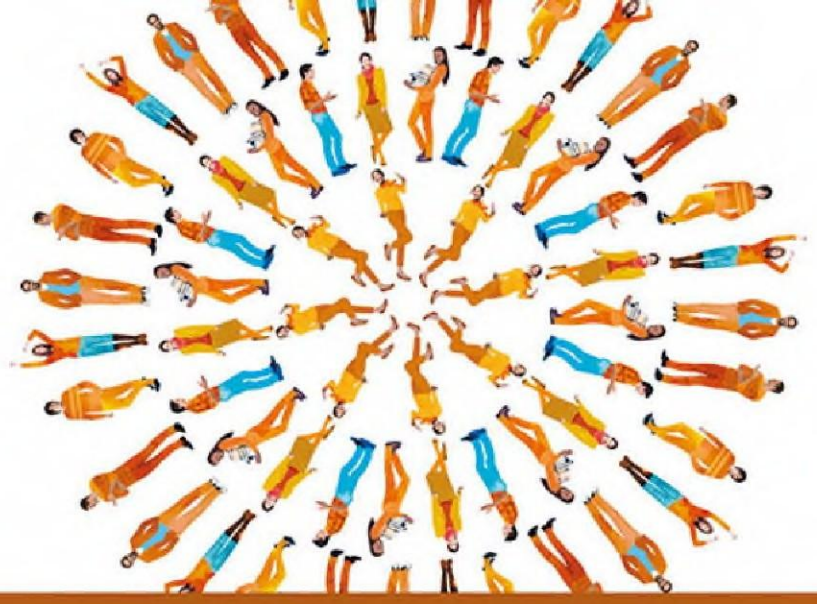

HELLOO TEACHER

4

SECOND EDITION

American ENGLISH FILE

Online Practice

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Christina Latham-Koenig
Clive Oxenden

OXFORD

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4

American ENGLISH FILE

Christina Latham-Koenig
Clive Oxenden

Paul Seligson and Clive Oxenden are the original co-authors of
English File 1 and *English File 2*

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G question formation
V figuring out meaning from context
P friendly intonation, showing interest

"I'm not thrilled about answering questions like 'If you were being mugged, and you had a lightsaber in one pocket and a whip in the other, which would you use?'"

Harrison Ford, US actor

1A Questions and answers

1 READING & SPEAKING

a Look at the photos of Benedict Cumberbatch and Elisabeth Moss and read their biographical info. Have you seen any of the TV shows or movies that they have been in? What did you think of them?

b Now read the interviews and match questions A–G with their answers.

A **How do you relax?**
B **What don't you like about your appearance?**
C **What's your earliest memory?**
D **What makes you unhappy?**
E **If you could edit your past, what do you think you would change?**
F **What was your most embarrassing moment?**
G **Who would you most like to say sorry to?**

c Read the interviews again using the glossary to help you. Answer the questions with **BC** (Benedict Cumberbatch) or **EM** (Elisabeth Moss).

Who...?

1 ☐ had an embarrassing experience as a child
2 ☐ finds it hard to make decisions
3 ☐ avoids answering one of the questions
4 ☐ had a dangerous experience when they were traveling abroad
5 ☐ had a dangerous experience when they were young
6 ☐ often hesitates when they're speaking
7 ☐ was fond of a kind of flower when they were a child
8 ☐ has a favorite decade

d Which of the questions in the interviews do you think is...?

- the most interesting
- the most boring
- too personal to ask a person who you don't know well

e Choose six questions from *Q&A* to ask your partner.

Q&A **Every week the newspaper, *The Guardian*, chooses people who have been in the news recently and publishes a short interview with them called *Q&A*.**

The actor **Benedict Cumberbatch** was born in London in 1976. He has starred in many successful TV shows and movies, including *Sherlock*, *War Horse*, *Star Trek*, and *The Hobbit*.

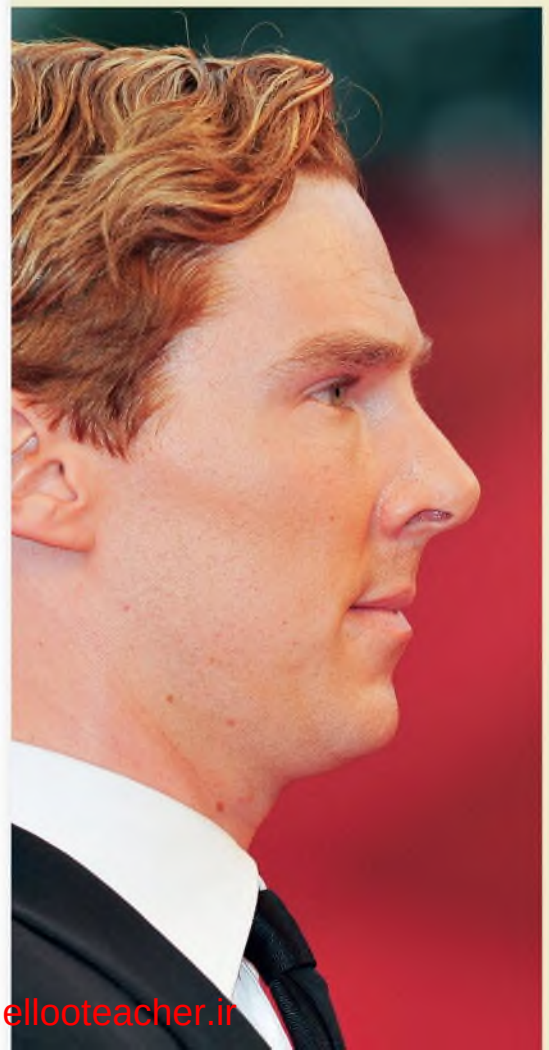
1 What's one of your happiest memories?
Sitting with the sun on my face the morning after I had been in a carjacking in South Africa.

2 _____
When I was six, I got stung by a wasp in a Greek market. A woman rubbed an onion on my bottom.

3 What don't you like about your personality?
I'm impatient, but also indecisive.

4 What is your greatest fear?
Forgetting people's names.

5 _____
The size and shape of my head. People say I look like Sid from *Ice Age*.



6 What costume would you wear to a costume party?
I enjoyed wearing bandages around my face as the Invisible Man at the last one I went to. People got to know me without recognizing me.

7 Which words or phrases do you most overuse?
I say "Erm..." too much.

8 What one thing would improve the quality of your life?
Better time management.

9 _____
I might not have called Trevor Nunn, the famous director, "Adrian" at my first audition for him.

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The actress **Elisabeth Moss** was born in California in 1982. She has been in several very successful US TV dramas, including *The West Wing* and *Mad Men*, for which she won an Emmy award.

1 _____

Going out into the backyard of my home in LA and pretending to build a vegetable garden with sticks and rocks. I must have been five.

2 Which living person do you most admire?
This is kind of cheesy, but my mom.

3 Which living person do you most despise, and why?
I won't say his name.

4 _____

Not getting enough sleep.

5 What is your favorite smell?
Jasmine. I grew up in Los Angeles, in the hills, and there was always jasmine growing.

6 _____

To a really good girlfriend who I lost touch with when I was little. I would love to see her again.

7 If you could go back in time, where would you go?
To a 1930s jazz club in New York City. I love the art deco period – the jewelry, the clothes, the music.

8 _____

I am a big fan of getting a box set and watching the entire show in two or three weeks. I'm watching *The Sopranos* at the moment, because I missed it when it first came out.

9 What has been your most frightening experience?
When I was little, I was on a lake in the US and got caught underneath a rowing boat. That was pretty scary.

Glossary
carjacking the crime of forcing the driver of a car to take you somewhere or give you their car
Emmy an award similar to the Oscars, but for TV
cheesy *informal* too emotional or romantic in a way that is embarrassing, e.g., a cheesy love song

Adapted from The Guardian

2 GRAMMAR question formation

a Now read the questions in **1b** again and answer the questions below with a partner.

1 Which questions are examples of…?
- a subject question, where there is no auxiliary verb
- a question that ends with a preposition
- a question that uses a negative auxiliary verb

2 What happens to the word order in the question *What would you change?* when you add *do you think* after *what*?

b ➤ p.132 Grammar Bank 1A. Learn more about question formation, and practice it.

3 PRONUNCIATION
friendly intonation, showing interest

a 1 4 Listen to some people asking questions 1–5. Who sounds friendlier and more interested each time, **a** or **b**?

1 Do you **have** a **big family**?
2 **What don't** you **like** about the **place** where you **live**?
3 **What sports** or **games** are you **good** at?
4 Do you **think** you **have** a **healthy diet**?
5 **What makes** you **feel happy**?

b 1 5 Listen and repeat the questions with friendly intonation. Focus on sentence stress and linking.

Reacting to what someone says
When you ask someone a question and they answer, it is normal to show interest by saying, e.g., *Really?* or *How interesting!* with a friendly intonation or by asking a question.

c 1 6 Now listen to the questions in a conversation. Complete the expressions or questions that the man or woman use to react to the answers.

1 *Wow* ____! That's a huge family.
2 _____? What's wrong with them?
3 _____! We could play a game one day.
4 _____! How long have you been a vegan?
5 _____? I can't think of anything worse!

d 1 7 Listen and repeat the responses. Copy the intonation.

e Ask and answer the questions with a partner. Use friendly intonation, and react to your partner's answers.

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4 READING & VOCABULARY

a Look at the photo with the article. What do you think is happening? Do you think the question is one that someone might really ask in this situation? Why (not)?

b Read the article once and find out. How would *you* answer the question?

Guessing the meaning of new words and phrases

When you are reading and find a word or phrase you don't know:

1 Try to guess the meaning from the context (e.g., the other words around it). Think also about what part of speech the unknown word is (e.g., a verb, an adjective, etc.), whether it is similar to another English word you know, or whether it is similar to a word in your language.

2 If you still can't figure out what the word or phrase means, either ignore it and continue reading or use a dictionary (or glossary if there is one) to help you.

Extreme interviews

WHAT kind of dinosaur are you? If you answered *Tyrannosaurus rex*, then the bad news is that you probably won't get the job you're applying for.

Comment Print

Welcome to the strange world of extreme interviewing, the latest trend in which interviewers throw bizarre questions at candidates to see how they react.

It may seem like a game, but extreme interviewing is deadly serious. The idea is to see how quickly job seekers think on their feet and, at a time when 25 percent of recent graduates are unemployed, it offers employers a new way of separating the brilliant candidates from the merely very good.

This new approach to selecting candidates comes from Silicon Valley in California — where else? Google, famous for its demanding interview process, asked a recent candidate: "You are stranded on a desert island. You have 60 seconds to choose people of 10 professions to come with you. Who do you choose? Go!"

One of the early pioneers of extreme interviewing was Steve Jobs, cofounder of Apple, who could be famously cruel with job seekers. Faced once with a candidate he considered boring, Jobs suddenly pretended to be a chicken, flapping his arms and making clucking noises around the unfortunate applicant, waiting to see what he would do. In fact, the secret to extreme interviewing is neither in the question nor the answer. It is in the candidate's reaction.

David Moyle, a headhunter with the recruitment agency Eximius Group, who admits to using the dinosaur question when selecting candidates, said: "Essentially, that kind of interviewing is used by us to give someone an opportunity to show they are smart and not easily flustered."

"Most candidates actually get something out of it, it's not about trying to crush them. We are trying to give them an opportunity to show their personality, rather than just showing how they perform in an interview."

Of course, getting the job is just the start. In the modern business world, survival will depend on what kind of dinosaur you really are.

Glossary

Silicon Valley the informal name for the region in northern California where many of the world's largest technology corporations are based

headhunter a person whose job it is to find people with the necessary skills to work for a company and to persuade them to join that company

Adapted from The Sunday Times

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c Read the article again carefully. With a partner, try to figure out what the highlighted words and phrases might mean and how you think they are pronounced.

d Now match the words and phrases with 1–10.

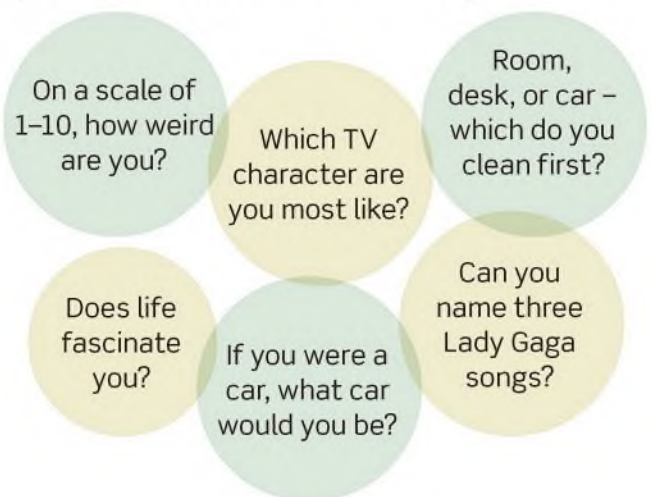
1 _____ *adj* needing a lot of effort and skill
2 _____ *adj* nervous and confused, especially because you have been given a lot to do or are in a hurry
3 _____ *adj* very strange or unusual
4 _____ IDM to be able to think and react to things very quickly without any preparation
5 _____ *noun* a way of doing or thinking about something
6 _____ *phrase* instead of
7 _____ *verb* to destroy somebody's confidence
8 _____ *noun* a specialist company that finds and interviews candidates to fill job vacancies in other companies
9 _____ *noun* people who are looking for a job
10 _____ *verb* moving something quickly up and down, e.g., wings

e 1 8 Listen and check. Underline the stressed syllables.

f Using your own words, answer the questions with a partner.

1 What are extreme interviews?
2 What kind of companies first started using them?
3 Why do some people think that they are better than normal interviews?

g Do you think extreme interviews are a good way of choosing candidates? Which of the questions below (used in real interviews) do you think would work well? Why?



5 LISTENING

a Have you ever been to a job interview? What kind of questions did they ask you? Did you get the job?

b 1 9 Listen to five people talking about a strange question they were asked in job interviews. Complete the questions in the first column.

What strange question were they asked?	How did they answer?	What happened in the end?
1 Do you still _____ _____?		
2 What would make you _____ a _____?		
3 _____ _____ are you? How much _____ you _____?		
4 _____ _____ would you like to be reincarnated as?		
5 Are you planning to _____ _____?		

c Listen again and take notes in the rest of the chart.

d Which of the questions did you think were good or bad to ask at an interview?

6 SPEAKING

a ➤ **Communication** *Extreme interviews* **A** *p.104* **B** *p.110*. Ask your partner extreme interview questions.

b Write three extreme interview questions of your own that you think might tell you something interesting about another person.

c Ask your questions to as many other students as possible and answer theirs.

d Which questions did you think were the most interesting? Why?

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G auxiliary verbs; *the...the...* + comparatives
V compound adjectives, modifiers
P intonation and sentence rhythm

> For those who believe, no proof is necessary. For those who don't believe, no proof is possible.
>
> *Stuart Chase, US author*

1B Do you believe in it?

1 READING & LISTENING

a Look at the beginning of two true stories. What do you think they might have in common?

b ➤ **Communication** Work in pairs **A** and **B** and read two stories. **A** read *Noises in the Night* on *p.104*. **B** go to *p.109* and read *The Strange Object on the Hill*.

HARD TO BELIEVE? BUT IT HAPPENED TO ME...

Have you ever experienced a paranormal happening? Write and tell us about it.

NOISES IN THE NIGHT

About six months ago, my husband Russ and I moved into a house in the country. Our house is the middle one of three row houses and it's more than a hundred years old. A young couple lives in the house on our right, but the house on our left was empty and for sale.

THE STRANGE OBJECT ON THE HILL

This happened when I was 16, and I can still remember it vividly. It was a clear morning, sunny but with a breeze. I was going to meet a school friend to go walking in the hills where there were some wonderful views. I'd agreed to meet him at the top of one of the hills.

c Now read the beginning of another true story. Would you have been happy for Fatos to read *your* coffee cup? Why (not)?

THE COFFEE CUP READING

I went to Turkey a few years ago with a colleague named Chris. We'd been sent there to train secondary school teachers in a school on the outskirts of Istanbul. While I was there, I decided to go and see an old friend of mine, a young Turkish woman named Fatos, who I hadn't seen for several years. I called her and we agreed to meet in a hotel in the center of Istanbul. Chris came too, and the three of us had a very nice dinner together. After dinner we ordered Turkish coffee and we talked for a while, until Fatos suddenly asked me, "Would you like me to read your coffee cup?" I refused politely because, to be honest, I don't really believe in clairvoyants and fortune-telling. But Chris immediately said he would be happy for her to read his coffee cup... *Adam*

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d 1 10 Listen to the rest of *The Coffee Cup Reading* and answer the questions.

1 What were the first two things Fatos saw in Chris's coffee cup? Were they accurate?
2 What was the third thing she saw?
3 How did Chris and Adam react to this?
4 Who did Chris's mother live with?
5 Where did Chris go the next morning?
6 Who called Adam? Why?
7 What was the bad news?
8 How did Fatos react to what had happened?
9 How does Adam feel about the experience?

e 1 11 Listen to some extracts from the story and complete the missing words. Try to figure out what they mean.

1 Well, Carla, Chris's girlfriend at the time, was blond, so that was _____ _____, too.
2 But Chris is a very _____-_____ kind of person, and he didn't seem to be too worried by what she'd said.
3 It was a slightly _____ end to what *had* been a very enjoyable evening.
4 So, was it just a _____ _____...?
5 I always used to be very _____ about fortune-telling...

2 SPEAKING

Talk in small groups.

Which of the three stories do you find the spookiest?
Can you think of any possible explanation for what happened in each story?

Have you (or anybody you know)...?
- seen or heard something that can't be explained, e.g., a UFO or a ghost
- visited a fortune-teller, psychic, or faith healer
- had a surprising coincidence

Reacting to a story about something strange
When somebody talks about something strange or difficult to explain, we often react with these phrases.
How / That's strange; bizarre; odd; weird; spooky

3 GRAMMAR auxiliary verbs

a Look at the dialogues and try to fill in the blanks with a + or − auxiliary (*do, did, is, was*, etc.).

1
A I heard a noise in the middle of the night.
B You [1]_____? What kind of noise?

2
A You don't believe in ghosts, [2]_____ you?
B No, I don't.

3
A I don't believe you really saw a UFO.
B I [3]_____ see one! It couldn't have been anything else.

4
A I've never been to a fortune-teller.
B Neither [4]_____ I.
C I [5]_____. It was really interesting!

b 1 12 Listen and check. In pairs, decide which auxiliary (1–5) is used...

A ☐ to add emphasis
B ☐ to say that you are different
C ☐ to check information
D ☐ to show surprise
E ☐ to say that you are the same

c ➤ **p.133 Grammar Bank 1B.** Learn more about using auxiliary verbs, and practice them.

4 PRONUNCIATION
intonation and sentence rhythm

a 1 14 Listen to the dialogues. Notice the stressed auxiliary verbs.

A I **dreamed** that I **saw** a **ghost last night**.
B You **did**? So **did** I. **How spooky**!

A I **don't believe** in **fortune-telling**.
B You **don't**? I **do**.

b Repeat the dialogues with a partner, copying the rhythm and intonation.

c Complete sentences 1–8 so that they are true for you.

1 I'm not very good at _____. (activity)
2 I'm going to _____ tonight. (verb phrase)
3 I love _____. (a kind of music)
4 I don't like _____. (a kind of food)
5 I've never read _____. (a famous book)
6 I'd love to live in _____. (a town or country)
7 I was very _____ as a child. (adj of personality)
8 I didn't _____ last night. (verb phrase)

d Work in pairs **A** and **B**. **A** read your sentences to **B**.
B respond with a reply question and then say whether you are the same or different. Then switch roles.

e 1 15 Listen to another dialogue. Is *do* stressed in the highlighted phrases?

A You don't like horror movies, do you?
B I do like them. It's just that sometimes they're too scary!

f Repeat the dialogue with a partner, copying the rhythm and intonation.

g ➤ **Communication** *You're psychic, aren't you?* **A** *p.105* **B** *p.109.* Make guesses about your partner.

5 1 16 SONG *Unbelievable*

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6 LISTENING & SPEAKING

a On a piece of paper write the sentence *I look forward to hearing from you*. Then sign your name underneath and give the piece of paper to your partner.

b Look at the signatures of some famous people. Can you identify any of them? Do you know anything about these people's personalities?

c Read an extract from a book about graphology. Do you believe that our signature might say something about our personality?

What your *signature* says about you

Your signature is the part of your handwriting that says the most about your personality. It is common for your signature to change during your life because it reflects how you develop and evolve as a person. You may have more than one signature, for example a more formal signature (name and last name) when you sign a credit card or your passport, and an informal signature (just your first name) when you sign a birthday card.

Our signature is very much part of the way in which we present ourselves to the world, so it can give some important clues about the kind of person we are and how we feel about ourselves.

d 1 17, 18, 19, 20 Listen to an expert in graphology talking about how to interpret somebody's personality from their signature. Complete the notes on the right.

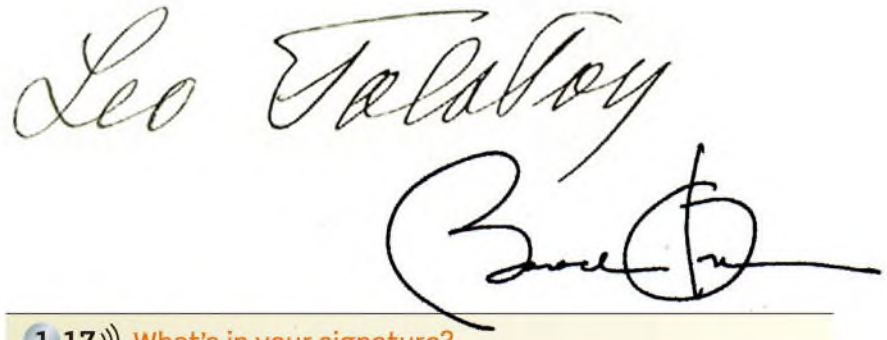
> **Taking notes**
> We often need to take notes when we are listening, for example, to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won't have time to write complete sentences. Afterward you could expand your notes into full sentences.

e In pairs, interpret the signatures of the famous people. Do any of the interpretations coincide with what you already thought?

f Now look at your partner's signature and try to interpret it. Do you agree with your partner's interpretation of *your* signature?

g Do you believe that you can learn anything about someone's personality by...?

- analyzing their handwriting (graphology)
- looking at their hands (palmistry)
- analyzing the position of the sun, moon, and planets at the exact time of their birth (astrology)
- another similar method



1 17 What's in your signature?

Your first name = *your private self*

Your last name =

You use only initials either for your first name or your last name =

There is a space between your name and last name =

1 18 The size of your signature

Your first name is bigger than your last name =

Your last name is bigger than your first name =

Your whole signature is big =

You sign in capital letters =

Your signature is small =

1 19 The legibility of your signature

Your signature is legible =

Your signature is illegible =

The more illegible your signature is...

1 20 The angle of your signature

A rising signature =

A descending signature =

A horizontal signature =

The angle of a signature may change depending on...

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7 MINI GRAMMAR

the...the... + comparatives

The more space there is between your name and last name, the more you wish to keep separate these two parts of your personality.

The more illegible your signature is, the less assertive you probably are as a person.

Use *the* + comparative adjective or adverb to show that one thing depends on another, e.g.,

- *The sooner we start, the earlier we'll finish.* = how soon we will finish depends on when we start.
- *The colder it is, the more clothes you need to wear to keep warm.* = how many clothes you need to wear depends on how cold it is.

a Rewrite the sentences using *the...the* + comparative.

1 If you study a lot, you learn a lot.
The _____, the _____.

2 If we leave soon, we'll get there earlier.
The _____, the _____.

3 If you have a lot of time, you do things slowly.
The _____, the _____.

4 If you are in shape, you feel good.
The _____, the _____.

b Complete the sentences in your own words.

1 The more money you have,...
2 The sooner you start your homework,...
3 The faster I speak in English,...
4 The less you sleep,...

8 VOCABULARY compound adjectives

a Look at some extracts from the listening in **6**. Can you remember what words go in the blanks?

1 Some people actually sign in capital letters, which suggests that they may be big-_____ or even arrogant.
2 A descending signature...suggests that you are the kind of person who gets disheartened or depressed when you are faced with problems, maybe because you are not very self-_____.
3 A horizontal signature usually indicates a person who is well-_____ and emotionally stable.

b 1 21 Listen and check. Do the compound adjectives have a positive or negative meaning?

Compound adjectives
Compound adjectives are adjectives that have two parts. The second part often ends in *-ed* or *-ing*, e.g., *well-behaved*, *old-fashioned*. The words are usually linked by hyphens. The main stress is on the second word.

c With a partner, look at some more compound adjectives to describe a person's character. Use the two parts of the word to try to figure out their meaning, and say if they are positive or negative characteristics.

bad-tempered good-tempered open-minded
narrow-minded absentminded easygoing laid-back
tight-fisted two-faced strong-willed self-centered

I think bad-tempered means somebody who gets angry very easily...

d 1 22 Listen and repeat the compound adjectives in **c**.

e Read the information on adjective modifiers.

Modifiers
We often use modifiers with adjectives of personality.

With positive characteristics

My mom is | pretty / very / really / incredibly | good-tempered.

With negative characteristics

My sister is | a little / rather / pretty / very / really / incredibly | bad-tempered.

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f Tell the partner about people with the characteristics below. Give examples of their behavior.

Do you know somebody who is...?

rather bad-tempered	a little two-faced
extremely absentminded	very good-tempered
a little tight-fisted	incredibly strong-willed
pretty laid-back	really self-centered

One of my cousins is a little two-faced. She says one thing to me, and then I find out she said the exact opposite to somebody else in the family...

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1 Colloquial English Talking about interviews

1 VIDEO THE INTERVIEW Part 1

a Read the biographical information about Jeff Neil. How do you think his previous experience helps him in his present job?

Jeff Neil is a US career coach and the founder of a company called New Career Breakthrough in New York City. His job involves helping people to discover the right career options for them, and then to help them actually get a job, by advising them on their résumés and on interview techniques. His specialty is helping people who are making career transitions, e.g., from one industry to another. Before setting up his company, he worked for seven years as an HR (Human Resources) director.

b 1 23 Watch or listen to **Part 1** of an interview with him, where he talks about helping candidates when they are applying for a job. Check (✓) the three things he talks about.

- ☐ Checking what there is about you on the Internet.
- ☐ Choosing the right jobs to apply for.
- ☐ Choosing what photos to send with your résumé.
- ☐ Thinking out the skills and abilities a job needs.
- ☐ Writing a good cover letter.
- ☐ Writing a good résumé

c Now listen again. Take notes about the advice he gives in the three areas you checked.

Glossary
résumé a written record of your education and the jobs you have done that you send when you are applying for a job
cover letter a letter containing extra information which candidates send with their résumé

VIDEO Part 2

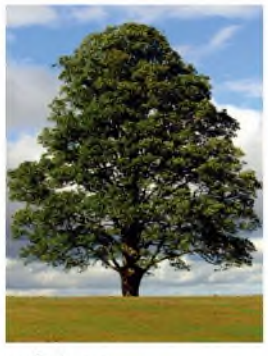
a 1 24 Read five tips for the day of the interview. Now watch or listen to **Part 2**, where Jeff talks about the day of the interview. Are they **T** (true) or **F** (false)? Correct the **F** ones.

1 It's better to dress too formally than too casually.
2 You should try to find out beforehand what the company's dress style is.
3 You should arrive at the place where the interview is going to take place at least half an hour before the interview.
4 Don't take any electronic devices with you to the interview.
5 Be careful how you talk to other company employees before an interview.

b Listen again for more detail. Do you agree with all the tips? Why (not)?

Glossary
LinkedIn a social networking service for professional people.

VIDEO Part 3


oak tree

cactus

apple tree

a 1 25 Now watch or listen to **Part 3** where Jeff talks about the interview itself. Complete the advice he gives.

1 If you want to ask about _____ and _____, either do this late in the interview, or wait for the employer to mention them.
2 _____ language and the _____ of your voice are just as important as what you actually say.
3 Be aware that the way you answer an "extreme" interview question can reveal things about your _____.

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b Listen again and answer the questions.

1 What's the biggest mistake that job candidates make during an interview?
2 What's the most important thing for them to communicate in the interview?
3 Why does he mention people who were "slouched back and down"?
4 What do you need to try to communicate with your tone of voice?
5 What "extreme" question did Jeff once ask?
6 What possible answers does he suggest? Why?

2 LOOKING AT LANGUAGE

Make or do?
Jeff uses several expressions with *make* and *do*. These verbs are very common in expressions related to work, and are sometimes confused by learners of English often because they just have one verb in their L1.

a 1 26 Complete the extracts from the interview with the right form of *make* or *do*. Listen and check.

1 "...so some of the biggest mistakes that, that I've seen that people _____ on their résumé is they include everything."
2 "...as an employer, I don't care what you _____ 20 years ago or 30 years ago."
3 "You also want to _____ a Google search on your own name."
4 "...and to take an eight and a half sheet of paper and _____ three columns..."
5 "You want to _____ sure your cell phone is turned off."
6 "They're _____ a lot of eye contact directly with me."

b Now complete some more sentences related to the world of work.

1 They are going to *make* a decision about who gets the job by the end of the week
2 Can I _____ a suggestion about how to re-organize the HR department?
3 We must _____ much more market research before we develop the new product.
4 All the new employees are going to _____ a training course next month.
5 Everyone in the company has _____ a big effort this year.
6 George is _____ a great job and I think he deserves to earn a higher salary.
7 I need to _____ a few phone calls before the meeting starts.

3 VIDEO ON THE STREET

a 1 27 Watch or listen to five people talking about job interviews. How many of them say they definitely got the job?

Jeanine, *South African*

Jo, *English*

Ivan, *American*

Yasuko, *American*

Joost, *Dutch*

b Watch or listen again. Who (**Je**, **Jo**, **I**, **Y**, or **Jst**)...?

☐ didn't get the job because of his / her age
☐ had his / her interview the most recently
☐ prepared for the interview by assessing how suitable he / she was for the job
☐ took some medicine to help make him / her feel less nervous
☐ tried to find out what the company believed in

c 1 28 Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

1 "I just practiced every question that they could ask me in my _____."
2 "...and then tried to _____ my experience to the various different points on the job interview..."
3 "I think it went well because they _____ up with an email."
4 "...their philosophy, the history, and the _____ of the company."
5 "In the end they said I was too young, so they didn't _____ me."

4 SPEAKING

Answer the questions with a partner.

1 Have you ever been interviewed for a job or a place in a school? What was it for? How did you prepare for it? How did it go?
2 Have you ever interviewed another person? What for?
3 What do you think is the most important advice to give to someone who is going for a job interview?

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G present perfect simple and continuous
V illnesses and injuries
P /ʃ/, /dʒ/, /tʃ/, and /k/; word stress

> My doctor gave me six months to live, but when I couldn't pay the bill he gave me six months more.
>
> *Walter Matthau, US actor*

2A Call the doctor?

1 VOCABULARY illnesses and injuries

a Look at the six quiz questions. With a partner, decide what the highlighted words might mean. Use the pictures to help you.

b Now take the quiz with a partner.

c ➤ **Communication** *First aid quiz* **A** *p.105* **B** *p.108*. Read the answers to half of the quiz and the reasons why, and tell each other.

d ➤ **p.152 Vocabulary Bank** *Illnesses and injuries.*

Help save lives!

The Red Cross first aid quiz
www.redcross.org

Would you know what to do in these common medical emergencies?

1 **If someone is choking, you should...**
a) hit them on the back
b) lean them backward
c) lie them on their side

2 **What is the best thing to put on a burn at first?**
a) warm running water
b) cold running water
c) plastic wrap

3 **If someone has a cut that is bleeding badly, you should first...**
a) press on the wound
b) cover the wound
c) wash the wound under running water

4 **Which of these is the best way to treat a nosebleed?**
a) lean your head forward and pinch the soft part of the nose
b) lean your head forward and pinch the hard part of the nose
c) lean your head backward and pinch the soft part of the nose

5 **If you find someone collapsed on the ground, what should you do first?**
a) put your jacket over them to keep them warm
b) check if they are breathing
c) run off to find someone else to help

6 **If someone has fallen and you think they may have broken their leg, you should...**
a) try to move their leg into a straight position
b) make sure the leg is supported to prevent unecessary movement
c) put a bandage on their leg where you think the break is

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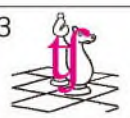
2 PRONUNCIATION & SPEAKING

/ʃ/, /dʒ/, /tʃ/, and /k/; word stress

1	2	3	4
			

a How do you pronounce sounds 1–4 above? Write the words from the list in the correct column.

ache allergy ankle bandage choking pressure rash stomach temperature unconscious

b 1 33 Listen and check. Practice saying the words.

c ➤ **p.167 Sound Bank.** Look at the typical spellings for /ʃ/, /dʒ/, /tʃ/, and /k/.

d Look at some more words related to illness and injury. Which ones are similar in your language? Do you know what the other ones mean?

an|ti|bi|o|tics /æntɪbaɪˈɑtɪks/ symp|tom /ˈsɪmptəm/
me|di|cine /ˈmɛdəsn/ e|mer|gen|cy /ɪˈmərdʒənsi/
o|pe|ra|tion /ɑpəˈreɪʃn/ as|pi|rin /ˈæsprən/
spe|cia|list /ˈspɛʃəlɪst/ a|ce|ta|mi|no|phen /əsitəˈmɪnəfən/
X-|ray /ˈɛks reɪ/ cho|les|te|rol /kəˈlɛstərəl/
in|jec|tion /ɪnˈdʒɛkʃn/ CAT scan /ˈkæt skæn/

e 1 34 Listen and underline the stressed syllable. Practice saying the words.

f Ask and answer the questions with a partner.

1 What injuries or illnesses could you get when you are...?
a) cooking
b) playing sports
c) eating in a restaurant

Have any of these things ever happened to you?

2 Have you ever been in a situation where you had to give first aid? Who to? Why? What happened?

How much do you know about first aid? Where did you learn it?

Has anyone ever had to give you first aid? What happened?

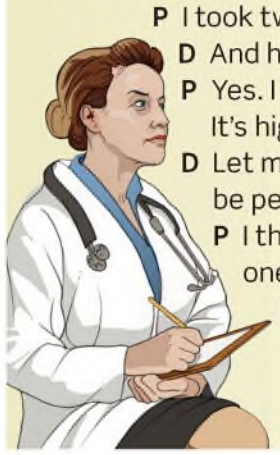
3 What do you think you should do if...?
a) someone has a very high temperature
b) someone is stung by a wasp and has an allergic reaction
c) someone has very bad sunburn

3 GRAMMAR present perfect simple and continuous

a 1 35 Listen to a conversation between a doctor and patient. What symptoms does the patient have? What does the doctor suggest?

b Listen again and fill in the blanks with a verb in the present perfect simple or present perfect continuous.

Doctor Good morning, Mr. Blaine. What's the problem?
Patient I [1]_____ well for a few days. I keep getting headaches, and I [2]_____ a lot, too. And I have a temperature.
D [3]_____ anything for the headaches?
P Yes, acetaminophen. But it doesn't really help. I read on the Internet that headaches can be the first symptom of a brain tumor...
D How many tablets [4]_____ so far today?
P I took two this morning.
D And have you taken your temperature this morning?
P Yes. I [5]_____ it five or six times. It's high.
D Let me see... Well, your temperature seems to be perfectly normal now.
P I think I need a blood test. I [6]_____ one for two months.
D Well, Mr. Blaine, you know I think we should wait for a few days and see how your symptoms develop. Can you send the next patient in please, nurse?



c 1 36 Listen to what the doctor and nurse say after Mr. Blaine has left. What do they think of him?

d Look at the sentences and circle the correct verb form. Check (✓) if you think both forms are possible.

1 Have you *been taking* / *taken* anything for the headaches?
2 How many tablets have you *been taking* / *taken* so far today?

e ➤ **p.134 Grammar Bank 2A.** Learn more about the present perfect simple and continuous, and practice them.

f In pairs, use the prompts to ask and answer the questions. The first question should be simple present or continuous, and the second should be present perfect simple or continuous.

1 / often *get* colds? How many colds / *have* in the last three months?
2 / *take* any vitamins or supplements right now? How long / *take* them?
3 / *drink* a lot of water? How many glasses / *drink* today?
4 / *play* any sports? What? How long / *play* them?
5 / *eat* a lot of fruit and vegetables? How many servings / *have* today?
6 / *walk* to school (or work)? How far / *walk* today?
7 How many hours / *sleep* a night? / *sleep* well recently?
8 / *allergic* anything? / ever *have* a serious allergic reaction?

4 WRITING

➤ **p.113 Writing** *An informal email.* Write an email to a friend explaining that you haven't been well and saying what you've been doing recently.

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5 READING & VOCABULARY

a Look at the title of the article. How would you define a hypochondriac? What do you think a "cyberchondriac" is?

b Read the article once and check. Then complete the paragraphs with topic sentences A–E.

Topic sentences
In a well-written article, each paragraph usually begins with a "topic sentence" that tells you what the paragraph is about.

A Another problem for cyberchondriacs is that online medical information may be from an unreliable source or be out of date.

B Sadly, the problem with Dr. Google is that he isn't exactly a comfort in times of crisis.

C The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions.

D Unfortunately, once you have it, cyberchondria can be hard to cure.

E Four hours later, I got a diagnosis.

CONFESSIONS OF A *cyberchondriac*

A few weeks ago I was feeling under the weather. After days of intensive Internet diagnosis, I finally went to see my GP. After examining me, she told me that my heart rate was a little fast and sent me off to the ER to have some tests done. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is supraventricular tachycardia. Then I typed these two words into Google.

1 _____

For example, *wrongdiagnosis.com* immediately scared me with a list of 407 possible causes. I raced to the hospital, convinced that I probably needed open-heart surgery.

2 _____

I had a chest infection… and a bad case of cyberchondria. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million Internet users last year found that 2 percent of all searches were health related.

3 _____

Since my trip to the hospital, I have been obsessively checking my pulse, swapping symptoms in chatrooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the EKG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.

4 _____

One in four of all articles thrown up by an Internet search for "headache" suggested a brain tumor as a possible cause. Although it is true that this may be the cause, in fact, brain tumors develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in "mouth ulcer" and see that "mouth cancer" has several mentions near the top, you think that it must be very common. However, this is not the case at all.

5 _____

A recent study showed that 75 percent of the people who use the Internet to look up information about their health do not check where that information came from, or the date it was created. "Once something has been put up on the Internet, even if it's wrong, it's difficult to remove," says Sarah Jarvis, a doctor. "This is a problem especially with scare stories, and also with some alternative remedies that claim to be miracle cures, but that may actually do you harm."

Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!

Glossary
GP general practitioner (= family doctor)
ER emergency room of a hospital
EKG machine electrocardiogram machine used to test people's heart rate
scare stories stories in the news, e.g., "Cell phones give you cancer" that make people worry about their health

Adapted from The Sunday Times

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c With a partner, look at the highlighted words and phrases and guess what they mean. Then match them with definitions 1–11.

More medical vocabulary	
1 _____	*adj* something very serious that could kill you
2 _____	*noun* a small blister in the mouth that can be very painful, but is not serious
3 _____	*noun* ways of curing illnesses that are not traditional medicine, e.g., herbal medicine
4 _____	IDM not feeling very well
5 _____	*noun* a serious illness in which malignant cells form in the body and kill normal body cells
6 _____	*noun* an illness that is caused by bacteria or a virus
7 _____	*noun* the speed at which your heart beats
8 _____	*noun* the medical treatment of an illness or injury that involves an operation
9 _____	*noun* the number of times your heart beats in a minute
10 _____	*noun* a group of cells that are growing in a place where they should not be
11 _____	*noun* successful treatments for illnesses that were thought to be impossible to cure

d 1 40 Listen and check.

e Read the article again carefully. Choose a, b, or c.

1 The first thing the journalist did after leaving her GP was…
   a go and see a specialist
   b go to the ER
   c find out what her condition was called

2 After realizing that she was a cyberchondriac, she…
   a stopped worrying
   b worried just as much as before
   c stopped visiting health-related websites

3 One problem with health-related websites on the Internet is that…
   a they make unusual illnesses seem more common than they really are
   b they often describe conditions that don't really exist
   c they give more information about rare illnesses than about common ones

4 Another problem with these websites is that…
   a they encourage people to go to the doctor more often
   b they make people believe in miracle cures
   c the information may not be right

6 LISTENING & SPEAKING

a 1 41 Listen to a radio interview with a doctor about cyberchondria. What's her general opinion of patients using health websites?

b Listen again. Then answer the questions with a partner.

1 What did a patient she saw recently think he had? What did he really have?
2 What four things does she say that diagnosis depends on apart from symptoms?
3 What kind of website forums does she recommend?
4 Complete the three tips she gives to cyberchondriacs:
   i *Only look online…*
   ii *Make sure that the website you are using is…*
   iii *Remember that common symptoms usually…*

c With a partner, or in small groups, answer the questions. Ask for and give as much information as possible.

1 Which of the doctor's three tips do you think is the most important?
2 How often do you look up information about health and illness on the Internet? What websites do you usually go to? How useful is the information?
3 Do you know anyone who you think is a hyperchondriac or cyberchondriac?
4 Do you think people in your country worry a lot about…?
   a their blood pressure
   b their cholesterol level
   c their eyesight

   Do they worry about anything else related to health?

7 1 42 SONG *Just Like a Pill*

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G using adjectives as nouns, adjective order
V clothes and fashion
P vowel sounds

> Wisdom doesn't automatically come with old age. Nothing does – except wrinkles.
>
> *Abigail Van Buren, US journalist*

2B Older and wiser?

1 SPEAKING

a Look at some adjectives that are commonly used to describe teenagers or elderly people. With a partner, write them in the column where you think they belong. Are the majority of the adjectives positive or negative?

absentminded adventurous bad-tempered clumsy kind lazy moody narrow-minded self-centered stubborn unenthusiastic vulnerable weak wise

teenagers	elderly people

> ***old* or *elderly*?**
> *Old* and *elderly* mean the same thing, but *elderly* is only used for people and is more polite.

b In pairs or small groups, discuss the questions.

1 Do you think the adjectives in **a** truly describe most teenagers and elderly people or do you think these are stereotypes?
2 In what way could these stereotypes be damaging?
3 Do you know people in these two age groups who a) conform to the stereotypes b) don't conform to the stereotypes? How?

2 READING

a Look at the photos of Nick Sydney and Karoline Bell. What do you think has been done to them and why?

b Read the first paragraph of the article once and check your answer. Look at the highlighted phrases related to the body. With a partner, say what you think they mean.

For a BBC TV documentary, 29-year-old KAROLINE BELL and 32-year-old NICK SYDNEY experienced what it was like to be old…

It took five hours every morning to make Karoline and Nick look like elderly people in their seventies. They were given synthetic wrinkled skin, false teeth, and gray wigs. They also wore body suits to make them look fatter and contact lenses to make their eyes look older. The discomfort of the makeup, the heavy suits, and the contact lenses (which made their eyesight worse) gave them a small taste of the physical problems of old age. They were also coached to walk and speak like people in their seventies. Then they had to live each day, for a month, as an old person, with a video diary to record their experiences and hidden cameras to record how other people reacted to them.

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c You are going to read about what happened during the program. Before you read talk to a partner.

1 In what way do you think people treated them differently because they appeared to be old people?
2 What do you think they learned about what old age is really like?
3 How do you think they felt after making the program?

d Now read the rest of the article and check.

Afterward, both of them described the "invisibility" of being old. Karoline was astonished to be ignored by some workmen, who only hours before had been whistling at her when she had been an attractive young woman. Nick said, "I learned that how people [1]treat you depends on what you look like." On one occasion a bus driver treated him very rudely when he tried to pay his fare with a large bill. "I was amazed. He wouldn't have talked like that to my young self." Nick was also nearly robbed when he was taking money out of an ATM.

There is a point in the documentary when Karoline [2]breaks down and cries. It comes at the end of a day out with her two new senior citizen friends, Betty and Sylvia, who she met at a community center. It is partly because she feels guilty that she is tricking them, but mainly because she realizes that they are individuals, and not just members of what she had previously thought of as "the elderly." "They were talking about real things and I felt unqualified. I didn't have that life experience. They had [3]been through so much. It made me realize how ignorant I was. It was as if I was seeing the young people inside them. Before I would have just seen the wrinkles."

At the start of the documentary Karoline had said that old people scared her, and that in spite of loving her 86-year-old grandmother, who lives in a retirement home, she had found it hard to visit her.

Both she and Nick found making the program life-changing. Nick said, "I'd never thought about getting old before." Karoline said, "The whole experience of living as an old person helped me to understand them far better and also to understand myself. One of the things that surprised me most was how important relationships still were to elderly people. I was shocked by the fact that older people could still have their hearts broken. After a while I felt like one of them. I felt in a way that they were just young people in an old body trying to [4]deal with the problems of old age. [5]I'm not ready to be 73, but I'm not scared like I was."

Adapted from The Times

e Read the article again and answer the questions with **K** (Karoline), **N** (Nick), or **B** (both of them).

Who...?

1 ☐ found the physical preparation for his / her role very uncomfortable
2 ☐ was given classes on how to move like an elderly person
3 ☐ was surprised at not being noticed by people who had previously reacted to him / her
4 ☐ noticed that people were less polite to older people
5 ☐ found that playing the role of an older person made him / her more emotional
6 ☐ realized that old people were very different from what he / she had previously imagined
7 ☐ used to be frightened of old people
8 ☐ had never worried about what it would be like to be old
9 ☐ hadn't expected love and friendship to be so important to old people

f Now look at the highlighted verb phrases and match them with their meaning.

☐ be prepared
☐ behave toward you
☐ experienced
☐ loses control of his / her feelings
☐ solve a problem or do a task

g How much contact do you usually have with elderly people? Do you think that they are treated well in your country?

3 GRAMMAR
using adjectives as nouns, adjective order

a Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (✗). Compare with a partner and say why you think the ones with ✗s are wrong.

1 a ☐ The old have a harder life than the young.
b ☐ The old people have a harder life than the young people.
c ☐ Old people have a harder life than young people.
2 a ☐ The man was with a blond tall Canadian woman.
b ☐ The man was with a tall Canadian blond woman.
c ☐ The man was with a tall blond Canadian woman.

b ➤ p.135 Grammar Bank 2B. Learn more about using adjectives as nouns and adjective order, and practice them.

c Answer the questions in pairs or small groups. Do you agree? Why (not)?

- The elderly are best looked after in retirement homes, not at home.
- Politicians should be at least 40 years old – younger people don't have enough experience for such a responsible job.
- Society doesn't sufficiently value the wisdom that elderly people have.
- Rich people are usually cheaper than poor people.
- The government could and should do more for the unemployed.
- The homeless should be allowed to live rent-free in empty apartment buildings and houses.

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4 LISTENING

a Look at the photos. How old do you think these people are? Do you like the way they are dressed? Why (not)?

b 1 45 Listen to a radio program where two fashion journalists are talking about "dressing your age." Do they agree that men and women should dress their age? Complete their two fashion rules.

Liza Wear whatever you think _____ and makes you _____.

Adrian Dress for _____, not for _____.

c Listen again and take notes. Why do the journalists mention the following?

Liza	Adrian
• a warm sweater and slippers • a leather miniskirt • teenagers • women who are 30+ • very short shorts	• men in their 20s who wear blazers and khakis or suits • men in their 30s

d Who do you agree with most, Liza or Adrian?

5 VOCABULARY clothes and fashion

a In two minutes write down as many items of clothing or jewelry as you can that you can wear...

• on your hands and arms • around your neck • on your feet • on your head

b ➤ p.153 Vocabulary Bank *Clothes and fashion.*

c Take the quiz with a partner.

CLOTHES QUIZ

1 What are the opposites of these adjectives and verbs?

get dressed short-sleeved
neat tight trendy

2 What material are the following usually made of?

bicycle shorts jeans shoes
a sweater a tie tights

3 Complete the sentence you say if something, e.g., a sweater...

a is too big *It doesn't* ____ *me.*
b looks awful on you *It doesn't* ____ *me.*
c goes perfectly with your pants *It* ____ *my pants.*

4 In what situations do you usually...?

a try clothes on
b dress up
c hang clothes up
d get changed

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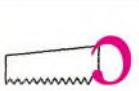
6 PRONUNCIATION
vowel sounds

Vowel sounds
Some English vowel sounds are fairly similar and might be confusing. Practice distinguishing them.

a 1 50 Look at the pairs of sound pictures below. Put two words from the list in each column. Listen and check.

awful checked cotton dotted hooded
jeans leather linen long loose patterned
sandals sleeveless slippers suit wool

boot	bull	tree	fish
			
egg	cat	clock	saw

b ➤ p.166 Sound Bank. Look at the typical spellings for these sounds.

c Practice saying these phrases.

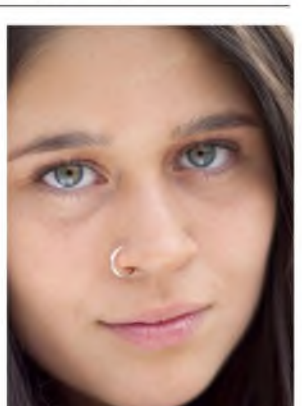
- a loose linen suit
- pink silk slippers
- a pale gray suede jacket
- a green sleeveless T-shirt
- a trendy denim vest
- blue suede shoes

7 SPEAKING

Talk in small groups.

1 At what age do you think it is OK for men or women to have…?

gray or white hair | very long hair | pink streaked hair
an earring in one ear | a tattoo | a piercing



I think pink streaked hair looks great at any age.

I don't agree. I think it looks ridiculous unless you're under 20.

2 In what situations do you think it is <u>not</u> OK to wear…?

ripped denim jeans | a baseball cap worn backward
very short shorts | large sunglasses | a miniskirt | no shirt

3 Do you agree or disagree with the following statements? Say why.

You shouldn't judge other people by the way they dress.

It's better to buy cheap clothes that don't last because then you can buy new ones more often.

People who follow fashion are usually vain and selfish.

It's risky to buy clothes online.

Only sheep follow fashion. Good dressers have their own style.

Fur coats should be banned.

Women, but not men, are always expected to dress attractively for work or on TV.

8 WRITING

a Imagine you were given two items of clothing for your birthday that you don't like. You have decided to sell them on eBay. Write a detailed description, making them sound as attractive as possible. Set a starting price.

For sale! Blue and white striped cotton skirt – never worn! Size six. Would look great with white T-shirt. Perfect for the summer.

$12.99
1 bid

+$5.00 shipping

7 days left
Thursday April 24 11:38

b Now read some other students' ads. Are there any things that you'd like to bid for?

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1&2 Review and Check

GRAMMAR

a Complete the sentences with one word.

1 What were you and Sarah talking _____?
2 You didn't like her latest novel, _____ you?
3 My father loves opera and so _____ my mother.
4 **A** I've been to India twice. **B** You _____? I'd love to go.
5 What have you _____ doing since I last saw you?

b Circle a, b, or c.

1 Could you tell me what time _____?
a the bus leaves b leaves the bus c does the bus leave
2 How many people _____ this computer?
a do use b use c does use
3 You're not eating much. _____ like the food?
a You don't b Don't you c Aren't you
4 **A** Why didn't you call me?
B I _____, but your phone was off.
a do call b did called c did call
5 The slower you work, _____ you'll finish.
a later b the later c the later than
6 _____ three cups of coffee already this morning.
a I've been having b I've had c I have
7 That was probably the worst movie _____!
a I've ever seen b I've never seen
c I've ever been seeing
8 I met _____ in my language class today.
a a Japanese b the Japanese c a Japanese girl
9 Some people think that _____ don't pay enough tax.
a the rich b the rich people c rich
10 I got a _____ bag for my birthday.
a beautiful leather Italian b Italian leather beautiful
c beautiful Italian leather

VOCABULARY

a Complete the compound adjectives.

1 My boss is very bad-_____. When things go wrong he starts shouting at everyone.
2 I'm very _____ -back. Nothing really bothers me.
3 I think Paul is very tight-_____. He never spends money unless he absolutely has to.
4 Syliva won't have any problems at the interview – she's very self-_____.
5 That dress is very old-_____. It looks like the kind of thing my grandma would wear.

b Write words for the definitions.

1 **bl**_____ *verb* to lose blood, from a wound or injury
2 **sw**_____ *adj* bigger than normal, especially because of an injury or infection
3 **b**_____ *noun* a piece of cloth used to tie around a part of the body that has been hurt
4 **t**_____ *noun* a pain in one of your teeth
5 **r**_____ *noun* an area of red spots caused by an illness or allergy

c Circle the correct verb or verb phrase.

1 I *have* / *feel* a little dizzy. I need to sit down.
2 She *burned* / *sprained* her ankle when she was jogging.
3 It was so hot in the room that I nearly *fainted* / *choked*.
4 This skirt doesn't *fit* / *suit* me. It's too big.
5 Can I go in jeans? I don't feel like *getting dressed* / *getting changed*.

d Circle the word that is different.

1 striped	dotted	plain	patterned
2 silk	cotton	fur	neat
3 collar	sleeveless	hooded	long-sleeved
4 Lycra	scarf	vest	cardigan
5 fashionable	scruffy	stylish	trendy

e Complete with one word.

1 My mother had a very bad case of the flu last week, but she's beginning to get _____ it now.
2 Please lie _____ on the couch over there.
3 I'm feeling sick. I think I'm going to _____ up.
4 Do we really need to dress _____ for the party tonight?
5 Please _____ up your clothes in the closet.

PRONUNCIATION

a Circle the word with a different sound.

1	ache	choke	change	matches
2	unconscious	rash	fashion	suede
3	injury	striped	silk	blister
4	jeans	leather	velvet	denim
5	cough	flu	suit	loose

b Underline the main stressed syllable.

1 in|cre|di|bly 2 big-|hea|ded 3 an|ti|bi|o|tics
4 swim|suit 5 fa|shio|na|ble

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. What do shamans do?

b Read the article again and choose a, b, or c.

1 According to the article, shamans help people to…
   a communicate with dead relatives
   b solve their health problems
   c enter a parallel reality

2 Shamans heal people by…
   a curing their depression
   b helping them to find something they have lost
   c dealing with their deep emotional problems

3 Harnam Sidhu and Shelly Khanna…
   a both had serious diseases
   b did not initially believe that shamanism could help them
   c have both become more deeply interested in shamanism

4 According to Klinger-Paul, shamanism…
   a requires time to work
   b only works if people believe in it
   c may work only because of the placebo effect

c Choose five words or phrases from the text. Check their meaning and pronunciation and try to learn them.

VIDEO CAN YOU UNDERSTAND THIS MOVIE?

1 51 Watch or listen to a short movie on the History of Surgery and mark the sentences **T** (true) or **F** (false).

1 St. Thomas's hospital had a very early operating theater.
2 In a modern operating theater there is a monitor to measure a patient's brain activity.
3 The room where the operating theater used to be is now a church.
4 The rooms where operations took place were called theaters because the public came to watch.
5 The theater was usually full for an operation.
6 Most operations at St. Thomas's were done on rich people.
7 Surgeons used primitive forms of anaesthetic.
8 Surgeons could cut off a limb very quickly.
9 When there was a lot of blood during an operation, it was collected in a space under the floor.
10 If patients died, their bodies were given back to their families.

The rise of the shamans

The sound of drumbeats reverberates in the small conference room as the shaman goes into a trance. The others present, their eyes closed, focus on the rhythmic sounds of the drums. The shaman, in his trance, makes the journey to a parallel reality in search of solutions to the various problems the group has brought with it.

For most people this may seem weird, but it is becoming a fairly common experience for others. People from many different professions – students, businessmen, housewives, even former soldiers – are turning to shamanism, an ancient spiritual practice where the practitioner communes with "spirit guides" to gain access to information and healing.

Cosima Klinger-Paul, an Austrian who moved to India in 2000 and has started a school of shamanism, says that the interest in the practice is not surprising. "Shamanism has always been there in every culture. It is the oldest healing method of mankind."

How exactly does shamanism work? Shamans believe that all illnesses have a spiritual cause, which is reflected in the physical body. Healing the spiritual cause heals the physical body. An important shamanic belief is the concept of "soul loss." Shamanic cultures around the world believe that whenever someone suffers an extreme physical or emotional trauma, a piece of his soul "falls off." Soul loss manifests in most people through feelings of emptiness and depression. Once the person gets the missing part of his soul back, shamans believe that the lost vitality and health also comes back.

But is it really as simplistic as this? Those who have undergone shamanic healing sessions seem to think so. Harnam Sidhu, a 46-year-old marketing executive, swears by the practice. "It helped reverse my disease," he says. Sidhu was suffering from glaucoma – a degenerative condition that causes the loss of optic nerves leading to blindness. Doctors had told him it was a matter of months before he went completely blind in the bad eye. As a last resort, he tried shamanism. After a few sessions, when he went for a checkup, his doctor told him that a miracle had happened – his condition was starting to reverse. Shelly Khanna, who took shamanic healing for a frozen shoulder condition, says 80% of her pain vanished after the session. "I went as a skeptic, but I was so amazed by the experience that I resolved to learn shamanism myself."

Was it really shamanism at work or simply the placebo effect? Believers stress that shamanic healing is an established tradition that has been tested time and again over centuries. "Shamanism is not a religion, but an adventure into one's own mind," says Klinger-Paul. "It takes time to become familiar and to deal with the spirit world. I tend to say no to requests for quick healing. This is not a spiritual aspirin that you can take and be healed."

Atul Sethi in The Times of India

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G narrative tenses, past perfect continuous; *so / such...that*
V air travel
P regular and irregular past forms, sentence rhythm

"I don't have a fear of flying; I have a fear of crashing."
Billy Bob Thornton, US actor and singer

3A The truth about air travel

1 LISTENING & VOCABULARY air travel

a 2 2)) Listen to some in-flight announcements and match them to pictures A–D. What information or instructions are the passengers being given?

A

B

C

D

b Listen again. What word or phrase do the flight attendants use to mean...?

1 *small bags and suitcases*
2 the *storage area above your seat*
3 *put on* your seat belt
4 *phones, tablets*, etc.
5 *the doors* where you can get out of the plane quickly if there is a problem
6 the *thing you have to put on* if the plane is going to land on water
7 to *blow air* inside something

c ➤ **p.154 Vocabulary Bank** *Air travel.*

2 READING

a Read the back cover of a book about air travel. Can you guess the answers to any of the questions?

b Now read the extract from *Air Babylon*. What are the answers to the questions, according to the text?

c Now read the extract again and mark the sentences **T** (true) or **F** (false). Underline the part of the text that gave you the answer.

1 Most airline passengers believe that the life jacket could save their life.
2 The passengers who inflated their life jackets too early didn't survive.
3 Customs officers can see through the mirror in Customs.
4 Passengers are often caught by customs officers because of their body language.
5 Small birds are more dangerous for planes than big birds.
6 Passengers get confused because what they can smell is not on the menu.
7 There aren't enough wheelchairs for all the people who need them.
8 One flight attendant sometimes makes sarcastic comments about passengers who don't really need a wheelchair.

d Did you find any of the information surprising? Which? Do you believe it at all?

Air Travel: the inside story

Air Babylon is a best-selling book, co-written by Imogen Edwards-Jones and anonymous airline staff members whose identities must remain secret. It tells the "inside story" about flying and answers all these questions and many more...

- Is it really worth listening to the safety demonstration telling you how to put your life jacket on?
- Why is there usually a big mirror when you are going through Customs?
- Why can you sometimes smell roasted chicken in a plane when they are serving you fish?
- Why do airport staff members get annoyed with some passengers who ask for a wheelchair?

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Most airline passengers think it is laughable that a small yellow life jacket with a whistle will make any difference if the plane crashes into the water. However, in some cases, like when a hijacked Ethiopian Airlines Boeing 767 landed in the Indian Ocean in 1996, it did. Despite instructions from the cabin crew not to pre-inflate their life jackets inside the plane, several passengers did. They were unable to escape the rising water inside the plane. But others, who followed the pilot's instructions, survived. So it is probably a good idea to look up from your magazine when the flight attendant is giving the safety demonstration.

Customs officers are watching everywhere. They are watching you from the moment you walk off the plane, while you are standing in Baggage claim waiting for your bag, and especially when you come out the other side of Customs, which is when people who are trying to smuggle something finally let their guard down and get caught. The large two-way mirror in Customs, (behind which customs officers sit and watch) is part of that process. As you walk past, it makes you look taller and thinner. So you feel good about yourself and you relax and smile. That's when a customs officer suddenly appears and asks you to open your suitcase...

Birds are one of the major problems for any airport when planes are taking off and landing. Any large bird can easily cause an accident. It flies into the engine, totally destroying itself and the machinery. Smaller birds are less of a problem. In some cases they can do some damage, but usually they are just roasted. When this happens, there is often such a strong smell of roasted bird that passengers on the plane think that chicken is being cooked, and they are often surprised when they're given a choice of fish or beef at dinner!

Wheelchairs are a big problem for airline staff. Not only is there always a shortage of them for the people who really need them, but what is worse, some of the people who request them often don't need them at all. I've lost count of the number of times I have pushed someone through the airport, taken them through Customs and Passport Control, gotten a porter to pick up their luggage, and then seen the person jump up in Arrivals and move quickly toward their waiting relatives. One flight attendant I know gets so annoyed when this happens that as soon as the passenger gets out of the chair she shouts to the other passengers, "Ladies and gentlemen! Another miracle, courtesy of the airline industry! After years in a wheelchair, he walks again!" The passenger is usually so embarrassed that he (and it's usually a "he") disappears as quickly as he can.

From Air Babylon *by Imogen Edwards-Jones*

3 MINI GRAMMAR *so / such...that*

a Look at these two sentences from the *Air Babylon* extract.

The passenger is usually so embarrassed that he disappears as quickly as he can.

When this happens, there is often such a strong smell of roasted bird that passengers on the plane think that chicken is being cooked.

We often use *so / such...that* to express a consequence.

- Use *so* + adjective
  The flight was so bumpy (that) we all felt sick.
- Use *so* + adverb
  The taxi driver drove so quickly (that) we got to the airport on time.
- Use *so much / so many* + noun
  There was so much traffic that we almost missed our flight.
- Use *such a* + adjective + single countable noun
  It was such a great hotel (that) we want to go back there next year.
- Use *such* + adjective + uncountable noun
  We had such terrible weather that we didn't really enjoy our vacation.
- Use *such* + adjective + plural noun
  They were such uncomfortable seats (that) I couldn't sleep at all.

b Complete the sentences with *so*, *so much | many*, *such*, or *such a*.

1 The flight was _____ long that I got really bored.
2 I had _____ noisy child sitting next to me that I couldn't sleep at all.
3 My suitcase was _____ heavy that I had to pay an excess baggage fee.
4 I slept _____ badly on the flight from New York that the jet lag was worse than usual.
5 We were served _____ terrible food that I couldn't eat a thing.
6 There were _____ people at check-in that we had to stand in line forever.
7 We had _____ luggage that we had to get another cart.
8 The people we met on vacation were _____ nice people that we kept in touch with them.

4 SPEAKING

In pairs, ask and answer the questions.

1 How do you feel about flying?
2 How often do you fly? What for?
3 When was the last flight you took? Where did you fly to?
4 Have you ever...
   - been very delayed at an airport? How long for?
   - missed a flight? Why?
   - been stopped in Customs? Were you carrying anything that you shouldn't have?
   - had very bad turbulence on a flight? How did you feel? Was anyone on the flight injured?
   - taken a long-haul flight? Did you get jet lag?
   - flown or been upgraded to business class? What was it like?
   - been on a flight where there was an emergency? What happened?
   - sat next to a screaming baby on a flight (or a child that kept kicking your seat)? What did you do?

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5 LISTENING

a You are going to listen to an airline pilot and an air traffic controller talking on a radio program. Before you listen, discuss questions 1–8 with a partner and imagine what the answers will be.

1 What weather conditions are the most dangerous when you are flying a plane?
2 Is turbulence really dangerous?
3 Which is more dangerous, taking off or landing?
4 Are some airports more dangerous than others?
5 What personal qualities does an air traffic controller need?
6 Is the job really very stressful?
7 Why is it important for air traffic controllers and pilots to speak English well?
8 Are there more men than women working as pilots and air traffic controllers?

b 2 7 Listen to the program. How many of the questions did you answer correctly?

c Listen again for more detail and take notes for each of the questions.

d Which job would you prefer, to work as a pilot or as an air traffic controller? Why?

6 GRAMMAR

narrative tenses, past perfect continuous

a Read a newspaper story about an incident that happened during a flight. What exactly happened?

Last updated at 09:12

Nightmare over the Atlantic!

At 11:35 on January 13, 2012, British Airways flight BA 0206 [1]***took off / was taking off*** **from Miami to London.** It had been flying for about three hours, and was over the Atlantic, when suddenly a voice [2]*came out / had come out* of the loudspeakers: "This is an emergency announcement. We may shortly have to make an emergency landing on water."

Immediately panic [3]*broke out / was breaking out*. One passenger on the flight said, "My wife and I looked at each other and we feared the worst. We imagined that we were about to crash into the Atlantic. It was awful. Everybody [4]*screamed / was screaming*."

But about 30 seconds later, the cabin crew started to run up and down the aisle saying that the message [5]*had been played / was being played* by accident, and that everything was OK. By this time a lot of the passengers were in tears, and [6]*tried / were trying* to get their life jackets out from under their seats.

Another passenger said, "The captain didn't even say anything about it until just before we started to land and even then he didn't explain what [7]*happened / had happened*. It was very traumatic. Everybody was terrified. I can't think of anything worse than being told your plane's about to crash. It [8]*was / had been* the worst experience of my life."

Later a British Airways spokesman [9]*said / had said*, "A pre-recorded emergency announcement was activated by error on our flight from Miami to Heathrow. We would like to apologize to passengers on this flight."

Adapted from the Daily Telegraph

b Read the story again and circle the correct form of the verbs 1–9.

c Now look at two sentences about the story. What do you think is the difference between the two highlighted verbs?

The pilot was very experienced and had flown this route many times before.

When the announcement was made, the plane had been flying for about three hours.

d ➤ p.136 Grammar Bank 3A. Learn more about narrative tenses and the past perfect continuous, and practice them.

e In pairs or groups, try to complete the two sentences in four different ways using the four narrative tenses.

1 The police stopped the driver because he…
2 I couldn't sleep last night because…

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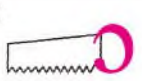
7 PRONUNCIATION

irregular past forms, sentence rhythm

a Write the simple past of the following verbs in the chart according to the pronunciation of the vowel sound.

~~become~~ ~~catch~~ cut drive fall fly hear
hide fight hold hurt keep leave lie read
ride say sleep tell think throw write

A	B	C 	D
		caught	
E	F	G	H
			became

b Look at the verbs in **a** again. Which ones have a past participle that is different from the simple past form? Write these past participles in the chart.

c 2 10 Listen and check. Then listen and repeat.

d 2 11 Listen to an extract from a narrative. Notice which are the stressed and unstressed words.

We were on a **flight** to **León**, and we'd been **flying** for about **five hours**. I was **reading** and my **wife** was **watching** a **movie** when **suddenly** we **heard** a **very loud noise**. It **sounded** as if an **engine** had **exploded**. The **pilot didn't tell** us what had **happened** until **half** an **hour later**.

e Practice reading the extract with the right rhythm.

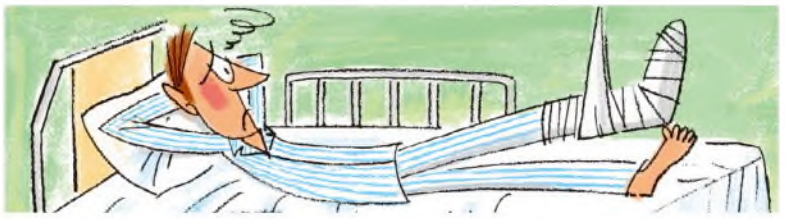
8 SPEAKING

a ➤ **Communication** *Flight stories* **A** *p.105* **B** *p.108*. Read a newspaper story. Then imagine you were a passenger on the plane, and tell your partner the story.

b You are going to tell an anecdote. The story can either be true or invented. If it's invented, try to tell it in such a convincing way that your partner thinks it's true. Choose <u>one</u> of the topics below and plan what you're going to say. Use the language in the **Telling an anecdote** box to help you, and ask your teacher for any other words you need.

Talk about a time when you...

had a frightening experience when you were traveling or on vacation



got sick or had an accident while traveling

arrived home from a trip and had a surprise

Telling an anecdote

Setting the scene
This happened to me when I was...
I was...-ing when... *I...because I had / hadn't...*

The main events
I decided to...because... *So then I...*
Suddenly / At that moment...

What happened in the end
In the end / Eventually... *I felt...*

c In pairs, **A** tell **B** your story. **B** show interest and ask for more details. Then decide whether you think the story is true or not. Then change roles.

This happened to me a few years ago when I was on vacation in Florida. I was swimming in the ocean one day when I saw a shark.

Really? How big was it?

9 2 12 SONG *The Airplane Song*

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G the position of adverbs and adverbial phrases
V adverbs and adverbial phrases
P word stress and intonation

> If you want a happy ending, that depends, of course, on where you stop your story.
>
> *Orson Welles, US actor and director*

3B Incredibly short stories

1 GRAMMAR the position of adverbs and adverbial phrases

a Read the four fifty-word stories, using the glossary to help you. Match each one to its title.

The story of my life **Generation gap** **In the cards** **Good intentions**

fiftywordstories.com

Fiftywordstories.com is a website to which people from all over the world contribute fifty-word stories in English.

A

She recognized the writing on the envelope immediately. The fortune-teller had warned her that she had no future with him, yet here he was – five lonely years after their last meeting, begging her to join him in New York.
She felt unbelievably happy as she stepped on board the *Titanic*.

C

He was worried. Unfortunately, since his wife's death his teenage daughter had become extremely difficult. They had agreed 2:00 a.m. as the latest return time from nightclubs. Now it was 3:30. He prepared himself for confrontation as the door opened. "Dad," she shouted angrily. "I've been frantic. You're late again."

B

My house looks as if it's been hit by a bomb. Since I'm terrible at organizing, I bought a new book, *Key to Organizing Your Life*. I felt so proud.

I started cleaning the bookcase. Five minutes later, I couldn't believe my eyes. I'd bought the same book last year.

D

Stage one: Feel fat. Go on diet. Lose weight. Feel fabulous. Buy new clothes.

Stage two: Eat normally but controlling intake. Look fabulous. New clothes slightly tight.

Stage three: Eat and drink normally (potatoes, bread, pasta, AND smoothies). New clothes don't fit. Old clothes thrown away.

Back to stage one.

Glossary

A
beg *verb* ask somebody very strongly or anxiously for something

C
frantic *adj* very worried

D
fabulous *adj* wonderful
intake *noun* the amount of food and drink that you take into your body
smoothie *noun* a drink made of fruit or fruit juice mixed with milk or ice cream

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b Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and notice their position in the sentence. Write them in the correct place in the chart.

