

Part 1

Reading

Asimov's laws of robotics

Grammar

Modals of obligation and permission

Writing

Cartoon captions

Reading

1 Do you know any stories or films about robots? Do you like them? Why / Why not?

2  1.61 Read and listen to *Asimov's laws of robotics* and answer the questions.

- 1 Why were the laws of robotics important, according to Asimov?
- 2 Are there any robots that follow these laws in real life?

3 Read the text again. Which statements can you infer are true from the information in the text?

- 1 Isaac Asimov didn't know that the word *robotics* would become a scientific term.
- 2 He is proud that he invented a scientific term.
- 3 Isaac Asimov's stories were unique because they had robots in them.
- 4 The majority of scientists agree that the laws of robotics are an ideal.
- 5 The military gives a lot of money to robotics and artificial intelligence research.
- 6 The military is interested in applying the three laws of robotics.

Extend your vocabulary
-ics and -ology

The suffixes *-ics* and *-ology* are used to talk about the study or knowledge of a particular subject, for example *mathematics* and *technology*.

Decide if these subjects end in *-ics* or *-ology*. What are these words in your language? Can you think of any other examples in English?

electron____ anthrop____
psych____ myth____
polit____ phys____

Isaac Asimov

is one of the most famous science fiction writers of all time. Originally from Russia, he came to the United States in 1923. He was a professor at Boston University and began writing science fiction stories in 1939. His most famous works are the *Foundation* books and the *Robot* stories. He also wrote mysteries and popular articles about science. He died in 1992 at the age of 72.



Asimov's laws of robotics

'There are not many people who have coined a useful scientific term, and although I did it unknowingly, I am not going to let anyone in the world forget it', said Isaac Asimov, the great science fiction author and professor. He was talking about the word *robotics* – the study of robot behaviour.

Asimov wrote several short stories and novels about robots between 1940 and 1990. One of the unique features of the robots in these stories was that they were programmed to follow the Three Laws of Robotics.

The First Law: A robot must not hurt a human being, or, through inaction, allow a human being to be hurt.

The Second Law: A robot must obey orders by human beings unless these orders conflict with the First Law.

The Third Law: A robot must protect itself unless this conflicts with the First or Second Law.

In the Asimov stories, the robots must follow these laws so that they do not attack the humans that created them.

In the field of artificial intelligence, there is some dispute about how this could work in real life. Some scientists view the Three Laws as an ideal, a utopia to work towards. In 2007 the South Korean government announced plans to create a Robot Code of Ethics. They are working on plans to have a robot in every house by 2020, and want a code to protect robots from humans and vice versa. The code is inspired, in part, by the Three Laws.

On the other hand, some say that the laws are great for science fiction but completely useless in reality. For example, if the laws really worked, robots couldn't be used in wars (as this would be breaking the First Law). Since the military is one of the biggest financial donors for robotic research, it is very unlikely that an attempt to follow these rules will happen.

According to Asimov, one thing is certain: 'Robots are changing the world and driving it in directions we cannot clearly foresee.'

Glossary

coin (*verb*) – to use a word or phrase that no one has used before

ethics (*noun*) – a set of principles that people use to decide what is right and what is wrong

vice versa (*adverb*) – the opposite of what has been said

Grammar

The robots **must** follow these laws.
Humans **don't have to** follow Asimov's laws.
Robots **need to** protect people.
You **can** go now, if you like.

- use *have to* and *must* to talk about obligation
- use *not have to* to say something is not necessary
- *need to* and *needn't* can be used in the same way as *have to* and *don't have to*
- use *can* (*not*) and *may* (*not*) to talk about permission

1 Read sentences 1–8. Match the words in bold with a meaning a–d.

- 1 A robot **may** create another robot. —
- 2 A robot **has to** know that it is a robot. —
- 3 If a human being tells a robot to hurt another human being, the robot **can't** obey. —
- 4 A robot **mustn't** kill a person. —
- 5 A robot **needn't** work all the time. —
- 6 A robot **can** take orders from another robot. —
- 7 A robot **can't** save a human being if it means the robot has to kill another human being. —
- 8 People **don't have to** own robots. —

- a it is not permitted c it is not necessary
b it is permitted d it is necessary

2 Complete the sentences with the correct modal verbs.

- 1 You **mustn't / don't have to** touch the metal surface; it gets very hot.
- 2 This new model has lots of features. You **can / must** try it before you buy, if you like.
- 3 That's OK, you **mustn't / needn't** turn it off; it turns itself off.
- 4 You **may / have to** leave the room when the demonstration has finished or you can stay if you want.
- 5 This is a staff only area, visitors **can't / don't have to** come in here.

3 Read the information below. Then work in pairs and answer the questions.

- What are some possible problems with a domestic robot?
- Write a series of rules for a domestic robot in your home.

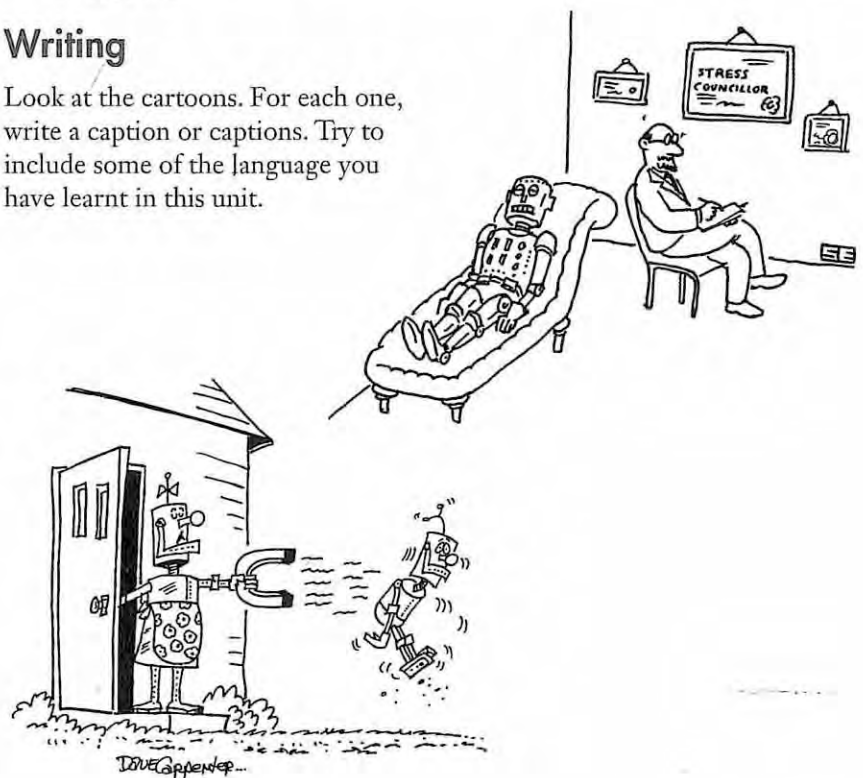
In 2007 Bill Gates, the Chairman of Microsoft, wrote an article for *Scientific American* called *A Robot in Every Home*. He predicted that the next big thing in technology would be domestic robots. Just as now we have a computer on every desk, in the future there would be a robot in every home.



Grammar focus – explanation & more practice of modals of obligation and permission on page 140

Writing

Look at the cartoons. For each one, write a caption or captions. Try to include some of the language you have learnt in this unit.



Part 2

Vocabulary & Speaking

Government collocations

Listening

Laws of bureaucracy

Grammar

Past modals of obligation

Speaking

Bureaucratic situations

Vocabulary and Speaking

1 Complete the sentences with the words in the boxes.

civil hall town servant

- 1 A _____ is a person who works in a government department.
- 2 The _____ is the building which has all the offices of the town's local government.

department tape government red

- 3 _____ is the informal expression for official documents, rules or processes that cause delays.
- 4 She works in the _____ of transport.

party political minister prime

- 5 A _____ is an organised group of people who have the same or similar ideas of how to run a country.
- 6 The _____ is the political leader in countries that have a parliamentary government.

complete fine form pay

- 7 If you break the law you sometimes have to _____ a _____.
- 8 To get the visa, he had to _____ a _____ and bring a photo.

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

- Do you know anybody who works as a civil servant? Do they like their job?
- Have you ever paid a fine for something? What was it?
- Have you ever written a letter to a government department about something?
- Is there a lot of red tape in your country?
- Does it take a long time to get official government papers where you live?

Listening

1 Read three 'laws' about bureaucracies. Match each law to an explanation below. Do you think the laws are true?

Acheson's Rule of the Bureaucracy:

A memorandum is written not to inform the reader but to protect the writer.

The Peter Principle: In an organisation every worker tends to rise to his level of incompetence.

Parkinson's Law: Work expands to fill the time available.

- 1 A worker in a bureaucracy is so good at their job that they are promoted to a different job that they can't do so well.
- 2 If you give bureaucrats a thirty-minute job and tell them they have one hour to complete it then the job will take one hour.
- 3 Bureaucrats are more worried about protecting their jobs than about helping the public.

2  1.62-1.65 Listen to four conversations about bureaucracies. Which conversation refers to one of the laws in exercise 1?

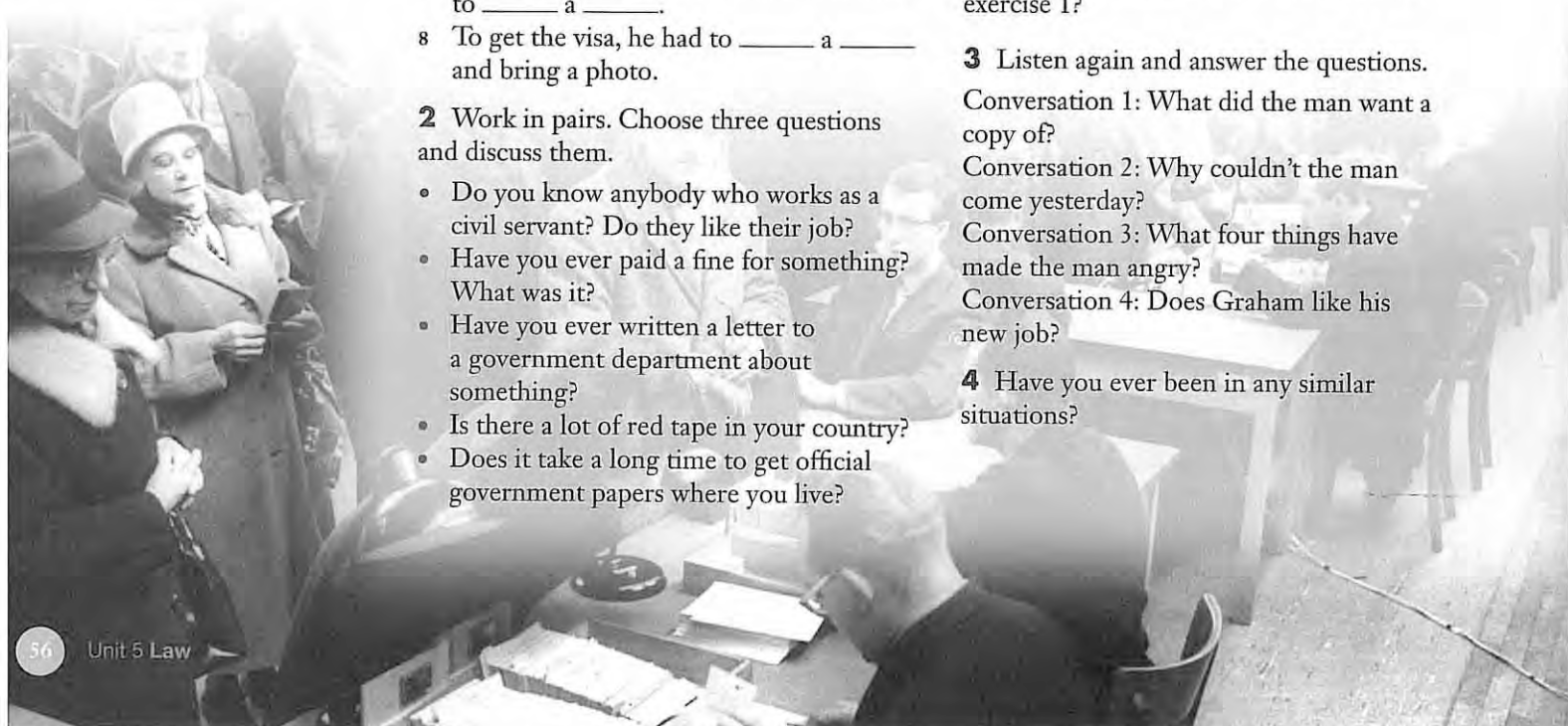
3 Listen again and answer the questions.
Conversation 1: What did the man want a copy of?

Conversation 2: Why couldn't the man come yesterday?

Conversation 3: What four things have made the man angry?

Conversation 4: Does Graham like his new job?

4 Have you ever been in any similar situations?



Grammar

I had to write three letters to different departments.

I didn't have to come and talk to you.

I wasn't allowed to leave work.

- use *had to* to talk about obligation in the past. *Had to* is also the past form of *must*
- use *didn't have to* to talk about lack of obligation in the past
- use *was/were (not) allowed to* or *could (not)* to talk about permission in the past

1 Complete the sentences with the correct words.

- 1 He didn't want to leave his job but he *was allowed to / had to* go.
- 2 I *had to / could* wait four hours in the queue with all these people!
- 3 That's nice, but you *didn't have to / couldn't* buy me a present.
- 4 I phoned the school but I *couldn't / didn't have to* speak to the headmaster.
- 5 We wanted to complain to the manager but we *didn't have to / weren't allowed to* speak to him.

2 Think about one of these experiences in your life. Then complete the sentences so they are true for you.

- summer holidays when you were a child
- your school days
- working in a terrible job
- a time when you were ill

I had to ...

I didn't have to ...

I couldn't ...

I wasn't allowed to ...

I was allowed to ...

G **Grammar focus** – explanation & more practice of past modals of obligation on page 140

Speaking

1 Work in pairs. Role play one or two of these situations.

Situation 1

A you have been waiting for a car tax form for your car. Today you received the document at home. There is a mistake – the registration number on the document is wrong. Phone the car tax office.

B you work at the car tax office. If there is a mistake on a person's form, it is because they made a mistake when they completed it earlier.

Situation 2

A you need to give some important papers to the tax office. The papers are three days late because you've been busy at work.

B you work at the tax office. You've had a terrible day. The deadline for these papers was three days ago. If the papers are late, the person has to pay a fine.

Situation 3

A you need a visa to visit another country. You've been waiting in a queue for three hours and you have all the papers you need.

B you are a bureaucrat. You would like to help this person, but they waited in the wrong queue. This is not the correct place for visas.



Part 3

Writing

My school years

Vocabulary &
Pronunciation

Education compound
nouns

Reading

I'm a Teacher, Get
Me Out of Here!

Grammar

Present perfect
simple & continuous,
for & since



Writing

1 Write a short paragraph about one of these topics.

- why I liked / didn't like school
- my best / worst teacher

2 Work in pairs. Read your partner's paragraph and write two questions about it. Then rewrite your paragraph so that it answers your partner's questions.

Vocabulary and Pronunciation

1 Match compound nouns 1–6 to definitions a–f.

- | | |
|---|---|
| 1 exam results | — |
| 2 higher education | — |
| 3 learning difficulties | — |
| 4 state school | — |
| 5 student loan | — |
| 6 vocational qualification | — |
| a university and college | |
| b something such as a degree or diploma which will help you in a specific job | |
| c money which a bank lends to students | |
| d how well you do in important tests | |
| e a school that offers a free education | |
| f problems with learning basic skills | |

2 1.66 Listen and repeat the compound nouns. Which words are stressed?

3 Choose four statements. Do you agree or disagree? Work in pairs and explain your opinions.

- Private schools give children a better education than state schools.
- Higher education should be open to everybody.
- Students should get money from the state.
- Good exam results are very important in my country.
- Pupils with learning difficulties should have lessons with other pupils.
- Vocational qualifications are more useful than subjects like history and physics.

Reading

1 Work in pairs. Look at the book cover on page 59. Discuss how the teacher is feeling and why you think he feels like this.

2 1.67 Read and listen to the extract from the book on page 59 and answer the questions.

- 1 What problem did Francis have?
- 2 How did he tackle the problem?
- 3 What effect did it have on the pupils?

3 Read the text again. Find the words for these definitions.

- 1 the year in which a new teacher is watched to see if they can stay in the job _____
- 2 to hit someone many times _____
- 3 to behave in a silly way _____
- 4 when people are too shocked to speak _____
- 5 friends _____
- 6 to smile showing your teeth _____

4 Work in pairs and discuss the questions.

- Who do you feel sorry for, the teacher or the pupils?
- Could this situation happen in your country? Do students show respect for teachers?

5 Complete the sentences.

I don't enjoy being in a classroom where ...
I learn best when ...

Extend your vocabulary control

A person who has the power to make decisions is *in control* (of something).

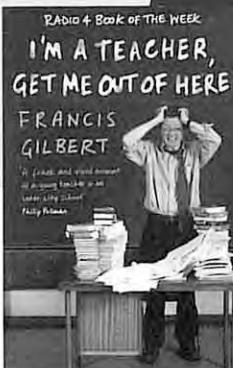
A person who gets very upset and angry *loses control*.

