

INTERMEDIATE coursebook

Lindsay Clandfield & Rebecca Robb Benne

with additional material by Amanda Jeffries

global

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MACMILLAN

About Global

Lindsay Clandfield is a teacher, teacher educator and lead author of Global. He was born in England, grew up in Canada, taught at a university in Mexico, lives in Spain and has trained teachers from around the world. He is also the creator of the popular blog **Six Things** (www.sixthings.net), a collection of lists about ELT.



Rebecca Robb Benne is a freelance teacher and materials writer based in Denmark. She has taught English, French and German in the UK, Germany and Denmark.

Six quotes that inspired global

True education means fostering the ability to be interested in something.

Sumio Iijima, Japanese physicist

It is books that are the key to the wide world; if you can't do anything else, read all that you can.

Jane Hamilton, American author

The English language is nobody's special property. It is the property of the imagination...

Derek Walcott, Caribbean poet

The important thing is not to stop questioning.

Albert Einstein, German-American physicist

The mind is not a vessel to be filled, but a fire to be kindled.

Plutarch, Greek historian

If you are going to write another coursebook for the English language, please try to do something a bit different.

An English teacher who wishes to remain anonymous

Global Intermediate by numbers:

10 units 160 pages 10 extracts
from famous novels 46 vocabulary sections
37 explanations of English grammar 10 functional
English lessons 15 accents from around the
world in Global Voices 200 audio clips
30 video clips 150 interactive activities
100s of curious and
interesting facts

Content highlights

1 Language & Culture

Greetings *The Hobbit* by JRR Tolkien A special kind of English ...
Capitals of culture Towards a definition of culture

2 Lives & Legends

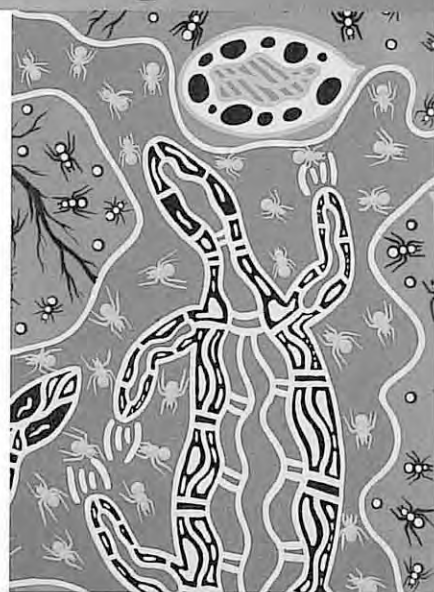
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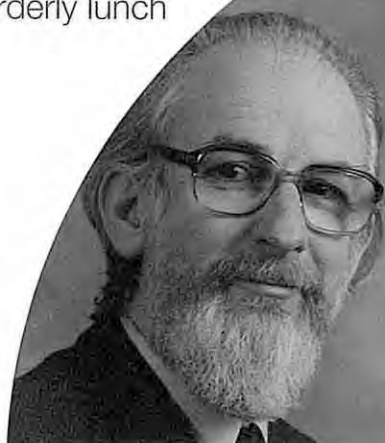
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Part 1

Listening & Vocabulary

Greetings

Reading

The Hobbit

Pronunciation

Intonation and different meanings

Grammar

State & action verbs, present tenses

Speaking

Fantasy stories and films



Listening and Vocabulary

1 How many different ways can you say *Hello* in English? Make a list.

2 1.01 Listen to four situations where people are greeting each other. For each situation answer the questions.

- 1 Is it a formal or informal situation?
- 2 Do the people know each other?
- 3 Where could they be?

3 Listen again. Write all the greetings you hear and put them in two categories: formal and informal. Then answer the questions.

- 1 How many of these expressions are in your list from exercise 1?
- 2 Which expressions are longer – the formal or informal? Which expressions use contractions?
- 3 What does this tell you about formal and informal expressions in English?

Reading

1 Read the information about *The Hobbit* and JRR Tolkien on page 7. Have you heard about his books before?

2 1.02 Read and listen to *A good morning*, an extract from *The Hobbit*. Then answer the questions.

- 1 What are they talking about?
- 2 Who wants to finish the conversation?

3 Read the text again and look at the sentences. Which ones are *not* mentioned as possible meanings of *Good morning*?

- 1 The weather is good this morning.
- 2 I don't like mornings.
- 3 I hope you have a good morning.
- 4 If I like it or not, it's a good morning.
- 5 I feel good this morning.
- 6 We should be good (well-behaved) this morning.
- 7 I don't want to talk to you anymore.
- 8 I don't feel well this morning.

Pronunciation

1 1.03 Listen to four people saying *Good morning*. Decide if they sound friendly or unfriendly.

2 Listen again and repeat. Copy the intonation.

3 Work in pairs. Try saying phrases 1–5 in these different ways.

- with neutral intonation
 - polite and friendly
 - rude and unfriendly
- 1 I'm sorry, I don't understand.
 - 2 Thank you very much.
 - 3 It doesn't matter.
 - 4 Would you like something to drink?
 - 5 Nice to meet you.

Grammar

1 Look at these pairs of sentences. Which sentence in each pair is correct? Can you explain why?

- 1 a What do you mean?
b What are you meaning?
- 2 a We aren't wanting any adventures here.
b We don't want any adventures here.

*The sun **shines** there every day. The sun **is shining** today.*

*What do you **mean**? What ~~are you meaning~~?*

- we use action verbs to describe things that happen. Action verbs are used in the present simple or the present continuous
- we use state verbs to describe states like being, possessing, feeling and thinking. State verbs aren't usually used with the present continuous
- some common state verbs are: *agree, appear, be, believe, belong, contain, like, feel, fit, forget, have, hate, last, love, matter, mean, need, own, prefer, realise, remember, seem, understand, want*

The Hobbit

The Hobbit (1937) was originally a story for the author JRR Tolkien's children. It tells the story of Bilbo Baggins, a 'hobbit' (a mythical smaller relative of man) and his adventures in the world of Middle Earth. This extract describes the first meeting between Bilbo and the mysterious wizard Gandalf.

2 Read the information about *The Hobbit*. Decide if the underlined verb forms are correct or incorrect. Then correct the mistakes.

Every year many school students in English-speaking countries read *The Hobbit*, and some teachers are believing that it is good preparation for reading more difficult works by authors like Dickens or Shakespeare.

The story of the Hobbit is timeless. People are understanding the themes today just as they did in 1937.

Some people are feeling that the story is sexist, as there are no strong female characters. Others disagree. They say that both boys and girls are liking it.

Because so many people love the book, the original editions are now selling for lots of money at auctions. In 2008 a first edition of the book sold for £60,000.

JRR Tolkien died in 1973, but new versions of his books are coming out all the time.

'Good morning!' said Bilbo, and he meant it. The sun was shining, and the grass was very green. But Gandalf looked at him from under long bushy eyebrows that stuck out from under his big hat.

'What do you mean?' he said. 'Do you wish me a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?'

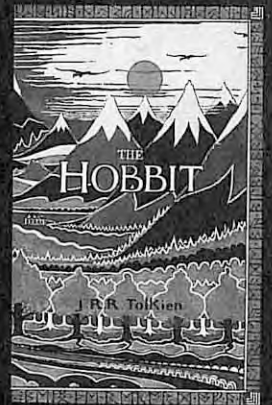
'All of them at once,' said Bilbo.

■ ■ ■

The old man did not move. He leaned on his stick and gazed at the hobbit without saying anything, till Bilbo got quite uncomfortable and even a little cross.

'Good morning!' he said at last. 'We don't want any adventures here, thank you! You might try over The Hill or across The Water.' By this he meant the conversation was at an end.

'What a lot of things you use *Good Morning* for!' said Gandalf. 'Now you mean you want to get rid of me, and that it won't be good till I move off.'



Glossary

at last (phrase) – finally

at once (phrase) – at the same time

cross (adjective) – angry

gaze (verb) – to look at someone or something for a long time

get rid of (phrase) – to make someone go away because they are annoying

move off (phrasal verb) – go away

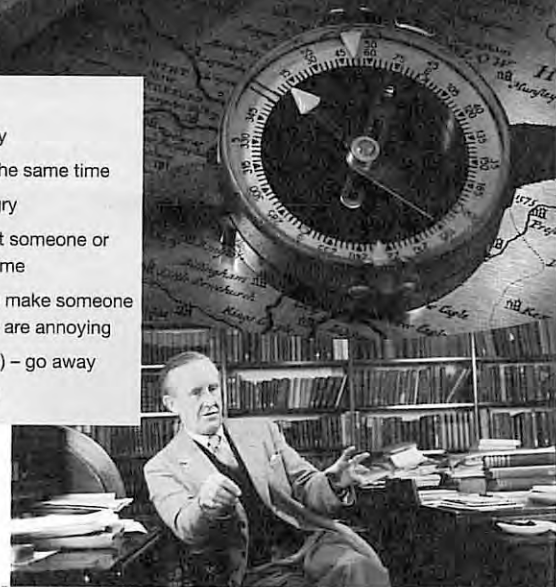
till (conjunction) – until

G Grammar focus – explanation & more practice of state & action verbs on page 132

Speaking

Work in pairs and ask each other the questions.

- Do you like fantasy stories or films?
- Have you seen any of *The Lord of the Rings* films? What did you like about them?
- Have you read *The Hobbit*? Would you like to?



JRR Tolkien (1892–1973) was an English writer and teacher of language and literature at the University of Oxford. He is most famous for his works *The Hobbit* and *The Lord of the Rings*, which have sold more than 50 million copies and are published in 30 languages. These books started a whole new period of fantasy writing in English.



Part 2

Vocabulary & Pronunciation

English for specific purposes, word stress

Listening

English for a specific purpose

Grammar

Present simple & present continuous

Speaking

Languages

Vocabulary and Pronunciation

1 Work in pairs and ask each other the questions.

- Do you (or did you) use English at work? If so, what for?
- Is English used in your country in any particular jobs?

Useful phrases

- I use English at work to ...
- I sometimes / often use English because ...
- People who work as / in ... use English to ...

2 Match jobs 1–6 to the pictures. Then match the jobs to the types of English spoken a–f.

- | | |
|------------|--------------|
| 1 chemist | a medical |
| 2 engineer | b legal |
| 3 pilot | c scientific |
| 4 lawyer | d aviation |
| 5 manager | e business |
| 6 doctor | f technical |

3 **1.04** Listen to words a–f from exercise 2. Underline the stressed syllable in each word. Then listen again and repeat.

Henry Emery is an English teacher and teacher trainer. He is co-author of a coursebook and co-director of a language consultancy.



Listening

1 **1.05** You are going to listen to an interview with Henry Emery, who teaches a specific kind of English. Listen to an example of this English. Which type of English is it?

2 Match the words in the box to definitions 1–4.

- air traffic control officer emergency
engine safety

- 1 an unexpected and dangerous situation
- 2 the part of the plane that makes it move
- 3 a person who organises the movement of planes
- 4 being safe and protected from danger

3 **1.06** Listen to the interview with Henry Emery. Tick the correct statement.

- a Aviation English is only spoken by pilots and air traffic control officers.
- b Pilots and air traffic control officers don't speak normal English.
- c Pilots and air traffic control officers need to speak aviation English and normal English.

4 Listen again. Are the sentences true (T) or false (F)?

- 1 There is only one type of aviation English.
- 2 The popularity of English aviation classes is growing.
- 3 Aviation English helps people communicate safely.
- 4 Aviation English is the same as normal English but with some specialist vocabulary.
- 5 Pilots use a set of standard phrases.
- 6 Pilots and air traffic control officers need to have good pronunciation.
- 7 Aviation professionals communicate with people who speak many different languages.

5 What facts did you think were most interesting in the interview?



a



b



c



d



e



f

Grammar

1 Look at the example sentences and complete the rules with *present simple* or *present continuous*.

I always speak English in meetings.
I'm learning Aviation English at the moment.

I need to use technical English at work.

- we use the _____ to talk about habits and routines, and about things that are always true
- we use the _____ to talk about things that are happening now and about temporary and changing situations
- we don't usually use the _____ with state verbs

2 Find examples for the three rules in the audioscript of the interview on page 152.

3 Complete the text with the present simple or present continuous form of the verb in brackets.

Machine translation

People _____ (*communicate*) using language. But at the moment the world _____ (*have*) about six thousand nine hundred languages: this _____ (*mean*) that language often _____ (*prevent*) communication. To solve this problem online, more and more people _____ (*start*) to use machine translation. Some people _____ (*use*) machine translation to read websites in a foreign language. Others _____ (*translate*) instant messages in order to talk to people whose language they _____ (*not understand*). In the past machine translation was unreliable but translation software _____ (*get*) better all the time and at present many companies _____ (*develop*) efficient portable translators.

4 Look at these situations. What would you say? Use the verb in brackets.

A friend phones and interrupts your dinner preparation. (*cook*)

Sorry, I can't talk now, I'm cooking dinner.

- 1 A friend asks you what sort of computer you have. (*use*)
- 2 You are on the train to work when a colleague phones. (*sit*)
- 3 You have rented a flat for six months. An old friend wants to know where you have moved to. (*live*)
- 4 You are at a meeting. Somebody asks you if you drink tea or coffee. (*prefer*)
- 5 A friend asks how often you do sport. (*go/do/play*)

G Grammar focus – explanation & more practice of present simple & present continuous on page 132

Speaking

1 Work in pairs. Look at this list of the ten most spoken languages. Which do you think are the top five? Put them in order. Then check your answers on page 130.

Russian Hindi Arabic English German
Chinese Japanese Bengali Spanish Portuguese

2 Work in pairs and ask each other the questions.

- Which languages do you speak? How well do you speak them?
- What other languages do people speak in your country?
- What languages are you learning now or planning to learn in the future? Why?

Useful phrases

- I speak ... (and ...) as a first / foreign language.
- I'm a native speaker of ...
- I speak ... quite well / fluently.
- I can read ...
- I can get by in ... / I speak a few words of ...
- At the moment I'm learning ...
- When learning a language, ... is really important for me.

Part 3

Listening

Capitals of Culture

Grammar

Questions review

Vocabulary &

Pronunciation

Collocations for
describing places,
word stress

Speaking


Nominating a town

Listening

1 Do you know what a Capital of Culture is? Read the introduction and then discuss the questions below with a partner.

Every year, cities in Europe, the Americas and the Arab world are chosen to be 'Capitals of Culture'. Each city puts on a year-long programme of cultural events in order to attract visitors and bring different cultures together.

Does your country belong to a Capital of Culture programme? If so, do you know what places have been or are going to be Capitals of Culture?

2  1.07-1.08 Listen to interviews about two Capitals of Culture: Sibiu, Romania and Brasilia, Brazil. For which city did becoming a Capital of Culture have the greater effect?

3 Work in pairs and answer the questions. Then listen again and check.

Which city ...

- 1 was modernised?
- 2 has the shape of a bird?
- 3 had a lot fewer visitors in the past?
- 4 has many buildings by the same architect?
- 5 attracts business people?
- 6 has belonged to different countries?

4 Work in pairs. Look at the pictures. Which of the two places would you prefer to visit? Why?

Extend your vocabulary
look

If you *look at* something, you move your eyes so you can see it.

If you *look after* something, you take care of it.

If you *look for* something, you try to find it.

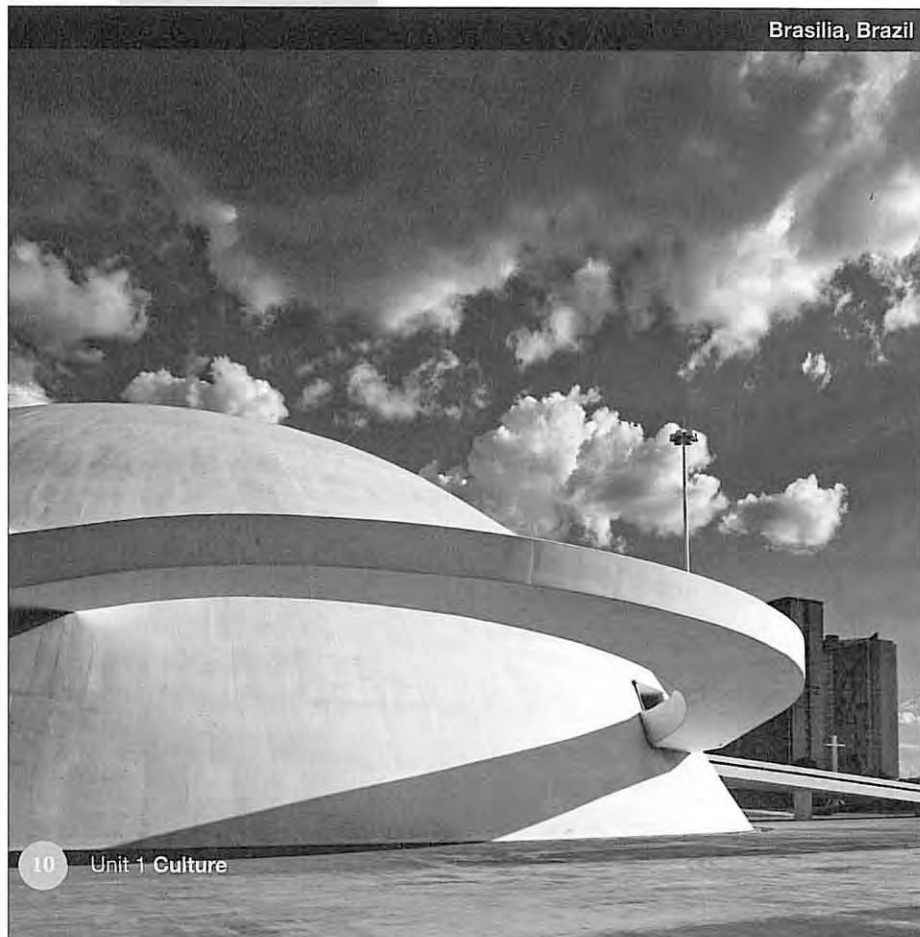
If you *look around* somewhere, you see what is there.

If you *look up* something, you try and find it in a book, a list or using a computer.

Match the verbs above to the correct group of words.

