always kiss and _____ afterwards.
- Don't worry, things will _____ in the end. They always do.
- He's determined to lose weight. He _____ at the gym every day.
- Women _____ 56 percent of the students in this university.
- Can you _____ this bill for me? I don't understand all those figures.
- You must have _____ the answers by now.

3 Many more phrasal verbs are formed with *out* and *up*. Match a verb in A with a line in B.

A	B
1 find out	a problem
2 break up	in a Chinese restaurant
3 break out of	golf
4 eat up	with a boyfriend/girlfriend
5 eat out	all your vegetables and you'll be healthy
6 save up	what time the train leaves
7 sort out	a good idea
8 take up	to buy a new car
9 come up with	jail

4 Replace the words in *italics* with one of the phrasal verbs from exercise 3 in the correct form.

- You need to learn to relax. Why don't you *start doing* yoga?
- He's just *thought of* a brilliant plan to save the business.
- There's no dessert until you've *finished* all your meat and vegetables.
- Anne and Tony aren't talking to each other. They may even have *ended their relationship*.
- Did you hear the news? Three dangerous prisoners have *escaped from* the local prison.
- You must learn to *solve* your problems without your parents' help.
- We're *not spending much money* so we can buy a house.
- Have you *discovered* why you didn't get the job?

CD3 32 Listen and check.

5 Work with a partner. Complete these sentences in any suitable way. Read them aloud to the class and compare ideas.

- I've just found out ...
- I never eat out ...
- I can't figure out ...
- I'm saving up ...
- I need to sort out ...
- I've just come up with ...
- It's important to make up ...

CD3 33 Listen and compare. What are the responses?



EVERYDAY ENGLISH

Expressing attitude

- 1 **CD3 34** Read and listen to the conversation. Who are they talking about? What has happened?



- A Have you heard about Sam?
 B No, I haven't.
 A Well, I haven't spoken to him myself, but **apparently** he was caught cheating on his math exam.
 B **No kidding!** I can't believe that. Does he have a problem with math?
 A No. **Actually**, math is his best subject.
 B **Really?** So why would he cheat? He doesn't need to.
 A **Exactly**. And **anyway**, Sam's not the type to cheat.
 B He must be very upset. **Presumably**, he's going to complain.
 A Yeah, he's seeing the principal this afternoon. **Obviously**, he's going to deny it completely.
 B Well, **hopefully**, the principal will believe him. Let me know what happens.
 A I will. **Personally**, I think he'll be OK.
 B I hope you're right. See you later.
 A Yeah. Fingers crossed for Sam. Bye.

- 2 **CD3 34** Read and listen to the conversation again. The words in **bold** express the attitude of the speaker.

- 3 Choose the correct word or phrase to complete the lines.

“ Did you hear about Marcos? You know, the guy who works in my office. Well, **apparently** / **obviously** he is going to be promoted. **Of course** / **To be honest**, I don't understand why. **Exactly** / **Personally**, I think he's hopeless at his job. He never does any work. **In fact** / **Naturally**, all he does all day is talk to his friend on the phone and drink coffee. **Unfortunately** / **Really**, his desk is next to mine. **Generally** / **Presumably**, he'll move to another office now, so **hopefully** / **really** I won't have to work with him anymore. **Anyway** / **Apparently**, enough about me. How's your work going? Are you still enjoying it? ”

- CD3 35** Listen and check. Read the lines aloud with a partner.

- 4 Complete the sentences with your own ideas.

- 1 A Hi! You're Emily, aren't you?
 B **Actually**, _____.
 2 A What did you think of the movie? Great, wasn't it?
 B **Personally**, _____.
 3 A What's the latest gossip about Kate and her boyfriend?
 B **Apparently**, _____.
 4 A What's the weather like in spring?
 B **Generally**, _____.
 5 A What time will we arrive?
 B **Hopefully**, _____.
 6 A I've called and left a message for him, but no reply.
 B **Presumably**, _____.
 7 A What did you do when you saw the accident?
 B **Obviously**, _____.
 8 A How did you feel when they offered you the job?
 B **To be honest**, _____.

- CD3 36** Listen and compare your answers. Practice with your partner and continue the conversations.

WRITING EXPRESSING ATTITUDE p. 112

12

Telling it like it is

Reported speech • Ways of speaking • You know what they say

STARTER

- 1 Look at the reported speech. What were the girl's words?

*She said she was a student.
She asked me what I was doing in Miami.
She told me she'd arrived on Monday.*

- 2 Here are some reported thoughts. What were my thoughts?

*I thought she worked in an office.
I knew I'd seen her somewhere before.
I wondered if she'd called me.*

I READ IT IN THE NEWS ...

Reported speech

- 1 Read the news article. Who is Jack Neal?
What did he do? What happened in the end?
- 2 Work with a partner. Complete the article by
reporting the words and thoughts in 1–10.

CD3 37 Listen and check.



3. I was on the Internet yesterday.

5. I'm so happy!

7. He's joking.

9. There has been a mistake.

10. I'll advertise the car again.



Look, Mom! I bought a car on eBay for \$15,000

A three-year-old boy used his mother's computer to buy a \$15,000 car on the Internet auction site eBay.

Jack Neal's parents only discovered their son's successful bid when they received a message from the website.

The message said they (1) had bought a pink Nissan Figaro.

Mrs. Neal, 36, said that they (2) _____ it. She (3) _____ on the Internet the day before, but (4) _____ anything.

"Jack kept telling us that he (5) _____ so happy, and that we (6) _____ soon get a big surprise."

Mrs. Neal, from Houston, Texas, thought Jack (7) _____. He often used the computer, and she was pretty sure that he (8) _____ her password.

Her husband, John, 37, called the seller of the car, and explained that there (9) _____ a mistake.

"Fortunately, he saw the funny side and said he (10) _____ the car again."

Mr. Neal has told Jack to be more careful, and he has asked his wife to change her password.

1. You have bought a pink Nissan Figaro.

2. We can't understand it.

4. I didn't buy anything.

6. You'll soon get a big surprise!

8. I'm pretty sure he knows my password.

- 3 Here are Mr. Neal's words to Jack and his wife.

You have to be more careful, son.

Do you think you could change your password, dear?

How are these words reported in the article?

- 4 Report these sentences.

- 1 "My Jack is very clever," his mother said.
Mrs. Neal said her son was very clever.
- 2 "He usually plays computer games," she told me.
- 3 "I bought the computer for my work," his father explained.
- 4 "I won't use eBay anymore," Mrs. Neal decided.
- 5 "I don't know how it happened," said Jack.
- 6 "I've always liked computers," he told reporters.
- 7 "Please clean up your room," his mother asked Jack.
- 8 "Go and play soccer," his father told him.

CD3 38 Listen and check.

Reported questions

- 5 Read the news article below. Match the direct questions and thoughts to numbers 1-7 in the article, then report them.



CD3 39 Listen and check. Repeat the reported questions.

GRAMMAR SPOT

- 1 When we report words or thoughts, we usually move the tense back.

"I'm tired." She said she **was** tired.

Complete the reported speech.

"I've seen the movie before." She told me _____.

"You'll like it." She was sure I _____.

- 2 What does **tell** mean in these two sentences?

She **told me that** she loved me.

She **told me to** go away.

- 3 When we report questions, there is no inversion, and no **do/does/did**.

"Where do you live?" He **asked me where I lived**.

Report these questions.

"How long are you staying?" She **asked me ...**

"Do you know Mike?" She **wanted to know if ...**

►► Grammar Reference 12.1-12.3 p. 142

- 6 Imagine you were stopped by the police and asked these questions. Report them.

"Where are you going?" (ask)

They **asked me where I was going**.

"Where have you been?" (ask)

"Do you live in the area?" (want to know)

"How old are you?" (wonder)

"Have you been with friends?" (demand to know)

"What time did you leave home?" (ask if I could remember)

CD3 40 Listen and compare. Look at CD3 40 on page 128 and practice the conversation with a partner.

Man throws away \$30,000 in town center

NEWS

Daily Mail Reporter

A mystery man started a riot in a busy town center yesterday by hurling \$30,000 into the air.

Traffic was stopped at 11:00 a.m. as money rained down from the sky.