A situation can be *under control* (OK) or *out of control* (a problem).

If something is *beyond somebody's control*, the person has no power over what happens.

Complete the sentences.

- 1 She laughed and the teacher _____.
- 2 Sorry, I can't help you. It's _____.
- 3 I don't know what to do. Things are getting _____.
- 4 Who's _____ of this class?
- 5 No problem, everything is _____.



I'm a Teacher, Get Me Out of Here!

Francis Gilbert is a young, inexperienced teacher. He has been teaching at a difficult state school in London for nearly a year. The school has many children with learning difficulties and family problems. Since Francis started at the school he has had problems keeping order in the classroom and a few times he has lost control of class 9A.

The last lesson of the day is always the worst. Especially when it has been raining all day. And it always seemed to be raining during that dark term. 9A always seemed to be wet and noisy and aggressive when I taught them. It was becoming clear that I might fail my probationary year if 9A didn't improve. I explained my problem to a colleague who said, 'Listen, I'll talk to John Priest and see if he can do anything for you.'

9A knew it was serious this time. For the first time ever, there was silence when I entered the room. They could see who was behind me – John Priest smelling of cigars and discipline. He came into the room in his black suit like Darth Vader and walked up and down the classroom as he said, 'I have been hearing things about this class that I don't like.'

He walked past Yumni and stopped and looked at him. Yumni looked silly in a Donald Duck cap that he always wore in my lessons. I was forever asking him to take it off. Without a word, Yumni took the hat off his head and put it in his bag. Priest then said, 'I know many of your parents well. Many of them have given me permission to beat you. Don't mess around any more, 9A.'

With that Priest left the room. There was a stunned silence for a few moments. Then Yumni said, 'What you get him in for? He ain't no good. We're your mates, sir.'

'You're not my mates, you're my pupils,' I answered.

'We're not your mates now,' Yumni said, putting his Donald Duck cap on his head again.

'Yumni, take that off now,' I said.

'And what? You're going to send me for a beating?'

'Just take off the hat,' I said.

'OK,' he said, but kept the hat on and grinned.

Francis Gilbert

is an English and Media teacher and the author of books, articles and blogs about education.



Grammar

It has been raining all day. A few times he has lost control of class 9A. Francis Gilbert has been teaching at a state school for nearly a year. Since Francis started at the school he has had problems keeping order.

- use the present perfect continuous to describe an action that started in the past and continues now, and to emphasise how long it has happened for
- use the present perfect simple about finished actions which happened recently and are relevant now
- we usually use the present perfect simple with state verbs
- use *for* about a period of time
- use *since* about a point in time

1 Complete the text with *for* or *since*.

The French film *The Class* is an exhilarating example of how teachers around the world have been inspiring their students _____ generations. _____ it hit the screens, the film has generated discussion about education both in France and abroad. Based on a novel by Francois Bégaudeau, who has been teaching French _____ fifteen years, the film stars real students and also Bégaudeau himself in the lead role. _____ its big success at the Cannes Film Festival in 2008, the film has been shown in over 60 countries.

2 1.68–1.71 Listen to four conversations in a school. What do you think has been happening? Write down your ideas. Then work in pairs and compare your ideas.

3 Work in pairs and discuss the questions.

- How long have you been learning English?
- Can you think of any good or inspiring experiences you have had in the classroom?

G Grammar focus – explanation & more practice of the present perfect simple and continuous & *for* & *since* on page 141

Part 4

Speaking & Vocabulary

Order in the kitchen,
phrasal verbs with up

Listening

An orderly lunch

Grammar

Separable phrasal verbs

Pronunciation

Phrasal verbs, sentence
stress

Speaking and Vocabulary

1 Read the questions about keeping order in the kitchen. Answer each one with *yes*, *sometimes* or *no*.

- Do you clean up the kitchen while you are cooking?
- Do you always keep crockery and cutlery in a particular place?
- Do you wash up or put the dishes in the dishwasher each time you use something?
- Do you get annoyed if your housemates or family mess up the kitchen?
- Do you use different boards when you chop up meat, fish and vegetables?

2 Work in pairs and ask each other the questions in exercise 1. Do you think your partner likes order in the kitchen or doesn't really care?

3 Look at the verbs in the box. For which action do you need items 1–6?

chop up clean up eat up heat up
mix up wash up

- 1 a saucepan, frying pan or microwave
- 2 water and a sink or bowl
- 3 a knife and a board
- 4 a spoon or a whisk
- 5 your mouth
- 6 a cloth or cleaning products

4 Work in pairs. Choose two sentences. For each one write another sentence before and after to make a conversation. Then read your conversations to another pair.

What shall we have for lunch?

Why don't we just heat up some soup?

Oh no, not soup again!

- 1 Oh no, I hate tidying up.
- 2 OK, but don't mess up my kitchen!
- 3 We'll wash up later.
- 4 I did it while I was chopping up the vegetables.
- 5 Only if you eat up everything on your plate first!

Listening

1 Look at the pictures of lunch box food in two different countries. How do you think the food looks? Would you like to eat it?

2  1.72 Listen to *An orderly lunch*. Answer the questions with *tiffin* (T) or *bento* (B).

Which lunch box ...

- 1 can be made of different materials?
- 2 is delivered to work places?
- 3 contains food which is freshly cooked?
- 4 contains food in special shapes?
- 5 contains dessert?
- 6 contains rice?
- 7 can contain food wrapped in paper or salad leaves?
- 8 is delivered to the eater's place of work or school?

3 Listen again and complete the text.

An orderly lunch

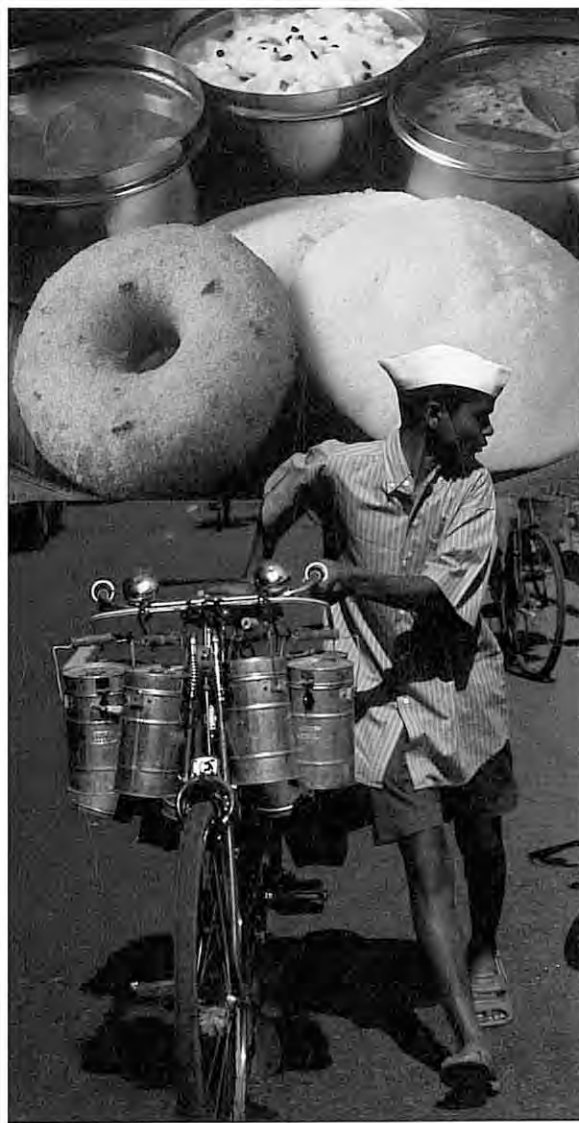
In Mumbai (1) _____ Tiffin Wallahs collect up to (2) _____ lunch boxes. Many Tiffin Wallahs can't read so the boxes have codes which are made up of different (3) _____. Business schools around the world have studied the system because of its efficient (4) _____ – on average only one tiffin box in (5) _____ doesn't arrive.

Traditionally Japanese housewives packed bento lunch boxes as a symbol of (6) _____ for their husband or children. Today many women work in Japan and bento boxes can also be bought (7) _____. Bento is now also popular in Western countries where (8) _____ sometimes replaces the rice.

4 Work in pairs and discuss these questions.

- Is it common for businesspeople and children to have a packed lunch where you live? Do you take a packed lunch to work, college or when you go on a journey?
- How important is cooking and presentation of food for you?
- Who usually prepares food in your family?





2 Check that you understand the phrasal verbs in the box. Then read the text and complete the phrasal verbs in bold by adding the particles in the correct places. Sometimes the particles can go in two places.

tidy up put up mix up put together try out
make up

A perfect mess In their book *A Perfect Mess*, Eric Abrahamson and David H Freedman suggest that messiness and disorder can result in more creativity than order and perfect organisation. According to the authors, the world around us is messy. When we try to **tidy** it, we **put** a barrier to things that might bring success. Mess **mixes** parts of a system and allows us to **put** them in different ways. This creates new ideas and solutions. For example, many top chefs like to work with lots of different ingredients all around them. They say this inspires them to **try** new combinations and helps them to **make** new recipes.



G Grammar focus – explanation & more practice of separable phrasal verbs on page 140

Grammar

1 Look at the sentences from the listening. Complete the rules with the words in bold.

*In the morning Tiffin Wallabs **pick up** the lunches.*

*After lunch the Tiffin Wallabs **pick the tiffin boxes up** again and **take them back**.*

- most phrasal verbs are separable: the verb and the particle can be separated by an object
- if the object is a pronoun, it goes between the verb and particle, for example _____
- If the object is a noun, it can go after the verb and particle, for example _____, or between the verb and particle, for example _____

Pronunciation

1 **1.73** Listen to these phrasal verbs and underline the word with the main stress.

mix up wash up

2 **1.74** Listen to these sentences. Is the main stress on the verb, the particle or the noun? Listen again and repeat.

- 1 OK, I've chopped them up.
- 2 Can you wash it up please?
- 3 OK, I've chopped up the onions and the garlic.
- 4 Can you wash this saucepan up?

3 Work in pairs. Read out the statements paying attention to the stress. Then discuss whether you agree or disagree.

- 1 Order is an important concept in my country. It's important to have a clean and tidy house or flat: to tidy up and put clothes and other things away.
- 2 Abrahamson and Friedman are right: tidying up prevents creativity and stops people from trying out new things.



Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Where are the police officers in each picture? What are the other people asking or doing?

2 Work in pairs. Make a list of things you might say to a police officer. Use the phrases below.

Excuse me, could you tell me ... ?

Where is ... ?

Do you know ... ?

I'd like to report ...

Somebody has taken ...

Listening

1 1.75–1.76 Listen to two conversations. Match them to the pictures.

2 Listen again and choose the correct answer.

- 1 The tourist wants ...
 - a information about a tourist attraction.
 - b directions.
 - c a photo with the police officer.
- 2 The police officer is ...
 - a friendly. b unhelpful. c rude.
- 3 The police officer warns the tourist about ...
 - a taxi drivers. b other tourists. c pickpockets.
- 4 At the police station the police officer is ...
 - a impatient. b sympathetic. c tired.
- 5 The man has lost his ...
 - a wallet. b bag. c phone.
- 6 The police officer advises him to ...
 - a go home and rest.
 - b fill out a report form.
 - c buy a new phone.

Language focus

Look at the sentences from the conversations and answer the questions.

- 1 Which four sentences warn about a problem or danger?
- 2 Which phrases can you use to give advice?
 - a The best thing is to go on the underground.
 - b You should take the Victoria line to Oxford Circus.
 - c Watch out for pickpockets on the underground.
 - d Be careful with your bag.
 - e You ought to sit down.
 - f You'd better fill out a report form, Sir.
 - g Mind your head.
 - h Take care on the steps.

Speaking

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

A Role play a conversation between a tourist and a police officer.

A: you are a foreign tourist and your wallet has been stolen. Ask a police officer for help.

B: you are a police officer. Advise your partner to go to the police station. Give them tips on personal safety.

B Give your partner tips about how to travel in your country. Warn them about any possible problems.



When a language such as English is spoken by hundreds of millions all over the world, it doesn't need laws to protect it. Indeed, it's difficult to imagine what kind of law could be imposed on a language used by so many people and developing in so many directions at the same time. But not all languages are so fortunate. In many countries, they need help if they're to survive. This help can be provided by governments, who can put measures in place to ensure that a language continues to be used.

This process happened in Wales during the 20th century, when there was a strong popular movement to halt the decline in the use of Welsh. The British government eventually passed two Language Acts which guaranteed its status. Visit Wales today and you'll see Welsh alongside English on road signs and in shops, and hear it often on radio and television. The result has been a steady increase in the number of people speaking the language.

Even when a language is not endangered, it may still need protection within a country if it's spoken by a minority who want to preserve their identity. Governments unfortunately are not always sympathetic to requests for language recognition, and conflicts over linguistic rights are common, as seen in the struggle to maintain French in Canada and Basque (*Euskara*) in Spain. In Bangladesh in 1952 a number of people were killed during a protest over a minority language and in 1999 UNESCO proclaimed 21st February as World Mother-Tongue Day as a way to remember this conflict.

Not all language laws work. Some countries have tried to introduce laws to stop people using English loanwords. They have only a limited effect. Languages have always borrowed words from each other, and always will. English itself has a long history of borrowing from French, Latin, and other languages, so much so that around 80 per cent of English vocabulary is not Germanic at all. English has changed its character as a result, but has that been a bad thing? Without those loanwords, we wouldn't have the expressive richness of Shakespeare.

Glossary

halt (*verb*) – if you halt something, or if it halts, it does not continue or develop any further

loanword (*noun*) – a word from one language that is used in another language

minority (*noun*) – a small number of people or things that are part of a larger group but different in some way from most of the group

movement (*noun*) – a group of people who share the same aim and work together to achieve it

preserve (*verb*) – to keep an idea, quality or situation from changing or being lost

struggle (*noun*) – an attempt to do something that takes a lot of effort over a period of time

UNESCO (*noun*) – the United Nations Educational, Scientific and Cultural Organisation



Warm up

Do a survey of all the languages that people in the class speak, including the teacher.

- How many languages are there?
- Which are the majority languages and the minority languages globally?

Reading

1 Read *Legal protection for languages* and choose the best heading for each paragraph. There is one extra heading you do not need.

- An example within Britain
- Conflicting interests
- England and the law
- Language laws and language change
- Some languages need protection

2 Read the text again. According to the text, which of these statements are true or inferred?

- The author doesn't believe it's necessary for laws to protect English.
- The author thinks that laws can help minority languages survive.
- The author is from Wales.
- There was a conflict over linguistic rights in Bangladesh.
- English is originally a Germanic language.
- The author thinks the changes in English have been beneficial.

Speaking

Look at the statements. Decide how strongly you agree or disagree with them from 1 (agree completely) to 4 (disagree completely). In small groups, discuss the statements.

- My first language is a minority language. _____
- Everybody should learn a majority language. _____
- It's natural for some small languages to die. _____
- We should try and protect all languages, no matter how small they are. _____

Reading

1 Read Lola's email. What is her relationship to Katie?

Dear Katie

Thank you for your email. I'm very glad you can work with us next month. Here are some instructions to let you know what your work will involve.

You wrote in your email that you are arriving on Sunday. You will start working on Monday and you will finish on Friday. Your work hours will be from 8.45 am to 3.00 pm. You mustn't be late because you have to take the children to school and their classes start at 9.00.

When you get back, you will clean the house first of all. You will start by tidying the kitchen and loading the dishwasher. You mustn't overload the dishwasher otherwise it won't clean things properly. After that, you will clean the bedrooms, the bathroom and the sitting room. I'll leave the cleaning materials on the kitchen table. When you have finished doing the cleaning, you will begin to get supper ready. I'll write down the menu for the week, and leave instructions on the kitchen notice board.

Finally, you will pick up the children from school at 1.00 and bring them home. You will help them with their homework, and then play with them. You mustn't let them watch too much TV! If there are any problems, just give me a ring at work.

I hope this is clear. Do ask if you have any queries, and I look forward to meeting you soon.

Kind regards,
Lola

2 Read the email again and tick the jobs which Katie has to do.

- | | |
|-------------------------------|------------------------------------|
| • do the cleaning | • set the table |
| • do the washing up | • do the shopping |
| • load the washing machine | • pick up the children from school |
| • tidy the kitchen | • do the cooking |
| • take the children to school | |
| • load the dishwasher | |

Language focus: giving polite instructions

Lola's instructions are clear but too direct (she says *you will* and *you mustn't*). Find places in the text where her instructions are too direct and change them to make them more polite, using the phrases in the box.

Could you please ... I'd like you to ...
It's important (not) to ... Please try (not) to ...
Please (don't) ... You will need to ...

~~You will start working on Monday~~

I'd like you to start working on Monday

Writing skills: semi-formal language

1 Which expression is **not** appropriate to start or end a semi-formal email or letter?

- 1 a Dear Lukas b Dear Mr Gorski c Hi Lukas
2 a Best wishes b Lots of love c Kind regards

2 These are some common expressions used in semi-formal emails or letters. Add the missing word to each sentence. Use Lola's email to help you.

- 1 Thank you your letter.
- 2 I glad you can babysit for us next week.
- 3 Here instructions for how to find our house.
- 4 Here some information about the house.
- 5 Do get in touch you have any queries.
- 6 I look forward hearing from you soon.