- 1 _____ your keys, a lost dog, a job
- 2 _____ a word, bus times, a telephone number
- 3 _____ a painting, a view, a computer screen
- 4 _____ a child, the planet, a pet
- 5 _____ a museum, a new house, a foreign city

Brasilia, Brazil



Sibiu, Romania



Grammar

1 Put the words in the correct order to make questions from the interview about Sibiu.

- 1 you / us / can / about the city / tell ?
- 2 like / what / that year / was ?
- 3 change / did / how / the city / the year ?
- 4 in a normal year / Sibiu / visitors / does / how many / have ?
- 5 since 2007 / increased / the number of tourists / has ?

2 Read the rules and match them to questions from exercise 1.


- in questions with *be* the verb goes before the subject
- in present simple or past simple questions the auxiliary verb *do/did* goes before the subject
- questions with modals, questions in the present or past continuous, present perfect or past perfect start with the auxiliary verb (*can, will, is, was, has etc*)

3 Complete the questions for the interview about Amman, Jordan.

- 1 _____ ?
Yes, it's a very old city – about 9,000 years old.
- 2 How many _____ ?
Amman has over one million inhabitants.
- 3 What _____ ?
Tourists can visit the old town. There are also some beautiful mosques.
- 4 When _____ ?
It was Arab Capital of Culture in 2002.
- 5 What kind of _____ ?
They organised cultural events such as poetry readings, concerts and lectures.

G Grammar focus – explanation & more practice of questions on page 132

Vocabulary and Pronunciation

1  1.09 Match words 1–6 to a–f to make common phrases from the interviews about Sibiu and Brasilia. Then listen and check.

- | | |
|-----------------|----------------|
| 1 international | a boutiques |
| 2 ancient | b events |
| 3 tourist | c monuments |
| 4 designer | d architecture |
| 5 cultural | e airport |
| 6 modern | f attractions |

2 Listen again. Is the stress on the first or second word? Then listen again and repeat.

3 Which of the phrases in exercise 1 were mentioned in connection with Sibiu and which in connection with Brasilia?

4 Work in pairs. Discuss which of the things in exercise 1 interest you when you visit a new town or city. What else is important to you?

Speaking

1 You're going to nominate a town that you know well as a Capital of Culture. First make some notes.

- Where is the town? How many inhabitants does it have?
- Can you say something about the town's history and architecture?
- What are the most popular tourist attractions and cultural events?

2 Work in pairs, if possible with a partner who has chosen a different town. A: tell your partner about your town. B: listen to your partner. Ask three questions to find out more. Then swap roles.



Amman, Jordan

Useful phrases

- I'd like to tell you about ...
- It's in the north / east / centre of ...
- ... is famous for its architecture / restaurants / views / music scene.
- Does the town have a ...?
- Can you fly to ...?
- When was ...?

3 Decide whether your nomination or your partner's should be chosen. Then choose one Capital of Culture for the whole class.

Part 4

Reading & Speaking

Towards a definition of culture

Grammar

Subject / object questions

Writing & Speaking

Culture quiz

Reading and Speaking

1 Work in pairs. How could you finish this sentence?

Culture is ...

2 Read *Towards a definition of culture*. Is your definition in the text?

3 Complete the text with these sentences. There is one extra sentence you do not need.

- Everyone knows what it is, but explains it in different ways.
- It is harder to say exactly what these are as they are often changing.
- The United States and Britain today are multicultural, they have lots of different cultures.
- One thing we can all agree on is that culture is about being unique and different.
- People think this kind of information is valuable and important.
- These tests contain many questions about the country's 'Culture'.

4 These questions are adapted from a citizenship test for Australians. Using the information in the text, categorise the questions into those about 'culture with a capital C' and those about 'culture with a small c'.

- What does the word *Australia* mean?
- What happened on 25th April 1915 in Gallipoli, Turkey and why is this important to Australians?
- Which European explorer arrived in Australia first?
- What do Australians like doing in their free time?
- What colour is the Australian flag?
- Who designed the Sydney Opera House?
- Do Australians kiss or shake hands when they meet each other?
- Where did many of the early Australian settlers come from?
- What is Uluru?

5 Which kind of culture do you think is more important to learn about, culture with a capital C or culture with a small c?

Grammar

object subject
What do Americans do in their free time?
 subject object
Who wrote Hamlet?

- when a question word is the object of a present simple or past simple question, use *do/does* or *did*
- when a question word is the subject of a present simple or past simple question, don't use *do/does* or *did*

1 Look at the questions in Reading and Speaking exercise 4. Can you find three examples of subject questions?

2 Look at these other facts about Australia. Make questions for the facts, beginning with the words in italics.

- The most popular sports Australians watch on television are Australian football and cricket.
What sports ...?
- The Aborigines lived in Australia before European settlers arrived. There is still a large Aborigine population.
Who ...?
- On 26th January Australians celebrate Australia Day, the national holiday.
What ...?
- There are six states and two territories in Australia.
How ...?
- Barbecues are very popular. A barbecue is a meal cooked outside.
What ...?
- The summer Olympics were held in Sydney in 2000.
Which Australian city ...?

3 Turn to page 130 and read the answers to the questions from Reading and Speaking exercise 4. Can you remember the questions?

G **Grammar focus** – explanation & more practice of subject / object questions on page 132



Towards a definition of culture

How many definitions of culture exist?

Culture is a very difficult term to define.

_____. For some people it means literature, music and art. Others define it as beliefs, ways of behaving and the ideas of a particular group. Another broader definition says that it is all the knowledge and values of a society. Lord Raglan, a British soldier and author in the 20th century, once famously said, 'Culture is roughly everything we do and the monkeys don't.' There are as many definitions of culture as there are different societies.

Two kinds of culture

One useful starting point is the idea of two types of culture: culture with a capital C and culture with a small c.

Culture with a capital C refers to music, literature and the visual arts. It also includes facts and statistics about a national group or society. _____ A person is *cultured* if they know a lot about culture with a capital C. Many English-speaking countries now have citizenship tests for new immigrants.

_____. Examples might include *Who wrote Hamlet?* or *Where does the Prime Minister of Canada live?*

Culture with a small c refers to beliefs, values, traditions and the everyday life of a particular community.

_____. Culture with a small c can be different from one part of a country to another. Travellers and people who do business with people from different places are often more interested in culture with a small c. Example questions could include *What time do Americans finish work?* or *Do Germans shake hands or kiss when they meet each other?*

_____. Culture gives a person a special identity. Culture gives a community or a country a different character. Whatever the definition, culture plays an important part in everybody's life.

Writing and Speaking

1 Write between two and four questions about your own national culture. Include a mixture of 'capital C' and 'small c' questions.

2 Work in groups. Read your questions to each other and check they are correctly formed. Choose the most interesting eight questions. This is your quiz.

3 Work with another group. Read out your questions. The other group tries to answer them. Then swap roles. Which group got the most answers correct?



Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Who are the people and what do you think they are talking about?

Useful phrases

- I think he/she is ...
- He/She/They could be ...
- Perhaps they ...
- In both pictures ...
- In the first picture ... but in the second ...

2 When you visit a new place, what are the advantages and disadvantages of ...

- staying in a hotel?
- staying in somebody's home?

Listening

1 1.10-1.11 Listen to the conversations. What do the people in the pictures want to know?

2 Listen again. Tick the three things each speaker recommends.

Conversation 1

- a walk to the harbour
- a good restaurant
- a trip to the caves
- an organised tour

Conversation 2

- a concert
- pubs with live music
- the symphony orchestra
- the students' union

Language focus

1 Look at these sentences from the conversations. Underline the phrases that the speakers use to recommend something.

- 1 If you don't want to go far, I'd suggest walking down to the harbour.
- 2 Oh yes, you shouldn't miss the caves.
- 3 I can really recommend the organised tour.
- 4 Well, what about a concert?
- 5 There are lots of good pubs with live music.
- 6 Or you could try the student union in Chambers Street.

2 Listen to the conversations again. How do the visitors reply to the recommendations? Tick the phrases they use.

Conversation 1

- 1 a That sounds good.
- b That's good.
- 2 a I think we'll do that tomorrow.
- b I don't think we'll do that tomorrow.

Conversation 2

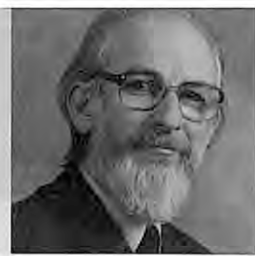
- 3 a That isn't a good idea.
- b That's a good idea but ...
- 4 a That's great.
- b That sounds great.

Speaking

Work in pairs. Choose **one** of the tasks below.

A You have a teenage exchange student staying with you. Give him/her some tips about what to do in your area. Use the new expressions you have learnt.

B A business visitor wants to know about places to visit in your town or somewhere you know well. Make recommendations. Use the new expressions you have learnt.



Why do we have language? To talk and write to each other. But what do we talk and write about? This is where culture comes in.

Language enables us to say who we are and how we live. It's natural, therefore, to find English-teaching courses telling us about local shops, national events, and famous places. While studying points of pronunciation, grammar, and vocabulary, learners take in a great deal of cultural information. If the course focuses on British English, the settings may be such places as Oxford Street and the Tower of London. If American English, they might be Broadway and Times Square.

Today, English is found in countries all over the world, and everywhere we see the language changing as people use it to talk about their local situation. The most noticeable change is the new vocabulary they use when they want to talk in English about plants and animals, food and drink, customs and practices, and other features of everyday life. A visitor can sometimes find it difficult to understand what's being said, especially when the conversation turns to politics, folklore, city streets, or TV personalities. Local people unconsciously use names, words, and expressions that reflect their culture, which outsiders have to learn if they want to participate. Everyone in Brazil knows what a *bateria* is (the drummers in a samba school). Everyone in India knows what a *lakh* is (a numerical unit, 100,000). Each country has thousands of words like these, many borrowed from local languages, which can form part of an English conversation. Along with regional features of pronunciation and grammar, they make up a country's national dialect of English.

The first national English dialects appeared in Britain in the Middle Ages, when the English of Scotland began to differ from the English of England. Later, American and British English diverged. Then local varieties developed in Australia, South Africa, and other territories of the British Empire. Later still, newly independent nations such as Nigeria continued the process, adapting English to suit their needs. Today, we have to be prepared for a world full of 'Englishes'.

Glossary

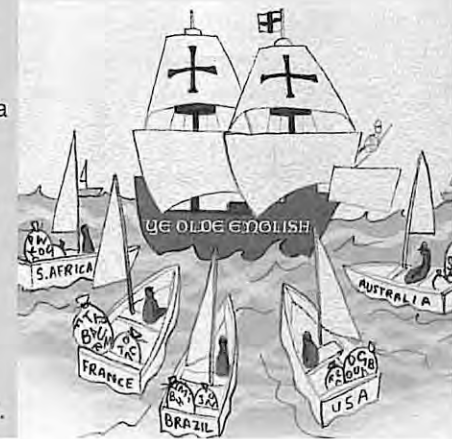
adapt (verb) – to change something to make it more suitable for a new use or situation

enable (verb) – to give someone the ability or opportunity to do something

outsider (noun) – someone who does not belong to a particular group or organization

unconscious (adjective) – used about things you do without realizing you are doing them or without intending to do them

personality (noun) – a famous or well-known person



Warm up

1 These sentences use different varieties of English. Guess the meaning of the cultural terms in bold from the context.

- If the weather's nice we'll get some hamburgers and have a **barbie** in the park. (Australian English)
- I'm not paying twenty-five **bucks** for that CD. That's crazy. (American English)
- Just give me a **wee** bit of cake, I'm not that hungry. (Scottish English)
- Turn left at the **robots**. (South African English)
- Do you want to see these photos of my daughter's **shaadi**? Aren't they a lovely couple? (Indian English)

2 Think about your English studies from previous years. What cultural information did you learn? Think of two examples and tell a partner.

Reading

1 Read *A world full of Englishes*. Are these statements true (T) or false (F), according to what the author says?

- Learning about culture is part of learning a language.
- English-teaching courses should use cultural information from Britain.
- An American English course may include cultural information about New York.

4 The most noticeable change in world English is changes in vocabulary around the world.

5 It is easy for a foreigner to understand local cultural references in language.

6 There are many different kinds of English in the world now.

2 Read the text again. Find examples of ...

- two features of everyday life that might cause a change in vocabulary.
- two examples of local culturally specific words.
- a newly independent country that uses English.

Speaking

1 Work in pairs. Think of examples of ...

- your language changing across regions according to culture.
- English being used in your language. Why are the English words used?
- local things or places that you would not translate into English.

Reading

1 Read Mehrnoosh's report on languages in Iran. Which fact do you find the most interesting?

The most widely-spoken language in Iran is Persian. It is also sometimes called Farsi, or Parsi. Persian is the official language of Iran and it is used in government, the media, and education. It is the mother tongue of about half of the population but most people in Iran can speak and understand it. Persian is also spoken in parts of Afghanistan, Tajikistan, and Uzbekistan.

In addition to Persian, there are over sixty other languages or dialects in Iran. Some people in the north-west speak Turkish or Kurdish, because the north-west of Iran is close to Turkey, and the people of the west are Kurdish. In addition, there are cities in the south where people speak Arabic because the south of Iran is near the Emirates.

Persian is a very old language, but it has changed over many centuries. Nowadays, our alphabet is the same as the Arabic alphabet, and the language is written from right to left. We also have different words from other languages as well as Persian words. For example, for 'thank you' we say 'merci' (a French word) as well as 'tashakor' or 'motehshakeram' (the traditional Persian words). For 'hello' we say 'salaam', which means 'peace' in Arabic. Many people speak English, but are very pleased if visitors can use some Persian words as well.

2 Read the report again and answer the questions.

- 1 What is the main language of Iran?
- 2 For what purposes is it used?
- 3 Where else is it spoken?
- 4 What other languages or dialects are spoken?
- 5 How does Persian differ from English?
- 6 Which languages does Persian borrow words from?

Language focus: making additional points

1 Read the report again. Find three examples of where Mehrnoosh uses *also*, two examples of *in addition* and three examples of *as well*.

2 Choose the correct words to complete the rules. Use the examples in the text to help you.

- 1 We usually use *in addition* at the *beginning / end* of a sentence, and *as well* at the *beginning / end* of a sentence.
- 2 We can use *as well as* or *in addition to* *before / after* a noun.
- 3 We usually use *also* with a verb in the *middle / at the end* of a sentence.

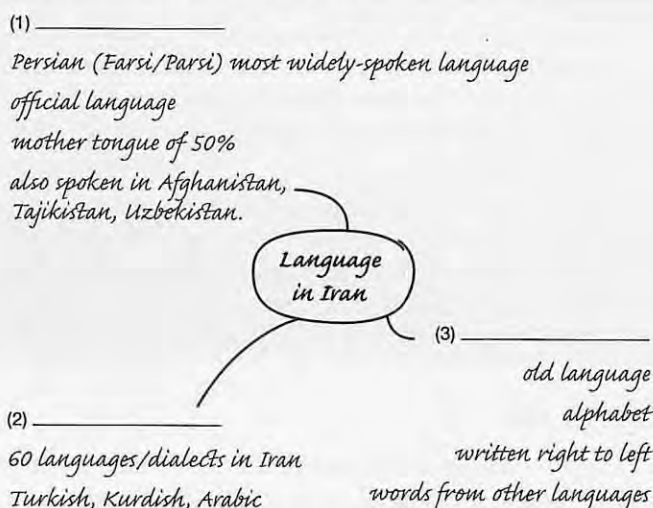
3 Write three sentences about English using *also*, *in addition* and *as well*.

Writing skills: planning

Before writing it is useful to organise your ideas into paragraphs. A paragraph is a group of sentences about the same idea or topic. A good way to plan paragraphs is using a spidergram.

Look at the spidergram for Mehrnoosh's report. Add the paragraph titles a–c to the notes.

- a Languages in Iran
- b Description of Persian
- c The status of Persian in Iran



Preparing to write

1 Makes notes in a spidergram about a language from your country or another language you know about. Use the questions in Reading exercise 2 to help you.

2 Work in pairs and share your ideas.

Describing languages

- Most people have English as their first language / mother-tongue.
- English is the official language / the most widely-spoken language / the medium of education.
- Some people are bilingual / speak another dialect.

Writing

Write a report on languages in your country. Use your notes and the useful phrases above to help you. Remember to organise your ideas into paragraphs.

Grammar

1 Complete the text with the present simple or present continuous form of the verbs in brackets.

My name is Andy and I (1) _____ (*come*) from Scotland. At the moment I (2) _____ (*spend*) a week in Liverpool, which was the European Capital of Culture in 2008. Liverpool is a fantastic place and I (3) _____ (*have*) a great time. The local people, who are called Liverpudlians, (4) _____ (*have*) a great sense of humour and the night life is fantastic. I (5) _____ (*not / usually / go*) museums because I (6) _____ (*prefer*) sports, but here I (7) _____ (*visit*) a lot of interesting places – there is a fascinating Museum of Slavery, and the Beatles Museum and the Tate Art Gallery are fantastic.

2 Choose the correct words to complete the sentences.

- 1 What kind of book *The Hobbit* is / is *The Hobbit*?
- 2 Who *did write / wrote* the *Hobbit*?
- 3 When *did Tolkien die / died* Tolkien?
- 4 What kind of English *do pilots / do pilots speak*?
- 5 Where *I can learn / can I learn* aviation English?

Vocabulary

1 What type of English to these people speak?

- | | | | |
|------------|-------|-------------|-------|
| 1 lawyers | _____ | 4 doctors | _____ |
| 2 chemists | _____ | 5 engineers | _____ |
| 3 managers | _____ | 6 pilots | _____ |

2 Complete the missing words.

- 1 The Great Wall of China and the Forbidden City are important tourist a _____ in Beijing.
- 2 There are designer b _____ in Venice where you can buy clothes, jewellery and handbags.
- 3 The International Jazz Festival in Montreal is a popular cultural e _____.
- 4 The Sydney Opera House is one of the most interesting examples of modern a _____.

Speaking and Writing

1 Choose a town you have visited or know about and make notes about it. Then work in small groups and describe the town. Your group try to guess the name of the town, or where it is.

2 Write a question or problem you have about learning English, on a piece of paper. Then swap your paper with another student. Write recommendations about how they can solve their problem.

Understanding your learning style

People learn languages in different ways. This may be because of their personality, culture or past learning experiences. If you understand your learning style it can help explain why you find some activities easy or difficult, and can help you study more effectively.

1 Complete the quiz. Then check your answers below to find out what type of learner you are.

A Global or analytical? Tick the three things that help you learn the best.