Local store clerk Anthony Jones, 55, said "I couldn't understand it, so I asked my neighbor (1) what was happening." They saw people on their hands and knees grabbing money. "No one knew (2) _____," he said. "They were just stuffing it in their pockets."

Passerby Eleanor Morris said, "I wondered (3) _____, because the traffic was at a complete standstill."

Florist Jane Thomas saw the man, who was wearing a red shirt. "I asked him (4) _____ all his money, but he didn't answer. He just laughed."

Police asked Jane if she (5) _____. "I told them I'd never seen him before. He certainly wasn't from around here."

The police confirmed that a local forty-year-old man had been questioned. "He refused to tell us (6) _____," a spokesman said, "so it's a complete mystery. He wanted to know if we (7) _____ arrest him, but giving away money isn't against the law."



PRACTICE

But you said ...!

1 Complete the conversations with an idea of your own.

- 1 A Bill's coming to the party tonight.
B Really? I thought you said he wasn't feeling well.
- 2 A I'm making dinner for Joe tonight.
B I didn't know you _____!
- 3 A Oh, no! I spilled ketchup on my white shirt!
B I told you to be careful. I knew _____.
- 4 A Did you get me something to eat?
B Sorry. I didn't realize _____. What would you like?
- 5 A I'm 25 today!
B Are you? I didn't know _____. Hope you have a great day!
- 6 A Oh, no! It's raining!
B Really? But the weather forecast said _____.
- 7 A You left the doors and windows of the apartment open this morning.
B I'm sorry. I was pretty sure I _____ all the doors and windows.
- 8 A Where did Tom go last night?
B I have no idea _____.

CD3 41 Listen and compare. Practice the conversations.

The interview

2 Work with a partner. Think of questions you are asked when you have a job interview.

Where have you worked before?
Do you like working in a team?

Full-time RECEPTIONIST
required in **** Boston hotel
Experience and
foreign language preferred
Annual salary \$30k
Please send CVs to: info@hotelcharles.com
apply now

3 Julia has just been for a job interview as a receptionist. She's telling her friend about it.

They asked me why I wanted the job.
They asked me if I had any experience.
They wanted to know if I could do word processing.

What other questions do you think they asked?
Use ideas from exercise 2.

CD3 42 Listen and compare.

Reporting verbs

4 Match the reporting verbs in the box with the direct speech.

a invite	b persuade	c explain	d promise
e ask	f remind	g offer	h encourage

- 1 e "Can you help me?" she said to me.
- 2 _____ "Don't forget to mail the letter," he said to her.
- 3 _____ "I will really study hard for my exams," she said.
- 4 _____ "Come to my party," he said to me.
- 5 _____ "You really must travel. You'd love it," she said to me.
- 6 _____ "I'll give you a lift to the airport," he said to me.
- 7 _____ "I'm not sure about this job." "Go on! Apply for it! You'd be good at it," he said. "OK, I will," I replied.
- 8 _____ "I've been very busy," she said.

5 Report the sentences using the reporting verbs.

She asked me to help her.

CD3 43 Listen and check.

She didn't say that!

6 **CD3 44** Listen to the conversations. What mistakes do the people make when they report the conversations?

- 1 *Merinda called from work. She said she'd call you again later.*

She didn't say she'd call later. She asked Jenny to call her.

- 2 *I got a job as manager! I'm going to earn \$50,000 a year!*

- 3 *My mom said you couldn't have a turn.*

- 4 *James — Sue called. Meet her outside the theater at 7:45.*

- 5 *Tom offered to fix my computer. He said he was sure he could do it. He wanted \$130!*

► **WRITING** A THANK-YOU E-MAIL p. 113

VOCABULARY AND SPEAKING

Ways of speaking

1 There are many verbs that describe ways of speaking.

to discuss to promise to agree

Add two more verbs from the box to each category in the speech bubbles on the diagram.

advise	chat	scream	fight	accuse
recommend	whisper	criticize	gossip	
order	quarrel	demand	protest	deny

2 Write in a verb from the diagram. Sometimes there is more than one possibility.

- _____ to a colleague in the office about football
- _____ with your parents about staying out late
- _____ at the kids because they're annoying you
- _____ that you made a mistake
- _____ to the waiter about the cold soup
- _____ if you see blood/your favorite movie star/a rat
- _____ against the war/about pay and conditions
- _____ that your friend should see a doctor

3 Complete the sentences with the correct preposition (or no preposition).

- I talk _____ my kids _____ everything.
- My boss criticizes _____ me _____ my work.
- I agree _____ you _____ most things, but not politics.
- I discuss _____ everything _____ my wife.
- People love gossiping _____ celebrities.
- The teacher accused me _____ cheating on the test.

4 Work with a partner. Think of a sentence to complete these ways of speaking.

My mother told me to clean up my room.

1 My mother	advised	me	to ...
The teacher	told	the students	
My doctor	persuaded	...	

2 My friends	suggested	that	we ...
I	admitted		the teacher ...
My brother	complained		...

5 With your partner, write a conversation that illustrates some of the verbs on this page. Act it in front of the class.

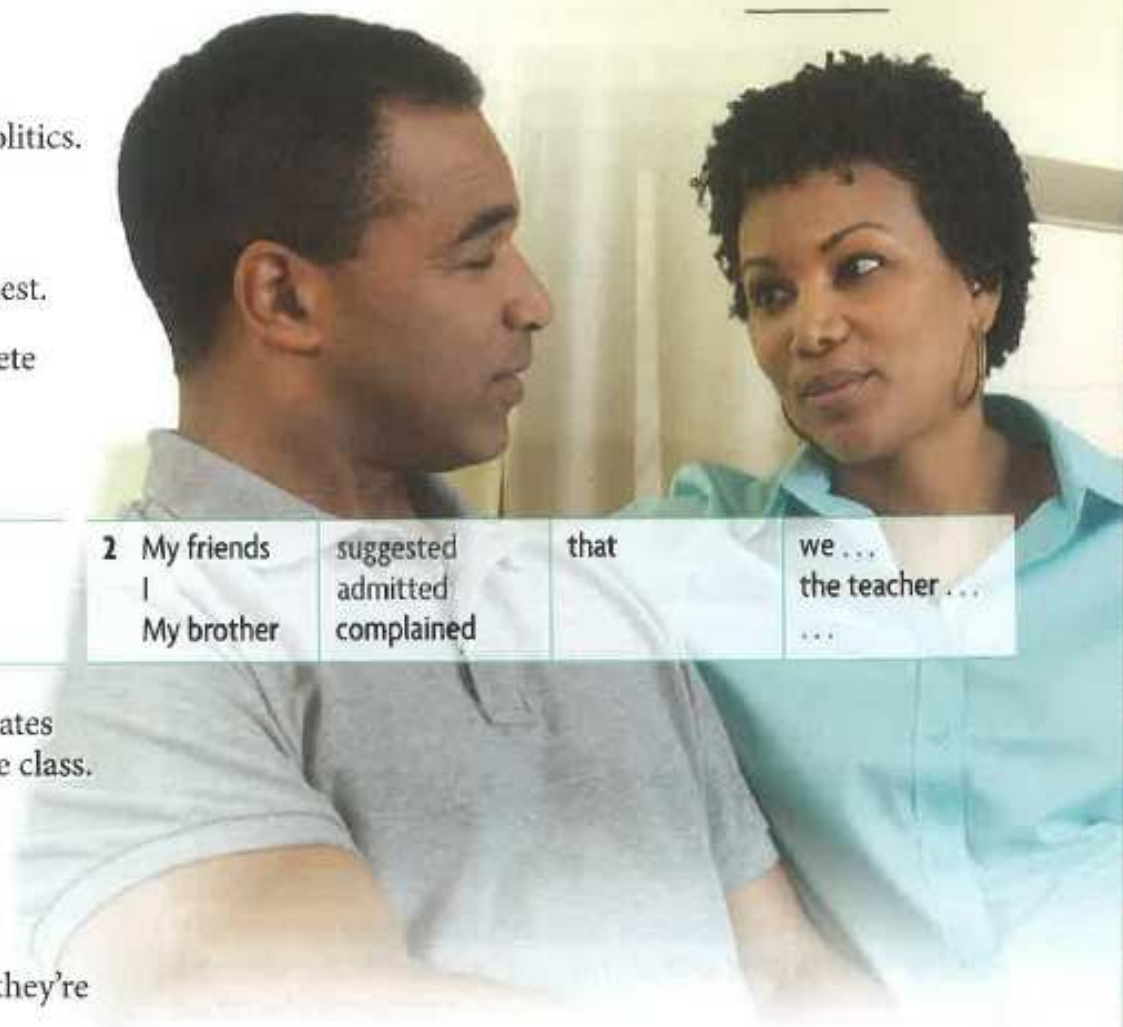
A *Have you been out spending money again?*

We just can't afford it!

