

Let there be love!

7

- **Language focus** Modals and related verbs
- **Vocabulary** Common verbs – *get*
- **Everyday English** Exaggeration and understatement
- **Reading** From India to Sweden with love
- **Listening** Professional matchmakers!
- **Writing** Arguing your case

‘When the power of love
overcomes the love of power,
the world will know peace.’

Jimi Hendrix

?

- 1 Look at the photo. What do you think has happened? Do you think it's still romantic for men to ask this question as a surprise, or is it old-fashioned?
- 2 Explain the quote. How close is the world to achieving this? Is it possible to love someone *and* want to have power over them?



Watch the video introduction



Use your **Workbook**
for self study



Go **online** for more practice
and to *Check your Progress*

Language focus

Modals and related verbs

TEST YOUR GRAMMAR

Modal verbs have many meanings. Match the sentences to their meanings.

- | | |
|--|-------------------------------|
| 1 She can ski very well. | a permission |
| 2 Can I park in your drive? | b advice |
| 3 You must have a driving licence. | c obligation |
| 4 They must be in love! | d ability |
| 5 We must get an early night tonight. | e (un) willingness |
| 6 You should stop seeing him. | f probability/
possibility |
| 7 I'll help/ won't help you. | |
| 8 It might snow tonight. | |
| 9 He may be coming later. | |

We can work it out!

- Look at the photos. What do you think the people are talking about?
- 7.1 Read and listen to conversations A and B. Underline all the modal verbs. What are their meanings?
- 7.2 Listen to two similar conversations. Which expressions are used *instead of* the modal verbs? Write the expressions in the correct column. Compare answers with a partner. Listen again and check.

Conversation A	Conversation B

LANGUAGE FOCUS

- Match the modals in the box with their related expressions.

should	ought to	may	must	won't
can	will	might	could	

be able to	If I were you, I'd ...	be likely to
manage to	promise to	had better
be allowed to	refuse to	Why don't you ... ?
be bound to	have (got) to	It's possible that ...

- Put these sentences into the past and future.
She **can** speak Spanish. He's **able to** speak three languages.
I **must** go. I **have to** go.

Grammar reference 7.1–7.3 pp158–160



A

- A I think you should swallow your pride and forgive and forget.
B Never! I will not!
A You'll have to in the end. You can't ignore each other forever.
B I might forgive him, but I can never forget.
A It must be possible to talk it over, and work something out.
B Oh dear! I just don't know what to do for the best.

B

- A What the ... where d'you think you're going?
B What d'you mean?
A Well, you can't turn right here.
B Who says I can't?
A That sign does mate. 'NO ENTRY'. Can't you read?
B I couldn't see it, could I?
A You should get your eyes tested, you should. You're not fit to be on the roads!



Practice

What are they talking about?

1 7.3 Listen and complete the conversation.

- Who are the people talking?
- What is the secret?
- Who do you suppose Claire is?

The secret!

A You won't tell anyone, ¹ _____ you?
B Of course I won't.
A He ² _____ find out! You ³ _____ tell a soul.
B Trust me, I'm your brother. I ⁴ _____ say a word. I promise.
A But I know you. You ⁵ _____ tell someone.
B Look. I really ⁶ _____ keep a secret, you know. Oh, but ⁷ _____ I tell Claire?
A That's fine. She's invited, too. What do you think I ⁸ _____ wear?
B You're asking the wrong person, but, ⁹ _____ buy something new and expensive. It's not every day you ...

2 Practise the conversation with a partner.

3 7.4 Listen to another conversation and answer the questions.

- Who are the people?
- How old do you think they are?
- What are they talking about?
- Which modals or related verbs do you hear?



Discussing grammar

4 Which of the verbs or phrases below can fill the gap correctly? Cross out the verb or verbs which cannot. Check your answers with your partner. What are the differences in meaning?

1 I _____ be able to help you.

- a won't ~~b can't~~ c might d may

2 Did you _____ keep it secret?

- a could b manage to c able to d have to

3 You _____ be exhausted after such a long journey.

- a must b can c had better d are bound to

4 The book is optional. Our teacher said that we _____ read it if we don't want to.

- a mustn't c don't need to
 b don't have to d aren't supposed to

5 I absolutely _____ work late again tonight.

- a will not c might not
 b should not d refuse to

6 _____ hold your breath for more than a minute?

- a Are you able to c May you
 b Can you d Could you

7 _____ tell me where the station is?

- a May you c Are you able to
 b Could you d Can you

8 _____ I have some more dessert?

- a Could b May c Will d Would

9 Will you _____ come on holiday with us?

- a can b be able to c be allowed to d may

10 You _____ go to England to learn English.

- a should b don't have to c mustn't d could

11 You _____ worry so much. You'll make yourself ill.

- a mustn't b shouldn't c don't have to d can't

12 I _____ call home.

- a 'd better b ought to c am likely to d had to

Related verbs

- 5 Replace the words in **bold** with a modal verb.
- 1 I **wasn't able to** go to Tara's wedding. I was ill.
 - 2 He's **bound to** win the race. I just know it.
 - 3 You'd **better** pack a jumper. The evenings are chilly.
 - 4 She **refuses to** share her toys with anyone!
 - 5 I don't know – but I think he's **likely to** fail his driving test.
 - 6 **Am I allowed to** use my phone, or **have I got to** turn it off?
- 6 Use the words in brackets to rephrase the sentences.
- 1 I just know it'll rain at the weekend. (*bound*)
 - 2 Can you tell which twin is which? (*able*)
 - 3 I should wear a suit for work, but I don't. (*am supposed*)
 - 4 You mustn't tell anyone about it. (*'d better not*)
 - 5 He wouldn't put out his cigarette. (*refuse*)
 - 6 He finally gave up smoking. (*succeed in*) (*manage*)
 - 7 My parents say I can't have a puppy. (*allowed*) (*won't let*)
 - 8 You ought to take it back and complain. (*should*)
(*If I were you*) (*had better*)
- 7 Work with a partner. Underline the modal verbs in **A**. Match them with an expression in **B**.

A

- 1 I can take you to the airport, after all. f
- 2 May I make a suggestion?
- 3 You can smoke in the designated area only.
- 4 You shouldn't wear red, it doesn't suit you.
- 5 You must obtain a visa to work in Australia.
- 6 You should always make an appointment.
- 7 You'll pass. Don't worry.
- 8 You mustn't walk on the grass.
- 9 I couldn't get through, the line was engaged.
- 10 I won't discuss the matter any further.

B

- a Is it OK if ... ?
- b I didn't manage to ...
- c If I were you, I wouldn't ...
- d You're bound to ...
- e You are required to ...
- f I'll be able to ...
- g You're allowed to ...
- h I refuse to ...
- i It's always a good idea to ...
- j You aren't permitted to ...

7.5 Say the rephrased sentences aloud to your partner. Listen and check your answers.

- 8 Complete the expressions in **B** in 7 with your own ideas. Compare with your partner.
I'll be able to come on Saturday after all.


Check it

- 9 Correct the sentences. Some have errors in form, others in meaning.
- 1 We'd better to go inside – it's starting to rain.
 - 2 Only gym users are able to park here.
 - 3 I haven't prepared my talk. It should be a disaster.
 - 4 My mum won't let me to stay out after 11.00.
 - 5 If anyone ought know the answer, it's you!
 - 6 You don't have to drive through a red light.
 - 7 Are you able to smell something burning?
 - 8 I'd better go now, wouldn't I?
 - 9 Will I give you a hand carrying those bags in?
 - 10 When the plane caught fire, the passengers could escape via the emergency chutes.

Speaking


- 10 7.6 Look at the signs and tell your partner what they mean, using informal spoken English. Then listen and compare.

An exciting phone call

1  7.7 Read and listen to one side of a telephone conversation between **Isabel** and **Rick**.

- Why is Isabel so excited?
- Where is she going?
- Who do you think David is?
- Why is she calling Rick?

2 Work with a partner. What do you think Isabel says in the conversation?

3  7.8 Listen to the whole conversation and compare your ideas.

4 Practise the conversation with your partner. Try to remember Isabel's lines.

SPOKEN ENGLISH

Echo questions

1 What is unusual about Rick's questions?

a I I've won a trip to New York.

R You've won what?

b I I'll be staying in the Ritz Carlton.

R You're staying where?

c I David and I have split up.

R You've done what?

What emotions do Rick's questions express? Does he really not know the answer?

2 Work with a partner. Take turns to read the statement and ask the questions.

1 My mum and dad went to Alaska on holiday.


'They went where?'

2 I got home at 5.00 this morning.

3 Laura paid €300 for a pair of jeans.

4 I saw the president while I was out shopping.

5 He invited me to the palace for a drink.

 7.9 Listen, check and practise. Pay attention to stress and intonation.

R Isabel, hi!

I ...

R You've got to talk to me – about what?

I ...

R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to identify loads of states in the US?

I ...

R Never! I don't believe it. What's the prize?

I ...

R You've won what? You must be kidding! That's brilliant. For how long?

I ...

R You're staying where? The Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?

I ...

R I thought so. Not that I've been there, of course.

I ...

R What do you mean? How would I ever be able to?

I ...

R You can't be serious? You know I'd love to! But why me? Surely you should be taking David?

I ...

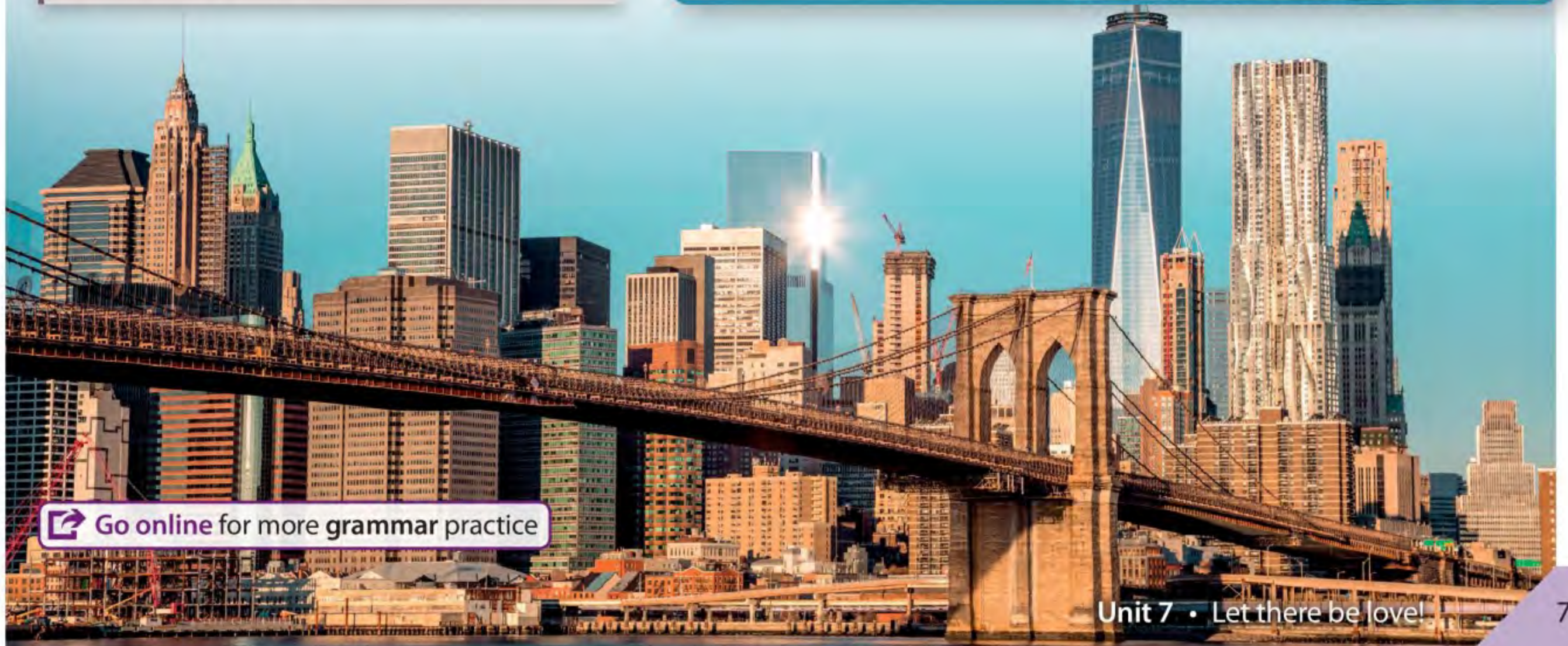
R You've done what? When? I didn't know.

I ...

R Well, what can I say? How could I possibly refuse an offer like that?

I ...

R I certainly will!



Reading and speaking

From India to Sweden with love

- 1 Look at the pictures. Read the introduction and the headings – they are the synopsis of a love story. Discuss in small groups. What do you think happens? Share your ideas as a class.
- 2 Read through the rest of the text quickly. Were your ideas correct?
- 3 All these words and expressions come from the story. Read the text again. Make notes about what they refer to, then go through them with a partner.
 - December 1975
 - January 1976
 - VW camper van
 - an astrologer
 - his blessing
 - a ladies' Raleigh
 - a German girl
 - Switzerland
 - border guards
 - train tickets
 - 16 months
 - Kid Sid
- 4 Who from the story could have said these lines? About what?
 - 1 'I won't give up! I'll find a way.'
 - 2 'We can remember when our eyes met.'
 - 3 'He won't marry a local Indian girl.'
 - 4 'You have my blessing. I wish you happiness in your life together.'
 - 5 'I can't afford that bike. I'd better buy this one.'
 - 6 'I was so grateful. He took me to a hospital.'
 - 7 'It's a good likeness. I'm going to hang it in my office! You can go!'
 - 8 'You're a talented artist, on an incredible journey! How can I help you?'
 - 9 'Don't cry! I always knew you would turn up.'
 - 10 'They are soulmates. We love that about them.'

In your own words

With your partner use the word prompts in 3 to tell the story in your own words.

What do you think?

- Do you believe in love at first sight? Why/Why not?
- Were you surprised in any way by the attitude of PK and Lotta's parents?
- Do you believe in having a 'soulmate'? Why/Why not?
- Why does the world like a love story?
- What problems might you face if you tried PK's journey today?

▶ Watch a video about a couple who met on a blind date.



"I cycled from India to Europe for love!"

It was December 1975, and in New Delhi, India, a street artist, known as PK, met a Swedish tourist. They fell in love. It was love at first sight. But she had to return home. He refused to give up. Months later, he set off on a 7,000 km bike trip to join her.

Short-lived married bliss!

Pradyumna Kumar Mahanandia, (PK), was a street artist from what was known as the 'untouchable' caste. He was drawing portraits of tourists, when he met a young Swedish student, Charlotte von Schedvin (Lotta). She was travelling round India in a VW camper van with friends, and she had asked him to draw her. Now, after more than 40 years of marriage and two children, they can still remember every detail of their meeting.

PK holds up a palm leaf inscribed by an astrologer and given to his parents on the day he was born. 'It says that I would marry a foreign lady with white skin who was musical,' he tells me. 'I knew it was Lotta as soon as I saw her.'

In January, 1976, just a few days after they met, the couple made the journey to PK's home village in Orissa, in the east of India, to meet his family and get married. PK's father gave them his blessing, but their married bliss was short-lived. Lotta had to get back to Sweden to continue her studies, but she made PK promise that he would follow her. So, with her companions in the camper van, she began the long trek back, *overland* through Asia and Europe.





An impossible journey made possible

For some young lovers, this might have marked the end. Not so for PK and Lotta. Letters flew between the two. Still sketching tourists, PK started planning the seemingly impossible – an overland journey of 7,000 km to rejoin Lotta in Sweden.

‘Flying was out of the question,’ he says. Eventually, he realized a pushbike might offer him salvation and bought a ladies’ Raleigh – it was half the price of the men’s model. He set off with his passport, a spare pair of trousers, a sleeping bag – and \$80 sewn into his clothes.

The route was tough, through Pakistan, Afghanistan, Iran, but PK recalls it fondly. He says he became part of a ‘family’ on the hippy trail. ‘We helped each other. We looked after each other,’ he says. He talks of how he helped a German girl, after a car accident in Afghanistan left her badly injured; and of how a Belgian traveller pointed out to him that Sweden was, in fact, a different country from Switzerland!

His talent as an artist attracted attention along the way. He managed to get past the border guards into Pakistan by drawing their portraits. He earned enough money to eat and travel – Lotta says being an artist was a kind of currency for him. ‘He could get very close to people quickly. When you draw them, they trust you.’

PK ditched the old bike and bought a slightly less shaky one. He was getting there, slowly but surely. Were there any doubts at all? ‘On the journey, I had doubts that I would die and wouldn’t be able to fulfil my meeting with Lotta,’ he says. ‘But I knew in the next life I would find her,’ he says. Lotta adds that she had no doubts. ‘It was just a matter of time that you would turn up,’ she says. ‘His journey was a test for us being separated.’

PK’s journey was accelerated when Linnea – the German girl he had helped – sent him a train ticket to Vienna, and again when a gallery owner in the city, impressed with both his story and talent as an artist, handed over the means to the final leg of his journey – tickets to Copenhagen and Gothenburg.

Together again

About 16 months after their parting as newlyweds, PK and Lotta got together again. It was a moment of intense emotion. PK, overcome with excitement and tiredness, started to cry. Lotta took him for a walk in the local park, where they sat among the flowers, drinking coffee.

‘It was a great step for my parents to embrace our lives together,’ says Lotta. ‘My mother had been initially cautious, but I had my willpower and strong belief that this would work.’

They never seriously considered returning to India to live. But they set up a scholarship for children in PK’s village. Their children, Emilie and Karl Siddhartha – known as Kid Sid – are now 31 and 29. ‘I love that they know that as soon as we met, we wanted to be with each other,’ says Lotta. ‘We will never be separated.’

PK says, ‘Bumping along on my bike, my goal was just to get to Lotta.’

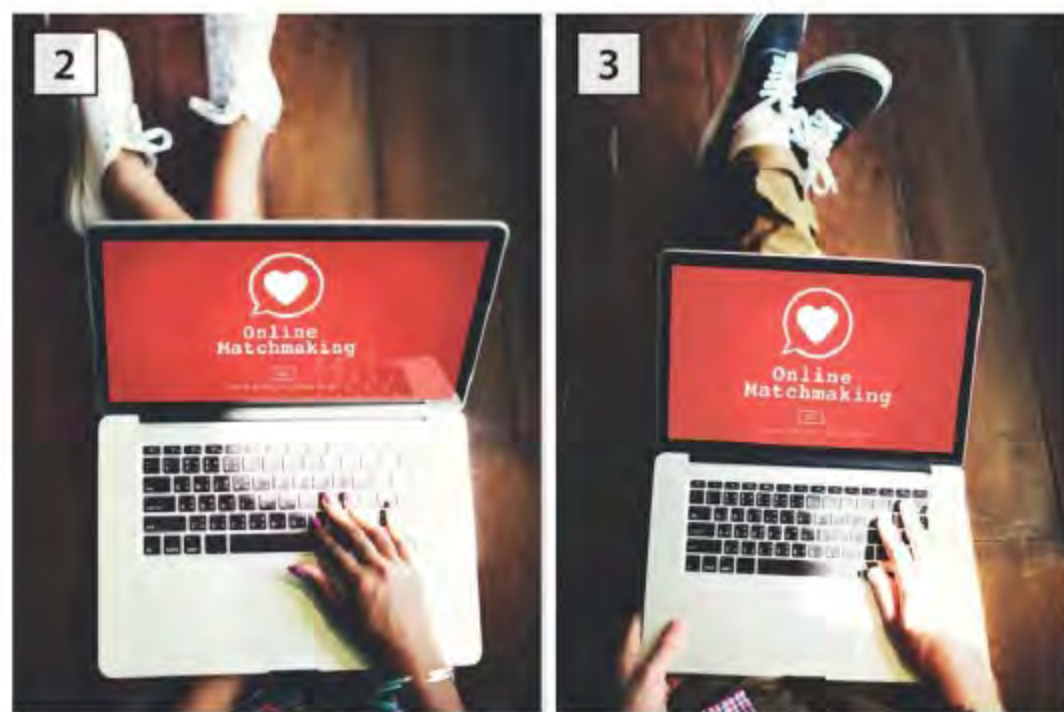


Listening and speaking

Professional matchmakers!

1 Work in small groups. Discuss together.

- What story do photos 1–5 illustrate?
- What are common ways for people to meet their marriage partner?
- How did your parents meet?
- How and why do people sometimes 'matchmake' for each other?



2 7.10 Listen to and read the introduction to a radio programme about matchmakers. Answer the questions.

- 1 What does the presenter say may be 'antiquated' today? Why?
- 2 Where are the two matchmakers from?
- 3 How do you think their approach to matchmaking might differ?

BBC WORLD SERVICE – The Conversation: 'Matchmakers'



Kim Chakanetsa:

Hello, and welcome to *The Conversation*. Today we are talking about love with two matchmakers.

In an age where meeting the love of your life is a matter of logging on, the notion of paying someone to help you find love may seem a little antiquated. 'Not so,' say my guests, who have brought together many couples over the years. My first guest is **Aleeza Ben Shalom**. She's based in Philadelphia in the United States. Aleeza, welcome.