- a reading and listening in the foreign language
- b studying language rules
- c doing exercises
- d doing communicative activities
- e studying corrections
- f staying in a country where the language is used

B Visual, auditory or kinaesthetic? Tick the three things that help you learn the best.

- a repeating new words or sounds
- b activities which involve moving around
- c diagrams showing how language works
- d listening to songs or recordings
- e activities which involve cards or objects
- f spider diagrams for vocabulary-learning
- g doing dictations
- h using pictures
- i doing a variety of activities

C Impulsive or reflective? Are the statements true (T) or false (F) for you?

- a When I read, I like to understand everything.
- b I don't mind guessing if I don't know an answer.
- c I like to have time to plan what I am going to say.
- d I always try to answer questions in class.
- e I prefer to be accurate rather than fluent.
- f I prefer to be fluent rather than accurate.

2 Work in small groups and compare your answers.

Learning styles

Most people have a mixture of learning styles.

- A Global: a, d, f Analytical: b, c, e
 B Visual: c, f, h Auditory: a, d, g
 Kinaesthetic: b, e, i
 C Impulsive: b, d, f Reflective: a, c, e

Part 1

Speaking

Ghostwriting

Listening

An interview with a ghostwriter

Grammar

Past simple & past continuous

Vocabulary & Pronunciation

-ing and -ed adjectives, word stress

Writing

Ghostwriting a partner's experience

Speaking

1 1.12 What do you think a ghostwriter is? Choose a definition. Then listen to the first part of an interview with Andrew Crofts, a ghostwriter, and check your answer.

- Someone who writes novels under a 'pen name' instead of their real name.
- Someone who writes frightening stories.
- Someone who writes a story for someone else in the other person's voice.

2 Work in pairs and discuss the questions.

- What sorts of people use a ghostwriter? Why?
- What do you think the advantages and disadvantages are of being a ghostwriter, compared to being an author of novels or a journalist?

3 Look at some of the books that Andrew Crofts has 'ghosted'. Which one looks the most interesting?

Listening

1 1.13 Listen to how Andrew Crofts became a ghostwriter. Choose the correct explanation.

- An important businessman needed to write some books but his English wasn't very good, so he asked Andrew to help him.
- An important businessman needed to write some books but he was too busy, so he asked Andrew to write the books.

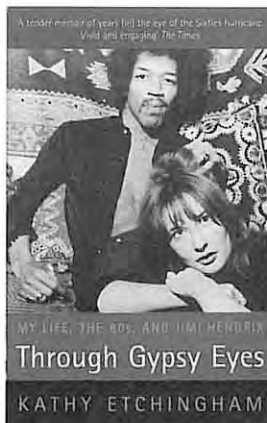
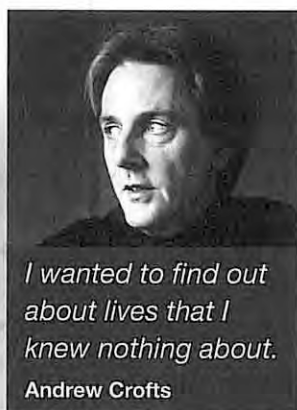
2 You are going to listen to the rest of the interview with Andrew Crofts. First check the meaning of the words and phrases in the box in a dictionary.

be a sucker for something journalism
resist skin

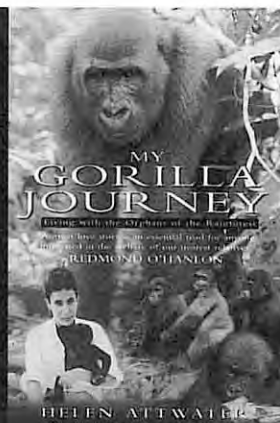
3 1.14 Listen to the rest of the interview. Tick the reasons why Andrew enjoys being a ghostwriter.

- He finds other people's lives and stories interesting.
- He gets out of the house and meets lots of different people.
- He likes writing about film stars.
- He likes living somebody else's life for a few months.

4 Work in pairs. Do you think being a ghostwriter is an interesting job? Why / Why not?



Jimi Hendrix was just starting to become famous when Kathy Etchingham became his girlfriend. This is Kathy's fascinating story of life with Hendrix in the rock 'n' roll sixties.



Helen and Mark Attwater experienced war and disease while they were looking after baby gorillas in the Congo. This is their inspiring story.



This is the amazing story of Atanas Tilev, a Bulgarian businessman. He discovered a group of people were planning to steal all the money in his country's banks – and decided to stop them.

Grammar

1 Look at the sentences. Mark completed actions in the past with • and actions in progress in the past with →. Then complete the rules.

Jimi Hendrix was just → starting to become famous when Kathy Etchingham became his girlfriend.

He discovered a group of people were planning to steal all the money in his country's banks.

What were you doing before you became a ghostwriter?

- we use the past simple for _____ in the past
- we use the past continuous for _____ in the past

2 Complete this summary of *Nowhere to Hide*, another book ghosted by Andrew Crofts. Use the past simple or the past continuous form of the verbs in brackets.

Susan Francis _____ (study) to be a nurse in England when she _____ (meet) and _____ (marry) a young Iraqi civil engineer. She _____ (return) with him to Iraq. While they _____ (live) in Baghdad, the Gulf War _____ (start). This is Susan's story of what she and her family _____ (experience) while American and British forces _____ (attack) Baghdad.

3 Work in pairs and complete these sentences. Imagine they are the opening lines of a book and make them as interesting as you can. Then think of two more sentences.

- 1 She was sleeping peacefully in her bed when suddenly ...
- 2 We were watching a rather boring film at the cinema when ...
- 3 They were sitting on the plane on their way to Tokyo when ...

G **Grammar focus** – explanation & more practice of past simple & past continuous on page 134

Vocabulary and Pronunciation

1 Write the missing adjectives.

People and things	Feelings
fascinating	_____
_____	confused
inspiring	_____
_____	shocked
embarrassing	_____
_____	disappointed

2 **1.15** Listen to the words. Underline the stressed syllable in each pair. Then listen again and repeat.

3 Write six sentences about your life using the adjectives in exercise 1.

I had an extremely embarrassing experience when I started my first job.

Writing

1 Work in pairs with a partner you don't know very well. A: Tell your partner more about an experience you wrote about in Vocabulary exercise 3. It doesn't all have to be true! B: take notes. Then swap roles.

2 'Ghost' your partner's experience using your notes. Write a paragraph that starts with *I was ... when ...*

I was talking to a friend at a party when ...

3 Read your partner's paragraph. Are all the facts correct? Is it easy and interesting to read?



UNIT 2 Lives & Legends

Part 2

Vocabulary

Relationships

Reading

White Teeth

Grammar

Past perfect & past simple

Pronunciation

Weak forms

Vocabulary

1 Work in pairs. Explain the difference between ...

- a grandfather and a great-grandfather.
- a friend and an acquaintance.
- a colleague and a boss.
- a fiancée and an ex-wife.
- a stepbrother and a half-brother.

2 Match the sentence beginnings 1–6 to the endings a–f.

- | | |
|---|---|
| 1 My brother and I <i>have a lot</i> | — |
| 2 We sometimes argue, but we usually <i>get on</i> | — |
| 3 He <i>puts</i> | — |
| 4 We've argued but we've never really <i>fallen</i> | — |
| 5 We live in different cities but we <i>keep</i> | — |
| 6 I hope I don't <i>lose</i> | — |
- a *in touch* by email.
 b *out with* each other.
 c *quite well*.
 d *touch with* him.
 e *in common*.
 f *up with* my bad temper.


3 Use the phrases in exercise 2 to make sentences about a person in your family or a person you know well.

I have a lot in common with my mother.
I can't put up with my flatmate's mess.

4 Work in pairs and compare your sentences.

Reading

1 What are some common reasons for family disputes? Think of one or two and tell a partner.

2  1.16–1.17 Read and listen to the summary and extract from *White Teeth*. Summarise what the extract is about in one sentence. Compare your sentence with other students.

3 Read the texts again and decide if the sentences are true (T), false (F), or if the text doesn't say (D).

- 1 Alsana wants her son to stay in England.
- 2 Samad wants his son to have a Bangladeshi education.
- 3 The son doesn't want to go to Bangladesh.
- 4 Alsana doesn't speak to her husband for eight years.
- 5 Alsana's punishment has no effect on Samad.

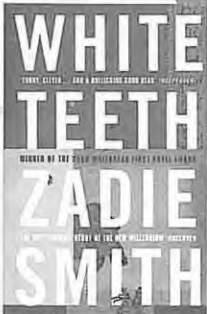
4 Work in pairs. Choose **one** of the tasks below.

A Read the questions and answers between Samad and Alsana in the extract. Then invent three other questions that Samad asks Alsana and write her answers.

B What do you imagine Samad and Alsana are like? Write a description. Include physical characteristics and personality.

C Was Samad wrong to send his son to Bangladesh? Was Alsana right to punish her husband? Think of reasons for and against each decision.





White Teeth

White Teeth is the story of two wartime friends - the Bangladeshi Samad Iqbal and the Englishman Archie Jones, and their families in London. One day Samad decides that his son must go back to Bangladesh for his education. Alsana, the boy's mother, doesn't agree. Samad sends his son back to Bangladesh, but doesn't tell his wife until after his son has gone. She decides to punish him.

Alsana had decided to stop speaking directly to her husband. Through the next eight years she would determine never to say yes to him, never to say *no* to him. That was her promise, that was her curse upon Samad, and it was exquisite revenge.

■■■

It got to the point where if somebody said 'yes' or 'no' to Samad in the street or in the restaurant, he hardly knew how to respond, he had come to forget what those two elegant little signifiers meant. He never heard them from Alsana's lips. Whatever the question in

the Iqbal house, there would never again be a straight answer.

'Alsana, have you seen my slippers?'

'Possibly, Samad Miah.'

'What time is it?'

'It could be three, Samad Miah, but Allah knows it could also be four.'

'Alsana, where have you put the remote control?'

'It is as likely to be in the drawer, Samad Miah, as it is behind the sofa.'

And so it went.

Grammar

1 Look at the sentences about *White Teeth*. In each sentence underline the event in bold which happened first.

- Samad **put** his son on a plane to India and then **told** his wife.
- Alsana **didn't answer** her husband. She **had decided** to punish him.
- When the son **came back** home, he **had changed** and Samad was disappointed with him.

2 Complete the rules.

Alsana had decided to stop speaking directly to her husband.

- we form the past perfect with *has/had* and a past participle
- we use the past perfect to talk about an event in the past that happened *before/after* another event or a specific time in the past

3 Read these sentences about other family situations. Write what you think happened before. Think of reasons. Use the past perfect.

- The husband moved out of the family house.
- The daughter stopped keeping in touch with her mother.
- The two brothers fell out.
- The grandmother refused to babysit for the grandchildren.
- The son's girlfriend didn't answer his calls anymore.

G **Grammar focus** – explanation & more practice of past simple & past perfect on page 134

Pronunciation

1 How are the underlined verbs pronounced?

- She had stopped speaking to her husband.
- He hadn't seen his son for eight years.
- She can talk to her son on the phone.
- She's very angry with him. They can't be in the same room together.

2 1.18 Listen and check your answers. Then complete the rules with the words in the box.

affirmative sentences negative sentences
questions short answers

- We usually use the weak form of an auxiliary verb (or *be*) in _____.
- We usually use the strong form of an auxiliary verb (or *be*) in _____, _____ and _____.

3 1.19 Listen and repeat the quotes about family life. Pay attention to the weak forms.

- You can choose your friends but you can't choose your family.
- Blood is thicker than water.
- A son is a son until he takes a wife, a daughter is a daughter all her life.
- Absence makes the heart grow fonder.
- Out of sight, out of mind.
- Like father, like son.

4 Work in pairs. Do you agree with the quotes? Are there similar quotes in your country? Can you explain them in English?

Glossary

curse (*noun*) – an unpleasant situation or influence that continues for a long time

slipper (*noun*) – a soft comfortable shoe you wear in the house

straight answer (*noun*) – a direct answer



Zadie Smith is an award-winning British novelist. *White Teeth* (2000) was her first novel which she wrote when she was 25 years old. It won many awards.

Part 3

Speaking & Listening

A fairy tale

Grammar

Modifiers

Vocabulary &
PronunciationExtreme adjectives,
word stress

Reading & Speaking

Grimms' fairy tales

Speaking and Listening

1 Look at the picture on the left from the fairy tale *Hansel and Gretel*. Do you know this story?

2 Work in pairs. Describe the picture.


- Who can you see?
- Where are they?
- What is happening?

Useful phrases

- There's a forest / cottage / witch.
- The picture shows ...
- In the foreground / background ...
- It/He/She looks ...

3 Read the questions. Do you know the correct answers?

- 1 Why were the children alone in the forest?
 - a Their parents took them into the forest and left them there.
 - b They went for a walk and got lost.
- 2 What happened at the witch's cottage?
 - a The witch killed Hansel but Gretel escaped.
 - b Gretel killed the witch.

4  1.20 Listen to the story of *Hansel and Gretel* and check your answers to exercise 3.

5 Listen again. Think of at least one adjective to describe each of the characters in the box. Then work in pairs and compare your answers.

Gretel Hansel the stepmother
the witch the woodcutter

Grammar

The children were quite tired.
The woodcutter was terribly sad.
They lived very happily together.

- use words like *quite*, *very* and *terribly* to make adjectives and adverbs stronger or weaker
- the modifiers *a bit* and *really* are mostly used in spoken language

1 Put the modifiers in the box into the correct column.


a bit extremely fairly quite rather
really terribly very

to make words stronger (+)	to make words weaker (-)
	<i>a bit</i>

2 Complete the fairy tale. Use modifiers to make the words stronger (+) or weaker (-). Then work in pairs and read your stories to each other.

Little Red Riding Hood

One day Little Red Riding Hood went to visit her grandmother who was _____ (+) ill. In the forest she met a wolf who asked her where she was going. Red Riding Hood was _____ (-) frightened but she told him. The wolf ran to the grandmother's house, ate her and put on her clothes. When Red Riding Hood arrived she thought her grandmother looked _____ (-) different. 'What _____ (+) big ears, you have, Grandmother,' Red Riding Hood said. 'What _____ (+) big eyes you have, Grandmother ... and what _____ (+) big teeth you have ...'. Suddenly the wolf ate Red Riding Hood. Then he felt _____ (-) tired and fell asleep. After a while a woodcutter came by and cut open the wolf, and out came Red Riding Hood and her grandmother.

 **Grammar focus** – explanation & more practice of modifiers on page 134



A fairy tale is a traditional, fictional story. Fairy tales have a long history and exist in all cultures. Early fairy tales were stories for both adults and children.



If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.
Albert Einstein

Grimms' fairy tales

Hansel and Gretel and **Little Red Riding Hood** are two examples of ancient stories which were collected by Jacob and Wilhelm Grimm. The first edition of their collection of stories *Children's and Household Tales* appeared in 1812 in Germany but many of the stories come from other parts of Europe, the Middle East or Asia. *Children's and Household Tales* has been translated into more than 160 languages. The Grimm tales usually have a social or a moral message. The message of *Hansel and Gretel* and *Little Red Riding Hood*, for example, is 'Don't trust strangers'.

The original Grimm tales were extremely violent and frightening. The Grimms themselves, as well as other storytellers and publishers, changed many of the stories over the years, so that the tales have become less scary. But are fairy tales really too frightening for children?

The psychologist Bruno Bettelheim argued that fairy tales are important for child

development; reading fairy tales can help children learn about life, deal with their fears and achieve their dreams. In many fairy tales a young person experiences terrible problems with an adult – but the young person wins. There is often a happy ending.



Jacob and Wilhelm Grimm

Vocabulary and Pronunciation

1 Look at the sentences from the Listening. Complete the meanings of the words in bold.

- The forest was **enormous** (very _____) and they couldn't find the way home.
- Their father was **delighted** (very _____) to see them.
- He had been **miserable** (very _____) since he had left the children in the forest.

2 Match adjectives 1–6 to definitions a–f.

- | | |
|--------------|------------------|
| 1 ancient | a very angry |
| 2 filthy | b very bad |
| 3 astonished | c very old |
| 4 exhausted | d very surprised |
| 5 furious | e very dirty |
| 6 terrible | f very tired |

3 1.21 Listen and repeat the sentences. Which words are stressed?

- His house wasn't just big, it was enormous.
- I wasn't just pleased, I was delighted.
- She wasn't just sad, she was miserable.

4 Work in pairs. Make similar sentences using the words in exercise 2. Practise saying them, paying attention to your intonation.

5 Complete the sentences so they are true for you.

- I get furious when ...
- I'm always astonished when I ...
- I get exhausted when ...
- I'm always delighted when ...
- I sometimes feel miserable when ...

6 Work in pairs. Read three of your sentences from exercise 4 to each other. Tell your partner if you feel the same.

A: *I get furious when people eat on the bus or train. It's bad manners!*

B: *Me too. I hate that. / Really? That doesn't bother me.*

Reading and Speaking

1 What problems do children have to deal with today? Do you think fairy tales can help children to deal with real-life situations?

2 1.22 Read and listen to the text. Choose the best subtitle.

- Escape from reality
- Learning for life
- For adults only

3 Work in pairs and discuss the questions.

- Are fairy tales frightening?
- Are children too protected today?
- Do fairy tales still have an important place in your culture?



UNIT 2 Lives & Legends

Part 4

Vocabulary

Prepositions

Reading

Legendary places

Grammar

used to & would

Writing

A mini saga


Vocabulary

1 Look at the picture and complete the description with the prepositions in the box.

above against beside around
beneath beyond within

There is a tall, dark tower. In front of the tower is a horse. _____ the horse there is a man. There is a princess _____ the tower. _____ the tower there is a secret tunnel. _____ the tower wall there is a ladder. _____ the tower there is a circle of trees. _____ the trees there are some mountains. _____ the tower there is a dragon.

Language note: the prepositions *beneath* and *within* are more common in literary or formal texts

2  1.23 Listen and check your answers.

3 Choose the correct word to complete the sentences.

- The secret garden was deep *within* / *above* the forest.
- We couldn't see the tower, it was *behind* / *in front of* the mountains.
- At the top of the hill, far *above* / *within* the village, there was a single house.
- The travellers saw a group of trees and *beyond* / *beneath* them, some red hills.
- The legendary city of Atlantis was *beneath* / *around* the sea.

Reading

1 Look at the names of three legendary places in the box. What do you know about these places?

Atlantis El Dorado Shangri-La

2 Work in three groups.

Group A: read about Shangri-La on page 25.

