

# FOCUS



**STUDENTS' BOOK**

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**3**

ALWAYS LEARNING

**PEARSON**

The background features a complex, abstract geometric pattern. It consists of various overlapping shapes, including triangles, quadrilaterals, and rounded rectangles, in shades of orange and yellow. The shapes are arranged in a way that creates a sense of depth and movement, with some elements appearing to be layered on top of others. The overall effect is a vibrant, modern, and dynamic visual field.

# FOCUS

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# 0.1 Home sweet home

Grammar: Present tenses – review

Vocabulary: Houses

## SHOW WHAT YOU KNOW

- 1 In pairs, complete the table with words for houses and rooms. Then describe your own house to your partner.

Locations	Types of house	Types of room
<i>in the suburbs</i>	<i>a flat</i>	<i>a kitchen</i>

*I live in a modern flat in the suburbs of ...*

- 2 Draw a plan of your favourite room. Then use your plan to describe the room to your partner.

*This is my bedroom. It's quite small. There's a bed ...*

- 3 **CD-1.2 MP3-2** Look at the photos and listen to three teenagers talking about their unusual homes. What advantages or disadvantages do they mention?



Jason



Ellie



Michael

- 4 **CD-1.2 MP3-2** Complete the sentences with the teenagers' names from Exercise 3. Then listen again and check.

1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5 Read REMEMBER THIS. Then complete the cartoon caption with the correct form of the verbs in brackets.

## REMEMBER THIS

- The **Present Simple** describes facts, habits and routines.
- The **Present Continuous** describes activities in progress.
- The **Present Perfect** describes 1) finished actions in time 'up-to-now' or 2) unfinished situations that started in the past and continue now.

**Note:** *Been* is the past participle of *go* as well as *be*.



Reporter: 'Do you live (you/live) here?

Man: Yes, I do.

Reporter: How long <sup>2</sup> \_\_\_\_\_ (you/be) here?

Man: I <sup>3</sup> \_\_\_\_\_ (live) here for five years.

Reporter: <sup>4</sup> \_\_\_\_\_ (you/ever/live) in a real house?

Man: Yes, but I <sup>5</sup> \_\_\_\_\_ (prefer) my treehouse.

My grandma <sup>6</sup> \_\_\_\_\_ (stay) with me at the moment.

## Grammar Focus pages 108–109

- 6 Choose the correct options. Then, in pairs, tell each other which sentences are true for you.

- 1 I know / I've known my best friend since I was a child.
- 2 I don't wear / I'm not wearing jeans today.
- 3 I've had / I have the same phone for more than a year.
- 4 I don't like / I'm not liking fish.
- 5 I've been / I've gone abroad several times.
- 6 I go / I'm going jogging every Sunday.

- 7 Complete the questions with the Present Simple, Present Continuous or Present Perfect form of the verbs in brackets.

1 Where *do your parents come from* (your parents/ come from)?

2 Who \_\_\_\_\_

4 How long \_\_\_\_\_

## 0.2 National dishes

Grammar: Quantifiers

Vocabulary: Food and drink

### SHOW WHAT YOU KNOW

- In pairs, write a type of food or drink for each letter of the alphabet. How many can you write in sixty seconds?  
*apple bread carrot*
- Complete the table with your words from Exercise 1 and write the plural form of the countable nouns. Then tick the food or drink you like most and compare with a partner.

Countable nouns	Uncountable nouns
<i>apple – apples</i>	<i>bread</i>
<i>carrot – carrots</i>	

- Test your knowledge of national dishes. Match descriptions A–D with countries 1–4.

1 Australia ☐ 2 England ☐ 3 Ireland ☐ 4 USA ☐

### NATIONAL DISHES



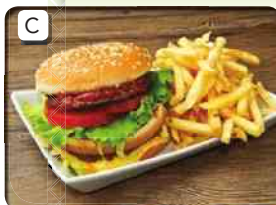
A

It's a simple dish: you cook <sup>1</sup>*any* / <sup>2</sup>*some* lamb, <sup>3</sup>*a lot of* / *a little* potatoes and <sup>4</sup>*a few* / *a little* onions together. <sup>5</sup>*Much* / *Some* people add carrots and other vegetables, but experts say that the real stew doesn't have <sup>6</sup>*any* / *some* other vegetables.



B

Roast beef and Yorkshire pudding is a popular dish for Sunday lunchtime, but <sup>7</sup>*much* / *most* people say that fish and chips is the national dish. Unfortunately, it's been so popular that there isn't <sup>8</sup>*much* / *many* cod left in the sea!



C

It's hard to choose one national dish for this huge country because there are so <sup>9</sup>*many* / *much* regional dishes. But <sup>10</sup>*few* / *little* people can resist the most popular dish in this country: a big hamburger with <sup>11</sup>*any* / *lots of* chips and tomato sauce.



D

There aren't <sup>12</sup>*some* / *any* 'national dishes', but there are <sup>13</sup>*a little* / *a few* favourites: meat pies, roast lamb and vegetables, barbequed steak and sausages.

- CD-1.3 MP3-3 Read the descriptions again and choose the correct quantifiers. Then listen and check.
- Write a similar description of the national dish of your country.
- Read REMEMBER THIS. Then complete the cartoon caption with *any*, *some*, *many*, *much*, *few* or *little*.

### REMEMBER THIS

- You use *a few/many* with countable nouns.
- You use *a little/much* with uncountable nouns.
- You use *any/some/a lot of/lots of* with both.

**Note:** *A little hope* and *a few friends* is more positive than *little hope* and *few friends*.



Reporter: How <sup>1</sup>*much* food do you have for breakfast?

Man: Just a <sup>2</sup> \_\_\_ pancakes with a <sup>3</sup> \_\_\_ honey on.

Reporter: How <sup>4</sup> \_\_\_ cups of tea do you drink?

Man: Not many. I have one cup with <sup>5</sup> \_\_\_ milk.

Reporter: Do you put <sup>6</sup> \_\_\_ sugar in your tea?

Man: No, I don't have <sup>7</sup> \_\_\_ sugar – I'm on a diet.

### Grammar Focus page 110

- Write sentences with the opposite meaning. Use one of the quantifiers in brackets.
  - I eat a lot of pasta. (much / many)  
*I don't eat much pasta.*
  - I eat lots of meat. (many / much)
  - There are some good restaurants near my house. (some / any)
  - I drink a lot of coke. (very little / very few)
  - My mother bakes a lot of cakes. (much / many)
  - I had some cereal for breakfast. (any / many)
  - I used to eat lots of vegetables. (very little / very few)
  - I do lots of cooking at home. (much / many)
- Tick the sentences in Exercise 7 that are true for you. Then compare with a partner.

# 0.3 Flashmob

Grammar: Present Perfect and Past Simple  
Vocabulary: Shops

## SHOW WHAT YOU KNOW

- In pairs, list the different types of shops in a shopping street or mall you both know.  
*a supermarket, a shoe shop, a jeweller's, ...*
- Look at your list from Exercise 1 and say which shops you go to regularly, sometimes or never.
- Choose the correct verb forms in the blog entry and the comments. What is a 'flashmob'?

www.jackiesblog.eu



Have you ever seen / Did you ever see a flashmob?  
I've just seen one for the first time. I was in the Central shopping mall this morning with my mum. When we <sup>2</sup>*'ve come out / came out* of a clothes shop, we <sup>3</sup>*'ve heard / heard* loud music and <sup>4</sup>*'ve seen / saw* a woman who was dancing on her own. Then a few more people <sup>5</sup>*have started / started* dancing. In the end, there were about forty people dancing. It <sup>6</sup>*has been / was* really professional. After about ten minutes the music <sup>7</sup>*has stopped / stopped* and they <sup>8</sup>*'ve walked / walked* away. It's one of the most exciting things I <sup>9</sup>*'ve ever seen / ever saw*.

### Comments

I <sup>10</sup>*'ve just arrived / just arrived* at the Central mall now and I <sup>11</sup>*'ve already heard / already heard* about the flashmob – everybody's talking about it. I'm sorry I missed it.

Tina17, 13 July, 1.15 p.m.

I <sup>12</sup>*saw / 've seen* the flashmob at the mall this morning – it was really exciting. I <sup>13</sup>*'ve just watched / just watched* a few more online. There are some really good ones!

Happydancer, 13 July, 7.03 p.m.

I <sup>14</sup>*haven't seen / didn't see* a flashmob yet, but my friends <sup>15</sup>*have seen / saw* one when they were on holiday in Spain last summer.

S@lly, 14 July, 11.42 a.m.

- Read REMEMBER THIS. Then complete the cartoon caption with the Present Perfect or Past Simple form of the verbs in brackets.

## REMEMBER THIS

- You use the **Present Perfect** to talk about finished actions in time up to now. You never say when exactly they happened. You can use time expressions such as *ever, never, just, already, (not) yet*.
- You use the **Past Simple** to talk about finished actions in past time. You usually say when they happened. You can use time expressions such as *yesterday, last Sunday, two weeks ago, in 1974*.

I'm in the new mall. I <sup>1</sup>*'ve just bought* (just/buy) a really nice pullover. I <sup>2</sup> \_\_\_\_ (see) it in a magazine last week.



I <sup>3</sup> \_\_\_\_ (not buy) anything at the new mall yet, but I <sup>4</sup> \_\_\_\_ (buy) a nice pullover online last weekend. I <sup>5</sup> \_\_\_\_ (already/wear) it a lot.

## Grammar Focus page 111

- CD•1.4 MP3•4 Complete the conversation with the Present Perfect or Past Simple form of the verbs in brackets. Then listen and check. Why is Ruth worried?

R: Hi, Simon. How are you doing?

S: Really well! I <sup>1</sup>*'ve just finished* (just/finish) my exams.  
\_\_\_\_ (not finish/yet) – three more to go.

S: Oh well, good luck. Listen, <sup>3</sup> \_\_\_\_ (you/ever/see) a flashmob?

R: Yes, I <sup>4</sup> \_\_\_\_ (see) one on YouTube yesterday. It <sup>5</sup> \_\_\_\_ (be) fantastic. But I <sup>6</sup> \_\_\_\_ (not see) a real one.  
\_\_\_\_ (watch) a few online. Yesterday, (watch) a surprise flashmob for a girl's eighteenth birthday.

R: Oh, right!

S: So I want to organise one for my sister's birthday. Will you help me? You have to learn a dance.

R: Dance? Are you sure? \_\_\_\_ (you/ask) anybody else yet?  
(already/ask) lots of people. I <sup>11</sup> \_\_\_\_ (speak) to Sally five minutes ago and she said yes.

R: But she's a good dancer and I'm not!

S: Don't worry, we have plenty of time. I <sup>12</sup> \_\_\_\_ (not choose) the music yet!

- In pairs, discuss whether you think flashmobs are a good birthday surprise. What other types of birthday surprise can you think of?



## 0.4 Money, money, money

**Grammar:** Comparative and superlative adjectives

• too and enough

**Vocabulary:** Clothes and accessories

### SHOW WHAT YOU KNOW

- In pairs, list all the clothes and accessories you can think of in sixty seconds.  
*a tie, a dress, ...*
- Put the words from your list in Exercise 1 in groups 1–5. Some words can go in more than one group.
  - items usually worn by women only: *a dress,*
  - items usually worn by men only: *a tie,*
  - outdoor items:
  - formal items: *a tie,*
  - items you would never wear: *a tie,*

- Complete the texts with the words in the box.

as (x2)   enough   more (x2)   most   richer   than (x3)  
the (x2)   too

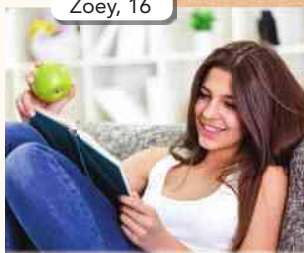
### TEEN ATTITUDES TO MONEY

We ask brother and sister Tom and Zoey about their attitudes to money and shopping.

I think I'm very good with money. I don't have much money though because I'm still at school, but I'm <sup>1</sup>*more* careful than my brother. For example, he spends his birthday money as soon as he gets it. Also, he's older <sup>2</sup> \_\_\_\_\_ me and has a weekend job, so he's <sup>3</sup> \_\_\_\_\_ than I am. To be honest, I think he's stupid with his money. The <sup>4</sup> \_\_\_\_\_ expensive thing I've ever bought is a leather jacket, and that was second-hand, so it wasn't <sup>5</sup> \_\_\_\_\_ expensive as a new one. I don't go out much – Tom says I'm not sociable <sup>6</sup> \_\_\_\_\_ but I just like staying at home.

I'm <sup>7</sup> \_\_\_\_\_ generous than Zoey. In fact, I'm probably <sup>8</sup> \_\_\_\_\_ generous! If I have money, I spend it. I'm richer than Zoey because I work at the weekend, but she's more careful <sup>9</sup> \_\_\_\_\_ me, so she always has money and I never have any. Actually, I think Zoey's <sup>10</sup> \_\_\_\_\_ meanest person I know! My clothes are more expensive <sup>11</sup> \_\_\_\_\_ Zoey's, but I buy expensive clothes because people who make cheap clothes have <sup>12</sup> \_\_\_\_\_ worst working conditions in the world. I spend a lot of money on going out. Zoey isn't <sup>13</sup> \_\_\_\_\_ popular as I am, so she stays at home more!

Zoey, 16



- CD•1.5 MP3•5** Listen and check your answers to Exercise 3. Who is more like you: Zoey or Tom?

- Read **REMEMBER THIS**. Then complete the cartoon caption with one word in each gap.

### REMEMBER THIS

You use comparative and superlative adjectives to compare things.

- short adjectives: add *-er/the -est*, e.g. *shorter/the shortest*
- long adjectives: add *more/the most* e.g. *more fashionable/the most fashionable*
- irregular adjectives:  
*good/better/the best*  
*bad/worse/the worst*  
*far/further/the furthest*

**Note:** You use *too* + adjective or *not* + adjective + *enough* to show there is a problem with something.

Mum, all my jeans are <sup>1</sup>*too* short!



Don't worry, love. These are longer <sup>2</sup> \_\_\_\_\_ your old ones. They may not be as fashionable <sup>3</sup> \_\_\_\_\_ the ones in the shops, but I think they'll be long <sup>4</sup> \_\_\_\_\_ now.

### Grammar Focus page 112

- Complete the sentences with *too* or *not enough* and the adjective in brackets. Which sentences are true for you?
  - I'd like to buy designer clothes, but they are *too expensive* . (expensive)
  - I want to learn to drive, but I'm \_\_\_\_\_ . (old)
  - I'd like a larger bed, but my room is \_\_\_\_\_ . (big)
  - My brother never lends me money because he is \_\_\_\_\_ . (mean)
  - My parents won't let me have a motorbike. They say it is \_\_\_\_\_ . (dangerous)
- Complete the questions with the superlative form of adjectives from the box or your own ideas. Then, in pairs, ask and answer the questions.
 

bad   cheap   funny   good   intelligent  
interesting   stylish   valuable

  - What is \_\_\_\_\_ item of clothing you have?
  - Who is \_\_\_\_\_ person you know?
  - Where is \_\_\_\_\_ clothes shop in your town?
  - What is \_\_\_\_\_ possession you have?
  - Who is \_\_\_\_\_ celebrity you know?

# 0.5 At the movies

Grammar: Future forms

Vocabulary: Books and films

## SHOW WHAT YOU KNOW

- 1 Look at the table and tick the things you have watched or read this week. Then compare with a partner.

Things you watch		Things you read	
documentaries	<input type="checkbox"/>	poems	<input type="checkbox"/>
video clips	<input type="checkbox"/>	textbooks	<input type="checkbox"/>
adverts	<input type="checkbox"/>	detective novels	<input type="checkbox"/>
action films	<input type="checkbox"/>	song lyrics	<input type="checkbox"/>

- 2 In pairs, list as many more ideas as you can in sixty seconds. Then discuss what you watch or read most.

- 3 **CD-1.6 MP3-6** Listen to Emma and Luke arranging to go to the cinema. When is the new *Hunger Games* film coming out and when do they arrange to see it?



- 4 **CD-1.6 MP3-6** Complete Emma's and Luke's diaries with the events in the box. Then listen again and check.

Football 9.30 Dentist  
7.00 Babysitting Wedding

Emma's diary

	Friday	Saturday	Sunday
Morning			
Afternoon		<sup>2</sup> _____	
Evening	<sup>1</sup> _____		

Luke's diary

	Friday	Saturday	Sunday
Morning		<sup>3</sup> _____	
Afternoon			<sup>4</sup> _____
Evening			

- 5 In pairs, explain why Emma and Luke can't go to the cinema on Friday evening, Saturday afternoon or evening, or Sunday afternoon. What future form do you use?

Emma can't go to the cinema on Friday evening because she ...

- 6 **CD-1.7 MP3-7** Choose the correct future forms in this second conversation between Emma and Luke. Then listen and check.

Emma: Hi, Luke. What time is it?

Luke: 2 o'clock in the afternoon. <sup>1</sup>I'm going to / I'll buy the cinema tickets online – are you sure you're coming?

Emma: Yeah – what time?

Luke: It starts at 7.30, but <sup>2</sup>I'm going to / I'll get there early. We want good seats, don't we?

Emma: Yeah, we do.

Luke: <sup>3</sup>I'm going to / I'll get a lift with my mum. Do you want us to pick you up?

Emma: Please.

Luke: OK. <sup>4</sup>We're going to / We'll pick you up at 6.45. OK?

Emma: Great. <sup>5</sup>I'm going to / I'll buy the popcorn!

- 7 Read REMEMBER THIS. Then complete the cartoon captions with the correct future forms.

## REMEMBER THIS

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.
- You use **be going to** for future intentions. You have already decided to do something and you tell people about it. You also use it for predictions based on what you can see or know.
- You use **will** for spontaneous decisions. You often use expressions like *I think I'll ...*, *I'll probably ...*, *Don't worry, I'll ...*. You also use it for predictions.

I <sup>1</sup>*'m seeing* (see) the latest *Hunger Games* film this evening.

Ooh! I think I <sup>2</sup> \_\_\_\_\_ (come) with you!



Not me – I <sup>3</sup> \_\_\_\_\_ (read) the books first.

## Grammar Focus page 112

- 8 Copy a diary page from Exercise 4 and write in things you have arranged to do next weekend. Then, in pairs, try to find a time when you can both go to the cinema.

A: *What are you doing on Friday evening?*

B: *I'm going to a party. What are ...*

- 9 Complete the sentences with the correct future forms of the verbs in brackets. Then tick any sentences that are true for you.

1 I *'m going* (go) to the cinema on Saturday.

2 It's very cold. It looks like it \_\_\_\_\_ (snow).

3 I haven't got any plans this evening. \_\_\_\_\_ (probably/watch) TV.

4 My friend \_\_\_\_\_ (have) a big eighteenth birthday party next month.

5 I don't think England \_\_\_\_\_ (win) the next World Cup.

6 I've decided that I \_\_\_\_\_ (not get) married.

## 0.6 My technology

**Grammar:** First and Second Conditionals

**Vocabulary:** Technology and the Internet

### SHOW WHAT YOU KNOW

#### 1 Match words and phrases to make common collocations about technology.

- |                |                         |                          |
|----------------|-------------------------|--------------------------|
| 1 download     | a to Facebook           | <input type="checkbox"/> |
| 2 log on       | b your desktop computer | <input type="checkbox"/> |
| 3 print a      | c your password         | <input type="checkbox"/> |
| 4 chat         | d profile photo         | <input type="checkbox"/> |
| 5 follow       | e somebody on Twitter   | <input type="checkbox"/> |
| 6 switch on    | f music                 | <input type="checkbox"/> |
| 7 click        | g on an app             | <input type="checkbox"/> |
| 8 type in      | h online                | <input type="checkbox"/> |
| 9 visit a      | i document              | <input type="checkbox"/> |
| 10 change your | j website               | <input type="checkbox"/> |

#### 2 How often do you do the things in Exercise 1? Put ✓ (often), ? (sometimes) or X (never) in the boxes. Then compare with a partner.

#### 3 Complete the First Conditional sentences with the correct form of the verbs in brackets.

- If you play (play) video games all the time, you won't be a happy, healthy person.
- You \_\_\_\_\_ (get) bad marks at school if you don't stop spending so much time online.
- You \_\_\_\_\_ (not have) any real friends if you use social networking.
- If you \_\_\_\_\_ (use) social networking, you'll lose your privacy.
- You \_\_\_\_\_ (not sleep) very well if you go online just before you go to bed.

#### 4 **CD•1.8 MP3•8** Listen to an interview and check your answers to Exercise 3. Do you think you are addicted to technology?

#### 5 Complete the Second Conditional questions in the questionnaire with the correct form of the verbs in the box.

[ be    buy    have to    spend    travel ]



- What would you buy if you had €500 to spend on technology?
- If you \_\_\_\_\_ give up one of your devices (laptop, phone, etc.), which one could you live without?
- If you \_\_\_\_\_ with a friend and the friend \_\_\_\_\_ the whole time texting someone else, how would you feel?
- If you had a blog, what would you blog about?
- If you could time travel, what time \_\_\_\_\_ you \_\_\_\_\_ to?

#### 6 Read REMEMBER THIS. Which conditional structure do you use to show that something is not real or not probable now?

### REMEMBER THIS

- You use the **First Conditional** to talk about the future result of an action.
- You use the **Second Conditional** to talk about the likely present or future result of an imaginary action.

If you get me a new computer, I'll do the dishes every night.



If we got you a new computer, we'd never see you!

### Grammar Focus page 113

#### 7 **CD•1.9 MP3•9** In pairs, do the questionnaire in Exercise 5 and compare your answers. Then listen to Jake and Maria answering the questions. Who is most like you?

#### 8 **CD•1.9 MP3•9** Complete the extracts from the conversation in Exercise 7. Then listen again and check.

- If I had (have) €500 to spend, I \_\_\_\_\_ (buy) new speakers.
- If I \_\_\_\_\_ (have to) give up my phone, I \_\_\_\_\_ (not able to) go online.
- I \_\_\_\_\_ (not care) if my friend \_\_\_\_\_ (text) someone else the whole time.
- If I \_\_\_\_\_ (have) time to blog, I \_\_\_\_\_ (blog) about music.
- I think I \_\_\_\_\_ (go) to 1970 if I \_\_\_\_\_ (can).

#### 9 Complete the conditional sentences to make them true for you.

- If I get (get) some money for my next birthday, I'll save it.
- If I \_\_\_\_\_ (find) £1,000 in the street, ...
- If I \_\_\_\_\_ (not have) any homework this evening, ...
- If the weather \_\_\_\_\_ (be) nice weather tomorrow, ...
- If I \_\_\_\_\_ (can) drive, ...
- If my parents \_\_\_\_\_ (win) the lottery, ...
- If I \_\_\_\_\_ (live) to be 150, ...
- If everybody \_\_\_\_\_ (think) the same as me, ...



## 0.7 Growing up

**Grammar:** Modal verbs for obligation and permission

**Vocabulary:** Education

### SHOW WHAT YOU KNOW

- In pairs, list all the school and university subjects you can think of in sixty seconds.  
*English, Maths, Music, ...*
- Rank the subjects you wrote in Exercise 1 in order of 1) interest, 2) difficulty, 3) usefulness.
- Read about three different types of parent. Choose the correct options.

## TWENTY-FIRST-CENTURY PARENTING

### What kinds of parents are there?

#### Tiger parents



are strict and say their children ...

- <sup>1</sup>*needn't* / *must* be the number one student in every subject except P.E. and Drama.
- <sup>2</sup>*have to* / *aren't allowed to* play the piano or violin only and <sup>3</sup>*must* / *mustn't* play any other instrument.
- <sup>4</sup>*need to* / *don't have to* show respect for them.
- <sup>5</sup>*can* / *are not allowed to* play computer games or watch TV.

#### Helicopter parents



are overprotective and say their children ...

- <sup>6</sup>*can't* / *must* do anything dangerous.
- <sup>7</sup>*can't* / *need to* find their own strengths and weaknesses.
- <sup>8</sup>*have to* / *aren't allowed to* discuss their problems and worries with them.
- <sup>9</sup>*must* / *can't* call them regularly when they are not at home.

#### Hipster parents



are non-traditional and say their children ...

- <sup>10</sup>*mustn't* / *are allowed to* do more or less whatever they want.
- <sup>11</sup>*have to* / *needn't* be top of the class.
- <sup>12</sup>*don't have to* / *mustn't* follow many rules – they can usually make their own decisions.
- <sup>13</sup>*can* / *must* call them by their first names instead of 'Mum' and 'Dad'.

- 4 Read REMEMBER THIS. Then complete the cartoon captions with to or –.

### REMEMBER THIS

You use *must*, *need to*, *have to*, *can* and *be allowed to* to talk about obligation and permission.

Necessary	<i>have to/need to/must</i>
Not necessary	<i>don't have to/don't need to</i>
Permitted	<i>can/be allowed to</i>
Not permitted	<i>can't/mustn't/be not allowed to</i>

**Note:** You usually use *have to* (not *must*) and *can't* (not *mustn't*) to talk about rules or arrangements.

Can I <sup>1</sup> \_\_\_\_\_ go out this evening?



Well, you must <sup>2</sup> \_\_\_\_\_ do your homework first. Then you need <sup>3</sup> \_\_\_\_\_ practise your violin.

And you mustn't <sup>4</sup> \_\_\_\_\_ be late for bed because you have <sup>5</sup> \_\_\_\_\_ get up early.

### Grammar Focus page 114

- 5 Complete the questions with the words in the box. Then, in pairs, ask and answer the questions.

[ be allowed to    can    have to ]

- Do you have to* learn the violin?
- \_\_\_\_\_ watch TV in your room?
- \_\_\_\_\_ keep your phone on overnight?
- \_\_\_\_\_ have regular house parties with your friends?
- \_\_\_\_\_ arrive home before midnight?
- \_\_\_\_\_ keep your bedroom clean and tidy?

- 6 **CD•1.10 MP3•10** Complete the descriptions of two different types of teacher. Then listen and check.

**THE STRICT TEACHER:** She stands at the front of the class and you <sup>1</sup>*have to* listen to her. When she asks a question, you <sup>2</sup>*aren't* allowed to call out the answer. You have to put your hand in the air. You <sup>3</sup>\_\_\_\_\_ talk in class and you have to do your homework on time – no excuses.

**THE RELAXED TEACHER:** The opposite of the strict teacher. You are allowed <sup>4</sup>\_\_\_\_\_ call out answers and sometimes you <sup>5</sup>\_\_\_\_\_ call him by his first name. You have <sup>6</sup>\_\_\_\_\_ do your homework, but you <sup>7</sup>\_\_\_\_\_ need to do it exactly on time. But there are rules. You <sup>8</sup>\_\_\_\_\_ use your phone in class and when you talk to your classmates, it <sup>9</sup>\_\_\_\_\_ to be about the subject of the lesson.

- 7 In pairs, discuss the questions.

- What other types of teacher can you think of?
- What are the most important qualities for a teacher?
- What type of teacher do you think you would be?

## 0.8 Young entrepreneurs

Grammar: Defining relative clauses

Vocabulary: Work

### SHOW WHAT YOU KNOW

- In pairs, list all the jobs you can think of in sixty seconds.  
*doctor, ...*
- Put the words from your list in Exercise 1 in groups 1–5. Some words can go in more than one group.
  - jobs that pay a high salary: *doctor,*
  - jobs which involve long hours: *doctor,*
  - jobs where you can do overtime: *doctor,*
  - jobs for people who are creative:
  - jobs which you would like to do:

- CD-1.11 MP3-11 Read the text and choose the correct relative pronouns. Then listen and check. Are you an entrepreneur?

#### What is an entrepreneur?

Entrepreneurs are people <sup>1</sup>who / which can turn dreams into reality. They enjoy being in situations <sup>2</sup>who / that challenge them. They are the kind of people <sup>3</sup>that / which take risks and they don't follow the crowd. They want to create things <sup>4</sup>where / that inspire other people. At school, they often have problems <sup>5</sup>who / which teach them important life skills. There are many successful entrepreneurs <sup>6</sup>which / who start life with little money or education. There are plenty of colleges <sup>7</sup>which / where you can learn business skills, but there is one essential quality <sup>8</sup>where / that they can't teach you in college: passion!

- Read REMEMBER THIS. Then complete the cartoon caption with relative pronouns.

### REMEMBER THIS

- You use who or that for people.
- You use which or that for things.
- You use where to refer to a place.

**Note:** You can leave out that, which or who when it comes before a noun or a pronoun.



I have the best job in the world! I have a job <sup>1</sup>that 's fun and enjoyable. I work in a place <sup>2</sup>\_\_\_\_. I don't have to wear a suit. I work with people <sup>3</sup>\_\_\_\_ are happy and relaxed. I have a job <sup>4</sup>\_\_\_\_ makes my friends jealous. I'm a water slide tester! Whee!

- Join the sentences using the relative pronouns in brackets.

- I've got an uncle. He started a business. (who)  
*I've got an uncle who started a business.*
- My father drives a car. The car belongs to his company. (that)
- There's a college in my city. You can do business studies there. (where)
- I've got a sister. She works in a shop. (that)
- One day I'd like to get a job. The job includes foreign travel. (which)
- I've got a part-time job. I don't enjoy it. (that)

- CD-1.12 MP3-12 Read Louis's story. Cross out the underlined relative pronouns where they are not necessary. Then listen and check.

## Louis's Story

Louis Barnett is a twenty-three-year-old entrepreneur from England <sup>1</sup>who has a passion for chocolate.



When he was eleven, he was having difficulties at school, so his parents found a tutor <sup>2</sup>who could teach him at home. One day he made a cake <sup>3</sup>that his family and friends enjoyed so much that they asked him to make more. He learnt about different ways of making chocolate and at the age of twelve he set up a company <sup>4</sup>which he called 'Chokolit'. The name is inspired by the problems <sup>5</sup>that he has had with spelling! He is interested in environmental protection, so he never uses ingredients <sup>6</sup>that damage the environment. He also works with a cooperative in the Caribbean <sup>7</sup>where they run all their machinery with solar power. By the age of fifteen Louis had become a qualified chocolatier and one of the youngest entrepreneurs in the world.

- Complete the questions. Add a relative pronoun if necessary. Then, in pairs, ask and answer the questions.

- Do you know anyone who doesn't like chocolate?
- When was the last time \_\_\_\_ you ate a bar of chocolate?
- Is there a shop in your town or city \_\_\_\_ you can buy good chocolate?
- When was the last time \_\_\_\_ you bought somebody a box of chocolates?
- Do you know anyone \_\_\_\_ works in the food industry?
- How important is it to eat food \_\_\_\_ doesn't damage the environment?



# 1 LOOKS

You never get a second chance to make a first impression.

ANDREW GRANT, (B. 1968) A BRITISH WRITER

## UNIT LANGUAGE AND SKILLS

### Vocabulary:

- Show what you know – personality, appearance, clothes
- clothes and accessories
- verb phrases to do with clothes
- synonyms – appearance and personality
- relationship phrases
- compound adjectives
- Word in focus – look

### Grammar:

- dynamic and state verbs
- Present Perfect Continuous

### Listening:

- a radio programme about friendship

### Reading:

- an article about genes

### Speaking:

- talking about a photo

### Writing:

- describing a person

## FOCUS EXTRA

- Grammar Focus pages 115–116
- WORD STORE booklet pages 2–3
- Workbook pages 8–19 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 1.1 Vocabulary

### Appearance • Personality

I can describe people's appearance and talk about their personality.

### SHOW WHAT YOU KNOW

- 1 In pairs, put the words in the box under an appropriate heading.

blend caring curly hair hard-working  
outgoing tall top trainers selfish suit

Personality

Appearance

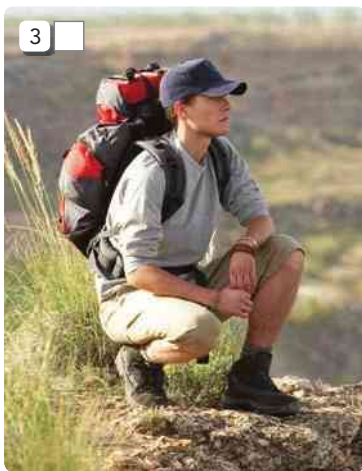
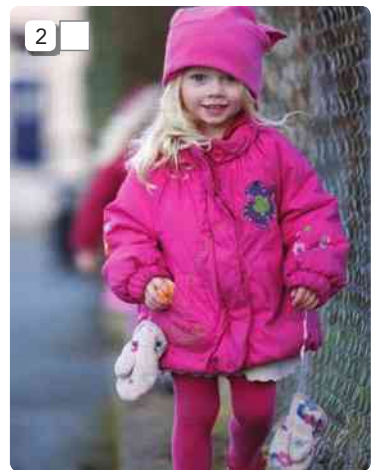
Clothes

blond

- 2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

- 3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two extra descriptions that you do not need.



- 4 CD•1.13 MP3•13 Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- Angie ☐
- Tim ☐

- Becky ☐
- Jon ☐

# Facebook profile photos and what they mean

Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

## A the pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera and 'click'.

What it means: Look at me – I'm **gorgeous**, fascinating and **mischievous**!

## B the strange close-up

You can just see one eye or a mouth or part of the face from an unusual angle.

What it means: Hey, I'm creative and **imaginative**, but I'm also cool, sophisticated and **stylish**.

## C the party shot

A group of friends at a party, laughing with their arms in the air.

What it means: I'm **charming**. I'm really popular. I'm one of the gang!

## D the romantic shot

Two people with their arms around one another (or in extreme cases, kissing).

What it means: Look at me – I'm on a date. I'm going out with somebody! We're a couple! Are you jealous?

## E doing something interesting

You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: I'm dynamic and **adventurous** and I like taking risks.

## F you as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: Look, I used to be cute and adorable and I still am! And maybe I'm a bit **immature** and childish and I don't want to grow up.

- 5 **CD-1.13 MP3-13** Listen again and tick the items of clothing that you hear.

Angie: **bangles** ☐, **a silver ring** ☐, **vintage sunglasses** ☐,  
**a scarf** ☐, **a white cotton top** ☐

Tim: **a suit** ☐, **a designer dress** ☐, **a bracelet** ☐,  
**a waistcoat** ☐, **a tie** ☐

Becky: **mittens** ☐, **a winter coat** ☐, **a woollen hat** ☐,  
**thick tights** ☐

Jon: **shorts** ☐, **a sweatshirt** ☐, **a fleece** ☐,  
**hiking boots** ☐, **a baseball cap** ☐

- 6 In pairs, discuss the type of photo you use/would use for your Facebook profile. Describe it and say why.

## WORD STORE 1A

- 7 **CD-1.14 MP3-14** Complete WORD STORE 1A with the words from Exercise 5. Then listen, check and repeat.

- 8 In pairs, describe the type of clothes you wear/would wear in these situations. Add any useful words to WORD STORE 1A.

at a house party    at a wedding    at home  
at school    at the beach    in the mountains  
on a night out    on a walk

## WORD STORE 1B

- 9 **CD-1.15 MP3-15** Complete WORD STORE 1B. Match the verb phrases in the box with the definitions. Then listen, check and repeat.

clothes fit you    clothes match    clothes suit you  
get changed    get dressed    get undressed

- 10 Complete the questions with a verb in each gap. Then, in pairs, ask and answer the questions.

- Do you try to buy clothes that match the colour of your eyes or hair?
- Which colours and styles do you think \_\_\_\_\_ you best?
- How long does it take you to \_\_\_\_\_ dressed for a party?
- Do your last year's clothes still \_\_\_\_\_ you?
- Do you \_\_\_\_\_ changed when you get home from school?

## WORD STORE 1C

- 11 **CD-1.16 MP3-16** Complete WORD STORE 1C with the adjectives in red from the text. Then listen, check and repeat.

- 12 Choose the correct options.

- Ania knows a lot about art and fashion. She's very **adventurous** / **sophisticated**.
- Greg's really childish. I think boys are more **gorgeous** / **immature** than girls at that age.
- He's a very nice young man. But he can be **cheeky** / **charming** sometimes.
- What a beautiful baby! Look at her **cute** / **stylish** little nose!
- The two older children are quite rude, but the youngest is absolutely **adorable** / **imaginative**.

- 13 Think of three people you have a photo of. Describe them to a partner. Use words from WORD STORE 1C.

*Kate's my best friend. She's gorgeous and ...*

# 1.2 Grammar

## Dynamic and state verbs

*I can understand the difference between dynamic and state verbs and use them correctly.*

- 1 Imagine you are going to a weekend music festival in the summer. In pairs, discuss what you would wear.
- 2 **CD•1.17 MP3•17** Read the text and listen to Jo Mack and answer the questions.
  - 1 Who does she work for?
  - 2 Where is she now?
  - 3 What is she doing there?

**HOW TO DRESS: FESTIVAL FASHION**  
Welcome to our regular feature. This week we are looking at what people wear to music festivals.



**Jo:** Hi! I'm Jo Mack and I **work** as a fashion editor for *HIP* magazine. I **think** I must have the best job in the world because today I'm **working** at the COACHELLA music festival in California. The question I'm **asking** is 'What is the "Festival Look" this year?' 10,000 people **are listening** to music here and I **believe** the temperature is 32 degrees. I **know** the Killers are on later and I'm **thinking** about going to see them, but right now I'm **speaking** to people about what they're **wearing** and why.

- 3 Read the GRAMMAR FOCUS. Which verbs in blue describe an action and which describe a state?

## GRAMMAR FOCUS

### Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something happens. You can use them with simple or continuous forms.

*I **work** as a fashion editor for *HIP* magazine.*

*Today I'm **working** at the COACHELLA music festival.*

- Some verbs have stative meanings. They describe states: nothing happens. You cannot use them with continuous forms.

*I **believe** the temperature is 32 degrees. (NOT ~~I'm believing~~)*

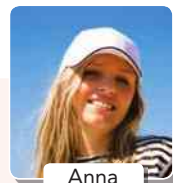
### Note:

A few verbs (e.g. *think*, *have*, *look*) have both dynamic and stative meanings. The meanings are different:

*I **think** I must have the best job in the world. (think = believe → stative)*

*I'm **thinking** about going to see them. (think = consider → dynamic)*

- 4 **CD•1.18 MP3•18** Read and listen to Jo's interview with Anna. Do the underlined verbs have stative or dynamic meanings?



**Jo:** Hi! I'm **reporting** on festival fashion for *HIP* magazine. I **like** your hat.

**Anna:** Thanks. I **don't usually wear** hats. But it's really hot, so I'm **wearing** this baseball cap. It **belongs** to my boyfriend. He **doesn't need** it because he isn't here today. He's **revising** for his exams!

**Jo:** Oh, that's a shame.

**Anna:** No, it's OK. My **boyfriend hates** festivals. He **prefers** listening to music at home. I **really want** to see the White Stripes – I **listen** to their music all the time!

- 5 **CD•1.19 MP3•19** Complete Jo's interview with Tom with the correct present form of the verbs in brackets. Then listen and check.



**Jo:** Hi! I'm reporting on festival fashion for *HIP* magazine. **Are you enjoying** (you/enjoy) the festival?

**Tom:** Yes, I <sup>2</sup> \_\_\_\_\_ (have) a really good time.

**Jo:** I <sup>3</sup> \_\_\_\_\_ (love) your T-shirt.

**Tom:** Oh, thanks! It's my festival T-shirt!

**Jo:** Oh, it <sup>4</sup> \_\_\_\_\_ (look) great. But why <sup>5</sup> \_\_\_\_\_ (you/wear) jeans? It's so hot!

**Tom:** My legs are very skinny and so I <sup>6</sup> \_\_\_\_\_ (never/wear) shorts, even in summer. In fact, I <sup>7</sup> \_\_\_\_\_ (not have) any shorts!

**Jo:** So which bands <sup>8</sup> \_\_\_\_\_ (you/want) to see today?

**Tom:** I <sup>9</sup> \_\_\_\_\_ (like) the Foo Fighters, but I <sup>10</sup> \_\_\_\_\_ (not know) when they're on. I <sup>11</sup> \_\_\_\_\_ (look) for a festival programme.

**Jo:** I have one here – oh, they <sup>12</sup> \_\_\_\_\_ (play) now.

**Tom:** Oh right – thanks! See you.

- 6 Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings. Explain the differences in meaning.

- 7 Write sentences which are true for you. Use an appropriate present tense.

1 I \_\_\_\_\_ (need) a new pair of trainers.

2 I \_\_\_\_\_ (wear) my favourite T-shirt today.

3 I \_\_\_\_\_ (buy) all my clothes online.

4 I \_\_\_\_\_ (like) shopping.

5 I \_\_\_\_\_ (think) most clothes are too expensive.

6 I \_\_\_\_\_ (think) of going shopping later.

- 8 In pairs, ask each other questions based on the sentences in Exercise 7.

*Do you need a new pair of trainers?*



# 1.3 Listening

## Multiple choice

*I can understand the main points of a radio programme about friendship.*



**A** 'A friend is someone who knows everything about you and still likes you.'

**B** 'The best mirror you can have is an old friend.'

**C** 'There is nothing better than a friend, apart from a friend with chocolate.'

### 1 In pairs, read the sayings and discuss the questions.

- 1 Which saying do you like best? Why?
- 2 What qualities should a close friend have?
- 3 How would you complete the sentence:  
A true friend ...?

### 2 **CD•1.20 MP3•20** Listen to a radio programme and choose the correct numbers. What numbers would be true for you?

- 1 Jenny's got 2 / 5 or 6 / more than 10 close friends.
- 2 Jenny's got 313 / 330 / 333 online friends.
- 3 Fraser's got no / 2 / 3 or 4 close friends of the opposite sex.

### 3 Match words and phrases a–f from the radio programme with the underlined phrases in Exercise 4.

- a socialises with – hangs out with
- b lose touch with – \_\_\_\_\_
- c has a lot in common with – \_\_\_\_\_
- d is always there for you – \_\_\_\_\_
- e fallen out – \_\_\_\_\_
- f gets on well with – \_\_\_\_\_

### 4 **CD•1.20 MP3•20** Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?

- 1 Jenny has a good relationship with all her online friends. ☐
- 2 Jenny thinks it takes time to become close friends. ☐
- 3 Jenny says friends sometimes stop seeing each other when they've had an argument. ☐
- 4 Fraser has similar interests to all his close friends. ☐
- 5 Fraser doesn't think a good friend is always reliable in a crisis. ☐
- 6 Fraser hangs out with both boys and girls. ☐

## EXAM FOCUS Multiple choice

### 5 **CD•1.21 MP3•21** Listen to four conversations and choose the correct answer, A, B or C.

- 1 What is true about Janet and Rachel?  
A They've lost touch. C They often hang out.  
B They've fallen out.
- 2 What's the relationship between Amy and Sarah?  
A They're close friends. C They're teacher and student.  
B They're mother and daughter.
- 3 What are Jon and Kevin going to do at the weekend?  
A do similar activities C do different things  
B hang out together
- 4 Which sentence is true about Annie?  
A She has a lot in common with Sal. C She's always there for Sal.  
B She has lost touch with Sal.

## PRONUNCIATION FOCUS

### 6 **CD•1.22 MP3•22** Write the numbers in full. Then listen, check and repeat.

- a 515 – fi ve hundred \_\_\_\_\_ fi and teen
- b 214 – two hundred \_\_\_\_\_ fourteen
- c 3,330 – three thousand, \_\_\_\_\_ hundred \_\_\_\_\_ thirty
- d 901 – nine \_\_\_\_\_
- e 7,880 – \_\_\_\_\_ thousand, \_\_\_\_\_ eighty
- f 4,416 – four \_\_\_\_\_ , \_\_\_\_\_

### 7 Write down three long numbers. Then, in pairs, dictate your numbers to each other. Check that your partner has written the same numbers as you.

## WORD STORE 1D

### 8 **CD•1.23 MP3•23** Complete the phrases in WORD STORE 1D with the correct prepositions. Then listen, check and repeat.

# 1.4 Reading

## Multiple choice

*I can understand the main points of an article about genes.*

- 1 Match affixes from box A with words from box B to make at least ten more family words.

A ex- grand great- great-great-  
half- -in-law second step

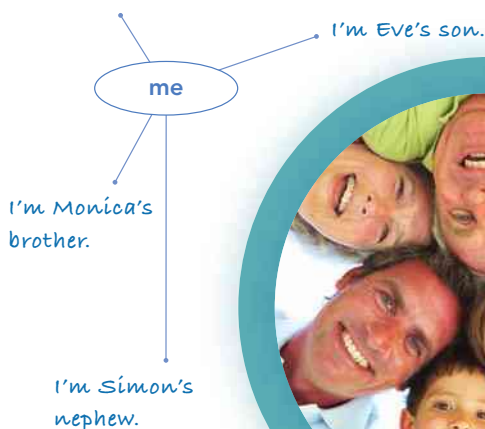
+

B aunt brother daughter father  
grandmother grandfather husband  
mother nephew niece sister  
son uncle wife

*granddaughter, great-great-grandfather, mother-in-law, ...*

- 2 Use different family words from Exercise 1 to describe yourself. Draw a diagram.

*I'm Adam's great-grandson.*



- 3 In pairs, describe three people from your family. Who do you look like most?
- 4 Read the article. Tick the things you can inherit from your parents and/or ancestors.

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 your health                    | <input type="checkbox"/> |
| 2 your eye, hair and skin colour | <input type="checkbox"/> |
| 3 your facial features           | <input type="checkbox"/> |
| 4 your lifestyle                 | <input type="checkbox"/> |
| 5 poor eyesight                  | <input type="checkbox"/> |
| 6 baldness                       | <input type="checkbox"/> |
| 7 left-handedness                | <input type="checkbox"/> |

- 5 In pairs, talk about the things that you think you have inherited from your parents and ancestors.

*I inherited my hair and my eyes from my father. I inherited my mother's small feet.*

CD•1.24 MP3•24

Who do you look like? Are you good-looking like your mum, well-built like your dad, fair-haired like your brother or sister or really, really tall like your great-great-grandparent? Do people say you're just like your father or just like your mother or that you take after your grandparent in every way? Or do people ask where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or your father, but you probably look a bit like both of them. Or you may resemble one of your ancestors, for example, a great-great-grandparent. But even if you are like other members of your family, you are unique. Your genes are different from everyone else's genes. The only people who have exactly the same genes are identical twins.

Some of the features you inherit from your parents are hair, eye colour, skin colour and facial features like the size and shape of your nose.

You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens when there was a blond or red-headed ancestor. It is common for red-headed children to have freckles, even if the parents don't have them.

The strongest, or dominant, gene in eye colour is brown. If both parents have brown eyes, their children probably have brown eyes too. It's also common for two



twin sisters Hayleigh and Lauren  
with their parents and baby twin sisters

brown-eyed parents to have a blue-eyed child, but  
45 unusual for two blue-eyed parents to have a brown-  
eyed child. As well as eye colour, you can inherit  
poor eyesight from your parents. So if you're short-  
sighted, you're probably not the only person in your  
50 family who wears glasses.

Tall parents usually have tall children and short  
parents usually have short children. But this isn't  
always true – in fact, children are getting taller  
thanks to improved diets and healthier lifestyles.

55 Fifty percent of men with bald fathers will lose their  
hair. But the gene for baldness can come from  
the mother's family too – boys should look at their  
mother's father. They may take after him.

60 There are many different skin colours: from black,  
dark brown, brown, light brown to white. Most families  
share the same skin colour, but black parents can  
give birth to a lighter-skinned child if they have pale-  
skinned ancestors.

Usually, a black and a white parent have dark-  
skinned children because black is a dominant gene.  
But twin sisters Hayleigh and Lauren are exceptions.  
One twin is black and the other is white. Hayleigh  
looks exactly like her black father and Lauren is the  
image of her white mother. This was only possible  
70 because their father had a white relative in his past.

Finally, if you are left-handed or if you have dimples  
in your cheeks or chin, you can thank your genes.

## EXAM FOCUS Multiple choice

6 Read the article again. For questions 1–6, choose the correct answer, A, B, C or D.

- 1 From the first paragraph we learn that genes
  - A come mainly from your mother.
  - B mean you always resemble one of your parents.
  - C determine what you look like.
  - D are always unique to you.
- 2 If a brown-eyed child has two blue-eyed parents, this is
  - A uncommon. C impossible.
  - B fairly common. D extremely common.
- 3 The reason some children are tall is because
  - A their parents are very healthy.
  - B they have short parents.
  - C they enjoy their lifestyle.
  - D they eat well and live well.
- 4 Men who go bald
  - A always lose their hair because of their father's genes.
  - B nearly always have sons who go bald.
  - C sometimes inherit baldness from their mother's side.
  - D never pass on baldness through their daughter's genes.
- 5 When is it possible to have black and white twins?
  - A when a black parent has white-skinned ancestors
  - B when there is a dominant black gene in the family
  - C when the parents are both black
  - D when the parents are both white
- 6 What would be the best title for the text?
  - A What do you look like? C Where are you from?
  - B A family tradition D It's all in the genes

7 In pairs, discuss the meanings of the words and phrases in blue in the article. Which of these strategies can help you guess the meaning?

- 1 It looks like a word in my language.
- 2 It looks like a member of a word family I know.
- 3 It is made up of words I understand.
- 4 The context can give me clues.

8 Match the words and phrases in blue in the article with these definitions.

- 1 small brown spots on the skin – freckles
- 2 small depressions on your cheeks when you smile – \_\_\_\_\_
- 3 looks exactly like – \_\_\_\_\_
- 4 be like – \_\_\_\_\_
- 5 look like – \_\_\_\_\_
- 6 family members who lived a very long time ago – \_\_\_\_\_

9 Choose three words or phrases in blue from the article and use them in sentences about your own family.

Everybody says that I am the image of my great-grandmother.