Types of adverbs
Time (when things happen, e.g., *shortly*)
Manner (how you do something, e.g., *slowly*)
Degree (describing / modifying an adjective, e.g., *very*)
Comment (giving an opinion, e.g., *luckily*)

c With a partner, decide where the **bold** adverbs should go in these sentences.

1 He speaks Chinese and Spanish. **fluently**
2 I use public transportation. **hardly ever**
3 I thought I'd lost my phone, but it was in my bag. **fortunately**
4 It's important that you arrive on time. **extremely**
5 As soon as I know, I'll tell you. **right away**

d ➤ **p.137 Grammar Bank 3B.** Learn more about adverbs and adverbial phrases, and practice them.

e 2 14 Listen to some sound effects and short dialogues. Then use the **bold** adverb to complete the sentence.

1 When she got to the bus stop, the bus… **just**
2 They were having a party when… **suddenly**
3 He thought he lost his boarding pass, but… **luckily**
4 The woman thought Andrea and Tom were friends, but in fact… **hardly**
5 The driver couldn't see where he was going because… **hard**
6 Juan couldn't understand the man because… **incredibly**

2 VOCABULARY adverbs and adverbial phrases

a Read another fifty-word story. Who is it about?

Exam nerves

It was nearly 4 a.m. and she could hardly keep her eyes open. She had been working hard since lunchtime, but the exam was near. Would she be able to finish on time? At nine the next morning she was in the classroom. "OK," she said. "You can start now."

b Look at the highlighted adverbs. What's the difference between…?

a *hard* and *hardly* b *near* and *nearly*

c ➤ **p.155 Vocabulary Bank** *Adverbs and adverbial phrases.*

3 PRONUNCIATION word stress and intonation

a 2 17 Underline the stressed syllables in these adverbs. Listen and check.

ac|tu|a|lly al|most a|ppar|ent|ly ba|si|ca|lly de|fi|nite|ly
e|ven e|ven|tual|ly fortu|nate|ly gra|dua|lly i|de|a|lly
in|cre|di|bly lu|cki|ly ob|vi|ous|ly un|fortu|nate|ly

b 2 18 Listen and repeat the sentences, copying the stress and intonation of the adverbs.

1 There was a lot of traffic, and unfortunately we arrived extremely late.
2 We definitely want to go abroad this summer, ideally somewhere hot.
3 It's incredibly easy – even a child could do it!
4 Mark gradually began to realize that Lily didn't love him anymore.
5 I thought Roberto was Portuguese, but actually he's Brazilian.
6 Apparently Jack has been offered a promotion at work, but it will mean moving to New York.
7 I absolutely love Italian food, especially pasta.

4 WRITING

a You are going to write a fifty-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g., *I'd*) count as one word. First, in pairs, choose two of the titles below.

A summer romance **A day to forget**
The lie **Never again**

b Brainstorm ideas for the two plots and each write a first draft without worrying about the number of words.

c Exchange your drafts. Then edit the stories, making sure they are exactly 50 words.

d Read two other pairs' stories. Which do you like best?

e ➤ **p.114 Writing** *A short story.* Write a 120–180 word short story.

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5 SPEAKING

a Ask and answer the questions in the *Reading habits* questionnaire with a partner.

b How similar are your reading habits?

Reading habits

The press

national newspapers	free papers
local papers	comics
sports papers	academic journals

Books

novels	nonfiction, e.g., self-help books
classics	short stories
textbooks	manuals

Online

web pages	academic or work-related websites
blogs	news websites
chat forums	song lyrics

General reading

- Which of the above do you read? How often?
- Do you ever read any of them in English?
- Do you read anything specifically to improve your English?
- Do you prefer reading on paper or on screen?
- Do you read more or less than you used to (or about the same)?

Do you read books for pleasure?

YES

- What was the last book you read?
- Why did you choose to read it?
- What are you reading right now?
- Do you have a favorite author or authors?
- What's the best book you've read recently?

NO

- Would you read more if you had more time?
- Did you use to read more when you were younger? When did you stop? Did you have a favorite children's book?
- What do you do to pass the time when you are traveling?

Reading and listening

Do you ever...?

- listen to a song and read the lyrics at the same time
- watch movies or TV in English with English subtitles
- read books and listen to them on audio at the same time, e.g., Graded Readers

6 READING & LISTENING

a 2 19 Read and listen to **Part 1** of a short story. Answer the questions with a partner.

1 How did Della save the one dollar and eighty-seven cents?
2 What details about the apartment tell us how poor Della and her husband are?
3 Why do you think the author uses *gray* three times in the third paragraph?
4 Does Della have enough to buy her husband the special gift?
5 Guess the meaning of the highlighted phrases.

The Gift of the Magi

BY O. HENRY

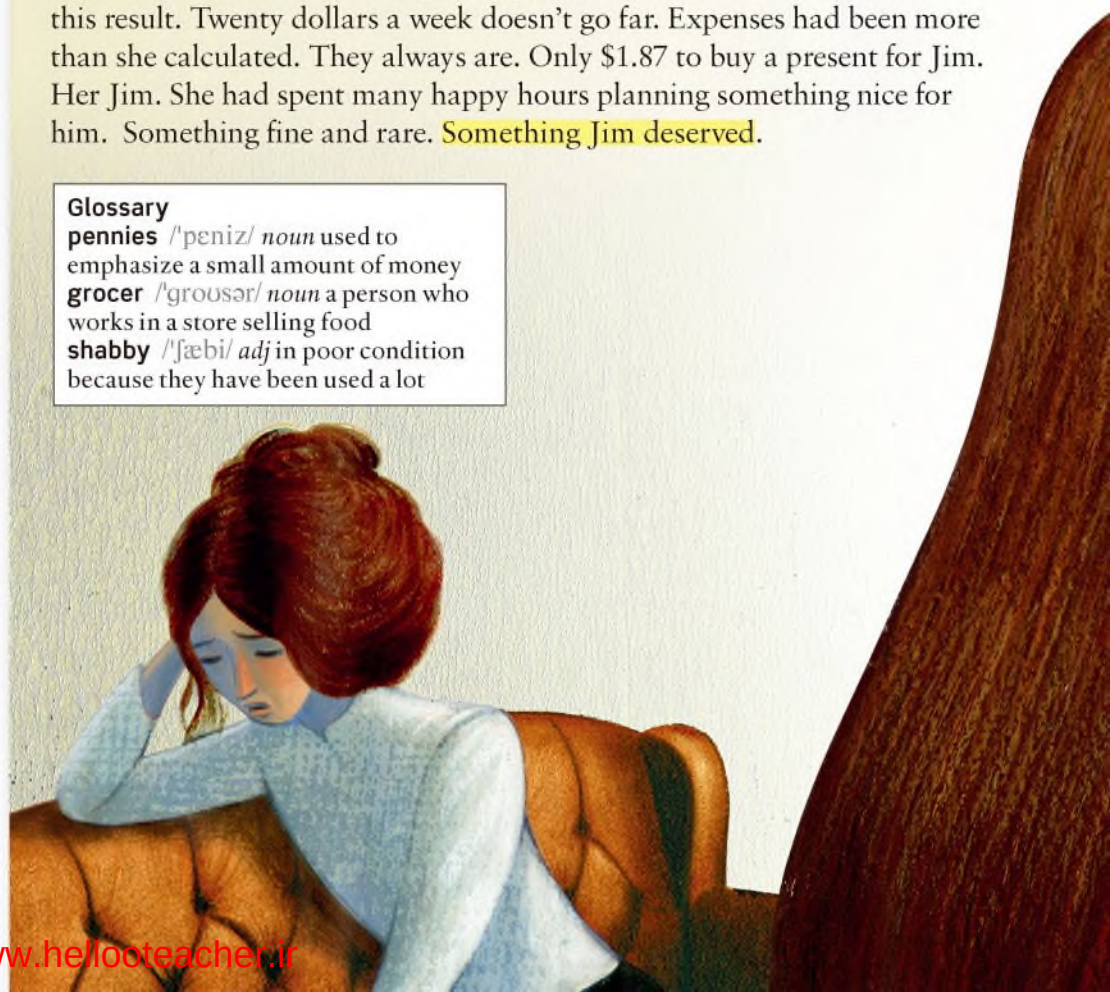
PART 1

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bargaining with the grocer and the vegetable man and the butcher until her cheeks burned with embarrassment. Three times Della counted it. One dollar and eighty-seven. And the next day would be Christmas.

There was clearly nothing to do but sit on the shabby little couch and cry. So Della did it. Della lived with her husband in a furnished apartment at $8 a week. At the front door, there was an empty mail box and a doorbell that no longer worked, and under the broken doorbell, there was a card with the name "Mr. James Dillingham Young." But whenever Mr. James Dillingham came home and reached his apartment, he was called "Jim" and greatly loved by Mrs. James Dillingham, already introduced to you as Della. Which is all very good.

Della stopped crying and fixed her makeup. She stood by the window and looked out at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been more than she calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. She had spent many happy hours planning something nice for him. Something fine and rare. Something Jim deserved.

Glossary
pennies /'peniz/ *noun* used to emphasize a small amount of money
grocer /'grousər/ *noun* a person who works in a store selling food
shabby /'ʃæbi/ *adj* in poor condition because they have been used a lot



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b 2 20 Look at the glossary and make sure you know how the words are pronounced and what they mean. Now listen to **Part 2**. Then answer the questions with a partner.

Glossary
garment /ˈgɑrmənt/ a piece of clothing
tear /tɪr/ a drop of liquid that comes out of your eye when you cry
hesitate /ˈhɛzəteɪt/ *verb* to be slow to speak or act because you feel uncertain
sparkle /ˈspɑrkl/ *noun* a series of flashes of light
pant /pænt/ *verb* to breathe quickly with short breaths
turn sth inside out to turn the inner surface of sth outward

1 What are Jim and Della's prized possessions?
2 What idea comes to Della's mind as she looks at herself in the mirror?
3 How does Della feel just before she puts on her jacket and hat, and when she is leaving the apartment? Why?
4 How much does Mme. Sofronie offer Della for her hair?
5 What does Della spend it on?
6 Why does she think it's so right for Jim?

Glossary
curling iron /ˈkərlɪŋ ˈaɪərn/ *noun* a tool that is heated and used for curling hair
chorus girl /ˈkɔrəs gərl/ *noun* a girl or young woman who is a member of the chorus in a musical show
chops /tʃɑps/ *noun* a thick slice of meat with a bone attached to it

c 2 21 Read and listen to **Part 3**. Answer the questions with a partner.

When Della reached home she got out her curling irons and went to work repairing the damage to her hair. Within forty minutes her head was covered with curls that made her look wonderfully like a naughty schoolboy. She looked at her reflection in the mirror long, carefully, and critically. "If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a chorus girl. But what could I do – oh! What could I do with a dollar and eighty-seven cents?"

At seven o'clock the coffee was made and the frying pan was on the back of the stove, hot and ready to cook the chops. Jim was never late. "Please, God, make him think I am still pretty," Della whispered.

The door opened and Jim stepped in. He stopped inside the door. His eyes were fixed on Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her with a peculiar expression on his face.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. It'll grow again – you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice – what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, as if he could not understand the fact.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, aren't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

1 Why does Della curl her hair?
2 What is she worried about?
3 How does Jim react when he first sees Della?
4 How does Della try to convince Jim not to worry about her short hair?
5 What do you think is going to happen next?

d 2 22 Look at the glossary and make sure you know how the words are pronounced and what they mean. Then listen to the end of the story. What happens? What is the irony about the two presents? Do you like the way the story ends?

Glossary
comb /koʊm/ *noun* a flat piece of plastic or metal with a row of thin teeth along one side, used for making your hair neat
long for sth to want something badly
dandy /ˈdændi/ *adj* very good

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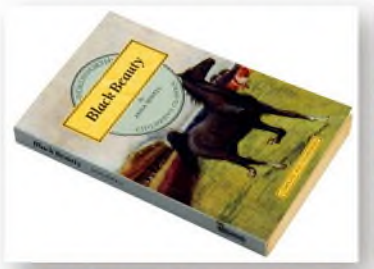
2&3 Colloquial English Talking about books

1 VIDEO THE INTERVIEW Part 1

a Read the biographical information about Marion Pomeranc. In what way are the two parts of her career connected?

Marion Pomeranc is the manager of literary programs at a non-profit organization in New York City called Learning Leaders. The programs involve encouraging children to read by providing books for children who don't have much access to them, and getting adults to come in and read to them, and discuss the books. She is also the author of three children's books, *The Hand Me Down Horse*, *The American Wei*, and *The Can Do Thanksgiving*. She believes in dealing with serious topics in her books such as hunger and immigration, but in a way that children can relate to.

b 2 23 Watch or listen to **Part 1** of an interview with her. Why does she mention the four books?

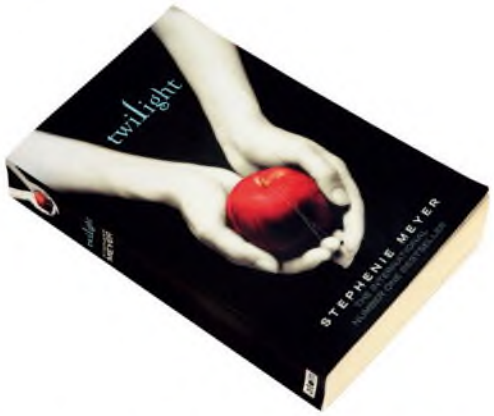


c Now listen again and mark the sentences **T** (true) or **F** (false). Say why the **F** sentences are false.

1 What Marion loved about *If I Ran the Circus* was the pictures.
2 She helped her parents to become readers.
3 Her son reads mainly fiction these days.
4 She and her husband both read to their son.
5 Marion doesn't like the fact that children's authors today write about real life.

Glossary
Corduroy a children's book by Don Freeman about a teddy bear
fiction a type of literature that describes imaginary people and events

VIDEO Part 2



a 2 24 Now watch or listen to **Part 2**. What does Marion say is important for getting **a** teenagers to read more **b** younger children to read?

b Watch or listen again. Check (✓) the things that she says are good for encouraging teenagers and children to read.

Teenagers
- ☐ Not insisting on them finishing a book.
- ☐ Getting them to buy ebooks.
- ☐ Suggesting that they read in bed at night.
- ☐ Accepting that they don't just have to read books to become good readers.
- ☐ Series of books where the same characters reoccur.

Children
- ☐ Having a lot of books in the house.
- ☐ Going to visit libraries or publishers.
- ☐ Always buying them books as birthday presents.
- ☐ Hearing authors talk about their books.
- ☐ Books where children have a more active role than the adults.
- ☐ Books with beautiful illustrations.

Glossary
ads abbreviation for advertisements
goofy silly or foolish

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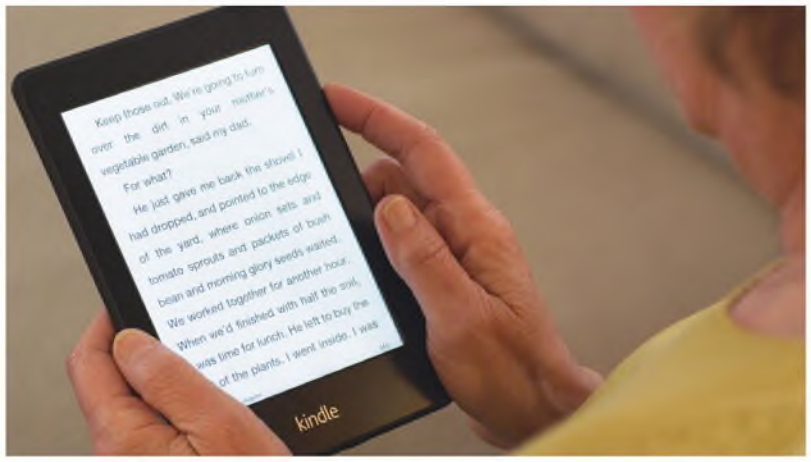
VIDEO Part 3



a 2 25 Now watch or listen to **Part 3**. Is Marion positive or negative about new technology and the future of books?

b Listen again and answer the questions.

1 Why does she prefer to read on an e-reader these days?
2 Why does she think all children should have an e-reader ?
3 In what way does she think social media can be positive for kids?
4 How often does she read for pleasure? Where, when, and why?

2 LOOKING AT LANGUAGE

Ways of giving yourself time to think
Marion often gives herself time to think when she is answering questions by repeating the question or stopping and starting again. She also uses filler sounds such as "um" and "er," and certain words or phrases e.g., you know, etc. that don't add meaning but which are used for this purpose.

a 2 26 Complete the extracts from the interview with the missing words. Listen and check.

1 **I** What was it that you liked about Dr. Seuss?
M _____ _____ _____ about Dr. Seuss is his use of language…
2 "_____ _____, the made-up words, the way the words flow together and sound."
3 "…or you can read the side of a cereal box. _____ _____, that's all reading."
4 "And I think if you'd look carefully at books that kids really like, it's the one where, where youth dominates. And _____ _____ rules the world a little bit."
5 **I** Do you think social media has decreased or increased people's literacy?
M _____ _____ I think social media has had a positive effect on children.

3 VIDEO ON THE STREET

a 2 27 Watch or listen to three people talking about children's books. Match the speakers (**J**, **S**, and **R**) with the book titles they mention.

Jill, *American*

Sean, *English*

Rachel, *American*

- ☐ *Coraline*
- ☐ *Where the Wild Things Are*
- ☐ *The Lion, The Witch, and The Wardrobe*
- ☐ *The Trixie Belden* book series

b Watch or listen again. Who (J, S, or R)…?

- ☐ liked an author's book especially because it didn't have a lot of text in it
- ☐ heard their favorite book before reading it
- ☐ identified with a character who figured out situations that are difficult to explain
- ☐ identified with badly behaved children in general
- ☐ liked a book because it's main character was a girl
- ☐ enjoyed a book because it contained imaginative situations that were unlikely to happen

c 2 28 Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

1 "Trixie Belden was sort of a teenage or _____ _____ mystery person."
2 "I remember we had a teacher at school who read it _____ to us…"
3 "I realized how much you could get _____ of a book, I think."
4 "…so whenever there was a boy who got into lots of _____…"
5 "I identified with Coraline because I tend to be curious about _____."

4 SPEAKING

Answer the questions with a partner. Practice using "fillers" to give yourself time to think.

1 What was your favorite book when you were a child? Why did you like it so much?
2 Was there a character in a children's book that you identified with when you were a child?
3 Did your parents used to read to you? When and where?
4 Do you read more print books or more e-books? Why?

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G future perfect and future continuous
V the environment, the weather
P vowel sounds

4A Eco-guilt

> Modern technology
> Owes ecology
> An apology
>
> *Alan M.Eddison, US environmentalist*

1 READING & SPEAKING

a Look at the title of the lesson. What do you think it means?

b Read the introduction to the article and check. Then take the questionnaire and add up your score.

c Now compare your answers with a partner. Explain why you do or don't do these things. See what your score means. Do you agree with it?

I committed a crime last Tuesday, which just happened to be Earth Day*, a day that invites people to think about their eco-sins. I turned on the shower, intending to get in right away even though the water takes a while to warm up. But then I decided to brush my teeth, and suddenly the water had been running for over two minutes. By the time I got in, I was drowning in eco-guilt! I had wasted water…

Should you feel eco-guilty, too? Take the test.

SHOPPING BAGS

- ☐ I have a reusable shopping bag made of recyclable materials that I always use when I'm shopping. ♻♻♻♻ (+4 eco-points)
- ☐ I own several reusable shopping bags, but I often forget to bring them with me. ♻♻♻ (-3 eco-points)
- ☐ I always ask for plastic bags because they're convenient. They can be recycled, can't they? ♻♻♻♻ (-4)

WASHING TOWELS

- ☐ I wash my towels immediately after I use them. ♻♻♻♻♻ (-5)
- ☐ I use a towel for several days before I put it in the washing machine. ♻ (+1)
- ☐ That reminds me, I need to wash my towels! ♻♻♻ (+3)

RUNNING WATER

- ☐ I never leave the water running when I brush my teeth, nor before getting into the shower. ♻♻ (+2)
- ☐ I'm allergic to cold water, so I have to let the shower run for a while before I get in. ♻♻ (-2)
- ☐ I hate showers. I need a hot bath every day to relax. ♻♻♻ (-3)

BUYING FRUIT AND VEGETABLES

- ☐ I never buy fruit and vegetables at supermarkets. I buy organic fruit and vegetables in markets or at farm stands. ♻♻♻ (+3)
- ☐ I buy some fruit and vegetables in a market, but the supermarket is more convenient. ♻♻ (-2)
- ☐ I shop at the cheapest places – who cares about eco-guilt, I feel guiltier if I spend too much money on food! ♻♻♻♻♻ (-5)

***Earth Day** an annual day (April 22) on which events are held worldwide to increase awareness and appreciation of the environment

RECYCLING

- ☐ I throw everything in the same can. ♻♻♻♻♻♻ (-6)
- ☐ I sometimes recycle glass bottles, especially after a party! But that's probably all. ♻♻♻♻ (-4)
- ☐ I recycle all my newspapers, bottles, and plastic containers. ♻♻♻♻♻ (+5)

GETTING AROUND

- ☐ I walk, use public transportation, or ride a bike because cars pollute the planet. ♻♻♻♻♻ (+5)
- ☐ I walk, use public transportation, or ride a bike because I can't afford to buy a car. ♻ (-1)
- ☐ Vroom vroom here I come! ♻♻♻♻♻ (-5)

So how guilty should you feel?

Below 0: You should feel very guilty.

0–12 points: You should feel a little guilty.

Above 10: You are too good to be true!

Adapted from the Chicago Times

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2 GRAMMAR future perfect and future continuous

a Read some predictions that have been made about the next 20 years. Which ones do you think...?

1 are already happening
2 are likely to happen
3 probably won't happen

How we will be living in 20 years... (or will we?)

At home

Most people will have installed solar panels or wind turbines on their houses or apartment buildings to generate their electricity.

People will be recycling almost 100% of their waste (and those who don't will have to pay a fine).

Transportation

Cars that use a lot of gas (e.g., SUVs) will have been banned and many people will be driving electric cars.

Low-cost airlines will have disappeared and flights will be much more expensive.

The environment

Paper books will no longer be produced to save trees from being cut down, and all books will be electronic.

Fresh water will be running out in many parts of the world and we will be getting much of our water from the ocean (through desalination plants).

The weather

Temperatures worldwide will have risen even further. Many ski resorts will have closed because of a lack of winter snow and some beaches and vacation resorts will have disappeared completely.

We will be having even more extreme weather, and heat waves, hurricanes, floods, etc., will be frequent occurrences.

b Read the predictions again. Which two would you most and least like to come true?

c Look at the highlighted verbs in the predictions. Which ones refer to...?

a an action or situation that will be finished in the future
b an action or situation that will be in progress in the future

d ➤ p.138 Grammar Bank 4A. Learn more about the future perfect and the continuous, and practice them.

e Talk to a partner and say if you think the following predictions will happen. Explain why (not).

IN TWENTY YEARS...

- Most people in office jobs will be working from home.
- All private swimming pools and golf courses will have been banned.
- Most people will be using public transportation or bikes to get to work.
- People will be taking more vacations in their own country and fewer abroad.
- People will be retiring at 70 or even later.
- The teaching of handwriting will have disappeared from the school curriculum because students will only be writing on tablets or laptops.

definitely, probably,* and *likely / unlikely

We often use *definitely*, *probably*, and *likely / unlikely* when talking about the future, especially when we are making predictions.

I think *it'll definitely happen / it definitely won't happen.*
it'll probably happen / it probably won't happen.
it's (very) likely (to happen) / it's (very) unlikely (to happen).

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3 READING & VOCABULARY
the weather

a Look at the cartoon. What does it say about American weather? Would it be true about your country?

b Read the article once. Where do the Santa Ana winds blow? What affect do the Santa Ana winds have on people?

c Read the article again and mark the sentences **T** (true) or **F** (false). Underline the sentence or part of the article that gives you the answer.

1 Professor Palinkas is sure that the amount of time spent in cold temperatures has the biggest effect on a person's mood.
2 People's hormones are easily affected by the weather.
3 In 2008, a number of Canadians who committed crimes blamed them on the huge amount of snow that fell.
4 The number of serious crimes decreases during a period of extreme heat.
5 Some experts predict that global warming will increase the number of serious crimes committed in the US.
6 Spring weather can negatively affect a person's creativity.

d Look at the highlighted phrases related to the weather. With a partner, say what you think they mean.

e ➤ **p.156 Vocabulary Bank** *Weather.*

f Does weather affect people's moods in your country? How?

Glossary
drive someone nuts to make someone very angry or crazy
electrical charge a unit of matter that expresses the amount of electricity held by an object
positive / negative ion an atom or a group of atoms that has an electric charge
hot air statements that sound impressive but have no real meaning or truth
susceptible very likely to be influenced, harmed, or affected by someone or something
shovelfuls (of snow) the amount that a shovel can hold
make tempers boil to cause people to become angry
cognition the process by which knowledge and understanding is developed in the mind

Can the Weather Drive You Crazy?

"There was a desert wind blowing... it was one of those hot dry Santa Anas that come down through the mountain passes and curl your hair and make your nerves jump and your skin itch. On nights like that every party ends in a fight." Raymond Chandler's 1938 short story "Red Wind" captures the infamous "devil winds" of Los Angeles that at times seem to drive people a little nuts. But if you think that's just a lot of hot air, think again. "Human responses to the Santa Anas have been shown to be generally unfavorable – for example, people tend to become irritable," says Dennis Driscoll, a professor at Texas A&M University. "We don't know why. It may have something to do with the electrical charges and an increase in positive ions. At least, that's the theory." What else can the weather do to your mood? Here's a forecast:

Cold Snap: Lawrence Palinkas, professor at the University of Southern California, has studied the impact of extremely cold temperatures on Antarctic researchers. "We've noticed an increase in anger and irritability after prolonged exposure," he says, although he believes isolation and confinement play a part. "In addition, thyroid hormones are particularly susceptible to changes in temperature. People sometimes exhibit symptoms of depression, short-term memory loss, and anxiety."

And last year, some Canadian newspapers started using the term *snow rage*. "At the end of March 2008, we'd had over 16 feet of snow," says Catherine Viel, with the Québec City Police. "During that month, we had several incidents – 911 calls, a guy punching a neighbor over a few shovelfuls of snow, a man who threatened his neighbor because someone had blown snow onto his lawn."

Hot-headed: Heat waves really can make tempers boil. In fact, from 1950 to 1995, rates of serious assaults were higher during hotter years, according to research in the *Journal of Personality and Social Psychology* in 1997. The authors suggest that uncomfortably high temperatures increase annoyance-provoked crimes, in which the primary goal is to hurt someone. (Crimes like burglary, where the incentive is money, did not increase.) They predicted at least 115,000 additional serious and fatal assaults a year in the United States due to global warming.

Spring Fever: "We studied about 600 people and found that in springtime, sunny days and warm weather seem to boost mood and have a broadening effect on cognition, basically opening the mind to new ideas," says Matthew Keller, assistant professor at the University of Colorado at Boulder. "You just have to get outside."

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4 PRONUNCIATION
vowel sounds

Spelling and pronunciation
Most vowels, or combinations of vowels, can be pronounced in more than one way. If you are unsure what the vowel sound is in a new word, check with your dictionary.

a Look at the groups of words below and circle the word you think is different.

1 blow snow showers below
2 weather sweat heavy heat
3 drizzle blizzard chilly mild
4 hard warm dark garden
5 flood moon soon loose
6 fought ought drought brought
7 thunder sunny summer humid
8 scorching world tornado storm

b 2 34 Listen and check.

c 2 35 Listen and write five sentences. Then practice saying them.

d Talk to a partner.

- What kind of weather do you associate with the different seasons where you live?
- What's the weather like today? Have you heard the forecast for tomorrow / next weekend?
- What's your favorite weather? Does the weather affect your mood? What do you like doing when the weather is bad?
- What kind of weather do you think is the best and the worst for...?
  a camping
  b going for a hike in the mountains
  c driving
  d running a marathon
  e shopping
  f sightseeing
- Do you think global warming is affecting the climate? In what ways has climate change affected the weather in your country?

5 LISTENING & SPEAKING

a 2 36 You're going to listen to three people talking about their experiences of extreme weather in the US. Listen once. Which speaker...?

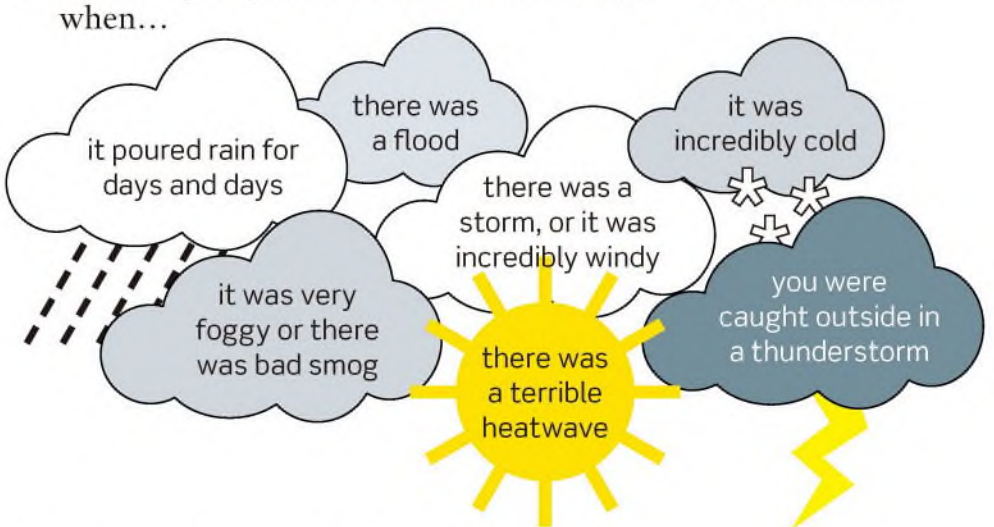
- ☐ was both relieved and scared by the weather
- ☐ got stressed because of the weather
- ☐ really enjoyed themselves in spite of the weather

b Listen again and take notes in the chart.

	Speaker 1	Speaker 2	Speaker 3
When did it happen?			
Where were they at the time?			
What kind of weather was it?			
What happened as a result?			

Modifiers with strong adjectives
When you are talking about extreme situations, e.g., very bad weather you can use:
1 Normal adjectives with a modifier (*very, really, extremely, incredibly, unbelievably*), e.g., *It was incredibly cold, extremely hot, unbelievably windy*, etc.
2 Strong adjectives, e.g., *It's boiling here – 104 degrees, It's freezing today*, etc.
3 Strong adjectives with *absolutely*, e.g., *It was absolutely freezing. The midday heat was absolutely scorching.*
Remember that we often use *a little* or *rather* + adjective to express a negative idea, e.g., *It's a little too hot. It's rather chilly today.*

c In small groups, talk about a time when you were somewhere when...



Where were you and what were you doing?
What did you do to protect yourself from the weather?
Did you ever feel scared or in danger?

6 2 37 SONG *Heat Wave*

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G zero and first conditionals, future time clauses
V expressions with *take*
P sentence stress and rhythm

> In a world that's changing really quickly, the only strategy that is guaranteed to fail is not taking risks.
>
> *Mark Zuckerberg, US Internet entrepreneur*

4B Are you a risk taker?

1 LISTENING & SPEAKING

a Talk to a partner.

1 Imagine that you had a dream where you were walking on a tightrope. What sort of dream would it be for you?
   a an exciting one
   b a nightmare
   c an interesting one that you might try to interpret
2 What do you think your answer says about your attitude to risk?

b 2 38 Listen to six people answering the question *Are you a risk taker?* How many of the speakers consider themselves risk takers?

c Listen again. Who…?

- ☐ says that some activities are enjoyable because they are a little bit risky
- ☐ thinks that his / her attitude to risk is different from what it was before
- ☐ thinks that taking risks means losing control
- ☐ had to pay some money because of his / her risky behavior
- ☐ worries about his / her personal safety
- ☐ does something that most people think of as very risky, but which he / she says is not

d Listen again for more detail. What examples of risks do the speakers say they would take, or have taken? What things wouldn't they do? Do you identify with any of the speakers? Why?

e Work with a partner. **A** interview **B** with the questions in the red circles. For each circle, write **R** if you think that in that area **B** is prepared to take risks. Then **B** interview **A** with the blue circles.

f Look at what you have written in the circles. In which areas of his / her life would you say your partner was a risk taker? Does he / she agree? Which of you is the bigger risk taker?

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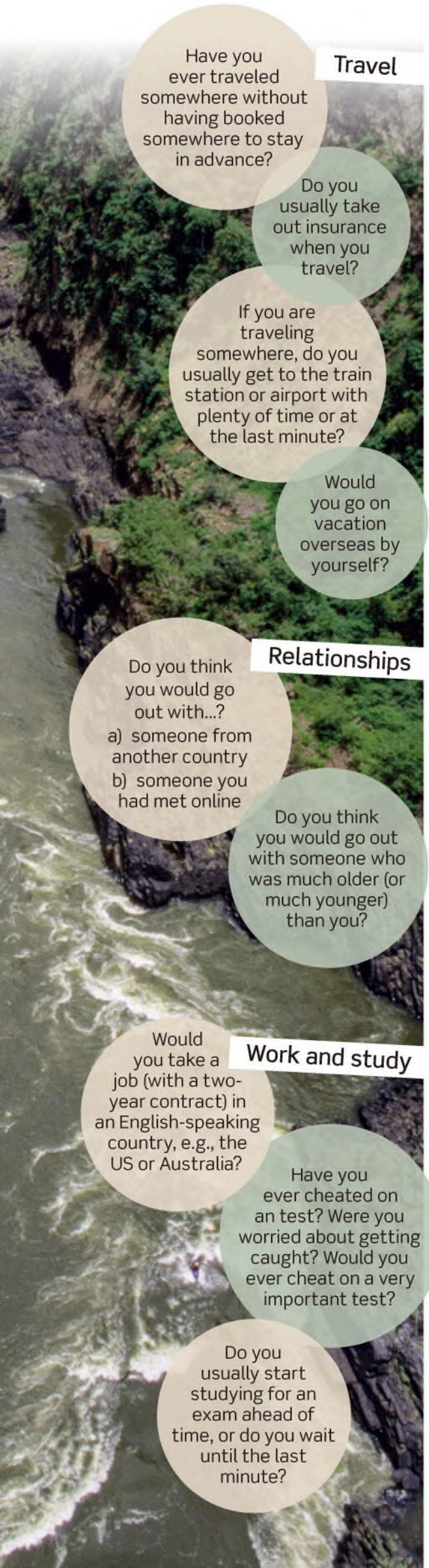

2 GRAMMAR conditionals and future time clauses

a Match the sentence halves.

1 ☐ If my dad finds out I've been hitchhiking,
2 ☐ When you're crossing the street in the US,
3 ☐ As soon as I've passed my driver's test,
4 ☐ If it's still raining this afternoon,
5 ☐ When I've booked the flights,
6 ☐ If you don't ask her to pay you back,
7 ☐ If I'm not feeling better tomorrow,
8 ☐ If you continue with the diet,

A you'll have lost ten pounds by the holidays.
B he'll be furious.
C I'm going to buy a car.
D make sure you look left and right.
E she'll have forgotten she borrowed it.
F we can start looking for hotels.
G we're postponing the game.
H I won't be going to work.

b Look at the highlighted verbs. In first conditional sentences and future time clauses, what forms or tenses can you use a) after *if*, *when*, etc., (1–8) b) in the main clause (A–H)?

c Now look at two more conditional sentences. Do the main clauses refer to a) something that might be a consequence of the *if*-clause, or b) something that is always a consequence of the *if*-clause?

If people drive when they are tired, they often have accidents.
If roads are wet or icy, the number of accidents goes up.

d ➤ p.139 Grammar Bank 4B. Learn more about conditionals and future time clauses, and practice them.

e In pairs, complete each sentence in your own words.

1 Don't let children play near a swimming pool unless…
2 Never leave a dog locked up in a car if…
3 Keep a first aid kit in your house in case…
4 Children shouldn't be left alone in the house until…
5 Always unplug electrical appliances (e.g., a hair dryer) as soon as…
6 Always keep medicines in a safe place in case…
7 Don't allow strangers into your house unless…
8 If you are frying something and the oil catches fire,…

3 PRONUNCIATION sentence stress and rhythm

a 2 42 Listen and write six sentences in the dialogues.

1 **A** If we rent a house in the mountains, will you come skiing with us?
B [1]_____. How much do you think it'll cost?
A [2]_____.
B Well, I'll have to check my dates first.
A OK, but [3]_____.

2 **A** How will I find you at the theater?
B [4]_____.
A [5]_____? I don't finish work until 7:00.
B I'll wait for you until 7:20, and then I'll go to my seat.
A [6]_____.

b 2 43 Listen to both dialogues and underline the stressed words you have written.

c In pairs, practice the dialogues. Try to say the sentences smoothly with a natural rhythm.

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4 READING

a Have you ever traveled very fast in a car or on a motorcycle? Do you know how fast you were going? How did you feel?

b Look at the article. Can you explain the title? Read the article once and answer the questions.

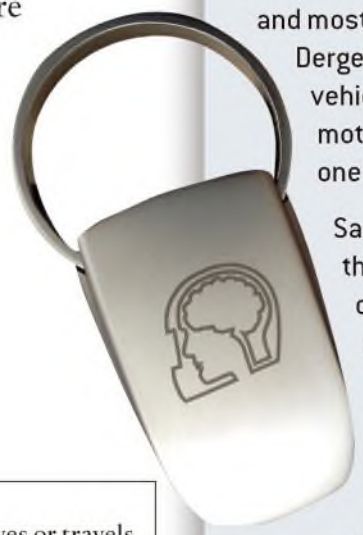
1 What two alternatives are offered to speedaholics if they are caught?
2 What's the main thing that participants learn during the course?
3 Do you think the course will make John Earl go more slowly?

c Read the article again and fill in the blanks with A–E.

A the speeders are asked to explain why they were stopped and to give details of any accidents they've had
B so before leaving, each of them is given a metal key ring engraved with a cross-section of a head inside a helmet
C programs used to treat addiction
D although other people get injured and even die, 'It's not going to happen to me'
E the class to write down their worst experience on the road, their potential risk areas, and what they need to remember to keep themselves alive

d Look at the highlighted phrases. With a partner, use your own words to say what they mean.

e Which of the two punishments for speeding (taking the course or getting points on your license) do you think would be more effective in your country? Why?



Glossary
speed *noun* the rate at which something moves or travels
points on your license in the US (and many other countries) if you commit a driving offense you may get penalty points on your license. If you get more than 11 points in 18 months (for example, in New York State), you can be banned from driving.
Valentino Rossi an Italian motorcyclist who has won nine Grand Prix World Championships

I'M JOHN, I'M A SPEEDAHOLIC

ADDICTION THERAPY IS THE NEW WAY TO STOP SPEEDING BIKERS AND CAR DRIVERS.

John Earl is 25 and addicted to speed – an intoxicating combination of high-powered engines, testosterone, and youth. "It's not the speed exactly," he says. "It's the adrenaline. It's the buzz you get when you go fast."

But if you regularly drive at 120 mph (190 kph) on a public road, sooner or later you're going to get caught, and today John is one of a dozen speeders attending a new program designed to cure them of their need for speed. It is similar to [1]_____. At the beginning of the course, the participants are asked to introduce themselves and admit that they have a problem. "Hello, my name's John, and I'm a speedaholic."

The speedaholics course is for serious and habitual offenders, and is offered as an alternative to getting points on your license. "It is based on research into the attitudes of young drivers and bikers," says Chris Burgess, a psychology lecturer at Exeter University, who created the program. There are courses for both car drivers and motorcyclists. "There is an element of addiction in this sort of behavior," says Burgess. "It's sensation-seeking, it's taking risks, looking for that buzz, but ignoring the potentially fatal consequences. They all have the feeling that [2]_____."

Today's course, which is for motorcyclists, is led by Robin Derges, a police officer who is a senior investigator of road deaths and an avid biker himself. After introducing themselves, [3]_____. They range in age from 18 to mid-forties and most were caught doing at least 20 mph (36 kph) over the speed limit. Derges gets straight to the point. "Motorcyclists make up just 1% of all the vehicles on the road, but 33% of all deaths and serious injuries happen to motorcyclists. Unless something changes, if we meet up here in a year, one of you will be dead."

Says Derges, "We want to give them a sense of their own vulnerability, their human limitations, and to help them make a realistic assessment of the risks involved. It's not about stopping people from enjoying riding, it's about preventing deaths." Toward the end of the day, he asks [4]_____. "The problem is that people get on their bikes and suddenly think they're Valentino Rossi," says John.

Standing in the parking lot at the end of the course, the bikers seem to have taken everything they have heard very seriously. John admits, "It's certainly made me more aware. I know I sometimes behave like an idiot. But that's not to say I won't forget all about it in a few weeks." Burgess knows this, [5]_____. It is to remind them of a part of the course that explained what can happen to the brain in a collision.

"The idea is that they will see the key ring when they are riding and it will make them think twice," says Burgess.

Adapted from The Sunday Times

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5 LISTENING

a You are going to listen to an expert talking about the risks of driving. Before you listen, choose which you think is the correct option, a, b, or c. Compare with a partner and give reasons for your choice.

1 The most dangerous thing to be on the road is…
  a a pedestrian b a driver c a motorcyclist
2 Most fatal accidents happen because drivers….
  a are distracted b are drunk c drive too fast
3 Driving at night is…as dangerous as driving during the day.
  a three times b four times c ten times
4 You're most likely to have an accident on a…
  a Monday morning
  b Saturday afternoon
  c Sunday night
5 Most accidents happen…
  a on long-distance trips
  b in downtown city areas
  c very close to your house
6 The worst roads for fatal accidents are…
  a freeways b urban roads c country roads
7 Mile for mile, women have more…than men.
  a minor accidents
  b serious accidents
  c fatal accidents
8 The age at which a driver is at most risk is…
  a over 25 b between 21 and 26 c under 25

b 2 44 Listen once and check your answers.

c Listen for more details for each question in **a**.

d Talk to a partner.

1 Would these statistics probably be similar in your country?
2 Do you think the age limit for having a driver's license should be raised?
3 Do you think punishments for dangerous driving should be more severe?
4 What else do you think would help to reduce accidents in your country?
5 Do *you* or does anybody you know often drive too fast?

6 VOCABULARY expressions with *take*

a Look at three sentences from the lesson. What do the highlighted phrases with *take* mean? Which one is a phrasal verb?

Do you usually take out insurance when you travel?
It's sensation-seeking, it's taking risks…
…we need to take the risks involved in driving very seriously

b Match some more expressions and phrasal verbs with *take* to their meanings.

Expressions with *take*
1 take care of
2 take advantage of
3 take part in
4 take place
5 take (your) time
6 take into account

Phrasal verbs with *take*
7 take after
8 take off
9 take up

A ☐ look after
B ☐ begin a new activity
C ☐ participate in
D ☐ happen
E ☐ 1 (*for planes*) leave the ground; 2 (*for clothes*) remove
F ☐ do something slowly, not in a hurry
G ☐ be similar to somebody
H ☐ make use of an opportunity
I ☐ think about somebody / something when you are making a decision

c Complete the questions with a phrasal verb or expression from **b**. Then ask and answer with a partner. Give examples to explain your answers.

1 Who do you take _____ more, your father or your mother?
2 Do you worry about your health? Do you take _____ yourself?
3 Do you get up very quickly in the morning or do you take _____?
4 Have you ever not taken _____ a good opportunity (and regretted it)?
5 Have you ever taken _____ a demonstration?
6 Have you taken _____ a new sport or hobby recently?
7 Has any big sporting event ever taken _____ in your (nearest big) city?
8 If you were thinking of buying a new computer or cell phone, what factors would you take _____?

Giving examples
We often use *for example* or *for instance* to give examples.
I take after my mother, ***for example*** */* ***for instance*** *we both have the same sense of humor.*

7 WRITING

➤ **p.115 Writing** *For and Against.* Write a blog post.

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3&4 Review and Check

GRAMMAR

a Circle a, b, or c.

1 When we got to Terminal 2, the flight from Seoul _____.
a had already landed b had already been landing
c already landed

2 As soon as we arrived at the airport, we _____.
a had checked in b were checking in c checked in

3 We _____ for about an hour when suddenly the plane began to lose altitude.
a had been flying b were flying c flew

4 It was _____ boring movie that we left in the middle of it.
a so b such a c a such

5 Nico's father _____.
a speaks English fluently b speaks English fluent
c speaks fluently English

6 _____. I just need another five minutes.
a I'm finished almost b Almost I'm finished
c I'm almost finished

7 The driver _____ in the accident.
a seriously was injured b was injured seriously
c was seriously injured

8 The car _____ 50,000 miles – we'll need to get it serviced.
a will soon have reached b will soon reach
c will soon be reaching

9 You can watch TV as soon as _____ your homework.
a you'll finish b you're finishing
c you've finished

10 If the tickets cost more than $100, _____.
a I don't go b I'm not going to go
c I won't have gone

b Complete the sentences with the correct form of the verb in **bold**.

1 Imagine! This time tomorrow we _____ on the beach. **lie**

2 The game starts at 7:00. By the time I get home, it _____ already _____. **start**

3 You can't use your cell phone until the plane _____. **land**

4 Many people have problems sleeping if they _____ coffee after midday. **drink**

5 I want to spend a year traveling when I _____ college. **finish**

VOCABULARY

a Write words for the definitions.

1 **g**_____ the door outside where you wait to board your flight

2 **b**_____ **c**_____ the place where you pick up your luggage after you've arrived

3 **a**_____ the passage between the rows of seats inside a plane

4 **t**_____ a series of sudden and violent changes in wind direction that affects flights

5 **j**_____ **l**_____ the feeling of being tired and confused after a long flight

b Circle the correct word.

1 Gina and I haven't seen each other much *late* / *lately*.

2 Our hotel has a great view! We can *even* / *ever* see the Eiffel Tower!

3 I've been working too *hard* / *hardly* lately.

4 How much *cases* / *luggage* are you going to take?

5 I love all pasta, but *especially* / *specially* lasagna.

c Complete with the verb in the past tense.

1 The wind **bl**_____ so hard that two trees fell down.

2 The taxi **dr**_____ me off outside the terminal.

3 It **p**_____ rain this afternoon, and I got soaked walking to the bus stop.

4 She **g**_____ on the bus but there was nowhere to sit.

5 We **t**_____ advantage of the good weather and spent the day at the beach.

d Circle the word that is different.

1	breeze	wind	hurricane	blizzard
2	chilly	boiling	hot	scorching
3	fog	damp	mist	smog
4	cold	freezing	bright	icy
5	hail	thunder	lightning	drought

e Complete with one word.

1 Diana always takes _____ insurance even for short trips.

2 The most dangerous moment during a flight is when the plane is taking _____ or landing.

3 I've decided to take _____ running. I need to lose some weight.

4 Who do you take _____ most in your family?

5 The final game will take _____ in Vancouver next Saturday.

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PRONUNCIATION

a Circle the word with a different sound.

1	ɔr	pouring	storm	hardly	warm
2	ɛ	weather	heavy	clear	pleasant
3	ɑʊ	lounge	snow	cold	closed
4	ʌ	luggage	flood	thunder	humid
5	eɪ	rain	aisle	lately	delayed

b Underline the main stressed syllable.

1 e|ven|tua|lly 2 gra|dua|lly 3 es|pecia|lly
4 pa|ssen|ger 5 hurr|i|cane

CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. Is wingsuit flying a popular hobby?

b Read the article again and complete it with phrases A–F. There is one sentence you do not need.

A But the sport truly took off in 1997
B Some wingsuit flyers attach cameras to their helmets
C For me, the crazy thing isn't continuing to do it
D With practice, some wingsuiters can stay in the air for more than three minutes
E The acronym stands for the potential jump off points
F But wingsuiters are not easily deterred

c Choose five words or phrases from the text. Check their meaning and pronunciation and try to learn them.

CAN YOU UNDERSTAND THIS MOVIE?

VIDEO

2 45 Watch or listen to a short movie on Mr. G and complete the sentences with one or two words.

1 Mr. G is the meteorologist for Channel _____ and _____ radio.
2 In NYC it has been snowing, _____ and raining.
3 He says that people don't want to hear about another possible _____.
4 He thinks New Yorkers are a _____ group.
5 People talk about the weather when they want to _____ people or when they want to _____.
6 When Mr. G started, there were only _____ hour forecasts.
7 Today everyone sees a _____ forecast.
8 In the distant future there will be _____ forecasts.
9 Today, apart from on TV, people get weather forecasts on their _____ and on _____.
10 However, _____ % of Americans still watch the news on TV and get their weather forecast from Mr. G.

HOME | TODAY'S PAPER | VIDEO | MOST POPULAR | SUBSCRIBE

They believe they can fly

Some people just won't be satisfied until they can fly. This primal urge has given rise to wingsuit fliers, thrill-seekers who leap off cliffs or out of airplanes wearing winged jumpsuits. [1]_____, and hit speeds of over 100 miles an hour, achieving what they say is the closest thing to engineless flight that humans have ever experienced.

"It's a weird, risky thing to do," said Tanya Weiss, 35, a professional wingsuit pilot, "but the dream of flight is ancient, and some of us feel like it's something we were born with."

In addition to the dozen or so professionals like Ms. Weiss, who spend their workdays filming ads and doing movie stunts, there are only a handful of people who have ever actually tried it. Most are elite skydivers, also known as BASE jumpers. [2]_____ – **B**uildings, **A**ntennas, **S**pans (bridges), and **E**arth (e.g., hills and cliffs).

There have been many attempts at wingsuit flying throughout history, dating from the German engineer Otto Lilienthal, who in the late 1800s designed winged gliders that allowed him to fly up to 1,000 feet without an engine. [3]_____, when the French skydiver Patrick de Gayardon successfully jumped from a plane wearing nothing but a modified jumpsuit.

Wingsuit flying as a spectator sport derives much of its thrill from people putting their lives at risk, and at extremely high speeds. Both Otto Lilienthal and Patrick de Gayardon died trying to achieve flight with winged outfits, as did Eric Stephenson, Tanya Weiss's mentor and fiancé.

[4]_____. Despite the death of the man she planned to marry, Ms. Weiss, who recently led the successful effort to set a world record for the largest wingsuit skydive formation with 99 others in California, still pursues her dream of flying.

"I thought about quitting," she said. "But we're pushing the boundaries of what humans can do. [5]_____. The crazy thing would be to walk away from this thing that has brought me together with some of the most incredible people in the world."

Adapted from The New York Times

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G unreal conditionals
V feelings
P word stress in 3- or 4-syllable adjectives

> To survive, it is often necessary to fight, and to fight you have to dirty yourself.
>
> *George Orwell, UK author*

5A The survivors' club

1 SPEAKING & READING

a Answer the questions with a partner. Give reasons for your answers.

1 How do you think you would react in a life or death emergency situation?
a I'd panic and become hysterical.
b I'd "freeze" and wouldn't be able to do anything.
c I'd act coolly and calmly.

2 If you caught a plane tomorrow and the flight attendant began giving the safety information, would you...?
a listen, but not take it very seriously
b continue reading your book or magazine
c pay attention and also read the safety information in the seat pocket

3 What would you do if you were hiking alone in the mountains and you got completely lost (without phone coverage)?
a I'd stay where I was and wait to be rescued.
b I'd keep walking and try to find my way to my destination.
c I'd try to find my way back to where I started from.

4 What would you do if you woke up in the middle of the night and thought that you could hear an intruder in your home? If you would do something different, say what.
a I'd confront the intruder.
b I'd keep still and quiet and hope that the intruder would go away.
c I'd lock myself in a room and call the police.

b Read the article *How to eat an elephant* and answer the questions.

1 What is the key to surviving in a life or death crisis?
2 What is the *10–80–10 principle*?
3 What is the other important factor aside from keeping calm?

c Look at the highlighted words and try to figure out their meaning. Then match them to 1–8.

1 *overwhelmed*
adj unable to react because the emotion is too strong
2 _____
adj so shocked that you cannot think clearly or act
3 _____
noun a new or difficult thing that tests your abilities
4 _____
adj very confused
5 _____
adj based on reason and not emotion
6 _____
verb to succeed in dealing with or controlling a problem
7 _____
to not get excited or nervous, to not panic
8 _____
pieces of work that are possible to deal with or control

d Work in groups of three. ➤ **Communication** *It's an emergency!* **A** *p.106* **B** *p.110* **C** *p.112*. Read about what to do in three different emergency situations. Then take turns to say what you should and shouldn't do.

e Now look back at the questions in **a**. Did you choose the right answers?

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HOW TO EAT AN ELEPHANT

THE LESSONS OF THE SURVIVORS CLUB

At least 80 percent of us react in the same way to a life or death crisis or emergency: we're simply overwhelmed – the challenge seems too great, the problem insolvable. In Air Force survival school, they try to teach you how to overcome this feeling. One of the things they ask new cadets is, "How would you eat an elephant?" and they make them memorize the right answer, which is: "You eat an elephant one bite at a time." Survival means dealing with a huge life-or-death problem, one that you may not be able to solve quickly or all at once. The key to survival is to slow down and divide the challenges into small, manageable tasks, one goal at a time, one decision at a time. When an avalanche buried the survivors of a plane crash in the Andes, the survivors whispered to each other, "Breathe. Breathe again. With every breath you are alive." In a hopeless situation without oxygen or light, this approach kept them going until they found a way out.

This and much more is what survival expert Ben Sherwood tells us in his best-selling book *The Survivors Club*, which brings together stories of real-life survivors from all kinds of disasters. He begins by explaining the 10–80–10 principle. When faced with an emergency, 80 percent of people freeze. They are stunned and "turn into statues" or are so bewildered by what is happening around them that they can't react. 10 percent lose control. These people scream and cry, and often make the situation worse. But 10 percent keep calm and behave in a rational way. They don't panic and they assess the situation clearly and make decisions. These people have the best chance of survival in a crisis, and Sherwood explains how you can try to become more like them.

He also reminds us that, apart from staying calm and not despairing, knowing the right thing to do in a crisis is also vital, and that in most emergencies many more people survive than don't. For example, most people think that you can't survive a plane crash, but American research has shown that the survival rate in all air crashes is historically 95.7 percent. Sherwood not only tries to show us how to behave rationally and calmly, he also gives us the information we need to join "The Survivors Club."

2 VOCABULARY feelings

a Look at four adjectives in **1c**. Which three describe how people are feeling?

b ➤ **p.157 Vocabulary Bank** *Feelings.*

3 PRONUNCIATION
word stress in 3- or 4-syllable adjectives

a Read the dialogues and underline the stressed syllable in the **bold** adjectives.

1 **A** Hi, Sue. What's the matter?
B I was just robbed! Please come quickly. I'm **des|pe|rate**.

2 **A** You weren't **of|fend|ed** by what I said, were you?
B Yes, actually I was.

3 **A** What did you think of the movie?
B To be honest, I was a little **dis|ap|poin|ted**.

4 **A** What don't you understand in the report?
B I'm just completely **be|wil|dered** by so many facts and figures.

5 **A** Were you surprised to hear that the boss is leaving?
B I was **a|sto|nished**. I really wasn't expecting it.

6 **A** So can you come to dinner next week?
B Yes, we'd be **de|light|ed** to.

7 **A** How did your parents react when you told them you and Susan had separated?
B They were **dev|as|ta|ted**.

8 **A** How did you feel when you heard the news?
B I was absolutely **horr|i|fied**. It was such an awful accident.

9 **A** So do you like the watch?
B I love it. I'm completely **o|ver|whelmed** – I don't know what to say!

b 3 5 Listen and check. Practice the conversations, copying the intonation and stressing the right syllable in the adjectives.

c Choose two adjectives from **a** and tell your partner about a time or a situation when you felt like that.

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4 READING & LISTENING

a Answer the questions in pairs.

1 Imagine you were going to go backpacking in the Amazon rainforest. What do you think would be the main problems you would need to overcome, e.g., the heat, insects, the food, etc.?

2 What would you be most afraid of?

b Read the beginning of a true survival story and then answer the questions below.

1 What was the three friends' original plan? How did this change?

2 What caused tensions between...?

a the three men and the guide

b Kevin and Marcus

3 Why did they finally separate?

4 Which pair would *you* have chosen to go with? Why?

5 How would you have felt if you had been in Marcus's situation?

LOST IN THE

Four young men went into the jungle on the adventure of a lifetime. Only two of them would come out alive...

The Amazon rainforest is roughly the size of Europe or Australia. It is the home of more than half the plant and animal species known to man, many of which are lethal.

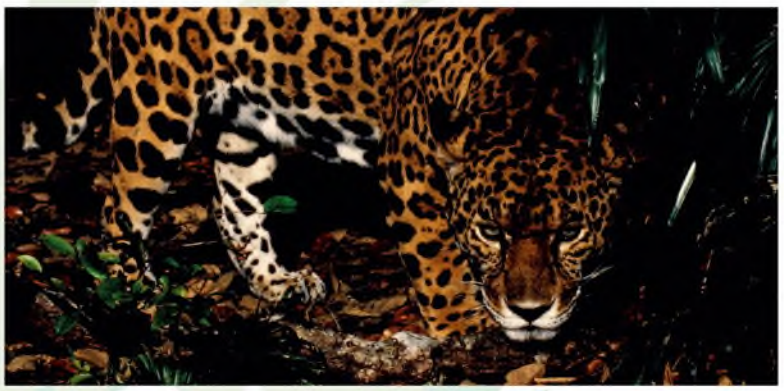
In 1981, three friends went backpacking in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Wallace, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian named Karl, who promised that he could take them deep into the rainforest to an undiscovered Indian village. Then they would raft nearly 125 miles back down river. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would "go in together and come out together."

c You are going to listen to part of a documentary and find out what happened to the four men. After each part answer the questions with a partner.

3 6 1 What happened to Kevin and Yossi on the raft?

2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?



3 7 3 How were Kevin and Yossi feeling?

4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?

3 8 5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?

3 9 6 What had Kevin been doing all this time?

7 What did Kevin decide to do?

8 Why was he incredibly lucky?

If you had been Kevin, what would you have done now?

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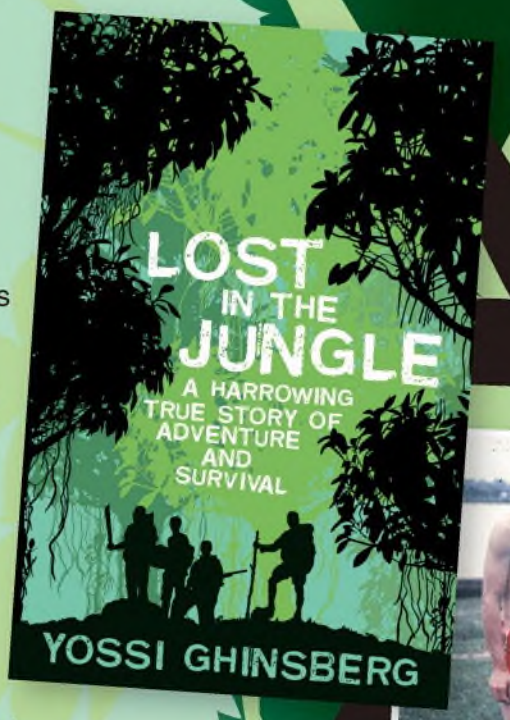
JUNGLE

The four men set off from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week, there was no sign of the village and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the Indian village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually they decided to abandon the search for the village and just to hike back to Apolo (instead of rafting), the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week.

Early the next morning the two pairs of travelers said goodbye and set off on their different journeys…



3 10 9 How did Kevin first try to get help?
10 Why was it unsuccessful?
11 What was his last attempt to find his friend?

3 11 12 How long had Yossi been on his own in the jungle? How was he?
13 What did he think the buzzing noise was? What was it?

What do you think might have happened to Marcus and Karl?

d Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently?

5 GRAMMAR unreal conditionals

a Look at four sentences, and fill in the blanks with the verbs in the right tense.

1 What would you do if you _____ (be) in the mountains and you _____ (get lost)?
2 If I thought that somebody was in my house, I _____ (call) the police and I _____ (not confront) the intruder.
3 What would you have done if you _____ (be) in Yossi's situation?
4 If Kevin hadn't looked for his friend, Yossi _____ (die).

b Look at sentences 1–4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

c ➤ **p.140 Grammar Bank 5A.** Learn more about unreal conditionals, and practice them.

d Complete the two sentences in your own words with a positive ⊞ and negative clause ⊟.

1 If I lived in the city...
⊞ _____
⊟ _____
2 My phone bill wouldn't have been so high if…
⊞ _____
⊟ _____

e ➤ **Communication** *Guess the conditionals* **A** *p.106* **B** *p.110.*

6 WRITING

➤ **p.116 Writing** *An article.* Write an article about how to keep safe.

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G structures after *wish*
V expressing feelings with verbs or *-ed* / *-ing* adjectives
P sentence rhythm and intonation

> Some people want it to happen, some wish it would happen, others make it happen.
>
> *Michael Jordan, US basketball player*

5B It drives me crazy!

1 GRAMMAR *wish* + *would*

a Look at a Twitter thread where people tweeted about things that annoy them. Check (✓) the things that annoy you, too.

b Compare the things you checked with a partner. Which are your top three, and why?

Useful language

I agree with this one.
It really annoys me when... | *people shout on cell phones.*
It's so annoying when...
It drives me crazy when...

c ➤ **p.141 Grammar Bank 5B.** Learn more about *wish* + *would*, and practice it.

d Write three more things that annoy you and that you would like people to change or to add to the Twitter thread. Begin…

I wish…would | wouldn't…

e In pairs or small groups, compare your tweets.

#iwishtheywouldn't

Tweets Top / All

I wish people wouldn't start stupid rumors that aren't true. #iwishtheywouldn't

I wish my boyfriend wouldn't fall asleep every time I want to talk to him. ☹ #iwishtheywouldn't

I wish my son wouldn't always leave the car without gas every time he borrows it. #iwishtheywouldn't

I wish people would turn up when they say they're going to. #iwishtheywouldn't

I wish people would stop using emoticons and smiley faces. They just annoy me. :(#iwishtheywouldn't

I wish my family would put DVDs back in their cases. I hate finding empty cases when I'm looking for something to watch. #iwishtheywouldn't

I wish my friends would put their phones away when we're having a meal. You shouldn't text at the dinner table! #iwishtheywouldn't

I wish my children would take their tissues out of their pockets before they put their clothes in the washing machine. #iwishtheywouldn't

I wish my boss wouldn't always schedule meetings during my lunch hour. #iwishtheywouldn't

I wish people wouldn't ask me "What are you doing?" when it's completely obvious what I'm doing. #iwishtheywouldn't

I wish advertising companies wouldn't use songs I really love to advertise something I hate. #iwishtheywouldn't

I wish people wouldn't leave supermarket carts in the parking lot just because they're too lazy to take them back. #iwishtheywouldn't

I wish salespeople would serve me when I'm waiting instead of chatting with their friends. #iwishtheywouldn't

I wish people would throw away pens when they don't work anymore!!! #iwishtheywouldn't

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2 VOCABULARY & SPEAKING expressing feelings with verbs or *-ed* / *-ing* adjectives

Ways of talking about feelings
We often talk about feelings in three different ways:

1 by using a **verb** (e.g., *annoy*)
That noise is starting to annoy me.
2 by using an ***-ing* adjective** (e.g., *annoying*)
That noise is really annoying.
3 by using an ***-ed* adjective** (e.g., *annoyed*)
I'm getting really annoyed by that noise.

Remember that the rules for pronouncing *-ed* adjectives are the same as for regular past tense verbs, e.g., *annoyed* = /d/, *irritated* = /əd/, and *depressed* = /t/.

a Complete the sentences with the correct form of the word in **bold**.

1 It really _____ me when people drive close behind me. **infuriate**
2 I get very _____ when something goes wrong with my Internet connection and I don't know how to fix it. **frustrate**
3 It's so _____ when I can't remember someone's name, but they can remember mine. **embarrass**
4 I used to love shopping during a big sale, but now I find it _____. After an hour I just want to go home. **exhaust**
5 I'm often _____ with my birthday presents. My expectations are obviously too high! **disappoint**
6 It _____ me that some people still don't buy things like books and music online. **amaze**
7 I find speaking in public absolutely _____. I hate doing it. **terrify**
8 I've often been _____ by reading about how some successful people have overcome difficulties. **inspire**
9 I never find instructions for electronic devices helpful, in fact, usually they just _____ me. **confuse**
10 When I travel I'm always _____ if I manage to communicate something in a foreign language. **thrill**

b 3 16 Listen and check. Then with a partner, say if the sentences are true for you or not. Give examples or reasons.

Feelings adjectives that have an *-ed* form, but not an *-ing* form
A few *-ed* adjectives describing feelings don't have an *-ing* form, e.g., *impressed – impressive* NOT *impressing*

c Complete the sentences below with a form of the adjective in **bold**.

1 We are extremely **impressed** by your résumé. Your résumé is extremely *impressive*.
2 I'm very **stressed** by my job. My job is very _____.
3 I was really **scared** during the movie. The ending was especially _____.
4 I was **delighted** to meet Jane. She really is a _____ person.
5 I was really **offended** by what you said. What you said was really _____.

d In pairs, choose three circles to talk about.

an embarrassing mistake you once made
a movie or a book that you found really disappointing
something that really annoys you when you're shopping
something that sometimes frustrates you about learning English
something that makes you feel depressed
something that really stresses you in your daily life

e Are there any things that make you feel exactly the same way as your partner?

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3 READING & SPEAKING

a You are going to read an article about some research that has been done about what people regret in life. Before you read, with a partner say whether you think the following sentences are true or not.

1 Most people spend some time every day thinking about things that they regret having done or not having done.
2 The main area of life where people have regrets is relationships.
3 On average people have one major regret in life.
4 Most people think that the things they regret having done (or not done) are other people's fault.
5 Most people believe that regrets are positive, because you learn from your mistakes.

b Read the first part of the article (to line 16) once and check.

c Without looking back at the article, can you remember another way of saying...?

1 75 percent
2 66.6 percent
3 25 percent

d Now read *Some of the top 20 regrets*. With a partner, number what you think the top five regrets were in the survey (1= the most common regret).

e 3 17 Listen and check. How many did you get right? Which do you think would be the top regrets for people in your age group?

> ***regret doing* or *regret having done*?**
> After *regret* the following verb must be in the gerund, but you can normally use either a simple gerund or a perfect gerund.
> *I regret not going to college.* OR *I regret not having gone to college.*

Regrets, we've had a few
(our love lives, health, childhoods...)

A recent survey has shown that we spend almost three quarters of an hour every week dwelling on our regrets.

Three quarters of the people surveyed said they did not believe it was possible to live a life without regrets, perhaps explaining why, on average, we spend 44 minutes a week thinking about things we could or should have done differently. Our main areas of regret are our love lives (20%), family (18%), career (16%), health (14%), and finances (14%).

On average, most people have two main regrets in life – and 17 percent of those interviewed laid the blame at someone else's door. But two-thirds of 2,000 people interviewed said they thought their regrets had led them to act more positively and that they had learned from their mistakes. A quarter of them said their regrets had made them into the person they are today.

Common regrets range from not getting on the property ladder sooner to not having had more relationships when they were younger. Others include regretting not telling someone we loved them and wishing that we had repaired a damaged friendship.

Some of the top 20 regrets were (not in order):

- Getting married too early
- Not asking grandparents more about their lives when they were alive
- Not having exercised more or eaten more healthily
- Not having saved enough money
- Not learning a foreign language or a musical instrument when you were younger
- Not working harder at school
- Not having traveled more and seen more of the world
- Making the wrong career choice
- Not keeping in touch with friends
- Having started smoking
- Arguing with a friend and not making up

From the Daily Mail

Glossary
Regrets, I've had a few... an often-quoted line from the Frank Sinatra song *My Way*
lay the blame at somebody else's door *IDM* say that somebody else is responsible for something
getting on the property ladder *IDM* buying your first house or apartment

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4 GRAMMAR
wish + simple past or past perfect

a Now read four comments that people posted on the newspaper website after reading the article. Do you agree with any of them? Why (not)?

I'm almost 23 and saving incredibly hard to travel around the world! I'd hate to reach my 30s and then look back at my 20s and say, "I wish I'd traveled more when I had the time."
Matthew, Dallas

I don't regret anything. There's nothing that I wish was different about my life. Everything I've done, however stupid it seems now, seemed like the right thing at the time... Of course, I've made mistakes, but I don't regret anything. And yes, that includes saving money, bad boyfriends, all the usual things! I see them as pure mistakes – something to learn from, something that makes me the person I am today! I never think "I wish I'd stayed in college... I wish I'd married my ex..." If I had done these things, then I wouldn't be who I am today.
Cindy, Chicago

Regrets? I try not to think about them. What's the point? It's no use crying over spilled milk. But I have a few. Not buying the house I was renting for half the price I eventually paid for it, and smoking. I really wish I hadn't wasted all that money on cigarettes. What a fool. Still, I managed to give it up, which I'm proud of.
Nancy, Seattle

I wish there was a song called "Je regrette tout."* That would be my philosophy of life!
Martin, Portland

Je regrette tout French for *I regret everything*. There is a very well-known Edith Piaf song called *Je ne regrette rien* (= I don't regret anything).

b Underline the six sentences in the comments with *wish*. What tense is the verb after *wish*? Are they wishes about the present or about the past?

c ➤ p.141 Grammar Bank 5B. Learn more about *wish* + simple past or past perfect, and practice it.

5 PRONUNCIATION sentence rhythm and intonation

a 3 19 Listen and write down six sentences with *wish*.

b Match each sentence from **a** with a sentence below.

A ☐ Do you want me to call and make an excuse?
B ☐ Well, don't ask me! I've never been here before.
C ☐ Well, it isn't too late. You're only 22.
D ☐ Well, it's not my fault. You have no self-control!
E ☐ Why don't you go back to the store and see if they still have them?
F ☐ Sorry, but it is. And I'm getting hungry.

c 3 20 Listen and check. In pairs, practice the dialogues, copying the rhythm and intonation.

6 LISTENING & SPEAKING

a 3 21 Listen and match speakers 1–5 with the regrets. There is one sentence you don't need to use.

Who...?

A ☐ wishes he / she had followed somebody's advice
B ☐ wasn't old enough to do something he / she now regrets
C ☐ felt very ashamed about what he / she had done
D ☐ wishes he / she had been more grateful for everything he / she had.
E ☐ wishes he / she had been a little braver
F ☐ regretted what he / she had done immediately after doing it

b Listen again. Why do the speakers mention or say the following:

1 "I really liked her."; "Now it's too late."
2 "Someone has to say to you that you really don't have to do this." "I spent the next 15 years trying to get out of it."
3 the Russian Revolution; old letters
4 "It was a crazy idea and totally out of character" "in the long run it was probably a good thing"
5 "My parents were really eager for me to change" "but I was totally against the idea"

c Work in small groups. Tell the other students about...

