

# Life

INTERMEDIATE

**B1+**

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Listening	Reading	Critical thinking	Speaking	Writing
a conversation about a family event in Brunei two people doing a quiz about colours and their meaning	an article about how we use colour an article about the colour red	conclusions	routines and leisure activities personal questions the roles we play	text type: a website profile writing skill: criteria for writing
three people talking about arts events a radio show about world fusion music	an article about why we dance an article about globalisation	sources	new releases performing changes	text type: a profile writing skill: linking ideas (1)
a radio clip about World Water Day two people talking about what happened next	an interview about underwater discoveries an article about an unforgettable experience	reading between the lines	the first time puzzles it happened to me	text type: a blog post writing skill: interesting language
three people talking about their childhood ambitions a radio programme about International Women's Day	an article about India's new superhighway an article about the economic boom in China	arguments	predictions planning your work pay and conditions	text type: a covering letter writing skill: formal style
three people talking about travel tips part of a radio programme about a wildlife conservationist three conversations about holiday activities	a profile of a wildlife conservationist an article about holiday destinations an article about tourism and conservation	close reading	travel experiences what makes a good holiday? green activities	text type: a postcard writing skill: informal style
part of a radio programme about healthy eating two people discussing the power of the mind	a news item about traditional dishes a news item about imaginary eating an article about modern lifestyles	language clues	your favourite dish a healthy lifestyle modern life	text type: a formal letter writing skill: explaining consequences

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<b>7</b> Living space pages 81–92	comparatives and superlatives <i>used to, would</i> and past simple	features of homes in the city word focus: <i>as</i> and <i>like</i> wordbuilding: verb → adjective	expressing preferences and giving reasons	<i>as ... as</i> rising and falling intonation
VIDEO: A special kind of neighbourhood page 90 ► REVIEW page 92				
<b>8</b> Weird news pages 93–104	modal verbs (2) speculation about the present: <i>must, might, may, could, can't</i> modal verbs (3) speculation about the past: <i>must have, might have, may have, could have, can't have, couldn't have</i>	the natural world history <i>-ly</i> adverbs in stories word focus: <i>look</i> wordbuilding: noun → adjective	reacting to surprising news	weak form of <i>have</i> showing interest and disbelief
VIDEO: Killer bees page 102 ► REVIEW page 104				
<b>9</b> Trade pages 105–116	articles in noun phrases determiners and possessives in noun phrases passives	money shopping wordbuilding: compound adjectives	buying things	linking silent letters
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VIDEO: High-altitude peoples page 126 ► REVIEW page 128				
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<b>12</b> Experts pages 141–152	<i>should have</i> and <i>could have</i> third conditional: <i>if + would have</i>	field trips word focus: <i>go</i> wordbuilding: prefix <i>-in</i>	making and accepting apologies	<i>should have</i> and <i>could have</i> sentence stress
VIDEO: Shark vs. octopus page 150 ► REVIEW page 152				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 173

**Listening**

three people talking about different living arrangements  
podcast replies about homes around the world  
four people talking about where they live

**Reading**

an article about what New York used to be like  
an article about a little town in Puerto Rico

**Critical thinking**

descriptions

**Speaking**

house or flat?  
your town  
wish you were here!

**Writing**

text type:  
a description of a place  
writing skill:  
organising ideas

two people discussing an unusual photo  
some clips from a website about mysteries in nature  
part of a radio programme about the Nasca lines

an article about the Nasca lines  
an article about one of aviation's greatest mysteries

opinion or fact?

missing captions  
speculating about the past  
give your opinion

text type: a news story  
writing skill:  
structuring a news story

market research interviews with some people who are shopping  
a radio item about banking via mobile phones

a website about producers and products  
an article about how to negotiate a price

testing a conclusion

saving money  
brands  
negotiating

text type: an eBay advert  
writing skill:  
relevant and irrelevant information

a podcast about the *Marathon des Sables*  
part of a TV preview show about bionic bodies

a webpage about life on Mars  
two stories about feats of endurance

reading between the lines

medicine  
I'd love to live in ...  
inspirational people

text type:  
a personal email  
writing skill: linking ideas (2)

an interview with a woman about the languages spoken in her region  
four conversations about news headlines

a news item about the last 'uncontacted' tribe  
an article about social networking

summarising

news stories  
personal communication  
digital media

text type: a report of a meeting  
writing skill: using notes to write a report

an interview with a cormorant fisherman  
two stories about uncomfortable experiences

a review of a book about Arctic expeditions  
an article about the samurai

relevance

where did I go wrong?  
what if ... ?  
going back in time

text type: a website article  
writing skill:  
revising

# Life around the world

## Unit 2 Taiko master



The history of Taiko drumming from its origins in Japan to modern-day San Francisco.

## Unit 7 A special kind of neighbourhood

Stories from the Mission District of San Francisco.

## Unit 9 Making a deal



Learn how to bargain in Morocco.

## Unit 12 Shark vs. octopus



What happens when a shark and an octopus meet.

## Unit 1 Peruvian weavers



A weavers' cooperative managed by the women of Chinchero.

## Unit 8 Killer bees

Discover why killer bees are damaging to the future of the Latin American rain forests.

## Unit 11 Crossing Antarctica



The amazing story of two women's ambition to ski across Antarctica.

**Unit 5** A disappearing world

A scientific expedition to record data about the rain forests of the Congo Basin.

**Unit 3** One village makes a difference



Solving the problems of India's water shortage.

**Unit 6** Dangerous dining



Find out why people eat the most dangerous fish on Earth – fugu.

Japan

China

India

Ethiopia

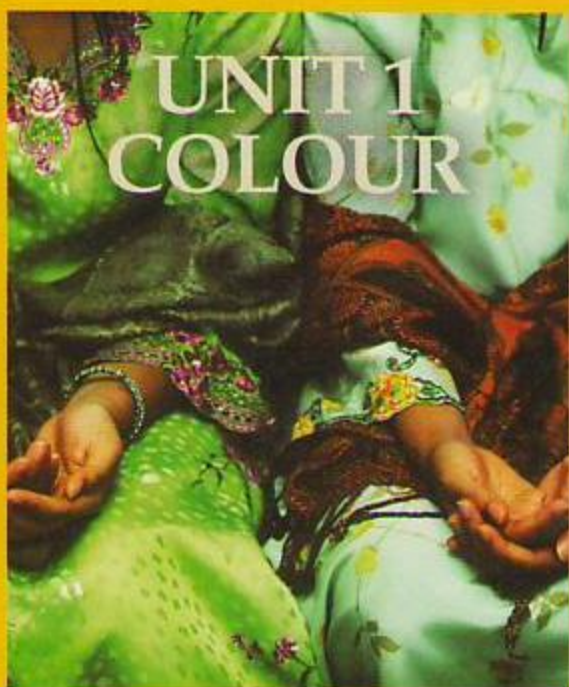
**Unit 4** Confucianism in China

Learn more about the famous Chinese philosopher Confucius.

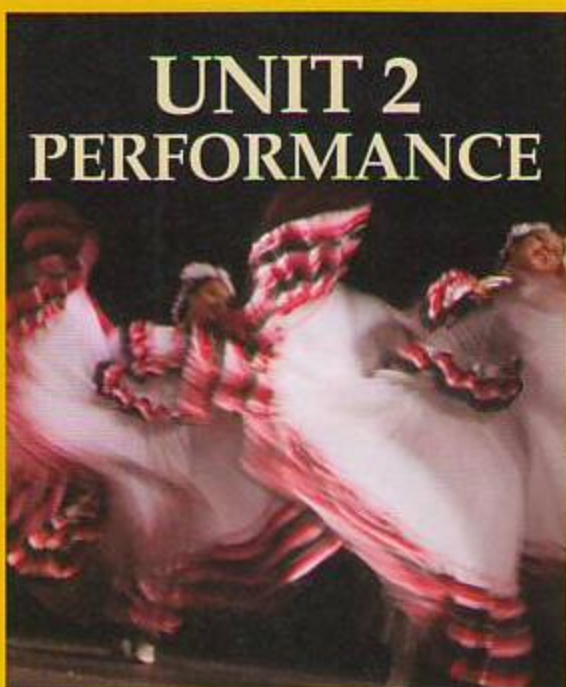
**Unit 10** High-altitude peoples

Why research into people living at high altitude gives us a better understanding of human evolution.

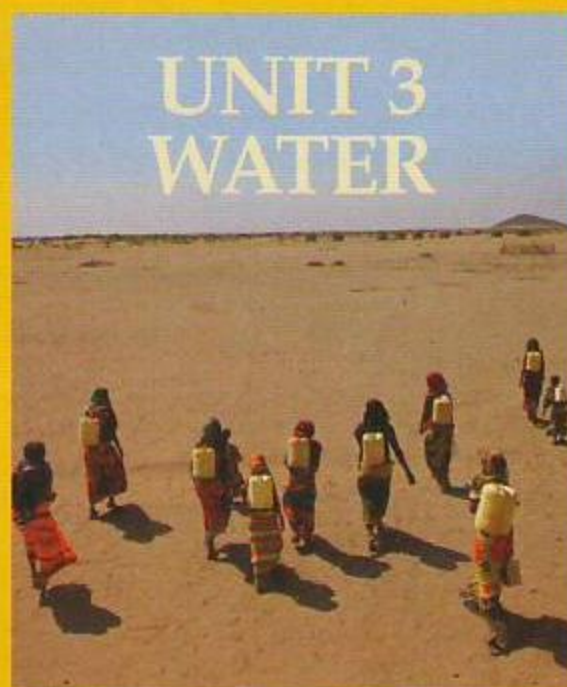
**UNIT 1  
COLOUR**



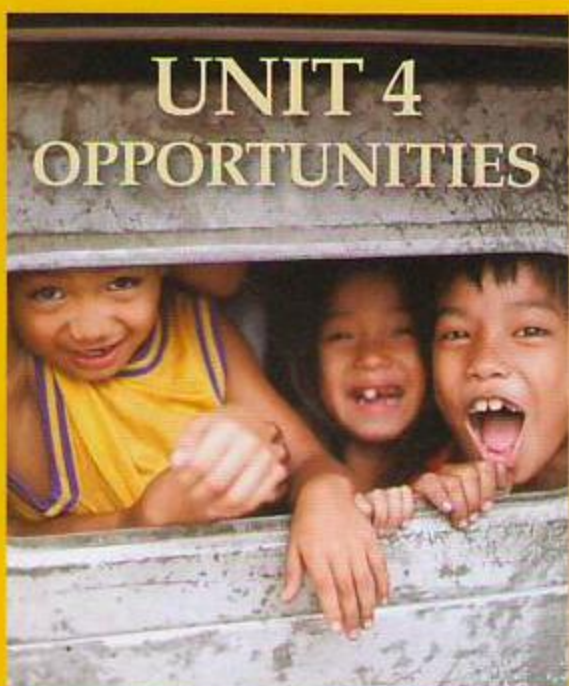
**UNIT 2  
PERFORMANCE**



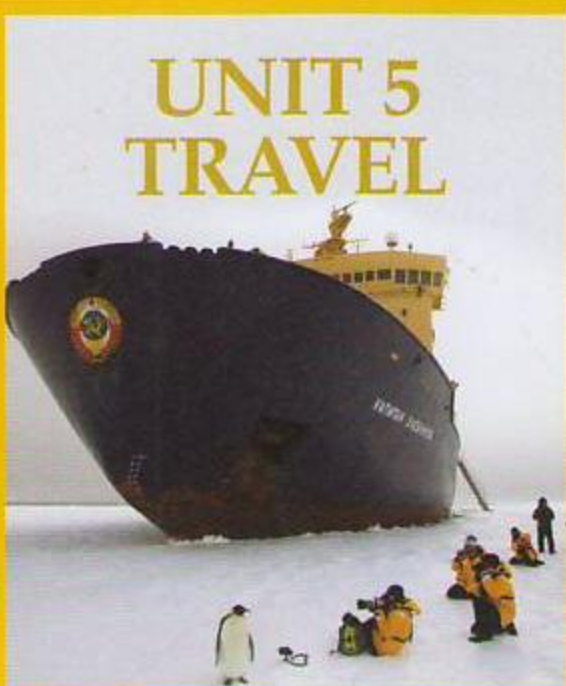
**UNIT 3  
WATER**



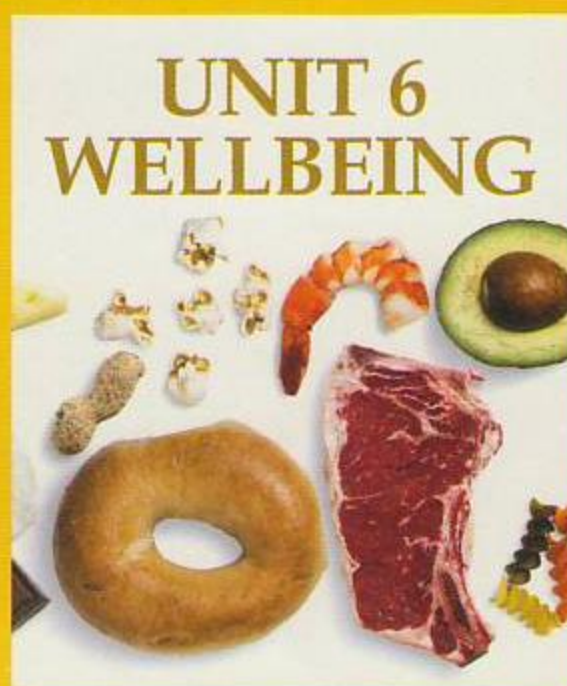
**UNIT 4  
OPPORTUNITIES**



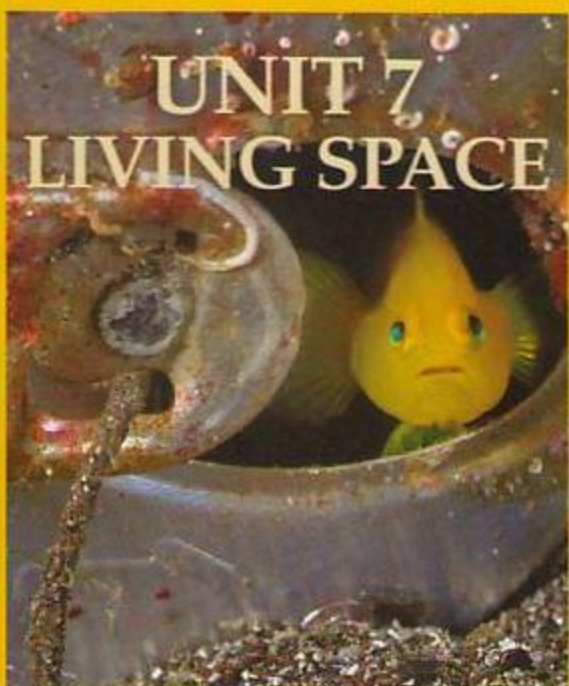
**UNIT 5  
TRAVEL**



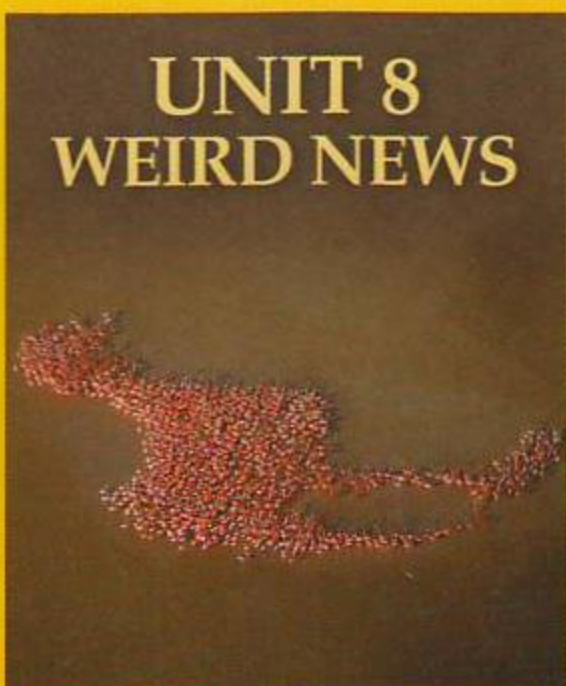
**UNIT 6  
WELLBEING**



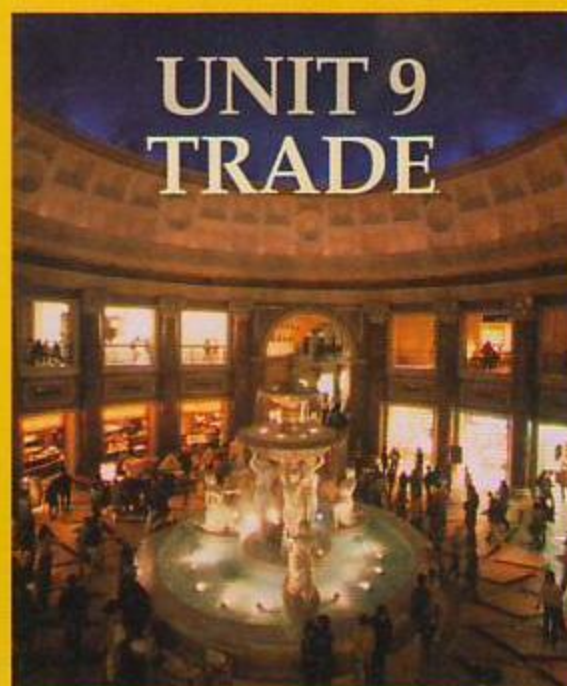
**UNIT 7  
LIVING SPACE**



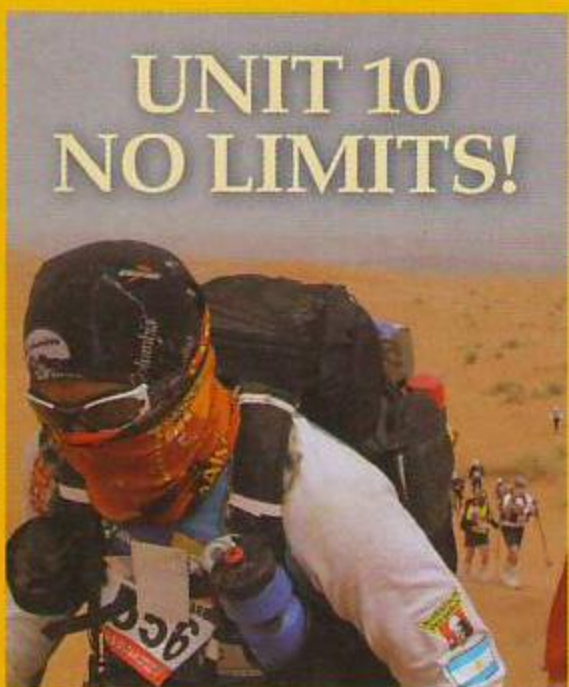
**UNIT 8  
WEIRD NEWS**



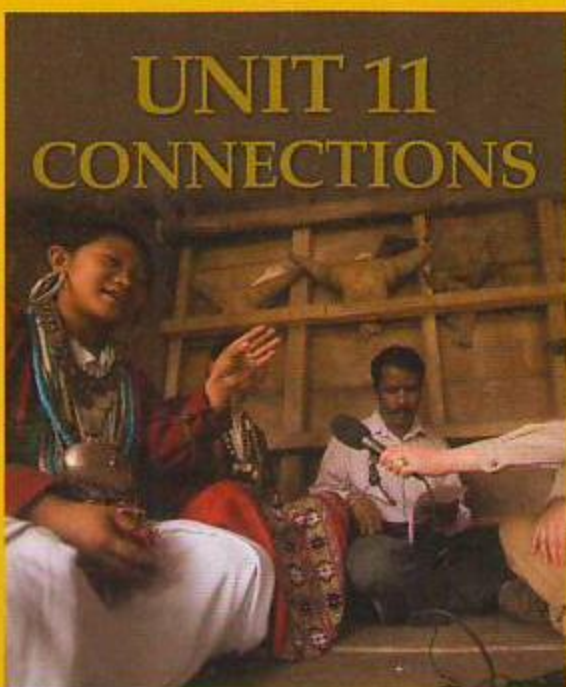
**UNIT 9  
TRADE**



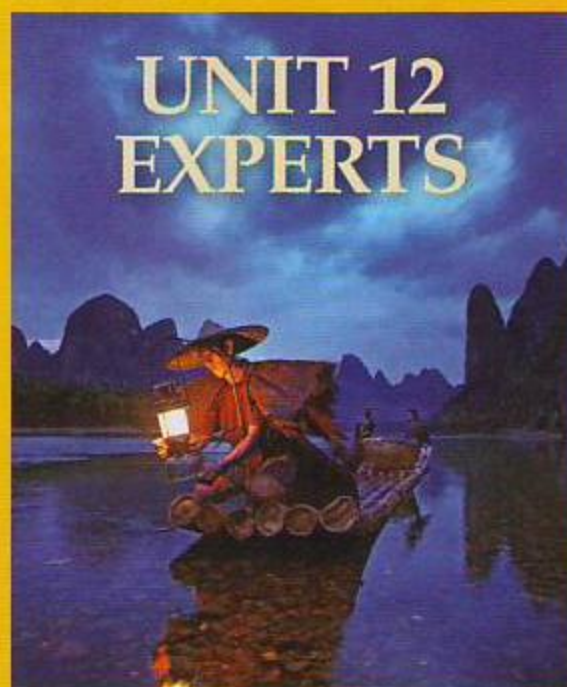
**UNIT 10  
NO LIMITS!**



**UNIT 11  
CONNECTIONS**



**UNIT 12  
EXPERTS**







Two girls at a family event in Brunei  
Photograph by Adam Hanif

## FEATURES

### 10 Life in colour

An article on how we use colour in our lives

### 12 Culture and colour



Do two quizzes about colour

### 14 In sport, red is for winners

A report on colour in sport

### 18 Peruvian weavers

A video about how women in the Andes are helping to preserve a way of life

- 1 Work in pairs. Look at the photo and discuss the questions.
  - 1 Who are the girls?
  - 2 What are they doing?
  - 3 Where are they?
- 2  1.1 Listen to two people discussing the photo. Check your ideas from Exercise 1.
- 3  1.1 Listen to the conversation again. Which of these things (a–c) interests the speakers most about the photo?
  - a the colours
  - b the girls
  - c the place
- 4 Discuss these questions with your partner. Are your answers similar or different?
  - 1 What colour is your house / your kitchen / your car / your mobile phone?
  - 2 What is your favourite colour? Why?
  - 3 Which colours do you normally wear? Why?

# 1a Life in colour

## Reading

- 1 Read the article *Life in colour*. Find how colour is important to the people in the photos.
- 2 Read the article again and find the following information.
  - 1 three ways we use colour
  - 2 one example of each way we use colour
- 3 Work in pairs. Compare your answers from Exercise 2. Then think of examples for the three uses of colour from your own culture.

## Grammar present simple and present continuous

- 4 Underline the present simple and circle the present continuous forms in the article. Which verb form do we use for these things?
  - 1 things which are always or generally true
  - 2 things which are in progress at the time of speaking
  - 3 things which are regular actions

### PRESENT SIMPLE and PRESENT CONTINUOUS

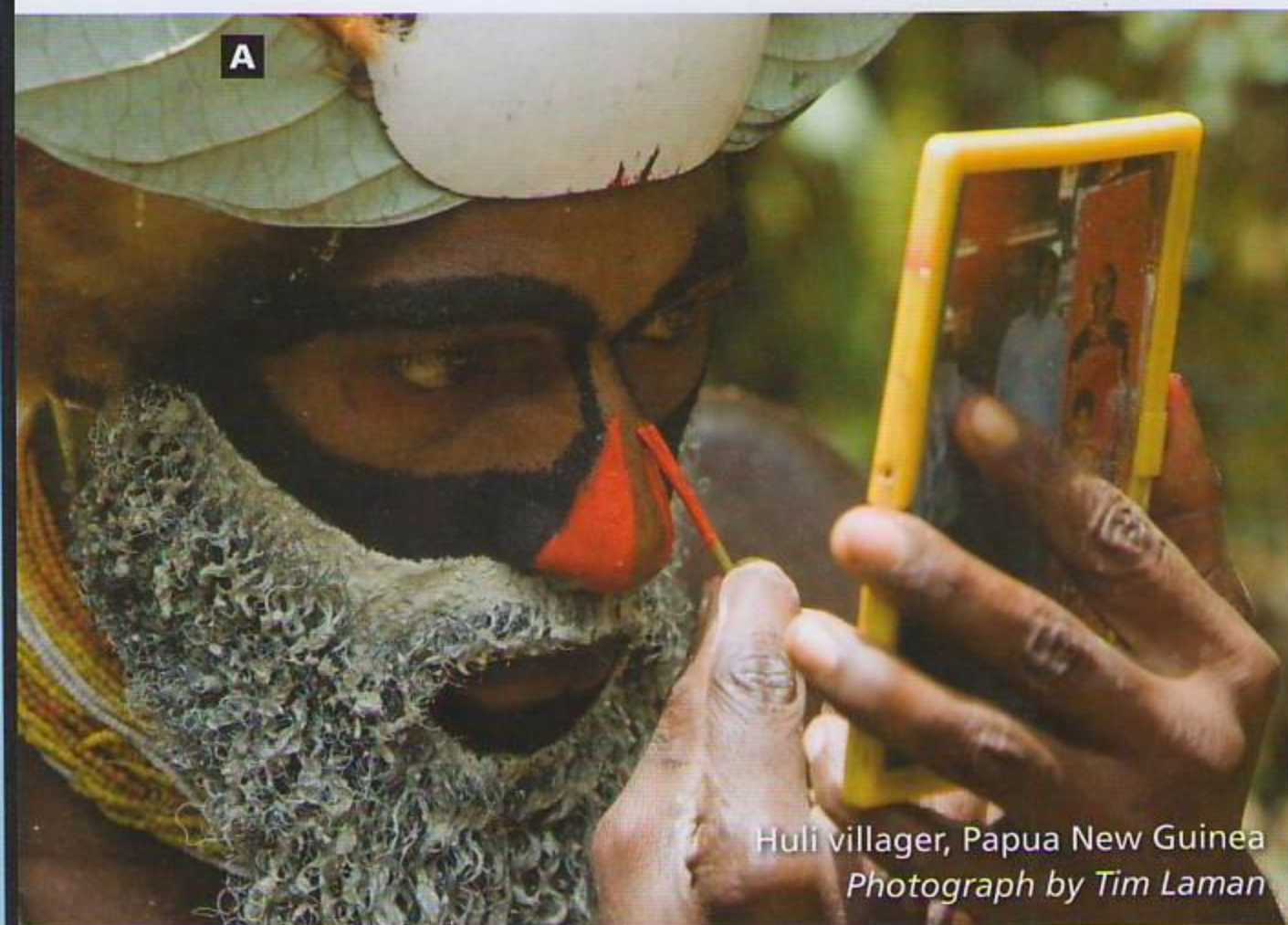
#### Present simple

*The 'in' colour changes every season.*

#### Present continuous

*This autumn women are wearing shades of purple and lilac.*

For further information and practice, see page 156.



Huli villager, Papua New Guinea  
Photograph by Tim Laman



Quechua high-school student, Peru  
Photograph by Michael S Lewis

## Life in colour

We live our lives in colour from our earliest days – in Western cultures ‘pink for a girl’ or ‘blue for a boy’. Colour plays a big part in everything we do. We use it both as a badge of identity and a way of expressing our individuality through decoration. And we use different colours to send out very different messages.

**IDENTITY** People need a sense of group identity. Look at the schoolboy in the photo. From his colourful traditional dress, other people in Peru know he comes from the Quechua community. We wear uniforms at school and work, and we dress in our favourite sports team colours to say the same thing – we belong to this group.

**DECORATION** The Huli villager in the photo is getting ready for a local festival. He’s applying the traditional colours of red, black and white in his own personal pattern. Face-painting is an important part of the celebrations, and these days people are starting to experiment with brightly coloured synthetic paints as well as traditional hues. In fashion-conscious Europe, the ‘in’ colour changes every season. This autumn, for example, women are wearing shades of purple and lilac.

**MESSAGES** Marketing experts understand the power of colour very well. Packaging and labels in eye-catching colours stand out on the supermarket shelf. And companies always select the colour of their brand very carefully – a calm blue for a bank you can trust, dark green says quality and sophistication, or brown and green means eco-friendliness.

**hue** (n) /hju:/ a shade of a colour

**packaging** (n) /'pækɪdʒɪŋ/ a container for a product

- 5 Complete the comments with the present simple and present continuous forms of the verbs.

Jenni, IT student

We <sup>1</sup> \_\_\_\_\_ (dress) casually at my college. But today my tutor <sup>2</sup> \_\_\_\_\_ (wear) bright blue cycling shorts! I know everyone <sup>3</sup> \_\_\_\_\_ (say) IT people are 'different', but I think that's a bit much!

Leo, finance assistant

'My boss often <sup>4</sup> \_\_\_\_\_ (get) crazy ideas. At the moment, we <sup>5</sup> \_\_\_\_\_ (try) out a new colour coding system for the files – different shades of pink!

Josie, sales assistant

'I usually <sup>6</sup> \_\_\_\_\_ (buy) a takeaway for lunch. I <sup>7</sup> \_\_\_\_\_ (not /eat) inside because the bright yellow and red tables are horrible!

### ▶ STATIVE VERBS

We use stative verbs to talk about states. These verbs are not normally used in the continuous form. Some verbs, for example *be*, can have both stative and dynamic meanings.

*Jenni is a student.*

*Jenni is being silly.*

For further information and practice, see page 156.

- 6 Complete the table with these stative verbs. Can you add more verbs to the table?

belong contain know love mean  
need sound suppose taste understand

Categories	Stative verbs
thoughts / mental processes	believe, _____, _____, _____, _____
the senses	hear, _____, _____
emotions	want, _____, _____
possession	have, _____, _____

- 7 Complete the pairs of sentences with the present simple and present continuous forms of the verbs. Do the verbs have stative or dynamic meanings?

- a I \_\_\_\_\_ (think) this colour is OK for my living room.

b We \_\_\_\_\_ (think) about redecorating the offices.
- a The Quechua people \_\_\_\_\_ (come) from South America.

b A lot of people \_\_\_\_\_ (come) to the city to live these days.
- a I \_\_\_\_\_ (love) purple. It's my favourite colour.

b My sister is on holiday in Peru. She \_\_\_\_\_ (love) it!

## Vocabulary time expressions

- 8 Find these time expressions in the article and in the comments in Exercise 4. Complete the table with the expressions. Then add more expressions.

always at the moment often this autumn  
today usually

Present simple	Present continuous
at weekends	right now
every day	this month
never	this week
_____	_____
_____	_____
_____	_____

- 9 Write questions with these verbs. Use the present simple or present continuous and time expressions. Then work in pairs. Ask and answer your questions.

buy dress eat try out wear work

*Do you usually dress differently at weekends?*

*Not really, no.*

## Speaking

- 10 Put the activities into two groups: *routine activities* and *leisure activities*.

cook a meal  
decorate your house  
do DIY  
do housework  
dress up  
go online  
go out with friends  
go shopping  
go to evening classes  
go to an exercise class  
learn a new skill  
make something with your hands  
read a new book  
spend time with your family

- 11 Work in pairs. Answer the questions about the activities in Exercise 9. Find three things you have in common.

*How often do you cook a meal?*

*Are you cooking a meal at the moment?*

*When do you usually cook meals?*

*What are you cooking these days?*

# 1b Culture and colour

## Vocabulary feelings and personal states

- 1 Work in pairs. Which colours do you associate with the words *love* and *anger*?
- 2 Choose the correct word for each definition. Check that you understand the meaning of the other words. Use a dictionary if necessary.
  - 1 *passion / prosperity* financial success
  - 2 *love / luck* when things go well without planning them
  - 3 *courage / anger* the ability to face dangerous situations without being afraid
  - 4 *happiness / wisdom* the ability to make good decisions based on experience
  - 5 *knowledge / sorrow* information and facts that a person has
  - 6 *power / sadness* a feeling of being unhappy
  - 7 *joy / mourning* a feeling of great sadness when someone dies
  - 8 *pride / envy* a feeling of wanting what someone else has

## Listening

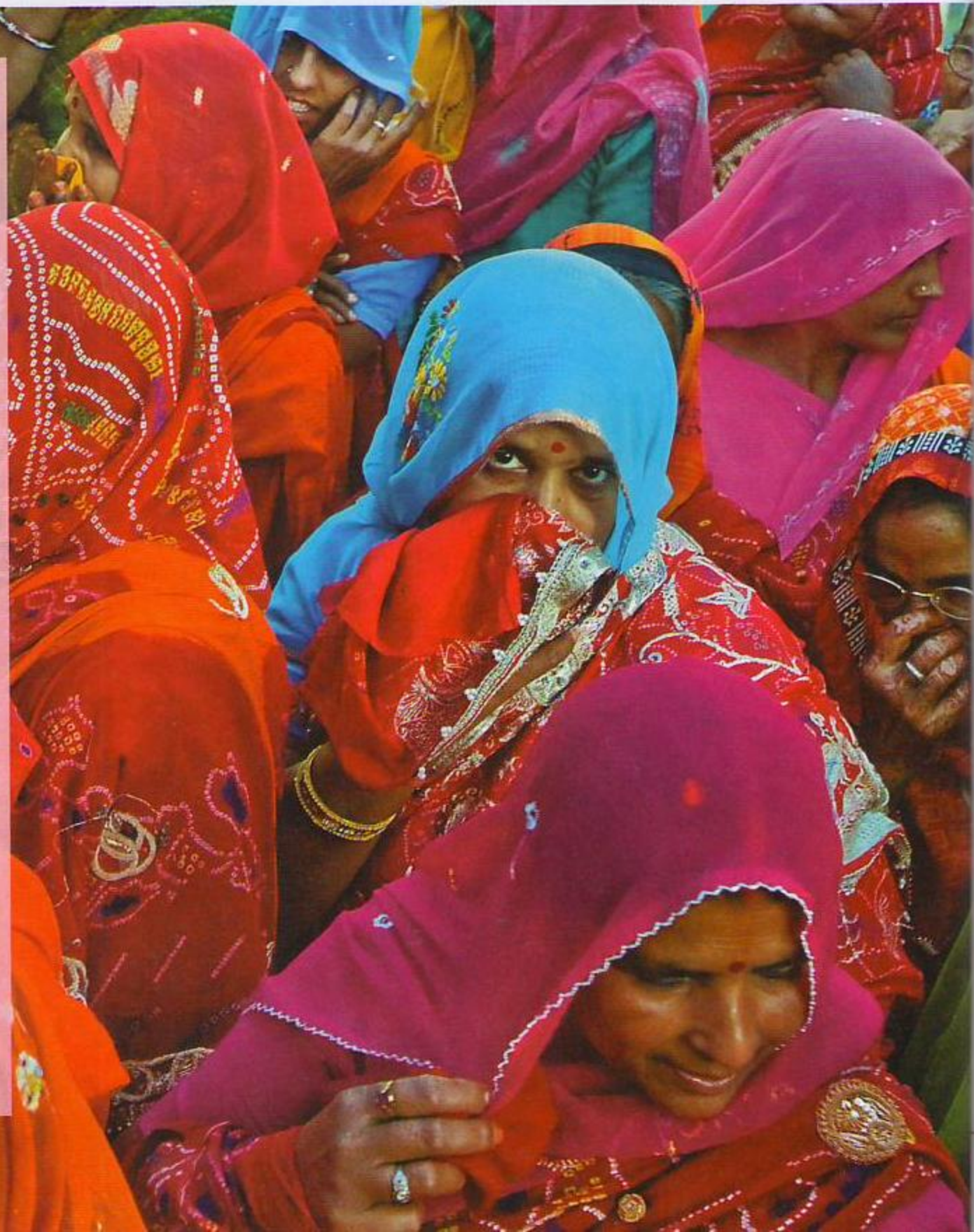
- 3 1.2 Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check how many answers you got right.
- 4 1.2 Listen again and complete the notes.

Colour	Place	Meaning
red	Western cultures	love, passion, <sup>1</sup> _____
	Eastern cultures	luck, prosperity, courage
yellow	China	power wisdom, <sup>2</sup> _____
	India	
orange	Japan	happiness, <sup>3</sup> _____
blue	Western cultures	<sup>4</sup> _____ mourning
	Mexico	
<sup>5</sup> _____	international Western cultures	environmentalism envy

- 5 Do these colours mean the same in your culture?

## Colours and their meaning

- 1 Look at the photo. Where are the women going?
  - a to a birthday party
  - b to a wedding
- 2 Does red have different meanings in Eastern and Western cultures?
  - a yes
  - b no
- 3 Where does yellow symbolise wisdom?
  - a China
  - b India
- 4 Which colour means 'happiness' in Japan?
  - a orange
  - b pink
- 5 Can you say 'I feel blue' in English?
  - a yes
  - b no
- 6 When do people wear blue in Mexico?
  - a at Easter
  - b at funerals
- 7 Who uses green as their symbol?
  - a the environmentalist movement
  - b the scout movement



## 6 Pronunciation questions

**a** **1.3** Listen to these questions. Notice how the speaker's voice rises at the end of questions which begin with verbs, and rises then falls for questions that begin with *Wh-* words.

- 1 Do you want to do this quiz?
- 2 Where are the women going?

**b** **1.4** Listen and repeat these questions.

- 1 Where does yellow symbolise wisdom?
- 2 Is it China?
- 3 What's the next question?
- 4 When do people wear blue in Mexico?
- 5 Are there any more questions?
- 6 Do you want to have a go?

## Grammar question forms

**7** Look at the questions in the quiz *Colours and their meaning*. Match the questions (1–7) with these statements (a–c).

- a We use *do* and *does* to make questions in the present simple.
- b When we make questions with *be* or modal verbs (e.g. *can*), we invert the subject and the verb.
- c When the question word is the subject of the question, we don't invert the subject and the verb.

### QUESTION FORMS

(why / where / how etc.)	are	you		happy?
	can	you	say	this word?
	does	it	mean?	
	is	she	doing?	
		who / what	uses	this colour?

For further information and practice, see page 156.

**8** Look at the grammar box. Complete the *blue* and *yellow* quiz questions with verbs or question words.

**9** Work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 154 and follow the instructions.

- 1 Where \_\_\_\_\_ the Tuareg – or Blue people – originally come from?
- 2 \_\_\_\_\_ lives in the Blue House in South Korea?
- 3 What \_\_\_\_\_ the name of the country where the Blue Nile begins?
- 4 Which part of the USA \_\_\_\_\_ famous for Blues music?

*The colour blue*

*The colour yellow*

- 1 Which fruit \_\_\_\_\_ the Californian Yellow Fruit Festival celebrate?
- 2 \_\_\_\_\_ sport gives a yellow jersey to the winner?
- 3 Where \_\_\_\_\_ yellow taxi cabs come from originally?
- 4 Where \_\_\_\_\_ you see the house that inspired Van Gogh's 'Yellow House' painting?

## Writing and speaking

**10** You are going to introduce yourself to people in your class and find out as much as you can about them. First, prepare some questions. Match questions 1–4 with the follow-up questions (a–d). Then write four more follow-up questions of your own for questions 5–8.

- 1 What do you do?
  - 2 Do you live near here?
  - 3 Are you from a large family?
  - 4 How many languages do you speak?
  - 5 Why are you learning English?
  - 6 What do you think of the course?
  - 7 Are you doing any other courses at the moment?
  - 8 Have you got any hobbies?
- a How well do you speak \_\_\_\_\_?
  - b How many \_\_\_\_\_ have you got?
  - c Can you walk there from here?
  - d Do you enjoy your job?

**11** Work as a class. Introduce yourself to three or four students. Then work in pairs. Tell your partner about some of your classmates you spoke to.

*Manuela and Adela are from Lisbon.*

# 1c Red is for winners

## Reading

- How many sports teams can you write down in one minute? What are their team colours? Which are the most successful teams of those on your list?
- Work in pairs. Read the article headline on page 15 and discuss what you think it means. Choose one of these options (a–c).
  - Traditional gold medals are now red.
  - Teams with the word 'red' in their name win more often.
  - Red sports clothes lead to more success.
- Read the article quickly. Check your idea from Exercise 2.
- Find information about these people in the article and correct the factual mistakes in these sentences.
  - Russell Hill and Robert Barton are British athletes.
  - Joanna Setchell does research into African birds.
  - Jonathan Blount is an anthropologist at the University of Glasgow.
- Match the research topics (1–4) with the scientists' conclusions (a–d).
  - Results at the Olympic Games
  - African mandrills' success with the opposite sex
  - Male and female zebra finches
  - The colour of birds' beaks
  - The colour red gives some male monkeys an advantage.
  - The colour red makes some male birds more successful.
  - Brightly coloured beaks are indicators of healthier birds.
  - The colour red can give some athletes an advantage.



## Critical thinking conclusions

- Read Hill and Barton's conclusion carefully. Which statement (a–c) means the same thing?

When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study.

- The colour red can make a weak athlete successful against a strong athlete.
  - The colour red is only an important factor when there is very little difference between the skill of the athletes.
  - The colour red does not affect results when there is very little difference between the skill of the athletes.
- Which piece of evidence in the text doesn't support this conclusion?

## Vocabulary and speaking the roles we play

- Look at the list of roles people can have. Which roles are mentioned in the text?

anthropologist athlete biologist colleague  
competitor contestant friend manager  
mentor opponent parent primatologist  
researcher scientist teacher

### ▶ WORDBUILDING noun and verb → noun

We can change the ending of some nouns to make words that describe what people do.

*anthropology* → *anthropologist*

*win* → *winner*

For further information and practice, see Workbook page 11.

- Work in pairs. Take turns to choose one of the words and describe what a person in this role does. Your partner will guess the word.

*This person helps you at work, but it's not your boss.*

*colleague*

- How many different roles do you play in your life? Compare with your partner.

*Well, at the moment I'm taking part in a photography competition, so I suppose I'm a competitor.*

# RED IS FOR WINNERS

**When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study**

That is the conclusion of British anthropologists Russell Hill and Robert Barton of the University of Durham, after studying the results of one-on-one boxing, tae kwon do, Greco-Roman wrestling and freestyle wrestling matches at the Olympic Games. Their study shows that when a

competitor is equally matched with an opponent in fitness and skill, the athlete wearing red is more likely to win.

Hill and Barton report that when one contestant is much better than the other, colour has no effect on the result. However, when there is only a small difference between them, the effect of colour is sufficient to tip the balance. The anthropologists say that the number of times red wins is not simply by chance, but that these results are statistically significant.

Joanna Setchell, a primate researcher at the University of Cambridge, has found similar results in nature. She studies the large African monkeys known as mandrills. Mandrills have bright red noses that stand out against their white faces. Setchell's work shows that the dominant males – the ones who are more successful with females – have a brighter red nose than other males.

Setchell says that the finding that red also has an advantage in human sporting events does not surprise her and she adds that 'the idea of the study is very clever.'

Hill and Barton got the idea for their research because of the role that the colour red plays in the animal world. 'Red seems to be the colour, across species, that signals male dominance,' Barton says. They thought that 'there might be a similar effect in humans.' Setchell, the primatologist, agrees: 'As Hill and Barton say, humans redden when we are angry and go pale when we're scared. These are very important signals to other individuals.'

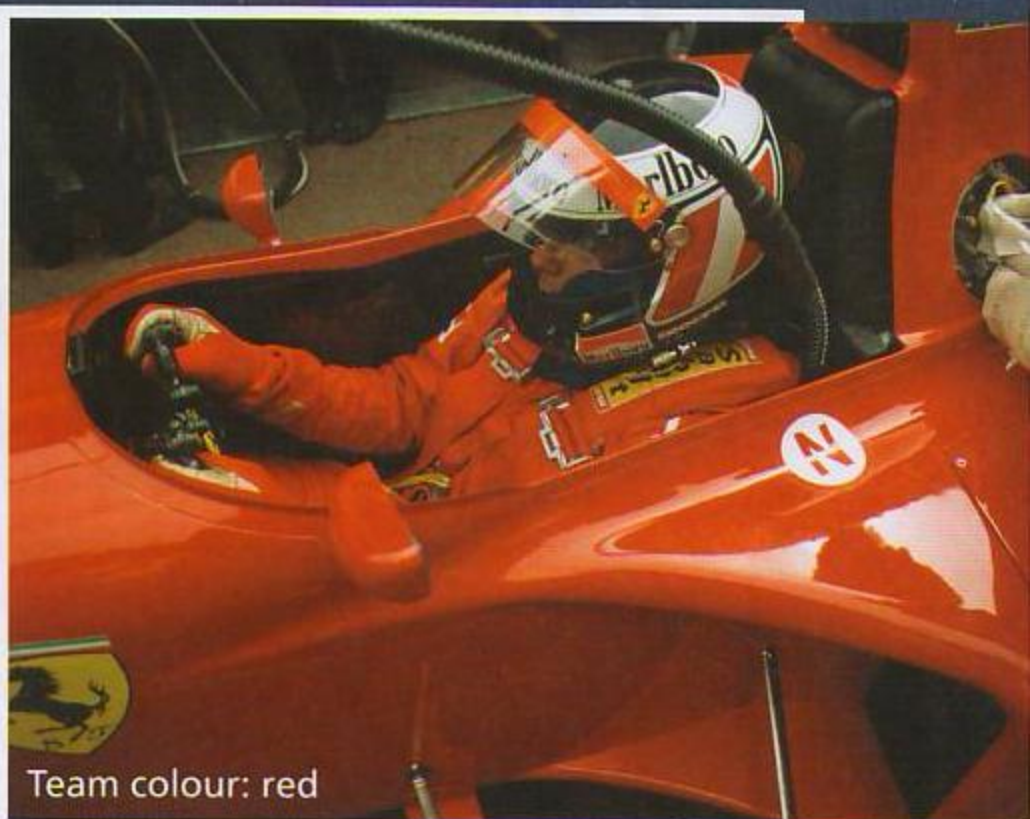
**Red seems to be the colour ... that signals male dominance**

As well as the studies on primates by Setchell, another study demonstrates the effect of red among birds. In an experiment, scientists put red plastic rings on the legs of male zebra finches and this increased the birds' success with female zebra finches. Zebra finches already have bright red beaks, so this study suggests that, as with Olympic athletes, an extra flash of red is significant. In fact, researchers from the University of Glasgow say that the birds' brightly coloured beaks are an indicator of health. Jonathan Blount, a biologist, says that females of many species choose to mate with the flashiest males. Now, Blount and his colleagues think they have found proof that bright red or orange beaks attract females because they mean that

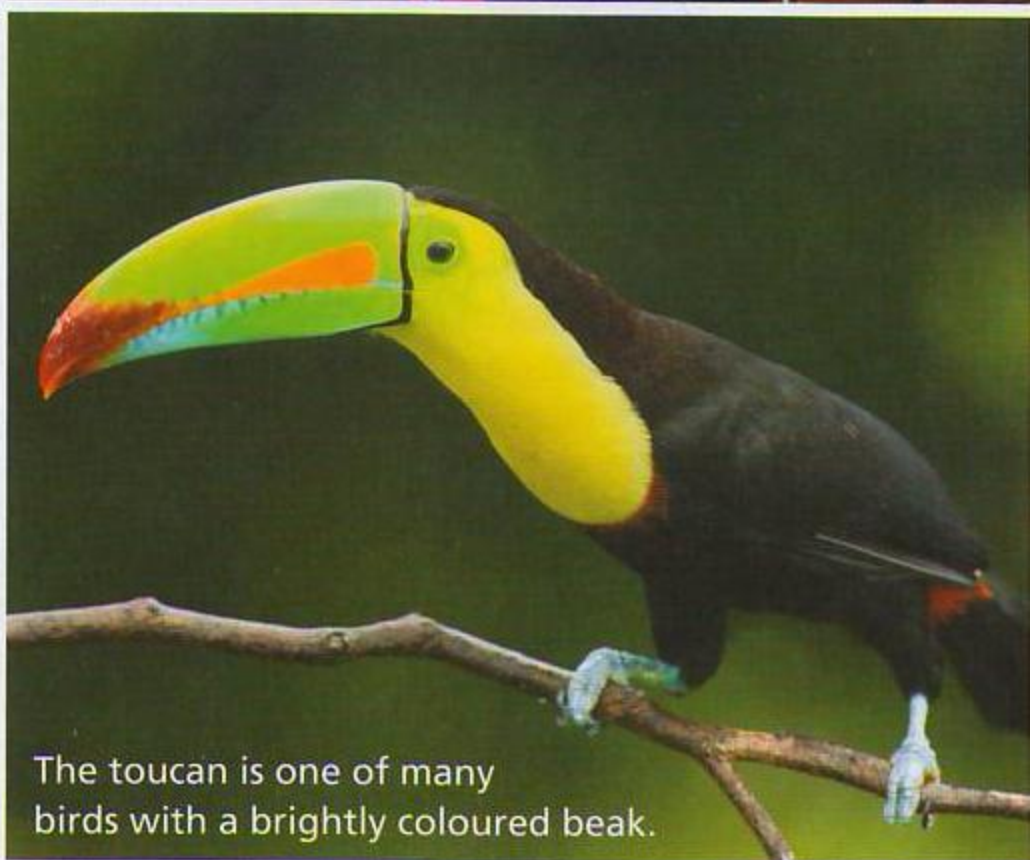
the males are healthier. Nothing in nature is simple, however, because in species such as the blue footed booby, a completely different colour seems to give the male birds the same advantage with females.

**... bright red or orange beaks attract females because they mean that the males are healthier**

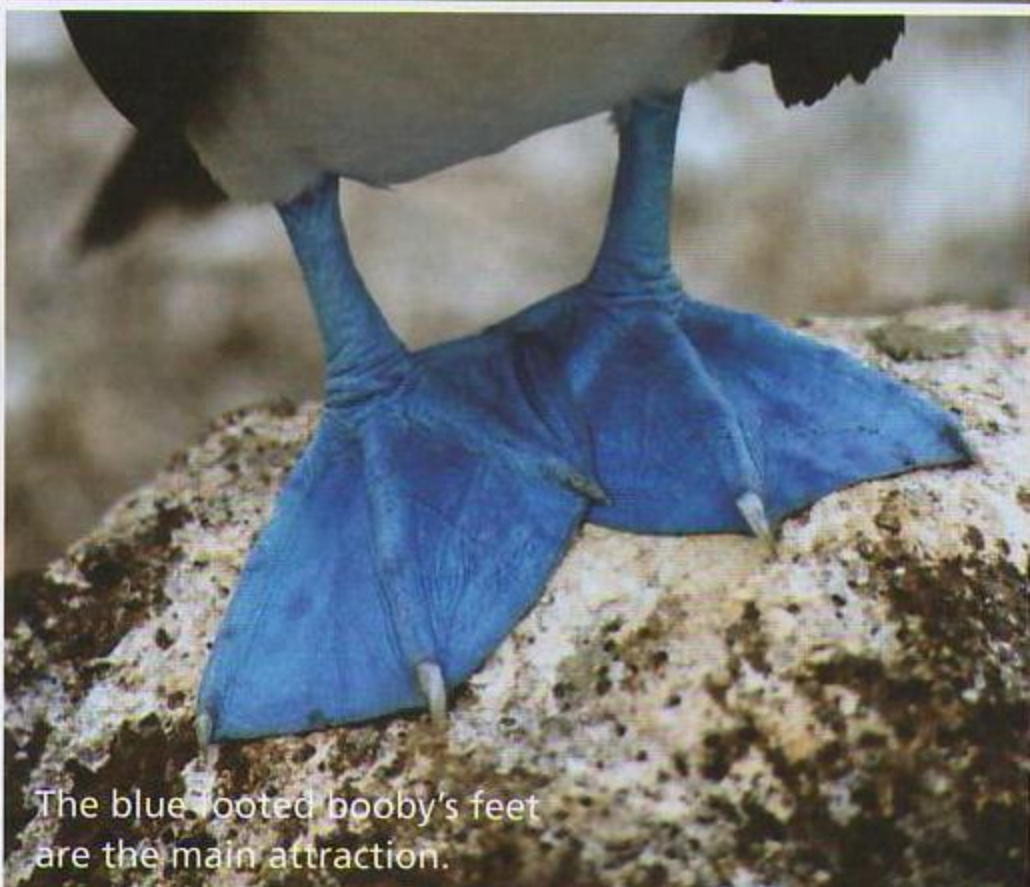
Meanwhile, what about those athletes who win in their events while wearing red? Do their clothes give them an unintentional advantage? Robert Barton accepts that 'that is the implication' of their findings. Is it time for sports authorities to consider new regulations on sports clothing?



Team colour: red



The toucan is one of many birds with a brightly coloured beak.



The blue-footed booby's feet are the main attraction.

**fitness** (n) /'fɪtnəs/ health and strength  
**flash** (n) /flæʃ/ light or bright colour on a dark background  
**indicator** (n) /'ɪndɪkeɪtə/ sign  
**regulations** (n) /,regju'leɪʃənz/ rules  
**significant** (adj) /sɪg'nɪfɪkənt/ 1 not by chance  
 2 with an important meaning  
**unintentional** (adj) /,ʌnɪn'tenʃənəl/ not planned

# 1d First impressions

## Real life opening and closing conversations

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

- Dress appropriately. A dark blue suit is great for a business meeting, a red tie or scarf suggests power and energy. But what if you work in the arts?
- Be punctual, courteous and positive.
- Make sure you know the other person's name. Use it!
- Make the other person the focus of your attention. Sound interested! Ask questions!
- Know what you want to say and say it effectively!
- Don't forget to follow up on your meeting with a phone call or an email.



### 1 Work in groups. Discuss the seminar handout.

- 1 Do the colours and clothes mean the same thing in your country?
- 2 What does 'punctual' mean in your country?
- 3 Do you use first names or surnames in your country?
- 4 Which advice is appropriate in your country?
- 5 Which advice is not appropriate in your country?

### 2 1.5 Listen to four participants at a business skills seminar in the UK. They are role-playing 'first meetings'. Tick the points on the handout the speakers follow.

### 3 1.5 Look at the expressions for opening and closing conversations. Listen again and tick the expressions Paula, Colin, Lucy and Yuvraj use. Which pair of participants do you think gave the best performance?

#### ▶ OPENING AND CLOSING CONVERSATIONS

##### Opening a conversation

May I introduce myself?  
 Allow me to introduce myself.  
 How do you do? My name's ...  
 Hello, how are you? I'm ...  
 It's a pleasure to meet you.  
 I'm very pleased to meet you.

##### Closing a conversation and moving on

Thanks for your time.  
 It's been good talking to you.  
 Let me give you my card.  
 Let's stay in touch.  
 Why don't I give you my card?  
 How about meeting again?

### 4 Look at the expressions for opening and closing conversations again. Which expressions are the most formal?

### 5 Pronunciation short questions

#### a 1.6 Listen to these exchanges. Notice how the speakers use short questions to show interest.

- 1 C: I mostly work on web adverts.  
P: Do you?
- 2 P: I'm in sales.  
C: Oh, are you?
- 3 L: Oh yes, my brother goes to *Get fit*.  
Y: Does he?

#### b Work in pairs. Practise the exchanges.

### 6 Look at the audioscript on page 173. Practise the conversations with your partner.

### 7 Imagine you are a participant at the business skills seminar. Complete the profile information card. Then do the seminar task. Use the expressions for opening and closing conversations to help you.

Name	_____
Company	_____
Position	_____
Responsibilities	_____
Current projects you are involved in	_____

#### First Impressions

Task: You are at a networking event. Introduce yourself to as many people as you can and arrange to follow up useful contacts. You only have two minutes with each person.

**networking** [n] /'net,wɜ:(r)kɪŋ/

### 8 Work in pairs. Compare the information you found out about different people in Exercise 7.



# 1e About us



http://www.colouritdesign.com

**Colour it!** Interior design and colour consultants

**About us**  
We are a professional colour consultancy with fifteen years' experience. We can offer advice on how to use colour in your workplace. In addition, we help you find the products and suppliers you need. We lead the field in colour therapy and interior design.

**Current projects**  
We are currently working with a national transport company on the design of luxury coaches. Our team of experts is also advising medical centres on the best colours to reduce patient stress in waiting rooms.

**Testimonials**  
'Colour it! is completing a project for the redecoration of our four-star hotel. We can highly recommend their professionalism.' *Tartan Lodge, Edinburgh*  
'This year, Colour it! is involved with the promotion of Young Fashion Week. We are extremely pleased with the results so far.' *Sandra Lowe, Art director*

## Writing a website profile

1 Read the information about *Colour it!* consultancy. Who (a–d) do you think would be interested in their services?

- a nursery school with new premises
- a newlywed couple buying their first home
- a paint manufacturer
- a fashion store opening new shops

### 2 Writing skill criteria for writing

a Read the information again. Choose the correct option.

- text type: *website / letter*
- style: *neutral / formal / informal*
- reader: *current clients / potential clients*
- purpose: *to promote the company / to advertise a product*
- structure: *a sequenced text / separate sections of text*

b Which features of the text helped you decide your answers in Exercise 2a?

3 Underline these expressions and verbs in the text.

- time expressions
- expressions that signal additional information
- verbs describing the consultancy's work

4 Complete the sentences with some of the expressions you underlined in Exercise 3.

- We are \_\_\_\_\_ carrying out market research into mobile phone use for a large telecommunications company. \_\_\_\_\_, we are advising a fast food company on a new logo.
- \_\_\_\_\_ our company is opening four new offices in major cities in the UK. We are \_\_\_\_\_ expanding in Europe.

5 Work in groups. Imagine you run a small business together. Decide on your company name, field of work and some current projects.

6 Work on your own. Write a website profile to promote your business. Use the *Colour it!* profile and the categories in Exercise 2 to help you.

7 Work in your groups again. Read your profiles and choose the one which best promotes your company. Take into account the following points.

- accuracy** Spelling mistakes do not look professional!
- clarity** Does the reader understand exactly what your business does?

# 1f Peruvian weavers



These villagers are part of something new.

## Before you watch

1 Work in groups. Look at the photo and discuss these questions.

- 1 Where do the people come from?
- 2 What are they doing?
- 3 Why are they doing this?

2 Complete the summary with these words.

business    cooked    farming    self-sufficient  
shawls    traditions    village    visitors    weavers

The video is about a group of women <sup>1</sup> \_\_\_\_\_ in a small <sup>2</sup> \_\_\_\_\_ in Peru. Traditionally in this village women <sup>3</sup> \_\_\_\_\_, looked after the children and made cloth, and men farmed. But now <sup>4</sup> \_\_\_\_\_ is not enough to support a family and some women have formed a new type of <sup>5</sup> \_\_\_\_\_: a weavers' cooperative. The women use traditional methods to weave blankets, <sup>6</sup> \_\_\_\_\_ and ponchos which they sell to <sup>7</sup> \_\_\_\_\_. In this way, they preserve their identity and <sup>8</sup> \_\_\_\_\_ but also make some money which helps them become <sup>9</sup> \_\_\_\_\_.

## While you watch

3 Watch the video and check your answers from Exercise 2.

4 Watch the video again. Put the extracts in the order you see and hear them.

- a Farming has long been a tradition in Chinchero.
- b Now, in Chinchero, weaving isn't just a tradition. It's a way to make money and live well.
- c A few people from the village ... catch the sheep and prepare the knife.
- d I learned when I was in the third grade of school.
- e The methods they use are traditional, but these villagers are part of something new.
- f They want to keep the Peruvian weaving traditions alive.

5 Watch the video again and answer the questions.

- 1 Who is Nilda Cayanupa?  
\_\_\_\_\_
- 2 Why did she decide to start the cooperative?  
\_\_\_\_\_
- 3 What was her dream?  
\_\_\_\_\_
- 4 How did one man get involved in the weaving?  
\_\_\_\_\_
- 5 How much money can the women make?  
\_\_\_\_\_

## After you watch

6 Roleplay an interview with Nilda

Work in pairs.

Student A: You are a journalist for *National Geographic*. Use the ideas below to prepare questions to ask Nilda.

Student B: You are Nilda. Look at the ideas below. Think about what you are going to say to the journalist.

- how the cooperative started
- what is special about the cooperative
- what the women have learned to do
- what the women do with the money they make
- how life is changing in the village

Act out the interview. Then change roles and repeat the interview.

7 At the end of the video, the narrator says: 'Many threads together are stronger than one alone.' How is this true for the women of Chinchero? Do you think this is always true?

8 Work in groups. Ask and answer the questions with other people in your group. Note down their answers. Then report the results to the rest of the class.

- 1 Do you like the clothes the women make?
- 2 Have you ever worn traditional clothes? When?
- 3 Do your clothes express who you are?
- 4 Which is more important to you: brand or colour and design?

**blanket** (n) /'blæŋkɪt/ a covering that keeps you warm in bed

**cloth** (n) /klɒθ/ material used for making clothes, etc.

**cooperative** (n) /kəʊ'ɒpərətɪv/ a business or organisation owned by the people who work in it and who all profit from it

**poncho** (n) /'pɒntʃəʊ/ a traditional South American coat made from a single piece of cloth, with a hole in the middle for the head

**self-sufficient** (adj) /self sə'fɪʃnt/ able to provide everything you need for yourself

**shawl** (n) /ʃɔ:l/ an article of clothing worn around the shoulders

**spin** (v) /spɪn/ twist fibres of a material into thread to make cloth

**thread** (n) /θred/ a long thin line of fibre (British)

**weave** (v) /wi:v/ make cloth by crossing threads over and under each other

**weaver** (n) /'wi:və/ a person who weaves

**wool** (n) /wʊl/ a material made from the hair of sheep and other animals

**yarn** (n) /jɑ:n/ a long thin line of fibre (American)

# UNIT 1 REVIEW

## Grammar

- 1 Work in pairs. Discuss the questions.
- 1 What do you think the life of an Olympic athlete is like?
  - 2 How do athletes prepare for top-level sports competitions?
  - 3 How do you think it feels to compete in major competitions?



- 2 Rebecca Adlington is a gold-medal winning swimmer for Great Britain. Complete the interview that she gave just before a major competition.

- 1 Q: What \_\_\_\_\_ (this championship / mean) to you?  
A: Actually, I \_\_\_\_\_ (not / think) too much about it. I \_\_\_\_\_ (concentrate) on what I \_\_\_\_\_ (do) now and the process of building up to it.
- 2 Q: \_\_\_\_\_ (what / influence) you during a race?  
A: When you \_\_\_\_\_ (hear) people cheering your name, it \_\_\_\_\_ (make) it more exciting.
- 3 Q: \_\_\_\_\_ (you / train) every day?  
A: At the moment, I \_\_\_\_\_ (do) a bit more than usual. I \_\_\_\_\_ (get) Sundays off and I \_\_\_\_\_ (have) gym work as well.
- 4 Q: How \_\_\_\_\_ (an important competition / affect) your training routine?  
A: The routine \_\_\_\_\_ (not / change) before a major championships. But this time, we \_\_\_\_\_ (try) different stuff in the sessions.

- 3 Work in pairs. Compare your answers from Exercise 2. Then act out the interview.

### I CAN

ask and answer questions about things which are always and generally true, and routines (present simple)

ask and answer questions about things happening now (present continuous)

talk about possessions and states: thoughts, etc. (stative verbs)

## Vocabulary

- 4 Tell your partner about something you do or are doing at these times. Then choose one activity of your partner's that you don't know very much about and ask follow-up questions.

always at weekends every day never  
often right now this month this week  
today usually

- 5 Rewrite the words for people with the missing vowels. Race your partner to see who can finish first. Do you know people who have these roles? Tell your partner about these people.

thlt	frnd	prnt
blgst	mngr	rschr
cllg	mntr	scntst
cmpttr	ppnnt	tchr
cntstnt		

### I CAN

talk about feelings and personal states

use time expressions with the present simple and present continuous

talk about the roles people have

## Real life

- 6 Work in small groups. You are at a reception for a local sports charity. Choose one of the roles from Exercise 5. Then act out conversations with different partners using these pairs of expressions to begin and end the conversation.

- 1 'May I introduce myself?'  
'Let's stay in touch.'
- 2 'How do you do? My name's ...'  
'Let me give you my card.'
- 3 'Hello, how are you? I'm ...'  
'How about meeting again?'

### I CAN

introduce myself in formal and informal situations

open and close a conversation, etc.

ask for and give personal information

## Speaking

- 7 Choose a role: a successful sportsperson, entertainer, politician, etc. Then work in pairs. Tell your partner who you are.
- 8 Work on your own. Prepare questions to interview your partner about their success in their career. Use the ideas from Exercise 2.
- 9 Work with your partner. Take turns to ask and answer your questions.

# Unit 2 Performance



Mexican folk dancing in Sacramento, California  
Photograph by Brian Lanker

## FEATURES

### 22 A world of music

World fusion music on the radio

### 24 Dance across America

Why do we dance?

### 26 A world together

Find out what globalisation really means

### 30 Taiko master

A video about a Japanese art form taking root in North America

#### 1 Which word is the odd one out in each group? Why?

- actor audience dance director  
*dance – all the others are people*
- choreographer conductor musician play
- concert dancer musical show
- act comedian entertainer magician
- band choir orchestra singer
- ballet clown drama opera

#### 2 1.7 Listen to three people talking about different events. Tick the words in Exercise 1 they mention.

#### 3 1.7 Listen again. Which person is talking about the photo? What are the other two people talking about?

#### 4 Work in pairs. Are you interested in the arts? Discuss these questions.

- How often do you go to concerts, shows or the theatre?
- What are your favourite types of events?
- What traditional events in your country or region do you enjoy?
- Do you like taking part in performances or do you prefer being in the audience?

# 2a A world of music


## Vocabulary musical styles

1 What kind of music do you like? Write a list of as many types of music as you can in two minutes. Then work in pairs and discuss your lists. Do you have similar tastes?


What do you think of rap?

I hate it. It's so repetitive.

I love/hate/enjoy/adore it.  
I'm (not) keen on / (not) into it.  
I can't stand / can't bear it.  
I quite like / don't mind it.


2  1.8 Look at the list of music genres. Listen to six clips. Write the number (1–6) next to the country.

blues – USA  
bossa nova – Brazil  
charanga – Cuba  
fado – Portugal  
flamenco – Spain  
gnawaa – Morocco  
hoomii – Mongolia  
malagasy – Madagascar  
punk – UK  
raï – Algeria  
reggae – Jamaica  
taiko drumming – Japan

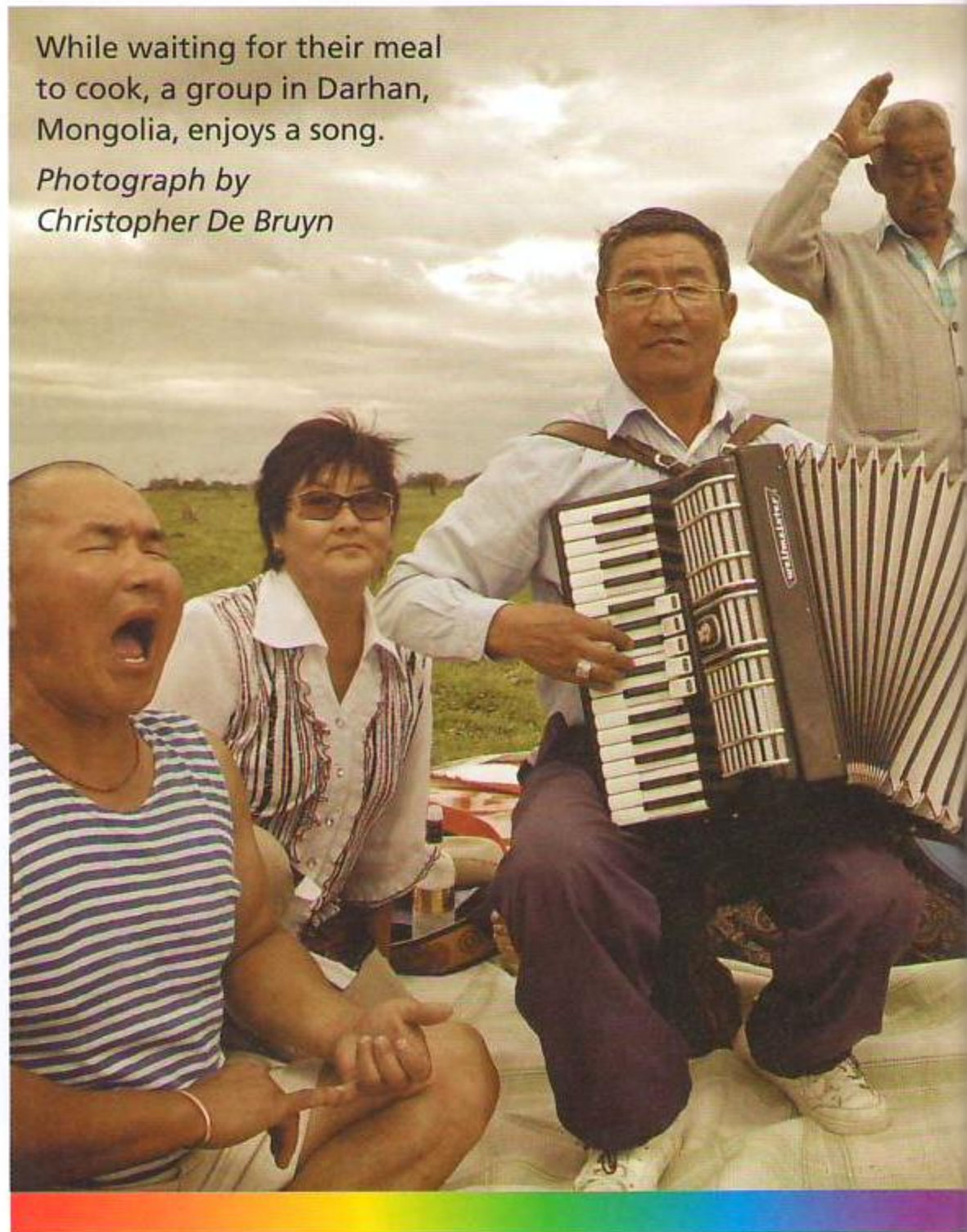
3  1.8 Listen again. Discuss each clip with your partner. Use these words.

catchy cheerful lively melancholy  
melodic moving repetitive rhythmic  
tuneless unusual

## Listening

4  1.9 Listen to a radio show about world fusion music. Complete the sentences.

- World fusion mixes several different \_\_\_\_\_.
- Manu Chao sings in \_\_\_\_\_ languages.
- Paul Simon has worked with \_\_\_\_\_ artists Ladysmith Black Mambazo.
- Peter Gabriel is a \_\_\_\_\_ musician.
- Youssou N'Dour is a Senegalese \_\_\_\_\_.
- Zap Mama are a world fusion group from \_\_\_\_\_.



While waiting for their meal to cook, a group in Darhan, Mongolia, enjoys a song.

Photograph by Christopher De Bruyn

5  1.9 Listen again. Correct the factual errors in the sentences.

- Manu Chao has not been successful in the French-speaking world.
- World fusion has become better-known since the release of Paul Simon's film *Graceland*.
- Peter Gabriel has been part of WOMAD for two years.
- Zap Mama have had several hits in Belgium.

6 Work in pairs. What did you learn from the radio show?

## Grammar present perfect simple

7 Look at the sentences in Exercise 5. Which one of these statements is false?

- The activities or situations started at some time in the past.
- The activities or situations continue into the present.
- The activities or situations ended in the past.
- We use *since* with the point of time when the activity started.
- We use *for* with a period of time up to now.

8 Look at the grammar box. Complete the sentences with the present perfect form of the verbs. Which verbs are regular? Which are irregular?

- 1 Manu Chao \_\_\_\_\_ (live) in France for most of his life.
- 2 Youssou N'Dour \_\_\_\_\_ (become) very popular since his collaboration with Peter Gabriel.
- 3 Young musicians \_\_\_\_\_ (mix) folk with punk.
- 4 What \_\_\_\_\_ (happen) to world fusion since the 1980s?
- 5 We \_\_\_\_\_ (hear) lots of great music today.
- 6 How many albums \_\_\_\_\_ Zap Mama \_\_\_\_\_ (make)?

#### PRESENT PERFECT SIMPLE

I/you/we/they	have (not)	past participle been
he/she/it	has (not)	had
What	has	happened?

For further information and practice, see page 157.

9 Complete the paragraph with the present perfect form of the verbs.

The number of online music sites <sup>1</sup> \_\_\_\_\_ (grow) enormously since broadband internet connections became cheaper. In many ways these sites <sup>2</sup> \_\_\_\_\_ (take over) the traditional roles of both radio stations and music stores. Buying music online <sup>3</sup> \_\_\_\_\_ (become) more popular than many music companies imagined: you can now order CDs online easily, or download music files directly to your music player. It <sup>4</sup> \_\_\_\_\_ (also / get) much easier to listen to different kinds of music – such as Zap Mama and Manu Chao – via specialist blogs and sites. Artists <sup>5</sup> \_\_\_\_\_ (start) uploading their music directly to the Internet and some, like British singer Lily Allen, <sup>6</sup> \_\_\_\_\_ (find) mainstream success that way.



11 Write the present perfect form of the verbs. Then complete the sentences so that they are true for you. Work in pairs and compare your sentences.

- 1 I \_\_\_\_\_ (live) in this town for \_\_\_\_\_.
- 2 I \_\_\_\_\_ (be) in my current job since \_\_\_\_\_.
- 3 I \_\_\_\_\_ (know) my best friend since \_\_\_\_\_.
- 4 I \_\_\_\_\_ (not / listen to) \_\_\_\_\_ for ages.
- 5 I \_\_\_\_\_ (always / want) to \_\_\_\_\_.
- 6 I \_\_\_\_\_ (never / have) \_\_\_\_\_.

#### ALREADY, JUST and YET

You've just heard a [...] track from Manu Chao's latest CD. He hasn't had a big impact in this country yet. They've already had several international hits.

For further information, see page 158.

12 1.10 Match the comments (1–4) with the responses (a–d). Complete the sentences with *already*, *just* and *yet*. Then listen and check.

- 1 Have you heard Shakira's new single?
  - 2 Do you want to borrow this DVD of Matt Damon's latest movie?
  - 3 Have you seen *The Wizard of Oz* \_\_\_\_\_?
  - 4 The National Ballet has \_\_\_\_\_ announced its new season.
- a No, thanks. I've seen it \_\_\_\_\_. I see his films as soon as they come out.
  - b Yes, we have. It's even better than the film.
  - c Have they? Which ballets are they doing?
  - d No, not \_\_\_\_\_. Is it as good as her last one?

#### 13 Pronunciation weak forms

- a 1.10 Listen to the exchanges from Exercise 12 again. Note how the auxiliary verb *have* is not stressed except in short answers and short questions.
- b Work in pairs. Practise the exchanges.

#### Speaking

14 Work in pairs. Act out conversations as in Exercise 13. Use these words.

a new CD / song / band  
a musical / show / play / concert / film  
an exhibition / a festival

*The new Arctic Monkeys CD has just come out. Have you heard it?*

*No, I haven't. What's it like?*

## 2b Dance across America

### Reading

1 Work in pairs. Answer the questions.

- 1 What kind of dances are traditional in your region?
- 2 Have you ever been to a dance class or learned a dance?
- 3 Do you dance at special occasions? Which ones?
- 4 How does dancing make you feel?

2 Read the article *Dance across America*. What is the article about? Choose the correct option (a–c).

- a professional dancers
- b ordinary people
- c professional dancers and ordinary people

3 Read the article again. Underline at least two reasons why people dance. Circle two effects dancing has on people.

4 The article talks about the role of dancing in people's lives. Can you think of other activities people do to:

- 1 make them feel young? *keeping fit*
- 2 meet people?
- 3 have a social life?
- 4 change their mood?

### DANCE ACROSS AMERICA

Before there was the written word, there was the language of dance. Dance expresses love and hate, joy and sorrow, life and death, and everything else in between.

Dance in America is everywhere. We dance from Florida to Alaska, from horizon to horizon and sea to sea. We dance at weddings, birthdays, office parties and just to fill the time.

'I adore dancing,' says Lester Bridges, the owner of a dance studio in Iowa. 'I can't imagine doing anything else with my life.' Bridges runs dance classes for all ages. 'Teaching dance is wonderful. My older students say it makes them feel young. It's marvellous to watch them. For many of them, it's a way of meeting people and having a social life.'

So why do we dance? 'I can tell you about one young couple,' says Bridges. 'They're learning to do traditional dances. They arrive at the class in a bad mood and they leave with a smile. Dancing seems to change their mood completely.'

So, do we dance in order to make ourselves feel better, calmer, healthier? Andrea Hillier, a choreographer, says, 'Dance, like the rhythm of a beating heart, is life. Even after all these years, I want to get better and better. I keep practising even when I'm exhausted. I find it hard to stop! Dancing reminds me I'm alive.'





## Grammar verb patterns: *-ing* form and *to + infinitive*

- 5 Look at the grammar box. Choose the correct option in these sentences.
- We use the *-ing* form of the verb after certain verbs, as the subject of a sentence and after *adjectives / prepositions*.
  - We use *to + infinitive* of the verb after certain verbs and after *adjectives / prepositions*.

▶ VERB PATTERNS: <i>-ING</i> FORM / <i>TO + INFINITIVE</i>			
	<i>I/you/we/they/hershe</i>	<i>adore(s)</i>	<i>dancing.</i>
<i>-ing form</i>	<i>It's a way</i>	<i>of</i>	<i>meeting people.</i>
	<i>Dancing</i>	<i>is</i>	<i>wonderful.</i>
<i>to + infinitive</i>	<i>I/you/we/they/hershe</i>	<i>want(s)</i>	<i>to get better.</i>
	<i>It's</i>	<i>marvellous</i>	<i>to watch.</i>

For further information and practice, see page 158.

- 6 Underline examples of the patterns in the grammar box in the article. Then complete the lists with the verbs in the article.

- verb + *-ing* form: adore, \_\_\_\_\_, \_\_\_\_\_
- verb + *to + infinitive*: learn, \_\_\_\_\_, \_\_\_\_\_

- 7 Each option in these sentences is grammatically possible. Which one is not logically possible?

- Lester Bridges *enjoys / finishes / loves* teaching people to dance.
- Andrea Hillier *agrees / expects / intends* to get better.
- Some students *need / hope / pretend* to make new friends.
- One student *involves / keeps / practises* doing the steps every day.
- All our students *choose / promise / refuse* to practise regularly.
- Few students *decide / help / plan* to give up.

- 8 Complete the sentences with the *-ing* form and *to + infinitive* form of the verbs. Which sentences are true for you? Which do you agree with? Then work in pairs. Tell your partner.

- I enjoy \_\_\_\_\_ (do) creative activities.
- \_\_\_\_\_ (paint) is one of my favourite hobbies.
- It's quite difficult \_\_\_\_\_ (be) completely original.
- I often imagine \_\_\_\_\_ (change) my lifestyle.
- It's too late \_\_\_\_\_ (learn) something new at my age.
- I'm learning \_\_\_\_\_ (play) the piano.
- I'm thinking about \_\_\_\_\_ (take up) folk dancing next year.
- I never seem \_\_\_\_\_ (find) time to meet new people.

## Vocabulary emotions

- 9 What kind of things can change your mood? Match the two parts of the sentences.

- Going out dancing
  - Every time I hear that song, I want
  - That music is so cheerful – it always
  - It's a really funny film. I can't stop
  - Seeing that kind of film makes me
- feel sad.
  - laughing when I think about it.
  - makes me smile.
  - really cheers me up.
  - to cry.

- 10 Think of specific examples for each sentence in Exercise 8. Then work in pairs. Tell your partner about them.

*I don't go out dancing every week, maybe a couple of times a month. I go to a club in town called Liquid. I always have a good time. It puts me in a good mood.*

## Speaking

- 11 Use these phrases or your own ideas to make sentences that are true for you. Write sentences with the *-ing* form and *to + infinitive* form of the verbs.

act	perform in public
be behind the scenes	play an instrument
be in the spotlight	sing
be on stage	tell jokes
go to dances	give a speech

- I really enjoy \_\_\_\_\_
- I'm quite keen on \_\_\_\_\_
- I hate \_\_\_\_\_
- \_\_\_\_\_ makes me feel great.
- It's not easy \_\_\_\_\_
- I'm learning \_\_\_\_\_

- 12 Work in pairs. Compare your sentences from Exercise 10 and find things you feel the same way about. Ask follow-up questions.

*So, you enjoy performing in public. What kind of performances do you do?*

*Well, I like singing karaoke at parties! And it makes my friends laugh!*

# 2c A world together

## Reading

- 1 Work in groups. What does the term *globalisation* mean to your group? Give examples.
- 2 Read the first two paragraphs of the article. Compare your answer from Exercise 1 with the information in the article.
- 3 Read the rest of the article. Which paragraph talks about:
  - 1 American products in other countries?
  - 2 globalisation in the future?
  - 3 the speed of the globalisation process?
- 4 What examples of globalisation does the author give for these things?
  - 1 dance
  - 2 food
  - 3 dolls
  - 4 the English language
  - 5 American TV shows
- 5 Which of these statements (a–d) agree with the article?
  - a It's hard to find examples of globalisation in everyday life.
  - b Globalisation is not a new phenomenon, but the speed of change these days is new.
  - c Some people think that globalisation is a negative thing.
  - d The author thinks that world cultures cannot resist Western influences.

