

# Home and away

# 1

- **Language focus** The tense system & informal language
- **Vocabulary** Compound words
- **Everyday English** Casual conversations
- **Reading** Saroo's story
- **Listening** Things I miss from home
- **Writing** Informal writing



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- 1 Why do you think the dog is leaving home? Why and when do people leave home?
- 2 Read the quote. Do you agree with Terry Pratchett? Have you experienced this? In what ways did your home seem different with new eyes?

‘Why do you go away? So that you can come back. So that you can see the place you came from with new eyes.’

Terry Pratchett



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## Language focus

### Tense review and informal language

#### TEST YOUR GRAMMAR

1 Which of these time expressions can be used with the sentences below? Make sure the sentences sound natural.

when I was born	in the 1990s	tonight
frequently	for ages	years ago
the other day	next month	recently
during a snowstorm	for a year	since 2015
later	sometimes	

- 1 My parents met in Paris ...
  - 2 They travel abroad ...
  - 3 They were working in Canada ...
  - 4 I was born in Montreal ...
  - 5 My grandfather has been retired ...
  - 6 I wrote to my grandmother ...
  - 7 My sister's going to work in Peru ...
  - 8 She's been learning Spanish ...
  - 9 I'll see you ...
- 2 Talk to a partner about yourself and your family using some of the time expressions. Tell the class some things you've learned about each other.

Jacob's parents met at a party over twenty years ago. His brother ...

## Far from home

- 1 1.1 Listen to and read Nancy's email home. Is the text formal or informal?
- Where is she?
  - Who is she with?
  - Are they working or on holiday?
  - What are some of their experiences so far?
- 2 Form the questions about Nancy and Kiri. Notice the variety of tenses. Ask and answer them with a partner.
- 1 How long / they / travel / round South America?
  - 2 Which countries / visit / so far?
  - 3 When / arrive / Santa Cruz?
  - 4 What / do / that morning?
  - 5 What / sea lions / doing?
  - 6 Why / go / San Cristóbal / tomorrow?
  - 7 Why / Kiri not looking forward / journey?
  - 8 What / particularly / want / see on Isabela Island?
- 1.2 Listen and check your answers.



We're finally on Galapagos!

From: Nancy Baines  
Date: Monday, 20 March 6.56 pm

Hi Mum! Hi Dad!

Thanks for yours – always love news from home.

So, at last, the **Galapagos Islands!** A dream come true! We've been travelling for two months now – **Chile, Argentina, Bolivia, Peru.** It's been **a-maze-ing!!** Can't believe I've seen Machu Picchu and camped in the mountains of Torres del Paine! Ma – you'd go mad for the views! But the Galapagos are a different planet!

We flew to **Santa Cruz** last Friday – it's one of the biggest islands. And get this! This morning we snorkelled with sea turtles! Probably the best experience of my life! **Kiri** and I actually swam alongside them! Also saw sea lions and their pups relaxing on the rocks – so cute! Oh – and some sharks! Don't freak, Mum! They were just babies.

Tomorrow we're taking the ferry to **San Cristóbal** – time to start work! Kiri's worried because she always gets seasick and it'll be a hot, cramped ride. Our work at the volunteer centre is just for one week – it's going to be mainly farm work. After that, it's on to **Isabela island.** It's wildlife heaven – penguins, flamingos, pelicans, and ... coolest of all, the mega-famous giant tortoises! Can't wait to see them!

Missing you loads – but I'll be sad to leave this paradise. Definitely going to come back one day!

Love and hugs,

**Nancy XXX** 🤔 🌿 🌿 🐧 🐧  
(Kiri sends love, too.)



3 Read 'Tyler's Tweets'. Where is Tyler from? Who is Dave? Who are the Wilsons? What does Tyler find strange in London?



## Tyler's Tweets

Tuesday, September 4, 1:42 p.m.

Still sitting in the airport in NYC. Been waiting three hours, but seems like FOREVER!

Tuesday, September 4, 3:20 p.m.

Just boarded the plane for London. My first trip abroad except for a week in Mexico last year. I'm going to stay with my buddy Dave for a few days in north London before I meet my host family. Dave lives in a place called 'Chalk Farm'. I don't get it – a farm in London?



Thursday, September 6, 4:35 p.m.

It's fun here, but kind of weird. Dave doesn't live on a farm. His folks have a large apartment in a big old house. They call it a 'flat'. I asked for the 'bathroom' – they thought I wanted a bath. I'm learning fast.

Friday, September 7, 10:30 a.m.

Dave and I are hanging out together today. We're on a bus! Upstairs! Amazing! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say 'cheers' all the time. Isn't that for making toasts? A guy just said it to me when I'd let him pass.

Saturday, September 8, 7:19 p.m.

First night with my host family, the Wilsons. They seem very nice, but their house is a million-mile walk to the subway! (They call it 'The Tube' here!)

Saturday, September 8, 11:10 p.m.

Big day tomorrow. We're visiting Shakespeare's hometown. He wrote plays and stuff hundreds of years ago. He's mega famous.

4 Read 'Tyler's Tweets' again and complete the questions and answers. Then ask and answer them with a partner.

- 'Where is Tyler spending the year?'  
'In London.'
- 'Is this his first trip abroad?'  
'No, it \_\_\_\_\_. He \_\_\_\_\_ abroad once before. Last year he \_\_\_\_\_ to Mexico.'
- 'Where \_\_\_\_\_ Dave \_\_\_\_\_?'  
'In north London.'
- 'How long \_\_\_\_\_ Tyler \_\_\_\_\_ to stay with Dave?'  
'A few days.'
- 'Why \_\_\_\_\_ the guy \_\_\_\_\_ "cheers" to Tyler?'  
'Because he \_\_\_\_\_ him pass.'
- 'What \_\_\_\_\_ he \_\_\_\_\_ of his host family?'  
'He \_\_\_\_\_ they're very nice.'
- 'What \_\_\_\_\_ they \_\_\_\_\_ do on Sunday?'  
'They \_\_\_\_\_ Stratford-upon-Avon, Shakespeare's birthplace.'

1.3 Listen and check your answers.

### LANGUAGE FOCUS

- Name the **tenses** you used in 2 and 4. Why are they used?
- Informal writing** often has a lot of colloquial language and missing words.

*And get this!* = You won't believe this!

*kind of weird* = fairly strange

*Always love news from home.* = I always love news from home.

*Still sitting in the airport.* = I'm still sitting in the airport.

- Read the email and the tweets again.
  - What do 'You'd go mad for the views!', 'Don't freak, Mum!', 'coolest of all' mean?
  - What do 'my buddy', 'I don't get it', 'hanging out together', 'he wrote plays and stuff', and 'mega famous' mean?
  - Find examples in both texts where words are missing.

Grammar reference 1.1–1.2 pp151–152



## Practice Identifying tenses

- 1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	he <u>works</u>	we <u>are working</u>
Past	she _____	I _____
Future	they _____	you _____
Present Perfect	we _____	she _____
Past Perfect	I <u>had worked</u>	you _____
Future Perfect	they _____	he <u>will have been working</u>
PASSIVE	Simple	Continuous
Present	it <u>is made</u>	it <u>is being made</u>
Past	it _____	it _____
Future	they _____	
Present Perfect	they _____	
Past Perfect	it _____	
Future Perfect	it <u>will have been made</u>	

- 2 Read these lines from conversations. Work with a partner. Discuss what the context *might* be. Identify the tenses in each line.

- I've heard that Hannah's been seeing a lot of Patrick recently.  
*It might be two friends gossiping about another friend's relationship.*  
Present Perfect Simple and Continuous.
- Are you being served, sir?
- I'll be seeing Bill this afternoon. I'll tell him the good news then.
- Do you have any idea which address it was sent to?
- I hadn't seen her since she was a little girl and she'd changed beyond all recognition.
- Nobody will believe him. He's the kind of guy who isn't believed by anyone.
- I haven't been told yet if I've got it. I'll be told in writing sometime next week.
- Apparently, he was overtaking on a bend at 70 mph when they caught him.



- 3 1.4 Listen to the complete conversations. Were you right about the contexts? Try to remember and practise some of them with your partner.

## Discussing grammar

- 4 Compare the meaning in the pairs of sentences. Which tenses are used? Why? Discuss your answers with a partner.
- Klaus **comes** from Berlin.  
Klaus **is coming** from Berlin.
  - You're very kind. Thank you.  
You're **being** very kind. What do you want?
  - What **were** you **doing** when the accident happened?  
What **did** you **do** when the accident happened?
  - I've **lived** in Singapore for five years.  
I **lived** in Singapore for five years.
  - When we arrived, he **tidied** the flat.  
When we arrived, he'd **tidied** the flat.
  - We'll **have** dinner at 8.00, shall we?  
Don't call at 8.00. We'll **be having** dinner.
  - I **didn't teach** English very well.  
I **wasn't taught** English very well.
  - How much **are** you **paying** to have the house painted?  
How much **are** you **being paid** to paint the house?

## Check it

- 5 There is *one* tense mistake in each of these sentences. Correct them. Then check your answers with your partner.
- How long have you learned English?
  - I know what Sarah's doing. She's a lawyer.
  - I stayed with my uncle when suddenly he fell ill.
  - He was breaking his leg and was taken to hospital.
  - I'm going to Leo's party, too. I see you there.
  - I've checked my emails and I haven't finished yet.
  - I can't use my car – it's repairing at the garage.
  - When we were introduced, I realized we met before.

Go online for more grammar practice

## Talking about you

6 Complete these sentences with your ideas. Compare in small groups.

- 1 At weekends, I often ...
- 2 My parents have never ...
- 3 I don't think I'll ever ...
- 4 I was saying to a friend just the other day that ...
- 5 I hate Mondays because ...
- 6 I'd just arrived home last night when ...
- 7 I was just getting ready to go out when ...
- 8 I've been told that our teacher ...
- 9 In my very first English lesson I was taught ...
- 10 The reason I'm learning English is because ...

🔊 1.5 Listen and compare ideas. What are the responses?

## Informal language

### SPOKEN ENGLISH Missing words

- 1 Which words are missing in these lines from conversations?
  - 1 Heard about Jane and John? Thought not.
  - 2 Leaving already? What's wrong?
  - 3 Failed again? How many times is that?
  - 4 Sorry I'm late. Been waiting long?
  - 5 Doing anything interesting this weekend?
  - 6 Like the car! When did you get it?
  - 7 Bye, Jo! See you later.
  - 8 Just coming! Hang on.
  - 9 Want a lift? Hop in.
  - 10 Seen Jim lately?

Read the lines aloud to a partner and think of a suitable response.

🔊 1.6 Listen and compare.

- 2 Read the conversation. Which words can you leave out to make it more informal?
  - A Good morning!
  - B Good morning. It's a lovely day, isn't it? Are you on your way to the park?
  - A No, unfortunately I'm not. I'm just off to work.
  - B You're working on a Saturday! That is a shame.
  - A I know. It just can't be helped.

🔊 1.7 Listen and compare. Practise with a partner.

➔ Writing p130 Informal writing – Correcting mistakes

## Listening and speaking

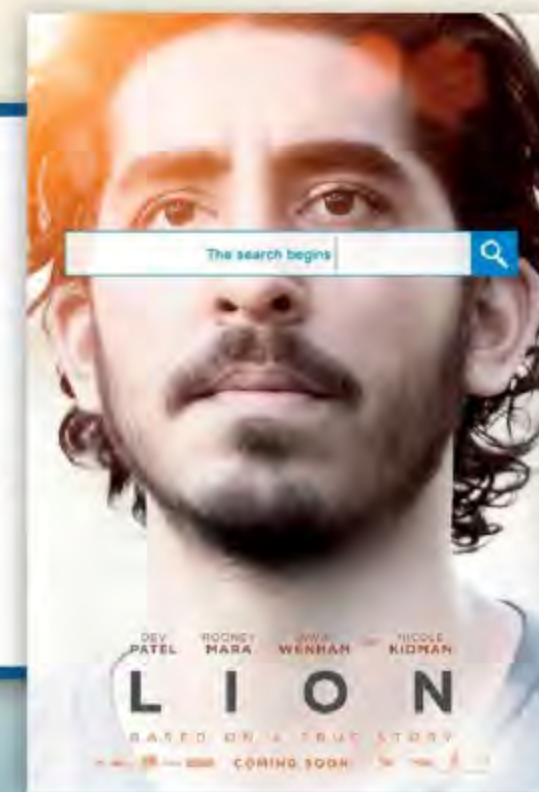
### 'Lion' – the remarkable story of Saroo Brierley

1 Saroo Brierley became famous worldwide when his incredible life story was made into a film. Look at the photos and read the **Fact File**.

- What nationality is Saroo?
- Where was he born?
- What was his birth name?
- Where does he live now?
- What is his book called?
- What is the film called?
- Who starred in the film? Have you seen it?

### FACT FILE Saroo Brierley

<b>Born</b>	Sheru Munshi Khan, 1981 in Ganesh Talai, India
<b>Home</b>	Hobart, Tasmania, Australia
<b>Nationality</b>	Indian and Australian
<b>Occupation</b>	Businessman and author
<b>Books</b>	<i>A Long Way Home</i> – autobiography, made into a film, <i>Lion</i> , starring Dev Patel, Sunny Pawar and Nicole Kidman.



2 Why do you think he changed his name? What happened to him? Discuss with a partner.

3 🔊 1.8 Listen to some of the things Saroo said about his story in an interview with the **BBC World Service**. Answer the questions.

- 1 Where did Saroo fall asleep?
- 2 He says: 'We got off the train.' Why do you think he was on a train? Who do you think he was with?
- 3 Where was he? Why was he so scared?
- 4 How do you think he ended up in Australia?
- 5 What do you think is the significance of '14 hours' and '1,200 km'?
- 6 'I zoomed down and bang – the waterfall where I used to play.' How did he 'zoom down'? What did he find?
- 7 Why didn't he recognize his mother at first? What had his mother believed?
- 8 Why was Saroo heartbroken?

Now turn to the next page to find out more about Saroo.

## Reading and speaking

### Saroo's story

- 1 Look at the pictures and read Saroo's full story. Were your ideas correct?
- 2 Read the story again. Are these statements true ✓ or false ✗? Correct the false ones. Check with a partner.
  - 1 Saroo and his brother both had jobs cleaning the trains.
  - 2 Saroo fell asleep at the station in Calcutta.
  - 3 He lived on the streets and continued to work on the trains.
  - 4 He was given food and shelter by a man.
  - 5 He was adopted from an orphanage by an Australian family.
  - 6 He had a happy childhood in Tasmania.
  - 7 When he found his hometown, his mother was still living in the family home.
  - 8 He moved back to live with his birth family.

### Vocabulary

- 3 Try to work out the meanings of the **highlighted** words or phrases in the text. Replace the **underlined** words below with the highlighted words.
  - 1 **Crowds** of people poured out of the stadium after the football match.
  - 2 I had some difficulty **understanding** what the professor was saying.
  - 3 My grandpa always has a **short sleep** after lunch.
  - 4 He **was very lucky** with his first novel. He made a fortune.
  - 5 When he went away to university, he had to learn to **look after himself**.
  - 6 There are too many homeless people **sleeping on the streets** these days.
  - 7 We soon **became accustomed to** our new home.
  - 8 The police didn't know if the man's death was a **crime** or an accident.
  - 9 I was invited to a **celebrity-packed** charity event.

### What do you think?

- Why was it important to Saroo to find his family?
- Would he be happy living back in his hometown now? Why/Why not?
- Why do you think his story made a good film?
- How important is it to know your ancestry?
- Who in your class has ever used Google Earth? What for?



# Lost & Found

## Lost Indian boy finds his mother

**Saroo Brierley** was only five years old when he got lost. He was working with his older brother as a sweeper on India's trains. Together, they travelled hundreds of miles up and down the vast network.

*“It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep.”*

That fateful **nap** would determine the rest of his life. He thought his brother would come back for him, but when he woke up the brother was nowhere to be seen. There was a train in front of him. Perhaps his brother was on board. He got on it to look for him. However, Saroo did not meet his brother on the train. Instead, he fell asleep again and when he woke up 14 hours later, he had a terrible shock. There were **hordes** of people, pushing, rushing, speaking in an unfamiliar tongue. He had arrived in Calcutta (Kolkata), India's third biggest city and notorious for its slums. He was nearly 1,500 kilometres (930 miles) from his home. Soon, he was **sleeping rough**.

*“It was a very scary place to be. I do not think any mother or father would like to have their five-year-old wandering alone in the slums and train stations of Calcutta. I was scared. I didn't know where I was.”*

The little boy learned to **fend for himself**. He became a beggar, one of the many children begging on the streets of the city. Once he was approached by a man who promised him food and shelter. But Saroo was suspicious and ran away. In the end, Saroo was taken in by an orphanage and put up for adoption. He was adopted by the Brierleys, a couple from Tasmania.

*“I accepted that I was lost and that I could not find my way back home, so I thought it was great that I was going to Australia.”*



## after 25 years – using Google Earth.

Saroo settled down well in his new home. But, as he got older, the desire to find his birth family became increasingly strong. The problem was that as an illiterate five-year-old he had not known the name of his hometown. All he had to go on were his vivid memories. So, he began using Google Earth to search for where he might have been born.

It was difficult, but eventually Saroo hit on an effective strategy.

**“I multiplied the time I was on the train, about 14 hours, with the speed of Indian trains and I came up with a rough distance, about 1,200 km.”**

He drew a circle on a map with its centre in Calcutta, with its radius about the distance he thought he had travelled. Incredibly, he soon discovered what he was looking for: the town of Khandwa.

**“When I found it, I zoomed down and bang – the waterfall where I used to play.”**

He journeyed to Khandwa. He found his way around the town with his childhood memories. Eventually, he found his home. But it was not what he had hoped for. It looked old and shabby, as if nobody had lived there for a long time. A neighbour said that his family had moved. Then he struck gold, another neighbour said he knew where his mother lived now. The man guided Saroo to where three women stood waiting. He stared at them blankly. Only the woman in the middle seemed remotely familiar. The man gestured towards her. ‘This is your mother,’ he said.

She had been young, in her 30s, the last time he saw her. She looked so much older now. But behind the weathered face, there was something unmistakable, unforgettable, his mother, **Fatima**.

**“The last time I saw her she was 34 years old and a pretty lady. I had forgotten that age would get the better of her. But then I recognised her and I said, ‘Yes, you are my mother.’ She grabbed my hand and took me into her house. She could not say anything to me. She had a bit of trouble grasping that her son, after 25 years, had returned. She had long feared I was dead.”**

Fatima had searched the train stations for her missing son, but she had never ventured as far as Calcutta. She couldn’t imagine he had gone so far. However, she had never lost hope – a fortune teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone travelling? Unfortunately, the news was not good.

**“A month after I had disappeared, my brother was found in two pieces on a railway track. We were extremely close. When I left my mother to return to Tasmania, I was heartbroken knowing that my older brother had passed away.”**

His mother had never known whether foul play was involved or whether the boy had simply slipped and fallen under a train.

**Saroo Brierley’s lifelong wish had been to see his birth mother again. He feels incredibly grateful that this wish was granted. He has kept in touch with his newly found family. And now Hollywood studios have made a star-studded, award-winning film about his amazing story.**



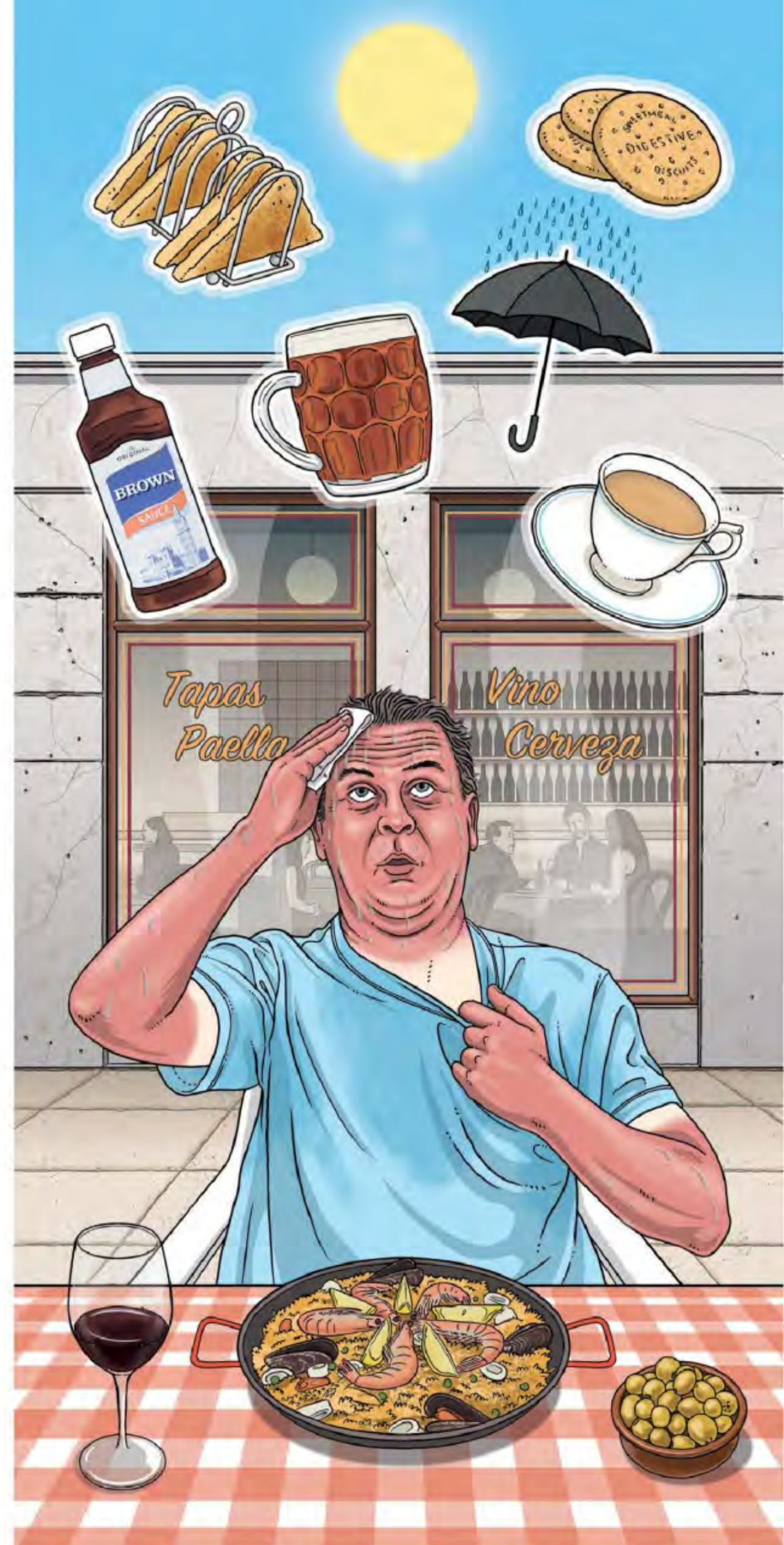
# Listening and speaking

## Things I miss from home

- 1 Look at the British tourist. Where is he? What is he missing from home?
- 2 Have you ever spent time away from home? Where? Write on a piece of paper one thing you missed. Give it to your teacher.
- 3 1.9 Listen to six people talking about what they miss when they're away from home. Where are they from? Where are they now?
- 4 1.9 Listen again and complete the chart after each one.

