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SURE

Student's
Book

Intermediate

- Exam training
- Viewpoints videos
- Cloud Book on eZONE



Module 3

Grammar

- *be going to*
- present continuous
- modal verb *will*
- future continuous
- future perfect | future perfect continuous
- modal verb + *be*
- modal verb + *have* + past participle
- modal verb + *be* + *-ing* form
- modal verb + *have been* + *-ing* form
- passive form of modal verbs

Functions

- talk about the future
- predict future completed actions
- speculate about the present
- speculate about the past

Vocabulary builder & word hub

- finances • fashion
- countries & capitals • making public
- verb collocations • art
- shapes, patterns & lines

Word expander, idioms & phrasal verbs

- *soon* • *literally* • money
- suffixes • *reckon* / *guess* / *suppose* • *actually* / *sense*
- adjective order • echo questions
- idioms: money
- phrasal verb: *give*

Communication & fluency

- inviting & arranging
- keeping a conversation going

B1 / B2

B2 lower

B2 progress

B2 progress

B2 progress

B2 upper

Quick quotes

- A Money makes the world go round. FRED EBB, SONGWRITER
- B I'd like to live as a poor man with lots of money. PABLO PICASSO, ARTIST
- C Money can't buy happiness, but neither can poverty. LEO ROSTEN, WRITER
- D Money is the seed of money. JEAN-JACQUES ROUSSEAU, PHILOSOPHER
- E Too many people spend money they haven't earned, to buy things they don't want, to impress people they don't like.
WILL ROGERS, ENTERTAINER
- F All the money you make will never buy back your soul.
BOB DYLAN, SINGER SONGWRITER

1a Read the quotes and find ones that mean:

- A lack of money causes problems and unhappiness.
- Money creates more money.
- Materialism makes you buy things you don't need and get into debt.
- Even with money, the simple life is an ideal.
- Making money doesn't make you happy.
- Money controls the world.

1b Choose the quote you like best. Learn it by heart!

2 Read the article and think of other needs and wants.

ECONOMICS MADE EASY

NEEDS

Human needs are our basic requirements and include food and shelter. Even though they are the basics, they vary according to location, age, health and many other factors.

WANTS

Our wants are infinite. They are things that are not necessary, but we desire. We need food, but we don't need dessert. We need clothes, but we want fashion. Wants drive our consumer society.

3 Work in pairs. Look at the list of 'needs and wants' and discuss the questions.

films flat screen TV laptop a family water pets apps
a radio a car books shoes mobile phone government jewellery
friends electricity green space music snacks love cosmetics
toiletries heating police medicine a bicycle the Internet
vaccinations clothes education computer games magazines

- Which of these things are essential (needs) and which are non essential (wants)?
 - Which are absolutely essential for survival?
 - Are any essential now, but weren't in the past?
- You could argue that mobile phones are non-essential, but I think we need them nowadays to keep in touch.
- I agree. A mobile phone is a need. It doesn't have to be an expensive one, though.



4a Do the questionnaire. Choose the answers that reflect your own attitudes.

4b Work in pairs. Compare your answers.

Are you a Spendthrift or a MISER?

What's your attitude to money?
Answer the questions as
honestly as you can for an
insight into your money
personality.



1 You go shopping on Saturday. You...
a) look for a bargain.
b) try to be sensible, but still buy things.
c) spend too much and buy lots of things.

2 There's an end-of-term ball and you want to look good. You are short of money. You...
a) wear an old favourite.
b) go to an outlet store.
c) borrow some money and splash out.

3 You want a new games console. You...
a) have saved up for it and ordered it in advance.
b) ask your parents for the money.
c) can't afford it, but buy it with your credit card.

4 A relative opened a savings account for you when you were a child. You...
a) invest the money.
b) continue to save.
c) spend it.

5 How often do you borrow money from your family or friends?
a) Never. They borrow from me!
b) Just occasionally.
c) Always. I don't know what I owe them!

6 You're going out with your mates, but you're short of cash. You...
a) apologise and don't go.
b) invite them round to your place to watch a film.
c) borrow some cash – you can't let your mates down.

7 What sums up your aims when it comes to money?
a) I'm going to be a millionaire.
b) I believe in saving up and investing.
c) I buy what I want, when I want.

YOUR FINANCIAL PERSONALITY

MOSTLY a)

You are careful with your money and look after it. You don't like to be insecure. Your friends may think you are a little mean, but you don't mind.

MOSTLY b)

You like to be in control of your money, but you don't mind spending it. Unexpected expenses cause you concern, but you have quite a balanced attitude.

MOSTLY c)

You tend to live for today. You borrow too much and sometimes shop beyond your means. You need to be more responsible to avoid debt.

GRAMMAR	<i>be going to</i> present continuous modal verb <i>will</i> future continuous
FUNCTIONS	talk about the future
VOCABULARY	finances

Vocabulary builder

1a FINANCES Put the words in the best category. Some words can go in more than one category. Use a dictionary if necessary.



1b Work in pairs. Discuss the questions.

- Do students have government loans or grants in your country?
- Do you have a bank account?
- Do your parents give you an allowance? What do you spend it on?
- Do you use a bank card to pay for things or cash? What are the advantages and disadvantages of carrying cash?

Understanding

2 WARM UP Scan the article and find words from exercise 1.

WORD EXPANDER

soon

in the near future *Soon you'll be leaving home for university.*
quickly *Going to a sandwich bar every day soon adds up.*

3a READING Read the article and answer the questions.

- What can students do to ensure a good experience at university?
- Why is planning so important?
- What is the chief benefit of having a budget?
- Why is it important to calculate basic costs?
- What is included under 'flexible' expenses? Why are they 'flexible'?
- What advice does the article give to control spending habits?

3b Find the phrasal verbs in the article and decide what they mean from the context.

- | | |
|-----------------|-------------------|
| 1 keep track of | 5 put aside |
| 2 end up + -ing | 6 miss out (on) |
| 3 work out | 7 go over |
| 4 run out of | 8 splash out (on) |

HOW TO... talk about the future

4a Look at the examples from the article and match them with the usage rules.

Present continuous as future

- 1 *You're going out with your mates tonight.*

Modal verb will

- 2 *You'll have cash for an emergency.*
 3 *I'll have that shirt.*

be going to

- 4 *You're going to have the best days of your life!*

Future continuous

- 5 *Soon you'll be leaving home for university*

- | | |
|--------------------------------------|--------------------------|
| A deciding at the moment you speak | ☐ |
| B talking about fixed arrangements | ☐ |
| C guessing future ongoing activities | ☐ |
| D predicting or speculating | ☐ |

4b Find more examples in the article and decide which usage they correspond to.

➔ **GRAMMAR HUB** p68

Interpreting

5 SPEAKING Work in pairs. Discuss the questions.

- Why does the writer believe that going to university is a big step in a student's life?
- Why might students find a lot of money in their bank accounts at the start of term? How could this cause them problems?
- According to the article, what are the main causes of students getting into financial difficulties?
- What do you think are the key strategies for managing your money?
- What advice in the article do you think is useful to you?
- What do you think is the difference between student budgeting and a family with children?

LIVING ON A shoestring

*Do not save what is left after spending,
spend what is left after saving.*

Warren Buffet, business magnate



Independence at last! Soon you'll be leaving home for university and you're going to have the best days of your life! The key to success will be management of your money – keeping track of your finances so that money worries don't interfere with your enjoyment of university life. So here is our practical advice on how to be money-wise!

KEEP CONTROL

This will probably be the first time you have full control of your own finances. At the start of term, there will be quite a lot of money in your bank account. Don't spend it all at once! You're going to have to pay all your own bills and buy your own groceries. But by planning in advance, you will be less likely to experience financial problems or end up living on a diet of baked beans.

BUDGET

A budget isn't scary, it's your friend. It allows you to spend with confidence and sleep soundly at night! First of all, make a list of your expected annual income – allowances, grants and bursaries, loans and what you plan to earn from part-time work. Then divide this into a monthly allowance. This is what you'll have to spend – it's your budget!

BASIC COSTS

By working out your basic costs, you'll get a realistic idea of how much you'll need to spend each week, which means you are less likely to run out of money. Include your rent, bills, what you spend on toiletries, food, phone and transport, not forgetting books and stationery! Don't be too optimistic, and be aware of how much you really spend.

NON-ESSENTIALS

Once you have accounted for the basics, you'll be able to see what is left for non-essential expenses. This 'flexible' part of your weekly income covers things like clothes, entertainment, eating out and trips. Even putting aside small amounts means that you'll have cash for an emergency or a special event. You won't want to miss out on those gigs, balls and parties! But if your expenditure goes over your planned budget, your spending habits may need some attention.

MONEY DIARY

You can download lots of useful budgeting apps to track your day-to-day spending and keep an eye on your bank balance. These apps spy on your life so you'll soon see what your cappuccino habit really costs! Just enter your monthly budget and account numbers and the app will log your spending. This should ensure that you have enough money for your rent and you keep a firm grip on your outgoings.

