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INTO ENGLISH

COURSEBOOK

1

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags

Mit Bescheid vom 21. August 2012, GZ: BMUKK-5.028/0004-Präs.8/2009, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „Into English 1 - Coursebook“ von Puchta u.a. antragsgemäß in der vorliegenden Fassung gemäß §14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 5. Klasse an allgemein bildenden höheren Schulen - Oberstufe im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Kompetenzorientierung gemäß Reifeprüfung NEU

Schulbuchnummer: 160.165

Zeichenerklärung:



Dazu gibt es eine Tonaufnahme auf CD
(Obere Zahl: Tonspur / Untere Zahl: CD Nummer)



Dazu gibt es einen Film auf DVD



Dazu gibt es eine Hausübung im Internet



Diese Übung bietet eine spezielle Vorbereitung auf die Reifeprüfung NEU

INTO ENGLISH 1 Coursebook

by Herbert Puchta, Christian Holzmann, Jeff Stranks, Peter Lewis-Jones

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1

Multicultural society

Best of British

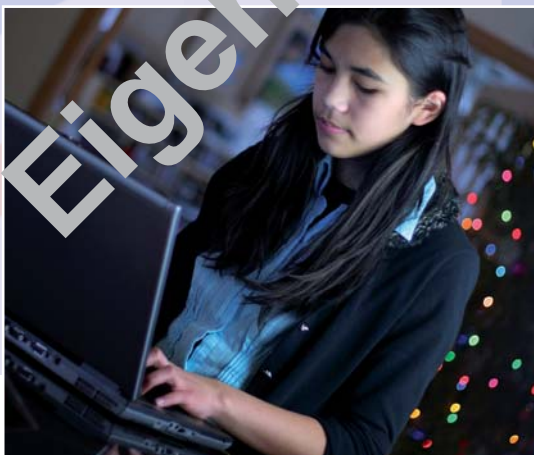
Read

- 1 a** What images do you associate with Britain? Think of four adjectives to describe Britain and British people and explain your choices.
- b** Work with a partner and look at the quiz. Guess about British teenagers. Mark your answers with a cross .



Teenagers in BRITAIN

- 1** What percentage of the British population is under 16?
 a 10% b 20% c 35%
- 2** What do most school-age teenagers say they enjoy?
 a going to the cinema
 b playing sport
 c watching TV
- 3** How many 15-16-year-olds have the Internet on a mobile device?
 a 1 in 2
 b 1 in 7
 c 1 in 5
- 4** How much is the average 11-16-year-old currently spending a week?
 a £5 b £20 c £12
- 5** These days, teenagers are spending most of their money on:
 a clothes
 b mobile phone cards
 c sweets
- 6** How many of Britain's 15-16-year-olds work part-time?
 a 50,000
 b half a million
 c 2 million
- 7** What is the most common part-time work?
 a babysitting
 b paper round
 c shop work
- 8** How many young people under 19 are living with just one parent?
 a 5% b 15% c 25%
- 9** How many young people run away from home each year?
 a 1,000
 b 10,000
 c 100,000



Discussion box

- What do you enjoy doing in your free time?
I really enjoy ... I quite like ... I'm keen on ...
- Do you do anything to get spending money? What?
I get money by ... I earn a bit by ...
- What do you spend your money on?
I spend most of it on ... I sometimes buy ...

Useful words

stereotypes • cross-cultural • integrate • integration • fitting in • mixed marriages • immigration levels
immigrants • immigrate • emigrate • prejudice(d) • resent • asylum seekers • refugees • different lifestyles
influences • ethnic groups / populations • misunderstanding / understanding • live in harmony • get along with



C Listen to the text and check your answers.



d Listen again and mark the statements T (True) or F (False) with a cross . Correct the false statements.

- Watching TV is what teens usually do on a day they don't enjoy.
T F
- The number of teens with Internet access on a mobile device is low, but increasing every day.
T F
- Boys spend more money than girls.
T F
- Schoolchildren with part-time jobs earn an average of £14 a month.
T F

Grammar

Present simple vs present continuous (Review)

2 a Look at the examples. Then complete the rule.

People are using the Internet more and more. Two million teenagers work part-time.

Rule

- We use for permanent situations or facts.
- We use for regular habits or routines (that stay the same for a long time).
- We use for actions happening now, or around now.
- We use for changing situations and trends.

b Underline the examples of the present simple and present continuous in the quiz in 1b. Why do you think each one is used?

C Finish these sentences about changes and trends in your country. Choose from the topics in the box.

music fashion sport hobbies computers TV

- More and more people my age are spending their money on magazines.
- Teenagers
- People in my country
- My parents

3 a Complete the sentences. Use the present simple or present continuous form of the verbs.

I'm Chrisy Bell and I'm in Year 11 at a school in Manchester.

This is my big GCSE exam year, so I ¹

(not have) as much free time as I did before. When I

² *(not do)* my homework or studying for

tests, I try to see my friends. Saturday night is really the only

time when everyone's free, because most of my friends

³ *(work)* on Saturdays. I have a job in a

home and garden centre, but it ⁴ *(get)*

harder to find enough time to do that and all of my school

work too. I ⁵ *(need)* the money, though,

because I don't get any pocket money from my mum. I

⁶ *(start)* to do babysitting, which is good

because I usually ⁷ *(get)* my school work

done at the same time (and get paid for it!).

Most of the boys in my class seem to spend a lot of their free time on computers. More and more of them

⁸ *(get)* computer games, or doing

online gaming, but I don't like them much. And these days

people ⁹ *(use)* instant messaging to talk

to friends, but I ¹⁰ *(prefer)* texting my

friends on my mobile – I hate sitting in front of a computer

for hours. I do enough of that with my homework.

b Read the text in 3a again and then write a text about yourself. Make sure to include some facts, write about some of your routines, your school-life, your leisure-time, your interests and anything that structures your day in general (around 200 words).

Vocabulary

Giving statistics and making generalisations

Most More and more One in three			have (a mobile phone). do (sport once a week). like (watching TV). think (shopping) is better than (seeing friends). prefer (sweets) to (CDs). tend to (spend their free time with friends).
A lot The majority Only a minority (Just over / under) 10% (Over / Under) a quarter (More / Less than) half (About / Around / Almost) two thirds	of	girls / boys young people teenagers	
It is quite (un)common	for		to (have a TV in their bedroom).



4

a Listen to these sentences from the quiz answers. Complete them with words from the box above.

- Surprisingly, 15–16-year-olds have the Internet on a mobile device
- Girls £2 a week more than boys.
- It is 10–16-year-olds to have some kind of job.

b Work with a partner. Choose two of the following categories and write three questions for each one

sport entertainment food
music shopping

- Do you prefer ... to ... ?
- Do you like ... ?
- How often do you ... ?
- What kind of ... ?
- Do you ever ... ?
- What do you usually ... ?



c Take turns to ask your questions to five of your classmates, but don't repeat anyone else's question! Note your answers and then present them to the class, using language from the table above.

d Here is a short text about teenagers in Ireland. Read it and **circle** the correct answer: A, B or C.

Ireland has 1.1 million people under the age of 16 – around 25% of the population. Internet fans might think Irish teenagers spend all their time online, but surprisingly under 40% of 15–16-year-olds have the Internet at home. However, this number is increasing all the time.

11-to-16-year-olds spend about €15–20 a week. Girls tend to spend €5 a week more than boys, also because girls' pocket money seems to be slightly higher, sometimes going as high as €30 a month. In the past, this was usually spent on sweets, but now teens are spending almost all of their money on clothes.

If children are spending so much, it means some of them are working. The most common job is baby-sitting, followed by newspaper rounds.

35% of 19- and 20-year-olds still live at home.

- ... of the population of Ireland is under 16.
A The majority
B One in four
C Just under half
- ... teenagers are using the Internet.
A A minority
B Over half of
C More and more
- Teens are spending ... their money on clothes.
A around two thirds of
B even less of
C most of
- It is ... teenagers to deliver newspapers.
A quite common for
B the majority of
C about two thirds
- ... of 19- and 20-year-olds are still living at home.
A Roughly a third
B Almost half
C It is common for

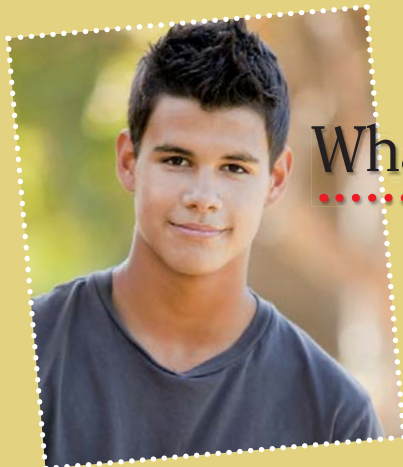
e Complete the sentences. Use the words in the box.

think prefer tend common
majority more lot half

- Almost **half** of British teenagers have cable or satellite TV at home.
- Most teenagers seeing friends to watching TV.
- Boys to play sport often than girls.
- A of teenagers that going to the cinema is better than playing sport.
- On a "boring day", the of teenagers say they watch TV or a video.
- It is quite for teenagers to have a part-time job.

Read

- 5** Pietro is a student from Italy. He is studying in England. Read the interview and match the questions with Pietro's answers. Write A–H in the spaces. There is one question you do not need to use.



What do you think about England?

Actually, my mother has been here for two weeks. She's visiting – I think she's making sure I'm eating properly!

4 You mean fish and chips? You know, I still haven't had any!

Well, I have to say it's not so good here at the school – the sandwiches taste a bit like plastic. I hope they can't hear me in the kitchen! But I'm staying with a really cool family, and I can't say that's not pretty good food. Really – a lot of salads, a lot of pasta. It's not so different from home. Even my mum likes it!

5 Well, yes, there's one thing. I know before I came here that the British like football, but I didn't realise how much! Everyone has a favourite team, and all the girls seem to be in love with

Wayne Rooney. I haven't seen a game yet, but I'll go soon. And I can't believe that here the coffee, and the ice cream – sometimes it's OK, but everywhere you go in Italy it's fantastic.

6 People back home said it was hard to make friends here, but I've only been here for three months and I've already made some really good 'mates', as they say here. At first, people don't want to talk to you much, but then they get to know you, and it's fine.

7 Oh, I don't know. I haven't thought about it yet. If I like it maybe I could stay longer, but I can think about that later. I think I need to take the IELTS test first, so I have to make my English a little better. Who knows, I might never leave!

- A Do you miss your family and friends?
 B Is there anything about this country that surprises you?
 C Do you like the food here?
 D What do you think of the weather?
 E Is it going to be hard for you to study different subjects in another language?
 F How long have you been in Britain, Pietro?
 G How long do you think you'll stay?
 H Some people say that the British can be very cold. What do you think about that?

1 F Since the beginning of summer. I've just finished an English course to prepare me for A-Levels.

2 Well, yes, I suppose it is! But I'm going to take Maths and Computing A-Levels, so maybe my English doesn't need to be perfect!

3 No, not at all! I'm joining – of course I do. It's very difficult when I think about what my friends are doing. Right now they're probably on the beach, having fun without me.

Listen



- 6** Listen to these short interviews with foreigners in Britain and complete the table.

	Reason for being in UK	Likes	Doesn't like
Gözde (Turkish)	.....	.....	<u>weather</u>
Marco (German)	.....	<u>fashion</u>	.....
Chris (American)	<u>holiday</u>	.....	.....
Rebecca (Venezuelan)	.....	.....	.....

Gözde



Marco



Chris



Rebecca

Grammar

Present perfect simple with *for* and *since* (Review)

- 7 a** Look at the examples. Why is the present perfect simple used?

When do we use *for* and when do we use *since*?

My mother **has been** here **since** the beginning of summer.

I **have been** in Britain **for** two weeks.

- b** For each sentence below, two answers are correct and one is incorrect. Cross out the incorrect answer.

- My life has changed since ...
~~more than a month.~~
I met him.
I went to Spain.
- I haven't seen him for ...
a couple of weeks.
such a long time.
I was born.
- I've had this photo for ...
the last six weeks.
most of my life.
the first time I saw you.
- We haven't spoken since ...
Frankie's party.
as long as I can remember.
last Friday.

Present perfect simple with *just*, *already*, *yet* and *still*

- c** Complete the sentences from the text in 5.

- I've finished an English course.
- haven't had any!
- I haven't seen a game
- I've made some really good mates.

- d** Complete the rule.

Rule:

- We use at the end of questions and negative sentences, to show that the speaker is expecting something to happen.
- We use in positive sentences, to say something happened a short time ago.
- We use in the middle of a sentence to say something happened sooner than expected.
- We use in negative sentences before *haven't* / *hasn't* to show a feeling of surprise.

- e** Complete the sentences with *just*, *already*, *yet* or *still*.

- I'm not hungry because I've had lunch.
- I wrote to her last week. She hasn't replied
- I wrote to her last week. She hasn't replied.
- A:** Don't forget to do your homework! **B:** I've done it!
- Has it stopped raining

Present perfect simple with *for*, *since*, *yet* and *already*

- f** Complete the sentences with *for* or *since*.

- Pietro has been in England three months.
- He has studied English he was seven years old.
- His mother has been there with him two weeks.
- He hasn't had any fish and chips he arrived.
- He hasn't had a good cup of coffee he left Italy.
- He has seen his friends such a long time.

- g** Circle the correct answer, A, B or C.

- We ... haven't been to Scotland.
A already **B** still **C** yet
- I've ... come back from Stratford.
A still **B** yet **C** just
- But you've ... seen this film five times!
A yet **B** still **C** already
- Have you ... got here?
A just **B** still **C** yet
- I haven't had a really good ice cream ...
A yet **B** just **C** already
- Have you ... not been on the London Eye?
A already **B** yet **C** still

- h** Rewrite the sentences using the words in brackets.

- We still haven't had our results. (yet)
We haven't had our results yet.
- I've seen this film before. (already)
- I've been doing this course for a week. (since)
- Joy hasn't used her new mobile yet. (still)
- I told you that a few seconds ago! (just)
- You've had that computer since January 2010. (for)
- Your friends still haven't called you. (yet)

Grammar for communication

8 a Work with a partner. Ask and answer *How long...?* questions using the prompts below. Answer with *for* or *since*.

A: What football team do you support, and **how long** have you supported them?
 B: I've supported Bayern Munich **since** I was a baby / **for** a year or two.

best friend clothes hobbies possessions

b Read the list below. Guess if your partner has done these things. Your partner then answers. Use *just*, *already*, *yet* or *still*.

A: I think you've already cooked a meal for your family.
 B: No, not yet. I hate cooking.

Things to do by the age of 16:

- decide what job you want to do
- read a Shakespeare play
- write a love poem for someone
- stay up all night
- travel to every continent
- cook a meal for your family



Pronunciation

The schwa /ə/



9 a Listen to these sentences and check your answers. How do you pronounce the parts in *italics*? Listen again and repeat.

- | | |
|--|--|
| 1 Almost half of British teenagers have cable or satellite TV at home. | 4 A lot of teenagers think that going to the cinema is better than playing sport. |
| 2 Most teenagers prefer being friends to watching TV. | 5 On a "boring day", the majority of teenagers say they watch TV or a video. |
| 3 Boys tend to play sports more often than girls. | 6 It is quite common for teenagers to have a part-time job. |



b Say these sentences aloud. Then listen, check and repeat.

- | | |
|---|---|
| 1 Most of my friends tend to listen to rap. | 3 It's quite common for me to send text messages to my friends. |
| 2 A lot of my friends prefer basketball to football. | 4 More and more teenagers are starting to use the Internet at home. |

Vocabulary

Making new friends

10 Replace the words in *italics* with the correct phrasal verb from the box.

feel left out settled in join in ~~bond with~~ fit in

- 1 Karen's playing with her new puppy. She's trying to *make an emotional connection with it*. **bond with**.....
- 2 What's wrong with you, Sam? Don't you want to *take part in* the game?
- 3 Have you *adapted to your new environment* yet, Steve? You've been here two months now.
- 4 I'm not going out with Harry and his friends anymore. I just don't *feel like I belong*.
- 5 Here's a present for you, Tom. I don't want you to *think you're not being included*.

Bend it like Beckham



Levi Tafari



Talvin Singh



Rishi Rich



Panjabi MC



Cultural influences

Britain has a long history of influence from foreign cultures. The Romans started the trend 2,000 years ago, when they invaded the country. More recently, immigrants have come from war-torn countries such as Iraq, Afghanistan and Bosnia. Some people in Britain are worried that immigration levels are too high, but for each of the last forty years more people have left the country than have immigrated there. Most immigrants these days come from Europe, North America and Australasia, not the poorer countries of Africa and Asia. The black and Asian population of Britain is only 6% of the total population, and over half of these were born in Britain – they are not immigrants.

Many immigrants in the UK live in London, where over 300 different languages are spoken in schools. You might be surprised to learn that there are more people living in London who were born in Germany, Italy, France or Spain than people who were born in Bangladesh or Pakistan.

Bend it like Beckham is the story of an Asian girl living in suburban Britain who wants to play football, not cook traditional Indian food. She joins in with the boys, until she bonds with a girl who plays football for a girls' team. But for young British people, this film is not only about fitting in to a different culture, but also about what it's like to be young, to have parents who don't understand your dreams. *East is East* is another British film comedy about a British Pakistani family in the North of England. People loved it for its accurate representation of life in Britain in the 1970s.

Levi Tafari, one of Britain's best performance poets, was born in Liverpool and raised there by his Jamaican parents.

In the 80s he started attending the *Liverpool 8 Writers' Workshop*, and much of his work back then was clearly influenced by the Rastafarian movement. However, he wanted to reach a wider audience, so he became a so-called Urban Griot, a griot being a traditional storyteller, newscaster and political agitator. His words move to a strong reggae beat and are often very humorous. He has worked with reggae and soul bands as well as with the Royal Liverpool Philharmonic Orchestra. He has performed and led workshops in schools all over Britain. Here's the beginning of his poem 'Weather Report':

Some people don't bring you
the WEATHER REPORT
because the WEATHER don't
gonna be what you thought.
What will happen
from week to week?
I don't know
because the WEATHER is doing the FREAK.

The immigrant population has had a big influence on the British music scene. West Indian culture and music inspired a number of British reggae bands such as UB40 in the 1980s, and in the 1990s Asian artists began to stand out. Cornershop's *Brimful of Asha* was a huge hit, and Talvin Singh became the first Asian to win the Mercury Music Prize. More recently artists such as Rishi Rich and Panjabi MC have successfully mixed traditional Asian Bhangra music with modern dance beats.

Read

11 a Read the text quickly. How many countries are mentioned?

b Read the text again and find this information:

- the original foreign influence on Britain
- three places where people have emigrated from recently because of war
- the number of languages spoken in London schools
- the names of two films about Asian people living in Britain
- the subject of the poem
- the name of a British reggae band

Discussion box

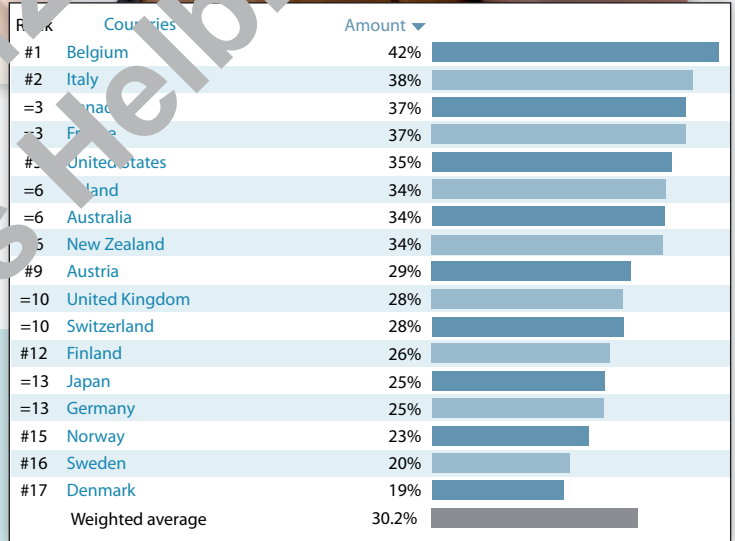
- What other cultures influence music, literature, films and sport in your country?
The biggest influence is ...
There's quite a bit of ...
... is a big influence on ...
- Which country would you like to emigrate to?
I'd love to live in ...
I'd be happy in ...
It must be great to live in ...
I'm happy where I am.



Talking about statistics

Conversational strategy:

- Adding further information



a Look at the bar graph.

b Read this presentation by a student. Underline the parts that refer to statistics.

We had a look at statistics about the number of kids that dislike school and were quite surprised to learn that nearly a third of the students dislike school.

What's more, the first eight countries – as you can see from the graph – are above the 33% level, with Belgium actually coming close to the 50% mark. Looking at the bottom of the bar graph, though, you can see that in Denmark only one in five kids dislikes school, which we think is pretty OK. But **apart from that**, there are a few things that aren't really clear to us.

First of all, we don't know anything about the age group being interviewed. **Furthermore**, we don't know what the percentage looks like when you split the statistics into male and female. **In addition** it might be quite interesting to know at what time in the school year the kids were interviewed.

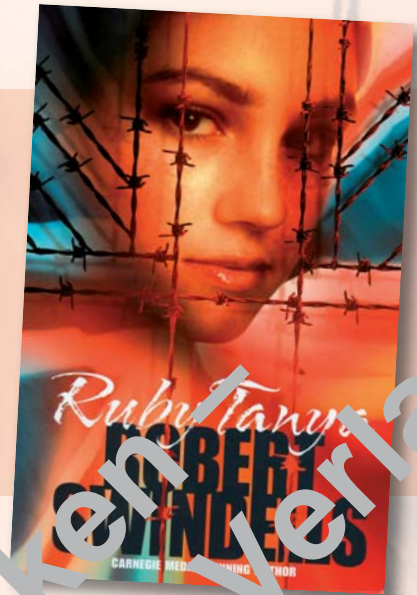
To sum up – we were quite surprised by the results, but we think some more details are needed to make this a really good piece of information.

c Work in groups of four. Research a topic, choose a speaker and present your findings in class. Before your presentation, look at the language in **b** again. Also use some of the expressions in italics to structure your talk. For a list of possible topics see www.nationmaster.com.

Ruby Tanya

by Robert Swindells (a novel)

This is a story about two friends, Asra, an asylum seeker from an unnamed Eastern European country, and Ruby Tanya, the daughter of a local man who is campaigning against asylum seekers in his town. During an explosion at the girls' school, a young teacher is killed. The asylum seekers at the local camp are blamed; Ruby Tanya, however, stands by Asra, and in the end the case is solved.



a Quickly scan the text and find what Ruby, her mum and her dad think about asylum seekers.

The bomb went off when we were all outside waiting for the prince, so that was lucky. He wasn't coming to see us: he had to drive through Tipton Lacey to get to the camp and the road goes right past the school, that's all. He was at the camp at half past two, so he'd passed a few minutes before. At quarter past, the teachers gave us a little flag each and lined us up along the fence, which is only three metres from the road. I felt such a plonker* I wished it was three miles.

My dad loves the royal. He says they're part of what makes England the best country in the world. Mum quite likes them too, even though her mum, a nannie who says royal's a rip-off*. We went to Buckingham Palace loads of times when I was younger. Outside it, I mean. We never actually went in. We went to Sandringham too, and Windsor and Balmoral. Dad once thumped* somebody in a pub for calling the Queen a parasite. Two policemen came to the house. Mum thought they'd come to take him to prison, but they just talked to him for a few minutes. I had to go up to my room so I don't know what they said, but I was a bit disappointed when I saw them leave without him.

He's not so chuffed* about today's visit though, because he doesn't like asylum seekers. At breakfast he says, What's he visiting that scruffy* camp for? He'd be better off looking round the

village, popping into school, seeing how packed it is now *their* seats've taken over. Dad reckons the school will start going downhill because of the asylum seekers' kids.

Mum says everything'd be cool if we let real 35
asylum seekers stay and sent economic migrants
back. I try not to get involved in their fratching*,
it does my head in.

There weren't any asylum seekers' kids in school that afternoon, which is a shame because that's 40
what started the trouble. They'd all got a half-day off to meet the prince at the camp.

Anyway there we were, the rest of us, lined up waiting with our little Union Jacks*, and suddenly there's this terrific bang. Not just a 45
bang: there was something else, something
invisible that slammed me into the fence and
hurt my ears and took all the air away. I didn't
think, *What the heck was that?* I thought, *Maybe
this is how you feel when a prince goes by.* How sad 50
is that?

Glossary: *plonker = a very stupid person; *rip-off = something that's unusually expensive; *thump = hit very hard; *chuffed = very pleased or happy; *scruffy = dirty and messy; *brat = a child that behaves badly; *fratching = angry discussions; *Union Jack = national flag of the UK

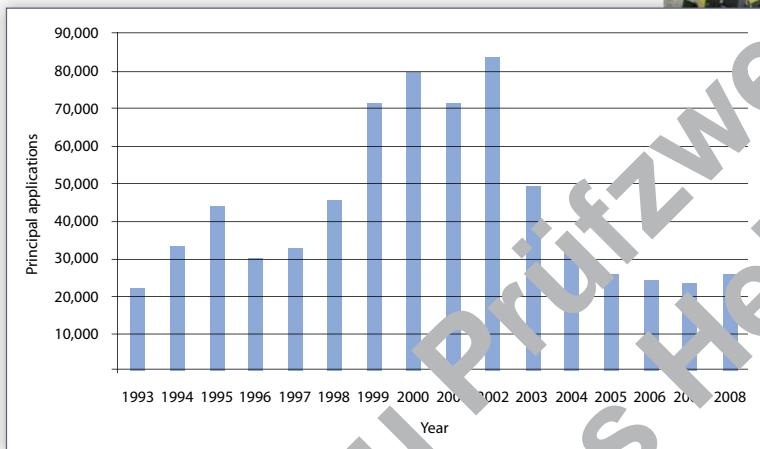
b Read the text again. Find the expressions in the text for the words in italics.

- 1 The bomb *exploded* when we were all waiting.
- 2 The Prince *was expected* to arrive at the camp at half past two.
- 3 The teacher asked us to *form a queue* in front of the fence.
- 4 The Prince should be *briefly visiting* the school.
- 5 Then he can see how *very full* it is.
- 6 Dad thinks the school *will be getting worse and worse*.
- 7 The kids had *a free half-day*.
- 8 There was something that *powerfully pushed* me into the fence.

c Look at the graph about asylum seekers from 1993–2006 in England.

Try to find out from the Internet

- what the graph looks like for your country,
- why there is a sharp drop as of 2003,
- what the most recent figures are like.



d Use your data to discuss the issue of asylum seekers / refugees. Should the number of refugees a country takes in be limited? If so, how?

Here is the official definition of “refugee” from Article 1 of the Convention relating to the Status of Refugees as amended by the 1967 Protocol:

A person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.*

An asylum seeker, however, is defined as a person who wants to be recognised as a refugee.

Glossary: *to avail oneself of sth = to accept an offer or chance

6
CD 1

e In the final chapter of Benjamin Zephaniah’s novel *Refugee Boy*, the protagonist Alem Kelo from Ethiopia gives a little speech. Listen to his speech and do the tasks below.

- 1 Name three places where Alem has stayed in the last year.
- 2 Name three things he mentions that people could call him.
- 3 What does he mean when he says that he “gave up thirteen months of sunshine”?
- 4 What are the “circumstances beyond his control” that brought him to England?
- 5 What helps him to think positively?
- 6 Why is he neither a beggar nor a bogus (something not true or real)?

Competencies

READING

Explosive message

Rapper / R&B star Ms Dynamite has won many (0)... in her short career. She became the first black female (and youngest ever) winner of the Mercury Music Prize in 2002. (1) Other music awards (Q1)... , and then in 2003 she won a different kind of honour – she was named Media Personality of the Year by the Commission for Racial Equality. (2) Of course, the music prizes were very pleasing, but this one was something very (Q2)... to her.

“I’m really happy (Q3)... I’ve won this award. It means a lot that (3) people are noticing that I’m fighting for something positive through my music.”

Ms Dynamite, whose (Q4)... name is Niomi McLean-Daley, is a role- (4) model for today’s multicultural Britain. The songs she writes sound real because they are real – her

own experiences from a difficult childhood. Niomi (Q5)... born in (5) London, but her mother is Scottish and her father Jamaican – he left (Q6)... when she was young, and her mother later became very ill for some time. (6)

It wasn’t easy growing up poor in the city. As a teenager, she had problems at school, and even left home herself for a few months when she was fifteen. (Q7)... , she still managed to get (7) three A-levels she needed to go (8) to (Q8)... , but she decided to try a musical career instead. In her interviews, she often talks about (8) the importance of education and learning about different (Q9)... . When her singing career is over, she wants to be a teacher one day. (9)

READING TIP

Multiple choice cloze

You have probably already done exercises like this before. Remember:

- It is important to think about grammar as well as meaning. In number 0, you can’t say *many money*.
- Try to learn the context of a word. Medals and races are usually connected to sport.
- Learn how words can and can’t combine. In Q2, it’s not possible to say *very fantastic*. In Q7, only one of the choices can be followed by a comma.
- Read the whole sentence to see what kind of word is needed. In Q1, a verb is needed.

M

a Read the text above about the life of a young black singing star. Some words are missing. Choose from the list (A–L) the correct word for each gap (Q1–Q9) in the text. There are two extra words that you should not use. Write your answers in the boxes provided. The first one has been done for you.

- | | | | |
|------------|-----------|----------|--------------|
| A cultures | D special | G singer | J fantastic |
| B however | E real | H home | K followed |
| C was | F awards | I that | L university |

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9

b Write a paragraph about foreign culture.

- What languages are spoken most in your country?
- Are there any famous writers, singers, actors or sports stars living in your country who were not born there?
- Choose another culture and say what you like about it.



Common People Pulp



a Watch the video and put these things in the order you see them.

- man washing window
- man walking dog
- man stealing TV
- men fighting
- people dancing
- man and woman kissing
- woman stacking shelves in supermarket
- woman pushing supermarket trolley



b Listen and complete the gaps.

c Discuss

- 1 What does the woman want the singer to do for her? Why do you think she wants this?
- 2 What is the singer's opinion of her request? Why does he feel this way?
- 3 What does the video show about "common people"?

d Write an email from the woman to the singer once she has heard the song.

She came from ¹..... She had a thirst for knowledge.
She studied ²..... at Saint Martin's College.
That's where I caught her eye.
She told me that her dad was loaded*.
I said, "In that case I'll have a ³..... and coca-cola."
She said, "Fine."
And in ⁴..... seconds time she said,
"I want to live like common people.
I want to do whatever common people do.
I want to sleep with common people.
I want to sleep with common people – like you."
Well, what else could I do –
I said, "I'll see what I can do."

I took her to a ⁵.....
I don't know why, but I had to start it somewhere.
So it started there.
I said, "Pretend* you've got a ⁶.....
She just laughed and said,
"Oh, you're so ⁷....."
I said, "Yeah."
Well, I can't see anyone else ⁸..... in here.
Are you sure you want to live like common people?
You want to see whatever common people see?
You want to sleep with common people?
You want to sleep with common people – like me?"
But she didn't.....
She just smiled and held my ¹⁰.....
"Rent ¹¹..... above a shop.
Cut your ¹²..... and get a job.
¹³..... some fags* and play some pool.
Pretend you never went to ¹⁴.....
But still you'll never get it right,
'Cos when you're laid in ¹⁵..... at night,
Watching roaches* climb the ¹⁶.....,
If you call your ¹⁷....., he could stop it all."

"You'll never live like common people.
You'll never do whatever common people do.
You'll never ¹⁸..... like common people.
You'll never watch your life slide out of view,
And dance and ¹⁹.....,
Because there's nothing else to do."

"Sing along with the common people.
Sing along and it might just get you through.
Laugh along with the common people.
Laugh along even though they're laughing at you
And the ²⁰..... things that you do,
Because you think that ²¹..... is cool."

Glossary: *loaded = very rich; *pretend = behave as if something is true; *fags = cigarettes; *roaches = cockroaches

Language in use

EXAM TIP

Multiple choice cloze

The exercise below is an example of *multiple choice cloze*. For each gap in a text, you are given four choices of words that might fit the gap, and you must select the correct one.

These gaps often test vocabulary – in particular, things like collocation (words that go together, e.g. the verb we use with *an effort is make*), small differences in meanings between words (e.g. *hole / gap / space*) or whether words are followed by a certain preposition (e.g. *apologise for*) or by a gerund or an infinitive, etc.

- First, read the text all the way without trying to complete the sentences. It is important that you get a good idea of what the text is about.
- Next, look at each gap and sentence individually, and see if you can guess the word without looking at the options. If you look at the options and find you are unsure among them, there's a good chance this will be the correct answer.
- Consider all the options carefully. When you have decided on one, make sure it fits with the meaning of the sentence and the grammar.
- If you are unsure, eliminate the options you know are wrong. This will increase your chances of guessing correctly.

M

You are going to read a text about how Turkish people spend their time. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–10) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

TURKEY TODAY

The (0)... of this report is to present what is popular in Turkey. I interviewed ten of my friends and everyone in my family, (Q1)... telephone and internet person. The questions concerned food and free time activities.

With regards to food, well, (Q2)... three of them prefer Turkish food – especially *meze* (lots of small dishes with vegetables in olive oil) – to food from other countries. About two-thirds (Q3)... Turkish fast food restaurants – especially *döner* or *piç* (*kebap* (lamb or chicken with tomato or yoghurt). Over half say their (Q4)... drink is *ayran* (a yoghurt drink).

As far as free time activities are concerned, the (Q5)... of people like hanging (Q6)... with friends and (Q7)... picnics on the beach or in the park. All the adults like (Q8)... to restaurants. (Q9)... than half my friends go shopping every weekend. One (Q10)... ten play computer games every day.

- 0 A want B **aim** C need D target
- Q1 A through B in C on D by
- Q2 A over B on C about D nearly
- Q3 A liked B likes C like D are liking
- Q4 A favourite B best C worst D chosen
- Q5 A majority B most C all D least
- Q6 A in B over C on D out
- Q7 A had B are having C have D having
- Q8 A gone B go C going D goes
- Q9 A About B More C Over D Just
- Q10 A out B of C in D over

0	Q1	Q2	Q3	Q4	Q5
B					

Q6	Q7	Q8	Q9	Q10

Wordwise

Expressions about / in Britain



a Listen to these things you may hear in Britain.

- 1 I know we're late, but we had **to queue up** for hours to get tickets.
- 2 I'm sorry. I really didn't want **to jump the queue!**
- 3 I'll be back in a minute. I'm just **popping out to the corner shop.**
- 4 You can tell it's the World Cup. Everyone's got the **Union Jack** flying from their car!
- 5 Do you want a **kickabout** in the park?
- 6 They have moved out. I think they live in **a semi** in Station Road now.
- 7 We might as well stay in tonight. Do you know **what's on the box?**
- 8 You can't use this here. It's all **3-pin-plugs** in this country.
- 9 **Time to put the kettle on!**
- 10 There are three **curry houses** in this street.

b Match four of the sentences in **a** with the pictures. Write the numbers.



c Look at these short explanations from a travel guide for visitors to Britain. Write numbers 1–10 next to them to match them with the sentences above.

- a If you take your laptop or another electric gadget to the UK, you need an adaptor.
- b People in England are known for waiting patiently in lines at the bus stop, in shops etc.
- c In the bigger towns, you can often find small places (these days often run by people from India or Pakistan) where you can buy food, newspapers or other things. These places are usually open seven days a week and for longer hours (often until 10 or 11 p.m.)
- d This is an informal expression you may hear when someone wants to inquire about programmes on the TV.
- e This is a very frequent expression people use to say "Let's have a cup of tea."
- f Unlike a lot of countries, Britain has a flag with its own name.
- g Over 30% of all the houses in Britain are semi-detached. These are two houses that are built side by side (sharing one wall). They are usually mirror images of each other.
- h The Indian population these days is about 1.5 million. There are about 9,000 Indian restaurants in the UK – about one per 700 people.
- i On Sundays, groups of people often get together to play football for fun in a park.
- j Most people in the UK would regard this as extremely impolite.

2

Communication

Ways of talking

Read

- 1 a** Look at the words in the box. How do they communicate?

whales people and their animals deaf people

- b** Read the article quickly to find the answers to these questions.

- How long have Orlando and German known each other?
- What job do they do?

Sharing Silence

1 Deaf teenagers Orlando Chavez (16) and German Resendiz (17) have been friends since kindergarten. Together the two boys, who go to Escondido High School in California, have had the difficult job of learning in schools where the majority of the students can speak and hear.

2 Orlando lost his hearing at the age of one when he got meningitis*. German was born deaf, and his parents moved from Mexico to find a school where he could learn sign language. He met Orlando on their first day of kindergarten.

3 "We were in a special class with about 25 other deaf kids," German remembers. "Before then, I didn't know I was deaf and that I was different."

4 "Being young and deaf in regular classes was very hard," signs Orlando. "The other kids didn't understand us and we didn't understand them. But we've all grown up together, and today, I'm

popular because I'm deaf. Kids try hard to communicate with me."

5 Some things are still difficult for the two boys. "We can't talk on the phone, so if we need help, we can't call an emergency service," German signs. "And we can't order food in a drive-thru."

6 Despite their difficulties, the two boys have found work putting food in bags at a local supermarket. They got their jobs through a "workability" program, designed for teenagers from local schools with different types of learning disabilities.

7 German has worked in the supermarket since August, and Orlando started in November.

8 "The other people who work here have been very nice to us," Orlando signs. "They even sign sometimes. At first, we were nervous, but we've learned a lot and we're getting better."



9 The opportunity* to earn money has been exciting, both boys said. After high school, they hope to attend the National Technical Institute for the Deaf in New York.

10 "We want good jobs, to get married, have children and to be able to provide for our families," German said. "So we are aware that we need to continue with our education." Orlando wants to work on computers and engines. German would like to be a contractor*. He likes building and painting, and woodwork is his favourite class.

Glossary: *meningitis – Hirnhautentzündung; *opportunity – chance; *contractor – Bauunternehmer/in

Useful words

sign language • communicate • miscommunication • get a message across • deaf • dumb • get in touch
 make contact • text someone • make a phone call • have a chat • miss the point • express yourself (well / badly)
 lost for words • I didn't know what to say • speechless • be a good speaker • gossip • keep in touch • spread the word



C Now listen to the article. Mark the statements **T (True)**, **F (False)** or **NG (Not given)** with a cross . Correct the false statements.

- Orlando and German have both been deaf since they were born.
T **F** **NG**
- As they have become older, it has become easier to communicate with their classmates.
T **F** **NG**
- They say that one of their biggest problems is learning to use a computer.
T **F** **NG**
- The boys got their jobs at the supermarket through a special programme.
T **F** **NG**
- Nobody at the supermarket is able to communicate with them.
T **F** **NG**
- Both boys plan to work in the supermarket after they finish high school.
T **F** **NG**

d Look through the text about Orlando and German again. Find words or phrases that mean:

- more than half the number of people in a group (paragraph 1)
- unable to hear (paragraph 2)
- movements of hands and body that people who cannot speak make to communicate with others (paragraph 2)
- normal (paragraph 4)
- an organisation that helps when there is an accident (e.g. a fire), an illness or a crime (paragraph 5)
- to go to an event or a place (paragraph 9)
- to give a person or people (often from your family) the things they need for living, such as money and food (paragraph 10)
- a person or company that manages the building of a house and organises workers and materials needed to complete the building (paragraph 10)

Discussion box

- German mentions two problems he has. What other problems do you think deaf people have?
They must find it difficult to ...
I imagine they have trouble ...
It can't be easy for them to ...
- How do you think deaf people deal with these problems?
They might ... They would probably ...
They overcome the problem of ... by ...
They deal with ... by ...
- What jobs do you think would be easy for deaf people, and what would be impossible?
They could never ...
... could be no problem at all.
... they could have no trouble at ...
I'd imagine they'd have difficulty ...



Listen

a Listen and take notes of four things to do if you want to communicate with a deaf person.



b Listen again. Complete the following sentences.

- Most deaf people can
- When you want to communicate with a deaf person, make sure
- Covering your mouth while talking means that
- It makes a lot of sense to use
- It is easier for lip readers to understand you if
- When deaf people "talk" and someone interrupts

Grammar

Past simple vs. present perfect simple

3 a Look at these examples. Which of these sentences are in the past simple, and which are in the present perfect simple?

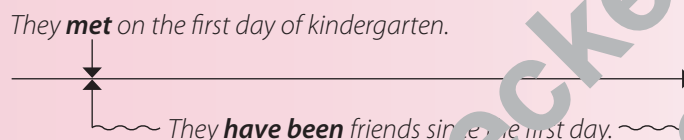
They **have been** friends since kindergarten. German **met** Orlando on their first day of kindergarten.
Orlando **lost** his hearing at the age of one. German **has worked** in the supermarket since August.

b Find other examples in the article in 1b. Underline examples in the past simple. Circle examples in the present perfect simple.

c Complete the rule. Write *past simple* or *present perfect simple*.

Rule:

- Use the to talk about events in the past which are separate from now (the moment of speaking).
- Use the to connect the past and now (the moment of speaking).



Time expressions

d Complete the rule. Write *past simple* or *present perfect simple*.

Rule:

- We use the with expressions such as *last week, a year ago, yesterday* (referring to time completely in the past).
- We often use the with *for* and *since* (the period of time is from the past to now).
- We usually use the with *just, already* and *yet* (words that have a link with now).
- We often use the with *ever* and *never* (referring to any time up to now).

e Complete the text. Use the correct form of the past simple or the present perfect simple.

Sharon Adams ¹..... (leave) university in 2004 and ²..... (get) a job as an English teacher in Sweden. ³..... she (learn) the language? "No, I ⁴..... (not learn) any Swedish while I was there!" she says. Since then, she (work) in four different countries, and she ⁶..... (write) two books for learners of English. Now she's a teacher in São Paulo. ⁷..... she (visit) Rio de Janeiro yet? "Yes, I have. Last year I ⁸..... (spend) a month there, but I ⁹..... (not go) to any other places in Brazil yet. I plan to travel to the Amazon next July, though. I ¹⁰..... (save) \$600 since my last holiday."



f You are going to read a page from the diary of a woman who went to a seminar to learn how to talk to animals. In most of the lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

May 20th: At the horse farm

I arrived here last night. Today we all paid our fee, \$160 for an eight-hour workshop. Then we got to know our trainer, a woman is called Claire.	✓..... 0
"I've had have horses since my childhood," she said. "But it took me a long while to find out that I can understand them! You can to learn this too.	is 00
Animals talk all the time. You just need to learn to listen to them." After breakfast we have worked in pairs. "Close your eyes, think of a message and communicate it through your thoughts," said Claire. I decided to "tell" to my partner that "The mountain is purple." After two minutes of concentration (I got a headache) she told for me what she understood. "It's too hot in here!" Well, never mind, we're here to read the thoughts of animals, not humans! After lunch, we did sat on the grass next to Claire's horses and closed our eyes. Half an hour since later we went back to the house. So what messages did we have read? "It's hot. We like the grass." Do I really need a horse whisperer to learn that a horses like grass?	..... Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12

g Complete the dialogues. Use the past simple or the present perfect simple form of the verbs.

- | | |
|--|---|
| 1 Anton Have you two (meet) before? | 5 Jay you (speak) to Will yesterday? |
| Lauren Yes. We both went (go) to that party last week. | Soraya No, I (not see) him for a couple of days. |
| 2 Setsuko How long you (know) Karen? | 6 Carrie you (buy) Lee's birthday present yet? |
| Andrej We (meet) on the first day of this course. | Jen Yes, I (get) her something in town last night. |
| 3 Callum you (see) any films last weekend? | 7 Shandra When you (learn) to drive? |
| Shayla No. I (not go) to the cinema for ages. | Jack Me? I (never drive) a car in my life. |
| 4 Ramon you (finish) that Harry Potter book yet? | 8 Joe I still (not give) my composition in to the teacher. |
| Tess Oh, yes, I (take) it back to my friend yesterday. | Kelly Oh, I (send) her mine by email yesterday. |

Grammar for communication

4 a Work with a partner. Invent five things to impress them and write them down. Use the present perfect simple with just.

I've just met Eminem.

b Talk to your partner. Student A starts by telling Student B the first sentence. B quickly invents something that happened before, to impress A. Use the past simple.

Oh, really? He invited me to dinner last year, but I couldn't go.

A *I've just bought a new car.*

B *Oh, really? I bought a plane a week ago.*

Write

- 5 a** Read Kylie's text about a person she has known for a long time. Do they see each other now? Read the text quickly to find out.



My friend Rebecca

I have known my friend Rebecca for a long time. We first met at a friend's birthday party five years ago. We found out that we both liked techno, so I invited Rebecca over to my place. We listened to my music together and soon became best friends.

Three years ago, Rebecca's parents invited me to go on holiday with them! It was great. We spent three wonderful weeks in a little cottage in Ireland. Rebecca and I loved walking along the beautiful beach. We took a lot of photos and had a lot of fun.

Two years ago I spent a week in hospital and Rebecca came to see me every day. But then, last year, Rebecca's father changed his job, and they moved to another town. Since then we haven't seen each other very much, but we've talked on the phone and we've written emails to each other.

- b** Kylie uses two tenses in her text. Which are they? Underline them in different colours.

- c** Think of a person you have known for a long time. Write about when you first met them and about some of the things you did together. Use Kylie's text to help you. Write around 150 words.

- d** Imagine the following situation, then read the questions and think of possible answers. Write a text of around 300 words.

One morning Claire found a dog in her garden. She liked it so much that she wanted to keep it. Her parents were against it, so Claire hid the dog in the garden shed and told her parents that the owner had come for their dog and taken it with him. Claire regularly took food and water to the dog.



- 1 What did Claire notice one morning when she gave the dog its food?
- 2 Why did she tell her friend about it?
- 3 What happened when Claire and her dog went to see a "dog whisperer"?
- 4 What did the dog whisperer tell Claire?
- 5 How did she react?
- 6 What happened in the end?

Vocabulary

Body language

10
CD 1

6 a Match the words with the pictures. Write 1–10 in the boxes. Then listen, check and repeat.

- 1 look nervous
- 2 gesture
- 3 avoid eye contact
- 4 give someone a warm smile
- 5 lean forward
- 6 make eye contact
- 7 cross your arms
- 8 nod your head
- 9 sit back
- 10 raise your eyebrows



b Work with a partner. Tick (✓) the things in a you think help communication and cross (X) the ones that do not help communication.

M

11
CD 1

c You are going to listen to an interview with a psychologist. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions Q1–5. Put a cross (X) in the correct box. The first one has been done for you. After the second listening, you will have 45 seconds to check your answers.

- Q0 If someone crosses their arms, it could mean that they
- | | | | | |
|------------------------------------|-------------------------------------|-----------------------------|------------------------------------|--------------------------|
| A don't like you. | <input type="checkbox"/> | Q3 Mirroring works because: | A we like people who look like us. | <input type="checkbox"/> |
| B are bored with the conversation. | <input checked="" type="checkbox"/> | | B it's easy. | <input type="checkbox"/> |
| C are cool. | <input checked="" type="checkbox"/> | | C it's friendly. | <input type="checkbox"/> |
| D really like you. | <input type="checkbox"/> | | D we like people who look good. | <input type="checkbox"/> |
- Q1 90% of what we say.
- | | | | | |
|-----------------------------------|--------------------------|-------------------------|-------------------------------------|--------------------------|
| A is nonsense. | <input type="checkbox"/> | Q4 The "eyebrow flash": | A takes about five seconds to do. | <input type="checkbox"/> |
| B is interesting. | <input type="checkbox"/> | | B is a friendly greeting. | <input type="checkbox"/> |
| C is done with our body language. | <input type="checkbox"/> | | C shows that we don't like someone. | <input type="checkbox"/> |
| D is immediately forgotten. | <input type="checkbox"/> | | D is difficult to learn. | <input type="checkbox"/> |
- Q2 Mirroring is an example of how to:
- | | | | | |
|-----------------------|--------------------------|--|----------------------------------|--------------------------|
| A communicate better. | <input type="checkbox"/> | Q5 The most important thing we can do to make people like us is: | A give them money. | <input type="checkbox"/> |
| B make someone angry. | <input type="checkbox"/> | | B smile at them. | <input type="checkbox"/> |
| C annoy people. | <input type="checkbox"/> | | C make body contact with them. | <input type="checkbox"/> |
| D look better. | <input type="checkbox"/> | | D use the "eyebrow flash" often. | <input type="checkbox"/> |



Vocabulary

say and tell

7 a Can you remember? All these sentences were said in the interview in 6c. Complete the sentences, using the correct form of *say* or *tell*.

- If one person leans forward to something, the other one leans forward too.
- Can you us another secret?
- Well, when you meet someone you like, raise your eyebrows for up to one second – in this way your body is “.....” the other person that you like them.
- Before we “good-bye” – any other tricks you can our listeners about?
- Their bodies , “I hear you, I like you.”



b Listen to the interview again and check your answers.

c Complete the sentences. Use the correct form of *say* and the words in the box.

a prayer	(it) out loud
thank you	soy
(it) again	goodbye

- Don't leave someone until you have
- When people talk to God, they
- When someone has done something for you, you should
- When you have hurt somebody, you can make it better by
- When you say what you're thinking so that people can hear, you
- If someone didn't hear you, it helps to

d Complete these expressions by using the correct tense of *tell* with one of the words below.

a lie	a secret	the truth	the time
a joke	a story	someone off	the difference

- My friend told me a joke yesterday – it was very funny, but now I can't remember it!
- My watch has broken. Can you me , please?
- One day when I was little, I my parents and they were very angry.
- Can you between an American accent and a British accent?
- My teacher was so angry with me. She really me
- He says he's won medals for tennis, but I don't think he's

- I'm going to you Do you promise not to tell anyone else?
- When I was little, my father used to me every night before I went to sleep.



e Work with a partner. Student B: Turn to page 174. Student A: Complete the questions with *say* or *tell*. Then ask your partner the questions. You start.

- Did your parents always make you “please” and “thank you” when you were younger?
- How many times have you “I love you”?
- Can you me a funny joke?
- Can you what you did on your last three birthdays?
- When was the last time you a lie, and what was it?

Communication



A monologue

Conversational strategies:

- playing for time
- rephrasing

a In which of these sentences is the speaker playing for time? In which is the speaker rephrasing something?

- a** You know, I wasn't too happy with what I saw.

b I wasn't happy with what I saw.
- a** Well, I didn't know what to do actually.

b I didn't know what to do.
- a** It was freezing, we couldn't stay outside for longer than 10 minutes, it was so cold.

b It was freezing.

b Read about a student talking about an experience. For each of the parts of speech in italics, decide if the speaker is playing for time or rephrasing something that was said before.

c Work with a partner.

Students: Choose one of the topics in the box below. Talk to your partner about it for one minute. Use the conversation strategies you have learnt here. Then swap roles.

- something you bought recently
- an interesting film
- a visit you made or a visitor you had
- an interesting place you saw recently

We play for time to make what we say more fluent. Words like *actually*, *you know*, *well* are used to avoid pauses.

We rephrase what we have said to give an example or to make sure the other person understands what we mean.