	What they miss	Other information
Brenda 		
Shona 		
Martin 		
Oliver 		
Artem and Dasha 		
Carter 		

- 5 Read these lines from the texts. Who is speaking? Answer the questions.
  - 1 *Over here you're kind of expected to be a salesman.*  
Where is 'here'? What is he selling?
  - 2 *It's lovely, but it's not really the same.*  
What's 'lovely' but not 'the same'? The same as what?
  - 3 *I keep buying them, but every single one is a disappointment.*  
What are they? What else is 'a disappointment'?
  - 4 *My mom says I miss them more than I miss her.*  
What does he miss so much, and why?
  - 5 *... once you've been out of the country for more than 15 years.*  
Which 'country'? What can't you do after '15 years'?
  - 6 *Up there, the air is quite crisp and clear ...*  
Where is 'there'? How is it different from where she lives now?
- 6 Your teacher will read aloud the things you wrote in 2. Guess who wrote them. Whose is the funniest? Most interesting?



### What do you think?

Work in groups.

- Make a list of the disadvantages of moving abroad (-). For each one, try to find an advantage (+).
  - **The language barrier, if you don't speak the language.**
  - + **It is an opportunity to learn a new language.**
- Do you know anyone from abroad who has come to live in your country? Why did they come? Have they had any problems adjusting?
- Which other countries would you like to live in? Why?

**Watch** a video about two people living abroad, and how they kept in touch with home.





# Vocabulary and pronunciation

## Compound words

### Compound nouns and adjectives

Words can combine to make new words.

1 Look at the examples. Which are nouns and which are adjectives?



Your dictionary can tell you when to use hyphens and spaces.

2 Read the compounds aloud. Which part of each word is **stressed**?



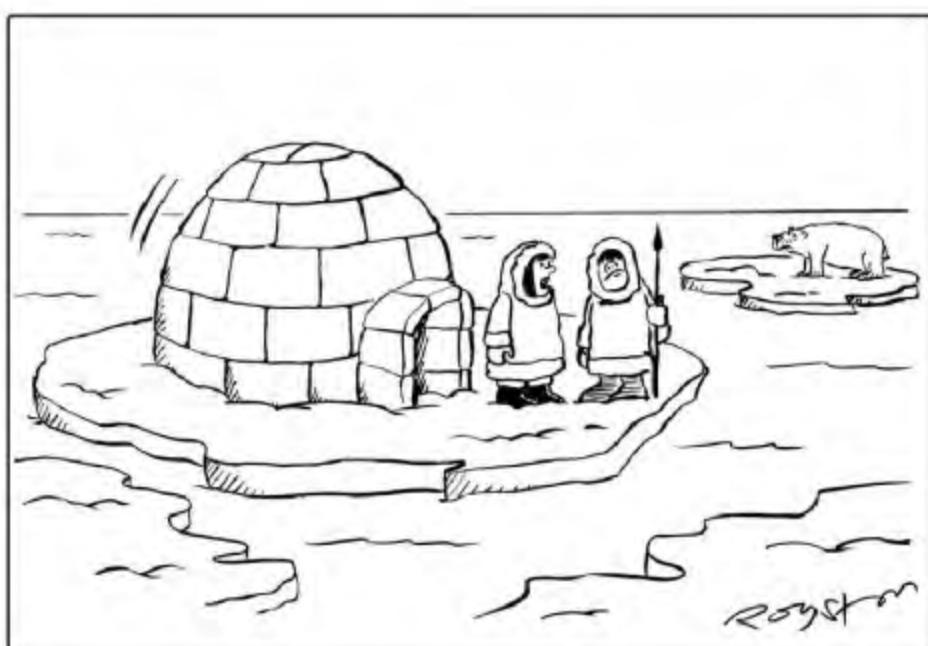
1 How many compounds can you make by combining the words in the middle with the words around them?



Which are nouns and which are adjectives? Use a dictionary to help with meaning and spelling.

2 1.10 Listen to five conversations. They contain examples of some of the compounds in 1. After each conversation, discuss these questions.

- Who is talking to who?
- Which compounds are used?
- What exactly are they talking about?



"In the circumstances, I think we should skip the house-warming party."

3 Complete these lines from the conversations.

- 1 I'm going away for a few days. Do you think you could possibly water my \_\_\_\_\_ for me?
- 2 Don't worry, I know how \_\_\_\_\_ you are. I'll make sure your flat stays clean and tidy.
- 3 Let's give her a spectacular \_\_\_\_\_ party when she gets back from New York.
- 4 Me? I'm just a \_\_\_\_\_. Four kids, \_\_\_\_\_ cakes and \_\_\_\_\_ vegetables!
- 5 Come to our \_\_\_\_\_ party on the 12th! I'll give you our new address.
- 6 The drag is, with it being much bigger, there's much more \_\_\_\_\_ to do!
- 7 I never thought you'd be so \_\_\_\_\_.
- 8 Her grandma's sick and \_\_\_\_\_ so they have to go and help.

4 Practise saying the lines in 3 with correct stress and intonation. Then use them to help you remember more of the conversations. Act some of them out with a partner.

5 Work in small groups. How many compounds can you make by combining words from A and B? There is sometimes more than one option for the words in A. Use a dictionary to help.

A	B
sea book junk	pill air escape alarm line house
head text open	man shelf mail bag studies message
business fire	sick office conditioning card
sleeping air	phones food mark way book

6 Which group made the most compounds? Check the meanings.

Go online for more vocabulary practice

# Everyday English

## Casual conversations

1 Work with a partner. Match a line in **A** with a line in **B**.

A	B
1 Great to see you! Come on in.	a Let me see. No, actually, I don't think I'll bother with dessert.
2 Excuse me, don't I know you from somewhere?	b I was just passing, and I thought I'd drop in.
3 What d'you mean, you're not coming?	c Really! That's a shame. I was hoping to meet her.
4 I think I'll have the chocolate mousse. What about you?	d No, I don't think so.
5 My flatmate can't make your party.	e Well, I just don't feel up to going out tonight.
6 How come you're not having a holiday this year?	f Great stuff! I knew you'd swing it for us.
7 You really should take it easy. You look stressed out.	g We just can't afford it.
8 I've got you the last two tickets for the show.	h That's as maybe, but we have a lot on at work at the moment.

2 1.11 Listen and check. Pay attention to the stress and intonation. Practise the lines with your partner.

3 1.12 Read and listen to a conversation. Where are the people? Do they know each other?

- A** Excuse me, is this yours?  
**B** Let me see. Yes, it is. Thank you. I must have dropped it.  
**A** Are you going far?  
**B** Yeah, all the way to London. What about you?  
**A** I'm getting off at Bristol.  
**B** Oh, d'you live there?  
**A** Actually, no. I work in Bristol, but I live in Bath.  
**B** Lucky you! I think Bath's a beautiful city!  
**A** Yeah, you and thousands of others!  
**B** What d'you mean?  
**A** Well, you know, the tourists. There are so many, all year round.  
**B** Ah yes, that's a drag. You don't like tourists then?  
**A** Well, I shouldn't really complain.  
**B** How come? You can complain if you want.  
**A** I can't. Not really – you see, I'm a travel agent so I make a living from tourists.



5 The stressed words are given in these conversations. Try to complete the lines. Practise saying them as you go.

- 1 **A** Tony! Hi! Great ...  
**B** Well, ... just passing ... drop in ... 'hello'.  
**A** ... in! ... drink!  
**B** ... sure? ... too busy?  
**A** Never ... talk ... you.  
**B** Thanks, Jo. ... really nice ... chat.  
**A** Great! Let ... take ... coat.
- 2 **A** Excuse ... know you ... somewhere?  
**B** No, ... think so.  
**A** ... Gavin's party last week?  
**B** Not me. ... know anyone ... Gavin.  
**A** Well, someone ... looked just like ... there.  
**B** Well, that's ... maybe ... certainly wasn't ...  
**A** ... am sorry!

4 Work with your partner. Read the conversation aloud, using the stress marks to help your pronunciation.

1.12 Listen again and practise it again.

6 1.13 Listen and compare your ideas and your pronunciation.



# The ends of the Earth

# 2

- **Language focus** Present Perfect; Simple and Continuous
- **Vocabulary** *make and do*
- **Everyday English** Talking about places
- **Reading** Our plastic planet
- **Listening** Bucket lists
- **Writing** A formal email

?

‘Take nothing but pictures,  
leave nothing but footprints,  
kill nothing but time.’

Aliyyah Eniath

- 1 What is the person in the photo doing? Why? How do people find their way nowadays? Does it make exploring less impressive? Why/Why not?
- 2 Read the quote. What do travellers often take, leave and kill? Why is it particularly important *not* to do this today?



Watch the video introduction



Use your **Workbook** for self study



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

## Language focus

### Present Perfect – Simple and Continuous

#### TEST YOUR GRAMMAR

- 1 Why are these sentences strange? Correct them.
  - 1 Columbus has discovered America.
  - 2 I travelled all my life. I went everywhere.
  - 3 I've learned English recently.
  - 4 Ow! I've been cutting my thumb!
- 2 Which of these verb forms can change from simple to continuous? How does the meaning change?
  - 1 What do you do at the weekend?
  - 2 I don't like her boyfriend.
  - 3 I had a shower at 7.00.
  - 4 Someone's eaten my sandwich!

## All around the world

- 1 Look at the pictures and read about two women sailors, **Jeanne Baret** and **Riikka Meretniemi**. Answer the questions.
  - Where are/were they from? Why are they both called 'circumnavigators'?
  - Why did people circumnavigate the globe in the 18th century? Why do you think people do it today?
  - What have Riikka's children been learning about? How?
  - Would you like to have done what they are doing?
- 2 Which lines below do you think go with Jeanne Baret (**JB**) and which go with Riikka Meretniemi (**RM**)?
  - 1  She's been downloading educational programs and games.
  - 2  She did hard physical work on board the ship, just like the rest of the crew.
  - 3  After crossing the Atlantic, she sailed around South America and discovered many new plants, including Bougainvillea.
  - 4  She's been teaching the kids about marine conservation projects and has shown them the problem of plastic pollution.
  - 5  She's met a lot of native people, such as the Kuna Indians of Panama.
  - 6  On Tahiti, a native recognized that she was a woman, and told the other sailors.
  - 7  She's seen killer whales and dolphins.
  - 8  She left the ship on Mauritius and married a French sailor. She later returned to France, completing her seven-year voyage around the world.

**2.1** Listen and check. What other information do you learn?

### Jeanne Baret French Circumnavigator 1740–1807



**Jeanne Baret** was the first woman to circumnavigate the globe – but she had to do it as a man.

She was born in France in 1740, to a peasant family. She loved plants, and became a self-taught expert on them, working as a herbalist.



In 1767, the French government sent two navy ships to look for new lands and needed an assistant to the chief botanist, Phillibert Commerson. Commerson wanted to take Baret, but women weren't allowed in the navy. So, Baret dressed as a man, called herself 'Jean' instead of 'Jeanne', and was given the job.

### RIIKKA MERETNIEMI Finnish Circumnavigator 1973–



**Riikka Meretniemi** is an IT professional, but since 2016 she's been sailing around the world with her husband, **Tuomo** ('the captain'), and their three children ('the crew'), **Aare** (7), **Kerttu** (5) and **Martta** (3).

They aim to visit 75 countries in 75 months. They set out from Turkey two years ago and sailed around Europe, and they've already crossed the Atlantic to Barbados. They've just passed through the Panama Canal and have recently been sailing down the coast of Ecuador.

They haven't just been having exciting adventures. As well as being in charge of navigation and food, Riikka has also been teaching the children. She and Tuomo want to show how digital distance-learning can bring education to children in remote parts of the world.

3 Match the lines about Riikka and her family in **A** and **B**. Practise saying them, paying attention to the contracted and weak forms.

A	B
1 She's been watching	through the Panama Canal.
2 They've sailed	ten birthday cakes on board.
3 The kids have	sail power most of the time.
4 She's baked	by jellyfish four times.
5 They've been using	out for hurricane warnings.
6 They've been stung	used 3,000 sheets of drawing paper.

2.2 Listen and check.

### LANGUAGE FOCUS

- 1 What tense is used most often in the text about Jeanne Baret? Why? What tenses are used most often in the text about Riikka Meretniemi? Why?
- 2 Compare the use of tenses in these sentences.
  - 1 She's **been writing** emails all morning. She's **written** 12 emails.
  - 2 I've **read** that book on Ancient History – it's really interesting. I've **been reading** a really interesting book on Ancient History. I've **been reading** a lot of books on Ancient History. I've **read** two about Ancient Greece and three about Ancient Rome.
  - 3 He's **played** tennis since he was five. He's **been playing** tennis since he was five.

Grammar reference 2.1–2.2 pp152–153



“We want our kids to see the world and understand how beautiful it is. As we've visited different countries, they've been learning about geography, culture, history, nature and science. They've also been speaking English everywhere they go, so learning it has become an everyday task for them.”



### Questions and answers

4 Work with a partner. Decide who each question in these pairs is about, **Jeanne Baret**, or **Riikka Meretniemi**. Then ask and answer them.

- 1 Did she visit many countries?  
Has she visited many countries?
- 2 How long has she been travelling around the world?  
How long did she travel around the world?
- 3 Did she cross the Atlantic?  
Has she crossed the Atlantic?
- 4 What kind of work did she do on board?  
What kind of work has she been doing on board?
- 5 Has she met any native people?  
Did she meet any native people?

5 Look at the answers and use the prompts to write the questions. Then ask and answer them.

#### Jeanne Baret

- 1 In 1740, in France.  
*When and where?*
- 2 By dressing as a man.  
*How / get / job in the navy?*
- 3 Bougainvillea.  
*Which plant / discover?*
- 4 Because she felt unsafe.  
*Why / leave / ship?*
- 5 A French sailor.  
*Who / marry?*



#### Riikka Meretniemi

- 6 The Panama Canal.  
*Which canal / just sail / through?*
- 7 Down the Ecuadorean coast.  
*Where / sail / recently?*
- 8 The kids' education.  
*What / take care of?*
- 9 Marine conservation projects.  
*What / teach / them about?*
- 10 Yes, including killer whales and dolphins.  
*see / a lot of wildlife?*

2.3 Listen and check/compare.

### Project

Go online and find out where the Meretniemi family are now. Can you still use the Present Perfect to talk about their round-the-world trip?



# Practice

## Discussing grammar

1 Choose the correct tense.

- Before he died, **Groucho Marx** *said* / *has said*, 'This is no way to live!'
- 'Thank you for having us. We've *had* / *'ve been having* a wonderful evening.'
- 'I've *planted* / *'ve been planting* three trees today.'
- 'I've found maths lessons hard recently. We've *learned* / *'ve been learning* algebra.'
- 'I'm really sorry. I've *crashed* / *'ve been crashing* the car.'
- 'I'm out of breath. I've *run* / *'ve been running*'.
- 'Cara and I *fell out* / *have fallen out*, but we're friends again now.'
- 'I've *eaten* / *'ve been eating* biscuits all afternoon. I've *eaten* / *'ve been eating* a whole packet!'



2 Use the verbs in the Past Simple, Present Perfect Simple and Present Perfect Continuous.

Discuss the reasons for using each tense with your partner.

### drive

- We \_\_\_\_\_ over 500 miles yesterday.
- We \_\_\_\_\_ nearly 200 miles already today.
- We \_\_\_\_\_ for hours without a break.

### try

- \_\_\_\_\_ you ever \_\_\_\_\_ Korean food?
- \_\_\_\_\_ you \_\_\_\_\_ *kimchee* when you were in Seoul?
- I \_\_\_\_\_ to eat five portions of vegetables every day for the past month.

### live

- My mother \_\_\_\_\_ in the same house since she was born.
- I \_\_\_\_\_ there until I left school and went to university.
- I \_\_\_\_\_ with her for the past month while I'm looking for a job.

### go

- I can't find Sean. \_\_\_\_\_ he \_\_\_\_\_ out?
- He \_\_\_\_\_ out in his car just before you arrived.
- He'll be in *Mario's* restaurant. He \_\_\_\_\_ there often recently.

## Simple and Continuous

### LANGUAGE FOCUS

- Simple verb forms see actions as complete and/or permanent.  
He **works** in London.  
It **rained** all night.  
I've **run** six miles.
- Continuous verb forms see actions as 'in progress' and/or temporary.  
I'm **working** in Rome this week.  
It **was raining** when I got up.  
I've **been running** for nearly an hour.
- State verbs are not usually used in the continuous.  
I **know** Peter well, and I've always **liked** him.  
Give other examples of state verbs in different tenses.

Grammar reference 2.1–2.2

pp152–153

3 Match the lines in A and B.

A	B
1 Martina comes	a from Slovakia.
2 Martina is coming	b round at 8.00 tonight.
3 I painted the kitchen this morning.	a I'll finish it this afternoon.
4 I was painting the kitchen this morning.	b I'm going to paint the bathroom this afternoon.
5 What have you done	a since I last saw you?
6 What have you been doing	b with the scissors? I can't find them.
7 I've had	a a headache all day.
8 I've been having	b headaches for weeks now.
9 I've known	a my new neighbours.
10 I've been getting to know	b Anna for over ten years.
11 I've cut	a my finger. It's bleeding.
12 I've been cutting	b wood all morning.



Writing p131 A formal email – An email of complaint

## The story of *TripAdvisor*

- 4 Work with a partner and discuss the questions.
- 1 How do you plan trips and holidays?
  - 2 Have you ever used *TripAdvisor*?
  - 3 What are the advantages and disadvantages of reviews written by hotel guests?
- 5 Work with your partner.

**Student A** read the story of *TripAdvisor* on this page.

**Student B** turn to page 164.

Ask and answer questions to complete the missing information in the text.

How long has Steve Kaufer been running the company?

Since its birth, in 2000. Why did he start it?

Because he couldn't ... Who ... ?

- 6 Read *TripAdvisor Trivia*. Did anything surprise you?

### What do you think?

- Can you think of ways to solve the problem of fake reviews on *TripAdvisor*?
- Which reviews do you take most notice of – the positive or the negative ones?
- Go on *TripAdvisor* and find out which are the top ten restaurants in your hometown. Do you agree?

 Go online for more grammar practice



## *TripAdvisor* – the traveller's friend

Steve Kaufer

### *TripAdvisor* was founded in a small office above a pizza shop in Massachusetts, US.

The CEO is Steve Kaufer, and he's been running the company ... (How long?). He started it **because he couldn't find reliable hotel reviews** when planning a trip to Mexico – they were all by hotel owners and travel agents, saying how wonderful the hotels were. ... (Who?) suggested starting a website with reviews written by real hotel guests. She told him to 'keep it easy to use', and *TripAdvisor* has always tried to **follow that advice**. It has become ... (How big?), reviewing hotels, restaurants and tourist attractions, and is now worth \$3 billion. It has **over 3,000** employees, and has received reviews from ... (Where?).

*TripAdvisor* has shown **that success can come by accident**. The original site had only professional reviews, and it was ... (How long?) before reviews from users appeared. Someone thought it might be fun to have a button on each page saying 'Add your own review', and it's this **user-generated content** that has attracted 450 million users.

Success has brought ... (What?), however. Hotel owners have become anxious about *TripAdvisor* feedback, **because it can make or break their business**, and some have offered discounts to guests ... (Which?). One senior executive of a big hotel group posted fake negative reviews of his rivals' hotels. *TripAdvisor* has been trying to solve these problems **by screening all its reviews**, and stresses that fake ones are a tiny minority.

### *TripAdvisor* Trivia

- Have you noticed that the *TripAdvisor* owl logo has different colour eyes? One eye is green, for 'GO!', and the other is red, for 'DONT GO!'.
- Steve Kaufer still runs the company from a modest office block in Massachusetts, where his own office doesn't even have a window.
- The most *TripAdvisor* reviews have been written by an American expat, Brad Reynolds. He's been writing reviews since 2010 and has posted nearly 6,000, with 68,000 photos.

# A PLANET

## Reading and speaking

### Our plastic planet

- 1 The article you are going to read talks about *'the infinite number of plastic products that fill our lives'*.

In groups, make a list of all the plastic products you use in a typical day. Share your list with the whole class.

- 2 Here are some more lines from the article. What do you think they are talking about?

I realized the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the sea.

They are being gobbled up by small fish, which in turn are eaten by larger fish - which in turn are eaten by us.

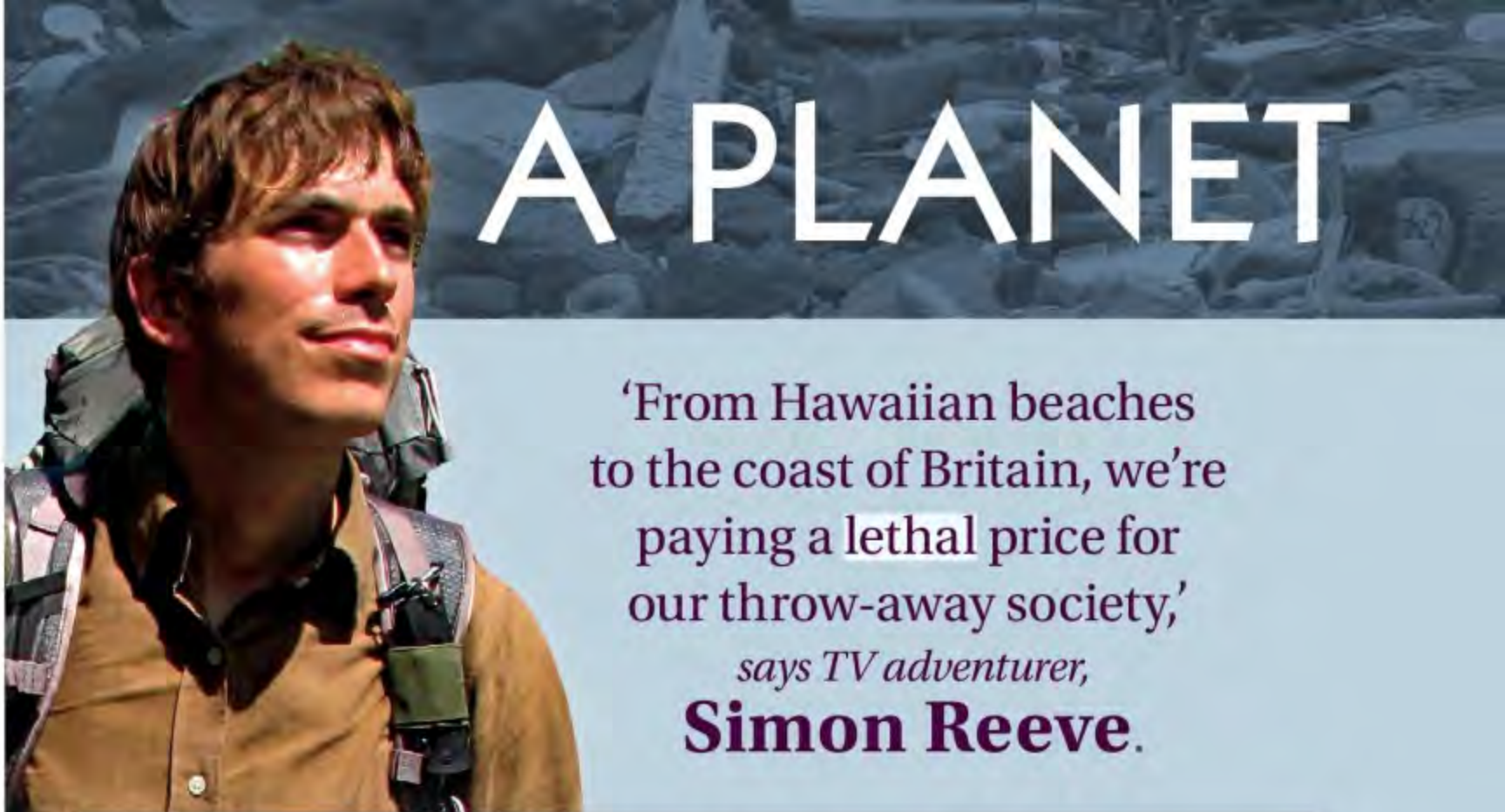
We need to spurn and reject the main culprits.