Preparing to Write

Work in pairs. Choose **one** of the situations below and make a list of the instructions you would need to give this person.

Someone is going to ...

- babysit for you.
- look after your pet while you are away.
- replace you in your workplace for a week.
- borrow your car, laptop or camera.

Writing

1 Write an email to the person giving them your instructions. Use your list and the useful phrases to help you.

2 Work in pairs and exchange your emails. Check that your partner has given polite instructions and used appropriate expressions to start and end the email.

Giving instructions

- First of all, ... / Start by *-ing*
- Next ... / After that ...
- When you've done that ... / Finally ...

Grammar

Choose the correct words to complete the sentences.

- 1 In the military, you *have to* / *may* obey orders.
- 2 I *wasn't allowed to* / *could* travel because I didn't have a visa.
- 3 You *mustn't* / *don't have to* wash up if you have a dishwasher.
- 4 I've been waiting in the queue *for* / *since* two hours.
- 5 If you drop something in the street, you should *pick up* it / *pick it up*.
- 6 You *mustn't* / *don't have to* be late if you want to catch the plane.
- 7 I'm tired because I've *worked* / *been working* all day.
- 8 I *didn't have to* / *wasn't allowed to* watch TV because my parents thought it was bad for me.
- 9 I've *taken* / *been taking* out a loan so that I can go to university.
- 10 I *had to* / *could* work hard to pass the exam.

Vocabulary

Match the words on the left to the ones on the right.

- | | |
|--------------|-------------------|
| 1 town | a tape |
| 2 civil | b party |
| 3 political | c hall |
| 4 government | d servant |
| 5 red | e department |
| 6 state | f results |
| 7 vocational | g loan |
| 8 student | h school |
| 9 exam | i difficulties |
| 10 learning | j qualifications |
| 11 chop up | k the kitchen |
| 12 tidy up | l a recipe |
| 13 mix up | m onions |
| 14 make up | n soup |
| 15 heat up | o the ingredients |

Speaking and Writing

1 Do you think children today have more or less freedom than in the past? Work in small groups and discuss your ideas. Talk about school and home life.

2 Work in pairs. Write three rules for someone coming to study English in your class. Then compare your rules with another pair.

Using your dictionary: phrasal verbs

1 How do you usually learn and practise phrasal verbs? Work in pairs and compare your ideas.

In a dictionary, phrasal verbs are usually ...

- * at the end of the entry for the main verb
- * in alphabetical order

2 Work in pairs. Look at these entries for phrasal verbs with *take* and answer the questions.

take off

- 1 if an aircraft takes off, it leaves the ground and starts flying ≠ LAND
- 2 to become successful or popular very fast: *Her business has really taken off.*
- 3 informal to leave a place suddenly

a

take sth off

- 1 to remove something, especially a piece of clothing ≠ PUT ON
- 2 to have a particular amount of time away from work: *I'm taking Monday off to go to London.*

b

take up

- to fill a particular amount of space or time:
These files take up a lot of disk space.

c

take sth up

- to start doing something regularly as a habit, job or interest: *Chris has taken up jogging.*

d

- 1 What is the meaning of *sth*?
- 2 Which phrasal verb is not used with an object?
- 3 Which phrasal verbs are separable?
- 4 What are the opposites of *take off* and *take sth off*?

3 Match the phrasal verb in each sentence with a definition from exercise 2.

- 1 I'm thinking of *taking up* yoga.
- 2 What time did your plane *take off*?
- 3 Sorry to *take up* your time.
- 4 Can I *take* tomorrow *off*, please?
- 5 When the police saw him, he *took off*.

4 Work in pairs. Look up *take on* and *take in* in your dictionaries. How many different entries are there? What are the differences between them?

Part 1

Speaking

Photography

Reading

Famous doctored
photographs

Vocabulary

take

Grammar

Passive voice

Speaking

Work in pairs and ask each other these questions.

- What do you use to take photos – a camera or a phone?
- Do you remember your first camera? What was it like?
- Where do you keep your photos? Do you put them in albums or on a computer?
- Have you ever manipulated a photo? Why?

Reading

1 Work in pairs. Look at the photos on page 67 and describe them. What do you notice about them? What has happened?

2  2.01 Read and listen to *Now you see it ... now you don't!* How and why was each photo changed?

3 Read the text again. Choose the best meaning for the highlighted words in the text.

- 1 sophisticated
 - a complicated and advanced in design
 - b simple and easy to use
 - c bad quality
- 2 fallen out with
 - a not seen for a long time
 - b had a disagreement with
 - c hurt
- 3 regarded
 - a apologised
 - b saw things in a certain way
 - c felt bad
- 4 exaggerated
 - a done in a dishonest way
 - b done in a simple way
 - c made more extreme

4 Work in pairs and discuss these questions.

- Do you know any other famous manipulated photos?
- Do you believe all the photos you see in the newspaper or on the internet?
- Do you think it's wrong to manipulate photos? Why / Why not?

Vocabulary

1 Use the words in the box to make expressions with *take* and add them to the categories below.

the bus drugs the metro milk
a nap a picture a pill power
responsibility a test a train a walk

transport	take a taxi ...
food or medicine	take sugar ...
activities	take a shower ...
exams	take an exam ...
control	take control ...
images	take a photo ...

2 Choose four sentence beginnings and complete them.

The last exam I took ...

The last train I took ...

The last photo I took ...

The last time I took a long walk ...

The last time I took responsibility for something ...

The last photo I took was when I went to Egypt. The temples were incredible.

3 Work in pairs and compare your sentences.



Now you see it ...

now you don't

Grammar

This photo was taken in 1862.

Parts of the photo have been changed.

Photos are being manipulated more than ever now.

- we form the passive with *be* and a past participle
- we use the passive when we don't know who did the action, the action isn't important or the action is more important than the person or thing who did it (the agent)

1 Look again at *Now you see it ... now you don't!* Find seven examples of the passive. Which tense has been used?

2 Complete the text about another famous doctored photograph with the active or passive form of the verb in brackets.

In 2008 the Chinese photographer Liu Weiqiang _____ (give) an award for a photograph he _____ (produce). The photograph _____ (show) a high-speed train and a herd of antelopes running beneath it. The photo immediately _____ (receive) a lot of attention and the photographer _____ (give) an award. However, it _____ (make) from two separate photographs: the antelopes and the train. Weiqiang says that he never _____ (publish) the picture as a news photograph. Weiqiang also _____ (write) in his blog, 'I admit it's unfaithful, as well as immoral for a photographer to present a fabricated picture. I'm truly sorry.' You can still find the photograph on the internet.

3 Read the letter and then rewrite it with the underlined verb phrases in the passive voice.

We're sorry, we have lost your photographs. We usually keep them in a box on the table. The other day somebody was cleaning the shop. They moved the box. I'm afraid we can't find the photos now. We will send you a new set of photographs to your home address. *We're sorry, your photographs have been lost ...*

G Grammar focus – explanation & more practice of the passive on page 142

Famous doctored photographs

Photography lost its innocence many years ago. As early as 1860, photographs were changed. With the arrival of high-resolution digital cameras, powerful personal computers and sophisticated photo-editing software, the manipulation of photos is becoming more and more common. Here are some famous examples from history.

circa 1860 This famous photo of US President Abraham Lincoln is in fact a combination of two photos. Lincoln's head was put onto the body of Southern politician John Calhoun.



circa 1930 People who the Soviet leader Stalin had fallen out with or no longer trusted were often eliminated from pictures. In the photograph below the Soviet military commander Semyon Budyonny was probably removed for this reason.

1982 In the *National Geographic* magazine cover story on Egypt, the Great Pyramids of Giza were 'squeezed' together to fit the magazine's vertical format. Tom Kennedy, who became the director of photography at *National Geographic* after the cover was manipulated, stated that 'We regarded that afterwards as a mistake, and we wouldn't repeat that mistake today'.

2007 The French Magazine *Paris Match* altered a photograph of French President Nicolas Sarkozy by removing some body fat. The magazine said it had tried changing the lighting on the picture. 'The correction was exaggerated during the printing process,' the magazine said.



Part 2

Reading & Listening

Optical illusions

Grammar

Articles

Pronunciation

the

Vocabulary & Speaking

Colours & shapes

Reading and Listening

1 Work in pairs and discuss these questions.

- Have you ever seen an optical illusion? If so, what did it look like?
- Do you recognise any of the pictures on this page? Can you see the illusion in each one?

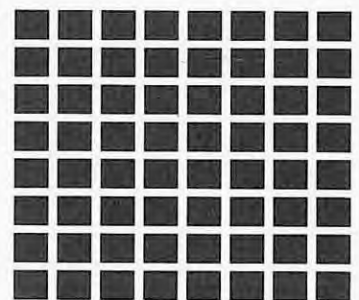
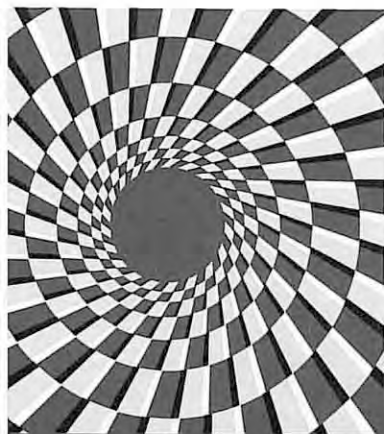
2  2.02 Read and listen to the text about optical illusions. How is an optical illusion made? What sort of people have been interested in them?

3 Check you understand the words and phrases in the box. Then match them to a picture or pictures.

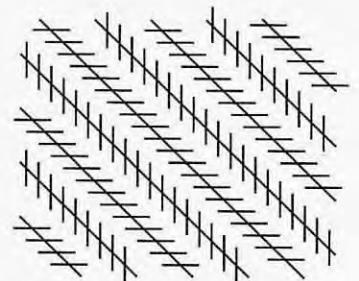
black background	criss-crossed		
curvy lines	parallel lines	a rod	spots
a staircase	straight lines	towers	

4  2.03 Listen to the descriptions of four famous optical illusions. Match the descriptions 1–4 to pictures a–d.

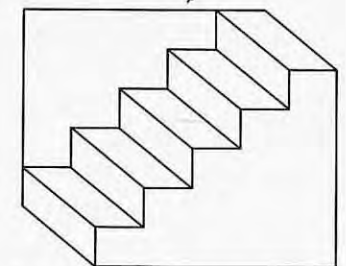
5 Listen again. Then work in pairs and explain in your own words how each illusion works.



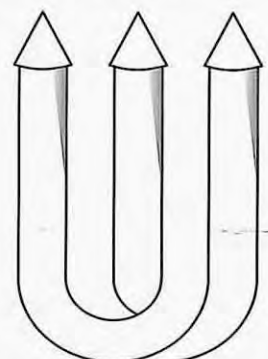
a The Hermann Grid



b Zöllner's illusion



c Schroeder's staircase



d The impossible object

Optical illusions

An optical illusion is created by the shape and structure of our eyes, our mind, or a combination of both. What we see is not always what exists. In the nineteenth century there was a great interest in optical illusions in the world of mathematics, physics and science. Many classic optical illusions were discovered then, and optical illusions also became popular in art. While scientists are still interested in optical illusions to help understand human vision, most people simply enjoy looking at them.

Grammar

An optical illusion is created by our mind.

It's a series of parallel lines.

The Hermann Grid was discovered in 1870.

The lines look as if they are moving away from each other.

It is one of the most interesting optical illusions.

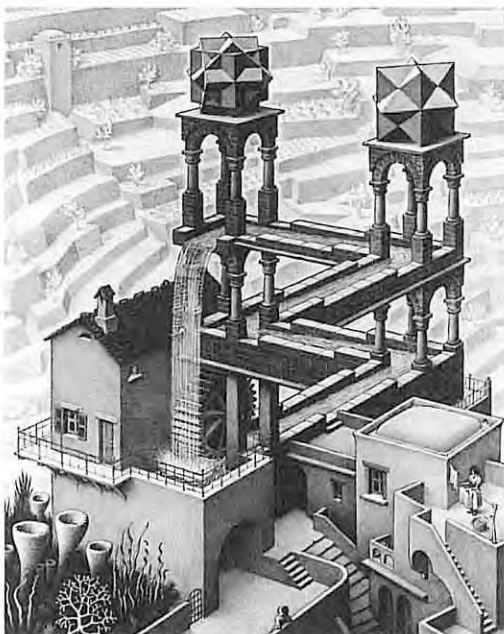
- use *a* or *an* to talk about something for the first time, to talk about things in general or to refer to one of a group of things
- use *the* when there is only one of this person or thing, when the person or thing has been referred to before and in superlative phrases

Complete the text with *a*, *an* or *the*.

Escher's Waterfall

_____ Dutch artist MC Escher was _____ master of optical illusions in his work. This picture is one of _____ most famous of his optical illusions. This image shows _____ waterfall and _____ building. _____ waterfall goes down into _____ canal and then goes back up _____ canal to _____ top of _____ building. It's an example of _____ visual paradox.

G Grammar focus – explanation & more practice of articles on page 142



Pronunciation

1 **2.04** Read and listen to the sentences. What is the difference in pronunciation of *the*?

- 1 The illusion occurs because of our eyes, our mind or a combination of both.
- 2 The colours on both squares look different.

2 Read the rules and then decide how we pronounce *the* in sentences 1–3.

The can be pronounced two ways: /ðə/ and /ði:/. We usually use /ðə/, but we use /ði:/ in the following cases.

- when the next word begins with a vowel sound, for example *the apple*
- when we want to emphasise *the*, for example, *This is the most important moment in my life.*

- 1 The artist MC Escher was famous for his optical illusions.
- 2 The line at the top of the picture looks longer than the other lines.
- 3 'You have an original Escher print? The Escher?'

3 **2.05** Listen and check your answers. Practise saying the sentences.

Vocabulary and Speaking

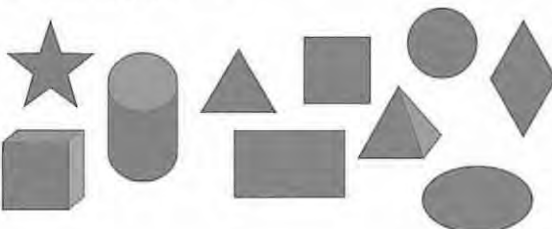
1 Use the words in the box and a colour to describe the colours on the right.

bright dark light pale

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

- a triangle and a rectangle.
- a cube and a square.
- a circle and an oval.
- a pyramid and a cylinder.
- a star and a diamond.

3 Work in pairs. A: turn to page 126. B: turn to page 128.



Part 3

Vocabulary & Listening

Ways of speaking

Reading

Overheard in New York

Grammar

Reported statements and questions

Listening & Speaking

What did she say?

Vocabulary and Listening

1  2.06 You overhear five people talking on the bus. Listen and match the phrases to the speakers. How do you think each person feels?

- | | |
|----------------------|---|
| He/She is shouting | — |
| He/She is whispering | — |
| He/She is sighing | — |
| He/She is mumbling | — |
| He/She is groaning | — |

2 Replace the underlined expressions with a verb in the box. You may need to change the form of the verb.

argue beg chat demand discuss
eavesdrop

- 1 He likes having a friendly conversation on the phone until late at night.
- 2 I don't often talk about money issues with other people.
- 3 When I'm not happy with something I've bought, I always say very strongly that I want my money back.
- 4 My family and I often speak in an angry way because we disagree.
- 5 I never ask for help in a way that shows I want it very much.
- 6 I love listening to other people talking on buses and trains because you hear such interesting things.

3 Choose three of the sentences in exercise 2 and make them true for you, using the verbs in the box. Then work in pairs and compare your answers.

Reading

1 Work in pairs and discuss these questions.

- Do you worry about people overhearing your conversations in public?
- Do you ever use a mobile phone in public places where other people can hear you?

2 Read *Overheard in New York*. Which conversation do you think is the funniest or strangest?

3 Work in pairs and speculate about each conversation. Then compare your ideas with the class.

- Who was talking?
- What is the relationship between them?
- What were they talking about?

Extend your vocabulary – listen and hear

When you *hear* a sound, you notice it. *Hear* can also mean 'receive information'.

I hear you've got a new job.

Overhear means to hear something accidentally.

I overheard her talking on the phone.

When you *listen* to a sound, you pay attention to it or try to hear it. We often use the adverbs *carefully*, *closely* and *hard* with *listen*.

He listened carefully to the instructions.

Complete the sentences with the correct words.

- 1 And then I *heard* / *listened* to this loud bang and everything went dark.
- 2 Now please *hear* / *listen* to what I'm going to say.
- 3 You can tell her again and again, but she never *listens* / *overhears*.
- 4 Have you *overheard* / *heard* the news?
- 5 I *overheard* / *listened* something very interesting on the train.

There are many websites on the internet where people post funny conversations that they have overheard in many different places around the world.

Grammar

1 Look at these sentences from the conversations. What did the people actually say? Complete the direct speech.

- Someone told me that there was a dead squirrel around here. → 'There _____ around there.'
- She said she had ordered coffee. → '_____ coffee.'
- The girl on the phone asked me where I was from. → 'Where _____?'
- They said that they didn't have a pay check for me this week but they could pay me in cheese. → 'We _____ this week but _____ in cheese.'
- I said I'd get you a cab. → '_____ you a cab.'
- I asked her if she wanted to dance. → '_____ to dance?'
- I said that I don't eat meat. → '_____ eat meat.'
- You told me that you loved me. → '_____ you.'