B *Don't be so cheap! It's only a few dollars!*

The others must say who the people are and what they're talking about.

It's a husband and wife. They're arguing. He's complaining that she spends too much money. She accuses him of being cheap.



READING AND SPEAKING

People who changed the world

- 1 Do you have a hero or heroine?
Is he/she in the world of ...?

art	politics	entertainment
style	science	sports

Tell the class.

- 2 Read the introduction to "Movers and shakers." Look at the pictures of the four people. Write down anything you know about each person.
Compare your lists as a class.
- 3 Work with a partner. Discuss these questions. How many can you answer?
 - 1 Who is known simply as "The King"?
 - 2 Who was the most prominent women's rights leader in the United States?
 - 3 Who is referred to as the "father of modern science"?
 - 4 Who is known as the "Great Master"?

Read the four texts *quickly* to check.

- 4 With your partner choose one of the texts and answer the questions.
 - 1 What century did he/she live in?
 - 2 What was his/her area of activity (politics, science ...)?
 - 3 What was an important year for him/her? Why?
 - 4 Why were his/her ideas opposed?
 - 5 What did he/she say? What did others say about him/her?

Compare and exchange information with other students.
- 5 Discuss the questions.
 - 1 How did each of the people change the world?
 - 2 What prevailing ideas did they challenge?
 - 3 What happened as a result?

What do you think?

- What *mover and shaker* would you add from your country?
- What did he/she do?
- How did other people react?

MOVERS

It's hard to imagine that what we now believe to be true wasn't always so. There was a time when people believed the earth was flat ...

Every now and then, someone comes along with new ideas. ANN WILSON profiles five people who left the world a different place.

Confucius 551 BCE–479



Confucius was a Chinese thinker and social philosopher known as the "Great Master." He spoke and dreamed of a world where happiness, good, and peace would replace misery, corruption, and war. He established principles for life that have lasted over 2,500 years. Perhaps his most famous is the Golden Rule, or ethic of reciprocity, that

teaches the importance of treating others with respect.

Confucius traveled throughout China encouraging people to trust their own moral judgment. He taught that rulers should lead by example to create a truly great empire. He was persecuted by his critics, who feared that these thoughts might lead to chaos and rejection of the ruling system. Once, he was imprisoned and nearly starved. In 484 BCE, at the age of 67, he returned home and spent his last years writing. These writings formed the basis for the dominant Chinese ideology known as *Confucianism*.

His teachings and philosophy have deeply affected Chinese, Korean, Japanese, and Vietnamese thought and life and have influenced thinkers worldwide.

HE SAID

"What you do not wish for yourself, do not do to others."

THEY SAID

"In a society where relationships are considered more important than laws, there will be corruption and nepotism."

AND

SHAKERS

Galileo Galilei 1564–1642



Galileo was born in Pisa, Italy. He spent years observing the movements of the planets through a telescope. At the time it was generally thought that the earth was the center of the universe. Galileo believed, as Copernicus had done seventy years before, that the earth rotated on its axis once daily and traveled around the sun once every year. At the time, this was a fantastic concept that was considered dangerous by the Church.

In 1633 he was found guilty of heresy and spent the final years of his life imprisoned in his own home.

Galileo is referred to as the "father of modern science." He paved the way for the separation of science and religion.

HE SAID

"All truths are easy to understand once they are discovered; the point is to discover them."

THEY SAID

"The proposition that the sun is in the center of the world is absurd, philosophically false, and heretical; it is contrary to Holy Scriptures."

Susan B. Anthony 1820-1906



Susan B. Anthony was the most prominent American women's rights leader in the 1800s. She fought for women's right to vote. Women were not allowed to vote because they were considered incapable of rational thought. Many people believed that their place was in the home.

Anthony felt that women should have the same rights as men. She began by speaking about her beliefs

at conventions and meetings. Later, she helped to run a civil rights newspaper called *The Revolution*.

Along with Elizabeth Cady Stanton, Anthony founded the National Women's Suffrage Association in 1869. Through this organization, Anthony worked to get women the right to vote. She voted in the November 1872 elections, even though it was illegal. She was fined \$100, which she never paid. For 37 years, Anthony fought for what she believed in. In 1920, 14 years after her death, women were finally given the right to vote.

SHE SAID

"There never will be complete equality until women themselves help to make laws and elect lawmakers."

THEY SAID

"A woman who takes proper care of her household has no time to know anything about politics."

Elvis Presley 1935–1977



Elvis Presley is known simply as "The King." When he arrived on the pop scene in 1956, he changed teenagers' attitudes towards music, sex, language, and fashion. Before his arrival, adolescent kids dressed like their parents. Then Elvis shook his hips and changed everything. This new sex symbol mesmerized one generation and at the same time alienated another. Boys wanted to be him, girls fell instantly in love

with him, and—most importantly—their parents all hated him. The teenager was born.

He did more than anyone else to invent youth culture, and as such he was considered a dangerous threat to society.

John Lennon said, "Nothing really affected me until I heard Elvis. If there hadn't been an Elvis, there wouldn't have been a Beatles."

HE SAID

"If you like rock 'n' roll, if you feel it, you can't help but move to it. That's what happens to me. I can't help it."

THEY SAID

"He was an indifferent singer, a mediocre musician, and a totally uninteresting person. In five years' time, he will be totally forgotten."

LISTENING AND SPEAKING

What the papers say

- Which news source in your country ...?
 - has the best reputation
 - is the most popular
 - is the best for sports
 - is the best for entertainment
- Do you believe everything you read in the news? Do you think some stories are made more sensational?
- CD3 45** Listen to an interview with the singer Jamie Seabrook. Answer the questions after each part.

Part 1

- What are some of the highs and lows of Jamie's career?
- What was he doing in Texas?
- What does he like about all the media attention? What doesn't he like about it?
- What does he think of reporters?



Part 2

- Complete the chart.

	What did they say about him?	What did he say?
reporters		
ex-friends		
police officers		
Barbara James		

- Why did he go into the clinic?

Part 3

- How has Jamie's life changed?
- Why has he changed his attitude to life?
- What did the news anchor refuse to do? Why?
- How does Jamie reply? What does he say about himself?

BOY SUES BURGER CHAIN
"Eating burgers made me fat"

DOG WITH TWO HEADS
BITES MAILMAN—TWICE!

SCIENTISTS DISCOVER
A CURE FOR CANCER—BANANAS!

JAMIE CHECKS INTO
PRIVATE CLINIC
Last chance to save my marriage,
says pop star Jamie Seabrook

SPOKEN ENGLISH *don't mind / don't care*

- Look at these sentences from the interview.
I don't mind the media attention.
I don't care what people think.
I don't mind = It doesn't upset me. I'm easygoing.
I don't care = Other people's opinions aren't important to me. (Careful! This can sometimes sound rude.) OR I don't have a strong opinion.
- Reply to these sentences with *I don't mind* or *I don't care*.
 - "Tea or coffee?" "_____. Whatever you're making."
 - "Sorry, I can't have lunch with you today." "That's okay, _____. I'm actually really busy at work today."
 - "What should we do today?"
"_____. I'm happy doing whatever."
 - "She's so upset!" "_____. That's *her* problem."

What do you think?

- Who do you believe — Jamie, or all the other people in his life?
- When you read a story in the news, how do you know whether to believe it?
- What are the big stories (political, environmental, sports, scandal) in the news right now?
What are the different angles on the story?
Do people agree on the basic facts, or are there different opinions?

EVERYDAY ENGLISH

You know what they say . . .

- 1 Some people like to bring a conversation to an end with a cliché. Nothing else needs to be said, the cliché says it all! Underline the clichés in these conversations.

"I didn't get that job I applied for. They said I need more experience."

"Oh, well! You win some, you lose some."

"Did you know 25% of the world speaks English?"

"Is that right? You learn something new every day!"