## Critical thinking sources

- 6 Find these extracts in the article. Why does the author put these words in quotation marks? Match the extracts (1–4) with the reasons (a–b).
  - 1 These are 'globalisation' moments. (paragraph 2)
  - 2 ... 'is a reality, not a choice'. (paragraph 3)
  - 3 ... one big 'McWorld'. (paragraph 3)
  - 4 'We've taken an American box,' ... (paragraph 4)
  - a The author is reporting someone else's actual words.
  - b The author wants to emphasise that she is referring to someone else's idea.

- 7 Which statement best reflects the text? Choose one option (a–c).
  - a The author thinks globalisation is a good thing.
  - b The author thinks globalisation is a bad thing.
  - c The author does not express her opinion of globalisation.
- 8 What is your opinion? Is globalisation a good or a bad thing? Tell your group.

## Vocabulary global culture

- 9 Complete the sentences with these words from the article.

connections   culture   espresso   influences   market world

- 1 The only coffee I drink is **Italian** \_\_\_\_\_.
- 2 Television is a good example of **popular** \_\_\_\_\_.
- 3 There's a **growing** \_\_\_\_\_ for dance classes in the UK.
- 4 We're trying to encourage **cultural** \_\_\_\_\_ between our two countries.
- 5 Many societies have been open to **Western** \_\_\_\_\_.
- 6 Are there any places left that have no contact with the **outside** \_\_\_\_\_?

### ▶ WORDBUILDING adjective + noun

Some adjectives and nouns often go together.  
*outside world   popular culture*

For further information and practice, see Workbook page 19.

## Speaking

- 10 Work in pairs. Make notes about how things have changed since the year 2000. Use some of these ideas and ideas of your own.
  - Popular culture: reality TV, karaoke, international cinema
  - Technology: digital photography, phone technology, the Internet
  - The economy and work: where things are made, working abroad
- 11 Work in groups. Compare your ideas and how things have changed in your area or country. Decide which are the biggest changes at the local and national level. Then present your conclusions to the class.

*Digital photography has become much more popular.*

*Yes, lots of people use digital cameras these days.*



# A world together

*Goods move. People move.  
Ideas move. And cultures change.*

BY ERLA ZWINGLE

Once I start looking for them, I realise these moments are everywhere. One day, I'm sitting in a coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to the Beach Boys playing in the background. Another day, I'm eating in a restaurant in New Delhi that serves Lebanese food to the music of a Filipino band, in rooms decorated with a vintage poster for a blues concert in New Orleans.

These are 'globalisation' moments. We are in the middle of a worldwide change in cultures – a transformation of entertainment, business and politics. Popular culture has crossed borders in ways we have never seen before. According to social scientists, our world is shrinking. In Japan, people have become fanatics of flamenco and there are hundreds of dance schools around the country. In the last few years, dozens of top Spanish flamenco artists have given performances there. It's a huge and growing market. Meanwhile, in Denmark people have discovered a new interest in Italian food, and pasta imports have grown five-fold over the last decade. And the classic American blonde Barbie doll now comes in about 30 national varieties, including new additions this year of Austrian and Moroccan.

How do people feel about globalisation? It depends to a large extent on where they live and how much money they've got. However, globalisation, as one report has stated, 'is a reality, not a choice'. Humans have always developed commercial and cultural connections, but these days computers, the Internet, mobile phones, cable TV and cheaper air transport have accelerated and complicated

these connections. Nevertheless, the basic dynamic is the same: Goods move. People move. Ideas move. And cultures change. The difference now is the speed and extent of these changes. Television had 50 million users after thirteen years; the Internet had the same number after only five years. But now that more than one fifth of all the people in the world speak at least some English, critics of globalisation say that we are one big 'McWorld'.

But I have discovered that cultures are as resourceful, resilient and unpredictable as the people who compose them. In Los Angeles, I saw more diversity than I thought possible at Hollywood High School, where the student body represents 32 different languages. In Shanghai, I found that the television show *Sesame Street* has been redesigned by Chinese educators to teach Chinese values and traditions. 'We've taken an American box,' one told me, 'and put Chinese content into it.' In India, where there are more than 400 languages and several very strict religions, McDonald's serves mutton instead of beef and offers a vegetarian menu acceptable to even the most orthodox Hindu.

So what's next? It's the eve of the millennium and the remote Himalayan country of Bhutan has just granted its citizens access to television – the last country on the planet to do so. The outside world has suddenly appeared in shops and living rooms across the land. What will happen now – when an isolated and deeply conservative society is exposed to hip hop and MTV?

**eve** (n) /i:v/ the night before a significant date or day  
**vintage** (adj) /'vɪntɪdʒ/ from an earlier time or era

## 2d What's on?

**1**

**Flamenco Festival**

FROM PURISTS TO INNOVATORS

SADLER'S WELLS  
1-15 MARCH

'spectacular'  
'a thrilling experience'

**2**

**A FEW DEGREES MORE**

A FILM BY

CHLOE BLAKE

'unforgettable'  
'fascinating'

**3**

**who's laughing now?**

BRITAIN'S TOP COMEDIANS IN AN ALL-NEW SHOW

'terrific' 'hilarious'

IN AID OF COMIC RELIEF

One night only. 9p.m. 5 March

THE CITY THEATRE

### Real life choosing an event

- 1 Work in pairs. Look at the adverts. Which event appeals to you the most – and the least? Tell your partner.
- 2 **1.11** Read the comments. Then listen to two people, Lesley and Richard, making plans to go out. Write the number of the advert (1–3) next to the comments. Which event do Lesley and Richard decide to go and see?
  - 1 It sounds really awful.
  - 2 That sounds really interesting.
  - 3 Apparently, it's absolutely brilliant.
  - 4 It looks pretty good.
  - 5 Roger Whitehead is absolutely hilarious.
  - 6 He's not very funny.
- 3 **1.11** Look at the expressions for choosing an event. Listen again and tick the expressions Lesley and Richard use.

#### ▶ CHOOSING AN EVENT

##### Suggestions and responses

Do you feel like / fancy **going out tonight**?

Do you want to **go to the theatre**?

Would you like to **see a movie**?

Do you like the sound of **that**?

Yeah, why not?

Yes, sure.

I like the sound of **that**.

I'm not keen on **him**.

I'm not in the mood for **anything depressing**.

It doesn't really appeal to me.

It sounds **great**.

##### Details of the event

What's on?

Who's in it?

What else is on?

Who's it by?

Where / When / What time is it on?

What's it about?

### Vocabulary describing performances

- 4 Look at the sentences in Exercise 2. Write the words used before these adjectives. Which adjectives have stronger meanings?
  - 1 \_\_\_\_\_ : awful, brilliant, hilarious
  - 2 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ : interesting, good, funny
- 5 Which words do you use with these groups of adjectives?
 

**A** fascinating marvellous spectacular  
terrible terrific thrilling unforgettable

**B** boring depressing disappointing dull  
entertaining
- 6 **Pronunciation intonation with *really*, *absolutely*, etc.**
  - 1.12** Listen to the sentences from Exercise 2 again. Notice how the speaker stresses both the adverb and adjective in the affirmative statements.
  - Work in pairs. Practise these exchanges. Pay attention to your intonation.
    - A: What was the film like?  
B: It was really awful.
    - A: Do you like flamenco?  
B: Yes, I think it's pretty interesting.
    - A: Was it a good festival?  
B: Yes, it was absolutely brilliant.
    - A: How was the show?  
B: Oh, very entertaining!
- 7 Work in pairs. Invite your partner to see the event that most appealed to you in Exercise 1. Include words from Exercises 4 and 5. Use the expressions for choosing an event to help you.

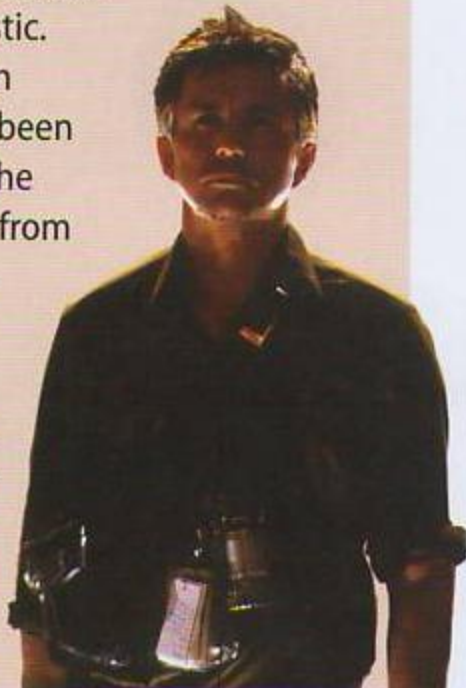
# 2e A portrait of an artist

## Writing a profile

- 1 Work in pairs. Who is your favourite performer or artist? Tell your partner about this person and why you like him/her.
- 2 Read the 'portrait' of Baz Luhrmann. What kind of information about Luhrmann is included? Choose the correct options (a–d).
  - a his influences
  - b his plans for the future
  - c his private life
  - d his work
- 3 Read the profile again. Underline the information which is factual and circle the opinions. Then find two direct quotes from Luhrmann.
- 4 Which of these adjectives describe the profile? Explain your choice(s).

balanced    biased    informative  
objective    personal    subjective

**Baz Luhrmann** is a film director whose films include *Strictly Ballroom*, *Romeo+Juliet*, *Moulin Rouge!* and *Australia*. I have seen every one of his films and in my opinion, Luhrmann's work just gets better and better. He says that 'putting on a show' has always come naturally to him and that Bollywood is his biggest influence. **Although** he is best-known as a film director, Luhrmann has also directed opera. **Consequently**, his films are usually vibrant, energetic and spectacular. They have had box office success **despite** being unusual: in *Romeo+Juliet* the actors speak in verse, in *Moulin Rouge!* they sing their lines. **On the other hand**, the epic *Australia* didn't go down so well with the critics. **Nevertheless**, as an ordinary film fan, I thought it was absolutely fantastic. Luhrmann says the high point of his career has been 'achieving so many of the dreams I had as a kid – from going to the Oscars to getting a letter from Marlon Brando'. To me, his films have the power of dreams. They take you into thrilling, unforgettable worlds.



## 5 Writing skill linking ideas

- a Look at the table. Which group of words can replace each highlighted word in the profile? Write the words from the profile in the table.

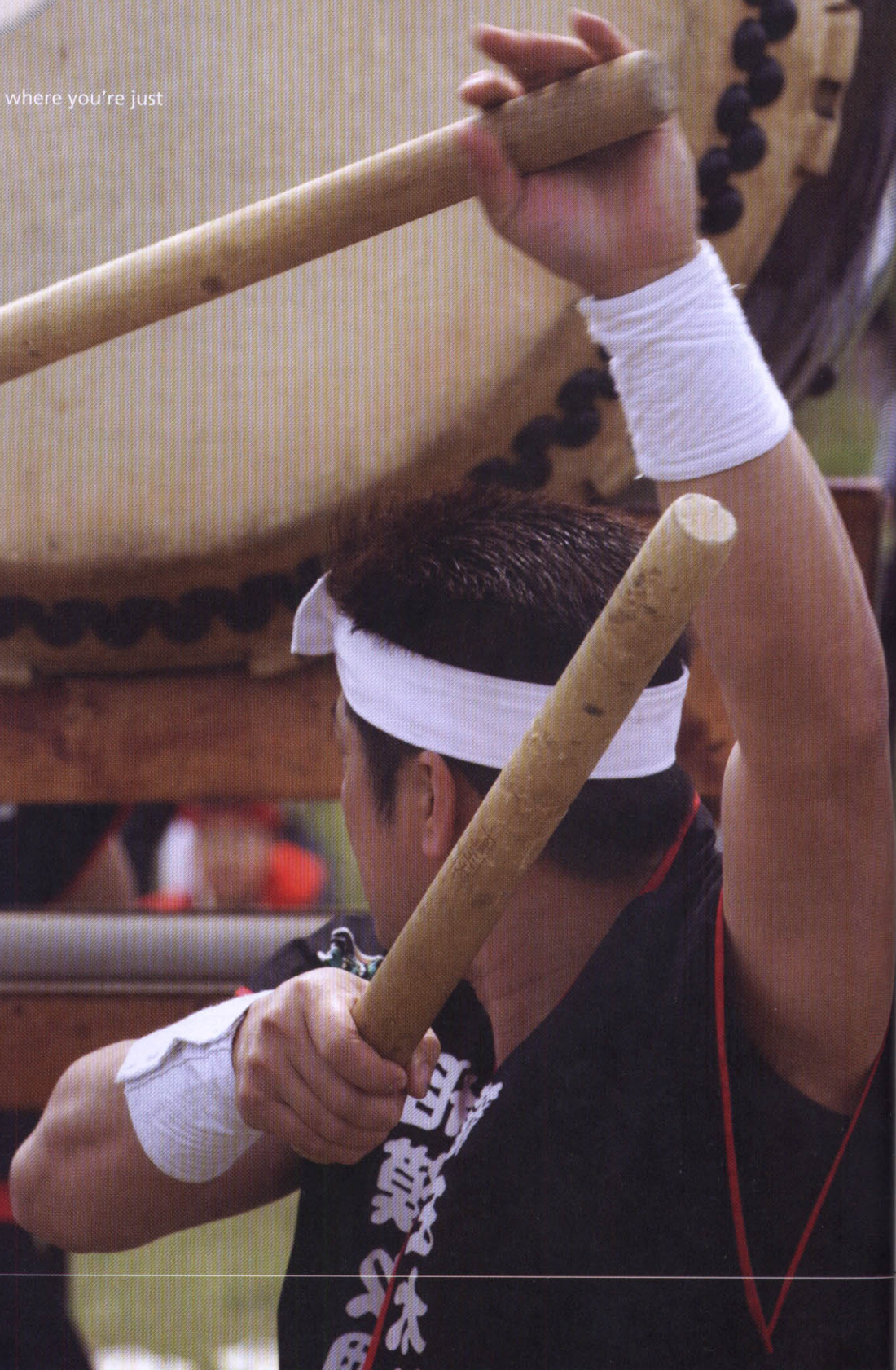
in spite of	even though while	in contrast but however	because of this for that reason so therefore
_____	_____	_____	_____

- b Look at the words in bold in the sentences. With which word does the verb form change? When do we use a comma?
  - 1 **Although he is** best-known as a film director, Luhrmann has also directed opera.
  - 2 **Despite being** best-known as a film director, Luhrmann has also directed opera.
  - 3 He is best-known as a film director. **However**, Luhrmann has also directed opera.
- c Rewrite the sentences using the words in brackets. Make any changes to verbs and punctuation as necessary.
  - 1 They have had box office success despite being unusual films. (even though)
  - 2 I enjoyed *Romeo+Juliet* in spite of not understanding all the dialogue. (but)
  - 3 While I love epic films, I didn't enjoy this one. (Nevertheless)
  - 4 Although they praised Luhrmann's earlier films, the critics did not like *Australia*. (In spite of)
  - 5 I've seen all of the films, but I haven't seen any of the operas. (however)
  - 6 His last film was absolutely brilliant. Because of this, I'm looking forward to seeing the next one. (so)
- 6 Write a profile of an artist whose work you know and enjoy. First, look at the headings and make notes. Then write about 150 words. Use a variety of adjectives and linkers.
  - Basic biographical information
  - Facts (life, work)
  - Opinions (mine, others)
- 7 Use these questions to check your profile.
  - Have you used linkers correctly?
  - Have you expressed clearly why you like this subject's work?
- 8 Read some profiles your classmates have written. Use these questions to check your classmates' profiles.
  - What do you learn about the subject from reading the profile?
  - Do you agree with the opinions expressed in the profile?

## 2f Taiko master



You hit this point where you're just completely free.



## Before you watch

- Work in groups. Look at the photo and discuss the questions.
  - What is the man in the photo doing?
  - How do you think he feels?
  - What do you think the caption means?
- Which of these things do you think you will see in this video?

audience dance drum drummer drumstick  
guitar piano rock group theatre

## While you watch

- Watch the video and check your answers from Exercise 2.
- Watch the video again and answer the questions.
  - What is taiko?  
.....
  - Where does it come from?  
.....
  - What have they added to traditional taiko drumming in the United States?  
.....
  - What three things does taiko bring together?  
.....
  - What effect do pain and tiredness have on some taiko drummers?  
.....
- Watch the video again and make notes about the history of taiko.

2,000 years ago	
The early 1900s	
The mid-1900s	
1968	
Now	

**audience** (n) /'ɔ:diəns/ a group of people who watch or listen to something  
**beat** (n) /bi:t/ rhythm  
**beat** (v) /bi:t/ hit again and again  
**boundary** (n) /'baʊndri/ limit  
**community** (n) /kəm'ju:nəti/ a group of people who live in an area  
**drain** (v) /dreɪn/ take away from  
**bring together** (v) /brɪŋ tə'geðə/ join  
**drum** (n) /drʌm/ a musical instrument that you hit with a stick  
**drum** (v) /drʌm/ play a drum

- Complete the information about Grand Master Seiichi Tanaka and taiko. Then watch the video again and check your answers.

Seiichi Tanaka travelled by <sup>1</sup>..... from Japan to <sup>2</sup>..... in the late 60s. When he arrived, he started playing <sup>3</sup>..... with other people. In the following years, he taught people how to play taiko. Taiko drumming soon became popular. In the 1960s there were only a dozen or so taiko groups, but now there are over <sup>4</sup>..... in the United States and <sup>5</sup>..... Master Tanaka believes that energy from nature flows through the <sup>6</sup>..... of the drummer, through the <sup>7</sup>..... to the drum.

## After you watch

### 7 Roleplay finding out about taiko drumming

Work in pairs.

Student A: You want to join a taiko drum group. Use the ideas below to prepare questions to ask a taiko master.

Student B: You are a master in taiko drumming. Use the ideas below to prepare what you are going to tell someone who wants to join a taiko drumming group.

- where it comes from
- what you have to wear
- how fit you have to be
- what you need to buy
- how long it takes to learn

Act out the conversation. Then change roles and act out the conversation again.

- Work in groups. Discuss the questions.

- Have you ever played a musical instrument? Which instrument? When?
- Are there any traditional instruments in your country? What are they?
- Do you think it is important to maintain traditional forms of music and dance?

**drummer** (n) /'drʌmə/ a person who plays a drum  
**drumstick** (n) /'drʌmstɪk/ the stick a drummer uses to hit the drum  
**essence** (n) /'esəns/ the most important aspect of something  
**fear** (v) /fiə/ be afraid of  
**performance** (n) /pə'fɔ:məns/ the act of playing music for other people  
**pioneer** (n) /paɪə'nɪə/ one of the first people to do something  
**unity** (n) /'ju:nəti/ the feeling of being together  
**warrior** (n) /'wɔ:riə/ a soldier

# UNIT 2 REVIEW

## Grammar

1 Work in pairs. Look at the photo. Discuss the questions.

- 1 Are the people spectators or performers?
- 2 What time of year do you think it is?
- 3 Where do you think this festival is?



I've lived in Japan three months now and I'm really enjoying it. I learned some Japanese, including the word *matsuri*, which means 'festival'. One of my favourite pastimes is to *matsuri*. I've got home from the Nango summer jazz festival – it was great sit around in the sunshine listening to brilliant music! Next is the Tenjin *matsuri* here in Osaka. It has part of Osaka summer events about a thousand years and some performances have hardly changed then – the traditional *kagura* music, for example. There's also a puppet theatre and we're actually hoping join the big procession of boats on the river. I haven't been on the river, so I'm really looking forward to that.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

2 Read part of a blog by a UK visitor to Japan. Check your ideas from Exercise 1.

3 Find ten places in the blog where words are missing. Complete the blog with these words. You can use some of the words more than once.

been for going have just since to yet

4 Tell your partner about a festival you have been to or would like to go to.

### I CAN

talk about things that have happened in a time period up to or including the present (present perfect simple)

use verb patterns correctly (-ing form and to + infinitive)

## Vocabulary

5 Work in pairs. Which two people are usually involved in these performances? Then choose four types of performer and tell your partner about people you have heard about.

- 1 FILM: actor, director, magician
- 2 CONCERT: clown, conductor, musician
- 3 BALLET: choreographer, comedian, dancer
- 4 MUSICAL: audience, singer, orchestra

6 Work in groups. In two minutes, write the names of as many 'hit' art events (films, books, albums, exhibitions, etc.) as you can. Then discuss the ones you have all heard of. Each person must use all of these words. You can't use more than two words about one event. Continue until everyone has used all the words at least once.

boring depressing disappointing dull  
entertaining fascinating marvellous  
spectacular terrible terrific thrilling  
unforgettable

7 Work in pairs. Describe what kind of music makes you do the following.

cry feel happy feel sad laugh smile

### I CAN

talk about performers and performances

describe different types of music

give my opinion about art events

## Real life

8 Work in pairs. Choose the correct option in the questions. Then take the roles of A and B and act out the conversation, giving answers to the questions and adding more information.

- 1 A: Do you fancy *to go / going* out tonight?
- 2 A: Would you like *to see / seeing* a movie?
- 3 A: *Do you / Would you* like the sound of that?
- 4 B: Who's *in / on* it?
- 5 B: Who's it *by / for*?
- 5 B: What's it *about / of*?

### I CAN

ask for and give information about arts events

## Speaking

9 Work in groups. The director Baz Luhrmann says that in his career he has achieved many of the dreams he had as a kid. Which childhood dreams have you already achieved? Which ones have you not achieved yet? Tell your group.



Women in Kenya spend up to five hours a day fetching water.  
Photograph by Lynn Johnson



## FEATURES

### 34 Behind the photo

When things go wrong in the water

### 36 Return to *Titanic*

The truth about a famous underwater discovery

### 38 Love and death in the sea

An article by marine ecologist Enric Sala

### 42 One village makes a difference

A video about solving a water problem in India

#### 1 Work as a class. Look at the photo and answer the questions.

- 1 Where do you think the women are going?
- 2 How often do you think they make this trip?
- 3 What do they do with the water they collect?

#### 2 Work in pairs. Complete the sentences with four of these numbers.

$\frac{1}{5}$   $\frac{2}{3}$  3 17 10 46 70 200

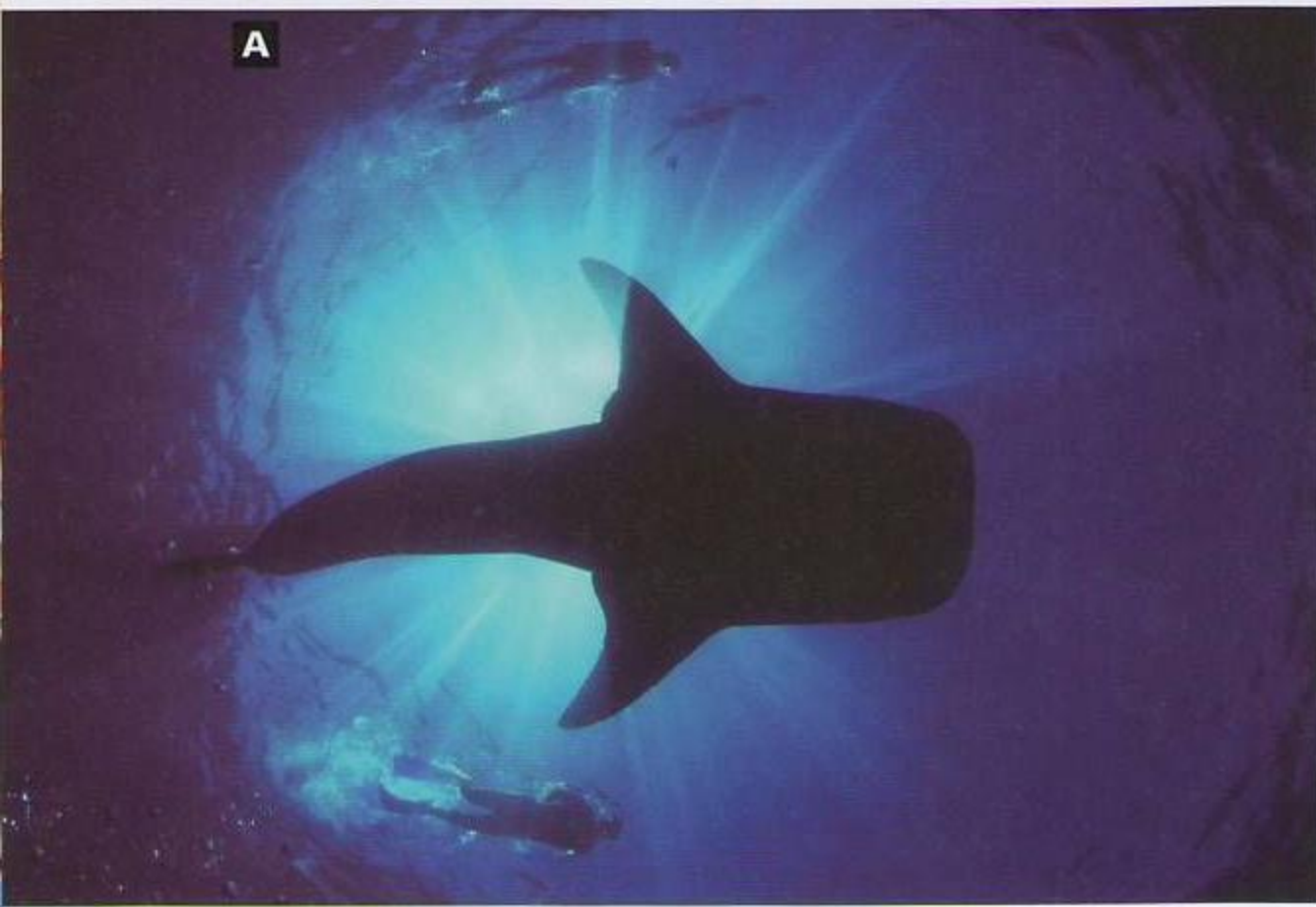
- 1 About \_\_\_\_\_ per cent of the Earth's surface is covered in water.
- 2 Only \_\_\_\_\_ per cent of the Earth's water is fresh water.
- 3 Around \_\_\_\_\_ per cent of people don't have running water in their homes.
- 4 A person in the developing world uses about \_\_\_\_\_ litres of water each day.
- 5 In Europe, the average is \_\_\_\_\_ litres a day.

#### 3 1.13 Listen to a radio clip about World Water Day. Check your answers from Exercise 2.

#### 4 Work in groups. Discuss the questions.

- 1 Do you know how much water you use every day?
- 2 Do you try to save water at home? How? Why?

# 3a Behind the photo



## Vocabulary water and recreation

1 Work in pairs.

Student A: Choose one of the photos and describe what's happening. Use words from the boxes.

Student B: Which photo is Student A describing?

Then change roles and repeat.

### Activities

diving fishing jet-skiing kayaking rafting  
rowing sailing snorkelling surfing  
swimming water-skiing windsurfing

### Places

lake marina ocean pool reservoir  
river sea stream waterfall

2 Look at the words in Exercise 1 again. Which do you think are the best places to do the activities?

3 Do you do any of the activities in Exercise 1? Tell your partner.

*I go fishing about once a month with my brother.*

## Listening

4 1.14 Listen to the people in two of the photos talking about their photo. Are the sentences true (T) or false (F)?

- 1 The girl was rafting down the Zambezi.
- 2 The raft was approaching some rapids.
- 3 She saw a hippo near the river bank.
- 4 The boy learned to dive because he was bored.
- 5 He went diving in a dangerous cenote.
- 6 He wasn't concentrating on what he was doing.

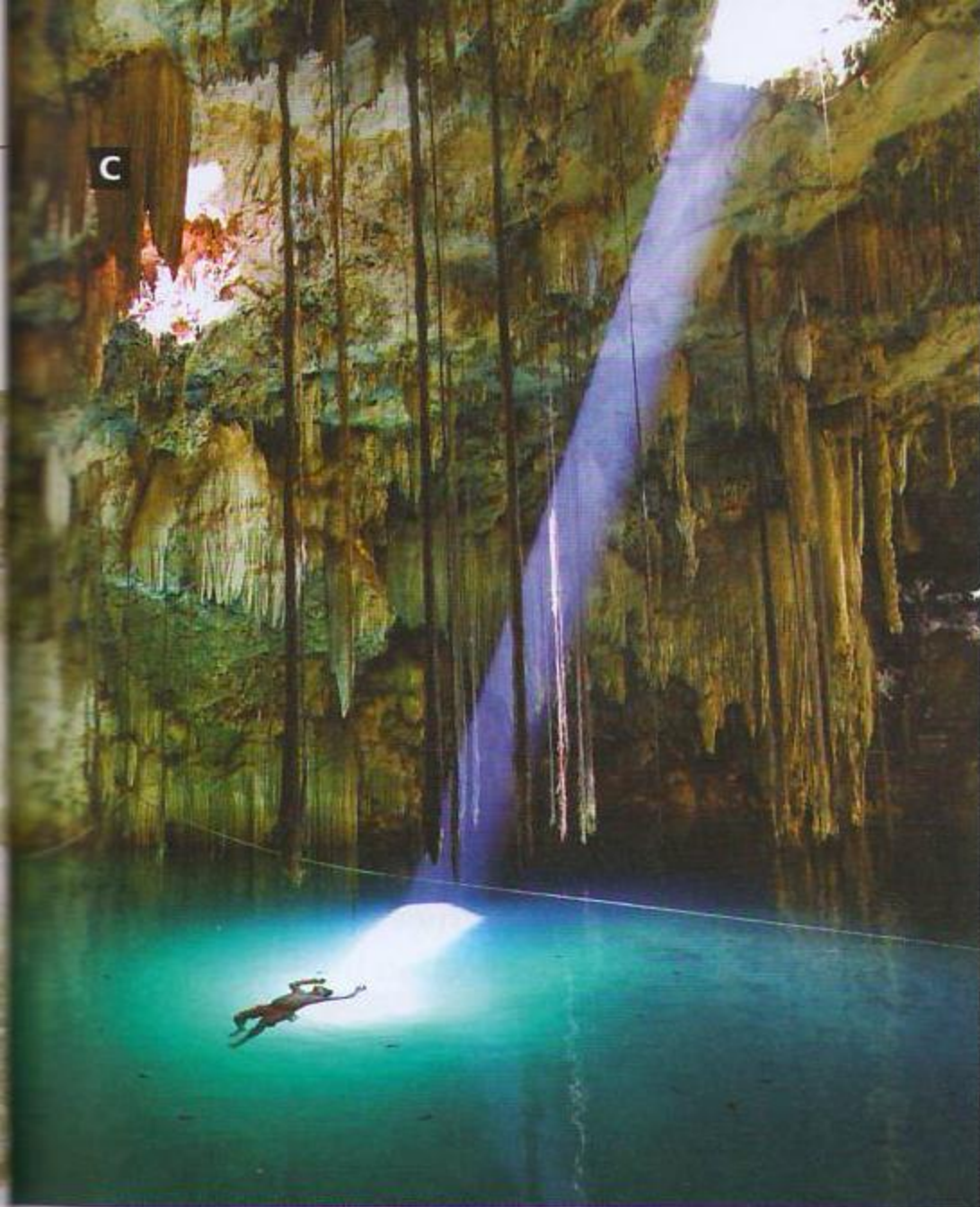
5 1.15 What do you think happened next? Choose one of these options (a–c). Then listen to the ending of the story and check your ideas.

- 1 a The hippo came after them and attacked the raft.  
b A crocodile jumped into the river close to the raft.  
c The raft capsized and they all swam to the river bank.
- 2 a His air ran out and he had to go to the surface.  
b His mother panicked when she saw a sea snake.  
c He almost got lost in a labyrinth of tunnels.

### ▶ WORDBUILDING adverbs

Most adverbs are formed by adding *-ly* to adjectives. Some adverbs and adjectives are the same.  
*quick* (adjective) → *quickly* (adverb)  
*fast* (adjective) = *fast* (adverb)

For further information and practice, see Workbook page 27.



## Grammar past simple and past continuous

6 Read these sentences from the stories in Exercise 4. Underline the past simple verbs and circle the past continuous verbs.

- We were going around a small island.
- It jumped into the water about a metre away from our boat.
- The sun was shining in through an opening in the roof.
- My mom realised pretty quickly that I was missing and she came after me.

7 Match the sentences (1–4) in Exercise 6 with their meanings (a–d).

- an unfinished activity
- a description
- a finished action
- a sequence of actions in a story

8 Underline the key event in these questions about the rafting story in Exercise 4. Then match the questions (1–2) with the answers (a–b).

- What were they doing when they saw the hippo?
  - What did they do when they saw the hippo?
- They tried to get away.
  - They were coming down the river.

9 Choose the correct option.

- Questions in the *past simple* / *past continuous* refer to activities before the key event.
- Questions in the *past simple* / *past continuous* refer to activities after the key event.

### PAST SIMPLE and PAST CONTINUOUS

#### Past simple

*I noticed a big hippo near the river bank.*

*What did it do?*

#### Past continuous

*A crocodile was lying in the sun.*

*Where was it lying?*

For further information and practice, see page 158.

10 Write sentences with the past simple and past continuous. Use *because*, *when*, *while* and *so*.

- I \_\_\_\_\_ (take) a photo of the hippo / I \_\_\_\_\_ (drop) my camera in the water
- My friend \_\_\_\_\_ (fall) out of the raft / he \_\_\_\_\_ (not / hold) on
- I \_\_\_\_\_ (see) some strange fish / I \_\_\_\_\_ (dive)
- I \_\_\_\_\_ (have) some problems with my mask / my brother \_\_\_\_\_ (help) me

11 1.16 Complete the paragraph about photo A. Then listen and check.

When I<sup>1</sup> \_\_\_\_\_ (work) in the Maldives, I<sup>2</sup> \_\_\_\_\_ (hear) that there were whale sharks in the area. That's why I<sup>3</sup> \_\_\_\_\_ (begin) snorkelling – whale sharks are the world's biggest fish! I<sup>4</sup> \_\_\_\_\_ (buy) a cheap snorkel and<sup>5</sup> \_\_\_\_\_ (set out) with a group of friends. Almost immediately, a whale shark<sup>6</sup> \_\_\_\_\_ (swim) past the boat. It<sup>7</sup> \_\_\_\_\_ (move) really quickly, but we<sup>8</sup> \_\_\_\_\_ (catch up) with it. We all<sup>9</sup> \_\_\_\_\_ (get) into the water and<sup>10</sup> \_\_\_\_\_ (spend) about two minutes with the shark. Afterwards, I<sup>11</sup> \_\_\_\_\_ (feel) absolutely exhilarated!

### 12 Pronunciation irregular past simple verbs

- 1.16 Listen to the paragraph from Exercise 11 again. Notice how the past simple verbs are pronounced.
- 1.17 How do you pronounce the past simple form of these verbs? Listen and check. Repeat the sentences.

fall lie run sink teach tell

## Speaking

13 Work in pairs.

Student A: Think about the first time you tried a new skill, or did a hobby or sports activity. Answer your partner's questions without saying what the activity was.

Student B: Ask ten questions and try to find out your partner's activity.

*Where were you?*

*Did you have any special equipment?*

## 3b Return to *Titanic*

### Reading

**1** Read the interview with the man who discovered the wreck of *Titanic*. Write the number of the paragraph (1–3) next to the question. There are two extra questions.

- Did you know you were looking at *Titanic* when you saw the first pieces of debris?
- How did the discovery of *Titanic* in 1985 come about?
- How long did it take to locate *Titanic*?
- Tell me about the experience of seeing *Titanic* again in 2004.
- What did you find out about how *Titanic* sank?

**2** Read the interview again. Answer the questions.

- What was the secret mission that Ballard was involved with?
- How did Ballard and his team feel when they located *Titanic*?
- How did Ballard feel when he returned to the wreck in 2004?

**3** Do you think the remains of *Titanic* should be left on the sea bed or should they be put in a museum? Tell your partner.

## RETURN to TITANIC

On 15 April 1912, the largest passenger steamship ever built, appropriately named *Titanic*, sank in the North Atlantic Ocean after hitting an iceberg. *Titanic* had left Southampton, England, five days earlier and was on her maiden voyage.

In 1985, *National Geographic* Explorer-in-Residence Dr Robert Ballard located the wreck of *Titanic*. He went back to *Titanic* nineteen years later to see how it had changed.

**1** It was the height of the Cold War and in fact I was on a secret mission when we found *Titanic*. The US Navy had agreed to finance the development of our underwater video technology. In return, we had agreed to use the technology to find two US nuclear submarines which had disappeared in the 1960s.

**2** Not at first, because many ships had sunk in that area. When we realised it was *Titanic*, we jumped for joy. Then we realised we were celebrating something where people had died. We actually stopped our work and held a memorial service at that point.

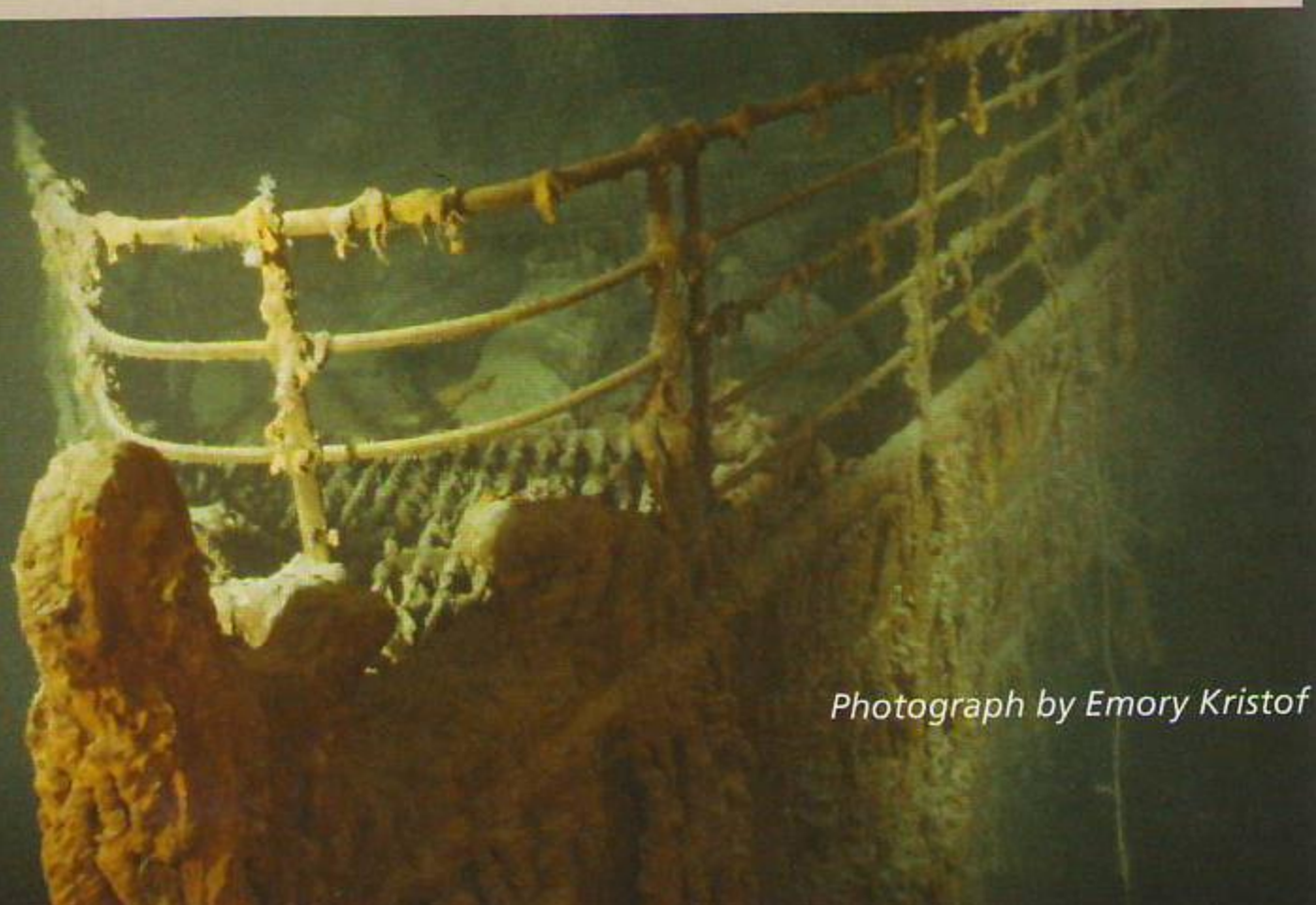
**3** I saw champagne bottles, intact, with the corks still in. The box holding the bottles had disappeared long ago. Suddenly, my eye was drawn to a woman's shoe. Nearby I saw a pair of smaller shoes that had perhaps belonged to a child. I felt that the people who had died here in 1912 were speaking to me again. But I knew that a private salvage company had legally removed thousands of objects from the site. A Russian submarine had taken Hollywood filmmaker James Cameron to the wreck. A New York couple had even got married on *Titanic's* bow. It was exactly what I didn't want to happen. I'd asked people to treat *Titanic's* remains with dignity. Instead, they'd turned her into a freak show. The story of *Titanic* is not about the ship, it's about the people.

See the whole story on the *National Geographic* Channel.  
*Titanic: The Final Secret*

**bow** (n) /bau/ the front of a ship or boat

**freak show** (n) /fri:k fəʊ/ something unusual which people watch for entertainment (often used negatively)

**salvage** (n) /'sælvi:dʒ/ money or compensation when people recover or rescue shipwrecks



Photograph by Emory Kristof

## Grammar past perfect simple

4 Put each group of events (a–c) in the order they actually took place. Which of these verbs are in the past perfect simple in the interview? Why?

- Ballard found *Titanic*.
  - The US Navy agreed to finance the video technology.
  - Ballard agreed to look for two submarines.
- Ballard held a memorial service.
  - Many people died.
  - Ballard celebrated the discovery.
- A Russian submarine took James Cameron to the wreck.
  - Ballard noticed a shoe.
  - The box for champagne bottles disappeared.

5 Read these sentences from the interview. Underline what happened first.

- He went back to *Titanic* nineteen years later to see how it had changed.
- Then we realised we were celebrating something where people had died
- Nearby I saw a pair of smaller shoes that had perhaps belonged to a child.

6 Choose the correct option.

- We use the past perfect simple to show that an event took place *before / after* other events we have related.
- When we relate past events in the same order they actually happened, we *have to / don't have to* use the past perfect simple.

### ▶ PAST PERFECT SIMPLE

statements: subject + *had (not)* + past participle  
questions: *had* + subject + past participle?

For further information and practice, see page 160.

7 Choose the correct options.

- When *Titanic* hit the iceberg, it *was / had been* at sea for four days.
- When *Titanic* hit the iceberg, it *sank / had sunk*.
- By the time they sounded the ship's alarm, it *was / had been* too late.
- By the time Ballard found the wreck, many items *disappeared / had disappeared*.
- They developed video technology because other techniques *didn't locate / hadn't located* the wreck.
- James Cameron made his movie because he *visited / had visited* the wreck.

8 Use the past perfect simple to answer the questions with your own ideas. Then work in pairs and compare your answers.

- Why did *Titanic* collide with an iceberg?
- Why did so many people die when the ship sank?
- Why was Dr Robert Ballard upset in 2004?
- Why do you think a couple got married at the wreck site?
- Why do you think James Cameron visited the wreck?

9 Complete the paragraph with the past simple or past perfect simple form of the verbs.



Captain Henry Morgan <sup>1</sup> \_\_\_\_\_ (be) one of the most notorious pirates of the 17th century. In 2010, archaeologists <sup>2</sup> \_\_\_\_\_ (begin) to lift cannons from a ship they <sup>3</sup> \_\_\_\_\_ (discover) two years earlier, near the coast of Panama. The archaeologists <sup>4</sup> \_\_\_\_\_ (feel) confident that the ship was Morgan's main ship, *Satisfaction*. This ship and several others <sup>5</sup> \_\_\_\_\_ (sink) in 1671 when they <sup>6</sup> \_\_\_\_\_ (hit) rocks. At this time, Morgan <sup>7</sup> \_\_\_\_\_ (already make) a fortune from his pirate attacks. Three years later he <sup>8</sup> \_\_\_\_\_ (retire) from pirate activities to become the governor of Jamaica.

## Speaking

10 Work in two pairs within a group of four. Read these puzzles.

Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 154 and follow the instructions.

**A** A ship came across a yacht in the middle of the ocean. There were no other ships or boats in the area. The bodies of several people were floating in the water nearby. What had happened?

**B** A man was on holiday aboard a yacht. He fell over the edge of the yacht into deep water. He couldn't swim and he wasn't wearing any gear to help him float. The yacht carried on until his friends realised he had disappeared. They found him several hours later. Why hadn't he drowned?

# 3c Love and death in the sea

## Reading

- 1 Work in pairs. Discuss these questions.
  - 1 Do you enjoy swimming?
  - 2 Where do you usually go?
  - 3 Are there any places you would not go swimming? Why not?
- 2 Enric Sala is a marine ecologist. Read the article he wrote for World Ocean Day 2011 on page 39. Answer the questions.
  - 1 What happened to Enric Sala?
  - 2 Why did this happen to him?
  - 3 How has the experience changed him?
- 3 Find these expressions in the article. What do they mean? Choose the correct option.
  - 1 a couple of times  
on *several* / *two* occasions
  - 2 my guts jump to my throat  
I feel *afraid* / *angry*
  - 3 I decided to call it a day  
I decided to *stop* / *try again tomorrow*
  - 4 I was having a hard time  
*it was difficult for me* / *it took a long time*
  - 5 I decided to let myself go  
I decided to *stop swimming* / *try again*
  - 6 I scrambled out of the water  
I moved *quickly* / *slowly*
- 4 Discuss the questions with your partner.
  - 1 Sala talks about three decisions he took. What were the decisions and what were the consequences of each one?
  - 2 Sala describes how he feels about the sea. Do you think what he says is unusual? Why? / Why not?
  - 3 Read the last sentence. What do you think Sala means?
  - 4 Do you think the title of the article is a good one? Why? / Why not?

## Critical thinking reading between the lines

- 5 Do you think these statements are true (T) or false (F)? Why?
  - 1 The Costa Brava is a dangerous coastline for swimmers.
  - 2 Enric Sala likes to take risks.
  - 3 He was lucky to escape with his life.
  - 4 He has recovered from the experience now.
  - 5 He respects the sea more than he did before.

## Word focus get

- 6 Look at the verbs in bold in these sentences. Find expressions with *get* in the article which match the verbs. Then rewrite the sentences with *get*.
  - 1 I **entered** the pool.
  - 2 The weather **didn't improve**.
  - 3 I couldn't **reach** the shore.
  - 4 I wasn't **moving towards** the land.
  - 5 We **receive** so much from nature.
  - 6 I'd **escaped from** that dangerous situation.
- 7 Write six other sentences with the expressions with *get* from the article. Write about your own experiences.

## Speaking

- 8 Think of a story about an unforgettable experience you have read about or had. Use the points to plan your story.
  - the place / situation
  - the people involved
  - the weather / any other relevant conditions
  - what happened
  - why it happened
  - how it happened
  - what happened next
- 9 Use your notes to practise telling the story. Then work in small groups and tell your story.

*This happened a few years ago. I was coming home from work when I saw an old friend.*

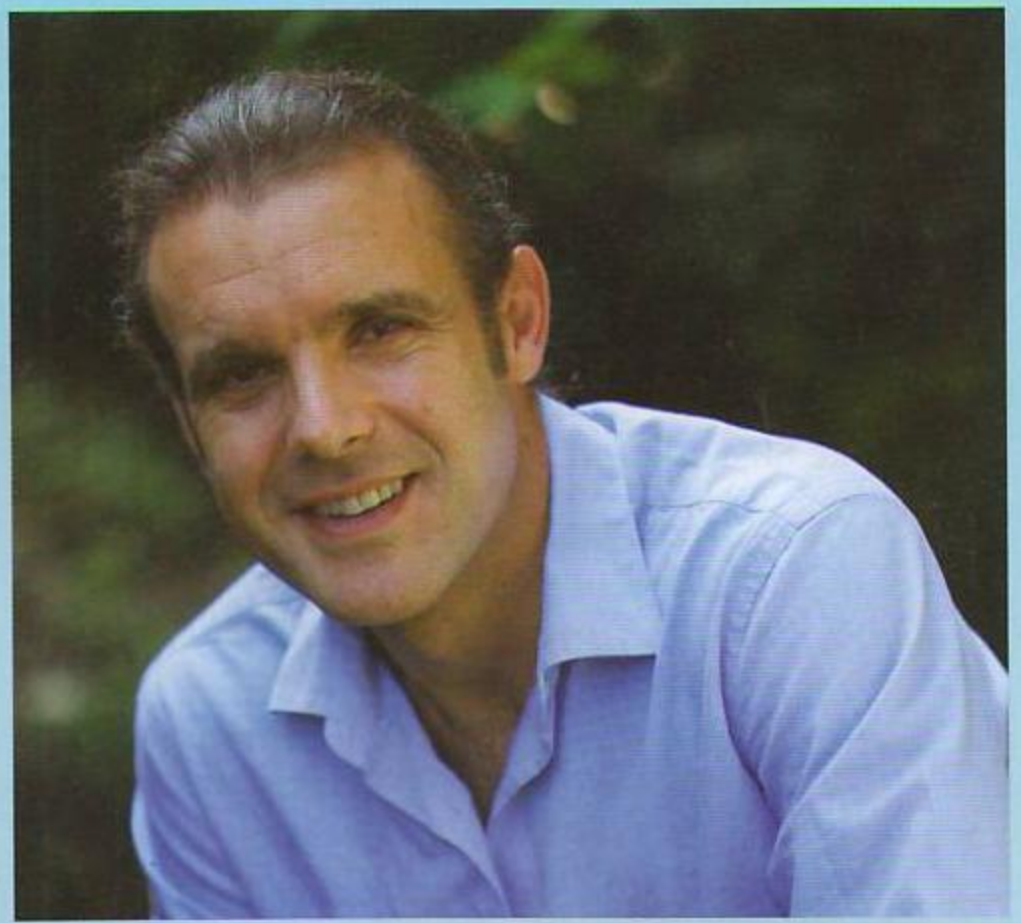
# Love and death in the sea

The sea has almost killed me a couple of times. It wasn't her fault; it was mine, for not respecting her. I still remember the last time, a stormy day off the Costa Brava of Spain, in early summer 2008. Every time I think about it, my heart races and my guts jump to my throat.

The cove where I used to swim every day was hit by a storm with strong eastern winds. The turquoise, transparent waters of summer quickly transformed into a dirty soup of sand and cold grey water. Unfriendly waves were breaking in chaotic patterns. But beyond the surf zone the sea seemed swimmable. In a moment of Catalan bravado, I put on my swimming suit, mask and fins, and got into the water. It was crazy, but I did it. I swallowed mouthfuls of sand and salt while I was trying to break through the surf zone. Unpleasantly fighting, I swam – I still don't know why – for twenty minutes. The storm got worse and I decided to call it a day. I turned to swim back. Then I realised I couldn't get to the beach.

Waves were breaking all around me. I tried to bodysurf one wave to the shore, but it collapsed suddenly and took me down under the water. When I surfaced to take a breath, I turned around and a second wave hit me just as hard, taking me down again. I hit the sandy bottom. I pushed myself up, but once again, waves were coming and I couldn't rest or breathe. I was caught in the surf zone, with waves pushing me out and a current pulling me in. I wasn't getting any closer to the beach.

The sea is our mother, sister and home, and as such I love her. We get so much from the sea. She gives us life, oxygen, food. She regulates the climate and she



makes ours a wonderful life. We should thank the sea, the ocean, every day. Without the ocean and all the life in it, our planet would be much poorer. But on this day, I was having a hard time feeling grateful.

After a few more attempts, I decided to let myself go and give up the fight. I took a deep breath. The next wave took me down and forward. I hit the bottom with my back. I rolled over, hit my head, and after what seemed the longest minute of my life, I found myself lying in a foot of water. I scrambled out of the water and onto the beach. I'd got out, but I had lost my mask, snorkel and one fin. My whole body was sore, as if a gang of boxers had punched me viciously. I sat on the beach, breathless, watching the sea and feeling lucky to be alive. I walked back home slowly, ears down like a beaten dog.

Some days the sea wants us and some days she doesn't. Since that day, I have not been to the sea when she does not want me. I have learned my lesson. I now thank the sea every day the surface is calm, the waters are clear and diving is easy. And I ask for forgiveness every time I dive and see no fish.

**bravado** (n) /brə'vɑː.dəʊ/ false bravery

**cove** (n) /kəʊv/ a small bay on the coast

**gang** (n) /gæŋ/ a group of people, usually has a negative meaning

**grateful** (adj) /'ɡreɪtəfəl/ thankful and appreciative

**guts** (n) /gʌts/ stomach or intestines

# 3d No way!

## Real life telling stories

- 1 Work in groups. Which of these statements (a–e) are true for you? Tell your group.
  - a When I'm in a group, I listen more than I talk.
  - b I'm always telling funny stories about things that happen to me.
  - c I like jokes, but I can never remember the punch line.
  - d I'm hopeless at telling stories, but I'm a good listener.
  - e People say I exaggerate, but they always laugh at my stories.
- 2 Look at the photo. Which group of words (A or B) do you think are from the story of the photo? Then work in pairs. Compare your ideas and explain your reasons.

**A** looking after it  
food and water  
empty cage  
searched  
everywhere  
having a bath

**B** our house was like a zoo  
jump in the air  
above the kitchen sink  
a lid on a tank  
there was some water  
in it

- 3 **1.18** Listen to two stories. Which story matches the photo? What would a photo of the other story show?



- 4 **1.18** Look at the expressions for telling stories. Listen to the story again. Tick the expressions the speakers use.

### TELLING STORIES

#### Beginning a story

Did I ever tell you about ... ?  
I remember once, ...  
A couple of years ago, ...  
You'll never believe what happened once ...

#### Saying when things happened

after we saw ...  
after a few days  
a couple of weeks later  
one day  
all of a sudden  
suddenly  
immediately  
then  
the next thing was  
while I was ...  
during the night

- 5 Only one of the stories is true. Which one do you think it is?

## 6 Pronunciation was and were

- a **1.19** Listen to the sentences from the stories in Exercise 3. Notice the sound /ə/ in *was* and *were*.
  - b **1.19** Listen again and repeat the sentences. Pay attention to how you say *was* and *were*.
- 7 Work in pairs. Choose one of the stories from Exercise 3. Take a role each. Look at the audioscript on page 174 and memorise the conversation. Then close your books and practise the conversation. Change roles and repeat with the other story.
  - 8 Work in pairs.

Student A: Tell your partner about something that happened to you or to someone you know. At least one part of the story should be untrue. Use the expressions for telling stories to help you.

Student B: Try to guess which part of your partner's story is untrue.

Did I ever tell you about the time my uncle went fishing?

No, you didn't.



# 3e What a weekend!

## Writing a blog post

- Do you keep a blog or know someone who does? What kind of things do people write about in personal blogs? And in professional blogs?
- Read the blog post and answer the questions.
  - What is the topic of this blog post?
  - What do you think *beach gear* refers to?
  - Who do you think Ellie, Louis and Oscar are?
- Put the main events of the story (a–g) in the correct order.
  - Ellie, Louis and Oscar **ran** to the sea.
  - The sun **started to shine**.
  - There was a storm.
  - A ship lost a cargo of trainers.
  - They **got** into the car.
  - They **picked up** things to take to the beach.
  - They **went** to the beach.

## 4 Writing skill interesting language

- Compare the post with the sentences in Exercise 3. Which verbs does James use instead of the verbs in bold? Why?
- Circle the verbs and adjectives James uses instead of these words.

raining full of people looking arrived  
holding

- Read the sentences. Which words do you think are missing? Then complete the sentences with the words in the box.
  - The kids \_\_\_\_\_ along the street.
  - I felt \_\_\_\_\_ after my walk.
  - The weather was \_\_\_\_\_ hot.
  - We \_\_\_\_\_ up the river bank with difficulty.
  - I \_\_\_\_\_ along the beach, enjoying the silence.
  - At the end of the game, we \_\_\_\_\_ on the sand.

boiling collapsed exhausted raced  
scrambled wandered

- Think about a recent weekend or one when something unusual happened. Make notes of the main events in your weekend. Then add notes with background information.

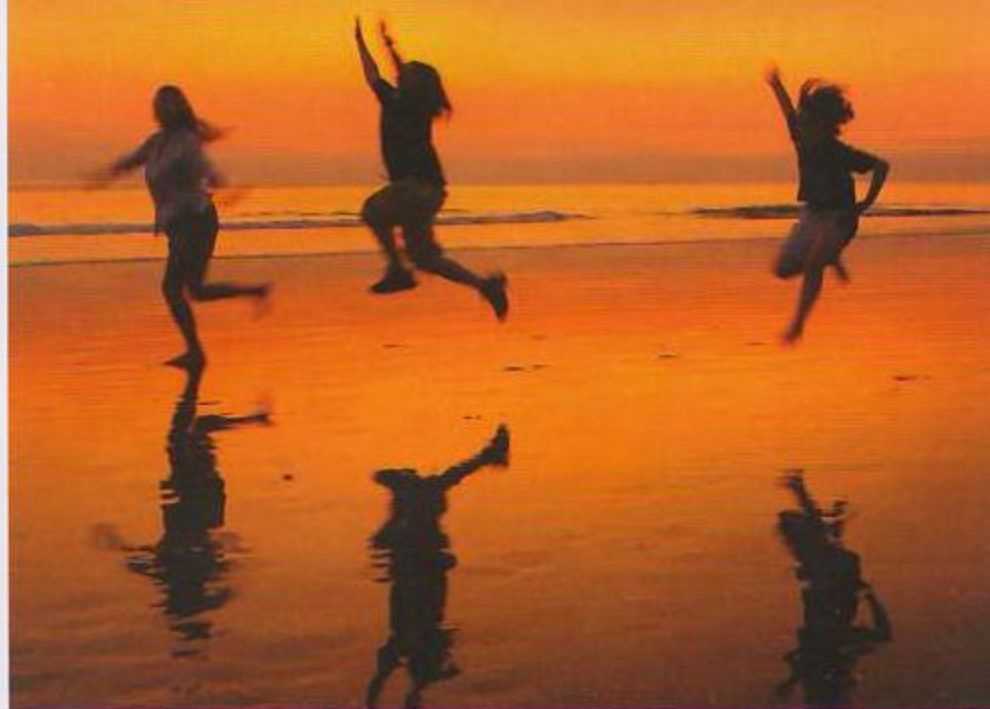
### The calm after the storm

It was pouring with rain all weekend, so we spent almost the whole time indoors trying to entertain the kids. Then, unexpectedly, the sun came out late on Sunday afternoon. We grabbed our beach gear, jumped into the car and headed down to the bay. When we got there, we realised that everyone had had the same idea! The beach was packed. But everyone was staring out to sea and picking stuff up off the sand. Ellie, Louis and Oscar rushed down to the water's edge, full of excitement. It turned out that a ship had lost its cargo in Saturday's storm. Five containers of Nike trainers had washed up on the beach! Everyone was clutching odd shoes, looking for the other one to make a pair! What a strange end to the weekend!

Written by James

28 Feb 23.14

[See older posts](#)

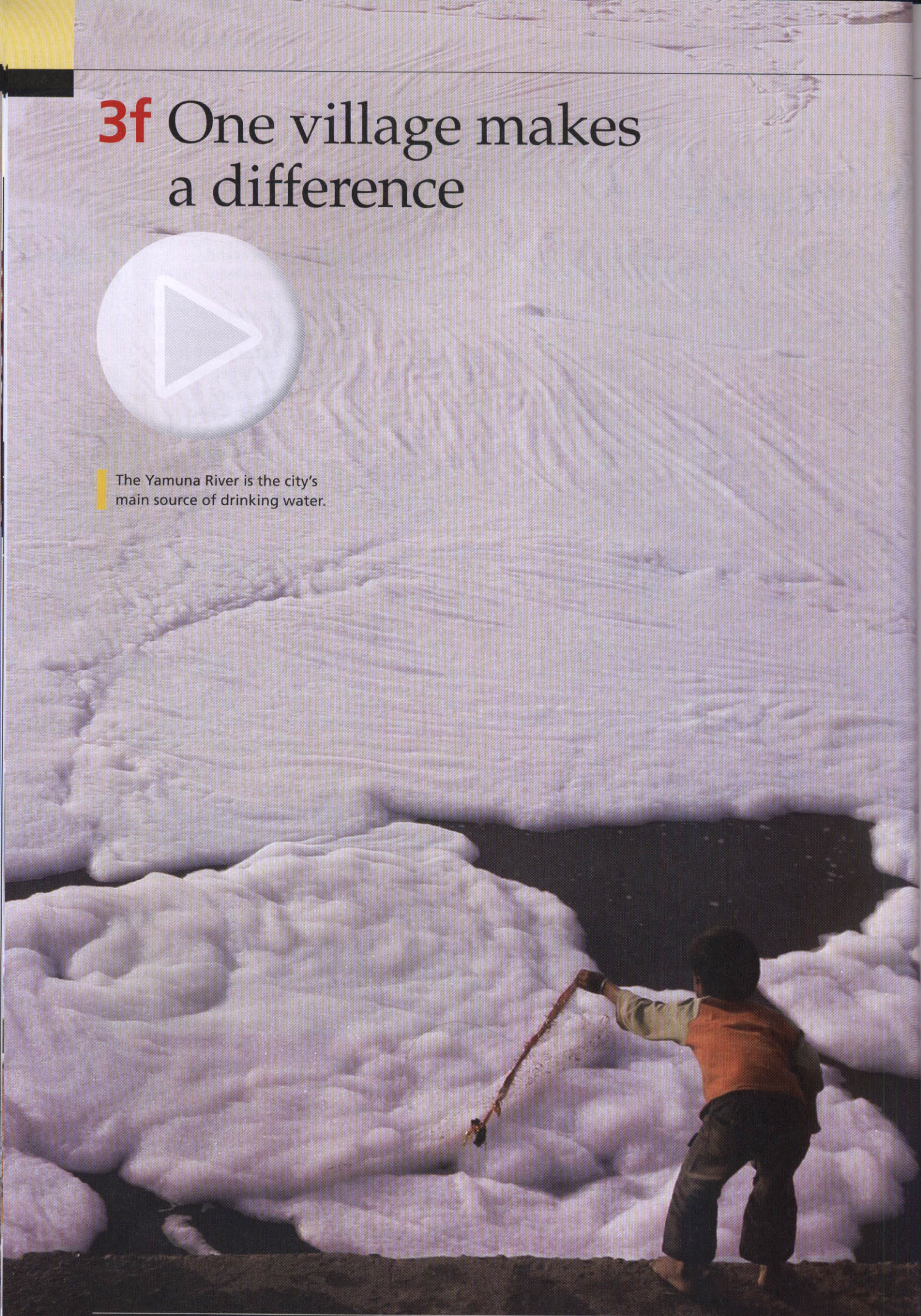


- Write a first draft of a blog post about your weekend. Then look at the vocabulary you have used. Make any changes to make your post as interesting as you can.
- Use these questions to check your post.
  - Have you used different past tenses correctly?
  - Have you used interesting vocabulary to tell the story?
- Work in pairs. Exchange posts. Has your partner written an interesting post?

# 3f One village makes a difference



The Yamuna River is the city's main source of drinking water.



## Before you watch

- 1 Work in groups. Look at the photo of the Yamuna River in northern India and discuss the questions.
  - 1 Why do you think the river looks like this?
  - 2 What problems do you think this creates for the people of New Delhi?
  - 3 Where do you think people who live far from this river get their water from?
- 2 The video shows people in northern India using water for a variety of things. Write down five things you think you will see.

## While you watch

- 3 Watch the video and check your ideas from Exercise 2.
- 4 Watch the first part of the video (to 02.21). Are these sentences true (T) or false (F)?
  - 1 Fifty million gallons of waste are thrown into the river every day.
  - 2 Fourteen million people in and around Delhi get their water from water tankers.
  - 3 There is never enough water for everyone.
  - 4 The people of New Delhi need about one million gallons of water a day.
  - 5 The residents of the city are surviving on a quarter of the water they need.
  - 6 Rich people have their own supply of water.
  - 7 The monsoon season replaces all the water used during the year.
  - 8 Everyone agrees that new dams are the only solution to the water shortage.
- 5 Watch the second part of the video (02.23 to the end). Put the stages of making traditional dams and the results in the correct order.
  - a the level of water under the ground rises
  - b put down a layer of porous stone, earth and clay
  - c create wells to irrigate farms
  - d make small pits or holes near the dams

- 6 Complete these sentences with words from the glossary. Then watch the video again and check your answers.

- 1 The heavy \_\_\_\_\_ that usually fills the sky is so unclean that it's difficult to see the city.
- 2 When villagers reach a \_\_\_\_\_, they often have to drink next to their animals.
- 3 India's dams have contributed to the water shortage by drying up \_\_\_\_\_ and wells.
- 4 We're building water \_\_\_\_\_ and dams to save rainwater.
- 5 The \_\_\_\_\_ methods of Alwar aren't practical for New Delhi.

## After you watch

### 7 Roleplay talking about a development project.

Work in pairs.

Student A: You are Rajendra Singh. Read the instructions below and make notes about the project.

- You are going to meet with an official from the United Nations.
- Welcome your visitor, explain your project and answer the visitor's questions.

Student B: You are a United Nations official. Read the instructions below and make a list of questions.

- You are going to visit a traditional dams project in India.
- Decide what you want to ask Rajendra Singh, the project organiser.
- When you are ready, say hello, ask Mr Singh to explain the project and ask him your questions.

- 8 Work in pairs. Discuss these questions.

- 1 Where do cities in your country get their water from?
- 2 Have there ever been any water shortages where you live? What effect did they have?
- 3 What can we do to protect Earth's water for future generations?

**available** (adj) /ə'veɪləbəl/ ready for use  
**clay** (n) /kleɪ/ thick, sticky earth  
**dam** (n) /dæm/ an artificial lake  
**earthen** (adj) /'ɜːθən/ made of earth  
**gallon** (n) /'gælən/ approximately 3.75 litres  
**industrial waste** (n) /'ɪndəstriəl 'weɪst/ chemical substances that factories throw away  
**irrigate** (v) /'ɪrɪgeɪt/ water plants or fields  
**lifeless** (adj) /'laɪfləs/ dead  
**monsoon** (n) /mɒn'suːn/ a season of heavy tropical rain  
**porous** (adj) /'pɔːrəs/ allowing water to pass through  
**prosperous** (adj) /'prɒspərəs/ quite rich

**replace** (v) /rɪ'pleɪs/ bring back to the same level as before  
**reservoir** (n) /'rezəvwaː/ an artificial lake  
**rise** (v) /raɪz/ go up  
**riverbed** (n) /'rɪvəbed/ the bottom of a river  
**shortage** (n) /'ʃɔːtɪdʒ/ when there is not enough of something  
**shower** (n) /'ʃaʊə/ a short period of rain  
**small-scale** (adj) /'smɔːl skeɪl/ not very big  
**smog** (n) /smɒg/ a kind of fog caused by pollution  
**source** (n) /sɔːs/ the place something comes from  
**store** (v) /stɔː/ keep something in a place  
**well** (n) /wel/ a deep round hole in the ground that people make to get water

# UNIT 3 REVIEW

## Grammar

- 1 Work in pairs. Look at the photo. Discuss the questions.



I <sup>1</sup> *learned* to surf a few years ago when I <sup>2</sup> *was* in my teens. My dad <sup>3</sup> *paid* for a course, as a present, because I <sup>4</sup> *just passed* some important exams. It <sup>5</sup> *was* a sunny weekend in June. Anyway, the whole first day <sup>6</sup> *went by* and I <sup>7</sup> *didn't manage* one successful ride. All my friends <sup>8</sup> *watched* and of course I <sup>9</sup> *wanted* to impress them. I eventually <sup>10</sup> *paddled out* for my last attempt of the day when the sun <sup>11</sup> *set* over the bay. I <sup>12</sup> *scrambled* onto the board and for the first time I <sup>13</sup> *didn't fall off* straightaway. I <sup>14</sup> *just got up* on my feet on the board when someone almost <sup>15</sup> *crashed* right into me! But I <sup>16</sup> *stayed on*!

- 1 Have you ever done anything like this?
- 2 Would you like to?
- 3 How do you think the person described the experience afterwards?

- 2 With your partner, change the verbs in the story to the past continuous or past perfect simple where appropriate. Do you think the photo illustrates this story? Why? / Why not?

### I CAN

talk about a sequence of events in the past (past simple, past perfect simple)

describe the background to past events (past continuous)

## Vocabulary

- 3 Rewrite the words for places with water with the missing vowels. Race your partner to see who can finish first. How many examples of each place can you name?

Example:

lake – Lake Nasser

lk	pl	s
mrn	rsrvr	strm
cn	rvr	wtrfll

- 4 Work on your own. Choose the two activities you think best match each category (1–4). Then work in pairs. Explain your reasons.

- 1 people find this relaxing
- 2 people do this to get a thrill
- 3 it's best to do this with other people
- 4 people do this at weekends

diving	fishing	jet-skiing	kayaking	rafting
rowing	sailing	snorkelling	surfing	
swimming	water-skiing	windsurfing		

- 5 Work in pairs. Discuss the questions.

- 1 How many times did you use water yesterday? What did you use it for?
- 2 Do you think you waste water or use it carefully?
- 3 Why is it important not to waste water?

### I CAN

talk about water sports activities

talk about water use

## Real life

- 6 Work in groups. Tell a story starting with this sentence. Take turns to add a sentence to the story, using one of these expressions.

'Did I ever tell you about the time my cat ate my homework?'

a couple of ... later	one day
after a few ...	suddenly
all of a sudden	the next thing was
during the ...	then
immediately	while I was ...

- 7 Use one of these first sentences and tell another story.

'I remember once, I was waiting at the bus stop.'  
'A couple of years ago, I went for a job interview.'  
'You'll never believe what happened once when I was doing an exam.'

### I CAN

tell a story

say when things happened in a sequence of events

## Speaking

- 8 Work in groups. A person was about to start a challenging new job and a friend commented 'He'll either sink or swim.' What do you think the expression 'sink or swim' means? Tell your group about times in the past when you have faced a challenge. How did you feel? What happened in the end?

# Unit 4 Opportunities

Children play in the back of an old *jeepney*, the popular public transport vehicle in the Philippines.

Photograph by Charles Stinson



## FEATURES

### 46 Fast lane to the future

What happens when the old meets the new in India?

### 48 What's next?

We hear from people facing life-changing decisions

### 50 A better life?

One reporter's view of the economic boom in China

### 54 Confucianism in China

A video about Confucianism in China


1 Work in pairs. Look at the photo and the caption. What kinds of games do you think the children are playing?

2 Did you want to do any of these jobs when you were a child?

ballerina film star fire fighter footballer pilot  
police officer rock star scientist train driver vet

3 Which words describe the jobs in Exercise 2?

badly paid boring dangerous demanding dirty  
exciting glamorous responsible rewarding  
routine satisfying secure stressful well-paid

4  1.20 Listen to three people talking about their childhood ambitions. Answer the questions for each person.

- Which job did they want to do?
- Which job do they do now or plan to do?
- How do they describe the jobs?

5 Work in pairs. Ask and answer the questions in Exercise 4 about your own ambitions.

# 4a Fast lane to the future

## Reading

- 1 Work in pairs. Look at the title of the article, the photo and the map. What do you think the article is about?
- 2 Read the article and check your ideas from Exercise 1.

3 Complete the table.

Name	Job	Employer
Meena Shekaran	1 _____	an import company
Tamil Selvan	2 _____	3 _____
Kashinath Manna	4 _____	self-employed
Morten Andersen	5 _____	6 _____

## Fast Lane to the Future

By Don Belt

Photograph by Ed Kashi

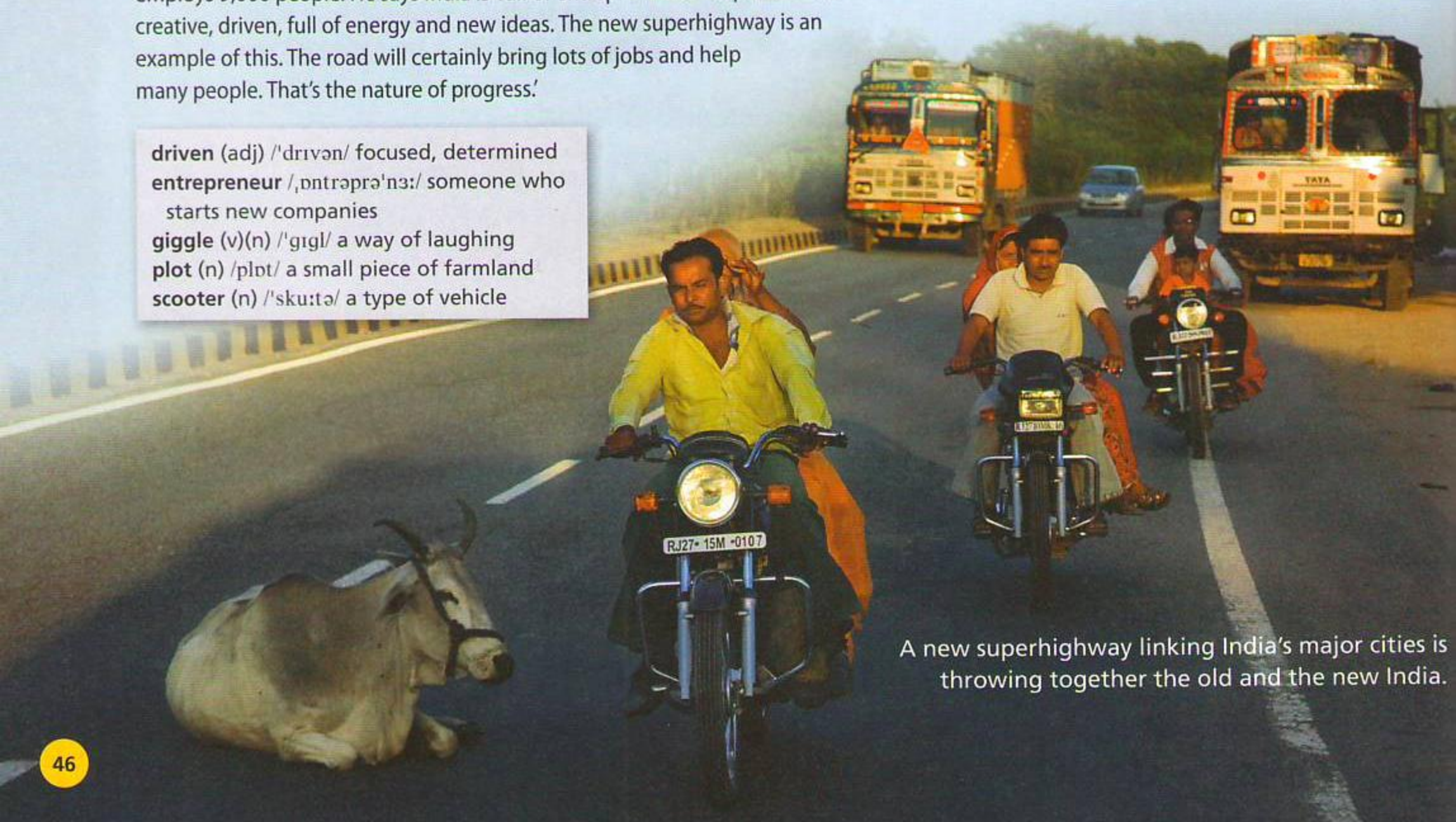
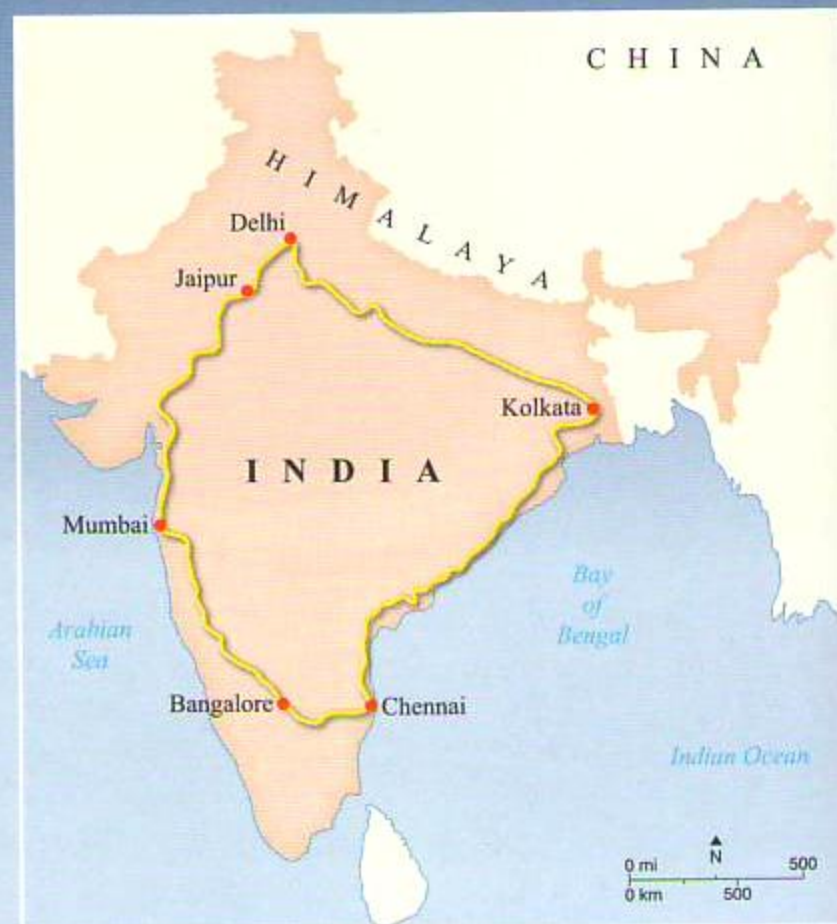
**In Bangalore,** Meena Shekaran, a 23-year-old accountant for a company that imports exercise equipment, has just purchased a scooter. She's about to go for her first drive on a newly finished section of the superhighway. 'Do you have a driving licence?' I ask her. 'No, sir, no,' she giggles. 'Do you know how to drive?' 'No, sir, not really,' she shouts back cheerfully. 'Don't worry, I'll be fine!'

**Near Chennai,** Tamil Selvan's family are coconut farmers. Farming is hard work and badly paid. As a child, Tamil rode to school several miles away on his father's bicycle. Now the 29-year-old works as a senior technician at the giant Hyundai car factory. Today most of the cars are exported, but with luck, Selvan might soon own one of the cars he makes. Auto industry experts predict that India will be the world's third largest car market in the next quarter of a century.

**In West Bengal,** there are rumours in the press that some farmers may have to give up their land for the construction of the superhighway. Their future could be very difficult. 'I'm sick with worry. What will we eat? How will we live? What is the future of our children?' asks Kashinath Manna, who currently grows food for his entire extended family on his plot of land.

**In Mumbai,** Swede Morten Andersen is a manager at a Nokia factory which employs 9,000 people. He says India is 'full of entrepreneurs. People here are creative, driven, full of energy and new ideas. The new superhighway is an example of this. The road will certainly bring lots of jobs and help many people. That's the nature of progress.'

**driven** (adj) /'drɪvən/ focused, determined  
**entrepreneur** /,ɒntrəprə'nɜː/ someone who starts new companies  
**giggle** (v)(n) /'gɪɡl/ a way of laughing  
**plot** (n) /plɒt/ a small piece of farmland  
**scooter** (n) /'skuːtə/ a type of vehicle



A new superhighway linking India's major cities is throwing together the old and the new India.

4 Read the article again and find out how the new road affects each person. Complete the sentences.

- \_\_\_\_\_ believes that the road represents progress in India.
- \_\_\_\_\_ has bought a new vehicle to drive on the road.
- \_\_\_\_\_ is worried about the future.
- \_\_\_\_\_ makes cars that might drive on the road.

5 Do you think the new road is a good thing or a bad thing? Why?

## Grammar predictions

### PREDICTIONS WITH WILL

The future	will (not)	be difficult.
	may (not)	
	might (not)	
	could	
	will certainly / definitely / probably	
	certainly / definitely / probably won't	

For further information and practice, see page 160.

6 Look at the grammar box. Which verb forms from the box are in the article? Underline the verb forms in both the box and in the article.

7 Look at the sentences with the underlined verb forms in the article. Answer the questions for each sentence.

- Who makes the prediction?
- Is the person 100 per cent sure or not sure of their prediction?

8 Cross out the option which is not logical, as in the example.

- Meena has bought a scooter. She *might* / *will* / ~~*won't*~~ learn to drive soon.
- The road links the major cities. It *could* / *may not* / *will* affect many people.
- Ravi isn't very good at his job. He *might* / *mightn't* / *will* get a promotion.
- Hyundai is building a new factory. They *could* / *mightn't* / *will* need more workers.
- We haven't seen the plans for the road. It *may* / *might not* / *will* go near our house.
- I get bored at work. I *may* / *may not* / *might* look for a new job.