Group B: read about Atlantis on page 126.

Group C: read about El Dorado on page 128.

Answer the questions for your text.

- Where is the place?
 - Where does the legend come from?
 - What does the legend mean today?
- 3 Work in groups of three, with one student from group A, B and C. Tell your group about your place.

4 Work with your group and answer the questions.

Which place ...

- suffered a natural disaster?
- was written about first in a book?
- represents a place where you can get rich?
- is a place of great natural beauty?
- was based on the story of a king?
- was ruled by dishonest people?

Extend your vocabulary – ways of talking about meaning

When you want to talk about meaning, you can use the following verbs.

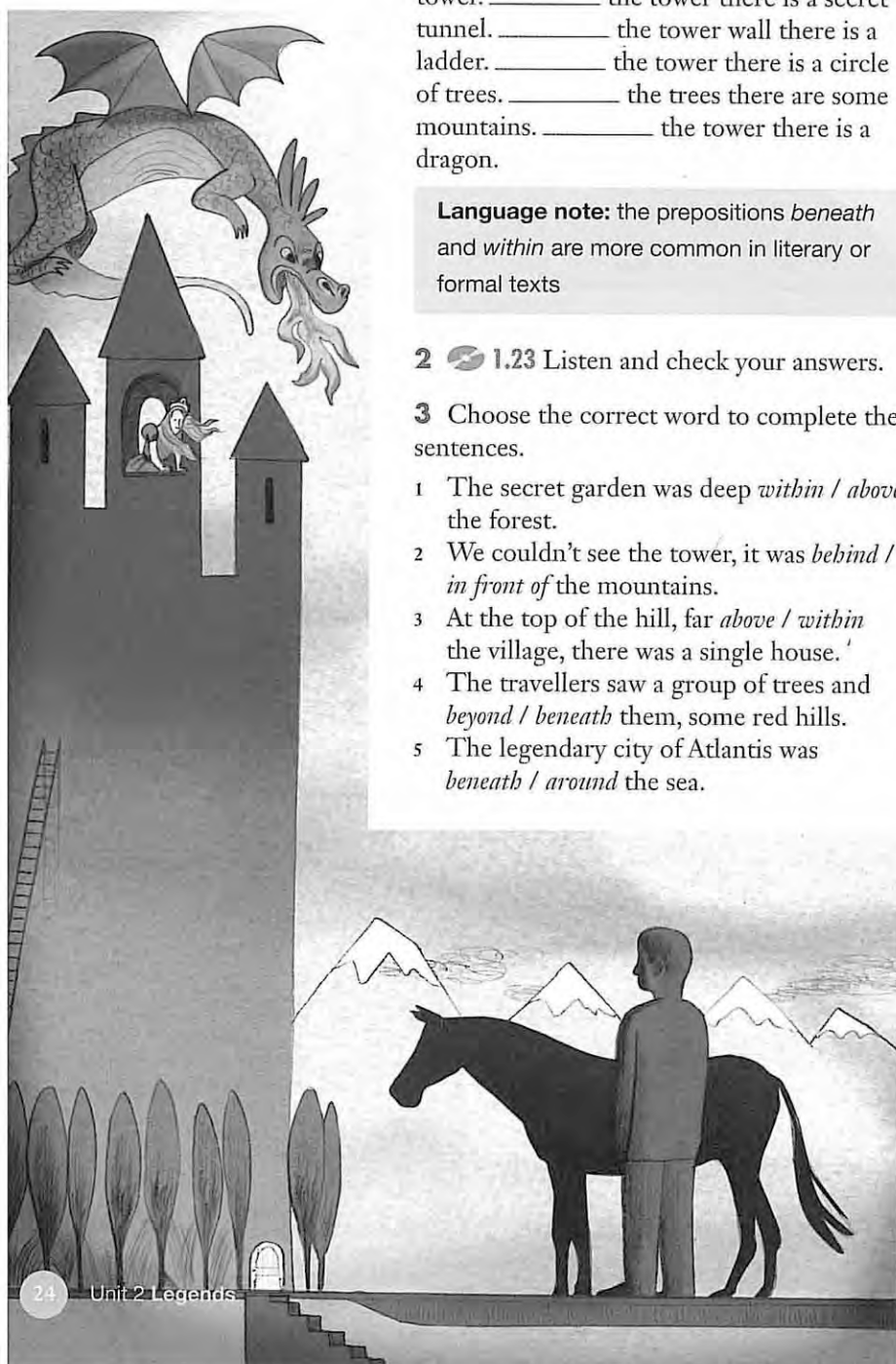
mean: It means 'Golden One' in Spanish.

represent: This colour represents good things, happiness.

symbolise: The marks on the wall symbolise protection.

Do these things mean anything special in your culture? Use the verbs above to talk about their meaning.

- the colour green
- the number 13
- a red rose
- a snake



Legendary places

- modern meanings

Grammar

Conway **used to** be a British diplomat.
The Ancient Greeks **used to** talk about Atlantis.
The king **would** cover his body in gold.

- use *used to* to talk about habitual states or actions in the past
- use *would* to talk about habitual actions in the past. We don't use *would* to talk about states
- the negative of *used to* is *didn't use to*
- the question form of *used to* is *Did ... use to?* We don't usually use *would* in questions about the past

1 Complete the sentences with *used to* or *would*. Sometimes more than one answer is possible.

- 1 One of the most famous legendary places in Britain is Camelot. According to the legend, King Arthur _____ live there.
- 2 He _____ meet his knights at the Round Table.
- 3 They _____ sit around the table and share stories.
- 4 Historians _____ believe that the Round Table really existed, but they now say it is probably just a legend.

2 Choose three topics and write down the information.

- a place you used to live in / work at
- a place you would visit with family when you were younger
- an activity you would do when you were younger
- an activity you didn't use to do, but you do now
- a person you used to be afraid of
- something you used to believe was true, but you don't now

3 Work in pairs. Tell each other about the things you wrote in exercise 2. Ask your partner questions.

G **Grammar focus** - explanation & more practice of *used to* & *would* on page 134

The mountain paradise **Shangri-La** is an imaginary valley deep within the Himalayas. It was described in the 1933 novel *Lost Horizon* by British author James Hilton. The main character of *Lost Horizon* is a European called Hugh Conway. Conway used to be a British diplomat but disappeared after a mysterious plane crash over the mountains of Tibet. After the crash Conway, another diplomat, Mallinson, and two other companions discover the inspiring and mystical world of Shangri-La. Mallinson feels it is a prison but Conway sees it as a paradise.

The legend of Shangri-La has different meanings. It represents a perfect place that is hidden from modern society. It also symbolises a person's life-long quest for happiness and love.

Glossary

paradise (noun) - a perfect place

quest (noun) - a long difficult search

A mini saga is a story in exactly 50 words.

The idea was popularised by a competition in the British newspaper *The Daily Telegraph*. It is now possible to find many mini sagas on the internet.

Writing

1 Read the definition of a mini saga.

2 You are going to write a mini saga about a legendary place. You can write about a place you know, or you can invent one. Make notes for your story. Use the ideas in the table to help you.

Places	People	Phrases
a tower	a very poor woman and her father	Once upon a time ...
a mysterious city	a cruel king	There used to be ...
a cemetery	a lonely millionaire	People used to say ...
a castle	two twin brothers	Nobody knew where ...
an old house	a lonely actor	It was a mystery / a legend ...

3 Write your mini saga. Then work in groups. Read out your sagas and decide which is the best.



Warm up

- 1 Work in pairs. Look at the pictures and compare and contrast them.
 - Who are the people in the photos? Describe them.
 - Where are they? What do you think they are listening to?
 - How would you describe their mood?
- 2 Write down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

Listening

- 1 1.24 Listen. What is the situation? Who is speaking?
- 2 What is the speaker talking about? Choose one of the topics in the box.

company news economics maths philosophy
sales techniques time management

- 3 Listen again. Are the sentences true (*T*) or false (*F*)?
 - 1 Confucius thought duties were very important.
 - 2 Most of Confucius's followers were educated men.
 - 3 His followers had no problems living the way Confucius expected.
 - 4 He expected his followers to be unselfish.
 - 5 His favourite student was the son of a rich man.

Language focus

- 1 Match the general statements 1–3 from the listening to the examples a–c. Then listen again and check.
 - 1 Generally speaking he believed that people have obligations rather than rights,
 - 2 On the whole, Confucius's students were young men from good families,
 - 3 Most of the time, however, these students found it difficult to live in the way that Confucius expected;
 - a such as the sons of bankers or officials.
 - b for instance, Confucius thought people should always think of the interests of other people.
 - c for example to one's family and one's elders.
- 2 Underline the phrases used to make general statements and the phrases used to give examples in the sentences in exercise 1.

Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.


- A Tell your partner about ...
 - something you generally like and give examples.
 - something you don't generally enjoy and give examples.
- B Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.

Warm up

Work in pairs and discuss these questions.

- How much influence do parents and older family members have in your culture?
- Are famous people important role models in your country? Do you think they influence people's lives?

Listening

1  **1.25–1.28** Listen to four people talk about people who have had an important influence on their lives. Who influenced them?



- 1 Martin, Czech Republic _____
- 2 Eva, Switzerland _____
- 3 Abdul, Saudi Arabia _____
- 4 Erica, Italy _____

2 Listen again. How did these people influence the speakers? Read the sentences and correct the two that are false.

- 1 Martin: They encouraged him and helped him in his career.
- 2 Eva: She talked to her about art.
- 3 Abdul: He encouraged him to learn more about the theoretical side of computer science.
- 4 Erica: She taught her how to study at university.

Language focus: *stuff*

1 Look at the word *stuff* in these sentences from the listening. Then work in pairs and answer the questions.

- My parents really influenced me a lot in my career, in my goals for all this *stuff*.
- They helped me if I had some problems or *stuff*.
- We spent a lot of time together, just going out and see exhibitions and just *stuff* like that.

- 1 What does *stuff* mean?
- 2 Is it a formal or informal word?
- 3 Do you think it's a countable or uncountable noun?

2 Rewrite these sentences using the word *stuff*.

- 1 Put all your bags and coats in the back of the car.
- 2 Most people have too many belongings.
- 3 Our supermarket sells all sorts of products.
- 4 I gave all my baby equipment to my sister.
- 5 Who put all these things on my desk?
- 6 There are a lot of good articles and tips on her website.

Speaking

1 Think about someone who has had an important influence on your life. Think about these questions and make some notes.

- What are they like?
- How did you meet them?
- How have they influenced you?

2 Work in pairs. Tell your partner about the person. Use your notes and the useful phrases to help you.

Useful phrases

- He/She has a very ... personality.
- He/She has always encouraged me to ...
- He/She was a big influence on my life because ...
- He/She taught me lots of stuff about ...
- He/She helped me with ...
- We used to ... and stuff like that.

Reading

1 Read Jiwon's version of a traditional Korean folk tale. Choose the best title.

- a The injured bird
- b A tale of two brothers
- c The magic gourd

Long ago, there was a rich man who had two sons. The older brother, who was called Nolbu, was greedy and lazy. By contrast, his younger brother Hungbu was hard-working and kind-hearted. When their father died, Nolbu inherited his house and land, but Hungbu received nothing.

One day when Hungbu was working in the fields, he found a bird which had broken its leg. He took the bird home and looked after it carefully. The bird gradually became stronger, and when summer came, it flew away to a warm place. A year later the bird flew back and gave Hungbu a seed. Hungbu sowed the seed and it soon grew into a plant which produced many gourds. When Hungbu opened one of the gourds, he was amazed to see that it was full of treasure. The next day he bought an enormous house and moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous and decided to do the same as his brother. He also found a bird, but he broke its leg and looked after it until it became strong. The bird also gave him a seed, which produced several gourds. However, when Nolbu opened one of the gourds, goblins immediately came out of it and stole all his money. After that Nolbu felt ashamed so he went to his brother to ask for help. Hungbu was sorry for him and so he invited him to share his house. Both brothers and their families lived happily ever after.

2 Read the story again. Are these sentences true for Hungbu (H), Nolbu (N), or both?

- 1 He became rich.
- 2 He did not work hard.
- 3 He found an injured bird.
- 4 He broke a bird's leg.
- 5 He received a seed from a bird.
- 6 He found treasure inside a gourd.
- 7 All his money was stolen.
- 8 He felt sorry because he had behaved badly.
- 9 He was kind to his brother.

3 Do you think the story teaches a lesson? If so, what is it?

Writing skills: complex sentences

A clause is a sentence which has a subject and a verb.

Their father died. Nolbu inherited his house and land.

Use *and*, *but*, *so* and *when* to join clauses together to make a complex sentence. With *but*, *so* and *when*, we often use commas to separate the clauses.

When *their father died, Nolbu inherited his house and land, but Hungbu received nothing.*

After *and*, it is not necessary to repeat the subject if it is the same in each clause.

He took the bird home and looked after it carefully.

1 Underline other places in the story where Jiwon has used *and*, *but*, *so* and *when* to join clauses.

2 Join the clauses with the words in brackets to make complex sentences.

- 1 Hungbu sold the treasure. He bought an enormous house. (*and*)
- 2 Hungbu opened the door. The bird flew away. (*when*)
- 3 Hungu found the bird. He felt sorry for it. He took it home. (*when, so*)
- 4 Hungbu worked hard. He gave money to his family. His brother was lazy. He never gave money to anyone. (*and, but, and*)

Preparing to write

Think of a traditional folk tale from your country or story you knew when you were a child. Make notes about the story. Then work in pairs and tell your partner the story.

Storytelling expressions

- Long ago ...
- Once upon a time ...
- They lived happily ever after.

Writing

Write your story. Use your notes and the useful phrases to help you. Use complex sentences and time expressions.

Grammar

1 Delete the verb forms which are not possible. Sometimes more than one verb form is correct.

As a child, I (1) *used to love / would love / loved* fairy tales, and my mother (2) *often told / would often tell / often used to tell* me the story of Jack and the Beanstalk. Jack and his mother (3) *were / would be / used to be* very poor.

One day, Jack (4) *used to exchange / exchanged / was exchanging* the family cow for a magic bean. That night, he (5) *planted / had planted / was planting* the bean and the next morning he was astonished to see that it (6) *grew / had grown / used to grow* into an enormous beanstalk as high as the sky. Immediately, Jack (7) *was climbing / climbed / had climbed* up the beanstalk, and soon he (8) *came / was coming / had come* to a giant's house. While the giant (9) *would sleep / was sleeping / had slept*, Jack (10) *stole / was stealing / had stolen* the giant's treasure. But suddenly the giant (11) *woke up / was waking up / had woken up*. He (12) *used to be / had been / was* furious that his treasure (13) *disappeared / had disappeared / would disappear*. But while the giant (14) *followed / was following / had followed* Jack down the beanstalk, Jack (15) *had cut / cut / would cut* it down.

The giant (16) *died / had died / was dying* and Jack and his mother (17) *lived / were living / had lived* happily for the rest of their lives.

2 Complete the modifiers.

Strong: e_____ly, r_____ly, t_____ly, v_____y

Weak: qu_____e, f_____ly, r_____, a b_____

Vocabulary

Which word or phrase is different in each group? Why?

- colleague acquaintance fiancée great-grandfather
- ancient furious dirty astonished
- inspiring disappointing shocking embarrassing
- while within against beyond
- disappointed confused exhausted shocking
- mean protect symbolise represent
- fall out have a lot in common get on keep in touch
- grandfather fiancée stepbrother ex-wife

Speaking and Writing

1 Write four sentences about when you were a child, using *used to* or *would*. Write one false sentence.

2 Work in small groups and read your sentences. Your group ask questions about the sentences and guess which sentence is false.

Improving your reading skills

1 Work in pairs and discuss these questions.

- Do you enjoy reading? What have you read recently in your own language?
- Which of these have you read in English? Give details.

newspapers	magazines
websites	novels or graded readers
letters	instruction manuals
emails	internet chat sites
brochures	blogs
text messages	menus

There are different ways of reading a text:

- * **Intensive reading:** reading a text carefully in order to understand everything in detail
- * **Skimming:** reading a text quite quickly to understand the main ideas
- * **Scanning:** looking through a text in order to find a particular piece of information

2 Match the types of text with a way of reading. What would the way of reading depend on? Then work in pairs and compare your ideas.

- | | | | |
|------------|---|-----------------------|---|
| • a poem | — | • a newspaper article | — |
| • a recipe | — | • a grammar page | — |
| • a bill | — | • a holiday brochure | — |
| • a blog | — | • a love letter | — |

- Read it intensively, perhaps more than once.
- Skim it then read it intensively.
- Skim it then move on.
- Scan it then read part of it intensively.
- Scan it then move on.
- Read it aloud.

3 Work in pairs and discuss these questions about the ways of reading in exercise 2.

- For which way(s) of reading do you need to understand every word?
- In which way(s) of reading do you look for key words (the most important words, often repeated)?
- How do you use a dictionary for each way of reading?
- In which ways did you read the texts in this unit?

4 How can you improve your reading skills in the future? Try to think of two ideas. Then work in pairs and compare.

I'm going to ...

Part 1

Speaking

Talking about a photo from different points of view

Listening

A desert survival expert

Grammar

Future forms: plans & intentions

Vocabulary

Materials

Speaking

Planning a trip

Speaking

1 Work in pairs. Look at the picture and discuss the questions.

- Where do you think this place is? Describe the picture in as much detail as possible.
- Have you ever visited a desert? Would you like to? Why / Why not?
- What are some of the advantages and disadvantages of living in a desert?

2 Work in groups of three. You are going to talk about the picture from different points of view.

A: You come from a desert country but you hate hot, dry weather. It makes you uncomfortable and cross. Describe your reaction to this place. Give details.

B: You live in a cold, rainy country. Your dream is to live near the desert. Describe your reaction to this place. Give details.


C: You have been stranded in this desert for four days. There is very little food and water left. Describe your feelings about this place. Give details.

Listening

1 You're going to listen to Tony Nester, a desert survival expert, talk about his next trip to the desert. What do you think he is going to take with him? Make a list.

Tony Nester is a desert survival expert from Flagstaff, Arizona in the US



2  1.29 Listen to the interview. Did Tony mention any of the things on your list?

3 Listen again and complete the missing information.

Ancient Pathways, LLC

Our company, Ancient Pathways, runs (1) _____ courses every year.

Our next course is a (2) _____ survival course.

It's a (3) _____ day course.