- two things you wish you could do but you can't
- two things you wish you had that would improve your life
- two things you wish you had done when you were younger
- two things you wish you hadn't done when you were younger

7 3 22 SONG *Same Mistake* ♫

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4&5 Colloquial English Talking about waste

1 VIDEO THE INTERVIEW Part 1

a Read the biographical information about Candida Brady. Have you seen *Trashed* or any other documentary film about the environment?

Candida Brady is a British journalist and filmmaker. She founded her film company, Blenheim Films, in 1996 and has produced and directed several documentaries on a variety of topics, including youth culture, music, and ballet. In 2012, Candida completed her first documentary feature film, *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of garbage that we generate every day – and the way we deal with it. The soundtrack for the film was composed by the Greek composer Vangelis, who wrote the award-winning soundtrack to *Chariots of Fire*. The film had a special screening at the 2012 Cannes Film Festival and has won several awards at film festivals, including the Tokyo International Film Festival.

b 3 23 Watch or listen to **Part 1** of an interview with her. Mark the sentences **T** (true) or **F** (false).

1 Candida made the film *Trashed* because she wanted people to know more about the problem of waste.
2 Jeremy Irons is a person who loves buying new things.
3 Candida was surprised that he immediately loved the film proposal.
4 Vangelis is a good friend of Candida's.
5 Vangelis had previous experience of projects related to the environment.
6 She didn't need to do much research before making the film because she was already an expert on the subject.

c Now listen again and say why the **F** sentences are false.

Glossary
rough cut /rʌf kʌt/ the first version of a film after the different scenes have been put together
Jacques Cousteau a well-known French conservationist and filmmaker who studied the ocean and all forms of life in water

VIDEO Part 2

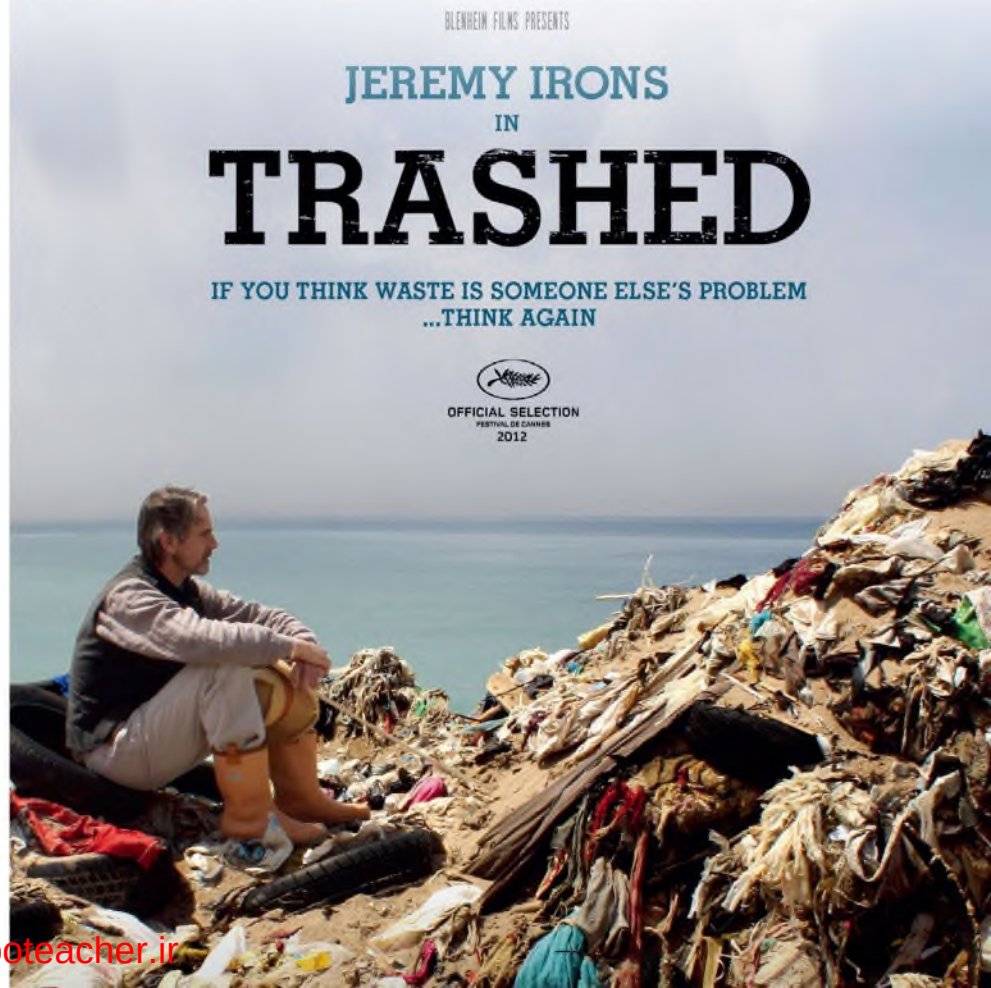
a 3 24 Now watch or listen to **Part 2**. Answer the questions.

1 Which was the bigger problem for Candida: making the film visually attractive, or trying not to make it too depressing?
2 What kind of pollution does she think is the most worrying: air, land, or water?

b Listen again. Complete the sentences with one word.

1 Candida had a _____ DOP (Director of Photography).
2 She wanted to film in beautiful places that had been _____ by manmade garbage.
3 She would have preferred to make a more _____ documentary.
4 She thinks they were very much aware that they wanted to offer _____ at the end of the film.
5 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any _____ in it.
6 She says the pieces of plastic in the water become so fragmented that they're the same size as the zooplankton, which is in the _____ chain.

Glossary
Saida (or Sidon) a port in Lebanon, its third largest city
zooplankton microscopic organisms that live in water



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Part 3

a 3 25 Now watch or listen to **Part 3**. Answer the questions.

1 Who does she blame for the problem of waste?
2 Why does San Francisco offer a positive note at the end of the film?
3 Has the film changed her own habits?

b Listen again. What does she say about…?

1 hotels in San Francisco
2 her grandparents
3 her bicycle

Glossary
zero waste the recycling and reusing of all products
bins containers where people throw their garbage

2 LOOKING AT LANGUAGE

Comment adverbs
Candida uses a lot of comment adverbs (e.g., *unfortunately*) to clarify how she feels about what she is saying.

3 26 Listen to some extracts from the interview and write in the missing adverbs.

1 "We ended up _____ filming in eleven countries…"
2 "…but the stories that I've chosen are universal and, _____, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in…"
3 "…and so I sent him the treatment and _____ he, um, he loved it."
4 "but _____, again, he was very shocked, um, by the film and really wanted to get involved."
5 "…yes and no, _____ enough. Obviously, I had a wonderful, DOP, Director of Photography, so he can pretty much make anything look beautiful…"
6 "I did a lot of research and so, _____, these things were repeatable and, and in every country around the world…"
7 "_____, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented…"

3 ON THE STREET

a 3 27 Watch or listen to four people talking about recycling. Which person seems to have the most positive attitude about recycling?

Sally, *English*

Jo, *English*

Jill, *American*

Pranjal, *American*

b Watch or listen again. Who (**S**, **Jo**, **J**, or **Pr**)…?

☐☐ thinks the government should offer money for recycling and producing less garbage
☐ thinks it's up to people themselves to realize that it's worth recycling
☐ thinks the government should provide more containers for recycling
☐ thinks the government should do more to show people why recycling is good for the environment

c 3 28 Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

1 "…well maybe they could offer a _____ incentive for, for recycling."
2 "…I think we still have a _____ _____ to go."
3 "Besides, _____ and _____ monetary incentives, just incentives to promote, you know, benefits to the environment."
4 "…filling it up with cans and bottles, newspapers and all _____ of _____."
5 "…and so if everyone could just get in that _____ that the smallest change they can make in their lives makes a big difference."

4 SPEAKING

Answer the questions with a partner. Try to use comment adverbs to show how you feel about what you're saying.

1 How much recycling do people in your country do?
2 How much recycling do you do personally?
3 What do you think the government, or individuals, could do to make people recycle more?
4 What do you think that companies and stores could do to reduce the amount of waste?
5 Are you optimistic or pessimistic about the future of the environment?

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G gerunds and infinitives
V music
P words that come from other languages

> Music with dinner is an insult both to the cook and the violinist.
>
> *G.K. Chesterton, UK author*

6A Music and emotion

1 VOCABULARY & PRONUNCIATION
music, words from other languages

a 3 29 Listen and match what you hear with a word in the list.

☐ a bass guitar	☐ a cello	☐ a choir	☐ a conductor	☐ drums	☐ an orchestra
☐ a soprano	☐ a flute	☐ a violin	☐ a keyboard	☐ a saxophone	

b 3 30 Listen and check. Practice saying the words. What other words do you know for instruments and musicians?

c Read the information box below. Then, in pairs, look at **Borrowed words related to music** and try to pronounce them as they are pronounced in English. Underline the stressed syllable.

Foreign words that are used in English
English has "borrowed" many words from other languages, for example in the field of music from Italian, Greek, and French. The English pronunciation is often similar to their pronunciation in their original language, e.g., *ch* in words that come from Greek is /k/, e.g., *orchestra*.

Borrowed words related to music	
From Italian	cello /'tʃeloʊ/; concerto /kən'tʃɛrtoʊ/ mezzo-soprano /mɛtsoʊ sə'prænoʊ/
From Greek	orchestra /'ɔrkəstrə/; choir /'kwaɪər/; chorus /'kɔrəs/ microphone /'maɪkrəfoʊn/; rhythm /'rɪðəm/; symphony /'sɪmfəni/
From French	ballet /bæ'leɪ/ encore /'ɑŋkɔr/; genre /'ʒɑnrə/

d 3 31 Listen and check. How are the pink letters pronounced?

e With a partner, try to figure out which language these words come from, and put them in the right columns. Do you know what they all mean?

architecture barista bouquet cappuccino chauffeur chef chic croissant fiancé graffiti hypochondriac macchiato paparazzi philosophy photograph psychic psychologist villa

From Italian	
From Greek	
From French	

f 3 32 Listen and check. Practice saying the words.

2 SPEAKING

Ask and answer the questions with a partner.

Your music

Do you have a favorite...?
- kind of music
- song
- piece of classical music (symphony, sonata, etc.)
- band
- solo artist
- composer
- conductor

Do you play a musical instrument?

YES
- What instrument, or instruments, do you play?
- How long have you been playing it?
- Have you had or are you taking lessons?
- Can you read music?
- Have you ever played in a band / orchestra?

NO
- Have you ever tried to learn to play an instrument? Why did you stop learning?
- Is there an instrument you would like to learn to play?

Have you ever...?
- sung in a choir
- performed in front of a lot of people
- taken part in a musical talent contest

Concerts
- Have you been to a good concert recently?
- Which artist or band would you most like to see in concert?
- What's the best live concert you've ever been to?

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3 READING

a Think of a song or piece of music that you remember hearing and liking when you were a child. Where did you first hear it? How old were you? Why did you like it?

b Look at the title of a newspaper article. Then read the article once. Why did the writer choose this title?

c Read the first paragraph again. Find words or phrases meaning:

1 _____ completely
2 _____ behave in a way that makes other people think you are stupid
3 _____ started crying because of a strong emotion
4 _____ not thinking that anything positive would happen
5 _____ a mixture of loud and unpleasant sounds

d What kind of sounds do you think *whir*, *hum*, and *clacking* (line 10) are?

e Read the rest of the article again. With a partner, and in your own words, say why the article mentions the following pieces of music or artists.

1 the *Lacrimosa* from Mozart's Requiem
2 the Rolling Stones, Michael Jackson, Sigur Rós, Radiohead, Elvis, and Pink Floyd
3 music from the fifties
4 Guillaume de Machaut's *Agnus Dei*
5 country music
6 Queen's *Bohemian Rhapsody*
7 Beethoven's Ninth Symphony and Sinatra's *Fly Me to the Moon*.
8 the Beatles
9 silence

f Talk to a partner.

- Why do you think the journalist says that Austin's experience may help us understand more about musical taste?
- Imagine you were going to recommend music to Austin. Which...

song or piece of music
decade
composer
band
singer

would you suggest?

What music would you play to an alien?

"I can hear music for the first time ever," wrote Austin Chapman, a 23-year-old filmmaker from California. "What should I listen to?"

Austin, you see, was born profoundly deaf. For his whole life, music has been a mystery. "I had seen people make a fool of themselves, singing or moving wildly on the dance floor," he says. "I had also seen people moved to tears by a song, which was probably the hardest thing for me to understand." Then, just a few weeks ago, his parents suggested that he try a newly developed hearing aid that they had heard about. He went to the doctor's with no great expectations. But when the doctor turned on the hearing aid, he was stunned. "I sat in the doctor's office, frozen as a cacophony of sounds attacked me. The whir of the computer, the hum of the air-conditioning, the clacking of the keyboard, the sound of my friend's voice." Austin could hear. And for the first time ever the world of music was open to him.

It didn't take him long to decide what to do: he was going to listen to music nonstop. Later that day, he heard his first piece, Mozart's beautiful *Lacrimosa* (from his Requiem), in a friend's car. He wept. So did everybody else in the car. The experience, he says, was "like the first time you kiss a girl." His friends went on to play him the Rolling Stones, Michael Jackson, Sigur Rós, Radiohead, Elvis, and Pink Floyd. But Austin knew that there was a vast universe of music to explore, so he decided to seek further help. He described his situation on reddit.com and so far, he's received more than 14,000 suggestions. As a strategy, he has decided to follow the advice of someone who posted this message on the site: "This is like introducing an alien to the music of earth. Once you're tired of classical, you could start with music from the fifties and progress through each decade. That way you can really see the growth of modern music."

Austin Chapman

Austin adopted that system, but chose to start much earlier, with a piece by Guillaume de Machaut called *Agnus Dei*, from the 14th century. Currently, he's listening to four or five hours of music a day. Because he had never heard music before, Austin isn't influenced by nostalgia and, via the Internet, he can listen to just about anything ever composed. Consequently, his experience may help us to understand more about musical taste. So what has he been listening to? It seems that no one genre dominates (although he says he doesn't really like country music – too depressing). His favorite piece – for now – is Queen's *Bohemian Rhapsody*. He also likes Beethoven's Ninth Symphony and Frank Sinatra's *Fly Me to the Moon*. But so far he has not listened to the most recommended band, the Beatles. "I'm waiting for a special occasion," he says.

Austin is also learning how to hear. When we met at a cafe in West Hollywood, we took a table far from the street to avoid the background noise of traffic. The ability to ignore unwanted noise is something that will take him time. This may help explain why Austin says that "silence is still my favorite sound. When I turn my hearing aid off, my thoughts become clearer; it's absolutely peaceful."

Adapted from The Times

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4 LISTENING & SPEAKING

a 3 33 Listen to some short pieces of music. How do they make you feel? Would you like to continue listening?

b 3 34 Listen to John Sloboda, a music psychologist, talking about why we listen to music. Try to complete the notes below by writing key words or phrases. Then with a partner, try to remember as much as you can of what he said.

Why do we listen to music?

1 to make us...
e.g.,

2 to help us to...
e.g.,

3 to intensify...
e.g.,

c 3 35 Now listen to John explaining how music can affect the way we feel. Complete the notes below by giving examples. Then compare with a partner and try to remember what he said.

How does music affect our emotions?

Three important human emotions
1 happiness
2
3

How we feel affects the way we speak, e.g.,
1 happy – speak faster / higher
2
3

Music copies this, e.g.,
1 fast / high music makes us happy
2
3

Examples (pieces of music)
Music that makes us feel
1 happy, e.g.,
2 angry, e.g.,
3 sad, e.g.,
This is especially exploited in...

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d Talk to a partner. Ask for more details where possible.

1 On a typical day, when and where do you listen to music?
2 Do you listen to different kinds of music at different times of day?
3 What music would you play...?
- if you were feeling sad and you wanted to feel happier
- if you were feeling down and you wanted to feel even worse
- if you were feeling furious about something or somebody
- if you were feeling stressed or nervous about something and wanted to calm down
- if you wanted to create a romantic atmosphere for a special dinner
- if you were feeling excited and were getting ready to go out for the evening
- if you were falling in love

5 GRAMMAR gerunds and infinitives

a Look at some extracts from the listening. Put the verbs in parentheses in the infinitive (with *to*), the base form (without *to*), or the gerund (*-ing* form).

1 Firstly, we listen to music to make us _____ important moments in the past. (**remember**)
2 When we hear a certain piece of music, we remember _____ it for the first time… (**hear**)
3 If we want _____ from one activity to another, we often use music to help us _____ the change. (**go, make**)

b 3 36 Listen and check.

c Look at two sentences with the verb *remember*. Which one is about remembering the past? Which one is about remembering something for the future?

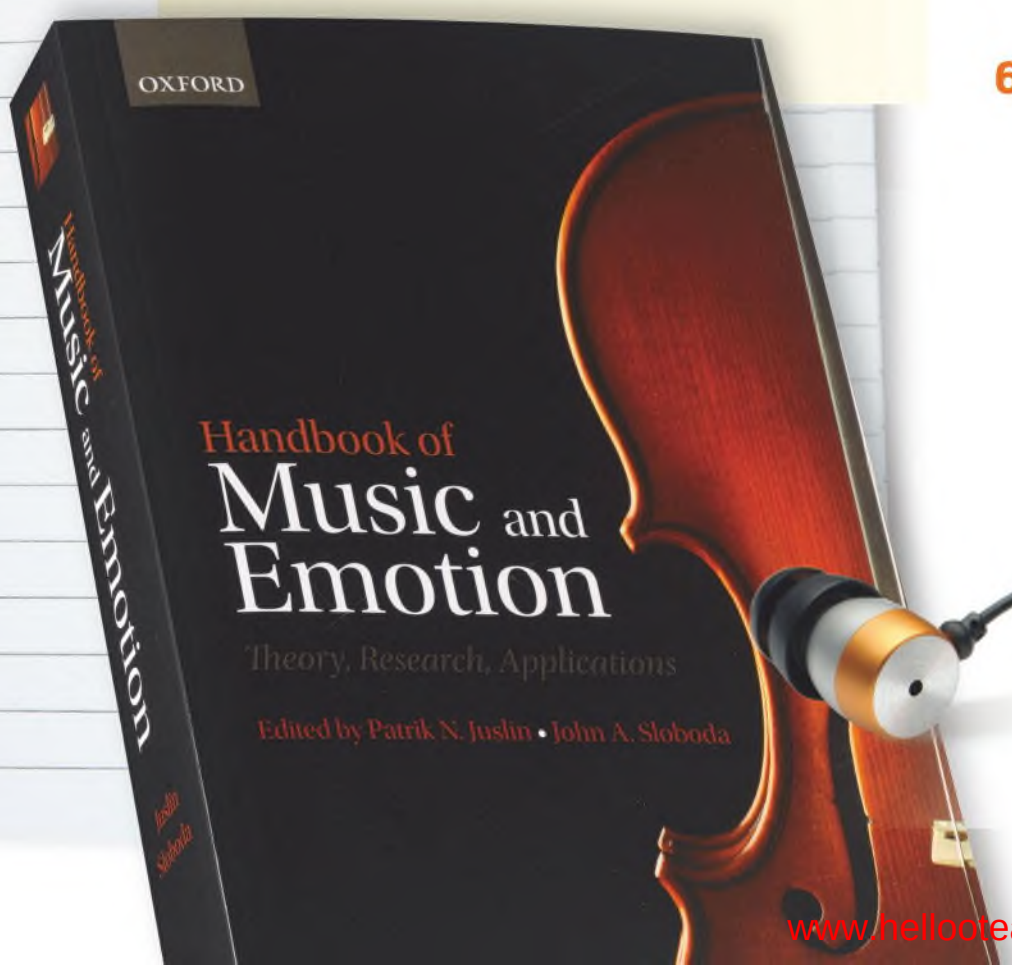
1 I remember meeting him for the first time.
2 Please remember to meet him at the train station.

d ➤ p.142 Grammar Bank 6A. Find out more about gerunds and infinitives, and practice them.

e Tell your partner one thing that…

- you'll never forget seeing for the first time
- you sometimes forget to do before you leave the house in the mornings
- you remember doing when you were under five years old
- you have to remember to do today or this week
- needs to be done in your house / apartment (e.g., the kitchen ceiling needs repainting)
- you need to do this evening
- you tried to learn but couldn't
- you have tried doing when you can't sleep at night

6 3 39 SONG Sing



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G *used to, be used to, get used to*
V sleep
P sentence stress and linking

> "Laugh and the world laughs with you, snore and you sleep alone."
>
> *Anthony Burgess, UK author*

6B Sleeping Beauty

1 LISTENING & SPEAKING

a Do you have problems sleeping? Why (not)?

b 3 40, 41, 42 You are going to listen to three people who have problems sleeping at night. Listen and take notes on what their problem is and what has caused it. Compare with a partner and then listen again to complete your notes.

Speaker 1	Speaker 2	Speaker 3

c Answer the questions with a partner.

1 Do you usually sleep with your bedroom completely dark, or with the curtains or blinds open? Do you have problems sleeping if there is too much or not enough light for you?
2 Have you ever worked at night? Did you have any problems sleeping the next day? Why (not)? Do you think you would be able to work at night and sleep during the day?
3 Have you ever flown long haul? Where to? Did you get jet lag? How long did it take you to get over it?

2 GRAMMAR

used to, be used to, get used to

a Look at some extracts from the listening. Match the highlighted phrases to their meanings 1–3. What form is the verb after a) *used to* b) *be / get used to*?

☐ Where I grew up, I always used to sleep in complete darkness.
☐ It's hard to get used to being awake all night...
☐ And just when I'm finally used to being on New York time, then it's time to fly home.

1 I usually did this in the past.
2 It's not a problem for me because it is now a habit.
3 It's a problem for me because it hasn't become a habit yet.

b ➤ **p.143 Grammar Bank 6B.** Find out more about *used to*, *be used to*, and *get used to*, and practice them.

3 PRONUNCIATION

sentence stress and linking

a 3 45 Listen and repeat three sentences. Notice the rhythm and how the words are linked.

1 I'm used to working on a team.
2 I can't get used to driving on the left.
3 I used to get up at six o'clock every day.

b 3 46 Now listen and write down three more sentences.

c Practice saying the sentences quickly, getting the stress right and trying to link the words.

d Talk to a partner. Ask for and give more information.

1 When you were a child, did you use to...?
- share a room with a brother or sister
- have nightmares
- wake up very early in the morning

2 Do you have problems if you have to sleep in a bed that you aren't used to sleeping in (e.g., in a hotel)?
3 Do you think you would find it difficult to get used to...?
- getting up at 5:30 a.m. every day
- only being able to sleep for six hours a night
- not having breakfast in the morning

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4 READING & SPEAKING

a Read the introductory paragraph of *Three things you (probably) didn't know about sleep.* Do you know the answers to any of the questions?

b Read **Living your dreams** and mark the sentences **T** (true) or **F** (false). Underline the part of the text that gave you the answer.

1 When we have a "lucid" dream we know that we're dreaming.
2 In a "lucid" dream the person who is dreaming can never change what is happening.
3 Gamers may be able to control their dreams because dreams are similar to computer games.
4 The reason we have nightmares may be to prepare us for certain dangerous situations.
5 Video gamers have more nightmares than non-gamers because they don't experience dangerous life-threatening situations.
6 Video gamers are braver in their dreams than non-gamers.

c ➤ **Communication** *Three things you (probably) didn't know about sleeping.* **A** *Sleeping Beauty p.106* **B** *How our ancestors used to sleep p.111.* Tell your partner some more interesting facts about sleep.

d In pairs see if you can remember some of the words and phrases from the articles you have read or heard.

Vocabulary Quiz

1 a medical condition, often an unusual one: a _____
2 an adjective meaning staying faithful to somebody and supporting them: _____
3 an adjective often used with sleep. A person who is in a ~ sleep is difficult to wake: _____
4 a hundred years, e.g., from 1900 to 2000: a _____
5 the time in the evening when it becomes dark: _____
6 the verb meaning to speak to God: _____
7 the word for a person who plays a lot of video games: a video _____
8 an adjective meaning clear, especially after a period of confusion: _____
9 to change position so as to face the other way: _____ _____

e Answer the questions in pairs.

1 Do you play video games? Do you think it has any effect on the way you dream? Do you think it has any positive or negative effects on you?
2 What do you think would be the worst thing for someone with Sleeping Beauty Syndrome?
3 Do you think sleeping in two shorter periods is a better way of sleeping? Do you think it would suit you and your lifestyle?

Three things you (probably) didn't know about

Everybody loves it. Everybody needs it. No one seems to get enough of it. We all know that most people need eight hours sleep, and that REM* sleep is when you have the most dreams, but here are three questions about sleep that you may not know the answer to:

- How can video games help us control our dreams?
- What is Sleeping Beauty Syndrome?
- What did our ancestors use to do in the middle of the night (that we don't)?

Living your dreams

A university psychologist in Canada believes that people who play video games are more likely to be able to control their own dreams. Jayne Gackenbach studied the dreams of regular video gamers and non-gamers and found that people who frequently played video games experienced "lucid" dreams more often. A lucid dream is one in which we are aware that we are dreaming. In a lucid dream, the dreamer is sometimes able to control or influence what is happening to them in the dream – very similar to controlling the action of a character in a video game.

"Dreams and video games are both parallel universes," says Gackenbach. "Gamers spend hours a day in a virtual reality and they are used to controlling their game environments, and this seems to help them to do the same when they are dreaming."

Gackenbach also discovered that video gamers have fewer nightmares than non-gamers. Some experts believe that we have nightmares to help us practice for life-threatening situations in a safe environment. Since video gamers already practice those situations regularly in games, Gackenbach's research suggests that video gamers may have less need of nightmares. But, interestingly, when gamers *do* have a nightmare, they react differently to non-gamers: "What happens with gamers," says Gackenbach, "is that when they have a scary experience in a dream they don't run away like most of us do. They turn around and fight back."

*REM is an abbreviation for "rapid eye movement"

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5 LISTENING & SPEAKING

a Look at the picture and the headline of the article. Why do you think the man cooks in the middle of the night?

b 3 47 Now listen to the first part of a radio program and check your answers to **a**. What kind of things does he cook? Why is it a problem?

c Read the newspaper article about Robert Wood. Can you remember any of the details about him? Try to fill in the blanks with a word or words. Then listen again to check.

d You are now going to listen to the second half of the radio program. Before you listen, work with a partner and discuss if you think the information in sentences 1–10 is **T** (true) or **F** (false).

1 A sleepwalker can drive a car while he is asleep.
2 It is easy to know if someone is sleepwalking or not.
3 About 8 percent of people sleepwalk from time to time.
4 Sleepwalking is most common among young boys.
5 Stress can cause people to sleepwalk.
6 You should never wake up a sleepwalker.
7 Sleepwalkers cannot hurt themselves.
8 People usually sleepwalk for a short time.
9 Sleepwalkers don't usually remember anything afterward.
10 Sleepwalking is no excuse if you commit a crime.

e 3 48 Listen once to check your answers. Then listen again and correct the false statements.

f Have you ever sleepwalked or do you know anyone who sleepwalks? What do they do when they sleepwalk? Where do they go? Does anyone try to wake them up?

The chef who cooks in the middle of the night

ROBERT WOOD often gets up in the middle of the night and goes downstairs to the kitchen. Not surprising, you may think. He's probably hungry and looking for something to eat. But you'd be wrong. Robert starts cooking – and he does this while he is fast asleep.

Mr. Wood, who is [1]_____ years old and a retired [2]_____, has been a sleepwalker for more than 40 years.

"The first time it happened I was [3]_____," he said. "My parents heard me wandering downstairs in the middle of the night. Now I get up [4]_____ times a week, and these days I usually head for the kitchen, although on other occasions I have also turned on the television very loudly and even filled [5]_____ with water."

His wife Eleanor says that she often wakes up in the night when she hears her husband cooking downstairs. She has seen him setting the table and caught him making [6]_____ and spaghetti bolognese and even frying [7]_____. The couple says that because of Mr. Wood's sleepwalking, they only get a few hours' sleep a night and are getting worried that Robert could start a [8]_____ without realizing. "I really am asleep and have no idea I am getting up," said Mr. Wood.

Mrs. Wood says that although the food her husband cooks when asleep looks delicious, she has never eaten it. "Every night, I think 'Is Rob going to cook tonight?' The last time he was in the kitchen, he spilt milk all over the place."

Adapted from The Guardian

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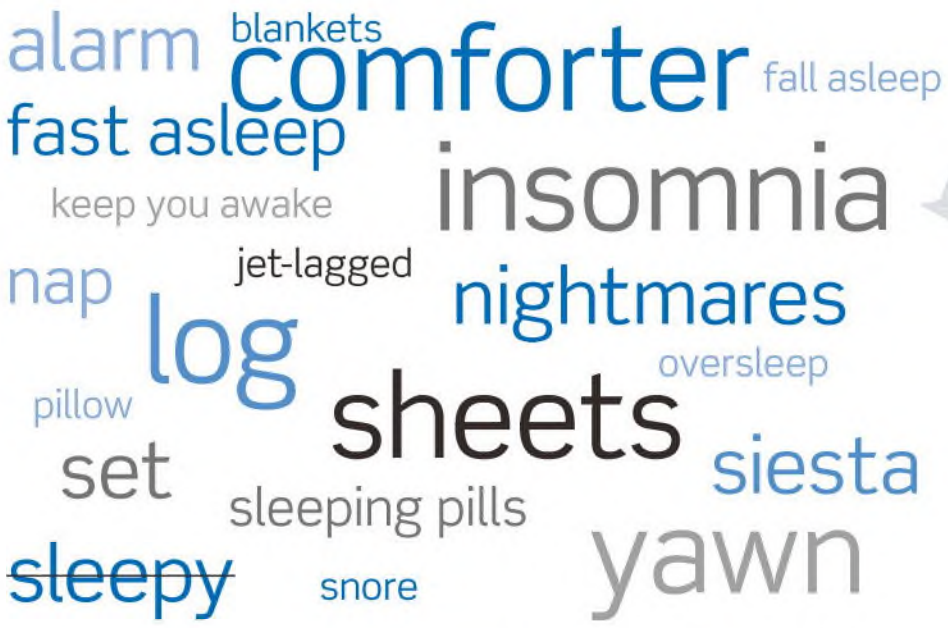
6 VOCABULARY & SPEAKING sleep

a **Vocabulary race.** In pairs, write the correct word from the list in the column on the right.



1 Most people start feeling ▬ around 11:00 at night. *sleepy*
2 They often open their mouth and ▬. _____
3 They go to bed and ▬ their ▬ (clock). _____
_____
4 They get into bed and put their head on the ▬. _____
5 They cover themselves up with a ▬, or with ▬ and ▬. _____
_____
_____
6 Soon they ▬. _____
7 Some people make a loud noise when they breathe. In other words, they ▬. _____
8 During the night some people have bad dreams, called ▬. _____
9 If you don't hear your alarm clock, you might ▬. _____
10 If you drink coffee in the evening, it may ▬. _____
11 Some people can't sleep because they suffer from ▬. _____
12 These people often have to take ▬. _____
13 Some people take a ▬ or ▬ after lunch. _____
_____
14 A person who sleeps well "sleeps like a ▬." _____
15 Someone who is tired after flying to another time zone is ▬. _____
16 Someone who is sleeping very deeply is ▬. _____

b 3 49 Listen and check.

c Cover the column of words and test yourself.

d Ask and answer the questions in pairs. **A** asks the blue questions, and **B** asks the red questions. Ask for and give as much information as possible.

Do you sometimes have problems getting to sleep? Do you take, or have you ever taken, sleeping pills? Do you have any tips for people who suffer from insomnia?

Do you prefer to sleep with a comforter or with blankets? How many pillows do you have? What temperature do you like the bedroom to be?

Do you find it difficult to sleep when you're traveling, e.g., in buses or planes? Is there any food or drink that keeps you awake or that stops you from sleeping well?

Do you ever take a nap after lunch or during the day? How long do you sleep for? How do you feel when you wake up?

Do you often have nightmares or recurring dreams? Do you usually remember what your dreams were about? Do you ever try to interpret your dreams?

Have you ever stayed up all night to study for a test the next day? How well did you do on the test?

Are you a light sleeper or do you sleep like a log? How do you usually wake up in the morning?

Do you have a TV or computer in your bedroom? Do you often watch TV before going to sleep? Do you ever fall asleep on the sofa in front of the TV?

Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?

Have you ever fallen asleep at an embarrassing moment, e.g., during a class or in a meeting?

Have you ever overslept and missed something important? What was it?

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5&6 Review and Check

GRAMMAR

a Complete the second sentence so that it means the same as the first.

1 They escaped from the jungle because they found the river.
They wouldn't have escaped from the jungle if they _____ _____ the river.

2 I can't go to dance classes because I work in the evening.
I would be able to go to dance classes if I _____ _____ in the evening.

3 We went to that restaurant because you recommended it.
We _____ _____ _____ to that restaurant if you hadn't recommended it.

4 Marta goes to bed late, so she's always tired in the morning.
If Marta didn't go to bed late, she _____ _____ so tired in the morning.

5 After living in Hong Kong for a year, I still find driving on the left difficult.
After living in Hong Kong for a year, I still can't get _____ _____ _____ on the left.

6 My hair was very long when I was a child.
When I was a child, I used _____ _____ very long hair.

7 I get up very early, but it's not a problem for me now.
I'm used _____ _____ _____ very early.

8 It's too bad I can't speak Spanish.
I wish _____ _____ _____ Spanish.

9 I regret not learning to play the piano when I was younger.
I wish _____ _____ _____ _____ the piano when I was younger.

10 I hate seeing your dirty clothes on the floor.
I wish _____ _____ _____ your dirty clothes on the floor.

b Complete the sentences with the correct form of the **bold** verb.

1 I don't remember _____ you before. **meet**
2 The car needs _____. I'll take it to the car wash. **clean**
3 We managed _____ to the airport on time. **get**
4 Please try _____ late tomorrow. **not be**
5 My sister isn't used to _____ in such a big city. She'd always lived in the suburbs before. **live**

VOCABULARY

a Complete the sentences with an adjective expressing a feeling.

1 Our son played incredibly well in the concert! We felt very **pr**_____.
2 I'm feeling a little **h**_____. I really miss my family.
3 Thanks for lending me the money. I'm very **gr**_____.
4 I shouldn't have bought that bag – it was so expensive. Now I feel really **g**_____.
5 When I heard that I had won the prize, I was completely **st**_____. I couldn't say anything!

b Complete the sentences with the correct form of the **bold** word.

1 That walk was _____. I need to rest now. **exhaust**
2 I was really _____ when I read Tim's email. **shock**
3 You really _____ me at the party last night! **embarrass**
4 It's very _____ when you think that you are going to miss your flight. **stress**
5 It _____ me when people who don't know me use my first name. **annoy**
6 Last night's concert was really _____. The orchestra didn't play well at all. **disappoint**
7 It always _____ me that people actually enjoy playing risky sports. **amaze**
8 We were _____ when we heard the news. **horrify**
9 What you said to Naomi was rather _____. I think you should apologize. **offend**
10 It was an incredibly _____ movie! **scare**

c Write the words for the definitions.

1 _____ the person who directs an orchestra
2 _____ a group of people who sing together
3 _____ a stringed instrument that you hold between your knees
4 _____ a woman who sings with a very high voice
5 _____ an electronic musical instrument, like a piano

d Complete the missing words.

1 Could I have an extra **p**_____ for my bed, please?
2 My husband says I **sn**_____ really loudly at night.
3 I didn't sleep last night, so I'm going to take a **n**_____ now.
4 Last night I had a horrible **n**_____. I dreamed that I was lost in the jungle.
5 Don't forget to **s**_____ the alarm for tomorrow morning.

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PRONUNCIATION

a Circle the word with a different sound.

1 /ɪ/	sheets	threaten	relieved	sleepy
2 /ɔ/	alarm	yawn	exhausted	nap
3 /k/	chorus	chauffeur	chemistry	choir
4 /ʃ/	chef	shattered	architect	shocked
5 /ɪd/	delighted	inspired	survival	guilty

b Underline the main stressed syllable.

1 up|set 2 de|va|sta|ted 3 or|ches|tra 4 in|som|ni|a 5 sleep|walk

CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. What two factors helped Samuel to survive?

b Read it again and choose the best words to complete the blanks.

1	a carrying	b wearing	c holding
2	a take off	b take up	c take out
3	a watching	b finding	c setting
4	a including	b involving	c inviting
5	a search	b film	c shoot
6	a so	b because	c although
7	a understand	b worry	c fear
8	a found	b missing	c injured
9	a career	b course	c degree
10	a underused	b misused	c mispronounced

c Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

CAN YOU UNDERSTAND THIS MOVIE?

VIDEO

3.50 Watch or listen to a short movie on sleep research. Choose a, b, or c.

1 In Britain, _____ of the population have problems getting to sleep.
a over 10% b approximately 10% c more than 50%

2 One of the more common sleeping disorders mentioned is _____.
a sleep paralysis b somniloquy c exploding head syndrome

3 Scientists at the Sleep Unit take measurements in order to analyze people's _____.
a sleeping patterns b brain activity c body movement

4 Many people today are sleep deprived because they _____.
a sleep too few hours
b sleep different hours every night
c wake up a lot during the night

5 Nowadays, many people sleep longer hours _____.
a during the week
b after a night out
c on the weekend

Survival tastes so sweet for rescued backpacker

Contact lens solution is not usually considered a survival tool, but if 18-year-old Samuel Woodhead hadn't been [1]_____ it, he might not have survived. A student taking a break from school, Woodhead went missing in the 100°F heat of the Australian outback on Tuesday. A fitness fanatic hoping to join the military, Samuel survived for three days by drinking the saline cleaning solution, which his father had packed in his backpack, but which he had forgotten to [2]_____ when he went for a run.

Samuel had been working for only two weeks as a ranch hand at Upshot cattle station, near the town of Longreach in the vast state of Queensland. After [3]_____ out for his run, he lost his way. Australian authorities had feared for his survival in a region where heat, a lack of water, poisonous snakes, and the possibility of injury could prove deadly.

Samuel Woodhead and his mother, Claire Derry

After a helicopter rescue mission, [4]_____ hundreds of people, he was found exhausted about six miles from the station. Alex Dorr, a pilot with the North Queensland Rescue Helicopter Service, said that he went in the dark to the area where the teenager had disappeared and used night-vision cameras to [5]_____ for the missing boy. "Where am I?" was all that he asked his rescuers when they found him in the early hours of the morning. He was immediately taken for a medical assessment before being transferred to a hospital in Longreach, but was found to be suffering from no more than sunburn and dehydration, [6]_____ he had lost nearly 30 pounds.

Claire Derry, his mother, said she heard that he was safe from the captain of the plane as she was flying to Australia to join the hunt for her son. "I sobbed, absolutely sobbed and I jumped up and hugged the flight attendants and the captain," she said. "To be honest, I was beginning to [7]_____ the worst. It's been the worst three days of my life, by a long way, since 5:30 a.m. Tuesday when two police officers knocked on my front door and told me they'd gotten a message from Australia and told me my son was [8]_____."

Samuel's training for a [9]_____ in the armed forces helped him to survive in the hostile conditions, his mother said. "My father was a war hero and Sam was named after him, and he's always wanted to live up to that sort of reputation," she said. His father, Peter Woodhead, was visibly emotional as he described the ordeal the family had been through while waiting for news that he was safe. "The word nightmare these days is much [10]_____," he said. "This has been a true nightmare."

Adapted from The Times

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G past modals: *must have*, etc.; *would rather*
V verbs often confused
P weak form of *have*

> My parents had only one argument in 45 years. It lasted 43 years.
>
> *Cathy Ladman, US comedian*

7A Don't argue!

1 GRAMMAR past modals: *must have*, etc.

a 4 2 Look at the photos. What do you think the people are arguing about in each photo? What were the arguments about? Listen and check.

b 4 3 Listen to some extracts from the conversations again and complete them with *may have, might have, must have, couldn't have,* or *should have.*

Conversation 1

1 ☐ You _____ finished it.
2 ☐ You _____ given it to the cat last night.
3 ☐ I _____ given it to the cat.

Conversation 2

4 ☐ Oh, no! We _____ gone the wrong way.
5 ☐ We _____ taken the second exit at the traffic circle.
6 ☐ OK, I _____ made a mistake.

c In pairs, put **A**, **B**, **C**, or **D** in the box before each phrase.

Which phrase (or phrases) in **b** means you think...?

A it's very probable (or almost certain) that something happened or somebody did something
B it's possible that something happened or somebody did something
C it's impossible that something happened or somebody did something
D somebody did something wrong

d ➤ p.144 Grammar Bank 7A. Learn more about past modals, and practice them.

2 PRONUNCIATION weak form of *have*

a 4 6 Listen to the extracts from the conversations in **1b** again. Underline the stressed words. How is *have* pronounced?

b In pairs, read the conversations and complete **B**'s responses with your own ideas (for responses 5–8 you also need to use *must have, might have, should have,* or *couldn't have*). Then practice the conversations.

1 **A** It was my birthday yesterday!
B You should have *told me*.
2 **A** I can't find my phone anywhere.
B You must have _____.
3 **A** I definitely said we were meeting them at 7:00.
B They may have _____.
4 **A** I'm so tired. I can't keep my eyes open.
B You shouldn't have _____.
5 **A** I failed my history test.
B _____.
6 **A** Why do you think Fiona and Brian broke up?
B _____.
7 **A** Alberto didn't come to class yesterday.
B _____.
8 **A** We're going to be late. There's so much traffic.
B _____.

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3 READING & SPEAKING

a In your experience, what do couples typically argue about? Do you think men and women use different strategies when they argue? In what way?

b Read an article about how men and women argue. Does it mention any of the strategies you talked about?

c Now read the article again and mark the sentences **T** (true) or **F** (false). Underline the parts of the article that give you the answers.

1 The argument Deborah Cameron describes happened because a wife considered her husband responsible for an accident she had.
2 In Papua New Guinea when a woman is arguing with her husband, he's supposed to reply to his wife's insults.
3 John Gray says that men are more assertive in arguments than women.
4 Edward thinks that he could win arguments more often if he were better prepared.
5 Christine Northam says that older men are less able than younger men to talk about their feelings.
6 She says that some women start crying during arguments only because they get truly upset.
7 Sarah thinks that her boyfriend is insensitive to her crying.
8 Christine Northam believes it is not difficult to learn new ways of dealing with arguments.

d Look at the highlighted words and phrases which are related to arguing. With a partner, try to figure out what they mean and then check with a dictionary or the teacher.

e Do you agree with what the text says about the different way men and women argue?

HOW MEN AND WOMEN ARGUE

Damian Whitworth investigates gender differences when couples argue.

In Gapun, a remote village in Papua New Guinea, the women take a very direct approach to arguing. Linguist Deborah Cameron tells of an argument between a husband and wife. It started after the woman fell through a hole in the rotten floor of their home and she blamed her husband. He hit her with a piece of sugar cane, so she threatened to attack him with a machete and burn the house to the ground. At this point the husband decided to leave and she launched into a *kros* – a traditional angry tirade of insults and swear words – directed at a husband with the intention of it being heard by everyone in the village.

"YOU ARE A ?!&#@!! YOU ARE A ?!&#@! GARBAGE MAN, YOU HEAR? YOU BUILT ME A HOUSE THAT I JUST FELL DOWN IN, THEN YOU GET UP AND HIT ME WITH A PIECE OF SUGAR CANE, YOU ?!&#@!!"

The fury can last for up to 45 minutes, during which time the husband is expected to keep quiet. Such a domestic scene may be familiar to some readers, but, for most of us, arguing with our partners is not usually such an explosive business!

Human beings argue about everything, but are there any differences between the sexes in the way that we argue?

In fact, according to John Gray, author of *Men are from Mars, Women are from Venus* (the 1990s best-seller) – men prefer not to argue at all, wherever possible. "To avoid confrontation men may retire into their caves and never come out. They refuse to talk and nothing gets resolved. Men would rather keep quiet and avoid talking about any topics that may cause an argument." Women, however, are happy to bring up relationship matters that they would like to change.

Edward, 37, a writer, says, "I'm useless at arguing. There are things that bother me about my partner, but when I finally say something, I am too slow to win the argument. I can only argue convincingly when I have all the evidence to back up my argument ready to use, but I'm too lazy to do that. I think women, on the whole, are more practiced at arguing, or more interested."

Christine Northam, a counselor with Relate, a marriage-counseling service, agrees with the view that men have a greater tendency to withdraw. "Women say: 'He won't respond to me, he won't listen, he thinks he's right all the time.' However, the younger men that I see tend to be much more willing to understand their own feelings and talk about them. Older men find it more difficult."

However she adds that women are also capable of the withdrawal technique. "Oh, yes, women are very good at doing that, too. They change the subject or cry. Crying is a good tactic and then the poor man says: 'Oh, my God, she's in tears.'"

"I don't argue a lot, but I do cry a lot," says Sarah, 32, an advertising executive. "I'll say something hurtful to him and he'll say something equally hurtful back and then I'll be in a flood of tears. I call my friend and she says: 'Where are you?' 'In the bathroom,' I say. And then, when I finally come out after half an hour, he's just watching TV as if nothing happened."

Northam says, "Everything goes back to our upbringing, the stereotypical stuff we have all been fed. We are very influenced by the way our parents were, or even our grandparents. The way you deal with emotions is learned in your family. To understand this, and then make a conscious decision that you will do it differently, requires a lot of maturity."

Adapted from The Times

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4 LISTENING & SPEAKING

a 4 7 You're going to listen to a psychologist giving some tips to help people when they disagree with somebody about something. Listen once and check (✓) the six things she says.

1 ☐ Think carefully what to say when you begin a discussion.

2 ☐ Try to "win" the argument as quickly as you can.

3 ☐ Say sorry if something really is your fault.

4 ☐ Never avoid an argument by refusing to talk.

5 ☐ Don't say things that aren't completely true.

6 ☐ Don't shout.

7 ☐ Don't talk about things that aren't relevant to the argument.

8 ☐ Use another person to mediate.

9 ☐ Postpone the argument until later when you have both calmed down.

10 ☐ It's a bad thing for a couple to argue.

b Listen again and with a partner, try to add more detail to the tips you checked.

c 4 8 Look at the sentences from the listening and try to figure out what the missing words are. Then listen and check.

1 But of course it's **easier said** _____ _____.
2 If you're the person who's _____ **the** _____, just admit it!
3 …it's important to _____ **things** _____ **control**…
4 Raising your voice will just make the other person _____ **their** _____, too.
5 …stop for a moment and _____ **a** _____ **breath**.
6 It's also very important to _____ _____ **the point**.
7 There's a better chance that you'll be able to _____ **an** _____.
8 …_____ _____ **conflict** is an important part of any relationship…

d With a partner, decide which two of the psychologist's tips you think are the most useful, and why they're useful.

e ➤ **Communication** *Argument!* **A** *p.107* **B** *p.111*. Role-play two arguments with a partner.

f Did you follow any of the psychologist's advice about how to argue? Was there anything you should / shouldn't have done? Is there anything your partner should / shouldn't have said?

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5 MINI GRAMMAR *would rather*

Men would rather keep quiet and avoid talking about any topics that may cause an argument.

Listen, I'd rather talk about this tomorrow when we've both calmed down.

- We use *would rather* with the base form as an alternative to *would prefer*, e.g.,
  I'd rather go on vacation in July than August.
  Would you rather stay in or go out tonight?
  I'd rather not go out tonight. I'm really tired.
  NOT I'd not rather.
- We can also use *would rather* + person + past tense to talk about what we would prefer another person to do.
  I'd rather you didn't smoke in here, if you don't mind.

a Rewrite the sentences using *would rather*.

1 I'd prefer to go to the movies than to a dance club.
2 I'd prefer not to go to the party if my ex is going to be there.
3 Would you prefer to meet on Thursday morning or afternoon?
4 My wife would prefer not to fly. She had a bad experience once.
5 My husband would prefer to take a train to Boston, not take the car.
6 I'd prefer to come on Sunday, if that's OK.

b Work in pairs. Look at the options and take turns to ask and answer with *Would you rather...?* Say why.

1 take an English class in New York or London
2 take a summer vacation or a winter vacation
3 work for yourself or work for a company
4 go to a foreign restaurant for dinner or to a restaurant that serves food from your country
5 read an e-book or a normal book
6 have an SUV or a small sports car
7 go to a concert or a sporting event
8 live on your own or share an apartment with friends

Would you rather take an English class in New York or London? / *I'd rather take a class in New York because...*

6 VOCABULARY verbs often confused

a Look at some extracts from the listening in **4**. Circle the correct verb. What does the other verb mean?

1 Try not to say...you never *remind* / *remember* to buy the toothpaste.
2 If you follow these tips, you just might be able to *prevent* / *avoid* an argument.
3 The most important thing is not to *rise* / *raise* your voice.

b ➤ **p.158 Vocabulary Bank** *Verbs often confused.*

c Complete the questions with the verbs from each pair in the right form. Then ask and answer with a partner.

1 Do you _____ if people are late when you have arranged to meet them, or do you think it doesn't _____? **matter / mind**
2 Can you usually _____ family birthdays, or do you need somebody to _____ you? **remember / remind**
3 Have you ever been _____ when you were on vacation? What was _____? **steal / rob**
4 What would you _____ people to do if they want to come to your country in the summer? What would you _____ them to be careful about? **advise / warn**
5 Do you think taking vitamin C helps to _____ colds? What other things can people do to _____ catching colds? **avoid / prevent**

7 4 10 SONG *My Girl*

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G verbs of the senses
V the body
P silent letters

> Botox should be banned for actors... Acting is all about expression; why would you want to iron out a frown?
>
> *Rachel Weisz, UK actress*

7B Actors acting

1 GRAMMAR verbs of the senses

a Read the introduction to Howard Schatz's book. Then look at the photo of actress Fran Drescher playing a role. In pairs, choose **a**, **b**, or **c**.

In Character: *Actors Acting*
Caught in the Act: *Actors Acting*

The photographer Howard Schatz had a very unusual idea for his book. He invited actors into his studio, and asked them to "be" certain characters in certain situations, and then he photographed them.

1 I think she **looks**...
  a scared
  b miserable
  c embarrassed

2 I think she **looks like**...
  a a teenage student
  b a young mother
  c a young businesswoman

3 I think she **looks as if**...
  a she has just heard some bad news
  b she is watching something on TV
  c she has just heard a noise

b 4 11 Now listen to someone talking about the photo. Were you right?

c Look at the sentences in **a**. What kind of words or phrases do you use after *looks*, *looks like*, and *looks as if*?

d ➤ **p.145 Grammar Bank 7B.** Learn more about using the verbs of the senses, and practice them.

e 4 13 Listen to these sounds. What do you think is happening? Use *It sounds as if...* or *It sounds like...*

It sounds as if somebody's scored a goal.

It sounds like a soccer game.

f ➤ **Communication** *Guess what it is* **A** *p.107* **B** *p.111.* Describe objects for your partner to identify using *looks*, *feels*, *smells*, or *tastes* + an adjective or + *like* + noun.

Fran Drescher

2 SPEAKING & LISTENING

a Look at some more photos from the book. Describe how you think the characters are feeling.

I think she looks very happy with herself...

b Answer the questions with a partner.

Who do you think looks ...?
1 like a child who's behaving badly
2 like somebody who's apologizing to someone
3 like a very proud parent or teacher
4 as if they have just seen something awful
5 as if they are eating or drinking something that tastes terrible
6 as if they're going to hit somebody

c 4 14 Listen and check.

d Listen again. What exactly were the roles each actor was asked to play?

e How do you think acting is different when you are working in...?

a movies and TV b theater c radio

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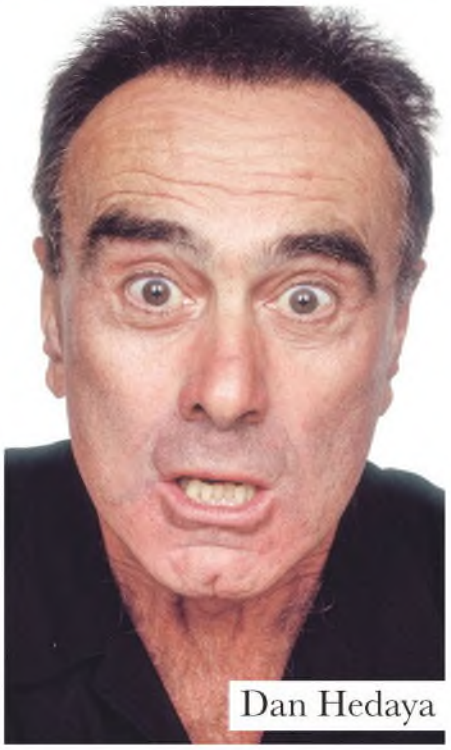
Cheryl Hines

Jason Schwartzman

Ellen Burstyn



Dan Hedaya

Jane Lynch

Steve Guttenberg

f 4 15 Now listen to an interview with Tim Bentinck, who has been working as a radio actor for many years. What is the main way in which he says radio acting is different from other kinds of acting?

g Listen again and answer the questions.

1 What two things does he say radio actors use to convey feelings?
2 Complete the tip that a radio actor once gave him: You have to be able to ____ one eyebrow with your ____.
3 What technique does he use to help convey the feeling of happiness?
4 What are radio actors trying to do when they read a script?

h Do you have radio dramas in your country? Do you ever listen to them?

3 MINI GRAMMAR *as*

a Look at some extracts from **2f**, and then read the rules about *as*.

Tim Bentinck has been working as a radio actor for many years.

"It's as naturalistic as you can make it sound – to lift it off the page, to make it sound as though you're not reading it."

We can use *as* in many different ways:
1 to describe somebody or something's job or function: *She works as a nurse. You can use that box as a chair.*
2 to compare people or things: *She's as tall as me now.*
3 to talk about how something appears, sounds, feels, etc.: *It looks as if it's going to snow.*
4 to say that something happened while something else was happening: *As they were leaving, the mailman arrived.* (*as = when / at the same time*)

b Decide how *as* is used in each sentence and match them to uses 1–4 above.

A ☐ I don't think his performance in this TV show was as good as in the last one.
B ☐ That picture looks as if it was painted by a child.
C ☐ You can use that glass as a vase for the flowers.
D ☐ As he was driving home it started to rain.
E ☐ You sound as if you have a bad cold.
F ☐ His hair got grayer as he got older.
G ☐ He got a job with Google as a computer programmer.

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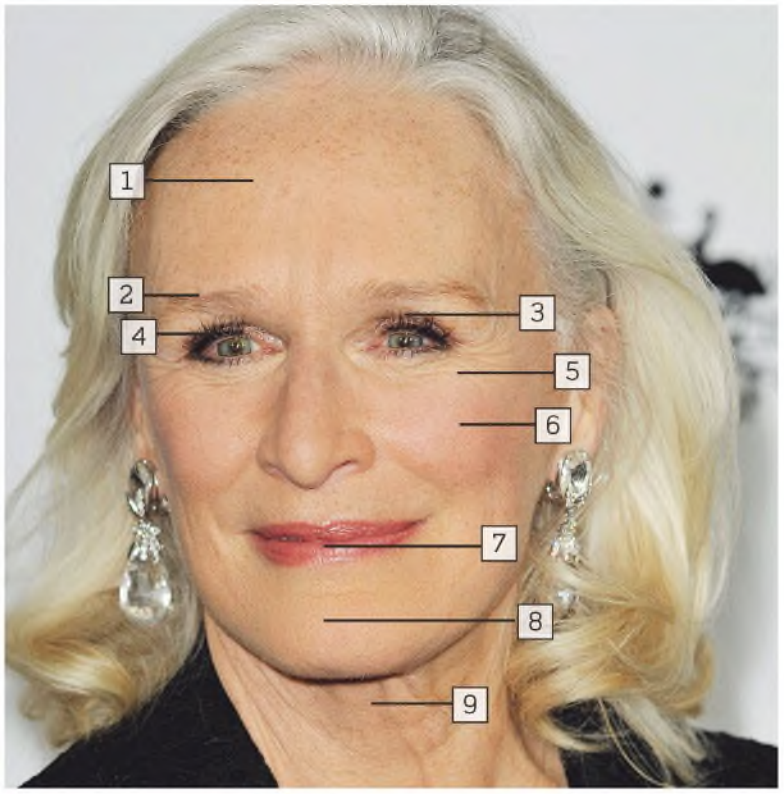
4 VOCABULARY the body

a 4 16 Look at a picture of another actress, Glenn Close. Match the words in the list with 1–9 in the photo. Listen and check.

☐ cheek	☐ chin	☐ eyebrow	☐ eyelash	☐ eyelid
☐ forehead	☐ lips	☐ neck	☐ wrinkles	



b ➤ **p.159 Vocabulary Bank** *The body.*

c 4 20 Listen and mime the action.

5 PRONUNCIATION silent letters

a Cross out the "silent" consonant in these words.

calf	wrist	palm	wrinkles	comb	kneel	thumb

b 4 21 Listen and check. What can you deduce about the pronunciation of…?

- *wr* and *kn* at the beginning of a word
- *mb* at the end of a word

c Look at some more words with silent consonants. In pairs, decide which they are and cross them out. Use the phonetics to help you.

aisle /aɪl/	calm /kɑm/	climb /klaɪm/	design /dɪ'zaɪn/	
doubt /daʊt/	fasten /'fæsn/	half /hæf/	honest /'ɑnəst/	
knock /nɑk/	muscle /'mʌsl/	whistle /'wɪsl/	whole /hoʊl/	

d 4 22 Listen and check. Then practice saying the phrases below.

half an hour	I doubt it	calm down	an aisle seat, please
designer clothes	anti-wrinkle cream	kneel down	

6 READING & LISTENING

a Look at the title of the article and read the subheading. Why do you think the writer called his book *What **Every Body** is Saying* and not *What **Everybody** is Saying*?

b Read the article once and then in pairs, answer the questions.

1 Why wasn't the man being questioned one of the main suspects?
2 Why did the agent ask him the question about four different murder weapons?
3 How did the man show that he committed the crime?
4 Why was Joe Navarro a very successful FBI agent?
5 What are the two kinds of communication he mentions?
6 Why can't we usually identify non-verbal signs?

WHAT EVERY BODY IS SAYING

IT'S ESTIMATED THAT AS MUCH AS 80% OF OUR INTERACTION WITH OTHERS IS THROUGH NON-VERBAL COMMUNICATION, OR BODY LANGUAGE.

1 The man sat at one end of the table, carefully planning his replies. He wasn't considered a major suspect in the murder case. He had an alibi which was credible, and he sounded sincere, but the agent pressed on, and asked a series of questions about the murder weapons: "If you had committed the crime, would you have used a gun?" "If you had committed the crime, would you have used a knife?" "If you had committed the crime, would you have used an ice pick?" "If you had committed the crime, would you have used a hammer?"

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c Read the article again, and find synonyms for the words and phrases below.

Paragraph 1
1 believable _____
2 honest, not pretending _____
3 continued in a determined way *(verb)* _____

Paragraph 2
1 watched _____
2 meaning *(noun)* _____
3 seen _____

Paragraph 3
1 thought to be responsible for _____
2 find the meaning of _____
3 make it possible for _____

Paragraph 4
1 identify _____
2 succeed in getting _____
3 join together _____

[2] One of the weapons, the ice pick, had actually been used in the crime, but that information had been kept from the public. So, only the killer would know which object was the real murder weapon. As Joe Navarro, the FBI agent, went through the list of weapons, he observed the suspect carefully. When the ice pick was mentioned, the man's eyelids came down hard, and stayed down until the next weapon was named. Joe immediately understood the significance of the eyelid movement he had witnessed, and from that moment the man became the chief suspect. He later confessed to the crime.

[3] Joe Navarro is credited with catching many criminals in his 25-year career with the FBI. If you ask him how he has been able to do this, he says, "I owe it to being able to read people." In his best-selling book *What Every Body is Saying*, he teaches us how to decipher other people's non-verbal behavior, and thus to enable us to interact with them more successfully.

[4] "When it comes to human behaviors," he says, "there are basically two kinds of signs, verbal and non-verbal, e.g., facial expressions, gestures, etc. All of us have been taught to look for the verbal signs. Then there are the non-verbal signs, the ones that have always been there but that many of us have not learned to spot because we haven't been trained to look for them. It is my hope that through an understanding of non-verbal behavior, you will achieve a deeper, more meaningful view of the world around you – able to hear and see the two languages, spoken and silent, that combine to present human experience in all its complexity."

d Look at the pictures. With a partner, say how you think the people are feeling.

e Now try to match the gestures to the feelings.

☐ dominant ☐ friendly and interested ☐ in a good mood
☐ insecure ☐ nervous ☐ relaxed ☐ stressed

f 4 23 Listen and check. Then listen again for more detail, and take notes.

> **-ward**
> We often add the suffix *-ward* to a preposition or adverb of movement to mean "in this direction," e.g., *forward, backward, inward, outward, upward, downward.*

g Test a partner. **A** make the gestures, one-by-one, but in a different order. **B** say what the gestures mean. Then switch roles.

h Is there any gesture that you know you do a lot, like folding your arms or standing with your hands on your hips? Why do you think you do it?

7 SPEAKING & WRITING

a ➤ **Communication** *Two photos* **A** *p.108* **B** *p.112*. Describe your picture for your partner to visualize. Describe the people's body language, and how you think they are feeling.

b ➤ **p.117 Writing** *Describing a photo.* Write a description of a picture speculating about what the people are doing, feeling, etc.

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6&7 Colloquial English Talking about acting

1 VIDEO THE INTERVIEW Part 1

a Read the biographical information about Simon Callow. Have you seen any of his movies?

Simon Callow is an English actor, writer, and theater director. He was born in London in 1949 and studied at Queen's University of Belfast, and the Drama Center in London. As a young actor he made his name when he played the part of Mozart in Peter Shaffer's production of *Amadeus* at the Royal National Theater in London in 1979 and he later appeared in the movie version. As well as acting in the theater, he has also appeared in TV dramas and comedies and in many movies including *Four Weddings and a Funeral* and *Shakespeare in Love*. He has directed both plays and musicals and was awarded the Laurence Olivier award for Best Musical for *Carmen Jones* in 1992. He has written biographies of the Irish writer Oscar Wilde and Orson Welles, the American actor and movie director. He was awarded the CBE in 1999 for his services to drama.

b 4 24 Watch or listen to **Part 1** of an interview with him. Mark the sentences **T** (true) or **F** (false).

1 His first job was as an actor at The Old Vic theater.
2 When he watched rehearsals he was fascinated by how good the actors were.
3 Acting attracted him because it involved problem solving.
4 Playing the part of Mozart in *Amadeus* was a challenge because he wasn't a fictional character.
5 Mozart was the most exciting role he has had because it was his first.

c Now listen again and say why the **F** sentences are false.

Glossary
The Old Vic one of the oldest and most famous of the London theaters
Amadeus is a play by Peter Shaffer about the life of the composer Wolfgang Amadeus Mozart. It was also made into a movie of the same name. In the play, Mozart is portrayed as having a very childish personality, which contrasts with the genius and sophistication of his music.
The Marriage of Figaro one of Mozart's best-known operas
box office the place at a theater or movie theater where tickets are sold
rehearsals /rɪ'hərslz/ time that is spent practicing a play or a piece of music
auditorium /ɔdə'tɔriəm/ the part of a theater where the audience sits

VIDEO Part 2

a 4 25 Now watch or listen to **Part 2**. Answer the questions.

1 Which does he prefer, acting in the theater or in movies?
2 Complete the two crucial differences he mentions about acting in the theater:
There's an _____.
Every single performance is utterly _____.
3 Who does he say are the most important people in the making of a movie, the director, the editor, or the actors? Why?
4 Does he think acting in movies is more natural and realistic than theater acting? Why (not)?

b Listen again. What is he referring to when he says...?

1 "It's important because you have to reach out to them, make sure that everybody can hear and see what you're doing."
2 "...I mean you never do, you never can."
3 "So, in that sense, the actor is rather powerless."
4 "...there are some, you know, little metal objects right in front of you, sort of, staring at you as you're doing your love scene..."

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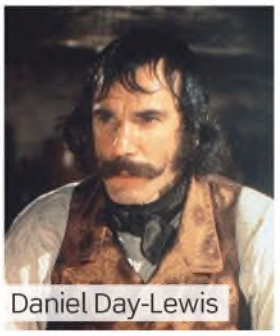
Glossary
(film) editor the person whose job it is to decide what to include and what to cut in a movie
editing suite /ˈɛdətɪŋ swit/ a room containing electronic equipment for editing video material

VIDEO Part 3

4 26 Now watch or listen to **Part 3**. What does he say about…?

1 watching other actors acting
2 the first great actors he saw
3 Daniel Day-Lewis
4 wearing makeup
5 the first night of a play


Daniel Day-Lewis

Laurence Olivier

Glossary
John Gielgud a famous stage and movie actor (1904 – 2000)
Ralph Richardson a famous stage and movie actor (1902 – 1983)
Laurence Olivier a famous stage and movie actor (1907 – 1989)
Edith Evans a famous stage and movie actor (1888 – 1976)
Peggy Ashcroft a famous stage and movie actor (1907 – 1991)
Daniel Day-Lewis a famous movie actor (1957–)
stage fright nervous feelings felt by actors before they appear in front of an audience

2 LOOKING AT LANGUAGE

Modifiers
Simon Callow uses a wide variety of modifiers (*really, incredibly*, etc.) to make his language more expressive.

a 4 27 Listen to some extracts from the interview and complete the missing adjective or modifier.

1 "…I thought what a wonderful job, what a _____ **interesting** job…"
2 "My job was to reconcile that with the fact that he wrote *The Marriage of Figaro*, and that was **tremendously** _____."
3 "…its fame, almost from the moment it was announced, was **overwhelmingly** _____ than anything I had ever done…"
4 "They're _____ **different** media, they require different things from you as an actor…"
5 "…you bring _____ **different** things to them."
6 "The beauty of the theater is that every single performance is **utterly** _____ from every other one."
7 "As a young man, and a boy, I was _____ **lucky** to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier,…"

3 VIDEO ON THE STREET

a 4 28 Watch or listen to four people talking about children's books. Match the speakers (**H**, **S**, **I**, **Y**) to the actors.

Heyleen, *Venezuelan*

Sean, *British*

Ivan, *American*

Yasuko, *American*

☐ Anne Hathaway	☐ Meryl Streep
☐ Jennifer Aniston	☐ Robert De Niro
☐ Christian Bale	☐ Sandra Bullock
☐ Meg Ryan	☐ Tom Hanks

b Watch or listen again. Who (**H, S, I, Y**)…?

☐ likes one of the actors he / she mentions because he / she can cause strong feelings or emotions with her work
☐ thinks his / her favorite actor can show different sides of a character well
☐ has enjoyed his / her favorite actor in several different roles
☐ says the actor he / she likes best was also in the movie he / she likes best

c 4 29 Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

1 "I like it because she first shows a side of her that's not too _____…"
2 "I think he just has an intensity, and a _____ that makes you want to watch him…"
3 "I think my favorite film and my favorite performance of _____ _____ is *The Deer Hunter*."
4 "Anything that she does she _____ _____."
5 "I think she did a really _____ _____ capturing Julia Child."

4 SPEAKING

Answer the questions with a partner. Try to use a variety of modifiers.

1 What actors do you particularly enjoy watching? Why do you like them? Which performances particularly?
2 What's one of the best movies you've seen recently? Why did you like it so much?
3 Do you ever go to the theater? Do you prefer it to the movies? Why (not)? What plays have you seen?
4 Have you ever acted in a play or movie? What was it, and what part did you play? Did you get stage fright?

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G the passive (all forms); *it is said that..., he is thought to...*, etc., *have something done*
V crime and punishment **P** the letter *u*

> The reason there is so little crime in Germany is that it's against the law.
>
> *Alex Levin, US writer*

8A Beat the robbers...and the burglars

HOW NOT TO GET ROBBED ON THE STREET

1 _____

You dramatically increase your chances of being robbed if you look as if you might have a lot of money on you. You don't have to look like a hobo, but you should try to look as if you aren't carrying much of value. If you're a tourist, keep your expensive camera or phone hidden.

2 _____

This is especially true in countries where there are big income differences, and particularly in urban areas. Children are sadly often the most dangerous people on the street because they have nothing to lose. If you see a group of children coming toward you, ignore them completely and walk quickly to an area where there are plenty of other people.

3 _____

If you see that people are watching you in a suspicious way, look straight back at them and make eye contact. If they were thinking of robbing you, it will make them realize that you may not be an easy target.

4 _____

If you are a tourist and somebody on the street tells you to put your phone away, do it. Sometimes the locals can be overprotective because they want you to see the best side of their town, but it's always a good idea to take their advice. If they say don't go somewhere, don't.

5 _____

The safest thing to do is to call a reputable company every time you need one (your hotel can usually help with this). If you do have to get a taxi on the street, make sure it looks like a regulated one (e.g., one that has an official number or company phone number on it), and never ever get into a cab that has another person in the front passenger seat.

6 _____

What's the first thing tourists do when they come out of the Times Square subway station in New York City? They look up at the tall buildings, and then they pose to have their photo taken. When they're looking up, or looking at the camera, that's the moment when a pickpocket steals their wallet. Thieves also love the posters you see that warn tourists: "Watch out for pickpockets!" When men read that, their natural reaction is to immediately put their hand on the pocket where their wallet is, to make sure it's still there. The pickpockets are watching, and so they see exactly where the man is carrying his wallet.

Adapted from CNN

1 READING & LISTENING

a Have you ever been robbed on the street? Where were you? What was stolen?

b Read the article *How not to get robbed on the street*. Match the headings to the paragraphs.

A **Be careful when you're sightseeing**
B **Be smart about cabs**
C **Don't look too rich**
D **Keep an eye on the kids**
E **Listen to the locals**
F **Look confident**

c Read the article again. Then cover the text and look at A–F. Can you remember the advice? What advice would you give someone to avoid being robbed in your town?

d Look at the questions and predict the answers.

How to beat the burglars

1 How long do you think a burglar usually takes to search someone's house?
2 Which are the most common things that burglars steal, apart from money?
3 What one thing would be likely to stop a burglar from coming into your house?
4 What factors influence a burglar to choose a house?
5 Why do some burglars prefer it if the owners are at home?
6 When are you most likely to be robbed, during the day or night?
7 How are burglars more likely to get into a house?
8 What is the best room in the house to hide your valuables?

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e 4 30 Listen to an interview with an ex-burglar. Check your answers to d.

f Listen again for more detail. What reasons does he give for each answer? What tips can you learn from what he says to protect yourself from being robbed?

g Of all the tips for staying safe at home and on the street, which one do you think is the most useful? Why?

2 VOCABULARY crime and punishment

a Match the words for people who steal with the definitions in the list.

burglar mugger pickpocket robber shoplifter thief

1 A _____ is someone who breaks into a building illegally in order to steal.
2 A _____ is someone who steals from a person or place, e.g., a bank, using or threatening violence.
3 A _____ is someone who steals something from a store.
4 A _____ is someone who steals from you on the street, usually without you noticing.
5 A _____ is someone who uses violence to steal from you on the street.
6 A _____ is the general word for someone who steals from a person.

b 4 31 Listen and check. Underline the stressed syllables.

c ➤ **p.160 Vocabulary Bank** *Crime and punishment.*

3 PRONUNCIATION & SPEAKING the letter *u*

accuse burglar caught court drugs fraud judge jury mugger murderer punishment smuggling

a Look at the words in the list, which all have the letter *u* in them. Put them in the correct column below according to how the vowel sound is pronounced.