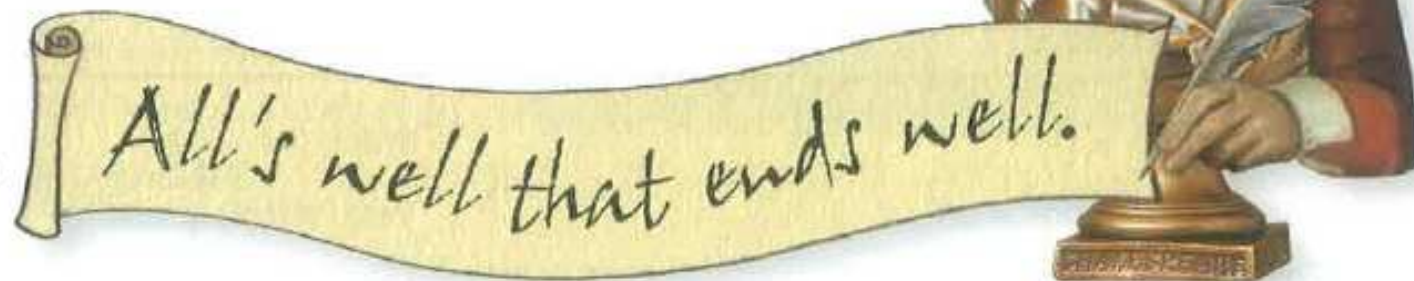
- 2 Match the lines in A with the clichés in B.

A	B
1 I'm so fed up! I lost my cell phone yesterday! I got the time wrong, and I missed my plane.	Never mind. We all make mistakes. Cheer up! It's not the end of the world.
2 I forgot to send her a birthday card, so I sent her a text. Hey! You're reading the same book as me!	Better late than never. Great minds think alike.
3 Tim's strange. He's not like me at all. I studied so hard for that exam, and I still failed.	You did your best. You can't do any more. It takes all kinds to make the world go round.
4 I have ten exams in the next two weeks. I have three months' vacation!	Better you than me. Lucky you.
5 I'm going to pack some anti-malaria tablets. I haven't heard from my kids for weeks!	No news is good news. Good idea. Better safe than sorry.
6 That party was awful. I hated it. I couldn't stand it. I backed into a wall and broke a taillight.	It could be worse. You can say that again. It was really boring.
7 She's been so sad since her husband died. I wonder if their relationship will last.	I'm sure it's tough, but time heals all wounds. Time will tell.
8 Our neighbors are extreme right-wing. I trusted Peter, and he stole all my money!	Oh, well. You live and learn. Live and let live. That's what I say.

- 3 **CD3 46** Listen and check.

And finally . . .

In the words of
William Shakespeare . . .



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- 1 It is important to try to correct your own mistakes when you write. Look at the symbols in the box. What kind of mistakes do they signify?
- 2 Read the blog post that Valeria, an exchange student from Argentina, has written. Use the symbols to help you correct her mistakes.

T Tense	WW Wrong word
Prep Preposition	P Punctuation
Gr Grammar	Sp Spelling
WO Word order	^ Word missing

BLOG | LIFE AS AN EXCHANGE STUDENT

1 day ago



Hi, everyone. ^{Gr}Thank's for reading my blog about life as an exchange student! I came ^{Prep}in Boston two weeks ago to study at a language school. I want ^{Gr}learn ^{Gr}english because ^{Gr}is a very important language. I'm ^{Gr}stay with ^{Gr}a American family. They have two ^{Gr}son and a ^{Sp}daingter. Mr. Kendall is ^{Gr}teacher and Mrs. Kendall work ^{Gr}in a hospital. The Americans ^{Gr}is very kind, but they speak very quickly!

I study in the morning. My teachers ^Pname is Ann. She ^{WW}said me that my English is OK, but I ^{WW}do a lot of mistakes. Ann ^{Gr}don't give us too much homework, so in the afternoons I ^{WO}go ^{Gr}always sightseeing. Boston is much ^{Gr}more ^{Gr}big than my town. I like ^{WO}very much ^{Gr}art and I'm very ^{Gr}interesting ^{Gr}for history, so I visit monuments and museums. I met a girl named Carla. She ^Tcame from Mexico and ^{Gr}go to Boston College. Last night we ^Tgo to the movies, but the movie wasn't very ^{Sp}exiting.



- 3 Answer the questions.
 - 1 Where is Valeria? Where is she staying?
 - 2 Why is she there?
 - 3 What does she do each day?
 - 4 What does she do in her free time?
 - 5 Who has she met?
- 4 Imagine that you are a student in another town. Answer the questions in exercise 3 about you.
- 5 Write a similar blog post. Swap posts with a partner. Try to correct your partner's post using the symbols.

900 SHARES | 9 COMMENTS

- 1 Read lines 1–10 from some letters and e-mails. Which are formal and which are informal? Which are beginnings? Which are endings?
- 1 *Great to hear from you again.*
 - 2 *I am writing in response to your posting on Careers.com for an IT consultant.*
 - 3 *Give my regards to Robert and the rest of the family.*
 - 4 *I'm sorry I haven't been in touch for so long, but you know how it is.*
 - 5 *Thank you for your invoice of April 16th. Please find enclosed a check for the full amount.*
 - 6 *E-mail me soon.*
 - 7 *We trust this arrangement meets with your satisfaction.*
 - 8 *Just want to say thank you so much for hosting me last weekend.*
 - 9 *Take care. I can't wait to see you next week.*
 - 10 *I look forward to hearing from you at your earliest convenience.*

- 2 Read the **beginnings** of these letters and e-mails. Match them with their **next lines** and **endings**.