9 Look at the sentences in Exercise 7 again. What is the difference between the correct options in each case?

10 Write predictions, as in the example. Use one of the options. Then work as a class. Compare your sentences.

- Meena / not crash (probably / certainly)  
*Meena probably won't crash on her first drive.*
- Tamil Selvan / buy a car (definitely / probably)
- Kashinath Manna's life / not change (definitely / might)
- The Nokia factory / expand (certainly / probably)
- job opportunities / increase (definitely / might)
- travelling around / be easier (certainly / probably)
- people's standard of living / improve (certainly / might)

## Vocabulary job and work

11 Look at the examples from the article. Then complete the sentences with the correct form of *job* or *work*.

- Farming is hard work and badly paid.
- ... the 29-year-old works as a senior technician ...
- ... the road will bring lots of jobs ...

- Where do you \_\_\_\_\_?
- Do you have an interesting \_\_\_\_\_?
- Do you usually have a lot of \_\_\_\_\_?
- Is your company good to \_\_\_\_\_ for?
- 'Where's your boss?' 'She's off \_\_\_\_\_ today.'
- Don't use that phone. It doesn't \_\_\_\_\_.
- I'll be late home tonight. There are a few \_\_\_\_\_ to finish here.
- 'Is your dad around?' 'No, he's at \_\_\_\_\_.'

12 Work in pairs. Take turns to ask and answer questions 1–4 from Exercise 11.

## Speaking

13 Work in pairs. Discuss and agree on six predictions about your own country or town. Talk about these issues or use ideas of your own.

- economy
- environment
- jobs
- local politics
- prices
- roads

*I think the new shopping centre will definitely make my life easier.*

*You're probably right, but how will it affect the small shops around here?*

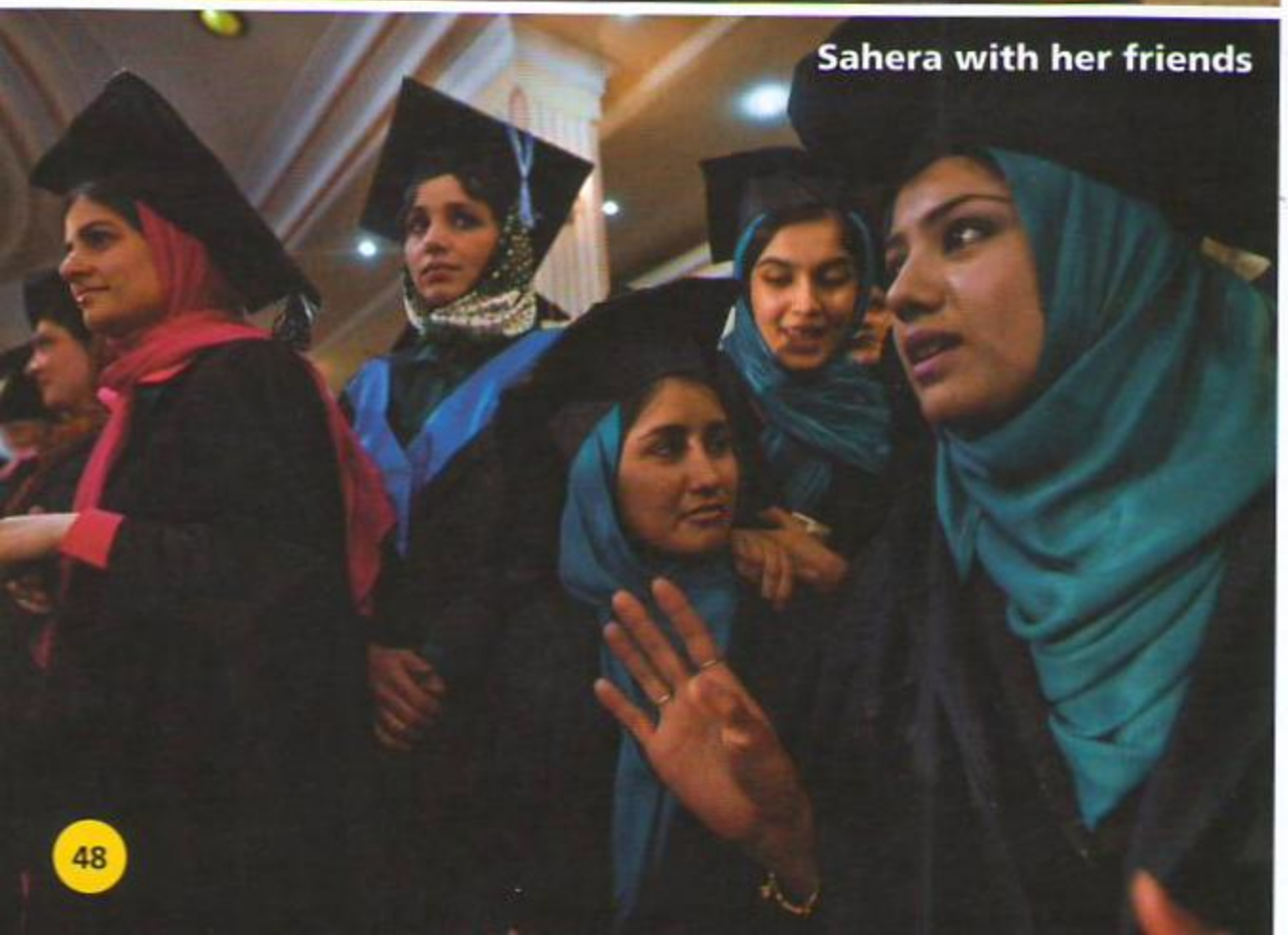
## 4b What's next?



Devi



Elisabeth



Sahera with her friends

### Listening

- 1 Work in pairs. Have you made any important decisions recently? Tell your partner about one of the decisions you have made.

*I've decided to change my job.  
I don't want to work in an office.*

- 2 1.21 Listen to part of a radio programme about International Women's Day. Choose the correct option for the three women featured in the programme.

- 1 Devi works / studies.
- 2 Devi wants to be a boss / a nurse.
- 3 Elisabeth has a job / doesn't have a job.
- 4 Elisabeth intends to leave work / retire.
- 5 Sahera has just started university / graduated from university.
- 6 Sahera plans to stay in Kabul / leave Kabul.

- 3 1.21 Listen again and correct the factual mistakes.

- 1 Devi isn't going to stay at home forever.
- 2 Devi is taking an exam tomorrow.
- 3 Elisabeth is going to start a new job.
- 4 Elisabeth is meeting her new boss on Wednesday.
- 5 Sahera's friend is going to work in the United States.
- 6 Sahera's friend is leaving Kabul next month.

- 4 Which of the women has decided what she is going to do? Who doesn't know yet?

### Grammar future forms

- 5 Look at the words in bold in the audioscript on page 175. Find the following.

- 1 something Devi has already decided to do
- 2 something Devi has arranged to do
- 3 something Devi decides to do as she is speaking

- 6 Read what Elisabeth and Sahera say in the audioscript. Underline at least six other sentences like those in Exercise 5.



### ▶ FUTURE FORMS

#### 1 Present continuous

*I'm taking the exam next month.*

#### 2 will

*Just a moment, I'll get you some.*

#### 3 going to

*I'm going to start my own business.*

For further information and practice, see page 161.

7 Look at the grammar box. Match the verb forms (1–3) with their uses (a–c).

- a a plan or intention decided before the moment of speaking  
 b a decision made at the moment of speaking  
 c an arrangement to do something at a specified (or understood) time in the future

8 Choose the correct option.

I left school last month.

<sup>1</sup> *I'll take / I'm taking* the summer off, but on 3 September <sup>2</sup> *I'll start / I'm starting* as an apprentice in a garage.

<sup>3</sup> *I'll do / I'm going to do* an evening course as well. That starts in October. I'm not sure how <sup>4</sup> *I'm managing / I'm going to manage!*

I'm lucky – some of my friends don't know what <sup>5</sup> *they are doing / they are going to do*. My mum thinks <sup>6</sup> *I'm being / I'm going to be* a great mechanic. Perhaps <sup>7</sup> *I'll have / I'm going to have* my own garage one day.



9 Complete the responses with the most logical future form. Then work in pairs. Compare and discuss your answers.

- 1 A: Have you got any plans for when you leave college?  
 B: Yes, I \_\_\_\_\_ (take) a year off.
- 2 A: I can't decide what to do.  
 B: It's OK, I \_\_\_\_\_ (help) you.
- 3 A: Is it true that Samira is leaving?  
 B: Yeah, she \_\_\_\_\_ (get) married next month.
- 4 A: My company has offered me redundancy.  
 B: \_\_\_\_\_ (you / take) it?
- 5 A: Did you enrol for evening classes?  
 B: Yes, \_\_\_\_\_ (go) to my first class tonight.
- 6 A: Look, my exam results are here!  
 B: Give me the envelope. I \_\_\_\_\_ (open) it.

### 10 Pronunciation /I/

- a 1.22 Listen to four sentences from the radio programme. Notice how *I'll* is pronounced with a short /ʊ/ sound before the /l/. Repeat the sentences.
- b 1.23 Listen and repeat the sentences with these words.

mile smile child while

### Vocabulary education

11 Complete the tables with these expressions. More than one answer is possible.

do a (training) course	get poor results
fail an exam	pass/resit an exam
get a degree in ...	stay on at school

apply to university

leave school

do an exam

become an apprentice

<sup>1</sup> .....

<sup>3</sup> .....

go to university

get good results

<sup>2</sup> .....

go to college

drop out of university

<sup>4</sup> .....

12 Work in pairs. Discuss these questions.

- How similar or different are the routes in Exercise 11 to your own experience?
- What kinds of factors influence these decisions?
- What plans do people you know have?

### ▶ WORDBUILDING phrasal verbs

We often use phrasal verbs when talking about our actions.

*drop out stay on*

For further information and practice, see Workbook page 35.

### Speaking

13 Work in pairs. You need to meet several times for a project for your English course. Find dates when you can get together.

*What are you up to next week? Maybe we can get together early in the week.*

*OK. Got any plans for Monday?*

# 4c A better life?

## Reading

- 1 Work in groups. What kind of things happen in an economic boom and in an economic crisis? Give examples.

*In an economic boom, there is more work.*

*Yes, and people can buy more luxury goods.*

- 2 Read the article on page 51 quickly. Which paragraphs talk about these topics?
- training and education
  - China and the world
  - the movement of people
  - new towns
- 3 Read the first paragraph of the article. Put these things (a–g) in the order they appear in a new town in China.
- basic stalls
  - cellphone companies
  - clothes shops
  - construction work 1
  - entrepreneurs
  - shops
  - female factory workers
- 4 Read the rest of the article. Are the sentences true (T) or false (F)?
- Most of the population in China is school age.
  - About ten million people a year migrate to the cities.
  - Few school leavers in China are interested in higher education.
  - It's difficult to find training courses in factory towns.
  - So far China has focused on making products for foreign markets.

- 5 Work in pairs. What do you understand these sentences from the last paragraph of the article to mean?

Nobody in the developed world should criticise China without taking a look in the mirror.

There's nothing foreign about the materialistic dreams of the average Chinese worker.

## Critical thinking arguments

- 6 The title of the article is *A better life?* Read these sentences from the text. Decide if they are positive things (P) or negative things (N) – or a mixture of both.
- Most people in China have seen their standard of living go up in recent years.
  - Social scientists predict that the urban population will be 60 per cent by 2030.
  - Clearly there are environmental costs from China's rapid growth.
- 7 Which of these statements (a–c) describes the author's opinion of China?
- The changes described will probably be better.
  - The changes described will probably be bad.
  - The changes could be good or bad.
- 8 Work as a class. What things do you think make 'a better life'?

## Vocabulary and speaking pay and conditions

- 9 Work in pairs. Do these sentences apply to *civil servants* (C), *doctors* (D) or *shop assistants* (S)?
- They work **long hours**.
  - They get four weeks' **paid holiday** a year.
  - They get regular **pay rises**.
  - Their **salary** is excellent.
  - They can choose to work **flexi-time** if they need to.
  - There are lots of opportunities for **promotion**.
  - They often have to work **overtime**.
  - All employees are covered by a generous **pension scheme**.
- 10 Put the words in bold in Exercise 9 into three groups: *money* (M), *hours* (H) and *benefits* (B). Then add these words to the groups.

bonuses  
clocking on and off  
company car  
discounts on company products  
free language classes  
health insurance  
part-time  
wages

- 11 Tell your partner about your ideal job. Talk about pay, conditions, responsibilities, etc. What's the most important aspect of the job for you?

*Well, my ideal job is working outdoors.*

# A better life?

In Shenzhen, factory workers pose for a portrait at the morning shift change.

China's expectations are rising, with no end in sight. What's next?

By Peter Hessler

Photographs by Fritz Hoffmann

The beginning of a Chinese factory town is always the same: in the beginning nearly everybody is a construction worker. The growing economy means that everything moves fast and new industrial districts rise in several stages. Those early labourers are men who have migrated from rural villages and immediately they are joined by small entrepreneurs. These pioneers sell meat, fruit and vegetables on informal stalls, and later, when the first real shops appear, they stock construction materials. After that, cellphone companies arrive: China Mobile, China Unicom. They sell prepaid phonecards to migrants; in the south-eastern province of Zhejiang, one popular product is called the Homesick Card. When the

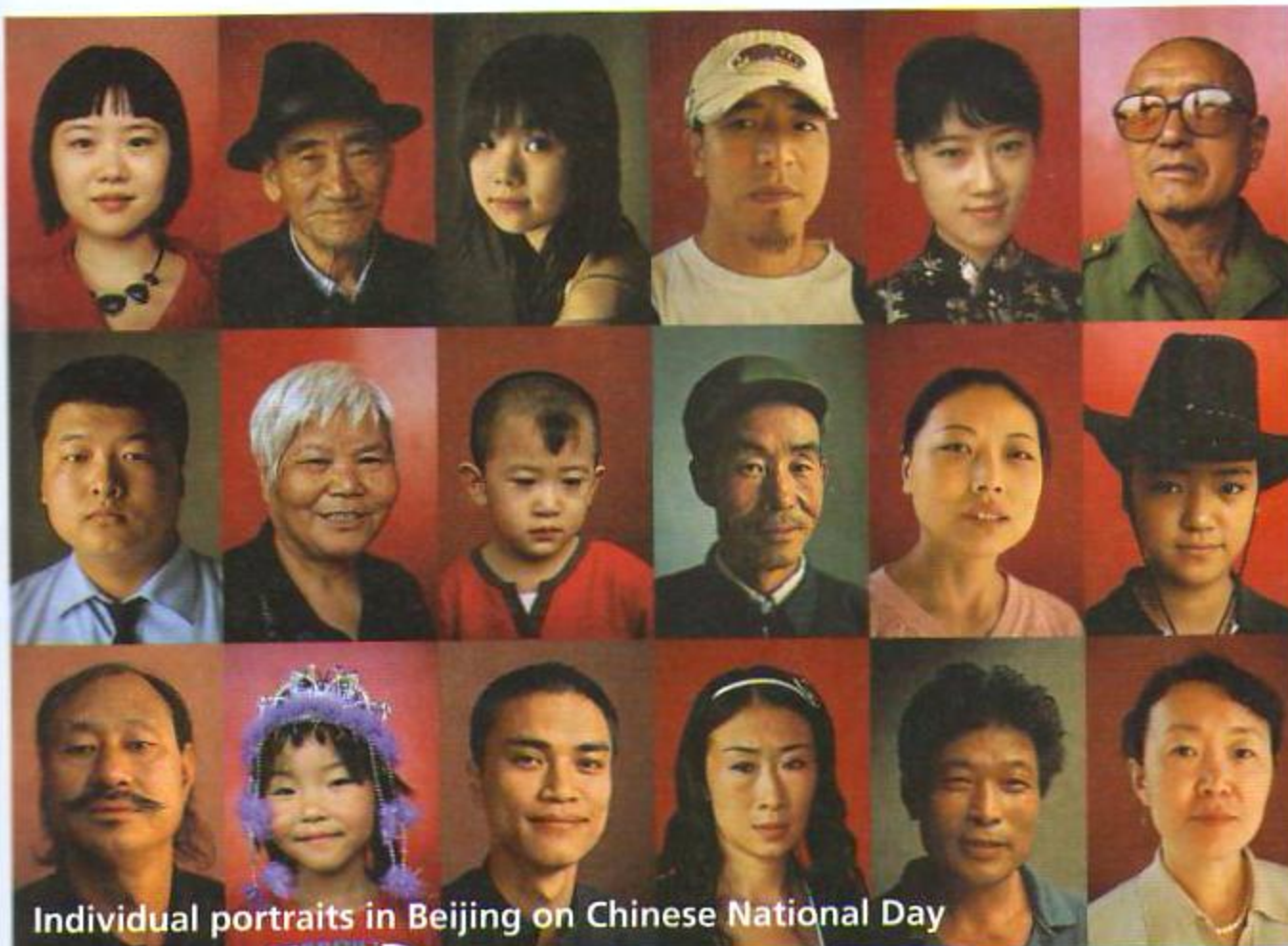
factories start production, you start to see women. Young women have a reputation for being hard-working. After the arrival of the women, the clothes shops appear. An American poet once described an industrial town in the USA as 'springing up, like the enchanted palaces of the Arabian tales, as it were in a single night.' Today it's the factory towns of China that seem to belong to another world. The human energy is amazing: the courageous entrepreneurs, the quick-moving builders, the young migrants. A combination of past problems and present-day opportunities has created an extremely motivated population. Most people in China have seen their standard of living go up in recent years.

The size of the population is both a strength and a challenge to China. Of the 1.3 billion people, 72 per cent are between the ages of 16 and 64. The movement of people from the countryside to the cities has transformed China into the world's

factory floor. In 1978, there were only 172 million urban residents. Now there are 577 million. Social scientists predict that the urban population will be 60 per cent by 2030. Each year about ten million rural Chinese move to the cities, so the factories have a constant supply of labour.

Chinese schools have been very successful. The literacy rate is over 90 per cent. The next step is to develop higher education. Many people are looking for better training. In a Chinese factory town, there are many private courses: English classes, typing classes, technical classes. In Zhejiang I met Luo Shouyun, who had spent a quarter of his wages on training. Now he is a master machinist, with a salary that makes him 'middle class'. Another young man had learned Arabic in order to translate for Middle Eastern buyers.

Clearly there are environmental costs from China's rapid growth. Collaboration between China and other countries will be crucial in managing environmental problems. Nobody in the developed world should criticise China without taking a look in the mirror. The nation has become successful by making products for overseas consumers. There's nothing foreign about the materialistic dreams of the average Chinese worker.



Individual portraits in Beijing on Chinese National Day

**literacy rate** (n) /'lɪtərəsi reɪt/ the number of people who can read and write

**materialistic** (adj) /mə'tɪəriə'lɪstɪk/ interested in possessions and consumer goods

**migrant** (n) /'maɪgrənt/ someone who moves to a different area, often for work

**overseas** (adj) /,əʊvə'si:z/ foreign, from another country

# 4d Would you mind ... ?

## Vocabulary job requirements

### Assistant Researcher

### NaturalHistoryNet TV

Full-time position + benefits. Initial 12-month contract.

#### You will be responsible for

- assisting the Research Coordinator on a variety of film projects.
- managing film production materials such as scripts, footage.
- dealing with queries related to current and past projects.

#### You will have

- a degree in a relevant subject.
- preferably 1-2 years' experience in film production.
- excellent database and research skills.

#### You will be

- organised and independent
- able to meet strict deadlines
- good at working under pressure

Send CV and covering letter to:

Anila.Jones@NHNTV.com

Closing date 15 June

1 Read the job advert and find the following.

- 1 duties
- 2 deadline for applications
- 3 skills and qualifications required
- 4 personal qualities required

2 Which of these qualities would be useful for the job in the advert?

conscientious creative energetic  
hard-working methodical self-confident

3 Work in pairs. Choose three jobs you know something about. What are the most important requirements of those jobs? Compare your ideas.

## Real life making and responding to requests

4 1.24 Listen to two friends, Rudi and Mark, discussing the position in the advert. Answer the questions.

- 1 Does Mark meet all the requirements?
- 2 Is his CV ready?
- 3 What will he need for the interview?

5 1.24 Look at the expressions for making and responding to requests. Listen again and tick the expressions Rudi and Mark use.

### ▶ MAKING AND RESPONDING TO REQUESTS

#### Making requests

- Is it all right if I give you as my referee?
- Would it be OK to borrow your suit?
- Is it OK to take your car?
- Would it be all right if I used your phone?

- Would you mind checking my application form?
- Do you mind helping me with my CV?

- Could you give me a lift to the interview?
- Can you have a look at my covering letter?
- Will you be able to do it today?

#### Responding to requests

- Of course (not).
- I'm not sure about that.
- Yes, I will.
- Sure, no problem.

6 Would you like to do a job like the one in the advert? Why? / Why not?

## 7 Pronunciation weak and strong auxiliary verbs

a 1.25 Listen and repeat the exchange. Notice how the auxiliary verb *will* is not stressed in the full question and is stressed in the response.

- A: Will you be able to do it today?  
B: Yes, I will.

b 1.26 Match the questions (1-6) with the responses (a-f). Then listen and check. Work in pairs. Practise the exchanges.

- 1 Are you going to apply for the job?
- 2 Will he help you with your CV?
- 3 Are they still advertising that job?
- 4 Does she meet our requirements?
- 5 Will it be an all-day interview?
- 6 Is it OK to phone your mobile?

- a I don't think she does.
- b I think it might.
- c No, they aren't.
- d Of course he will.
- e Yes, I think I will.
- f Yes, of course it is.

8 Work in pairs. You are going to act out 90-second conversations in different situations. Turn to page 155.

# 4e I enclose my CV

## Writing a covering letter

- 1 Work in pairs. Have you ever applied for a job in these ways? Tell your partner.

a CV  
a letter  
a personal contact  
a phone call  
an application form

- 2 Read the covering letter. Tick the information it includes. What (if any) information can you omit if you send the letter as an email?

a reference to your CV  
the date  
the name and address of the person you are writing to  
the reason for your letter  
your address  
your interest in the post  
your phone number  
your qualifications  
your relevant experience  
your skills

- 3 Compare the letter to the style you use in your country. Answer the questions.
- 1 Is the layout different? How?
  - 2 Does it include the same information?
  - 3 Is the information in the main part of the letter sequenced in the same way?

## 4 Writing skill formal style

- a A formal letter in English uses these conventions. Underline examples of each one in the letter.

- concise sentences
- formal phrases to begin sentences
- no contractions
- standard phrases to open and close the letter

- b Rewrite the sentences in a more formal style.

- 1 I'm finishing my degree soon.
- 2 Give me a call.
- 3 I was looking through the paper and I saw your ad, and I thought it looked really interesting.
- 4 My phone number is on my CV, which I've sent you as well.
- 5 I'll be free from August.

27 Harbour Road  
Manchester  
M21 7PF  
7 July 2011

NHN TV  
Burton House  
Bristol  
BS9 2HL

Dear Ms Jones,

I am writing in reply to your advertisement in the Daily Herald for the post of Assistant Researcher. I will graduate in Digital Media this month from Manchester University. I have experience in film production and post-production as I have worked part-time in my university television station for the last year.

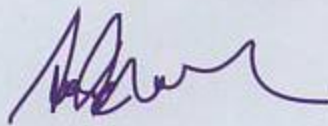
I consider myself to be hard-working and organised in my work. As part of my job with the university television station, I was responsible for planning schedules and programme archiving.

I am available for interview at any time and available to start work after July. I am willing to relocate if necessary.

I enclose my CV which gives full details of my qualifications, work experience and skills as well as my contact details.

I look forward to hearing from you.

Yours sincerely,



Mark Nolan

- 5 Write a covering letter to go with an application for a job you would like. Follow the layout and style of the letter from Mark.
- 6 Exchange letters with your partner. Use these questions to check your partner's letter.
- Is it clear how to contact this person?
  - Is the style appropriate?
  - Does the person sound like a good candidate?
- 7 On the basis of the letter your partner has written, would you give him/her an interview? Explain your reasons to your partner.

# 4f Confucianism in China



China is the one of the largest and oldest countries in the world.

## Before you watch

- 1 Work in groups. Look at the photos. Write down everything you know about China and about Confucius. You have three minutes. Then compare what you have written with other groups.
- 2 You are going to watch a video about China. Write down one image that you think:
  - 1 you will definitely see.
  - 2 you might see.
  - 3 you definitely won't see.

## While you watch

- 3 Watch the video and check your answers from Exercises 1 and 2.
- 4 Watch the first part of the video (to 01.59). Choose the correct option to complete the sentences about the early history of China.
  - 1 Confucius lived from:
    - a 551 to 479 BC.
    - b 500 to 600 BC.
  - 2 Around 500 BC central China was governed by:
    - a the Han dynasty.
    - b the Zhou dynasty.
  - 3 The rulers were:
    - a weak.
    - b very unhappy.
  - 4 Local warlords:
    - a fought for land and power.
    - b fought for justice in the country.
  - 5 Confucius travelled across China to convince people:
    - a to fight against the warlords.
    - b that his ideas about society could restore order.
  - 6 Three hundred years after Confucius died, the Han dynasty:
    - a adopted his philosophy.
    - b banned his teachings.

- 5 Watch the second part of the video (02.02 to the end). Number the sayings of Confucius in the order you hear them.
  - a Virtue is the root; wealth is the result.
  - b Is it not pleasant to learn with a constant perseverance and application?
  - c A youth should be respectful of his elders.
- 6 Watch the video again and complete the extracts with words from the glossary.
  - 1 Millions of Chinese people \_\_\_\_\_ a rich history that has lasted for thousands of years.
  - 2 The country of China was \_\_\_\_\_ up in a dark period of war and unhappiness.
  - 3 Traditionally, sons carry on the family name and \_\_\_\_\_ their parents.
  - 4 Throughout the history of China, an education has been an opportunity to \_\_\_\_\_ up in the world and attain success.
  - 5 Because Confucianism is often associated with China's past, many people aren't \_\_\_\_\_ of its influence on present-day society.

## After you watch

### 7 Roleplay talking about a country's culture

Work in pairs.

Student A: You are Chinese. Make notes about the three aspects of culture below, then explain to your partner how Chinese culture is different from his/hers.

Student B: Your partner is Chinese and studying abroad. Write questions to ask about how the three aspects below are different to the culture in your country.

- respect
- learning
- virtue and wealth

Act out the conversation, then change roles and act out the conversation again.

### 8 Work in groups and discuss these questions.

- 1 Do you agree with what Confucius says about youth, education and wealth? Why? / Why not?
- 2 Do you think Confucius's philosophy has anything to offer your country? What in particular?

attain (v) /ə'teɪn/ reach, arrive at  
 be aware of (v) /bi: ə'weə ɒv/ know about  
 be caught up in (v) /bi: kɔ:t 'ʌp ɪn/ be in the middle of  
 carry on (v) /kæri 'ɒn/ continue  
 conduct (n) /'kɒndʌkt/ a way of behaving  
 convince (v) /kən'vɪns/ make someone believe something  
 dutiful (adj) /'dʒʊtɪfəl/ doing what you are supposed to do  
 dynasty (n) /'dɪnəsti/ a family that rules a country for several generations  
 elder (n) /'eldə/ an older person  
 ethical (adj) /'eθɪkəl/ relating to what is right and wrong  
 foundation (n) /'faʊn'deɪʃən/ base  
 govern (v) /'gʌvən/ administer a country  
 harmony (n) /'hɑ:məni/ a state when people live together without problems  
 in decline (adv) /ɪn dɪ'klaɪn/ becoming weaker

joy (n) /dʒɔɪ/ happiness  
 move up (v) /mu:v 'ʌp/ progress  
 perseverance (n) /pə:'sɪvɪərəns/ the capacity to keep going in difficult conditions  
 prosper (v) /'prɒspə/ be successful  
 respectful (adj) /rɪ'spektfəl/ polite and obedient  
 restore (v) /rɪ'stɔɪ/ bring back  
 root (n) /ru:t/ base  
 ruler (n) /'ru:lə/ the head of a country  
 share (v) /ʃeə/ have something in common  
 subject (n) /'sʌbdʒəkt/ a person who lives in a country that has a ruler  
 support (v) /sə'pɔ:t/ help  
 virtue (n) /'vɜ:tju:/ behaving in a moral way  
 warlord (n) /'wɔ:lɔ:d/ the leader of a private army  
 wealth (n) /welθ/ a large amount of money

## Grammar



1 Work in pairs. Look at the photo of student chefs in China cooking vegetables. What do you think they are thinking about?

2 Complete the comments with one word. Which comments do you think were made by the students in the photo?

- 1 'I'm sure nobody \_\_\_\_\_ be able to eat this!'
- 2 'I think I \_\_\_\_\_ change jobs soon.'
- 3 'I \_\_\_\_\_ having a drink on my next break.'
- 4 'This \_\_\_\_\_ definitely impress the diners.'
- 5 'I \_\_\_\_\_ be the best chef in the country.'
- 6 'My parents are going \_\_\_\_\_ be so proud of me.'
- 7 'This may \_\_\_\_\_ turn out as I expected.'
- 8 'Wow, my hat is \_\_\_\_\_ to catch fire.'
- 9 'My friends \_\_\_\_\_ believe me when I tell them about my day.'
- 10 'I'm \_\_\_\_\_ a take-away for supper tonight.'

3 Work in pairs. Imagine you are the students in the photo. Ask your partner about their plans and arrangements for when the course finishes.

### I CAN

make predictions about future events (*will*)

show different degrees of certainty about predications (*may, might, could*)

ask and answer questions about future plans and arrangements (*going to, present continuous*)

## Vocabulary

4 Work in pairs. Choose one of these words. Take turns to name a job which the word describes, within a ten-second time limit. Keep going until one person has no more ideas. The other person then gets one point. Repeat with another category. The person with the most points at the end wins.

badly paid dangerous glamorous indoors  
manual outdoors rewarding routine  
with a uniform

5 Work in pairs. For each of these jobs, discuss what qualities and qualifications you need to do this job and what the pay and conditions are like. Then say which job would be best for your partner and give reasons.

accountant chef fire fighter pilot shop  
manager vet

6 Work in groups. Do you agree or disagree with these statements? Why?

- 1 Everyone should go to college.
- 2 Failing an exam can be a good experience.
- 3 Dropping out of university is not the end of the world.
- 4 We never stop learning.

### I CAN

describe different jobs, job requirements and conditions

talk about stages in education and getting qualifications

## Real life

7 Work in pairs. Match the sentence parts and make requests. Then act out a conversation which includes the requests and appropriate replies.

- 1 Could you
  - 2 Is it all right if I
  - 3 Would you mind
  - 4 Would it be all right if I
- a borrow your phone?
  - b help me with this application?
  - c lending me some money?
  - d took off my jacket?

8 With your partner, act out similar conversations for two of these situations.

a problem at work  
an important exam ahead  
a meeting with a new boss  
your first day at college

### I CAN

make and respond to requests

## Speaking

9 Work in groups. Each person needs four pieces of paper. Write predictions for these four topics on the pieces of paper. Write two negative and two positive predictions. Put all the pieces of paper together and select them one by one at random. Discuss the probability of the predictions coming true and try to guess who made each one.

entertainment music shopping sports





Tourists take photos of an emperor penguin on the frozen Amundsen sea in Antarctica

## FEATURES

### 58 Walking for wildlife

Mike Fay: a personal approach to saving wild places

### 60 A good holiday

Find out what the British really get up to on holiday

### 62 The real cost of travel

A report on global tourism

### 66 A disappearing world

A video about the endangered rain forest of the Congo basin

- 1 Work in pairs. Look at the photo. Discuss the questions with your partner.
  - 1 What kind of holiday do you think this is? Why?
  - 2 Do you think the people do this kind of trip often? Why?/ Why not?
  - 3 Would you like to take a trip like this?
- 2 1.27 Listen to three people talking about travel. Write the number of the speaker (1–3) next to the things they talk about.
 


being on planes	planning
business trips	a round-the-world trip
day trips	taking local buses and trains
delays	travelling for work
luggage	weekends away
- 3 1.27 Listen again. Each speaker shares a travel tip. What are their tips? Discuss the tips with your partner.
- 4 Which countries or cities have you been to? Find people in your class who have had similar experiences to you.

*Have you been to Russia?*

*Have you seen the Kremlin in Moscow?*

# 5a Walking for wildlife

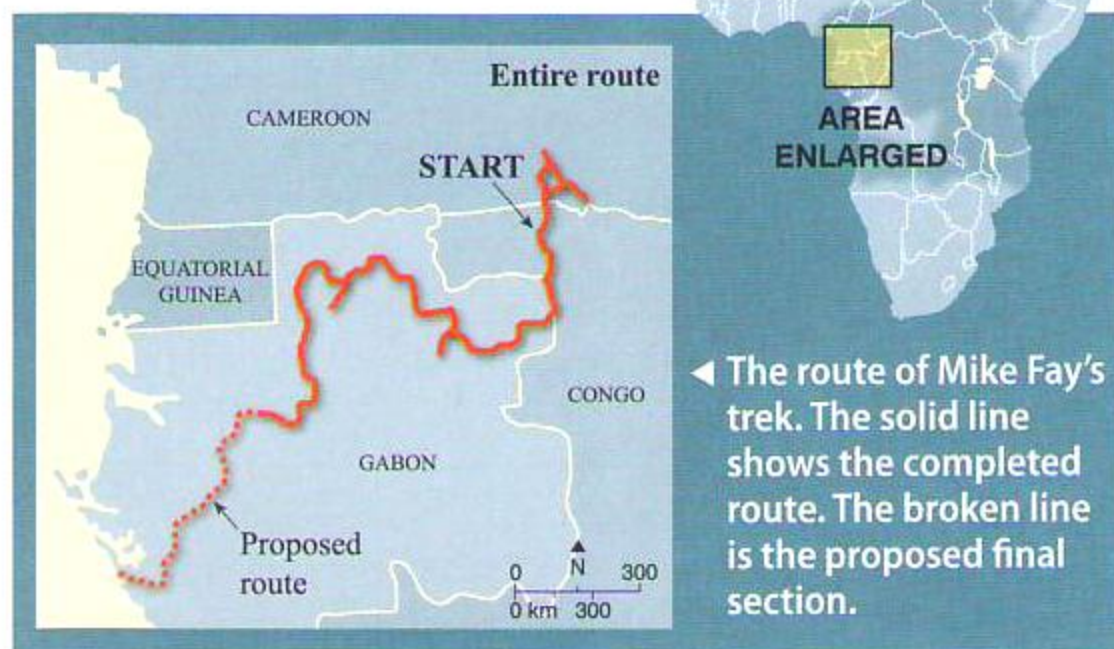
## Listening and reading

**1**  **1.28** Look at the map showing the conservationist Mike Fay's trek through central Africa. Choose the options you think are correct. Then listen to part of a radio programme and check.

- 1 The trek covers *less than 2,000 kilometres / over 3,000 kilometres*.
- 2 The route goes through *Kenya and Tanzania / Congo and Gabon*.
- 3 Fay and his companions are *on a walking holiday / working on a project*.
- 4 The best way to travel in this area is *on foot and by boat / by motorbike and jeep*.
- 5 It will take *five months / fifteen months* to complete the trek.

**2** Read the profile of Mike Fay. Write the number of the paragraph (1–5) next to the heading.

- a Has he had any dangerous experiences?
- b What has he done?
- c What luggage does he usually take?
- d Who is he?
- e Why does he do it?



**3** Are the sentences true (T) or false (F)? Test your memory. Then read the profile again and check.

- 1 He's done conservation work in Africa but not in America.
- 2 He's slept in 50 different beds in the last ten years.
- 3 An elephant nearly killed him once.
- 4 He wore his last pair of sandals for 2,000 kilometres.
- 5 He has succeeded in his aims with his work.

**4** Work in pairs. Compare Fay's style of travelling with your own. What appeals – or doesn't appeal – to you? Tell your partner.



## Walking for wildlife

NATIONAL GEOGRAPHIC PROFILE: MIKE FAY

- 1** He's a biologist with the Wildlife Conservation Society (WCS). He's lived in central Africa for six years.
- 2** Fay has worked on several major conservation projects in Africa and America. He's counted all the elephants in the central African country of Chad – twice! He's walked nearly 3,000 kilometres across North America. He spends so much time outdoors that he hasn't slept in a bed more than 50 times in the last ten years!
- 3** A few years ago, he survived a plane crash! And on one trip, he came face to face with a very angry elephant which attacked him. Amazingly, his injuries weren't life-threatening. Less dramatically, but just as seriously, he's had malaria in Africa many times and on one occasion he nearly died.
- 4** Fay travels light – he usually just takes a T-shirt, a pair of shorts and his favourite footwear, sandals. His most recent pair of sandals lasted 2,000 kilometres before they fell apart! The few items he never travels without include his penknife, a lighter and a sleeping mat.
- 5** Fay wants to show people how beautiful and precious the planet is so they will take care of it. And he succeeds. His work has drawn attention to conservation issues and made people act. After he started work on the elephant project in Chad, the number of elephant deaths fell significantly. And in Gabon, the government has created thirteen new national parks covering 26,000 square kilometres of forest.

**trek** (n) /trek/ a long, difficult journey, usually on foot

## Grammar present perfect simple and past simple

5 Look at the example. Then read the sentences. Choose the correct option.

He's had malaria in Africa many times and on one occasion he nearly died.

- 1 We use the *present perfect* / *past simple* when we don't say exactly when something happened.
- 2 We use the *present perfect* / *past simple* when we say – or it is clear from the context – when something happened.

6 Underline the present perfect verbs and circle the past simple verbs in the profile. Which ones have different past simple and past participle forms?

### PRESENT PERFECT SIMPLE and PAST SIMPLE

Present perfect simple: *He's lived in central Africa for six years.*

Past simple: *A few years ago, he survived a plane crash.*

Regular verbs: *live, lived, lived*

Irregular verbs: *have, had, had; come, came, come*

For further information and practice, see page 161.

7 **1.29** Look at the grammar box. Complete the additional information about Mike Fay with the present perfect and past simple form of the verbs. Then listen and check.

As well as walking, Fay and his team <sup>1</sup> \_\_\_\_\_ (also / fly) over large parts of Africa. Besides his work in Africa, Fay <sup>2</sup> \_\_\_\_\_ (do) extensive conservation work in North America. He <sup>3</sup> \_\_\_\_\_ (once / spend) eleven months walking the Pacific coast, surveying giant redwood trees. As he <sup>4</sup> \_\_\_\_\_ (not have) access to electricity for most of that journey, he <sup>5</sup> \_\_\_\_\_ (fill) 24 notebooks with data. He estimates that he <sup>6</sup> \_\_\_\_\_ (use) up hundreds of notebooks over the years.



### 8 Pronunciation *has, have*

a **1.30** Underline the present perfect form of the verbs in Exercise 7. Then listen to these sentences again. Notice the pronunciation of *has* /həz/ and *have* /həv/.

b **1.31** Listen and repeat these sentences.

- 1 The WCS has financed the work.
- 2 The trip has taken longer than expected.
- 3 The team members have worked hard.
- 4 The results have surprised us.
- 5 The project has been a great success.
- 6 The government has helped the project.

9 Find these time expressions in the profile. Complete the table with the expressions.

for in the last ten years a few years ago  
on one occasion

Present perfect	Past simple
already	at lunchtime
since	in 2009
so far	last summer
this month	yesterday
_____	_____
_____	_____

### ► FOR

We use *for* + period of time with both the present perfect and the past simple.

For further information, see page 162.

10 Complete the sentences so that they are true for you. Then work in pairs. Compare your sentences.

- 1 I've improved my English a lot in the last \_\_\_\_\_.
- 2 I've lived in \_\_\_\_\_ for \_\_\_\_\_.
- 3 I've \_\_\_\_\_ many times.
- 4 I've already \_\_\_\_\_ this month.
- 5 I had a great holiday \_\_\_\_\_ ago.
- 6 I once worked in a \_\_\_\_\_ for \_\_\_\_\_.
- 7 I \_\_\_\_\_ at lunchtime.
- 8 After I left school, I \_\_\_\_\_.

## Speaking

11 Have you had any unusual travel experiences? Make as many true or false sentences as you can with these verbs. Then work in pairs and talk about your experiences. Can your partner identify the false sentences? Ask follow-up questions as necessary.

catch climb do fly go have  
make meet run sail see sing  
sleep swim take walk

*I've flown in a hot-air balloon many times.*

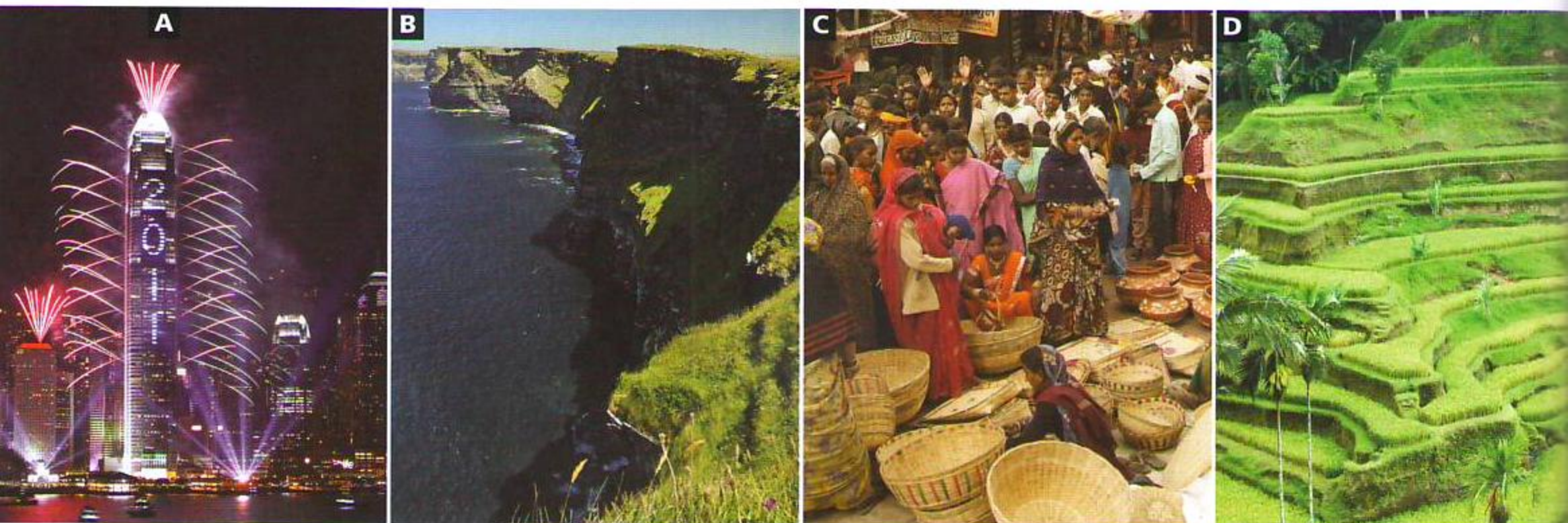
*Really? I've never done that. Where did you fly to?*

*I've seen elephants in the wild.*

*Have you? Did you take any photos?*

# 5b A good holiday

## Vocabulary and reading holiday destinations



1 Which of these words describe the photos (A–D)?

busy street  
 crowded market  
 exotic scenery  
 peaceful setting  
 relaxing surroundings

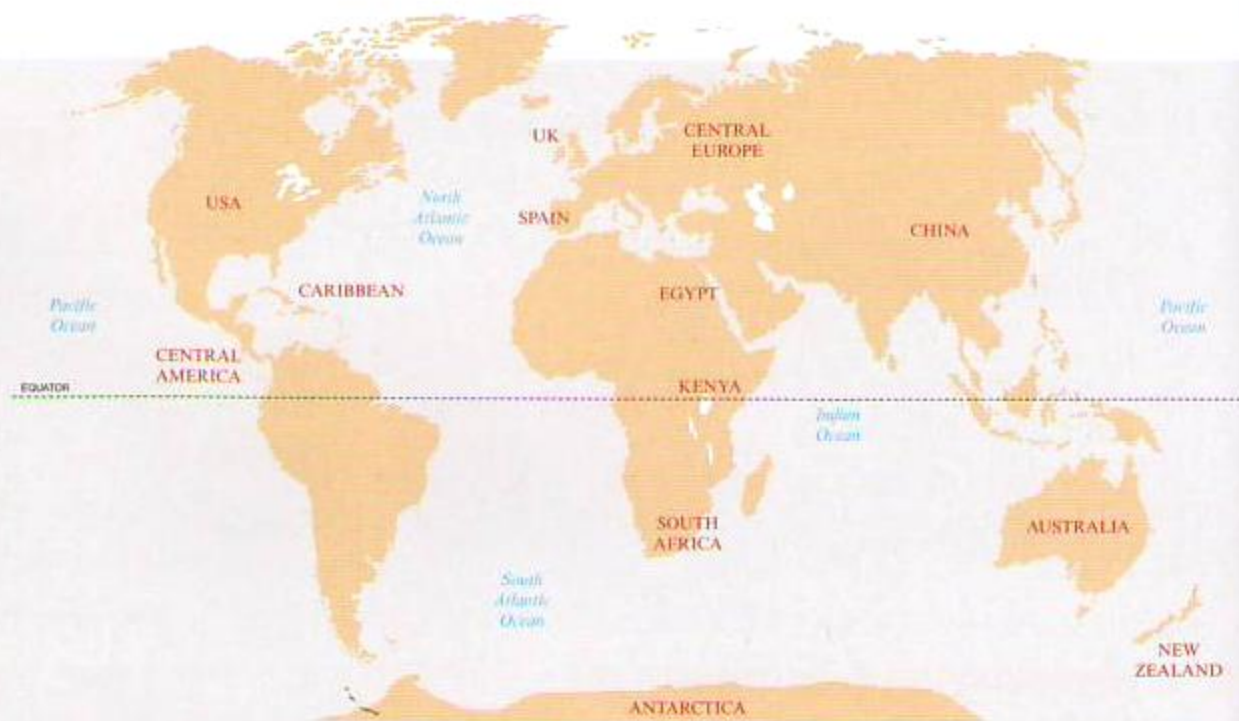
safe resort  
 tropical beach  
 unspoilt coastline  
 vibrant city  
 remote village

- 2 Work in pairs. Where do you think you would find the features in Exercise 1? Match the features with the holiday destinations shown on the map.
- 3 Read about British holidaymakers. Complete the table with the kinds of holidays for each place.
- 4 Have you been on any of these kinds of holidays? What kinds of holidays are popular with people in your country?

## G E O G R A P H Y

Once, the traditional British holiday was a week at the seaside – either in the UK or somewhere with more reliable weather like the Mediterranean. But recently, holidaymakers have been looking for a different holiday experience. Perhaps inspired by wildlife documentaries on television, tourists have been flocking to places like Kenya and South Africa for safaris and bush camp holidays. Interest in China has been growing too. About half a million UK tourists have visited China on cultural tours since the 2008 Olympic Games. Meanwhile, tour companies have been promoting the traditional package holiday with a new twist to attract more customers – but with mixed results. One holiday operator has filled all the places on its spa holidays in Spain for this season, but they have sold only half of their available luxury breaks in Egypt.

One of the most notable changes is that the older generation of British holidaymakers has been travelling like never before. The number of holidaymakers over 60 has doubled in the last three years. Cruise destinations in the Caribbean or even to Antarctica are no longer just for young adventurers.



### HOLIDAY DESTINATIONS AND WHAT WE DO THERE

UK	self-catering, bed & breakfast
Caribbean and Antarctica	1 _____
Kenya and South Africa	2 _____, 3 _____
Spain and Egypt	package holidays
China	4 _____
USA, Australia and New Zealand	independent travellers, backpackers

## Grammar present perfect continuous and simple

5 Look at the example. Underline four other present perfect continuous sentences in the text.

But recently, holidaymakers have been looking for a different holiday experience.

6 Answer the questions.

- Which verbs are used to make the present perfect continuous?
- Do the main verbs describe states or actions?
- Do the sentences refer to activities which have finished or which are continuing – or to both?

### PRESENT PERFECT CONTINUOUS

subject + *have/has (not) been + -ing*

*have/has + subject + been + -ing?*

For further information and practice, see page 162.

7 Circle four present perfect simple sentences in the text. Compare the present perfect simple and the present perfect continuous tenses.

- Which tense emphasises a completed action?
- Which tense emphasises the duration of an activity?
- Which tense expresses the result of an activity?


8 Match the activities (1–6) with the results (a–f). Then write sentences as in the example.

Example:


1 *We've been tracking elephants today – we've taken some amazing photos.*

- |                         |                          |
|-------------------------|--------------------------|
| 1 track elephants       | a finish my book         |
| 2 lie by the pool       | b not find one           |
| 3 look for cheap deal   | c see dozens of churches |
| 4 tour European cities  | d spend a fortune        |
| 5 follow the coast path | e take amazing photos    |
| 6 visit local markets   | f walk ten kilometres    |

## Listening

9  1.32 Listen to three conversations that holidaymaker Matt has during his holiday. Choose the correct name.

- Matt / Lucy has been coming here for four years.
- Matt / Lucy thinks the nightlife is fantastic.
- Matt / Lucy thinks good weather is what you need on holiday.
- Matt / Rose recommends the food at the SeaView.
- Matt / Rose wants a relaxing break this year.
- Matt / Paul has good memories of his holidays.
- Matt / Paul has been sky-diving for a long time.
- Matt / Paul spends his holidays with friends.

10  1.32 Listen again and complete Matt's questions in these exchanges.

- How long \_\_\_\_\_ here?  
About six years.
- How long \_\_\_\_\_ here?  
We just got in yesterday.
- So, how long \_\_\_\_\_ sky-diving?  
For quite a few years now.
- How long \_\_\_\_\_ you?  
It took a while!

## Grammar How long ... ?

### ▶ HOW LONG ... ?

We use *How long ... ?* with the present perfect simple, present perfect continuous and past simple to ask about the duration of an activity. Verbs like *be, have, know, like* are not usually used in the continuous form.

For further information and practice, see page 162.

11 Look at the exchanges in Exercise 10. Which tense is used in the questions – and why?

12 Write questions with *How long ... ?* for these sentences. Then work in pairs and continue the conversations.

- I went to Thailand last year.
- I'm waiting for the bus to the beach.
- We're backpacking around India.
- I'm doing a diving course.
- I got this camera in the duty-free shop.
- We've finally made it home!

## Speaking

13 What do you think makes a good holiday? Look at the list and add three ideas of your own.

- getting there: journey time, transport, \_\_\_\_\_
- at your destination: things to do, nightlife, beaches, weather, food, friends, \_\_\_\_\_
- afterwards: good memories, \_\_\_\_\_

14 Work in pairs. Decide which five things are the most important for a good holiday. Explain your choices with examples from your own holiday experiences.

15 Work with another pair. Compare your ideas. Try to agree on the three most important things. Tell the class.

*We all agree that good weather is important.*

# 5c The real cost of travel

## Reading

- 1 What kind of tourism is there in your country or region? List some of the advantages and disadvantages of tourism.
- 2 Look at the photos in the article on page 63. What aspects of tourism do you think each one shows?
- 3 Read the article quickly and choose the best option (a–c).
  - a It describes how tourists have been getting involved in conservation activities.
  - b It compares harmful and beneficial effects of tourism.
  - c It gives some examples of the negative impact of tourism.
- 4 Read the article again and complete the table.

Place	Type of tourism / activity	Effect
Patagonia	<sup>1</sup> _____	waste affects <sup>2</sup> _____
Everest	climbing expeditions	the mountain is covered in <sup>3</sup> _____
the Mediterranean	beach resorts	<sup>4</sup> _____ is out of control
Europe	<sup>5</sup> _____	a big impact on <sup>6</sup> _____

- 5 Answer the questions with information from the article.
  - 1 Why are cruises bad for the environment?
  - 2 Expeditions normally climb Everest to reach the top. What is the second kind of expedition mentioned in the article?
  - 3 Why, apart from the cost, are low-cost flights so popular?
  - 4 Does the article suggest there are better ways to travel? What are these ways?

## Vocabulary conservation

- 6 Find these words in the article. Then complete the sentences. In one sentence, more than one word is possible.

population habitats impact rubbish waste  
pollute greener

- 1 Human activity has a big \_\_\_\_\_ on wildlife and on the environment.
- 2 On average, each person in the UK produces about 500 kilograms of \_\_\_\_\_ each year.
- 3 The world \_\_\_\_\_ has doubled since 1960.
- 4 We need to protect different natural \_\_\_\_\_.
- 5 Recycling is \_\_\_\_\_ than throwing things away.
- 6 We often \_\_\_\_\_ the environment when we throw things away.

## Critical thinking close reading

- 7 According to the text, are these statements true (T) or false (F)? Or is there not enough information (N) to say if the statements are true or false?
  - 1 Mass tourism has grown steadily and has now reached its peak.
  - 2 Cruises have had a negative effect on penguins and other animals.
  - 3 Non-industrial countries accept the negative effects of tourism.
  - 4 Economic problems mean that construction on the Mediterranean coast has stopped.
  - 5 There are less damaging ways of seeing the world than air travel.
- 8 Read the last sentence of the article again. Work as a class. Discuss the question.

## Speaking

- 9 Work in pairs. Look at these activities and decide their position on the green scale.



buying out-of-season food flown in from distant destinations  
flying to distant holiday destinations  
recycling household waste (containers, packaging, organic waste)  
saving water (turning off taps, not watering the garden)  
switching off lights and electrical appliances  
travelling (by bike, car, public transport)  
upgrading mobile phones, computers, TVs, etc. frequently  
using eco-friendly cleaning products

- 10 How easy is it for you to switch to greener activities? Tell your partner about your experiences with the activities in Exercise 9.
- 11 Work in groups. Compare your green activities and their results. Is your group 'light green' or 'dark green'?

*This year I've been putting my organic waste into a compost bin. I've reduced my weekly rubbish to one small bag!*

*We've been doing that too.*

# THE REAL COST OF TRAVEL

Mass tourism is a relatively recent phenomenon. The tourism industry took off in the middle of the last century and it's been growing ever since. In the last ten years especially, more and more people have been travelling to remote places around the world. It's a wonderful thing to be able to travel to places we had previously only read about or seen on television, but what is the downside of it all? What kind of impact does tourism have on the planet?

## A VOYAGE TO THE END OF THE EARTH?

A large cruise ship can carry as many as 6,000 passengers and there are upwards of 50 such ships currently sailing the seas. Cruise ships dump about 90,000 tons of waste into the oceans every year. Any harmful effects of this are made even worse by the fact that cruises tend to visit the same places over and over again, thus concentrating the waste in specific places. In Patagonia, this is now having a visible effect on wildlife. The population of animals such as these Magellanic penguins has been in decline for some years now and things show little sign of changing while cruise holidays continue to be so popular.

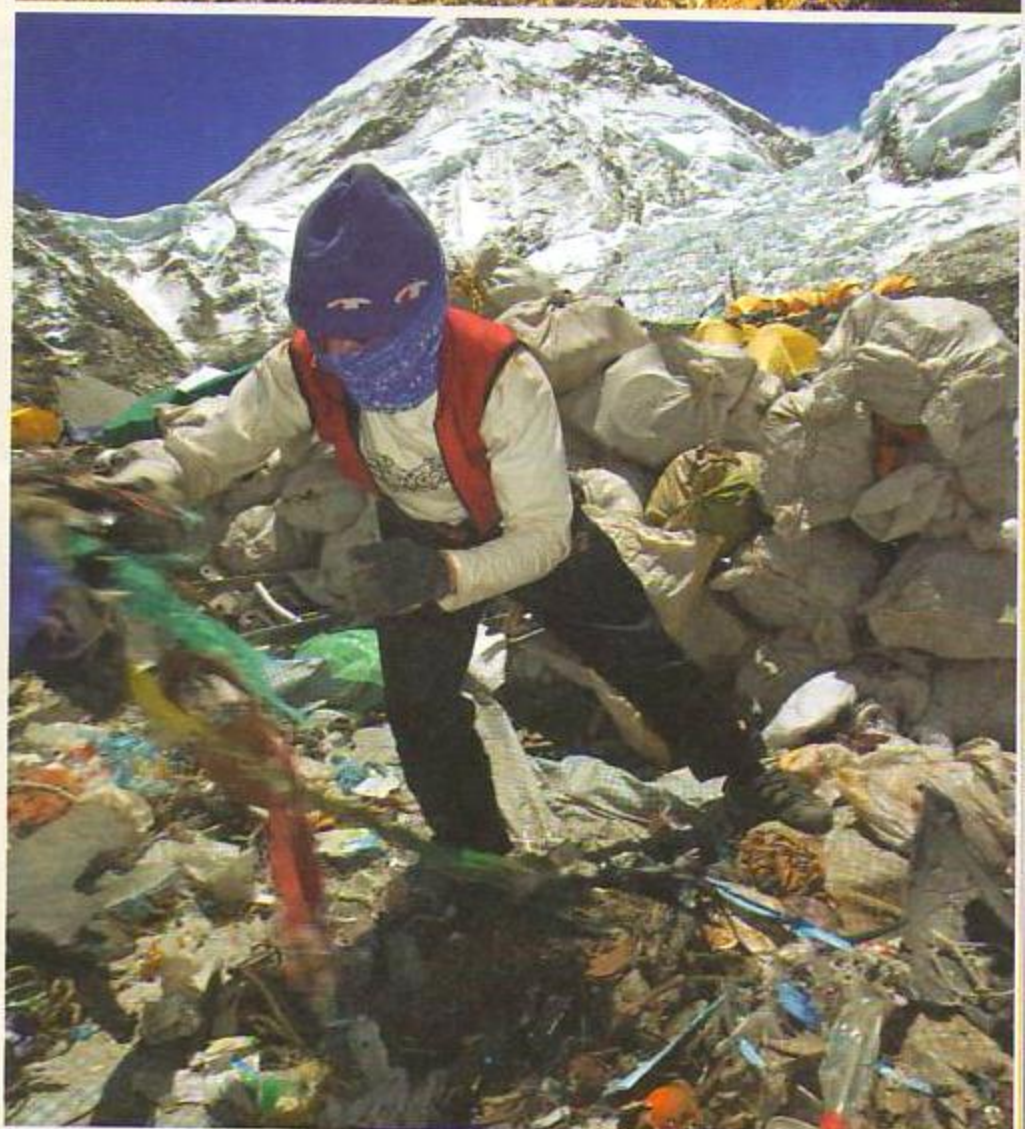
## LITTER ON TOP OF THE WORLD

From remote ocean habitats to the world's highest mountain, our litter is everywhere. Despite the fact that far fewer people go climbing or trekking in the Himalaya than take a cruise, their impact is still felt. Tourism is vital to the economy of Nepal, as it is in many non-industrial countries. But for decades, climbers have been abandoning their unwanted equipment on Everest. For the last few years, clean-up teams have been organising expeditions just to pick up the rubbish. The teams are made up of local and international climbers. One group has brought over eight tons of waste down from the mountain! But their actions don't stop there. The Japanese teams, for example, have also been educating other climbers back home in Japan about being more responsible on the mountain.

## WHEN MORE IS NOT BETTER

It's tourism of a different kind which is causing problems in Europe. Construction on the Mediterranean coast has been spiralling out of control for years. Beach resorts form an almost unbroken line from Gibraltar to Greece and natural habitats have disappeared under kilometres of concrete. And so we pollute the sea, the land – and the air. Low-cost air travel is booming, in spite of (or perhaps helped by) economic problems in so many countries. Many Europeans consider that low-cost flights are ideal, allowing them to take several short holidays over the course of a year. Yet curiously, short flights actually have a much bigger effect on climate change than long-haul flights. So, are there alternative, less damaging ways of seeing the world? Rail travel, for example, is a much greener way of getting around. And many places have been experimenting with low-impact tourism such as ecotourism. It's time to ask ourselves some difficult questions. Have we, perhaps, been destroying the very places we value as holiday 'escapes'?

**damaging** (adj) /'dæmɪdʒɪŋ/ destructive  
**decline** (n) /dɪ'klaɪn/ a fall, a reduction  
**downside** (n) /'daʊnsaɪd/ the negative aspect  
**upwards of** (adv) /'ʌpwədz əv/ more than



# 5d Is something wrong?

## Vocabulary travel problems

- 1 Work in pairs. Have you ever had any travel problems involving these things? Tell your partner. Which of these problems can a tour guide help you with?

baggage allowances	hotel rooms
boarding cards	infectious diseases
car hire	passport control
customs checks	train timetables
flight delays	travel documents
food poisoning	travel sickness

### ▶ WORDBUILDING compound nouns (noun + noun)

We can use two nouns together to mean one thing.  
*baggage allowances*  
*boarding cards*

For further information and practice, see Workbook page 43



## Real life dealing with problems

- 2 1.33 Listen to two conversations between a tour guide and tourists. Write the number of the conversation (1–2) next to the problem they talk about.

- The person has missed his/her flight home.
- Someone has had an accident.
- The luggage hasn't arrived.
- The flight has been delayed.
- The person has lost his/her plane tickets.
- Someone is ill.

- 3 1.33 Look at the expressions for dealing with problems. Can you remember who said what? Write G (guide) and T (tourist) next to the expressions. Then listen again and check.

### ▶ DEALING WITH PROBLEMS

I wonder if you could help us?  
 Is anything wrong?  
 Can I help?

Our luggage hasn't arrived.  
 Which flight were you on?  
 How did that happen?  
 Do you know where our bags have gone to?  
 When's the next flight?  
 It's about my wife.  
 The hotel hasn't provided mosquito nets.  
 How long has she been feeling like this?  
 Is there anything you can do?

I'm afraid the luggage has gone to Rome.  
 Don't worry, we'll arrange everything.  
 I'll ask the hotel to send for a doctor.

- 4 Work as a class. Are the problems solved? How?

## 5 Pronunciation strong and weak forms

- a 1.34 Look at the position of *to* in these sentences. Listen to the sentences. In which sentence is *to* strong – and in which one is it weak?

- Do you know which airport our bags have gone to?
- Yes, I'm afraid the luggage has gone to Rome.

- b 1.35 Listen and repeat these questions. Use strong or weak forms of *at*, *from* and *for*. Then work in pairs. Ask the questions and give your own answers.

- Which hotel are you staying at?
- Are you staying at the Ocean Hotel?
- Where have you travelled from?
- Why haven't we heard from the airline?
- What have we been waiting for?
- Are you waiting for the manager?

- 6 Work in pairs. Choose one of the conversations from Exercise 2. Take a role each. Look at the audioscript on page 176 and memorise the conversation. Then close your books and practise the conversation.

- 7 Take the roles of a tourist and a tour guide. Choose from the problems in Exercise 2 and act out two conversations. Use the expressions for dealing with problems to help you.



# 5e Hello from Sydney!

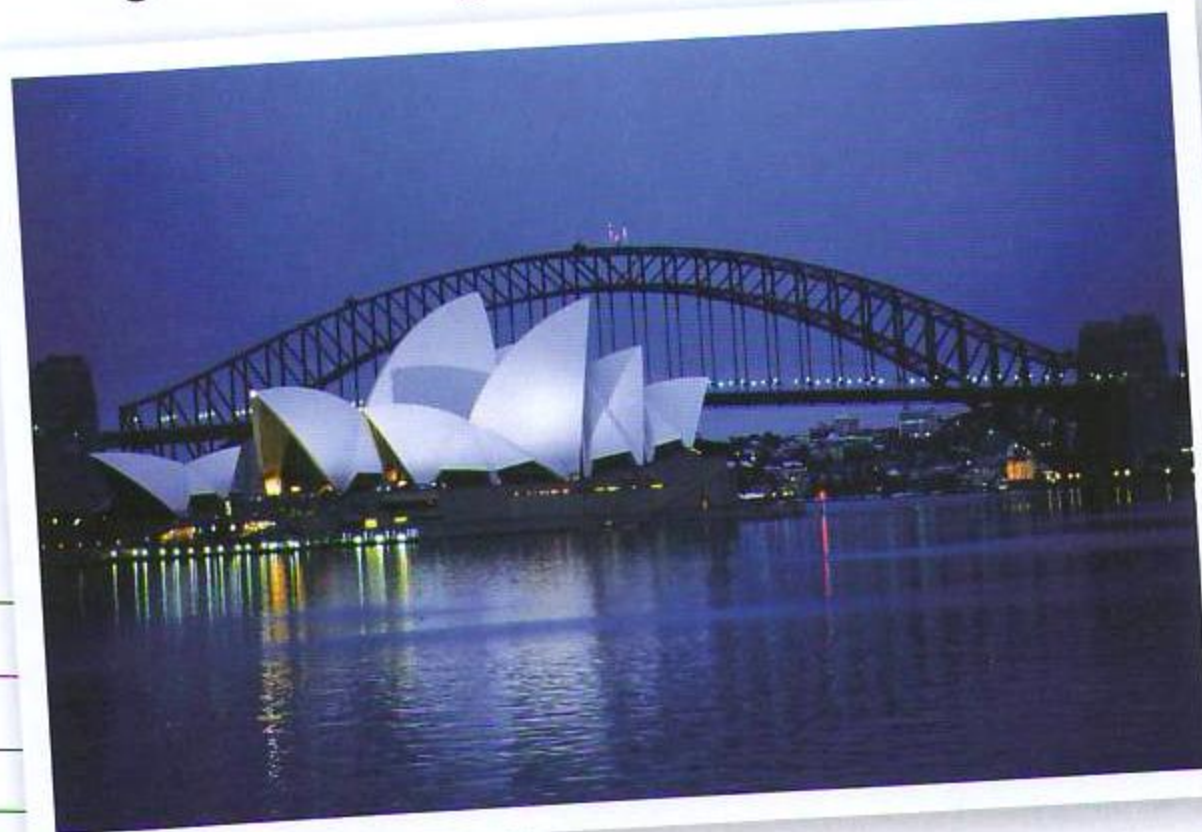
## Writing a postcard

Hi!

Finally made it to Sydney after 18-hour delay in Bangkok!!! Weather here glorious, beaches out of this world and the people are fantastic. I love Oz! So far have: been surfing (fell off every time!), seen the Opera House (wow!), been on a boat trip around the bay. No kangaroos or koalas yet cos haven't been out of city. Text from my uncle in Brisbane – has found me a job there for the summer!

Lynne

ps new pics up on Flickr



**1** Read the postcard from Lynne. Answer the questions.

- 1 Where has Lynne come from and where is she now?
- 2 Who do you think the postcard is to? Is it to friends or family?
- 3 What does Lynne say about the people and places?
- 4 What has she been doing?

### 2 Writing skills informal style

**a** Read the postcard again. Which of these features of informal style does Lynne use?

- abbreviations
- comments in brackets
- contractions
- exclamation marks
- informal expressions
- listing items
- missing out words

**b** Look at the example. The words *I* and *an* are missing. Mark their position in the complete sentence.

Finally made it to Sydney after 18-hour delay in Bangkok!

**c** Mark the places in the postcard where Lynne has omitted words. What are the words?

**d** Rewrite the sentences. Omit words where possible.

- 1 The weather is sunny and it has been very hot sometimes.
  - 2 I've been touring all the typical places – it's exhausting!
  - 3 The people here are very kind and they have helped me a lot.
  - 4 I took some photos of some koalas – they're so cute!
  - 5 I haven't heard anything from Anton yet.
  - 6 I'm getting a bus up to Brisbane because flying is too expensive.
- 3** Choose a place you have visited. Make notes about your visit. Use the questions in Exercise 1 as a guide.
- 4** Decide who to write to. Write a postcard of about 100 words describing your trip. Use some of the features of informal style from Exercise 2 and omit words which are not necessary.
- 5** Send your postcard to someone in your class. Then read the postcard you have received. Use these questions to check your classmate's postcard.
- Is everything clearly expressed?
  - Are there any sections you do not understand?
- 6** Work in pairs. Tell your partner about the postcard you have received.

*I got a postcard from Daisuke the other day.*

*Oh, yeah! How's he getting on?*

# 5f A disappearing world



It's an amazing place!



## Before you watch

- 1 Work in pairs. Look at the title of this video and the photo and discuss the questions.
  - 1 What do you think this video is about?
  - 2 Which parts of the world have areas of rain forest?
  - 3 What do you know about the rain forest and its problems?
- 2 Write down four animals and birds you think you will see in the video.

## While you watch

- 3 Watch the video and check your answers from Exercises 1 and 2.
- 4 Put the events in the order you see them in the video.
  - a looking over treetops
  - b writing a journal
  - c filming an elephant
  - d reaching the sea
  - e climbing a hill
  - f crossing rapids
  - g travelling in a canoe
- 5 Watch the video again. What does this information refer to?
  - 1 September .....
  - 2 2,000 .....
  - 3 150,000 .....
  - 4 one quarter .....
  - 5 half .....
  - 6 eight .....
  - 7 70 or 80 .....
  - 8 360 .....
  - 9 a few hundred .....
  - 10 fifteen .....
- 6 Complete the extracts with words from the glossary.
  - 1 Their ..... is to make a scientific ..... of a world which could be disappearing from Earth.
  - 2 What I'm trying to do, in a ..... way, is to show the world that we're just about to lose the last little ..... in the African continent.
  - 3 Fay's plan is to ..... and record data on almost every part of the rain forest.
  - 4 Their next ..... is to reach a group of strange hills that are made of stone, and which ..... far above the forest floor.
  - 5 This land of fast water and old forests is in danger because of .....

## After you watch

### 7 Roleplay an interview with an expedition member

Work in pairs.

Student A: You are a writer for *National Geographic*. You are going to interview a member of Michael Fay's team. Use the ideas below to prepare questions.

Student B: You have just completed the Congo Basin 'Megatransect' with Michael Fay. Use the ideas below to prepare what you are going to say to the interviewer.

- purpose of the expedition
- how you travelled
- what you saw
- the most difficult parts
- the best parts
- dangerous experiences

Act out the interview. Then change roles and repeat the interview.

- 8 During the video, Dr Fay says: 'If we don't do something now, if we don't do it today, we can forget about it.' What does he mean?
- 9 Work in pairs. Discuss these questions.
  - 1 What do you think Dr Fay did with the information he collected during his expedition?
  - 2 Apart from logging, what other dangers do places like the Congo Basin face?
  - 3 Are you optimistic or pessimistic about whether we will be able to preserve wild places on our planet?

**aim** (n) /eɪm/ objective

**challenge** (n) /'tʃælɪndʒ/ something that tests a person's abilities

**collect** (v) /kə'lekt/ pick up or bring things together

**desperate** (adj) /'despəɪt/ needing to change a very bad situation

**gem** (n) /dʒem/ something very valuable

**logging** (n) /'lɒɡɪŋ/ cutting down trees on a large scale

**overwhelmed** (adj) /əʊvə'welmd/ feeling very emotional

**record** (n) /'rekɔ:d/ written information about something

**rapids** (n) /'ræpɪdz/ part of a river where the water flows very fast

**rise** (v) /raɪz/ go up

**stepping stones** (n) /'stepɪŋ stəʊnz/ large stones that people walk on to cross a river

# UNIT 5 REVIEW

## Grammar

- 1 Work in pairs. Look at the photo. Discuss the questions.
  - 1 Where do wild gorillas live?
  - 2 What are the problems facing gorillas in the wild?
  - 3 Have you heard any news stories about gorillas?
- 2 Read the article and check your ideas from Exercise 1. Then choose the correct option.



Wild gorillas <sup>1</sup> *faced / have faced* many challenges in recent years. Commercial hunters <sup>2</sup> *left / have been leaving* several young mountain gorillas orphaned and the Ebola virus <sup>3</sup> *devastated / has devastated* the population of lowland gorillas. Gorilla numbers <sup>4</sup> *declined / have declined* at a disturbing rate – down over 50 per cent since the 1990s. In 2007, their status <sup>5</sup> *changed / has changed* from endangered to critically endangered. Projects such as the *Project Protection des Gorilles* <sup>6</sup> *rescued / have rescued* young gorillas and they <sup>7</sup> *have encouraged / have been encouraging* them to form new social groups, hoping to give them a second chance in the wild. Meanwhile, to counter the threat of the Ebola virus, Peter Walsh and others <sup>8</sup> *have worked / have been working* on a vaccine that will prevent the transmission of the virus from one gorilla to another.

- 3 Have you ever been to any of these places? Ask your partner questions about their experience.

a game reserve   a natural park   a safari park  
a wildlife sanctuary   a zoo

### I CAN

- talk about recent activities and experiences (present perfect simple and continuous)
- relate events that happened at a specific time in the past (past simple)

## Vocabulary

- 4 Work in pairs. Which is the odd one out in each group? Why?
  - 1 exotic, plane, unspoilt, vibrant
  - 2 cruise, peaceful, package, safari
  - 3 fly, food, nightlife, weather
  - 4 litter, rubbish, ticket, waste
  - 5 journey, seaside, tour, trip

- 5 Work in groups. Discuss the questions.
  - 1 What kind of places do tourists visit in your country?
  - 2 What have you done to help the environment?
  - 3 Where did you go for your last holiday? What did you do there?

### I CAN

- describe holiday destinations
- talk about conservation
- talk about holidays

## Real life

- 6 Read these sentences from a conversation between two friends. Put the sentences (a–h) in order (1–8).
  - a A: What? How has that happened?
  - b A: Well, let's have another look. Calm down.
  - c A: Well, have you looked through all your pockets?
  - d A: Is anything wrong?
  - e B: Yes, I have. And I've checked the suitcase.
  - f B: I've been worrying so much about everything, and now this!
  - g B: I think I've lost the boarding passes.
  - h B: I don't know. I thought they were in my pocket, but they aren't there now.
- 7 Act out similar conversations in pairs.

Conversation 1: Student A is a tourist and Student B is a tour guide. Student A has lost his/her passport.

Conversation 2: Student A is an airline official and Student B is a customer. The flight is cancelled.

### I CAN

- talk about travel problems
- ask for and give explanations

## Speaking

- 8 Prepare questions to interview someone about their career. Use the ideas below. Then work in pairs and choose one of the role cards on page 155. Prepare your role.

How long / be a ... ?      Where / travel to?  
What / do / recently?      When / go to ... ?  
Have / unusual experiences?

- 9 Work with a new partner. Take turns to ask and answer your questions.

*How long have you been a pilot?*

# Unit 6 Wellbeing



Food items from the Overall Nutritional Quality Index which assesses nutritional value of food.

Photograph by Mark Thiessen

## FEATURES

### 70 Pizza with a pedigree

Traditional dishes get special status

### 72 Imaginary eating

Discover the power of your mind!

### 74 A caffeine-fuelled world

An in-depth look at the role of caffeine in modern life

### 78 Dangerous dining

A video about an unusual Japanese delicacy

- 1 Find these foods in the photo. Which ones do you eat? How often do you eat them?

avocado bagel cheese cheese snacks chocolate  
fried egg pasta peanuts popcorn prawn steak

- 2 1.36 Work in pairs. Put the foods in Exercise 1 in the order you think is the most (1) to the least (11) healthy. Then listen to part of a radio programme and check your order.
- 3 1.36 Listen again and answer the questions.
  - 1 What is the Overall Nutritional Quality Index?
  - 2 What is the purpose of the Index?
  - 3 Where can you see this information?
- 4 Discuss the questions with your partner.
  - 1 Does any of the information in Exercise 2 surprise you?
  - 2 Have you heard the saying 'You are what you eat'? Do you have a similar saying in your country?
  - 3 How much attention do you pay to your diet?
  - 4 In what ways can food and diet influence your health?

# 6a Pizza with a pedigree

## Reading

- 1 Work in pairs. Answer the questions.
  - 1 What are the traditional dishes of your country or region?
  - 2 How often do you eat or make these dishes?
  - 3 How often do you eat or make dishes from other countries? Which dishes?
- 2 Read the news item *Pizza with a pedigree*. Answer the questions.
  - 1 Why is Pizza Napoletana in the news?
  - 2 What are some of the other foods in the same group as Pizza Napoletana?
  - 3 Which aspects of 'authentic' Pizza Napoletana are regulated?
- 3 Which food and drink products have protected status in your country?

## Grammar modal verbs (1)

### MODAL VERBS

<b>Obligation or no obligation</b> + <i>have to / has to, must</i>	– <i>don't/doesn't have to</i>
<b>Prohibition</b>	– <i>mustn't</i>
<b>Permission or no permission</b> + <i>can, is/are allowed to</i>	– <i>can't, is/are not allowed to</i>
<b>Recommendation</b>	<i>should (not)</i>

For further information and practice, see page 163.

- 4 Look at the grammar box.
  - 1 Which verb forms from the box are in the news item? Underline the verb forms in both the box and in the news item.
  - 2 The modal verbs *have to* and *must* have the same form in the past simple. Circle this form in the news item.
  - 3 Two of the modal verbs in the news item do not express rules. Which verbs?

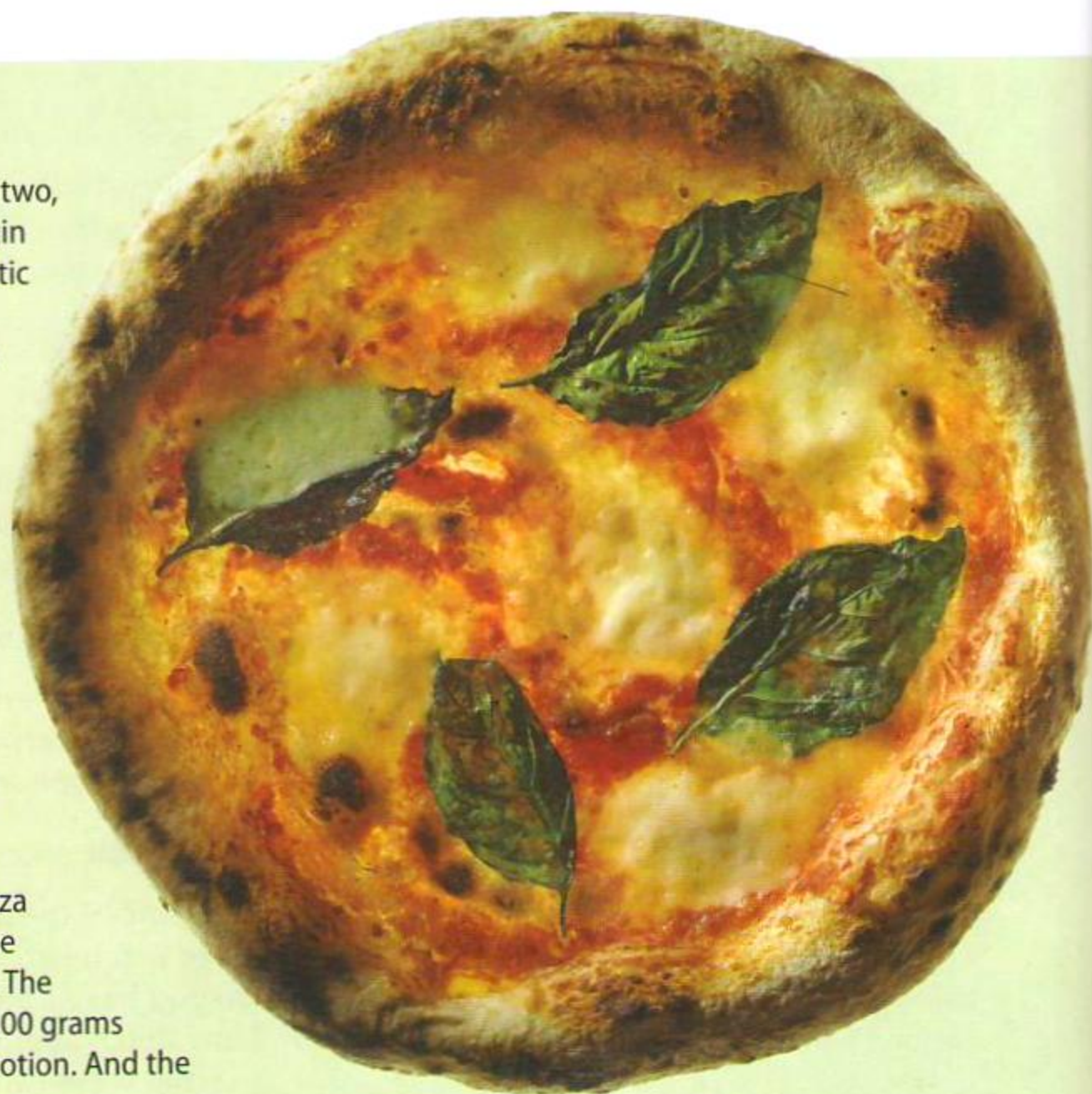
## FOOD

### Pizza with a pedigree

There is pizza – and there is Pizza Napoletana. The two, connoisseurs say, have as much in common as virgin olive oil has with generic cooking oil. Now, authentic Pizza Napoletana has joined the elite group of European Union-certified food and drink products – like Scottish Farmed Salmon, Spanish Melon from la Mancha and English Blue Stilton cheese. In order to qualify for this list, these food products had to meet very strict criteria.