EXPENSIVE HABITS

Watch any expensive habits. When you see a cool shirt and think 'I'll have that shirt', think twice before you splash out on it. Do you really need another one? And going to a sandwich bar every day soon adds up. Why not make a packed lunch? Investigate budget cosmetics; use coupons, freebies and special offers; take advantage of Internet discounts and sales; travel when it's cheaper, or get on your bike! You're going out with your mates tonight. Don't just spend, spend, spend – agree on a budget together. But don't forget, we all need to treat ourselves now and again, so make sure you still have fun!

SMALL TALK

think twice

treat yourself

6 SPEAKING Work in groups. Discuss your plans for the near and more distant future. Use the ideas opposite, or your own ideas.

- 👉 I'm definitely going to go to university.
- 👉 What are you going to study?
- 👉 I think I'll study economics.

go to university

work abroad

study more

study abroad

learn a musical instrument

make new friends

become famous

move home

meet your friends

go on holiday

get better at English

watch less TV

get a pet

enter a competition

GRAMMAR	future perfect future perfect continuous
FUNCTIONS	predict future completed actions
VOCABULARY	fashion

Vocabulary builder

1a FASHION Read the comments and complete them with the words.

fabric sporty patterns vintage smart trend-setter high-street shops



COMMENTS

I would describe my style as casual **chic**. I like to follow fashion, so I look at blogs and magazines for **outfit** ideas. Then I go to ¹____. I don't like **logos** and **designer labels** – they're overpriced. **Aimee**

I love wearing denim – my wardrobe's full of jeans! But I like to look ²____, too, and have a few American **preppy** jackets. I think timelessness is **stylish**. **Jacob**

The '90s inspire me. I like **checks** and **spots** and bold ³____. I made this jacket myself. I'm not a ⁴____, but I do care about fashion. **Angel**

I always wear **beanie hats** – they're my **signature look**. I got a cool **camouflage** jacket from a **charity shop**. It's genuine ⁵____ from the 1980s. It annoys me if I have to buy new things. **Ross**

My look is ⁶____ at the moment – hoodies and sweatpants from sports stores. I like **branded** sports clothes because they are better quality. I like **neutral** colours. **Tristan**

I make my own clothes – I buy the ⁷____ from the market. I like fashion, but my style is always comfortable. I'm not into **catwalk** style, but I do borrow ideas. **Harriet**

I don't go in for **fashion statements**. I don't have a style, just what feels relaxed. That's usually chinos, desert boots and a sweater or a **bomber jacket**. **Otto**

1c SPEAKING Work in groups. Ask and answer the questions.

- What do you usually wear?
- What's your look?
- How often do you buy clothes?
- Where do you usually buy them?
- How often do you change your look?
- Do you ever buy clothes because you've seen a celebrity wearing them?
- Have you ever made your own clothes?
- What do you think is the best era for fashion?

1d WRITING Write your own comment for the blog. Describe your look in 40–50 words.

Understanding

2 WARM UP Work in pairs. Read the TV listing on page 67 and discuss the questions.

- Do you think you or your family buy too much?
- What would it be like to stop shopping for a year?
- What would the main problems be?
- How would it change your life if you did it?

3a LISTENING CD1.31 Listen to Part 1 of the TV interview and make notes about these questions.

- 1 What is 'not shopping'? What has Ellie stopped buying?
- 2 What does she still buy?
- 3 What is she missing the most? Why?

3b Listen again and number the Small talk phrases in the order you hear them.

SMALL TALK

Are you kidding? ☐ literally ☐
 if I'm right ☐ to be honest ☐
 I'd like to clarify... ☐

WORD EXPANDER

literally

emphasis Are you *literally* not shopping at all? (in spoken English only)

exactly We live *literally* round the corner.

1b Check that you understand all the words in bold. Use a dictionary if necessary.

Monday 23 March

Critics' choice

Pick of the day

9am Alternative Lives – A Year without Shopping

A year without shopping. Is that possible? Well, that's what 26-year-old Ellie Aston has set out to achieve. In just a week's time, she will have been living without shopping for three months. How does it feel? How is she coping? And will she last another nine months after that? And at the end of the year, how will her life have changed when the clocks strike midnight on 31st December? Owen Fox talks exclusively to Ellie in this week's programme.

Interpreting

4 LISTENING CD1.32 Listen to Part 2 and choose the two correct options for each statement.

- ▶ 1 Ellie chose to give up buying things because she
 - a) realised that buying was superficial. b) heard a programme about it.
 - c) had enough stuff already.
- 2 Owen thinks her attitude is contradictory because
 - a) she works in the fashion industry. b) fashion is all about consumerism.
 - c) fashion always makes people feel good.
- 3 Ellie believes that
 - a) it's OK not to control your spending. b) money is important, but we need to think about our buying habits. c) consumerism is destroying the planet.
- 4 When the year is over, Ellie intends to
 - a) choose more thoughtfully. b) go crazy in the shops. c) buy fewer things.

HOW TO... predict future completed actions

5a Listen again to both parts of the interview and complete the sentences.

A Future perfect

- ★ So, by 31st December, I _____ any fast food or ready-made meals whatsoever.
- ★ It's incredible, but I think I' _____ something like 100 books by the time we get to the new year.

B Future perfect continuous

- ★ Well, by the time we get to 1st January, I' _____ less than usual every day for 365 days.

5b Match the usage rules with A or B from exercise 5a. Find more examples in the TV listing.

- 1 Activities that are still in progress at a point in the future ☐
- 2 Things we expect to be completed by a specific future time ☐

➔ GRAMMAR HUB p69

6 Match the words and expressions from the interview with the definitions.

exotic luxury tough simplify waste mention

- 1 difficult, hard 2 unwanted or unusable material
- 3 comfort and elegance 4 exciting and unusual
- 5 say in passing 6 make something simpler

7a WRITING Write your answers to the questions below.

- A *By next week I will have taken my exams.*
By the end of the month I won't have got any better at tennis!
By the end of the year I will have had a holiday.

FUTURE ACHIEVEMENTS

A What do you hope you will / won't have done...

- by next week? • by the end of the month?
- by the end of the year? • within the next five years? • by the time you're 30?

B What do you think scientists will have discovered in your lifetime?

C What do you think will have happened to the world by the time you're 60?

D This time next year, how long will you have been...
 • doing your favourite sport?
 • studying English?
 • living in your present home?

7b SPEAKING Work in pairs. Ask and answer the questions. Ask more questions to compare your ideas.

BRUSH UP

Modal verb *will* | *be going to* | present continuous as future

1 Study the rules.

Modal verb *will*

- ★ Use *will* / *won't* to make predictions and to talk about future facts and events. Add *perhaps* / *possibly* / *probably* / *definitely* / *I'm sure* / *I hope* to modify the degree of certainty.

This is what you'll have to spend.

This will probably be the first time...

I'm sure she'll love college.

I hope you'll come.

- ★ Use *will* / *won't* for offering, refusing, agreeing, requesting, warning and promising.

I'll help you. (offering)

I won't tell anyone your secret. (promising)

- ★ Use *will* / *won't* when you decide something as you speak, e.g. when ordering food.

I'll have the fish soup, please.

Present continuous as future

- ★ Use the present continuous for fixed plans and arrangements, not for predictions.

You're going to university. (You've already got a place.)

be going to

- ★ Use *be going to* for plans, intentions and predictions. You can often use *be going to* instead of the present continuous or *will*.

I'm going to watch TV tonight. (I intend to watch TV.)

It's going to be an exciting day. = *It'll be an exciting day.*

- ★ Use *be going to* when you can see from present evidence that something is certain to happen.

Watch out! You're going to hit that car.

2a You have just won £500,000. Decide what you are going to spend it on. Use these ideas, or think of your own.

a motorbike	a signed Andy Warhol
a huge party	a campervan
a new house for my parents	a holiday apartment
a flying course	a round-the-world trip
a year out	a grand piano

2b Work in pairs. Tell your partner about your plans. Give reasons.

- 🔵 I'm going to spend a few months in Australia.
 - 🔵 Really? What are you going to do there?
 - 🔵 Stay with my family. I've never been there before so it would be great.

3 CD1.33 Complete the dialogue with the correct form (*will*, *be going to* or present continuous) of the verb in brackets. Sometimes more than one form is possible. Then listen and check.

MEL So you're off on holiday tomorrow! Where ¹ ____ (you / go)?

LOLA Scotland. I ² ____ (get) the ten o'clock train to Glasgow tomorrow morning. I'm really excited!

MEL Great! What are your plans? How long ³ ____ (you / stay)?

LOLA Just a week. I ⁴ ____ (fly) back on Thursday evening. The plane was cheaper than the train coming back!

MEL Where ⁵ ____ (you / stay)?