The three most important things to know in the desert are how to find shelter, (4) _____ and (5) _____.

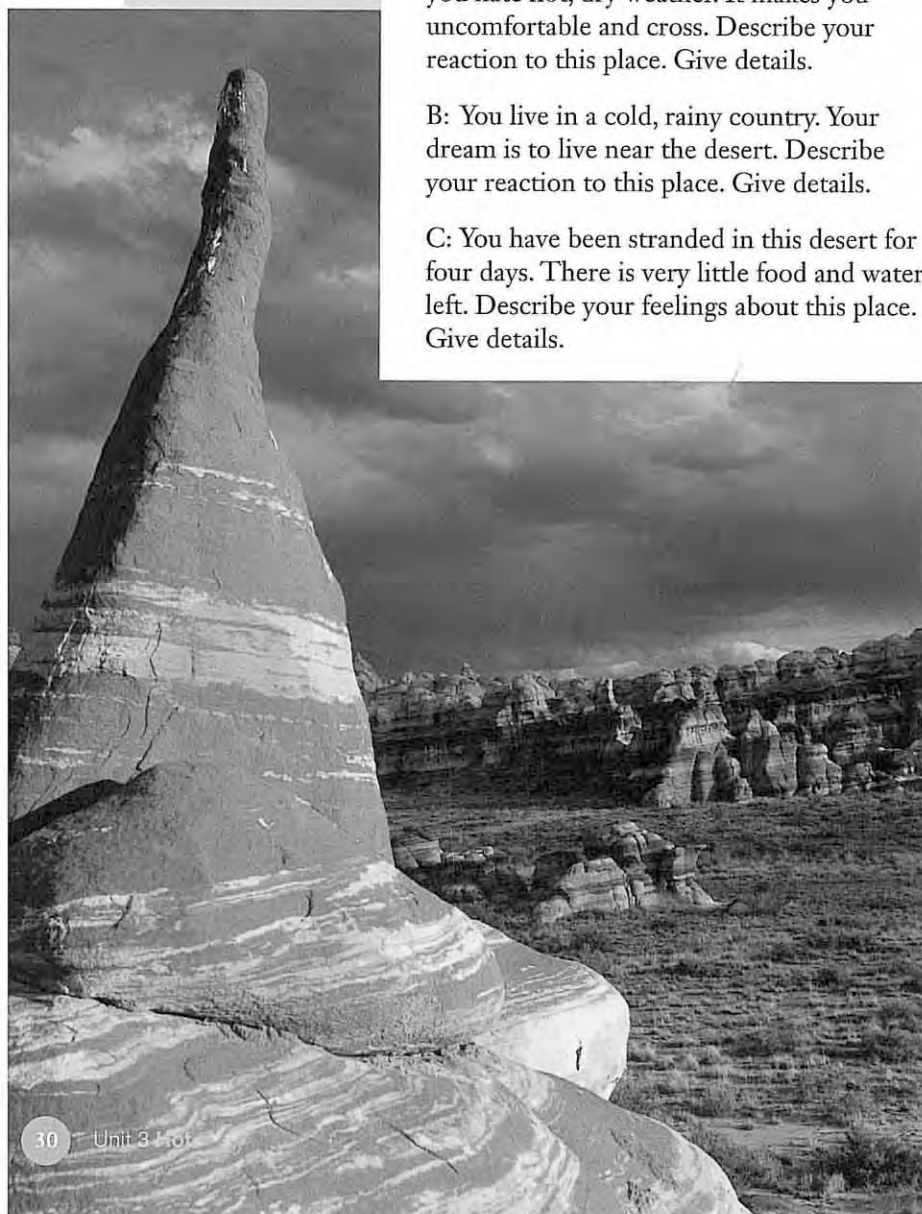
You are going to learn other survival techniques, like (6) _____.

People (7) _____ in the desert every month.

The course will help you stay alive for between (8) _____ and (9) _____ hours if you're lost.

4 Work in pairs. Choose one of the questions and discuss your answers.

- What three adjectives would you use to describe Tony or his work? Why?
- Would you like to go on a course like this? Why / Why not?
- Do you think there are survival skills that people need in a city? What are they?



Grammar

1 Look at the sentences below. Then complete the rules with *be going to + infinitive*, *present continuous* or *will*.

I'm taking a group on one of our most popular courses.

We're going to be in the desert for three days.

I think we'll leave at 7am.

- we use _____ and the _____ to talk about future plans and intentions
- we usually use the _____ for arrangements with a date and time, for example plans with friends or travel arrangements
- we use _____ to talk about future plans which are made spontaneously, at the time of speaking

2 Complete the sentences with the correct future form of the verb in brackets. Use the present continuous when possible.


- 1 We _____ (*leave*) tomorrow morning at 7am.
- 2 We _____ (*not go*) by car.
- 3 We _____ (*walk*) two kilometres into the desert, it isn't far.
- 4 I'm not sure what to take – but I think I _____ (*take*) my phone.
- 5 We _____ (*learn*) exactly what to do if you get lost.
- 6 We _____ (*learn*) how to find and prepare food in the desert.

3 Choose three sentence beginnings and complete them. Then work in pairs and compare your sentences.

- After class I'm ...
- I'm not going to ... next year.
- I think I'm going to ... next summer.
- I'm not ... this weekend.
- I'm definitely going to ... soon.
- I'll probably ... after the course.

G Grammar focus – explanation & more practice of future forms on page 136

Vocabulary

1  1.30 Tony always takes a *wool* sweater with him to the desert. Look at the materials on the right and listen and repeat the words.

2 How many of these materials do you have with you or are you wearing today? Work in pairs and tell your partner.

I have a leather handbag. I am wearing a cotton shirt.

3 What material or materials could these be made of? Choose one likely and one unlikely material for each thing.

- a scarf
- a jacket
- a pair of shoes
- a T-shirt
- a house
- a hammer
- a toy

4 Work in pairs and compare your answers.

Likely: a cotton T shirt; Unlikely: A wool T-shirt

Language note: when we use *wool* or *wood* to describe an object we can also say *woollen* or *wooden*

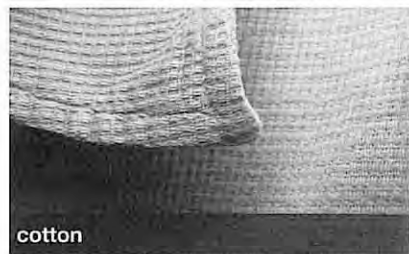
Speaking

1 Work in pairs. Follow the instructions.

You are going on a trip across the desert for three days. You can take a map, a bottle of water, a knife and three of the objects below. Decide which three things you are going to take. Give reasons for your choices.

- a hat
- sunglasses
- a mirror
- a mobile phone
- a compass
- matches

2 Work with another pair. Explain which things you are going to take with you and why.



cotton



leather



metal



plastic



rubber



wood



wool

Part 2

Listening & Vocabulary
Energy

Reading

Endless energy?

Grammar

will & be going to for predictions

Writing

An online comment: giving opinions

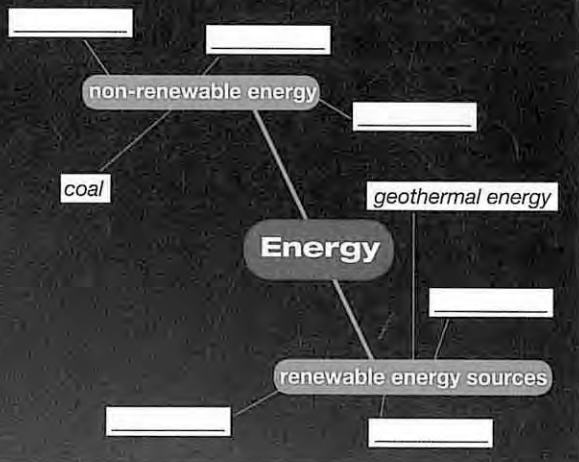
Listening and Vocabulary

1 What electrical appliances or things that need energy have you used today?

2 **1.31** Listen to the words in the box. Notice how the underlined sounds are pronounced. Then listen again and repeat.

coal geothermal energy hydropower
natural gas nuclear energy oil
solar energy wind power

3 **1.32** Work in pairs. Add the energy sources from exercise 2 to the diagram. Then listen to a lecture about energy sources and check your answers.



- 4** Listen again and answer the questions.
- Which energy sources can cause global warming?
 - Which energy source is clean but can be dangerous?
 - Which energy sources are clean but do not supply large amounts of energy at the moment?
- 5** Work in pairs. Which sources of energy are used in your country? Which doesn't your country use? Why not?

Useful phrases

- most / some cars run on ...
- houses are powered by ...

Reading

1 Work in pairs. Look at the pictures on page 33. Discuss how they could be connected to creating energy.

2 **1.33** Read and listen to *Endless energy?* Were your ideas correct?

3 Read the text again. Note down the main arguments for and against each process. Which of the processes ...

- is the most interesting?
- works best on a small scale?
- works best on a large scale?

4 Add words and phrases from the text to your energy diagram. Find ...

- words for other energy sources: biomass, ...
- verbs that can go with *energy*: produce, ...

Extend your vocabulary words that go with problem

We're going to **face** a big problem.
How can we **solve** the problem?
What **caused** the problem?
We've found a **solution to** our problem.
We need to **tackle** the problem.

Work in pairs. Choose one of the tasks.

- What problems do people face in their everyday lives (work/study, family, relationships, time, money etc)? How can you help to solve them?
- What problems does your country need to tackle? What are possible solutions?



Endless energy?

“The solution to our energy problems in one word? Biomass. There have already been many successful projects. Biomass is a renewable plant source that can be used to produce heat, electricity or biofuel – a good alternative to oil because you can store it. At the moment in Brazil approximately 50% of fuel for cars comes from sugar cane, and in Spain vegetable oil from restaurants is used as biofuel for buses. Developments in technology mean using biomass is definitely going to be cheaper and more efficient in the future. But growing plants especially for biofuel takes a lot of water, energy and land. More land for fuel will unfortunately mean less land for growing food.”

“Many countries already burn household waste to make electricity or heat buildings. But now one exciting possibility of biofuel production is from human waste – including dirty nappies. There is already one Canadian company which is planning to use nappies for fuel in a factory. The process is environmentally friendly: the nappies are heated up without oxygen, so that the material is broken down and produces a diesel-like oil. Large supplies of nappies are available for easy collection from hospitals and other institutions. The one drawback is that it will probably be difficult to produce large amounts of fuel.”

“It is now possible to make energy from human movement – a cheap and abundant energy source. Two architects have devised a plan called ‘The Crowd Farm’. This is how it works: when a crowd of people walk on a special floor, their steps move parts under the floor. These press against each other and generate power. This energy could power a train at a busy station or a music system at large concerts. Crowd Farms aren’t going to be practical in the next few years because they are too expensive, but inventors are looking at ways to develop the idea.”

Grammar

1 Look again at *Endless energy?* and find ...

- two predictions about the future with *will*.
- two predictions about the future with *be going to*.

2 Complete the rules.

- we use *will* and *be going to* for future predictions
- we usually use _____ when a prediction is based on strong evidence, for example when we can see that something will happen
- we use _____, *perhaps* and _____ to show how likely the prediction is

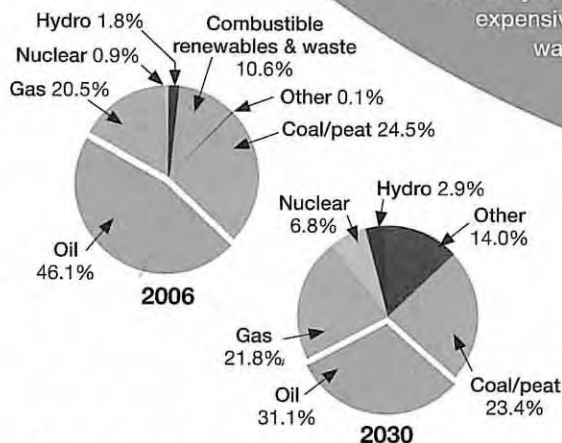
3 Work in pairs. Look at the charts and discuss the questions.

- What will be the most important energy sources in the future?
- Will we use less oil?
- Will we still use nuclear power?
- Will we use more renewable energy? How much?

4 What is going to happen in each of these situations? Use *going to* and the verbs in brackets.

- 1 You’re on a playing field. A football is coming towards your friend. (hit)
- 2 You friend is stroking a neighbour’s dog. The dog growls and shows its teeth. (bite)
- 3 You’re walking across a pedestrian crossing with a friend. A car is driving very fast towards you. (not stop)
- 4 You’re on a busy underground train. A young girl is reaching out for your friend’s bag. (take)
- 5 You’re walking along the street. Your friend hasn’t seen a lamp post. (walk into)

G Grammar focus – explanation & more practice of *will* & *going to* on page 136



Writing

1 Do you ever comment on articles or blogs you read online?

2 Write a comment about the opinions in *Endless energy?* or other energy sources that you know about.

3 Work in pairs and read each other’s comments. Do you agree?

Useful phrases

- Reading this article (I realised that) ...
- I personally believe ... will / is going to ...
- I don’t agree with the part about / The problem is that ...

Glossary

- abundant** (adjective) – existing or available in large quantities
- break down** (phrasal verb) – to separate something into parts
- drawback** (noun) – a disadvantage
- inventor** (noun) – someone who creates something that did not exist before
- source** (noun) – a place or thing that provides something that you need or want
- waste** (noun) – rubbish; what is left of something after the valuable parts have been used

Part 3

Speaking

Talking about the cold

Reading

Coming in from the cold

Grammar

so & such

Vocabulary

cold (metaphor)

Speaking

1 Choose four questions and note your answers.

- 1 What temperature is cold for you?
- 2 Do you feel the cold easily?
- 3 Does it get very cold where you live? How cold?
- 4 What do you do to protect yourself against the cold?
- 5 Where is the coldest place you have ever been?

2 Work in pairs. A: tell your partner the number of a question you chose. B: ask your partner the question. Then swap roles.

Reading

1 Work in pairs. Tell your partner what you know about Alaska. Then read the information below. Which statements are facts and which are opinions? Which of the facts did you already know?

2 Read *Coming in from the cold*. Which topics in the box do the Alaskans mention?

friendly people sports tourists
typical jobs the weather

3 Read *Coming in from the cold* again and complete the text with sentences 1–6.

- 1 I knew there was coffee in the building just a few feet away.
 - 2 Most of us have never seen a polar bear.
 - 3 No one wants anyone to freeze to death.
 - 4 Sometimes my dogs even wear boots.
 - 5 They make them out of huge blocks of ice.
 - 6 I wanted to get right back on that plane!
- 4 Work in pairs. Would you like to visit Alaska? Can you imagine living there?

Grammar

Imagine it's so cold that it's hard to breathe. Alaska is such a cold place that anything above zero Fahrenheit (-17°C) feels warm.

- so or such has a similar meaning to very
- use so before an adjective
- use such before a noun phrase
- after the adjective or noun phrase we use a that clause to talk about a result

1 Here are some other things the Alaskan bloggers said about the cold. Combine the sentences with so or such.

- 1 Alaska is a cold place. People use electric heaters to keep their cars warm at night.
- 2 The temperature is low in winter. Rubber tyres freeze.
- 3 It's a cold day. The hairs in your nose freeze when you breathe.
- 4 It's cold in Alaska. Even dogs wear snow boots.

2 Choose three of the adjectives in the box and think of a time when you felt that way.

angry bored cold hungry tired

3 Complete the sentence for each adjective you chose. Then work in pairs and compare your sentences.

I was so ... that ...

G Grammar focus – explanation & more practice of so & such on page 136

All about Alaska

Alaska is the 49th state of the United States of America. It is in the north-west of the country.

The capital of Alaska is Juneau.

Alaska is a great place.

The name Alaska comes from the Aleut (native people of Alaska) word *Alyeska*, meaning 'great land'.

The people of Alaska are the friendliest in the United States.

The United States bought Alaska from Russia in 1867. They paid Russia 7.2 million dollars for the territory.

Russia sold Alaska too cheaply.

The coldest temperature ever recorded in Alaska was -81°F (-62°C).

The cold weather in Alaska is nicer than the cold weather in other places.



Ian Herriott

Coming in from the cold

Four Alaskan bloggers talk about what it's like living north of the 64° latitude

I'm from California originally. I remember getting off the plane from California and the official airport thermometer read -47.5F (-44.1°C). _____.

I don't mind the cold too much now ... but I suffer from the long dark hours of winter. Many people here have problems with winter depression (called seasonal affective disorder, or SAD). I'm just really sleepy a lot!

Imagine it's so cold that it's hard to breathe. That's what it's like sometimes in Fairbanks, Alaska. The coldest temperature I've experienced is 52°F below zero (46°C below zero). The air hurt my face, so I only stayed outside for a few minutes.

When it snows in Fairbanks, Alaska, the snow stays on the ground for months. A lot of people go skiing or dog mushing, a sport in which a team of dogs pulls a racer on a sled. Every winter, we have a festival where artists make sculptures. _____.

Stefan Milkowski has a blog about climate change and energy issues called *Northern Flux*.

The coldest I have experienced is -55°F (-48°C). I was photographing a long-distance dog sled race. I was inside the school house trying to look at that day's photos on my computer, but was very tired. _____. So I put on my heavy parka and ran outside. I wasn't wearing gloves and grabbed onto the metal doorknob. My hand stuck to it, well, froze to it actually, and I lost the first layer of skin.

In my humble experience, Alaskans are welcoming for the most part. Especially if you are here in the winter. It's like we're all in this together during the cold and dark months.

Jillian Rogers has a blog on dog racing in Alaska called *A Girl and her Dogs*.

I think most Alaskans are proud of our state. There are lots of jokes about how naive visitors can be about certain aspects: no, we don't all live in igloos; _____; and no, penguins don't live up here, that's the ANTarctic. But we appreciate visitors, tourism is essential to our economy.

Ian Herriott has a blog about life in Alaska called *Alaskan Life in the Anthropocene Epoch*.

Alaska is such a cold place that anything above zero Fahrenheit (-17°C) feels WARM and you go out in your T-shirt! Every day I plug my truck into an electrical outlet to warm up the engine. I wear three or four layers of clothes, plus mukluks, which are special boots for very cold, dry snow. _____. Even when it is -40°F (-40°C) I still go to work.

Alaskans are the friendliest people in the world. We take care of each other. If you see someone walking in the winter, you always stop to give them a ride.