			/yu/	

b 4 34 Listen and check.

c Practice saying the sentences.

1 Luke was accused of smuggling drugs.
2 "Murderers must be punished," said the judge.
3 The burglar is doing community service.
4 The jury said he was guilty of fraud.
5 The mugger was caught and taken to court.

d Talk to a partner.

What are the most common crimes in your town or city?

What has been the biggest crime story in your country in the last few weeks?

Do you have trial by jury in your country? Do you think it's a good system?

Do you have capital punishment in your country? If not, would you re-introduce it?

Do you know anyone...? What happened?

- who has been burgled
- who has been mugged
- whose car has been stolen
- who has been unfairly accused of shoplifting
- who has been stopped by the police while driving
- who has been robbed while on vacation
- who has been offered a bribe
- who has been kidnapped

4 MINI GRAMMAR *have something done*

They look up at the tall buildings, and then they pose to have their photo taken.

- Use *have* (*something*) *done* when you get another person to do something for you.
  Compare:
  I took a photo of Rockefeller Center = I took the photo myself.
  I had my photo taken at Rockefeller Center = I asked someone to take my photo.
- *Have* is the main verb so it changes according to the tense.
  I'm going to have my hair cut tomorrow. I had my car repaired after the accident.
- You can also use *get* instead of *have*, e.g., *I'm going to get my hair cut tomorrow.*

a Complete the sentences with the right form of *have* + the past participle of a verb from the list.

cut install renew repair take

1 How often do you _____ your hair _____?
2 Have you ever had a problem with your laptop? Where did you _____ it _____?
3 Do you usually _____ your passport or ID card _____ in plenty of time before it expires?
4 Have you _____ a burglar alarm _____ in your house or apartment? What kind is it?
5 Have you ever _____ your photo _____ in front of a famous monument? Where?

b Ask and answer the questions with a partner.

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5 GRAMMAR the passive (all forms); *it is said that..., he is thought to...*, etc.

a Read a true crime story. What does it advise us to be careful with? What happened to the woman?

Not her best buy

If a man approaches you outside a Best Buy store* with a complicated story about needing money to get home, and a surprisingly cheap iPad for sale, don't believe him!

A woman in Daytona Beach, Florida, [1]*learned / was learned* this the hard way after handing over $400 for what turned out to be a square piece of wood with a piece of glass stuck to the front. When the man, 39-year-old Torrance Canady, who [2]*had / was had* a long criminal record, [3]*later caught / was later caught* by the police, several more fake Apple® products [4]*found / were found* in his car. There were two MacBooks that [5]*had made / had been made* from wood and were covered in silver tape. An Apple® logo [6]*had cut / had been cut* out in the middle, and a Best Buy price tag stuck on the back. Canady insisted that he [7]*didn't know / wasn't known* the computers were fake and said he'd "bought them in a nearby town for his girlfriend." He [8]*has charged / has been charged* with selling fake electrical equipment and [9]*is holding / is being held* in Volusia County jail.

* *Best Buy store* = a US store selling electronic equipment

b Read the story again. Circle the correct form of the verb.

c 4 35 Now listen to another crime story. Answer the questions.

1 Where were the burglaries taking place?
2 What did he steal?
3 What did Cooper do apart from stealing?
4 What did he do if he found people at home?
5 How was he caught?
6 Where did the police find him?

d Listen again and complete the extracts with the missing words. How is the structure different after *he is thought* and after *it is thought*?

1 ...he is thought _____ _____ _____ between 50 and 100 burglaries in the area.
2 It is believed _____ _____ _____ mainly interested in finding illegal substances...
3 Cooper is also said _____ _____ _____ himself at home in the houses.
4 ...it's thought _____ _____ _____ _____ to know someone there.

e ➤ **p.146 Grammar Bank 8A.** Learn more about the passive, and practice it.

f Use the notes below to complete a newspaper crime story. All the reporting verbs are in the present passive.

America's most polite robber

Police in Seattle, Washington have arrested a man who [1]_____. **(believe / be America's most polite armed robber)**

The robber, who said "I'm robbing you, sir" when he ordered convenience-store owner John Henry to hand over $300, [2]_____. **(say / be an unemployed 65-year-old father)**

Gregory Paul Hess, the man who was arrested, [3]_____ **(think / be the same man)** who committed similar robberies in the Seattle area over ten years ago. Mr. Hess served five years in federal prison for those robberies.

Sources say Mr. Hess is called the "Polite Robber" because he thanked and apologized to his victim, John Henry, over and over. It [4]_____ **(report / Mr. Hess / apprehend)** quickly because the victim, John Henry, released a surveillance video of the robbery to the media.

6 READING

a Look at the title of the article. What kind of crime(s) do you think it will be about?

b Read the article once. Choose the best summary of the writer's opinion.

A Illegal downloading of music is not necessarily bad for the music industry. In some ways, it benefits it.
B There is no way of stopping illegal downloading. We will just have to learn to live with it.
C Illegally downloading music is the same as stealing it from a store, and it will ultimately harm the people who are committing the crime.

c Read the article again. Answer the questions with a partner.

1 According to the writer, in what way do people have a different attitude to the online world?
2 In what way is people's attitude to online music illogical?
3 What did the government want to do? Who opposed this, and why?
4 What is the writer's view about illegal downloading?
5 Why does she compare fans who illegally download their idols' music to "lovers" who "watch you as you drown"?
6 Why does she think that the people who download will be the losers in the long run?

d Look at the highlighted words and phrases related to crime. In pairs, figure out their meaning.

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Crime online

What is the world online? Is it real? Are we safe there? How should we behave there?

The answer is: it's just the Internet. Our Internet. The Internet we made. It's exactly like the real world – just a place with stores, and information, where people talk – but on a computer. But for some reason, we won't accept so simple an answer. We think that, as soon as something is on the Internet, it turns into something else, that it's not quite real.

Take for instance a song. When is a song not a song? When it's on the Internet. If a song is on a CD, in a store, we would not hesitate to pay for it. But if you put the same song on the Internet, millions of people think that you can take the same song without paying for it. It's still the same song, written by the same people, who spent the same hours and same money recording it, but press a button and it's yours.

There are plenty of justifications for taking things for free on the Internet. In fact, when the government proposed punishing illegal downloaders with Internet disconnection, a lobby group of artists and musicians actually campaigned against it saying that "it would reduce the civil liberties of every one of us in this country."

But how can this be true? How is being banned from using the Internet because you have committed a crime any different from being banned from a library because you stole some books from there? The Interent isn't a necessity. It's thrilling and amazing and useful most of the time, but it's not a right to be able to use it. We don't have a right to listen to the music we want, or watch the movies we like, for free. These things are treats, pleasures, luxuries. Why is it considered a right? Because it's the Internet. And why is the Internet different from the rest of the world, where luxuries have to be paid for? Because...it's the Internet.

There is also the argument that it's good for artists to be heard and seen. But what use are 9 million people who love your work, but not enough to want to pay you for your song or your movie? Fans who don't pay their idols are like lovers who promise everlasting love but then sit and watch you as you drown.

Do you know who will end up suffering the most from all this? Young people, the ones who themselves are doing it. The music industry has shrunk 40% since 2000. Famous music magazines, like *Melody Maker* and *The Face*, have now closed. And young people who try to get jobs in the music industry complain about the low salaries, while they download hundreds of dollars worth of albums for free.

By The Times journalist Caitlin Moran

7 SPEAKING

a In groups, discuss the questions below:

Are these activities against the law in your country? Do you think they should be illegal? Why (not)? How do you think they should be punished?

Online world
- Downloading music, books, and movies
- Hacking into somebody else's computer
- Posting aggressive or threatening tweets or messages
- Photographing someone and posting the photo on the Internet without their permission
- Using a false identity online
- Creating a computer virus

Real world
- Owning an aggressive breed of dog
- Squatting in an unoccupied house (living there without paying rent)
- Going on strike without having previously agreed / announced it
- mistreating an animal in any way
- Painting attractive graffiti on a wall or fence

Useful language: saying what you think (1)
When we are giving our opinion about the right way to punish someone, we often use *should* + passive infinitive.

I think *I don't think*	*it should be*	*illegal /* *against the law.*
I think people who do this should be		*fined.* *sent to prison.* *banned from using the Internet.* *made to...*

b Compare your ideas with other groups. Do you agree?

8 WRITING

➤ **p.118 Writing** *Expressing your opinion.*
Write an article for a magazine saying what you think about either downloading music and movies, or about squatting.

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G reporting verbs
V the media
P word stress

> For most folks, no news is good news; for the press, good news is not news.
>
> *Gloria Borger, US political commentator*

8B Breaking news

Home | World | US | Business | Politics | Health | Education | Sci/Environment | Technology | Entertainment & Arts

1 SPEAKING & LISTENING

a Talk to a partner.

1 How do you usually find out…?
- the latest news
- what the weather's going to be like
- sports reports and game scores
- what's on TV
- your horoscope
- movie and book reviews
- job / classified ads

2 Which sections of a newspaper do you usually read? Which sections do you usually skip?
- politics
- business
- food & lifestyle
- sports
- foreign news
- local / national news
- crime
- celebrity gossip

3 What stories are in the news right now in your country?

b Look at the photo and the headline from a news story. What do you think the story is about?

Last updated 07:52

Love at first bite

c 4 38 Listen and check. Were you right?

d Listen again and answer the questions.

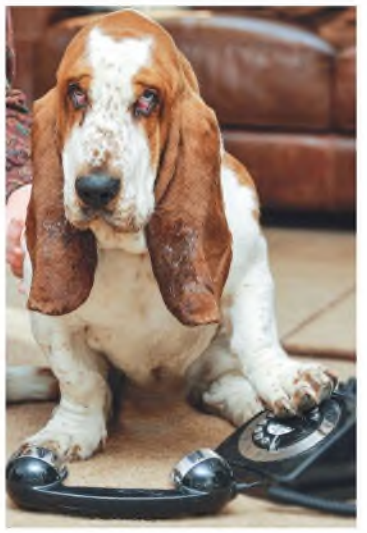
1 Who is Soundari, and how old is she?
2 Why did the zookeepers build the snowmen?
3 What was inside one of the snowmen?
4 What did Soundari do when she saw the snowman?
5 Why is the video recorded on the camera very unusual?
6 What useful information did the zookeepers get from the video?

e Look at the photos and headlines from two more stories. What do you think they are about?

Last updated 15:09

Lost tourist finds herself

Dog calls for help



f ➤ **Communication** *Strange, but true* **A** *p.107*, **B** *p.112*. Read the other two stories and tell each other what happened.

2 GRAMMAR reporting verbs

a Read a news story called *Chicken fight*. What was the "chicken fight"? How did the local paper resolve the dispute? Would you like to try the dish?

b Read it again and match the highlighted phrases 1–6 in the text with the direct speech below.

A ☐ "I'll say sorry."
B ☐ "It's not true."
C ☐ "OK. I *did* see it there."
D ☐ "Would you like to make it for us?"
E ☐ "OK, we'll do it."
F ☐ "You stole it."

c Three of the four stories on these pages are true, but one was invented. Which do you think is the invented one?

d ➤ **p.147 Grammar Bank 8B.** Learn more about reporting verbs, and practice them.

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Last updated 14:33

Chicken fight

By Sam Urban

Two chefs got into a fight last week after Andrew Palmer [1]accused Geoff Lewis of stealing one of his recipes and publishing it in a local newspaper.

Andrew Palmer, 28, claimed that he had invented the dish of cold chicken with strawberry mayonnaise at his gastropub, The Pine Tree Tavern. However, restaurant chef Geoff Lewis, 30, who writes a weekly newspaper column on cooking, [2]denied copying the recipe and said the dish was his own creation.

So, the local newspaper, the *Beacon Gazette*, [3]invited both chefs to prepare the dish at their offices to see whose recipe it really was. They [4]agreed to come, and the "cook-off" took place yesterday. Newspaper staff tried both dishes and unanimously declared Andrew's to be the winner. Geoff's dish was said to be "lacking in flavor." He later [5]admitted having seen the dish on the menu at Andrew's pub, and he has [6]offered to publish an apology in the following issue of the *Gazette*. "In any case," he said later, "I've decided that it works better with raspberries."

3 PRONUNCIATION word stress

a Look at the two-syllable reporting verbs in the list. All of them except four are stressed on the second syllable. Circle the four exceptions.

a|ccuse	ad|mit	ad|vise	a|gree	con|vince	de|ny
in|sist	in|vite	o|ffer	or|der	per|suade	pro|mise
re|fuse	re|gret	re|mind	sug|gest	threa|ten	

b 4 40 Listen and check.

Spelling of two-syllable verbs
If a two-syllable verb ends in consonant, vowel, consonant, and is stressed on the second syllable, the final consonant is doubled before an *-ed* ending, e.g., *regret* > *regretted*, *admit* > *admitted* BUT *offer* > *offered*, *threaten* > *threatened*.

c Complete the sentences below with the correct reporting verb in the past tense.

1 "I'll make some coffee." He *offered* to make some coffee.
2 "No, I won't go." He _____ to go.
3 "OK, I'll help you." He _____ to help me.
4 "I'll call you. Believe me." He _____ to call me.
5 "Remember to lock the door!" He _____ me to lock the door.
6 "You should buy a new car." He _____ me to buy a new car.
7 "Would you like to have dinner?" He _____ me to have dinner.
8 "I didn't break the window!" He _____ breaking the window.
9 "Yes, it was me. I stole the money." He _____ stealing the money.
10 "I wish I hadn't married Susan." He _____ marrying Susan.
11 "Let's go to a dance club." He _____ going to a dance club.
12 "You stole the laptop." The police _____ him of stealing the laptop.

d 4 41 Listen and check.

e 4 42 Cover the examples in **c**. Now listen to the sentences in direct speech in a different order. Say the reported sentence.

OK. I'll help you. *He agreed to help me.*

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4 READING & VOCABULARY the media

a Read an extract from *24 Hours in Journalism*, showing what six different people are doing between 6:00 and 8:00 in the morning. Match the extracts with the kind of journalists below.

☐ a war reporter ☐ the online editor of the magazine *Marie Claire* ☐ a paparazzo (pl *paparazzi*)
☐ a radio newscaster ☐ an advice columnist ☐ a freelance journalist

When reporter and author John Dale wanted to show his readers what the life of a journalist was really like, he wrote to journalists from all different types of media and asked them to describe a typical day in their working life.

6 a.m. – 8 a.m.

1 Helen Russell wakes up excited, with a Frank Sinatra song running through her head like a mantra…*New York New York*

The first thing she reaches for is her BlackBerry®. She has all her complex life locked up in that electronic matchbox. Well-manicured fingers tap keys, and she starts looking at her calendar. She sees meetings, meetings…

In her head, Helen is already choosing the wardrobe she needs to wear, to look like her [1]_____ would like to look themselves. When you're this kind of journalist you have to look [2]_____.

2 *"You're listening to Today on Radio 4 with Justin Webb and James Naughtie. The* [3]_____ *this morning…The Chancellor has warned that the row about paying bonuses threatens to put jobs at risk… but Labour have accused him of putting the economy into reverse…A new* [4]_____ *says that old people who need care have been let down by social services that pass them around like a parcel…'*

3 *"Anything happening?"*
"Two IEDs have exploded this morning."
"How many have you found?"
"Fourteen."

It's a bad start to the day, and a warning. Sommerville climbs into an armored vehicle. It is a dangerous [5]_____, although he is used to that. His life is one of bloody headlines. Wherever he is, that's the Big Story. The army convoy moves forward. Sommerville knows it's not *if* another bomb will [6]_____, it's *when*.

4 A limousine sweeps along Wilshire Boulevard, Los Angeles, and turns in between the palm trees that mark the driveway of an undistinguished chain hotel. It pulls up, and a uniformed commissionaire steps forward and reaches for the handle of the rear door.

He pulls it open, and a woman's legs appear. He [7]_____ her face and says, "Good evening, Madam." The woman smiles and walks through the door into the lobby.

Outside on the hotel grounds a man carrying several large cameras [8]_____ a call on his cell phone.

"She's here ."

5 Samantha Booth gets out of bed, goes into the kitchen, and makes the first coffee of the day. She sits at her computer and opens her emails.

Gimme work, gimme work.

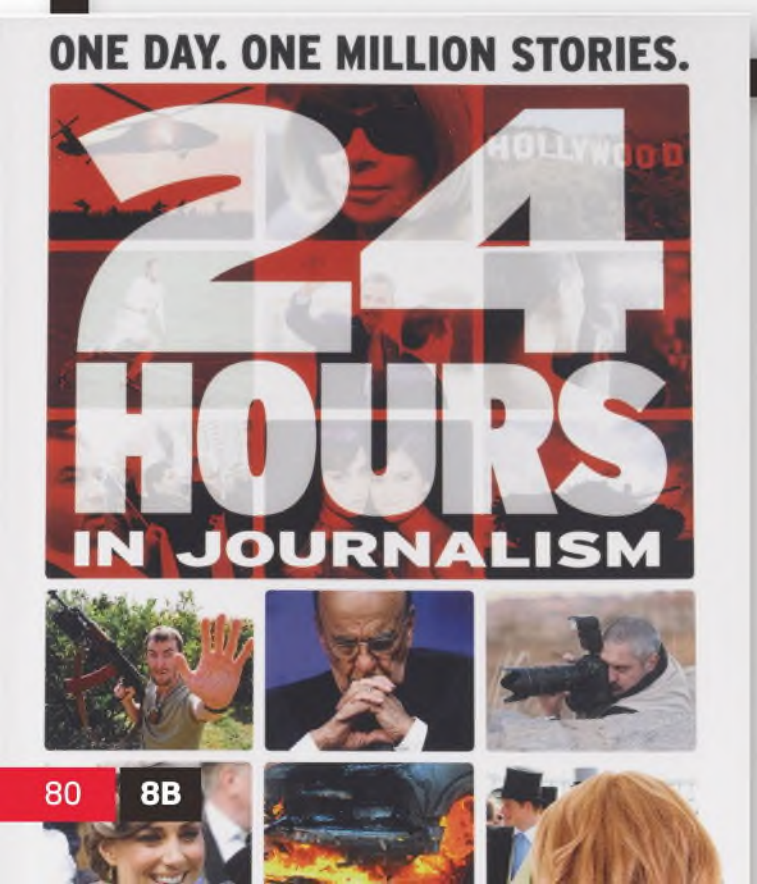
She's been sending out lots of ideas, hoping that at least one of her stories would be accepted. She [9]_____ down the screen. Nothing. Zilch. Samantha is starting to feel sidelined. She [10]_____ the TV and stares at the news, hardly taking it in. Why don't editors reply?

6 While organizing her three children for school, Katie Fraser turns on her computer. She [11]_____ dozens of Facebook groups dealing with everything, from drugs to abandoned wives, to panic attacks and premature babies.

She [12]_____ her messages. The first one says, *"I've had enough of feeling like this now. Doctors keep giving me pills but they don't work…"*

Fraser has to take the dog for a walk as well as get her kids ready for school. "Come on, everyone," she keeps saying, "Time to go."

Glossary
The Chancellor (of the Exchequer) The senior finance minister in the British government
Labour One of Britain's political parties
IED Improvised Explosive Device (small homemade bomb)
commissionaire attendant, a person whose job it is to help or serve
gimme *slang*, contraction of "give me"
zilch nothing (informal)



b Read the extract again. Choose the best option a, b, or c to fill in the blanks.

1	a	readers	b	viewers	c	audience
2	a	hardworking	b	intelligent	c	glamorous
3	a	titles	b	headlines	c	story
4	a	report	b	article	c	news
5	a	arrangement	b	assignment	c	attachment
6	a	go off	b	take off	c	be off
7	a	reminds	b	recognizes	c	realizes
8	a	makes	b	does	c	dials
9	a	downloads	b	scrolls	c	clicks
10	a	turns down	b	turns off	c	turns on
11	a	leads	b	posts	c	runs
12	a	controls	b	checks	c	saves

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c Which of the six jobs in the book extract sounds...?

- the most interesting
- the most insecure
- the most stressful
- the most fun

Which job would you most / least like to have?

d ➤ **p.161 Vocabulary Bank** *The media.*

5 SPEAKING

Talk in small groups.

1 Do you have a favorite...?
   a newscaster
   b movie or TV critic
   c sports writer or commentator
   d TV or radio host
   e newspaper journalist

   What do you like about them? Are there any that you can't stand?

2 Which newspapers, TV channels, or radio stations in your country do you think are...?
   a biased b reliable c sensational

3 Is there much censorship in your country?

4 Look at the topics below and decide if you personally agree or disagree with them. Then, in your groups, discuss them. What is the majority opinion on each topic?

It's not acceptable for journalists to listen in on politicians' phone calls and hack into their email accounts.

The print newspaper is dead. We will soon read all our news online.

Celebrities have to accept that the media publishes stories and photos about their private lives. That is the price they pay for being rich and famous.

Useful language: saying what you think (2)

In my opinion / view...
If you ask me...
Personally, I think...
| celebrities should...

Agreeing / disagreeing

I completely agree. / I don't agree at all.
I think / don't think you're right.

6 LISTENING

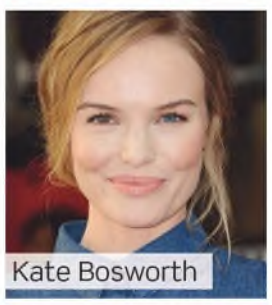
a 4 46 Look at photos of six celebrities. Do you know anything about them? Listen to an interview with Jennifer Buhl, one of the paparazzi who works in the Hollywood area. Why are the celebrities mentioned?

Brad Pitt

Britney Spears

Lindsay Lohan

Julia Roberts


Kate Bosworth

Paris Hilton

b Listen again and check (✓) the things that Jennifer says.

1 Many celebrities work with the paparazzi.
2 There are far more male paparazzi than female.
3 Most celebrities have a favorite paparazzo or paparazza.
4 It's easy for celebrities to avoid the paparazzi if they want to.
5 If celebrities are not photographed, the public becomes less interested in them.
6 There is no need to have stricter laws to protect people from paparazzi.
7 Nowadays many paparazzi use their phones to take photos.
8 There are some places where paparazzi won't go to try and get photographs.
9 Being followed by paparazzi is not stressful for most celebrities.

c Who do the paparazzi follow a lot in your country? Why? Are there any celebrities who rarely appear in the press?

7 4 47 SONG *News of the World* ♫

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7&8 Review and Check

GRAMMAR

Complete the second sentence so that it means the same as the first.

1 I'm almost sure you left your phone in the restaurant.
You _____ _____ left your phone in the restaurant.
2 Why didn't you tell me it was your birthday?
You _____ _____ _____ me it was your birthday!
3 I'm sure the backpackers haven't gotten lost.
The backpackers _____ _____ _____ lost.
4 What would you prefer to do tonight, go out or stay in?
What would you _____ _____ tonight, go out or stay in?
5 I think somebody tried to break in.
It looks _____ _____ somebody tried to break in.
6 This meat has a very similar taste to beef.
This meat _____ _____ beef.
7 My brother is a waiter in a restaurant.
My brother works _____ _____ _____ in a restaurant.
8 The accident happened when they were repairing the road.
The accident happened when the road _____ _____ _____.
9 They'll probably never find the murderer.
The murderer will probably _____ _____ _____.
10 People think the burglar is a teenager.
The burglar is thought _____ _____ a teenager.
11 People say that crime doesn't pay.
It _____ _____ that crime doesn't pay.
12 We need to install a burglar alarm in our house.
We need to have a _____ _____ _____ in our house.
13 "I think you should talk to a lawyer," I said to Keiko.
I advised Keiko _____ _____ to a lawyer.
14 "I didn't kill my husband," Margaret said.
Margaret denied _____ _____ _____.
15 "I'm sorry I'm late," James said.
James _____ _____ _____ late.

VOCABULARY

a Circle the correct verb.

1 Please *remind* / *remember* the children to do their homework.
2 **A** I'm so sorry.
B Don't worry. It doesn't *mind* / *matter*.
3 The robbers *stole* / *robbed* $50,000 from the bank.
4 If you know the answer, *raise* / *rise* your hand. Don't shout.
5 Don't *discuss* / *argue* about it! You know that I'm right.
6 My brother *refuses* / *denies* to admit that he has a problem.

b Circle the word that is different.

1	palm	calf	wrist	thumb
2	kidney	lung	hip	liver
3	wink	wave	hold	touch
4	robber	vandal	burglar	pickpocket
5	fraud	smuggler	theft	terrorism
6	evidence	judge	jury	witness

c Write the verbs for the definitions.

1 _____ to bite food into small pieces in your mouth
2 _____ to rub your skin with your nails
3 _____ to look at something or somebody for a long time
4 _____ to make a serious, angry, or worried expression
5 _____ to find a way of entering somebody's computer
6 _____ to demand money from somebody by threatening to tell a secret about them
7 _____ to give somebody money so that they help you, especially if it's dishonest
8 _____ to leave your job (esp. in newspaper headlines)

d Complete the missing words.

1 The *Sunday Times* TV **cr**_____ wrote a very negative review of the show.
2 This paper always supports the government. It's very **b**_____.
3 The journalist's report was **c**_____ by the newspaper. They cut some of the things he wanted to say because of government rules.
4 My favorite **n**_____ is the woman on the six o'clock news on channel 2.
5 The article in the newspaper wasn't very **acc**_____ – a lot of the facts were completely wrong.

PRONUNCIATION

a Circle the word with a different sound.

1		elbow	frown	shoulders	hold
2		lay	nails	raise	biased
3		court	murder	burglar	journalist
4		arm	heart	charge	stare
5	/yu/	argue	refuse	review	jury

b Underline the main stressed syllable.

1 re|a|lize 2 kid|ney 3 kid|nap
4 co|mmen|ta|tor 5 ob|jec|tive

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. Why do you think this hijacking so famous?

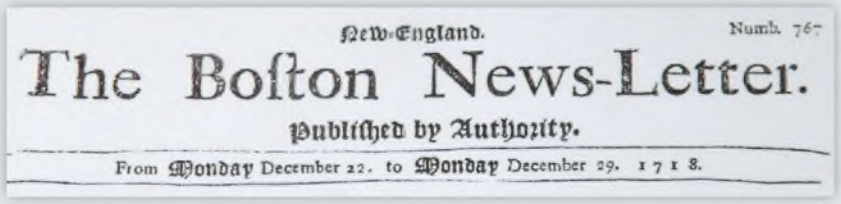
b Read the article again. Mark the sentences **T** (true) or **F** (false).

1 The hijacking of Flight 305 was carried out by political extremists.
2 The hijacker was flying under a false name.
3 The flight attendant did not see the bomb that Cooper said he was carrying.
4 The hijacker demanded money, parachutes, and fuel for the plane.
5 No passengers were injured during the hijacking of the plane.
6 A small amount of the money was recovered.
7 Only some of the ransom money was spent.
8 It has never been discovered who "Dan Cooper" really was.
9 DNA was found on the hijacker's clothes.
10 The FBI believe that Dan Cooper is still alive.

CAN YOU UNDERSTAND THIS MOVIE?

VIDEO

4 48 Watch or listen to a short movie on *The Speed of News* and answer the questions.


New-England. Numb. 767
The Boston News-Letter.
Published by Authority.
From Monday December 22. to Monday December 29. 1718.

1 How can ordinary people become journalists nowadays?
2 How many newspapers are there in the Newseum?
3 Which famous person appeared in the Boston Newsletter in 1718?
4 In the early days of journalism, how did journalists get their stories to the closest printing press?
5 Why was the news out of date by the time it reached the public?
6 Which invention changed the history of journalism?
7 What were two reasons why the news reporting on the American Civil War wasn't very accurate?
8 Which inventions created the age of mass media?
9 How do visitors to the HP New Media Gallery see the day's latest news stories?
10 Why did the news of the plane landing on the Hudson River reach the world so quickly?

Who hijacked Flight 305?

The hijacking of Northwest Orient Airlines Flight 305 from Portland, Oregon to Seattle, Washington in 1971 has baffled police and crime experts for many years.

Hijackings of aircraft are usually carried out by political extremists or by terrorists. The hijacking of Flight 305, however, was atypical because the hijacker did it for money.

A man using the alias Dan Cooper boarded Flight 305 at Portland airport on November 24, 1971, the day before Thanksgiving and he sat in the last row at the back of the plane. There was nothing unusual about the flight until halfway through it when Cooper called for a flight attendant. He passed her a note which said he was carrying a bomb and he briefly opened an attaché case to show her what appeared to be an explosive device. He had a number of demands: $200,000 in $20 bills, two parachutes (and two reserve parachutes) and a truck ready to refuel the plane when it landed in Seattle.

The police agreed to his demands. When the Boeing 727 landed, Cooper let the passengers leave the airplane unharmed in return for the ransom money and the parachutes. At 7:40 pm, when the plane had been refueled Cooper ordered the pilot to take off. Twenty minutes later, Cooper opened the back door of the plane and jumped out, strapped into one of the parachutes and carrying the money. He was never seen again.

In 1978 a card with instructions for opening the rear door of a 727 were found by hunters, and in 1980 a child found three small bundles of cash on the banks of the Columbia River. The rest of the money was never recovered but police searches show that it was never used.

Over the years people have come forward claiming to be "Dan Cooper," or to know him, and many suspects have been investigated without the true identity of the hijacker being established. In 2007, forensic experts found DNA on a tie which the hijacker took off before jumping out the plane, but they have not been able to match it to anybody. The FBI believe that it is highly unlikely that the hijacker survived a jump from such high altitude on a freezing cold winter's night wearing only a light coat. Yet five decades later the case remains open and perhaps one day the mystery of the hijacking of flight 305 will be solved.

Glossary
political extremists people who take extreme actions for political reasons
alias used when a person is known by two names
attaché case a small, hard, flat case used for carrying business documents
bulk the (large) size or quantity of something

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G clauses of contrast and purpose; *whatever, whenever,* etc.
V advertising, business
P changing stress on nouns and verbs

> Advertising is the art of convincing people to spend money they don't have for something they don't need.
>
> *Will Rogers, US humorist*

9A Truth and lies

1 READING & VOCABULARY

a Look at the ad and answer the questions with a partner.

1 What kind of product is being advertised?
2 Do you think this is a recent ad?
3 Why do you think there is a baby in the ad?

b Read the first paragraph of the article and check your answers to **a**.

c Read the whole article and answer the questions. Write **1–4** next to sentences A–F.

Which company (or companies)...?

A ☐☐ deceived the public by pretending that their product had properties that it didn't really have
B ☐☐ used a celebrity or an authority figure in order for them to associate their product with a healthy lifestyle
C ☐ used technology to create a false impression
D ☐ admitted that they had made a claim that wasn't true
E ☐ admitted that they had done something wrong
F ☐ was punished for their misleading ad

FOUR OF THE MOST MISLEADING ADS OF ALL TIME

1 Soda is good for you
Hard to believe, but there was a time when soft drink companies actually tried to make us believe soda was good for babies. Some brands even suggested that mothers mix soda with milk to encourage babies to drink more. This advertisement for 7Up from the mid-1950s is just one of many ads featuring mothers giving babies soda.

2 The thinner the better
In 2009 fashion retailer Ralph Lauren made a series of advertisements using a model who was so heavily airbrushed that her waist appeared to be smaller than her head. The ads were widely criticized in the press and experts warned of the negative effect these kinds of images might have on young girls. Lauren threatened to sue a blogger, who was the first person to publish and comment on the image online. But later he made a statement apologizing and admitting that "we are responsible for the poor imaging and retouching that resulted in a very distorted image of a woman's body." However, he later fired the model in the ad, Fillipa Hamilton, because she was "overweight" (she weighed 119 pounds).

3 Vitamins prevent cancer
In 2010 the pharmaceutical company Bayer was sued by the Center for Science in the Public Interest for running TV and radio commercials that suggested one of the ingredients in its *One A Day* vitamin supplement brand prevented prostate cancer. In fact, there is no scientific evidence that vitamins fight cancer in any way. Bayer eventually paid a fine and signed a legal agreement that banned it from claiming that vitamins can cure cancer.

4 You can lose weight without dieting or exercising
During the 1990s, Enforma, a US fitness company, ran an advertising campaign using TV commercials in which baseball player Steve Garvey promoted two diet supplements, a "Fat Trapper" that supposedly blocked the absorption of fat, and a product named "Exercise In A Bottle." These two products together, according to the ad, would allow you to lose weight without dieting or exercise and promised consumers that "they would never have to diet again." The Federal Trade Commission* (the FTC) took Garvey to court for making false claims about the product. So began an epic legal battle that the FTC ultimately lost when a federal court ruled that celebrity endorsers were not responsible for misleading statements in ads. However, this ruling eventually led to the passing of new regulations making it illegal for celebrities to make false statements of fact in advertisements.

* The Federal Trade Commission is an independent agency in the US that helps to protect consumers.

From CBS News website

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d Look at the highlighted words and phrases. With a partner, try to figure out what they mean. Then match them with their meanings 1–11.

1 *advertisements* notices, pictures, or movies telling people about a product
2 _____ *noun* advertisements on the radio or TV
3 _____ *noun* abbreviation for *advertisements*
4 _____ *verb* saying that something is true
5 _____ famous people who promote a product
6 _____ *verb* digitally changed details in a photograph
7 _____ *noun* types of product made by a particular company
8 _____ *verb* took a person or company to court to ask for money because of something they said or did to harm you
9 _____ *adj* giving the wrong idea or impression, making you believe something that is not true
10 _____ *noun* people who buy goods or use services
11 _____ a series of advertising messages with the same theme

e Do ads or commercials in your country use any of the tricks mentioned in the text? Which ones?

2 LISTENING & SPEAKING

a Look at the advertisement for mascara. The ad campaign for this product was withdrawn because it was misleading. Why do you think it was misleading?

b 5 2 Now listen to a radio program about five tricks used by advertisers. Check (✓) the things that the woman mentions that are often used in ads:

- ☐ free gifts
- ☐ limited supplies of the product
- ☐ two-for-one offers
- ☐ animals and nature
- ☐ crowds of people
- ☐ a good slogan
- ☐ attractive models
- ☐ doctors and celebrities
- ☐ smiling, happy families
- ☐ good music or a good song
- ☐ recent studies
- ☐ humor

c Listen again. Why are the things you have checked often a trick? Take notes.

d Talk in small groups.

1 Which of the marketing techniques in **b** might influence you to buy (or not buy) the product?
2 Have you bought something recently that wasn't as good as the advertisement made you think? How was the ad misleading?
3 What are viral ads? Have you ever forwarded one to other people? Do you have a favorite one?
4 Can you think of a recent ad that made you not want to ever buy the product? Why did the ad have this effect on you?
5 Are there any brands that you think have a really good logo or slogan? Does it make you want to buy the products?

3 GRAMMAR
clauses of contrast and purpose

a Look at some extracts from the listening in **2**, and complete them with the phrases A–G.

1 In spite of _____, its price was really included in the magazine subscription.
2 Even though _____, and maybe don't even like them, we immediately want to be among the lucky few who have them.
3 So as to _____, they use expressions like, "It's a must-have..."
4 ...and they combine this with a photograph of a large group of people, so that _____.
5 The photo has been airbrushed in order to _____, with perfect skin, and even more attractive than they are in real life.
6 Although _____, do you really think she colors her hair with it at home?
7 It was probably produced for _____, and paid for by them, too.

A the company itself
B the actress is holding the product in the photo
C we can't fail to get the message
D make us believe it
E we don't really need the products
F what the ad said
G make the model look even slimmer

b 5 3 Listen and check. Then look at the seven phrases again, and the highlighted word(s) immediately before them. Which ones express a contrast? Which ones express a purpose?

c ➤ p.148 Grammar Bank 9A. Find out more about clauses of contrast and purpose, and practice them.

d **Sentence race:** Try to complete as many sentences as you can in two minutes.

1 I think the advertising of expensive toys should be banned, so that...
2 In spite of a huge marketing campaign,...
3 Although they have banned most cigarette advertising,...
4 She applied for a job with a company in Tokyo so as to...
5 He's decided to continue working despite...
6 Even though the ad said I would notice the effect after a week,...
7 I took my new laptop back to the store to...
8 We went to our main office in New York for...

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4 READING & LISTENING

a Look at the title of the article and the photos. What do you think the "bagel test" is?

b Read the article and check. Then in pairs say what you can remember about…

1 Paul Feldman's original job
2 the incident that made him decide to change his job
3 how the "bagel habit" started, and what it consisted of
4 why he started asking for money, and the proportion of people who paid
5 his friends' and family's reaction to his change of job
6 how his business progressed
7 the economic experiment he had (unintentionally) designed

c You are going to hear an economist talking about Paul Feldman's experiment. Before you listen, in pairs, predict the answers to the questions:

1 What was the average payment rate?
a 70%–80% b 80%–90% c 90%–100%
2 Were smaller offices more or less honest than big ones?
3 How often has the cash box been stolen?
4 Did people "cheat" more during good or bad weather?
5 Did people "cheat" more or less at Christmas? Why?
6 Who cheated more, executives or lower status employees?

d 5 6 Listen and check your answers to **c**.

e Listen again and choose **a**, **b**, or **c**.

1 More people paid in Feldman's own office…
a after he had caught somebody stealing
b because he asked them personally for the money
c because the workers were his colleagues
2 Feldman eventually stopped selling bagels to…
a a company where less than 80% paid for their bagels
b a company where the money box got stolen
c a company where less than 90% paid for their bagels
3 People are more honest in smaller companies because…
a they are more likely to get caught
b they would be more embarrassed about being caught
c there is more control over what goes on
4 People "cheat" more…
a after a day off
b before all holidays
c before some holidays
5 Which of these people is most likely to pay?
a an administrative worker who doesn't like his boss
b an executive who is very popular with his staff
c an employee who likes the company where he works

f If Feldman left a basket of bagels in your school or work place, what proportion do you think would pay?

What The Bagel Man Saw

Would you pass the bagel test?

Once upon a time, Paul Feldman dreamed big dreams. While studying agricultural economics at Cornell University, he wanted to end world hunger. Instead, he ended up taking a job with a research institute in Washington, D.C., analyzing the weapons expenditures of the United States Navy. He was well paid and unfulfilled. "I'd go to the office Christmas party, and people would introduce me to their wives or husbands as the guy who brings in the bagels," he says. "Oh! You're the guy who brings in the bagels!" Nobody ever said, "This is the guy in charge of the public research group."

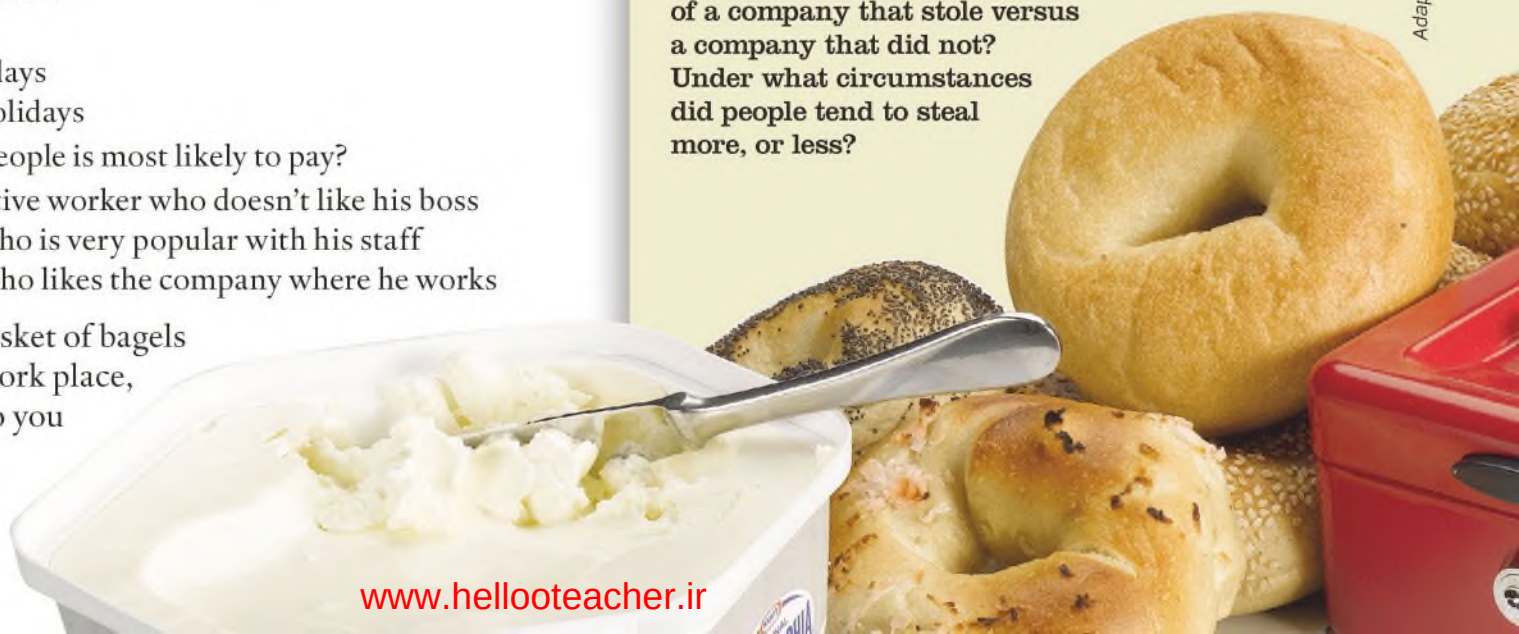
The bagels had begun as a casual gesture: a boss treating his employees whenever they won a new research contract. Then he made it a habit. Every Friday, he would bring half a dozen bagels, a serrated knife, some cream cheese. When employees from neighboring floors heard about the bagels, they wanted some, too. Eventually he was bringing in 15 dozen bagels a week. He set out a cash box to recoup his costs. His collection rate was about 95 percent; he attributed the underpayment to oversight.

In 1984, when his research institute fell under new management, Feldman said to management: "I'm getting out of this. I'm going to sell bagels."

His economist friends thought he had lost his mind. But his wife supported his decision. Driving around the office parks that encircle Washington, D.C., he solicited customers with a simple pitch: early in the morning, he would deliver some bagels and a cash box to a company's snack room; he would return before lunch to pick up the money and the leftovers. Within a few years, he was delivering 700 dozen bagels a week to 140 companies and earning as much as he had ever made as a research analyst.

He had also – quite without meaning to – designed a beautiful economic experiment. By measuring the money collected against the bagels taken, he could tell, down to the penny, just how honest his customers were. Did they steal from him? If so, what were the characteristics of a company that stole versus a company that did not? Under what circumstances did people tend to steal more, or less?

Adapted from The New York Times



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5 MINI GRAMMAR

whatever, whenever, etc.

...a boss treating his employees ***whenever*** *they won a new research contract.*

We use *whenever* to mean at any time or it doesn't matter when, e.g., *Come and see me whenever you like.*

We can also use:

whatever (= anything), *whichever* (=anything, from a limited number), *whoever* (= any person), *however* (= in any way), *wherever* (= any place). They also mean it doesn't matter what / which / who / how / where, etc.

Complete the sentences with *whatever, whichever, whoever, whenever, however,* or *wherever.*

1 Please sit _____ you like.
2 There is a prize for _____ can answer the question.
3 _____ she opens her mouth she says something foolish.
4 I'm going to buy it _____ expensive it is!
5 _____ I give her, it's always the wrong thing.
6 I'll go by bus or train, _____ is cheaper.

6 VOCABULARY business

a Look at some words from the *Would you pass the bagel test?* article. With a partner, say what they mean.

- research
- in charge of
- won a contract
- employees
- under new management
- customers

b ➤ p.162 Vocabulary Bank *Business.*

c Answer the questions with a partner.

What's the difference between...?

1 a customer and a client
2 a boom and a recession
3 increase and improve
4 rise and fall
5 export a product and import a product
6 a manager and an owner

7 PRONUNCIATION & SPEAKING

changing stress on nouns and verbs

Changing stress on two-syllable nouns and verbs
Some words change their stress depending on whether they are verbs or nouns. The nouns are usually stressed on the first syllable, e.g., *an export, a record* and the verbs on the second syllable, e.g., *to export, to record.* Words like this include: *increase, decrease, import, progress, permit, produce, refund, reject.*

a Read the information in the box and practice saying each word both ways, as a verb and as a noun.

b Underline the stressed syllable on the **bold** word.

1 We're making good **pro|gress** with the report.
2 The new building is **pro|gre|ssing** well.
3 We **ex|port** to customers all over the world.
4 One of our main **ex|ports** is cheese.
5 **A** Can you **re|fund** me the cost of my ticket?
B Sorry, we don't give **re|funds**.
6 Sales have **in|creased** by 10% this month, so there has been an **in|crease** in profits.
7 The demand for organic **pro|duce** has grown enormously.
8 Most toys nowadays are **pro|duced** in China.
9 Half the applicants for the job were **re|ject|ed**.
10 **Re|jects** are sold at a reduced price.

c 5 10 Listen and check. Practice saying the sentences.

d Talk to a partner.

In your country...

1 What agricultural products are produced or grown? What products are manufactured?
2 What are the main exports to other countries? What kind of products are usually imported to your country?
3 Is your country in a boom period, in a recession, or somewhere in between? How easy is it to find a job right now? Has the number of unemployed increased or decreased recently?

8 5 11 SONG *The Truth*

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G uncountable and plural nouns
V word building: prefixes and suffixes
P word stress with prefixes and suffixes

> Cities, like cats will reveal themselves at night.
>
> *Rupert Brooke, UK poet*

9B Megacities

1 READING & SPEAKING

a What do you think a "megacity" is? Read the introduction to the text to check your answer. With a partner, in two minutes list what you think are probably the biggest problems for people who live in a megacity.

b Read the article once. In which city are the things you discussed in **a** a problem: Tokyo, Mexico City, both, or neither?

c Read the article again. Then, in pairs, using your own words, say why the following are mentioned.

TOKYO
33 million eight million a letter from the train company
driving schools 270 square feet the *Hikikomori*
Rent a friend the *Hashiriya*

MEXICO CITY
taco stands Mariachi bands two-and-a-half hours
social imbalance kidnapping Kevlar

d Find words in the article that mean…

TOKYO

1 _____ *adj* operated by machines not people (paragraph 1)
2 _____ *adj* impossible to imagine (paragraph 1)
3 _____ *noun* the number of people who don't have a job (paragraph 1)
4 _____ *adj* with too many people in it (paragraph 2)
5 _____ *noun* a feeling that you don't belong to a community (paragraph 3)
6 _____ *noun* the feeling of not having any friends (paragraph 3)

MEXICO CITY

7 _____ *noun* the process of making air (and water) dirty (paragraph 2)
8 _____ *noun* the state of being very rich (paragraph 2)
9 _____ *noun* the state of being poor (paragraph 2)
10 _____ *adj* not having a house (paragraph 2)

e Talk to a partner.

1 If you had to go to work or study in either Mexico City or Tokyo, which would you choose, and why?
2 What do you think are the main advantages of living in a big city?
3 What's the biggest city you've ever been to? Why did you go there? What did you think of it?

Andrew Marr's Megacities

By 2050, 70% of the world will live in cities, and by the end of the century three-quarters of the entire planet will be urban. There are now 21 cities called "megacities," e.g., they have more than 10 million inhabitants. In Andrew Marr's BBC series *Megacities*, he traveled to five of these cities, including Tokyo and Mexico City.

TOKYO

Tokyo, with a population of 33 million people, is by far the largest city in world. It's also the most technologically advanced, and the city runs like digital clockwork. The automated subway, for example, is so efficient that it is able to transport almost eight million commuters every day and on the rare occasions that it doesn't work well, nobody believes it. If you are late for work in Tokyo and, as an excuse, you say that your train was late, you need to provide written proof from the train company. The idea of late trains is almost unthinkable. There is very little crime, violence, or vandalism in Tokyo and the streets are safe to walk both day or night. There is also relatively low unemployment compared to other big cities in the world.

But such a huge population creates serious problems of space, and as Marr flew over Tokyo in a helicopter he saw soccer fields, playgrounds, even driving schools constructed on top of buildings. Streets, parks, and subways are extremely overcrowded. Property prices are so high and space is so short that a family of six people may live in a tiny apartment of only 270 square feet.

There are other problems too, of alienation and loneliness. The *Hikikomori* are inhabitants of Tokyo who cannot cope with "the mechanical coldness and robotic uniformity" of a megacity and have become recluses, rarely or never leaving their homes. There is also a new business that has grown up in Tokyo that allows friendless people to "rent a friend" to accompany them to a wedding or just to sit and talk to them in a restaurant after work.

Another strange group of people are the *Hashiriya*, Tokyo's street racers who risk their lives driving at ridiculous speeds along the city streets. During the week these men have ordinary jobs and they're model citizens. But on Saturday nights they spend the evening driving through the city as fast as they possibly can. It's a deadly game, but it's just one way of escaping the daily pressures of life in the metropolis.

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MEXICO CITY

As a complete contrast to Tokyo, Marr takes us to Mexico City, a colorful and vibrant city of about 20 million people where people live their lives on the street. Marr says that "in Mexico City, food and friendship go hand in hand." The city is full of taco stands and cafes where people meet and socialize and Mariachi bands stroll through the boulevards and squares playing songs for money. And on Sundays people of all ages gather to dance in the street.

But it's a city with problems of its own, too. It can take two-and-a-half hours for commuters to drive to and from work during rush hour through choking traffic fumes, and pollution levels are high. And, looking down from a helicopter, Marr shows us the huge social divide. On one hillside we see massive, luxurious houses and on the next hill, slums. It's a city of great wealth but also extreme poverty, and there are many homeless people. Because of this social imbalance, it can be a dangerous city, too, with high levels of crime, especially kidnapping. In fact, there are boutiques that sell a rather special line in men's clothes: the shirts, sweaters, and jackets look completely normal, but are in fact bulletproof, made of reinforced Kevlar.

But despite the crime, the traffic, and the pollution, Andrew Marr describes Mexico City as "a friendly, liveable place" and the most enjoyable megacity of all that he visited.

2 VOCABULARY
word building: prefixes and suffixes

Prefixes and suffixes
A **prefix** is something that you add to the beginning of a word, usually to change its meaning, e.g., *pre* = before (***pre***war), or a negative prefix like *un-* or *dis-* (***un***healthy, ***dis***honest). A **suffix** is something you add to the end of a word, usually to change its grammatical form, e.g., *-ment* and *-ness* are typical noun suffixes (*enjoy**ment**, happi**ness***). However, some suffixes also add meaning to a word, e.g., *-ful* = full of (*stress**ful**, beauti**ful***).

a Read the information about prefixes and suffixes. What prefix can you add to *city* meaning *big*? What suffix can you add to *home* meaning *without*? Can you think of any other examples of words with this suffix?

b ➤ **p.163 Vocabulary Bank** *Word building.*

3 PRONUNCIATION & SPEAKING
word stress with prefixes and suffixes

Word stress on words with prefixes and suffixes
We don't put main stress on prefixes and suffixes that are added to nouns and adjectives. However, there is usually secondary stress on prefixes, e.g. *un* in *unemployment*.

a Underline the stressed syllable in these multi-syllable nouns and adjectives. The secondary stress has already been underlined.

a|cco|mmo|da|tion an|ti|so|cial bi|ling|ual
en|ter|tain|ment go|vern|ment home|less
lone|li|ness mul|ti|cul|tu|ral neigh|bor|hood
o|ver|crow|ded po|ver|ty un|der|de|ve|loped
un|em|ploy|ment van|da|li|sm

b 5 16 Listen and check. Practice saying the words.

c Answer the questions below with a partner.

Which city (or region) in your country do you think...?

- is the most multicultural
- offers the best entertainment (for tourists / for locals)
- has a bilingual or trilingual population
- is very overcrowded
- has very serious pollution problems
- has a lot of homeless people
- has some very dangerous neighborhoods
- has the highest rate of unemployment
- has the worst levels of poverty
- suffers from the worst vandalism and antisocial behavior

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4 LISTENING & SPEAKING

a When you travel to another country or city, do you usually try to find out about it before you go? Where from? What kind of information do you look for?

b You are going to listen to an interview with Miles Roddis, a travel writer for the *Lonely Planet* guidebook series, talking about his five favorite cities. Look at the photos, and try to guess which continent or country they were taken in.

c 5 17 Listen once and find out where they are. What personal connection does Miles have to each place?

d Listen again and take notes. What does Miles say is special about each place?

e 5 18 Now listen to some extracts from the interview. Try to write in the missing words. What do you think they mean?

1 …there's wonderful surfing on Bondi beach and plenty of great little _____ for sunbathing and swimming.
2 …the choice of places to eat is _____.
3 But what gives the city a special _____ during the Festival is "the Fringe."
4 And the Museum of Islamic Art has a whole lot of _____ pieces from Muslim times.
5 Tuscany's two major tourist towns, Florence and Pisa, are absolutely _____ - _____ with tourists all year round…
6 These walls are amazing – they're completely intact, and you can _____ into people's living rooms as you walk past.
7 The Laotians are a lovely, _____, laid-back people.
8 I remember looking down on it from one of the restaurants along its banks, and feeling that it was _____ _____ all my troubles.

f Talk in small groups.

1 Which of the five places Miles mentions would you most like to go to? Why?
2 What other cities would you really like to go to? Why?
3 What are your two favorite cities (not including your own)?
4 Of the cities you've been to, which one(s) have you liked least? Why?

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3

4

5 GRAMMAR uncountable and plural nouns

a Circle the correct form. Check (✓) if you think both are possible.

1 A good guidebook will give you *advice* / *advices* about what to see.
2 You may have *some bad weather* / *a bad weather* if you go to London in March.
3 Walking around cities in the summer can be *hard work* / *a hard work*.
4 It's best not to take *too much luggage* / *too many luggages* if you take a quick vacation to a city.
5 The old town center is amazing, but *the outskirts is* / *the outskirts are* a little depressing.
6 I just heard *an interesting news* / *some interesting news*.

b ➤ **p.149 Grammar bank 9B.** Learn more about uncountable nouns and plural and collective nouns, and practice them.

c Play **Just a minute** in small groups.

Just a minute

RULES

One person starts. He / she has to try to talk for a minute about the first subject below.

If he or she hesitates for more than five seconds, he / she loses his / her turn and the next student continues.

The person who is talking when one minute is up gets a point.

modern furniture
good advice you've been given
what's in the news right now
local customs in your town or city
the weather you like most
the most beautiful scenery you've seen
the traffic in your town / city
chocolate
the police in your country
clothes you love wearing

6 WRITING

➤ **p.119 Writing Bank** *A report*. Write a report for a website about good places for eating out or entertainment in your city.

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8&9 Colloquial English Talking about advertising

1 VIDEO THE INTERVIEW Part 1

a Read the biographical information about George Tannenbaum. Have you seen any ads for the companies he has worked with?

George Tannenbaum was born in 1957 in Yonkers, New York and was educated at Columbia University in New York. He has worked on advertising campaigns for many well-known companies such as IBM, Mercedes-Benz, Gillette, Citibank, and FedEx.

b 5 21 Watch or listen to **Part 1** of an interview with him and answer the questions.

1 Which other members of his family have worked in advertising?
2 When did George start working in advertising?
3 What wasn't he allowed to do when the family was watching TV?
4 Why does he think jingles are so memorable?
5 What kind of ads were the H.O. Farina TV commercial?
6 What happens in the story of Wilhelmina and Willie?

Glossary
jingle a short song or tune that is easy to remember and is used in advertising on radio or television.
H.O. Farina a company that has been making cereals since the 1940s. They ran an advertising campaign in the 50s based on a cartoon character named Wilhelmina.

VIDEO Part 2

Tommy Lee Jones in a BOSS advertising campaign

5 22 Watch or listen to **Part 2**. Complete the notes with one or two words.

1 George says that a commercial is made up of three elements
   1 _____
   2 _____
   3 _____
2 The acronym AIDA stands for
   A _____
   I _____
   D _____
   A _____
3 According to George, using a celebrity in advertising is a way of _____, but he isn't a _____ of it.
4 George thinks that humor in advertising is _____.

Glossary
a depilatory /ə dɪ'pɪlətɔri/ a product used for removing unwanted hair
Tommy Lee Jones a US actor born in 1946, winner of an Oscar in the 1993 movie *The Fugitive*
Mad Men a well-known US TV series about advertising executives in the 1960s who worked in offices on Madison Avenue in New York

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VIDEO Part 3

5 23 Watch or listen to **Part 3** and circle the correct phrase.

1 He thinks that billboard and TV advertising will *remain important / slowly decline.*
2 He tends to notice *both good and bad ads / only well-made ads.*
3 He thinks Nike ads are very successful *because of their logo and slogan / because they make people feel good about themselves.*
4 He thinks Apple's approach to advertising was very *innovative / repetitive.*
5 Their advertising message was *honest and clear / modern and informative.*

Glossary
billboard /'bɪlbɔrd/ a large board on the outside of a building or on the side of the road, used for putting advertisements on

2 LOOKING AT LANGUAGE

Metaphors and idiomatic expressions.
George Tannenbaum uses a lot of metaphors and idiomatic expressions to make his language more colorful, e.g., *took the baton* = continue the family tradition, (from relay races in track and field).

a 5 24 Listen to some extracts from the interview and complete the missing words.

1 "You know they, what do they call them, _____ **worms**?"
2 "They **get into your** _____ and you can't get them out sometimes…"
3 "And I bet you I'm getting this _____ **for word** if you could find it."
4 "…we do live in a celebrity culture and people, you know, **their ears** _____ **up** when they see a celebrity."
5 "Have billboards and TV commercials **had their** _____?"
6 "…because you've got **a captive** _____."
7 "they became kind of the gold standard and they rarely **hit a** _____ **note**."

b Look at the expressions with a partner. What do you think they mean?

3 VIDEO ON THE STREET

a 5 25 Watch or listen to five people talking about advertising. How many of them say they are influenced by advertising campaigns?

Jeanine, *South African*

Dustin, *American*

Elvira, *American*

Ivan, *American*

Yasuko, *American*

b Watch or listen again. Who (**J**, **D**, **El**, **I**, or **Y**)…?

☐ is against ads that can make smoking seem attractive to young people
☐ prefers to do their own research before they buy a product
☐ ☐ say that they are concerned about young people's health
☐ is not sure we should ban the advertising of unhealthy products
☐ thinks that women are sometimes exploited in advertising

c 5 26 Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

1 "…when they see it they're very _____ to the adverts and then they want it immediately and it's a problem."
2 "I am sure I am, probably not consciously, but I'm sure _____."
3 "The only thing that _____ to _____ that should be banned from advertisement, is…"
4 "That's _____ _____ the only thing that I can think of."
5 "…so I think that anything that causes health _____ or bad influences or addiction should be banned from being on commercials."

4 SPEAKING

Answer the questions with a partner.

1 Do you think you're influenced by advertising campaigns?
2 Is there any product that you think shouldn't be advertised?
3 Are there any brands that you think make very good or very bad ads?
4 Are there any jingles or slogans that you remember from your childhood? Why do you think they were so memorable? Are there any others that have gotten into your head since then?
5 Are there many billboards in your country? Do you think they make the streets uglier or more attractive?
6 How important do you think humor and celebrities are in advertising?

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G quantifiers: *all, every, both,* etc.
V science
P stress in word families

> We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology.
>
> *Carl Sagan, US scientist and writer*

10A The dark side of the moon

1 SPEAKING & LISTENING

a With a partner, discuss the statements below. Do you think they are **F** (facts) or **M** (myths)? Say why.

b 5 27 Listen to a scientist on a radio program discussing each statement. Were you right?

c With a partner, see if you can remember any of the explanations the scientist gave. Then listen again and take notes for each statement.

d Do you know any other things that some people think are scientific facts, but are really myths?

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2 VOCABULARY & PRONUNCIATION

stress in word families, science

a Look at these extracts from the listening in **1b** and write the highlighted words in the table below.

This is one of the most popular scientific myths…

He got very good grades in math and science.

person	adjective	subject
scientist		
chemist		
biologist		
physicist		
geneticist		

b Now complete the chart for the other four words.

> **Stress in word families**
> In some word groups the stressed syllable changes in the different parts of speech, e.g., *geographer, geographic, geography.*

c 5 28 Listen and check. Then listen again and underline the stressed syllables in the words. In which groups does the stress change?

d Practice saying the word groups.

e Complete the sentences with a word from the list.

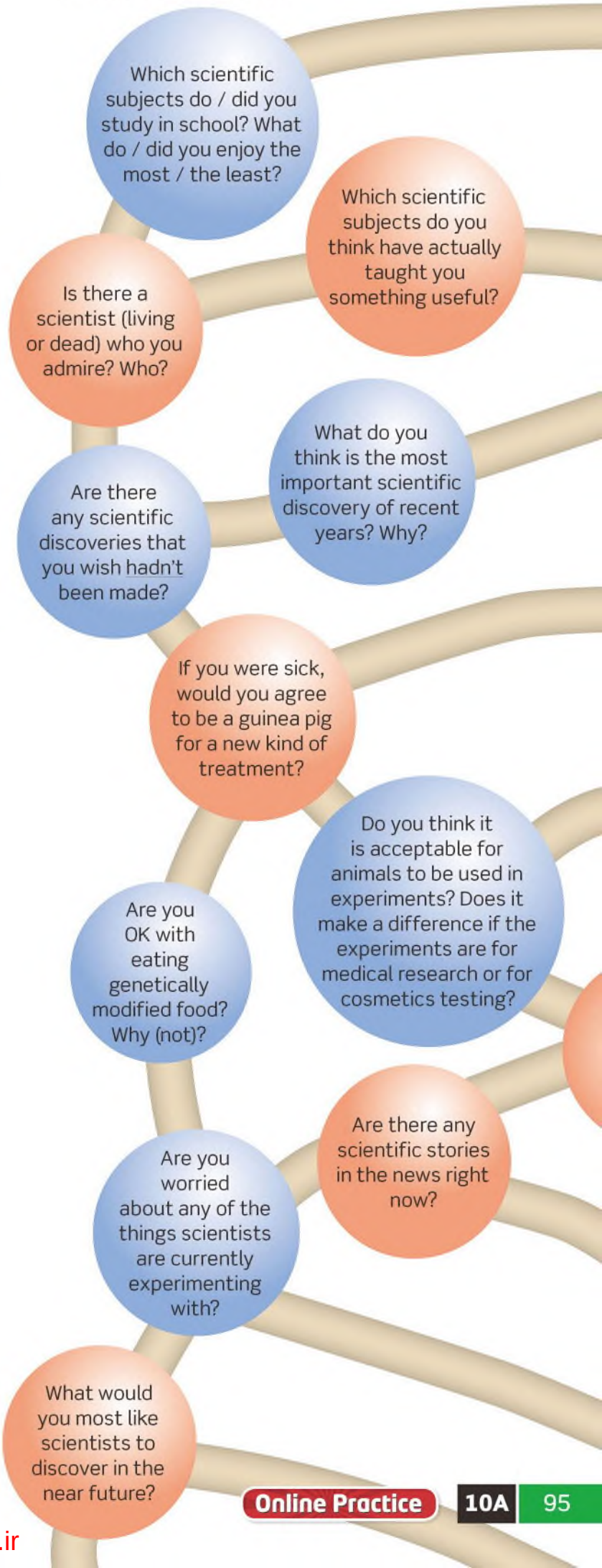
discovery drugs experiments guinea pigs laboratory research side effects tests theory

1 Scientists **carry out** *experiments* in a _____.
2 Archimedes **made** an important _____ in his bathtub.
3 Isaac Newton's experiments **proved** his _____ that gravity existed.
4 Before a **pharmaceutical company** can sell new _____, they have to **do** _____ to make sure they are safe.
5 Scientists have to **do** a lot of _____ into the possible _____ of new drugs.
6 People can **volunteer** to be _____ in **clinical trials**.

f 5 29 Listen and check, and mark the stress on all the multisyllable words in **bold**. Practice saying the sentences.

3 SPEAKING

Work with a partner. A interview B with the questions in the red circles. Then B interview A with the blue circles.



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4 READING

a You are going to read about four scientists who suffered to make their discoveries. Read the article once. How many of the scientists were killed by their experiments or inventions?

b Read the extracts again and answer questions 1–8 from memory. Write **A–D** in the right box.

Which scientist or scientists...?

1 ☐ got sick after trying to show that his discovery was harmless
2 ☐☐ made a fatal mistake during an experiment
3 ☐ died of diseases he caught as a result of his experiment
4 ☐ caused the death of other scientists
5 ☐☐ used to breathe in toxic substances
6 ☐ was doing his experiments to reverse / stop the aging process
7 ☐ is remembered today for the negative effects of his discovery
8 ☐ was not very successful in his first job

Suffering scientists

Four scientists who were injured or killed by their own experiments.

A Sir Humphry Davy (1778–1829)

Sir Humphry Davy, the British chemist and inventor, had a very bumpy start to his science career – as a young apprentice he was fired from his job as an apothecary* because he caused too many explosions! When he eventually took up the field of chemistry, he had a habit of inhaling the various gases he was dealing with. Fortunately, this bad habit led to his discovery of the anaesthetic properties of nitrous oxide. Unfortunately, the same habit led him to nearly kill himself on many occasions and the frequent poisonings left him an invalid for the last two decades of his life. During this time he also permanently damaged his eyes in a nitrogen trichloride explosion.

* *apothecary* = person who in the past used to make and sell medicines

B Alexander Bogdanov (1873–1928)

Alexander Bogdanov was a Russian physician, philosopher, economist, science fiction writer, and revolutionary. In 1924, he began experiments with blood transfusion – in a search for eternal youth. After 11 transfusions (which he performed on himself), he declared that he had stopped going bald, and had improved his eyesight. Unfortunately for Bogdanov, the science of transfusion was not very advanced and Bogdanov had not been testing the health of the blood he was using, or of the donors. In 1928, Bogdanov took a transfusion of blood infected with malaria and tuberculosis, and died soon after.

C Thomas Midgley (1889–1944)

Thomas Midgley was an American chemist who helped to develop leaded gas (lead was added to gas to make car engines less noisy). General Motors commercialized Midgley's discovery, but there were several deaths from lead poisoning at the factory where the additive was produced. In 1924, Midgley took part in a press conference to demonstrate the safety of his product and he inhaled its vapor for a minute. It took him a year to recover from the harmful effects! Weakened by lead poisoning, he contracted polio at the age of 51, which left him disabled. He invented a system of ropes and pulleys so that he could pull himself out of bed, but his invention caused his death when he was strangled by the ropes. The negative impact on the environment of leaded gas seriously damaged his reputation and he has been described as "the human responsible for most deaths in history."

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c 5 30)) Look at the highlighted words, which are related to science and medicine. Do you know what they mean? Are they similar in your language? How do you think they are pronounced? Listen and check.

D Louis Slotin
(1910–1946)

Louis Slotin, a Canadian physicist, worked on the Manhattan Project (the American project that designed the first nuclear bomb). In 1946, during an experiment with plutonium, he accidentally dropped a container causing a critical reaction. Other scientists in the room witnessed a "blue glow" and felt a "heat wave." Slotin had been exposed to a lethal dose of radiation. He rushed outside and was sick and then was taken to the hospital. Although volunteers donated blood for transfusions, he died nine days later. Three of the other scientists who were present died later of illnesses related to radiation.

5 GRAMMAR quantifiers: *all*, *every*, *both*, etc.

a With a partner circle the right word or phrase.

1 *Both* / *Both of* Sir Humphry Davy and Thomas Midgley damaged their health as a result of inhaling chemicals.
2 *Either* / *Neither* Thomas Midgley nor General Motors were prepared to admit how dangerous lead was.
3 Until 1973, *all* / *every* cars used leaded gas.
4 *All the* / *All* blood Bogdanov used in his experiments might have been contaminated because he never tested any of it.
5 Sir Humphry Davy was fascinated by *all* / *everything* to do with gases.

b ➤ **p.150 Grammar Bank 10A.** Learn more about quantifiers, and practice them.

c Take the science quiz with a partner.

1 In direct current, the electrons...
a move in only one direction
b move in both directions
c don't move at all

2 Helium gas can be found...
a only in liquid form
b in neither liquid nor solid form
c in both liquid and solid form

3 Adult giraffes remain standing...
a some of the day
b all day
c most of the day

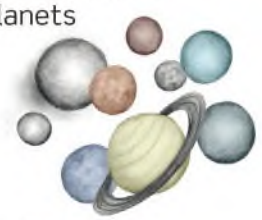
4 Of all the water on our planet, ... is found underground.
a hardly any of it
b about half of it
c most of it

5 Snakes eat...
a only other animals
b either other animals or eggs
c either other animals or fruit

6 A diamond can be destroyed...
a by either intense heat or acid
b by both intense heat and acid
c only by intense heat

7 The human brain can continue to live without oxygen for...
a about two minutes
b about six minutes
c a few hours

8 In our solar system,...
a neither Pluto nor Neptune are now considered to be planets
b both Pluto and Neptune are considered to be planets
c Pluto is no longer considered to be a planet



9 When we breathe out,...
a most of that air is oxygen
b none of that air is oxygen
c some of that air is oxygen

10 An individual blood cell makes a whole circuit of the body in...
a about 60 seconds
b about 45 seconds
c a few minutes

d 5 34)) Listen and check.

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G articles
V collocation: word pairs
P pausing and sentence stress

> Today's public figures can no longer write their own speeches or books, and there is some evidence that they can't read them either.
>
> *Gore Vidal, US writer*

10B The power of words

1 GRAMMAR articles

a Who was the first man to land on the moon? In what year?

b 5 35 Listen to him saying the first words spoken from the moon. With a partner, try to complete the sentence and answer the questions.

"That's one _____ step for _____, one giant leap for _____."

1 What do you think the difference is between *a step* and *a leap*?
2 What do you think *mankind* means?

c 5 36 Listen to an interview about the moon landing. What was the controversy about the words Armstrong actually said? What's the difference in meaning between *a man* and *man*? Did new technology prove him right or wrong?

d Listen again and answer the questions.

1 When did Armstrong write the words he was planning to say when he first stepped on the moon?
2 Does Armstrong say he wrote, *"That's one small step for man..."* or *"One small step for a man..."*?
3 Why doesn't the sentence everybody heard make sense?
4 What did Armstrong think he said?
5 Who is Peter Shann Ford? What did he discover?
6 How did Armstrong feel when he heard about this?

e Read some more facts about Armstrong. Are the highlighted phrases right or wrong grammatically? Correct the mistakes.

1 Neil Armstrong was born in the US.
2 He was a shy boy, who loved the books and the music.
3 He studied aeronautical engineering at the university.
4 He was the first man who set foot on moon.
5 His famous words were heard by people all over the world.
6 Before becoming a astronaut, he worked for the US Navy.
7 After 1994, he refused to give the autographs.
8 In 2005, he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong's hair.

f ➤ **p.151 Grammar Bank 10B.** Learn more about articles, and practice them.

g ➤ **Communication** *Geography true or false* **A** *p.108* **B** *p.106.* Complete sentences about geography with articles.