- 3 Read through the article quickly. Answer the questions.

- 1 Who is Simon Reeve?
- 2 Which products from your list in 1 are mentioned?
- 3 Which of your ideas about the lines in 2 were correct? Which were not?
- 4 Which places in the world are mentioned?
- 5 What are 'nurdles'?

- 4 Read the article again. Are these statements true ✓ or false ✗? Correct the false ones.

- 1 Hawaii is protected from rubbish because of its position in the Pacific Ocean.
- 2 Volunteers clear the nurdles from the beaches.
- 3 The sea makes the nurdles smaller and smaller.
- 4 By 2025, 600,000 tons of plastic rubbish will be polluting our seas.
- 5 Factories are reducing the amount of plastics they produce.
- 6 There are three major ways that plastic is ruining our planet.
- 7 Most of the plastic garbage is made up of plastic bags, bottles and packaging.
- 8 Bangladesh and Modbury have something in common.



*'From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throw-away society,'*

*says TV adventurer,*

**Simon Reeve.**

Hawaii is generally considered to be one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and films, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise sea from the environmental problems facing the rest of the planet.

So when I arrived in Hawaii, I was staggered to discover beaches covered in plastic rubbish washed up from around the world. Pristine sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. Sam Gon, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves dumped another mountain of rubbish.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as 'nurdles'. These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our seas in their trillions.

Yet the big shock came when Sam told me to dig in the sand. Plastic doesn't biodegrade. Instead it breaks down into even smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the sea was reducing in size. As I dug through the plastic, I realized the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii, to the seas around Britain, we are soiling our own nest. It was a shock to realize how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and south Wales. Just like those in Hawaii, they are now covered in more litter than ever before.



Small plastic pellets, known as 'nurdles'



# POISONED BY PLASTIC

Since 1994, plastic litter has increased by an extraordinary 140%. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly, all the plastic ever created – totalling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day.

Nine million tons of plastic enter our seas every year, which means that by 2025, there will be around 150 million tons of it sloshing around. And even more unbelievably, by 2050 the oceans will contain more plastic by weight than fish. The scale of the problem is extraordinary. The beaches in Hawaii are being swamped by rubbish from the 'Great Pacific Garbage Patch', a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the sea and is doubling in size each decade.

And this is not the only such 'patch'. Scientists believe that sea currents have created five vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 bits of rubbish per square mile. This is an international scandal and a global problem, for which we are all responsible.



## 'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use are completely out of control. Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

Plastic is ruining our beaches, choking the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main culprits: plastic bags, packaging and single-use water bottles – a wasteful obscenity. These make up the bulk of plastic garbage.

In Bangladesh and Kenya, they have done away with plastic bags completely, and replaced them with natural jute bags. The UK has joined the growing number of countries which impose a tax on plastic bags, and the small town of Modbury has banned them completely. Supermarkets around the world are beginning to introduce plastic-free aisles, where none of the goods on sale are packaged in plastic.

At stake is the future of beaches, our seas, and the food chain. It is nothing short of an environmental emergency.



## What do you think?

- Give your personal reactions to the text. Use these phrases.

**I didn't know/I already knew that ...**

**What surprised me was ...**

**It's incredible that ...**

**It's a shame that ...**

**I wonder what can be done to ...**

- Do you believe plastic is causing 'an environmental emergency'?
- Are there other things that are more harmful to the environment than plastic? What?
- What could you do to reduce your use of plastics?

## Vocabulary

- 5 How many words meaning 'rubbish' can you find in the article?
- 6 Discuss the meaning of the highlighted words in the article.
- 7 Match the words in A and B. Use them in sentences.

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grains of	c chain
4 food	d society
5 mountain of	e currents
6 sea	f sea
7 single-use	g rubbish
8 throw-away	h sand

▶ Watch a video about an initiative to get everyone to help clean up the world we live in.



# Listening and speaking

## Bucket lists



- 1 What is a 'bucket list'? How is the phrase connected with the idiom 'to kick the bucket'?
- 2 Look at the bucket list. Which of the activities in the list can you see in photos A–F?
- 3 On a website called *Ranker*, 5,000 people ranked the activities. Put a cross **X** against the **ten** activities *you* think were most popular. Which do you think came 1st, 2nd and 3rd? Compare with a partner. Check your answers on page 166.
- 4 2.4 Listen to three people, **Helen, Keith** and **Judy**, talking about doing activities from the bucket list. Answer the questions for each person.
  - 1 Which activity are they talking about?
  - 2 Why did they decide to do it?
  - 3 How did the experience affect them?
- 5 Answer the questions with **H** (Helen), **K** (Keith) or **J** (Judy). More than one is possible. Who ...

- 1 mentions the cost? HandJ
- 2 was worried beforehand? Why? \_\_\_\_\_
- 3 had a disappointment at first? What? \_\_\_\_\_
- 4 thought about changing their mind and not doing it? Why? \_\_\_\_\_
- 5 had the experience twice? \_\_\_\_\_
- 6 talks about the weather? What about it? \_\_\_\_\_
- 7 mentions a sound? What was it? \_\_\_\_\_
- 8 says that time slowed down? \_\_\_\_\_
- 9 is planning to do it again? \_\_\_\_\_

2.4 Listen again and check/complete your answers.

### SPOKEN ENGLISH Fillers

Fillers give us time to think of what to say next.  
 'We stayed in a treehouse, **well, er, a kind of treehotel ...**  
 '... because, **I mean, it's a shock to see this, like, massive hole where the door usually is.**

Common fillers in English are:  
**well you know like I mean you see kind of sort of anyway so**

Find examples in audioscript 2.4 on page 144.

- 6 Which **five** of the activities would be top of your bucket list? In what order? Write a list and add a sixth item.
- 7 Compare your lists in groups. Can you agree on three activities to do as a group?



## Bucket list

### Things to do before I die ...

- |   |  |
|---|--|
| <input type="checkbox"/> Swim with dolphins                       | <input type="checkbox"/> Go zip-lining |
| <input type="checkbox"/> Find a career I love                     | <input type="checkbox"/> Run a 5k race |
| <input type="checkbox"/> Learn to meditate                        | <input type="checkbox"/> Write a novel |
| <input type="checkbox"/> Donate blood                             | <input type="checkbox"/> Go skydiving  |
| <input type="checkbox"/> Go snorkelling on the Great Barrier Reef |  |
| <input type="checkbox"/> Get fit and feel good about your body    |  |
| <input type="checkbox"/> Bathe in the hot springs in Iceland      |  |
| <input type="checkbox"/> Learn to play a musical instrument       |  |
| <input type="checkbox"/> Walk on the Great Wall of China          |  |
| <input type="checkbox"/> Do a road trip across America            |  |
| <input type="checkbox"/> Go horse riding on the beach             |  |
| <input type="checkbox"/> Visit the Galapagos Islands              |  |
| <input type="checkbox"/> Learn to ballroom dance                  |  |
| <input type="checkbox"/> See the Northern Lights                  |  |
| <input type="checkbox"/> Experience zero gravity                  |  |
| <input type="checkbox"/> Learn a new language                     |  |

## Vocabulary *make and do*

1 There are many expressions with *make* and *do*. Look at these examples.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the garbage.
- 70 local volunteers were *doing their best* to remove tons of garbage.
- In Bangladesh, they have *done away with* plastic bags completely.

2 Put the words in the correct column.

<del>a good impression</del>	business
arrangements	a difference
a profit/a loss	a decision
research	a suggestion
your best	a good job
a start/a move	a degree
sb a favour	sth clear
an effort	

make	do
a good impression	

3 Complete the sentences with expressions from 2.

- 1 When you go for a job interview, it's important to \_\_\_\_\_.
- 2 I think we're all tired, so can I \_\_\_\_\_? How about a break?
- 3 A lot of \_\_\_\_\_ has been \_\_\_\_\_ into the causes of cancer.
- 4 Italy's an important market for us – we \_\_\_\_\_ a lot of \_\_\_\_\_ there.
- 5 I know you don't like my mother, but you could at least \_\_\_\_\_ to be nice to her!
- 6 We need to have this room painted by lunchtime, so we should \_\_\_\_\_ now.
- 7 I don't mind if we go by train or bus. It \_\_\_\_\_ no \_\_\_\_\_ to me.
- 8 Could you \_\_\_\_\_ me \_\_\_\_\_ and lend me £10?

2.5 Listen and check.

4 Match the lines in A and B. Underline expressions with *make* or *do*.

A	B
1 Restaurant reviews can do a lot of damage.	a 'Yes. I can just about make myself understood now.'
2 We'll never make the airport in time.	b 'I'm in PR. I do interviews and make speeches.'
3 'What do you do for a living?'	c 'Yeah, that'll do fine.'
4 'We'll have to do even more overtime.'	d 'Yes. It really made my day.'
5 'Can we make the cake with this plain flour?'	e We're doing about ten miles an hour in this traffic.
6 'I hear you've done a Spanish course!'	f They can make or break the business.
7 'So, the boss said you'd done a great job!'	g 'Well, that does it! I'm going to resign.'

2.6 Listen and check. What extra comment do they make?

### Phrasal verbs

5 Replace the phrases in *italics* with a phrasal verb with *make*.

make sth up    make up for sth    make of sb    make off with sth

- 1 Thieves broke into the gallery and *stole* three priceless paintings.
- 2 Jake's parents are always buying him toys. They're trying to *compensate for* not spending enough time with him.
- 3 What do you *think of* Carol's new boyfriend? I quite like him.
- 4 I don't believe his story. I think he *invented* the whole thing!

2.7 Listen and check.

6 Do the same with phrasal verbs with *do*.

do away with    do without sth    could do with sth    do sth up

- 1 I'm thirsty. I *really fancy* a cup of tea.
- 2 We've bought an old farmhouse. We're going to *renovate* it.
- 3 We should *abolish* the Royal Family. They're a waste of money.
- 4 I could never *manage without* my personal assistant. She organizes everything for me.

2.8 Listen and check.



"This just isn't doing it for me. Could we go back to using the crystal ball?"

Go online for more vocabulary practice

## Everyday English Talking about places

### Where is it exactly?

1 Look at the ways of describing location. What preposition goes with each group of phrases?

1 \_\_\_\_\_ the middle of nowhere  
the suburbs  
the far south of Japan  
the heart of the countryside

2 \_\_\_\_\_ the outskirts of Paris  
the corner of Brook Street  
the south coast  
the River Thames

3 \_\_\_\_\_ a crossroads  
the bottom of the hill  
the end of the track  
the side of the road

2 2.9 Listen to four people talking about places they have been to. Where are they talking about?

3 2.9 Listen again and complete the lines.

- They stand just \_\_\_\_\_ desert ...  
I kind of expected them to be right \_\_\_\_\_.
- There's a viewing terrace right \_\_\_\_\_  
\_\_\_\_\_ building ...
- We were staying \_\_\_\_\_ city ...
- It's a magnificent white building, right  
\_\_\_\_\_ river ... I loved the  
colourful streets \_\_\_\_\_ Old  
City.

### SPOKEN ENGLISH Adding emphasis

Look at the sentences in 3 again.  
Notice how *right*, *just* and *very* add emphasis.  
Use them to complete this description.

'We rented a flat \_\_\_\_\_ in the centre of town. The Grand Canal was \_\_\_\_\_ at the end of the street. It was wonderful to be in the \_\_\_\_\_ heart of the city.'

### 'That's not what the hotel website said!'

4 Read the two descriptions of the same hotel complex. Who wrote them? Where would you find them? Complete them with the words in the boxes.

50-minute 360-degree 20-square 14-night four-bedroom

Enjoy a <sup>1</sup> \_\_\_\_\_ stay in our magnificent hotel complex, set in a <sup>2</sup> \_\_\_\_\_ mile area of coastal parkland. Our luxury suites have <sup>3</sup> \_\_\_\_\_ views of the surrounding area, and access to our private beach. Also available are <sup>4</sup> \_\_\_\_\_ villas on a self-catering basis. All this just a <sup>5</sup> \_\_\_\_\_ drive from the airport.



five-star 30-mile-an-hour 100-metre-tall two-hour five-minute

Reviewed 7 September

### Big disappointment ★☆☆☆☆

Don't believe the description on the hotel website – it's totally misleading! Our expectations of <sup>6</sup> \_\_\_\_\_ luxury accommodation were certainly not met – the rooms were tiny! The suggested travel time to and from the airport was wildly inaccurate – there's a <sup>7</sup> \_\_\_\_\_ speed limit on most of the roads and the traffic was terrible, which meant it was nearly a <sup>8</sup> \_\_\_\_\_ journey both ways. Although the view from our suite could have been impressive, the hotel failed to mention the <sup>9</sup> \_\_\_\_\_ wind turbines all along the coast, which completely ruined it. And we assumed that 'access to our private beach' would mean it was right by the hotel, and a <sup>10</sup> \_\_\_\_\_ stroll. It was actually about half an hour's walk away.

5 Work in groups. Where do you think would be a good place to do these things? Use some of the expressions in 1 and 4.

- have a holiday home
- have a picnic
- spend a relaxing weekend
- escape from the world for a month

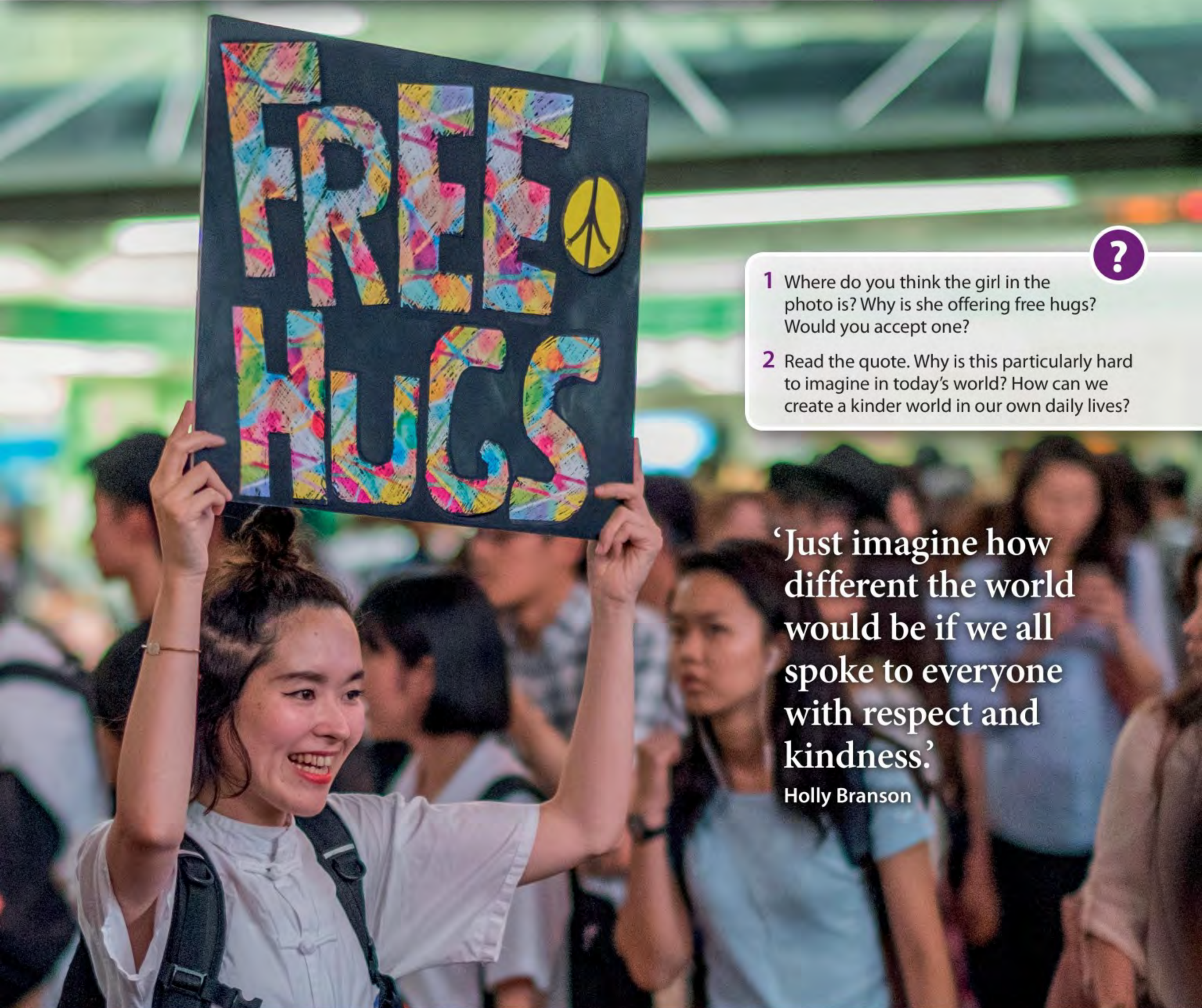
I'd love to have a four-bedroom holiday home on the edge of a forest, in the heart of the Scottish countryside.

Go online for more speaking practice

# The kindness of strangers

# 3

- **Language focus** Narrative tenses
- **Vocabulary** Talking about books and films
- **Everyday English** Showing interest and surprise
- **Reading** Book at bedtime
- **Listening** An interview with a BBC journalist
- **Writing** Narrative writing (1)



- 1 Where do you think the girl in the photo is? Why is she offering free hugs? Would you accept one?
- 2 Read the quote. Why is this particularly hard to imagine in today's world? How can we create a kinder world in our own daily lives?

‘Just imagine how different the world would be if we all spoke to everyone with respect and kindness.’

Holly Branson



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## Language focus Narrative tenses

### TEST YOUR GRAMMAR

Match the verbs in the sentences with their past tense names.

It was raining ...	Past Simple
I was soaked to the skin ...	Past Continuous
I'd missed my bus ...	Past Simple Passive
I'd been walking for an hour ...	Past Perfect Simple
A kind passer-by gave me an umbrella ...	Past Perfect Continuous



## The bee professor!



- 1 Look at the photos and read the captions. Who and what is the article about?

What else do you want to know? Write some questions with a partner.

**Where does Dr Alsous come from? Who is Razan? Why ... ?**

- 2 Read the whole article. What does the title refer to? Can you find answers to your questions?
- 3 Use the prompts to make questions about **Dr Alsous**. Ask and answer them with your partner.
- Why / Dr Alsous leave / country?
  - What / been doing / Damascus University?
  - What / to / his beehives?
  - Why / England?
  - Where / Razan living when / arrived?
  - Why / not find / job as a beekeeper?
  - How / helped / start a business?
  - When and why / launch the Buzz Project?



3.1 Listen and check.

- 4 Match a line in **A** with a line in **B** to tell Dr Alsous' story. Read the story aloud to your partner. Name the past tenses used.

A	B
1 Dr Alsous left his home	a few years before him.
2 His daughter had moved to England	didn't help him find any work.
3 When he arrived to join her	he wanted to help people like himself.
4 Posting on Facebook	after war broke out.
5 He was helped	she was just starting her cheese company.
6 He launched the Buzz Project because	because of the project.
7 He was interviewed by the BBC	the World Cheese Award in 2017.
8 Razan won	by a kind lady who gave him a beehive.

3.2 Listen and check.

# Bees, Cheese and Refugees!



**Dr Ryad Alsous** knows a lot about bees. Back home in his country, Syria, he worked in the Agriculture Department at the University of Damascus, where he was known as the 'Professor of Bees'. He had 500 beehives and had been researching bees for many years when civil war broke out and all his hives were destroyed.



**Dr Ryad Alsous** – the university professor and beekeeper who arrived in England with only the jacket he was wearing.



**Dr Alsous' daughter, Razan,** had already left Syria. She had moved to England with her husband and three children. They were living in Huddersfield, in the north-west, where Razan was setting up *The Yorkshire Dama Cheese Company*, producing 'squeaky', Syrian-style cheese, using Yorkshire milk. This has since become extremely successful and won many awards. Dr Alsous says: "Razan told us it was a friendly place and the people had been good to her, so my wife and I came here."

**Razan's award-winning Yorkshire Dama Cheese Company**



Dr Alsous needed work – he had left Syria with just the jacket he was wearing. He posted on Facebook to find a job as a beekeeper, but he was overqualified. Then a lady from Manchester gave him one of her hives, and from this he started a business. He built two more out of recycled wood – now he has 17. In 2017, he launched the '*Buzz Project*', a beekeeping training course which aims to help refugees and the unemployed – making money from honey!

**Dr Alsous was interviewed about the project on BBC Radio's 'On Your Farm' programme. He believes that 'bees are good for the soul'.**



## LANGUAGE FOCUS

- Which paragraph, **a** or **b**, is better in style? In what ways?
  - Dr Alsous studies bees. His hives were destroyed in the war. He came to England. Life was difficult. He was looking for work for many months. A kind lady gave him a beehive. He started his own business.
  - Dr Alsous, known as the 'Syrian Bee Professor', came to England after his hives had been destroyed in the war. At first life was difficult. He had been looking for work for many months before, finally, a kind lady gave him a hive, and with this he started his own business.
- Underline examples of past tenses, active and passive, in the article.



Grammar reference 3.1–3.2 pp153–154

Writing p132 Narrative writing (1) – Using adverbs in narratives

## Practice

- Rewrite the sentences, beginning with the part in **bold**.
  - He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**  
**Mick was a homeless beggar, but he hadn't always been poor, as he'd had a successful business which, unfortunately, had gone bust.**
  - She won £2,000 in a competition. **Last night, Sally was celebrating.** (*because*)
  - He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
  - I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there.** (*because*)
  - They were shopping all day. They spent all their money on clothes. **Jane and Dan were broke.** (*because*)
  - He bought a house in Scotland. He first saw it while he was driving there on holiday. **Last week, John moved to the house.**

## Discussing grammar

- Work with a partner. Compare the use of tenses in these sentences. Say which tense is used and why.
  - When Alice arrived,
 

I made a cake.	
I was making a cake.	
I had made a cake.	
  - The film started
 


The film had started	when we got to the cinema.
----------------------	----------------------------
  - He was sacked because
 

he had stolen some money.	
he had been stealing money for years.	
  - When I got to the garage, my car
 

was being repaired.	
had been repaired.	
  - I read /red/
 

I was reading	a novel on the plane.
	the report on the plane.