Jean McDermott has a blog on life in Alaska called *Jean's Northern Niche*.

Vocabulary

1 Complete the expressions with the words in the box. Use a dictionary to help you.

blood ice icy in the cold
reception shoulder

- 1 He's not talking to me. Is he giving me the cold _____?
- 2 He was murdered in cold _____.
- 3 Her voice was cold, and she had an _____ stare.

- 4 My boss isn't a very friendly person. In fact, he's as cold as _____.
- 5 The others in the group didn't like her, and they left her out _____.
- 6 When I arrived late to dinner, my family weren't very happy and I got a bit of a cold _____.

2 Work in pairs. Are there any similar expressions about cold in your language?

Glossary

breathe (verb) – to take air into your body through your nose or mouth and let it out again

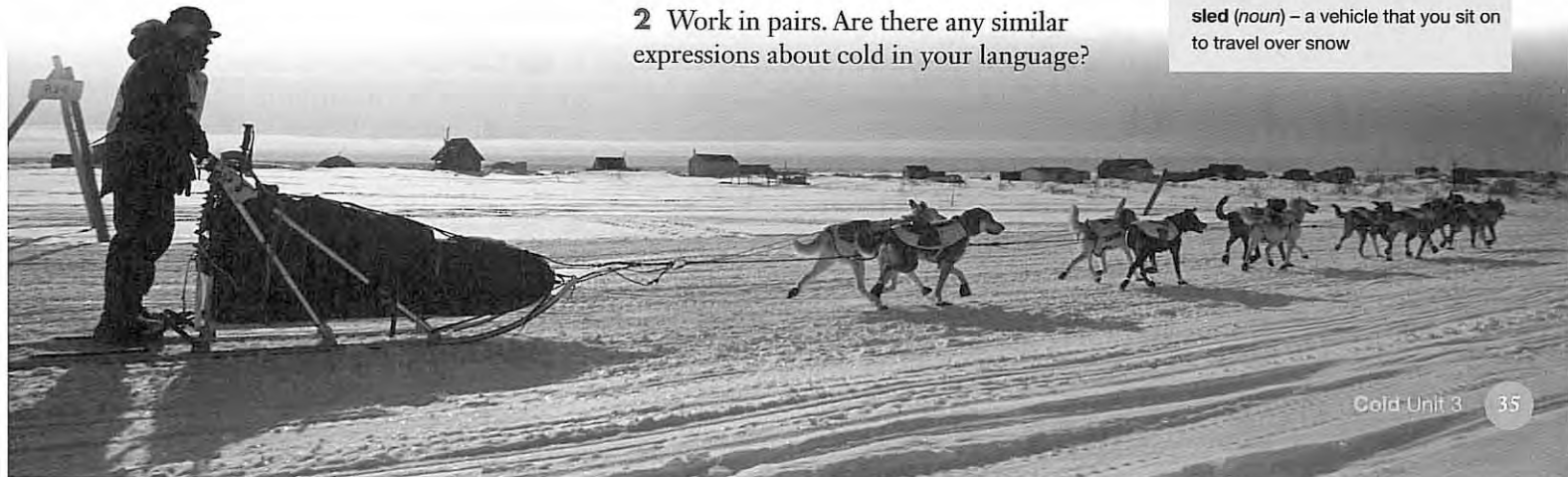
igloo (noun) – a building made from snow or ice

naive (adjective) – a naive person lacks experience of life and believes things too easily

parka (noun) – a big heavy winter coat

plug into (phrasal verb) – to connect a piece of equipment into an electricity supply

sled (noun) – a vehicle that you sit on to travel over snow



Part 4

Reading & Pronunciation

Weather ups and downs, intonation

Listening

In a department store

Vocabulary

Words to describe statistics

Grammar

Real conditionals

Writing

A list poem

Reading and Pronunciation

1 Work in pairs and discuss the questions.

- Do you have four different seasons in your country? What is the weather usually like at different times of the year?
- What products do you think sell well when the weather is hot and when it's cold? Make two lists.

2 1.34 Read and listen to *Weather ups and downs*. Compare your lists from exercise 1 with the products mentioned in the text. What things didn't you think of? Add them to your lists.

3 1.35 Listen to these sentences including lists from the texts. Mark where the voice goes up (↗) and down (↘).

- 1 In a good sales year in the US, there is a warm sunny spring, a hot and dry summer, a cool autumn and a cold winter.
- 2 People wait to buy warm winter clothing like wool jumpers, warm coats, gloves and hats.
- 3 Other typical items sold in winter are hot-water bottles, medicines against colds and flu, car batteries and heating appliances.

4 Work in pairs. A: read out the list for product sales in hot weather. B: read out the list for cold weather. Pay attention to your intonation. Are these things you usually buy?

Vocabulary

1 Find three verbs in the text which mean *go up* and three verbs which mean *go down*.

2 1.36 Write the nouns for the verbs in exercise 1 and answer the questions. Use a dictionary to help you. Then listen and check.

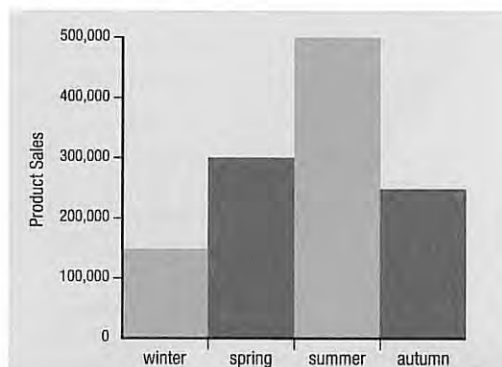
- 1 Which noun and verb don't have the same form?
- 2 Which nouns and verbs have the same form but a different word stress? Listen and check.

3 Complete the sentences with the prepositions in the box.

by in of to

- 1 Sales will grow _____ 10 %.
- 2 There will be an increase _____ 5%.
- 3 Sales will rise from 2 million _____ 3 million.
- 4 There will be a decrease _____ sales.

4 Look at the graph. Complete the sales presentation below with words from exercises 1–3.



'This winter we're going to run a special advertising promotion. If that goes well we hope sales will (1) _____ to about (2) _____. Next year, if there's a warm spring, sales should (3) _____ to (4) _____ items. Then we hope that in summer there will be an (5) _____ of (6) _____. In autumn, we predict that sales will (7) _____ by (8) _____ % – that means sales will (9) _____ to about (10) _____ items.'

Listening

1 1.37–1.39 Listen to three conversations in a department store and look at the pictures. Which products do the customers buy?

2 Listen again. Write the words or phrases that helped you with the answers.



ups and downs Weather

In a good sales year in the US, there is a warm sunny spring, a hot and dry summer, a cool autumn and a cold winter. Companies usually plan their sales at least a year in advance, so if the weather doesn't fit the usual pattern, there will be problems with the supply of particular products.

When the spring is colder than usual in the northern hemisphere, then sales of garden furniture, summer clothes and building materials decline. People simply wait until the weather gets warmer. In a hot summer, sales of ice cream, beer, bottled water and sun cream increase. In a cooler summer sales of these things and of products like fans and swimming pool supplies decrease.

It's a similar picture in the colder months of the year. If the autumn is warmer than usual, people wait to buy warm winter clothing like wool jumpers, warm coats, gloves and hats. But as soon as colder weather starts, people rush to buy these items. Other typical items sold in winter are hot-water bottles, medicines against colds and flu, car batteries and heating appliances. In colder weather demand for products for the home also grows because people start 'nesting' and preparing to spend more time indoors. Sales of comfort food like cakes and doughnuts are dependent on the weather and tend to rise when the temperature falls.

Grammar

1 Look at the sentences from the listening and reading and complete the rules.

If the autumn is warmer than usual, people wait to buy warm winter clothing.

If the weather doesn't fit the usual pattern, there will be problems with the supply of particular products.

If I change my mind, can I get my money back?

- use the zero conditional to talk about things that always happen: use the present simple in the *if* clause and use _____ in the main clause
- use the first conditional to talk about a possible future situation: use _____ in the *if* clause and use _____, *can*, *should* or *might* plus the verb in the main clause

2 Look at these sentences. Which are false?

- 1 a If you heat ice, it melts.
b If ice melts, it becomes water.
c If you heat water to 100°C, it becomes ice.
- 2 a When it gets cold, people drink more hot drinks.
b If you drink hot drinks, you feel cold.
c If you drink hot drinks, you feel warm.

3 Work in pairs. Write three facts: two true and one false. Then read your facts to another pair. They say which is false.

4 Complete the proverbs with the correct form of the verbs in brackets. Use the first conditional.

- 1 If it _____ (*be*) a year of snow, fruit _____ (*grow*).
- 2 If the sun _____ (*set*) in grey, the next _____ (*be*) a rainy day.
- 3 In February if you _____ (*hear*) thunder, you _____ (*see*) a summer wonder.
- 4 If crows _____ (*fly*) low, the wind _____ (*blow*), if crows _____ (*fly*) high, the wind _____ (*die*).

5 Do you know the proverbs? Are they true? Do you know any other proverbs which predict the weather?

G Grammar focus – explanation & more practice of real conditionals on page 136

Writing

1 Choose *hot* or *cold*. Make a list of all the things you associate with this word.

2 Turn to page 130 and follow the instructions.





Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Who do you think buys clothes in these places? What do you think the service is like?

2 Put these things in order of importance for you. Then work in pairs and compare your lists, giving reasons for your choice.

service	—
price	—
brand of clothes	—
fit of clothes	—
quality of clothes	—

Listening

1 1.40–1.44 Listen to five conversations. Match each one to picture a or b.

2 Listen again. Tick the things that the customers ask for.

- a different style
- a different colour
- a different size
- the price
- a refund
- a mirror
- the changing room

Language focus

1 Match requests 1–5 to offers a–e.

- | | |
|---|--|
| 1 I'd like to try this on, please. | a Let me have a look. |
| 2 Could you tell me how much these jeans are? | b I'll let you have them for £25. |
| 3 Would you mind helping me find a size 8? | c I'll ask the manager. |
| 4 Could I try these shoes in black please? | d I'll get them. |
| 5 I wonder if I could have a refund? | e Shall I show you where the changing room is? |

2 Which phrases can you use in polite requests?

Underline them in sentences 1–5. Which verb do we often use in offers?

Speaking

Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

A Role play a conversation in a clothes shop.

A: you are a customer.

B: you are an unhelpful assistant.

B Role play a conversation at a market stall.

A: you are a difficult customer.

B: you are a friendly assistant.



It isn't just the British who talk about the weather. Climate plays a crucial role in every country, and its most noticeable features come to influence everyday expressions. The varieties of English spoken around the Caribbean illustrate this process in action. In Trinidad, for example, the hot climate has led to such idioms as *sun-hot* ('midday') and *big hot sun* ('broad daylight'). Heavy rain comes down *bucket-a-drop*. The absence of rain has given the language *dry weather*, used as an adjective when the quality of something is not as it should be: a *dry-weather house* is one which leaks when it rains; a *dry-weather car* lets in water; and *dry-weather friends* are those who are never around when things go wrong (*fair-weather friends*, people would say in some other parts of the world).

Varieties of English are especially influenced by local native languages or by the languages of former colonists. In the Caribbean, words borrowed from French and Spanish are used for many aspects of daily life. Some, such as *iguana* and *armadillo*, have become so well known that they have entered international standard English. Others have remained within the Caribbean, such as *macommere* (from French) for a close female friend, or *going pasial* (from Spanish) for 'taking a stroll'. Grammar can be affected too. *It making hot* means 'it's hot', following the grammar of French or Spanish.

We always have to be prepared for surprises, as we travel around the English-speaking world, especially if the only dialect we know is standard British or American English. Even the most familiar words can take on a new meaning. What could be more essentially British than *tea*? But around the Caribbean the word is often used for any hot beverage, so when people want to be more specific we find such expressions as *cocoa tea* and *coffee tea*. And if they want to emphasise something, they simply repeat it. Was it raining really hard yesterday? *It rain rain*. And today? *A hot hot hot day*.

Glossary

colonist (*noun*) – one of the people who establish a colony (= a country that is controlled by another country) or who go to live in it

crucial (*adjective*) – extremely important

idiom (*noun*) – an expression whose meaning is different from the meaning of the individual words

leak – (*verb*) if something leaks, liquid or gas comes out of it through a hole or crack



Warm up

Work in pairs. Imagine you are colleagues who are standing in a lift. Make small talk about the weather today.

Reading

1 Read *Caribbean English*. Put the main ideas of the text in the correct order.

- a Caribbean English borrows words from the languages of the people who came to live there from other countries. —
- b The weather of a place affects the way language is used there. —
- c Sometimes common words can have new meanings. —
- d There are many specific expressions for the weather in the Caribbean. —

2 Read the text again and complete the sentences with the correct words.

- 1 a *dry-weather* house *stays dry / does not stay dry* when it rains
- 2 *going pasial* means *going for a walk / going away for some time*
- 3 *It making hot hot hot* means *this makes things hot / it's very hot today*.
- 4 In Caribbean English *tea* is *coffee with cocoa / any hot drink*.

Speaking

1 Work in small groups. You are going to give a short presentation called *A guide to the weather in ...* (your country or countries). Answer these questions and prepare the presentation.

- Are there any particular weather features in your country?
- Do you have different ways of talking about certain kinds of weather in your language (different kinds of rain, snow, hot weather, wind, fog, storms etc)?
- How could you explain these in English?

2 Give your presentation to another group and answer any questions.

Useful phrases

- The weather in ... is usually ... in the winter / summer months.
- We have ... seasons.
- In ... we have a special type of wind / rain / snow called ...
- On some days it rains / snows in a special way. It's like ... and we call it ...

Reading

1 Read Stefanie's letter. What type of work is she applying for?

Desmond Reyes
 Director, Tanzania Community schools
 12 Fish Lane
 London
 SW2 5AA

3rd June 2010
 Lärchenstrasse 22
 CH - 8442 Hettlingen

Dear Mr Reyes,

I'm writing in reply to your advertisement for volunteers to teach sports at a community school in Tanzania. I'm interested in working at the school and I'd like to know a little more about the work.

I'm from Switzerland and I'm currently training to be a primary school teacher in Zurich. Before that, I was employed as a sports shop manager for ten years. During that time, I taught the staff about sports equipment and also worked as a tennis coach at a local tennis club. I believe I have the right qualities for the job because I'm friendly and empathic, I like children, and I can work well in a team. As well as playing tennis, I am good at athletics, basketball, and swimming. I speak fluent German, good French, and intermediate English. I'd like to do something useful after I graduate. I also believe it'll be a good opportunity to learn about other cultures and to gain more experience of teaching.

I have some questions about the work. First of all, how old are the children and what languages do they speak? Regarding the volunteers, which sports will we teach? Also, where exactly will we live and how long will we work at the school? In addition, could you please send me information about visa requirements and travel arrangements?

I'm willing to attend an interview at any time.

Yours faithfully,

Stefanie Jucker

Stefanie Jucker

3 Work in pairs. Role-play the interview for the job and invent answers to Stefanie's questions.

Writing skills: a formal letter

1 Read the rules about writing a formal letter. Which rules has Stefanie broken?

- 1 Start by writing the purpose of the letter.
- 2 Write your own address at the top of the letter on the right.
- 3 Write the name, title and address of the recipient on the left, before *Dear ...*
- 4 Write the date after the addresses.
- 5 If you write *Dear Mr Turner* or *Dear Ms Bravo*, finish with *Yours sincerely*. If you write *Dear Sir / Madam*, finish with *Yours faithfully*.
- 6 To make a request, write *Please send me information ...*
- 7 To finish the letter, write *I look forward to hearing from you*.
- 8 Do not use contractions (e.g. *It's, I've, doesn't*).

2 Use the rules to improve Stefanie's letter.

Preparing to write

Work in pairs. Look at the job advertisement and discuss the questions.

- What skills, qualities or experience do you need for the job?
- Why would you like to do it?
- What questions would you like to ask?

Volunteers needed for elephant orphanage in Sri Lanka. You will help feed, clean and look after the elephants, observe and interact with them and help with administrative work in the office.

Describing your experience and skill

- I am currently studying / working as a / training to be a ...
- Before that, I ... / After leaving school I ... / During that time I taught ... / I was employed as a ...
- I believe I have the right skills / qualities for the job because ...
- I am good at ... I am interested in ...

Writing

Write a letter to apply for the job. Describe your experience, qualities and skills and ask questions.

2 Read the letter again and complete the form.

Name	Stefanie Jucker
Nationality:	
Teaching experience:	
Sports played:	
Personal qualities:	
Reason for applying:	
Availability for interview:	

Grammar

1 Complete the sentences with the correct form of the verbs in brackets.

- If the weather _____ (*be*) cold, I generally _____ (*prefer*) to stay indoors.
- If we _____ (*continue*) to use non-renewable energy sources, we _____ (*face*) big problems in the next few years.
- I _____ (*probably / stop*) using my car if the price of petrol _____ (*not / go down*) soon.
- It's raining outside. You _____ (*get wet*) if you _____ (*not / take*) an umbrella.
- Tomorrow I _____ (*go*) to the city centre to look for some clothes for my holiday in Alaska. I _____ (*buy*) some warm gloves and a wool hat, and I think _____ (*get*) a new coat, too.

2 Put the words in the correct order to make sentences.

- them / that / so / jeans / I / were / buy / expensive / the / didn't .
- such / went / day / fans / that / a / hot / of / it / was / up / sales .
- a / dry / grow / is / there / such / place / few / plants / the Sahara desert / that .
- freeze / so / it's / winter / that / in / car tyres / cold .

Vocabulary

1 Cross out the word in each group that cannot be used with the word in bold.

cold	weather	reception	shoulder	mood
energy	solar	environmental	nuclear	renewable
a problem	face	tackle	supply	solve
toy	plastic	rubber	icy	metal
jacket	wooden	leather	cotton	wool

2 Complete each sentence with a preposition.

- The price of petrol will rise _____ 20%.
- Last year there was an increase _____ sales of comfort food
- There will be an increase _____ 10%.

Speaking

1 Write down an item of clothing that you want to buy, either for very hot or very cold weather. Then work in pairs and role play the situation in a clothes shop.

2 Work in small groups and discuss your plans for the weekend. Try to find three plans that are the same for everyone.

Writing a learner diary

1 Think about your experience of studying this unit of *Global*. Work in pairs and discuss these questions.

- What was most enjoyable? Why?
- What was least enjoyable? Why?
- What did you learn about English?
- What did you find out about yourself as a learner?
- What else did you learn?
- What questions do you still have?
- How do you think your English has improved?
- What do you need to do to improve further?

