

Part 1

Speaking & Listening
The common cold

Vocabulary
Feeling ill

Pronunciation
/h/ & /g/

Listening
Cures for the common cold

Grammar
Modal verbs of advice

Writing
A sick note

Speaking and Listening

1 Work in pairs and ask each other the questions.

- How often do you get a cold?
- Have you had a cold yet this year?
- Do you ever take time off work or school with a cold?

2 Try to complete the information about the common cold with the numbers in the box. There are two numbers you don't need.

24–48 hours 2 months 2–5 50
200+ 2–3 years \$3.5 billion 6–10

In numbers ... the common cold

- the number of viruses that cause the common cold
- the average number of colds an adult gets every year
- the average number of colds a child or baby gets every year
- the average time you have a cold before you feel the symptoms
- the average time in your life you will have a cold
- the cost of the common cold in the US every year (from lost time at work and school)

3 2.61 Listen and check your answers.

Vocabulary

1 Complete the sentences with the correct word.

- 1 What's / How's the matter?
- 2 I feel / have tired.
- 3 I've got / feel a headache.
- 4 I've got a hurt / sore throat.
- 5 My back hurts / is hurts.
- 6 I have a blocked / blocking nose.
- 7 I'm / I've always sneezing.

Language note: when you talk about feeling ill you can use *I have* or *I've got*.

2 Replace the underlined words in exercise 1 with the words in the box. There may be more than one possible answer.

cough coughing fever
head leg sick
stomach ache toothache wrong

3 Work in pairs. A: turn to page 127.
B: turn to page 129.

Pronunciation

1 2.62 Listen to the groups of words. Which word has a different *ch* or *gh* sound?

- 1 cheap chicken choose machine
- 2 character catch technique headache
- 3 tough enough ought cough

2 Write the words from exercise 1 in the correct columns.

/f/	/k/	/tʃ/	/f/	silent

3 2.63 Listen and repeat the sentences. Pay attention to the *ch* and *gh* sounds.

- 1 I've had enough of this cough.
- 2 I think I caught it from Charles.
- 3 He's had a headache for ages.

4 2.64 Read and listen to the poem below. How many different pronunciations of *ough* are there?

I take it you already know
Of tough and bough and cough and dough.
Others may stumble but not you,
On hiccough, thorough, slough and through.
...
A dreadful language? Man alive,
I'd mastered it when I was five.

5 Try to read the poem aloud.





Listening

1 Read the quote about the common cold. What advice would you give to someone with a cold?

“It's the most common illness in the whole world. There is not one single **cure**, but people have their own ideas about how to deal with **the common cold**.”

2 2.65 Listen to different people answering the same question. Number the pictures above in the order that you hear them.

3 Choose one of the verbs in the box. Listen again and make notes on the advice you hear with that verb.

breathe drink eat
go stay take wash

4 Compare your notes with a partner. Then check the audioscript on page 157.

Grammar

You **should** eat garlic.

You **shouldn't** do any exercise.

You really **ought to** wash your hands regularly.

You **must** stay in bed.

- use **should** to give advice and make suggestions
- we can also use **ought to**, but **should** is more common
- **must** is similar to **should** but is stronger

1 Use the pictures and your own ideas to give advice to someone with a cold.

I think you should ...

I don't think you should ...

2 Make new sentences with the words in brackets.

Can't sleep at night? Advice for insomniacs ...

Drinking coffee before bed is a very bad idea. (*mustn't*)

You mustn't drink coffee before bed.

- 1 Try taking a warm bath before bed. (*should*)
- 2 Sleep on a good bed. (*should*)
- 3 It's a good idea to see a doctor if the problem continues. (*ought to*)
- 4 Smoking before you go to bed isn't a good idea. (*shouldn't*)
- 5 Try to get some exercise during the day. (*should*)

Grammar focus – explanation & more practice of modal verbs on page 148

Writing

1 Read the three situations and choose **one**.

Situations

- 1 You have been invited to a party tonight, but you don't feel well. Write a note to your friend. Explain the situation and apologise.
- 2 You have a special exam tonight but you don't feel well. Write a note to your professor. Explain the situation and ask if you can do the exam another time.
- 3 You don't feel well today and you can't go to work. Write a note to your co-worker. Explain the situation and ask them to change shifts with you.

2 Work in pairs and swap your *sick notes*. Write a short reply and give the person some advice.

Useful language

- I'm sorry but I can't ...
- I'm sorry but I won't be able to ...
- I'm not feeling very well.
- I've got ...
- I think I've got ...
- Sorry to hear that you're not feeling well.
- Don't worry, we / you can ...
- Get better soon.

Part 2

Vocabulary

Medical treatment

Pronunciation

Word stress

Reading

Milestones of modern medicine

Grammar

Could / couldn't, had to / didn't have to

Vocabulary

1 Complete the questions with the correct form of the verbs.

Have you ever ...

- _____ an operation?
 _____ in a hospital overnight?
 _____ a bone?

break have stay

Do you ...

- _____ a check up with your doctor?
 _____ the dentist? How often?
 _____ any pills?

go for take visit

Are you afraid of ...

- _____ injections?
 _____ to hospital?
 _____ ill?

become go have

2 Choose one question from each box. Work in pairs and ask each other the questions.

Pronunciation

1 Put these words into groups with the same number of syllables. Then mark the stressed syllable.

alcohol	Arabic	hospital
medical	operation	originally
pharmacy	preservation	translation

2 2.66 Listen and follow *Arab influences on medicine* to check your answers. What do you notice about the last syllable of the words?

3 2.67 Listen and repeat the words from exercise 1.

Arab influences on MEDICINE

The world of medicine was influenced greatly by the Arab world.

The first **pharmacies** and **medical** schools were developed in Damascus, Cairo and Cordoba.

The Arabs were also the first to use **alcohol** to treat illnesses. The word **alcohol** is **originally** an **Arabic** word.

In 977 one of the biggest **hospitals** in the world was founded in Baghdad. More than 20 doctors performed **operations** there.

The world of **Arab** medicine is also responsible for the **translation** and **preservation** of important **medical** works by Ancient Greeks, such as Hippocrates.

4 Work in pairs and practise reading the text. Each person reads one line each. Pay attention to the word stress.

Reading

1 The words in the box are from a text called *Milestones of modern medicine*. Check you understand what they mean.

anaesthesia antibiotics
 disease DNA vaccines

2 What do you think the text is about? Choose one answer.

- a important discoveries in medicine
 b the most serious diseases in medicine
 c a competition between doctors

3 2.68 Read and listen to the text on page 105 and check your prediction.

4 Read the text again and complete the sentences with the names of the milestones.

- 1 _____ helped identify many diseases.
 2 _____ reduced deaths from dirty water.
 3 _____ reduced deaths by infection.
 4 _____ helped doctors with operations.
 5 _____ was invented to treat rabies.
 6 _____ were discovered by accident.

5 The *British Medical Journal* asked doctors to vote for the most important milestone. Which do you think won?



Avicenna, Prince of Physicians (980–1037)

Milestones of MODERN MEDICINE



In 2007 the *British Medical Journal* asked doctors and nurses from around the world what the most important discoveries in modern medicine were. Here are some of the finalists.

Anaesthesia Before anaesthesia patients had to be awake during operations. At the end of the 1800s, drugs were developed that stopped the feeling of pain. Operations became much easier for doctors and much less painful for patients.

Antibiotics In 1928 Alexander Fleming accidentally discovered that penicillin kills bacteria. This had an enormous impact on medicine. Doctors could treat infections properly. Antibiotics were first produced on a massive scale during World War 2.

DNA The structure of DNA was discovered in the 1950s by two scientists, James Watson and Francis Crick. Crick was a British physicist and Watson, who was American, studied ornithology (birds). The discovery of DNA has helped to identify many diseases and has changed modern medicine.

Germ theory Before 1847 doctors didn't have to wash their hands before an operation. Ignaz Semmelweis, a doctor from Vienna, realised that women in labour could be dying from infections passed on by the hands of their doctors. This became the germ theory of disease. At the end of the 19th century, infection caused 30% of deaths. By the end of the 20th century it caused less than 4%.

Sanitation As cities grew in the 1800s, so did pollution. Dirty water caused many diseases. This turned attention to water systems and sanitation was born. Clean water helped death rates fall by the beginning of the last century.

Vaccines Louis Pasteur created the first vaccine for rabies in 1885. Vaccines have saved millions of lives over the last century and will continue to do so for years to come.

Grammar

Doctors **could** treat infections properly.
Doctors **didn't have to** wash their hands.
Patients **had to** be awake during operations.

- use *could* and *couldn't* to talk about things that were or were not possible in the past
- use *had to* and *didn't have to* to talk about obligation or no obligation in the past
- the past form of *must* is *had to*

1 Complete the texts with *had to*, *didn't have to* or *could*.

The X-ray

Before 1900 if doctors wanted to know what was inside a person's body they _____ open it. In 1895 a German professor called Wilhelm Röntgen was experimenting with vacuum tubes. He discovered that he _____ see the bones inside his hand. He won the Nobel Prize for Physics in 1901.



Risks of smoking

In the past tobacco companies _____ put a warning on cigarettes. Doctors did not know that smoking _____ cause cancer. People began to realise that smoking kills after two important medical studies in the 1950s.



2 Work in pairs. Look at the words in the box and say what people *could*, *couldn't* or *had to* do before these inventions.

ambulance anaesthesia
eye glasses microscope
thermometer wheelchair

Glossary

bacteria (noun) – very small living things. Some types of bacteria cause diseases

identify (verb) – to recognise something and to understand what it is

infection (noun) – a disease that is caused by bacteria or by a virus

labour (noun) – the process by which a baby is pushed from its mother's body when it is being born

rabies (noun) – a serious disease passed from animals to humans

sanitation (noun) – conditions and processes relating to the water supply and human waste

G Grammar focus – explanation & more practice of *could* & *had to* on page 148

Part 3

Vocabulary

Sport

Reading

Olympic ...

Grammar

Past perfect

Speaking

Sports questionnaire

Vocabulary

1 Look at pictures a-i. What sports do they go with?

2 Look at the examples and complete the table with the names of sports from exercise 1.

play	go	do
squash	jogging	aerobics
		yoga

3 Read the clues. What sport is it?

This is a team sport. You play this sport outside. There are eleven players in the team. You have to pass the ball to other players with your foot. You have to kick the ball into the goal to get a point. You mustn't touch the ball with your hands.

4 Work in pairs. Choose a sport from this page and write some clues for it. Use the words in the box to help you.

dive goal hit hole individual
kick ride run throw wear

Reading

1 Do you watch the Olympic Games? Do you know when the next Olympic Games are? Do you know where they are? Tell a partner.

2 Quickly read the texts about the Olympics on page 107. What is the best way to complete the title?

- a winners b dreams
c losers d records

3 Read the texts again. What do you think happened next? Write a sentence in each gap. Then compare your ideas with a partner.

4 Turn to page 130 to check your answers.

5 Do you know any interesting sport stories?

Extend your vocabulary – win and beat

We *win* a game, competition, election or prize.

She *won* the gold medal.

We *beat* someone in a game, competition or election.

He *beat* the other runners *in* the event.

Complete the sentences with the correct word.

- 1 She always *beats* / *wins* me at tennis.
- 2 He *beat* / *won* his first race when he was twelve years old.
- 3 Russia *beat* / *won* the USA for the gold medal.
- 4 I don't think I can *beat* / *win* him. He's too good.
- 5 We were *beaten* / *won*. The other team was better.



a judogi with black belt



b 1966 Brazil World Cup kit



c Olympic swimsuit



d ball



e gloves



f pair of skis



g clubs



h helmet



i net



Olympic

They are the world's fittest people. But even Olympic athletes have had their share of difficult, heart-breaking or just plain embarrassing moments ...



Grammar

Ramzan continued but the other swimmers had stopped.

He didn't win the race because the officials had helped him.

- use the past perfect to talk about an event in the past that happened before another event or before a specific time in the past

1 Complete the texts with the correct words.

couldn't go had lost told

1992 Olympics, Barcelona, Spain

A few minutes before his fight, Iranian boxer Ali Kazemi suddenly _____ the judges that he _____ in the ring. He _____ his gloves!

had fallen had thrown lost

1956 Olympics, Melbourne, Australia

Soviet rower Vyacheslav Ivanov only had his gold medal for a few minutes before he _____ it. He was so happy he _____ the medal into the air and it _____ into the lake.

2 Write reasons why these things might have happened. Then share your ideas with a partner.

The athlete stopped running and started crying.

Maybe she had lost the race. Maybe she had hurt her leg. Maybe she had won.

- 1 The football match was cancelled at the last minute.
- 2 The number one tennis player lost the first match of the tournament.
- 3 An important basketball player could not play in a game.

G Grammar focus – explanation & more practice of the past perfect on page 148

Short cut – 1904 Olympics, St Louis, USA American Fred Lorz crossed the finish line of the Olympic marathon with a time of 3 hours and 13 minutes. He had beaten the second runner by 15 minutes. Lorz looked happy and fresh, and smiled for the photographers. Just before they gave him the gold medal, the race officials arrived to make a complaint. They took away the medal, and Lorz was banned from races for a year.

A Helping hand – 1908 Olympics, London, England

The Italian Dorando Pietri was one of the unluckiest marathon runners. When he arrived in the stadium, he was very tired. The people were cheering, but Pietri couldn't continue. He fell down and got up again four times. Finally, around seven metres from the finish line, he fell down again and didn't move. Worried officials ran over and picked him up. He crossed the finish line and won the gold medal. But a few hours later the Olympic committee had to take it away from him again. They said he couldn't be the winner because

The extra distance – 1952 Olympics, Helsinki, Finland Pakistani swimmer Mohammed Ramzan made history in the 1,500-metre swimming event. When all the other swimmers had finished, Ramzan continued going. He swam an extra 100 metres.

A new Olympic record – 2000 Olympics, Sydney, Australia Eric Moussambani of Equatorial Guinea became one of the most loved athletes of the 2000 games. His race was the 100-metre freestyle swim. He jumped into the pool and started swimming. After the first 50 metres he was very tired. He went more and more slowly and almost stopped in the middle of the pool. The officials worried that he was drowning. But Moussambani continued and finally finished the race with a time of 1 minute and 52 seconds, the slowest in the history of the Olympics. Still, Moussambani was happy.

Speaking

1 Look at the sports questionnaire and write one more question.

2 Ask other students the questions. If someone answers *yes*, write their name and ask the follow-up question.

A: Do you play a sport?

B: Yes, I do.

A: Which sport?

B: Volleyball.

Glossary

ban (verb) – to say officially that someone is not allowed to do something

drown (verb) – to sink under water and die

embarrassing (adjective) – making you feel nervous, ashamed or stupid

official (noun) – someone with an important position in an organisation

Find someone who ...

plays a sport.

watches a sport on television.

is a fan of a team.

has been to a football match.

hates sports.

used to play a team sport.

doesn't do any sport.

Which sport?

Which sport?

What team?

When?

Why?

When? What sport?

Why not?

Part 4

Speaking

A visit to the doctor

Reading & Listening

At the doctor's

Grammar

Reported statements

Vocabulary

Say, tell and ask

Speaking

Fitness questionnaire

Speaking

- 1 Look at the pictures. What do you think is happening?
- 2 Work in pairs. Choose one of the pictures and prepare a short dialogue to go with it.
- 3 Present your dialogue to another pair.

Reading and Listening

- 1  **2.69** Read and listen to the dialogue between a doctor and his patient. What is the good news and the bad news?
- 2 Cover the dialogue and try to remember. What did the doctor say ...
 - 1 about red meat? 4 about exercise?
 - 2 about salt? 5 about work?
 - 3 about coffee?
- 3  **2.70** Listen to Mr Cartwright talking to his wife about his doctor's appointment. What information is the same and what is different?



D = Doctor P = Patient

D: Ah yes. Mr Cartwright. Please sit down. How are you feeling?

P: I'm fine, thanks.

D: I have the results of your tests.

P: Oh good!

D: Hm.

P: What's the matter?

D: Well, there's good news and bad news. Good news and bad news.

P: Give me the bad news first.

D: The bad news is, well, you aren't very fit. And you need to change your eating habits. Your eating habits.

P: Do you mean a diet?

D: I'm afraid so, Mr Cartwright. I'm afraid so.

P: I see.

D: You can't eat any more red meat. It's really not good for your heart.

P: Oh.

D: And salt. Salt. You also have to stop putting salt on your food.

P: Er. No meat, no salt.

D: That's right. The other thing is coffee. Do you drink coffee?

P: Um, yes. Four or five cups a day actually.

D: Yes, well, only one cup of coffee a day from now on. One cup of coffee. And no sugar in the coffee, either.

P: Is that all?

D: No. You also need to do some exercise. I have a daily exercise plan for you here.

P: Every day?

D: That's right, Mr. Cartwright. Daily means every day.

P: What's the good news doctor?

D: The good news is that you are healthy enough to go back to work. You can start again tomorrow!

P: Oh no.

Grammar

'You are healthy.' She **said** I **was** healthy.
'You can eat some red meat.' She **said** I **could** eat some red meat.

- use reported speech to say what another person said
- in reported speech, the verb often goes one tense *back*
 - present simple → past simple
 - present continuous → past continuous
 - present perfect → past perfect
 - past simple → past perfect
- other words such as pronouns can also change in reported speech

1 Change the sentences to direct speech. Then check your answers in the conversation on page 108.

The doctor told me she had the test results.
'I have the test results.'

- I said I was fine.
- She said that I wasn't very fit.
- She told me that I couldn't eat any more red meat.
- She told me that I also needed to do some exercise.

2 Change these sentences to reported speech. Then decide who said each one: the doctor or the patient.

'I've felt very ill for the last five days.'

The patient said he'd felt very ill for the last five days.

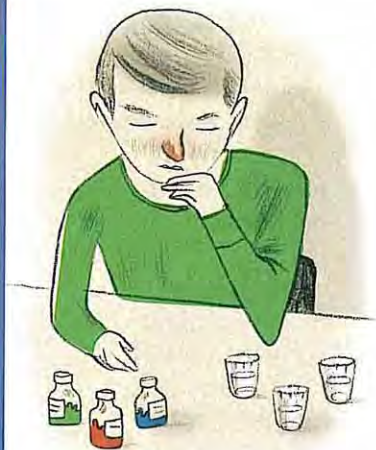
- 'You don't have a fever.'
- 'I've ordered some more tests.'
- 'I'm not feeling very well at the moment.'
- 'Going to work isn't a good idea.'
- 'I can give you a sick note.'
- 'I have a bad headache.'

G **Grammar focus** – explanation & more practice of reported statements on page 148

Vocabulary

1 Complete the story with *say, tell* or *ask*.

I went to the doctor last week.
He _____ me 'How do you feel?'
I _____ him I didn't feel very well.
He gave me some pills.
First, he _____ me I should take one green pill with a glass of water when I got up.
Then he _____ 'Take one red pill with a glass of water after lunch.'
Finally, he _____ that I should take a blue pill with a glass of water before bed.
I _____ the doctor 'What's the matter with me?'
He _____ me that I wasn't drinking enough water.



2 **2.71** Listen and check your answers.

3 Complete the rules with *say, tell* or *ask*.

- _____ always takes an object such as *me, him, her, the people*.
- _____ never takes an object.
- _____ can take an object, but doesn't have to.