So, what I'd like to talk about is a trip I recently took. It was a couple of weekends ago, and I was just hanging around. *I didn't know what to do really.* Anyway, this friend of mine called, Gerry, who I hadn't seen for quite some time. He asked me if I wanted to join him. ⁵ *Well*, I wasn't too keen at first, but then he said that he was going canoeing. That sounded really cool, *you know*. I quite like sports, *actually*, and especially anything that's got to do with water – *snorkelling, swimming, diving*, those kinds of things. *Well*, to cut a long story short, Gerry is a ¹⁰ member of a canoeing club, and they go to this fantastic mountain river every weekend. A wonderful place, crystal clear water. There are no cars. *All you hear is the sound of water.* What was I going to say? Oh, I know. I just wanted to mention that it wasn't easy for me at first. The others were ¹⁵ all rather experienced, *you know, they had been canoeing for years.* But Gerry was really helpful, and it didn't take me long ²⁰ to learn how to use the paddles. *Anyway*, it was a great day and I decided I should *actually* ... ”



1 a Before you read, quickly look through the text and try to find the answers to these questions:

- 1 What names does the author mention for people who are fascinated with words.
- 2 What two examples does the author give of words that became known worldwide from one day to the next?

b Read the text and check your answers.

Wordsmithery

We live in a universe of words, and we know it. We even have names for those who are aware that they live in this universe and who have become mildly or seriously obsessed by it. We call them wordsmiths, word-buffs, wordaholics. We feed their obsession by publishing books of word games, putting word puzzles in newspapers, playing word games on radio or television, and setting up word websites. There are now thousands of places on the internet where they can indulge themselves. World Wide Web was a misnomer*. It should have been Word Wide Web.

My pronouns are wrong. We call them wordsmiths. There is no "us" and "them" in the universe of words. We are all wordsmiths. I have never met anyone without an interest in words. For some, it is the words that turn up in a local dialect. Or the curious formations that their children invent. Or the new words they meet when they travel abroad. Or the unusual history of a word's meaning. Or a word they especially like or dislike. Or the meaning of their name, or their child's name, or the name of the place where they live. For most of us, it is all of these things, and much more besides.

Wordsmithery – or lexicology, as linguists call it – is a fascination that demands regular and repeated treatment. There are so many words that no one book or broadcast can deal with everything. And even if, through some magic, it was possible to present an account of all the words in a language today, the book would be out-of-date by tomorrow. Language changes.

Words change. Our feelings about words change. And not just over long periods of time. It need only take a day. On 3 October 1957, ask anyone what a "sputnik" was, and they would have been mystified. A day later, the word was on everybody's lips. These days, of course, the internet can send a new word around the world in a matter of minutes. [The meaning of] *Ground Zero* [changed radically] by the evening of September 11 2001. [...]



Words are perceived* as special, magical, sacred – and personal names even more so. In the beginning, it seems everywhere, was the word. [...]

Words for and against

The paradoxes presented by words are well represented in any selection of the world's proverbs.

Proverbs in favour of words

A word is medicine to the wise. (Telugu)

Words have no boundaries. (Bulgarian)

Words are sounds of the heart. (Chinese)

There is nothing one goes to meet with more pleasure than the word. (Rwandan)

A word spoken at the right moment is like a golden apple on a silver dish. (Selesian)

Proverbs against words

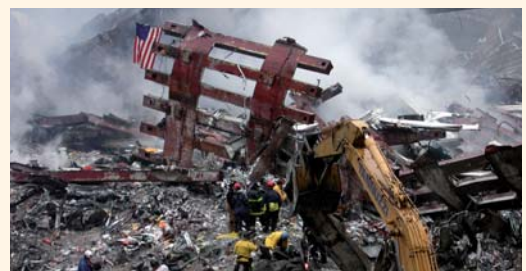
Words and feathers are tossed* by the wind. (Spanish)

The poison of a word is a word. (Swahili)

A good word does much, but does not fill the fasting. (Norwegian)

Words are but sands; 'tis money buys lands. (Italian)

Glossary: **indulge oneself* = have a good time; **misnomer* = wrong name; **perceive* = see, understand; **toss* = throw in the air



C Write one sentence of not more than 10 words to sum up each of the first three and the last paragraphs of the text.

Discussion box

1 According to the text, everybody is a wordsmith. Do you agree? Why / Why not? Give examples.

I agree with ... because ...

I'm not sure about ...

He's got a point when he says ...

I can't agree with him when he says ...

2 What words can you think of that have become well-known only recently?

... is a fairly modern word.

One good example might be ...

I can't think of anything right now.

Tip

Using appropriate language

- When you learn new words and phrases, it is important to know if the language is formal or informal. For example, it is not appropriate to end a letter requesting information about a course with "Take care". At the same time, you can sound too formal if you write "Yours faithfully" in an email to someone you met on a school exchange programme.

- Phrasal verbs are usually, but not always, more informal ways of saying something. It is fine to say to a friend "Let's meet up sometime", but in a formal situation it would be better to say "I would like to arrange an appointment for ...".

2 a Read the dialogue and **circle** the correct answers.

Zoë Hey! Carl, is that you? Wow, long time ¹so good / no see / nice seeing you!

Carl Hiya, Zoë. ²Anyway / How's things / Nice seeing you? Are you still at school?

Zoë Yeah, but I go to Manchester University in September.

Carl Great! Are you still seeing that guy from Manchester, what's his name ...?

Zoë Kevin Riley? No, we broke up a while ago. And he's gone to London now. ³Anyway / All right, mate / How's things what are you doing these days?

Carl I'm at Liverpool Uni. That's not too far away from Manchester.

Zoë Right! Oh, he's on my bus. ⁴Take care, / I've got to be going. / ... right, mate. It was ⁵really nice / seeing / talking / taking care of you again, Carl.

b For each of the phrases below, write I (Informal) or F (Formal).

- | | | |
|-----|---|--------------------------|
| 1 a | By the way, ... | <input type="checkbox"/> |
| b | On a separate matter, ... | <input type="checkbox"/> |
| 2 a | Carry on there's anything you need to know. | <input type="checkbox"/> |
| b | Please contact me if you require further information. | <input type="checkbox"/> |
| 3 a | Hello, how are you? | <input type="checkbox"/> |
| b | All right mate? | <input type="checkbox"/> |
| 4 a | Thank you for your reply. | <input type="checkbox"/> |
| b | It was great to hear back from you. | <input type="checkbox"/> |
| 5 a | I haven't heard from you for ages. | <input type="checkbox"/> |
| b | It has been some time since our last communication. | <input type="checkbox"/> |

Pronunciation

Sentence stress: rhythm in questions

3 a Read the sentences. **Underline** the words that are stressed. Sometimes there is more than one possibility.

- How long have you had it?
- When did you move?
- What film did you see?
- How long did you live there?
- When did you start working there?
- How long have you been here?



b Listen, check and repeat.



Writing an email

a Read this email to Joanne from her friend Lauren.

Hey girl!
 Just a quick email to tell you I'm still alive! Mum said I can't use my phone this month, 'cos I spent too much last month.
 Oh, well. Listen – email me back.
 – How's your week been?
 – Any luck with finding a job?
 – Things OK with Matt?
 – Ian Finch's party!! It's tomorrow night. Are we meeting there?
 – Any other news I should know about?
 Write back soon!
 Love, Lauren

b Read Joanne's reply. Does she answer all of Lauren's questions? What is wrong with the underlined phrases?

¹ Dear Ms Stephens,
 How's things? Sorry to hear about your 'phone problem! How are you going to survive without your mobile? Anyway, my week's been OK – the usual stuff at college. I think I'll stay, though. I can't find any music jobs except working in the megastore at the shopping centre, and ² that's not a suitable option for the rest of my life.
³ My relationship with Matt is moving ahead well – he's been really sweet recently. ⁴ The decision has not been made regarding going to university next year. I think he should go, even if it means we'll be apart. Decisions, decisions!
⁵ With reference to Ian's party – we could meet up before, if you want. How about Starblast Coffee at 7:00?
 Guess who we bumped into today? Ben Davis is back from Hong Kong. He seems a bit unhappy – his parents have broken up and he's not sure what he wants to do. He's coming to the party. You used to like Ben, didn't you?
⁶ Yours faithfully,
 Love Jo

WRITING TIP

Using appropriate language

When you write a letter or an email, it is very important to choose language that is appropriate for the reader.

- Think about who the letter is for. If it is someone you already know (a friend or a penfriend, for example), then your language can be more simple and informal.
- Make sure you include all the information you are asked to include, in a natural way.
- When you learn new words and expressions, ask your teacher if they are formal or informal, so you'll know when or when not to use them.

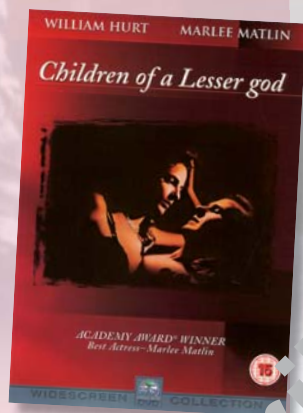
c Replace the underlined phrases in **b** with phrases a–f below. Write 1–6 in the boxes.

- a Things are going well with Matt
- b So, about
- c Hi, Lauren
- d He's still not sure about
- e Take care
- f I don't really want to do that

d Write a similar 120-word email from Zoë to another friend using information from dialogue **a** on page 29.

Children of a Lesser God (1980)

Based upon a play by Mark Medoff, the sensitive, intelligent film deals with an unorthodox speech teacher at a school for the deaf, who falls in love with a beautiful and rebellious ex-student. Inarguably romantic, the original stage production won the Best Play Tony in 1980. Hurt and Madlin reportedly continued their romance off-screen as well.



FILM WORK

Shots

The scene starts with a panning* shot and close-ups. Look at the following basic overview of shots and analyse what kind of shot dominate in this scene. Why do you think the director used these particular shots?



Extreme Long Shot (ELS): A subject is placed well within its setting



Long Shot (LS): Usually a subject seen in full (i.e. from head to toe)



Mid Shot (MS): Shows some part of the subject in more detail (e.g. top of head to waist)



Close-Up (CU): Close enough to see details without losing sense of the whole (e.g. chest to top of head)



Extreme Close-Up (ECU): So close that only part of the subject is in view (e.g. eyes, mouth)

In this scene there are also a lot of Point-of-View Shots (POVs; show a view from the subject's perspective). Find two and try to explain why the director used this type of shot.

Glossary: *pan = when the camera moves across a scene or follows the person or thing being filmed



The following scene shows the first lesson the young teacher, James Leeds (William Hurt), gives.

Watch the scene and discuss the following questions in groups:

- 1 How does the teacher try to involve the kids?
- 2 What type of kids does the teacher face?
- 3 Who does he not involve? Why not?
- 4 Is he successful in his approach or not? Why?
- 5 What is unusual about his lesson beginning? Why do we know that?
- 6 Explain the trick the teacher plays upon the kids.
- 7 Explain what is humorous about the scene.
- 8 Can you think of unusual lesson beginnings for one of your lessons? Decide on an unusual beginning and act it out.

Language in use

EXAM TIP

Word formation

In these exercises, you have to change a word that is given and put it into a form that fits a gap in a sentence. Here is an example:

The bed was very ⁰..... (*comfort*), so I didn't sleep at all the whole night.

- First, read the sentence carefully to get an understanding of what it says. (Example: the sentence is about a bed and about someone who didn't sleep well.)
- Look at the gap – what kind of word is missing? Is it a verb? a noun? an adjective? ... (Example: the missing word is an adjective. We know this because of the word *very* before the gap.)
- Now look at the word in italics in brackets. What word(s) of the right kind can be formed from it? (Example: adjectives *comfortable* and *uncomfortable*.)
- If you can form more than one word – which one fits the meaning of the sentence? (Example: the person didn't sleep at all, so the bed was *uncomfortable*.)

To do these exercises well, you need to learn about things like:

- prefixes (*un-*, *dis-*, *im-* etc.)
- suffixes (*-ation*, *-able*, *-ive* etc.)

You also need to try to remember the different forms of words you learn, for example:

different – *to differ* – *the difference* – *difference* – *to differ* – *difference*

In each sentence there is a word missing. Use the word in brackets to form a word that fits the gap (1–10). The first one has been done for you.



- The bed was very ⁰..... (*comfort*), so I didn't sleep at all the whole night.
- Sit in this chair – it's much more ¹..... (*comfort*) than the other one.
- When I grow up, I want to be a ²..... (*farm*) like my father.
- The book is a ³..... (*translate*) from German into English.
- Oxfam is a big ⁴..... (*organise*) that helps hungry people around the world.
- I don't think a person's ⁵..... (*nation*) tells you anything about them.
- What's the ⁶..... (*differ*) between an ape and a monkey?
- This coat is very thin – it won't give you much ⁷..... (*protect*) against the cold.
- My grandfather was an important ⁸..... (*politics*) in our country.
- She's an artist and a very ⁹..... (*create*) person.
- This watch is very old and very ¹⁰..... (*value*).

Write your answers here:

- 0 uncomfortable.....
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Wordwise

Phrases with *talk* and *speak*



a Match the sentences and pictures.

- Our teacher was really angry with Alex because he **talked back** to her.
- It's hard to talk to Paul – he **talks nonsense** all the time!
- My mum and dad work in the same bank, and in the evening they **talk shop** all the time!
- This is great! **Talk about** exciting – it's just fantastic!
- Sorry, but we can't hear you at the back of the room. Can you **speak up**, please?
- I'm sure Sally isn't coming to the party. Oh, I **spoke too soon** – here she is!
- Look, Tom, I'm going to **speak my mind**, OK? That hat looks ridiculous.
- I've been to Greece lots of times – but I still can't **speak a word of** Greek!

b Match the phrases and the definitions.

- | | | |
|--|--------------------------|---|
| 1 to talk back | <input type="checkbox"/> | a to talk about your job or the people you work with, even when you are not at work |
| 2 to talk nonsense | <input type="checkbox"/> | b to say strongly and directly what you think about something |
| 3 to talk shop | <input type="checkbox"/> | c to say things which are silly and / or not true |
| 4 Talk about (boring)! | <input type="checkbox"/> | d can't say anything in a foreign language |
| 5 to speak up | <input type="checkbox"/> | e to speak more loudly, so that other people can hear |
| 6 to speak too soon | <input type="checkbox"/> | f an expression used to emphasise the adjective you are using |
| 7 to speak (your) mind | <input type="checkbox"/> | g to reply in a rude way to someone you should be polite to |
| 8 (I) can't speak a word of (a language) | <input type="checkbox"/> | h to say something which you quickly see is not true |



c Complete the two mini-dialogues. Use phrases from b. Then listen and check.

- A John** Did you see that documentary last night? boring!
- Sally** Sorry John, I can't hear you.
- John** I said – last night's documentary was really boring.
- Sally** What? It was brilliant. You know John, sometimes you really
- John** What? You know Sally, that's not a nice thing to say.
- Sally** Well you know me, John, I say what I think – I always
- B Jim** Are Mike and Annie coming to the party?
- Anne** I hope not. You know they're both lawyers? Well, they all the time.
- Paul** Well, I don't think they'll be coming – not together anyway.
- Anne** Oh, you ! They're coming up to the front door!
- Jim** Quick, let's all start football. They hate football – so they won't come and talk to us!

3

Relationships (1)

A true friend

Speak

1 **a** Do you know any stories, films, TV programmes or cartoons that involve dogs or other animals?

b Match the phrases with the pictures. Write 1–5 in the boxes.



- 1 someone patting a dog on the head
- 2 someone dreaming of apple pie
- 3 a dog barking
- 4 someone coming out of a train station
- 5 a man fighting in a war



c Work with a partner. Look at the pictures again and put them in order to tell the first part of the story.

d Read and check your ideas in 1c.

Old Shep

After two years fighting in the war, Hugh Davis was finally going home. As the train was travelling through the hills and valleys of Kentucky, Hugh thought of his mother's home-made apple pie and his faithful* old dog Shep lying beside the fire.

It was already dark when the train arrived at the local station. It was raining hard and a strong wind was blowing. When Hugh came out of the railway station, Shep was there waiting for him. The man and the dog were happy to see each other. Hugh patted his dog on the head and together they started the three-mile walk home.

While they were walking, the storm got worse, and Hugh decided to take a short cut home, across the bridge over the river. As soon as he started to cross the bridge, Shep started barking loudly. Hugh stopped and looked round at Shep, but the dog kept barking furiously. Then Hugh looked down at the bridge.

Glossary: *faithful = loyal

e What do you think happened next? How do you think the story ends?

Useful words

get along with someone • make friends with • friendship • best friends • an old friend • a close friend • loyal
 an acquaintance • colleague • mate • fair-weather friend • stranger • companion • get on well with • good company
 not on speaking terms • fun to be with • easy to get on with • have a good relationship • a love / hate relationship

f Read the second part of the story. What happened in the end?

When Hugh looked down, he saw that the middle part of the bridge had fallen into the river, and he could see the cold, fast-flowing water 30 metres below. When he turned round to thank Shep for saving his life, the dog had disappeared into the darkness.

When Hugh finally got home, his mother was waiting at the door to welcome him. They hugged each other and then sat down for supper. His mother had cooked him a wonderful dinner and had also made his favourite dessert – apple pie. While he was eating, Hugh told her how Shep had saved his life. Then he looked up at his mother: her face had gone white.

“When you left to fight in the war,” she said, “it broke the dog’s heart. Shep died two years ago, son.”



9 Listen to a girl telling the story of Old Shep. Write the five things that are different from the story you read.

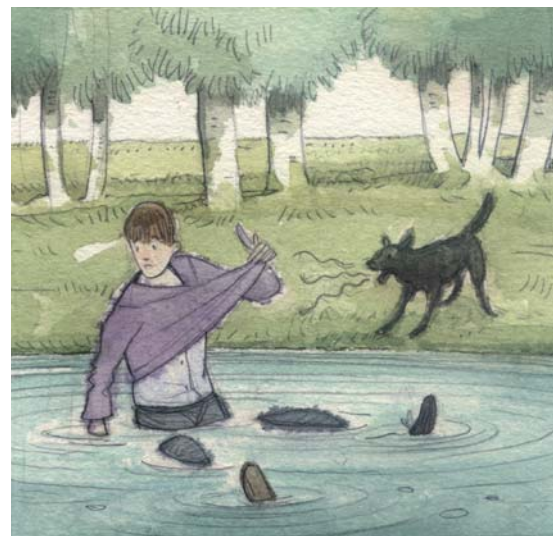
- 1 3 5
 2 4

h Look in both parts of the text and find words that mean:

- 1 reliable and loyal 4 quick (describing the water in a river)
 2 a route to make a journey quicker 5 not bought from a shop
 3 madly / wildly 6 the noise a dog makes

i Use the words in 1h to complete the sentences. There is one you won't use.

It was late and I had five minutes to get home before dinner so I decided to take a ¹ across the stream. I took off my shoes. The water was cold and quite ² but it wasn't very deep so there was no danger. I got to the other side when I heard a noise. I looked up and saw a dog ³ at me. I shouted and waved ⁴ at it but it didn't want to let me pass. I had to go back across the stream. Unfortunately as I was crossing the stream I fell in. I arrived home wet and half an hour late. On the table was my favourite dinner – ⁵ chicken pie and chips. Luckily there was still some left. Suddenly life didn't seem so bad.



Grammar

Past simple vs. past continuous (Review)

2 a Look at these two sentences from the story of Old Shep. Which verbs are in the past simple? Which verbs are in the past continuous?

When Hugh **came** out of the railway station, Shep **was waiting** for him. While they **were walking**, the storm **got** worse.

b Find other examples like this from the text, and underline them. Then complete the rule. Write *past simple, past continuous, when, and while*.

Rule:

- We use the for an action that happened at one moment in the past. We often use with this tense.
- We use the for a background action or description in the past. We often use with this tense.

c Complete the sentences with the correct form of the verb.

- My brother was climbing a tree when he fell and broke his leg. (*climb, fall*)
- While my parents home, we a DVD. (*come, watch*)
- Jordan while my sister some homework. (*phone, do*)
- While I tennis, a ball me in the eye. (*play, hit*)
- Kimberley the web when she a great new site. (*surf, find*)
- While we on the beach, it to rain. (*walk, start*)

Time conjunctions: as / then / as soon as

Rule:

There are some other words that we often use with past simple or past continuous.

- as (= while)
As the train was travelling through the hills and valleys of Kentucky ...
- as soon as (= at exactly the same moment)
As soon as Hugh started to cross the bridge, Shep started barking.
- then (= the next moment)
Then Hugh looked down at the bridge.

d Connect the sentences to make a story, using the word in brackets. Change the order of the sentence halves if necessary.

- I left the cinema. I started walking home. (*when*)
I left the cinema, then I started walking home.
- I was walking. I heard a strange noise above me. (*while*)
- I was looking up. Something hit me on the head. (*as*)
- The thing hit me. Everything went black. (*as soon as*)
- I was lying in a hospital bed. I woke up. (*when*)
- I rang the bell. A nurse came to talk to me. (*as soon as*)
- The nurse was talking to me. I fell in love with her. (*while*)

Grammar for communication

3 a Complete the dialogue with the correct form of the verb.

Lee Hey, Frances. I hear you played your first concert last night. How was it?

Frances It was OK. The audience ¹ liked (like) it, I think. But we ² (have) some problems!

Lee Really? What ³ (happen)?

Frances Well, as I ⁴ (sing) the fourth song, all the lights suddenly ⁵ (go) out!

Lee Oh no! What ⁶ (you do)?

Frances The audience sat in the dark and I carried on singing!

Lee Wow! Well done – that was pretty cool of you.

Frances Oh, that was nothing. As soon as the lights ⁷ (come) back on, I realised my microphone ⁸ (not work)! So while the guys ⁹ (fix) the microphone, the band played on, and when it was fixed I ¹⁰ (start) singing again. No problem!

b Work with a partner. Think of similar situations. Work out the dialogues and act them out.

Grammar

Past simple vs. past perfect simple

4 a Look at these two sentences from the story on pp. 34 / 35. Answer the questions.

He saw that the middle part of the bridge **had fallen** into the river.

When he **turned** round to thank Shep for saving his life, the dog **had disappeared** into the darkness.

- 1 Did the bridge fall into the river when Hugh looked down, or before?
- 2 Did Shep disappear when Hugh turned round, or before he turned round?

b Find other examples of the past perfect simple in the story on pp. 34 / 35 and underline them. Then complete the rule.

Rule:

- We use the to talk about an event that took place at a particular time in the past.
- We use the when we need to make it clear that an event took place before another past event.

c Complete the sentences with the correct form of the verbs.

- 1 When Mike at the station, the train
(arrive, leave)
- 2 The programme when Tessa or the TV. (finish, turn)
- 3 When they home, the dog their dinner. (get, eat)
- 4 Everybody home when they to the party. (go, get)
- 5 As soon as my hand in my pocket, I knew my wallet at home. (put, leave)
- 6 I his face before but I where. (see, not know)
- 7 We the front door when the telephone (just, lock, ring)
- 8 When I how angry she was, I realised I a mistake. (see, make)

M

d You are going to read a text about the American TV show *Friends*. In most of the lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

Friends is still ~~being~~ one of the most popular TV shows in the world, even after they stopped making it in 2004. The show had had three previous names before it had become simply *Friends*: *Friends Like Us*, *Across The Hall* and *Six Of One*, but in the end one word was been enough. Apart from the main six characters, the only other person to appear in fifteen years that they have made the show was Gunter, the coffee shop server. He was having the only person that knew how to operate a cappuccino machine.

Why was the show so popular? It was being usually well-written and funny, of course, but what has kept fans watching for more than a decade is possibly the fact that the group of six always did stayed friends, no matter what were problems the characters had on screen, or the actors had in real life.

being	0
✓	00
.....	Q1
.....	Q2
.....	Q3
.....	Q4
.....	Q5
.....	Q6
.....	Q7
.....	Q8
.....	Q9

Vocabulary

5 a Read the questionnaire and answer the questions. Mark your answer with a cross .



Are you a loyal friend?

TRY THIS AND SEE



1 Your friend has asked you to go to a party, but you want to watch something really good on TV. Do you:

- a say you'll go to the party, but let your friend down by staying in and watching TV instead?
- b go to the party anyway?
- c tell your friend the truth and stay at home – you get on well with them, so it's no problem?

2 You hear people saying that a friend of yours has done something bad. Do you:

- a not speak to your friend the next time you see them?
- b carry on as normal and wait for your friend to explain?
- c stick up for* your friend, saying that they would never do anything like that?

3 Your friend asks to borrow your homework for the second time in a week. Do you:

- a tell your teacher – you can't let friends copy like that?
- b let them copy, of course?
- c refuse, but try to help your friend to do their own work?



4 Your friend has done something wrong, but people think it was you that did it. Do you:

- a tell on your friend, so that they get into trouble, not you?
- b just say you did it and stand by your friend; they would do the same for you?
- c do your best to explain it wasn't you, and hope no one finds out that it was your friend?

5 Your friend is late meeting you at the cinema, and the film has already begun. Do you:

- a go home angrily, and fall out with your friend – that's the last time you'll invite them out!
- b know that your friend always has a good reason, and forget about it?
- c see the film anyway and, afterwards, try to find out what happened?



6 Your friend asks you to lie to their parents about where they were last night. Do you:

- a tell their parents the truth – you can't let your friend lie to their parents?
- b lie for them, of course?
- c ask them why and then decide if you agree with their reasons?

7 You've promised to meet friend A to go shopping but friend B has just phoned to invite you to do something better. Do you:

- a let friend A down and not go shopping?
- b keep to your original arrangement and go shopping?
- c phone friend A and explain the situation – you get on well with them, so they will understand?

8 Your friend completely forgets your birthday. Do you:

- a fall out with your friend – that's the last time you'll speak to them!?
- b realise that your friend is probably worried about something else and never mention it?
- c wait until the next day and then ask your friend why they forgot it?

Glossary: *stick up for someone – jemanden verteidigen

b Listen to Mark and Rachel talking about the first five questions and complete the table with their answers.

	1	2	3	4	5
Mark					
Rachel					

c Count how many a, b and c answers you have and check your score. Do you agree with it?

d Choose the best meaning for the expressions in *italics* from both the quiz and listening text. Put a cross in the correct box.

- | | | | | | | |
|--|---|---|---|--|--|--|
| <p>1 <i>let your friends down</i></p> <p>a <input type="checkbox"/> hit</p> <p>b <input type="checkbox"/> disappoint</p> | <p>2 <i>get on well with someone</i></p> <p>a <input type="checkbox"/> argue a lot</p> <p>b <input type="checkbox"/> have a good relationship</p> | <p>3 <i>stick up for your friend</i></p> <p>a <input type="checkbox"/> support</p> <p>b <input type="checkbox"/> laugh at</p> | <p>4 <i>get round someone</i></p> <p>a <input type="checkbox"/> make friends with</p> <p>b <input type="checkbox"/> get someone to do what you want</p> | <p>5 <i>fall out with your friend</i></p> <p>a <input type="checkbox"/> stop being friends</p> <p>b <input type="checkbox"/> have a physical fight</p> | <p>6 <i>stand by your friends</i></p> <p>a <input type="checkbox"/> don't speak to</p> <p>b <input type="checkbox"/> be loyal to</p> | <p>7 <i>get away with something</i></p> <p>a <input type="checkbox"/> steal</p> <p>b <input type="checkbox"/> do something wrong, but no one finds out</p> |
|--|---|---|---|--|--|--|

e Complete the text with the correct prepositions.

Friends, who needs them?
I arranged to meet Bob at six in the evening.
He didn't turn up. So, he let me ¹

I thought I got ² well with Christopher Dee,
But I've found out he's always laughing at me.

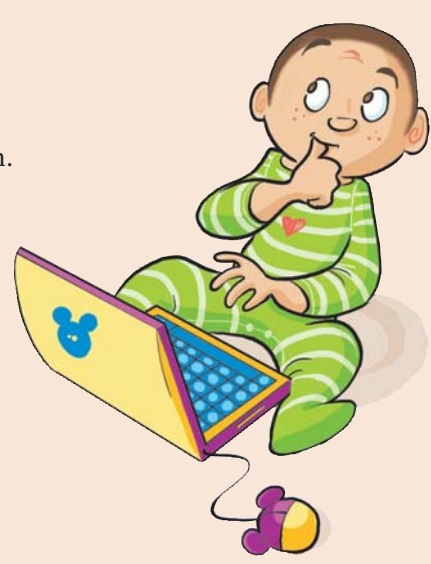
I had a big fight with my best friend Tim.
We're not speaking now. I've fallen ³ with him.

Danny's always trying to get ⁴ me.
He's not a real friend. Anyone can see.

I'm ⁵ me when I broke the door.
So I'm not going to speak to him any more.

I stood ⁶ Len when he needed a friend,
But Len turned out to be trouble in the end.

And that's why I'm sitting here all on my own.
Trying to find a rhyme so I can finish this poem.



Check your score

Mostly a) answers:
You probably get on well with your friends when you're with them, but when the going gets tough... you disappear. Do you always let your friends down like this?

Mostly b) answers:
When it comes to loyalty, you're number one. You stand by your friends in any situation. But aren't you sometimes a little bit too trusting?

Mostly c) answers:
You know how to balance loyalty with honesty – real friends appreciate the truth, even when it hurts ... don't they?

f Think of another question to test how loyal you are as a friend. Ask your question to your partner.

Read

- 6 Read the text below, then complete the sentences 1–7 using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.



“Celia, you’re breaking my heart,” I sang and jumped down three steps. Of course, she wasn’t. Celia was my girlfriend, and she was the sweetest, cutest, loveliest girl I’d ever known. But I liked the song, and I liked humming it. It gave me an excuse to say “Celia” 5 all the time.

I was going to meet her in half an hour. For the fifth time in a week. You see, she hadn’t been my girlfriend for long. I’d fancied* her, yes, but she seemed too good for me. Beautiful and clever: a bit scary for an ordinary guy like me, if you know what I mean.

When I got to our meeting point, I saw her – what? Yes, I saw her hugging someone. A boy I didn’t know. I waited for half a minute and then the boy left. I walked up to Celia, kissed her and said, “By the way, who was that?” “Oh, a good friend,” she said. “He’s got a few 15 problems.” “He’s got one more,” I thought, “but he doesn’t know about it yet.”

A few days later I saw her hugging a girl, and then I saw her hugging another boy, and another boy. What was she thinking? Why did she hug everybody? I was hurt. My friend. She should hug me, me, me. I mean, she did, but instead of hugging others, she should hug me more often. All the time! “Don’t be stupid,” she said, when I told her. “I love you. Don’t spoil it. I’ve got a lot of good friends, no, no, not boyfriends, and I like hugging them. So don’t spoil it.”

I tried. I really tried. But it was too much for her. “You don’t own the girl,” my friend Steve said. Unfortunately, 25 I was getting on Celia’s nerves with all my questions of “Who was that?”, “How long have you known him?”. And one day she said, “Marcus, maybe we should stop seeing each other.” And we did – I mean she did. I promised to change, but she just smiled a bit sadly – hugged me and 30 left. “Friends,” she said. “Let’s be friends.”

Now I take the stairs step by step. And sometimes I hum “Celia, you’ve broken my heart.”



Glossary: *fancy = think someone is attractive

0	Marcus was happy because	he was in love.
Q1	Celia had been his girlfriend	
Q2	Celia was a bit scary, he thought, because	
Q3	Celia was hugging a boy Marcus didn’t know because	
Q4	Celia said she hugged lots of people because	
Q5	All his questions about the people she hugged	
Q6	One day Celia	
Q7	When she said goodbye	

Write

- 7 a** Marcus is still in love with Celia and he sends her an email. Write a series of four emails between them following this one.

Celia, my love, oh my love! Celia, I can't stop thinking about you. Do you think I could have another chance? Could we meet on Saturday? I'll be waiting at the Strand Café at 2. You'll recognise me by the red rose – just kidding.

I hope you haven't forgotten me yet.

A big hug

Marcus



- b** What makes a true friend? Write four or five sentences saying what qualities you look for in a friend and why they are so important.

- c** Read the story. Where did Adam and Jessica meet? What happened to Jessica?



Jessica and Adam met five years ago. She was working in London¹. One day she saw him². He was a university student, but was doing a summer job³. He had come to the place where she was working⁴.

As Adam was leaving, he left a little message next to Jessica's computer⁵. Jessica phoned him⁶ and they met the same evening. Adam and Jessica liked each other a lot⁷. One day a terrible thing happened. Jessica was hit by a car⁸. She was badly hurt. Six months later Jessica was OK again. Adam had helped her a lot⁹.

- d** Rewrite the story in around 150 words. Look at the numbers in the text and use these questions to make the story more interesting. Remember to use linking words like *when* and *while*.

- 1 What was she working as?
- 2 Where did she see him?
- 3 What was he working as?
- 4 Where exactly was she working?
- 5 What did the message say?
- 6 When did she phone him?
- 7 What did they like about each other?
- 8 What was she doing at that moment?
- 9 How had Adam helped her?

Communication

Expressing opinions

Conversational strategies:

- Introducing what you are going to say
- Trying to get someone to agree with you
- Giving different opinions



a Look at the useful phrases box and put these three phrases into the correct places.

What I was going to say was ...
 You've got ... out there. But don't you think ...
 You know what I'm saying?

16
CD 1 Listen to the conversation between Jane and Chris and tick the phrases from **a** that they use.

c Work in pairs and talk about a film you have both seen or a book you have read. Use the conversation strategies you have learnt here.

Useful phrases

1 Introducing what you are going to say

What I think (is great about the book extract) is ...
 If you ask me, I think ...

2 Trying to get someone to agree with you

You know what I mean?

3 Giving a different opinion

That's true. (though)
 Hmm. I never thought of it that way. But on the other hand ...

Girls in love

by Jacqueline Wilson (a novel)

This is the first of a series of novels about the three friends Ellie, Magda and Nadine. On the one hand it deals with typical boyfriend problems, on the other with the loss of a parent and coming to terms with a new step-parent. When best friend Nadine gets a boyfriend, Ellie finds herself saying that she's got one too. The trouble is that he is young and nerdy and totally unlike Nadine's fit-looking boyfriend. In the end, however, the girls realize how important true friendship really is.



a Look at the cover of this teen novel and read the short summary of the story. Do the title and the cover illustration attract your interest? Why / Why not?

b Read the two letters quickly. Is the writer a boy or a girl? Is he / she writing to a boy or a girl?

c Read the two letters again and answer the questions.

- 1 What evidence can you find in the text about what the writer thought of the party?
- 2 What is the writer's image of herself?
- 3 Who are the writer's friends and how has their relationship changed recently?
- 4 What do we know about the person who the writer is writing this to?

d Replace the parts of the sentences in italics with words or phrases from the text that have the same meaning.

- 1 She's *not telling us the truth*. (paragraph 1)
- 2 This film is *not interesting at all*. (paragraph 2)
- 3 She's good at Maths, she is *clearly* the best student in class (paragraph 3)
- 4 *Everybody likes Clare*. (paragraph 3)
- 5 What you're saying is *nonsense*. (paragraph 4)
- 6 Yesterday I felt *very, very sad*. (paragraph 4)

Dear Dan,

I went to a great party on Saturday night. A real rave-up.

I danced.

I drank.

I socialized*.

I didn't get home till dawn.

Dear Dan,

1 I am a liar. You should see my tongue. We always used to say when we were little that you got black spots on your tongue if you told a lie. Mine is black as coal all over. It was a truly terrible party if you really want to know. So mindboggingly awful that I phoned my dad to come and get me early.

2 I felt so STUPID. There are all these long fussy articles in the papers about teenagers today and how they're all into drink and drugs and snogging everything in sight. Well, I am leading the dullest, dreariest, most demure* life imaginable. And it's dead boring.

3 I feel sort of OUT of things. Like I don't belong anywhere. Do you ever get that feeling? Of course you don't. You're a boy, you obviously don't know what it's like. You don't ever have to worry about how you look and what you wear and whether you're popular.

4 I don't know why I'm writing all this rubbish. It's just it's late at night and I can't sleep and I'm feeling so fed up [...] I've always had my two best friends, Magda and Nadine, to talk to – but it's sort of different now. I'm still friends with Magda but she's such a jokey lively fun sort of girl that she doesn't always understand if I'm feeling depressed. And she's got this boyfriend Greg who she's seeing quite a lot of. She's not THAT keen on him – but he's OK. They were at this awful party but it was all right for them because they could just sit in a corner by themselves and snog. [...]

5 Usually if I'm feeling low I confide* in my other friend Nadine, who is a naturally gloomy sort of girl. Nadine and I have been best friends ever since we were tiny tots. We even used to dress alike and pretend we were twins (which was a little dopey as I've always been small and round with frizzy hair and Nadine is tall and thin with dead-straight hair. But now... she's got this boyfriend Liam and he's much older and Nadine thinks he's so cool and yet I think he's a creep* because of the way he treats her; expecting her to do all sorts of stuff – well, YOU know – and Nadine told me all this and I told Magda and Magda told Nadine she was an idiot and Nadine stopped talking to us and she still won't make it up and I'm dead worried about her.

Glossary: *socialize = meet and talk to people; *demure = quiet and serious; *confide in someone = tell someone personal things; *creep – fieser Typ

Competencies LISTENING

a Read the statements below, then read what the person says about pets and their owners. Decide which statement you think is the speaker's opinion.

- A Pet owners have a special understanding with their animals.
- B Only dogs have a telepathic relationship with their owners, not other pets.
- C The "special relationship" between a pet and its owner does not really exist.



"A lot of people seem to think that pets, especially dogs, are somehow telepathic. They think that they have a special understanding with their animal, so that for example their pet knows when they are coming home, or knows when something is wrong. I think that's ridiculous though. These things are just coincidence, or it's just that the owner is trying to 'wish' that their pet is special."

17
CD 1

b Listen to five people talking about best friends, and match each speaker with one of the options A–F. Use each letter only once. There is one extra letter you do not need to use.

- Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

- A It's not necessary to see your best friend every day.
- B You don't always like people the first time you meet them.
- C Some people don't have any friends.
- D It's not important to have a 'best' friend.
- E It's not so hard to make 'new best friends'.
- F It's normal to fight with your best friend sometimes.

LISTENING TIP

Matching speakers with opinions

In this kind of listening task, you will usually need a number of different people talking about a similar subject.

- It is important to read the statements carefully first, to be clear about the differences between each one.
- The speakers may use different words from the ones in the statements, but the idea will be the same.
- Try to think of other ways to express the ideas in the statements, to imagine what the speaker might say. For example, when the statement is "It's not necessary", the speaker might say "You don't have to" or "You don't need to".
- The speaker may seem to be agreeing with the statement because they use the same words, but actually go on to disagree with the statement and therefore think the opposite. For example, the speaker might say "Some people think you have to see your best friend every day, but I don't think that's necessary."
- Remember you are being asked for the speaker's opinion, not yours!



Wannabe Spice Girls



a Watch the video. How many times do each of these things happen?

- 1 Two Spice Girls hold hands.
.....
- 2 A Spice Girl sits on someone's lap.
.....
- 3 A Spice Girl kisses someone.
.....
- 4 A Spice Girl climbs on to a table.
.....
- 5 The Spice Girls all perform the same dance routine.
.....



b Listen again. Find and correct the mistakes in the lyrics.

c Discuss

- 1 What do you think is most important in friendship for the Spice Girls?
- 2 Why might it be difficult to be the boyfriend of one of the Spice Girls?
- 3 The Spice Girls invented the term "Girl Power" – what do you think they mean by this?

d Imagine the Spice Girls are looking for a sixth member. Write the advert they might place in the newspaper.

I'll tell you what I want, what I really really want.
So tell me what you want, what you really really want.
I wanna, I wanna, I wanna, I wanna really really really wanna z-zazig ha.

If you want my friendship, forget my past. 5
If you wanna get with me, better make it quick.
Now don't go wasting my valuable time.
Let your act together, we could be just fine.

Chorus
If you wanna be my lover, you gotta get with my family. 10
Make it last forever. Friendship never dies.
If you wanna be my lover, you have got to give.
Giving is too easy, but that's the way it is.

What do you think about that now you know how I am?
Say you can handle my love – are you for real? 15
I won't be hasty. I'll give you a go.
If you really bug me, then I'll wave goodbye.

Chorus
If you wanna be my lover, you gotta get with my family.
Make it last forever. Friendship never dies. 20
If you wanna be my lover, you have got to give.
Giving is too easy, but that's the way it is.

So here's a story from A to Z. You wanna get with me,
you gotta listen carefully.
We got Em in the place who likes it in your face. 25
We got G like MC who likes it on an Easy.
V doesn't come for free, she's a real lady.
And as for me, you'll see.
Slam your body down and dance it all around.
Slam your body down and dance it all around. 30

Language in use

EXAM TIP

Gapped sentences

English words often have more than one meaning. In a gapped sentences exam exercise you have to use one word to complete three different sentences. Let's look at an example:

- 1 *Sorry, James is not here any more. He's already gone ...*
- 2 *His grandmother is 90. She is living in a ... for old people.*
- 3 *It took him almost half a year to feel at ... in his new job.*

- It's important that you read all three sentences first. Try to understand the meaning of each without worrying about the gap.
- Choose the sentence you think is the easiest for you. Try to think of a word that might fit, but don't write it in. In sentence 1, the missing word could be for example *up, down, out*. Now you need to look at the other sentences to be able to make an intelligent decision.
- Take sentence 2 for example. Check if you can find out what part of speech the word is. In this case it's easy because there is an indefinite article "a" before the gap. So the word has to be a noun or an adjective preceding a noun – all three options *up, down* or *out* are wrong. What noun might fit the gap in sentence 2 – *house, place, home, hospital*? You can easily find out by trying to fit in each of the words in the gaps in sentences 1 and 3.
- Sometimes, the word may be part of a fixed phrase, as for example in sentence 3 (*feel at home*).

Use one word to complete the three different sentences.

- 1 Does he really think he will away with such a silly lie?
Can I you another cup of tea?
I hope we can round our English teacher to give us less homework tomorrow.
- 2 When I was young, I always had a dress party at my birthday.
I think Brian and Tony both you. They always behave like kids when you're around.
I don't eating so late.
She has broken all her
– I'm really disappointed with her.
I can't make any, but I'll really try to be on time.
This to be a really good match. Shall we watch it together?
- 4 When my sister and I were kids, we used to like cats and dogs.
More could be done to help the against hunger in Africa.
You cannot just accept that she treats you like this – why don't you back?
- 5 See that tree over there? Its is used to produce cork.
Our dogs always when someone comes to our house.
We know our teacher is angry when he starts to questions at us.

Wordwise

Friends

a Use a dictionary to check the meaning of the phrases in the box. Then complete the sentences with the phrases.

that's what friends are for ally acquaintance make new friends
to hit it off (with someone) old friends mates close friend

- 1 Britain was an of the US in the Second World War.
- 2 I've known Paul for seven years – we're
- 3 Joanna's very sociable and finds it very easy to
- 4 "Thanks so much, Jenny – you really helped me." "No problem, Mike –"
- 5 He's not really my dad's friend, he's just an from work.
- 6 Belinda knows all my secrets! She's a really
- 7 Alex and I really when we met and now we're really good friends.
- 8 Joe and I've been for years now.



b Listen and check.

c Write the phrases from the box in **a** to match these definitions.

- a country or person who helps you in a war or time of difficulty =
- friends (informal, British English) =
- a friend who you trust very much and who you know very well =
- people who have been friends for a long time =
- someone you know but who is not really a friend =
- to like someone and become friendly immediately =
- to start a friendship =
- You can say this to a friend who thanks you for doing something special for them =
"....."

d Complete the mini-dialogues with phrases from **a**.

- 1 **A** Ken and Claire seem to be good friends. How long has he known her?
B Only three weeks, but he really with her from the start.
- 2 **A** Is she a friend of yours?
B Is Tina? No, she's only an
- 3 **A** It was a difficult meeting. No one agreed with me at first.
B How did you manage to turn them into then?
- 4 **A** Oh, Ros. I'm so grateful for what you've done for me.
B No need to thank me, Billy.
- 5 **A** I'm a bit worried about moving to London. All my friends are here!
B Don't worry, I'm sure you'll easily down there.
- 6 **A** I hate all those social networks.
B Really? I think they're great for getting back in touch with

4

Travel (1) Great adventures

Read

1 a Look at the pictures. Do you know anything about this woman? Why do you think she is famous?

b Read the article quickly and answer the questions.

- 1 When did she become really famous, and why?
- 2 How long has she trained herself to sleep for?

c Read the text again. Answer the questions.

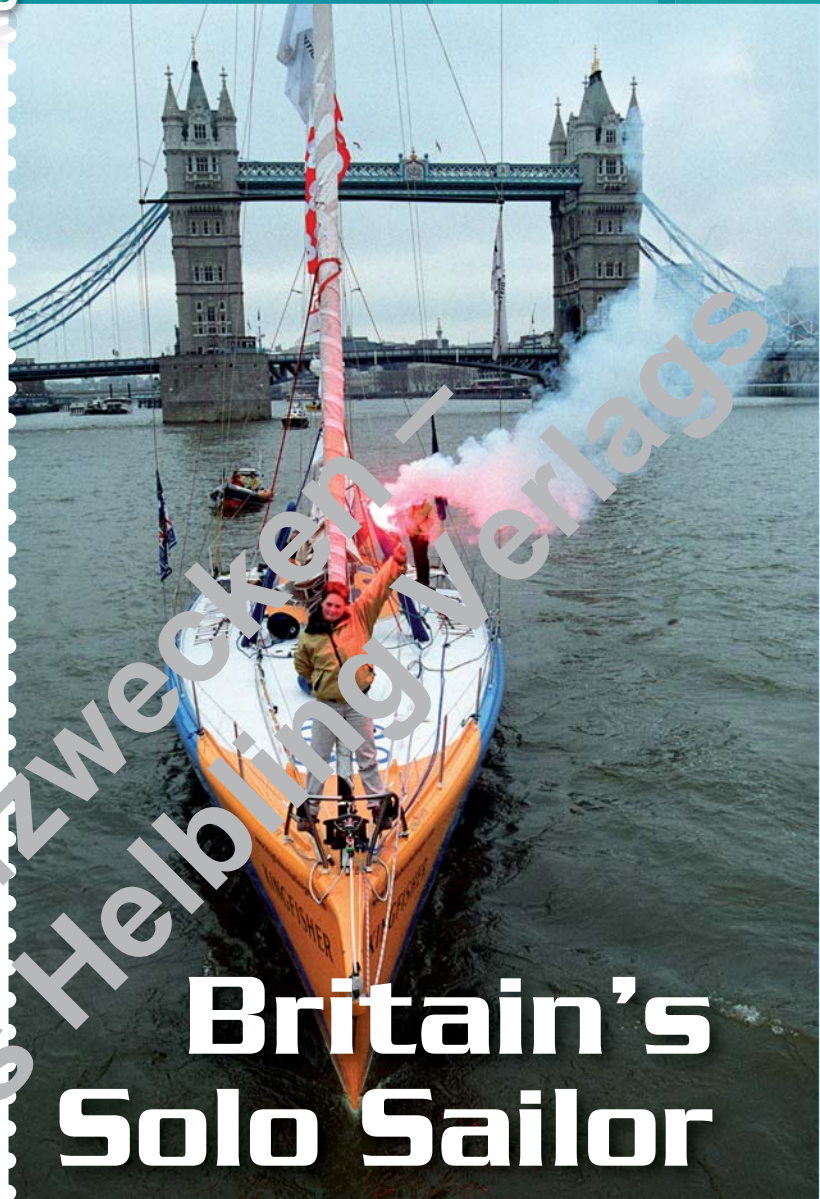
- 1 When did she sail alone around Britain?
- 2 How many days is the Vendée Globe race?
- 3 Where did she live for three years, and why?
- 4 Where did she sleep when she was fixing the seven metre boat?
- 5 Why does she have to be her own electrician, sail maker, etc.?
- 6 Why does she only sleep for about twenty minutes at a time?



d Now listen and check your answers.

e Find the nouns in the text that go with the definitions below.

- 1 a woman admired for having done something very brave or having achieved something great:
.....
- 2 someone who takes part in a race:
.....
- 3 what you show when you keep on trying to do something, although it is very difficult:
.....
- 4 a feeling of enjoyment, happiness or satisfaction:
.....
- 5 what you show when you look for success, achievement, power or wealth:
.....
- 6 what you need to control your fear in a dangerous or difficult situation:
.....



Britain's Solo Sailor

Ellen MacArthur started sailing when she was eight, going out on sailing trips with her aunt. She loved it so much that she saved her money for three years to buy her first small sailing boat. When she was 18, she sailed alone around Britain and won the “Young Sailor of the Year” award.

But Ellen really became famous in 2001. Aged only 24, she was one of only two women who entered the Vendée Globe round the world solo race, which lasts 100 days. Despite many problems, she came second in the race out of 24 competitors and she was given a heroine’s welcome when she returned.

Ambition and determination* have always been a big part of Ellen’s personality. When she was younger, she lived in a kind of hut for three years while she was trying to get sponsorship to compete in a transatlantic race. Then she took a one-way ticket to France, bought

Useful words

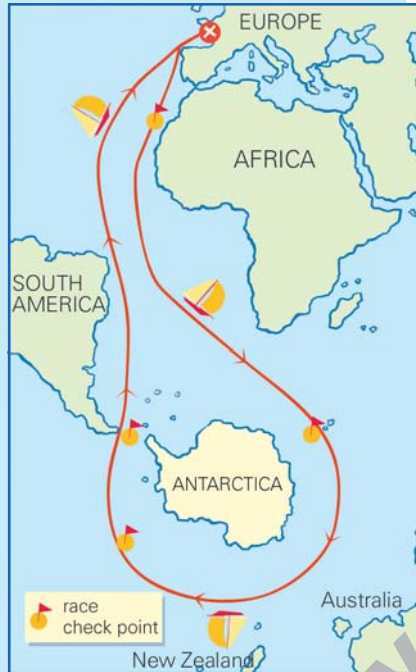
get from one place to another • get from A to B • transport • means of transport • day trip • return trip • get away
be delayed • get there on time • timetable • travel agent • travel sickness • make a connection • miss a connection
change (bus / plane / train) • a traveller • How much further ...? • Satnav • by sea / air • overland

a tiny seven-metre Classe Mini yacht, slept under it while she was repairing it, and then she raced it, 4,000 kilometres across the Atlantic in 1997, alone for 33 days.

Ellen has had to learn many things, because sailing single-handed means that she has to be her own captain, electrician, sail maker, engineer, doctor, journalist, cameraman and cook. She also has to be very fit, and because of the dangers of sleeping for long periods of time when she's in the middle of the ocean, she has trained herself to sleep for about 20 minutes at a time.

And she needs courage. Once, in the middle of the ocean, she had to climb the mast of her boat to repair the sails at four o'clock in the morning, and with 100 km/h winds blowing around her. It took her many hours to make the repairs; Ellen says: "I was exhausted when I came down. It's hard to describe how it feels to be up there. It's like trying to hold onto a big pole, which for me is just too big to get my arms around, with someone kicking you all the time and trying to shake you off."