## WORD STORE 1E

10 CD•1.25 MP3•25 Complete WORD STORE 1E with the compound adjectives in the box. Then listen, check and repeat.



# 1.5 Grammar

## Present Perfect Continuous

*I can use the Present Perfect Simple and Continuous.*

- 1 In pairs, look at the different versions of the *Mona Lisa* and answer the questions.

- Which version do you like best? Why?
- What do you know about the original painting?



- 2 Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?

### STOP ASKING SILLY QUESTIONS!

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the *Mona Lisa* for nearly ten. So, for the past ten years I've been watching people's faces when they first see the *Mona Lisa*. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the *Mona Lisa* has been in the Louvre since 1804. But it isn't quite true. The *Mona Lisa* hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately, the painting was returned two years later.

The other questions are impossible to answer. They ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the *Mona Lisa* smiling? Because she's been listening to people's silly questions for over 200 years! Stop asking questions and look at the painting – it's beautiful!



- 3 Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

### GRAMMAR FOCUS

#### Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use *for* or *since* to say how long.

*I've been working* at the Louvre museum in Paris *for* twenty-one years.

**Present Perfect Continuous:** *has/have + been + -ing*

+ I've been working.

- He hasn't been working.

? Have you been working ...?  
Yes, I have./No, I haven't.

#### Note:

State verbs (*be, have, know*, etc.) do not take the continuous form.

The *Mona Lisa* **has been** in the Louvre since 1804.

(NOT *has been being*)

- 4 Complete the conversation with the **Present Perfect Continuous** form of the verbs in brackets.

**Manager:** I'm sorry, the museum is really busy today. How long **'have you been waiting'** (you/wait)?

**Guest:** It's OK. We <sup>2</sup> \_\_\_\_\_ (not wait) long. We <sup>3</sup> \_\_\_\_\_ (stand) in this queue for about twenty minutes.

**Manager:** Right. Well, I'll introduce you to Henri, our curator. He <sup>4</sup> \_\_\_\_\_ (work) here for over twenty years.

**Guest:** Thanks. My son, Jack, is very excited. He <sup>5</sup> \_\_\_\_\_ (learn) about Leonardo da Vinci at school.

**Manager:** Well, I'm sure Henri can answer any questions. He <sup>6</sup> \_\_\_\_\_ (look after) the *Mona Lisa* for ten years.

**Jack:** How long <sup>7</sup> \_\_\_\_\_ (she/hang) in the Louvre?

- 5 Complete the sentences. Use the **Present Perfect Simple** or the **Present Perfect Continuous** form of the verbs in brackets and add time expressions to make them true for you.

1 I **'ve had'** (have) the same computer for **two years**.

2 I \_\_\_\_\_ (study) English since \_\_\_\_\_.

3 I \_\_\_\_\_ (listen) to the same music since \_\_\_\_\_.

4 I \_\_\_\_\_ (go) to the same hairdresser's for \_\_\_\_\_.

5 I \_\_\_\_\_ (know) my oldest friend since \_\_\_\_\_.

6 I \_\_\_\_\_ (sit) in this chair since \_\_\_\_\_.

- 6 Write questions for the sentences in Exercise 5. Begin with **How long have you ...?** Then, in pairs, ask and answer the questions.

*How long have you had the same computer?*

### REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time up to now. You can say 'how many' but not 'when'.

*Pedro has visited the Louvre seven times. He has visited twenty-seven other museums.*

- 7 Choose the correct options. Then tick any sentences that are true for you.

1 I've **seen** / I've been seeing the *Mona Lisa* twice. ☐

2 My mum has bought / been buying a new car. ☐

3 It's snowed / been snowing since yesterday. ☐

4 I've learnt / been learning the piano for years. ☐

5 I've never been / been going abroad. ☐

6 I haven't done / been doing my homework yet. ☐

- 8 Write questions in the **Present Perfect Simple** or **Continuous**. Begin with **How long ...?** or **How many ...?** Then, in pairs, ask and answer the questions.

1 texts / receive / today?

*How many texts have you received today?*

2 wear / the same watch?

3 have / the same bag?

4 foreign countries / visit?

5 books / read / in the past three months?

6 go / the same dentist?

# 1.6 Speaking

## Talking about a photo

*I can describe clothes and speculate about people in photos.*

- 1 Look at the table and put the words in the correct order. Is anybody in the class wearing one of these items?

### Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

1 trainers / Nike / new *new Nike trainers*

2 a / cotton / shirt / patterned

3 jeans / blue / fashionable / skinny

4 leather / high-heeled / black / boots

5 a / striped / jumper / big / woollen

- 2 In pairs, take turns to describe clothes students in your class are wearing. Use at least two adjectives to describe each item. Guess who your partner is describing.
- 3 In pairs, take turns to describe clothes you have at home. Talk about something you wear:
- when you go out
  - in winter
  - to do sport
  - for a formal occasion
  - at the weekend.
- 4 Look at photo A. Describe the clothes the people are wearing.
- 5 How would you describe the situations in photos A and B? What's similar and what's different about them? Think of an adjective to describe how the woman and boy are feeling.

## SPEAKING FOCUS

### Saying what's in the photo(s)

The photo shows ...

In this photo, I can see ... /there is .../there are ...

### Comparing photos

Both photos show ...

In the first photo ... , but in the second photo ...

The main difference between the photos is ...

### Showing uncertainty

It's hard to say/make out what ..., but ...

I'm not sure ..., but ...

### Speculating

He/She/It looks ...

He/She/It looks as if/as though/like ...

It seems to be .../Perhaps it's .../Maybe it's ...

I imagine they're .../They're probably ...

### Giving your opinion

I (don't) think .../

I prefer .../

Personally, .../In my opinion, ...

- 6 **CD•1.26 MP3•26** Read the **SPEAKING FOCUS** and complete the description with one word in each gap. Then listen and check.

The photos both <sup>1</sup> \_\_\_\_\_ people in clothes shops. In the first photo a woman is waiting for someone to choose a shirt. I <sup>2</sup> \_\_\_\_\_ he's her boyfriend or her husband. She <sup>3</sup> \_\_\_\_\_ bored. In the second photo I <sup>4</sup> \_\_\_\_\_ see a boy. He's waiting for some people. It's <sup>5</sup> \_\_\_\_\_ to say, but perhaps they're his sisters or friends. <sup>6</sup> \_\_\_\_\_ photos show people waiting and they look very bored. The main <sup>7</sup> \_\_\_\_\_ between the photos is that the woman looks more comfortable than the boy. He has to sit on the floor!



- 7 In pairs, choose two photos and discuss the questions.
- 1 Compare the photos. How do you think the people are feeling?
  - 2 Do you enjoy shopping for clothes?
- 8 In pairs, ask and answer the questions.
- 1 How often do you go shopping?
  - 2 Who do you usually go with? Why?
  - 3 What are your favourite or least favourite shops? Why?



# 1.7 Writing

## A description of a person

*I can describe a person in an email.*



Maggie

Hi Dominic,

Zara told me you are looking for a new singer for your band. If so, I think my friend might be perfect.

Her name's Claire and she's **our** age, though she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to punk and I think she's the sort of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty. 😊 She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though usually in black. I think she looks a bit **like** a Hollywood film star because she's very glamorous. 😊

Watch her video (attached) and let me know what you think.

Love,  
Maggie

1 In pairs, look at each other for ten seconds. Then close your eyes and describe your partner's appearance and clothes.

2 In the email on the left, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.

*age, hair (length and colour), interests, ...*

3 Now read Maggie's email and see which things on your list she mentions.

4 Do you think you would get on well with Claire? Why?/Why not?

5 Read the WRITING FOCUS on page 21 and complete the examples with the words in pink in the email.

6 Some adjectives in English can sound negative when used to describe a person. Replace the underlined adjectives in the sentences with the more neutral expressions in the box.

a bit too slim    a little overweight  
mature    not always hard-working  
not really interested in fashion  
sometimes forgets his/her manners

1 Jo is skinny. She doesn't eat very much.

*Jo is a bit too slim.*

2 Ryan is fat. He doesn't do much exercise.

3 Harry is scruffy. He doesn't care what he wears.

4 Ellie is rude. She needs to be more polite.

5 Ken is a(n) old student. He's back at university because he wants a career change.

6 Kelly is lazy. Her parents are worried that she'll fail her exams.



## WRITING FOCUS

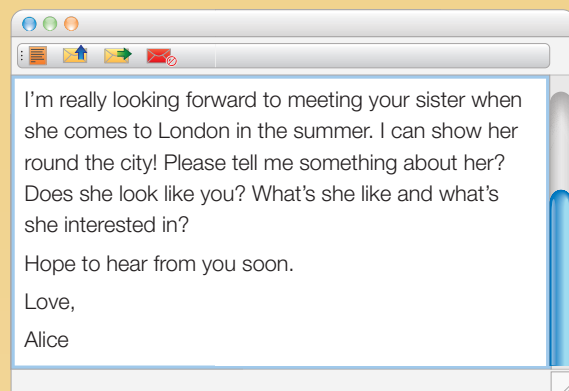
### A description of a person

#### Body

- **Mention age.**  
He's (about) my/your/ <sup>1</sup> \_\_\_\_\_ age.  
He's in his teens/ <sup>2</sup> \_\_\_\_\_ /mid/late twenties.
- **Describe personality and interests.**  
He's a very easy-going/interesting person.  
She's the sort/type/kind of person <sup>3</sup> \_\_\_\_\_  
always remembers your birthday/loves kids.  
She'd <sup>4</sup> \_\_\_\_\_ a great teacher/doctor/friend.  
He's <sup>5</sup> \_\_\_\_\_ music/fashion/skateboarding.  
He has a good sense of humour.  
She is caring/charming/outgoing/reliable.  
She is childish/cheeky/arrogant/rude.
- **Describe hair, eyes, skin and face.**  
He's got cool, short, <sup>6</sup> \_\_\_\_\_ hair.  
She's got beautiful, long <sup>7</sup> \_\_\_\_\_, blond hair.  
She's got a kind/friendly/unusual smile/face. He's  
dark-skinned/pale-skinned.  
He's blue-eyed.
- **Mention height/build.**  
She's short/ <sup>8</sup> \_\_\_\_\_ /tall.  
He's fairly well-built/ <sup>9</sup> \_\_\_\_\_.
- **Give general impressions.**  
She looks (kind of) cool/unusual/mysterious/unhappy/  
nervous.  
He looks a bit <sup>10</sup> \_\_\_\_\_ you/me/Mr Bean/Ronaldo. He  
resembles his father.
- **Mention clothes.**  
She <sup>11</sup> \_\_\_\_\_ casually/smartly/well/in black.  
He always wears casual/smart/scruffy/fashionable/stylish  
clothes.  
He never wears a tie.

## Writing task

You recently received an email from your English friend, Alice. Read part of her email and write your reply to Alice.



### A Write your email in 140–190 words. Follow these steps.

- Thank your friend for offering to show your sister round London.
- Mention your sister's age.
- Describe your sister's personality (mention something negative).
- Mention some of your sister's interests.
- Describe your sister's appearance (general impression, clothes, physical appearance etc.).
- Thank your friend again.
- Say goodbye.

### Useful language

- Thanks for agreeing to ...
- I'm writing to tell you about ...
- She's a very easy-going person.
- She looks kind of cool.
- She's got long, curly, brown hair.
- She's into museums and sports.
- Thanks again for helping me.

### B Check.

- ✓ Have you followed the task?
- ✓ Does your email use kinder phrases instead of negative adjectives?
- ✓ Have you used the correct order for adjectives of appearance?
- ✓ Have you organised your email into three or four paragraphs?
- ✓ Have you checked spelling and punctuation?



# FOCUS REVIEW 1

## VOCABULARY AND GRAMMAR

### 1 Complete the sentence with the correct form of the words in capitals.

- 1 Don't worry, I'm sure John will be here any minute. He's the most \_\_\_\_\_ person I know. **RELY**
- 2 Helen's almost twenty, but she's still very \_\_\_\_\_. She often does silly things. **MATURE**
- 3 Lucy is a very \_\_\_\_\_ person and is always ready to help her friends. **CARE**
- 4 Jason is not particularly \_\_\_\_\_. Every summer he goes to the same beach resort in Spain. **ADVENTURE**
- 5 All Yvonne's stories are full of surprises. She's a very \_\_\_\_\_ writer. **IMAGINATION**
- 6 Charles is a \_\_\_\_\_ young man. **CHARM**

### 2 Read the definitions in brackets and complete the words. The first letter of each word is given.

- 1 He wanted to ask Betty out on a **d**\_\_\_\_\_ (when you go out with someone you fancy), but he was too shy.
- 2 Most of my **a**\_\_\_\_\_ (family members who lived in the past) came from Ireland.
- 3 It's important to protect your **e**\_\_\_\_\_ (ability to see). Remember to wear sunglasses on sunny days.
- 4 Laura was a gorgeous girl with red hair and **f**\_\_\_\_\_ (small brown spots) on her nose.
- 5 Scientists are still looking for new ways to treat **b**\_\_\_\_\_ (the condition of having little or no hair).

### 3 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

- 1 Why \_\_\_\_\_ (you/look) at me like that? Is there something wrong with my hair?
- 2 Pam \_\_\_\_\_ (not remember) when her mother let her put make-up on for the first time.
- 3 Tom \_\_\_\_\_ (have) lunch and we have to wait for him.
- 4 I \_\_\_\_\_ (not think) this is a good idea.
- 5 Stuart \_\_\_\_\_ (look) very smart in his new woollen suit and black leather shoes.
- 6 Jane, \_\_\_\_\_ (you/understand) why people should be kind to each other?

### 4 Complete the sentences with the Present Perfect Simple or Present Perfect Continuous form of the verbs in brackets.

- 1 Our uncle is on holiday and we \_\_\_\_\_ (look after) his dog since Monday.
- 2 How many bracelets \_\_\_\_\_ (you/make) this morning? Enough for everyone?
- 3 I think I \_\_\_\_\_ (inherit) most genes from my mum because we have similar looks.
- 4 How long \_\_\_\_\_ (Gina/work) on the project about family resemblance?
- 5 Helen is very busy at university, but she \_\_\_\_\_ (not lose) touch with her friends.
- 6 My older brother \_\_\_\_\_ (go) to the same music festival for five years now.

## LANGUAGE IN USE

### 5 Choose the correct answer, A, B or C.

- 1 **A:** What's that? \_\_\_\_ a new T-shirt in this photo?  
**B:** It's not new. It's my dad's old T-shirt from the eighties.  
**A** Do you wear **B** Are you wearing **C** Have you worn
- 2 **A:** I was happy to see Jessica at the school reunion.  
**B:** And who's she exactly?  
**A:** She used to be my best friend in primary school, but we \_\_\_\_ when my family moved to Bristol.  
**A** took after **B** lost touch **C** hanged out
- 3 **A:** What have you been doing?  
**B:** Nothing special. I \_\_\_\_ an email to Lucy to ask her about the class project. I hope she replies soon.  
**A** I'm writing **B** I've written **C** I've been writing
- 4 **A:** I guess Tom must be really \_\_\_\_ now that his brother has inherited a cottage from their aunt.  
**B:** He says he isn't, but I know that's not true.  
**A** selfish **B** arrogant **C** jealous
- 5 **A:** Can you have a look at this picture? \_\_\_\_  
**B:** Well, I'm not sure either.  
**A** I can't make out what it shows.  
**B** I don't think it's very interesting.  
**C** It looks as though you could help me.

### 6 Read the text and choose the correct answer, A, B or C.

#### PARENTS ON FACEBOOK

Young people <sup>1</sup>\_\_\_\_\_ Facebook actively for a long time. In fact, not long ago people under twenty-five were the biggest group of users. But now more and more <sup>2</sup>\_\_\_\_\_ sign up for Facebook, with the 40-54-year-olds becoming particularly interested in it.

So, what <sup>3</sup>\_\_\_\_\_ about Facebook? Do they like it? If they haven't created a profile yet, they will probably do so in the near future. And then, they will want to be your <sup>4</sup>\_\_\_\_\_ friends and follow your profile!

When this happens, should you accept or reject their invitation? There is no good answer for everyone. If you have <sup>5</sup>\_\_\_\_\_ with your parents and tell them everything about your life, you may say yes. The worst thing is to do nothing. You can't pretend you haven't seen the invitation or say that you're busy with school work and you're not using Facebook. Be <sup>6</sup>\_\_\_\_\_ about it. You will have to take a decision one day.

- 1 **A** use **B** have used **C** have been using
- 2 **A** people in their teens **C** people of medium-height  
**B** middle-aged people
- 3 **A** do your parents think **C** have your parents thought  
**B** are your parents thinking
- 4 **A** close **B** online **C** half
- 5 **A** a good relationship **C** a lot in common  
**B** similar interests
- 6 **A** reliable **B** brave **C** realistic

## READING

- 7 Read the text and choose the correct answer, A, B, C or D.

### Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, becoming a success took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé, – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection in 2001.

Since then her company has been growing steadily. In that time, it has developed a reputation as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings share the planet with other creatures. These beliefs have had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes for some time. Recently, Stella decided not to work with a fabrics factory because the process used by it to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. Instead of just creating new designs season after season, she believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

- According to the text, Stella McCartney
  - succeeded with the help of her father.
  - had a high position at a relatively young age.
  - experienced difficulty finding the right job.
  - created her own company straight after college.
- Which statement is true about Stella McCartney?
  - As a child, she found out about ethical fashion.
  - When she was a child, she wore organic cotton clothes.
  - She often gets ideas for her designs from nature.
  - No animal products are used in her fashions.

- Why did Stella refuse to work with the factory?
  - The production method was not ethical.
  - The water used for the colours was polluted.
  - The factory could not supply the fabric she wanted.
  - The wrong colour was used for the fabrics.
- In Stella's opinion, what should designers do?
  - Create better designs every year.
  - Question the methods of their production.
  - Develop their own fashion philosophy.
  - Make their clothes more luxurious.
- The aim of the text is to
  - show why some production methods are better.
  - suggest how fashion designers can help the community.
  - explain the philosophy behind Stella's collections.
  - describe how Stella became a fashion designer.

## SPEAKING

- 8 Look at the photos. They show people discussing what clothes to wear. In pairs, take turns to compare the photos and say why the people might have different opinions about the clothes.



- 9 Do you find it easy to choose what clothes to wear?

## WRITING

- 10 Read part of an email you have received from your

Home
 History
 Contacts

My best friend Ryan would like to exchange emails with someone from your country. Could you suggest someone you know and tell me something about him or her?

Thanks,

Dave

Write your email in 100–150 words.



# 2

## JUST DO IT!

The most important thing in the Olympic Games is not to win, but take part.

BARON PIERRE DE COUBERTIN (1863–1937),  
FOUNDER OF THE MODERN OLYMPIC GAMES

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – sports
- compound nouns; sport collocations
- people in sport
- word families – personal qualities
- phrasal verbs
- Word in focus – just

#### Grammar:

- narrative tenses
- verb patterns

#### Listening:

- interviews about role models

#### Reading:

- an article about a Paralympic athlete

#### Speaking:

- asking for and giving an opinion
- agreeing and disagreeing

#### Writing:

- an article

### FOCUS EXTRA

- Grammar Focus page 117
- WORD STORE booklet pages 4–5
- Workbook pages 20–31 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 2.1 Vocabulary

Sport • Compound nouns • Collocations

*I can talk about sports.*

### SHOW WHAT YOU KNOW

1 Write *do*, *go* or *play* for each list of sports.

- \_\_\_\_\_ basketball, golf, squash, table tennis, volleyball
- \_\_\_\_\_ canoeing, cycling, rowing, sailing, skating, skiing
- \_\_\_\_\_ athletics, boxing, judo, karate, kung fu

2 In pairs, name the sports in photos A–F below and add them to the lists in Exercise 1. Add any other sports you know.



\_\_\_\_\_ *pass* \_\_\_\_\_ a ball



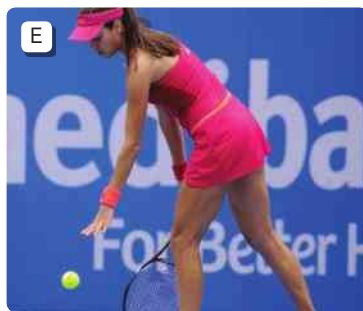
\_\_\_\_\_ a ball



\_\_\_\_\_ a ball



\_\_\_\_\_ a ball



\_\_\_\_\_ a ball



\_\_\_\_\_ a ball

3 What can you do with a ball? Complete the captions for the photos in Exercise 2 with the verbs in the box.

[ *bounce*   *catch*   *hit*   *kick*   *pass*   *throw* ]

4 In pairs, think about other ball sports. What can/can't you do with the ball?

*In basketball you can bounce the ball. You can pass it and catch it, but you can't kick it.*

- 5 Do the sports quiz. Then compare your answers with a partner.

# SPORTS QUIZ

**1 Which is the biggest?**

a a football **pitch**  
b a golf **course**  
c an athletics **track**

**2 Where will you not see a man with a beard taking part in a competition?**

a on a motor racing **track**  
b in an Olympic swimming **pool**  
c in a boxing **ring**

**3 In which sports do you hit a ball with a racket on a court?**

a squash and tennis  
b cricket and table tennis  
c golf and hockey

**4 Which is made of metal, rubber and sometimes wood?**

a a golf **club**  
b a table tennis **bat**  
c a hockey **stick**

**5 Where is the highest ski resort in the world?**

a Bolivia  
b Canada  
c France

**6 What can you find on the roof of the Burj Al Arab hotel in Dubai?**

a an ice **rink**  
b a tennis court  
c a cycle track



5-6 correct



3-4 correct



1-2 correct

- 6 **CD•1.27 MP3•27** Listen and check your answers to Exercise 5. Have you won a gold, a silver or a bronze medal?
- 7 In pairs, discuss what you think about sport. Do you prefer:
- individual sports or team sports?
  - indoor sports or outdoor sports?
  - winter sports or summer sports?
  - doing sport or watching sport?
  - sport or no sport?!

## WORD STORE 2A

- 8 **CD•1.28 MP3•28** Complete WORD STORE 2A with the words in red in the sports quiz. Then listen, check and repeat.
- 9 Complete the questions with the nouns from WORD STORE 2A.
- Does your school have a football **pitch**?
  - How far away is the nearest ski \_\_\_\_\_?
  - Is there a squash \_\_\_\_\_ at your local sports centre?
  - Have you ever used a baseball \_\_\_\_\_ or a hockey \_\_\_\_\_?
  - Is there an ice \_\_\_\_\_ or a golf \_\_\_\_\_ in your city?
  - Have you ever run a race on an athletics \_\_\_\_\_?
  - Do you own a badminton \_\_\_\_\_ or a table tennis \_\_\_\_\_?
- 10 In pairs, ask and answer the questions in Exercise 9.

## WORD STORE 2B

- 11 **CD•1.29 MP3•29** Complete WORD STORE 2B. Match the people with the definitions. Then listen, check and repeat.
- 12 Read the sentences and write the people they describe.
- I follow my team everywhere. They are the best. – **fan**
  - I have a whistle, a red card and a yellow card. – \_\_\_\_\_
  - I buy a ticket and watch the game. – \_\_\_\_\_
  - We wear the same kit. We're in the same team. – \_\_\_\_\_
  - I play against you. You want to beat me and I want to beat you. – \_\_\_\_\_
  - I organise training sessions and help you improve. – \_\_\_\_\_
  - I do the 100m, the 200m and the long jump. – \_\_\_\_\_

## WORD STORE 2C

- 13 **CD•1.30 MP3•30** Read what a student says about sport and put the lines in the correct order. Then listen and check.

I'm not into competitive sport. I'll never **break a goal**! I like being healthy and **keeping fit**. I've even seen men cry when the opposing team **scores a prize** for sport. In fact, I usually **come a world record**, and I'm sure I'll never **win last** in races and if I'm in a team, we always **lose the fit**. But I don't need to **beat match**. I don't understand people who need to **come my opponent** – I just need to enjoy the game.

- 14 **CD•1.31 MP3•31** Complete WORD STORE 2C with the infinitive of the verbs in red from Exercise 13. Then listen, check and repeat.

- 15 What do you think is important in sport? Is it important to win?

## 2.2 Grammar

### Narrative tenses

I can use narrative tenses.

#### 1 Read the text and answer the questions.

- 1 Had Chris Stewart run in Africa before?
- 2 Why wasn't he running very fast?
- 3 Why did a local runner overtake him at high speed?

### RUNNING WILD



Chris Stewart and two other British athletes were competing in a twenty-kilometre race in Kenya. They hadn't competed in Africa before, but Chris believed that it was important to save energy on a long-distance race, so he wasn't running very fast. After three kilometres, he was leading when suddenly, a local runner overtook him at high speed. He knew his rival would get tired later in the race, so he didn't speed up – but then he looked round and saw that a large rhinoceros had crashed through the trees next to the road and it was chasing after them!

#### 2 Write the verbs in blue in the text under an appropriate heading.

- Past Simple: Chris believed, ...
- Past Continuous: athletes were competing, ...
- Past Perfect: They hadn't competed

#### 3 Read and complete the GRAMMAR FOCUS with the names of the tenses.

### GRAMMAR FOCUS

#### Narrative tenses

- You use the **Past Continuous** to set the scene.  
... athletes **were competing** in a twenty-kilometre race ...
- You use the **Past Simple** to describe the main events.  
He **didn't speed up**. But then he **looked round** and **saw that** ...
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).  
He **was leading** when suddenly, a local runner **overtook** him.
- You use the **Past Perfect** to make it clear that one past action happened before another past action.  
He saw that a large rhinoceros **had crashed through** the trees next to the road.

#### 4 In pairs, choose the correct answer, A or B.

- 1 Tom couldn't play because  
A he had forgotten his trainers. B he forgot his trainers.
- 2 Jeff broke his leg when  
A he skied. B he was skiing.
- 3 The referee blew his whistle and  
A the game started. B the game was starting.
- 4 Sue and Jenny were excited because  
A they hadn't been to a football match before.  
B they didn't go to a football match before.
- 5 It was snowing when  
A the marathon had begun. B the marathon began.
- 6 Paula was leading the cycle race when  
A she fell off her bike. B she had fallen off her bike.

#### 5 CD•1.32 MP3•32 Read the text and choose the correct verb forms. Then listen and check.

### LUCKY BREAK

In 1956, goalkeeper Bert Trautmann **was playing** / **had played** for Manchester City in his first FA Cup final when he **dived** / **was diving** for the ball in the seventy-fifth minute. He **was knowing** / **knew** that he **hurt** / **had hurt** himself but he **was carrying on** / **carried on** playing. He **helped** / **had helped** his team to beat Birmingham City 3–1. He then **had gone** / **went** to hospital, where the doctors couldn't believe he **had been** / **was** still alive. He **was breaking** / **had broken** his neck!



#### 6 Write questions about the text in Exercise 5. Then answer the questions.

- 1 who / win / the 1956 FA Cup final and what / be / the score?  
*Who won the 1956 FA Cup final and what was the score?*
- 2 Trautmann / ever / play / in an FA Cup final before?
- 3 what position / Trautmann / play / when he got injured?
- 4 how / Trautmann / hurt / himself?
- 5 Trautmann / stay / on the pitch for the whole game?
- 6 why / doctors / think / Trautmann was lucky?

#### 7 In pairs, take turns to tell your partner a story. Choose option A or B, think about what to say and then tell the story.

**Option A:** Think of an exciting sports event you've seen or an exciting game you've played in.

**Option B:** Choose one of the true stories in this lesson.

*I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...*



## 2.3 Listening

### Sentence completion

*I can understand specific detail in a short talk about role models.*

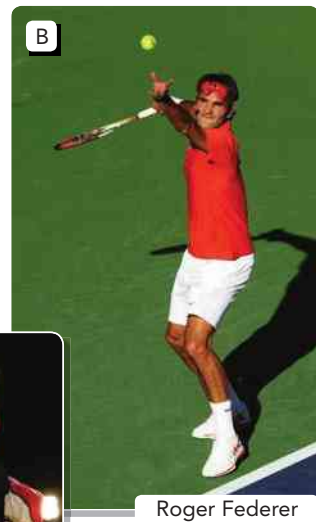
- In pairs, discuss what you know about the sportspeople in photos A–C.
- CD•1.33 MP3•33 Listen and match speakers 1–3 with sportspeople A–C.  
Speaker 1: ☐ Speaker 2: ☐ Speaker 3: ☐
- CD•1.33 MP3•33 Match sportspeople A–C with the adjectives. Then listen and check.

caring ☒ courageous ☐ generous ☐  
determined ☐ healthy ☐ modest ☐  
realistic ☐ passionate ☐ positive ☐

- In pairs, discuss which sportsperson you would choose as a good role model. Give reasons.
- CD•1.34 MP3•34 Listen to a short talk by Jackie Smith, a windsurfing champion, and answer the questions.
  - Who were her role models when she started windsurfing?
  - Who are her role models now?

### EXAM FOCUS Sentence completion

- CD•1.34 MP3•34 Listen again and complete the sentences with a word or short phrase.
  - Jackie was \_\_\_\_\_ when she won the international windsurfing championship.
  - When Jackie's mum was \_\_\_\_\_, she took part in windsurfing events herself.
  - Jackie learnt to swim when she was about \_\_\_\_\_.
  - Although Jackie is \_\_\_\_\_ younger, she has always admired Rachel.
  - Jackie and Rachel both became members of a \_\_\_\_\_ when they were young.
  - Jackie's mum encouraged her when she took up \_\_\_\_\_.
  - In Jackie's first windsurfing competition, she finished in \_\_\_\_\_ place.
  - Jackie thinks that she is very much like her \_\_\_\_\_.



- Look at the underlined words and phrases in some of the sentences in Exercise 6. Rewrite these sentences using the words and phrases in the box.

competitions entered got into joined looked up to  
takes after thought it was a good idea

- When Jackie's mum was a teenager, she entered windsurfing competitions herself.
- Complete the sentences to make them true for you. Then compare with a partner.
  - People say I take after ...
  - I've never taken part in ...
  - I'd like to join ...
  - One day I think I'll take up ...
  - The person I look up to most is ...
  - When I was a child, I always copied ...

### PRONUNCIATION FOCUS

- CD•1.35 MP3•35 Listen and repeat the words in the table.

1 /i:/	2 /ɜ:/	3 /ɔ:/	4 /u:/	5 /a:/
team	serve	sport	shoe	start
_____	_____	_____	_____	arm
_____	_____	_____	_____	_____

- CD•1.36 MP3•36 Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

arm court draw first grew  
heart lose ski speed world

### WORD STORE 2D

- CD•1.37 MP3•37 Complete WORD STORE 2D with the correct adjectives. Then listen, check and repeat.



## 2.4 Reading

### Gapped text

*I can understand the main points of an article about a Paralympic athlete.*

#### 1 Read UK TODAY and answer the questions.

- 1 What percentage of the UK population are disabled?
- 2 How many disabled people use wheelchairs?
- 3 Who was the 'inspiration' behind the Paralympic Games?
- 4 How many athletes took part in the first disabled games in 1948?
- 5 How many countries were represented in the London 2012 Paralympic Games?

### UK TODAY

#### UK disability facts

- There are eleven million disabled people in the UK – nearly eighteen percent of the population.
- Only seventeen percent of disabled people were born with their disabilities.
- Many disabilities are not visible and fewer than ten percent of disabled people need wheelchairs.

#### The Paralympics

- Doctor Ludwig Guttman, a spinal injury specialist, was the inspiration behind the modern Paralympic Games.
- Guttman treated soldiers with terrible injuries from the Second World War. He believed passionately in the benefits of competitive sport for his patients.
- Guttman organised the first disabled games in 1948. Sixteen disabled soldiers took part and the only sport was archery.
- The first Paralympic Games took place in Rome in 1960. There were 400 athletes from twenty-three countries, competing in nine events.
- Since 1960 the games have grown in size and importance. London 2012 welcomed 4,200 athletes from 164 countries to compete in twenty different sports.



#### 2 In pairs, discuss the kinds of jobs that a person with no legs could find difficult.

an actor    an athlete    a doctor  
a software developer    a teacher    a writer

#### 3 Read the article on page 29 and answer the questions.

- 1 How old was Katy when she started running?
- 2 What did she achieve in the London 2012 Paralympics?

### EXAM FOCUS Gapped text

#### 4 Read the article again. Choose from the sentences (A–F) the one which fits each gap (1–5). There is one extra sentence.

- A She was devastated and gave up running for two years.  
B She thought running would be a good way to do that.  
C She liked to be active and kept up with her siblings at the gym and the swimming pool.  
D But Katy believed she could achieve anything.  
E Many disabled people look up to Katy as an impressive role model.  
F Katy's favourite thing to say was 'Shark attack!'

#### 5 Complete the statements about Katy Sullivan with the words in the box.

ambitions    chance    childhood    degree  
disability    record    roles    shape

- 1 Katy had an **active** childhood . ☐
- 2 Katy moved to Los Angeles to **do a** \_\_\_\_\_. ☐
- 3 Katy loves acting, but she **hasn't played any** \_\_\_\_\_ on television. ☐
- 4 Katy took up running because she wanted to **stay in** \_\_\_\_\_. ☐
- 5 Katy wanted to compete in Beijing, but had a fall and **missed the** \_\_\_\_\_. ☐
- 6 In the London 2012 Paralympics, in the 100 metres, Katy **set a new** world \_\_\_\_\_. ☐
- 7 Her family, friends and fans think Katy has **overcome her** \_\_\_\_\_. ☐
- 8 Everybody thinks Katy has **fulfilled her** \_\_\_\_\_. ☐

#### 6 Are the statements in Exercise 5 true (T) or false (F)? Check your answers in the article.

#### 7 Complete the questions with the correct form of the collocations in blue from Exercise 5.

- 1 Did you have a very **active** childhood?
- 2 Do you think most people **f**\_\_\_\_\_ **a**\_\_\_\_\_ in life?
- 3 Do your parents do anything to **s**\_\_\_\_\_ in **s**\_\_\_\_\_?
- 4 Have you ever **p**\_\_\_\_\_ **a** **r**\_\_\_\_\_ in a play?
- 5 Do you want to **d**\_\_\_\_\_ **a** **d**\_\_\_\_\_ when you leave school?

#### 8 In pairs, ask and answer the questions in Exercise 7.

### WORD STORE 2E

#### 9 CD•1.39 MP3•39 Complete WORD STORE 2E. Match the phrasal verbs with their definitions. Then listen, check and repeat.

# SHE WAS BORN THIS WAY

CD•1.38 MP3•38

## A positive attitude and a good sense of humour

<sup>5</sup> **K**aty Sullivan is an actor, an athlete, a motivational speaker and a person who refuses to accept the words *no* or *I can't*.

She was born without the lower half of her legs and has worn prosthetic legs all her life. She grew up in Alabama, USA and had an active childhood. <sup>1</sup> \_\_\_\_\_. She feels lucky because her family treated her in just the same way as her other siblings.

<sup>15</sup> When Katy was a child, she didn't like to put her prosthetic legs on because she was much faster without them. Other children would ask, 'What happened to you?' <sup>2</sup> \_\_\_\_\_. She <sup>20</sup> enjoyed making up stories because she thought it was boring to say, 'I've been like this all my life.'

## A brave career choice

<sup>25</sup> When a person is born without legs, there are plenty of things that are difficult or even impossible to do.

<sup>3</sup> \_\_\_\_\_. So she chose two occupations that are difficult, even with both legs. When she was a teenager, she saw a <sup>30</sup> production of *Charlie and the Chocolate Factory*. One of the actors was Katy's classmate at school. Before the play was over, Katy had made her mind up to be an actor.

## A new pair of legs and new challenges

She did a degree in theatre and then moved to Los Angeles, where she has played roles in theatre, television and

<sup>35</sup> film. She has a positive outlook on life. She thinks that if you believe you can do something, you should go for it, and you shouldn't let anyone tell you that you can't do it. So when Katy's prosthetist <sup>40</sup> asked her if she'd like to try running, she said 'yes'. She was twenty-five and she had never run before, but as an actor, she liked to stay in shape. <sup>45</sup> \_\_\_\_\_ She was given a pair of running legs and she set <sup>50</sup> out on a new chapter of her life.

## Tragedy, then triumph on the track

<sup>55</sup> Katy was the first person in the world with two prosthetic legs to take up running as a competitive sport. In 2007 she was

chosen for the US Paralympic team, but during training she fell over and missed the chance to compete in the 2008 Beijing Paralympic Games. <sup>5</sup> \_\_\_\_\_ <sup>60</sup> But then she took it up again and qualified for the final of the 100 metres in the 2012 London Paralympics. She didn't win, but she did beat her personal best time and set a new American record. She <sup>65</sup> said that it was one of the most amazing moments of her life.

Katy's family, friends and fans look up to her as an example of someone who has overcome her disability and fulfilled her <sup>70</sup> ambitions.



Photo courtesy Hanger Clinic - www.hanger.com

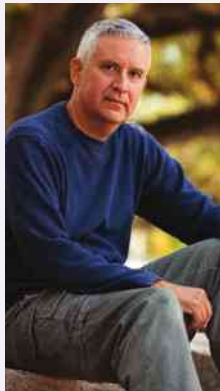
## 2.5 Grammar

### Verb patterns

*I can recognise and use different verb patterns.*

- 1 What does a sports psychologist do? Discuss in pairs. Then read the text to find out.

### Think like a winner



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing**

their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

- 2 Read and complete the GRAMMAR FOCUS with the phrases in blue in the text in Exercise 1.

### GRAMMAR FOCUS

#### Verb patterns

- **verb + to infinitive**  
Of course, they **need** <sup>1</sup> to prepare physically.  
Examples: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want
- **verb + object + to infinitive**  
I **help them** <sup>2</sup> \_\_\_\_\_ for important competitions.  
Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)
- **verb + -ing**  
But after they've **spent time** \_\_\_\_\_ their body, I ...  
Examples: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time
- **modal verb + infinitive without to**  
... they **should** <sup>4</sup> \_\_\_\_\_ plenty of sleep ...  
Examples: can, could, might, should, would
- **verb + object + infinitive without to**  
I **make them** <sup>5</sup> \_\_\_\_\_ and prepare the mind.  
Examples: make, let

- 3 **CD•1.40 MP3•40** Complete the texts with the correct form of the verbs in brackets. Then listen and check.

### Visualisation

Before an important event, I **advise** <sup>1</sup> athletes to visit (athletes/visit) the stadium. This **allows** <sup>2</sup> \_\_\_\_\_ (them/visualise) the day of the competition. They **can** <sup>3</sup> \_\_\_\_\_ (imagine) the smells and the sounds in the stadium, and they imagine <sup>4</sup> \_\_\_\_\_ (win) the competition. Then, when the day of the competition arrives, they **try** <sup>5</sup> \_\_\_\_\_ (recreate) the success they imagined.

### Positive thinking

I **encourage** <sup>6</sup> \_\_\_\_\_ (athletes/talk) to themselves before a big race. I **force** <sup>7</sup> \_\_\_\_\_ (them/concentrate) on the times when they won. They **need** <sup>8</sup> \_\_\_\_\_ (stay) in the present and tell the negative voice in their head to **stop** <sup>9</sup> \_\_\_\_\_ (talk). Good athletes **want** <sup>10</sup> \_\_\_\_\_ (win), but top athletes **expect** <sup>11</sup> \_\_\_\_\_ (win). That's positive thinking!

### Relaxation

Even top athletes **can't help** <sup>12</sup> \_\_\_\_\_ (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** <sup>13</sup> \_\_\_\_\_ (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** <sup>14</sup> \_\_\_\_\_ (control) their nerves, they **tend** <sup>15</sup> \_\_\_\_\_ (do) better. Winning – it's all in the mind!

- 4 Rewrite the sentences using the verbs in brackets. Then tick the sentences that are true for you.

- I'm happy to lend my bike to my friends. (not mind) ☐  
*I don't mind lending my bike to my friends.*
- I don't have enough money to buy new trainers. (can't afford) ☐
- It is my intention to learn how to skate one day. (hope) ☐
- My uncle showed me how to swim. (teach) ☐
- I don't want to take up jogging. (not intend) ☐
- My parents won't allow me to stay out all night with my friends. (let) ☐

- 5 Complete the sentences about you. Write four true sentences and one false one.

- I can't stand watching sport on TV.
- I enjoyed ...
- I wasted a lot of time ...
- I spend a lot of time ...
- I've decided ...

- 6 In pairs, take turns to read your sentences from Exercise 5. Guess which of your partner's sentences is false.



## 2.6 Speaking

### Asking for and giving an opinion • Agreeing and disagreeing

*I can ask for, give, agree and disagree with an opinion.*

- 1 In pairs, look at the jobs in the box and number them from most (1) to least (5) important for society.

an actor <input type="checkbox"/>	a farmer <input type="checkbox"/>	a football player <input type="checkbox"/>
a nurse <input type="checkbox"/>	a pilot <input type="checkbox"/>	a police officer <input type="checkbox"/>
a scientist <input type="checkbox"/>	a surgeon <input type="checkbox"/>	

- 2 **CD•1.41 MP3•41** Read and listen to a conversation about sport and answer the questions.

- 1 What do they disagree about?
- 2 Who do you agree with?

- 3 **CD•1.41 MP3•41** Use the **SPEAKING FOCUS** to complete the phrases in the conversation. Then listen again and check.



**Tom:** Woah! Ronaldo's just scored a fantastic goal! He's definitely the best footballer in the world!

**Amy:** Hm, I'm not <sup>1</sup> so sure about that.

**Tom:** What do you know about football?

**Amy:** I know that some football players get a million euros a month! If <sup>2</sup> \_\_\_\_\_, they earn too much.

**Tom:** That's <sup>3</sup> \_\_\_\_\_. Only a few players earn that much and they deserve it.

**Amy:** No way! Football players don't save lives! Football's just a game!

**Tom:** Are <sup>4</sup> \_\_\_\_\_? It's the most popular game in the world.

**Amy:** That's true. But they don't do anything important. They just kick a ball!

**Tom:** The <sup>5</sup> \_\_\_\_\_, football players can only play when they're young, so they have to earn a lot in a short time.

**Amy:** I'm <sup>6</sup> \_\_\_\_\_. I just don't think footballers are good role models.

**Tom:** I'm sorry, <sup>7</sup> \_\_\_\_\_ they're great role models. They train really hard ...

### SPEAKING FOCUS

#### Asking for someone's opinion

What do you think about ...?

#### Giving an opinion

I think .../I (just) don't think .../If you ask me, ...

The thing is .../To be honest, ...

#### Agreeing with an opinion

I agree./That's true./Absolutely!

#### Half agreeing with an opinion

I'm not so sure about that./I'm not convinced.

#### Disagreeing

That's not true./I'm sorry, I don't agree with you.

#### Disagreeing strongly

No way! (informal)/Are you kidding? (informal)

I'm afraid I completely disagree.

#### Note:

If you have no strong opinions, you can say:

Personally, I don't feel strongly one way or the other.

- 4 **CD•1.42 MP3•42** Read the opinions below and choose the appropriate responses in a and b. Then listen and check.

1 I think female athletes should earn the same salary as male athletes.

a I agree. / No way! All athletes should be paid equally.

b Absolutely. / I'm not convinced. Men have to work harder.

2 If you ask me, running is the best sport in the world.

a I'm afraid I completely disagree. / That's true. You can do it anywhere and any time.

b Absolutely. / That's not true. Playing team sports is much better.

3 In my opinion, golf is for old people.

a I agree. / I'm not convinced. It's too slow for young people.

b Are you kidding? / I agree. I'm twenty and I love playing golf.

4 I think boxing should be banned. It's too dangerous.

a Absolutely. / No way! I think it's great.

b I'm sorry, I don't agree with you. / That's true. It's too violent.

- 5 In pairs, practise the conversations in Exercise 4. Choose answer a or b depending on your opinion.

- 6 In pairs, discuss these statements. Use the **SPEAKING FOCUS** to help you.

- Extreme sports should be banned.
- We should do more sport at school.
- There's too much sport on TV.
- Animals should not be used in sport.

## 2.7 Writing

### An article

*I can write an article about a past event.*

#### Snowboarding for the first time!

Last month my friend and I went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons before we arrived and on the first morning we hired our helmets, boots and boards. We were both feeling quite nervous, but very excited as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! By the end of the first day, we were exhausted.

The following morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

By the end of the week, we'd both fallen in love with snowboarding and we didn't want to go home. Snowboarding requires determination, but I'd definitely recommend it. We can't wait for next winter and the chance to do it all again.

**1 Make lists of the following. Then compare your ideas with a partner.**

- four sports you have tried
- three sports you haven't tried but would like to
- two sports you would never try

**2 Read the article. Did the writer enjoy the experience?**

**3 Put the events in chronological order.**

- a They didn't want to go home.
- b They took the lift up the mountain.
- c They booked snowboarding lessons.
- d Rob got to the bottom without falling over.
- e They went skiing.
- f They had their first lesson.
- g They hired helmets, boots and boards.

**4 In pairs, discuss the questions.**

- 1 Have you ever tried snowboarding or skiing?  
In what ways was your experience similar or different to the writer's?
- 2 If you haven't tried the two sports yet, would you like to? Why?/Why not?

opening

body

closing



- 5 Read the **WRITING FOCUS**. Then complete it with the words and phrases in pink in the article.

## WRITING FOCUS

### An article about a past event

#### Opening

- In the first paragraph, say where and when the events took place and who was involved.

Last winter, <sup>1</sup> \_\_\_\_\_ went to Austria ...

#### Body

- In the main paragraphs, use narrative tenses to say what happened and how you felt (see lesson 2.2).
- Use linkers to describe the events in sequence.

- Beginning: <sup>2</sup> \_\_\_\_\_ we arrived/left/got there, (at) first, on the first morning/day
- Middle: then, later, the <sup>3</sup> \_\_\_\_\_ morning, after that, on the third day
- End: eventually (= after a long time), finally, in the end
- Other: <sup>4</sup> \_\_\_\_\_ the first day/lesson/journey

#### Closing

- In the final paragraph, say what happened in the end and how the people involved felt.

By the end of the week, we'd both fallen in love with snowboarding.

- Finish with a general point, something for the reader to think about, or something about the present or future, Snowboarding requires determination, but I'd definitely recommend it.

- 6 Find examples of narrative tenses in the article.

- 7 Choose the correct options to complete the story.

Last weekend, <sup>1</sup> *after / then* three months of training, my friends and I completed our first 100-kilometre walking race. <sup>2</sup> *Finally / On the first morning* seventy-six competitors met at the start and at 8 a.m. the race began. <sup>3</sup> *After six hours / At first*, our group reached the very first rest stop. <sup>4</sup> *Finally / By the end of the first day*, we'd walked forty-three kilometres. <sup>5</sup> *The following morning / The day before*, we started walking again at 5 a.m. <sup>6</sup> *Eventually / Before*, we reached the finish after thirty-two hours of walking. We were extremely tired, but very proud of ourselves.

## Writing task

You have seen this announcement on an international students' website.

Have you had a new experience or tried a new activity for the first time?

Write an article about it for our website and other people can read about it.

- A Write your article in 100–120 words. Follow these steps.

- Say when and where the experience took place and who was involved.
- Describe what happened in terms of hours or days.
- Say how you and/or the other people involved felt.
- Say what happened in the end.
- Say how you and/or the other people felt at the end.
- Conclude with a general point and a personal recommendation.

### Useful language

- Last summer I went ...
- It was a completely new experience for me.
- The first day was ...
- I was feeling really ...
- By the end of the day we were/had ...
- I would definitely recommend it.

- B Use the ideas in the **WRITING FOCUS** and the model to help you.

- C Check.

- ✓ Have you followed the task?
- ✓ Does the introduction include location, people and a date?
- ✓ Have you used a variety of narrative tenses?
- ✓ Have you used linkers to describe events in sequence?
- ✓ Have you organised your article into paragraphs?
- ✓ Have you concluded with a general opinion and a recommendation?

# FOCUS REVIEW 2

## VOCABULARY AND GRAMMAR

### 1 Choose the odd one out in each group.

- 1 ice hockey cricket skating skiing
- 2 squash badminton volleyball tennis
- 3 race stadium ice rink ring
- 4 bat stick club whistle
- 5 opponent spectator athlete goalkeeper
- 6 lead break hurt ache

### 2 Choose the correct options.

- 1 The *coach* / *referee* showed two red cards during the first half of the match.
- 2 First, practise *bouncing* / *kicking* a basketball with your right hand; then, stop and continue with your left hand.
- 3 Tony showed great *determination* / *courage* to win when he decided to continue the race with a serious injury.
- 4 I'm sure Britain will *win* / *beat* France tomorrow.
- 5 When she turned eighteen, Eva decided it was time to grow up and *give up* / *set out* certain childish habits.
- 6 We've booked a volleyball *pitch* / *court* for Friday. Do you want to come and play with us?

### 3 Write sentences from the prompts. Use the Past Simple, Past Continuous or Past Perfect.

- 1 the match / not / start / at 7 o'clock / because / it / snow / then

The match didn't start at 7 o'clock because it was snowing then.

- 2 Ann / get / lots of money / when / she / win / the tennis competition?

Ann got lots of money when she won the tennis competition.

- 3 John / buy / a squash racket / even though / he / not / play / squash / before

John bought a squash racket even though he hadn't played squash before.