LOLA With my friend, Sam, and he ⁶ ____ (show) me round Glasgow. He ⁷ ____ (show) me his favourite places, and I hope I ⁸ ____ (meet) some of his mates, too.

MEL That sounds fun! Glasgow's a really cool city.

LOLA Yeah! I just hope I ⁹ ____ (be) able to understand what people say! Apparently, the Glasgow accent is quite strong! It ¹⁰ ____ (probably / be) quite difficult!

MEL Don't worry, I'm sure you ¹¹ ____ (have) a great time. Perhaps you ¹² ____ (come) back speaking English with a Scottish accent!



4 SPEAKING Work in groups. Discuss your plans for the near and more distant future. Use the ideas opposite, or your own ideas.

- 🔵 go to university | study abroad | work abroad | study more |
- 🔵 make new friends | become famous | learn a musical instrument |
- 🔵 watch less TV | meet your friends | go on holiday | get better at English | get a pet | enter a competition | move home

MOVE ON

Future continuous

5 Study the rules.

- ★ Use the future continuous (*will / won't + be + -ing* form) to talk about activities that will be in progress at a specific time in the future.
At 11 a.m. tomorrow we'll be sitting on the plane.
- ★ Use the future continuous with the present simple when a continuous future activity is interrupted by a short event.
I'll be working when you arrive in New York.

6 Complete the sentences with the verbs in the future continuous form.

cross fly lie play take watch

- 1 This time next week you ___ on a beach in Mexico. Imagine!
- 2 Ring Jan any time after 5 p.m. – she ___ basketball until then.
- 3 Don't come round this evening – Harry ___ the match on TV.
- 4 While I'm at work, Charlie and Kirsty ___ to New York.
- 5 It's the London Marathon today. At about midday, the runners ___ Tower Bridge. Let's go and watch them.
- 6 I can't meet you at the airport. When you arrive, I ___ my French exam.

7 SPEAKING Make notes about your activities for next Saturday. Then ask and answer questions about the activities.

7.30 A.M. BREAKFAST LUNCH
4.00 P.M. 8.00 P.M. MIDNIGHT

What will you be doing at 7.30 in the morning?

I'll be having breakfast.

Future perfect | Future perfect continuous

8 Study the rules.

- ★ Use the future perfect (*will / won't + have + past participle*) to talk about things that will be completed by a specific time in the future.
I will have finished this project by the time I see you again.
- ★ Use the future perfect continuous (*will / won't + have + been + -ing* form) to talk about activities that are ongoing at a point in the future. The focus is on the duration of the action.
We will have been living here for ten years in March.

9 Complete the sentences with the future perfect or future perfect continuous form of the verb in brackets.

- 1 By next week I ___ (read) three of these books.
- 2 I can't come out tonight. I ___ (not / finish) my work by then.
- 3 At the end of this year, I ___ (study) English for four years.
- 4 By the time you get here, Ed ___ (leave).
- 5 How long ___ (you / live) in this town by Christmas?
- 6 I'm sure Grace ___ (arrive) by the time you need to leave.

Phrases with future meaning

10 Study the rules.

- ★ Use *be likely to* to say something will probably happen in the future.
By planning in advance, you are less likely to experience financial problems.
- ★ Use *be bound to* to say something is sure to happen.
My team is bound to win.
- ★ Use *be due to* or *be to + infinitive* to say something official will happen.
The President is due to / is to arrive in London tomorrow.
- ★ Use *be about to* to talk about pre-arranged actions that happen in the immediate future.
The film is about to begin. Shall we go in?
- ★ Some verbs (+ *to*) have a future meaning, for example, *arrange, decide, hope, intend, expect, plan*.
They decided to leave at six o'clock to get there on time.

11 Circle the correct option.

- 1 Katy is *due to / bound to* win the competition – she's the best singer at our college.
- 2 The new theatre is *due to / about to* open at the beginning of October.
- 3 I'm afraid I can't talk now. I'm *likely to / about to* leave – the taxi is here.
- 4 Helen isn't *likely to / bound to* come out tonight – she's got an exam tomorrow.
- 5 The director *is to / is about to* announce his decision tomorrow.
- 6 Tim expects *being / to be* here at about 11.30.
- 7 Mr O'Connor *intends to / decides to* come here in person and thank you for your help.
- 8 I've *expected to / arranged to* meet Layla at the station.

12 SPEAKING Work in pairs. Take turns to tell your partner about your life in a year's time. Ask questions to get more information.

What will you be doing?

What will you have done by then?

What will you have been doing until then?

What do you expect / intend / hope to be doing then?

So, what will you be doing this time next year?

I'll be studying philosophy – if I pass my exams! And I'll have passed my driving test, I hope!

Unit 5 Word Hub Student life

1a **LISTENING** CD1.34 Listen and complete the table.

STUDENT SPENDING

Average weekly spend

Outgoings	Average weekly spend
Rent	£ _____
Utility bills	£ _____
Telephone / Mobile / Broadband	£ _____
Insurance	£ _____
Food & Personal items	£ _____
Travel	£ _____
Books & Course materials	£ _____
Clothing	£ _____
Socialising / Buying music & films	£ _____
Total weekly spend	£ _____

1b Listen again and answer the questions.

- How does Chris's spending compare with average student outgoings?
- What are Toby's main areas of overspending? Why?

2 **SPEAKING** Work in pairs. Discuss the questions.

- Choose some of the items in the list in exercise 1a. How much do you spend on them in an average week?
- Does the average student in your country spend more or less than the average student in the UK?

WORD EXPANDER

money

The world's top ten traded currencies: US dollar euro Japanese yen pound sterling Swiss franc Australian dollar Canadian dollar Swedish krona Hong Kong dollar Norwegian krone

The most common notes and coins:

- US dollars coins** 1¢ (a penny/cent) 5¢ (a nickel) 10¢ (a dime), 25¢ (a quarter), 50¢
notes \$1 (a dollar bill), \$5, \$10, \$20, \$50, \$100
- pounds sterling coins** 1p (a penny, one pence), 2p, 10p, 20p, 50p, £1 (a pound), £2
notes £5 (a five pound note), £10, £20, £50
- euros coins** 1c (one cent), 2c, 5c, 10c, 50c, €1, €2
notes €5, €10, €20, €50, €100, €200, €500

3a **VERB COLLOCATIONS** Complete the lists with these words.

Write the collocations in your vocabulary notebook.

lost a mistake permission a break an arrangement research housework an opinion started a risk

- take** a chance | a rest | control | responsibility | an exam | ages | _____ | _____
- give** an answer | a talk | an explanation | advice | a performance | a lecture | _____ | _____
- do** a job | an exam | work | homework | business | nothing | _____ | _____
- make** a mess | a suggestion | a decision | a noise | an excuse | a choice | _____ | _____
- get** a job | a present | married | better | worse | tired | _____ | _____

3b Match each photo with a verb collocation.



3c Complete the sentences with collocations in the correct form.

- Harry _____ into the impact of CO₂ emissions before he made his documentary.
- Could I _____? Why don't we wait until we have all the results before we decide what to do?
- Ed _____ of his history exam. He studied all the wrong topics!
- Chelsea _____ of the match in the second half and scored four goals.
- I had loads to do this morning, but I felt so tired I just couldn't _____.
- Anna _____ to get to college this morning. The traffic was unbelievable.
- Although he was on a course of antibiotics, his fever _____.
- The band _____ an amazing _____ and the audience went wild.

4 SPEAKING Work in groups. Discuss the questions.

▶ Ask extra questions to find out more.

- ▶ Do you do housework? What do you do? What's the worst thing?
- Have you ever given a talk? What was it about? How did you feel?
- What's the last exam you took? How did it go? Have you ever taken an exam you didn't prepare for?
- Do you think you'll get married? Why? / Why not?
- Have you ever made a decision that you regretted afterwards? What happened?
- Have you ever taken a risk? What did you do?
- When was the last time you got lost? What happened?

5a WRITING Write six sentences about yourself or your life. Choose words from exercise 3a.

I once gave a performance on the clarinet at a concert.

5b SPEAKING Work in pairs. Share your sentences.