But in her diary, Ellen also describes moments which make it all worthwhile*: "A beautiful sunrise started the day, with black clouds slowly lit by the bright yellow sun. I have a very strong feeling of pleasure, being out here on the ocean and having the chance to live this. I just feel lucky to be here."



f Read the following interview with an athlete and fill in the adjectives from the box. There is one adjective you won't need.

courageous	competitive
heroic	determined
ambitious	pleasurable

- A** Do you like winning?
B Maybe not winning, but I've always been a very ¹..... person; I don't mind losing as long as what leads up to the final decision is worth all the trouble.
A So the outcome isn't important for you?
B Well, not important is putting it too strongly. Of course it's a ²..... experience to win or to achieve something. It's always been ³..... to make something out of my life.
A Would you call yourself ⁴.....?
B In a way, yes. But I've learnt to limit the number of my ambitions. And even though some people call me adventurous, I don't see myself as a truly ⁵..... person risking one's life or standing up to real danger. I think my life's okay the way it is.

Discussion box

- What do you think of Ellen MacArthur and what she does?
I admire her ...
I think she's ...
She must be ...
She can't be ...
- Could you do the things that she does? Why / Why not?
I can / can't see myself as ...
I doubt I could ...
I could definitely / positively ...
I'm positive / absolutely sure that ...



Glossary: **determination* = being able to continue when things are difficult;
 **worthwhile* = lohnend

Listen

- 2** **a** You are going to listen to a recording of an interview with Ellen MacArthur in April 2003 in which she talks about a new boat – a trimaran. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–5. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



Ellen's new boat

0 Trimarans are usually 20 metres long, because

- A** boats longer than 20 metres can't be turned around easily.
- B** the rules of lots of races say that this is the maximum length of boats.
- C** boat-makers don't usually have the machinery to build larger boats.
- D** yacht clubs don't take in larger boats.

Q1 Ellen's new boat will be used

- A** for general sailing races.
- B** for private leisure sailing.
- C** for solo round-the-world races.
- D** to break the 48-hour-record.

Q2 The most important part of the design process is

- A** to make it bigger but still manageable* for one person.
- B** to make it safe for anybody who wants to sail it.
- C** to make it as comfortable and big as possible.
- D** to make it manageable for a crew of two in stormy weather.

Q3 Building the boat is going to take

- A** less than half a year.
- B** four weeks, plus seven months to try it out.
- C** all of November and December.
- D** more than half a year.

Q4 They're building the boat in Australia because

- A** it's much cheaper to build boats in Australia.
- B** it can be used for summer training there.
- C** boat launches* are done easily there.
- D** sailing in Australian waters is safer than anywhere else.

Q5 They are going to bring the boat back to Britain

- A** by air.
- B** by ship.
- C** by actually sailing it there.
- D** in a special tanker.

Glossary: *manageable = possible to sail;
*launch = putting a boat in the water for the first time

Grammar

Future (Review)

- 3** **a** Read about the three most common ways of talking about the future in English:

Future

(be) going to

We use this to talk about decisions, plans and intentions made before the time of speaking.

We **aren't going to** use the new boat for races.

We also use it to predict the future when we can see something is starting to happen.

Look out! He's **going to** hit you!

present continuous

We use this to talk about arrangements for the future.
They're **starting** in four weeks' time.

will / won't (will not)

We use this to make predictions, offers and promises and for decisions made at the time of speaking.
It **will** be finished in December.

b Look at the pictures and **circle** the correct words.



- 1 We'll have / We're going to have a party next Saturday – do you want to come?
- 2 The sky's getting darker – I think it's raining / it's going to rain.
- 3 It's possible that in 50 years there won't be / aren't going to be any tigers in the world.
- 4 I won't study / I'm not going to study medicine – I want to be an actor now.
- 5 I've got an appointment with the doctor – I'm seeing / will see her at 10 o'clock tomorrow.
- 6 People say that in 2020, computers will be / are going to be really small.

c Complete the sentences with the correct future form. Use the word at the end to help you.

- | | |
|---|--------------------|
| 1 I've got a date with Phil tonight – I (meet) him at 8 o'clock. | arrangement |
| 2 I've missed my bus, so I (walk) home. | intention |
| 3 In 2099, it (be) possible to tell the difference between people and robots. | prediction |
| 4 I think Ellen MacArthur (break) more sailing records in the next few years. | prediction |
| 5 My parents (visit) my uncle and aunt next weekend. | arrangement |
| 6 My friend Megan (study) languages at university when she leaves school. | intention |

d Read the sentences. Write **A** if it is an arrangement; **P** if it is a prediction; **I** if it is an intention.

- | | |
|--|--------------------------|
| 1 I've decided on a subject to study at university – Biology. | <input type="checkbox"/> |
| 2 We've arranged to visit my grandparents on Saturday. | <input type="checkbox"/> |
| 3 My dad? Give me money to buy a new computer? Definitely not! | <input type="checkbox"/> |
| 4 I phoned the doctor and made an appointment to see her tomorrow morning. | <input type="checkbox"/> |
| 5 Planes fly from London to Australia in ten hours in the future? Yes, definitely. | <input type="checkbox"/> |
| 6 My friend Mike has decided to leave school next year. | <input type="checkbox"/> |

Pronunciation

/gɒnə/ vs. **going to**

CD 1 **4 a** Listen to the sentences. **Circle** where you hear **gonna**. **Underline** where you hear **going to**.

- | | |
|---|---|
| 1 They're going to have a party. | 4 Are you going to watch the match tonight? |
| 2 They want me to go, but I'm not going to. | 5 I don't want to watch it. Are you going to? |
| 3 My dad's going to be really angry! | 6 We're going to have a test tomorrow. |

b Listen again and repeat the sentences.

Read

5 a Look at the photos. Who do you think the man is? Where do you think he is from? What do you think he is doing?

b Read the text quickly. What is the main subject of the text?

- 1 Dennis Tito is a hero because he flew into space when he was 60.
- 2 For the first time in history, a tourist made a trip into space.
- 3 The first tourist in space was sick when he drank a glass of fruit juice.



Space Tourists

1 Saturday 28 April, 2001: Dennis Tito was setting off on his holiday. "So what?" you might think. Well, Mr Tito's journey was certainly unusual! So was the transport he chose, and the price of his trip.

2 The 60-year-old multi-millionaire from New York was sitting on board a Russian spaceship. He was on a journey to the International Space Station. It might have been a routine trip for the two cosmonauts who were travelling with him, but for him it was certainly no ordinary journey. Dennis Tito was the first tourist ever in space, and he had paid the sum of \$20 million to go there. As the spacecraft left the earth's atmosphere, Tito drank a glass of fruit juice to celebrate and looked down at the earth's blue-green surface. Two minutes later, he was sick. Luckily it was only a minor problem. He soon recovered, and from then on enjoyed a smooth journey. When he arrived at the space station,

there was a big smile on his face. "A great trip!" he commented. "I love space."

3 For a long time space travel was something for heroes. But if some people are right, all this is going to change. One of them is Charles Miller, Director of a company called ProSpace. They are investing large amounts of money in space travel. "Tito's adventure was just the beginning. We're going to see exciting new things in the next twenty years," Charles Miller says.

4 Companies like ProSpace want space and space travel to belong to the public, not just governments. There are other places like cruise ships through space from one side of the world to the other. Maybe we will be able to depart from New York at nine o'clock in the morning, and arrive an hour later – in Tokyo. Such a schedule would allow the business traveller to return to New York on the same day, and still have eight hours for a meeting! How's that for speed?



C Read the text again. Underline the word(s) that mean(s):

- 1 starting a journey (paragraph 1)
- 2 normal (paragraph 2)
- 3 Russian astronauts (paragraph 2)
- 4 an amount of money (paragraph 2)
- 5 got better (paragraph 2)
- 6 said (paragraph 2)
- 7 leave (paragraph 4)
- 8 a time plan (paragraph 4)

Discussion box

- 1 Do you think that \$20 million for the trip is too much?
- 2 Do you think that space tourism will be successful? Why / Why not?
I can't see it ... *I don't think we'll ever see ...*
I'm sure in the future ... *I think it will become ...*
- 3 Would you go on a holiday in space? Why / Why not?
Personally, I can't think of anything I'd ...
I wouldn't want to go because ...
I'd love to go because ...

Vocabulary

Travel

6 a Work with a partner. Discuss where you would find these things.

- | | |
|-----------|------------------|
| terminal | departure lounge |
| customs | check-in desk |
| platform | boarding card |
| timetable | |

b Circle the correct words.

- When you go on a *cruise / flight / journey*, you spend your holiday on a large ship.
- When you take a *cruise / flight / tour*, you travel by plane.
- When you make a *journey / tour / cruise*, you travel from one place to another.
- When you go on a *cruise / trip / tour*, you visit a place, usually for business or pleasure.
- When you go on a *journey / flight / tour*, you travel for pleasure and visit several towns or places.

Tip

We say *get on* a plane / train / bus / bike, but *get in* a car / taxi.

c Complete the sentences. Use the correct form of the verbs in the box.

- | | | | |
|-----------|-----------|----------|------|
| miss | arrive in | check in | miss |
| arrive at | get on | take off | |

The journey to the airport was horrible! The car wouldn't start, so we had to a taxi. We the airport quite late. We and they gave us our boarding cards. Then we ran through the terminal to the departure lounge, where everyone was waiting to the plane. Suddenly, I remembered that I had left my passport at the check-in desk so I ran to get it. When I returned, the plane! So we the flight. Luckily there was another plane two hours later, so we finally Tokyo last night!

Grammar for communication

7 a Work with a partner and read the situation. Imagine what will happen. Talk about it and use as many travel words from 6 as possible.



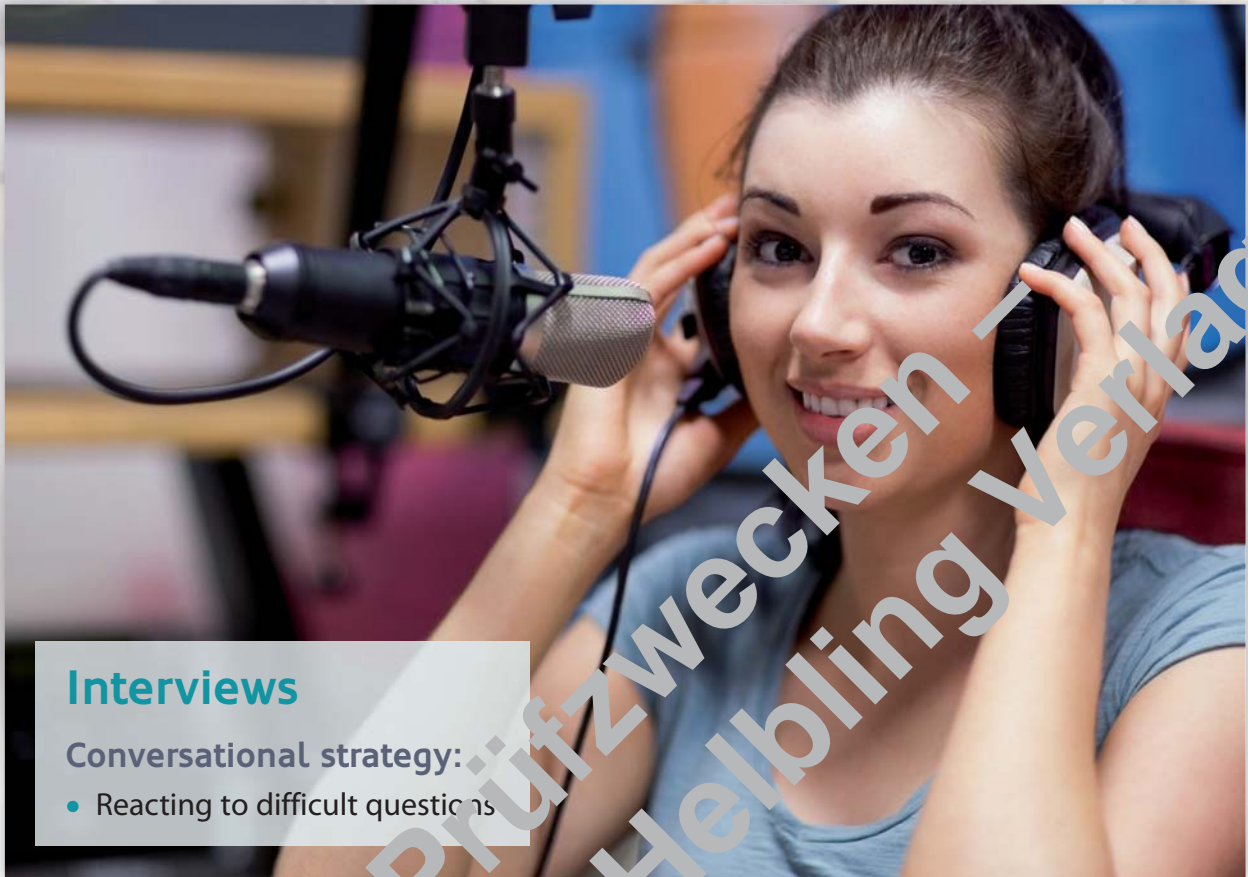
A British businessman is in a taxi, on his way to Heathrow airport in London. He is going to an important meeting in New York. The trip is extremely important, as he will lose £10,000 if he doesn't get to the meeting on time. He has left his passport at home, but he hasn't noticed this yet.

b Put the prepositions in the box in the correct places.

- | | | | | | | | |
|----|----|----|----|-----|----|----|----|
| at | on | in | at | off | in | to | at |
|----|----|----|----|-----|----|----|----|

- Hurry up and get the car – we're late!
- I'm going to visit my cousins in Australia – I'm going to arrive the airport in the evening.
- It was very cold when I arrived New York.
- It took over 20 minutes for everyone to get the plane.
- The plane should arrive six o'clock, but it's delayed.
- We arrived the station too late – we missed the train!
- According to the travel agent, we'll travel Madrid from Barcelona on Sunday.
- The plane for Prague takes at 5.30.

Communication



Interviews

Conversational strategy:

- Reacting to difficult questions

22
CD 1

1 a Hannah has just arrived back from a gap year spent travelling around the world. Listen to the interview and answer the questions.

- 1 Which countries did Hannah visit?
- 2 Which country did she like best and why?
- 3 What did she do in Australia and Canada?
- 4 What did she learn from her trip?
- 5 What happened at Bangkok airport?

22
CD 1

b Complete the interview with the expressions in the box. Listen again and check.

Interviewer Which country did you like the best?

Hannah They were all great in different ways. But I think that I probably enjoyed Australia the most.

Interviewer What's the most important thing you learned from your trip?

Hannah ³ I think it taught me a lot about myself and that I can do a lot more than I thought I could.

Interviewer Was there a time when you wished you were back home?

Hannah ⁴ I had a pretty miserable time at Bangkok airport.

Useful phrases

Reacting to difficult questions:

- I'd have to say ...*
- Let me think.*
- That's a tough one.*
- That's a good question.*

c In pairs. Take turns to interview each other. Try and use the expressions from **b**.

Student A

First: You have just returned from a tourist trip into space. Think about your experiences there and answer student B's questions about your journey.

Next: Prepare and ask questions to student B about his / her solo yacht journey around the world.

Student B

First: Prepare and ask questions to student A about his / her tourist trip into space.

Next: You have just returned from a solo yacht journey around the world. Think about your experiences and answer student A's questions about your trip.

2 a Read Hannah's email to a friend. How long is she staying in Barcelona?

Hi!

Guess where I'm writing from – an Internet café in Barcelona. I arrived here yesterday, and it seems to be a great place. It's so relaxing. The weather's warm with sunshine all day. I'm sure the weather's equally good at home – careful – don't get sunburn!!! Seriously, Tom and I think it's a real pity you couldn't come with us. There are some beautiful buildings here – you'd love it.

We've been touring for two weeks now. Have had great fun most of the time, but only the first day was a bit hectic. Left my bag with my mobile phone on the plane (!), but got it back.

Have to finish – we're going to see a museum now. We're going to stay in Barcelona for another two or three days, then we're off to Madrid. I'll write again from there.

Love,
Hannah



b When we write emails, we often use an informal style. For example, Hannah doesn't always use a personal pronoun in certain sentences: *Arrived here yesterday ...*

- 1 Find four more examples of this.
- 2 How does Hannah start and finish her message?

c Imagine that either Ellen MacArthur or Dennis Tito is writing to a friend while travelling. Write her / his email, using Hannah's email to help you. Write around 150 words. Write about:

- where you are on your trip
- anything special that happened recently
- what you can see outside
- how you are feeling
- when you'll write again

d Go to the webpage of a big city and note down a few things you'd be doing if you were there. Then write an email to a friend in which you tell him / her how you're going to spend the next two days in that city (including one or two things you'll probably also do if you find the time).

1 a Look at the four photos. What do you think the people did?



b Read the headings in the text and match the names to the pictures.

Going it Alone

Some travellers like to do things alone – here is a small selection of adventurers who did it solo.

Quimby flies the English Channel, 1912

Harriet Quimby was the first woman to get a pilot's licence in the USA, in August 1911. In 1912, she went to London and persuaded a newspaper to sponsor her to fly solo across the English Channel. Harriet took off from Dover at 5.30 am, and headed for France. She touched down in Calais, 40 kilometres away, where a cheering crowd met her. She went back to the USA and became America's First Lady of the Air – but tragically, she was killed in a flying accident in Boston, USA only ten weeks later, in July 1912.

Chichester sails a one round the world, 1967

Francis Chichester was 55 years old when he set off to sail around the world from Plymouth, England on 27 August, 1966 in his 80-metre boat Gipsy Moth IV. He stopped only once, for a few days in Sydney. He sailed 47,000 kilometres alone, returning to Plymouth 226 days later to a hero's welcome.

It was not his first solo achievement. In 1929, Chichester made the second solo flight from Britain to Australia, and in 1960 he won the first solo transatlantic race in Gipsy Moth III, by sailing from Plymouth to New York City in 40 days.

Riddle crosses Alaska, 1985

On Wednesday 20 March, 1985, American woman Libby Riddle made history by becoming the first woman to win the 1,700 kilometre Iditarod Dog Sled Race in Alaska. The race goes from Anchorage to the Bering Sea. Her victory captured the attention of the nation and she was named the 1985 Sportswoman of the Year by the Women's Sports Foundation and was given an award for her humane treatment of her dogs. Also, her dogs, Dugan and Sister, won the 1985 Golden Harness award, which is given to the best dogs during the Iditarod race.

Hempleman-Adams walks to the North Pole, 2003

In April 2003, David Hempleman-Adams became the first person to walk solo to the North Pole. The 500 kilometre journey took just under three weeks, and it involved pulling more than 45 kilos of equipment and food. It was his second attempt to walk to the North Pole. He said that at times the expedition had got extremely difficult and he had thought about giving up.

When he left home, he told his wife that he was going on a skiing holiday. She only learned the truth when he called her the day after finishing his journey.

M

C Now read the text, then answer the questions 1–4 using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	Where did Francis Chichester stop on his voyage?	Sydney (Australia)
Q1	When and how was Harriet Quimby killed?	
Q2	Where did David Hempleman-Adams tell his wife he was going?	
Q3	Who won awards in the Iditarod race in Alaska, apart from Libby Riddles?	
Q4	Which journey was the longest in time? Which was the shortest in distance?	

Vocabulary

Movement

2 a Look at the paragraph about Harriet Quimby on the page opposite. Replace the words in *italics* with words from the text.

1 Harriet *started her flight* from Dover.

.....

2 She *went in the direction of* France.

.....

3 She *landed in* Calais.

.....

4 She *returned to* the USA.

.....

b Complete the sentences. Use the words you found in the text in the correct form.

1 He got in his car and London.

2 They left half an hour ago, so they should be flying over the sea by now.

3 I forgot my bag so I to get it.

4 The spaceship at Cape Canaveral.

C Use one of the phrasal verbs in the box (in the correct form) to complete each sentence.

go back take off pull over set off head for touch down

1 We need to get to the airport soon – our plane at eight o'clock.

2 I think we're lost! Perhaps we should try to the way we came.

3 He got in his car and London.

4 The spacecraft on the planet Mars yesterday morning.

5 We early in the morning to reach the next town on our route.

6 We at the side of the road to take a little break.

Discussion box

1 Which of the four journeys do you think was the most amazing? Why?

The most amazing one was ...

... was so far the most amazing

because ...

I'd choose ... because ...

2 Imagine you could do a solo journey. Where would you go to / from?

I've always wanted to ...

I'd love to ...

... would be amazing.

A PowerPoint presentation

- Make it big.
- Make it clear.
- Make it simple.
- Make it consistent*.
- Don't use type smaller than 18.
- Don't use too many colours and sound effects.
- Don't write too much on one slide.
- Don't use different structures, backgrounds, layouts for each slide.
- Use a few different colours to structure your slides.
- Use bullet points for text and pictures of different sizes to show relevant information.
- Use clear and visible colours that show good contrast.

Glossary: *consistent – konsequent;
*distract – ablenken

When creating your presentation

- The text only supports your talk. Don't read out from your slides.
- Pictures should simplify complex ideas.
- Animation should simplify complex relationships.
- Visuals should support, not distract*.
- Sound should only be used when absolutely necessary.
- Always think of the people at the back of the room.

Before presenting

- Practise your presentation (especially when you are presenting in pairs).
- If possible, practise in front of someone who can give you some feedback.
- Check the equipment and the software.

When presenting

- Speak loudly and clearly.
- Keep eye contact with your audience.
- Don't stand in front of your presentation.
- Direct your words at various people, not only at those sitting at the front.
- Keep to the agreed time limit.
- Allow some time for questions.
- Consider making a handout (usually one page of text and illustrations).
- Don't forget that a smile and some laughter now and then can create an enjoyable atmosphere in many presentations.

Otherwise, you can also consider other forms of presentation:

- a brief talk (with maybe some objects to show)
- a poster presentation
- a demonstration
- a DVD / video clip (also a clip you made yourself)
- a combination of the above





Monty Python "The Kilimanjaro Expedition"

Arthur Wilson (Idle) goes to Sir George Head (Cleese) to join an expedition to Mt. Kilimanjaro, but the interview becomes rather chaotic due to Head's unusual case of double vision and another member of the expedition wrecking the office.



FILM WORK

Camerawork

Camerawork quite simply refers to the work done with the camera in the making of a film. This includes position, angle*, movement, distance, use of lenses, even film stock (type of film). Camerawork can be very complicated or fairly simple (but never absolutely simple).

Glossary: *angle = the position from which the camera takes the picture



a Watch the episode and do the following tasks with a partner.

- 1 List some of the unexpected moments in the conversation (e.g. looking up the word mountaineer).
- 2 Find some instances where Head uses plurals (apart from people's names).
- 3 One theory of humour is that we laugh about the incongruous (something out of place or inappropriate). Is this true of the sketch?
- 4 What's the punch line (final part of a joke or sketch, supposed to be particularly funny) of the sketch?
- 5 How do you rate the humour of this sketch? Give your reasons. Sum up the basic idea of the sketch.
- 6 Some critics have said that the Monty Python humour is totally different from other kinds of humour (they say it's absurd, surrealist). Do you agree?
- 7 If possible, think of / find a film scene that you find humorous and discuss it in class.



b Watch the scene again, which has fairly simple camerawork. It starts with a zoom in on Head, and then we have various straightforward camera positions.

- Try to make a list of camera positions and of the most important frames chosen.
- What kind of shots do we see?
- How often did the cameraman rearrange the camera?
- What angles were chosen?
- If possible, choose a scene from an action movie and watch out for angles and distance in camerawork.

Language in use

EXAM TIP

Key Word Transformations

In these exercises, you have to complete a sentence, using a given word, so that it means the same as another sentence. Let's look at an example:

John is interested in travelling to the moon.

LIKE

John to the moon.

- Think carefully about the word that is given – here, it is LIKE. How does this relate to the original sentence? You can see that *is interested in* has a similar meaning to *would like*.
- Identify and underline the part of the sentence you need to change. Example: *is interested in travelling*.
- What else do you need to know about the word in brackets? Example: *would like* is followed by the infinitive.
- Think carefully about the tense. Usually, both sentences will be in the same tense, but be careful of words like *wish* and conditionals, when the tense will probably change.
- And of course, check your answer carefully to see if you have made any careless mistakes.

Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, and do not change it. You must use between three and six words, including the word given.



Example

John is interested in travelling to the moon. **LIKE**

John to the moon.

John would like to travel to the moon.

1 Our party is next Saturday. **GOING**

We are next Saturday.

2 When I have enough money, I am going to visit Australia. **SOON**

I am going to visit Australia enough money.

3 It is an eleven-hour flight from London to São Paulo. **HOURS**

It fly from London to São Paulo.

4 The plane started its journey at ten o'clock last night. **TOOK**

The plane at ten o'clock last night.

5 My last holiday was two years ago. **FOR**

I haven't had years.

6 I won't go to New York on holiday because I don't have enough money. **IF**

....., I would go to New York on holiday.

Wordwise

Travel

a Look at the words / phrases in the box. Check in a dictionary that you understand them.

destination one-way return the fare luggage immigration
 crew booking stopover lift backpacking (to be on) stand-by



b Use four words from **a** to complete these sentences. Then listen and check.

- Croatia is a popular holiday for Austrian tourists.
- Hello. I want to make a for a room for two nights, July 12th.
- Australia is such a long way! So we made a in Hong Kong for two nights, then went on to Sydney.
- I really needed to fly to Munich, but all the planes were full, so I went on But I only flew the next day.

c Match the words / expressions in **a** to the definitions.

- a free journey in another person's vehicle, especially a car =
- a short stay in a place while you are on a longer journey to somewhere else =
- a ticket that is from one place to another and back =
- a ticket that is only from one place to another (and not back) =
- an arrangement to have a hotel room, tickets, etc. at a time in the future =
- the amount of money that a travel ticket costs =
- the bags / cases with your things in, that you take with you when you travel =
- the group of people who work on a plane / ship =
- the place you are going to =
- the place where passports are looked at when you go to another country =
- to be ready to take a seat on a plane if another passenger doesn't show up =
- to travel carrying your clothes and things in a backpack =

d Read the two short texts. Complete them with an expression from **a** in each space.

A Last winter I took the Eurostar train from London to Paris for the first time. I didn't know when I was coming back so I just bought a ¹ ticket. I made my ² a long time before, so I got a pretty cheap ³ – only £21.00. I know that these trains don't have very much space for ⁴ so I only took a small suitcase. The trip was great – very smooth and comfortable – and when we got to Paris I went through ⁵ very quickly. And then, there I was – back in Paris again!

B My son decided to go to SE Asia on holiday two years ago, in his gap year. Of course he didn't have much money so he went ⁶ And he didn't buy a full air ticket, he went ⁷ After two days waiting at the airport, he got a plane to Bangkok. He told me the flight was great – he said the ⁸ looked after him very well (he's a real charmer, my son). And when the plane got to its ⁹ , they gave him a ¹⁰ into the city in the airline bus!

5

Technology

Live forever

Read

1 a Ray Kurzweil works with computers. Which of these things do you think he does?

- | | | |
|------------------|---------------------|--------------------------------------|
| 1 writes books | 2 teaches languages | 3 helps people who have disabilities |
| 4 composes music | 5 designs games | 6 does research |

b Read the text to check your ideas.

Intelligent Machines



0... Medical scientists are already putting computer chips directly into the brain to help people who have Parkinson's disease, but in what other ways might computer technology be able to help us?

Q1... Ray Kurzweil is author of the successful book *The Age of Intelligent Machines* and is one of the world's best computer research scientists. He is researching the possibilities.

Q2... Kurzweil lets computers to recognise voices. An example of this was Ramona, the virtual hostess* of Kurzweil's homepage, who was programmed to understand what you say. Visitors to the site could have their own conversations with her, and Ramona also danced and sang.



Q3... Kurzweil uses this technology to help people with physical disabilities. One of his ideas is a "seeing machine". This will be "like a friend that could describe what is going on in the visible world", he explains. Blind people will use a visual sensor which will probably be built into a pair of sunglasses. This sensor will describe to the person everything it sees.

Q4... Another idea, which is likely to help deaf people, is the "listening machine". This invention will recognise millions of words and understand any speaker. The listening machine will also be able to translate into other languages, so even people without hearing problems are likely to be interested in using it.

Q5... But it is not just about helping people with disabilities. Looking further into the future, Kurzweil sees a time when we will be able to download our entire* consciousness* onto a computer. This technology probably won't be ready for at least 50 years, but when it arrives, it means our minds will be able to live forever.

Glossary: *hostess = female presenter; *entire = whole; *consciousness = your mind and your thoughts; *immortality = never having to die

Useful words

computer chips • to program • virtual reality • invent • invention • artificial intelligence
 technological advances • a bug • a virus • whizz kid • nerd • memory • hard drive • a stick
 gadget • device • groundbreaking • living in the dark ages • wireless • networking

M

C Read the text again. Choose the correct heading (A–H) for each paragraph (1–5). There are two extra headings that you should not use. Write your answers in the boxes provided at the end of the task. The first one (0) has been done for you.

A	A new pair of ears
B	A journey inside the body
C	An author and researcher
D	Electronic immortality*
E	Computers that speak
F	A new pair of eyes
G	Computers have taken over
H	Computer chips used in medicine

0	Q1	Q2	Q3	Q4	Q5
H					



d Now listen to the text and answer the questions.

- The text says that Kurzweil "is researching the possibilities" (Q1). The possibilities of what?
- What three things does the text say that Ramona does?
- In what way will "the seeing machine" be like a friend?
- Why will people who can hear well probably be interested in the listening machine?
- When, in the future, will our minds probably "be able to live forever"?

Discussion box

1 What computer chips would you like to have in your brain? Choose from these or think of your own.

- a more memory c increase your confidence
 b a foreign language d illness detection system

You'dn't it be great to have ...

... would be useful because ...

My vote would be for ...

I'm sure I'd like a ...

2 Do you like the idea of living forever on a computer? Why / Why not?

I think the idea is ... I'm not sure.

e Find words or phrases in the text which mean:

- very small devices (here, in a computer) (0)

- writer (Q1)

- to know someone or something because you have seen, heard or experienced them before (Q2)

- a person (here a woman) who has guests (Q2)

- a device which is used to record the presence of something (Q3)

- illnesses, injuries or conditions that make it difficult for people to do the things that other people do (Q5)

- will probably (Q4)

- mental existence (Q5)

f Complete each sentence with a word or phrase from 1e. You might need to change the words.

- My uncle has changed a lot, so when he arrived yesterday I almost didn't him.
- Please tell me again tomorrow, because I'm to forget!
- My dad's new car has got a that helps him to park it.
- It's a great book – but I can't remember the name of the !
- I know a woman who's blind – but she doesn't let her stop her doing things.
- Just put a new in your phone if you want to use it abroad.
- He lost after the accident, but came round again three days later.
- She used to be an actress, but now she's the of a TV chat show.

Grammar

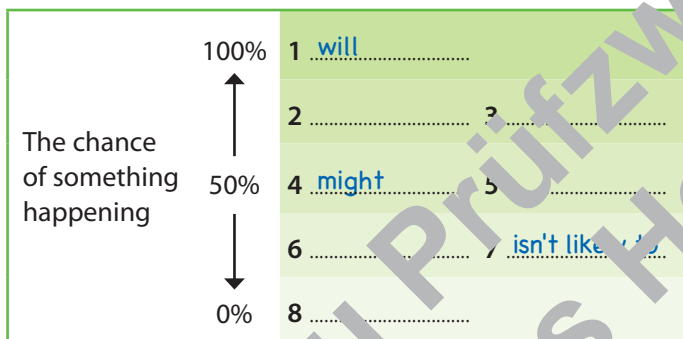
Future predictions

2 a Use the text in 1b to complete these sentences.

- In what other ways computer technology be able to help us?
- Blind people use a visual sensor which be built into a pair of sunglasses.
- People without hearing problems be interested in using the listening machine.
- This technology be ready for at least 50 years.

b Complete the chart with the words in the box.

will	will probably	is likely to
won't	isn't likely to	probably won't
might	might not	



c Decide if the speaker in these situations is sure or not sure. Complete the sentences with 'I', 'won't', 'might' or 'might not'.

- A "I might go to Disneyland in Paris next week."

B "Oh, you love it. I went there last year and it was wonderful."
- A "Are you coming to the party tonight?"

B "Actually, I I want to, but I have to get up early tomorrow. Ask me again later."
- A "Do you know where you're going for your holidays next year?"

B "We go to South Africa. We haven't really decided yet, though."
- A "Can I have the last piece of pizza?"

B "If you do, there be any left for your brother!"

d Rewrite the sentences using the word in brackets.

- She's always late, so she's not likely to arrive before nine. (*probably*)
She probably won't arrive before nine.
- He'll get to the tennis final, but he probably won't win. (*likely*)
- Tomorrow's a holiday, so the traffic is likely to be bad. (*probably*)
- He hasn't studied at all, so he'll probably fail the test. (*likely*)
- The weather forecast says it's not likely to rain tomorrow. (*probably*)

e Complete the sentences. Use the information in the chart in 2b.

- It / rain / at the weekend. (75% + *will*)
It will probably rain at the weekend.
- My parents / be unhappy with my results. (100%)
- My brother / arrive late tomorrow. (75% + *likely*)
- The match on Saturday / be very good. (0%)
- I / go to the cinema this evening. (50%)
- I / pass next week's test. (75% + *likely*)
- They / be at home tomorrow. (25% + *not likely*)
- There / be much to eat at the party. (25% + *won't*)

f Rewrite the sentences. Use the words in brackets.

- The chances of my father buying me a computer are small. (*likely*)
My father isn't likely to buy me a computer.
- It's possible that I will pass the exams. (*might*)
- It's possible that he won't arrive on time. (*might not*)
- I'm almost sure that I'll be late. (*probably*)
- There is a small chance my mother will lend me some money. (*not likely*)
- I don't think that my sister will buy that car. (*probably won't*)
- It's very possible that they will be at the party. (*likely*)

g Work with a partner and make predictions about these subjects.



- Dinosaurs will be brought back to life.
A That isn't likely to happen.
B I think it might happen.
- Men will give birth to babies.
- Your country will win the next World Cup.
- We'll discover life on other planets.
- You'll pass the end-of-year exams.
- You'll get married before you're 20.
- You'll find the perfect partner.
- You'll have four or more children.

Listen

3 a How old is the oldest person you know?

b Look at the list of items in the box, and say which things you think help people to live longer, and which things don't help. Explain why to a partner.

smoking and drinking

stress

sitting in the sun

eating lettuce at night

going to bed early

having fun

doing exercise

singing

not eating meat

taking vitamins

getting angry

doing crossword

2
CD 2

c Listen to part of a programme with various people talking about what they think will help them to live longer. Tick (✓) the items in the box above which are mentioned.

3
CD 2

d Listen to the second part of the programme and choose the correct answer. Mark your answer with a cross (X).

- The presenter says that the secret to living longer is:
 - to live in a cold country. genetic.
 - taking care of our bodies. eating well.
- Kari Steffanson says that Icelandic people:
 - are all over 90.
 - want to know about nature.
 - are very interested in their ancestors.
 - love record-collecting.
- They did research on people who died:
 - at different ages. between 1970 and 1990.
 - in Viking times. very recently.
- The people who lived longer:
 - had a healthier life.
 - liked each other more.
 - were usually from the same family.
 - were not from Iceland.
- She says that people from Iceland have similar lifestyles because:
 - they are so healthy. it is a small country.
 - they are all related. they are Vikings.
- The researchers will make new drugs from the different gene they discovered if:
 - they live long enough. they have enough money.
 - they get permission. they find out how it works.

Grammar

First conditional (Review), *if* and *unless*

4 a Circle the correct words in the sentences from the radio programme.

- I think that unless I *do* / *will do* some exercise, I *don't live* / *won't live* very long.
- If *you'll do* / *you do* all those things, *you'll live* / *you live* as long as me.

b Circle the correct words.

Rule:

- In these sentences, both verbs refer to actions or events in the *present / future*.
- The verb tense after the words *if* or *unless* is *present simple / will* or *won't*.
- The verb tense in the other clause is *present simple / will* or *won't*.

c Complete the sentences with the verbs in the box.

'll copy come leave 'll help won't call ~~if fall~~ won't get arn't want want

- You 'll fall if you careful.
- If you shopping with me now, I you with your homework later.
- Unless we the house right now, we there for the start of the film.
- I this CD for you if you
- I you at the weekend – unless you me up.

d Complete each space. Use *if*, *unless*, *until* or *as soon as*.

- She's coming home at 6.00. I'll talk to her she arrives.
- we hurry up, we'll be late for the film!
- Dad's picking us up in the car, so we'll have to wait he gets here.
- What will you do you don't pass your exams?
- Can you do me a favour? Look after my cat I get back from holiday, please.
- I can't buy it my parents lend me some money.
- I can't talk now, I'm watching a football match – but I'll ring you it finishes, OK?
- the cinema's full, don't worry – we can come back home and watch a video.

e Complete the sentences from these words. Use *if* or *unless*.

- | | |
|---|--|
| 1 you play with matches / burn your fingers | 4 you are tired / I do the washing up |
| 2 you go near that dog / bite you | 5 you slow down / you crash the car |
| 3 come and eat your pizza now / not be any left | 6 buy you a new bike / pass all your exams |

Vocabulary

Time conjunctions: *if* / *unless* / *when* / *until* / *as soon as*

5 Match the two parts of the sentences.

- | | | |
|---------------------------------------|--------------------------|--------------------------------|
| 1 As soon as I arrive at the station, | <input type="checkbox"/> | a he'll probably need glasses. |
| 2 Unless I work faster, | <input type="checkbox"/> | b until she says sorry. |
| 3 When he gets old, | <input type="checkbox"/> | c you won't get wet. |
| 4 If you take an umbrella, | <input type="checkbox"/> | d I won't finish on time. |
| 5 I won't speak to her | <input type="checkbox"/> | e I'll ring you. |

b Circle the correct words.



- 1 **A** We'll be here all night *when* / *unless* you do something.
B There's nothing I can do. We'll stay here *until* / *if* someone rescues us.
- 2 **A** Someone's downstairs! I'm afraid something will happen to me *until* / *if* you don't come soon.
B Alright. I'll come round. And phone the police *until* / *as soon as* we finish talking, OK?
- 3 **A** I want to keep it a secret. *If* / *As soon as* you see Joey, don't tell him anything.
B OK, I won't say anything *unless* / *as soon as* you tell me to.
- 4 **A** Have you heard? Sarah's going to leave her boyfriend *as soon as* / *until* he gets back from holiday.
B No way! He's going to be so upset *when* / *if* he finds out.

c Complete the sentences with the present simple form of the verbs, or *will* / *won't*.

- 1 I will lend (lend) you the money if you promise (promise) to give it back tomorrow.
 2 If she (phone) me tonight, I (ask) her to go out with me.
 3 The door (not open) unless you (push) it hard.
 4 Unless we (leave) now, we (be) late for school.
 5 If he (not be) careful, he (hurt) himself.
 6 I (not come) if you (not want) me to.
 7 Unless you (stop) talking, the teacher (get) angry with you.
 8 The dog (not bite) you if you (leave) it alone.

Vocabulary

Verbs with prepositions

- 6 a** Here are some common causes of stress. Complete them, using the prepositions in the box.

with for about

- 1 arguing our parents 4 thinking what to wear
 2 reviving exams 5 worrying life
 3 getting ready school

b Complete each sentence. Use a verb + preposition from 6a.

- 1 I'm going to have a shower and get dressed, to the party.
 2 I got into real trouble at school yesterday. Perhaps it wasn't a good idea to the teacher!
 3 She's always happy and smiling – she never seems to anything!
 4 Sorry, I can't come out tonight. There's a test tomorrow and I need to it.
 5 It's time to plan the party. We need to who to invite!

c Work with a partner. Discuss how stressful the things in 6a are. Give each one a mark from 0 (not at all) to 5 (extremely). What other things make you stressed?

d In groups of four, compare what you find most stressful in life and give each other ideas on how to make these things less stressful.

Write

- 7 **a** Look at the title of the essay. Read the text quickly. Does the writer give a positive or negative answer to the question?

Will computers ever be more intelligent than people?



1 Scientists claim that in 50 years' time, there will be computers that are likely to be even more intelligent than humans. This is a fascinating idea, but I do not believe it will really happen.

2 It is true that computer scientists have made fantastic inventions over the last few years. They have made tiny chips in people's brains to help patients with Parkinson's disease. They have developed computers that can understand things people say, and can now give a meaningful answer. They have built computers that have nearly big memory capacities*.

3 But human intelligence is more than having a good memory. It may be possible to build computers that can remember a lot more than the human brain. But humans can do a lot more. They laugh and cry, they enjoy a good film or a interesting book.

To conclude, I would like to say that computer science is a fascinating subject. In 50 years' time, we will probably have computers that can do things that today we cannot even dream of. But I believe human intelligence will always be higher than artificial intelligence.

Glossary: *capacities = size

- b** Read the essay again. Which paragraph(s):

- 1 develop the writer's ideas?
- 2 sum up the writer's main ideas?
- 3 say what they are writing about?

- c** Write an essay with the same title as here, but giving the opposite point of view.

In other words, argue that computers will be more intelligent than people in the future.

- d** Write your own essay about one of the following topics. Use the essay on computers to help you. Write around 150 words.

Each paragraph should have a topic sentence where you give the main idea, and a few more sentences to support or explain your ideas. In the essay here, the topic sentences have been underlined.

- Will there still be schools and teachers in the future?
- Will it be possible to live forever?

Use the steps below to help you.

- Make notes – write down any ideas that come into your head about the topic. You don't need to write sentences – just words or phrases.
- Sort out your notes. For example, you can put them into four categories:
 - general ideas / introduction
 - negative points
 - positive points
 - your own opinion
- Write a first draft of your essay. Organise it into four paragraphs: *introduction / negative points / positive points / conclusion*
- Read it again and improve it if you can.

Communication



A debate

Conversational strategy:

- Making your point

a Read this text.

4
CD 2

b Listen to an extract from a debate on "Governments should spend more money on space programmes". Is the speaker for or against the motion?

4
CD 2

c Listen and tick the phrases you hear.

Useful phrases

Staging your argument

- Mr Chairman,
- Madam Chairperson,
- I am for / against this motion
- We are against this motion
- My arguments are ...
- Moving to my first argument ...
- Turning to my second argument ...
- My third argument has to do with ...
- My main arguments were ...
- Consequently, bearing my arguments in mind, I ask you all to support
- And so, considering all the arguments I have put forward, I recommend rejecting* the motion.

Glossary: *reject = not accept

How to prepare for a debate

A debate is a formal discussion between two people or two groups about a certain topic. Each person is allowed a certain amount of time (e.g. three minutes) to make their point. When everybody has finished, the chairperson asks the audience to vote with the speaker / group has 'won the motion*'.
* = a suggestion for debate

STEP 1

Having an opinion isn't enough to be effective in a debate. What you need is strong points that support your opinion. Take enough time to prepare your arguments carefully.

STEP 2

Don't forget that people aren't interested in hearing what they already know, so make sure you include relevant facts in your contribution to the debate.

STEP 3

Practise your communication skills in front of others and even in front of a mirror. Make sure you look confident while you are speaking. No one will buy an argument from someone who does not have confidence in themselves.

STEP 4

Always respect the other debater. Attack the idea, not the person! Give the other person or people time to make their point too.

STEP 5

Prepare to have counter arguments to what the other person will say. Many times you can know what they will say ahead of time and prepare yourself with facts that contradict their argument.

Glossary: *motion = a suggestion for debate

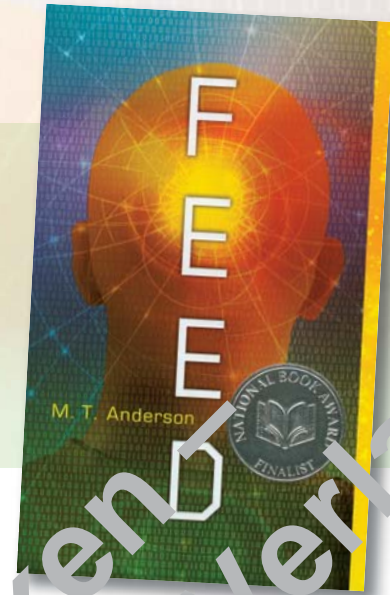
d Now prepare a class debate on the following topic:

"Technology brings as many problems as it solves."

Feed

by M.T. Anderson (a novel)

This is a novel about a society in which most of the kids are totally into consuming – advised by the “feeds”, little computers implanted into their heads. Titus, the protagonist, currently has no feed, because somebody has hacked into his brain.



a Quickly scan the text and find out what is good and what is bad about the so-called “feeds”.

I missed the feed.

I don't know when they first had feeds. Like maybe, fifty or a hundred years ago. Before that, they had to use their hands and their eyes. Computers were all outside the body. They carried them around outside of them, in their hands, like if you carried your lungs in a briefcase and opened it to breathe.

People were really excited when they first came out with feeds. It was all da da da, this big educational thing, da da da, your child will have the advantage, encyclopedias at their fingertips, closer than their finger tips etc. That's one of the great things about the feed – that you can be supersmart without ever working. Everyone is supersmart now. You can look things up automatically, like science and history, like if you want to know which battles of the Civil War George Washington fought in and shit.

It's more now, it's not so much about the educational stuff but more regarding the fact that everything that goes on, goes on on the feed. All of the feedcasts and the instant news, that's on there, so there's all the entertainment I was missing without a feed, like the girls were all missing their favorite feedcast, this show called *Wow! Thing!* which has all these kids like us who do stuff but get all pouty*, which is what the girls go crazy for, the poutiness.

But the braggest* thing about the feed, the thing that made it really great is that it knows everything you want and hope for, sometimes before you even know what those things are. It can tell you how to get them, and help you make buying decisions that are hard. Everything we think and feel is taken in by the corporations, mainly by data ones like Feedlink and OnFeed and American Feedware, and they make a special profile, one that's keyed just to you, and then they give it to their branch companies, or other companies buy them, and they can get to know what it is we need, so all you have to do is want something and there's a chance it will be yours.

Of course, everyone is like, da da da, evil corporations, oh they're so bad, we all say that, and we all know they control everything. I mean, it's not great, because who knows what evil shit they're up to. Everyone feels bad about that. But they're the only way to get all this stuff and it's no good getting pissy* about it, because they're still going to control everything whether you like it or not. Plus, they keep like everyone in the world employed, so it's not like we could do without them. And it's really great to know everything about everything whenever we want to have it just like, in our brain, just sitting there.

Glossary: *pouty – schmollend; *braggest = here: the best, sth you can brag about (be proud of), *pissy = angry or upset

b Read the text again, then decide whether the statements (1–5) are true (T), false (F) or not given (NG) in the text. Put a cross in the correct box. The first one has been done for you.

	Statements	T	F	NG
0	Basically, a “feed” can be described as a computer in your head.	<input checked="" type="checkbox"/>		
Q1	Everyone is supersmart now because they have instant access to an encyclopaedia.			
Q2	For entertainment the feedcasts let you know absolutely nothing.			
Q3	The best thing about the feedcasts is, however, that you don’t have to pay for them.			
Q4	Companies have a special profile of you so they know when you want something.			
Q5	There’s no need to be annoyed about the companies because they don’t really control everything.			

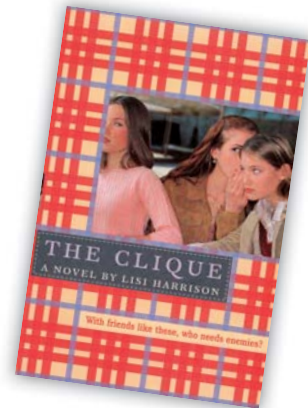
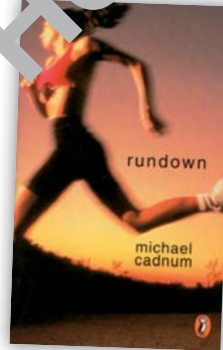
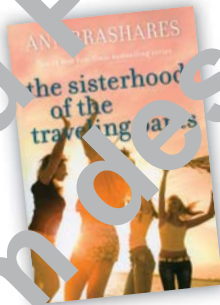
c Look at the two statements from the blurb (short text on the back cover of a book) on *Feed*. Match the words and the definitions.

Feed is a mind-boggling work of the imagination, meg inventive, meg amusing, and meg ominous. (Sonya Hartnett, author of *Thursday’s Child*)

Highly original, beautifully written, spooky, tender, passionate ... It’s a stunner. (Melvin Burgess, author of *Junk*.)

- | | | | | |
|---|------------|--------------------------|---|---|
| 1 | inventive | <input type="checkbox"/> | a | making you feel that something bad is going to happen |
| 2 | ominous | <input type="checkbox"/> | b | gentle and careful |
| 3 | spooky | <input type="checkbox"/> | c | very strong feelings |
| 4 | tender | <input type="checkbox"/> | d | something that is truly surprising |
| 5 | passionate | <input type="checkbox"/> | e | able to think of new, different, interesting ideas |
| | stunner | <input type="checkbox"/> | f | strange or frightening |

d Look at the three book covers. Work with a partner, choose a book and come up with three statements for a blurb.



5
CD 2

e Titus, the protagonist of *Feed*, has met a girl, Violet, and fallen in love with her, but Violet is different. The feed-world isn’t everything to her. At a party, her “feed” malfunctions, and she is taken to hospital. Titus visits her. Listen to the following extract and mark T (True) or F (False) with a cross .

- | | | | | | |
|---|---|---|--------------------------|---|--------------------------|
| 1 | During the seizure* Violet lost all her childhood memories. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 2 | Violet is sure she’ll always remember Titus. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 3 | Dancing is one thing that shows Violet that she’s alive. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 4 | Titus would like to take Violet to the zoo. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 5 | He also wants her to see a Mayan temple. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 6 | Violet cries because she feels like she is in a world of sitcoms. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| 7 | Violet thinks the feed has too much influence on her life. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |

Glossary: *seizure = a sudden condition where you lose control of yourself

f Work in two groups. One group collects arguments for the concept of the feed, another group collects arguments against it. When you are ready, do a class debate on the concept of the feed.

INTO

Competencies

WRITING

Summer Camps UK

WANTED: young people to work on a holiday camp for 10–13-year-old children in the UK for a period of two months. Various locations in the country. The work includes organising entertainment for the children and general cleaning duties.

If you are interested in this position, write and tell us:

- why you think you are suitable for the post
- about your level of English (exams you have passed / hope to pass in the future)
- what you think you will gain or learn from being in the UK for two months.

Write to PO Box 788, Cheltenham, UK before April 30 this year



WRITING TIP

When you write a letter, especially for a test or an examination, remember that you should always:

- Read the task carefully and do exactly what it asks you to do. In this example, you need to read the advertisement carefully and make sure that you provide all the information that the advertisement asks for. If you miss out important information, you will lose a lot of marks.
- Check your own writing carefully when you have finished. Check for grammar mistakes and for any spelling mistakes. In exams especially, it is easy to make small mistakes under pressure. Give yourself time at the end to check.
- Check your text, if there is a word limit, to make sure that you have used about the required number of words. If you don't write enough words, you will lose marks. If you write far too many, the examiner won't mark much beyond the word limit.