Writing a learner diary is a way of recording and thinking about what you are learning, how you learn, and how you feel about learning. It is also a good way of practising your English. You can use a notebook, mobile device, or computer. It doesn't matter if your English is sometimes incorrect.

2 Read the examples of things you could write in a learner diary. Match them to the questions in exercise 1.

- I learned that Alaska used to belong to Russia. That's really strange!
- I really enjoyed doing the role-play in the shop. Jan and I invented funny situations and laughed a lot.
- I think I learn best when I do role-plays or other speaking activities because they help me to use English in real life.
- Dave told us that it's better to use 'I'll' not 'I will' for speaking.
- I'm not completely sure about the difference between *going to* or the present continuous to talk about plans.
- I felt embarrassed when Dave asked me to read my poem to the class. I didn't think it was very good.
- I think my speaking is improving a bit. I'm not so worried about making mistakes. Maybe that's because I know my classmates now.
- I need to read about *going to* and the present continuous in my grammar book.

3 Plan to start a learner diary. Answer the questions and then work in pairs and discuss your plans.

- How often are you going to write your diary?
- Where are you going to write it?
- What are you going to write about?
- How much are you going to write each time?

Part 1

Speaking & Pronunciation
Comparing two paintings, contrastive stress

Reading
A creative friendship

Grammar
Present perfect & past simple

Vocabulary & Speaking
Adjective suffixes:
-ive, -ful, -ous



Pablo Picasso, *Portrait of Gertrude Stein*, 1906



Pablo Picasso, *Dora Maar Seated*, 1941

Speaking and Pronunciation

- 1 Look at the pictures. What is the same in both pictures?
- 2 1.45 Listen to two differences between the pictures. The speaker stresses two words in each sentence to contrast them. Which words?
- 3 Listen again and repeat the sentences.
- 4 Work in pairs and discuss other differences between the pictures. Remember to stress the things that you want to contrast.

Useful phrases

- In the first picture ..., whereas / but in the second picture ...
 - the colours are bright / dark / rich ...
 - the style is modern / simple / complicated / realistic ...
 - The mood is calm / disturbing / harmonious ...
- 5 Work in pairs and discuss the questions.
 - Do you like the pictures? Why / Why not?
 - What do you know about the artist?

Reading

- 1 Read *A creative friendship* quickly and complete the table.

	Matisse	Picasso
Nationality		
Born		
Died		
Personality		

- 2 1.46 Read and listen to the text again and make notes about the questions below. Then work in pairs and compare your notes.
 - 1 How did the two artists meet?
 - 2 What effect did they have on each other's art?
 - 3 What was their relationship like?
 - 4 How did Picasso show his feelings about the death of Matisse?

Grammar

- 1 Choose the correct words to complete the rules.

Since then there **have been** two more major exhibitions.
People **have often described** the two artists as rivals.
The Frenchman and the Spaniard **met** for the first time **in 1906**.

- we use the present perfect for a *specific / an unspecific* time in the past. The exact time is not important
- we use the present perfect to talk about experiences in a period that *has finished / continues up to the present*
- we use the past simple for a *specific / an unspecific* time in the past

- 2 Complete the text with the present perfect or past simple form of the verb in brackets.

In the 1990s a group of artist friends

(live) and _____ (work) in an artists' village in Beijing, China. Several of these artists _____ (become)

very successful, including Yue Minjun, who _____ (exhibit) paintings and sculptures all over the world. Minjun's work always features his own laughing face which he _____ (paint) in many different situations. In 2007 Sothebys _____ (sell) one of his paintings for \$5.9 million.



- 3 Work in pairs and ask each other the questions.

Have you ever ...

- been to an art exhibition or gallery?
- bought a painting or an art poster?
- given somebody a piece of art?
- drawn or painted pictures yourself?
- read a book about a famous artist?


Grammar focus – explanation & more practice of the present perfect & past simple on page 138

A creative friendship

Pablo Picasso and Henri Matisse met for the first time in 1906 in Paris. Matisse, born in 1869, was 37 and already a successful artist. He was self-assured but rather reserved. Picasso, born in 1881, was 25, passionate, decisive and ambitious. He was at the start of his career but already famous for his great talent.

Vocabulary and Speaking

1 Look at *A creative friendship* again. Find adjectives in the text that end in *-ive* (2), *-ous* (3) and *-ful* (2).

2  1.47 Listen and check. Mark the stress in each word. Then listen again and repeat.

3 Match the definitions to the adjectives you found in exercise 1.

- 1 unhappy because someone has something that you would like or can do something that you would like to do _____
- 2 has a lot of influence _____
- 3 able to decide what to do quickly and confidently _____
- 4 has done well in their career _____
- 5 has a lot of new ideas _____
- 6 determined to do well _____
- 7 something or someone a lot of people know about or have heard about _____

4 Use the suffixes in exercise 1 to make adjectives from these words. Then check your answers in a dictionary.

religion	_____	competition	_____
attract	_____	help	_____
forget	_____	imagine	_____
humour	_____	faith	_____
mystery	_____		

5 Look at two English sayings. Do you know any relationships like these? Which saying do you agree with more?

Birds of a feather flock together.

(people who are similar often spend time together)

Opposites attract.

(people who are very different often find each other interesting)

6 Work in pairs. Describe a friendship that is important to you. Think about these questions.

- How long have you been friends?
- How did you meet?
- How would you describe your friend? (Use words from exercises 1 and 4.)
- Are you and your friend 'opposites' or 'birds of a feather'?
- Have you ever had any disagreements?
- What's the nicest thing your friend has ever done for you?



In 1907 Matisse and Picasso began a powerful dialogue through their art. They often did paintings of similar subjects. The Frenchman inspired Picasso to use colour; the Spaniard inspired Matisse to experiment with style. Picasso said that 'No one has looked at Matisse's painting more carefully than I, and no one has looked at mine more carefully than he.' The first joint exhibition of their works was in 1918 in Paris. Since then, there have been two more major exhibitions about Picasso and Matisse's very special and creative relationship. People have often described the two artists as rivals who were jealous of each other's work, but Matisse said their disagreements were always friendly.

After the Second World War, Picasso moved to the South of France where Matisse lived and the two artists spent a great deal of time together. 'When one of us dies,' said Matisse, 'there will be some things that the other will never be able to talk of with anyone else.' Matisse died in 1954, but until his own death in 1973 Picasso continued to refer back to Matisse in his work.

Friends & Strangers

Part 2

Reading

Guardians of the Kingdom

Vocabulary

Expressions with *what*

Grammar

Present perfect with *yet* and *already*

Speaking

Telling a friend your news

Reading

1 Do you enjoy reading comics and graphic novels? Are graphic novels for adults popular in your country?

2 Read the extract from *Guardians of the Kingdom* and answer the questions.

- 1 What are the men's jobs?
- 2 Are they friends or enemies?
- 3 What is the problem?

3 Read the text again and find these words and expressions.

- 1 a positive adjective
- 2 a negative adjective
- 3 a question to check understanding
- 4 an expression of surprise
- 5 a criticism


4 Work in pairs. Did you enjoy reading the text? Is the author trying to make a point? What could it be?

Vocabulary

1 Match sentences 1–7 to the correct responses a–g.

- 1 I've forgotten which side is which. —
- 2 I don't have anything nice to wear. —
- 3 I need a new jacket. —
- 4 I've prepared the sauce. Now what? —
- 5 We should have lunch together. —
- 6 I'm getting married. —
- 7 Are you ready to go or what? —

- a You have to wait until the meat is ready.
- b What for? You've got one already.
- c Good idea. What about Tuesday?
- d You're what? Who to?
- e Just a minute, just putting my shoes on!
- f You've what?
- g So what? You always look lovely.

2  **1.48** Listen and check your answers. Answer the questions for each conversation.

- 1 What is the relationship between the speakers?
- 2 What do you think happens next in the conversation?

Grammar

1 Look at these sentences from *Guardians of the Kingdom*. What is the best description of their use?

I've memorised it.

I've forgotten which side is which.

- 1 They are about actions that finished a long time ago.
- 2 They are about finished actions that are important or relevant now.
- 3 They are about unfinished actions.

Have you memorised it yet?

I've already forgotten which side is which.

- we can use (*not*) *yet* and *already* with the present perfect
- use *yet* to ask if something has happened
- use *already* to say that something has happened earlier than you expected


2 Imagine these exchanges between the guards from *Guardians of the Kingdom*. Write Guard B's answers.

- 1 A: Can I read your book?
B: Sorry / not finish / it / yet.
- 2 A: Is it coffee time?
B: We / already / have coffee!
- 3 A: The radio isn't working.
B: you / break / it again?
- 4 A: Where are the other guards?
B: They / already / go home.
- 5 A: What happened to my chocolate?
B: Sorry / I / eat / it.

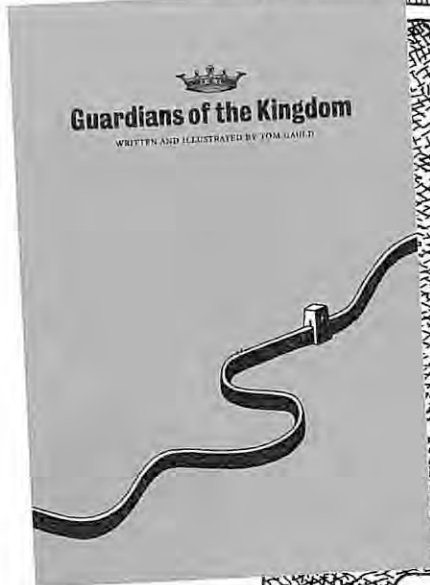
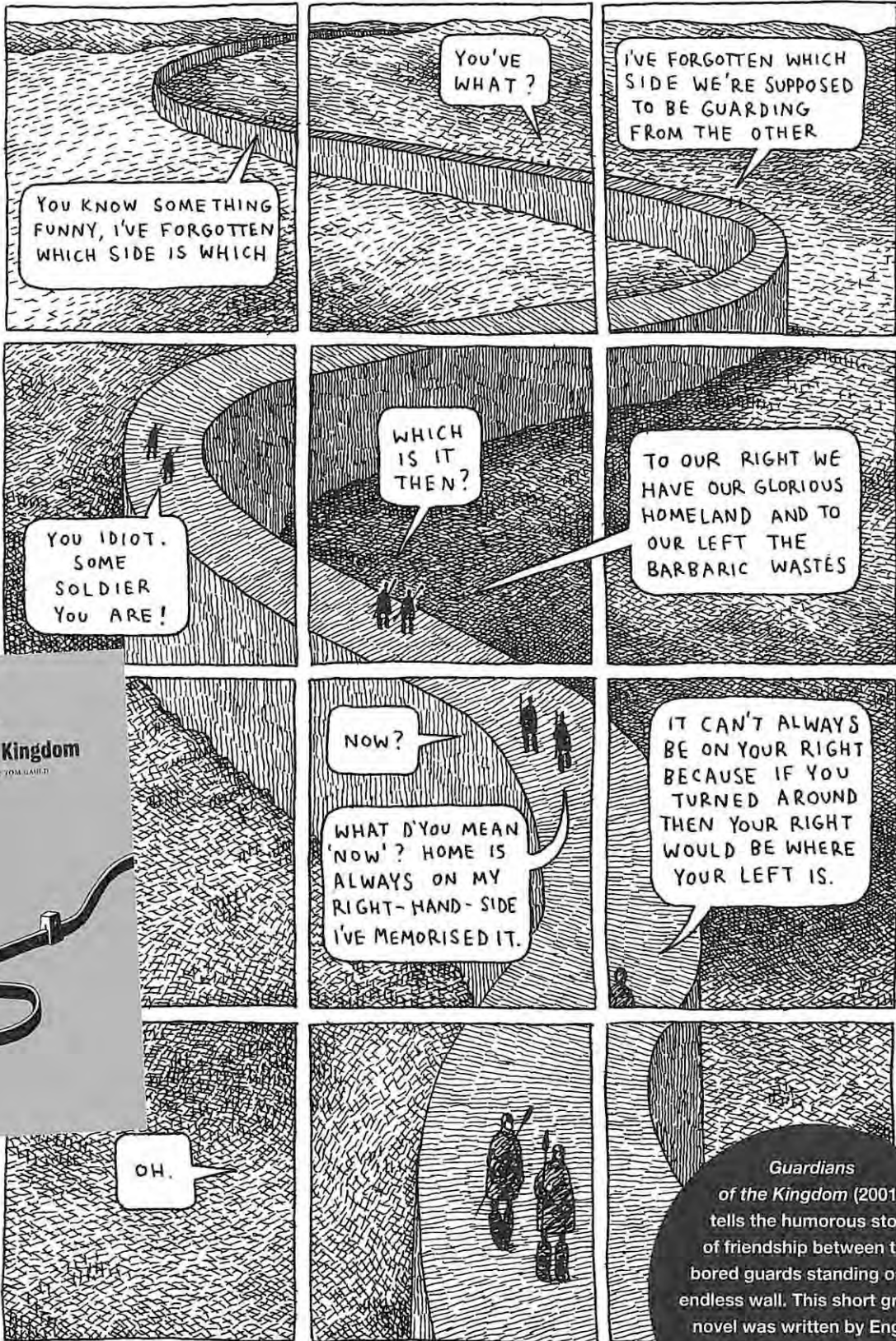
3 Make a list of ...

- three things you haven't done yet, but want to do.
- three things you have done this week that you are happy about.
- three things you have already done to improve your English.

4 Work in pairs. Tell your partner about the things in your list.

 **Grammar focus** – explanation & more practice of the present perfect with *yet* & *already* on page 138





Guardians of the Kingdom (2001) tells the humorous story of friendship between two bored guards standing on an endless wall. This short graphic novel was written by English artist Tom Gauld, who also does illustrations for the *Guardian* newspaper.

Speaking

Work in pairs. A: turn to page 126. B: turn to page 128. Follow the instructions.

Part 3

Vocabulary

Crime

Listening & Reading

Strangers on a Train

Grammar

Modals of deduction

Speaking

Making predictions
about a film

Vocabulary

1 Match the words in the box to the groups of words. Use a dictionary to help you.

be commit evidence have
prison a suspect

- _____ innocent/guilty/against the law
- find/plant _____
- _____ a crime/murder
- go to/be in _____
- _____ a motive/an alibi
- catch/arrest _____

2 Complete the facts with words or phrases from exercise 1.

Crime in the US

Only 14% of people who (1) _____ a (2) _____ are total strangers to the dead person. Nearly 90% are male and nearly 50% are under 25 years old.

Most killers don't plan a murder or even (3) _____ a clear (4) _____. Most murders take place spontaneously during arguments or are connected to other crimes such as robbery.

Police catch or (5) _____ a (6) _____ in about two thirds of murder cases.

DNA evidence can show if people are (7) _____ or (8) _____. 252 Americans have been proven innocent because of DNA evidence. On average they went to (9) _____ for 13 years for crimes that they didn't commit.


April 2010

Listening and Reading

1 Do you ever read crime novels or watch these types of TV programmes or films? Are they popular in your country? How realistic do you think they are?

2 *Strangers on a Train* is a thriller by Patricia Highsmith. Look at the scene below from the film directed by Alfred Hitchcock. Work in pairs and discuss the questions.

- What do you think the men are talking about?
- Do you think they like each other?
- Do you think the men are similar or different?
- What do you think the film is about?

3  1.49 Listen to the film script of the scene. What do you think Bruno means when he says 'criss cross' in the last line?

4 Turn to page 131 and read and listen to the scene again. Complete the summary of the conversation.

Bruno tells Guy about his idea to swap

- (1) _____: he could murder
(2) _____ and Guy could murder
(3) _____. They won't be caught because (4) _____.

Guy Haines

- well-known tennis player
- unhappily married to Miriam; wants to divorce her and marry his girlfriend Anne

Bruno Anthony

- son of a rich man
- hates his father

3 Work in pairs. Are you surprised by any of these facts? Tell your partner

5 Work in pairs and discuss the questions.

- How would you describe Bruno? Find sentences in the script that support your ideas.
- What does Guy think of Bruno's idea? What does he say to Bruno?
- Imagine you are on the train talking to Bruno. What would you say to him?

Extend your vocabulary – stranger and foreigner

A *stranger* is someone you don't know.

The man who rang the doorbell was a complete stranger.

A *stranger* can also be a person who doesn't know a place.

We're strangers to this area.

A *foreigner* is somebody from a different country.

Not many foreigners visit our town.

To emphasise that someone is a person who you don't know at all, you can say a *perfect / total / complete stranger*.

Work in pairs and answer the questions.

- In what situations do you enjoy meeting strangers?
- How do you usually start a conversation with a complete stranger?
- When do you not enjoy meeting or talking to strangers?
- Have you ever visited or lived in a different country? How did it feel to be a foreigner?

Grammar

1 Read the sentences and complete the rules with the modals *may, might, can't* and *must*.

*Bruno talks about murdering his father. He **can't** like his father.*

*Bruno has a plan. He **might** be serious.*

*Bruno talks about Miriam. He **must** know her.*

*Guy doesn't want to listen. He **could** be angry.*

- use _____ when you think something is very likely, based on present evidence
- use _____ when you think something is very unlikely, based on present evidence
- use _____, _____ or *could* when you are not certain about something

2 Complete the sentences with the correct modal verbs. Then decide who could say each one, Guy or Bruno.

- 1 I know you, I've seen you before. You *can't / must* be that tennis player.
- 2 Listen to this. You *must / might* be interested.
- 3 You have lots of detective novels. You *might / must* like murder stories.
- 4 What do you mean? You *could / can't* be serious.
- 5 It's quite a good plan. It *must / could* work.
- 6 I think you wanted to meet me on the train. This *might / can't* be an accidental meeting.

G Grammar focus – explanation & more practice of modals of deduction on page 138

Speaking

1 Work in pairs. Read the sentences about *Strangers on a Train* and decide how likely you think each one is. Discuss your reasons.

- 1 Guy forgets the conversation.
- 2 Guy kills Bruno's father.
- 3 Bruno kills Miriam.
- 4 Bruno tries to plant evidence on Guy.
- 5 Guy goes to the police.
- 6 The police arrest Guy.
- 8 Guy and Anne start a new life together.

2 **1.50** Now listen and find out.