## Heart-warming stories


- 3 News stories are usually bad news, but here are four good news stories. Look at the photos and the headlines. What are the stories about?
- 4 Look quickly through the stories. Answer a question about each one.
- 1 What had the security officer kept for Maudie?
  - 2 What did Chris do with the money?
  - 3 Why didn't the new mum pay the fine?
  - 4 Why did the commuters lift the bus?
- 5 These lines have been taken from the texts. Where do they go?
- a **had been browsing** through
  - b **had been given**
  - c **had been hit**
  - d **had been staying** in hospital
  - e **had made** him smile
  - f **was forced** to give up all her painting supplies
  - g **was waiting** for her in the baggage area
  - h **worked** together
- 6  3.3 Listen and check. Who are the kind strangers in each story?

### SPOKEN ENGLISH Giving and reacting to news

In conversation when we *tell* or *hear* news, we can use certain expressions. Put the expressions under the correct headings.


You're kidding!	It says here that ...
Apparently ...	Then what happened ...?
That's such a shame.	Where did this happen?
Who called the police?	I don't believe it.
Anyway, in the end ...	What happened was ...

Giving news	Reacting to news	Asking for more information
Did you hear about ...?	Really?	How did it happen?
The incredible thing was that ...	That's amazing.	Did he die?

- 7  3.4 Listen to a conversation about one of the stories. Which story? Which expressions from *Spoken English* do the people use?
- 8 Work with a partner. Have similar conversations about two of the other stories. Use some of the expressions. Act them out to the class.

Did you hear about ... ?

No, I didn't. What ... ?

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## Airport Security Officer's act of kindness

Canadian artist, **Maudie Gaouette**, had forgotten the airport rules about taking liquids onto the planes. So, when she got to airport security, she <sup>1</sup> \_\_\_\_\_. However, when she returned a week later, a security officer <sup>2</sup> \_\_\_\_\_ with her paints. Not only had he kept them safe for her, he'd also looked up her return date so he could meet her. Maudie was amazed.



## £5 notes hidden in books



**Chris Topping**, from **Liverpool, England**, <sup>3</sup> \_\_\_\_\_ some children's books in his local Waterstones bookshop when, in the pages of one, he came across a £5 note and an anonymous message. 'Hi, if you find this money, then know the universe is smiling at you. Have a great day!' Chris said the note <sup>4</sup> \_\_\_\_\_, so he used the money to buy sandwiches and drinks for some homeless people he'd seen on the street. He hoped that would please the anonymous donor.



## No parking ticket for sick baby's mum



A new mum in Canberra, Australia <sup>5</sup> \_\_\_\_\_ with her sick baby boy. She returned to her car after being discharged and discovered that she <sup>6</sup> \_\_\_\_\_ a parking ticket. But when she opened the envelope on her

windscreen, she discovered a note from a kind lady called Laura. Laura had seen the ticket and written, 'I'm sure whatever you were going through in hospital was tough enough, so I've paid it for you. Hope things get better!'

## Bus lifted by 100 Londoners

A crowd of Londoners <sup>7</sup> \_\_\_\_\_ to lift up a double-decker bus when a cyclist had become trapped beneath it. Amazing pictures on YouTube showed about 100 commuters in east London lifting the huge 212

bus, when Anthony Shields <sup>8</sup> \_\_\_\_\_ and knocked off his bike. Anthony spent a month in hospital, but has now recovered completely. He said he was 'moved to tears' when he watched the video of his rescue.



## Reading and speaking

### Writers and reviews

1 Read the profile of **Ruth Rendell**, a well-known bestselling English writer.

- What kind of stories did she write?
- Was she just famous in Britain?
- Which word tells you that she wrote a lot of books?
- Who is Barbara Vine?

### Profile

**Ruth Rendell (1930–2015)** was an English author of crime fiction, specializing in psychological thrillers. She won many awards for her writing, including three from the Crime Writers Association and three *Edgar Awards* from the Mystery Writers of America. She was a prolific writer, and many of her novels have been successfully adapted for film and TV. The series *The Ruth Rendell Mysteries* ran for 13 years on British TV. She also wrote under the pen name, Barbara Vine.



2 *The Fallen Curtain* is a collection of short stories by Ruth Rendell. Look at the cover and read the reviews. What are some of the words used to describe her work? What's a 'page-turner'?

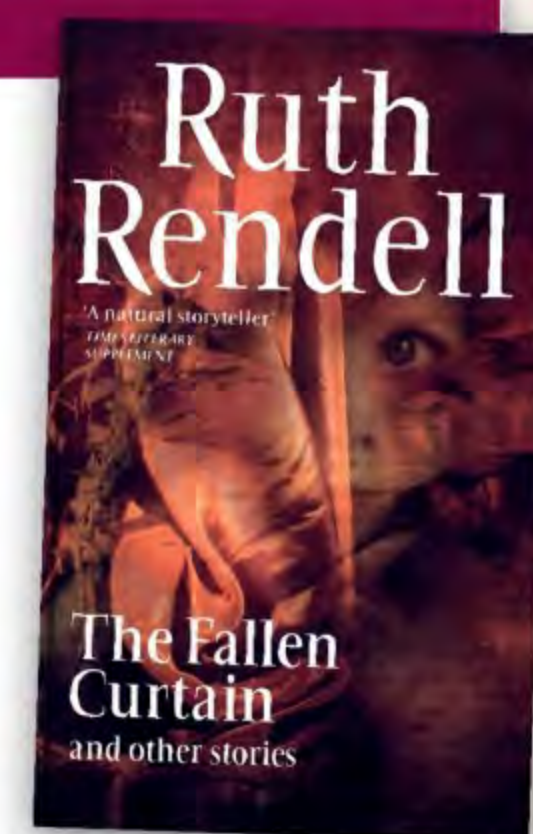
### Reviews

"Suspense at its best."  
*The Times*

"One of the best inventors of plots since Agatha Christie."  
*Daily Telegraph*

"Haunting dramas with unexpected twists and shocking conclusions."

"The author's spine-chilling skills produce another page-turner."



3 *The Clinging Woman* is one of Ruth Rendell's short stories. It opens with the attempted suicide of a young woman. Only the prompt action of a young neighbour saves her life. Work with a partner.

- What questions could you ask about the story?
- What do you think the title means?
- Now turn to the next page and find out more about *The Clinging Woman*.


## Reading and listening

### Book at bedtime

- 1 You are going to listen to *The Clinging Woman* as read on a late-night radio programme called *Book at Bedtime*.



Look at the picture and discuss these questions.

- 1 What is the woman doing? What is the man in the window doing?
  - 2 What is she thinking? What is he thinking?
  - 3 What do you think happens next?
- 2  3.5 Listen to and read **Part 1** of the story. Complete this synopsis of the facts so far.
- There are two characters, a girl and ...
  - She lives ...
  - He lives ...
  - It is ... in the morning.
  - He has been woken by ...
  - The weather ...
  - Suddenly he notices ...

# The Clinging Woman

## Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise block next to his. His flat was on the sixth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and he had got out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted – at first with disbelief – on the hanging figure.



## Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a **stunt**. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a **dummy**. He opened the window and looked down. The car park, paved courts, grass spaces between the blocks, all were **deserted**. On the balcony rail one of the dummy's hands moved, **clutching** its anchorage more tightly, more desperately. He had to believe then what was obviously happening – unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her **nerve** and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialled the emergency number for the police.

The arrival of the police cars and the rescue of the girl became the focus of **gossip** and speculation for the tenants of the two blocks. Someone found out that it was he who had **alerted** the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this **limelight**, was relieved when the talk began to die away, when the novelty of it **wore off**, and he was able to enter and leave his flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'

### 3 3.6 Listen to and read Part 2.

- 1 What is the man's first interpretation of what he sees?
- 2 What is his second interpretation? How does he know it's wrong?
- 3 What is his third interpretation? What does he do?
- 4 How do other tenants react?
- 5 Why is he an 'unwilling hero'? What do you learn about his character?
- 6 What happened two weeks later?
- 7 Why doesn't he recognize the person at the door?

### 4 3.7 Listen *only* to Part 3 of the story.

- 1 How does the man feel as she talks? What does he say?
- 2 What does he want her to do?
- 3 What *doesn't* he want to happen?
- 4 How does he feel as she goes? How does she seem?

## Vocabulary

- 5 Match the **highlighted** words in the text with a synonym or near synonym from below.

a dangerous act	holding tightly	disappearing
woken up	look (noun)	empty
chat	a model	faded
informed	attention	courage

## What do you think?

- Why is it 'curious' that they meet the next morning?
- What do you think happens at the bus stop? Do they get to know each other? Go out together?
- The writer doesn't ever give the man a name. Why not?
- Here are some lines from the rest of the story.

*"My life has been yours ever since you saved it."*

*"We don't need children to bring us together. You're my husband and my child and my friend all in one."*


The first thing he noticed when he let himself in at his front door at six was the stench of gas.

*"How long," she asked dully, "will you be gone?"*

*"Three months." She paled. She fell back as if physically ill.*

*... she had been lying there, the empty bottle of pills still clutched feebly in her hand.*

- 6 Discuss what you think happens? Look at page 165 and read a synopsis of the story. Why is *The Clinging Woman* a clever title?

 **Watch** a video and learn more about the creative writing process from an author.



## Vocabulary and speaking

### Talking about books and films

1 We usually want to know some things about a book before we start reading it. Here are some answers. Write in the questions.

1 *Who wrote it?* \_\_\_\_\_

Ruth Rendell.

2 \_\_\_\_\_?

It's a psychological thriller.

3 \_\_\_\_\_?

It's about a psychologically disturbed young girl.

4 *Where and* \_\_\_\_\_?

Modern-day London.

5 \_\_\_\_\_?

A girl called Lydia and a young man.

6 \_\_\_\_\_?

No, it hasn't. But other stories by the same author have been adapted.

7 \_\_\_\_\_?


It has quite a shocking end.

8 \_\_\_\_\_?

Yes, I would – absolutely. It's a real page-turner. I couldn't put it down.

9 *What* \_\_\_\_\_ *like*?

They all said that it was a very clever story.

 3.8 Listen and compare.

2 Which questions in 1 could also be asked about a film? What **extra** questions can be asked about a film?



3 Are these words connected with film, theatre or books? Write them in the correct column. Some go in more than one.

act	plot	storyline	chapter
stalls	critic	director	backstage
documentary	rehearsal	script	review
dressing room	musical	matinée	novelist
starring role	trailer	sequel	screen
blockbuster	animation	interval	fairy tale
programme	whodunnit	hardback	thriller
playwright	performance	full house	paperback
autobiography			

Films	Theatre	Books


### Talking about you

4 Work in groups. Talk about films, plays or books you have seen or read recently. You can use the questions from 1 and words from 3.

Who has seen any good films lately?

I haven't been to the cinema for a while – but I'm watching a really good 'whodunnit' series on Netflix. I love thrillers.

What's it about?

 Go online for more vocabulary practice

## Listening and speaking An interview with a BBC journalist

1 3.9 Listen to and read about **Kate Adie**. Answer the questions.

- 1 What does she do now?
- 2 What did she do before?
- 3 Why is she particularly well known?

### Kate Adie CBE, BBC journalist

**Kate Adie CBE** is an English journalist. She worked for the BBC for 14 years as their Chief News Correspondent, and she currently presents *From Our Own Correspondent* on BBC Radio 4. In this programme, journalists and writers from all over the world take a closer look at the stories behind the headlines.

Kate herself has travelled widely in her career. She became well known as one of the first British women journalists

to face extreme danger in war zones around the world. Her most memorable reports include the Gulf wars and Belfast during The Troubles.



**Kate Adie**  
THE AUTOBIOGRAPHY  
*The Kindness of Strangers*

**Her best-selling autobiography is called *The Kindness of Strangers*.**



2 Discuss these questions as a class.

- Why do you think she called her autobiography *The Kindness of Strangers*?
- Do you think her career will have made her an optimist or a pessimist about the world? Why?

3 3.10 Sit back and listen to the complete interview with Kate. Simply see if any of your ideas were correct. If so, which?



*“Welcome, Kate! What I’d really like to know is why you called your autobiography **The Kindness of Strangers**?”*

4 3.10 Work with a partner. Listen again and answer the questions.

- 1 Why does the interviewer think what Kate says is ‘refreshing’?
- 2 In what ways did people help her during the protest?
- 3 Where was she when ‘there was a lot of pressure and a lot of extraordinarily vicious, misogynistic press at home’? Who was she with?
- 4 Which act of kindness is both frightening and funny? In what ways?
- 5 The interviewer says, ‘That’s so lovely to hear?’ What is?
- 6 Kate says: ‘we go two steps forward and one step back’. What is she referring to?
- 7 Does she believe absolutely that the world will get better? How do you know?

### What do you think?

- Why were parts of the British press so ‘anti-Kate’?
- Which qualities do you think Kate has, that make her such a successful war correspondent?
- Do you know what The Troubles in Ireland were? What caused them?
- What’s happening in the world at the moment that foreign correspondents like Kate are covering?

### In your own words

Tell the story of what happened to Kate in Belfast in your own words. Begin like this:

**Kate was working in Belfast during The Troubles. One day she was reporting on a riot when ...**

## Everyday English Showing interest and surprise

1 3.11 Listen to the conversation. Write in B's answers.  
How does she show interest and surprise?

- A Jade's got a new boyfriend.  
 B \_\_\_\_\_? Good for her!  
 A Apparently, he lives in a castle.  
 B \_\_\_\_\_? How amazing!  
 A Yes. She met him in Slovenia.  
 B \_\_\_\_\_? That's interesting.  
 A Unfortunately, he can't speak much English.  
 B \_\_\_\_\_? Well, as long as he can say 'I love you'!



2 B uses **echo questions** and **reply questions**. Which are which? Practise the conversation with a partner.

3 Complete the conversations with either an echo or a reply question.



- A Sam wants to apologize.  
 B \_\_\_\_\_? Why?  
 A Well, he's broken your mother's Chinese vase.  
 B \_\_\_\_\_? Oh, no!



- A We had a terrible holiday.  
 B \_\_\_\_\_?  
 A Yes. It rained all the time.  
 B \_\_\_\_\_? How awful!  
 A Yes. And the food was disgusting!  
 B \_\_\_\_\_? What a disaster!



- A I'm broke.  
 B \_\_\_\_\_? How come?  
 A Well, I had a £500 vet's bill for my dog.  
 B \_\_\_\_\_? Poor Ziggy. What happened?  
 A He was attacked by another dog in the park.  
 B \_\_\_\_\_? Where was the owner?



- A It took me three hours to get here.  
 B \_\_\_\_\_? But it's only ten miles.  
 A Yes, but there was a huge traffic jam on the motorway.  
 B \_\_\_\_\_? That's awful!  
 A We didn't move at all for two hours.  
 B \_\_\_\_\_? I bet you were really fed up.



- A I'm on a mountain, watching the sun set.  
 B \_\_\_\_\_? How lovely.  
 A It is. And I've got something to ask you.  
 B \_\_\_\_\_? Is it important?  
 A Yes, you see ... , I'd like to marry you.  
 B \_\_\_\_\_? Wow! How romantic.

3.12 Listen and compare. Practise them with your partner.

4 Write a surprising sentence about yourself. Read it aloud to the class. Other students respond using an echo or a reply question.

I have 30 cousins!

Do you?


30? How come?

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# A pack of lies 4

- **Language focus** Questions and negatives
- **Vocabulary** Saying the opposite
- **Everyday English** Being polite

- **Reading** The post-truth age
- **Listening** Guilty secrets
- **Writing** Linking ideas



‘For people who say they hate being lied to, just start telling them nothing but the pure truth, about everything. That will teach them.’

Seth Adam Brown

?

- 1 Who was the horse in the picture a gift from? Who to? Why was the giving of this gift ‘a pack of lies’?
- 2 Read the quote. Do you sometimes prefer people not to tell you the ‘pure truth’? When, and why?



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## Language focus Questions and negatives

### TEST YOUR GRAMMAR

- What is the missing word in each question?
  - What of music do you like?
  - 'How do you wash your hair?' 'Every day.'
  - 'Who do you look?' 'My mother.'
  - 'Do you know what the time?' 'Just after three.'
  - 'What were you talking to Carol?' 'Oh, this and that.'
- Make the sentences negative. Sometimes there is more than one way.
 


1 I agree with you.	4 I knew everyone at the party.
2 I think you're right.	5 I've already done my homework.
3 I told her to go home.	6 My sister likes jazz, too.

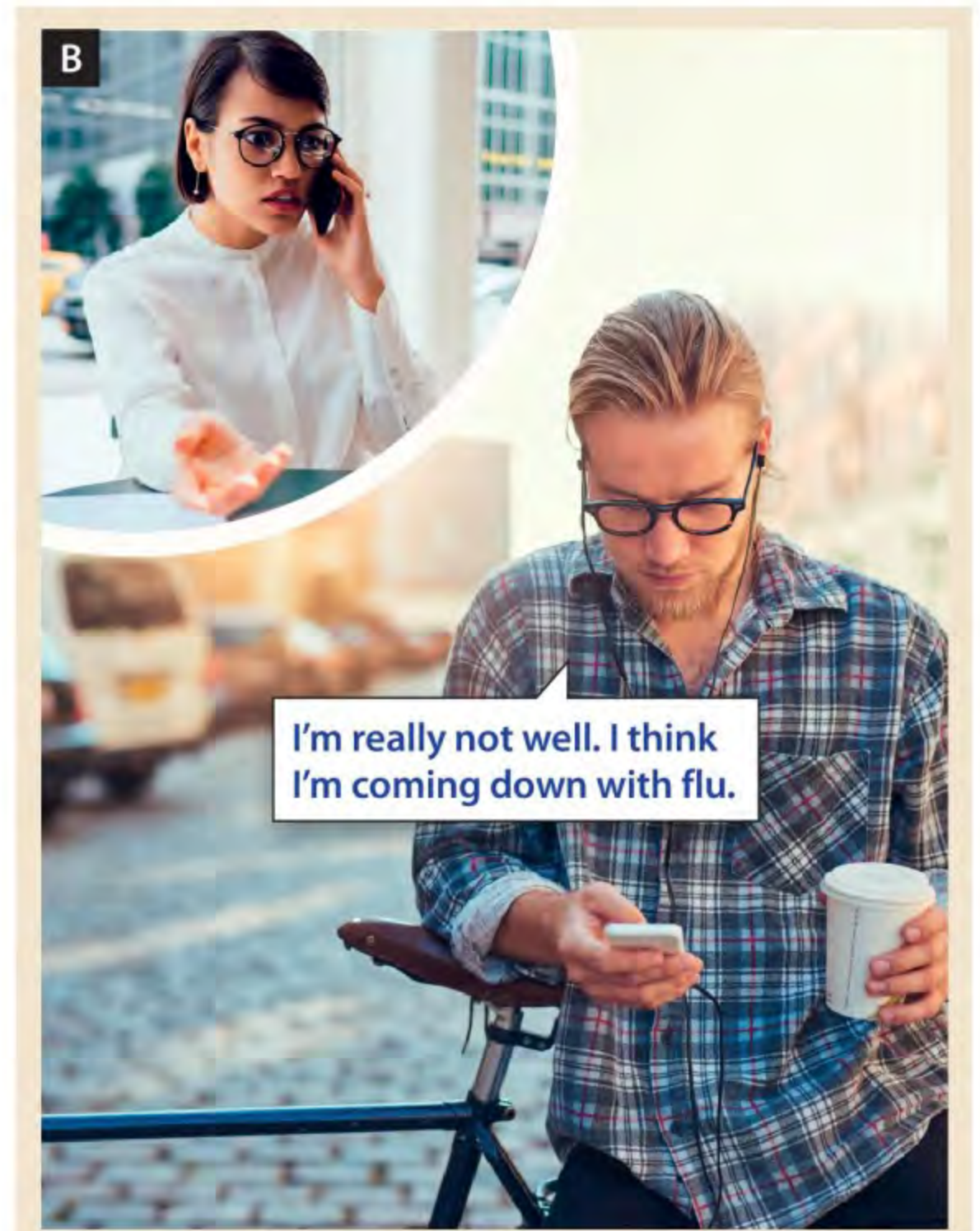
### White lies

- What are *white lies*? Why do people tell them? Can you give examples?
- All the people in photos A–F are lying. Who to? Why? Do you think they are all 'white lies'? Would you ever tell any of them?
-  4.1 Listen to what the people are thinking. What is the truth? Why did they lie?  
A = He was watching an exciting football match with his mates.
- Which question was each person asked before they lied?
  - What's wrong? Don't you like it? (I hope she isn't going to complain.)
  - Why haven't I received the report? Who *have* you sent it to?
  - Have you heard who Suzi is going out with? I don't think you'll like it.
  - How come you're not at work today? You were fine yesterday.
  - Who gave you those? Why won't you tell me?
  - Why didn't you call or text? I had no idea where you were.

### LANGUAGE FOCUS

- Find examples of these questions in 4.
  - questions with auxiliary verbs
  - a subject question (with no auxiliary)
  - another way of asking 'Why?'
  - negative questions
  - a question with a preposition at the end
  - indirect questions
- Make these **direct** questions **indirect**.  
*What's the answer?* I've no idea what ...  
*Where does he work?* Do you know where ...?
- Find examples of these **negatives** in 4.  
 ... negative questions. ... a future negative. ... negatives with *think* and *hope*.

 Grammar reference 4.1  pp154–155







## Practice

### Questions

1 Put the words in the correct order to make A's questions.

1 A light / this / on / all / who / night / left / has / ?

B Oh, sorry, it was me. I thought I'd switched it off.

2 A often / battery / need / to / will / how / change / the / we / ?

B About every six months.

3 A you / who / from / this / have / text / is / idea / any / ?

B It says 'D x'. It must be Deirdra. Or it could be Diana.

4 A what / do / the / know / is / time / you / match / on / ?

B I think it starts at 7.30.

5 A before / film / seen / haven't / we / this / ?

B I think you may be right. I remember how it ends.

6 A has / you / hair / Keri / with / have / done / what / her / seen / ?

B Yes! I think it looks quite nice!

🔊 4.2 Listen and check.

### Negative questions

2 🔊 4.3 Read and listen to two conversations. Which expresses surprise? Which is checking information?

1 A Don't you like pizza?

B No. Not everybody likes it, you know!

2 A Don't you live near the park?

B Yes, I do. I go running there most days.

🔊 4.3 Listen again and repeat. Notice the stress and intonation.