- 4 you / play / golf / when / you / hurt / yourself?

- 5 I / swim / leisurely / when / suddenly / someone / jump / into the pool

I was swimming leisurely when suddenly someone jumped into the pool.

- 6 when / Juliet / get / home / Henry / already / go / to the match

When Juliet got home, Henry had already gone to the match.

### 4 Choose the correct verb forms.

- 1 I don't think my parents will let me go / to go to the rugby championship on my own.
- 2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
- 3 Tim tends *gaining* / *to gain* weight easily, so he has to be very active to stay in shape.
- 4 You really should stop *wasting* / *to waste* your time at table tennis practice.
- 5 Everyone at the stadium expected their team *winning* / *to win* the match.
- 6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

## LANGUAGE IN USE

### 5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- 1 I lost my favourite golf \_\_\_\_ while travelling to Scotland last week.

If I were you, I would look for a sailing \_\_\_\_ in your town.

- A course B race C club

- 2 Tim and Liam have known each other for ages, but they have never \_\_\_\_ on very well.

The British team lost after one of their players \_\_\_\_ seriously injured.

- A been B got C reported

- 3 Has the \_\_\_\_ jump competition finished yet? Who's the winner?

Ann used to have \_\_\_\_ blond hair when she was a little girl.

- A long B high C medium

- 4 No one has managed to \_\_\_\_ this world record for more than ten years.

Be careful on the stairs – you don't want to \_\_\_\_ your neck!

- A hit B hurt C break

- 5 Jason nearly won the competition, but he came \_\_\_\_.

Mark's \_\_\_\_ wife was a goalkeeper in a women's professional league.

- A first B second C last

- 6 When we first started running together, I couldn't \_\_\_\_ up with my sister.

The best way to \_\_\_\_ fit is to do some exercise every day.

- A keep B be C do

### 6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

- 1 Joanna Smith is now an international star, but I remember when she became a member of our local karate club.

- A pursued B joined C set

- 2 If you ask me, golf is a very boring sport.

- A I agree that B I'm sorry but C I think that

- 3 The athletes completed the run and we were getting ready for the swimming race.

- A After the athletes had completed the run,  
B Before completing the run,  
C While the athletes were completing the run,

- 4 John is thinking about taking up a sport: rugby or squash. But he still hasn't decided which one to do.

- A blown a whistle C fulfilled his ambitions  
B made up his mind

- 5 The local football team coach tries not to talk to the press after his team loses a match.

- A stops talking B refuses to talk C avoids talking



## LISTENING

- 7 **CD•1.43 MP3•43** Listen to Lily, a swimmer, talking about her training and complete the sentences with a word or short phrase.

- 1 Lily recommends swimming because it isn't an \_\_\_\_\_ sport.
- 2 Lily learnt to swim when she was in \_\_\_\_\_.
- 3 At the beginning Lily went to lessons \_\_\_\_\_ a week.
- 4 Her first swimming trainer in the club was from \_\_\_\_\_.
- 5 Most swimming competitions happen on a \_\_\_\_\_.
- 6 Her trainer in the advanced class was an \_\_\_\_\_.
- 7 During school time Lily goes swimming before school \_\_\_\_\_ mornings every week.

## READING

- 8 Read the article and choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.

- A Then in 1966, when England won the World Cup, people started getting interested in women's football again.
- B This was the twentieth defeat by Germany in a row!
- C The Football Association (the FA) decided to ban all women's football matches on the FA's clubs' grounds.
- D Unfortunately, professional women football players earn very little money.
- E According to sports experts, girls at school are still not encouraged to go into football.
- F I'm sure everyone reading this is going to think I'm talking about a football match and that's true.

## SPEAKING

- 9 In pairs, discuss the questions.

- 1 Is it a good idea for young children to enter sports competitions? Why?/Why not?
- 2 Some people say that sports stars – like football players – earn too much money. What do you think?
- 3 How important is it for everyone to do some kind of sport? Why?
- 4 Is it better to watch a sports event live or on television? Why?
- 5 Why do you think that some people enjoy doing dangerous sports?
- 6 Do you think that children at school in your country should spend more time doing sports? Why?/Why not?

## WRITING

- 10 You see this notice in a magazine.

### Article Competition!

We're running a competition for articles about sporting events and the top five entries will receive a prize!

Send us an article about an interesting sports event you have been to and you could be a winner.

Write your article in 140–190 words.

### Go, girls!

Last weekend I watched a brilliant sports event at Wembley stadium. There was a huge crowd of 45,619 people in the stadium with me and it was a match between England and Germany! <sup>1</sup>\_\_\_\_\_ However, it wasn't the normal type of match that we see every Saturday on TV. This was the final of the European Women's Football Championship.

Women's football used to be very popular in England at the end of the nineteenth century and in the beginning the matches attracted more spectators than the men's matches did. However, this all changed in 1921. <sup>2</sup>\_\_\_\_\_ The reason they gave was that football was 'unsuitable' for women because it wasn't good for their health! Some people thought that the real reason was because the men were jealous of the popularity of the women's game!

Whatever the reason, women's football nearly disappeared completely. <sup>3</sup>\_\_\_\_\_ However, there wasn't much money given to develop the game and even in 1993 there were only eighty girls' teams, no professional players and not much training.

The Football Association then started to help develop the game and women's football has come a long way in the last twenty years. Now it is the most popular female team sport in England and there are lots and lots of competitions for professional players. <sup>4</sup>\_\_\_\_\_ his can be as low as £20,000 a year and it's ridiculous when you compare it to professional men footballers' enormous salaries! Many of the England national team have to have a part time job too.

Last weekend England's women lost to Germany. <sup>5</sup>\_\_\_\_\_ they will have another chance in the World Cup next year.



# 3

## GOING PLACES

The world is a book and those who do not travel read only one page.

ST AUGUSTINE (354–430),  
A CHRISTIAN THEOLOGIAN AND  
PHILOSOPHER

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – means of transport
- travel – collocations; phrasal verbs; compound nouns
- air travel (from departure to arrival) – compound nouns; verb phrases
- wild animals
- Word in focus – go

#### Grammar:

- present and past speculation
- used to and would

#### Listening:

- people talking about different holiday experiences

#### Reading:

- stories about memorable holidays

#### Speaking:

- asking for and giving advice

#### Writing:

- a story

### FOCUS EXTRA

- Grammar Focus page 118
- WORD STORE booklet pages 6–7
- Workbook pages 32–43 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 3.1 Vocabulary

Travel collocations • Compound nouns •  
Phrasal verbs

*I can talk about travelling and different means of transport.*

### SHOW WHAT YOU KNOW

- 1 In pairs, think of as many means of transport as you can and write them in the table.

On land	On water	In the air
train		

- 2 When was the last time you travelled by the means of transport in Exercise 1? Ask and answer in pairs

A: *When was the last time you travelled by train?*

B: *About three months ago. I went to ...*

## TRAVELLING FOR A LIVING



Colin Wright



Charley Boorman

- 3 Look at the routes on the map. What different means of transport do you think the travellers used?

*I think they probably travelled by train, by ...  
Maybe one of them ...*

- 4 Read the article and answer the questions.

- Which route on the map did each traveller take?
- Which traveller doesn't know where his next destination is?
- Which traveller doesn't know how he is going to get to his next destination?

- 5 Read the article again and find out what these numbers refer to.

one four twenty-four twenty-four-hour  
twenty-six 102 112

*'One' refers to 'one bag' that Colin Wright takes with him on his trips.*

- 6 In pairs, discuss the questions.

- Which of the countries in the article would you most and least like to go to? Why?
- Which means of transport would you most and least like to try? Why?
- What do you think are the advantages and disadvantages of these travellers' lifestyles?

Colin Wright and Charley Boorman don't need to go away for holidays abroad – for them, travelling is a job. The only desk they use is a check-in desk at the airport. They check their emails in departure lounges and never have to deal with the daily problems of working in an office. Every time they go through passport control, they get another stamp in their overused passports.

Colin Wright is American. At the age of twenty-six, he started his own company and became a full-time traveller, running his business from a laptop. He sold his belongings and set off on a journey with one bag that fits into the overhead locker on a plane.

He's not a fan of tourism – he doesn't stay over somewhere for a few days, see the sights and then catch the first train, bus or plane to the next destination. He stays in each location for four months. He writes a blog called *Exile Lifestyle* about his experiences and then he moves on to a new country. How does he decide his next destination? He lets the readers of his blog choose! He says he'll book a ticket to anywhere they vote for. His readers have already sent him to Argentina, New Zealand, Thailand, Cambodia, Iceland and Romania. Who knows where he will turn up next?

Charley Boorman is a British television personality. In his TV series *By Any Means*, he travels from Ireland to Australia, stopping over at twenty-four countries and using any means of transport he can find.

At the start of his journey, he sails from Ireland to England by fishing boat and drives a red double-decker bus from London to Dover. He crosses Europe by train and boat, and boards a cargo ship to cross the Arabian Sea. In India he rows a boat down the Ganges and flies over the Himalayas by helicopter. In Bangkok the traffic jams are so bad that he nearly misses his train – but he arrives just in time to catch an express train for the twenty-four-hour journey to Malaysia. After 102 days and 112 means of transport, he reaches his destination in Sydney.

## WORD STORE 3A

- 7 **CD-2.1 MP3-44** Complete WORD STORE 3A. Use the infinitive of the verbs in red in the article. Then listen, check and repeat.

- 8 Write true sentences about your experiences using the verbs in WORD STORE 3A. Then compare with a partner.

- I've never crossed* a river in a small boat.
- \_\_\_\_\_ the sights in Rome.
- \_\_\_\_\_ a hotel room online.
- \_\_\_\_\_ a ferry.
- \_\_\_\_\_ the school bus.
- \_\_\_\_\_ the wrong train.
- \_\_\_\_\_ a holiday destination without losing something.

## WORD STORE 3B

- 9 Match the words in box A with the words in box B to make compound nouns from the article.

*24-hour journey*

<b>A</b> 24-hour check-in departure double-decker express fishing overhead passport traffic	<b>B</b> boat bus control desk jam <i>journey</i> locker lounge train
---	---

- 10 **CD-2.2 MP3-45** Complete WORD STORE 3B with compound nouns from Exercise 9. Then listen, check and repeat.

- 11 **CD-2.3 MP3-46** Listen to six air travel situations. Where are the travellers? Number the places in the order you hear them.

- |                              |                          |                        |                          |
|------------------------------|--------------------------|------------------------|--------------------------|
| on the plane, before landing | <input type="checkbox"/> | at the check-in desk   | <input type="checkbox"/> |
| going through security       | <input type="checkbox"/> | at passport control    | <input type="checkbox"/> |
| in the departure lounge      | <input type="checkbox"/> | in the baggage reclaim | <input type="checkbox"/> |

## WORD STORE 3C

- 12 **CD-2.4 MP3-47** Complete WORD STORE 3C with the infinitive of the underlined phrasal verbs in the article. Then listen, check and repeat.

- 13 Complete the questions with the correct form of a phrasal verb from WORD STORE 3C.

- On school days, what time do you *set off* in the morning?
- When was the last time you \_\_\_\_\_ at a friend's house?
- Have you ever \_\_\_\_\_ at a party that you weren't invited to?
- When your family \_\_\_\_\_, do they sometimes go abroad?
- Are you good at \_\_\_\_\_ unexpected situations?

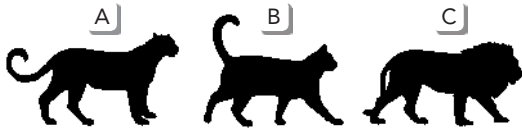
## 3.2 Grammar

### Present and past speculation

*I can speculate about the present and the past.*

#### 1 Look at the pictures and complete the sentences.

- Picture **must be** a lion because of the long hair around the head and neck.
- Picture **might be** a puma or it **could be** a cheetah.
- Picture **can't be** a tiger because the head is too small.



#### 2 Look at the sentences in Exercise 1. Which sentence means:

- I'm sure it is ... ☐
- I'm sure it isn't ... ☐
- I think it's possible that it is ... ☐

#### 3 Read a short newspaper article. Are the statements true (T) or false (F)?

- The man is sure he saw a lion. ☐
- The woman is sure she heard a lion. ☐
- The police are sure a lion escaped from a zoo. ☐



On Sunday evening at 8.00 p.m. a holidaymaker was walking to his caravan with his eleven-year-old son when he thought he saw a lion. He told reporters, 'It was dark, but I could see a large animal. It **can't have been** a domestic animal – it was too big. I thought it **might have been** a lion. So we ran, very quickly!' The seaside resort was full of holidaymakers and at least ten people saw the animal. One woman said, 'I heard a loud roar at 10.00 p.m. It **must have been** a lion. No other animal can roar like that.' Police have told everybody to stay inside as they believe a lion may have escaped from a nearby zoo.

#### 4 Read the GRAMMAR FOCUS and complete the sentences with the verb forms in blue in the article in Exercise 3.

### GRAMMAR FOCUS

#### Present and past speculation

You can use modal verbs to speculate about things.

- You use **must** when you are sure something is or was true.  
Present: It **must be** a lion. Past: It <sup>1</sup> \_\_\_\_\_ a lion.
- You use **might**, **may** or **could** when you think it's possible something is or was true.  
Present: It **might be** a lion. Past: It <sup>2</sup> \_\_\_\_\_ a lion.
- You use **can't** (or **couldn't**) when you are sure something isn't or wasn't true.  
Present: It **can't be** a domestic animal.  
Past: It <sup>3</sup> \_\_\_\_\_ a domestic animal.

#### Modal verb forms for speculation

Present: **must/might/may/could/can't** + infinitive

Past: **must/might/may/could/can't** + **have** + past participle

#### 5 CD•2.5 MP3•48 Rewrite the sentences using the words in brackets.

Then listen to the interviews about the incident in the article and check your answers.

- I'm sure it's a lion. (must) **It must be a lion.**
- It's possible it escaped from the zoo. (might)
- Perhaps it is very hungry by now. (could)
- It's possible it was somebody's pet. (could)
- Perhaps it grew too big. (may)
- I'm sure it isn't a lion. (can't)

#### 6 CD•2.6 MP3•49 In pairs, discuss what you think happened. Then listen to the news report. What did the police conclude?

#### 7 Complete the sentences with the correct form of a modal verb and the verbs in brackets.

- Dave **can't have left** (not leave) yet – his coat is still here.
- The traffic's really bad – I'm worried we \_\_\_\_\_ (miss) our train.
- They're not at home. They \_\_\_\_\_ (go) away for the weekend.
- I can't find Jo. She \_\_\_\_\_ (go) home.
- The plane landed ten minutes ago. Bill \_\_\_\_\_ (still/be) in baggage reclaim.
- Buy a laptop? With my pocket money? You \_\_\_\_\_ (not be) serious!

#### 8 In pairs, choose one of the sentences and write a short conversation including the sentence.

- ~~I must have left it/them in the shop.~~
  - You could have hurt yourself!
  - You must be joking!
  - I can't have left it/them at home.
  - There must be some mistake.
- A: **Oh no!**  
B: **What's wrong?**  
A: **I can't find my wallet. I must have left it in the shop.**  
B: **Oh dear! Never mind. Let's go back and look for it.**

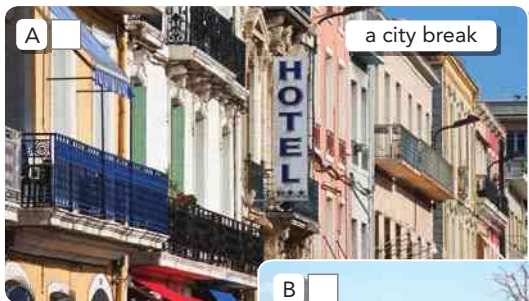


## 3.3 Listening

### Multiple choice

*I can understand the main points of a conversation.*

- 1 Look at the photos. In pairs, discuss which type of holiday you would like best or least.



- 2 **CD•2.7 MP3•50** Listen to six short extracts about holidays. Match the extracts (1–6) with the photos in Exercise 1 (A–E).

### EXAM FOCUS Multiple choice

- 3 **CD•2.7 MP3•50** Listen again and choose the correct answer, A, B or C.
- The speaker thinks her sister is  
A selfish. B stupid. C boring.
  - The man wants to spend the night in  
A a youth hostel. B a three-star hotel. C a tent.
  - Mr Baker  
A has to pay for one breakfast.  
B has to pay for two breakfasts.  
C has already paid for two breakfasts.
  - Skiers in Megève  
A enjoyed the skiing last week.  
B have nothing to do when they can't ski.  
C have good skiing conditions now.
  - The advert is for  
A a beach holiday. C a job of tour leader.  
B a travel company.
  - The mother  
A doesn't want her daughter to go away.  
B is worried about the dangers of travelling alone.  
C wants her daughter to go to Canada only.

- 4 Match the words in box A with the words in box B to make compound nouns from the recording. Which noun is written as one word?

*beach holiday*

A beach camp single  
ski travel youth

+ B company holiday  
hostel resort room site

- 5 Complete the questions with compound nouns from Exercise 4.

Have you ever:

- been on a *beach holiday* with your friends?
- stayed in a \_\_\_\_\_ in a foreign country?
- been snowboarding at a well-known \_\_\_\_\_?
- booked a \_\_\_\_\_ in a hotel?
- put up a tent on a \_\_\_\_\_?
- thought about working for a \_\_\_\_\_?

- 6 In pairs, ask and answer the questions in Exercise 5. Give as much detail as possible.

A: *Have you ever been on a beach holiday with your friends?*

B: *Yes, I have. We went to Cornwall.*

A: *When was that?*

B: *About ...*

### PRONUNCIATION FOCUS

- 7 **CD•2.8 MP3•51** Listen and repeat the names of the places in the box. Underline the stressed syllables.

the Andes the Canaries Cyprus the Danube  
Hawaii the Himalayas Naples the Nile  
the Pyrenees the Thames Vienna Warsaw

- 8 **CD•2.9 MP3•52** List the places from Exercise 7 according to size. Then listen, check and repeat.

Size	Cities	Islands	Rivers	Mountain ranges
•••	<u>Warsaw</u>			
••		<u>Cyprus</u>		<u>the Andes</u>
•			<u>the Thames</u>	

### WORD STORE 3D

- 9 **CD•2.10 MP3•53** Complete WORD STORE 3D. Add nouns from the box to make more compound nouns. Then listen, check and repeat.



## 3.4 Reading

### Multiple matching

*I can find specific details in short texts.*

- 1 In pairs, decide which of the items in the box are important for a good holiday.

an adventure ☐ amazing views ☐ a bus trip ☐  
fantastic beaches ☐ friendly people ☐  
good shops ☐ good weather ☐  
Internet access ☐ lively cafés ☐  
outdoor activities ☐ a safari ☐  
staying in a youth hostel ☐

- 2 You are going to read three entries for a holiday writing competition. Follow these steps.

- Read the competition instructions.
- Look at the photos and titles and predict what each story is about.
- Read the stories and choose a winner. Explain your choice to a partner.

#### EXAM FOCUS Multiple matching

- 3 Read the stories again. For questions 1–6, choose from the stories (A–C). You can choose each story more than once.

Which story mentions:

- 1 a sound that makes people stop what they're doing?
- 2 an improvement in the weather conditions?
- 3 a plan to see something special?
- 4 an important life lesson?
- 5 a mistake that doesn't spoil a holiday?
- 6 an accident that puts somebody in a better mood?

- 4 Match the words in blue in the stories with these phrases.

Synonyms	Antonyms
1 bright lights	4 overcrowded beaches
2 amazing views	5 gentle hills
3 thick forest	6 pale pink sunset

- 5 Complete the sentences with words from the stories that have a similar meaning to the words in brackets.

#### Story A

- 1 Does the writer suggest that her sister is usually grumpy? (bad-tempered)
- 2 Does the father have to \_\_\_\_\_ his daughter's bad mood? (tolerate)
- 3 What happened as the father was \_\_\_\_\_? (enjoying the scenery)

#### Story B

- 4 What did the writer \_\_\_\_\_ to get ideas for things to do? (read quickly)
- 5 Did they find a place to \_\_\_\_\_ at the stunning view? (look for a long time)
- 6 Did they sit on a bench \_\_\_\_\_ Tibidabo? (with a view over)

# GLOBETROTTER

Would you like to win a digital camera?

Write about a memorable holiday. Your entry must:

CD•2.11 MP3•54

## BEST STORIES FROM LAST

### A Under a canoe

I was in the Lake District with my family for our summer holiday. There were four of us: Dad, Mum, my grumpy twelve-year-old sister and me. On the first day it was raining, but we decided to hire some canoes.



Mum and I set off in our canoe while Dad had to share with my sister and put up with her bad mood. The lake was calm. It stopped raining and I felt the warmth of the sun on my shoulders. All around us were dense forest and steep hills. On the other side, a waterfall cascaded down the hillside into the lake. 'This is all right,' I thought.

Seconds later, I was less happy. While he was admiring the view, Dad crashed into our canoe and knocked us into the water. It was cold – extremely cold. And wet.

- 15 Fortunately, we survived (the cold and the embarrassment). My sister thought it was so amusing – she cheered up! Then she wore a smile for the rest of the holiday.

#### Story C

- 7 According to the writer, what was the \_\_\_\_\_ of the holiday? (best part)
- 8 Is it easy to \_\_\_\_\_ wild animals on the plains of South Africa? (see)
- 9 Did the writer suddenly feel \_\_\_\_\_ in the wild? (unable to do anything)

# TRAVEL COMPETITION

Click [here](#) to send us your story and photos.

• be entertaining • describe an unexpected event • include lots of creative description • be 200 words or fewer

## YEAR'S COMPETITION

### B] A perfect sunset

My girlfriend Betty and I were in Barcelona for a weekend. We had no plans and spoke no Spanish.  
20 We looked through a (Spanish) guidebook in our youth hostel. We eventually decided to go to the top of Tibidabo, a mountain overlooking Barcelona.

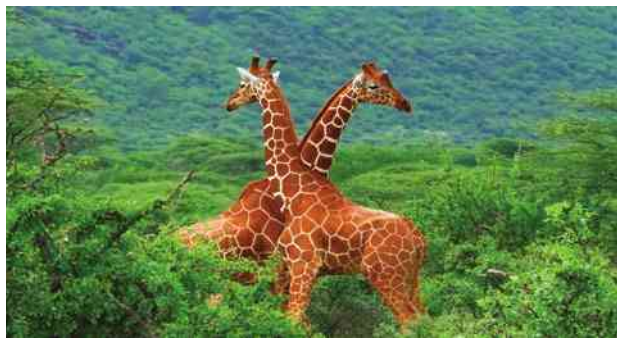


If we were lucky, we could watch the sunset over the city. We set off by bus from the main square. The bus  
25 took us higher and higher above the city. I couldn't wait to gaze at the **stunning** views over Barcelona. At every stop, passengers got off until we were the only two left. Then the bus driver stopped the bus and got off too. 'Tibidabo?' we asked him. He pointed to a mountain  
30 on the other side of the valley. We were on the wrong mountain!

We sat on a bench overlooking the **sparkling** lights of the city far below. We had no idea where we were, but we didn't care because we got our perfect view of  
35 a **blood-red** sunset over Barcelona.

### C] Out in the wild

I love wild animals, so my parents took me on holiday to South Africa for my eighteenth birthday. I remember the holiday as a series of images: the cold blue ocean, funny penguins, miles of **unspoilt** beaches, lively cafés and  
40 friendly people. But the highlight of the holiday was a three-day safari.



Safari parks in South Africa are covered in trees and bushes. This makes it difficult to spot animals. But our safari rangers were really good at finding them: we saw  
45 elephants, giraffes, zebras, buffalo bathing in a lake and a family of lions sleeping peacefully under a tree.

Suddenly, we heard a noise close to the jeep. There was a flash of yellow and a loud roar – nobody moved a muscle. The leopard ran back into the bush and left us feeling  
50 terrified. Not far away sat two small leopard cubs.

At that moment, I learnt something: humans created the Internet and spaceships, but we are helpless in the face of nature.

### 6 Complete the questions with the correct form of words or phrases from Exercise 5.

- 1 Are you often **grumpy** or are you usually in a good mood?
- 2 When was the last time you \_\_\_\_\_ at the sky?
- 3 What sort of bad behaviour do teachers have to \_\_\_\_\_ in your class?
- 4 Do you have good eyesight? Can you \_\_\_\_\_ people in a crowd?
- 5 What was the \_\_\_\_\_ of your last holiday?

6 If you have problems with technology, do you feel \_\_\_\_\_ or can you usually find a solution?

7 Is there a hill \_\_\_\_\_ your neighbourhood where you can get a good view?

### 7 In pairs, ask and answer the questions in Exercise 6.

### WORD STORE 3E

- 8 **CD•2.12 MP3•55** Complete WORD STORE 3E. Match the animals with the pictures. Then listen, check and repeat.

## 3.5 Grammar

### used to and would

I can talk about past states and repeated actions.



1 In pairs, discuss whether you think the statements about road travel in the 1960s are true (T) or false (F).

- 1 Roads **used to be** quieter.
- 2 People **used to talk** about traffic pollution.
- 3 Cars didn't **use to have** seat belts.
- 4 Children **would play** computer games on long journeys.
- 5 GPS didn't exist, so people **would follow** maps.

2 **CD-2.13 MP3-56** Listen to Zoe's grandfather talking about road travel when he was young. Check your ideas from Exercise 1.

3 Read the GRAMMAR FOCUS and answer the questions.

- 1 Which sentences in Exercise 1 describe past actions?
- 2 Which sentences in Exercise 1 describe past states?

### GRAMMAR FOCUS

#### Used to and would

- You can use **used to + infinitive** or **would + infinitive** to talk about regular past actions that don't happen any more.

Harry **used to go** to school by bus. He'd **leave** the house at 8 a.m.

- You can use **used to + infinitive** (NOT **would + infinitive**) to talk about past states that are no longer true (usually with stative verbs: *be, have, love, etc.*).

Harry **used to be** a good student.

#### Note:

Don't use **used to** or **would** for single past actions.

In 1963 my granddad **bought** his first car. (NOT **used to buy ...** or **would buy ...**)

4 Rewrite the sentences using **would**. If **would** is not possible, use **used to**.

- 1 Air travel was cheaper than now. ☐  
**Air travel used to be cheaper than now.**
- 2 Air travel was more comfortable. ☐
- 3 The flight from London to New York took longer. ☐
- 4 People smoked on the plane. ☐
- 5 People wore their best clothes to travel by air. ☐
- 6 Airports didn't have so many security checks. ☐

5 **CD-2.14 MP3-57** In pairs, decide which statements in Exercise 4 are true. Then listen to Zoe's grandfather again to check your ideas.

6 **CD-2.15 MP3-58** Complete the text with the correct form of the verbs in brackets. Then listen and check.

- Use **would** + verb (where possible).
- Use **used to** + verb (where **would** is not possible).
- Use the Past Simple (where **would** or **used to** are not possible).

### Left or right?

Today, seventy-five percent of cars drive on the right, but it <sup>1</sup> **didn't always use to be** (not always/be) like that. In fact, everybody used to travel on the left! In Roman times, roads <sup>2</sup> \_\_\_\_\_ (be) dangerous and travellers <sup>3</sup> \_\_\_\_\_ (carry) swords in their right hands. Travellers on horses <sup>4</sup> \_\_\_\_\_ (ride) on the left side of the road so that the right hand was free to use the sword. Then Napoleon <sup>5</sup> \_\_\_\_\_ (change) the rule. Why? Because he was a revolutionary! Before the French Revolution, the aristocracy <sup>6</sup> \_\_\_\_\_ (travel) on the left and poor people <sup>7</sup> \_\_\_\_\_ (stay) on the right. After the Revolution, the aristocracy joined the poor people on the right and driving on the right <sup>8</sup> \_\_\_\_\_ (become) the new law. What about the rest of the world? China, Portugal, Sweden and parts of Canada used to drive on the left and only changed the law during the mid-twentieth century. More than fifty countries, including the UK, Australia, Japan and India, still drive on the left today.



7 Write six sentences about your life when you were ten. Use **used to** or **would**. Then compare with a partner. Think about these things.

- (computer) games you played
- food you liked/didn't like
- websites you went on
- music you listened to
- clothes you wore
- your bedroom
- sports you did
- things you read

**I didn't use to like mushrooms.**



## 3.6 Speaking

### Asking for and giving advice

*I can ask for and give advice.*

- 1 Imagine you are going to England to do an English course and you are going to stay with an English family for a month. Write a list of things you need to take with you. Then compare with a partner.



- 2 **CD•2.16 MP3•59** Listen to Mark asking Sophie for advice about what to take to France and answer the questions.

- Which of the things on your list do they mention?
- Why does Sophie want Mark to remember his phone charger?

- 3 **CD•2.16 MP3•59** Listen again and underline the expressions you hear.

### SPEAKING FOCUS

#### Asking for advice

Can you do me a (big) favour?  
Can you give me some advice?  
Do you think I need ...?  
What do you think I should ...?

#### Giving advice

The first thing you should do is ...  
... If I were you, I'd/I wouldn't ...  
I (don't) think you should ...  
You (don't) need to ...  
You (really) ought to ...  
You must/mustn't ...  
The best thing would be to ... It's  
a good idea to ...  
Why don't you ...?

#### Accepting advice

Good idea!  
Good thinking!  
That's really helpful. Oh,  
I didn't think of that!

- 4 A friend from England wants to visit your country during the winter. Complete the advice with one or two words from the **SPEAKING FOCUS** in each gap.

- The first thing you should do is book your flights.
- If I \_\_\_\_\_ I'd pack lots of warm clothes.
- You \_\_\_\_\_ to bring a lot of formal clothes.
- I \_\_\_\_\_ you should bring lots of cash.
- You \_\_\_\_\_ remember to get some travel insurance.
- You \_\_\_\_\_ to make sure you have a warm winter coat.

- 5 In pairs, look at the photo and discuss the questions.

- Which form of transport do you prefer for long journeys?
- What's the longest journey you've ever made by car, train or bus?
- When did you last travel by bus?



- 6 In pairs, discuss which of these things are good or bad to take/wear on a very long bus journey.

a big coat   chocolate   earphones for smartphone or iPod  
fizzy drinks   a good book   light, comfortable clothes  
a pillow   snacks   snow boots   sunglasses   tissues  
very warm clothes   water

*It's a bad idea to wear a big coat.*

*If I were you, I'd take some water.*

- 7 In pairs, do a roleplay. Use the **SPEAKING FOCUS** to help you.

**Student A:** You're from England. You're going to travel to Student B's country by bus. You've never been on a long bus journey before. Ask Student B for advice about what to wear, what to take for the journey and what kind of presents to take for the family.

**Student B:** Student A is visiting you from England. He/She is going to travel to your country by bus. Give him/her some advice about what to wear, what to take for the journey and what kind of presents to bring for your family.

**A:** *Hi, Alida. Can you do me a big favour? I need your help.*

**B:** *Yes, sure. What's the problem?*

**A:** *Well, you know I'm travelling to your country by bus.*



## 3.7 Writing

### A story

*I can write a story.*

#### What a nightmare!

We were completely unprepared for the journey! A family holiday for Christmas in Sweden, in a cabin in the middle of a forest. Sounds amazing, doesn't it? The problem was, Mum and Dad hadn't really thought about it.

'Snow tyres?' said my dad when someone on the ferry asked him. 'I didn't know we needed them!'

Oh yes, we did! It was the middle of the night and there was a snowstorm when we started driving from the port to the cabin. It was a nightmare! It was easily the scariest journey I've ever been on.

On the long road to the forest it was completely dark, apart from our car lights. There were no house lights, hardly any other cars and the snow made it nearly impossible for dad to see the road. In addition to this, the car kept sliding from one side of the road to the other!

My little brother, Mike, thought it was great fun and a BIG adventure, but he was only five. When we finally reached the cabin, we all got out of the car. Dad's face was as white as the snow! We had a brilliant holiday, but dad bought some snow tyres for the return journey!



**1** In pairs, tell each other about a difficult journey you've been on. Think about:

- when you went on the journey
- why you went
- who you went with
- why it was difficult
- how it ended

**2** Read the first two sentences of the story. What do you think will happen? Then read the whole story and check your ideas.



3 Read the **WRITING FOCUS**. Then complete it with examples from the story.

**A story**

**Introduction**

- Use an opening sentence that makes the reader want to read on.
- Set the scene for the story so the reader can imagine what might happen next.
- Finish with a problem or at a point which is exciting or interesting.

**Main paragraphs**

- Use a range of different narrative tenses to tell the story.
- Use strong adjectives to make the story exciting.
- Use sequencers so the reader can follow the story.
- Use short sentences for dramatic effect.
- Use some direct speech to make the story come alive.
- Use adverbs to make adjectives stronger.
- Use a comparative structure to emphasise a point.

**Concluding paragraph**

- Think of an exciting, interesting or fun ending to the story to make the reader remember it.

4 Complete the sentences with the words in the box. Are the words **adverbs (ADV)** or **adjectives (ADJ)**?

cold completely easily finally impossible

- 1 I wa \_\_\_\_\_ alone. There was no one else in sight. ☐
- 2 It was absolutel \_\_\_\_\_ to open the door. ☐
- 3 We \_\_\_\_\_ got to the beach, exhausted. ☐
- 4 I touched her hands and they were as \_\_\_\_\_ as ice. ☐
- 5 It was \_\_\_\_\_ ☐

**Stories about journeys**

We are looking for stories about journeys for our magazine. Write a story that begins with this sentence: *It had come at last – the morning I had waited for, for so long.*

Your story must include:

- a train
- a passenger.

**Useful language**

- It was Sunday morning/my birthday/the first day of my holidays.
- I was sitting/lying/talking/waiting ...
- Suddenly/At first/After that/When/Finally/At last
- It was horrible/wonderful/amazing/a nightmare!
- She said, '...'
- It was so exciting./I was so excited.
- I shall never forget/always remember ...
- It was the best/worst journey I've ever ...

# FOCUS REVIEW 3

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.
- board camp collect deal go land see
- Now you'll have some time to \_\_\_\_\_ the sights, but please don't be late for the ferry.
  - Passengers travelling in business class can \_\_\_\_\_ the plane at their convenience.
  - Only passengers with a valid boarding card are allowed to \_\_\_\_\_ through security.
  - Many flights are delayed today and the airport staff are finding it difficult to \_\_\_\_\_ with the situation.
  - We're still waiting to \_\_\_\_\_ our suitcases at the

## LANGUAGE IN USE

- 5 Choose the correct answer, A, B or C.
- After we had finally \_\_\_\_\_ the tent, a huge storm started.  
A turn up      B set off      C put up
  - Alan's grandfather and uncle \_\_\_\_\_ travel agents, so his family always got an extra discount for their holiday.  
A was      B would be      C used to be
  - A: Why don't you go by train?  
B: \_\_\_\_\_ You're right. The ticket will cost more but I'll avoid the crowded bus again.  
A I don't think I should do it.      C I didn't think of that.  
B I'm not sure about that.
  - Last summer we stayed in a hotel, in a room \_\_\_\_\_ the sea.  
A overlooking      B gazing at      C without the view of
  - We don't know when the meeting will finish. \_\_\_\_\_ book a return ticket yet.  
A In my opinion, you mustn't      C If I were you, I would  
B I don't think you should

6

### Lost passport

Last year I won some money in a TV competition. It wasn't enough to <sup>1</sup> \_\_\_\_\_ the Atlantic, but the prize was sufficient for me and my boyfriend, Adrian, to go on a cruise. We both hoped that the 10-day cruise in the Baltic Sea would be a very <sup>2</sup> \_\_\_\_\_ experience.

Everything was perfect until the fourth day. We were returning from a walk around Malmö, when Adrian realised his passport was missing. He <sup>3</sup> \_\_\_\_\_ it with him at all times normally, so it was a bit strange. 'I <sup>4</sup> \_\_\_\_\_ it in the cabin. I'm sure,' Adrian said convinced. Unfortunately, the passport wasn't there.

The embassy didn't have good news: without a passport, my boyfriend couldn't continue the cruise. We collected our belongings and looked for a <sup>5</sup> \_\_\_\_\_. We didn't want to spend much money, but we didn't have a tent, either.

Adrian's new passport was ready the following day, so we caught a train to Stockholm, the next stop of the cruise. We reached our <sup>6</sup> \_\_\_\_\_ just in time to board the ship before it left for Tallin in Estonia.

- |                    |                |                    |
|--------------------|----------------|--------------------|
| 1 A fasten         | B get          | C cross            |
| 2 A sparkling      | B memorable    | C unexpected       |
| 3 A would take     | B had taken    | C could have taken |
| 4 A must have left | B could leave  | C may have left    |
| 5 A campsite       | B youth hostel | C three-star hotel |
| 6 A location       | B destination  | C reservation      |

## LISTENING

- 7 **CD-2.17 MP3-60** Listen and choose the correct answer, A, B or C.

- Where does the conversation take place?  
A at the check-in desk  
B at the baggage reclaim area  
C at the lost luggage office
- How did the man not travel on his holiday?  
A by ship  
B by car  
C by plane
- What is the woman's problem?  
A She has been in a car accident.  
B She is stuck in a traffic jam.  
C She has missed her flight.
- Which sentence is true about Bangkok?  
A It's more popular than any other city in the world.  
B It had sixteen million more visitors than London.  
C It's not as popular as other Asian cities.
- Which means of transport are they going to use?  
A ferry  
B express train  
C double-decker bus
- What *couldn't* the man do in the past?  
A find a good hotel with professional staff  
B get the opinion of other travellers  
C ask someone about ideas for his trip

## WRITING

- 8 You have seen this announcement in an international magazine for schools.

### HOLIDAY SURPRISES

We are looking for stories about surprises that you've had on holiday. Write a story that begins with this sentence:

*I woke up feeling sad because it was the last day of my holiday.*

Your story must include:

- the beach
- a competition.

Write your story in 140–190 words.

## SPEAKING

- 9 Complete the words in the questions. The first letter of each word is given. Then, in pairs, ask and answer the questions.

- What m\_\_\_\_\_ of transport do you use most often?
- How h\_\_\_\_\_ m\_\_\_\_\_ time do you need to pack before you go on holiday?
- T\_\_\_\_\_ me about your dream holiday.

- 10 Look at the diagram. It shows different holidays people like to go on. In pairs, follow these steps.

- Talk to each other about why people like to go on these holidays.
- Decide on the type of holiday the right weather is most important for.



- 11 In pairs, discuss the questions.

- Which area of your country would you recommend to tourists? Why?
- Some people say it's better to learn a lot about places in your own country before travelling abroad. What do you think? Why?
- Do you think it's a good idea to plan a holiday in advance or decide what to do at the last moment? Why?
- What do you think is the best way to travel to a country for a holiday? Why?
- Where would your ideal holiday be? Why?



# 4

## EAT UP

As a child, my family's menu consisted of two choices: take it or leave it.

BUDDY HACKETT (1924–2003),  
AN AMERICAN COMEDIAN

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – food
- food – fish and vegetables
- antonyms – describing food
- word families
- food collocations and phrasal verbs
- Word in focus – up

#### Grammar:

- future time clauses
- Future Continuous and Future Perfect

#### Listening:

- people talking about their diets

#### Reading:

- texts about food consumption

#### Speaking:

- in a restaurant

#### Writing:

- formal/informal style

### FOCUS EXTRA

- Grammar Focus pages 119–120
- WORD STORE booklet pages 8–9
- Workbook pages 44–55 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 4.1 Vocabulary

### Food • Flavours and textures

*I can describe food that I like and don't like.*

#### SHOW WHAT YOU KNOW

- 1 Add the words in the box to the lists. Then add four more words to each category.

banana carrots chicken jam rice

- meat or fish: chicken,
- vegetables: \_\_\_\_\_
- fruit: \_\_\_\_\_
- food bought in packets: \_\_\_\_\_
- food bought in jars or tins: \_\_\_\_\_

- 2 In pairs, discuss the questions.

- Who is the best cook in your family?
- What dishes can you cook?

- 3 Read the blog entry and choose the correct options.

- Fussy eaters eat a limited wide selection of food.
- Fussy eaters may be *less* / *more* sensitive to strong flavours.
- Fussy eaters *usually* / *rarely* copy their family's eating habits.
- Fussy eaters probably *will* / *won't* like mushrooms.
- Fussy eaters may refuse food that was *safe* / *unsafe* in early human history.

[www.allaboutfoodblog.uk](http://www.allaboutfoodblog.uk)

### Fussy eaters

When I was a child, I was a very fussy eater. I refused to eat any cooked food.

I only ate raw carrots and white bread, even old stale white bread! Nothing else! My parents thought I was a difficult child, but now I know that there are reasons why children are fussy eaters.



#### Genes

Some people are born with a gene that makes them more sensitive to strong flavours.

For these people, sweet things taste sweeter, salty things taste saltier, and bitter things taste more bitter. Children who have this gene often refuse food with bitter flavours such as fruit and vegetables.

#### Experience

If children's older brothers and sisters or parents refuse to eat something, they will probably do the same. This is why it's important to give children lots

of different kinds of food with different textures and flavours when they're really young.

#### Texture

The texture and smell of food often puts children off. For most kids, mushrooms have a horrible texture, fish is smelly and the taste of red meat is too strong.

#### Evolution

Children are usually fussy about the same food: vegetables, meat and fruit. In early human history, these types of food could be dangerous and might poison you!

Were there any types of food you didn't like as a child but love now? Please leave your comments.

4 Read the blog comments. Are the statements true (T) or false (F)?

- 1 Veggie girl used to like eggs. ☐
- 2 Hungry man used to hate mushrooms. ☐
- 3 Foodie has a bad reaction when he eats red vegetables. ☐
- 4 Shane is a vegetarian. ☐
- 5 Kitchen Ken used to avoid strong flavours. ☐
- 6 Edward loves sushi. ☐

## COMMENTS



## Veggie girl

Eggs. I didn't like the texture or the smell. And fried eggs were really **greasy**. I hated them as a kid, but now I love all kinds of egg: boiled, scrambled, even fried, and my favourite: an omelette with some cheese on top. Mmmmm, **tasty**!

7.15 a.m. 10 June



## Hungry man

Very **ripe** bananas! I used to think the texture was disgusting. I felt the same about mushrooms. But now I love mushrooms in everything – they're delicious on pizzas and in pasta sauces.

8.20 a.m. 10 June



## Foodie

I was a very fussy eater – I hated **green beans** and refused to eat all other green vegetables: broccoli, **cabbage**, spinach and especially **Brussels sprouts**. But I eat all vegetables now, except for **beetroot**, tomatoes and **red peppers** – I'm allergic to them.

3.03 p.m. 10 June



## Shane

Meat. I didn't like the strong taste. Now my favourite meal is a big **juicy** steak with **crispy** chips and a fresh green salad.

9.08 a.m. 11 June



## Kitchen Ken

When I was younger, I didn't like anything spicy. I only liked **mild** flavours. Now my favourite food is hot Mexican food with lots of chillis!

5.12 p.m. 11 June



## Edward

Anything from the sea. I hated **prawns** and all kinds of **shellfish**. But now I love all fish: **tuna**, **sardines** and **salmon** are my favourites. But they have to be cooked – I'm not keen on raw fish in sushi, for example.

11.21 a.m. 12 June

5 In pairs, discuss what food you loved and hated as a child. How have your tastes changed?

A: *What food did you hate when you were younger?*

B: *I used to hate olives, but now I love them!*

6 Write your own comment for the blog.

## WORD STORE 4A

7 **CD-2.18 MP3-61** Complete WORD STORE 4A with the words in red in the text. Then listen, check and repeat.

8 Put the words from WORD STORE 4A under an appropriate heading. Then add two more words to each category.

I often eat this	I sometimes eat this	I rarely or never eat this

9 In pairs, compare your lists from Exercise 8. Are your tastes in food similar or different?

## WORD STORE 4B

10 **CD-2.19 MP3-62** Complete WORD STORE 4B. Match the underlined adjectives in the text with their antonyms. Then listen, check and repeat.

11 Complete the sentences with adjectives from WORD STORE 4B. Then tick the sentences that are true for you.

- 1 I tried an Indian curry once. It was too **spicy** for me. ☐
- 2 My friend likes anything \_\_\_\_; she particularly loves ice cream and chocolate. ☐
- 3 The taste of dark chocolate or strong coffee is too \_\_\_\_ for me. ☐
- 4 If we have any old, \_\_\_\_ bread, we feed the birds. ☐
- 5 I've never tried sushi. I don't like \_\_\_\_ fish. ☐
- 6 I think \_\_\_\_ vegetables taste better than frozen or tinned vegetables. ☐
- 7 I don't like bananas that are too \_\_\_\_\_. I prefer them to be white and firm. ☐

## WORD STORE 4C

12 **CD-2.20 MP3-63** Complete the table in WORD STORE 4C with the highlighted adjectives in the text. Then listen, check and repeat.

13 List three food items you can describe with each adjective from WORD STORE 4C.

*crispy – chips, fried bacon, ...*

14 In pairs, write a menu for the most disgusting or delicious meal you can imagine. Follow these steps.

- Think about some disgusting or delicious food.
- Use words from WORD STORE 4 A–C and your own ideas.
- Write a menu with a starter, a main course and a dessert.
- Who has the worst or best menu in the class?

## 4.2 Grammar

### Future time clauses

*I can use future time clauses to talk about future plans, predictions and conditions.*

#### 1 Do you think the statements are true (T) or false (F)? Read the text and check your ideas.

- 1 Carrots are better for your eyes than other vegetables. ☐
- 2 Bananas give you more energy than sugar. ☐
- 3 Breakfast is just as important as lunch and dinner. ☐

### THE TRUTH ABOUT FOOD



Has anybody ever said to you, 'If you eat your carrots, you'll have better eyesight'? Well, it's not really true. Carrots contain Vitamin A and this is important for healthy eyes. But lots of different fruit and vegetables contain Vitamin A. **As long as** you have a balanced diet, you'll get all the vitamins you need.

- 10 Another common belief is that you'll get more energy **if** you eat sugar. Actually, **when** you need an energy boost, a banana will work better than sugar. Sugar will give you a short boost.

- 15 However, **as soon as** it goes out of your bloodstream, you'll feel tired again.



Some people think that missing breakfast can help you lose weight. In fact, **if** you don't have a good breakfast, you'll probably feel hungry by mid-morning and eat fattening snacks. You won't lose weight successfully **unless** you eat three healthy meals a day.

#### 2 Look at the sentences in the text with the conjunctions in blue. Answer the questions.

- 1 Are the sentences about past, present or future events?
- 2 Which tense do you use after the conjunctions?
- 3 Can you put the conjunction at the beginning as well as in the middle of the sentence?

#### 3 Read the GRAMMAR FOCUS and check your answers to Exercise 2.

### GRAMMAR FOCUS

#### Future time clauses

When you are talking about the future, you use the present tense after the conjunctions **if, when, unless, before, after, until, as soon as** and **as long as**.

**As long as** you **have** a balanced diet, you'll get all the vitamins you need.

You won't lose weight successfully **unless** you **eat** three healthy meals a day.

#### 4 Read the text and choose the correct verb forms.

### MORE TRUTH ABOUT FOOD



Do you know the expression 'If you <sup>1</sup> **eat** / **eat** fish, you <sup>2</sup> **are** / 'I'll be more intelligent'? Well, fish is certainly good for you and it contains Omega-3, which is important for the brain. But fish won't make <sup>5</sup> you more intelligent unless you <sup>3</sup> **also study** / 'I'll also study a lot.

Some people say you'll live longer if you <sup>4</sup> **eat** / **eat** chocolate. In fact, dark chocolate can be good for you. However, you won't live longer unless you <sup>10</sup> **have** / 'I'll have a healthy lifestyle and long living genes.



My granny used to say, 'As long as you <sup>6</sup> **eat** / **eat** garlic, you <sup>7</sup> **won't get** / **don't get** a cold!' She was wrong. When you <sup>8</sup> **cook** / **cook** with garlic, you'll certainly add flavour. However, garlic won't prevent <sup>15</sup> colds because colds are caused by viruses.

#### 5 Choose the correct conjunctions. Then decide who is speaking: a parent (P) or a child (C)?

- 1 You won't get any ice cream **when** / **if** / **until** you finish your vegetables. ☐
- 2 **As soon as** / **Unless** / **Before** this programme finishes, I promise I'll do my homework. ☐
- 3 I'll lend you money **unless** / **as long as** / **until** you pay me back. ☐
- 4 **Unless** / **If** / **As long as** you do some revision, you won't pass your exams. ☐
- 5 Will you call me **as soon as** / **if** / **until** you get there? ☐
- 6 We'll get a dog **before** / **when** / **if** you promise to look after it. ☐

#### 6 Complete the text with the correct form of the verbs in brackets.

As soon as I <sup>1</sup> **get** (get) home today, I <sup>2</sup> \_\_\_\_\_ (have) a snack. Then, if there <sup>3</sup> \_\_\_\_\_ (not be) anybody at home, I <sup>4</sup> \_\_\_\_\_ (watch) television for a bit. However, if my parents <sup>5</sup> \_\_\_\_\_ (be) at home, I <sup>6</sup> \_\_\_\_\_ (go) to my room. In my room, I'll switch on my computer and I <sup>7</sup> \_\_\_\_\_ (probably/listen) to music unless my friends <sup>8</sup> \_\_\_\_\_ (be) online. If my friends <sup>9</sup> \_\_\_\_\_ (be) online, I <sup>10</sup> \_\_\_\_\_ (chat) with them. When I <sup>11</sup> \_\_\_\_\_ (finish) chatting, it <sup>12</sup> \_\_\_\_\_ (probably/be) time for dinner. Finally, if there <sup>13</sup> \_\_\_\_\_ (not be) anything else to do, I <sup>14</sup> \_\_\_\_\_ (do) my homework.