Writing a letter

a Read this advertisement in a newspaper. The advertisement requests information about four different things. What are they?

b A young man called André wrote a letter to apply for one of the jobs. Read his letter and say which of the four requests for information in the advertisement he doesn't answer.

Dear Sir or Madam,

I am writing to apply for a summer camp job in the UK.

I am an independent and reliable person. ¹ Unless I get one of the jobs, I will work hard and I am sure that I will be a good employee.

I think that you need patience and a good sense of humour to work with younger children. I believe I have these qualities, but I also think that ² they are likely to improve through this work. I think I will also learn how to deal with difficult children, and to provide discipline when it is needed.

It has always been my dream to visit Britain. I believe that my English will improve, and I am sure that I ³ will to learn a lot of things about a different and foreign culture.

⁴ Thank you for considering my application. I look forward to your reply.

Yours faithfully,

André Le Bendit

c Each of the underlined phrases 1–4 contains a language mistake. Correct each one.

d Imagine that you want to apply for one of the summer camp jobs. Write your letter in around 150 words. (Don't count the opening and your name.)



Live forever • Oasis



a Watch the video. Write down all the repeated images you see. How do these images support the title of the song?



b Listen again. Find and correct the mistakes in the lyrics.

c Read this interpretation of the song and match the points (1–6) with the lines from the song (a–f).

I think this song sums up perfectly what it's like to be a teenager:

- 1 They don't waste time worrying about death.
- 2 They like to try out new things.
- 3 They aren't interested in older people's lives.
- 4 They don't waste time with regrets.
- 5 They like to feel they are the same as their friends.
- 6 They think they know more about the world than older people.

d Discuss.

- 1 Do you agree with the points made about teenagers in **c**? Why / Why not?
- 2 What do you think the song is about? Use lines from the song to support your ideas.

e Write a paragraph explaining what you think the song is about.

1 Maybe ^(a) I don't really want to know
how your garden grows
 Because ^(b) I just want to fly.
 Lately did you ever feel the shame
 In the evening rain
 As it soaks* you to the skin.

2 Maybe I just want to fly.
 I want to live. I don't want to cry.
 Maybe I just want to sing.
 Maybe I just don't belong.
 Maybe you're the same as me.
^(c) We see things they'll never see.
^(d) You and I are gonna live forever.

Repeat 1

3 Maybe I will never be
 All the people that I want to be.
 But ^(e) now is not the time to cry.
 Now's the chance to find out why.
^(f) I think you're the same as me.
 We see things they'll never see.
 You and I are gonna live forever.

Repeat 1 + 2

Glossary: *soak = make very wet

Language in use

EXAM TIP

Cloze texts

Sometimes you have to fill in the gaps in a text with one word and no clues are given.

- It's important that you read the whole text first. Don't focus on the gaps – try to understand what the general meaning of the text is. Look at the title too!
- Study the words before and after the gap carefully. Try to find clues that help you to identify the meaning of the word needed. Is it the opposite of something? Is it an example of something? Is it a synonym? Is it part of an expression or a structure (e.g. an auxiliary verb?)
- Try to identify the type of word that's needed: Is it an article? A preposition? A noun? etc.
- If the word you need to fill in is a verb, make sure it is in agreement with the subject that it goes with.
- Only do the gaps that you are absolutely sure about. If you are not sure about the word, leave it out or make a guess and note it down on a piece of paper. Come back later to the gaps you found difficult to do. Quite often you will find the answer the second time round to find the right word.
- Read the whole text again and check that the words you have filled in make sense.

Read the text. Fill each space only with one word.

Experts predict that we will ⁰ live longer in the future. Many people fear that this will mean more years of illness and time spent in hospitals before people finally ¹ But this might not be ² case. Doctors say that as our life expectancy* increases, we will also get fitter and healthier and more and more of the illnesses people suffer from when they are old ³ be under our control. Living until the age of 90 in 50 years' time from now will be a very different experience from what it was like 50 years ⁴

So maybe we ⁵ live longer in the future, but this does not mean that we don't already have models ⁶ what a healthy, happy old age can be like. 1997, Jeanne Calment died at the age of 122 and 5 months. At 100 she was ⁷ her bicycle; she lived on her own until 110 and at 114 took on her first acting role in the film *Vincent and Me*. She was 14 years old ⁸ the Eiffel Tower was completed in 1889. Perhaps in 50 years' ⁹ , this will not seem like such an unusual story.

Glossary: *life expectancy = how long we expect to live

Wordwise

Verbs + prepositions: *with / for / about*

a Match the sentence halves.

- | | |
|--|---|
| 1 I <i>had fun with</i> my mates yesterday – <input type="checkbox"/> | a we just <i>talk about</i> little things, nothing important, but it's nice! |
| 2 I like to <i>chat with</i> my friends after school – <input type="checkbox"/> | b but I think I'll <i>go for</i> the spaghetti. |
| 3 My parents don't like some of the kids I <i>go round with</i> – <input type="checkbox"/> | c so we're <i>praying for</i> good weather for tomorrow's match |
| 4 That yellow shirt's very nice, – <input type="checkbox"/> | d because after five minutes together, we don't have anything to <i>talk about</i> . |
| 5 Everything on the menu looks great, – <input type="checkbox"/> | e and now he IS rich, but he isn't happy! |
| 6 We can't play cricket if it's raining, – <input type="checkbox"/> | f we watched some DVDs and played some computer games, it was great! |
| 7 My sister's just finished Business Studies at university – <input type="checkbox"/> | g and the vic says we can only <i>hope for the best</i> , but we think he may not live very long. |
| 8 My dog's really old and ill – <input type="checkbox"/> | h so there's nothing to <i>laugh about</i> ! |
| 9 I don't like being with John – <input type="checkbox"/> | i that doesn't really <i>go with</i> green trousers. |
| 10 I just don't think it's amusing, – <input type="checkbox"/> | j that we don't need to <i>argue about</i> it, do we? |
| 11 He used to <i>dream about being</i> rich – <input type="checkbox"/> | k because they think they're bad for me. |
| 12 Look, I think one thing and you don't agree – <input type="checkbox"/> | l and now she's <i>applying for</i> jobs with lots of different multinationalals. |



b Listen and check.

c Which four sentences in a match the pictures below?



d Which of the expressions in italics in a can be replaced with these words?

- | | |
|---|--|
| really hoping <input type="checkbox"/> | find funny <input type="checkbox"/> |
| fight about <input type="checkbox"/> | talk with <input type="checkbox"/> |
| am friends with <input type="checkbox"/> | look good with <input type="checkbox"/> |
| had a good time with <input type="checkbox"/> | really want to be <input type="checkbox"/> |
| choose <input type="checkbox"/> | be optimistic <input type="checkbox"/> |

e Use eight of the expressions from a to complete the dialogue. You might have to change the form.

- Ian** I had a really good ¹..... dad last night.
- May** Really? What did you ²..... about?
- Ian** Lots of things but mostly about when he was our age; what our grandparents were like, the friends he used to ³..... That sort of thing.
- May** Did you find out anything interesting?
- Ian** Well he used to ⁴..... an actor.
- May** I never knew that. He kept that secret.
- Ian** But his dad didn't like the idea. He didn't think it was a proper job. Apparently they used to ⁵..... it a lot.
- May** So did dad just give up?
- Ian** No. He even ⁶..... drama school, but he didn't get in.
- May** And so he ⁷..... a job in a bank. That's quite funny.
- Ian** I'm not sure he thinks it's much to ⁸..... He told me he's never really liked his job.

Read

- 1 a Look at the pictures and the title of the text. What do you think the text is about? Read the text quickly to check your ideas.

REALITY TV A Real Problem?

1 Reality TV began in the early 21st century, with programmes like *Survivor*. But the basic idea of these programmes – putting people in difficult or challenging circumstances, with viewers watching them – is not a completely new one. In the early 1980s in Japan, a series of programmes called *Endurance* appeared on TV. Starting with thousands of contestants in the first show, the programme began to reduce the number by making them do difficult and/or unpleasant things – for example, they were made to sit in boxes full of wasps* and they had to stay there as long as they could. The first person to get out had to drop out of the programme. The presenters made fun of the contestants, too. Viewing figures in Japan were enormous.

2 The viewing figures for *Survivor* are huge too. The first episode attracted 15 million viewers in the USA; the final episode had an audience of 50 and 51 million. In the programme, twelve people are taken to an island in the Pacific and made to stay there for more than a month. The producers let the contestants take one luxury item each, but they aren't allowed to take any food with them – they have to find their own food or go hungry. Every three days, one contestant must leave the island and the last person wins \$1 million.



Survivor

3 It's not just adults who take part in these shows. A television series in Britain called *That'll Teach 'Em* took 30 teenagers from all over the country and put them in a fictional boarding school*, where they received 1950s-style tuition*. Almost every detail of the world of the 1950s boarding school* was recreated and the students lived there for one month. They were made to wear thick 1950s school uniforms during the hot summer. "They made us have showers and we had to have our hands checked every day to see if they were clean," says one pupil. "We were punished if we didn't get to lessons on time. And we weren't allowed to take anything from our modern lives into the school." At the end of the month, all the students took O-level exams, just as their parents did. Although most of them had got excellent results in their modern tests, they did not pass any of the 1950s exams.

4 In 2004, there was also a programme in Britain where contestants were not allowed to sleep for seven days. The prize money was £97,000, and the winner was nineteen-year-old Clare Southern. *Shattered* was investigated by a TV regulator because so many viewers got on the phone to complain.

5 Programmes like this are broadcast all over the world, with all kinds of variations. But there are critics: people

who think that these programmes degrade* both the contestants and the viewers, and many psychologists too, who feel that contestants are often pushed beyond reasonable limits to make good television. Dr Gary Wood, of the University of Birmingham, said: "It's humiliating* for the contestants. It's very worrying that we are putting people's health at risk and perhaps causing them psychological harm."

Glossary: *eels – Aale; *tuition = teaching; *boarding school – Internat; *degrade = make people lose respect for someone / something; *humiliating = making you feel angry and embarrassed

Discussion box

- 1 Would you like to be a contestant in a reality TV show? Why / Why not?

*I think it would be ... because ...
To be honest, I'd ...
I'm not sure. It might be ...*

- 2 Would you like to go back in time to the education system of the 1950s? Why / Why not?

*I'm really interested in the past so ...
No, but I'd like to ...
Honestly, it doesn't seem really interesting.*

Useful words

print media • visual media • readership • circulation • local press • national press
to broadcast • tabloids • journalism • journalist • reporter • editor • producer • critic
review • magazines • censorship • press freedom • headlines • make the headlines

M

b Read the text again, then choose the correct answer (A, B, C or D) for questions 1–5. Put a cross in the correct box. The first one (0) has been done for you.

- 0 Reality TV programmes started
A in the 20th century.
B 40 years ago in the USA.
C during the years 2000 – 2002.
D more than 20 years ago in Japan.
- Q1 The first reality TV show in Japan
A was called *Endurance*.
B was called *That'll Teach 'Em*.
C was called *Shattered*.
D was called *Survivor*.
- Q2 In *Survivor*, contestants are taken to an island
A and spend a holiday there.
B where they stay for six months.
C where food is provided for them.
D and have to stay there for a month.
- Q3 The students at the King's School were made to
A wear old clothes.
B use mobile phones.
C take hot showers.
D wash their hands properly.
- Q4 The winner of *Shattered*
A was a teacher.
B was a teenage girl.
C was a home student.
D was a pupil from King's School.
- 0 Critics of reality programmes think they
A make the contestants happy.
B make good television.
C improve the contestants' health.
D humiliate the contestants.

c Find words or phrases in the text that mean:

- difficult (*paragraph 1*)
- make (something) smaller (*paragraph 1*)
- people who take part in a contest or competition (*paragraph 1*)
- a thing that is expensive and pleasant to have, but is not necessary (*paragraph 2*)
- not real; imaginary (*paragraph 3*)
- teaching (*paragraph 3*)
- different forms (*paragraph 4*)
- making someone feel ashamed or lose their self-respect (*paragraph 5*)

d Use the words / phrases from 1c to complete the sentence. You might need to change the form of the words.

- It's a really expensive, private school – costs about £5000 a term.
- Her books are all really about the same things, with just small
- The teacher asked us questions about history.
- The story is a true one, but lots of the people in the book are
- In our quiz tonight, the are from towns all over the country.
- Last week our football team lost 10–0! It was a really result.



Vocabulary

Collocations with on

2 a Fill in the missing words. Check with the text in 1a.

- They were punished if they didn't get to the lessons
- A series of programmes called *Endurance* appeared
- A lot of viewers got to complain about the programme.

b Complete the sentences with *on* and words from the box.

holiday sale the phone
strike time TV

- There's never anything very good in the morning!
- Unless the plane arrives, we'll miss the next flight.
- My sister spends hours talking to her boyfriend.
- All the teachers went yesterday for better pay.
- We went to Greece, and we had a great time!
- They've got some great things in the CD shop.

Grammar

make / let / be allowed to

3 a Look at these examples from the text.

The producers **let the contestants take** one luxury item each.
The pupils **were made to wear** thick 1950s school uniforms.
They **made us have** cold showers.
The contestants **were not allowed to sleep** for seven days.

b Find more examples of these structures in the text.

c Circle the correct option to complete the rules.

Rules

- We use **be allowed to** to talk about obligation / permission.
- We use **not be allowed to** to talk about prohibition / obligation.
- We use **let** to talk about obligation / permission.
- We use **make** to talk about obligation / permission.

d Look at the two examples with *make* in 3a.

- Which one is *active*, and which one is *passive*?
- What is different about the verbs that follow *make* in these examples?

e Rewrite the sentences using the words in brackets.

- We don't have permission to go into that room. (*allowed*)
We aren't allowed to go into that room.
- The teacher told us to stay longer at school yesterday. (*made*)
The teacher
- I don't allow my sister to borrow my things. (*let*)
I
- My father didn't give me permission to borrow his car. (*let*)
My father
- You can't smoke here. (*allowed*)
You
- We had to tidy our rooms last Saturday. (*made*)
We

f Complete the sentences with the correct form of *make*, *let* or *be allowed to*.

- At school, we **no** take our mobile phones into the classroom.
- your teachers you study hard?
- people use my things without asking me first.
- When I lend things to my brother, I always him promise to be careful!
- you use your mum's car?
- I usually come home later at the weekend.
- Joanna's bought a new CD, and yesterday she me borrow it.
- Last Saturday, my parents me go shopping with them – it was really boring!

Grammar for communication

g Work in pairs. Ask and answer questions about the rules you have at home. Talk about:

- homework
- times you can come home
- doing housework
- listening to music in your room
- friends visiting you
- using the phone

A Are you allowed to listen to music in your room?
B Yeah, but after 11 o'clock at night they make me use headphones. Do your parents make you ...?

Vocabulary

Television

4 a Complete the text with the words in the box.

- | | | |
|-----------|------------|-----------------|
| series | contestant | celebrities |
| presenter | episode | viewing figures |
| audience | viewers | sitcoms |

A programme that is very popular worldwide, but started on British TV, is the quiz show *Who Wants To Be A Millionaire?* Each week, the ¹..... asks questions on general knowledge, and the ²..... has to answer them and try to win a million pounds. There is an ³..... in the TV studio, and the programme gets millions of ⁴..... at home too.

Detective ⁵..... are very popular in Britain and so are soap operas. A soap opera tells a story about ordinary people, and there is usually something dramatic in each ⁶..... ⁷..... like *Friends* also tell a story, but are much funnier than soaps. They usually get very high ⁸....., sometimes 10 million people or more. The stars often become ⁹.....

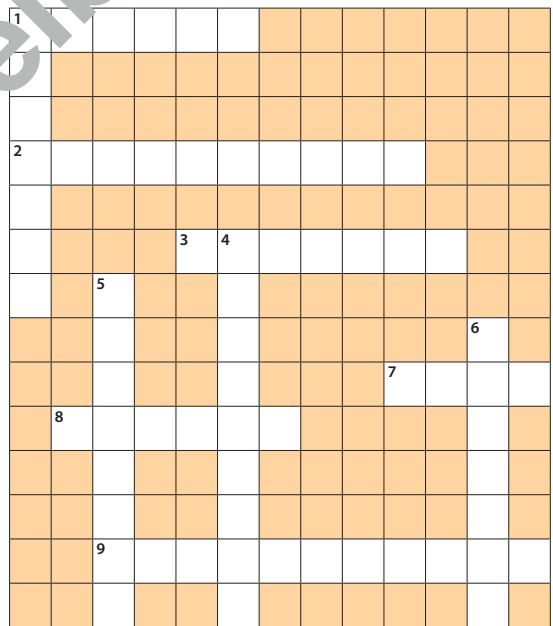
b Complete the crossword by solving the clues with words from 4a.

- (→) A group of programmes about the same subject.
- (↓) Comedy programmes about the lives of ordinary people.
- A person who takes part in TV.
- One part of a 1(↓).
- The person who presents a programme.
- People who watch a TV programme in the studio.
- The number of people who watch a programme is called the viewing
- A programme where people answer questions is a show.
- A person who is watching a TV programme at home (not in the studio).
- Well-known people on television (or in films).



Tip

- **Viewers** watch a programme on television.
- An **audience** watches a film in a cinema, a play in a theatre, or a programme being made in a TV studio.
- **Spectators** are people who go to watch a sporting event.



c Complete the sentences with the correct form of the word at the end of each line.

Yesterday evening I watched a ¹ wonderful..... new quiz show on TV. There are four ²....., who have to answer really hard questions that the ³..... asks them. If they don't know the answer to a question, they are ⁴..... to phone home and get some help. And sometimes the ⁵..... at home can phone the programme and ask questions too. The ⁶..... gets a prize of a new car! I think it's going to be a very ⁷..... show.

- WONDER
- CONTEST
- PRESENT
- ALLOW
- VIEW
- WIN
- SUCCESS

Listen

- 5 a** You are going to listen to an interview with a psychologist about reality TV. Look at the questions asked by the interviewer. Work with a partner and make sure you understand what they mean.



- 1 Don't these programmes put people under enormous pressure?
- 2 Is there any limit to what the programme designers will think of?
- 3 Do you think reality TV shows like this one are OK?
- 4 Do you think the contestants in this programme will suffer bad effects?
- 5 Do you think that programmes like this humiliate the contestants?

b In what order do you think the interviewer asks the questions?

c Work with a partner. Discuss the answers you think the psychologist will give to each of the questions.

7 CD 2 **d** Listen to the interview and check the order of the questions.

7 CD 2 **e** Listen again and make notes about her answers.

f Use your notes to correct these statements.

- 1 Dr Wright watches reality TV shows for personal interest.
- 2 Dr Wright thinks the contestants on *Shattered* were awful.
- 3 Going without sleep will have a long-term physical effect.
- 4 Everybody finds it easy to deal with fame and money.
- 5 Dr Wright hopes to see a reality TV show about hunger.

Grammar

Modal verbs of obligation, prohibition and permission

- 6 a** Look at these examples from the interview with the psychologist in 5d.

- 1 "Shattered" was the programme in which people **had to** stay awake as long as possible.
- 2 People **don't have to** become contestants on these programmes.
- 3 If they want to, they **can** leave.
- 4 What can we expect next? A hunger programme where people **mustn't** eat for a week?

Which sentence says:

- | | |
|--|--------------------------|
| a someone is allowed to do something? | <input type="checkbox"/> |
| b it is very important not to do something? | <input type="checkbox"/> |
| c it is not necessary for someone to do something? | <input type="checkbox"/> |
| d it was necessary for someone to do something? | <input type="checkbox"/> |

b Match the sentences and pictures. Write 1–6 in the boxes.

- | | |
|--------------------------------|-----------------------------------|
| 1 "You can't come in now." | 4 "You don't have to shout." |
| 2 "We can't park here." | 5 "You mustn't talk in here." |
| 3 "We have to wear a uniform." | 6 "You must be over 18 to go in." |



C Look at the pictures. What are the people saying? Complete the sentences.



1 "We **can't** leave through here."



2 "You feed the animals!"



3 "You open it now if you want."



4 "We show something to prove we're 18."



5 "I clear up this mess!"



6 "Great! wear a suit and tie!"

Vocabulary

Extreme adjectives and modifiers

7 a Look at these sentences from the interview in 5d. What do *enormous*, *fantastic* and *starving* mean?

But don't these programmes put people under **enormous** pressure?

I think the contestants were **fantastic**.

People mustn't eat for a week, until they're **starving**!

b Match the adjectives in 7 with the extreme adjectives a–g.

- | | | | | | |
|---------|--------------------------|----------|--------------------------|-------------|------------|
| 1 big | <input type="checkbox"/> | 5 old | <input type="checkbox"/> | a fantastic | e tiny |
| 2 small | <input type="checkbox"/> | 6 good | <input type="checkbox"/> | b enormous | f starving |
| 3 tired | <input type="checkbox"/> | 7 hungry | <input type="checkbox"/> | c boiling | g freezing |
| 4 hot | <input type="checkbox"/> | | | d exhausted | |

c Here are some things that people said in the interview.

That's not **very** difficult to deal with.

It's hard to deal with being **really** famous.

They'll be **absolutely** fine.

Here are more examples of adjectives with the modifiers *very*, *really* and *absolutely*. Some you can use together and some you can't. Write a tick (✓) or a cross (✗) beside each one.

really small	✓	very small	✓	absolutely small	✗
really tiny		very tiny		absolutely tiny	
really hot		very hot		absolutely hot	
really boiling		very boiling		absolutely boiling	

c Work with a partner. Talk about the topics below. Express your opinions about them using extreme adjectives and modifiers.

- a film you've seen
- a holiday you've been on
- a book you've read
- a story you've heard

e Complete the sentences with one of the adjectives in 7b. There may be more than one answer.

- I burned my hand really badly. The water was absolutely
- Let's go and get some food – I'm very
- We stayed up all night to finish our work. The next day we were absolutely
- When John got fired, the company only gave him a very amount of money.
- It's really in here. Can I close the window?
- She told us an absolutely story.

Write

8 a Read the magazine article and answer the questions.

- 1 Who will the contestants be in the programme?
- 2 Where are they going to live?
- 3 What will each contestant be able to take with them?
- 4 How often will TV show scenes from the show?
- 5 How will the person who has to leave be chosen?
- 6 What are the prizes for the winner?

b Write a magazine article about a new reality show. Use the questions in 8a to help you. Think of a suitable title.

c Imagine you and two other people were on a small plane that crashed on a desert island. You had these things with you. Write the story of how you survived on the island.



Cave people coming our way

A new reality TV show called *Cave people* will be on our screens next year. Twelve celebrities (their names won't be known to viewers before the programme actually starts) will be taken to a place somewhere in the mountains of Wales.

They will live in a cave with no modern equipment or food at all, although each star will be allowed to take one personal item. The stars will be filmed 24 hours a day – hunting for animals in the nearby forests, looking for food and learning to make fire. Six times a day, there'll be clips on TV showing the most interesting scenes. Viewers at home will vote each week for the person who has to leave.

The star who survives all this will pick up £1,000,000 for charity – and a recording contract for a CD.



Big Brother | Worldwide

The Big Brother (BB) format has had more than fifteen years to migrate from its original home in Holland and travel all over the world, and despite some problems along the way, it has arrived just about everywhere. From Bulgaria to Brazil, from the Philippines to Portugal, over seventy countries now show (Q1)... . In 2006 Nigeria, India, and Serbia and Montenegro launched their own versions, while countries that have had the show for a long time are looking to develop the format even further.

The original Dutch show back in 1999 was a success, but the producers had no idea it would go on to be a worldwide hit. Since then, the original concept - a group of people living together and being constantly (Q1)... - has undergone a large number of variations. Most of the differences involve how contestants get evicted*, but the BB rules have changed around the world just as often as the contestants.

From identical twins in Australia, to mothers and sons in Greece and couples in Canada - things have been changing (Q2)... . Some examples:

- * In France and Canada, there is always a winning couple rather than an individual, but in 2003 the first house where twelve single people paired up at the beginning of the series.
- * Australia has always experimented - back in 2002 it became the first house where Big Brother nominated all of the housemates, and in 2005 identical twins entered the house as the same person, eventually winning the show (Q3)...
- * Italy was the first country to introduce a couple as contestants in 2003, and then to bring in relatives the following

- year with a father and daughter combination.
- * In Greece, the fourth series was known as "Big Mother" - this required each housemate to bring their mum along with them, but the show got (Q4)...
- * "Big Brother USA" has the most unusual version of the rules. From the second series, it stopped public voting on evictions; instead, housemates get to vote on contestants chosen by the "leader" of the house. A second contestant then has the "power of veto" and can save a housemate from nominations.

Read the statements and circle the answers that you think are correct.

- 1 The "Big Brother" TV show started in *The Netherlands* / *Britain* / *Germany*.
- 2 It was first shown in *1989* / *1999* / *2003*.
- 3 The idea has been used in *7* / *37* / *87* different countries.
- 4 In France and Canada, the show is always won by *a man* / *a woman* / *a couple*.
- 5 In a Polish version of Big Brother, the winning contestant was from *Poland* / *Germany* / *Britain*.
- 6 In Denmark, a woman contestant *died* / *became pregnant* / *got married*.

This idea has been used in Brazil, too, (Q5)...

- * Producers in Germany became over-enthusiastic after five series of the hit show and decided to introduce "BB - The Village", where contestants would live year-round, earning money and taking part in team activities. But fans didn't like the idea of a real-life *Truman Show*, and the series didn't last long.
- * In the Polish version, the contestants left the house nightly (Q6)... This series, known as "Bar Europa", was won by a British person.
- * Italy and Mexico added "punishment zones" to their houses. But Britain was the first nation to trial a version called "Evil Big Brother", a concept that was also tried in Australia, Spain, Scandinavia, Bulgaria and Belgium.

Never an ordinary programme, BB has (Q7)... on its journey around the world. In Denmark, a contestant actually became pregnant while she was on the show. This was not something that would have been allowed in the Bahrain version of BB, which had separate quarters for men and women, but was still stopped because of viewer protests about "offensive" content. But protest (Q8)... to Middle East countries - there have been strong reactions against BB on occasions in Germany, France and Greece as well.

Glossary: **evict* = throw out of house);
**offensive* = that insults and offends people

M

b Read the text about Big Brother. Some parts of the text are missing. Choose from the list (A-K) the correct part for each gap (Q1-8) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one has been done for you.

- A at an incredible pace
- B to work in a bar
- C lots of viewers
- D caused some scandal
- E very poor ratings
- F isn't restricted to
- G filmed by TV cameras
- H the programme on TV
- I love real-life shows
- J to increase suspense
- K and sharing the prize

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
H								

c Read through the text again and check your answers to **a**. Now look at the following sentences and correct the wrong information in each of them.

- 1 BB started less than ten years ago.
- 2 The producers in Holland were sure BB was going to be successful.
- 3 In Australia, identical twins competed against each other.
- 4 In Italy mothers and daughters went on the show together.
- 5 In "BB - The Village", contestants lived together for a month.
- 6 Britain was the first country to use "punishment zones".

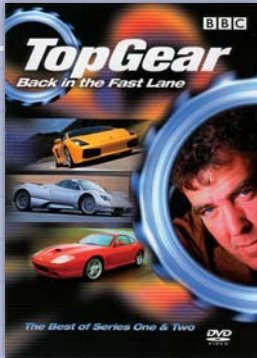
d In each sentence, replace the words in *italics* with a word used in the text.

- 1 Nigeria, India, and Serbia and Montenegro *started* their own versions in 2006. launched.....
- 2 Since 1999, the original *idea* has changed a lot.
- 3 Most of the differences involve how contestants get *sent out*.
- 4 The "Big Mother" version in Greece got poor *numbers of viewers*.
- 5 The USA *gave up* the idea of the viewers voting about who should leave the house.
- 6 One idea is used in Brazil to increase *the feeling of excitement about what's going to happen next*.
- 7 In the version in Bahrain, the male and female contestants had different *living areas*.

e Answer the questions.

- 1 Which of the BB versions mentioned in the text have you seen?
- 2 Which one(s) would you like to watch? Why?
- 3 What do you think are the a) most interesting things and b) least interesting things about BB?
- 4 Do you know of any other 'scandals' involving BB programmes? What happened?

Competencies WRITING



My favourite programme is **Top Gear**. It's a programme about cars, and I love it because I'm a car freak but also because the presenters are really funny, especially Jeremy Clarkson. They look at new cars that are ¹....., and sometimes they're really critical (for example, once Jeremy Clarkson said a car was very cheap, and there was ²..... – it was awful!).

There are three presenters – the other two are Richard Hammond and James May. It's on once a week, usually at about 8.00 in the evening.

(Paul – 115 words)

My favourite programme is a soap opera on BBC called **EastEnders**. It's on twice a week, on Tuesday and Thursday evenings, for half an hour each time. It's a story about the lives of people who live in a place called Albert Square, in the east of London. It started in 1985, so the programme's ³..... for about twenty years now! The reason why I like EastEnders is that the characters are really interesting and you get into their lives. There's a good range of characters, and real things happen to them – illness, divorce, marriage, arguments and so on – so it's ⁴..... The acting is excellent, too.

I think that anyone who enjoys well-written and well-acted soap operas would love EastEnders. There's something in it for everyone, ⁵..... how old they are or whether they're a boy or a girl.

(Sandra – 145 words)

Writing an article

a Paul and Sandra had to write articles for their school magazine. Do not write anything yet, but read what they had to do.

Then write an article about your favourite television programme. Write about:

- the kind of programme it is and how often it is on
- what the programme is about
- what you especially like in the programme and why

Write around 150 words.

b Read Paul and Sandra's answers. Complete the sentences with the words from the box.

been going very believable no matter
on the market a good reason

c Which of the two articles do you think is better? Why?

d Write an article for your school magazine. Use the same task as Paul and Sandra's.

WRITING TIP

Organising a writing task

When you are given a writing task, make sure you follow the order of things you are asked to do. This will help you organise your writing.

Look at Paul's article, for example. Here is what he talks about, in this order:

- a the name of the programme
- b what it's about
- c one of the presenters
- d what they do on the programme
- e the presenters (again)
- f when the programme is on

Does Paul write about all the topics he is asked to write about?

Compare Paul's answer to Sandra's. Check:

- a what the task asks for
- b the information Sandra includes in her answer and the order in which she presents it

American Dreamz (2006)

Weitz's obvious satire has Brit Martin Tweed (Grant) hosting the universally popular reality show of the title. This latest version will be highlighted by the appearance of dim-witted, but nice American President Staton (Quaid) as a guest judge. He has the time because the

country is actually being run by his power-hungry chief of staff (Dafoe). Trying to win celebrity status are small-town blonde Sally Kendoo (Moore), who hides her ambitions behind a girl-next-door smile, and Omer (Golzari), a showtune-loving Iraqi who has been chosen as a suicide bomber. Grant and Moore are best as players who recognize and respect the dark element in each of the



a The following scene shows Martin talking to his crew and how Sally joins the show.

Watch the scene and answer the questions below. Check your answers with a partner.

- 1 What is the first impression we get of Martin Tweed?
- 2 What impression do we get of him when he's talking to himself?
- 3 What impression do we get of him when he's talking to his team?
- 4 Why is "down" not an option?
- 5 What is his idea of a good contestant?
- 6 What does the scene with Sally tell you about the "reality" content of such shows?
- 7 What is your idea of a good contestant for a reality show?

FILM WORK

Mise-en-scène: Body language

Mise-en-scène is used in theatre and film to describe the design aspects of a production. It includes lighting; use of black and white or colour; placement of characters in the scene; design of elements within the shot (part of the process of production design); placement of camera vis-à-vis characters in the set; movement of camera and / or actors; composition of the shot as a whole – how it is framed and what is in the frame.

The body language of the actors (eye movement, body posture*, facial expression* and so on) is one important area of mise-en-scène.

Glossary: *body posture – Körperhaltung; *facial expression – Gesichtsausdruck



b Watch the clip again and pay particular attention to the movements of Hugh Grant (Tweed). What does he do to show enthusiasm? How does he look when he's getting impatient? When he's getting serious? How is he trying to charm his audience?

How does Mandy Moore (Sally) express being shy? How realistic is her way of expressing surprise? How would you express surprise in such a situation? Even though she doesn't talk much, they think "she's good". Why? Do you agree?

Language in use

EXAM TIP

Text correction

In a text correction exercise, you have to read through a passage and find the lines that contain a mistake, either in spelling or in punctuation or an unnecessary word. You then have to make corrections to these lines in a space by the side of them. Some of the lines do not have a mistake. You identify these lines by putting a tick (✓) in the space at the end.

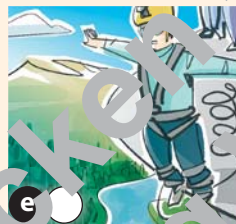
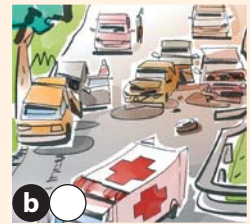
- Read through the passage quickly to get an understanding of it.
- Read through it again and find the obvious mistakes. Remember that once you find a mistake in a line, there will not be another one.
- When you have finished finding the obvious mistakes, concentrate on the lines in which you have not found any.
- Look out for common mistakes (their, there, they're / its, it's, you, you're etc) – they can be difficult to spot.
- Concentrate on longer words for spelling mistakes.
- Look out for missing full stops, commas, apostrophes, etc. Reading the text "aloud" in your head will help you identify missing commas.
- If you can't find a mistake, tick the sentence.
- Read through the text one more time for a final check.

In most lines of the following text there is either an unnecessary word, a word missing or a spelling or punctuation error. For each line, correct the misspelled word or show the correct punctuation in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

I'll always remember one of the episodes of Endurance the	Endurance, the	0
Japanese game show. There were six contestants and they	There	1
were taken to Holland in the middle of winter. They were made	.....	2
to take off almost all they're clothes and they had to stand	.....	3
outside in the freezing whether. Then the presenter told them	.....	4
to drink as much water as they possibly could.	.....	5
And they did – they all drank much enormous amounts of water!	.....	6
But that wasn't the competition. When they finished drinking, the	.....	7
presenter told them that they weren't allowed to go to toilet! The	.....	8
winner was last person to go to the toilet The presenter made	.....	9
jokes about them, too – it was very fun.	.....	10

Wordwise

Extreme adjectives



a Use a dictionary to check the meaning of the words in *italics*. Then write numbers 1–9 to match the sentences with the pictures.

- The food at that restaurant is really *delicious*.
- I couldn't eat the food – it was *revolting*.
- We watched a comedy programme last night – it was *hilarious*!
- We went to a rock concert and the music was *deafening*!
- There was a *fascinating* programme last night about whales.
- We were *delighted* when we heard your good news.
- There was a *terrible* accident last week – three people were killed.
- I went bungee jumping yesterday – I was *terrified*!
- At the end of the race, I was *thrilled* because I won!

b Write the words in *italics* from **a** to match these definitions.

- | | |
|---------------------------------|-----------------------------------|
| a we were very happy = | f it tasted very bad = |
| b it was very funny = | g it was very interesting = |
| c I was very frightened = | h very excited = |
| d it was very loud = | i it tastes very good = |
| e it was very bad = | |



c Complete the mini-dialogues with the words in *italics* from **a**. Then listen and check.

- | | |
|--|--|
| 1 Man How did you like the show?
Woman Oh, I couldn't stop laughing, it was | 6 Boy Why aren't you eating your pasta?
Girl There's far too much salt in it! It's |
| 2 Girl How do you like the soup?
Boy It's the best soup I've had for ages. It's | 7 Girl Good news, Dad – I came first in the Maths test!
Dad Oh, really? I'm to hear that. |
| 3 Man Are you happy in the new flat?
Woman It's OK, but we get a lot of planes flying over to land at the airport. Sometimes the noise is | 8 Boy You know what? We're going on holiday to the Amazon rainforest.
Girl Are you? You must be |
| 4 Man Did you hear about the earthquake?
Woman Yeah, I saw it on TV last night. 200 people died. Isn't it | 9 Boy That documentary about the Sahara was just, don't you think?
Mum Absolutely. I loved it! |
| 5 Man I saw a man in the road this morning. I thought he had a gun. I was | |

7

Nature and Environment

Campaigning for Survival

Read

1 a Look at the pictures and answer the questions.

- Where do you think the person is from?
- What kind of life do you think they have?

M

b Read the text. Choose the correct heading A–G for each paragraph (1–4). There are two extra headings that you should not use. Write your answers in the boxes provided at the end of the task. The first one (0) has been done for you.

A	The effects of forced settlement on tribes
B	Jarawa forced to move
<input checked="" type="checkbox"/>	C Help from abroad
D	The Jarawa's lifestyle
E	A successful fight
F	Indian neighbours move in
G	Who the Jarawa are

0	Q1	Q2	Q3	Q4
C				

10
CD 2

C Read the text again and listen. Answer the questions.

- Why is very little known about the Jarawa?
- What possible results can forced settlement have on tribes?
- Why did the Indian government give up their plans to settle the Jarawa's land?
- How has *Survival* been successful in helping the Jarawa?

Tribes In Danger

0... *Survival* is an international organisation which helps endangered* tribes. It was founded in 1969, and today has supporters in 82 countries. Here is one of the success stories.



Q1... The Jarawa are a tribe of around 400 people, and they live on the Andaman Islands in the Indian Ocean. They look very different from their Indian neighbours. Most probably, their closest relatives are African. No one outside the tribe really speaks their language, and so not much is known about them.

Q2... But we do know that the Jarawa are nomadic people, moving from place to place to find food. They hunt small animals and fish, they find berries, honey, and they are self-sufficient* – they do everything for themselves.

Q3... The threats to the Jarawa started in the 1970s. A road was built through the forest where they live, and the Indian authorities* allowed settlers* from other places to live around the edges of the Jarawa's forest. The government wanted the Jarawa to settle down in villages. This policy is called "forced settlement"* and it has been a disaster for tribal peoples in places all over the world. It's clear why: because of forced settlement, tribes are no longer self-sufficient, and they can easily get new diseases. A tribe's sense of identity can easily be destroyed.

Q4... But in the case of the Jarawa, it seems that the fight against these dangers has been partly successful, thanks to *Survival* and the campaigns that they've organised. For a number of years, *Survival* asked the Indian government to respect the Jarawa's rights to live on their land. As a result of the campaign, there was a court case and eventually the authorities ordered the road through the Jarawa's land to be closed. However, the road remains open for tourists to travel along it and spot Jarawa. These trips have been described as "human safaris". *Survival* is now fighting for the road to be closed and for the protection of the Jarawa and so that they can make their own choices about how they live.

Glossary: *endangered = in great danger; *self-sufficient = able to support themselves; *authorities = Behörden; *forced settlement = made to live somewhere else

Discussion box

- How would you feel if you were told to live in a different place?
I'd be quite ...
I wouldn't like it at all because ...
I'd feel very ...
- Would you support an organisation like *Survival*? Why / Why not?
I feel very strongly about ... so ...
I'd be happy to ... because ...
I don't think it's a very good idea so ...

Useful words

ecology • pollution • global warming • rainforest • atmosphere • countryside • surroundings
 built-up areas • rural • urban • sewage • outstanding natural beauty • environment
 ecological disaster • clean up • oil spill • deforestation • land clearance • wildlife • natural habitats

Grammar

Present passive and past passive (Review)

- 2 a** Look at the sentences and write *present simple passive* or *past simple passive* in the spaces.

Not much **is known** about the Jarawas.

A road **was built** through the forest.

- b** Find more examples of the passive in the text in 1a. Then complete the rule. Use *by*, *to be* and *past participle*.

Rule:

- We form the passive with a form of the verb and the
- We use the preposition to say who or what does the action, but only if this is important.

- c** Complete the sentences with the correct form of the verbs.

- Survival* (support) by people in many parts of the world.
- A few years ago the "Right Livelihood Award", known as the Alternative Nobel Prize, (give) to *Survival*.
- The President of *Survival* (interview) on TV six months ago.
- Survival* not (fund) by any government.
- Last year a number of unknown tribes (discover) in various parts of the world.
- It's hard to believe how badly some tribes (treat) by governments.
- Some time ago, a film (make) about the situation of tribal people worldwide.
- A lot (know) about how diseases (bring) to tribal people.

- d** Write sentences using the present simple or past simple passive. Use your exercise book.

- The World Trade Center / destroy / on 11 September 2001
The World Trade Center was destroyed on 11th September 2001.
- A language called Hindi / speak / in many parts of India
- The 2012 Olympic Games / hold / in London
- Boeing 747 / call / Jumbo
- Most American films / make / in Hollywood
- The 2010 football World Cup / win / by Spain
- John Lennon / kill / in December 1980
- The Titanic / sink / by an iceberg
- Gorillas / find / in forests in Africa
- Buildings / design / by architects

Grammar

Causative *have* (*have something done*)

- 3 a** Look at the examples.
They also had the settlers removed.
I must go and have my hair cut.
My mum had a new phone line installed in her office.

- b** In each sentence, who is the subject? Do we know who does the action?

- c** Complete the rule with *us* and *someone*.

Rule:

- We often use causative *have* when we arrange for to do something for (often as a service).

d Mr Hill never does anything himself. Complete the sentences with the correct form of causative *have*. Write three more sentences.

- 1 He never washes his car himself. He always has it
- 2 He doesn't cut the grass in his garden. He
- 3 He never makes his own breakfast. He

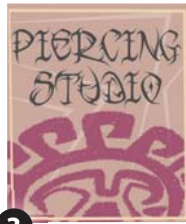
e Look at the signs. Write sentences about what you can have done at each place.



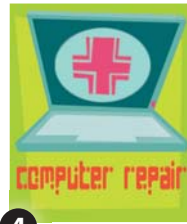
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2



3



4



5



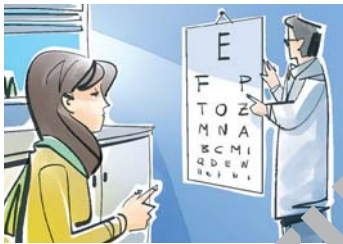
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- 1 You can have your pizza delivered
- 2 You can have your
- 3 You can
- 4 You
- 5 You
- 6

11
CD 2

f Look at the pictures and write the sentences. Choose words from the box. Then listen and check.

photograph test repair car take eye
computer cut hair build garage deliver



- 1 She's having her eye tested



- 2 They



- 3 He



- 4 She



- 5 She



- 6 They

g Make sentences that are true for you using *have (something) done* and the words from the box.

pierce / ears shave / head
dye / hair tattoo / body

- 1 Many of my friends
- 2 None of my friends
- 3 My parents wouldn't allow me to
- 4 I would love to
- 5 I would hate to
- 6 My parents don't want me to

12
CD 2

h Listen and mark the words that are stressed.

- 1 Have you had your hair cut?
- 2 Dad's going to have a phone installed.
- 3 They had the road closed.
- 4 They had the people removed.
- 5 Have you had your camera fixed?
- 6 He's having a garage built.

12
CD 2

i Listen again and repeat.

Listen

- 4 a** Grace Pendlebury and Mark Henderson both live in a city in the south of Britain. There is a plan to build a new Olympic water sports centre in an area of the city which includes the local park. Look at the picture. Who likes the plan? Who doesn't like it?



- M** **13** **CD 2** **b** You are going to listen to a recording of Grace Pendlebury talking to a crowd of people. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening match the beginnings of the sentences (Q1–5) with the sentence endings (A–G). There is one sentence ending you should not use. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

No to Olympic Games

0	Grace has brought the plans	D
Q1	She believes that people	
Q2	is worried that	
Q3	The new centre will occupy	
Q4	She believes that the jobs created	
Q5	Grace encourages the crowd	

A	if the centre is built will not last long.
B	areas in the park where children now play.
C	want to make trouble.
D	for the sports centre with her.
E	some wild birds will lose their homes.
F	to try and stop the project.
G	have heard about the building plans.

14
CD 2

- C** Now listen to Mark Henderson talking to the crowd after Grace. Complete these notes in not more than four words each time.

Mark agrees that ¹..... will be built on park land. It will be built on the area of the park that ²..... for several years. ³..... are going to be built around the centre and they will provide places for the ducks and swans to live in a safe and ⁴..... habitat*. Some of the jobs created by the building work will be ⁵.....

Glossary: *habitat – Lebensraum

- d** Who do you agree with: Mark or Grace?

Vocabulary

make and do

- 5 a** There are some things that Grace and Mark said. Circle the correct option.

- Thanks for *making / doing* the effort to come to tonight's meeting.
- That will *make / do* a mess of our beautiful park.
- The Games will *make / do* lots of money.
- Temporary jobs won't *make / do* much of a difference anyway.
- I'm not here to *make / do* trouble.
- Let's *make / do* our best to stop the plans right now!
- There's no way I want to *make / do* fun of anything that's been said so far.
- The building won't *make / do* any damage to their habitat at all.
- The centre will actually *make / do* some good.
- You know it *makes / does* sense.

- b** Put the phrases in the correct column.

progress	our best	money
trouble	sense	some good
an effort	a mess	fun of (someone)
damage		

make	do
progress	

What other examples can you think of?

Grammar

Present perfect passive

- 6 a** Complete the sentences with the verbs in the box. Then complete the rule.

have been told
has been included
have been sent

- I here by the local campaign committee.
- I'm sure you about the plans to build the water sports centre here.
- That in the plan from day one.

Rule:

- We form the present perfect passive with the present perfect form of the verb + the

- b** Complete the sentences with the correct form of the verbs. Use present perfect passive and past simple passive.

- Since the beginning of the 20th century, a lot of new technology has been developed (develop).
- In 1928, the first television pictures (send) from London to New York.
- Since then, billions of TVsets (sell) all over the world.
- In the 1970s, TV sets (give) to tribes in the Amazon.
- But since then, no special TV programmes (make) for the people in the tribes.
- Many governments and authorities (criticise) for bringing TV into tribal cultures.

- c** Complete the sentences with the words from the box.

have been killed has been made have been sold
have been made has been built haven't been invited

- A new library in our town.
- Their new CD only came out last week, but thousands of copies already!
- There's been an earthquake in our country, and a lot of people
- Many animals extinct in the last twenty years.
- They're having a party tomorrow evening – but we
- A big effort recently to keep the town clean.

- d** What has happened in each picture? Complete the sentences with the present perfect passive form of a verb from the box.



catch not deliver rob not clean put out knock down

- The woman
- Three houses
- Their pizzas yet.
- The bank robbers
- That car for weeks!
- The fire

Grammar

Future passive

7 a Complete these sentences with the verbs in the box.

- will be built
- will be cut
- won't be destroyed

- 1 A lot of really nice trees in the park down.
- 2 The town by the new hotel.
- 3 A new sports centre on that land.

b Look at the sentences in 7a and complete the rule.

Rule:

- We form the future passive with or + be + the

c Complete the sentences in the text on the right with the correct form of the verbs.



New Bobby Moore Sports Centre

The town authorities have announced that a new sports centre ¹ (*build*) over the next five years. The new sports centre (*name*) after Bobby Moore, the captain of the England football team that won the World Cup in 1966. A competition ² (*hold*) for the design of the sports centre, but the name of the competition winner ³ (*not announce*) until the end of next year. The site for the new building ⁴ (*choose*) next month. After that, the decision about which company will actually build the sports centre ⁵ (*make*) by the town authorities.

d Look at the poster. What will be done if they are elected? Complete the sentences.

VOTE FOR US!

We will .

- build new schools!
- plant trees and parks!
- NOT increase taxes!
- give food to poor families!
- put more policemen on the streets!
- NOT close hospitals!
- help new companies!
- reduce pollution!

- 1 New schools will be built
- 2 Trees and parks
- 3 Taxes
- 4 Food to poor families.
- 5 More policemen on the streets.
- 6 Hospitals
- 7 New companies
- 8 Pollution

e Complete the sentences / questions. Use the future passive form of the verbs.

- 1 A new swimming pool (*build*) in our town next year.
- 2 It (*not finish*) until next October.
- 3 the water (*heat*)?
- 4 All the swimmers (*supervise*) by lifeguards.
- 5 Children under ten (*not allow*) to swim without an adult.
- 6 people who can't swim (*give*) lessons?

Grammar for communication

- 8** Work with a partner and discuss the topics below. What things do you think will be done in each one in the future?

space exploration computers your town language learning

A *I think life will be found on other planets.*

B *Perhaps computer chips will be put inside our bodies.*

Write

- 9 a** Read Hilary Riley's letter to a newspaper. Why is she writing? What is she worried about?

b Read the letter again and answer the questions.

- 1 What useful phrase does Hilary use to say what she is worried about?
- 2 Underline the topic sentence in each paragraph. How does she support the idea expressed in the topic sentence?
- 3 What does she suggest in her conclusion?

c Imagine you are either Grace or Mark in 4a / 5a. Write her / his letter to the editor of a newspaper about the hotel plan. Use Hilary's letter to help you. Write around 150 words. Follow this plan:

- In the first paragraph, give your reason for writing.
- In the next few paragraphs, develop your ideas. Remember to use topic sentences.
- To conclude, say what you think should happen / should be done.

d Write a letter to a local politician about something that you feel is unfair.

Say:

- what it is.
- why you feel it is unfair.
- what you would like to be done about it.



Dear Sir,

I am writing to express my concern about the plans to build a motorway near our village.

Haldersham is one of the loveliest villages in England. It is peaceful and quiet, and it is situated in a very attractive valley. There are also several beautiful countryside walks in the surroundings*.

Most of the people who live in Haldersham have moved here from other places, often from London. They have bought houses here to live in a place far away from the noise and the stress of the big city. They paid a lot of money for their houses, but they knew they would get a high quality of life for it.

If the planned motorway is built, life in Haldersham will change dramatically. There will be a lot of noise, and nobody will want to go on the walks. House prices will certainly go down, because nobody will want to buy houses in a place close to a motorway. Haldersham will become an ugly place.

I do not think that any of the residents* of our beautiful village want that. So, let us all tell the politicians who support the motorway plans what we think about them!

Yours faithfully,

Hilary Riley

Glossary: *surroundings = the countryside around the village;

*residents = the people who live there

Communication



A role-play

Conversational strategy:

- Emphasising



a Listen to Grace and Mark again from 4a. Who uses these words? Write G (*Grace*) or M (*Mark*).

Useful phrases

Emphasising

- totally undisturbed*
- a complete mess*
- absolutely can't*
- damaged at all*
- just not*
- the last thing we want*
- exactly why*
- absolutely no way*

b Work in groups of four. Each student takes one of the roles on the right.

- 1 Read the role card. Add ideas of your own and think about what you are going to say.
- 2 Get together and discuss the plan.

The plan

In a large town, the local authorities want to make four streets in the town centre into a "pedestrian only" area. Different people have different views about this. They meet to discuss their ideas.

Student A

You are a 60-year-old person who lives in the town. You are happy because you will not need to cross the street to get from one shop to another.

.....

.....

.....

Student B

You are the owner of a shop in one of the streets. You are not happy because you think people will go to another town where it is easier to park.

.....

.....

.....

Student C

You are the owner of a shop in one of the streets. You are happy because you think people will be more relaxed in the town and will spend more money.

.....

.....

Student D

You are someone with a family who lives in the town. You are not happy because now you will have to park your car outside the town and walk all the way to the shops.

.....

.....