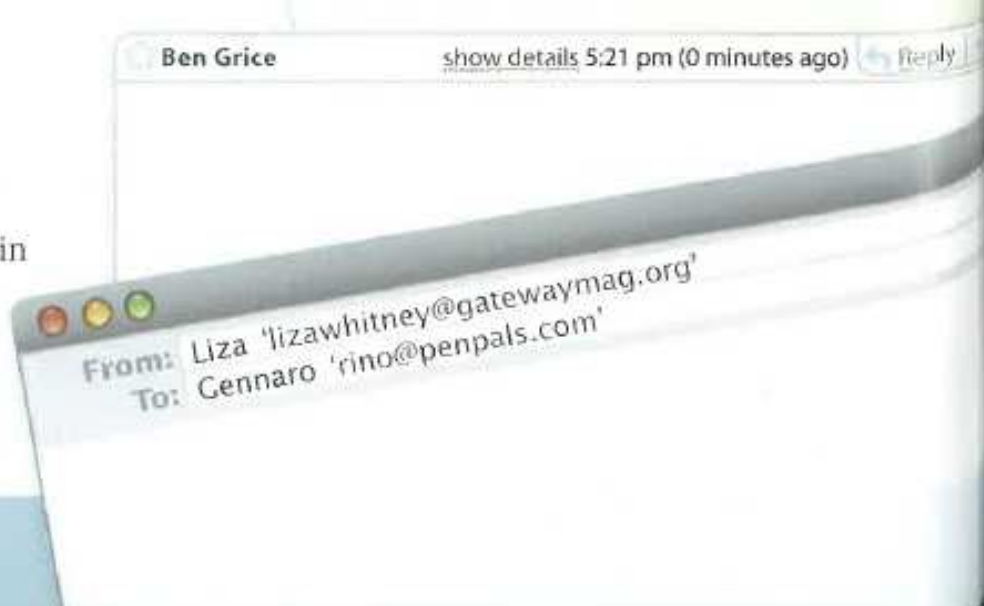
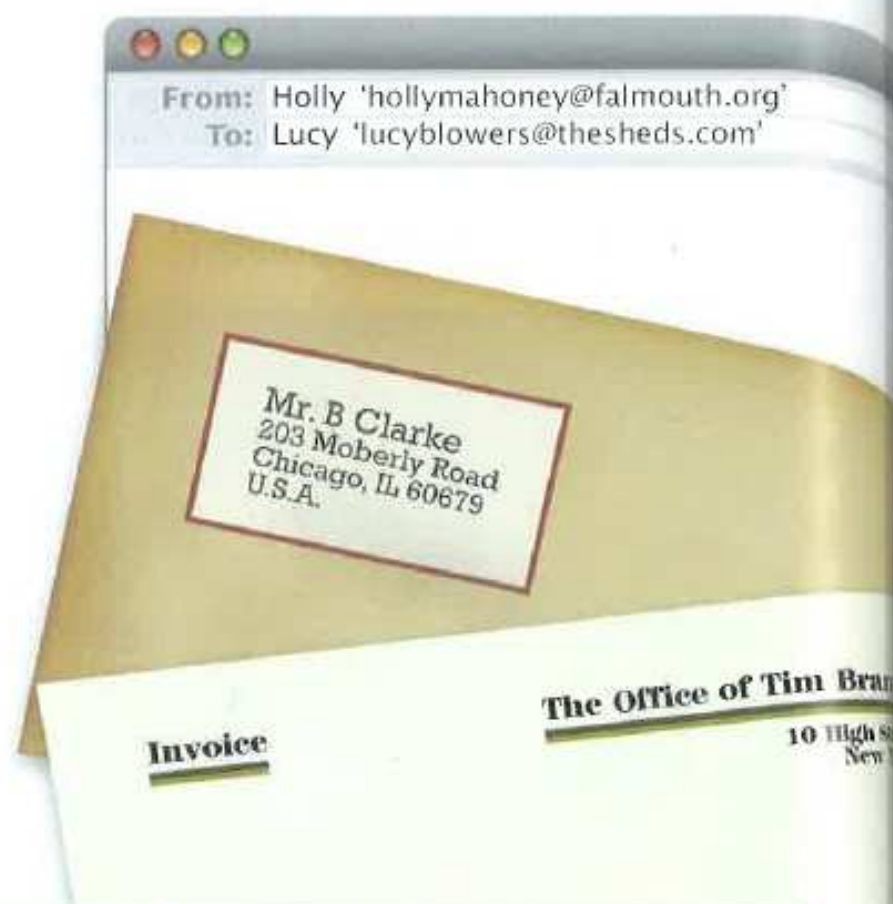
Beginnings	Next lines	Endings
1 Dear Jane, thanks for your e-mail. It's great to hear from you after so long.	a We had no idea John was such a good cook!	e Let me know a.s.a.p. All the best, Danny
2 Dear Mr. Smith, We have received your employment application.	b It's good to catch up on all your news. I've been pretty busy lately, too. I've just started a new job.	f After you send it to us, we'll be happy to consider your application. Yours sincerely, Harriet Berman, Human Resources Manager LJ Industries, Inc.
3 Hi Pete, Any chance you're free next Saturday evening?	c Unfortunately, we cannot consider your application without a CV.	g Let's get together soon. Give my love to Alan and the boys. Yours, Julie
4 Dear John and Liz, Thank you so much for a great evening and meal.	d Chris and Nick are coming over and we wondered if you'd like to join us.	h Thanks again. We hope to see you both soon. Love, Vicky and Jamie

- 3 Which letter or e-mail in exercise 2 is ...?

- an invitation
- a formal request
- exchanging news
- saying thank you

Underline the words or phrases which helped you decide.

- 4 Write an email to an old friend who you haven't talked to in a long time. Give news about your personal life and work. Ask about his/her news.



1 Read the story. Look at the picture. Who are the people?

The Farmer and his Sons

There was once an old, dying farmer (1) _____. Before he died, he wanted to teach his three sons how to be good farmers. So, he called them to his bedside and said, "My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead."

The sons gave their promise and (2) _____, they began looking for the treasure. They worked very hard in the hot sun (3) _____. They pictured boxes of gold coins, diamond necklaces, and other such things. (4) _____, but they found not a single penny. They were very upset (5) _____. However, a few months later the grapes started to appear on the vines. Their grapes were the biggest and best in the neighborhood and they sold them for a lot of money. Now the sons understood (6) _____ and they lived happily ever after.



2 Where do clauses a–f go in the story?

- a ☐ as soon as their father died
- b ☐ who had worked hard in his vineyard all his life
- c ☐ what their father had meant by the great treasure
- d ☐ and while they were working, they thought about what their father had said
- e ☐ because they felt that all their hard work had been for nothing
- f ☐ Soon they had dug up every inch of the vineyard

3 Read the lines from another story. Who are the people in the picture?

The Emperor and his Daughters

There was once an emperor (1) _____ lived in a palace. He had three daughters (2) _____ no sons. He wanted his daughters to marry (3) _____ he died. He found three princes, (4) _____ his daughters didn't like them. They refused to marry the princes, (5) _____ the emperor became very angry. He said they must get married (6) _____ they were 18 years old. The three daughters ran away (7) _____ the night and found work on a farm. They fell in love with the farmer's sons (8) _____ they were working there. They married the sons (9) _____ they were 18.

before as soon as while during
when but However, so who



5 In what ways are the lines below different from the ones in exercise 3?

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong. He had three beautiful daughters, but unfortunately no sons ...

Continue rewriting the story, adding more detail to make it more interesting.

6 Write a folk tale or fairy story that you know. Write about 200 words.

Begin: *There was/were once ...*

End: *... and they lived happily ever after.*



Mother Teresa of Calcutta (1910–1997)



- 1 What do you know about Mother Teresa? Share ideas as a class.
- 2 Work with a partner. Look at the information about Mother Teresa's *Early years*. Compare the sentences in A with the paragraph in B. Note the different ways the sentences combine.

A Early years

Mother Teresa was a missionary.
She worked among the poor people of Calcutta, India.
She was born Agnes Gonxha Bojaxhiu.
She was born in Skopje, Macedonia.
She was born on August 26, 1910.
Her father was Albanian.
He died when she was eight years old.
Her mother was left to raise the family.

B

Mother Teresa was a missionary who worked among the poor people of Calcutta, India. She was born Agnes Gonxha Bojaxhiu, in Skopje, Macedonia on August 26, 1910. Her father, who was Albanian, died when she was just eight years old, leaving her mother to raise the family.

- 3 Read the sentences in *Working as a teacher*. Work with your partner and use the information in A to complete the paragraph in B.

A Working as a teacher

Agnes was very young.
She wanted to become a missionary.
She left home in September 1928.
She joined a convent in Ireland.
She was given the name Teresa.
She was sent to India in January 1929.
She taught in St. Mary's High School Convent.
St. Mary's was in Calcutta.
She worked in St. Mary's for over 20 years.
At first she was called Sister Teresa.
She was called Mother Teresa in 1937.

B

From a very young age Agnes had wanted ..., so in September 1928 she ... to join ... in Ireland, where she was given ... A few months later, in ..., she was sent to ... to teach in ... in Calcutta. Here she worked for ..., first as Sister ... and finally, in 1937, as Mother Teresa.

- 4 Do the same with the information in *Working with the poor*. Read your completed paragraph aloud to the class.

A Working with the poor

In 1946 Mother Teresa felt called by God.
She was called to help the poorest of the poor.
She left St. Mary's convent on August 17, 1948.
She started visiting families in the slums of Calcutta.
She looked after sick and dying children.
She started a religious community in 1950.
It was called the Missionaries of Charity.
The communities spread all over the world in the 1960s and 70s.
Mother Teresa was awarded the Nobel Peace Prize in 1979.
She developed severe health problems.
She continued to work amongst the poor.
She died on September 5, 1997.
Thousands of people from all over the world came to her funeral.

B

Mother Teresa finally left ... on August 17, 1948. Two years earlier, in ..., she had felt called by ... to help..., so she started visiting ..., looking ... sick In 1950, she started ... called the Missionaries of Charity, which by the 1960s and 70s had spread In 1979 Mother Teresa She continued to work ... despite developing When she finally ... on September 5, 1997, thousands of people

- 5 Research some facts about a famous man or woman, dead or alive, that you admire. Write a short biography.



- 1 What topics are in the news at the moment? Are they national or international? Are they about the environment, politics, crime, sports ...? Discuss any that concern you with the class.
- 2 **CD2 10** Read and listen to a girl talking about a topic that concerns her.
 - 1 What is her cause for concern?
 - 2 Why does she have a personal interest?
 - 3 How did Craig use to be?
 - 4 What does research tell us about the addiction?
 - 5 Do most children become addicts?
 - 6 What concerns Dr. Griffiths?
 - 7 What other concerns does the girl have?
- 3 Now read the speech carefully and answer the questions.
 - 1 Underline the phrases that introduce each paragraph. Why are these words used?
 - 2 Find examples of the speaker talking from her own experience.
 - 3 Find examples where she quotes research.
 - 4 How does the girl conclude her talk?
 - 5 Read the paragraph beginning "Research shows ..." aloud to a partner.