3 Work in pairs. Use negative questions to ask and answer about these things.

<b>Surprised!</b>	like / ice cream can / swim	have got / smartphone watch / match last night
<b>Just checking</b>	is / birthday next week play / piano	work / Berlin once have got / twins

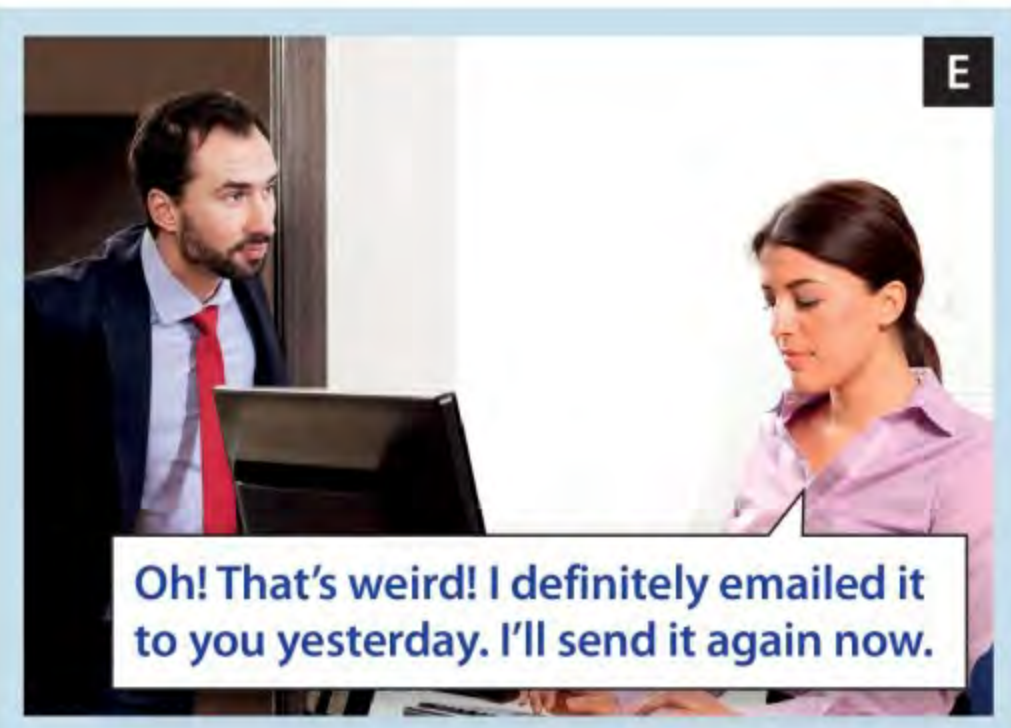
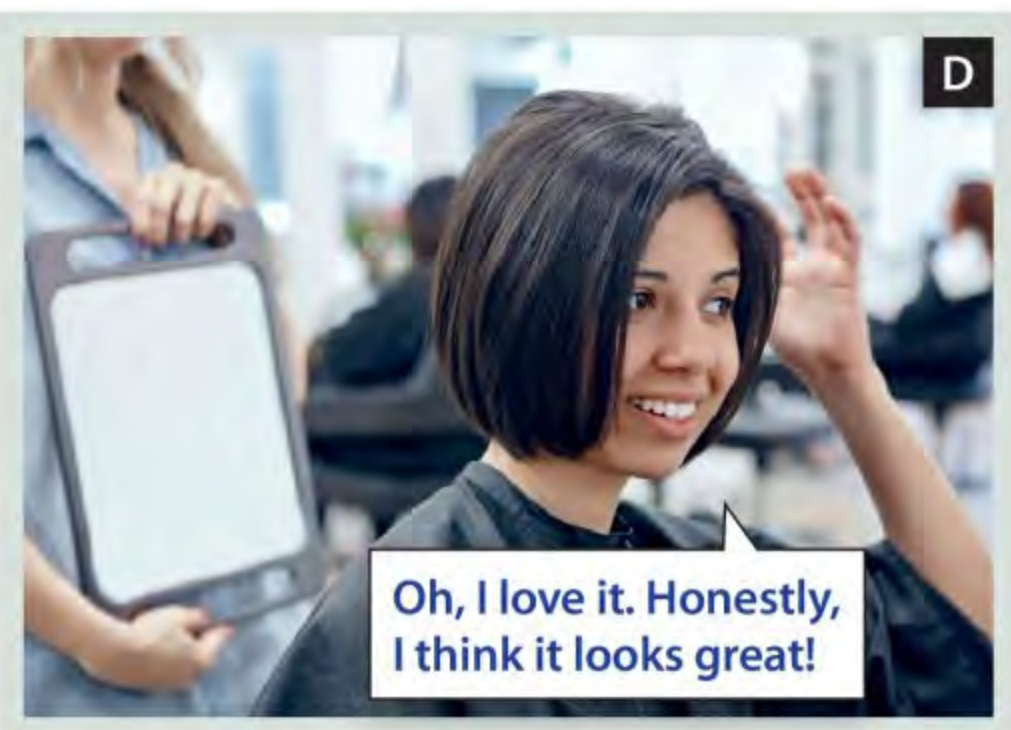
🔊 4.4 Listen and compare. What are the answers?

### Talking about you

4 Write two sentences about yourself using **negative** forms. One is *true*, the other is *false*! Read them aloud to the class. Can they guess which is which?

I can't cook at all.

I never go to the hairdresser's – I cut my own hair.



## Hypocritical Hugo

1 Make a *negative* sentence about these people. Check in a dictionary if necessary.

vegetarian vegan insomniac teetotaler xenophobe pacifist  
atheist anti-royalist technophobe environmentalist hypocrite

A vegetarian doesn't eat meat. A vegan won't ...

2 4.5 Listen to a man called **Hugo**. Which of the things in 1 does he say he is? What impression do you get of him?

3 Look at the picture of **Hugo**. Why do the things *a-i* in the picture show what a hypocrite he is?



### SPOKEN ENGLISH *How come?*

4.6 *How come?* can be used in informal English instead of *Why?* Listen to the questions. Which ones express surprise and puzzlement?

- Why is he eating bacon if he's a vegan?
- How come** he's eating bacon? He's a vegan!
- Why has he got a Royal Wedding mug if he's an anti-royalist?
- How come** he's got a Royal Wedding mug? He's an anti-royalist!

4 Make questions about Hugo, using *How come ... ?*

**If he's a vegetarian, how come he's eating bacon?**

- |                         |                           |
|-------------------------|---------------------------|
| 1 He's a vegetarian.    | 6 He never watches TV.    |
| 2 He's a vegan.         | 7 He hates social media.  |
| 3 He's a teetotaler.    | 8 He's an atheist.        |
| 4 He doesn't own a car. | 9 He's a pacifist.        |
| 5 He's a technophobe.   | 10 He's an anti-royalist. |

4.7 Listen and compare.

### Roleplay

5 Work in pairs. One of you is Hugo. Confront him with the questions from 4. Hugo has to justify his behaviour.

Hey, if you're a vegetarian, how come you're eating a bacon sandwich?

Oh, er, my brother left it here after he stayed, and it seems wrong to waste it.

### Asking for more information

6 We can respond to a statement with a short question, using *Wh ... ?* + preposition.

Hugo's gone out for a meal. **Who with?**

I had a nice chat with Beth today.

**What about?**



Write short questions with a preposition in reply to these statements.

- Can I have a word with you, please?
- Could you give me a lift?
- I got a lovely email today.
- I bought a brilliant birthday card yesterday.
- I need £5,000 urgently.
- I'm really worried.
- We're going on holiday next week.
- I spoke a lot of English yesterday.

4.8 Listen and check. Practise with a partner.

Go online for more grammar practice

## Listening Guilty secrets

- 1 Look at the pictures. Each one shows someone's guilty secret. What do you think happened?
- 2  4.9 Listen to the three people talking on a radio show called *Confessions*. Why are these statements wrong?
  - 1 **Jane** was given the restaurant's speciality to eat on two occasions.
  - 2 **Kevin's** daughter has always been keen on football.
  - 3 **Maggie** spent the whole coach journey sitting next to a man.
- 3  4.9 Listen again and answer the questions. Why does each person feel guilty?

1 **Jane** says:

*They had a famous speciality there, ... Where was there?  
I was starving ... Why was this?  
... which wasn't visible from the kitchen or the dining area ...  
What wasn't visible?  
... I did the only thing I could ... What did she do?*

2 **Kevin** says:

*... it shows just how much I love my wife. What shows this?  
... her next words made my blood run cold. What were they?  
... these things can get fixed very early ... What can get fixed?  
... it just came out ... What came out?*

3 **Maggie** says:

*... I used to travel there by coach and ferry. Where is there?  
... he went on and on about it. What was it?  
... he asked if everyone was back on board. Who was he?  
... it was a desperate attempt to feel less guilty ... What was it?*

- 4 Which phrases go with which story? Who or what do they refer to?

stretch their legs   my mouth was watering   diehard Arsenal supporters  
scalding hot   get some shut-eye   colouring-in book   waving frantically  
my worst nightmare   the temptation was too great

### What do you think?

- Whose story did you find the most shocking? Who would you forgive? Why?
- Do you have a guilty secret you'd like to share?
- Are you good at keeping other people's secrets? Why is it sometimes difficult?



## Speaking Can that really be true?!

- 1 Look at facts 1–8 with a partner. **Three** of them are **not** true. Which are they?
 

1 <b>Saudi Arabia doesn't have enough camels – it imports them from Australia.</b>	5 <b>If a piece of paper were folded 42 times, it would reach to the moon.</b>
2 <b>The Aztec Empire is older than Oxford University.</b>	6 <b>An octopus has three hearts and nine brains.</b>
3 <b>North Korea and Finland are separated by only one country.</b>	7 <b>Peanuts are not nuts.</b>
4 <b>Rome is further south than New York.</b>	8 <b>Mammoths went extinct a thousand years before the Egyptians finished building the Great Pyramid.</b>
- 2 **Student A** turn to p164. **Student B** turn to p167. Which facts are true? Tell your partner more about each one.

## Reading and speaking

### The post-truth age

- 1 Answer the questions.
  - 1 How do you get your news stories? How do you know they are accurate and reliable?
  - 2 What is *fake news*? Can you think of any recent examples?
  - 3 What do people mean when they say that we're living in a *post-truth* age?
- 2 Work with a partner. Use a dictionary to check the words in the box, and write them under the heading they are connected with, *Truth* or *Untruth*.

evidence (n)	fiction (n)	bias (n)
fabrication (n)	real (adj)	bogus (adj)
accurate (adj)	fake (adj)	doubtful (adj)
fact (n)	fantasist (n)	credible (adj)
exaggeration (n)	prejudice (n)	reliable (adj)
conspiracy theory (n)		

Truth	Untruth
evidence	fiction

- 3 Read the introduction and the first paragraph of the text. Who is Jeff Broadbent? What keeps him awake at night?
- 4 Read the full text and answer the questions. Discuss your answers with your partner.
  - 1 What's the problem with amateur journalism on the Internet?
  - 2 Why weren't old-fashioned conspiracy theories as big a problem as modern fake news?
  - 3 Why do we know that we can't completely trust mainstream news outlets?
  - 4 Why was fake news such a problem during the 2016 US election campaign?
  - 5 How can political leaders take advantage of fake news?
  - 6 Why are some people happy to believe that the facts they hear are unreliable?
  - 7 How can people make money from writing fake news stories?
  - 8 Why is the increase in fake news a danger to democracy?

# FAKE NEWS



In 2017, 'fake news' was Collins Dictionary's Word of the Year. The previous year Oxford Dictionaries' chose 'post-truth' as theirs. **Jeff Broadbent** gives us the facts on the increasing unreliability of our news media (or at least we think he does).

**A**s an investigative journalist, I spend my days checking facts and making sure I have evidence for the stories I'm writing. So it's not surprising that the idea of being in a post-truth age keeps me awake at night. It's a terrifying thought, that many people no longer care whether a news story is actually true, and are simply content to read something that *feels* true.

## The good old days?

Now, I'm not pretending that everything in the media was 100% reliable in the past. We sometimes got things very wrong, and separating fact from fiction became more challenging as soon as the Internet provided every amateur journalist with an audience. So what's different now?

Well, in the past, we usually knew which articles had left reality behind – conspiracy theories telling us that men didn't really land on the moon, or that the British Royal Family ordered the murder of Princess Diana. This stuff was on fringe websites that looked like they were written by fantasists, and was read by a small minority. Most of us went to mainstream news outlets to find out what was really happening in the world, and although we know that newspapers and news stations have their own political bias, we felt safe in assuming that the basic facts were accurate.





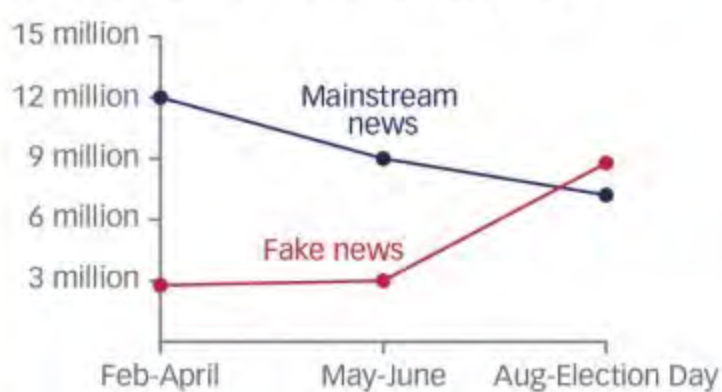
## BREAKING NEWS Loch Ness Monster Caught on Video

### Spreading lies

The big difference nowadays is that most people don't go to news outlets for their news stories – the stories come to them, via social media sites such as Facebook. Articles appear in people's newsfeed, or are shared and forwarded by friends. And this is why millions now read stories that may appear to be from credible news sources, but are in fact not merely biased, but total fabrication.

And it matters. One of the first instances where fake news may have influenced an election was in the US in 2016. There have always been exaggerations and untruths during election campaigns, but in this one there was an organized strategy of targeting key voters with fake news stories via social media. An analysis of how millions of Facebook users engaged with these fake stories showed that in the last three months of the campaign, they got more shares, likes, and comments than all the real stories from traditional news outlets. And is it just coincidence that most of the fake stories were in favour of the eventual winner, Donald Trump?

Facebook shares/comments/reactions for top 20 US election stories



### Choosing what to believe



President Trump was also one of the first politicians to take advantage of the fake news phenomenon. When reporters confronted him with negative news stories, his answer was simple: 'Fake news ... next question'. Other world leaders have done the same, and their supporters are quick to believe them. Many people are happy to view all facts as doubtful – it makes it easy for them to choose what to believe and stick to their prejudices.

### Bogus is business

Now there are whole fake news sites out there, producing bogus stories that people share unthinkingly. It's big business, because the most sensational stories get thousands of clicks, and advertisers will pay huge sums to make use of this traffic. And so we end up with a very worrying question in a democracy – how do we know who or what to vote for if we can't be sure what's true? But then I'll leave you with an even bigger question: how many of us really want to know the truth, if it challenges our deeply-held beliefs and lifestyles?



### What do you think?

- People write fake news stories for different reasons. What are they?
- Do you agree that fake news is a serious problem? Why/Why not?
- Do you ever send your friends links to news articles? Why/Why not?
- What can be done to stop fake news being a problem?



### Spot the fake!

1 Turn to page 46 and read just the headlines of some stories that were widely circulated on social media. Discuss as a class which ones you think are true.

2 Work in two groups.

**Group A:** Read stories 1–3.

**Group B:** Read stories 4–6.

Discuss again in your group whether you think each story is real or fake. Check on page 166.

3 Find a partner from the other group. Tell each other which stories are real and fake, and give more details.

➔ **Writing p133** Linking ideas – Conjunctions

▶ **Watch a video** and learn more about increasing our awareness that things we believe may not be true.



## Spot the fake!

### Group A

#### 1 Irma – first Category 6 Hurricane on record!

A Facebook live video of passengers trapped in an overturned bus on Saint Martin has shown the havoc Hurricane Irma is causing in the Caribbean. Many news reports predicted Irma could become the first Category 6 storm on record, and a Tweet from website journalist Alex Jones has confirmed this. Another Tweet included a photo of the flooding in Texas, showing a shark swimming along a flooded highway!



#### 2 Man with piercings dies going through airport metal detectors

Gerard M. Rogers, who was the Guinness Book of Records' 'most pierced person', was killed as he attempted to go through a new high-strength metal detector in Los Angeles' LAX airport.

LAX spokesman Joey Goldsmith said 'We'd warned him not to go through, but he said he'd been through one of these before with no problem. Maybe he was lying'. When Mr Rogers walked through the detector, he suffered multiple fatal wounds as it ripped out his piercings. Airports will now be screening which people can use the new machines.

#### 3 Passenger's peacock not allowed on flight

A passenger on a United Airlines flight from Newark Airport in New Jersey was told she wouldn't be allowed on the plane with her peacock. The woman had tried several times to get the bird on board, and even offered to buy a separate ticket for it – she claimed it was her 'emotional support peacock', and wouldn't be able to fly without it. A United spokesman said passengers needed to provide a doctor's letter before bringing an emotional support animal onto a flight.



### Group B

#### 4 Man fined after implanting travel card chip under skin

An Australian man says the law needs to catch up with technology, after being fined A\$220 for failing to produce his travel card on a train in Sydney. 34-year-old **Mr Meow-Meow** (full name Meow-Ludo Disco Gamma Meow-Meow), had had the chip from his travel card inserted into his hand by a piercing expert, so he could pass his hand over the card scanner. He had done this before boarding the train, but was convicted of travelling without a valid ticket.



#### 5 Flash flood destroys Kentucky Noah's Ark Exhibit

A new Noah's Ark Christian theme park set to open in Kentucky has been destroyed by a flash flood. 1½ inches (40 mm) of rain fell on the area in just one hour yesterday. The founder of the recently built visitor attraction, Ken Ham, is set to lose hundreds of thousands of dollars. Although the park is insured, insurance companies are not obliged to pay out for flash floods because they are something for which no person can be held responsible, and are therefore legally known as an 'Act of God'.

#### 6 Winner of French Scrabble Championship speaks no French

**Nigel Richards** from New Zealand has won the French-language Scrabble tournament in Belgium, despite not speaking any French. In the nine weeks before the championship, Mr Richards memorized the French Scrabble Dictionary. He has no idea what the words mean, but this didn't stop him winning the final match easily, against a French speaker from Gabon. The mainly French-speaking audience stood and applauded his victory.



# Vocabulary

## Saying the opposite

### Antonyms

Read these sentences. Which **antonyms** are used? Which uses a **prefix**?

- 1 Some news stories are accurate, but others are totally inaccurate.
- 2 Some news stories are accurate, but others are totally false.

1 Which negative prefix goes with these words to form antonyms?

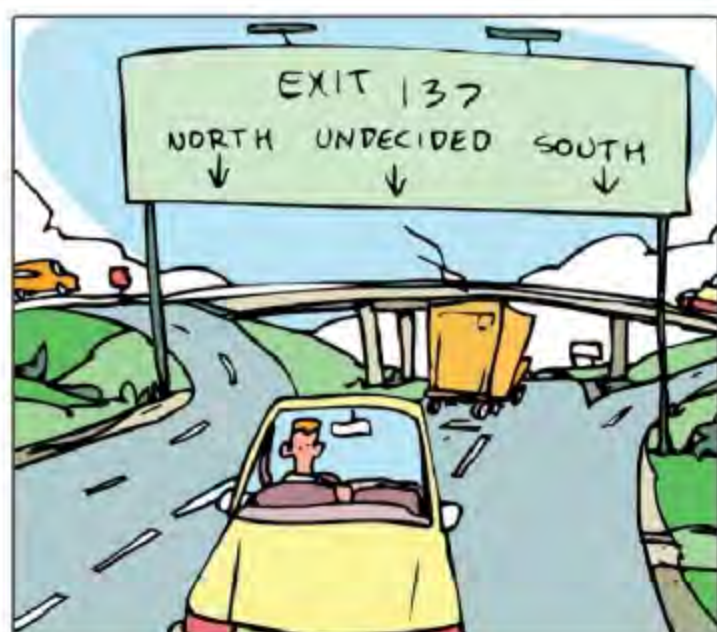
reliable credible probable honest legal responsible

2 Match the different words and their meanings.

A	B
1 <b>abused</b>	not ever used
2 <b>disused</b>	used too much
3 <b>unused</b>	used in the wrong way
4 <b>misused</b>	not used enough
5 <b>overused</b>	used cruelly or badly
6 <b>underused</b>	not used any more

3 What parts of speech are these words? Write antonyms for them, using prefixes where possible.

Word	Antonym
fake <i>adj</i>	<b>genuine, real, authentic</b>
like <i>vb</i>	<b>dislike, hate, loathe, can't stand</b>
tiny	
happiness	
guilty	
safe	
allow	
improve	
sincere	
success	
mature	
encourage	
generous	
appear	



4 Complete the conversations with the correct form of words from 1, 2 and 3.

- 1 **A** Barry's a very \_\_\_\_\_ businessman, isn't he?  
**B** Yeah, but he's a complete \_\_\_\_\_ as a father. He never sees his kids.
- 2 **A** My grandad's so \_\_\_\_\_. He gives me a £20 note every time I see him.  
**B** Lucky you! My grandad's famous for his \_\_\_\_\_. A fiver every birthday, if he remembers.
- 3 **A** Well, Henry, I'm pleased there's been some \_\_\_\_\_ in your behaviour this term, but unfortunately your work has \_\_\_\_\_.  
**B** It's not fair, sir. You never say anything \_\_\_\_\_ about my work.
- 4 **A** The word 'literally' is so \_\_\_\_\_ these days! People drop it into every sentence!  
**B** Yeah, and they don't just use it too much – they \_\_\_\_\_ it, with a totally wrong meaning!
- 5 **A** Don't worry, I'm confident the jury will find you not \_\_\_\_\_.  
**B** They'd better! I'm completely \_\_\_\_\_!

🔊 4.10 Listen and compare.

5 What's the opposite of ... ?

- 1 a tough question / some tough meat
- 2 a clear sky / a clear conscience
- 3 fair hair / a fair decision
- 4 a hard mattress / a hard exam
- 5 a live animal / a live concert
- 6 a light colour / a light sleeper

6 What is the effect of using antonyms in these conversations?

- A** What **lousy** weather!  
**B** Yes, it's **not exactly tropical**, is it?

- A** Oh, this food's **awful**, isn't it?  
**B** Well, it's **not the most delicious** meal I've had, that's for sure.

Write similar conversations with a partner about these topics, and act them out.

- a small hotel room
- a boring party
- some stale bread
- a stingy friend
- a hard exam
- a tough steak

🔊 4.11 Listen and compare.

🔗 Go online for more vocabulary practice

## Everyday English Being polite

1 4.12 Listen and repeat the pairs of lines. Which lines are more polite?

1 Where's the station?

Could you tell me where the station is, please?

2 Have you got change for a £10 note?

I'm sorry to bother you, but could you possibly change a £10 note?

2 4.13 Listen to five pairs of conversations. After each pair, say which conversation is more polite. Which expressions made it polite?