#### 7 Complete the sentences with your own ideas. Then compare with a partner.

- 1 When school finishes today, **I'll go for a bike ride.**
- 2 If it's raining at the weekend, ...
- 3 I'll always live in this area as long as ...
- 4 I'll stop studying English as soon as ...
- 5 I probably won't get a job until ...

## 4.3 Listening

### Multiple matching

*I can understand the main points of a short monologue.*

- 1 In pairs, look at the photos below and decide whether they show healthy or unhealthy dishes.
- 2 Take *The healthy diet test* and compare your answers with a partner.

### The healthy diet test

**Remember:**  
the more ticks you get,  
the healthier you are!

1 I don't eat too much salt (e.g. in crisps and fast food). ☐

2 I don't eat too much sugar (e.g. in sweets and fizzy drinks). ☐

3 I'm not a fussy eater. ☐

4 I have a balanced diet – I eat a variety of different kinds of fresh food. ☐

5 I eat fish at least once a week. ☐

6 I don't eat red meat more than three times a week. ☐

7 I feel well – I have plenty of energy. ☐

8 I look well – my skin and my hair look healthy. ☐



### EXAM FOCUS Multiple matching

- 4 **CD•2.22 MP3•65** Listen to four people talking about their diets. Choose from the list (A–G) what each speaker says about their diet. Use the letters only once. There are three extra letters.

Speaker 1: ☐  
Speaker 2: ☐  
Speaker 3: ☐  
Speaker 4: ☐

#### The speaker's diet:

- A is based on fresh local produce.
- B changed when he/she was thirteen.
- C doesn't include any desserts.
- D doesn't involve any cooking.
- E used to include a lot of sweet things.
- F is based on Mediterranean produce.
- G has never changed.

- 5 **CD•2.22 MP3•65** Match the speakers (1–4) with the questions. Then listen again and check.

- a Who couldn't become a vegetarian? ☐
- b Who has a lot of energy? ☐
- c Who supports animal rights? ☐
- d Who rarely eats with his/her family? ☐
- e Who doesn't use animal products? ☐

### PRONUNCIATION FOCUS

- 6 **CD•2.23 MP3•66** Listen and repeat. Notice the same sound in each group.

- |           |         |             |
|-----------|---------|-------------|
| 1 coffee  | orange  | cauliflower |
| 2 beef    | beans   | _____       |
| 3 grapes  | cakes   | _____       |
| 4 banana  | avocado | _____       |
| 5 cabbage | spinach | _____       |

- 7 **CD•2.24 MP3•67** Add the words in the box to the correct group in Exercise 6. Then listen, check and repeat.

cauliflower lettuce potato  
sardines tomato

### WORD STORE 4D

- 8 **CD•2.25 MP3•68** Complete WORD STORE 4D. Tick the nouns that collocate with each adjective. Then listen, check and repeat.

- 3 **CD•2.21 MP3•64** Listen to a nutritionist giving advice. Which statement in *The healthy diet test* does she not mention?



## 4.4 Reading

### Multiple choice

*I can understand the main points of an article.*

CD-2.26 MP3-69



**T**ristram Stuart is the author of *Waste – uncovering the global food scandal*. In the article below, he describes an event he organised in London. He wanted to bring people's attention to the problem of food waste and show how we can help to feed the world and protect the environment.

Imagine seeing this offer next time you're in a supermarket: 'For every carrot you eat, another one will be wasted.' Sadly, this is not far from the truth.

In a world where there are more than a billion hungry people, it's a scandal that all this food is wasted. We are forcing global food prices to go up because we buy more than we need and throw it away. In Africa and Asia, people cannot afford the high food prices and they go without food.

We organised our 'Feeding the 5,000' event in London to highlight this problem. We invited charities, government organisations, chefs, farmers and the general public.

At the event, we served more than 5,000 portions of fresh hot vegetable curry. For drinks we pressed a few thousand fresh apples to make juice. More than 300 volunteers helped to chop up vegetables and cook the curry.

'Friends of the Earth' brought along four pigs to eat up the leftover apple pulp from the apple pressing. We wanted to show that feeding pigs with our food waste is better than feeding them with soya-based feed. We import millions of tonnes of soya which is grown on land where rainforests used to be.

All the ingredients for the curry and apple juice were donated by UK farmers. The fruit and vegetables were not perfect enough for shops.

We also gave tips about other ways to use up our leftover food. People don't realise how many meals we can get from one chicken. Most of us sit down to a roast chicken on Sundays and

### UK TODAY

- UK supermarkets reject forty percent of fruit and vegetables because they are 'ugly', i.e. not a perfect shape.
- One UK sandwich factory throws away four slices of fresh bread, including the two crusts, from every loaf – that's a total of 13,000 slices a day.
- UK homes waste twenty percent of all the food they buy.

the rest can be used to make a delicious risotto or a great filling for a sandwich. The crusts of these sandwiches can be cut up, fried in a little olive oil, then chopped up and put in salads and soups.

Did you know that more potatoes are wasted than any other vegetable? They shouldn't be thrown away. They can be mashed or fried for another meal, or even put in the freezer. In addition to this, black bananas, which people quickly throw away, can be fried in brown sugar and eaten with cream for a tasty dessert.

'Feeding the 5,000' was a wonderful event. People united under the same message: throwing away perfectly good, edible food is crazy.

Why are we throwing away so much and who is responsible? Supermarkets are blamed for rejecting 'ugly' fruit and vegetables; consumers are blamed for overbuying or refusing to buy 'wonky' vegetables; chefs are blamed for serving large portions and so on.

The truth is that food is wasted in supermarkets, homes, restaurants and on farms. We are all responsible for solving the problem. So it's time to ask ourselves a simple question: how can we continue to waste food in a world where people are hungry and natural resources are disappearing?

The solution to food waste is simple: buy good food, enjoy it and eat everything on your plate instead of throwing it away!



1 Read **UK TODAY** and answer the questions.

- 1 Which facts do you find most shocking?
- 2 Do you think the situation is similar or different in your country?

2 Read the article and choose the best title.

- a Ten ways to recycle chicken
- b Feeding the 5,000
- c Learn to love ugly vegetables
- d Save the rainforests

**EXAM FOCUS** Multiple choice

3 Read the article again. For questions 1–4, choose the correct answer, A, B, C or D.

- 1 World food prices are rising because
  - A there isn't enough food.
  - B we eat too much food.
  - C too much food is sent to Africa and Asia.
  - D we buy too much food.
- 2 The aim of the event 'Feeding the 5,000' was to
  - A raise money for food charities.
  - B show how to feed lots of people with a little money.
  - C make people think about how we use food.
  - D feed a lot of hungry people in London.
- 3 Tristram Stuart's main message to the consumer is:
  - A Stop eating so much food!
  - B Give your food waste to animals!
  - C Don't buy more than you can eat!
  - D Start buying vegetables with unusual shapes!
- 4 The writer gives advice about
  - A how to roast a chicken.
  - B what to do with food you don't eat.
  - C how to make salads and soups.
  - D what types of food you can freeze.

4 **CD-2.27 MP3-70** Listen to three people talking about their favourite leftovers recipes and answer the questions.

- 1 What is the main ingredient in all three?
- 2 Which recipe do you like best? Why?

5 **CD-2.28 MP3-71** Complete the recipe with the words in the box. Then put the instructions in the correct order (1–6). Finally, listen and check.

**boil chop mix pour put slice**

**Bread and butter pudding**



a Heat some milk in a small saucepan. Don't boil it.



b \_\_\_\_\_ the slices of stale bread and butter in a dish with some dried fruit.



c \_\_\_\_\_ up some ripe bananas and put them in the dish.



d \_\_\_\_\_ the stale bread and put butter on it.



e \_\_\_\_\_ three eggs and three large spoons of sugar with the warm milk.



f \_\_\_\_\_ the mixture over the bread and fruit and cook in the oven for forty-five minutes.

6 In pairs, discuss things you could do at home or at school to avoid wasting food. Who has the best idea in the class?

**WORD STORE 4E**

7 **CD-2.29 MP3-72** Complete the phrasal verbs in **WORD STORE 4E** with the words in the box. Then listen, check and repeat. Translate the phrasal verbs.

## 4.5 Grammar

### Future Continuous and Future Perfect

*I can talk about future actions and when they will happen.*

**1 Look at the photo and read the advert. Then, in pairs, discuss the questions.**

- 1 Would you like to go to Cook Camp? Why?/Why not?
- 2 How many things listed in the advert can you make?
- 3 Which dishes would you like to learn how to make?

### TEENAGE COOK CAMP

In a few years, you will have graduated from school and will probably be living in a student house with other people your age.

**Will you know how to feed yourself?**

At Cook Camp we believe that basic cooking skills are an important life skill, but many young people will be leaving school and home without these skills.

**Join our weekend Cook Camp now.**

By the end of the weekend, you'll have learnt how to make:

- a pasta sauce • vegetable soup • pizza cakes and biscuits • three chicken dishes • an apple pie and much, much more!



### Cook Camp day 1

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning, talk by a guest speaker
6 p.m.	supper
9 p.m.	film or games
11 p.m.	bed

**2 Read the GRAMMAR FOCUS and find examples of the Future Continuous and Future Perfect in the advert in Exercise 1.**

### GRAMMAR FOCUS

#### Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.

*In a few years, you **will be living** in a student house.*

**Future Continuous: will + be + -ing**

- + I'll **be working**.
- She **won't be working**.
- ? **Will they be working?**  
Yes, they **will**./No, they **won't**.

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.

*By the end of the weekend, you'll **have learnt** how to make pizza.*

**Future Perfect: will + have + past participle**

- + You'll **have finished**.
- He **won't have finished**.
- ? **Will they have finished?**  
Yes, they **will**./No, they **won't**.

**3 Look at tomorrow's schedule at Cook Camp and choose the correct options.**

- 1 At 6 a.m. they'll **be getting up** / have got up.
- 2 By 9 a.m. they'll **be having** / have had their breakfast.
- 3 In the morning they won't **be working** / have worked in the kitchen.
- 4 By 3 p.m. they'll **be finishing** / have finished lunch.
- 5 In the afternoon they'll **be cooking** / have cooked in the kitchen.
- 6 By 11 p.m. they'll be ready for bed. It will **be being** / have been a busy day!

**4 Write your schedule for tomorrow. Use the Future Continuous.**

*At 7 a.m. I'll **be having** breakfast.*

**5 In pairs, ask each other about your schedules for tomorrow. How similar or different are they?**

A: *Will you **be having** breakfast at 7 a.m.?*

B: *No, I **won't**. I'll **be** ...*

**6 Use the prompts to write about things you will or won't have done by the end of today.**

- 1 eat / pieces of fruit  
*By the end of the day, I'll **have eaten** three or four pieces of fruit.*
- 2 drink / water
- 3 cook / meals
- 4 receive / text messages
- 5 speak to / people
- 6 go into / shops
- 7 spend / money
- 8 do / homework

**7 Write questions with you in the Future Perfect using the prompts in Exercise 6.**

- 1 *How many pieces of fruit will you **have eaten** by the end of the day?*

**8 In pairs, ask and answer the questions in Exercise 7.**



## 4.6 Speaking

### In a restaurant

*I can order food in a restaurant and ask for information politely.*

- 1 In pairs, look at the lunch menu. What would you choose?

**MARIO'S LUNCH**

2 courses €10 *Menu*

**Main course**

PIZZA MARGHERITA

CHEESEBURGER AND CHIPS

MARIO SPECIAL SALAD

MARIO SPECIAL PASTA



SOUP OF THE DAY

**Dessert**

CHOCOLATE MOUSSE

FRUIT SALAD AND ICE CREAM

CHEESE AND BISCUITS

- 2 **CD-2.30 MP3-73** Listen to a conversation between Alex and a waiter. What are the problems with her order? What solutions do they find?

- 3 **CD-2.30 MP3-73** Complete the conversation with phrases from the SPEAKING FOCUS. Then listen again and check.

Alex: Excuse me. <sup>1</sup>Can I order, please?

Waiter: Certainly. What can I get for you?

Alex: <sup>2</sup>\_\_\_\_\_

Waiter: Sure. It's a salad with lettuce, red peppers and chicken.

Alex: Oh. <sup>3</sup>\_\_\_\_\_

Waiter: Vegetarian? What about pasta?

Alex: <sup>4</sup>\_\_\_\_\_

Waiter: Yes, it's a delicious salmon sauce.

Alex: Oh, I don't eat fish.

Waiter: You don't eat fish? Can I suggest a very good vegetarian restaurant near here?

Alex: No, it's OK. <sup>5</sup>\_\_\_\_\_

Waiter: Ah, it's vegetable soup today! Would you like the soup?

Alex: Er, maybe. But first <sup>6</sup>\_\_\_\_\_

Waiter: Yes, it's a vegetable soup. There are onions in it. Is that a problem?

Alex: Yes, I'm sorry, but I'm allergic to onions.

Waiter: Right. How about the salad without chicken?

Alex: Yes, that sounds good. <sup>7</sup>\_\_\_\_\_

Waiter: Yes, of course. Is that everything?

Alex: Yes, thanks.

...

Waiter: Would you like to see the dessert menu?

Alex: No, thanks. <sup>8</sup>\_\_\_\_\_

- 4 **CD-2.31 MP3-74** Listen to the second part of the conversation. Why does the waiter change his attitude to Alex?



### SPEAKING FOCUS

#### Ordering food

- a Can I order, please?
- b Do you have any vegetarian dishes?
- c Can I have chips with that?
- d Could I have the bill, please?

#### Asking for information – indirect questions

- e Could you tell me what the soup is?
- f Can you tell me what the Mario Special Salad is?
- g Do you know what the pasta sauce is?
- h I'd like to know if there are onions in it.

- 5 Rewrite the indirect questions (e–h) in the SPEAKING FOCUS as direct questions. What are the differences in word order? Which type of question is more polite?

e What is the soup?

- 6 In pairs, rewrite the direct questions as indirect questions. Begin with the words in brackets. Then ask and answer the questions.

1 What's your favourite fruit? (Can you tell me)

A: Can you tell me what your favourite fruit is?

B: Yes, I love bananas!

2 Where's an Italian restaurant near your house? (Do you know)

3 Is there anything you don't eat? (I'd like to know)

4 Are you a good cook? (I'd like to know)

5 Where can I get the best ice cream? (Can you tell me)

6 Who's the fussiest eater you know? (Could you tell me)

- 7 In pairs, do a roleplay. Use the SPEAKING FOCUS and the conversation in Exercise 3 to help you.

**Student A:** You are a customer in a restaurant. You're a vegetarian (you don't eat meat or fish) and you're allergic to eggs and mushrooms. You don't like peppers very much. Ask the waiter for information about the following items: pizza, pasta, soup and salad. Explain why you can't eat some dishes.

**Student B:** You are a waiter. Take Student A's order. Answer questions about the dishes on the menu and make suggestions.

#### MENU

- pizza: ham, eggs, tomatoes, cheese
- pasta: prawn sauce
- soup: mushroom
- salad: chicken, green beans, lettuce, peppers



## 4.7 Writing

### A semi-formal email

*I can write a semi-formal email.*

- 1 Read this extract from a letter. Is it formal or informal? Think of three questions you would ask about the prize mentioned in the letter.

Dear Miss Read,

We are delighted to inform you that you have won first prize in our 'Ideal School Meals Competition'. The menu you suggested represents an ideal combination of healthy and exciting food. Your prize is a place on one of our 'Teen Cuisine' weekend cookery courses for teenagers at the Manchester School of Cookery. For more information, please contact Diane Walsh at [dwalsh@msc.org](mailto:dwalsh@msc.org) and include details of any cookery experience you may have so that we can place you in the correct group.



- 2 Read Mia's reply email. Does she ask any of your questions from Exercise 1?

**1Hi Diane,**

Thanks for your letter telling me that I have won the competition. **2I'm** very happy and I can't wait for the 'Teen Cuisine' experience. I am **3getting in touch** to ask for more information about the course. I have lots of questions that I hope you can answer.

First, **4what are** the dates and times of the next course? I would also like to know what I need to bring with me. I do not have my own special clothing or kitchen stuff.

You asked about cookery experience and in fact, I have never done a cookery course before. However, we did have some cookery lessons at school and I do quite a lot of cooking at home. You mentioned placing me in the correct group, but **5you didn't say** which levels are available.

Thank you once again for choosing my menu as the winner. **6Write back and answer my questions** soon.

Yours sincerely,

Mia Read

- 3 Some parts of Mia's email are too informal. Match the underlined words in the email with these more suitable formal alternatives.

- 1 equipment
- 2 informing
- 3 I am looking forward to
- 4 a number of
- 5 Thank you
- 6 pleased

- 4 Now match the phrases in pink in the email with these more formal alternatives.

- a I hope to hear from you ...
- b I am ...
- c could you clarify ...?
- d Dear Ms Walsh,
- e contacting you ...
- f could I ask about ...?



5 Read the **WRITING FOCUS** and complete it with the phrases in Exercise 4.

## WRITING FOCUS

### A semi-formal email

#### Opening

- Start the email politely.

*Dear Sir or Dear Madam* (if you don't know the name of the person you are writing to, but know whether they are a man or a woman)

*Dear Sir or Madam* (if you don't know the name or gender of the person you are writing to)

*Dear Mr, Dear Mrs* (to a married woman) or *Dear Miss* (to an unmarried woman) + surname

*Dear Ms* + surname (if you don't know if the woman is married or not): <sup>1</sup> \_\_\_\_\_

- Do not use:
  - informal phrases: Thanks → Thank you, lots of → several/a number of
  - contractions: I'm → <sup>2</sup> \_\_\_\_\_
- In the first paragraph, refer to the letter/email/advert you are responding to and say why you are writing.  
Thank you for your letter/email informing me that/ regarding ...  
I am <sup>3</sup> \_\_\_\_\_ to enquire about/ask for ...

#### Body

- In the main body paragraphs, use polite expressions (e.g. indirect questions) to ask for information.  
I would (also) like to know what I need to bring ...  
<sup>4</sup> \_\_\_\_\_ the dates and times of the next course?
- If something is unclear, ask for clarification.  
<sup>5</sup> \_\_\_\_\_ which levels are available?  
Could you confirm/explain when/where/what/how/ whether/if ...?

#### Closing

- In the final paragraph, mention that you would like a reply.  
I look forward to receiving your reply soon.  
<sup>6</sup> \_\_\_\_\_ soon.
- If you start with *Dear Sir, Dear Madam* or *Dear Sir or Madam* (i.e. if you don't include the name of the person you are writing to), end with *Yours faithfully*.
- If you include the name of the person you are writing to, end with *Yours sincerely*.

6 Choose the more formal alternative.

- A Hello there,  
B Dear Mr Stein,
- A Thank you for contacting me ...  
B Thanks for your email ...
- A I would like to enquire about the date of the visit.  
B What's the date of the visit?
- A Are travel and accommodation also free for my friend?  
B Could you confirm whether travel and accommodation are also free for my friend?
- A I look forward to hearing from you soon.  
B Please write back soon.
- A All the best,  
B Yours sincerely,

## Writing task

You have entered a competition run by a famous chocolate company looking for suggestions for an interesting new flavour for their chocolate. Here is part of a letter you have received from them.

Congratulations! You've won! Your prize is a visit for you and a friend to our factory in Switzerland. Do contact us with any queries about the visit. We look forward to meeting you soon.

Yours sincerely,

David Schmidt

*David Schmidt*

A Write a semi-formal email to David Schmidt in 140–190 words. Follow these steps.

- Thank the company for choosing your suggestion as the winner.
- Say how you feel about the prize.
- Explain the reason for writing the email.
- Ask about dates, travel arrangements and accommodation.
- Ask for confirmation that your friend won't have to cover his/her travel and accommodation expenses.
- Conclude the email in a formal way.

### Useful language

- Thank you for your email informing me ...
- I am contacting you to ...
- You mentioned in the email that ...
- Regarding the travel arrangements, I would like to know if ...
- Could you also confirm whether the ... ?
- I look forward to hearing from you soon.

B Use the ideas in the **WRITING FOCUS** and the model to help you.

C Check.

- ✓ Have you addressed the person you are writing to in a formal way?
- ✓ Have you mentioned why you are writing?
- ✓ Have you avoided contractions?
- ✓ Have you used formal phrases?
- ✓ Have you used indirect questions to ask for more information?
- ✓ Have you used indirect questions to ask for clarification?



# FOCUS REVIEW 4

## VOCABULARY AND GRAMMAR

### 1 Complete the adjectives in the sentences. The first letter of each adjective is given.

- Eating **r**\_\_\_\_\_ meat is not safe. Always make sure that it is cooked all the way through.
- Have you got **b**\_\_\_\_\_ sugar by any chance?
- In winter, when there aren't many fresh vegetables, I usually eat **f**\_\_\_\_\_ ones.
- I hate the **b**\_\_\_\_\_ taste of coffee. I always drink it with milk.
- You don't have to use fresh tomatoes to prepare this dish. It's OK to use **t**\_\_\_\_\_ ones.

### 2 Complete the sentences with the words in the box.

Brussels sprouts   edible   is boiling  
natural ingredients   scrambled eggs

- Our cakes are so delicious because we only use \_\_\_\_\_ to bake them.
- Watch out! The water \_\_\_\_\_. It's hot.
- Would you like something to eat? I'm really good at preparing \_\_\_\_\_.
- Broccoli and \_\_\_\_\_ are two vegetables that most children hate.
- I'm not sure if this mushroom is \_\_\_\_\_. It might be poisonous.

### 3 Choose the correct options.

- Can I have a snack *until* / *before* we leave home or are we in a hurry?
- Stir the eggs and sugar *unless* / *until* they are well mixed together.
- We can prepare this dish without milk *if* / *unless* you are allergic to dairy products.
- The turkey is still in the oven. I'll call you *as long as* / *as soon as* it is ready.
- I'm going to throw away the leftover chicken *as soon as* / *unless* you want to use it to make a sandwich.
- You can drink fizzy drinks from time to time *when* / *as long as* you have a balanced diet.

### 4 Complete the sentences with the Future Continuous or Future Perfect form of the verbs in brackets.

- Let's make a simple chocolate cake. I promise we \_\_\_\_\_ (finish) baking by 12 o'clock.
- \_\_\_\_\_ (you/use) this knife? If not, please wash it and put it in the drawer.
- Tomorrow at 8 o'clock we \_\_\_\_\_ (watch) a cooking competition. It's the final episode.
- \_\_\_\_\_ (John/open) his own nutrition clinic by the end of the year?
- This bakery is very popular. I'm sure they \_\_\_\_\_ (sell out) by lunchtime.

## USE OF ENGLISH

### 5 Choose the correct answer, A, B or C.

- A:** We've been waiting for John for an hour. I'm hungry!  
**B:** Sorry, we won't have dinner \_\_\_\_\_ he arrives.  
**A** until      **B** as long as      **C** after
- A:** Have you got any vegetarian dishes?  
**B:** \_\_\_\_\_  
**A** Is that everything, madam?  
**B** Could you tell me what vegetarian is?  
**C** How about pasta with vegetable sauce?
- A:** The French are famous for their \_\_\_\_\_.  
**B:** That's true. There are a lot of famous chefs from France.  
**A** cuisine      **B** habits      **C** ingredients
- A:** What time is it?  
**B:** 7 o'clock.  
**A:** Tomorrow at 7 o'clock we \_\_\_\_\_ sushi in a Japanese restaurant. I can't wait.  
**A** will have      **B** will be having      **C** will have had
- A:** You're a great cook. I wish I could cook as well as you.  
**B:** Thanks, I can give you a few tested \_\_\_\_\_ if you want.  
**A** slices      **B** resources      **C** recipes
- A:** \_\_\_\_\_  
**B:** Sure. What can I get for you?  
**A** Can I order, please?      **C** Can I have fries with that?  
**B** Could I have the bill, please?

### 6 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- On this cookery \_\_\_\_\_ you'll learn the basics of cooking.  
The starters are delicious, but what's the main \_\_\_\_\_ today?  
**A** dish      **B** course      **C** plate
- I hope to \_\_\_\_\_ a lot of weight on this diet.  
They are playing so badly that they are sure to \_\_\_\_\_ the match.  
**A** lose      **B** hit      **C** beat
- People who support \_\_\_\_\_ rights are often vegetarians.  
I avoid \_\_\_\_\_ products in my diet, for example, eggs.  
**A** natural      **B** animal      **C** human
- We'll probably \_\_\_\_\_ away for the weekend.  
We always take some British tea when we \_\_\_\_\_ abroad.  
**A** go      **B** travel      **C** move
- Please remember that Emma is allergic \_\_\_\_\_ nuts and milk.  
It's the first time someone has brought this issue \_\_\_\_\_ my attention.  
**A** for      **B** with      **C** to
- Do you want to order takeaway or go out? It's \_\_\_\_\_ to you.  
Can you chop \_\_\_\_\_ some carrots and peppers?  
**A** in      **B** on      **C** up



## READING

- 7 Read the texts and choose the correct answer, A, B or C.

I'd never been to a restaurant like Le Ponce before. It was so elegant. I was there to celebrate Emma's engagement. We had shared a flat as university students, and now she was going to marry a very wealthy businessman. Lucky girl! A waiter pulled out my chair for me. As I settled into my seat, I noticed all the different knives, forks and spoons for each guest. There was an unusual one I'd never seen before. That's when I started to panic. 'What's it for? When do I use it? What if I embarrass myself?' I wondered. And at that moment, oh dear, the first course arrived ...

- 1 The author of the text  
 A thought she wouldn't like the first course.  
 B wasn't used to the situation.  
 C didn't know which knife was hers.

### IMPORTANT!!!

Please note:

- All fridges should be kept at a temperature of 4°C to keep food fresh, unless you are defrosting.
- Use separate knives, cutting boards, etc. to prepare raw and cooked food.
- Ensure that all dishes are clean when you take them out of the dishwasher.
- All areas used to prepare food must be cleaned well every night.
- Make sure all cookers, fryers and ovens are turned off at the end of the night.
- Wash hands well before and after handling food.

**Pay attention to the above at all times.**

- 2 Who is the text intended for?  
 A kitchen staff  
 B waiters  
 C the restaurant manager

## THE BIG FISH

If good service is important to you when you eat out, you'll love The Big Fish. From the moment you walk in and sit at your table, the staff make you feel welcome. My waiter patiently explained the menu and recommended the salmon pie with spinach, which I ordered. I was greatly impressed by the presentation. It resembled a work of art on the plate and I didn't know whether to eat it or look at it! Unfortunately, it wasn't what I had expected as it lacked flavour.

- 3 What is the author's intention in writing the text?  
 A to express an opinion  
 B to give instructions  
 C to advertise a place

## SPEAKING

- 8 Look at the photos. They show people buying food in different places. In pairs, take turns to compare the photos and say what the advantages are of buying food in these places.



- 9 Where would you prefer to buy food?

## WRITING

- 10 Read part of an email you have received from the people running a TV cookery competition and write your reply.

We are really glad that you are interested in entering the competition. Please email us and tell us about your cooking experience and any queries you might have about dates, what to bring with you, clothes to wear, etc.

We look forward to hearing from you.

Yours sincerely,

Ruth Martin

Write your email in 140–190 words.



# 5

## ONE WORLD

Let nature be your teacher.

WILLIAM WORDSWORTH (1770–1850),  
AN ENGLISH POET

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – geography
- geographical features
- verb collocations; word families
- compound nouns – the environment
- adjective-noun collocations
- Word in focus – one

#### Grammar:

- articles: no article, a/an or the
- non-defining relative clauses

#### Listening:

- an interview about an eco school

#### Reading:

- an article about satellite technology and the environment

#### Speaking:

- expressing and justifying an opinion
- describing and contrasting pictures

#### Writing:

- a 'for and against' essay

### FOCUS EXTRA

- Grammar Focus page 121
- WORD STORE booklet pages 10–11
- Workbook pages 56–67 or MyEnglishLab
- MP3s – www.english.com/focus

## 5.1 Vocabulary

### Natural world • Verb collocations

*I can talk about geography and natural disasters.*

#### SHOW WHAT YOU KNOW

1 In pairs, choose the odd one out in each group and explain why.

- 1 Cyprus Munich Naples
- 2 the Himalayas the Nile the Pyrenees
- 3 Africa China Europe
- 4 the Atlantic the Pacific the Sahara
- 5 the Mediterranean Niagara Falls the Baltic

1 Cyprus is the odd one out because it's an island. Munich and Naples are cities.

## LIVING WITH NATURAL DISASTERS

What's the most dangerous thing about the place where you live? Have you ever experienced a drought, a hurricane or an earthquake? Do you live near an active volcano? Does your local river flood regularly or do you live on the **coast** in a tsunami zone? Probably not, but some people are not so lucky. Four people tell us what it's like to live in a place where natural disasters have happened before and will probably happen again.

### FLOODS

I live in Zhengzhou on the **banks** of the Yellow River. The river **flows** for 5,464 kilometres from the **glaciers** of Tibet, across northern and central China and along the **foothills** of the Himalayas. 400 million people live in the river **valley**, but the Yellow River is dangerous because it **floods** a lot. The worst flood was in 1931 – four million people died. Our government is building twenty-six **dams** to control the river and **reduce** the risks, but I'm still worried that it will **burst** its banks and flood my city.

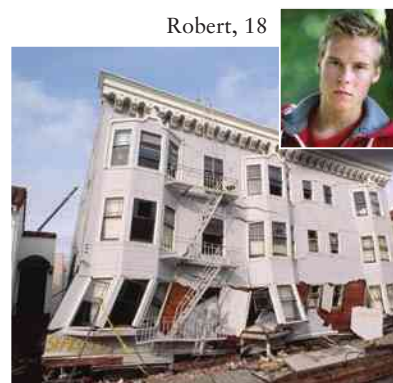
Ying, 16



### EARTHQUAKES

I live in the wonderful city of San Francisco. It's **located** on a **peninsula**, so the city is surrounded by water. We get small earthquakes all the time, but scientists think a major earthquake will **strike** in the next thirty years. 100 years ago, there was a major earthquake in San Francisco – it killed 3,000 people and **destroyed** eighty percent of the city.

Robert, 18



## 2 Look at the headings and photos in the article and match words 1–6 with definitions a–f.

- |                 |                                       |  |
|-----------------|---------------------------------------|--|
| 1 a drought     | <input checked="" type="checkbox"/> b | a a huge wave  |
| 2 an earthquake | <input type="checkbox"/>              | b no rain for a long time                            |
| 3 a flood       | <input type="checkbox"/>              | c an extremely strong wind                           |
| 4 a hurricane   | <input type="checkbox"/>              | d a mountain that can explode and send out hot rocks |
| 5 a tsunami     | <input type="checkbox"/>              | e when the ground shakes and cracks appear           |
| 6 a volcano     | <input type="checkbox"/>              | f a lot of water on land that is normally dry        |

## 3 Read the article and correct the sentences.

- 400 people died when the Yellow River flooded in 1931.  
*Four million people died when the Yellow River flooded in 1931.*
- Ying believes that the Chinese government can control the Yellow River.
- There probably won't be a major earthquake in San Francisco before 2050.
- Mount Vesuvius is an extinct volcano.
- The biggest problem in Texas at the moment is flooding.

## VOLCANOES

I live in Naples. It's Italy's third largest city, with a population of nearly one million people. It's situated on the **Bay** of Naples and the famous volcano, Mount Vesuvius, **overlooks** the city. Vesuvius is an active volcano and it has **erupted** many times. The worst eruption was in 79AD. It destroyed the Roman cities of Pompeii and Herculaneum. 16,000 people died. It's impossible to **predict** when it will erupt again, but it would take seventy-two hours to **evacuate** Naples and the surrounding cities. A big eruption would destroy my city. I worry about that.



Giulia, 17



## HURRICANES, TORNADOES AND DROUGHTS

I live in Dallas, Texas. We get tornadoes, hurricanes, floods and droughts here! In fact, it's the worst place to live in the USA for natural disasters! The weather can be extreme, so we just have to check the weather forecast regularly. At the moment, the worst thing is the drought. Without rain, farmers can't **produce** crops to feed the animals. But forecasters are predicting that the summer will be hotter and drier than usual.

Jesse, 17



## WORD STORE 5A

- 4 **CD-2.32 MP3-75** Complete WORD STORE 5A with the correct form of the words in red in the article. Then listen, check and repeat.

## 5 Choose the correct options.

- Is your home town located in a valley / coast?
- Have you ever walked on a glacier / bay?
- Is the capital city of your country on the coast / glacier?
- Can you walk along the peninsula / banks of a big river near you?
- Are the foothills / dams of the nearest mountain range very far away?

## 6 In pairs, ask and answer the questions in Exercise 5.

## WORD STORE 5B

- 7 **CD-2.33 MP3-76** Complete WORD STORE 5B with the correct form of the underlined verbs in the article. Then listen, check and repeat.

## 8 Complete the sentences with the correct form of the verbs in WORD STORE 5B. Which sentences are true about where you live?

- An important river flows through my local area.
- Every year the river bursts its banks and \_\_\_\_\_
- It's possible that an earthquake will \_\_\_\_\_ one day.
- There are no active volcanoes to \_\_\_\_\_.
- There are some hills that \_\_\_\_\_ this school.

## WORD STORE 5C

- 9 **CD-2.34 MP3-77** Complete WORD STORE 5C with the infinitive of the highlighted verbs in the article. Then listen, check and repeat.

## 10 **CD-2.35 MP3-78** Complete the news reports with the correct form of words from WORD STORE 5C. Then listen and check.

- After the recent volcanic eruption, the government have reduced the number of flights in and out of Naples.
- The Chinese government is planning to \_\_\_\_\_ one million people from Zhengzhou after the Yellow River burst its banks yesterday.
- The Chinese weather centre have \_\_\_\_\_ more floods after more heavy rain.
- A major earthquake \_\_\_\_\_ several buildings yesterday in the centre of San Francisco.
- The centre of the earthquake was \_\_\_\_\_ twenty kilometres south of the city.
- The drought continues in Texas. Cattle are dying and milk \_\_\_\_\_ has fallen by fifty percent.

## 5.2 Grammar

### Articles: no article, a/an or the

I can use articles correctly.

1 In pairs, guess the answers to the questions. Then read the text and check your ideas.

- 1 What was the world population in 1900? What is it now? What will it be in 2050?
- 2 What is the biggest change in where people live?
- 3 What are 'megacities'?

## The world's growing problem

A famous scientist said recently that there's a growing problem in the world, and the problem is people – there are just too many of us! Because of economic growth, food has improved, health care has improved and people are living longer. During the twentieth century, the population of the world grew from 1.65 billion to 6 billion. Today it is 7 billion and by 2050 it is predicted to reach 9.2 billion.

For the first time in history, more people live in cities than in the countryside. Across the globe there are 27 megacities – cities with more than 10 million inhabitants – and by 2025 the United Nations predicts the total will be 36. Megacities are more common in Asia, particularly in India and China. The biggest megacity is still Tokyo, with a population of 34,500,000.

2 Read the GRAMMAR FOCUS and complete the examples with the words in blue in the text.

### GRAMMAR FOCUS

#### Articles

##### No article

- You don't use an article when you talk about things in general.  
... health care has improved and people are living longer.
- You don't use an article with continents, countries or cities.  
Asia, India, the United States

Exceptions: the United States, the United Kingdom, the Netherlands

##### Indefinite article a/an

- You use **a/an** to talk about something for the first time when it means 'one of many'.  
There's a growing problem in the world ... (There are many problems and this is one of them.)
- You use **a/an** with jobs.  
A scientist said recently ...

##### Definite article the

- You use **the** when the thing you are talking about has already been mentioned.  
There's a growing problem in the world, and the problem is people
- You use **the** when the thing you are talking about is known or is 'the only one'.  
The population of the world ... the countryside
- You use **the** with historical periods, superlatives and ordinal numbers.  
During the twentieth century ... the biggest megacity is still Tokyo ...

3 CD•2.36 MP3•79 Complete the text with a, the or Ø (no article). Then listen and check. What has Jack Ng invented and why?

## Vertical farms in Singapore

The biggest problem that megacities have is how to provide Ø food and Ø water for their inhabitants. One small country may have found a solution: Singapore is a country which is famous for a innovation. A tiny country has very little space to grow Ø food. But Jack Ng, a farmer, has invented a vertical farm. It only produces a few different kinds of vegetable, but there are plans to expand a vertical farm to include a more plants.



Photo courtesy of Sky Greens Singapore

4 Read the sentences and cross out the article if it isn't necessary.

- ~~The~~ poverty doesn't exist in big cities.
- The cheapest form of public transport is the bus.
- The food is mainly sold in big supermarkets.
- The education and the healthcare are free.
- The capital city is located in the north.
- The pollution is only a problem in major industrial areas.

5 Complete the questions with a, an or the. Then, in pairs, ask and answer the questions.

- Do you live in the countryside?
- Have you ever been to a UK?
- Did you have a big breakfast this morning?
- Would you like to be a farmer?
- Are you a oldest student in a class?
- Are you using a pen or a pencil to do a exercise?

6 Complete the sentences to make them true for you.

- My father is a (a job).
- I've never been to a (a continent).
- I'd like to visit a (a country).
- A (a city) is a (a superlative adjective) city in the world.
- A (a problem) is/are a big problem in my country.
- I (a subject) is/are something I am passionate about.



## 5.3 Listening

### Multiple choice

*I can identify specific detail in an interview.*

- 1 In pairs, read **UK TODAY** and discuss the questions.
- What are your top three environmental worries?
  - What do you recycle, turn off and do more or less of to protect the environment?

### UK TODAY

Did you know that two-thirds of British teenagers admit they can do more to protect the environment?

**What are British teenagers' top three environmental worries?**

- poor air quality
- global warming
- not enough recycling

**What do British teenagers say they can do?**

- recycle more
- turn off unnecessary lights
- spend less time in the shower



- 2 In pairs, look at the picture of an eco-school. Which features from the box would you expect it to have?

- a bicycle rack ☐
- a fast food canteen ☐
- a large car park ☐
- low-energy light bulbs ☐
- an organic vegetable garden ☐
- recycling bins ☐
- Science lessons on global warming ☐
- solar panels ☐
- Technology lessons on renewable energy ☐



- 3 **CD•2.37 MP3•80** Listen to an interview about a project for an eco-school. Which features from Exercise 2 are mentioned?

### EXAM FOCUS Multiple choice

- 4 **CD•2.37 MP3•80** Listen again and choose the correct answer, A, B or C.
- 'Friends of the Planet' is an after-school club with members from
    - one school.
    - seven schools.
    - six schools.
  - What is the project?
    - to make environmentally-friendly changes to schools
    - to create a new type of solar panel for schools
    - to help design a new environmentally-friendly school
  - School dinners will include vegetables from
    - a local farm.
    - the local supermarket.
    - the school garden.
  - Science and Technology lessons will
    - be the same as in other secondary schools.
    - not focus on climate change.
    - concentrate a lot on environmental issues.
  - The interviewer comments that
    - Michael is probably not a typical teenager.
    - Michael is like every other student of his age.
    - Michael likes games and gadgets.

- 5 Complete the sentences with the correct words in the box.

bins bulbs change energy issues panels warming

- Solar panels make buildings look ugly.
  - There aren't enough recycling \_\_\_\_\_ in my area.
  - Climate \_\_\_\_\_ doesn't affect my country.
  - More renewable \_\_\_\_\_ is the only way to stop global \_\_\_\_\_.
  - Everybody should use low-energy light \_\_\_\_\_ to save electricity.
  - Our government is not interested in environmental \_\_\_\_\_.
- 6 In pairs, discuss the statements in Exercise 5. Decide whether you agree or disagree and say why.

### PRONUNCIATION FOCUS

- 7 **CD•2.38 MP3•81** Listen and put the words in the box in the correct group, A, B, or C, depending on the stress.

environment interesting located organic recycling  
renewable responsible secondary vegetable

A ☐ ☐ ☐

B ☐ ☐ ☐

C ☐ ☐ ☐

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

environment  
\_\_\_\_\_  
\_\_\_\_\_

- 8 **CD•2.39 MP3•82** Listen, check and repeat.

### WORD STORE 5D

- 9 **CD•2.40 MP3•83** Complete the compound nouns in WORD STORE 5D. Then listen, check and repeat.



## 5.4 Reading

### Gapped text

*I can understand the structure of a text.*

- 1 Complete the fun facts with the numbers in the box.

[ 20   28   100   200   2006 ]

### Google: Five fun facts

- 1 The total number of words on Google's home page must be 28 or fewer.
- 2 The name *Google* is based on *googol* – a mathematical term that means '1 followed by \_ zeros'.
- 3 In \_ the *Oxford English Dictionary* added *google* as a verb. Just *google* it.
- 4 Google employs \_ goats to cut the grass at Google headquarters. Much cuter than lawn mowers!
- 5 Google employees are allowed to use \_ percent of their working time on their own projects.

- 2 In pairs, look at reasons why people use *Google Earth* and *Google Maps*. Tick the ones that are true for you.

1 to see my own home and neighbourhood ☐

2 to see my friends' homes and neighbourhoods ☐

3 to check out holiday destinations ☐

4 to look at places I'd like to visit ☐

5 to look at places I've come across in books or films ☐

6 to find out information for school work ☐

- 3 Look at the photos in the article and read the sentences. Which sentence do you think is true?

- 1 *Google Earth* can only be used in schools.
- 2 Chief Almir, a leader of the Surui tribe, found *Google Earth* on the Internet and asked them for help.
- 3 Chief Almir and *Google Earth* work in the Amazon rainforest with the illegal logging companies.

- 4 Read the article and check your ideas in Exercise 3. Make a list of the ways in which Google has helped the Surui tribe.

### EXAM FOCUS Gapped text

- 5 Read the article again. Choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.

- A It can also inform people about environmental issues such as deforestation, endangered species and climate change.
- B He understood that deforestation was destroying plants and wildlife and causing global warming.
- C Now anybody can 'visit' anywhere on earth – places you never imagined visiting, such as Antarctica and the Sahara Desert.
- D For five years the Surui tribe and Google worked as a team.
- E Illegal logging is big business in Brazil and the wood is exported all over the world.
- F Without the forest, the Surui community would not survive and they knew they had to take action.

- 6 Complete the statements about the article with the words in the box. Then decide if they are true (T) or false (F).

[ bring   connection   global   interactive  
outside   raise   satellite   way ]

- 1 *Google Earth* is possible because of satellite technology. ☐
- 2 To use *Google Earth*, you need an Internet \_\_\_\_\_. ☐
- 3 Teachers sometimes use *Google Earth* to \_\_\_\_\_ lessons alive. ☐
- 4 The Surui tribe had regular contact with the \_\_\_\_\_ world before 1969. ☐
- 5 Chief Almir wanted to \_\_\_\_\_ awareness ☐

\_\_\_\_\_ on *Google Earth* could help him.

- 7 Deforestation affects the \_\_\_\_\_ ☐

- 8 **CD•2.42 MP3•85** Complete WORD STORE 5E. Cross out the incorrect collocation. Then listen, check and repeat.

# GOOGLE EARTH AND THE AMAZONIAN TRIBE

CD-2.41 MP3-84

When Google Earth was set up in 2005, satellite technology changed forever the way we see the world and we all became global tourists. <sup>1</sup> All you need for your virtual world trip is a computer and an Internet <sup>5</sup> connection. Teachers use Google Earth to bring History and Geography lessons alive: you can learn how the Romans lived by exploring Pompeii in southern Italy, experience a dense rainforest or even travel through the valleys of the Grand Canyon.

<sup>10</sup> But Google Earth is not just a fun way to explore the world. <sup>2</sup> When Google Earth first appeared, nobody could have imagined that an Amazonian tribe would use this tool to help them protect their environment and their culture.

The Surui tribe live in the middle of the Amazon rainforest <sup>15</sup> of Brazil. They had not had any contact with the outside world until 1969. Then illegal loggers started to invade their land and destroy the forest. <sup>3</sup> So they elected Chief Almir as one of the leaders of the tribe. He looked for ways to <sup>25</sup> bring the story of his people to the global community and <sup>20</sup> raise awareness of their problems.



the area where the Surui tribe live



Chief Almir



logging

Chief Almir first came across Google Earth on a visit to an Internet café. He immediately realised that he could use the interactive maps to tell people about the illegal logging that was destroying his people's environment.

The tribal chief wanted to show the effects of deforestation, not only on his local community, but on a global scale too. <sup>4</sup> He contacted Google and then travelled from the Amazon rainforest to Google headquarters in California and told them his story. They discussed ways of working <sup>30</sup> together. As the Chief said, 'The Surui know little about the Internet, but Google knows little about the forest, so working together, we will be stronger.'

Google sent trainers to teach Surui teenagers how to use mobile phones to create YouTube videos and then upload <sup>35</sup> them to Google Earth to share their way of life with people around the world. <sup>5</sup> They combined modern technology with the tribe's traditional knowledge of the rainforest. Rebecca Moore, Google employee, said that the Surui people and Google had worked together to bring the story of the <sup>40</sup> forest to the global community. She thought Google would help other people all over the world.



deforestation

## 5.5 Grammar

### Non-defining relative clauses

*I can use non-defining relative clauses.*

- 1 Read story A. How did the elephant save the rancher's life?

A



### THE ELEPHANT AND THE RANCHER

A rancher, **who was working in the bush**, came across a small herd of about twenty elephants. The leader of the herd, **which is usually the largest, oldest and most aggressive female elephant**, attacked him and he fell off his horse. Later, rescuers found the rancher, **whose leg was broken**. The same elephant was standing over him. The rancher told his rescuers that the elephant had lifted him with her trunk and placed him under a tree, **where he was protected from the sun**. For the rest of the day she watched over him, brushing him gently with her trunk every so often.

- 2 Read the GRAMMAR FOCUS. Then cross out the non-defining relative clauses in blue in story A. Does it make sense without them?

### GRAMMAR FOCUS

#### Non-defining relative clauses

You use non-defining relative clauses to give extra information about the person or thing you are talking about. The sentence makes sense without it.

*A rancher, **who was working in the bush**, came across a small herd ...*

#### Note:

Start and end a non-defining relative clause with a comma. Use the relative pronouns *who*, *which*, *where* and *whose*, but don't use *that*.

- 3 **CD•2.43 MP3•86** Complete story B with relative clauses a–f. Then listen and check. How did the gorilla save the boy's life?

- a whose baby was still in her arms
- b which was called Binti Jua
- c who is now twenty-one years old
- d where he made a complete recovery
- e who was unconscious
- f where a female gorilla was feeding her baby

B

### THE GORILLA AND THE TODDLER

An American boy, <sup>1</sup>\_\_\_\_, owes his life to a gorilla at Brookfield Zoo. When he was three years old, his family him to the zoo. He wanted a better view of the gorilla gorillas, climbed a wall and fell six metres into the gorilla cage, <sup>2</sup>\_\_\_\_. The gorilla, <sup>3</sup>\_\_\_\_, went over to the boy, <sup>4</sup>\_\_\_\_. Then, the gorilla, <sup>5</sup>\_\_\_\_, lifted the boy up gently and carried him to the door. The boy spent four days in hospital, <sup>6</sup>\_\_\_\_. Binti Jua is still at Brookfield Zoo near Chicago.



- 4 Read the extra information from story C. What do you think happened? Read the story and check your ideas.

- 1 Todd Endris lived next to the beach.
- 2 The shark was five metres long.
- 3 Todd's friend was surfing close by.
- 4 Todd's right leg was now in the shark's mouth.
- 5 Dolphins had been playing in the waves nearby.
- 6 Surgeons managed to save his leg.

C

### THE SURFER, THE SHARK AND THE DOLPHINS

It was a perfect day for surfing off the coast of California. Todd Endris, **who lived next to the beach**, was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board, but the shark bit him on the back. Todd's friend saw the huge shark and at first thought it was a whale. Todd was kicking the shark with his free leg and didn't see the dolphins. Suddenly, the shark let go of his leg. The dolphins had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital. Six weeks later Todd was back in the water.



- 5 **CD•2.44 MP3•87** In pairs, rewrite story C including the extra information in Exercise 4.

- Find appropriate places in the text to add the extra information 1–6.
- Include each sentence as a suitable relative clause.
- Listen to the completed story and check your answers.



## 5.6 Speaking

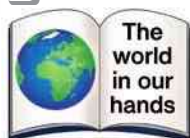
### Expressing and justifying an opinion

*I can express and justify an opinion.*

- 1 In pairs, look at three suggested logos for a new eco-school. Which one would you choose? Why?

*I think logo 1 is the best logo because it's clever and effective.*

1



2



3



- 2 **CD-2.45 MP3-88** Listen to a teacher and two students discussing the three logos. Which logo do they choose and why?

- 3 **CD-2.45 MP3-88** Listen again and complete the conversation with one word in each gap. Then listen again and check.

T = Teacher B = Boy G = Girl

T: So, what do you think of these three designs?

B: Personally, I think they're all great. The three logos focus <sup>1</sup>\_\_\_\_\_ the environment. Logos 2 and 3 are attractive and amusing. But I think the best option would be logo number 1 <sup>2</sup>\_\_\_\_\_ it has a serious message about learning.