Preparing your talk

- 4 Choose a cause for concern from the topics you discussed. Make notes. Say why it concerns you.
- 5 Write a speech to give to your class, of 200–300 words. Use your notes and these guidelines to help.
 - 1 Introduce your topic
My cause for concern is ...
I want to talk about X because ...
 - 2 Give the reason why
Let me explain why.
Two years ago ...
I've always been interested in ...
 - 3 List your research
Research shows that ...
A recent study found that ...
I read in the newspaper/heard on the news that ...
 - 4 Introduce new points
I have two more concerns.
Firstly, ... secondly, ...
Another thing is ...
 - 5 Conclude
Finally, I'd like to say ...
Thank you all very much for listening to me.
Are there any questions?



My cause for concern

The thing I'm concerned about at the moment is the influence that video games may have on children.

Let me explain why. I've been reading lots of articles on this topic, and I also have a personal interest in it. You see, I have a younger brother, Craig; he's 13 years old, and I'm afraid he's becoming a video game addict. Just a few years ago, Craig had many interests. He played basketball, he was learning judo, he went out on his bike with his friends. He was a happy, fun-loving boy. Now he spends hours every day in front of a screen, in a virtual world, playing virtual games, usually violent ones, and he becomes really angry if our parents tell him to stop.

Research shows that today, many children start using computers at a very young age. By the time they're five, many have developed an interest in video games. This is not a problem for most of them. However, by their early teens, a small minority have become addicts, playing for at least 30 hours a week. Dr. Mark Griffiths, an expert in video addiction, finds this figure very worrying. He says that children may become so addicted that they stop doing homework, start missing school, and even steal money in order to buy the games.

I have two more concerns. First, I worry that the violence in the games could cause children to become more violent. My brother isn't violent, but he is certainly bad-tempered if he is stopped from playing. Second, I worry that sitting without exercise for so long is unhealthy. Craig often plays five hours a day, and some days his thumbs are really sore and he can't sleep because he is overexcited. His schoolwork is going from bad to worse.

Finally, Dr. Griffiths says that more research is needed, but I don't need to read more research to conclude that video games cause problems. He should come and meet my brother. That's all the evidence he needs.

- 6 Practice reading your speech aloud first to yourself, then to a partner. Give your speech to the class. Answer any questions.



- 1 Think of your favorite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favorite room is ... I like it because ...

Show a partner your plan and talk about your room.

- 2 Read the description "My favorite room." Why is this kitchen more than just a room where you cook and eat?

- 3 Complete the description using the relative clauses below:

... which tells the story
 ... that we're going to next Saturday
 ... where we cook and eat
 ... whose family has emigrated
 ... which is the focal point of the room
 ... which means
 ... we haven't seen
 ... I like best
 ... who are irritable and sleepy
 ... where family and friends come together

GRAMMAR SPOT

- 1 Underline the relative pronouns in exercise 3. What do they refer to? When do we use *which*, *who*, *that*, *where*, and *whose*?
- 2 Look at these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?

This is the room **that** I like best.

This is the room **that** has the best view.

He's a friend **who** we haven't seen for years.

He's a friend **who** lives in London.

- 3 Look at these examples of participles. Rewrite them with relative pronouns.

I have so many happy memories of times spent there.

There is a large window looking out on two apple trees in the garden.

▶▶ Grammar Reference 6.3 and 6.4 p. 136



My favorite room

The room in our house (1) _____ is our kitchen. Perhaps the kitchen is the most important room in many houses, but it's particularly so in our house because it's not only (2) _____ but also the place (3) _____.

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) _____ before sending them off to school; or special occasions such as family reunions or cooking holiday dinners. Whenever we have a party, people gravitate to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's pretty big but not huge. It's big enough to have a good-sized rectangular table in the center, (5) _____. There is a large window above the sink looking out on two apple trees in the garden. There's a big, old stove at one end and at the other end a wall with a huge bulletin board (6) _____ of our lives, past, present, and future: a school photo of the kids; a postcard from Aunt Nancy, (7) _____ to Canada; the menu from a takeout Chinese restaurant; an invitation to a wedding (8) _____; the printout of an email from a friend (9) _____ for years. Our whole world is there for everyone to read!

The front door is hardly ever used in our house, only by strangers. All our friends use the back door, (10) _____ they come straight into the kitchen and join in whatever is happening there. Without doubt, some of the happiest times of my life have been spent in our kitchen.

- 4 Link these sentences with *who*, *which*, *that*, *where*, and *whose*.

1 The blonde lady is Pat. She's wearing a black dress.

2 There's the hospital. My sister works there.

3 The postcard arrived this morning. It's from Aunt Nancy.

4 I passed all my exams. This made my father very proud.

5 Did you meet the girl? Her mother teaches Portuguese.

- 5 Complete the sentences with a word from the box in the present or past participle.

play	give	stick
listen	arrange	

1 I spend hours in my room _____ to music.

2 I have lots of posters _____ on the walls.

3 My brother is in his bedroom _____ on his computer.

4 There are photos of my family _____ on my shelves.

5 I also have a drum set _____ to me on my last birthday.

- 6 Write about your favorite room. Use relative pronouns and participles.



1 Think of someone in your family and write three sentences about them. Read your sentences aloud to the rest of the class.

2 Which relative did you choose? Why? Did you write about their character, their appearance, or both?

3 Read the description of crazy Uncle Joe. Which sentence below accurately describes the writer's opinion of him?

– The writer likes Uncle Joe but is critical of his way of life.

– The writer admires everything about Uncle Joe.

4 The text consists of *factual description* and *personal opinions*. Work with a partner and read through the text again. Underline like this _____ what is factual, and like this _____ what is personal opinion.

5 Find words and lines which describe:

- his physical appearance
- his character
- his past life
- his current lifestyle

6 Find the following words:

much (line 2)	really (line 13)
so (line 4)	pretty (line 13)
completely (line 10)	particularly (line 15)
absolutely (line 11)	extremely (line 18)

How do they change the meaning of the adjectives which follow them?

7 Write a similar description of a member of your family in about 200 words. Include your sentences from exercise 1 and the following:

- your relation to him/her
- your opinion of him/her
- a little about his/her past life
- his/her physical appearance
- his/her character
- his/her current lifestyle

MY CRAZY UNCLE JOE

1 Of all my relatives, I like my Uncle Joe the best. He's my mother's much younger brother. He was only nine when I was born, so he's been more like a big brother to me than an uncle. He is in his mid-20s now and he is always so fun to be with.

3 He studied at a drama school in California, and then he moved to New York a year ago to try his luck in the theater. He shares an apartment with three other aspiring actors, and he works as a server and a part-time DJ. He's passionate about his music. It's called House Music, and it's a kind of electronic dance music. When 10 he "deejays," he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He's absolutely great! I'm proud that he's my uncle.

Also, I think he is really good-looking. He's pretty tall with dark hair, and twinkly, dark brown eyes. He's had a lot of 15 girlfriends, but I don't think there is anyone particularly special at the moment. He has a great relationship with his roommates, they are always laughing and joking together. He knows how to have fun, but he's also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my 20 parents. He's very understanding of someone my age.

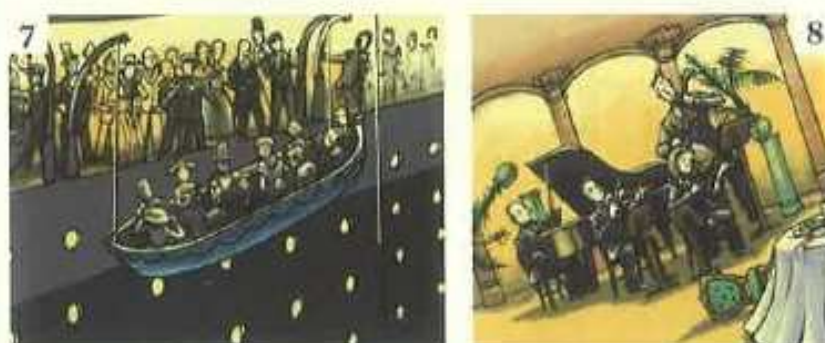
He works hard, and he plays hard. He's had a lot of auditions for various theatrical roles. He hasn't had much luck yet, but I'm sure that one day he'll be a highly successful actor. I think he's really talented, but he says he doesn't want to be rich or famous, he just 25 wants to prove to himself that he's a good actor.