Speaking

1 Choose **four** of these questions. Then work in pairs and discuss the questions.

- Do you do any exercise?
- Do you prefer to exercise alone or with friends?
- Did you do a sport when you were younger? Which one?
- What are the best ways to keep fit?
- Do you have a family doctor? What's their name? How long have you been a patient?
- What food do you think is the healthiest?
- Do children in your country get enough exercise?

2 Work with a new partner. Report two things you learnt from your first partner. Use *said* or *told* plus reported speech.



Warm up

Read the label. Find words or phrases with these meanings.

- 1 takes away pain for a short period of time (4 words)
- 2 a woman who is going to have a baby (1 word)
- 3 ask (1 word)
- 4 don't let children touch this (6 words)
- 5 might make you feel tired or sleepy (3 words)

How to read a drug label

Uses or Indications tell you what to use the medicine for.

This section tells you things you shouldn't do or take with this medicine.

Active ingredient
Acetaminophen 500g

Uses

Temporarily relieves minor pains due to

- headache • backache
- the common cold • toothache

Warnings

Do not use with alcohol. If you are pregnant, consult a doctor before use. Keep out of reach of children. May cause drowsiness.

Directions

Adults and children 12 years and older. Take two tablets every four to six hours as needed. Do not take more than 8 tablets in 24 hours.

This section tells you the recommended dosage – how much you should take and how often.

Active ingredient tells you what chemicals are in the medicine.



Language focus: talking about illness

Listen to the conversation again and complete the phrases with one or more words.

- 1 I _____ for a sore throat.
- 2 We _____ this syrup or these tablets.
- 3 _____ better?
- 4 How many _____?
- 5 How often _____?
- 6 _____ before mealtimes.
- 7 _____ allergic to any _____?
- 8 I'm afraid _____ a prescription for that.
- 9 You _____ a doctor if _____.

Speaking

Work in pairs and choose **one** of the tasks below.

A Look at the audioscript on page 157 and practise the conversation. Then create a similar conversation with different information.

B Roleplay a visit to the pharmacy. Use the new expressions you have learnt.

A: you are visiting another country. You don't feel well. Think of your symptoms.

B: you work in a pharmacy. Listen to A and suggest something for the problem.

Listening

2.72 Listen to a conversation in a pharmacy. What is the man's problem? What does he buy?



cough syrup



tablets



antibiotics



Sports commentary is very familiar these days but it only arrived with the start of radio and television broadcasting. The term *sports announcer* was first used in 1923, soon followed by *sporting commentator* in the UK and *sportscaster* in the US. The modern British term, *sports commentator*, dates from the 1930s.

- 5 Sports commentating sounds easy, but it's difficult to do well, especially on radio, where a long silence can mean disaster. Detailed knowledge of the sport, keen observational skills, the ability to **think on your feet**, and above-average linguistic skills are essential. To make the job easier, commentators can use 'tricks of the trade' such as formulaic expressions. In horse racing there are certain things commentators always say at particular moments such as *They're off!*, *in the lead*, and *into the straight they come*. This means there is less for them to remember and it helps with fluency.

Each sport has its own style, reflecting the atmosphere and momentum, from the wild excitement of football (*It's a GO-O-O-AL*) to the quiet tones of snooker. There's distinctive grammar and vocabulary too. Commentaries are the perfect place to find the English present tense, both simple and continuous (*he's looking for a chance ... he scores ...*), and incomplete sentences (*Beckham to Kaka ... back to Beckham ...*).

- 20 But if you're looking for new vocabulary, you'll find more in the keep-fit disciplines, such as yoga (with its hundreds of words taken from Sanskrit), Pilates (with its unusual pronunciation taken from the name of its founder, Joseph Pilates, 'puh-lah-teez'), and the combination of yoga and Pilates *yogalates*. And that's just **the tip of the iceberg** of new linguistic blends. If you're into *exertainment* (exercise + entertainment) you'll know about the many kinds of *exergaming* (exercise + gaming). The neologisms keep your tongue linguistically fit too.

Glossary

above-average (adjective) – good, better than normal

discipline (noun) – a subject or sport

formulaic expression (noun) – an expression that has been used lots of times before

keen (adjective) – very strong

linguistic blend (noun) – a mixture of two or more words

neologism (noun) – a new word or expression, or an existing word with a new meaning

sports commentator (noun) – a person whose job is to give a description of a sporting event on television or radio as it happens.



Warm up

Read the definition of *sports commentator*. Are there any well-known sports commentators in your country? What are they famous for?

Reading

1 Read the text *Sports English*. Tick (✓) the topics that are mentioned. There are two topics you do not need.

- a different words for sport
- b sports commentary
- c style of speaking
- d winners and losers
- e English grammar
- f new vocabulary

2 Read the text again and find examples of ...

- a something you need to be a good sports commentator.
- b a 'formulaic expression' that helps commentators sound more fluent.
- c an examples of an incomplete sentence used in sports.
- d a 'keep-fit' sport.
- e a neologism.

Language focus

1 Look at the expressions in **bold** in the text. Answer the questions below.

- 1 If you **think on your feet**, you ...
 - a are a very quick runner.
 - b have good ideas and make decisions quickly.
 - c get nervous in a difficult situation.
- 2 If we say something is **the tip of the iceberg**, it means ...
 - a there is a lot more of it that you can't see.
 - b there is only a little bit of it.
 - c it is a very dangerous thing.

2 Put each of the expressions into an example of your own. Tell a partner.

Speaking

1 Work in pairs and ask each other the questions.

- Do you enjoy listening to commentators?
- What sports do you like to watch?
- Do you do any *exergaming*?

Reading

1 Read the question from an online forum. Then read Darina's response and tick (✓) the suggestions she makes.

do exercise at home go for a walk
go on a diet have an exercise plan
join a gym spend a long time exercising
take up a new hobby walk or cycle to work



Dear Darina
Health & Fitness Expert

I need to get fit but I work full time and don't have a lot of time to take exercise. Can anyone out there help please?
Carla

Good question Carla. I had the same problem but I found some solutions. If you don't have much time, just try to be more active in your daily life. You could walk or cycle to work instead of taking the bus or driving. If you take a bus, why not get off one stop early and walk a bit longer? And try to go for a walk in your lunch break instead of sitting inside in front of a computer. It will make you feel a lot better!

If you have free time in the evening, consider joining an evening class. You could take up yoga, martial arts or dancing. That way you will meet people and have fun too! Alternatively, you could buy exercise equipment, a rowing machine or an exercise bike, and use it while you watch TV.

Most importantly, you should have a clear plan and stick to it. And you should exercise for a short time, but regularly. Hope this helps. Good luck and don't give up!

2 Do you do any of the things that Darina suggests? Which do you think is the best suggestion?

Writing skills: giving examples

We use *for example*, *for instance* or *like* to give examples.

- 1 Find three places in Darina's answer where she could use one of these phrases. Where would you put a comma?
- 2 Complete the sentences with the correct phrase.
 - 1 Try not to use your car so much. You could walk or cycle to the supermarket, _____.
 - 2 Why not take up a sport _____ tennis or swimming?
 - 3 Consider getting up an hour early to take exercise. _____, you could go jogging, or go for a swim.

Language focus: giving advice

- 1 Look at Darina's response again and underline the phrases she uses to give advice.
- 2 Correct the sentences below.
 - 1 Why you don't see a doctor?
 - 2 Consider to go for a long walk.
 - 3 You could starting a sport.
 - 4 Just try be positive.
 - 5 You should to watch less TV.

Preparing to write

- 1 Work in pairs and choose one of the problems below. Think of some solutions.
- 2 Work with another pair who chose the same problem. Did they think of the same solutions as you?
 - I feel tired all the time.
 - I'm having problems getting to sleep at night.
 - My seven-year-old son loves fast food and unhealthy snacks. How can I get him to have a more healthy diet?

Writing

Write an online response like Darina's to give advice. Use your notes and the useful phrases below to help you.

Suggesting alternatives

- Instead of ..., you could ...
- Don't ...; ... instead!
- Alternatively, you could ...
- Most importantly, you should ...

Grammar

- Put *had to*, *didn't have to*, *could* or *couldn't* in the gaps.
 - I broke my leg so I _____ stay in hospital for six weeks, and I _____ walk for two months.
 - I _____ have an x-ray because I hadn't broken any bones.
- Complete the sentences with the past simple or past perfect form of the verbs in brackets.
 - Before the world _____ (develop) modern medicine, the Arabs _____ (found) many hospitals.
 - I _____ (feel) sick because I _____ (eat) too much chocolate.
- Complete the sentences to report the conversation.
 - A: You're working too hard and you don't take enough exercise.
The doctor told me I _____.
 - B: I'll give up my job and take up jogging.
I said I _____.

Vocabulary

Complete the sentences with the correct word.

beat feel have have hurts
matter see sore take won

- You look ill – what's the _____?
- I _____ sick.
- I've got a _____ throat.
- You should _____ a doctor.
- I have to _____ an operation.
- I _____ a fever.
- My back _____.
- You should _____ two aspirin.
- He _____ me at table tennis.
- Manchester United _____ the football match.

Speaking and Writing

- Work in pairs. Tell each other about a race, match or sporting event you have seen. Then work in a new pair and report what your partner told you.
- Work in groups of four. Write down a real or invented problem. Then swap your papers and write advice using *should*, *shouldn't*, *must* or *mustn't*. Who gave you the best advice?

Using your dictionary: exploring collocations

Collocations are words which are often used together.

catch a cold	a sore throat
(not take a cold)	(not a hurt throat)

- Look at these entries in the *Macmillan Essential Dictionary*. Notice how the dictionary gives information about collocations.

health (noun)

1 the condition of your body, especially whether or not you are ill: *His health improved once he stopped working. She's had serious health problems. Lola is 85 and still in very good health. My father has been in poor health for some time.*

Adverbs often used with ill

critically, dangerously, desperately, gravely, seriously, severely + ill: used for saying that someone is very ill

- Work in pairs. Try to guess which verb is **not** used with each noun below. Then check in a dictionary.

1 a get	b do	c make	d take	... exercise
2 a keep	b build	c get	d be	... fit
3 a call	b see	c order	d send for	... a doctor
4 a cause	b feel	c make	d relieve	... pain
- Complete the sentences with the correct option. Then check your answers in a dictionary.
 - I have a *strong* / *heavy* cold today.
 - He was *strongly* / *violently* sick last night.
 - I had a *heavy* / *splitting* headache yesterday.
 - She is a *heavy* / *strong* smoker.
- Use your dictionary to answer the questions.
 - You can *catch a cold*. What else can you *catch*? _____
 - You can have a *healthy diet*. What other adjectives go with *diet*? _____
 - You can have a *sore throat*. What else can be *sore*? _____
 - You can *recover from an illness*. What else can you *recover from*? _____

Remember to record collocations, not just words, in your vocabulary notebook.

Part 1

Reading & Listening
Brave new words

Vocabulary
New words in context

Grammar
Defining relative clauses

Writing
Definitions game

Reading and Listening

1 Look at the book cover and read the introduction to *Brave new words* on page 115. What do you think the book is about?

2 **2.73** Listen to an interview with the author of the book. Number the topics in the order you hear them.

abbreviations
borrowing words
combining parts of words
combining words
giving new meanings to words

3 Listen again and match the example words to the categories in exercise 2.

brunch DVD mouse
text messages tsunami
virus windows

4 Can you think of any new words in your language? What are they? What do they mean?

Vocabulary

1 Work in pairs. Look at the pictures below and read the captions. Try to guess the meanings of the words in bold.

Useful language

• Maybe it means ... • It could be a kind of ...

2 Match the words in exercise 1 to the definitions below. There are two definitions you don't need.

a kind of car that produces carbon ____
the amount of greenhouse gases that an activity produces ____
a Japanese love story which is written for women ____
to search for something on the internet using the search engine Google ____
a number game from Japan which is now popular in English newspapers ____

3 Work in pairs and ask each other the questions.

- Do you ever google information on the web?
- Have you ever googled your own name?
- Have you ever done a sudoku puzzle?
- What are some ways of reducing your carbon footprint?



John tried to **google** information about Kenya for his next holiday.



His **carbon footprint** is bigger than yours.



Susan forgot her stop because she was trying to finish her **sudoku**.

Brave new words

Grammar

*Kerry Maxwell is someone **who** has written books about new words in English.*
*Tsunami is a Japanese word **which** has become used very frequently in English.*
*Brunch is a meal **that** people can have at 11 o'clock in the morning.*

- use relative clauses to give information about something or somebody
- if we are talking about a person, we use *who* or *that*
- if we are talking about an object, we use *which* or *that*

1 Complete the definitions with *who* or *which*.

- An *emoticon* is ...
 - a symbol _____ is used in email messages to show emotion.
 - a strong emotion _____ people have about computers.
 - a person _____ doesn't show their emotions.
- An *internaut* is ...
 - a person _____ works for a short time in an office.
 - a game _____ people play on the internet.
 - a person _____ spends a lot of time on the internet.
- Hinglish* is ...
 - a person _____ comes from the country Hingland.
 - a language _____ is a mixture of English and Hindi.
 - clothing from India _____ you wear on your head.

2 Work in pairs. What is the correct definition of each word?

G Grammar focus – explanation & more practice of defining clauses on page 150

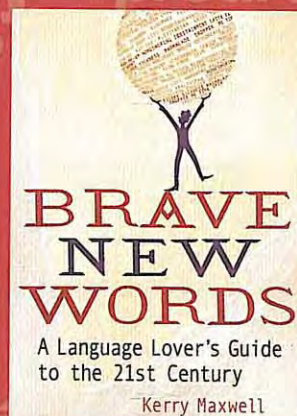
The English language is a dynamic phenomenon. Like your mobile phone or the grass in the garden, it is continually changing, constantly acquiring new characteristics. Many of these changes occur because of the way we live. As the world changes we need to find different ways of describing it, to fill the gaps in our vocabulary for new ideas.

Some of these words will stay in our vocabulary, others won't. Only time will tell. But

the ways we make new words will continue, and will create many more new expressions in years to come.

Kerry Maxwell

Kerry Maxwell is a lexicographer – a person who writes dictionaries. She has worked on many dictionary projects, including the *Macmillan English Dictionary*. She lives in England.



Writing

Work in pairs and choose one of the boxes. You are going to write definitions for some new words.

A

blog
Spanglish

Turn to page 127

B

metrosexual
spam

Turn to page 129

Part 2

Vocabulary

Places

Reading

New places in a new world

Grammar

Definite article (the)

Speaking

Famous quotes

Vocabulary

1 Put the words in order from small to large. Use your dictionary to help you.

capital	city	continent	country
planet	state / province	town	village

planet

2 Circle the word that does not belong in each group of words.

- | | | |
|--------------|-----------|------------|
| 1 Africa | Asia | Armenia |
| 2 Dallas | Italy | Frankfurt |
| 3 Mars | Jupiter | Singapore |
| 4 California | Canada | Washington |
| 5 Tokyo | Liverpool | Paris |

3 Choose a word from exercise 1 and write down some examples. Then include a word that does not belong. Work in pairs and tell each other your words. Say the odd one out.

Reading

1 Work in pairs. How many places in North America can you write down in one minute? Compare your list with another pair.

2 Read *New places in a new world* on page 117 and write the names in the correct places.

New Jersey	New Mexico	New Orleans
Newfoundland	New World	New York

3 Read the text again and complete the sentences with the same place names.

- _____ is not part of the US.
- _____ is very big and dry.
- _____ was nearly destroyed.
- _____ has many people who travel somewhere else for work or school.
- _____ was a Dutch colony.
- The _____ was visited by Vikings.

4 Find words in the text with these meanings.

- a place where something is born
- to start a city or organisation
- very special or unusual
- to travel regularly to and from work

5 Do you know any other place names that begin with the word *New*? What are they?

Extend your vocabulary – words that mean *new*

New is a very general word. We sometimes use words with more specific meanings that sound more natural in a particular context.

equipment, computers	<i>advanced, cutting-edge, modern</i>
ideas	<i>innovative, fresh</i>
films, books	<i>latest, recent</i>
something just bought and never used	<i>brand new</i>

Replace the word *new* in the dialogues with a more suitable word or phrase.

- A: Is that your car?
B: Yes, it's *new*. I bought it yesterday.
- A: Did you speak to Jeffrey about the project?
B: Yes, I did. It was very helpful. He has a lot of *new* ideas.
- A: What did you see?
B: The *new* Tarantino film. It was OK.



New places in a new world

In the 15th century Pietro Martyr d'Anghiera, an Italian historian, was the first person to give the continent of America the name De Orbo Novo, which means the _____. The prefix *New* for cities and regions of North America has since become very popular. Here we collect a few *new* places to live.

Nicknamed the Big Apple, _____ is located in the American state of the same name. It's probably the most famous city in North America. Founded on Manhattan Island in the 17th century by the Dutch, it was originally called New Amsterdam.

_____ is a province in Canada. The province is in the east of the country, and the newest one to join Canada – it joined in 1949. Because of its position it was one of the first parts of North America that European voyagers discovered. The Vikings arrived here in AD 1000.

One of the largest states in the United States of America, _____ is in the south-west of the country. It is a very dry state, and is covered in mountains and desert. The state was one of the original Wild West states, and the population is unique for its Spanish, American and Native American mix.

Capital of the state of Louisiana in the south, _____ is famous for its multicultural history and nightlife. It is the birthplace of jazz. The city went through a dark period in its history in 2005 when it was almost destroyed by Hurricane Katrina.

Located in the north-east, _____ is one of the original 13 states of the USA. Because it's so close to New York, people sometimes call it the bedroom state as hundreds of thousands of its people commute to and from the city for work or school every day.

Grammar

1 Look at the highlighted examples of *the* in the text and match them to the rules a–d below.

We use *the* when ...

- a there is only one of this person or thing.
- b this person or thing has been referred to before, in the text.
- c it is part of a name.
- d it is in a superlative phrase.

2 Choose the correct words to complete the texts.

New England is a / the region of the / - United States. It consists of the / - six states: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. New England was one of a / the first places an / - English people lived in America in 1620.

New Zealand is a / the country in the Pacific Ocean. It consists of two islands, a / the North Island and a / the South Island.

New Guinea is an / the island in the Pacific Ocean. It is the / - second largest island in the / - world. An / The island is divided into two parts – the / an Indonesian provinces of Papua and West Papua and the / - country of Papua New Guinea.



Grammar focus – explanation & more practice of *the* on page 150

Speaking

1 Work in pairs. Read the incomplete quotes about America and try to finish them with your own ideas. Then work with another pair and share your ideas.

2 Which are the best quotes? Are they positive, negative or neutral about America?

3 Read the original quotes and find out who said them on page 130.

I think
the most un-
American thing
you can say
is ...

America
is a ...

There
is not a black
America and a white
America and Latino
America and Asian
America – there's
...

All great
change in
America begins
at the ...

England
and America
are two countries
separated by
a ...

Part 3

Vocabulary & Speaking

Transport

Pronunciation

Consonant clusters

Reading

Old but loved: the Trabant

Grammar

Verb form review

Speaking

Driving questionnaire



Vocabulary and Speaking

1 What different forms of transport can you see in the pictures?

2 Which of these forms of transport ...

- 1 have **wheels**?
- 2 go on **tracks**?
- 3 have **wings**?
- 4 have an **engine**?