G: I agree, but the <sup>3</sup>\_\_\_\_\_ with logo number 1 is that it doesn't mention eco-school. Logo number 2 looks attractive, but it doesn't <sup>4</sup>\_\_\_\_\_ school or learning. So <sup>5</sup>\_\_\_\_\_ choose number 3 because it's clever and simple.

B: Personally, I wouldn't <sup>6</sup>\_\_\_\_\_ for number 3. I'd definitely <sup>7</sup>\_\_\_\_\_ logo number 1 because it's <sup>8</sup>\_\_\_\_\_ effective <sup>9</sup>\_\_\_\_\_ the other two, and the message is clear. The words suggest that we are responsible for the future of the planet.

T: <sup>10</sup>\_\_\_\_\_ of these three logos, I'd choose logo number 3. I <sup>11</sup>\_\_\_\_\_ choose the logo showing vegetables because it doesn't look serious. I like logo number 3 for two reasons. <sup>12</sup>\_\_\_\_\_, because the glasses suggest learning and <sup>13</sup>\_\_\_\_\_, because I think we need the words eco-school in the logo. So let's go for number 3. I'll call the designer.

### SPEAKING FOCUS

#### Discussing different options

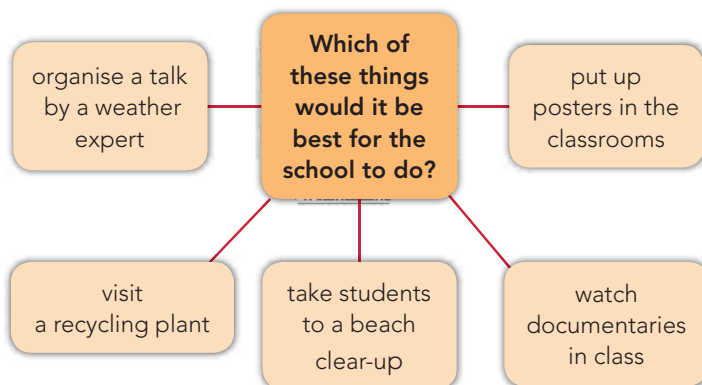
Let's start with this one.  
What about this idea?  
What do you think?  
I think this is a great idea.  
I'm not so sure.  
You're right.  
I completely agree with you.  
The problem with that is ...

#### Choosing an option and justifying the choice

I think the best idea would be ... because ...  
I prefer/I'd go for/I'd definitely choose this one because ...  
I think those are good ideas, but for me ...  
Out of these ideas, I'd go for ...  
Personally, I wouldn't go for that idea because ...  
The reason I wouldn't choose that idea is because ...

- 4 Imagine that a school wants its students to understand more about environmental problems. Look at the diagram. It shows some things the teachers are thinking about doing. In pairs, follow these steps.

- Talk to each other about whether you think these are good ways to help students understand about environmental problems.
- Decide which of the things it would be best for the school to do.





# 5.7 Writing

## A 'for and against' essay

*I can present and support arguments in a 'for and against' essay.*

opening

Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with such groups, but others believe they should be left alone.

**On the one hand**, there are several arguments for making contact. **First of all**, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. **Furthermore**, the young people of the tribes could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that don't exist in the forests where they live. Next, history shows that tribal people often join larger society at the lowest level. **For instance**, many tribal people become beggars or tourist 'attractions'.

**To sum up**, there are clearly strong arguments for and against making contact with these people. **Personally, I think** these tribes should be left alone to continue their traditional way of life until they choose to make contact with the outside world.

closing

1 In pairs, discuss which of these things it would be most difficult to live without.

- electricity
- medicine
- running water
- school
- shops

2 Read the essay about contacting rainforest tribes and answer the questions.

- 1 How many arguments for and against the topic does the writer give?
- 2 What is your personal opinion on the topic of the essay?

3 Complete the box with the linkers in pink in the essay.

Use linkers to:

- list arguments: 1 \_\_\_\_\_, firstly, secondly, 2 \_\_\_\_\_, finally
- give examples: for example, 3 \_\_\_\_\_
- show contrast: however, 4 \_\_\_\_\_, on the other hand
- give a personal opinion: in my opinion, 5 \_\_\_\_\_
- introduce a conclusion: in conclusion, 6 \_\_\_\_\_

4 Read the essay again. In which paragraph (1–4) does the writer:

- |  |                          |
|--|--------------------------|
| a give a personal opinion?                               | <input type="checkbox"/> |
| b present arguments against the topic?                   | <input type="checkbox"/> |
| c introduce both sides of the issue?                     | <input type="checkbox"/> |
| d present arguments for the topic?                       | <input type="checkbox"/> |
| e make some general or factual comments about the topic? | <input type="checkbox"/> |
| f make a statement summarising the main arguments?       | <input type="checkbox"/> |
| g support arguments with examples?                       | <input type="checkbox"/> |



5 Read the **WRITING FOCUS** and check your answers in Exercise 4.

## WRITING FOCUS

### A 'for and against' essay

#### Introduction

- Begin with general or factual comments about the topic.
- End with a statement that mentions both sides of the issue.

#### Body

- Arguments for
  - Present two or three arguments for the topic.
  - Include examples to support the arguments.
- Arguments against

Write a similar paragraph presenting and supporting arguments against the topic.

#### Conclusion

- Make a summarising statement.
- Add your personal opinion.

**Note:** Remember to use linkers to make your essay easier to follow.

6 You are going to write an essay on the topic of keeping animals in zoos. Which of these arguments are for (F) and which are against (A) keeping animals in zoos?

- 1 There are opportunities for research. ☐
- 2 The animals suffer from stress and depression. ☐
- 3 It is very difficult to recreate the animals' natural environments. ☐
- 4 Endangered species can be protected. ☐

7 Match arguments 1–4 in Exercise 6 with supporting points a–d.

- a For instance, birds kept in zoos can never fly freely like wild birds.
- b For example, we have learnt more about genetics from studying zoo animals.
- c For instance, some species which used to be wild are now only found in zoos.
- d For example, some animals become stressed because of contact with zoo visitors.

## Writing task

In your English class you have been talking about keeping animals in zoos. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

### Is it a good idea to keep animals in zoos?

#### Notes

- research
- animal suffering
- \_\_\_\_\_ (your own idea)

A Write your essay in 140–190 words. Follow these steps.

- Write four clear paragraphs.
- Put the 'for' and 'against' arguments in separate paragraphs.
- Give examples using *for instance* or *for example*.
- Use ideas from Exercises 6 and 7.
- Conclude with a summarising statement and a personal opinion.

### Useful language

- Some people think that we should/shouldn't ...
- On the one hand, there are several arguments for keeping ...
- For example, we could ...
- On the other hand, there are many arguments against keeping ...
- To sum up, there are clearly arguments for and against ...
- I personally believe that animals should/shouldn't ...

B Use the ideas in the **WRITING FOCUS** and the model to help you.

C Check.

- ✓ Have you used all the notes in the question?
- ✓ Have you organised your essay into four paragraphs?
- ✓ Have you supported your arguments with examples?
- ✓ Have you used linkers to list arguments and show contrast?
- ✓ Have you given a personal opinion in the last paragraph?
- ✓ Have you checked grammar and spelling?



# FOCUS REVIEW 5

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

floods ground industrial melt  
predict provide vertical

- If the temperature doesn't drop tonight, most of the snow will \_\_\_\_\_ quickly.
  - It's not clear whether anyone can \_\_\_\_\_ the consequences of global warming correctly.
  - Before the 1992 Olympic Games, Barcelona used to be a typically \_\_\_\_\_ city and few tourists visited it.
  - Scientists agree that certain human activities, such as cutting down trees, can cause \_\_\_\_\_ in many regions of the world.
  - Look at the diagram, please. The \_\_\_\_\_ line shows the number of hurricanes in the US every year.
- 2 Choose the correct options.
- The town is situated on a small *glacier* / *dam* / *peninsula*, surrounded by the waters of the Atlantic Ocean.
  - A friend of mine who has a few snakes says that it doesn't hurt much when a snake *feeds* / *shakes* / *bites* you.
  - Everyone will benefit *with* / *from* / *of* better air quality when the factory closes next year.
  - Meteorologists have warned of *dense* / *strong* / *global* winds in northern England this weekend.
  - Japanese authorities are looking for new projects that could *owe* / *reduce* / *guard* the risk of tsunamis.
- 3 Complete the sentences with *a*, *an*, *the* or  $\emptyset$  (no article).
- We were going to start climbing \_\_\_\_\_ steep mountain when we saw \_\_\_\_\_ park ranger on \_\_\_\_\_ horse.
  - In \_\_\_\_\_ twentieth century, a lot of people moved to \_\_\_\_\_ cities.
  - In fact, \_\_\_\_\_ scientists expect \_\_\_\_\_ major earthquake to hit \_\_\_\_\_ Los Angeles soon.
  - There was no \_\_\_\_\_ running water in \_\_\_\_\_ village where my granddad lived as \_\_\_\_\_ child.
  - \_\_\_\_\_ Europe isn't \_\_\_\_\_ largest continent in \_\_\_\_\_ world.
- 4 Add the information in brackets to the sentences using non-defining relative clauses.
- Tokyo is a megacity. (It is the capital of Japan.)  
\_\_\_\_\_
  - My grandparents' cottage is in a great location. (Its windows overlook a mountain range.)  
\_\_\_\_\_
  - The company operates on a global scale. (It has been accused of illegal logging.)  
\_\_\_\_\_
  - The tribal chief wants to raise awareness of the outside world. (He studied in Paris.)  
\_\_\_\_\_
  - People in Liverpool are concerned about the environment. (Janet opened her shop there.)  
\_\_\_\_\_

## LANGUAGE IN USE

- 5 Use the prompts in brackets to complete the sentences. Make any changes necessary.

- Overpopulation is a serious global problem and (problem/get/bad) \_\_\_\_\_ in the future as many families in Asia are getting bigger and bigger.
- In 79AD, Vesuvius, (be/extinct/volcano) \_\_\_\_\_ now, buried the city of Pompeii with ash and lava.
- An ecologist has climbed up the tallest tree in the park. He will come down (soon/he/get) \_\_\_\_\_ a reply from the town authorities about the park's future.
- I must finish this interactive map today. So, if you call me around 5 o'clock, (I/work/it) \_\_\_\_\_ in the office.
- My family (not/use/live) \_\_\_\_\_ in a great place. We had a small house in a bad neighbourhood.
- When I heard a noise in the garden, I thought (it/may/be) \_\_\_\_\_ a hedgehog, but I wasn't sure.

- 6 Complete the text with the correct form of the words in brackets.

## THE ENVIRONMENT

People didn't use to worry about the environment much when I was a child. There were no <sup>1</sup> \_\_\_\_\_ (recycle) bins in my town, so we would put all our litter in one bag and throw it away. The government kept focusing on economic <sup>2</sup> \_\_\_\_\_ (grow) so that everyone had a well-paid job, a three-bedroom house and a powerful car. <sup>3</sup> \_\_\_\_\_ (forest) was just a difficult word to pronounce and we were not aware of the consequences of cutting down the rainforests. We didn't oppose the <sup>4</sup> \_\_\_\_\_ (destroy) of wildlife habitats as it was part of progress. It took us many years to realise that we won't be able to survive as a species without having clean <sup>5</sup> \_\_\_\_\_ (renew) energy sources, like solar power, or without stopping global warming. I hope it is not too late for our planet to make a full <sup>6</sup> \_\_\_\_\_ (recover) after all the damage we have done to it.



## LISTENING

- 7 **CD•2.46 MP3•89** Listen to a radio interview about monarch butterflies and choose the correct answer, A, B or C.

- What is true about monarch butterflies?
  - Most of them live in the United States.
  - Many of them stay in Mexico after the winter.
  - They migrate from the US to Mexico in winter.
- How are the monarch butterfly and the milkweed plant connected?
  - The monarch is a threat to the milkweed.
  - The milkweed needs the monarch to survive.
  - The milkweed is necessary for young monarch butterflies.
- Dr Clarke says that people in Mexico
  - should stop cutting down the forests.
  - shouldn't use chemicals in agriculture.
  - must plant the milkweed in their gardens.
- Dr Clarke mainly talks about
  - the effects of logging on the life of monarch butterflies.
  - why monarch butterflies fly to warmer climates.
  - the problems monarch butterflies are facing.

## WRITING

- 8 Read the exam task and plan your essay. In pairs, discuss your ideas.

In your English class you have been talking about adopting a pet. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

**Is it important for animal shelters to ask people to prove they have space and time to look after a new pet?**

### Notes

- need to be sure
- love is more important
- \_\_\_\_\_ (your own idea)

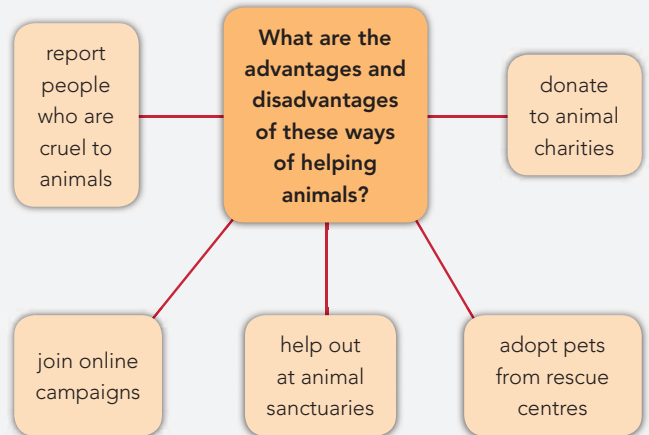
- 9 Write your essay in 140–190 words.

## SPEAKING

- 10 Look at the three posters below. In pairs, describe them.

- 11 Look at the diagram. It shows different ways to help animals. In pairs, follow these steps.

- Talk to each other about the advantages and disadvantages of these ways of helping animals.
- Decide which is the best way to help animals.



- 12 In pairs, ask and answer the questions.

- What can people do to better protect animal rights in your country?
- Some people say that animals should have the same rights as humans because they have emotions. Do you agree? Why?/Why not?
- What are the most popular pets? Why do you think this is?
- Why do you think some people keep exotic, and often dangerous, animals as pets?

**HELP** US LOOK AFTER WILD ANIMALS.



**BECOME A FRIEND** OF THE ZOO!



Help the hedgehog sanctuary. Make a donation today!



# 6

## GET WELL

An apple a day keeps the doctor away.

PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – parts of the body I
- parts of the body II
- word families – injuries
- body idioms
- compound nouns and word families – health issues
- Word in focus – get

#### Grammar:

- Second Conditional; wish/if only
- Third Conditional

#### Listening:

- people talking about charity events

#### Reading:

- a story about a disease

#### Speaking:

- a doctor's appointment

#### Writing:

- an article

### FOCUS EXTRA

- Grammar Focus pages 122–123
- WORD STORE booklet pages 12–13
- Workbook pages 68–79 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 6.1 Vocabulary

Parts of the body • Injuries • Body idioms

*I can talk about the body and minor injuries.*

### SHOW WHAT YOU KNOW

- 1 Look at the words in the box. In pairs, take turns to point to a part of your body and ask your partner to say the word.

bottom cheek chest elbow finger fingernail  
forehead heel neck shoulder stomach teeth toe  
tongue waist wrist

- 2 Look at the photos of six celebrities and read the text. In which photos can you see the parts of the body in the box?

ankle calf eyebrows jaw knee lips thigh thumb

- 3 **CD•3.1 MP3•90** Each of the celebrities in the photos has insured a part of their body. In pairs, guess which part. Then listen and check your ideas.

## How much are they worth?

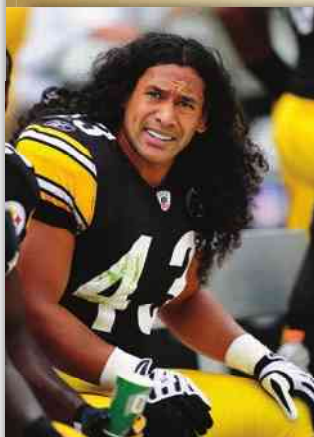
Big celebrities earn big money for their talent and looks. But what would happen if they couldn't work or if their appearance changed? Football clubs, record companies, film studios and advertisers would lose a lot of money. So celebrities often insure parts of their body!

### TOP FOOTBALL PLAYERS

**RISKS:** Football injuries are common and can end a career. Most common injuries are sprained ankle, thigh, knee and calf injuries, broken bones and head injuries.



**Who?** Cristiano Ronaldo, football player  
**What is insured?** <sup>1</sup> \_\_\_\_\_  
**How much?** \$144 million



**Who?**  
Troy Polamalu, American football player  
**What is insured?** <sup>2</sup> \_\_\_\_\_  
**How much?** \$1 million

- 4 **CD•3.1 MP3•90** Listen again and tick the injuries that are mentioned.

- 1 get a few **cuts** ☒ / **bruises** ☐ / **scratches** ☐
- 2 **break** your leg ☐ / your nose ☐ / a rib ☐
- 3 **sprain** your ankle ☐ / your wrist ☐ / your knee ☐
- 4 cut your hand ☐ / your lip ☐
- 5 **burn** your eyebrows ☐ / your finger ☐
- 6 **dislocate** your shoulder ☐ / your thumb ☐

- 5 In pairs, discuss how people can get the different injuries in Exercise 4.

*You can break your leg or your arm when you go skiing.*

## TV AND FILM STARS

**RISKS:** Acting is not dangerous like football (except when the actor insists on doing their own stunts). But for some film and television roles, the star's looks are important.



**Who?** Daniel Craig, actor  
**What is insured?** <sup>3</sup> \_\_\_\_\_  
**How much?** \$9.5 million



**Who?** Julia Roberts, actor  
**What is insured?** <sup>4</sup> \_\_\_\_\_  
**How much?** \$30 million

## SINGERS AND MUSICIANS



**RISKS:** Imagine a singer who loses her voice or her attractive image, or a guitarist who can't use his hands. Their career would be over.

**Who?**  
 Rihanna, singer  
**What is insured?** <sup>5</sup> \_\_\_\_\_  
**How much?**  
 \$1 million



**Who?** Keith Richards, guitarist  
**What is insured?** <sup>6</sup> \_\_\_\_\_  
**How much?** \$1 million

## WORD STORE 6A

- 6 **CD•3.2 MP3•91** Complete WORD STORE 6A. Label the picture with the words in Exercise 2. Then listen, check and repeat.

- 7 In pairs, use words from WORD STORE 6A to find out what your partner can do.

*Can you touch your left ankle with your right wrist?*

## WORD STORE 6B

- 8 **CD•3.3 MP3•92** Complete WORD STORE 6B. Use the base form of the words in red in Exercise 4. Then listen, check and repeat.

- 9 Read the questions and cross out the injury that is impossible or very unlikely.

Have you ever:

- 1 broken your leg / ~~chest~~ / toe?
- 2 burnt your tongue / fingers / ~~fibs~~?
- 3 cut your ~~teeth~~ / lip / heel?
- 4 dislocated your shoulder / ~~eyebrows~~ / thumb?
- 5 scratched your knees / neck / ~~hair~~?
- 6 sprained your ~~tips~~ / ankle / wrist?

## WORD STORE 6C

- 10 **CD•3.4 MP3•93** Listen to six conversations and choose the correct options to complete the idioms.

- 1 I'm pulling your leg / hair.
- 2 She broke his nose / heart.
- 3 I laughed my head / mouth off.
- 4 Can you give me a hand / an arm?
- 5 I couldn't believe my mouth / eyes.
- 6 It's on the tip of my tongue / teeth.

- 11 **CD•3.5 MP3•94** Complete WORD STORE 6C. Match the idioms in Exercise 10 with the definitions. Then listen, check and repeat.



## 6.2 Grammar

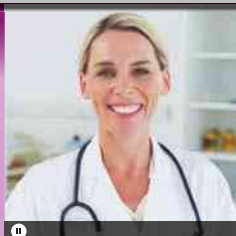
### Second Conditional • wish/if only

*I can talk about imaginary situations in the present.*

- 1 What do you know about first aid? Do the quiz. Then compare your answers with a partner.

#### DR. MAXWELL'S FIRST AID QUIZ

LISTEN TO DR. MAXWELL'S PODCAST TO CHECK YOUR ANSWERS.



- 1 If I had a nosebleed, I'd ...
  - ☐ hold my nose and look up.
  - ☐ hold my nose and look down.
- 2 If I burnt my hand, I'd ...
  - ☐ hold it under the cold water tap.
  - ☐ put oil on it.
- 3 If I twisted my ankle, I'd ...
  - ☐ put it in a bowl of hot water.
  - ☐ put ice on it.
- 4 If I got a black eye, I'd ...
  - ☐ put ice on it.
  - ☐ put some eye drops in.
- 5 If a bee stung me, I'd ...
  - ☐ take some antihistamine tablets.
  - ☐ put a plaster on the sting.
- 6 If I cut my finger and it was bleeding, I'd ...
  - ☐ wash and dry it and then put a plaster on.
  - ☐ tie something around my wrist to stop the blood flowing.

- 2 **CD-3.6 MP3-95** Listen to Dr. Maxwell's podcast and check your answers to Exercise 1.

- 3 Read GRAMMAR FOCUS I and answer the questions.

- 1 Are the example sentences about real or imaginary situations?
- 2 Are they about the present/future or the past?
- 3 Do you have to begin a conditional sentence with *if*?

#### GRAMMAR FOCUS I

##### Second Conditional

You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation → result

**If + Past Simple, would ('d)/wouldn't + verb**

*If I burnt my hand, I'd hold it under the cold water tap.*

*I'd put ice on the sting if I didn't have any tablets.*

- 4 Complete the Second Conditional sentences with the correct form of the verbs in brackets. Then tick the sentences that are true for you.

- 1 If I didn't feel (not feel) well at school, I \_\_\_\_\_ (go) home.
- 2 If I \_\_\_\_\_ (have) hay fever, I \_\_\_\_\_ (get) some antihistamine tablets.
- 3 I \_\_\_\_\_ (take) a cold shower if I \_\_\_\_\_ (have) sunburn.
- 4 If I \_\_\_\_\_ (have) flu, I \_\_\_\_\_ (not come) to school.
- 5 I \_\_\_\_\_ (have) a cat if I \_\_\_\_\_ (not be) allergic to them.
- 6 If I \_\_\_\_\_ (hear) a mosquito in my room, I \_\_\_\_\_ (not be able) to sleep.

- 5 **CD-3.7 MP3-96** Listen to Ron talking to a friend. What problems does he have with the following?

the cat   the window   the neighbours  
his foot   the doctor's phone number

- 6 **CD-3.7 MP3-96** Match the two parts of the sentences about Ron's problems. Then listen again and check.

- 1 I wish the cat wouldn't ☐
- 2 If only it wasn't ☐
- 3 I wish they wouldn't ☐
- 4 I wish I wasn't ☐
- 5 If only I had ☐

- a so hot.
- b so clumsy.
- c the doctor's phone number.
- d come into the house.
- e play loud music at night.



- 7 Read GRAMMAR FOCUS II and find another example of each use in Exercise 6.

#### GRAMMAR FOCUS II

##### wish/if only

• You can use **wish/if only + Past Simple** to say that you really want a present situation to be different.

*I wish I wasn't so clumsy.*

• You use **wish/if only + would + verb** to say that you want somebody's present behaviour to change.

*I wish they wouldn't play loud music at night.*

**Note:**

*If only* is stronger than *wish*.

- 8 Write sentences using *I wish* or *if only* to show that you are not happy with these situations.

- 1 I'm allergic to nuts.  
*I wish I wasn't allergic to nuts.*
- 2 I don't live near the beach.
- 3 Our teacher gives us a test every week.
- 4 I don't have a motorbike.
- 5 I can't play the guitar.
- 6 My friend won't let me copy his homework.

- 9 Complete the sentences so they are true for you. Then write Second Conditional sentences to explain your wishes.

- 1 I wish my parents/sister/brother would/wouldn't ...  
*I wish my sister would get her own laptop. If she had her own laptop, she wouldn't use mine.*
- 2 I wish I had/didn't have ...
- 3 If only I was/wasn't ...
- 4 I wish I knew ...
- 5 If only I could ...

## 6.3 Listening

### Sentence completion

I can identify details in conversations and talks.

#### 1 Read UK TODAY and answer the questions.

- How much do UK charities raise every year?
- How many people donate money?
- What do people do to raise money?

### UK TODAY

Did you know that people donate more than £10 billion to UK charities every year?

#### Who donates money?

- Over half the adult population.
- The average amount is £10.
- Over ten percent of people donate online.

#### What sort of events raise the most money?



#### London Marathon

- 130,000 participants run a marathon around London.
- Over £500 million has been raised for various charities.



#### London to Brighton Cycle

- 25,000 participants ride 100 kilometres.
- The event has raised over £50 million for the British Heart Foundation.



#### Red Nose Day

- Twelve million viewers watch a TV 'telethon' organised by British comedians.
- Over £750 million has been raised so far.

#### 2 CD•3.8 MP3•97 Listen to two conversations and a news report and choose the correct options.

- Rob is doing the *London Marathon* / *London to Brighton Cycle Ride*.
- Rob's grandfather / grandmother died of a heart attack.
- Rob is training for the event by going for a run / to the gym.
- Rob's mother wants to buy him a new bike / helmet.
- The London to Brighton Cycle Ride is more than thirty / forty years old.
- The London to Brighton Cycle Ride is for people who are 40–75 / 14–75 years old.

#### 3 CD•3.9 MP3•98 Put the sentences in the correct order to describe how Rob is going to raise money for charity. Then listen and check.

- Rob is taking part
- and asks his friends to sponsor
- the page with people who will donate money
- money for charity. He sets up a webpage
- online. Rob will then send the money to the charity.
- in a cycle race and he wants to raise
- memory of his grandfather, who died from a heart
- attack. He's going to share
- him. He explains that he's doing it in

#### 4 Complete the questions with the words in the box.

[ for friend in money to webpage ]

Have you ever ...

- taken part in a fundraising event?
- raised \_\_\_\_\_ for your school?
- sponsored a \_\_\_\_\_ or a family member?
- set up a \_\_\_\_\_ ?
- donated money \_\_\_\_\_ a local charity?
- trained \_\_\_\_\_ an important sporting event?

#### 5 In pairs, ask and answer the questions in Exercise 5.

### EXAM FOCUS Sentence completion

#### 6 CD•3.10 MP3•99 Listen to someone talking about a charity and complete the sentences with a word or short phrase.

- The speaker mentions an illness which people are dying from in \_\_\_\_\_.
- Unfortunately, we don't have the right \_\_\_\_\_ to treat this illness yet.
- This illness isn't passed to other people through the \_\_\_\_\_.
- The school previously organised a charity event for a children's \_\_\_\_\_.
- The school hopes to get at least \_\_\_\_\_ from the event.
- The event involves a very long \_\_\_\_\_.
- The event should be finished by \_\_\_\_\_.

#### 7 In pairs, think of charity events that take place in your country or local area. How do they raise money and what do they use it for?

### PRONUNCIATION FOCUS

#### 8 Say the words. Then cross out the one word in each group that has a different vowel sound.

- cheek heel knee heart
- waist hay calf sprain
- ice rib wrist sting
- burn thumb work hurt
- view blood bruise flu

#### 9 CD•3.11 MP3•100 Listen, check and repeat.

### WORD STORE 6D

#### 10 CD•3.12 MP3•101 Complete the compound nouns in WORD STORE 6D with the words in the box. Check if the noun is one word or two. Then listen, check and repeat.

## 6.4 Reading

### Multiple choice

*I can find specific detail in an article.*

#### 1 In pairs, decide if the statements are true (T) or false (F).

- 1 A child dies from malaria every hour. ☐
- 2 Malaria is contagious – you can catch it from other people. ☐
- 3 You can only get malaria from a female mosquito. ☐
- 4 Mosquitoes bite mainly in the afternoon. ☐
- 5 If you get malaria, you will die – there is no treatment. ☐

#### 2 Read the leaflet and check your answers to Exercise 1.



### HOW TO END MALARIA

#### THE PROBLEM

- Malaria kills one million people every year.
- A child dies from malaria every sixty seconds.
- Malaria keeps more kids out of school than any other disease.

#### THE FACTS

- Malaria is not contagious.
- You can only catch malaria from a female mosquito.
- Mosquitoes bite mainly at night.

#### THE SOLUTION

- Education! Education! Education!
- Help us to raise money to educate kids about malaria and buy medicine and mosquito nets!
- We can prevent malaria.
- We can cure malaria.

#### 3 Read the article on page 77 and answer the questions.

Who:

- 1 visited Hope's village?
- 2 was sick with malaria?
- 3 gave Hope herbal medicine?
- 4 took her to the hospital?
- 5 had died from malaria two years before?
- 6 gave Hope an injection?
- 7 told Hope where to get a free mosquito net?

### EXAM FOCUS Multiple choice

#### 4 Read the article again. For questions 1–5, choose the correct answer, A, B, C or D.

- 1 The students went to visit Hope because
  - A she was ill.
  - B she needed some work from school.
  - C they didn't know why she was away.
  - D they lived near her village.
- 2 Hope's mother realised that Hope had malaria
  - A because the herbal medicine didn't work.
  - B after a really hot day in the sun.
  - C because Hope stopped eating.
  - D when Hope began to vomit.
- 3 Who understood the situation and knew what to do?
  - A Hope
  - B Hope's mother
  - C Hope's father
  - D nobody
- 4 What worried Hope's friends most when they saw her?
  - A They thought they might catch malaria.
  - B Hope wasn't sleeping.
  - C Hope wasn't getting better.
  - D Hope's bed didn't have a mosquito net.
- 5 What is the main message of this story?
  - A Malaria is a deadly disease.
  - B Hope is a very lucky girl.
  - C Learning about malaria can save lives.
  - D Doctors enjoy treating malaria.

#### 5 Replace **get** in the sentences with the correct form of the verbs in blue in the article.

- 1 You can't get/catch malaria from other people.
- 2 You get / \_\_\_\_\_ symptoms such as headaches, fever and vomiting.
- 3 If you get / \_\_\_\_\_ ill with malaria, you need medicine immediately.
- 4 Doctors can give you an injection and get / \_\_\_\_\_ you medicine that will cure you.
- 5 With the right medicine, you can get better / \_\_\_\_\_.

#### 6 Complete the questions with the correct form of the verbs in blue in the article.

- 1 When was the last time you caught a cold or \_\_\_\_\_ ill?
- 2 What symptoms did you \_\_\_\_\_?
- 3 Did a doctor examine you, \_\_\_\_\_ any medicine or give you an injection?
- 4 How long did it take you to \_\_\_\_\_?

#### 7 In pairs, ask and answer the questions in Exercise 6.

### WORD STORE 6E

- 8 **CD•3.14 MP3•103** Complete the table in WORD STORE 6E with the correct noun or verb. Then listen, check and repeat.





# A STORY OF HOPE

CD•3.13 MP3•102

**Hope is a sixteen-year-old girl who got malaria and recovered. Her classmate tells her story here.**

Hope was one of the best students in our class. But she had been absent from school for several weeks and we were worried. We decided to go to her village and find out what was wrong.

5 When we arrived, Hope's mother told us that Hope was sick with malaria. We were shocked – we knew how serious malaria could be. We asked how it had started. Hope's mother explained, 'One evening, Hope was really hot and had terrible headaches. She had no appetite. This went on  
10 for a few days. We thought that she had been in the sun too long. My husband gave Hope some herbal medicine, but it didn't help. Her condition began to get worse and she **developed** new symptoms. The fever got higher and she started vomiting. At this point, I was sure she had malaria,  
15 but I didn't know what to do.'

Fortunately, we had learnt about malaria at school, and Hope told her mother that she needed medicine quickly. Her mother

took Hope to the hospital. She didn't want to lose another child. Two years before, Hope's baby brother had **fallen** ill  
20 with malaria and died.

At the hospital, the doctor had examined Hope and diagnosed malaria. He had given her an injection and **prescribed** some medicine. And now she was getting better thanks to the treatment.

25 We asked if we could see her. We weren't worried about catching the disease – we knew that malaria was not contagious. At school we had learnt that you **catch** malaria at night, from female mosquitoes. So we were upset to see that Hope was sleeping without a mosquito net.

30 We told our friend about a place where her parents could get free mosquito nets. We told her we wanted her to come back to school soon. We know that she was very lucky to **recover** from this disease that kills one baby every sixty seconds.

## 6.5 Grammar

### Third Conditional

*I can talk about imaginary situations in the past.*

- 1 **CD•3.15 MP3•104** Read and listen to an incredible survival story. What two decisions did Simon Yates have to make? Do you think he made the right decisions?

## DECISION TIME

In 1985, two young climbers, Joe Simpson and Simon Yates, were the first climbers to climb the west face of the Siula Grande Mountain in the Andes. But as they were coming down the mountain, Simpson fell and broke his leg badly. Yates had to make a terrible decision: should he leave his friend or should he try to get him down the mountain? He chose the second option. If he had left his friend, Simpson would have died. Yates tied himself to Simpson with a rope and they slowly came down the mountain together. Then disaster struck again. Simpson fell and was hanging over a cliff. Yates couldn't hold him. He



found his penknife and decided to cut the rope. Simpson fell twenty-five metres. Yates returned to base camp alone. He was sure Simpson was dead. But he also knew that if he hadn't cut the rope, he would have fallen and died too. Miraculously, Simpson didn't die. He pulled himself slowly along the ground with a broken leg for three days and nights. He arrived back at base camp just in time. Yates would have already left if Simpson had arrived a few hours later.

2 Answer the questions about the story.

- 1 Why didn't Yates leave Simpson when he broke his leg?
- 2 Why did Yates cut the rope?
- 3 Why did Simpson arrive at base camp 'just in time'?

3 Read the GRAMMAR FOCUS and underline the three Third Conditional sentences in the story.

### GRAMMAR FOCUS

#### Third Conditional

You use the **Third Conditional** to talk about the imaginary past result of an imaginary past event.

imaginary past event → imaginary past result  
**If + Past Perfect, would/wouldn't have + past participle**  
... if he **hadn't cut** the rope, he **would have fallen and died** too.

(real past event: he cut the rope →  
real past result: he didn't fall and die)

4 Complete the Third Conditional sentences about the story with the correct form of the verbs in brackets.

- 1 If Simpson hadn't fallen (not fall), he \_\_\_\_\_ (not break) his leg.
- 2 If Simpson \_\_\_\_\_ (not break) his leg, the climbers \_\_\_\_\_ (come down) the mountain without a problem.
- 3 If Yates \_\_\_\_\_ (be able) to hold Simpson, he \_\_\_\_\_ (not have to) cut the rope.
- 4 Yates \_\_\_\_\_ (not be able) to cut the rope if he \_\_\_\_\_ (not find) a penknife.
- 5 Yates \_\_\_\_\_ (not leave) Simpson on the mountain if he \_\_\_\_\_ (know) he was still alive.

5 Read three more survival stories. Use your imagination and write Third Conditional sentences to describe alternative outcomes for each story.

A

In 2003, Aron Ralston went hiking alone in a canyon in Utah. He trapped his arm under a rock and couldn't move. He had a penknife. He cut off his own arm. Ralston survived.

B

In 1996, Pete Goss was leading a round-the-world yacht race. During a terrible storm, he got an emergency call. Another competitor, Rafael Dinelli, was in trouble and Goss's boat was the only one in the area. Goss turned back. He saved Dinelli's life but lost the race.

C

In 1972, the pilot of a plane carrying a Uruguayan rugby team miscalculated his position and crashed 3,600 metres up in the Andes. The plane was white and the rescue teams couldn't see it. There was no food and the survivors had to eat their dead team mates. Only sixteen people survived.

A If Ralston had gone hiking with a friend, his friend would have helped him.

6 In pairs, compare your sentences from Exercise 5. Then discuss: which story do you like best?

7 In pairs, complete the Third Conditional sentences.

- 1 ... I would've been much happier.
- 2 ... I would've had a great weekend.
- 3 ... I wouldn't have felt so tired this morning.
- 4 ... I wouldn't have enjoyed it.
- 5 ... I wouldn't have bought one.

*If I had got a bike for my last birthday, I would've been much happier.*

## 6.6 Speaking

### A doctor's appointment

*I can talk about health, illness, symptoms and treatment.*

- 1 **CD•3.16 MP3•105** Read the **Symptoms** section in the **SPEAKING FOCUS**, look at the pictures and complete the sentences. Then listen, check and repeat.



1 I've got a rash.



2 I feel \_\_\_\_.



3 I've got a \_\_\_\_.



4 I feel \_\_\_\_.



5 I've got a \_\_\_\_ throat.



6 My thumb is \_\_\_\_.

### SPEAKING FOCUS

#### Symptoms

I've got a pain in my chest/back/leg.

I've got a headache/a stomach ache/a temperature/  
a sore throat/a cough/a runny nose/a rash.

I feel ill/dizzy/sick/very weak.

My stomach/arm/neck hurts.

My ankle/thumb/toe is swollen.

#### Diagnosis

When did the pain start?

I'm going to examine you/<sup>1</sup> take your temperature.

I'm going to <sup>2</sup> \_\_\_\_ a blood test.

Breathe in and out.

<sup>3</sup> \_\_\_\_ wide.

Lie down, please.

I think you've got indigestion/fl u/an infection/a virus.

You're probably allergic to ...

If I press here, does it hurt?

#### Treatment

You should eat more slowly/go on a diet.

You need to drink more water.

I'm going to <sup>4</sup> \_\_\_\_ you a prescription.

I'm going to <sup>5</sup> \_\_\_\_ an appointment for you.

<sup>6</sup> \_\_\_\_ one tablet after each meal.

- 2 Cross out the options that are impossible or unlikely.

1 Do you feel well / dizzy / ~~temperature~~ today?

2 Do your knees / feet / eyebrows hurt sometimes?

3 Did you have a sore throat / a headache / a diet yesterday?

4 Have you ever had a virus / a hospital / a rash?

5 What is the best thing to do if your tooth / ankle / wrist is swollen?

6 When was the last time you had a pain in your neck / hair / chest?

- 3 In pairs, ask each other about health and illness. Choose three questions from Exercise 2 or use your own ideas.

A: *Do your feet hurt sometimes?*

B: *Not really. Only when I wear new shoes.*

- 4 **CD•3.17 MP3•106** Choose the correct options to complete the conversation. Then listen and check.

**Doctor:** Hello, Andrew. What's the problem?

**Andrew:** I've got a pain sore in my chest.

**Doctor:** I see. And when did it start?

**Andrew:** A few days ago.

**Doctor:** Do you have any other <sup>2</sup>sicknesses / symptoms?

**Andrew:** Yes, sometimes my stomach <sup>3</sup>hurts / is dizzy.

**Doctor:** And how are you feeling now? Have you got a headache? Do you <sup>4</sup>have / feel dizzy?

**Andrew:** No, I feel OK. But when I have a stomach ache, I feel a bit <sup>5</sup>sick / hurt.

**Doctor:** I see. And do you have this <sup>6</sup>illness / pain all the time?

**Andrew:** No, I get it in the evening after dinner and sometimes after lunch.

**Doctor:** Aha. OK, I'm going to examine you.

- 5 **CD•3.18 MP3•107** Listen to the second part of the conversation and answer the questions.

1 What does Andrew think the problem is?

2 What does the doctor think the problem is?

3 What does the doctor suggest?

- 6 **CD•3.18 MP3•107** Complete the **SPEAKING FOCUS** with the verbs in the box. Then listen again and check.

[ do give make open take take ]

- 7 In pairs, do a roleplay. Use the **SPEAKING FOCUS** to help you.

**Student A:** You're a student. You are doing a language course in the UK. You fall ill and go to see a doctor. Tell the doctor your symptoms and answer any questions.

**Student B:** You're a doctor. Your patient is a foreign student. Find out about his/her symptoms, ask questions and give advice.



## 6.7 Writing

### An article

*I can write an article for a student magazine.*

### This week's profile: the medical profession

As you know, every week we publish articles about people in different professions and this week it's the turn of the medical field! So, if someone in your family or someone you know is in the medical profession, we'd like you to send us an article and tell us something about him/her.

- 1 Read the announcement in an international students' magazine. In pairs, discuss the questions.
  - 1 What do you think are the advantages and disadvantages of being a doctor or a nurse?
  - 2 Who would you choose to write about? What would you mention in your article?
- 2 Read the article and answer the questions.
  - 1 Why is Micky's family proud of him?
  - 2 What qualities does Micky have that make him a good doctor?
  - 3 Why couldn't the writer be a doctor?
  - 4 What difficulties of becoming and being a doctor are mentioned?

### A doctor in the family!

After studying for an enormously long time, my brother has now graduated and we are very lucky to have a doctor in the family! My mum and dad, and me and my sisters are all interested in arts and languages. No one in the family has ever taken Medicine as a subject before – it's so difficult and takes such a long time to study. So, we're all very **proud** of him. **As well as this**, we have a doctor of our own to ask about any medical problems we have! **How good it that?**

I think Micky will make an excellent doctor. He's patient and understanding and he cares a lot about people. He's already helped at car accidents and done some minor operations. I **admire** him very much. I can't stand the sight of blood and I get dizzy if I have an injection, **so** I could never do what he does!



Micky says he wants to work in hospitals where he can help people with serious illnesses. **Although** he knows doctors in hospitals work very long hours, he doesn't mind. In my opinion, it's wonderful if you can have a job that you really enjoy and Micky's found one. I just hope he isn't **SO** busy that **the rest of us have to make an appointment to say hello!**

- 3 Complete the **WRITING FOCUS** with the words and phrases in pink in the article.

## WRITING FOCUS

### An article

#### Title

- Try to give your article a catchy title.

1 \_\_\_\_\_

#### Body

- Engage the reader by addressing them directly at times (e.g. ask a question).

2 \_\_\_\_\_

- Show a range of vocabulary and avoid repeating words.

We're all very <sup>3</sup> \_\_\_\_\_ of him.

I <sup>4</sup> \_\_\_\_\_ him very much.

Use a range of linking expressions.

- to add something: <sup>5</sup> \_\_\_\_\_
- to show a contrast: <sup>6</sup> \_\_\_\_\_
- to show a result: <sup>7</sup> \_\_\_\_\_

#### Ending

- Write an ending that is funny or interesting.

8 \_\_\_\_\_

- 4 Complete the sentences with the words and phrases from the box.

[ as well as   but   in my opinion   so ]

- She studied medicine in London. She also studied in Paris. \_\_\_\_\_ this she studied for a year in New York.
- I think she's the best doctor in the hospital. \_\_\_\_\_ she should get promotion!
- The medicine was expensive, \_\_\_\_\_ he still bought it.
- Because visiting hours at the hospital finished at 4.30, we couldn't see my mum. It was getting dark, \_\_\_\_\_ we took a taxi home.

## Writing task

You have seen this announcement about an article writing competition on an international students' website.

### Do you enjoy TV medical soaps?

We are looking for articles about people's favourite TV doctor or nurse. Write an article about YOUR favourite character saying what makes him or her so special and you could see your article on our website!

- A Write your article in 140–190 words. Follow these steps.**

- Give your article a catchy title.
- Start with a sentence that will interest the reader.
- Say who you are writing about.
- Explain which programme he/she is in and what their job is.
- Describe the good (and maybe bad) points about the person.
- Say what his/her colleagues and patients think about him/her.
- Summarise why he/she is your favourite character.

### Useful language

- I'm a real medical soap addict. I don't usually watch medical soaps, but ...
- The person I've chosen is ...
- I never miss an episode.
- I absolutely love her because ...
- Her work involves ...
- She isn't always popular because ...
- If she ever leaves the programme, I'll be ...
- I wish my doctor were like her!

- B Use the ideas in the WRITING FOCUS and the model to help you.**

**C Check.**

- ✓ Have you given your article an interesting title?
- ✓ Have you addressed the reader directly?
- ✓ Have you organised your article into paragraphs?
- ✓ Have you avoided repetition?
- ✓ Have you used a range of linking words?
- ✓ Have you given your article an interesting ending?
- ✓ Have you checked grammar, spelling and punctuation?

# FOCUS REVIEW 6

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the correct form of the words in capitals.

- It's quite common for a sportsperson to \_\_\_\_\_ heir elbow or shoulder during a game. **LOCATE**
- The government want to lower speed limits as part of a new road \_\_\_\_\_ campaign. **SAFE**
- It's too early to make an absolutely certain \_\_\_\_\_ we're waiting for more test results. **DIAGNOSE**
- John will need a few months to make a full \_\_\_\_\_ after the car accident. **RECOVER**
- When her nose started to \_\_\_\_\_, she felt weak and had to sit down. **BLOOD**

### 2 Complete the sentences with words from the unit. The first letter of each word is given.

- What's the name of the doctor who's going to e\_\_\_\_\_ me? Oh, it's on the t\_\_\_\_\_ of my tongue.
- The r\_\_\_\_\_ team arrived minutes after the accident.
- If you feel a p\_\_\_\_\_ in your chest, call an ambulance immediately – it might be a heart a\_\_\_\_\_.
- If you want to express your s\_\_\_\_\_ for the campaign, d\_\_\_\_\_ some money or second-hand clothes.
- The accident looked serious but, in the end, Jo just got a few s\_\_\_\_\_ on her arms and twisted her a\_\_\_\_\_.

### 3 Complete the sentences with the correct form of the verbs in the box.

[ can have not call not let sponsor ]

- If I painted my lips bright red, I'm sure that my teacher \_\_\_\_\_ me stay in the classroom.
- My mum often worries about everyone. If only she \_\_\_\_\_ me so often.
- I want to go to New York to run the marathon. I wish someone \_\_\_\_\_ my attempt.
- My school is very small and old. I wish it \_\_\_\_\_ a sports centre with a swimming pool.
- I hate cycling to school. If only I \_\_\_\_\_ get a driving licence at the age of sixteen.

### 4 Match the sentence halves. Then complete the Third Conditional sentences with the correct form of the verbs in brackets.

- We \_\_\_\_\_ (not help) so many families ☐
  - If you \_\_\_\_\_ (not go) on such a strict diet, ☐
  - You \_\_\_\_\_ (learn) how to treat a cut, ☐
  - If Andy \_\_\_\_\_ (put) some ice on his head, ☐
  - Sally \_\_\_\_\_ (win) the singing competition ☐
- a if you \_\_\_\_\_ (do) a first aid course.  
 b he \_\_\_\_\_ (stop) the bleeding.  
 c if she \_\_\_\_\_ (not lose) her voice last week.  
 d if we \_\_\_\_\_ (not raise) so much money for the charity.  
 e you \_\_\_\_\_ (not feel) dizzy yesterday.

## LANGUAGE IN USE

### 5 Complete the second sentence so that it has a similar meaning to the first.

- It's a pity you can't take part in the first aid training.  
If only \_\_\_\_\_ part in the first aid training.
- Mark reached the hospital on time only because he had left home very early.  
If Mark hadn't left home very early, he \_\_\_\_\_ the hospital on time.
- Kim's still recovering from flu. She's been sick for a month.  
Kim, \_\_\_\_\_ for a month, is still recovering from flu.
- If he doesn't develop new symptoms tonight, we'll be able to save his life.  
We'll be able to save his life unless \_\_\_\_\_ tonight.
- My brother never tells me when he's angry with me.  
I wish \_\_\_\_\_ when he's angry with me.

### 6 Read the text and choose the correct answer, A, B, C or D.

#### VEGETABLES AND VITAMINS

I don't think I was a very fussy eater as I child. I simply didn't like carrots, broccoli or other vegetables. After eating my meat and potatoes quickly, I would spend hours looking at the handful of peas on my plate. My mother, like most parents, would force me <sup>1</sup> \_\_\_\_\_ everything. She wouldn't let me go even when I held my stomach and said I had <sup>2</sup> \_\_\_\_\_.

At that time I didn't know that my mum wanted me to eat vegetables to make sure that I was getting all the vitamins I needed. She was so worried about my health that every now and then she made <sup>3</sup> \_\_\_\_\_ at the doctor's and asked him to do a blood test on me. Blood tests were even worse than broccoli, as I've been afraid of injections all my life. Even today, I wish my mum hadn't been so concerned about me. After all, I'm a healthy adult.

A few days ago, I found a book about the history of science. I couldn't <sup>4</sup> \_\_\_\_\_ when I found a chapter explaining that some 100 years ago people didn't know anything about vitamins! It was a Polish-born scientist, Kazimerz Funk, who formulated the concept of vitamins in 1912. It was a great discovery, but I keep thinking that if Funk <sup>5</sup> \_\_\_\_\_ vitamins, my mum wouldn't have made me eat all those vegetables!

- 1 A eat B eating C to eating D to eat
- 2 A a rash B indigestion C hay fever D an infection
- 3 A an appointment B a diagnosis C a prescription D an injury
- 4 A pull my leg B believe my eyes C give me a hand D laugh my head off
- 5 A didn't discover B would discover C hadn't discovered D haven't discovered



## READING

- 7 Read the article and choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.

### ALL ABOARD THE SMILE TRAIN!

Smile Train is a charity that is dedicated to helping the millions of children around the world, including India, who suffer from a specific facial defect. The defect occurs when a baby's top lip or mouth doesn't form properly before birth. <sup>1</sup>\_\_\_\_\_ The charity provides free surgery, which gives these children a new smile and with it, new hope and a new beginning.

Children with the defect certainly need all the help they can get. Although many sufferers are accepted by their families, sadly, others are not. In India children with this defect are often abandoned at birth because their parents feel ashamed of them or cannot afford the surgery that will improve their lives. The good news is that the surgery which can change a child's life forever is not complicated. <sup>2</sup>\_\_\_\_\_ The charity raises money to buy medical supplies and finds the right medical volunteers to perform the surgery.