ABS: Hi Kim, thank you.

KC: My other guest, **Geeta Khanna** describes her role as that of a professional matchmaker and she's based in New Delhi. Geeta, hello.

GK: Hello, how are you?

KC: Very well, thank you. Now, let's get started.

3 7.11 Listen to the rest of the programme. Answer the questions.

- 1 Aleeza and Geeta both compare a first date to a job interview, but they have different views. What are they?
- 2 What examples do they give of 'typical questions'? What are less typical?
- 3 Why does Aleeza say that a bit of coaching is necessary? What does Kim say about this?
- 4 Who charges the most for their services? What does Kim think of their fees?
- 5 Why do you think Aleeza says 'How expensive is divorce?'
- 6 Why does Kim say 'Wow!' when she hears how Geeta met her husband?
- 7 Why does Geeta think marrying young is a good idea?
- 8 What has changed about the gender balance and people's expectations over the years?

What do you think?

- What is the best age to get married?
- Are matchmakers a good or bad thing? Make a list of possible advantages and disadvantages.
- Is a blind date matchmaking?
- Would you ever use any kind of matchmaking?

Writing p137 Arguing your case – For and against

Vocabulary and speaking

Common verbs – get

- The verb *get* has many different uses. Look at the cartoon. Explain what's happened. Why is it funny?
- Look at the examples of *get* from this unit. Replace the words in **bold** with one of the words or phrases below.

become begin marry pass reach return listen to this
were reunited haven't had a good relationship

- Well, **get this!** I've won!
- We **haven't been getting on well** for ages.
- I think we should **get married**.
- She had to **get back** to Sweden.
- He managed to **get past** the border guards.
- He could **get** very close to people quickly.
- PK and Lotta **got together again**.
- My goal was just to **get to** Lotta.
- Let's **get started!**

Phrasal verbs with get

- Get* can combine with particles to make phrasal verbs. Complete each group of sentences with one particle from the box below. (Careful, only six of the particles are used.)

at away into off on out over round through up

1	If news of this gets _____, there'll be a huge scandal! You always get _____ of doing the washing-up. It's not fair! I'm in a hurry! Get _____ of the way!
2	You're always getting _____ me! Leave me alone! What are you getting _____? Just say what you mean! I can't get _____ the sugar. It's on the top shelf.
3	It took him ages to get _____ the operation. He couldn't get his point _____ to the audience. They didn't understand. I can't get _____ how much your children have grown!
4	We got _____ to page 56 in the last lesson. That man is getting _____ to no good. I think he's a thief! I had to get _____ at 5 a.m. to catch the plane.
5	I couldn't get _____ to Joe. His phone was switched off. I failed, but Bob got _____ his driving test first time. We got _____ loads of money on our holiday.
6	She can always get _____ her dad! She gets exactly what she wants. Sorry! I haven't got _____ to answering your email yet. I can't see how we get _____ this problem. It's really difficult.

7.12 Listen and check.



- Find a phrasal verb in 3 which can be replaced by ...
 - avoid
 - criticizing
 - recover
 - explain
 - behaving suspiciously
 - passed
 - spent
 - solve

Talking about you

- Ask and answer these questions with a partner.
 - How do you get on with your parents?
 - What have you got to do when you get home tonight?
 - How do you usually get in touch with friends and family?
 - When did you last get angry? Why?
 - What are two things that always get on your nerves?
 - How often do you get your hair cut?
 - In what ways is your English getting better?
 - Are you worried about getting old?
- Try to rewrite the questions in 5 without using *get*. Is *get* generally more formal or informal?

Go online for more vocabulary practice

Everyday English

Exaggeration and understatement

- Which nationalities have a reputation for being passionate, spontaneous and temperamental? Which nationalities are more controlled and reserved?
- Which of these declarations of love are exaggerated? Which are understated?

I adore you and I can't live without you.

I'm really rather fond of you.

I'm absolutely crazy about you.

We get on pretty well, don't you think?

I worship the ground you walk on.

I quite fancy you, you know.



- Match a line in A to a line in B. Use a dictionary to look up new words.

A	B
1 They are obviously madly in love.	a You're not kidding. He was totally out of order!
2 I think Tony was a bit rude last night.	b Well, yes, I was a bit upset.
3 His family are pretty well off, aren't they?	c I suppose it is a bit chilly.
4 I can't stand the sight of him!	d Yes, it was a nice little break.
5 I'm knackered. Can we stop for a rest?	e You can say that again! They're absolutely loaded!
6 I'm absolutely dying for a drink!	f Yeah, they do seem to get on quite well.
7 She isn't very bright, is she?	g Yes, my throat's a bit dry, I must say.
8 I bet you hit the roof when she crashed your car!	h Too right! She's as thick as two short planks.
9 I'm fed up with this weather! It's freezing.	i OK. I feel a bit out of breath, too.
10 Well, that was a fantastic holiday!	j I must admit, I'm not too keen on him either.

- 7.13 Listen and check your answers. Pay attention to stress and intonation. Underline the examples of exaggeration. Circle the understatements. Practise the conversations with a partner.

- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.

- These shoes are rather nice, aren't they?

These shoes are rather nice, aren't they?

They're absolutely fabulous! I want them!

- Is that a new watch? I bet that cost a bit.
- It's a bit chilly in here, don't you think?
- Can we stop at the next service station? I could do with something to eat.
- I think those two like each other, don't you?
- I bet you were a bit upset when your team lost.

- 7.14 Listen and compare.



Go online for more speaking practice

Going to extremes

8

- **Language focus** Relative clauses, present & past participles
- **Vocabulary** Adverb collocations
- **Everyday English** Exclamations
- **Reading** A fairy tale of New York
- **Listening** Extreme temperatures
- **Writing** Describing places

‘Everything is good
in moderation.
Even moderation.’

Iveta Cherneva



?

- 1 Do you think the man in the photo is enjoying himself? Why do you think he is doing this? Would you?
- 2 Read the quote. What does it mean? Do you agree with it? When do you break this rule?



Watch the video introduction



Use your **Workbook**
for self study



Go **online** for more practice
and to *Check your Progress*

Language focus Relative clauses

TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who which where what when whose

- 1 The woman _____ you met at the party was my sister.
- 2 She's decided to stop teaching, _____ surprised us all.
- 3 My other sister, _____ lives in London, is a teacher.
- 4 Apparently, _____ she wants to do is move to Australia.
- 5 Her boyfriend, _____ parents live in Perth, is delighted.
- 6 They don't know _____ or _____ they're going.
- 7 Their flat, _____ they bought last year, is up for sale.
- 8 The flat _____ I bought recently isn't far from theirs.

2 In which sentences can the relative pronoun be replaced by *that*?

3 Underline the present and past participles in these sentences. Rewrite them using relative pronouns.

- 1 The bored woman standing next to him is his wife.
- 2 Most houses built in the 16th century are listed buildings.

Skeleton superhero

- 1 Look at the photos. What sport is the man doing? Would you like to do it? Why/Why not?
- 2 Read the text about **Akwasi Frimpong** quickly. What impression do you get of him?
- 3 Read the text again and complete it with clauses a–j.
 - a whose coaches believed he'd lost his passport
 - b some of whom had been training for years
 - c ~~was the day when~~
 - d in which a short, quick sprint start is essential
 - e which will be held in Beijing
 - f earned by selling vacuum cleaners
 - g which housed a family of ten
 - h using a wooden board with wheels
 - i who had moved to The Netherlands
 - j where he set up the improbable-sounding

8.1 Listen and check.

The African



Feb 15th 2018 ¹ was the day when 32-year-old Akwasi Frimpong from Ghana entered history. Sprinting alongside a tiny sled, jumping onto it face first, and hurtling down an ice track at 100 km an hour, he became the first African to compete in the Olympic Skeleton.

From Africa to Europe

Born in 1986, Akwasi was brought up by his grandmother in Kumasi, Ghana, in a 4m² room ² _____. Aged eight, he joined his mother, ³ _____.

He loved sport and was a talented sprinter, becoming the Dutch junior 200 metre champion at the age of 17. However, he never travelled to competitions abroad. Akwasi, ⁴ _____, had a secret! His paperwork hadn't been processed, so he was an illegal immigrant, and wouldn't have been allowed back into The Netherlands.

From sprinting to 'Skeleton'!

In 2008, he finally got his Dutch passport and trained for the 2012 London Olympics, but injury ended his sprinting ambitions. He changed sport, and trained in bobsled, an event ⁵ _____, but after failing to get into the 2014 Winter Olympic team, he decided to give up competitive sport altogether. However, his wife, Erica, told him she didn't want him forever moaning about his lost Olympic dreams, so Akwasi changed sport again – this time to *Skeleton* racing. He loved it, and set his heart on competing in the 2018 Olympics in South Korea, but not for The Netherlands ... for his birth country, Ghana.

Iceman



The Skeleton race

“I have to push, dive on the sled, and navigate a mile of ice track at 80–90 mph with my chin three inches from the ice.”



Back to Africa

Aged 31, for the first time in 23 years, Akwasi returned to Ghana, ⁶ _____ *Bobsled and Skeleton Federation Ghana*. In a country with no snow or ice, he introduced fellow Ghanains to winter sports ⁷ _____.! Back in The Netherlands, he trained for the Olympics with money ⁸ _____ door-to-door, and just managed to qualify for South Korea, entering the top 60 in the world.

Success of a sort

In a Hollywood movie, Akwasi would have won Olympic gold, but of course he had no chance against his competitors, ⁹ _____. He came last. ‘That is OK,’ he said. ‘For me, being at the Winter Olympics is about breaking barriers ... to show black people from warm countries can do this as well.’ But he now hopes to win the first Olympic gold medal for Ghana in the 2022 Winter Games, ¹⁰ _____.



4 Answer the questions.

- 1 What record did Akwasi Frimpong break in February 2018?
- 2 Why was he brought up by his grandmother?
- 3 Why did he tell his athletics coaches that he’d lost his passport?
- 4 Did he compete in the 2012 London Olympics?
- 5 Why was bobsled a good option for him?
- 6 Why did he decide to give up his sporting career?
- 7 What made him change his mind?
- 8 Why is the *Bobsled and Skeleton Federation Ghana* ‘improbable-sounding’?
- 9 What are Akwasi’s aims for the future?

What do you think?

- What is Akwasi trying to prove? Why?
- Why do you think his helmet has a rabbit escaping from a lion’s mouth on it?
- Which of these adjectives do you think best describe him?

**fearless determined childish gutsy
spirited passive resourceful daring
hot-headed enthusiastic brave inspiring**

LANGUAGE FOCUS

Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

We have *a lovely neighbour who comes from Peru*.

1 Underline the relative clauses in these sentences.

- a I met a woman who works at the UN. (*defining*)
- b My sister, who lives in New York, works at the UN. (*non-defining*)
- c The house which we just passed is Lisa’s. (*defining*)
- d Lisa’s house, which cost over a million, was flooded last month. (*non-defining*)

2 Explain the use of commas in the sentences. Read them aloud. How do the commas affect the pronunciation?

3 In which sentence in 1 can the relative pronoun be omitted? Why?

Present and past participles

Underline the present and past participles in these sentences. Which are adjectives?


- 1 Who is that boring man standing at the bar?
- 2 The house sold for over £1m was demolished and rebuilt!
- 3 The owner has four houses, including a ruined castle in Scotland.

➔ Grammar reference 8.1–8.2 ➔ p160–161

Practice

Punctuation and pronunciation

- 1 Take turns to read the sentences aloud, then write any necessary punctuation.
- 1 The area of London I like best is Soho.
 - 2 My father who's a doctor plays the drums.
 - 3 The book that I'm reading at the moment is great.
 - 4 Ed passed his driving test first time which surprised me.
 - 5 People who eat too much sugar risk getting diabetes.
 - 6 I met a man whose aim in life was to visit every capital city in the world.
 - 7 The Channel Tunnel which opened in 1995 is a great way to get from England to France.
 - 8 A short bald man seen running away from the scene of the crime is being sought by the police.

 8.2 Listen and repeat the sentences.

- 2 What does each of these sentences mean with, and without, commas? Which sentences *need* commas?
- 1 Jeanette's husband who works in advertising is a very interesting man.
 - 2 My two children who love sports are really good tennis players.
 - 3 Mercury which melts at -39°C is a liquid at room temperature.
 - 4 The star in the sky which never moves is called the 'North Star'.
 - 5 I'd like to visit the house where Picasso lived while we're in Spain.
 - 6 Our house which is in France has a swimming pool.

Relative clauses – adding information

- 3 Work with a partner. Put a cross **X** next to the sentences that *need* more information in the gap to make sense.
- 1 The apple tree in our garden _____ needs cutting down.
 - 2 People _____ live longer.
 - 3 She married a man _____.
 - 4 The Great Barrier Reef _____ is the largest coral reef in the world.
 - 5 Did I show you the photographs _____?
 - 6 Let me introduce you to Lindy Russell _____.
 - 7 I'm looking for a book _____.
 - 8 I was speaking to someone _____.



- 4 Use the information below to complete the sentences in 3, rewriting them as relative clauses.
- a She works in our Oxford office.
 - b You know this person.
 - c We took them in Barbados.
 - d She met him on holiday in Greece.
 - e It explains German grammar.
 - f They do regular exercise.
 - g My grandfather planted it 60 years ago.
 - h It's situated off the NE coast of Australia.
- 5 Discuss with a partner. Which sentences in 4 need commas around the clauses? Why?

Proverbs

- 6 Work with a partner. Make proverbs using lines from **A** and **B**, and the relative pronouns in the box. What do they mean? Are there similar proverbs in your language?

who where that (x3) when (x2) what

A

- 1 People who live in glass houses d 
- 2 It's the exception _____
- 3 Don't put off until tomorrow _____
- 4 Time flies _____
- 5 All _____ glitters
- 6 Home is _____
- 7 I'll cross that bridge _____
- 8 All's well _____ 

B

- a I come to it.
- b the heart is.
- c you're having fun!
- d shouldn't throw stones.
- e proves the rule.
- f is not gold.
- g you can do today.
- h ends well. 

 8.3 Listen and check.

- 7 Think of lines that will make your partner say some of the expressions.

Wow! It's five o'clock already!

Well, time flies when you're having fun!

Present and past participles: *-ing* and *-ed*


8 Complete each pair of sentences with the correct form of the same verb, once as a present participle, and once as a past participle.

- I hurt my leg _____ football.
Bridge is a card game _____ by four people.
- It says _____ *in China* on these trousers.
I work in a café, _____ sandwiches and hot drinks.
- I've spent the whole morning _____ this essay.
On the wall was some graffiti _____ in huge letters.
- Goods _____ in the sale cannot be refunded.
I've spent all day _____ Christmas gifts online.
- The burglar was caught _____ into the house.
Be careful of the _____ glass on the floor!

9 Which group of adjectives **B** or **C**, go with the topics in **A**?

A	B	C
1 the weather	annoying	annoyed
2 a holiday	shocking	shocked
3 news	depressing	depressed
4 a journey	relaxing	relaxed
5 a neighbour	exhausting	exhausted
6 a mistake	boring	bored
7 a film	embarrassing	embarrassed

Match each topic to one or more adjectives.

10  8.4 Listen to conversations about the topics in 9. For each, say how the woman feels, and why.

'It's raining again!'

'Oh no! Another miserable day when we're stuck indoors!'

She's depressed. The weather is depressing.

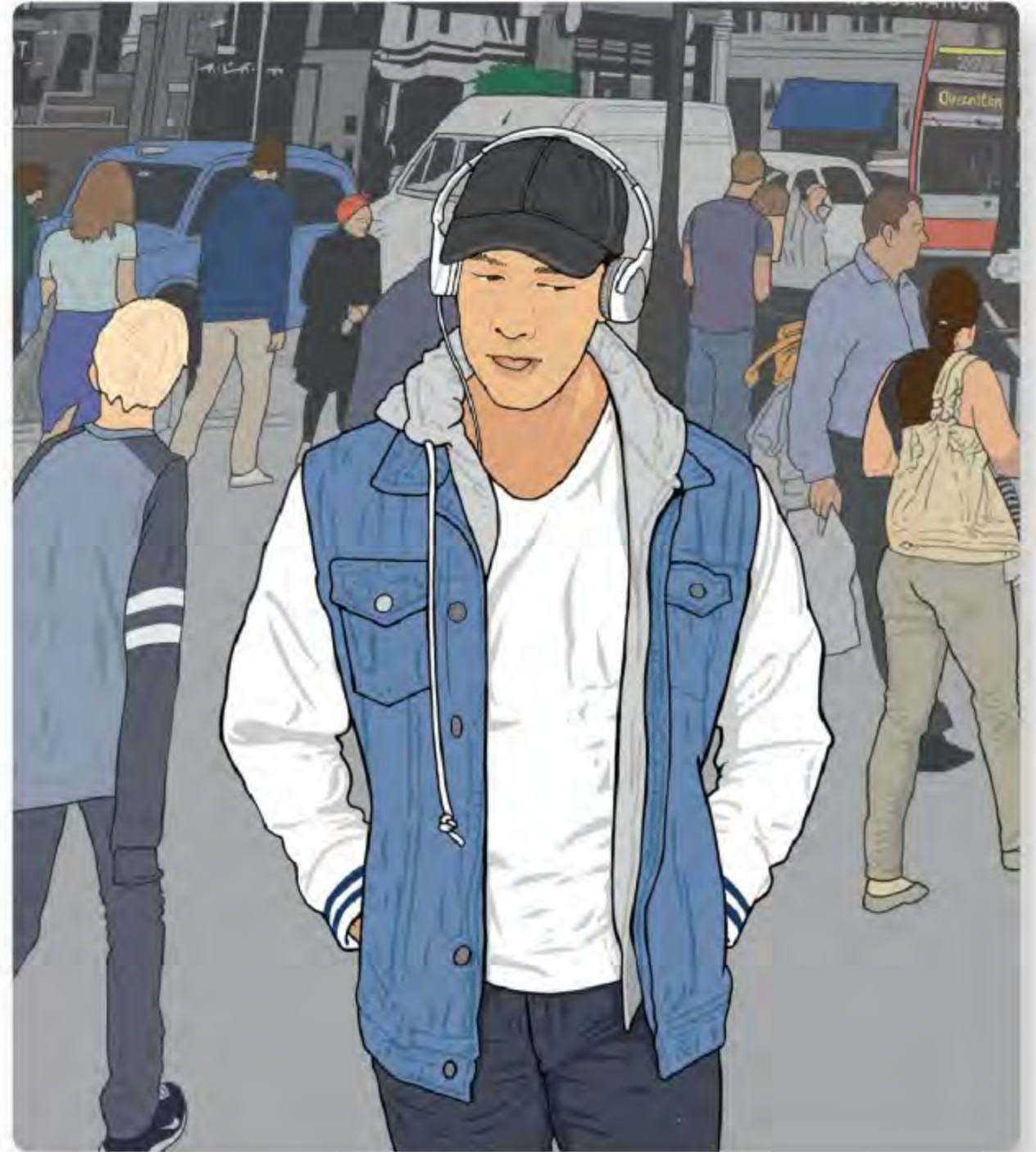



Adding more detail

11 Add *all* the words and phrases from the box to make this short sentence longer.

A man was walking down the street.


slowly	humming to himself
busy	lost in thought
young	listening to music
cool	




 8.5 Listen and compare.

12 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

- A girl was sunbathing on the beach.
- A policeman came into the room.
- A boy stole a wallet on a bus.
- The actor was seen in a restaurant.
- The conference was a success.

 8.6 Listen and compare your ideas.

 Go online for more grammar practice

Reading and speaking

A fairy tale of New York

- 1 Write down three things you know about New York. Share ideas with the class.
- 2 Read this conclusion of a story about a man called **Bob Redman**, a resident of New York. Answer the questions.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

- 1 Why has America always been seen as 'a land of opportunity'?
 - 2 Why does New York have a reputation for being *hectic* and *competitive*?
 - 3 What do you think are the themes of this story? Why might it be *comforting*?
 - 4 What kind of person do you think Bob Redman is? Is he a successful businessman?
- 3 Read the title of the article and the introduction. Answer the questions.
 - 1 Why is Bob Redman called 'Tarzan'?
 - 2 What advice is given about where to stay in New York? Why?
 - 3 What are the 'enormous cliffs of stone and cement'?
 - 4 Read the headings of the paragraphs. What can you guess now about Bob Redman's story?
 - 5 Read all of the article. Were any of your guesses correct? Are these statements true (✓) or false (✗)? Correct the false ones.
 - 1 All the stories of people living among the treetops were rumours.
 - 2 Bob Redman's childhood home was situated among trees.
 - 3 Bob felt lonely sometimes in the park, especially at night.
 - 4 Estate agents rented out his final house, but we don't know for how much.
 - 5 Not many people went to the parts of the park where his tree houses were.
 - 6 Friends were welcome to visit, but sometimes behaved badly.
 - 7 The Park Director was impressed with Bob's exceptional skills.
 - 8 He's not completely happy with his new job because he can't build tree houses.