Once a product is granted Guaranteed Traditional Specialty status, other similar products are not allowed to use the same name. If your Champagne doesn't come from that particular region of France for example, you can't call it 'champagne'. But be warned: it takes longer to read the EU specifications for 'real' Pizza Napoletana than it does to make one. To be labelled 'Guaranteed Traditional Speciality', the pizza mustn't be over 35 centimetres in diameter and the crust mustn't be more than two centimetres thick. The ingredients must include type 00 flour and up to 100 grams of San Marzano tomatoes applied in a spiralling motion. And the cheese has to be fresh 'Mozzarella di Bufala'.

Pizza has a long history in Italy. The word 'pizza' first appeared in an AD 997 manuscript from Gaeta, a southern Italian town. A millennium later, in 1997, political groups in northern Italy tried to boycott pizza – it was a symbol of their rivals in the south. Perhaps they should accept that Pizza Napoletana is here to stay now. Happily, you don't have to know anything about history to enjoy an authentic Pizza Napoletana!



**elite** (adj) (n) /ɪ'li:t/ a small group of the best  
**(be) granted** (v) /'grɑ:ntrɪd/ (be) officially given, awarded  
**pedigree** (n) (adj) /'pedɪgri:/ a documented history  
**strict** (adj) /strɪkt/ precise and rigorous

- 5 Read the labels from food packaging. Look at the example. Then write sentences using one of the modal verbs in brackets.

### Suitable for vegetarians

- 1 (can / don't have to)

Example:

*Vegetarians can eat this product.*

### NOT SUITABLE FOR PEOPLE WITH NUT ALLERGIES

- 2 (don't have to / mustn't)

### DO NOT EXCEED THE RECOMMENDED DAILY INTAKE OF SALT

- 3 (can / shouldn't)

### MULTIPACK – NOT FOR SALE SEPARATELY

- 4 (don't have to / not allowed to)

*Heat thoroughly before serving*

- 5 (can / have to)


### NOT RECOMMENDED FOR DIABETICS

- 6 (allowed to / shouldn't)

- 6 Work in pairs. Look at these food items. Answer the questions.

durian eggs fugu hakarl oysters  
potatoes red beans steak

- Which of these food items have you eaten?
- Do you know of any special treatment these things need before you can eat them?

- 7  1.37 Listen to eight short conversations about the food items in Exercise 6 and check your ideas. Complete the notes.


- durian: you're not allowed to \_\_\_\_\_
- eggs: you should \_\_\_\_\_
- fugu: \_\_\_\_\_ are allowed to \_\_\_\_\_
- hakarl: you have to \_\_\_\_\_
- oysters: you mustn't \_\_\_\_\_
- potatoes: you don't have to \_\_\_\_\_
- red beans: must \_\_\_\_\_
- steak: you can \_\_\_\_\_

**ferment** (v) /fə'ment/ to leave food or drink to a natural chemical reaction

**peel** (v) /pi:l/ to remove the skin from fruit or a vegetable

**raw** (adj) /rɔ:/ uncooked or not well-cooked

### 8 Pronunciation weak forms

- a  1.38 Listen to some of the information from the conversations in Exercise 7. Notice how *to* is not stressed. Repeat the sentences.
- b Work in pairs. Decide if you (don't) have to do these things. Discuss with your partner.

keep eggs in the fridge  
wash rice before you cook it  
eat fish on the day you buy it  
cook meat until it isn't pink

### Speaking

- 9 Work in pairs. Choose a dish you both like. Do you agree on the following points? Make notes using modal verbs where necessary. Then tell the class about the dish.
- essential ingredients
  - optional ingredients
  - cooking method
  - presentation
  - when and where to eat the dish

*We'd like to tell you the secret of a good paella.*

*You can make it with seafood or meat, but we think it's better with seafood.*



fugu (puffer fish)



a durian





hakarl (shark meat)

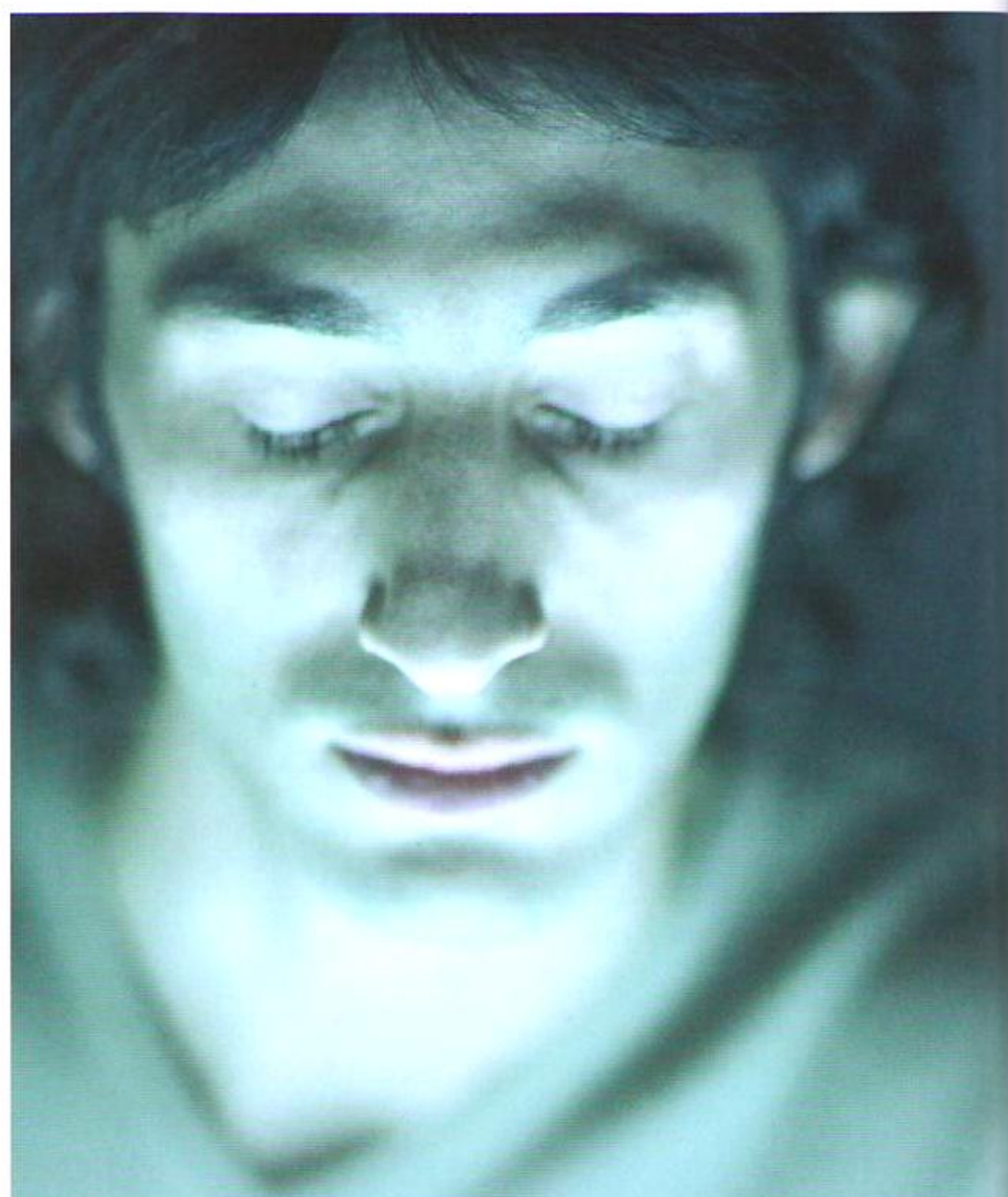


oysters

# 6b Imaginary eating

## Reading and listening

- 1 Work in pairs. Discuss the statements. Do you agree with them?
  - 1 Self-belief: the difference between a winner and a runner-up is in attitude, not skill.
  - 2 Willpower: you can achieve anything if you think you can do it.
  - 3 Train your mind: people who consider themselves to be lucky have more 'lucky' moments.
- 2 Read the news item *Imaginary eating*. What does the imaginary eating technique consist of?
- 3  1.39 Listen to two people discussing the news item. Are these sentences true (T) or false (F)?
  - 1 Jack doesn't believe the claims in the news item.
  - 2 Lin is open-minded about the idea of imaginary eating.
  - 3 Both of them agree that willpower is important.
  - 4 Lin thinks Jack should try out the technique.
  - 5 Lin eats too many crisps and snacks.
  - 6 Jack is going to buy some chocolate.
- 4  1.39 Listen to the conversation again. Match the two parts of the sentences.
  - 1 I'll believe it
  - 2 If you don't train your mind,
  - 3 I won't find out
  - 4 When I want to eat a snack,
  - 5 I'll never need to buy chocolate again
  - 6 As soon as it starts working,
    - a if this technique works.
    - b I'll let you know.
    - c I'll try just imagining it.
    - d unless I try.
    - e when I see it.
    - f you won't be able to lose weight.
- 5 Read the comment at the end of the news item again. Do you agree with the comment? With your partner, write a comment to add to the comments section.



## Imaginary eating

Christine Dell'Amore  
*National Geographic News*  
9 December

Obesity rates are climbing fast and we need to find new techniques to help people control overeating. According to new research, 'imaginary eating' could be one such technique. A psychologist in the United States reports that if you imagine eating a specific food, your interest in that food will drop. And if you are less interested in that food, you'll eat less of it. Carey Morewedge explains that people often try to avoid thinking about food when they need to lose weight. However, this might not, in fact, be a good strategy. On the other hand, if you force yourself to think about chewing and actually swallowing food, you'll reduce your craving.

### COMMENTS



**Rpineapple23** 11:09 a.m. on 12 December

This study is just another proof of how powerful our brain is. The better we are at using that power when making decisions and controlling certain behaviours (such as food cravings), the healthier we will become.

**reply**

**recommend**

**craving** (n) /'kreɪvɪŋ/ a strong feeling that you want or need something



## Grammar first conditional

- 6 Look at these sentences from the conversation. Answer the questions.
- I'll never need to buy chocolate again if this technique works.
  - If you don't train your mind, you won't be able to lose weight.
- Which tenses are used to make the first conditional?
  - Where can *if* go in conditional sentences?
  - Look at the position of *if* in the sentences. When do we use a comma (,)?
  - Do the sentences refer to the past, the present or the future? (more than one option is possible)
  - Find three sentences with the first conditional pattern in the news item. Do the sentences refer to future possibilities or things which are generally true?

### ▶ FIRST CONDITIONAL

<i>If</i> + present simple	,	<i>will</i> + infinitive without <i>to</i>
<i>will</i> + infinitive without <i>to</i>		<i>if</i> + present simple

For further information and practice, see page 164.

- 7 Look at the grammar box. Complete the sentences with the present simple and *will* + infinitive.

- If you \_\_\_\_\_ (believe) in yourself, you \_\_\_\_\_ (be) more successful.
- I \_\_\_\_\_ (need) a lot of willpower if I \_\_\_\_\_ (want) to give up chocolate.
- If you \_\_\_\_\_ (not buy) snacks, you \_\_\_\_\_ (not be able) to eat them.
- If you \_\_\_\_\_ (find) any more information, \_\_\_\_\_ (you / let) me know?
- If we \_\_\_\_\_ (go) to the supermarket, we \_\_\_\_\_ (check) the price.
- I \_\_\_\_\_ (give up) junk food if you \_\_\_\_\_ (do) too.
- If I \_\_\_\_\_ (not try) it, I \_\_\_\_\_ (never know).
- What \_\_\_\_\_ (you / do) if your plan \_\_\_\_\_ (not work)?

### ▶ WHEN, AS SOON AS, UNLESS, UNTIL, BEFORE

We use the present tense after these words when we refer to future events.

For further information and practice, see page 164.

- 8 Jack and Lin discuss Lin's efforts to eat more healthily. Cross out any options which are not possible.

- You won't change *as soon as* / *unless* you make an effort.
- As soon as* / *When* you make up your mind, you'll be able to act.
- I'll weigh myself *before* / *when* I start my diet.
- I'll keep trying *before* / *until* I see a change.
- You won't see any results *unless* / *when* you try hard.
- If* / *Unless* you give up easily, you won't achieve your target.
- If* / *When* you are ready to change your diet, I'll be happy to help.
- It will be a while *before* / *until* you notice a difference in your weight.

## Vocabulary and speaking a healthy lifestyle

- 9 Work in pairs. Match the verbs with the nouns to make strategies for a healthy lifestyle. You can match some verbs with more than one noun and some nouns with more than one verb. Add ideas of your own.

### Verbs

avoid  
change  
cut down on  
cut out  
give up  
learn  
reduce  
take up

### Nouns

a new sport  
an outdoor activity  
bad habits  
computer and TV time  
fatty food  
heavy meals at night  
junk food  
relaxation techniques  
smoking  
snacks between meals  
stress

### ▶ WORDBUILDING phrasal verbs

Phrasal verbs with *down* and *up* often describe change.

*cut down*  
*give up*

For further information and practice, see Workbook page 51.

- 10 Think of a specific result for each strategy from Exercise 9. Write sentences with the first conditional.

Example:

*If you avoid heavy meals at night, you'll sleep better.*

- 11 Work with a new partner. Act out two conversations. Try to motivate your partner.

Student A: You've been told to change to a healthier diet.

Student B: You've been told you spend too much time sitting around and need to get more exercise.

*I have to change my diet, but I don't want to give up my favourite foods!*

*I know what you mean, but you might discover some new things.*

# 6c A caffeine-fuelled world

## Reading

- 1 Work in groups. Discuss your answers to these questions.
  - 1 Is your lifestyle very different to that of your parents' generation? In what way(s)?
  - 2 What kind of comments do people in your age group make about work / relationships / time / modern life?
  - 3 How much tea/coffee or other beverages do you drink in a normal day?
- 2 Read the article on page 75 quickly. Choose the correct option.  
The article is about caffeine and *children / daily life / science*.
- 3 Complete these sentences with words from the article.
  - 1 Tea, coffee, soft drinks, energy drinks and \_\_\_\_\_ are all sources of caffeine.
  - 2 Caffeine is classified as a psychoactive \_\_\_\_\_.
  - 3 In Europe, there are various regulations on the sale of \_\_\_\_\_ drinks.
  - 4 Modern lifestyles depend on caffeinated \_\_\_\_\_ and \_\_\_\_\_.
  - 5 Caffeine changes the natural \_\_\_\_\_ of the human body.

- 4 What are the effects of caffeine? Complete the table.

Beneficial effects
makes you less tired
makes you _____
relieves _____
reduces asthma _____
increases _____
Harmful effects
is mood-altering
is _____
raises _____
increases the _____ of heart disease

- 5 Answer the questions with information from the article.
  - 1 How have people's working patterns changed?
  - 2 What two things helped us to adapt to these changes?
  - 3 What are the risks of not getting enough sleep?
  - 4 What is the caffeine 'paradox'?
- 6 Work in pairs. Did any of the information about caffeine surprise you? Tell your partner.

## Critical thinking language clues

- 7 Find words in the article that signal the following.
  - 1 introducing a contrasting idea (paragraph 2):  
\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
  - 2 introducing a consequence (paragraph 2):  
\_\_\_\_\_ / \_\_\_\_\_
  - 3 introducing a consequence (paragraph 3):  
\_\_\_\_\_ / \_\_\_\_\_
- 8 Identify the two contrasting ideas for each of the three words from Exercise 7.
- 9 Work in pairs. Discuss the questions.
  - 1 Do you think caffeine is harmful or beneficial – or neither?
  - 2 Did you change your ideas about caffeine after reading the article?

## Vocabulary and speaking modern life

- 10 Which of these things are typical of a 24-hour society?

daylight work schedules	indoor jobs
electric light	living by the clock
heart disease	a natural sleep cycle
high blood pressure	tiredness

- 11 Complete the slogans about modern life with these words. Where do you think the slogans are from?

all close day night on today

- 1 We never \_\_\_\_\_.
  - 2 See the films of tomorrow \_\_\_\_\_.
  - 3 Open \_\_\_\_\_ hours.
  - 4 All \_\_\_\_\_ breakfasts served here.
  - 5 Late \_\_\_\_\_ shopping every Thursday.
  - 6 'Always \_\_\_\_\_' broadband.
- 12 Work in pairs. Make notes about modern life under two headings: *good things* and *bad things*. You can use ideas from Exercise 10. Then work in groups and discuss how the pace of modern life affects you.

*I'm lucky because I don't have to live by the clock at the moment. I suppose that will change when I start work full-time, though.*

*Yes, it will! My problem is working in electric light all day. It really makes me tired.*

*Me too.*

# A *caffeine* -fuelled world

Over the centuries, people have created many rituals to accompany the consumption of their favourite drinks, tea and coffee. Just think of the Japanese tea ceremony, British afternoon tea or the morning coffee ritual in countless societies. Why are these drinks so popular? The answer is their secret ingredient – caffeine. In the modern world, the new caffeine ‘delivery systems’ are canned ‘energy’ drinks. And the more modern our world gets, the more we seem to need caffeine. People have known for years that caffeinated drinks make you less tired and more alert. This dual power of caffeine to counteract physical fatigue and increase alertness is part of the reason why it is the world’s most popular mood-altering drug. It is the only habit-forming psychoactive drug we routinely serve to our children (in all those soft drinks and chocolate bars). In fact, most babies in the developed world are born with traces of caffeine in their bodies.

Most people don’t think twice about their caffeine intake. However, it raises blood pressure and thus increases the risk of heart disease. So the widespread use of caffeine is now a cause for concern among scientists and public health authorities. One result of this concern is that you are not allowed to sell energy drinks in France or Denmark. And in other European countries, manufacturers have to label cans with warnings. The

United States has no such rule, but many canned energy drinks sold in the USA carry warnings anyway. On the other hand, much of the research suggests that caffeine may have benefits for human health. Studies have shown it helps relieve pain, reduces asthma symptoms and increases reaction speed. Despite this, a study in Ireland recommended that children and pregnant women, among other groups, shouldn’t drink energy drinks.

But we need coffee – or Diet Coke or Red Bull – to get us out of bed and back to work. ‘For most of human existence, the pattern of sleeping and waking has followed sunrise and sunset,’ explains Charles Czeisler, a neuroscientist at Harvard Medical School. ‘Then, the way we work changed from a schedule built around the sun to an indoor job timed by a clock, and consequently humans had to adapt. Electric light, and caffeinated food and drink allowed people to follow a work schedule set by the clock, not by daylight or the natural sleep cycle.’ Therefore, without caffeine, the 24-hour society of the developed world simply couldn’t exist.

‘Caffeine helps people try to override the human rhythm that is in all of us,’ says Czeisler. ‘Nevertheless,’ he says solemnly, ‘there is a heavy, heavy price to pay for all this extra wakefulness.’ Without adequate sleep – the conventional eight hours out of each 24 is about right – the human body will not function at its best, physically, mentally, or emotionally, the doctor says.

According to Czeisler, the modern craving for caffeine is a ‘Catch 22 situation.’ ‘The main reason that people want caffeine is to stay awake,’ he says. ‘But the main reason that people can’t stay awake is they don’t get enough regular sleep – because they use caffeine.’

**counteract** (v) /ˌkaʊn.təˈrækt/ to reduce the effect of something by acting against it  
**fatigue** (n) /fəˈtiːɡ/ the feeling of being extremely tired  
**traces** (n) /ˈtreɪsɪz/ very small amounts of something



# 6d Eating out

## Vocabulary restaurants

- 1 Work in pairs. Which are the most important things to consider when eating out? Does it depend on what sort of occasion it is?

the atmosphere in the restaurant  
the food choice and/or quality  
the prices and/or value for money  
the service

- 2 Put these stages in eating out (a–h) into a logical order (1–8).

- |                        |   |                    |
|------------------------|---|--------------------|
| a book the table       | 1 | e leave a tip      |
| b have a starter       |   | f look at the menu |
| c have dessert         |   | g order a drink    |
| d have the main course |   | h pay the bill     |

- 3 Are these comments usually said by a customer (C) or a waiter (W) – or both?

- 1 Are you ready to order?
- 2 Would you like something to drink while you decide?
- 3 What's that made from?
- 4 What do they taste like?
- 5 I think I'll try that.
- 6 Can I take your order now?
- 7 And I'll have the same.
- 8 And for your main course?
- 9 Does it come with vegetables?
- 10 And what about you, sir?
- 11 Certainly.

## Real life describing dishes

- 4 **1.40** Listen to the conversation in a Jamaican restaurant. Check your answers from Exercise 3.
- 5 **1.40** Look at the expressions for describing dishes. Listen to the conversation again. How are the dishes in the photos described?

### ▶ DESCRIBING DISHES

It's / They're a sort / type / kind of:

*baked / boiled / fried dish / fruit / meat / fish / vegetable*

It's / They're made from:

*a kind of bean / meat / vegetables*

It tastes / They taste:

*bland / hot / salty / spicy / sweet*

It's / They're a bit like:

*fresh cod / potatoes / lamb*

- 6 Which of the four dishes do the customers order? Would you order the same?

## 7 Pronunciation disappearing sounds

- a **1.41** Listen to the sentences with these words. Cross out the part of the word which is not pronounced – the disappearing sound – in each word. Listen again and repeat the sentences.

- |               |                 |
|---------------|-----------------|
| 1 interesting | 3 traditionally |
| 2 savoury     | 4 vegetables    |

- b Cross out the disappearing sounds in these words. Then work in pairs. Write sentences with the words for your partner to read out.

chocolate natural restaurant separately  
technique

- 8 Write a list of six food dishes, vegetables, fruit or other food which are either from your country or which you have eaten abroad. Make notes which describe each item. Use the expressions for describing dishes to help you.

- 9 Work in groups of three. Takes turns to describe your mystery foods. Who can guess each one the quickest?



plantain fritters



akkra



ackee and saltfish



goat curry

# 6e A staff meeting

## Writing a formal letter

**1** Staff at a small company, Hardwick Health Solutions, have written to the owner. Read the letter quickly. What is its purpose? Choose the correct option (a–c).

- a to accept a proposal
- b to make a proposal
- c to object to a proposal

Dear Mrs Hardwick,

We are writing to express our concern at the plans to close the staff restaurant at the end of this month.

In our view, this action will have serious consequences for all staff. If there is no on-site restaurant, staff will have to travel into the nearest town at lunchtime. This could lead to time-keeping and punctuality issues.

In addition, it is important for working people to eat a healthy meal at lunchtime. If the restaurant closes, this will result in many people eating snacks and sandwiches. This kind of food is not nutritious and therefore staff health and productivity could suffer.

Currently, staff are not allowed to eat at their workstations. How will the closure of the restaurant affect this policy? Will there be provision for a kitchen or food area?

We request a meeting to discuss these issues at your earliest convenience.

Yours sincerely

*PJ Firth*

PJ Firth  
Staff representative

**2** Read the letter again. Answer the questions about each paragraph.

Paragraph 1 What is the proposal?

Paragraph 2 What consequences of this plan are mentioned?

Paragraph 3 What additional consequences of the plan are mentioned?

Paragraph 4 What questions does the writer have?

Paragraph 5 What does the writer want to happen next?

## 3 Writing skill explaining consequences

**a** Find these words in the letter. They link causes and consequences. For each word, underline the cause and circle the consequence in the letter.

- 1 lead to (paragraph 2)
- 2 result in (paragraph 3)
- 3 therefore (paragraph 3)

**b** Complete the sentences with these words. Sometimes, more than one option is possible.

consequently   lead to   means   result in   so  
therefore   thus

- 1 We object strongly to this proposal. \_\_\_\_\_, we will not be able to support it.
  - 2 We welcome the new staff kitchen. This will \_\_\_\_\_ more people eating a hot meal.
  - 3 The menu prices have gone up. \_\_\_\_\_, few people will continue to eat in the cafeteria.
  - 4 A new take-away in this area \_\_\_\_\_ we'll have more choice.
  - 5 We suggest changing the menu as this could \_\_\_\_\_ more customers coming in.
  - 6 We reduced our prices and \_\_\_\_\_ increased the number of customers.
- 4** Prepare a letter to support or object to one of these proposals. Make notes before you start. Use the questions in Exercise 2 to guide you.
- Your college is going to close the student cafeteria.
  - A late-night takeaway is going to open in your street.
  - Your employer is going to ban food and drink in the workplace.
  - Your college or workplace is going to install vending machines with healthy snacks only.
- 5** Write your letter. Follow the structure of the paragraphs in Exercise 2. Use these questions to check your letter.
- Is the style correct for a formal letter?
  - Is the purpose of the letter clear?
  - Is it clear what action the person who the letter is addressed to needs to take?
- 6** Exchange letters with your partner. Read your partner's letter. Take the role of the person it is addressed to. Are you going to take any action as a result of the letter? Write a short reply to the letter.

# 6f Dangerous dining



Eating this fish is like playing a dangerous game.



## Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
  - 1 In which country was the photo taken?
  - 2 Would you eat this fish if you saw it in a restaurant?
  - 3 What does the caption suggest about the fish?
- 2 Tick the things you think you will see people doing in this video.

buying fish   catching fish   cooking fish  
cutting fish   eating fish

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Watch the first part of the video (to 02.49). Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Puffer fish is very cheap.
  - 2 All restaurants in Tokyo serve puffer fish.
  - 3 Puffer fish toxin is 100 times stronger than cyanide.
  - 4 Chef Hayashi has a lot of experience preparing puffer fish.
  - 5 You have to have a special licence to cook puffer fish in Japan.
  - 6 Between 1945 and 1975, 2,500 Japanese people died because of eating puffer fish.
  - 7 Nobody dies from fugu poisoning any more.
  - 8 Most poisonings happen after people eat puffer fish in restaurants.
- 5 Watch the second part of the video (02.52 to the end) and answer the questions. Then compare your answers with a partner.
  - 1 What does Yuji Nagashima study? What does he hope to develop?
  - 2 How much of the toxin is enough to kill a person? What are the effects of the toxin?
  - 3 What treatment should a person who has eaten puffer fish poison receive?
  - 4 How much of the puffer fish does Chef Hayashi throw away? Which two parts does he say are poisonous?

**concern** (v) /kən'sɜ:n/ worry

**cute** (adj) /kju:t/ attractive

**cyanide** (n) /'saɪnaɪd/ a type of poison

**fin** (n) /fɪn/ a thin triangular part of a fish's body that helps it to swim

**fool** (v) /fu:l/ make someone believe something that is not true

**funeral** (n) /'fju:nərəl/ a ceremony for a dead person

**gill** (n) /gɪl/ the part of its body that a fish uses to breathe

**licence** (n) /'laɪsəns/ an official permit

**major** (adj) /'meɪdʒə/ very important

**paralyse** (v) /'pærəlaɪz/ make something stop moving

**poison** (n) /'pɔɪzn/ a substance that can kill people if they eat it

**poison** (v) /'pɔɪzn/ kill or make a person sick with poison

**puffer fish** (n) /'pʌfə fɪʃ/ a type of fish that is dangerous to eat

**regulations** (n) /regju:'leɪfənz/ official controls

**sake** (n) /'sæke/ Japanese rice wine

**toxin** (n) /'tɒksɪn/ poison

**wear off** (v) /weə 'ɒf/ stop having an effect

- 6 Complete the information about Tom Caradonna. Then watch the whole video again and check your answers.

Tom has decided to eat <sup>1</sup> \_\_\_\_\_ in the famous Matsumoto restaurant in Tokyo. The restaurant is <sup>2</sup> \_\_\_\_\_ years old. Tom has heard stories about people <sup>3</sup> \_\_\_\_\_ when they eat fugu, but he is not worried. Chef Hayasahi tells Tom and Aki that everything will be <sup>4</sup> \_\_\_\_\_. He shows them his fugu chef's <sup>5</sup> \_\_\_\_\_. The meal that Tom and Aki eat has <sup>6</sup> \_\_\_\_\_ different dishes, and includes sake topped with a cooked fugu <sup>7</sup> \_\_\_\_\_. During the meal, Tom laughs and says that he can still <sup>8</sup> \_\_\_\_\_!

## After you watch

### 7 Roleplay an interview in a fugu restaurant

Work in pairs.

Student A: A friend has invited you to eat in a fugu restaurant, but you are a little worried. Use the ideas below to prepare questions you want to ask the chef.

Student B: You are a chef in a fugu restaurant. Use the ideas below to prepare what you are going to say to a worried customer.

- chef's licence?
- how long chef has worked with fugu
- which parts are dangerous
- how much of the fish is dangerous
- what happens if you eat the poison
- what the restaurant does in an emergency

Act out the interview. Then change roles and act out the interview again. Do you want to eat fugu in this restaurant?

- 8 Work in groups. Discuss these questions.

- 1 What traditional dishes do people like to eat in your country?
- 2 Are any of these dishes dangerous or unusual?
- 3 Do you think it is important to maintain the traditional dishes of a country?

# UNIT 6 REVIEW

## Grammar

- 1 Read the conversation between two friends who are cooking. Cross out any incorrect options.
- A: Do you know how to make risotto?  
 B: Oh yes. I <sup>1</sup> *show / will show* you if you want.  
 A: OK, great. Well, I think I've got everything I need. <sup>2</sup> *Can / Must* I use this pan?  
 B: Yes, sure. You <sup>3</sup> *have to / don't have to* ask.  
 A: When the onion <sup>4</sup> *is / will be* ready, I add the rice.  
 B: Yes, then the liquid. But you <sup>5</sup> *must / have to* add it slowly. Don't add more until the rice <sup>6</sup> *absorbs / will absorb* it.  
 A: OK, that's all the liquid in. <sup>7</sup> *Am I allowed to / Should* I stir it all the time now?  
 B: Yes, because you <sup>8</sup> *must / mustn't* let it stick to the pan. If it <sup>9</sup> *sticks / will stick*, it will burn.  
 A: <sup>10</sup> *Should I / Do I have to* add salt?  
 B: You can if you want to, but you <sup>11</sup> *mustn't / don't have to*. And the risotto <sup>12</sup> *can't / has to* rest for a while before you <sup>13</sup> *eat / will eat* it.  
 A: <sup>14</sup> *Am I allowed to / Do I have to* taste it?  
 B: Of course you are. You made it!

- 2 Work in pairs. Check your answers from Exercise 1.
- 3 Work with a new partner. Take turns to state an intention and start a 'chain'. How many results can you give?

give up / start eating meat	open a restaurant
give up / start smoking	sell my car
join a gym	take a holiday

*I think I'll go on a diet.*

*If you go on a diet, you'll lose weight.*

*If I lose weight, I'll have to buy new clothes.*

### I CAN

talk about obligation, prohibition, permission and recommendation (modal verbs)

talk about the future results of present and future actions (first conditional)

- 4 Find the three pairs of verbs that have the same meanings.

cut down on	cut out	give up	learn
reduce	take up		

- 5 Work in groups. Discuss the connections between these pairs of things and how people can avoid the health problems. Use the verbs from Exercise 4.

- fatty food + heart disease
- junk food + high blood pressure
- living by the clock + stress
- bad habits + tiredness

## Vocabulary

- 6 Work in pairs. Tell your partner if you never, always or sometimes do these things when you eat out. Explain your reasons.

book the table	leave a tip
have a starter	look at the menu
have dessert	order a drink
have the main course	pay the bill

### I CAN

describe different foods

talk about healthy living and modern lifestyles

order food in a restaurant

## Real life

- 7 Look at the photo and choose the correct caption (a–b).



- a Sushi is a Japanese dish. It's a sort of seafood dish, made with balls or squares of rice, with seaweed and raw fish on top.
- b Ceviche is a Latin American dish. It's a sort of seafood dish, made by using the juice of citrus, in this case limes, to 'cook' a mix of raw fish and seafood.

- 8 Work in groups. Prepare descriptions of as many dishes from the list as you can.

baklava	borscht	coq au vin	couscous
fondue	goulash	gravlax	kebab
paella	pizza	risotto	sauerkraut
viener schnitzel	tortilla		

- 9 Compare your descriptions with other groups. Are there any dishes nobody is familiar with? Look at page 155 to find out what they are.

### I CAN

ask about and describe different dishes

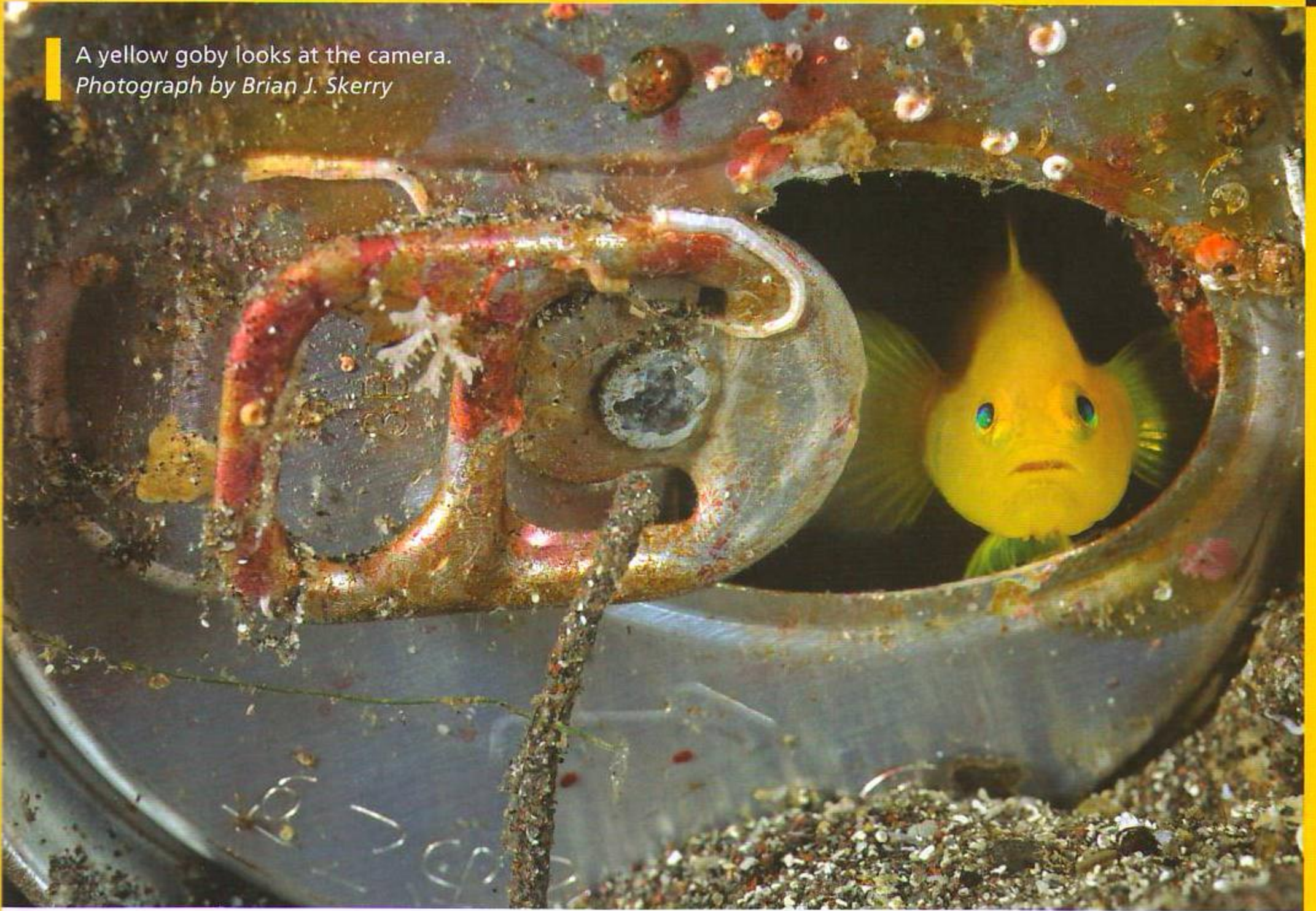
## Speaking

- 10 Work in groups. Discuss the rules your parents set for meal times when you were growing up. Was / Is it the same for all the family? Are you / Will you be the same with your own children?



# Unit 7 Living space

A yellow goby looks at the camera.  
Photograph by Brian J. Skerry



## FEATURES

### 82 Homes

An architect explains house design

### 84 Before New York

A project that looked back in time

### 86 Communities


Visit a little town in Puerto Rico

### 90 A special kind of neighbourhood

A video about a vibrant multicultural community in San Francisco

**1** Work in pairs. Look at the photo. Discuss the questions.

- 1 What can you see in the photo?
- 2 Where do you think this photo was taken?
- 3 Do you think this is the fish's natural habitat, a temporary shelter or a permanent home?

**2**  **2.1** Listen to three people talking about different living arrangements. Write the number of the speaker (1–3) next to the statements that summarise their comments.

- a I can't wait to leave my parents' house and get some independence.
- b My family's lovely, but I'd like to have my own home and some privacy.
- c My flatmates aren't here much, so it's just like having my own place really.
- d It's cramped and noisy, but at least you're never lonely.
- e Sharing a flat with friends is not as easy as I thought it would be.
- f I love living with my mum and dad and brothers. I won't leave until I get married.

**3** Work in groups. Discuss the questions.

- 1 Which is your favourite room at home?
- 2 How do different family members use different rooms?
- 3 Do you consider your home a private place, just for family? Or do you often have friends round?

# 7a Homes


## Vocabulary features of homes

- 1 Which of these features are important to you in your home? Why?

attic balcony basement  
central heating double glazing  
fireplace garage garden  
terrace veranda

- 2 Look at the photos of four homes. Think of a question you would like to ask each home owner. Work in pairs. Tell your partner.

## Listening

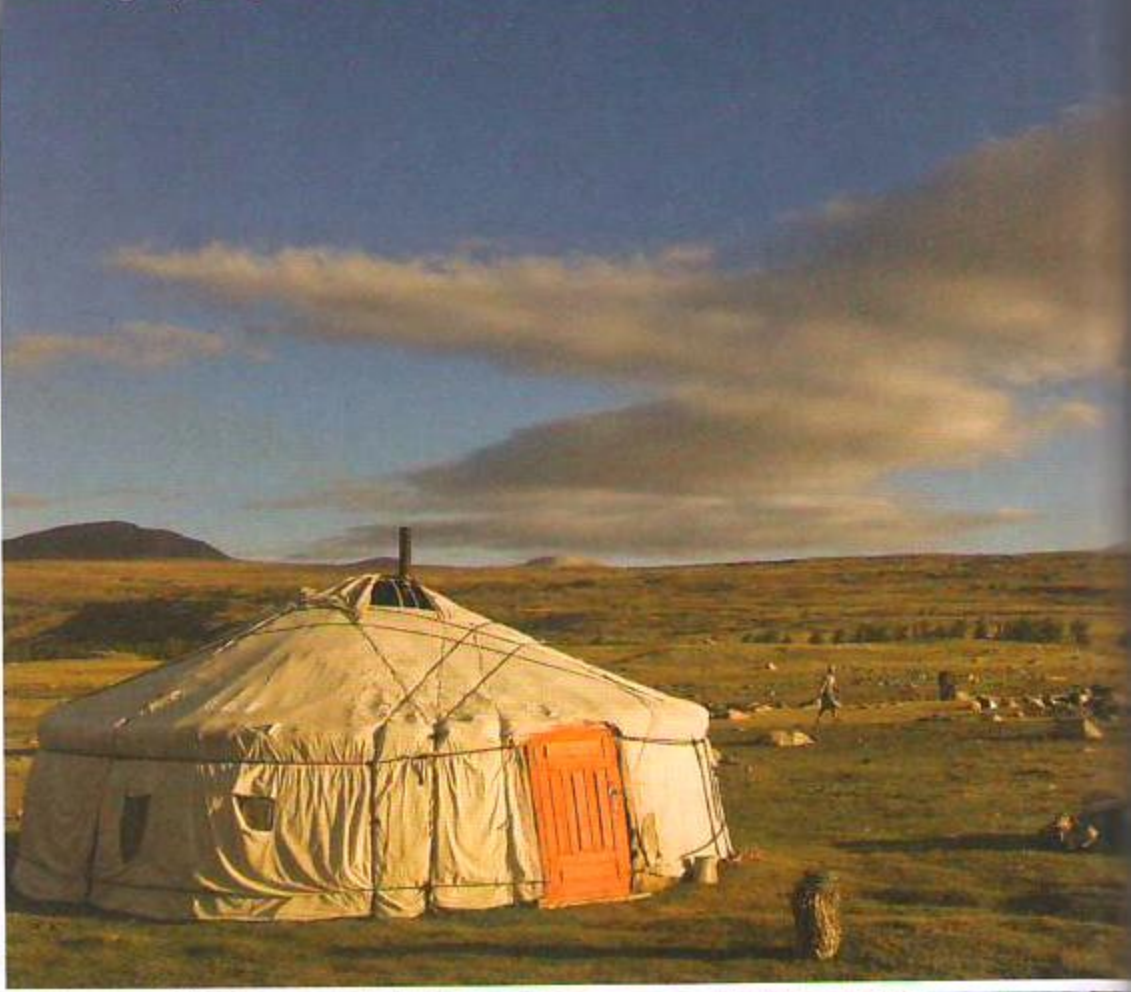
- 3  2.2 Marta Ferreira is an architect and the presenter of a TV series *Home Planet*, about homes around the world. Read the questions (a–e) that viewers have sent in to the programme's website. Then listen and match Marta's podcast replies (1–5) with the questions.

- a Why are you so interested in traditional house design? 1  
b We live in a new house that my dad calls a 'box'. What do you think of the design of modern houses?  
c What kind of factors influence house design?  
d You mentioned shelters in your last programme. What's the difference between a shelter and a house?  
e I've stayed in a ger in Mongolia. How would you classify that?

The remains of homes carved into rock in Cappadocia, Turkey  
*Photograph by Joe Petersburger.*



A ger belonging to Tuvan nomads in Western Mongolia  
*Photograph by David Edwards.*



A wooden house on stilts after floods in the Mekong River in southern Cambodia  
*Photograph by Michael S. Yamashita.*



Modern terraced houses in Sabah, Borneo  
*Photograph by Frans Lanting.*



#### 4 2.2 Listen again and complete the sentences.

- Traditional designs are much better in \_\_\_\_\_ conditions.
- A shelter is \_\_\_\_\_ than a permanent home.
- You can put up a \_\_\_\_\_ quickly.
- A ger isn't as solid as a \_\_\_\_\_ house.
- A ger is easier to take down than a \_\_\_\_\_.
- The colder the climate, the warmer \_\_\_\_\_ needs to be.
- Modern homes aren't necessarily the best \_\_\_\_\_ for every situation.
- Modern homes in \_\_\_\_\_ are getting smaller and smaller.

## Grammar comparatives and superlatives

### 5 Look at the sentences in Exercise 4.

- Underline the expression which describes a process of change.
- Underline the expression which explains how two things change in relation to each other.
- Underline the comparative and superlative forms of *good*.

#### ▶ COMPARATIVES and SUPERLATIVES

	short adjective/adverb e.g. <i>warm/easy/fast</i>	long adjective/adverb e.g. <i>basic/efficiently</i>
comparative	<i>warmer/easier/faster</i> ( <i>than</i> )	<i>more basic/efficiently</i> ( <i>than</i> )
-	<i>less warm/easy/fast</i> ( <i>than</i> )	<i>less basic/efficiently</i> ( <i>than</i> )
-	<i>not as warm/easy/fast as</i>	<i>not as basic/efficiently as</i>
=	<i>as warm/easy/fast as</i>	<i>as basic/efficiently as</i>
superlative	<i>the warmest/easiest/ fastest</i>	<i>the most basic/efficiently</i>

For further information and practice, see page 164.

### 6 Look at the grammar box. What are the rules for the comparative and superlative forms of:

- adjectives or adverbs with one syllable?
- adjectives ending in *-y*?

### 7 Rewrite the sentences using the word(s) in brackets so that the meaning is the same. Begin with the words in bold.

- Modern houses** aren't as appropriate for local conditions. (less)
- A cave house** is bigger than you think. (not as small)
- An igloo** is less cold inside than you might think. (not as cold)
- The price of **new houses** goes up every year. (more and more expensive)
- My flat** is better than all the others in the block. (the best)
- There are no houses as old as **this house**. (oldest)
- A house** on stilts survives better in floods. (easily)
- A brick house is slower to put up than a ger. (**you can** / quickly)

## Listening and speaking

### 8 2.3 Listen to four people talking about where they live. Write the number of the speaker (1–4) next to the topics.

cleanliness and dirt  
housework  
maintenance  
neighbours  
noise  
price  
size  
space

### 9 Pronunciation as ... as

#### a 2.4 Listen to the word *as* in these sentences from Exercise 8. Is *as* strong or weak? Repeat the sentences.

- We don't have **as** much money **as** people who are working.
- I can't keep the place **as** clean **as** I'd like because I've got a full-time job.

#### b Practise these sentences. Which speaker from Exercise 8 do you think says each sentence?

- It's not as noisy as a flat.
- It isn't as expensive as a house.
- It's as simple as it could be!
- It's as clean as I can get it.
- Flats aren't as quiet as houses.
- There aren't as many residents as in a block of flats.

### 10 Work in groups of four. Use the ideas in Exercise 8 and discuss whether a house or a flat is better for these people. Tell the class and give your reasons.

a group of students  
a retired couple  
a single person  
a young family  
a young married couple  
an elderly person living alone

### 11 What about the people in your group? Which is better for you – a house or a flat?

*We've got two cats, so for us a house is much better.*

# 7b Before New York

## Vocabulary in the city

- 1 Work in pairs. What kind of a place is New York? Try to describe New York in three words.
- 2 Complete the sentences with some of these words. Which sentences do you think are true of New York?

atmosphere built-up crime financial modern  
neighbourhoods open spaces polluted public transport  
residents run-down skyscrapers traffic

- 1 The \_\_\_\_\_ is exciting and cosmopolitan.
  - 2 There's an extensive \_\_\_\_\_ system to get you from A to B.
  - 3 It's got an important business and \_\_\_\_\_ district.
  - 4 Most of the buildings are quite \_\_\_\_\_.
  - 5 It's one of the most \_\_\_\_\_ places you can live, with few open spaces.
  - 6 The views from the \_\_\_\_\_ are spectacular, especially at night.
  - 7 There's lots to do, both for tourists and \_\_\_\_\_.
  - 8 Some \_\_\_\_\_ are more dangerous than others.
- 3 Write sentences about places you know with the other words from Exercise 2.

## Reading

- 4 Work in pairs. Discuss the questions. Then read the article *Before New York* and check your ideas.
  - 1 What do you think New York was like before it became the city it is today?
  - 2 What kind of people do you think lived there?
  - 3 What kind of landscapes do you think you could see?
- 5 Read the article again. Answer the questions in your own words.
  - 1 What's the connection between Eric Sanderson and the image accompanying the article?
  - 2 What did Sanderson aim to do with his project?
  - 3 Why do you think the 2007 appearance of the beaver was symbolic to Sanderson?

## Before New York

BY PETER MILLER

Of all the visitors to New York City in recent years, one of the most surprising was a beaver which showed up one morning in 2007. Nobody knows exactly where the beaver came from and ecologist Eric Sanderson explains that, although beavers used to be common in the area in the 17th century, there haven't been any for more than 200 years.

For Sanderson, the beaver's appearance was symbolic. For ten years, he's been leading a project to visualise what the area used to look like before the city transformed it. As Sanderson says, 'There are views in this city where you cannot see, except for a person, another living thing. Not a tree or a plant. How did a place become like that?'

In fact, long before the skyscrapers came to dominate the view, this place was a pristine wilderness where animals like beavers, bears

and turkeys would roam freely through forests, marshes and grassland. Its ecology was as diverse as Yellowstone or Yosemite today. There used to be sandy beaches along the coasts and 90 kilometres of fresh-water streams.

Sanderson's project resulted in a 3-D computer model of the area. You can pick any spot in modern New York and see what used to be there. Take Fifth Avenue, for example. A family called Murray used to have a farm here and in 1782 (during the American War of Independence) the British troops landed near here. Legend has it that Mrs Murray offered the British officers tea while George Washington's troops slipped past them, down what is now Broadway. 'I'd like every New Yorker to know that they live in a place with amazing natural potential – even if you have to look a little harder to see it,' says Sanderson.

pristine (adj) /'prɪstɪ:n/ pure, as new



## Grammar *used to*, *would* and past simple

- 6 Look at the article and underline the sentences with *used to* and *would*. Do they refer to past habits and states or to single actions in the past?
- 7 Look at the article again. Find at least three examples of single actions in the past. What is the verb form?

### ▶ USED TO and WOULD

#### *used to*

- 1 Beavers, bears and turkeys *used to* roam freely.
- 2 The Murray family *used to* have a farm here.
- 3 There *didn't use to* be any skyscrapers.
- 4 What did New York *use to* look like?

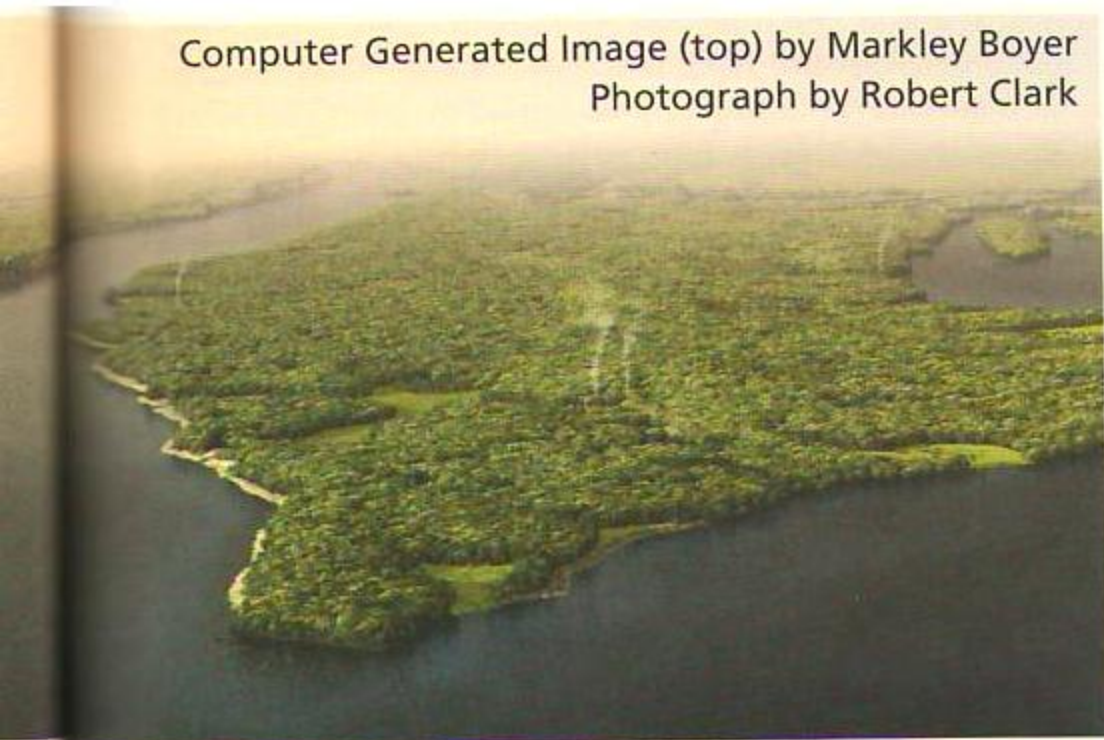
#### *would*

Beavers, bears and turkeys *would* roam freely.

For further information and practice, see page 165.

- 8 Look at the grammar box and match the sentences with *used to* (1–4) with their uses (a–b). Which is the only use of *would*?
- a past states
  - b past habits (repeated actions)
- 9 Rewrite the sentences using *used to* where possible.

Computer Generated Image (top) by Markley Boyer  
Photograph by Robert Clark



- 1 New York was a lot greener than it is now.
- 2 There was a lot of forest and natural landscapes.
- 3 The early residents didn't live in a large city.
- 4 People hunted beavers for their skins.
- 5 American troops fought an important battle on the island.
- 6 What was originally in the area where Fifth Avenue is now?

- 10 Complete the text with the past simple, *used to* or *would* form of the verbs. In some cases, you can use more than one form.

I remember when I first <sup>1</sup> \_\_\_\_\_ (move) to New York from California with my parents. I <sup>2</sup> \_\_\_\_\_ (stand) in the street and stare up at the skyscrapers. They <sup>3</sup> \_\_\_\_\_ (be) taller than anything I'd ever seen. The streets <sup>4</sup> \_\_\_\_\_ (be) much busier than back in California and I <sup>5</sup> \_\_\_\_\_ (run) across from one side to the other holding my mother's hand. For the first few months, we <sup>6</sup> \_\_\_\_\_ (not /go) further than four blocks from home. My parents <sup>7</sup> \_\_\_\_\_ (not /own) a car in those days, so on Sunday mornings we <sup>8</sup> \_\_\_\_\_ (take) the subway to Central Park. We <sup>9</sup> \_\_\_\_\_ (have) breakfast at a lovely deli and then we <sup>10</sup> \_\_\_\_\_ (go) skating in the park. This <sup>11</sup> \_\_\_\_\_ (be) all about twenty years ago. The city <sup>12</sup> \_\_\_\_\_ (be) a lot more polluted and chaotic then. Nowadays, it's much more people-friendly.

- 11 Complete the sentences with the past simple, *used to* or *would* so that they are true for you. Then work in pairs. Compare your sentences and ask follow-up questions about three of the sentences.

- 1 Before I worked/studied here, I \_\_\_\_\_ .
- 2 When I was in primary school, I \_\_\_\_\_ .
- 3 Before we moved here, my family \_\_\_\_\_ .
- 4 I remember my first holiday. I \_\_\_\_\_ .
- 5 Whenever I had exams at school, I \_\_\_\_\_ .
- 6 In my family, at weekends we \_\_\_\_\_ .
- 7 The first time I went to school alone, \_\_\_\_\_ .
- 8 As a child, I \_\_\_\_\_ .

## Speaking

- 12 Is your town (or village or city) better now than it was in the past? Make notes for *then* and *now*. Then write at least six sentences.
- 13 Work in pairs. Compare your sentences. Are your views similar?

# 7c Sweet songs & strong coffee

## Reading

- 1 Look at the information about Puerto Rico and complete the paragraph.



Adjuntas: population 4,980  
 Number of cinemas: 0  
 Number of stone benches in the town square: 65  
 Rank in the list of 20 top coffee-producing zones in Puerto Rico: 2nd

Puerto Rico, in the <sup>1</sup> \_\_\_\_\_, is made up of several <sup>2</sup> \_\_\_\_\_. The largest of these, also called Puerto Rico, is known as *Borinquen* from its indigenous *Taíno* name. The capital <sup>3</sup> \_\_\_\_\_ is San Juan. The official <sup>4</sup> \_\_\_\_\_ are Spanish, which gives it a third name, *La Isla del Encanto* (the Island of Enchantment), and English.

- 2 Read the article about Adjuntas on page 87 quickly. What is the article mainly about? Choose the correct option (a–c).
- a daily life and work
  - b festivals and holidays
  - c people and traditions
- 3 The author says about Adjuntas that ‘a deep love of the land and its customs runs through this place’ (paragraph 1). Look at these examples (a–d) of this. Which paragraphs give this information?
- a Everyone takes part in tree-planting in the national park.
  - b Local people acted against a plan to mine in the local mountains.
  - c Local singers still sing in traditional styles from centuries ago.
  - d People show respect for the older generations in the community.

- 4 Read the article again. What does the author say about these things?

- 1 the horses
- 2 the town square
- 3 Lala Echevarria’s home
- 4 Lauro Yopez’s shop

- 5 Work in pairs. Find these expressions in the article. What do you think the expressions mean?

- 1 a coffee town (paragraph 1)
- 2 good manners (paragraph 1)
- 3 running water (paragraph 3)
- 4 the love of her life (paragraph 3)
- 5 ancestral islands (paragraph 4)
- 6 to swap stories (paragraph 4)
- 7 word spread fast (paragraph 4)
- 8 a forgotten art (paragraph 4)

- 6 Have you ever been to a place where people still keep up old customs and traditions? Tell your partner about the place.

## Critical thinking descriptions

- 7 Read three of the key features of descriptions. Then find an example of each one in the article.

- 1 A description gives an account of what something is like.
- 2 A description is factually accurate.
- 3 The details of a description give the reader a clear picture of the subject.

- 8 Work in pairs. Compare your examples from Exercise 7. Do you agree with each other’s choices?

### ► WORDBUILDING verb → adjective

We can make adjectives from verbs by adding *-ing*.  
*surround* + *-ing* → *surrounding streets*  
*run* + *n* + *-ing* → *running water*

For further information and practice, see Workbook page 59.

## Speaking and writing

- 9 Work in pairs. Do you think Adjuntas is a good place for a holiday or to live? Tell your partner and give reasons using information from the article.
- 10 Imagine you are in Adjuntas. Write a postcard and send it to someone in your class.

By Linda Gómez

# SWEET SONGS & STRONG COFFEE

There's a dreamy atmosphere to Adjuntas, a coffee town in the Valley of the Sleeping Giant high in the mountains of Puerto Rico. A deep love of the land and its customs runs through this place, where people say their families have lived 'since forever' and formal good manners rule daily life. You smell it in the surrounding streets, where food is cooked at roadside barbecues. You see it in the graceful horses paraded through town on holidays and you feel it in the large, elegant square, with its fountains and stone benches.

Several decades ago, this love of the land motivated the local people to oppose a massive mining operation. The mountains surrounding Adjuntas are rich with gold, silver, copper and zinc and the Puerto Rican government had reserved about 80 square kilometres for mineral exploitation.

People fought to protect the land despite the promise of jobs and money. They were saved by growing coffee and selling it throughout Puerto Rico. The profits helped the group to persuade the government to transform the mining zone into a national park, El Bosque del Pueblo, which is now protected by law. Opened in 1998, the park runs a reforestation programme allowing young and old to plant trees where land has been excavated. 'Learning to manage the forest has been a kind of reincarnation for us,' said Tinti Deya, a local resident. 'It's another world where we're like children doing everything for the first time, except in our case we're grandmothers.'

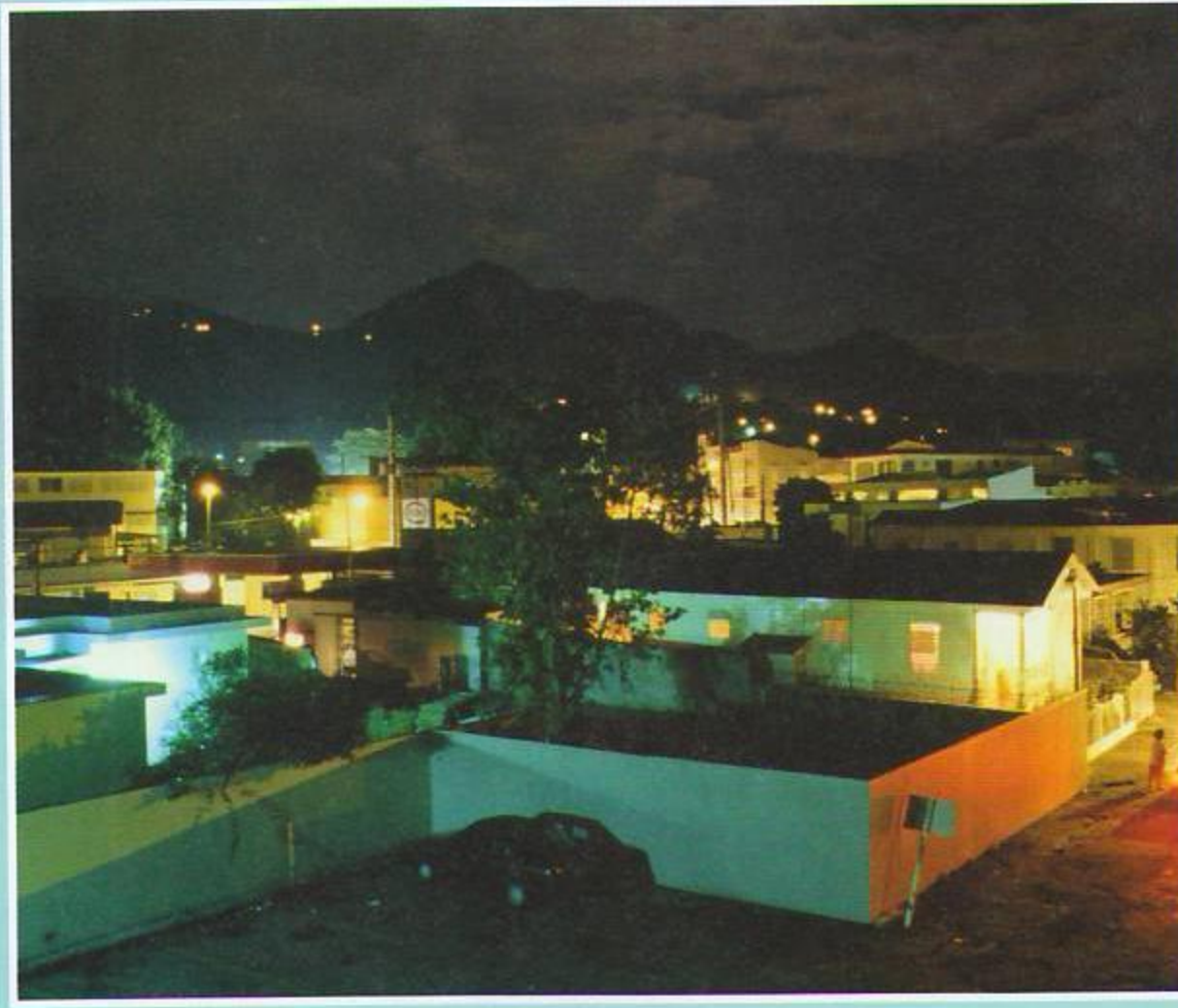
Grandmothers are everywhere in Adjuntas and they're all respectfully addressed as Dofia. Lala Echevarria, an 85-year-old great-great-grandmother, was born on the oldest street in town, where she still lives in a small, immaculate home. Dofia Lala grew up before electricity and running water, and remembers when the first car arrived in Adjuntas. 'As a child, I used to spend all my time carrying water, finding firewood, looking after the chickens and the cows,' she said. 'There were sixteen of us. We would wash our clothes in the river and we used to cook on an open fire. At meal times, we kids would sit on the floor to eat.' Dofia Lala was working as a maid when she met and married the love of her life, Mariano the mechanic. They had thirteen children and shared 44 years before he died in 1983. She shows me the dozens of photographs of four generations of descendants that now fill her tiny home.

Traditions in Adjuntas go back centuries to the mountains of ancestral islands such as Mallorca, Tenerife and Corsica. People play the old songs in the countryside and in little shops, like Lauro Yepez's place where men meet to swap stories and have a drink. When I was there, troubadour Tato Ramos appeared and began to sing in a centuries-old flamenco style. Word spread fast. The shop filled with working-class men clapping, tapping and nodding to the music. Ramos improvised songs about growing coffee, welcoming visitors and ignoring parental advice, all topics requested by shop customers. 'This is a forgotten art,' said Yepez. 'People give him a topic and he composes the song, in proper rhyme, on the spot.'

Later, I played the recording I'd made for my 88-year-old Spanish father, who has Alzheimer's disease. His dark brown eyes twinkled with recognition. He nodded his head, smiled, and said, 'Oh yes, this I remember, this I remember ...'

**firewood** (n) /'faɪə(r),wʊd/ wood that is used as fuel

**troubadour** (n) /'tru:bə,dɔ:(r)/ a travelling singer or songwriter



# 7d To rent or to buy?



## Real life expressing preferences and giving reasons

- 1 Work in pairs. Write a checklist of things to bear in mind when you are looking for somewhere to live.
- 2 2.5 Listen to a conversation at an estate agent's. Does the woman mention the things on your checklist? What six things does she specify?
- 3 2.5 Look at the expressions for expressing preferences. Listen to the conversation again. Complete the expressions.

### ▶ EXPRESSING PREFERENCES

I think I'd rather \_\_\_\_\_ than \_\_\_\_\_, for now anyway.

I'd prefer \_\_\_\_\_, but not too \_\_\_\_\_.

So, two bedrooms, and preferably with \_\_\_\_\_.

Would you rather \_\_\_\_\_ places or \_\_\_\_\_ ones?

To be honest, I prefer \_\_\_\_\_ to \_\_\_\_\_.

I must say I prefer living \_\_\_\_\_.

I haven't got a car. I prefer to \_\_\_\_\_ or \_\_\_\_\_.

- 4 Work in pairs. Can you remember the reasons for the speakers' preferences? Compare your ideas. Then check in the audioscript on page 178.

## 5 Pronunciation rising and falling intonation

- a 2.6 Listen to this question. Notice how the intonation rises then falls.

Would you rather live in a town or a village?

- b 2.7 Listen and repeat these questions.

- 1 Do you prefer playing football or basketball?
- 2 Would you rather have tea or coffee?
- 3 Do you prefer summer or winter?
- 4 Would you rather go by car or by bike?
- 5 Do you prefer English or French?
- 6 Would you rather eat fish or meat?

- c Work in pairs. Add at least six more pairs of items to the pairs in Exercise 5b. Take turns to ask and answer about your preferences.

- 6 Work in groups of three. Where would you rather live? Ask and answer questions using these ideas. Explain your reasons. What do your choices say about the kind of person you are?

In a new house or in an old one?

In a city or in a village?

In a town centre or in the suburbs?

At the coast or in the mountains?

In a historic area or in a new development?



# 7e Let's move to ...

## Writing a description of a place

- 1 Read the text. Where do you think it's from? Choose one of the options (a–c).
- a personal blog
  - an estate agent's website
  - a tourist information website

- 2 How does the writer describe these things?

streets and buildings   shops   facilities  
local residents   atmosphere

Let's move to ... *Sandgate*

**Is it possible for a place to be too perfect?**

- Sandgate is in the heart of the city and like many other historic city-centre neighbourhoods, it has a lot of charm. The streets are picturesque, full of fascinating old shops in gorgeous buildings.
- As there's so much to do within walking distance, you won't need to use a car very often. There's the usual variety of bars, restaurants, gyms and so on that you'd expect in a city. For families, there are great parks (like Greenfields), an excellent public library and good schools close by.
- As a city-dweller myself, I know that city people can often have a reputation for being cold and unfriendly. In Sandgate, however, there's a real sense of community. The locals, a mix of original residents and new arrivals, say it's almost like living in a village.
- House prices are reasonable for this type of area (see info file below) and really, Sandgate seems to be perfect both as a place to live and a place to visit.

## 3 Writing skill organising ideas

- a Read the text again. Write the number of the paragraph (1–5) next to the heading. There is one extra heading.

- What kind of place is Sandgate?
- What are the bad points?
- Overall opinion?
- What kind of people live there?
- What is there to do there?

- b Where is the best place in the text to include a paragraph with the extra heading from Exercise 3a?

## Word focus as and like

- 4 Look at these two extracts from the text. Choose the correct option. Then find two more examples of *as* and *like* which have these meanings.

1 ... and like many other historic city-centre neighbourhoods, it has ...  
*It is similar to / It is many historic city-centre neighbourhoods.*

2 As a city-dweller myself, I know ...  
*I am similar to / I am a city dweller.*

- 5 Find two other examples of *as* and *like* in the text. Match them with these meanings.

- because
- for example

- 6 Complete the sentences with *as* and *like*.

- \_\_\_\_\_ a life-long resident of my town, I take pride in our community.
- I love modern shopping malls \_\_\_\_\_ this.
- It's ideal \_\_\_\_\_ a holiday destination.
- Our public library is \_\_\_\_\_ a palace.
- \_\_\_\_\_ all good cafés, the one in my village has a great atmosphere.
- The old buildings, \_\_\_\_\_ the town hall, are beautiful.

- 7 You are going to write a description of your own neighbourhood. Make notes using the headings in Exercise 3a. Use these words or your own ideas.

a bit limited   a good range   chaotic  
close to ...   easy access to ...   elegant  
excellent   modern   unfriendly   welcoming

- 8 Decide on the order of the paragraphs in your description. Then write about 150–200 words.

- 9 Use these questions to check your description.

- Are your ideas clearly organised into paragraphs?
- If you use *as* or *like*, have you used them correctly?
- Does your description give the reader a clear picture of your neighbourhood?

- 10 Read a description a classmate has written about their neighbourhood. Would you like to move there?

# 7f A special type of neighbourhood



The Mission is a successful neighbourhood where new immigrants are welcome.

Be  
1  
  
2  
  
W  
3  
4  
  
5  
  
bi  
ch  
fa  
fit  
gr  
int  
ju

## Before you watch

- The Mission District is in San Francisco. Work in groups. Look at the photo and discuss the questions.
  - What do you know about San Francisco?
  - What does the caption tell us about the Mission District?
- Write down at least five activities you think you will see people doing in the video.

## While you watch

- Watch the video and check your answers from Exercise 2. What activities weren't on your list?
- Complete the summary with these words.

mainly began immigrants neighbourhood  
built main

The <sup>1</sup> \_\_\_\_\_ church in the Mission District was <sup>2</sup> \_\_\_\_\_ by the Spanish in 1791. Now the <sup>3</sup> \_\_\_\_\_ is a central part of San Francisco because it is where the city <sup>4</sup> \_\_\_\_\_. Over the years, <sup>5</sup> \_\_\_\_\_ have come here from Ireland, Germany and Italy. In recent years they have come <sup>6</sup> \_\_\_\_\_ from Mexico, and from Central and South America.

- Watch the three sections of the video and answer the questions.

### Music (01.10 to 02.12).

- Who is Juan Pedro Gaffney?  
.....
- How has his group helped people in Central America in the past?  
.....

### Art (02.15 to 03.53)

- What theme did Ray Patlan's work have in 1984?  
.....
- What two things are the artists here fighting for?  
.....

### Tradition (03.54 to 04.42)

- Which church is Father Dan McGuire leader of?  
.....
- What does he think immigrants bring to the area?  
.....

- Match the sentence beginnings (1–6) with the endings (a–f).

- It's easy to see the style that
  - In good times and bad, the music of the Mission
  - What happens is the murals
  - It's great. It's like
  - People see that they're
  - The beauty of this particular parish is that
- begin to reflect the community itself.
  - the different countries of Latin America come together here.
  - these recent additions give to the neighbourhood.
  - not so different from each other.
  - deeply affects everyone.
  - coming home to a piece of art every day.

## After you watch

### 7 Roleplay interviewing a resident of the Mission District

Work in pairs.

Student A: You are a journalist working for the local newspaper. You are going to interview a resident of the Mission District. Use the ideas below to prepare questions.

Student B: You have lived in the Mission District for a long time. Your parents were immigrants from Ireland. Use the ideas below to prepare what you are going to say to the journalist.

- where the resident's family originally came from
- the community
- the changes that have taken place over the years
- what's special about the area
- family life

Act out the interview. Then change roles and act out the interview again.

- Work in groups. Discuss these questions.

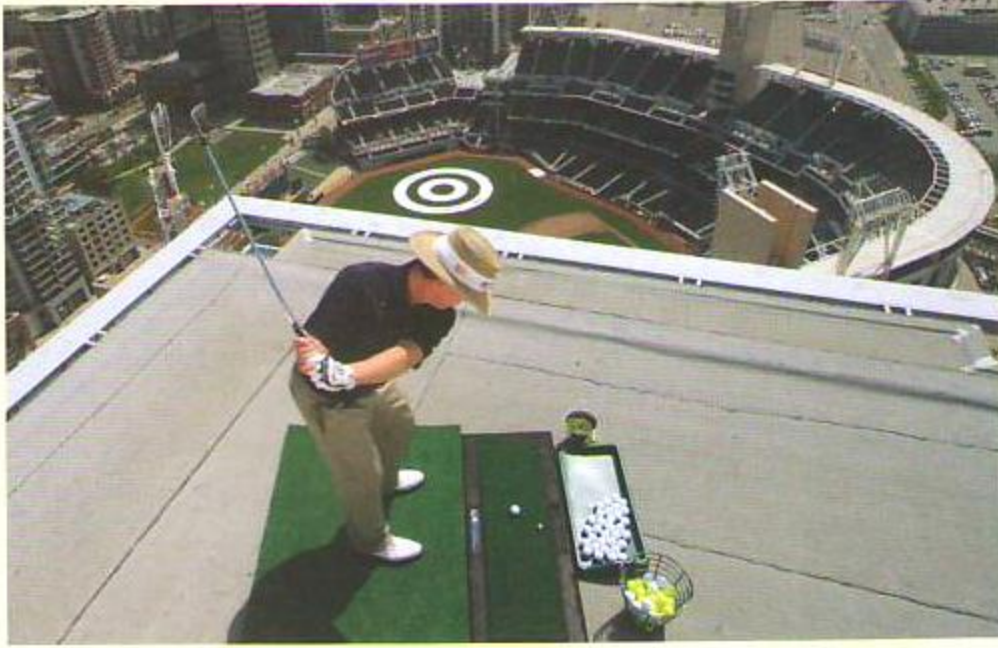
- Which country would you choose to emigrate to? Why?
- What would you miss about your home country?
- Do you think most people emigrate because they want to, or because they have to?

**bind** (v) /baɪnd/ join closely  
**choir** (n) /'kwaɪə/ a group of singers  
**fairness** (n) /'feənəs/ justice, what is right  
**fit into** (v) /fɪt 'ɪntu/ adapt to  
**grow up** (v) /grəʊ 'ʌp/ become an adult  
**integrate** (v) /'ɪntəgreɪt/ become part of a community  
**jumping** (adj) /'dʒʌmpɪŋ/ (slang) very exciting

**mural** (n) /'mjʊərəl/ a painting on a wall  
**parish** (n) /'pærɪʃ/ the area that a church serves  
**perform** (v) /pə'fɔ:m/ put on a public show  
**powerful** (adj) /'paʊəfəl/ strong  
**raise** (money) (v) /reɪz/ collect (money)  
**reflect** (v) /rɪ'flekt/ show  
**vibrant** (adj) /'vaɪbrənt/ full of energy

# UNIT 7 REVIEW

## Grammar



- 1 Work in pairs. Look at this photo taken in San Diego. What does it show?
- 2 Complete these comments about the photo with the comparative or superlative form of the adjective or adverb given. Use one, two or three words.
  - 1 'That's \_\_\_\_\_ thing I've ever seen!' (crazy)
  - 2 'He has to hit the ball \_\_\_\_\_ than on a normal green.' (carefully)
  - 3 'The target isn't \_\_\_\_\_ you think.' (far)
  - 4 'It's actually \_\_\_\_\_ than it looks.' (dangerous)
  - 5 'Perhaps he hits \_\_\_\_\_ from up there.' (well)
  - 6 'He can practise \_\_\_\_\_ he wants to.' (often)
  - 7 'He's \_\_\_\_\_ player in his club.' (dedicated)
  - 8 'He's getting \_\_\_\_\_ and \_\_\_\_\_ to the edge!' (close)

- 3 Complete the text with the past simple, *used to* or *would* form of the verbs. In some cases, you can use more than one form.

be be be complain live make  
not mind not take play

I've never played rooftop golf, but when I  
 1 \_\_\_\_\_ a kid we 2 \_\_\_\_\_ football  
 in the basement car park. I 3 \_\_\_\_\_ in a  
 block of flats and during the day the car park  
 4 \_\_\_\_\_ almost empty. There 5 \_\_\_\_\_  
 a sign 'no ball games', but we 6 \_\_\_\_\_  
 much notice of it. Our parents 7 \_\_\_\_\_ but  
 one man, from the ground floor flat, 8 sometimes  
 \_\_\_\_\_ about the noise we 9 \_\_\_\_\_.

### I CAN

compare things and describe a process of change (comparative adjectives and adverbs, *as ... as ...*)

describe how something is different from all other things in the same group (superlative adjectives and adverbs)

talk about past states and past habits (*used to, would*)

## Vocabulary

- 4 Work in pairs. Which is the odd one out in each group? Why?

- 1 attic, basement, central heating
- 2 run-down, skyscrapers, traffic
- 3 balcony, fireplace, veranda
- 4 built-up, polluted, residents
- 5 double glazing, garden, terrace

- 5 Work in groups. Discuss the questions.

- 1 What three things do you like – and not like – about where you live?
- 2 Where did you use to live as a child? What was it like?

### I CAN

describe homes and their features

talk about cities

talk about places to live

## Real life

- 6 Choose the correct option. Then match the two parts of the exchanges.

- 1 A: *I'd rather / I prefer* to live on my own.
- 2 A: Where would you rather go / to go?
- 3 A: *I'd rather / I prefer* the country to the coast.
- 4 A: I prefer *living / live* near my family.
- 5 A: *I'd rather / I prefer* visit a few more places first.
- 6 A: *I'd rather / I'd prefer* a bigger kitchen.
  - a B: What's wrong with this flat?
  - b B: Are you looking for a flat-share?
  - c B: I can show you a fantastic beach house.
  - d B: This flat is nice. Are you going to take it?
  - e B: I don't fancy looking around the city centre.
  - f B: Are you going to live near to your work?

- 7 Work in groups. Ask and answer about your preferences. Give reasons for your answers.

fruit or cake  
mornings or evenings  
snow or sun

jazz or pop  
rice or pasta  
spring or autumn

### I CAN

ask about preferences

state preferences and give reasons

## Speaking

- 8 You are an estate agent with an important house to sell – your own. Make notes about your home's best features and how you will describe it. Decide on a price. Then try to sell your home to one of your classmates.



A flock of flamingoes in the Gulf of Mexico  
Photograph by Robert B. Haas

## FEATURES

### 94 Nature's mysteries

An explanation of strange phenomena in the natural world

### 96 Desert art



An article on the mysterious Nasca lines in Peru

### 98 Lost and found? The missing pilot

Current theories about Amelia Earhart's disappearance

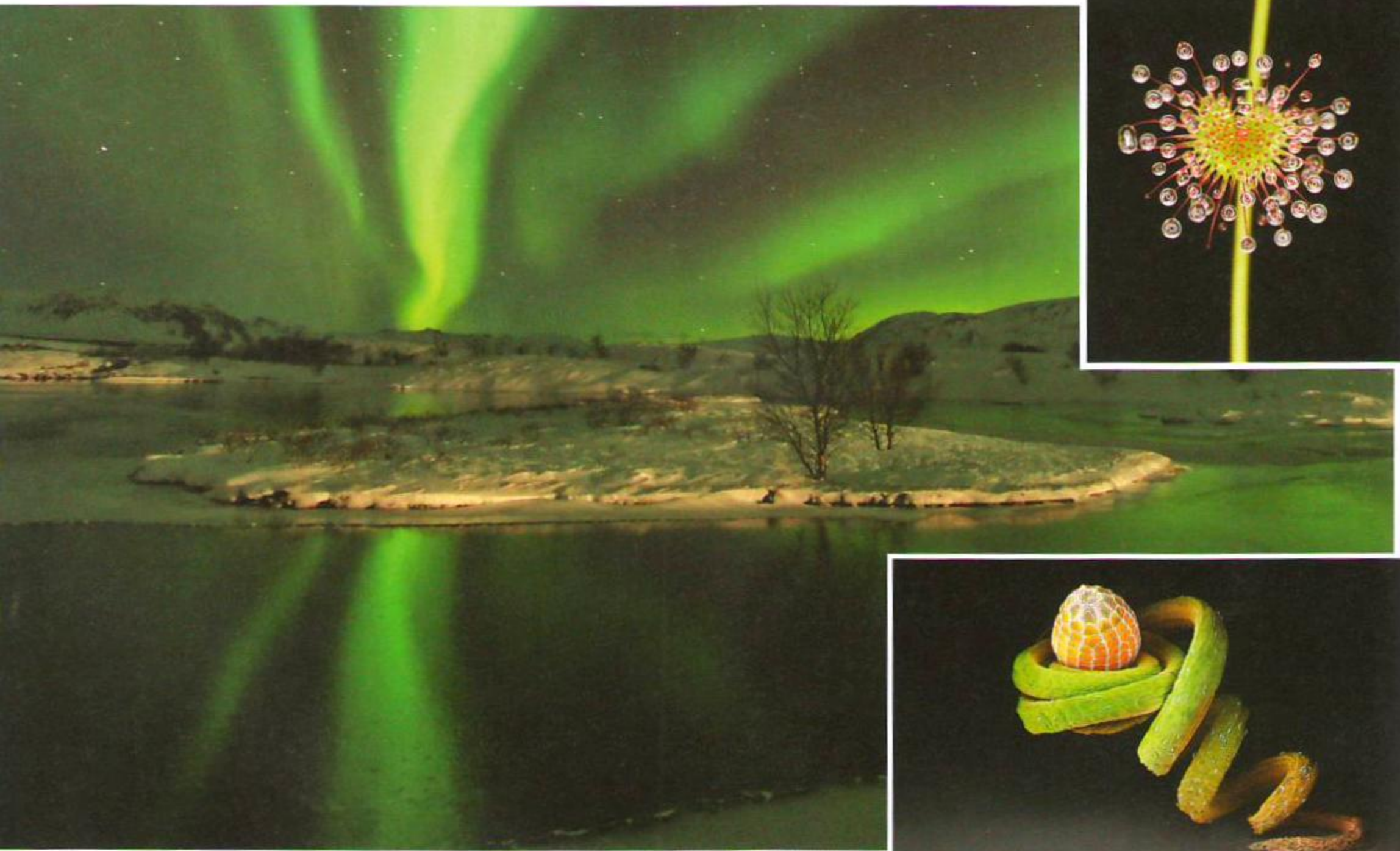
### 102 Killer bees

A video about an invasion of bees in Latin America

- 1 Work in pairs. Look at the photo. What is unusual about it?
- 2  2.8 Listen to two people discussing the photo. What or who do the words in bold in their comments refer to?
  - 1 If you look closely you can make **them** out.
  - 2 **That's** too much of a coincidence.
  - 3 I've seen **this sort of thing** before.
  - 4 I think **it's** genuine.
  - 5 You can see where **he** has added more flamingos.
  - 6 Look at **the ones** at the top.
- 3  2.8 Listen again. Answer the questions.
  - 1 What does the man think the photo shows?
  - 2 What does the woman think has happened to the photo?
  - 3 Which person accepts the other's viewpoint?
  - 4 Which speaker do you agree with? Why?
- 4 Work in groups. The woman speaker thinks the image is fake. Have you ever been tricked by anything fake? How can you tell if these things are fake or genuine?

money   passports   paintings   jewellery   watches

# 8a Nature's mysteries



## Vocabulary and listening the natural world

- 1** Work in pairs. You are going to listen to some audio clips from a website about mysteries in nature. Look at the photos from the website. Discuss the photos with your partner.