3 Tick (✓) the correct collocations to complete the chart.

	drive	ride	get on get off	get in get out of
a car				
a bus				
a motorbike				
a bicycle				
the underground				
a plane				

4 Work in pairs and ask each other the questions.

- Which of the forms of transportation have you used?
- Which do you prefer?
- Are there any forms of transport that you never use?

Pronunciation

1 2.74 Listen and repeat the consonant clusters and words.

/pl/, plane

/tr/, tracks

/st/, stop

/str/, street

2 2.75 Listen and repeat the sentences.

- 1 The driver tried to drive the train off the tracks.
- 2 There are still school students at the bus stop.
- 3 The station is straight down this street.
- 4 Please don't play with the plastic planes.

Reading

1 You are going to read an article about an old car called the *Trabant*. Which of these words do you expect to see?

cheap communist fans fly
Germany jokes nostalgic
pollution smoke speed

2 2.76 Read and listen to *Old but loved: the Trabant* on page 119 and check your answers.

3 Read the text again and find ...

- 1 three reasons why the Trabant isn't a very good car.
 - 2 three reasons that show the Trabant is still popular.
- 4 Work in pairs and discuss the questions.
- Have you ever seen a Trabant?
 - Are there any objects that make you nostalgic for the past? Which ones?

Old but loved: the Trabant

They're old, they're slow and they're noisy and smelly. So why are Trabants still popular?

They are still driving on Germany's roads, and have been in many popular films and music videos. The Trabant was East Germany's answer to the Volkswagen during communist times, and more than three million models were made before the fall of the Berlin Wall in 1989.

The name *Trabant* means *fellow traveller*. The first cars appeared in 1957. They were made from duroplast, a material made from recycled cotton from Russia. The Trabant needed 20 seconds to go from 0 to 100km per hour, and had a maximum speed of 112km. The engine of the Trabant was special in two ways – it made a lot of noise and smoke and it produced a lot of pollution. Experts estimate that the Trabant produced five times more carbon monoxide than modern European cars.

Trabants – also called *Trabis* – have now become collectors' items, and have many fan clubs across Eastern and Western Europe. People say that the Trabi makes them nostalgic for old times. Even the smell of Trabi exhaust smoke is popular, and has been sold on the internet. Fan clubs celebrated the 50th anniversary of the Trabant in 2007, and many say there are going to be celebrations for the 75th anniversary in 2032.

There are many jokes about the Trabant, but if this kind of popularity continues the Trabi will have the last laugh.

Grammar

1 Look through the text and try to find examples of the verb forms below.

- regular and irregular past tense verbs
- a continuous tense
- the present perfect
- *going to* future
- a real conditional
- past simple passive

2 Complete the text below with the correct form of the verbs.

The Model T

The American Ford automobile company _____ (exist) since 1903, and is one of the biggest car manufacturers in the world.

One of its first cars _____ (be) the Model T. It _____ (build) by the Ford Motor Company from 1908 to 1927. The president of the company, Henry Ford, _____ (want) a car that was practical and not expensive for the American worker. The Model T _____ (cost) around \$300 and _____ (go) up to 70km an hour. It was one of the first cars to be produced on an assembly line. By 1930 Ford _____ (produce) more than 10 million Model T cars, making it the most popular car in the world.

As newer cars came out in the 20s and 30s, people _____ (start) making jokes about the Model T. But today there _____ (be) still fan clubs of the Model T, and people still _____ (drive) them at old car shows.

Q: How do you double the value of a Trabant?

A: Put petrol in it.

Q: Why is a Trabant the longest car?

A: There's 3 metres of car, followed by 15 metres of smoke.

Q: Why is the Trabant's rear window heated?

A: To keep your hands warm while you push it.

Glossary

exhaust (noun) – gases or steam that are produced by an engine as it works

model (noun) – a type of vehicle that a company makes

nostalgic (adjective) – remembering happy times in the past

3 Complete the questions with the correct form of the verbs.

- 1 When _____ (do) you get your driving licence?
- 2 _____ (do) you have a car? What kind?
- 3 What _____ (be) your first car?
- 4 What is the fastest you _____ (ever travel) in a car?
- 5 What is the furthest you _____ (ever travel) in a car?
- 6 _____ (have) you ever _____ (have) an accident?
- 7 If you _____ (can have) any kind of car, what _____ (you choose)?
- 8 _____ (be) the traffic bad where you live?
- 9 _____ (be) it difficult to find parking where you live?
- 10 Who _____ (be) the best driver in your family?



Grammar focus – explanation & more practice of verb forms on page 150

Speaking

Choose **six** of the questions from exercise 3 above. Work in pairs and ask each other the questions.

Part 4

Listening

Two classic board games

Grammar

Both, neither

Vocabulary

Games

Pronunciation

Sentence stress & intonation

Speaking

A board game

Listening

1 Look at the pictures of two classic board games. Do you know these games? Have you ever played them? Tell a partner.

2  2.77 Listen to a talk about the invention of these games. How many things do they have in common?

3 Listen again. What do these words and numbers mean?

Great Depression	architect	
by hand	two or more	750 million +
200 million	80	25

Extend your vocabulary – words that mean make

Make is a very general word. We sometimes use words with more specific meanings that sound more natural in a particular context.

things made in factories	<i>build, manufacture, produce</i>
buildings	<i>build</i>
problems, changes, effects	<i>cause, produce, generate</i>
new things	<i>design, develop, invent, create</i>

Replace the word *make* in the sentences with a more suitable word. More than one answer may be possible.

- The traffic in the afternoon *makes* lots of problems.
- They are *making* a new bank in the centre of town.
- These cars are *made* in a Korean factory.
- Alfred Butts *made* the game of Scrabble.
- We've *made* a new computer programme.



Grammar

Both games are successful today.

Neither game was successful at first.

Both of them are successful worldwide.

- use *both* to talk about two things. *Both* is used with a plural noun and a plural verb
- use *neither* to say something negative about two things. *Neither* is used with a singular noun and verb
- use *both of / neither of* with a plural noun or pronoun

1 Work in pairs. Make sentences about Scrabble and Monopoly using these prompts plus *both* or *neither*.

- games are American
- inventors didn't have a job
- games are played on a board
- games were not accepted by toy companies at first
- games are published in over 25 languages

2 Work in pairs. How many sentences can you make with these ideas in three minutes?

Both of us ...

Neither of us ...

 **Grammar focus** – explanation & more practice of *both* & *neither* on page 150



Vocabulary

1 Complete the texts with the words in the box.

board dice miss a turn
money points square turn

Scrabble

Scrabble is played with letters. Different letters are worth different _____.

Each player has seven letters per _____.

You put the letters on the _____ and make words.

The object is to get as many points as possible. If you can't make a word with your letters, you _____.

Monopoly

In Monopoly, players roll a _____ and move their counter around the board.

Each _____ on the board represents a property. If you land on someone else's property, you have to pay them. The object is to collect property and make _____.

2 Look at the pictures of other classic board games. Match each sentence to one of the games.

- 1 The object is to **reach the end** of the board first.
 - 2 You **move around the board** and answer questions.
 - 3 There are sixty-four black and white **squares** on the board.
 - 4 The objective is to **win** different coloured **pieces** when you answer correctly.
 - 5 There are snakes and ladders on the board. You **go down** snakes and **up** ladders.
 - 6 The object is to **capture** your opponent's king.
- 3 Work in pairs and discuss these questions.
- Have you ever played any of these games? Do you like them?
 - What other board games do you know?

Pronunciation

1 Put the words in the correct order to make useful game phrases.

- 1 the roll dice
- 2 turn it's your
- 3 a card pick
- 4 turn miss a
- 5 again go
- 6 highest goes rolls first whoever
- 7 your is which piece
- 8 cheating no

2  2.78 Listen and check your answers. Then listen and repeat the phrases. Try to copy the intonation.

Speaking

1 Work in groups of three or four. You are going to play a board game. Turn to page 131 and read the rules. Then play the game.



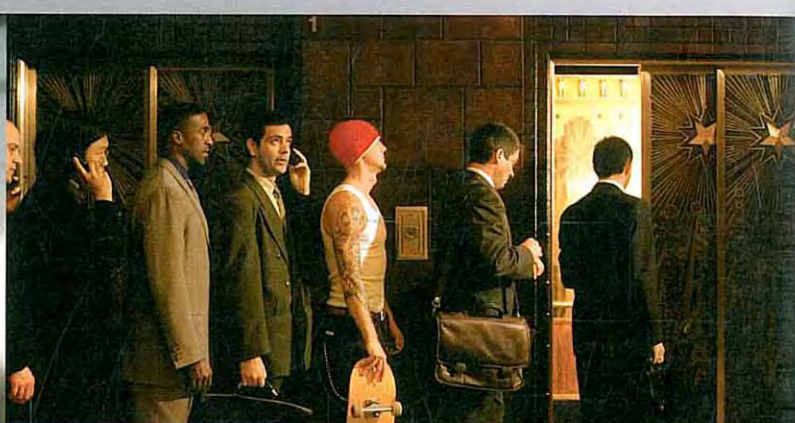
Snakes and ladders



Trivial Pursuit



Chess



Warm up

Work in pairs and choose two of the situations below. Have a one-minute conversation for each situation.

Situations

- 1 You are strangers. It's very hot outside. A: start talking to B about the weather.
- 2 You are friends. A: you are learning to drive. Tell B about it.
- 3 You work together. A: you are going somewhere special on holiday. Tell B about it.
- 4 A: you are the boss. The company is closing. Tell B the bad news.

Listening

1 2.79–2.80 Listen to two conversations. Match each one to a situation.

2 Listen again and answer the questions.

Conversation 1: How does each man feel?

Why do you think they feel this way?

Conversation 2: Does the woman have good memories of the past? Why?

Language focus: ending a conversation

1 Put the words in the correct order to make useful phrases.

- | | |
|---------------------------|---------------------|
| 1 going be I'd better | 2 off to rush sorry |
| 3 now really I go to have | 4 I be going should |

2 2.81 Listen and check your answers. Then listen and repeat the phrases.

3 2.82 Listen to the end of five conversations. Which words do you hear? Complete the words with the correct letters.

- | | |
|-----------------|-------------|
| 1 a _ _ _ _ y | 2 r _ _ _ t |
| 3 O _ | 4 w _ _ l |
| 5 a _ _ r _ _ t | |

Speaking

Work in pairs and choose **one** of the tasks below.

A Repeat the warm up activity using the new expressions you have learnt.

B Create a conversation using **only** the words and phrases in the box. You can use each phrase more than once. Then practise the conversation.

Anyway. Bye. Goodbye. OK. OK, then. Right.
See you. Well. Well, I'd better ... Yes, of course.

Warm up

- 1 Write down three words you have learnt recently.
- 2 Work in pairs and give definitions for your words. Try to guess what your partner's words are.

Listening

1  2.83–2.89 Listen to seven people talking about their favourite words and expressions in English. Number them in the order you hear them.

awesome and legendary ____ Oh my god! ____
gorgeous ____ perhaps ____
harmony ____ you know ____
love ____

2 Listen again and choose the correct answers.

- 1 Arthur, from France, likes the expression because he hears it in *songs / movies*.
- 2 Diego, from Italy, thinks there *are / aren't* a lot of very interesting words in English.
- 3 Kristina, from Russia, heard people use her favourite word when they talked about *clothes / the weather*.
- 4 Elodie, from Switzerland, likes her favourite word because of the *spelling / pronunciation*.
- 5 Semih, from Turkey, says his favourite words make him feel *happy / funny*.
- 6 Bea, from England, thinks her favourite words are useful because *they give her time to think / they mean lots of different things*.
- 7 Guy, from England, likes his word because of the sound, the structure and because *it doesn't exist in any other language / it exists in lots of other languages*.

Language focus: you know

1 Bea talks about the expression *you know*. Read about how we use this expression in the box. Which uses did Bea talk about?

Language note: We can use *you know* ...

- a for emphasis.
*It's a difficult test, **you know**.*
- b while we think about what to say next.
*This is a brand new phone. It's a, **you know**, phone with video and music and everything.*
- c when we are giving extra information about something.
*Have you seen my English book? **You know**, the black one.*
- d before we start to talk about a person or thing.
***You know** the Japanese restaurant near the school, well, it's closing.*

2 Add *you know* to the sentences below.

- 1 This is an old card game. (add emphasis)
- 2 I don't feel well. (add *a headache, sore throat*)
- 3 He won an Olympic medal. (add emphasis)
- 4 I had never heard that before. (begin with *You know*)
- 5 It was a big change in her life. (add *she was never the same again*)

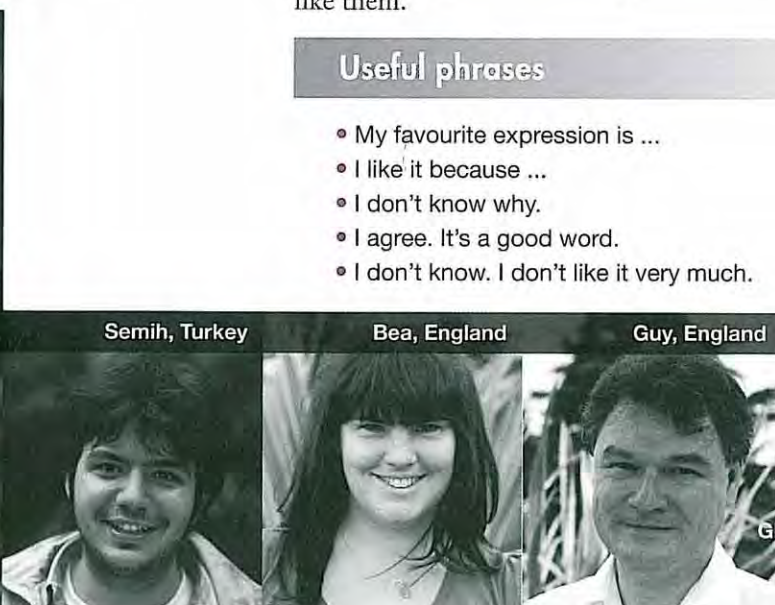
Speaking

1 Write down two or three of your favourite words or expressions in English.

2 Work in small groups. Tell each other about your favourite English words or expressions and why you like them.

Useful phrases

- My favourite expression is ...
- I like it because ...
- I don't know why.
- I agree. It's a good word.
- I don't know. I don't like it very much.



Reading

1 Magdalena's new English teacher has asked her to write a report on her previous language course. Read her report. Did she enjoy the course? Why?



Last summer I studied English for one month in language school in Oxford. We had classes every morning for three hours and in the afternoons we had free time or went on excursions. My class was elementary level and there were twelve students in the class, from all over the world. I stayed with host family.

We studied book called *Move* and sometimes we played games and listened to songs. We did a lot

of speaking and listening activities and we did some grammar exercises as well. There was study centre in the school. Sometimes I worked there in the afternoons.

I enjoyed the course very much. I really liked speaking with my classmates and our teacher was very patient and kind. I wasn't so keen on studying grammar. I think I made progress in my speaking, but I should try to speak more. I also need to improve my grammar and writing.

2 Fill in Magdalena's end-of-course report.

Magdalena has completed a _____ - month course at _____ level. She has worked hard, both in class and after class in the _____. She has made good progress, especially in her _____. However, she could still improve this, and also needs to work on her _____ and _____.

Language focus: *a / an* for new information

We use *a* or *an* when we write about a singular noun for the first time. Magdalena wrote:

Last summer I studied English for one month in language school in Oxford.

She should write:

Last summer I studied English for one month in a language school in Oxford.

Find three more places where Magdalena forgot to use *a* or *an*, and correct them.

Writing skills: giving reasons

Make your writing more interesting by giving reasons using *because* or *as*.

I enrolled on a language course as / because I wanted to improve my English.

1 Put these reasons in the correct places in Magdalena's report.

- 1 ... because I wanted to practise speaking outside the class.
- 2 ... as this was a good way to practise on my own.
- 3 ... because the classes were always varied and never boring.
- 4 ... as I am quite shy.
- 5 ... as I still make a lot of mistakes.

2 Complete the sentences with a reason.

- 1 I want to improve my English as _____.
- 2 Sometimes studying English is difficult because _____.

Preparing to write

Work in pairs and make notes about your present English course. Use the useful phrases below to help you. Follow this format:

Paragraph 1: information about the course (level, length, number of students)

Paragraph 2: what you did during the course,

Paragraph 3: feelings about the course, progress and areas to improve

Describing language activities and skills

- We did a lot of / some listening / speaking activities.
- We did a lot of / some grammar exercises / games / communicative activities.
- I really enjoyed speaking but I wasn't so keen on grammar.
- I need to improve my reading / writing / study skills.
- I need to extend my vocabulary / work on my pronunciation.
- I made progress in my listening / writing / grammar.
- I should try to speak more / be more accurate.

Writing

Write a report like Magdalena's for your next English teacher. Use your notes to help you. Check your report for *a / an* and correct past tense forms.

Grammar

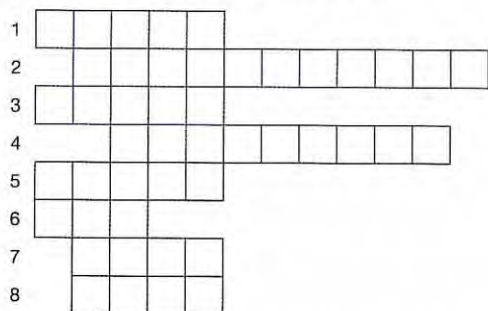
The writer of this text has forgotten to use *the* eleven times. Put it in the correct places.

China is largest country in East Asia. Population of China is over 1.3 billion, and capital city is Beijing. One of most famous buildings in Beijing is *Forbidden City*. This is where last Emperor of China lived, and today it is visited by millions of tourists every year.

Sport is very popular in China, and 2008 Olympic Games were held in Beijing. Every morning many people practise *qigong* and *tai chi chuan* in city's parks. Go is another famous game that was invented in China. It is played with counters on a board, and objective is to control largest part of board.

Vocabulary

Complete the puzzle by reading the clues.



- 1 I've just bought a _____ new washing machine.
- 2 A fast form of public transport in a city.
- 3 Too much traffic can _____ pollution.
- 4 We should try to reduce our carbon _____.
- 5 You put your counters on this to play Scrabble.
- 6 You have to _____ on a bus before you travel.
- 7 When everyone else has played, it is your _____.
- 8 How do you get to work? I _____ a motorbike.

Speaking and Writing

1 Work in small groups. Describe a long journey you have made and list what you had to do. Who used the most forms of transport?

2 Work in pairs and find three new words you have learnt in this book. Then complete the definitions.

- 1 _____ This is a person who _____.
- 2 _____ This is a place where _____.
- 3 _____ This is a thing which _____.

3 Work with another pair and read your definitions. Try to guess the words.

Evaluating your pronunciation

1 Work in pairs and discuss the questions.

- 1 How would you describe your pronunciation of English?
 - a I speak like a native speaker.
 - b My pronunciation is generally clear and comprehensible
 - c I have a noticeable accent but my pronunciation is mostly comprehensible.
 - d I have a strong accent and am sometimes hard to understand.
- 2 How would you like your pronunciation to be?
- 3 Which of these areas of pronunciation have you studied in this class?

a vowel sounds	f sentence stress
b consonant sounds	g rhythm
c consonant clusters	h intonation
d word stress	
e the relationship between sounds and spellings	
- 4 Which area is the strongest for you?
- 5 Which area do you need to work on most?