A Smile Train doctor from the UK said, 'Each child who has surgery is given a second chance at life. After years of living their lives in isolation, the children can finally go to school and be happy. Every year I go to India, where I have performed hundreds of surgeries free of cost through Smile Train. Some of the stories I have heard are quite shocking. <sup>3</sup>\_\_\_\_\_ Luckily for her, she was found hungry and crying by a passenger who took her home and adopted her. This lady then heard about Smile Train and brought the baby to our hospital. I felt honoured to perform the surgery. <sup>4</sup>\_\_\_\_\_ I know that I am making a real difference in the world and that is more important than making money all the time.' The doctor continued, 'There are many benefits, and not just for the child. The family no longer feels shame and it's good for the medical community too. Experienced doctors like me share our skills with local doctors. <sup>5</sup>\_\_\_\_\_

- A I cannot describe the satisfaction and joy I feel when I help a child.
- B One newborn baby girl was found abandoned on a train.
- C It takes only forty-five minutes and costs the family nothing, thanks to Smile Train.
- D This doctor has changed many lives for the better.
- E In this way we make sure that this surgery will always be available.
- F Eating and drinking is very difficult for these babies, and their families are often unable to cope with the problem.

## SPEAKING

- 8 In pairs, discuss the questions.

- 1 What do you do to get better when you have a cold?
- 2 What do you do to relax after a stressful day?
- 3 Do you ever worry about your health? Why?/Why not?

## WRITING

- 9 Write answers to the following questions.

- 1 Why is it important to know something about first aid?
- 2 What do you remember from the first aid quiz in lesson 6.2?

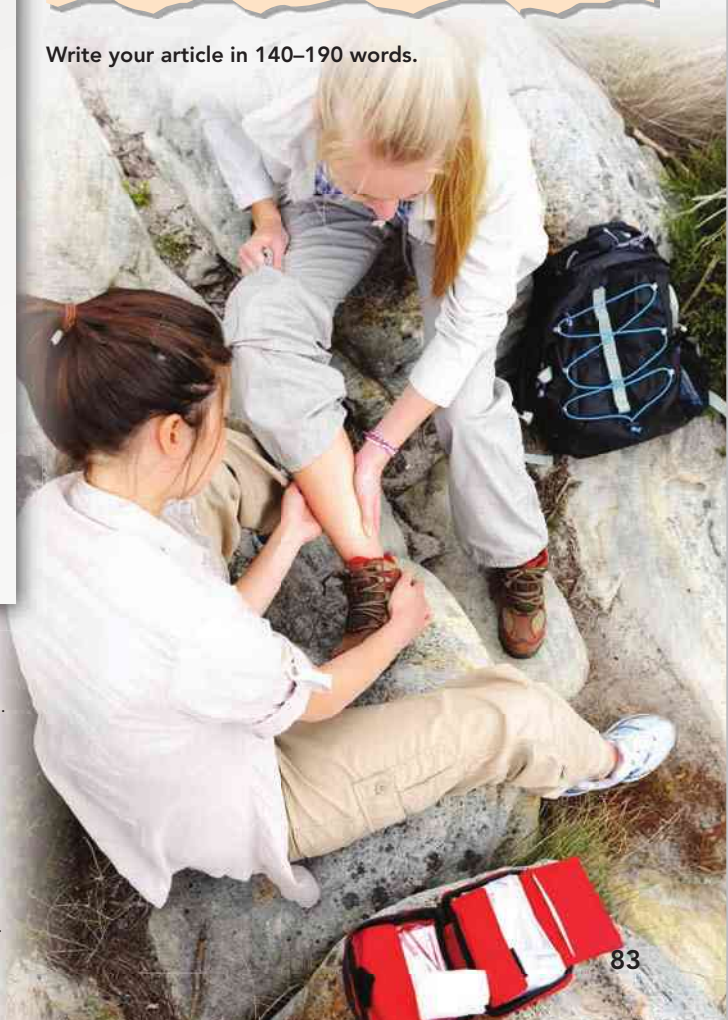
- 10 You have seen this announcement in an international students' magazine.

### Have you ever given first aid or seen someone else give it?

We're looking for articles about times when first aid really helped people.

Write an article about your experience, saying what happened and why knowledge of first aid was important. Your article could be in the magazine!

Write your article in 140–190 words.



# 7

## IN THE SPOTLIGHT

Most people buy the highest quality television sets, only to watch the lowest quality television shows.

JAROD KINTZ (B.1982),  
A SELF-PUBLISHED AUTHOR

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – TV programmes
- TV shows
- word families; modifiers with base and extreme adjectives
- words with two meanings; phrasal verbs
- Word in focus – in

#### Grammar:

- Reported Speech – statements, questions and imperatives

#### Listening:

- people talking about viral videos

#### Reading:

- a text about vlogging

#### Speaking:

- asking for permission; polite requests

#### Writing:

- a review of an event

### FOCUS EXTRA

- Grammar Focus pages 124–125
- WORD STORE booklet pages 14–15
- Workbook pages 80–91 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 7.1 Vocabulary

Television • Modifiers with base and extreme adjectives

*I can talk about and give my opinion about TV programmes.*

### SHOW WHAT YOU KNOW

1 In pairs, discuss how often you watch these different types of TV programmes.

- |                               |                      |
|-------------------------------|----------------------|
| 1 chat shows                  | 6 quiz or game shows |
| 2 documentaries               | 7 reality shows      |
| 3 TV series                   | 8 sitcoms            |
| 4 music programmes            | 9 soap operas        |
| 5 the news or current affairs | 10 sports programmes |

2 In pairs, discuss the questions.

- How many hours a week do you spend watching TV?
- Who watches television the most/least in your family?
- What is your favourite/least favourite TV programme at the moment?

3 Look at the photos of some popular reality shows and answer the questions.

- Do you have them in your country?
- Which reality shows do you watch?

4 Read the text and answer the questions.

- How are contestants eliminated from *Survivor*?
- How can viewers vote for their favourite contestant in *American Idol*?
- How many judges are on the panel in *American Idol*?
- How old do you have to be to audition for *The X Factor*?
- How do judges help the contestants in *The X Factor*?
- What can you win on each show?

## Reality television

is a type of TV programme that presents situations without scripts

and uses unknown people instead of professional actors. The producers of these programmes

guarantee entertainment by choosing interesting people and editing the episodes carefully.

Here are three of the most popular:



### SURVIVOR

A group of sixteen to twenty people from different backgrounds are sent to a tropical island and divided into tribes. The tribes have to win challenges. Contestants vote off tribe members until only one final contestant remains and wins the title of Sole Survivor and a prize of \$1 million. All players receive \$10,000 to appear on the reunion show.

- 5 **CD-3.19 MP3-108** Listen to an interview with a media expert and choose the correct answer, A, B or C.

According to the interview, people watch reality TV because ...

- A they like watching talented people.  
B they don't like regular TV series.  
C they are interested in the characters.

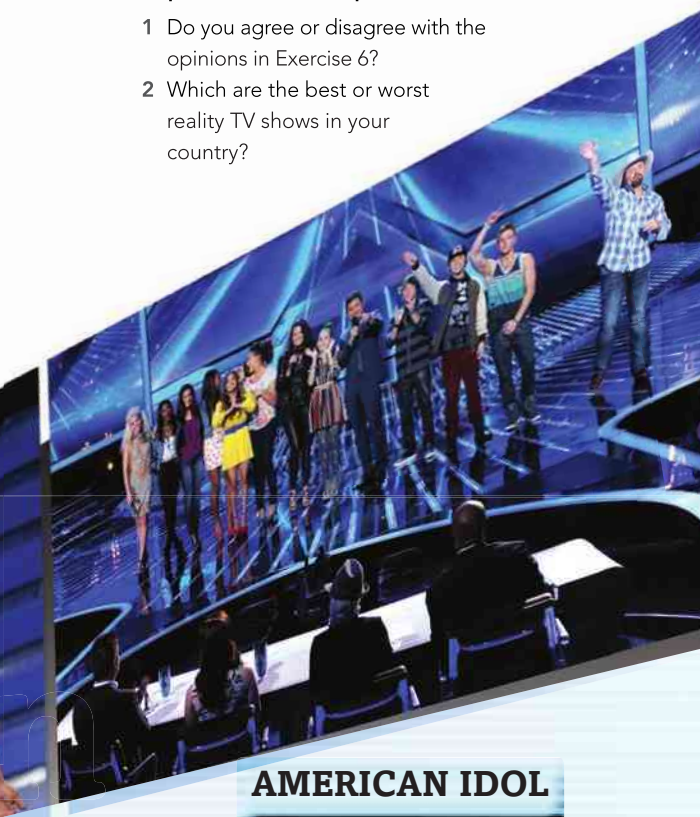
- 6 **CD-3.19 MP3-108** Listen again and answer the questions. Write P (Presenter) or R (Ruth Wilson).

Who thinks that reality shows:

- 1 are **absolutely** fascinating? ☐  
2 have contestants who are **rather** unpleasant? ☐  
3 have contestants who are **absolutely** awful? ☐  
4 aren't as enjoyable as a **really** good detective series? ☐  
5 are **quite** similar to a well-written TV series? ☐  
6 have contestants who are **extremely** talented? ☐

- 7 In pairs, discuss the questions.

- 1 Do you agree or disagree with the opinions in Exercise 6?  
2 Which are the best or worst reality TV shows in your country?



## AMERICAN IDOL

- 25 The aim of the show is to find the best new solo pop singer. **Viewers** can vote by telephone, by text or online. **Auditions** take place around the country and are open to anybody aged 15–28. A **panel** of four judges discuss the **performances** and the results are **broadcast** live. The prize  
30 is a one-million-dollar recording contract.

## THE X FACTOR

- This is another music competition to find new talent. It's the biggest television talent **competition** in Europe. Anybody over twelve can audition. Contestants are divided into four groups: female solo artists under thirty, male solo artists  
35 under thirty, singers over thirty and bands. Each judge takes one group and coaches them during **rehearsals**. The prize is a five-million-pound recording contract.

## WORD STORE 7A

- 8 **CD-3.20 MP3-109** Complete WORD STORE 7A with the base form of the words in red in the text. Then listen, check and repeat.

- 9 Complete the facts with the correct form of the words in WORD STORE 7A.

- 1 China has the largest number of TV **viewers** – 1.2 billion.  
2 The BBC was the first European network to \_\_\_\_\_ in colour in 1966.  
3 In 1954, Elvis Presley failed a singing \_\_\_\_\_ at a local radio station.  
4 Each \_\_\_\_\_ for an Oscars ceremony is over four hours long.  
5 The worst \_\_\_\_\_ on UK quiz show *Mastermind* got only one correct answer!

## WORD STORE 7B

- 10 **CD-3.21 MP3-110** Complete WORD STORE 7B with the base form of the underlined words in the text. Then listen, check and repeat.

- 11 Complete the questions with words from WORD STORE 7B. The first letter of each word is given.

- 1 Who is your favourite TV **presenter** ?  
2 Do you use 'spell check' to **e** \_\_\_\_\_ essays?  
3 Has anybody you know ever entered a talent **c** \_\_\_\_\_ ?  
4 Who is the most famous TV/film **p** \_\_\_\_\_ in your country?  
5 Have you ever taken part in a **p** \_\_\_\_\_ ?  
6 What sort of TV **e** \_\_\_\_\_ do your parents like?

## WORD STORE 7C

- 12 **CD-3.22 MP3-111** Complete WORD STORE 7C with the modifiers in red in Exercise 6. Then listen, check and repeat.

- 13 Cross out the incorrect adverb. Which sentences are true for you?

- 1 I find documentaries *extremely* / *absolutely* interesting.  
2 The latest TV reality show is *very* / *absolutely* awful.  
3 My sister sings well. She's *quite* / *absolutely* talented.  
4 I know some twins who are *really* / *absolutely* identical.  
5 Our neighbours are *rather* / *absolutely* unpleasant.  
6 My uncle tells jokes. He's *very* / *absolutely* hilarious.

- 14 Look at the example. In pairs, have similar conversations using adjectives from WORD STORE 7C. Then act out your conversations and compare them with other pairs in the class.

A: He's a really funny actor.

B: Funny? He's absolutely hilarious!



## 7.2 Grammar

### Reported Speech – statements

*I can report what other people said.*

- 1 In pairs, look at the painting in the photo. Is it possible for a three-year-old child to paint something like this? Read the text and find out.



Marla Olmstead

## They said she was a genius

When Marla was three years old, a woman saw one of her paintings in a coffee shop and asked how much it cost. Marla's mother wanted to keep the painting, so she **told** her that it cost \$250. The woman bought it!

After that a gallery owner started showing Marla's paintings. He told her parents that their daughter was a genius. Her paintings began to sell for thousands of dollars. But not all of the attention was positive. Art critics **pointed out** that a child could not produce those paintings. One critic **suggested** that her father had painted them. A TV channel contacted Marla's parents and told them

that they wanted to film their daughter the following week. They **explained** that they wanted to prove that Marla was not a fake. Marla's parents **said** that their daughter would be uncomfortable in front of the cameras, but the TV director told them not to worry. He **added** that he was going to use a hidden camera.

Over the next few days, Marla did a painting, but it was not as good as her other paintings. Her critics **claimed** that this proved someone else finished her paintings. The customers **replied** that they didn't care who had done them – they liked them anyway.

- 2 Who said what? Match the people from the story with what they said.

a gallery owner a TV channel Marla's parents  
one critic some art critics the customers  
the TV director

- 1 'Your daughter is a genius,' said **a gallery owner**.  
2 'A child can't produce these paintings,' said \_\_\_\_\_.  
3 'Her father painted them,' said \_\_\_\_\_.  
4 'We want to film your daughter next week,' said \_\_\_\_\_.  
5 'Our daughter will be uncomfortable,' said \_\_\_\_\_.  
6 'I'm going to use a hidden camera,' said \_\_\_\_\_.  
7 'We don't care who has done them,' said \_\_\_\_\_.  
3 Find the reported statements in the text for the direct statements in Exercise 2. Then complete the GRAMMAR FOCUS.

- 4 Look at the reporting verbs in blue in the text and read the note in the GRAMMAR FOCUS. Then choose the correct reporting verbs in the sentences.

- 1 'I've bought a painting,' Jim **told** me.  
2 'It's worth hundreds of dollars,' he **claimed** / **told**.  
3 'A three-year-old girl painted it,' he **told** / **added**.  
4 'Little girls can't paint like that!' I **pointed out** / **told** him.  
5 'It's probably a fake,' I **told** / **suggested**.  
6 'I don't care, I'm keeping it!' he **replied** / **told** me.  
7 'It'll look great in my office,' he **added** / **told**.

- 5 Report the statements in Exercise 4.

1 **Jim told me that he had bought a painting.**

- 6 Read REMEMBER THIS. Then report the statements using the time expressions in the box. Begin with the words in brackets.

the month before the day before that day  
then the following week the following day

- 1 'I met her here last month.' (He **claimed**)  
2 'She gave us this painting yesterday.' (They **replied**)  
3 'We can't speak to you now.' (They **told** us)  
4 'I'm meeting my friends later today.' (She **explained**)  
5 'I'll see you here tomorrow.' (He **told** her)  
6 'We're going to fly to Paris next week.' (They **pointed out**)

### REMEMBER THIS

In reported statements there may be other changes depending on the context. For example:

- time: **yesterday** → **the day before**
- place: **here** → **there**
- pronouns: **I/me** → **he** or **she/him** or **her**
- possessive adjectives: **my** → **his** or **her**

- 7 In pairs, discuss your own attitudes towards art. What do you like/dislike? What pictures do you have in your bedroom/home?

### GRAMMAR FOCUS

#### Reported Speech

In reported statements verb forms change depending on the context.

Direct Speech	→	Reported Speech
Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	1 _____
Past Simple	→	2 _____
Past Perfect	→	Past Perfect
can/can't	→	3 _____
will/won't	→	4 _____
am/is/are going to	→	5 _____

#### Note:

**tell sb sth** – She **told me** (that) I was wrong.

**say sth** – She **said** (that) I was wrong. (NOT She said me I was wrong.)

Other reporting verbs:

add, claim, explain, point out, reply, suggest

## 7.3 Listening

### Multiple matching

*I can understand the main points of a short monologue.*

- 1 Read **UK TODAY**. How similar or different do you think the situation is in your country?

#### UK TODAY

##### In the UK

- over sixty percent of the population shop online at least three times a month.
- men spend more money online than women.
- over thirty percent of all advertising is online.

##### Most UK homes have

- super-fast broadband connections.
- at least three different devices connected to the Internet (TV, laptop, tablet, smartphone, etc.).
- at least six different types of screen.

##### The average UK teenager

- admits he/she is 'addicted' to his/her smartphone.
- never switches his/her smartphone off.
- uses his/her smartphone everywhere (including the toilet!).



- 2 **CD+3.23 MP3+112** What is a viral video? In pairs, discuss and choose the correct options. Then listen and check your ideas.

- 1 A viral video becomes popular very *slowly* / *quickly*.
- 2 It's shared *online* / *offline*.
- 3 It's *short* / *long*.

#### EXAM FOCUS Multiple matching

- 3 **CD+3.24 MP3+113** Listen to four people talking about online videos. Choose from the list (A–G) what is true about each speaker. Use the letters only once. There are three extra letters.

Speaker 1: ☐ Speaker 3: ☐  
Speaker 2: ☐ Speaker 4: ☐

The speaker:

- A talks about a video he/she would like to make.
- B describes how an online video can help your career.
- C talks about his/her own experience of producing a viral video.
- D has become famous because of a video.
- E suggests a few reasons why some videos go viral.
- F has to watch online videos as part of his/her job.
- G enjoys watching videos of people doing silly things.

- 4 In pairs, choose the correct options. Then answer the questions.

- 1 How many / *much* things do popular videos have in common?
- 2 How *long* / *often* is a typical viral video?
- 3 How *many* / *old* is the boy who sings *Paparazzi* by Lady Gaga?
- 4 How *happy* / *long* is the baby who bites his brother's finger?
- 5 How *many* / *much* time does Nigel Brown spend watching videos?
- 6 How *big* / *often* does a video get more than one million views?

- 5 **CD+3.24 MP3+113** Listen again and check your answers to Exercise 4.

- 6 **CD+3.25 MP3+114** Complete the text with the words in the box. There are two extra words. Then listen and check.

[engage get go post share  
tell text upload view]

#### Viral videos

Nobody knows exactly why online videos <sup>1</sup> go **viral**. It's really easy to <sup>2</sup> videos to the net. People <sup>3</sup> videos on social networking sites all the time and then <sup>4</sup> the links with their friends. Videos that <sup>5</sup> over one million hits are quite rare. Usually, viral videos are short, they <sup>6</sup> your emotions in some way and <sup>7</sup> a simple story.

- 7 Think about an online video you have viewed recently. In pairs, take turns to tell each other about it.

- 1 When, where and how did you see it?
- 2 What was it about? What happened?
- 3 How would you describe it? (funny? amazing? inspiring?)

#### PRONUNCIATION FOCUS

- 8 Write the noun forms of the verbs. Then practise saying the words and mark the stress.

- 1 adapt – adaptation connect – connection  
compete – \_\_\_\_\_
- 2 explain – \_\_\_\_\_ inform – \_\_\_\_\_  
produce – \_\_\_\_\_
- 3 suggest – \_\_\_\_\_ inspire – \_\_\_\_\_  
present – \_\_\_\_\_

- 9 **CD+3.26 MP3+115** Which noun has fewer syllables in each group? Listen, check and repeat.

#### WORD STORE 7D

- 10 **CD+3.27 MP3+116** Complete WORD STORE 7D with the words in the box. Then listen, check and repeat.

## 7.4 Reading

### Multiple matching

*I can find specific detail in an article.*

#### 1 Match questions 1–5 about vlogging with answers a–e.

- a Who can do it?
- b How does it become popular?
- c What is it?
- d How do you make money from it?
- e When did it start?



### VLOGGING – Q & A

- 1 Q. \_\_\_\_\_  
 A. *Vlogging* is short for *video blogging*. A blog that uses video is called a vlog. Vloggers post their vlogs online.
- 2 Q. \_\_\_\_\_  
 A. The first vlog was posted by American Adam Kontras in 2000, but vlogging only became popular after 2005, when YouTube was created. The first vlogger conference was held in New York in January 2005.
- 3 Q. \_\_\_\_\_  
 A. Anybody! You just need a webcam, an Internet connection and a few hours every day to keep your vlog updated.
- 4 Q. \_\_\_\_\_  
 A. Vlogs with large numbers of subscribers can earn a lot of money from advertisers.
- 5 Q. \_\_\_\_\_  
 A. Vloggers use social networking to publicise their vlogs.

#### 2 Would you rather make a vlog or watch one? In pairs, discuss, giving reasons for your answers.

#### EXAM FOCUS Multiple matching

#### 3 Read the article about vlogging. For questions 1–7, choose from the vloggers (A–C). You can choose each vlogger more than once.

Which person:

- 1 went to university? ☐
- 2 made a lot of money from a particular ability? ☐
- 3 directs his/her vlogs at a certain age group? ☐
- 4 helps people learn a language? ☐
- 5 used vlogging to advertise something he/she created? ☐
- 6 was not originally very outgoing? ☐
- 7 has changed the sort of thing he/she vlogs about? ☐

#### 4 Read the article again. Are the statements true (T) or false (F)?

- 1 Famous vloggers never have a chance to meet their viewers. ☐
- 2 Charlie McDonnell continued vlogging at university. ☐
- 3 Charlie McDonnell lives with Alex Day. ☐
- 4 Alex Day wouldn't have had a hit single without the help of a big company. ☐
- 5 Lex Croucher's blogs are successful because they are autobiographical. ☐

## THE RISE OF

CD•3.28 MP3•117



Charlie McDonnell

#### A

Charlie McDonnell was the first British online superstar – he **got into** vlogging in 2007, when he was a shy sixteen-year-old schoolboy, and since then his videos have been viewed more than 250 million times. His viewers recognise him in the street and when he attends vlogging events, thousands of fans come so that they can see 'the real him'. His vlogs have been so successful that when he was eighteen, instead of going to university, he decided to make a living from his vlogs. He became a full-time vlogger and now earns more than his parents. His vlogs cover all sorts of topics, including 'How to make tea' and 'How to speak English'.

#### B

McDonnell's friend and housemate is twenty-five-year-old vlogger and talented singer-songwriter Alex Day. He created his YouTube channel *Nerimon* for fun. He uploads songs and music videos and his single, *Forever Yours*, reached number four in the UK charts. Without having a recording contract with a major music label, his first two royalty cheques **came to** more than £100,000. His success is because of his musical talent alone. He did not have the marketing department of a big company behind him, but simply used social networking to publicise his music.



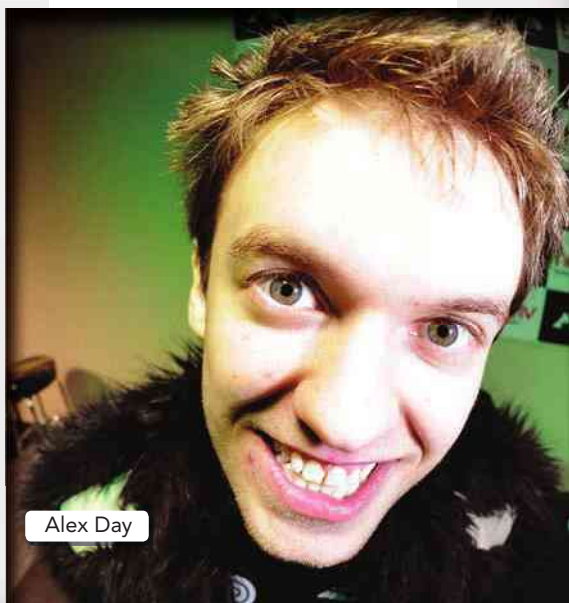
# THE VLOGGERS



Lex Croucher

C

Maybe you've **come across** Lex Croucher? She's a twenty-two-year-old student. The number of subscribers to her channel *Tyrannosauruslexxx* **comes to** 76,000. She **got into** vlogging because she was bored. When she started out, her vlogs were autobiographical. But then they became serious discussions of issues. For example, her university course did not **live up to** her expectations, so she vlogged about it. It's hard to imagine how she **keeps up with** her studies as she not only vlogs, but you can also see her on Twitter, Tumblr and Facebook. But she manages to **come up with** amusing and interesting vlogs. Her success is based on her talent, but also her choice of topics that other teenagers can relate to.



Alex Day

## 5 Read the text. What makes successful vloggers?

Making good videos is not as easy as it looks. Successful vloggers like Charlie, Alex and Lex are bright and creative. They <sup>1</sup>became interested in vlogging because they genuinely enjoy what they do and they are just a little bit funnier and cooler than their audience. They have to work hard <sup>2</sup>to match the expectations of their fans – most of them post new vlogs several times a week. Vloggers interact with their audience – they ask them questions and they get immediate feedback. The vlogger has to <sup>3</sup>manage to read all this feedback so that he or she knows what viewers like most. If the viewers like the vloggers and their vlogs, they are more likely to share their videos – the more shares a vlogger gets, the more money they will make from advertising. It's easy to make a vlog, but the successful ones are successful because they <sup>4</sup>think of good stuff – very good stuff. Their earnings can <sup>5</sup>total more than \$100,000 a year! If you <sup>6</sup>find one of their vlogs by chance and then decide to follow them, you are helping to make them just a little more money.

- 6 **CD-3.29 MP3-118** Replace the underlined words in the text in Exercise 5 with the correct form of the phrasal verbs in blue in the article. Then listen and check.
- 7 Complete the questions with one word in each gap.
- 1 What's the best website you've ever come **across** ?
  - 2 For a typical smartphone, what would the monthly bill normally come \_\_\_\_\_ ?
  - 3 Did you get \_\_\_\_\_ any particular video games as a child?
  - 4 Are you good at keeping \_\_\_\_\_ with new computer technology?
  - 5 Would it be easy for you to come up \_\_\_\_\_ an idea for a vlog?
  - 6 When was the last time you saw a film that didn't live \_\_\_\_\_ to your expectations?
- 8 In pairs, ask and answer the questions in Exercise 7.

## WORD STORE 7E

- 9 **CD-3.30 MP3-119** Complete WORD STORE 7E with the synonyms in the box. Then listen, check and repeat.

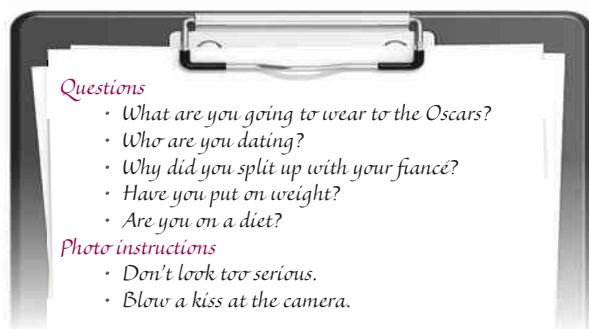
# 7.5 Grammar

## Reported Speech – questions and imperatives

*I can report questions and imperatives.*

- In pairs, name some popular magazines in your country. Discuss which magazines you have read and what topics you like reading about.
- Darina Parfitt did an interview for a lifestyle magazine. Read the interview questions and guess what she does for a living.

a fashion designer ☐ a film director ☐  
a model ☐ a singer ☐



- CD•3.31 MP3•120 Listen to Darina talking to a friend about her interview. Check your ideas in Exercise 2. Why is she so upset?

- Read the GRAMMAR FOCUS. Then put the words in the correct order to form reported questions and imperatives from the conversation.

They asked me:

1 what / wear / going to / to the Oscars / was / I

*what I was going to wear to the Oscars.*

- I / dating / who / was
- had / why / split up with / I / my fiancé
- if / put on / I / weight / had
- was / I / whether / on a diet
- serious / to look / too / not
- a kiss / at / to blow / the camera

### GRAMMAR FOCUS

#### Reported questions and imperatives

When you report questions, the subject comes before the verb. You use **ask** as the reporting verb. You don't use *do/does/did*. You use **if** or **whether** for yes/no questions.

#### Direct Speech

#### Reported Speech

- yes/no questions  
'Do you live near here?' → He asked me **if I lived** near there.  
'Are you happy?' → He asked me **whether I was** happy.
- wh- questions  
'What is your name?' → I asked him **what his name was**.  
'Who wrote these questions?' → I asked him **who had written** those questions.

When you report imperatives, you use **ask** or **tell sb (not) to do sth**.

- imperatives  
'Say "cheese".' → They **asked me to say** 'cheese'.  
'Please don't move.' → She **told me not to move**.

- Report more questions and imperatives from Darina's interview. Begin with **They asked her ...**

- 'Did your fiancé end your relationship?'  
*They asked her if her fiancé had ended their relationship.*
- 'Have you seen your ex recently?'
- 'Where did you buy your dress?'
- 'Help yourself to tea or coffee.'
- 'Who is going with you to the Oscars next week?'
- 'Why are you leaving so early?'
- 'Can we interview you again next month?'
- 'Don't leave before the photo session.'

- Read the report of another interview Darina gave. Which question did she refuse to answer?



### Meet Darina Parfitt

We had the pleasure of meeting Darina Parfitt today and talked to her about her work. We asked her if she was excited about being nominated for an Oscar, and whether she thought she could win. She told us that she was proud of her film and thought she had a good chance of winning. But she added that she hadn't seen the other films yet. We asked her when she had started making films and she told us it had only been the year before, but that she had been in the movie business for ten years. We asked her what her next project was going to be and she told us she was writing a screenplay, but she hoped she would get the chance to direct another film. We asked her who she was dating, but she asked us not to ask her about her private life.

- In pairs, rewrite the report in Exercise 7 as a conversation.

Interviewer: *Thanks for agreeing to do the interview.*

Darina: *You're welcome.*

Interviewer: *So, are you excited about being nominated for an Oscar?*

Darina: *Yes, it's wonderful ...*

- In pairs, act out your conversation. Vote for the best conversation in the class.

- CD•3.31 MP3•120 Listen again and check your answers to Exercise 4.

## 7.6 Speaking

### Asking for permission • Polite requests

*I can ask for permission and make polite requests.*

- 1 In pairs, look at the list of things you may want to do at school. Which things would you need permission for? Who would you ask?

- not do PE
- go home early
- open a window
- use your phone
- eat or drink in the classroom
- change your seat during a lesson
- use a dictionary in an English test
- leave the classroom during a lesson

- 2 Read the email and answer the questions.

- 1 What has Patty got permission to use?
- 2 What is she going to use it for?
- 3 What does she have to do next?

To: Patty Class 9

Subject: class Facebook page

Dear Patty,

You can use the school video camera on Thursday 4th April to film your class for the school Facebook page. You must ask your teachers POLITELY for permission to film their classes during the day. All students must sign a copy of the document attached.

- 3 CD•3.32 MP3•121 Listen to three conversations.

Which teacher doesn't give Patty permission to film the class? Why?

- 4 CD•3.32 MP3•121 Complete the conversations with words and phrases from the SPEAKING FOCUS. Then listen and check.

1

Patty: Excuse me, Miss Roberts. Is <sup>1</sup> it OK if we film your class today? It's for the school Facebook page.

Miss R: Well, I'm <sup>2</sup> \_\_\_\_ I'm going to give you a test and that won't be very interesting on film. How about tomorrow?

Patty: We only have the camera today. <sup>3</sup> \_\_\_\_ we do the test tomorrow?

Miss R: Well, OK, I <sup>4</sup> \_\_\_\_.

Patty: Thanks, Miss Roberts – that's great.

2

Patty: Mrs Baker!

Mrs B: Yes, hello, Patty. What can I do for you?

Patty: Do <sup>5</sup> \_\_\_\_ we film our class today, please?

Mrs B: No, <sup>6</sup> \_\_\_\_ all, go ahead. Is this for a project?

Patty: No, it's for the school Facebook page.

Mrs B: Oh right, I'll go and tidy up the classroom then.

3

Mr O: Come in.

Patty: Excuse me, Mr Osborne.

Mr O: Yes, what is it?

Patty: Um, we <sup>7</sup> \_\_\_\_ we could film your class today. We're making a film for the school Facebook page.

Mr O: Oh, I see. Well, I'd like <sup>8</sup> \_\_\_\_ help, but I'm afraid I've got meetings all day and Ms Marks is taking my classes.

Patty: Oh OK, sorry to bother you, sir.

### SPEAKING FOCUS

Asking for permission	Giving permission	Refusing permission
Can/Could I/we ...?	Well, OK, I suppose so.	I'm sorry, but ...
Is it OK if I/we ...?	Yes that's fine. No problem.	I'd like to help, but ...
We were wondering if I/we could ...?	Sure, I don't see why not.	I'm afraid ...
Do you mind if I/we ...?	No, not at all, go ahead.	Yes, I do, actually. I'm afraid ...

- 5 Rewrite the exchanges using language from the SPEAKING FOCUS. Begin with the words given.

- 1 A: Lend me your calculator. B: Right.  
A: Could ... B: Well, ...
- 2 A: Let me use your phone. B: No, the battery is flat.  
A: Is ... B: I'm ...
- 3 A: I want to open the window. B: OK.  
A: Do ... B: No, ...
- 4 A: We want to leave early. B: Fine.  
A: We ... B: Sure, ...

- 6 CD•3.33 MP3•122 Listen and check your answers to Exercise 5. Then, in pairs, act out the exchanges.

- 7 In pairs, write a conversation asking for permission to do something at school. Follow these steps.

- Decide on the situation, why you need permission and who from.
- Use the information in Exercise 1 or your own ideas.
- Practise your conversation. Then act it out to the class.





## 7.7 Writing

### A review of an event

*I can write a review of an event.*

#### Winner of this year's festival review competition

My friends and I, and the other lucky festival-goers at this year's Silverfest festival, drank 25,000 bottles of water, created nearly two tonnes of rubbish and raised £20,000 for charity. We did this while listening to some of the most talented bands around and enjoying **delicious** food from all over the world. What an **amazing** experience!

We arrived early, but as we queued to get in, we could already hear the music and smell the food. The sun was shining on the colourful tents and a DJ had already begun to entertain the crowd. This year, the music was **brilliant**; from the beats of the Chemical Brothers to the punk rock of Vampire Weekend. I'll never forget the sight and sound of 10,000 happy people with their arms in the air.

As all festival-goers know, dancing makes you **extremely** hungry, especially when the air is filled with the **fabulous** smells of Thai, Indian, Mexican and many other world cuisines. To be honest, I was expecting **terrible** festival food, but I was wrong – it was **absolutely** delicious.

The only thing I'd suggest changing next year is the number of rubbish bins. There should be twice as many – by the end of the day there was litter everywhere.

If you are looking for a **really** friendly festival with **fantastic** bands and **tasty** food (and if you don't mind a bit of rubbish!), then try Silverfest next year. You won't be disappointed.

#### 1 Read the announcement and answer the questions.

- 1 What does the announcement ask you to do?
- 2 What could you win?

[www.festivalwatch.co.uk](http://www.festivalwatch.co.uk)



Have you been to a fabulous festival this summer? We would love to hear all about it! Send us an article reviewing a festival that you attended this season and suggesting improvements for next year. The best article will be published on our website and the winner will receive two free tickets to next year's Glastonbury festival.

#### 2 Read the winning review and choose the most interesting title.

- 1 My festival review
- 2 Smells, smiles and sounds at sunny Silverfest
- 3 What I did and didn't enjoy about Silverfest

#### 3 Read the review again. Then, in pairs, tick the items the writer has included.

- 1 an introduction which holds the reader's attention ☐
- 2 a reason for writing ☐
- 3 language which describes what the writer saw, heard, smelled and tasted ☐
- 4 a variety of adjectives and modifiers ☐
- 5 personal opinions ☐
- 6 suggestions and recommendations ☐

4 Read the **WRITING FOCUS** and check your answers to Exercise 3.

## WRITING FOCUS

### A review of an event

#### Opening

- Begin with an interesting, funny or unusual title to catch the reader's attention.
- Hold the reader's attention with an introduction which asks a question or gives interesting facts.

#### Body

- Describe the event using a variety of adjectives and modifiers.
- Make your descriptions interesting by saying what you saw, heard, smelled and tasted.
- Include personal opinions and suggestions.

#### Closing

- Finish with a recommendation for the reader.

5 Find examples in the review of descriptions of what the writer saw, heard or smelled.

6 Look at the words in pink in the review and find:

- 1 one adjective which means 'very bad'
- 2 two adjectives to describe nice tasting food
- 3 three modifiers
- 4 four adjectives which mean 'very good'

7 Make these descriptions more interesting. Replace the underlined words with words from Exercise 6. Use each word only once.

- 1 This year's Charity Fun Day was very good/ \_\_\_\_\_ and we raised lots of money.
- 2 The birds were singing and the weather was very good/ \_\_\_\_\_.
- 3 There were some very bad/ \_\_\_\_\_ singers in the competition – that was the best bit!
- 4 Unfortunately, not all of the food was nice tasting/ \_\_\_\_\_. Avoid the hot dogs next year!
- 5 I'd recommend the very nice tasting/ \_\_\_\_\_ homemade ice cream.
- 6 If you're looking for a very good/ \_\_\_\_\_ day out, come to next year's Charity Fun Day.

## Writing task

You have seen this announcement on an international students' website.

### Reviews wanted: Charity events

Have you recently been to or helped organise a charity event? Write a review of the event for our website, explaining what happened during the day, how successful it was and what changes you would suggest for the next time this event is held.

**A Write your review in 140–190 words. Follow these steps.**

- Begin with something to attract the reader's attention.
- Describe and give your opinion on the various events of the day.
- Make the descriptions interesting by including things you saw, heard, tasted, etc.
- Make some suggestions for next year's event.
- Conclude with a personal recommendation.

### Useful language

- My school friends and I were able to ... in this year's ...
- During the day I heard various ...
- The sun was shining and everybody was ...
- This year there were many ...
- I was expecting ... , but there wasn't ...
- I'd suggest they change ... for next year's event.
- If you are looking for a ... , then I would definitely recommend the ...

**B Use the ideas in the WRITING FOCUS and the model to help you.**

**C Check.**

- ✓ Have you written three or four paragraphs?
- ✓ Have you put something interesting in the introduction to get attention?
- ✓ Have you used a variety of adjectives and modifiers?
- ✓ Have you mentioned what you heard, saw, smelled or tasted?
- ✓ Have you given your opinions and made some suggestions?
- ✓ Have you finished with a personal recommendation?

# FOCUS REVIEW 7

## VOCABULARY AND GRAMMAR

### 1 Choose the word that does not collocate with the underlined word in each group

- 1 cable / satellite / affairs television
- 2 solo / judge / male artist
- 3 episode / reunion / quiz show
- 4 follow / interact / update a vlog
- 5 published / connected / addicted to sth
- 6 channel / session / network TV

### 2 Choose the correct options.

- 1 How many *editors* / *contestants* / *viewers* will compete in the new reality show?
- 2 Do you try to *come* / *keep* / *do up* with the news when you're on holiday?
- 3 The show didn't match my *expectations* / *subscribers* / *hits*. It was OK, but it wasn't as funny as I had hoped.
- 4 Jo looks absolutely *ridiculous* / *gorgeous* / *hilarious* in that dress. She's the most beautiful woman in the room.
- 5 This film is an *adaptation* / *edition* / *audition* of a novel.

### 3 Report the statements using the reporting verbs in brackets.

- 1 'I'll talk to the producer of your programme about this issue too,' said Mark. (add)  
\_\_\_\_\_
- 2 'Hank can win an Oscar next year,' said Kim. (suggest)  
\_\_\_\_\_
- 3 'Someone uploaded this video a week ago,' said Thomas. (point out)  
\_\_\_\_\_
- 4 'I'm interviewing Mike O'Hara today,' said Eve. (explain)  
\_\_\_\_\_
- 5 'Modern Family is the best sitcom I've ever seen,' said Andy. (claim)  
\_\_\_\_\_
- 6 'We're going to have a rehearsal here,' said Joan. (reply)  
\_\_\_\_\_

### 4 Report the questions and requests.

- 1 'How did you get so much information about our new film?' the producer asked me.  
The producer asked \_\_\_\_\_.
- 2 'Please bring me the DVDs which I left on the desk,' Frank said to his secretary.  
Frank asked \_\_\_\_\_.
- 3 'Do you want to become a professional actress?' the journalist asked Helen.  
The journalist asked \_\_\_\_\_.
- 4 'Where are we going to have lunch today?' Jo asked me.  
Jo asked \_\_\_\_\_.
- 5 'Don't move!' the photographer told everyone.  
The photographer asked \_\_\_\_\_.
- 6 'Will you help me write the article about viral videos?' Kelly asked her friend.  
Kelly asked \_\_\_\_\_.

## LANGUAGE IN USE

### 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 Angie explained \_\_\_\_\_ (be going to) install a camera to observe her cat's behaviour at night.
- 2 I saw a man taking photos of our back garden, so I asked him if he \_\_\_\_\_ (ask) for permission. There's an audition \_\_\_\_\_ for a musical in our city next week. If only I \_\_\_\_\_ (can) sing and dance well!
- 4 I'm sure Andrew \_\_\_\_\_ (go) the ceremony yesterday if he had been nominated for an award. Cindy would have a \_\_\_\_\_ good chance of winning if she \_\_\_\_\_ (take) part in a music competition.
- 6 My sister borrows my clothes without asking. I wish she \_\_\_\_\_ (stop) doing that.

### 6 Complete the text with the correct form of the words in the box. There are two extra words.

addict broadcast contest  
document expect view

## Reality TV: A new phenomenon?

For many people reality television seems to be a modern invention as most <sup>1</sup> \_\_\_\_\_ still associate with it the highly popular shows from the 1990s and early 2000s, such as *Big Brother* and *Survivor*. In fact, reality television is much older. The very first programmes showing ordinary people in unscripted situations <sup>2</sup> \_\_\_\_\_ in the 1940s and they've been with us ever since. One of the most influential programmes of this type was *An American Family*. It was intended to be a <sup>3</sup> \_\_\_\_\_ showing the life of an ordinary family in the early 1970s. However, it managed to engage the audience's emotions on a deeper level when the parents decided to split up. Thousands of Americans got <sup>4</sup> \_\_\_\_\_ to the show and watched the couple end their relationship and ask for a divorce. More than forty years ago, it was a groundbreaking programme.



## LISTENING

- 7 **CD•3.34 MP3•123** Listen to four people talking about the Notting Hill Carnival. Choose from the list (A–G) what each speaker says about the carnival. Use the letters only once. There are three extra letters.

Speaker 1: ☐ Speaker 3: ☐  
Speaker 2: ☐ Speaker 4: ☐

**This speaker:**

- A has participated in the carnival as a performer.
- B enjoys dressing up.
- C says people need to protect themselves from injuries.
- D has been to similar festivals.
- E believes the carnival adds something to the city.
- F would like to avoid the crowds and noise of the carnival.
- G explains why some people don't enjoy it as much as others.

## WRITING

- 8 In pairs, discuss the questions.
- 1 Have you or a friend been to a festival recently?
  - 2 What did you/they like or not like about it?
  - 3 What do you think makes a good, fun festival? Why?
- 9 You have seen this advertisement in a students' magazine.

### Review competition!

It's summer and it's the festival season. Have you been to a good festival recently? Write a review of the event, describing what happened during the day, what you enjoyed or didn't enjoy about it and suggest what could be changed to make next year's event better. Send us your review and you could see it in the magazine and win £500!

Write your review in 140–190 words.

## SPEAKING

- 10 In pairs, discuss the questions.
- 1 What instruments do children often learn to play at school?
  - 2 What instruments do bands often play on stage?
  - 3 What instruments can you sometimes see played in the street?

- 11 Look at the photos. They show people playing music in different places. Choose two of the photos. Then, in pairs, take turns to compare the photos and say what you think the people are enjoying about playing music in these places.



- 12 Which type of music would you prefer to listen to?

# 8

## GOOD CITIZENS

Kindness is a language which  
the deaf can hear and the  
blind can see.

MARK TWAIN (1835–1910),  
AN AMERICAN WRITER

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – human qualities
- suffixes – forming nouns and adjectives
- verbs phrases
- verb-noun collocations
- collocations with make
- Word in focus – good

#### Grammar:

- the Passive
- have something done

#### Listening:

- an interview with a young ex-offender

#### Reading:

- an extract from a novel

#### Speaking:

- opinions: talking about advantages and disadvantages

#### Writing:

- an opinion essay

### FOCUS EXTRA

- Grammar Focus pages 126–127
- WORD STORE booklet pages 16–17
- Workbook pages 92–103 or MyEnglishLab
- MP3s – www.english.com/focus

## 8.1 Vocabulary

Human qualities • Suffixes • Verb phrases

*I can talk about human qualities and acts of kindness.*

### SHOW WHAT YOU KNOW

#### 1 Write the noun forms of these adjectives.

- |                               |                      |
|-------------------------------|----------------------|
| 1 courageous – <u>courage</u> | 5 honest – _____     |
| 2 determined – _____          | 6 loyal – _____      |
| 3 enthusiastic – _____        | 7 modest – _____     |
| 4 generous – _____            | 8 optimistic – _____ |

#### 2 In pairs, discuss these questions about the human qualities listed in Exercise 1.

- Which three human qualities do you value most?
- What other human qualities can you think of?
- Which human qualities do you have or would you like to have?

## AND HERE IS THE GOOD NEWS ...

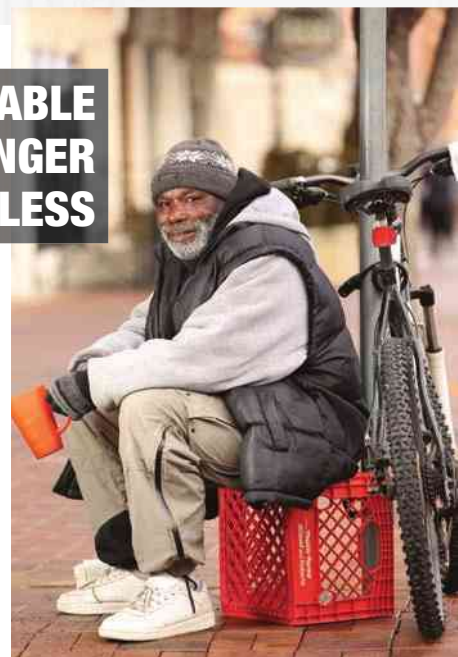
The news is often full of tragedy and disaster. But here are two true stories that will warm your heart and put a smile on your face. They may suddenly inspire you to be kind to someone, even a stranger. Go on, commit a random act of kindness and <sup>5</sup> make someone's day!

### HONEST, HONOURABLE AND NO LONGER HOMELESS

**A** Homeless Billy Ray Harris was begging on the streets of Kansas City. Sarah Darling walked past and dropped some coins into his collection cup.

<sup>10</sup> The next day she realised that her diamond **engagement** ring had dropped into the cup with the coins. She went back to find Harris, not feeling very hopeful. But she was surprised when he remembered <sup>15</sup> her and returned the ring. A jeweller had offered Harris \$4,000 for the ring. But he was an honourable man and he kept the ring in case the woman returned. To show their **appreciation**, Sarah Darling and her husband collected money for Harris.

<sup>20</sup> The story went viral online and **donations** arrived from all over the world. The final total was \$185,000. Harris doesn't sleep



<sup>25</sup> rough now and is no longer jobless. He has part-time **employment**, has been reunited with his family and has a new **friendship** with the Darlings.

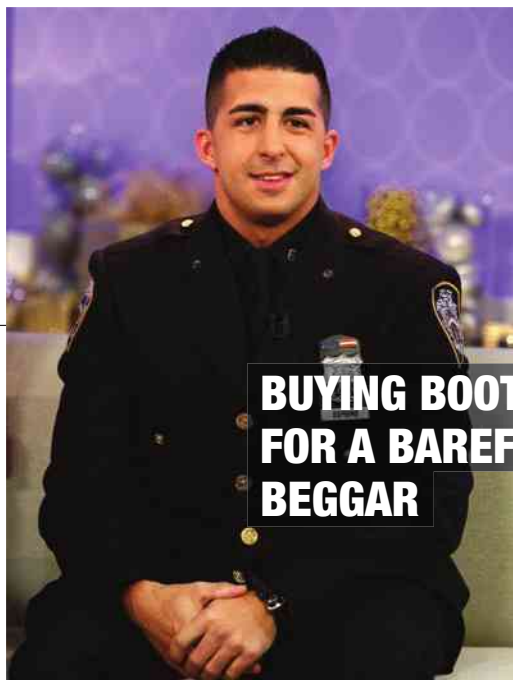
- 3 Read the headlines and the introduction to the stories. Then choose the best definition for the expression a *random act of kindness*.

- a sending a regular sum of money to charity
- b doing something unexpected to help someone
- c looking after a family member who is old or ill

- 4 Read the stories. Are the statements true (T) or false (F)?

- 1 Darling didn't intend to put her ring in Harris's collection cup. ☐
- 2 Harris tried to sell Darling's ring for \$4,000. ☐
- 3 The Darlings gave Harris \$185,000 of their own money. ☐
- 4 Officer DePrimo didn't have to buy the man shoes. ☐
- 5 A neighbour took a photo of DePrimo and put it on Facebook. ☐
- 6 Very few people saw the photo on Facebook. ☐

- 5 In pairs, take turns to tell each other which story you like best and why.