*It looks like (a) ...*

*It reminds me of (a) ...*

- 2** You will hear these words in the audio clips. Work in pairs. Complete the sentences with these words.

ants atmosphere beetles butterflies flies insect  
nitrogen oxygen particles predators radiation  
stem species spikes

- 1 \_\_\_\_\_ and \_\_\_\_\_ are gases which exist in the Earth's \_\_\_\_\_.
- 2 Both \_\_\_\_\_ and \_\_\_\_\_ are types of flying \_\_\_\_\_.
- 3 \_\_\_\_\_ is the name for energy in the form of rays or waves.
- 4 \_\_\_\_\_ and \_\_\_\_\_ live on the ground and in soil.
- 5 Leaves and flowers grow from the main \_\_\_\_\_ of a plant.
- 6 \_\_\_\_\_ are tiny pieces of material.
- 7 \_\_\_\_\_ are things which catch and eat other \_\_\_\_\_.
- 8 Some plants have long, sharp \_\_\_\_\_, like needles.

- 3** **2.9** Listen to the audio clips. Write the number of the clip (1–3) next to the words in Exercise 2.

- 4** **2.9** Listen to the clips again. Are the sentences true (T) or false (F)?

- 1 The colours are man-made lights.
- 2 The colour of the lights depends on the amounts of oxygen and nitrogen.
- 3 The orange ball is a butterfly egg.
- 4 The image uses a technique called macro photography.
- 5 Some plants can actually chase and catch insects.
- 6 The Australian sundew plant traps flies on its sticky spikes.

- 5** What can you remember? Can you answer the questions? Test your partner.

- 1 What are the lights in the sky?
- 2 Why might butterflies lay eggs in places like this?
- 3 How do some plants catch animals?

## Grammar modal verbs (2)

- 6 Match these sentences (1–4) from the audio clips with their uses (a–d).
- The colours are so vivid, like neon street signs, that you think they can't be natural.
  - You imagine that they must be man-made.
  - This might be a painting or a work of art.
  - It may not seem logical, but there are indeed plants that catch insects.
- The speaker is certain something is true.
  - The speaker is certain something is not true.
  - The speaker thinks it's possible something is true.
  - The speaker thinks it's possible something is not true.

### SPECULATION AND DEDUCTION ABOUT THE PRESENT

<i>must</i>	+ infinitive
<i>might (not) / may (not) / could</i>	+ <i>be</i> + <i>-ing</i>
<i>can't</i>	

For further information and practice, see page 166.

- 7 Look at the grammar box. Underline other verb forms from the box in the audioscript on page 178.
- 8 Read the text *Navigation in nature*. Cross out any options which are not possible.

## Word focus look

- 9 Can you match the two parts of these sentences from the audio clips? Check your answers in the audioscript on page 178. Underline another expression with *look* which means the same as item 1.
- The sky looks as though
  - The sky looks
  - The shiny drops look like
  - Look
- carefully.
  - water.
  - it's on fire.
  - green.
- 10 Complete the sentences with an expression with *look* from Exercise 9.
- You \_\_\_\_\_ great! Are you going somewhere special?
  - Have you seen what Mark's wearing today? He \_\_\_\_\_ a model!
  - Joe \_\_\_\_\_ he hasn't slept all night.
  - You \_\_\_\_\_ angry! What's the matter?
  - You \_\_\_\_\_ you've had some good news.
  - I'll need to \_\_\_\_\_ closely at this contract.

## Speaking

- 11 Work in two pairs within a group of four. You are photo editors at a magazine. You can't find the correct captions for your photos. Describe your photos to the other pair and find the correct caption.
- Pair A: Turn to page 153. Look at the photos and captions.
- Pair B: Turn to page 154. Look at the photos and captions.

## NAVIGATION IN NATURE

Arctic terns (pictured) are among many animals that travel huge distances every year, returning to the same place each time. How do they find their way? Scientists believe that this ability <sup>1</sup> *must be / can't be* instinctive in some animals, such as salmon, because they are not guided by a parent. They think that the fish <sup>2</sup> *might recognise / could recognise* the smell of the river they came from. According to current theories, some migrating birds, like the tern, <sup>3</sup> *could use / may use* the Earth's magnetic field or the sun as a guide. Studies have shown that in some species, older birds are more successful navigators. This <sup>4</sup> *can't mean / could mean* that birds learn with experience or they react to weather conditions. In fact, instinct <sup>5</sup> *may be / can't be* the whole story: a flock of young geese once learned their migration route by following a human in a plane.



# 8b Desert art


## Vocabulary history

- 1 Are you interested in history? Complete the questions with some of these words. Then work in pairs. Ask and answer the questions.

ancient belief century period prehistoric  
sacred society tradition

- Do you enjoy visiting \_\_\_\_\_ monuments?
- Which historical \_\_\_\_\_ would you like to live in?
- What do the drawings in \_\_\_\_\_ cave art often show?
- What do you think were the key historic events of the 20th \_\_\_\_\_?
- Many historical sites had religious or \_\_\_\_\_ significance. Can you name any in your country?
- Do you think we can learn from studying how \_\_\_\_\_ lived in the past?

## Listening and reading

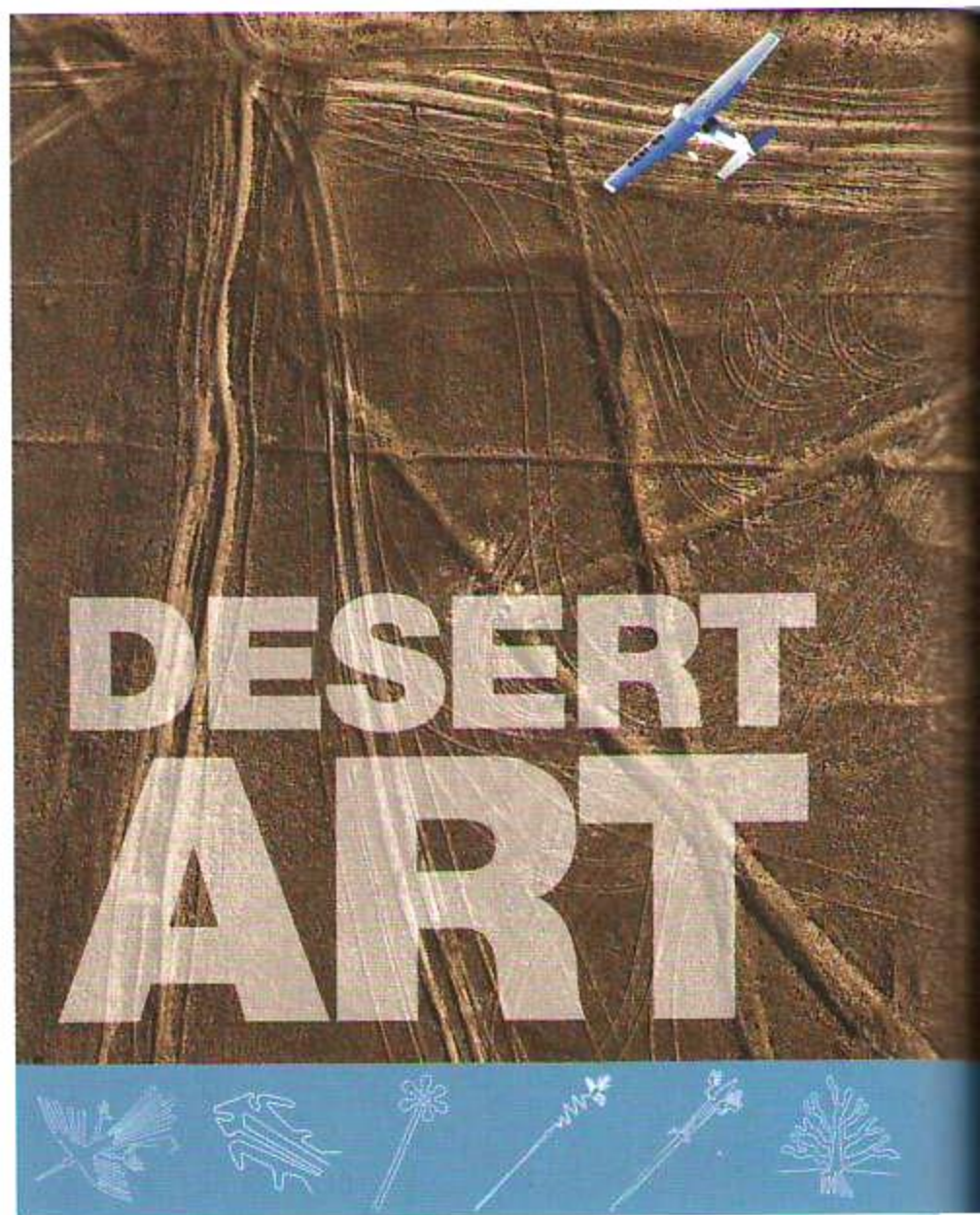
- 2  2.10 Have you heard of the Nasca lines? Work in pairs. Try to answer the questions. Then listen to part of a radio programme. Check your answers.

- |                      |                                  |
|----------------------|----------------------------------|
| 1 What are they?     | 5 How many are there?            |
| 2 Where are they?    | 6 How big an area do they cover? |
| 3 How big are they?  | 7 How old are they?              |
| 4 What do they show? | 8 What are they made of?         |

*I've never heard of them. But from the photo, they look as if they're drawings or something.*

*I think they might be in South America, but I'm not exactly sure.*

- 3 Did any of the information in the programme surprise you? Is there any additional information you would like to know about the Nasca lines? Write two or three questions.
- 4 Read the article *Desert Art* and answer the questions. Does the article answer your questions from Exercise 3?
- When did people 'discover' the Nasca lines?
  - What ideas did people have about the purpose of the lines?
  - Why was water important to Nasca society?
  - What is the current theory about the significance of the lines?
- 5 Why do you think people are so fascinated by the Nasca lines?



The mysterious desert drawings known as the Nasca lines have puzzled people since they first became widely known in the late 1920s. Before air travel in Peru began, it was impossible to get a clear view of the giant drawings of the spider, monkey and hummingbird. Yet the Nasca people who made these patterns 2,000 years ago couldn't have seen them from above.

One of the first formal studies of the lines was by Maria Reiche. She spent half a century working for their conservation and was convinced that the lines must have been part of an astronomical calendar. Other people thought they might have been ancient Inca roads or irrigation systems. The weirdest idea was that they could have been landing strips for alien spacecraft!

**phenomenon** (n) /fə'nomɪnən/ an event or fact  
**ceremonial** (adj) /,serə'məʊniəl/ ritual and traditional

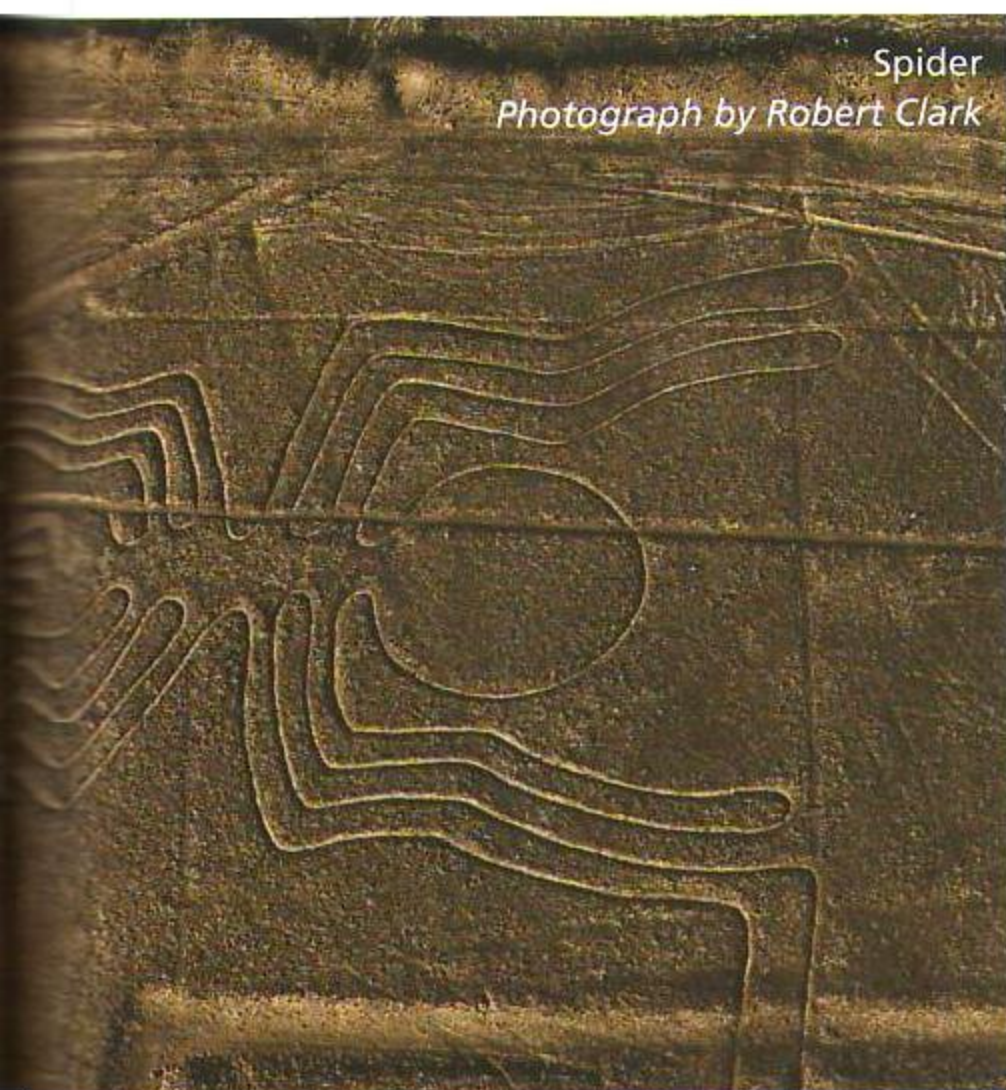
### ▶ WORDBUILDING noun → adjective

We can make adjectives from nouns by changing the endings of the nouns.

mystery + -ous → mysterious  
religion + -ous → religious  
astronomy + -ical → astronomical  
ceremony + -al → ceremonial

For further information and practice, see Workbook page 67.





Spider  
Photograph by Robert Clark

This region of Peru is one of the driest places on Earth and yet successful societies, including the Nasca, lived here. Water must have had an incredible significance to these societies, so perhaps the lines were related to this. We know that the Nasca River, which comes down from the nearby mountains, runs underground for about fifteen kilometres before suddenly emerging on the surface again. This must have seemed an astonishing, even sacred, phenomenon to ancient societies. It has also become clear that there are many huge drawings in the area, not just the ones on the flat desert plain. Many are much older than the Nasca figures themselves, so the same group of people can't have created them. It now seems that the Nasca lines may have been part of a long tradition of ceremonial activities connected to water and religious beliefs.

## Grammar modal verbs (3)

- 6 Look at the grammar box. Find and number eight sentences with these forms in the article.

### SPECULATION AND DEDUCTION ABOUT THE PAST

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

For further information and practice, see page 166.

- 7 Answer the questions about the sentences (1–8) in the article.

- Which sentences speculate about things which were possible?
- Which sentences express certainty about the explanations they give?
- Which sentences make a deduction based on logical information?

- 8 Rewrite the sentences about the Nasca using one of the words in brackets.

- We know water wasn't easy to find. (*can't / must*)
- It's possible the rivers dried up. (*might / may not*)
- There's no doubt the lines were very important. (*could / must*)
- Perhaps the lines had a religious significance. (*may / can't*)
- It isn't logical that the animal drawings were been roads. (*might / couldn't*)
- Obviously the animals lived in the region. (*might / must*)
- One possibility is that the Nasca people used simple tools. (*could / must*)
- It seems clear that people maintained the lines carefully. (*might / must*)

- 9 2.11 Listen and check your sentences from Exercise 8.

## 10 Pronunciation weak form of *have*

- Look at the sentences you wrote in Exercise 8. Is the verb *have* the main verb or an auxiliary verb?
- Listen again. Is *have* pronounced /hæv/ or /həv/?

## Speaking

- Work in pairs. Why do you think the Nasca lines were created? What about other mysterious sites you have heard about?
- Work in groups. Look at the list of things archaeologists have found. They all date from around 2,000 years ago – the same period as Nasca society. What do they say about how people lived then?
  - a leather sandal
  - a circle of 2m-high granite 'standing stones'
  - fragments of pottery with iron-based painted patterns
  - a metal pot containing cream with a fingerprint visible
  - pits dug in the ground, full of apricot and plum seeds
  - a bronze mirror in a grave
  - pots in the ground containing hundreds of coins
  - pieces of burnt animal bones
- Tell the class your ideas. Which ideas are the most interesting?

# 8c Lost and found?

## Reading

- 1 Work in pairs. The disappearance of Amelia Earhart is 'one of aviation's greatest unsolved mysteries'. Read the first article, *Where Is Amelia Earhart? Three Theories*, on page 99. Find out what people think happened to her. Compare your answers.
- 2 Read the second article on page 99 quickly. Answer the questions.
  - 1 Which of the three theories is the main article concerned with?
  - 2 Which modern scientific technique might hold the key to the Earhart mystery?
  - 3 If the project is successful, what will it prove?
- 3 Read the second article again. Answer the questions.
  - 1 What is Justin Long's connection to the project?
  - 2 Why can't the study use a sample of Earhart's hair?
  - 3 What is the biggest problem facing the researchers on the new project?
- 4 Find these words in the articles. Look at how the words are used and try to guess their meaning. Then replace the words in bold in the sentences with these words.

log profile funding reveal archive  
assumption ensure identical

- 1 The Science Council is **paying for** a study of wildlife in our area.
- 2 The tests **show** that these bones are not human.
- 3 The museum has a huge **collection of documents** on the early days of flight.
- 4 We need to **make certain** that our results are correct.
- 5 The investigation is based on the **theory** that the sample is big enough.
- 6 Detectives often build up a **description** of a suspected criminal.
- 7 These two samples are **exactly the same**.
- 8 The visitor **register** recorded twenty visitors yesterday.

- 5 Work in pairs. Complete the summary.

The new project aims to provide a way of testing <sup>1</sup> \_\_\_\_\_. The success of the project depends on several things. Firstly, that the bone is from a <sup>2</sup> \_\_\_\_\_, not a turtle. Secondly, that Earhart's saliva still exists on <sup>3</sup> \_\_\_\_\_. And thirdly, that there is enough saliva to <sup>4</sup> \_\_\_\_\_.

## Critical thinking opinion or fact?

- 6 Read the definitions of *opinions* and *facts*. Then decide if the sentences from the articles are opinion (O) or fact (F).

*Opinions* are things people believe to be true. They can be a personal point of view or something that many people think.

*Facts* are items of information that we can check, prove or disprove.

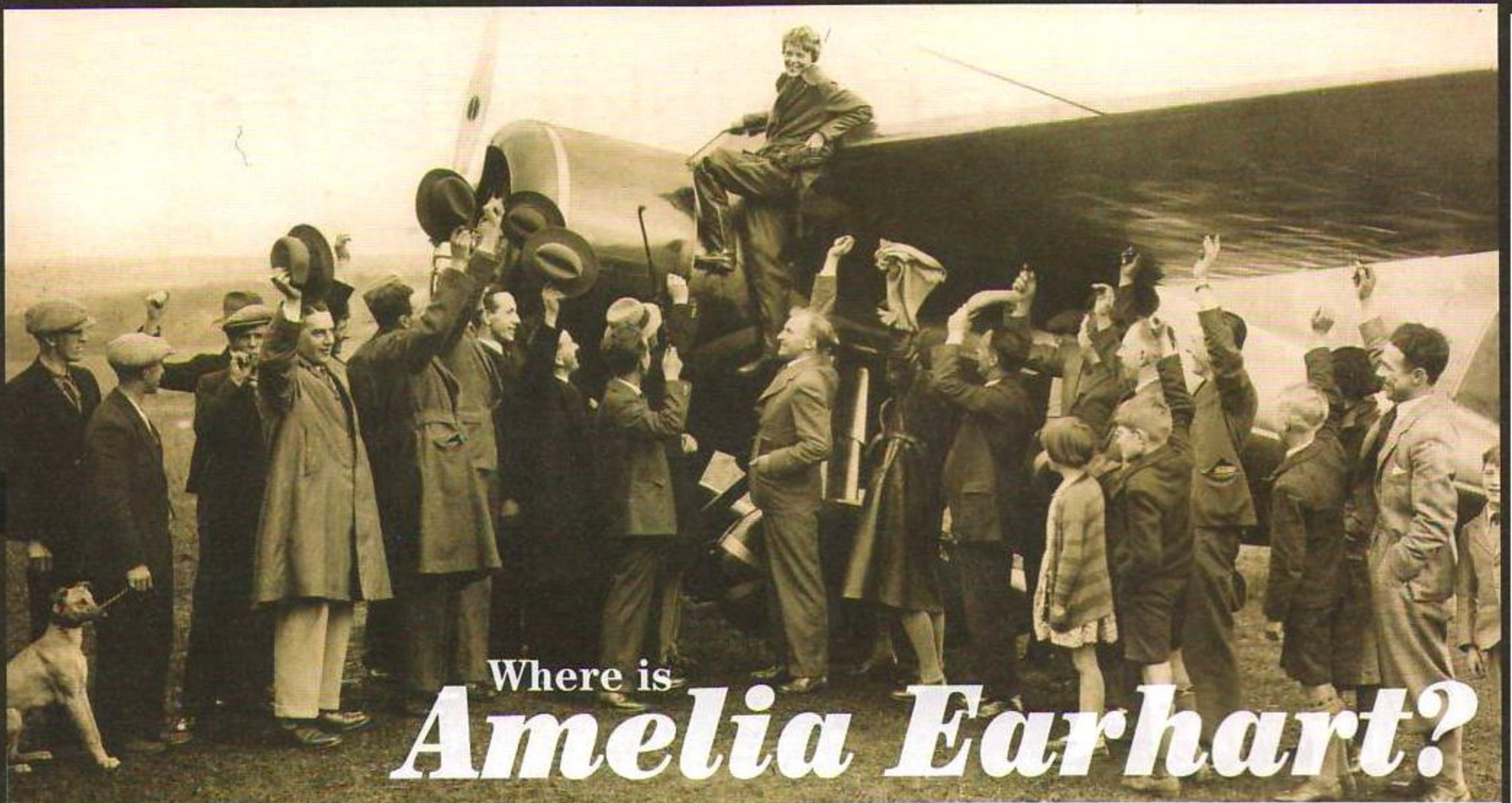
- 1 Amelia Earhart [...] was attempting a round-the-world flight in 1937.
- 2 Earhart could have landed on a different island.
- 3 According to Justin Long, Earhart's letters are the only items that are both verifiably hers and that might contain her DNA.
- 4 A 2009 study revealed that the sample [of hair] was actually thread.
- 5 Some scientists have suggested the Nikumaroro bone fragment isn't human at all.
- 6 About 99 per cent of the nuclear genome is identical among all humans.

- 7 Find another fact and another opinion in the second article.

## Speaking

- 8 Work in groups. Discuss your answers to the questions.
  - 1 Why do you think Justin Long is involved in the project?
  - 2 The bone fragment 'might have been from one of Earhart's fingers'. What other possibilities exist?
  - 3 Is it certain that any saliva on the envelopes is Earhart's? Why? / Why not?
  - 4 Do you think the project will be successful? Why? / Why not?

*In my opinion, Justin Long is involved because his grandparents were interested in Amelia Earhart.*



## Where is *Amelia Earhart?*

### Three Theories

By Ker Than for National Geographic News

Amelia Earhart, the first woman to fly solo across the Atlantic Ocean, was attempting a round-the-world flight in 1937. She planned to land on the tiny Pacific Ocean island of Howland just north of the equator. She never arrived. Her fate, and that of her navigator Fred Noonan, remains one of aviation's greatest unsolved mysteries. Researchers have spent millions of dollars investigating the case and several books have been published that examine the differing theories.

The official US position is that Earhart ran out of fuel and crashed in the Pacific Ocean. The radio log from a US Coast Guard ship indicates that she must have been near Howland when contact was lost.

Another theory says that Earhart could have landed on a different island, called Nikumaroro, and subsequently died since the island is uninhabited.

Yet another theory claims she was captured while on a secret mission to the Japanese-controlled Marshall Islands in the North Pacific and eventually returned to the USA with a new identity.

## Lost and found? The missing pilot

18 February 2011

Amelia Earhart's dried saliva could help solve the longstanding mystery of the aviator's 1937 disappearance, according to scientists who plan to take samples of her DNA from her correspondence. A new project aims to create a genetic profile that could be used to test recent claims that a bone found on the South Pacific island of Nikumaroro is Earhart's.

Justin Long, a Canadian whose family is partially funding the DNA project, points out that at the moment, anyone who finds fragments of bones can claim that they are Amelia Earhart's remains. Long, an internet-marketing executive, is the grandson of 1970s aviator Elgen Long, who with his wife wrote the 1999 book *Amelia Earhart: The Mystery Solved*. According to Justin Long, Earhart's letters

are the only items that are both verifiably hers and that might contain her DNA. Hair samples are one of the best sources of a person's DNA, but no hair samples from Earhart are known. There was, in theory, a sample of Earhart's hair in the International Women's Air and Space Museum in Cleveland, USA. However, a 2009 study revealed that the sample was actually thread.

The remains of Earhart, her navigator Noonan, and their twin-engine plane were never recovered. But in 2009, researchers with the International Group for Historic Aircraft Recovery found a bone fragment on Nikumaroro, which they believed might have been from one of Earhart's fingers. However, some scientists have suggested the Nikumaroro bone fragment isn't human at all but may instead belong to a sea turtle which was found nearby.

The new Earhart DNA project will be headed by Dongya Yang, a genetic archaeologist at Simon Fraser University

in Canada. Yang will work on four letters Earhart wrote to her family, out of more than 400 letters in the Earhart archive. Much of Earhart's correspondence was dealt with by her secretary. However, with the four personal letters, the assumption is that Earhart must have sealed the envelopes herself.

Meanwhile, geneticist Brenna Henn of Stanford University, USA said she knows of no other case where DNA has been collected from decades-old letters. But she said Yang's methodology 'sounds reasonable'. The problem is that about 99 per cent of the genome is identical among all humans. If the team obtains little material, they have almost no power to discriminate between Earhart's DNA and that of other living people. To ensure that the DNA from the letters indeed belonged to Earhart, the team will compare it to DNA from Earhart's still-living relatives and also DNA extracted from another letter, written by Earhart's sister.

**genome** /'dʒi:nəʊm/ the genetic information of each living thing  
**saliva** /sə'laɪvə/ the liquid normally in your mouth

# 8d You must be joking!

## Real life reacting to surprising news

**1** **2.12** Listen to three conversations about news items. Choose the best headline (a–b) in each case.

- 1 a ESCAPED SHEEP TAKE OVER LONDON PARK  
b SHEEP IN GLOBAL WARMING SHOCK
- 2 a FORGED BANK NOTES ALERT  
b USA TO JOIN THE EURO ZONE
- 3 a FUEL PRICES TO DOUBLE NEXT WEEK  
b PETROL PRICES SLASHED

**2** Can you remember? Answer the questions for each story.

- 1 What is the problem?
- 2 Does the second speaker believe the first speaker?
- 3 What is the date?



**3** **2.12** Look at the expressions for reacting to news. Listen to the conversations again. Put the expressions in order (1–9).

### ▶ REACTING TO SURPRISING NEWS

Are you serious?  
Are you sure?  
Come off it!  
Oh yeah?  
Really?  
That can't be right!  
They must have made a mistake.  
You must be joking!  
You're having me on!

**4** April Fools' Day (1 April) is a day when people play tricks on each other in many countries. Do you do anything similar in your country?

## 5 Pronunciation showing interest and disbelief

**a** **2.13** Listen to these expressions for reacting to news. Notice how the speaker's intonation rises to show interest and falls to show disbelief. Repeat the expressions.

- 1 Oh yeah?
- 2 Come off it!

**b** Work in pairs. Take turns to respond to these statements.

- 1 I'd love to go travelling round the world.
- 2 A meteorite has crashed to Earth in the middle of London.
- 3 I found a wallet full of money in the street this morning.
- 4 Biologists have discovered a parrot that can speak three languages.
- 5 I'm starting a new job tomorrow.

**6** Work in pairs. Choose one of the other April Fools's Day headlines from Exercise 1. Decide what the hoax is. Make notes about the main points of the story. Invent as many details as you wish. Practise telling the story with your partner.

**7** Work with a new partner. Take turns to listen and react to your stories. Use the expressions for reacting to news to help you.

# 8e In the news

## Writing a news story

**1** Work in pairs. Read the news story. Do you think it is true or not? Explain your reasons to your partner.

### 2 Writing skill structuring a news story

**a** Read the introductory sentence to the news story again. Answer the questions.

- 1 What happened?
- 2 Who was involved?
- 3 Where did it happen?

**b** Read the main paragraph and find:

- 1 how the woman cut the cable.
- 2 four things that happened after she cut the cable.
- 3 two pieces of background information.

**c** Read the main paragraph again. How are the events and background details organised?

### 3 Vocabulary -ly adverbs in stories

**a** Find these adverbs in the story. Then match the adverbs with their meanings.

#### Adverbs

accidentally   unfortunately   temporarily  
immediately   apparently

#### Meanings

at once   by mistake   for a short time  
it seems that   we are sorry to say

**b** Cross out any options which are not possible.

- 1 *Apparently*, / *Quickly*, this type of incident is increasing in Georgia.
- 2 *Fortunately*, / *Incredibly*, nobody was hurt.
- 3 Internet services were *amazingly* / *gradually* restored across the region.
- 4 *Coincidentally*, / *Rapidly*, internet services also failed in other regions last week.
- 5 Software providers say hackers *deliberately* / *sadly* sabotaged the service.
- 6 *Hopefully*, / *Slowly*, the police will release the woman because of her age.

**c** Work in pairs. Decide which of the sentences in Exercise 3b fit into the story and where they fit.



## GEORGIAN WOMAN CUTS OFF WEB ACCESS TO WHOLE OF ARMENIA

An elderly Georgian woman has accidentally cut through an underground cable and cut off internet services to all of neighbouring Armenia.

The woman, 75, was digging for metal near the Georgian capital Tbilisi and her spade damaged the fibre-optic cable. Unfortunately, Georgia provides 90 per cent of Armenia's Internet. Web users in the nation of 3.2 million people were left twiddling their thumbs for up to five hours. Large parts of Georgia and some areas of Azerbaijan were also temporarily affected. The damage was detected by a system monitoring the fibre-optic link and a security team went immediately to the spot. The cable is protected, but apparently landslides or heavy rain may have left it exposed on the surface. The woman, called 'the spade-hacker' by local media, was arrested on suspicion of damaging property. She faces up to three years in prison.

**4** You are going to write a hoax story or an April Fool story. This can be invented or it can be a story you have heard. First, make notes about the main events and the background details of the story. Think about *what?* *who?* *where?* and also *why?* and *how?*

**5** Write an introductory sentence to summarise the story. Then number your notes in the order you will write about them. Include at least three adverbs where appropriate.

**6** Write your story in about 150–200 words. Write an interesting headline.

**7** Work in pairs. Exchange stories. Use these questions to check your partner's story.

- Did the headline make you interested in reading the story?
- Are the facts of the story clear?
- Do you think the story is true?

# 8f Killer bees



One man believes that this foreign bee may cause problems for the whole rain forest.

## Before you watch

- 1 Work in groups. Look at the title of this video and the photo and discuss the questions.
- 1 What do you know about bees?
  - 2 Why do you think these bees are called 'killer bees'?
  - 3 What problems do you think they might cause for the rain forest?
- 2 The video is about a man who studies bees. What do you think you will see him doing in the video?

driving	getting stung by a bee
flying a plane	hiking in the rain forest
holding bees	putting his hand in a beehive
writing a journal	working with a beehive

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Work in pairs. Choose one of the topics below. Watch the first part of the video (to 03.05) and make notes about David Roubik or bees. Then tell another pair what you found out about your topic.

### David Roubik

- 1 How long has he studied bees?  
.....
- 2 Where does he work?  
.....
- 3 How many species of bees has he found in one square kilometre in the rain forest?  
.....
- 4 Why does he think there's a problem for the native bees?  
.....

### Bees

- 5 How do bees benefit the rain forest?  
.....
- 6 Where do they live?  
.....
- 7 Why did people bring African honeybees to South America?  
.....
- 8 How did the experiment go wrong?  
.....

- 5 Watch the rest of the video (03.06 to the end). Are these sentences true (T) or false (F)? Correct the false sentences.
- 1 By 1982 the African bee was starting to make its home in Panama.
  - 2 Roubik thinks the newspapers reported the story of the bees correctly.
  - 3 The biggest danger from the African bees is to man.
  - 4 Native bees are important because they pollinate the plants in the rain forest.
  - 5 Native bees cannot compete with the stronger African bees.
  - 6 Roubik visits the Maya people because they have a lot of experience with bees.
  - 7 Maya farmers think the African bees are not a problem.
  - 8 Fifteen years ago there wasn't much honey.

## After you watch

### 6 Roleplay interviewing a honey farmer

Work in pairs.

Student A: You are an entomologist studying bees. Use the ideas below to prepare questions to interview a Maya honey farmer.

Student B: You are a Maya honey farmer using traditional farming techniques. Use the ideas below to tell the entomologist about your concerns.

- how long the farmer has kept bees
- the effect of killer bees on his/her life
- how much honey there used to be
- how many native bees there are now
- the effects the disappearance of native bees is having on the local forests

Act out the interview. Then change roles and act out the interview again.

### 7 Work in groups and discuss these questions.

- 1 Should human beings be permitted to experiment with nature to increase the production of food?
- 2 What are the risks of experiments like these? What are the advantages?

**adaptable** (adj) /ə'dæptəbəl/ able to change easily when necessary

**canopy** (n) /'kænəpi:/ the top level in a rain forest

**compete** (v) /kəm'pi:t/ try to be more successful

**entomologist** (n) /entə'mɒlədʒɪst/ a person who studies insects

**force out** (v) /fɔ:s 'aʊt/ oblige a person or animal to leave

**hive** (n) /haɪv/ a place where bees live

**interact** (v) /ɪntə'rækt/ have a relationship with

**leading** (adj) /'li:ɪdɪŋ/ one of the most important

**native** (adj) /'neɪtɪv/ occurring naturally in a place

**outlandish** (adj) /aʊt 'lændɪʃ/ very strange

**pollinate** (v) /'pɒlɪneɪt/ carry pollen from one flower to another

**repeatedly** (adv) /rɪ'pi:tɪdli/ again and again

**sting** (v) (past: stung) /stɪŋ/ what an insect does when it injects a person with poison

**spread** (v) /spred/ move to cover a larger area

**survive** (v) /sə'vaɪv/ continue living after a dangerous event

**swarm** (n) /swɔ:m/ a large group of bees

**take over** (v) /teɪk 'əʊvə/ take control of something

# UNIT 8 REVIEW

## Grammar

1 Match the news headlines (1–3) with the comments (a–f). There are two comments for each headline. Choose the best option in the comments. Then work in pairs. Compare your answers.

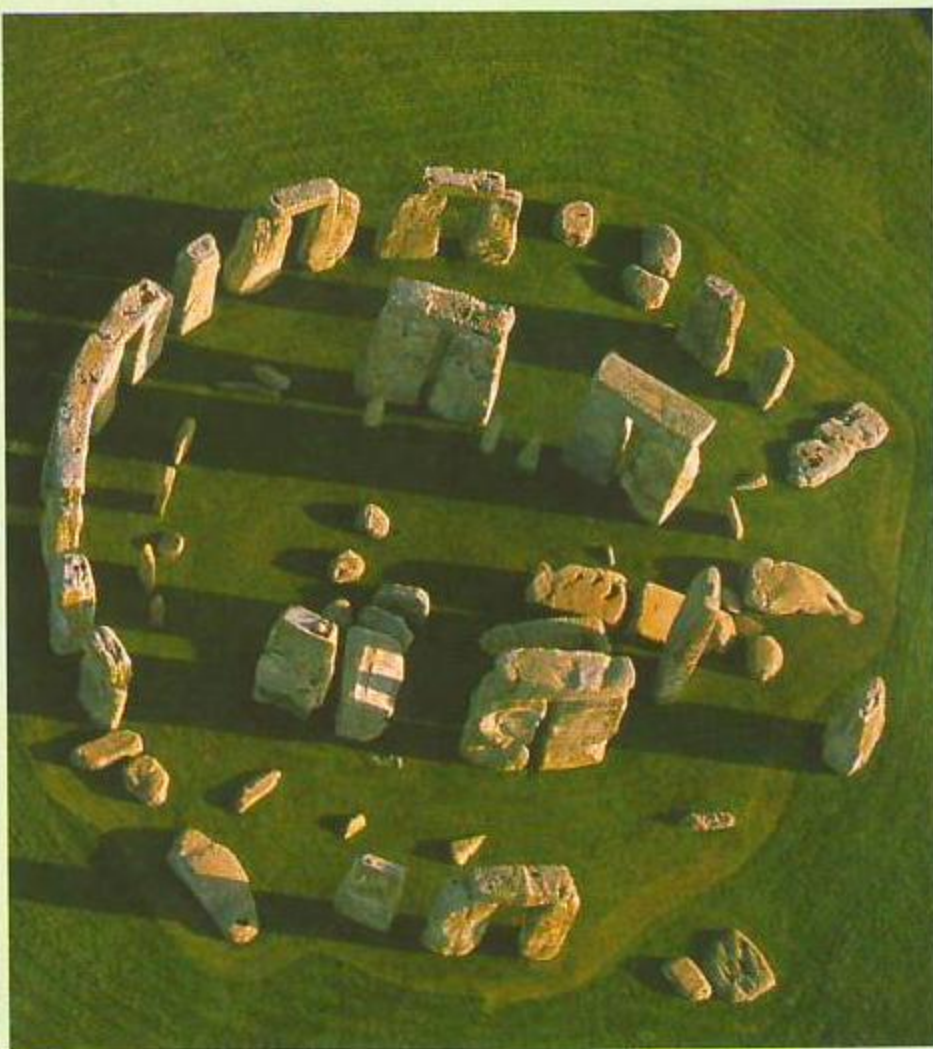
1 **MAN CLAIMS TO BE 150 YEARS OLD**

2 **WEBSITE REVEALS LOCH NESS MONSTER PHOTOS**

3 **ASTRONOMERS FIND NEW PLANET**

- a They *could* / *must* be fake.
- b He *can't* / *must* be telling the truth.
- c They *might have* / *mustn't have* used new equipment.
- d It *can't have* / *might have* just appeared from nowhere.
- e He *might* / *might not* be old – but not that old.
- f They *might* / *must* be of a big fish.

2 Look at the photo of Stonehenge, a prehistoric site in southern England. Do you know what Stonehenge was for? Check your ideas in *the facts* and *the theories*.



### *the facts*

- ▣ dated at 3–4,000 years ago
- ▣ no written records from that period
- ▣ The larger stones weigh 25 tons. They come from about 30 kilometres away from the site.
- ▣ The smaller stones originate from Wales, 230 kilometres away.
- ▣ The circle is aligned with the sun's highest and lowest points in the sky.

### *the theories*

- ▣ created by Merlin of King Arthur's court
- ▣ the ruins of a Roman building
- ▣ built by invaders from Denmark
- ▣ an alien landing area
- ▣ a sacred site
- ▣ a cemetery or burial site
- ▣ a scientific observatory

3 Work in pairs. Discuss the theories and decide what you think of each one. Then work with another pair. Which theory do you think is the most probable? Explain your reasons.

### I CAN

speculate and make deductions about events in the present and past (modal verbs)

## Vocabulary

4 Work in pairs. Write down two of these things.

- 1 gases: \_\_\_\_\_, \_\_\_\_\_
- 2 insects: \_\_\_\_\_, \_\_\_\_\_
- 3 words meaning 'very old': \_\_\_\_\_, \_\_\_\_\_
- 4 words for ideas in science or investigations: \_\_\_\_\_, \_\_\_\_\_

5 Work in pairs. Answer as many questions as you can.

- 1 What do you understand by trick photography?
- 2 What part of a plant is the stem?
- 3 What kind of things are sticky?
- 4 Name some animals that migrate.
- 5 What do irrigation systems do?
- 6 What's an archive?
- 7 What kind of people might build a profile of someone?
- 8 Is a hoax a person?
- 9 What kind of thing happens accidentally?
- 10 What do you use a spade for?

### I CAN

talk about things from the natural world

talk about history

## Real life

6 Test your memory. Can you remember ways of reacting to news using these words?

joking off on right serious sure

7 Work in groups. Each person needs six pieces of paper. Write surprising sentences about yourself (true and false) on the pieces of paper. Take turns to read out your sentences one by one at random. Use appropriate expressions to react to the sentences about the other people and try to find out which sentences are true.

### I CAN

react appropriately to surprising news

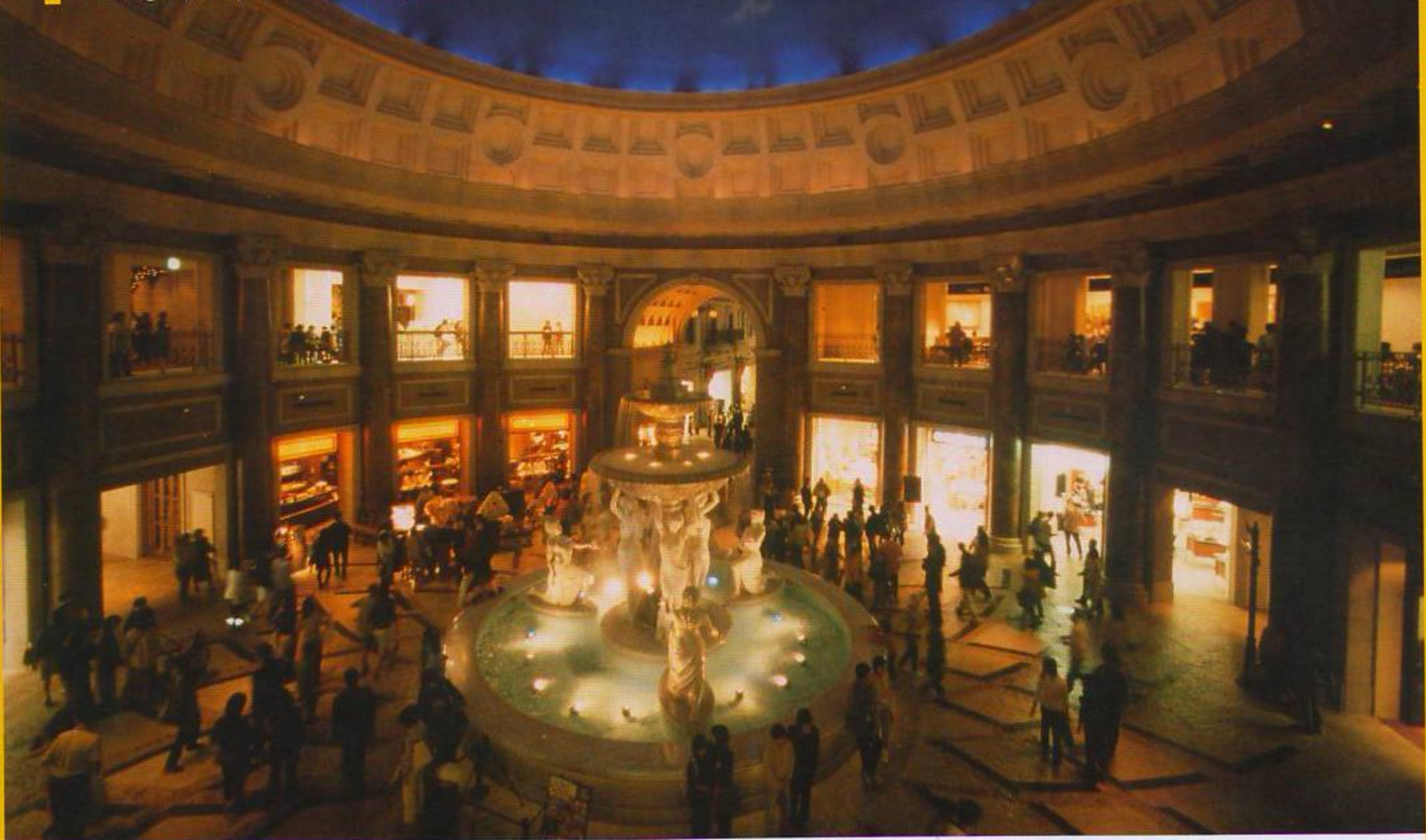
## Speaking

8 Work in pairs. What is the most surprising (true) thing you have read about or seen a report about in the last few months? Tell your partner.



Venus Fort is a shopping mall in Tokyo designed to resemble a medieval European village. Every 30 minutes, there is an artificial sunset in the 'sky' above the mall.

Photograph by Michael Yamashita



## FEATURES

### 106 Money talk

A radio feature on innovations in personal banking

### 108 The genuine article

A guide to guilt-free shopping


### 110 The art of the deal

How to negotiate a price

### 114 Making a deal

A video about shopping in the oldest market in Morocco

**1** Work in pairs. Look at the photo and the caption. Compare the Venus Fort mall with places you usually go shopping.

**2**  **2.14** Listen to a market researcher interviewing some people who are shopping. Complete the table.

Interview	What?	Who for?
1	a _____	_____
2	the latest _____	himself
3	some _____	each other

**3** Discuss the questions with your partner.

- 1 What's the best present anyone has ever given you?
- 2 What kind of things do you and your family or friends buy for each other?
- 3 Do you buy these things for yourself and/or for other people?

books / DVDs / CDs   clothes   electronics / gadgets  
jewellery   shoes   toiletries / cosmetics   other items

**4** Work in pairs. Prepare a survey on shopping habits. Ask at least three other people your questions. Then compare the results.

# 9a Money talk


## Vocabulary money

- 1 Are you in control of your money? Tick the statements which are true for you. Check the meaning of any words in bold you are not sure about.
- 1 'I never carry a lot of **cash**. I just use my **debit card**.'
  - 2 'I check my **bank statement** every week.'
  - 3 'I don't have any **credit cards** because I don't want to get into **debt**.'
  - 4 'I usually keep **receipts** for things in case I need to take them back.'
  - 5 'I like to do all my **banking** online.'
  - 6 'I know exactly how much is in my **savings account**.'
  - 7 'When my electricity **bill** comes, I pay it by **bank transfer** straightaway.'
  - 8 'I **borrowed** money to buy a new car last year.'
- 2 Make changes to the statements in Exercise 1 so that they are true for you. Then work in pairs. Compare your statements.


## Listening

- 3 How do people usually pay (or pay for) these things in your country?

bus and train fares	petrol
household bills	rent or mortgage payments
mobile phone credit	

- 4  2.15 Listen to the radio item about banking via mobile phones (mBanking). Tick the features of mobile banking which are mentioned.

- 1 It is a paper-free system.
- 2 It uses interactive voice menus.
- 3 You can transfer money from one person to another.
- 4 You can pay bills, buy goods and run your savings account.
- 5 You can text your bank with your instructions.

- 5  2.15 Listen to the radio item again. Correct any factual errors. Do not change the words in bold.

- 1 There are approximately two billion mobile phones in **the world** today.
- 2 A lot of people don't have easy access to **banks**.
- 3 With **the interactive voice system**, you can talk to your bank manager.
- 4 **A new mobile banking** scheme has started in Algeria.
- 5 In Afghanistan, the mobile network covers **every town and city**.
- 6 The Afghan Army pays **all salaries** through mobiles.
- 7 The policemen in Afghanistan receive **their salaries** in cash.
- 8 **Each police officer** gets an email when he is paid.

- 6 Work in groups. What do you think are the advantages and disadvantages of mobile banking?

Kabul residents pass advertising for electronic mobile phone top-ups.



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## Grammar noun phrases

7 Look at the words in bold in sentences 1–4 in Exercise 5. Match the words (1–4) with their uses (a–d).

- a The first reference to this thing.
- b These things in general.
- c There is only one of this thing.
- d The reference to this thing is known or understood.

### ARTICLES IN NOUN PHRASES

<i>a/an</i>		singular countable noun
<i>the</i>		singular countable noun, plural countable noun, uncountable noun
	+	plural countable noun, uncountable noun
zero article		plural countable noun, uncountable noun

For further information and practice, see page 167.

8 Look at the grammar box above. Then find the patterns in the audioscript on page 179. How many examples of each pattern are there?


9 Look at the grammar box below. Which word in bold in sentences 6–8 in Exercise 5 expresses ownership?

### DETERMINERS and POSSESSIVES IN NOUN PHRASES

Use *my, your, his, her, etc.* + noun to express ownership. Use *each, every* to refer to individual things and *all* to refer to a group of things.


For further information and practice, see page 167.

10 Read the ideas for saving money. Choose the correct option. Choose – if the sentence is already complete.


11  2.16 Complete the sentences where necessary. Then listen and check.

- 1 I tried to save \_\_\_\_\_ money to get \_\_\_\_\_ new phone.
- 2 \_\_\_\_\_ model I wanted cost a fortune.
- 3 I gave up \_\_\_\_\_ chocolate, buying DVDs and smoking.
- 4 I gave \_\_\_\_\_ money to \_\_\_\_\_ sister to look after.
- 5 She told me how much I'd saved \_\_\_\_\_ week.
- 6 When I had enough, I went to buy \_\_\_\_\_ phone.
- 7 \_\_\_\_\_ shop had \_\_\_\_\_ special offer.
- 8 I got \_\_\_\_\_ free upgrade with a new phone!
- 9 And I still had \_\_\_\_\_ cash I'd saved. Amazing!

## 12 Pronunciation linking

a  2.17 Listen to these sentences from Exercise 11. Notice how the speaker links the words which start with a vowel to the final consonant of the previous word.

- 1 I tried to save money to get\_a new phone.
- 2 The model\_I wanted cost\_a fortune.

b  2.18 Underline the words which start with vowels in the other sentences in Exercise 11. Then listen and repeat the sentences.

## Speaking and writing

13 Work in groups. Discuss the questions.

- 1 What do you think of the methods for saving money in Exercise 10?
- 2 What kind of things do you save up for?
- 3 What other methods for saving money can you recommend?

14 Work on your own. Write a short post for a website giving one tip for saving money.

# Top Saving Tips

- 1 Make *a / each / –* list before you go shopping.
- 2 Put *a / the / your* small change in *a / the / your* jar.
- 3 Buy *every / the / their* supermarket's 'own brand' products.
- 4 Buy reduced-price products which are near *its / their / your* expiry date.
- 5 Cut up *the / your / –* credit card.
- 6 Compare *each / every / –* prices before you buy *a / an / the* expensive item.
- 7 Unplug *every / their / all* electrical appliances which are not in use.
- 8 Calculate how much you've saved *a / each / the* week to stay motivated.



# 9b The genuine article

## Reading

1 Work in groups. Choose three items each person has with them (including clothes). How many questions can you answer?

- 1 Where was it made?
- 2 Who was it made by?
- 3 How was it made?
- 4 How did it get from the producer to the shop?


2 Look at the website. Answer the questions.

- 1 Who is the woman in the photos?
- 2 What is her job?
- 3 What kind of products does she deal with?

3 Read the product information on the website. Match the products (1–4) with the consumer reviews (A–E) on page 109. There is one extra review.


The screenshot shows a website with a navigation bar (HOME, PLACES, BLOG, SPECIALS, COLUMNS, INDEX, SUBSCRIBE) and a main section titled 'THE GENUINE ARTICLE'. A woman, Laura Morelli, is introduced as a shopping expert. To the right, a list of features states: 'All fair-trade goods are bought directly from the producer', 'Our featured crafts have been made from sustainable resources', and 'Many of the featured products can be ordered online'. Below this are four product listings, each with a description, a photo, and a review summary.

**PRODUCT DESCRIPTION:**  
This eco-basketball has been produced to the highest specifications for an all-weather, high-grip surface. After tax, profits are donated to children's charities.

**1** 


**Review (1 of 15)**  
By [SB](#)  
See also: Fair Trade sports soccer balls  
Venture snowboards

**PRODUCT DESCRIPTION:**  
These hand-made American cowboy boots are based on an original design but have been decorated with an explosion of colour. A true work of art.

**3** 


**Review (1 of 8)**  
By [wichitaman](#)  
See also: Genuine Dutch clogs  
Fair Trade recycled tyre sandals

**PRODUCT DESCRIPTION:**  
These Fair Trade cut flowers from Kenya have been grown free from chemical pesticides. Water-recycling methods are being introduced in many flower farms. Profits from these flowers will be used to support school projects for farm employees.

**2** 

**Review (1 of 5)**  
By [billbran](#)  
See also: Fair Trade beauty products

**PRODUCT DESCRIPTION:**  
Turquoise jewellery from classic Navajo designs. Turquoise was being mined when the Spanish arrived in the area and the Native Americans soon learned to mix Spanish silver with this beautiful mineral.

**4** 

**Review (1 of 23)**  
By [lisamay](#)  
See also: New England silver

- A** *It's worth paying a little more for these. They last for ages, smell fantastic and I get to help the people who grow them. It's a win-win situation!*
- B** *Absolutely gorgeous and incredibly practical. I'm so happy to be able to buy beautiful clothes that weren't made in sweat-shop conditions.*
- C** *Excellent quality and so comfortable they can be worn all day. I love them.*
- D** *Great product. Great price. Great fun. And guilt free... knowing that no children were exploited so that my child could have a fun Christmas. It doesn't get any better!*
- E** *I was given a stunning set of matching rings, bracelet and necklace. A gift that will be treasured for ever! And it's great to support local craftsmen.*

## Grammar passives

- 4** Look at these sentences from the website. Underline the main verb. Does the sentence give information about who or what does this action?
- All fair-trade goods are bought directly from the producer.
  - Our featured crafts have been made from sustainable resources.
  - Many of the featured products can be ordered online.
- 5** Look at the grammar box. Find eight more sentences with these patterns in the website.

▶ PASSIVES		
	are	
	are being	
	were	
(The goods)	were being	(ordered online).
	have been	
	can be	
	will be	


For further information and practice, see page 168.

- 6** Which verbs do we use to form the passive?
- 7** Read about a fair-trade company. Choose the correct option.

We started direct trade about four years ago. This means that more of the final price <sup>1</sup> *pays / is paid* to the producers. We have a simple system. First, the coffee beans <sup>2</sup> *take / are taken* to a central collection point by each grower. When the loads <sup>3</sup> *have weighed / have been weighed*, the growers <sup>4</sup> *get / are got* the correct payment. At the moment, we <sup>5</sup> *are using / are being used* a standard shipping company to transport the coffee to Europe. But our arrangements <sup>6</sup> *are reviewing / are being reviewed* and next year, probably, specialised firms <sup>7</sup> *will contract / will be contracted* to handle shipping. Once in Europe, the coffee <sup>8</sup> *can pack and sell / can be packed and sold* within a week.

- 8** Work in pairs. Write the passive form of the verbs.

- Since its launch in 2003, 250 million *Nokia 1101 mobile phones / Apple iPods* \_\_\_\_\_ (sell).
- Solitaire / Tetris* \_\_\_\_\_ (adapt) for 65 different platforms, making it the most successful computer game ever.
- The work of *J.K. Rowling / Agatha Christie* \_\_\_\_\_ (translate) into more languages than any other author.
- In 1986, the film *The Colour Purple / Out of Africa* \_\_\_\_\_ (nominated) for eleven Oscars and didn't win any.
- With 400 shops around the world, clothing brand *Ralph Lauren / Mango* \_\_\_\_\_ (wear) by more people than any other.
- The first music video by *Justin Bieber / Lady Gaga* \_\_\_\_\_ (view) on YouTube over 500 million times.
- Maps for the Xbox game *Call of Duty / Grand Theft Auto* \_\_\_\_\_ (download) one million times in 24 hours when it went on sale.
- A painting by *Picasso / Van Gogh* \_\_\_\_\_ (buy) at auction for \$106 million in 2010.

- 9**  **2.19** Underline the options you think are correct in Exercise 8. Then listen and check. How many answers did you get right?

- 10** Work in groups. Discuss the questions.

- Do you know the products in Exercise 9?
- Does anything in the sentences surprise you?

## Speaking

- 11** Work in groups of four. Brainstorm as many brand names as you can. Then add what kind of product each item is and what alternative brands or 'own brands' exist. Think of five reasons to buy famous brands and five reasons to buy alternative brands. Then turn to page 155.



# 9c The art of the deal

## Reading

- 1 Work in pairs. Do you like bringing souvenirs back from holiday? Discuss why you think people would bring back items like these.

brochures from galleries, museums, etc.  
 decorative objects: pictures, ceramics, etc.  
 duty-free goods    locally made products  
 postcards    T-shirts with slogans    used tickets

- 2 Read the article on page 111 quickly. Decide what kind of shopping experience (a–c) the article describes.

- a bargaining in local markets
- b buying crafts direct from the maker
- c choosing holiday gifts for friends and family

- 3 Read the article again. Answer the questions.

- 1 Who are the three main people in the article and why do they go to Morocco?
- 2 What two things does Sam buy and how much does he pay for them?
- 3 Which is Sam's most successful purchase?

- 4 Find these things in the article. How are they described? Complete the phrases.

- 1 \_\_\_\_\_ juice
- 2 \_\_\_\_\_ market
- 3 \_\_\_\_\_ swords
- 4 \_\_\_\_\_ fabrics
- 5 \_\_\_\_\_ bones
- 6 \_\_\_\_\_ lamps
- 7 \_\_\_\_\_ vial
- 8 \_\_\_\_\_ bottle
- 9 \_\_\_\_\_  
slippers

### ▶ WORDBUILDING compound adjectives

Compound adjectives are made of two words, often joined by a hyphen (-). They are usually adjective + adjective, adverb + adjective or noun + adjective combinations.

*freshly squeezed orange juice*  
*world-famous market*

For further information and practice, see Workbook page 75.

## Critical thinking testing a conclusion

- 5 The writer concludes: 'Mohamed will be proud.' Is this conclusion justified? Look at the text again and underline the advice Mohamed gives to Sam.
- 6 Tick the pieces of advice that Sam follows. How effective was it? How do you know?

## Speaking

- 7 You are a market trader. Choose four of these objects. Draw a picture of each object and think how you will describe it. Think about: its origin, age and material, and any interesting facts about it. Decide on a price for each object.

boomerang    bottle    box    clock    coin  
 figure    hat    lamp    rug    stamp    sword  
 watch

- 8 Choose objects from Exercise 7 which you want to buy. Visit different traders and find out about the objects you want. Then choose which trader you will buy from.

*This rug is lovely. How much is it?*



# The ART of the DEAL

By Andrew McCarthy

**I'M IN MARRAKECH**, the bustling heart of Morocco at the base of the Atlas Mountains, with my son, Sam. He's eight. We've come here with Mohamed, a friend who owns a shop in our neighbourhood in New York. We're regular customers at Mohamed's shop, where Sam can often be found negotiating with his friend. When they're not bargaining, they're chatting about swords, or camels or the desert. 'You need to come to Morocco, to Marrakech,' Mohamed told me. 'I'll show you around and teach Sam how to really get a bargain!' So here we are. We meet up with Mohamed over a cup of mint tea at a table outside the tiny Café ben Youssef, deep in the medina, the old city of Marrakech. We're sitting in an area bordering the exotic stalls that make the *suq* – marketplace. Vendors with carts offer freshly squeezed orange juice, others sell dates or figs. Nearby are the back-alley workshops that supply the goods to this world-famous market.

Later, as we stroll around, Mohamed introduces us to weavers and olive sellers, tile makers and rug merchants. He also begins the first of his bargaining tutorials for Sam.

'Everything in Morocco is open to negotiation, Sam. When you hear a price, the first thing you say is "Too much – *beza!*" and then walk away.'

'But what if I like it?'

'When you see something you like, maybe a lamp, you ask about something else instead. Then, as you walk out, you ask, "And how much is that lamp?" as though you'd just noticed it and aren't really that interested in it.'

We turn a corner and are greeted with the scent of sweet-smelling orange blossoms. 'Don't always give an offer. Make them continue to lower the price. Oh, and wear something Moroccan,' Mohamed continues as we enter a fairly large shop. Most of the stalls in Marrakech specialise in one thing, but not this one. Decorative and lethal-looking swords hang beside soft hand-dyed fabrics; large camel bones covered in writing sit beside massive copper lamps. It is here that Sam spots his first ornate box. 'Look, a treasure chest!' It's made of wood, and painted red and gold. He opens the lid, then closes it. 'Cool!' Then he spots a tall, cobalt blue, tear-shaped vial – an old perfume bottle. 'Four hundred dirham,' the shopkeeper pronounces. Fifty dollars. Sam says nothing. Whether he's too shy or is practising Mohamed's bargaining technique, I can't tell. He eventually agrees to pay 200 dirham, about \$24. I'd say the bottle is worth \$10, at most. Clearly, his negotiating skills need a bit of work. 'Just to get started, Dad,' Sam reassures me as he pays for the bottle. We spend a few days sightseeing around Marrakech, but Sam really has eyes for only one thing. Late one afternoon, we return to the shop where Sam saw the treasure chest. 'You have returned. Very good.' The shopkeeper opens his arms. He places the chest on the floor. Sam opens the lid. He runs his fingers over it.

The shopkeeper speaks. 'Give me 2,500.'

Sam shakes his eight-year-old head. 'Eight hundred.'

'I like your *babouches*,' says the merchant. Sam's wearing a pair of bright yellow, Moroccan men's slippers. He ignores the comment.

'You're very good. I'll take 1,800 dirham,' the merchant announces.

'One thousand.'

Both are silent. Neither blinks. What happens next happens fast.

'Fifteen hundred, and it's yours.'

'Twelve hundred.'

'Thirteen hundred.'

'Yes!'

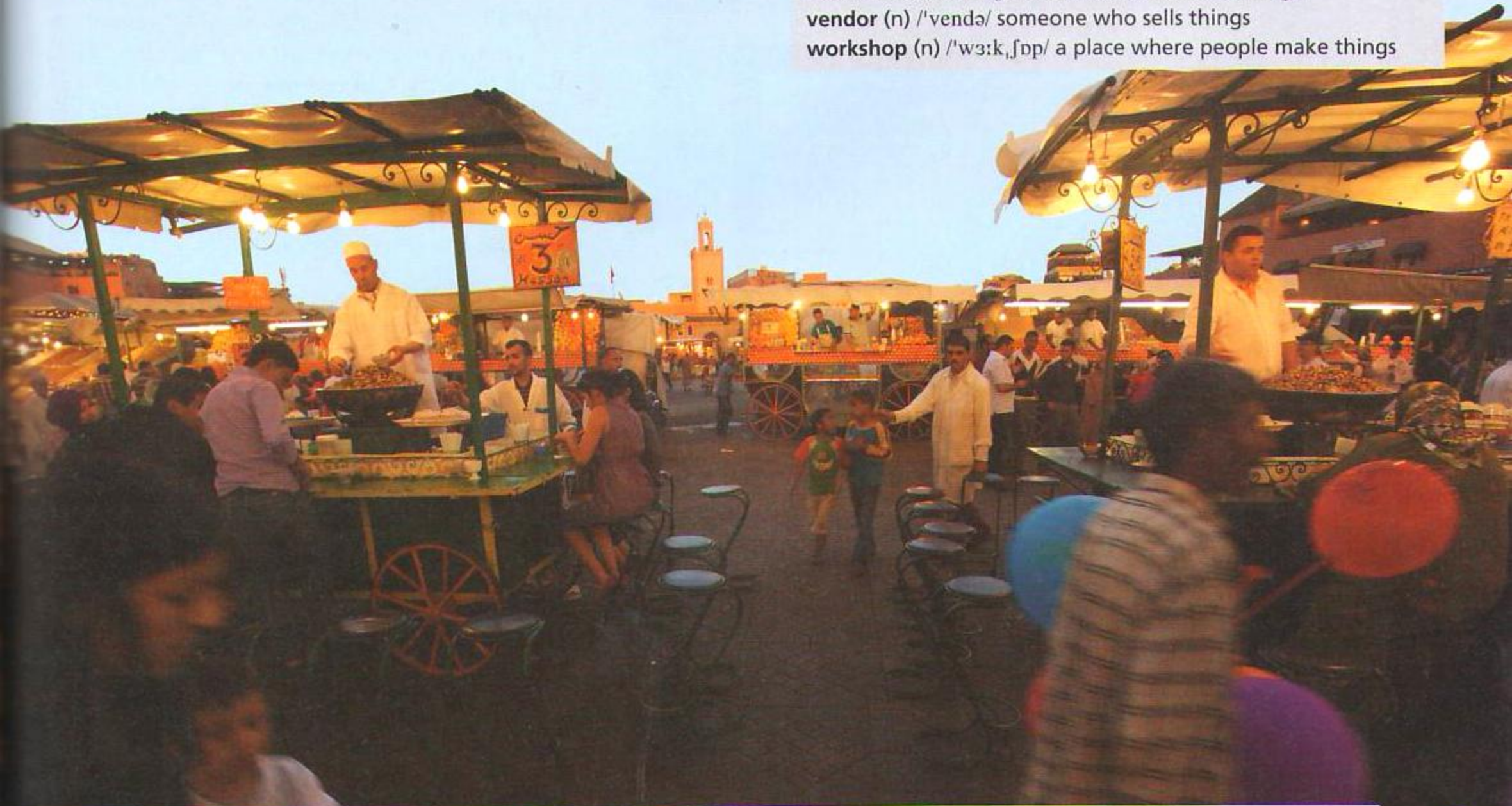
The man sticks out his hand. Sam grabs it. The deal is done. Mohamed will be proud.

**blink** (v) /blɪŋk/ open and close your eyes very quickly

**merchant** (n) /'mɜːtʃənt/ someone who sells things

**vendor** (n) /'vendə/ someone who sells things

**workshop** (n) /'wɜːkʃɒp/ a place where people make things



# 9d It's in the sale



## Real life buying things

1 2.20 Listen to two conversations. Answer the questions for each conversation.

- 1 What kind of shop is it?
- 2 What does the customer want?
- 3 Does the customer buy the item?

2 2.20 Look at the expressions for buying things. Listen to the conversations again. Underline the option the speaker uses. Identify the speakers. Write C (customer) and A (assistant) next to the expressions.

### ▶ BUYING THINGS

Can I have a look at / Could I see this silver chain?  
 It's in the sale / reduced actually. It's got 20 per cent off.  
 I wanted / I was looking for something more delicate.  
 Can she bring it back / return it if she doesn't like it?  
 Excuse me, are you on / do you work on the living room section?  
 What's / Do you have the reference number or the model name?  
 Let me see if it's in stock / we've got any on order.  
 How much do you charge / does it cost for delivery?  
 We accept payment / You can pay by card or in cash.

## Vocabulary shopping

3 Work in pairs. Can you remember the question and response for each word? Check your answers in the audioscript on page 179.

return exchange receipt gift-wrapping  
 reference number model name in stock  
 available delivery tills

## 4 Pronunciation silent letters

a 2.21 Listen to these words. Notice how the crossed-out letter is silent. Repeat the words.

gift-wrapping receipt right  
 though

b 2.22 Say these words and cross out the silent letters. Then listen and check.

answer autumn bought design  
 friendly hour listen mortgage  
 weigh

5 Work in pairs. Choose one of the conversations from Exercise 1. Take a role each. Look at the audioscript on page 179 and memorise the conversation. Then close your books and practise the conversation.

6 Take the roles of a customer and a shop assistant. Choose two of these items and act out two conversations. Use the expressions for buying things to help you.

an item of furniture for your new home  
 clothes for your father on his birthday  
 toiletries for your sister  
 a DVD for a friend  
 a kitchen appliance for your brother  
 sportswear for yourself



# 9e For sale

## Writing an eBay advert

1 Work in pairs. Have you ever bought or sold anything on eBay? Read these headings from the guidelines to sellers. Why is this information useful to buyers?

- information about the seller
- item condition
- item description
- item photo
- payment methods
- postage details
- starting price
- reason for selling

2 Read the eBay advert and find the information from Exercise 1.

### 3 Writing skill relevant and irrelevant information

a Sellers on eBay are advised to give as much information about the item as possible. Read the description of the rug. Cross out three sentences which do not give relevant information.

b Which of these sentences give relevant information for this advert? Where do the sentences fit in the advert?

- 1 I've had it for about two years.
- 2 It looks great in my living room.
- 3 I've cleaned it regularly.
- 4 We're moving next month.
- 5 We are near the centre of Glasgow.

4 Prepare an advert for something you want to sell. Use these headings and make notes.

- item
- age
- size and/or shape
- condition
- reason for selling
- starting price

5 Write your advert and give your contact details. Use these questions to check your advert.

- Have you given honest information about the item to prospective buyers?
- Is there any other information you could add to help the sale?

6 Publish your advert in the classroom. Read the other adverts and make a bid for any item you want to buy.

⏪ ⏩
🔍

## A ROUND ORANGE DEEP-PILE RUG



Zoom
Enlarge

Item condition:	Used
Starting bid:	<b>£10.00</b>
Postage:	Free local pick up
Payments:	<b>PayPal</b> , cash on collection

Habitat 'Africa' rug in orange. Hand-woven deep pile round wool rug. Measures 250cm across. This rug is in used condition. It was a gift from my parents. It has some marks, but otherwise it is in good condition. I think that with a professional steam clean it will freshen up really well.

Selling because we're moving to a new house and will change the colour scheme. New house is in the country, so we are going to have rustic themed decor.

The rug currently retails at £200 new. It's such a shame to throw it away, so I hope that I can get a sale rather than have to take it for recycling. Payment within three days of end of auction or cash on collection. Local pick up preferred.

# 9f Making a deal



Beginners ... pay more.

## Before you watch

1 Work in groups. Look at the title of this video and the photo and discuss the questions.

- 1 Who are the people in the photo?
- 2 What do you think they are doing?
- 3 What do you think the caption means?

2 Tick the things you think you will see in this video.

birds in cages   carpets   a cup of tea  
 dates and apricots   a donkey   eggs   a hotel  
 kaftans   a man carrying vegetables  
 a metal table   a police officer   a taxi

## While you watch

3 Watch the video and check your answers from Exercise 2. Number the things in the order you see them in the video.

4 Complete the sentences with the correct option.

- 1 Buying and selling in the market is:
  - a quick and not very personal.
  - b slow and very impersonal.
  - c face-to-face and personal.
- 2 A fez is:
  - a a kind of drink.
  - b the name of a person from Fez.
  - c a kind of hat.
- 3 Beginners at bargaining pay:
  - a 20 or 30 per cent more.
  - b 50 per cent more.
  - c 100 per cent more.
- 4 Bargaining is:
  - a a way to cheat customers.
  - b a test to find who is the best bargainer.
  - c a way to make people pay cash.
- 5 The real test for customers is:
  - a the restaurant.
  - b the carpet shop.
  - c the night market.
- 6 According to Gonnie, the secret of bargaining is:
  - a to watch what the Moroccans do.
  - b not to get angry.
  - c to pretend not to be interested.

5 Match the people (1–6) with what they say (a–i).

- 1 the narrator
  - 2 Vincent
  - 3 Ahmed
  - 4 the carpet salesman
  - 5 Chakib
  - 6 Bo
- a This is business, Moroccan-style.
  - b There really is something for everyone.
  - c The Moroccans are very good at bargaining and they say they are the best in the world.
  - d We don't have a really fixed price.
  - e Here it's the natural thing to do.
  - f You want to buy a camel for the price of a donkey?
  - g It's all part of the game.
  - h Everyone comes with an intention to bargain.
  - i For this money I can't leave it.

## After you watch

6 Roleplay bargaining in a Moroccan market

Work in pairs.

Student A: You are a market vendor. Use the ideas below to make notes.

- What things do you sell?
- What prices are you going to charge?
- Make a list of your items and their prices.

Student B: You are a tourist. You are at a stall in a Moroccan market and you want to buy three presents for friends. Make a deal with the owner of the stall.

Act out the conversation. Student A: try to get as good a price as you can. Student B: don't forget to bargain.

When you have finished, change roles and act out a new conversation with different items and prices.

7 The narrator says that, 'vendors aren't trying to cheat customers' and that 'it's all part of the game'. What do you think she means? Do you agree?

8 Work in groups and discuss these questions.

- 1 Have you ever bargained over the price of something? Where? What?
- 2 Do people bargain for things in your country? What things?
- 3 Which do you prefer: bargaining, or a system of fixed prices? Why?

**alley** (n) /'æli:/ a narrow street or passage  
**bargain** (v) /'bɑ:gɪn/ negotiate a price  
**cheat** (v) /tʃi:t/ make someone pay too much  
**customer** (n) /'kʌstəmə/ a person who buys something  
**market** (n) /'mɑ:kɪt/ a place outside where people buy and sell things

**pressure** (v) /'preʃə/ oblige  
**shopper** (n) /'ʃɒpə/ a person who visits shops to buy things  
**stall** (n) /stɔ:l/ a small shop with an open front  
**vendor** (n) /'vendə/ a person who sells things  
**watch out** (v) /wɒtʃ 'aʊt/ be careful

# UNIT 9 REVIEW

## Grammar

1 Work in pairs. Which of these things do you consider when you buy electrical goods? Which is the most important factor?

- brand
- design
- ease of use
- energy use
- price
- size
- style (shape, colour, etc.)

2 Complete the shopping tips with articles, determiners and possessive adjectives where necessary.

### THE GREEN GUIDE

#### Shopping Tips: televisions

1 \_\_\_\_\_ days when 2 \_\_\_\_\_ TVs came in two types, 3 \_\_\_\_\_ colour or black and white, are long gone. TVs today use several different technologies and 4 \_\_\_\_\_ technology has 5 \_\_\_\_\_ different level of energy efficiency.

Many people change 6 \_\_\_\_\_ TV because they want 7 \_\_\_\_\_ bigger screen. But, simply put, bigger TVs use a lot more energy. 8 \_\_\_\_\_ United States Department of Energy says 9 \_\_\_\_\_ energy from 10 \_\_\_\_\_ TVs in America is enough to provide power to 11 \_\_\_\_\_ home in the state of New York for 12 \_\_\_\_\_ year. Giant plasma screen models can be the most energy-hungry appliance in 13 \_\_\_\_\_ home.

One major factor in 14 \_\_\_\_\_ TV power use is the picture setting. 15 \_\_\_\_\_ TV's picture settings can make a surprising difference, sometimes cutting 16 \_\_\_\_\_ total by as much as 50 per cent. On the other hand, 17 \_\_\_\_\_ 52-inch LCD uses twice the power of 18 \_\_\_\_\_ 32-inch model.

3 Work in pairs. Do you have any of these products with you today? Match the products with their raw materials and countries of origin. Then describe the process from raw material to the product you have.

Products	Raw materials and countries of origin
a bar of chocolate	wheat – Canada
a pair of jeans	lithium – Chile
a sandwich	gold – South Africa
jewellery	flowers – south of France
mobile phone batteries	cotton – Egypt
perfume	cocoa beans – Ghana

4 Work with other pairs. Compare your ideas. Try to complete any information you are not sure about.

#### I CAN

- use articles, determiners and possessive adjectives
- describe how products are made (passives)

## Vocabulary

5 Write and number (1–6) six types of shop you go to regularly. Then work in pairs. Choose a number and your partner will say the shop with this number from his/her list. You have 30 seconds to name six things you can buy there. Take turns.

6 Match words from A with words from B. How many compound nouns can you make?

**A** bank credit debit savings

**B** account card statement transfer

7 Work in pairs. What could a shop assistant or customer say using each of these words?

available delivery exchange gift-wrapping  
in stock receipt return

#### I CAN

- talk about everyday things we buy for ourselves and others
- talk about ways of paying for things and banking
- ask for and give product and sales information in a shop

## Real life

8 Work in pairs. Take turns to be the customer and the assistant in a shop. Act out conversations in which you buy each of the things in the photos.



#### I CAN

- buy and sell items in a shop

## Speaking

9 Work in groups. Discuss the questions.

- 1 Which product or possession could you not live without? Why?
- 2 Do your favourite possessions have monetary or sentimental value?
- 3 What's the best or worst thing you've ever bought?

# Unit 10 No limits

On the annual Marathon des Sables, keeping the sand out of your face can be a problem.

Photograph by Pierre Verdy



## FEATURES

### 118 Bionic bodies

Find out about the latest advances in medicine

### 120 Life on Mars?


Can we make Mars the new Earth?

### 122 Two journeys, two lives

Read about two people who have endured tough experiences

### 126 High-altitude peoples

A video about the challenges to our bodies in extreme environments like Tibet

- 1 Work in pairs. Look at the photo and the caption. What other problems do you think runners like this face?
- 2  **2.23** Listen to part of a podcast about the *Marathon des Sables*. How many of your ideas from Exercise 1 are mentioned?
- 3 Listen again and make notes about these things. Does ultrarunning appeal to you? Why? / Why not?
  - 1 the age of the runners
  - 2 the distances
  - 3 anything else that interested you
- 4 Work in groups. Discuss the questions.
  - 1 Other extreme sports include bungee jumping, BASE jumping, cave diving and free climbing. Have you tried any of them?
  - 2 Why do you think people push themselves to the limit?
  - 3 What do you think of people who try to overcome their body's limits in other ways (cosmetic surgery, anti-ageing medicines, etc.)?

**BASE** /beɪs/ stands for four kinds of fixed objects from which you can jump: buildings, antennas, spans (bridges) and earth (cliffs)

# 10a The bionic woman

Amanda Kitts learns to control her new bionic arm.  
Photograph by Mark Thiessen



## Listening

- 1 Work in pairs. What was unusual about the main character in the Terminator films?
- 2 2.24 Listen to part of a TV preview show. Tick the three things the documentary is about.

bionic devices	growing new organs
cosmetic surgery	anti-ageing treatments
face transplants	

- 3 2.24 Match the two parts of the sentences. Then listen again and check.

- 1 The Bionic Woman was a TV series
  - 2 The documentary is about a woman
  - 3 Doctors have developed a process
  - 4 Amanda Kitts is learning to do things
  - 5 Bionics can help people
  - 6 There'll be a time
- a that we take for granted.
  - b when blind people will use bionic devices to see.
  - c where the character was part machine and part human.
  - d which grows new organs.
  - e who have lost limbs.
  - f whose arm was amputated.

- 4 What do you think the advantages of a bionic limb are compared with a traditional artificial limb? Tell your partner.

## Grammar defining relative clauses

- 5 Look again at the sentences in Exercise 3. The second part of the sentence is the defining relative clause. It begins with a relative pronoun. Answer the questions.
  - 1 Who or what does the information following the relative pronoun refer to? Circle the relevant words in the first part of the sentence.
  - 2 Which relative pronouns have the same meaning?
  - 3 In which sentence is it possible to leave out the relative pronoun?
- 6 Look at the grammar box. Choose the correct option.

A defining relative clause gives *essential* / *additional* information about something.

### ▶ DEFINING RELATIVE CLAUSES


Cochlear implants allow people who are deaf to hear.

For further information and practice, see page 168.

- 7 Underline other defining relative clauses in the audioscript on page 180. How many defining relative clauses are there?



8 Look at the diagram of a bionic body. Complete the captions. You can use one relative pronoun twice.

- 1 cochlear implants allow people \_\_\_\_\_ are deaf to hear
- 2 temporary artificial hearts for people \_\_\_\_\_ are waiting for transplants
- 3 prosthetic arms \_\_\_\_\_ can receive signals from the brain
- 4 the first replacement hips – from a time \_\_\_\_\_ bionics was an idea from science fiction
- 5 healthy area of bone \_\_\_\_\_ the bionic limb is attached
- 6 bionic limbs \_\_\_\_\_ movement mimics the body's natural steps

9  2.25 Cross out any relative pronouns which are optional and insert any which are missing. Then listen and check.