2 READING

a Read extracts from four famous inspirational speeches. Match the summary of what they are saying to each speaker **EP**, **WC**, **NM**, and **BO**.

1 Although people don't believe we are capable of succeeding, if we really want to, we will be able to do it.
2 We are prepared to starve ourselves in order to draw attention to inequality.
3 However long it takes, we will carry on resisting the enemy and we will never give up.
4 I have fought all my life to end racial inequality.

b Read the speeches again and find words or phrases in the text for these definitions.

Emmeline Pankhurst

1 _____ *noun* refusing to eat to protest about something
2 _____ IDM about to die
3 _____ *noun* the people in power, e.g., in government
4 _____ *adj* very important, to be treated with great respect

Winston Churchill

1 _____ PHR V continue
2 _____ *adj* getting bigger
3 _____ *verb* give up, stop fighting

Nelson Mandela

1 _____ *verb* formal to love something very much
2 _____ IDM formal if necessary

Barack Obama

1 _____ *verb* resist
2 _____ *noun* a person who doesn't believe that anything good can happen
3 _____ IDM when you have to think about how things really are, not how you would like them to be
4 _____ *noun* belief

c Which speeches seems to you to be the most / least inspirational? Why?

d 5 40 Now listen to the extracts spoken by the people themselves (except Emmeline Pankhurst's, which is read by an actress). Do you respond to any of them differently? Which do you think is more important, the words themselves or the way they were spoken?

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EMMELINE PANKHURST

She was a leader of the suffragette movement. In 1913, when women were campaigning for the right to vote. She gave the speech after several suffragettes had been imprisoned for attacking a police officer and chaining themselves to railings outside the Prime Minister's house in London.

"I have been in audiences where I have seen men smile when they heard the words 'hunger strike,' and yet I think there are very few men today who would be prepared to adopt a 'hunger strike' for any cause. It is only people who feel an intolerable sense of oppression who would adopt a means of that kind. Well, our women decided to terminate those unjust sentences at the earliest possible moment by the terrible means* of the hunger strike. It means you refuse food until you are at death's door, and then the authorities have to choose between letting you die, and letting you go.

Human life for us is sacred, but we say if any life is to be sacrificed it shall be ours; we won't do it ourselves, but we will put the enemy in the position where they will have to choose between giving us freedom or giving us death."

*means = method

WINSTON CHURCHILL

He was British Prime Minister during World War II. He gave this speech to the House of Commons in 1940 when a German invasion of Britain was expected at any moment.

"We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

NELSON MANDELA

He made this speech in 1990 on his release from jail, where he had spent 27 years for being an activist in the fight against apartheid. He later became the first black president of South Africa.

"In conclusion, I wish to go to my own words during my trial in 1964. They are as true today as they were then. I wrote: I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and...and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die."

BARACK OBAMA

He made this speech during his first presidential campaign in 2008, which he won to become the first ever black president of the United States.

"We know the battle ahead will be long, but always remember that no matter what obstacles stand in our way, nothing can stand in the way of the power of millions of voices calling for change.

We have been told we cannot do this by a chorus of cynics, and they will only grow louder and more dissonant in the weeks and months to come. We've been asked to pause for a reality check. We've been warned against offering the people of this nation false hope.

But in the unlikely story that is America, there has never been anything false about hope. For when we have faced down impossible odds*; when we've been told we're not ready, or that we shouldn't try, or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people.

Yes, we can! Yes, we can! Yes, we can!"

faced down impossible odds = had to deal with very difficult situations

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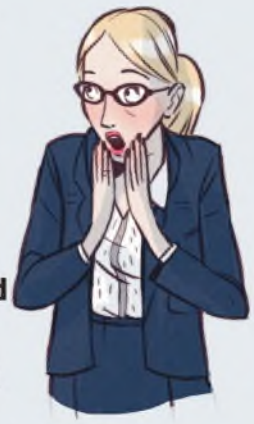
3 LISTENING & SPEAKING

a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?

b Read part of an article about presentation disasters. Which tip from "Ten Top Tips" below should the speaker have remembered?

Presentation Disasters!



However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn't as bad as these true stories...

"A few years ago I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the typical American presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise, so I didn't say anything beforehand. After speaking in French for 45 minutes, I was halfway through my presentation and we had a break for coffee. At this point the manager of the company came up to me and asked me if I would change to speaking in English. 'Is my French that bad?' I said. 'No,' he replied, 'it's just that we are all from the Dutch-speaking part of Belgium.'"

TEN TOP TIPS FOR SPEAKING IN PUBLIC

1. Prepare your presentation carefully, and if practice practice it beforehand.
2. If you are using, e.g., PowerPoint slides or Prezi presentation software, make sure that your text is clear and easy to read and that there are not too many distracting graphics.
3. Get to know as much as possible about your audience beforehand and about any important or sensitive local issues.
4. Dress carefully so that you feel confident about your appearance in front of an audience.
5. Get to the place where you are going to speak in plenty of time.
6. Make sure that you check that all your equipment is working properly before you start.
7. If you are given a time limit, keep to it.
8. Sound enthusiastic, even passionate, about what you are saying.
9. Look at your audience. Try to make eye contact with individual people as you speak.
10. It's good to make your audience laugh, but make sure any jokes or stories you tell are appropriate.

c 5 41 Listen to four other people talking about a disastrous presentation. Complete the first column of the chart.

Speaker	What the disaster was	How and why it happened	Which tip the speaker should have remembered
1			
2			
3			
4			

d Listen to the people again, one by one, and complete the second and third columns.

e Which of the **Ten Top Tips** do you think are the most important? Have you ever been to a talk or presentation where something went terribly wrong?

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4 VOCABULARY collocation: word pairs

Word pairs
Some pairs of words in English that go together always come in a certain order, for example we always say "Ladies and Gentlemen" at the beginning of a speech, but never the other way around, and we always say "black and white" not "white and black." This order may sometimes be different in your language.

a How do you say "Ladies and Gentlemen" and "black and white" in your language? Are the words in the same order?

b Take one word from **circle A** and match it with another from **circle B**. Then decide which word comes first. They are all joined with *and*.

A	B
pepper	bread
peanut butter	
thunder	
fork	quiet
bed	forward
	knife
	peace
	jelly
	butter
	lightning
	salt
	breakfast
	backward

c Look at some common word pairs joined with *or*. What is the second word?

right or _____ sooner or _____ dead or _____
now or _____ all or _____
more or _____ once or _____

d 5 42 Listen and check your answers to **b** and **c**, and notice how the phrases are linked and how *and* is pronounced. Practice saying them.

e Match the word pair idioms with their meanings.

1 I'm sick and tired of hearing you complain.
2 I didn't buy much, just a few odds and ends.
3 I've been having headaches now and then.
4 **A** What are you making for lunch? **B** Wait and see.
5 Every relationship needs some give and take.
6 We've had our ups and downs, but now we get along really well.
7 The National Guard was called in to restore law and order.
8 Despite flying through a storm, we arrived safe and sound.

A good times and bad times
B a situation in which the law is obeyed
C fed up with
D without problem or injury
E compromise
F occasionally
G small things
H You'll find out soon.

f Complete the sentences with a word pair from this page.

1 I see my uncle _____, but not very often.
2 I think this is our last chance. It's _____.
3 I prefer _____ photos to color ones. They're more artsy.
4 After a lot of adventure, she arrived home _____.
5 Could you stop making so much noise? I need some _____.
6 _____ Naomi will realize that Henry is not the man for her.
7 **A** Are you done?
B _____. I just have one sentence left.
8 After the riots, the government sent soldiers in to try to establish _____.
9 I'm _____ of my boss! I'm going to look for a new job.
10 It was an amazing storm. There was a lot of _____.

5 PRONUNCIATION & SPEAKING pausing and sentence stress

a 5 43 When people give a talk, they usually divide what they say into small chunks, with a brief pause between each chunk. Listen to the beginning of a talk and mark the pauses.

> Good afternoon everyone / and thank you for coming. I'm going to talk to you today about one of my hobbies, collecting adult comics. Since I was a child I've been crazy about comics and comic books. I started reading Spider-Man and Superman when I was seven or eight. Later when I was a teenager some friends at school introduced me to Manga, which are Japanese comics. I've been collecting them now for about five years and I'm also learning to draw them.

b Now practice giving the beginning of the talk, pausing and trying to get the right rhythm.

c You are going to give a five-minute presentation to other students. You can choose what to talk about, for example:

a hobby you have or a sport you play
an interesting person in your family
a famous person you admire
the good and bad side of your job

Decide what you are going to talk about and make a plan for what you want to say.

d In groups, take turns giving your presentation. While they are listening, the other students should write down at least one question to ask the speaker after the presentation is over. Then have a short question and answer session.

Giving a presentation
Read through the tips in **3** again to help you to prepare your presentation and to give it successfully. When you give your presentation, don't speak too quickly. Remember to pause and take a breath from time to time. This will help the audience to follow what you are saying.

6 5 44 SONG *World*

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9&10 Review and Check

GRAMMAR

Choose a, b, or c.

1 He got a good job, _____ not having the right degree.
a although b despite c in spite

2 My uncle still works, _____ he won the lottery last year.
a in spite of b despite c even though

3 I called my sister to remind her _____ the flowers.
a to buy b for buy c for buying

4 Jane opened the door quietly _____ her parents up.
a to not wake b so that she not wake
c so as not to wake

5 _____ she goes out, the paparazzi are always there.
a Whatever b However c Whenever

6 Jin Lee bought _____ for her camera.
a some new equipments b some new equipment
c a new equipment

7 Let me give you _____ – don't marry him!
a a piece of advice b an advice c some advices

8 I need to buy a new _____.
a pant b pants c pair of pants

9 There's _____ milk. I'll have to get some from the store.
a no b any c none

10 _____ in that store is incredibly expensive.
a All b All of them c Everything

11 They shouldn't go sailing because _____ of them can swim.
a both b either c neither

12 I was in _____ hospital for two weeks with a broken leg.
a – b the c a

13 I now live next door to _____ school where I used to go.
a the b – c a

14 _____ Lake Baikal is the deepest lake in the world.
a The b – c A

15 _____ Getty Museum is in Los Angeles.
a The b – c A

VOCABULARY

a Complete with the correct form of the **bold** word.

1 A lot of research is being done into human _____. **gene**
2 Many important _____ discoveries were made in the 19th century. **science**
3 We live in a very safe _____. **neighbor**
4 Many people in big cities suffer from _____. **lonely**
5 His _____ came as a terrible shock. **die**

b Add a prefix to the **bold** word.

1 New Delhi in India is a very _____**populated** city.
2 I asked for an aspirin, but the receptionist didn't understand me because I had _____**pronounced** it.
3 A _____**national** company is a large company that operates in several different countries.
4 Gandhi wrote most of his _____**biography** in 1929.
5 Anne is unhappy with her job because she's _____**paid**.

c Complete the missing words.

1 Will the company take a **l**_____ this year?
2 He borrowed $50,000 to **s**_____ _____ his own business.
3 Ikea is probably the market **l**_____ in cheap furniture.
4 The company is planning to **l**_____ its new product in the spring.
5 It's a large bank that has **br**_____ all over the country.
6 It's a large company with a **s**_____ of 1,000.
7 When there's a property boom, housing prices **r**_____.
8 The new drug has some very unpleasant **s**_____ effects.
9 We need to **c**_____ out some more experiments.
10 Would you ever be a **g**_____ pig in a clinical trial?

d Complete the two-word phrases.

1 I'm going to the mountains for some peace and _____.
2 He arrived home from his adventure safe and _____.
3 Sooner or _____ we're going to have to make a decision.
4 It's a very dangerous city. There's no law and _____.
5 This is our last chance to do this. It's now or _____.

PRONUNCIATION

a Circle the word with a different sound.

1	/eɪ/	neighborhood	bilingual	science	height
2	/ʌ/	government	prove	slums	discovery
3	/ɜr/	volunteer	theory	research	sincere
4	/æ/	staff	branch	launch	national
5	/dʒ/	geologist	colleague	genes	biology

b Underline the main stressed syllable.

1 bi|o|lo|gi|cal 2 phy|si|cist 3 mul|ti|cul|tu|ral
4 in|crease (*verb*) 5 man|u|fac|ture

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. How does Billy Ray Harris feel about the incident?

b Read it again and choose the best words to fill in the blanks.

1	a lost	b dropped	c fallen
2	a relieved	b infuriated	c shocked
3	a expensive	b serious	c genuine
4	a often	b occasionally	c rarely
5	a realized	b noticed	c expected
6	a apparently	b unluckily	c fortunately
7	a appreciation	b happiness	c luck
8	a according to	b related to	c belonging to
9	a losing	b finding	c returning
10	a obviously	b actually	c eventually

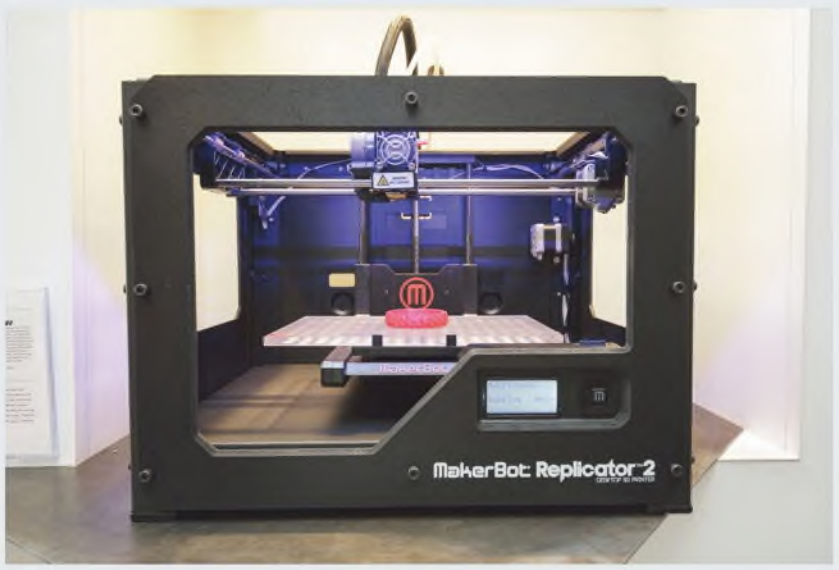
c Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

CAN YOU UNDERSTAND THIS MOVIE?

VIDEO

5.45 Watch or listen to a short movie about digital design and complete the sentences with one or two words.

1 The 3D NYC Lab is a digital design and _____ studio in New York.
2 They help people who have an _____ for something and help them make it.
3 The technology they use is called 3D _____.
4 This technology can be used to make things which are very _____ but do it cheaply.
5 The computer takes a digital design and makes horizontal _____.
6 In the future the technology will become _____ and _____ and quality will rise.
7 The people who know how to this technology are getting _____.
8 This technology means that anyone can become a _____ or an _____.



The return of the ring

A homeless man in Kansas City, Missouri, is anticipating a windfall of more than $100,000 for his kindness after he returned a diamond engagement ring to its rightful owner, which she had accidentally [1]_____ into his donation cup.

Billy Ray Harris, who is homeless and often sleeps under a bridge, was [2]_____ to find a diamond ring in his collection cup while begging last Friday. "The ring was so big, I knew that if it was real then it must be [3]_____," he said. Rather than sell it, Harris had a hunch that the owner would return for it and so he stored it in a safe place.

The ring belonged to Sarah Darling, who was devastated the next day when she realized she had lost it. She [4]_____ takes the ring off, but that day she had put it in her purse for safe keeping after she had developed a slight rash on her finger. She [5]_____ that she must have given Harris the ring by mistake along with some coins when she took out her purse to give him some money.

She went back to look for Harris on the Saturday, but couldn't find him. She tried again the next day and [6]_____ he was in the same spot. "I said to him, 'I don't know if you remember me, but I think I gave you something that's very precious to me,' and he said, 'Was it a ring? Yeah, I have it. I kept it for you.'"

To show their [7]_____, Darling and her husband set up an online fundraising page for Harris on giveforward.com. So far, more than 3,800 donations have been made, totalling over $100,000. The money will be given to Harris at the end of a 90-day campaign. Darling's husband, Bill Krejci, met Harris to tell him about the flood of donations and to get to know him better. "We talked about a lot of things [8]_____ my family's ring and about the many donations. We talked about how one day in the future the ring may be passed down to my daughter."

Harris told Krejci that he has found a place to stay where he is "safe and sound." He has spoken about the attention he has received since [9]_____ the ring. "I like it, but I don't think I deserve it. What I [10]_____ feel like is, 'What has the world come to when a person returns something that doesn't belong to him and all this happens?'" he said.

Adapted from the Mail Online

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Communication

1A EXTREME INTERVIEWS
Student A

a You are giving **B** an extreme interview for a job in your company. Ask **B** the questions and ask him / her to give reasons for his / her answers. Then say if you would give him / her the job and why (not).

1 Which one aspect of your personality would you change if you could, and why?
2 If you could have dinner with anyone from history, who would you choose?
3 If you were an animal, which animal would you be?
4 What kind of things make you angry?
5 If you had to spend the rest of your life on a deserted island (with plenty of food and water), what two things would you want to have with you?
6 Which TV or movie character would you most like to be?
7 What's the best (or worst) decision you've ever made?
8 If I came to your house for dinner, what would you cook for me?

b Now answer **B**'s questions. Try to think quickly and make a good impression. Give good reasons for your answers.

1B HARD TO BELIEVE? Student A

a Read the story below. Guess the meaning of the highlighted words and then complete the glossary.

b Tell **B** the important details from the story you read. Explain any new words if necessary.

- When did it happen and what was the background to the story?
- What was the strange happening? What did Carol do afterward?
- How do they feel now about what they heard?

This happened to a woman named Carol and her husband Russ...

c Now listen to **B**'s story. If **B** uses a word or phrase you don't know, ask what it means, and ask questions where necessary to clarify the details of the story.

NOISES IN THE NIGHT

About six months ago, my husband Russ and I moved into a house in the country. Our house is the middle one of three row houses and it's more than a hundred years old. A young couple lives in the house on our right, but the house on our left was empty and for sale.

We had been living in the house for about two months when we were both suddenly woken up in the middle of the night by a loud noise. We could hear the sound of furniture being moved in the empty house next door. It sounded as if somebody was moving something very heavy, like a table or a bed, by dragging it across the floor. I looked at my watch. I said to Russ, "What are they doing moving furniture at this time of the night? It must be the new owners. I'll speak with them tomorrow." Just then the noise stopped, but five minutes later it started again and this time it carried on for several minutes. Finally it stopped completely, and we were able to go back to sleep.

The next morning I rang the doorbell next door, but there was no answer, and when I looked through the curtains the house still looked completely empty. I called the real estate agent and asked him if he had come to the house the previous night to move furniture. He said that he hadn't and he was as mystified as us about the noises.

I asked the real estate agent who had lived in the house previously and he told me that an old lady had been living there for many years, but she had suddenly died a few months ago. I don't really believe in ghosts, but Russ and I can find no logical explanation for the noises we heard that night. *Carol*

Glossary
1 _____ /ˈkɜrtnz/ *noun* pieces of cloth that are used to cover a window
2 _____ /ril ɪˈsteɪt eɪdʒənt/ *noun* a person whose job is to sell houses for people
3 _____ /ˈdrægɪŋ/ *verb* pulling something with effort or difficulty
4 _____ /ˈkærid ɑn/ *PV* continued
5 _____ /roʊ/ *adj* used to describe houses that are joined together on each side

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1B YOU'RE PSYCHIC, AREN'T YOU? Student A

a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **B**.

1 Your favorite color is _____,...?
2 You were born in _____ (place),...?
3 You really like _____, (a sport or hobby),...?
4 You _____ (an activity) last weekend,...?
5 You haven't been to _____ (a city or country),...?
6 You would like to be able to _____,...?
7 You can't _____ very well,...?
8 You're very good at _____,...?

b Check if your guesses are true by saying the sentences to **B** and checking with a tag question, e.g., *Your favorite color is pink, isn't it?* Try to use falling intonation.

c Now **B** will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell **B** the real answer.

d Count your correct guesses. Who was the best psychic?

2A FIRST AID QUIZ Student A

1a You should hit the person firmly on the back between the shoulder blades to remove the object. This is often enough to clear the blockage, letting the person breathe again. If necessary, call 911 or get someone else to do it.

2b The first thing to do is cool the burn under cold running water for at least ten minutes. This will make the burn less painful and reduce swelling and scarring. Then cover the burn with plastic wrap or a clean plastic bag if your foot or hand is burned. This prevents infection and keeps air from the surface of the skin, which reduces pain. If it's a serious burn, call 911 because it may need immediate medical treatment.

3a You should immediately put pressure on the wound to stop or slow down the bleeding. Use whatever is available – like a T-shirt or other clean cloth, or even your hand. Get help as soon as possible by calling 911. Keep pressure on the wound until help arrives.

3A FLIGHT STORIES Student A

a Read a newspaper article about a flight. Imagine that you were one of the passengers on the plane. Think about:

- why you were flying to North Carolina
- who you were with
- what you did during the emergency and how you felt.

BRAVE PILOT LANDS PLANE ON THE HUDSON RIVER

On January 15, US Airways flight 1549 took off from La Guardia airport in New York at 3:26 p.m. heading for North Carolina, with 150 passengers and five crew members on board. Less than two minutes after take off, passengers near the wings heard strange noises coming from the engines. The plane started shaking, and then suddenly began to lose height. Both engines had stopped making any noise, and the plane was strangely quiet – the only sound was some people who were crying quietly. Most people were looking out of the window in horror. Moments later the captain made an announcement: "This is the captain, brace for impact." He had decided to try to land the plane on the only large flat empty area that he could reach – the Hudson River. The plane landed on the river, and one passenger shouted, "We're in the water!" People stood up and starting pushing toward the emergency exits, which the crew had managed to open. It was freezing cold outside. Some passengers jumped into life rafts, and others stood on the wings waiting for help. Amazingly, after only ten minutes ferries arrived and rescued all the passengers and crew members. It was later discovered that birds had flown into both engines on the plane that had caused them to stop working.

b Tell **B** your story in your own words, e.g., *It was in January a few years ago and I was on a flight from New York to North Carolina...*

c Now listen to **B**'s story.

d What two details do the stories have in common? Have you ever been on a flight where there was a medical or technical emergency?

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Communication

5A IT'S AN EMERGENCY! Student A

a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF...THERE'S AN EMERGENCY ON A PLANE

Your plane is very unlikely to crash, but if it does, the most important thing is to be ready for it. 80 percent of all accidents take place during take off or landing, and if there is an emergency, such as a fire, you will probably only have about 90 seconds to get off. So when you get on the plane (and when it starts the descent), you need to be thinking about what you would do.

Pay attention to the safety card and the flight attendant's safety briefing. Memorize where the emergency exits are and count how many rows you are away from them. Don't do what many people do which is to relax, take off their shoes, and start reading or listening to music. If something does happen you need to be ready to take action. In fact, this is one of the reasons why people are told to turn off electronic devices during takeoff and landing. Above all, don't go to sleep. But once the plane is flying and the seat belt signs have been turned off, you can start to relax and enjoy the flight.

b Now in your own words tell **B** and **C** how to survive if there's an emergency on a plane.

5A GUESS THE CONDITIONALS Student A

a Read through sentences 1–6 and think how you could fill in the blanks. They are either second or third conditionals. ⊞ = a positive verb phrase, ⊟ = a negative verb phrase.

b Say your complete sentences 1–6 to **B**. If **B** says *That's right*, write in the words. If **B** says *Try again*, think of another possible completion and say the sentence again. You can have three tries.

c Now listen to **B** say sentences 7–12. If **B** says exactly what you have, say *That's right*. If **B** says something different, say *Try again*.

1 The cat wouldn't have gotten out if you _____. ⊞
2 If I spent a month in the US, _____. ⊞
3 We wouldn't have lost the game if our best player _____. ⊟
4 If you'd told me earlier about the concert, _____. ⊞
5 If I'd known the traffic was going to be so bad, _____. ⊟
6 My husband and I would go out more if we _____. ⊟
7 We would have played tennis if it hadn't been so windy.
8 If you hadn't reminded me, I would have forgotten.
9 I would have bought the car if it had been cheaper.
10 I wouldn't use public transportation if I had a car.
11 If you had watered the plants, they wouldn't have died.
12 If I knew the answer, I'd tell you.

6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEP Student A

Sleeping Beauty

In 2008, when Louisa Ball was fourteen, she had symtoms of the flu, and soon after she began falling asleep in class. Then one day she went to sleep and didn't wake up...for ten days. Doctors diagnosed her as having a rare neurological disorder called Kleine-Levin Syndrome, also known as "Sleeping Beauty Syndrome." People who have this medical condition often sleep for long periods without waking up.

Louisa regularly misses long periods of school, her weekly dance lessons, and, once, a whole week of a family vacation because she is asleep. On one occasion she even missed her final exams. When she sleeps for several days, her parents have to wake her up once a day to give her something to eat and take her to the bathroom. But then she immediately falls back into a deep sleep.

People who have this syndrome often complain that they lose their friends because they disappear for such long periods of time. Fortunately, Louisa's friends have stayed loyal, and they even visit her on days when she is asleep.

Although she sometimes feels frustrated, Louisa says, "I've gotten used to it now, and I've learned to live with it." Doctors have told her that the syndrome will eventually disappear, but maybe not for ten or fifteen years.

a Read the article and answer the questions.

1 What exactly is the syndrome?
2 What were the early symptoms of Louisa's medical problem?
3 What affect does the syndrome have on her life? How have her friends reacted?
4 What do her parents do when she has one of her long sleeps?
5 How does she feel about her problem?

b Use the questions to help you tell **B** about the Sleeping Beauty Syndrome.

c Then listen to **B** telling you about how our ancestors used to sleep.

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7A ARGUMENT! Student A

Role-play two arguments with a partner.

1 WIFE

It's your birthday today. Your husband (**Student B**) had promised to come home early. You have prepared a great dinner. You have been dropping hints for the past month that what you really want for your birthday is some jewelry because your partner is usually very unimaginative about choosing presents. Last Christmas he bought you the *Lord of the Rings* DVDs which you didn't particularly like, and he ended up watching it more than you.

Tonight he arrives home late from work (the dinner is cold) and gives you a box of chocolates (you're on a diet, and he knows this) and some flowers that look as if they were bought at a gas station.

Your husband (**Student B**) starts the conversation by giving you the chocolates.

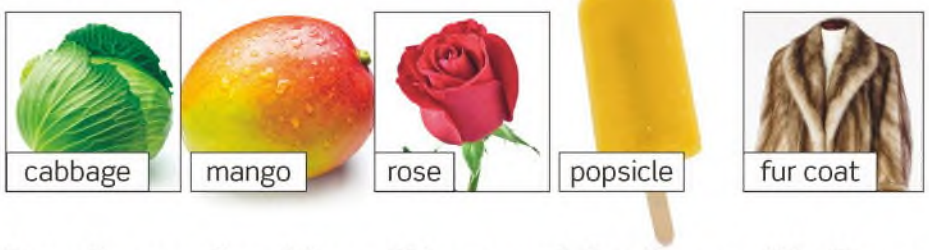
2 MOTHER / FATHER

Your son / daughter (**Student B**) is in his / her freshman year of college studying pre-med. You are a doctor, and you have always encouraged your child to follow in your footsteps, and he / she was good at science in high school. You think he / she would make an excellent doctor. He / she was interested in studying journalism, but you think that this was a "lazy option" and nowadays it's very hard to get a good job in journalism. So you persuaded him / her to study pre-med. Although he / she worked hard in school, this year in college he / she seems to be out with friends all the time and spends a lot less time studying than you did at the same age. You have just discovered that he / she has failed all his final exams.

You start the conversation: *I think we need to talk about your test grades...*

7B GUESS WHAT IT IS Student A

a Look at the pictures below. You are going to describe them to **B**. Say what kind of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*.



b Describe your first thing to **B** in as much detail as possible. **B** can then ask you questions to identify what the thing is.

It's a kind of vegetable. It looks a little bit like a green ball. It tastes pretty strong, and I think it smells awful when it's being cooked. You can use it to make...

c Now listen to **B** describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask **B** questions to identify what the thing is.

d Continue taking turns to describe all your things.

8B STRANGE, BUT TRUE Student A

a Read the article and highlight the key information that will help you remember the story.

Lost tourist finds herself

More than 50 people were involved in a search and rescue operation in the volcanic region of Eldgjá in south Iceland on Saturday.

Police were called to the area after it was reported that a female member of a tour group that was traveling around the region had failed to return to the bus.

The tourist was described as being "of Asian origin, aged 20–30, and about 5 feet 3 inches." She was wearing "dark clothing" and spoke fluent English. The police asked for a helicopter to assist the rescue operation, but it was too foggy for it to fly. So the police, helped by the tourists themselves, began to look for the missing woman on foot.

The search continued through the night, but at 3:00 in the morning the search was called off when it was discovered that the missing woman was not only alive and well, but was actually assisting in the search.

What had happened was that the woman had gotten off the bus for some fresh air and had changed her clothes. Because of that, other people didn't recognize her and thought that she was missing. The tour organizer had counted the tourists, but had miscounted. Police said that the woman had not recognized that the description of the missing person was her. The police said, "She did not realize that she was the person everybody (including herself) was searching for until several hours later."

b Tell **B** your story in your own words, e.g., *This happened in Iceland. The police were called because someone had reported that a tourist was missing...*

c Now listen to **B**'s story, and ask **B** to clarify or rephrase if there's anything you don't understand.

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Communication

7B TWO PHOTOS
Student A

a Look carefully at your photo. Then describe it in detail to **B**, focusing especially on the people and their body language. Say who you think they are and what you think they're doing.

b Show your photo to **B** and see if he / she agrees with you.

c Listen to **B** describe another photo. Try to visualize it.

d **B** will now show you the photo to see if you agree with his / her description and interpretation.

Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)
In the center
In the foreground (of the photo) there is / there are...
In the background
The child has his head in his hands. He looks as if...

1A EXTREME INTERVIEWS
Student B

a **A** is going to give you an extreme interview for a job in his / her company. Answer the questions. Try to think quickly and make a good impression. Give good reasons for your answers.

b Now give **A** an extreme interview for a job in your company, using the questions below. Ask him / her to give reasons for his / her answers. Then say if you would give him / her the job, and why (not).

1 Which three adjectives describe you best?
2 If you were a type of food, what type of food would you be?
3 How do you usually treat animals?
4 Who do you admire most, and why?
5 If you could be a superhero, what would you want your superpowers to be?
6 Tell me about something in your life that you are really proud of.
7 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
8 If you could have six months with no obligations or financial limitations, what would you do with the time?

10B GEOGRAPHY TRUE OR FALSE Student A

a Fill in the blanks in your sentences with *the* where necessary.

1 ___ Andes is ___ longest mountain range in ___ world. (**T**)
2 ___ Loch Ness is ___ largest lake in Scotland. (**F** – It's the second largest. Loch Lomond is the largest)
3 ___ capital of ___ United States is ___ New York City. (**F** – It's Washington, D.C.)
4 ___ Tahiti is an island in ___ Pacific Ocean. (**T**)
5 ___ Uffizi Gallery is ___ famous art museum in ___ Rome. (**F** – It's in Florence)
6 ___ South America is larger than ___ North America. (**F**)
7 ___ Mount Hallosan is a volcano in ___ northwest South Korea. (**F** – It's in southeast South Korea)
8 ___ Brooklyn Bridge connects ___ Brooklyn and ___ Manhattan. (**T**)

b Now read your sentence 1 to **B**. He / She says if the information is true or false. Correct his / her answer if necessary.

c Now listen to **B**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.

d Continue to take turns saying your sentences. Who got the most right answers?

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1B HARD TO BELIEVE? Student B

a Read the story below. Guess the meaning of the highlighted words and then complete the glossary.

THE STRANGE OBJECT ON THE HILL

This happened when I was 16, and I can still remember it vividly. It was a clear morning, sunny but with a breeze. I was going to meet a school friend to go walking in the hills where there were some wonderful views. I'd agreed to meet him at the top of one of the hills.

I knew those hills really well, but that morning there was a strange shape in the familiar landscape. It was a mile or so to the north, on the top of the next hill. It was a white object and it looked like a dome or an igloo. I was carrying binoculars, so I could see it clearly. It was big, the size of a small house, but it didn't seem to have any doors or windows, and it wasn't moving in spite of the wind.

Then I noticed that some sheep that were on that hill were running away from it. They seemed really frightened.

I kept staring at the dome. Then, suddenly, it began to move. It moved slowly, not in the direction of the wind but almost directly against it. It looked as if it might be gliding a few inches above the grass.

A few seconds later the dome disappeared. I never saw it again. I had watched it for 15 minutes.

When my friend arrived I asked him if he had seen the object, too, but he hadn't. He had been coming from a different direction.

I have told only a few people about what I saw. One of them, a friend of mine who is a doctor, is convinced that I was hallucinating. But I am sure that what I saw wasn't a hallucination. It was really there. *Carl*

Glossary

1 _____ /duːm/ *noun* a circular thing or a building with a round roof and a flat base
2 _____ /ˈglaɪdɪŋ/ *verb* moving smoothly and quietly, as if with no effort
3 _____ /həˈluːsəneɪtɪŋ/ *verb* seeing or hearing things that are not really there, because of an illness or drugs
4 _____ /ˈvɪvədli/ *adv* very clearly
5 _____ /brˈnɑːkyələrz/ *noun* an instrument that makes far away objects seem nearer
6 _____ /briːz/ *noun* a light wind

This happened to a boy named Carl when he was 16...

b Listen to **A**'s story. If **A** uses a word or phrase you don't know, ask what it means, and ask questions where necessary to clarify the details of the story.

c Now tell **A** everything you can remember from the story you read. Explain any new words if necessary.

- When did it happen and what was the background to the story? (*What was the weather like? What was he going to do?*, etc.)
- What was the strange happening? What did Carl do afterward?
- How does he feel now about what he saw?

1B YOU'RE PSYCHIC, AREN'T YOU? Student B

a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **A**.

1 You were born in _____ (month),...?
2 You don't like _____ (a kind of music),...?
3 You're going to _____(activity) tonight,...?
4 You've seen _____ (a movie),...?
5 Your favorite season is _____,...?
6 You didn't like _____(kind of food) when you were a child,...?
7 You can play _____ (musical instrument),...?
8 You wouldn't like to live in _____ (a place),...?

b **A** is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell **A** the real answer.

c Now check if your guesses about **A** are true by saying the sentences and checking with a tag question, e.g., *You were born in Santiago, weren't you?* Try to use a falling intonation. Check if your guesses were true.

2A FIRST AID QUIZ Student B

4a If someone you are with has a nosebleed, you should ask them to sit down and lean forward. Ask the person to pinch the soft part of the nose, which they should do for ten minutes. Get medical advice if the bleeding continues for more than thirty minutes.

5b Tilt their head backward so that their tongue isn't blocking their airway. Check if they're breathing by looking to see if their chest is moving and feel for breath on your cheek. Now move them onto their side and tilt their head back. Putting them in this position with their head back helps keep the airway open. As soon as possible, call 911 or get someone else to do it.

6b Use a cushion or items of clothing to prevent unnecessary movement. Call 911 or get someone else to do it. Don't try to straighten the person's leg, but continue supporting the injury until help arrives.

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Communication

3A FLIGHT STORIES Student B

a Read a newspaper article about a flight. Imagine that you were one of the passengers on the flight and were sitting just behind Mrs Fletcher. Think about:

- why you were traveling to Florida
- who you were with
- what you saw and how you felt.

IS THERE A DOCTOR ON BOARD?

Mrs. Dorothy Fletcher was traveling with her daughter and her daughter's fiancé on a US Airways flight from London to Florida. Her daughter was going to be married there the following week. They had to get a connecting flight in Philadelphia, but the flight landed late and they had to rush between terminals. On their way to the gate, Mrs. Fletcher began to feel sick. She didn't say anything to her daughter because she didn't want to worry her. However, when the flight from Philadelphia to Florida took off, she suddenly got a terrible pain in her chest, back, and arm – she was having a heart attack.

The cabin crew put out a call to passengers: "We have a medical emergency. If there is a doctor on board, could you please press the call bell?" Incredibly, not just one bell sounded but fifteen! There were fifteen doctors on board, and what was even better news, they were all cardiologists! They were traveling to Florida for a conference.

The doctors immediately gave Mrs. Fletcher emergency treatment and they managed to save her life. The plane made an emergency landing in North Carolina and she was taken to the hospital there. Fortunately she recovered quickly enough to be able to attend her daughter's wedding.

b Now listen to A's story.

c Tell A your story in your own words, e.g. *A few years ago I was flying from London to Florida on a US Airways flight…*

d What two details do the stories have in common? Have you ever been on a flight where there was a medical or technical emergency?

5A IT'S AN EMERGENCY! Student B

a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF…YOU GET LOST ON A HIKE IN THE MOUNTAINS

According to experts, people who get lost when they are out hiking typically keep walking (or even running), desperately trying to find the right path to safety. This, however, is absolutely the wrong thing to do. As a survival expert says, "Fear is the enemy. Lost people want to run." They lose their heads and start to panic. Sometimes they even forget to look in their backpacks for food and water.

The number one survival tip is to stay where you are or find an open space nearby and wait to be rescued (especially if you have told someone where you were going to walk). In research done in Canada, only two out of 800 lost people actually did this. If the others had stayed in one place, they would have been found much sooner.

Look for a sheltered place nearby in case you have to spend the night there, for example under a rock, or make a shelter with tree branches to keep you warm. But make sure you stay in the open during the day so that you can be seen by a helicopter. Make a fire to attract attention. If you don't have matches, tie a piece of bright clothing to a stick and leave it in a visible place.

b Now in your own words tell A and C how to survive if you get lost in the mountains.

7A ARGUMENT! Student B

Role-play two arguments with a partner.

1 HUSBAND

It's your wife's (**Student A**'s) birthday today. You always try to buy her good birthday presents (last year you bought her the *Lord of the Rings* DVD!). You know that she really wanted some jewelry, but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early this evening and go shopping, but you had to work late. So you stopped at a gas station on the way home and bought her some chocolates, which you know she usually likes, and some flowers.

You start the conversation by giving your wife her present. *Happy Birthday, honey. I hope you like them.*

2 SON / DAUGHTER (COLLEGE STUDENT)

You're a freshman in college, studying pre-med. You haven't enjoyed it at all, and have just failed all your final exams. In fact, you never really wanted to study pre-med, but your parents are both doctors and you feel they pushed you into it. You would like to change majors and study journalism, which you think would suit you better. You want to try to convince your mother / father (**Student A**) although you know they're not very happy with your test scores.

Your mother / father (**Student A**) will start by asking you about your test scores.

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5A GUESS THE CONDITIONALS Student B

a Read through sentences 7–12 and think how you could fill in the blanks. They are either second or third conditionals. ⊞ = a positive verb phrase, ⊟ = a negative verb phrase.

1 The cat wouldn't have gotten out if you'd closed the window.
2 If I spent a month in the US, my English would improve a lot.
3 We wouldn't have lost the game if our best player hadn't been injured.
4 If you'd told me earlier about the concert, I would have gone.
5 If I'd known the traffic was going to be so bad, I wouldn't have taken the car.
6 My husband and I would go out more if we didn't have children.

7 We would have played tennis if it _____. ⊟
8 If you hadn't reminded me, I _____. ⊞
9 I would have bought the car if it _____. ⊞
10 I wouldn't use public transportation if _____. ⊞
11 If you had watered the plants, _____. ⊟
12 If I knew the answer, I _____. ⊞

b Listen to **A** saying sentences 1–6. If **A** says exactly what you have, say *That's right*. If **A** says something different, say *Try again*.

c Say your complete sentences 7–12 to **A**. If **A** says *That's right*, write in the words. If **A** says *Try again*, think of another possible completion and say the sentence again. You can have three tries.

6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEP Student B

How our ancestors used to sleep

An American historian, Roger Ekirch, has done a lot of research (based mainly on literature and diaries) that shows that until the end of the 18th century humans used to sleep in two distinct periods, called "first sleep" and "second sleep."

First sleep began about two hours after nightfall and lasted for about four hours. It was followed by a period of between one or two hours when people were awake. During the waking period people were active. Most people stayed in bed reading, writing, or praying, etc., but others got up and even used the time to visit neighbors. They then went back to sleep for another four hours.

This research is backed up by an experiment done by a psychiatrist, Thomas Wehr, in the early 1990s, in which a group of people were left in total darkness for 14 hours every day for a month. By the fourth week, the people had begun to sleep in a very clear pattern. They slept first for four hours, and then woke for one or two hours before falling into a second four-hour sleep, in exactly the same way as people had slept in the 18th century. The research suggests that today's habit of sleeping seven to eight consecutive hours may not be the most natural way to sleep.

a Read the text and answer the questions.

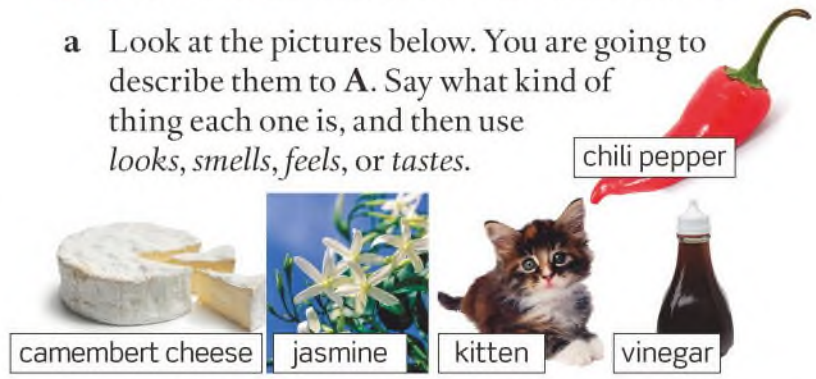
1 What did the historian's research show?
2 What was the typical sleep routine in those days?
3 What did people do during the period between sleeps?
4 What was Thomas Wehr's experiment, and what did it show?

b Listen to **A** tell you about the Sleeping Beauty Syndrome.

c Use the questions in **a** to tell **A** about how our ancestors used to sleep.

7B GUESS WHAT IT IS Student B

a Look at the pictures below. You are going to describe them to **A**. Say what kind of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*.



b Now listen to **A** describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask **A** questions.

c Now describe your first thing in as much detail as possible. **A** can then ask you questions to identify what the thing is.

It's a kind of vegetable. It's very popular in Mexico. It's very hot...

d Continue taking turns to describe all your things. Who guessed the most right?

10B GEOGRAPHY TRUE OR FALSE Student B

a Fill in the blanks in your sentences with *the* where necessary.

1 ___ capital of ___ Netherlands is ___ Amsterdam. (**F** – It's The Hague)
2 ___ Amazon is ___ longest river in ___ world. (**F** – It's the Nile)
3 ___ Panama Canal connects ___ Atlantic Ocean to ___ Pacific Ocean. (**T**)
4 ___ Atacama desert is in __ northern part of __ Chile. (**T**)
5 ___ Black Sea is in ___ southwest Europe. (**F** – It's in southeast Europe)
6 ___ biggest lake in ___ world is ___ Lake Victoria in ___ Africa. (**F** – It's Lake Superior in Canada / the US)
7 ___ Mount McKinley is ___ highest mountain in ___ Alaska Range. (**T**)
8 ___ Greenwich Village is in ___ downtown New York City. (**T**)

b Now listen to **A**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.

c Now read your sentence 1 to **A**. Correct his / her answer if necessary.

d Continue to take turns saying your sentences. Who got the most right answers?

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Communication

5A IT'S AN EMERGENCY! Student C

a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

WHAT TO DO IF... SOMEBODY BREAKS INTO YOUR HOUSE.

Imagine that you wake up in the middle of the night because you can hear somebody moving around in the kitchen. What should you do?

Even if you are brave, it is usually a mistake to go and confront the intruder. You could find yourself face to face with somebody who may have a weapon and who is likely to react violently.

The most important thing is to have a plan to follow: lock yourself and your family in a safe place, e.g., your bedroom or bathroom. Move a piece of furniture against the door to make it impossible for the intruder to open it. Next, call the police (you should always have a fully charged phone close at hand at night with the emergency number programmed in) and wait for help to arrive.

b Now in your own words tell **A** and **B** how to survive if somebody breaks into your house.

7B TWO PHOTOS Student B

a Listen to **A** describe his / her photo. Try to visualize it.

b **A** will now show you the photo to see if you agree with his / her description and interpretation.

c Now describe your photo. Focus on the people and their body language, and say who you think they are and what you think they're doing. Then finally show your photo to **A** and see if he / she agrees with your interpretation.

Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)
In the center
In the foreground (of the photo) there is / there are...
In the background
The woman on the left has her eyes closed. She looks as if...

8B STRANGE, BUT TRUE Student B

a Read the article and highlight the key information that will help you remember the story.

Dog calls for help

Dogs are often called "Man's best friend" because they sometimes help save their owner's life. But George, a two-year-old basset hound in Yorkshire in the north of England, managed to save his own life by dialling 999.

George had been left at home on his own and had knocked the phone on the floor. He became entangled with the cord of the phone and was choking. Somehow he must have touched the number 9 key of the phone with his paws a few times, and as a result, he dialed the UK emergency number: 999. All the operator could hear was the the sound of somebody choking and breathing heavily, so she sent the police to the house. The police got in with the help of a neighbor, Paul Walker, who had a spare key. To their amazement they found George with the cord around his neck. He was absolutely terrified, and couldn't free himself. They quickly pulled the phone cord out of the wall. Mr. Walker said, "It was incredible. You could see his paw print on the key of the phone. He literally saved his own life."

George's owners, Steve Brown and his daughter Lydia, 18, were as amazed as everybody else. Lydia said, "It's not as if George is particularly smart. In fact, he's really foolish – he just likes to chew socks most of the time."

b Listen to **A**'s story, and ask **A** to clarify or rephrase if there's anything you don't understand.

c Tell **A** your story in your own words, e.g., *A dog named George who lives with a family in Yorkshire in the UK was left alone in the house when his owners went out...*

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Writing

AN INFORMAL EMAIL

From: Anna
To: johnston586@gmail.com
Subject: News!

Hi Olivia,

Sorry that I havent been in touch for a while, but I've been sick. I got the flu last week and I had a temprature of 102°F, so I've been in bed since four days. I'm feeling a little better today, so I've been catching up on my emails. Luckly my college classes don't start until next week.

How are you? What have you been doing? Anything exciting. Here everyone are fine (apart from me and my flu!). My brother Mike started his new job with a software-company – I think I told you about it when I wrote last time – anyway, he's really enjoying it. How is your family? I hope their well.

I have some good news – I'm going to a conference in your town in may, from the 16th to the 20th. Could you recomend a hotel where I could stay near the downtown area? It needs to be somewhere not too expensive because my college is paying. I'll have a free half-day for siteseeing. Do you think you'll be able show me around? That would be great.

Well, that's all for now. Please give my regards to your family.

Hope to hear from you soon.

Take care,

Anna

Beginning an informal email
When you are writing an informal email, it is more usual to start with *Hi* than with *Dear*.

a Read the email from Anna. It has 12 highlighted mistakes, four grammar or vocabulary, four punctuation, and four spelling. With a partner, decide what kind of mistake each one is and correct it.

b Read Anna's email again and find sentences that mean…

I haven't written or called.
I've been reading and replying to my emails.
Have you been doing anything exciting?

c You're going to answer Anna's email. Look at the **Useful language** expressions and try to complete them.

Useful language: an informal email

Opening expressions
Thanks 1_____ *your email / letter.*
It was great 2_____ *hear from you.*
Sorry for 3_____ *writing earlier / Sorry that I haven't been in touch for a while.*
I 4_____ *you and your family are well.*

Responding to news
Sorry 5_____ *hear about your final grades.*
Glad to 6_____ *that you're all well.*
Good 7_____ *with the new job.*
Hope you 8_____ *better soon.*

Closing expressions
Anyway, / Well, that's all 9_____ *now.*
Hope to hear from you soon. / Looking 10_____ *to hearing from you soon.*
11_____ *my regards (love) to...*
Take 12_____ / 13_____ *wishes / Regards / (Lots of) love from...*
14_____ (= something you forgot and want to add) *Please send me the pictures you promised.*

d **Plan** the content of your email.

1 Underline the questions in the email that Anna wants you to answer.
2 Underline other places in the email where you think you need to respond, e.g., *I've been sick.*
3 Think about how to respond to each of the things you've underlined.

e **Write** 120–180 words, in two or three paragraphs. Use informal language (contractions, etc.) and expressions from **Useful language**.

f **Check** your email for mistakes (grammar, punctuation, and spelling).

◀ p.15

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Writing

A SHORT STORY

a Read the story. What was the "small mistake"? What happened in the end?

It was only a small mistake, but it changed my life forever. I had been working at JB Simpson's for ten years. It was a small [1]*family-run* company that exported outdoor furniture. I was [2]_____ happy with my job. I got along [3]_____ with the owner, Arthur Simpson, but not with his wife, Linda. She was a loud, [4]_____ woman, who [5]_____ used to turn up at the office and start criticizing us for no reason. Everyone disliked her.

One afternoon Mrs. Simpson came in while I was finishing writing a report. She looked at me and said, "If I were you, I wouldn't wear that color. It doesn't suit you at all." I was wearing a [6]_____ pink shirt that I was very [7]_____ of, and her comment really annoyed me. I typed a [8]_____ email to Alan Simmonds in sales. "Watch out! The old witch is here!" and pressed send. A couple of minutes later I was surprised to receive an email from Mr. Simpson asking me to come to his office [9]_____. When I opened the door I saw his wife glaring at the computer screen. I realized, to my horror, what I had done. I had clicked on Simpson instead of Simmonds. [10]_____ I was packing my things. I had been fired!

b Using adverbs and adjectives helps to make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the list.

aggressive	an hour later	family-run	fond		
frequently	immediately	new	quick	very	well

c You may want to write some dialogue as part of your story. Rewrite the following with the correct punctuation. Use the dialogue in the story to help you.

i want to talk to you about an email you sent
Mr. Simpson said coldly

d Look at the highlighted time expressions in **Useful language** and complete them.

Useful language: time expressions

_____ *that moment* *the door opened.*
As soon _____ *I saw him, I knew something was wrong.*
Ten minutes _____, *I went back to sleep.*
_____ *morning in September* *I got to work early.*
We got to the station just _____ *time* *to catch the train.*

e You are going to write a story beginning with one of the sentences below. With a partner, choose which story to write and discuss what the plot could be.

1 It was eleven o'clock at night when the phone rang.
2 Alex had been working hard all day and was looking forward to going home.
3 We had been driving for four hours when we saw the sign for a small hotel and decided to stop.

f **Plan** the content.

1 Write what happened simply, in about 50 words.
2 Think about how you could improve your story by adding more details, e.g., with adjectives and adverbs.
3 Think about what tenses you need for each part of the story, e.g., how to set the scene, what significant events happened before the story starts.

g **Write** 120–180 words, organized in two or three paragraphs. Use a variety of narrative tenses and adverbs and adjectives to make your story more vivid. Use time expressions to make the sequence of events clear.

h **Check** your short story for mistakes (grammar, punctuation, and spelling).

◀ p.29

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FOR AND AGAINST

a Read a post about adventure sports on a blog site called *For and Against*. Do you think there are more advantages or more disadvantages?

b Read the blog post again and complete it with the linking expressions from the list (two of them are interchangeable).

although another advantage because of
for example (x2) furthermore in addition
on the other hand the main advantage
to sum up

c Put the linking expressions from **b** in the **Useful language** chart below.

Useful language: linking expressions

To list advantages / disadvantages
the main advantage
_____

To add more points to the same topic
_____
_____

To introduce an example
For instance,...
_____

To make contrasting points
However,...
In spite of (the fact that)...
_____
_____

To give a reason
Because (+ clause)...
_____ (+ noun)...

To introduce the conclusion
In conclusion,...
_____

d You are going to write a post for the site. Choose one of the titles below.

Going to work abroad: an exciting opportunity or a scary one?

Being a celebrity: a dream or a nightmare?

Home | About | Blog | Subscribe

Everything has two sides to it, a positive one and a negative one. Post your opinions on our blog...

Adventure sports – fun or too risky?

Every year, more and more people are tempted by the idea of going on an adventure sports vacation, especially during the summer months.

Spending your vacation being active and enjoying the outdoors has a lot of advantages. 1*The main advantage* is that adventure sports, like many other physical activities, offer health benefits. 2_____, when you practice extreme sports, your brain releases endorphins because of the adrenalin rush and that makes you feel happy. 3_____ is the self-confidence that you gain from doing these activities. 4_____, the lessons learned from facing the difficulties and the risks of these extreme sports may be very valuable in everyday life.

5_____, there are also some important disadvantages. 6_____ they make you feel good, risky sports can be extremely dangerous. The possibility of getting seriously injured while performing these activities is very high, and some adventure sports, 7_____ skydiving or cliff jumping can even have fatal consequences. 8_____ these risks, you need to be in very good shape to practice these sports during a vacation, which means that they are not for everyone. 9_____, they are likely to be expensive because they require a lot of equipment, safety measures, and well-trained and qualified instructors.

10_____, adventure sports vacations have both advantages and disadvantages. Whether they suit you or not depends on your level of fitness, your personality, and how much you can afford.

Like | Share | Comment

e **Plan** the content.

1 Decide what you could say either about how many young people today choose or are forced to go and work abroad, or about how people today are interested in famous people or want to be famous themselves. This will give you material for the introduction.
2 List two or three advantages and disadvantages, and number them in order of importance.
3 Decide if you think there are more advantages than disadvantages.

f **Write** 120–180 words, organized in four paragraphs: introduction, advantages, disadvantages (or disadvantages then advantages), and conclusion. Use a formal style (no contractions or colloquial expressions). Use the linking expressions in **Useful language**.

g **Check** for mistakes (grammar, punctuation, and spelling).

◀ p.41

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Writing

AN ARTICLE

a Look at the three pictures. What do you think the parents should and shouldn't have done? Read the article and check.

Make your home a safer place for children!

You probably think that your home is a very safe place. But this may not be true if you have children coming to visit. Here are some tips to prevent accidents. / First look at the bedroom where the children are going to sleep. Make sure the beds are <u>not</u> under a window, in case a child tries to climb out. If a very small child is going to sleep in the bed, you could put some pillows on the floor next to the bed, in case the child falls out. The next place to check is the bathroom. Many people keep medicines in a drawer or on a shelf above the sink. But this can be dangerous, as children may find them and think they are candy. You should leave them in a locked cabinet. Finally, take a look at the kitchen, which is the most dangerous room in the house for children. Knives should be kept in drawers that children can't reach, and make sure that all cleaning liquids are in high cabinets. If you follow this simple advice, children who come to stay will never be at risk in your home.

b This article was originally written in five short paragraphs. Mark / where each new paragraph should begin.

c You are going to write an article for a school magazine. With a partner, choose one of the titles below.

How to stay safe if you go hiking in the mountains.
How to stay safe on a day at the beach.
How to stay safe online.

d **Plan** the content.

1 Think of at least three useful tips.
2 Think of a good introductory sentence (or sentences).

e **Write** 120–180 words. Use expressions from **Useful language** below, and write in a neutral or informal style.

Useful language: giving advice
Don't forget to... / Remember to...
Make sure you...
You should...
Never...

Reasons
...in case
...so (that)
...because it might...

f **Check** your article for mistakes (grammar, punctuation, and spelling).

◀ p.47

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Writing

DESCRIBING A PHOTO

a Look at the photo and read the description. Do you agree with what the writer says about the people?

I think this is a family photo, although none of the family members are actually looking at the camera. 1*In the foreground* we see the inside of a room with a glass door leading to a yard. 2_____ of the photo there is a girl sitting at the table, resting her head on one hand, with an open book 3_____ her. There are two other empty chairs around the table. The girl is smiling; she looks as if she's daydreaming, maybe about something she's read in the book. 4_____, there is another woman, who looks older than the girl, maybe her mother. She's standing with her arms folded, looking out of the glass doors into the yard. She seems to be watching what's happening 5_____, and she looks a little worried.

6_____, we can see a patio, and 7_____ that a beautiful yard. Outside the glass doors on the right you can see a boy and a man who may be father and son. The boy is standing looking at the man, who is crouching 8_____ him. It looks as though they're having a serious conversation. Maybe the boy has been misbehaving because it seems as if he's looking at the ground. This photo reminds me of a David Hockney or Edward Hopper painting, and it immediately makes you speculate about who the people are and what they are thinking.

b Complete the description with a word or phrase from the list.

across from behind in front of in the background
in the center in the foreground to her right outside

Useful language: describing a photo or picture
In the foreground / background / center of the photo...
The (man) looks as if / looks as though...
It looks as if / as though...
The (woman) may / might be... / Maybe the woman is...
The photo reminds me of...

c You are going to write a description of the photo below. **Plan** the content. With a partner, look at the photo carefully and decide what you think the people are thinking or feeling. Decide how to organize what you want to say into two paragraphs.

d **Write** 120–180 words. Use the phrases in **Useful language** to help you.

e **Check** your description for mistakes (grammar, punctuation, and spelling).

◀ p.71

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Writing

EXPRESSING YOUR OPINION

a Read the title of the magazine article. Do you agree or disagree? Then quickly read the article and see if the writer's opinion is the same as yours.

b Complete the article with a word or phrase from the list below.

finally	first	for instance	in addition	in conclusion
in most cases	nowadays	second	so	whereas

c You are going to write an article for a magazine. With a partner, choose one of the titles below.

Downloading music or movies without paying is as much of a crime as stealing from a store.

Squatters who live in an unoccupied property should not be forced to leave it.

d **Plan** the content. The article should have four or five paragraphs.

1 **The introduction**: Think about what the current situation is and what your opinion is.
2 **The main paragraphs**: Try to think of at least two or three clear reasons to support your opinion. You could also include examples to back up your reasons.
3 **The conclusion**: Think of how to express your conclusion (a summary of your opinion).

e **Write** 120–180 words, organized in four or five paragraphs (introduction, reasons, and conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in **b** and in **Useful language**.

Useful language: ways of giving your opinion

(Personally) I think... / I believe...
In my opinion...
In addition / Also
In conclusion / To sum up

Ways of giving examples

There are several things we can do, for example / for instance / such as...
Another thing we can do is...
We can also...

f **Check** your article for mistakes (grammar, punctuation, and spelling).

◀ p.77

Community service is a bad punishment for sports stars who commit crimes

1*Nowadays* in the US when a star athlete commits a crime, he or she is usually sentenced to community service instead of serving time in a jail or prison. 2_____, for these high-profile people, I believe that community service is a very bad option.

3_____, the community service that star athletes are asked to complete is often very different from the community service that non-celebrities must complete. 4_____, star athletes might fulfill their community service by coaching kids at sports camps 5_____ non-celebrities often perform court-ordered community service by picking up garbage on roadsides or digging ditches.

6_____, kids often view sports stars as role models. So when a sports star never goes on trial for committing a crime, kids assume that if you're famous you can get away with breaking the law. 7_____, in some cases, once celebrities complete their community service, the crime doesn't go on their records. This sends kids the wrong message: if you're famous the laws don't apply to you in the same way as they do for non-famous people.

8_____, I think that when sports stars are sentenced to community service for their crimes, they should also be fined. They usually have a lot of money 9_____ they can afford to pay larger fines than non-celebrity criminals.

10_____, I believe that star athletes who commit crimes should be sentenced to more than community service. They should also be fined or serve time in prison for more serious crimes.

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A REPORT

a Read the report on restaurants. With a partner, think of suitable headings for paragraphs 1, 3, and 4.

b You have been asked to write a report on either **good places for eating out** or **entertainment in your town** for an English language magazine. With a partner, **plan** the content.

1 Decide which report you are going to write.
2 Decide what headings you can use to divide up your report.
3 Decide what information to include under each heading.

c **Write** 120–180 words, organized in three or four paragraphs with a heading. Use a neutral / formal style, and use expressions from **Useful language** for generalizing.

Useful language: talking in general
Most / The majority of (movie theaters in my town...)
(Movie theaters) are usually / tend to be (pretty expensive)
In general... / Generally speaking...
almost always... / nearly always...

d **Check** your report for mistakes (grammar, punctuation, and spelling).

◀ p.91

Eating out in New York City

This report describes various options for students who want to eat out while staying in New York City.

1 _____

Fast food – The majority of fast-food restaurants are cheap and the service is fast, but they are often noisy and crowded, and of course the food is the same all over the world.

World food – New York City has restaurants offering food from many parts of the world, for example India and Thailand. These are often relatively inexpensive and have good-quality food and a nice atmosphere.

2 *Value for money*

Gastropubs – These are pubs that serve high-quality food but tend to be slightly cheaper than the majority of mid-range restaurants. Generally speaking, the food is well-cooked and some have very imaginative menus.

Diners – You can usually get a good sandwich, hamburger, or bowl of soup in a diner without spending too much. Some diners are open 24 hours, so if you're hungry late at night, a diner might be your best option.

3 _____

There are many options if you want to try somewhere special, but be aware that this almost always means spending a lot of money. French restaurants, for example, are often expensive, and also restaurants run by celebrity chefs.

4 _____

- Don't make your meal cost more by ordering expensive drinks.
- If you have a special restaurant in mind, don't forget to book in advance because the best restaurants are usually full, especially on the weekend.
- All New York City restaurants get inspection grades based on cleanliness and food safety standards. The grades are displayed near the front door of restaurants. Check before you go inside.
- Even if you have a limited budget, take advantage of the different restaurants that New York City has to offer.

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Listening

1 9

1 I was being interviewed for a job with an advertising agency and the interviewer kept checking information on my résumé and then asking me about it, and he saw that I'd studied philosophy in college, and he said, "Oh, I see that you studied philosophy in college. Do you still practice philosophy?" So I said, "Well, I still think a lot." Anyway, he obviously liked the answer because I got the job.

2 At my job interview to become an editor with a publishing company, there were three people asking questions: two managers, and a woman from human resources. All the questions had been pretty normal; they were about my studies and experience, and then suddenly the woman from human resources asked me, "What would make you kick a dog?" I was totally flustered, but I managed to answer – I said, "I'd only kick it if the dog had bad grammar and couldn't punctuate properly." I thought it was a clever answer and, in fact, I got the job!

3 When I was applying for a teaching job in Korea, they were doing the interviews by phone because I was in the US. And because of the time difference they were all very early in the morning, which is not my best time. Anyway, the director of studies of this particular school asked me, "How tall are you?" and, "How much do you weigh?" I answered his questions, but after the interview, when I thought about it, I decided that I didn't want to work in a school that would judge me by my height or my weight. So later, when they offered me the job, I turned it down.

4 I was being interviewed for a job and the interviewer asked me, "What animal would you like to be reincarnated as?" So I said a cat because it was the first thing I thought of and because cats have a good life – well at least in the US they do. And then the interviewer immediately looked a little embarrassed and said that he had been told to ask me that question to see how I would react, but that he thought it was a stupid question. In the end I didn't get the job, so maybe the interviewer wasn't very fond of cats…

5 I went for a job interview at a lawyer's office. There were two of us waiting to be interviewed – me and a man about the same age as me – he was nice so we were chatting before we went in, and we agreed to have a coffee afterward. Well, I went in first, and they asked me the usual kinds of questions about my previous job. They had all my personal information on my résumé and so they knew I was married and suddenly they asked me, "Are you planning to have children?" I said, "not in the immediate future but maybe one day." Afterward when I was having coffee with the other candidate, I asked him if he'd been asked the same question, and he said no, even though he was married, too. In fact we both got offered jobs, but I still think that it was a very sexist question to ask.

1 10

Adam

Fatos began to look very carefully at the coffee grounds in Chris's cup and to tell him what she could see. I remember that the first thing she said was that she could see "sacks of money" – and this was very accurate because Chris had worked in Saudi Arabia for several years and had earned a lot of money there. She also said that she could see "a blond lady." Well, Carla, Chris's girlfriend at the time, was blond, so that was spot on, too. But then Fatos suddenly looked very serious and she said, "I can see somebody in your family who is sick, very sick, at this moment."

I remember thinking, "Oh, no! Don't ruin a nice evening!" But Chris is a very laid-back kind of person, and he didn't seem to be too worried by what she'd said. He just said, "Well, as far as I know the people in my family are OK." Chris is an only child and his mother lived with her sister. They were both in their seventies.

Fatos said one or two more things and then we asked the waiter for the check and said our goodbyes. It was a slightly weird end to what *had* been a very enjoyable evening. I can remember feeling relieved that I had said "no" when Fatos asked me if she could read my coffee cup.

Chris and I got a taxi back to our hotel. The next day Chris had a free morning because it was my turn to do the teacher training session in the hotel, so he went out early to go sightseeing in Istanbul. Around nine o'clock I got a call on my cell phone. It was Chris's girlfriend, Carla, calling. She told me that she needed to talk to Chris immediately, but that he wasn't answering his cell phone. I could tell by her voice that she had some very bad news for him, and I immediately thought of what Fatos had said the night before and I felt a shiver run down my spine.

I asked Carla what had happened and she told me that Chris's aunt had died suddenly in the night. So, was it just a spooky coincidence, or did Fatos really see what she said she saw in the coffee cup? I spoke to her before I left Istanbul and I told her that Chris's aunt had died the night that we had dinner. She wasn't at all surprised and she just said, "Yes, I saw in the cup that someone in his family was near death, but I didn't want to frighten him so I just said that the person was very sick." All I can say is that I always used to be very skeptical about fortune-telling but now, well, I'm not so sure.

1 17

What's in your signature?

Our signature is very much part of the way in which we present ourselves to the world, so it can definitely give us some clues about the kind of person we are and how we feel about ourselves.

As you know, a person's signature usually consists of a first name and a last name, or an initial and a last name. Your first name represents your private self – how you are with your family; and your last name represents your public self – the way you are at work or school, and in your social life.

If you use only initials either for your first name or your last name in your signature, this means that you are more secretive and protective about either your private or public self.

Now look at the space between your name and last name. Are the two names very close together, or is there a reasonable space between them? The more space there is between your name and your last name, the more you wish to keep these two parts of your personality separate.

1 18

The size of your signature

Now let's look at the size of your signature. If your first name is bigger and more prominent in your signature this usually means that your "private" self is more important to you than your "public" self. If your last name is bigger and more prominent, this probably means that your "public" self is more important to you.

If your whole signature is very big compared with the rest of your writing, this usually means that you are a self-confident person. Some people actually sign in capital letters, which suggests that they may be big-headed or even arrogant rather than just self-confident. On the other hand, people who sign their name with a very small signature tend to be insecure and have low self-esteem.

1 19

The legibility of your signature

Another important factor is how legible your signature is – in other words how easy it is to read. A legible signature tends to mean that you're a person with clear ideas and objectives. On the other hand, if your signature is difficult to read this may imply that you're somebody who doesn't think very clearly and that you may be disorganized or indecisive. It can also mean that you're secretive.

Generally speaking, the more illegible your signature is, the less assertive you probably are as a person.

1 20

The angle of your signature

Finally, I want to say something about the angle of your signature, that's to say whether your signature is horizontal, or goes up or goes down on the page.

A rising signature, one that goes up, means that you are the kind of person who, when you're faced with problems, will work hard to overcome them. You're a determined person and probably optimistic and ambitious. A descending signature, that is one that goes down, suggests that you're the kind of person who gets disheartened or depressed when you're faced with problems, maybe because you are not very self-confident. A horizontal signature, one that goes straight across the page, usually indicates a person who is well-balanced and emotionally stable, and someone who is generally satisfied with the way their life is going.

But it's worth bearing in mind that the angle of our signature may change at different times of our lives, depending on how we're feeling.

1 23

Jeff My name is Jeff Neil. I'm a career coach, and I help people discover the right career for them and actually go get that job.

Interviewer How important is the résumé when you're applying for a job?

Jeff The résumé is really important because it represents you. It's often the first presentation of your skills and abilities to an employer before they actually have a chance to talk with you.

Interviewer What are some mistakes that people make with their résumés?

Jeff So some of the biggest mistakes that, that I've seen that people make on their résumé is they include everything. Right, as an employer, I don't care what you did 20 years ago or 30 years ago. You may have been a star at something that you did 25 years ago, but as an employer I'm thinking, this has no relevancies to me. You've changed over 25 years. The world has changed over 25 years. So people include far too much information on their résumés. My recommendation is that they only go back about 15 years.

Interviewer Are there any other mistakes?

Jeff Another completely, another completely unforgiveable mistake is grammatical errors, bad punctuation and spelling errors. When I see a résumé that has, you know, more than one error, it's done. Right? We live in a world where résumés are expected to be perfect. So word processing has spell check on it. There's just no reason to have something misspelled.

Interviewer How important is a candidate's social media presence?

Jeff Yeah, in today's world, almost all hiring managers and HR staff will look for you online before they interview you. So your online profile can actually either help you get an interview, or it can stop you from getting an interview. So for your social media, you want to be really careful, particularly when you're looking for a job. You want to be really careful about what pictures you're showing and what conversations you're posting, um, is public information. You also want to do a Google search on your own name.

Interviewer Assuming a candidate gets an interview, how do you help them to prepare for it?

Jeff So the way I help candidates prepare for interviews is I, I have them take the job advertisement. Right, they can get the job advertisement if it's posted online, or a job description from the HR office. And to go through it and simply circle what are the skills and abilities that are required to do that kind of job? And to take an eight and a half sheet of paper and make 3 columns, and in the first column, list the key skills and abilities that are required to do that position. And then in the second column, list where they've used those skills and abilities in different roles in their career. And then in the third column, to actually create stories that demonstrate how they've used those skills in those different companies.

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1 24

Interviewer What tips can you give a candidate for the day itself? For example, how should people dress for an interview?

Jeff It's important to dress appropriately for an interview, because if you're underdressed for an interview it shows a lack of respect. Right? Companies, an employer's going to look at that and say, this isn't, this person's not taking this interview seriously. So I encourage my clients to actually overdress a little bit for an interview. Now, how can you determine the best way to dress for an interview? You might actually get on a company's LinkedIn page and look at their LinkedIn photos, because that'll give you a sense of that company's style. Are they all dressed in suits and they're really formal? Are they more relaxed? Another way, uh, outside of a big city is that you can often stake out the front door, you know, a couple days ahead of time and see how employees are actually going into that office. How are they dressed?

Interviewer Obviously you shouldn't be late, but how early should you get there?

Jeff So you want to show up at an interview about five minutes early. If you get there earlier than that, just grab a cup of coffee in a nearby, uh, restaurant or shop. And then when you walk into the interview you don't want to have your headphones on. You want to make sure your cell phone is turned off. You don't want to have any interruptions.

Interviewer Do you have any other tips before the interview starts?

Jeff As soon as you walk into the building for a job interview, you've already begun the interview. The way that you greet people, the way that you greet the receptionist at the front desk, and security if there is security, all those people are part of the interview process. Because if you don't handle it in the right way, they may tell the person that you're interviewing with how you approached them. And your chances of getting the job can actually be eliminated. So it's important that you treat everyone that you meet in the building as part of the interview process.