WORD EXPANDER

suffixes

Making nouns from verbs – some categories

- | | |
|-------------------------------|-----------------------------------|
| 1 -tion | concentrate graduate dictate |
| 2 -ation | inform continue memorise organise |
| 3 -sion | decide confuse express explode |
| 4 -ment | enjoy replace arrange require |
| 5 -ance | admit disappear ignore |
| 6 change of stress / spelling | reject suspect transfer advise |
| 7 no change | control talk research attempt |

➡ Write the noun for each verb. Change or add letters.

concentrate concentration

➡ Add the verbs to the correct groups and write the noun form.

accept (Group 5) acceptance

accept convict perform answer suggest work
record illustrate create persuade permit
acknowledge educate

➡ GRAMMAR GUIDELINES p209

6 COMPETENCE ZONE Work in pairs.

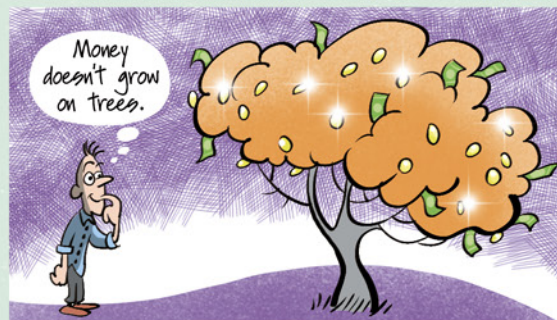
- ▶ Imagine you are going to the UK for a three-month student exchange.
- Plan your budget. (Your tuition fees and travel there are already paid for.)
- Prepare a slide presentation.
- Present your budget to the class.

EVERYDAY idioms money



7a Read the sentences and match the idioms in bold with the definitions.

- Elsa spent £550 on a designer bag! She **spends money like water**.
- I can't afford to buy you a new tablet. I'm not **made of money**!
- I promise I'll get you a concert ticket. You can **bank on me**.
- Do you like my ball gown? It **cost an arm and a leg**!
- I guess I'm naturally pretty cautious. I think it's important to **save for a rainy day**.
- Jason, stop asking me for extra cash! **Money doesn't grow on trees**, you know!



- You're always going on about helping the environment. You should **put your money where your mouth is**.
 - was very expensive
 - show by your actions that you mean what you say
 - you have to work hard to earn money and it isn't easy
 - keep a sum of money for the future when you might need it
 - rely on something or somebody
 - have unlimited supplies of money
 - buy things frequently without thinking about the cost

7b SPEAKING Work in pairs. Discuss the questions.

- Are there equivalents of these idioms in your language?
- Are you saving for a rainy day?
- In your life, who can you bank on?
- Have you bought anything recently that cost an arm and a leg?
- Do you know anyone who spends money like water?
- Do your parents ever say the equivalent of 'I'm not made of money' or 'money doesn't grow on trees', when you ask them for something?

Communication forum

Inviting & arranging

CORE PHRASES B2

Inviting

Would you like to...? Do you want to...? Why don't we...?
How about...? How do you fancy ...ing?
I was wondering if...? What are you doing on (Saturday night)?

Saying yes

That would be nice. That sounds great. I'd love to (come).
Yes, good idea.
It sounds really nice.

Making arrangements

Where shall we meet? Shall we meet at / in / on...?
Let's meet at / in / on... I'll see you there.

Persuading

Why don't you...? Go on. It'll be fun. You'll enjoy it.
Please! It's a chance to...

Asking for more details

I'm not sure. Why? What's that?
What time is it exactly? Let me just check.

Making & accepting excuses

I'd love to, but... I'm afraid (that)... Sorry, but...
Never mind. That's a pity / a shame. Another time, maybe.
It would've been nice. Actually, I've got something else on.
I'm afraid I'll have to say no.

1 Read Culture and discuss the questions.

- What are the similarities and differences between an American prom and a British ball?
- Do you have any events like this for young people in your country at special moments in their lives?
- Would you like to go to a prom or a ball?

culture The prom phenomenon



Proms have been a major feature of growing up in the USA for over 50 years. Near the end of high school, male students dress up in a black or white suit and tie, and female students wear beautiful evening gowns.

Each girl has a 'date'. Before the prom, the couple gives each other flowers – the girls wear them as a 'corsage' on their dress and boys put 'boutonnieres' in their buttonholes.

Hiring limousines to take them to the prom venue is a popular option. The ball is usually a formal dance where the students celebrate the end of their school careers, and is sometimes followed by a 'post prom' event at restaurants or in students' homes. Proms don't come cheap – families have to budget anything from \$1,000-\$2,000.

During the 2000s, due to the influence of US TV shows, proms have become increasingly part of British secondary school life as well. However, Oxford and Cambridge Universities have always had the tradition of student balls and many newer unis are organising them as well. The Cambridge May Ball is a lavish affair, with tickets costing around £150. But you get a lot for your money, including a formal meal, drinks, live bands and entertainment. The balls last until dawn, and often involve student stunts like punting or even swimming in the river, and end with an English breakfast!



a boutonniere



wrist corsages



Dan's problem

2a WARM UP Look at the photo of Dan and Felix and discuss the questions.

- What do you think they are talking about?
- How do you think they feel? Why?

2b CD1.35 Listen to their conversation and check your ideas. Then answer the questions.

- 1 What is Dan's problem?
- 2 What does Felix suggest?
- 3 Why is Dan not sure at first?

2c Listen again and number the Small talk phrases in the order you hear them.

SMALL TALK

What's the big deal? ☐ massive ☐

...or something ☐ Yeah, definitely. ☐

The thing is... ☐

Inviting people

3a CD1.36 Listen to Dan and Laura and answer the questions.

- 1 Can Laura go to the ball? Why? / Why not?
- 2 What does she suggest?

3b Work in pairs. Complete the sentences with the missing phrases. Use Core phrases to help you. Then listen again and check.

DAN 1 _____ if you wanted to go to a ball at uni with me? I mean, it's not a date or anything like, but I'm not going out with anyone and it's a lot nicer if you have someone to go with. There'll be a band and lots of food and stuff...

LAURA Oh, it sounds really good.

DAN And it's a chance to dress up. 2 _____.

LAURA Let me just check on my phone...

DAN Yeah, of course.

LAURA Oh, 3 _____ I'm already going to a party on the 24th.

DAN 4 _____.

LAURA That's a pity.

4a CD1.37 Listen to Dan and Beth and discuss the questions.

- How does Beth respond to Dan's suggestion?
- Why does she change her mind? Do you believe her?
- What did Dan do wrong?
- What should Dan have done differently?

4b Listen again and tick (✓) the expressions you hear in Core phrases.

5 CD1.38 Listen to Felix and Laura and answer the questions.

- F** 1 What piece of gossip does Felix tell Laura? How does she react?
- 2 What piece of gossip does Laura tell Felix? How does he react?

Scenario

6 Work in pairs. Take turns to invite each other out.

have a coffee | go to a party | see a horror film | go to a gig |
have a pizza | go to an exhibition | go shopping | go ice skating

- When you invite someone, sound enthusiastic. Try to persuade the other person to accept.
- When you turn down an invitation, offer an excuse.

Unit 6 Use your imagination

A

GRAMMAR	modal verb + <i>be</i> / <i>have</i>
FUNCTIONS	speculate about the present
VOCABULARY	countries & capitals

1 Read the information in *How to...* and complete the examples with these words.

accents a lesson the train English an actor

HOW TO... speculate about the present

- ★ To speculate about present facts, use *can't* / *could* / *must* / *should* / *may* / *might* + *be* / *have*

She *can't be* ¹ _____ because she's got an Australian accent.

Paula *could have* ² _____ today because she went to college.

You *must be* ³ _____ because you said you live in Hollywood.

Peter *should be on* ⁴ _____ because he texted me from the station.

They *may not have* American ⁵ _____ because they live in Britain.

➔ GRAMMAR HUB p78 & p79

Understanding & interpreting

2a WARM UP Look at the photos and guess the answers to these questions about the people.

- How old are they?
- Where are they from?
- Where do they live?
- Do they have any pets?
- What jobs do they do?
- What are their favourite things?
- What's their favourite music?
- What do they like doing in their free time?

2b SPEAKING Work in pairs. Read the information relating to the people in the photos and decide which information relates to which person. Use language from *How to...* where necessary.

☑ Mary can't be 50. But she might be 34.

☑ Gilbert could be an actor. He looks very handsome and he's got a lovely smile.

☑ I reckon Magda could be Italian. She's got that Mediterranean look!

3 LISTENING CD2.02 Listen and make notes on the answers to the questions in exercise 2a.

4 SPEAKING Discuss the questions with your classmates.

- Which information did you guess correctly?
- Which information came as a surprise to you?
- Did you make assumptions about the people from the photos?

WORD EXPANDER *reckon / guess / suppose*

Use *reckon*, *guess* and *suppose* to mean 'think' in informal language.

I guess you're tired.

I reckon it's time for dinner.

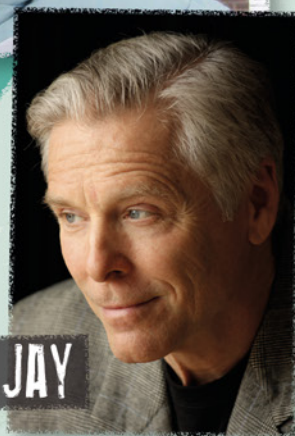
MARY



GILBERT



JAY



MAGDA



RUTH





NATIONALITY American Polish
British Italian Brazilian

AGE 29 50 38 24 34 58

LIVES IN Oxford, UK West Virginia, USA
London, UK New York, USA Arezzo, Italy
Newcastle upon Tyne, UK

PETS a dog and two cats two dogs and a cat

OCCUPATION actor environmentalist
art restorer nurse pianist
post grad student & barman

MUSIC Bob Dylan Gershwin
the Beatles Bach English folk music
Brazilian music

FREE TIME travelling gardening
football hiking watching TV
spending time with the family
eating in restaurants

FAVOURITE FOOD pasta steak
Brazilian vegetarian

FAVOURITE THINGS guitar grand piano
model car collection

Vocabulary builder

5a **COUNTRIES & CAPITALS** Work in groups. What are the capital cities of these countries? Choose from the cities below. Do not use the Internet!