Flush

by Carl Hiaasen (a novel)

This is a novel about how two kids, Noah and Abbey, who try to stop a casino boat-owner from pumping sewage* water into the waters of the Florida Keys, after their father has failed to do so. At the beginning their father sinks the boat of Dusty Muleman who runs the casino.

Glossary: *sewage = mixture of waste and used water



a Quickly read the text and find out why the narrator's dad was arrested and why Dusty didn't bother with proper waste-disposal.

Glossary: *waste-disposal = removing waste and making it safe

The *Coral Queen* had gone down crosswise in the channel, which meant that no other vessels* could get in or out of the basin. In other words, Dusty Muleman wasn't the only capt in town who wanted to strangle my dad on Father's Day.

I locked my bike to a buttonwood tree and walked down to the charter docks. Abbey trailing behind. Two small skiffs* and a coast guard inflatable were nosing around* the *Coral Queen*. We could hear the men in the skiffs talking about what had to be done to float the boat. It was a major project.

"He's lost his marbles," Abbey muttered.

"Who - dad? No way," I said.

"Then why did he do it?"

"Because Dusty Muleman has been dumping his holding tank into the water," I said.

Abbey grimaced. "Yuck. From the toilets?"

"Yep. In the middle of the night, when there's nobody around."

"That is so gross."

"And totally illegal," I said. "He only does it to save money."

According to my father, Dusty Muleman was such a pathetic* cheapskate* that he wouldn't pay to have the *Coral Queen's* sewage hauled away. Instead his crew had standing orders to flush the waste into the basin, which was already murky*. The tide later carried most of the filth* out to open water.

"But why didn't dad just call the coast guard?" my sister asked. "Wouldn't that have been the

grown-up thing to do?"

"He told me he tried. He said he called everybody he could think of, but they could never catch Dusty on the act," I said. "Dad thinks somebody's slipping him off."

"Oh, please," Abbey groaned.

Now she was starting to annoy me.

"When the wind and the current are right, the poop* from the gambling boat floats out of the basin and down the shoreline," I said, "straight to Thunder Beach."

Abbey made a pukey face. "Ugh. So that's why they close the park sometimes."

"You know how many kids go swimming there? What Dusty's doing can make you real sick at both ends. Hospital-sick, dad says. So it's not only disgusting, it's dangerous."

"Yeah, but -"

"I didn't say it was right, Abbey, what dad did. I'm only telling you why."

My father hadn't even tried to get away. After swimming back to the dock, he'd sat down in a folding chair, opened a can of root beer*, and watched the *Coral Queen* go down. He was still there at dawn, sleeping, when the police arrived.

Glossary: *vessel = ship or large boat; *skiff = small light boat; *nose around = to look around trying to find something; *lose one's marbles = start behaving in a crazy way; *pathetic = no use to anyone, unsuccessful; *cheapskate = someone who spends as little money as possible; *murky = dark and difficult to see through; *poop = waste from toilets; *root beer = sweet brown non-alcoholic drink

b Read the text again and put the lines of the summary below into the correct order.

- a lot of kids go swimming. Since this is both disgusting
- and dangerous, their dad decided to sink the
- boat. Not only that, his complaints to the coastguard
- 1 Noah's and Abbey's dad has sunk a casino boat
- didn't even think of denying that he had sunk the boat.
- hadn't helped a bit, because someone was obviously
- his casino boat into the waters of the Florida Keys. Most
- of the filth was carried out into the open water and
- owned by Dusty Muleman, because Muleman was
- tipping off Muleman. When the police arrived, dad
- trying to save money by dumping all the sewage from
- washed down the shoreline to Thunder Beach, where

c Read the short review from the web of another novel by Hiaasen. Find a catchy title for the novel, design a cover, and write three quotes for the blurb of the book.

Review

Nick and Marta are two of the lucky eighth-grade students in Mrs Starch's (who is the most-feared teacher in the history of the world!) biology class. Every day they sit and pass notes back and forth to each other, discussing their fear of being called on.

The day after their field trip to the Black Vine Swamp, something mysterious happens. Mrs Starch doesn't come back, and she is never seen, and people start to wonder. Nick and Marta aren't buying it. They are all sure that Smoke, the kid in Mrs Starch's class that she dislikes the most, has something to do with her disappearance.

In a great adventure filled with arson*, endangered* animals, a drug war, the Florida wetlands, a money-hungry wannabe oil rigger*, and panther poop, Nick and Marta set out to find their missing biology teacher.

Carl Hiaasen definitely has a talent for adventure. Every story he creates always has some crazy plot that makes you think as much as laugh! In this case, Hiaasen writes about the problem of destroying the environment for profit and how it affects the ecosystem. He also throws in some other great themes to think about: not judging people by their history, the way they look, believing in yourself and never giving up, learning to live with what you've got, and working as a team.

These themes are so important for younger readers (and sometimes older!) to learn, and Hiaasen did such a great job of writing about them without being boring. Worth reading – AND entertaining to read.

Glossary: *arson = setting fire to something; *endangered = in great danger of dying out; *wannabe oil rigger = someone who wants to find oil

CD 2

d Listen to two kids talking about an interview with Hiaasen and mark the sentences T (True) or F (False) with a cross .

- 1 Helen thinks that Hiaasen says brilliant things about the ecosystem.
T F
- 2 Tom is very interested in environmental issues.
T F
- 3 *Hoots* is a book about saving birdlife in Florida.
T F
- 4 Air conditioning made living in Florida much easier.
T F
- 5 Every month 450 acres* of nature are being destroyed.
T F
- 6 Hiaasen took a great interest in the fantasy novel *Eragon*.
T F
- 7 He helped Paolini publish it with a big publisher.
T F

Glossary: *acre = 0.004 km²

e Get together in groups of four and make a list of things you do to be eco-friendly. Present your lists to the class and discuss the lists. Try to decide on three items most of you can agree about.

Competencies LISTENING



Listen to five short recordings. For each one, mark the correct answer, a, b, c or d with a cross .



1 Listen to a teacher who is talking to a group of students about a bus. What time will the bus leave?

- a 8.15 b 8.30 c 8.50 d 8.00

2 Listen to a teacher talking to a girl, Sally, about her results. What does the Maths teacher think about Sally's results?

- a She's very happy with Sally's progress.
 b She thinks that Sally could make more progress.
 c She's very angry that Sally hasn't made progress.
 d She doesn't think Sally can improve.

3 Mike is talking to Andy. What is different about Andy?

- a He's had his hair cut.
 b He's had his arm tattooed.
 c He's had a stud put in his nose.
 d He's had his ear pierced.

4 A news announcer is talking about an earthquake. How many people have been killed?

- a About four thousand and four hundred.
 b About four thousand.
 c About four hundred.
 d About fourteen thousand.

5 Listen to a phone conversation – a woman is ordering a pizza. How much will she have to pay for the pizza?

- a £6.25 plus 30p for delivery.
 b £6.25 minus 30p if the pizza is not delivered in the next 30 minutes.
 c £6.25 if she wants the pizza in the next 30 minutes.
 d Nothing if the pizza is not delivered within 30 minutes.

LISTENING TIP

How to answer multiple choice questions

- Read all the choices carefully and make sure you understand them. What do you have to listen for? For example, in number one you have to listen for a time.
- Remember that you will need to listen to the whole section before you choose your answer. Never write down the first thing you hear. For example, in number 1, the woman tells the students to be back at the bus at 8.15, but that isn't when the bus will leave. She then goes on to say it will leave 'at half past'. So, what time does the bus leave?
- Remember that you can usually hear the recording twice. Use the second listening either to check your answer, or to help you think about the correct answer.

INTO Music

We are the champions Robbie Williams



a Watch the video and number the objects in the order that you see them.



b Put the lines in order. Listen again to check.

1 Discuss.

- 1 In what ways has the singer's success been a fight for survival? Find lyrics to support your ideas.
- 2 What is the singer's opinion of success?
- 3 What are the dangers of being so ambitious?

d Write a short story entitled "Champions of the World."



- Kicked in my face,
- And I need to go on and
- 1 I've paid my dues,
- Time after time.
- And I admit mistakes
- But I've committed no crime.
- On and on and on
- I've done my sentence,
- I've made a few
- I've had my share of sand
- But if it ever come through.

We are the champions – my friend,
And we'll keep on fighting till the end.
We are the champions.
We are the champions.
No time for losers
'Cause we are the
champions of the world.

- roses, no pleasure cruise.
- I consider it a challenge
- And my curtain calls.
- And I need to go on and
- You've bought me fame and fortune*
- before the whole human race,
- 1 I've taken my bows*
- on and on and on
- I thank you all.
- And everything that goes with it.
- But it's been no bed of
- And I ain't gonna lose.

Glossary: *fortune – Glück; *take a bow – sich verbeugen

Language in use

M

a You are going to read a text about dinosaurs. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–10) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

Dinosaur planet

For 100 million years, long before Man appeared on Earth, there (0)... dinosaurs on the planet. They lived on almost every bit of land on Earth, including what we now (Q1)... Antarctica. Then, suddenly, they disappeared.

Scientists know *when* dinosaurs disappeared – it was about 65 million years (Q2)... . But they don't know *why* they disappeared. Here are (Q3)... the theories.

- An asteroid. (Q4)... seems that an asteroid hit the earth around 65 million years ago. The asteroid could have been about 15 kilometres wide. This caused a huge explosion and put an incredible amount of dust into the atmosphere. This resulted in (Q5)... sunlight, climate change, and the death (Q6)... the dinosaurs.
- Volcanoes. A huge increase in volcanic activity possibly put (Q7)... much ash into the air that it blocked out the sun, killing the dinosaurs.
- An Ice Age. A very severe ice age might have changed temperatures and frozen most of the Earth's water. The dinosaurs would not have survived (Q8)... such cold weather.
- Disease. It's possible that a new disease started that the dinosaurs could not (Q9)... against.
- The combination theory. Another idea is that the dinosaurs might have disappeared (Q10)... a combination of several things – including the theories here.

- 0 A had **B were** C was D have
- Q1 A by B know C name D call
- Q2 A ago B go C past D since
- Q3 A all B many C some of D lots
- Q4 A It B This C They D There
- Q5 A less B least C small D few
- Q6 A with B of C to D by
- Q7 A such B too C how D so
- Q8 A by B in C to D of
- Q9 A get B be C fight D live
- Q10 A resulting B because C through D however

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B										

M

b Read the sentences. Some words are missing. Use the words in brackets to form a word that fits the gap (1–10). Write your answers in the spaces provided at the end. The first one has been done for you.

- The bed was very ¹..... (comfortable) so I didn't sleep at all the whole night.
- The men in the tribe were ²..... (hunt).
- The tribe was made to go and live in a ³..... (settle).
- There is going to be an ⁴..... (announce) next week about the new library.
- He was a ⁵..... (contest) in a quiz programme on TV.
- The village where we live is very ⁶..... (peace) and quiet.
- He has a physical ⁷..... (ability) – he's completely deaf.
- There have been lots of ⁸..... (vary) in temperatures this year.
- Playing computer games is a good way to escape from ⁹..... (real).
- The town is in an ¹⁰..... (attract) area of the country.
- What was his ¹¹..... (react) when you told him to go away?

Write your answers here:

- 1 uncomfortable.....
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wordwise

Expressions with *make*

a Use a dictionary to check the meaning of the phrases in the box. Then complete the sentences with the phrases.

make sure / certain *make a start* *make time* *make a request*
make an offer *make way* *make room* *make a living*

- 1 I'm really busy tomorrow, but I'll try to to phone you, OK?
- 2 I think I locked the door – but I'll go back to the house to
- 3 I didn't really want to sell my bike, but Graham me of £250, so I took it.
- 4 Mr Alexander, I'd like to, please. Can the meeting start at 10 tomorrow, not 9?
- 5 There's a lot of work to do today, so let's not stand around – let's
- 6 She doesn't like her job at all – it's just a way for her to
- 7 Our new television is really big! We had to take the sofa out of the living room to for it!
- 8 They knocked down six shops in that street to for a new supermarket.

18
CD 2

b Listen and check.

c Write the expressions from **a** to match the definition.

- 1 = to ask (for) something
- 2 = to say that you will do something or that you will pay a price
- 3 = to begin (work)
- 4 = to earn money that you use to buy food, clothes etc
- 5 = to find space in a day to do something
- 6 = to see that something is the way you want
- 7 = to leave space for something, so that it can go in
- 8 = to make a space in which another thing can happen

19
CD 2

d Complete the two short dialogues. Use expressions from **a**. Make sure to use the correct verb tenses. Then listen and check.

A

Graham Have you sold your house yet?

Martha Not yet – but someone looked at it yesterday. I'm hoping he'll 1..... for it.

Graham Great! What did he say?

Martha Well, he said he liked it but he wants to come back next week and see it again – just to 2....., you know.

Graham But you're really busy next week, aren't you?

Martha Yes, but I really want to sell the house so I can 3..... for him, if he comes.

Graham Right. OK, well, I can't stand around here talking. There's a lot of work on my desk. I'd better go and 4..... on it.

Martha OK, see you later.

B

Barbara Mr Paulson, I'd like to 5.....

Boss Yes? What is it?

Barbara Can we take this table out of the office? We don't really need it and we have to 6..... for the new photocopier that's coming next week.

Boss There's no need to do that. We all have to move out of our offices next month anyway.

Barbara Really? Why?

Boss They're going to knock this building down, to 7..... for a new road.

Barbara Oh. Right.

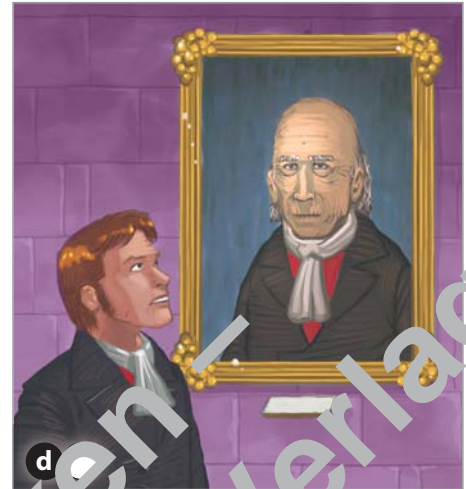
8

Moral issues

Good and evil

Read

- 1 **a** Read the texts quickly and match them with the pictures.



1 The Picture of Dorian Gray

by Oscar Wilde

Dorian Gray is young and handsome and detests getting older. When he sees the portrait his friend Basil Hallward has painted of him he is filled with jealousy. "I want to be young forever, and this picture to grow old," he says. "I would give my soul for that." Sometime later Dorian treats his girlfriend Sibyl Vane very badly and he notices that his face in the painting has changed – it is older and more cruel – but he is still young and beautiful. Is his wish starting to come true? Dorian decides to find out.

2 The strange case of Doctor Jekyll and Mr Hyde

by Robert Louis Stevenson

Doctor Jekyll believes that the human soul is part good, part evil. To prove his theory he invents a drink that turns him into the evil Mr Hyde, a thief and a murderer, and back again. Dr Jekyll enjoys having another personality that he can control – until one day he goes to sleep as Jekyll and wakes up as Hyde. Hyde is starting to take control and Jekyll realises he must do something to stop him – but what?

3 Faust

by Johann Wolfgang von Goethe

Dr Faust, a philosopher, is depressed. His search for the meaning of life is going nowhere. He is thinking about killing himself when the Devil appears in front of him, and suggests making a deal: Faust will get what he wants on Earth, if he promises to give the Devil his soul in return. Faust agrees and for the first time in his life he feels happy. Then a young girl called Margarete enters his life ...

Useful words

right and wrong • black and white • moral • immoral • dilemma • the right thing to do • honest
dishonest • ethical • unethical • to cheat • to lie • decent • acceptable behaviour • unacceptable behaviour
conscience • a clean conscience • to feel guilty • deceive • it's not (my) fault

b Read the texts again. Answer the questions.

- Who:
 - becomes two people?
 - doesn't want to get older?
 - makes a deal with the Devil?
 - wants control over life?
 - is kept prisoner?
- How has Dorian's face in the painting changed?
- How does Dr Jekyll become Mr Hyde?
- What is Faust's deal with the Devil?
- What does Frankenstein use to build a human being?
- What is strange about the Count?



c Now listen and check your answers.

4 Frankenstein

by Mary Shelley

Victor Frankenstein is a scientist who imagines living in a world where people have the power over life and death. He wants to "play God" and decides to build a human being from bits of dead bodies. As a bolt of lightning brings his creation to life, Frankenstein discovers he has made a monster. The monster disappears but two years later it returns and Frankenstein begins to realise the mistake he has made.

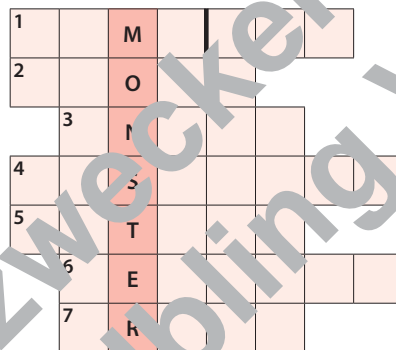
5 Dracula

by Bram Stoker

Lawyer Jonathan Harker travels to a castle in Eastern Europe to meet Count Dracula, who wants to buy a house near London. The Count is charming at first, but as time goes by Jonathan discovers strange things. Why must the Count avoid seeing him during the day, and why is there no reflection in the mirror? How can he crawl down the wall like an animal? Leaving Jonathan a prisoner, the Count disappears. In England, Jonathan's fiancée is followed by a large, mysterious "wolf", which has jumped off a ship from Eastern Europe ...

d Fill in the verbs that are defined below.

- to get off quickly
- to stay away from someone or something
- to come or go into a particular place
- to find information, a place or an object, especially for the first time
- to hate someone or something very much
- to understand a situation, sometimes suddenly
- to behave towards someone or deal with something in a particular way



e Use the verbs in the box to complete the sentences.



treat discover enter jump off
avoid realise detest

One night Dr Frankenstein ¹..... that the window to his study was wide open. He immediately ²..... that the monster he had created must be around somewhere. Carefully he ³..... the room. He knew that he ⁴..... the monster badly before and that the monster ⁵..... him for it. Dr Frankenstein wanted to ⁶..... a confrontation with the monster, but he knew he couldn't in the end. He lit a torch and stepped out on the balcony. When the monster saw him and the huge flame, it roared and ⁷..... the balcony. Then it disappeared into the night.

Grammar

Verbs + gerunds

Rule:

The verbs *enjoy, detest, don't mind, imagine, feel like, suggest, practise, miss* and *can't stand* are all followed by a gerund.

2 a Look at the sentences. The missing verbs are followed by a verb in the *-ing* form (a gerund). Use the texts in 1a to complete the sentences.

- 1 Dorian Gray getting older.
- 2 Dr Jekyll having another personality.
- 3 The Devil making a deal with Faust.
- 4 Frankenstein living in a different world.

b Complete the story extract with the verbs in the box.

move cross go hear
sing see have shout

A few years ago, we lived in a house by the sea but then my parents suggested ¹ moving to another house, in the town centre. So we moved.

It was OK living in the city – I enjoyed ² to the shopping centre near my new home, for example, and I didn't mind ³ other houses from my window – but I detested ⁴ all those busy streets! Sometimes I felt like ⁵ at the drivers of all those cars.

I always loved living by the sea, and I missed the sound of the waves outside our old house. Sometimes I imagined ⁷ a house of my own, on the beach, where I could live alone and practise ⁸ without annoying anyone! I also missed Jacob, but that wasn't a problem with living in the town. Jacob was dead.

Verbs + infinitives

Rule:

The verbs *hope, promise, ask, learn, expect, decide, afford, offer, choose* and *want* are followed by a verb in the infinitive form.

c Underline the verbs in these sentences.

- 1 Dorian wants to stay young forever.
- 2 Faust promises to give the Devil his soul.
- 3 Frankenstein decides to build a human being.

d Complete the sentences with a verb from box A and a verb from box B. Make any necessary changes to the verbs.

A hope learn not expect
decide promise offer

B drive live help play travel go

- 1 My parents promised me a bike for my birthday.
- 2 The cinema was full last night, so we to a café instead.
- 3 When I'm older, I in New York or San Francisco.
- 4 My brother me with my Maths homework.
- 5 My sister tennis – and she's making good progress!
- 6 I'm just amazed at my exam results – I so well!

Grammar for communication

3 a Work with a partner. How well do you know them? Take a guess and complete the sentences for them.



- For your next birthday, you hope ...
- At the weekend, you really enjoy ...
- For your next holiday, you want ...

b Compare your ideas with your partner.

Grammar

Verbs with gerunds; verbs with infinitives

4 a Find and **circle** seven verbs that are followed by a gerund (←→) and seven verbs that are followed by the infinitive. (↑↓)

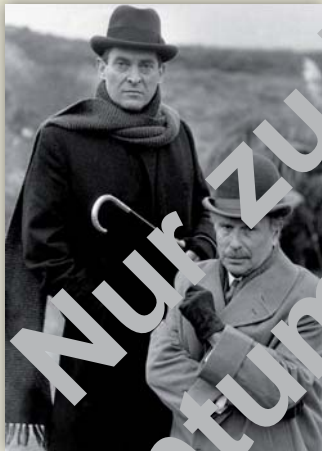
W	E	R	E	N	J	O	Y	E	E
P	T	O	U	X	G	F	L	P	S
R	Q	W	F	I	O	F	O	V	O
O	Z	T	S	E	T	E	D	X	O
M	I	N	D	E	E	R	R	J	H
I	M	A	G	I	N	E	O	L	C
S	U	G	G	E	S	T	F	E	H
E	K	I	L	L	E	E	F	A	O
P	S	E	S	I	T	C	A	R	P
O	A	E	V	I	L	O	S	N	E

b Complete the sentences with the gerund or infinitive form of the verbs. Then look at 1a again to check your answers.

- Dorian Gray is young and handsome and detests getting (get) older.
- "I want (be) young forever," he says.
- Jekyll enjoys (have) another personality that he can control.
- The Devil appears in front of Faust, and suggests (make) a deal.
- Faust promises (give) the Devil his soul in return.
- Viktor Frankenstein imagines (live) in a world where people control life and death.
- He wants to 'play god' and decides (build) a human being.

c Complete the text with the correct form of the verbs in the box.

write help read ~~smoke~~ help fight kill play



Everyone knows about Sherlock Holmes, the famous Victorian detective, who enjoyed ¹ smoking his pipe and practised ² his violin while he thought about his latest case. Not so many people are familiar with his enemy Professor Moriarty.

Holmes promised ³ evil, but Moriarty chose ⁴ it.

In fact, Moriarty offered ⁵ all the criminals in London.

When Holmes' creator*, Sir Arthur Conan Doyle, didn't feel like

⁶ any more detective stories, he decided ⁷ both characters. In a famous scene from *The Final Problem* (1893), Moriarty and Holmes fell to their deaths while fighting on top of the Reichenbach waterfalls in Switzerland.

However, under pressure from his readers who missed ⁸ about their favourite detective, Conan Doyle brought Holmes back to life for 1903's *The Adventure of the Empty House*. So did Moriarty really die? Only one man knows.



Glossary: *creator = someone who creates something

Listen

- 5 a** Work with a partner and answer these questions.

- Look at the woman in the picture. What do you know about her?
- Do you often play computer games? (Why / Why not?)



- b** Listen to Charlotte talking to Jessica about a Lara Croft computer game. Circle the name of the game.

- Into the Darkness*
- The Monster of Loch Ness*
- Another Day in Darkness*
- The Angel of Darkness*



- c** Listen again and mark the correct answers with a cross .

- Charlotte thinks the game is different because Lara:
 - works for the army.
 - is hunted.
 - kills a good person.
 - falls ill.
- After a phone call from a friend called Werner von Croy, Lara:
 - goes to Paris.
 - goes to Prague.
 - goes to London.
 - goes to Amsterdam.
- Lara is hunted by the police because they think:
 - she's murdered her friend.
 - she's stolen an old painting.
 - she's escaped from the police.
 - she's the Queen of the Darkness.
- Lara escapes and follows Eckhardt. Later he:
 - asks her to marry him.
 - wants to become president.
 - decides to buy a hotel.
 - threatens to attack the world.



Vocabulary

Noun suffixes

- 6 a** Which of the underlined words is a noun? Which is a verb?

- I really can't imagine a more interesting computer game.
- It doesn't take much imagination to figure out who wins in the end.

- b** Look at these common ways of making nouns from verbs and adjectives.

-ation	<i>imagine</i> → <i>imagination</i>	-ion	<i>protect</i> → <i>protection</i>
-ness	<i>kind</i> → <i>kindness</i>	-ment	<i>enjoy</i> → <i>enjoyment</i>
-ence	<i>different</i> → <i>difference</i>	-ity	<i>possible</i> → <i>possibility</i>

- c** Work in pairs. How many other examples can you think of? Add them to the examples in 6b. Use them to test another pair.

- d** Make nouns from the verbs and adjectives. Use the nouns to complete the sentences below.

agree prefer react entertain prepare popular relax

- Listening to music, for me, is the best kind of relaxation that there is.
- Madonna is still a very successful singer. Her is enormous.
- If you haven't got much time, make a fruit salad. It doesn't need a lot of
- My father wanted to buy that car, but he couldn't come to an with the owner.
- I was surprised by her when I told her about the plan.
- What did people do for before TV?
- Either tea or coffee is fine – I don't have a

7 a Write the noun form of the words in the box in the correct column.

kind popular relax protect prefer probable react
 enjoy prepare imagine agree differ entertain possible

-ation	-ence	-ment	-ness	-ion	-ity
relaxation					

M

b You are going to read a text about characters in literature and films. Some words are missing from the text. Use the word in brackets to form a word that fits the gap (Q1–Q12). Write your answers in the spaces provided. The first one has been done for you.

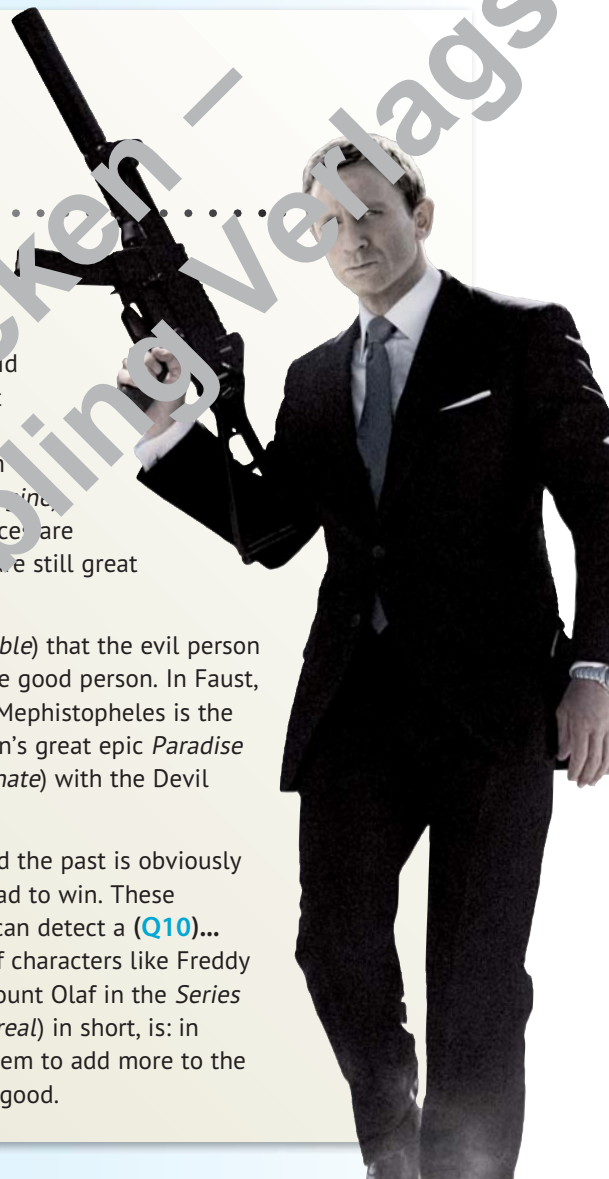
- 0 popularity
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10
- Q11
- Q12

Good guys and bad guys

James Bond's (Q0)... (*popular*) is as big as it has ever been. Audiences have just as much (Q1)... (*enjoy*) watching 007 today as they did more than 50 years ago when he first appeared in 1962's *Dr No*, and still offers the world (Q2)... (*protect*) from the bad guys by using his (Q3)... (*imagine*). Young or old, male or female, audiences are all in (Q4)... (*agree*) that Bond films are still great (Q5)... (*entertain*).

Quite often there is the (Q6)... (*possible*) that the evil person enjoys more (Q7)... (*popular*) than the good person. In Faust, for instance, people often think that Mephistopheles is the more interesting character, and Milton's great epic *Paradise Lost* resulted in a lot of (Q8)... (*fascinate*) with the Devil and not so much with God.

The (Q9)... (*differ*) between today and the past is obviously that in former times the good guys had to win. These days, however, again and again, you can detect a (Q10)... (*prefer*) for the bad guys. Just think of characters like Freddy Krueger in the *Nightmare* series or Count Olaf in the *Series of Unfortunate Events*. The (Q11)... (*real*) in short, is: in the battle of good vs. bad, the bad seem to add more to the audience's (Q12)... (*satisfy*) than the good.



Pronunciation

Stress in nouns, adjectives and verbs

8 a Listen and underline the stressed syllables. In which pairs of words does the stress change?

- 1 prepare preparation 3 enjoy enjoyment 5 protect protection
- 2 prefer preference 4 lazy laziness 6 popular popularity

b Practise saying each pair of words.

Grammar

Verbs with gerunds or infinitives

Rule:

The verbs *like, love, hate, prefer, begin* and *start* are usually followed by a gerund, but an infinitive can also be used. There is no difference in meaning.

I started reading when I was four.

I started to read when I was four.

Remember and *stop* can be followed by either a gerund or the infinitive – but the meaning is different.

I remember talking to my sister about it. (= I talked to her in the past and now I remember that.)

If I remember to talk to my sister, then you can have the game. (= Perhaps I will remember and then I will talk to her.)



I stopped eating chocolate six months ago. (= I ate chocolate until six months ago but then I stopped.)



I was in town shopping and I stopped to eat a sandwich. (= I stopped and then ate a sandwich.)

9 a Circle the correct form of the verb in each sentence.

- I remember to meet / *meeting* Ken in Paris. I think it was three or four years ago.
- Don't worry – I'll remember to give / *giving* you the book next week.
- Please stop to make / *making* such a noise! I want to go to sleep!
- It was really hot in the car, so we stopped to buy / *buying* some ice creams.
- I hate to drive / *driving* at night.
- I stopped to buy / *buying* a CD on my way home.
- She loves to go / *going* out at the weekend.
- They began to work / *working* at 7 a.m.

b Fill in the correct form of the verbs.

- How did you forget there was a test today? I remember (*tell*) you about it.
- He's a nice guy, but he never stops (*talk*) about football!
- I need to talk to Lucy – I must remember (*phone*) her when I get home.
- I saw Rob in town yesterday, so I stopped (*say*) hello.
- I know I locked the door. I remember (*lock*) it.
- I'm really hungry. Can we stop (*get a sandwich*)?
- Please remember (*post*) my letter.
- suddenly everybody stopped (*shout*). There was silence.

Tip

Would like / would love / would hate / would prefer are always followed by the infinitive.
I would like to go to the cinema.

Grammar for communication

10 a Work with a partner. Student B: Turn to page 174. Student A: Write your answers to these things on a piece of paper.

- Something you must remember to do next week.
- Something you like doing when you find it difficult to relax.
- Something you started doing when you were a teenager.
- Something you hate doing.

b Look at your partner's answers and guess what they refer to. You start.

walking to school

A *Is that something you hate doing?*

B *No, that's something I stopped doing when I became a teenager. I stopped walking and started cycling to school.*

Communication



Describing a picture

Conversational strategies:

- saying where things are in a picture
- being vague

a Talk about what you can see in the picture using the phrases in the box.

Useful phrases

Saying where things are in a picture

- in the foreground*
- in the background*
- in the centre*
- on the right-hand side*
- in the bottom right-hand corner*

b Read the description of the picture and check your ideas for **a**.



c Complete the passage with the phrases in the box. Write the numbers in the spaces. Listen again and check.

Useful phrases

Being vague

- 1 *sort of*
- 2 *what I imagine to be*
- 3 *seems to be*
- 4 *looks like*

I think this picture is from the classic film *Nosferatu*, which is an old black and white vampire film.

In the foreground we can see the figure of Nosferatu. He is ^a..... half human, half monster. Right in the centre of the picture we can see his hand on his chest. He ^b..... holding it in pain and pointing out of the window. In the background there are some typical Germanic houses. It ^c..... it's early morning because we can see the sun starting to rise above the houses. Perhaps that's why Nosferatu is in trouble because vampires don't like daylight. In the bottom right-hand corner there is a lamp on a table and above that, on the right-hand side of the picture there is ^d..... a painting on the wall, although it's impossible to say what it's of.

d Play "Picture Bluff". Remember to use the language from **a** and **c**.

- 1 The teacher calls three students up to the front of the class. Each student gets an envelope which they look in secretly.
- 2 One of the envelopes contains a picture. The other two envelopes don't have anything.
- 3 The students take turns to describe their 'pictures'. The student who has a picture describes it. The other two must invent pictures in their heads to describe.
- 4 The rest of the class can ask the students about their pictures.
- 5 The class must decide who has the real picture.



1 a Read the article and match the titles with the paragraphs. Write A–E in the boxes. There is one title you do not need to use.

- A Bringing people together
- B Lessons on the streets
- C But is it music?
- D Street art and hip-hop culture
- E How to speak graffiti

THE WRITING'S ON THE WALL

Is it art or is it just vandalism? Well, it's still a crime, but graffiti has changed since the days of spraying your name on a wall to mark your territory. Street art has come a long way since a 17-year-old called Demetrius started spraying his "tag", TAG 18, all over the New York underground in 1971, and hip-hop culture was born. Hip-hop is a mixture of art, music and dancing, poetry, language and fashion. It came from young inner-city people, who felt left out by their richer classmates and who were desperate to express themselves in any way they could.

An experiment to control the spread of graffiti in Rochdale, Greater Manchester, has been so successful that plans have been made by local street artists for an international convention in June. "We're planning to get people together from different countries like France and Germany for a week," says Liam, one of the organisers. The scheme started in 2000, and has attracted people of all age groups and both sexes. "We all share a common interest and get on really well with each other." The first site to be chosen was a subway. "Before we began, people were afraid to use the subway. We had it cleaned up and now, with all the artists hanging out down there, people are using it again. People can relate to graffiti much more now." By providing places to display their talents legally, there has been a fall in the amount of "tagging" on people's private property.

Street artist Temper developed his drawing skills at a young age. In art classes at school he was really frustrated because the Art teacher didn't spend time with him. They thought he was already very good at Art and so spent more time with other students. So, at 12 years old, Temper started painting with all these guys he'd hooked up with who were about 22 years old. He looked up to them and loved what they were doing on the streets of Wolverhampton, England. "The whole hip-hop scene was built up of different things and I did a bit of everything: beat-boxing, body popping and DJ-ing. But it was always the graffiti I was best at," he says.

- A WRITER** a graffiti artist
- A CREW** an organised group of writers 35
- A TAG** a writer's name or signature
- A TROW UP** a more developed tag, with two colours or more
- A PIECE** a writer's painting, short for masterpiece; must have at least three colours 40
- A BURNER** a technical, stylish piece, generally done in bright colours
- STYLE WARS** competition between artists to choose the most creative piece 45

Glossary: *scheme = plan, idea

Discussion box

- 1 Is there any graffiti in your home town?
There's loads of it ...
You see it everywhere ...
In my town ...
- 2 What kind of people do you think do this, and why?
I think they're ... because ...
It's probably people who ... because ...
You have to be ... to do this because ...

b Mark the statements T (True), F (False) or NG (Not given) with a cross [X]. Correct the false statements.

- | | T | F | NG |
|--|--------------------------|--------------------------|--------------------------|
| 1 TAKI 183 was a teenage graffiti artist. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The graffiti scheme in Rochdale is for teenagers only. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 People did not like using the subway before the graffiti artists came. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Graffiti artwork started in the subway. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Since the scheme started, more people have started to spray walls in the town. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Temper's Art teacher didn't think he was very good. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Most of the other graffiti artists were about ten years older than Temper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Temper is involved in many different sides of hip-hop culture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Street artist Temper lives in Rochdale, England. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Vocabulary

Belonging to a group

2 a Replace the underlined words with one of the phrases in the box. Check your answers in the text.

hook up with	relate to
hang out (with)	look up to
to feel left out (by)	

- ... with all the artists spending time together down there, people are using it again.
- He admired them and loved what they were doing.
- ... painting walls with all these guys he'd made friends with.
- ... young inner-city people who weren't accepted by their richer classmates.
- People can understand graffiti much more now.

b Work in small groups. Ask and answer questions about families, friends and groups using the vocabulary.

What kind of people do you usually like to hang out with?

Who do you look up to most in your family?

Write

3 a Read the essay and answer the questions.

- Which paragraph talks about the advantages of graffiti walls? What are they?
- Which paragraph talks about the disadvantages of graffiti walls? What are they?
- Does the writer think graffiti walls are a good or bad thing?

What are the advantages and disadvantages of organised graffiti walls in city centres?

- Graffiti is a serious problem and the fact it is a crime doesn't stop young people leaving their 'mark' on public and private buildings. Because of graffiti, many of our city centres and housing estates seem dirty and dangerous. To stop this 'social disease', many town councils have organised 'graffiti walls' – special places where graffiti artists can practise their art legally.
- Graffiti walls bring teenagers together and help them to be creative. In addition, they show street artists how to use their art in a good way. But the greatest advantage is that they help stop graffiti on buildings. Statistics show that cities with graffiti walls have less vandalism.
- On the other hand, there are people who think that graffiti walls do nothing to solve the problem. In fact they argue that graffiti walls can make the problem worse, because they make the crime seem OK.
- To sum up, there are both advantages and disadvantages to organised graffiti walls. I believe that the advantages are much greater. I think they are an excellent way to help with the problem of the graffiti in many of our cities.

b Which of the underlined words in the text are used to introduce:

- the conclusion?
- another point supporting the previous ideas?
- the opposite side of an argument?
- the consequence of an action?

c Write your own essay about one of the following topics. Use the essay on graffiti to help you. Remember to use topic sentences. Write around 180 words.

- What are the advantages and disadvantages of the Internet?
- What are the good and bad sides of playing computer games?

Competencies

LISTENING

23
CD 2

a You will hear part of an interview with a film critic about how monsters have changed in films. Listen and tick (✓) the characters he mentions.



M

23
CD 2

b You are now going to listen to the recording of the interview with a film critic again. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences 1–7 using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

Film monsters

0	People have always been fascinated by monsters and the dark side of life.
Q1	..... but evil there is no such thing
Q2	The late 19 th and early part of the was the golden age of the monster.
Q3	Frankenstein's Monster and Mr Hyde were the results of humans trying to
Q4	..... have no motivation. They're very two-dimensional.
Q5	Freddie, Jason and Michael Myers are really just three
Q6	Audiences just want to see how many
Q7	All these monsters do is make us scared to go to

LISTENING TIP

How to complete sentences

- As with all listening exercises, read through the questions carefully before you listen. This will help prepare you for what you might expect to hear.
- Try to predict what the missing word(s) might be. However, remember that your predictions may be wrong, so you still need to listen carefully to check.

- You will not always hear the exact words that are in the question. Listen carefully for different words that are used that have the same meaning.

For example, question 1 says:
People have always been fascinated by monsters.

You heard:

The human race has always been extremely interested in monsters.

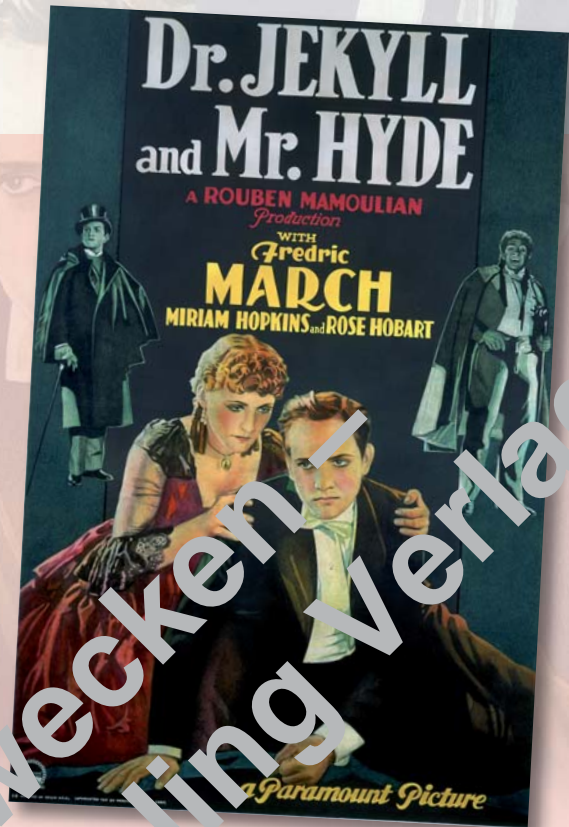
- You are only expected to write a maximum of four words. No more.
- Finally, read through your answers carefully. Make sure they are grammatically correct and check your spelling.

Dr Jekyll and Mr Hyde

(1932) vs. (1941)

The hallucinatory, feverish classic version of the Robert Louis Stevenson story, in which the good doctor becomes addicted to the formula that turns him into a sadistic beast. Upright Dr Jekyll (March) has a lovely fiancée, Muriel (Hobart), while twisted alter-ego Hyde delights in torturing barmaid Ivy (Hopkins) – the bond between violence and sexuality in these scenes is highly charged. Possibly Mamoulian's and March's best work. Eighteen minutes from the original version, lost until recently, have been restored, including the infamous whipping scene.

Strangely cast adaptation of the Robert Louis Stevenson story about a doctor's experiment on himself to separate good and evil.



a The two scenes show the transformation process from good Dr Jekyll to evil Mr Hyde. (Prior to that scene, Jekyll visited his fiancée, and, on the way home, helped a prostitute into her room.) Watch both scenes and do the following tasks with a partner.

- 1 Compare the laboratories.
- 2 List five basic differences in the transformation scenes.
- 3 How strong is the change in each scene?
- 4 How is the change delayed in the first version?
- 5 Why do we see so many close-ups in the second version?
- 6 Why do we see Jekyll's fiancée rise from her bed in the second version?
- 7 Compare the letter-writing scenes.
- 8 Compare the soundtracks. Which version do you like better with regard to the soundtrack? Why?
- 9 Is there anything horrifying in these scenes for today's audience?
- 10 Make a list of things that would be typical of a modern version.



b Watch the scenes again and try to find elements typical of the horror genre (e.g. the mad scientist). Get together in groups and come up with a list typical of today's horror genre (the final girl, the isolated setting, etc.).

FILM WORK

Genre

The term genre can either refer to different types of storytelling ("fairytale", "play", etc.) or to the classification of films into types such as "horror", "comedy", "drama", etc. Today, filmmakers very often mix genres. These types of films are called hybrids (e.g. *From Dusk Till Dawn* starts as a "road movie" and turns into a "vampire movie". *Scream* is a combination of "slasher-horror" and "teeniepic".)

The Dr Jekyll and Mr Hyde films are part of the horror genre. Don't forget, however, that the elements of a genre change with time.

Language in use

a Use one word to complete three different sentences.

- 1 They could leave the building only through the fire
The thieves made their on a motorbike.
Do you think a lion could from that cage?
- 2 The film was all about a strange from outer space.
Are you sarcastic about this? It sounds like you are.
Running regularly leads to an increased feeling of well.....
- 3 I really like our new place, but I still the roses in our old garden.
She won the '..... Harlow' contest last year, and now she is so full of herself.
Let's hurry – we don't want to the bus.
- 4 He drove so fast that he lost of his car.
Can't you your feelings better? Why are you so angry?
The pilot spoke to air traffic and they immediately gave him permission to land.
- 5 The Browns a lot of people, no wonder they are so popular.
There was a clown to the children.
That's an idea that I really don't want to

b Read the text. Fill each space with one word only.

My favourite ¹..... is a soap opera on BBC called *EastEnders*. It's on ²..... a week, on Tuesday ³..... Thursday evenings, for ⁴..... an hour each ⁵..... It's a story about the lives of people who live in a place called Albert Square, in the east of London. It started in 1985, so the programme's been on for more than twenty ⁶..... now!

The ⁷..... why I like *EastEnders* is that there is a good range of characters. They are really interesting and you get into their lives. It's great that real things happen to them – illness, divorce, marriage, arguments and so on – it's really fascinating. The acting is excellent, too. The ⁸..... are so natural, like ⁹..... people.

I think that anyone who enjoys well-written and well-acted soap operas would love *EastEnders*. There's ¹⁰..... in it for everyone, no ¹¹..... how old they are or whether they're a boy or a girl.

Wordwise

Noun suffixes:

- ity / -ment /
- ness / -ion /
- ation

a Match each of the pictures with a sentence in **b**. Write the number.

b Read these sentences. Use the suffixes to make nouns out of the adjectives or verbs.

- 1 Why do you want to **punish** Clara for that? She's only two!
- 2 He had an accident as a child and has been **blind** since then.
- 3 It is **probable** that the price of oil will go up further.
- 4 They **invited** us over for dinner, but unfortunately we couldn't go.
- 5 I love painting. It's such a **creative** way of relaxing.
- 6 She spent loads of money. She **acted** as if she'd won the lottery!
- 7 I don't like them. They always **treat** me like a child.
- 8 Why do you want to make a decision now. I **suggest** we wait until Monday.
- 9 It is fashionable to **advertise** cigarettes on TV.
- 10 I was really surprised. I didn't **expect** him to write.
- 11 When his parents saw what had happened, they were not **amused**.
- 12 He must be **mad** spending so much money on a new car.



c Complete these sentences with the nouns you have created in **b**. Listen and check.

- 1 James loves films, so in all he's at the cinema right now.
- 2 His writing shows a lot of
- 3 I came last in the race, to my brother's
- 4 She's a really good student, so the teacher always gives her special
- 5 I came home really late, and my parents have grounded me for a week as a
- 6 Look at this magazine! Almost every page is
- 7 It's raining and you're going out for a walk? That's complete
- 8 is a big problem in many African countries.
- 9 We can't just sit here and talk – we need to take
- 10 So, what are we going to do? Has anyone got a
- 11 I did very well in the test – in fact, I did better than my
- 12 Sorry, you can't come in – it's a party by only.

9

Crime and Punishment

Getting into trouble

Listen

1 a Work with a partner. Look at the pictures and discuss how you think these stories end.

CD 3 **b** Listen to Megan and Steve telling the two stories. Check your ideas in 1a. Did Steve and Megan get caught, or did they get away with what they did?

c Work with a partner. Discuss the questions.

- 1 Which of the things they did was worse, in your opinion? Why?
- 2 Think about when you were at junior school. Can you remember something you did that got you into trouble? Tell your partner about it.



Read

2 Work with a partner. Ask the questions in the questionnaire and mark your partner's answers with a cross [X]. Use the "Score for answers" to find your total. Then tell your partner the result.

ARE YOU REALLY HONEST?

Try our questionnaire — and tell the truth!

1 If you bought something, and the shop assistant gave you too much change by mistake, would you:

- a pick up the money and leave the shop with a smile?
- b tell the shop assistant that they had made a mistake?
- c take it and put it in a charity box?

2 Imagine you received an email by mistake that was really for a friend of yours. Would you:

- a read it and delete it — you thought it wasn't important?
- b read it and then send it to the right person?
- c not read it, and immediately send it back to the writer?

3 Suppose you were doing an examination, and there was a question you weren't sure about but you could see what the person next to you was writing. Would you:

- a look a little bit, just to help you think more clearly?
- b copy their answer, but change it a little?
- c not look, and do your best to answer it yourself?

4 Say a friend lent you a CD, and you really liked it. When your friend asked for it back, would you:

- a say "What CD?"?
- b get it, and give it back immediately?
- c tell them you hadn't listened to it yet, and ask to keep it longer?

5 If you had a really important party to go to but couldn't afford anything new to wear. Would you:

- a buy something from a shop and take it back after the party?
- b ask your brother / sister to lend you something?
- c take something from your brother's / sister's room?



Scores for answers:
 1 a) 0 b) 4 c) 2
 2 a) 0 b) 2 c) 4
 3 a) 0 b) 0 c) 4
 4 a) 0 b) 4 c) 2
 5 a) 0 b) 4 c) 2

Useful words

crime • criminal • repeat offender • a bad influence • go to prison • get into trouble • tell someone off • be grounded
 caught red-handed • a slap on the wrist • misbehave • be naughty • it was a bit silly • I won't do it again • do wrong
 make up for (it) • have your pocket money stopped • banned (from) • be let off with a warning • tell on someone

Grammar

Second conditional review

- 3 a** Look at the example. Is this about something that really happened or is it only imaginary?

*If a shop assistant gave you too much change by mistake, **would you take it?***

- b** Complete the rule with *could, past, might and would*.

Rule:

- We use *if* with the tense (to introduce the condition), and + the infinitive (to show the consequence) when we want to show that a situation is unreal or unlikely.
- It is also possible to use (for possibility and ability) or (for uncertainty) in place of *would* (for certainty).

Tip

Notice the use of the comma:

If you failed your exam, would you leave school?

Would you leave school if you failed your exams?

- c** Complete the sentences. Use the correct form of the second conditional.

- If you (*find*) a watch in the street, what would you do with it?
- I (*send*) her a postcard if I knew her address.
- If I had more money, I (*go out*) more.
- If you (*go to*) bed late every night, you wouldn't be so tired.
- What you (*do*) if you won £1 million?
- I wouldn't need a car if I (*live*) in the city.
- If you told me a secret, (*not tell*) anyone.
- If I (*go*) to Brazil, I would learn Portuguese.

First conditional vs. second conditional

- d** Which is first conditional, which is second conditional?
 Which situation is more likely to happen?

*If my dad **gave** me a new car, I'd be really happy.*

*If my dad **gives** me a new car, I'll be really happy.*



- e** Match and complete the sentences.

- | | | |
|--|--|--|
| 1 If I get married next year, | | a I wouldn't go to university |
| If I got married next year, | | b my parents will be very surprised |
| 2 If I go out this weekend, | | a I'll |
| If I went out this weekend, | | b I'd |
| 3 If I get a good job when I leave school, | | a I would |
| If I got a good job when I left school, | | b I'll |

- f** Find other ways in the questionnaire in 2 to introduce imaginary situations.

if

Speak

4 Complete the questions, add two more questions, then ask a partner.

- 1 If you could go anywhere in the world, where ...?
- 2 Suppose you could meet anyone in the world. Who ...?
- 3 Imagine you met your sporting hero. What ...?
- 4 Say you could change one thing about yourself. What ...?

Grammar

Second conditional review

5 a Match the sentences with the pictures.

- 1 If we win the World Cup, it will be the best day of my life.
- 2 If I had my shorts, I would play football.
- 3 If the rain doesn't stop tomorrow, we won't be able to have a barbeque.
- 4 If it rained tomorrow, I would be very happy.
- 5 If you are eighteen, you can come in.
- 6 If you were eighteen, you could come in.



b Complete the text. Use the correct form of the verbs and would, 'd, wouldn't or might.