2 Work in pairs. Look at the sound chart on page 159 and answer the questions.

- 1 Which is your favourite English sound?
- 2 Which is your least favourite?
- 3 Which sound do you find most difficult to pronounce?

3 Which of these strategies for improving pronunciation have you tried?

* Practise reading a short text aloud. Record it and listen to it, or ask a friend to listen and comment.

* Repeat the lines from a DVD or a song.

* Use a pronunciation book and CD.

* Practise repeating the pronunciation of new words with an electronic dictionary such as the Macmillan English Dictionary.

* Choose an area of pronunciation or a sound you want to improve. Focus on it for a few minutes every day when you are speaking.

* Other ideas.

4 Compare your ideas with a partner and decide how you can improve your pronunciation. What will you try?

Communication activities: Student A

Unit 1, Speaking (page 11)

- 1 Complete the questions with the correct word – *do* or *are*.
- 2 Ask your partner the questions.
- 3 Answer your partner's questions.

Family questions

- _____ you have a big family?
- How many brothers and sisters _____ you have?
- _____ you have family in other countries?
- _____ you in touch with them?
- How often _____ you in touch with your grandparents or grandchildren?
- _____ you have family reunions? How often?

Unit 2, Reading (page 18)

- 1 Read the text about vegemite. Are there any interesting or surprising facts in the text? Write them down.
- 2 Read the text again. Write down a few key words to help you tell your partner about the text.
- 3 Tell your partner about vegemite.

Vegemite

Vegemite is a dark brown food paste from Australia. You can put it on sandwiches, toast or crackers. It tastes salty and bitter and is not very popular in the world except in Australia and New Zealand. Vegemite has strong cultural associations in those countries, and many say it is a comfort food. Vegemite has very high levels of vitamin B, and during the 1940s the Australian army bought large amounts of it for the soldiers. According to the Prime Minister of Australia's website, Vegemite is 'the taste of Australia' and some Australians even take a jar with them when they travel to other countries.



crackers



jar of vegemite

Glossary

bitter (*adjective*) – has a strong sharp taste that is not sweet

jar (*noun*) – a glass container for food, with a lid and a wide opening

paste (*noun*) – a food that is made by crushing meat, fish or vegetables

Unit 6, Speaking (page 69)

1 Write the questions for numbers 1–5 of the quiz.

Use the comparative form of the adjective.

Which is faster, the speed of light or the speed of sound?

2 Work with a student from group B. Ask your questions.

3 Listen to questions 6–10 and try to answer them.

Write the correct answers in the table.

	Column A		Column B	Answer
1	microscope	modern?	X-ray	microscope
2	speed of light	fast?	speed of sound	speed of light
3	theory that the Earth is round	old?	theory of gravity	theory that Earth is round
4	oil	expensive?	coal	oil, but coal is more polluting
5	hydrogen	heavy?	nitrogen	nitrogen is more than 10 times heavier than hydrogen
6	Jupiter		Saturn	
7	100°F		100°C	
8	one metre		one yard	
9	one megabyte		one gigabyte	
10	-40°F		-40°C	

Unit 9, Vocabulary (page 102)

1 Watch your partner and guess what's wrong.

2 Mime the symptoms below. Your partner must guess what's wrong.

- 1 You have a headache.
- 2 Your wrist hurts. / You have a sore wrist.
- 3 You're sneezing.
- 4 Your back hurts. / You've got a sore back.

Unit 10, Writing (page 115)

1 Read the definitions of the new words. Copy them down and then write two incorrect definitions for each word.

2 Work with a pair who chose different words. Read out your words and definitions.

3 Listen to the other pair's words and definitions and try to guess which is correct.

*A blog is a diary or journal which is on the internet.
Spanglish is a language which is a mixture of Spanish and English.*

Communication activities: Student B

Unit 1, Speaking (page 11)

- 1 Complete the questions with the correct word – *do* or *are*.
- 2 Answer your partner's questions.
- 3 Ask your partner the questions.

Friends questions

- How often _____ you talk to your neighbours?
- _____ you in touch with anybody you went to primary school with?
- _____ you go out with your colleagues from work or school?
- _____ you keep in touch with friends by email, phone, or face to face? How often?
- _____ you have any online friends or acquaintances?

Comfort food for men and women

An article published in the American journal, *Physiology and Behavior*, shows differences between men and women and their choice of comfort food.

A survey of over 1,000 North Americans found that women often prefer snack-related comfort food while men prefer more meal-related comfort food. In particular, more women said they liked food like sweets and chocolate while men liked things such as pizza, pasta, steak or casseroles. Women often felt guilty and less healthy than men about their comfort food choices.

The researchers think that the differences between men and women may be because men like hot, prepared meals (that someone else made) while women look for easy comfort food that needs less preparation.



casserole

Unit 2, Reading (page 18)

- 1 Read the text about popular comfort food for men and women. Are there any interesting or surprising facts in the text? Write them down.
- 2 Read the text again. Write down a few key words to help you tell your partner about the text.
- 3 Tell your partner about comfort food in North America.



bowl of sweets

Glossary

casserole (noun) – a deep dish with a lid, used for cooking in the oven, or the mixture of food that is cooked

guilty (adjective) – ashamed and sorry because you have done something wrong

prefer (verb) – to like or want something more than something else

Unit 6, Speaking (page 69)

1 Write the questions for numbers 6–10 of the quiz. Use the comparative form of the adjective.

Which is further from the sun, Jupiter or Saturn?

2 Work with a student from group A. Listen to questions 1–5 and try to answer them. Write the correct answers in the table.

3 Ask your questions.

	Column A		Column B	Answer
1	microscope		X-ray	
2	speed of light		speed of sound	
3	theory that the Earth is round		theory of gravity	
4	oil		coal	
5	hydrogen		nitrogen	
6	Jupiter	far from the sun?	Saturn	Saturn
7	100°F	hot?	100°C	100°C; 100°F is only 37°C
8	one metre	long?	one yard	a metre is 1.09 yards
9	one megabyte	big?	one gigabyte	a gigabyte
10	-40°F	cold?	-40°C	they are the same temperature

Unit 9, Vocabulary (page 102)

1 Mime the symptoms below. Your partner must guess what's wrong.

- You have a toothache.
- You have a sore leg. / Your leg hurts.
- You're coughing.
- You've got a fever.

2 Watch your partner and guess what's wrong.

Unit 10, Writing (page 115)

1 Read the definitions of the new words. Copy them down and then write two incorrect definitions for each word.

2 Work with a pair who chose different words. Listen to their words and definitions and try to guess which is correct.

3 Read out your words and definitions.

A metrosexual is a young man who enjoys good clothes, an attractive home and a good personal appearance.
Spam are emails that are sent to many people and are not wanted.

Additional material

Unit 2, Function globally (page 26)

PIZZA PALACE

Pizza (choose your own toppings)
Mushrooms
Salami
Ham
Cheese
Tomato
Onion
Green or Red Pepper

Drinks
Cola
Water
Fruit Juice

The Liner Diner

Please wait to be seated.

- * Choose from our large self-service buffet.
- * Great selection of fish and seafood. Ask your waiter for recommendations.
- * Order your drinks and coffee from the waiter.

BARNABY'S CAFÉ

Today's special
Cream of chicken soup
or
Green salad

Vegetarian lasagne
or
Traditional steak and
potato pie

Dessert
Ice cream
Fresh fruit

Unit 9, Reading (page 106)

Short cut

He had travelled by car for 11 miles of the marathon!

A helping hand

... Olympic officials had helped him cross the line.

The extra distance

Ramzan thought that he hadn't finished the race.

A new Olympic record

He had never swum in a pool of that size before.

Unit 10, Speaking (page 117)

1 Read the full quotes below. Do you think they are positive, negative or neutral about America?

2 Do you know any famous quotes about your country? Tell your partner.

“All great change in America begins at the dinner table.”

Ronald Reagan, former US President

“I think the most un-American thing you can say is ‘You can’t say that’.”

Garrison Keillor, American writer

“England and America are two countries separated by a common language.”

George Bernard Shaw, Irish writer

“America is a mistake, a giant mistake.”

Sigmund Freud, Austrian psychologist

“There is not a black America and a white America and Latino America and Asian America – there's the United States of America.”

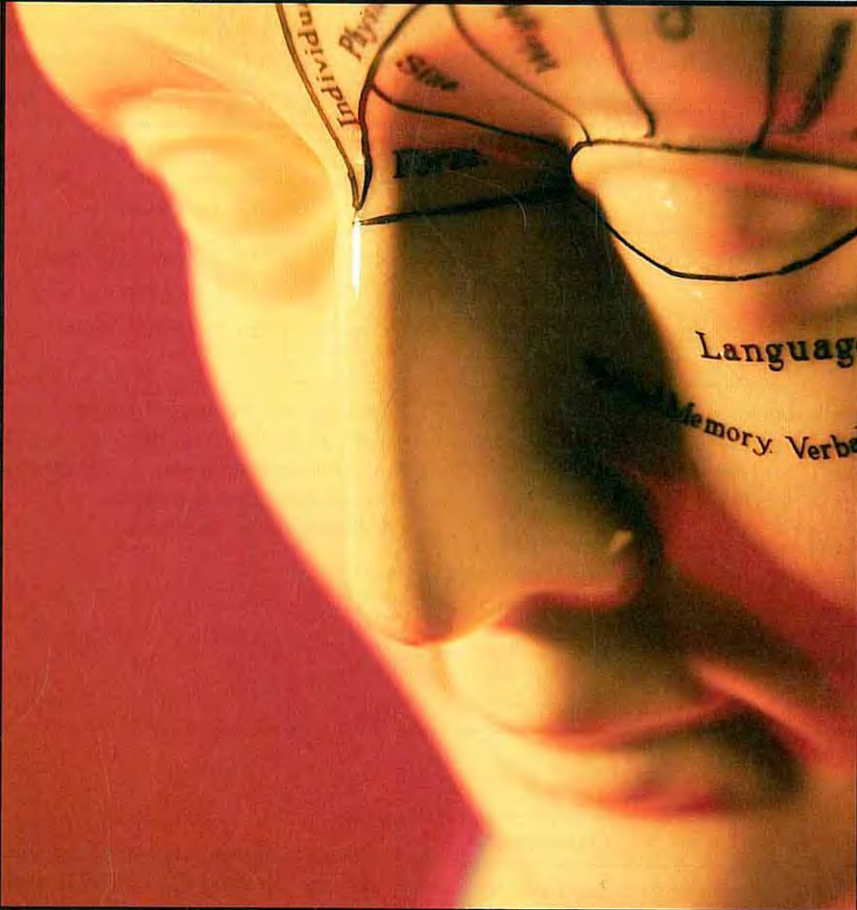
Barack Obama, US President

Unit 10, Speaking (page 121)

Rules

- 1 Play this game in groups of three or four. You need one coin and one board to play.
- 2 Each person needs a counter. Put the counters on the square marked Start.
- 3 Decide who is going first.
- 4 The first player tosses a coin. If the coin lands heads up, move your counter forward two squares. If the coin lands tails up, move your counter forward one square.
- 5 If you land on a grey square, follow the instructions. If you land on a red square, speak in English for one minute about the topic on the square.
- 6 The winner is the person who gets to the end of the board first.

Start

Move forward three squares	Describe a person in your social network	A food that makes you think of home	Miss a turn	2  Move back two squares
Your first car				The perfect food and drink for a hot summer's day
4  Go back four squares				A book you read at school
The perfect holiday				Go forward five squares 
A total waste of time				Miss a turn
Go forward two squares 				Music that causes strong emotions in you
The most useful piece of technology you own	Your free time	The worst job for you	 Go back six squares	Hopes you have for your children

Grammar focus

Unit 1

Word order in question forms

Yes / No questions

In *yes / no* questions the verb goes before the subject:

They are from Spain. — *Are they from Spain?*

In present simple or past simple questions, the auxiliary verb *do / did* goes before the subject.

She speaks English. — *Does she speak English?*

She learnt French. — *Did she learn French?*

Wh- questions

Question words (*What? Where? Who? When? Why? How?*) go at the start of a question.

Where do you live? When were you born?

What is your favourite sport?

What and How questions

Use *how* and *what* with nouns and adjectives or adverbs to start questions.

What pets do you have? What kind of dog is it?

How expensive was it? How often do you feed it?

Use *like* in questions to ask about appearance or personality and characteristics.

What does she look like? – She's tall and wears glasses.

What's that new restaurant like? – Noisy but the food is good.

Present simple, frequency

Affirmative	Negative	Question	Short answers Yes	Short answers No
I/You/We/They work .	I/You/We/They don't work .	Do I/you/we/they work?	Yes, I/you/we/they do.	No, I/you/we/they don't.
He/She/It works .	He/She/It doesn't work .	Does he/she/it work?	Yes, he/she/it does.	No, he/she/it doesn't.

Use the present simple to talk about:

- habits and routines.
He gets up at seven o'clock.
They don't go to bed late.
- things that are always true.
The sun rises in the east.
Water boils at 100°C.

We use frequency adverbs and expressions of frequency with the present simple. Frequency adverbs (*always, usually, often, sometimes, hardly ever, never*) go between the subject and the verb, except with the verb *to be*.

We always have lunch at 1 pm.

He is always late for class.

Expressions of frequency (*every day, twice a week, on Mondays*, etc.) usually go at the end of the sentence. They go at the beginning of the sentence when we want to emphasise when or how often.

We go shopping on Saturdays.

On Saturdays, we go shopping.

Present continuous

Affirmative	Negative	Question
I am ('m) working.	I am ('m) not working.	Am I working?
You/We/They are ('re) working.	You/We/They are not (aren't) working.	Are you/we/they working?
He/She/It is ('s) working.	He/She/It is not (isn't) working.	Is he/she/it working?

Use the present continuous to talk about:

- things happening now or about now.
We are watching TV. I'm learning English.
- temporary situations.
He is living in London at the moment.

The present continuous is often used with time expressions such as *now, these days, at the moment* and *this week / month / year*.

Some verbs (stative verbs) aren't used in the present continuous: *agree, appear, believe, forget, hate, hear, know, like, love, mean, need, own, prefer, realise, remember, see, seem, want*

Unit 1 Exercises

Word order in question forms

1 Decide if these questions are in the correct (✓) or incorrect (✗) order. Then correct the mistakes.

- 1 They are from Japan?
- 2 Where do your parents live?
- 3 Did learn you a language at school?
- 4 Who is your favourite actor?
- 5 Do like you chocolate?
- 6 How many students there are in the class?

2 Use the words to write the questions.

where born? Where were you born?

- 1 family from? _____
- 2 speak any languages? _____
- 3 job? _____
- 4 live? _____
- 5 married? _____
- 6 children? _____
- 7 play any sports? _____
- 8 favourite writers? _____
- 9 like music? _____

What and How questions

1 Write the questions.

How tall is he?

He's nearly 2 metres tall.

- 1 What _____? My car's red.
- 2 How _____? I'm thirty.
- 3 What _____? My teacher's tall with short, dark hair.

4 How _____? The school is ten kilometres from here.

5 What _____? I have a Visa and an American Express.

6 How _____? It doesn't rain here very often.

7 What _____? She's nice, really friendly.

Present simple, frequency

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

his parents / on Sundays / my boyfriend / visits

My boyfriend visits his parents on Sundays.

- 1 check / every day / their email / they
- 2 TV / in the daytime / watch / hardly ever / we
- 3 goes / once a week / she / to the cinema

4 meet / at weekends / sometimes / I / colleagues from work

5 all evening / spends / he / on the internet / often

6 usually / my wife / before me / gets up

7 for a meal / go out / we / every Saturday night

Present continuous

1 Complete the dialogue with the correct form of the present simple or present continuous.

A: Where (1) _____ (you / work) at the moment?

B: In a hotel in Italy. My boyfriend (2) _____ (live) in Italy at the moment too.

A: (3) _____ (you / like) it there?

B: It's great. I (4) _____ (prefer) the lifestyle in Italy. In London everybody (5) _____ (work) long hours. People (6) _____ (not enjoy) life as much.

A: (7) _____ (you / speak) Italian?

B: Not very well, but I (8) _____ (take) classes now and

I (9) _____ (learn) the language quite quickly. We

(10) _____ (not plan) to go back to England for a while.



Countable / uncountable nouns, some, any

Countable and uncountable nouns

Countable nouns can be singular or plural. Most plural forms end in s.

*Put it on your **plate**. Where are the **plates**?*

Some plural countable nouns are irregular:

child – children

woman – women

man – men

Uncountable nouns don't have a plural form.

*Do you take **milk** and **sugar** in tea?*

Language note: Some words can be countable or uncountable.

I like coffee. (= the drink)

Can I have a coffee? (= a cup of coffee)

These are some common uncountable nouns: *accommodation, advice, bread, furniture, information, news, traffic, weather*

some and any

Use *some* and *any* with plural nouns or with uncountable nouns. We usually use *some* in affirmative sentences and *any* in negative sentences and questions.

*Do you have **any** plates?*

*We need to buy **some** milk.*

Use *a / an* with singular nouns.

*I don't have **a** plate. You need **an** egg for that recipe.*

a lot of, a little, a few, (not) enough, much, many

Use quantifiers before a noun to show the quantity or amount of something.

- *a little* and *much* are used with uncountable nouns:
***a little** coffee, too **much** sugar*
- *a few* and *many* are used with plural countable nouns:
***a few** apples, too **many** bananas*
- *a lot of* and *(not) enough* are used with uncountable nouns and plural nouns: ***a lot of** pasta, **not enough** vegetables*

Language note: *much / many* are usually used in negative sentences and questions or with *too*.

A lot of / lots of is usually used instead of *much / many* in affirmative sentences. *There's **a lot of** salt in this dish.*

We use *a lot* to answer the question *How much / many ...?*

The infinitive with to

Use the infinitive with *to* after some verbs: *agree, arrange, decide, forget, hope, learn, manage, mean, need, offer, prefer, promise, refuse, remember, try, want, would like*

You need to eat slowly. Remember to add sugar.

Language note: we don't use *to* after modal verbs such as *can / can't* and *must*. (See Grammar focus 5 page 140 for more on modals.)

*I **can drink** one glass of wine, but no more.*

Use the infinitive with *to* after adjectives.

*It's **healthy to eat** salad. It's **good to try** different foods.*

Infinitives of purpose

We use the infinitive with *to* when we talk about the purpose of something or why we do something.

I eat lots of vegetables to get important vitamins. (= because I want to get)

You use a corkscrew to open wine. (= so that you can open)

Language note: We can use *in order to* instead of *to* in these sentences. *For* isn't used in these sentences.