The capital of... can't be... / could be... / must be... / might be...



THE GIANT CAPITAL CITY CHALLENGE

If you can get these capital cities right, you are a geography champion! Have you ever thought of a job in the United Nations?

COUNTRIES

- 1 Algeria 2 Egypt 3 Ethiopia 4 Mozambique
- 5 Morocco 6 Senegal 7 Zambia 8 Afghanistan
- 9 Bangladesh 10 Georgia 11 Iran 12 Lebanon 13 Nepal
- 14 Pakistan 15 South Korea 16 Vietnam 17 Bulgaria
- 18 Finland 19 Malta 20 Slovakia 21 Canada 22 El Salvador
- 23 Nicaragua 24 Ecuador 25 Guyana 26 Paraguay
- 27 Australia 28 Papua New Guinea

CAPITAL CITIES

MANAGUA • ASUNCIÓN
CAIRO • OTTAWA • ADDIS ABABA
SEOUL • MAPUTO • RABAT • DAKAR
ISLAMABAD • SAN SALVADOR
QUITO • LUSAKA • KABUL • DHAKA
PORT MORESBY • ALGIERS • GEORGETOWN
TBILISI • TEHRAN • BEIRUT • CANBERRA
KATHMANDU • HANOI • SOFIA • HELSINKI
VALLETTA • BRATISLAVA



5b CD2.03 Listen and check your answers.

6a **COMPETENCE ZONE** Work in pairs. Each pair chooses a different country. You are going to give a slide presentation about that country. Use reference books and the Internet to find out:

currency | population | official languages | flag | main religion/s |
national anthem or motto | other key or interesting information

6b Give your presentation to the class.

GRAMMAR	modal verb + <i>have</i> + past participle
FUNCTIONS	speculate about the past
VOCABULARY	making public

Vocabulary builder

1a **MAKING PUBLIC** Read the texts and circle the correct words.

Glittering prizes

- 1 James Joyce's *Dubliners* was rejected 18 times before it was ¹put on / published by Grant Richards. In contrast, James Redfield decided to go it alone and ²displayed / self-published his first novel *The Celestine Prophecy* in 1992. It became a number 1 best seller and sold more than 20 million copies!
- 2 Marcel Duchamp's work *Fountain* was a practical joke that ³released / launched an artistic revolution. The work was actually a urinal that he had bought from a plumber's shop in New York. The original piece was never ⁴exhibited / brought out in a gallery. However, it was ⁵displayed / put on and photographed at the studio of Alfred Stieglitz.
- 3 The Irish writer Samuel Beckett's radio play *All That Fall* was first ⁶published / broadcast on the BBC in 1957.
- 4 When Albert Jarry's play *Ubu Roi* was ⁷put on / broadcast at the Theatre de L'Oeuvre in Paris in 1896, it caused a riot. However, after its first night, it wasn't ⁸performed / exhibited again in his lifetime.
- 5 David Bowie ⁹released / launched his *Ashes to Ashes* single in 1980. He later ¹⁰performed / brought out an innovative video which became a huge influence on later bands.

1b Find the verbs in exercise 1a that you can form nouns from. Write the two forms.

VERB *publish* NOUN *publication*

Comprehension

2 **WARM UP** Work in groups. Discuss the questions.

- ▶ What sort of music do you like? Do you play a musical instrument? Do you go to concerts?
- Do you do any art? Do you go to art galleries? If you have art posters or original paintings at home, what are they like?
- What do you like reading? Do you like classical literature? Do you enjoy modern novels?

3 **READING** Read the article and complete the table.

ART FORM	WHO	DATE	CONCEPT	OTHER INFORMATION
literature	Georges Perec	1969	write a novel without the letter 'e'	couldn't use the words 'le', 'the' or 'he'

4 Find examples of these words in the article and match them to the definitions.

protagonist reopen pitter-patter clue apparent sensation dedicate stick point out

- 1 open something again
- 2 make clear by telling people
- 3 set apart for one specific use or purpose
- 4 the main character in a book or film
- 5 glue an object to something
- 6 a feeling or perception
- 7 a repeated light tapping sound
- 8 clearly visible or understood
- 9 a piece of evidence or information

HOW TO... speculate about the past

5 Look at the examples and circle the correct phrase in bold to complete the rules.

★ Use *may* / *might* + *have* + past participle when you are sure / are not sure about past events.

The audience **might have thought** the pianist had forgotten the piece.

★ Use *can't* / *must* + *have* + past participle when you speculate with certainty / with uncertainty about past events.

It **can't have been** easy to write an e-less book.

The people who first saw this painting **must have been** shocked.

➔ **GRAMMAR HUB** p78 & p79

WORD EXPANDER *actually* | *sense*

surprising Some experimental writers, composers and artists have **actually** created 'nothing'.

true They didn't **actually** hear 'nothing'.

logical The quote 'Nothing will come of nothing' seems to **make** a lot of **sense**.

one interpretation In **one sense**, these paintings were traditional.

6 Find these examples in the article and check that you understand their usage.

Interpreting

7a **SPEAKING** Work in groups. Discuss your opinions.

- ▶ What do you think of each of the artists' work? Do you think it was worthwhile to create the pieces? Why? / Why not?
- ▶ Do you like visiting contemporary art exhibitions, such as installations, or attending classical music concerts, or reading experimental books? Why? / Why not?
- What is (or was) the best period for music, for literature and for art? Why do you think so?

7b Summarise your group's opinions for the class.

SOMETHING FROM NOTHING

Unit 6

'NOTHING WILL COME OF NOTHING,' says King Lear in Shakespeare's play, and although the old king goes mad later on, this seems to make a lot of sense. Of course, nothing can be made from nothing. However, over the last hundred years, some experimental writers, composers and artists have actually created 'nothing'!



the author, Georges Perec

NO LETTER 'E'

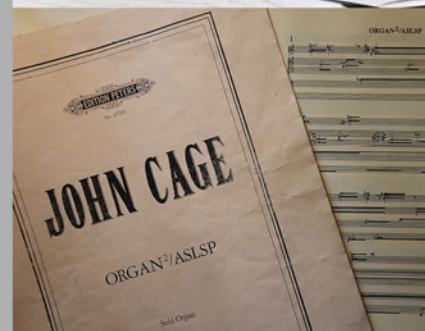
The alphabet is fundamental to all our writing – we couldn't do without it. But what would happen if an author decided to write a whole novel without using one of the letters? Maybe you could imagine avoiding x or z, but what about one of the most essential and common vowels – the letter e, for example? That's exactly what French author Georges Perec did in his 300-page novel *La Disparition* (literally The Disappearance), published in 1969 with its missing protagonist Anton Vowl. It can't have been easy to write an e-less book without words as common as the article *le*! And it must have been a challenge to translate – in the English translation, *the* and *he* are missing.

NO SOUND AT ALL

New York concert-goers were certainly treated to the 'shock of the new' one evening in New York in 1952. When American pianist David Tudor sat at the piano to perform the world premiere of American composer John Cage's three-movement work called 4'33" ('Four minutes thirty-three seconds'), the audience can't have known what was coming next. Tudor didn't play, or even touch a key. Instead, he closed the piano lid and sat in silence, checking the time on a stopwatch. After each 'movement', he reopened the lid, opening it for the last time at 4'33" when the piece was over. At first, the audience might have thought the pianist had forgotten the piece. But by the end, they must have thought it was a bad joke. However, they didn't actually hear 'nothing'. As John Cage pointed out, at the beginning, you could hear the wind outside, the pitter-patter of raindrops on the roof and the audience talking or walking out.