Imagine I ¹ **found** (find) 100 pounds in the street. I'm not sure what I ² **'d do** (do).
 If I ³ (take) it to the police station, they ⁴ (not be) interested.
 If I ⁵ (ask) in the nearest shop, the assistant ⁶ (say) it was hers.
 If I ⁷ (give) it to a homeless person, they ⁸ (spend) it on beer.
 If I ⁹ (tell) my friends, they ¹⁰ (want) to spend it and if I
¹¹ (keep) it, I ¹² (feel) guilty. I hope I never find 100 pounds in the street!

c Put the words in order to make the sentences.

- 1 your / go / asked / friend / Say / you / best / shoplifting / to
Say your best friend asked you to go shoplifting.
- 2 you / fighting / the / saw / Imagine / two / street / men / in

- 3 forgot / really / test / Suppose / to / for / revise / a / you / important

- 4 in / found / you / cinema / Say / 500 pounds / the

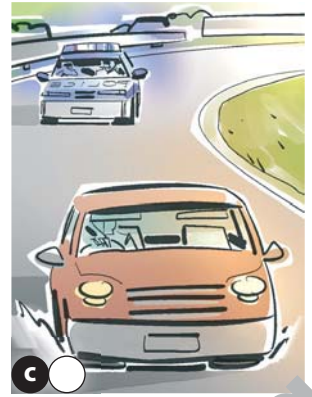
- 5 if / borrowed / friend's / and / it / you / What / broke / your / stereo / ?

d Write your own answers to the questions in 5c. What would you do?

Listen

6 a Match the words with the pictures. Write 1-6 in the boxes. Then listen, check and repeat.

- 1 burglary
- 4 shoplifting
- 5 pick-pocketing
- 2 joyriding
- 3 arson
- 6 vandalism



b Listen to the radio show and mark the crimes that are mentioned with a cross [X].

c Listen again and use the words in the box to complete the table.

burglary excitement joyriding fun shoplifting vandalism money

	Chloe	Ian	Liam
Crime	.....	.....	.....
Reason	fun.....	.....	.....

d Work with a partner and answer these questions. Then listen again and check.

- 1 Where did Chloe spray paint her name?
- 2 How does Chloe feel now?
- 3 Why did Ian stop doing burglary?
- 4 How does Ian get money now?
- 5 When did Liam usually go joyriding?
- 6 What did the police do?

e Read the descriptions of the crimes and write the names of the crimes in the spaces. Choose from the words in the box.

burglary joyriding arson shoplifting pick-pocketing **vandalism**

- 1 "Have you seen the church? They've sprayed graffiti all over it." vandalism.....
- 2 "They broke a window to get in but they only took the TV and the DVD player."
- 3 "When he was only twelve, he broke into a car and drove it around, just for fun."
- 4 "I was on the bus. I felt a hand and when I looked for my wallet it was gone."
- 5 "The police are treating the fire at the school as a possible crime."
- 6 "Excuse me, could I take a look in your bag?"

f Complete the sentences with the words in the box.

caught wrong into
law away crime



1 Sixteen-year-old John's been getting away with shoplifting for two years; until last week when he got with ten CDs hidden in his coat.



2 When Steve was a teenager he was always getting trouble with the police for vandalism, shoplifting and things like that. Now he's 25 and he's committed a more serious person. He burned the town library down.



3 Helen knew she was doing something She knew that going at 140 kph was breaking the but she didn't think she would have an accident. She's OK, but four innocent people are in hospital with serious injuries.

g What punishment do you think each of the people in 6f should get? Choose from the words in the box.

pay a fine be put on probation
do community service be sent to prison

- John should do 30 hours community service and be put on probation.
-
-

Vocabulary

Crime

7 a Use the correct form of the verbs in the box to complete the text.

break do (x1) commit pay get (x3) send put

Most teenagers 1 to trouble sometime in their life. But there's a big difference between 2 something wrong like staying out too late, and 3 a crime. The rise in teenage crime is a serious problem for our society. When a young person 4 the law and 5 away with it, they are likely to repeat the crime. Therefore, when a teenager 6 caught we must do everything to show them that this is not right. 7 them to prison is not the answer – they will only meet more experienced criminals there. Most of them don't have the money to 8 a fine, so one good option is to 9 them on probation. This means they have a period of time when they must not commit any more crimes. If they do, they will be sent to prison. But the best punishment is getting them to 10 community service – for example, cleaning rubbish off the streets or gardening in public parks. This is the best way of teaching them that they have a responsibility* to the society they are part of.

Glossary: *responsibility – Verantwortung

b Look at the text again. The writer mentions four types of punishment. What are they?

c Work with a partner and discuss these questions.

- Who do you usually get in trouble with most and why?
- What crimes do young people in your country commit?
- What small things do people do every day that are actually breaking the law, for example, dropping litter?
- What punishments do you think are best for young offenders?

Grammar

I wish / if only

8 a Look at these examples from the interviews in 7b.

I wish there was more to do in this town.

If only I had more money.

- 1 In the first sentence, does the speaker think there is enough to do in the town? How do they feel about this?
- 2 In the second sentence, does the speaker think they have enough money? How do they feel about this?
- 3 What tense is used after I wish and if only?

b Look at the pictures and write *I wish / if only* sentences for each of the people.



1 *If only I wasn't so hungry.*



2



3



4



5



6



7



8



9

c I'm not happy. Read what he says and write *wish / if only* sentences.

- 1 "I can't drive and I don't have a car."
He wishes he could drive and he wishes he had a car.
- 2 "My parents don't understand me."
.....
- 3 "My little brother annoys me all the time."
.....
- 4 "My computer's broken."
.....
- 5 "I don't have enough money to buy a new bike."
.....
- 6 "I can't find my house keys."
.....
- 7 "I'm too shy to talk to girls."
.....





d Listen to the sentences. How do you emphasise the parts in italics?

- 1 *If only* there was something to do. 4 *If only* he knew. 6 *I wish* I could go home.
 2 *If only* she liked me. 5 *I wish* I knew his name. 7 *I wish* you weren't so noisy.
 3 *If only* they'd ask me.



e Listen again and repeat.

Grammar for communication



a Work with a partner. Think of five things you would like to have or do. Start with *I wish ...* or *If only ...*

If only I could have a rest!



b Work with a partner and look at these topics. What would you like to be different about each of these things?

- the town you live in
- your home life
- possessions
- abilities
- interests
- school / college
- the world

Do you wish there were more cafés in this town?

Do you ever think 'If only there was more to do at the weekends'?

Write



a Read the newspaper report and the letter. What problem is Roger Davis writing about? What action does he suggest?

Young people and crime



Statistics show that more under-18-year-olds in our town have been arrested for shoplifting and burglary than ever before. Small crimes like vandalism and pick-pocketing have gone up by 20% compared to last year.

Dear Sir or Madam,

I am writing to express my concern at the latest crime statistics reported in last Tuesday's Evening Herald.

The reason why we are seeing an increase in teenage crime is because this town offers very little for young people to do. Where are our sports centre, our cinema and our community projects? Teenagers need more than TV to keep them busy at night. If we do not offer them something, we cannot really be surprised when we wake up to find more graffiti on our walls and more of our houses burgled.

I suggest a town meeting where members of the public (including the young) can try and work out a solution to this problem before it gets any worse.

Yours faithfully,

Roger Davis

Roger Davis



b Write a letter to the newspaper from the point of view of a teenager living in the town. Write around 180 words.

Communication

Telling a joke

Conversational strategy:

- Dramatic effect



How to tell a joke well

- Know your joke well. A joke is like a little speech. It's not something you make up as you tell it. Practise your joke several times on your own. Make sure you know the order of events and most importantly – don't ever forget the punch line.
- Speak clearly, calmly and confidently. If you get nervous telling the joke, so will your audience.
- Don't rush to get to the end of the joke. Take your time and use your audience's expectation to leave them wanting to hear what comes next.
- Pause for dramatic effect – especially before the punch line.
- Make sure you always emphasise the funny words in the joke.
- If you can do accents well, use them. If not, it might be better not to!
- We usually use the present simple to tell our story.

5
CD 3 Listen to the two jokes and write 1 or 2 in each picture.

CD 3 Listen to joke 1 again. Make a list of how the person telling it makes it funny.

C Compare your list with the one on the right.

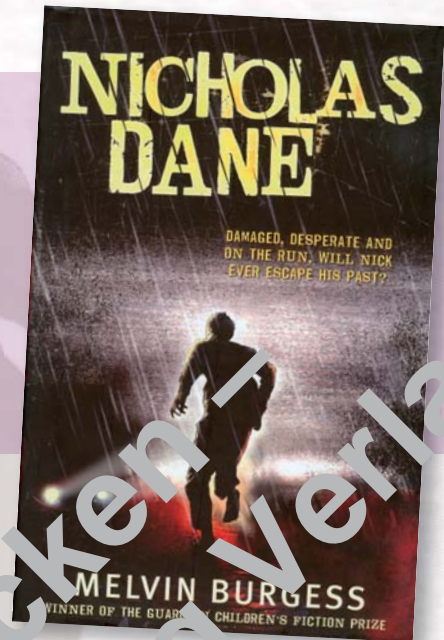
d Find a joke in English on the Internet and practise it for next lesson.

Nicholas Dane

by Melvin Burgess (a novel)

This is the story of 14-year-old Nicholas Dane, who is sent to a boys' home where he is constantly beaten and abused*, especially by the warden, Toms. In this scene he attempts a breakout with his friend Davey.

Glossary: *abuse – missbrauchen



a Quickly read through the text to find out

- how they broke the window,
- why they cut their feet,
- who thought about running after them.

With a grunt Nick shifted the extinguisher out of its cradle* and walked with it to the window. He hefted* it up above his head – it weighed a ton – paused, and then hurled it through the window.

The noise shattered the sleeping night, like Satan himself was breaking out of hell. The heavy metal cylinder crashed down in a hail of shattered glass and poured down onto the flat roof below. In his bedroom, directly beneath, Toms jerked up out of sleep with a howl and snarled at the ceiling. Davey let out a whoop of pure joy. Behind them, the shouts and yells of stirring boys began.

The face of the window was full of jagged teeth of glass. Davey was already on it. He'd wrapped his arm in the dressing gown and began shoving at the glass to clear the way.

"Go, go, go!" he yelled. Seconds had passed, but behind them there were footsteps on the boards. Nick jumped up onto the sill* and stepped over the daggers of glass still attached to the frame. Something caught at his thigh as he pulled himself but there was no time to worry about that. Davey stepped out after him and they paused a moment on the sill. Under them, it was pitch dark – they couldn't even see the roof down there.

"There they go," someone shouted. "Go," yelled Nick. The two boys turned around and slid down, hung by their hands from the sill a second before letting go, one after the other like ripe fruits, and dropped down onto the broken glass on the roof beneath.

The glass caught at their feet and cut them both, but not badly. They scurried* to the edge of the roof and paused again. Another drop. They had no idea if they were going to drop onto soft earth, rose bushes, plants, stone or canes* down there. The light came on over their heads. Nick looked round to see people gathering at the window just yards away; there was no time to worry. Again, they reached down, hung, and fell – thankfully onto wet grass.

They were up as soon as they landed and running like dogs. The rain had slowed to a drizzle for them. There was a shout. They looked back and saw someone had already got a leg over the sill; but then their pursuer paused. It was a wet night, the frame was still full of razor jags of glass. It was Julian, one of the other prefects. He didn't want to get wet, he didn't want to get cut, and he could see what Nick hadn't yet realised – the streak of bright red blood down the back of his pyjama trousers.

Glossary: *cradle = where you hang something, eg. telephone receiver, Gabel; *heft = to lift something heavy; *sill = shelf at the base of a window frame; *scurry = move quickly with small steps; *cane = here: a stick to support a plant

b Read the text again and complete the sentences in no more than four words each time.

- 1 They broke the window with the help of
- 2 Davey so as not to cut himself.
- 3 To get to the roof below, they
- 4 Jumping off the roof below was a bit of a risk because
- 5 Julian, the prefect, didn't pursue them because
- 6 What Nick didn't know was that

c Get together in pairs and speculate how the story could continue. Then present your idea to the class.

d Look at the statements about two other books that deal with institutions that keep juveniles (children or young people) more or less as prisoners. In pairs choose one of the novels and give reasons why you would like to read it.

e Discuss the idea of boot camps in class.

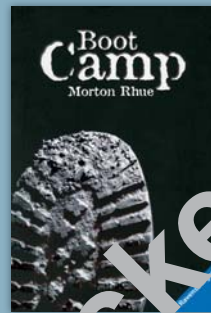
- Does hard work and military discipline help to turn young people into good citizens?
- What other options than prison or boot camps could there be?
- Agree on possible ways of punishing people for offences like beating someone up, stealing from a shop, injuring somebody in an accident (add some more).



f Listen to the following scene, in which a social worker (Mrs Batts) and a friend of Nick's mum (Jen) talk to Nick after the death of his mum. Nick doesn't know yet that she died of an overdose and that he has no one who will look after him. Then read the summary of the scene and correct the five mistakes in it.

Mrs Batts asks about living relatives, but neither Nick nor Jen know anything about them. His grandparents on his father's side are horrible because, and his only uncle left home as a young man to open a pie and pasties* company. It turns out that there is no next of kin* who could look after Nick, but Mrs Batts says that he can stay with Jen. When Nick wants to know how his mother actually died, Jen says they'd have to wait for the autopsy. Nick is trying to shake the answers out of them, but they don't tell him anything. So he just waits to see what is going to happen next.

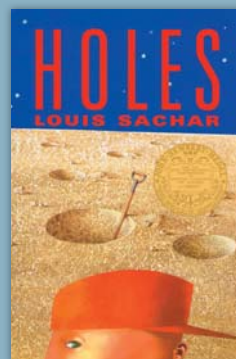
Glossary: **pasty* = a kind of small pie;
**next of kin* = your nearest relative



I found this book completely enjoyable from the first page! High schooler Garrett is kidnapped by "transporters" in the middle of the night and sent to Lake Harmon (ironically named so) which is actually a teen boot camp. Garrett is subjected to a ever-increasing level of abuse at the hands of other inmates (who have already been brainwashed by the camp) and counsellors* until he and two other inmates come up with a dangerous escape plan. The novel is told in the first person and Garrett's experiences are shocking and realistically drawn.

INFO BOX

BOOT CAMP: originally a training camp for people who have just joined the army; the idea has been taken up by correctional systems*, that is instead of sending young offenders to prison they can go to boot camp and spend some time in a military-like environment.



Stanley Yelnats and his family have never had anything but bad luck, so it's not really a surprise to him when he is falsely accused of theft. Given the choice of jail or Camp Green Lake, Stanley chooses Green Lake because he's never been to camp before. Unfortunately, Camp Green Lake doesn't have

a lake and it isn't really a camp. It's a place where young people are detained, more or less like real prisoners. And to build character, the warden has each "camper" dig a hole five feet deep by five feet wide by five feet long every day, even Saturdays and Sundays. What Stanley and the rest of the boys don't know is that the warden isn't just building character, she's looking for the lost buried treasure of an outlaw called Kissing Kate Barlow.

Glossary: **abuse* – Beleidigungen; **counsellor* – (Sozial)berater/in
**correctional systems* – Justizvollzugssysteme

Competencies WRITING

A If the minimum age for prison was lowered to 16, we would probably see an immediate drop in crime for two reasons. Firstly, many potential teenage criminals might think twice before getting involved if they knew they could go to prison. Secondly, those who continued to commit crimes but got caught would be in prison and unable to cause more trouble.



B I believe the answer to helping solve the problem of teenage crime is in education. Teenage criminals need to be shown that crime does not pay and taught other ways to live.

C Unfortunately, the benefits of such a strict new law would be temporary. In prison these teenagers would meet much more experienced criminals and learn new ways to get away with crimes. When they left prison a few years later, the majority of them would be much more dangerous than when they went in. Crime on the street would soon increase again.

D A survey in the UK shows that about 50% of children between the ages of 11 and 17 have broken the law. However, the most serious statistics are those from boys aged 15 to 16 who are involved in serious crimes such as burglary, physical violence and vandalism.

Writing an essay

a Read the essay and put the paragraphs in the correct order. Write 1–4 in the boxes.

Discuss this statement and give your own opinion.

“There would be less crime on the streets if the minimum age for prison was dropped to 16.”

b Match the paragraphs with the summaries 1–4. Write A–D in the boxes.

- 1 Arguments that agree with the title
- 2 An introduction
- 3 The writer’s opinion
- 4 Arguments that disagree with the statement in **a**.

c Write an opinion essay of around 250 words. Give your essay a title.

“The world would be a better place if people under 40 made the decisions.”

WRITING TIP

Developing an essay

- A useful way to organise discursive essays is in four paragraphs. (Compare the text in a.)
 - 1 introduction
 - 2 arguments for or against
 - 3 arguments against or for
 - 4 your opinion
- Read the title carefully and decide what your opinion is. Make notes to support your argument.
- Make notes under two headings: for and against. Use these for your second and third paragraphs.
- Good ways to start an essay are:
 - Statistics: *“A survey in the UK shows that about 50% of children ...”*
 - A question to be answered.
 - A statement supporting the title: *“We live in a violent society ...”*



Don't worry, be happy • Bobby McFerrin



a Watch the video. What trouble are the three men in the video in?



b Listen again and complete the gaps.

Here's a little ¹..... I wrote.

You might want to sing it ²..... for
³.....

Don't worry, be happy.

In every life we have some ⁴.....

But when you worry, you make it ⁵.....

Don't worry, be happy.

Don't worry, be happy no.....

Don't worry, be happy. Don't worry, be happy.

Don't worry, be happy. Don't worry, be happy.

Ain't got no place to lay your ⁶.....?

Somebody stole and took your ⁷.....?

Don't worry, be happy.

The landlord* say you..... is late?

He may have to litigate*?

Don't worry, be happy.

Look at me, I'm happy. Don't worry, be happy.

Here I give you my ⁹..... . When you worry,
call me.....

I make you happy. Don't worry, be happy.

Ain't got no ¹⁰..... , ain't got no style?

Ain't got no gal* to make you ¹¹..... ?

Don't worry, be happy.

'Cause when you worry, your face will frown,

And that will bring everybody ¹²..... .

Don't worry, be happy.

Don't worry, don't worry. Don't do it.

Be happy. Put a ¹³..... on your face.

Don't bring everybody ¹⁴..... .

Don't worry. It will soon ¹⁵..... , whatever it is.

Don't worry, be happy.

I'm not ¹⁶..... , I'm happy ...

Glossary: *landlord – Vermieter/in; *litigate – einen Prozess führen; *gal = girl

c Discuss.

- Does this song work in its message for you? Why / Why not?
- What songs always make you feel good? What's so special about them?

d Imagine you had a problem, but on hearing this song everything suddenly felt fine again.

- Write a "thank you" note to Bobby McFerrin.
- Explain what the problem was and how his song helped you.

Language in use

a Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and do not change it. You must use between three and six words, including the word given. The first one has been done for you.

- 0 Katie is interested in travelling to Spain.
Katie would like to travel to Spain. **LIKE**
- 1 I don't speak Spanish and that's why I don't understand what he's saying.
If I understand what he's saying. **WOULD**
- 2 Trevor cheated* in the test, but he didn't get caught.
Trevor cheated in the test, but he it. **WAS**
- 3 Have you ever done anything illegal?
Have you ever ? **LAW**
- 4 I'd like to have more money.
If more money. **ONLY**
- 5 I don't know her phone number, so I can't call her.
I her phone number. I could call her. **WISH**

b In most lines of the following text there is either a spelling or a punctuation error. For each numbered line Q1–10, correct the misspelled word or show the correct punctuation. Some lines are correct. Indicate these lines with a tick (✓). The first two lines have been done for you.

<p>You have an important composition for your history lesson in the morning. It's 10 p.m. You wish you had started earlier – its really taking to get you down. Well, imagine you could pay to have someone else write it for you and get an "A". What would you do. Cheating via the internet is a serious problem for many schools and universities, and many students are getting away with it. For a small price, students can buy work from one of many websites. However, if a student gets caught, they can get into serious trouble. Most schools will put the student on probation a lot of schools will event expel* them.</p> <p>Glossary: *cheat – mogeln; *expel – send away</p>	<p><u>History</u> 0</p> <p>✓ 1</p> <p>..... 2</p> <p>..... 3</p> <p>..... 4</p> <p>..... 5</p> <p>..... 6</p> <p>..... 7</p> <p>..... 8</p> <p>..... 9</p> <p>..... 10</p> <p>..... 11</p>
---	--

Wordwise

Crimes

a Write the name of the crime under the correct picture.

Verb	The crime	The criminal
to murder	<i>murder</i>	a murderer
to assassinate	<i>assassination</i>	an assassin
to steal	<i>theft</i>	a thief
to mug	<i>mugging</i>	a mugger
to burgle	<i>burglary</i>	a burglar
to kidnap	<i>kidnapping</i>	a kidnapper
to blackmail	<i>blackmail</i>	a blackmailer
to smuggle	<i>smuggling</i>	a smuggler



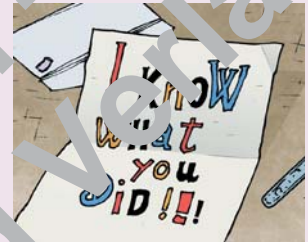
1 *burglary*



2



3



4

b Match the crimes in **a** to these definitions.

- to attack someone and take their money or possessions =
- to take someone and demand money for their release =
- to go into a house and take things =
- to get someone to pay you for keeping something a secret =
- to take something into a country illegally =
- to kill someone intentionally =
- to kill someone famous or important =
- to take something from another person =



5



6



7



8

c Complete the sentences. Use the table in **a** to help you.

- Police have discovered a plot to the president.
- They were so poor that they had to money to buy food.
- A post office was broken into, and the took over £50,000.
- My friend was in town last night. They took his mobile phone and his watch.
- My friends were last week, they didn't lose much but the house was a real mess.
- The were arrested at the airport with £1 million of cocaine in their suitcase.
- The wanted £5 million for the release of the businessman's daughter.
- He tried to me. He said he was going to tell my wife everything.
- Although they never found the body, she was found guilty of her husband.



d Listen and check your answers.

Read

1 a In 1998, a film crew went to Thailand to make a film of Alex Garland's book *The Beach*. The film's producer needed to find a paradise beach. What do you know about the film?

b Work with a partner. Student A: Read text A and answer the questions. Student B: Read text B on the next page and answer the questions here.

- How did the film crew change the beach?
- What was the result of planting coconut trees?
- What did they do to make the sand stay on the beach? Did it work?
- Did it rain more than normal?
- Did the film crew pay a lot of money to the local people?
- What did tourists think of the island when they visited it after the film was made?

TEXT A

One problem for our producer Andrew Macdonald was to find a place that looked like nobody had ever been there, and at the same time make it comfortable for a large film crew. We thought it over, and in the end, we made up our minds to use Phi Phi Lei Island, which had a wonderful deserted beach with a coral reef. Although the beach we found was incredible, it wasn't really flat enough to film on, so we solved the problem out by using a bulldozer on it.

Tropical paradises usually have beaches with palm trees, but this beach didn't have a single one. We came up with the idea of planting some coconut palms to make it more beautiful. It worked really well. It looked even more beautiful. We put wooden poles on the beach to stop the sand from sliding into the sea, but there was some very heavy rain while we were there, more than normal, I think, and the beach didn't look so good for a while. We talked it over with the locals and paid \$100,000 for damage, and I think that was very good money for them.

Despite these problems, it was a good experience for the islanders, because after people saw the film, lots of tourists came to Phi Phi Lei and thought it was paradise.



Useful words

neighbours • a neighbourhood • living together • coming together • getting together
 compromise • give and take • local(s) • native • lifestyle • settlement • democracy • democratic
 citizens • community • community spirit • the individual • public • class system • sociable

TEXT B

When the film crew decided to use our island, we thought it would be very good for us, good for tourism – this is important because most people can only make money from fishing. And, of course, maybe we would get to meet Leonardo DiCaprio!

The trouble started when they wanted to change the beach. They brought in big machines, bulldozers, to take away the natural vegetation and make the sand level so they that they could film more easily, and they put in some coconut trees to make it look ‘more beautiful’. However, these trees were not native* to our island, and they killed other plant life. This made the sand weak. They put some wooden poles in the sand to stop it moving, but in spite of this protection the normal monsoon rain washed the sand into the sea. This is a problem you can’t just ignore. You see, all that sand damaged the coral reefs, and that’s where we fish. So we couldn’t fish anymore.

Even though they gave us money, it wasn’t enough to really help us. Of course, lots of tourists came to see where *The Beach* was filmed, but they were shocked when they saw how bad it looked.

Glossary: *native – einheimisch

c Work with your partner. Student A is a member of the film crew and Student B is one of the native people who live on Phi Phi Lei. Discuss the questions in 1b. Are your answers the same?

d Match the phrases or words from the texts with their definitions.

- | | |
|------------------------------------|--------------------------|
| 1 think something over | <input type="checkbox"/> |
| 2 level | <input type="checkbox"/> |
| 3 talk something over | <input type="checkbox"/> |
| 4 damage | <input type="checkbox"/> |
| 5 deserted | <input type="checkbox"/> |
| 6 protection | <input type="checkbox"/> |
| 7 to sort something (somebody) out | <input type="checkbox"/> |
| 8 native | <input type="checkbox"/> |
- a with no people there
 b to be successful with a problem, a situation, or a person who is in trouble
 c describing a plant or an animal which is found naturally in a place and has not been brought there from somewhere else
 d to consider a plan or an idea carefully before making a decision
 e firm
 f flat or horizontal
 g to discuss a problem or situation with someone, often to find out their opinion before making a decision about it
 h something that is done to stop harm or injury

e Use the words and phrases from above to complete the sentences.

- I'll it and will let you know my answer tomorrow.
- The horse is not to America – it was introduced by the Spanish.
- Make sure the camera is before you take the picture.
- I couldn't print out the files from my computer at first, but then I managed to it
- You should not use this machine without – otherwise you might hurt yourself.
- The strong wind caused a lot of to the houses.
- This is a very popular place in the summer, but in the winter it's really
- I didn't know how to solve the problem, so I wanted to it with someone first.

Grammar

Linkers of contrast: *however* / *although* / *even though* / *in spite of* / *despite*

2 a Circle the correct option. Find the sentences in the texts **A** and **B** in 1b to check your answers.

- Although / Despite* the beach we found was incredible, it wasn't really flat enough to film on.
- Despite / Although* these problems, it was a good experience for the islanders.
- They put in some coconut trees to make it look 'more beautiful'. *Despite / However*, these trees are not native to our island.
- Even though / In spite of* this protection, the normal monsoon rain washed the sand into the sea.
- Even though / However*, they gave us money, it wasn't enough to really help us.

b Complete the sentences with the words in the box.

bought	don't feel like
went	didn't go
feel like	didn't buy

- Although I wasn't feeling very well, I went to school.
- Despite the fact it was expensive, I it.
- Even though it's my birthday, I celebrating.
- In spite of the fact the sun was shining, we for a picnic.
- I know it's only nine p.m. However, I going to bed.
- Even though they're my favourite band, I their new CD.

c Look at the pictures. Circle the correct answer.



- So you haven't done any work *even though / in spite of* your exams start tomorrow.
- Although / Despite* I usually love horror films, *The Blair Witch Project* was too scary for me.
- Although / However* I can't speak English very well, I can understand American films fine.
- The place looks beautiful. *In spite of / However*, I couldn't live there.
- We had a fantastic holiday *although / in spite of* the rain.

d Look at the sentences in a and complete the rules to introduce contrast with *although*, *despite*, *in spite of*, *even though* and *however*.

Rule

- We use a subject + verb after and
..... he has a French mother, he doesn't speak any French.
- We use a noun or verb in the -ing form after and
..... having a French mother, he doesn't speak any French.
..... his French mother, he doesn't speak any French.
- We use with a comma at the beginning of a sentence, or at the end.
His mother is French., he doesn't speak any French.
His mother is French. He doesn't speak any French,
- When using *in spite of* or *despite* in the negative, we use *not*.
Despite not being invited, we still went to the party. (Not: ~~Not despite being invited...~~)
In spite of not having any of her own, she gets on really well with children.

e Write the second sentence so it means the same as the first. Use the word in brackets.

1 Although she doesn't like rock music, she went to the concert. (*despite*)

Despite not liking rock music, she went to the concert.

2 We could understand him, even though his accent was very strong. (*in spite of*)

3 Despite not feeling very hungry, I ate two pieces of cake. (*although*)

4 The main course was delicious, but the dessert was a bit disappointing. (*however*)

5 Even though he's not very tall, he plays basketball really well. (*despite*)

f Combine the two ideas. Use the linker at the end. There may be more than one possible answer.

1 I'm going for a run. It's raining. (*despite*)

I'm going for a run, despite the rain.

2 I'm going for a run. It's raining. (*even though*)

3 The bus was late. We arrived on time. (*although*)

4 The garden isn't very nice. I like the house. (*however*)

5 They have lots of money. They aren't happy. (*in spite of*)

6 People have skin. Animals have fur. (*however*)

7 She went to see the film. She'd seen it before. (*despite*)

8 He passed the exam. He didn't study. (*even though*)

9 I didn't like the book. I enjoyed the film. (*although*)

10 She was cold. She didn't wear a jacket. (*in spite of*)

Grammar for communication

3 a Complete the sentences with linkers of contrast. Then mark each sentence with A (*I agree*), D (*I disagree*) or N (*I've got no opinion about this*).

1 there was a lot of damage done to the beach on the island of Hainan, it was worth it because the film team produced a great film.

2 the fact that the coconut trees made the beach look better, they should not have been planted there.

3 the number of tourists visiting the island after the film came out, the economic situation of the island was better before.

4 The actors in *The Beach* earned a lot of money., all the income from the film *The Beach* should have gone to the island, and the actors should not have received anything.

5 lots of my friends like watching films, I don't really enjoy going to the cinema.

b Get together with a partner. Share your answers to 3a and give your reasons for them.

Listen

- 4 a** How much do you know about the first moon landing? Answer these questions with a partner.

- Who said "That's one small step for man, one giant leap* for mankind."?
- When was the first moon landing?
- What nationality was the first man on the moon?

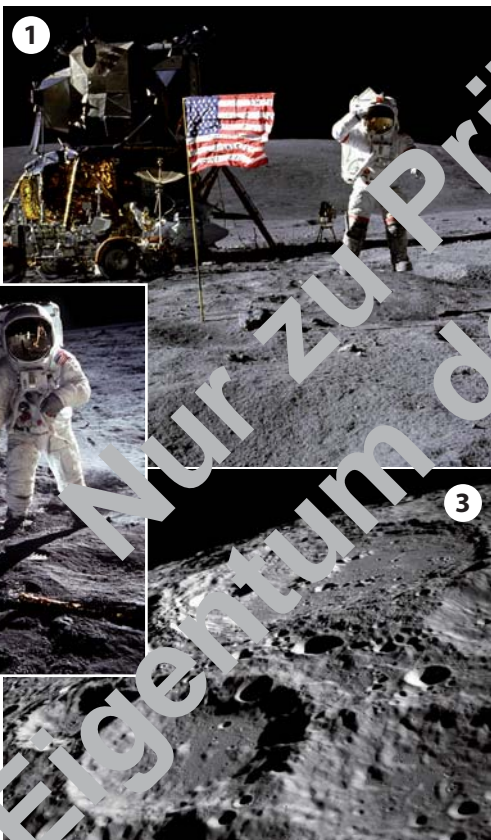
Glossary: *leap – Sprung



- b** Listen to the start of the radio programme and check.

- c** Look at the words. Find the items in the photos and write the number in the boxes.

moon buggy	<input type="checkbox"/>	reflection	<input type="checkbox"/>
shadow	<input type="checkbox"/>	astronaut	<input type="checkbox"/>
light source	<input type="checkbox"/>	crater	<input type="checkbox"/>
surface of the moon	<input type="checkbox"/>	sky	<input type="checkbox"/>



- d** Listen to the next part of the programme. You will hear a professor talk about why he thinks the moon landing didn't really happen. Tick (✓) the words in the box that he uses to explain his theory.

- e** Work with a partner. Can you think of any arguments against Professor Hartson's ideas?



- f** Listen to a NASA spokeswoman answer Professor Hartson's theories. Mark the statements **T (True)** or **F (False)** with a cross (X). Correct the false statements.

- Two light sources would result in one set of shadows.
T F
- The surface of the moon is very flat.
T F
- The surface of the moon reflects the sun.
T F
- The stars are very near.
T F
- It is possible to take a photo of a person with stars behind them.
T F

Grammar

Modal verbs of deduction (present)

- 5 a** Look at these examples and answer the questions.

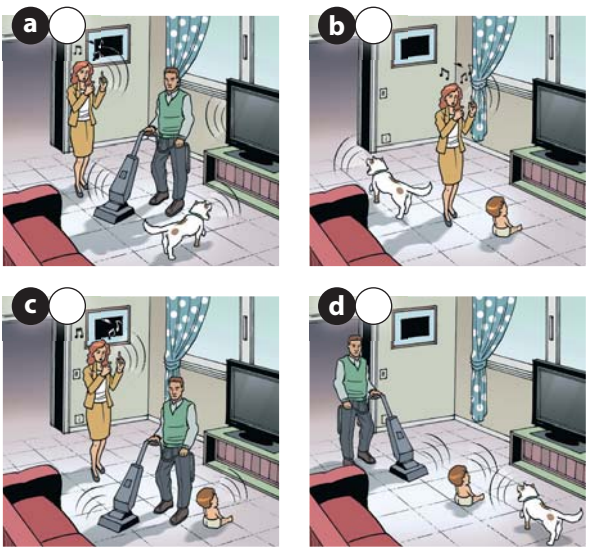
This **can't be** a photo of the moon because there are no stars.
Because of the shadows this photo **must be** a fake.
The astronaut **might be** in a studio.
I know people **could be** shocked to hear that the moon landing never happened.

- In which sentences is the speaker sure they are right?
- In which sentences is the speaker not so sure?
- What is the opposite of *must be*?

- b** Complete the sentences with *must be*, *can't be* or *might be*.

- You've been walking all day. You tired.
- You think Maths is interesting! You serious.
- Be careful with that dog. I think it dangerous.
- It that difficult. Even my little brother knows how to do it.
- You really want to go bungee jumping? You mad.
- A** Do you know where Gemma is?
B She in her room. I'm not sure.
- You hungry already, you've just had lunch.

C Work with a partner. Look at the pictures and listen. Which picture do you hear? Discuss with your partner. Use *must be*, *can't be*, *could be* or *might be*. Write 1-3 in the boxes. There is one picture you do not need to use.



d Match the two parts of the sentences.

- | | | |
|------------------------------------|--------------------------|---|
| 1 He can't be hungry, | <input type="checkbox"/> | d |
| 2 He must be hungry, | <input type="checkbox"/> | |
| 3 He might be hungry, | <input type="checkbox"/> | |
| 4 She must know his phone number, | <input type="checkbox"/> | |
| 5 She can't know his phone number, | <input type="checkbox"/> | |
| 6 She might know his phone number, | <input type="checkbox"/> | |

- a she's his best friend!
- b he didn't have a very big lunch.
- c he doesn't have a phone!
- d he's just eaten two large pizzas!
- e she's a friend of his sister's.
- f he hasn't eaten for 48 hours.

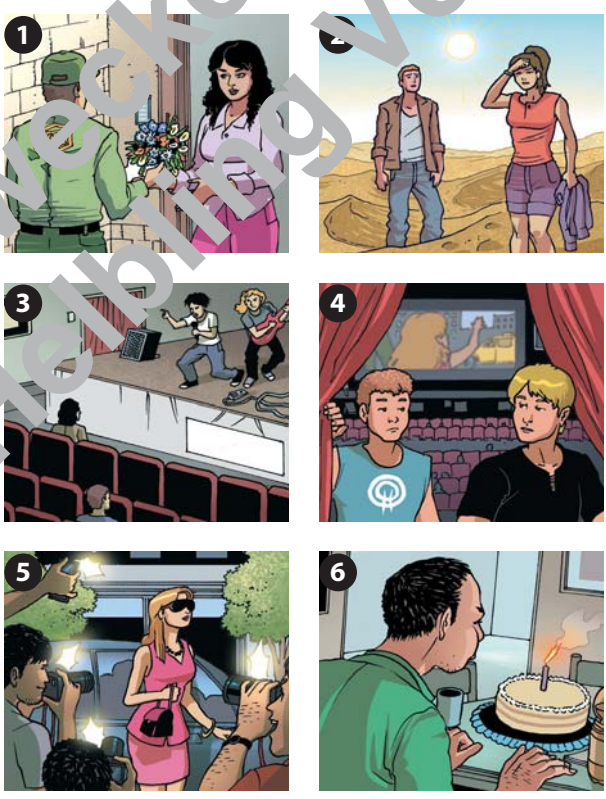
e Write the sentences so they mean the opposite.

- 1 It might not be true.
It might be true.
- 2 She must be happy.
.....
- 3 They might speak English.
.....
- 4 You can't like olives!
.....
- 5 They might not know.
.....
- 6 He must live near here.
.....

f Complete the sentences with *must*, *can't* or *might*.

- 1 That plate's just come out of the oven. It be hot.
- 2 They're speaking Spanish, and I think they're from South America. They be from Peru.
- 3 She know. It's a secret!
- 4 I'm not sure what it is. It be some kind of monkey.
- 5 Everyone passes that exam. It be very difficult.
- 6 That bird's eating the bananas. It like them!

g Write sentences about the pictures. Use *can't* and *must*.



- 1 Her boyfriend sends her flowers every day.
He must love her a lot.
- 2 They've been walking for two days. They
- 3 Hardly anyone came to see them. They
- 4 They nearly fell asleep. It
- 5 There were cameras everywhere. She
- 6 He spent another birthday on his own. He

Vocabulary

Problems

6 a Read the text and match the underlined words with the definitions.

When a problem comes up at school, I tend to think it over for a while, and I can usually sort it out myself. If it's a bigger problem, then sometimes I need to sleep on it and come back to it in the morning. If it's a problem with my family, and I can't make up my mind what to do, I can usually talk it over with my best friend. She can nearly always come up with an idea that helps. And when I have a problem with her – well, if I just ignore it, it'll usually just go away by itself.



- 1 find a solution
- 2 discuss it
- 3 take more time
- 4 think about it
- 5 decide
- 6 pretend it's not there
- 7 appear
- 8 disappear
- 9 find
- 10 return

b Complete the sentences with the words from the text in the correct form.

- 1 I don't like to sleep on a problem. I like to everything before I go to bed.
- 2 It seems that every day a new problem in my life.
- 3 I hate decisions. I'm not very good at
- 4 My mother is the best person to a problem with. She always the best ideas.
- 5 The best way to solve a problem is to it. Just let it by itself.

c Tell your partner which of the sentences are true for you.

d Complete the sentences with a preposition from the box.

up away over on up out over up back

- 1 I'll be home late tonight. A problem's *come* up at work.
- 2 If you've got a problem at school, why don't you *talk it* with your teacher?
- 3 I can't *make* *my mind* about what to wear tonight.
- 4 Don't worry about it. I'm sure it'll *go* by itself.
- 5 I can't give you a decision now. Can I have a few minutes to *think it* ?
- 6 When nobody knows what to do, Dan always *comes* with a great idea.
- 7 Why don't you *sleep* *it* and give me an answer tomorrow?
- 8 That's a good point, but I'd like to *come* to it a bit later.
- 9 Let's try to who is doing what before we start.

e Complete the text with the correct form of the expressions in italics in 6d.

The problem 1 came up (*appeared*) really unexpectedly. It was a simple question, but I couldn't 2 (*think of*) an answer. I wanted some time to 3 (*think about it*), but I had to 4 (*decide*) quickly. It wasn't the sort of problem you needed to 5 (*take a lot of time to think about*) and there were people waiting behind me. Maybe I could 6 (*discuss it*) with the assistant? No, she didn't look very interested. This was one problem that wasn't going to 7 (*disappear*) by itself. And I couldn't 8 (*return*) to it later. I had to 9 (*find a solution*) now. And then she asked me again, "Would you like French fries or onion rings with your hamburger?"



Discussions

Conversational strategy:

- How to discuss things

12
CD 3

1 a Listen to the discussion. Answer the questions in no more than four words each time.

- 1 What year did the football match take place?
.....
- 2 Which team had to win, and by how many goals?
.....
- 3 Where was the game played?
.....
- 4 What was the final score in the game?
.....
- 5 A lot of questions were asked about which player?
.....
- 6 What two surprising things are said about this player?
.....
.....

12
CD 3

b Listen to the discussion again. The listeners are surprised by some things that are said. What are the things that surprise them?

12
CD 3

c Listen and complete the phrases in the box.

2 a The ideas about the football match are an example of a conspiracy theory. A conspiracy theory is when people don't believe the official story about a subject – they think that something is being kept secret, or something different happened. What other conspiracy theory have you learned about in this unit?

b Work in groups of four. What other conspiracy theories do you know of? Use the pictures here to help you.

c Discuss what you know about one of the conspiracy theories you thought of, and then present your ideas to the class.



Useful phrases

Expressing surprise

Really?

Is that?

That's a bit to

.....

No!

You can't be (or You must be joking).

1 a Quickly look at the photos and the text and answer the questions.

- 1 What do you know about the two holiday places and what kind of holidays would you expect to be able to have in each?
- 2 Which of the two places would you prefer for your next holiday? Give reasons why.

b Match the headlines with the paragraphs. Write numbers 1–7.

- The sad consequences
- Introducing a new law that changed people's way of living
- A booming holiday industry
- Other positive outcomes
- Tourism can bring advantages and disadvantages to a society
- The introduction of a new system that allows hunting
- The days before mass tourism arrived

Discussion box

- 1 Think of all the places where you have spent holidays. What influence of tourism on culture did you notice?
 - I couldn't help noticing ...*
 - I saw a lot of ...*
 - I didn't notice much ...*
- 2 What do you think of the Operation Campfire Project in Zimbabwe and the fact that hunting licences are sold? Give your reasons.
 - It's a disgrace that ... because ...*
 - I have no problem with ... because ...*
 - It's a very ... issue because ...*



Tourism and culture

Many people choose a holiday place that gives them an opportunity to experience a culture very different from their own. The experience of different cultures is often seen as enriching and educating. If tourists and hosts show an interest in each other's lifestyles, language and their cultural heritage, this can lead to the breaking down of prejudices. Prejudices are often the outcome of ignorance. Unfortunately, and in many cases, tourism has negative effects on culture and society. Read two strong examples of what can be blessing and a curse!

ZIMBABWE Operation Campfire

When Zimbabwe was a British colony, its people were forbidden to go hunting. Before this, hunting game had been an integral part of their culture and an important food source. As a consequence, people didn't have enough food any more. Some of the wild animal populations, however, boomed. In their search for food, they came closer to the villages, and did a lot of damage to the farmland, and in some cases even killed people. More and more people became "poachers" – they killed animals illegally to be able to feed their families, and of course risked their own lives.

When Zimbabwe became independent from Britain, the country had more control of its future. OPERATION CAMPFIRE (the Campaign and Management Programme For Indigenous Resources)

was introduced. It initially gave the villages the right to kill a percentage of certain animals for food. Local butchers would sell the meat for a small fee and any profits would be shared amongst villagers. However, as the programme developed, it became clear that game licences could be sold to tourists to increase the profits. These profits could then be re-invested in local projects. A tourism industry developed around hunting safaris. This may not sound ideal for the animals but the important point is that selling hunting licences reduced illegal hunting and provided the villages with money.

The programme has now been expanded* and includes tourists who want to photograph the animals and not shoot them. Farmers get more food from their fields as electric fences paid for by Campfire protect crops. Old migratory* routes that were previously closed by the game

Glossary: *indigenous = another word for native; *expand = make bigger; *migratory = for travelling to other parts of the country or world



parks have now been re-opened. This has increased animal diversity in Zimbabwe – yet another chapter in the Operation Campfire success story!

GOA – where tourism went wrong

- 5 Situated on the west coast of India, approximately 400 kilometres south of Bombay, Goa's coastal strip is about 100 kilometres long and has idyllic sandy beaches and blue crystal seas. Traditional industries included fishing and farming. Until 1986 there were few hotels and local people owned them. Backpackers could rent rooms from local families. The consequences for the culture and economy were minimal and often positive.
- 6 1986 saw the arrival of the first package holidays from Europe and a growing demand for three- and four-star hotels with pools and gardens. Today, multinational companies are building more and more hotels and hundreds of thousands of tourists visit Goa every year.
- 7 The influence of all this on the culture has been catastrophic. Traditional ceremonies and festivals have lost their original meaning. They are now seen as something for the tourists. In addition, Goa has achieved a bad reputation* in India as a place for drugs, prostitution and nudity*. Recently, there have also been numerous incidents where tourists have been attacked and robbed. There is little doubt that what used to be a dream holiday place for a few has now become a nightmare for many.

Glossary: *reputation = what people think of you; *nudity = not wearing clothes

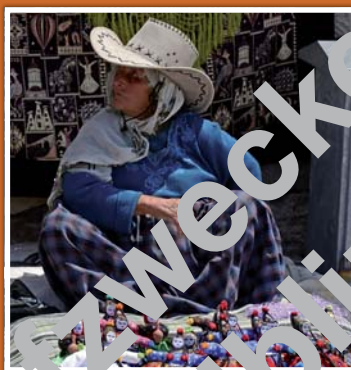
Write

- 2 **a** Read the short essay quickly. How many negative points about tourism does the writer mention?

Is Tourism Bad for the Environment?



Most people feel that their jobs are becoming more and more stressful. They work extremely hard, and don't have enough time to relax. It's no surprise that people want their holidays to be perfect. Many people look for continuous sunshine on the most luxurious beaches.



As a result, more people than ever travel to faraway countries to get the all-day sun. Moreover, travelling has also become safer and more comfortable. All of this has brought business and opportunities to many tourist destinations. The extra money this is bringing in can be used to develop health and education in these countries.

However, tourism has not been good news for the environment. First of all, transporting millions of tourists to their holiday resorts every year pollutes the air and the seas. Secondly, more and more hotels are built, and some of the world's most beautiful landscapes are destroyed forever. And finally, fresh water supplies* are running low because of the extra demands for water.

In conclusion, I think that tourism has a lot of negative consequences on nature. If we want our planet to be a healthy place, we need to travel less.

Glossary: *supplies – Vorräte

- b** Which words does the writer use to introduce each of the negative points?
- c** Match the underlined words with the words in the box.

1 on the other hand	3 because of this
2 to sum up	4 in addition
- d** Do you agree with the writer's conclusion in **a** above? Say why or why not.
- e** Write your own essay about one of the following issues. Use topic sentences and remember to give both sides of the argument. Finish with your own opinion. Use the essay on tourism to help you. Write around 250 words.

- Cars in cities – do we really need them?
- "Bad boys on bikes" – should young people be forbidden to ride motorbikes?

Read the film review of *Conspiracy Theory* and choose from the list (A–G) the phrase which best summarises each part (1–6) of the article. There is one extra phrase which you do not need to use.

- A Mad Mel
- B A disappointing ending
- C The man who knows too much
- D The perfect couple
- E A reluctant* heroine
- F A villain* to remember
- G An exciting love story

Glossary: *reluctant = not really wanting to do something; *villain = a criminal

READING TIP

Matching summaries with paragraphs

- First of all, do not look at the summary phrases to start with. Read the text completely first.
- Think of your own short summary of each part of the text.
- Now read the summary phrases. Do any match your own summary? Write in the answer.
- Look at the remaining summary phrases carefully. Try and match vocabulary in them to vocabulary in the passage.
- Finally, never leave an answer space empty. If you really have no idea, try to guess.

Film Review

Conspiracy Theory

1 Mel Gibson is Jerry Fletcher, a New York taxi driver with a conspiracy theory for everything. He publishes his ideas on the Internet. One day one of his theories upsets some very powerful men and suddenly his life is in serious danger.

2 The only person who can help him is also the woman he is secretly in love with. Julia Roberts plays Alice Sutton, a justice department lawyer. She wants nothing to do with Fletcher at first but suddenly finds herself drawn into his world.

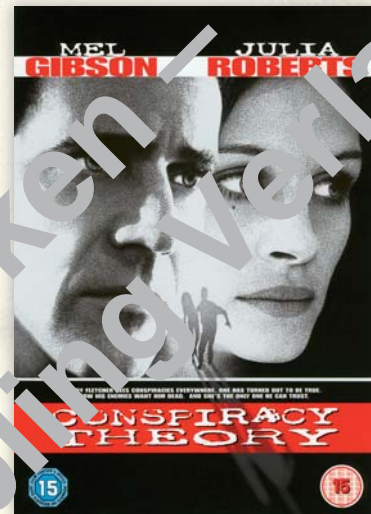
3 *Conspiracy Theory* is a well-written, entertaining film which successfully mixes two popular genres. As a thriller, there is plenty of action to keep the audience on the edge of their seats and, as a romance, we end up believing that a top lawyer really could fall in love with a taxi driver.

4 Perhaps the reason for this is in the strength of the acting. Gibson is at his best as the paranoid Fletcher (so paranoid that he keeps his food locked in canisters, locked inside his fridge). And Julia Roberts reminds us that as well as being one of the most beautiful women on the planet, she is also one of the world's finest actresses.

5 But good as Gibson and Roberts are, the best performance of the film is from *Star Trek's* Patrick Stewart as Dr Jones, a psychologist from a sinister* government department. Every minute he is on the screen he leaves the audience wondering what evil he will do next.

6 My only criticism is the last 20 minutes of the film, when director Richard Donner forgets his convincing, tense storyline and the film becomes a traditional good vs. bad shoot-out. Maybe because he's working with Mel Gibson again, Donner suddenly seems to think he's directing the next in his series of *Lethal Weapon* movies.

Glossary: *sinister = making you feel afraid

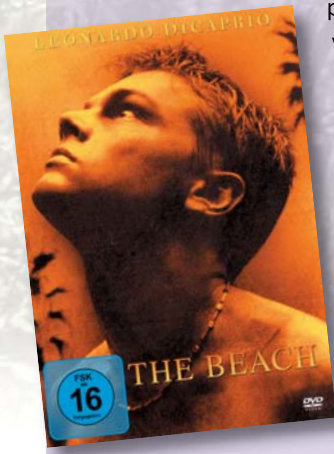


The Beach (2000)

DiCaprio's follow-up to the blockbuster *Titanic* is an uneven adaptation of the novel by Alex Garland concerning a group of hedonists trying to find paradise and destroying their ideal in the process. Cynical young journalist

Richard (DiCaprio) meets the manic Daffy (Carlyle) in a Bangkok dive and is given

a map to a supposedly unspoiled island off the Thai coast. Impulsively, Richard asks French acquaintances Françoise (Ledoyen) and Etienne (Canet) to accompany him and they discover an odd settlement of 'fun-travelers', headed by Sam (Sullivan), amidst a marijuana plantation guarded by puny, menacing thugs. Paradise turns out to be less than paradisaical.



a Watch the scene. Then look at the relevant passage from the filmscript. Why do you think the passage was not fully scripted? Are there any elements you would have added?

b Get together in pairs and answer the following questions.