Vocabulary

- 6 Use context to work out the meaning of the **highlighted** words in the text. Then match them with the synonyms.
 - 1 very sad
 - 2 next to
 - 3 take apart
 - 4 seen
 - 5 moving
 - 6 were amazed by
 - 7 unnoticed
 - 8 took a lot of trouble

TARZAN

OF CENTRAL PARK

Anyone visiting New York for the first time should try to get a room high up in one of the hotels at the southern end of Central Park. The view is extraordinary. The park extends northwards until it is lost from sight in a sea of treetops, with enormous cliffs of stone and cement on each side.

Life among the treetops

For many years, legends grew among people who lived near the park, legends of life among the treetops. One story was of a young handsome man who had been **spotted** from time to time among the branches. In this case, the rumour turned out to be true. There was a young, handsome man who *had* been living in the treetops for eight years, until discovered by the city authorities.



'I like the solitude.'

It's a **touching** tale. Bob Redman, brought up by his mother in a tiny Manhattan apartment, had always been addicted to trees. When he was 14, he went into the park and built himself a tree house. It was the first of 13 houses, each one more elaborate than the last. 'I like to be in trees,' Redman explained to a reporter from *The New York Times*. 'I like to be up, away from everything. I like the solitude. I love most of all to look at the stars. The view at night of the city lights and stars is beyond description.'



A five-room split-level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what an estate agent would describe as a 'five-room, split-level home, commanding spectacular views of the city skyline and Central Park'. It included ladders and rope bridges leading to an **adjacent** tree, as well as wooden benches and tables. Who can imagine what the rent might be for such a house?

Friends come to visit

Redman **went to great pains** to hide his tree houses, building them in neglected corners of the park and camouflaging them with branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches and radios and books and torches. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud music – except his brother Bill, who sometimes brought a set of conga drums and played them very late at night, giving rise to the rumours of a tree-dwelling tribe.

The party's over!

Although the park authorities quickly became aware of his activities, the houses would often go **undetected** for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials, with a **mournful** Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the word: 'Come down! The party's over!'

He climbed down and was met by Frank Serpe, Park Director, and ten officers of the Parks Enforcement Patrol. Mr Serpe had been hunting Redman for years. But he was generous in his praise for the houses. 'We **marvelled** at the spectacular workmanship,' he said. 'The floors were strong enough to hold a truck, and not one nail was driven into the tree.' And when Bob offered to help **dismantle** the tree house, 'Well, he walked up the tree' an officer said. 'It was amazing!'

The perfect job!

Mr Serpe concluded that rather than lock him up, they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park Conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

Postscript

When a New York writer called Shira Boss needed her tiny Japanese maple tree pruning, someone suggested a man called ... Bob Redman. They are now married, with two sons, and Shira has written a children's book telling Bob's story, *Up In The Leaves*, which was published in 2018.



Roleplay

Work in pairs. **Student A** is Bob Redman. **Student B** is a journalist. Act out an interview with Bob Redman.

Tell me Bob, when did you build your first tree house? And why exactly?

Well, I was 14 and

What do you think?



- If you were Park Director, would you have allowed Bob to build tree houses in the park? Why/Why not?
- What are the pros and cons of living in big cities? Why do cities have parks?

▶ Watch a video about the excitement of being high up in the treetops.



Listening and speaking

Extreme temperatures

- 1 Work in groups. What's the coldest, hottest or wettest place you've ever been? What were you doing there? What was it like?
- 2 You are going to listen to **Helena** and **Abi** recalling their extreme experiences of heat and cold. Look at the words in the box about Helena. What do you think happened to her?
- 3  **8.7** Listen to Helena and answer the questions.
 - 1 Where was she?
 - 2 What was the temperature?
 - 3 What did she do that was silly?
 - 4 What kinds of transport did she use?
 - 5 Where was she going? Why?
 - 6 What did she see when she arrived?
 - 7 Who did she meet? Was this person helpful?
 - 8 How did the temperature affect her?
 - 9 What happened in the end?
- 4 Look at the photo and the words in the box about Abi and guess the answers to the questions in 3 for her story.
- 5  **8.8** Listen to Abi and give answers to the questions in 3, comparing them with your ideas.



Helena

- a night club
- the pyramids
- a motorbike
- broke down
- heat exhaustion
- rehydration salts
- the sunrise
- a taxi



Abi


- friends / outskirts of town
- an anonymous landscape
- huge blocks of flats
- frozen nostrils
- tram
- an old lady
- feet and hands
- bonfires

Vocabulary

- 6 Complete the sentences with the adverbs used by Helena and Abi. Then check on page 148.

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

- 1 It was _____ hot and _____ we decided to go dancing.
- 2 We were sweating _____.
- 3 The temperature rises _____.
- 4 My brain wasn't working _____.
- 5 It was _____ anonymous, this landscape.
- 6 They all looked _____ the same.
- 7 I was beginning to _____, _____ panic.

-  **Writing p138** Describing places – My favourite part of town


SPOKEN ENGLISH Adding a comment

In conversation we can use *which* to add a comment as an afterthought. This often expresses our reaction to what we have just said.

'He gave me a lift home, which was nice of him.'

- 1 Add a suitable comment from **B** to Helena's and Abi's comments in **A**. Sometimes more than one is possible.

A	B
1 It was over 40°C and we went dancing,	which is hardly surprising with my Russian!
2 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
3 The motorbike broke down in the desert,	which was very painful.
4 My friends were worried I'd get lost,	which was no laughing matter.
5 My nostrils actually froze,	which was understandable.
6 The old lady couldn't understand me,	which was just amazing!

-  **8.9** Listen and check/compare. Practise the comments with a partner.

- 2 Write sentences ending with a comment from **B**. Tell the class.

'I missed the last bus home, which was no laughing matter.'

Vocabulary and pronunciation Adverb collocations

Extreme adjectives

- 1 Which group of adjectives, **A** or **B**, goes with *very*? Which goes with *absolutely*? Why?

A	surprised	good	bad	hungry	big
	interesting	tired	upset	happy	clever
	beautiful	funny	nice	hot	cold
	lovely	sad	silly	wet	

very

absolutely

B	wonderful	fascinating	huge	freezing
	exhausted	hilarious	starving	boiling
	enormous	drenched	thrilled	devastated
	awful	amazed	ridiculous	brilliant
gorgeous	fabulous	stunning	dreadful	

- 2 Match each adjective in **A** to one or more adjectives with a similar meaning in **B**.

- 3 Complete the conversations using adjectives from 1.

- A Shall I turn the heating down? It's very hot in here.
B Please do! I'm absolutely _____!
- A It's silly having to use all these passwords for everything, isn't it?
B Oh, it's absolutely _____! How are you supposed to remember them all?
- A Cara looks _____, doesn't she? What a beautiful dress!
B Oh, wow! She looks absolutely _____!
- A Dan tells such good jokes. He's very funny, isn't he?
B Oh, yes! He's absolutely _____ sometimes!
- A I'll cook some lunch if you're hungry.
B _____? You bet! I didn't have breakfast, so I'm absolutely _____!
- A Was Lisa upset when she heard the bad news?
B Oh, she was absolutely _____!

- 4 **8.10** Listen and compare, and practise with a partner. Make similar conversations on topics such as holidays, books, films, people, the weather, etc.

Quite

- 5 **8.11** The adverb *quite* has different meanings. Listen and repeat these sentences and notice the stress and intonation. Which in each pair is more positive?

- a He's quite nice. b He's quite nice.
- a She's quite clever b She's quite clever.

- 6 Read these lines aloud to give them the right meaning.

- a That book was quite interesting. You should read it.
b That book was quite interesting, but I wouldn't really recommend it.

- a I'm quite tired. Shall we stop playing?
b I'm quite tired, but I could play one more game.

- 8.12** Listen, check and repeat.

A night at the Oscars

- 7 Read the speech. Who is speaking? Work with a partner and rewrite it. Make it much more dramatic by changing and adding adjectives and adverbs.

And the Oscar goes to ...

“Well, I certainly know how sad it is to lose out on these awards, so I'm very happy, and surprised, to finally receive one. I am grateful to all the nice people who voted for me. It's a big honour to be named best actor, and for *Riviera Rose* to win best film. We were all very tired at the end of shooting, but we knew we'd made a good film. I guess none of us imagined it would be *such* a big success though! OK, I know it's bad to have to listen to long lists of thank-yous, but I have to say *something* about some of the clever people involved. So, special thanks to writer Clare Baxter for creating such interesting characters and a very funny script, to Michael Davis for his good direction, and to Barry Kenwood for his very beautiful cinematography. And last but not least, thank you to my very lovely wife, for her support. I love you Kayla, and I love you all.”



- 8 **8.13** Listen and compare your choices, and practise reading the speech. Try not to cry!

[Go online](#) for more vocabulary practice

Everyday English

Exclamations

Exclamations often begin with *How* or *What*. We use:

- **What** + adjective + plural or uncountable noun
What fabulous shoes! What awful music!
- **What a/an** + adjective + singular countable noun
What a lovely surprise! What an idiot!
- **How** + adjective
How amazing! How incredibly weird!



1 Complete the exclamations with *What*, *What a* or *How*.

- 1 _____ silly mistake!
- 2 _____ brilliant idea!
- 3 _____ utterly ridiculous!
- 4 _____ dreadful weather!
- 5 _____ rubbish!
- 6 _____ mess!
- 7 _____ awful!
- 8 _____ wonderful!
- 9 _____ relief!
- 10 _____ terrible thing to say!

Which are positive reactions? Which are negative?

2 8.14 Listen to some situations. React to them using one of the exclamations from 1.

3 8.15 Listen to these sounds used in exclamations. After each one, write it in the correct line.

Oops! **Phew!** **Yuck!** **Oh!** **Duh!**
Ouch! **Wow!** **Mmm!** **Eh?** **Ha ha!**

- 1 _____ How amazing!
- 2 _____ Very funny!
- 3 _____ That really hurt!
- 4 _____ That's disgusting!
- 5 _____ I'm sorry to hear that! What a shame!
- 6 **Oops!** _____ I've spilt it. Sorry about that!
- 7 _____ It's absolutely delicious!
- 8 _____ What a relief!
- 9 _____ What did you say?
- 10 _____ You forgot to plug it in!

What sounds do you make in your language with these meanings?

4 8.16 Listen to these lines of conversation and reply with a line from 3.

5 8.17 Listen and check. Complete the extra lines from the conversation.

- 1 Just the _____ I like it – spicy, but not too hot!
- 2 You _____ be so disappointed!
- 3 What are the _____ of that happening?!
- 4 It's a _____ being tall sometimes!
- 5 They do work _____ with electricity.
- 6 At _____ it's white and not red!
- 7 You wouldn't _____ me eating any of those!
- 8 You really _____ get a job as a comedian.
- 9 It must be a _____ off your shoulders!
- 10 Don't talk with your mouth _____!

6 Work with a partner. Practise some of the conversations. Act one of them out to the class and make it longer.

7 Write a conversation with your partner, using some of the exclamations on this page. It could be about a holiday, a sporting event, an exam result, a meal, etc. Act it out to the class.

Go online for more speaking practice

The good old days!

9

- **Language focus** Expressing habit
- **Vocabulary** Homonyms and homophones
- **Everyday English** Moans and groans

- **Reading** Living in the past
- **Listening** A teacher to remember
- **Writing** Writing for talking

‘Nostalgia isn’t what
it used to be.’

Peter De Vries

?

- 1 When did phones look like this? How did you dial the number? How does it compare with making a call today?
- 2 Read the quote. What is the joke? Is nostalgia a good or a bad thing? What do you feel nostalgic about?



Watch the video introduction



Use your **Workbook**
for self study



Go online for more practice
and to *Check your Progress*

Language focus Expressing habit

TEST YOUR GRAMMAR

1 Match a line in A to a line in B.

A	B
1 When we were little we	will never let you down.
2 A good friend	spends hours gazing at Dan's photo.
3 My sister's in love – she	is always talking about himself.
4 I love my job, but I	can't get used to working night shifts.
5 Bill is so self-centred, he	used to wear top hats.
6 In Victorian times, men	used to be best friends.

Underline the words that express habit. Which are past and which present?

2 Choose the correct ending for these sentences.

He used to work hard	because he's a builder.
He's used to working hard	but now he's retired.



Friends forever!

1 How do you keep in touch with friends? How can you get back in touch if you've lost touch? Have you ever got back in touch with an old friend?

2 Read quickly through Nicky's email. Who is it to? Why is she writing?

3 Complete the email with phrases a–l.

- | | |
|------------------------|-----------------------|
| a meet up | g get used to calling |
| b 'd go cycling | h loved |
| c were always giggling | i 'd argue |
| d would go | j used to listen |
| e painted | k 'll always arrive |
| f used to sit | l would never wear |

9.1 Listen and check. Who are the four friends? What do you learn about their lives now?

4 Match lines in A and B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
1 We used to sit	round town.
2 We were always giggling	you Anastasia.
3 We'd go back	late.
4 We'd go cycling	and whispering.
5 I can't get used to calling	to your house.
6 She'll always arrive	next to each other.

9.2 Listen and check.

To: anastasia.peabody@smalltalk.co.uk
Subject: Memories of Ash House School

Hi Tazy! (Anastasia!)

It's great to be in touch again. The wonder of social media – sometimes! How could anybody forget a name like yours? Crazy Tazy Jones! And now you're a 'Peabody'!

You and I were friends from the start. We ¹ _____ next to each other in class, but then the teachers made us sit apart, because we ² _____ and whispering.

Do you remember how we ³ _____ back to your house after school and listen to music for hours on end? CDs in those days! We both ⁴ _____ **Oasis**, but we ⁵ _____ endlessly about who was better – Liam or Noel. Oh, and we also ⁶ _____ to the **Spice Girls** – but 'in secret', because they were so 'uncool'.

Then there was that time we ⁷ _____ your bike bright pink. Then we ⁸ _____ round town on it, and we ⁹ _____ our helmets. Your dad was furious – but we didn't care!

I ¹⁰ _____ with Polly and Tina from time to time. They're both married with kids, and, like us, balancing work and home life. Polly's the same as ever, a rotten timekeeper – she ¹¹ _____ late and rush in, full of apologies.

It'd be so great if you could join us – in the meantime keep on keeping in touch! It's great to catch up.

Love,

Nicky

PS I can't ¹² _____ you Anastasia Peabody! To me, you'll always be Crazy Tazy Jones.



LANGUAGE FOCUS

- 1 Look at the sentences that express present habit.
 - a My grandpa **loves** gardening.
 - b He's **always trying** to get me to help and I don't want to.
 - c He'll **go out** into the garden early in the morning and **won't come in** until dusk.

Which sentence expresses ... ?

- 1 my attitude to this habit of his (*I find it annoying.*)
 - 2 a simple fact about him
 - 3 characteristic behaviour (*This is typical of him.*)
- 2 Put sentences a–c into the past. Express sentence a in two ways.
 - 3 Look at the sentences.
 - a I **used to live** in Rome, but now I live in Paris.
 - b I **didn't use to like** French cheese, but now I love it.
 - c I've lived near the airport for years, so I'm **used to** the noise.
 - d I'm **getting used to** travelling on the Metro.

Which sentence(s) express ... ?

- a past state/habit now finished
- a situation which is familiar, and no longer strange
- a situation which is still strange, but becoming easier

Grammar reference 9.1

p161–162

Practice

Characteristic behaviour

- 1 What adjective describes someone like this? Choose from the box.

easy-going	clumsy	stubborn	absent-minded
mean	argumentative	sensitive	sensible

- 1 He's always losing things or forgetting where he's put things.
 - 2 She'll always cry at the end of a sad film.
 - 3 Nothing ever upsets her or annoys her, or worries her.
 - 4 I'm always dropping things or bumping into things.
 - 5 She's ruled by her head, not her heart. She'll always think carefully before she acts.
 - 6 He just won't listen to anyone else's suggestions.
 - 7 I remember that bloke Dave. He'd never buy you a drink.
 - 8 And he'd pick a fight with anyone about anything.
- 2 Add similar sentences to support these statements.
 - 1 My flatmate is the untidiest person in the whole world.
She's always leaving her things around the place ...
 - 2 My boyfriend is insanely jealous.
 - 3 Freddy is just the coolest guy I know.
 - 4 My dog Bruno was my best friend.
 - 5 Your problem is you're self-obsessed.
 - 6 My mum really gets on my nerves.
 - 7 But my grandma was so sweet.
 - 8 My grandpa hated all modern technology.

9.3 Listen and compare.

Discussing grammar

3 Work with a partner. Decide which sentence in **B** best continues the sentence in **A**.

A	B
1 My friend Joe buys and sells cars. 2 He's always buying new things for himself – the latest iPhone or smartwatch. 3 He'll buy an expensive shirt and only wear it once.	He's a real techno-geek. Don't you think that's wasteful of him? He earns loads of money.
4 John usually does the cooking 5 He's used to doing the cooking 6 Dave used to do the cooking 7 Mike's getting used to doing the cooking	because he's been doing it for years. but he isn't tonight. I am. but then he stopped. but he still burns things sometimes.
8 When I was young , we used to have holidays by the seaside. 9 My dad and I would go rock climbing and I'd go swimming with my mum. 10 One year we went to America.	What an adventure that was! We'd go to the same place year after year. I remember those day with such fondness!

used to and would

4 Read *When I was a boy*, and note the verbs *in italics*. They are all in the **Past Simple**. Which are **state** verbs? Which are **action** verbs?

5 With your partner decide which verbs ... ?

- 1 can take *would* or *used to*
- 2 can take only *used to* or not *would*
- 3 must stay in the Past Simple

🔊 9.4 Discuss how to rewrite the text to make it sound more nostalgic, then listen and compare.

used to do/used to doing

6 Answer the questions with a form of *used to do*, *be/get used to doing/sb/sth*.

- 1 **A** You don't like your new teacher, do you?
B Not a lot, but *we're getting used* to her.
- 2 **A** How can you get up at five o'clock every morning?
B No problem. I _____ it now.
- 3 **A** How come you know New York so well?
B I _____ live there.
- 4 **A** How are you finding your new job?
B Difficult, but I _____ it bit by bit.
- 5 **A** Do you still have any CDs?
B No, I _____ have loads, but not anymore.
- 6 **A** Do you get on well with your sister?
B Well, we _____, but now we're really close.
- 7 **A** You two argue so much. How can you live together?
B After 20 years we _____ each other.

🔊 9.5 Listen and check. What else does **B** say? Practise with your partner.

👉 Go online for more grammar practice

When I was a boy...


When I was a boy, we *lived* in a village, in the heart of the countryside and I *liked* going for long walks, especially on summer mornings. I *got up* early in the morning without waking my parents. We *had* a dog called Bob and he and I *crept* out of the house and down the lane. Bob and I *climbed* the hills together while the rest of the world was sleeping. Once I *walked* for nearly twenty miles and my parents *got* very worried. I *loved* those days, so innocent, so carefree. I *went* back there last year – but it wasn't the same.




Listening – me and my parents

7 Work with a partner. Look at the photos of the families.

- Which decade do you think each is?
- How old are these children now?
- What do you think the relationships between the children and parents were like?

8  9.6 Listen to four people talking about their relationship with their parents. Who had a good relationship? Who didn't? Why?

9  9.6 These lines are similar to what the people said. Which lines can be expressed in a different way? Which can't? Listen again. What are the people's actual words?

1 **Kathryn**

- We did a lot together as a family.
- We used to go on walks, and have picnics.
- Once he bought me a necklace with a heart ... just cheap, but I loved it.
- My mother said he was spoiling us.

2 **Michael**

- My dad drove me mad.
- He kept telling me to get my hair cut.
- She used to get angry when I picked at food.
- When I was 16, I suddenly shot up. I'm 6ft 5" now.

3 **Jonny**


- My mum always nagged me. She used to tell me to get off my computer.
- She was all put out when I used to shut myself away in my room.
- We didn't use to talk much in our family.
- My wife always asks me about my childhood.

4 **Gillian**

- I told her everything, well, nearly everything.
- She talked to me very openly.
- My dad left when I was three.
- We used to go out shopping.

Talking about you

10 Talk to your partner about your parents and your family life, past and present.

 **Writing p139** Writing for talking – *An early memory*



Reading and speaking

Living in the past

- 1 What do you know about the time when your grandparents and great-grandparents were young? When was it? What were their houses like? What did they do for entertainment?
- 2 Look at the photos. What things can you find that are typical of the 19th century and the 1950s?
- 3 Work in two groups.

Group A: Read about **Peter Saunders**.

Group B: Read about **Joanne Massey**.

Answer the questions.

- 1 Which era is he/she obsessed by? What started the obsession?
 - 2 What does she/he wear?
 - 3 How does he/she source the things for the house?
 - 4 What does she/he not like about modern life?
 - 5 What does he/she like about the bygone era?
 - 6 Which 'mod cons' do they have in their houses? Where do they keep them?
 - 7 How do they entertain friends?
 - 8 What do other people think of their lifestyle?
 - 9 What do you learn about other members of the family?
- 4 Work with a student from the other group. Use the questions to tell each other about your person.
 - 5 With your partner try to guess the meaning of the highlighted words in your text.

What do you think?