the composer, John Cage



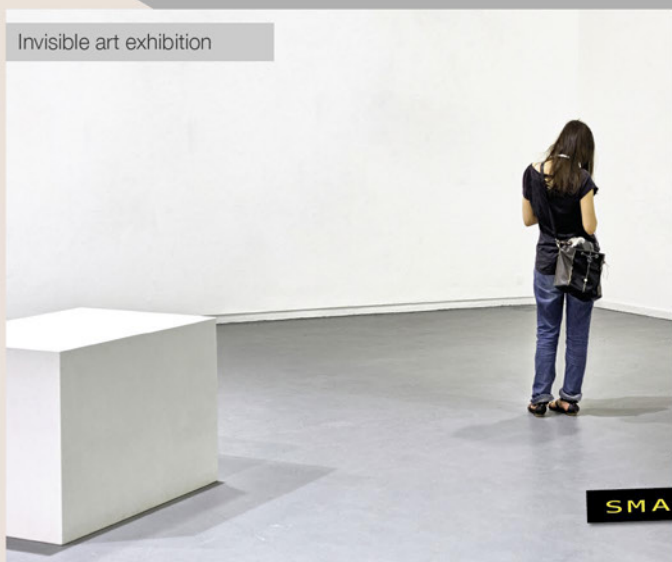
NO CLUES TO MEANING

In 1915, the Kiev-born avant-garde artist Kazimir Malevich exhibited a painting called *Black Square*. This was, quite literally, a black square with a white border. But the people who first saw this painting must have been shocked, for this work had no apparent meaning and even the title offered no clues. It must have seemed dangerous and incomprehensible. Malevich declared the black square a spirit of sensation, a void, an icon, a zero and a painting beyond painting; and three years later, he went on to paint *White on White*, a white square on a white-painted canvas. In one sense, these paintings were traditional – oil paint on a canvas – but the black square remains an influential artistic phenomenon.



the artist, Kazimir Malevich

Invisible art exhibition



NOTHING TO SEE

And then there is art that you cannot see. In fact, an entire exhibition was dedicated to the provocative theme of 'invisible art' in London in 2012. It must have been fun to curate. One room had four pieces of blank paper stuck to each of its walls and another room was blacked out. There was a sheet of white paper that the American artist Tom Friedman had stared at for 5,000 hours, stones which were once written on with water, and a huge invisible painting on one wall. There was also the movie that American artist Jay Chung had filmed over two years, but with no film in the camera.

What does any of this mean? One thing's for sure – these days, artists and galleries can make something out of nothing. They can make lots of money.

SMALL TALK

couldn't do without something

to be treated to something

one thing's for sure

that's exactly what... did

MOVE ON

Modal verbs: speculating about the present & the future

1 Study the rules.

- ★ Use *may / might / could / must / can't* to speculate and to make deductions, often with the verb *be*.
*It's 35°C in here. You **must be** hot!*
- ★ Use *may / might / could* to speculate about the present and the future. *Might* is slightly less sure than *may* and *could*.
*I haven't seen Eva at college this week. She **might be** sick.*
*Who's the man in the photo? I'm not sure. It **could be** Lexi's dad.*
*Erin **may come** to the film with us tonight – she'll text me later.*
- ★ Use *must / can't* to make deductions about the present.
*You've been working all day – you **must be** tired.*
*This bag **can't be** Zara's! She hates the colour brown.*

2 CD2.04 Complete the dialogues with *may, might, could, must* or *can't*. Then listen and check.

- 1 A Where are my trainers?
B No idea! They ___ be anywhere – in the hall, under your bed...
- 2 A Why won't Danny speak to me?
B I think I know why! He ___ be angry with you for forgetting his birthday.
- 3 A Are these keys yours?
B No, they ___ be my keys. I've got mine in my bag.
- 4 A Where's Bess?
B I don't know. She ___ be in the café... or at home perhaps?
- 5 A Have you got any change for the coffee machine?
B I ___ have some. Let me have a look... sorry, I haven't.
- 6 A Is that Jo over there?
B No, it ___ be her – Jo's taller than that.
- 7 A Are you coming to the party this weekend?
B I'm not sure. I ___ not come. I'm not in a party mood.
- 8 A I've won the drama prize!
B Oh, well done! You ___ be so proud of yourself!

Modal verb + *be* + *-ing* form

3 Study the rules.

- ★ Use *may / might / could* + *be* + *-ing* form to speculate about actions in progress, or future plans.
*Where's Abby? I'm not sure – she **might be playing** tennis.*
*We **may be going** to the theatre next weekend, if there are any tickets left.*
- ★ Use *must / can't* + *be* + *-ing* form to make deductions about actions in progress, or future plans.
*Dan **can't be making** that noise. He's gone out already.*
*Annie **must be going** to the gig this Friday – her boyfriend's in the band.*
- ★ Use *should* + *be* + *-ing* form when you have a good reason to expect that something is happening, or will happen.
*They **should be arriving** very soon.*

4 LISTENING CD2.05 Listen and speculate about what is happening.

- ☞ Someone may be pouring a drink.
- ☞ Or they might be cooking something.

Modal verbs: speculating about the past

5 Study the rules.

- ★ Use *may / might* + *have* + past participle to speculate about events in the past.
*I can't find my phone! I **might have left** it on the bus.*
- ★ Use *must / can't* + *have* + past participle to make deductions about events in the past.
*You **must have been** scared when you felt the earthquake.*
*Harry **can't have seen** me in the café yesterday. I was away on holiday.*
- ★ Use *may / might / must / can't* + *have been* + past participle to speculate about the past using the passive voice.
*Your mug **may have been broken** by the cleaner. She was here today.*
*My car **must have been stolen**! I parked it right here.*
*That photo **can't have been taken** by George. He only takes black and white photos.*

6 Complete the ideas speculating about the past. Use *may, might, must* or *can't* and the verb in brackets.

- 1 You ___ that book already! You only started it today. (finish)
- 2 I'm not sure what Tom did this morning. He ___ to the gym. (go)
- 3 Sara ___ Claudia about our conversation. She's the only other person who was there. (tell)
- 4 I ___ your scarf. It's possibly somewhere in my room. (not / lose)
- 5 It ___ Jane you saw – she wasn't here yesterday. (be)
- 6 Oscar ___ by now. It's after six and he was leaving at 5.30. (leave)

7 Complete the ideas speculating about the past. Use *may, might, must* or *can't* and the correct passive form of the verbs.

choose make cut take paint write

- This poem ___ by my little sister – I recognise her spelling!
- Fred ___ to hospital – I heard he fell off his bike.
- The 80s party theme ___ by Jake. He's keen on the 80s.
- Kim's hair looks awful! It ___ by Mel – she cuts hair well.
- That lemon pie ___ by Tess – she can't cook!
- The picture ___ by my uncle – it's the sort of thing he used to paint, but so do lots of other artists.

8 SPEAKING Work in pairs. Speculate about what led to the situations.

His friend might have told him a funny story.

Or he may have got some good news.

a a young man talking on his mobile, laughing a lot

b a child standing crying in a supermarket

c a horse waiting outside a front door

d a crowd of students are standing outside the college gates

e lots of dead fish floating in the river

f an old man sitting in a wheelchair in the middle of a field

g an airline pilot driving a bus

h police cars outside a house in your street

i a young woman in fancy dress, arriving at a party where all the other people are dressed smartly

j two young men in cycling gear, bikes nowhere to be seen, standing at the side of the road, trying to get a lift

Modal verb + *have been* + *-ing* form

9 Study the rules.

- ★ Use *may / might / could* + *have been* + *-ing* form to speculate about activities in progress in the past.
Kay may have been listening to music when you rang.
- ★ Use *must / can't* + *have been* + *-ing* form to make deductions about activities in progress the past.
Sharon must have been sitting there for hours. I saw her there at 10 o'clock this morning!
Kenny can't have been working in this office in 2008. He was only nine years old!

10 Complete the dialogues using the prompts.

- STEVIE** I tried to call you yesterday, but you didn't answer.
PAT Sorry, I didn't hear the phone. ¹ ___ (I / must / talk) to my cousin on Skype.
- MR NAYLOR** Why didn't you follow my instructions?
PHIL Sorry, but I can't remember them. ² ___ (I / can't / listen) very carefully when you told us what to do.
- KIT** Did you see Sarah yesterday? She looked really tired.
AL ³ ___ (she / may / work) too hard recently. She's worried about her exams.
- WILL** Sorry I didn't call you yesterday. I was on the train and I couldn't get a signal.
ZOE But ⁴ ___ (you / can't / travel) yesterday – the trains were on strike!
- ZAK** I saw Sam walking along the street yesterday. He was limping.
LUCY Oh, he's training for a marathon at the moment so ⁵ ___ (he / may / run) too much.
- ZAK** Oh dear. ⁶ ___ (he / can't / wear) the right sort of trainers. He should be more careful.

11 SPEAKING Work in pairs. Discuss the possible reasons for these situations. Agree on a) the most likely and b) the most unlikely reason for each.

- I think I might have been putting too much on my card this month and I haven't got any credit left.
- I might have forgotten to pay off my card.
- The bank might be upgrading their systems and no one can use their credit cards!

- You are trying to pay for a new mobile phone, but your credit card is not working.
- The police have blocked off the centre of town and no one is allowed to enter.
- Your best friend has been studying really hard for an exam, but failed it.
- You want to wear your favourite camouflage jacket, but you can't find it anywhere.
- Your mates arranged to meet you outside the cinema half an hour ago, but they are still not there, and they are not answering their phones.