- 1 Amanda Kitts has a bionic arm receives signals from her brain.
- 2 A hospital is a place where patients are treated.
- 3 I don't like the medicine which I have to take.
- 4 People who have burns injuries can benefit from face transplants.
- 5 Organ regeneration can help patients kidneys are diseased.
- 6 The doctor who we saw in the film is a pioneer in bionics.

## 10 Pronunciation sentence stress

- a  2.25 Listen to the sentences from Exercise 9 again. Notice how the relative pronouns are not stressed.
- b  2.25 Listen again and repeat the sentences.

## Vocabulary and speaking medicine

11 Work in pairs. Choose the best option.

- 1 Several people were *injured* / *wounded* in the accident.
- 2 It's just a small cut. It will *treat* / *heal* naturally.
- 3 What time is your doctor's *appointment* / *date*?
- 4 They can't *cure* / *heal* this yet, but they can relieve the symptoms.
- 5 Where does it *hurt* / *pain*?
- 6 The *healing* / *treatment* has some unpleasant side effects.
- 7 The doctor is *controlling* / *monitoring* the patient's condition.
- 8 The injection isn't *hurtful* / *painful*.

12 Work in groups. Take turns to choose a word and then give a definition of the word.

**surgeon** **injection**  
**botox** **operating theatre** **blood test**  
**A & E (accident and emergency)**  
**scan** **ambulance** **stitches**  
**donor** **crutches** **ward**  
**surgery** **radiographer**  
**X-ray** **paramedic** **first aid**

*Botox is something which celebrities use to make themselves look younger.*



# 10b Life on Mars?



YEAR ZERO

100 YEARS

200 YEARS

600 YEARS

**1 THE THOUSAND-YEAR** project might begin with a series of eighteen-month survey missions. Each crew making the six-month journey from Earth to Mars would add a small habitation module to the base.

**2 AN EARTH-LIKE ATMOSPHERE** could be made. First, the carbon dioxide which is now frozen in the ice would be released. Maybe mirrors could focus sunlight on the ice to do this.

**3 WITH ENOUGH** carbon dioxide, the temperature would go up and rain would fall. Algae and microbes could survive and transform the rocky surface.

**4 FLOWERING PLANTS** could be introduced when the microbes had created soil. This would add oxygen to the atmosphere. Forests might even grow.

## Life on Mars?

### Making the red planet go green

If we tried to, could we really transform the frozen surface of Mars into something more friendly – a place where humans could live? And equally importantly, should we?

The first question has a clear answer: Yes, we probably could. Most of the work in 'terraforming', says NASA planetary scientist Chris McKay, would be done by life itself. 'We wouldn't have to build Mars, just modify its atmosphere,' McKay says. 'If we warmed it up and threw in some seeds, plants would grow there.'

Enthusiasts such as Robert Zubrin, president of the Mars Society, dream of Martian cities. Zubrin, an engineer, believes civilisation cannot succeed without limitless expansion. He also thinks that if we transformed Mars – a horrifying idea to some – we might learn to manage our limited Earth better. But if I was an astronaut, I wouldn't be keen on that six-month journey!

## Reading

**1** Work in pairs. Do you think these statements are true (T) or false (F)? Find the answers on the webpage.

- 1 Mars is bigger than Earth.
- 2 Earth is hotter than Mars.
- 3 Earth is closer to the sun than Mars.
- 4 Martian days are longer than Earth days.

**2** Look at the picture. Answer the questions.

- 1 What process does the picture illustrate?
- 2 Why is it red on the left and green on the right?
- 3 What is the purpose of the structures shown?

**3** Read the captions (1–4). Match the captions with the stages in the process (a–d).

- a changing the atmosphere
- b introducing simple organisms
- c setting up places to live
- d creating conditions for plants to grow

**4** Read the text *Life on Mars?* and look at the picture again. Answer the questions.

- 1 How long would it take to transform the environment on Mars?
- 2 What is the key to the process?
- 3 What would be the benefits of transforming Mars?

**5** Work in groups. Discuss the statements.

- 1 'I think we'll need to colonise other planets if we don't change our habits on Earth.'
- 2 'I don't think the ideas described here will work.'
- 3 'I'd like to live on Mars.'

### ▶ WORDBUILDING suffixes *-ful*, *-less*

We can add *-ful* to the end of a noun to mean 'with' and *-less* to mean 'without'.

a *painful* injection  
*limitless* expansion

For further information and practice, see Workbook page 83.



	EARTH	MARS
ROTATION PERIOD (DAY)	23.0 HOURS	24.6 HOURS
REVOLUTION PERIOD (YEAR)	365.2 DAYS	686.9 DAYS
AVERAGE TEMPERATURE	150°C	-630°C
AVERAGE DISTANCE FROM THE SUN	150 MILLION KM	230 MILLION KM

## Grammar second conditional

**6** Look at these sentences from the text. Which verbs are used to make the second conditional?

- If we warmed it up and threw in some seeds, plants would grow there.
- But if I was an astronaut, I wouldn't be keen on that six-month journey!

**7** Look at the sentences in Exercise 6 again. Choose the correct option.

- The second conditional refers to situations in *the past / the present or the future*.
- The second conditional refers to *improbable / real* situations.

### ▶ SECOND CONDITIONAL

If + past simple,	would could (not) might	infinitive without to
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For further information and practice, see page 169.

**8** Look at the grammar box. Find the patterns in the text and the picture. What is the difference between *would*, *could* and *might*?

**9** Look again at statement 1 in Exercise 5. Why is the first conditional – and not the second conditional – used?

**10** Complete the questions. Then answer the questions using information from the text and the picture.

- If we \_\_\_\_\_ (have) to transform Mars, what \_\_\_\_\_ (be) the first stage?
- How long \_\_\_\_\_ it \_\_\_\_\_ (take) for astronauts to reach Mars?
- \_\_\_\_\_ it \_\_\_\_\_ (be) possible to change the atmosphere on Mars?
- What \_\_\_\_\_ (happen) if the ice on Mars \_\_\_\_\_ (melt)?
- How \_\_\_\_\_ the temperature \_\_\_\_\_ (change) if the amount of carbon dioxide \_\_\_\_\_ (increase)?
- What \_\_\_\_\_ we \_\_\_\_\_ (learn) from changing the environment on Mars?

**11** Complete the sentence with your own ideas. Then work in pairs. Compare your sentences.

\_\_\_\_\_ we could ...  
If we transformed Mars, people would ...  
\_\_\_\_\_ it might ...

**12** Work in two pairs in a group of four.

Pair A: Make a list of positive aspects of these situations.

Pair B: Make a list of negative aspects.

- living in a 'habitation module' on Mars
- leaving Earth for a colony in space
- being an astronaut on a long space voyage
- being an astronaut on the International Space Station
- going on a space-tourism trip into the Earth's orbit

**13** Compare your ideas in your group. Which experience would be the best / the worst?

*If you lived in a habitation module, you'd be safe from any danger.*

*Yes, but your life would be very restricted.*

## Speaking

**14** Work on your own. Think of a new place to live. Note down five reasons why you'd like to live there. Then work in groups. Take turns to tell your group the reasons, but don't say the place. Can they guess before you give all of the reasons?

*I'd love to live in beep. I'd go to all the local football matches.*

*Well, I'd like to live in bzzz. If I lived in bzzz, I'd never be cold again.*

**15** Think about your answers to the questions. Then tell the class.

- If you could start a new life, what things would you change – and how?
- What would you miss about your 'old' life?

# 10c Two journeys, two lives

## Reading

- 1 How much do you know about these people? Choose the option (a–c) you think links them.
- They broke ‘unbreakable’ records.
  - They were successful in the face of huge obstacles.
  - They became rich and famous in their chosen careers.

Galileo  
Helen Keller  
Martina Navratilova  
Nelson Mandela  
Oprah Winfrey  
Roald Amundsen

- 2 Work in pairs. You are going to read about two people who overcame obstacles in their lives.  
Student A: Read about Diane Van Deren.  
Student B: Read about John Dau.  
Make notes to answer these questions.
- Who?
  - Where?
  - When?
  - Distance covered?
  - Time taken?
  - Food and drink?
- 3 Tell your partner about the story you read. Use your notes to help you. Ask your partner at least one question about their story.
- 4 Now read your partner’s story. Is the story what you expected to read? Did anything surprise you?

## Critical thinking reading between the lines

- 5 Work in pairs. Using the information in the stories and your own interpretation of the stories, discuss the questions.
- Why did they begin their journeys?
  - Did they run through choice or necessity?
  - What have they achieved for themselves as a result of their journeys?
  - What have they achieved for others as a result of their journeys?

- 6 Read the quotes. Who do you think said each one – Diane Van Deren or John Dau? Why?
- ‘I think people refuse to try things because they fear failure.’
  - ‘All I have to think about is my body.’
  - ‘There have been many impossible situations in my life, but I keep trying.’
  - ‘You can’t give up.’
- 7 Do you know of other people who have overcome obstacles to achieve in unexpected ways?

## Word focus take

- 8 Look at these extracts from the stories. What do the expressions with *take* mean? Choose the correct option (a–c).
- Diane Van Deren was [...] **taking part** in the Yukon Arctic Ultra.  
a leave    b participate    c win
  - Van Deren [...] had a kiwi-size piece of her brain **taken out**.  
a remove    b repair    c return
  - [...] a journey which had **taken** him more than half of his life.  
a distance    b duration    c speed
  - Dau [...] **took care** of a group of younger children.  
a control    b play    c protect
- 9 Work in pairs. What do the expressions with *take* mean in these sentences?
- The Yukon Arctic Ultra takes place every two years.
  - Diane van Deren took up running after an operation to cure her epilepsy.
  - Diane van Deren couldn’t take off her boots because they had frozen to her feet.
  - John Dau’s plane to New York took off from Nairobi airport.
  - The fighting in Sudan took away John Dau’s childhood.
  - John Dau took up a scholarship to study in the United States.

## Speaking

- 10 You are going to nominate an inspirational person for a prize. Choose someone from one of these categories. Make short biographical notes about the person and the reasons why you find them inspirational. Then give your presentation.
- art, music and fashion
  - business and academia
  - film and television
  - local life
  - science and medicine
  - sport and adventure
  - technology

# Diane Van Deren

*ON 15 FEBRUARY 2009, DIANE VAN DEREN WAS ONE OF A DOZEN RUNNERS TAKING PART IN THE YUKON ARCTIC ULTRA, A 700-KILOMETRE RACE ACROSS FROZEN TUNDRA IN THE MIDDLE OF WINTER.*

Not a single woman had ever completed it. With temperatures of 30 degrees below zero and only seven hours of daylight each day, it's probably the toughest race in the world. But, then, there is no woman like Diane Van Deren.

Twelve years earlier, Van Deren, a former professional tennis player, had a kiwi-size piece of her brain taken out. It was part of the treatment for the epilepsy which she suffered from. The operation was successful, but she noticed a strange side effect: she could run without stopping for hours.

At the start of the Arctic Ultra, icy winds froze Van Deren's water supplies, so she had nothing to drink for the first 160 kilometres. She kept going by sucking on frozen fruit and nut bars. On the eleventh day, the ice beneath her feet cracked open and Van Deren fell up to her shoulders into a freezing river. She managed to climb out but struggled to continue. Her soaked boots had frozen to her feet.



Yet somehow through it all, Van Deren remained positive. This was perhaps helped by another curious by-product of her operation. 'I have a problem with short-term memory. I could be out running for two weeks, but if someone told me it was day one of a race,' she jokes, 'I'd say, "Great, let's get started!"'

On 26 February 2009 – exactly twelve years after her surgery – Van Deren crossed the finish line of the Arctic Ultra. She was one of eight finishers – and the first and only woman.

**epilepsy** (n) /'epɪ,lepsi/ an illness affecting the brain

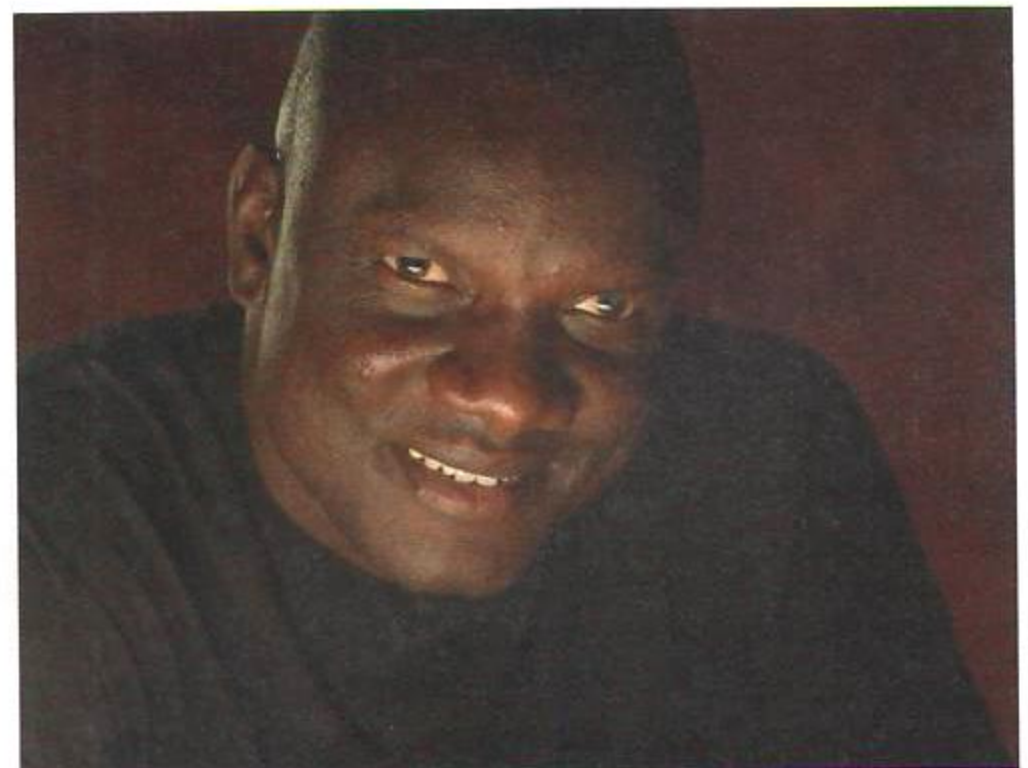
**by-product** (n) /'baɪ,prɒdʌkt/ a result which was not planned

# John Dau

*IN 2001, JOHN DAU BOARDED A PLANE TO NEW YORK. IT WAS THE BEGINNING OF ONE TRIP BUT THE END OF A JOURNEY WHICH HAD TAKEN HIM MORE THAN HALF OF HIS LIFE.*

In 1987, aged thirteen, Dau had fled his home in southern Sudan, running from the soldiers sent to destroy his village. He met up with a small group of boys like himself and together they walked for weeks to reach a refugee camp in Ethiopia. 'I was barefoot and wearing no clothes; at night the desert was so cold. We thought about our parents all the time,' remembers Dau. The boys had no food and nothing to drink. 'We chewed grass and ate mud to stay alive.'

Moving through hostile territory, the boys walked by night and slept by day. Eventually they reached the camp, where Dau spent the next four years. As one of the older boys, Dau led and took care of a group of younger children which eventually numbered 1,200. But Dau was forced to run again when the camp came under threat. Along with 27,000 other boys, he set off to walk back to Sudan. To get there they had to cross the Gilo River. 'Rebels were shooting at us, so we had to dive into water infested with crocodiles,' Dau recounts.



Thousands of boys were eaten, drowned, shot or captured, and only 18,000 of them made it into Sudan. But the area was soon attacked, so Dau and the other 'Lost Boys' of Sudan set off south again, this time to a camp in Kenya. By now, Dau had walked more than 1,600 kilometres.

Ten years later, Dau was one of a handful of 'Lost Boys' sponsored to study in the USA. A new kind of journey was about to begin.

**refugee camp** (n) /,refju'dzi:kæmp/ a temporary home for people who have left their country of origin

**rebel** (n) /'reb(ə)l/ a soldier fighting against a government

# 10d First aid

## Vocabulary injuries

- 1 Work in pairs. Complete the table with the things that cause these injuries. Some things can cause more than one injury. Add at least one more cause of each injury.

Allergic reactions	Cuts and bruises	Sprains and breaks

blades and knives  
falling off something  
falling over  
food poisoning

insect bites  
tripping up  
wasp and bee stings

- 2 For each injury, decide with your partner what is the best thing to do.

## Real life talking about injuries

- 3 2.26 Look at the expressions for describing injuries. Which expressions refer to the injuries in Exercise 1? Then listen to three conversations and check.

### TALKING ABOUT INJURIES

#### Describing injuries

I feel a bit sick.  
I've been stung.  
It doesn't hurt.  
It hurts when I move it.  
It looks a bit swollen.  
It might need stitches.  
it's just a sprain.  
It's painful.  
That looks nasty!  
You might have broken something.  
It's nothing.

#### Giving advice

If I were you, I'd go down to A&E.  
I would keep an eye on it.  
I wouldn't just ignore it.  
You should put some antihistamine cream on it.  
You'd better wash it straightaway.  
Why don't you go and see Rosana?  
It might be worth getting it X-rayed.  
You're best getting it looked at.  
Have you tried putting cream on it?

- 4 2.26 Listen to the conversations again. What advice is given in each case? Check your answers in the expressions for giving advice.



## 5 Pronunciation and

- a 2.27 Listen to these expressions. Notice how *and* is not stressed.

A and E  
cuts and bruises  
sprains and breaks

wasp and bee stings  
bites and stuff  
Go and see Rosana.

- b 2.27 Listen to the expressions again. Notice how *and* is linked to the word before it and how the *d* isn't pronounced. Repeat the expressions.

- c Match words from A with words from B. Practise saying the pairs of words.

**A** day doctors eyes food fruit  
hands mind rich

**B** body drink ears famous knees  
night nurses nuts

- 6 Work as a class. You will be assigned a role as a patient or a doctor.

Patients: Choose one of the injuries below and think about how you will describe it to the doctor. Then visit each doctor and describe your problem. Who gives the best advice?

Doctors: Look at the list of injuries and think about appropriate treatment. Then listen to each patient and give advice. Which is the most difficult case to treat?

a deep cut on your thumb from a kitchen knife  
a painful ankle after jumping off a trampoline  
feeling sick after being stung by a wasp  
multiple cuts and bruises after a mountain biking accident  
strange skin rash after a meal out  
neck and shoulder pain after a horse-riding accident

# 10e What do you think?

## Writing a personal email

- 1 Who do you turn to when you need advice about these things? Work in pairs. Compare your ideas.

car trouble  
difficulties at work  
money worries  
personal problems  
relationship dilemmas

- 2 Read the email. Choose the best option (a–c).
- The writer is asking for information about a job opportunity.
  - The writer is getting in touch with an old friend.
  - The writer needs some help making a decision.
- 3 Is the style of the email formal, neutral or informal? Underline the words or expressions which show this.
- 4 What advice would you give to Kate? Tell your partner.

### 5 Writing skill linking ideas (2)

- a Look at the table. Which group of words can replace each highlighted word in the profile? Write the words from the email in the table.

clearly	_____
naturally	_____
in fact	_____
to be honest	_____
Before I forget	_____
Incidentally	_____
Anyway	_____
Well	_____
All the same	_____
Even so	_____
However	_____

Hi there,  
Thanks so much for the get well card! I'm feeling a lot better now, **actually**. And I've been meaning to write to you for a while – I want your advice about something.  
I've got the chance to spend a year away, on a project in the South Pacific. (I know, it sounds like paradise – I bet you wish you were me!) It's a job in a community health centre on Vanuatu. I'd have to do some training if I took the post, **of course**. I can do basic first aid, but I'd need to know more than that.  
**The thing is**, I'm not sure if I should go. It would mean giving up the job I've got now, **obviously**. But I wouldn't mind that – it's not a great job! And I've often thought about a career in nursing ...  
**So**, what do you think?  
Hope all is well with you. **By the way**, did you manage to sell your car?  
Take care  
Kate



- b Complete the sentences with suitable expressions. There is more than one possibility.
- Your problem sounds familiar. \_\_\_\_\_, I had to make a similar decision once.
  - It's a long way to go. You'd miss your family at first, \_\_\_\_\_.
  - I hope I've helped you a bit! \_\_\_\_\_, how's your sister?
  - That's what I did. \_\_\_\_\_, I hope I've been of some help.
  - It could be interesting. \_\_\_\_\_, it's going to be difficult.
- 6 Think about a problem you need help with. Write an email to someone in your class.
- 7 Use these questions to check your email. Then send your email to someone in your class.
- Have you used a variety of linking expressions?
  - Have you used linking expressions correctly?
- 8 Write a reply to the email you have received.

# 10f High-altitude peoples



Simply walking is more tiring than doing the same activity at sea level.

## Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
  - 1 What is the person in the photo doing?
  - 2 Do you need any special qualities to do this?
  - 3 Why do you think walking is more tiring in the mountains than at sea level?
- 2 You will see people doing lots of activities in this video. Tick the activities you think you will see.

climbing rocks   crossing a river   cooking  
 dancing   flying   hiking in the mountains  
 looking after animals   playing an instrument  
 ringing a bell   sailing

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Match the peoples (1–3) with how they adapt to living at high altitude (a–c).
 

1 Tibetans	a Scientists are not sure.
2 Andeans	b They breathe faster.
3 Ethiopians	c They have more haemoglobin in their blood.
- 5 Watch the video and answer the questions.
  - 1 What causes mountain sickness?  
 \_\_\_\_\_
  - 2 What has Dr Aldenderfer been studying?  
 \_\_\_\_\_
  - 3 What three things did ancient people need to be able to do with fire?
    - a \_\_\_\_\_
    - b \_\_\_\_\_
    - c \_\_\_\_\_
  - 4 What might data from DNA studies tell us about how people adapt to high altitude?  
 \_\_\_\_\_

- 6 Complete the extracts with words from the glossary. Watch the video again and check your answers.
  - 1 A person takes in less oxygen with each \_\_\_\_\_.
  - 2 Native people of the South American Andes developed a different \_\_\_\_\_ for living in high mountain air.
  - 3 Ancient peoples were attracted to mountain heights by the \_\_\_\_\_ of good hunting.
  - 4 Humans also needed clothes for \_\_\_\_\_ ... clothes that were warm enough to protect the wearer from the \_\_\_\_\_ cold.
  - 5 The first \_\_\_\_\_ needed to make complex clothing, such as \_\_\_\_\_, appeared as people were moving into the high altitudes of Tibet.

## After you watch

### 7 Roleplay planning a hiking holiday

- a Work on your own. You are going on a hiking holiday in the Andes. Plan what you need to do before you go, what to take with you and how long you want to go for.
  - b Work in pairs. Compare your ideas with your partner and try to agree on as many points as you can. Do you think your partner will be a good hiking companion?
- 8 At the beginning of the video, the narrator says: 'Even with the best equipment, mountain climbing can be hard work.' What does she mean by this? Do you think that having too much equipment takes away from the personal challenge and adventure of climbing?
  - 9 Work in groups and discuss these questions.
    - 1 Are there any places with extreme living conditions in your country?
    - 2 Do people live in these places?
    - 3 How have they adapted to living there?

**adapt** (v) /ə'dæpt/ change something to make it suitable for a new situation

**attract** (v) /ə'trækt/ make someone become interested in something

**attribute** (v) /ə'trɪbjʊt/ say that something is responsible for something else

**breath** (n) /breθ/ a lungful of air

**breathe** (v) /bri:ð/ take air into your body

**enable** (v) /ɪn'eɪbəl/ make a person able to do something

**haemoglobin** (n) /hi:mə'gləʊbɪn/ red blood cells

**hunting** (n) /'hʌntɪŋ/ the activity of chasing and catching wild animals

**hypoxia** (n) /haɪ'pɒksɪə/ the feeling of being sick and short of breath when you are at high altitude

**intense** (adj) /ɪn'tens/ very great or extreme

**lungs** (n) /lʌŋz/ the organs in your chest used in breathing

**needle** (n) /'ni:dl/ a long thin pointed instrument with a hole at one end that is used to join pieces of fabric

**proof** (n) /pru:f/ evidence that shows something is true

**prospect** (n) /'prɒspekt/ the possibility that something exists or might happen

**protect** (v) /prə'tekt/ keep something safe

**strategy** (n) /'strætədʒi/ a way to achieve an objective

**survival** (n) /sə'vaɪvəl/ staying alive

**tool** (n) /tu:l/ a piece of equipment you use to make something

## Grammar

- 1 Work in pairs. Look at the photo. Under what circumstances would you do this activity?



- 2 What would you do if you were in this situation and:

- you got to the top and were too scared?
- had to go first?
- were the last one there?
- it was your first time?
- you felt ill?

- 3 Work in pairs. BASE jumping from this spot is actually illegal.

Student A: You are one of the people in the photo. Think about why you do this sport.

Student B: You are a park ranger who is in the valley. Think about the possible consequences.

Act out the conversation which takes place when Student A lands.

- 4 Work in pairs. For each of these things, agree on a definition and an example. Then compare with another pair.

an adrenalin junkie	a life threatening situation
bravery	extreme sports
a dangerous place	

### I CAN

give descriptions or definitions of things which include essential information (defining relative clauses)

talk about improbable situations in the present or the future (second conditional)

## Vocabulary

- 5 Work in pairs. Which is the odd one out in each group? Why?

- 1 camp, home, module, plane
- 2 blood test, heal, scan, X-ray
- 3 algae, mirror, plants, seeds
- 4 pain, paramedic, radiographer, surgeon

- 6 Work in pairs. Answer as many questions as you can.

- 1 How might you sprain your ankle?
- 2 What would you do if a bee stung you?
- 3 What kind of things are people allergic to?
- 4 Have you ever broken a bone?
- 5 Would you consider cosmetic surgery?
- 6 Do you know anyone who is afraid of injections?
- 7 What would be the worst thing about being an astronaut?
- 8 Who or what lives in a colony?

### I CAN

talk about the body and injuries

talk about medicine and emergency medical treatments

## Real life

- 7 Choose the correct option. Then decide what injury or illness each piece of advice could refer to.

- 1 You should *get / getting* an X-ray.
- 2 You'd better *phone / phoning* an ambulance.
- 3 It might be worth *go / going* to the doctor's.
- 4 Have you tried *take / taking* antihistamines?
- 5 If I were you, I'd *put / putting* some cream on it.

- 8 Work in pairs. Act out two conversations using advice from Exercise 7.

### I CAN

describe injuries and give first-aid advice

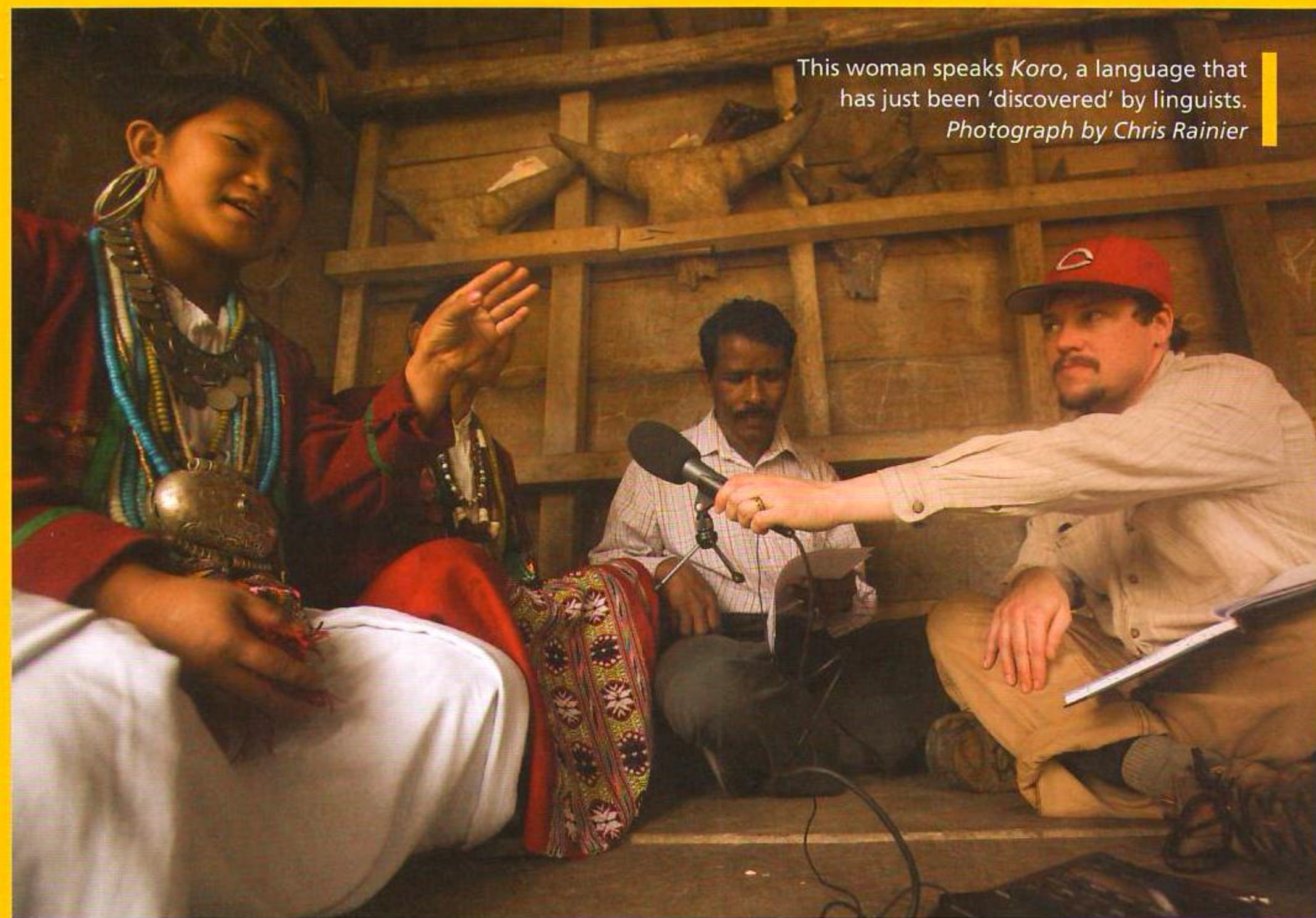
## Speaking

- 9 Work in groups. What do you have more confidence in – modern, alternative or traditional medicine? Does it depend on the type of health problem?



# Unit 11 Connections

This woman speaks *Koro*, a language that has just been 'discovered' by linguists.  
Photograph by Chris Rainier



## FEATURES

### 130 The last 'uncontacted' tribe?

How the Internet can help remote tribes

### 132 The medium and the message

What's the best way to get your message across?

### 134 Digital connections

An article about the impact of social networks

### 138 Crossing Antarctica


A video about the first two women skiers to cross Antarctica

- 1 The photo shows someone being interviewed about the languages spoken in her region. Which of these parts of a newspaper do you think the interview would appear in?

business section	front page
colour supplement	national news
comment and analysis	politics and society
entertainment	sports pages
features	world news

- 2 Work in pairs. Read the comments about newspapers. Think of at least two ways to complete each comment.

- 1 'I get the headlines direct to my mobile, so ...'
- 2 'I don't read the papers – it's too ...'
- 3 'I don't believe everything I read because ...'
- 4 'I turn straight to the sports pages even though ...'

- 3  2.28 Listen to four people answering questions about news media. Compare their comments with your ideas from Exercise 2.

- 4 Work with a new partner. Prepare a survey on media habits. Use the questions from Exercise 3 that the people were asked and add two more questions of your own. Ask at least three other classmates your questions. Then compare your results.

# 11a The last 'uncontacted' tribe?

## Reading

- 1 Work in groups. Look at the headline and the photo with the news item. Discuss the questions.
  - 1 What do you think the photo shows?
  - 2 In which parts of the world would you expect to find isolated tribes?
  - 3 What kind of things threaten such tribes?
- 2 Read the news item. What role do these organisations play in the story?
  - 1 Funai
  - 2 Survival International
  - 3 the government of Peru
  - 4 the BBC
- 3 Find the following information in the news item.
  - 1 three reactions to the photos the first time they were published
  - 2 what happened the second time the images were published
- 4 Work in pairs. Which of these things led to the story having more impact the second time?
  - a a change in the Peru government policy
  - b the involvement of the BBC
  - c the changing nature of digital communication, e.g. viral videos
  - d the film footage as well as photos
  - e the increase in people with internet access

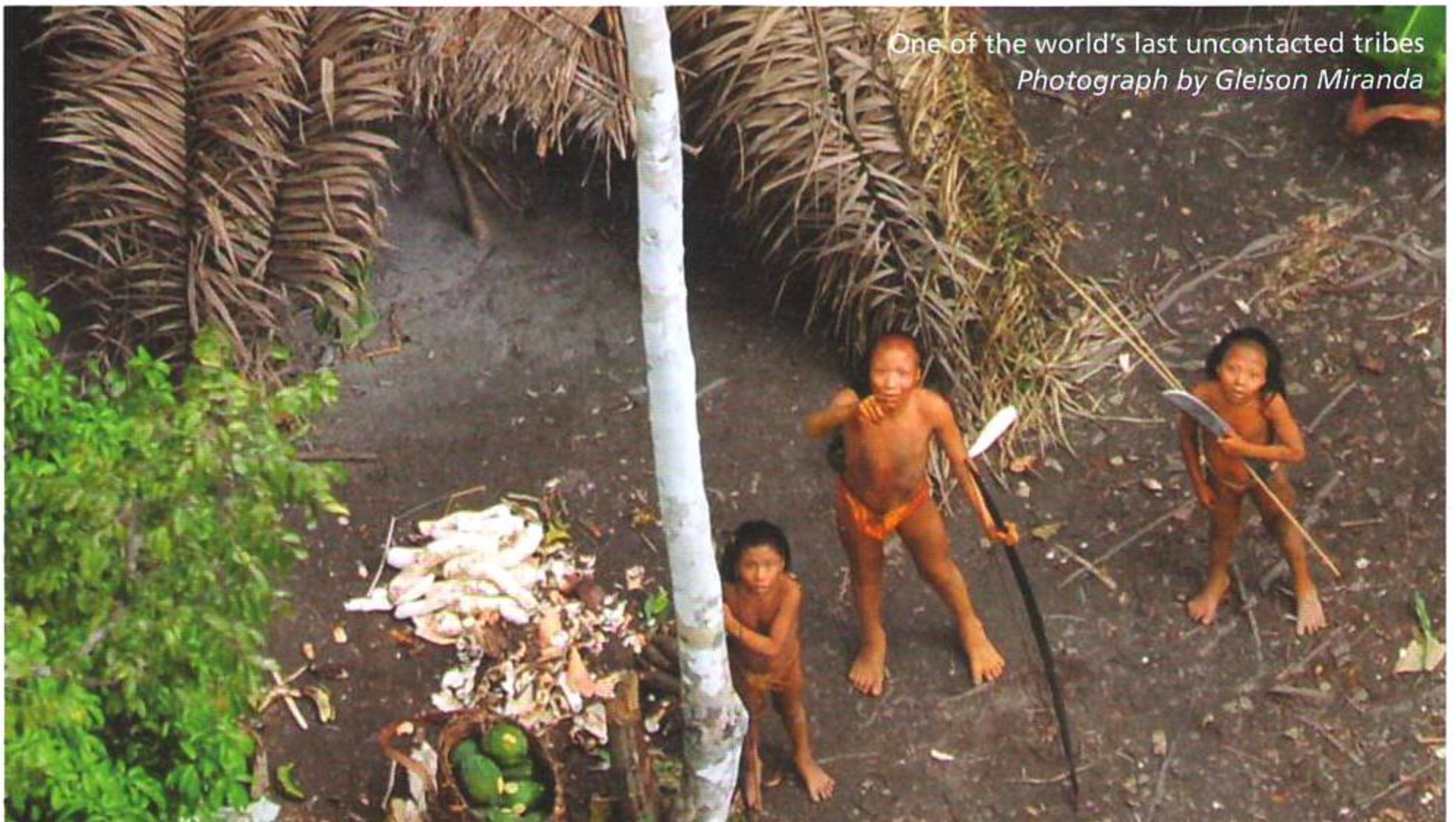
## The *last* 'uncontacted' tribe?

In 2008, in order to draw attention to illegal logging on the Brazil–Peru border, the Brazilian department for Indian affairs (Funai) released photos of an 'uncontacted' Amazonian tribe. **Funai said that the tribe was under threat because of the logging. At the time, some people asked if the tribe was truly 'uncontacted'. The NGO Survival International said that they were confident that the photos were genuine.**

The Survival International spokesman, David Hill, explained that his organisation wasn't suggesting that the tribe had never had any contact with the outside world but that they now lived without it. Nevertheless, the Peruvian government suggested that the story was no more than a strategy by groups opposed to development of the area's resources. Fast forward two years, by which time about 50 per cent of the Peruvian Amazon had been contracted to oil and gas developers. The photos were republished to

coincide with previously unseen footage of the tribe shown in a BBC documentary. This time, the images went viral. Survival International said the images had spread across the world within minutes. Their website had over a million hits in three days. The images provoked a worldwide reaction on Facebook, YouTube and Vimeo. A typical post asked why nobody had done anything to save these tribes. Three days later, the Peruvian government announced that they would work with the Brazilian authorities to stop illegal logging in the area. The contractors in the area were unavailable for comment. But as a Funai spokesperson said later, one image had had more impact than one thousand reports.

**logging** (n) /'lɒɡɪŋ/ cutting down and transporting trees  
**viral** (n) /'vaɪrəl/ an internet communication which people send on to lots of other people



One of the world's last uncontacted tribes  
 Photograph by Gleison Miranda

▶ **WORDBUILDING** prefix *un-*

We can add *un-* to the beginning of a word to mean 'not'.

*uncontacted* tribes

*unseen* footage

*unavailable* for comment

For further information and practice, see Workbook page 91.

**Grammar** reported speech

5 Look at the highlighted sentences in the article. Choose the actual words.

- Funai said, 'The tribe *is / was* under threat because of the logging.'
- People asked, '*Is / Was* the tribe truly uncontacted?'
- Survival International said, '*They / We* are confident that the photos are genuine.'

6 Underline six other examples of reported speech in the news item. How do verbs, question forms and pronouns change when words are reported?

▶ **REPORTED SPEECH**

*They said (that)*

*He asked if/whether*     *they would print it.*

*She asked why/how*

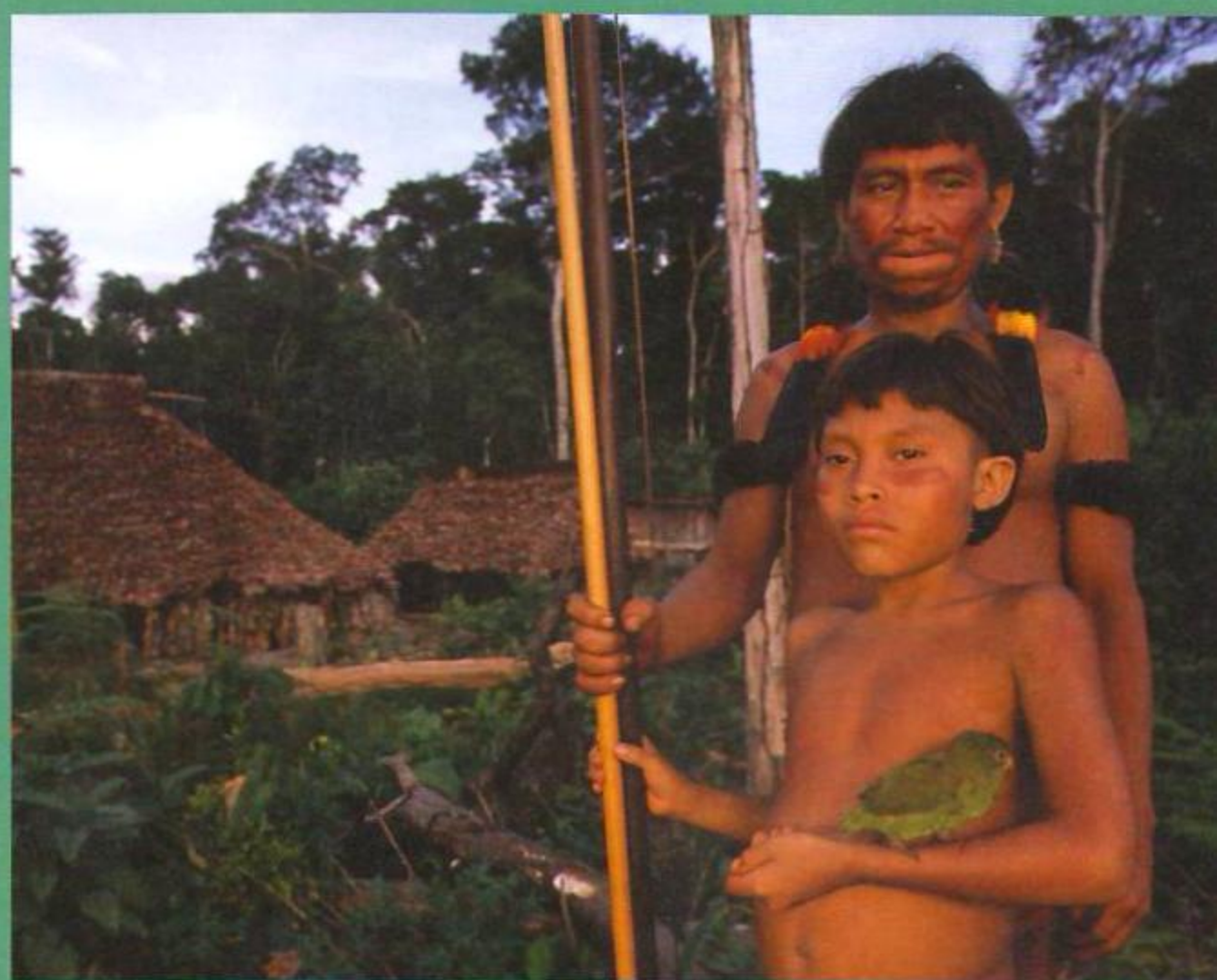
For further information and practice, see page 170.

7 Change the reported words in the news item to the actual words. Work in pairs. Compare your answers.

8 With your partner, match the quotes about the story (1–6) with the people who you think said them (a–d). Then report the words in the style of the news item.

- 'We took the photos to show that these people exist.'
  - 'How many tribes like this are there?'
  - 'The term "uncontacted" is more of a media word than a scientific term.'
  - 'Do unseen tribes exist?'
  - 'Everyone has heard of them, but there is no evidence.'
  - 'If we don't save these tribes, this will happen to all of us.'
- a language expert
  - an anonymous poster
  - a Funai spokesperson
  - a Peruvian government official

9 Read about the first contact some tribes had with outsiders. Complete the text with the correct form of the verbs for reported speech.



In the Survival International video *Stranger in the Forest*, tribal people of Brazil spoke of their experiences of first contact. One man recalled that his father <sup>1</sup> \_\_\_\_\_ (make) friends with three white men and <sup>2</sup> \_\_\_\_\_ (help) them, but that illnesses <sup>3</sup> \_\_\_\_\_ (follow) quickly. Another explained that although they <sup>4</sup> \_\_\_\_\_ (have) their own forest diseases, they <sup>5</sup> \_\_\_\_\_ (not / kill) like measles or malaria. A young man said that the people who <sup>6</sup> \_\_\_\_\_ (die) had knowledge that he <sup>7</sup> \_\_\_\_\_ (need) and that he <sup>8</sup> \_\_\_\_\_ (not / have) any way of getting this knowledge now. He said that if the forest <sup>9</sup> \_\_\_\_\_ (not / mark) as theirs, the outsiders <sup>10</sup> \_\_\_\_\_ (take) it all. The final speaker told the film makers that his group <sup>11</sup> \_\_\_\_\_ (is) now small as a result of contact with outsiders and asked them how they <sup>12</sup> \_\_\_\_\_ (can stop) this happening again.

**Speaking and writing**

10 Work in two pairs within a group of four.

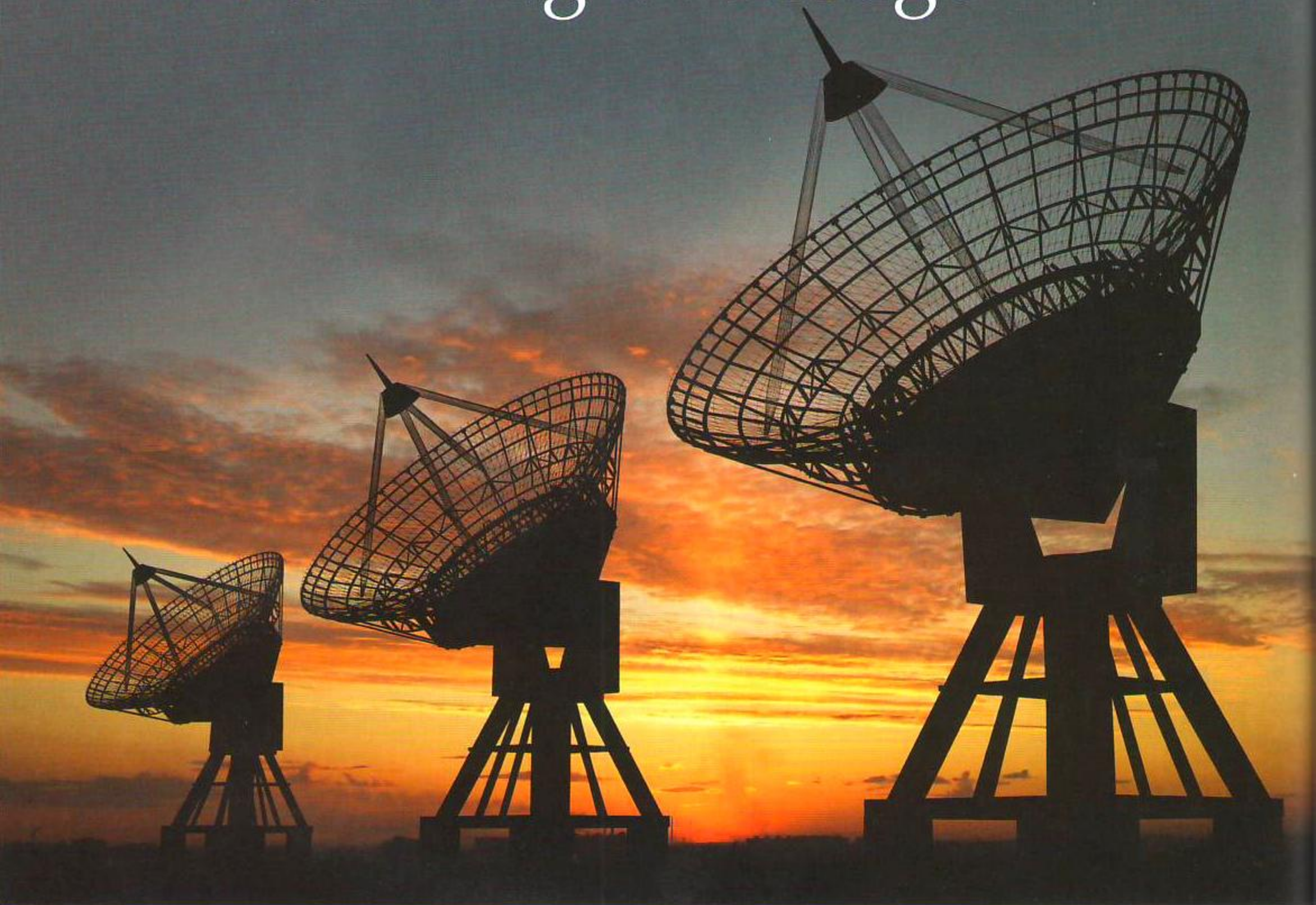
Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 154 and follow the instructions.

11 Work in your group again. Act out the dialogues. Then write a short news item about what happened to the other pair.

12 Compare your report with the original news item.

# 11b Sending a message



## Vocabulary communications technology

- 1 Complete the sentences with some of these words. Then write your own questions with the other words.

blog broadband ebook Flickr  
Skype texting tweet Twitter wifi  
YouTube

- 1 Do you follow anyone on \_\_\_\_\_?
  - 2 Do you prefer \_\_\_\_\_ or calling your friends?
  - 3 Do you know how to upload photos to \_\_\_\_\_?
  - 4 Do you think you pay a lot for your \_\_\_\_\_ connection?
  - 5 Do you use \_\_\_\_\_ to talk to people?
  - 6 Do you write a \_\_\_\_\_?
- 2 Work in pairs. Ask and answer your questions from Exercise 1.

## Listening

- 3 Work in pairs. Read the headlines. What do you think the stories are about? Write one sentence for each headline.


1 Firm sacks workers by text


2 YouTube or 'UFO-tube'?

3 How to enjoy tomorrow's eclipse of the sun

4 Email alert warns of traffic chaos

5 Tweet your way around the world

- 4  2.29 Listen to four conversations about the headlines. Write the number of the conversation next to the headline. There is one extra headline.

5  2.29 Listen to the conversations again. Choose the correct option (a–c).

- The journalist asks her Twitter followers \_\_\_\_\_.
  - to meet her for breakfast
  - to send in photos
  - to suggest things to do
- The blog reminds readers \_\_\_\_\_.
  - not to bookmark the eclipse page
  - not to use telescopes
  - to check the weather
- The company told people \_\_\_\_\_.
  - not to turn up for work
  - not to use text messages
  - to come to work early on Monday
- The politician has invited aliens \_\_\_\_\_.
  - to come to his house
  - to meet him
  - to watch his video

6 Work in groups. What do you think about the media used in each case in Exercise 4?

- Was it appropriate? Was it effective? Was it innovative?
- What other ways are there to communicate this information?
- How do you use these media?

## Grammar reporting verbs

7 Complete these sentences from Exercise 5. Then underline the reporting verbs.

- The journalist asks her Twitter followers \_\_\_\_\_.
- The blog reminds readers \_\_\_\_\_.
- The company told people \_\_\_\_\_.
- The politician invited aliens \_\_\_\_\_.

8 What follows the reporting verbs in Exercise 7? Choose the correct option (a–c).

- the word *that*
- a verb
- a noun

9 Which verb form is used for the reported words?

10 Write the actual words for the sentences in Exercise 7. Sometimes, more than one answer is possible.

### REPORTING VERBS: PATTERNS

<i>ask / tell / remind / invite</i>	<i>someone</i>	<i>(not) to + infinitive</i>
<i>promise / offer</i>		<i>(not) to + infinitive</i>

For further information and practice, see page 171.

11 Match the words in these sentences with the reporting verbs in the grammar box. Then write sentences reporting what the people said.

- Dinah to Amy: 'Don't forget to turn off your mobile.'
- Jared to Dinah: 'Can you set up my email account?'
- Amy to Jared: 'Come and watch the film on our new flat screen TV.'
- Dinah to Amy: 'Plug in the battery charger first.'
- Jared to Dinah: 'I can put those photos on the computer for you.'
- Amy to Jared: 'Don't worry, I'll switch it off when I'm finished.'


### REPORTING VERBS: THOUGHTS

Verbs like *realise*, *think*, *wonder* and *know* have the same pattern as *say* and *ask*.


For further information and practice, see page 171.

12 Look at the audioscript on page 181. Underline reported thoughts with the verbs *realise*, *think*, *wonder* and *know*.

## 13 Pronunciation contrastive stress

a  2.30 Listen to these exchanges from two of the conversations in Exercise 4. Notice how the words in bold are stressed. Repeat the exchanges.

- A: It's a great idea to use Twitter for something like that.  
B: I didn't realise Twitter could be useful for **anything!**
- C: It says here there's an eclipse tomorrow, did you know?  
D: Tomorrow? I thought it was **today**.

b  2.31 Listen to four other exchanges. Repeat the exchanges.

## Speaking

14 Work in pairs. Have you ever done any of these things? Tell your partner.

- made a promise you couldn't keep
- offered to do something without thinking about the consequences
- invited someone to do something and later regretted it
- asked someone to do something and it turned out badly

*I once promised to buy my brother a sports car.*

*Wow, that's generous. So what went wrong?*

# 11c Digital connections

## Reading

1 Are these things 'communication'? Think about your answers. Then discuss your answers with the class.

- 1 An author writes a book. It is read by 10,000 people.
- 2 A celebrity has 100,000 followers on Twitter.
- 3 A TV news programme is watched by one million viewers.
- 4 You have five hundred friends on Facebook.

2 Work in pairs. Are you familiar with these terms? What do you think they mean? Read the article on page 135 quickly and underline the terms. Check your ideas.

the printing press  
connecting tools  
digital communication  
social networking  
digital media  
new media

3 Read the article again. Choose the correct option (a–c).

- 1 Why was the invention of the printing press important?
  - a Because books became easy to produce.
  - b Because people had greater access to information.
  - c Because it was a powerful tool.
- 2 What is Wesch's main area of interest?
  - a Social networking
  - b Digital technology
  - c Internet videos
- 3 What does Wesch say about internet relationships?
  - a They are the same as family relationships.
  - b They are not like real relationships.
  - c He doesn't understand them.
- 4 What does Wesch say about digital media?
  - a People should find new uses for these applications.
  - b Social networking has no useful purpose in the real world.
  - c Connecting to more and more people has no real value.

## Critical thinking summarising

4 Read the summary of Wesch's ideas. Choose the correct options.

Michael Wesch suggests that changing the way we communicate with each other <sup>1</sup> *can change / cannot change* the relationships we have with other people. He thinks words like 'community' <sup>2</sup> *still have / might not have* the same meaning when they are used about people who are only connected to each other digitally. He also thinks that we <sup>3</sup> *have always been able / have not started* to use social networking to its full potential.

- 5 Find examples in the article which support the three ideas in the summary in Exercise 4.
- 6 Do you agree with what Wesch says? Tell the class your reasons.

## Word focus time

7 Find three expressions with the word *time* in the article. Which one(s) refer to:

- a an occasion / occasions?
- b a historical period?

8 Work in pairs. Match the two parts of the exchanges.

- 1 Do you remember the time before colour TV?
- 2 In ten years' time, all books will be digital.
- 3 I was going to call you, but I didn't have time.
- 4 It's time to go.
- 5 Why is your phone buzzing?
  - a I know! I've been really busy too.
  - b I don't know. It does it all the time.
  - c Hang on. I'm not ready yet.
  - d As soon as that? I don't agree.
  - e No! I'm not that old.

## Speaking

9 Read the questions and think about your own answers. Make notes of your ideas.

- 1 Could we manage in the modern world without digital communication?
- 2 Is it possible to be addicted to things such as texting, Twitter or Facebook?
- 3 Are there any potential dangers in the way we use digital media?

10 Work in groups. Discuss the questions in Exercise 9. Have you changed your mind about anything during the discussion?

*I think that ...*

*Well, I thought that ... , but now ...*



# Digital connections

*'Technology is connecting us in ways never seen before in human history. How will that change our societies, our relationships, ourselves?'*

**T**hat's the question that interests Michael Wesch. The last time communications technology had such a wide-ranging impact was 500 years ago with the invention of the printing press. Being able to print texts instead of writing them by hand transformed the world. It changed the way people could communicate with each other. Suddenly, multiple copies of books could be made quickly and easily. As more books became available, so ideas spread much more rapidly. But what will be the impact of digital technology, which is the most powerful connecting tool we have ever seen?

Michael Wesch argues that communication is fundamental to our relationships and so it follows that a change in the way we communicate will change those relationships. Wesch, a university professor, explores digital communication in his work. In particular, Wesch and his students look at social networking and other interactive internet tools. A well-known example of such an application is YouTube. When people create and share personal videos on YouTube, anyone anywhere can watch it. Wesch says that this leads to some people feeling a sort of deep connection with the entire world. But it's not a real relationship – it's not the same as the connection you feel with a member of your family. In fact, as Wesch says, it's a relationship without any real responsibility which you can turn off at any moment. So does it make sense to talk about a YouTube 'community'?

Wesch himself experienced the impact of digital media when he created and posted his own short video on YouTube. It attracted immediate attention and has been viewed millions of times. In his video he tells us that webpages get 100 billion hits a day and that a new blog is started every half second. He asks us to think about the power of this technology and how we use it. What could we do with it? What is its potential?

Wesch isn't interested in what new media was originally designed for but in how it can be used in other ways. For example, he describes how people organise social protests such as gathering signatures for online petitions via Facebook. He says that he tries to make sure his students end up in control of the technology, not vice versa.

Outside of university, in the real world, Wesch believes it's crucial for people to be able to operate in the new environment of digital media and to use it for the greatest possible impact. 'It's the tragedy of our times that we are now so connected we fail to see it. I want to believe that technology can help us see relationships and global connections in positive new ways. It's pretty amazing that I have this little box sitting on my desk through which I can talk to any one of a billion people. And yet do any of us really use it for all the potential that's there?' ■

**petition** (n) /pə'tɪʃ(ə)n/ a written request signed by many people, usually to ask for action by an authority

**potential** (n) /pə'tenʃ(ə)l/ what something could become in the future

# 11d Can I take a message?

## Real life telephone messages

1 2.32 Listen to two telephone calls. Complete the notes.

MESSAGE .....

For: .....

From: .....

Message: .....

MESSAGE .....

For: .....

From: .....

Message: .....

2 2.32 Look at the expressions for telephone messages. Listen to the telephone calls again. Tick the expressions the speakers use.

### TELEPHONE MESSAGES

#### Introductions

This is a message for Tony Price.  
 Could I speak to Jess Parker, please?  
 Is Jess there?  
 Can I take a message?  
 Could I leave a message?

#### Message content

Can you ask her to ring me?  
 It's about the apartment.  
 I'm returning her call.  
 I'd like to speak to her as soon as possible.

#### Caller's details

I'm on 96235601.  
 My number is 96235601.  
 Can I take your name, please?  
 Who's calling?

#### Endings

I'll try and call you later.  
 I'll phone back.  
 I'll let her know that you rang.  
 She'll get back to you.

3 2.33 Listen to the messages which are passed on to Tony and Jess. Answer the questions for each person.

- 1 How many messages are passed on in total?
- 2 What is the mistake in the message from Exercise 1?

4 Work in pairs.

Student A: Give the correct message for Tony to your partner.

Student B: Give the correct message for Jess to your partner.

5 **Pronunciation** polite requests with *can* and *could*

a 2.34 Listen to these requests from the second telephone call in Exercise 1. Notice how the speaker's voice rises on *please*.

- 1 Could I speak to Jess Parker, please?
- 2 Can I take a message?

b Work in pairs. Practise making requests with *can* and *could* using these ideas. Pay attention to sounding polite.

- 1 give me your name / number / address
- 2 leave my name / number / address
- 3 ask him/her to call me back / get in touch / give me a ring
- 4 make an appointment
- 5 call round

6 Work in pairs. Look at the audioscript on page 181 for the second telephone call in Exercise 1. Take a role each. Memorise the conversation. Then close your book and practise the conversation. Change roles and repeat the conversation.

7 Work in pairs. You are going to leave a message for someone in your class. Use the expressions for telephone messages to help you.

Student A: Choose a classmate (Student C). Decide what your message is. 'Phone' Student B and leave the message for Student C.

Student B: Take the message for Student C.

Then change roles and repeat the telephone call.

8 Work in a new pair with the classmate you took the message for. Give this person the message.



# 11e A community meeting

## Writing a report of a meeting

**1** Read the notes taken at a residents' meeting to discuss the inclusion of their street on Google Street View. Answer the questions.

- Ms Macy and Mr Ross are against the idea. What issues did they mention?
- What points did other residents make?
- What action did the residents decide to take?

## 2 Writing skill using notes to write a report

**a** Read the first paragraph of the report of the meeting. Answer the questions.

- Which part of the notes does this paragraph correspond to?
- What are the main differences between the language used in the report and the language used in the notes?

**b** Write these notes as full sentences. Use the word in brackets and make any other necessary changes.

- next meeting 2 Nov (on)
- absent: Mr & Mrs Watts (and)
- phone Thurs / Fri (or)
2. street lights (second)
- address? (what)
- ask library, town hall, etc. (and so on)
- not a big problem + easy to solve (in addition)

**3** Imagine you were at the residents' meeting. Use the rest of the notes to complete the report. Write full sentences and add any additional details you think are relevant.

**4** Work in pairs. Exchange your reports and compare what you have written. Use these questions to check your reports.

- Is the factual information the same?
- Are there any differences in the way you have reported the meeting?

*Residents' meeting 11 Oct*

*1 GOOGLE STREET VIEW*

*1.1 concern about Street View & privacy:*

- news story about cat on Street View (Ms Macy)*
- house numbers / people's faces visible (Mr Ross)*

*1.2 other viewpoints:*

- satellite image sites – more detail + this info already widely available (Ms Falco)*
- burglars – don't need Street View! (Mr & Mrs Lund) (general agreement here!)*

*1.3 questions:*

- can a street opt out of Street View?*
- are we covered by any privacy laws?*
- legal situation?*

*Action:*

*Ms Falco to investigate (contact Google, other residents' associations, etc.) and get back to us.*

### Residents' meeting 11 October

The first item on the agenda was Google Street View. Several residents expressed their concern about Google Street View and privacy. For example, Ms Macy said she had read about a woman in New York being able to see her cat through her apartment window on Street View. Another resident, Mr Ross, was worried that details of house numbers or people's faces would be visible.



# 11f Crossing Antarctica



They were two women with one goal.



## Before you watch

- 1 Work in groups. Look at the photo and the title of this video and discuss the questions.
  - 1 What do you think was the women's goal?
  - 2 Why were they doing this?
  - 3 What kind of problems do you think they had?
- 2 Write down four ways of keeping in contact with people when you travel. How do you think the women kept in contact with others on their trip?

## While you watch

- 3 Watch the video and check your answers from Exercises 1 and 2.
- 4 Watch the video again. Number these things in the order you first see them in the video.
  - a a dog
  - b sunglasses
  - c boots
  - d a tent
  - e a bowl and spoon
  - f icicles
  - g gloves
  - h a map of Antarctica
- 5 Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Liv and Ann wanted to be the first women to ski across Antarctica.
  - 2 They wrote a book about their adventure.
  - 3 Ann believes there's nothing left to explore.
  - 4 Winds were not a problem for the women.
  - 5 They used hot water to warm their fingers.
  - 6 They communicated with people from other countries by radio.
  - 7 People told the women about what they wanted to do with their lives too.
  - 8 Their next goal is to cross the Arctic Ocean.
- 6 Match the sentence beginnings (1–6) with the endings (a–f).
  - 1 The crossing had been completed only once before
  - 2 You never know how you're going to be
  - 3 The hardships got worse
  - 4 Liv and Ann shared their story
  - 5 What we ended up getting
  - 6 Despite their remote location,
  - a with people from 150 countries through an online journal.
  - b when they arrived in Antarctica.
  - c the women still felt connected with people around the planet.
  - d in your moment of truth.
  - e by a team of two male explorers.
  - f were other people's dreams.

## After you watch

### 7 Roleplay a video interview

Work in pairs.

Student A: Imagine you are skiing across Antarctica. Read the information below.

- You are going to connect to an Internet video link to answer questions about your trip from people in different countries.
- Write down some of the experiences you want to talk about, for example: the training, the weather, the food.
- Answer the questions people ask you.

Student B: You are going to talk to an explorer who is skiing across Antarctica. Read the information below.

- You are going to connect to an Internet video link where you can ask questions about the trip.
- Write down the questions you want to ask the person, for example: about their training, the weather, the food.
- Ask your questions.

Act out the interview. When you have finished, change roles and act out the interview again.

- 8 Ann Bancroft says: 'There's certainly you to explore, you know, internally. And these trips draw out new things in you as an individual.' What do you think she means? What kinds of new things do you think people learn on extreme journeys like this one?
- 9 Work in groups and discuss these questions.
  - 1 What parts of the world are still left to explore?
  - 2 Are there any parts of your country you would like to explore?
  - 3 Who would you go with on an extreme journey? Why?

**achieve** (v) /ə'tʃi:v/ be successful in doing something  
**demanding** (adj) /dɪ'mɑ:ndɪŋ/ very hard  
**draw out** (v) /drɔ: 'aʊt/ bring out  
**goal** (n) /gəʊl/ objective  
**hardship** (n) /'hɑ:dʃɪp/ something that makes life difficult  
**overcome** (v) /əʊvə'kʌm/ succeed in dealing with a problem  
**prior to** (phrase) /'praɪə tu:z/ before  
**relate to** (v) /rɪ'leɪt tu:z/ have something in common with  
**remark** (v) /rɪ'mɑ:k/ comment  
**remote** (adj) /rɪ'məʊt/ far from other people  
**share** (v) /ʃeə/ tell other people about  
**struggle** (n) /'strʌgl/ a fight or battle  
**support** (n) /'sə:pɔ:t/ help and kind words  
**tyre** (n) /'taɪə/ the rubber part that goes round the outside of a wheel  
**undertake** (v) /ʌndə'teɪk/ do something difficult  
**unparalleled** (adj) /ʌn'pærəleɪd/ unique  
**unpredictable** (adj) /ʌn'prɪdɪktəbəl/ changing a lot

## Grammar

- 1** Work in pairs. Do you agree with these statements?
- 1 Mobile phones are dangerous.
  - 2 Children shouldn't use mobiles.
  - 3 Fears about health problems and mobiles are unnecessary.
- 2** Read the news item. Does it support the statements in Exercise 1?

## NEW DOUBTS OVER MOBILE PHONES

**New doubts have been raised over the safety of mobile phones, according to a report published yesterday.**

Back in the 1990s, when mobiles first appeared, few people asked if there were any health risks. Within a decade, mobile ownership had exploded, and several groups suggested that overuse of mobiles was dangerous and could lead to an increased risk of cancer. Now, with about five billion users worldwide, there is still no definitive evidence of this. Still, several governments have told people to limit the time and frequency of their mobile calls, and reminded parents not to allow their children to use mobiles. In fact, health professionals said recently that the danger to young people had become a mental, not a physical, health issue. According to Eric Schmidt, Google's executive chairman, there are only two states for children: 'asleep or online'. Yesterday's report said that vulnerable young people were becoming addicted to the online world and unable to cope with the challenges of the real world.

- 3** Find six reporting verbs in the news item. Write the words that people actually said. Then compare with your partner.
- 4** Work with a new partner. Tell him/her what you thought about the statements in Exercise 1 and whether the news item surprised you.

### I CAN

report people's words (reported speech)

use appropriate verbs to report people's words (reporting verbs)

## Vocabulary

- 5** In which section of a newspaper would you find information about these things?
- 1 an in-depth interview with a musician
  - 2 changes in the government
  - 3 currency exchange rates
  - 4 international rugby matches
  - 5 motorway problems
  - 6 the newspaper's opinion of a recent event
  - 7 TV programmes and times
  - 8 a volcano eruption in the South Pacific



- 6** Work in pairs. Tell your partner if and how you keep in touch with these people.

cousins	immediate family
current friends	old school friends
ex-work colleagues	people you met on holiday
grandparents	

### I CAN

talk about news media

talk about communications technology

## Real life

- 7** Work in pairs. Put the sentences from one half of a telephone conversation (a–e) into a logical order. Then act out the conversation, adding the other person's words.
- a Thanks. I'll try and call him later, anyway.
  - b It's about the books he ordered. He asked me to ring him.
  - c OK. Well, could I leave a message?
  - d Yes, I'm on 548632 until about five this afternoon.
  - e Is Adam Meyer there, please? 1

### I CAN

leave, take and pass on telephone messages

## Speaking

- 8** What was the most recent news story you heard? Tell your partner:
- where you read or heard the story.
  - why you remember it.
  - what people involved in the story said.



Cormorant fisherman, China  
Photograph by Chris McLennan

## FEATURES

### 142 Experts in the field

Listen to two stories about unexpected trouble

### 144 The man who ate his boots



Looking back at the mistakes of some British explorers

### 146 The legacy of the samurai

Find out about Japan's elite warrior class

### 150 Shark vs. octopus

A video about an encounter between a shark and an octopus

- 1 Work in groups. Look at the photo and the caption. The fisherman uses the cormorants to help him catch fish. How do you think this works?
- 2  **2.35** Listen to an interview, via an interpreter, with a cormorant fisherman. Check your ideas from Exercise 1.
- 3  **2.35** Can you remember the answers to the interviewer's questions? Listen again and check.
  - 1 Do you only go fishing at night?
  - 2 How do the cormorants help?
  - 3 Why don't the birds eat the fish they catch?
  - 4 Don't the cormorants fly away?
  - 5 How long have you been fishing with cormorants?
- 4 Work in groups. Discuss the questions.
  - 1 Think of three ancient traditions from your country. Have they died out or do people still follow them?
  - 2 What skills and expertise do people have now in things that didn't exist in the past?

# 12a Experts in the field

## Vocabulary field trips

- 1 Work in pairs. How can these people or things help you on a field trip?

backpack    dried food    gear    guide  
hammock    machete    setting up a camp  
sleeping bag    tent    tracker

- 2 Think of three more things you think would be essential on a field trip. Tell your partner and explain your reasons.

## Listening


- 3 Read about Emma Stokes and Beth Shapiro. Answer the questions.

- 1 What are their areas of expertise?
- 2 What kind of places have they travelled to?
- 3 What kind of things could cause problems in those areas?

- 4 Work in pairs. You are going to listen to the stories of two uncomfortable experiences Emma and Beth had. First, decide which story you think these words come from.

bite    bones    deserted    eaten alive  
eye-opener    flatten    go mad    mammoth  
mummies    net    remote    steps    trumpeting  
tusks

- 5  2.36 Listen to the stories. Check your answers from Exercise 4.

- 6  2.36 Listen again. Answer the questions.

- 1 Who was Emma with?
- 2 What woke her up?
- 3 What had they done wrong?
- 4 What happened to the camp?
- 5 What was Beth hoping to find in Siberia?
- 6 What was the place where she set up camp like?
- 7 What was the problem there?
- 8 How did they try to deal with the problem?



**Emma Stokes** is a wildlife researcher who has coordinated projects to protect gorillas and tigers. She's used to tough conditions like cutting a path through the forest or sleeping out in a hammock. Her first ever field trip was to the African forest, where she had an unexpected experience.



**Beth Shapiro** is a biologist and a leading authority on extinct mammal species. Much of her work is done out in the field, particularly in Siberia. It's often a challenge to find animal remains. But on her first visit there, it was a living animal that caused the problem.

7 Read the comments. Who do you think said each one – Emma or Beth?

- 1 'We could have been killed.'
- 2 'We could have gone there at a different time of year.'
- 3 'We couldn't have avoided the insects.'
- 4 'We should have checked the area before we camped.'
- 5 'We should have taken more repellent.'
- 6 'We shouldn't have put up our tents in that spot.'

8 Have you ever had a similar experience? Tell your partner.

▶ **WORDBUILDING** prefix *in-*

We can add *in-* to the beginning of a word to mean 'not'.  
*inappropriate place*  
*inadequate [nets]*

For further information and practice, see Workbook page 99.

## Grammar *should have* and *could have*

9 Look again at the comments in Exercise 7. Match the comments (1–6) with the meanings (a–d).

- a This was the right thing to do, but we didn't do it.
- b This was the wrong thing to do, but we did it.
- c This was possible, but it didn't happen.
- d This was impossible and it didn't happen.


▶ **SHOULD HAVE** and **COULD HAVE**

*should (not)*      *have + past participle*  
*could (not)*



For further information and practice, see page 170.

10 Look at the grammar box. Complete the story about being treated by a traditional healer with *should (not) have* and *could (not) have* and past participle forms.

I'm an anthropologist and once when I was working in a remote area, I ate something <sup>1</sup> I \_\_\_\_\_ (eat). I was pretty sick. <sup>2</sup> I \_\_\_\_\_ (feel) any worse, actually! I suppose <sup>3</sup> I \_\_\_\_\_ (have) some medicine with me, but I didn't. Anyway, the *curandeira* – the local healer – brought me the strongest of their local medicine. <sup>4</sup> I \_\_\_\_\_ (take) it straightaway. But it smelt so bad I didn't and of course I got much worse. So the next day I accepted the medicine and after a few terrible days I got better. Then I found out what the medicine was! I really think <sup>5</sup> I \_\_\_\_\_ (die) without it, though.

11  2.37 Listen and check your answers from Exercise 10.

12 **Pronunciation** *should have* and *could have*

- a  2.37 Listen to the sentences from Exercise 11 again. Notice how *should have* and *could have* sound like one word.
- b  2.37 Listen again and repeat the sentences.

## Speaking

13 Work as a class. You will be assigned a role as an amateur or an expert.

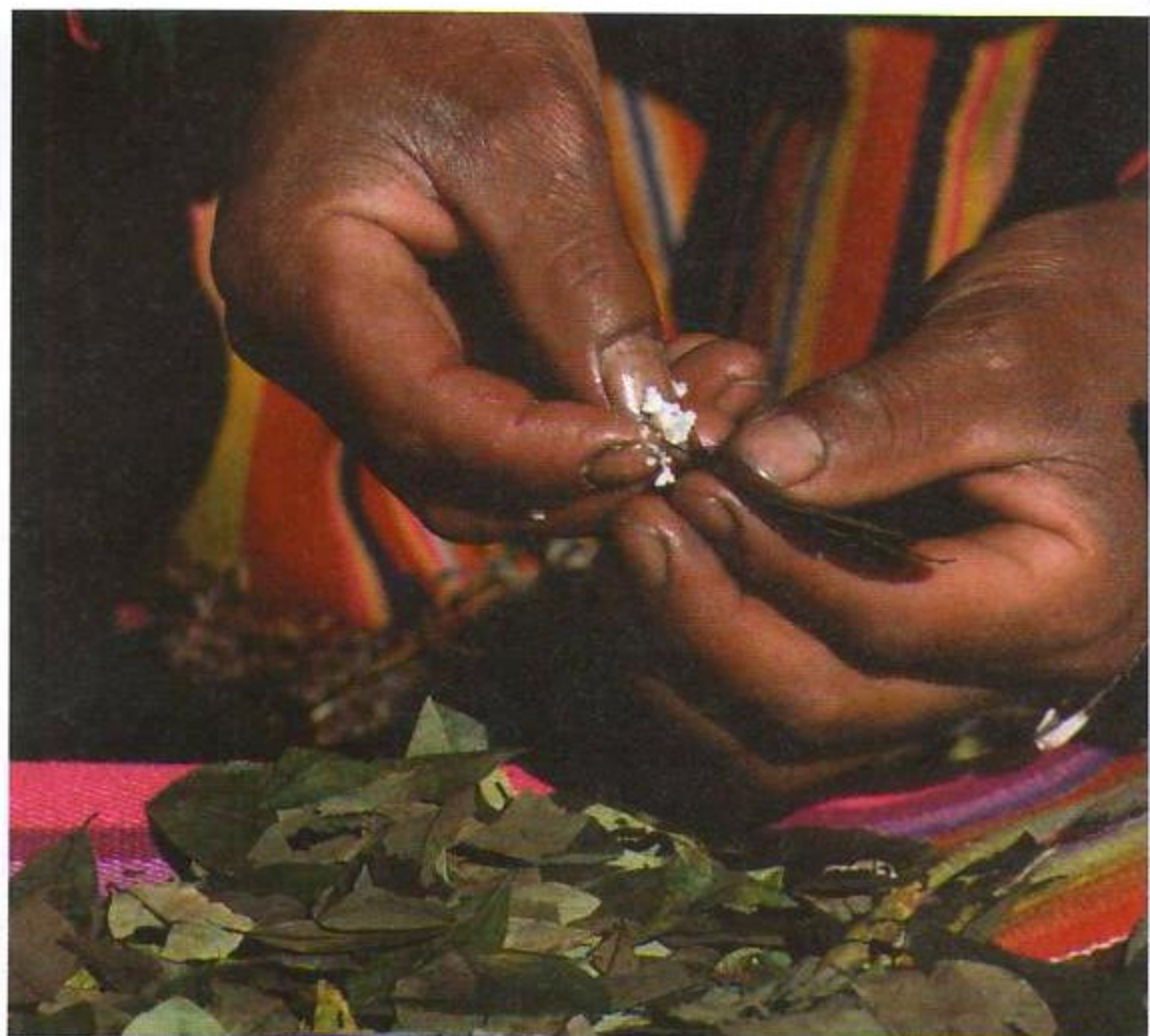
**Amateurs:** Look at the list of activities and think about a time you had a problem with one of them. What went wrong? Try to find an expert who can tell you what you should have done. Who gives the best advice?

**Experts:** Choose the activity that you know most about. Think about some of the typical things people do wrong and why. Then listen to the amateurs. What is the most common problem?

cooking  
driving  
going to an important social event  
starting a new job  
travelling somewhere new  
visiting a foreign country

*I was making a cake for a special occasion once and it didn't rise.*

*Did you use baking powder? You should have added it to the flour.*



# 12b The man who ate his boots

## Reading

- 1 Work in pairs. You are going to read a review of a book about Arctic expeditions called *The Man Who Ate His Boots*. Discuss the questions.
  - 1 What kind of environment is the Arctic region?
  - 2 What kind of challenges do you think explorers face there?
  - 3 How much do you know about the lifestyles of people who live in the Arctic?
- 2 Read the first paragraph of the book review. Find the following information.
  - 1 the reason for the British expeditions
  - 2 the fate of the expeditions
  - 3 two words to describe the British explorers
- 3 Read the whole review. Are these sentences true (T) or false (F)?
  - 1 The British explorers learned a lot from the local Inuit people they met.
  - 2 Canvas tents were an appropriate type of shelter.
  - 3 The British wore inadequate clothing.
  - 4 The British pulled their own sledges.
  - 5 The British had no supply of vitamin C to treat scurvy.
- 4 What do you think the title of the book refers to? Tell your partner.

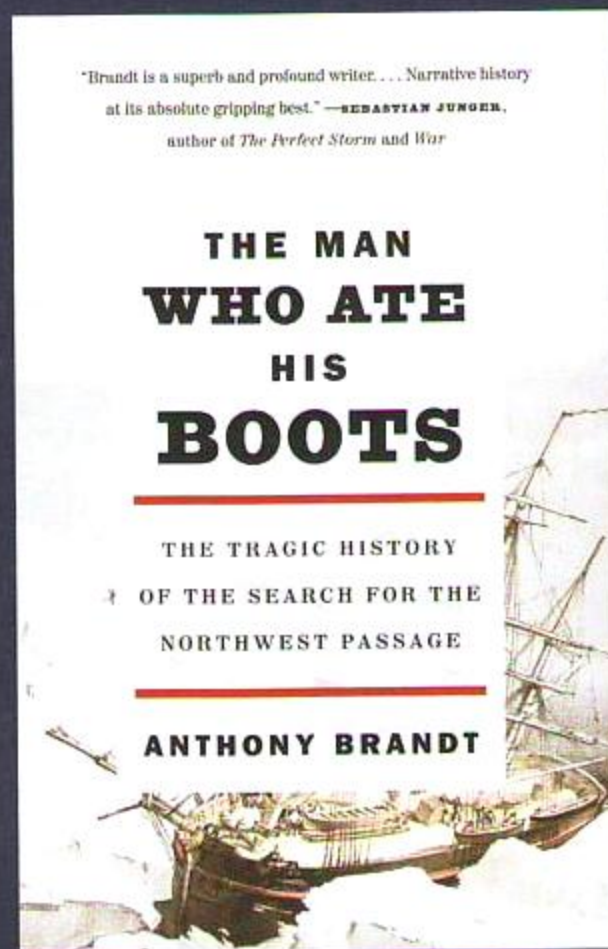
**THE MAN WHO ATE HIS BOOTS** is a fascinating account of expeditions that went wrong. The book examines the 19th century British search for a route to Asia via the Northwest Passage (a route that goes through the Arctic Ocean). Author Anthony Brandt describes the many attempts by both land and sea that ended in failure and tragedy, including the lavish 1845 expedition led by Sir John Franklin. Brandt shows how these brave, yet sometimes foolish, British explorers could have avoided starvation, frostbite and even death if they had copied the survival techniques of the local Inuit people. Some of the more surprising details the book reveals include:

**CANVAS TENTS** The British, despite repeatedly watching the Inuit build igloos, insisted on using canvas tents. Tents freeze in sub-zero temperatures and give little insulation to anyone inside them. If the British had learned to build igloos, they would have been warm even in the worst Arctic weather.

**CLOTHING** If the explorers had worn sealskin and furs like the Inuit, they wouldn't have suffered from the frostbite which was common among the British but rare among the Inuit.

**DOG TEAMS** Why didn't the British use dog teams to pull their sledges? Hauling sledges themselves was a tradition among British explorers right into the early 20th century. It cost Scott and his men their lives on their return from the South Pole in 1912.

**SALAD** The British did get something right, however, when Captain Edward Parry grew salad vegetables in boxes on board his ship. It was known that fresh vegetables and fresh meat prevented scurvy, although at that time the reason for this (vitamin C) had not been discovered. Parry's men wouldn't have been as healthy if they hadn't eaten the salads.