- Why do some people like the idea of past times so much?
- Which past era would you like to live in, or do you prefer life today?
- Which 'mod cons' would you miss?
- What is your opinion of Peter's and Joanne's lifestyles? Which do you prefer? What do you like/not like about them?

Project

Choose a past time which interests you. Research it and present your findings to the class.

▶ Watch a video about a living history museum, and learn about how people lived in Victorian times.



Peter Saunders is a council worker from Nottingham. He's just 35 years old, but he is a huge fan of all things Victorian. He has spent £1,000s turning his house into a late 1800s haven.

Peter takes Victorian life very seriously, even down to wearing a waistcoat and flat cap. Every item in his cottage is 100 per cent authentic. There is no factory-produced furniture, everything from the toilet to the tins in his pantry have been lovingly hand-picked from car boot sales, antique fairs and eBay auctions. A portrait of Queen Victoria hangs proudly above the sitting room fireplace.

The 21st century woman who lives in the 1950s

Joanne Massey, 40, lives in a re-creation of a 1950s home in Stafford with her husband Kevin, 47, who is a graphic designer.



Peter's four-bedroom house now looks much like it used to look when a real-life Victorian family lived there and Peter is considering opening its doors to the public.

He says: 'I've gone to a lot of trouble and I would like to share it with people who will appreciate it. The Victorian period was a fascinating time. Both my mum and my sister are interested in it, too, so I guess my passion for it started from them. My mum is always picking things up for me from car boot sales. I like the idea of the lifestyle that the Victorians had. They would entertain themselves. They used to love a sing-song round the piano. And they were less wasteful than we are today. Things were built to last. I can't stand all that modern stuff made of plastic that all looks the same. Most of my friends are very supportive and they love coming round for dinner parties when all the old glasses and cutlery comes out.'

Peter uses all the original cooking features in his kitchen, but admits to having a microwave oven. He also has a television, central heating and a fridge freezer, but he says: 'All my mod cons are cleverly hidden around the house in cupboards or behind curtains. And I have running water, as most Victorians had, but they didn't have hot water like I do.'

The house has an outside loo, which Peter is restoring. 'But I also have a Victorian-style indoor bathroom with antique fittings, so I suppose I have the best of both worlds – all the modern conveniences but with the romantic and quaint feel of the Victorian period, and it's very cosy – the Victorians were all about comfort.'

Experts agree with Peter that the house genuinely reflects Victorian times. Hilary Silvester, chairman of Nottingham Civic Society, said: 'Peter's done it extremely well. It's not twee in any way and has been restored in such a genuine fashion.'



Joanne is a housewife. She says:

'I love nothing better than fastening my pinny round my waist and baking a cake for Kevin in my 1950s kitchen. I put on some lovely Frank Sinatra music and am completely lost in my own little fantasy world. In our marriage, I am very much a lady and Kevin is the breadwinner. We've been married for 13 years and we're extremely happy because we both know our roles. I make sure our home is immaculate, there is dinner on the table, and I look pretty to welcome my husband home.'

Joanne doesn't even put petrol in their Ford Anglia car, which is 43 years old, because she thinks that is unladylike. She asks Kevin to do it. She only ever wears 1950s clothing, such as tight pencil skirts, a white blouse and a wide belt. Her furniture is all from the 50s. The kitchen is an original 'English Rose' design, which used to be very much the 'in thing'. They advertised for it in an antiques magazine and bought it from a family in Scotland who had it in their garage to keep tools in.

Joanne thinks modern life is too hectic. Shopping in supermarkets is an ordeal, and she doesn't read newspapers – they are just too distressing. She says: 'We do have a television set, but we hide it in a retro cabinet. Neither of us drinks and our social life revolves around visiting like-minded friends for tea and cakes.'

Her obsession began as a teenager. She loved old movies because they seemed to represent a halcyon time, when women were more feminine and men more protective. She could have gone to university, but chose to work in a bank.



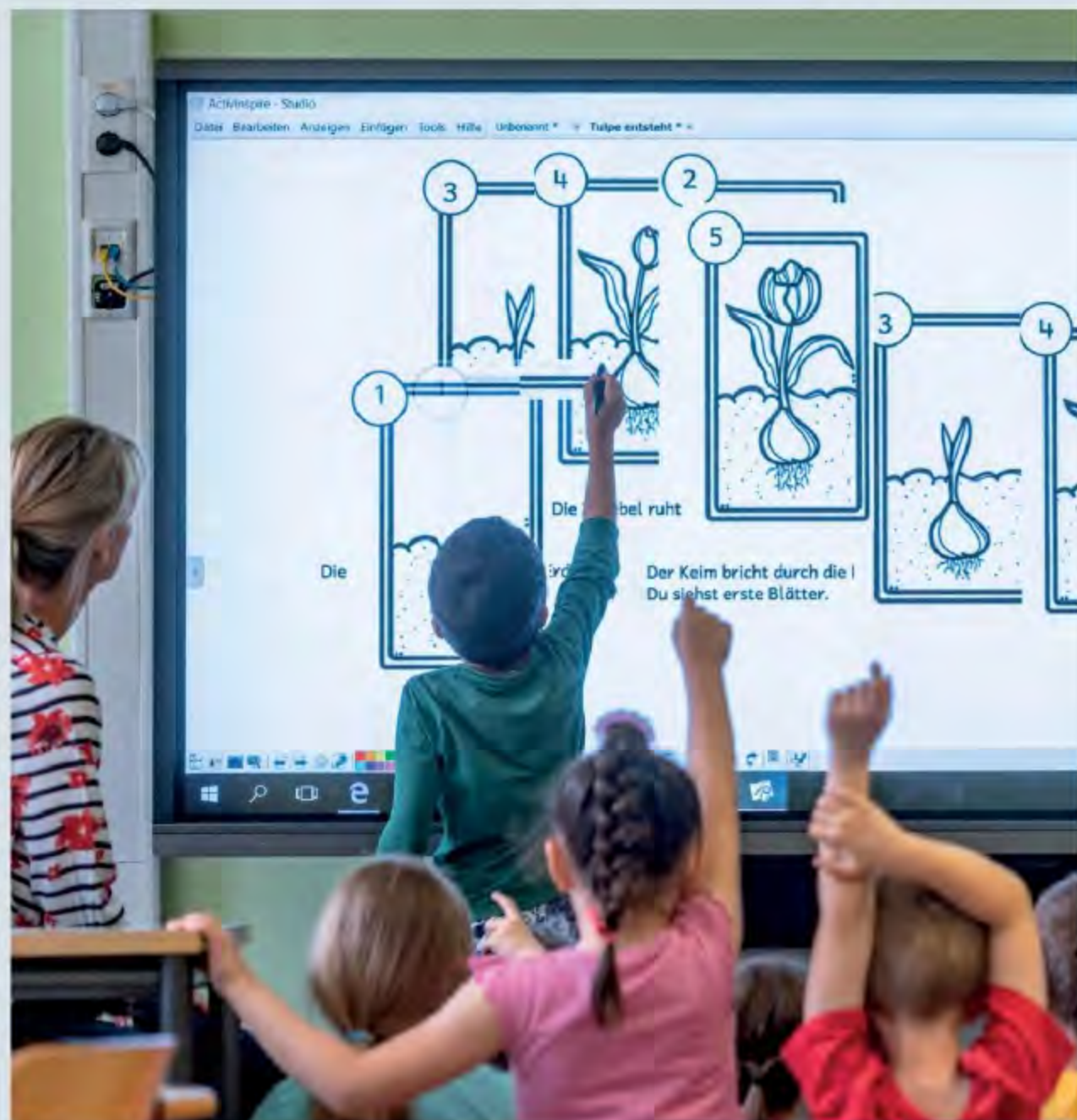
She says: 'I was marking time until I met the right man. Kevin and I met at a Fifties Convention, and we had an old-fashioned courtship before he proposed. I was ecstatic, because I had found someone with the same passion. Some women I meet ask me if I feel patronized by spending all my time caring for Kevin, but I never would.'

At work, Kevin gets teased because he's the only one with home-made cakes and even home-made jam in his sandwiches. Joanne thinks his colleagues are jealous that he has a wife who devotes herself solely to his happiness. How many men these days can really say that?

Listening and speaking

A teacher to remember

1 Look at the photos. What are modern classrooms like? What were classrooms like years ago? How have teaching styles changed?



2 9.8 Listen to four people, **Sean, Samantha, Rupert** and **Charlotte**, talking about a teacher they remember well. Answer these questions after each one.

- 1 What was the teacher's subject?
- 2 What did she/he look like?
- 3 What is said about the age of the teacher?
- 4 Why is she/he so memorable? Is it for positive or negative reasons?
- 5 Did he/she influence the speaker in any way? If so, how?

3 9.8 Listen again. Which teacher ...

- poked students? With what? Why?
- taught 'dry' subjects? What were they?
- had to 'crouch'? Where? Why?
- had a 'mission in life'? What was this?
- slammed something down on the desk? What? Why?
- had a 'razor-sharp wit'? What was hidden in his words?
- glowed with gratitude? Why?
- gave crystal clear explanations? About what?

What do you think?

Work in small groups.

- What makes a teacher memorable? Think of positive, negative and funny reasons.
- Who is a teacher you'll never forget? Why? What was/is she/he like?

SPOKEN ENGLISH Adjective intensifiers

1 Look at these lines from what the people said. Which words intensify the adjective?

'He **used to** make these dead languages seem **dead easy**.'
'He had a **razor-sharp** wit.'

2 Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

- 1 They live in this _____ **big** house in the centre of London.
- 2 I made one _____ **little** mistake in my driving test, but I still failed.
- 3 Careful with the soup – it's _____ **hot**. Don't scald yourself.
- 4 It's _____ **cold** in here. Can't we put on the heating?
- 5 Do you like my car? It's _____ **new**.
- 6 Don't worry. You won't wake the children. They're _____ **asleep**.
- 7 I have a cold shower every morning, then I feel _____ **awake**.
- 8 'I'm fed up with this lesson.' 'Me, too. I'm **bored** _____.'


3 Find more examples in audioscript 9.8 on pages 148 and 149.

Vocabulary

Homonyms and homophones

- 1 Work on your own. What do these words mean?

right fine mean
fan glasses park

- 2  9.9 Listen and write down the words you hear.
- 3 Work with a partner. Compare your answers to 1 and 2. Do you have any differences? What are they?

Homonyms

- 4 Homonyms are words with the same spelling and more than one meaning.
- A **bank** in the High Street.
 - The **bank** of a river.
 - Don't **bank** on my support forever.

Complete the pairs of sentences with the same word used twice.

- 1 Grandma's leaving now. Come and _____ goodbye!
He was swept out to sea by a freak _____, but he survived.
- 2 Oh dear! We have a _____ tyre and no spare wheel.
I'm renting a _____ near where I work.
- 3 'What's today's _____?' 'The third.'
I've got a _____ tonight. I'm going out with Carl.
- 4 He goes to the gym every day. He's very _____.
The trousers are too small. They don't _____ you at all.
- 5 It's not _____. Everyone else is allowed to stay out till midnight.
She has beautiful _____ hair and blue eyes.

 9.10 Listen and check.

- 5 Think of two meanings for these words. Make sentences using them.

suit miss type kind
point train cool

Homophones

- 6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ **It's the road to Oxford. I rowed across the river.**


Write the word in phonetics in the correct spelling.

- 1 /həʊl/ the _____ world a _____ in the ground
2 /pi:s/ a _____ of cake war and _____
3 /'flaʊə(r)/ a rose is a _____ _____ to make bread
4 /seɪlz/ a yacht has _____ buy clothes in the _____
5 /sel/ shops _____ things a prisoner lives in a _____

- 7 Think of a word with the same pronunciation but a different spelling for these words.


bored caught hire pair maid
plain waist aloud write seas

Children's jokes

- 8  9.11 A lot of children's jokes are made with **homonyms** and **homophones**. Read and listen to some. After each one say which words make the joke.

- 1 **Why will you never starve in the desert?**
... **Because of the sand which is there.**
- 2 **Why is Sunday the strongest day?**
... **Because the others are weak days.**
- 3 **A Your battery's flat. That's why your car won't start.**
B Oh dear! What shape should it be?
- 4 **A Waiter! What's wrong with this egg?**
B Don't ask me, sir. I only laid the table.
- 5 **A What do you get when 5,000 strawberries try to go through a door at the same time?**
B I don't know. What do you get?
A Strawberry jam!
- 6 **A Waiter, this food tastes funny?**
B So, why aren't you laughing?
- 7 **What do you give to a sick lemon?**
... **Lemon aid!**
- 8 **What did one toilet say to the other?**
... **You look a bit flushed.**
- 9 **Why can't Cinderella play soccer?**
... **Because she's always running away from the ball.**



 Go online for more vocabulary practice

Everyday English

Moans and groans



1 Read the complaints in A. Match them to a response in B. Which of the items in the box do they refer to?

a leather jacket texting boots ordering by phone a bookcase an exam a TV series a dishwasher

A	B
1 I could kick myself . As soon as I'd handed it in, I remembered what the answer was.	a No joy! What a pain! Why don't you try phoning them instead?
2 I went away to think about it, and when I went back it'd been sold. I'm gutted! I should have bought it there and then.	b Give me a break. I was in a hurry. Anyway, they're only a bit muddy.
3 I don't believe it! All I get is 'Message failed to send. Try again.' So, I try again and guess what?	c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.
4 These instructions don't make any sense to me at all. If you can follow them, you're a genius.	d I know, it drives me mad – but worse is when they say, 'This call is important to us,' when it obviously isn't.
5 It's not fair. I'd been looking forward to curling up with a box set and then my phone goes and rings!	e That's always so annoying! But do you think you've still passed?
6 How many times do I have to tell you? Take them off <i>before</i> you come into the house!	f That's a shame. Didn't you ask if they had another one in stock?
7 This is beyond a joke. You promised you'd deliver it Tuesday at the latest. Now you're saying next month!	g Well, don't ask me! This flatpack stuff is a nightmare! I had the same trouble with a coffee table.
8 What a waste of time! Ten minutes listening to ghastly music, punctuated by 'All our lines are busy. Thank you for waiting.'	h You didn't have to answer it. Who was it? Anyone interesting?

2 9.12 Listen and check your answers. Read them aloud with a partner.

3 Read this conversation with your partner. Then choose two more conversations from 1 and continue them.

A I **could kick myself**. As soon as I'd handed it in, I remembered what the answer was.

B **That's always so annoying!** But do you think you've still passed?

A Who knows? I always get so nervous taking exams.

B I'm the same. I never do myself justice.

4 What are some of the events in a typical day in your life? For each event think of something to moan about. Take it in turns to *moan* through the day with your partner.

I don't believe it! I forgot to set my alarm again, so I overslept and I was late for work.

What a pain!

5 Do you have any moans and groans about anything that is happening at the moment in your country or in the world? Discuss as a class.

Go online for more **speaking practice**

Over my dead body! 10

- **Language focus** Modal verbs of probability in the past
- **Vocabulary** Metaphors and idioms – the body
- **Everyday English** Stress and intonation
- **Reading** The amazing Vikings
- **Listening** Rhyme and reason
- **Writing** Adding emphasis



?

- 1 Look quickly at the photo. What is it? Look more closely. What do you see? Do you think it's respectful to the dead? Why/Why not?
- 2 Explain the quote. Is this true of people you have known? How is it true for famous historical figures?

'The dead will not die completely until they are remembered by no one.'

Mehmet Murat Ildan



Watch the video introduction



Use your **Workbook** for self study



Go **online** for more practice and to *Check your Progress*

Language focus

Modal verbs of probability in the past

TEST YOUR GRAMMAR

1 All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (✗).

- 1 She must be very rich.
- 2 I must do my homework.
- 3 They can't be at home. There are no lights on.
- 4 I think it's Jane, but I might be wrong.
- 5 I can't sleep because of the noise.
- 6 You should see a doctor.
- 7 Cheer up! Things could be worse.
- 8 The train may be late due to bad weather.

2 Put all the sentences in the past.

10.1 Listen and check.

Missing for 500 years!

1 Look at the pictures and read the introduction. Discuss these questions with a partner.

- 1 Who was the man?
- 2 How did he die?
- 3 Why was he found in a car park?
- 4 How old was he when he died?
- 5 What is the connection with the actor, Benedict Cumberbatch?

He must have been someone important.

It might have been Shakespeare.

He could have died ...

The actor may be interested in history ...



2 10.2 Listen to two friends, Andy and Bill, discussing the skeleton.

- 1 What are their answers to the questions in 1?
- 2 Were your predictions correct?

One of the greatest mysteries of English history



In August 2012, the skeleton of a 500-year-old man was discovered beneath a council car park in Leicester /lestə/, England. This find caused great excitement among archaeologists and historians.



3 Answer the questions using the modal verbs in *italics*.

- 1 When did Richard die?
in the 15th century (*must*)
- 2 What was he doing when he died?
riding a horse / fighting in a battle (*could, must*)
- 3 Who was he fighting in the battle?
Henry VII / Elizabeth I (*might, can't*)
- 4 Was he buried in the car park?
(*can't, wouldn't*)
- 5 How old was he when he died?
32 or 33 / 40 (*may, can't*)
- 6 What did they learn from his deformed spine?
a hunchback (*could*)
- 7 Why were his feet missing?
builders in the 16th century (*might*)
- 8 Did the Canadian people know they were related?
any idea (*can't*)
- 9 How did Benedict Cumberbatch feel about the discovery?
very surprised (*must*)

4 10.3 Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.



5 Look at the photos of medieval objects from England. With your partner, discuss what you think they may have been used for.

It might have been used to ...

That must/might/could have been ...

They'll have used that to ...

This must be a ...

I suppose/reckon/guess it could be ...



6 Check your ideas on page 164. How many did you guess correctly?

LANGUAGE FOCUS

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have	arrived.	
They must have		
They might have		
They could have		
They may have		
They can't have		
They won't have		

2 Match the lines.

<i>You shouldn't have told a lie.</i>	You did this, but it wasn't necessary.
<i>You needn't have cooked. No one's hungry.</i>	This was possible, but you didn't do it.
<i>You idiot! You could have killed yourself!</i>	You did this, but it was wrong.

Grammar reference 10.1 p162

7 Turn to the next page (p102) and read more about Richard III.

8 Work in small groups. Read quickly through the story of Richard III. What do these dates refer to: 1452, 1483, 1485, 2012, 2014?

9 Read it again more carefully. Discuss these questions.

- 1 Is it certain or probable that Richard had the two princes murdered? How do you know?
- 2 Who had the biggest army? Why do you think they lost the battle?
- 3 Who were the three monarchs after Richard III?
- 4 Why do you think Richard's first burial was without a coffin?
- 5 What were the signs that the skeleton was Richard III? What was the final proof?
- 6 How did Shakespeare fall victim to 'fake news'?

Richard III

The Princes in the Tower

Richard III was born in 1452. He became king in 1483 after the death of his elder brother, Edward IV, having seized the throne from Edward's two young sons. He imprisoned the boys in the Tower of London, where he allegedly had them murdered. The scandal of 'The Princes in the Tower' caused Henry Tudor to challenge him for the throne. Richard amassed an army of 12,000 men near the town of Leicester. Henry marched towards him with his army of 5,000. They met and fought in the Battle of Bosworth Field. The year was 1485, the last time any English King actually fought in battle with his men. Richard, aged just 32, was killed, and Henry Tudor took the throne as Henry VII. He was the father of Henry VIII and grandfather of Elizabeth I.



Richard's first burial

According to historical records, Richard's body was taken to Leicester and buried without a coffin in a friary graveyard. This was subsequently destroyed in the 16th century. It wasn't until 500 years after his death that a team from Leicester University set out to find the site of Richard's burial. In August 2012 they began excavating in a car park in the city centre, and soon discovered a skeleton, which was found in good condition but with its feet missing. It also had a badly curved spine and ten battle-related injuries. It was subjected to months of DNA tests which linked it not only to the English actor, Benedict Cumberbatch, but also to descendants in Canada, who are genealogically linked to Richard's sister, Anne of York. This was final confirmation that the body was Richard III. A facial reconstruction of the skull was made, which looks remarkably like portraits of the King.



Shakespeare's Richard

Richard III was portrayed by Shakespeare as a hunchbacked tyrant with a withered arm, who murdered two innocent princes. However, modern historians argue that Richard was the victim of Henry VII's propaganda because archaeologists found no evidence of a withered arm.

His second burial

In 2014, the king was finally given a royal burial and his remains were laid to rest in Leicester Cathedral.



Practice

Discussing grammar

1 Underline the correct answers.

- 1 The two princes *had to be* / *must have been* terrified when imprisoned in the tower.
- 2 My knowledge of history is lamentable. I *had to study* / *should have studied* it more at school.
- 3 Sorry I'm late. I *should have gone* / *had to go* to the post office.
- 4 I looked everywhere for my glasses, but I *couldn't find* / *couldn't have found* them anywhere.
- 5 You *needn't have said* / *shouldn't have said* anything to anybody about it. It was a secret.
- 6 You *can't have bought* / *needn't have bought* a new kettle. I managed to fix the old one.
- 7 You *should have asked* / *must have asked* me. I *might have given* / *would have given* you a lift.
- 8 You *can't have done* / *needn't have done* your homework already!
- 9 You *could have told* / *must have told* me the lesson had been cancelled! I *shouldn't have got up* / *wouldn't have got up* so early.
- 10 Harry wasn't in class today – you *couldn't have seen* / *wouldn't have seen* him.