*I eat lots of vegetables **in order to get** important vitamins.*

Not: *I eat lots of vegetables for to get important vitamins.*

Unit 2 Exercises

Countable / uncountable nouns, *some, any*

1 Complete the sentences with *a / an, some* or *any*.

- 1 I'm going shopping. Do we need _____ eggs?
- 2 Can I have _____ large cola and two coffees please?
- 3 I'd like _____ information about restaurants in the area.
- 4 There's _____ bread left, but there isn't _____ butter.
- 5 I'm making _____ big cake for my son's birthday.
- 6 I need _____ advice about vegetarian food.
- 7 Let's buy _____ new furniture for the dining room.
- 8 I need _____ onion for this dish.



a lot of, a little, a few, (not) enough, much, many

1 Underline the correct quantifier in each sentence.

- 1 A: I'm afraid there's too *much / many* milk in this.
B: Sorry, I forgot you only like a *few / little* in coffee.
- 2 A: How *much / many* biscuits would you like?
B: *A lot / A lot of!*
- 3 A: We have *lots of / much* space. Why don't you come and visit?
B: Thanks but I *don't have enough / have too little* days off.
- 4 A: My wallet was here *a little / a few* minutes ago!
B: I'm afraid there are *lots of / many* pickpockets here, sir.

2 Choose one of the dialogues in Exercise 1. Think about what is happening and who is speaking. Write the next two lines.

The infinitive with *to*

1 Read the text about a Japanese drink. Complete the text with *to* or nothing (-).

Sake is rice wine. The Chinese first learnt to make sake, but now it is the traditional drink of Japan. To make sake you need (1) _____ cook rice in water. It is important (2) _____ use a special kind of rice. You can (3) _____ serve sake warm or cold. In Japan people prefer (4) _____ drink warm sake in winter and cold sake in summer. You are meant (5) _____ drink sake with friends. Tradition says you mustn't (6) _____ pour sake for yourself. So if you drink sake in Japan, remember (7) _____ pour it only for other people.



Infinitives of purpose

1 Make six sentences.

- | | |
|----------------------------|---------------------------|
| 1 I went to the baker's | a meet our friends. |
| 2 He looked round the café | b celebrate her birthday. |
| 3 She smiled at me | c show she wasn't angry. |
| 4 He went into the garden | d buy some bread. |
| 5 We cycled into town | e find a good table. |
| 6 They organised a party | f pick some tomatoes. |

Past simple and past continuous

Past simple

Affirmative	Negative	Question
I/You/He/She /It/We/They worked.	I/You/He/She /It/We/They did not (didn't) work.	Did I/you/he /she/it/we/they work?

-ed spelling

- for most verbs add *ed*: *look – looked*
- for verbs ending in *e*, add *d*: *smile – smiled*
- for verbs ending in *y*, change the *y* to *ied*: *study – studied*.
(But verbs ending in vowel + *y* are regular: *play – played*).
- for verbs ending in consonant-vowel-consonant, double the consonant and add *ed*, eg *stop – stopped*

Use the same form for all persons (*I, you, he, she, it, we, they*) except for the verb *to be*.

Some verbs have an irregular affirmative form:
have – had, go – went, see – saw, think – thought.

See a more complete list of irregular verbs on page 159.

Use the past simple to talk about completed actions in the past.

I watched a good film at the weekend.

I bought a book about history of art last week.

Past continuous

Affirmative	Negative	Question
I was working.	I was not (wasn't) working.	Was I working?
You/We/They were working.	You/We/They were not (weren't) working.	Were you/we /they working?
He/She/It was working.	He/She/It was not (wasn't) working.	Was he/she/it working?

Use the past continuous to describe an activity or situation in progress in the past.

He was watching a film on TV.

We often use the past continuous for activities that are interrupted by a completed action. It is used in contrast with the past simple.

He was watching a film on TV when the phone rang.

	X
<i>watching a film</i>	<i>phone rang</i>

While is often used with the past continuous. *When* is often used with the past continuous and the past simple.

I fell asleep **while** I was reading a book.

I was reading a book **when** I fell asleep.

Used to

Affirmative	Negative	Question
I/You/He/She /It/We/They used to work.	I/You/He/She /It/We/They didn't use to work.	Did I/you/he /she/it/we/they use to work?

We use *used to* to talk about regular actions in the past which don't happen now.

I used to play the guitar. (= but I don't play it now)

We also use *used to* to talk about situations in the past which aren't true now.

There used to be an art gallery in our town. (= but there isn't one there now)

Language note: There is no present form of *used to*. We only use *used to* to talk about regular actions in the past.

Not: ~~I use to download music.~~

Unit 3 Exercises

Past simple and past continuous

1 Use the prompts below to write what was happening yesterday lunchtime in the park.

- 1 What / people / do / in the park / at midday yesterday?
- 2 two workers / dig / a hole
- 3 a man / read / a newspaper / on a bench
- 4 a woman / eat / a sandwich – but she / not enjoy / it
- 5 two children / play / hide and seek
- 6 an old woman / walk / her dog
- 7 two tourists / take / photos

2 Underline the correct form of the verb in each sentence.

- 1 We were cleaning / cleaned the windows when it was starting / started to rain.
- 2 While she was looking / looked in the mirror, she was noticing / noticed her first grey hairs.
- 3 It was getting / got dark when I was switching on / switched on the lights.
- 4 They were dropping / dropped the sculpture while they were carrying / carried it inside.
- 5 While she was closing / closed the curtains, she was seeing / saw somebody outside.
- 6 I was painting / painted the bedroom wall when I was falling off / fell off the ladder.



Used to

1 Complete the sentences with *used to* or *didn't use to* and an appropriate verb.

- 1 He _____ to cassettes, he didn't use to listen to CDs.
- 2 He _____ the violin, but now he plays the guitar.
- 3 He _____ an MP3 player but he has one now.
- 4 He _____ to classical concerts, he used to go to music festivals.
- 5 He _____ miserable, now he feels relaxed and happy.
- 6 He _____ opera but he likes it now.



Unit 4

Future hopes and plans

Use verbs such as *hope, plan, want, would like* (+ infinitive with *to*) to talk about future hopes that aren't definite.

I want to work in a developing country.

I'd like to be an aid worker.

Use *look forward to* (+ verb with *-ing*) to talk about definite future plans.

I'm looking forward to working in Africa next year.

Future plans and intentions (*going to*, present continuous)

Going to

Affirmative	Negative	Question
I am ('m) going to work.	I am not ('m) not going to work.	Am I going to work?
You/We/They are ('re) going to work.	You/We/They are not ('re not) going to work.	Are you/we/they going to work?
He/She/It is ('s) going to work.	He/She/It is not ('s not) going to work.	Is he/she/it going to work?

We use *going to* to talk about what we have already decided or intend to do in the future.

He's going to train to be a doctor. (= It is already decided)

They're going to work for an NGO.

Language note: *going to go* is often replaced by *going*.

I'm going to go to France next year = I'm going to France next year.

Present continuous

See Grammar focus 1 on page 132 for an explanation on how to form the present continuous.

Use the present continuous to talk about future plans, in particular for arrangements with a date and time, eg plans with friends or travel arrangements.

I'm meeting friends this evening. (= I've made an arrangement with them)

We're going to Egypt on holiday this year. (= We've already arranged the holiday)

Prediction and ability (*will*, *be able to*)

Will

Affirmative	Negative	Question
I/You/He/She/It/We/They will ('ll) work.	I/You/He/She/It/We/They will not (won't) work.	Will I/you/he/she/it/we/they work?

Use *will* to talk about predictions or beliefs about the future. It is often used with the verbs *think, hope* and *to be sure*.

I think there'll be a nuclear accident.

I'm sure there will be more homeless people in the future.

Be able to

Use *will be able to* to talk about ability or possibility in the future. We don't use *will can*.

We won't be able to stop pollution.

Language note: compare *will* and *going to*.

We're going to reduce carbon emissions.

(= definite plan / intention)

I think we'll reduce carbon emissions.

(= prediction, may or may not happen)

Future time clauses

Future time clause		Main clause
If When Before After As soon as	+ present tense (usually present simple)	future form (usually <i>will</i>)

Use future time clauses with a present tense to talk about future predictions.

If we reduce carbon emissions, we'll reduce global warming.

It is possible to change the order of the future time clause and main clause.

When you see the film, you'll be really frightened.

Will we have dinner before we go to the cinema?

Language note: we use *if* for things that might happen but aren't certain. We use *when* for things that are certain.

Unit 4 Exercises

Future hopes and plans

1 Match the sentences.

- 1 She's a doctor. She wants
- 2 He's five years old. He hopes
- 3 I'm a teacher. I'm looking forward
- 4 I'm a student. I'm planning
- 5 They worry about pollution. They'd like
- 6 We're aid workers. We're looking forward

- a to working on a new project in Latin America.
- b to work for an environmental organisation.
- c to fight disease in developing countries.
- d to starting the new school year.
- e to get a good job when I leave college.
- f to get a bike for his birthday.

Future plans and intentions (*going to*, present continuous)

1 Complete the sentences. Use the correct form of *going to*.

- 1 We _____ (*give*) our children a future!
- 2 This government _____ (*not help*) our country!
- 3 When _____ (*you / stop*) this war?
- 4 How _____ (*we / feed*) our children?
- 5 We _____ (*not give up*)!
- 6 Who _____ (*help*) the poor?
- 7 I _____ (*fight*) for what I believe!
- 8 Cars _____ (*destroy*) our environment.

2 Complete the dialogues with the correct form of the present continuous.

- 1 A: They're holding a big climate change conference at the end of the year.
B: Where _____?
- 2 A: When are you meeting Lisa again?
B: _____ after work tomorrow actually.
- 3 A: I'm going on holiday in June.
B: Where _____?
- 4 A: What time is David coming round?
B: _____ today, I'm afraid.
- 5 A: Are you working on Saturday?
B: No, _____ at all this weekend.

Prediction and ability (*will*, *be able to*)

1 Complete the text with *will* or *won't*.

What do we know about global warming? Well, global temperatures (1) _____ increase. Sea levels (2) _____ rise and in some areas there (3) _____ be floods. But in other areas there (4) _____ be enough rain. That means farmers in some areas (5) _____ be able to grow food any more. And some animals and plants (6) _____ be able to exist in changing environments, so there (7) _____ be fewer types of animals.

2 Underline the correct verb.

- 1 We are having / will have lunch with friends tomorrow.
- 2 I hope you are going to enjoy / will enjoy your visit.
- 3 What are you going to do / will you do this evening?
- 4 I'm sure we will find / are finding a solution.
- 5 She's going to be / will be an engineer when she leaves school.
- 6 What time will you meet / are you meeting them?
- 7 What do you think is happening / will happen tomorrow?
- 8 I'm going to check / 'm checking my email in a minute.

Future time clauses

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

- 1 I think the baby _____ (*start*) to cry as soon as we _____ (*get*) on the bus.
- 2 If you _____ (*do*) the shopping, I _____ (*cook*) dinner.
- 3 You _____ (*be*) shocked when you _____ (*read*) that book.

- 4 After he _____ (*finish*) work, he _____ (*go*) the airport.
- 5 She _____ (*be*) upset if he _____ (*forget*) her birthday.
- 6 I _____ (*send*) you a text when we _____ (*arrive*).

Have

Affirmative	Negative	Question
I/You/We/They have a car.	I/You/We/They don't have a car.	Do I/you/we /they have a car?
He/She/It has a car.	He/She/It doesn't have a car.	Does he/she/it have a car?

Use *have* as a main verb to talk about possessions, relationships or characteristics.

I have two brothers.

She has dark hair.

Language note: We can't use short forms when we use *have* as a main verb. Not: *I've a cat.*

Instead of *have* we can also use *have got* for possession. *Have got* is often used in spoken and informal English.

I've got two brothers.

She hasn't got dark hair.

Have you got any money?

Use *have* as a main verb with certain nouns to talk about actions or experiences. For example:

- have breakfast / lunch / dinner / a drink / a coffee
- have a party / a holiday / a swim / an accident / a good time
- have a chat / a conversation / a meeting
- have an illness / a headache / a problem

Modal verbs

Use *must* and *have to* to talk about things that are necessary. We often use *must* and *have to* for rules. *Have to* is often used for something which is necessary because of a law or because someone else says it.

I must finish this report.

He has to give a presentation tomorrow. (=His boss said so)

Use *must not* (*mustn't*) to express prohibition.

You mustn't wear jeans and trainers in the office.

Use *don't have to* to say that something isn't necessary, but it is possible or allowed.

Men don't have to wear a tie at work. (= but they can if they want to)

Use *can* to say that something is possible or allowed.

You can buy food in the staff canteen. Or you can eat your own sandwiches there.

Use *can't* to say that something is not possible or allowed.

You can't eat lunch at your desk.

-ing forms

The *-ing* form of the verb can be:

- the subject of a sentence

Working long hours is very stressful.

Playing chess is very relaxing.

- the object of some verbs, for example: *love, like, dislike, enjoy, mind, can't stand*

I like playing basketball.

I can't stand jogging.

- used after prepositions: *good / bad at, interested in, tired of, excited about, bored with, instead of, in spite of*

He's very good at skiing.

I'm excited about going on holiday.

Present perfect

Affirmative	Negative	Question
I/You/We/They have ('ve) worked .	I/You/We/They have not (haven't) worked .	Have I/You/We /They worked ?
He/She/It has ('s) worked .	He/She/It has not (hasn't) worked .	Has he/she/it worked ?

The present perfect is formed with the verb *have* + past participle. The past participle of regular verbs is the same as the past simple. (see Grammar focus 3 page 136). Irregular verbs often have different forms, eg *go* – *went* – *gone*. See a more complete list of past participles on page 159.

Use the present perfect to talk about an unspecific time in the past. Compare the present perfect and the past simple.

I have been to Disneyland. (= no specific time, present perfect)

I went to Disneyland last summer. (= specific time, past simple)

We often use the present perfect with *ever* and *never* to talk about experiences up to the present.

Have you ever been to an amusement park? (= at any time in your life)

I've never been on a roller coaster. (= up to now)

Language note: *have been to* = have visited a place.

Compare: *She's been to Germany.* (= and now she has come back - home).

She's gone to Germany. (= and she's still there).

Unit 5 Exercises

Have

1 Complete the sentences with the correct form of *have*.

- 1 She _____ a baby yesterday – a little girl.
- 2 They _____ got a car, they cycle everywhere.
- 3 We _____ a party on Sunday evening. Would you like to come?
- 4 Do you know him? He _____ glasses and he _____ much hair.
- 5 I _____ breakfast most days because I'm never hungry in the morning.
- 6 I'm afraid he _____ got time right now.
- 7 We _____ a printer at home so I bought one yesterday.
- 8 _____ a minute, please Madam?

Modal verbs

1 Read the rules and choose the correct meaning.

- 1 Employees mustn't make private phone calls.
 - a Private phone calls aren't allowed.
 - b You can make private phone calls if you want.
- 2 Employees don't have to work fixed hours.
 - a You need to work at the same time every day.
 - b You choose when you work.
- 3 Employees have to follow the dress code.
 - a You can wear what you want.
 - b There are some clothes that you can't wear.
- 4 Employees can take breaks when they need them.
 - a You take a break when you want to.
 - b You need to tell the manager when you take a break.
- 5 Employees must clock in and out when they start and finish.
 - a It's necessary to clock in and out.
 - b It isn't necessary to clock in and out.
- 6 Employees can't call in sick without a doctor's note.
 - a It's possible to call in sick without a doctor's note.
 - b You need a doctor's note to call in sick.

-ing forms

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

- 1 type / he / without / looking / can
- 2 training / two / had / weeks / we / of
- 3 new / starting / she's / job / about / her / excited
- 4 part / looking / is / an / good / job / the / important / of
- 5 at / tea / work / hate / coffee / making / I / and
- 6 magazines / she's / working / instead of / always / reading

Present perfect

1 Write the dialogues with the correct form of the present perfect.

- 1 A: you / ever / try / skiing?
B: Yes / we / go / skiing / in France / twice / so far.
- 2 A: what / you / done / with the remote control?
B: I / not see / it / but / your mum / just / watch / a programme.
- 3 A: my son / stop / collecting / stamps.
B: he / ever / think / about collecting / coins?
- 4 A: you / be / on holiday / this year?
B: I / have / a busy year at work / so / I / not have / any time to relax.
- 5 A: She still / not finish / talking / on the phone.
B: I hope / she / not call / that friend in Brazil.

2 Choose one of the dialogues. Think about what is happening and who is speaking. Write the next two lines.

3 Choose the correct ending.

- 1 They've built two amusement parks outside the city ...
 - a and they are going to build another.
 - b two years ago.
- 2 They went on a roller coaster last summer and ...
 - a they love it.
 - b they loved it.
- 3 She's been to the water park ...
 - a yesterday.
 - b lots of times.
- 4 I've never been in a haunted house because ...
 - a I'm scared of the dark.
 - b I was scared of the dark.
- 5 He bought a burger in the food area but ...
 - a it didn't taste very good.
 - b it hasn't tasted very good.
- 6 We've visited a great theme park in South Korea ...
 - a when we were on holiday.
 - b and one in Hong Kong too.

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
One syllable adjectives and adverbs: add <i>-er</i> / <i>-est</i>	fast slow big	faster slower bigger	the fastest the slowest the biggest
Adjectives ending in <i>e</i> : add <i>-r</i> / <i>-st</i>	nice	nicer	the nicest
Adjectives ending in <i>y</i> : change the <i>y</i> to <i>ie</i> and add <i>-r</i> / <i>-st</i>	dry	drier	the driest
Two or more syllable adjectives** and adverbs that end in <i>-ly</i> : <i>more</i> / <i>most</i> + adjective	important quickly	more important more quickly	the most important the most quickly
Irregular adjectives and adverbs	good bad	better well worse badly	the best the worst

Language note: For one-syllable adjectives ending with one consonant, double the final consonant and add *-er* / *-est*. Some two syllable adjectives, especially adjectives ending in *y* can be used in either form (*more* + adjective or with *-er* / *-est*)
angry – angrier / more angry

Use comparative adjectives to compare two things or people. Comparative adverbs compare two actions. *Than* is used after comparatives.

*People in warm countries are **happier** than people in cold countries. I can run **faster** than you.*

Comparative adjectives (*a bit, much, as ... as*)

We can modify comparative adjectives and adverbs with *a bit* or *much*.

*That DVD player is **a bit** cheaper. This one is **much** cheaper.*

Use (not) *as ... as* to make comparisons.

*My job is **as** exciting **as** yours.* (= both our jobs are equally exciting)

*My job **isn't** as exciting **as** yours.* (= your job is more exciting than mine)

Use *less* with longer adjectives to mean *not as much*.

*She's **less** intelligent than her sister.* (= her sister is more intelligent)

Superlatives

Use superlatives to compare someone or something in a group with all the other things in that group.

*This computer is **the cheapest** in the shop.*

*Shopping online is **the most convenient** method.*

Use superlatives with the present perfect.

*My girlfriend is **the most interesting** person I've ever met.*

Use superlatives with *in the ...*

*The internet is **the best** invention **in the** world.*

*I'm **the tallest** person **in the** class.*

Phrasal verbs and objects

A phrasal verb is a two-word verb consisting of a verb + a particle. Some phrasal verbs take an object and some phrasal verbs don't.