3 Look at audioscript 4.13 on page 146. Underline the expressions which make the conversations sound polite. Practise them with a partner.

4 Make the requests and offers more polite using these expressions.

*Would you mind ...ing? I could ... if you like.*

*I wonder if I could ...? Could you possibly ...?*

*Would you like me to ...?*

*Would you mind if I ...?*

*Do you happen to know ...?*

*Do you think you could ...?*

*I wonder if you could ...?*

- 1 Check my homework!
- 2 I'll give you a lift.
- 3 Can I come in?
- 4 Can I put some music on?
- 5 Look after my dog on Saturday afternoon.
- 6 Where's the toilet?
- 7 I'll make you something to eat!
- 8 Lend me a fiver!

5 Work with a partner. Take turns to make the polite requests and offers in 4 and refuse them politely. Use the expressions in the box.

I'm afraid I ...  
That's very kind of you, but ...  
It's OK, thanks. I ...  
I'd rather you didn't  
I'd love to, but ...  
I would if I could, but ...  
I'm really sorry, but ...

4.14 Listen and compare.



### Roleplay

6 Sophie and Gavin have invited two of their friends, Henry and Camila, round for dinner. Work in groups of four and discuss what you think Camila says. Practise the conversation.

**Gavin** Camila! Hello! Come on in. Let me take your coat.

**Camila** ...

**Sophie** Ah, what lovely flowers! Thank you – that's very kind of you! Now, I'd better get on with preparing dinner.

**Camila** ...

**Sophie** Thank you, but there's no need, it's nearly ready. But first let me introduce you to Henry. Henry, this is Camila.

**Henry** Hello, Camila. Nice to meet you. I've heard a lot about you.

**Camila** ...

**Henry** Of course! So, where exactly are you from, Camila?

**Camila** ...

**Henry** That's interesting. And what are you doing in London?

**Camila** ...

**Henry** Really? I didn't know that.

**Gavin** Now, Camila. Would you like me to get you a drink?

**Camila** ...

**Gavin** Absolutely. I'll just get that for you.

**Camila** ...

**Sophie** Right, everybody! Dinner's ready! Come and sit down. Camila, could you sit over there, next to Henry?

**Camila** ...

**Gavin** Has everyone got a drink? Great. Cheers, everybody!

**Camila** ...

**Sophie** Camila, help yourself. Would you like some cheesy parsnips?

**Camila** ...

**Sophie** Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?

**Camila** ...

**Gavin** Some more wine, perhaps?

**Camila** ...

**Gavin** Yes, of course. Sparkling or still?

**Camila** ...

**Henry** Well, bon appetit, everyone!



4.15 Listen and compare. Act the conversation to the class.

Go online for more speaking practice



# A future perfect?

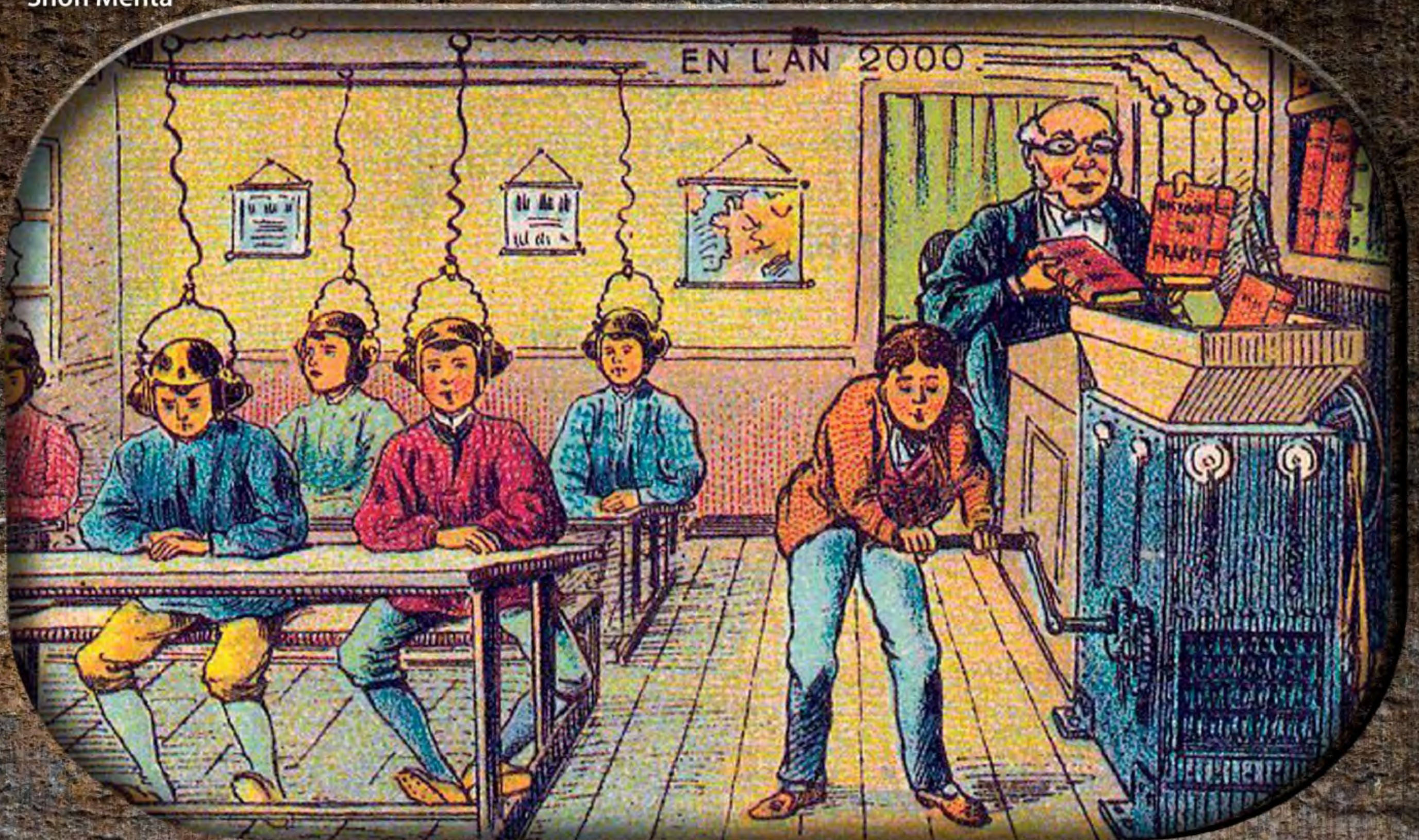
# 5

- **Language focus** Future forms
- **Vocabulary** Common verbs – *take* and *put*
- **Everyday English** Over the phone

- **Reading** The *Boomerang* generation!
- **Listening** The future of the future
- **Writing** Applying for a job

‘People who live in the past should not decide the course of the future.’

Shon Mehta



- ?
- 1 What vision of the future does the picture from 1899 suggest? Has this vision become a reality? How/Why not?
  - 2 Read the quote. Do you think this is happening in the world today? Where and how? Why do people often fear the future? Do you?



Watch the video introduction



Use your **Workbook** for self study



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

## Language focus Future forms

### TEST YOUR GRAMMAR

1 Situations 1–8 all contain a future form. Match them to their meanings.

1 Don't worry, you'll <b>pass</b> the exam.	a timetable
2 I'm <b>seeing</b> Jo for lunch on Friday.	a suggestion
3 The train to Dover <b>leaves</b> at 10.00.	a prediction
4 <b>Shall</b> we have a break now?	an intention
5 I'm <b>going to</b> go on a diet.	a spontaneous decision
6 I'll <b>make</b> some coffee.	a future action in progress
7 We'll <b>have finished</b> by Friday.	the past from the future
8 This time tomorrow I'll <b>be lying</b> on the beach.	an arrangement

2 Name the different future forms.

### An eye to the future

1 5.1 Look at the photos and listen to the people talking about the future. Who says what? Put a number 1–6 next to the names. What are they all looking forward to?

2 Answer the questions about the people.

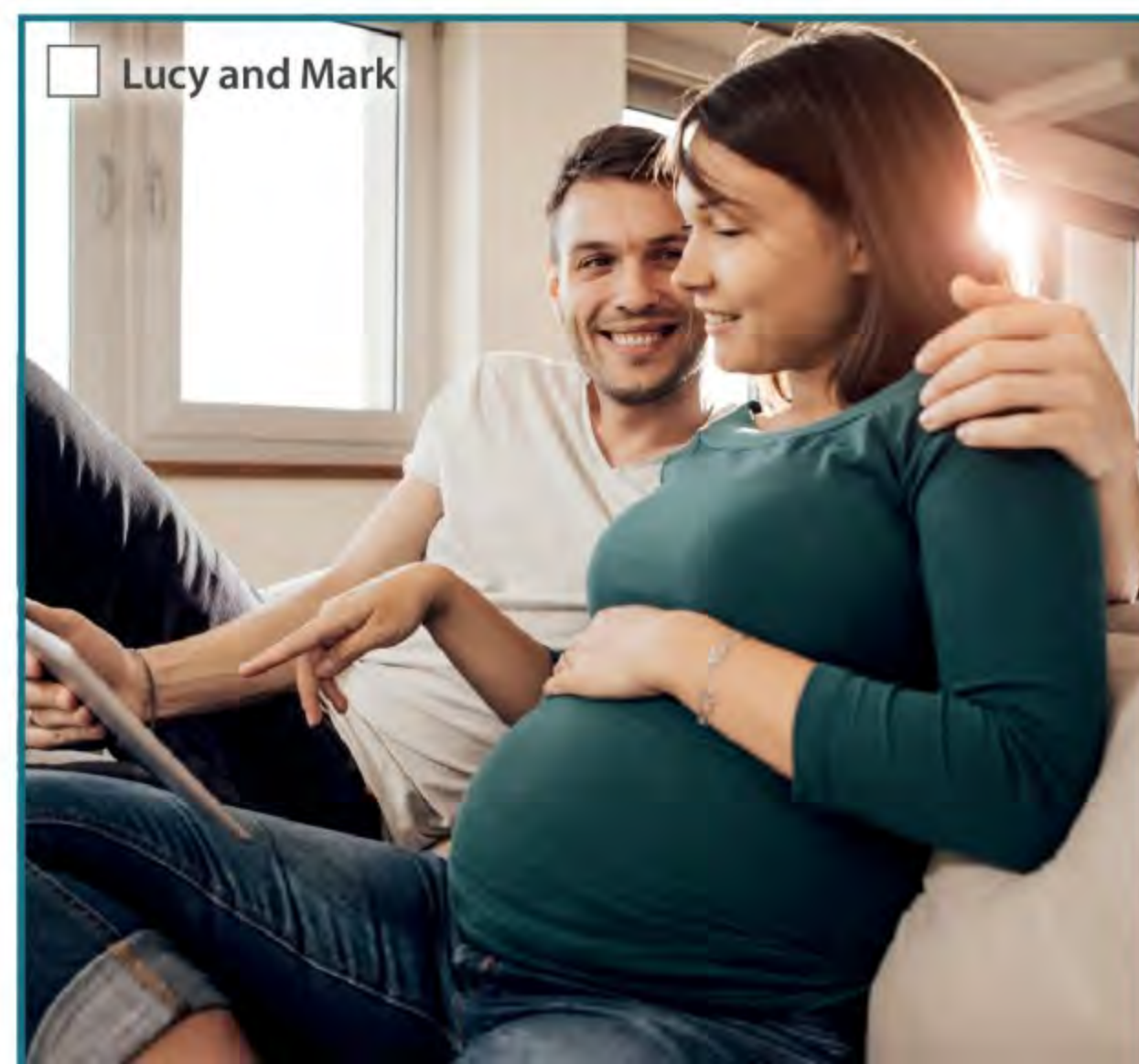
- Where are Ted and Pamela going?  
What will they be doing at this time tomorrow?
- What is Francesca going to study?  
How long does her course last?
- Who will be coming to watch Jason?  
What time does the match start?
- Why is Asha going to San Francisco?  
Why will she be able to buy her own place?
- Why are Lucy and Mark excited?  
What does Mark hope?
- What is Jonathan going to do to ensure success?  
What's his ambition?

5.2 Listen and check. Practise them with a partner.

3 Who gave these answers? What are the questions? Ask and answer them with your partner.

- The amount of debt she'll have.
- Because the teams are great rivals.
- Sebastian.
- Two o'clock.
- No, they're not. It's all work, work, work!
- Twice what she's earning now.

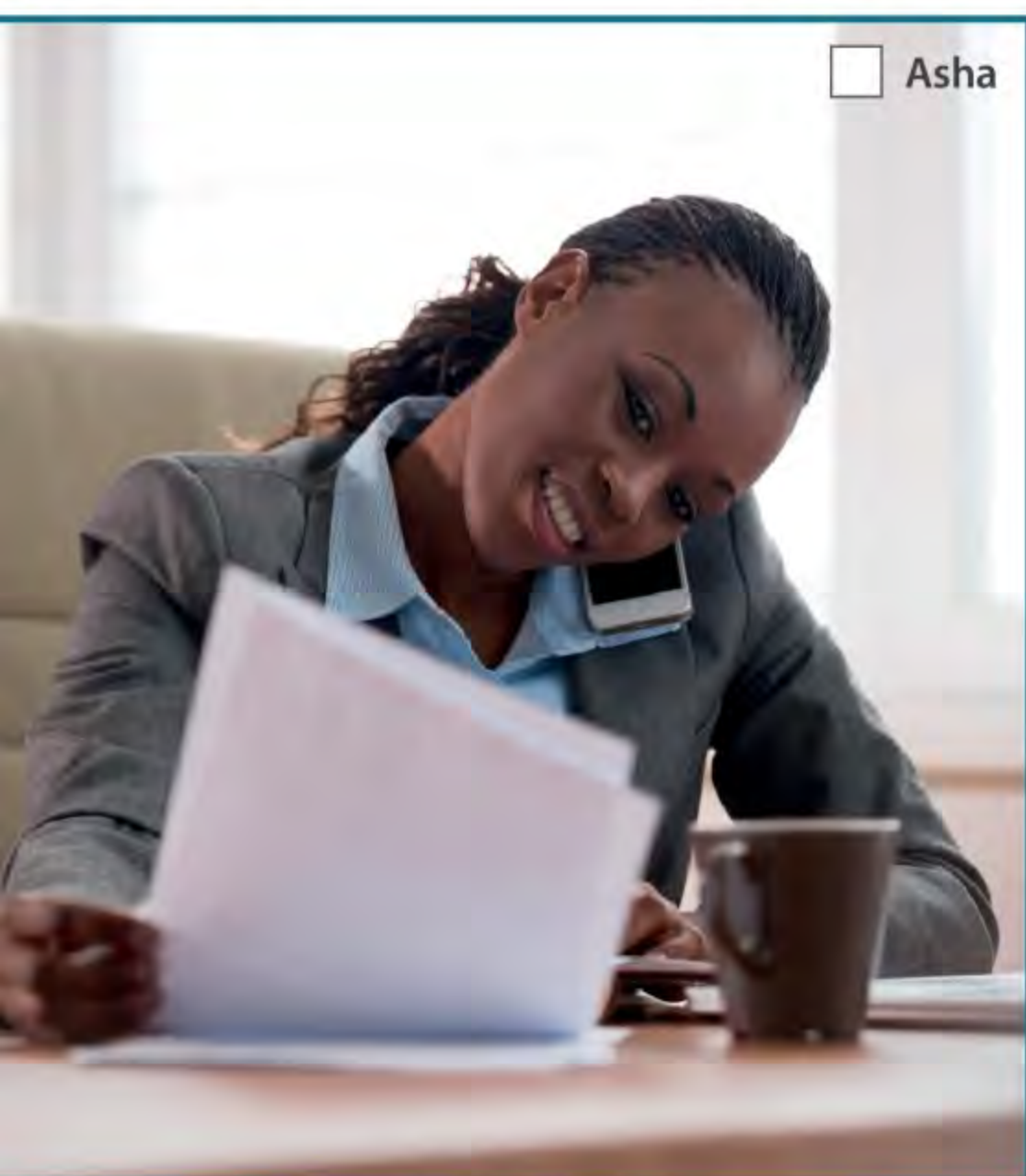
5.3 Listen and check.



Francesca



Asha



Jonathan



## LANGUAGE FOCUS

- What's the difference between these sentences?  
 What **do you do** on Sundays? / What **are you doing** this Sunday?  
 Get in the car. I'll **give** you a lift. / I'm **going to give** Dan a lift to the airport.  
 I'll **write** the report tonight. / I'll **have written** the report by tonight.  
 We'll **have** supper at 8.00. / We'll **be having** supper at 8.00.
- There are many ways to talk about the future in English. The differences in meaning can be quite subtle, and in many situations more than one form is possible:  
 I'm **meeting** George for lunch. / I'm **going to meet** George for lunch.  
 I'm **working** at home tomorrow. / I'll **be working** at home tomorrow.  
 The flight **arrives** at 14.56. / The flight **will arrive** at 14.56.

Grammar reference 5.1 pp155–156

## Practice

### Discussing grammar

- Choose the correct form in the pairs of sentences. In which sentences are both forms possible?
  - 'll see / 'm going to see*
    - I'm very excited. I \_\_\_\_\_ all my family this weekend.
    - I don't know if I have time to come tonight. I \_\_\_\_\_.
  - are you going to do / will you do*
    - So, you're off to the US for a year! What \_\_\_\_\_ there?
    - I'm sure you'll pass the exam, but what \_\_\_\_\_ if you don't?
  - 'll come / 'm coming*
    - I \_\_\_\_\_ with you if you like.
    - I \_\_\_\_\_ with you whether you like it or not.
  - are you doing / are you going to do*
    - Your school report is terrible. What \_\_\_\_\_ about it?
    - What \_\_\_\_\_ this evening?
  - 'm giving / 'm going to give*
    - I've had enough of her lazy attitude. I \_\_\_\_\_ her a good talking to.
    - I \_\_\_\_\_ a presentation at 3.00 this afternoon. I'm scared stiff.
  - leaves / is leaving*
    - John! Peter \_\_\_\_\_ soon. Come and say goodbye.
    - The coach \_\_\_\_\_ at 8.00, so don't be late.
  - 'll see / 'll be seeing*
    - I \_\_\_\_\_ you outside the cinema at 8.00.
    - I \_\_\_\_\_ Paul this evening, so I'll tell him your news.
  - 'll see / 'll have seen*
    - You \_\_\_\_\_ enough of me by the end of this holiday.
    - I'm going to make a success of my life. You \_\_\_\_\_.

## Which future form?

- 2 5.4 Complete the pilot's announcement with the most natural future form – **Present Simple**, **will** or the **Future Continuous**. There can often be more than one form! Listen and compare.

**“This is your captain speaking ...”**



“Good afternoon ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time, we <sup>1</sup> \_\_\_\_\_ (*take off*). Our flight time today <sup>2</sup> \_\_\_\_\_ (*be*) approximately six and a half hours and we <sup>3</sup> \_\_\_\_\_ (*fly*) at 37,000 feet, at a cruising speed of 575 miles per hour. We <sup>4</sup> \_\_\_\_\_ (*come in*) over the coast of Newfoundland before heading down to Boston. We <sup>5</sup> \_\_\_\_\_ (*arrive*) in Boston at 20.45 US time. The cabin crew <sup>6</sup> \_\_\_\_\_ (*serve*) an evening meal during the flight. If you need any assistance, just press the call button and a flight attendant <sup>7</sup> \_\_\_\_\_ (*come*) to help you. In case of turbulence, <sup>8</sup> \_\_\_\_\_ you please \_\_\_\_\_ (*keep*) your seatbelt fastened when in your seat?”

(Near the end of flight)

“In a few moments time, the crew <sup>9</sup> \_\_\_\_\_ (*give out*) landing cards for those who <sup>10</sup> \_\_\_\_\_ (*need*) them. In 20 minutes, we <sup>11</sup> \_\_\_\_\_ (*land*) at Boston Logan airport where the temperature is a chilly 5 °C. Please put your seats in the upright position and remain seated until the plane <sup>12</sup> \_\_\_\_\_ (*come*) to a complete standstill. We hope you have enjoyed your flight with Virgin Atlantic.”

## Talking about you

- 3 Work with a partner. Complete the questions with the most natural future form. Sometimes there are several possibilities.
- Where \_\_\_\_\_ (you go) on holiday this year?
  - When \_\_\_\_\_ (you go)?
  - How \_\_\_\_\_ (you get) there?
  - (you stay) \_\_\_\_\_ in a hotel? Which?
  - How long \_\_\_\_\_ (you be) away for?
  - What \_\_\_\_\_ (you all do) there?
- 4 5.5 Use the questions to make a conversation about holiday plans. Act it out to the class then listen and compare.

## I hope so / I don't think so

- 5 5.6 Listen to the questions and complete the different responses.

1 'Do you think you'll ever get a promotion?'

- 'I \_\_\_\_\_ so.'
- 'I \_\_\_\_\_ one day.'
- 'It's possible, but I \_\_\_\_\_ it.'
- 'I'm sure I \_\_\_\_\_!'
- 'I'm sure I \_\_\_\_\_. My boss doesn't even know my name!'

2 'Are you going out tonight?'

- 'Yes, I am.'
- 'I think \_\_\_\_\_, but I'm not sure.'
- 'I \_\_\_\_\_ be.'
- 'You \_\_\_\_\_! I'm meeting the guys at the pub.'

3 'Do you think the world's climate will change dramatically in the next 50 years?'

- 'I \_\_\_\_\_ so.'
- 'I hope \_\_\_\_\_.'
- 'Who \_\_\_\_\_. Maybe.'
- 'I'm convinced it \_\_\_\_\_. All the experts say so.'

- 6 Work in small groups. Ask and answer similar *yes/no* questions about future possibilities in your life.

Do you think you'll ever be famous?

I'm sure I will, because I ...

- be famous**  
**work abroad**  
**marry a millionaire**  
**speak perfect English**  
**have grandchildren**
- go to the cinema soon**  
**meet friends this weekend**  
**eat out in the next few days**
- we discover life on another planet**  
**people live for 150 years**  
**find a cure for cancer**

Go online for more grammar practice

## Listening and speaking 'The future of the future'

*Future Proofing* is a BBC Radio 4 series about the future. You're going to listen to excerpts from an episode called 'The future of the future'. In this, presenters **Timandra Harkness** and **Leo Johnson** talk to people with very different ideas about what the future will be.



1 What will life be like 100 years from now? Write down two things. Share ideas with the class.

2 **5.7** Timandra and Leo are in New York. The first person they talk to is a fortune teller – **Angela Lucy, a Tarot card reader**. Listen to the conversation. Answer the questions about these extracts from it.

1 *"'The Three of Swords' - it means physical separation from somewhere."*

What is the 'Three of Swords'? Separation from which city?

2 *"'The Fool' - it means the leap of faith. Going to New York City, looks like you take the leap."*

What does Timandra think 'The Fool' card might mean?

3 *"I'm starting to suspect you're paid by some New York estate agent."*

Why does Timandra think this?

4 *"The future of the future is people trusting their own intuition more."*

Who believes this? Who questions it? Why?