2 Complete the sentences with a past modal.

- 1 I *did* tell you about Joe's party. You _____ listening.
- 2 Thanks so much for all your help. I _____ managed without you.
- 3 Chocolates, for me! Oh, that's so kind, but really you _____.
- 4 Come on! We're only five minutes late. The film _____ started yet.
- 5 I don't believe that Kathy's going out with Mark. She _____ told me. I know she would.
- 6 We raced to the airport, but we _____ worried. The flight was delayed.
- 7 We've got a parcel here that isn't for us. It _____ delivered by mistake.
- 8 You _____ gone swimming in that river. You _____ drowned!

10.4 Listen and check. Practise the sentences with a partner.

Writing p140 Adding emphasis in writing – People of influence

A tricky conversation!

- 3 10.5 Read and listen to one half of a phone call. Who are the people? What are they talking about?

They might have had a holiday romance.

Marlene must be Donna's friend.

- 
- R Hello?
D ...
R Er, yes, I'm Robert. Who is this?
D ...
R Sorry – Donna who?
D ...
R I'm sorry – I don't think I know any 'Donnas'.
D ...
R On holiday? Did we? Where was that?
D ...
R Greece! Oh, yes of course! Donna and Marlene from Wisconsin. That was years ago.
D ...
R Well, er, ... thank you very much ... Yes, it was fun – Alistair and I enjoyed it, too. Well, what a surprise! So, er, ... what are you up to these days?
D ...
R Really? Here ... in London? What are you doing here?
D ...
R Wow! Really? Six countries! That's ambitious.
D ...
R Erm ... well ... obviously, er obviously I'd like to see you both again, but actually it's not really very ...
D ...
R Ah yes, I know we said that ... but Alistair lives in Scotland now, and my flat isn't very big and my wife ...
D ...
R About three years ago, and we're about to move to a bigger place. We're expecting another baby.
D ...
R I'm glad you understand. I suppose we could meet for a drink for old times' sake.
D ...
R Erm – maybe you're right. But it was nice to hear your voice again, Donna. Love to Marlene and I'll tell Alistair that you got in touch. Enjoy your trip.
D ...
R Thanks, Donna. Same to you. Bye.

- 4 Work with a partner. What do you think Donna says?

- 5 10.6 Listen to both sides of the conversation and compare. Why isn't Robert very keen to meet up with Donna? What do you learn about their lives now?

'We were so lucky!'

- 6 Look at the photo. Imagine the couple in the car are your friends. They tell you about their lucky escape.

'We decided to go for a drive, even though it was still blowing a gale. And look what happened! We were so lucky!'



Use the phrases to comment on their story.

Perhaps you shouldn't have ...
You must feel you could have been ...
You must have been ... ! The car must be ...
Don't you think you should have ... ?
Why didn't you ... ? Surely you ...

- 7 10.7 Listen and compare. Practise the conversation.
8 Tell the class about an occasion in your life when something went wrong. They can comment and ask questions.

SPOKEN ENGLISH Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** to a line in **B**.

A	B
1 'That exam was a disaster!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 'I know I shouldn't have eaten a whole tub of ice cream, but ...'	c 'Yes, why not! I've got nothing to lose.'
4 'You might have told me that Lisa and Joe had split up!'	d 'I know – you just couldn't help it!'
5 'I think you should forget all about her and move on.'	e 'Me too. I'm dying for a coffee.'
6 'You should have been there! I could have died laughing!'	f 'I would if I could, but I can't.'
7 'Guess what?! Annie's going out with Joe!'	g 'What was so funny?'
8 'I could do with a break.'	h 'Huh! I could have told you that.'

- 10.8 Listen and check. What extra lines do you hear? Practise the conversations with a partner.

Go online for more grammar practice

THE VIKINGS

Raiders, traders and intrepid explorers

*“From the Fury of the Northmen,
O Lord, Deliver Us!”*

The year is 793 AD and this was the petrified cry of the ancient Anglo-Saxons pleading with God to save them from the Vikings (or Norsemen). For nearly 300 years, from the 8th to the 11th century AD, this warrior race set out from Scandinavia on raids and voyages of discovery and colonization across the northern world. They struck fear in the hearts of the peoples of Europe, but the archaeology of their settlements and the literature of their sagas reveal a complex and fascinating culture. They were not only violent raiders and pillagers, they were a lot else besides.

Reading and speaking

The amazing Vikings

- 1 Everybody has heard of the Vikings. Discuss what you know about them.
- 2 Read the introduction.
 - When were the Vikings powerful?
 - What three things did they do across the northern world?
 - How did we find out about their lives?
- 3 Look at the pictures about Viking history. Read through the texts quickly. What else other than raiders and pillagers were the Vikings?
- 4 Work with a partner. Read the texts again and find information about the Vikings in relation to their:
 - 1 skills
 - 2 appearance
 - 3 religion
 - 4 trade
 - 5 brutality
 - 6 exploration
 - 7 settlements
 - 8 writing

Vocabulary

- 5 What did the Vikings do? Match a line in A to a line in B.

The Vikings ...

A	B
tended	stone
carved	gods
traded	monasteries
raided	money
worshipped	livestock
extorted	far and wide
settled	expeditions
mounted	in many lands
explored	goods

- 6 Use the cartoon pictures to tell the story of the Vikings to your partner in your own words.


What do you think?

Discuss in small groups. Then report to the class.

- How and why do you think the power of the Vikings finally ended?
- What can you deduce? Use *must have*, *could have* and *might have*.

We think they must have run out of places to raid.

Read *The End of the Viking Age* on page 167 and check your ideas.

 **Watch** a video and learn more about the legacy of the Viking empire in Denmark.





1 This striking-looking race with their blond hair and blue eyes were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were at heart farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather-workers and jewellers.



2 They worshipped a variety of gods. Chief among them were **Odin**, **Thor**, and **Frey**. Today we recall them as Wednesday, Thursday and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.



3 Above all, the Vikings were skilful shipbuilders and navigators. With their magnificent longships they embarked on voyages of exploration far and wide, from Britain to Baghdad, trading their iron, furs and grindstones for goods which they could not get at home, such as silk, glass and silver.



4 However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day they sprang surprise attacks on European monasteries, thereafter extorting protection money, as a price of peace. This was known as Danegeld. This reign of terror began in 793, with a ferocious attack on England's Lindisfarne monastery.



5 By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.




6 In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for killing two men in a violent feud, sailed westward again. Finally settling down in a grey, desolate land of fjords and glaciers. Cunningly, he named it 'Greenland' so as to attract more settlers to join him and his family.



7 Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands and, in 1003, he mounted an expedition further west. He finally landed in a place which he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.


Listening and pronunciation

Rhyme and reason

1  10.9 Close your eyes and listen to a poem by Lewis Carroll from *The Adventures of Alice in Wonderland*. It is a conversation between a son and his father. Answer the questions.

- 1 Is the poem light-hearted or serious? How do you know?
- 2 What is the relationship between the son and father? Is it respectful or disrespectful?
- 3 Which of the son's questions can you remember? How does the father answer?
- 4 What do you learn about the father's life?

2 Work with a partner. Read the poem. Discuss which word best fills the gaps. It helps to read the poem aloud as you do this.

3  10.9 Compare your version with others in the class. Justify your choice of words. Listen again. Whose was closest to the original?

What do you think?

- How old do you think the son and his father are?
- The poem was written in the 1860s. Which vocabulary links it to this period?
- Which words describe the father? Which the son?

eccentric	inquisitive	irritable
rude	judgemental	nosy
patient	witty	

- How do you think old people *should* behave? Why?

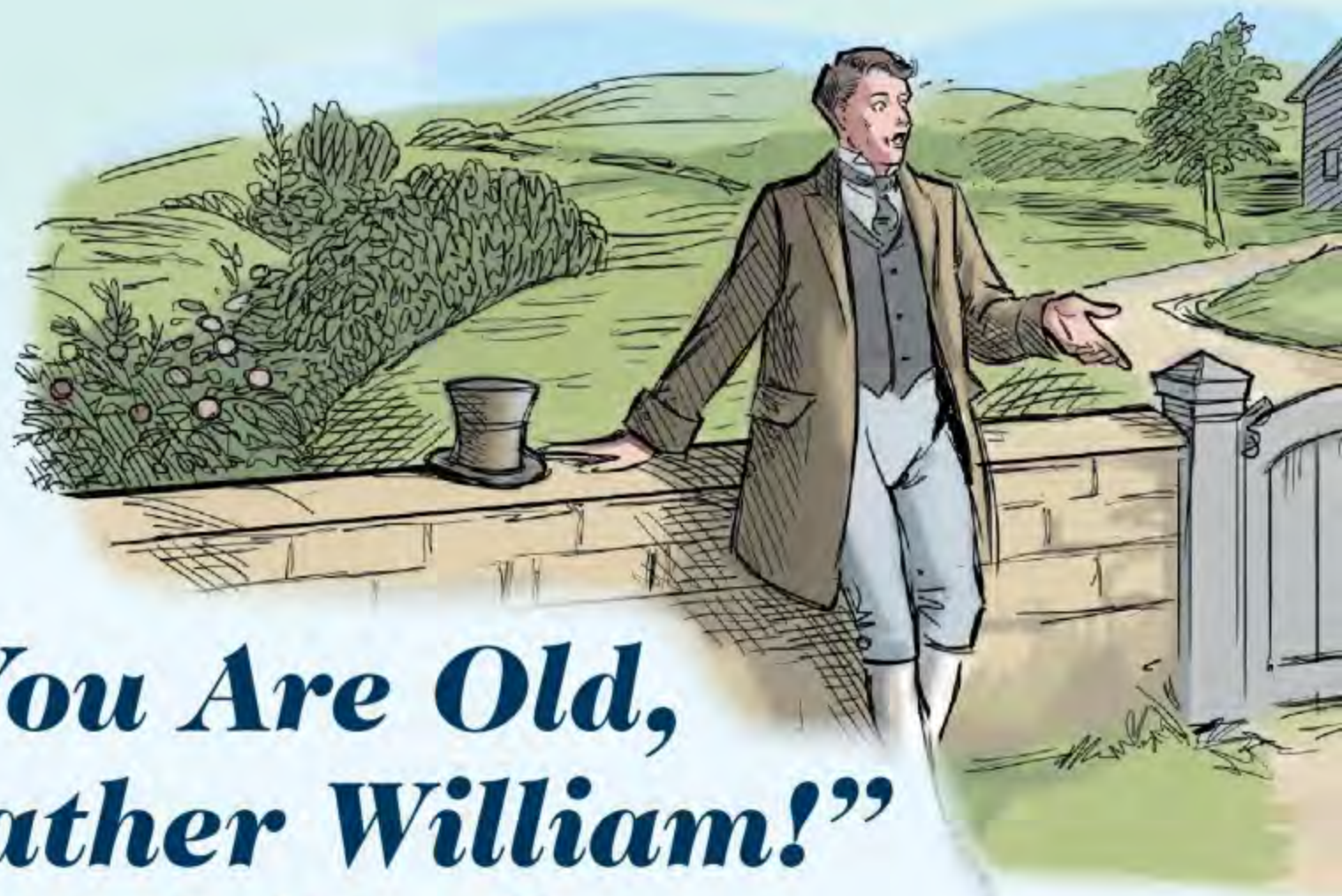
Writing your own poem

4 Some schoolchildren wrote poems modelled on Lewis Carroll's. Read this one aloud.

*"You are old, Uncle John," the young girl did say,
"Yet you spend six hours a day at the gym,
And you jog down the road before break of day
Pray, why keep yourself so very trim?"*

*"In my youth," Uncle John replied to his niece
"I was hugely, disgustingly fat,
But now that I've met a young lady from Greece
Motivation has got rid of that!"*

5 Work with your partner and write a similar poem. Read it aloud to the class.



"You Are Old, Father William!" by Lewis Carroll

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your ¹ _____.
Do you think, at your age, it is ² _____?"

"In my youth," Father William replied to his son,
"I feared it might injure the ³ _____;
But, now that I'm perfectly sure I have ⁴ _____,
Why, I do it again and again."

"You are old," said the youth, "as I ⁵ _____ before,
And have grown most ⁶ _____ fat,
Yet you turned a back somersault in at the door,
Pray what is the reason of that?"

"In my youth," said the sage, as he shook his grey ⁷ _____,
"I kept all my limbs very ⁸ _____
By the use of this ointment – one shilling the box –
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak
For anything tougher than ⁹ _____;
Yet you finished the goose, with the bones and the ¹⁰ _____.
Pray, how did you manage to do it?"

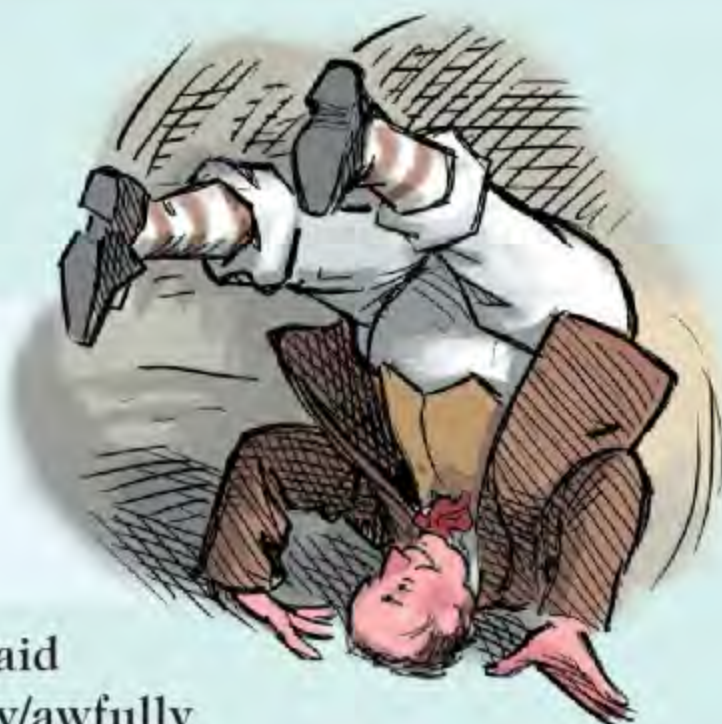
"In my youth," said his father, "I took to the law,
And argued each ¹¹ _____ with my wife;
And the muscular strength which it gave to my ¹² _____,
Has lasted the rest of my life."

"You are old," said the youth, "one would hardly suppose
That your eye was as ¹³ _____ as ever;
Yet you balanced an eel on the end of your nose –
What made you so awfully ¹⁴ _____?"

"I have answered three questions and that is enough,"
Said his father. "Don't give yourself ¹⁵ _____!
Do you think I can listen all day to such ¹⁶ _____?
Be off, or I'll kick you downstairs!"



¹ head/hands/bed
² smart/right/good



³ wit/mind/brain
⁴ none/one/gone

⁵ stated/mentioned/said
⁶ hugely/uncommonly/awfully



⁷ curls/beard/locks
⁸ supple/fit/nimble

⁹ cake/suet/jelly
¹⁰ body/feathers/beak

¹¹ ease/day/night
¹² tongue/jaw/chin



¹³ steady/true/focused

¹⁴ skilful/clever/able

¹⁵ airs/manners/away
¹⁶ rubbish/stuff/nonsense

Vocabulary

Metaphors and idioms – the body



- Which parts of the body do you associate with ... ?
 - intelligence
 - emotions
 - manual skills
- In which one of these sentences is the word in *italics* used literally? Rephrase the words used metaphorically.
 - Can you give me a *hand* to move this sofa?
 - She's so clever. She's *heading* for great things in life.
 - But she's not at all *big-headed*.
 - We shook *hands* and introduced ourselves.
 - My daughter has a very good *head* for business.
 - I'd help, but I've got my *hands* full at the moment.
 - She shouts a lot, but she's got a *heart* of gold.
 - After a *heart-to-heart* talk, things are much clearer now.
 - I trained to be a lawyer, but my *heart* wasn't in it.

- Complete the sentences with one of these expressions.

face the fact	putting a brave face	on its last legs
pulling your leg	goes to their heads	a sharp tongue
finding my feet		

- My car's done over 200,000 kilometres. It's _____ now. I'll have to buy a new one.
 - With so many celebrities, success _____ and they start to believe they're really very important.
 - I know she's in a lot of pain, but she's _____ on it.
 - I'm in my first term at uni, and it's all a bit strange, but I'm slowly _____.
 - I'm nearly 75. I simply have to _____ that I'm not as young as I was.
 - 'Sue says some really cruel things.'
'Yes, she's got _____.'
 - 'Did you really tell Pete I don't like him?'
'No, of course not! I'm just _____.'
- 10.10** The lines below are from **two** conversations. Listen and replace the underlined phrases with the body expressions you hear.

 - I'm still getting used to it.
 - Underneath it all, she's kind and generous.
 - She understands business very well.
 - You'd better accept the fact that your computer's ancient.
 - It's been about to stop working for years.
 - Are you joking?
 - Look up another part of the body in a dictionary. Find idioms and explain them to the rest of the class.

[Go online](#) for more **vocabulary practice**

Everyday English Stress and intonation

Degrees of enthusiasm

- 1 10.11 Listen to three people A, B and C responding to the same question. Who is the most enthusiastic? Who is the least? Who is not sure?

What was the play like?

- A Mmm. It was interesting.
B Mmm. It was interesting.
C Mmm. It was interesting.

- 2 10.11 Listen again and practise them with a partner.
- 3 10.12 A couple are discussing a film they've just seen. Sometimes the woman (W) agrees with the man (M), sometimes she doesn't. Listen to the way she says *Mmm ...* Write a, b, c or d next to lines 1–8.

- | | |
|---------------------|------------------------|
| a I'm not so sure. | b I agree. |
| c I agree strongly. | d I disagree strongly. |

What did you think of the movie?

- M Well, I thought that movie was great.
W ¹ Mmm ...
M I was on the edge of my seat from start to finish.
W ² Mmm ...
M Well, the ending was a complete surprise.
W ³ Mmm ...
M What about the special effects? Weren't they amazing?
W ⁴ Mmm ...
M And Julia Jones – wasn't she just perfect as the love interest?
W ⁵ Mmm ...
M I wouldn't mind seeing it again.
W ⁶ Mmm ...
M I'm going to recommend it to Rob and Fran. They'll love it.
W ⁷ Mmm ...
M Come on! Let's go for a drink.
W ⁸ Mmm ...



- 4 10.13 With your partner, decide what you think the woman goes on to say. Listen and compare.



Stress in sentences

- 5 10.14 Listen to the short dialogues and mark the main stressed word in B's answers. Why does the stress shift in each reply? Practise them with your partner.

Who is John?

- 1 A Is John the man with the short, fair hair?
B No, John's the man with the short, dark hair.
- 2 A Is John the boy with the short, dark hair?
B No, John's the man with the short dark hair.
- 3 A Is John the man with the short, dark beard?
B No, John's the man with the short dark hair.
- 4 A Is John the man with the long, dark hair?
B No, John's the man with the short, dark hair.
- 5 A Is Tom the man with the short dark hair?
B No, John's the man with the short dark hair.

- 6 Read the short conversations with your partner. Underline the main stress in B's replies and practise them.

- 1 A You look tired.
B I am tired.
- 2 A That's Sylvie over there. She's French.
B I thought she was French.
- 3 A I had such a good idea about mum's birthday present.
B I thought of it first!
- 4 A I sold my old computer to Barry.
B I thought you'd given it to him.
- 5 A Do you work for Carl?
B No, Carl works for me.
- 6 A I've never met Eva before.
B You must have met her. She knew your name.

- 10.15 Listen and check. Practise again.

Go online for more speaking practice

Just suppose ... 11

- Language focus Hypothesizing
- Vocabulary Word pairs
- Everyday English Linking and commenting

- Reading Have you ever wondered?
- Listening Dream discoveries
- Writing Narrative writing (2)

‘The true sign of intelligence is not knowledge, but imagination.’

Albert Einstein




?

- 1 What is the child in the photo dreaming of? What is he/she using to act it out? Are children less likely to use their imagination these days? Why/Why not?
- 2 Read the quote. Do you agree? Why is imagination important for scientists such as Einstein?


 Watch the video introduction

 Use your **Workbook** for self study

 Go online for more practice and to *Check your Progress*

Language focus Hypothesizing



TEST YOUR GRAMMAR

- 1 Bridget Smith is feeling sorry for herself. Read column A. What are her problems?
- 2  11.1 Match lines in A to wishes in B. Listen and check.
- 3 Write down one thing you're not happy about today. Tell the class what you wish.



A	I wish	B
1 It's raining again.	I wish	I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.		I could.
5 My boyfriend and I had a row.		he would.
6 I know he won't call me today.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

If only!

- 1 Look at the photos. The people all have wishes and/or regrets. What do you think they are?
- 2  11.2 Listen and compare your ideas. Number the pictures in the order you hear them.
- 3  11.3 Listen and complete these lines from the conversations.