- verb + particle

*Can you **log on**?*

- verb + particle + object

***Turn on** the computer.*

When phrasal verbs take an object, the object can usually go in two places:

- after the verb and particle

***Turn on** the computer.*

- between the verb and particle

***Turn** the computer **on**.*

If the object is a pronoun, it can only go between the verb and particle:

***Turn it on**.*

Not: *~~Turn on it.~~*

Unit 6 Exercises

Comparative and superlative adjectives

1 Write the comparative and superlative forms of the adjectives in the table.

Adjective	Comparative	Superlative
tall		
hot		
content		
safe		
good		
expensive		
enjoyable		
cheap		
beautiful		
heavy		

Comparative adjectives (*a bit, much, as ... as*)

1 Write comparisons using the prompts below.

- 1 he / be / patient / with the children / her
- 2 she / be / happy / now / last year
- 3 most people / get / a bit / fat / when / they / get / old
- 4 I / sleep / good / in my own bed / in a hotel
- 5 money / not be / as / important / health
- 6 this chair / be / much / comfortable / that one
- 7 some new robots / be / as / intelligent / humans
- 8 my home computer / starts / slowly / my work computer

Superlatives

1 Complete the sentences with the superlative form of the words in the box.

expensive fast good high popular strange

- 1 The blog of a Chinese film actress has the _____ number of readers on the internet.
- 2 The _____ name for @ is *elephant's trunk* in Danish.
- 3 The _____ domain name cost \$7.5 million.
- 4 Social networking is the _____ growing sector of the internet.
- 5 'How to kiss' and 'Who is God' were the _____ search questions in 2007.
- 6 Books are the things that sell the _____ on the internet.



Phrasal verbs and objects

1 Complete the sentences with the correct phrasal verb.

- 1 The music is too loud.
Well, turn _____!
- 2 The TV isn't working.
You need to plug _____.
- 3 These web pages are really interesting.
Can you print _____?
- 4 How do I put the word into the search engine?
Just type _____.
- 5 The phone's ringing.
Well pick _____!
- 6 The computer is frozen.
You have to shut _____.
- 7 We need to find out train times.
Can you look _____?
- 8 I've found his email address.
I'll write _____.

Present perfect with *for* and *since*

<i>for</i> ...	<i>since</i> ...
years ages six months a long time	1999 the 1960s this morning 2pm he was a child

Language note: don't use the present perfect with time expressions like *in the 90s*, *in 2005*. Use the past simple with these expressions.

Use the time expressions *for* and *since* with the present perfect to talk about unfinished time. *For* states the length of time and *since* is used with the beginning of the time.

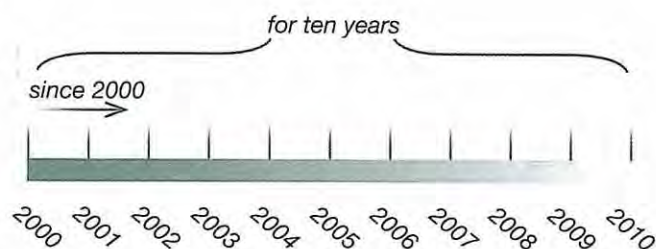
How long have you worked here?

I've worked here for ten years.

I've worked here for ages.

I've worked here since 2000.

I've worked here since I was 25.



Present perfect with *yet* and *already*

Affirmative	Negative	Question
I/You/We/They have already eaten.	I/You/We/They haven't eaten yet .	Have I/you/we / they eaten yet ?
He/She/It has already eaten.	He/She/It hasn't eaten yet .	Has he/she/it eaten yet ?

Use *already* with the present perfect to emphasise that something has happened before now.

The structure is auxiliary + *already* + past participle. It is usually used in affirmative sentences.

I've already been to the bank.

I've already checked our account.

Use *yet* with the present perfect to talk about something that has not happened, but will probably happen soon.

Use *yet* in negatives and questions. *Yet* goes at the end of the sentence.

The money hasn't gone into my account yet.

Have you paid the bills yet?

Unit 7 Exercises

Present perfect with *for* and *since*

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

- 1 I've had this job _____ 2002.
- 2 She's known him _____ 20 years.
- 3 We've wanted children _____ ages.
- 4 I've liked travelling _____ I went on my first school trip.

- 5 I've been working here _____ a long time.
- 6 They haven't had anything to eat _____ 6am.
- 7 We've had the same TV _____ the 1990s.
- 8 I haven't seen her _____ days.

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

Microwaves (1) _____ (*be*) a popular time saver for years. An American company (2) _____ (*produce*) the first microwave in 1947 – it was almost 1.8 metres tall! Families (3) _____ (*use*) smaller modern microwaves since the 1970s. But many people don't think it is safe. So, is microwaved food safe? The answer is 'yes' if you (4) _____ (*cook*) the food for the right length of time. Microwaves (5) _____ (*be*) particularly popular since companies (6) _____ (*start*) producing freezer to microwave 'ready-meals' in the late 1980s. The UK (7) _____ (*be*) the largest European consumer of microwave ready meals for years. But a report in 2008 (8) _____ (*say*) British people are now starting to eat more healthily.



Present perfect with *yet* and *already*

1 Write the dialogues. Use *already* and *yet*.

- 1 A: you / pay / the electricity bill?
B: no but I / pay / the water bill.
- 2 A: we / not hear / about that loan.
B: I / call / the bank / twice about it.
- 3 A: we / spend / all our money for this month.
B: oh dear, / you / check / the lottery ticket?
- 4 A: our / railway shares / make / a profit.
B: good / but the water shares / not improve.
- 5 A: you / have / the letter about your inheritance?
B: no, the solicitor / not send / anything.

2 Correct the mistakes in these sentences.

- 1 Tom has lived in Germany for he was a child.
- 2 Has Emma got already married?
- 3 He hasn't done his homework already.
- 4 They have finished the book yesterday.
- 5 She's worked here since three months.
- 6 We haven't done this already.

Unit 8

The passive voice

Present passive		Past passive	
I am	shocked.	I was	shocked.
You / We / They are		You / We / They were	
He / She / It is		He / She / It was	

Form the passive with the verb *to be* + past participle. See a more complete list of past participles on page 159.

Use the active voice to focus on the agent. (the person or thing who does the action)

agent active verb object
Zaha Hadid designed the building.

Use the passive voice to focus on the action.
The building was built in 2005.

If we want to say who did the action we can use *by* + agent.
The building was built in 2005 by a famous architect.

We use the passive when we do not know who did the action (the agent), or it is not important.

My bag was stolen. (= I don't know who stole it)

A bomb was left in the station. (= we don't know who left the bomb)

Language note: the passive is more frequent in formal speech and writing.

First conditional

if clause		Main clause
If	+ present simple	I / you, etc. <i>will / can / might</i> (not) + verb

Use the first conditional to talk about a possible future situation.
If it is bad weather, I'll watch TV. But if it's sunny, I'll go to the beach.

Use *will*, *might* or *can* in the main clause:

- *will*: the speaker thinks it's likely that the situation will happen
- *might*: the speaker is not sure that the situation will happen
- *can*: the speaker is not sure if it will happen or not

The *if* clause can be the first or second clause in the sentence.

If we take the train, we'll enjoy the journey more.

We'll enjoy the journey more if we take the train.

Second conditional

if clause		Main clause
If	+ past simple	I / you, etc. <i>would / could</i> (not) + verb

Use the second conditional to talk about an unreal future situation. It is unlikely or almost impossible that the situation will happen.

If I didn't have to work, I'd go to the beach today.

(But I have to work so I won't go to the beach)

If I had lots of money, I could travel round the world.

(I don't have lots of money and it's unlikely that I will have lots of money in the future)

Language note: we sometimes say *If I were* instead of *If I was*. Both verbs are correct. *Were* is especially common in the expression *If I were you* ... when giving somebody advice.

Unit 8 Exercises

The passive voice

1 Write about eight modern buildings. Use the present or past passive. Sometimes you need *by*.

- 1 The Empire State Building in New York / use / in the *King Kong* film.
- 2 The two Emirates Towers in Dubai / connect to / a huge shopping centre.
- 3 30 St Mary Axe in London / call / 'the Gherkin' / Londoners.
- 4 Sydney Opera House / build / to look like a ship.
- 5 The Guggenheim Museum in Bilbao / often / compare / to a fish or water.
- 6 The Petronas Towers in Kuala Lumpur / occupy / international companies.
- 7 The new Jewish Museum in Berlin / design / the architect Daniel Libeskind.
- 8 The Pompidou Centre in Paris / name / after a French president.

2 Rewrite these sentences with the passive so they mean the same.

We sold our flat last week.

Our flat was sold last week.

- 1 Somebody built the flats in the 1980s.
- 2 They call the building *Huntingdon House*.
- 3 Restaurants and cafés surround the building.
- 4 They painted the walls in our flat white.
- 5 We put in a new kitchen last year.



First conditional

1 Complete the sentences with the correct form of the first conditional.

- 1 If I _____ (*give*) you my email address, _____ (*you / send*) me the details?
- 2 I _____ (*call*) the police if I _____ (*see*) him again.
- 3 If you _____ (*not have*) a ticket you _____ (*not / can / get*) on the bus.
- 4 He _____ (*might / take*) you to the airport if he _____ (*have*) time.
- 5 If the weather _____ (*be*) nice, we _____ (*can / go*) to the top of the tower.
- 6 If we _____ (*go out*) for a meal, we _____ (*not have to*) go food shopping.
- 7 She _____ (*not listen*) to him if he _____ (*not tell*) her the truth.
- 8 If the internet _____ (*not work*) again, I _____ (*complain*) to the company.

Second conditional

1 Complete the conversation with the correct form of the second conditional.

A: What would you do (1) _____ (*if / you / be*) me?

B: Well, if I were in your shoes, (2) _____ (*I / go*) on a long trip.

C: Yes, I'd take a month's holiday tomorrow (3) _____ (*if / my boss / give / me*) time off.

B: If I had the choice, I think (4) _____ (*I / go / walking*) in New Zealand or Peru.

C: Yes, I'm sure I'd forget all my problems (5) _____ (*if / I / do*) something like that.

B: Perhaps your boss would help (6) _____ (*if / you / explain*) everything to her.

2 Match the conditional sentences.

- | | |
|-------------------------------|--|
| 1 If I went to America, | a we won't have to look for accommodation. |
| 2 If we went on the bus, | b I'd go to San Francisco. |
| 3 If we take the credit card, | c we won't have to take lots of cash. |
| 4 If I don't wear sandals, | d my feet will be too hot. |
| 5 If we go camping, | e we'd save lots of money. |
| 6 If I had a problem, | f would you help me? |

Modal verbs of advice

Use *should* / *shouldn't* (+ infinitive without *to*) to give advice and make suggestions.

*You **should** go to bed if you don't feel well.*

*You **shouldn't** read in poor light – it's bad for your eyes.*

We often use the structure *I (don't) think* with *should*.

*I **don't think** you **should** drink any more.*

Not: *I think you shouldn't drink any more.*

Ought to can be used instead of *should* but it is more formal. *Should* is more common.

*You **ought to** take an aspirin.*

*You **ought not to** watch TV without your glasses.*

Must is similar to *should* but it is stronger and more definite (see Grammar focus 5 page 140 for more on *must*).

*You **must** take an aspirin.*

Could / couldn't, had to / didn't have to

(For modals of obligation and possibility in the present, see Grammar focus 5 page 140)

Use *had to* / *didn't have to* to talk about past obligation.

*I **had to** take tablets for a long time.*

*I **didn't have to** stay in hospital long.*

Use *could* / *couldn't* to talk about things that were possible or not possible in the past.

*When I was in the hospital, I **couldn't** get out of bed.*

*We **could** have visitors in the afternoon.*

Past perfect

Affirmative	Negative	Question
I/You/He/She/It/We/They had ('d) worked.	I/You/He/She/It/We/They had not (hadn't) worked.	Had I/you/he/she/it/we/they worked?

(See a more complete list of past participles on page 159).

Use the past perfect to talk about an event in the past that happened before another event or a specific time in the past.

*He cried because they **had lost** the match.*

*I **hadn't been** to a football match before last Saturday.*

With *before* and *after*, we can use the past simple instead of the past perfect as the order of events is clear.

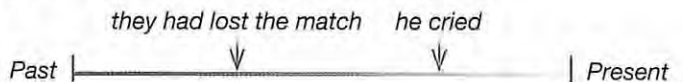
***Before** I started doing regular sport, I **was** overweight.*

***Before** I started doing regular sport, I **had been** overweight.*

*The players celebrated **after** the match finished.*

*The players celebrated **after** the match **had** finished.*

Use the past participles *been* and *gone* in the same way as in the present perfect (see Grammar focus 5 page 140).



Reported statements

Use reported statements to say what another person said.

*I'm not feeling well. — He said that he **wasn't** feeling well.*

*I'm going to the doctor's. — He told me that he **was** going to go to the doctor's.*

In reported statements, the verb goes one tense *back*.

Direct statements	Reported statements
present simple 'I like your new hairstyle.'	past simple She said (that) she <i>liked</i> my new hairstyle.
present continuous 'I'm getting married.'	past continuous He said (that) he <i>was getting</i> married.
present perfect 'We've bought the tickets.'	past perfect She said (that) they <i>had bought</i> the tickets.
past simple 'I missed the bus.'	past perfect He said (that) he <i>had missed</i> the bus.
will 'I'll see you later.'	would She said (that) she <i>would</i> see me later.
am is / are going to 'I'm going to join a gym.'	was / were going to She said she <i>was going to</i> join a gym.

In reported statements other words can also change:

- pronouns: 'We're meeting at **my** flat.' — He said that **they** were meeting at **his** flat.
- places: 'I got **here** by train.' — He said he had got **there** by train.
- *this / that*: 'I've just bought **this** book.' — He said he had just bought **that** book.
- times: 'I met her **last week**.' — He said he had met her **the week before**.

Be careful with *say* and *tell*:

- we say something (to somebody)
- we tell somebody (about something)

*The doctor **told** me I **was** stressed. I **said** I **knew** that.*

Unit 9 Exercises

Modal verbs of advice

1 Complete the second sentence so that it has a similar meaning to the first. Use *should* or *shouldn't*.

I think you need to stop smoking.

I think you should stop smoking.

1 Don't worry about it.

You _____.

2 Go and see your doctor.

You _____.

3 You don't drink enough water.

I think you _____.

4 You drink too much coffee.

I don't think _____.

5 Don't go to bed so late.

You _____.

Could / couldn't, had to / didn't have to

1 Complete the text with *could*, *couldn't*, *had to* or *didn't have to*.

Yesterday, I broke my ankle while I was running. I

(1) _____ walk so I (2) _____ phone my

girlfriend and she (3) _____ take me to the hospital.

Luckily I (4) _____ wait long for an X-ray. The doctor

put a bandage on my foot and said I (5) _____ go

home. Unfortunately I (6) _____ move for days and my

girlfriend (7) _____ do everything for me. The only good

thing was that I (8) _____ go to work.

Past perfect

1 Join the sentences. Use the past perfect.

1 She ran 20 km. She was tired.

She was tired because _____.

2 I finished playing tennis. I took a shower.

When _____

3 The swimmer failed a drugs test. He lost his medal.

The swimmer lost his medal because _____.

4 She was optimistic. She won the race.

Before she won the race, _____.

5 The referee sent a player off. The team played with ten men.

After _____

6 She hurt another player. She paid a fine.

_____ because _____



Reported statements

1 Read the dialogue and report back the conversation between a doctor and a patient.

D: Good morning. You're obviously having trouble with your back.

P: Yes, I woke up this morning and I had problems getting out of bed.

D: Have you had this problem before?

P: No, I've never experienced that before.

D: OK, I'm just going to take a look. You'll feel a pain ...

P: Ow! That hurt! ... But my back feels much better.

She said that I was obviously having trouble with my back.

I told her that (1) _____ and

_____.

She asked me if (2) _____.

I said that (3) _____.

She said that (4) _____.

Then she told me that I (5) _____.

I said that it (6) _____ but that my

back _____.

Unit 10

Defining relative clauses

Defining relative clauses give more information about a person or a thing. Relative clauses are formed with *that* / *which* to describe things, *who* with people and *where* with places.

Language note: we can use *that* instead of *who* and *which* but not instead of *where*.

*He's the doctor **who** / **that** saved my life.*

*It's something **which** / **that** I don't like talking about.*

*I know a good Italian restaurant **where** we often go for lunch.*

Not: *I know a good Italian restaurant **that** we often go for lunch.*

Definite article (*the*)

Use *the* when a person or thing has been referred to before.

*We've found a new flat so we were painting **the** flat all last night.*

Use *the* when there is only one of this person or thing or it is clear which one it is.

*My parents met **the** Queen once.*

Language note: we use *a* / *an* (for singular nouns) or zero article (for plural nouns) when we talk about things in general.

*New Zealand is **a** country with many mountains, rivers and lakes.*

The can also be used:

- when it's part of a superlative phrase

*You're **the best thing** that has happened to me.*

- when it is part of a name (such as a river)

***the** Mekong, **the** Black Sea, **the** Titanic, **the** Golden Gate Bridge*

- for nationalities and groups in society

***the** British, **the** unemployed, **the** blind*

Verb form review

Present simple	I work .	See Grammar focus 1 page 132
Present continuous	I'm working .	See Grammar focus 1 page 132
Past simple	I worked .	See Grammar focus 3 page 136
Past continuous	I was working .	See Grammar focus 3 page 136
Present perfect	I have worked .	See Grammar focus 5 page 140
Past perfect	I had worked .	See Grammar focus 9 page 148
<i>will</i>	I will work .	See Grammar focus 4 page 138
<i>going to</i>	I am going to work .	See Grammar focus 4 page 138

active	The company makes cars.	See Grammar focus 8 page 146
passive	The cars are made in Germany.	See Grammar focus 8 page 146
real conditional	If the bank gives me a loan, I'll buy a small second-hand car.	See Grammar focus 8 page 146
unreal conditional	If I had the money, I'd buy a fast sports car.	See Grammar focus 8 page 146
modals: obligation & possibility (present)	can / can't must have to / didn't have to	See Grammar focus 5 page 140
modals: advice	should / shouldn't, ought to / ought not to	See Grammar focus 9 page 148
modals: obligation & possibility (past)	could / couldn't had to / didn't have to	See Grammar focus 9 page 148

Both, neither

Use *both* to talk about two things. *Both* is used with a plural noun and a plural verb.

***Both** cars **are** quite old.*

Use *neither* to say something negative about each of two things.

***Neither** is used with a singular noun and verb.*

***Neither** car **is** very reliable.*

Use *both of* and *neither of* with a plural noun or pronoun.

***Neither of** the cars **is** economical. Let's sell **both of** them.*

Unit 10 Exercises

Defining relative clauses

1 Complete the dialogues with *who*, *which*, *that* or *where*.

- 1 A: Who's that?
B: He's a chef _____ has written lots of best-selling cookery books.
- 2 A: Can you recommend a hotel in New York?
B: Yes, there's a good hotel _____ we stayed last year.
- 3 A: Hi, what's new?
B: Well, I got the job _____ I told you about last time.
- 4 A: Where's the dictionary?
B: Over there. It's the big blue book _____ is on that shelf.
- 5 A: Who were the first Europeans there?
B: I think it was the Vikings _____ sailed there first.
- 6 A: What's that big building there?
B: Oh, that's the new supermarket _____ you can shop 24 hours.