- 1 What are the characteristics of this beach? Does it look like paradise to you?
- 2 What other characteristics of paradise are there? What do we actually see / hear?
- 3 How do Richard, Etienne and Françoise react to first seeing the beach?
- 4 How does Richard get the community to agree?
- 5 Would you like to live in that kind of paradise?
- 6 What could go wrong?
- 7 What are the five most important elements for your paradise?

56. EXT. ISLAND SCENES. DAY / NIGHT.

Comments: a montage of various scenes of island life involving its natives and the newcomers.

The longhouse stands at one edge of a clearing, dominating it. Scattered around are several other smaller huts and a few tents. Other locations are the beach, the garden, and the forest.

We see the native people

- *at work in the garden*
- *in the lagoon*
- *relaxing on the beach*
- *around the fire at night*

FILM WORK

Sound

Diegetic sound: the sound that is heard in the fictional world, the sound that the characters in that world can hear.

Non-diegetic sound: The sound that is outside the fictional world, and that the characters in the fictional world cannot hear. This includes soundtrack music and any voiceover narration.



c Watch the scene again and try to list as many sounds (apart from dialogue) that you can hear. Give a few examples of diegetic and non-diegetic sound.

Language in use

M

a You are going to read a text about conspiracy theories. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–10) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

True lies?

From the death of Lady Diana to the UFO crash at Roswell, (0)... loves a good conspiracy theory. And (Q1)... most of us forget them quickly, there are some people (Q2)... dedicate their lives to them. (Q3)... a result, there are now hundreds of webpages (Q4)... the subject. Moreover, books and films about them (Q5)... released every year.

(Q6)... , some conspiracy theories won't go (Q7)... – they just keep coming back. A survey done in 2003 in (Q8)... to mark the 40th anniversary of JFK's death came up with the amazing statistic that 74% (Q9)... Americans don't believe the official story. American people have made up their (Q10)... and JFK is one conspiracy that refuses to be ignored.

- 0 **A** everybody B somebody C nobody D anybody
- Q1 A even B however C although D despite
- Q2 A have B which C who D whose
- Q3 A On B Because C For D As
- Q4 A in B by C with D of
- Q5 A is B are C was D were
- Q6 A Despite B In spite C Although D However
- Q7 A away B over C on D out
- Q8 A case B order C case D out
- Q9 A of B out C for D off
- Q10 A ideas B thoughts C minds D brains

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A										

M

b You are going to read a text about a car accident. Some words are missing from the text. Use the word in brackets to form a word that fits in the gap (1–10). Write your answers in the spaces provided. The first one (0) has been done for you.

A lucky escape

I don't normally believe in (0)... (conspire) theories, but what happened last Sunday morning continues to worry me. I had made the (Q1)... (decide) to take the car and drive to the office to finish my article on how (Q2)... (tourist) might provide a (Q3)... (solve) for the local economy. As we turned onto the motorway, I caught the (Q4)... (reflect) of a large black limousine in the mirror. It began to follow us and I felt more and more (Q5)... (comfort) the further we travelled. I noticed it had a foreign number but what (Q6)... (nation) I couldn't tell. The (Q7)... (appear) of the vehicle behind me I found quite (Q8)... (disturb) as there had been reports of motorway piracy in the press. I felt I needed some kind of (Q9)... (protect) so I speeded up and then turned off suddenly at the next junction. The foreign limousine missed the turn and disappeared into the (Q10)... (distant).

Write your answers here:

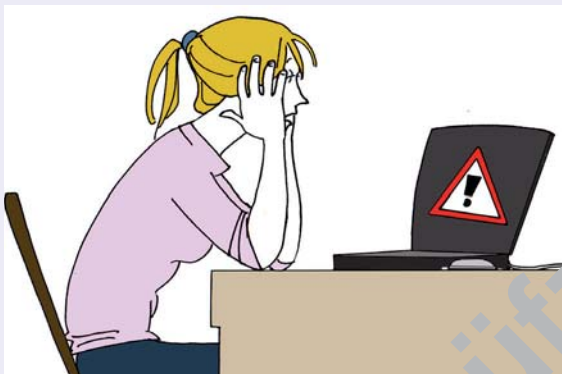
- conspiracy 0
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10

Wordwise

Talking about problems

a Use the words / phrases in the box to complete the sentences. Use a dictionary if you need to check what any of the expressions mean.

drawback	problem child	overcame
headache	cause	ran into
potential	deal with	a problem halved



- 1 My computer keeps crashing – it's a real for me because I've got lots of work to do!
- 2 He's always in trouble at school – he's the of the family.
- 3 So far, everything's OK – but there are one or two problems so we have to be careful.
- 4 Look, I'm sorry – I don't want to you any problems, but I have to ask you to help me.
- 5 I like our house – the is that there are seven people in our family, and there's only one bathroom.
- 6 OK, this is a real problem. How are we going to it?
- 7 At first, the journey was easy, but then they a few problems, especially when the weather got bad.
- 8 We had a few problems but we them quite easily.
- 9 "What's the matter? Come on, you can tell me. A problem shared is, you know."



b Listen and check.

c Match the phrases with the definitions.

- | | |
|--|--------------------------|
| 1 a drawback | <input type="checkbox"/> |
| 2 a headache | <input type="checkbox"/> |
| 3 to cause a problem / problems | <input type="checkbox"/> |
| 4 to deal with a problem / problems | <input type="checkbox"/> |
| 5 to run into a problem / problems | <input type="checkbox"/> |
| 6 to overcome a problem / problems | <input type="checkbox"/> |
| 7 a problem child | <input type="checkbox"/> |
| 8 a potential problem | <input type="checkbox"/> |
| 9 a problem shared is a problem halved | <input type="checkbox"/> |
- a to make a problem happen
 b an expression to encourage someone to tell you their problem
 c to begin to experience a problem
 d to take action to try to solve a problem
 e a problem that might happen in the future
 f a disadvantage or negative part of a situation
 g something that gives you a problem or a worry
 h a child or person who causes problems
 i to find an answer to a problem



d Use one of the expressions to complete each space. Make sure to use the correct forms. Then listen and check.

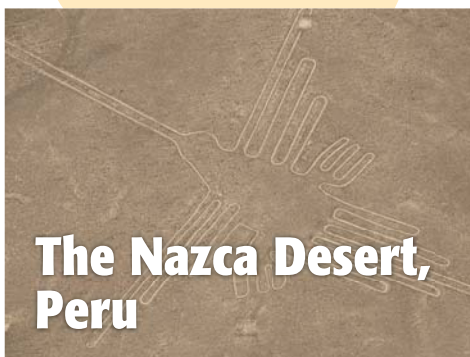
Last month I took over as leader of the school orchestra. We have a few ¹..... problems (will we have money next year, for example), but I really hope that we can ²..... them. Our biggest ³..... is that our best violinist, Jeremy, is in trouble with the headmaster again (he's a real ⁴.....) and he might not be able to play in our concert next month. Jeremy is very talented, but he can be a real ⁵....., too. He ⁶..... lots of problems for us, and sometimes we're not too sure how to ⁷..... them. So I'm going to discuss what to do with the music teacher – after all, ⁸.....

Read

- 1 a Read the texts quickly and find two unanswered questions about each of the places.

No One Knows Why They're There

The world is full of wonderful places, both natural and man-made. Some of the man-made places are still unexplained. Here are two.

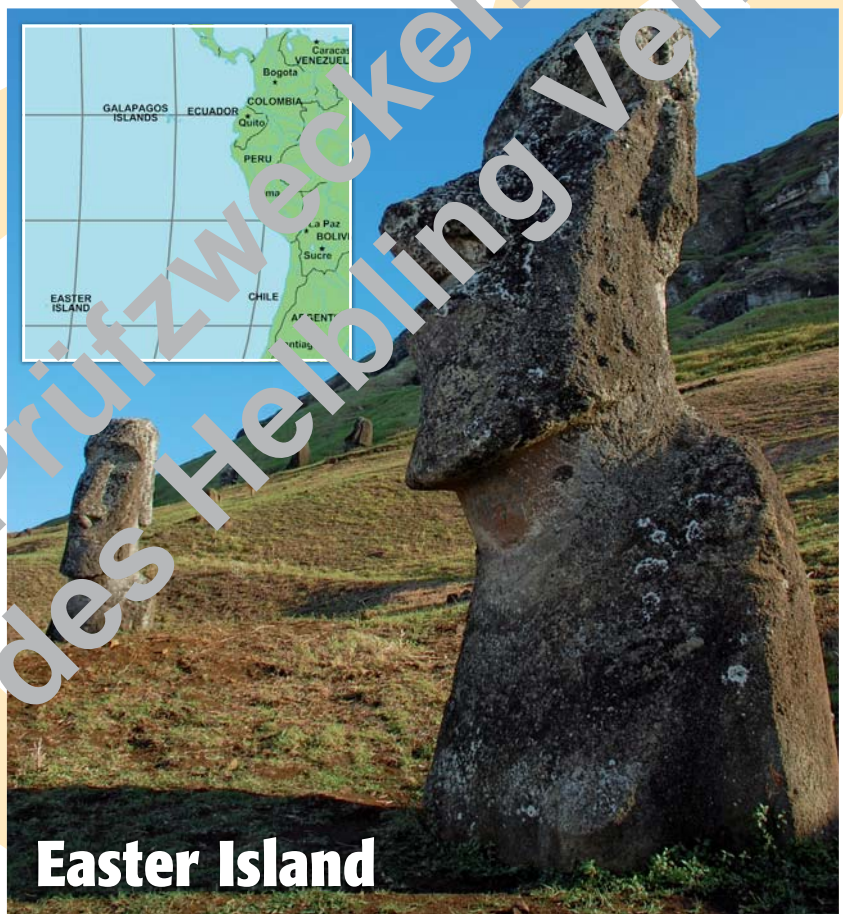


The Nazca Desert, Peru

The Nazca Desert is a high plain about 90 kilometres long and 8 kilometres wide on the coast of Peru, about 400 kilometres south of Lima. And it is covered in lines.

A long time ago, travellers in the Nazca Desert noticed the strange and obviously artificial lines on the ground. They wondered what the lines were and why they were there, but the lines were meaningless at ground level. Then, in the 20th century, people flew over the Nazca lines for the first time, and they realised that the lines formed special patterns. There are enormous figures of animals, people and plants – and lines that look similar to runways at modern airports.

It is known that these drawings are at least 1,500 years old. But no one is sure exactly when they were drawn, and, more importantly, no one knows why they were drawn. After all, why would anyone draw figures that you can only see from the air, in a period of history when there were no planes?



Easter Island

Easter Island, about halfway between Chile and Tahiti, is the world's most mysterious island. Discovered in 1722 by a Dutch explorer, Jacob Roggeveen, the island is famous for the Moai: hundreds of strange statues made from the island's volcanic rock, with faces that either look out to sea, or towards the local villages. Many have fallen over; some are incomplete. We don't

really understand why they are there or who made them. People still wonder how the statues were moved from where they were made to their present positions on the island. A writer called Erich von Däniken suggested that the Moai were built and moved by aliens. There are several other theories, but the answer has not yet been found.

Useful words

expedition • explore • explorer • exploration • exotic places • off the beaten track
 middle of nowhere • foreign lands • adventure holidays • discovery • far away • far off
 a guide • guidebook • travelogue • the sights • sightseeing • trek • wanderlust • itchy feet

b Read the texts again and write *Nazca*, *Easter* or *Both* next to the sentences.

- 1 They were discovered nearly 300 years ago.
- 2 They were first found by an European.
- 3 We know how old they are.
- 4 They are near the sea.
- 5 They involve huge human figures.
- 6 They can only really be understood from the air.
- 7 The mystery was only fully known many years later.
- 8 One theory is that they are the work of visitors from outer space.
- 9 It's not known who made them.

c Find words in the text that mean:

- 1 a large area covered in grass
- 2 where the land meets the sea
- 3 not natural / real
- 4 without any sense
- 5 a series of repeated lines
- 6 not finished
- 7 to think about the reason for something

d Use the words in 1c to complete the text. There is one word you won't use.



... we had been travelling for weeks. We had crossed the wild
 1..... where we hadn't seen a tree for days.
 We had crossed the great mountains where the eagles had
 flown over our heads and we had made our way down to
 the 2..... where the huge waves crashed
 against the rocks.

As we entered the giant cave of Gandorf, we knew
 our journey, though still 3....., was
 very nearly at its end. We knew that if we didn't find
 the sword of Fresia now, all our journey would be
 4..... . But our worries were soon over
 because there, at the back of the cave, shining like a fire
 in the darkness, was the object of all our adventures. We
 looked at it in amazement and 5..... how
 something so magnificent had been lost for so many
 years. The sword was made from gold with precious stones
 arranged in 6..... on the handle. We had
 never seen anything so beautiful before. Robyn stepped
 forward to take the sword in his hand. And that is when our
 adventures really began ...

Discussion box

- 1 Do you think von Däniken's idea about Easter Island is right or wrong?

Overall I think that he is ...

On balance I'd say ...

I think his ideas are ...

- 2 What other explanations can you think of for these places?

Perhaps they were ...

They might have ...

I haven't ...

- 3 What other mysterious places do you know about?

We heard about a place where ...

A few years ago I visited ...

I read about a place ...

I saw a programme on TV about ...

Grammar

Indirect questions

- 2 a** Which of these questions are direct? Which are indirect? Write "direct questions" and "indirect questions" above these examples.

.....
 We'd like to know why the lines are there.
 People still wonder how the statues were moved.

.....
 Why are the lines there?
 How were the statues moved?

- b** What is the word order after the question words in: **1** direct questions? **2** indirect questions?

- c** Circle the correct options.

- 1 I don't understand *why you are angry / why are you angry.*
 2 I wonder *what is he doing / what he's doing.*
 3 I don't know *where he is / where is he.*
 4 I can't tell you *where has she gone / where she has gone.*
 5 Nobody knows *who is he / who he is.*

- d** Put the words in the correct order to make sentences.

- 1 know / we / it / where / is / don't We don't know where it is.
 2 wonder / who / man / I / that / is
 3 you / tell / I / where / can't / are / they
 4 is / we / understand / what / saying / don't / she

Indirect questions and auxiliaries

- e** Match the questions to the pictures. Write 1-4 in the boxes.

- 1 What time do you close? 2 Where did you go that
 3 When does it finish? 4 How long did you
 3 Did they win?



- f** Rewrite the questions.

- 1 "What does she do?"
 "Do you know what she does"?
 2 "Where did they go?"
 "Can you tell me"?
 3 "Does he live around here?"
 "Do you know"?
 4 "What time does the plane leave?"
 "Can you tell me"?
 5 "Does he speak English?"
 "Could you tell me"?

Grammar for communication

- i** Write four indirect questions beginning with *Do you know ...* or *Can you tell me ...*. Then work with a partner. Ask and answer the questions.

A *Do you know where Easter Island is?*

B *Yes, it's in the Pacific Ocean.*

Can you tell me who the first man on the moon was?

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 CD 3

- f** Listen and complete the questions that the people in the pictures in 2e asked.

- 1 Can you tell me what?
 2 Do you know when?
 3 Do you know if?
 4 Can you tell me where?

- g** What happens to the auxiliary verbs after the question words in the indirect questions in 2f?

Listen

3 a Look at picture 1. This is a famous place in Britain. What is it called? What do you know about it?

b Now look at picture 2. In pairs or small groups, discuss the following questions.

- 1 Do you know what the structure is?
- 2 How old do you think it is?
- 3 What do you think it was used for?

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CD 3

c Listen and complete the notes.

- Location: Norfolk, in the east of England
- Shape:
- Made of:
- Height:
- Age:
- Possible use of the site:



Grammar

Modals of deduction (past)

4 a Look at the examples. Then match them with the questions.

1 They **must have built** the circle perhaps a kilometre or more from the coast.

2 They **can't/couldn't have built** Seahenge in the water.

3 People **might have put** the bodies of the dead on the tree in the middle.

Which one means:

- a It is possible that this happened in the past?
- b I'm sure this happened in the past?
- c I'm sure this did not happen in the past?

b Complete the rule with **past participle** and **past**.

Rule:

- To make guesses about the, we use **must, might (not), can't** or **could (not) + have +**

c **Circle** the correct option for each sentence.

- 1 She must have left because her car is *still here* / **not here**.
- 2 They can't have played well because they *lost* / *won*.
- 3 He must have lost my number because he *phoned* / *didn't phone* me.
- 4 You can't have seen my brother – I *have* / *haven't* got any brothers!
- 5 We must have done something wrong because he looks really *angry* / *happy*.
- 6 I can't have eaten your ham sandwich because I *eat* / *don't eat* meat.

M

d You are going to listen to the recording again. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening match the beginnings of the sentences 1–5 with the sentence endings A–G. There is one sentence ending you should not use. The first one has been done for you. After the second listening, you will have 5 seconds to check your answers.

0	Seahenge is an ancient	E
Q1	Seahenge was built	
Q2	We know exactly where	
Q3	Visitors can go to the beach	
Q4	Seahenge can help us learn	
Q5	Seahenge is	

A	shows people's lives in the past.
B	has a circle of wooden posts.
C	the same as Stonehenge.
D	in the water.
E	site in the east of England.
F	Seahenge was used for.
G	to see Seahenge.

d Complete the dialogue with the words in the box.

- | | |
|------------------|-----------------|
| can't have built | could have been |
| might be | don't believe |
| could have built | must have been |
| must weigh | might have used |



Sally Wow, look at it. It's amazing. What do you think it was used for?

Brian The guide says that nobody's sure but they ¹ **might have used** it as an altar for religious meetings.

Sally I think it ² a big clock using the sun and the shadows.

Brian You ³ right.

Sally Do you think that aliens ⁴ it?

Brian I ⁵ that.

Sally But humans ⁶ it. Those stones ⁷ thousands of kilograms.

Brian But they did build it. Our ancestors ⁸ more intelligent than we think!

e Complete the sentences. Use modals of deduction and the correct form of the verb. There may be more than one possible answer.

- Jane left without saying a word. She **must have been** (be) very angry.
- We don't know exactly where they got the tapes from, but they (not bring) them here from somewhere far away. They're too heavy.
- They recently found an ancient site in Peru. It's almost 3,000 years old and it (be) a religious site, but we can't be sure.
- I had my wallet an hour ago, but now I don't know where it is. I (leave) it in that shop!
- Sally hasn't called me. She (not get) my text message.
- Somebody (take) the book from her bag. Or maybe she left it on the bus.

f Complete the sentences with your own ideas.

- I can't find my wallet. I think I might **have left it in the shop**
- Jane looks really excited. She must
- Did he really say that? He must
- This band is terrible. They can't
- She's half an hour late. I think she might
- He never bought her a present in ten years of marriage. He can't
- Nobody came to his party. He must
- I'm not sure how he crashed the car. He might

Pronunciation

must have / might have / can't have / could have / couldn't have



5 Listen and complete the sentences.

- They been disappointed.
- She left already.
- I helped you.
- She gone home.
- We forgotten to tell him.
- She seen us.

Listen



6 a Listen to the text.

It was early morning on the 24th of July, 1911. An American explorer named Hiram Bingham was in a small hotel in Peru, in the Andes mountains. He was looking for a lost Inca city. Other explorers before Bingham had looked for the city, but so far, no one had found it.

Bingham had *started out* as a teacher. He had always been fascinated by the Incas, and he had studied their civilisation for many years. In 1906 he got his first chance to travel to Peru as part of a four-man expedition. However, it was five years later on another trip that he made his great discovery*. He and some scientists had *set off* from the US to the Peruvian city of Cuzco. From Cuzco, they travelled further up into the mountains, to about 1800 metres, and spent the night in the hotel. The owner told Bingham about a "lost city" not far away.

On the morning of the 24th, they woke up to heavy tropical rain. Bingham tried to *talk* the other scientists *into* taking a look around the area but they decided to *call off* any exploration that day. So Bingham went out on his own with a guide and climbed another 1000 metres. On the way, they *came across* a 10-year-old boy who led them through the jungle to a wall. They climbed over it and there it was: Machu Picchu – the Lost City of the Incas! Years of hard work had finally *paid off*.

Bingham went on to be a pilot and a politician before he finally *passed away* in 1956. But his name will always be *tied in* with Machu Picchu.

Glossary: * *discovery* – Entdeckung



b Now listen to the text again and while listening match the sentence beginning 1–8 with the sentence endings A–I. There is one sentence ending you should not use. The first one has been done for you.

- 1 He's the managing director now, but he started
- 2 Her hard work for the exam paid
- 3 She's a bit unhappy because her cat passed
- 4 It was still dark when we set
- 5 We didn't have enough players so we had to call
- 6 While I was tidying my room, I came
- 7 He doesn't really like musicals, but we managed to talk
- 8 I'm sure she's tied

- A him into going with us.
- B in with the mystery somehow.
- C across an old photo of my dad.
- D five years later.
- E off and she got 98%.
- F off the match.
- G away yesterday
- H off on holiday.
- I out as the office boy.

Vocabulary

Phrasal verbs

c Now read the text and match the phrasal verbs in *italics* with the definitions.

- 1 to persuade (someone) *talk into*.....
- 2 to cancel
- 3 to find (often by accident)
- 4 to start a journey (often a long one)
- 5 to be connected (with something)
- 6 to be successful (when an effort is rewarded)
- 7 to begin (to describe someone's first profession)
- 8 to die

d Replace the words in *italics* with the phrasal verbs.

- came across* *passed away* *set off*
- called off* *tied in with*



- 1 They *started their journey* for the North Pole in August. *set off*.....
- 2 I was reading an old school book and I *found* my first boyfriend's number written in it.
- 3 The police are sure he's *connected to* the robbery.
- 4 They've *cancelled* the school party because nobody's interested in it.
- 5 My grandfather *died* peacefully in his sleep.

Communication



A presentation

Conversational strategies:

- Introducing the topic
- Structuring information
- Adding points with emphasis
- Stating results
- Summarising
- Closing

1 Read the phrases in the box and write them where they belong. Then study all the phrases so you can use them in your poster presentation.

Finally ... On the whole ... Because of this ... In addition ... This presentation is about ...
If you want to find out more about the topic I'd recommend that you read / check out ...

Useful phrases

Structuring a presentation

Introducing the topic

- In my presentation, I'll be talking about ...
- 1

Structuring information

- To begin with, I'd like to ... / First of all ...
- Now the next thing I want to talk about / Secondly ... / Thirdly ...
- /
- Last of all ...

Adding points with emphasis

- 3
- What is more, ...
- Another point to mention is ...
- Moreover ...

Stating results

- 4
- The effect of this is / was that ...
- As a result / consequence ...

Summarising

- 5
- In general, ...
- To sum up ...

Closing

- In conclusion, I'd like to stress that ...
- 6
- As we are coming to the end of the presentation I wonder if you might have any questions.
- Please don't hesitate* to ask any questions.



Do your research

2 a Work with a partner. Choose a mystery. This could be something well-known, as in the pictures above, or perhaps something local.

b Research some information to find out as much as you can about your mystery. Use the Internet, your school library, and magazines and books.

Make the poster

c Find some pictures of your mystery for your poster – download from the Internet, cut out from magazines or draw some.

d Use the information you found to write two texts about your mystery. Include:

some background about the mystery

- a description of the mystery and where it is
- some history (e.g. who first discovered it and when?)
- its importance today, e.g. is it a big tourist attraction?

some theories about the mystery

- common opinion today
- any local theories or legends
- what you believe

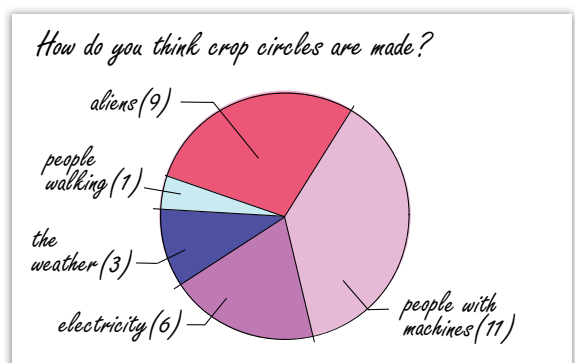
e Do a class survey. Think of an interesting question about your mystery and ask as many students as possible for their opinion.

What do you think Stonehenge was?

Do you believe the US government knows more about UFOs than it tells us?

f At the top of a large piece of paper, write the title of your presentation and arrange your pictures and texts on the poster.

g At the bottom of the paper, write a text about your class's opinions. Use the information you found in 2e to make a pie-chart to put on your poster.



Presentation

h Present your poster to the class. Be prepared to answer questions about it.

Cosmic

by Frank Cottrell Boyce (a novel)

“I am not exactly in the Lake District ...”

This is the opening of a novel about 12-year-old Liam and a group of ambitious kids who want to travel into space. Since Liam looks much older than he is, he persuades his school-mate Florida to pose as his daughter. He takes on the role of the only dad who is allowed to accompany the kids.



a Read the text quickly and say:

- who Liam is
- where he really is
- where he is supposed to be
- what his problem is.

Mum, Dad – if you’re listening – you know I said I was going to the South Lakes Outdoor Activity Centre with the school?

To be completely honest, I’m not exactly in the Lake District.

To be completely honest, I’m more sort of in space. I’m on this rocket, the Infinite Possibility. I’m about two hundred thousand miles above the surface of the Earth. I’m alright ... ish.

I know I’ve got some explaining to do. This is me doing it.

I lied about my age.

I sort of gave the impression I was about thirty. Obviously I’m more sort of thirteen-ish. On my next birthday

To be fair, everyone lies about their age. Adults pretend to be younger. Teenagers pretend to be older. Children wish they were grown-ups. Grown-ups wish they were children.

It’s not like I had to try very hard, is it? Everyone always thinks I’m older than I really am, just because I’m tall. In St. Joan of Arc Primary the teachers seemed to think that height and age were the same thing. If you were taller than someone,

you must be older than them. If you were tall and you made a mistake – even if it was only your first day – you get, “You should know better, big lad* like you.”

Why, by the way? Why should a big lad know better just because he’s big? King Kong’s a big lad. Would he know the way to the toilet block on his first day at school? When no one had told him? No, I don’t think he would.

Anyway, a few hours back the Infinite Possibility was supposed to complete a routine manoeuvre and basically it didn’t. It rolled out of orbit, wrecking* all the communication equipment, and now I’m very lost in space.

I’ve brought this mobile phone with me – because it’s got pictures of home on it. It’s also got an audio-diary function. That’s what I’m talking into now. Talking makes me feel less lonely. Unless you get this message you won’t know about any of this because this is a secret mission. They said that if it goes wrong they’re going to deny all knowledge of it. And us. There’s five of us on board. The others are all asleep.

Can you believe that, by the way? We’re in a rocket, spinning hopelessly out of control and into Forever, and what is their chosen course of action? A nap*.

b Read the text again. Find expressions which mean the same as the phrases in italics.

- 1 I know I have to *tell you something so that you understand*.
- 2 I *made them think* I was much older.
- 3 Both adults and children *make you believe* that their age is not their real age.
- 4 People often think that *being tall* and age are the same thing.
- 5 The rocket was supposed to make a skilful, but still *quite ordinary movement*.
- 6 After some time everybody but Liam *fell asleep*.
- 7 Help me, if *by any chance you've got* the technology to do so.

When we got the manoeuvre just slightly wrong – just slightly enough to make us completely doomed* – they all screamed for about an hour and then they dozed off.

I can't sleep. I can't get comfortable in sleeping bags because they're always too small for me.

Plus I think if I stay awake I might have an idea.

And save us all. That's why I'm recording this on my Draxphone. If I do get home, I'm going to give it to you and then you'll understand how I ended up in deep space when I said I was going pond diving in the Lake District. 65

If you are listening to this through, and you are not my mum and dad, you are probably a pointy-headed, nine-legged, sucker-footed alien, in which case I can just say, "Hello, I come in peace. And if you happen to have the technology please post this phone to: 70

Mr and Mrs Smith – 23 Glenarm Close, Bootle, Liverpool 22, England, The Earth, Solar System, Milky Way, et cetera. If it's not too much trouble." 75

Glossary: **lad* = boy or young man; **wreck* = to damage something badly; **nap* = short sleep, especially during the day; **doomed* = certain to fail / die / be destroyed

c Imagine you are the "alien" who picked up the message. Send an email to Liam's parents in which you tell them his message. Be careful not to shock them; and be careful they just don't laugh you off. Write a message of around 100 words.

d Get together in groups of four and make a list of things you'd expect from your own dads / mums. Present all lists in class, discuss them and come up with a five-point-to-do programme for dads / mums.



e You are going to listen to a conversation between Lisa and her dad about Frank Gotrell Boyce. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–6) using a maximum of 4 words. Write your answers in the spaces provided. The first one has been done for you. After the second listening, you will have 45 seconds to check your answers.

0	What was the film <i>Millions</i> about? <i>two boys spending money</i>
Q1	What did Lisa think of the interview with Boyce?
Q2	What does Boyce think about fathering?
Q3	How do dads normally raise their children?
Q4	What was the experience Boyce had with his eldest son?
Q5	Why does Lisa's dad not want to be like his father?
Q6	Why does Lisa want her dad to read the book and the interview?



WRITING TIP

Developing your ideas to tell a story

Getting ideas is an extremely important part of writing a story. Let your imagination take control. Close your eyes and write down any ideas that come into your mind.

Ask yourself questions and write down your answers.

What did you see in the room? – a broken mirror / a cat / clothes

What did you do? – went to investigate / tried to leave / made a phone call

What did you hear? – silence / a gunshot / police sirens / music

- Use the combination you like best to create an outline to the story.

saw a broken mirror, went to investigate, opened curtains for more light, saw blood on floor, heard sirens, saw knife in hand

- Now ask yourself questions to develop the story. For example:

What was I feeling?

What were the curtains like?

What did I do when I heard the sirens?

- Use the answers to these questions to develop your story. Remember:

Use a good range of vocabulary (adjective, adverbs – describe!)

Show a good command of past tenses.

Link your sentences and paragraphs well.

Writing a story

a Mark's teacher asked him to write a story that began "I was standing at the doorway of a large room." Read his story quickly. Do you think it answers the teacher's request successfully?

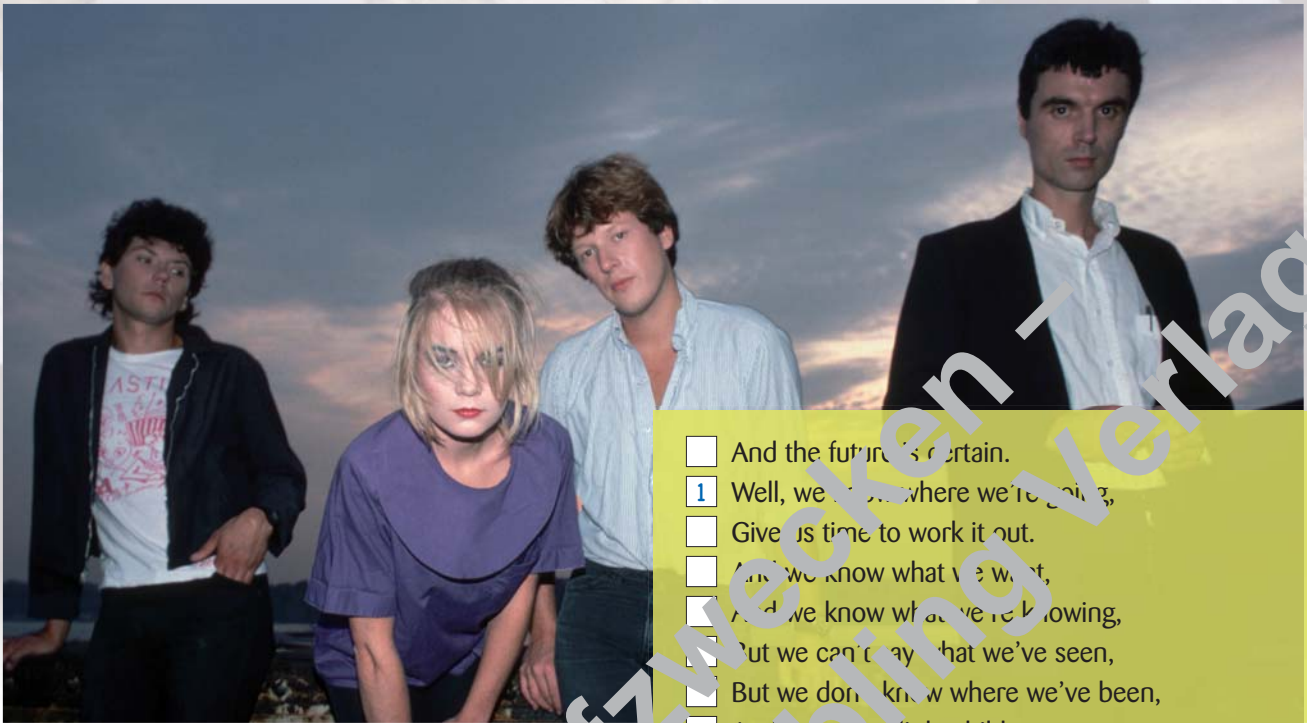
I was standing at the doorway of a large room. I didn't know where I was or how I had got here. It was a large empty room. There was hardly anything in it – no chairs, no tables, no doorbells. The only piece of furniture was a large mirror. It was broken and there was glass all over the floor. At the far end of the room was a window. There was a curtain drawn across it.

I decided to open the curtain, to let more light into the room but when I got there my foot kicked against something hard on the floor. I looked down and saw a pair of legs sticking out from under the curtains. It was then that I noticed the blood – it was everywhere.

Suddenly I heard the sound of police sirens. There must have been hundreds of them. I panicked but I didn't know why. I hadn't done anything wrong.

But then I looked down into my hands and I saw it – the knife, covered with blood ...

b Write a story beginning or ending with the words "And then the phone rang."



Road to nowhere Talking heads



a Watch the video. Put the images in the order you see them

- a spinning cake
- a spinning couple
- a spinning basketball
- a spinning chair
- a spinning pillar
- a spinning record
- a spinning box frame
- a spinning globe
- an opening box
- a spinning box



b Put the lines of the lyrics in order. Listen again and check.

c Discuss.

- 1 What do you think this "road" is? What clues are there in the video?
- 2 Where do you think this road leads to?
- 3 What are the greatest "mysteries" along the roadside?

- And the future's certain.
- 1 Well, we don't know where we're going,
- Give us time to work it out.
- And we know what we want,
- And we know what we're following,
- But we can't say what we've seen,
- But we don't know where we've been,
- And we're not little children,

We're on a road to nowhere.

Come on inside.

Making that ride to nowhere,

We'll take that ride.

- Here we go, here we go.
- Take you there...take you there.
- We're on the road to paradise.
- Maybe you wonder where you are. I don't care.
- 1 I'm feeling okay this morning, And you know,
- Here is where time is on our side.

We're on a road to nowhere.

We're on a road to nowhere.

We're on a road to nowhere.

- They can tell you what to do,
- But they'll make a fool of you.
- Come along and take that ride.
- And it's very far away,
- 1 There's a city in my mind.
- But it's growing day by day.
- And it's all right, baby, it's all right.
- And it's all right, baby, it's all right.
- And it's all right, baby, it's all right.

Language in use

a Use one word to complete the three different sentences.

- Go along this road, walk the bank and then turn right.
In the, people built some amazing places.
I'll meet you outside school at half four.
- I played tennis with Peter last night – and I!
Take this map and you won't get
Sorry, can you say that again? I was in my thoughts and I didn't hear you.
- I didn't like the film at
I invited my friends, but only ten people came.
Of course I'll help you! After, you're my best friend.
- The Nazca desert is built on a high in Peru.
I don't really like chocolate that's got nuts in it – I prefer chocolate.
He made it very to me that he wasn't in my work.
- When we flew over the Nazca desert, we could see a strange drawn on the ground.
To help you understand this, please look at at the bottom of the page.
It's a long journey, so I we won't arrive before midnight.

b Read the text. Fill each space with one word only.



There can't be many people who have never heard ¹..... the Bermuda Triangle. This area of sea between Florida, Bermuda and Puerto Rico is one of the world's most mysterious places.

The area is connected with over 100 lost ships and planes and ²..... than 1,000 deaths. Many of them might have happened ³..... of tropical storms, shipping accidents or bad luck. But none of these things explains the Triangle's most famous mystery – Flight 19.

Flight 19 was a training flight which ⁴..... off from the US Navy base in Fort Lauderdale. The plane ⁵..... equipped* with the most modern technology, so the people back at base must have thought ⁶..... was very strange when they ⁷..... a radio message from the pilot complaining that he was lost. The pilot also mentioned that the sea and sky looked odd. His last communication was "Lost. I'm really not sure ⁸..... we are. It looks ⁹..... we are going to ..." Then nothing. The plane and the men were ¹⁰..... seen again.

Glossary: *equipped – ausgestattet

Wordwise

Phrasal verbs with *up / into / down*

a Use a dictionary to check the meaning of the phrasal verbs in the box. (Sometimes there might be more than one meaning.)

to break up (with someone)	to look into (something)
to break down	to turn up
to go into (something)	to put (someone) up
to run into (someone)	to get (someone) down
to look (someone) up	to turn into (something)
to turn (something or someone) down	to put (someone) down

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CD 3

b Use the phrasal verbs to complete the sentences. If necessary change the form. Then listen and check.

- Goodbye – and if you ever come to England, please
- I couldn't find my camera for days, but it in my brother's bedroom!
- I've been ill for two weeks now – it's beginning to
- It was a really scary film – especially when that man a monster!
- It's very personal, so can we please not it?
- My dad's car so we had to push it!
- Sally and Mike had a big argument and they
- There's a smell of gas in the kitchen. I think we should
- They offered him a job, but the money wasn't good so he
- When I was in town yesterday, I an old friend from my first school.
- When you come to London, we can at our house.
- Why did you like that in front of all those people? I feel so stupid now!



c Match each picture with a sentence from **a**.

d Write the phrasal verbs from **a** to match these definitions.

- to end a relationship =
- to give someone a place to stay =
- to appear, to happen =
- to visit or contact someone =
- to investigate =
- to become =
- to meet by chance, accidentally =
- to talk about =
- to say "No" to an offer or a request =
- to stop working, especially of e.g. a car / bus / motorbike =
- to make someone unhappy or depressed =
- to make someone feel unimportant by criticising them =

e Have short conversations with a partner. Use the phrasal verbs.

Example:

A I was expecting our friends to join us for the match, but they didn't turn up.

B Yeah, I know. I wonder what stopped them.

Read

- 1 **a** Tell your partner about a love story that you really liked or disliked. What other kinds of stories do you like?
- b** Look at the pictures. What do you think the story will be about? Read the story quickly to check your ideas.

The Gift of the Magi

(a story by O. Henry – adapted)



It was the day before Christmas. James and Della lived as a married couple. Early in the morning, Della said goodbye to James and left their tiny flat for work. He turned round, smiled at her and stroked her long, straight brown hair. He wasn't broad-shouldered, or very good-looking, in fact he was kind of short and plump, but he was her "Jim" – good, maybe, but she loved him because he was kind, patient and generous. "I love that hair!" said Jim (as he always did), and then Della went inside.

Della took out her purse. In it was one dollar and eighty-seven cents. It was all she had in the world, and she felt like crying – not because they didn't have enough to eat (they were poor, but not that poor), but because she wanted to buy Jim a really special Christmas present – but with less than two dollars?

Della went into town. She stopped to look in the jeweller's window. There was the silver hair clasp* she'd always wanted, and then she saw a beautiful gold watch-chain. That was it! Jim had a watch, his favourite possession: it had been his father's, but it didn't have a chain. She went in and asked how much the chain was. Five dollars! She walked out, almost in tears. How was she going to find the money?

As she walked sadly down the street, she saw a sign outside another shop: "We buy hair". She looked at her long hair in her reflection in the window. She took a deep breath and went in.

Jim came home that evening, whistling happily. In his hand was the present he'd bought for Della. He went in the flat and called her name. He gasped in surprise when Della came out of the bedroom. Her hair cropped* short and spiky*. She ran to him and asked him not to be angry with her, and then she said "I can't wait until tomorrow. I must give you it immediately. Happy Christmas!" and gave him his present. Jim unwrapped it, smiled and sat down. Then Della told him why she had her hair cut off: "I sold my hair to buy the chain. Jim – why are you smiling like that? Don't you like your present?" Jim looked at her. "It's wonderful – and I'm still in love with you, with or without the hair. But look, here's your present." Della didn't know what to think when she saw – the silver hair clasp. "Oh Jim, thank you – and it's OK, I can grow my hair again. But ... how did you get the money for this?" Jim smiled again. "Let's just put our presents away, Della, and have dinner. I'll tell you about it later."

Glossary: *hair clasp – Haarspange; *cropped = cut short; *spiky – mit Spitzen

Useful words

romance • romantic • passionate • loving • affectionate • tender loving care • in love • lovesick
 marriage • wedding • engagement • divorce • the happy couple • warm-hearted • be in love
 have an affair • broken-hearted • live with someone • finish with someone • partner

C Read the text again. Answer the questions.

- 1 What does the story tell us about the way Della and Jim live?
- 2 Why do you think Della "took a deep breath" before she went into the second shop?
- 3 Why do you think Jim "gasped in surprise" when Della came out of the bedroom?
- 4 Why do you think Della gave Jim his present a day early?
- 5 Why do you think Jim smiled when he opened the present that Della gave him?
- 6 How do you think Jim got the money for the hair clasp?



d Now listen and check your answers.

e Find words or phrases in the text which mean:

- 1 very small
.....
- 2 moved his hand gently over
.....
- 3 happy to give other people his money or time or help
.....
- 4 thing that he owned
.....
- 5 crying
.....
- 6 image (as if in a mirror)
.....
- 7 making a high noise through his lips
.....
- 8 took the paper off
.....

f Use the words / phrases from 1e to complete each sentence. You might need to change the form of the words.

- 1 He was surprised when he saw his in the water.
- 2 When I'm happy, I often my favourite music.
- 3 Sarah was very unhappy yesterday – she was when she came home.
- 4 My cat it when people her.
- 5 When it's my birthday, I can never wait to my presents!
- 6 Thanks for lending me the money – it's very of you.
- 7 The room was quite dark – there was only one window, and it was
- 8 Some people think they'll be happier if they have more

Discussion box

1 Do you think this is a happy story, or a sad one?

I think, well, it's ...

All things considered ...

But, because ...

2 What's the best / worst present you've ever received?

I'll never forget getting ...

I once got ...

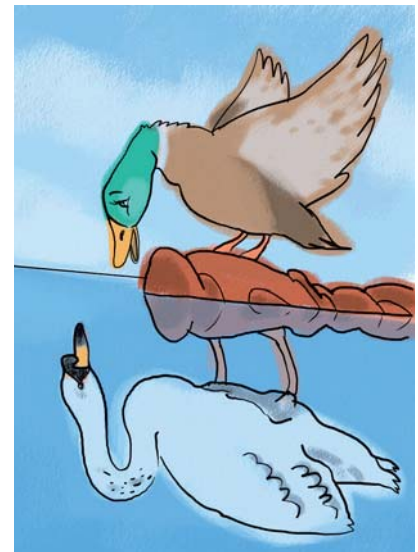
It has to be ...

3 What's the best / worst present you've ever given?

I remember giving ...

To my shame I once ...

By far the best / worst one was ...



Grammar

Reported statements (Review)

2 a Match the two parts of the sentences.

- 1 She went in and asked
- 2 She asked him
- 3 Della told him

- a not to be angry with her.
- b why she'd had her hair cut off.
- c how much the chain was.

b Look at the examples. What happens to the verb in reported speech?

"I **bought** my girlfriend a present," said Tom. → Tom said he'd **bought** his girlfriend a present.
 "It **didn't cost** a lot," said Tom. → Tom said it **hadn't cost** a lot.



c Rewrite the sentences so that they have a similar meaning. Use the word given without changing it.

- 1 "You must buy your girlfriend some flowers," Mum said.
Mum advised me that I had to buy flowers for my girlfriend. **that**
- 2 "Tony is my brother, not my boyfriend," Anne said.
Anne clarified that Tony was her brother, not her boyfriend. **was**
- 3 "I have not stolen the money," the man said.
The man denied the money. **said**
- 4 "I can't go on holiday in August," Tony said.
Tony explained on holiday in August. **explained**
- 5 "I have not studied at all for the test," Jane said to us.
Jane admitted at all for the test. **told**

Reported questions (Review)

Rule:

With reported questions we use the word order of a statement and not a question. It is important to see what kind of question is being reported.

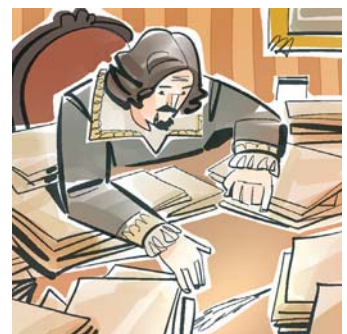
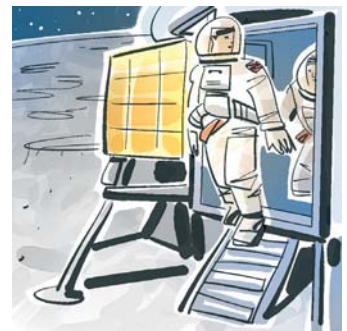
- With **yes / no questions** we use **if** or **whether** and the same word order as a statement
 "Are you enjoying the party?"
 → She asked me if / whether I was enjoying the party.
- With **wh- question words** we use the same word order as a statement
 "What's your favourite colour?"
 → She asked me what my favourite colour was.
 "Why didn't they come to my party?"
 → He asked me why they hadn't come to his party.
- With **requests** we use **asked + person + infinitive**
 "Can you help me, Ali?" asked Nick.
 → Nick asked Ali to help him.
 "Can you not smoke, please?"
 → Paul asked Liz not to smoke.

d Put the questions into reported speech.

We asked readers to send in questions that famous people might have asked!

Here are some of your ideas:

- 1 Columbus: "Is this the right way to India?"
Columbus asked if it was the right way to India.
- 2 Neil Armstrong: "Can I go first?"
- 3 Walt Disney: "What name can I give this mouse?"
- 4 Ellen McArthur: "When will I sail around the world again?"
- 5 William Shakespeare: "Where's my pen?"
- 6 Sherlock Holmes: "Will I ever bring Professor Moriarty to justice?"
- 7 Picasso: "Does anyone understand my paintings?"

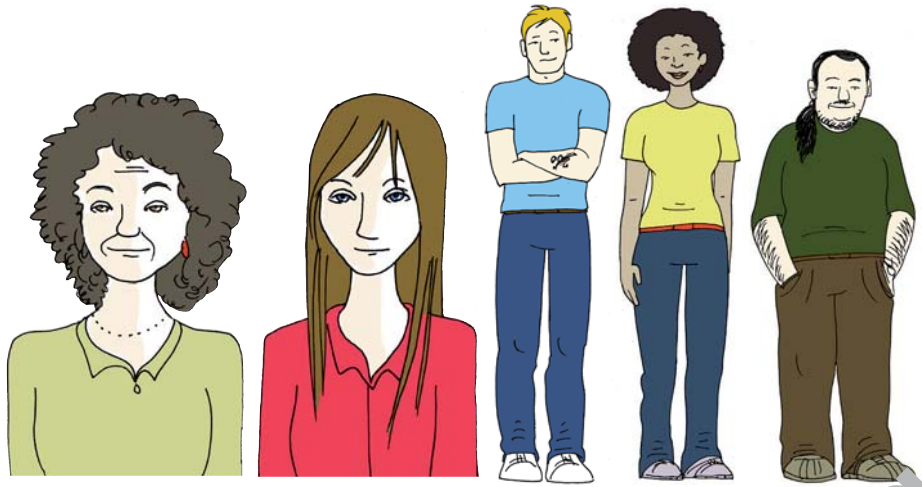


Vocabulary

Appearance

3 a Read through the text in 1 and underline physical descriptions of Della and Jim.

b Put the words in the box in the correct columns in the table. Use the pictures to help you.



- a moustache
- straight
- a double chin
- wavy
- broad-shouldered
- wrinkles
- cropped
- a ponytail
- highlights
- a tattoo
- long
- spots
- slim
- an afro
- a centre parting
- a scar
- long eyelashes
- a fringe
- short
- a beard
- medium height
- rosy cheeks
- tall
- plump
- well-built
- freckles
- bushy eyebrows
- clean-shaven
- a mole
- nifty

face	hair	height	build	special features
clean-shaven	wavy	slim		a scar
.....
.....
.....
.....
.....
.....
.....
.....
.....

c Work in pairs. Student A describes a famous person to Student B, using the language in 3b. Student B listens and guesses who it is. Swap roles.

Personality

d Make a list of words you know to describe someone's personality: *friendly, honest ...*

e Here are other words about personality. Complete the definitions.

- bossy
- considerate
- sensible
- determined
- sensitive
- insensitive
- bad-tempered
- ambitious
- imaginative
- independent

- A person who wants to be successful, powerful or wealthy is ambitious.....
- A person who doesn't care about or doesn't notice other people's feelings is
- A person who is easily upset by what other people do or say or a person who understands what other people need and is helpful and kind to them is
- A person who does things by themselves without help from others is
- A person who has lots of creative ideas is
- A person who has good judgement is
- A person who has a strong desire to do something and who doesn't let others stop them, is
- A person who becomes angry very easily, often without a real reason, is
- A person who always tells others what to do is
- A person who always thinks about what other people need is

f Read the text. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–5) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

I have three sisters and two brothers. My oldest brother is Adam. Once I was ill for two weeks. Adam was really (0)... and looked after me very well. But sometimes Adam is really (Q1)... He likes to tell us what to do all the time and how we should do it. We often tell him to be more (Q2)..., but he doesn't listen. Ernest, my other brother, is the most (Q3)... of us all. He was always the best student in his class, and he finished university really quickly. The problem is that he never has any time for himself, but we tell him to be a little less (Q4)... and relax a bit more. We all get on really well with my youngest sister Margaret, except when we try to interfere with her life. She is a very (Q5)... person, and doesn't like other people to tell her what to do.

- 0 **A** sympathetic B ambitious C determined D imaginative
 Q1 A sensitive B independent C bossy D ambitious
 Q2 A imaginative B bossy C ambitious D considerate
 Q3 A bossy B ambitious C sympathetic D insensitive
 Q4 A determined B imaginative C sensitive D considerate
 Q5 A independent B insensitive C considerate D sympathetic

0	Q1	Q2
A		
Q3	Q4	Q5

g Work with a partner.

- Describe the appearance of the oldest and the youngest person in your family.
- Think of different people in your family. How are their personalities similar or different?

4 a Listen to a conversation about the film *The English Patient* and put the pictures in the correct order. Write 1–5 in the boxes.



b Complete the sentences with the verbs in the box. Then listen and check.

tells explains agrees begs suggests

- He her that he has to leave her to get help.
- He taking her to a cave that he knows.
- He also that it will be at least three days before he'll be back.
- She to stay in the cave.
- He them to help him, but they refuse.