And as you'll find out if you read this great book, the 'man' of the title had to eat more than his boots in the end.

**canvas** (n) /'kænvəs/ a type of cotton used in tents and sails.

**frostbite** (n) /'frɒs(t),baɪt/ irreversible damage to the body caused by freezing conditions, usually affecting toes and fingers

**lavish** (adj) /'lævɪʃ/ extravagant, luxurious, excessive

**scurvy** (n) /'skɜ:(r)vi/ an illness affecting the mouth and teeth caused by lack of vitamin C

**starvation** (n) /stɑ:(r)'veɪʃ(ə)n/ death or loss of strength caused by not eating



## Grammar third conditional

5 Look at these sentences from the review. Which verbs are used to make the third conditional?

- If the British had learned to build igloos, they would have been warm even in the worst Arctic weather.
- Parry's men wouldn't have been as healthy if they hadn't eaten the salads.

6 Look at the sentences in Exercise 5 again. Answer the questions.

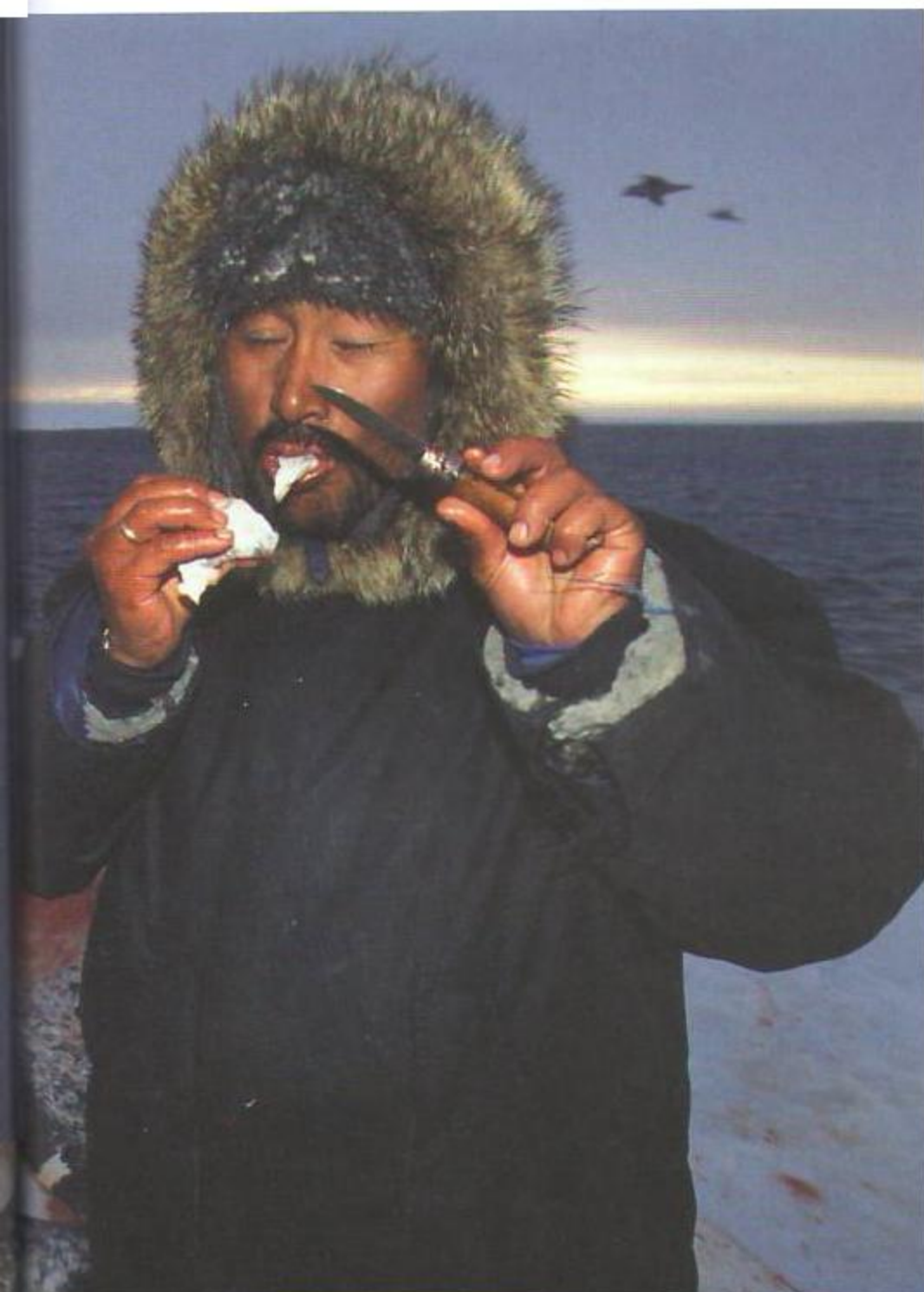
- Did the British learn to build igloos?
  - Were they warm in the worst Arctic weather?
- Were Parry's men healthy?
  - Did they eat salads?

### ▶ THIRD CONDITIONAL

If + past perfect,	would could (not) might	have + past participle
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For further information and practice, see page 172.

7 Look at the grammar box. Find two more third conditional sentences in the review. Why is the conditional in the first sentence formed with *could*?



8 Look at the example. Then rewrite the sentences using the third conditional and any words in brackets.

- The British got frostbite because they wore inadequate clothing. (furs)  
*If they'd worn furs, they wouldn't have got frostbite.*
- The men were exhausted because they pulled their own sledges. (dogs)
- The sledges were heavy because the men took items like china plates and silver dishes. (essential items)
- Some men got scurvy because they didn't eat enough fresh food. (Inuit food)
- They became ill because they didn't know their canned food was poisonous.
- One expedition got stuck in the ice because they believed the Arctic Ocean couldn't freeze. (ask local people)
- The expeditions weren't successful because they didn't follow local customs.

9 Work in pairs. Match the pairs of sentences. Then write a new sentence using the third conditional with *would*, *could* or *might*.

- We should have planned everything better.
- We got lost.
- We couldn't ask for help.
- The local people gave us directions.
- We forgot to check the museum opening times.
- We couldn't get into the museum.
- We got there too late.
- The holiday was a disaster.
- We didn't know how to read the road signs.
- We found the way back to the main road.
- We should have taken a phrase book.
- We were dressed in inappropriate clothes.

## Speaking

10 Think of three times in your life when you had to decide on a course of action. They can be important or trivial moments. Think about the answers to these questions.

- Was it easy or difficult to decide what to do?
- How did you decide?
- What would/could have happened if you had done something different?

11 Work in pairs. Tell your partner about your decisions. Ask your partner follow-up questions. Would you have done the same things?

*When we were in Year 10 at school, we had to choose which foreign language to study.*

*Oh, so did we. What were your options?*

*Well, ...*

# 12c The legacy of the samurai

## Reading

1 How much do you know about the samurai? Work in pairs. Try to answer the questions.

- 1 Who were the samurai?
- 2 Where were they from?
- 3 When did they live?
- 4 What did they do?

2 Before you read about the samurai, look at these words. Work in pairs and make connections between the words.

army combat fighting duty enemies  
generals martial arts opponents  
soldiers sword warrior weapon

*An army is made up of soldiers.*

3 Read the article about the samurai on page 147. Check your answers from Exercise 1. Find the words in Exercise 2

4 According to the article, are these statements true (T) or false (F)?

- 1 The early samurai were similar to medieval European knights.
- 2 The samurai eventually died out following their defeat in battle.
- 3 Samurai warriors had a wide range of cultural interests.
- 4 The military skills of the samurai have been lost.
- 5 The legacy of the samurai has spread outside of Japan.

5 Find these words in the article. Look at how they are used and try to guess their meaning. Then replace the words in bold in the sentences with these words.

savage battle-weary unarmed  
overcoming appeal lone fierce threat

- 1 I don't understand the **attraction** of war films.
- 2 I think I am **winning against** my opponent.
- 3 That boxer is frightening. He's so **intense and aggressive**.
- 4 The army was **exhausted after the attack**.
- 5 The battle was exceptionally **violent**.
- 6 We fought **without any weapons**.
- 7 What was the main **danger** to the success of the samurai?
- 8 The police say they are looking for a **single, unaccompanied** gunman.

## Critical thinking relevance

6 Which of these sentences could be included as additional information? Where should the sentences go in the article?

- 1 His words might easily have been spoken by a Bushido master from three centuries ago.
- 2 The samurai promised to be loyal to these men, who needed soldiers to protect and increase their power.
- 3 Samurai also played *Go*, a board game about territorial conquest.
- 4 The classic film *Seven Samurai* by Japanese director Akira Kurosawa has been described as one of the most influential films ever made.

## Word focus go

7 Look at these extracts from the article. What do the expressions with *go* mean? Choose the correct option (a–c).

- 1 The original samurai were chivalrous warriors who **went into battle** on horseback.  
a fought b sat
- 2 Things **didn't go well** for the samurai.  
a didn't move b weren't good
- 3 Samurai fighting skills **went into decline**.  
a improved b weakened
- 4 The 'samurai' is asked if he would like to **go back in time**.  
a return home b return to the past

8 Work in pairs. What do the expressions with *go* mean in these sentences?

- 1 The battle plan went wrong and ended in disaster.
- 2 The battle went on for six days non-stop.
- 3 The number of injured soldiers is going up daily.
- 4 Suddenly, everything went quiet.
- 5 We've decided to go ahead with our plan.
- 6 I'm going to have a go at flower arranging.

## Speaking

9 Would you like to go back in time and experience life in a different age and country? Or would you prefer to live in the future? Think about the following points.

- when and where
- why that time appeals to you
- your role or position in that society
- opportunities
- possible dangers

10 Work in groups. Ask questions to find out about your classmates' time-travelling choices. What is more popular – the past or the future?

# THE LEGACY OF THE SAMURAI

## Samurai history

The samurai (the word means 'one who serves') were the elite warrior class of Japan for nearly seven hundred years. In the tenth century, the imperial court in Kyoto tried and failed to organise a conscript army. If the court had succeeded in this, the wealthy landowners might not have decided to employ private soldiers and the samurai might never have existed. The original samurai were chivalrous warriors who went into battle on horseback, challenging opponents to ritualised combat. Their customs would have seemed familiar to the medieval European knights if they had ever met each other. Later, as the armies became larger and the fighting more savage, most samurai trained for hand-to-hand combat. However, during a long period of peace in Japan things didn't go well for the samurai and eventually, in the 1860s, they lost their position of power in Japanese society.

## Bushido

Bushido is the warrior's code. It was first written down as a kind of self-help manual during the long period of peace when samurai fighting skills went into decline. The martial arts tradition continues in Japan to this day. Millions of Japanese children still practise the classic warrior skills of sword fighting (kendo), archery (kyudo) and hand-to-hand, unarmed combat (jujitsu) at school. But Bushido is also a code of ethics: honour, loyalty and sacrifice. As Terukuni Uki, a martial arts teacher, explains, 'Here we teach the spirit of winning, but it's not so much defeating an opponent as overcoming one's own self. These days it seems everyone is looking for someone to blame rather than focusing on himself. Our message here is that if you try hard, at kendo or anything else, you will enjoy life.'

## Samurai identity

The sword of a samurai symbolises the authority and luxury of the warrior class. It was both a weapon and an art object. This double identity mirrored the samurai themselves. As well as being warriors, they used to socialise with painters, playwrights and intellectuals. Samurai generals practised calligraphy, did flower arranging and went to the theatre. But of all their cultural activities, the tea ceremony was the most important. The ceremony of making and drinking tea was another ritual, almost a meditation. It was carried out in a small room where swords were forbidden, even to samurai, and it must have been very inviting to battle-weary warriors.

## Samurai today

The continuing appeal of the samurai is due to a simple fact: he is one of the world's greatest action figures. He's the lone swordsman who kills dozens of enemies in the name of duty and individual glory. The samurai warrior is the cowboy, the knight, the gladiator, and the *Star Wars* Jedi all rolled into one. The samurai have inspired hundreds of films, video games, comic books and TV dramas. In Japan, each spring, men put on samurai armour and re-enact famous samurai battles. These 'weekend samurai' look fierce and realistic, but, with their plastic goggles and blunt swords, they wouldn't have been a threat to the real thing. One of the 'samurai' is asked if he would like to go back in time. 'Hmm,' he replies, 'I romanticise those times, but I also fear them. It was live or die.'



**archery** (n) /'ɑːfəri/ the sport or fighting skill using bows and arrows

**calligraphy** (n) /kə'lɪgrəfi/ the skill or art of decorative writing

**chivalrous** (adj) /'tʃɪvəlɪs/ courteous and considerate

**conscript** (n) /kən'skrɪpt/ a soldier who is called up to fight by the authorities

**knight** (n) /naɪt/ a soldier of a high status background

**ritualised** (adj) /'rɪtʃʊəlaɪzd/ a way of doing something that follows a formal ritual or pattern


# 12d I'm so sorry!


## Real life making and accepting apologies

**1** Work in pairs. There is a stereotypical view that British people say *please*, *thank you* and *sorry* too much. Do people apologise a lot in your culture? Would you apologise in these situations?

- arriving late for a meeting
- forgetting someone's name
- serving food a guest doesn't like
- not liking the food someone cooks for you
- taking someone's chair in a café
- not greeting a colleague
- breaking something that belongs to someone else
- handing in some work after the deadline has passed
- losing something that belongs to someone else

**2** You are going to listen to three conversations in which people make apologies. Look at the expressions for making and accepting apologies. What do you think the three conversations are about?

**3**  **2.38** Listen to the three conversations and check your ideas from Exercise 2.

**4**  **2.38** Listen to the conversations again. Then answer the questions.

- 1 What is the problem?
- 2 What are the relationships between the people? Write the number of the conversation (1–3) next to the speakers.
  - a a married couple
  - b a guest and a host
  - c two classmates
- 3 How is the situation resolved?

### ▶ MAKING AND ACCEPTING APOLOGIES

**1**

I'm really sorry you've gone to all this trouble.  
There's no need to apologise – it's not a problem.  
It's my fault. I'll make you something else.

**2**

I couldn't help it – I slipped.  
Don't blame me – this floor is slippery.  
Look, it was an accident! It could have happened to anyone.  
It's not your fault. Sorry I got upset.


**3**

I'm so sorry to keep you waiting.  
Don't worry about it – that service is terrible.  
Sorry about that!  
It's just one of those things – buses are unreliable!



**5** Work in pairs. Do you think all of the expressions for making and accepting apologies would be appropriate in each of the three relationships?

### 6 Pronunciation sentence stress

**a**  **2.39** Listen to the expressions for making and accepting apologies. Notice which word in black is stressed. Repeat the expressions.

**b** Work in pairs. Take turns to speak and respond using an appropriate expression. Pay attention to the words you stress.

- 1 Excuse me. This is a no-smoking area.
- 2 I'm so sorry. I forgot to bring your book back.
- 3 Excuse me. That seat is taken.
- 4 You should have told me you didn't eat garlic!
- 5 Why is there no milk left?
- 6 I'm really sorry I didn't tell you I was coming!
- 7 Excuse me. Please wait until the waiter shows you to a table.
- 8 Sorry, we don't accept credit cards.

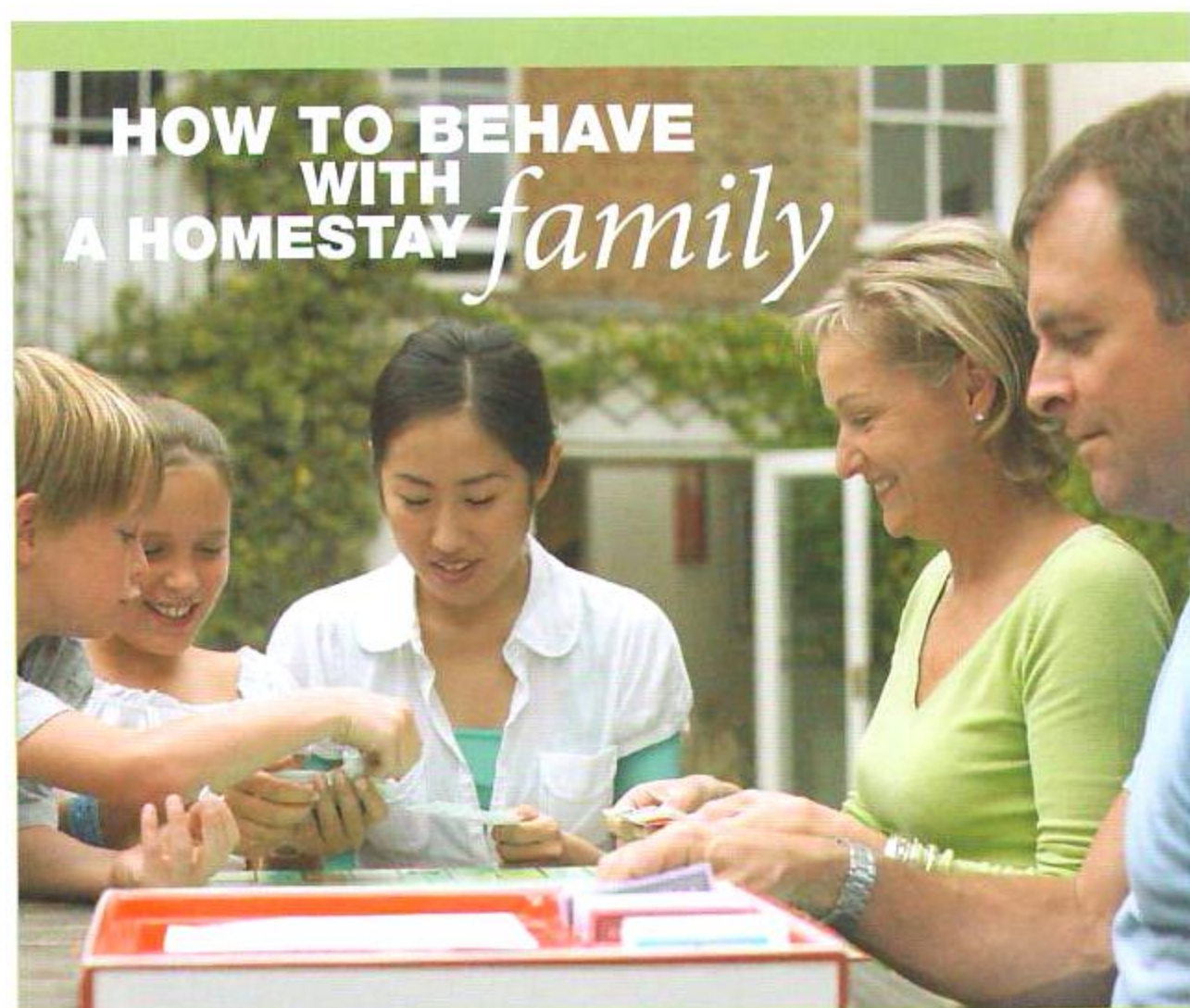
**7** Work in pairs. Choose one of the problems in Exercise 1 or use your own idea. Decide what your relationship is and take a role each. Prepare a conversation which includes at least one apology.

**8** Act out your conversation in front of another pair. Can they identify the situation and the relationship?

# 12e How to behave ...

## Writing a website article

- 1 Work in pairs. Have you ever spent time in an English-speaking country? Tell your partner three things (apart from the language!) you found strange or different there.
- 2 You are going to read an article from a website which arranges host families for foreign language students in the United Kingdom. What advice do you expect to read? Tell your partner.
- 3 Read the article and see if your ideas are mentioned.
- 4 What do you think of the advice? Does any of it surprise you?



I've stayed with several families in Britain and Ireland and each of **them** has been different. But there are some key things I can pass on about getting the best out of your stay. I hope **these things** are useful!

Even though you are a paying guest **in their home**, take a small gift for your hosts. You'd expect **a gift from a guest**, I'm sure.

- **Your stay** is not just about learning English. British and Irish people will expect you to show an interest in **British and Irish** culture.
- Take some photos from home so you can talk to your hosts about **the photos**. **Taking the photos** will also give you more opportunities to actually speak English too.
- You're not a tourist, so don't behave like **a tourist**. Your host family will be getting on with normal life. **Normal life** is what you are there to experience!
- And finally, remember the importance of being punctual (two o'clock means two o'clock!), polite (be careful with expressions you've picked up from pop music and movies!) and sociable (join in with things – at least the first time).

## 5 Writing skill revising

- a Look at this list of seven things which you should use to check your writing. Has the writer of the website article already checked all the things?

- grammar
- linking words
- organisation
- relevance
- spelling
- style
- vocabulary

- b The writer can improve the article by avoiding some words that are repeated. Look at the first line of the article. Who or what does *them* refer to?

- c Replace the highlighted words in the article with these words. There is one extra word.

It one She That's the  
same their them there  
they This

- 6 Work in groups. You are going to write an article for students coming to your country. First, brainstorm ideas. Use the categories below or ideas that are more relevant to your culture.

- celebrations
- dress
- food
- formality
- greetings
- house rules
- meal times
- money
- personal hygiene

- 7 Work on your own. Choose three to five ideas from your list in Exercise 6. Write an article of 150–200 words.

- 8 Use the list in Exercise 5a to check and revise your article.

- 9 Exchange articles with the other members of your group. Which were the most common topics?

# 12f Shark vs. octopus



A giant Pacific octopus interacts with a scuba diver in the North Pacific Ocean.



Be

1 v

q

1

2

3

2 v

b

v

W

3

4

5

## Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
  - 1 What is unusual about this animal?
  - 2 How would you feel if you were the diver? Why?
  - 3 Which animal would frighten you more: an octopus or a shark? Why?
- 2 Work in pairs. You are going to watch an encounter between an octopus and a shark. What do you think will happen? Compare your ideas with another pair.

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Work in pairs. Watch the first part of the video (to 01.40). Make notes about your animal. Then tell your partner.

### Student A: the spiny dogfish shark

- 1 usual food  
\_\_\_\_\_
- 2 how it gets its name  
\_\_\_\_\_
- 3 usual behaviour  
\_\_\_\_\_

### Student B: the giant Pacific octopus

- 4 three ways it keeps itself safe from predators  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5 usual food  
\_\_\_\_\_

- 5 Watch the whole video and answer the questions.
  - 1 Where are these animals?  
\_\_\_\_\_
  - 2 What was the mystery that confused the aquarium staff?  
\_\_\_\_\_
  - 3 What was the explanation for the mystery?  
\_\_\_\_\_
  - 4 Why was the behaviour of the octopus a surprise?  
\_\_\_\_\_
  - 5 Which two parts of its body does the octopus use to kill sharks?  
\_\_\_\_\_

**aquarium** (n) /ə'kwɛəriəm/ a type of zoo of marine animals  
**camouflage** (v) /'kæməflɪdʒ/ to use colouring which is the same as an animal's surroundings so it becomes more or less invisible to predators  
**crab** (n) /kræb/ a marine animal with a hard shell  
**dismiss** (v) /dɪs'mɪs/ to reject something or somebody  
**fearless** (adj) /'fiələs/ brave, courageous, not afraid  
**fierce** (adj) /fɪəs/ aggressive and violent  
**flexible** (adj) /'fleksɪbl/ able to bend easily

- 6 Complete the summary with these words.

bodies creature fierce kill predator  
responsible tank welfare

Although the spiny dogfish shark is a  
 1 \_\_\_\_\_, 2 \_\_\_\_\_, octopus is not  
 its regular prey, otherwise the aquarium staff  
 wouldn't have put the two animals in the same  
 3 \_\_\_\_\_. But when 4 \_\_\_\_\_ of  
 sharks began appearing at the bottom of the  
 tank, the staff became worried about the sharks'  
 5 \_\_\_\_\_. The giant Pacific octopus is also  
 an extraordinary 6 \_\_\_\_\_, but nobody  
 expected it would be able to 7 \_\_\_\_\_ a  
 shark. It was only when staff made a video that  
 they learned that the octopus was  
 8 \_\_\_\_\_ for the dead sharks.

## After you watch

- 7 Roleplay an interview with an expert

Work in pairs.

Student A: You are an expert in octopus behaviour. You were part of the team of divers that filmed the shark–octopus encounter. Use the ideas below to prepare what you are going to say to an interviewer.

Student B: You are a presenter on a TV wildlife programme. You are going to interview the person who filmed the shark–octopus encounter. Use the ideas below to prepare questions for the interview.

- why the film was made
- what were the expectations
- feelings while filming
- any problems
- any surprises
- why the film is important

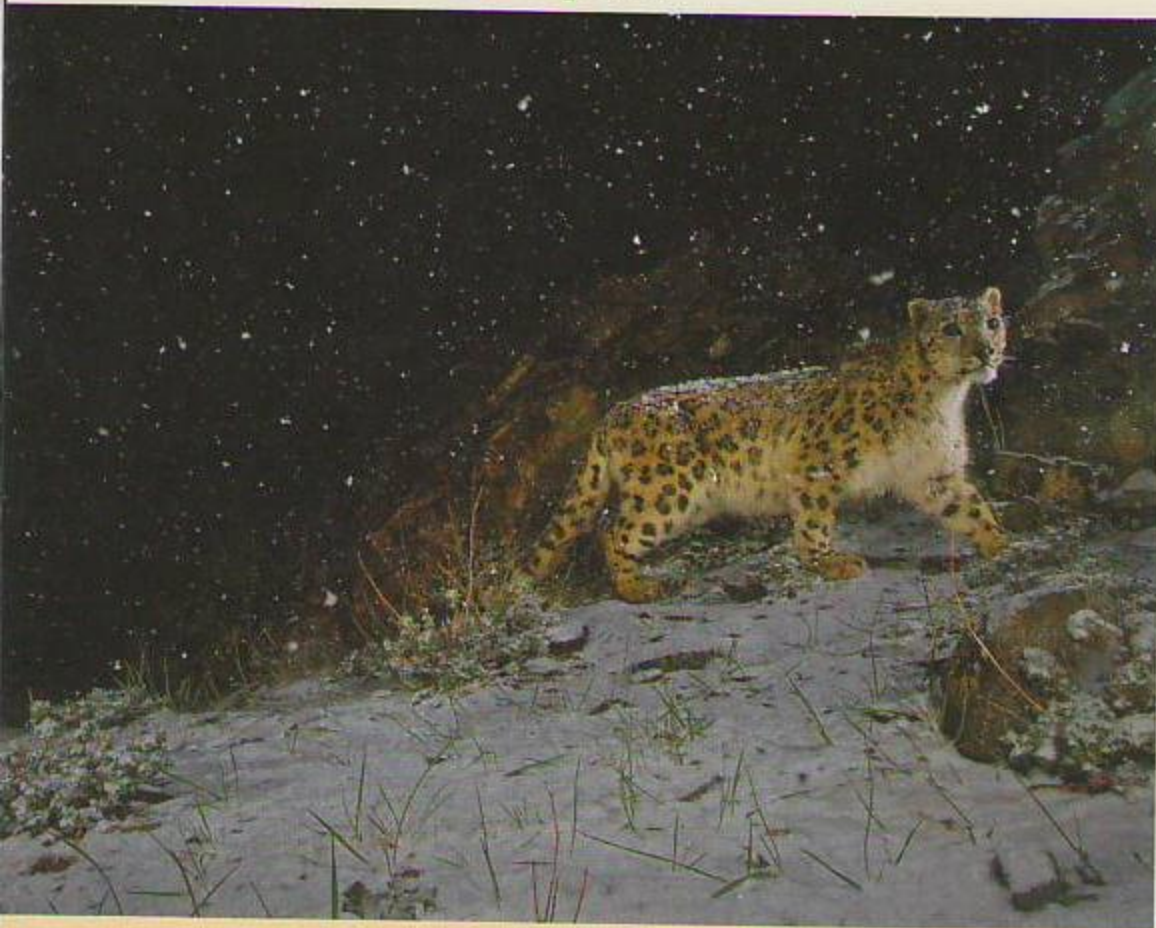
Act out the interview. Then change roles and repeat the interview.

- 8 Work in groups and discuss these questions.
  - 1 If you had to kill something to eat it, would you? Or would you prefer to go hungry?
  - 2 Do you think we should eat things if we aren't prepared to kill them ourselves?

**humble** (adj) /'hʌmbəl/ not special or important  
**ink** (n) /ɪŋk/ dark liquid, named after writing ink, that some animals produce  
**pack** (n) /pæk/ a group of animals, such as dogs or wolves  
**school** (n) /sku:l/ a group of marine animals, such as fish  
**spine** (n) /spain/ a sharp, needle-like part on an animal's body  
**sucker** (n) /'sʌkə/ part of an animal's body which is used to help them stick onto things  
**welfare** (n) /'welfeə/ the condition or health of people or animals

## Grammar

- 1 Work in pairs. Look at the photo. Why do you think it won a prize?



Steve Winter won the Wildlife Photographer of the Year 2008 award for this photo of a snow leopard at night.

What makes this photo so extraordinary? Firstly, patience. Steve spent ten months on this assignment.

If he <sup>1</sup> \_\_\_\_\_ (be) in a hurry, he <sup>2</sup> \_\_\_\_\_ (not get) his shots. Secondly, dedication. Steve camped out for six weeks at 30 degrees below zero, conditions in which he <sup>3</sup> \_\_\_\_\_ (freeze) to death! Next, cooperation. Steve credited the knowledge of local experts Tashi Tundup and Raghu Chundawat, without whom he <sup>4</sup> \_\_\_\_\_ (not be able) to go ahead with the project. Finally, the animal itself. Steve says the photo 'was a real collaboration between the snow leopard and myself'. And it's true.

Imagine how differently the photo <sup>5</sup> \_\_\_\_\_ (turn out) if the snow leopard <sup>6</sup> \_\_\_\_\_ (not go) hunting, slowly and silently, on that snowy night.

- 2 Read the article and check your ideas from Exercise 1. Then complete the article.
- 3 Work in pairs. Think about the story you have just read. Read these sentences. Make comments about the story using the words in brackets. Then discuss your comments.
- His first camera was a gift from his father on his seventh birthday. (if)
  - The snow leopard has a reputation for being impossible to find. (might)
  - Steve didn't get any shots until he moved higher up the mountain. (should)
  - National Geographic* commissioned the assignment from Steve. (not)

### I CAN

talk about things that did not happen (*should have* and *could have*)

talk about the hypothetical results of things that did not happen (third conditional)

## Vocabulary

- 4 Complete the words. They are all connected with expeditions. Which ones have you used?

- types of shelter: i \_\_\_\_\_, t \_\_\_\_\_
- things for carrying gear: b \_\_\_\_\_, s \_\_\_\_\_
- things to sleep in: h \_\_\_\_\_, s \_\_\_\_\_ b \_\_\_\_\_
- local people who can help you: g \_\_\_\_\_, h \_\_\_\_\_
- alternatives to fresh food: c \_\_\_\_\_ food, d \_\_\_\_\_ food

- 5 Work in groups. What do you think:

- people get out of joining in battle re-enactments?
- people learn from doing martial arts?
- is the appeal of action and war movies, and video games?

### I CAN

talk about things you need on expeditions

talk about things connected with martial arts

## Real life

- 6 Work in pairs. Complete the exchanges with these expressions. Then continue the conversations.

Don't worry about it – No, it's my fault.  
It's not your fault. Well, don't blame me –

- A: I'm so sorry I forgot to call you last night.  
B: \_\_\_\_\_ I wasn't at home anyway.
- A: Oh, no. We haven't got any orange juice left.  
B: \_\_\_\_\_ I don't even drink it.
- A: I'm really sorry about getting upset yesterday.  
B: \_\_\_\_\_ I shouldn't have shouted!
- A: Sorry about the problem the other day.  
B: \_\_\_\_\_ You did nothing wrong.

### I CAN

make and accept apologies

## Speaking

- 7 Work in groups. You are members of staff at a new school for teenagers. You are working on a code of behaviour for the students. Make a list of what is appropriate and inappropriate behaviour.
- 8 Work in two pairs in a group of four. One of the students at the school is in danger of being expelled.
- Pair A: You are the student's teachers. Explain what the student has done wrong and what the consequences are.
- Pair B: You are the student's parents. Try to persuade the school to reconsider.



## UNIT 1b Exercise 9, page 13

### Pair A: The Blue quiz

Ask Pair B the quiz questions without the options. Give them 5 points if they can answer the question immediately. Give them 1 point if they need to hear the options. The correct option is in bold.

Pair B will then ask you the yellow questions.

- Where do the Tuareg – or Blue people – originally come from?
  - the Kalahari desert
  - the Namib desert
  - the Sahara desert**

*They are an ethnic group in West Africa. The men traditionally wear blue.*
- Who lives in the Blue House in South Korea?
  - the president**
  - the king
  - the prime minister

*It's the official residence and it has a blue-tiled roof.*
- What is the name of the country where the Blue Nile begins?
  - Sudan
  - Ethiopia**
  - Uganda

*It originates in Lake Tana, then joins the White Nile to form the Nile river.*
- Which part of the USA is famous for Blues music?
  - the west coast
  - the deep south**
  - the mid-west

*The name comes from 'the blue devils' meaning sadness and melancholy.*

## UNIT 3b Exercise 10, page 37

### Pair A

Read the solution to puzzle A. Pair B will ask you questions to discover the answer to this puzzle. Then ask Pair B questions to discover the answer to puzzle B. Then turn back to page

#### Solution to puzzle A

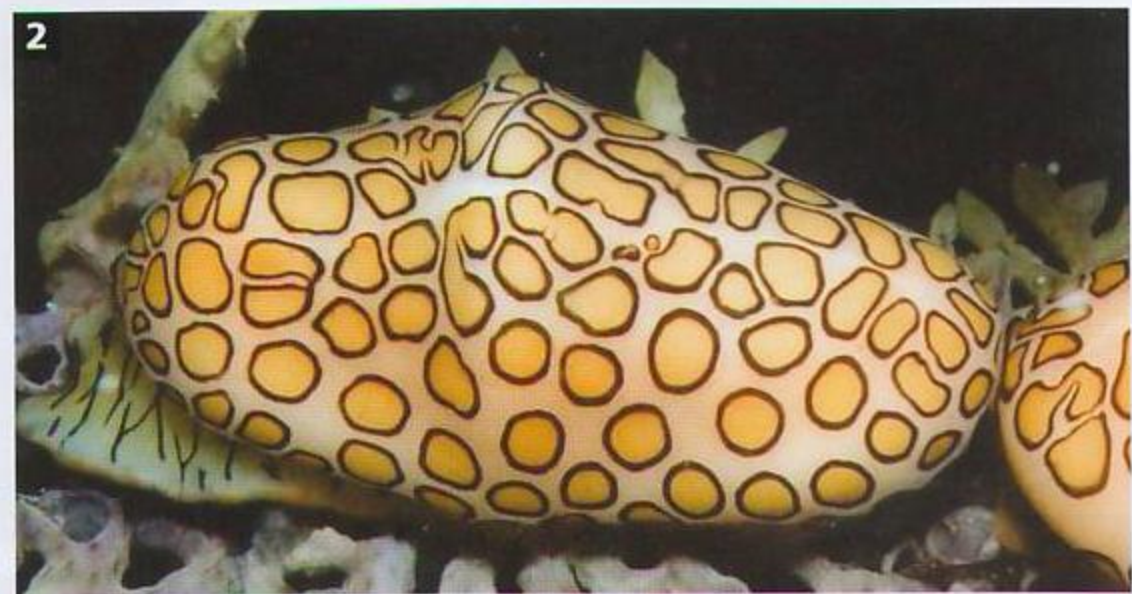
The people on the yacht decided to have a diving competition. When they were all in the water, they discovered they had forgotten to put a ladder down the side of the yacht. They couldn't get back into the yacht, so they drowned.

## UNIT 8a Exercise 11, page 95

### Pair A

Decide what you think each photo shows. Then describe your photos to Pair B and find the correct captions.

- What/Where could it be? Why?
- What/Where can it not be? Why not?
- What can you say for certain about the photo? Why?



Two of these captions are for Pair B's photos. Listen to their descriptions of the photos and find the correct captions.

- A macro shot of a banana plant stem is magnified 32 times.
- On the sea floor near New Zealand, a blue cod swims past sea pens – tiny animals which live in colonies shaped like branches.
- The space shuttle *Endeavour* lifts off from Cape Canaveral, Florida, on 11 March 2008 leaving a trail of smoke behind.

## UNIT 11a Exercise 10, page 131

### Pair A

Read the news story. Write a short dialogue between the man and a rescuer. Practise your dialogue so that you are ready to act it out for Pair B. Then turn back to page 131.

A walker who got lost in the hills was rescued this weekend after taking a photo with his phone and emailing it to the Volunteer Rescue Service. The man had fallen and was injured, but with no maps he couldn't tell the rescuers where he was. He took the photo after advice from the rescue team, who then recognised his location immediately.

## UNIT 1b Exercise 9, page 13

### Pair B: The Yellow quiz

Pair A will ask you the blue questions. You will get 5 points if you can answer the question immediately. You will get 1 point if you need to hear the options.

Then ask Pair A the yellow questions.

1 Which fruit does the Californian Yellow Fruit Festival celebrate?

- a the lemon
- b the pineapple
- c the banana

*Every September Ventura County, California holds a two-day lemon festival.*

2 Which sport gives a yellow jersey to the winner?

- a golf
- b horse racing
- c cycling

*The Tour de France race takes place every year.*

3 Where do yellow taxi cabs come from originally?

- a Chicago
- b New York
- c Washington

*Mr Hertz started the Yellow Cab Company (in 1915) because yellow is the easiest colour to see from a distance.*

4 Where can you see the house that inspired Van Gogh's 'Yellow House' painting?

- a in Holland
- b in Spain
- c in France

*Van Gogh spent the summer of 1888 in Arles, in the south of France.*

## UNIT 3b Exercise 10, page 37

### Pair B

Ask Pair A questions to discover the answer to puzzle A. Then read the solution to puzzle B. Pair A will ask you questions to discover the answer to this puzzle.

#### Solution to puzzle B

The man had fallen into the Dead Sea. This is actually a salt-water lake. The salt density is so high that you can easily float on the surface of the water.

## UNIT 8a Exercise 11, page 95

### Pair B

Two of these captions are for Pair A's photos. Listen to their descriptions of the photos and find the correct captions.

- a A man walks on the cooled red lava floor of the Nyiragongo volcano in the Democratic Republic of the Congo.
- b A man collects the salt after the water has evaporated from a stream in Peru.
- c These tiny molluscs are called flamingo tongues. They live on and feed on corals like this blue-violet sea fan.

Decide what you think each photo shows. Then describe your photos to Pair A and find the correct captions.

- 1 What/Where could it be? Why?
- 2 What/Where can it not be? Why not?
- 3 What can you say for certain about the photo? Why?



## UNIT 11a Exercise 10, page 131

### Pair B

Read the news story. Write a short dialogue between Adam and Corey. Practise your dialogue so that you are ready to act it out for pair A. Then turn back to page 131.

A message in a bottle which was put into the Atlantic Ocean in Florida has reached Ireland. Adam Flannery, aged 17, found the bottle which had been sent by high school student Corey Swearingen. The message gave Corey's contact details and asked the finder to get in touch with details of where the bottle ended up.

## UNIT 4d Ex 8, page 52

Student A: Choose a number (1–12). You are going to make this request.

Student B: Find the request for your partner's number. Choose an appropriate situation (a–d) for this request. You are going to respond to the request.

Act out a conversation in this situation. Use the expressions for making and responding to requests on page 52 to help you. Take turns to make requests and respond.

### Requests

- 1 You want to sit down.
- 2 You can't make out the phone number on a letter.
- 3 You don't know where the company buildings are.
- 4 You want an application form sent in the post.
- 5 You haven't got a pen.
- 6 You need a taxi.
- 7 You need to know the time.
- 8 You want help with an application form.
- 9 You need a lift somewhere.
- 10 You want to leave your coat somewhere.
- 11 You want to wash your hands.
- 12 You want to use the phone.

### Situations

- a You're with a friend.
- b You're in the reception area of a company.
- c You're in an interview.
- d You're on the phone.

## UNIT 5 Review Exercise 8, page 68

### Role 1

The most travelled airline pilot

### Role 2

Wildlife conservationist of the year

### Role 3

Writer of travel guides for independent travellers

## UNIT 6 Review Exercise 9, page 80

**Baklava** A rich, sweet pastry with chopped nuts and syrup or honey. From Turkey, the Caucasus and central Asia.

**Borscht** A soup popular in many Eastern and Central European countries. Main ingredient: beetroot.

**Coq au vin** A French chicken stew cooked with wine, mushrooms, herbs and garlic.

**Couscous** From North Africa. A dish of semolina served with a meat or vegetable stew.

**Fondue** Popular in Switzerland and France originally. Pieces of bread are dipped into a dish of melted cheese.

**Goulash** A Hungarian meat soup or stew, flavoured with paprika.

**Gravlax** Raw salmon cured in salt, sugar and the herb dill. From Scandinavia.

**Kebab** Cubes of meat (or fish) on a skewer, cooked over an open fire. Originally from Central and Western Asia.

**Lasagne** A dish of pasta sheets layered with cheese, meat and tomato sauce, and baked in the oven.

**Paella** A rice dish originally from Valencia, Spain. Rice is cooked in a shallow dish with meat or seafood. Saffron flavours and colours the rice.

**Sauerkraut** From northern Europe. Shredded cabbage is fermented until it has a sour flavour.

**Tortilla** 1 A type of flatbread made from corn or wheat in Central America. 2 A potato omelette from Spain.

**Wiener schnitzel** A traditional Austrian meat dish. Thin sections of meat, coated in breadcrumbs, are fried.

## UNIT 9b Exercise 11, page 109

Work in two pairs within your group of four.

Pair A: Prepare a two-minute presentation on why it's better to buy famous brands. Give examples from your list in Exercise 11 on page 109.

Pair B: Prepare a two-minute presentation on why it's better to buy 'own brand' products. Give examples from your list in Exercise 11 on page 109.

Give your presentations to the class or to another group. Then take a class vote to find out how many people are going to try different brands next time they go shopping.

## UNIT 1

### Present simple and present continuous

#### Form

##### Present simple

Affirmative	Negative
I/you/we/they <b>work</b>	I/you/we/they <b>don't work</b>
he/she/it <b>works</b>	he/she/it <b>doesn't work</b>

Interrogative	Short answer
Do I/you/we/they <b>work</b> ?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
Does he/she/it <b>work</b> ?	Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

##### Present continuous

Affirmative	Negative
I'm <b>working</b> ('m = am)	I'm <b>not working</b>
you're/we're/they're <b>working</b> ('re = are)	you/we/they <b>aren't working</b> (aren't = are not)
he's/she's/it's <b>working</b> ('s = is)	he/she/it <b>isn't working</b> (isn't = is not)

Interrogative	Short answer
Am I <b>working</b> ?	Yes, I <b>am</b> . No, I'm <b>not</b> .
Are you/we/they <b>working</b> ?	Yes, you/we/they <b>are</b> . No, you/we/they <b>aren't</b> .
Is he/she/it <b>working</b> ?	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .

#### Use

We use the present simple to talk about:

- things which are always or generally true.  
*Water freezes at 0° Celsius.*  
*Lucas doesn't paint portraits of people.*
- things which are regular actions.  
*Carla goes to an art class every Thursday.*  
*Does he go to the gym every day?*
- permanent situations.  
*He lives in the Quechua community in Peru.*  
*They wear a uniform at work.*

We use the present continuous to talk about:

- things which are in progress at the time of speaking.  
*They're eating lunch now.*
- temporary situations or situations happening 'around now'.  
*I'm studying art at the moment.*
- a situation which is the process of change.  
*People are wearing cheaper clothes nowadays.*

We usually use the present simple with stative verbs (e.g. *like, love, hate, want, believe, know, sound, taste, understand*) to talk about states such as thoughts, senses, emotions and possession. We don't usually use these verbs in the continuous form.

*Isabel loves swimming in the sea.*

*He doesn't understand French.*

Remember, some verbs can have both stative and dynamic meanings.

*That guy looks great – I love his outfit!*

*Everyone is looking at him – he's wearing a great outfit!*

We often use these time expressions with the present simple: *always, never, every day, on Mondays*. With the present continuous, we often use these time expressions: *at the moment, (right) now, this week, this summer*.

#### Practice

1 Complete the sentences with the present simple and present continuous form of the verbs.

- They sometimes work (work) late.
- you                      (want) to see the new colour scheme for the office? It's red!
- Irene                      (study) Picasso's blue paintings at the moment.
- I                      (not like) the colour of your laptop. Is it new?
- That's the end of the summer! All the trees                      (change) colour.
- Tiger Woods is in the final round and so he                      (wear) his famous red shirt.
- Sally                      (know) anything about South America?
- This jewellery                      (not come) from Africa. It's from Indonesia.

#### Question forms

##### Form

To form questions in the present simple we use *do* and *does* with the main verb.

*Do you eat meat?*

*Does he usually work on Saturdays?*

When we use a question word (e.g. *what, where, who*) the question word comes in front of *do* and *does*.

*What do they want to do?*

*Where does she study English?*

We invert the subject and the verb when we make questions with *be, have got* and modal verbs.

*Are they in the kitchen?*

*Can she ride a bicycle?*

When the question word is the subject of the question, we don't invert the subject and the verb.

*Who likes this artist?*

*What is making that strange noise?*

Common question words are: *who, what, when, where, why, how, which, how much/many*. You cannot form subject questions with *where, when, why* or *how*.

*Where do you live?* (Not ~~*Where you live?*~~)

*When does it start?* (Not ~~*When it starts?*~~)

## Use

We begin questions with *do/does, am/is/are, have/has* and modal verbs when we want a *yes/no* (short) answer.

*Does he live in London?* Yes, he does.

*Do they like football?* No, they don't.

*Is he in France now?* No, he isn't.

*Can they come on Monday?* Yes, they can.

We use question words when we want more information.

*When does the bus arrive?* It usually gets here at four o'clock?

*Who lives in that yellow house?* Mr Johnson lives there.

## Practice

**2** Complete the questions. Use *do* and *does* and question words, where necessary.

- Where does Paolo live?  
He lives in Milan.
- they                    to work?  
They go to work by bike.
- the women always                    in bright colours?  
No, they don't – they only dress in bright colours at festivals.
- working?  
No, I'm not. I'm checking my emails.
- these lovely yellow flowers?  
Susana bought them.
- I                    to the cinema tonight?  
Yes, you can. What's on?
- Nanoko always                    that orange necklace?  
She wears it because orange is the colour of happiness. She's Japanese.
- blue shirts                    Alex                   ?  
He's got about twenty blue shirts.

## UNIT 2

### Present perfect simple

#### Form

We form the present perfect simple with the present simple of the verb *have* + past participle.

Affirmative	Negative
I've/you've/we've/they've played ('ve = have)	I/you/we/they haven't played (haven't = have not)
he's/she's/it's played ('s = has)	he/she/it hasn't played (hasn't = has not)

Interrogative	Short answer
Have I/you/we/they played?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it played?	Yes, he/she/it has. No, he/she/it hasn't.

We add *-ed* to regular verbs to form the past participle: *work* → *worked*, *play* → *played*, *start* → *started*.

Note the spelling rules for other regular verbs:

- for verbs ending in *-e*, we add *-d*: *die* → *died*, *lie* → *lied*
- for verbs ending in *-y* (after a consonant), we change the *-y* to *i* and add *-ed*: *try* → *tried*, *study* → *studied*
- for verbs ending in vowel + consonant (not *-w*, *-x* or *-y*), we double the consonant: *stop* → *stopped*, *jog* → *jogged*

Some verbs have irregular past participles, for example: *do* → *done*, *find* → *found*, *have* → *had*, *know* → *known*, *make* → *made*, *meet* → *met*

#### Use

We use the present perfect simple:

- to talk about a situation which started at some time in the past and continues into the present.  
*I have played in this band for three years.* (I am still playing in the band.)
- to talk about a past action with results in the present which we want to emphasise.  
*They have recently improved this concert hall.* (The present result is the concert hall is better now.)
- to talk about situations in the past when there is no time reference given.  
*Zap Mama have had several hits in Belgium.*
- when a time reference includes the present.  
*We've heard a lot of great music today.*

When we are interested in a specific time in the past, we use the past simple:

*Zap Mama had several hits in Belgium last year.*

We use the present perfect simple with *since* and *for* to talk about how long a situation has continued. We use *since* with the point of time when the activity started, e.g. *since Monday, since ten o'clock, since January, since I was a boy.*

*I've played the piano since 2002.*

*He's lived in Morocco since January.*

We use *for* to talk about a period of time, e.g. *for an hour, for three days, for two months, for a long time.*

*The band has played at the same festival for five years.*

*They've worked there for a long time.*

Note that we do not use the present simple with *for* and *since* when the activity started in the past. We say: *He's been here since Thursday.* (Not ~~*He's here since Thursday.*~~)

We often use the present perfect simple with *already, just* and *yet* to talk about actions that happened recently, or actions that have not happened but we think will happen soon.

*I've already seen his new music video.*

*We've just been to see U2 in concert.*

*I haven't been to the opera yet, but I'd like to go one day.*

## Practice

1 Complete the sentences with the present perfect simple form of the verbs, and choose *for* or *since*.

- I have worked in this theatre (for) / *since* twenty years. (work)
- The band \_\_\_\_\_ this song at every concert *for* / *since* they started. (sing)
- I \_\_\_\_\_ to the ballet *for* / *since* I was a child. (not be)
- They \_\_\_\_\_ their own songs *for* / *since* many years. (write)
- We \_\_\_\_\_ Eric Clapton play live *for* / *since* 2005. (not see)
- The theatre company \_\_\_\_\_ very hard *for* / *since* six months. (work)
- \_\_\_\_\_ their manager \_\_\_\_\_ again *for* / *since* yesterday morning? (phone)
- Bob Dylan \_\_\_\_\_ the world continuously *for* / *since* many years. (tour)

## Verb patterns: -ing form / to + infinitive

### Form

-ing form	
verb + -ing	I like <b>playing</b> the violin.
-ing as the subject	<b>Playing</b> the guitar is magical.
preposition + -ing	They are <b>good at dancing</b> .

to + infinitive	
verb + to + infinitive	He <b>wants to play</b> the violin.
adjective + to + infinitive	This music is <b>easy to play</b> .

## Use

We use the -ing form of the verb:

- after certain verbs such as *like, love, enjoy, prefer*.  
*I love listening to jazz.*

Common verbs which are followed by the -ing form are: *can't help, consider, dislike, enjoy, fancy, finish, hate, imagine, involve, keep, mention, mind, don't mind, miss, postpone, practise, report, risk, stand, can't stand, suggest*.

- as the subject of the sentence. The -ing form is often a noun.

*Dancing is great exercise.*

- after a preposition.  
*I'm very good at dancing.*

After certain verbs we use the *to* + infinitive form of another verb. This is often to talk about hopes, intentions and decisions.

*He offered to help me.*

*They didn't want to work in the evening.*

Common verbs which are followed by *to* + infinitive are: *afford, agree, aim, appear, arrange, attempt, can't bear, decide, demand, expect, hope, intend, learn, manage, need, offer, plan, prepare, promise, refuse, seem, want, wish, would like*.

## Practice

2 Choose the correct option.

- They like *to meet* / meeting new people.
- That music is cheerful *to listen* / *listening to*.
- We always enjoy *to see* / *seeing* good films.
- We want *to visit* / *visiting* the new art gallery.
- To act* / *Acting* in plays is very enjoyable.
- I stopped *buying* / *to buy* CDs when I got my MP3 player.
- Joel's really good at *to tell* / *telling* stories.
- Do you need *to buy* / *buying* the tickets?
- Penelope remembered *to be* / *being* on stage when she was a child – she was terrified!
- The actor doesn't find it hard *to perform* / *performing* on stage.

## UNIT 3

### Past simple and past continuous

#### Form

##### Past simple

Affirmative	Negative
I/you/he/she/it/we/they <b>worked</b>	I/you/he/she/it/we/they <b>didn't work</b>

Interrogative	Short answer
<b>Did</b> I/you/he/she/it/we/they <b>work?</b>	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

We add *-ed* to regular verbs to form the past simple:  
*play* → *played*, *jump* → *jumped*.

Note the spelling rules for other regular verbs:

- for verbs ending in *-e*, we add *-d*: *realise* → *realised*
- for verbs ending in *-y*, we change the *-y* to *i* and add *-ed*: *carry* → *carried*
- for verbs ending in vowel + consonant (not *-w*, *-x* or *-y*), we double the consonant: *plan* → *planned*

Some verbs have an irregular affirmative form in the past simple:

*do* → *did*, *go* → *went*, *see* → *saw*

We use *did* and *didn't* to form questions and negatives.

*Did you go fishing when you were in Scotland?*

*Brad didn't swim in the pool yesterday.*

Note that the past simple form of *be* is *I/he/she/it was* and *we/you/they were*. The negative forms are *wasn't* and *weren't*. We invert the subject and verb when we make questions.

### Past continuous

We form the past continuous with the past simple of the verb *be* + the *-ing* form of the verb.

Affirmative	Negative
<i>I/he/she/it was working</i>	<i>I/he/she/it wasn't working</i> (wasn't = was not)
<i>you/we/they were working</i>	<i>you/we/they weren't working</i> (weren't = were not)

Interrogative	Short answer
<i>Was I/he/she/it working?</i>	Yes, <i>I/he/she/it was</i> . No, <i>I/he/she/it wasn't</i> .
<i>Were you/we/they working?</i>	Yes, <i>you/we/they were</i> . No, <i>you/we/they weren't</i> .

## Use

### Past simple

We use the past simple:

- to talk about a finished action in the past when there is a clear reference to a specific time or when the time is understood from the context. We often use a time phrase (*yesterday*, *last week*, *ten years ago*).

*I visited France last year.*

*Did you watch the documentary yesterday?*

- to describe a sequence of actions in a story.  
*I jumped into the water and swam to the shore.*

- for a single or repeated action in the past.  
*I went to the lake. I saw a huge crocodile.*

*He got the bus every day.*

### Past continuous

We use the past continuous:

- to describe an action in progress in the past. The past period (e.g. *last week*, *last Monday*) has finished.

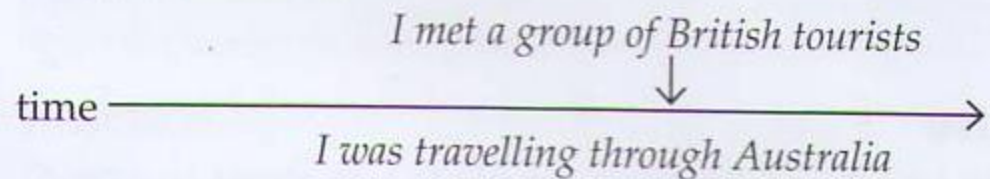
*Last Friday we were swimming in the sea.*

*We were lying in the sun.*

- to talk about an unfinished action in the past.  
*I was writing a letter to my friend.* (I probably didn't finish the letter)  
*I wrote a letter to my friend.* (I finished the letter)
- to describe a situation or the background to a story.  
*The sun was shining in through the window.*

### Past simple and past continuous

We use the past continuous with the past simple to talk about two actions that happened at the same time in the past or when one action in progress (past continuous) was interrupted by another action (past simple). We can join the tenses with the words *when*, *while*, *so* and *because*.



*While I was travelling through Australia, I met a group of British tourists.*

*What were you doing when you heard the news?*

*They were enjoying the boat trip, so they didn't get off the boat.*

We can use *when* with both the past simple and the past continuous, but we usually use *while* with the past continuous.

Remember, we don't use stative verbs (e.g. *be*, *like*, *believe*, *understand*) in the continuous form.

### Questions in the past

- Questions in the past continuous ask about activities before an event.  
*What was the crocodile doing?* (before it started to come towards you)
- Questions in the past simple ask about activities after an event.  
*Where did you go?* (after you saw the crocodile)

## Practice

1 Choose the correct option.

- 1 What *was happening* / *happened* after you *fell* / *were falling* in the water?
- 2 While Mateo *swam* / *was swimming* in the sea, a shark suddenly *appeared* / *was appearing*.
- 3 Kayley *jogged* / *was jogging* by the river when she *lost* / *was losing* her keys.
- 4 It *didn't rain* / *wasn't raining*, so they *didn't take* / *weren't taking* their waterproofs.
- 5 It *was* / *was being* too hot to do anything, so everyone *slept* / *was sleeping*.
- 6 When we *arrived* / *were arriving* at the resort, the sun *shone* / *was shining*.
- 7 The girls *surfed* / *were surfing* when they *saw* / *were seeing* a dolphin.
- 8 Where *was* / *did* the crocodile *swimming* when you *saw* / *were seeing* it?

## Past perfect simple

### Form

We form the past perfect simple with the past simple of the verb *have* (*had*) + past participle.

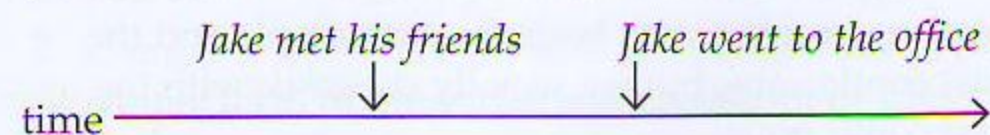
Affirmative	Negative
I'd/you'd/he'd/she'd/it'd/we'd/they'd watched ('d = had)	I/you/he/she/it/we/they hadn't watched (hadn't = had not)

Interrogative	Short answer
Had I/you/he/she/it/we/they watched?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

### Use

We use the past perfect simple to talk about an event which took place before another event in the past which we have also related. We often use the past perfect simple and the past simple together.

*Jake went to the office yesterday after he had met his friends.* (Jake met his friends before he went to the office.)



We can use the following time expressions with the past perfect simple: *already, just, recently, before, previously, earlier, after* and *by the time* to show the order in which the two past events happened.

*When Angela got to the cinema, the film had already started.*

*He had just returned from the expedition.*

*After I had seen them, I went back to the hotel.*

*By the time we arrived, everyone had left.*

We use *because* and *so* to show that there is a reason for the later action.

*Angela was sad because she had missed the start of the film.*

*It had rained the night before, so he took his umbrella.*

When we relate past events in the same order they actually happened, we don't have to use the past perfect simple.

*I got up and then went to work.*

### Practice

2 Complete the sentences with the past simple and the past perfect simple form of the verbs.

- They had used (use) most of their air by the time they reached (reach) the wreck.
- On safari we \_\_\_\_\_ (swim) in the same pool we \_\_\_\_\_ (see) in the photos on the website.
- The ship \_\_\_\_\_ (not arrive) in port by the time I \_\_\_\_\_ (wake) up.
- The lake \_\_\_\_\_ (flood) because the snow \_\_\_\_\_ (melt).

- Jim \_\_\_\_\_ (break) the camera, so his girlfriend \_\_\_\_\_ (be) very angry.
- The *Titanic* \_\_\_\_\_ (not reach) the USA when it \_\_\_\_\_ (hit) an iceberg.
- I \_\_\_\_\_ (sold) the yacht after I \_\_\_\_\_ (sail) round the world.
- I first \_\_\_\_\_ (become) interested in diving because I \_\_\_\_\_ (see) the film *The Big Blue*.

## UNIT 4

### Predictions

#### Form

Affirmative	Negative	Interrogative
I/you/he/she/it/we/they	I/you/he/she/it/we/they	
will	won't	will
could	couldn't	could
may	may not	may
might	mightn't	might
		I/you/he/she/it/we/they?

#### Use

We use *will, may, might, could* (not) + infinitive to make predictions about the future. We use *will* + infinitive to make predictions that we are certain about. The negative form is *won't*. We use *may, might* and *could* + infinitive to talk about something we think is possible, but we are not certain. The negative forms are *may not, might not* and *could not*.

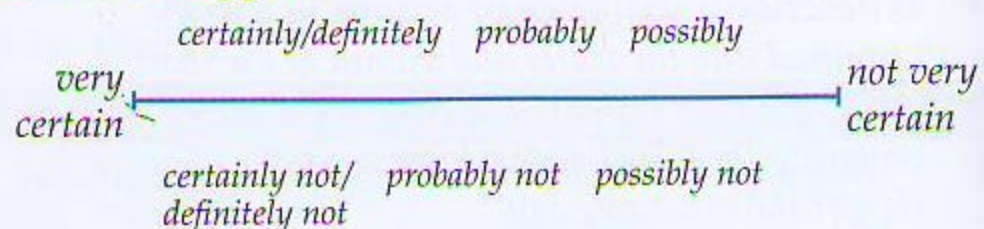
*In ten years, China will have the world's largest economy.* (I am sure it will.)

*In ten years, China could have the world's largest economy.* (It's possible but not certain that it will.)

*In ten years, China may have the world's largest economy.* (It's possible but not certain that it will.)

*In ten years, China might have the world's largest economy.* (It's possible, but I don't think it will.)

We can also use the adverbs *certainly, definitely, probably* and *possibly* with *will* and *won't*. The adverbs describe whether we think something is more or less certain to happen.



When you use these adverbs with *will*, they come between *will* and the main verb. When you use the adverbs with *won't*, they come before *won't*.

*Next year, the USA will definitely have the world's largest economy.* (I am sure it will.)



In ten years, China *will probably have* the world's largest economy. (I think it will, but I'm not certain.)  
Nepal *definitely won't have* the world's largest economy. (I am sure it won't.)

## Practice

1 Look at these predictions about the future. Put the word into the correct place in the sentence.

*definitely*

- 1 People will *work* from home most of the time. (definitely)
- 2 We will *pay* to drive on all roads. (possibly)
- 3 It *won't* rain this afternoon. (probably)
- 4 People will *live* longer. (certainly)
- 5 Car companies will *make* cheaper electric cars. (definitely)
- 6 Life expectancy for people in the West will be 100 years. (possibly)
- 7 There will be droughts in northern Europe. (probably)
- 8 Because of Internet shopping, there *won't* be any high street shops. (definitely)

## Future forms

### Form

Present continuous: see page 156

will: see page 160

### going to

Affirmative	Negative
I'm going to meet	I'm not going to meet
you're/we're/they're going to meet	you/we/they aren't going to meet
he's/she's /it's going to meet	he/she/it isn't going to meet

Interrogative	Short answer
am I going to meet?	Yes, I am. No, I'm not.
are you/we/they going to meet?	Yes, you/we/they are. No, you/we/they aren't.
is he/she/it going to meet?	Yes, he/she/it is. No, he/she/it isn't.

### Use

We can use three different verb forms to talk about the future: *present continuous*, *will* and *going to*.

#### Present continuous

We use the present continuous to talk about an arrangement at a specific (or understood) time in the future.

*I am travelling to Paris on Saturday morning.* (I've already got my ticket.)

When we use the present continuous to talk about the future we use a specified future time expression. If not, the present continuous refers to the present time.

*We're working tomorrow.* (= future)

*We're working.* (= present)

### will

We use *will* to talk about something we decide at the moment of speaking.

'Would you like another piece of cake?' 'No, I *won't have* any more, thank you.'

We often use *will* with *I think* ...

'What *would* you like, madam?' 'I *think I'll have* the mushroom risotto.'

### going to

We use *be + going to + infinitive* to talk about a plan or intention for the future. This has been decided before the moment of speaking.

*I'm going to be* a lawyer.

We normally use the present continuous (not *going to*) with the verbs *go* and *come*.

## Practice

2 Choose the correct option.

- 1 We're leaving / We'll leave / We're going to leave at three this afternoon. We've already booked a taxi.
- 2 'There isn't any sugar left.' 'OK. I'm buying / I'll buy / I'm going to buy some when I go into town.'
- 3 Look at my sunburn! I'm not spending / I won't spend / I'm not going to spend so long on the beach tomorrow!
- 4 I can't take the car on Monday. Paul *is doing* / *will do* / *is going to do* his driving test.
- 5 'Do you want anything to drink?' 'Yes, I'm having / I'll have / I'm going to have a fruit juice, please.'
- 6 'I've got a terrible headache.' 'Just a minute, I'm getting / I'll get / I'm going to get you an aspirin.'
- 7 'Why are you going to the supermarket?' 'I'm buying / I'll buy / I'm going to buy some bread and some fruit.'
- 8 'When *are you flying* / *will you fly* / *are you going to fly* to Brazil?' 'Next Monday. The flight is at three o'clock.'

## UNIT 5

### Present perfect simple and past simple

#### Form

Present perfect simple: see page 157

Past simple: see page 158

#### Use

We use the present perfect simple to talk about an experience when we don't say exactly when something happened. We use the past simple when we say, or it is clear from the context, when something happened in the past.

*I've trekked through Africa.* (I don't say exactly when.)

*I trekked through Africa last year.* (I say when I trekked.)

We often use the past simple after a present perfect question to give more specific information about an event or experience in the past.

*Have you been to Rome?*

*Yes, I have. I went there in April 2011.*

We use the present perfect simple with certain time expressions, for example: *already, just, yet, since, so far, this month, for, in the last five years.*

*I've travelled a lot in the last five years.*

*They've already been to Egypt.*

We use the past simple with specific times in the past, for example: *in 2011, yesterday, last summer, when I was a child, ago.*

*I went on a round-the-world trip last year.*

*I saw a brown bear when I visited Canada.*

Note that we can use *for* + period of time with both the present perfect simple and the past simple.

*I've worked here for six months.* (I still work here.)

*I worked in Italy for twelve years.* (I don't work in Italy now.)

The verb *go* has two past participles: *been* and *gone*. We use *been* to say someone went somewhere and came back, and *gone* to say that they are still in the place.

*Kim has been to the USA.* (She's not in the USA now.)

*Harry has gone to the USA.* (He's still there.)

## Practice

- 1 Complete the conversation with the correct form of the verbs.

Paolo: Hi, James.<sup>1</sup> \_\_\_\_\_ (I / not see) you for a while.<sup>2</sup> \_\_\_\_\_ (you / be) away?

James: Hello, Paolo. Yes,<sup>3</sup> \_\_\_\_\_ (I / just / get back) from South America.

Paolo: Really? How long<sup>4</sup> \_\_\_\_\_ (you / be) there?

James:<sup>5</sup> \_\_\_\_\_ (I / spend) about a month there in total. You know how you lose some days just getting there and back!

Paolo: It sounds great. How many different places<sup>6</sup> \_\_\_\_\_ (you / get to)?

James: Oh,<sup>7</sup> \_\_\_\_\_ (I / go) to Bolivia, Chile, Peru, Brazil and Venezuela.

Paolo: Lucky you! What about Patagonia?<sup>8</sup> \_\_\_\_\_ (I / hear) a lot about it.

James: No, that's in Argentina.<sup>9</sup> \_\_\_\_\_ (I / not / have) time.<sup>10</sup> \_\_\_\_\_ (it / be / too far).

Paolo: Well, maybe next time!

## Present perfect continuous and simple / How long ... ?

### Form

Present perfect simple: see page 157

We form the present perfect continuous with *have/has + been + verb + -ing*.

Affirmative	Negative
I've/you've/we've/they've been waiting ('ve = have)	I/you/we/they haven't been waiting (haven't = have not)
he's/she's/it's been waiting ('s = has)	he/she/it hasn't been waiting (hasn't = has not)

Interrogative	Short answer
have I/you/we/they been waiting?	Yes, I/you/we/they have. No, I/you/we/they haven't.
has he/she/it been waiting?	Yes, he/she/it has. No, he/she/it hasn't.

### Use

We use the present perfect continuous to talk about recent continuous actions. It emphasises the duration of an action.

*I've been looking at the travel website all morning.*

*They haven't been travelling for long.*

*Has she been living here a long time?*

We use the present perfect simple to emphasise the completion of a recent action, rather than the duration of the action. We also use the present perfect simple to talk about a specific number of times we have done something in the past, or the number of things we have produced or made.

*I've worked in several different countries.*

*We haven't heard from our friends in New Mexico since January.*

*She's been to Paris three times in the last year.*

*He's written five books.*

We can use both the present perfect continuous and the present perfect simple to talk about the present result of a past action.

*I've been working all morning and I'm very tired now.*

*I've run twenty kilometres and I'm very tired now.*

We use *How long ... ?* + present perfect simple / present perfect continuous / past simple to ask about the duration of an activity.

*How long have you had your bike?*

*How long have you been waiting?*

*How long did you stay in Poland?*

Note that we don't usually use the present perfect continuous with stative verbs (e.g. *be, have, know, like* and *understand*).

*I've known him for a long time.* (Not ~~*I've been knowing*~~ him for a long time.)

## Practice

2 Complete the questions and answers with the present perfect simple and continuous form of the verbs.

- A: How long have you been writing (you/write) for a travel magazine?  
B: Ten years, and I 've visited (visit) 50 different countries.
- A: She \_\_\_\_\_ (raise) \$10,000 for charity.  
B: I know. She \_\_\_\_\_ (walk) for six weeks.
- A: Tourists \_\_\_\_\_ (come) here for only about ten years.  
B: You're right. The number of tourists \_\_\_\_\_ (increase) a lot recently.
- A: Edgar \_\_\_\_\_ (not travel) for long.  
B: No, but he \_\_\_\_\_ (seen) lots of amazing sights already.
- A: Did you know we \_\_\_\_\_ (complete) our diving instructor's course?  
B: Really? How long \_\_\_\_\_ (you/train)?

## UNIT 6

### Modal verbs (1)

#### Form

Affirmative	Negative	Interrogative
I/you/we/they have to	I/you/we/they don't have to	do I/you/we/they have to?
he/she/it has to	he/she/it doesn't have to	does he/she/it have to?
I/you/he/she/it/we/they can	I/you/he/she/it/we/they can't (= can not)	can I/you/he/she/it/we/they?
must	mustn't (= must not)	must I/you/he/she/it/we/they?
should	shouldn't (= should not)	should I/you/he/she/it/we/they?
I'm allowed to	I'm not allowed to	am I allowed to?
you're/we're/they're allowed to	you/we/they aren't allowed to	are you/we/they allowed to?
he's/she's/it's allowed to	he/she/it isn't allowed to	is he/she/it allowed to?

Note these rules for modal verbs (e.g. *can*, *must*, *should*):

- There is no third person -s. *She must go. I can stay.*
- There is no auxiliary *do*. *I mustn't lose. He can't play.*
- There is no *to* before the verb. *He should eat more healthily.*

The verb *have to* is not a modal verb.

## Use

We use modal verbs to talk about rules and what is allowed:

- We use *have to* / *has to* and *must* to talk about obligation, to say if it is obligatory to do something.  
*You have to / must follow the recipe.*
- We use *don't/doesn't have to* to show that something is not important or necessary.  
*He doesn't have to go to work on Saturday.*
- We use *mustn't* to express prohibition or to say it's important not to do something.  
*You mustn't eat peanuts if you have a nut allergy.*
- We use *can* and *is/are allowed to* to talk about permission.  
*We can / are allowed to eat our lunch here.*
- We use *can't* and *isn't/aren't allowed to* to say if we don't have permission to do something.  
*You can't / aren't allowed to bring your own drinks.*
- We use *should* to make a recommendation or give advice.  
*You shouldn't eat raw seafood.*

Note the difference between *have to* and *must* in the affirmative. We usually use *have to* when someone else has made the decision.

*My boss says I have to work harder.*

We usually use *must* when the speaker thinks it is necessary.

*I must finish my project by Friday.*

Note the difference between *have to* and *must* in the negative.

*You don't have to use Parmesan cheese in this recipe. (It is not obligatory.)*

*You mustn't store dairy and meat products together. (It's important not to do this.)*

## Practice

1 Complete the sentences with the correct modal verbs.

- You shouldn't eat before you go swimming. (recommendation)
- You \_\_\_\_\_ cook chicken thoroughly before eating. (obligation)
- You \_\_\_\_\_ eat in the classroom. (no permission)
- He \_\_\_\_\_ tell anybody about our new menu. (prohibition)
- This is an informal restaurant. You \_\_\_\_\_ wear a uniform. (no obligation)
- You \_\_\_\_\_ eat five portions of fruit and vegetables every day. (recommendation)
- They \_\_\_\_\_ to have one small snack between meals. (permission)
- I \_\_\_\_\_ remember to take my vitamin tablets today. (obligation)

## First conditional

### Form

We form the first conditional using:

*If + present simple, will + infinitive without to*

*If you make a plan, you will succeed.*

*You won't lose weight if you eat a lot of junk food.*

We can use *if* in two positions:

- *If*-clause first: *If you believe in yourself, you will achieve your dream.*
- Main clause first: *You will achieve your dream if you believe in yourself.*

When the *if*-clause is at the beginning of the sentence, we use a comma to separate it from the main clause.

### Use

We use the first conditional to talk about a possible future action or situation. We can also use the first conditional to talk about things that are generally true.

*If you take up a new sport, you'll get fitter.*

*If you eat fatty foods, you won't be healthy.*

We can also use *when, as soon as, unless, until* and *before* instead of *if* to talk about situations in the future. We use the present tense after *if, when, as soon as, unless, until* and *before* when we refer to future events.

*When the rain stops, we'll have a picnic.*

*You won't get thinner unless you give up biscuits and cakes. (= You won't get thinner if you don't give up biscuits and cakes.)*

*As soon as it is ready, they will eat lunch.*

*We won't eat any more peanuts until we find out why they're bad for us.*

*We won't pick the apples before they are ripe.*

### Practice

2 Complete the sentences with the present simple and *will + infinitive*.

- 1 I will make (make) this meal at home if they show (show) me how to cook it.
- 2 If you \_\_\_\_\_ (recommend) the CD, we \_\_\_\_\_ (buy) it.
- 3 When the sun \_\_\_\_\_ (come) out again, we \_\_\_\_\_ (feel) much better.
- 4 You \_\_\_\_\_ (get) stomach ache unless you \_\_\_\_\_ (eat) more slowly.
- 5 We \_\_\_\_\_ (not eat) chocolate until we \_\_\_\_\_ (lose) weight.
- 6 As soon as we \_\_\_\_\_ (arrive) home, we \_\_\_\_\_ (do) some exercise.
- 7 I \_\_\_\_\_ (not change) my diet until I \_\_\_\_\_ (see) the doctor.
- 8 We \_\_\_\_\_ (do) some warm-up exercises before we \_\_\_\_\_ (start) the aerobics class.

## UNIT 7

### Comparatives and superlatives

#### Form

Adjective/Adverb	Comparative	Superlative
<b>short adjective/adverb</b>		
warm	warmer (than) / less warm (than) / (not) as warm as	(the) warmest
fast	faster (than) / less fast (than) / (not) as fast as	(the) fastest
<b>long adjective/adverb</b>		
interesting	more interesting (than) / less interesting (than) / (not) as interesting as	(the) most interesting
quickly	more quickly (than) / less quickly (than) / (not) as quickly as	(the) most quickly
<b>irregular adjective/adverb</b>		
good (adj) / well (adv)	better	(the) best
bad (adj) / badly (adv)	worse	(the) worst

We add *-er* to regular short adjectives and adverbs to form the comparative and we add *-est* to regular short adjectives and adverbs to form the superlative: *warm* → *warmer* → *warmest*; *fast* → *faster* → *fastest*

We add *more/less* and *most* to form the comparative and superlative forms with longer adjectives and adverbs: *interesting* → *more interesting* → *most interesting*; *quickly* → *more quickly* → *most quickly*

Note the spelling rules for comparative and superlative adjectives and adverbs:

- for adjectives and adverbs ending in *-e*, add *-r/-st*: *large* → *larger* → *largest*
- for adjectives and adverbs ending in *-y* (after a consonant), change the *-y* to *-i* and add *-er/-est*: *easy* → *easier* → *easiest*
- for adjectives and adverbs ending in consonant–vowel–consonant, double the final consonant and add *-er/-est*: *big* → *bigger* → *biggest*; *hot* → *hotter* → *hottest*

#### Use

We use comparative adjectives and adverbs to compare two things. We use *than* after a comparative adjective/adverb.

*My flat is smaller than your flat.*

*This car is less expensive than that car.*

*Daniel can run more quickly than Amelie.*

We use *as ... as* to compare two things which are the same or equal. We use *not as ... as* to say they aren't the same or equal.

*This tent is as warm as a caravan.*

*The oil stove doesn't work as efficiently as a gas cooker.*

We use superlative adjectives and adverbs to compare three or more things. We usually use *the* before a superlative adjective.

People say that this is *the most expensive* house in the world.

Aeroplanes are *the fastest* form of transport.

We use modifiers such as *a bit*, *a little* and *slightly* before comparative adjectives and adverbs to talk about small differences, and *a lot*, *much* and *far* to talk about large differences.

My car is *slightly newer* than yours.

Petrol cars are *much more expensive* than electric cars.

Common expressions with comparative forms are:

- *the + comparative, the + comparative.*  
The *bigger* the engine, the *faster* you go.  
The *quicker* we leave, the *sooner* we'll get there.  
The *more expensive* the furniture, the *more comfortable* it'll be.
- *get + comparative + and + comparative.*  
It's *getting easier and easier* to build your own house.  
The weather *got colder and colder*.  
They *got more and more tired* as the day went on.

## Practice

1 Choose the correct option.

- This flat \_\_\_\_\_ that house. It's only got two rooms.  
a is big as    **b isn't as big as**    c is as big as
- Mike runs \_\_\_\_\_ Andrew.  
a as fast as    b faster as    c fast as
- Their garden is \_\_\_\_\_ garden I have ever seen.  
a biggest    b biggest than    c the biggest
- This car is a little \_\_\_\_\_ than the white one.  
a expensive    b less expensive  
c most expensive
- This yurt is \_\_\_\_\_ the tent we stayed in last year.  
a more warm    b the warmest than  
c much warmer than
- The weather is getting \_\_\_\_\_.  
a hot and hot    b hotter and hotter  
c the more hot
- Her kitchen is \_\_\_\_\_ mine.  
a smaller than    b as big than    c less small as
- \_\_\_\_\_ we get home, the sooner we'll get some news.  
a Quickest    b The most quick  
c The quicker

## used to, would and past simple

### Form

Affirmative	Negative
I/you/he/she/it/we/they used to	I/you/he/she/it/we/they didn't use to
would	wouldn't

Interrogative	Short answer
Did I/you/he/she/it/we/they use to?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
Would I/you/he/she/it/we/they?	Yes, I/you/he/she/it/we/they would. No, I/you/he/she/it/we/they wouldn't

We use an infinitive without *to* after *used to* and *would*. Note that the negative and question forms of *used to* do not have a final *-d*:

*Sophie didn't use to like opera.*

*Did Sophie use to like opera?*

Past simple: see page 158

### Use

We use *used to* to talk about a situation, a state or a habit in the past.

*When she was a student, she used to live in Cambridge.*

*We didn't use to have a car when I was at primary school.*

*Did you use to go on holiday with your family when you were young?*

We can also use *would* to talk about past habits, but not to talk about states or situations in the past.

Habit: *We would go out every Saturday evening.*

State/Situation: *We used to live in the country. We didn't use to have a car.*

We don't use *used to* or *would* with a specific time in the past. We use the past simple instead.

*I used to go to university in 2009.*

*I went to university in 2009.*

We can only use *used to* to talk about the past. We cannot use it to talk about the present.

*I used to go to the park every week.* (past)

*I usually go to the park every week.* (present)

### Practice

2 Complete the sentences with *used to* and the verbs. In which of the sentences can you also use *would*?

- I used to live (live) in San Francisco when I was young.
- They \_\_\_\_\_ (not have) a house of their own.
- \_\_\_\_\_ there \_\_\_\_\_ (be) more forests and parks in the city?
- The boys often \_\_\_\_\_ (play) tennis in the park.
- Where \_\_\_\_\_ your father \_\_\_\_\_ (work) when he was younger?
- She \_\_\_\_\_ (not go) to the cinema much when she was a girl.
- He \_\_\_\_\_ (tell) me all about his life in Australia.
- We \_\_\_\_\_ (eat) lunch in a café near my grandparents' house.

## UNIT 8

## Modal verbs (2)

## Form

Affirmative	Negative	Interrogative
I/you/he/she/it/we/ they	I/you/he/she/it/we/ they	
must	mustn't	must
might	mightn't	might
may	may not	may
could	couldn't	could
-	can't	can
		I/you/he/she/it/we/ they?

*must / might (not) / may (not) / could / can't + infinitive*

*It must be the original painting.*

*The animals may not return before sunset.*

*It could be a butterfly egg.*

*The colours can't be real.*

*must / might (not) / may (not) / could / can't + be + -ing*

*They must be waiting for spring.*

*The birds could be looking for a place to nest.*

*She can't be using that camera – it's not digital.*

Notes on the rules of form for modal verbs: see page 163

## Use

We can use *must / might (not) / may (not) / could* and *can't + infinitive* or *be + -ing* to speculate and deduce things about present situations. We make the deduction based on some form of information or evidence.

We use *must* when we are certain that something is true.

*The nest must be somewhere nearby. (There is evidence for this, for example: We've seen the birds.)*

*She must be telling the truth. (We believe that she wouldn't normally lie.)*

We use *might, may* or *could* to say that we think it's possible something is true, but we aren't certain.

*He might be right about it.*

*There aren't so many different species of butterfly. Their natural habitat may be changing.*

*Your plan could work.*

We use *might not* and *may not* to say that we think it's possible something is not true.

*We might not find the road back before dark.*

*They may not be looking for us now.*

We use *can't* when we are certain that something is not true.