2 Look again at the reported and direct speech in exercise 1 and complete the rules.

- in reported speech the verb usually goes one tense back. The present simple becomes _____, the past simple becomes _____. *Will* becomes _____
- if something which is always true is reported, the tense usually stays the same
- in reported questions we use a question word or *if* instead of the auxiliary verb. The word order is the same as in statements
- references to people change, for example *I* changes to *you*, *he* or *she*
- here* often changes to _____ and *this* changes to _____
- time phrases also change, for example *yesterday* changes to *the day before* and *tomorrow* changes to *the next day*

3 You have overheard these conversations and want to tell your friend about them in an email. Write where you were and what the people said. Think about the tenses and pronouns you use.

- Woman: I want to go to Rivington and Ludlow, please.
Taxi driver: I don't know where that is.
Woman: I'll show you how to get there.
Taxi driver: How will I get back?

I was at the taxi rank and this woman said (that) she ...

- Woman: I hate it when it rains because there's water and you get wet.
Man: I know exactly what you mean.

- Woman: We've missed our train.
Little girl: It's not my fault, it's yours.
Woman: Of course, everything is my fault.
Little girl: Especially global warming.

- Tourist 1: Are we in New York?
Tourist 2: I hope we are.

G Grammar focus – explanation & more practice of reported statements & questions on page 142

Listening and Speaking

- 2.07** Listen to extracts from six conversations and note down what you hear.
- Work in pairs. Tell your partner what you think the people said. You don't need to say every word you hear.
- Listen again and check.

Overheard in New York

Man 1: ... and when I told her it was an espresso she said she hadn't ordered that. She said she had ordered coffee.

Man 2: An espresso is coffee!

Man 3: And then she said: 'Can I get some milk for this?'

Man 4: Are you serious?

Astor Place

Girl: No chicken – I said that I don't eat meat.

Man: Do you want lamb?

57th Street

Girl 1: The girl on the phone asked me where I was from. I said southern Africa. The girl said she didn't know where that was. How can you not know southern Africa? I mean come on ...

Girl 2: Where was she from?

Girl 1: I don't know, some Mexican country.

55th Street and 5th

Woman: Someone told me that there was a dead squirrel here.

Man: Don't worry, we threw it away.

Woman: Oh. Do you know where? I'd like to have it.

Washington Square Park South

Bus driver: Please, folks, be nice to me. I'm just drivin' my bus. Is anyone late for work? Well, I sure am twenty minutes late with my bus. Ah, one person late. Come on up here and I'll get you a cab ... I said I'd get you a cab, not pay for one!

M4 bus

Man: I am sorry, I didn't mean it.

Woman: What do you mean you didn't mean it? You told me that you loved me. You can't just take that back!

Man: Sorry.

University Place and 14th Street

Man: They said that they didn't have a pay check for me this week but they could pay me in cheese.

44th Street and 9th

Man: I went up to her and asked her if she wanted to dance. She said, 'I don't dance' and I said, 'I don't either.'

6 train

Part 4

Vocabulary

Electronic equipment

Speaking

Describing equipment

Listening

An interview about the Stasi

Grammar

Reported requests and commands

Vocabulary

1 Answer the questions with the words in the box. Use a dictionary to help you.

a battery a cable headphones
a microphone speakers

Which piece of equipment do you need to ...

- record something?
- listen to music or podcasts so that others can't hear?
- power equipment without electricity?
- play recordings loudly?
- connect equipment?

2 Complete the text with the words in the box from exercise 1.

Audio surveillance is listening in to other people's conversations using electronic equipment. _____ is the most important device. It can be connected with _____ to listening equipment such as _____ or _____, to recording equipment or to a radio transmitter. The most common type of listening device is a wireless radio transmitter powered by _____.

Speaking

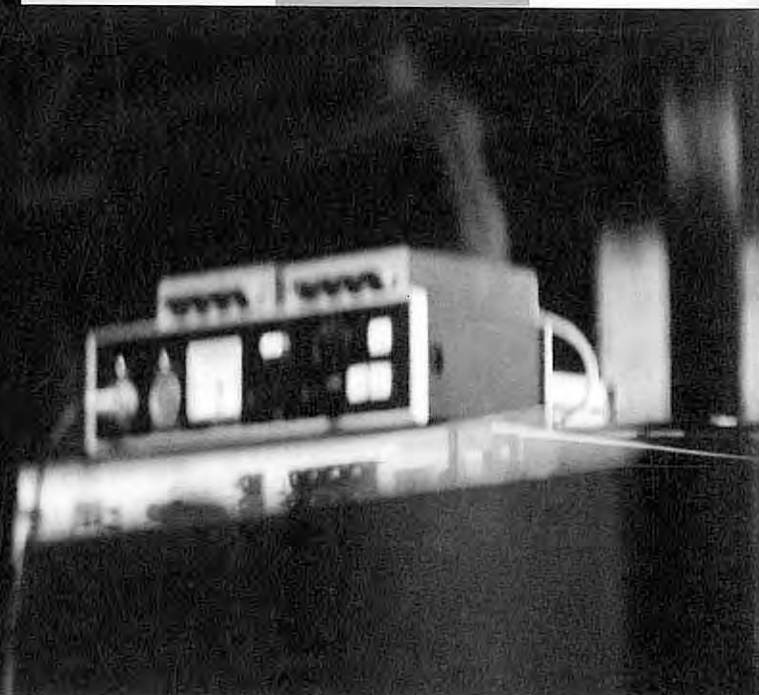
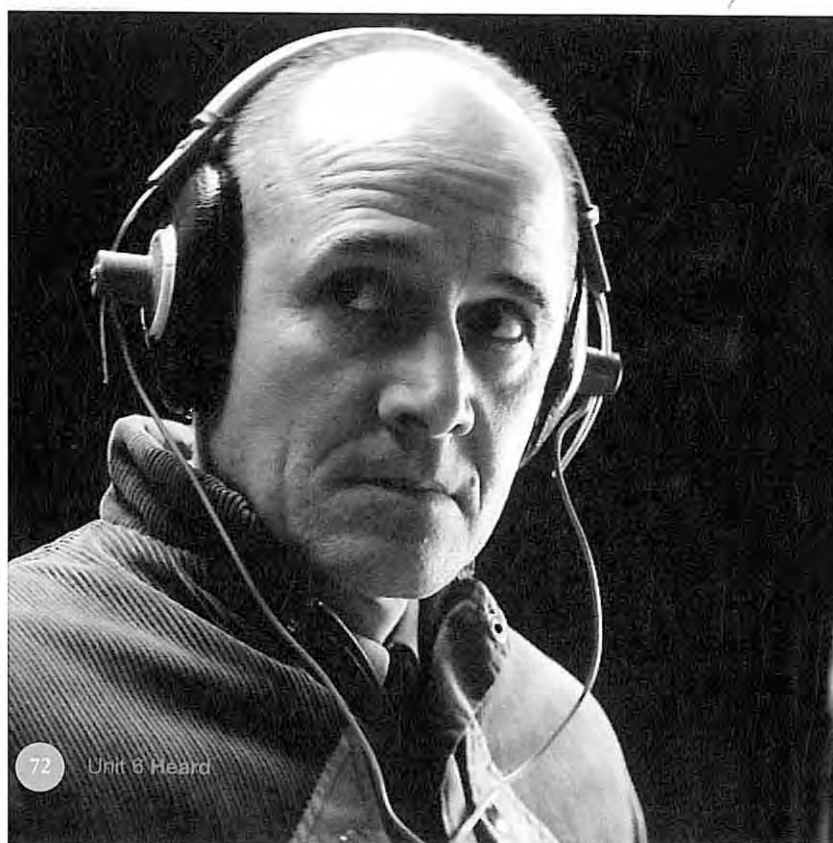
Read the information about the Stasi and look at the photos of equipment from the Stasi museum in Leipzig. Then work in pairs and discuss the questions.

The Stasi (the ministry of state security) was the secret service in the German Democratic Republic (East Germany). The Round Corner building in Leipzig was the Leipzig headquarters. After the Berlin Wall came down in 1989, it became a museum.

- What do you think the Stasi used these things for?
- Can you describe how they might work?

Useful phrases

- I think this piece of equipment was used to listen to ... / to record ...
- The equipment consists of ... and ...
- It's hidden in ...
- The listener wears ...



Listening

1 Work in pairs. Check the meaning of the words in the box. Which of the surveillance methods below could each word be connected to?

intercept information invisible ink
secret messages source of information
tap a phone

- recording of telephone conversations
- informers
- agents in disguise
- hidden cameras
- controlling the post
- listening in to radio transmissions

2  2.08 Listen to an interview with Dr Paul Maddrell about the Stasi. Tick the surveillance methods in exercise 1 that he mentions.



Dr Paul Maddrell is a lecturer in international history. His book *Spying on Science* (2006) is about intelligence in post-war Germany.

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

- 1 The Stasi's most important source of information was telephone conversations.
- 2 The Stasi wanted to know what people thought.
- 3 The Stasi only listened in to telephone conversations in the GDR.
- 4 In Leipzig in the 1980s, 1,000 phones were tapped every day.
- 5 Intercepting post helped the Stasi to find spies.
- 6 Foreign spies had bad handwriting.

Grammar

The Stasi asked informers to report on particular people or groups.

Western secret services told their spies to send their information to the West using invisible ink.

- to report requests use *ask* followed by an object and an infinitive with *to*
- to report commands use *tell* followed by the object and an infinitive with *to*
- pronouns and time phrases sometimes change in reported speech

1 Complete the text with reported requests and commands, using the words in brackets.

Stella Rimington's career started in India when MI5, the British Security Service (1) _____ (*ask her / do*) office work. In Britain she (2) _____ (*ask / MI5 / give*) her a job as an agent. In 1992 she became the first female head of MI5. Rimington wanted the Security Service to be more open and she (3) _____ (*ask / newspaper editors / meet*) her to talk about MI5. When she retired, Rimington published her autobiography although MI5 (4) _____ (*ask / her / not write*) it. Before publication she was (5) _____ (*tell / change*) some information for security reasons.

2 Read this extract from a spy novel by Stella Rimington. Put the commands and questions in bold into reported speech.

Her phone rang. The voice was frightened. 'I need to see you right away. It's urgent.'
'**Keep calm,**' she said coolly. '**Tell me what's happened.**'
'Not on the phone.'
She sighed. '**When can you meet?**' she asked.
'Tonight. **Come to my flat.**'
She thought for a moment. '**Give me the address,**' she said, and as he told her, she memorised it instantly.
'**Come at eight,**' he ordered.
'No,' she said bluntly. 'I will be there at ten.' It would be best to arrive under cover of darkness.

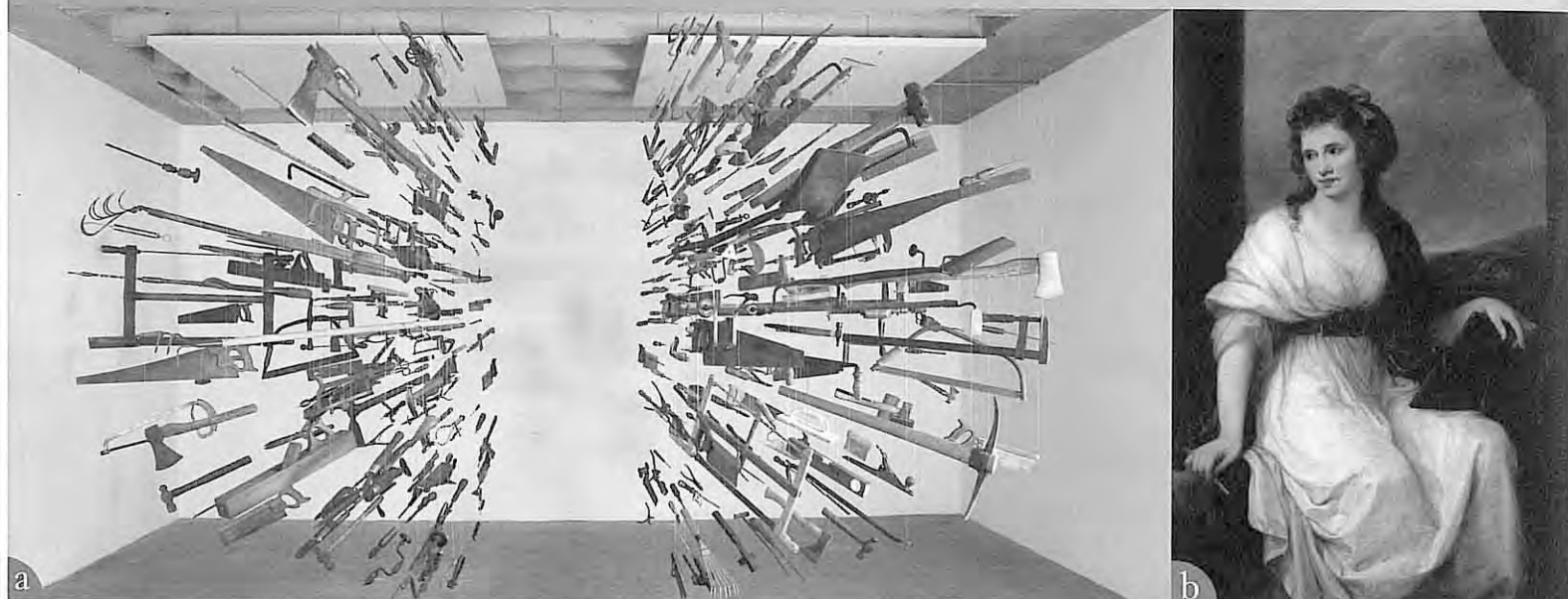
3 Work in pairs. Make a list of things you think secret agents are told to do or not to do using the sentence beginnings. Then compare your sentences with another pair.

They're told to ... They're told not to ...

 **Grammar focus** – explanation & more practice of reported requests and commands on page 142



UNIT 6 Function globally asking for and giving opinions



Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. Which do you prefer?

Useful phrases

- The artist / painter ...
- It's an installation / a portrait / an oil painting.
- It's modern / traditional / realistic / abstract.
- It's made out of ...
- I like this picture / neither of them because ...

2 Work in pairs. How often do you go to exhibitions and museums? What sort of art do you prefer?

Listening

1 2.09–2.10 Listen to two conversations about the pictures. Tick the correct parts of the table.

	Likes it	Doesn't like it	Doesn't know
Picture 1			
woman			
man			
Picture 2			
man			
woman 1			
woman 2			

2 Listen again. Make notes about why the speakers like or don't like the pictures. Then work in pairs and compare your notes.

Language focus

Put the phrases into the correct categories.

Asking for an opinion	Giving an opinion	Expressing uncertainty

- How about this?
- In my opinion, this type of painting is rather bland.
- I can't make up my mind.
- I find it a bit industrial.
- To be quite honest I'm not that keen on it.
- Personally, I think it's amazing.
- What do you think?
- I can't decide.
- What's your opinion?
- I'm not sure.
- How do you feel about it?

Speaking

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

A Look back at units 1–6. Discuss what you think of the pictures in the book. Ask for and give opinions.

B Show your partner postcards, internet printouts or photos of pieces of art you like. Ask for and give opinions about the pictures.

Warm up

1 Look at these pieces of news. Do you think each one is good news or bad news?

- You have won a holiday in a competition.
- You have been made redundant at work.
- Your country has been chosen to host the Olympic Games.
- Your son has been offered a scholarship to study at a university in the US.
- Your neighbour has a new job with a very high salary.
- The government has put taxes up by 10%.
- Your daughter is expecting a baby.
- Your house has been destroyed in a severe storm.

2 Work in pairs and choose three pieces of news from exercise 1. Think of a situation when the bad pieces of news could be good news, and the good news could be bad news.

Listening

1 2.11–2.14 Listen to four people talk about some good news they have had. Match the topics in the box to the speakers. There are two extra topics.

children holidays money weather work

- 1 Yordanka, Bulgaria _____
- 2 Maura, Ireland _____
- 3 Patricia, Brazil _____
- 4 Alison, England _____

2 Listen again and answer the questions.

Who ...

- 1 is going on a picnic?
- 2 got a tip from a colleague?
- 3 is expecting a baby?
- 4 is not used to this news in England?
- 5 received good news for the whole family?
- 6 had some amusing news?

Language focus: *indeed* and *at all*

1 Look at these sentences from the listening and the dictionary extracts. Choose the best definition for the words in bold in each sentence.

It was very, very good news **indeed**.

It's not like that here in England **at all**.

used to emphasise a negative statement

used to say that something isn't significant

used to emphasise a positive statement

2 2.15 Listen to the sentences in exercise 1. Which words are stressed? Listen again and repeat.

3 Work in pairs. Take it in turns to add emphasis to these sentences using *indeed* and *at all*.

- 1 I wasn't expecting to hear that.
- 2 I was very excited.
- 3 I thought it was a very nice surprise.
- 4 I couldn't understand him.
- 5 I wasn't disappointed.
- 6 I felt very happy.