5 *"Do you think it is overstated ... that we will put more and more of our trust in the machines and less trust in own judgement?"*

How does Angela respond? What does she call machines at the end of the conversation?

3 **5.8** Listen to **Astro Teller – Captain of Moon Shots**.

- Which company does Astro work for? What's his job and what does he have to do?
- What's his basic belief about the future?
- What does he say about kids going to college today?
- How does he say his grandparents viewed the future?
- Who are the 'surfers' and who are the 'turnips'? Why are these terms used?



5 **5.10** Listen finally to **Alexander Rose of The Long Now Foundation**, which aims to make us take a longer-term view of the future.

- What is his project?
- What fundamental desires does he say remain 'pretty much the same'?
- What does he say about the way we often view the past and the future?



Part of the 10,000 year clock being developed by The Long Now Foundation.

4 **5.9** **Matt Novak** is the editor of **Gizmodo Paleofuture Blog**. This looks at **how past times viewed the future**. How does the picture illustrate this? Listen to Matt and answer the questions.

- Where is he?
- How does his view differ from Astro Teller's?
- What does he say about these things?
  - people at the start of the 20th century
  - older people
  - TV in the US
  - the smartphone
  - the Internet
  - electricity



### What do you think?

- Whose ideas about the future do you agree with most? Whose most surprised you? Why?
- If the four people met, who do you think would agree or disagree?
- What's your opinion of fortune tellers? Have you ever been to one?
- Why do people often think the past was better than the present or future?

**Watch** a video about robots in action, and one company's view on how they can help us.



## Reading and speaking

### The 'BOOMERANG' generation!

1 When do young people usually leave home in your country? Work in two groups. List reasons for and against leaving home when you grow up:

**Group A:** From the children's point of view.

**Group B:** From the parents' point of view.

Share ideas with the class.

2 Read the introduction to the article and answer the questions.

- 1 Why are they called 'Boomerang kids'? What's a 'kidult'?
- 2 What does 'fled the nest' mean? Who are the 'empty nesters'?
- 3 What do you think causes them to 'boomerang'?

3 Read about *The Kids* and answer the questions in your groups.

**Group A:** Read about Julian.

**Group B:** Read about Amy.

- 1 What did she/he do when they left home?
- 2 Why did he/she move back?
- 3 What does she/he like/not like about being back home?
- 4 How does he/she feel about other people in the house?
- 5 What does the future hold for her/him?

Work with someone from the other group and compare the kids.

4 Read about the parents of your child. Answer these questions and discuss them with your partner from the other group.

- 1 What do the parents like about the arrangement?
- 2 What do they complain about? What do they hope for?

### SPOKEN ENGLISH The use of *thing*

1 Work with a partner. Look at the examples of the word 'thing' from the texts. How can you express the sentences differently?

'He's going to try and **put things right** with his wife.'

'She's always **tidying away my things**.'

'**The thing is**, I'm not sure about her new boyfriend.'

'**One thing I do like**, is having their friends round.'

2 Find three more examples in audioscript 5.1 page 146.

3 Ask and answer these questions with your partner.

- Is rugby your kind of thing? What is?
- How are things with you at the moment?
- Do you have a thing about tidiness?
- Do you make a big thing of birthdays? What do you do?
- What's the thing you like most/least about learning English?

### What do you think?

- What's your opinion of the children and the parents?
- Do you sympathize with their parents' views? Why?
- Is it possible to 'grow up' while still living at home? Why might it be difficult for both kids and parents?

## Meet the 'Boomerang' Kids & their parents

A



B



Who are they? They're the children who just CAN'T or WON'T leave home. Or, to put it another way, they are 'kidults', in their 20s or 30s, who 'boomerang' back home, having previously fled the nest. In the UK, more than 3 million 20-somethings still live in the family home. It is a trend echoed throughout the world.

## The Kids

### Julian Hanlon, (25)

back living with parents,  
Alan and Barbara.

“I didn't expect to return home. I studied music at Cambridge and after graduating, I went travelling with some guys – round Europe, singing in bars to pay our way – it was great! But it had to end. I'd got a place to do Opera Studies at the *Guildhall School of Music*, but I came back with a load more debt – so here I am, back in my old bedroom. It feels weird, but thanks to mum and dad, I'm rent free. We get on well most of the time – but my elder brother, Tim, has joined us now. He's just separated from his wife. I think it's tough on mum and dad – both their big sons back. My brother's depressed, but he's going to try and put things right with Annie. My girlfriend calls us 'mummy's boys' because mum still cooks and washes for us! That's a real bonus – I'll miss that when I move out. Anyway, I'm singing in *Don Giovanni* next month. I hope my family will be proud of me in the end.”



### Amy Butcher, (22)

left home at 18 but now back  
with mum, Faye.

“I loved my independence. I work in the make-up section in a city department store, and I was sharing a flat with two girlfriends. But then the landlord put up the rent and that was that. So, I'm back with mum. It's not easy. It's not that I don't get on with her – I do. And I know the bit of rent I pay her, helps. But she gets on my nerves sometimes – she's obsessively tidy. She's always tidying away my things and I can't find them. Also she worries when I'm out late with friends. But I worry about her, too. The thing is, I'm not sure about her new boyfriend. I know he doesn't like me.

I love when it's just mum and me and we stretch out on the sofa and watch a film together. We'll be doing that tonight. I'm saving like mad – but the store is going to close. I don't know what I'll do then. I think I'll look for work in a beauty parlour.”



## The Parents

### Alan Hanlon, (61)

“In some ways it's nice having the boys back. Family is important to us and we're happy to help Julian while he's training, and, of course, we're sorry for poor Tim. But we had got over the 'empty nest' syndrome, or at least I had. We'll both be retiring soon, and I was looking forward to having the freedom that brings. Now it's like we've gone back in time – the mess and the noise. But Barbara seems to love it! I think she does far too much for them and I take issue with that. The boys seem to take it for granted that they live rent free, and their mum will cook and clean for them.

One thing I do like is having their friends round again – we have some good times together. Julian's girlfriend is great fun and this takes Tim's mind off his problems for a while. We're all hoping he'll get back with his wife. And, of course Barbara and I take great pride in Julian's singing. I suppose we'll put up with it for the time being.”

### Faye Butcher, (57)

“I missed Amy a lot when she moved out. You see, I've been a single mum since Amy's dad left when she was ten, so we're very close and I love having her around again. She helps me with my make-up and keeps me in touch with the world of music, films and phone apps. But it's not all fun. Amy's as untidy today as she was as a teenager. The house is littered with her stuff. It's my house and I like it tidy – I'm always putting her things away. I'm going to make her a list of house rules. I know she'll take offence and say I'm treating her like a kid. She's right. But a bigger problem is Rob – he's an old friend. He helps me with household chores from time to time. Amy won't speak to him – she thinks he's my boyfriend. He's not – well, not yet. Anyway, it's an awkward situation for me. I'm going to have to say something to her. I'm always kind to her boyfriends.”

# Speaking

## Discussion

- 1 Read about the study. Do any of the figures surprise you? Which? Why? Is **Matthew's** problem a familiar one in your country?

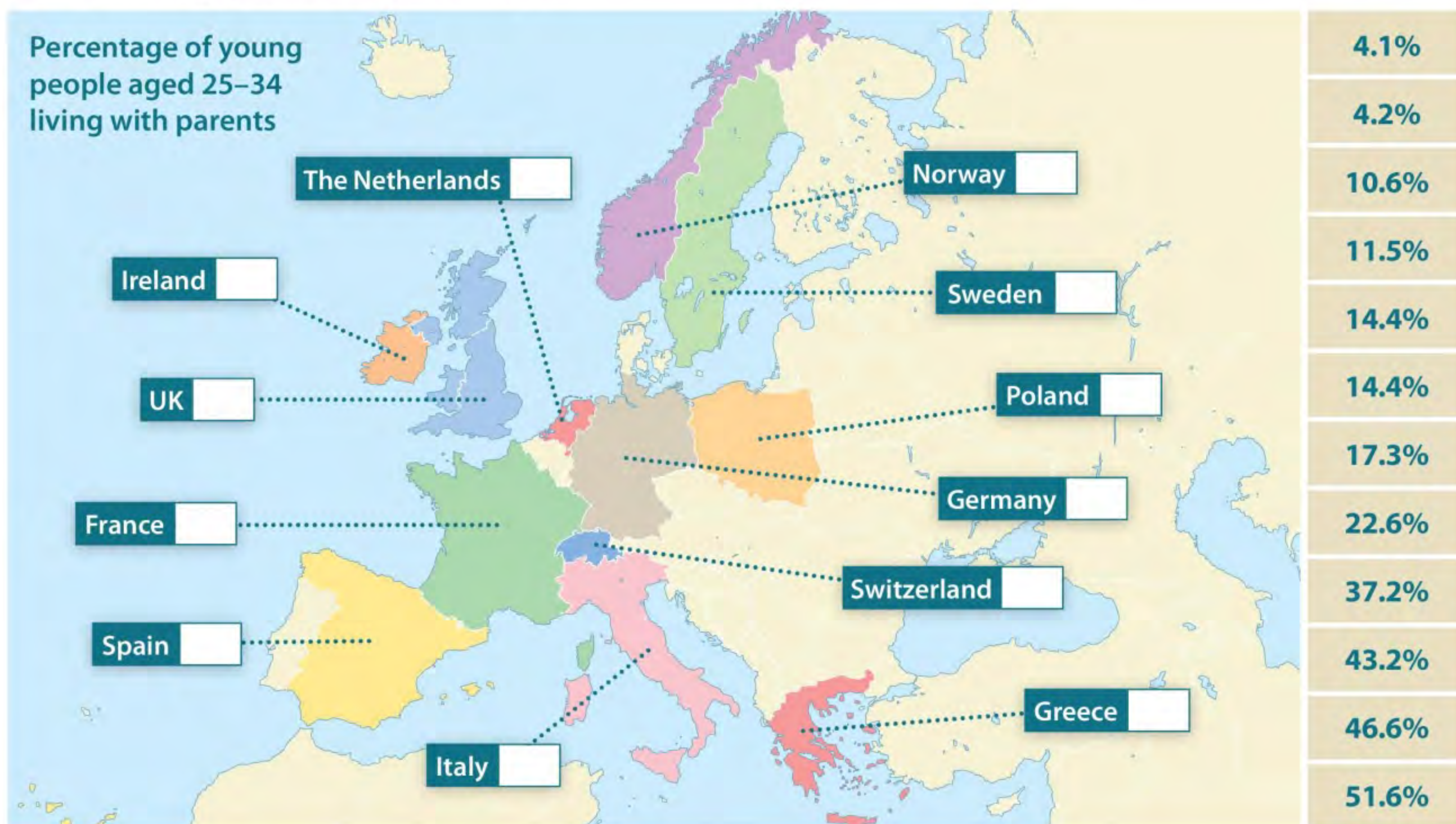
### 'Boomerang' statistics

A study in the UK has shown that the number of young people who still live at home has grown to 1.24 million. Of this number 835,000 are men, 395,000 women, and almost 100,000 think they will never move out. It is not only a problem in the UK – it is a growing problem throughout Europe and in the US.

*"When I graduated, I already had a huge debt, and I very quickly realized that I couldn't afford to rent, let alone buy, even a shoe-box sized flat, so I moved back home."* **Matthew O'Neill.**



- 2 Work with a partner. Look at the map and decide which percentage goes with which country.



- 3 Compare your ideas with the rest of the class. Give reasons for your decisions.
- 5 Conduct a class survey.

- 4 Turn to page 167 and see whose ideas were closest to the facts. Do you think things will get better or worse for young people in the years to come? Why?

➤ **Writing p134** Applying for a job – A CV and a covering letter

### A class survey

- 1 Who still lives at home with their parents? What's it like?
- 2 Who has left home? When? Why?
- 3 Who wants to leave one day? When? Why/Why not?
- 4 Do you know any 'Boomerang kids'? Who?



# Vocabulary

## Common verbs – take, put

1 The verbs *take* and *put* can be used in many ways. The expressions in **bold** all come from the texts on page 55. Replace them with their synonyms.

1 The landlord <b>put up</b> the rent.	tolerate
2 They <b>take it for granted</b> that they live rent free.	increased
3 We'll <b>put up with</b> it for the time being.	have a problem with
4 I <b>take issue with</b> my wife doing that.	accept without question

2 Put the words in the correct column.

offence place a stop to sth my arm round her no notice  
 sb in charge of responsibility my advice part in a risk criticism  
 pressure on sb ages your mind off sth

take	put

3 Complete the sentences with an expression with *take* or *put* in the correct form.

- The wedding is going to \_\_\_\_\_ in an old country church. It's lovely, but it's miles away. It \_\_\_\_\_ to get there.
- My son spends hours each day playing video games. I don't know how I can \_\_\_\_\_ to it.
- Please don't \_\_\_\_\_, but the colour of that dress doesn't suit you at all.
- I told you that boy was no good for you. Why didn't you \_\_\_\_\_ and have nothing to do with him?
- The older you get, the more you have to learn to \_\_\_\_\_ for your own life.
- My boss is \_\_\_\_\_ me to work extra hours, but I won't. I don't want to.
- I tried to get the teacher's attention, but she \_\_\_\_\_ of me at all. She just ignored me.
- You need to stop being so defensive and learn how to \_\_\_\_\_.

5.11 Listen and check.

4 Match a line in A to a line in B. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it in your diary.
2 The party's on the 21st.	You always take things too personally.
3 Take it easy. Calm down.	There's no hurry.
4 I asked who the boring guy at the bar was – and it was her boyfriend!	What would you do?
5 Put yourself in my shoes!	There's no need to panic!
6 It's not your fault.	I really put my foot in it!



## Phrasal verbs with take and put

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in  
 take off take sb on take over

- I expect the stores will be \_\_\_\_\_ a lot of extra staff during the sales.
- The news was such a shock to me, I couldn't \_\_\_\_\_ it \_\_\_\_\_ at first.
- The business really \_\_\_\_\_ after the new manager \_\_\_\_\_.
- You called me a liar. How dare you! \_\_\_\_\_ that \_\_\_\_\_ and say sorry!

Do the same with these phrasal verbs with *put*.

put sth out put sb off  
 put sth away put sth on

- Why don't we \_\_\_\_\_ some music \_\_\_\_\_? What would you like?
- The disgusting smell of the cheese \_\_\_\_\_ me \_\_\_\_\_ eating my sandwich.
- Could you \_\_\_\_\_ all your clothes, please? Your room's a total mess.
- There was a fire in the factory. It took nearly 50 firefighters to \_\_\_\_\_ the blaze.

5.12 Listen and check. What are the responses? Practise with a partner.

Go online for more vocabulary practice

## Everyday English

### Over the phone

1 5.13 Listen to the beginning of three phone calls. What kind of call is each one?

- When and why do we make small talk? Who with? What about?
- Why do organizations have automatic caller menus?
- Why do people find them frustrating?

2 A caller is trying to get through to the Customer Services Department in a credit card company. Complete the text with the missing lines.

- All our lines are now closed.
- We are currently experiencing unusually heavy call volumes.
- and you will be connected to an operator.
- Please continue to hold.
- to report a lost or stolen card, press 3

#### Calling Customer Services

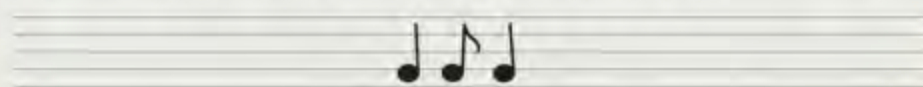
**Thank you for calling Fast Response Credit.**

Our priorities are service, quality and customer satisfaction.

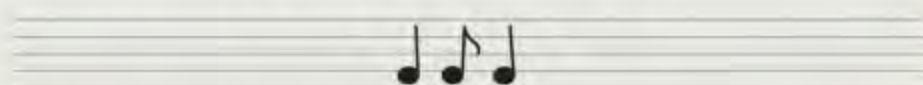
To help us deal with your call more efficiently, please select one of the following options.

- to update your account details, press 1
- to check your balance, press 2
- 1 \_\_\_\_\_
- to request a statement, press 4
- to leave a voice message, press 5

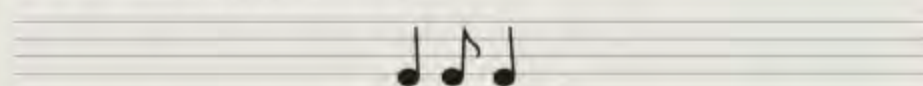
For all other enquiries, please hold 2 \_\_\_\_\_



3 \_\_\_\_\_ You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.



Your call is important to us. 4 \_\_\_\_\_  
Alternatively, please submit your query online at [www.fastresponse.com](http://www.fastresponse.com).



Thank you for calling Fast Response Customer Services Department. 5 \_\_\_\_\_  
To speak to an operator, please call Monday to Friday, between 8.30 a.m. and 4.30 p.m.

5.14 Listen and check your answers.

### Trying to end a phone call

3 Here is the end of a telephone conversation between two work colleagues, **Andy** and **Barry**. Put the lines in the right order.



- A** So, Barry. It was good to talk to you. Thanks for calling.
- A** I certainly will. And you'll email me a copy of the report?
- A** That's great, Barry. Have a good weekend! Now, I really must ...
- B** My pleasure. By the way, how's your golf these days? Still playing?
- B** Same to you, Andy! Bye! Oh, did I tell you ...
- B** OK. Don't want to keep you. So, you'll give me a call when you're back, right?
- A** No, not much. I just don't seem to find the time these days. Anyway, Barry ...
- B** It'll be with you first thing tomorrow.
- A** It's true. Right, Barry. I must fly. I'm late for a meeting.
- B** What a shame! You used to enjoy it so much.
- A** Bye, Barry. Tell me next time.

5.15 Listen and check your answers.

4 Discuss the questions.

- Who's trying to end the conversation? Who wants to chat?
- How does Andy signal that he wants to end it?
- How do they confirm their arrangements?

5 Work with a partner. **Student A** – look at the role card below. **Student B** – turn to page 166. Plan your phone conversation. Sit back-to-back and have the conversation.

#### Student A

You have a summer job in London and you need accommodation for two months. You see an advert for a house share.

- Decide what date you would need to move in and out.
- Call the number on the advert and find out the following:
  - What is the room like?
  - How many people live in the house?
  - Is the house near a bus stop/Tube station/shops?
  - How much is the rent and what happens with bills?

Go online for more speaking practice

# Making it big 6

- **Language focus** Expressions of quantity
- **Vocabulary** Words with variable stress
- **Everyday English** Business expressions & numbers
- **Reading** Scandi successes
- **Listening** Advertisements
- **Writing** Report writing

**‘A satisfied customer is the best business strategy of all.’**

Michael LeBoeuf

?

- 1 Look at the photo. Is it a natural urge to always want more? Is this a positive thing? Why/Why not?
- 2 Read the quote. Why is this the best strategy? How do companies sometimes forget this? Which companies do you think get it right? How?



**Watch** the video introduction



Use your **Workbook** for self study



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

## Language focus

### Expressions of quantity

#### TEST YOUR GRAMMAR

1 Underline the words that can go with the expressions of quantity.

a few ... difficulties / profit / failures / research  
not many ... problems / trouble / advice / plans  
several ... times / emails / news / people

very little ... time / room / confidence / people  
not much ... unemployment / jobs / work / success  
a bit of ... luck / fun / problem / difficulty

a lot of ... enthusiasm / energy / children / girls  
enough ... eggs / food / knives / cutlery  
hardly any ... money / experience / problems / friends

2 What do you notice about the three groups of quantifiers?

## The sky's not the limit!

1 **Elon Musk** is a well-known entrepreneur and inventor. What do you know about him? What do the photos tell you about his activities?

2 Read the text. How would you describe his character?

3 Complete the questions about Elon. Take turns to ask and answer them with a partner.

1 How \_\_\_\_\_ is known about his early life?  
What was it like?

How much is known about his early life?

Little information is known about it.

What was it like?

It ...

2 How \_\_\_\_\_ discipline was there in his childhood?  
Who did it come from?

3 How \_\_\_\_\_ did he live in South Africa?  
Why did he leave?

4 How \_\_\_\_\_ days did he spend doing a PhD?  
Why did he drop out?

5 How \_\_\_\_\_ did it take him to become successful?  
Which companies did he found?

6 How \_\_\_\_\_ money did he make from *Zip2* and *PayPal*?  
What did he do with the money?

7 How \_\_\_\_\_ seconds does a Tesla Roadster take to go from 0–60 mph?  
Where did one of the cars go in 2018?

8 How \_\_\_\_\_ companies does he currently have?  
Why is the name of his tunnelling company funny?



*"I think that's the single best piece of advice: constantly think about how you could be doing things better and questioning yourself."*

**Elon Musk**



**Elon Musk** was born in 1971, in South Africa. **Little information is** known about his early life, but it clearly wasn't happy. His parents divorced when he was ten, and Elon lived with his father. It seems there was **a great deal of** harsh discipline around, and **not a lot of** love, and he was also bullied at school. He thinks **all** these difficulties made him strong, however, and worries that his children **have too few** struggles in life!

Elon left South Africa in 1989, to avoid doing military service for the apartheid government. He graduated in Physics and Economics in the US, and started a PhD in Physics, but dropped out after only **two** days. The Internet was booming, and Elon wanted to seize the **countless** opportunities it offered. In **a short time**, he made \$187m from founding and selling **Zip2**, which produced online city guides, and **PayPal**. He used the money to fund the ventures closest to his heart – alternative technology, and space travel.

Musk's car company, Tesla, makes electric cars that **every car fanatic** would desire – the Roadster sports model can accelerate from 0 to 60mph in 3.7 seconds. His company **SpaceX** successfully launched its Falcon 9 rocket in 2012. There are **plenty of** private rocket enthusiasts (Amazon's Jeff Bezos is another famous one), but Musk's rockets were the first to dock with the International Space Station. In 2018, a bigger rocket, the Falcon Heavy, took a Tesla Roadster into space! **Both** types of Falcon rocket are reusable – **each** rocket booster can land and be used again.

Musk currently has **several** companies on the go, and **a great number of** projects, including artificial intelligence, solar energy, and a new tunnel-boring machine (that idea came while he was stuck in traffic). His tunnelling company is called **The Boring Company**.



**4** **6.1** Listen to a similar text about Elon Musk. Complete the chart with the different quantifiers you hear that are similar in meaning to those in the text.

Reading text	Listening text
Little information is	<b>Few facts are</b>
a great deal of	<b>a lot of</b>
not a lot of	
all	
have too few	
two	
countless	
a short time	
every car fanatic	
plenty of	
Both	
each	
several	
a great number of	

### LANGUAGE FOCUS

1 Why do we say ... ?

**very few** facts

BUT **very little** information

**a great number of** projects

BUT **a great deal of** discipline

**a lot of / hardly any** problems

AND **a lot of / hardly any** success

2 Who is happier, A or B?

A I have a few friends and a little money.

B I have few friends and little money.

3 The nouns in A and B can be both countable and uncountable. Which are they in each sentence? What's the difference in meaning?