1 25

Interviewer Is it OK for a candidate to talk about money or salary during an interview?

Jeff It is OK for a candidate to talk about money and salary during an interview. But the real question is *when* should they talk about money and salary. And the answer is *late*.

One of the biggest mistakes that job candidates make is they focus too much on their own needs. Right? So work life balance is important. The number of hours I'm going to work, the amount of vacation I'm going to get, the pay, and the benefits, they're all very important. But we have to understand that the employer is giving us money.

What's most important is I want to communicate that I can deliver enough value for this position that you offer me the job. Once an employer believes that I'm the right candidate, and then they offer me a position – that's the right time to start talking about money and benefits. However, I wouldn't raise the topic. I would let the employer raise it first.

Interviewer Do you have any other tips for candidates during the interview?

Jeff Body image and body language is really, really important in an interview. I can remember interviewing someone – they were slouched back and they were down, and their energy was really, really low, and it just communicated to me, this person doesn't really want this job. They didn't feel motivated. And I can remember talking with candidates where they're leaning forward and their, their voice is stronger. They're making a lot of eye contact directly with me.

I can tell that they're really listening to what I'm saying. They're hearing what I'm saying, and that they want to learn about this job to help me understand their value. So body language and eye contact are really, really important. The tone of voice is also really, really important because when we're unsure or less confident we tend to, you know, not only slouch, but our voice goes down. And that's not communicating the confidence that you, that you're confident in your skills and abilities.

Interviewer And just to finish, did you ever ask extreme questions during interviews when you worked in HR?

Jeff As a director of HR, sometimes I would ask extreme questions, such as, if you could be any kind of tree in the world, what kind of tree would you want to be? Because I want to see what it reveals about someone's personality.

Interviewer What would a good answer be?

Jeff So one good answer could be, I'd like to be an oak tree, because it's strong and it's steady. Another good answer could be, I'd like to be an apple tree, because it's beautiful when it's blooming and it gives fruit to people that they would enjoy. Another answer could be, I'd like to be a cactus, because cactuses don't need a lot of support and they're very, very persistent. They can survive.

1 27

Interviewer When did you last have an interview for a job?

Jeanine The last time I had an interview for a job was in 2011.

Interviewer How did you prepare for the interview?

Jeanine I took a lot of Rescue Remedy to help the nerves and I, I just practiced every question that they could ask me in my head.

Interviewer Did the interview go well?

Jeanine No, it didn't. I didn't get the job.

Interviewer When did you last have an interview for a job?

Jo Uh, about two months ago.

Interviewer How did you prepare for the interview?

Jo Well, I looked at the job description and thought about my experience, um, and then tried to match my experience to the various different points on the job interview.

Interviewer Did the interview go well?

Jo It did.

Interviewer How do you know it went well?

Jo Because they offered me the job.

Interviewer When did you last have an interview for a job?

Ivan I last had an interview for a job a few weeks ago, um, that's the last time I had an interview for a job.

Interviewer How did you prepare for the interview?

Ivan To prepare for the job interview I read about the company and learned about what they did and to see if I liked the work that they did.

Interviewer How do you know it went well?

Ivan I think it went well because they followed up with an email, um, to talk about, um, further opportunities at that company.

Interviewer When did you last have an interview for a job?

Yasuko Um, the last interview that I had was for my current company that I work for, and that was about two years ago.

Interviewer How did you prepare for the interview?

Yasuko I prepared for the interview by, um, res...doing a little research on the company, the kind of products that they make, um, the, their philosophy, the history and the background of the company.

Interviewer Did the interview go well?

Yasuko I think the interview went well because it was actually a long interview. I had a lot of good conversation with the managers there, and I also got a few more interviews afterwards, and eventually got the job, so the, the interviews went well.

Interviewer When did you last have an interview for a job?

Joost About three months ago.

Interviewer How did you prepare for the interview?

Joost I read about the company and I knew what the job content was, and I knew everything that I had to know for the interview. I was well-prepared to answer their questions.

Interviewer Did the interview go well?

Joost It went well. In the end they said I was too young, so they didn't hire me, but, yeah, they would have if I was older, they said.

1 41

I So, Dr. Roberta, do you meet a lot of cyberchondriacs in your work?

D All the time, I'm afraid. It's very common these days for people to look up their symptoms on health websites on the Internet and to diagnose themselves with weird or exotic illnesses. For example, the other day I had a patient who came in because his back was very red and itchy. He had been looking on Internet medical sites and was absolutely convinced that he had an extremely rare skin condition – he even knew the medical name: Nodular Panniculitis. But, in fact when I examined him and talked to him, it turned out that he had spent the weekend working in his yard in the sun and his back was sunburned.

I So you would prefer your patients not to check their symptoms on the Internet?

D No, don't get me wrong, I'm not anti-health websites, I just want people to use them sensibly. The problem is that diagnosis of a condition or an illness doesn't just depend on one specific symptom that you can type into Google. It depends on all kinds of other things like a patient's appearance, their blood pressure, their heart rate, and so on.

I Of course.

D And diagnosis also depends on where you live. For example, if you live in a US city and you haven't traveled overseas, it's very unlikely that you have malaria even if you have some of the symptoms.

I What other problems are there when people use health websites?

D Well, you have to check carefully what kind of site it is that you are looking at. Some websites look as if they have been created by health professionals, but in fact they've been set up by commercial companies that are trying to sell you something. Also, some healthcare sites recommend expensive treatments or medicine that is not available in all parts of the world.

I Are there any websites that you would recommend?

D Oh, yes. Absolutely. For example, people with chronic diseases like asthma can get a lot of help and information from online support groups. These websites have forums where you can talk to other people who have the same condition and illness and you can usually get information about the latest research and new treatments. And there are often online support groups for people who have unusual illnesses, too.

I Finally, do you have any tips for all those cyberchondriacs out there?

D Yes, I have three. First, only look online after you've been to the doctor. If you're not feeling well, make a list of the symptoms you have that are worrying you, and go and see your doctor with this list. Then when your doctor has told you what he or she thinks, you could take a look online.

Second, make sure you're looking at a reliable and professional medical website. And finally, remember that common symptoms usually have common causes – so if you have diarrhea, for example, it's much more likely to be food poisoning than the Ebola virus.

I Dr. Roberta, thank you very much.

1 45

P Welcome to today's program in our series on age. The topic is clothes, and the question is, do people these days dress their age, and should they? Our guests are both fashion journalists with well-known magazines. Hello, Liza and Adrian.

A + L Hello. Hi!

P Let's start with you, Liza.

L Well, the first thing I'd like to say to all the young people out there is next time you give your grandma a warm cardigan and some slippers for her birthday, don't be surprised if she asks for the receipt, because she'll probably want to go out and exchange them for something more exciting.

P So you think these days women in their sixties and seventies dress much younger than they used to?

L Oh, absolutely. Think of women like Sofia Loren, Catherine Deneuve, Helen Mirren, and Jane Fonda. Jane Fonda is in her late seventies and last month she was on a talk show wearing a leather miniskirt – she looked fabulous! But, of course, it isn't just famous women who are dressing younger; some recent research says that nine out of ten women say that they try to dress younger than their age.

P Do you think that's true?

L Well, it depends on your age of course. A lot of teenage girls try to dress older than they are, maybe to get into parties. But I would say that from 30 onward most women try to dress younger than they are.

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P And do you think there's anything wrong with that?
L Actually, I think it's not a question of dressing older or younger, it's a question of wearing what suits you. And if you looked good in jeans when you were 15, if you keep your figure you'll probably look good in them when you're 80. There are a few things that can look a little ridiculous on older women, like, let's see, very short shorts...but not many.
P So your fashion rule would be...?
L Wear whatever you think suits you and makes you feel good.
P Adrian, what about men? Do you think they also try to look younger than their age?
A Well, interestingly, in the research Liza mentioned, only 12% of the men who were questioned said they had ever thought about dressing to look younger. But actually I think a lot of them weren't telling the truth. Look at all those middle-aged men you see wearing jeans that are too tight and incredibly bright T-shirts.
P You don't approve?
A No, I don't. Personally I think that men should take their age into account when they're buying clothes.
P Do you think that some men actually dress older than their age?
A Yes, definitely, some do. Some men in their twenties look as if they were 20 years older by wearing blazers and khakis, or wearing suits and ties when they don't have to. They've maybe started their careers and they want their bosses to take them more seriously. And a lot of men in their thirties realize that they can't dress like a teenager anymore, but they go to the opposite extreme and they start buying the kind of clothes that their fathers wear.
P So what would your fashion rule be for men?
A Dress for the age you are, not for the age you wish you were.
P Liza and Adrian, thank you very much.

2 2

1 Ladies and gentlemen, welcome on board this flight to Hong Kong. Please place all carry-on luggage in the overhead compartments or underneath the seat in front of you. We ask that you please fasten your seat belts and, for safety reasons, we advise you to keep them fastened throughout the flight.
2 We also ask that you make sure your seat backs and tray tables are in their full upright and locked positions for takeoff. Please turn off all personal electronic devices, including laptops and cell phones. We remind you that smoking is prohibited for the duration of the flight.
3 Ladies and gentlemen, we ask for your attention for the following safety instructions. Please read the safety information card located in the seat pocket in front of you. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.
4 The safety information card is in the seat pocket in front of you. Please read it. It shows you the equipment carried on this aircraft for your safety. Your life jacket is located under your seat. In the unlikely event of a water landing, place the life jacket over your head, fasten the straps at the front, and pull them tight. Do not inflate the jacket inside the aircraft. As you leave the aircraft, pull down on the red tabs to inflate the vest. If necessary, the life jacket can be inflated by blowing through these tubes.

2 7

Interviewer With me in the studio today I have Richard, who's a pilot, and Brynn, who's an air traffic controller, and they are going to answer some of the most frequently asked questions about flying and air travel. Hello to both of you.
Richard and Brynn Hello.
Interviewer OK, we're going to start with you, Richard. The first question is what weather conditions are the most dangerous when flying a plane?
Richard Probably the most dangerous weather conditions are when the wind changes direction very suddenly. Uh... this tends to happen during thunderstorms and hurricanes and it's especially dangerous during take-off and landing. But it's pretty unusual – I've been flying for 37 years now and I've only experienced this three or four times.
Interviewer What about turbulence? Is that dangerous?
Richard It can very bumpy and very uncomfortable, but it isn't dangerous. Even strong turbulence won't damage the plane. Pilots always try to avoid turbulence, but it can sometimes occur without any warning, which is why we always advise passengers to wear their seat belt all the time during the flight.
Interviewer Which is more dangerous, take-off or landing?
Richard Both take-off and landing can be dangerous. They're the most dangerous moments of a flight. Pilots talk about the "critical eight minutes" – the three minutes after take-off and the five minutes before landing. Most accidents happen in this period. But I would say that take-off is probably slightly more dangerous than landing. There is a critical moment just before take-off when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he or she has very little time – maybe only a second – to abort the take-off.
Interviewer Are some airports more dangerous than others?
Richard Yes, some are – particularly airports with high mountains around them and airports in countries with older or more basic navigation equipment. For some difficult airports like, let's say Kathmandu, they only allow very experienced pilots to land there. And for some of these airports, pilots have to practice on a simulator first before they are given permission to land a plane there.
Interviewer Thanks, Richard. Over to you, Brynn. What personal qualities do you think you need to be an air traffic controller?
Brynn Um, I think confidence is number one. You need to be a self-confident person; you have to be sure of yourself and of the decisions you're making.
Interviewer Most people imagine that being an air traffic controller is very stressful. Do you agree?
Brynn Actually, on a daily basis, the job isn't as stressful as people think. Obviously it's true that stressful situations do arise, but when you're very busy, you just don't have time to get stressed.
Interviewer Why is it important for pilots and controllers to have good, clear English?
Brynn English is the official language of air traffic control. We communicate with pilots using very specific phrases like runway, wind, cleared for take-off, turbulence, traffic ahead, to your left, to your right – things like that, and it's true that you could just learn these specific phrases. But then in an emergency, you don't know what language you might need; it's much less predictable, which is why it's vital for pilots and air traffic controllers to speak really good, clear English.
Richard If I could just interrupt here, in fact, there have been several air crashes that happened because the air traffic controller misunderstood something that the pilot had said in English, or vice versa, because their pronunciation wasn't clear enough.
Brynn Yes, that's right.
Interviewer Finally, people tend to think that most pilots and air traffic controllers are men. Would you say that was true?
Brynn Not in air traffic control – there are lots of women. It may not be fifty-fifty, but there are plenty of us.
Richard It's true about pilots, though. I mean there are some women pilots, but it's still pretty much a male-dominated job, I'd say.
Interviewer Why do you think that is?
Richard People say it's because men have a better sense of direction.
Brynn Very funny.
Interviewer Richard, Brynn, thank you very much.

2 20

Della looked at herself in the mirror. She pulled down her hair and let it fall to its full length.

Now, there were two possessions that Jim and Della were very proud of. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. It reached below her knee and made itself almost like a garment for her.

As she looked in the mirror she had an idea. She did her hair up again nervously and quickly. She hesitated for a minute and stood still while a tear or two fell on the worn red carpet.

But then she put on her old brown jacket; she put on her old brown hat. With a brilliant sparkle in her eyes, she danced out the door and down the stairs to the street.

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." Della ran up one flight of stairs and then stopped, panting.

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take your hat off and let's take a look at it."

Down came the brown hair.

"Twenty dollars," said Madame, lifting the hair with her hand.

"Give it to me quick," said Della.

The next two hours sped by quickly. She hurried through the stores looking for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned them all inside out. It was a platinum chain, simple and elegant in design, As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both Jim and the chain. She paid twenty-one dollars for the chain, and she hurried home with 87 cents.

2 22

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything that could make me like my girl any less. But if you'll unwrap that package, you may see why I was upset at first."

Della tore at the string and paper. And then a scream of ecstatic joy; and then, alas! a quick change to hysterical tears and crying.

For there lay the set of combs that Della had really wanted. Beautiful combs, just the color to wear in her beautiful vanished hair. They were expensive combs, she knew, and her heart had longed for them without the least hope that she would ever own them. And now, they were hers, but the hair that the beautiful combs should have adorned was gone.

But she hugged them to her chest, and, at length, she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della jumped up. Jim had not yet seen his beautiful present. She held it out to him, "Isn't it dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim sat down on the couch and put his hands under the back of his head and smiled.

"Dell," he said, "let's put our Christmas presents away and keep 'em a while. They're too nice to use right now. I sold the watch to get the money to buy your combs. And now, suppose you put the chops on."

2 23

Marion My name is Marion Pomeranc. I'm the manager of Literary Programs and a nonprofit in New York City called Learning Leaders, and I have also written three children's books.
Interviewer What was your favorite book when you were a child?
Marion My favorite book was *If I Ran the Circus* by Dr. Seuss. Um, it was a first book in my home that was for children. And it was just so exciting to have it, to hold it, to read it. And I still have it.
Interviewer What was it that you liked about Dr. Seuss?
Marion What I love about Dr. Seuss is his use of language. The words, the made-up words, the way the words flow together and sound. It just brought me to a different place. And, uh, loved that.
Interviewer Who read to you when you were a child, your mom or dad or both?
Marion My parents didn't speak English when I was growing up. They were, they were English learners as I was growing up. And I kind of helped them with language. And I think I introduced books to the home, really. Um, they became readers down the road.
Interviewer You have a son, right? Did you read to him?
Marion I have one son. And as a child, books were very important to me. And I think became important to him because of that. We read together every night. We read books like *Stella Luna* and *Corduroy* when he was young. And, and continued to read together, mostly fiction.
Interviewer How has writing for children changed over time, maybe in the last 50 years?

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Marion I think books have changed in that now you really, authors are more cognizant of writing about real children and real issues. I grew up with stories like *Nancy Drew*, who lived in this fictional America where everyone was, everyone was white. And everyone had a Mommy and a Daddy.

And, and, um, now they write about more honest and, uh, true stories of, of what children's lives are really like.

Interviewer And that's a good thing?

Marion And that's a great thing.

2 24

Interviewer Do you have any thoughts about getting teenagers to read more?

Marion I do. I think teenagers would read if they were given more control over what they can read. If the choices were their own, and they weren't told what they had to read. If they were told they were allowed to put a book down and start something else. Um, and you can read anything. You can read the ads on the subway. You can read a magazine article. You can read the side of a cereal box. I mean that's all reading.

Interviewer Are there good authors or books in pop culture now whose material has encouraged teenagers to read?

Marion I think that these series books that are really popular these days have helped teenagers want to read. Like the *Twilight* series. The *Harry Potter* series. Kids like to go back, they like to become familiar with a, with a character in the story. And, and I think those books have been successful because of that.

Interviewer Going back to kids, what is the key to getting a very young person to start reading?

Marion I think to get a child to start reading, the key is really to starting when they're young. Have books around your home. Have a library card. Um, share the books that you read with them. Talk about the books the, at, at, at dinner. Know what they're reading, and talk about their books. Take a trip to a publishing house.

And, and see what goes into making a book. Meet an author, if you can do that. Go to, go to a bookstore and have someone, hear someone who's written a book talk about a book. I think you have to just get the excitement of books across. If you're excited about books you'll get, they'll get excited about books.

Interviewer What kind of books do you think young people enjoy reading?

Marion The kind of books that children like to read are books maybe with a little subversion in them. Books where maybe the adults are a little goofy, and the kids solve the problems. Children want to relate. They want to feel they have a little bit of power. I think young children feel that way, middle-schoolers feel that way. And I think if you look carefully at books that kids really like, it's the one where, where youth dominates.

And, uh, kind of rules the world a little bit.

2 25

Interviewer Do you prefer paper books or e-books, and why?

Marion So I now prefer to read books on an e-reader, on my Kindle. I, I have tons of books in my house. And I haven't bought a book in three years. I only read on my Kindle. And, and love it. Because it's, to me it's more intimate than a book. I've chosen the type of print. And so it's just me and the word. And, and the fact that I can carry 100 books with me at all times is a thrill.

Interviewer Do you think e-readers are helpful for kids or teens who want to get into reading?

Marion I think it would be wonderful for every child to have an e-reader. We're, we're a technological society. And we're used to pushing buttons, and getting things instantly. And I think it might be really helpful for children to, to have their own e-readers and, and start their own collection of books that way. And you can see every book you've read. And you can go back to it in two seconds. So why not?

Interviewer Do you think social media has decreased or increased people's literacy?

Marion So I, I think social media has had a positive effect on children. I think they're exposed to many, many more things. They can go online and get information on just about anything. I, I'm not afraid of the changes that any kind of social media brings to kids. They have to read, they have to write. Maybe they'll read a few less books. But maybe they'll write some amazing things about their adventures online. I, I think it's great.

Interviewer Do you think, despite all the technology, books will survive?

Marion Yes. I think there's a great future for books. I think they'll be around for a long time. I think we all like to have our moments with a book. So sure.

Interviewer Do you still read for pleasure, and if so how much?

Marion I read daily. I read on the subway. I read before I go to sleep. I read to relax. I'm usually reading three or four books at a time. Whatever pleases me, I go to. I'm always reading.

2 27

Interviewer What was your favorite book when you were a child?

Jill Um…I think my favorite book when I was a child probably is *Where the Wild Things Are*.

Interviewer Why did you like it so much?

Jill I think I liked it because of the fantasy aspects and it was just a creative book. And I think a lot of kids like it for that reason.

Interviewer Did you see the movie?

Jill No, I did not see the movie, unfortunately. I should, so…

Interviewer Was there a character in a children's book that you identified with?

Jill Well, I used to read a book series called *Trixie Belden*. Trixie Belden was sort of a teenage or young teen mystery person. And she was very curious and very… liked to solve mysteries. And I always fashioned that, you know, I would too, as well, so…

Interviewer What was your favorite book when you were a child?

Sean Probably *The Lion, The Witch, and The Wardrobe*.

Interviewer Why did you like it so much?

Sean Um, I remember we had a teacher at school who read it aloud to us, and um, when I was probably six or seven, when I was too young to read it myself, um, and I remember getting the book and then sitting down by myself and reading it. I think it was the first time I realized how much you could get out of a book, I think.

Interviewer Was there a character in a children's book that you identified with?

Sean I can't think of any specific characters. I think I was quite a scruffy child. I always had dirty knees and torn clothes and things like that, so whenever there was a boy who got into lots of trouble, I usually thought that was a little bit like me, but I can't think of one particular one.

Interviewer What was your favorite book when you were a child?

Rachel I think that…I think *Coraline* by Neil Gaimen was my favorite.

Interviewer Why did you like it so much?

Rachel I liked the writing style. A lot of books just sort of have a wall of text that's hard to absorb, but I thought it was easier to read.

Interviewer Was there a character in a children's book that you identified with?

Rachel I identified with Coraline because I tend to be curious about stuff. And also because in a lot of those sorts of books that I like, unfortunately the protagonists are usually male.

2 36

1 It was just at the end of the summer in 2013, yeah, and I was a college student at the University of Colorado in Boulder. It had been really dry that summer – hardly any rain at all, and it was incredibly hot. Then toward the end of September, the rain came, and it rained almost an entire week. At first, everyone was so relieved because the rain brought cooler temperatures and made the grass green. But then, it just kept raining and raining. Streams and creeks started flooding and roared out of the mountains, and it was really scary. The stream that goes through my college campus flooded several dorm buildings, and kids had to find safe places to stay. Some rooms had three to four feet of water in them! I was OK because I lived on a high floor in my dorm. Even though there was a lot of damage to the campus and to a lot of the towns surrounding Boulder, there was a bright side. Kids on the athletic teams served lunch to flood victims in the community. Other students donated their clothes, shoes, and books to kids who had lost their belongings in flooded dorm rooms. So…uh…even though the flooding was extremely severe, it really made me realize that we have a supportive college community here.

2 This was in the summer of 2003 and there was a pretty intense heat wave in New York City. I remember it really well because I'd just started working as an office assistant in a civil engineering firm – and I'd only been at my new job for a few weeks. Around 4:00 in the afternoon on August 14th, the electricity went out all across New York City. The massive blackout – caused in part by everyone using their air-conditioners – affected seven states in the eastern US along with parts of Canada. My boss told me to go home, so I did. First, I had to walk down 17 flights of stairs because the elevators didn't work. Then I had to walk nearly four miles from Manhattan to Brooklyn in the heat because the subways didn't work. Thank goodness I could walk over the Brooklyn Bridge to get back to Brooklyn! When I finally got home around eight in the evening, I was absolutely surprised and happy to see all my apartment building neighbors outside cooking on grills and getting to know one another. It was too hot to stay inside, so I enjoyed the evening sitting outside on the sidewalk with my neighbors. It's been over ten years since that blackout, and I have very fond memories of that day, but I don't really want to go through that experience again anytime soon!

3 On October 29, 2011, I was visiting friends in upstate New York when it started snowing. It's pretty unusual for snow to fall in New York during late October, but I was safe with my friends, so I didn't mind. The next day it was time for me to drive home. It had only snowed about three inches in Albany and the roads there were completely clear, so I thought my two-hour trip home would be uneventful.

However, as I started driving south, I noticed the snow was getting deeper. Trees were bent over and many had fallen. Driving was rather stressful because the roads were slippery and dangerous.

When I finally got home – almost five hours later – there was nearly two feet of snow on the ground and I couldn't drive up my driveway, which only added to my stress. I parked on the street and trudged up to my house, only to discover there was no electricity. I ended up booking a room in a local hotel for a week until work crews reconnected the electrical wires.

That storm caused billions of dollars of damage across the northeast. Over three million people were without electricity, some for up to three weeks, and cities across the northeast reported record snowfall totals.

In addition, many communities had to cancel or postpone Halloween celebrations. It wasn't safe for the children to walk in the snow. Luckily for me, no trees had fallen on my house during the storm, but I was mad that it took me several days to shovel my driveway.

2 38

1 Yes, I think I am, or anyway more than I used to be. I think my attitude to risk has changed as I've gotten older. For example, I'm more open to risking a change in appearance because I think I'm less self-conscious now. I often change hairstyles and color, but when I was younger I had the same hairstyle for years and years. I also think I would take more risks traveling now because I'm more self-confident, so I'm pretty sure I could cope with any problems.

2 Yes, I'm definitely a risk taker. I take risks to do things that I enjoy like skiing or riding a bike in New York City, which is pretty dangerous. In fact, I think the element of risk probably makes them even more enjoyable. The only time I wouldn't take a risk would be if I couldn't see that I was going to get any pleasure from it – I wouldn't do something risky just for the sake of it.

3 I'm the kind of person who likes to know exactly what I'm doing and when I'm doing it, so there's not much room for risk in my life. For me, risk means not being completely in control, and that can make me feel really nervous. For example, if I'm meeting a friend for dinner, I always make sure we have a table booked somewhere nice. I wouldn't risk just turning up and hoping that there was a table. And I never buy clothes online because I don't want to run the risk of them being the wrong size and having to send them back.

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4 I'm definitely not a risk taker. I might like to think that I am because it seems exciting, but I'm not. I live in a suburb of Boston and I'd never walk home on my own in the evening when it's dark because that just seems like an unnecessary risk to take. And I'd never get into a taxi on my own at night. But on the other hand, I would love to do something like bungee jumping or paragliding, which other people would probably think is risky.

5 I don't see myself as a risk taker. I've done a lot of mountain climbing, and everyone assumes, because of this, that I'm attracted to risk, but it isn't really true. In fact, when you're climbing high mountains you're always trying to minimize the risk. The biggest risk I've ever taken in my life was a professional one – after 20 years in the same job, I left and set up my own company – and that's given me a lot more sleepless nights than climbing in the Andes or the Himalayas.

6 I am happy to take risks. I love driving fast. In fact, I bought myself a sports car when I had some money and I got quite a few speeding tickets – though probably not as many as I deserved! I also take risks with money, like lending to people who probably won't pay me back, or spending all I have on something a little bit unnecessary. Last year I went on a balloon ride and I was amazed that so many people said, "Ooh, I wouldn't do that!" I loved it and I'd happily do it again – it was fantastic!

2 44

Host For most of us, the riskiest thing we ever do is to get into a car and drive. And because this is something that we do almost every day of our lives, we need to take the risks involved in driving very seriously. Sandra, you're an expert on road safety. How dangerous is driving compared to other ways of getting around?

Sandra Driving gets a lot of bad publicity. Statistics show that, mile for mile, it's riskier to be a pedestrian or a jogger than to drive a car or ride a motorcycle.

Host But car accidents do happen. What's the main reason?

Sandra Many fatal accidents occur because someone has broken the law. The most frequent cause of fatal accidents in the US is distracted driving – when a driver focuses his attention on a cell phone or to eat something, and the second most frequent is driving too fast. And the third major cause of fatal accidents is drunk driving.

Host Tell us about some of the other factors that can increase our chances of having an accident.

Sandra Well, the time of day we're on the road is a very significant factor. Generally speaking, driving at night, for example, is four times as dangerous as during the day. This is mainly because visibility is so much worse when it's dark. By day, a driver's visibility is roughly 500 yards, but at night, driving with headlights, it can be as little as 120 yards.

Host Are there any times of day or night that are particularly risky?

Sandra Research shows that you're most likely to have an accident between five and seven p.m. during the week, that's to say during the evening rush hour, and especially in the winter when it's dark. And the day of the week when you're most likely to have an accident is Saturday. In the US, more accidents happen on a Saturday than at any other day.

Host Why do you think that is?

Sandra It's probably because the weekend is when the highest number of people are driving. Therefore, the more people driving on the roads increases the chances of having an accident.

Host Which brings us to where accidents happen.

Sandra Just over 50 percent of accidents happen within five miles of where we live. Statistically the most common kind of accident is crashing into a parked car near our home. Research shows that drivers concentrate less well when they're driving on familiar roads. Fortunately most of these accidents are not fatal.

Host So what about fatal accidents? Where do these tend to happen?

Sandra As far as fatal accidents are concerned, the riskiest kind of road to drive on is a rural road. More fatal car crashes in the US happen on country roads than on city streets. In fact, 4,000 more car accidents happened on a country road than on an urban road.

Host And why is that?

Sandra Drivers often think that it's OK to break the speed limit on these roads because there's less traffic and consequently they take more risks.

Host And the safest kind of road to drive on?

Sandra A freeway is by far the safest kind of road.

Host People – usually men – say that women have more accidents than men. Is that true?

Sandra Well, it is true that, mile for mile, women have more minor accidents than men, but a man is twice as likely to be killed in a car accident as a woman.

Host So men really are more dangerous drivers then?

Sandra Women, by nature, are usually much more careful and cautious drivers than men. In general, men take far more unnecessary risks when they're driving than women.

Host The age of a driver must be an important factor, too?

Sandra Yes, in fact it's probably the most important factor. A driver aged between 17 and 24 has double the risk of having an accident than an older driver. The reasons for this are obvious. This is the age when drivers have very limited experience with driving, but it's also when they're most likely to drive too fast and take unnecessary risks, particularly if there are other young people in the car.

Host Which is why a lot of people would like to see the age limit for having a driver's license raised to 21.

Sandra I think it would be a very good idea.

Host Well, that's all we have time for. Thank you very much for coming into the studio today, Sandra. And to all you drivers out there who are listening... drive safely!

3 6

Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids.

The raft was swept down the river at an incredible speed until it hit a rock. Both men were thrown into the water. Kevin was a strong swimmer and he managed to swim to land, but Yossi was swept away by the rapids.

But Yossi didn't drown. He was carried several miles downriver by the rapids, but he eventually managed to swim to the riverbank. He was totally exhausted. By an incredible piece of luck, he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all... the map. But the two friends were now separated by a canyon and three or four miles of jungle.

3 7

Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend because he had persuaded him to go with him on the river.

Yossi, however, was feeling very optimistic. He was sure that Kevin would look for him, so he started walking upriver calling his friend's name. But nobody answered.

At night Yossi tried to sleep, but he felt terrified. The jungle was full of noises. Suddenly he woke up because he heard a branch breaking. He turned on his flashlight. There was a jaguar staring at him...

Yossi was trembling with fear. But then he remembered something that he had once seen in a movie. He used the cigarette lighter to set fire to the insect repellent spray and he managed to scare the jaguar away.

3 8

After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint and then another. But suddenly he realized that the footprints weren't Kevin's footprints. They were his own. He had been walking around in a circle. At that moment Yossi realized that he would never find Kevin. In fact, he felt sure that Kevin must be dead. He felt totally depressed and at the point of giving up.

3 9

But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week, he was also weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river.

Kevin was incredibly lucky – he was rescued by two Bolivian hunters who were traveling downriver in a canoe. The men only hunted in that part of the rain forest once a year, so if they had passed by a short time earlier or later, they wouldn't have seen Kevin. They took him back to the town of San José where he spent two days recovering.

3 10

As soon as Kevin felt well enough, he went to a Bolivian army base and asked them to look for Yossi. The army officer he spoke to was sure that Yossi must be dead, but in the end Kevin persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi might be. But the plane had to fly too high over the rainforest and the forest was too dense. They couldn't see anything at all. It was a hopeless search. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

3 11

By now, Yossi had been on his own in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle.

Suddenly he heard the sound of a bee buzzing in his ear. He thought a bee had gotten inside his mosquito net. But when he opened his eyes, he saw that the buzzing noise wasn't a bee...

It was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance that Kevin would find his friend. But he did. Yossi was saved.

When Yossi had recovered, he and Kevin flew to the city of La Paz and they went directly to the hotel where they had agreed to meet Marcus and Karl.

But Marcus and Karl were not at the hotel. The two men had never arrived back in the town of Apolo. The Bolivian army organized a search of the rainforest, but Marcus and Karl were never seen again.

3 21

1 The only thing I really regret is, is not having had the courage to talk to a girl I met at a party last summer. I really liked her – she was very attractive – but I just wasn't brave enough to start a conversation. I wish I'd tried. I'm absolutely positive we would have gotten along well. Now it's too late – she's engaged to another guy!

2 At the risk of sounding really negative, the one thing I really regret in my life is getting married. My sister said to me in the car on the way to the registry office, "Someone has to say to you that you really don't have to do this you know," and um, I ignored her because I thought, "What do you know? You're still single." But in fact the next day when I woke up I realized it was a terrible mistake, and I spent the next 15 years trying to get out of it. So, and I would never do it again. So that's probably my biggest regret.

3 Um, I really wish I'd been able to know my grandmother better. She died when I was 12, and since then I discovered that she must have been a really fascinating person, and there are so many things I would love to have been able to talk to her about. She was Polish, but she was in Russia, in St. Petersburg, during the Russian Revolution and she knew all kinds of interesting people at the time: painters, writers, people like that. I was only a child, so I never asked her much about her own life. Now, I'm discovering all about her through reading her old letters and papers, but I wish she'd lived longer so that I could have talked to her about those times face-to-face.

4 When I was 15 I had a weekend job, um, in a supermarket – stocking shelves and that kind of thing. My friend also worked there, and he persuaded me one day to help him steal a carton of cigarettes, 200 cigarettes, from the stockroom. It was a crazy idea, and totally out of character for me to do something like that. I'd always been very honest until then. Anyway, the store manager found where we'd hidden the cigarettes – and he called the police. So when we came to work that evening the police were waiting for us. Although we got off with just a warning – we were only kids – the police came to my house and talked to my mom. I felt so awful. But in the long run it was probably a good thing because it meant that I never, ever thought about stealing something again.

5 When I was 16 I got the chance to change schools and go to a better school to do my last two years. My parents were really eager for me to change schools because they thought I'd probably get better scores on the college aptitude test, and have a better chance

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of going to college. But I was totally against the idea because I didn't want to leave all my friends behind, and I didn't know anyone at the other school. So, in the end I managed to convince them and I stayed at my old school. I did OK on the test, but not super well. Um, now I regret not listening to my parents because I think it would have been better for my future career, but at the time I just couldn't see it.

3 23

Part 1

Interviewer What were you hoping to do by making the film *Trashed*?

Candida Well, I think, um, the role of the film, um, for me was to raise awareness, um, on the topic and get it into the press so that people could start having a, a meaningful conversation about waste which, um, is not a particularly, um, attractive subject, let's say.

Interviewer How many countries did you film in?

Candida We ended up actually filming in eleven countries, um, but the stories that I've chosen are universal and, obviously, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in, um, but their stories are certainly not isolated, they were repeated around the world, sadly wherever you kind of want to pick actually.

Interviewer How did you persuade Jeremy Irons to get involved in the film?

Candida I had worked with Jeremy some years ago on a, on a different film and I was generally aware that he doesn't like waste either, um, he will, you know, wear his jumpers until they're worn out, he'll keep his cars until they're falling apart, you know, he'll repair everything, so he's always seen, you know, the value in reusing things, it's just something natural to him as well, so he just felt like a natural, um, first approach, and, and so I sent him the treatment and amazingly he loved it.

Interviewer And how did you get Vangelis to write the soundtrack?

Candida Well, Jeremy and Vangelis have been friends for years, so, um, Jeremy sent him the rough cut of the film and Vangelis absolutely loved it, he, he is also a committed environmentalist, so he's always been aware, um, he was aware because he worked with, um Cousteau, sort of various people, you know, he was aware of issues for the seas and so on, um, but generally, again, he was very shocked, um, by the film and really wanted to get involved, so…

Interviewer What research did you do before you started making the film?

Candida I spent about a year, um, talking to communities, talking to experts, um, you know, obviously reading an awful lot, um, and, um, just ingesting it all because obviously again it's such an enormous topic to take on.

3 24

Part 2

Interviewer Rubbish isn't very attractive visually. Was that a problem for you as a filmmaker?

Candida Uh, yes and no, um, strangely enough. Obviously I had a wonderful, um, DOP, Director of Photography, so, um, he can pretty much make anything look beautiful, I think, but, um, I wanted to choose, as I've, as I've said earlier, um, you know, I did a lot of research and so, sadly, these things were repeatable and, and in every country around the world, so I wanted to choose, um, beautiful places wherever possible, um, that had been ruined unfortunately by, um manmade rubbish, so, um, the ancient port of Saida in Lebanon, um the fact that, you know, you've got this huge mountain of waste which was formerly a flat sandy beach.

Interviewer Documentaries about how we're destroying the planet can be very depressing, was that also a challenge for you?

Candida A huge challenge, yes, um, I would have preferred to have made a much more cheerful, um, documentary than, um, I think *Trashed* is, I think it has got hope, um, I think we were very much aware that we wanted to offer solutions at the end of it, but you are, um, the subject is not a cheerful subject, um, I could have gone further I think with it but I didn't want to because actually, you know, you could sort of end up feeling that you just want to go and shoot yourself which is not what I wanted, I wanted to feel, you know, people feel that they can make a difference to this topic.

Interviewer In the film you focus on air pollution, land pollution, and water pollution, which do you think is the most worrying?

Candida Um, if I had to pick one, um, which I would be reluctant to do, uh, it would be water without a doubt, I think that what has happened to all of the oceans and beaches actually as well, um, in the world in the last 30 years is astonishing in the scale and the speed, um, you know, there are certain places in the world, that you know, that you have to dig down on a beach, um over a foot, before you'll find sand that doesn't have plastic in it. Unfortunately, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented that they're the same size as the zooplankton, um, which is obviously in the food chain.

3 25

Part 3

Interviewer Who do you think is mostly to blame for the problems we have with waste?

Candida I tried very hard actually not to blame one person or things, um, in the film, actually quite deliberately because I think in a way, um, it lets us off the hook, um, and it also, um, I think we all need to work on the, the problem together because it's too complicated to blame one person or one thing or one act or, um, you know, I think it's, it's multifaceted, unfortunately.

Interviewer Your film finishes on an optimistic note with the example of San Francisco's zero waste policy. Can you tell us a bit about that?

Candida Well, I, I actually in the film ended up, um, to show, uh, that zero waste could be achieved on a big scale. When you go and stay in San Francisco in your hotel room, you'll have four different bins and you'll have signs on the wall of what goes into each bin, so it's very, very easy to, to recycle and I think that's a huge part of what we should be doing.

Interviewer Has the film changed your own habits regarding waste?

Candida I don't think the film has particularly changed my own habits dramatically, um, because I've always been thrifty, um, by nature because, um, I was lucky enough to spend a lot of time with my grandparents when I was growing up and the post war, sort of, philosophy of never wasting anything it just, you know, it was instilled in me. I ride the same bicycle that I've had since I was 15 years old and over the years obviously had it repaired and repaired, but I take tremendous pride in the fact that I've always, um, ridden the same bike and you know I have lovely memories of it, so and with it, so, um I think, I think we need a slight change of mindset to make things cool the longer you have them in a way, than actually this perpetual thing of buying new things for the sake of it.

3 27

Interviewer How much recycling do people in your country do?

Sally I don't think we do enough, I think we could do a little bit more. I'm not wonderful myself but we try and do a little bit of recycling.

Interviewer How responsible are you personally?

Sally Well, we probably do about, probably about 30% we recycle.

Interviewer What do you think the government, or individuals, could do to make people recycle more?

Sally Well, they could give you all these, um, boxes and bins and things at home to help you recycle, the Germans seem to do it quite well.

Interviewer How much recycling do people in your country do?

Jo I think people are quite good at recycling, I think, um, now that the, the waste companies come and collect recycling from the houses, people haven't really got an excuse not to recycle any more.

Interviewer How responsible are you personally?

Jo Uh, I, I recycle as much as I can.

Interviewer What do you think the government, or individuals, could do to make people recycle more?

Jo Um, well maybe they could offer a financial incentive for, for recycling, um, or maybe for producing less rubbish that can't be recycled.

Interviewer How much recycling do people in your country do?

Jill I think that recycling is getting better in this country, I think we still have a long ways to go. I think it's still done largely in pockets and not necessarily nationwide as much as it could be.

Interviewer How responsible are you personally?

Jill Actually, in the town where I live we have a very strong recycling program, and so I participate in, um, filling it up with cans and bottles, newspapers and all kinds of stuff, and they come and get it every other week, so. Easy, too.

Interviewer What do you think the government, or individuals, could do to make people recycle more?

Jill Well, incentives always work. Besides, above and beyond monetary incentives, just incentives to promote, you know, benefits to the environment.

Interviewer How much recycling do people in your country do?

Pranjal I don't think people in the US recycle enough. I think we should recycle more and I'm even, uh, you know, I'm even guilty of not recycling enough, but I don't think we recycle enough.

Interviewer How responsible are you personally?

Pranjal Personally, I'm not really that responsible in recycling, I don't really recycle that often, but if I do get the opportunity to recycle, I will.

Interviewer What do you think the government, or individuals, could do to make people recycle more?

Pranjal Well, I think it's important for individuals to realize that even the smallest difference makes a big difference, and so if everyone could just get in that mindset that the smallest change they can make in their lives makes a big difference. I think that will, in fact, make a big difference.

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3 34

I think it's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seems to be three main reasons. Firstly, we listen to music to make us remember important moments in the past, for example when we met someone for the first time. Think of Humphrey Bogart in the film *Casablanca* saying, "Darling, they're playing our song." When we hear a certain piece of music, we remember hearing it for the first time in some very special circumstances. Obviously, this music varies from person to person.

Secondly, we listen to music to help us change activities. If we want to go from one activity to another, we often use music to help us make the change. For example, we might play a certain kind of music to prepare us to go out in the evening, or we might play another kind of music to relax us when we get home from work. That's mainly why people listen to music in cars, and they often listen to one kind of music when they're going to work and another kind when they're coming home. The same is true of people on buses and trains with their iPods. The third reason why we listen to music is to intensify the emotion that we're feeling. For example, if we're feeling sad, sometimes we want to get even sadder, so we play sad music. Or we're feeling angry and we want to intensify the anger, then we play angry music. Or when we're planning a romantic dinner, we lay the table, we light candles, and then we think, "What music would make this even more romantic?"

3 35

Let's take three important human emotions: happiness, sadness, and anger. When people are happy they speak faster, and their voice is higher. When they are sad they speak more slowly and their voice is lower, and when people are angry they raise their voices or shout. Babies can tell whether their mother is happy or not simply by the sound of her voice, not by her words. What music does is it copies this, and it produces the same emotions. So faster, higher-pitched music will sound happy. Slow music with lots of falling pitches will sound sad. Loud music with irregular rhythms will sound angry. It doesn't matter how good or bad the music is, if it has these characteristics it will make you experience this emotion.

Let me give you some examples. For happy, for example, the first movement of Beethoven's *Seventh Symphony*. For angry, say *Mars*, from *The Planets* by Holst. And for sad, something like Albinoni's *Adagio for Strings*.

Of course the people who exploit this most are the people who write movie soundtracks. They can take a scene that visually has no emotion and they can make the scene either scary or calm or happy just by the music they write to go with it. Think of the music in the shower scene in Hitchcock's movie *Psycho*. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

3 40

1

I Why do you have problems sleeping?
S Well, I'm from a pretty rural area, but I moved to the city a few years ago when I got married. I've been living in the city for three years now. I have a lot of problems getting to sleep at night because our bedroom just isn't dark enough. I can't get used to sleeping in a bedroom where there's light coming in from the streetlights outside. Where I grew up, I always used to sleep in complete darkness because my bedroom window had blinds and when I went to bed I used to close the blinds completely. But here in the city, our bedroom window just has curtains and curtains don't block out the light very well. It takes me a long time to get to sleep at night, and I always wake up more often than I used to.
I So why don't you just get heavier curtains?
S Because my wife doesn't like sleeping in a completely dark room. She says that she feels claustrophobic if the room is too dark.
I Hmm, yes, a lot of people do feel like that.

3 41

2

I Why do you have problems sleeping?
S Well, I'm a police officer and so I have to work different shifts, which means I work at night every other week, so I start work at 10 o'clock at night and end at 6:00 in the morning the following day. The main problem is that my body's used to sleeping at night, not during the day. So it's hard to get used to being awake all night and trying to work and concentrate when your body is just telling you to go to bed.
I But isn't it something you get used to?
S Actually no, because I work during the day for one week, and then the next week I work at night, which means that just when my body has gotten used to being awake at night, then I go back to working in the day. And then, of course, I can't get to sleep at night because my body thinks it's going to have to work all night.

The other problem is that when I get home after working a night shift, everyone else is just starting to wake up, so that means that it can be really noisy. The neighbors turn the radio on, and bang doors, and shout to wake their children up. So even though I'm really tired it's just very hard to get to sleep.
I How many hours do you usually sleep?
S Before I became a police officer I used to sleep about eight or nine hours a night, but I think now I probably don't sleep more than six hours.

3 42

3

I Why do you have problems sleeping?
S I have a lot of problems sleeping because of jet lag. I have to travel a lot in my job, and I take a lot of long-haul flights. I fly to New York quite often, and I arrive maybe at 6:00 in the evening my time, but when it's only one o'clock in the afternoon in New York. So at 5:00 in the afternoon local time, I'll be feeling tired and ready for bed because it's my bedtime. But I can't go to sleep because I'm probably still working or having dinner with my American colleagues. Then when I do finally get to bed at say midnight local time, I find that I wake up in the middle of the night because my body thinks that it's morning because I'm still working on UK time.
I And can you get back to sleep when you wake up?
S No, that's the problem – I can't get back to sleep. And then the next day when I have meetings I feel really sleepy. It's very hard to stay awake all day. And just when I'm finally used to being on New York time, then it's time to fly home. And flying west to east is even worse.
I Oh! Why's that?
S Because when I get off the plane it's early morning in the UK. But for me, on New York time, it's the middle of the night. It takes me four or five days to recover from one of these trips.
I Gosh, that must be really difficult for you.

3 47

Host And finally today the story of a sleepwalker who gets up in the middle of the night and goes to the kitchen and starts... you guessed it, cooking. Robert Wood, who's 55 years old, used to be a chef until he retired last year. We have Robert and his wife, Eleanor, with us in the studio today. Robert, tell us what happens.
Robert Well, I've been a sleepwalker for about 40 years now. I think it first started when I was about 14 or so. Anyway, these days I get up about four or five times a week and I always end up in the kitchen, and I start cooking something.
Host Do you always cook?
Robert No, not always. I've done other things, too. I remember once I put the TV on – at full volume – and once I filled the bath with water, although I didn't get in it. But I usually cook.
Host Eleanor, do you wake up when this happens?
Eleanor Yes, I usually wake up because he's making a noise. I go downstairs and usually I find him in the kitchen. Once he was just laying the table but other times he's been cooking.
Host What kind of things does he cook?
Eleanor All sorts of things. I've caught him cooking omelettes and spaghetti bolognese, and I even caught him frying chips once. That was a bit scary because he could easily have burnt himself or started a fire.
Host Do you ever eat the things that Robert cooks?
Eleanor No. It always looks lovely but I must admit I've never tried it – not at three o'clock in the morning. And the trouble is he always leaves the kitchen in a terrible mess. The last time he sleepwalked he spilt milk all over the place.
Host So, Robert, you don't know that you're cooking?
Robert No, I haven't. I really am asleep and afterwards I just have no recollection of having cooked anything.
Host You're getting some help to see if you can cure your sleepwalking, aren't you?
Robert Yes, I've been going to a sleep clinic in Edinburgh where they think they'll be able to help me.
Host Well, good luck with that, and thank you both for coming into the studio today. Now we're going to a break, but join us again in a few minutes.

3 48

Host We've been talking to Robert, the sleepwalking cook and his wife, Eleanor. And we're now joined by Professor Maurice from Rochester, New York, who is an expert in sleepwalking. Hello. Welcome, Professor Maurice, does this story surprise you?
Professor No, it doesn't, not at all. I've treated people who have driven cars, ridden horses, and I had one man who even tried to fly a helicopter while he was asleep.
Host Do people usually have their eyes open when they sleepwalk?
Professor Yes, sleepwalkers do usually have their eyes open. That's why sometimes it's difficult to know if someone is sleepwalking or not.
Host How common is sleepwalking?
Professor More common than you might think. Research shows that about 18 percent of the population has a tendency to sleepwalk. But it's much more common in children than in teenagers or adults. And, curiously, it's more common among boys than girls. Adults who sleepwalk are usually people who used to sleepwalk when they were children. They might do it after a stressful event, for example, after a traffic accident.
Host People always say that you should never wake a sleepwalker up when they're walking. Is that true?
Professor No, it isn't. People used to think that it was dangerous to wake up a sleepwalker. But, in fact, this isn't the case. You can wake a sleepwalker up without any problem, although if you do, it is pretty common for the sleepwalker to be confused, so they probably won't know where they are for a few minutes.
Host So, if we see someone sleepwalking, should we wake them up?
Professor Yes, you should remember that another of the myths about sleepwalkers is that they can't injure themselves while they are sleepwalking. But this isn't true. If a sleepwalker is walking around the house, they might trip or fall over a chair or even fall down stairs. There was a case a while ago of a nine-year-old girl who opened her bedroom window while she was sleepwalking and fell 30 feet to the ground. Luckily, she wasn't seriously injured. So you see, Eleanor, you're right to worry that Robert might burn himself when he's cooking. You need to wake him up and get him back to bed.
Host How long does sleepwalking usually last?
Professor It can be very brief, for example, a few minutes. The most typical cases are people getting up and getting dressed, or people going to the bathroom. But it can occasionally last much longer, maybe half an hour or even more, as in Robert's case.
Host And what happens when sleepwalkers wake up? Do they remember the things they did while they were sleepwalking?
Professor No, as Robert says, a sleepwalker usually doesn't remember anything afterward.
Host So, is a sleepwalker responsible for his or her actions?
Professor That's a very good question, actually. A few years ago a man from Canada got up in the middle of the night and drove 20 miles from his home to the house where his parents-in-law lived and, for no apparent reason, he killed his mother-in-law. The man was charged with murder, but he was found not guilty because he had been asleep at the time he committed the crime.
Host What a sad story. Professor Maurice, thank you very much for joining us today.

4 2

Conversation 1
Female student Where's my milk? It's not here.
Male student I haven't seen it. You must have finished it.
Female student I definitely didn't finish it. I was

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keeping some for my cereal this morning. You must have used it.

Male student Me? I never take anything from the refrigerator that isn't mine. You might have given it to the cat last night and then forgotten about it.

Female student The cat drinks water not milk, so I couldn't have given it to the cat. Last night there was half a carton of milk in the refrigerator. MY milk.

Male student Well, I don't know what happened to it.

Female student What are you drinking?

Male student Just coffee.

Female student Yes, white coffee. That's where my milk went. Well, you can go to the supermarket and get me some more.

Male student OK, OK, calm down. I'll go and get you some milk... (*fade*)

Conversation 2

GPS voice At the traffic circle, take the second exit.

Woman Why are you taking the third exit? She said the second exit.

Man I'm sure it's this one. I remember when we came here last time.

Woman According to that sign this is Sunrise Highway.

Man Sunrise Highway? Oh, no! We must have gone the wrong way.

Woman Of course we've gone the wrong way. We should have taken the second exit off the traffic circle. What's the point of having a GPS if you don't do what it says?

Man OK, I may have made a mistake. But if you knew the way to your cousin's house, then we wouldn't have to use the GPS.

GPS voice Turn around as soon as possible...

4 7

In life, we sometimes have disagreements with people. It could be with your partner, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a difference of opinion turn into a heated argument. But, of course, it's easier said than done.

The first thing I would say is that the way you begin the conversation is very important.

Imagine you're a student and you share an apartment with another student who you think isn't helping out with the housework. If you say, "Look, you never help out with the housework. What are we going to do about it?" the discussion will turn into an argument. It's much more constructive to say something like, "I think we'd better take another look at how we divide up the housework. Maybe there's a better way of doing it."

My second piece of advice is simple. If you're the person who's in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize to your roommate, your parents, or your husband, and move on. The other person will have much more respect for you if you do that.

The next tip is don't exaggerate. Try not to say things like, "You always come home late when my mother comes to dinner" when maybe this has only happened once before, or, "You never remember to buy the toothpaste." This will just make the other person get very defensive because what you're saying about them just isn't true.

If you follow these tips, you just might be able to avoid an argument. But if an argument does start, it's important to keep things under control, and there are ways to do this.

The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say, "I'm sorry I shouted, but this is very important to me" and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more ready to think about what you're saying.

It's also very important to stick to the point. Try to stay on the topic you're talking about. Don't bring up old arguments or try to bring in other issues. Just concentrate on solving the one problem you're having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't start talking about cell phone bills, too.

And my final tip is that, if necessary, call "Time out" like in a basketball game. If you think that an argument is getting out of control, then you can say to the other person, "Listen, I'd rather talk about this tomorrow when we've both calmed down." You can then continue talking about it the next day when maybe both of you are feeling less tense and angry. That way, there's a better chance that you'll be able to reach an agreement. You'll also probably find that the problem is much easier to solve when you've both had a good night's sleep.

But I want to say one last thing that I think is very important. Some people think that arguing is always bad, but that isn't true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing an apartment, a married couple, or just two good friends. If you don't learn to argue constructively, then when a real problem comes along, you won't be prepared to face it together. Think of the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationship become stronger and last longer.

4 11

I love this photo, especially the way she's using her hands... and the expression in her eyes and her mouth. Here she is in the role of a young single mother who heard a noise in the kitchen in the middle of the night. You can see the fear in her eyes, that she's worried about her child. I think she suggests all that beautifully...

4 14

1 Here is the actress Cheryl Hines. If you think she looks furious, that's because she is! She's playing a wife who's opening the door to her husband at one o'clock in the morning. Her husband forgot that she was giving a dinner party, and he went off to play poker with his friends and turned his phone off. She looks as if she's going to tell him to leave and never come back.
2 I love this one. This is Jason Schwartzman and he's playing a five-year-old boy. He's in the process of quietly putting his pet rat into his seven-year-old sister's clothes drawer. He looks pretty confident about what he's doing, and as if he's really looking forward to hearing her scream when she finds it!
3 Here Ellen Burstyn is playing a high school drama teacher. She is in the audience at the Oscar ceremony and one of the winners is an ex-student of hers. Her ex-student actually mentions her name when she makes her winner's speech. You can see how proud she is, and how moved she is to have been mentioned.
4 In this photo I see pure horror and fear. This is the actor Dan Hedaya. He's playing the part of a long-distance truck driver who was tired and closed his eyes for a few moments. He opens them to see that he's – you guessed it – on the wrong side of the road, with cars racing toward him. Do you think he looks as if he's going to react in time? I think probably not.
5 Here the actress Jane Lynch was given the role of a child. She's swallowing a spoonful of medicine that her mom promised would taste good. Of course it didn't, and now her mom is telling her that if it didn't taste awful it wouldn't work. She looks as if she's about to spit it out! I can remember reacting just like that when I was kid, and my mom saying those exact same words!
6 When you look at this last one of Steve Guttenberg, I think you can immediately see from his expression that he's worried, and maybe nervous. He's playing the role of a married man, who's begging his wife to give him one more chance. But I think he looks as if he's done something bad, and is pretty desperate, so I'm not sure if his wife's going to forgive him!

4 15

Interviewer How difficult is it to express feelings when you can't use body language?

Tim Radio acting is a different style of acting from visual acting because, obviously, you only have your voice to, to use. But you can use your voice and you can use timing to convey everything. When I started off as a radio actor somebody said to me "you have to be able to raise one eyebrow with your voice," which I loved. Because you haven't got your body, you have to put it into your voice, and so, therefore, the way that a radio actor works isn't totally naturalistic in the way that it would be on the television or on film.

Interviewer What techniques do you use to help you to express emotions, feelings?

Tim Mmm, well, there's a big difference between speaking with a smile, and not speaking with a smile. There's a huge difference between being happy, and being really sad, and really angry.

Interviewer Is it hard for actors who don't have experience in radio to do radio acting?

Tim Well, people don't realize that it is a different technique. You would get famous people coming in, not realizing that there was a technique to radio acting and thinking that you could do total naturalism, and it isn't totally naturalistic. It's as naturalistic as you can make it sound – to lift it off the page, to make it sound as though you're not reading it.

4 23

1 Touching or stroking their neck is a very typical sign that a person is nervous, and is trying to calm themselves down. A woman may also play with a necklace, and a man may tighten his tie.
2 When somebody's standing and they point one of their toes upward, this is a clear sign that the person is in a good mood, often because they are thinking about, or have just heard, something positive. If you see someone standing talking on the phone and they suddenly point one foot up, you can be sure that they have just been told some good news.
3 Crossing their legs, whether they're sitting or standing, is a sign that a person feels relaxed and comfortable. If the person is sitting with their legs crossed and their feet toward another person, that shows that they are interested in this person. However if someone they don't like appears, you may find that they quickly uncross their legs.
4 This position, standing with your hands on your hips and your elbows pointing out, is a pose used to show dominance. If you watch police officers or soldiers you'll notice that they often use this pose. Men tend to use it more than women, and it's something we teach women executives to do in meetings where there are a lot of men present, to show that they are confident and won't be bullied.
5 We all know that thumbs up is a positive sign, meaning we feel good or approve of something. But what about when somebody puts their thumbs downward, in their pockets? As you might guess, this usually means that their confidence is low, and they are feeling unsure of themselves. So try not to do this if you are in a situation where you need to look confident and in control.
6 Putting their head to one side is a powerful sign that a person feels friendly and interested in someone or something. It's an automatic, genuine gesture, unlike a smile, which might be artificial, and so it's a good sign of real interest. It's also very difficult to do naturally around people you don't like.
7 If you look at people in a stressful situation, for example witnesses who are answering questions in courts, you'll often see that it looks as if their lips have disappeared inward. In fact, this is one of the most universal signs of stress, as if a person wanted to disappear completely.

4 24

Part 1

Interviewer How did you get into acting?

Simon I was about 18, it was my first real job and it was a very unusual job because I was working in the box office of the Old Vic Theatre. And not only did I get to see an awful lot of plays but I also met the actors and I was able to sneak in to rehearsals, in the theater, quite illegally, and I became fascinated by the work of the theater.

Interviewer What in particular fascinated you?

Simon The thing that fascinated me, as I said, was, was when I was in rehearsals there was this, the work of the theater, the sort of work it was, so I'd stand at the back of the Old Vic Theatre when the actors were rehearsing, but mostly it consisted of people sitting rather glumly about saying, "I don't know how to do this, I don't know how to do this, I don't know how to make this scene work, I don't understand my character," and the director would try to help them to understand the character or suggest a move here or a move there or maybe they'd try walking in a different way or putting on a different hat, and bit by bit it started to fall into place and I thought what a wonderful job, what a fantastically interesting job to wrestle with these kinds of problems, try to understand the characters, try to find out how best to express them and show them off, so I, I came to acting very much from that point of view.

Interviewer The role that first made you famous as a young actor was playing Mozart in the original

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theater production of Amadeus, which later went on to become a film. What was the most challenging thing about playing the part of Mozart?

Simon What was a challenge was that Mozart was a person who'd actually lived and was indeed one of the greatest artistic geniuses of the whole Western civilization, and I was a great lover and admirer of Mozart's music, so there was a tremendous, uh, challenge to bridge the character that Peter Shaffer had written, Peter Shaffer knows all about Mozart, he could so that Mozart was, was, uh, uh sort of a smutty, uh, hysterical child really, er, in a lot of the play. My job was to reconcile that with the fact that he wrote *The Marriage of Figaro,* and that was tremendously hard.

Interviewer Was Mozart one of your most satisfying roles?

Simon No, I wouldn't say that, that it was the most satisfying, it was the most exciting because its, its fame uh, almost from the moment it was announced, was overwhelmingly greater than anything I had ever done, and to be honest ever have done since. The fact that the play was very very controversial when it opened proved to be, uh, very, um, um shocking for many people, only increased the excitement around it, and it was, uh, uh astonishing to look out into the auditorium every night and to see Paul Newman or, or, or, or Robert Redford or or, or Ava Gardner, or Margaret Thatcher sitting out there because everybody had to see that play.

4 25

Part 2

Interviewer Over your career you have acted in the theater, and you have also acted in many films. Which do you prefer?

Simon They're absolutely different media, they require different things from you as an actor, I love them both. But they are each of them completely different, you bring completely different things to them. Obviously the crucial difference with the theater is that there's an audience and that's such an important aspect of it in every way. It's important because you have to reach out to them, make sure that everybody can hear and see what you're doing. The beauty of the theater is that every single performance is utterly different from every other one.

Interviewer How do you motivate yourself to play the same character again night after night?

Simon I think as you get older you realize that, um, you never get it right, I, I mean I've, I've probably about half a dozen times in my 40 years of acting have thought well that was a really good performance, uh, but it can always be better. And so one goes to the theater every day hoping that it will be in someway better, uh, uh, you know there is always the possibility you might get it right, I mean you never do, you never can.

Interviewer So what for you is the main difference with film acting?

Simon Uh, in movies or, or television film which is what almost all television is nowadays um, a lot of those responsibilities are, lie with the director and the editor. And having directed a film myself I know perfectly well that you can make a sad scene funny, you can make a slow scene fast, uh, uh, in the editing suite, it's, it's an astonishing, uh, power that a director and editor have. Um, uh, you can make a character seem stupid just by editing them a certain way or make them seem brilliant by editing them in a different way. So, in that sense, the actor is rather powerless.

Interviewer Anything else?

Simon The other thing that's very hard about acting on film is that hilariously it's regarded as a sort of naturalistic medium but in no sense is it that for the actor, because you're, you're, you know, first of all there are some little metal objects right in front of you, sort of, staring at you as you're doing your love scene or whatever else it might be.

4 26

Part 3

Interviewer Do you enjoy watching other actors acting?

Simon I love watching other actors acting, I've been obsessed by acting since I was a child and I'm a great connoisseur of it and I think I'm quite a good judge of it, and so I adore watching other actors work when it's good, when it's not it's a great pain to me.

Interviewer Who were the first great actors you saw?

Simon As a young man, and a boy, I was extraordinarily lucky to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier, Edith Evans, Peggy Ashcroft, people now, almost all completely forgotten. Uh, uh, uh even if they made movies it's unlikely that people of a younger generation know who they are, but, but er, when, when they were alive and kicking and, er doing their extraordinary work on stage it, it, it was something quite, quite remarkable, I mean it was, it was the sort of thing that nobody attempts any more.

Interviewer Do any modern actors come close to that golden generation?

Simon In movies, not always but, but sometimes Daniel Day Lewis does, uh, I think probably approach a role in the way a lot of them might have approached it.

Interviewer Is there anything you don't like about acting?

Simon I don't much like wearing makeup, I sweat a lot, it comes off, it's uncomfortable, it's sticky, and I do everything I can to avoid wearing makeup.

Interviewer Do you still get stage fright?

Simon I don't get stage fright but I do get self conscious and I hate that and I wish I didn't, particularly at events like first nights, because I don't know how it's impossible to ignore the fact that there are at least 100 people sitting out there judging you, you know, I think almost all actors feel tremendous longing for the first night to be over, but it has to happen, it's like a sort of operation, it's, you know it's got to happen, it's going to hurt but you will feel better afterwards.

4 28

Interviewer What actors do you enjoy watching?

Heyleen Um, well my favorite actors are Meg Ryan. Um…I like Jennifer Aniston. Um, all that has to do with *Friends.* And, um, I like Tom Hanks…Sandra Bullock.

Interviewer Why do you like them?

Heyleen Um…Sandra Bullock, for example, I like her because she's… I mean she can make different roles, and she kills it. She's really good at it.

Interviewer Why do you like Sandra Bullock's performance in *Miss Congeniality*?

Heyleen Um, I like it because she first shows a side of her that's not too girly, She's like, um, I don't care… whatever. And then she showed that she could, um, change her character into this girly woman. That was really good.

Interviewer What actors do you particularly enjoy watching?

Sean I don't really have a favorite actor I don't think, but, um, I always enjoy watching Robert De Niro.

Interviewer Why do you like him?

Sean I think he just has an intensity, and a presence that makes you want to watch him, makes you want to think about why he's doing what he's doing, I think even if it's something quite silly, um, it's still always interesting to watch.

Interviewer What performance of his do you particularly enjoy?

Sean I think my favorite film and my favorite performance of all time is *The Deer Hunter.*

Interviewer What actors do you particularly enjoy watching?

Ivan I particularly like watching Christian Bale uh as an actor. And maybe an actress…Anne Hathaway?

Interviewer Which of their performances did you particularly enjoy?

Ivan I enjoyed Christian Bale as Batman, and also in the movie *The Prestige.*

Interviewer Why do you like Anne Hathaway?

Ivan I like Anne Hathaway because she's very attractive. And I liked her in *The Dark Knight Rises.*

Interviewer What actors do you particularly enjoy watching?

Yasuko An actress that I do like is Meryl Streep. Um, I think she's a very powerful actress. I think she does well in any role that's given to her. Um…I really do admire her. She's very moving. Anything that she does, she moves me.

Interviewer Are there any particular films in which you enjoyed her performance?

Yasuko My favorite movie with Meryl Street is *Julie and Julia.*

Interviewer Why did you like her performance?

Yasuko Um…she…I think she did a really good job capturing Julia Child. She sounded like her. She was able to just become her. So, I loved it.

4 30

Host So, welcome to the program, Danny. Now, you're an ex-burglar yourself so you can obviously give us the inside story here. Tell me, how long does a burglar usually take to rob a house?

Danny I'd say that an experienced burglar would never spend more than 20 minutes in a house. Twenty minutes maximum and then out.

Host And how much would they probably take in that time?

Danny Maybe 4,000 or 5,000 buck's worth of goods. It depends on the house.

Host And what are the favorite things for burglars to steal?

Danny Well, these days they're usually looking for things like laptops and tablets. They're easy to sell, you know, and not so easy for the owner to identify if the burglar later gets caught.

Host What one thing would be likely to stop a burglar from breaking into a house?

Danny I'd say definitely a dog, especially a noisy one. Burglars don't like dogs because they're unpredictable.

Host What kind of things would actually make a burglar choose a particular house to break into?

Danny Well, it has to look like a house where there'll be things worth taking, so a burglar will usually go for a house that looks expensive, in a good area. And they'll also often choose a house where there are trees or bushes outside that are good places to hide while they're watching the house before they break in – and also where they could hide when they come out of the house. That way there's less chance of neighbors seeing them. And, obviously, they'll usually wait for the house to be empty before they break in.

Host So a burglar wouldn't break in if they thought the owners were at home?

Danny Not usually, no, though there are some burglars who actually prefer it if the owners are at home in bed. That way they won't get surprised by them suddenly coming home when they're in the middle of things.

Host Oh, not a very nice thought. What's the most common time of day for a burglar to break into your house?

Danny People always think of burglars as working at night, and of course some do, but the majority of burglaries happen between around 10:00 in the morning and lunchtime. A burglar will watch a house, and then wait for the adults to go to work and the kids to go to school, and then he can be sure the house is empty.

Host What's the easiest way for a burglar to break into a house?

Danny The easiest way is just taking out a window or a patio door, usually at the back of the house. You can do this really quickly, and it doesn't make much noise if you have good equipment, which a serious burglar would usually have.

Host And finally, what's the safest room to hide your valuables in? What's the last place a burglar would look?

Danny There's a typical order burglars use when they search a house. They start with the main bedroom, because that's often where people leave their valuables, and then the living room. Um, after that probably the dining room if there is one, a home office, and then the kitchen. The last place would probably be a kid's bedroom. You wouldn't usually expect to find anything worth taking there.

Host So a child's bedroom is the best place to hide things?

Danny Well, in theory, though of course if any burglars out there have been listening to this program, they might start looking there first…

4 35

And last on our crime news stories from around the world, a burglar who's been fooling even the most intelligent students. The area near Broadway and 9th Street in New York City is where students often head to when they're looking for an apartment to share. This was

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something well known to Daniel Stewart Cooper, who also knew that students in a shared house often go out and leave the door unlocked, maybe thinking that another roommate is still inside. This situation suited Cooper perfectly, and he is thought to have committed between 50 and 100 burglaries in the area. It is believed that he was mainly interested in finding illegal substances, but that if he found electronics or other gadgets lying around, he took those, too. And he didn't just steal things. Cooper is also said to have made himself at home in the houses, helping himself to food from the refrigerator, and even taking a shower. Although he usually tried to make sure that the residents were out, if he did meet people, it's thought that he would pretend to know someone there, and so was able to leave without raising suspicions.

However, on September 5th, Cooper was finally caught after two students saw him in the area with a laptop and a backpack that he had just stolen from their house. Dylan John, one of the victims, told CBS News that Cooper had taken some food, too. Cooper, who ran off as soon as he realized that the students suspected him, was found by the police hiding behind some nearby bushes.

4 38

And for our last story today, have you ever wondered what it would be like to be eaten by a tiger? Well, now we know, thanks to Soundari, a seven-year-old Siberian tiger living at Longleat Safari Park. Last week when it snowed, the zookeepers decided to build some snowmen to entertain the tigers, and they hid a tiny video camera inside one of the snowmen to video the tigers' reactions. At first, the tigers just sniffed at the snowman, but then one of them, named Soundari, began attacking the snowman and started to eat it and the camera. However, she didn't like the taste of the camera, so after a while she spat it out. Amazingly, the camera hadn't stopped recording, and was still working when the zookeepers recovered it. The video that the hidden camera had taken was incredible. For the first time you could feel what it would be like to be attacked by a tiger, and see its open mouth coming at you and see its enormous razor sharp teeth and its rough tongue. In fact, a spokesman for the safari park said that the shots of Soundari's teeth were so clear that it gave them the chance to do a quick health check on her mouth, gums, and teeth!

4 46

Interviewer Brad Pitt said recently, "They call my kids by their names. They shove cameras in their faces. I really believe there should be a law against it." He was talking, of course, about paparazzi. But are the paparazzi really as bad as Brad Pitt says they are? Today in the studio with me is Jennifer Buhl, who is an actual – is it paparazzi or paparazzo?

Jennifer Buhl Paparazzo for a man, paparazza for a woman. Paparazzi is the plural.

Interviewer So Jennifer are you good, bad, or in between?

Jennifer Well, I think I'm a good girl. But some people would probably not like me.

Interviewer A lot of people say there's a working relationship between celebrities and paparazzi. Would you say that was true? That celebrities actually tell you where they're going to be?

Jennifer Yes, of course. That happens all the time. But I think that's what a lot of the public doesn't realize. You know, people shout at us and insult us when there's a big crowd of us around, let's say, Britney Spears or Lindsay Lohan. I just want to tell them that they called us. After we've sold the photos, we split the money between the stars and us.

Interviewer I've often thought that must be true. I mean, nobody just goes to the gym with their hair done and makeup on unless they're actually expecting to be photographed.

Jennifer Exactly. But don't get me wrong, it's not like all the celebrities want to be photographed. If a celebrity wants to go out and avoid the paparazzi, it's pretty easy to do. Celebrities that don't like it rarely get photographed; they very rarely get photographed.

Interviewer Give me some examples of celebrities who genuinely don't want to be photographed? Like, who really hates it?

Jennifer Julia Roberts hates it. Kate Bosworth hates it.

Interviewer Are photos of them worth more money if they hate it?

Jennifer It depends. No, not necessarily. Because they don't get photographed often; then nobody sees them in magazines, and they lose interest in them. Because they become boring.