1 What do you know about the sinking of the Titanic?

It happened at the beginning of the twentieth century.
There was a movie about it starring Leonardo DiCaprio.

2 Work with a partner. Look at the pictures and tell the story in your own words. Then read **Text A**, and match the lines with the pictures.



Text A The Unsinkable Titanic, 1912

On April 10, 1912, the Titanic left Southampton on her way to New York. There were many rich passengers on board. Everyone believed the ship was unsinkable, so she didn't have many lifeboats.

On the night of April 14, the passengers were having dinner and listening to the band. The Titanic was traveling fast because the owner wanted his ship to beat the record for crossing the Atlantic. Some ships nearby warned of icebergs, but the messages were not delivered. A look-out sounded the alarm, but it was too late. The Titanic hit an iceberg, and the ship sank quickly. The band played until it sank. The lifeboats only saved some of the people. Most of them died in the sea.

People today are still interested in the Titanic. The movie *Titanic* was very popular.

3 Now read **Text B**. Compare it with **Text A**. Which is the more interesting text? Why? Give some examples.

Text B The Unsinkable Titanic, 1912

On April 10, 1912, the liner Titanic, the luxurious ship they called unsinkable, left Southampton on her maiden voyage to New York. Her passengers were a mixture of the world's wealthiest in their magnificent first-class accommodations and immigrants packed into steerage. The ship was believed to be so safe that she carried only 20 lifeboats, enough for only half her 2,235 passengers and crew.

On the evening of April 14, there was no wind and the sea was calm. The band was playing as the rich enjoyed their evening meal in the sumptuous dining room. At 9:40 p.m. nearby ships warned of icebergs. However, the messages were not delivered. The Titanic was traveling at 22 knots. The owner of the ship was on board, encouraging the captain to go faster to beat the record for crossing the Atlantic. Finally, a look-out on the bridge sounded the alarm, but it was too late. At 11:40 p.m. the Titanic struck an iceberg. Passengers felt only a slight bump and carried on dancing and dining. After all, this ship was unsinkable. In fact, the ship was sinking fast, but it was not until nearly 12:45 that an SOS signal was sent and the first lifeboat was lowered. The last one was lowered at 2:05 a.m., and at 2:20 a.m. the ship sank, just two hours and forty minutes after hitting the iceberg. 713 people were saved. The remaining 1,522 all met their death in the dark waters of the Atlantic Ocean. These included most of the men and third-class passengers, the crew, and all of the band members. Amazingly, they had kept playing until the ship disappeared beneath the waves.

The ship sank over 100 years ago, but interest in the Titanic continues. Books and movies have kept its memory alive. *Titanic* is the most watched film in movie history. Incredibly, in 1985, the wreck itself was discovered and photographed on the sea bed.

- 4 Go through the Titanic texts again with your partner. Discuss the differences. Consider the following questions.

The general organization

How is the scene set?
What forms the main part?
How is the story concluded?

Telling the story

What information is given?
How is interest created?
What is the order of events?

The language

Which adjectives and adverbs are used?
How are the sentences constructed?

- 5 With your partner, discuss what you know about the story of the Trojan Horse. Look at the pictures and prompts to help.

THE TROJAN HORSE



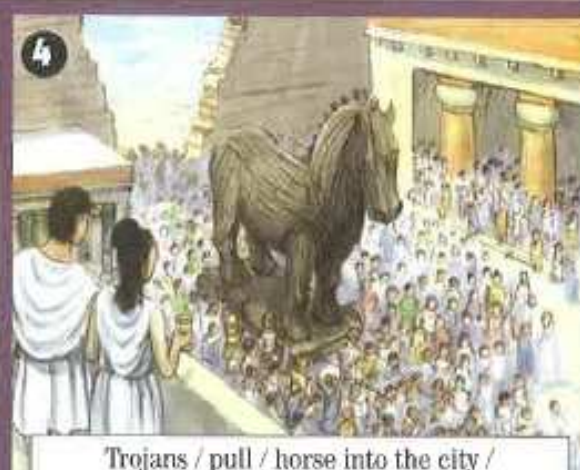
Greek army / camped / the city of Troy / Greek king Odysseus / good idea / decided / build a huge, hollow, wooden / big enough / soldiers / hide.



horse / built / soldiers / inside / others set fire / camp / pretended / sail back / Greece / hid nearby.



Trojans, delighted / came out / gates / found / horse / very curious / Greeks / left one soldier / Trojans asked about / said / offering to / goddess Athena.



Trojans / pull / horse into the city / so big / tear down / city wall / took to / temple of Athena / big party / celebrate / end of the war.



finally / asleep / Greek soldiers crept out / killed guards / signaled / Greeks / to attack Troy.



bloody battle / Greeks won / Trojan men / killed women / children / back to Greece / slaves.

- 6 Work together to write the story. Remember to set the scene, create interest, and use adverbs and adjectives. Begin like this: *The Greeks and the Trojans had been at war for ten years.*

- 7 Read some of the stories aloud to the class. Compare with the story on pages 146–47.

- 1 Do you think childhood is the best time of your life? Discuss as a class.
- 2 Read the text about the pros and cons of childhood. Replace the underlined words and phrases in the text with those in the box.

For instance
One advantage is that
pros and cons
One disadvantage is that
Finally,
All things considered
in my opinion,
In conclusion
In fact,
Another point is that
Moreover,

- 3 There are four paragraphs. What is the purpose of each one?

PROS and

Childhood — the best time of your life?

- 1 Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.
- 2 On the plus side you have very few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want – watch TV, play on the computer, go out with friends, play sports, or pursue other hobbies. On top of that, public transportation, movie theaters, and sports centers cost much less for children. All in all, being a child is an exciting, action-packed time in life.
- 3 However, for every plus there is a minus. For one thing, you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Last of all, although there are often cheaper prices for children, things are still expensive – and parents are not always generous with allowance. There's never enough money to do everything you want. The reality is that sometimes there's not enough to do anything at all!
- 4 To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions – which increase with age.

CONS

No Pressure

EXAMS

No Money

SCHOOL

FREE TIME

VACATION



4 Match the pros with the cons.

pros	cons
1 don't have to go to work	are never given enough allowance
2 can go out to parties with friends	have to do homework and take exams
3 don't have to cook and clean	have to go to school Monday to Friday
4 pay less for things	need to ask your parents' permission

5 Work with a partner. Choose one of these topics and briefly discuss the pros and cons.

- 1 Restorative justice (where criminals meet their victims to talk about the effect of their crimes)
- 2 Getting older
- 3 Having children while young

6 Work together to complete these phrases with your ideas from exercise 5.

On the plus side ...

For example, ...

Another point is that ...

However, there are also disadvantages ...

For instance, ...

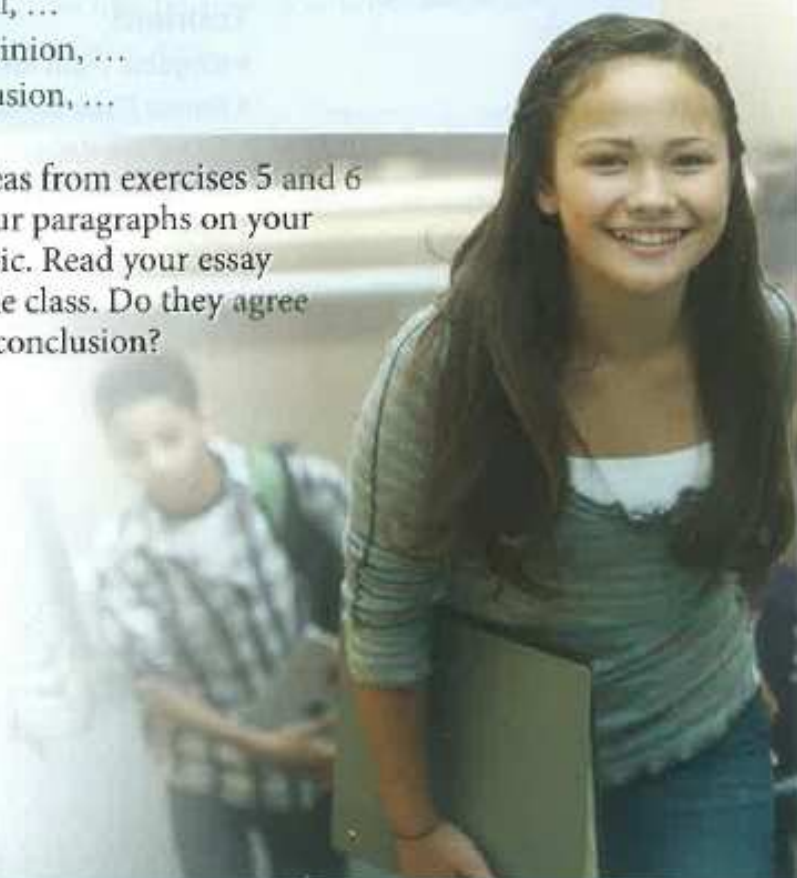
What is more, ...