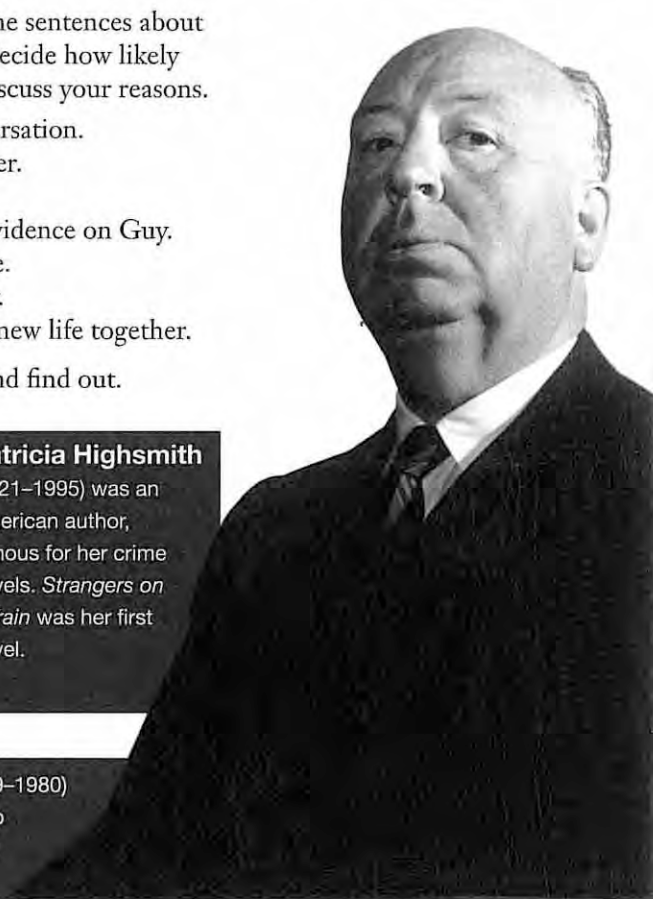


Patricia Highsmith

(1921–1995) was an American author, famous for her crime novels. *Strangers on a Train* was her first novel.

Alfred Hitchcock (1899–1980)

was a British film maker who directed over 50 films, most of them thrillers.



Part 4

Speaking & Vocabulary
Usual and unusual

Listening & Reading
Average Man

Grammar
somebody, anybody, nobody, everybody

Speaking
The class Average Man or Woman

Speaking and Vocabulary

1 Read the sentences. Are the words in italics describing someone or something *usual* or *unusual*? Use a dictionary to help you.


- 1 My fiancé is *average*-height, *average*-weight and *average*-looking. But he's special to me.
- 2 It's *uncommon* for our family to eat in restaurants.
- 3 My brother is a *typical* Canadian: he likes hockey and baseball.
- 4 Her name is Sian. It's a *common* name where we come from.
- 5 Our teenaged son got a very *weird* haircut yesterday. We don't know what to say to him.
- 6 The baby's making *funny* noises. Is she all right?
- 7 She's wearing the most *bizarre* clothes. It must be a new style.
- 8 He was an *odd* little man. He would always wear a black suit and tie even on the hottest days.

2 Choose three of these questions. Then work in pairs and ask each other your questions.

- Do you know anybody with a bizarre name?
- What are typical weekend activities for you?
- What's the usual weather for this time of year?
- What customs in your country do foreigners find odd?
- What are the weirdest clothes you've ever worn?

Listening and Reading

1 Do you think being *average* is a good or bad thing? Why?

2  1.51 Listen to the talk *Who is Average Man?* and answer the question.

Who or what is Average Man?

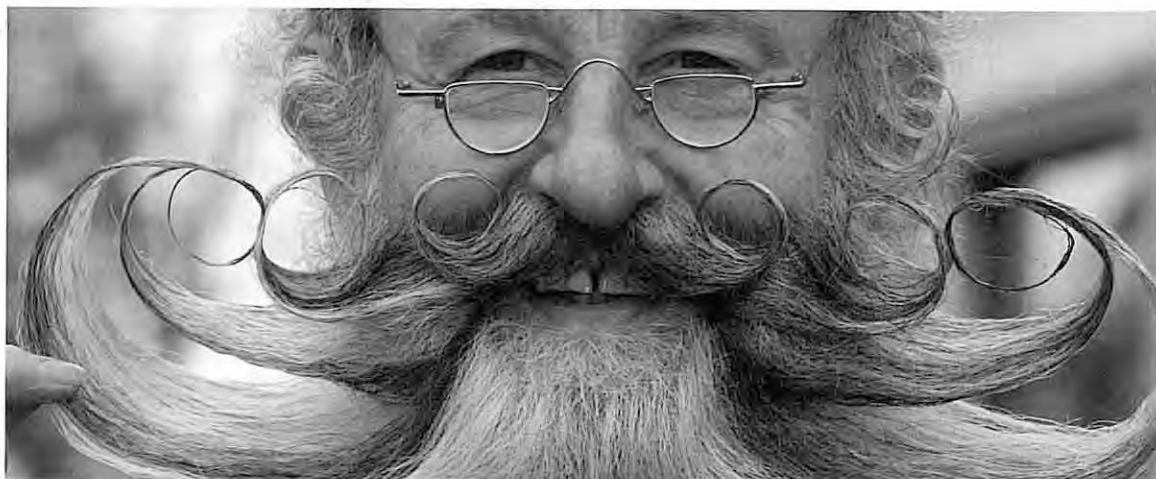
- 1 the real name of Adolphe Quetelet, a Belgian mathematician
- 2 an invented person with average characteristics
- 3 a real person who has the exact average characteristics of the population
- 4 a British 40-year-old man

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Quetelet studied the history of Belgium.
- 2 Average Man was invented by Quetelet.
- 3 Average Man never commits any crimes.
- 4 It is impossible to find one person who is Average Man.
- 5 A British television show looked for the Average Man in Britain.

4 Look at the characteristics of Average Man for the United Kingdom on page 49. Then work in pairs and answer the questions.

- Which characteristics do you think are the most interesting?
- Do you think these are similar for men in your country?
- What things do you think would be different for women?



Average UK Man

He is 40 years old.

He is married.

He has 1.8 children.

He weighs 13 stone (82.55 kilos).

He has size 10 feet.

He owns 22 pairs of socks.

He thinks he is a good driver.

He has 8 to 14 good friends.

He has three or more televisions.

He has one Harry Potter book in his house.

He sleeps seven hours a night.

He drinks three cups of tea a day.

He does less than 30 minutes' exercise a week.

He takes one foreign holiday per year.

He takes 20 to 30 minutes to get to work.

He works more than 40 hours a week.

He has more than 80 contacts on his mobile phone.

He can cook at least four meals.



Grammar

If *somebody* had all those characteristics *they* would be ideal.

Anybody who didn't have all those average characteristics was an error.

Nobody has these characteristics.

Everybody wants to know the answer.

- we use the pronouns *somebody*, *anybody*, *nobody*, *everybody* when we don't want to refer to a specific person or when we don't know who the person is
- we use *somebody* in affirmative sentences and questions when we expect a particular answer
- we use *anybody* in negatives and questions when we don't know what the answer will be
- *anybody* also means *it doesn't matter who* in affirmative sentences
- *nobody* means *no people* and *everybody* means *every person* in affirmative sentences
- we use these pronouns with singular verbs, but use *they* to refer back to them

1 Complete the sentences with the correct word.

- 1 *Everybody* / *Anybody* looked the same.
- 2 *Anybody* / *Nobody* is the perfectly average man. It's impossible.
- 3 This is so easy that *somebody* / *anybody* could do it.
- 4 *Is* / *Are* everybody here?
- 5 Can *somebody* / *nobody* help me please?

2 Complete the sentences with your own ideas. Then compare your ideas in pairs.

Everybody in my country ...

Nobody in my country ...

I don't know anybody who ...

There is somebody in my class / town / country who ...

Anybody in the class can tell you ...

G Grammar focus - explanation & more practice of *somebody*, *anybody*, *nobody* & *everybody* on page 138

Speaking

1 Work in two groups. You are going to conduct a survey to create a class Average Man or Woman.

2 Write questions using the categories in the box. Then add two more questions of your own.

age children contacts on mobile phone
foot size height hours sleep/night
hours study English/week
hours work/week married
minutes' exercise/week

3 Ask the students in the other group your questions and note their answers. Then combine your notes so you have information about the whole class.

4 Calculate your results. What is class Average Man or Woman like?



Warm up

- 1 Work in pairs. Look at the pictures. Choose two and compare and contrast them.
- Where are the people?
 - Are they friends or strangers? Why do you think this?
 - What could they be talking about?

Useful phrases

- In picture a they are ...
- They must / might / can't ...
- They could be talking about ...

- 2 Work in pairs. Write a short conversation for one of the pictures. Then read or act it out to the class.

Listening

- 1 1.52-1.53 Listen to two conversations and match them to the correct pictures. What helped you decide?
- 2 Listen again. How do the people start the conversations? Tick the things they talk about.

Conversation 1
 the weather
 the woman's job
 the price of food
 waiting

Conversation 2
 changes in their personal life
 changes at work
 their health
 somebody else's health

Language focus

- 1 1.54 Read and listen to these phrases for starting conversations. Which phrases can you use with ...
- complete strangers?
 - people you think you know?
 - friends?

- 1 Have you heard they're going to reorganise our office?
- 2 Do I know you from somewhere?
- 3 You work at the supermarket, don't you?
- 4 By the way, I meant to ask you about your father.
- 5 Excuse me, do you know what time the next bus is?
- 6 You don't recognise me, do you?
- 7 It's a nice day, isn't it?
- 8 You're Lucy's neighbour, aren't you?
- 9 Have you got the time?
- 10 Are you on holiday here?

- 2 Underline the phrases in exercise 1 that you use to check information.

- 3 Complete the rules about question tags (phrases you can add to questions to check information) with the correct word.

- 1 After a positive verb use a *positive / negative* question tag.
- 2 After a negative verb use a *positive / negative* question tag.

Speaking

Work in pairs. Choose **one** of the tasks. Use the new expressions you have learnt.

- A** Imagine you are the people in photo a. Start a conversation.
- B** Think about what you know about your partner (job, family, where they're from, likes and dislikes etc). Then start a conversation and check what you know about them.


Warm up

1 What do you think makes a good friend? Complete this sentence in two different ways.

A good friend ...

2 Work in pairs and compare your sentences. Do you agree?

Listening

1  1.55–1.60 Listen to six people talk about what makes a good friend. Do any of them have the same ideas as you?

2 Listen again. Match the ideas of what makes a good friend to each speaker.

- | | |
|-------------------------|-------|
| 1 Anna, Russia | _____ |
| 2 Sofia, Argentina | _____ |
| 3 Elodie, Switzerland | _____ |
| 4 Sara, Italy | _____ |
| 5 Alena, Czech Republic | _____ |
| 6 Matt, US | _____ |

- a someone who understands you
- b someone who is honest with you
- c someone who is not easy to find
- d someone who takes care of you
- e someone who makes you laugh
- f someone you feel is your friend



Language focus: describing positive characteristics

1 Complete the sentences with the words in the box.

count honest kind make take care trust

- For me a best friend is someone you can _____ on – they'll always be there for you.
- My friends always _____ of me when I'm ill or unhappy.
- I can tell my good friends anything – I know I can _____ them.
- A friend is someone who is loving and _____ to you.
- Good friends are people who _____ you feel happy.
- I think a good friend should always be _____ with you and tell the truth.

2 Write sentences beginning with *A good ...* about the people in the box.

boss parent politician

3 Work in pairs and compare your sentences.

Speaking

Work in pairs. Choose three questions and ask and discuss them.

- Are you always honest with your close friends? Do you think they are always honest with you?
- Who do you count on for advice when you have a problem or have to make an important decision?
- Do you find it easy to give your friends advice?
- Who always makes you feel happy? How do they do this?
- In what ways are your friends kind to you? How do you try to be kind to them?

1 Read Rosana's entry for her old school's website. Match topics a-d to the paragraphs.

- a Working and studying c The future
b Introduction d A change of direction

Hello everyone,

I've wanted to write something for the College website for ages, but I haven't managed to find the time until now. Life is so hectic! Anyway, here is my news, at last.

As most of you know after leaving San Miguel College I went to Madrid to study physiotherapy. After that I was lucky enough to find a job as a physiotherapist in a healthcare centre where I stayed for ten years. It was a good job and I was happy with my life but I wanted to broaden my horizons so I decided to go back to university and study humanities. At the same time I continued working which was quite stressful: university in the morning lunch in my car work in the afternoon and evening and then housework at the end of the day! I was exhausted but in the end it was worth it. At university I met my husband Rafael and we got married two years later.

After finishing my studies, I got a grant to do a Masters in International Relations and I left my job. It was a hard decision, but I don't regret it. Among other things, the grant allows me to travel abroad to do research. It's been a wonderful opportunity to have new experiences and to meet different people from all over the world. I've been to Canada, Mexico, the UK and the Netherlands; right now I'm living in Malaysia, which is a really fascinating experience.

And now for my main news: I'm expecting a baby! Can you believe it? The baby, a boy, is due in August and I can't wait to have him in my arms :-)

That's all for now. Best wishes to everyone,

Rosana

2 Read the text again. Are the statements true (T) or false (F)?

- Rosana is very busy at the moment.
- She did not enjoy her job in the Healthcare Centre.
- She worked and studied at the same time.
- She regrets leaving her job.
- She is currently studying for a Masters.
- She does not want to travel.
- She is enjoying living in Belgium.
- She is looking forward to having her baby.

Writing skills: punctuation

1 Match the punctuation marks in the box to the names 1-7.

, ? : ! . :-) ;

- | | | | |
|-----------------|---|--------------------|---|
| 1 full stop | — | 5 exclamation mark | — |
| 2 comma | — | 6 colon | — |
| 3 question mark | — | 7 semi-colon | — |
| 4 emoticon | — | | |

2 Which punctuation mark do we use ...

- to finish a sentence?
- to separate parts of a sentence?
- to ask a question?
- to emphasise something?
- to add feeling in informal writing?

3 Find examples of each type of punctuation in the last two paragraphs of Rosana's website entry.

4 In which example are commas used ...

- to separate items in a list?
 - to separate extra information?
 - after adverbial phrases?
 - to separate clauses?
- a *I've been to Canada, Mexico, the UK and the Netherlands.*
b *It was a hard decision, but I don't regret it.*
c *Among other things, the grant allows me to travel abroad to do research.*
d *The baby, a boy, is due in August. Right now I'm living in Malaysia, which is a really fascinating experience.*

When using commas to separate items in a list, use *and* between the last two items. The use of commas after adverbial phrases and to separate clauses is not obligatory, but often makes writing clearer and easier to read.

5 Add commas to the second paragraph of Rosana's website entry.

Preparing to write

Work in pairs. Ask questions to find out about your partner's life after leaving school or college.

Giving news

- I've wanted to write for ages, but ...
- Anyway, here is my news.
- As some / most of you know, ...
- And now for my main news ... / My main news is that ...

Writing

Write a website entry for your old school or university. Give your news and describe your experiences. Use the useful phrases to help you.

Grammar

Find two correct sentences. Then correct one mistake in each of the other sentences.

- 1 When have you bought your jacket?
- 2 I don't know nobody who has been to Scotland.
- 3 Everybody in this class have studied English before.
- 4 Have you ever met anybody famous?
- 5 She doesn't know his name, so he must be her best friend.
- 6 I've seen an interesting film last week.
- 7 Can somebody call the police, please?
- 8 I haven't already finished my homework.
- 9 Anybody in my family speaks French.
- 10 Take an umbrella, because it can rain later.

Vocabulary

1 Put the letters in the correct order to spell words.

- | | |
|--------------------------------------|-------------|
| 1 a word that means <i>strange</i> . | diwer |
| 2 the opposite of <i>typical</i> | nocnomum |
| 3 a word meaning <i>odd</i> | riberaz |
| 4 the adjective from <i>succeed</i> | cuscuffless |
| 5 able to make decisions | civiseed |
| 6 the adjective from <i>mystery</i> | tosyrusime |

2 Put the events in the order they happened.

- The police caught the suspect. —
- The man went to prison. —
- The man had a motive. —
- The man committed a crime. —
- The police found evidence. —

Speaking and Writing

1 Work in pairs. Write three questions beginning with *Have you ever ...* to ask your partner.

2 A: ask your partner one of your questions. Then ask more questions and decide if they are telling the truth.
B: answer your partner's questions. Give either true or false answers. Then swap roles and repeat.

3 Work in pairs. Decide if you think these sentences are true for anyone in the class. Explain why.

- 1 He/She must work in an office.
- 2 He/She can't be a student.
- 3 He/She might be in a good mood.
- 4 He/She can't be tired.
- 5 He/She might have a big family.
- 6 He/She can't live close to the school.
- 7 He/She must like learning English.

4 Compare your ideas with another pair. Do you agree?

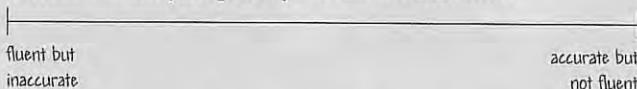
Working with mistakes

1 Read these statements and for each one decide if you agree (✓), disagree (✗) or aren't sure (?). Then work in pairs and compare your answers.

- I hate making mistakes when I speak English.
- I like being corrected by the teacher.
- I always try to correct my mistakes when I speak.
- Accuracy is more important in writing than in speaking.
- It is helpful when students correct each other.
- Students shouldn't make mistakes with grammar they have studied in class.
- I speak too slowly because I try not to make mistakes.
- Sometimes people don't understand me because I make too many mistakes.
- It's impossible to learn a language without making mistakes.
- Grammatical mistakes are more serious than mistakes with vocabulary or pronunciation.
- I can use my mistakes to improve my English.

2 Some speakers of English are more fluent than accurate. Some are more accurate than fluent. Some are in the middle.

Where would you place yourself on this line?



3 Read the strategies for dealing with mistakes. Tick the ones that you would like to try. Then work in pairs and compare your ideas.

If you don't correct yourself enough ...

- * make a note of mistakes that you often make when speaking. Concentrate on one of these each time you speak.
- * study corrections to your homework. Write and learn the correct sentences.
- * ask your partner to correct you when you speak.
- * record yourself speaking. Play the recording and note your mistakes.

If you correct yourself too much ...

- * practise speaking for one minute without stopping to correct yourself.
- * practise writing for two minutes without stopping to correct yourself.