Interviewer What shot have you taken that you got the most money for?

Jennifer Probably one of the shots that sold the best, that I didn't expect, didn't even know, was Paris Hilton carrying the Bible right before she went to jail. There were lots of paparazzi there, but I was the only one that got the Bible.

Interviewer Do you think we need stricter laws to keep paparazzi away?

Jennifer There are already enough laws. We don't need more laws, or anti-paparazzi laws or anything else. There are places where celebrities can go to where they know they won't be followed, and places where they know they will be.

Interviewer For example?

Jennifer We don't go into restaurants, we don't go into stores, and, of course, we don't go into people's homes. That's private property. But a beach or a park isn't.

Interviewer So you don't think that being followed and photographed by the paparazzi is really stressful for celebrities?

Jennifer I think there are only a few people for whom it's really and truly stressful. I'd say that in most cases, the star not only doesn't mind, but has actually told the paparazzi, "This is where I'm going to be this afternoon."

Interviewer Fascinating. Thank you very much for coming in to the studio. Jennifer Buhl everybody!

5 2

The first point to bear in mind is that nothing, I repeat, nothing, is ever free. How often have you seen ads saying things like, "Get a free mp3 player when you subscribe to our magazine for six months." There's something about the word free that immediately attracts us – I want it! It makes us feel smart, as if we're going to get something for nothing. But, of course, that mp3 player (which, incidentally, will probably break the second time you use it) wasn't free at all. In spite of what the ad said, its price was really included in the magazine subscription. So don't trust any ad that offers something for free.

A second trick that advertisers use is when they tell us, "There are only a few left! Buy now while the stock lasts!" What happens to us when we read or hear these words? Even though we don't really need the products, and maybe don't even like them, we immediately want to be among the lucky few who have them. But – let's be clear about this – companies just don't run out of products. Do you really think the manufacturers couldn't produce a few more, if they thought they could sell them? Of course they could.

When it comes to new products we, the consumers, are like sheep and we follow each other. So another way advertisers get us to use something is to tell us, "Everybody's using it." And of course, we think everybody can't be wrong, so the product must be fantastic. So as to make us believe it, they use expressions like, "It's a must-have" or "It's the in thing," and they combine this with a photograph of a large group of people, so that we can't fail to get the message. But don't be fooled. Even if everybody is using it (and they may not be), everybody can be wrong.

Another favorite message is, "You, too, can look like this," accompanied by a photo of a fabulous-looking man or woman. But the problem is, you can't look like this because actually the woman or man in the photo is a model and also because he or she doesn't really look like that, either. The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.

Finally, what most annoys me is, "Trust me, I'm a doctor" or "Trust me, I'm a celebrity." The idea is that if a celebrity is using the product, it must be fantastic, or if a doctor recommends it, it must really work. But be careful. Although the actress is holding the product in the photo, do you really think she colors her hair with it at home? And the doctor in the ad, is he really a doctor or just an actor wearing a white coat? Ads also often mention a particular organization that recommends their product – for example things like, "Our dog biscuits are recommended by the International Association of Dog Nutritionists" – well, that's probably an organization that the company set up themselves. Or, "A recent independent study found that our toothpaste cleans your teeth better than any other brand." What study was it? Who commissioned the study? It was probably produced for the company itself, and paid for by them, too.

5 6

When Paul Feldman started his business, you know, he really thought that at least 95 percent of the people would pay for their bagels. This was presumably because that was the payment rate that he got in his own office. But, in fact, this rate wasn't representative at all. I mean, in his office, most people paid probably just because Feldman worked there himself, and they knew him personally, and probably liked him.

So when Feldman sold his bagels in other offices, he had to accept less. After a while, he considered that a company was "honest" if over 90 percent of the people paid. Between 80 and 90 percent was what he considered to be normal, you know, the average rate. He didn't like it, but he had to accept it. It was only if a company habitually paid less than 80 percent – which luckily not many did – that he would feel he had to do something. First, he would leave a note, sort of giving them a warning, and then, if things didn't improve, he would simply stop selling there. Interestingly, since he started the business, the boxes he leaves to collect the cash have hardly ever been stolen. Obviously in the mind of an office worker, to steal a bagel isn't a crime, but to steal the money box is.

So, what does the bagel data tell us about the kind of offices that were not honest, the ones that *didn't* pay? Well, first of all, it shows that smaller offices are more honest than big ones. An office with 20 to 30 employees generally pays three to five percent more than an office with two to three hundred employees. This seems to be because in a smaller community people are more worried about being dishonest – probably because they would feel worse if they were caught.

The bagel data also suggests that your mood, how you feel, affects how honest you are. For example, the weather is a really important factor. When the weather is unusually good, more people pay, but if it's unusually cold or rainy, fewer people pay. And people are also affected by holidays, but in different ways – it depends *which* holiday. Before Christmas and Thanksgiving, people are less honest, but just before the 4th of July and Labor Day they are *more* honest. This seems to be because holidays like the 4th of July are just a day off work, and people always look forward to them. But Christmas and Thanksgiving are holidays where people very often feel stressed or miserable. So their bad mood makes them less honest.

The other thing Feldman believes affects how honest people are is the morale in an office. When employees like their boss and like their job, then the office is more honest. He also thinks that the higher people are promoted, the less honest they are. He reached this conclusion because, over several years, he'd been delivering three baskets of bagels to a company that was on three floors. The top floor was the executive floor, and the lower two floors were people who worked in sales, and service, and administrative employees. Well, it turned out that the least honest floor was the executive floor! It makes you wonder whether maybe these guys got to be executives because they were good at cheating!

But in general, the story of Feldman's bagel business is a really positive one. It's true that some people *do* steal from him, but the vast majority, even though no one is watching them, are honest.

5 17

I So, Miles, you're going to tell us about your top five cities.

M Yes. It was a difficult question for me because, of course, as a travel writer I've been to so many places. But, in the end, I decided that if I was making a personal choice, they had to be cities that meant something to me personally, that had a personal connection. So, these aren't necessarily big tourist cities, though some of them are, but the cities that are my own personal top five. Incidentally, these five aren't in any particular order.

I So, what's the first one in your top five?

M Well, the first one is Sydney. The personal connection is that my son and his family live there, so of course, my wife and I have been there quite often and got to know it well. Of course, there are lots of amazing things about Sydney. For one thing it's a waterfront

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city, it has the sea all around it; there's wonderful surfing on Bondi beach and plenty of great little bays for sunbathing and swimming. It's also a very cosmopolitan city. Sydneysiders – which is what people from Sydney are called – come from all corners of the world, so for example, the choice of places to eat is endless. You can find everything from simple soup kitchens to elegant, world-class restaurants so you can choose to eat Thai, Vietnamese, Greek, Italian, and many, many other kinds of cuisine.

I And your second city?

M My wife and I spent our honeymoon in Edinburgh so it's always been a special place for me. But I think it's especially exciting during the Festival, which happens every August. Of course, there's a fantastic program of music, and dance, and the arts. But what gives the city a special buzz during the Destival is "the Fringe." The Fringe is a massive alternative festival, and it has literally hundreds of events – comedy, theater, amateur student groups, street entertainers. And, of course, the pubs stay open until much later than usual during the Festival and that adds to the atmosphere, too. However, it's really hard to get accommodation during the Festival so you need to book well in advance.

I I must say, I've never been to the Destival, though I've often thought about going. Next year I really have to get there. What about your third city?

M My third city is Cairo. We lived there for five years in the 70s and both our sons were born there, beside the River Nile. People always associate Cairo with the pyramids, and of course they are amazing, but for me the best thing about it is the museums, which are absolutely fantastic. The Egyptian Museum has the world's largest and best collection from Pharaonic times. Then the Coptic museum, which is in the suburb of Al Fustat has the best of Egypt's Christian culture. And the Museum of Islamic Art has a whole lot of exquisite pieces from Muslim times. So if you're someone who likes museums and antiquities, my advice is go to Cairo.

I Oh! I *have* been to Cairo and I completely agree with you. And your next one?

M For my next one, we're back in Europe in Italy. I've chosen Lucca, in Tuscany. Tuscany's two major tourist towns, Florence and Pisa, are absolutely jam-packed with tourists all year round, but most of them never get to Lucca. You can only really explore it on foot, which is the way I like to move around a town, and in about an hour you can do the four-kilometer circuit all around its Renaissance town walls. These walls are amazing – they're completely intact, and you can peer into people's living rooms as you walk past. Or you can walk from one end of the town to the other along Via Fillungo. Also, Lucca is the birthplace of Puccini, who's one of my all-time favorite composers. He played the organ of the town's magnificent cathedral when he was a young man, and there's a wonderful open-air festival every year where they perform his operas at a place called Torre del Lago, which is just nearby.

I And your last city?

M My last city is one that not many people have been to – it's not on the usual tourist route. I'd just finished university and I was curious about the wider world, so I went to Laos in South East Asia. Laos and its capital, Vientiane, were my first experience of living and working outside western Europe. The Laotians are a lovely, gentle, laid-back people. They taught me to relax. And they showed me how it's quite possible to be happy with very little money. The scenery is spectacular, too. The impressive Mekong River flows far away over the sands in the dry season and speeds by the city like a wide, rushing torrent once the rainy season begins. I remember looking down on it from one of the restaurants along its banks, and feeling that it was sweeping away all my troubles.

5.21

Part 1

Interviewer What first drew you to advertising as a career choice?

George What drew me to advertising was actually, in a weird way, I had no choice, I'm a third generation advertising guy. My father's brother, my uncle, who was 15 years older than he, was in advertising believe it or not in the 1940s in Philadelphia. My father kind of took the baton from him and was in advertising and I grew up with it, so I've been making a living in the business since 1984. It's a long time. It's 30 years.

Interviewer Do you still remember any commercials from your childhood?

George I remember a lot of commercials, you know, growing up in an advertising household as we did, TV was more of a social event in those days. There wasn't a TV in every room, like, the family would gather to watch television. And we were told not to talk during the commercials, we could talk during the shows, so I grew up kind of watching commercials. I remember a lot of commercials. I bet you most people of my generation would remember a lot of, I feel kind of guilty saying this because they are usually decried as not very creative, but I remember a lot of jingles.

Interviewer What do you think makes jingles memorable?

George Among purists in the field jingles are, you know, laughed at, scoffed at, but God you remember them. You know they, what do they call them, ear worms? They get into your head and you can't get them out sometimes and you add that to almost everyday exposure six times a day, it's going to get in there. I can do, there was a, you know, there was a, there was a, I could sing one for you, there was a kids, hot cereal, a hot cereal for children called H. O. Farina and it was an animated cartoon, it was very rudimentary. If you saw it today you wouldn't believe it was a nationally broadcast cartoon, and it was a little story of Willie and Wilhelmina and Willie trips on a rock and he goes, "Every day I trip over that rock Wilhelmina." And she says, "Move it, Willie." And he says, "Can't, too big." And I bet you I'm getting this word for word if you could find it. And she says, "I will." And he says, "Huh, you're a girl." And she picks it up and then the jingle comes up and it goes, "Strong Wilhelmina eats her Farina." Like I said, I probably heard that 500 times, maybe more, when I was growing up because it was every weekend for about eight years.

5.22

Part 2

Interviewer What elements of a commercial are the most important?

George To me a commercial basically is built in three parts. If you think of it as a pyramid, the top part of the pyramid I would say is impact. I have to intrude upon your life because you are probably working on your computer while you're watching TV or you're doing something, and when I'm talking about a TV commercial it's the same for a web ad or an app. So you have to get impact, you have to intrude, you have to kind of knock on the door. The second thing is communication, what do you want the person to know. And, and, that needs to be clear and precise. And the third thing is the hardest, it's persuasion because ultimately you are running a commercial to get people to do something, so it's that amalgamation. Another way of talking about it – and this is old school – but there's an acronym that probably comes from the *Mad Men* era that is called AIDA, you know like the opera: Attention, Interest, Desire, Action.

Interviewer How do you feel about using celebrities to sell things?

George Sometimes it's a short, using a celebrity is a short cut to intrusion because people pay attention to celebrities. Hopefully, it's a celebrity that has some bearing on the brand. I don't think, if I was working on a depilatory, I would want to use Tommy Lee Jones, that would just be gross. But you know if you find the right person, they can have special meaning, I think, and we do live in a celebrity culture, and people, you know their ears perk up when they see a celebrity. So, if you go back to the pyramid I drew, it's a way of getting impact. I'm not a giant fan of it, but sometimes you do things you're not a giant fan of.

Interviewer On your website you say, "I can make people laugh." How important is humor in advertising?

George I tend not to be funny in TV commercials, I'm just, partly because I am a kind of cerebral guy and I wind up having to use that more than humor, but I think humor is incredibly important in the business and a lot of the commercials that really resonate with people I think are funny, a lot of the movies, a lot of everything, you know.

5.23

Part 3

Interviewer With all the technology, viral advertising, etc., do you think billboards and TV commercials have had their day?

George Have billboards and TV commercials had their day? You know what, I don't think so. I mean, I can tell you empirically and I can tell you rationally that 75% of all media dollars is spent on broadcast, and I know it's current to say, "I don't have a TV," or "I never watch TV." But, the fact is, TV viewership is at an all-time high. So I don't think TV is dead and I don't think billboards will be, you know, something as kind of passé as a billboard will be dead as long as, like, the highways are crowded, because you've got a captive audience, and until we can kind of pixilise ourselves and beam ourselves to work, I think there will be billboards. They can be effective.

Interviewer As a consumer, and obviously as an advertiser, does advertising influence the decisions you make?

George Yes, you know, I'm very, I'm very susceptible to advertising. I think because I tend to notice it. You know, I think I am very sensitive to, I think I'm very sensitive to stuff that isn't true. But when I see something that's well crafted and appeals, I think to both my head and my heart, I think I register those things.

Interviewer Is there an existing advertising campaign you wish you'd come up with, and why do you think it is so effective?

George Is there an existing advertising campaign? Yes, that I wish I did? There's a few. I think the stuff that is being done for Nike just in general for 30 years has been exemplary, you know. They tapped into a mind-set, and they made everyone feel like they were athletic, and they became kind of the gold standard, and they rarely hit a false note. The same thing with Apple, though people are just stressed in the industry about the latest direction Apple has been taking, which seems less sincere.

Interviewer Why do you think the Apple campaign is so effective?

George You know Apple took…I think Apple is effective because they looked at an industry and they said, "Here's what's wrong with the industry and everything that industry does we're going to do differently." So, that industry for years and years and years and years was talking about speeds and feeds, and they were talking about 697 megahertz and 4 megabytes of RAM or gigabytes of RAM, or whatever it is, and Apple just said, "It works." And what they did was to say, "You want to be creative? This machine makes you creative." And they simplified, they simplified, and they were compelling, and they never lied, yeah.

5.25

Interviewer Do you think you're influenced by advertising campaigns?

Jeanine Most definitely.

Interviewer Is there any product that shouldn't be advertised, in your opinion?

Jeanine Alcohol and junk food to children.

Interviewer Why should those ads be banned?

Jeanine Because it's promoting something that's unhealthy and that, especially junk food for children's when they see it they're very susceptible to the advert and then they want it immediately, and it's a problem.

Interviewer Do you think you're influenced by advertising campaigns?

Dustin I am sure I am, probably not consciously, but I am sure subconsciously.

Interviewer Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?

Dustin I mean I, I don't care for, for cigarette ads or alcohol ads, but should they be ad…, or should they not be advertised? That is not a decision I should make, so, I don't think so.

Interviewer Do you think you're influenced by advertising campaigns?

Elvira I'm not very influenced by ad campaigns, I'm influenced by reviews.

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Interviewer Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?

Elvira The only thing that comes to mind that should be banned from advertisements is, I think they tend to use the female body, um, inappropriately to sell things and items. That's pretty much the only thing that I can think of.

Interviewer Do you think you're influenced by advertising campaigns?

Ivan I think that everyone is somewhat influenced by advertising campaigns, even on a minor level.

Interviewer Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?

Ivan Perhaps cigarettes shouldn't be advertised because children, um, probably shouldn't be seeing them advertised in a cool or exciting manner.

Interviewer Do you think you're influenced by advertising campaigns?

Yasuko I think a lot of people are usually influenced, you know, a little by advertisement, especially because we've, there's so much advertisement on media. And we watch a lot of TV, you know, Internet. I try not to be, I try to research the product on my own using Internet or whatnot, and choose the, and try to choose the best product. Not because of the advertisement.

Interviewer Is there any product that shouldn't be advertised, in your opinion? Why should those ads be banned?

Yasuko Advertisements for cigarettes, I think should be banned. Um, I don't think there's anything positive about cigarette smoking, so I think that anything that causes health issues or bad influences or addiction should be banned from being on commercials.

5.27

Let's start with the first one about the coin. Many people think that a coin dropped from the top of the Empire State Building, for example, would be traveling so fast that if it hit a person on the ground it would kill them. However, this just isn't true. Coins are not aerodynamic and they are also relatively small and light so, although a person on the ground would certainly feel the impact, the coin wouldn't kill them – it wouldn't even hurt them very much!

Number two is one of the most popular scientific myths – that we only use ten percent of our brains. Maybe this is because people would like to think that they could be much more intelligent if they were able to find a way to use the other 90 percent! In fact, neurologists haven't been able to find any area of our brains that isn't being used for something.

Number three. The dark side of the moon? Well, that only exists as the title of a Pink Floyd album. People used to think that there was a side of the moon that was always dark, that never got the sun, but, of course, that isn't true. The sun illuminates every part of the moon at some point during the 24-hour cycle. It is true that there's a side of the moon that we never see, that's to say we always see the same side of the moon, but the other side isn't always dark.

Now number four, the one about rubber tires. A lot of people think that rubber tires on a car will protect you from lightning in the same way that wearing rubber shoes will protect you from an electric shock. Well, it's certainly true that if you're caught in a thunderstorm, it's much safer to be inside a car than outside. But the tires have nothing to do with it. When lightning strikes a car, it's actually the car's metal body that protects the passengers. It acts as a conductor and passes the electrical current right down to the ground.

Number five. Poor old Einstein! Over the years he's often been used as an example to show that you can do very badly at school and still be very successful in life. And people have actually said that he wasn't very good at math or science. But, in fact, records show that the young Albert, as you would expect, got very good grades in math and science.

Number six. Antibiotics don't kill viruses. No, they don't, and it's a waste of time taking them if you have a virus. Antibiotics help your body to kill bacteria, not viruses. What's more, you can't exactly "kill" a virus at all, since a virus is not really alive to begin with. Stick to your doctor's advice and only take antibiotics when he or she specifically prescribes them. The problem is that it's often very hard for a doctor to know if you're suffering from a virus or from a bacterial infection.

Number seven. I love the idea that a full moon can make people go crazy, but I think this is only true for werewolves. For centuries, nearly all cultures have attributed special mystical powers to the full moon, and in fact the English word lunatic, which can be used to describe a crazy person, comes from the word lunar – which means "to do with the moon." But, in spite of a lot of scientific research, nobody has found any link at all between the full moon and insanity or crime.

And finally, number eight, are bats really blind? Most English-speaking people probably think that they are, because we have the expression in English "as blind as a bat." But it's just not true. In fact, bats can see just as well as humans, even if they don't depend on their sight in the same way. Like dogs, bats rely heavily on other senses like hearing and smell. They have a very advanced sound-based system called echolocation, which allows them to know where they are when they're flying at night. But they can certainly see.

5.36

Host When Neil Armstrong became the first man to walk on the moon on July 20th, 1969, a global audience of 500 million people was watching and listening. As he climbed down the steps from the spacecraft and stepped onto the moon, they heard him say, "That's one small step for man, one giant leap for mankind." It seemed like the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether Armstrong got his lines wrong and made a mistake. James, tell us about it.

James Well, Armstrong always said that he wrote those words himself, which became some of the most famous and memorable words in history, during the time between landing on the moon and actually stepping out of the capsule onto the moon. That was almost seven hours.

Host And so what is the controversy about what Armstrong said when he stepped down the ladder onto the moon?

James The question is, did he say, "one small step for man" or "one small step for a man." That's to say, did he use the indefinite article or not? It's just a little word, but there's a big difference in meaning. Armstrong always insisted that he wrote "one small step for a man, one giant leap for mankind." Of course, this would have been a meaningful sentence. If you say "a man," then it clearly means that this was one small step for an individual man, i.e., himself, but one giant leap for mankind, that's to say, men and women in general. But what everybody actually heard was, "One small step for man, one giant leap for mankind," with no indefinite article, and that sentence means, "One small step for people in general, one giant leap for people in general." And that doesn't really make sense.

Host So, did he just get the line wrong when he said it?

James Well, Armstrong himself was never sure if he actually said what he wrote. In his biography *First Man*, he told the author James Hansen, "I must admit that it doesn't sound like the word 'a' is there. On the other hand, certainly the 'a' was intended, because that's the only way it makes sense." He always regretted that there had been so much confusion about it. But, almost four decades later, Armstrong was proved to be right. Peter Shann Ford, an Australian computer expert, used very hi-tech sound techniques to analyze his sentence and he discovered that the "a" was said by Armstrong. It's just that he said it so quickly that you couldn't hear it on the recording that was broadcast to the world on July 20th, 1969.

Host Was Armstrong relieved to hear this?

James Yes, he was. I think it meant a lot to him to know that he didn't make a mistake.

5.41

1 I was doing a tour of Asia where I was giving a presentation about database programs. I assumed the audiences would understand English – the organizers knew that I couldn't speak Chinese – and I knew they would be familiar with the, um, with the technical language of the products I was going to talk about, which were dbase and Clipper.

Well, for most of the tour the talks seemed to go extremely well; there were big audiences and the venues were great. The questions I was asked by the audience at the end of the talks showed that, um, everyone had really understood what I was saying.

When we arrived in the penultimate city, whose name I'm not going to mention, I started my session as I, as I usually did with a few questions to get to know something about the audience. So, first I asked them "How many of you use dbase?" I raised my own hand, because I use it myself and pretty much the whole audience raised their hands. So then I asked, "How many of you here use Clipper?" And, once again, pretty much 100 percent of the audience raised their hands. This was, um, this was extremely unusual – in fact, almost impossible. With a sinking feeling I then asked, "How many of you want to be an astronaut?" and I watched as everyone's hands went up. I might as well have been speaking to a group of aliens – as it turned out most of the audience spoke Chinese, and only Chinese. But I could see that two or three people in the audience spoke English, because they were practically rolling on the floor laughing.

2 I was giving a talk in Hungary to a group of about 200 English teachers. I got to the place where I was giving the talk a little bit late, only about ten minutes before I was supposed to start. I rushed to the room, and saw that everything was set up and most of the audience was already waiting and I told the organizers that I just needed to quickly go to the bathroom, and then I would start. They pointed me in the right direction but, when I got to the bathroom, I saw that there were two doors with words on them in Hungarian, but no signs. I looked at the words and decided that one of them must be the men's room, and I went in and went into a cubicle. Suddenly I heard voices of other people coming in – but, to my horror, they were women's voices, and I realized that I had guessed wrongly and had gone into the women's room. I guessed that these women must be teachers coming to my talk, so there was no way I could open the door and come out. I waited and waited, getting more and more stressed by the minute and worrying about being late to start my talk. After about five minutes or so, everything went quiet and I was able to rush out and go back to the room where the audience was waiting for me to start as it was already five minutes after the start time. Thank goodness nobody saw me…

3 My first ever presentation was at a conference for English teachers around 1988. I wanted to show the audience some good ideas for using video in the classroom. I explained one of the ideas and then I went to turn on the video player and nothing happened... and then again... nothing... and again. By this time I was so stressed and annoyed that in the end I said, "OK, if it doesn't work this time, I'm leaving," and I really meant it. Amazingly, almost as if it had heard me, it worked. I never forgot that talk and it taught me to never rely 100 percent on technology in a presentation.

4 Some years ago, I had to do a presentation to a group of construction workers about health and safety at work. When I was getting dressed that morning I put on a silk skirt, and as I was fastening it, the button at the waist broke. I didn't bother to change, because the skirt had a zipper, and anyway I was in a hurry.

During the presentation, as I walked backward and forward across the stage, I started to feel something silky hit the back of my ankles. My skirt was falling down! The audience was absolutely entranced – and not by what I was saying. I quickly pulled it up and said, "Now that I have your attention…." The audience roared with laughter, and one of them shouted out, "I thought that was part of your presentation!" I felt terribly embarrassed, and I could hear my mother's voice in my ear saying, "You should always wear nice underwear, in case you are ever in an accident." I managed to finish my presentation and I rushed outside and started to shake. That audience may never remember a thing I said, but I'm sure they won't forget me.

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1A

question formation

1 **Should we** buy her a present? How long **have you** been waiting? How many children **does your sister** have? 1 2
2 Why **didn't you** like the movie? **Isn't this** a beautiful place?
3 **What** are they talking **about**? **Who** does this bag belong **to**?
4 **Who lives** in that house? **How many people follow** you on Twitter?

1 We make questions with modal verbs and with tenses where there is an auxiliary verb (*be*, *have*, etc.) by inverting the subject and the modal / auxiliary verb. With the simple present and past, we add the auxiliary verb *do* / *does* or *did* before the subject.
2 We often use negative questions to show surprise or when we expect somebody to agree with us.
3 If a verb is followed by a preposition, the preposition comes at the end of the question, not at the beginning NOT ~~*About what are you talking?*~~
   - We often just use the question word and the preposition, e.g., **A** *I'm thinking.* **B** *What about?*
4 When *who* / *what* / *which*, etc., is the **subject** of the question, we don't use *do* / *did*, e.g., *Who wrote this?* NOT ~~*Who did write this?*~~

indirect questions

Could you tell me **what time the store next door opens**? Do you know **if (whether) Mark's coming to the meeting**? 1 3

We use indirect questions when we want to ask a question in a more polite way, and begin with *Can* / *Could you tell me…?* or when we introduce a question with, e.g., *Do you know…? Do you remember…?*

Compare:
What time does the store next door open? (direct question), and *Could you tell me what time the store next door opens?* (indirect question)

- In indirect questions the order is subject + verb. *Can you tell me where* ***it is****?* NOT ~~*Can you tell me where* ***is it****?*~~
- We don't use *do* / *did* in the second part of the question. *Do you know where he lives?* NOT ~~*where does he live*~~.
- You can use *if* or *whether* in questions without a question word (*What*, *How many*, etc.) and after *Can you tell me*, *Do you know*, etc.

Other expressions followed by the word order of indirect questions
The word order of indirect questions is used after:
I wonder..., e.g., ***I wonder*** *why they didn't come.*
I'm not sure..., e.g., ***I'm not sure*** *what time it starts.*
I can't remember..., e.g., ***I can't remember*** *where I left my phone.*
I want to know..., e.g., ***I want to know*** *what time you're coming home.*
Do you have any idea...?, e.g., ***Do you have any idea*** *if (whether) James is on vacation this week?*

a Order the words to make questions.

tomorrow can't Why come you ?
Why can't you come tomorrow?
1 I Should her tell I feel how ?
2 friend known long best have How you your ?
3 tell when you train next leaves the Could me ?
4 housework family in Who your the does ?
5 are What about you thinking ?
6 on don't weekend you What doing the like ?
7 music to does What Jane kind like listening of ?
8 you time movie know ends Do what the ?
9 class students yesterday to many came How ?
10 you remember is where Do the restaurant ?

b Complete the questions with the words in parentheses.

Where *did you go* on vacation last year? (you / go)
1 How often _____ yoga? (you / usually do)
2 Who _____ *The Great Gatsby*? (write)
3 Could you tell me how much _____? (this book / cost)
4 I can't remember where _____ my car this morning. (I / park)
5 _____ your trip to Paris last weekend? (you / enjoy)
6 What kind of work _____ ? (your sister / do)
7 Who _____ the last cookie? (eat)
8 Do you know what time _____ on a Saturday? (the swimming pool / open)
9 _____ the present you gave her? (your sister / not like)
10 _____ play your music so loud? I can't concentrate. (you / have to)

◀ p.5

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1B

auxiliary verbs

1 I like cats, but my husband **doesn't**. 1 13
Sally's coming tonight, but Angela **isn't**.
2 **A** I loved his latest novel.
B **So did I.**
A I haven't finished yet.
B **Neither have I.**
Andrew**'s** a doctor and **so is his wife**.
3 **A** I don't like shopping online.
B I **do**. I buy a lot of my clothes online.
4 **A** I went to a psychic yesterday.
B **You did?**
A I'll make the dinner.
B **You will?** That's great!
5 **A** You didn't lock the door!
B I **did** lock it, I know I **did**.
A Silvia isn't coming.
B She **is** coming. I just spoke to her.
6 You won't forget, **will** you? She can speak Italian, **can't** she?

a Complete the mini-dialogues with an auxiliary or modal verb.

A You didn't remember to buy coffee.
B I *did* remember. It's in the cabinet.
1 **A** He's booked the flights, _____ he?
B Yes, I think so.
2 **A** It's hot today, _____ it?
B Yes, it's boiling.
3 **A** Why didn't you go to the meeting?
B I _____ go to the meeting, but I left early.
4 **A** I wouldn't like to be a celebrity.
B Neither _____ I.
5 **A** Emma doesn't like me.
B She _____ like you. She just doesn't want to go out with you.
6 **A** Mike's arriving tomorrow!
B _____ he? I thought he was arriving today.
7 **A** What did you think of the movie?
B Tom liked it, but I _____. I thought it was awful.
8 **A** Are you a vegetarian?
B Yes, I am and so _____ my boyfriend.
9 **A** You'll remember to call me, _____ you?
B Yes, of course!
10 I really want to go to Thailand, but unfortunately my husband _____. He hates the heat.

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We use auxiliary verbs (*do*, *have*, etc.) or modal verbs (*can*, *must*, etc.):

1 to avoid repeating the main verb / verb phrase, e.g., NOT *I like cats, but my husband doesn't ~~like cats~~*.
2 with *so* and *neither* to say that someone or something is the same. Use *so* + auxiliary + subject with an affirmative verb, and *neither* (or *nor*) + auxiliary + subject with a negative verb.
3 to say that someone or something is different.
4 to make "reply questions," to show interest or surprise.
5 to show emphasis in an affirmative sentence, often when you want to contradict what somebody says. With the present / simple past, we add *do* / *does* / *did* before the main verb. With other auxiliaries, e.g., *be*, *have*, *will* the auxiliary verb is stressed and not contracted.
6 to make tag questions, usually to check information. We use an affirmative auxiliary with a negative verb and a negative auxiliary with an affirmative verb.
   - Tag questions are often used simply to ask another person to agree with you, e.g., *It's a nice day, isn't it?* In this case the tag questions is said with falling intonation, e.g., the voice goes down.
   - Tag questions can also be used to check something you think is true, e.g., *She's a painter, isn't she?* In this case the tag question is said with rising intonation, as in a normal *yes* / *no* question.

b Complete the conversation with a suitable auxiliary verb.

A You're Tom's sister, [1]*aren't* you?
B Yes, I'm Carla.
A It's a great club, [2]____ it?
B Well, it's OK. But I don't like the music much.
A You [3]____? I love it! I've never been here before.
B Neither [4]____ I. I don't go clubbing very often.
A Oh, you [5]____? I [6]____. In fact, I usually go most weekends.
B You [7]____? I can't afford to go out every weekend.
A I didn't see you at Tom's birthday party last Saturday. Why [8]____ you go?
B I [9]____ go, but I got there really late because my car broke down.
A Oh, that's why I didn't see you. I left early.
B I'd like something to drink. I'm really thirsty after all that dancing.
A So [10]____ I.

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2A

present perfect simple and continuous

present perfect simple: *have / has* + past participle

1 **Have** you **ever written** a blog?
2 We**'ve landed**, but we **haven't gotten off** the plane yet.
I**'ve** already **told** you three times.
3 It's the best book I**'ve** ever **read**.
4 I**'ve known** Keiko since I was a child.
My sister **has had** the flu for ten days now.
5 How many Patricia Cornwell novels **have** you **read**?
They've seen each other twice this week.

1 37

We use the present perfect simple:

1 to talk about past experiences when you don't say when something happened.
2 with *yet* and *already*.
3 with superlatives and *the first*, *second*, *last time*, etc.
4 with nonaction verbs (= verbs not usually used in the continuous form, e.g., *be*, *have*, *know*, *like*, etc.) to say that something started in the past and is still true now.
   - This use is common with time expressions like *How long…?*, *for* or *since*, *all day | evening*, etc.
   - Don't use the simple present or continuous in this situation: NOT ~~*I know Keiko since I was a child*~~.
5 when we say or ask *how much | many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has* + *been* + verb + *-ing*

1 How long **have** you **been feeling** sick?
He**'s been chatting** online all evening.
2 I **haven't been sleeping** well.
It**'s been raining** all day.
3 I**'ve been shopping** all morning. I'm exhausted.
A Take your shoes off. They're filthy.
B Yes, I know. I**'ve been working** in the yard.

1 38

We use the present perfect continuous:

1 with action verbs, to say that an action started in the past and is still happening now.
   - This use is common with time expressions like *How long…?*, *for* or *since*, *all day | evening*, etc.
   - Don't use the simple present or continuous in this situation. NOT ~~*I know Keiko since I was a child*~~.
2 for repeated actions, especially with a time expression, e.g., *all day*, *recently*.
3 for continuous actions that have just finished (but that have present results).

1 I**'ve been learning** French for the last three years. He**'s liked** classical music since he was a teenager.
2 She**'s been having** a good time at school. They**'ve had** that car for at least ten years.
3 We**'ve lived** in this town since 1980. We**'ve been living** in a rented house for the last two months.
4 I**'ve painted** the kitchen. I**'ve been painting** the kitchen.

1 39

1 To talk about an unfinished action we usually use the present perfect continuous with action verbs and the present perfect simple with nonaction verbs.
2 Some verbs can be action or nonaction depending on their meaning, e.g., *have a good time* = action, *have a car* = nonaction.
3 With the verbs *live* or *work* you can often use the present perfect simple or continuous. However, we usually use the present perfect continuous for shorter, more temporary actions.
4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action, that may or may not be finished (= the painting of the kitchen may not be finished yet).

a Circle the correct form of the verb. Check (✓) if both are possible.

Have you ever *tried* / *been trying* caviar?
1 She's *worked* / *been working* here since July.
2 Your mother has *called* / *been calling* three times this morning!
3 The kids are exhausted because they've *run* / *been running* around all day.
4 Tim and Lucy haven't *seen* / *been seeing* our new house.
5 I've never *met* / *been meeting* her boyfriend. Have you?
6 It's *rained* / *been raining* all morning.
7 *We've already had* / *We've already been having* lunch.
8 My sister has *lived* / *been living* alone since her divorce.

b Complete the sentence with the best form of the verb in parentheses, present perfect simple or continuous.

I*'ve bought* a new car. Do you like it? (buy)
1 We _____ Jack and Ann for years. (know)
2 You look really hot. _____ at the gym? (you / work out)
3 Emily _____ her homework yet, so she can't go out. (not do)
4 They don't live in Miami. They _____. (move)
5 I _____ time to cook anything. (not have)
6 We _____ for hours. Is this the right way? (walk)
7 _____ you _____ my diary again? (read)
8 Oh, no! I _____ my finger on this knife. (cut)

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2B

adjectives as nouns, adjective order

adjectives as nouns

1 **The English** are famous for drinking tea. 1 43
The Chinese invented paper.
The Dutch make wonderful cheese.
2 **The poor** are getting poorer and **the rich** are getting richer.
The government needs to create more jobs for **the unemployed**.

- You can use *the* + some adjectives to talk about groups of people, e.g.,
  1 nationalities that end in *-ch*, *-sh*, *-ese*, and *-ss*, e.g., *the French*, *the Spanish*, *the British*, *the Japanese*, *the Irish*, *the Swiss*, etc. (**not** the ~~Czechs~~)
  (most other nationality words are nouns and are used in the plural, *e.g., the Brazilians, the Peruvians, the Turks, the South Koreans, the Argentinians,* etc.).
  2 specific groups in society, e.g., *the young, the old* (or *the elderly*), *the sick* (= people who are ill), *the blind, the deaf, the homeless, the dead.*
- To talk about one person use, e.g., *a Japanese woman*, *a rich man*, etc., NOT ~~*a Japanese, a rich*~~
  You can also use adjective + *people* to talk about a group of people, e.g., *poor people*, *homeless people*, *old people*, *Thai people*.

adjective order

We have a **charming old** house near the lake. 1 44
She has **long brown** hair.
I bought a **beautiful Italian leather** belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g., NOT ~~*an old charming house*~~
- Opinion adjectives, e.g., *beautiful*, *nice*, *charming*, always go before descriptive adjectives, e.g., *big*, *old*, *round*.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOR	PATTERN
expensive beautiful	little	brand new	long	purple	striped

ORIGIN / PLACE	MATERIAL	NOUN
French Japanese	silk	**scarf** **car**

a Rewrite the underlined phrase using *the* + an adjective.

People from Vietnam enjoy spicy food. *The Vietnamese*

1 People from the Netherlands tend to be good at languages.
2 Clara Barton took care of the people who weren't well during the American Civil War.
3 The system of reading for people who can't see is called Braille.
4 People from China have a fascinating history.
5 Ambulances arrived to take the people who had been injured to the hospital.
6 People from Switzerland are usually very punctual.
7 The worst season for people without a home is winter.
8 There is a discount for students and people without a job.
9 The monument was erected to honor the people who died during World War II.
10 There are special TV shows for people who can't hear that use sign language.

b Write the adjectives in parentheses in the right place. Change *a* to *an* where necessary.

a big parking lot (empty) *a big empty parking lot*
1 a man (young / attractive) _____
2 shoes (old / dirty) _____
3 a velvet jacket (black / beautiful) _____
4 a woman (heavy / short / American) _____
5 a beach (sandy / long) _____
6 a log cabin (charming / old) _____
7 a leather bag (Italian / stylish) _____
8 eyes (huge / dark) _____
9 a dog (black / friendly / old) _____
10 a T-shirt (striped / cotton) _____

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3A

narrative tenses: simple past, past continuous, past perfect, past perfect continuous

narrative tenses

1 We **arrived** at the airport and **checked in**. 2 8
2 We **were having** dinner when the plane hit some turbulence.
At nine o'clock most people on the plane **were reading** or **were trying** to sleep.
3 When we arrived at the airport, we suddenly realized that we **had left** one of the suitcases in the taxi.
4 We**'d been flying** for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.

1 We use the **simple past** to talk about consecutive actions or situations in the past, i.e., for the main events in a story.
2 We use the **past continuous** (*was* / *were* + verb + *-ing*) to describe a longer continuous past action or situation that was in progress when another action happened, or to describe an action or situation that was not complete at a past time.
3 We use the **past perfect** (*had* + past participle) to talk about the "earlier past," i.e., things that happened before the main event(s).
4 We use the **past perfect continuous** (*had been* + verb + *-ing*) with action verbs to talk about longer continuous actions or situations that started before the main events happened and have continued up to that point. Nonaction verbs (e.g., *be*, *have*, *know*, *like*, etc.) are not usually used in the past continuous or past perfect continuous.

past perfect simple or continuous?

Lina was crying because she**'d been reading** a very sad book. 2 9
Lina didn't want to see the movie, because she**'d** already **read** the book.

- The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

a Circle the correct verb form.

Meg and Liam McGowan *got* / *were getting* a nasty surprise when they [1]*had checked in* / *were checking in* at the airport yesterday with their baby Shaun. They [2]*had won* / *won* three free plane tickets to Rome in a competition, and they [3]*were looking forward to* / *had been looking forward to* their trip for months. But, unfortunately, they [4]*had been forgetting* / *had forgotten* to get a passport for their son, so Shaun couldn't fly. Luckily, they [5]*had arrived* / *were arriving* very early for their flight, so they still had time to do something about it. They [6]*had run* / *ran* to the police station in the airport to apply for an emergency passport. Meg [7]*was going* / *went* with Shaun to the photo machine while Liam [8]*had filled in* / *was filling in* the forms. The passport was ready in an hour, so they [9]*hurried* / *were hurrying* to the gate and [10]*got* / *had got* on the plane.

b Put the verb in parentheses in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He*'d been learning* it for five years. (learn)

1 I was really fed up because we _____ in line for hours. (wait)
2 She went to the police to report that someone _____ her bag. (steal)
3 It _____ all morning. The streets were wet, and there were puddles everywhere. (rain)
4 She got to work late because she _____ her phone at home and _____ go back and get it. (leave, have to)
5 I almost didn't recognize Tony at the party. He _____ a lot since I last saw him. (change)
6 The tourists' faces were very red. They _____ in the sun all morning and they _____ any sunscreen. (sit, not put on)
7 I could see from their expressions that my parents _____. (argue)
8 Junko had a bandage on her arm because she _____ off her bike that morning. (fall)
9 I was amazed because I _____ such an enormous plane before. (never see)
10 How long _____ before you realized that you were lost? (walk)

◀ p.26

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3B

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the position of adverbs and adverbial phrases

1 He walks very **slowly**. I speak five languages **fluently**. The driver was **seriously** injured in the accident. 2 13
2 I **hardly ever** have time for breakfast. Liam's **always** late for work. I would **never** have thought you were 40.
3 My parents will be **here in half an hour**. It rained **all day yesterday**.
4 I'm **nearly** finished. We're **incredibly** tired. My husband works **a lot**, but he doesn't earn **much**.
5 **Unfortunately**, the package never arrived. **Ideally**, we should leave here at 10:00.

My parents will be here in half an hour.

Adverbs can describe an action (e.g., *he walks **slowly***) or modify adjectives or other adverbs (e.g., *it's **incredibly** expensive, he works **very** hard*). They can either be one word (e.g., *often*) or a phrase (e.g., *once a week*).

1 **Adverbs of manner** describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).
2 **Adverbs of frequency** go before the main verb but after the verb *to be*.
   - *Sometimes, usually,* and *normally* can also be put at the beginning of the phrase or sentence for emphasis.
   - If there are two auxiliary verbs, the adverb goes after the first one.
3 **Adverbs of time and place** usually go at the end of a sentence or clause. Place adverbs usually go before time adverbs. NOT ~~*My parents will be in half an hour here*~~.
4 **Adverbs of degree** describe how much something is done, or modify an adjective.
   - *extremely, incredibly, very,* etc., are used with adjectives and adverbs and go before them.
   - *a lot* and *much* are often used with verbs and go after the verb or verb phrase.
   - *a little* / *a little bit* can be used with adjectives or verbs, e.g., *I'm a little tired. We rested a little bit after the flight.*
5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are *luckily, basically, clearly, obviously, apparently, eventually,* etc.

Other adverbs
Most other adverbs go in mid-position, e.g., I ***just*** need ten more minutes. She didn't ***even*** say goodbye. She'll ***probably*** come in the end.

a Underline the adverbs or adverbial phrases and correct the sentences where the order is wrong.

We're going to be unfortunately late. ✗
Unfortunately, we're going to be late.
He can speak Turkish fluently. ✓

1 She liked very much the present.
2 Mark came last night very late home.
3 The ambulance arrived at the scene of the accident after a few minutes.
4 A young man was injured badly and was taken to the hospital.
5 I was extremely tired last night.
6 She's lazy a little bit about doing her homework.
7 I forgot your birthday almost, but fortunately my sister reminded me.
8 We luckily had taken an umbrella because it started to rain just after we left.
9 Mary doesn't always eat healthily because she often has snacks between meals.
10 Jack has been apparently fired.

b Put the adverbs in parentheses in the normal position in these sentences.

seriously
She wasn't ✗ injured when she fell. (seriously)

1 Their house was damaged in the fire. (badly, last week)
2 Ben is at his friend's house. (often, in the evening)
3 My father takes a nap. (usually, in the afternoon)
4 Julia left and she didn't say goodbye. (early, even)
5 Martin talks fast. (always, incredibly)
6 His brother died in a skiing accident. (apparently, nearly)
7 We're going to the movies. (probably, tonight)
8 I send emails. (rarely, nowadays)
9 I bought a beautiful new coat. (just, really)
10 Karen realized that she was going to learn to drive. (eventually, never)

◀ p.29

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4A

future perfect and future continuous

future perfect: *will have* + past participle

The decorators **will have finished** painting by Tuesday, so we can move back into the apartment then. 2 29
The soccer team says that they**'ll have built** the new stadium in six months.
Laura **won't have arrived** before dinner, so I'll leave some food on the stove for her.
When **will they have learned** enough English to be able to communicate fluently?

We use the future perfect (*will have* + past participle) to say something will be finished before a certain time in the future.

- This tense is frequently used with the time expressions ***by*** *Saturday | March | 2030*, etc., or ***in*** *two weeks | months*, etc.
- *By* + a time expression = at the latest. With *in*, you can say *in six months.*
- We form the negative with *won't have* + past participle and make questions by inverting the subject and *will | won't.*

future continuous: *will be* + verb + *-ing*

Don't call between 7:00 and 8:00 because we**'ll be having** dinner then. 2 30
Good luck on your test tomorrow. **I'll be thinking** of you.
This time tomorrow I**'ll be sitting** on the beach **watching** the sunset.
Come at 7:00 because **we won't be starting** dinner until 8:00.
Will you be waiting for me when I get off the train?
I**'ll be going** to the supermarket later. Do you want anything?

- Use the future continuous (*will be* + verb + *-ing)* to say that an action will be in progress at a certain time in the future.
  Compare:
  We'll have dinner at 8:00 (= we will start dinner at 8:00)
  We'll be having dinner at 8:00 (= at 8:00 we will already have started having dinner)
- We sometimes use the future continuous, like the present continuous, to talk about things that are already planned or decided.
- We form the negative with *won't be* + verb + *-ing* and make questions by inverting the subject and *will | won't.*

a Complete the sentences using the future perfect or future continuous.

The movie starts at 7:00. I will arrive at 7:15. When I arrive at the movie theater the movie *will have started*. (start)

1 The flight to Miami takes off at 9:00 and lands at 10:30.
At 10:00 they _____ to Miami. (fly)

2 I usually save $200 a month.
By the end of the year, I _____ $2,400. (save)

3 Rebecca leaves at 6:30. It takes her an hour get to work.
At 7:00 tomorrow she _____ to work. (drive)

4 The meeting starts at 2:00 and finishes at 3:30.
Don't call me at 2:30 because we _____ a meeting. (have)

5 Sam is paying for his car. The last payment is in May.
By June he _____ for his car. (pay)

6 Their last test is on May 31st.
By the end of May they _____ their tests. (finish)

7 She writes a chapter of her novel a week. This week she's on chapter five.
By the end of this week she _____ five chapters. (write)

8 Sonia is usually at the gym between 6:30 and 7:30.
There's no point calling Sonia now. It's 7:00 and she _____ at the gym. (work out)

9 The movie started downloading at 7:30. It will take another hour.
The movie _____ at 8:30. (download)

b Complete the dialogue with the verbs in parentheses in the future perfect or continuous.

A Well, it looks like we'll be having very different weather in the future if climate change continues.
B What do you mean?
A Well, they say *we'll be having* much higher temperatures here in New York, as high as 96°. And remember, we [1] _____ on the beach, we [2] _____ in 96°, which is very different. And islands like Puerto Rico [3] _____ by 2150 because of the rise in sea levels. They say the number of storms and hurricanes [4] _____ by the middle of the century too, so even more people [5] _____ by then to the cities looking for work. Big cities [6] _____ even bigger by then. Can you imagine the traffic?
B I don't think there will be a problem with the traffic. Gas [7] _____ completely by then anyway, so nobody will have a car. Someone [8] _____ a new method of transportation, so we [9] _____ around in air cars or something.

(have) (not lie) (work) (disappear) (double) (move) (grow) (run out) (invent) (fly)

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4B

zero and first conditionals, future time clauses (with all present and future forms)

zero conditional

If you **want** to be in shape, you **need to** exercise every day. 2 39
If people **are wearing** headphones while walking, they often **don't notice** other people.
If you **haven't been** to New York, you **haven't lived**.

To talk about something that is always true or always happens as a result of something else, we use *if* + simple present, and the simple present in the other clause.

- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos **are** good, I**'ll send** them to you. 2 40
If you**'re not going** to Jason's party, I**'m not going to go** either.
If I **haven't come back** by 9:00, **start** dinner without me.
I**'ll have finished** in an hour if you **don't** disturb me.

To talk about something that will probably happen in the future, we use *if* + a present tense, and a future tense in the other clause.

- You can use any present form in the *if*-clause (simple present, continuous, or perfect) and any future form (*will*, *going to*, future perfect, future continuous) or an imperative in the other clause.

future time clauses

I'll be ready as soon as I**'ve had** a cup of coffee. 2 41
Text me when your train's **coming into** the station.
I'm not going to buy the new model until the price **has gone down** a little.
I'm not going to work overtime this weekend unless I **get** paid for it.
Take your umbrella in case it's **raining** when you leave work.

When you are talking about the future, use a present tense after these expressions: *as soon as*, *when*, *until*, *unless*, *before*, *after*, and *in case*. This can be any present form, e.g., simple present, present continuous, present perfect.

- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:
  I'll take an umbrella if it rains. = I won't take an umbrella if it doesn't rain.
  I'll take an umbrella in case it rains. = I'll take an umbrella anyway because it might rain.

a Circle the correct form.

Don't worry. Rob *will have passed* / *has passed* the exam if he studied enough.

1 If you*'re not feeling* / *won't be feeling* better tomorrow, you should go to the doctor's.
2 If we're lucky, we*'ll have sold* / *'ve sold* our house by New Year's.
3 I'll pay for dinner – if I *have* / *'ll have* enough money!
4 If we continue playing like this, we*'ll have scored* / *have scored* ten goals by halftime.
5 Don't call Sophie now. If it's 8 o'clock, she*'ll bath* / *'ll be bathing* the baby.
6 If you don't hurry up, you *don't get* / *won't get* to school on time.
7 You can be fined if you *aren't wearing* / *won't be wearing* a seat belt in your car.
8 If you go out with wet hair, you*'ll catch* / *'ll be catching* a cold.
9 My suitcase *always gets* / *will always get* lost if I have a connecting flight.
10 I *won't go* / *don't go* to work on Monday if my daughter is still sick.

b Complete the sentences with a time expression from the list. You have to use some words more than once.

after	as soon as (x2)	before	if
in case (x2)	unless (x2)	until	when

I'll call you *as soon as* my plane lands.

1 I'm going to pack my suitcase _____ I go to bed.
2 Do you want to borrow my GPS _____ you get lost?
3 I'll be leaving work early tomorrow _____ my boss has a crisis.
4 I'll be meeting an old friend _____ I'm in San Francisco next week.
5 Don't worry. I'll call you _____ I open the letter with my test scores.
6 _____ I'm late tomorrow, start the meeting without me.
7 Mei Ting will have packed some sandwiches _____ we get hungry.
8 The children will be playing in the park _____ it gets dark.
9 _____ we've had lunch we could go for a walk.
10 Don't call 911 _____ it's a real emergency.

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5A

unreal conditionals

second conditional sentences: *if* + simple past, *would / wouldn't* + base form

3 12

1 If there **was** a fire in this hotel, it **would be** very difficult to escape.
I **wouldn't have** a car if I **didn't live** in the suburbs.
2 If you **weren't** making so much noise, I **could concentrate** better.
3 If I **were** you, I**'d make** Jimmy wear a helmet when he's riding a bike.

1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.
2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.
3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if*-clause, e.g., *If Dan was / were here, he would know what to do.* However, in conditionals beginning *If I were you…* to give advice, we always use *were*.

third conditional sentences: *if* + past perfect, *would / wouldn't have* + past participle

3 13

1 If you **had come** to class more often, you **would have done** better on the exams.
I **wouldn't have been** late if I **hadn't overslept**.
2 He **would have died** if he **hadn't been wearing** a helmet.
If the jacket **had been** a little cheaper, I **might have bought** it.

1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.
2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

3 14

1 If you **came** to class more often, you **would** probably **pass** the exam.
2 If you **had come** to class more often, you **would** probably **have passed** the exam.

Compare the two conditionals.
1 = You don't come to class enough. You need to come more often if you want to pass the exam.
2 = You didn't come to class enough, so you failed.

Mixed conditionals
We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g., *You wouldn't be so tired if you had gone to bed earlier last night.*
If he really loved you, he would have asked you to marry him.

a Complete with the correct form of the verb in parentheses, using a second or third conditional.

If Tim *hadn't got injured*, he would have played in the championship game. (not get injured)
1 I _____ so much food if you'd told me you weren't hungry. (not made)
2 If I were you, I _____ money to members of your family. (not lend)
3 I _____ Jack to help me if he wasn't so busy. (ask)
4 Joe _____ an accident if he hadn't been driving so fast. (not have)
5 I'd run the marathon if I _____ in better shape. (be)
6 If you _____ where you were going, you wouldn't have fallen. (look)
7 I'm sure you _____ dancing if you came to the classes with me. (enjoy)
8 We'd go to the local restaurant if they _____ the menu from time to time. (change)
9 Nina wouldn't have gone abroad if she _____ to find a job here. (be able)
10 If you _____ for a discount in the store, they might have given you one. (ask)

b Complete using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim.
If *you'd waited ten minutes, you would have seen Jim*.
1 Luke missed the train. He was late for the interview.
If Luke _____ the train, he _____ late for the interview
2 Maxie didn't buy the top. She didn't have any money.
Maxie _____ the top if she _____ some money.
3 It started snowing. We didn't reach the top.
If _____ snowing, we _____ the top.
4 Rebecca drinks too much coffee. She sleeps badly.
If Rebecca _____ so much coffee, she _____ badly.
5 I don't drive to work. There's so much traffic.
I_____ to work if _____ so much traffic.
6 Matt doesn't treat Sue well. She won't stay with him.
If Matt _____ his girlfriend better, she _____ with him.
7 You don't do any exercise. You don't feel healthy.
You_____ a lot healthier if you _____ some exercise.
8 The taxi driver had GPS. He found the street easily.
The driver _____ the street if he _____ GPS.
9 Jim bought the wrong size. I had to exchange the sweater.
If Jim _____ the right size, I _____ the sweater.
10 You get up late. You waste half the morning.
If you _____ earlier, you _____ half the morning.

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5B

GRAMMAR BANK

structures after *wish*

wish + *would* / *wouldn't*

I wish bike riders **wouldn't ride** on the sidewalk! 3 15
I wish you**'d spend** a little more time with the children.
I wish the bus **would come**. I'm freezing.
I wish you **wouldn't leave** your shoes there. I almost fell over them.

We use *wish* + person / thing + *would* to talk about things we want to happen, or stop happening because they annoy us.

- You don't usually use *wish* + *would* for a wish about yourself, e.g., NOT ~~*I wish I would…*~~

wish + simple past or past perfect

1 I wish **I was** ten years younger! 3 18
I wish **I could** understand what they're saying.
2 I wish **I hadn't bought** those shoes.
I wish **you'd told** me the truth.

1 We use *wish* + simple past to talk about things we would like to be different in the present / future (but that are impossible or unlikely).
   - After *wish* you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g., *I wish I was / were taller.*
2 We use *wish* + past perfect to talk about things that happened or didn't happen in the past and that you now regret.

If only…
We can also use *If only* instead of *I wish* in all these structures, e.g., *If only he'd hurry up! If only I had a little more money. If only she hadn't told him about the affair!*

a Write sentences with *I wish…would / wouldn't.*

It annoys me that… you don't put away your clothes.
I wish you'd put away your clothes!

It annoys me that…

1 salespeople aren't more polite
_____.
2 you turn the heat up all the time
_____.
3 my sister doesn't clean our room
_____.
4 the neighbor's dog barks at night
_____.
5 it doesn't stop raining
_____.
6 Jane talks about her boyfriend so much
_____.
7 my dad sings in front of my friends
_____.
8 you drive so fast!
_____.
9 my husband doesn't do the dishes
_____.
10 the bus doesn't come
_____.

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b Complete with the verb in the simple past or past perfect.

I wish I *was* thinner! My clothes don't fit me! (be)

1 I wish I _____ naturally blond hair! (have)
2 Suzanne wishes her parents _____ so far away. (not live)
3 I wish I _____ learning English when I was a child! (start)
4 This apartment's so cold! I wish it _____ central heat. (have)
5 I wish we _____ more expensive seats. I can't see a thing. (buy)
6 The party sounds as if it was a lot of fun. I wish I _____ there. (be)
7 Is it only five o'clock? I wish it _____ dark so early in winter. (not get)
8 I wish I _____ speak French. It would be useful in this job. (can)
9 This suitcase is too heavy. I wish I _____ so many clothes! (not pack)
10 I'm really tired. I wish we _____ by car instead of deciding to walk. (go)
11 I wish I _____ an only child. I'd love to have brothers and sisters. (not be)
12 I'd love to be able to play the piano. I wish I _____ when I was a child. (learn)

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6A

gerunds and infinitives

verbs followed by the gerund, the infinitive, or the base form

1 I **enjoy listening** to music. I **couldn't help laughing**.
2 I **want to speak** to you. They **can't afford to buy** a new car.
3 It **might rain** tonight. I'**d rather eat in** than go out tonight.

3 37

When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive (with *to*), or the base form (without *to*).

1 Use the **gerund** after certain verbs and expressions, e.g., *enjoy*, *can't help*.
   - When a phrasal verb is followed by another verb, the verb is the **gerund**, e.g., *keep on*, *give up*, *look forward to*, etc.
2 Use the **infinitive (with *to*)** after certain verbs and expressions, e.g., *want*, *afford*.
3 Use the **base form (without *to*)** after modal verbs and some expressions, e.g., *might*, *would rather*, and after the verbs *make* and *let*.
   - In the passive, *make* is followed by the infinitive. Compare *My boss **makes us work** hard. At school we were **made to wear** a uniform.*

➤ **page 164 Appendix** Verb patterns: verbs followed by the gerund or infinitive

like, love, hate, and prefer
like, *love*, *hate*, and *prefer* are usually used with the gerund in English but can also be used with the infinitive.
We tend to use the gerund when we talk generally and the infinitive when we talk specifically, e.g.,
I like swimming. (general)
I like to swim first thing in the morning when there aren't many people there. (specific)
I prefer riding a bike to driving. (general)
You don't need to give me a ride to the train station. I prefer to walk (specific)
When *like*, *love*, *hate*, and *prefer* are used with *would*, they are always followed by the infinitive, e.g., *I'd prefer to stay at home tonight, I'd love to come with you.*

verbs that can be followed by either gerund or infinitive

1 It **started to rain**. It **started raining**.
2 **Remember to lock** the door.
I **remember going** to Lima as a child.
Sorry, I **forgot to do** it.
I'll never **forget seeing** the Taj Mahal.
I **tried to open** the window.
Try calling Yi Yi on her cell phone.
You **need to clean** the car.
The car **needs cleaning**.

3 38

1 Some verbs can be followed by the gerund or the infinitive **with no difference in meaning**. The most common verbs like this are *start*, *begin*, and *continue*.
2 Some verbs can be followed by the gerund or the infinitive **with a change of meaning**.
   – *remember* + infinitive = you remember first, then you do something. *Remember* + gerund = you do something then you remember it.
   – *forget* + infinitive = you didn't remember to do something.
   forget + gerund = You did something and you won't forget it. It is more common in the negative.
   – *try* + infinitive = make an effort to do something.
   try + gerund = experiment to see if something works.
   – *need* + gerund is a passive construction, e.g., *needs cleaning* = needs to be cleaned NOT ~~*needs to clean*~~.

a Complete with a gerund or an infinitive of a verb from the list.

carry	call	clean	come	do	drive	eat out	go out
take	wait	work					

I'm exhausted! I don't feel like *going out* tonight.

1 I suggest _____ a taxi to the airport tomorrow. It'll be much quicker.
2 Even though the snow was really deep, we managed _____ to the local store and back.
3 We'd better _____ some shopping – there isn't much food for the weekend.
4 I'm very impatient. I can't stand _____ in lines.
5 I was exhausted and a young man offered _____ my bags.
6 My parents used to make me _____ my room.
7 We threatened _____ the police if the boys didn't stop throwing stones.
8 Do you feel like _____ to the gym with me?
9 I'd prefer _____ instead of getting takeout.
10 I don't mind _____ late tonight if you want me to.

b Circle the correct form.

Your hair needs *cutting* / *to cut*. It's really long!

1 I'll never forget *to see* / *seeing* the Grand Canyon for the first time.
2 I need *to call* / *calling* the help line. My computer has crashed.
3 Have you tried *to take* / *taking* a pill to help you sleep?
4 I'm sure my keys are somewhere. I can remember *to lock* / *locking* the door this morning.
5 I had to run home because I had forgotten *to turn* / *turning* the oven off.
6 Our house needs *to paint* / *painting*. Do you know any good house painters?
7 Did you remember *to send* / *sending* your sister a card? It's her birthday today.
8 We tried *to learn* / *learning* to ski last winter, but we weren't very good at it.

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6B

GRAMMAR BANK

used to, be used to, get used to

used to / didn't use to + base form

1 I **used to sleep** for eight hours every night, but now I only sleep for six. 3 43
I didn't recognize him. He **didn't use to have** a beard.
2 When I lived in Mexico as a child, we **used to have** pan dulce for breakfast. We **would buy** them every morning from the local baker.

1 We use *used to / didn't use to* + base form to talk about past habits or repeated actions or situations / states that have changed.
- *used to* doesn't exist in the present tense. For present habits, use *usually* + the simple, present, e.g., *I usually walk to work*. NOT ~~*I use to walk to work*~~.

2 We can also use *would* to refer to repeated actions in the past. However, we don't use *would* for nonaction verbs (e.g., *be, have, know, like*, etc.). NOT ~~*I didn't recognize him. He wouldn't have a beard*~~.

be used to / get used to + gerund

1 I'm **not used to sleeping** with a comforter. I've always slept with blankets. 3 44
Carlos has lived in Hong Kong for years. He's **used to driving** on the left.
2 **A** I can't **get used to working** at night. I feel tired all the time.
B Don't worry, you'll **get used to it** fast.

1 Use *be used to* + gerund to talk about a new situation that is **now** familiar or less strange.
2 Use *get used to* + gerund to talk about a new situation that is **becoming** familiar or less strange.

The difference between *be used to* and *get used to* is exactly the same as the difference between *be* and *get* + adjective.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

I can't get used to getting up so early. ✓
She isn't used to have a big dinner in the evening. ✗ *isn't used to having*

1 When we were children we used to playing soccer on the street.
2 The first time we visited China, we couldn't get used to eat with chopsticks.
3 Have you gotten used to live in the suburbs or do you still miss the city?
4 I'm really sleepy. I'm not used to staying up so late. I'm usually in bed by midnight.
5 There used to be a movie theater in our town, but it closed down three years ago.
6 Paul is used to having very long hair when he was younger.
7 **A** I don't think I could work at night.
B It's not so bad. I'm use to it now.
8 Did you use to wear a uniform to school?
9 It's taking me a long time to be used to living on my own.
10 When I had tests in college, I used to stay up all night studying.

b Complete with *used to, be used to*, or *get used to* (positive or negative) and the verb in parentheses.

My boyfriend is Japanese, so he *isn't used to driving* on the left. (drive)

1 When Luis started his first job, he couldn't _____ at 6 a.m. (get up)
2 I didn't recognize you! You _____ long hair, didn't you? (have)
3 Isabelle _____ an apartment when she was in college, but now she has a house of her own. (rent)
4 When we were children, we _____ all day playing soccer in the park. (spend)
5 Jasmine has been a nurse all her life, so she _____ nights. (work)
6 I've never worn glasses before, but now I'll have to _____ them. (wear)
7 Reiko is an only child. She _____ her things. (share)
8 Although I've lived in Brazil for years, I've never _____ dinner at 9 or 10 o'clock at night. (have)
9 I _____ spinach, but now I love it. (like)
10 If you want to lose weight, then you'll have to _____ less. (eat)

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7A

past modals

must / might / may / can't / couldn't + *have* + past participle

1 I **must have left** my phone at Anna's. I definitely remember having it there. 4 4
You **must have seen** something. You were there when the accident happened.
2 Somebody **might have stolen** your wallet when you were getting off the train.
He still hasn't arrived. I **may not have given** him the right directions.
3 She **couldn't have gone** to bed. It's only ten o'clock!
You **couldn't have seen** their faces very clearly. It was too dark.

- We use *must* / *may* / *might* / *couldn't* / *can't* + *have* + past participle to make deductions or speculate about past actions.

1 We use *must have* when we are almost sure that something happened or was true.

The opposite of *must have* is *couldn't have* – see 3 below
NOT *must not have*

2 We use *might* / *may have* when we think it's possible that something happened or was true. We can also use *could have* with this meaning, e.g., *Somebody could have stolen your wallet when you were getting off the train.*
3 We use *couldn't have* when we are almost sure something didn't happen or that it is impossible. You can also use *can't have*.

should have + past participle

We're going the wrong way. We **shouldn't have turned** left at the traffic light. 4 5
It's my fault. I **should have told** you earlier that my mother was coming.

- Use *should have* + past participle to say that somebody didn't do the right thing, or to express regret or criticism.
- You can use *ought to have* as an alternative to *should have*, e.g., *I ought to have told you earlier.* However *should have* is more common, especially in speaking.

a Rewrite the **bold** sentences using *must* / *might* (*not*) / *couldn't* + *have* + verb.

I'm certain I left my umbrella at home. It's not in the office.
I *must have left my umbrella at home*.

1 Holly's crying. **Maybe she had an argument with her boyfriend**. *She…*
2 **I'm sure Ben got my email**. I sent it first thing this morning. *Ben…*
3 **I'm sure Sam and Ginny didn't get lost**. They have a GPS in their car. *Sam and Ginny…*
4 **You saw Ellie yesterday? That's impossible**. She was in bed with the flu. *You…*
5 **Maybe John didn't see you**. That's why he didn't say hello. *John…*
6 **I'm sure Lucy bought a new car**. I saw her driving a blue Honda Civic. *Lucy…*
7 **I'm sure Alex wasn't very sick.** He was only out of work for one day. *Alex…*
8 They didn't come to our wedding. **Maybe they didn't receive the invitation**. *They…*
9 This tastes very sweet. **I'm sure you used too much sugar**. *You…*
10 **It definitely wasn't my phone** that rang in the movie theater. Mine was turned off. *It…*

b Respond to the first sentence using *should* / *shouldn't have* + a verb in the list.

buy	come	eat	go	invite	~~learn~~	sit	write	take

A We couldn't understand anybody in Mexico City.
B You *should have learned* some Spanish before you went.
1 **A** Tom told me the date of his party, but I can't remember it.
B You _____ it down.
2 **A** I was late because there was so much traffic.
B You _____ by car. The subway is much faster.
3 **A** Amanda was rude to everyone at my party.
B You _____ her. You know what she's like.
4 **A** I don't have any money left after going shopping yesterday.
B You _____ so many shoes. Did you really need three pairs?
5 **A** You look really tired.
B I know. I _____ to bed earlier last night.
6 **A** The chicken's still frozen solid.
B I know. You _____ it out of the freezer earlier.
7 **A** I think I have sunburn on my face.
B I'm not surprised. You _____ in the sun all afternoon without any sunscreen.
8 **A** Sue is in bed with a stomachache.
B She _____ so much chocolate cake yesterday.

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7B

GRAMMAR BANK

verbs of the senses

look / feel / smell / sound / taste

1 You **look tired**.
That cake **smells good**!
These jeans don't **feel comfortable**.
2 Tim **looks like his father**. This material **feels like silk** – is it?
Are you sure this is coffee? It **tastes like tea**.
3 She **looks as if she's been crying**. It **smells as if something's burning**. It **sounds as if it's raining**.

4 12

1 Use *look, feel*, etc. + adjective.
2 Use *look, feel*, etc. + *like* + noun.
3 Use *look, feel*, etc. + *as if* + clause.

- You can use *like* or *as though* instead of *as if*, e.g., *It sounds like | as though it's raining.*

> ***Feel like***
> *feel like* can also be used as a verb meaning "*want*" / "*would like.*" It is followed by a noun or a verb in the gerund, e.g., *I* ***feel like pasta*** *for lunch today* (= I'd like pasta for lunch today). *I don't* ***feel like going*** *to bed* (= I don't want to go to bed).

a Match the sentence halves.

1	That group sounds like	F	A her mother.
2	That boy looks		B awful! You need to tune it.
3	Nora looks like		C very soft.
4	That guitar sounds		D someone has been smoking in here.
5	Tom looks as if		E really sweet.
6	Our car sounds as if		F ~~Coldplay.~~
7	Your new jacket feels		G too young to be driving a car.
8	This apple tastes		H it's been overcooked.
9	It smells as if		I roses.
10	Your perfume smells like		J it's going to break down any moment.
11	This rice tastes as if		K he just ran a marathon.

b Circle the correct form.

Your boyfriend *looks* / *looks like* a basketball player. He's huge!

1 You're so pale! You *look* / *look as if* you've seen a ghost!
2 What's for dinner? It *smells* / *smells like* delicious!
3 I think John and Megan have arrived. That *sounds* / *sounds like* their car.
4 Have you ever tried frogs' legs? I've heard they *taste like* / *taste as if* chicken.
5 Are you OK? You *sound* / *sound as if* you have a cold.
6 Can you turn the heat on? It *feels* / *feels like* really cold in here.
7 You *look* / *look like* really happy. Does that mean you got the job?
8 Your new bag *feels* / *feels like* real leather. Is it?
9 Let's throw this milk away. It *tastes* / *tastes like* a little strange.
10 Can you close the window? It *smells* / *smells as if* someone is having a barbecue.

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8A

the passive (all forms); *it is said that..., he is thought to...*, etc.

the passive (all forms)

4 36

simple present	Murderers **are** usually **sentenced** to life imprisonment.
present continuous	The trial **is being held** right now.
present perfect	My car **has been stolen**.
simple past	Jim **was arrested** last month.
past continuous	The theater **was being rebuilt** when it was set on fire.
past perfect	We saw that one of the windows **had been broken**.
future	The prisoner **will be released** next month. The verdict **is going to be given** tomorrow.
infinitive	People used **to be imprisoned** for stealing bread.
base form	You can **be fined** for parking at a bus stop.
gerund	He paid a fine to avoid **being sent** to jail.

- Use the passive when you want to talk about an action, but you are not so interested in saying who or what does / did the action.
- If you also want to mention the person or thing that did the action (the agent), use *by*. However, in the majority of passive sentences the agent is not mentioned.

it is said that..., he is thought to..., etc.

4 37

active	**passive**
1 They say that the fire was started deliberately.	**It is said that** the fire was started deliberately.
People think that the mayor will resign.	**It is thought that** the mayor will resign.
2 People say the man is in his 40s.	**The man is said to be** in his 40s.
The police believe he has left the country.	**He is believed to have left** the country.

- This formal structure is used especially in news reports and on TV with the verbs *know, tell, understand, report, expect, say*, and *think*. It makes the information sound more impersonal.

You can use *It is said, believed*, etc. + *that* + clause.
You can use *He, The man*, etc. (i.e., the subject of the clause) + *is said, believed*, etc. + infinitive (e.g., *to be*) or perfect infinitive (e.g., *to have been*).

a Rewrite the sentences in the passive, without the agent.