Unit 6 Word Hub Art

1a ART Add these words to the categories.

oil painting historical perspective foreground
surrealism composition form drawing
portrait landscape sculpture cubism futurism

STYLES & MOVEMENTS Renaissance realism
expressionism pop art impressionism _____

MEDIUM watercolour sketch collage installation
print ceramics mural _____

TERMS background distance space line
technique colour brushstroke texture pattern
viewpoint proportion _____

GENRES self-portrait seascape still life abstract

VERBS The artist... creates depicts expresses
presents conveys captures focuses (on)
The painting... represents communicates

ADJECTIVES lively dynamic warm cold magical
spiritual

1b Look at the paintings and match them with styles or movements from the lists in exercise 1a.

2 SPEAKING Work in pairs. Discuss your opinions of the paintings.

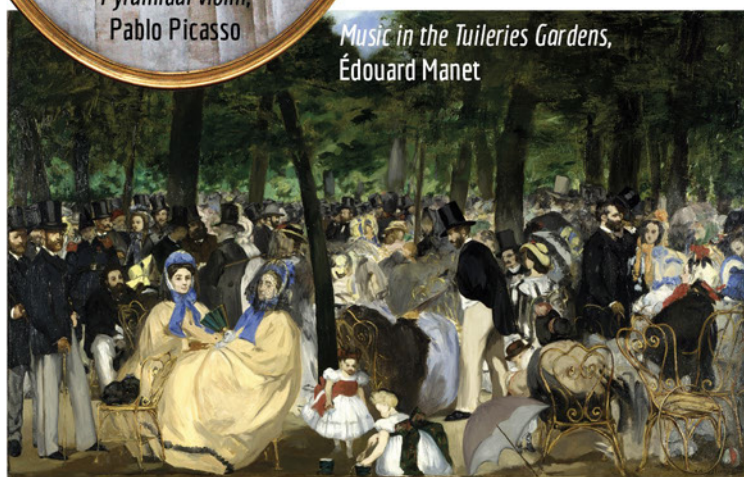
- 👉 I think the Munch is beautiful. It's got a lovely composition and I feel like I am actually in the landscape. The artist depicts...
- 👉 I prefer the Picasso. With an abstract you can let your mind wander because it doesn't represent reality, the artist is conveying...
- 👉 And it's got lovely patterns, too.



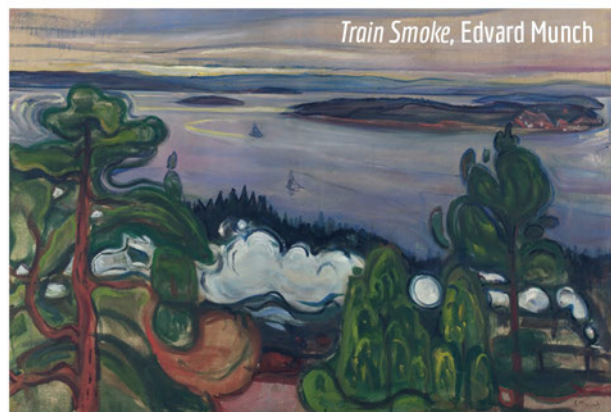
*Pyramidal violin,
Pablo Picasso*



*Vase of Flowers,
Henri Rousseau*



*Music in the Tuileries Gardens,
Édouard Manet*

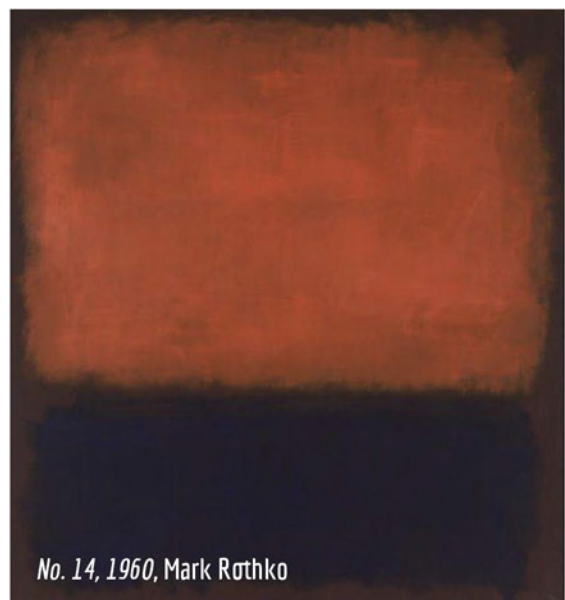


Train Smoke, Edvard Munch



*Portrait of a Young Man,
Sandro Botticelli*

Golconda, René Magritte



No. 14, 1960, Mark Rothko

WORD EXPANDER *adjective order*

In English, you can put several adjectives in front of a noun. They usually follow the order in the table in Grammar guidelines.

A beautiful old Indian rug.

NOT An Indian beautiful old rug.

A small round Italian glass vase.

NOT An Italian small round glass vase.

An elegant long stripey silk dress.

NOT A silk stripey long elegant dress.

➔ GRAMMAR GUIDELINES p199

3a **SHAPES, PATTERNS & LINES** Look at the pictures and describe them using one or more of these words.

LINES diagonal parallel wavy straight curved

SHAPES triangle circle oval rectangle diamond square star

3D SHAPES cube sphere cylinder cone pyramid

PATTERNS striped stripey spotted spotty flowery checked



3b **SPEAKING** Work in groups. One student describes an everyday object. The other students guess what it is.

It's a flat oblong piece of plastic, about 30 or 40 cm long. There are about 120 small squares on it and some small oblongs too. There are things written on each square. We press the squares with our fingers when we use it to communicate.

Is it a keyboard? Is it a mobile phone?

4 **SPEAKING** Work in pairs. Describe some of these things to your partner.

your bicycle | your skateboard | your guitar | your bag |
your bedroom | your favourite ornament | your mobile phone |
your notebook or folder | your pencil case

PHRASAL VERB
NOTEBOOK
give



5a Study the sentences. Focus on the phrasal verbs.

- They were **giving out** free samples of chocolate in the supermarket.
- Thanks for the book. I'll **give it back** to you tomorrow.
- Damien's party was a secret, but I **gave it away** in a text message...
- I didn't like that skirt. So I **gave it away** to my sister.
- My car exhaust is **giving off** a terrible smell. It needs a service.
- Give** your exam papers **in** as you leave the room, please.
- My mum's trying to **give up** smoking. She's finding it really hard.

5b Now match the phrasal verbs with the definitions.

- | | |
|-------------|--|
| 1 give away | a) stop doing something you do regularly (often a bad habit) |
| 2 give back | |
| 3 give in | b) deliver a piece of work to a teacher |
| 4 give out | c) tell information you should keep secret |
| 5 give up | d) give someone something you don't need |
| 6 give off | e) produce something invisible, such as heat, light or a smell |
| 7 give away | f) give someone something they owned or had before |
| | g) distribute something to several people |

6 **SPEAKING** Work in pairs. Discuss the questions. Give your partner an example in each case.

- Have you ever given away something you regretted later?
- Do you always give in your work on time?
- Have you ever tried to give something up?
- Are you someone who gives away secrets by mistake?
- Are you the sort of person who forgets to give things back?

**I can keep a conversation going 82****CORE PHRASES****Responding**

Wow! Gosh! That's amazing.
 Oh no! Oh, dear! What a shame!
 Mm. Uh-huh.

Being vague

I mean sort / kind of... and stuff.

Getting a listener's agreement

... you know?
 You're a keen traveller, aren't you?
 Don't you agree?
 ... yeah? ..., right?
 Do you know what I mean?

Agreeing

I see. Sure. OK. Yeah.
 I know. Right! True! Absolutely!

Disagreeing

No, not really.
 I don't know about that.
 Do you really think so?
 What? No way! Absolutely not!

1a Read the article and answer the questions.

- 1 Why does the article suggest that speed dating could be a good idea?
- 2 Why is speed dating an effective way to meet new people?
- 3 Why does the writer say that it is important to say the right things?
- 4 How have speed-dating events been designed for specific groups?

1b Work in pairs. Discuss the questions.

- Would you ever consider going to a speed-dating event? Why? / Why not?
- Can you get a good idea of what someone is like in only three minutes?

Speed dating a beginner's guide

**FAST TALKING**

In spite of the hundreds of friends we have in the virtual world of the Internet, it can be difficult to actually meet real people in real life. And if it's hard to meet friends, you can be sure it's even harder to meet a partner. Does love at first sight really exist? Is it possible to find a potential partner after just three or four minutes' conversation? That's where speed dating comes in. An equal number of men and women meet in a location, such as a café or restaurant. The women are seated, with empty seats on the other side of their table. When a bell rings, the men sit down and the couple ask questions and chat within a fixed time limit. When the bell rings again, the men move on to the next 'date'. Speed dating allows people to meet a large number of potential partners in a very short time.