Speaking

Work in pairs. Tell your partner about a piece of good news you have had recently. Explain how it made you feel and why.

Useful phrases

- The last piece of good news I heard was ...
- I heard / discovered / found out that ...
- Somebody told me that ...



Yordanka, Bulgaria



Maura, Ireland



Patricia, Brazil



Alison, England

Reading

1 Read E-Lin's description of the Great Wall of China. What has she written it for?

- a government survey
- an online encyclopaedia
- a website for visitors to China

If you visit China you must visit the great Wall of China. It is one of the most important tourist attractions in China, and in 1987 it was listed as a UNESCO world heritage site. It is also a wonderful experience to walk along the wall and feel the history and wonderful atmosphere of the wall.

The wall is over 8500 km long, and goes from the east to the west of China. The first parts were built over two thousand years ago by the Ming Emperors, in order to protect the central regions of the country from being attacked. All along the wall special buildings called 'beacon towers' were built. When some parts of China were attacked by enemies, fires were lit in the beacon towers so that people on other towers could see them and send warnings to the army.

Nowadays some of the sections are in ruins, but other sections have been repaired. The most famous section is called Badaling. It is near Beijing, so it is convenient and there is a cable car to transport tourists, but bear in mind that it is often full of tourists. It is safe to walk at Badaling, but you should take strong shoes and walk carefully. The best time to visit is in spring or autumn, so that you can enjoy mild weather and fantastic views. It will be an unforgettable trip.

2 Read the description again and make notes about the topics below for the Great Wall of China.

- | | |
|--------------------------|------------------------|
| • Importance | • Function or purpose |
| • Experience of visiting | • Physical description |
| • Location | • Advice for tourists |
| • History | |

Writing skills: avoiding repetition

Try to use synonyms (words which have the same meaning) or pronouns (for example *this*, *these*) to avoid repeating words in your writing.

These

Fires were lit in the towers during invasions. ~~The fires~~ were used attacks to warn enemies about the ~~invasions~~.

Replace the underlined words in E-Lin's description with the words in the box.

amazing	constructed	go to	parts	the country
the place	them	visitors		

Language focus: expressing purpose

You can express purpose by using ...

- *so (that) + verb*
 - *to / in order to / so as (not) to + infinitive (without to)*
- It is a good idea to read about the place **so that** you can plan your trip.*

*A cable car has been built **in order to** transport visitors to the wall.*

*You should wear strong shoes **so as not to** slip.*

1 Find four places in the text where E-Lin has expressed purpose.

2 Complete these sentences about the Great Wall of China with ideas of your own to express purpose.

- 1 It is a good idea to arrive early ...
- 2 You can take the cable car ...
- 3 You might like to join a guided tour ...
- 4 Make sure you wear warm clothes in winter ...

Preparing to write

1 Think of a place you know that would be interesting to visitors. Make notes about the place using the categories in Reading exercise 2.

2 Work in pairs. Tell your partner about the place and try to persuade them to visit it.

Giving advice

- You must visit / mustn't miss ...
- Make sure you ...
- Don't forget to ...
- Bear in mind that ...
- You might like to ...
- It's a good idea to ...

Writing

Write a description of the place for visitors. Use your notes and the useful phrases above to help you. Write three paragraphs:

- 1 Introduction
- 2 History, purpose and description
- 3 Advice for tourists

Grammar

1 Add *a*, *an* or *the* in the text where necessary.

One of cheapest ways to have conversation with person in foreign country is to use internet. You can attach microphone to your computer, and speak to other person through computer. If you attach camera called webcam to computer, person can even see you while you are speaking.

2 Report Daisy's telephone message to Sophie.

Hi Sophie. I'm having a party tomorrow and I've invited twenty people. I'll be really busy so please could you arrive early to help? Phone me when you receive this message.

Daisy told Sophie that ...

3 Rewrite the sentences using the passive.

1 Jon took the picture.

The picture ...

2 We've ordered a taxi.

A taxi ...

3 Someone is following us.

We ...

4 We record conversations.

Conversations ...

Vocabulary

1 Match the verbs in the box to the definitions.

argue demand discuss mumble
overhear whisper

- 1 to ask for something firmly
- 2 to disagree about something, often angrily
- 3 to exchange opinions with someone
- 4 to speak very quietly
- 5 to hear another person's conversation
- 6 to speak in a way that is unclear

2 Write the names of the shapes.



c _____



r _____



o _____



d _____

Speaking

Think about the first conversation you had with someone you met recently. Work in pairs and report the conversations to each other. How were the conversations similar or different?

Developing fluency in speaking

1 Complete the quiz about speaking English. Then turn to page 130 and check your results.

- 1 How do you participate in your English class?
 - a I often give my opinions and ask questions.
 - b I sometimes give my opinions and ask questions.
 - c I usually only speak to answer a question.
- 2 When you speak in English, how often do you stop to check vocabulary or grammar?
 - a not often b sometimes c very often
- 3 What do you usually do if you can't think of a word when you are speaking?
 - a I explain my ideas using other words or gestures.
 - b I don't explain my ideas, but I talk about other things.
 - c I pause for a long time or stop speaking.
- 4 How easy is it for you to speak for more than one minute in English?
 - a very easy b it depends c quite difficult
- 5 How often do you practise speaking English outside class?
 - a as much as possible b sometimes c never

2 Read these suggestions for improving your fluency in English. Choose the three you like the best.

- * Find an English speaker who wants to learn your language, and do a speaking exchange.
- * Memorise useful expressions and try to use them when you speak.
- * At home, practise speaking for a minute every day on a familiar topic. Gradually increase the time you speak.
- * Practise repeating and learning conversations from *Global* or another book.
- * 'Chat' in English with people online.
- * When you are travelling alone practise having conversations in English in your head.
- * Practise speaking English with someone from the class before or after classes
- * Try to speak more in class and during pairwork.
- * Write true sentences and read them aloud.

3 Work in pairs and compare the suggestions you chose. Discuss ways you can follow the suggestions.

Part 1

Writing

Describing objects for an auction

Reading

Alternative sources of goods and services

Grammar

Defining relative clauses

Vocabulary

Inexact numbers

Speaking

Bartering

Writing

1 Think of a household object that you have. Write a short description of your object for sale at an auction.

Useful phrases

- It's brand new / nearly new / used.
- It's in excellent / good / reasonable / poor condition.
- It's large / medium / small.
- It's made of plastic / cotton / leather.
- The starting price is ...

2 Read other students' descriptions of things for sale. Write how much you would pay for the objects you are interested in.

3 What is the highest offer for each item? Ask the person who made the highest offer to explain why they would buy this object.

Reading

1 Look at the titles of the texts on page 79 and the pictures. What do you think the texts are about?

2 Work in pairs. A: read *A good swap* B: read *Trash or treasure?* Complete the table.

Organisation or group	
Who it is for	
How it works	
Advantages	
Cost	

3 Tell your partner about your text. Use your notes to help you.

4 What do you think of the two systems? What disadvantages can you think of?



Grammar

*A restaurant **which is not always full** could offer free meals on certain days.*

*Trade exchanges put members **who need something** in touch with each other.*

*They charge a fee for each swap **(that) they organise**.*

*It's a cheap way to get something **(that) you want**.*

- relative clauses are formed with a relative pronoun and a clause
- we use defining relative clauses to explain exactly who or what we are talking about
- use *who* for a person, *which* for a thing, *that* for a person or thing, *where* for a place and *whose* for possession
- in clauses where the pronoun is the object, the pronoun can be left out

1 Complete the texts with relative pronouns.

Local currency is money (1) _____ people can pay with in a certain area. It helps keep trade within a community. It also helps build a sense of local identity among local people (2) _____ buy products and services from each other.

Kut Chum is an area in northeast Thailand (3) _____ there is a lot of organic farming. It also has a local currency (the Boon Kut Chum) (4) _____ people use in the local villages. The currency is part of a project (5) _____ villagers started in order to become self-sufficient.

The town of Ithaca in the US has a local currency called Ithaca Hours (6) _____ can be used to buy local services and goods. There are even some businesses (7) _____ employees are paid partly in Ithaca Hours.

2 Which sentences contain object pronouns? Rewrite the sentences without pronouns.

G Grammar focus – explanation & more practice of defining relative clauses on page 144

A good swap

Barter (exchanging goods or services without payment) was the way people got things that they needed before money was invented. However, barter is still used in many societies today. Now owners of businesses in countries worldwide can formally barter goods and services using organisations called 'trade exchanges'. Trade exchanges put members who need something in touch with each other. They charge a fee for each swap that they organise.

Members of a trade exchange can sell goods (such as office supplies, airline tickets or building materials) and services (such as accounting or printing) to other members for trade credits. These trade credits can then be used to buy goods and services from other members. For example, a restaurant which is not always full could offer free meals on certain days for trade credits. These credits could then be used to buy cleaning services or kitchen equipment. Barter exchanges are a good way for businesses to keep cash for other expenses and not pay interest on bank loans. They can also help businesses to find new customers and increase sales.



Vocabulary

1 Read the sentences. Underline the words which refer to inexact numbers or times.

- 1 I've got a couple of things to do before the meeting.
- 2 We'll be there at around two o'clock if the traffic's not too bad.
- 3 We have ten minutes or so before we have to leave.
- 4 She's got a huge office with loads of books.
- 5 It costs about a hundred euros plus VAT.
- 6 Our new manager is quite young – thirtyish.

2 Work in pairs. Choose three questions and ask and answer them. Don't give exact answers – use the expressions in exercise 1.

- How many pairs of shoes do you have?
- How many electrical appliances and gadgets do you have?
- How many books do you have?
- How many DVDs, CDs or video games do you have?
- How many old letters, postcards and greetings cards do you have?
- How many foreign coins do you have?

Speaking

1 Find two objects in your bag or pockets which you can use to barter with other students.

2 Work in small groups. Describe your objects and explain why they are a good swap. Then try to swap your objects for something you would like.

Useful phrases

- I'll swap this ... for your ...
- It's something that everybody needs / you shouldn't be without.
- This is really useful because ...
- OK, it's a deal!
- Sorry, I don't think that's a good swap.
- Well, what about swapping your ... for ...?



3 Tell the class if you made a successful swap and explain why.

I swapped ... for ... because ...

I didn't swap anything because ...

Trash or treasure?

Selling things you don't need (privately, in special newspapers or in second-hand shops) is nothing new. It's a cheap way for people to get something they want or to find an object that is difficult to find in a shop. In many societies re-using and recycling objects and materials is a necessary part of everyday life. What is new is that more and more people in wealthy societies are giving things away for free – and they are using the internet to do it.

A quick search on the internet shows thousands of local online groups where people offer things for free. People usually have to be members of the online group but anybody can join. The kinds of things on offer range from a bag of odd socks and a couple of bottles of nail polish, to a free car. People also post messages asking for particular things that they want such as 'dolls' shoes', 'twenty or so plates' and 'a child's karate uniform'. Reasons for giving away things are also diverse: they include wanting to decrease the amount of rubbish or the amount of new things that are produced, or simply wanting to help other people.

Unit 7 Supply & Demand

Part 2

Speaking

The best way to make money

Listening

Tulipmania

Grammar

Non-defining relative clauses

Vocabulary & Pronunciation

Word building: trade, word stress

Speaking

1 Imagine you have been given a large sum of money. You must use it to try and make more money. Number these ideas from 1 (the best) to 7 (the worst).

- put the money in the bank —
- invest in land —
- invest in a house —
- buy an expensive car —
- buy stocks in a successful company —
- buy stocks in a new company —
- start a business —

2 Work in pairs and compare your lists. Explain your reasons.

Listening

1 Read the definition of *bubble*. Use the definition to try to answer the questions.

- What was the *dotcom bubble* in western countries in the 1990s?
- What was the *housing bubble* in the first decade of the 21st century?

bubble ('bʌbb(ə)l) – noun

- 1 a ball of air or gas in a liquid
- 2 in finance: a situation when demand for a product is much higher than supply. This means the price of the product rises until it is much higher than it should be. When the price of the product drops right down, we say the market crashes and the bubble bursts

2 You are going to listen to the story of one of the first known economic bubbles, Tulipmania. First check that you understand the words in the box.

bulb guilder outstrip trader profit

3  2.16 Now listen to the story of Tulipmania. Why was demand for tulips higher than supply?

4 Choose the correct answers. Then listen again and check.

- 1 Tulipmania took place in the ...
a 1500s. b 1600s. c 1700s.
- 2 Tulips were a symbol of ...
a beauty. b nobility. c wealth.
- 3 150 guilders was the average ...
a price for a tulip flower.
b yearly income.
c cost of a tulip bulb.
- 4 In 1636 the sale of tulips was helped by ...
a the development of a traders' market.
b a new supply of bulbs.
c a new type of tulip.
- 5 Traders promised to buy tulips by ...
a signing contracts.
b paying all the money in advance.
c paying half the money.
- 6 The market crashed when ...
a traders stopped trading in tulips.
b sellers increased their supply.
c buyers refused to pay high prices.

5 Which of these statements do you agree with more? Work in pairs and explain your opinion.

- If a market crashes, buyers should get some sort of help from the government.
- If a market crashes, it is the buyers' fault if they lose money.

Extend your vocabulary

mania

The suffix *-mania* is used to make nouns meaning an extremely strong enthusiasm for something or someone, for example *Tulipmania*, *Beatlemania* and *Obamania*.

Make up *-mania* words which describe people or things that are very popular in your country at the moment.



The rare *Semper Augustus* tulip – the most expensive tulip at the time of Tulipmania.



Grammar

Tulips, which had been introduced to the Netherlands a century before, were a popular way to show people's wealth.
My company, which makes cars, gives its employees shares.

- we use non-defining relative clauses to add extra information about a person or thing. The sentence still makes sense without the relative clause
- the relative pronoun *that* isn't used in non-defining clauses

1 Complete the text with relative clauses a–d.

- who knew that the firm was in trouble
- who included three government ministers
- which had bought the rights to all trade in the South Sea
- which at that time was a huge amount of money

The South Sea Company was a trading company. In 1720 the company, _____, became very attractive to investors. The price of a share rose to more than £1,000, _____. But then the managers of the company, _____, sold their shares. Suddenly everybody wanted to sell. The market crashed and the investors, _____, lost all their money.

2 Use these notes about the bubble economy in Japan to write a paragraph. Put 'extra' information in non-defining clauses.

- bubble economy years – years of great wealth – started around 1985
- in Japan – interest rate had gone down – many people suddenly had a lot of money
- the banks – had mostly lent money to companies – gave loans to anybody
- the Japanese economy – share prices had risen dramatically – crashed in 1990

G Grammar focus – explanation & more practice of non-defining relative clauses on page 144

Vocabulary and Pronunciation

1  **2.17** Complete the tables. Then listen and check.

Noun	Adjective
economy	
finance	
profit	
value	
wealth	
poverty	

Verb	Noun (thing)	Noun (person)
supply		
invest		
employ		employer /
import		
produce		
trade		

2 Listen again and repeat. Pay attention to the word stress.

3 Choose the correct word to complete the sentences.

- Companies have a duty to their *developers* / *employees* – even in times of *profitable* / *economic* crisis.
- Companies that *produce* / *trade* with other countries and *import* / *employ* goods ought to make sure that their *suppliers* / *supply* pay their workers properly.
- Poor* / *Wealthy* countries should use their resources to help people in other countries to get out of *poverty* / *profit*.
- The way that *financial* / *valuable* documents are written makes it difficult for small *investments* / *investors* to understand the risks.

4 Work in pairs. Do you agree with the sentences in exercise 3?



Supply & Demand

Part 3

Vocabulary

Abstract nouns

Reading

Meeting our demands

Grammar

Countable & uncountable nouns

Speaking

Something you were motivated to do

Vocabulary

1 2.18 Listen and complete the words. What are these words in your language?

l _ ve	w _ _ lth
fr _ _ ndship	j _ st _ ce
cr _ _ tivity	p _ w _ r
p _ _ ce	fe _ r
r _ sp _ ct	m _ ral _ ty
h _ _ lth	b _ _ uty

Language note: we don't use *the* with abstract nouns when we're talking in general.

Love is important.

The love is important.

2 Choose three sentences and complete them with words from exercise 1 so they are true for you.

- _____ is very important when you're young.
- People don't care enough about _____ these days.
- When you get old, _____ is the most important thing.
- In the past, _____ was more important than it is now.
- I would like my children to value _____ and _____.

3 Work in pairs and compare your sentences. Find out your partner's reasons for what they are saying. Do you agree?

Reading

1 2.19 Read and listen to *Meeting our demands*. What is the author's intention in this text?