Definite article (the)

1 Complete the sentences with *a* / *an*, *the* or nothing (-).

New South Wales is (1) _____ state in (2) _____ south-east of Australia. It is (3) _____ oldest and most populated state in Australia and its capital Sydney is home to famous sights such as (4) _____ Sydney Opera House. It has (5) _____ very diverse climate with hot summers and cold winters. (6) _____ state has great locations for visitors: (7) _____ beautiful beaches, national parks and snowy mountains.



Verb form review

1 Underline the correct verb.

- 1 The first plane that *had to* / *could* be controlled in the air *was invented* / *invented* in 1903.
- 2 The plane *flew* / *has flown* for 12 seconds.
- 3 The Wright brothers *were making* / *had made* bicycles when they *became* / *were becoming* interested in planes.
- 4 They *built* / *were building* the plane after they *have watched* / *had watched* how birds fly.
- 5 The biggest passenger plane, the Airbus A380 *made* / *is making* its first flight in 2005.
- 6 Since then, several airlines *have ordered* / *had ordered* A380s.
- 7 Airbus *is planning* / *is going to plan* to produce an even bigger plane in the near future.
- 8 If everything *went* / *goes* according to plan, the new plane *will be* / *is being* nearly 80 metres long.

Both, neither

1 Rewrite the sentences about two friends using *both* / *neither* or *both of* / *neither of*. Sometimes more than one answer is possible.

- 1 The two friends live in a big city.
- 2 They aren't married.
- 3 The friends don't have a car.
- 4 Each friend owns property.
- 5 The two friends enjoy playing chess.
- 6 They've written books but their books haven't been published.



Unit 1

1.02

- 1 Sorry, yes. My last name is Torrance. That's TORRANCE.
- 2 A: I live on Janssen Street. I'll spell that for you: J A N S S E N
- 3 B: Write this down. The name of the state is K E N T U C K Y. That's Kentucky.

1.03

- 1 A: Oh, when was this photo taken?
B: That one? five years ago, I think.
A: Mmmm. It's quite a good photo of you.
B: I don't know. I don't think I looked good with that beard.
A: I think you look nice and, mmm, intelligent.

1.04

- 2 A: How's the baby?
B: Oh *great*. Great.
A: It's a 'she', right?
B: Yes, yes. I'll show you a photo, she looks like her father.
A: Oh, yeah, bald just like her dad! How old is she?
B: Six months now.
A: She looks really happy, she's got a great smile.

1.05

- 3 A: Who's this a photo of?
B: Don't you know? It's Bella!
A: Bella? Oh yes! She looks so different here. How long ago was this?
B: At the end of university.
A: Wow. Her hair was much *longer* then, and so *curly*.

1.06

- 4 A: What does the suspect look like?
A: I can't hear you. What does the suspect look like?
B: The suspect is a white, older man.
A: Anything else?
B: Just a second ... yes. He's got grey hair and a moustache.
A: What kind of car does he drive?
B: An old white Volvo.
A: Thanks.

1.07

- 1 Pilar is my Spanish neighbour. She's on vacation in Mexico, and I've got her cat and her plants.
- 2 OK, Hans. Hans and I aren't really friends. He's more of an acquaintance. He's director of the German department.
- 3 Ken is a colleague of mine at the university. He teaches French, and I teach German.
- 4 I take a computer class in the evening. Sofia is my class-mate.

1.09

The theory of Six Degrees of Separation works like this. Imagine you and John are colleagues.

John is married to Mary, but you don't know her personally. So you and Mary have one degree of separation. Mary has a sister, Jane. Jane and you have two degrees of separation. Jane's neighbour, let's call him Robert, works for a big hotel in the city centre. You and Robert, Jane's neighbour, have three degrees of separation. Robert doesn't own the hotel. He works for Mr. Smith, the president. You and Mr Smith ... four degrees of separation. Mr Smith, because he's an owner of a big expensive hotel, he's often in touch with important people. He's friends with the Ambassador for example. So you and the Ambassador have five degrees of separation. And well, the Ambassador goes to New York three times a year, and he knows the Secretary General of the United Nations. So, if you make all the right connections it means that you and the Secretary General of the United Nations have six degrees of separation.

1.10

- A: What are you doing?
B: Sooo, what do you do?
C: Excuse me, we're trying to work.
D: You're not listening!
E: How's it going?

1.11

- 1 A: Hello.
B: Hello
A: First time here?
B: Sorry?
A: I said, is this your first time here? At the conference.
B: Yes. Yes.
A: Well, hello. My name's George.
B: Hi George. Nice to meet you.

1.12

- 2 A: Oh, look at the time. It's getting late.
B: What time is it?
A: Eleven o'clock. And I have a class tomorrow.
B: Oh. Well, OK then.
A: Yes. Thanks for everything.
B: No problem.
A: Goodnight.
B: Bye.

1.13

- 3 A: And this is from me.
B: Aww.
B: Oh my ...
A: It's a dog! Isn't that great?
B: Er, yes. A dog. Thank you very much.
A: You're welcome. Happy Birthday.

1.14

- 4 A: Hmph ... hello? Oh hi, listen I'm on the train. It's not a good time right now...
B: Hey!
A: Wait a minute... Oh, I'm sorry. I didn't see you and ...
B: That's alright.
B: No, it's fine.

Unit 2

1.18

Zao Shen is the god of the kitchen. He is a figure in Chinese mythology. He watches families and tells the other gods if a family is good or bad. He has the power to make families rich or poor. Zao Shen also protects the home from evil spirits. Many homes in China, Taiwan and Southeast Asia have a picture of Zao Shen in the kitchen.

1.20

Human beings need water to live. A human being can live for weeks without food, but only a few days without water. We often hear that our body is two thirds water, but what exactly does water do to help the human body?

Water helps to protect important parts of the body, such as the eyes. The brain is 75% water. We also need water to breathe, and to keep our body temperature normal. Water carries nutrients and oxygen to all parts of the body. Blood is, in fact, 92% water. In addition, water helps to convert food into energy and removes waste from the body. It is also very good for a person's skin. Even the bones in our body are made up of 22% water.

The human body gets water not only from water itself but also from other drinks and food. Water is a major part of many foods, particularly fruit and vegetables, which may contain from 85 to 95% water. Because the amount of water we need may change with climate, level of activity, diet and other factors, there is no one recommendation for how much daily water you need to drink. However, adults typically need at least two litres (eight cups) of water a day, from all sources.

1.23

- 1 A: Good evening.
B: Hello. It's a table for two, please. We've got a reservation.
A: Name?
B: Moore, that's M - double O-R-E.
A: Ah, yes. Just this way.
A: Now, what would you like to order?
C: I'll have the fish.
B: Just a minute. I haven't seen everything on the menu yet.
C: Sorry, then can we have another minute to decide?
A: Of course.

1.24

- 2 A: Here you go. Anything to drink?
B: Sorry, I think there's a mistake here. I wanted a hamburger, not a hot dog.
A: OK, sorry. Just a minute. One hamburger, please.
B: Thanks.
A: Anything to drink?
B: Uh... A diet Coke, please.
A: Small, medium or large?
B: Small, please.

1.25

- 3 A: More coffee?
B: No thanks, I'm fine.
A: Did you enjoy your breakfast?
B: It was lovely, thanks.
A: Good.
B: Could I have the bill?
A: You have to pay over there for the buffet service.
B: Sorry, where?
A: Over there, next to the plants and the exit sign.
B: Oh, I see it. Thanks again.
A: You're welcome.

1.27

- 1 Mo, Iran
Typical traditional Persian food. It consists of rice and minced lamb, kebabs and chickens and dried fruit.

1.28

- 2 Gianfranco, Italy
Pizza. Of course not Pizza Hut but Napoli pizza. Yes, pizza, lasagne and pasta.

1.29

- 3 Elena, Russia
Borsch – is very interesting – it's like a salad. But it's boiled in water, I don't know, with beetroot with onion, potato, with meat, or maybe with chicken, or maybe with turkey. And it is very tasty really.

1.30

- 4 Marlies, Germany
A schnitzel dish. It's kind of a meat, it's fried and you most often have it with French fries and salad or potato salad which is rather typical of German food again.

1.31

- 5 Matt, US
Candy makes me think of home. There are certain candy brands that whenever I see them they remind me of my childhood and they remind me of growing up in the United States.

1.32

- 6 Sonia, Spain
Spanish tortilla makes me think of home and that's a very typical answer but I think it is a very simple dish which is made from eggs and potatoes and it's made like any other tortilla.

Unit 3

1.38

In 1877, Thomas Edison made one of the first ever sound recordings. Edison predicted that sound recordings would be used for office dictation, speaking books, education, talking clocks and music.
In 1903, the first records were released with recordings on both sides of the disc. People used to listen to these discs on record players called gramophones.

In the nineteen-twenties sound recording met film. The first films with sound were called 'talking pictures'.

In 1962 the company Philips introduced the audio cassette tape player and one year later the first discotheque in America opened in Los Angeles.

The seventies and eighties saw the introduction of VHS video, cassette walkman and CD. The CD revolutionised the music industry.

It was in the early nineties that digital music and video appeared. In 1996 the first digital music player was sold in Japan. One year later the first MP3 player came out. But it wasn't until the beginning of the 21st century that digital music and MP3 players really began to become popular. In 2001 Apple released the first iPod, a portable MP3 player.

The history of sound recording has always been to make devices that are smaller, but contain more sound. The first record played for only six minutes and needed a large machine to play it on. The current generation of music players go in your pocket and can hold more than 15,000 songs, video and photographs.

1.42

Music has always been a very important part of film and television. A film can be completely transformed depending on the kind of music you use.

For example, if you want the audience to feel scared you want to use some kind of tension music. Here is an example of music that makes people feel tense or scared. It uses violins played on a very high note and very quickly.

Gentle music is good for making an audience feel calm and safe. I use guitar, violin or even piano. This kind of music is good with love scenes.

I sometimes use choral music for certain special scenes, or to make people feel sad. I use this for when a character dies in a film.

Finally, sometimes individual characters or ideas in a film have their own kind of music. I did the music for the British television programme *Robin Hood*, and every time the character of Robin appears you hear this kind of music. It uses trumpets, which are always good instruments for heroes.

In the past, to record the music for a film, the orchestra used to play in front of a large screen showing the movie, so the composer could get the timing just right. Now with computers, it isn't so necessary. Everything is much easier, and we do a lot of the work in the studio.

1.44

- 1 A: So, what did you think?
B: I don't know. Horror films, well, they should be thrilling, you know, be a bit scary.
A: I think so too.
B: And that film wasn't.
A: Oh come on, it was.
B: No, I don't agree. It was not scary.

1.45

- 2 A: Now, you believe that there are too many big budget action films in the cinema.
B: That's right.

A: And that there should be more space for films from around the world. More 'world cinema'.

B: Exactly. There are lots of great films from other countries, but we only see our own American films here. And I don't think that's right.

A: I agree with you there, John. So what films do you think we should see?

B: Well ...

1.46

- 3 A: What about this one?
B: What, a musical?
A: I know you think that musicals are terrible.
B: Absolutely, you're absolutely right. They are awful!
A: Well, maybe but ... I read this one was different. We always see the same films anyway.
B: Oh please. We see lots of different films. Last week we saw a French film.
A: Fine, you choose the DVD then.

Unit 4

1.48

- A: ...?
B: OK, well. My name's Josh Gross and this is Helle Hansen.
C: Hi.
B: And ... Well, we're aid workers with the Danish organisation Milene Nielsen Foundation. Helle, do you want to ... say something about it?
C: It's starting a new project in Guatemala next month. We're going to be in a small village ...
B: In the mountains.
C: In the mountains. It's a very poor place.
A: ...?
C: We're going to work with the children there.
B: Basically, we're going to be responsible for the children during the day. Playing, cooking ...
C: Cleaning ...
A: ...?
B: I'm a teacher originally, and Helle has a background in child psychology. We both wanted to help people.
C: I fell in love with Guatemala when I was there on a holiday two years ago. The people are friendly and the country is beautiful. I remember thinking: 'I'm coming back here one day.'
B: It's going to be my first time in Guatemala. I'm looking forward to going on this trip very much.
C: Yeah, me too.
A: ...?
B: Good question. I guess I would say that hope is the most important thing. If you don't have hope, you don't have anything.
C: Yes, this is especially true when you're working with people who have, really, *lost* hope. If you have hope, well that helps you keep going.

A: ...?

B: Thanks. We'll let you know how it goes.

C: Thank you.

1.52

A: An Inconvenient Truth? Isn't that a documentary from a few years about global warming? No. I haven't seen it, no. I heard it was interesting.

B: Well, of course I knew about global warming a bit before I saw the film... but, well wow. I mean, it really makes me think about what I'm going to do. If we don't do something now, we'll have serious problems in the future.

C: All I want to say is that I saw this film. It was a great documentary, and it's very, very important.

D: Oh, yes I remember this film. I saw it after Al Gore won the Nobel peace prize. I learned a lot. It was different from a usual Hollywood film.

E: I didn't like it. These kinds of documentary films are always frightening. And anyway, when this climate change happens, I'll be dead. So I don't want to worry about it now.

F: I haven't but my son saw this film at school, in his geography class and he was talking about it all evening. He said: "You'll think differently after you see it." I think it's good that he learns about this kind of thing at school.

1.53

1 A: Oh. Look at the time. My train's leaving soon.

B: Shall I pay for these?

A: That would be great.

B: OK. Wait. I don't have enough for both of them.

A: Hold on. How much is it?

B: £2.75.

A: I'll pay for it. Here's five. I really have to go now though.

B: Thanks again. Have a good trip, and see you next Monday!

A: Bye! See you Monday.

1.54

2 A: ...Hey! What time do you need to get to the airport?

B: I'm planning to be there two hours before the flight. Why?

A: Well, look at the time. The airport train leaves in five minutes.

B: Oh no.

A: I'm sorry, we were talking and I didn't see the time...

B: No, don't worry. I ... I won't take the train. I'll take a taxi.

A: A taxi? They're quite expensive. Let me drive you to the airport.

B: Really? That would be great. Thanks.

A: No problem. We can continue our conversation in the car.

1.55

3 A: Can I help you?

B: Yes, thanks. Erm, I ... I've missed my train. Can I use this ticket for the next train?

A: Yes, you can. The next train is the six o'clock fast train. You'll need to pay an extra ten euros for that. Or you can take the six fifty train and you don't have to pay anything extra.

B: OK, I'll take the six fifty train then. Thank you.

A: You're welcome.

1.56

1 A: Are you ready to order?

B: Yes. I'll have a salad.

2 A: I don't understand this.

B: That's all right. I'll help you.

3 A: The next train is in twenty minutes.

B: Shall we take it or wait?

4 A: Here, let me take those bags.

B: Thanks, but it's OK. I'll carry them.

1.57

1 Abdul, Libya

I'm learning English because it will be helpful for my career.

1.58

2 Olga, Russia

I am learning English because first of all I want to be a teacher of English in my country.

1.59

3 Mert, Turkey

I would like to work for some companies who work in Canada and USA and they need really good English skills and I have to speak English very well and to work for them.

1.60

4 Naif, Saudi Arabia

Well I believe that English is very important nowadays as you cannot continue studying without using English because it is the international language nowadays.

1.61

5 Arthur, France

I am learning English because I love it. I love the English culture, the American culture, its movie, its music.

1.62

6 Dain, South Korea

English is a world language so we need to study English. It is essential. And personally I want to be a politician or a diplomat, which my father wants. So I think English is the most important thing for a politician or a diplomat so that is why I am studying English in Britain now.

Unit 5

1.63

1 Oh, hello, good to see you. Listen, somebody has to work this Saturday morning. Susan has called in sick. Now, I know that you've worked every Saturday this month, but there isn't anyone else. That all right? You can take next Saturday off.

1.64

2 Excuse me? Yes, come here, please. Now, I don't know if anybody told you, but we have a dress code here. Employees mustn't wear jeans to work. It's not allowed. You don't have to wear a jacket and tie, but try to be a little bit more formal.

1.65

3 No, no, NO. How many times do I have to say this? You *can't* use the computer to send private emails and you *can't* send personal messages to each other on the computer. You are on company time, and you *must respect* that time. That means *working* everybody, and *not talking*.

1.66

4 It's OK, you know. Of course you can go on your lunch break now. You don't have to come in to my office and ask me every time. I like to keep things informal around here, and as long as everyone does their work then I don't see a problem. All right? By the way, I recommend the Italian restaurant on the corner if you don't know where to go. *Very good pasta*.

1.69

Good afternoon. My name is Robert Macarthur, and I'm here to talk to you about the serious leisure perspective.

The serious leisure perspective comes from the expert on leisure, Robert Stebbins, at the University of Calgary in Canada. He has been working on this theory since 1974. According to Stebbins, there are two main forms of leisure: casual leisure and serious leisure.

Casual leisure is just that, casual. Sitting about at home is casual leisure. Doing nothing is casual leisure. Watching television, reading a book. Maybe just going for a walk. Or chatting with friends over dinner. People enjoy doing these activities because they feel good, because they're relaxing, because they're fun.

For many of us here in America, leisure has a bad reputation because it's not work. We live in a society that says work is more important than leisure because leisure is lazy.

But there is another form of leisure, called serious leisure. Serious leisure activities are activities which lead to personal development.

Doing a sport regularly, like cycling, running, skiing, or swimming are examples of serious leisure.

Serious leisure activities can also include making things, or collecting things. Here, for example, is an image of a website for collectors of rubber ducks. This is funny, yes, but an example of serious leisure too.

Finally, serious leisure can mean volunteer work. By volunteer work, I mean unpaid work helping people other than your family. For example,

volunteering in a local hospital. Or in a school. Or in a home for old people.
I believe serious leisure is important because it's fun, yes, but it also satisfies a need in us, it can change our lives.

And now, moving on to my own research...

1.73

- 1 A: Right. Hello and thanks again for coming. The purpose of today's meeting is to give you all the information about ...
B: Excuse me. Could I just ask a question?
A: Yes, Mrs. Davies.
B: My son doesn't have all the books yet. Is this a problem?
A: Not at all. We can talk about the books in just a moment.
C: Can I add that my daughter doesn't have the books either? They haven't arrived.
A: Thank you Mr. Brown. Please don't worry about it now ...

1.74

- 2 A: And I think you will find that the starting salary is *very* good.
B: Yes. Thank you. May I ask about working hours again? I'm not sure that I understood. What time do you expect me to arrive in the morning?
A: Seven o'clock.
B: Fine. Seven o'clock. That's early.
A: We need people early in the morning to talk to our European offices.
B: Of course.
A: Is there a problem?
B: No, not at all. Not at all.

1.75

- 3 A: OK, so the next item on the agenda is ...
B: Can I say something here?
A: Is it about wages?
B: No, it isn't.
A: All right then. Because we aren't talking about wages in this meeting.
B: Can I just say that the dress code we have now is terrible. Terrible.
A: Thank you, David.
B: I *bate* these ties.
A: I know ... which is why we're talking about a change in the dress code.
B: Can I also mention that the trousers are so *uncomfortable*.

Unit 6

2.02

- 1 I did this last summer. It was an interesting part time job – much more interesting than the other jobs I've had. There were 15 of us in total. The study was in Texas and the scientists were looking at the effects of no gravity on the human body. For the study we had to stay in bed for 15 days. Every day the scientists put us in a special machine that turned us around and around upside down for an hour really quickly. I felt like my brain was in my stomach after the first day. But... at the end of the project I got \$6000

– enough to get me to Los Angeles and to look for work as an actor.