## BUYING BOOTS FOR A BAREFOOT BEGGAR

**B** Officer DePrimo was working in the West Village area of New York when he saw some people laughing at a homeless man because he had no shoes on. The officer was shocked by the people's **cruelty** and **stupidity**. It was freezing cold that night, and the officer decided to help the man out. He asked him for his shoe size and went into a store where he bought a pair of boots and some socks, and then gave the man a hand to put them on.

Another police officer was in the **neighbourhood** that night and she was impressed by the officer's **kindness** and **helpfulness**. She took a photo of the officer doing a good deed and sent it to the New York City Police Department. They put it on their Facebook page to show that police officers can be **sensitive** and **sympathetic**. The photo went viral and attracted 500,000 likes and 200,000 shares.

## WORD STORE 8A

- 6 **CD•3.35 MP3•124** Complete WORD STORE 8A with the nouns in red in the stories. Then listen, check and repeat.

- 7 Complete the questions about the stories with nouns from WORD STORE 8A. Then answer the questions about the article.

**A**

- 1 How much was Sarah Darling's **engagement** ring worth?
- 2 How did the Darlings show their **a** \_\_\_\_\_ to Harris?
- 3 Does Harris now have full-time or part-time **e** \_\_\_\_\_?

**B**

- 4 What is the name of the **n** \_\_\_\_\_ in New York where DePrimo was working?
- 5 What acts of **c** \_\_\_\_\_ and **s** \_\_\_\_\_ shocked DePrimo?
- 6 Who was impressed by DePrimo's **k** \_\_\_\_\_ and **h** \_\_\_\_\_?

## WORD STORE 8B

- 8 **CD•3.36 MP3•125** Complete WORD STORE 8B with the underlined adjectives in the stories. Then listen, check and repeat.

- 9 Complete the sentences with the adjective form of the words in brackets.

- 1 A good friend should be **reliable** (rely).
- 2 \_\_\_\_\_ (home) people need food, shelter and kindness.
- 3 Young people are not very \_\_\_\_\_ (hope) about the future.
- 4 \_\_\_\_\_ (job) people don't try hard enough to find work.
- 5 Being a police officer is a very \_\_\_\_\_ (stress) job.
- 6 Parents aren't usually very \_\_\_\_\_ (sympathy) listeners.

## WORD STORE 8C

- 10 **CD•3.37 MP3•126** Complete the verb phrases in WORD STORE 8C with the words in the box. Then listen, check and repeat.

- 11 Find the verb phrases from WORD STORE 8C in the stories. Which phrases mean:

- 'to make somebody feel good or happy'?
- 'to help somebody or do something helpful'?

- 12 In pairs, talk about the last time you helped somebody or somebody helped you. Use verb phrases from WORD STORE 8C.

*Last weekend, my friend gave me a hand with tidying my room. It made my day!*



## 8.2 Grammar

### The Passive

*I can understand and use the Passive.*

- 1 Read the text about Robben Island. How many different things has the island been used for?



**Robben Island** is situated nine kilometres from Cape Town. From the seventeenth to the twentieth century, the island was used as a prison. During World War II, prisoners were sent to Robben Island, but at that time it was also being used as a hospital. Later, Nelson Mandela was imprisoned there for eighteen years. After a total of twenty-seven years in prison, **Mandela was elected** as the first black president of South Africa.

Robben Island isn't used as a prison any more. It has been made into a museum and at the moment is being promoted as a popular tourist attraction. There is a large African penguin colony there now, but **Robben Island will** always be remembered as the place where Mandela was imprisoned.



- 2 Read the GRAMMAR FOCUS and complete the examples with the passive forms in blue in the text.

#### GRAMMAR FOCUS

##### The Passive

- You use passive forms when it isn't important or you don't know who performed the action.
- You use *by* + person (or thing) if you want to mention who (or what) performed the action.

Tense	→ Example
Present Simple	→ Robben Island <b>is situated</b>
Present Continuous	→ _____
Past Simple	→ _____
Past Continuous	→ _____
Present Perfect	→ _____
future with will	→ _____

- 3 **CD•3.38 MP3•127** Read about another famous island prison. Complete the text with the passive form of the verbs in brackets. Then listen and check.

**Alcatraz** <sup>1</sup>is located (*locate* – Present Simple) in San Francisco Bay. It was a prison from 1934 to 1963 and during that time there were just fourteen escape attempts. The attempted escape in 1962 <sup>2</sup>\_\_\_\_\_ (*probably/remember* – will) as the most famous one. Frank Morris and the Anglin brothers dug a tunnel out of their cells and then disappeared. The three men may have drowned, but their bodies <sup>3</sup>\_\_\_\_\_ (*never/discover* – Present Perfect). Over the years, several postcards in the men's handwriting <sup>4</sup>\_\_\_\_\_ (*send* – Present Perfect) to their families. After the escape, a stolen car <sup>5</sup>\_\_\_\_\_ (*find* – Past Simple) and police believe it could have been used by the three men to escape. The case <sup>6</sup>\_\_\_\_\_ (*keep* – will) open until the 100th birthday of the three men. Today, Alcatraz island <sup>7</sup>\_\_\_\_\_ (*use* – Present Simple) as a recreation park.



- 4 Complete the sentences with the correct passive form of the verbs in brackets.

- The prisoners **are locked** (lock) in their cells at 9 p.m. every night.
- John looked back. He thought he \_\_\_\_\_ (follow).
- Last time Tina went clubbing, her phone \_\_\_\_\_ (steal).
- Police are investigating the robbery but nobody \_\_\_\_\_ (arrest) yet.
- As I'm writing this, three suspects \_\_\_\_\_ (question).
- A press conference \_\_\_\_\_ (hold) tomorrow.

- 5 Read the fact file and cross out the agent (*by* + person/thing) if it is not necessary.

#### UK and USA crime facts

- 500,000 crimes in the UK are committed by ex-prisoners.
- Each year in the USA, around 100 prisoners are sentenced to death by judges.
- In the UK, the death penalty was abolished by the government in 1998.
- Around ten percent of murders in the USA are committed by women.
- On average, murderers are released from UK prisons by the authorities after sixteen years.

- 6 Rewrite the sentences in the passive. Use an agent only if necessary.

- The head teacher has never taught me. ☐  
*I've never been taught by the head teacher.*
- People often invite me to parties. ☐
- An old childhood friend has contacted me on Facebook. ☐
- People gave me money for my last birthday. ☐
- My father taught me how to ride a bicycle. ☐
- My mother is picking me up from school today. ☐

- 7 Tick the sentences in Exercise 6 that are true for you. Then compare with a partner.

## 8.3 Listening

### Multiple choice

*I can identify specific detail in an interview.*

- 1 In pairs, read **UK TODAY** and discuss which facts you find most surprising.

### UK TODAY

- A 'young offender' can be anybody aged 10–17 (12–17 in Scotland) who commits a crime.
- Each year, over 3,000 young offenders are sent to young offenders' prisons.
- The most common crimes are theft, violence and criminal damage.
- The average sentence is three months.
- It costs over £100,000 a year to keep a young offender in prison.
- Fifty percent of young offenders are aged seventeen.
- Ninety-four percent of young offenders are boys.
- Eighty-eight percent of young offenders have been excluded from school.
- Nearly seventy-five percent of young offenders commit another crime within twelve months of leaving prison.



- 2 Guess the correct options.

- 1 The government want *more / less* education in young offender prisons.
- 2 Young offenders are locked up in their cells during the *day / night*.
- 3 Young offenders *are / aren't* paid if they attend lessons in prison.
- 4 *Not every / Every* young offender wants to be released from prison.
- 5 *Some people / The government* think young offenders should be punished more.

- 3 **CD•3.39 MP3•128** Listen to an interview with Daniel, an ex-offender, and check your ideas in Exercise 2.

### EXAM FOCUS Multiple choice

- 4 **CD•3.39 MP3•128** Listen again and choose the correct answer, A, B or C.

- 1 The government are planning to
  - A write a special report about prisons for young offenders.
  - B educate young offenders more effectively.
  - C make young offenders' prisons harder.
- 2 In prison, young offenders
  - A can watch TV in a room with others.
  - B are allowed a few luxuries.
  - C receive money for studying.
- 3 When they behave badly, young offenders
  - A are not allowed to watch television.
  - B are locked in their cells all evening.
  - C have to attend lessons.
- 4 One of Daniel's friends damaged a few cars
  - A because he wanted to steal them.
  - B in a supermarket car park.
  - C in order to go back to prison.
- 5 Daniel believes that the best way to make young offenders into better citizens is to
  - A lock them in cells and punish them.
  - B give them hope for the future.
  - C show them that life is simple.

- 5 Complete the questions with the words in the box.

**break commit locked released sentenced**

Should young offenders:

- 1 be sentenced to a longer time in prison?
- 2 be locked in their cell at night?
- 3 be returned to prison if they commit another crime?
- 4 always go to prison if they break the law?
- 5 be released if they don't have a home or family to go back to?

- 6 In pairs, discuss the questions in Exercise 5.

### PRONUNCIATION FOCUS

- 7 **CD•3.40 MP3•129** Listen and put the words in the box in the correct group, A, B, or C, depending on the stress.

**appreciation determined investigation  
offender sympathetic unexpected**

A ■■■

B ■■■

C ■■■

\_\_\_\_\_

\_\_\_\_\_

appreciation

- 8 **CD•3.41 MP3•130** Listen, check and repeat.

### WORD STORE 8D

- 9 **CD•3.42 MP3•131** Complete WORD STORE 8D. Complete the collocations with the nouns in the box. Then listen, check and repeat.

## 8.4 Reading

### Gapped text

I can understand the structure of a text.

**1 Read the text about *The Curious Incident of the Dog in the Night-Time* and answer the questions.**

- 1 How old is the narrator?
- 2 What's Christopher like?
- 3 What has happened to the neighbour's dog?
- 4 What is Christopher's first reaction?
- 5 How does Mrs Shears, the neighbour, react?
- 6 Why does Christopher put his hands over his ears?

**2 Read an extract from the book and answer the questions. Use maybe if you are not sure.**

- 1 Was Christopher afraid of the policeman and policewoman?
- 2 Did the policeman understand why Christopher was holding the dog?
- 3 Did the policeman suspect that Christopher had killed the dog?
- 4 Was Christopher able to answer all the policeman's questions?
- 5 Did Christopher feel stressed in the situation?
- 6 Do you think Christopher hit the policeman because he didn't like him?

### EXAM FOCUS Gapped text

**3 Read the extract again. Choose from the sentences (A–F) the one which fits each gap. There is one extra sentence.**

- A I didn't like him touching me like this.
- B 'And what, precisely, were you doing in the garden?' he asked.
- C I like policemen too and I wanted to answer the question properly.
- D Dogs do not tell lies because they cannot talk.
- E He was asking too many questions and he was asking them too quickly.
- F The policeman said, 'I'm going to ask you once again.'



The main character and the narrator of *The Curious Incident of the Dog in the Night-Time* is Christopher Boone, a fifteen-year-old boy. Christopher has a unique and sometimes surprising way of reacting to events. He is extremely good at Maths and has a logical way of looking at the world around him, but he sometimes finds it difficult to deal with other people. In the book, he describes everything exactly as he sees it, in clear, direct sentences.

- 10 The story begins one night. Christopher finds his neighbour's dog dead in her front garden, with a garden fork sticking out of it. Most people would run away from such a scene, but Christopher does not behave like most people. He knows exactly what he likes and what he doesn't like, and he likes dogs.

He goes into the neighbour's garden and takes the dead dog in his arms. When the dog's owner, Mrs Shears, sees Christopher with the dog in his arms, she screams and tells him to put the dog down. Christopher hates loud noises – he puts his hands over his ears, closes his eyes, and puts his head on the grass.

**4 Underline the sentences in the extract that describe the situations in pictures A–E.**





Then the police arrived. I like the police. They have uniforms and numbers and you know what they are meant to be doing. There was a policewoman and a policeman. The policewoman had a little hole in her tights on her left ankle and a red scratch in the middle of the hole. The policeman had a big orange leaf stuck to the bottom of his shoe which was poking out from one side.

The policewoman put her arms round Mrs Shears and led her back towards the house.

I lifted my head off the grass.

The policeman squatted down beside me and said, 'Would you like to tell me what's going on here, young man?'

I sat up and said, 'The dog is dead.'

'I'd got that far,' he said.

I said, 'I think someone killed the dog.'

'How old are you?' he asked.

I replied, 'I am fifteen years and three months and two days.'

'I was holding the dog,' I replied.

'And why were you holding the dog?' he asked.

This was a difficult question. It was something I wanted to do. I like dogs. It made me sad to see that the dog was dead.

But the policeman did not give me enough time to work out the correct answer.

'Why were you holding the dog?' he asked again.

'I like dogs,' I said.

'Did you kill the dog?' he asked.

I said, 'I did not kill the dog.'

'Is this your fork?' he asked.

I said, 'No.'

'You seem very upset about this,' he said.

They were stacking up in my head like loaves in the factory where Uncle Terry works. The factory is a bakery and he operates the slicing machines. And sometimes the slicer is not working fast enough, but the bread keeps coming and there is a blockage. I sometimes think of my mind as a machine, but not always as a bread-slicing machine. It makes it easier to explain to other people what is going on inside it.

I rolled back onto the lawn and pressed my forehead to the ground into the grass again and made the noise that Father calls groaning. I make this noise when there is too much information coming into my head from the outside world. It is like when you are upset and you hold the radio against your ear and you tune it halfway between two stations so that all you get is white noise and then you turn the volume right up so that this is all you can hear and then you know you are safe because you cannot hear anything else.

The policeman took hold of my arm and lifted me onto my feet.

And this is when I hit him.

## 5 Match pictures A–E in Exercise 4 with descriptions 1–3.

- 1 two pictures that illustrate Christopher's way of observing very small details about people ☒ A, ☐
- 2 an image Christopher sometimes uses to explain what is happening in his head ☐
- 3 two pictures of things Christopher does to feel safe when he can't understand ☐ ☐

## 6 Read the description of Christopher's way of seeing the world and choose the correct options.

Christopher's way of seeing the world is <sup>1</sup>the same as / different from most people. He <sup>2</sup>sees / *doesn't see* small details about people's appearance. He <sup>3</sup>doesn't like / *likes* numbers and facts, but he <sup>4</sup>likes / *doesn't like* too many questions. <sup>5</sup>Christopher / *Uncle Terry* imagines that questions are like slices of bread and his mind is like a machine in a bread factory. When there are too many questions, the machine stops. Then he gets upset and makes a strange <sup>6</sup>face / *noise*. This is because he <sup>7</sup>wants / *doesn't want* to listen to the questions. He <sup>8</sup>sometimes / *never* hits people when they touch him.

## 7 Complete the verb phrases with the verbs in the box. Then find and underline the phrases in the extract.

hold lift make put squat take

- 1 squat down beside somebody
- 2 \_\_\_\_\_ your arms round somebody
- 3 \_\_\_\_\_ a noise
- 4 \_\_\_\_\_ something against your ear
- 5 \_\_\_\_\_ hold of somebody's arm
- 6 \_\_\_\_\_ somebody onto their feet

## 8 Write an example sentence for each phrase in Exercise 7.

1 I squatted down beside my little sister because she was crying.

## 9 In pairs, decide whether you would like to continue reading *The Curious Incident of the Dog in the Night-Time*. Give reasons for your answer.

## WORD STORE 8E

- 10 CD•3.44 MP3•133 Complete WORD STORE 8E. All the collocations are possible. Find the one that is correct according to the text. Then listen, check and repeat.

## 8.5 Grammar

### have something done

I can understand and use the structure have something done.

- 1 In pairs, read the text and guess the correct answers.

#### BURGLARY: THE FACTS

According to statistics, the highest number of burglaries happen to <sup>1</sup>terraced / detached / semi-detached houses, <sup>2</sup>halfway down a street / at the end of a street / in the countryside with a <sup>3</sup>purple / brown / green door and the number <sup>4</sup>88 / 66 / 13.

- 2 CD-3.45 MP3-134 Listen to Judy and Mike's story and check your answers to Exercise 1. Are Judy and Mike going to move house?
- 3 CD-3.45 MP3-134 Listen again and number the pictures in the correct order.



Judy and Mike had a wall built.



They've had the door painted green.



They're going to have the house number changed.



They had the locks changed.



They had a sign about their dog put on the gate.

- 4 Read the GRAMMAR FOCUS. Did Judy and Mike make the changes to their house or did they arrange for somebody else to do it?

#### GRAMMAR FOCUS

##### have something done

You use the structure **have something done** when you arrange for somebody to do something for you. (You don't do it yourself.)

Compare:

They **had** the locks **changed**. (Somebody did it for them.)

They **changed** the locks. (They did it themselves.)

##### have + object + past participle

+ They've **had** the door **painted** green.

– They **didn't have** a garage **built**.

? **Are** they **going to have** the house number **changed**?  
Yes, they **are**./No, they **aren't**.

##### Note:

You can usually use **get** instead of **have** with no change in meaning.

He's **getting** the door **painted**. = He's **having** the door **painted**.

- 5 Judy is explaining some of the changes to a new neighbour. Rewrite the sentences using **we** and **have something done**.

- A carpenter changed all the locks.  
**we had all the locks changed.**
- A carpenter fitted a new door.
- A builder has been building a bigger wall.
- A decorator has just painted the front door.
- An electrician is putting in new security lights.
- A security firm is going to install a new burglar alarm.

- 6 Use the prompts to write sentences with **have something done**. Which sentences are true for you?

- we / redecorate / our house / last year  
**we had our house redecorated last year.**
- I / never / pierce / my ears
- my mother / service / her car / every year
- I'd like / colour / my hair
- I / take out / a tooth / the next time I go to the dentist

- 7 Do you have these things done or do you do them yourself? Use the prompts to write sentences that are true for you.

- |   |                             |
|---|-----------------------------|
| 1 tidy / bedroom<br><b>I tidy my bedroom.</b> | 5 check / teeth             |
| 2 repair / laptop or phone                    | 6 cut / hair                |
| 3 charge / phone                              | 7 take / passport photo     |
| 4 test / eyes                                 | 8 update / Facebook profile |

- 8 Use the prompts in Exercise 7 to write questions. Begin with **How often do you ...?** Then, in pairs, ask and answer the questions.

A: **How often do you tidy your bedroom?**

B: **Not very often – about once a week.**

## 8.6 Speaking

### Opinions: talking about advantages and disadvantages

*I can give my opinion and identify advantages and disadvantages.*

- 1 Complete the sentence in as many ways as you can think of. Then, in pairs, discuss your ideas.

A good person is someone who ...

*A good person is someone who is honest and kind.*

- 2 **CD•3.46 MP3•135** Read the texts and listen to Robert and Sonia. What do they decide to do?

### PRINCE JAMES SCHOOL

home teachers **students** parents

#### THREE EASY WAYS TO BE A GOOD CITIZEN!



1

#### Help younger pupils with school subjects.

Are you good at a particular subject? Are you patient? Younger pupils need your help.



2

#### Help the elderly in your community.

Elderly people are often lonely. Promise to call on an elderly person two or three times a week.



3

#### Raise money for charity.

Organise a sale: second-hand clothes, cakes or books.

- 3 **CD•3.46 MP3•135** Complete section A of the SPEAKING FOCUS with the words in the box. Then listen again and check.

[ good into not rather thing ]

### SPEAKING FOCUS

#### A Talking about your skills and interests

(Teaching) isn't my <sup>1</sup>thing at all.

You're really <sup>2</sup>\_\_\_\_\_ at (Maths/swimming).

I'm <sup>3</sup>\_\_\_\_\_ (patient) enough.

I'd <sup>4</sup>\_\_\_\_\_ (visit an elderly person).

I'm really <sup>5</sup>\_\_\_\_\_ (vintage clothes).

#### B Giving and explaining an opinion

In my opinion, .../What I mean is .../In fact, ...

To be honest, I think/don't think ...

#### C Talking about advantages and disadvantages

There are a lot of advantages/disadvantages ...

One/Another benefit is that ...

The main advantage of voluntary work is that ...

There are drawbacks too.

One of the main disadvantages of voluntary work is that ...

Another disadvantage of voluntary work is that ...

- 4 In pairs, discuss which activity from Exercise 2 you would choose to do and why.
- 5 In pairs, look at the motion for a school debate. Think of three reasons for and three reasons against doing voluntary work.

home teachers **students** parents

#### SCHOOL DEBATE

Motion:

Everybody should do voluntary work.

- 6 **CD•3.47 MP3•136** Listen to two people talking about reasons for and against doing voluntary work. Do they mention any of your points from Exercise 5?
- 7 **CD•3.47 MP3•136** Read sections B and C of the SPEAKING FOCUS and complete the texts. Then listen again and check.

#### FOR

In my opinion, there are a lot of <sup>1</sup>advantages to doing voluntary work. <sup>2</sup>\_\_\_\_\_ benefit is that it makes people think about other people who are less fortunate than they are. What I <sup>3</sup>\_\_\_\_\_ is that if you do voluntary work, you will understand the problems that exist in society. Another <sup>4</sup>\_\_\_\_\_ of doing voluntary work is that you become a better person – less selfish and more generous.

#### AGAINST

First of all, I agree that there are a lot of advantages to doing voluntary work, but

I think there are <sup>5</sup>\_\_\_\_\_ too. One of the <sup>6</sup>\_\_\_\_\_ disadvantages of voluntary work is that it can take up a lot of time. What I mean is, voluntary work could stop you helping your own family or friends, or take time away from your studies. <sup>7</sup>\_\_\_\_\_ disadvantage of voluntary work is that you don't earn money, so you are still dependent on your parents for everything. To be <sup>8</sup>\_\_\_\_\_, I think we should learn to be independent from our parents as soon as possible.

- 8 In pairs, choose a topic. Student A: make notes about the advantages. Student B: make notes about the disadvantages. Then discuss your ideas.

- being an only child
- single-sex schools
- taking part in sports competitions
- wearing a school uniform
- being a man/woman
- having a pet



## 8.7 Writing

### An opinion essay

*I can present and support my personal point of view.*

opening

It is not unusual for older generations to criticise younger people's lifestyles. For instance, a politician said recently that the young people in this country were lazy and did not know how to enjoy life. **In my view**, these comments are incorrect and unfair.

To begin with, I would like to point out that not all young people are addicted to the Internet. Many youngsters communicate and share interests online, but most of us do not spend all our free time there. For example, my friends and I regularly meet and spend time doing and talking about the things we enjoy. In other words, we have real lives.

Next, **as far as I am concerned**, most young people are not lazy. For instance, like many of my friends, I am studying for my final exams and learning to drive at the moment. In addition, I play the guitar and go mountain biking most weekends. **Put another way**, we are too busy to be lazy.

**Lastly**, it seems to me that the majority of young people do enjoy life. Many of us have social lives which include a range of sports, hobbies and interests. **Moreover**, plenty of these activities involve spending time with friends and making the most of our beautiful country.

**In summary**, I do not think the politician who made these comments understands today's young people. I think he should visit some local schools, talk to some teenagers and find out what their lives are really like.

body

closing

#### 1 Read the news report and discuss the questions.

- 1 What is your opinion of the politician's comments?
- 2 Do you know anyone who you think is addicted to the Internet?

### Are young people enjoying life?

A politician has upset young people with the comments he made during a television interview this week. He said, 'Today's teenagers have forgotten the simple pleasures of life such as conversation with friends and family, and time spent outdoors in our beautiful country. If something isn't available in a three-minute YouTube video or can't be liked on Facebook, then it is of no interest to anyone under the age of eighteen. We live in a nation of lazy, Internet-addicted young people who have no idea how to really enjoy life.'



#### 2 After a class discussion on this news item, Oliver wrote an opinion essay. Read the essay. Do you agree with the points he makes?

#### 3 Complete the list below with the linkers in pink in Oliver's essay.

Use linkers to:

- introduce the main paragraphs: *To begin with*, *Next*, <sup>1</sup> \_\_\_\_\_
- give personal opinions: *I would like to point out that*, *It seems to me that*, <sup>2</sup> \_\_\_\_\_, <sup>3</sup> \_\_\_\_\_
- give examples: *For example*, *For instance*
- add further support: *In addition*, <sup>4</sup> \_\_\_\_\_
- emphasise a point by repeat *in other words*, <sup>5</sup> \_\_\_\_\_
- introduce the conclusion: *In conclusion*, <sup>6</sup> \_\_\_\_\_

**4 Replace the underlined words with linkers from Exercise 3, adding commas where necessary. Sometimes more than one answer is possible.**

- 1 I think/it seems to me that the celebrity's comments were extremely negative and unhelpful.
- 2 First/\_\_\_\_\_, although some young people may be unfriendly, this is not true for all of us.
- 3 My parents taught me to be well-mannered. And/\_\_\_\_\_, we are expected to be polite at school.
- 4 In my opinion/\_\_\_\_\_, there are many selfish people in the world and not all of them are young.
- 5 For example/\_\_\_\_\_, lots of young people do voluntary work or raise money for charity.
- 6 Another way to say this is/\_\_\_\_\_, most young people are aware of the importance of being a good citizen.

**5 Read the WRITING FOCUS and complete it with the words in the box.**

linkers	point of view	reader
summary	support	

## WRITING FOCUS

### An opinion essay

#### Opening

- Introduce the topic and give a clear statement of your main <sup>1</sup>\_\_\_\_\_

#### Body

- Include two or three paragraphs with more detailed personal opinions and <sup>2</sup>\_\_\_\_\_ these with reasons and examples.

#### Closing

- Include a <sup>3</sup>\_\_\_\_\_ of your main point of view. Use different words to the statement in the introduction.
- Include a final comment which leaves the <sup>4</sup>\_\_\_\_\_ with something to think about.
- Remember to use <sup>5</sup>\_\_\_\_\_ to make your essay easier to follow.

## Writing task

In your English class you have been talking about politeness and manners. Now your teacher has asked you to write an essay. Write your essay using all the notes below and give reasons for your point of view.

Young people today are unfriendly and selfish because their parents and schools don't teach them manners.

Do you agree?

### Notes

- only a minority
- influence of TV and films
- \_\_\_\_\_ (your own idea)

**A Write your essay in 140–190 words. Follow these steps.**

- Start by stating your opinion on the comment.
- Write about all the notes in the question.
- Support your reasons with examples.
- Use linkers to help the reader follow your essay.
- In the last paragraph, include a summary of your view with different words to your opening opinion statement.
- End with a final comment to give the reader something to consider.

### Useful language

- It is not unusual for young people to ...
- To begin with, I'd like to point out ...
- Next, as far as I am concerned, most ...
- For example, many of my friends like to ...
- In addition, many young people today ...
- Lastly, it seems to me that ...
- In summary, I do not think that ...

**B Use the ideas in the WRITING FOCUS and the model to help you.**

**C Check**

- ✓ Have you started by clearly stating your opinion?
- ✓ Have you written about all the notes in the question?
- ✓ Have you supported your reasons with examples?
- ✓ Have you used linkers to introduce main paragraphs, add ideas or emphasise points?
- ✓ Have you included a summary of your view using different words to your statement in the introduction?
- ✓ Have you left the reader with something to consider?



# FOCUS REVIEW 8

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with words from the unit. The first letter of each word is given.

- 1 I'm sorry I behaved badly yesterday – I made a **f** \_\_\_\_\_ of myself!
- 2 No one knows the exact number of people who sleep **r** \_\_\_\_\_ in the streets of London.
- 3 When I was a student and couldn't pay the rent, my parents **h** \_\_\_\_\_ me out a few times by sending some money.
- 4 On a \_\_\_\_\_, women tend to donate more money to charities than men.
- 5 Jenny is a very **w** \_\_\_\_\_ -**m** \_\_\_\_\_ young lady – she always knows how to behave.
- 6 Journalists from all major TV stations are going to attend the president's **p** \_\_\_\_\_ **c** \_\_\_\_\_ tomorrow.

### 2 Complete the sentences with the correct form of the words in capitals.

- 1 Many people don't realise that \_\_\_\_\_ to animals is a crime. **CRUEL**
- 2 A \_\_\_\_\_ asked me for spare change. **BEG**
- 3 Has anyone ever shown their \_\_\_\_\_ for your hard work? **APPRECIATE**
- 4 My father is an honest and \_\_\_\_\_ man. **HONOUR**
- 5 Gina has lost her \_\_\_\_\_ ring. **ENGAGE**

### 3 Complete the second sentence so that it has a similar meaning to the first using the Passive.

- 1 The government will release five political prisoners.  
Five political prisoners \_\_\_\_\_ released.
- 2 A prison guard took John to his new cell.  
John \_\_\_\_\_ to his new cell.
- 3 The lawyer's speech has impressed the jury.  
The jury \_\_\_\_\_ by the lawyer's speech.
- 4 A private detective is investigating the disappearance of the princess.  
The disappearance of the princess \_\_\_\_\_ by a private detective.
- 5 Many drivers break the new rules regarding speed limits.  
The new rules regarding speed limits \_\_\_\_\_ by many drivers.

### 4 Complete the sentences with the correct form of the words in brackets. Use *have something done*.

- 1 I follow my dentist's advice and I \_\_\_\_\_ (check/my teeth) twice a year.
- 2 Helen couldn't answer when you phoned because she \_\_\_\_\_ (paint/her nails).
- 3 My younger sister \_\_\_\_\_ (never/cut/her hair) by a professional hairdresser. My mum always does it.
- 4 \_\_\_\_\_ (paint/your flat) or did you do it yourself?
- 5 My neighbours \_\_\_\_\_ (cut/the grass in their garden) right now – that's why it's so noisy.

## LANGUAGE IN USE

### 5 Complete the sentences with the correct form of the words in brackets.

- 1 My uncle decided to install a burglar alarm in his shop after (it/rob) \_\_\_\_\_ twice.
- 2 John is going to (car/service) \_\_\_\_\_ by a mechanic.
- 3 When the police officer interviewed him, the man (claim/he/never/see) \_\_\_\_\_ the victim.
- 4 The judge asked the younger offender (how old/she/be) \_\_\_\_\_ the following month.
- 5 (Daniel/release) \_\_\_\_\_ hospital yesterday?
- 6 The police (not/arrest) \_\_\_\_\_ the suspect if he hadn't been to prison before.

### 6 Complete the text with one word in each gap.

## CHRISTMAS JUMPER DAY



Christmas is traditionally the time of giving. Apart from looking for perfect gifts for friends and family members, a lot of people also think about those who are <sup>1</sup> \_\_\_\_\_ fortunate. At this time of the year, most charities encourage us to donate some money so that they can help the homeless or the elderly.

One of the most interesting campaigns in the UK is the Christmas Jumper Day, <sup>2</sup> \_\_\_\_\_ usually takes place on the second Friday of December. The idea is that people should wear a special Christmas jumper on this day and

donate at least £1 to Save the Children, the charity organising <sup>3</sup> \_\_\_\_\_ event. Every year the donations <sup>4</sup> \_\_\_\_\_ used to help children in 120 countries by providing them with health care and the food they need to be healthy.

Why do people support this campaign? <sup>5</sup> \_\_\_\_\_ my view, they do so because it's a fun and easy way of <sup>6</sup> \_\_\_\_\_ a good deed! Almost everyone in the UK has got a Christmas jumper. Many people don't buy them – they are a popular Christmas present.



## READING

- 7 Read the texts about charity events. For questions 1–5, choose from the texts (A–C). You can choose each text more than once.

Which text mentions:

- 1 a previous effort to give help? ☐
- 2 a place for an event? ☐
- 3 a way to help that does not involve money? ☐
- 4 a solution for those who can't do the main activity? ☐
- 5 a specific way money will be spent? ☐

A

### DOG SHELTER

WE ARE SEEKING PEOPLE IN THE COMMUNITY  
TO HELP AT OUR DOG SHELTER.

The dogs we care for have many different stories. Some have been found injured or have been abandoned by their owners, some have suffered cruelty. All of them deserve love. At our place we provide them with food and our experienced vets look after any medical issues, but we need caring walkers to give them exercise. By donating only a few hours of your time a week, you can make a difference to their lives. When they are strong and healthy, they are adopted by loving families.

B

### Fun Run

Next Sunday put your running shoes on and help raise money for children with serious illnesses.

Ask family, friends and businesses to donate money for every kilometre you complete. If you are unable to run, please give generously to those who are going to compete. The money that is collected will be used to pay for medical treatment that some families cannot afford. Our school has a long history of community service that we are very proud of. Last year, our talent contest raised over £10,000, which was donated to the children's hospital. Let's continue that fine tradition on Sunday.

C

For one night only, the musical **GREASE**  
will be performed by the Seaford Youth Club  
at the Seaford Theatre.

All ticket sales will be donated to the Sunshine Club for the Elderly. The club, in Cambridge Street, has been welcoming elderly members of the community for over fifty years. It's where they can meet to enjoy each other's company and never feel lonely. For such a worthy cause, go along and support the Youth Club as they support our senior citizens.

At only £10 a ticket for a great show, it's worth every penny.

## SPEAKING

- 8 Look at the diagram. It shows advice about how people can protect their homes from theft. In pairs, follow these steps.

- Talk to each other about how useful this advice is.
- Decide which piece of advice is the most useful.



- 9 In pairs, discuss the questions.

- 1 In your opinion, what is the right thing to do when you suspect your house has been burgled? Why?
- 2 How can you develop a good relationship with your neighbours?
- 3 Do you think that a city monitoring system would make your town or city a safer place to live? Why?/Why not?
- 4 Some people say that there were fewer crimes in the past. Do you agree? Why?/Why not?

## WRITING

- 10 In your English class you have been talking about celebrities and role models. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

Are celebrities good role models for young people today?

Notes

- positive and negative influence of celebrities
- other role models
- \_\_\_\_\_ (your own idea)

Write your essay in 140–190 words.

# GRAMMAR FOCUS

## 0.1 Present tenses – review

### Present Simple

We use the Present Simple to talk about:

- states and permanent situations:  
*We **live** in the centre of Sydney.*
- actions which are repeated regularly:  
*I **make** my bed every morning.*

Affirmative	Negative
I/You/We/They <b>play.</b>	I/You/We/They <b>don't (do not) play.</b>
He/She/It <b>plays.</b>	He/She/It <b>doesn't (does not)</b>
Yes / No questions	Short answers
<b>Do</b> I/you/we/they <b>play?</b>	Yes, I/you/we/they <b>do.</b> No, I/you/we/they <b>don't.</b>
<b>Does</b> he/she/it	Yes, he/she/it <b>does.</b> No, he/she/it <b>doesn't.</b>
Wh- questions	
Where <b>do</b> I/you/we/they <b>live?</b>	
<b>does</b> he/she/it	
Subject questions	
Who <b>lives</b> here?	

### SPELLING RULES – THIRD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. *run – runs*
- verbs ending in a consonant and -y: **y** + -ies, e.g. *carry – carries*
- verbs *do* and *go* and verbs ending in -ss, -x, -ch, -sh: + es, e.g. *do – does, go – goes, push – pushes*
- have: has*

Common time expressions used with the Present Simple:

- always**
- regularly**
- usually**
- often**
- sometimes**
- never**
- every day / week / month**

### Present Continuous

We use the Present Continuous to talk about actions, events and changes happening at the moment of speaking:  
*My dad **is painting** the kitchen right now.*

Affirmative	Negative
I <b>am</b>	I <b>'m not (am not)</b>
You/We/They <b>are cleaning.</b>	You/We/They <b>aren't (are not) cleaning.</b>
He/She/It <b>is</b>	He/She/It <b>isn't (is not)</b>
Yes / No questions	Short answers
<b>Am</b> I	Yes, I <b>am.</b> No, I <b>'m not.</b>
<b>Are</b> you/we/they <b>cleaning?</b>	Yes, you/we/they <b>are.</b> No, you/we/they <b>aren't.</b>
<b>Is</b> he/she/it	Yes, he/she/it <b>is.</b> No, he/she/it <b>isn't.</b>
Wh- questions	
<b>am</b> I	
What <b>are</b> you/we/they <b>cleaning?</b>	
<b>is</b> he/she/it	
Subject questions	
Who <b>is cleaning</b> the windows?	

### SPELLING RULES – THE -ING FORM:

- general rule: infinitive + -ing: *cook – cooking*
- verbs ending in a consonant + -e: **e** + -ing, e.g. *make – making*
- one-syllable verbs ending in a single vowel + a consonant: the consonant is doubled + -ing, e.g. *swim – swimming*

Common time expressions used with the Present Continuous:

- at the moment**
- now**
- today**
- this morning/afternoon**
- this year**
- these days**
- at present**

## Present Perfect

We use the Present Perfect to talk about actions and events which:

- finished in the past, but we don't know or it's not important exactly when they happened:  
*My friends **have seen** my new house.*
- started in the past and continue up to now:  
*We've **had** this TV for three years.*

When describing actions which started in the past and continue into the present, we often use *since* and *for*:

- since** describes when the action or state began:  
*since 2012/Sunday/last month/my birthday/I moved here*
- for** describes how long the action or state has continued:  
*for five minutes/a week/a long time/ages/most of my life*

Affirmative		Negative	
I/You/ We/ They	<b>'ve</b> (have)  <b>finished.</b>	I/You/We/ They	<b>haven't</b> (have not)  <b>finished.</b>
He/ She/It	<b>'s</b> (has)	He/She/It	<b>hasn't</b> (has not)
Yes / No questions		Short answers	
<b>Have</b>	I/you/ we/they  <b>finished?</b>	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven't</b> .	
<b>Has</b>	he/she/ it	Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn't</b> .	
Wh- questions			
What	<b>have</b> I/you/we/they <b>has</b> he/she/it	<b>learnt?</b>	
Subject questions			
Who	<b>has studied</b> French before?		

## SPELLING RULES – PAST PARTICIPLE FORM

### Regular verbs

- general rule: infinitive + *-ed*, e.g. *work – worked*
- verbs ending in *-e*: + *-d*, e.g. *like – liked*
- verbs ending in a consonant + *-y*: *y + -ied*, e.g. *cry – cried*
- one-syllable verbs ending in a single vowel + consonant\*: the consonant is doubled + *-ed*, e.g. *stop – stopped*  
\*except *-x* and *-w*, e.g. *boxed, flowed*
- two-syllable verbs ending in a vowel + consonant: the consonant is doubled when the stress is on the second syllable, e.g. *refer – referred*
- travel*: although the stress is on the first syllable, *-l* is doubled, e.g. *travel – travelled*

## Irregular verbs

Many verbs have an irregular past participle form (e.g. *write, go, lose*). A list of irregular verbs can be found in the WORD STORE on page 25.

Pay attention to how we use the forms *been* and *gone*:

*Monica **has been** to the USA. (Sometime in the past, she is not there now).*

*Monica **has gone** to the USA. (She is there right now).*

### 1 Complete the sentences with the verbs in the boxes.

[ doesn't work   hasn't worked   isn't working ]

- Monica \_\_\_\_ today. She's sick.
- Fred \_\_\_\_ on Fridays. He's in the office from Monday to Thursday.
- John \_\_\_\_ for a long time. He can't find a job.

[ have been   have been to   have gone to ]

- My parents aren't at home – they \_\_\_\_ that new Italian restaurant.
- We \_\_\_\_ that new Italian restaurant twice – we really like it.
- There \_\_\_\_ many changes to my town over the years.

[ are you doing   do you do   have you done ]

- Why \_\_\_\_ your homework now? It's Friday evening.
- How often \_\_\_\_ experiments in your Chemistry class?
- What \_\_\_\_ to my dress? It looks awful now!

### 2 Complete the sentences with the correct present form of the verbs in brackets.

- Lucy's family \_\_\_\_ (not come) from the USA – they're English.
- How long \_\_\_\_ (you/live) in the countryside?
- My brother has gone to Austria for a few days. I'm sure he \_\_\_\_ (ski) now.
- How often \_\_\_\_ (your older brother/usually/visit) your parents?
- I \_\_\_\_ (have) this armchair for ages. It's old but comfortable.
- Gillian \_\_\_\_ (wear) a big cap and a long scarf because it's cold today.



# GRAMMAR FOCUS

## 0.2 Quantifiers

Nouns can be countable or uncountable.

### Countable nouns:

- have both singular and plural forms:  
*This **apple** is very sweet.*  
*These **apples** are very sweet.*
- can be used with *a/an/the* or a number:  
*an egg, the egg, the eggs, two eggs*

### Uncountable nouns

- have no plural form:  
*Milk is very healthy.*
- can be used with *the*, but not with *a/an* or a number:  
*water, the water* ~~*a water, one water*~~

We often use the following quantifiers with countable and uncountable nouns:

Countable nouns	Uncountable nouns
<b>how many?</b> <i>How <b>many</b> eggs are there?</i>	<b>how much?</b> <i>How <b>much</b> sugar is there?</i>
<b>many</b> <i>Are there <b>many</b> eggs?</i> <i>We haven't got <b>many</b> eggs.</i>	<b>much</b> <i>Is there <b>much</b> sugar?</i> <i>We haven't got <b>much</b> sugar.</i>
<b>a lot of/lots of</b>	
<i>There are <b>a lot of/lots of</b> eggs in the fridge.</i>	<i>There is <b>a lot of/lots of</b> sugar in the cupboard.</i>
<b>a few</b> <i>I need <b>a few</b> eggs.</i>	<b>a little</b> <i>I need <b>a little</b> sugar.</i>
<b>some</b>	
<i>There are <b>some</b> eggs in the fridge.</i>	<i>There is <b>some</b> sugar in the cupboard.</i>
<b>few</b> <i>There are <b>few</b> eggs in the fridge.</i>	<b>little</b> <i>There is <b>little</b> sugar in the cupboard.</i>
<b>any (?)</b>	
<i>Are there <b>any</b> eggs in the fridge?</i>	<i>Is there <b>any</b> sugar in the cupboard?</i>
<b>any (-)</b>	
<i>There aren't <b>any</b> eggs in the fridge.</i>	<i>There isn't <b>any</b> sugar in the cupboard.</i>

### 1 Choose the correct options.

- 1 How *many* / How *much* butter do I have to buy?
- 2 You've written a great essay. There are *much* / *lots of* good ideas.
- 3 My grandparents live on a farm and have *some* / *a little* chickens.
- 4 I can give you *a few* / *a little* tips if you need my help.
- 5 How *many* / *much* time do you need to clean the flat?
- 6 I have to get another job. At the end of the month I've got *very little* / *a little* money left.

### 2 Complete the sentences with quantifiers. Sometimes more than one answer is possible.

- 1 \_\_\_\_\_ people find it difficult to eat healthily.
- 2 I'm sure there was \_\_\_\_\_ chicken in the freezer.
- 3 Have you got \_\_\_\_\_ friends in London?
- 4 \_\_\_\_\_ days off school do we get for Christmas?
- 5 There aren't \_\_\_\_\_ cakes left – we've sold everything.
- 6 I've read \_\_\_\_\_ reviews for that new sushi restaurant in High Street.

## 0.3 Present Perfect and Past Simple

### Present Perfect

We use the Present Perfect to talk about actions and events which finished in the past, but we don't know when or it's not important when exactly they happened:

My dad **has been** to many concerts.

Common time expressions used with the Present Perfect:

- **ever** – used in questions:  
Have you **ever** danced in a shopping centre?
- **never** – used in negative sentences:  
My grandparents have **never** watched a film online.
- **already** and **just** – used in affirmative sentences, between have and the past participle form of the main verb:  
I have **already** read this book. They have **just** arrived.
- **yet** – used in negative sentences or questions, at the end of the sentence:  
She hasn't called **yet**. Has she called **yet**?

### Past Simple

We use the Past Simple to talk about actions and events which started and finished in the past. We often say when they happened:

My dad **went** to a concert yesterday.

Affirmative	Negative
I/You/He/ She/It/ We/They <b>danced.</b>	I/You/He/ She/It/ We/They <b>didn't (did not) dance.</b>
Yes / No questions	Short answers
<b>Did</b> I/you/ he/she/ it/we/ they <b>dance?</b>	Yes, I/you/he/she/it/we/they <b>did.</b> No, I/you/he/she/it/we/they <b>didn't.</b>
Wh- questions	
Where <b>did</b> I/you/he/she/it/we/they <b>dance?</b>	
Subject questions	
Who <b>danced</b> in the shopping centre?	

## SPELLING RULES – PAST SIMPLE FORM

### Regular verbs

The rules for forming the Past Simple form of regular verbs are the same as those for the past participle form of regular verbs. (See section 0.1 on page 109.)

### Irregular verbs

Many verbs have an irregular Past Simple form (e.g. write, go, lose). There is a list of irregular verbs in the WORD STORE on page 25.

Common time expressions used with the Past Simple:

- **yesterday**
- **last**
- **ago**
- **when**
- **in the past**
- **then**

### 1 Use the prompts to write two Present Perfect sentences for each question: an affirmative one with **already** and a negative one with **yet**.

- 1 I / see / a flashmob
- 2 Sam / buy / a new jacket
- 3 we / shop online
- 4 you / have / a swimming lesson
- 5 Fiona and Frank / open / an online store
- 6 Sally / post / a video / on YouTube

### 2 Complete the conversations with the Present Perfect or Past Simple form of the verbs in brackets.

- 1 **A:** \_\_\_\_ (you/buy) a new dress for the party yet?  
**B:** No, not yet. But I \_\_\_\_ (go) shopping last weekend and I \_\_\_\_ (see) two really nice dresses.
- 2 **A:** When \_\_\_\_ (Lea/start) writing her fashion blog?  
**B:** Three months ago, I think. She talks a lot about it, but I \_\_\_\_ (not read) it yet!
- 3 **A:** \_\_\_\_ (you/ever/hear) about Scarlett Thompson?  
**B:** Oh yes, she's a British novelist. My sister \_\_\_\_ (read) all her books when she \_\_\_\_ (be) in hospital.
- 4 **A:** I \_\_\_\_ (just/cook) some pasta. Would you like some?  
**B:** No, thank you. We \_\_\_\_ (have) a three-course dinner just an hour ago.

### 3 Complete the sentences with the Present Perfect or Past Simple form of the verbs in brackets.

- 1 I \_\_\_\_ (learn) to play the guitar three years ago.
- 2 \_\_\_\_ (you/buy) a new suit yet?
- 3 Rob \_\_\_\_ (have) his first driving lesson yesterday.
- 4 When \_\_\_\_ (Helen/write) this song?
- 5 \_\_\_\_ (Mark/ever/visit) Chicago before?
- 6 Tom \_\_\_\_ (not open) a bank account yet.

# GRAMMAR FOCUS

## 0.4 Comparative and superlative adjectives – too and enough

- We use the comparative form of adjectives and the word **than** when we want to compare two people or things:  
*This shirt is **cheaper than** the sweater.*
- We use the superlative form of adjectives to show that a person or thing has the highest degree of a certain quality (compared to at least two other people or things):  
*This is **the most expensive** ring in the shop.*
- To compare two people or things, we can also use **(not) as + adjective + as**:  
*This jacket is **not as comfortable as** that coat.*

Adjectives		Comparative	Superlative
<b>one-syllable adjectives</b>	young nice hot	younger nicer hotter	<b>the</b> youngest <b>the</b> nicest <b>the</b> hottest
<b>two-syllable adjectives ending in -y</b>	pretty dry	prettier drier	<b>the</b> prettiest <b>the</b> driest
<b>two-syllable or longer adjectives</b>	expensive dangerous	<b>more</b> expensive <b>more</b> dangerous	<b>the most</b> expensive <b>the most</b> dangerous
<b>irregular adjectives</b>	good bad far	<b>better</b> <b>worse</b> <b>further</b>	<b>the best</b> <b>the worst</b> <b>the furthest</b>

We often use **too** (= more than you need or want) and **not enough** (= less than you need or want) with adjectives. The patterns are: **too + adjective** and **not + adjective + enough**:

*The designer was **too busy** to talk to the press.*

*The horse wasn't **fast enough** to win the race.*

### 1 Complete the sentences with one word in each gap.

- Are women \_\_\_\_\_ careful with money than men?
- I'm bad at football, but I'm even \_\_\_\_\_ at tennis.
- Black skinny jeans are the \_\_\_\_\_ fashionable trousers this season.
- Shopping with friends is better \_\_\_\_\_ shopping alone.
- This is \_\_\_\_\_ biggest shopping centre in our town.
- Denim jackets are as popular \_\_\_\_\_ leather jackets this season.

### 2 Complete the sentences with the adjectives in brackets and too or enough.

- This bed isn't \_\_\_\_\_ (comfortable) for two people.
- I understand a lot of German, but I'm \_\_\_\_\_ (scared) to speak it.
- You can't park your car there. It is \_\_\_\_\_ (close) to the edge of the cliff!
- I'm afraid Jenny isn't \_\_\_\_\_ (talented) to become a famous singer.
- This box is \_\_\_\_\_ (heavy) for me; I can't lift it.

## 0.5 Future forms

We use the Present Continuous for future plans and arrangements, usually with a time reference:

*I'm leaving tomorrow, so I can't go to the cinema with you.*

We use **be going to + infinitive** for:

- intentions and future plans which may change:  
*What **are you going to prepare** for lunch?*
- predictions about the future based on what we know and can see now:  
*We're not going to get to the station on time.*

We use **will + infinitive** for:

- decisions made at the time of speaking:  
*Wait for me! I'll help you with the shopping.*
- predictions about the future based on opinions, intuition or experience:  
*You can borrow my dictionary, but I'll probably need it back next week.*

### 1 Complete the sentences with the verbs in the box. There are three extra verbs.

isn't going to rain   'll be   'll laugh  
'm going to laugh   're announcing   're taking  
's going to read   's having   isn't raining

- The clouds have gone and the sky is clear. I \_\_\_\_\_
- Your father \_\_\_\_\_ your school report after lunch.
- We \_\_\_\_\_ a taxi to get to the airport. I've already phoned for one.
- I'm sure Tom \_\_\_\_\_ disappointed that we didn't win the dancing competition.
- We \_\_\_\_\_ the winners of the competition on Friday.
- I promise I \_\_\_\_\_ at all your jokes.