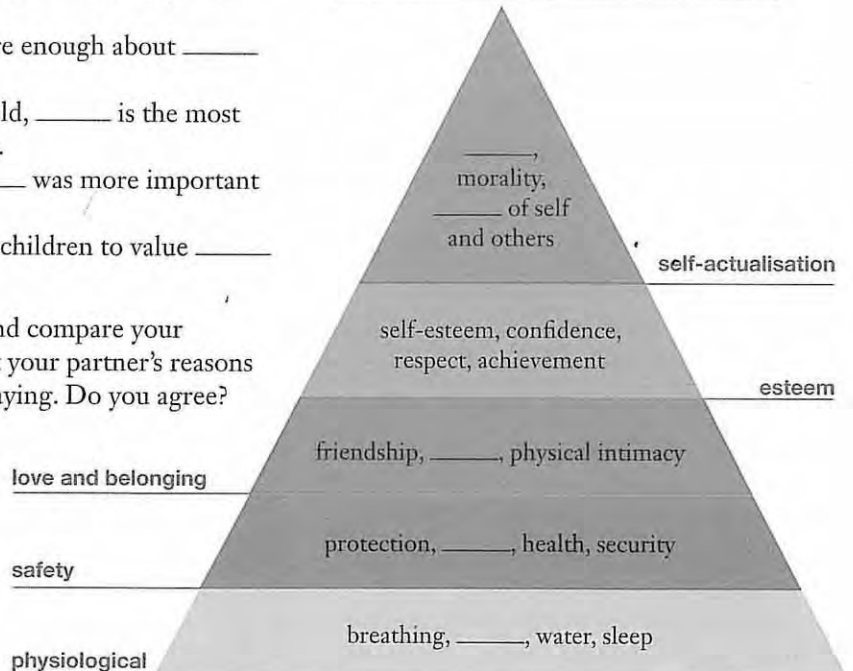
- to criticise Maslow's theory of motivation
- to give information about Maslow's theory of motivation
- to convince us that Maslow's theory of motivation is very influential

2 Read the text again and complete the pyramid below with the words in the box.

acceptance family food job security
problem solving

3 Have you heard of this theory before? Do you think it's a good explanation of human motivation?

Pyramid of human motivation



based on Maslow's theory of motivation



Meeting our demands



Grammar

1 Look at the words in white in *Meeting our demands*. Are they countable or uncountable nouns? Use a dictionary to help you.

2 Complete the rules with *countable*, *uncountable* or *countable and uncountable*.

*Human beings have different **needs** and different **demands**.*

*People need **respect** and **self-esteem**.*

*Physiological needs include **food** and **water**.*

- nouns can be countable or uncountable
- _____ nouns can have a plural form
- _____ nouns cannot go with *a* or *an*
- _____ nouns can go with *the*
- _____ nouns go with *some* and *any*

Language note: some nouns can be countable and uncountable, for example *hair*.

The teacher has long black hair.

(uncountable, about hair in general)

You have a long black hair on your jacket.

(countable, about a single hair)

3 Choose the correct words to complete the sentences.

- 1 The bedroom had very old *furnitures* / *furniture*.
- 2 *The violence* / *A violence* in the capital has made it difficult for people to live there.
- 3 She was a person with a lot of *knowledge* / *knowledges*, and understood herself and others very well.
- 4 *The weather is* / *weathers are* very bad, and it could be dangerous on the roads.
- 5 He's been very depressed since his wife left him. Could you give him some *advices* / *advice*?
- 6 She's very upset because people make *joke* / *jokes* about her all the time and don't listen to her.

G Grammar focus – explanation & more practice of countable and uncountable nouns on page 144

What do human beings need?

What is most important to us?

What motivates us to keep going?

These are questions that philosophers, psychologists and scientists have been asking for many years.

In his paper *A Theory of Human Motivation*, the American psychologist Abraham Maslow suggested that there was an order, a hierarchy, of needs. Understanding these needs was the key to understanding human **motivation**. The demands of each level need to be met before people can move up to the next level. The hierarchy is commonly represented as a **pyramid**.

At the bottom of the pyramid are physiological needs, for example **food**, **water** and **sleep**. If these demands are not met, it is very difficult for us to be motivated to do anything. They are the basic, most important needs. When they are satisfied however, the next level is **safety**. People need to feel protected and personally safe (from **crime**, for example), they need to feel secure in their **job** and they need to feel financially safe.

Beyond physiological and safety needs is the need for **love** and **belonging**. This includes close **friendship** and a supportive **family**. Humans also need to feel that they belong to a **group**. This could be a club, a team, a group at work or a religious group.

The next level of needs relate to **esteem**. People need **respect**, and they need to respect others. They also find motivation from achieving things, either in their personal or professional lives.

Finally, if all these demands are met, then people are motivated to self-actualisation. This is the highest form of motivation. People who are self-actualised accept themselves and other **people** as they are. They may have a deep sense of right and wrong. Self-actualised people often wish to solve problems for society.

Speaking

1 You are going to tell a story about a time when you were very motivated to do something. First, look at the questions and think about your answers.

- What were you motivated to do?
- Was it something difficult?
- How old were you at the time?
- Were you alone, or with other people?
- Why did you want to do it?
- What happened?
- Were you successful?
- Did you have to try more than once?

2 Work in pairs. Tell your partner your story. What do your experiences have in common?

UNIT 7 Supply & Demand

Part 4

Listening

Three men on a desert island

Grammar

wish

Pronunciation

the letter i

Speaking

Jokes

Listening

1 Look at the pictures below. They tell a well-known joke. What do you think it is? Work in pairs and put the pictures in order to make a story. There is one extra picture you do not need.

Useful language

- wish
- desert island
- genie
- magic carpet

2  2.20 Listen to the joke and check your answers. What did each man wish for?



a



b



c



d



e



f

3 What do you think of this joke? Do you know a similar one?

Extend your vocabulary ways of saying funny

Funny is a very general word. Below are some other words you can use with a similar meaning.

amusing – fairly funny, in a way that makes you smile

humorous – used for describing stories or remarks

comical – funny and silly or strange

hilarious – very funny in a way that makes you laugh

witty – funny and clever

Work in pairs. Think of examples of ...

- 1 a witty person you know.
- 2 a hilarious actor or actress.
- 3 a humorous story about something you said or did when you were a child.
- 4 an amusing advertisement on television.



Grammar

1 Read the three wishes from the joke. Then complete the rules.

I wish I were back in London with my wife and three children.

I wish I could be in Los Angeles right now.

I wish my friends were here.

- use the _____ tense after the verb *wish* to talk about things you wish about the present
- we often say *I wish I _____*, instead of *I wish I was*
- we can also use *If only* instead of *I wish*

2 Look at the pictures below. Write two captions for each one. Use *I wish* and a phrase from the box.

can afford it have a car have a lift
not crowded not live on 10th floor
not so expensive

3 Complete the poem with your own ideas.

I wish I were ...

I wish I weren't ...

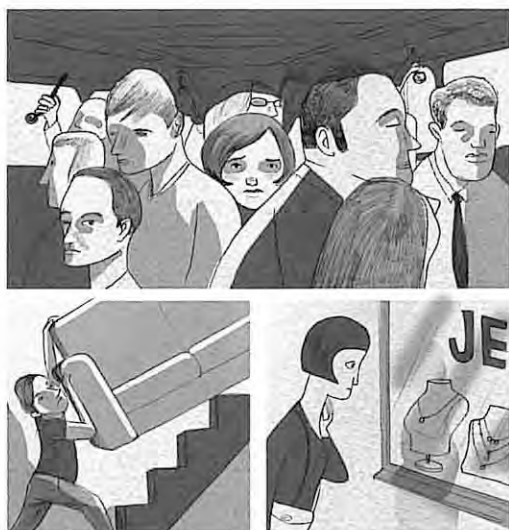
If only!

I wish I had ...

I wish I didn't have ...

If only!

G Grammar focus – explanation & more practice of *wish* on page 144



Pronunciation

1 Put the words in the box into two groups according to how the letter *i* is pronounced: /ɪ/ or /aɪ/. Can you think of other words with the same sounds?

dishes finger I if island lift
might ride sigh swim think
tonight wife wish

2 Practise saying the rhyme and proverb.

I wish I may, I wish I might,
Have the wish I wish tonight.

(English nursery rhyme)

Wishes won't wash dishes.

(American proverb)

Speaking

1 Match the joke beginnings 1–4 to the endings a–d. Do you think any of these jokes are funny?

- How many civil servants does it take to change a lightbulb?
 - Why did the chicken cross the road?
 - Waiter! Waiter! What's this fly doing in my soup?
 - A fish walks into a bar. The bartender says 'What do you want?' The fish says,
- Forty-five. One to change the lightbulb and forty-four to do the paperwork.
 - 'Water!'
 - To get to the other side.
 - Swimming, sir.

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

- Do you know any similar jokes?
- Do you usually laugh at jokes?
- Do you know anybody who tells lots of jokes? Do you tell lots of jokes?
- Who is the funniest person you know? Why are they funny?



Warm up

- 1 Work in pairs. Look at the pictures and compare and contrast them. Which do you think is the better place to work? Why?
- 2 Work in pairs and answer the questions.
 - How often do you use the phone?
 - What do you most use the phone for (for work, to get information, make appointments, to chat to friends and family)?
 - Do you have a mobile phone? Is it always on? How often do you use it?
 - Do you prefer to phone people or to send text messages or emails? Why?

Listening

- 1 2.21–2.23 Listen to three phone conversations. Which one doesn't match the photos?

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

Phone call 1

- 1 The caller asks for a new prescription.
- 2 The doctor has a free appointment this week.

Phone call 2

- 3 Mike Jones wants to speak to Miguel Hernández.
- 4 Mike Jones answers the phone.
- 5 Miguel Hernández wants Mike Jones to call him back.

Phone call 3

- 6 The call centre worker answers the phone immediately.
- 7 The call centre worker is rude.
- 8 The call centre worker can't help the caller.

Language focus

Look at the sentences from the conversations. Are they said by the caller (C) or the person who answered the phone (A)?

- 1 Thank you for calling.
- 2 Hello, this is Miguel Hernández. Could I speak to Mike Jones please?
- 3 Could you ask him to call me back please?
- 4 Can I take a message?
- 5 Hello, I'd like to make an appointment.
- 6 Please hold the line.
- 7 I'm afraid he's in a meeting for the next hour or so.
- 8 Hello, Customer Services, David speaking. Sorry to keep you waiting. How can I help you?

Speaking

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

- A Role play a phone call to a dental surgery.

A: your tooth is hurting. Phone the dentist and make an appointment.

B: you are the receptionist. The first free appointment is on Friday.

- B Role play a phone call to an insurance company.

A: you need to contact Louise Holloway at *Safe Insurance*. Phone the company.

B: you are Louise Holloway's assistant. She is away on a business trip until tomorrow.



People often say 'Money talks'. They mean that money is the best way of influencing others, or getting them to cooperate about an issue. However, language is still needed to explain what the issue is all about; in the world of international business that language is usually English. But what kind of English? When businesspeople use English as a lingua franca, problems of communication often arise. Managers can leave a meeting thinking that a deal has been agreed, only to find later that there's been a misunderstanding.

How are such problems to be overcome? Some writers think the solution is to develop a simplified kind of English for business use. Approaches such as Basic English and Globish have aimed for efficient communication by reducing the number of words and constructions that people have to learn. A degree of simplification is always likely to be helpful, but the problem is to decide just how much.

Basic English tried to operate with just 850 words, but soon found that it had to allow extra technical and scientific terms to cope with demand. Globish operates with 1500 words.

Simplified systems have so far had only limited appeal especially as most businesses need a broad terminology to let them talk precisely about their products. They also find that many of the terms they need are already international, thanks to the role played by Latin and Greek in forming the professional vocabulary of languages. And when cases of misunderstanding are analysed, the problems are often caused by factors that are nothing to do with individual words at all. Non-native speakers may use a pronunciation distorted by their mother-tongue. Native-speakers may talk too quickly or use colloquial business idioms, such as *make a killing* and *feel the pinch*. All participants need to realise that they will have cultural habits and expectations that other people do not share. Part of any solution has to be the training of managers to monitor their own linguistic behaviour and to make them aware of global English issues.



Glossary

- analyse** (verb) to study or examine something in detail in order to understand or explain it
- broad** (adjective) including many different things
- colloquial** (adjective) used in informal conversation rather than in writing or formal language
- distort** (verb) to change the way that something looks, sounds, or behaves so that it becomes strange or difficult to recognize
- lingua franca** (noun) a language that people use to communicate when they have different first languages
- monitor** (verb) to regularly check something or watch someone in order to find out what is happening
- terminology** (noun) the words and phrases used in a particular business, science or profession

Warm up

1 Work in pairs. Read the rules for communicating more simply. Do you agree with them? Why / Why not?

- Keep sentences short.
- Avoid negative questions.
- Repeat yourself.
- Avoid acronyms.
- Avoid metaphors.
- Use gestures and visual aids.
- Avoid all humour.

2 The rules in exercise 1 come from a new proposed form of English called Globish. Have you ever heard of Globish, or other simplified languages?

Reading

1 Read *A global language for business* and decide if these statements are true (T) or false (F).

- 1 People in business don't always understand each other.
- 2 Simple languages for business are very popular.
- 3 The author thinks business training should include communication training.

2 Read the text again. What are the arguments in favour of a simplified language? What are the arguments against it?

3 Look at these sentences from the text. For each one choose the sentence which is closest in meaning.

- 1 A degree of simplification is **always likely to be** helpful.
 - a A degree of simplification is probably helpful.
 - b A degree of simplification is probably not helpful.
 - c A degree of simplification is rarely helpful
- 2 The problems are often caused by factors that are **nothing to do with** individual words at all.
 - a The problems are caused by factors that are individual words.
 - b The problems are not caused by factors that are individual words.
 - c The problems are caused by individual words and other factors.

Speaking

Work in pairs. Do you think that a simplified kind of English is a good idea? Would you want to learn Globish or Basic English? Why / Why not?

Reading

1 Read Corinne's essay on the statement *Money cannot buy happiness*. Does she agree or disagree with the statement?

It is often said that money cannot buy happiness. However, I think this is a complex issue. Of course, everyone needs money to some extent, in order to live comfortably. It is not possible to live without food, clothes or shelter. But I do not think that people need a lot of money in order to lead a happy life.

It is true that rich people often consider that they are happy. They can buy expensive houses, big yachts and designer clothes. They can do whatever they like and travel all over the world, and they feel very proud of themselves. However, many rich people also have unhappy relationships and problems with drugs or alcohol. They have a lot of friends, but their friends soon disappear when their money disappears.

I think, happiness does not depend on money. Money cannot buy health, love or true friendship, and I think these are the most important things in life. Moreover, most people are happy with small pleasures, like a walk in a park, a beautiful sunset, or an evening with a friend. These are things that money cannot buy.

In conclusion, I do not believe that money is the number one priority in life. Possessions cannot make people happy if they have a lot of problems. Instead, they need to learn to be satisfied with their lives, whether they are rich or poor.

2 Match the pairs of sentences from Corinne's essay.

- 1 It is often said that money cannot buy happiness. —
- 2 Of course, everyone needs money to some extent. —
- 3 It is true that rich people often consider that they are happy. —

- a However, they often have unhappy relationships.
- b But I disagree that people need a lot of money.
- c However, I think this is a complex issue.

3 Choose the best way to complete the sentences.

- 1 It is often said that the best things in life are free. However, ...
 - a love and friendship are also important.
 - b people also need money in order to survive.
- 2 Of course, money can bring a lot of worries. But I disagree that ...
 - a wealth is a bad thing.
 - b wealth is a good thing.
- 3 It is true that many rich people are unhappy. However,
 - a they can also have relationship problems.
 - b poor people can be unhappy, too.

Preparing to write

Work in pairs. Do you agree or disagree with these statements? What are the opposite arguments? Discuss your ideas.

- 1 Governments have a duty to look after people who are sick or unemployed.
- 2 You cannot measure success by money.
- 3 Instead of always buying new things, people should mend or exchange their possessions.

Giving your opinion

- This is a complex issue.
- I can see both sides of the argument.
- I think / believe / agree that ...
- I disagree / do not believe that ...
- In my opinion / In my view ...
- In conclusion / to sum up ...

Writing

Write an essay on one of the statements in the Preparing to write section. Follow this format:

Paragraph 1: Introduction to the topic.

Paragraph 2: State the arguments against your opinion, and say why you disagree.

Paragraph 3: State your opinion, giving reasons.

Paragraph 4: Conclusion.

Writing skills: considering both sides of an argument

1 Corinne has repeated *I (do not) think* in her essay. Replace the underlined phrases with the phrases in the box.

in my opinion I disagree in my view

When you write an opinion essay, it is often a good idea to consider both sides of the argument. Start with the opposite of your opinion, and then say why you disagree.

Grammar

1 Complete the sentences with a suitable word.

- I wish I _____ on holiday now!
- This is the car _____ I bought yesterday.
- Tulips are flowers _____ grow in spring.
- Maslow, _____ was an American psychologist, wrote about basic human needs.
- The place _____ I work is near a park.
- If only I _____ more time!
- The painter _____ work I admire most is Picasso.

2 Decide if the sentences are correct or incorrect. Then correct the mistakes.

- Can you give me an advice about my money?
- Would you like a coffee?
- Waiter, there's a hair in my soup!
- I need some new furnitures.
- Crime is a big problem nowadays.
- People needs love and safety.

Vocabulary

1 Complete the sentences to make inexact numbers.

- It's between 8.45 and 9.15. It's _____ 9 o'clock.
- I've got two tickets. I've got a _____ tickets.
- It takes five to seven minutes. It takes 5 minutes _____.
- He's between 29 and 31. He's _____.

2 Complete the missing words.

A stock market is a (1) _____ institution where (2) t_____ buy and sell shares in companies. They look for the most (3) p_____ shares so that they can make good (4) i_____. In times of (5) e_____ crisis, the (6) v_____ of shares usually goes down.