The police caught the burglar immediately.
The burglar was caught immediately.

1 Police closed the road after the accident.
The road...
2 Somebody has stolen my bag.
My bag...
3 They are painting my house.
My house...
4 They'll hold a meeting tomorrow to discuss the problem.
A meeting...
5 If they hadn't found the burglar in time, he would have left the country.
If the burglar...
6 The police can arrest you for driving without a license.
You...
7 Miranda thinks someone was following her last night.
Miranda thinks she...
8 I hate somebody waking me up when I'm fast asleep.
I hate...
9 They're going to close the local police station.
The local police station...

b Rephrase the sentences in two ways to make them more formal.

People think the murderer is a woman.
It *is thought that the murderer is a woman.*
The murderer *is thought to be a woman.*

1 Police believe the burglar is a local man.
It...
The burglar...
2 People say the muggers are very dangerous.
It...
The muggers...
3 Police think the robber entered through an open window.
It...
The robber...
4 Police say the murderer has disappeared.
It...
The murderer...
5 Lawyers expect that the trial will last three weeks.
It...
The trial...

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8B

GRAMMAR BANK

reporting verbs

structures after reporting verbs

1 Jack **offered to drive** me to the airport. 4 39
I **promised not to tell** anybody.
2 The doctor **advised me to** rest.
I **persuaded my sister not to go out** with Max.
3 I **apologized for being** so late.
The police **accused Karl of stealing** the car.

To report what other people have said, you can use *say* or a specific verb, e.g., "*I'll drive you to the airport.*"

*Jack **said** he would drive me to the airport.*
*Jack **offered** to drive me to the airport.*

- After specific reporting verbs, there are one to three different grammatical patterns (see chart on the right)
- In negative sentences, use the negative infinitive (*not to do*) or the negative gerund (*not doing*), e.g., *He reminded me not to be late. She regretted not going to the party.*

1 + infinitive	agree offer promise	refuse threaten	**(not) to do something**
2 + person + infinitive	advise ask convince encourage invite	persuade remind tell warn	**somebody (not) to do something**
3 + *-ing* form	apologize (to somebody) for insist on accuse somebody of recommend admit regret blame somebody for suggest deny		**(not) doing something**

Verbs that use a *that* clause
With *agree, admit, deny, promise, regret*, you can also use *that* + clause.
Leo admitted stealing the watch.
Leo admitted that he had stolen the watch.

a Complete with the gerund or infinitive of the verb in parentheses.

The auto mechanic advised me *to buy* a new car. (buy)

1 Jamie insisted on _____ for the meal. (pay)
2 Lauren has agreed _____ late next week. (work)
3 I warned Suki _____ through the park at night. (not walk)
4 The man admitted _____ the woman's bag. (steal)
5 The doctor advised Luisa _____ drinking coffee. (give up)
6 The boss persuaded Ji-Su _____ the company. (not leave)
7 Freya accused me of _____ to steal her boyfriend. (try)
8 I apologized to Sofia for _____ her birthday. (not remember)
9 Were you able to convince your parents _____ tonight instead of tomorrow? (come)
10 My neighbor denies _____ my car, but I'm sure it was him. (damage)

b Complete using a reporting verb from the list and the correct form of the verb in parentheses. Use an object where necessary.

accuse invite offer promise recommend refuse remind suggest threaten

Diana said to me, "I'll take you to the train station."
Diana *offered to take* (take) me to the train station.

1 Ryan said, "Let's go for a walk. It's a beautiful day."
Ryan _____ (go) for a walk.
2 "You copied Anna's exam!" the teacher said to him.
The teacher _____ (copy) Anna's exam.
3 Sam's neighbor told him, "I'll call the police if you have another party."
Sam's neighbor _____ (call) the police if he had another party.
4 The children said, "We're not going to bed. It's too early."
The children _____ (go) to bed.
5 Ramon said to me, "Would you like to have dinner with me?"
Ramon _____ (have) dinner with him.
6 Molly said to Jack, "Don't forget to call the electrician."
Molly _____ (call) the electrician.
7 Ricky said, "I'll never do it again."
Ricky _____ (do) it again.
8 Sarah said, "You have to try Giacobazzi's. It's a fantastic restaurant."
Sarah _____ (try) Giacobazzi's. She said it was fantastic.

◀ p.78

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9A

clauses of contrast and purpose

clauses of contrast

1 **Although** the ad said it would last for years, mine broke after two months. 5 4
I went to work **even though** I wasn't feeling very well.
I like Ann, **though** she sometimes annoys me.
2 **In spite of** (**Despite**)
her age, she is still very active.
being 85, she is still very active.
the fact that she's 85, she is still very active.

Use *although*, *though*, *even though*, and *in spite of* or *despite* to expresss a contrast.

1 Use *although*, *though*, *even though* + a clause.
Although and *even though* can be used at the beginning or in the middle of a sentence.
- *Even though* is stronger than *although* and is used to express a big or surprising contrast.
- *Though* is more informal than *although*. It can only be used in the middle of a sentence.

2 After *in spite of* or *despite*, use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.
- Remember not to use *of* after *despite* NOT ~~Despite of the rain…~~

clauses of purpose

5 5
1 I went to the bank **to** / **in order to** / **so as to** talk to the bank manager.
2 I went to the bank **for** a meeting with the bank manager.
3 I went to the bank **so that** I could talk to the manager in person.
4 I wrote down what he said **so as not to** forget it.

Use *to, in order to, so as to, for*, and *so that* to express purpose.

1 After *to, in order to*, and *so as to*, use a base form.
2 Use *for* + a noun, e.g., *for a meeting*. You can also use *for* + gerund to describe the exact purpose of a thing, e.g., *This liquid is for cleaning metal.*
3 After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).
4 To express a negative purpose, use *so as not to* or *in order not to*, e.g., *I wrote down what he said in order not to forget it.* NOT ~~*to not forget it*~~.

a Complete the sentences with *one* word.

We're very happy in our new house, *though* there's a lot to do.

1 We loved the movie _____ the fact that it was nearly three hours long!
2 Carl doesn't like spending money _____ though he's very rich.
3 They went down to the harbor _____ see if they had fresh fish.
4 I'll put your number right into my phone so _____ not to forget it.
5 My mother called the doctor in _____ to make an appointment.
6 The cake tasted good in _____ of not looking like the photo in the cookbook.
7 I turned the heat on high so _____ the house will warm up quickly.
8 I must say that _____ the service was poor, the meal was delicious.
9 I stopped at a roadside diner _____ a quick meal before continuing on my trip.
10 _____ not being in good shape, he managed to walk the three miles to town.

b Rewrite the sentences.

Despite not getting very good reviews, I thought the book was fantastic.
Even though *the book didn't get very good reviews, I thought it was fantastic.*

1 We took a taxi so as not to arrive late.
We took a taxi so that…
2 Despite earning a fortune, she drives a very old car.
Although…
3 Everyone enjoyed the movie even though the ending was sad.
Everyone enjoyed the movie in spite of…
4 The plane managed to land despite the terrible weather conditions.
The plane managed to land even though…
5 I told her I enjoyed the meal she had made me so that I wouldn't offend her.
I told her I enjoyed the meal she had made me so as…
6 The manager called a meeting so as to explain the new policy.
The manager called a meeting in order…

◀ p.85

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9B

GRAMMAR BANK

uncountable and plural nouns

uncountable nouns

1 The **weather** is fantastic there, and there's very little **traffic** so you can walk everywhere.
The **scenery** is beautiful here, but it's spoiled by all the **trash** people leave.
2 Could you give me **some advice** about where to stay?
One useful **piece of advice** is to get a metro card.
3 The new opera house is made mainly of **glass**.
Can I have **a glass** of water please?

5 19

1 The following nouns are always uncountable: *behavior, traffic, weather, health, progress, scenery, trash, work, politics* (and other words ending in *-ics, gymnastics, economics*).
- They always need a singular verb, they don't have plurals, and they can't be used with *a / an*.

2 These nouns are also uncountable: *furniture, information, advice, homework, research, news, luck, bread, toast, luggage, equipment*. Use *a piece of* to talk about an individual item.

3 Some nouns can be either countable or uncountable, but the meaning changes, e.g., *glass* = the material used to make windows, *a glass* = the thing you drink out of. Other examples: *iron, business, paper, light, time, space*.

plural and collective nouns

1 One of the best museums is on **the outskirts** of the city.
My **clothes are** filthy. I'll put on **some clean pants.** / I'll put on **a pair of clean pants**.
2 The hotel **staff is** very efficient.
The **cabin crew is coming around** with the snack cart in just a few minutes.

5 20

1 *Arms* (= guns, etc.), *belongings, clothes, manners, outskirts, scissors, pants / shorts* are plural nouns with no singular. They need a plural verb and they can't be used with *a / an*.
- If they consist of two parts, e.g., *scissors, pants, shorts*, etc., they can be used with *a pair of* or *some*.

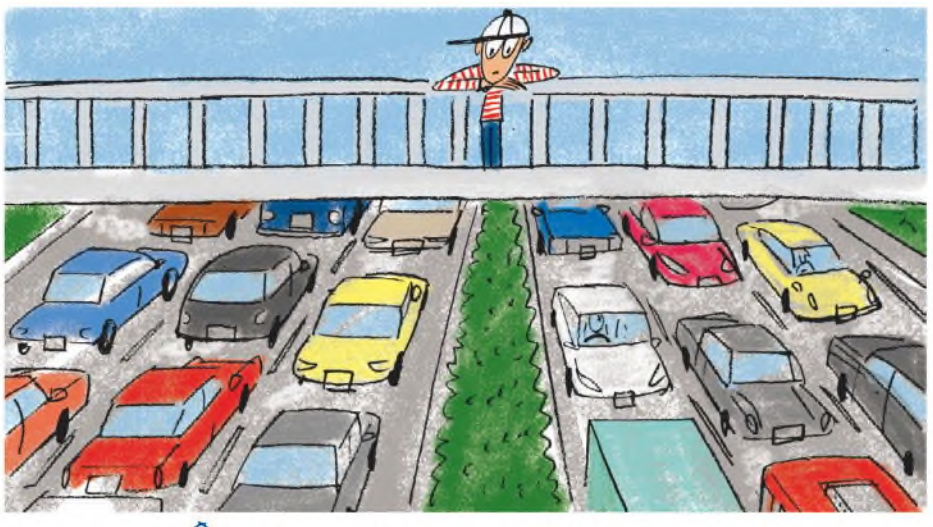
2 *Crew, family, staff*, etc., are collective singular nouns and refer to a group of people. They need a singular verb, except *police*, which needs a plural verb.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

In our language lab the equipment is all new. ✓
The news are good. ✗ *The news is*

1 We had a beautiful weather when we were on vacation.
2 They have some beautiful furnitures in their house.
3 My brother gave me a useful piece of advice.
4 Do you have a scissors? I need to wrap this present.
5 I need to buy a new pants for my interview tomorrow.
6 My team has won every game this season.
7 Your glasses are really dirty. Can you see anything?
8 The homeworks were very difficult last night.
9 There isn't any space in my suitcase. Can I put this jacket in yours?
10 The police is sure that they know who was responsible for the vandalism.

b Circle the correct form. Check (✓) if both are correct.



The traffic *is* / *are* awful during rush hour.

1 Gymnastics *is* / *are* my favorite sport.
2 I bought *a pair of* / *some* new jeans.
3 Luke's clothes *look* / *looks* really expensive.
4 The flight crew *work* / *works* hard to make passengers comfortable.
5 I found out *some* / *a piece of* useful information at the meeting.
6 Could I have *a paper* / *a piece of paper* to write down the new words?
7 I think I'll have *a* / *some* time after lunch to help you with that report.
8 I have *a* / *some* good news for you about your job application.
9 We've made a lot of *progress* / *progresses* in the past few weeks.
10 Hello, Reception? Do you have *an* / *some* iron I could use?

◀ p.91

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10A

quantifiers: *all, every, both*, etc.

all, every, most

1 **All** animals need food. **All** fruit contains sugar. 5 31
All (of) the animals in this zoo look sad.
The animals **all** look sad.
2 **Everybody** is here. **Everything** is very expensive.
3 **Most people** live in cities.
Most of the people in this class are women.
4 **All of us** work hard and **most of us** come to class every week.
5 **Every** room has a bathroom. I work **every** Saturday.

1 We use *all* or *all (of) the* + a plural or uncountable noun.
All = in general, *all (of) the* = specific.
All can be used before a main verb (and after *be*).
2 We use *everything | everybody* (= all things, all people) + singular verb, e.g., *Everything is very expensive*. NOT ~~*All is very expensive*~~.
3 We use *most* to say the majority; *most* = general, *most of* = specific.
4 We often use *all | most of* + an object pronoun, e.g., *all of us, most of them, all of you, most of it*.
5 Use *every* + singular countable noun to mean "all of a group."

every and *all* + time expressions
Note the difference between *every* and *all* + time expressions.
Every day = Monday to Sunday. *All day* = from morning to night

no, none, any

1 **A** Is there any milk? 5 32
B Sorry, there's **no** milk. There **isn't any** (milk).
2 **A** Is there any food?
B No, **none**. / There's **none**. But **none of us** are hungry.
3 Come **any** weekend! **Anyone** can come.

1 We use *no* + a noun after a ⊞ verb, or *any* + noun after a ⊟ verb to refer to zero quantity. *Any* can also be used without a noun.
2 We use *none* in short answers or with a ⊞ verb to refer to zero quantity. You can also use *none* + *of* + pronoun / noun.
3 We use *any* (and *anything, anyone*, etc.) and a ⊞ verb to mean "it doesn't matter what, who, etc."

both, neither, either

1 **Both** Pierre **and** Marie Curie were scientists. 5 33
Neither Pierre **nor** Marie was (were) aware of the dangers of radiation. Marie Curie wanted to study **either** physics **or** mathematics. In the end she studied **both** at the Sorbonne in Paris.
2 She and her husband **both** won Nobel prizes.
Pierre and Marie were **both** interested in radium.
3 **Neither of them** realized how dangerous radium was.

1 We use a ⊞ verb with *both* and *neither*. The verb is plural with *both*, and either singular or plural with *neither*.
2 When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.
3 We often use *both | either | neither* + *of* + object pronoun, e.g., *us, them*, etc., or + *of the* + noun.

I usually go running every day.

...but today I'm sick, so I stayed in bed all day.

a Circle the correct word or phrase.

We've eaten *all the* / *all* cake.

1 *Most of* / *Most* my closest friends live near me.
2 You can come over at *any* / *no* time on Saturday. We'll be home all day.
3 *All* / *Everything* is ready for the party. We're just waiting for the guests to arrive.
4 *Most* / *Most of* people enjoy the summer here, but for some it's too hot.
5 Gina goes dancing *all* / *every* Friday night.
6 We don't have *any* / *no* onions for the soup.
7 *Any* / *None* of us want to go out tonight. We're all broke.
8 *Nobody* / *Anybody* can go to the festival. It's free.
9 I have two very close friends, but unfortunately *either* / *neither* of them lives near me.
10 I'd like to have a bigger table, but there's *no* / *none* room in my kitchen.

b Right (✓) or wrong (✗)? Correct the wrong sentences.

Both Mike and Alan passed the exam. ✓
He neither watches the news or reads a newspaper. ✗
He neither watches the news nor reads a newspaper.

1 Both the kitchen and the bathroom needs cleaning.
2 The food wasn't cheap nor tasty.
3 We can go on vacation either in July or in August.
4 Both the trip was long and boring.
5 It's or Jane's or Karen's birthday today. I can't remember which.
6 My brother has neither the energy nor the stamina to run a marathon.
7 Her aunt and her cousin came to visit both.
8 We can walk either or take the bus.
9 I have two children but neither of them look like me.
10 My parents love horses, and both of they ride every day.

◀ p.97

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10B

articles

basic rules: *a / an / the*, no article

1 My neighbor just bought **a** dog. **The** dog is **an** English Bulldog. 5 37
He got into **the** car and drove to **the** courthouse.
2 **Men** are taller than **women** on average.
I don't like **sports** or **classical music**.
I stayed **at home last** weekend.

1 Use *a* or *an* when you mention somebody or something for the first time or say who or what somebody or something is. Use *the* when it's clear who or what somebody or something is (e.g., it has been mentioned before or it's unique).
2 Don't use an article to speak in general with plural and uncountable nouns, or in phrases like *at home | work, go home | to bed, next | last* (*week*), etc.

institutions

My son is in **high school**. 5 38
They're building **a new high school** in my town.
He was sent **to prison** for two years.
My grandmother used to work in **the prison** as a nurse.

With words like *school, college, prison | jail, church,* etc., don't use an article when you are talking about the institution and the usual purpose it is used for. If you are just talking about the building, use *a* or *the.* (exception: *She's in the hospital.*)

more rules: geographical names

1 **South Korea** is in **East Asia**. 5 39
2 **Macy's** is one of the most famous department stores in the **US.**
3 **Lake Maracaibo** and **Lake Titicaca** are both in South America**.**
4 **The Danube River** flows into **the Black Sea**.
5 **The Metropolitan Museum** is located on **Fifth Avenue** in New York.

We **don't usually use** *the* with:
1 most countries, continents, regions ending with the name of a country | continent, e.g., *North America, South East Asia,* individual islands, states, provinces, towns, and cities (exceptions: *the US, the UK | United Kingdom, the Netherlands, the Czech Republic*).
2 roads, streets, parks, bridges, stores, and restaurants (exceptions: highways and numbered roads, e.g., *the Trans-Canada Highway, the 405*).
3 individual mountains and lakes.

We **usually use** *the* with:
4 mountain ranges, rivers, oceans, seas, canals, deserts, and island groups.
5 the names of theaters, hotels, museums, galleries, buildings, monuments.

a Circle the correct article.

James bought *a* / *the* / (-) new suit last weekend.
1 The weather was awful, so we stayed at *a* / *the* / (-) home.
2 *A* / *The* / (-) dishwasher we bought last week has stopped working already.
3 I love reading *a* / *the* / (-) historical novels.
4 Sarah had had an exhausting day, so she went to *a* / *the* / (-) bed early.
5 I saw a man walking with a woman in the park. *A* / *The* / (-) woman was crying.
6 The teachers are on strike, so the children aren't going to *a* / *the* / (-) school.
7 Turn left immediately after *a* / *the* / (-) gas station and go up the hill.
8 My neighbor's in *a* / *the* / (-) prison because he didn't pay his taxes.
9 People are complaining because the board members refused to build *a* / *the* / (-) new hospital.
10 Visitors will not be allowed to enter *a* / *the* / (-) hospital after 7 p.m.

b Complete with *the* or (–).

They're going to *the* US to visit family.
1 _____ Sicily is the largest island in _____ Mediterranean.
2 Cairo is on _____ Nile River.
3 We didn't have time to visit _____ National Gallery when we were in Washington, D.C.
4 _____ American southwest is famous for its beautiful deserts and canyons.
5 _____ Mount Everest is in _____ Himalayas.
6 The largest inland lake is _____ Caspian Sea.
7 We stayed at _____ Peninsula Hotel while we were in Hong Kong.
8 *Romeo and Juliet* is playing at _____ Globe Theatre.
9 Manila is the capital of _____ Philippines.
10 I've always wanted to visit _____ Argentina.

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Illnesses and injuries

1 MINOR ILLNESSES AND CONDITIONS

a Match the sentences with the pictures.

She has / She's got...

- a cough /kɔf/
- a headache /'hɛdeɪk/ (earache, stomachache, toothache, etc.)
- *1* a rash /ræʃ/
- a temperature /'tɛmprətʃər/
- sunburn /'sʌnbərn/
- She's sick / She's vomiting /'vɑmətɪŋ/.
- She's sneezing /'snizɪŋ/.
- Her ankle is swollen /'swoʊlən/.
- Her back hurts /hərts/ Her back aches /eɪks/.
- Her finger is bleeding /'blidɪŋ/.

b 1 29 Listen and check.

c Match the illnesses and conditions with their symptoms or causes.

1 *B* He has **a sore throat** /sɔr θroʊt /.
2 He has **diarrhea** /daɪə'riə/.
3 He **feels sick** /'filz sɪk/.
4 He's **fainted** /'feɪntəd/.
5 He has a **blister** /'blɪstər/ on his foot.
6 He has **a cold** /ə koʊld/.
7 He has the **flu** /flu/.
8 He feels **dizzy** /'dɪzi/.
9 He's **cut himself** /kʌt hɪm'sɛlf/.

A He has a temperature and he aches all over.
B It hurts when he talks or swallows food.
C It's so hot in the room that he's lost consciousness.
D He's been to the bathroom five times this morning.
E He feels like he's going to vomit.
F He's sneezing a lot and he has a cough.
G He feels that everything is spinning around.
H He's been walking in uncomfortable shoes.
I He's bleeding.

d 1 30 Listen and check.

2 INJURIES AND MORE SERIOUS CONDITIONS

a Match the injuries with their causes or symptoms.

1 *C* He's **unconscious** /ʌn'kɑnʃəs/.
2 He's had an **allergic** reaction /ə'lərdʒɪk/.
3 He's **twisted** his ankle /'twɪstəd/ He's **sprained** his ankle /spreɪnd/.
4 He has **high** (low) **blood pressure** /'blʌd 'prɛʃər/.
5 He has **food poisoning** /'fud pɔɪzənɪŋ/.
6 He's **choking** /'tʃoʊkɪŋ/.
7 He's **burned** himself /bərnd/.

A He spilled some boiling water on himself.
B He fell badly and now it's swollen.
C He's breathing, but his eyes are closed and he can't hear or feel anything.
D It's 180 over 140.
E He ate some chicken that wasn't fully cooked.
F He was eating a steak and a piece got stuck in his throat.
G He was stung by a wasp and now he has a rash and has difficulty breathing.

Common treatments for...

a cut	minor: put Band-Aid™ and antibiotic ointment; major: get stitches
headaches	take painkillers
an infection	take antibiotics
a sprained ankle	put ice on it and bandage it
an allergic reaction	take antihistamine tablets or apply cream

b 1 31 Listen and check.

3 PHRASAL VERBS CONNECTED WITH ILLNESS

a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the table. I'm going to examine you.
I'd been standing for such a long time that I **passed out**, and when I **came around** I was lying on the floor.
It usually takes a long time to **get over** the flu.
A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

1 _____ faint
2 _____ put your body in a horizontal position
3 _____ vomit, be sick
4 _____ get better / recover from something
5 _____ become conscious again

b 1 32 Listen and check.

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Clothes and fashion

1 DESCRIBING CLOTHES

a Match the adjectives and pictures.

Fit

- loose /lus/
- 1 tight /taɪt/

Style

- hooded /'hʊdəd/
- long sleeved /lɔŋ slivd/ (*also* short sleeved)
- sleeveless /'slivləs/
- V-neck /'vi nɛk/

Pattern

- patterned /'pætərnd/
- plaid /plæd/
- plain /pleɪn/
- dotted /'dɑtəd/
- striped /straɪpt/

b 1 46 Listen and check.

c Match the phrases and pictures.

Materials

- a cotton undershirt /ə 'kɑtn 'ʌndərʃərt/
- a denim vest /ə 'dɛnəm vɛst/
- a fur collar /ə fər 'kɑlər/
- a lace top /ə leɪs tɑp/
- 1 a linen suit /ə 'lɪnən sut/
- a Lycra swimsuit /ə 'laɪkrə 'swɪmsut/
- a silk scarf /ə sɪlk skɑrf/
- a velvet bow tie /ə 'vɛlvət baʊ taɪ/
- a wool cardigan /ə wʊl 'kɑrdɪgən/
- leather sandals /'lɛðər 'sændlz/
- suede boots /sweɪd buts/

d 1 47 Listen and check.

> **wear and dress**
> Be careful with the difference between *wear* and *dress*. Compare:
> *Some Americans don't* ***dress*** *very stylishly. She usually* ***dresses*** *in black.*
> *I usually* ***wear*** *a skirt and jacket to work. She always* ***wears*** *black clothes.*

2 ADJECTIVES TO DESCRIBE THE WAY PEOPLE DRESS

> ***trendy, stylish,* and *fashionable***
> *Fashionable* is a general adjective and means following a style that is popular at a particular time. *Trendy* is very similar, but is more informal. *Stylish* means fashionable and attractive.

a Complete the sentences with an adjective.

fashionable /'fæʃənəbl/ neat /nit/
old-fashioned /oʊld 'fæʃnd/ scruffy /'skrʌfi/
stylish /'staɪlɪʃ/ trendy /'trɛndi/

1 Long skirts are really *fashionable* now.
2 She's very _____. She always wears the latest fashions.
3 The Italians have a reputation for being very _____ – they wear fashionable and attractive clothes.
4 He looks really _____. His clothes are old and dirty.
5 Jane looked very _____ in her new suit. She wanted to make a good impression.
6 That tie's a little _____! Is it your dad's?

b 1 48 Listen and check.

3 VERB PHRASES

a Match the sentences.

1 C I'm going to **dress up** tonight.
2 Please **hang up** your coat.
3 These jeans don't **fit** me.
4 That skirt really **suits** you.
5 Your bag **matches** your shoes.
6 I need to **get changed**.
7 Hurry up and **get undressed**.
8 Get up and **get dressed**.
9 That tie doesn't really **go with** your shirt.

A Don't leave it on the chair.
B I just spilled coffee on my shirt.
C I'm going to a party.
D They don't look good together.
E It's bath time.
F They're too small.
G They're almost the same color.
H You look great in it.
I Breakfast is on the table.

b 1 49 Listen and check.

◀ p.20

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Air travel

1 AT THE AIRPORT

a Match the words and definitions.

1 A **airport terminal**
2 ___ **bag(gage) drop off**
3 ___ **baggage claim**
4 ___ **check-in desk**
5 ___ **customs**
6 ___ **departures board**
7 ___ **gate**
8 ___ **runway**
9 ___ **security**
10 ___ **VIP lounge**

A a building at an airport divided into **Arrivals** and **Departures** (**domestic** and **international flights**)
B an electronic display showing **flight times** and if the flight is **on time**, **boarding**, **closed**, or **delayed**
C where you hand in any checked **baggage** (bags, suitcases, etc.) and are given a **boarding pass**
D where you take your luggage to check it in if you already have your boarding pass
E where they check that you are not trying to take prohibited items (e.g., **liquids** or **sharp objects**) onto the plane, by **scanning** your **carry-on luggage** and making you walk through a metal detector
F where passengers who are traveling **business** or **first class** can wait for their flight
G where you show your boarding pass and ID and **board** your flight
H where planes **take off** and **land**
I where you **collect** your luggage on arrival, and there are usually **carts** for carrying heavy suitcases
J where your luggage may be **checked** to see if you are bringing **illegal goods** into the country

b 2 3)) Listen and check.

2 ON BOARD

a Complete the text with the words in the list.

aisle /aɪl/ cabin crew /'kæbən kru/ seat belts /'sit bɛlts/
connecting flight /kə'nɛktɪŋ flaɪt/ turbulence /'tərbyələns/
direct flights /də'rɛkt flaɪts/ jet lag /'dʒɛt læg/
long-haul flights /lɔŋ hɔl flaɪts/

I often fly to Chile on business. I always choose an [1]*aisle* seat, so that I can get up and walk around more easily. Sometimes there is [2]_____ when the plane flies over the Andes, which I don't enjoy, and the [3]_____ tells the passengers to put their [4]_____ on.
There aren't many [5]_____ to Chile from Paris, so I usually have to get a [6]_____ in Atlanta. Whenever I take [7]_____ I always suffer from [8]_____ because of the time difference, and I feel tired for several days.

b 2 4)) Listen and check.

3 TRAVEL, TRIP, OR JOURNEY?

a Complete the sentences with *travel* (verb or noun), *trip*, or *journey*.

1 We're going on a five-day *trip* _____ to the mountains.
2 **A** How long was your _____ across China?
B It was about two months long, and it was amazing.
3 Do you have to _____ much for your job?
4 Have a good _____. See you when you get back.

b 2 5)) Listen and check.

c What are the differences between the three words?

4 PHRASAL VERBS RELATED TO AIR TRAVEL

a Complete the sentences with a phrasal verb from the list in the past tense.

check in drop off fill out get off get on pick up take off

1 My husband *dropped* _____ me *off* _____ at the airport two hours before the flight.
2 I _____ _____ online the day before I was going to fly.
3 As soon as I _____ _____ the plane, I sat down in the first empty seat.
4 The plane _____ _____ late because of the bad weather.
5 I _____ _____ the immigration form for the US, which the cabin crew gave me shortly before landing.
6 When I _____ _____ the plane, I felt exhausted after the long flight.
7 When I _____ _____ my luggage at baggage claim, I bumped into an old friend who had been on the same flight!

b 2 6)) Listen and check.

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Adverbs and adverbial phrases

1 CONFUSING ADVERBS AND ADVERBIAL PHRASES

a Match each pair of adverbs with a pair of sentences. Then decide which adverb goes where and write it in the adverb column.

- ___ **right now / actually**
- ___ **especially / specially**
- ___ **ever / even**
- 1 **hard / hardly**
- ___ **in the end / at the end**
- ___ **late / lately**
- ___ **near / nearly**
- ___ **still / yet**

		Adverbs
1	He trains very ___ – at least three hours a day.	*hard*
	It's incredibly foggy. I can ___ see anything.	*hardly*
2	I hate it when people arrive ___ for meetings.	
	I haven't heard from Mike ___ . He must be very busy.	
3	___ of a movie I always stay and watch the credits roll.	
	I didn't want to go, but ___ they persuaded me.	
4	I love most kinds of music, but ___ jazz.	
	My wedding dress was ___ made for me by a dressmaker.	
5	She looks younger than me, but ___ she's two years older.	
	___ they're renting a house, but they're hoping to buy one soon.	
6	I'm ___ finished with my book. I'm on the last chapter.	
	Excuse me, is there a bank ___ here?	
7	Have you found a job ___ ?	
	He's 35, but he ___ lives with his parents.	
8	Have you ___ been to the US?	
	I've been all over the US – I've ___ been to Alaska!	

b 2 15 Listen and check.

2 COMMENT ADVERBS

a Read the sentences. Then match the **bold** adverbs with definitions 1–8.

I thought the job was going to be difficult, but **in fact** it's very easy /ɪn fækt/.

It took us over five hours to get there, but **eventually** we were able to relax /ɪ'vɛntʃəli/.

Ideally we would go to Australia if we could afford it. /aɪ'diəli/

Basically it's pretty a simple idea /'beɪsɪkli/.

I thought they'd broken up, but **apparently** they're back together again /ə'pɛrəntli/.

…so you can see it was a really awful weekend. **Anyway**, let's forget about it and talk about something else /'ɛniweɪ/.

She's only 14, so **obviously** she can't stay at home on her own /'ɑbviəsli/…

She's been sick for weeks, but **gradually** she's beginning to feel better /'grædʒuəli/.

1	*ideally*	in a perfect world
2	___	the truth is; actually (used to emphasize something, especially the opposite of what was previously said)
3	___	in the most important ways
4	___	clearly (used to give information you expect other people to know or agree with)
5	___	little by little
6	___	according to what you have heard or read
7	___	in any case (used to change or finish a conversation)
8	___	in the end; after a series of events or difficulties

b 2 16 Listen and check.

◀ p.29

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Weather

1 WHAT'S THE WEATHER LIKE?

a Put the words or phrases in the right place in the chart.

below zero /bɪ'loʊ 'zɪroʊ/ boiling /'bɔɪlɪŋ/ breeze /briz/ chilly /'tʃɪli/ cool /kul/ damp /dæmp/ drizzling /'drɪzlɪŋ/ freezing /'frizɪŋ/ humid /'hyumәd/ mild /maɪld/ pouring /'pɔrɪŋ/ (rain) showers /'ʃaʊәrz/ warm /wɔrm/

1 It's *cool*____. (a little cold) 2 It's _____. (unpleasantly cold)	5 It's _____. (pleasant and not cold) 6 It's _____. (a pleasantly high temperature)	8 It's _____. (warm and damp) 9 It's _____. (a little bit wet but not raining) 10 It's _____. (raining lightly)	13 There's a _____. (a light wind)
It's cold.	It's hot.	It's raining / wet.	It's windy.
3 It's _____. (very cold) 4 It's _____. (–10°)	7 It's _____ / It's scorching. (unpleasantly hot)	11 There are _____. (raining intermittently) 12 It's _____. (raining a lot)	

b Complete the sentences with *fog*, *mist*, and *smog*.

When the weather's foggy or misty, or there is smog, it is difficult to see.

1 _____ isn't usually very thick, and often occurs in the mountains or near the ocean.

2 _____ is thicker, and can be found in towns and in the country.

3 _____ is caused by pollution and usually occurs in big cities.

c 2 31 Listen and check **a** and **b**.

2 EXTREME WEATHER

a Match the words and definitions.

blizzard /'blɪzәrd/ drought /draʊt/ flood /flʌd/ hail /heɪl/ heat wave /'hit weɪv/ hurricane /'hәrәkeɪn/ lightning /'laɪtnɪŋ/ monsoon /mɑn'sun/ thunder /'θʌndәr/

1 *heat wave* *n* a period of unusually hot weather

2 _____ *n* a long, usually hot, dry period when there is little or no rain

3 _____ *n* and *v* small balls of ice that fall like rain

4 _____ *n* a flash of very bright light in the sky caused by electricity

5 _____ *n* and *v* the loud noise that you hear during a storm

6 _____ *n* a snow storm with very strong winds

7 _____ *v* and *n* when everything becomes covered with water

8 _____ *n* a violent storm with very strong winds (also *cyclone*, *tornado*)

9 _____ *n* the season when it rains a lot in southern Asia

b 2 32 Listen and check.

3 ADJECTIVES TO DESCRIBE WEATHER

a Complete the weather forecast with these adjectives.

bright /braɪt/ changeable /'tʃeɪndʒәbl/ clear /klɪr/ heavy /'hevi/ icy /'aɪsi/ settled /'setld/ (= not likely to change) strong /strɔŋ/ sunny /'sʌni/ thick /θɪk/

In the western part of New York it will be very cold, with 1*strong*____ winds and 2_____ rain. There will also be 3_____ fog in the hills and valleys, though it should clear by midday. Driving will be dangerous because the roads will be 4_____. However, the Hudson Valley and the tri-state area will have 5_____ skies and it will be 6_____ and sunny, though the temperature will still be low. Over the next few days the weather will be 7_____, with some showers, but occasional 8_____ periods. It should become more 9_____ over the weekend.

b 2 33 Listen and check.

◀ p.36

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Feelings

1 ADJECTIVES

a Match the feelings and the situations.

1 J "I'm very **offended** /əˈfendəd/."
2 "I feel a little **homesick** /ˈhoʊmsɪk/."
3 "I'm a little **disappointed** /dɪsəˈpɔɪntəd/."
4 "I'm very **lonely** /ˈloʊnli/."
5 "I'm incredibly **proud** /praʊd/."
6 "I'm really **nervous** /ˈnɜrvəs/."
7 "I'm very **grateful** /ˈgreɪtfl/."
8 "I'm **shocked** /ʃɑkt/."
9 "I'm so **relieved** /rɪˈlivd/."
10 "I feel a little **guilty** /ˈgɪlti/."

A You discover that you have a brother you had never known about.
B You haven't visited your grandparents for a long time.
C A stranger gives you a lot of help with a problem.
D You are abroad and you think someone has stolen your passport, but then you find it.
E You don't get a job you were hoping to get.
F You go to study abroad and you're missing your family and friends.
G You move to a new town and don't have any friends.
H You are going to talk in public for the first time.
I Someone in your family wins an important prize.
J A friend doesn't invite you to his wedding.

> ***fed up* and *upset***
> *fed up* = bored or frustrated and unhappy (especially with a situation that has gone on too long)
> *I'm really fed up with my job. I think I'm going to quit.*
> *upset* = unhappy when something bad happens
> *Kate was terribly upset when her dog disappeared.*

b 3 2)) Listen and check.

2 STRONG ADJECTIVES

a Match the strong adjectives describing feelings with their definitions.

astonished /əˈstɑnɪʃt/ bewildered /bɪˈwɪldərd/ delighted /dɪˈlaɪtəd/
desperate /ˈdɛspərət/ devastated /ˈdɛvəsteɪtəd/ horrified /ˈhɔrəfaɪd/
overwhelmed /ˌoʊvərˈwɛlmd/ stunned /stʌnd/ thrilled /θrɪld/

1 *stunned* very surprised and unable to move or react
2 _____ extremely upset
3 _____ incredibly happy
4 _____ very excited
5 _____ amazed / very surprised
6 _____ with little hope, and ready to do anything to improve the situation
7 _____ feeling such strong emotions that you don't know how to react
8 _____ extremely confused
9 _____ extremely shocked or disgusted

> **Modifiers with strong adjectives**
> Remember you can't use *a little* or *very* with these adjectives. NOT ~~*I was very astonished.*~~ If you want to use an intensifier, use *really / absolutely / totally / completely.*

b 3 3)) Listen and check.

3 INFORMAL OR SLANG WORDS AND EXPRESSIONS

a Look at the highlighted words and phrases and try to figure out their meaning.

1 B I was scared stiff when I heard the bedroom door opening /skɛrd stɪf/.
2 You look a little down. What's the problem?
3 I'm absolutely worn out. I want to relax and put my feet up /wɔrn aʊt/.
4 When I saw her, I couldn't believe my eyes. She looked ten years younger!
5 I'm sick and tired of hearing you complain about your job.
6 He finally passed his driver's test. He's jumping for joy!

b Match the words and phrases to the feelings.

A sad or depressed
B terrified
C extremely happy
D exhausted
E fed up or irritated
F astonished

c 3 4)) Listen and check.

◀ p.45

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Verbs often confused

a Complete the **verbs** column with the correct verb in the right form.

		verbs
	argue / discuss	
1	I need to ___ the problem with my boss.	_____ (= talk about something)
2	I often ___ with my parents about doing housework.	_____ (= speak angrily to somebody)
	notice / realize	
3	I didn't ___ you were so unhappy.	_____ (= understand fully, become aware of something)
4	I didn't ___ that Karen had changed her hair color.	_____ (= see, observe)
	avoid / prevent	
5	Jack always tries to ___ arguing with me.	_____ (= try not to do something)
6	My dad can't ___ me from seeing my friends.	_____ (= stop)
	look / seem	
7	I've spoken to her husband twice and he ___ very nice.	_____ (= general impression)
8	Carol doesn't ___ very well. I think she's working too hard.	_____ (= physical appearance)
	mind / matter	
9	My parents don't ___ if I stay out late.	_____ (= get annoyed or upset)
10	It doesn't ___ if we are five minutes late.	_____ (= be a problem)
	remember / remind	
11	Can you ___ me to call my mom later?	_____ (= help somebody to remember)
12	___ to turn off the lights before you go.	_____ (= not forget)
	expect / wait	
13	I ___ that Daniel will forget our anniversary. He always does.	_____ (= think that something will happen)
14	We'll have to ___ half an hour for the next train.	_____ (= stay where you are until something happens)
	wish / hope	
15	I ___ I were a little taller!	_____ (= want something to be true even if it is unlikely)
16	I ___ that you can come on Friday. I haven't seen you for ages.	_____ (= want something to happen)
	beat / win	
17	The Dallas Cowboys ___ the game 28-10.	_____ (= be successful in a competition)
18	The Dallas Cowboys ___ the New York Jets 28-10.	_____ (= defeat somebody)
	refuse / deny	
19	Tom always ___ to discuss the problem.	_____ (= say you don't want to do something)
20	Tom always ___ that he has a problem.	_____ (= say that something isn't true)
	raise / rise	
21	The cost of living is going to ___ again this month.	_____ (= go up)
22	It's hard not to ___ your voice when you're arguing with someone.	_____ (= make something go up)
	lay (*past* laid) / lie (*past* lay)	
23	Last night I came home and ___ on the sofa and went to sleep.	_____ (= put your body in a horizontal position)
24	I ___ the baby on the bed and changed his diaper.	_____ (= put something or somebody in a horizontal position)
	steal / rob	
25	The men had been planning to ___ the bank.	_____ (= take something from a person or place by threat or force)
26	If you leave your bike unlocked, somebody might ___ it.	_____ (= take money or property that isn't yours)
	advise / warn	
27	I think I should ___ you that Liam doesn't always tell the truth.	_____ (= tell somebody that something unpleasant is about to happen)
28	My teachers are going to ___ me on what subjects to study next year.	_____ (= tell somebody what you think they should do)

b 4 9 Listen and check.

Online Practice

◀ p.67

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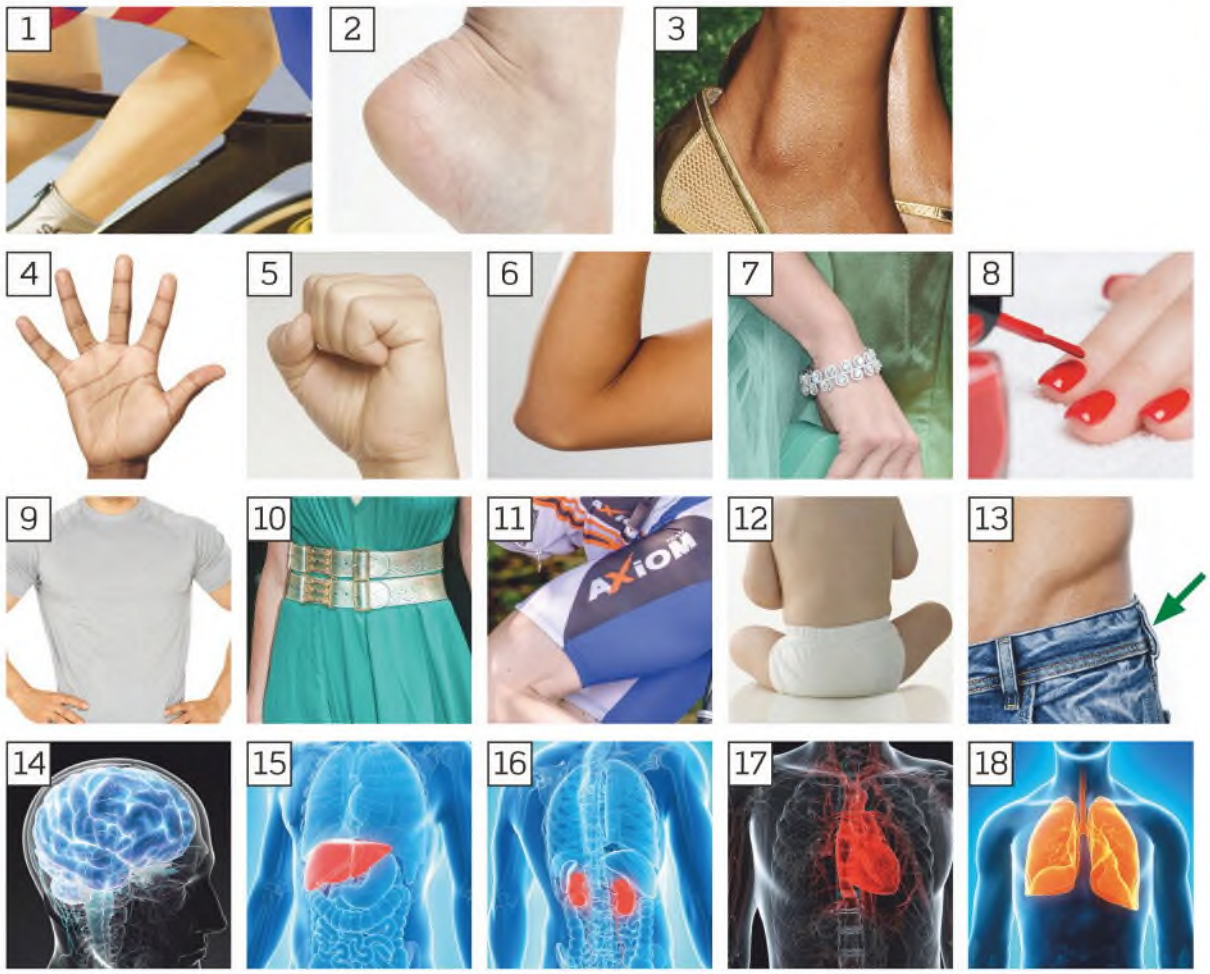
The body

1 PARTS OF THE BODY AND ORGANS

a Match the words and pictures.

- ankle /ˈæŋkl/
- 1 calf /kæf/ (*pl* calves)
- heel /hil/
- elbow /ˈɛlboʊ/
- fist /fɪst/
- nails /neɪlz/
- palm /pɑm/
- wrist /rɪst/
- bottom /ˈbɑtəm/
- chest /tʃɛst/
- hip /hɪp/
- thigh /θaɪ/
- waist /weɪst/
- brain /breɪn/
- heart /hɑrt/
- kidneys /ˈkɪdniz/
- liver /ˈlɪvər/
- lungs /lʌŋz/



b 4 17 Listen and check.

2 VERBS AND VERB PHRASES

a Complete the verb phrases with the parts of the body.

arms eyebrows hair (x2) hand hands head nails nose shoulders teeth thumb toes

1 **bite** your *nails* /baɪt/
2 **blow** your _____ /bloʊ/
3 **brush** your _____ /brʌʃ/
brush your _____
4 **comb** your _____ /koʊm/
5 **fold** your _____ /foʊld/
6 **hold** somebody's _____ /hoʊld/
7 **touch** your _____ /tʌtʃ/
8 **suck** your _____ /sʌk/
9 **shake** _____ /ʃeɪk/
10 **shrug** your _____ /ʃrʌg/
11 **shake** your _____
12 **raise** your _____ /reɪz/

b 4 18 Listen and check.

c Read the sentences. Write the part of the body related to the **bold** verb.

1 He **winked** at me to show that he was only joking. *eye* _____ /wɪŋkt/
2 The steak was tough and difficult to **chew**. _____ /tʃu/
3 When we met, we were so happy we **hugged** each other. _____ /hʌgd/
4 Don't **scratch** the mosquito bite. You'll only make it worse. _____ /skrætʃ/
5 She sadly **waved** goodbye to her boyfriend as the train left the station. _____ /weɪvd/
6 Some women think a man should **kneel** down when he proposes marriage. _____ /nil/
7 The teacher **frowned** when she saw all the mistakes I had made. _____ /fraʊnd/
8 The painting was so strange I **stared** at it for a long time. _____ /stɛrd/
9 She got out of bed, and **yawned** and **stretched**. _____ / _____ /yɔnd/
10 If you don't know the word for something, just **point** at what you want. _____ /pɔɪnt/

d 4 19 Listen and check.

◀ p.70

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Crime and punishment

VOCABULARY BANK

1 CRIMES AND CRIMINALS

a Match the examples to the crimes in the chart.

A They took a rich man's son and then asked for money for his safe return.
B He deliberately drove above the speed limit and caused a fatal accident.
C Two passengers took control of the plane and made the pilot land in the desert.
D Someone copied my handwriting and signed my name to a check.
E We came home from vacation and found that our TV was gone.
F A teenager got into the Pentagon's computer system and downloaded some secret data.
G When the border police searched his car, it was full of cigarettes.
H Someone threw paint on the statue in the park.
I He said he'd send the photos to a newspaper if the actress didn't pay him a lot of money.
J An armed man in a mask walked into a store and shouted, "Give me all the money in the cash register."
K The company accountant was transferring money into his own bank account.
L The builder offered the mayor a free apartment in return for giving his company permission to build a new apartment building on some wetlands.
M They committed a violent crime to cause fear among the civilians.
N Somebody stole my car last night from outside my house.
O A man held out a knife and made me give him my wallet.
P A woman followed a pop singer everywhere he went, watching him and sending him constant messages on the Internet.

	Crime	Criminal	Verb	
1	blackmail /'blækmeɪl/	blackmailer	blackmail	
2	bribery /'braɪbəri/	–	bribe	
3	burglary /'bərgləri/	burglar	break in / burgle	
4	forgery /'fɔrdʒəri/	forger	forge	
5	fraud /frɔd/	fraudster	commit fraud	
6	hacking /hækɪŋ/	hacker	hack (into)	
7	hijacking /'haɪdʒækɪŋ/	hijacker	hijack	
8	kidnapping /'kɪdnæpɪŋ/	kidnapper	kidnap	A
9	mugging /'mʌgɪŋ/	mugger	mug	
10	murder /'mərdər/	murderer	murder	
11	robbery /'rɑbəri/	robber	rob	
12	smuggling /'smʌglɪŋ/	smuggler	smuggle	
13	stalking /'stɔkɪŋ/	stalker	stalk	
14	terrorism /'tɛrərɪzəm/	terrorist	use violent actions, etc.	
15	theft /θɛft/	thief	steal	
16	vandalism /'vændlɪzəm/	vandal	vandalize	

b 4 32 Listen and check.

2 WHAT HAPPENS TO A CRIMINAL

a Complete the sentences with the words in the list.

The crime

arrested /ə'rɛstɪd/ questioned /'kwɛstʃənd/
charged /tʃɑrdʒd/ committed /kə'mɪtɪd/
investigated /ɪn'vɛstəgeɪtɪd/ caught /kɔt/

1 Carl and Adam *committed* a crime. They robbed a large supermarket.
2 The police _____ the crime.
3 Carl and Adam were _____ driving to the airport in a stolen car.
4 They were _____ and taken to a police station.
5 The police _____ them for ten hours.
6 Finally, they were _____ with (= officially accused of) armed robbery.

The trial

accused /ə'kyuzd/ acquitted /ə'kwɪtɪd/
court /kɔrt/ evidence /'ɛvədəns/
guilty (opposite *innocent*) /'gɪlti/
judge /dʒʌdʒ/ jury /'dʒʊri/ proof /pruf/
punishment /'pʌnɪʃmənt/ sentenced /'sɛntnst/
verdict /'vərdɪkt/ witnesses /'wɪtnəsɪz/

7 Two months later, Carl and Adam appeared in _____.
8 They were _____ of armed robbery and car theft.
9 _____ told the court what they had seen or knew.
10 The _____ (of 12 people) looked at and heard all the _____.
11 After two days the jury reached their _____.
12 Carl was found_____. His fingerprints were on the gun used in the robbery.
13 The _____ decided what Carl's _____ should be.
14 He _____ him to ten years in prison (jail).
15 There was no _____ that Adam had committed the crime.
16 He was _____ and allowed to go free.

b 4 33 Listen and check.

◀ p.75

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The media

1 JOURNALISTS AND PEOPLE IN THE MEDIA

a Match the words and definitions.

advice columnist /əd'vaɪs 'kɑləmnɪst/ critic /'krɪtɪk/ editor /'ɛdətər/ freelance journalist /'frilæns 'dʒərnəlɪst/ news anchor /nuz 'æŋkər/ newscaster /'nuzkæstər/ paparazzi (pl) /pɑpə'rɑtsi/ reporter /rɪ'pɔrtər/ sports commentator /spɔrts 'kɑmənteɪtər/

1 *critic* a person who writes (a **review**) about the good / bad qualities of books, concerts, theater, movies, etc.
2 _____ a person who describes a sports event while it's happening on TV or radio
3 _____ a person who collects and reports news for newspapers, radio, or TV
4 _____ a person in charge of a newspaper or magazine, or part of one, and decides what should be in it
5 _____ a person who hosts or is the main person who introduces the news on a TV or radio news program
6 _____ a person who writes articles for different papers and is not employed by any one paper
7 _____ a person who reads the news on TV or radio
8 _____ photographers who follow famous people around to get photos of them to sell to newspapers and magazines
9 _____ a person who writes in a newspaper or magazine giving advice to people in reply to their letters

b 4 43 Listen and check.

2 ADJECTIVES TO DESCRIBE THE MEDIA

a Match the sentences.

1 The reporting in the paper was very **sensational** /sɛn'seɪʃənl/.
2 The news on channel 12 is really **biased** /'baɪəst/.
3 I think *The New York Times* is the most **objective** /əb'dʒɛktɪv/ of the Sunday papers.
4 The movie review was very **accurate** /'ækyərət/.
5 I think the report was **censored** /'sɛnsərd/.

A It said the plot was poor but the acting good, which was true.
B It bases its stories just on facts, not on feelings or beliefs.
C The newspaper wasn't allowed to publish all the details.
D It made the story seem more shocking than it really was.
E You can't believe anything you hear on it. It's obvious what political party they support.

b 4 44 Listen and check.

3 THE LANGUAGE OF HEADLINES

The language of headlines

Newspaper headlines, especially in tabloids*, often use short snappy words. These words use up less space and are more emotive, which helps to sell newspapers.

**newspapers with smaller pages that print short articles with lots of photos, often about famous people*

a Match the highlighted "headline phrases" with their meaning.

1 A **Famous actress in restaurant bill spat**
2 Team manager to quit after shocking defeat
3 **Prince to wed 18-year-old TV soap star**
4 **President backs senator in latest scandal**
5 Tarantino tabbed to direct new thriller
6 **Thousands of jobs axed by US companies**
7 **Stock market hit by oil fears**
8 Police quiz witness in murder trial
9 **Astronaut bids to be first man on Mars**
10 Politicians clash over new car tax proposal
11 **Tennis star vows to avenge defeat**
12 Actor and wife split over affair with cleaner

A argument
B have been cut
C question, interrogate
D is going to attempt
E is going to leave
F separate
G is going to marry
H promises
I is announced; hired
J disagree
K has been badly affected
L supports

b 4 45 Listen and check.

◀ p.81

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Business

1 VERBS AND EXPRESSIONS

a Complete the sentences with a verb from the list in the correct form (simple present, simple past, or past participle).

become /bɪ'kʌm/ close down /kloʊz daʊn/ drop /drɑp/
grows /groʊz/ expand /ɪk'spænd/ export /ɪk'spɔrt/
import /ɪm'pɔrt/ launch /lɔntʃ/ manufacture /mænyə'fæktʃər/
market /'mɑrkət/ merge /mərdʒ/ produce /prə'dus/
set up /sɛt ʌp/ take over /teɪk 'oʊvər/

1 Although GAP stands for Genuine American Product, most of its clothes are *manufactured* in Asia.
2 In 1989 Pepsi-Cola _____ **a new product** called *Pepsi A.M.*, which was aimed at the "breakfast cola drinker." It was an immediate flop.
3 The Spanish airline Iberia _____ **with** British Airways in 2011.
4 Apple Inc. is considered one of the best companies in the world for the way they _____ **their products**.

5 *Prosciutto* is a kind of Italian ham. Two of the best-known kinds are San Daniele and Parma, which are _____ in the Friuli and Emilia regions of Italy, and are _____ all over the world.

6 The Royal Bank of Scotland _____ NatWest Bank in 2000, even though it was in fact a smaller rival.
7 The social media company Facebook _____ **the market leader** in 2008, and it's still the US's most-used social media website.
8 Zara shops were opened in Spain in 1975, but the company soon _____ internationally.

9 Nowadays it is a risk to _____ **a new business**. In the US, 20–25% of businesses fail in their first year.
10 The cost of living in Iceland is so high because so many food products have to be _____.

11 In a boom period, standards of living improve greatly and the economy _____ quickly.
12 During a recession, many companies _____ and standards of living _____.

b 5 7)) Listen and check.

c *Do* or *make*? Put the phrases in the right column.

business (with) /'bɪznəs/ a deal /dil/ (= business agreement)
a decision /dɪ'sɪʒn/ an investment /ɪn'vɛstmənt/ a job /dʒɑb/
a loss (opposite *profit*) /lɔs/ market research /'mɑrkət 'risərtʃ/
money /'mʌni/ well / badly

do	make
business (with)	

d 5 8)) Listen and check.

2 ORGANIZATIONS AND PEOPLE

a **Organizations** Match the words and definitions.

a business /'bɪznəs/ (or firm / company)
a branch /brænʧ/ a chain /ʧeɪn/ headquarters /'hɛdkwɔrtərz/
a multinational (company) /mʌlti'næʃənl/

1 *a chain* _____ a group of stores, hotels, etc. owned by the same person or company
2 _____ an organization that produces or sells goods or provides a service
3 _____ a company that has offices or factories in many countries
4 _____ the main office of a company
5 _____ an office or store that is part of a larger organization, e.g., a bank

b **People** Match the words and definitions.

the CEO /si i 'oʊ/ (= chief executive officer)
a client /'klaɪənt/ a colleague /'kɑlig/ a customer /'kʌstəmər
a manager /'mænɪdʒər/ the owner /'oʊnər/ the staff /stæf/

1 _____ the group of people who work for an organization
2 _____ someone who buys goods or services, for example from a store or restaurant
3 _____ someone who receives a service from a professional person, for example from a lawyer
4 _____ a person who works with you
5 _____ the person with the highest rank in a company
6 _____ the person who owns a business
7 _____ the person in charge of part of an organization, for example a store or a branch

c 5 9)) Listen and check your answers to **a** and **b**.

◀ p.87

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Word building

1 PREFIXES AND SUFFIXES THAT ADD MEANING

a Match the **bold** prefixes in sentences 1–11 to their meanings A–K.

1 G Mumbai is a very **over**crowded city.
2 Tokyo is one of 20 **mega**cities.
3 This part of the city is very poor and **under**developed.
4 London is a very **multi**cultural city, with many different races and religions.
5 The quickest way to get around New York is on the **sub**way.
6 Montreal is probably the most **bi**lingual city in the world – most inhabitants speak English and French.
7 If you want to avoid the traffic jams in Bangkok, take the **mono**rail.
8 The **auto**pilot was turned on after the plane had taken off.
9 Vandalism, especially breaking public property, is very **anti**social behavior.
10 I **mis**understood the directions that man gave me, and now I'm completely lost.
11 He's earning a **post**graduate degree in aeronautical engineering.

A against
B many
C big
D not enough
E one
F by (it)self
G ~~too much~~
H two
I after
J under
K wrongly

b 5 12 Listen and check.

c Match the **bold** suffixes to their meaning.

1 There are a lot of home**less** people in this city.
The situation is hope**less**.
2 Be care**ful** how you drive!
The instructions were very use**ful**.
3 The police usually wear bullet-**proof** vests.
My watch is water**proof**.
4 Their new laptops are completely unbreak**able**.
I don't think the tap water here is drink**able**.

A with
B can be done
C resistant to
D without

d 5 13 Listen and check.

2 NOUNS FORMED WITH SUFFIXES

Noun suffixes

Common endings for nouns made from verbs:

-ion / -(a)tion	*alienate – alienation*
-ment	*employ – employment*

Common endings for nouns made from adjectives:

-ness	*lonely – loneliness*
-ence / -ance	*violent – violence*

Common endings for abstract nouns made from nouns:

-hood	*neighbor – neighborhood*
-ism	*vandal – vandalism*

a Make nouns from the words in the list and put them in the correct column.

absent /'æbsənt/ brother /'brʌðər/ child /tʃaɪld/ cold /koʊld/ convenient /kən'vinyənt/ distant /'dɪstənt/ entertain /ɛntər'teɪn/ excite /ɪk'saɪt/ friendly /'frɛndli/ govern /'gʌvərn/ ignorant /'ɪgnərənt/ improve /ɪm'pruv/ intend /ɪn'tɛnd/ pollute /pə'lut/ populate /'pɑpyəleɪt/ race /reɪs/ reduce /rɪ'dus/ terror /'tɛrər/ ugly /'ʌgli/ weak /wik/

-ion / -(a)tion	*-ment*	*-ness*	*-ence / -ance*	*-ism*	*-hood*
intention					

b 5 14 Listen and check.

3 NOUNS THAT ARE DIFFERENT WORDS

Noun formation with spelling or word change

Some nouns made from verbs or adjectives are completely different words, e.g., *choose – choice, poor – poverty.*

a Write the verb or adjective for the following **nouns**.

			Noun
1	_____	*verb*	loss /lɔs/
2	_____	*verb*	death /dɛθ/
3	_____	*verb*	success /sək'sɛs/
4	_____	*verb*	thought /θɔt/
5	_____	*verb*	belief /bɪ'lif/
6	_____	*adj*	heat /hit/
7	_____	*adj*	strength /strɛŋkθ/
8	_____	*adj*	hunger /'hʌŋgər/
9	_____	*adj*	height /haɪt/
10	_____	*adj*	length /lɛŋkθ/

b 5 15 Listen and check.

◀ p.89

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Appendix

Verb patterns: verbs followed by the gerund or infinitive

Gerund	
admit	In court the accused admitted (to) stealing the documents.
avoid	I always try to avoid driving during rush hour.
be worth	It isn't worth going to the exhibition. It's really boring.
can't help	We can't help laughing when my dad tries to speak French. His accent is awful!
can't stand	I can't stand talking to people who only talk about themselves.
deny	Miriam denied killing her husband, but the jury didn't believe her.
enjoy	I used to enjoy flying, but now I don't.
feel like	I don't feel like going out tonight.
finish	Have you finished writing the report yet?
give up*	Karen has given up eating meat, but she still eats fish.
keep (on)	I keep (on) telling my husband to lose some weight, but he just won't listen.
look forward to	We are really looking forward to seeing you again.
imagine	I can't imagine living in the country. I think I would get bored after a week.
involve	My boyfriend's job involves traveling at least once a month.
mind	I don't mind doing housework. I find it very relaxing.
miss	Does your father miss working now that he has retired?
postpone	We'll have to postpone going to the beach until the weather warms up.
practice	The more you practice speaking English, the more fluent you'll get.
recommend	I recommend taking a bus tour because it's the best way to see Manhattan.
regret	I regret not traveling more before I got my first job.
risk	If I were you, I wouldn't risk walking through the park at night.
spend	I spent half an hour looking for my glasses this morning.
stop	Once I open a box of chocolates, I can't stop eating them.
suggest	A friend of mine suggested visiting Washington, D.C. in the spring.

* All phrasal verbs that are followed by another verb, e.g., *give up*, etc., are followed by the gerund.

Infinitive	
afford	I can't afford to go on vacation this summer.
agree	I agreed to pay David back the money he lent me next week.
appear	The results appear to support the scientist's theory.
arrange	I arranged to meet Sofia outside the restaurant.
be able	I won't be able to work for two weeks after the operation.
can't wait	We can't wait to see your new house – it sounds great.
choose	I chose to study abroad for a year, and it's the best thing I've ever done.
decide	They've decided to call off the wedding.
deserve	Kim deserves to get the job. She's a very strong candidate.
expect	We're expecting to get our test scores on Friday.
happen	Tom happened to be at Alan's when I called, so I invited him to our party, too.
help*	The organization I work for helps young people to find work abroad.
hesitate	Don't hesitate to ask a staff member if you need anything.
hope	I'm hoping to set up my own company if I can get a bank loan.
learn	I wish I had learned to play the guitar when I was younger.
make	This car was made to perform well on wet roads.
manage	Did you manage to get to the airport in time?
offer	Lucy has offered to give me a ride to the train station.
plan	We're planning to have a big party to celebrate.
pretend	I pretended to be enthusiastic, but really I didn't like the idea at all.
promise	Sarah always promises to help me in the kitchen, but she never does.
refuse	My neighbor refused to turn down the music, and I had to call the police.
seem	Something seems to be wrong with the washing machine.
teach	Jack's father taught him to drive when he was seventeen.
tend	My boss tends to lose her temper when she's feeling stressed.
threaten	The teacher threatened to call my parents and tell them what I had done.
want	The police want to interview anyone who witnessed the crime.
would like	Would you like to try the dress on? The changing rooms are over there.

* *help* can be followed by the infinitive or the base form.
The organization I work for helps young people (to) find work abroad.

Base form	
can	Can you help me carry these suitcases?
may	There's a lot of traffic today, so we may be a little late.
might	It might rain tomorrow, so please bring an umbrella or a raincoat.
must	I must remember to set the burglar alarm before I leave work.
should	Should we book a table for tomorrow night? It's a very popular restaurant.
had better	You'd better leave now if you want to catch that train.
would rather	You look tired. Would you rather stay home tonight and watch a movie?
make	Monica makes her two teenagers wash the dishes every evening after dinner.
let	Let me pay for coffee – it's my turn.

◀ *p.142*

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Irregular verbs

Infinitive	Past simple	Past participle
be /bi/	was / were /wʌz/ /wər/	been /biːn/
beat /bit/	beat	beaten /'bitn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /broʊk/	broken /'broʊkən/
bring /brɪŋ/	brought /brɔt/	brought
build /bɪld/	built /bɪlt/	built
burn /bərn/	burned /bərnd/ (burnt) /bərnt/	burned (burnt)
buy /baɪ/	bought /bɔt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔt/	caught
choose /tʃuz/	chose /tʃoʊz/	chosen /'tʃoʊzn/
come /kʌm/	came /keɪm/	come
cost /kɔst/	cost	cost
cut /kʌt/	cut	cut
deal /dil/	dealt /dɛlt/	dealt
do /du/	did /dɪd/	done /dʌn/
draw /drɔ/	drew /dru/	drawn /drɔn/
dream /drim/	dreamed /drimd/ (dreamt /drɛmt/)	dreamed (dreamt)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /droʊv/	driven /'drɪvn/
eat /it/	ate /eɪt/	eaten /'itn/
fall /fɔl/	fell /fɛl/	fallen /'fɔlən/
feel /fil/	felt /fɛlt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /flu/	flown /floʊn/
forget /fər'gɛt/	forgot /fər'gɑt/	forgotten /fər'gɑtn/
get /gɛt/	got /gɑt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /goʊ/	went /wɛnt/	gone /gɔn/
grow /groʊ/	grew /gru/	grown /groʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪr/	heard /hərd/	heard
hit /hɪt/	hit	hit
hurt /hərt/	hurt	hurt
keep /kip/	kept /kɛpt/	kept
kneel /nil/	knelt /nɛlt/	knelt
know /noʊ/	knew /nu/	known /noʊn/

Infinitive	Past simple	Past participle
lay /leɪ/	laid /leɪd/	laid
learn /lərn/	learned /lərnd/	learned
leave /liv/	left /lɛft/	left
lend /lɛnd/	lent /lɛnt/	lent
let /lɛt/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luz/	lost /lɔst/	lost
make /meɪk/	made /meɪd/	made
mean /min/	meant /mɛnt/	meant
meet /mit/	met /mɛt/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /rid/	read /rɛd/	read /rɛd/
ride /raɪd/	rode /roʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /roʊz/	risen /'rɪzn/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sɛd/	said
see /si/	saw /sɔ/	seen /sin/
sell /sɛl/	sold /soʊld/	sold
send /sɛnd/	sent /sɛnt/	sent
set /sɛt/	set	set
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃoʊn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /slip/	slept /slɛpt/	slept
speak /spik/	spoke /spoʊk/	spoken /'spoʊkən/
spend /spɛnd/	spent /spɛnt/	spent
stand /stænd/	stood /stʊd/	stood
steal /stil/	stole /stoʊl/	stolen /'stoʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /titʃ/	taught /tɔt/	taught
tell /tɛl/	told /toʊld/	told
think /θɪŋk/	thought /θɔt/	thought
throw /θroʊ/	threw /θru/	thrown /θroʊn/
understand /ʌndər'stænd/	understood /ʌndər'stʊd/	understood
wake /weɪk/	woke /woʊk/	woken /'woʊkən/
wear /wɛr/	wore /wɔr/	worn /wɔrn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /roʊt/	written /'rɪtn/

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Vowel sounds

	usual spelling	! but also
tree /i/	**ee** beef speed **ea** peach team **e** refund medium	people magazine niece receipt
fish /ɪ/	**i** dish bill pitch fit ticket since	pretty women busy decided village physics
ear /ɪr/	**eer** cheers engineer **ere** here we're **ear** beard appearance	serious
cat /æ/	**a** fan travel crash tax carry land	
egg /ɛ/	**e** menu lend text spend plenty cent	friendly already healthy many said
chair /ɛr/	**air** airport upstairs fair hair **are** rare careful	their there wear pear area
clock /ɑ/	**o** shop comedy plot shot cottage on	watch want calm
saw /ɔ/	**a** bald wall **aw** draw saw **al** walk talk	thought caught audience
horse /ɔr/	**or** sports floor **ore** bore score	warm course board
boot /u/	**oo** pool moody **u*** true student	suitcase juice shoe move soup through

* especially before consonant + **e**

	usual spelling	! but also
bull /ʊ/	**u** full **oo** cook book look good	could should would woman
tourist /ʊr/	A very unusual sound. sure plural	
up /ʌ/	**u** public subject ugly duck cup	money someone enough country tough
computer /ə/	Many different spellings, /ə/ is always unstressed. about complain	
bird /ɜr/	**er** person prefer learn **ir** dirty third **ur** curly turn	work world worse picture
owl /aʊ/	**ou** hour around proud ground **ow** town brown	
phone /oʊ/	**o*** broke stone frozen stove **oa** roast coat	owe slow although shoulders
car /ɑr/	**ar** garden charge starter	heart
train /eɪ/	**a*** save gate **ai** railroad plain **ay** may say gray	break steak great weight they
boy /ɔɪ/	**oi** boiled noisy spoil coin **oy** enjoy employer	
bike /aɪ/	**i*** fine sign **y** shy motorcycle **igh** flight frightened	buy eyes height

vowels | vowels followed by /r/ | diphthongs

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Consonant sounds

	usual spelling		! but also
p parrot	**p**	plate transport trip	
	pp	shopping apply	
b bag	**b**	beans bill probably crab	
	bb	stubborn dubbed	
k key	**c**	court script	chemisty school
	k	kind kick	stomach squid
	ck	track lucky	account
g girl	**g**	golf grilled colleague forget	
	gg	aggressive luggage	
f flower	**f**	food roof	enough laugh
	ph	pharmacy nephew	
	ff	traffic affectionate	
v vase	**v**	van vegetables travel invest private believe	of
t tie	**t**	taste tennis stadium strict	worked passed
	tt	attractive cottage	
d dog	**d**	director afford comedy confident	failed bored
	dd	address middle	
s snake	**s**	steps likes	science scene
	ss	boss assistant	
	c (before *e, i, y*)	twice city cycle	
z zebra	**z**	lazy freezing	
	s	nose loves cousins	
ʃ shower	**sh**	short dishwasher selfish cash	sugar sure machine chef
	ti (+ vowel)	ambitious explanation	
	ci (+ vowel)	spacious sociable	
ʒ television	decision confusion usually		

	usual spelling		! but also
θ thumb	**th**	throw thriller healthy path math teeth	
ð mother	**th**	the that with farther together	
tʃ chess	**ch**	change cheat	
	tch	watch match	
	t (+ ure)	picture future	
dʒ jazz	**j**	jealous just	
	g	generous manager	
	dge	bridge judge	
l leg	**l**	limit salary until reliable	
	ll	sell rebellious	
r right	**r**	result referee elementary fried	written wrong
	rr	borrow married	
w witch	**w**	war waste western highway	one once
	wh	whistle which	
y yacht	**y**	yet year yogurt yourself	
	before **u**	university argue	
m monkey	**m**	mean arm romantic charming	lamb
	mm	summer swimming	
n nose	**n**	neck honest none chimney	knee knew
	nn	tennis thinner	
ŋ singer	**ng**	cooking going spring bring	
	before **g/k**	think tongue	
h house	**h**	handsome helmet behave inherit unhappy perhaps	who whose whole

voiced unvoiced

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