### 2 Choose the correct options.

- A:** Will you help / Are you helping me fix my car this weekend?  
**B:** Yes, why not?
- Don't worry! I'm sure all your problems will disappear / are disappearing soon.
- A:** Does your sister like music?  
**B:** She loves it. Actually, she will take / is taking part in a singing competition on Thursday.
- I need a new pair of trainers because we 're playing / 'll play football next weekend.
- A:** The chicken salad is very good in this restaurant.  
**B:** OK. I 'm going to have / 'll have it.
- It's possible that in 2100 there won't be / aren't going to be any official school exams.



## 0.6

## First and Second Conditionals

## First Conditional

We use First Conditional sentences to talk about things which may happen in the future under certain conditions:

If you **don't switch** on the printer, it **won't work**.

We use the Present Simple in the *if*-clause (describing the condition) and *will/won't* in the main clause (describing the effect). Either of the two clauses can come first in the sentence. If the *if*-clause comes first, we use a comma after it.

**If + Present Simple,**  
(condition)

If he **starts** a blog,

**will/won't + infinitive**  
(effect)

I'll **read** his blog

**will/won't + infinitive**  
(effect)

I'll **read** it.

**if + Present Simple**  
(condition)

if he **starts** one.

## Second Conditional

We use Second Conditional sentences to talk about present situations or states which are impossible or very unlikely, or about something that could happen in the future but is rather improbable:

If I **had** more time, I **would learn** programming.

We use the Past Simple in the *if*-clause (describing the condition) and *would/wouldn't* or *could/couldn't* in the main clause (describing the effect). Either of the two clauses can come first in the sentence. If the *if*-clause comes first, we use a comma after it.

**If + Past Simple,**  
(condition)

If your laptop **crashed**,

**would/wouldn't/could/couldn't + infinitive**  
(effect)

Who **would** you **ask** for help

**would/wouldn't/could/couldn't + infinitive**  
(effect)

who **would** you **ask** for help?

**if + Past Simple**  
(condition)

if your laptop **crashed**?

## 1 Choose the correct answer, A or B.

- 1 If I get a pay rise,  
A I'll spend some money on a tablet.  
B I'd buy a new mobile phone.
- 2 If you weren't so tired,  
A we can play a game together.  
B we could watch a film on my laptop.
- 3 What would you tell Phil  
A if he asks to be your Facebook friend?  
B if he asked to borrow your camera?
- 4 Will Rebecca be angry  
A if we comment on her blog?  
B if we posted a few of her photos online?
- 5 If you were my true friend,  
A you won't talk to me like that.  
B you wouldn't ignore my text messages.
- 6 If we were in London today,  
A we could go to a concert.  
B we can visit my friends.

## 2 Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

- 1 If your family \_\_\_\_ (have) a pet dog, who \_\_\_\_ (take) it for a walk every morning?
- 2 If my parents \_\_\_\_ (know) more about computers, they \_\_\_\_ (understand) why I need a new laptop.
- 3 Hank \_\_\_\_ (not become) an IT specialist if he \_\_\_\_ (not go) to university.
- 4 We \_\_\_\_ (wear) T-shirts and shorts all the year round if we \_\_\_\_ (live) in a hot country.
- 5 If he \_\_\_\_ (not hurry up), he \_\_\_\_ (miss) the beginning of the film.
- 6 What's wrong with you? If you \_\_\_\_ (not eat) your lunch, you \_\_\_\_ (be) hungry soon.

## 0.7 Modal verbs for obligation and permission

To express obligation or necessity, we use:

- **must**, especially when we refer to something the speaker feels is necessary or important:  
*I **must** phone Mum.*
- **have to**, especially when we refer to something that is necessary because of a rule or law, or because someone else says so:  
*We **have to** wear a uniform at school.*
- **need to**:  
*Ann often **needs to** look after her younger sister.*

To express lack of obligation or necessity, we use:

- **don't have to**:  
*My dad **doesn't have to** wake up early. He starts work at twelve.*
- **don't need to/needn't**:  
*You **don't need to** go to university this year.*
- You **needn't** do the washing up. *We've got a dishwasher.*

To express permission, we use:

- **can**:  
*You **can** invite some friends if you want.*
- **be allowed to**:  
*Students **are allowed to** work part-time.*

To express lack of permission or prohibition, we use:

- **can't**:  
*You **can't** leave the classroom without permission from your teacher.*
- **mustn't**:  
*You **mustn't** play loud music after 10 p.m.*
- **not be allowed to**:  
*You **aren't allowed to** speak during the exam.*

### 1 Complete the sentences with the verbs in the box.

are allowed to   can't   doesn't have to  
don't have to   have to   is allowed to  
must   needs to

- Helen \_\_\_\_ stay at home today because she was in the office on Saturday.
- Richard \_\_\_\_ walk his dog now – his dad has already done it.
- I'm afraid you \_\_\_\_ use a dictionary during the test. Please put it back on the shelf.
- I \_\_\_\_ go now – my friends are waiting for me.
- It was great to meet you, Alex. We \_\_\_\_ do it more often.
- My sister is a student, but she still \_\_\_\_ phone my parents every day.
- Ally and Mike \_\_\_\_ be at home at 9 p.m. on Saturdays, so they usually stay out until 10 or 11 p.m.
- My younger brother \_\_\_\_ lay video games for an hour a day only, but they would like to do it more often.

### 2 Choose the correct options.

- John *is allowed to / can't / must* go on holiday on his own – he's too young.
- Students *don't have to / mustn't / can* call their teachers by their first names – it's a very modern school.
- You *can't / needn't / need to* be by the school gate at 3 o'clock. Don't be late!
- We *are allowed to / have to / mustn't* stand up when the headmaster enters the room – he's very formal.
- Teenagers *have to / mustn't / needn't* study hard for their exams if they want to get into university.
- He *has to / is allowed to / mustn't* phone them when he is going to be home late or they get worried.
- You *must / need to / don't have to* bring any food. My aunt is going to prepare everything.
- Victor *isn't allowed to / needn't / can* go out during the week. His parents are very strict.

### 3 Complete the sentences with **must** or **have/has to**.

- We \_\_\_\_ go to school this Saturday – we're having a rehearsal for a new play.
- I've heard it's a great novel. I \_\_\_\_ read it!
- All students \_\_\_\_ wear uniforms in my school.
- Does Amy \_\_\_\_ work in the café three times a week?
- I'm really tired. I \_\_\_\_ go to bed early tonight.
- I don't think Jo has heard the news yet. You \_\_\_\_ text her as soon as possible.
- Visitors \_\_\_\_ switch off their mobiles here.
- What do we \_\_\_\_ prepare for our next English class?

## 0.8 Defining relative clauses

We use defining relative clauses to give important information about a person, thing, place, etc., so that it's clear which one we are talking about. We use the following relative pronouns:

- **who** and **that** to refer to people:  
*I have a friend **who/that** works as a console game teacher.*
- **which** and **that** to refer to objects:  
*The computer **which/that** I use at work is very slow.*
- **where** to refer to places:  
*This is the office **where** I work.*
- **whose** to show possession:  
*I don't know **whose** book this is.*
- **why** to give to a reason or explanation:  
*Can you tell me the reason **why** you are late?*

We can leave out the relative pronouns *who*, *which* and *that* when they are followed by a noun or pronoun:  
*Are you reading the report (**which/that**) I have written?*

### 1 Match the sentence beginnings 1–6 with the endings a–f.

- 1 This is the professor \_\_\_\_
  - 2 Most of the products \_\_\_\_
  - 3 An IT company \_\_\_\_
  - 4 This letter comes from a company \_\_\_\_
  - 5 I know a lot of people \_\_\_\_
  - 6 This is the university \_\_\_\_
- a which we buy come from China.  
b which offers good services doesn't need advertising.  
c who come from South America.  
d which wants to employ me.  
e who teaches me a lot of useful things.  
f where I studied business.

### 2 Choose all the answers that are possible.

- 1 This is the company car \_\_\_\_ I told you about.  
A who B which C where D that E Ø
- 2 The woman \_\_\_\_ is talking to the receptionist is the manager's wife.  
A who B which C where D that E Ø
- 3 All the people \_\_\_\_ work in my department are from the USA.  
A who B which C where D that E Ø
- 4 The hotel \_\_\_\_ we're staying in is in Wellington Street.  
A who B which C where D that E Ø
- 5 I'd like to buy a printer \_\_\_\_ is quick and quiet.  
A who B which C where D that E Ø
- 6 During my gap year I stayed in a village \_\_\_\_ there were no doctors.  
A who B which C where D that E Ø

## 1.2 Dynamic and state verbs

Dynamic verbs like *do*, *work* and *play* describe actions and can be used in both types of tenses – simple (e.g. the Present Simple) and continuous (e.g. the Present Continuous):

*I often **listen** to classical music.*

*I'm **listening** to Mozart now.*

State (or stative) verbs include:

- attitude verbs (describing feelings, emotions, preferences, etc.). e.g. *hate, like, love, prefer*
- mental/thinking verbs, e.g. *believe, know, need, remember, think, understand, want*
- sense/perception verbs, e.g. *feel, hear, see*.

State verbs are mostly used in simple tenses, even if they refer to something happening at the moment of speaking:

***Do** you **understand** me?*

***Does** she **want** to go to the music festival?*

Some state verbs can be used in the continuous form, but with a change in meaning (e.g. *think, have, look*):

***Do** I **look** good in this dress?*

*What **are** you **looking** at?*

### 1 Choose the correct options.

- 1 I *think* / 'm *thinking* about going to a fashion show tomorrow.
- 2 I *don't think* / 'm *not thinking* the show was a success.
- 3 *Do you have* / *Are you having* a favourite fashion designer?
- 4 *Does Tim have* / *Is Tim having* breakfast right now?
- 5 What *does Sally look* / *is Sally looking* like? Is she tall?

### 2 Complete the conversations with the correct form of the verbs in brackets.

- 1 A: \_\_\_\_ (George/talk) to that fashion journalist in French?  
B: No way! He \_\_\_\_ (not speak) any foreign languages.
- 2 A: \_\_\_\_ (you/like) reading fashion magazines?  
B: Of course. I \_\_\_\_ (buy) a few every month.
- 3 A: Why \_\_\_\_ (he/want) to buy that expensive suit?  
B: Because he \_\_\_\_ (think) it will make him look smarter.
- 4 A: You \_\_\_\_ (look) miserable. What's wrong?  
B: I \_\_\_\_ (not usually/wear) high-heeled shoes and the ones I \_\_\_\_ (wear) today are very uncomfortable.



# GRAMMAR FOCUS

## 1.5 Present Perfect Simple and Continuous

We use the Present Perfect Continuous to talk about:

- actions which started in the past and continue into the present:  
*I **have been waiting** for her since 8 o'clock.*
- events which lasted for some time (and may continue into the present) and whose results can be seen now:  
*I'm tired because I've **been painting** all day.*

Like the Present Perfect Simple, common time expressions used with the Present Perfect Continuous include *for* and *since*.

Affirmative		Negative	
I/You/We/They	've (have)  <b>been crying.</b>	I/ You/ We/ They	<b>haven't</b> (have) <b>not</b>  <b>been crying.</b>
He/She/It	's (has)  <b>been crying.</b>	He/ She/ It	<b>hasn't</b> (has) <b>not</b>  <b>been crying.</b>
Yes / No questions		Short answers	
Have	I/you/we/they  <b>been crying?</b>	Yes, I/you/we/they <b>have.</b> No, I/you/we/they <b>haven't.</b>	
Has	he/she/it  <b>been crying?</b>	Yes, he/she/it <b>has.</b> No, he/she/it <b>hasn't.</b>	
Wh- questions		Subject questions	
How long	I/you/we/they <b>have been crying?</b>  he/she/it <b>has been crying?</b>	Who	<b>has been crying?</b>

### Present Perfect Continuous or Present Perfect Simple?

- We use the Present Perfect Continuous to focus on an action or process (which may or may not be complete). Questions in the Present Perfect Continuous often begin with *how long*:  
***How long has she been writing** books?*
- We use the Present Perfect Simple to focus on an achievement or the result of an action. Questions in the Present Perfect Simple often begin with *how many*:  
***How many books has he written?***
- We don't use *when* in questions in either of the two tenses.
- State verbs are generally used in the Present Perfect Simple only.

### 1 Use the prompts to write sentences in the Present Perfect Continuous. Add *since* or *for* where necessary.

- I / study / art / 2009
- how long / you / wear / your glasses?
- you / swim / all afternoon?
- it / rain / two hours now
- we / not watch / the match
- my parents / study / English / five years
- how long / Joanna / work / in that café?
- amy / surf / the Internet / all day?
- my sister / work / as a photographer / three years
- Hannah and Eve / revise / for their exam / all evening?

### 2 Choose the correct options.

- I've *looked* / *been looking* for you for an hour!
- How many paintings have you *sold* / *been selling*?
- We have *travelled* / *been travelling* for a couple of weeks now.
- The professor has *answered* / *been answering* more than 100 questions about the Louvre.
- John has *known* / *been knowing* Cynthia since primary school.
- I've *seen* / *been seeing* most of his paintings. They are all amazing!
- How long *have you waited* / *have you been waiting*?
- Have you *written* / *been writing* your essay all morning?
- How many art galleries has Dan *been visiting* / *visited* today?
- How long have you *had* / *been having* this painting by van Gogh?

### 3 Complete the sentences about you. Use the Present Perfect Simple or Continuous.

- since last weekend.
- for at least a month.
- since my last birthday party.
- since yesterday.
- for more than a year.
- since I was ten.
- for two days.
- since I was a small child.

## 2.2 Narrative tenses

We use the Past Continuous:

- to describe a background scene in a story or in a description of a main event:  
*On the day of the match it **was raining** and the fans **were getting** wet.*
- to talk about an action that was in progress when another action took place (for the shorter action, which happened while the longer one was in progress, we use the Past Simple):  
*I **was riding** my bike when the policeman **stopped** me.*

We use the Past Simple for a series of actions that happened one after the other:

*Julia **got up** and **put on** her trainers.*

We use the Past Perfect to talk about an action that happened before another action in the past (for the action that came second, we use the Past Simple):

*In the taxi I realised that I **had left** the ticket at home.*

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

- John \_\_\_\_ (walk) towards the stadium when he \_\_\_\_ (hear) a loud explosion.
- The play \_\_\_\_ (end) and everyone \_\_\_\_ (leave) the theatre.
- \_\_\_\_ (Sue/work) at the restaurant when she \_\_\_\_ (meet) Frank?
- We \_\_\_\_ (cross) High Street when we \_\_\_\_ (see) a bank robbery.
- While I \_\_\_\_ (watch) tennis on TV, my sisters \_\_\_\_ (play) a computer game.
- What \_\_\_\_ (you/do) when I \_\_\_\_ (call) you last night?

### 2 Join the sentences using the word in capitals and the Past Simple or Past Perfect.

- I saw Lionel Messi in the street. Nobody believed it.  
**THAT**

Nobody believed \_\_\_\_ .

- The match started. Then I got back home. **WHEN**  
The match \_\_\_\_

- Jack's team didn't train enough. They lost the match.  
**BECAUSE**

Jack's team \_\_\_\_ .

- Ann looked at her watch. She realised she was late for the meeting. **AND**

Ann \_\_\_\_ .

- Andrew didn't lock his car. Somebody stole it. **BECAUSE**  
Somebody \_\_\_\_ .

- The film finished. Then Mark switched the TV on.

**ALREADY**

When Mark \_\_\_\_ .

## 2.5 Verb patterns

Verbs which follow other verbs follow different patterns:

- after *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*: **to-infinitive**:  
*They **decided not to work** with the sports psychologist.*
- after *advise, allow, encourage, force, remind, teach, urge, warn*: **object + to-infinitive**:  
*She **taught me to believe** in myself.*
- after *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*: **-ing**:  
*Just **imagine winning** the competition!*
- after modal verbs: *can, could, might, should*: **infinitive**:  
*You **should answer** his question right now.*
- after *make* and *let*: **object + infinitive**:  
*They **let me visit** the stadium.*

### 1 Choose the correct options.

- Can you imagine *playing / to play* tennis with Rafael Nadal?
- Howard managed *to score / scoring* four points in the match.
- My sports teacher advised *me not to train / not to train* so hard.
- Mum and Dad are encouraging *me trying / me to try* the exam.
- They can't make you *do / doing* your homework!
- I think Manchester City might *win / to win* the cup this season.

### 2 Complete the sentences with the correct form of the verbs in brackets. Add *me* or *you* where necessary.

- I can \_\_\_\_ (ski) really well, but I've never tried snowboarding.
- Did your parents make \_\_\_\_ (play) the piano when you were a child?
- I can't afford \_\_\_\_ (buy) a new tennis racket. It's too expensive.
- This pool is OK, but I miss \_\_\_\_ (swim) in the ocean.
- My PE teacher at school encouraged \_\_\_\_ (pursue) my passion for swimming.
- The footballer refused \_\_\_\_ (join) the national team.
- You shouldn't waste so much time \_\_\_\_ (watch) TV.
- The doctor has warned \_\_\_\_ (not go) running for a month.

# GRAMMAR FOCUS

## 3.2 Present and past speculation

### Speculating about the present

When speculating about a present situation, we use a modal verb + infinitive. We use:

- **must**, to express a strong belief that something is true:  
*John **must** be happy working at the zoo.*
- **might**, **may** and **could**, when we think that it's possible that something is true:  
*The lions **might** / **may** / **could** be hungry now.*
- **can't**, to express a strong belief that something isn't true:  
*It **can't** be a domestic cat. It's too big.*

### Speculating about the past

When speculating about a past situation or event, we use a modal verb + *have* + the past participle form of the main verb. We use:

- **must have**, to express a strong belief that something happened:  
*You **must have** lost your mobile at the zoo.*
- **might have**, **may have** and **could have**, when we think that it's possible that something happened:  
*Lucy **might** / **may** / **could have** missed the train.*
- **can't have** and **couldn't have**, to express a strong belief that something didn't happen:  
*Peter **can't** / **couldn't have** gone home.*

#### 1 Choose the correct options.

- 1 The key *can't* / *must* be somewhere here, but I can't find it right now.
- 2 You *can't* / *may* remember me – we met on a trip to China last year.
- 3 What? You forgot your ticket and passport? You *might* / *can't* be serious!
- 4 You failed the exam, so your answers *must* / *can't* have been wrong.
- 5 I'm not sure if you are right. You *could* / *can't* have made a mistake.

#### 2 Complete the sentences with the correct form of the verbs in brackets.

- 1 I might <sup>have</sup><sub>left</sub> (leave) my mobile at the hotel, but I don't remember.
- 2 Susan has been travelling for the last two weeks – she must \_\_\_\_ (be) very tired by now.
- 3 Wendy's accent is a bit strange. She could \_\_\_\_ (be) Northern Irish, but I'm not sure.
- 4 You can't \_\_\_\_ (see) Joe in town at noon – he was at home with me.
- 5 Thomas has been really upset recently. He must \_\_\_\_ (have) problems at home.

## 3.5 *used to* and *would*

We use *used to* / *would* (+ infinitive) to talk about past states or actions that happened regularly in the past:

- We use **used to** for states (e.g. *be*, *have*, *believe*, *like*, *love*, *live*) or actions:  
*I **didn't use to like** travelling by plane. (But I do now.)*  
*She **used to write** travel guides. (But she doesn't any more.)*
- We use **would** for actions (but not states), usually in affirmative sentences:  
*As a teenager, I **would visit** my grandma every Sunday.*

#### Affirmative

*I **used to go** backpacking every summer.*  
*I **would go** backpacking every summer.*

#### Negative

*I **didn't use to buy** flight tickets online.*

#### Yes / No questions

***Did** he **use to** go on holiday in August?*

#### Wh- questions

*What **did** he **use to** eat?*

#### Subject questions

*Who **used to go** camping?*

When we talk about a single past action or when we don't want to emphasise the difference between the past and the present, we use the Past Simple instead of *used to/would*:  
*I often **travelled** to China.*

We don't use *used to* or *would* for single past actions:  
*Two years ago they **went** on holiday to France.*

#### 1 Use the prompts to write sentences with *would*. If *would* is not possible, use *used to*.

- 1 Jill / get / home / at 7 p.m. every day
- 2 we / not have / a lot of money / in those days
- 3 my family / live / next to a luxury hotel
- 4 Damien / not drink / coffee / in the past
- 5 as a child / I / like / reading adventure novels
- 6 my grandparents / not travel / by car
- 7 when I was a child / I / be / very shy
- 8 they / go / on summer camps / at primary school

#### 2 Choose all the answers that are possible.

- 1 Like many boys, I \_\_\_\_ to be a pilot when I grew up.  
A wanted      B used to want      C would want
- 2 I \_\_\_\_ like jazz when I was at school.  
A didn't      B didn't use to      C wouldn't
- 3 Last Sunday Jack \_\_\_\_ too late to catch the train.  
A turned up      B used to turn up      C would turn up
- 4 My parents \_\_\_\_ me to the seaside every summer.  
A took      B used to take      C would take
- 5 Dad, \_\_\_\_ a happy child?  
A were you      B did you use to be      C would you be
- 6 Yesterday we \_\_\_\_ our flight back to Australia.  
A missed      B used to miss      C would miss



## 4.2 Future time clauses

In sentences referring to the future, we use the Present Simple after the following conjunctions:

- **if**  
*If you don't have breakfast at home, you will feel hungry very soon.*
- **when**  
*We will cook the pasta **when** Luigi arrives.*
- **unless**  
*You won't lose weight **unless** you eat fruit and vegetables every day.*
- **before**  
*I'll brush my teeth **before** I go to bed.*
- **after**  
*We'll have some coffee **after** we get back home.*
- **until**  
*I'll wait for you **until** you finish your homework.*
- **as soon as**  
*I'll call you **as soon as** I finish.*
- **as long as**  
*I'll make breakfast **as long as** you do the washing-up.*

### 1 Choose the correct options.

- 1 The chef *won't get / doesn't get* a pay rise unless she *will start to cook / starts to cook* better.
- 2 We *will wait / wait* for you until you *will finish / finish* work.
- 3 Sally *won't eat / doesn't eat* anything unless you *will cut / cut* her food up.
- 4 Sir, the waiter *will serve / serves* you the food when it *will be / is* ready.
- 5 You 'll *love / love* this dessert as soon as you 'll *try / try* it.
- 6 Sarah and Jane *go / will go* to that new Greek restaurant to celebrate as soon as they *finish / will finish* their final exams.
- 7 Tim *works / will work* part-time in a café until he *finds / will find* a new job.
- 8 I *will go / go* to a cooking school when I *will finish / finish* secondary school.

### 2 Complete the second sentence so that it has a similar meaning to the first. Use **unless**.

- 1 You won't get fit if you don't exercise regularly.  
You won't get fit \_\_\_\_\_ regularly.
- 2 I won't finish cooking on time if you don't help me!  
I won't finish cooking on time \_\_\_\_\_ me.
- 3 If you don't hurry up, we'll be late!  
\_\_\_\_\_, we'll be late!
- 4 If I don't phone you to say I can't come, I will see you at ten.  
I'll see you at ten \_\_\_\_\_ to say I can't come.
- 5 I'll have the last piece of the cake if none of the kids want it.  
I'll have the last piece of the cake \_\_\_\_\_.
- 6 Jerry won't help me if I don't ask him.  
Jerry won't help me \_\_\_\_\_.
- 7 Denise will come with us tomorrow if she doesn't have to babysit.  
Denise will come with us tomorrow \_\_\_\_\_.
- 8 If we don't buy fresh fish today, we won't be able to make sushi for the party.  
We won't be able to make sushi for the party \_\_\_\_\_.

### 3 Join the sentences using the words in capitals.

- 1 I'll eat my breakfast. It will get cold. **BEFORE**
- 2 I'll find a can of tuna. I will make a tuna salad. **AS LONG AS**
- 3 We'll go to the market tomorrow. We'll buy some meat. **IF**
- 4 We won't order any food. Jack will get here soon. **UNTIL**
- 5 You'll be able to check your emails later. Finish your lunch first. **AFTER**
- 6 Jack will work as a waiter. He'll be promoted to restaurant manager. **UNTIL**
- 7 Monica will finish lunch. She'll call you back. **AS SOON AS**
- 8 Eric will help you with your homework. He will come home. **WHEN**

## 4.5

## Future Continuous and Future Perfect

## Future Continuous

We use the Future Continuous to talk about actions which will be in progress at a particular time in the future:

We **will be making** a cake **at 5 p.m.**

Affirmative			Negative		
I/You/He/ She/It/We/ They	'll (will)	be working at 10 a.m.	I/You/ He/She/ It/We/ They	won't (will not)	be working at 10 a.m.
Yes / No questions			Short answers		
Will	I/you/he/ she/it/we/ they	be working at 10 a.m.?	Yes, I/you/he/she/it/we/ they will. No, I/you/he/she/it/we/ they won't.		
Wh- questions			Subject questions		
What	will	I/you/he/ she/it/ we/they be doing at 10 a.m.?	Who	will	be working at 10 a.m.?

## Future Perfect

We use the Future Perfect to talk about actions or situations which will be completed before a particular time in the future:

I **will have cooked** all the dishes **by 3 o'clock**.

Affirmative			Negative		
I/You/He/ She/It/ We/They	<b>'ll</b> <b>(will)</b>	<b>have finished</b> lunch by 2 p.m.	I/You/ He/ She/ It/We/ They	<b>won't</b> <b>(will not)</b>	<b>have finished</b> lunch by 2 p.m.
Yes / No questions			Short answers		
<b>Will</b>	I/you/ he/ she/ it/we/ they	<b>have finished</b> lunch by 2 p.m.?	Yes, I/you/he/she/it/we/ they <b>will</b> . No, I/you/he/she/it/we/they <b>won't</b> .		
Wh- questions			Subject questions		
What	<b>will</b>	I/you/ he/ she/ it/we/ they <b>have finished</b> lunch by 2 p.m.?	Who	<b>will</b>	<b>have finished</b> lunch by 2 p.m.?

## 1 Choose the correct options.

- 1 **A:** Can we meet at 1 p.m. on Saturday?  
**B:** Sorry, I *'ll be having* / *'ll have had* lunch with my family.
- 2 **A:** Do you need a lot of time to finish this birthday cake?  
**B:** No, I *'ll be decorating* / *'ll have decorated* it by 12 o'clock.
- 3 **A:** What is John so worried about?  
**B:** Getting a new job. If he doesn't find one, he *'ll be spending* / *'ll have spent* all his money by the end of the year.
- 4 **A:** Tom, I really need to return that library book tomorrow.  
**B:** No problem. I *'ll be finishing* / *'ll have finished* it by then.
- 5 **A:** *Will you be seeing* / *Will you have seen* your boyfriend tonight?  
**B:** Yes, he's taking me out to a restaurant.
- 6 **A:** What *will you be doing* / *will you have done* at 7 p.m. tomorrow?  
**B:** I don't have any plans. Shall we go to the cinema?

## 2 Complete the sentences with the Future Continuous or Future Perfect form of the verbs in brackets.

- 1 Don't phone me before 9 a.m., I \_\_\_\_\_ (sleep)!
- 2 By the end of the month she \_\_\_\_\_ (finish) her training as a waitress.
- 3 Peter, \_\_\_\_\_ (you/use) the oven this evening? I'd like to make pizza.
- 4 I'm going to do a cookery course in September. So now I'm helping at my mum's restaurant. I hope I \_\_\_\_\_ (learn) something useful by the end of the summer.
- 5 How many exams \_\_\_\_\_ (you/take) by the end of the academic year?
- 6 What \_\_\_\_\_ (Sam/do) this time tomorrow?

## 5.2

## Articles: a/an or the, no article

We do **not** use an article:

- when we are talking about something in general:  
**Primary education** is compulsory in this country.  
**Farmers** in poor countries earn very little money.
- before the names of continents and most countries and towns:  
in Europe, in Spain, in Berlin
- Exceptions:** in the United States, in the United Kingdom, in the Netherlands, in the Hague

We use **a/an**:

- when we mention something for the first time or to refer to any one of a kind or group:  
I've bought **a** new car. London is **a** big city.
- when talking about someone's job:  
Lucy is **a** doctor.

We use **the**:

- to refer to something that we have mentioned before:  
He lived in **a** big city. **The** city was polluted.
- to refer to something specific or unique:  
I like **the** colour of that shirt. Who is **the** King of Spain?
- to refer to a period in history:  
**the** Renaissance
- with the superlative forms of adjectives:  
**the** worst
- with ordinal numbers:  
**the** third

### 1 Complete the sentences with a/an or the.

- My mum's \_\_\_\_ secondary school teacher.
- I was born on \_\_\_\_ 16 January.
- What do you want for lunch: \_\_\_\_ chicken sandwich or \_\_\_\_ piece of pizza?
- Is Sydney \_\_\_\_ biggest city in Australia?
- It's \_\_\_\_ first time I've been to \_\_\_\_ USA.
- Leonardo da Vinci lived during \_\_\_\_ Renaissance.

### 2 Complete the sentences with a/an, the or Ø (no article).

- Wendy is \_\_\_\_ famous artist. You can see her paintings in \_\_\_\_ best museums in \_\_\_\_ world.
- I think that \_\_\_\_ private health care is going to become more popular soon.
- \_\_\_\_ capital of \_\_\_\_ Netherlands isn't \_\_\_\_ Hague. It's \_\_\_\_ Amsterdam.
- \_\_\_\_ scientist has said recently that \_\_\_\_ cities haven't changed much since \_\_\_\_ nineteenth century.
- Yesterday my brother asked me \_\_\_\_ question about natural disasters. I didn't know \_\_\_\_ answer.
- Do you think \_\_\_\_ secondary school students should wear \_\_\_\_ uniforms?



## Non-defining relative clauses

- Non-defining relative clauses give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information. *Giant pandas, **which** are endangered species, live in the mountains in central China.* → *Giant pandas live in the mountains in central China.*
- We use commas to separate a non-defining relative clause from the rest of the sentence.
- We use *who, which, where* and *whose* (but not *that*) in non-defining relative clauses:  
*Last year we visited our friends on the Aran islands, **where** you can see lots of bird species.*
- We can't leave out the relative pronouns in non-defining relative clauses.

### 1 Complete the sentences with *who, which, where* or *whose*.

- That young man over there, \_\_\_\_ name I can't remember at the moment, is a famous ecologist.
- We went on an expedition to the Amazon, \_\_\_\_ none of us had ever been before.
- The doctor, \_\_\_\_ can't have been older than thirty, examined Lisa's leg carefully.
- Mrs Janet McGregor's favourite holiday destination is London, \_\_\_\_ people don't recognise her.
- One of my friends, \_\_\_\_ wife runs a big business, has



# GRAMMAR FOCUS

## 6.2

### Second Conditional; wish/if only

#### Second Conditional sentences

We use Second Conditional sentences to talk about present situations or states which are impossible or very unlikely or about something that could happen in the future but is rather improbable. Either of the two clauses can come first in the sentence. When the *if*-clause comes first, we use a comma after it.

If you **had** an accident, who **would** you **call** first?

**If + Past Simple,**  
(condition)

**would/wouldn't +  
infinitive**  
(effect)

If he **cycled** to work every  
day,

he **would feel** healthier.

**would/wouldn't +  
infinitive**  
(effect)

**if + Past Simple**  
(condition)

He **would feel** healthier

if he **cycled** to work every  
day.

#### wish/if only

We use **wish/if only + Past Simple** to express dissatisfaction with a present situation:

**I wish/If only** people **cared** more about their health.

We use **wish/if only + would + infinitive** to talk about a present situation that we would like to be different, usually when we find it annoying. It usually refers to things we can't change or control:

**I wish/If only** my sister **would hurry up!**

#### 1 Complete the Second Conditional sentences with the correct form of the verbs in brackets.

- 1 I \_\_\_\_\_ (not take up) jogging if I \_\_\_\_\_ (have) breathing problems.
- 2 People in my city \_\_\_\_\_ (do) sport more often if there \_\_\_\_\_ (be) more sports centres.
- 3 What \_\_\_\_\_ (you/do) if your teacher \_\_\_\_\_ (ask) you to play in the school basketball team?
- 4 If my grandfather \_\_\_\_\_ (have) a dog, he \_\_\_\_\_ (go) for walks more often.
- 5 If you \_\_\_\_\_ (see) an accident, \_\_\_\_\_ (you/be) able to give someone first aid?
- 6 I \_\_\_\_\_ (not apply) for this job as a nurse in France if I <sup>didn't</sup><sub>know</sub> (not know) the language.

#### 2 Choose the correct options.

- 1 My neighbours are very annoying. If only they *stopped* / *would stop* their dog chasing after my cat!
- 2 My sister usually makes wrong decisions. If only she *follows* / *would follow* my advice!
- 3 I wish this pain *went* / *would go* away.
- 4 I want to go to school today. I wish I *didn't have* / *wouldn't have* a temperature.
- 5 If only I *can* / *could* go to school by motorcycle!
- 6 I wish my leg *didn't* / *doesn't* hurt so much.

#### 3 Match sentences 1–5 with sentences a–e.

- 1 It smells in here because Terry smokes.
  - 2 You don't look very well these days.
  - 3 I can't afford to go on holiday.
  - 4 I have a lot of problems with my neighbours.
  - 5 Sarah knows that I don't like that boy Andrew!
- 
- a If only I earned more money.
  - b I wish she would stop seeing him.
  - c I wish he wouldn't do it in the house.
  - d If only they didn't argue so much.
  - e If I were you, I'd see a doctor.

## 6.5 Third Conditional

We use Third Conditional sentences to talk about possible events in the past that did not happen. We often use them to express regret or criticism.

We use the Past Perfect in the *if*-clause (describing the condition). In the main clause (describing the effect, we use) *would/wouldn't + have + the past participle* of the main verb. Either of the two clauses can come first in the sentence. When the *if*-clause comes first, we use a comma after it.  
If I **had worn** a helmet, I **wouldn't have got** hurt so badly.

**If + Past Perfect,**  
(condition)

**would/wouldn't have  
+ Past Participle**  
(effect)

If I **had cycled** more carefully, I **wouldn't have broken** my arm.

**would/wouldn't have  
+ Past Participle**  
(effect)

**if + Past Perfect**  
(condition)

I **wouldn't have broken** my arm if I **had cycled** more carefully.

### 1 Match the sentence beginnings 1–5 with the endings a–f.

- 1 We would have lost our way \_\_\_\_\_
  - 2 If you had left earlier, \_\_\_\_\_
  - 3 They wouldn't have got into difficulties \_\_\_\_\_
  - 4 If she had known his real character, \_\_\_\_\_
  - 5 If I had prepared for that trip better, \_\_\_\_\_
- a she wouldn't have married him.
  - b if the rescue team had arrived earlier.
  - c you would have caught the train.
  - d if we hadn't had our GPS with us.
  - e I would have enjoyed it much more!

### 2 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

- 1 \_\_\_\_\_ (the explorers/survive) if they \_\_\_\_\_ (take) better equipment?
- 2 If Liu \_\_\_\_\_ (not warn) me, I \_\_\_\_\_ (make) a serious mistake.
- 3 If you \_\_\_\_\_ (leave) an hour earlier, \_\_\_\_\_ (you/miss) the plane?
- 4 If I \_\_\_\_\_ (not take) a torch with me, I \_\_\_\_\_ (not find) my way out.
- 5 What \_\_\_\_\_ (you/do) if your parents \_\_\_\_\_ (not let) you take a gap year?
- 6 If Tom \_\_\_\_\_ (not find) a hospital quickly, he \_\_\_\_\_ (die) after the snake bite.

### 3 Write a Third Conditional sentence for each situation.

- 1 They didn't reach the North Pole because they ran out of food.
- 2 I was tired yesterday, so I didn't go out with my friends.
- 3 It took us ages to get to the airport because there was a lot of traffic.
- 4 Ann didn't phone me, so I didn't know about her problems with the equipment.
- 5 He had an accident in the mountains and had to go to hospital.
- 6 Gina didn't use a mosquito net, so a mosquito bit her and she became ill with malaria.
- 7 Joe didn't wear warm clothes last weekend, so he caught a cold.
- 8 We didn't reach our destination because the weather conditions were very bad.

## 7.2 Reported Speech – statements

When we want to report what someone said, we can use Direct or Reported Speech.

In Direct Speech the speaker's words are not changed in any way: 'Your son draws very well.' → They said, 'Your son draws very well.'

In Reported Speech we often report the speaker's words using verbs like *add, claim, explain, point out, reply, say, suggest, tell* and the pronoun *that* (which can be omitted). The verb *tell* takes an object (*me, us, John, my friend, etc.*).

'I sell paintings.' → She **told me/said (that)** she **sold** paintings.

We make the following changes in Reported Speech:

- tenses:

Direct Speech	→	Reported Speech
<b>Present Simple</b> Ann: 'I paint pictures.'	→	<b>Past Simple</b> Ann said (that) she painted pictures.
<b>Present Continuous</b> Ann: 'I am painting a picture.'	→	<b>Past Continuous</b> Ann said (that) she was painting a picture.
<b>Present Perfect</b> Ann: 'I have painted two pictures.'	→	<b>Past Perfect</b> Ann said (that) she had painted two pictures.'
<b>Past Simple</b> Ann: 'I didn't paint that picture.'	→	<b>Past Perfect</b> Ann said (that) she hadn't painted that picture.
<b>Past Perfect</b> Ann: 'I hadn't painted before.'	→	<b>Past Perfect</b> Ann said (that) she hadn't painted before.
<b>can/can't</b> Ann: 'I can paint.'	→	<b>could/couldn't</b> Ann said (that) she could paint.
<b>will/won't</b> Ann: 'I won't paint anymore.'	→	<b>would/wouldn't</b> Ann said (that) she wouldn't paint anymore.
<b>am/is/are going to</b> Ann: 'I'm going to paint.'	→	<b>was/were going to</b> Ann said (that) she was going to paint.

- time expressions and words referring to places (depending on the context):

now → at that time/then

today → that day

yesterday → the day before

two hours ago → two hours earlier/before

tomorrow → the following day

here → there

- demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):

this/these → that/those

I/we → he/she/they

me/us → him/her/them

my → his/her

our → their

### 1 Report the statements.

- 1 'I've never heard of this artist,' said Susan.

Susan said \_\_\_\_.

- 2 'Dad, I'm meeting Ann tomorrow,' said Helen.  
Helen told \_\_\_\_.

- 3 'Yesterday someone painted some graffiti in my street,' said Olga.  
Olga said \_\_\_\_.

- 4 'I can sell you some of my pictures,' Paul said to me.  
Paul told \_\_\_\_.

- 5 'My wife doesn't collect paintings,' said George.  
George said \_\_\_\_.

- 6 'You cannot take photos here,' the guard told me.  
The guard said \_\_\_\_.

### 2 Report what John and Amanda said. Choose the correct verb and complete the sentences.

- 1 **Journalist:** In your opinion, who is the most talented British painter?

**John:** Of course, I'm the most talented painter in the UK.

John *claimed / added* \_\_\_\_.

- 2 **Teacher:** Are you interested in the arts?

**Amanda:** I like opera. And I like modern art too.  
Amanda said \_\_\_\_ and she *added / replied* \_\_\_\_.

- 3 **Nancy:** You've lived here for about a year now, haven't you?

**John:** No, we moved here in 2010.

John *told / explained* \_\_\_\_.

- 4 **Wendy:** Will your parents let you go to the club?

**Amanda:** No, my parents will never let me go to the club.

Amanda *replied / suggested* \_\_\_\_.

- 5 **John:** Someone has made a mistake.

**Tina:** Let me check it.

John *pointed out / replied* \_\_\_\_.



## 7.5

## Reported Speech – questions and imperatives

## Questions

To report questions, we use the verb *ask* and make the same changes as in reported statements (tenses, pronouns, time expressions, words referring to places, etc.).

The word order in reported questions is the same as in affirmative sentences (the subject comes before the verb).

When we report *yes / no* questions, we use *if* or *whether*:

'Has Darina answered all the questions?' → Jan asked me **if/whether** Darina had answered all the questions.

'Do you often watch television?' → I asked her **if/whether** she often watched television.

When we report *wh-* questions, we keep the question word (e.g. *what, who, how, where, when*):

'How old are you?' → The policeman asked the boy **how old** he was.

'When did John and Mary split up?' → Sam asked us **when** John and Mary had split up.

## Imperatives

To report imperatives, we use the verbs *ask* or *tell*, an object and (not) *to + infinitive*:

'Please stop talking!' → The director **asked us to stop** talking.

'Don't take any photos of me!' → Darina **told the reporter not to take** any photos of her.

## 1 Complete the reported questions and imperatives with the correct pronouns.

- 'Has your cousin directed a film before?' Sue asked Tom.  
\_\_\_\_\_ asked \_\_\_\_\_ whether \_\_\_\_\_ cousin had directed a film before.
- 'Switch on your tablets,' Miss Smith asked her students.  
\_\_\_\_\_ asked \_\_\_\_\_ to switch on \_\_\_\_\_ tablets
- 'What are you doing with my DVDs?' Jake asked Mary.  
\_\_\_\_\_ asked \_\_\_\_\_ what \_\_\_\_\_ was doing with \_\_\_\_\_ DVDs.
- 'Don't use your mobile phones in class!' the teacher told us.  
The teacher asked \_\_\_\_\_ not to use \_\_\_\_\_ mobile phones in class.
- 'Where did you first meet your best friend?' Ann asked me.  
\_\_\_\_\_ asked \_\_\_\_\_ where \_\_\_\_\_ had first met \_\_\_\_\_ best friend.
- 'Join us!' Jake and Ron told us.  
\_\_\_\_\_ told \_\_\_\_\_ to join \_\_\_\_\_.

## 2 Report the questions.

- 'Are you interested in art?' the teacher asked Jack.  
The teacher asked \_\_\_\_\_ in art.
- 'How often does your boss update his Facebook profile?' Jen asked me.  
Jen asked \_\_\_\_\_ Facebook profile.
- 'Are you going to see this film again?' Jim asked Ann.  
Jim asked \_\_\_\_\_ again.
- 'Will you give us an autograph?' the boys asked the actress.  
The boys asked \_\_\_\_\_ an autograph.
- 'When did you lose your mobile phone?' Nick asked Eve.  
Nick asked \_\_\_\_\_ her mobile phone.
- 'Has Paula painted all these pictures herself?' I asked Olga.  
I asked \_\_\_\_\_ herself.

## 3 Report the imperatives.

- 'Please, close the window,' the teacher said to Sara.  
The teacher asked \_\_\_\_\_.
- 'Don't interrupt me!' she told John.  
She told \_\_\_\_\_.
- 'Don't be late for lunch again, Helen,' said Dad.  
Dad asked \_\_\_\_\_.
- 'Stop watching television and do your homework!' my mum said to me.  
My mum told \_\_\_\_\_.
- 'Please, come in and wait for me in the living room,' Gary told us.  
Gary asked \_\_\_\_\_.
- 'Don't ask me about my ex-husband again,' the film star told the journalist.  
The film star told \_\_\_\_\_.

## 8.2 The Passive

We use the Passive when we are more interested in the action itself than the 'doer' (the agent) of the action:

The bank **has been robbed** three times.

However, if we want to mention the agent, we need to use the word **by**:

The bank **was robbed by** three men.

We form the passive with an appropriate form of the verb to be and the past participle form of the main verb:

The robbers **will be arrested** soon.

The robbers **have been arrested**.

The robbers **were arrested** last night.

**Present Simple** Too many crimes **are committed** every year.

**Present Continuous** Tony **is being questioned** by the police.

**Past Simple** When **was** the money **stolen**?

**Past Continuous** The police station **was** still **being built** in 2005.

**Present Perfect** A homeless shelter **has** just **been opened** in my town.

**Past Perfect** Someone told me I **had been seen** at the crime scene.

**will** He **will be sentenced** to at least ten years in prison.

### 1 Rewrite the sentences in the Passive. Use an agent only if necessary.

- 1 Somebody has stolen my bicycle.
- 2 Somebody will clean the office later.
- 3 The police are using a new computer system to investigate crimes.
- 4 People destroyed twenty books at the city library last month.
- 5 Journalists were asking a lot of questions.
- 6 We have sold ten silver rings today.
- 7 Somebody found a wallet full of money yesterday.
- 8 Students at our school will remember Miss Jenkins, the head teacher.

### 2 Complete the sentences with the correct active or passive form of the verbs in brackets.

- 1 a We didn't know anything about the results of the new project because we \_\_\_\_ (not inform) about it.  
b Our boss didn't know anything about the results of the new project because we \_\_\_\_ (not inform) him.
- 2 a I \_\_\_\_ (follow) him. I'm right behind him.  
b I \_\_\_\_ (follow). They're right behind me.
- 3 a I regularly \_\_\_\_ (donate) money to this charity.  
b How much money \_\_\_\_ (donate) to this charity every year?

### 3 Complete the sentences with the correct passive form of the verbs in the box.

elect	employ	exclude	find
investigate	offer	organise	raise

- 1 A new president elect at the moment.
- 2 \_\_\_\_ the case still \_\_\_\_ by the police officers two days ago?
- 3 Amy \_\_\_\_ just as the manager of the local animal

offered

will be found

## 8.5 have something done

We use **have + object + past participle** to talk about things that we don't do ourselves but arrange for someone else (usually a professional) to do for us.

<b>Present Simple</b>	<i>I <b>have my house cleaned</b> every Friday. (by a professional cleaner)</i>
<b>Present Continuous</b>	<i><b>Are you having the locks changed?</b> (by a locksmith)</i>
<b>Past Simple</b>	<i>We <b>had the kitchen painted</b>. (by a professional painter)</i>
<b>Past Continuous</b>	<i>Last week Jack <b>was having his bathroom remodelled</b>.</i>
<b>Present Perfect</b>	<i>They <b>have just had a pool installed</b> in the garden.</i>
<b>will</b>	<i>When <b>will</b> Helen <b>have the paintings hung</b> in her flat?</i>
<b>be going to</b>	<i>When <b>are</b> you <b>going to have</b> a garage <b>built</b>?</i>

We can use *get* instead of *have*:

We **will get/have** our living room **redecorated** next spring.  
We **had/got** new windows **fitted** last year.

### 1 Complete the sentences with the correct form of *have*.

- Last weekend I \_\_\_\_\_ my bike repaired, so I couldn't go for a bike ride.
- A: \_\_\_\_\_ you \_\_\_\_\_ your wedding organised?  
B: Yes, we are. We're too busy to do it on our own.
- Aunt Sophie is eighty years old and she doesn't cook any more. She \_\_\_\_\_ her meals delivered every day.
- The windows look really shiny! \_\_\_\_\_ you \_\_\_\_\_ them cleaned recently?
- A: Where did you buy your new wooden furniture?  
B: I \_\_\_\_\_ it designed and made by a carpenter.
- Hi, Sandra. Sorry, can I call you back later? I \_\_\_\_\_ my hair cut at the moment.

### 2 Will and Bill are neighbours. Complete the sentences about Will using *have something done*.

- Bill cuts his grass twice a week.  
Will \_\_\_\_\_ twice a week.
- After the storm last week Bill repaired his roof.  
After the storm last week Will \_\_\_\_\_.
- Bill is going to change his locks because of burglaries in the area.  
Will \_\_\_\_\_ because of burglaries in the area.
- At 10 a.m. Bill was painting his garden wall.  
At 10 a.m. Will \_\_\_\_\_.
- Bill has just planted some apple trees.  
Will \_\_\_\_\_.
- Bill is building a tree house for his children.  
Will \_\_\_\_\_ for his children.

### 3 Complete the sentences with the correct form of the words in brackets. Use *have something done* where necessary.

- Susan is a hairdresser. She \_\_\_\_\_ (cut/people's hair) for money.
  - I'm afraid you can't see Joan yet. She's in her room with her hairdresser – she \_\_\_\_\_ (style/her hair).
  - When I was a little kid, I once \_\_\_\_\_ (cut/my hair) myself.
- Excuse me, could you \_\_\_\_\_ (take/a photo) of us, please?
  - I need to \_\_\_\_\_ (take/a photo) for my new passport.
  - You have to pay €10 if you want to \_\_\_\_\_ (take/photos) inside the museum.
- I'm using public transport this week because my car is at the mechanic's. I \_\_\_\_\_ (it/repair).
  - Tom's a mechanic. He \_\_\_\_\_ (repair/cars).
  - We can \_\_\_\_\_ (repair/your car) at our garage. Here are our prices.



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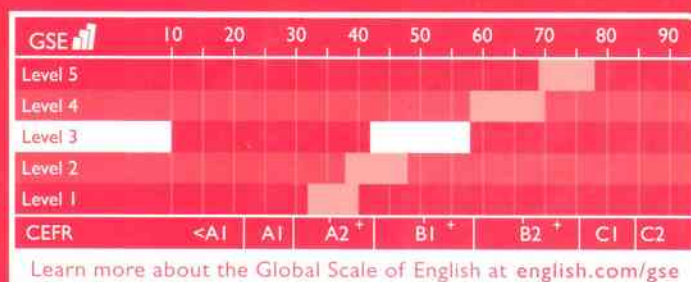
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