3 Put the letters in the correct order to spell abstract nouns.

- yubate _____
- 5 hewtal _____
- 2 creepts _____
- 6 wrope _____
- 3 trailmoy _____
- 7 sujetic _____
- 4 aceep _____
- 8 vitraycite _____

Speaking

1 Write down the name of an object you have bought recently.

2 Work in small groups. Ask one person in your group *yes/no* questions about their object. After ten questions, try to guess what the object is. Then swap roles and continue.

Is it something that you use at home?

Learning word families

1 Work in pairs. Look at the words in the box. Can you remember any words in the same word families?

create invest produce safe wealth

create: creative ...

When you learn a new word it's a good idea to learn other words form the word family at the same time. Often a dictionary can help you.

2 Look at the dictionary extract. What is the meaning of *adj*, *adv*, *n* and *v*?

Word family: **relation**

Words in the same family as relation

relate <i>v</i>	relationship <i>n</i>	relatively <i>adv</i>
related <i>adj</i>	relative <i>adj n</i>	unrelated <i>adj</i>

3 Look up the words in exercise 2 in your dictionary. How do you pronounce each word?

4 Complete the sentences with words from the word family for *relation*.

- Do you have a good _____ with your father?
- I'll enjoy seeing all my _____ at the wedding.
- It's sometimes difficult to make friends when you're young. When you're old, it's _____ easy.
- His question was completely _____ to the topic, so I was rather confused.

When you record word families it can be helpful to use a spidergram.



5 Write *adj*, *adv*, *n* or *v* next to each word in the spidergram above. Use your dictionary to help you.

Study tips

- * Next time you record a word use your dictionary to create a family spidergram.
- * When you learn new words in class ask the teacher about other words in the family.

Part 1

Speaking

Describing a picture

Reading

Life of Pi

Grammar

would

Vocabulary

Expressions with
lose & lost

Speaking

Work in pairs. Look at the picture and follow the instructions.

- A: Describe what you see in the picture.
 B: Describe how you think this happened.
 A: Describe the boy's feelings.
 B: Describe the tiger's feelings.
 A: Describe what you think could happen next.
 B: Describe how the image makes you feel.



Life of Pi

I slept all morning. I awoke with an anxious feeling. The food, water and rest flowed through my weakened body and brought me new life. It also brought me the strength to see how desperate my situation was. There was a tiger in the lifeboat. I could hardly believe it, yet I knew I had to. And I had to save myself.

I considered jumping overboard and swimming away, but my body refused to move. I was hundreds of miles from land, if not over a thousand miles. I couldn't swim such a distance, even with a lifebuoy. What would I eat? What would I drink? How would I keep the sharks away? How would I keep warm? How would I know which way to go? There was no doubt: to leave the lifeboat meant certain death. But what was staying on the lifeboat? He would come at me like a typical cat, without a sound. Before I knew it he would seize the back of my neck or my throat. I wouldn't be able to speak. Or he would kill me by clubbing me with one of his great paws, breaking my neck.

'I'm going to die,' I cried.

■■■

I was giving up. I would have given up – if I hadn't heard a voice inside my heart. The voice said, 'I will not die. I refuse it. I will make it through this nightmare. I have survived so far, miraculously. Now I will turn miracle into routine. The amazing will be seen every day. I will put in all the hard work necessary. Yes, so long as God is with me, I will not die. Amen.'

■■■

I discovered at that moment that I have a fierce will to live.

Reading

1 Read the extract from *Life of Pi*, a novel which tells the story behind the picture. What does the boy find out about himself?

2 Match words 1–4 to a–d to make collocations from the text.

- | | |
|-------------|-------------|
| 1 desperate | a death |
| 2 jump | b work |
| 3 certain | c situation |
| 4 hard | d overboard |

3 Read the text again and answer the questions.

- How did the boy feel when he woke up?
- What did he think of doing?
- What were the problems with this? Name three.
- What did he think was going to happen to him?
- What did he decide to do in the end?

Life of Pi tells the story of an Indian boy, Piscine 'Pi' Patel, who spends 227 days shipwrecked in the Pacific Ocean with a tiger in the lifeboat. It explores the themes of story-telling, spirituality and human existence. The book won the Man Booker Prize in 2002.

Yann Martel is a Canadian author who was born in Salamanca, Spain. He is best known for his book *Life of Pi*.



Glossary

awake (verb) – to wake up

club (verb) – to hit someone with a heavy object

fierce (adjective) – involving strong feelings such as determination, anger or hate

flow (verb) – if something flows, it moves quickly and continuously in one direction

Grammar

1 Look at the sentences and choose the correct words to complete the rules.

*What would I eat? What would I drink?
He would come at me like a typical cat.*

- these use *would* to talk about the past / future
- the sentences are about *real* / *unreal* (hypothetical) situations
- we can also use *would* in other ways, for example to give advice, make offers, talk about regular past actions and to make polite requests

2 Is *it* in these sentences *would* or *had*? Rewrite the sentences without contractions.

- I'd never sat so close to a tiger before.
- I'd forgotten how big it was.
- I wish my father were here, he'd know what to do.
- I'd love to be back at home.
- The tiger was quiet. He'd eaten already that morning.
- We'd been at sea for some weeks.
- I didn't want to sleep again, I was sure he'd attack me.

3 Complete the conversations by adding *would* where necessary. Use contractions when possible.

- A: Tea or coffee?
B: I like a tea, please.
- A: I'm here for the interview.
B: You like to sit down?
- A: They say it's going to rain tomorrow.
B: It not surprise me.
- A: Which jacket should I get?
B: I get the bigger one.
- A: Have you been to the gardens in the city centre?
B: Oh yes. We walk there often when I was a child.

4 Match a use of *would* to each conversation in exercise 3.

- to give advice
- to make an offer
- to talk about regular past actions
- to talk hypothetically
- a polite request



Grammar focus – explanation & more practice of *would* on page 146

Vocabulary

1 Choose the correct meaning to complete each sentence. Use a dictionary to help you. What are these expressions in your language?

- If you have *lost your mind*, you are ...
 - crazy.
 - very serious about something.
- If you have *nothing to lose*, then ...
 - the situation can get worse if you try something.
 - the situation can't get worse if you try something.
- If something is a *lost cause*, it ...
 - is a hopeful situation.
 - is a hopeless situation.
- If you *lose face* you ...
 - don't impress people and aren't respected by them.
 - show respect to other people and they like you.
- If you *lose sight of something* ...
 - you remember it is important.
 - you forget that it is important.
- If you *lose track of time* ...
 - you are distracted and don't see time pass.
 - you are very aware of the time.

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

A Choose three expressions from exercise 1 and make sentences about the text on page 90.

B Choose three of the expressions from exercise 1 and make true sentences about yourself.



Part 2

Reading

Lost in space

Listening

Sending objects into space

Grammar

Second conditional

Speaking

A guessing game

Reading

1 Work in pairs. Look at the picture on the right. What do you think it is? Make three guesses.

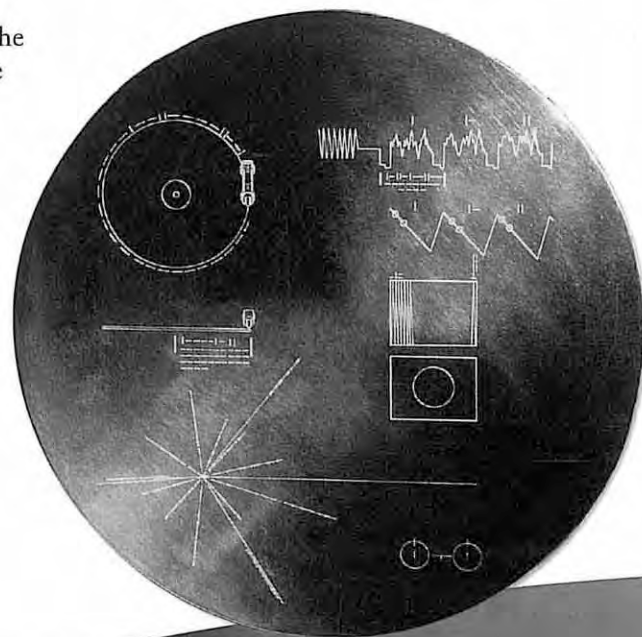
It could be ... It might be ... Maybe it's...

2 Read *Lost in space* and find out if your guesses were correct.

3 Read the text again and explain the significance of these words and phrases.

- twelve inches
- President Carter
- Carl Sagan
- forty thousand years
- fifty-five

4 Do you think the Voyager Golden Record is a good idea? Why / Why not?



This is a present from a small, distant world, a token of our sounds, our science, our images, our music, our thoughts and our feelings. We are attempting to survive our time so we may live into yours.

US President Jimmy Carter

Lost in Space

The Voyager Golden Record is a phonographic disc that was included on the Voyager spacecraft in 1977. The twelve-inch gold and copper disc contains sounds and images that show the diversity of life and culture on Earth. The idea behind it is to communicate a story of our world to extraterrestrials. A NASA committee, organised by Carl Sagan of Cornell University, collected 115 images and a series of natural sounds of the planet and added music from different cultures and eras and spoken greetings from people in fifty-five languages.

There is also a message from US President Carter and UN Secretary General Waldheim. The disc contains information on how to play it so other life forms can hear the sounds it contains.

Glossary

cosmic (*adjective*) – relating to the planets, stars, space and the universe in general

diversity (*noun*) – the fact that very different people or things exist within a group or place

era (*noun*) – a historical period

extraterrestrial (*noun*) – a living being believed by some people to come from another planet

NASA – a government organisation in the US responsible for space research

planet (*noun*) – a very large round object that moves around the Sun or another star

It could take forty thousand years before Voyager is close to another planetary system. As Carl Sagan has said, 'The spacecraft will be encountered and the record played only if there are advanced [...] civilisations in [...] space. But the launching of this bottle into the cosmic ocean says something very hopeful about life on this planet.'

Listening

1  **2.24** Listen to different people answering the same question. Which question are they answering?

- 1 If you can send something into space, what will you send?
- 2 If you could send something into space, what would you send?

2 Listen again and make a note of the objects you hear. Then work in pairs and compare your lists.

3 How would you answer the question? Tell your partner.

Grammar

1 Look at the sentences. Choose the correct words to complete the rules.

*If I **could** send something into space, I'd send a video of traffic. I'd include that **if** they asked me.*

*If you **could** send anything into space, what **would** you send?*

- we use the second conditional to talk about *real / unreal (hypothetical)* situations in the present and *future / past*
- use the verb in the *present / past* tense after *if*
- use *would, might* or *could* in the *main / if* clause

2 Use these words to make hypothetical sentences. Begin your sentences with *If* and change the verb forms as necessary.

- 1 I can include a song / it be *Imagine* by John Lennon
- 2 they ask me / I send a big note that says *Sorry*
- 3 I can put something on the Voyager Golden Record / I put a video of traffic
- 4 I have to include an image / it be an image of a table covered in food
- 5 I can do anything / I go on a space journey

3 Complete the questions using the words in brackets.

- 1 How _____ (*you feel*) if _____ (*the teacher give*) you an exam tomorrow?
- 2 If _____ (*you can change*) one thing about yourself, what _____ (*you change*)?
- 3 If _____ (*you not have*) English class today, what _____ (*you do*)?
- 4 If _____ (*you win*) a lot of money, what _____ (*you buy*) first?
- 5 What job _____ (*you choose*) if _____ (*you have*) the chance to do any job in the world?
- 6 Where _____ (*you go*) if _____ (*you can visit*) any country in the world?

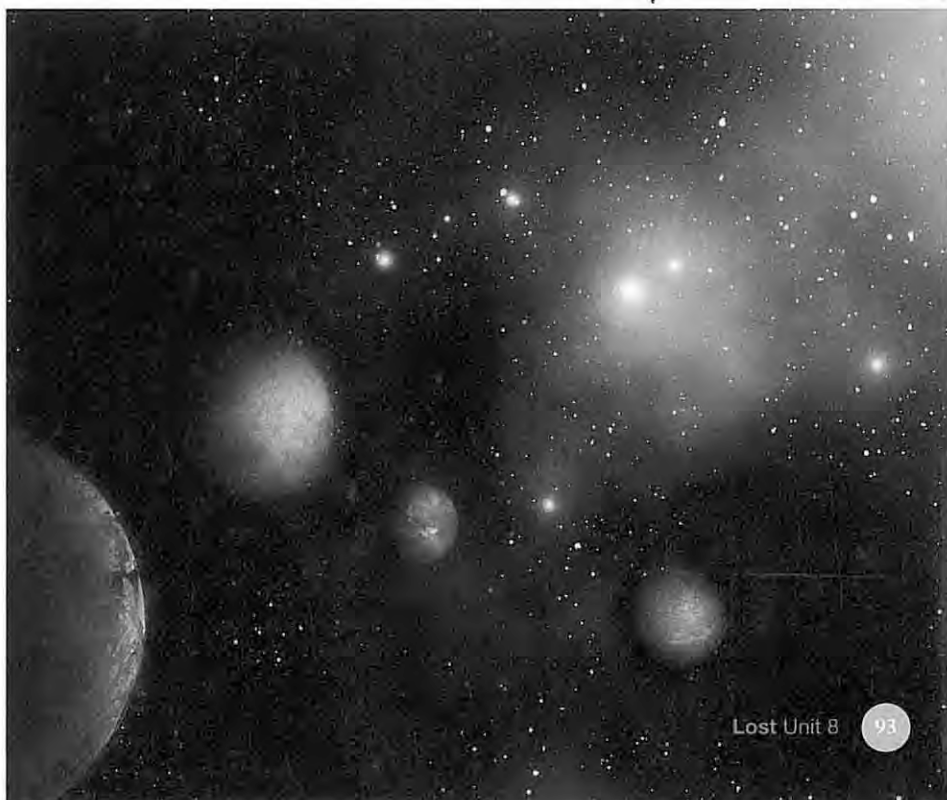
4 Match answers a–f to questions 1–6 in exercise 3.

- a A house near the beach for my parents. _____
- b I'd go to France. I've always dreamt of seeing Paris. _____
- c I'd go to the cinema and see a film. _____
- d Probably pretty nervous. _____
- e It would be my ears. I think my ears are too big. _____
- f Something in the circus. Maybe an acrobat. _____

 **Grammar focus** – explanation & more practice of the second conditional on page 146

Speaking

Work in small groups. You are going to play a guessing game. Turn to page 130 and follow the instructions.



UNIT 8 Lost & Found

Part 3

Vocabulary

Expressions with *make & do*

Reading

Top five inventions and discoveries made by accident

Grammar

Third conditional

Pronunciation

Expressing blame, intonation

Writing

How would your life have been different?

Vocabulary

1 Are these nouns used with *make* or *do*?

decisions a difference a discovery
an experiment a favour a job a test
a mistake nothing progress sense

2 Complete the sentences with words in the box in exercise 1.

- 1 I always put off making _____ until the last moment, especially important ones.
- 2 If I do _____ for somebody, then I think that person should do something for me.
- 3 I just love sitting around and doing _____ at the weekend.
- 4 I love my work. I think I'm doing _____ that really makes _____ to people's lives.
- 5 I don't understand this crazy world. Sometimes I think nothing makes _____.

3 Choose three sentences from exercise 2. Then work in pairs and tell your partner if the sentences are true for you. Explain why.

Reading

1 Read *Top five inventions and discoveries made by accident*. Do you agree with the order? Which is the most important for you?

2 Which discovery or discoveries ...

- 1 was/were made outside a laboratory?
- 2 was/were a result of not cleaning up?
- 3 can save lives?
- 4 developed out of a failed idea?
- 5 was/were a result of a different experiment?
- 6 was/were a result of two lucky events?

Extend your vocabulary with or without a plan

If you do something without a plan, you do it *by mistake* (negative), *by chance* (positive) or *by accident* (positive or negative).

Benedictus broke the flask by accident

If you do something with an aim or plan, you do it *on purpose*, *deliberately* or *intentionally*.

Fleming didn't leave the dish out on purpose.

Think of something you've done recently by accident. Has anything happened to you by chance?

Grammar

*If Spencer hadn't invented the microwave, modern eating habits might have been very different.
This wouldn't have been significant if Fleming hadn't noticed one important thing.*

- we use the third conditional to imagine unreal situations in the past
- use the past perfect in the *if* clause
- use *would/may/might/could have* and a past participle in the main clause

1 Complete the sentences using information from the text on page 95.

- 1 If Alexander Fleming hadn't been so messy, he wouldn't have ...
- 2 Arthur Fry wouldn't have invented sticky notes if he ...
- 3 If Edouard Benedictus hadn't knocked over a glass flask, he ...
- 4 Percy LeBaron Spencer wouldn't have ... if a chocolate bar ...
- 5 If Jacques E Brandenburger ...

2 Think about how history would have been different if the things in the box hadn't been invented. Then work in pairs and compare your ideas.

the car the computer the printing press
the telephone the TV

If the computer hadn't been invented the internet wouldn't have been developed.

If the printing press hadn't been invented ordinary people wouldn't have been able to read books.