1 Look, I know, I shouldn't _____ here, but I was only gone five minutes.

Surely you could _____ it if you _____ to?

Supposing *your* mother _____ medicine urgently, where _____ you park?

2 I really _____ gone out last night.

If only I _____ all my revision till the last minute again!

I wouldn't worry if I _____.

I'd rather you _____ with us, though!

3 If only we could _____ now! That _____ be amazing!

I'd just _____ on the beach.

I sometimes wish _____ accepted that promotion.

4 Don't you wish you still _____, Dad?

I've always said, you _____ have gone professional if _____ wanted to.

It is time I _____ a bit more exercise, though!

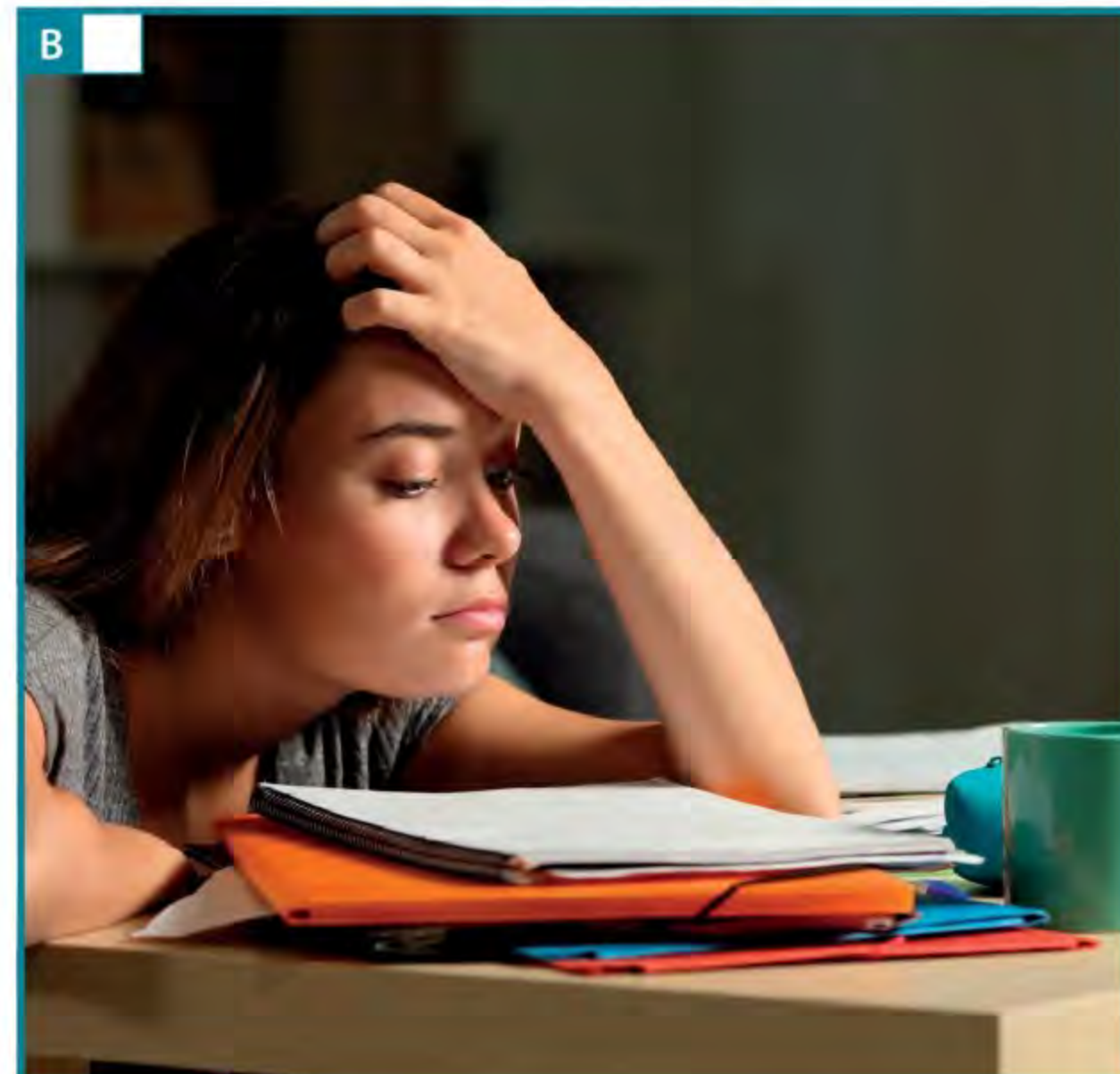
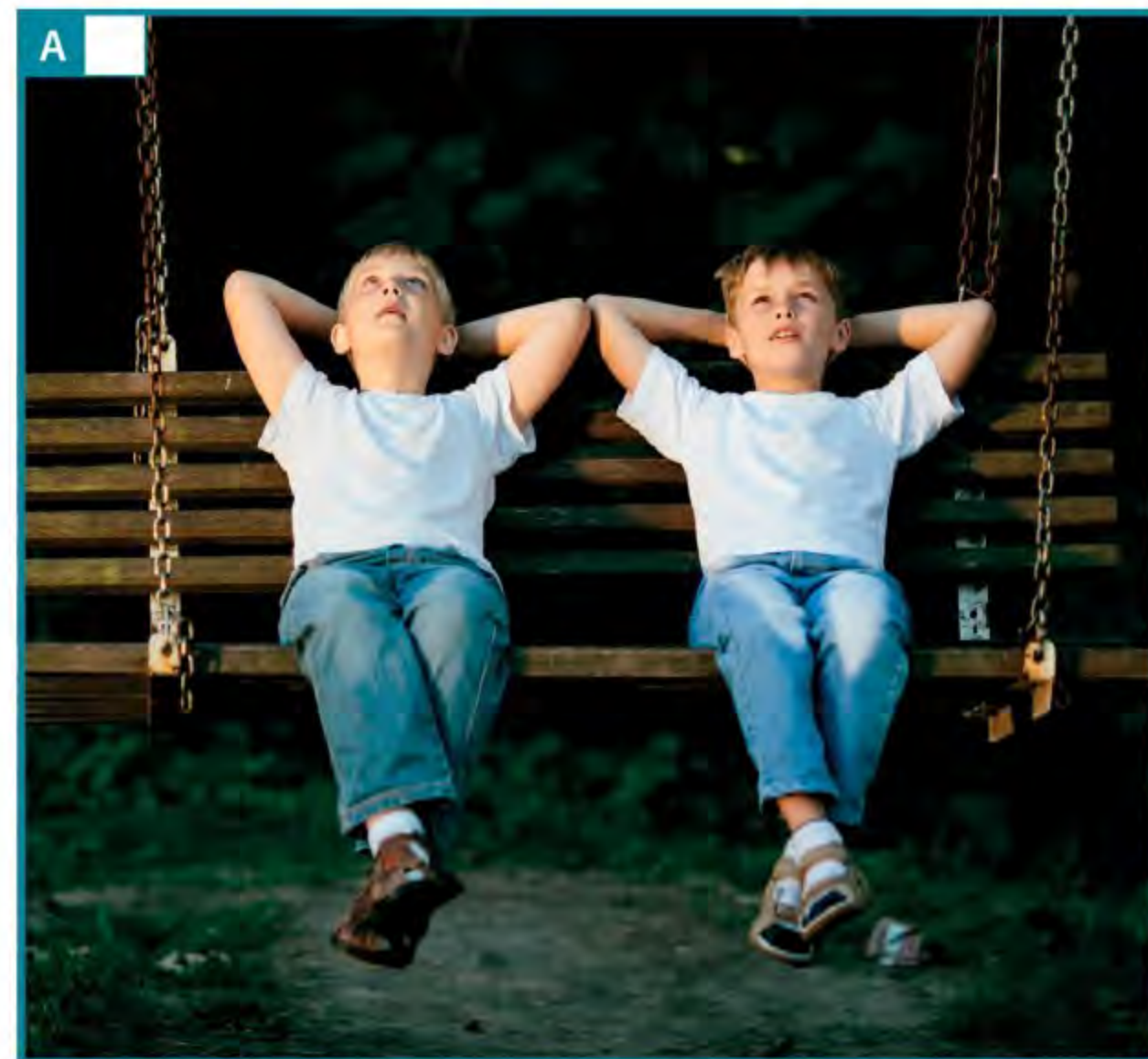
5 Wow, what would you _____ to be a pilot!

Yeah! Imagine if your job _____ jet planes!

Which would you buy if you _____ the money in the world?

I _____ buy either of those. I _____ a rocket and be an astronaut!

- 4 Work with a partner. Use the lines in 3 to help you practise the conversations.





C

5 Look at the facts behind this regret.

I shouldn't have gone out last night. I went out last night.

What are the facts behind these statements?

- I wish I *knew* the answer.
- If only I *could* come.
- If I *didn't* get so nervous, I'd get better exam results.
- If you'd *helped* us, we'd *have finished* by now.
- I *should have listened* to your advice.
- If only I'd *told* the truth.
- I wish I *spoke* French really well.
- I wish you *would speak* to him.
- I'd rather you *lived* with us, Mum. It's time you *had* someone looking after you.
- Supposing you *were* in charge ...



D

LANGUAGE FOCUS

- Which sentences in 5 are about present time? Which are about the past?
- In sentences c, d and f, what are the full forms of the contractions I'd, you'd and we'd?
- Other expressions are also used to hypothesize. Complete the facts in brackets.
It's time you *knew* the truth. (The fact is that you ...)
I'd rather you *didn't smoke*. (The fact is that ...)
Supposing you'd *fallen and hurt* yourself? (Fortunately you ...)

Grammar reference 11.2–11.3

pp162–163

Practice

Wishes and regrets

- Express a wish or regret about these facts. Use the words in brackets.
 - I don't speak English fluently. (*wish*)
 - We don't have a garden. (*If only*)
 - I'm an only child. (*wish*)
 - You're talking way too fast. I can't possibly follow you. (*If*)
 - I get up at 6.00 because I have to go to work. (*wouldn't / if*)
 - I didn't learn to ski till I was 50, so I'm not very good yet. (*If*)
 - My youngest daughter wants to be taller. (*wish*)
 - You always leave the top off the toothpaste! (*wish*)
 - I wish my sister would ask before borrowing my clothes. (*I'd rather*)
 - So you're leaving because they won't give you a pay rise? (*Supposing*)
 - We didn't read the instructions carefully enough. (*should*)
 - We need to have a break. (*It's time*)

11.4 Listen and compare. What do people say in reply?



E

Someone should have stopped him!

2 Read a true story and answer the questions.

- What's shocking about the story? What kind of child do you think Drew is?
- Explain the double meanings of *grounded* and *flight* in the title.

Australian boy grounded after 1,800-mile flight to Bali

12-year-old *Drew from Sydney, Australia decided to run away from home after an argument with his mother. Running away is not that unusual for young children, however, Drew ran away in spectacular fashion. He found his parents' credit cards and booked himself a 1,800-mile flight from Sydney to the Indonesian island of Bali, where he spent four days in a hotel!

Two airlines refused to let him fly without written permission from his parents, but the third didn't ask and sold him a ticket. Drew then booked the hotel online. He tricked his grandmother into telling him where his passport was kept, and headed off. His parents thought he'd gone to school.

He used self-service check-in at Sydney airport, and it was only when he changed planes at Perth airport that staff asked why he was travelling alone, but they allowed him to continue after checking he was over 12. Drew got through Indonesian immigration by telling them his mother was waiting for him in arrivals. After checking into his hotel, telling staff there that he was waiting for his older sister to arrive, he spent four days relaxing on the beach and exploring the surrounding area on a rented scooter!

* not his real name, which wasn't made public

The school had contacted Drew's parents to ask where he was, and he was reported missing to the police. His foreign hideout was eventually discovered when he boasted about his holiday on social media, posting a video which was geotagged.

'It was great, because I wanted to go on an adventure', Drew said. 'He doesn't like the word *no*', said his mother. Drew is now grounded until further notice, and the airline Drew flew with have since changed their policy on children flying unattended.



3 Use the prompts to make sentences about Drew's story.

- 1 If he / not argue / his mother / he / not run away.
- 2 If only Drew's parents / keep / credit cards in a safe place.
- 3 If the airline / ask / written permission / Drew / not be able / buy a ticket.
- 4 His grandmother wish / not tell him / where his passport was.
- 5 If he / not use / self-service check-in, staff / might / stop him.
- 6 The immigration officials / should / check / his mother / really wait / for him.
- 7 If the school / not contact / Drew's parents, they / not know / he / run away.
- 8 Supposing Drew / not post / video on social media – how long / take / to find him?

What do you *think* the answer to question 8 is? Why?

Talking about you

4 What do you wish was different about your life, present and past? Choose some of these topics to make a wish list. Discuss your lists in groups.

- home
- family
- friends
- social life
- work
- holidays
- money
- relationships

My wish list

If only I had ...

I wish I/I'd ...

If you were a ...

5 In job interviews, a common style of question is *If you were a ... , which ... would you be?*

If you were an animal, which animal would you be?

I'd be a cat. Because they're intelligent, independent, and they get what they want.

Why do people ask this?

6 Work in groups. Use the words below to ask and answer questions. Give reasons for your answers.

If you were a/an ... ,

animal | colour | car | fruit | month | musical instrument

which/what kind of ... would you be?



SPOKEN ENGLISH Expressions with *if*

There are many fixed expressions with *if*. Match a line in **A** and **B**.

A	B
1 If all goes well,	a could I have a word with you?
2 'You should have come to Jo's party. That girl you fancy was there!'	b I'd never forgive myself.
3 If you've got a minute,	c If anything, he's a bit shy.
4 If anything bad happened to him,	d if I remember rightly.
5 Give Jeff a promotion?! If you ask me	e we can always postpone it.
6 It was the 13th April, not the 14th,	f 'Oh! If only I'd known!'
7 You think I'd follow your advice?	g if any at all.
8 If the worst comes to the worst,	h he should be sacked!
9 There'd be few advantages,	i we'll be finished by Friday.
10 I don't think he's cold or arrogant.	j As if!

11.5 Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practise with a partner.

Go online for more grammar practice

Reading and speaking

Have you ever wondered?

1 Have you ever wondered about these things? Discuss them in groups. Do you know, or can you think of, the answers to any of the questions?

Why are buttons on different sides on men's and women's clothing?

Why is it so difficult to swat a fly?

How many species live in or on the human body?

Why do we dream?

What is the origin of the @ symbol?



2 Check your ideas on pages 114–115 and discuss them with your group.

Reading

3 Read the texts again. These lines have been removed from them. Which text does each line come from?

- Some 10 million occupy every square centimetre of our flesh.
- They note that they often focus on our everyday anxieties.
- As a result, they see things in slow motion compared to us.
- So they began to loop the 'd' around the 'a'.
- They're on the wrong side!

4 Answer the questions.

- Why can a fly escape a fly swatter easily?
- What gives you the best chance of hitting the fly with your swatter?
- Why did men carry swords on the left side?
- Why did buttons become cheaper in the 19th century?
- What would only be the size of a pea?
- Is the follicle mite harmful? What does it do?
- What's the main difference between the different theories of why we dream?
- Why don't we act out dreams physically?
- Why did medieval monks get tired hands?
- What might have happened to the @ symbol if Ray Tomlin hadn't used it? Why?

Vocabulary

5 Find the highlighted words in the texts. Work with a partner and try to work out the meaning from the context.

What do you think?

- Which language has the best word for the @ sign? What is it called in your language?
- Which theory of dreams makes most sense to you? Why? Give examples of your own dreams.
- Small children often ask a lot of 'Why' questions about the world.

Think of some examples and ask and answer them with a partner, as if one of you was a child.

Why doesn't our cat talk to me?

Because cats can't talk.

Why can't cats talk?

Because ...

- Think of some more 'Have you ever wondered why ... ?' questions. Choose some to research and report back on.

Have you ever



1 Why is it so difficult to swat a fly?

That buzzing fly is really getting on your nerves. So, you get your fly swatter and watch silently until the fly is resting. You get as close as you can, tense your muscles, and then ... thwack! But the fly is happily buzzing around on the other side of the room. And yet you moved so fast – how could it have got away?

The fly's ability to escape has nothing to do with sensitivity to wind or noise; it's all to do with its eyesight and the speed of its brain signals. Flies have around 6,000 tiny lenses in each eye, and their brains and nervous systems can receive and process information seven times faster than humans. ¹ _____ High-speed digital cameras show that from the fly's viewpoint, your hand is moving towards it very slowly. Within *30 thousandths* of a second of seeing the swatter, the fly has worked out where it's coming from and how to jump away from it. Your hand takes about *two hundredths of a second* to reach it, 150 times longer, so unless the fly is feeling very groggy, you stand no chance. If you still want to try, the best strategy is to aim your swatter towards where you think the fly is *going* to jump, rather than where it is now.

2 Why are buttons on different sides on men's and women's clothing?

Have you ever borrowed a boyfriend's or girlfriend's coat and found that doing up the buttons feels weird? ² _____

The reasons for this strange inconsistency lie in the distant past. When men carried swords, they were worn on the left, so they could draw them using the usually dominant right hand. If their jackets had had buttons on the left, the handle of the sword could have easily got caught in their clothing as they pulled it across their body. It was also easier to slip the hand inside to pull out a hidden weapon if clothing was buttoned this way.

So how come women's buttons are different? Well, in the 17th and 18th centuries all buttons were made by hand, and because they were expensive, they were only used on the clothes of the wealthy. It wasn't considered proper for wealthy women to dress themselves, they had servants do it for them, and the servants found it easier to do up the buttons on someone facing them if they were on the left. In the late 19th century, when buttons became cheaper with mass-production, all women wanted to copy the style of the wealthy, and the tradition has remained to this day.



wondered ... ?

Answers to some of the puzzling questions in life

3 How many species live in or on the human body?

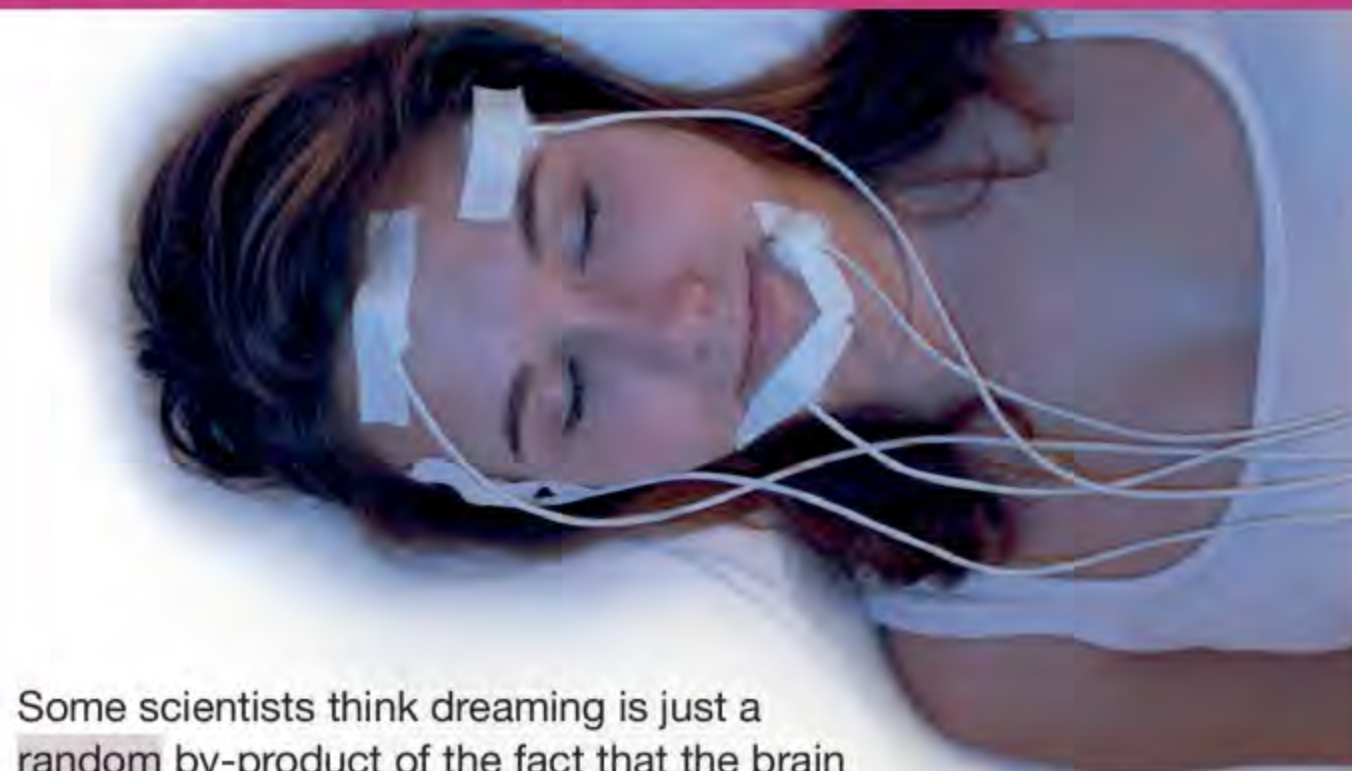
There are about 200 species, including 80 in the mouth alone, which inhabit the human body. However, alongside these, our bodies are also host to a mindboggling number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion.³ _____ . The most densely populated areas of the human body are the teeth, throat, and digestive tract, which overflows with 'friendly' bacteria that are essential to our health. Their numbers may be vast, but their scale is microscopic. If you put the billions of bacteria on your skin together, it would only be the size of a pea.