A	B
I do a lot of business in China.	I've opened a business there.
I love chocolate!	Have a chocolate!

➔ Grammar reference 6.1

➔ pp156–158

## Practice Countable or uncountable?

1 Work with a partner. Ask and answer the questions about you, using *How much ... ?* or *How many ... ?*

**How much money have you got on you?**

**How many ... ?**

- |                        |                            |
|------------------------|----------------------------|
| 1 money / on you       | 6 pairs of jeans / own     |
| 2 cups of coffee / day | 7 books / read in one year |
| 3 times / been abroad  | 8 films / a month          |
| 4 time / watching TV   | 9 exercise / every week    |
| 5 salt / on your food  | 10 languages / speak       |

**6.2** Listen and compare.

2 Complete the sentences with *a(n) / many*, or *- / much*.

- Children mustn't play with \_\_\_\_\_ fire.  
It's cold! I'm going to light \_\_\_\_\_ fire.
- I never had \_\_\_\_\_ success as a salesman.  
Elon Musk's first business venture was \_\_\_\_\_ big success.
- I prefer \_\_\_\_\_ black coffee to white.  
Could I have \_\_\_\_\_ black coffee, please?
- The hotel is right in the city centre, so you have to expect \_\_\_\_\_ noise at night.  
Shh! What was that? I heard \_\_\_\_\_ noise outside the window!
- What \_\_\_\_\_ lovely room! And such nice furniture!  
There isn't \_\_\_\_\_ room in the back of the car, but you'll be OK.
- Could you get \_\_\_\_\_ paper while you're out – *The Times* or *The Guardian*?  
There's not \_\_\_\_\_ paper in the printer – you'll need to put some more in.

3 Find word pairs connected by meaning and write them in the correct column.

dollar	travel	furniture	job	advice
trouble	fact	suggestion	fruit	journey
work	traffic	information	chair	suitcase
money	lorry	baggage	apple	problem

Countable noun	Uncountable noun
dollar	money

4 Work with a partner and choose three pairs of words from 3.  
**Student A:** write three sentences using the uncountable nouns.  
**Student B:** write three sentences using the countable nouns (in the plural). Read them out to each other.

**I need some new furniture.**

**I don't like these chairs – they're uncomfortable!**

## Expressing quantity

5 Use the prompts to rephrase the sentences.

- She earns only £8 an hour.  
**much / very little**  
**She doesn't earn much money.**  
**She earns very little money.**
- We've only got one apple and two oranges.  
**very little / hardly any**
- There aren't any tomatoes.  
**no / not a single**
- We've got more than enough time to get ready.  
**loads of / plenty of**
- I don't have much baggage.  
**only a couple / two**
- Did you spend many days in France?  
**much / a lot of**
- I get only five days' holiday.  
**very little / much**
- I've put on 20 kilos!  
**a huge amount of / far too much / loads of**
- There was very little traffic on the road.  
**many / very few**
- We've had rather a bit of trouble with our Wi-fi.  
**some / a few**
- There isn't one of my friends who is married.  
**none / not one**
- Chris works 100% of the time.  
**all / the whole**
- I ate hardly anything at all yesterday.  
**much / almost nothing**



"She worked at the airport behind the check-in counter. Dumped me after our first date. Said I had too much baggage."

6 Look at the cartoon of the supermarket. Why is it funny?

7 Choose the correct alternative for 1–8.

- 1 I'm afraid we have *very little* / *a little* money left.
- 2 I have *a few* / *few* cousins, but not as many as you!
- 3 We only spent *not much time* / *a short time* in Paris.
- 4 I read far *less* / *fewer* books than I used to.
- 5 *All people* / *Everybody* enjoyed the meal.
- 6 My house was flooded last year. *All* / *Everything* was ruined.
- 7 *Everyone* / *All the people* from work was at the party.
- 8 We've had *plenty of* / *a lot* sunshine this winter.



There were very little people in the supermarket this morning.

## A lifestyle survey

8 Work in groups of four. Ask and answer the questions.



### Do you ... ?

	S1	S2	S3	S4	Class total
eat out often					
do any exercise					
go for long walks					
play games on your phone					
spend a lot of time shopping					
cook for friends					
go to the cinema often					
do puzzles					
collect anything					
binge watch box sets of TV series					

### SPOKEN ENGLISH loads of

1 People often use very informal expressions of quantity in spoken English.

'Oh, I've got loads of work to do!'

'She's got stacks of files on her desk!'

6.3 Listen and complete with expressions of quantity.

1 \_\_\_\_\_ of time

2 \_\_\_\_\_ of money

3 \_\_\_\_\_ of ideas

4 \_\_\_\_\_ of food

5 \_\_\_\_\_ of washing

6 \_\_\_\_\_ jobs

7 \_\_\_\_\_ of things

8 \_\_\_\_\_ of people

9 \_\_\_\_\_ of homework

2 Use different ways to say what you and your friends have a lot of.

'I've got tons of work at the moment.'

'Anna's got loads of friends.'

9 Share your answers with the class and write the class total for each question. Give feedback using expressions from the box.

Most of us go to the cinema often.

Hardly anyone collects anything.

all of us   most of us   a few of us   hardly anyone   quite a lot of us   nobody  
(nearly) everybody   none of us   quite a few people   very few of us

➔ Writing p136 Report writing – A survey

➔ Go online for more grammar practice

## Reading and speaking

### Scandi successes

- 1 Do you know anything about **LEGO** and **IKEA**?
  - Why do you think the two companies have been so successful?
  - Have you and your friends and family bought their products?
  - Is there anything you don't like about them?
- 2 Look at the **Success in stats** boxes. Just how successful are these companies?
- 3 Work in two groups. Answer the questions on your text.

**Group A:** Read *The Story of LEGO*.

**Group B:** Read *The Story of IKEA*.

- 1 When and where was the company established?
  - 2 Who was the founder? What early story tells us about his character?
  - 3 Who helped him to get started? How?
  - 4 What was his motto? How did he demonstrate it?
  - 5 Where did the name of the company come from?
  - 6 Where did he get the idea for his main product from?
  - 7 What made the company so successful?
  - 8 What features of the product do some people see as negative?
  - 9 What difficulties has the company faced?
  - 10 When did the founder die?
- 4 Find a partner from the other group and swap answers to the questions in 3.

### Vocabulary

- 5 Work out the meanings of the **highlighted** words and phrases in your text from the context.

**LEGO** spare a telling-off business consultants  
to diversify went bust quadrupled

**IKEA** in bulk goods driven to boycott  
a lightbulb moment storage

Explain them to your partner and say what they refer to.

'Spare' means extra, not needed. Ole Christiansen first made toys from spare bits of wood.

### What do you think?

- Who do you find most impressive, Ole or Ingvar? Why?
- What are the possible disadvantages of being as driven as these two entrepreneurs?
- Would you like to start a business? What kind?

▶ **Watch** a video about the extraordinary story of a brand succeeding in global business.



## The Story of LEGO

### Success in stats

There are more LEGO figures on Earth than people, and 86 Lego bricks for every person alive. LEGO is actually the world's biggest tyre manufacturer – they make 400 million a year!



Ole Kirk Christiansen,  
1891–1958

In 1932, in Billund, Denmark, **Ole Kirk Christiansen** had an idea. He'd had a woodworking workshop since 1916, but the Great Depression had come, and the locals couldn't afford to buy much. Ole saw that people often spent what little money they had on toys for their children, and decided to make some, using **spare** bits of wood. He was helped by his grandson, Godtfred, who joined the business aged 12.

## The Story of IKEA

### Success in stats

IKEA has over 300 stores in 41 countries. On some Sundays in Britain, almost twice as many people visit an IKEA branch as attend church.



Ingvar Kamprad,  
1926–2018

All children ask their grandparents for things, but 5-year-old **Ingvar Kamprad's** request to his grandmother was unusual. He asked her to buy boxes of matches for him **in bulk**, which he then sold to people for a profit. At the age of ten, he was cycling around Småland, Sweden selling seeds, fish and pencils!

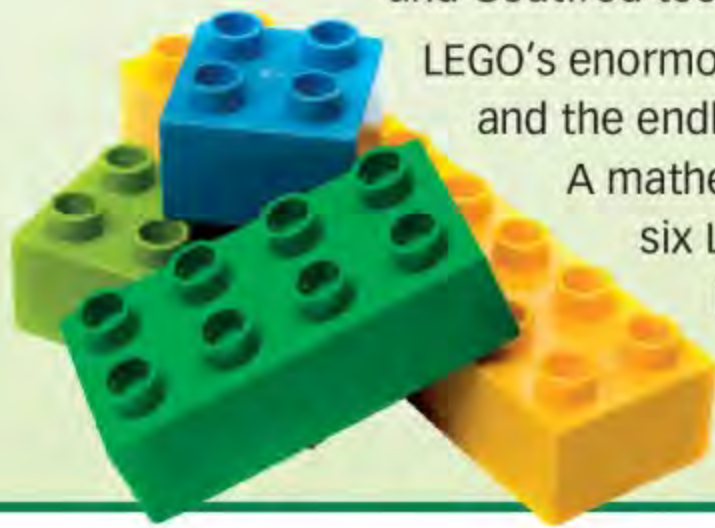


An early story demonstrates how seriously Ole took his motto: *Only the best is good enough*. Godtfred came home looking pleased one evening, and told Ole he'd saved the business money by putting only two layers of varnish on a toy duck, instead of three. Ole gave him a good telling-off, and made him go back to the workshop immediately to add a third layer, in order to achieve the quality required.



## Success – brick by brick

The LEGO toy company was established in 1934. The name comes from the Swedish **leg godt**, meaning 'to play well'. Only much later, after the company began making its connecting bricks, was it discovered that *lego* in Latin means 'I put together'. The idea for plastic self-locking building bricks actually came from a British company, *Kiddicraft*. LEGO started making them in 1949, but it wasn't until 1958, when the locking design was much improved, that sales took off. That was also the year Ole died, and Godtfred took over the company.



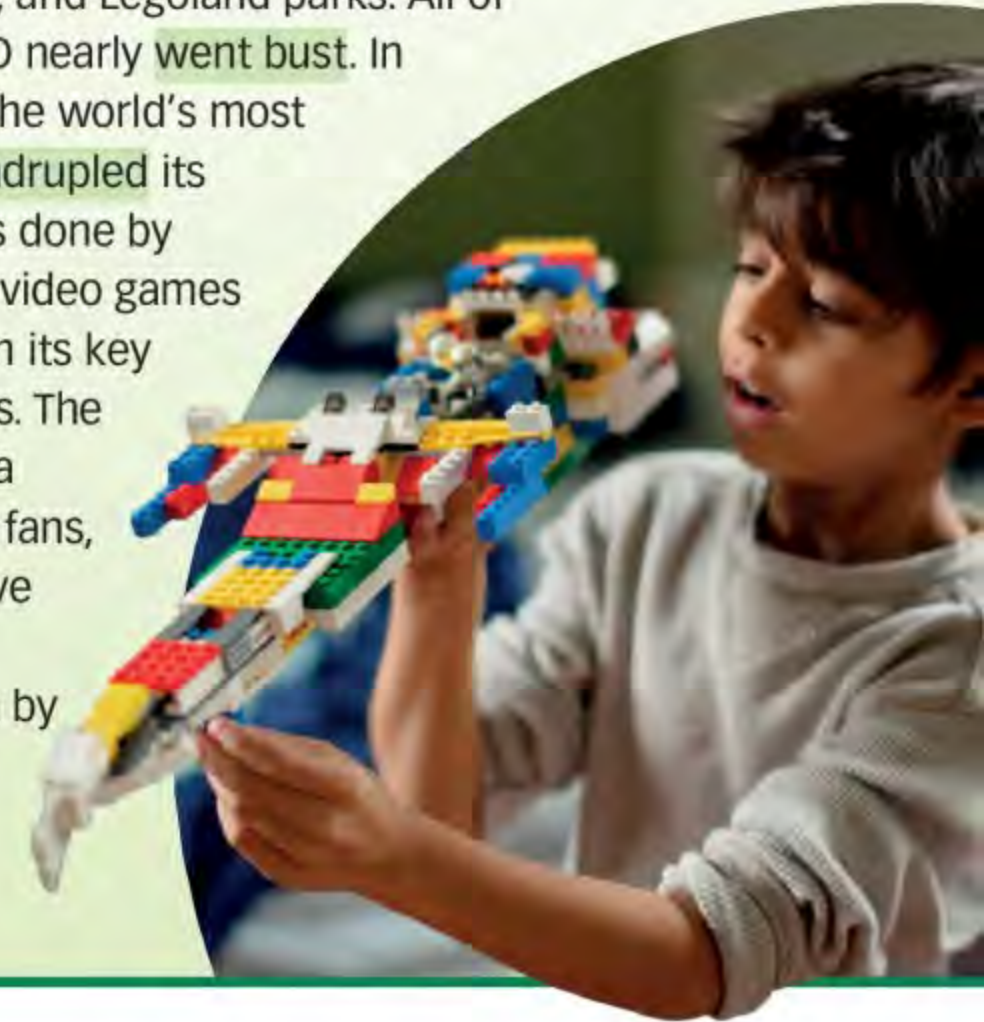
LEGO's enormous success is due to its quality, and the endless creativity it allows children.

A mathematician recently calculated that six LEGO bricks could be combined in 915,103,765 ways! And it's not just children who love it; AFOLs – Adult Fans Of LEGO –

include David Beckham and Ed Sheeran, and are a valuable market. Less enthusiastic adults are those who spend hours on Christmas morning assembling complicated LEGO sets for their children (and also discover that standing on a LEGO brick in bare feet can be very painful!)

## Surviving difficult times

In the new millennium, children began to spend a lot more time playing digital games. By 2003, LEGO sales were down by 30%, and the company was \$800 million in debt. Business consultants said the brick was dead, and told LEGO to diversify into clothes and jewellery, video games, and Legoland parks. All of these lost money, and LEGO nearly went bust. In 2015, however, it became the world's most powerful brand, having quadrupled its profits since 2008. This was done by selling off its Legoland and video games arms, and focusing again on its key product, the bricks and sets. The Internet was used to build a strong community of LEGO fans, and the huge amount of love they have for the physical bricks and figures is shown by the thousands of YouTube videos they share of their collections.



In 1943, when he was 17, Ingvar's father gave him some money for doing well at school despite his dyslexia. Ingvar used it to start a mail-order company selling household goods, and called it IKEA – it stands for Ingvar Kamprad from Elmtaryd, Agunnyard (his boyhood address). An early story shows how driven he was. When his father said he slept too late, Ingvar set his alarm clock for 6.00 a.m. and removed the 'off' button!

## Fast furniture

Ingvar's main competitor sold furniture, and it gave him an idea. At the time, stylish furniture was a luxury few could afford, and only after saving up for years. What if he could make it affordable for all, sooner? He did it by buying and selling in bulk as cheaply as possible – his motto was: *It's better to sell 600 chairs at a lower price than sell 60 chairs at a high price*. He bought an old factory and manufactured even cheaper furniture himself, keeping quality high.

Other furniture manufacturers were horrified at IKEA's low prices, and persuaded all the wood suppliers in Sweden to boycott the company. Ingvar's entire business was threatened, and he was forced to find suppliers from abroad. In fact, the Polish wood he bought made his products even cheaper.



## Flatpack fans?

He opened his first big showroom in 1958, with the familiar IKEA sign (but in red and white – the yellow and blue of the Swedish flag came later). As more Swedes bought cars, Kamprad cut rental costs by opening stores out of town. The real lightbulb moment came when a colleague couldn't get an IKEA table into his car, and unscrewed the legs and taped them underneath the table to make it go in. Introducing flatpack furniture, which customers took home and assembled themselves, brought huge savings in storage and delivery costs.

Not everyone was a fan of self-assembly furniture. Many people got frustrated with the text-free diagrams, and with each other, when putting the furniture together. One of the biggest self-assembly items became known as 'the Divorce Maker'! IKEA also hit cultural problems when expanding abroad – in America customers thought the glass vases were expensive drinking glasses – the actual drinking glasses were way too small for them!

IKEA's global success has continued, however, and Ingvar played a major role in it right up until his death. In 2014, he said, 'I have so much work to do and no time to die', but in 2018, aged 91, he finally found enough time, and left his three sons in charge of the company.



## Speaking

### Opening a restaurant

- 1 Which restaurants where you live are most popular? Why?



- 2 Work in small groups. You are going to open a restaurant. Discuss your business strategy.
- 1 What kind of restaurant will it be?
  - 2 What will make it stand out from the other restaurants around?
  - 3 How will you raise the money to start it?
  - 4 Where will it be located?
  - 5 What kind of customer do you want to attract?
  - 6 How many staff will you employ? What kind of people are you looking for? How much will you pay them?
  - 7 How will you advertise the restaurant?

### Business presentation

- 3 Two people from each group will give a business presentation on the group's plans for a new restaurant.
- 4 Vote as a class on whose restaurant you think will be most successful.
- 5 Work in your groups again. Your restaurant is now very successful. Discuss these questions.
- Should you raise prices?
  - Should you stop taking bookings, because people are happy to queue?
  - Should you expand?
  - The economy goes into recession. What do you do to stay profitable?

## Vocabulary and pronunciation

### Words with variable stress

**progress:** /'prəʊgres/ or /prə'gres/?

- 1 Look at the words below. Check any you don't know in a dictionary. Work with a partner. Take turns to explain what the words in the box mean.

a progress	b import	c decrease	d increase	e export	f record
g refund	h produce	i permit	j transport	k insult	l protest

- 2 6.4 Listen and repeat the words in 1, first as nouns, then as verbs. How does the word stress change? Do any of the sounds in the words change?
- 3 Practise saying the words in 1 with your partner. Give instructions like this.

Say b as a noun. 'import

Say g as a verb. re'fund

- 4 6.5 Complete the sentences with the correct form of one of the words. Read the sentences aloud to each other. Then listen and check.

- 1 Scotland \_\_\_\_\_ a lot of food from other countries. Its \_\_\_\_\_ include whisky and beef.
- 2 I'm pleased with my English. I'm making a lot of \_\_\_\_\_.
- 3 Unfortunately, there's been an \_\_\_\_\_ in the number of unemployed.
- 4 Fortunately, the crime rate has \_\_\_\_\_ significantly.
- 5 How dare you call me a cheat! What an \_\_\_\_\_!
- 6 I'm going on a \_\_\_\_\_ march against student fees.
- 7 I'll \_\_\_\_\_ the lecture on my phone, so I can listen to it later.
- 8 The trains were cancelled, but I got a \_\_\_\_\_ on my ticket.

**refuse:** /'refjus/ or /rɪ'fju:z/?

- 5 These words have different meanings according to the stress. Discuss what they mean as verbs, nouns, or adjectives. Check in a dictionary.

a refuse	b present	c minute	d desert
e content	f object	g invalid	h contract

- 6 6.6 Listen to the words. After each one, say which part of speech they are.

in'valid adjective!

- 7 Ask and answer the questions using the words in 5.

- 1 What does 'UFO' mean?
- 2 What's the Sahara?
- 3 What do you get on your birthday?
- 4 What are pages 2 to 5 in this book?
- 5 How do lawyers in court say they disagree?
- 6 What's another way of saying ... ?
  - out-of-date
  - rubbish
  - very small
  - a written agreement
  - satisfied

- 6.7 Listen and check.

Go online for more vocabulary practice

## Listening and speaking Advertisements

- 1 What's your favourite advertisement at the moment? What's it for? Does it have a story? Is it funny?



- 2 6.8 Listen to the beginning of five radio advertisements and after each one, guess which of the things in the chart they are advertising. Write the number.

What's advertised?	Company/Product name	Characters involved	Selling point
Washing powder <input type="checkbox"/>			
Batteries <input type="checkbox"/>			
New car with free insurance <input type="checkbox"/>			
Store opening hours <input checked="" type="checkbox"/>			
Chocolate snack <input type="checkbox"/>			

- 6.9 Listen to the complete adverts and check, and complete the chart.

- 3 6.9 Listen again and answer the questions.

- 1 How does the vicar try to hurry up the wedding? What is he in a rush to do after the service? Why isn't that necessary?
- 2 Describe Sarah's playshirt. What do you think she might be bringing into the house?
- 3 Which river does the guide refer to? Which cathedral? Which painting? Why is what he says a problem?
- 4 What does the man want to invite Sue to do? Why does he keep correcting himself? Why is this not successful?
- 5 How old do you think the father and daughter are? In what ways does the daughter make fun of her father?

### Writing an advert

- 4 Work in pairs or small groups. Write a radio or TV advert based on a dialogue between people.

Choose or make up a product or service, or use one of these ideas.

- Bonzo dog food
- Blue Mountain Coffee
- Carlton bank accounts for students
- Dazzle washing-up liquid
- Carlo's Restaurant
- Scrumptious Chocolate

- 5 Rehearse your advert and then act it out to the class.

## Everyday English

### Business expressions and numbers



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

**6.10** Listen and check.

A	B
1 OK. We have a lot to get through, so shall we get down to business?	a No, sorry, that's a deal breaker for me. I can't budge on that.
2 Could I speak to someone who deals with refunds?	b I'm afraid he's unavailable at the moment. Shall I ask him to call you back when he's free?
3 Could you put me through to Conrad Jones, please?	c OK, I'll just read that back to you. That's zero four one zero, one nine, five zero zero, six four.
4 Could you give me last month's sales figures?	d Yes, that'll be Mr Soames. Who shall I say is calling?
5 What kind of price did you have in mind? I could offer £2,000.	e I'm sorry to hear that. If you give me the details, I'll look into it and get back to you.
6 Is there any leeway on the July deadline?	f Yes, could you just run through the relocation timetable again?
7 I'm afraid something's come up and I can't make our meeting on the 9th.	g I'm afraid I don't know them off hand. Bear with me a moment while I look them up.
8 I'd like to make a complaint. The parts we ordered two weeks ago still haven't arrived.	h Yes. The first thing on the agenda is our latest restructure.
9 If you have any questions, I'd be happy to answer them now. Patrick?	i I was looking for £3,000, but I could meet you halfway and do £2,500.
10 Here's the invoice number you need. It's ... 041019 50064.	j That's OK. Let's go for the following week. Is Wednesday the 13th good for you?

2 Work with a partner. Cover the lines in **B** and have the conversations. Then cover the lines in **A** and do the same.

3 Look at the invoice number in conversation 10. How is it said in two different ways?

4 Practise saying these numbers.

a **375 1,250 13,692 23,806 150,000 5,378,212**

b  **$\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{3}$   $\frac{1}{4}$   $\frac{2}{3}$**

c **3.142 0.05 4.3% 355 ml 10.5 m**

d **11 Sept 2001 Feb 3 1980 22 Nov 1786 Aug 14 1902**

e **12.00 p.m. 12.00 a.m. 14.05 22.30**

f **0775 360722 0800 664733 0990 21 22 23**

g **2 – 0 (football) 30 – 0 (tennis)**

**6.11** Listen and check.

5 Write short dialogues using some of the numbers in 4. Practise them with your partner.



*No, Thursday's out. How about never – is never good for you?*

[Go online](#) for more speaking practice