G Grammar focus – explanation & more practice of the third conditional on page 146



Top five inventions and discoveries made by accident

Pronunciation

1  **2.25** Look at the situation in the box and read and listen to the sentences. Notice the pronunciation of *would have* and *wouldn't have*. Then listen again and repeat.

You've forgotten to get the shopping for dinner.

- 1 If my boss hadn't made me work late, I would have got to the shops in time.
- 2 If you'd written me a note, I wouldn't have forgotten.

2 Work in pairs. Choose three situations and write sentences making excuses.

- You're late for a job interview.
- You didn't go to your friend's party.
- You haven't done the housework.
- You've missed a deadline at work.
- You haven't got enough money to pay the bills.
- You've forgotten your best friend's birthday.

3 Read your sentences to the class, paying attention to your pronunciation.

Writing

1 Make a list of important events in your life.

2 Write a paragraph describing how your life would have been different if the events you wrote hadn't happened.

In 2002 I got a job in Madrid. If I hadn't got this job, I'd have stayed in my home town. I wouldn't have got to know some of my best friends. And I wouldn't have met my wife ...

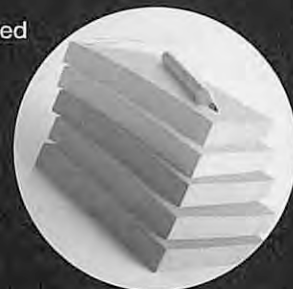
1 Penicillin

The laboratory of Scottish scientist Alexander Fleming was extremely untidy. One day in 1928 he came back from holiday and saw that mould had grown on a dish containing bacteria. However this wouldn't have been significant if Fleming hadn't noticed one important thing: that no bacteria were growing in the areas covered by mould. In later experiments Fleming proved that the mould could kill the bacteria that cause human infections. Using this discovery, Howard Florey and Ernst Boris Chain later developed penicillin for use as a medicine. In 1945 the three scientists shared the Nobel Prize for Medicine.



2 Sticky notes

In 1968 Spencer Silver, an American research chemist, wanted to invent a strong glue. Instead he created a weak glue that stuck to objects but could be taken off again. A few years later a colleague of Silver's, Arthur Fry, was singing in church. His bookmarks kept falling out of his song book and suddenly he remembered Silver's glue. He successfully tried the glue on his bookmarks and later developed his idea into sticky notes.



3 The microwave oven

While Percy Spencer was working on radar research in 1946, he made an interesting discovery. He was testing a magnetron (a tube which produces microwaves) when he noticed a chocolate bar in his pocket had melted. Spencer did some experiments and found out that microwaves can cook food much more quickly than conventional ovens, because the food is cooked from inside, not by warming the air around it. If Spencer hadn't invented the microwave, modern eating habits might have been very different. Today more than 90% of households in the US have a microwave oven.

4 Safety glass

In 1903 the French scientist Edouard Benedictus broke a glass flask by accident. To his surprise he saw that the glass had broken into many small pieces – but the pieces had stayed together. He found out that liquid plastic in the flask had evaporated and left a thin film of plastic inside. By chance, in the same week Benedictus read a newspaper article about how many drivers get cut by broken glass in car accidents. He realised that he had made a useful discovery.



5 Cellophane

Swiss chemist Jacques E Brandenburger worked for a textile company. When he saw wine spilt on a restaurant tablecloth, he was inspired to make a tablecloth that wouldn't stain. He used a waterproof spray, but the experiment didn't work; the tablecloth became too stiff. Brandenburger noticed, however, that the thin

plastic film came off the cloth easily. Today his discovery, cellophane, is used for wrapping up food.

Glossary

bookmark (noun) – something that you put inside a book so that you can find the page you want

evaporate (verb) – if liquid evaporates it changes into gas

film (noun) – a very thin layer of something that forms on a surface

glue (noun) – a sticky substance that you use to fix things to each other

mould (noun) – a green, blue or white substance which grows on food that is not fresh, or things that are not kept clean and dry.

waterproof (adjective) – something that is waterproof does not get damaged by water

Part 4

Reading & Speaking

Finding treasure

Listening

Bulgaria's Thracian treasures

Grammar

Past modals of deduction

Vocabulary

Treasure

Speaking

Speculating about treasures

Reading and Speaking

1 Read the legal definition of *treasure*. Can people who find treasure keep it?

Treasure

According to law, *treasure* is gold or silver which is found buried in the earth and whose owner is unknown.

In most countries treasure must be reported to the state. Depending on the country, the treasure may belong to the finder, the owner of the land or the state. For example, in England treasure belongs to the state but the state usually pays the finder the value of the treasure. In the US the finder can usually keep the treasure but in some states the landowner has a right to claim it.

2 Work in pairs. Look at the saying in the box and answer the questions.

Finders keepers, losers weepers.

- What do you think this saying means?
- Is there a similar saying in your country?
- Do you agree with it?
- If you found a large sum of money or a valuable item, what would you do with it?

Listening

1  2.26 Read the information about Thracian treasure and look at the pictures. Then listen to a lecture about three treasure collections. Match the collections to the pictures.

2 Listen again and complete the table. Then work in pairs and compare your answers.

Collection	1	2	3
Year found			
How found			
Other details			

3 Work in pairs and discuss these questions.

- Do you enjoy looking at objects like these in museums?
- What can we learn from ancient treasures like these?
- Do you think archaeological treasures should be displayed in the area in which they were found?
- Do you think museums which have treasures from other countries should give them back?
- How can the theft of ancient treasures be stopped?



From around 4000 BC to AD 300 the Thracians lived in present-day Bulgaria. In the last century amazing collections of Thracian treasure have been dug up in Bulgaria, helping archaeologists to understand more about the Thracian culture.



Grammar

The objects **could have been** used for religious purposes.

The Thracians **must have buried** the jewellery as offerings to the gods.

- use past modals to express how certain or uncertain you are about what happened in the past
- use a modal verb with *have* and a past participle
- use *must have* when you are sure that something happened, based on evidence
- use *can't have* when you are sure that something didn't happen
- use *might/may/could have* when you are unsure whether something happened

1 Choose the correct modal verbs to complete the text.

The Winchester hoard

In 2000 a beautiful set of gold jewellery was found in a field in England by a man with a metal detector. There were no graves nearby; archaeologists believe that somebody **must / can't** have buried the jewellery for safekeeping or as a religious offering. There were two necklaces: one was bigger than the other so one **can't / might** have been for a man and one for a woman. Important people **must / could** have worn the jewellery because it was very valuable. Experts aren't certain, but the jewellery **must / may** have belonged to a king and queen.

2 Rewrite the underlined sentences so the meaning stays the same. Use modal verbs.

- A: We found these photos in the attic. We're sure they belonged to the man who used to live here.
They _____.

B: Maybe he wanted to hide them.
He _____.
- A: This was my grandmother's dress. It definitely wasn't cheap.
It _____.

B: I'm sure it was for special occasions.
It _____.
- A: I'm certain my Mum bought this vase in China.
My mum _____.

B: Maybe she didn't buy it there. I've seen similar ones in the shops here.
She _____.

G Grammar focus – explanation & more practice of past modals of deduction on page 146

Vocabulary

1 Put the words in the box into three categories: jewellery, containers and precious metals and jewels.

bowl bracelet brooch chain chest diamond
gold jug necklace platinum silver vase

2 Which of the objects in exercise 1 is ...

- a rectangular container which may contain treasure?
- a colourless stone used in jewellery?
- a piece of jewellery worn on the wrist?
- a container for liquids?
- a very expensive silver-grey metal?
- a piece of jewellery with a pin, worn on clothes?

Speaking

1 Work in pairs. Look at the pictures of treasures. Discuss what the objects could have been used for.

Useful phrases

- I think it's a ... / It could be a ...
- People might have used it to serve / decorate / protect / clean ...
- It must have been used to ...

2 Turn to page 131. Read about the objects. Were your guesses correct?

a



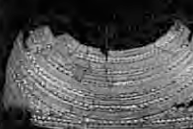
b



c



d



e





Warm up

1 Work in pairs. Look at the pictures and compare and contrast them. What do you think has happened?

Useful phrases

- He looks ...
- Perhaps he's ...
- He might have ...

2 Work in pairs and discuss these questions.

- In your culture, is it socially acceptable to cry in public? Is there a difference for men and women?
- What would you say to the person in picture a?

Listening

1 2.27–2.28 Listen to two conversations. Match them to the pictures.

2 Listen again. What has happened in each situation?

Conversation 1

- 1 He's lost his job.
- 2 He can't find some work on his computer.
- 3 He is having problems with his computer.

Conversation 2

- 1 His brother has died.
 - 2 His sister-in-law has been injured.
 - 3 His brother has been in an accident.
- 3 How does the other person try to help?

Language focus

Look at phrases a–h. Which can you use when ...

- 1 you want to ask why somebody looks sad or upset?
 - 2 something bad but not serious has happened (for example a technical problem or a cancelled appointment)?
 - 3 something serious has happened (for example a death or accident or losing a job)?
 - 4 you want the other person to smile again?
- a Are you all right?
 - b I'm really sorry to hear that.
 - c Oh, what a shame!
 - d That's a pain.
 - e What's the matter?
 - f Cheer up!
 - g What's wrong?
 - h That must have been a terrible shock.

Speaking

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

A Role play a conversation with a friend.

- A: your friend has just lost their job. Listen to what happened and how they feel and express sympathy.
B: you have just lost your job. Tell your friend what happened and say how you feel.

B Role play a conversation with a colleague.

- A: you are at a conference and one of your colleagues looks unhappy. Ask them what the matter is. Listen to how they feel and express sympathy.
B: you are at a conference and your day is not going well. Tell your colleague what's wrong and how you feel.

Warm up

Look at this list of things. Can you guess what they all have in common? Work in pairs and compare your ideas. Then turn to page 129 and check your answers.

false teeth	keys
cigarettes	lunch boxes
money	water skis
mobile phones	books
wheelchairs	footballs
schoolbags	pushchairs
jewellery	human skulls

Listening

1 **2.29–2.33** Listen to five people talk about things they have lost or found. Complete the table.

Speaker	Item	Lost or found?
1 Christina, Germany		
2 Muneer, Saudi Arabia		
3 Dorothy, Scotland		
4 Richard, England		
5 Leslie, Switzerland		

2 Listen again and answer the questions.

Which speaker ...

- returned what they found to the owner?
- lost part of something?
- often loses something?
- lost something while they were on holiday?
- found an item of jewellery?

Language focus: language for anecdotes

1 **2.34** Look at the sentences from Christina and Dorothy's stories. Complete them with the phrases in the boxes. Then listen and check.

at first one evening suddenly

So (1) _____ I went out with my friends and
(2) _____ I saw something ... (3) _____ I thought it
was like the head of a beer bottle.

when I got home to this day It was my very last day
before

(4) _____ at work (5) _____ I left to have a family.
(6) _____ that evening I discovered that a ring which
was very precious to me had lost its stone ... (7) _____
I was never able to find the stone.

2 Look at the sentences in exercise 1 and answer the questions.

- 1 Which phrases can we use to start a story?
- 2 Which word tells us that something happened quickly and unexpectedly?
- 3 Which phrase means 'until now'?
- 4 Which phrase indicates that something changes?

Speaking

1 You are going to tell an anecdote about an object you lost or found. Think about these questions and make notes.

- What was it? Was there anything special about the item?
- Where and when did you lose or find it? How did it happen?
- What did you do with the item you found? / Did you find the item you lost?

2 Work in pairs. Tell your partner your story. Try to use some of the phrases from the Language focus section.



Richard, England

Leslie, Switzerland

Christina, Germany

Muneer, Saudi Arabia

Dorothy, Scotland

Reading

1 Read the essay question and Jaeyon-Shim's essay. What would she put in the time capsule?

Write an essay on what you would put in a time capsule for your grandchildren or future generations. You could choose some items that represent the current time, personal treasures that are important for you, or both. Describe the objects, and say why they are important.

People go to museums in order to learn about the lives of people who lived a long time ago. In the same way, a time capsule would be a kind of personal museum for my future grandchildren. Perhaps the objects would be rather strange for them. (1) _____, I think it would be fascinating for them to see and touch real objects that used to belong to their grandparents.

(2) _____, I'd like my future grandchildren to know me as a person and to remember me for a long time. (3) _____, I'd put some small personal objects into the time capsule.

(4) _____ I'd put in a diary about my personal life. It would be a handwritten notebook because perhaps in the future people won't use pens or pencils any more. I'd record my thoughts and feelings as well as daily events, and (5) _____ I could pass on my wisdom to future generations.

(6) _____ I'd like my grandchildren to have objects that would teach them about life in the past, (7) _____ a first-generation computer. Nowadays, technology is developing faster and faster and machines are becoming obsolete very quickly. If my grandchildren had my old-fashioned computer, perhaps they would learn to value objects from the past. (8) _____, it might encourage them to look after their possessions, and not throw them away too quickly.

2 Read the essay again. Which of these things would Jaeyon-Shims like her grandchildren to do?

- find out about how people lived in the past
- visit museums more often
- remember their grandmother
- gain wisdom
- learn how to use old-fashioned machines
- understand what sort of person she was
- take care of their possessions
- throw away old machines

3 Do you agree that nowadays people throw things away too quickly? Why / Why not?

Writing skills: using discourse markers

We use discourse markers to help readers understand the logic and order of our ideas.

1 Improve the essay by inserting a discourse marker where indicated.

in this way first of all for example
for this reason however moreover
secondly such as

2 Look at the essay again. Which discourse markers in exercise 1 introduce ...

- an example? • an additional point?
- a result or consequence? • a contrast?
- a first point?

3 Complete the sentences with a suitable ending.

- 1 I'd put a family tree into the capsule. In this way, ...
- 2 I'd like my grandchildren to see pictures of their family. For this reason, ...
- 3 An antique computer would be educational. Moreover, ...
- 4 I'd like my children to have some historical documents. For example, ...
- 5 Perhaps the technology would be obsolete. However, ...

Preparing to write

Work in pairs. Look at the list below. Which three things would you put in a time capsule? Why?

- a photo album • a mobile device
- a family tree • money
- a toy • jewellery
- a newspaper • clothes
- money • a CD or DVD

Expressing choices

- I'd put in a ...
- I'd like my grandchildren to know about / learn about / understand ...
- It would / might encourage them to ...

Writing

Write your answer to the essay question in the Reading section.

Grammar

Choose the correct words to complete the sentences.

- 1 What *would you do / did you do* if you *would have / had / would have had* more time?
- 2 If I *went / would go / could go* anywhere in the world, I *travelled / travel / would travel* to China.
- 3 If I *would have known / knew / had known* the treasure was valuable, I *banded / would have banded / had banded* it to the police.
- 4 I *wouldn't lose / hadn't lost / wouldn't have lost* all my work if my computer *wouldn't crash / wouldn't have crashed / hadn't crashed*.
- 5 She never makes mistakes, so she *can't do / must do / can't have done / must have done* it accidentally.
- 6 I don't know where Sally is – she *would / might / must* have missed the bus.

Vocabulary

Which word is different in each group? Why?

- 1 necklace brooch chest bracelet
- 2 by chance desperately by mistake accidentally
- 3 silver jug platinum gold
- 4 intentionally deliberately on purpose successfully
- 5 a favour a job a decision an experiment
- 6 nothing sense progress a mistake
- 7 track of your mind face fault

Speaking and Writing

1 Think about three important events in the lives of people you know. Write a sentence about each event, using the third conditional.

2 Work in pairs. Read your sentences to your partner and explain why the events were important.

3 Work in pairs. Read the sentences and discuss what might / must / can't have happened in each situation.

- 1 You arrive home from work and your front door is open.
- 2 Your friend phones you up in tears.
- 3 Your boss decides to give everyone a bonus.
- 4 You arrive at your English class but the room is empty.
- 5 The person next to you on the train has a very red face.
- 6 You find a gold watch in the street.

Using your dictionary: learning fixed expressions

Fixed expressions are groups of words which are often used together, for example *lose track of something*, *you're welcome*, *it's a deal*, *give someone the cold shoulder*. The meaning is not always clear immediately. If you know fixed expressions, your English will be more natural and fluent, and you will understand English more easily. In a dictionary, fixed expressions are usually at the end of the entry for the main word, or keyword.

1 Work in pairs. Read the sentence and choose the best meaning for the expression in bold.

I think you **hit the nail on the head** when you said the plan would be too expensive.

- a *had the right idea* c *caused a problem*
b *were wrong*

2 Read the dictionary entry from the keyword *hit* and check your answer.

hit the nail on the head

to say something that is exactly right or completely true:

With regard to the gentleman's comments, I think he has hit the nail right on the head.

3 Work in pairs and try to guess the meaning of the expressions in bold. Then decide what the keyword is in each sentence and check your ideas in a dictionary.

- 1 Check your facts – don't **jump to conclusions**.
- 2 I'd **jump at the chance** of going skiing.
- 3 I hate it when people **jump the queue**.

4 Work in pairs. Guess the correct words to complete the sentences. What do you think the expressions mean? Check your ideas in a dictionary.

- 1 Don't complain – we're all in the same *shoes / boat*.
- 2 I feel like a *fish / swimmer* out of water.

Study tips

- * Start a page for fixed expressions in your vocabulary notebook, or add them to your word family spider diagrams.
- * When you read or listen to English, try to find fixed expressions and look them up in a dictionary.