Last of all, ...

In my opinion, ...

In conclusion, ...

7 Use the ideas from exercises 5 and 6 to write four paragraphs on your chosen topic. Read your essay aloud to the class. Do they agree with your conclusion?





- 1 Write down everything you know about New York City. Collect all your ideas as a class.
- 2 Work with a partner and study the diagram about New York. Compare the information with your ideas.

NEW YORK

Although New York City is not the capital of the United States, its influence is seen throughout the world. Its nickname, (1) “_____,” was given to it by early immigrants because the city seemed so huge and full of promise.

Geography

It is located at the mouth of the (2) _____ and lies on the same latitude as the European cities of (3) _____.

History

The Dutch founded the city in 1614, calling it (4) _____. However, in (5) _____ it was captured by the British and renamed New York. The city grew in importance and was the U.S. capital until 1790. During the 19th century it was transformed by (6) _____, and from the early 20th century, it became a world center for industry, commerce, and communication. With the economic (7) _____ came the construction of its distinctive skyline of skyscrapers, two of which, the Twin Towers of the World Trade Center, were destroyed in the attacks of (8) _____, when nearly 3,000 people died.

Its people

New York is the most (9) _____ and cosmopolitan city in the United States with 8,336,397 inhabitants speaking (10) _____ languages. 36% of the city's population is (11) _____. Five of the largest ethnic groups are: Puerto Ricans, Italians, West Indians, Chinese, and Irish.

“The Big Apple”

NEW YORK CITY

“The city that never sleeps”

Geography

- Hudson River
- same latitude as Naples and Madrid

History

- Dutch 1614 / New Amsterdam
- British 1664 / New York
- 19th c./ immigration
- 20th c./ economic boom
- Sept. 11, 2001

Its people

- densely populated / 8,336,397
- 36% foreign born
- 170 languages

Transportation

- 13,000 taxis
- 3 airports
- Grand Central Station
- subway / 1.7 billion passengers

Sports

- baseball
- marathon / 50,000 runners

Tourism

- shopping / 5th Ave.
- Empire State Building, etc.
- 54 million visitors

Food

- variety
- haute cuisine / hot dogs

CITY

Transportation

One in three New Yorkers uses public transportation to get to work, whereas in the rest of the U.S. 90% of commuters go by car. The New York City Subway, which is open 24/7, is used by (12) _____ a year. New York is also home to the famous Grand Central Station, three major airports, and (13) _____ distinctive, yellow taxi cabs.

Sports

The New York Marathon, held annually on the first Sunday of November, is the largest marathon in the world. It attracts (14) _____. However, many New Yorkers prefer a less energetic jog around Central Park. New Yorkers are also passionate (15) _____ fans. The two most popular teams are the New York Yankees and the New York Mets.

Tourism

About (16) _____ tourists visit New York City each year. Major attractions include the Empire State Building, the Metropolitan Museum of Art, Times Square, Central Park, and, of course, the (17) _____ along Fifth Avenue. Tourists are also attracted by the incredible (18) _____ of places to eat, from diners, with their burgers, bagels, and pizza, to many of the finest haute cuisine restaurants in the U.S., not forgetting the Grand Central Oyster Bar and the steaming (19) _____ sold on every street corner.

Finally

With so much to do and see, it is no surprise that New York is often called (20) "_____."

- 3 Read and complete the text using the information from the diagram in exercise 2.
- 4 Read the text again. What extra information not in the diagram can you find? Give some examples.
- 5 Find these words and expressions in the text and discuss why they are used.

Although	its	However	distinctive
two of which	whereas	is home to	with (so much to do)

- 6 Complete these sentences with the words or expressions from exercise 5.
 - 1 Tokyo is the biggest city in the world. _____ population is over 37 million.
 - 2 The U.S. has many big cities, _____ are Chicago and Los Angeles.
 - 3 Mexico City _____ one of the biggest stadiums in the world, Estadio Azteca.
 - 4 The temperature in Canada often goes below 0°F in the winter. _____, in summer it is often over 86°F.
 - 5 _____ most people in Canada speak English, French is also an official language.
 - 6 It is easy to recognize pictures of San Francisco because of its _____ bridge.
 - 7 Brasilia is located in the center of Brazil, _____ Rio de Janeiro is on the coast.
 - 8 _____ so much to see, it is impossible to do a tour of the city in two days.
- 7 Choose a famous town or city. Research it, make notes (you could draw a diagram), and then write about it. Use the headings about New York, or choose headings of your own.



1 Combine the sentences in different ways using the words in parentheses.

- 1 George was rich. He wasn't a happy man. (*but / although / however*)
- 2 Jo called me on a friend's phone. She lost her cell. (*because / so*)

2 Look at these words and expressions. They prepare people for what you are going to write or say next. Read and complete the sentences with your own ideas.

- 1 **In fact/Actually** (*I'm going to add more information to support this statement.*)
Peter doesn't like working in Houston. **In fact**, he's thinking of changing jobs.
Alice and I are in love. **Actually**, we _____.
- 2 **Of course/Naturally** (*What I am going to say is obvious.*)
Of course, having a baby has totally changed our lives.
Naturally, when I was a child I didn't _____.
- 3 **Fortunately/Unfortunately** (*What I am going to say is/is not good news.*)
She tried really hard, and **fortunately**, she passed the exam.
She stood and waited for over an hour, but **unfortunately**, _____.
- 4 **Nevertheless** (*I am going to tell you about a result or effect which is unexpected.*)
The accident wasn't her fault. **Nevertheless**, she felt terrible.
My father didn't do very well in school. **Nevertheless**, _____.
- 5 **Anyway** (*I am going to finish talking about the subject and move on to something new.*)
What traffic! I thought I'd never get here. **Anyway**, now let's get on with the meeting.
Anyway, you've heard enough about me. What _____?

in fact
actually
of course
naturally
fortunately
unfortunately
nevertheless
anyway

3 Read the e-mail and write the word or words that fit best.

To: melody2@mail.com

Subject: update



send

Hi Melody,

I hope you're doing well. Things are busy here. Maya moved out last week. She found a small apartment not far from here, (1) _____ (*so / anyway*) we still see her all the time. She also got a new job at a radio station. (2) _____, (*Unfortunately / Because*) it doesn't pay very well, (3) _____ (*of course / but*) at least she likes it. Now that Maya has moved out, it's only Joe and me at home. After 24 years of having kids around the house, it's a little strange to have the place all to ourselves. (4) _____, (*However / In fact*) it's nice to come home to a clean house at the end of the day.

Samantha is going to graduate from Columbia University this year. We're all very proud, and (5) _____ (*however / of course*) we're going to have a party for her. (6) _____ (*So / Actually*) it's going to be a surprise party! So, shhh! Samantha says she wants to travel somewhere interesting in the fall, (7) _____ (*but / because*) she hasn't decided where to go yet. Joe's fine, (8) _____ (*although / so*) he's been in a bad mood lately. He hasn't been able to do much in the garden (9) _____ (*because / actually*) it's rained every day for the last two weeks! (10) _____, (*In fact / Nevertheless*) it's been the rainiest summer in 20 years. (11) _____, (*Anyway / Of course*) that's enough of our news. How are you all? What are you up to?

Tell me everything!

Jackie