Another life form that keeps us company is the common parasite, for example, the follicle mite. It's found on every individual in huge numbers, and it's a good thing, too, as they spend their days harmlessly munching dead skin cells, acting as invisible refuse recyclers. A less welcome guest is the human itch mite, which lays its eggs on or under our skin, causing the intensely itchy condition known as scabies.



eyelash mites

4 Why do we dream?



Some scientists think dreaming is just a random by-product of the fact that the brain can't switch off completely during sleep. Others think it may be the brain tidying up its filing system during the night, processing memories and their associations.

Psychologists see more meaning in our dreams.⁴ _____ , and think we are practising facing them again, in different situations. A need to rehearse the most extreme worst-case scenarios would explain recurring nightmares – suppose you really did absolutely no revision for that exam? What if you got to work or college and had forgotten to put your trousers on? But our dreams can also show us important truths, and they sometimes seem to decide it's time we practised having the experiences we wish for – so you can even fly! But is there any danger we'll get out of bed and jump out of the window? Well in 1951, physiologist Eugene Aserinsky connected his 8-year-old son to an early brainwave machine, and watched the results through the night. They showed that every 90 minutes we enter a different state in order to dream, called REM (because we display Rapid Eye Movement). However, most of our muscles switch off during this period, meaning that the flying and running away from monsters only happens in our heads.

5 What is the origin of the @ symbol?

History suggests that the @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of the printing press, every letter of a word had to be painstakingly transcribed by hand for each copy of a book. The monks who performed these tedious copying duties, usually in Latin, looked for ways to reduce the number of individual strokes for common words. Although the word for 'at' in Latin, 'ad', is also short, it was so common that the monks wished it were even shorter.⁵ _____ making it much quicker to write.

The @ symbol, would have been largely forgotten in modern times if it hadn't been for a computer scientist called Ray Tomlinson. In 1971, he wanted a symbol to separate a person's name from that of their computer, and now all email addresses follow the format *joe@myserveraddress.com*.

The symbol has different and often charming names in different languages, many of which see the shape as a kind of animal.

These include:

Klammeraffe is German for 'hanging monkey'

apenstaartje is Dutch for 'monkey's tail'

kissanhätä is Finnish for 'cat's tail'

dalphaengi is Korean for 'snail'

papaki is Greek for 'little duck'

kukac is Hungarian for 'worm'

grisehal is Norwegian for 'pig's tail'

snabel is Danish for 'elephant's trunk'

sobachka is Russian for 'little dog'



Listening and speaking

Dream discoveries

1 Work with a partner. Match these discoveries and achievements with the people responsible for them.

A	B
1 The structure of DNA	a Jack Niklaus
2 The song <i>Yesterday</i>	b James Watson
3 The novel <i>Frankenstein</i>	c Mary Shelley
4 The greatest golfer of all time	d Paul McCartney

2 All the achievements in 1 were the result of a dream. How could this be possible?

3 11.6 Listen to a radio programme about 'Dream discoveries' and check your answers and ideas.

4 Which of the people ...

- was pleased to have had a nightmare? Why?
- sang about scrambled eggs? Why?
- became successful again because of the dream? How?
- dreamed about a staircase? What kind of one?

5 11.6 Read the lines from the programme and try to answer the questions after them. Then listen again and check/complete your answers.

1 *Neuroscientists suggest this can happen because ...*
What is 'this'? Why can it happen?

2 *... they sat in the library and read ghost stories to each other.*
Who were 'they'? Which country were they in?
Why weren't they outside?

3 *'I have found it!' she wrote, 'and what terrified me will terrify others!'*
Who was 'she'? What was 'it'?

4 *'I think the title of the book confuses many people.'*
What is the title? What is the confusion?

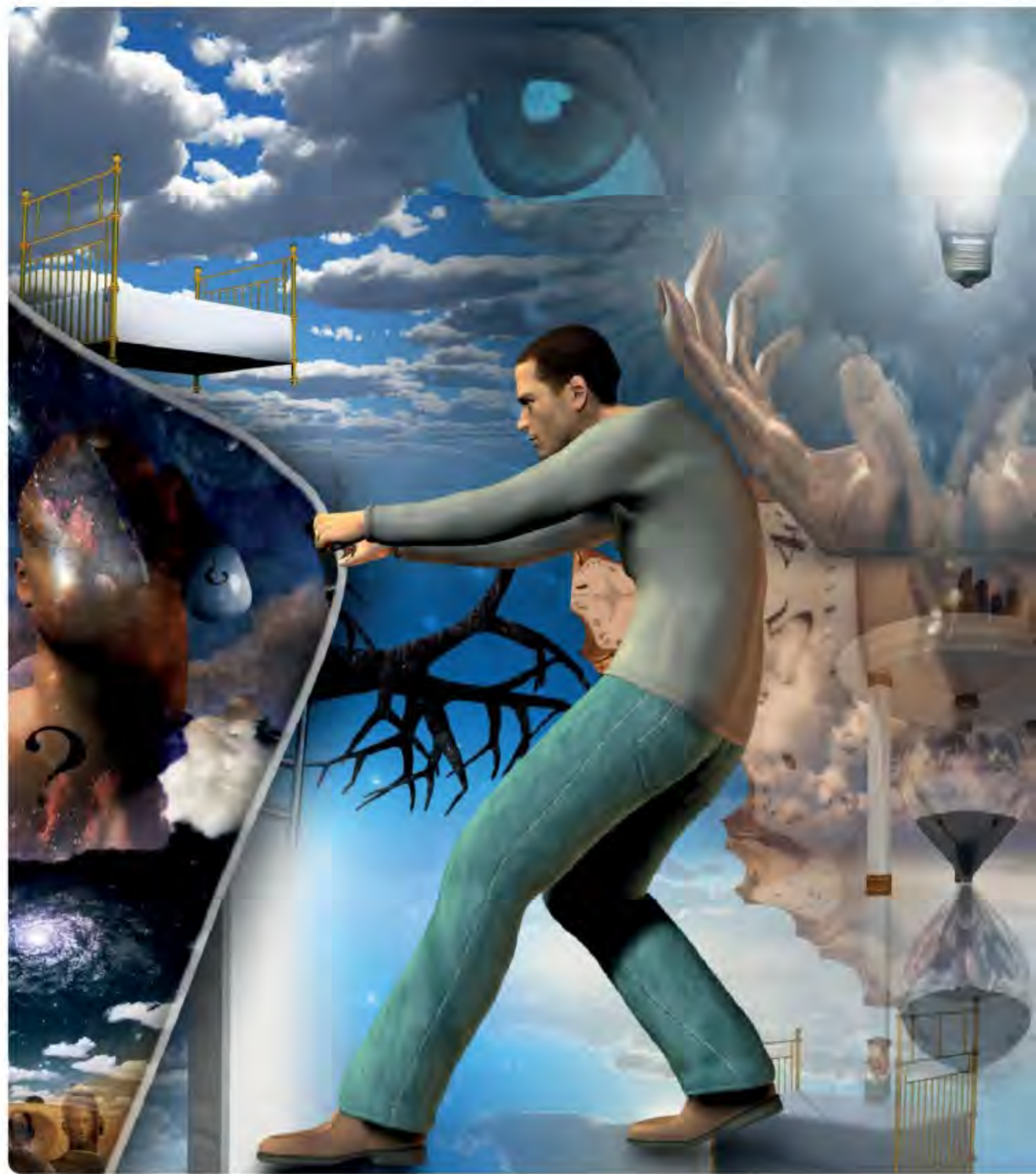
5 *'That's great. I wonder what that is?'*
Who had this thought? What was 'that'?

6 *Imagine if he'd left it like that!*
What was 'it' and what was 'that' like?

7 *... in 1964 his form had dropped and he won none.*
Who is 'he'? He won 'none' of what?

8 *When he did, he played a wonderful round, ...*
When he 'did' what?

Watch a video about how our subconscious makes strange connections between our senses.



Vocabulary

6 Match the words and phrases from the audio in A to their definitions in B. What did they refer to?

A	B
1 bizarre	a brightly
2 vividly	b a tune
3 struggled to find an idea	c hideous
4 a contest	d a game of golf or cards
5 a vision	e useable immediately
6 monstrous	f a work of music or literature
7 a melody	g something you imagine seeing
8 composition	h couldn't think of anything
9 ready-made	i a competition
10 a round	j strange or weird

What do you think?

- Which of the dream discoveries do you find most surprising? Which would you like to have discovered yourself?
- What do you do to help when you're working on something and get stuck?
- Have these stories changed your opinion of the importance of dreams? Why/Why not?
- Do dreams ever make you behave differently the next day? How?

Vocabulary and pronunciation Word pairs

There are many pairs of words joined by a conjunction. The order of the words is fixed:

*Dr Loewi scribbled something down **there and then**, on a notepad.*

Complete these well-known pairs.

Life's full of **ups and** _____.

It will happen **sooner or** _____.

There are always **pros and** _____ to any argument.

1 Match a word pair in A to a definition in B.

A	B
sink or swim	readiness to make compromises
wait and see	finally and forever
far and wide	not lasting long, but very pleasant
give and take	generally speaking
ifs or buts	sometimes successful, sometimes not
once and for all	absolutely everywhere
hit and miss	exact details
short and sweet	be patient and find out later
ins and outs	excuses or arguments
by and large	succeed or fail, without any help

2 11.7 Listen and repeat the word pairs. Pay attention to the linking sounds between the words.

sink or swim **ifs or buts** **wait and see** **far and wide**



3 Complete the sentences with a word pair from 1.


- There has to be some _____ in any relationship. You can't have your own way all the time.
- I had no experience when I set up my first business and I got no help – it was _____!
- I don't want to hear any _____ from you – it's time for bed, now!
- A** I hope your presentation doesn't go on too long.
B Oh, don't worry, it's _____ – it'll be over in no time!
- It's difficult to explain the _____ of the rules of cricket. They're very complicated.
- A** What have you got me for my birthday?
B Ah, you'll have to _____, won't you?!
- There are some things I'd change about my workplace, but _____ it's very pleasant.
- People come from _____ to shop in Bicester Village – it's the second most popular destination in the UK for Chinese tourists after Buckingham Palace!
- A** Is the food good in that restaurant?
B It's a bit _____. I've had some great meals there, and some really poor ones.
- It's time we settled this argument _____. Let's Google it and see who's right.

11.8 Listen and check.


4 Join the words in A and C using a conjunction in B.

A	B	C
now sick more	and	tired quiet shine
touch peace safe	but	sound then go
slowly rain	or	less surely

Write sentences using each pair, using a dictionary if necessary. Read them out to the class.

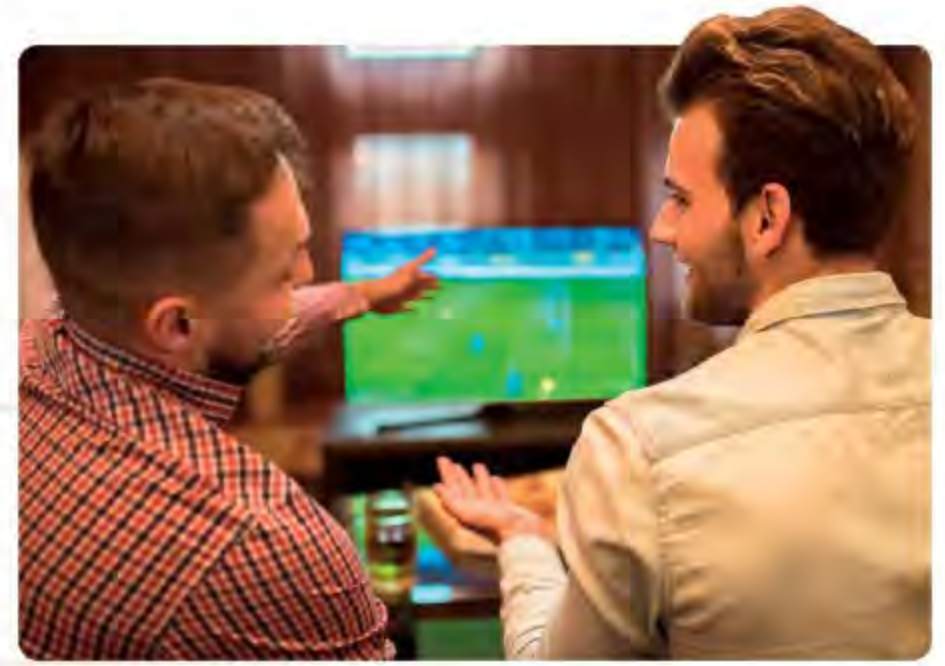
-  11.9 Listen to a conversation between two friends. What are they talking about? Note down all the word pairs that you hear.
- Look at audioscript 11.9 on page 149. Practise it with a partner.

Writing p141 Narrative writing (2) – Linking words and expressions

 **Go online** for more **vocabulary practice**

Everyday English

Linking and commenting



1 **11.10** Listen to and read the conversation. The expressions in **bold** link and comment on what has been said, or what is going to be said. They are adverbs.

- A Did you see the match last night?
 B No. **Apparently**, it was a great game, though. Liverpool won, didn't they?
 A **Actually**, it was a draw, but it was really exciting.

2 Read four more conversations. Underline the correct linking or commenting expression.

- 1 A What do you think of Clare's new boyfriend?
 B *Personally*, / *Surely*, I think he's really nice, but I know her dad's dead against him. *At least* / *Still*, he's never been happy with her boyfriends.
 A I know! *Surely*, / *Actually*, he's got to accept one of them eventually. *Honestly*, / *Anyway*, I guess we'll have to wait and see.



- 3 A So, Marc, you say this is your last concert tour?
 B *Surely*. / *Definitely*.
 A But *surely* / *definitely* you realize how upset your fans are going to be?
 B Well, *obviously*, / *hopefully*, I don't want to disappoint anyone, but *certainly*, / *basically*, I'm sick and tired of touring. *Ideally*, / *After all*, I'd like to spend more time in the studio, and record some great music for my fans.



- 2 A How can you afford to buy all these new clothes?
 B *Presumably*, / *Apparently*, I'm going to get a big bonus this month. *At least* / *Probably*, that's what my boss has told me. And I do deserve one. *Ideally*, / *After all*, I earned the company £100,000 last month.



- 4 A Why do you think our sales are so low this year?
 B *Basically*, / *Apparently*, I think our prices are too high. We could *certainly* / *still* sell a lot more if they weren't. *Absolutely*, / *Ideally*, they should be lower.
 A *If you ask me*, / *Hopefully*, our marketing team aren't good enough.
 B That's true. *Probably*, / *All the same*, it's our prices that people complain about, and marketing can't do much about that.



11.11 Listen and check. Practise some of the conversations.

Talking about you

3 Complete these sentences with a suitable line. Then choose some of your sentences to tell the class.

- 1 Of course, my life's not perfect, but **by and large**, ...
- 2 The weather was OK last weekend. **At least** ...
- 3 I'm looking forward to watching ... **Apparently**, ...
- 4 A lot of people told me I wouldn't like ..., but **actually**, ...
- 5 Some people think I'm ... **As a matter of fact**, ...
- 6 I enjoy learning English. **All the same**, ...
- 7 I still have some problems with ..., but **hopefully**, ...
- 8 I'm feeling a bit tired now. **Still**, ...
- 9 Are we going to do some more exercises? **Surely**, ...
- 10 I think we deserve a break. **After all**, ...

Go online for more speaking practice

About time! 12

- **Language focus** Articles and determiners
- **Vocabulary** Expressions with *life and time*
- **Everyday English** Making your point

- **Reading** Biological time
- **Listening** Time of life
- **Writing** Improving style & cohesion




‘The bad news is time flies. The good news is you’re the pilot.’

Michael Altshuler



- ?**
- 1 When and where do you think the man in the photos lived? What can you imagine about his life story?
 - 2 Explain the quote. Does time ‘fly’ for you? When/When not? In what ways are you ‘the pilot’ of your life? In what ways not?

 Watch the video introduction

 Use your **Workbook** for self study

 Go online for more practice and to *Check your Progress*

Language focus


Articles and determiners

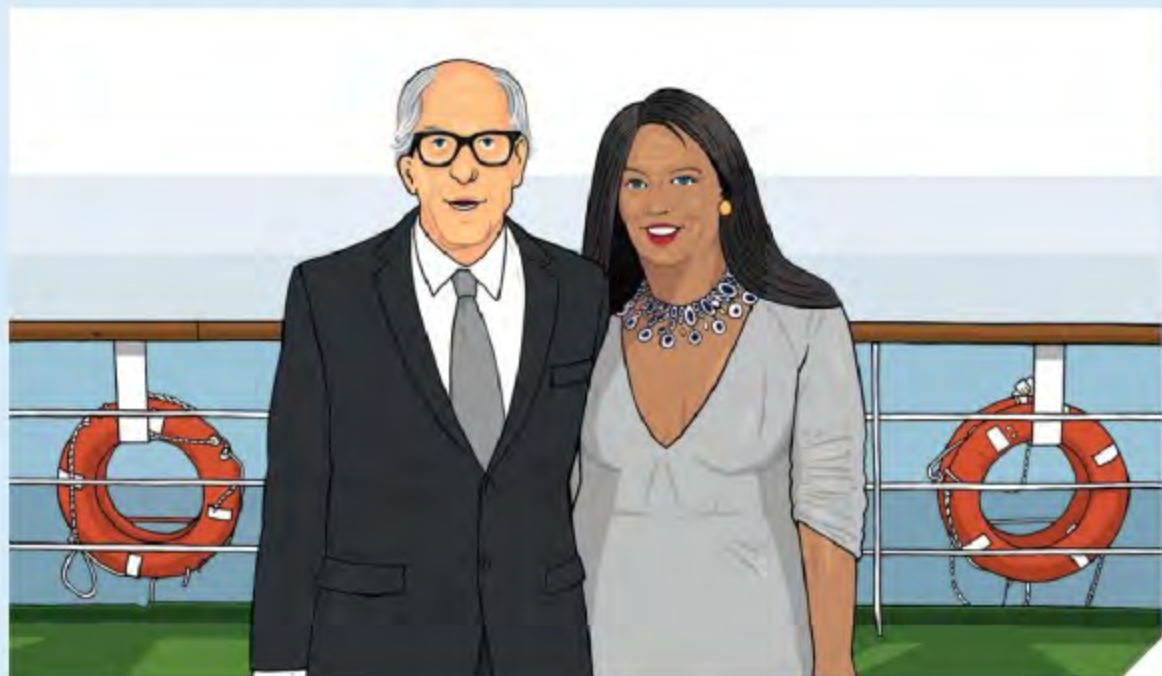
TEST YOUR GRAMMAR

1 Complete the story of the grandfather with the correct article. Tell the story to a partner.

a/an the one no article

- 1 My grandfather used to be _____ judge.
- 2 He retired _____ year before last.
- 3 He decided to go on _____ cruise.
- 4 He sailed all around _____ world.
- 5 He enjoyed _____ cruise very much.
- 6 He met _____ attractive widow.
- 7 He invited her to have _____ dinner with him.
- 8 They got on well with _____ another.
- 9 My grandfather says you can find _____ love at any age.
- 10 They were married by _____ captain of _____ ship.

2  12.1 Listen to the full story and check. What else do you learn?



Time flies!

- 1 Do the quiz. Discuss your answers with a partner. Turn to page 165. What kind of person are you? Do you agree?
- 2 Find these **highlighted** words in the quiz. Underline the nouns that follow. Which are followed by *of*?

enough	the whole	all	each	plenty
a great deal	every	hardly any	several	no
none	(a) few	(a) little	most	



How well do you use your time?

1 How would you describe your pace of life?

- a I'm easy-going. I just take life as it comes.
- b Quite fast, but I leave **enough** time for relaxation.
- c At times frantic, at times relaxed.
- d Non-stop **the whole** time, but I like it that way.

2 How do you tackle all the things you have to do each day?

- a I do those things I feel like doing.
- b I prioritize. I do the important things and put off **all** the rest.
- c There's either not **enough** time to do everything or too much time with nothing to do. I find this difficult.
- d I have a daily 'to do' list that I tick off after **each** item is completed.

3 How many things have you begun and not finished in the last few years?

- a **Plenty** of things. I begin with a **great deal** of enthusiasm, but then I get bored.
- b **Hardly** any, just one or two minor things.
- c **Several** things. Sometimes I get distracted and move from one thing to another.
- d **None**. There are **no** uncompleted projects in my life. I see **each** of my projects through before I start the next.

4 When do you switch off your mobile phone?

- a Unlike most people these days, my problem is forgetting to switch it on!
- b In some public places and when I need some peace and quiet.
- c Not as often as I should.
- d Only if I have to.



5 What is your attitude to punctuality?

- a I don't waste time worrying about it.
- b Being late is impolite and inefficient, so I try to be punctual.
- c I like to be on time in theory, but in practice I'm often late.
- d I'm always on time. I have **no** patience with people who are late.