2.03

- 2 Many people think my work is just disgusting, but I think it's interesting. I spend all day working in people's rubbish. It's not as bad as you think. Not always, anyway. I often work at a city landfill, you know, the place where they put all the rubbish. Sometimes I study specific kinds of rubbish. I'm finishing a project at the moment on office rubbish: paper, plastic, that kind of thing. Office rubbish is much less disgusting than restaurant rubbish. That was last year's project.

2.07

- 1 www.ebay.it, that's I-T for Italy.
2 j324@hotmail.com
3 www.facebook.com
4 www.itt.com/english
5 Jason_17@gmail.com
6 www.myspace.com
7 www.amazon.de, not com, D-E...
8 sean@yahoo.co.uk, that's S-E-A-N. at Y-A-H-O-O dot C-O dot U-K

2.08

- 1 A: OK. Try now.
B: Nope. It's still not working.
A: Nothing? Can you see anything on the screen?
B: Yes. But when I click on the internet button nothing happens.
A: And now?
B: Yes! It's working now. Oh *thank you thank you*. What did you do?
A: The cable was old. I took a new cable and connected it up to the internet again.

2.09

- 2 A: So, tell me the problem again?
B: OK, when I try to print out a document the computer prints out a *different* document.
A: You mean, not the one you want to print?
B: That's right.
A: Have you tried ...
B: I've tried everything!

2.10

- 3 A: No, no, it's OK, the computer person is here now. You're here.
B: Yes? What's the problem?
A: Well, I try to open my email ... and ... I get this.
B: Urg ... yuk.
A: Yeah. Disgusting, huh?
B: Yeah. OK. Shut down the computer and leave it.
A: Is it a virus or something?
B: I'm afraid so.

2.11

- 4 A: Oh no. No!
B: What's wrong?

- A: The laptop's gone down again!
B: Did you save your work?
A: No.
B: You should really back up all your work. I always do.
A: Great ... Thanks for the advice.

2.12

- 5 A: Ok, ready to do this?
B: Yep. Definitely.
A: First, click on this button here.
B: OK ... done.
A: Now log on to the system.
B: What?
A: Log on. Type in your username and password.
B: Oh.
A: What?
B: I can't remember my password!

2.15

- A: Hi, excuse me. I noticed your bag. Are you going to the Technology conference?
B: That's right.
A: **Me too!** Could we share a taxi?
B: Sure.
A: The conference centre, please.
C: OK.
A: Have you been to San Francisco before?
B: Er, no. No I haven't.
A: **Neither have I.** Nice weather.
B: Mm.
A: My name's Frank, by the way.
B: Nice to meet you. Claudia.
A: Hi Claudia.
A: Where are you from, Claudia?
B: Frankfurt.
A: Wow. Frankfurt. You don't have a German accent at all.
B: I went to school in England.
A: **So did I.** Well, I'm English so ... I guess that's normal.
B: Yes, I guess.
A: Sooo ... do you work for ABT Technology?
B: Yes. I work in the Frankfurt office. This is my first conference.
A: Oh, I've been to lots of conferences. They're very boring you know.
B: Really?
A: Oh yes. The worst part is listening to our president, Lance Thomas.
B: Really?
A: Gosh yes. His talks are so boring. But the evening party is quite good. Do you like parties?
B: No, not really.
A: Ah. **Me neither.** Not really.
B: Thanks, Frank.
A: You're welcome. Are you staying in the conference hotel?
B: No, I'm not.
A: Ha. **Neither am I.** It's horrible. Where's your hotel?
B: I er... I don't know. Oh look, here's my

husband.

A: Oh. Oh.

B: Lance, this is Frank. Frank, this is my husband Lance.

A: Oh ...Er ...

D: Nice to meet you, Frank. Glad you could be here.

A: Hi.

2.16

1 Honor, England

I think that the most useful technical advance for me has been the internet, yes, because I can do things like bookings tickets and so forth.

2.17

2 Arthur, France

Television is very important for the information and for entertainment.

2.18

3 Sara, Italy

The most important useful technological advance is, we could say now is a computer. It's very important. I think that nobody could really live or work without a computer.

2.19

4 Antonis, Greece

I think the plane. The aeroplanes yeah.

2.20

5 Maxim, Russia

I think that most important technological advance for me is SMS services, of course so mobile phone, but especially SMS services.

2.21

6 Starla, England

For me the most technological advance I'd say is the internet. It's convenient and quick and saves you a lot of time.

2.22

7 William, Ghana

Well, I think the internet is the most important, especially when you are looking for information.

Unit 7

2.25

The concept of time in the English language, and in western culture in general, is very much linked to money. Time can be seen as a form of currency. You can spend time and money, or save it. Time can be wasted. You can give someone your time, just like you can give them money. We have free time, extra time, spare time and overtime. We can convert time into money, and money into time. Time, money and work are intimately connected.

2.35

1 A: Do you speak English?

B: A little.

A: How much is the shirt?

B: This one?

A: No. The checked one.

B: Hundred and fifty.

A: A hundred and fifty? That's expensive.

B: You can have it for a hundred and twenty-five.

A: A hundred and ten?

B: Sorry, no. A hundred and twenty-five.

A: No thanks. I'll leave it.

B: OK! OK! A hundred and ten.

2.36

2 A: Hello. Can I help you?

B: Can I have some of these, please?

A: Which ones, love?

B: The red and white ones. They'll look nice in the living room.

A: Right. Here you are. Three pounds.

B: Thank you.

A: Would you like one of these small plants? They're lovely at this time of year.

B: Oh. All right. How much is it?

A: Only 75p.

B: I'll take it. Here you are.

A: Here's your change.

B: Goodbye now.

A: Bye.

2.37

3 A: Puedo ayudarte?

B: Sorry, I don't speak Spanish.

A: Can I help you?

B: No, I'm just looking, thanks.

A: OK.

B: Sorry, yes. How much is this book?

A: Two euros.

B: Only two euros. That's cheap.

A: Yes. I put the price at ten euros. Nobody wants to buy it. At five euros. Nobody wants to buy it. So I made it cheap. Two euros. Do you want to buy it?

B: Oh.

A: What's wrong?

B: I'm the author.

A: The author?

B: Yes. I wrote it. I'll take it. For two euros.

Unit 8

2.40

1 The Tower of London was originally built in 1078. It was used as a home for the kings and queens of England for almost six hundred years, but also served as a prison. Two of the most famous prisoners in the Tower were the young princes Edward and Richard. In 1483, Richard the Third, their uncle and king of England, put them in the tower. They were never seen again. The princes were ten and thirteen years old. Today, people say the tower is haunted by their ghosts.

2.41

2 A: Look, look!

B: Oh, I recognise this place. It's from a film.

A: Yes, it's the house from some scary

movie.

B: Right! It was used in the film Psycho.

A: Hold on, the guide says... this is probably one of the most well-known film set houses in Hollywood history. The old house and motel next to it were built originally for the Hitchcock film Psycho in the 1960s.

B: Mmm.

A: Sometimes, at Halloween, the house and motel are opened for the public to come and stay.

B: Brrr. Staying at this place on Halloween? No thank you.

2.42

3 Well, welcome to Bran Castle, one of the most famous castles in Romania. The castle was occupied by the government in communist times, but was returned to its owners in 2006.

Of course, as many of you know, the castle is known as Dracula's castle. People believe that Vlad Tepes – the original Dracula – lived here. This isn't exactly true, however, but he *was* kept as a prisoner here for some time. The castle is now a famous tourist attraction, and it is visited every year by thousands of people.

2.46

1 A: Well, now is really the time to visit the United States.

B: Really?

A: Oh yes. The dollar is not very strong, so things are really cheap.

B: Oh. I wanted to go to France. But, cheap is good.

A: Listen, if you travel this month you'll get an extra twenty percent discount.

B: This month isn't possible.

A: Next month?

B: Yes. I have a week's holiday next month. Are there any specials then?

A: I'll ask if you like.

B: Yes, please.

2.47

2 A: And here is the main square and the tower. The tower is more than five hundred years old, and it's the tallest building in the city.

A: The view from the top of the tower is truly amazing. Today, with this beautiful sunshine, if you go up the tower, you won't regret it.

B: Excuse me, does it cost anything to go up the tower?

A: I'm afraid so. It costs eight euros.

2.48

3 A: These are the carpets. I thought you were going to show me the food part. And have some lunch.

B: Yes, yes. The food is on the other end of the market. Do not worry, my friend. We'll go there later if you want. As your guide, though, I have to show you everything. Look, isn't this amazing?

A: Mmm.

B: Some of these carpets take more than two months to make. They are all made by hand.

A: I'm just hungry, that's all.

B: Are you sure? If you buy one of these carpets now, I can get a good price for you.

A: Oh. Well ...

B: She says if you buy two she will give you a big discount.

A: OK, then. How much ...?

2.51

1

A: Hello, Greenway Holidays.

B: Hi, my name's Pablo Alonso. I'm calling about the English learning holiday.

A: You need to speak to Mrs. Knight. I'll put you through.

B: Thank you.

A: Just a moment, please.

2.52

2

B: Hello?

A: I'm sorry, but the line's busy. Do you want to hold?

B: OK, I'll hold.

2.53

3 A: Hello?

B: Hello, is that Mrs Knight?

A: No, I'm afraid she isn't here.

B: Can't you give me information about the English learning holiday?

A: I'm sorry, I can't. Can I take a message?

B: No, that's all right. I'll call back.

2.54

4 A: Hello, Greenway Holidays.

B: Hello, this is Pablo Alonso again. Can I speak to Mrs Knight?

A: I'll put you through.

C: Sandra Knight speaking. Sorry to keep you waiting.

B: Oh, hello. My name's Pablo Alonso. I'm calling about the English learning holiday.

C: What would you like to know?

B: Well, I've looked on your website and I have a few questions about the cost.

C: Right, of course, Mr Alonso. Our prices, I think you'll find, are very competitive ...

2.56

1 David, Georgia

So homes in Georgia are very big – some big ones and so we have two kind of homes. There are block of flats – there are many of them and we also have houses and houses are usually are in the outside the country – in the villages.

2.57

2 Elena, Russia

In my country we have different homes like in England, because in England many people

live in cottages, yes, but in my country we have very big houses. Many flats, but no so big, but good, and mostly Russian families have a cottage – it's not a cottage, it's maybe a little house in the countryside where we can grow fruit and vegetables but we don't live in these cottages, but what I can say more. Maybe prices – if you buy – if you sell your flat in Moscow you can buy three houses in Great Britain.

2.58

3 Valerfa, Bolivia

I would say homes in Bolivia are much more coloured. Here, above all in Oxford, all the homes are looks very similar I would say and in Bolivia you can find a red house just besides a yellow house and it is a pretty nice combination of colours.

2.59

4 Katie, Northern Ireland

Where I live in Belfast homes are quite varied. In inner city Belfast you have very small red brick terraced houses. Two up and two down houses and they – I think they date from the 1800s – they sort of typify whenever you think of the city you think of red brick terraced houses.

2.60

5 Bea, England

Homes where I live are quite large. In my street in particular the houses have four or five bedrooms. They are usually shared between lots of different house mates. I personally live with two people I didn't know before and now one of them is a very good friend. The houses have kitchens and separate living rooms and dining rooms and the best thing about my house is that it has a large garden.

Unit 9

2.61

The common cold can be caused by more than 200 different viruses.

An adult gets between two and five colds a year, while for children or babies the number is higher; between 6 and 10 colds a year.

From the moment you get a cold to the moment you feel the symptoms is between 24 and 48 hours.

The total time in your life that you will have a cold is two to three years.

The common cold is not a deadly disease, but it is expensive. In the US alone, experts estimate that it costs the economy 3.5 billion dollars in lost time at work and school.

2.65

1 You should eat hot chicken soup as soon as you feel ill.

2 Just drink water. Lots of water.

3 Drink orange juice and lots of vitamin C.

4 I think you should eat foods with vitamin A, like carrots.

5 Drink hot water with lemon and honey in it.

6 I think you should drink water with a

spoonful of salt.

7 Breathing hot steam works. Go for a sauna.

8 You should eat garlic. It works, I promise!

9 Just take two aspirin and stay in bed.

10 Cold medicine. Take cold medicine.

11 You shouldn't do any exercise. You should stay in bed. Don't go out.

12 I don't think you should stay in bed. Be active. Go out.

13 What you should do, what you really *ought* to do, is to wash your hands regularly.

14 You should stay dry. Don't wash your hair or go out in the rain.

2.70

A: Harry, is that you?

B: Yes, yes... I'm home.

A: Well, what did the doctor say?

B: Er. Nothing much. She said I was healthy. No serious problems.

A: Oh, that's wonderful. Did she say anything about a diet?

B: A what?

A: A diet.

B: Oh, oh yes. She said, she said... I could eat *some* red meat. Just once a week.

A: That's good. You do eat a lot of meat. What about salt and sugar? Shouldn't you cut down on those?

B: Um. No, no she didn't say anything about salt or sugar.

A: Oh. That's strange. What about coffee?

B: Er, coffee, yes, coffee.

A: You drink five cups of coffee a day. Isn't that too much?

B: Oh yes. She told me that I could only drink ... two cups a day.

A: OK. And can you go back to work?

B: Yes. I start tomorrow.

2.72

A: Hello, can I help?

B: Yes, I erm, need something for a sore throat. It really hurts.

A: Well, we have this syrup or these tablets.

B: Which is better?

A: They're both good. The syrup is more expensive.

B: Oh, well ... I'll take the tablets then. How many do I take?

A: Just one ...

B: Sorry. I'm sorry. And how often should I take it?

A: Just one every four to six hours. Take it before meal times. Are you allergic to any medicine?

B: No.

A: Then you'll be fine with this.

B: Can I get some antibiotics too?

A: I'm afraid you need a prescription for that.

B: Oh.

A: You know, you should really see a doctor if that cough continues.

B: I know. I know.

A: Anything else?

B: No thanks.

A: That'll be £4.50 then please.

Unit 10

2.73

- A: So, your book *Brave New Words* is all about new words in English. How do new words appear?
- B: One of the most common ways of making new words is simply to combine two words which already exist. So for example in the past we had texts, and we had messages, now with mobile phones we have ...
- A: Text messages.
- B: Yes. That's right. Another common way of making a new word is to combine parts of words. Consider *brunch*. *Brunch* is a meal that people can have at 11 o'clock in the morning, a combination of breakfast and lunch.
- A: So combinations are how new words are made.
- B: There are other ways too. Abbreviations, for example, are a common way of making new words. Do you know what a digital versatile disc is?
- A: Errr...
- B: A DVD...?
- A: Of course.
- B: Yes, the abbreviation becomes the new word. Another way is to give a word a new meaning. We have new meanings for all kinds of words connected to computers – for example mouse and virus.
- A: Or windows.
- B: Yes. Finally, we can borrow words from other languages. An example of this would be a tsunami – a Japanese word which became very frequent in English after the natural disaster in Asia in 2004.
- A: Will all these new words continue to exist?
- B: Maybe not. Some will continue, others won't. But the way we create these new words ... combination, abbreviation, giving old words new meanings or borrowing words ... well these are going to be with us for a long time.

2.77

In 1929 many people in the United States suddenly lost their jobs. This was the beginning of what Americans call the Great Depression, and it lasted for about four years. During the Great Depression, two of the most famous board games in the world were invented: Monopoly and Scrabble. While the games are very different, the story behind each one is similar ...

Alfred Butts, the inventor of Scrabble, and Charles Darrow the inventor of Monopoly, were both American. Neither inventor had a job. Butts had lost his job as an architect in 1929, and Darrow was an unemployed sales representative in 1933. At the beginning, the inventors made every edition of their game by hand. Neither game was accepted by toy companies at first. They said that Monopoly was too complicated, and that nobody would be interested in

Scrabble.

Both games are played on a board, and can be played by two or more people.

Both games have been extremely popular: according to its makers, more than 750 million people have played Monopoly, and two hundred million copies of Scrabble are sold every year. Both of them are successful worldwide. They are published in over 25 languages today, and are available in more than 80 countries.

2.79

- 1 A: Oh, hello, there you are.
B: Hello.
A: Listen, I'm afraid there's some bad news.
B: Oh?
A: Yes. The thing is, the company is closing.
B: Really? When?
A: Tomorrow. The whole thing. It's been sold.
B: Sold?
A: Yep.
B: So... so, what's going to happen to everyone?
A: There'll be an official announcement. Oh, here's my floor.
B: Er ... I'm still ...
A: Anyway. Sorry to rush off. Talk later, ok?
B: OK. Bye
A: Goodbye.

2.80

- 2 A: Phew. Isn't it hot?
B: Hmm. Sorry?
A: I said, isn't it hot?
B: Yes. Yes. Very hot.
A: I can't remember a summer like this since ... since the nineteen seventies.
B: Yes. It is very hot.
A: Nineteen seventy-six it was.
B: I don't really remember, I was quite ... young then.
A: I guess you were. Well, it was so hot that...
B: Really.
A: Yes. I was in love then ...
B: Oh look. Here's my floor.
A: Oh.
B: Well, I have to go. Nice to talk to you.
A: Yes, yes.
B: Goodbye.

2.82

- 1 I know, I know. It *was* funny. Anyway ... talk to you tomorrow OK? Yep.
2 ...and so that's what we'll do. Right, that's it. We'll continue after the break, OK?
3 A: What time does the film start?
B: Nine o'clock.
A: Nine o'clock. OK, see you then.
B: OK, bye.
4 Well, I think that's it. Yes, I'll send the email.

Bye.

- 5 A: Was there anything else?
B: No ... I don't think so.
A: All right. You can pay over there.
B: Thanks. Bye
A: Bye.

2.83

- 1 Arthur, France
My favourite expression in English is 'Oh my god'! That's it! Because we heard this expression very often in movie, in television and I think it is a cliché of English people or American people. Oh my god.

2.84

- 2 Diego, Italy
There are a lot of very interesting words in English. My favourite word is for example love.

2.85

- 3 Kristina, Russia
My favourite words in English. I think when I came to England last year every said, oh he looks gorgeous and it's gorgeous, the weather is gorgeous and so it became my favourite word.

2.86

- 4 Elodie, Switzerland
My favourite words in English are – I really like the word perhaps. I don't know why – because of the sound, because of the pronunciation, I don't know. Perhaps. What else? Well I don't know.

2.87

- 5 Semih, Turkey
For me, my favourite words in English are awesome and legendary. I don't know why because when I say awesome or legendary it makes me feel happy.

2.88

- 6 Bea, England
My favourite words in English are 'you know' because they are very useful words. When you are not sure what to say you can use them to fill in a sentence and they are very good words to give you time and so that you can think about, concentrate on what you are thinking and may be think of different ideas, you know.

2.89

- 7 Guy, England
One of my favourite words in English is harmony. I think it's a nice word, it's got a nice sound to it. I like the structure of the word. I think the ideas that it represents are very positive whether you are talking about musical harmony or artistic harmony or harmony when people work together well or understand each other well and I think probably there's a similar word in many other languages so it's a word that people understand quite easily.

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