THE SCIENCE

'You never get a second chance to make a first impression,' so the saying goes. But scientific research shows that appeal goes beyond the merely physical – people aren't completely superficial! MRI brain scans reveal that the brain calculates whether somebody is right for you and whether you are psychologically compatible. So remember, the questions you ask and the answers you give are important.

MADE TO MEASURE

In order to increase your chances of finding Mr (or Ms) Right, speed dating can be tailored to meet your requirements. There are specialised events based on faith; science fans may meet up at locations like a science museum; other events are designed for people with specific interests, such as the cinema or sport – and there have even been events for circus clowns and millionaires!



- 2 CD2.06 Listen to the beginning of a speed-dating event and complete the rules.

The Saturday speed date

Our speed-dating events take place every Saturday evening at Club Central. Just take a few moments to remind yourselves of our few simple rules.

- 1 Respect ____.
- 2 Talk ____.
- 3 Be ____.
- 4 Taboo topics: your partner's ____; where someone ____; someone's ____ details
- 5 Remember! After each conversation, write the person's ____ on the card and ____ the yes or no box.

- 3a CD2.07 Read Kristen's bio data. Listen to her conversations with Joe, Lewis and Elliot at a speed-dating event. Which name do you think she ticks?

Name	Kristen Swan	
Age	21	
Job	Illustrator	
Interests	travelling, windsurfing, films, vegetarian cooking	
Dislikes	classical music, pubs, fast food	

- 3b Work in pairs. Compare your answers and give reasons for your choices.

- 4a Listen again and tick (✓) the expressions you hear in Core phrases.

WORD EXPANDER

echo questions

show interest

A I ride a motorbike. B Do you?

A I lived in Madrid for two years. B Did you?

A Actually, I can't drive. B Can't you?

- 4b CD2.08 Listen to the statements and reply with the correct echo questions.

- 5 CD2.09 Every language has special noises for expressing feelings. Listen and match them with the feelings. Are any the same in your language?

a) surprise b) sympathy c) something is delicious d) relief
e) be quiet f) disgust g) disapproval h) that hurts!

Scenario

- 6a Read the typical speed dating questions. Write ten more questions you could ask.

What's your ideal holiday?

Who was your hero when you were a child?

What's your favourite film?

What makes you cry?

Would you like to climb a mountain or trek across a desert?

What makes you laugh?

If you could live anywhere in the world, where would it be?

What adjective would a close friend use to describe you?

Which was the last book you read?

Which TV programme do you never miss?

What is your favourite possession and why?

If you have friends coming over, what do you cook?

- 6b Work in pairs. Ask and answer the questions. Use Core phrases. Talk for two minutes, then change partners and continue.



I can use a range of verb forms B2

1a What do you think 'Buy Nothing Day' is?



BilaBoo67 Hiya folks – all of you out there who care about serious issues – here's an ad that I want to share with you. I love this idea! I'm definitely ¹ to join in! 😊

Saturday November 28th is

BUY NOTHING DAY



Can you resist the urge to spend money for 24 hours? Get ready to put away your money and your credit cards and be prepared to... STOP SHOPPING for a day! Join the Buy Nothing Day cause and show you care about the environment and the world.

Whether it's a personal challenge or a public statement, you ² regret participating!

Anyone can take part – you just ³ obey one simple rule. For a whole day, you ⁴ allowed to buy anything. Instead of shopping, you ⁵ more time LIVING. And of course, it's FREE!

Comments



Freeasabird Brilliant way of saving money! But what's the point? I ⁶ be stupid, but what I can't understand is this. How is not shopping for a day ⁷ to show I care?



BilaBoo67 By not shopping, you'll ⁸ to make people ask themselves some moral questions about the consumer society. Questions like: How much of what we buy is really necessary? How does what we buy affect the environment?

Did you know that the rich western countries are only 20% of the world population, but we are consuming over 80% of the earth's natural resources? Imagine how much damage to the environment that means!



FrankKO Let's hope that no shopping day ⁹ people to realise the importance of recycling. Consume less, recycle more. That ¹⁰ be the way forward for the planet!



Pongo Hey Freeasabird! With any kind of protest, your action ¹¹ make a difference to the world – or not! Soon I'll ¹² part in protests like this for ten years, and I'm still not sure. I may ¹³ an effect on some people, I don't know. When I die, ¹⁴ contributed much to the protection of our planet? Probably not, but I believe that No Shopping Day is a good cause, and I'm certainly ¹⁵ part again this year. Remember, the best things in life are free!!



Kikubird One day of no shopping won't have much effect! I'm not ¹⁶ to buy anything for a week! It ¹⁷ be that difficult.



SandyZ Last year my sister had a 'No Shopping For Presents Year'! Seriously! She didn't buy birthday presents for anyone! Now I know my sister. She can't ¹⁸ thinking about how to save the world. She isn't generally that concerned about the environment. She ¹⁹ just been trying to save money! But she MADE us all small presents that were really personal. They were brilliant. They showed she cared about us.



1b Complete the webpage with the correct form.

- ▶ 1 a) due b) going c) want
 2 a) won't b) aren't c) don't
 3 a) about to b) like to c) have to
 4 a) aren't b) don't c) won't
 5 a) are spending b) will spend c) going to spend
 6 a) will b) should c) may
 7 a) going b) being c) doing
 8 a) been helping b) being helped c) be helping
 9 a) to encourage b) will encourage c) encouraging
 10 a) must b) can c) has
 11 a) might b) must c) can't
 12 a) has been taking b) been taking c) have been taking
 13 a) had b) have had c) having
 14 a) I will have b) will I c) will I have
 15 a) taking b) take c) taken
 16 a) gone b) going c) go
 17 a) doesn't b) mustn't c) can't
 18 a) have been b) been c) have
 19 a) might b) might have c) might be

1c Answer the questions.

- Who posted the Buy Nothing Day advert, and why?
- According to the advert, what is the purpose of Buy Nothing Day?
- Why does BilaBoo67 support Buy Nothing Day?
- What does FrankO think will help the planet?
- How sure is Pongo that his protests are effective?
- What did SandyZ's sister do?

I can fill the gap B2

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

- ▶ do get give (x2) make point put splash take work

In her last year at school, Claire ¹ ____ a big decision – to have a gap year. But she didn't want to ² ____ nothing for a year – she wanted to travel... to South America! An expensive trip, but she ³ ____ out that she might be able to afford it if she followed a strict financial plan. She had to ⁴ ____ control of her budget, so that's what she did. First of all she ⁵ ____ a Saturday job, in a clothes shop. She ⁶ ____ up her weekend shopping trips and so she managed to ⁷ ____ aside most of what she earned. Soon she had enough savings to buy her ticket, but she realised she also needed some stuff – a rucksack, some decent boots, etc. I ⁸ ____ out to her that it was silly to ⁹ ____ out on new things before her trip. Luckily, though, we found someone who wanted to ¹⁰ ____ away some old clothes and equipment – including, guess what, a nearly new rucksack and comfortable boots, just the right size.

I can reword sentences B2

3 Complete the second sentence with two to five

- ▶ words so that it means the same as the first. Use the word given in capitals.

- I'm sure Kelly is going to win the photography competition. **BOUND**
 Kelly ____ the photography competition.
- I don't believe that Jake wrote this letter. **CAN'T**
 Jake ____ this letter.
- Angie was possibly surfing the Net at 7 p.m. last night. **MIGHT**
 Angie ____ the Net at 7 p.m. last night.
- I'm afraid there isn't any coffee left. **RUN**
 I'm afraid we have ____ coffee.
- Your lunch will be served between 1 p.m. and 2 p.m. **FINISHED**
 By 2.30 p.m. you ____ your lunch.
- 'No! I won't take the dog for a walk!' said Zak. **REFUSED**
 Zak ____ the dog for a walk.
- The fun runners in the marathon will start at 10 a.m. **RUNNING**
 At 12.30 they ____ for two and a half hours.
- It's possible that Emma is waiting outside now. **MAY**
 Emma ____ outside now.

I can form words B2

4 Complete the sentences with the correct form of the word in capitals.

- We have to wait till next week to read the ____ of the story. **CONTINUE**
- My new tablet stopped working after a week; luckily the shop offered me a _____. **REPLACE**
- Nobody has seen the old lady next door for about a month now – the police are investigating her _____. **APPEAR**
- Jenny's sister gave her some useful ____ about saving money. **ADVISE**
- The White Queen* is a famous ____ novel by Philippa Gregory. **HISTORY**
- I can't understand the picture at all – it's _____. **COMPREHEND**
- In this painting, the ____ has tried to show his love of nature and light. **ART**
- Anna couldn't give any ____ for her strange behaviour. **EXPLAIN**
- Helen's parents give her a monthly ____ of £50. **ALLOW**
- It is important for children to gradually learn to take ____ for their actions. **RESPONSIBLE**

I can listen for detail B2

5 CD2.10 Listen and write what you hear.