6 How do you spend your leisure time?

- a Doing a bit of this and that. I don't know where the time goes.
- b I recharge my batteries with **a few** hobbies and being with friends.
- c I keep trying different things that people suggest, but nothing really grabs me.
- d I have **few** hobbies and **little** leisure time. I try to put **the whole** of my life to good use.

7 How do you keep in touch with friends?

- a I wait for them to get in touch with me.
- b In **several** ways – emails, Facebook, texting, but also I like to phone them for a proper chat.
- c In any way I can – but it can be difficult. I think 'I must contact X', but time passes and I find I haven't.
- d **Most** of the time I text. It's quick and efficient.

8 Which of these is closest to your philosophy on life?

- a Whatever will be will be.
- b Life is not a dress rehearsal.
- c There is a reason for everything.
- d Grasp **every** moment.

3 Find the lines in the quiz that mean the same as lines 1–12. What are the differences?

- 1 I leave sufficient time for relaxation.
- 2 Non-stop all of the time.
- 3 More than enough things.
- 4 Lots of enthusiasm.
- 5 Very few, just a couple of minor things.
- 6 There aren't any uncompleted projects.
- 7 I see every one of my projects through.
- 8 I don't have any patience.
- 9 I have hardly any hobbies or leisure time.
- 10 In quite a few ways.
- 11 In all kinds of ways.
- 12 Nearly all of the time I text.

4 What is the difference between these pairs of sentences?

I have a few hobbies.
I have few hobbies.

I have a little leisure time.
I have little leisure time.

5 In which of these sentences were there *two* projects?

- a I completed **each** project.
- b I completed **every** project.

LANGUAGE FOCUS

1 Determiners help identify nouns and express quantity. Which group expresses quantity?

A		B	
the other	book books good book	both	book books time
another		neither	
many other		each/every	
his only		little	
such a		all	
what a		the whole	
		no	

2 Determiners can join a noun using *of + the/my/our/this/that*, etc. Which expressions can you make from these examples?

both	of	the my those	book books time
neither			
each			
all			
some			
the whole			
none			

➔ Grammar reference 12.1 ➔ p163

Practice

Discussing grammar


1 Work with a partner. Discuss the difference in meaning between the sentences in each pair.

- 1 I spoke to all the students in the class.
I spoke to each student in the class.
- 2 None of us knew the answer.
Neither of us knew the answer.
- 3 There's a man at the door.
There's some man at the door.
- 4 There's a pair of socks missing.
There are a couple of socks missing.
- 5 Both of the bedrooms need redecorating.
Each of the bedrooms needs redecorating.
- 6 The doctor's here.
A doctor's here.
- 7 Dan is Area Sales Manager.
Dan is an area sales manager.
- 8 My mother is in the hospital.
My mother is in hospital.

2 Match lines in A and B.


A	B
We have two cars. Borrow It was great to see I have ten grandkids. I gave £10 to	each one. either one. everyone.
Both All Every	my friends like dancing. person in my class is friendly. my parents are Scottish.

A	B
Would you like Do all birds lay Where have you put	eggs? the eggs? an egg?
Love A love The love	I have for you is very special. is everything. of animals is vital for a vet.

3  12.2 Listen and reply to the lines you hear with a sentence from 2.

I don't want cereal for breakfast today.

Would you like an egg, then? How about a boiled egg and some toast?

4  12.3 Listen and check. Look at the audioscript on page 149 and practise the conversations with a partner.

5 Correct the mistakes with articles in these sentences. How are they wrong?



- 1 All six of our children are in the bed at the moment.
- 2 I had the lunch with a colleague.
- 3 Training can be a big help to unemployed.
- 4 It's very painful if you break the rib.
- 5 I have only an ambition in life, and that is to be President of United States!
- 6 She works as interpreter for the United Nations.
- 7 'Where are the kids?' 'They're playing in a garden.'
- 8 Stop lying! Tell me a truth!
- 9 We're going to the Chinese restaurant in London tonight.
- 10 We usually have a toast at breakfast time.



Determiners – each, every, all

- 6 Read the conversations and underline the correct answer. What's the situation in each?
- A So what did you think of it?
B A brilliant production! *Every / Each* bit as good as you said it would be!
 - A Did you apologize to all the guests?
B *Each and every / All* one of them. I felt I had to.
 - A They didn't all pass, did they?
B Well *all / every* but three did. Seventeen out of twenty – that's not bad.
 - A Sorry, I only have 50p on me.
B Don't worry. *Every / Each* little helps those in need.
 - A Do you think you'll be here in time for the kick-off?
B Yes. *Every / All* being well, we should be there at about 2.45.
 - A Do you want to stay for tea?
B If it's *each / all* the same to you, I'll leave now and try and beat the traffic.

🔊 12.4 Listen and check. Practise with a partner.

SPOKEN ENGLISH *A bit of this and that!*

The demonstratives *this, that, these* and *those* are often found in idiomatic language.

'We spent a couple of hours chatting about *this and that*.'

'Most people are glued to their phones *these days*.'

'Remember when there was no security at airports? *Those were the days!*'

Those were the days!

🔊 12.5 Listen to the conversations and complete the idiomatic expressions. Discuss what they mean.

- 'Now _____ like it!' 'Yes, _____ life!'
- 'Fancy _____!' 'Well, two can _____!'
- '_____ I need!' '_____ happen.'
- 'I'm having _____ days.' '_____ are sent to try us.'
- 'I just have _____.' 'Let's leave it _____.'
- 'How does _____ you?' '_____ spirit!'
- 'One of _____ they'll charge for using the toilet!' 'If it _____, I definitely wouldn't fly with them!'

Practise the conversations, using the lines in 1–7 to remember them.

➔ **Writing p142** Improving style and cohesion – A famous female architect

🔗 **Go online** for more **grammar practice**

Pronunciation

7 Why is *the* used in these sentences?

- A My grandmother once met the man who wrote the James Bond stories, Ian Fleming.
B Really! That's funny, because my niece trained Daniel Craig, the actor.
A What, you mean *the* Daniel Craig?!
B Yes, the one and only!



🔊 12.6 Listen to the conversation. *The* can be pronounced in three different ways. Which do you hear in the conversation? Practise it with a partner.

8 🔊 12.7 Practise these conversations with a partner. Then listen and check.

- A Are you going to the Oscars ceremony?
B Of course, darling! It's *the* social event of the year!
- A What's the paint you used when you decorated?
B Samson's. It's *the* paint to use. Expensive, but you don't need so much of it.
- A I'm having tea at the Ritz on Friday!
B What, *the* Ritz, the hotel in London?
A Yes. It's for work, so the accountant says I can put it on expenses!
- A How did you and Giles get to the airport?
B Train. First class, actually. It's *the* way to travel – if someone else buys the tickets!

Talking about you

9 Choose determiners from the box to put in the sentences so that they are true for you.

no	hardly any (of)	some (of)	little
all (of)	both (of)	most (of)	none of
each of	the whole (of)	every	enough
neither of	a great deal of		

- I have _____ time to relax these days.
- _____ my friends think I work too hard.
- _____ my teachers think I study too hard.
- _____ the students in my class speak English _____ the time.
- I spent _____ (the) weekend relaxing.
- I get enough exercise _____ day(s).
- _____ my hobbies are sports.
- I watch TV _____ the time.
- _____ my parents look like me.
- _____ my family has/have dark hair.

Tell your sentences to a partner.

Reading and speaking

Biological time

- 1 What is our 'body clock'? How much are you aware of *your* body clock?
- 2 Work with a partner. Look at the activities. What do you think are the best times of day to do them according to your body clock?
 - drink alcohol
 - have a nap
 - do exercise
 - eat a light meal
 - have heart surgery
 - brainstorm
 - give birth
 - have the flu vaccine
 - start lessons
- 3 Read the introduction to the text and look at the photos and headings. Would you change any of your answers to 2?
- 4 Now read the whole text and check your answers again.
- 5 Make notes on the reasons for these statements.
 - 1 Teenagers find it hard to start school early because ...
 - *body clock shifts forward*
 - *go to bed very late*
 - *need more sleep than adults*
 - 2 An intense burst of physical activity has risks early in the morning because ...
 - 3 We're good at coming up with ideas quickly in the morning because ...
 - 4 We feel like we need to sleep after lunch because ...
 - 5 We perform well physically late in the afternoon because ...
 - 6 You shouldn't eat a lot late in the evening because ...
 - 7 Illnesses feel worse at bedtime because ...
 - 8 Old people often wake up in the night because ...
 - 9 Driving in the middle of the night is dangerous because ...
 - 10 Women often give birth very early in the morning because ...
- 6 Ask and answer questions about the statements in 5 with your partner.

Why do teenagers find it hard to start school early?

It's because their body clocks shift forward after puberty, and so ...



the body clock

It's long been known that like much of the natural world, human biological processes follow regular patterns throughout the day. We may follow clock time in modern life, but these *circadian rhythms have always acted as our inner body clocks, telling us when to eat and sleep, whether we know the time of day or not. As more research is carried out into our body clocks, it's now becoming apparent how much we could benefit from taking their workings into account more. For example, scientists have discovered that the flu vaccine is four times more effective taken between 9–11 a.m. than between 3–5 p.m.! Heart surgery, on the other hand, is much safer in the afternoon.

So what does a typical day look like from the point of view of our body clocks?

*circadian is Latin for 'around the day'

Vocabulary

- 7 Work with your partner. Each of you matches the verbs in A or B to the words/phrases they go with. Explain them to your partner, giving an example. Use a dictionary to help.
To 'run a risk' means to take a chance that the result of doing something will be bad. For example, if you eat a lot of sugar, you run a risk of getting diabetes.

A		B	
1 run	a research	1 follow	a awake
2 carry out	b going	2 have	b from the world
3 become	c food	3 fight	c a pattern
4 take	d a risk	4 put on	d to sleep
5 get	e a stroke	5 stay	e a nap
6 suffer	f into account	6 get	f your enemies
7 digest	g apparent	7 withdraw	g weight

What do you think?

- How well does your daily routine follow what you've learned about the body clock?
- Would you like to change the way your day is organized? How?
- How does modern life interfere with our natural way of living? What is unhealthy about it?



6.00–8.00 a.m. Up and at it

For most people it's time to rise and shine with the sun – but some body clocks disagree! From puberty until around 20, the body clock shifts forward, so most adolescents aren't ready to sleep until late at night, despite needing more sleep than adults. That's why groggy-eyed teenagers emerge from the bedroom at lunchtime at weekends. On school days, getting up for school at 7.00 feels like getting up at 4.00 for an older person, and students and teachers suffer as a result. Studies show that when schools start lessons at 10.00, 11.00, or even 12.00, students perform better and achieve higher grades.



8.00–10.00 a.m. Getting going

Many of us find it difficult to get going in the morning, so is vigorous exercise a good kick-start? It can be, but it's not the ideal time for it. Our blood thickens as our blood pressure drops during sleep, and a sudden increase of activity can send it soaring, making this the most likely time to suffer a stroke or heart attack. Gently moving into the day is what the doctor orders.



10.00–12.00 p.m. Good thinking!

Teenagers apart, mental performance is at its peak during this time due to a rise in cortisol, a stress hormone which can be a useful stimulant in the morning, making us feel awake and alert. Levels of cortisol fall during the afternoon, and drop off completely in the evening.



12.00–4.00 p.m. Time to pause

The brain slows a little and is better suited to more reflective work as the day progresses, but it's still performing well, ... until after lunch! As the body digests food it produces insulin, which triggers the release of serotonin and melatonin. These bring feelings of pleasure, and sleepiness, and a nap is a good idea. It's certainly not a good time to drive – there are more motorway crashes at this time of day.



4.00–6.00 p.m. Go for it!

This is the time to hit the gym! The sleepiness has gone, the body is nicely warmed up by this time, and lung function is at its peak, providing the opportunity for our best physical performance. A study of Olympic swimmers found that they swam three seconds faster during this time than in the morning, and most athletics records are broken in the early evening.



6.00–8.00 p.m. Light refreshment

Our body temperature is still high, so things are running smoothly and, if you fancy a drink, alcohol won't cloud your mind as much now. Our minds also turn to food, but as evening advances, your liver needs a rest from breaking down fatty foods. It means we'll put on more weight if we eat too much food after 7.00, and run a higher risk of developing diabetes. Big meals are best taken at lunchtime.



8.00–10.00 p.m. Sleepytime

We feel sleepy as bedtime approaches, but it's not only teenagers who may not feel tired – older people can become night owls, too. To bring sleepiness on earlier, the trick is to avoid too much light later in the day, as the more light you get then, the longer your body will stay awake. Wearing sunglasses in the late afternoon and evening make getting to sleep easier for old people.



10.00 p.m.–12.00 a.m. Dropping off

It's definitely time for sleep, but allergy sufferers and anyone with a cold will struggle. Our immune system is particularly reactive at this time, knowing that as we begin to rest and withdraw from the outside world, it's a good time to fight those internal enemies!



12.00–2.00 a.m. Sleep tight!

Not everyone stays fast asleep, unfortunately. As their eyesight becomes weaker, old people take in less light, and suffer from interrupted sleep as their body clocks function less reliably. They should try and get as much light as possible earlier in the day, as this will help with both insomnia and dementia.



2.00–6.00 a.m. Out of it and into it

As body temperature and blood pressure drop, our energy goes into lighter biological activity, such as skin repair. 4.00 a.m. is the absolute low point, and another bad time to drive – it's about as dangerous at this time as when we are over the alcohol limit. A new day is about to dawn, and so the cycle begins again – or for the first time for some. Because the body is so relaxed, the most common time for babies to be born naturally is between 3.00 and 5.00 a.m.!



Listening and speaking Time of life

1 What stages of life can you see in the picture? Match the stages in **A** with the activities in **B**. What do you think is the usual age to do these things? Compare ideas in groups.

A	B
infancy	own your own home
childhood	settle down
teenage years	set up a business
young adult	walk and talk
adulthood	start primary school
middle age	retire
old age	get married
	disagree with parents
	go travelling
	have fun
	start a first job
	have children
	leave school
	be made redundant

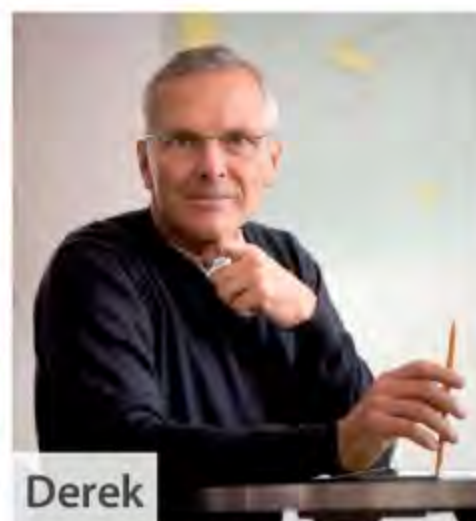
2 12.8 Look at the photos and listen to the people. After each one say at which stage of life in 1 they are. How do they feel about it? Which things in **B** do they talk about?



Jacob



Abi



Derek



Jilly



Frances



Nat and Louis

3 Who said these things? Read the sentences and answer the questions.

- ... *not the easiest thing in your mid-fifties*.
What is the speaker talking about? Why isn't it easy?
- ... *it isn't really my area, but a job's a job*.
What is the job? What is the speaker's area?
- Charlotte goes there and she likes doing it*.
Where is 'there'? How does the speaker feel about that place?
- Basically, I can't think of anything more awful*.
What does the speaker think is awful? Why?
- They don't really do anything ambitious*.
Who are 'they'? How is the speaker different?
- Then she had to downsize when she retired*.
Who is 'she' and what did she 'downsize'? How did this affect the speakers?

12.8 Listen again and check. What other information do the speakers give?



Vocabulary

4 Look at some lines the speakers used. What do the phrases in *italics* mean?

- My workmates invited me to join them for lunch, which helped me to *break the ice*.
- They've been brilliant supporting me, but I need to *stand on my own two feet* now.
- And then I *got the bug* and I was off to South America and the Caribbean.
- Debating details of the law just *doesn't grab me*.
- We've never managed to get everything in its proper place. It's *such a pain!*
- When they told me I was on the redundancy list, *it hit me like a ton of bricks*.
- It's marvellous to be able to just *follow my nose* around a city.

What do you think?

Work in groups. Discuss these quotations about age. Which one appeals to you most? Why?

Old age isn't so bad when you consider the alternative. Maurice Chevalier

Teenagers are people who act like babies if they're not treated like adults. MAD magazine

Youth would be an ideal state if it came a little later in life. Herbert Asquith

Time may be a great healer, but it's a lousy beautician. Unknown

Watch a video about how people feel about their age throughout their lives.




Vocabulary and listening

Expressions with *life* and *time*



- 1 Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

Having the *time* of your *life*!

take your <i>time</i>	you can bet your _____
get a <i>life</i>	better luck next _____
kill _____	get a new lease of _____
third _____ lucky	it's high _____
no _____ to lose	for the _____ being
that's _____	stand the test of _____
not before _____	in the nick of _____
any old _____	dead on _____
a cushy _____	anything for a quiet _____
come to _____	it's the story of my _____

- 2 Complete the lines with an expression from 1.
- 1 No need to hurry. Take ...
 - 2 For goodness sake, hurry up. There's no ...
 - 3 The operation was a success and grandpa got a new ...
 - 4 Shakespeare's plays are still popular. They've stood ...
 - 5 I got to the bank in the ... It was just about to close.
 - 6 Come and visit any ... I'm nearly always in.
 - 7 Stop crying – you can have another ice cream. Anything ...
 - 8 The game came ... after Salah scored his goal!
 - 9 I fell in love, and she wasn't interested. It's the story ...
- 3  12.9 Listen to five conversations. What are they about? Which expressions from 1 do you hear? Turn to page 150 and practise with your partner.

A poem

- 4  12.10 Close your books and listen to a poem. What is its basic message?
- 5  12.10 Read the poem on this page. It's similar to the one you just heard, but there are many differences. Listen again and note them all. Which poem do you prefer? Why?


No time to think

No time to think, no time to muse,
No time for anything but news.
No time to pause, no time to feed,
No time for anything but speed.
No time to wander in the snow,
No time to watch the flowers grow.
But time enough to dash about
And time enough to screech and shout.
Not time enough to love, love, love,
But time enough to shove, shove, shove.
And no time to laugh or have some fun,
No time to dawdle in the sun.
No time to rest and take a seat,
No time to chat to folks you meet.
No time to eat, no time to drink,
But most of all, no time to THINK!

- 6 Work with your partner and write another verse to the poem. Read aloud your verse to the class.

What do you think?

- Is life too busy for most people today? In what ways?
- What about your own life? Do you constantly keep up with the news? Do you race about? When do you find time to muse?
- If you had a lot more free time, what would you do with it?


 Go online for more vocabulary practice




Everyday English Making your point

1 Discuss the questions in groups.

- Do you work/go to school five days a week?
- Is the weekend enough of a break for you to go back feeling refreshed?
- Do you think a 4-day working week would be a better idea. Why/Why not?

2  **12.11** Listen to four managers, **Eva, Will, Freya** and **Oscar**, discussing the idea of introducing a 4-day week in their company. Who is fully in favour of the idea? Who is against it? Who is unsure?

3  **12.12** Listen and complete the ways they make their points.



Eva 1 _____ **all**, let's look at these reports from companies that have tried a 4-day week. **The** 2 _____ **to make is that** working four days doesn't have to mean a drop in productivity.

Will **That** 3 _____, **true, but as** 4 _____ **I can see**, everyone here is working flat out already. **To** 5 _____, I don't think we could possibly get the same work done in four days.

Freya **That's not how** 6 _____, actually. We'd work longer hours on the four days, and **if** 7 _____ **me**, there are many ways we could improve productivity, like taking shorter lunch breaks. **And** 8 _____ the time spent on tea breaks. I think staff spend a lot of time socializing, and the incentive of a 3-day weekend would keep us focused.

Oscar I'm worried that workplace bonding would suffer. 9 _____ **said that**, a 3-day weekend would mean more time for quality socializing – with friends or colleagues!

Eva 10 _____! **And** 11 _____ **that**, it also gives you more time to get chores done at weekends. 12 _____ **all**, it means that staff come to work properly refreshed after three days off.

Will **But** 13 _____ people would end up working on their extra day off?

Oscar 14 _____ **point**. I do wonder how long people can work productively without a proper break.

Freya Well, **all** 15 _____ we seem to think it's definitely worth considering. It would certainly make a huge difference to our work-life balance.

4 Which of the expressions in **bold** in 3 mean ... ?

- This is the most important point.
- But isn't it obvious that ... ?
- I'm going to say something that contrasts with my previous comment.
- This is what I think, based on the information I have.
- I'm going to tell the truth, even if it's not welcome.

Class debate


5 Have a class debate on one of these topics, or choose one of your own.

- vegetarianism and factory farming
- abolishing college fees
- single sex schools
- animal testing
- the voting age
- the death penalty
- allowing Internet use in exams
- censorship and the limits of free speech

Divide into two groups to prepare arguments for and against, and then have the debate.

For

Against

 **Go online** for more speaking practice