*That can't be the truth.*

*We can't be going in the right direction.*

## Practice

1 Complete the sentences with *must, may, might not, could* or *can't* and the correct form of the verbs (infinitive or *be + -ing*).

- It must be (be) a burial site. There's evidence of human remains.
- This \_\_\_\_\_ (be) a new species, but I need more evidence.
- This was their nest but the birds \_\_\_\_\_ (live) here any more. It's empty.
- They \_\_\_\_\_ (have) some good photos, but I don't think they have.
- They \_\_\_\_\_ (recognise) this place – they return every year.
- It's only got six legs, so it \_\_\_\_\_ (be) a spider.
- The Aurora Borealis is a bit unpredictable. We \_\_\_\_\_ (see) any lights tonight.
- The trees are turning yellow. Autumn \_\_\_\_\_ (come).

## Modal verbs (3)

## Form

*must / might (not) / may (not) / could / can't + have + past participle*

*It must have been amazing.*

*They might have seen this before.*

*It could have been the original painting.*

*The colours can't have been real.*

## Use

We can use *must / might / may / could / can't* and *could + have + past participle* to speculate and deduce things about the past. We often make the deduction based on some form of information or evidence.

We use *must have + past participle* when we are certain that something was true.

*People must have lived in this valley for thousands of years.*

We use *might / may / could have + past participle* when we think it's possible something was true, but we aren't certain.

*They might have made boats from these trees, but we haven't found any.*

*These people could have eaten fish, but there are no rivers near here.*

*People may have cooked food, but there isn't any evidence of fires.*

We use *can't/couldn't have + past participle* when we are certain that something wasn't true.

*They can't have used carts – they didn't know about the wheel.*

*These people couldn't have travelled far because they had no transport.*

## Practice

2 Choose the correct option.

- 1 They *must have* / *can't have* lived in the trees – they couldn't climb.
- 2 They *can't have* / *may have* been able to write – these look like a kind of old pencil.
- 3 They *must have* / *couldn't have* collected fruit because there are seeds and skins here.
- 4 These people *can't have* / *might have* ridden horses, but I'm not sure about it yet.
- 5 The hunters *couldn't have* / *must have* killed elephants – they are too big.
- 6 They *can't have* / *might have* kept rabbits as pets – but I think they ate them.
- 7 They *can't have* / *may have* used metal knives – they only used stone tools.
- 8 They *must have* / *could have* worn cotton clothes, but we believe they wore leather.

## UNIT 9

### Noun phrases

#### Form

*a/an* + singular countable noun

*He got a credit card bill for \$500.*

*I'd like to give you an example of a successful banking scheme.*

*the* + singular countable noun, plural countable noun, uncountable noun

*Have you paid the bill that arrived yesterday?*

*She was having difficulty making the mortgage payments.*

*He made the coffee.*

zero article + plural countable noun, uncountable noun

*I like watching American films.*

*I love pasta.*

possessive adjectives: *my, your, his, her, its, our, their* + noun

*I can send my bank emails or text messages.*

*How do you pay your household bills?*

#### Determiners

*each/every* + singular countable noun

*Every customer gets a free sample when they spend over \$50.*

*I always check each bank statement before I file it.*

*all* + plural noun

*They don't treat all customers the same way.*

*all + the* + noun (plural countable and uncountable) and *all + of + the* + noun.

*We interviewed all the people who came into the store.*

*There are sales in all of the shops at the moment.*

## Use

### Articles in noun phrases

We use *a/an* + singular countable noun:

- to say that a person or thing is one of many.  
*He's a bank manager. (There are lots of bank managers – he's one of them.)*
- to refer to a person or thing for the first time.  
*There's a new mobile phone shop in town.*
- to talk about a person or a thing in general.  
*I'm looking for a new job.*

We use *an* with singular countable nouns which start with a vowel.

*You will receive an email to confirm your purchase.*

We use *the* + singular countable noun, plural countable noun or uncountable noun:

- to say there is only one of this thing.  
*He's the director of the new shopping and leisure centre. (There's only one director in the centre.)*
- to refer back to the same thing or person for a second time.  
*Those are the shoes I wanted to buy.*
- with certain countries, place names, geographical regions, oceans and seas, deserts, mountain ranges and rivers, for example: *the USA, the UK, the Philippines, the Eiffel Tower, the White House, the Middle East, the Antarctic, the Pacific, the Mediterranean, the Kalahari Desert, the Alps, the Himalayas, the Amazon, the Nile.*
- with superlative adjectives, for example: *the biggest city, the newest shop, the most expensive phone.*
- when there is only one, for example: *the world, the weather.*

We use zero article + plural countable noun and uncountable noun to refer in general to people, animals or things.

*I don't receive bank statements by post any more.*

*Online banking is very convenient.*

*Do you like cats?*

We do not use *the* with the names of people, towns, countries, continents, lakes and mountains, languages, for example: *Christopher Columbus, New York, London, Australia, Poland, China, Africa, Europe, Lake Geneva, Mount Everest, English, Spanish, Japanese.*

### Determiners and possessives in noun phrases

We use determiners and possessives in front of nouns to make the information about them more specific.

We use possessive adjectives: *my, your, his, her, its, our, their* + noun to express ownership and possession.

*Where is my credit card?*

*This isn't your mobile phone.*

We use the determiners *each* and *every* with singular countable nouns to refer to individual things.

*They had to pay every bill before they moved out of the flat.*

*Every shop was full. I couldn't get to the sales.*

*They offered each customer a free sample.*

We use the determiner *all* with plural countable nouns to refer to a group of things.

*Discounts are available in all shops in the mall this week.*

*There are mortgage offers in all the banks at the moment.*

*All of the teams arrived at the same time.*

## Practice

1 Complete the sentences with these words. Two sentences are already complete.

a all an every the your

- Have you got any money in \_\_\_\_\_ savings account?
- There's a free gift with \_\_\_\_\_ new mobile phone subscription.
- Where is \_\_\_\_\_ money I gave you last night?
- Do you think \_\_\_\_\_ shops are good places to work in?
- Would \_\_\_\_\_ members of staff please report to the manager after work?
- Jan had \_\_\_\_\_ idea about how to spend the money we had won.
- The price of \_\_\_\_\_ petrol is 25 per cent higher than this time last year.
- It's \_\_\_\_\_ sunny day. We should go for a walk at lunchtime.

## Passives

### Form

We form the passive with the verb *be* + past participle.

Tense	Active	Passive
Present simple	makes/make	is/are made
Present continuous	is/are making	is/are being made
Past simple	made	was/were made
Past continuous	was/were making	was/were being made
Present perfect simple	has/have made	has/have been made
can	can make	can be made
will	will make	will be made

### Use

We use the passive voice when we want to focus on an action or the object of the action, rather than the person who is doing the action. The object of the active sentence becomes the subject of the passive sentence.

subject                      object

Active: *The workers carry the boxes onto the lorries.*

subject                      object

Passive: *The boxes are carried by the workers onto the lorries.*

In a passive sentence, we can say who did the action (the agent) using *by*. We use *by* + agent when it is important to know who did the action. It isn't always necessary to use *by* + agent. We don't usually mention the agent when it is obvious who has done the action, when we don't know, or when it isn't important or relevant.

*The boxes are carried onto the lorries by the workers.*

*Bananas are grown in Costa Rica by farmers.*

## Practice

2 Rewrite the sentences in the passive form. Use *by* + agent where appropriate.

- They will transport the goods to Europe by ship.  
*The goods will be transported to Europe by ship.*
- Sir Alfred Green bought the Allied National Bank last month.  
\_\_\_\_\_
- Will they build a new factory in order to create new jobs?  
\_\_\_\_\_
- They are producing fair-trade crafts in this village now.  
\_\_\_\_\_
- Were MusoTech & Co making MP3 players last year?  
\_\_\_\_\_
- The company can't complete the project in less than two years.  
\_\_\_\_\_
- People will not buy so many TW computers next year.  
\_\_\_\_\_
- They have sold JC Bookshops to Waterwells to raise money for the company.  
\_\_\_\_\_

## UNIT 10

### Defining relative clauses

#### Form

He is the man *who (that)* invented the World Wide Web.

This is the system *which (that)* I told you about.

That is the place *where* we buy our computers.

The relative pronouns *who, which, whose, where, when* and *that* introduce defining relative clauses.



Relative pronoun	Gives information about	Example sentence
who	people	He's the doctor <b>who</b> treated all those children.
which	things	That's the jeep <b>which</b> can cross the desert easily.
where	places	This is the beach <b>where</b> they do extreme surfing.
whose	possessions	She's the runner <b>whose</b> leg was broken in three places.
when	time	This weekend is <b>when</b> the marathon takes place.
that	people	There's the man <b>that</b> ran 1,000 kilometres last week.
	things	These are the shoes <b>that</b> he wore to run 1,000 kilometres.

## Use

We use defining relative clauses to give us essential information about a person, thing, place, possession or time.

*That's the doctor **who** carries out the transplants.*

*Cosmetic surgery is a process **which** can help people following serious accidents.*

*St Bart's hospital is the hospital **where** you go for first aid training.*

*That's the surgeon **whose** procedure is now followed in every hospital in the country.*

*1992 is the year **when** Dr Alvarez carried out the first operation.*

We can use *that* for people or things instead of *who* or *which*. This is less formal.

*The person **that** discovered the solution was from China.*

*The factory **that** produces the machine employs over 200 people.*

We always use *who*, *which* and *that* when it is the **subject** of the defining relative clause (i.e. when it is followed by the verb).

*He's the man **who** did the first bungee jump.*

*Do you know about the operation **that** replaces a damaged hip?*

We can leave out *who*, *which* and *that* when they are the **object** of the relative clause (i.e. when they are followed by a noun or a pronoun).

*He's the man (**who**) I met in New Zealand.*

*That's the operation (**that**) she had last year.*

## Practice

- 1 Write sentences using *who*, *which*, *where*, *whose* and *when*. In which sentences can you use *that*? In which sentence can you leave out the relative pronoun?

- 1 this is the machine / it makes new body parts  
*This is the machine **which** (that) makes new body parts.*

- 2 there's the man / he flew round the world in a balloon  
 3 that's the cave / four explorers slept there  
 4 she's the girl / her arm was operated on  
 5 it's the time of day / the patient helpline is busiest  
 6 here is the boat / they crossed the Atlantic in  
 7 this is the woman / she climbed Everest  
 8 we saw the device / it treats headaches

## Second conditional

### Form

We form the second conditional using:

*If + past simple, would + infinitive without to*

*If you **changed** the atmosphere, different organisms **would** grow.*

*Rain **wouldn't** fall if the temperature **stayed** the same.*

We can use *if* in two positions:

- **If-clause first:** *If you **trained** for seven years, you **would** become an engineer.*
- **Main clause first:** *You **would** become an engineer if you **trained** for seven years.*

When the *if*-clause is at the beginning of the sentence, we use a comma to separate it from the main clause.

We can also form the second conditional with *could* and *might* instead of *would*:

*If there **was** soil, plants **could** be introduced.*

*If oxygen **was** introduced, forests **might** grow.*

Note that the contracted form of *would* is 'd. Don't confuse the contracted forms of *would* ('d) and *had* ('d).  
*They'd spend more on space exploration if it **was** less expensive. (= They **would** spend)*

*They'd spent \$500 million to develop a new space capsule. (= They **had** spent)*

### Use

We use the second conditional to talk about unreal or imagined situations in the present or future. The situations are:

- possible but not probable.  
*If I **had** a lot of money, I **would** buy a Ferrari. (I don't think it's very probable this will happen.)*
- impossible.  
*If I **was** French, I'd **understand** this film. (But I'm English.)*

Note that when we use the past simple with *if*, it refers to the present or future. It **does not** refer to the past.

When we give advice, we often use *If I were you* rather than *If I was you*.

*If I **were** you, I'd **train** to be a scientist.*

## Practice

2 Complete the sentences with the past simple and *would* + infinitive.

- If he won (win) the competition, he would be (be) very happy.
- If she passed (pass) her exams, I'm sure she goes (go) to more concerts.
- He didn't have (not have) cosmetic surgery if he didn't need (not need) it.
- Would you live (live) in Hollywood if you had (had) enough money?
- If the boys liked (like) music, they would go (go) to more concerts.
- Would humans reverse (reverse) global warming if they wanted (want) to?
- If you had (have) the opportunity to travel into space, would you take (take) it?
- If I rested (be) you, I rested (rest) before the journey.

## UNIT 11

### Reported speech

#### Form

When we report what someone said, we often move the tense 'backwards'.

Direct speech	Reported speech
<i>Present simple</i> Maria: 'I <b>live</b> in Peru.'	<i>Past simple</i> Maria said (that) she <b>lived</b> in Peru.
<i>Present continuous</i> James: 'I <b>am working</b> at home.'	<i>Past continuous</i> James said (that) he <b>was working</b> at home.
<i>Past simple</i> Olivia: 'The interpreter <b>left</b> this morning.'	<i>Past perfect simple</i> Olivia said (that) the interpreter <b>had left</b> that morning.
<i>Past continuous</i> Sam: 'We <b>were working</b> here.'	<i>Past perfect continuous</i> Sam said (that) they <b>had been working</b> there.
<i>Present perfect simple</i> Katy: 'I <b>have never been</b> to Africa.'	<i>Past perfect simple</i> Katy said (that) she <b>had never been</b> to Africa.
<i>will/won't</i> Jan: 'I <b>won't</b> visit them.'	<i>would/wouldn't</i> Jan said (that) he <b>wouldn't</b> visit them.
<i>can/can't</i> Penelope: 'I <b>can't</b> do it.'	<i>could/couldn't</i> Penelope said (that) she <b>couldn't</b> do it.

We often need to make other changes when we report what someone said:

- Pronouns: *I* → *he/she*; *we* → *they*; *my* → *his/her*; *our* → *their*; *you* (object) → *me*
- Time expressions: *now* → *then*; *today* → *that day*; *tomorrow* → *the next day*; *yesterday* → *the previous day*; *last night* → *the night before*; *this morning* → *that morning*
- Other changes: *this* → *that*; *here* → *there*

#### Reported questions

For *yes/no* questions, we form reported questions using *if* or *whether*. We do not use the auxiliary verb *do* in the reported question.

'Do you want to be a researcher on this project?' → He asked (me) *if/whether I wanted to be a researcher on that project*.

When we report questions with *what*, *why*, *where*, *who*, *when*, *how*, the word order in the reported question is the same as for an affirmative statement.

'What have you been doing?' → I asked (him) *what he had been doing*.

'Why haven't we seen this information before?' → She asked *why they hadn't seen that information before*.

Note that we do not use question marks in reported questions.

#### Use

We use reported speech to report someone's words from the past.

Direct speech: 'The photos are on YouTube.'

Reported speech: She said (that) the photos were on YouTube.

We can use the conjunction *that* in reported speech. There is no difference.

She said the photos were on YouTube.

She said **that** the photos were on YouTube.

We can also report questions in the past.

Direct speech: 'What are you doing?'

Reported speech: I asked *what he was doing*.

Direct speech: 'Do you think this policy will work?'

Reported speech: He asked *if I thought the policy would work*.

Common verbs for reporting what people have said are: *say*, *tell*, *explain*, *suggest*, *think*, *recall*.

Note that we don't follow *say* with an object.

'I think we'll go.'

Sue **said** (that) she thought they would go.

However, *tell* always needs an object.

'I think we'll go.'

Sue **told me** (that) she thought they would go.

## Practice

1 Change the direct speech into reported speech. Remember to make changes to pronouns and time expressions where necessary.

- 1 Greg: 'I've got a new digital camera.'  
*Greg said that he'd got a new digital camera.*
- 2 Anita: 'I'll read the news report tomorrow.'
- 3 Joe: 'I visited the Amazon rain forest on my trip to South America last year.'
- 5 Adele: 'Can I give you a donation for charity?'
- 4 Nathan: 'I've just seen the documentary about endangered languages of the world.'
- 7 Michelle: 'I was making improvements to the website yesterday.'
- 6 Simon: 'Have you ever met anyone from Peru?'
- 8 Manuela: 'We're meeting the local government representative tomorrow.'

## Reporting verbs

### Form

*ask / tell / remind / invite + someone + (not) to + infinitive*

*The manager asked his employees to turn off their mobile phones at work.*

*She told me to finish the report by the end of the day.*

*Jamie reminded his friend to upload his photos as soon as he got home.*

*We invited our clients to attend the opening of the new gallery.*

*promise / offer + (not) to + infinitive*

*They promised not to write about the incident on their blog.*

*She offered to send a text to let everyone know about the party.*

The reporting verbs *realise, think, wonder* and *know* have the same pattern as *say* and *ask* (see Reported speech).

*She realised (that) she had forgotten to switch off her computer.*

*They knew (that) she was coming to visit at the weekend.*

*Patrick wondered if they read his blog.*

### Use

*Say, tell* and *think* are the most common reporting verbs, but we often use other reporting verbs to report what people said.

*'Please check your details before continuing.'* → *The website reminded customers to check their details before continuing.*

*'Don't contact me by email until my computer is fixed.'* → *She asked her friends not to contact her by email until her computer was fixed.*

Other reporting verbs with this pattern include: *advise, convince, encourage, persuade* and *warn*.

When we decide what reporting verb to use, we think about the function or the purpose of the speaker's words.

*'Remember to switch off your computer.'* = remind (*He reminded me to switch off my computer.*)

*'I'll send you a text when I arrive.'* = promise (*She promised to send me a text when she arrived.*)

## Practice

2 Change the direct speech into reported speech, using a suitable reporting verb. Remember to make changes to pronouns and time expressions where necessary.

- 1 David: 'I wonder if your friends are coming.'  
*David wondered if my friends were coming.*
- 2 Sarah: 'Can I borrow your laptop tomorrow?'
- 3 Caroline: 'Upload these reports onto the website.'
- 4 Martin: 'Remember to take your mobile phone next week.'
- 5 Jack: 'I'll connect you to the Internet tomorrow morning.'
- 6 Hannah: 'Come and stay with me next weekend.'
- 7 Adam: 'I realise that I was wrong last night.'
- 8 Martina: 'Where are you going on Saturday?'

## UNIT 12

### should have and could have

#### Form

*should (not) have + past participle*

*They should have gone with a guide.*

*We shouldn't have camped in such a remote area.*

*could (not) have + past participle*

*We could have had an accident!*

*You couldn't have run any faster.*

We form the passive with *been + past participle*.

*They should have been warned.*

*We could have been eaten alive!*

#### Use

We use *should have* to talk about a correct thing to do in the past, which we didn't do.

*We should have taken our torches with us.* (But we didn't.)

*I should have brought the first aid kit.* (But I didn't.)

We use *could have* or *might have* to talk about something which was possible in the past, but which didn't happen.

*We could have set up camp by the trees.* (But we didn't, we set up camp somewhere else.)

*We might have had an accident when that boy ran into the road.* (But we didn't.)

We use *shouldn't have* to talk about something which was wrong to do in the past, but we did.

*We shouldn't have come this way.* (But we did.)

*He shouldn't have spoken to the leader like that.* (But he did.)

We use *couldn't have* to talk about a lack of ability in the past, something which was impossible to do, and which didn't happen. (In this case, we can't use *mightn't have*.)

*You couldn't have done anything about it.* (It wasn't possible for you to do anything.)

*She couldn't have avoided riding through the river.* (It wasn't possible for her to avoid it.)

## Practice

1 Complete the sentences with *should (not) have* and *could (not) have* and the past participle of the verbs.

- We should have eaten (eat) that fruit – I'm really hungry now.
- You \_\_\_\_\_ (tell) anyone about it! It was supposed to be a surprise.
- It was a very dangerous situation. They \_\_\_\_\_ (get) hurt.
- He had a very long time to do his research. He \_\_\_\_\_ (come) up with more convincing results.
- Do you think we \_\_\_\_\_ (ask) a guide to come with us? Then we wouldn't have got lost.
- He didn't travel to the area, so he \_\_\_\_\_ (take) this photo.

## Third conditional

### Form

We form the third conditional using:

*If + past perfect, would have + past participle*

*If we had planned the trip, we would have reached our destination more quickly.*

*We wouldn't have been late if you'd checked the timetable.*

We can also form the third conditional with *could* and *might* instead of *would*.

*She could have visited the Colosseum if she'd gone to Rome.*

*If you'd eaten in that restaurant, you might have seen someone famous.*

We can use *if* in two positions:

- *If-clause first:* *If we had planned the trip, we would have reached our destination more quickly.*
- *Main clause first:* *We would have reached our destination more quickly if we had planned the trip.*

When the *if-clause* is at the beginning of the sentence, we use a comma to separate it from the main clause.

## Use

We use the third conditional to talk about situations in the past that did not happen and the hypothetical consequence or result of the imagined past situation. The situation described is often the opposite of what actually happened.

*If I had seen him, I would have said hello.* (I didn't see him and I didn't say hello.)

*If I had travelled abroad, I would have taken my passport.*

Note that the contracted form of both *would* and *had* is 'd.

*If I'd seen him I'd have said hello.*

Don't confuse the two forms. *Had* is followed by a past participle:

*If I'd seen him, ... = If I had seen him, ...*

*Would* is followed by *have + past participle*: *I'd have said hello. = I would have said hello.*

We can use *could/might (not) have* to speculate on a possible consequence of the imagined past situation.

*If he had asked for directions, he might not have got lost.*

## Practice

2 Complete the sentences with the past perfect simple and *would have + past participle*.

- If you had driven (drive) more slowly, you wouldn't have had (not have) an accident.
- They \_\_\_\_\_ (find) the way to the settlement if they \_\_\_\_\_ (not lose) the map.
- \_\_\_\_\_ you \_\_\_\_\_ (plan) the journey more if you \_\_\_\_\_ (know) about the problems ahead?
- If the explorers \_\_\_\_\_ (prepare) better, they \_\_\_\_\_ (succeed).
- The local people \_\_\_\_\_ (be) more friendly if we \_\_\_\_\_ (understand) their language.
- What \_\_\_\_\_ you \_\_\_\_\_ (do) if they \_\_\_\_\_ (attack) you?
- We \_\_\_\_\_ (not feel) nervous if we \_\_\_\_\_ (read) about their customs first.
- If she \_\_\_\_\_ (want) to come with us, we \_\_\_\_\_ (welcome) her.

Unit 1

1.1

**M:** And this next photo is another one I really like. It's of two sisters in Brunei. They're attending a family party to celebrate a birthday.

**W:** That's a beautiful picture. The colours are gorgeous, aren't they?

**M:** Yeah, it's a big celebration, their father's birthday, so they're wearing their best outfits.

**W:** I love all the different shades of green in the dresses. The pale green one looks fantastic with the dark scarf, such a contrast. And it's a very peaceful photograph too.

**M:** Well, that's an interesting comment, because actually, can you see the way they are holding their hands? It's a traditional prayer and it symbolises peace.

**W:** Really? And I always think that green is a very peaceful colour too. It makes me feel quite calm!

**M:** Perhaps these girls both feel the same as you! Well, this next photograph is completely different. Wait a minute, here we are.

1.2

**A:** Do you want to do this quiz?

**B:** What's it about?

**A:** Colours and what they mean around the world. For example, look at this photo. Where are the women going?

**B:** I don't know. To a party?

**A:** No, they're guests at a wedding in India. The guests and the bride herself wear bright colours like these red and orange clothes. OK, here's your next question. Does red have different meanings in Eastern and Western cultures?

**B:** Yeah, I think it does. I always associate red with strong emotions like love, or passion or anger.

**A:** That's right. And in Eastern cultures it means luck and prosperity. Oh, and courage too, it says here. OK, next: where does yellow symbolise wisdom?

**B:** Well, a yellow jersey means the winner of the *Tour de France* to me! But I don't see the connection with wisdom.

**A:** Well, there are two options. Is it China or is it India?

**B:** I think it's ... oh, India.

**A:** Let's see ... yes, you're right, it's India. It means both wisdom and knowledge in India, actually. And in China, it's a symbol of power.

**B:** Well, I didn't know that. What's the next question?

**A:** OK ... which colour means 'happiness' in Japan? Orange or pink?

**B:** Oh I know this. I think it's orange. It's happiness and love.

**A:** Yes, it is! Well done. Amazing! OK the next one's about the colour blue.

**B:** Blue means cold.

**A:** True. And then there's blues music, isn't there? Can you say 'I feel blue' in English?

**B:** Yeah, of course we can. OK, so cold, sadness ... what else?

**A:** Well the question here is: when do people wear blue in Mexico?

**B:** Mexico? I've got no idea.

**A:** Let's see ... oh, at funerals! It's the colour associated with death and mourning. That's a bit sad too.

**B:** Are there any more questions?

**A:** Yeah, the last one is: who uses green as their symbol? There are two options, but I'm not going to tell you them - it's too easy.

**B:** Green? Something to do with nature ... ? Oh yes, environmentalists, conservationists, that sort of thing.

**A:** Of course it is! Now, here's a quiz all about the colour green. Do you want to have a go?

1.5

P = Paola, C = Colin, L = Lucy, Y = Yuvraj

1

**P:** Good morning! Allow me to introduce myself. I'm Paola Iannucci.

**C:** How do you do? My name's Colin Burke.

**P:** It's a pleasure to meet you, Colin. I see you work for an advertising agency.

**C:** Yes, erm ... Paola. I'm the art director at Arrow Agency. I mostly work on web adverts.

**P:** Do you? That sounds interesting.

**C:** It is. We're developing some really new ways of advertising. Do you use the Internet much in your work?

**P:** I do, actually, Colin. I'm in sales.

**C:** Oh, are you?

**P:** Yes, I work for an electronics company. We're starting to sell online.

**C:** Really? Well, Paola, why don't I give you my card? Here you are.

**P:** Thanks, it's been good talking to you. Let's stay in touch.

2

**L:** Hello, how are you? I'm Lucy.

**Y:** I'm very pleased to meet you. I'm Yuvraj Singh. I work for *Get fit* - it's a chain of gyms.

**L:** Oh yes, my brother goes to *Get fit*.

**Y:** Does he? Great. We're building a big new gym in the town centre here. It's nearly ready to open, in fact.

**L:** Is it? That's great.

**Y:** Yes, we're all really excited about it. Erm, what about you?

**L:** I'm looking for a new job at the moment, actually.

**Y:** OK, well, thanks for your time. Let me give you my card. Don't forget to check out our new gym when it opens.

Unit 2

1.7

1 I love going to the theatre and I especially love seeing new drama, but I think a lot depends on the director. Sometimes, you can get marvellous actors and a great play. But if the director is wrong, then the whole thing can be disappointing. We usually go a couple of times a month if we can. We take turns choosing what to go and see.

2 I've never been to anything like it before, but I have to say I really enjoyed myself. They recorded it for television and there were ten different choirs in the competition. The standard of the singing was marvellous. Honestly, they were as good as professional even though they were all amateurs who just sing in their free time. It's on every year, so I am definitely going back next year.

3 I love that moment when the lights go down and the audience is in their seats, waiting for the show to begin. Sometimes, you can hear the musicians moving around, getting ready. Then the curtain goes up and suddenly there's just lots of colour and movement, and energy and excitement. The contrast from the dark and quiet to the explosion of dance is absolutely brilliant.

1.9

P = presenter, G = guest

**P:** You've just heard a very lively and energetic track from Manu Chao and you're listening to *Global Music* with me, Will Black. Our studio guest today is Isabella Rey. She's an expert on world fusion - that's music which mixes influences from several countries. Isabella, tell me about Manu Chao - because he's a very successful artist, although he hasn't been as successful in the English-speaking world yet.

**G:** No, indeed he hasn't. But Manu Chao is a perfect example of a truly globalised, 21st-century artist. His origins are Spanish, but he's lived in France for most of his life. He sings in six languages - French, Spanish, English, Galician, Arabic and Portuguese.

**P:** That's an amazing range!

**G:** Yeah. It shows the influences that exist in his music. He mixes in all sorts, from punk, rock, salsa and reggae through to ska and raï. He's hugely successful in Europe and Latin America, but as you say, he hasn't had a big impact in this country yet.

**P:** So he's a good example of world fusion music?

**G:** Yeah. Paul Simon's another example. He's worked with Zulu artists Ladysmith Black Mambazo and several other African musicians. In fact, world fusion music has become better known since the release, in 1986, of Paul Simon's album *Graceland*.

**P:** That was a fabulous collaboration - we've got a track from that album coming up later in the show. And, of course, what about WOMAD?

**G:** WOMAD - that's World of Music and Dance - is a great example of how different musicians from around the world have been able to meet and influence each other. The British musician Peter Gabriel was the founder and he's been a big part of it for many years now - since the 1980s. These days, we've all heard of the incredible Senegalese singer, Youssou N'Dour - basically he's become popular outside of Senegal since his collaboration with Peter Gabriel. But he's not the only one, of course.

**P:** And what's happened since then, since the 80s, in terms of world fusion?

**G:** Well, we've seen younger musicians mix things like punk, new wave and hip-hop styles with non-Western styles to create dazzling new sounds. Like Manu Chao, as we've heard, and also Zap Mama, a new band from Belgium. They've already had several international hits. Their lead singer, Marie Daulne, has a beautiful and powerful singing voice.

**P:** Well let's listen to Zap Mama. This track is called *Show me the way*.

**1.10**

- 1  
**A:** Have you heard Shakira's new single?  
**B:** No, not yet. Is it as good as her last one?
- 2  
**C:** Do you want to borrow this DVD of Matt Damon's latest movie?  
**D:** No, thanks. I've seen it already. I see his films as soon as they come out.
- 3  
**E:** Have you seen *The Wizard of Oz* yet?  
**F:** Yes, we have. It's even better than the film.
- 4  
**G:** The National Ballet has just announced its new season.  
**H:** Have they? Which ballets are they doing?

**1.11**

- L:** Do you feel like going out tonight?  
**R:** Yeah, why not? We haven't been out for ages. What's on?  
**L:** Well, there's a film about climate change. Do you like the sound of that?  
**R:** Oh, not really. It doesn't really appeal to me! What's it about? Just climate change?  
**L:** I think it's about how climate change affects everyday life. I wonder how they make it entertaining?  
**R:** Well, it sounds really awful. It's an important subject, I agree, but I'm not in the mood for anything depressing. What else is on?  
**L:** There's a flamenco festival.  
**R:** Oh, I love dance. That sounds really interesting.  
**L:** Apparently it's absolutely brilliant. Let's see what it says in the paper: 'Ana Gómez leads in a thrilling production of the great Spanish love story *Carmen*.'  
**R:** OK then. What time is it on?  
**L:** At 7.30.  
**R:** Well, that's no good. We haven't got enough time to get there. Is there anything else?  
**L:** There's a comedy special on.  
**R:** Where's it on?  
**L:** It's at the City Theatre. It's a kind of comedy marathon for charity with lots of different acts. It looks pretty good. The critic in the local paper says it's the funniest thing he's ever seen. It says here: 'Roger Whitehead is absolutely hilarious as the embarrassing host to a night of comedy gold.'  
**R:** Hmm, I'm not keen on him. He's not very funny.  
**L:** Are you sure you fancy going out tonight? You're not very enthusiastic!  
**R:** Perhaps you're right. OK, let's go and see the flamenco – but tomorrow, not tonight.  
**L:** Great. I'll go online and book the tickets.

**Unit 3**

**1.13**

And now, did you know that today is World Water Day? I've got some interesting statistics here ... for example, about 70 per cent of the Earth's surface is covered in water. And yet only three per cent of the Earth's water is fresh water. That's a tiny percentage, isn't it? Access to clean fresh water is a problem for millions of people, especially in the developing world. Around 46 per cent of the world's population don't have running water in their homes. They get their water from wells, rivers or water-holes. Which means that every time they need water, they have to go and fetch it. Now, of the fresh water we use around the world, about two thirds of it goes on agriculture – that's for growing food. So what about the rest of it? The United Nations reported that an average person in the developing world probably uses about ten litres of water for cooking, washing and drinking each day. Yes, that's right, ten litres a day. I think my kitchen sink probably holds about ten litres, so I must use a lot more than that. According to these statistics I have in front of me, here in Europe our daily average is 200 litres per person! And in North America the figure is something like 400 litres per person. Now, if you want to get involved with World Water Day, stay tuned, because we've got lots more information coming up.

**1.14**

- 1 I live in Zambia and we have fantastic river systems here. I love rafting on the Zambezi River. It's one of the best white water runs in the world. On my very first trip, we had a real surprise! We were coming down fast from a section of rapids and we could see calm water ahead. Then I saw a big hippo near the river bank. It's best to avoid hippos if you can! We started paddling away quickly because it was coming towards us! We were going around a small island in the middle of the river, when suddenly ...
- 2 I began diving when I was about 12. I actually learned to dive on holiday in Mexico. My parents went there to explore the underground lakes – or cenotes. My brother and I were sitting around on the beach, getting bored, so we took a diving course. Then we did our first dive in the 'easy' cenotes while my parents were exploring the dangerous stuff. It wasn't deep underground and the sun was shining in through an opening in the roof of the cave. It was really calm and beautiful. I felt like staying there all day! I was concentrating on doing everything right. I didn't notice that ...

**1.15**

- 1 We were going around a small island in the middle of the river, when suddenly we surprised an eight-metre crocodile. It was lying in the sun on the other bank. It jumped into the water about a metre away from our boat and soaked us all. Fortunately, he didn't catch up with us!
- 2 I was concentrating on doing everything right. I didn't notice that I was swimming into an area that was only for advanced divers. There were ropes and signs to stop you going into a sort of labyrinth of tunnels where it was easy to get lost. Luckily for me, my mom realised pretty quickly that I was missing and she came after me. I still had no idea!

**1.16**

When I was working in the Maldives, I heard that there were whale sharks in the area. That's why I began snorkelling – whale sharks are the world's biggest fish! I bought a cheap snorkel and set out with a group of friends. Almost immediately, a whale shark swam past the boat. It was moving really quickly, but we caught up with it. We all got into the water and spent about two minutes with the shark. Afterwards, I felt absolutely exhilarated!

**1.17**

- 1 I nearly fell out of the boat.  
 2 I lay down in the raft.  
 3 I almost ran out of air.  
 4 Our raft sank.  
 5 My friend taught me how to swim.  
 6 He told me about the shark.

**1.18**

- 1  
**A:** Did I ever tell you about the time we kept loads of animals? Our house was like a zoo.  
**B:** No, I don't think so.  
**A:** Well, among other things, we had these goldfish – they were really huge. And they lived in a fish tank above the kitchen sink. But these two fish were really active – they loved to jump in the air. Especially when someone was doing the dishes.  
**B:** No way!  
**A:** Seriously! After we saw it the first time, we put a lid across the top of the tank. So, a couple of weeks later, I came into the kitchen one morning and the tank was empty. No fish!  
**B:** Oh, no!  
**A:** Oh, yes! During the night, the fish had jumped out of the tank! They were lying in the sink! Fortunately, there was some water in it!  
**B:** That's incredible!
- 2  
**C:** I remember once, a couple of years ago, we were looking after this friend's parrot when he was on a business trip. Anyway, after a few days, I realised that this parrot knew how to open its cage.  
**D:** Really?  
**C:** Oh yes! It happened a couple of times. When I went out, the parrot was in its cage. And when I got back home, it had got out. So one day, I was at work and all of a sudden I remembered that I hadn't filled up the bird's food and water. I immediately rushed back home ... and there it was ... the empty cage again. I searched everywhere. I was going round the house calling 'Polly! Polly, come on Polly!' But I couldn't find it.  
**D:** What happened then?  
**C:** Well, the next thing was, I started to panic. So I went into the kitchen to make the tea, and guess what? There was the bird. It was having a bath in my teacup!  
**D:** That's unbelievable!

**1.19**

- 1 **A:** Especially when someone was doing the dishes.  
 2 **A:** They were lying in the sink!  
 3 **C:** We were looking after this friend's parrot  
 4 **C:** I was going round the house calling 'Polly!'

Unit 4

1.20

- 1 When I was little I wanted to be a superhero, like in my comic books. I wanted to save the world. When I realised that superheroes aren't real people, I decided to be a fireman. It seemed like a very exciting and satisfying job. Now, of course, I realise that it's dangerous, dirty and extremely demanding. So I'm glad I decided to work in an office – I'm not really very brave!
- 2 When I was a child, my ambition was to drive a train. My uncle was a train driver and I wanted to be just like him. I liked the idea of being in charge of the train and being responsible for all the passengers. My brother thought it was boring. I'm actually an accountant!  
I suppose that's also a routine, secure job – and my brother thinks that's boring too!
- 3 I was really into sports when I was a kid, especially football. My bedroom walls were covered in posters of my favourite footballers. I wanted to be just like them – the best footballer in the world. Footballers were glamorous, well-paid and famous. And now I'm training to be a nurse – which is badly paid and stressful! But in the end I think nursing will be more rewarding. I hope so!

1.21

- 1 **Devi is from West Sumatra in Indonesia**  
D: I didn't stay on at school because generally girls don't here. But then I got this job. I'm the first girl in my family to work outside of the home. Since the economic crisis, more women have jobs. I feel very different about my future now. **I'm not going to stay in this job forever.** I want to train as a nurse, so I've applied to college. I hope to get a place on the next course. **I'm taking the entrance exam next month.** I'm very nervous about it. I haven't told my boss. **I suppose I'll tell him soon.**
- 2 **Elisabeth is from Bruges in Belgium**  
E: I work in a factory. It's a good job, but the company is making people redundant. So I'm going to take the redundancy package because it's an opportunity to start again. I got married very young and had a family, so I didn't finish my education. But I've just finished evening classes in business studies, and now I'm going to start my own business. It's something I already do as a hobby. I make specialist cheeses. Just a moment, I'll get you some ... Here you are, taste this. Do you like it? Well, I'm meeting the bank manager on Wednesday to discuss my business plan. And hey, maybe I'll take some cheese for him to taste as well!
- 3 **Sahera is from Kabul in Afghanistan**  
S: It's very difficult to study at university level here. Many girls get no education at all. But we have managed to complete our degrees and graduate from the department of language and literature. Now we're thinking about the next step. Many of the graduates are going to work as teachers. My friend is going to continue her studies in the United States. I'm going to stay here in the city, because my family is here. I guess I'll take some time off and visit my parents. And I want to spend time with my friend because she's leaving next week.

1.22

- D: I suppose I'll tell him soon.  
E: Just a moment, I'll get you some.  
E: Maybe I'll take some cheese  
S: I guess I'll take some time off.

1.23

- 1 It's about a mile away.
- 2 He has a nice smile.
- 3 She's a lovely child.
- 4 I'm going to be a while.

1.24

- R = Rudi, M = Mark
- R: This looks interesting – this assistant researcher job for a TV company.  
M: I know, the only thing is the experience. They want two years, but I've only worked part-time for a year, really.  
R: One or two years' experience it says, and anyway you meet the other requirements. You're good under pressure and with deadlines – you always hand your essays in on time at college!  
M: I'm not sure that's the same thing!  
R: Of course it is. And you're really well-organised, hard-working, highly motivated ...  
M: OK, OK, if that's what you think. Is it all right if I give you as my referee?  
R: Hmm, I'm not sure about that. I don't think you can just put down your friends' names.  
M: I know, shame! But seriously, do you mind helping me with my CV? I need to make it look a bit more professional.  
R: Of course not. Are you going to apply for this job, then?  
M: Yeah, I think I will. But I'll need my CV anyway, whichever job I apply for.  
R: OK, print it out and I'll have a look at it.  
M: Will you be able to do it today?  
R: Yes, I will. But what's the hurry?  
M: The closing date for applications is in a couple of days. Oh, can you have a look at my covering letter too?  
R: Have you already written it?  
M: No, but I'll do it this afternoon and then I can send everything off tonight. Hey, they might ask me to go for an interview this week!  
R: Yeah, they might.  
M: But I haven't got any smart clothes! Would it be OK to borrow your suit?  
R: Sure, no problem.

1.26

- 1 A: Are you going to apply for the job?  
B: Yes, I think I will.
- 2 C: Will he help you with your CV?  
D: Of course he will.
- 3 E: Are they still advertising that job?  
F: No, they aren't.
- 4 G: Does she meet our requirements?  
H: I don't think she does.
- 5 I: Will it be an all-day interview?  
J: I think it might.
- 6 K: Is it OK to phone your mobile?  
L: Yes, of course it is.

Unit 5

1.27

- 1 A couple of years ago I went on a round-the-world trip with a friend. What an experience! The best bits were when we took local buses and trains – you know the kind of thing. They stop everywhere and it takes ages to get from A to B. And that's when you meet interesting people and learn something about the place you're in. But I took far too much luggage with me – you can't carry it easily and you just worry about losing it. Just take a small backpack with the essentials. That's my advice.
- 2 I haven't travelled very much in the last few years. I've been on a few day trips and I've had a couple of weekends away this year. I don't go far any more. I'm more interested in the place I'm going to than in the journey. But in my experience, the key to a good trip is good planning. Don't leave anything to chance!
- 3 I work in IT and I travel a lot for my job – too much. I spend a lot of time on planes and in my car on the motorway, travelling to the projects I am involved with. I don't particularly enjoy it, especially when there are delays, but it's part of my job. About twice a year, I have to go on business trips abroad. My travel tip? Once you start your journey, take your watch off and relax. You have no control over the time you arrive, so it's pointless to get stressed.

1.28

Conservationist Mike Fay is somewhere in central Africa. He's in the middle of the longest walk of his life – so far! Fay is travelling 3,200 kilometres through the dense forests of Congo and Gabon. He's lived in the area for several years and he's worked on various forest conservation projects there. Now Fay and his team are making a record of the region's ecosystems and wildlife, especially in the unexplored and unexploited areas. Travelling through untouched forest and down wild rivers to remote villages, they can only travel on foot or by boat. They've completed about half of the route. The trek will take about fifteen months to complete, through what Fay calls 'the last wild place on Earth'.

1.29

As well as walking, Fay and his team have also flown over large parts of Africa. Besides his work in Africa, Fay has done extensive conservation work in North America. He once spent eleven months walking the Pacific coast, surveying giant redwood trees. As he didn't have access to electricity for most of that journey, he filled 24 notebooks with data. He estimates that he has used up hundreds of notebooks over the years.

1.30

- 1 As well as walking, Fay and his team have also flown over large parts of Africa.
- 2 Besides his work in Africa, Fay has done extensive conservation work in North America.
- 3 He estimates that he has used up hundreds of notebooks over the years.

1.32

L = Lucy, M = Matt, R = Rose, P = Paul

- 1  
**L:** Hi there, I'm Lucy.  
**M:** Hi, I'm Matt.  
**L:** Is this your first time here?  
**M:** No, actually. We've been coming here for about four years now. We come every July.  
**L:** Oh, it's strange that we haven't bumped into each other before now.  
**M:** Really? How long have you been coming here?  
**L:** About six years. We love it. There's so much to do here – that's why we keep coming back.  
**M:** I know, and the nightlife's fantastic.  
**L:** I always tell everyone at home it's got everything you need for a holiday – great beaches, brilliant weather and loads to do. Are you going to the barbecue later on?

- 2  
**M:** Hi, Rose! What a surprise! How long have you been here?  
**R:** Matt! Hi! Oh, we just got in yesterday.  
**M:** Good to see you again!  
**R:** Listen, we're staying at the SeaView this year – the food is absolutely fantastic there.  
**M:** The SeaView? A few kilometres along the coast? Isn't that a bit remote? And expensive!  
**R:** Well, I've been working really hard recently. I needed a relaxing, peaceful break this year.  
**M:** You're getting old!  
**R:** I know, tell me about it. I'll be 30 next year!

- 3  
**P:** OK, we're ready to go. Are you nervous?  
**M:** I am, a bit. But I like to try something new every holiday. I always have great memories to look back on when I get home.  
**P:** I know what you mean. Well, sky-diving is one experience you won't forget!  
**M:** So, how long have you been sky-diving?  
**P:** Oh, for quite a few years now. I qualified as an instructor five years ago.  
**M:** How long did that take you?  
**P:** Well, you need to do a minimum number of jumps before you can start the training course. It took a while! But you know, it's a great job. You can travel all over the world and find work.  
**M:** And so what do you do for a holiday, then?  
**P:** I meet up with friends, we like a bit of excitement – New York, Rio de Janeiro, Moscow, you name it!

1.33

T = tourist, G = tour guide

- 1  
**T:** I wonder if you could help us. Our luggage hasn't arrived.  
**G:** Right. Are you with SunnyTimes tours?  
**T:** Yes. Mr and Mrs Cameron.  
**G:** And which flight were you on, Mrs Cameron?  
**T:** The FastJet flight from Manchester. I think it's FJ2498. We've been talking to some of the other passengers and their luggage has come through, no problem.  
**G:** Ah, yes. It seems some bags have gone to another airport. Flight FJ2498?  
**T:** Yes, that's right. Do you know which airport our bags have gone to?  
**G:** Yes, I'm afraid the luggage has gone to Rome.  
**T:** Rome? Well, how did that happen?  
**G:** I'm not sure, but all the missing bags are coming on the next flight.  
**T:** But when's the next flight?  
**G:** It's tomorrow morning. Don't worry, we'll arrange everything. Which hotel are you staying at? Your bags will go there directly.  
**T:** But all our summer clothes are in the suitcases ...

- 2  
**G:** Hello, Mr Jones. Is anything wrong? Can I help?  
**T:** Well, it's about my wife, actually. She hasn't been feeling well for a couple of days.  
**G:** I'm sorry to hear that. Is it something she's eaten, do you think? Or just travel sickness?  
**T:** I don't know. She's had a temperature all night, but she feels cold.  
**G:** Right. Have you both been taking anti-malarial tablets?  
**T:** Oh, yes. But the hotel hasn't provided mosquito nets. And they haven't been spraying the bedroom at night, either.  
**G:** OK, ... erm, how long has she been feeling like this?  
**T:** A couple of days? Yes, since the boat trip on Tuesday. Is there anything you can do?  
**G:** Well, it's probably nothing to worry about. But I'll ask the hotel to arrange for a doctor, just in case.  
**T:** That's great, thank you.

Unit 6

1.36

It's just got a lot easier to buy healthy food when we go shopping. A new scheme has started which tells you how nutritious the different food items on the supermarket shelf are. It's called the Overall Nutritional Quality Index, which is kind of a long name for something so basic. Put simply, the Index gives food items a number from 1 to 100 based on their nutritional value and their impact on your health. The idea is that it will be much easier to see which food is good for you. For example, if you're not sure about buying avocado and prawns for a salad, a quick look at the information on the shelf can tell you that it's a pretty nutritious combination. Avocado is 89 on the Index and prawns 75. The big surprise is popcorn – if it's salt and butter-free, it's not so bad, getting a score of 69. At the other end of the scale, there are cheese snacks with a value of only 4. And chocolate isn't much better, with 10. Cheese and eggs come out with low scores too, 17 and 18. Peanuts, with a score of 21, are another high-fat food, of course. Another low-scoring food is the bagel, with 23. In the middle of the range there are things like steak, with 44, and pasta with 50. The information will be available in most of the larger supermarkets from next week.

1.37

- 1  
**A:** I've never tried durian. Have you? Apparently, it tastes much better than it smells.  
**B:** No, I haven't tried it. But I know that it smells so much that you're not allowed to take it on buses in Singapore.
- 2  
**C:** I feel a bit sick. I wonder if it was the mayonnaise on my salad?  
**D:** Was it fresh mayonnaise? You should avoid using raw eggs in mayonnaise, didn't you know? They can make you ill.
- 3  
**E:** What's fugu? F-U-G-U?  
**F:** Oh, I know what it is. It's a kind of fish they eat in Japan. It's actually poisonous, so only qualified chefs are allowed to prepare it in restaurants. If you eat the wrong part, it can kill you!
- 4  
**G:** Can you eat shark meat?  
**H:** Yes, it's popular in lots of countries. Sometimes, you have to ferment it first because the fresh meat is bad for you. That's what they do in Iceland. It's called hakarl there.
- 5  
**I:** I love eating oysters, but I can never remember when it's safe to eat them.  
**J:** The rule is you mustn't eat them in the warm summer months, but I don't know why not.
- 6  
**K:** Are you going to boil those potatoes like that, without peeling them?  
**L:** Yeah, why? You don't have to peel potatoes before you boil them.  
**K:** Yes, you do. At least that's what we do in our house!



7  
**M:** Are you making chilli con carne?  
**N:** Yes, but the recipe says red beans must boil for fifteen minutes or they aren't safe to eat. Do you think that's right?

8  
**O:** What's this on the menu? Steak tartare? Is that raw steak?  
**P:** Yes, you can eat steak raw. It's cut into very thin pieces. You should try it.

**1.38**  
 1 **B:** You're not allowed to take durian on buses in Singapore.  
 2 **F:** Only qualified chefs are allowed to prepare fugu.  
 3 **H:** You have to ferment haka first.  
 4 **L:** You don't have to peel potatoes before you boil them.

**1.39**  
**L = Lin, J = Jack**  
**L:** Hi, Jack. Have you read this item on imaginary eating?  
**J:** Hi, Lin. Yes, I saw it this morning. What a load of rubbish! I've never heard anything so ridiculous. If we think about eating food, we'll lose weight, it said.  
**L:** Not exactly. It said if you think about eating food, you stop wanting to eat it so much. So if you don't eat it, then you might lose weight. I thought it made sense.  
**J:** No, it's rubbish. I'll believe it when I see it! You can't 'think yourself thin'.  
**L:** Well, I'm not so sure. I think willpower is really important, especially where food is concerned. Imagine you're overweight and you want to lose a few kilos. If you don't train your mind, you won't be able to lose weight. I reckon you can achieve anything if you believe you can do it.  
**J:** You mean like 'mind over body'? Well, OK, mental attitude is important when you're trying to change something in your life. But I don't think that's the same as what the news item said. So are you going to do this imaginary eating thing, then? Do you really think it'll work?  
**L:** Yeah, why not? I won't find out unless I try.  
**J:** And what exactly are you going to do, then?  
**L:** OK, let's think. I eat too many crisps and snacks, right? So, when I want to eat a snack, I'll try just imagining that I'm eating it. Hey, you know what? This could be amazing. I'll never need to buy chocolate again if this technique works!  
**J:** Well, I can't believe my ears!  
**L:** Hey, as soon as it starts working, I'll let you know. Self-belief, that's what's important.  
**J:** I'm going to buy you some chocolate just in case. I think you'll need it.

**1.40**  
**W = Waiter**  
**W:** Are you ready to order?  
**A:** Erm, not quite.  
**W:** No problem. Would you like something to drink while you decide?  
**A:** Yes, please, just water's fine for the moment.  
**B:** Oh, this menu looks interesting. I love trying new dishes. What are plantain fritters?  
**A:** Well, plantain is a kind of banana and a fritter is a fried dish – in this case, fried, mashed banana balls.  
**B:** Do you mean like a sweet, dessert banana?  
**A:** No, plantain is a type of savoury banana you eat as a vegetable. It's quite a bland flavour, really.  
**B:** OK. What about akkra? What's that made from?  
**A:** It's made from a kind of bean called black-eyed peas. They're fritters too.  
**B:** Hmm. What do they taste like?  
**A:** Well, akkra's usually pretty hot and spicy.  
**B:** Sounds good! I think I'll try that. Now, what's this – ackee and saltfish?  
**A:** Where's that?  
**B:** In the main courses, at the top of the list.  
**A:** Oh yes. I think ackee's a kind of fruit that's traditionally served with saltfish.  
**B:** And saltfish?  
**A:** That's dried salted cod. You have to soak it in water before you cook it, but then it's a bit like fresh cod. It doesn't taste salty when it's cooked.  
**B:** OK. I might try that. What are you going to have?  
**A:** I can't make my mind up. Oh, here comes the waiter again.  
**W:** Can I take your order now?  
**A:** Yes, please. I'll have the akkra to start with.  
**B:** And I'll have the same.  
**W:** And for your main course?  
**A:** I'd like to try the ackee and saltfish. Does it come with vegetables?  
**W:** Yes, with plantain.  
**A:** And how's that cooked? Is it fried?  
**W:** No, it's boiled.  
**A:** OK, that sounds fine.  
**W:** And what about you, sir?  
**B:** Can I have the goat curry, please?  
**W:** Certainly.  
**A:** I've never tried goat.  
**B:** You can try some of mine when it comes. It's like lamb, but the flavour's a bit stronger.  
**A:** OK, great.

**1.41**  
 1 **B:** Oh, this menu looks interesting.  
 2 **A:** It's a type of savoury banana.  
 3 **A:** It's traditionally served with saltfish.  
 4 **A:** Does it come with vegetables?

Unit 7

**2.1**  
 1 We're a big family, and it's quite a small house. I share a bedroom with my two older brothers. My grandparents live with us too. It's cramped and noisy, but at least there's always someone around. It's the only house I've ever known. I love living with my family – we all get on so well. I suppose I'll move out when I get married. I don't know when that will be!  
 2 I had to move to London when I started work. I saw an advert in the paper for a room in a shared house. Well it's a flat on the first floor of a big house, actually. My flatmates are away working quite a lot, so it's just like living on my own a lot of the time, really ... especially during the week. Weekends are different. I have to say that living with friends is more difficult than I thought it would be. For one thing, nobody ever wants to do any housework.  
 3 I'm in my last year at college and I'm really looking forward to finishing and going abroad or getting out of this town! I can't wait to get away from here and be independent. It's going to be brilliant. My sister and I have shared a room all our lives. My family's lovely, but I'd like to have the chance of my own space. Preferably in a lovely sunny country somewhere.

**2.2**  
 1 As an architect, I'm interested in all aspects of house design. But we can learn so much from traditional constructions and designs. They're usually the ones that are much better in bad weather conditions, and they are much more appropriate to people's needs. If you live in a flood zone, it makes sense to build your house on stilts, doesn't it?  
 2 Well, a shelter is something less permanent and more basic than a house. Things like the ice igloos that people build in the Arctic region, or brush huts in tropical areas, are perfect for specific needs – like when you are hunting, for example – because you can put them up quickly. The purpose of a shelter is to protect you from the elements, whereas a home has several spaces with different functions.  
 3 Ah yes, a ger combines elements of both a shelter and a home. It has a fireplace and maybe a chimney or at least a smoke-hole, and separate areas for men and women. It isn't as solid as a brick or stone house, but it's certainly easier to take down and put up, which is what nomadic people in Mongolia need.  
 4 Usually the most important thing is the local climate. You know, if you live in Turkey, why build a house under the glare of the hot sun if you can adapt a cool cave? Cave houses are some of the oldest homes known, and they're a lot less basic than you might imagine. They're the best solution in really hot climates. Of course, the colder the climate, the warmer your house needs to be. Central heating, especially when combined with double-glazing, heats buildings more efficiently than open fires.  
 5 Well, modern homes are fairly similar wherever they are in the world, which doesn't necessarily mean that they are the best design for every situation. And in our crowded cities they're getting smaller and smaller. I think, even with a modern home, you should make sure the design is the most appropriate for your climate and your needs.

**2.3**

- 1 Oh, well, it's great for us because it's so much cheaper than a house. And we're all students. We don't have as much money as people who are working. Plus renting is easier and simpler than actually buying a place.
- 2 Actually it's really good because I don't have to worry when things break or go wrong. Everyone in the block pays an amount each month for repairs and stuff.
- 3 You don't have anyone living right above you, so it isn't as noisy as our old place.
- 4 I love having a garden, don't get me wrong. But it's a bit dirtier than a balcony! Especially with kids and animals running in and out all day. I can't keep the place as clean as I'd like because I've got a full-time job so don't have lots of spare time.

**2.5**

A = estate agent, C = customer

- A: Good morning.  
 C: Hi, I'm interested in any properties you have in the town centre.  
 A: OK, and is that to rent or to buy?  
 C: Oh, it's to rent. I've just started a new job here, so I think I'd rather rent than buy, for now anyway.  
 A: Right, well we have quite a few flats on our books, from one-bed studios to four-bedroom apartments.  
 C: I'd prefer something small, but not too small. I imagine I'll get a lot of friends staying with me. So, two bedrooms, and preferably with a lift. I cycle a lot and I don't want to carry my bike up lots of stairs!  
 A: Well, most of the modern buildings have lifts, but a lot of the properties in the centre are quite old. Would you rather look at new places or older ones?  
 C: I don't mind – at this stage I'm just getting an idea of what things are like here.  
 A: OK ... so you're new to the area?  
 C: Yeah, I lived in a little village up near the mountains until recently.  
 A: Oh, that sounds lovely.  
 C: To be honest, I prefer towns to villages. The problem with a village is that everyone knows your business. Maybe I'm unfriendly, but I like the way the town is more anonymous.  
 A: Ah yes, I've heard a few people say that! I must say I prefer living here. I suppose I like my privacy too. Right, erm, what about garage space? Do you need that?  
 C: No, I haven't got a car. I prefer to walk, or cycle. It keeps me fit.  
 A: Of course, you mentioned your bike!  
 C: Yeah! And anyway, in my experience, driving in town is a nightmare!  
 A: I know, and it's getting worse. OK, well, the next thing to consider is your budget and the rental period.

**Unit 8**

**2.8**

- M: Look, have you seen this photo of flamingoes? It's amazing – a whole flock of birds in the shape of one huge bird! What are the chances of that?  
 W: Let me see ... hmm ... I can see the big bird, but where are the flamingoes?  
 M: That's what the photo is of – if you look closely you can make them out. Look around the edges of the shape – you can see them more clearly there. Isn't it a great photo?  
 W: Oh, I can see them now. Do you think the birds are standing in the shape of a bird? That's too much of a coincidence.  
 M: What do you mean? That's what the photo shows.  
 W: Well, it's not real, is it? It's trick photography. I've seen this sort of thing before. The photographer takes an image, then changes it a bit to make it look more unusual. It's really easy to do with digital photography.  
 M: Well, I think it's genuine. Anyway, the photographer probably took loads of shots because the birds were moving around all the time.  
 W: Sorry, but it just doesn't look natural to me. You can see where he's added more flamingoes. It's not quite right. Look at the ones at the top – they look a bit strange.  
 M: Where? I can't see that at all. It looks perfectly natural to me – and very beautiful.  
 W: OK, maybe you're right. There are a lot of weird, natural things out there!

**2.9**

- 1 At certain times of the year in the Arctic circle, the sky looks as though it's on fire. The colours are so vivid – like neon street signs – that you think they can't be natural. You imagine that they must be man-made and that someone must be projecting disco lights into the sky or something. And yet they are completely natural. In the past, people thought they might have a religious significance and more recently scientists speculated that they could be a form of radiation. So what exactly are these lights? We now know that they are the result of particles in the Earth's atmosphere colliding with each other. The colours come from different kinds of particle. When the particles are mainly oxygen, the sky looks green. If you see a lot of red, on the other hand, that comes from nitrogen.
- 2 This might be a painting or a work of art. There's something very composed about it. It looks as if the green spiral is holding the orange ball. Or it might be protecting the ball. But look carefully – the amount of detail is incredible. That's because it's a close up – or macro – photograph. It shows a butterfly egg on the stem of a plant. Why do butterflies lay eggs in such places? They must have a reason. Scientists think that this species of butterfly may choose this spot to keep the eggs safe from ants and other predators.

- 3 Plants that eat animals? That can't be true ... or is it? It may not seem logical, but there are indeed plants that catch insects – mostly flies, beetles, ants, and so on. But how do they do it? They must use a very special technique, because obviously they can't move and chase after things. Well, one way of catching food is to pretend to be something else. Take this Australian sundew plant. To an unfortunate insect, these shiny drops look like water. But the insect must get a nasty surprise when it tries to take a drink and gets caught on the sticky spikes. Then the plant's chemicals dissolve the insect so that it can 'eat' it.

**2.10**

The Nasca lines are enormous drawings on the ground, in the Nasca desert in southern Peru. They are on a huge scale – the biggest of the drawings is about 200 metres across. Most of the lines are geometric shapes, but about seventy are animal shapes such as a spider, different types of birds, a monkey, and a dog. There are human figures as well. Altogether there are hundreds of these drawings and they cover an area of about 500 square kilometres. The lines date from a period starting about 2,000 years ago. Basically, the marks on the ground were made by moving the reddish brown stones that cover the desert and revealing the white ground underneath. You can still see the stones along the edges of the lines.

**2.11**

- 1 Water can't have been easy to find.
- 2 The rivers might have dried up.
- 3 The lines must have been very important.
- 4 The lines may have had a religious significance.
- 5 The animal drawings couldn't have been roads.
- 6 The animals must have lived in the region.
- 7 The Nasca people could have used simple tools.
- 8 People must have maintained the lines carefully.

**2.12**

- 1
 

A: Did you hear that story about the sheep?  
 B: No, I don't think so. What was it about?  
 A: Apparently, they reflect the sun back into the atmosphere because they're so white.  
 B: Oh yeah?  
 A: And then the heat from the sun gets trapped, so it makes everything hotter. So they think sheep cause global warming.  
 B: Come off it!  
 A: Well, that's what it says in the paper today.  
 B: You're having me on!  
 A: It does – here, look.  
 B: Hmm, that can't be right! Hang on a minute ... what's the date today?

- 2  
 C: Let me have a look at those twenty-euro notes for a moment.  
 D: Why?  
 C: The blue ones are no good – they're forged.  
 D: You must be joking! All twenty-euro notes are blue!  
 C: Not the real ones.  
 D: Are you sure?  
 C: I'm absolutely positive. The girl at the travel agent's told me. It was on the news last night.  
 D: They must have made a mistake ... oh no, and we've just changed all this money! What are we going to do?  
 C: I don't know ... but it is 1 April today ...  
 D: Oh, honestly! I really believed you!

- 3 **D = daughter, F = father**  
 D: Dad, did you see the news about petrol prices? They've gone down to almost half the price.  
 F: Really? How come?  
 D: I don't know. But anyway, I've put petrol in the car.  
 F: Great ... hold on ... did you say petrol?  
 D: Yeah.  
 F: Are you serious? The car uses diesel, not petrol!  
 D: I know, but petrol is so much cheaper!  
 F: Yes, but ...  
 D: I'm sorry. Did I do something wrong?  
 F: Diesel engines don't work with petrol. You must know that! Oh, this is going to cost me a fortune.  
 D: Dad?  
 F: Yes?  
 D: How do you suppose I managed to drive the car home, then? April Fool! It's 1 April!

- 2.13**  
 1 B: Oh yeah?  
 2 B: Come off it!  
 3 B: You're having me on!  
 4 B: That can't be right!  
 5 D: You must be joking!  
 6 D: Are you sure?  
 7 D: They must have made a mistake.  
 8 F: Really?  
 9 F: Are you serious?

**Unit 9**

- 2.14**  
 R = researcher, S = shopper  
 1  
 R: Hi, do you mind if I ask you some quick questions about your shopping today?  
 S: No, not at all, no.  
 R: Lovely. Well, first, can I ask you what you've bought?  
 S: Oh yes, I've bought a new phone.  
 R: Is it for you?  
 S: No, for my mum. For Mother's Day, next Sunday. She's really into gadgets and technology.

- 2  
 R: Hello, you look happy. Have you bought something nice?  
 S: Emm, I've got a couple of the latest video games, actually. That's all I came in for.  
 R: And who did you buy them for?  
 S: Just for myself. I buy a couple every month.  
 R: OK!

- 3  
 R: Hi, have you got time to answer a quick question or two?  
 S: Yes, I think so. We need a break!  
 R: Have you been spending a lot of money?  
 S: No, that's the problem! We're looking for some nice jewellery – earrings or a gold chain maybe ... but we can't find anything we like.  
 R: And who is it for?  
 S: It's just for ourselves. We usually buy each other something special for our anniversary every year. It's a little tradition we have.  
 R: Well, good luck!

**2.15**  
 Welcome to *Money talk*. In today's programme we discuss mobile technology and personal banking. In particular, we look at how technology allows people who have never had a bank account to manage their money via their mobile phones. More and more people have mobile phones these days – did you know there are about five billion phones in the world today? But, there are a lot of people without easy access to banks, which are generally located in big towns and cities. So we are seeing lots of innovations in mobile banking – in other words, using your mobile to manage your bank account. An example of this is the interactive voice menu system which mobile banking uses. Using the menu system, you can talk to your mobile and tell it what to do with your money! Now, at its most basic, mobile banking lets you transfer your money from one place or person to another. But now the list of things you can do from your phone is expanding into paying bills, buying goods and managing your savings account.  
 A new mobile banking scheme has recently begun in Afghanistan. It's a good place to see how mobile banking works in action because the mobile phone network covers every town and city. Under the new scheme, the Afghan National Police has started to pay all salaries through mobiles, and so the policemen don't actually receive cash. Salary payments are now made directly to each individual police officer. When a payment is made, each police officer gets a text message on his phone. He can then use his phone, via the interactive voice menus, to make payments from his salary. The new system is changing the way the economy works. The Afghan people can control their finances more easily: the cash they used to carry around is now safely in the bank.

- 2.16**  
 1 I tried to save money to get a new phone.  
 2 The model I wanted cost a fortune.  
 3 I gave up chocolate, buying DVDs and smoking.  
 4 I gave the money to my sister to look after.  
 5 She told me how much I'd saved each week.  
 6 When I had enough, I went to buy the phone.  
 7 The shop had a special offer.  
 8 I got a free upgrade with a new phone!  
 9 And I still had the cash I'd saved. Amazing!

- 2.19**  
 1 Since its launch in 2003, 250 million Nokia 1101 mobile phones have been sold.  
 2 Tetris has been adapted for 65 different platforms, making it the most successful computer game ever.  
 3 The work of Agatha Christie has been translated into more languages than any other author.  
 4 In 1986, the film *The Colour Purple* was nominated for eleven Oscars and didn't win any.  
 5 With 400 shops around the world, clothing brand Ralph Lauren is worn by more people than any other.  
 6 The first music video by Justin Bieber has been viewed on YouTube over 500 million times.  
 7 Maps for the Xbox game *Call of Duty* were downloaded one million times in 24 hours when it went on sale.  
 8 A painting by Picasso was bought at auction for \$106 million in 2010.

- 2.20**  
 A = assistant, C = customer  
 1  
 A: Can I help you at all?  
 C: Yes, can I have a look at this silver chain?  
 A: This one?  
 C: Yes, please.  
 A: It's lovely, isn't it? Is it for you?  
 C: No, for my sister.  
 A: It's in the sale actually. It's got 20 per cent off.  
 C: Oh? I like it, but it's a bit heavy. I was looking for something more delicate.  
 A: How about this?  
 C: Yeah, that's great. That's just right, I think. Can she return it if she doesn't like it, though?  
 A: Yes, she can exchange it within ten days.  
 C: OK, good.  
 A: That's as long as she's got the receipt, of course.  
 C: I'll take it then. Can you gift-wrap it for me?  
 A: Well we don't actually do gift-wrapping, but we have some nice gift boxes for sale, over there.  
 C: Right.

2

- C: Excuse me, are you on the living room section?  
 A: Yes, can I help you?  
 C: Well, I'm looking for a sofa that I saw on your website, but I can't see it here.  
 A: OK, do you have the reference number or the model name?  
 C: Yes, it's Byunk. The number is 00 389 276.  
 A: Right, let me see if it's in stock.  
 C: The website said 'available' this morning ...  
 A: Yes, here we are. Do you want it in red, floral or natural?  
 C: Floral, if you've got it.  
 A: Yes, there are plenty in stock. Just give them this reference number at the collection point.  
 C: OK. What about delivery? How much do you charge for delivery?  
 A: Can you tell me your postcode? The charges go by area.  
 C: NE4 6AP.  
 A: That would be £55.  
 C: Wow... OK.  
 A: If you go to the customer service desk, they can take your details and arrange the delivery date.  
 C: And do I pay here or ... ?  
 A: The tills are by the collection point. You can pay by card or in cash.  
 C: Right, thanks for your help. Erm, how do I get to the tills, sorry?  
 A: Just follow the yellow arrows.

Unit 10

2.23

Steve Holman is one of the competitors in the annual *Marathon des Sables*, shown here. Steve is 52 years old and his friends think he's crazy. Why? Because he's running 200 kilometres in the Sahara desert. And he has to carry all his food with him, in a backpack that weighs twelve kilos. With the temperature hitting 38 degrees, he struggles up massive sand dunes, sometimes crawling on his hands and knees. This race is one of the key events on the ultrarunning calendar. Any race longer than a regular 42-kilometre marathon is called ultrarunning, but there is more to this kind of running than simply the distance. Ultrarunners push the human body to incredible limits – and it's stronger than you'd imagine. As ultrarunner Leslie Antonis, a 47-year-old who ran 160 kilometres in 34 hours, says, 'It's amazing what you can do without sleep.'

2.24

P = presenter, G = guest

- P: Now most of us will remember TV series like *The Bionic Woman* or *The Six Million Dollar Man*, or more recently, the *Terminator* films, where the characters are a futuristic mixture of technology and nature. Tonight on Channel 10, there's a fascinating documentary which suggests that this bionic future is already here. Nadene, you've seen a preview of the programme.  
 G: Yes, Owen, and it really does seem as if science fiction has become science fact. The programme follows the treatment of a woman whose arm was amputated in a traffic accident, a man who has had a full face transplant and an amazing process which actually grows human organs.  
 P: So it's not just looking at what medical science *might* be able to achieve, but how it really is changing people's lives right now.  
 G: Absolutely. Take the woman I mentioned – the lady who injured her arm – Amanda Kitts. She's been getting treatment in a hospital where they specialise in bionics. And they've developed a bionic arm which fits onto her shoulder.  
 P: And what kind of things can she do now?  
 G: Well it's early days, but the doctors are confident that she'll be able to do the normal things that we take for granted, like making sandwiches or holding a cup of coffee.  
 P: So bionics is great news for patients who have lost the use of a limb.  
 G: Absolutely. And the programme shows all sorts of other bionic devices too. There will come a time when the blind can see, the deaf can hear ... Right now, it seems as if the possibilities are endless. The technology, or should I say biotechnology, already exists.  
 P: And that's on Channel 10 tonight at 9.30.

2.25

- 1 Amanda Kitts has a bionic arm which receives signals from her brain.
- 2 A hospital is a place where patients are treated.
- 3 I don't like the medicine I have to take.
- 4 People who have burns injuries can benefit from face transplants.
- 5 Organ regeneration can help patients whose kidneys are diseased.
- 6 The doctor we saw in the film is a pioneer in bionics.

2.26

1

- A: What on earth has happened to you? There's blood all down your leg!  
 B: Oh, it's nothing. I tripped up when I was out running. I fell on a bit of tree or something.  
 A: Let me see. Oh, that looks nasty! It's quite a deep cut. You'd better wash it straightaway.  
 B: Yeah, I will.  
 A: You know, if I were you, I'd go down to A&E. I'd get it looked at.  
 B: It doesn't hurt. It's just a cut, really. I'm not going all the way to the hospital about a cut on my leg.  
 A: Hmm, it might need stitches, though. I'd keep an eye on it if I were you.  
 B: OK, if it doesn't stop bleeding, I'll give the surgery a ring and see if the nurse is there.  
 A: Good, because I don't think we've got any plasters big enough!

2

- C: Is my neck red? I think I've been stung or something.  
 D: A bit, yeah. It looks a bit swollen. Is it itchy?  
 C: Not exactly. It's painful rather than really itchy. How funny, I don't usually react to insect bites and stuff. Oooh, I feel a bit sick, actually.  
 D: You should put some antihistamine cream on it and see if it gets better.  
 C: Have you got any?  
 D: Yes, I'm sure I've got some somewhere. You'll have to check the date on the tube, though. I'm not sure how long I've had it.

3

- E: Ow!  
 F: Is your wrist still hurting you?  
 E: Yeah, actually it is. It hurts when I move it.  
 F: It might be worth getting it X-rayed. It's been, what, three days now? I wouldn't just ignore it – you might have broken something.  
 E: No, you're probably right. But I'm sure it's just a sprain, from when I fell against the table ...  
 F: Even so, you're best getting it looked at.  
 E: Hmm.  
 F: Why don't you go and see Rosana in reception? She's the first-aid person. She'll know.  
 E: Good idea.

Unit 11

2.28

I = interviewer

1

- I: Do you follow the news?  
 M: Yes, most of the time. I get the headlines direct to my mobile so I can keep up with business news. I don't often buy a paper. I just catch up with the news on the Internet. Every couple of days, I have a quick look through the world news or at the comment and analysis sections, and I bookmark an article if it looks interesting.

2  
**I:** How often do you read or buy a newspaper?  
**W:** Oh! I don't read the papers – it's too depressing. Let's face it, good news never makes headlines, does it? Anyway, the main stories are nearly always about politics – and that's a topic that just sends me to sleep. If I want to know what's going on in the world, I just ask my family.

3  
**I:** Which sections of a newspaper do you look at regularly?  
**M:** I like reading interviews, but I don't believe everything I read because celebrities often say they are misquoted by journalists. But I usually read the gossip column or do the crossword when I'm on my coffee break. I can't do Sudoku though!

4  
**I:** Which sections of a newspaper do you always read?  
**W:** Actually, I turn straight to the sports pages even though I'm not that interested in sport. It gives me something to talk about with my work colleagues – they're all men! I know that's a stereotype, but it's true. I read the paper on the bus on my way to work and then I can join in the chat when I arrive.

**2.29**

1  
**A:** I like this Twitter travel idea.  
**B:** What's that?  
**A:** It's this travel journalist, Rita Shaw. She goes off to different places and asks her Twitter followers to suggest things to do. You know, 'I've just got off the train in Paris and I'm feeling hungry. Where can I get a good breakfast?' That sort of thing.  
**B:** OK. And then what happens?  
**A:** And then she writes about it. It's like a travel guide by the people who live in places – they're the ones who really know what's good. It's a great idea to use Twitter for something like that.  
**B:** I didn't realise Twitter could be useful for anything!

2  
**C:** It says here there's an eclipse tomorrow. Did you know?  
**D:** Tomorrow? I thought it was today.  
**C:** No, tomorrow. We should be able to see it from here. I'm just looking at this weather blog. It's reminding people not to look at it with telescopes.  
**D:** Yeah, I know.  
**C:** It's quite a good blog, actually. It tells you all sort of things.  
**D:** I know. I've got it bookmarked.  
**C:** Oh, I wondered if you had.

3  
**E:** Wow, that's terrible. Have you seen this? It's bad enough to lose your job, but finding out from a text!  
**F:** I saw that story. The company sent about 200 employees a text message. They told them not to turn up for work on Monday.  
**E:** I didn't think that you could do that.  
**F:** Me neither, but there you go ...

4  
**G:** Oh, that's hilarious!  
**H:** Hmm ... ?  
**G:** You know that weird politician, the one who believes in UFOs?  
**H:** Oh yeah, I can't remember his name, but I know who you mean.  
**G:** He's posted a video on YouTube. He's invited 'all friendly aliens' to come to a meeting in the Houses of Parliament.  
**H:** No way! Have you seen it?  
**G:** No, but there's an article about it in the paper. Look!

**2.31**

1  
**A:** How much did the coffee cost?  
**B:** What? You asked me to get tea.  
 2  
**A:** We need to send a text about this.  
**B:** What? I thought you said send an email.  
 3  
**A:** I'm going home now.  
**B:** Really? You said you were staying.  
 4  
**A:** I heard that story on the news yesterday.  
**B:** Really? It wasn't in the papers.

**2.32**

**A = answerphone, R = Roger, S = secretary,**  
 1  
**A:** The person you are calling is not available. Please leave a message after the tone.  
**R:** Hi, this is a message for Tony Price. It's about the apartment for rent in the town centre, the one advertised in the Town Hall. OK, er, my name is Roger, I'm on 96235601. So, I'll try and call you later if I don't hear from you first. Thanks.  
 2  
**S:** P and Q Associates, good morning.  
**R:** Oh, hello. Could I speak to Jess Parker, please?  
**S:** I'm afraid she's not in the office at the moment. Can I take a message?  
**R:** Actually I'm returning her call. She left me a message this morning.  
**S:** OK, I'll let her know that you rang. Who's calling?  
**R:** It's Roger Lee. She has my number.  
**S:** OK. Well, I'm sure she'll get back to you as soon as she comes in, Mr Lee.  
**R:** Right, thanks.

**2.33**

**T = Tony, N = Naomi, J = Jess, S = secretary**  
 1  
**T:** Hi, any messages?  
**N:** Oh, hi Tony. Yes, there were some messages for you. Erm, let's see ... Angelica called about the party tonight. She wants you to phone her back. A woman from the bank phoned. She says she can't make it to the meeting tomorrow. And someone called about the apartment in the town centre. He left his name, but he didn't leave his number.  
**T:** OK, thanks.

2  
**J:** Hi, I'm back.  
**S:** Hi, Jess. Just a moment, there were a couple of calls for you while you were out. Suzy ... she said she would call back ... and a guy called Simon said he was returning your call.  
**J:** OK, thanks. Any more?  
**S:** No, that's all.

**Unit 12**

**2.35**

**I = interviewer, F = fisherman**  
**I:** Do you only go fishing at night?  
**F:** No, but it's easier at night. I use this lamp. The fish can see this light. So the lamp attracts the fish and they come closer to my raft.  
**I:** How do the cormorants help?  
**F:** Cormorants are very fast. They can catch fish more quickly than me. When the fish are close, the cormorants catch them.  
**I:** Why don't the birds eat the fish they catch?  
**F:** When we're fishing, I put a ring around their neck. It's not tight, but it's tight enough to stop them swallowing the bigger fish. They can swallow the smaller ones. If there are lots of small fish, the birds have a lucky night. If there are big fish, I have a lucky night!  
**I:** Don't the cormorants fly away?  
**F:** No, they don't. I think they are too clever for that. They know that if they stay with me, they have an easy life. I bring the fish to them with my lamp. They wouldn't do so well on their own. We make a good team.  
**I:** How long have you been fishing with cormorants?  
**F:** All my life. It takes a long time to learn how to work really well with the birds. It's an ancient tradition here. People have been doing this for a thousand years. We know what we are doing now!

 2.36

E = Emma, B = Beth

**E:** The first real eye-opener I had of what life was like in the African forest was on my first-ever expedition. It was the first day and we ended up making camp early that evening. I was exhausted and I fell fast asleep straightaway. About four hours later, I was woken up by a lot of screaming and shouting and the words NJOKO, NJOKO! It was the local trackers shouting. Then I heard loud trumpeting and sounds of heavy steps. Basically, we'd put our tent in the middle of a giant elephant path. We couldn't have picked a more inappropriate place! By the time I'd managed to get all my gear and get out of the tent, all of the trackers and all of the local guides had already disappeared into the night. When we came back, three of the tents were completely flattened. That was my first taste of where not to set up a camp in the forest.

**B:** A couple of summers ago we went to Siberia. We were looking for mammoth bones and tusks, and even hoping to find some mammoth mummies. We flew in on a small plane. It's pretty remote and deserted. When you land and get out of the plane, you look around and there's nothing there. And you set up your camp and there's still nothing there. And you're sitting there, relaxing, in total silence and there's nothing ... Then all of a sudden, you're joined by ten million mosquitoes. I remember we made this kind of rice and fish dish for dinner, and we were sitting there, trying to enjoy this rice and fish meal ... being eaten alive by mosquitoes. We had nets over our heads, but they were totally inadequate. The mosquitoes could still bite you. And you had to take the net off in order to eat. Every time you did that, hundreds of mosquitoes landed all over your face. They got in the food as well. It was just one part rice, one part fish and one part mosquito! You could go mad after just a few days of that!

 2.38

1

- A:** Is everything OK with your food?
- B:** Yes, yes, it's lovely. But, erm, I should have told you that I don't eat meat.
- A:** Oh! Oh dear!
- B:** I'm really sorry you've gone to all this trouble.
- A:** There's no need to apologise – it's not a problem.
- B:** No, I should have said something earlier.
- A:** It's OK. I should have asked you if there was anything you couldn't eat. It's my fault. I'll make you something else.
- B:** No, please don't. The vegetables are delicious and there's plenty to eat.
- A:** Are you sure?
- B:** Yes, really. I'm enjoying this. I'll just leave the meat if that's OK with you.
- A:** OK.

2

- C:** Oh, my goodness! What was that?
- D:** I dropped the tray of glasses!
- C:** Oh, those nice glasses from Italy ...
- D:** I couldn't help it – I slipped.
- C:** Are you OK? Let me help you up. You are clumsy, though.
- D:** Don't blame me – this floor is slippery.
- C:** Yes, but if you'd been more careful ...
- D:** Look, it was an accident! It could have happened to anyone.
- C:** I know, I know. It's not your fault. Sorry I got upset.
- D:** It is a shame about those glasses, though. We've only had them a little while!

3

- E:** I'm so sorry to keep you waiting. The bus didn't come!
- F:** Were you waiting for the number 46?
- E:** Yes, it was supposed to come at half past five.
- F:** Don't worry about it – that service is terrible. It's always late.
- E:** I tried to phone you, but I couldn't get through.
- F:** Ah, I think my phone is switched off! Sorry about that!
- E:** Goodness, I'm almost an hour late!
- F:** It's OK. It's just one of those things – buses are unreliable! Anyway, you're here now and that's the main thing.