Grammar

Reporting verbs

5 a Complete the rule with the verbs in the box.

agree beg explain persuade suggest

Rule:

- offer, refuse, + infinitive with to: I **offered to help** you with your work.
- say, + that + clause: She **said that she'd call me**.
- apologise for, + gerund: They **apologised for being** so noisy.
- ask, order, invite, tell, + object + infinitive with to: He **asked me to give** him some money.

b Rewrite the sentences in reported speech. Use the correct reporting verb.

1 "Can you phone me at 7 o'clock?" the boy said to her.

The boy asked her to phone him at 7 o'clock.

2 "I broke a glass. I'm so sorry," she said.

3 "Oh, please, please write to me," he said to her.

4 "I can help you with your emails," I said.

5 "I haven't got my homework because the dog ate it," said the student.



6 "Go out into the garden!" she said to the boys.

7 "I'm not going to help you," he said.

c Use the past form of the verbs in the box to write the sentences in reported speech.

explain tell refuse persuade suggest beg agree apologise

1 "Wash your hands before you sit down!" Mum said to my little brother.

Mum told my little brother to wash his hands before he sat down.

2 "Please, please lend me your DVD player!" Pete said to me.

3 "I'm really sorry that I forgot about your birthday," Cathy said to her dad.

4 "Alright - I'll make pizza for supper," my mother said.

5 "I'm late because of the traffic," she said.

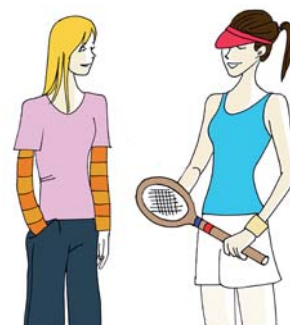
6 "I won't do it!" she said.

7 **Tom** "I know you don't like football, but please will you watch the match with me, just for once?"

Alan "Oh, OK then. But just this once!"

Tom

8 "Let's play tennis," said Lucy.

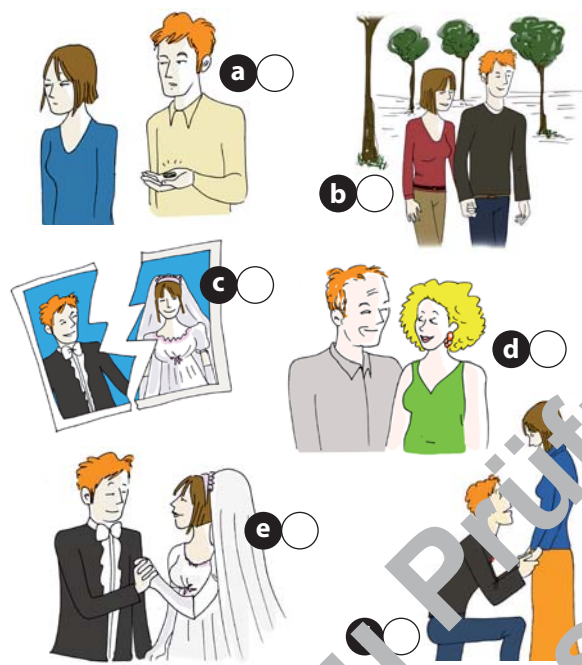


Vocabulary

Relationships

6 a Match the phrases with the pictures. Write 1–6 in the boxes.

Oliver met Isabel when he was 19 and they started ¹going out. After a year they ²got engaged, but then they had a big argument and Jill ³broke up with him. Then they ⁴got back together and got married. They were married for twelve years, but then they ⁵got divorced. And now Oliver ⁶has fallen in love with someone else!



b Use the phrases in the box to complete the sentences.

- are getting divorced
- going out
- got engaged
- got married
- got back together
- broke up
- fell in love

- 1 Did you know? James is with Becky.
- 2 Amy met and with Tom at university.
- 3 It's really sad that so many married people these days.
- 4 My sister has to a French guy – they're going to next year.
- 5 It's a pity that Joe and Amber have – I hope they again soon.

Write

7 a Read the essay and answer the questions. Which paragraph:

- 1 describes her personality, and mentions something to illustrate it?
- 2 says who the person was and how the writer knew them?
- 3 says how the writer has changed through what they learned from that person?
- 4 describes the person's appearance?



1 The person who has taught me the most about life is my grandmother. My parents had a lot of travelling when I was younger so I spent most of my school holidays with her. She was more than just a grandmother to me and when she died a few years ago I felt I'd lost a really good friend.

2 She always looked really good for her age. She had wavy grey hair and a big round face with really rosy cheeks. She was always smiling. She wasn't very tall and she was a little plump.

3 She was such a considerate person. She knew how much I missed my parents, so she did everything she could to make me feel at home. She was also really imaginative and spent hours telling me stories that she had made up. I'm sure it was because of her that I became a writer.

4 But as well as keeping a young boy entertained, she taught me so many important things. I was very impatient when I was a child and she taught me that good things happened if you could wait for them. She was such a positive person and she also taught me how to look for the good in everything.

b Think of a person who has taught you something important. Write your own essay about them. Use the essay above to help you. Write around 180 words.

Communication



Reading aloud

Conversational strategies:

- look at the audience
- make pauses
- keep cool

a Read these tips for reading aloud.

Before you read

- Study the text! Read it so many times that you almost remember it by heart. Practise by recording your reading. You will be surprised how many mistakes you will hear – words that you are not saying clearly enough, a sentence read too fast here, another read too slowly there, etc.
- Take a glass of water with you. It's not good to read with a dry mouth.

While reading

- Make sure you look at the audience from time to time.
- Keep your hands away from your mouth, and don't chew gum.
- Make pauses, but make sure you make them at the right time! A pause of about two seconds before a funny moment in your text can increase the humorous effect. A pause of about four to five seconds can also have a very dramatic effect.
- When you make a mistake (you read a word wrongly, you drop your book, you sneeze, or whatever) don't apologise! Just keep cool, and carry on reading where you stopped.



b Listen to five students reading aloud. For each one, say what you think of their reading and give reasons for your opinion.

c Now prepare a text of your own choice.



Wedding Ceremonies

The style of an Islamic wedding varies, depending on the cultural background of the couple, but the process is very simple. There are two ceremonies.

The first is the *Nikkah* ceremony. This could be in a mosque, at the bride's or groom's house, or at the house of the man who conducts the ceremony – an *Imam*. The groom must give the bride a gift, known as *mahr*, in order to allow the marriage. Both the bride and groom must decide and agree on the value and nature of the *mahr* – this could be something simple like a copy of the *Qur'an* (the holy book of Islam), or large amounts of money, jewellery or houses. Permission to the marriage must be given by both the bride and groom in front of witnesses, and they are declared man and wife. Although there are no special clothes, the bride usually covers her head with the *hijab* (Muslim headscarf) and the groom often wears a small cap. The *Nikkah* will often include readings from the *Qur'an* and prayers to ask God to bless* the couple.

The second part of an Islamic wedding is the *Walima* – a party given by the groom. It could be immediately after the *Nikkah* ceremony or several months later. Friends and relatives are invited to share a meal and celebrate the marriage. The men and women usually sit separately. A *Walima* could be a small homemade meal for ten guests or a grand occasion in a hotel with hundreds of people.

In a traditional Hindu wedding, a priest begins the marriage under a *mandapa* (a canopy*) that is specially decorated for the ceremony. There is a small fire in the middle. First, the bride offers yogurt and money to the groom as a token* of purity* and sweetness. Then the bride turns turmeric powder on her hands to accept her change of status from an unmarried woman to a wife. Her father pours out some sacred water to symbolise the “giving away” of the daughter to the bridegroom. The bride and the bridegroom face each other, and the priest ties their clothes together and they put a ring of flowers around each other's neck and exchange their rings. Then the bridegroom stands facing west and the bride sits in front of him facing east; they hold hands and say prayers for happiness and a long life together. Then, holding hands, they walk around the fire three times.

Saptapadi is the most important part of the ceremony. Here the bride and the bridegroom take seven steps together around the fire and make seven promises to each other. The ceremony finishes with a prayer that the marriage will never end. They are now husband and wife. The groom places *sindhoor* (a red powder) on the bride's hair to show she is a married woman. The groom's parents bless the couple and offer cloth or flowers to the bride and the families throw flowers on the couple and bless them.

Glossary: *in order to – um ... zu; *bless – segnen; *canopy – Baldachin; *token = a sign or signal to prove something; *purity – Reinheit / Ehrlichkeit; *turmeric – Kurkuma

a What do these people do at a wedding?

bride bridegroom (groom) best man priest witnesses

b Read the magazine articles and answer the questions.

At which wedding:

- 1 does the groom give the bride a present?
- 2 do the bride and groom walk around a fire?
- 3 does the bride have powder in her hair?

c Write six questions about the articles to test your partner.

M

d Read the text again, then decide whether the statements (1–9) are true (T), false (F) or not given (NG) in the text. Put a cross **X** in the correct box. The first one (0) has been done for you.

		T	F	NG
0	An Islamic wedding consists of two ceremonies.	X		
Q1	The mahr is always a copy of the Qur'an.			
Q2	In an Islamic wedding, both the bride and the groom put something on their head.			
Q3	The most important part of the marriage ceremonies are the flowers.			
Q4	The Walima can be a big event or a small one.			
Q5	In a Hindu wedding, turmeric on the bride's hands shows she is ready to become a wife.			
Q6	The bride and groom give each other rings.			
Q7	Islamic weddings are very common in Britain these days.			
Q8	Seven is an important number in a Hindu wedding.			
Q9	A Hindu wedding finishes when the bride and groom make promises to each other.			

M

e Read the text about Greek Cypriot weddings. Some words are missing. Use the word in brackets to form a word that fits the gaps (1–6). Write your answers in the space provided at the end of the text. The first one (0) has been done for you.

A traditional Greek Cypriot wedding has many (0)... **(similar)** to a Church of England wedding. One example is that it takes between 40 minutes and an hour, and the bride wears a white dress and the groom wears a black suit. But one big (Q1)... **(different)** is that the service is usually (Q2)... **(paid)** for by the bridesmaids. During the service the couple exchange rings and put a type of crown on each other's heads to show that they are King and Queen for the day. Afterwards, there is a big (Q3)... **(receive)** for all the family and guests, with lots of (Q4)... **(tradition)** Greek music and plenty of (Q5)... **(dance)**, including the "money dance", when guests pin money onto the couple's clothes to wish them (Q6)... **(happy)** in their future life together. The guests also break plates on the floor for good luck!



Write your answers here:

- 0 similarities Q4
- Q1 Q5
- Q2 Q6
- Q3

f Read the sentences. Mark them T (True) or F (False) with a cross **X**.

- Greek Cypriot weddings are exactly the same as Church of England weddings. T F
- The groom and the bride wear lots of different colours. T F
- The bride and groom give each other rings. T F
- They put crowns on each other's heads. T F
- The "money dance" is the only dance at the party. T F
- Guests put money into the pockets of the bride and groom. T F
- Breaking plates is supposed to bring good luck. T F

Discussion box

- What happens at a traditional wedding in your country?
- Have you been to a wedding from a different culture? What happened?

READING TIP

How to answer multiple choice questions

- Read the whole text first, but pause after each paragraph. Ask yourself two questions:
 - 1 What's the main idea in the paragraph that I've just read?
 - 2 What might the next paragraph be about?
- Some of the answers use words or phrases from the text. Be careful – they might be the wrong answers! Look at the multiple choice questions here. Which answers contain language from the text, but are clearly wrong?
- You will not always find the correct answer directly from the text. Sometimes you need to draw conclusions from what you are reading. Read the questions again. Which ones can't be answered directly from the text?

M

Read the text, then choose the correct answer (A, B, C or D) for questions 1–4. Put a cross in the correct box. The first one (0) has been done for you.

- 0 Lots of films have been produced that are based on
- | | | |
|---|---|-------------------------------------|
| a | William Shakespeare's play <i>Romeo and Juliet</i> . | <input checked="" type="checkbox"/> |
| b | a motion picture from 1894 called <i>Romeo and Juliet</i> . | <input type="checkbox"/> |
| c | love stories by Baz Luhrmann. | <input type="checkbox"/> |
| d | an invention made by William Shakespeare in 1894. | <input type="checkbox"/> |
- Q1 Baz Luhrmann
- | | | |
|---|---|--------------------------|
| a | is the only film director who has tried to keep to the themes of the original play. | <input type="checkbox"/> |
| b | is one of the film directors who have tried to keep to the themes of the original play. | <input type="checkbox"/> |
| c | produced his earliest version of <i>Romeo and Juliet</i> as early as 1900. | <input type="checkbox"/> |
| d | changed the storyline completely to suit modern audiences. | <input type="checkbox"/> |
- Q2 The language in Luhrmann's film is
- | | | |
|---|---|--------------------------|
| a | exactly the same as in Shakespeare's play. | <input type="checkbox"/> |
| b | completely different from Shakespeare's play. | <input type="checkbox"/> |
| c | almost the same as in Shakespeare's play. | <input type="checkbox"/> |
| d | better than in Shakespeare's play. | <input type="checkbox"/> |
- Q3 Why did Luhrmann make some changes to the setting?
- | | | |
|---|--|--------------------------|
| a | Because he added gun fights and passionate love scenes. | <input type="checkbox"/> |
| b | Because the actors asked him to change the scenes. | <input type="checkbox"/> |
| c | Because teenagers in Miami speak a very strong dialect. | <input type="checkbox"/> |
| d | Because he wanted to help people to understand the story better. | <input type="checkbox"/> |
- Q4 Which of the following statements is true about Baz Luhrmann?
- | | | |
|---|---|--------------------------|
| a | He produced an unsuccessful traditional version of the play. | <input type="checkbox"/> |
| b | He produced a successful, but unconventional and provocative version of the play. | <input type="checkbox"/> |
| c | He produced a modern, but not very successful version of the play. | <input type="checkbox"/> |
| d | He produced a successful modern version of the play. | <input type="checkbox"/> |



Since the invention of the motion picture in 1894, *Romeo and Juliet* has been one of the most popular stories in films. Numerous movies have been based on Shakespeare's famous love story, the earliest dating back to 1900.

Many directors have taken this famous play and made it into a film, trying to keep to the themes of the original story.

One of them is Baz Luhrmann. His version of *Romeo and Juliet*, produced in 1996, has been described as an original, post-modern version of Shakespeare's tragic love story.

With this extremely successful film, Luhrmann has managed to update the story – by combining modern-day settings and characters with almost the original language. The story is set in Miami. The changes in the language, together with dramatic gun fights and passionate love scenes, make the story more accessible to modern audiences.

In Luhrmann's version of the film, the main characters, Romeo (Leonardo DiCaprio) and Juliet (Claire Danes), are Miami teenagers of the nineties. Even though the setting of the film is very unconventional, it contains all the themes of the original version, because it does not change the story at all.

INTO Film

Love Actually (2003)

One movie, ten love stories, and like any episodic multi-character, intertwining storyline romance, some work and some don't. The most engaging are those involving the bachelor Prime Minister (Grant), his sister (Thompson) with the wandering husband, and the aging rocker Billy Mack (Nighy). Richard Curtis, already established as a worthy romantic comedy writer, crams in absolutely every possible love situation as if he may never direct again. The good is sweet enough to mostly offset the bad, but a less-crowded story would help.



FILM WORK Editing – cuts

Film editing is the process of selecting and joining shots to get sequences and, finally, a film. Usually there are several editing stages, and the editor's cut is the first, the producer's, however, is often the final cut.

There are very few films with hardly any cuts (very quick scene changes). European films tend to have fewer cuts than Hollywood films, particularly Hollywood action films (many cuts speed up the story). In dialogues, there's likely to be an average number of cuts.



a The following scenes show Sam telling his stepdad that he is in love. Watch the scenes and answer the following questions:

- 1 What makes the father take his stepson seriously? Why does he laugh it off at first?
- 2 How does the kid describe love?
- 3 How seriously would you take the kid?
- 4 Is this a good setting for the talk (1st scene)? Why / Why not? Would the talk be different in any other setting?
- 5 Why is the kid's love so hopeless (2nd scene)?
- 6 Is there a possible solution to the kid's problem?



b Watch both scenes and try to figure out the number of cuts. What would change if the editor had chosen a different number of cuts?



c Watch the second scene and try to explain why we don't have cuts from face to face but again and again we see Dad walk in front of the camera?

d If possible, watch a few other scenes from *Love Actually* and check out the number of cuts. What purpose do they serve?

e If possible, watch a scene from an action movie (a car chase, for instance). See if you can establish the number of cuts.

Language in use

a Look at the pairs of sentences. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, and do not change it. You must use between three and six words, including the word given.

Example:

It was James and Della's first Christmas as husband and wife.

It was James and Della's first Christmas as a married couple

MARRIED

1 She was sad because she was poor and couldn't buy the present.

She was sad because and couldn't buy the present.

MONEY

2 The thing Jim liked most was a watch he got from his father.

His a watch he got from his father.

POSSESSION

3 They asked me for the price of a ticket.

They asked me was.

HOW

4 Tony said he was sorry that he was late.

Tony late.

APOLOGISED

5 They were married for ten years, but then they ended the marriage.

They were married for ten years, but then

GOT

b In most lines of the following text, there is either a spelling or a punctuation error. For each line Q1–12, correct the misspelled word or show the correct punctuation. Some lines are correct. Indicate these lines with a tick (✓). There are two examples at the beginning.

Tracey and Caroline were talking about going to the	✓..... 0
cinema . Tracey said that she wanted to see a thriller.	<u>cinema</u> 1
Caroline said that she would like to see a romantic film.	..... 2
Tracey offered to go and get a programme. Caroline,	..... 3
suggested checking the programme on the Internet. She	..... 4
went online, but some minutes later she said that there	..... 5
were any interesting films on. Tracey told Caroline that it	..... 6
might be better to lend a DVD and watch it at home. So	..... 7
Caroline asked her to go and get a good DVD? Tracey said	..... 8
that she was happy to do that. Twenty minutes later she	..... 9
came back. She apologised for choosing a thriller, but	..... 10
Caroline refused to watch it!	..... 11

Wordwise

Relationships

a Match the questions and the answers.

- 1 Are Steve and Abby **an item**?
- 2 Does Yuri **fancy** Charlene?
- 3 Have you heard? Mike and Alison have **split up**.
- 4 Is Dave trying to **chat up** Molly?
- 5 Have Jim and Sam **made up**?
- 6 Why's Kevin so **upset with** Lucy?

- a Yes, I heard that she **cheated on** him.
- b Well, he wants a **serious relationship** but she just wants a **fling**.
- c Yes, but he's too shy to **ask** her **out**.
- d Yes, but it won't be long before they **fall out** again.
- e Yes, he **flirts** with all the girls.
- f Yes, they **got together** at the school party.

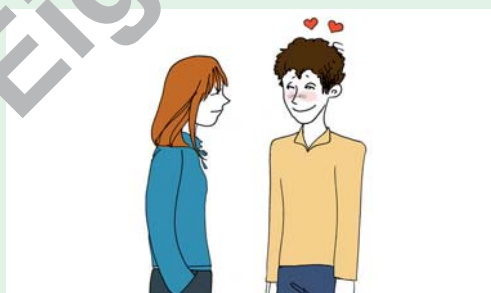
25
CD 3

b Listen and check.

c Use the sentences in a. Look at the pictures and write in the names of the people.



1



2

d Complete the definitions with words from a.

- 1 If two people are together in a good relationship, they are an In other words, they are in a
- 2 If a girl, for example, in a relationship has another partner she is her boyfriend.
- 3 If you find someone attractive, you them.
- 4 A non-serious and short relationship is a
- 5 Two other ways of saying that a couple has broken up is to say they have or that they have
- 6 If a boy, for example, spends a lot of time talking to a girl he's interested in, he is probably her with her.
- 7 If you want to become someone's boyfriend / girlfriend you them
- 8 If you break up with someone, but then become friends again you have
- 9 If you start a relationship with someone, you have

e Choose words from a to complete the text.

Jenny and Luke have been an ¹..... since high school. I still remember the day they first ²..... Luke had ³..... Jenny for months, but she had a boyfriend, Mark Shale. He was the captain of the football team and the best-looking boy in the school. Luke had decided he had no chance. I knew better. I knew that Mark Shale wasn't ⁴..... about Jenny. He ⁵..... with all the girls in the school and he was always ⁶..... someone I knew that one day he would ⁷..... Jenny. And he did. And when Jenny found out she ⁸..... with him immediately. That was Luke's chance. A few days later he ⁹..... her and she said "yes". I think she was probably just trying to upset Mark at first, but she soon realised what a nice guy Luke was. It was soon clear that this was more than just a ¹⁰..... They've been together ever since and never once ¹¹..... It was no surprise when I got an invitation last week to their wedding.

Pairwork

Unit 2, page 26, Exercise 7e

Student B: Complete the questions with *say* or *tell*. Then ask your partner the questions.

Student A starts.

- 1 Can you your name backwards?
- 2 Have you ever something out loud at the wrong time?
- 3 Can you me a secret?
- 4 Do your parents always know when you're not the truth?
- 5 When was the last time your parents you off, and what was it for?

Unit 8, page 110, Exercise 10a

Student B: Write your answers to these things on a piece of paper.

- something you are planning for the weekend
- something you like doing on a rainy day
- something you started doing a year ago
- something you hate doing when on holiday

Wordlist

Key: Comm = Into Communication, ICo = Into Competencies, IL = Into Literature, IM = Into Music, IC = Into Culture, IF = Into Film,
LIU = Language in use, WW = Wordwise

Unit 1

01b	common	geläufig, verbreitet	<i>Internet piracy is one of the most common crimes nowadays.</i>
	currently	derzeitig	<i>Currently there aren't any flights in or out of Munich.</i>
	population	Bevölkerung	<i>The government needs to do more for the working population of the country.</i>
01d	access	Zugang	<i>If you want to study nowadays, you need Internet access.</i>
	earn	verdienen	<i>You can earn a lot of money in the oil industry.</i>
02a	regular	regelmäßig	<i>I'm a regular customer at the pub.</i>
	rule	Regel	<i>Follow the rules if you want to play the game.</i>
02c	topic	Thema	<i>The topic of our discussion today is 'animal rights'.</i>
03a	seem	scheinen	<i>It seems to be the coldest day of the year today.</i>
03b	in general	allgemein	<i>In general your article is fine, but I think you should rewrite the last paragraph.</i>
	leisure time [ˈleɪ.ʒ.ər taɪm]	Freizeit	<i>What do you like to do in your leisure time? I like to play tennis.</i>
04a	generalisation [ˌdʒen.ər.əl.aɪ'zeɪ.ʃən]	Verallgemeinerung	<i>You can't say that about everyone. It's too much of a generalisation.</i>
	minority	Minderheit, Minderzahl	<i>A small minority think differently, and they're the ones we should ask.</i>
	surprisingly	erstaunlicherweise	<i>Surprisingly, John wasn't allowed to play in the game, although he's the best player on the team.</i>
	tend	tendieren	<i>When you're hungry, you tend to get angry as well.</i>
04d	deliver	liefern	<i>We'll deliver your pizza in 30 minutes or less!</i>
	roughly	ungefähr	<i>There'll be about ninety people at the party.</i>
	slightly	geringfügig	<i>He's slightly taller than me – about a centimetre.</i>
05	properly	ordnungs- /mäßig	<i>I still have some problems with my laptop – it isn't working properly.</i>
	public transport	öffentliche Verkehrsmittel	<i>My family doesn't have a car, public transport is good around here.</i>
06	foreigner [ˈfɔɪ.ə.nər]	Fremdländer/in	<i>Our country should take in more foreigners. What do you think?</i>
07	review	Rückblick	<i>The review of the last unit helped me understand the topic much better.</i>
07h	result	Ergebnis	<i>I haven't gotten my test results yet.</i>
08a	possession	Besitz	<i>How important are your possessions to you?</i>
	support	unterstützen	<i>I support women's football.</i>
09b	aloud	laut	<i>Read this aloud, so we can all hear it.</i>
10	adapt to	sich etwas anpassen	<i>I used to work full time, I need to adapt to student life again.</i>
	bond with	binden	<i>When a baby is born, the mother bonds with it very quickly.</i>
	connection	Verbindung	<i>The shortest connection between two dots is a line.</i>
	fit in	sich einfügen, hineinpassen	<i>Sometimes, I don't feel like I fit in.</i>
	join in	mitmachen	<i>Come to the theatre club and join in the fun!</i>
	(feel) left out	sich ausgeschlossen fühlen	<i>Your friends don't like me, I feel left out when we all go out together.</i>
	puppy	Welpen	<i>That's such a cute puppy! Let's keep it!</i>
	settle in	sich eingewöhnen	<i>I know it's not easy, but you need to start settling in to your new school.</i>
	take part	dabei sein, teilnehmen	<i>He doesn't like taking part in school activities.</i>
11a	accurate	exakt	<i>The TV weather man's predictions are never accurate. Let's check the Internet instead.</i>
	agitator	Anstifter/in	<i>It wasn't me – the agitator was Christian!</i>
	attend	besuchen, beiwohnen	<i>She attended her grandfather's funeral yesterday.</i>
	audience	Publikum	<i>The audience loved your performance!</i>
	huge	riesig	<i>He didn't go to school yesterday and his mum found out – it was a huge deal.</i>

11a	humorous	humorvoll, witzig	<i>I like that show because it's humorous and interesting.</i>
	inspire	begeistern, inspirieren	<i>Ringo Starr inspired me to start playing the drums.</i>
	invade	eindringen, einmarschieren	<i>Germany invaded France during WW2.</i>
	newscaster	Nachrichtensprecher/in	<i>That newscaster must be new – he doesn't know how to pronounce those place names at all.</i>
	mention	erwähnen	<i>She didn't mention that she'd met him before.</i>
	perform	aufführen	<i>My sister will be performing in the school play this year.</i>
	performance	Aufführung	<i>The band's performance last night was great!</i>
	raise	hier: heranziehen	<i>He was born and raised in New York City.</i>
	rapport [ræ'pɔ:t]	Übereinstimmung	<i>She has developed a good rapport with nearly all of her colleagues.</i>
	reach	erreichen	<i>If you try hard enough, you can reach your goals.</i>
	representation	Darstellung	<i>The image is a representation of a Greek god.</i>
	stand out	herausstechen	<i>In a crowd, she always stands out because she wears such bright colours.</i>
	suburban	vorstädtisch	<i>They moved from the city centre and are now in a suburban area of the city.</i>
	war-torn	vom Krieg erschüttert	<i>Sadly, many countries in Africa have been war-torn for decades.</i>
11b	emigrate	auswandern	<i>Have you seen that show on TV where people emigrate to other countries?</i>
	influence	beeinflussen	<i>Young people are more influenced by their friends than by their parents.</i>
	influence	Einfluss	<i>Your new friends are good influence for you. Your marks are getting better.</i>
	recently	kürzlich, neulich	<i>Have you been to the cinema recently?</i>
Comm a	graph	Diagramm	<i>As you can see on the graph, the numbers have gone down.</i>
Comm b	apart from	abgesehen von	<i>Apart from that, everything else is perfectly clear.</i>
	in addition	außerdem, darüber hinaus	<i>In addition, it may help to look up the words in the dictionary.</i>
	refer to	verweisen auf, sprechen von	<i>What does that exactly refer to when you say "Africa"?</i>
	split	aufteilen	<i>Class, please split into two groups, for and against.</i>
Comm c	furthermore	außerdem	<i>Your arguments were not very well-written. Furthermore, they were too short.</i>
	research	erforschen, recherchieren	<i>Before we research a topic, we need to choose which one.</i>
IL a	due at	fällig um	<i>The train was due at 10 o'clock but it arrived late.</i>
IL c	drop	Einbruch, Sturz	<i>There was a sharp drop in sales after the crisis.</i>
IL d	accept	akzeptieren	<i>You have to accept the fact that she's going out with another boy now, Phil.</i>
	former	ehemalig	<i>How do you know each other? He's a former colleague, we used to work together.</i>
	persecute	hier: jmdn verfolgen	<i>Many people are persecuted in their home countries and must seek asylum in other countries.</i>
	refugee	Flüchtling	<i>Every day, more refugees from Mexico try to make it across the border to America.</i>
IL e	protagonist	Hauptfigur	<i>The story was good, but I didn't like the protagonist at all.</i>
	speech	Rede; Strafrede	<i>Did you listen to the Prime Minister's speech on TV last night?</i>
ICo a	career	Karriere	<i>After having gone to university, she was really excited to finally start her career.</i>
	education	Bildung	<i>It's important to get a good education if you want a good job.</i>
	equality	Gleichheit	<i>Racial equality is no longer discussed as much as equality between women and men.</i>
	experience	Erfahrung	<i>Skydiving is quite a unique experience.</i>
	honour	Ehre	<i>It was a great honour to have met the President.</i>
	importance	Bedeutung, Wichtigkeit	<i>You don't understand the importance of this meeting, do you?</i>
	manage	etwas schaffen	<i>We managed to find a small hotel right in the city centre.</i>
IM a	trolley	Einkaufswagen	<i>When she left the supermarket, her trolley was full.</i>
IM c	request	Bitte, Anfrage	<i>This is DJ Jeff, taking your music requests for another hour. Call us!</i>
LiU	aim	Ziel	<i>My aim is to get to the best university.</i>
	apologise	sich entschuldigen	<i>That was very rude of you. You should apologise right now.</i>
	certain	bestimmt, gewiss	<i>Animals are born with certain instincts.</i>
	concerned	besorgt	<i>We should all be very concerned about the environment.</i>
	consider	bedenken	<i>Please consider the facts before you make a decision.</i>
	effort	Aufwand, Bemühung	<i>Are you sure planting those trees is worth the effort?</i>

LiU	in particular	im Besonderen	<i>I'm not looking for anything in particular, I'm just looking around.</i>
	increase	steigern	<i>The company increased its profits by ten percent.</i>
	select	auswählen	<i>Joshua has been selected to play for the school basketball team.</i>
	target	anvisieren, anpeilen	<i>The terrorists targeted the airport first.</i>
	turkey	Truthahn	<i>For Christmas dinner we always have turkey.</i>
	whether	ob	<i>They bought him an expensive present, but they weren't sure whether he'd like it.</i>
	with regards to	hinsichtlich	<i>I am writing to you with regards to your email from yesterday.</i>
WW a	curry house	Indisches Restaurant (ugs.)	<i>We had a delicious meal at the curry house down the street.</i>
	jump the queue	sich (in einer Schlange) vordrängen	<i>She got yelled at for trying to jump the queue.</i>
	kickabout	Kicker, Spiel (ugs.)	<i>It's a nice day, let's go for a kickabout in the park.</i>
	pop out to the corner shop	kurz zum Laden an der Ecke gehen	<i>Tim's popped out to the corner shop to get some milk.</i>
	queue up	anstehen, Schlange stehen	<i>We had to queue up for an hour to get in.</i>
	a semi	Doppelhaus(hälfte)	<i>We moved to a semi because our flat was getting too small.</i>
	Time to put the kettle on!	(es ist) Zeit, Teewasser aufzusetzen!	<i>I'm freezing – time to put the kettle on.</i>
	Union Jack	die britische Flagge	<i>When Will married Kate, the shops sold thousands of Union Jacks.</i>
	What's on the box?	Was läuft im Fernsehen?	<i>I'm so bored – what's on the box?</i>
	3-pin-plugs	dreipoliger Stecker	<i>Does your phone charger have a 3-pin-plug?</i>
WW c	get together	sich zusammentun	<i>Shall we get together on Friday and go for a drink or something?</i>

Unit 2

01	deal with	erledigen, bewältigen	<i>We're not together anymore, James. Deal with it!</i>
01a	deaf	taub	<i>I can't hear you – he's deaf.</i>
01b	despite	trotz	<i>I enjoyed my holidays despite the rain.</i>
	difficulty	Schwierigkeit	<i>We got up the mountain, but only with great difficulty.</i>
	emergency	Notfall	<i>It's an emergency – call the police!</i>
	provide	bereitstellen	<i>Food and drink will be provided at the workshop as well.</i>
	sign language	Zeichensprache	<i>Do you know sign language? I'd like to learn it at university.</i>
	silence	Stille	<i>A loud crash of thunder broke the silence of the night.</i>
	woodwork	Holzarbeit	<i>He makes money with woodwork.</i>
02b	interrupt	unterbrechen	<i>Sorry to interrupt but there's something I have to say.</i>
	sense	Sinn	<i>I can hear what you're saying, but it makes no sense to me.</i>
03c	separate [ˈsep.ə.reɪt]	getrennt	<i>At the hotel they stayed in separate rooms.</i>
03d	period	Zeitraum	<i>They didn't talk for a period of six months.</i>
03g	fee	Gebühr	<i>There's a fifty pound fee if you want to take the exam again.</i>
04a	impress	beeindrucken	<i>You really impressed me with your report.</i>
	invent	erfinden	<i>I'd really like to invent something useful someday.</i>
05a	cottage	Hütte, Häuschen	<i>I've always dreamt of living in a cottage in the country.</i>
05d	imagine	vermuten, sich vorstellen	<i>Imagine – living on the moon!</i>
06a	avoid	vermeiden	<i>To avoid you getting lost, I'll draw you a map.</i>
	lean forward	sich vorbeugen	<i>Don't lean forward or you'll fall off the balcony.</i>
	smile	Lächeln	<i>The first thing I noticed about you was your smile.</i>
06c	annoy	verärgern	<i>Patrick, you really are trying to annoy me this morning, aren't you?</i>
	attract	anziehen	<i>She was attracted to him right away.</i>
	go up	ansteigen	<i>It's too cold to go swimming. Let's wait for the temperature to go up.</i>
	greeting	Begrüßung	<i>"Salutation" is a formal word for "greeting".</i>
	insecure	unsicher	<i>She's really insecure around other people, but not around her best friend.</i>
	instantly	sofort	<i>There was an accident, and both drivers were killed instantly.</i>
	what on earth	was um Himmels willen	<i>What on earth are you doing here? I thought you were in Hawaii!</i>

07a	secret	Geheimnis	<i>Don't tell her any of my secrets. You promised!</i>
07c	prayer	Gebet	<i>You've brought pizza! My prayers have been answered!</i>
07d	truth	Wahrheit	<i>Sometimes, telling the truth is difficult.</i>
Comm a	freezing	eiskalt	<i>Jane didn't go swimming once on holiday. She said the water was freezing!</i>
Comm b	keen	begeistert	<i>He loves playing the drums. He's been a keen drummer since he was 10.</i>
	rather	eher	<i>He is rather strange, don't you think?</i>
IC 1a	according to	entsprechend, gemäß	<i>According to the weather report, it should have been sunny today.</i>
	account	Bericht	<i>He gave a thrilling account of his travels.</i>
	appropriate	angemessen	<i>This is not the appropriate time to talk to him, he's very busy.</i>
	arrange	vereinbaren	<i>We can arrange to meet, if you'd like. When do you have time?</i>
	boundaries	Grenzen	<i>You need a passport to go outside the boundaries of your country.</i>
	broadcast	Übertragung	<i>There were 1.2 million viewers of the broadcast last night.</i>
	compare	vergleichen	<i>She's tired of being compared to her sister.</i>
	curious	seltam	<i>Curious things happen in that forest – they say it's haunted.</i>
	demand	verlangen	<i>The kidnappers demanded ten thousand pounds.</i>
	faithfully	treu, getreu	<i>She promised faithfully to stay with him forever.</i>
	(film) buff	(Kino-)fan	<i>He knows a lot about movies – he's a real film buff.</i>
	formation	Form, Gebilde	<i>Do you see this rock formation? It's been here for thousands of years.</i>
	mystified	verwirrt, verblüfft	<i>I was mystified by her decision.</i>
	obsessed	besessen	<i>Lots of people are obsessed with money.</i>
	obsession	Besessenheit	<i>He plays that computer game every day. It's become a real obsession.</i>
	pleasure [ˈpleʒ.ər]	Vergnügen	<i>Working with you is such a pleasure.</i>
	publish	herausgeben, veröffentlichen	<i>The local newspaper published one of her articles today.</i>
	represented	dargestellt	<i>Her ideas were well represented in the article.</i>
	selection	Auswahl	<i>Let's go to Tamar's – she has a great music selection at home.</i>
	set up	etwas aufstellen	<i>They've set up a committee to talk about the plans for the park.</i>
treatment	Behandlung	<i>He was sent to a special clinic for treatment.</i>	
IC 2b	reply	Antwort	<i>I wrote the company an email, but I haven't gotten a reply yet.</i>
	require	benötigen	<i>I can't check my brother's emails for him because you require a password to log in.</i>
IC 3a	possibility	Möglichkeit	<i>I think it will work, but there is still a small possibility that it won't.</i>
ICo a	alive	lebendig	<i>When I do sports, I really feel alive.</i>
ICo b	decision	Entscheidung	<i>We have to make the decision this week.</i>
	regarding	betreffend, bezüglich	<i>Susan is calling regarding your meeting next week, sir.</i>
	relationship	Beziehung	<i>Tom and his father have an excellent relationship.</i>
	stuff	Zeug	<i>I think most of the stuff you see on TV is rubbish!</i>
	suitable	geeignet	<i>That film is not suitable for children.</i>
with reference to	betreffend	<i>I am writing to you with reference to your email.</i>	
ICo d	similar	ähnlich	<i>My car is similar to yours. But it's a different colour.</i>
IF	approach	Herangehensweise	<i>The director's approach was successful.</i>
	based upon	basiert auf	<i>The story is based upon a real-life event.</i>
	inarguably	unbestreitbar	<i>That is inarguably the best cake I've ever eaten.</i>
	involve	einschließen, einbeziehen	<i>The scene we're acting out today involves two boys and a girl.</i>
	reportedly	angeblich	<i>L.A. is reportedly horrible when it comes to smog.</i>
	sensitive	sensibel	<i>She can't go out in the sun. Her skin is too sensitive.</i>
	setting	Kulisse	<i>The setting of the classic TV show "Dallas" is Texas, of course.</i>
LiU	ape	Affe	<i>He was in the jungle when he saw an ape swinging in the trees.</i>
	comfort	trösten	<i>She was very sad when her old dog died. I tried to comfort her.</i>
	create [kri'eɪt]	entwerfen, schaffen	<i>All men and women are created equal.</i>
	differ	sich unterscheiden	<i>They're not the same at all; they differ completely.</i>
	protect	beschützen	<i>Sunglasses help to protect your eyes from UV rays.</i>

LiU	translate	übersetzen	<i>I don't understand this word. Could you translate it for me?</i>
	value	Wert	<i>It's important to understand the value of friendship.</i>
WW a	speak one's mind	seine Meinung frei äußern	<i>If you want something to change, you really need to speak your mind.</i>
	speak too soon	sich irren, zu früh äußern	<i>They're not coming. – You spoke too soon, here they are!</i>
	speak up	lauter sprechen	<i>I can't hear you. Can you speak up, please?</i>
	speak a word	nicht ein Wort (einer Sprache) sprechen	<i>I'm sorry, but I can't speak a word of French.</i>
	talk about	das nenne ich (ugs.)	<i>She just left without saying goodbye – talk about rude!</i>
	talk back to someone	jemandem unhöflich antworten	<i>I got detention for talking back to my teacher.</i>
	talk nonsense	Unsinn reden	<i>You can't talk to him – he's always talking nonsense.</i>
	talk shop	über Geschäftliches reden, fachsimpeln	<i>They work together and all they do is talk shop.</i>

Unit 3

01b	pat	tätscheln	<i>He did a good job and his father patted him on the back.</i>
01d	as soon as	so bald wie	<i>As soon as her mum closed the door, she logged on.</i>
	blow	blasen, wehen	<i>The wind always blows here, so it really gives me a headache.</i>
	valley	Tal	<i>From the mountain top, you could see the river flow down in the valley.</i>
01f	darkness	Dunkelheit	<i>It was midnight and the darkness was complete.</i>
	disappear	verschwinden	<i>As we came nearer, the crab disappeared under the sand.</i>
	flow	fließen	<i>In Hawaii you can see lava flow down into the sea.</i>
	hug	umarmen, Umarmung	<i>She gave me a big hug. I love being hugged!</i>
01g	soldier ['səʊl.dʒə]	Soldat/in	<i>When the bomb exploded, two soldiers were killed.</i>
01h	loyal	ergeben, loyal	<i>Her dog is very loyal – it follows her wherever she goes.</i>
	reliable	verlässlich	<i>She's never late and always works well – she's very reliable.</i>
	route	Strecke	<i>Let's take the other route, it's quicker.</i>
01i	stream	Bach	<i>A little stream runs right behind our house.</i>
02b	description	Beschreibung	<i>Can you give the police a good description of the thieves?</i>
02d	bell	Glocke	<i>I rang the bell three times, but no one came.</i>
	necessary	erforderlich	<i>Some people think a radical reform of our financial system is necessary.</i>
03a	fix	reparieren	<i>The shower isn't working, I'll call someone to come fix it.</i>
04d	appear	erscheinen	<i>A new virus appears in the media every couple of years.</i>
	operate	operieren	<i>Her leg was hurt badly and had to be operated on immediately.</i>
	previous	vorangegangen	<i>My third visit to London was better than the previous ones.</i>
	well-written	gut geschrieben	<i>That book is really well-written. I think I'll read it again.</i>
05a	arrangement	Abmachung	<i>Let's make arrangements to meet here in one month again.</i>
	questionnaire	Fragebogen	<i>The results of the questionnaire are very surprising.</i>
	refuse	verweigern	<i>I absolutely refuse to ask for money from those people.</i>
05b	definitely	definitiv	<i>We will most definitely support the project.</i>
	serious	ernst	<i>This is no joke. Come on, be serious!</i>
05c	appreciate	wertschätzen	<i>I'd really appreciate your help, thanks.</i>
	honesty	Ehrlichkeit	<i>One of the best things about her is her honesty – she always tells the truth.</i>
	score	Auswertung	<i>We've been playing this game for hours. What's the score?</i>
	trusting	gutgläubig	<i>That dog is so trusting, it likes everyone.</i>
05d	argue	streiten	<i>I hate arguing with my girlfriend.</i>
	disappoint	enttäuschen	<i>Train a bit harder for the game, son. Don't disappoint me!</i>
	get away with	ungestraft davonkommen	<i>You lied to me and really thought you'd get away with it?</i>
	physical	körperlich	<i>When you study, don't forget to do physical exercise.</i>
06	fancy	schwärmen, Lust haben auf	<i>I don't fancy going out tonight, the concert is too expensive.</i>
	hum	summen	<i>I don't know the words, but I can hum the tune.</i>

06	instead of ordinary scary spoil step walk up to	anstelle von gewöhnlich erschreckend verderben Stufe hingehen zu	<i>Let's stay at a youth hostel instead of a hotel.</i> <i>Today was another ordinary day – until the phone rang.</i> <i>That movie wasn't very good, but it was still very scary.</i> <i>Don't eat now, you'll spoil your appetite for dinner!</i> <i>He does parour and jumps down 10 steps at a time.</i> <i>She walked up to me, hugged me, and walked away.</i>
07b	qualities	Eigenschaften	<i>I think he has just the right qualities to be a teacher.</i>
Comm	introduce express	vorstellen ausdrücken	<i>This is Lucas. Have you two been introduced yet?</i> <i>Words can't express how happy I am.</i>
Comm b	complain	klagen	<i>You're always complaining about everything!</i>
IL a	typical	typisch	<i>You look like a typical tourist with that camera.</i>
IL b	awful dull lively obviously	schrecklich langweilig, stumpfsinnig lebhaft offensichtlich	<i>That girl's singing was just awful.</i> <i>I almost fell asleep during the film, it was so long and dull.</i> <i>His style of writing is so lively, you can't put the book down.</i> <i>It's too much work. Obviously, you can't do it alone.</i>
ICo a	ridiculous telepathic	lächerlich telepathisch	<i>You look absolutely ridiculous in that hat.</i> <i>How did you know I won the game? Are you telepathic?</i>
ICo b	disagree consequently hardly ever superior	widersprechen folglich fast nie überragend	<i>Yes, I understand what you're saying but I still have a disagreement with you.</i> <i>There was a traffic jam and consequently I couldn't get to school on time.</i> <i>What happened to Mandy and Alex? They hardly ever talk any more.</i> <i>She was chosen for the job because she was the superior candidate.</i>
IM a	lap bug handle valuable	Schoß nerven, ärgern handhaben wertvoll	<i>Jamie sat on his mother's lap while she read him a story.</i> <i>My little brother bugs me all the time when I'm at home.</i> <i>Is there's a problem you might not know how to handle, ask a teacher.</i> <i>The art gallery reported that a very valuable painting had been stolen.</i>
LiU	cork indefinite [ɪn'def.ɪ.nət] silly	Korken unbestimmt dämlich	<i>I can't get the cork out of this bottle – can you?</i> <i>The flight has been postponed for an indefinite period of time.</i> <i>I don't think playing silly tricks on people is very funny.</i>
WW a	acquaintance [ə'kwem.tənts] ally ['æ.l.aɪ] close friend hit it off (with someone) make new friends mates old friends That's what friends are for.	Bekanntschaf Verbündete/r engster Freund auf Anhieb auf einen neue Freundschaften schließen Freunde, Kumpel alte, gute Freunde Das sind Freunde da für.	<i>He's not really a friend, he's just an acquaintance.</i> <i>Now I can rely on her. She's my ally.</i> <i>He's my closest friend – I tell him everything.</i> <i>We hit it off the first time we met.</i> <i>Paul's a bit shy so he finds it hard to make new friends.</i> <i>I'm going to the movies with my mates Joe and Tanya.</i> <i>I've known him forever – we're old friends.</i> <i>Thanks for your help. – No problem Mike, that's what friends are for.</i>

Unit 4

01b	compete competitor exhausted sailor single-handed	wetteifern Konkurrent/in erschöpft Matrose einhändig, eigenhändig	<i>The best athletes in the world compete at the Olympic Games.</i> <i>How many competitors took part in the dance marathon?</i> <i>They ran for miles until they were exhausted.</i> <i>If you like the sea, you should become a sailor.</i> <i>She sailed a single-handed trip, all by herself for weeks.</i>
01e	achieve achievement admire brave enjoyment	erzielen Leistung, Erfolg bewundern tapfer Genuss, Vergnügen	<i>Are you proud of who you are and what you have achieved?</i> <i>She finished the marathon. That's a tremendous achievement.</i> <i>I really admire Steve Jobs.</i> <i>People who join the army are very brave.</i> <i>I get a lot of enjoyment out of going to the cinema.</i>

01e	happiness success wealth	Glück, Zufriedenheit Erfolg Reichtum	<i>Remember: money can't buy you happiness.</i> <i>Working together can double the chance of success.</i> <i>Expensive jewellery can be a sign of wealth.</i>
01f	ambitious [æm'bi:ʃ.əs] competitive courageous determined heroic lead to pleasurable worth	ehrgeizig wetteifernd mutig entschlossen, bestimmt heldenhaft zu etwas hinführen angenehm, vergnüglich wert	<i>If you are ambitious enough, you'll reach your goals.</i> <i>You're too competitive – it's just a friendly match!</i> <i>It was a courageous decision to protest against the war.</i> <i>He's been training for this race for weeks. He's absolutely determined to win.</i> <i>Their heroic fight against crime is amazing.</i> <i>Who would have thought their discussion would lead to that decision?</i> <i>Thanks again, it was such a pleasurable evening.</i> <i>That vase is worth a lot, be careful.</i>
02a	crew hull length machinery trimaran ['traɪ.mə.ræn] safety	Besatzung Rumpf Länge Ausrüstung, Maschinenausrüstung Dreirumpfboot, Trimaran Sicherheit	<i>The aircraft has a crew of seven.</i> <i>What's a hull? – The part of the ship which goes under the water.</i> <i>The length of the football pitch is 90m.</i> <i>We can't build that ourselves. We don't have the right machinery.</i> <i>Do you know what a trimaran is? Yes, a small fast sailing boat with three hulls.</i> <i>The fire fighters had to get the people out of the fire to safety.</i>
03a	intention predict prediction	Absicht, Vorhaben vorraussagen Prognose, Vorhersage	<i>I've no intention of changing my plans now, it's too late.</i> <i>No one could have predicted this storm. It came from nowhere.</i> <i>Can you make a prediction about who's going to win the ski world cup?</i>
05b	amount celebrate comment ['kɒm.ent] cruise depart government minor recover schedule smooth [smu:ð] surface	Menge feiern anmerken Kreuzfahrt abreisen Regierung gering gesund werden Terminplan, Zeitplan glatt Oberfläche	<i>500,000 pounds is a large amount of money.</i> <i>I'm going to celebrate my birthday this year in Ecuador.</i> <i>Don't want you commenting on my outfit, thank you!</i> <i>Don't wait to go on a cruise – we'll stop in harbours in Spain, Italy, and Greece!</i> <i>The plane departs at 11 p.m.</i> <i>The government has decided to reform the school system – again!</i> <i>It isn't a big deal – really, it's only a minor problem.</i> <i>It took him a long time to recover from his operation.</i> <i>I have a full schedule this week. But we could meet next week.</i> <i>The road wasn't smooth at all – we had to drive over so many bumps, my head hurt!</i> <i>The surface of the table is made of smooth marble.</i>
06a	customs	Zoll	<i>If you have anything you bought in another country and want to bring in, you have to go through customs.</i>
07b	travel agent	Reiseberater/in	<i>My travel agent arranged everything for me – the tickets, the hotel, even the sightseeing tour!</i>
Comm 1a	gap year miserable	ein Auszeitjahr zwischen Schule und Universität elend	<i>After school I'm going to take a gap year and travel round the world.</i> <i>The flu made her feel miserable.</i>
Comm 2a	equally relaxing	gleichermaßen entspannend	<i>My mum and dad share the housework equally.</i> <i>After a long day it's nice to take a relaxing bath.</i>
Comm 2b	style	Stil	<i>Picasso was famous for his style of painting.</i>
Comm 2c	either	entweder	<i>Either you like my new girlfriend, or you don't – I really don't care.</i>
IC	attempt attention cheer distance equipment foundation heading	versuchen Aufmerksamkeit bejubeln Entfernung Ausrüstung Grundlage Überschrift	<i>The thieves attempted to break in through a bedroom window, but they didn't succeed.</i> <i>Could I have your attention, please?</i> <i>When they won, everyone cheered.</i> <i>What's the distance from Vienna to Berlin?</i> <i>Do we have the equipment we need for such a long hike?</i> <i>Friendship is a good foundation for a relationship.</i> <i>Make sure there is a heading in your letter.</i>

IC 1c	humane [hju:'mem]	menschlich, menschenwürdig	<i>Animals should have humane treatment on farms.</i>
	persuade	überzeugen, überreden	<i>She didn't want to go out, but I persuaded her to go to the movies with me.</i>
	set off	aufbrechen	<i>The expedition set off into the outback a year ago and hasn't been heard of since.</i>
	sled	Schlitten	<i>Dad, will you have my sled fixed by the time it snows?</i>
	voyage	Reise	<i>Our longest voyage was from Thailand to Bali, by boat.</i>
IC 2c	head for	ansteuern	<i>We got in the car and headed for London.</i>
	pull over	rechts ranfahren	<i>We pulled over at the side of the road to take a break.</i>
	touch down	aufsetzen, landen	<i>I was relieved when the plane finally touched down after our flight.</i>
ICo	brief	knapp	<i>We're coming next week, but it'll only be a brief visit.</i>
	careless	unvorsichtig	<i>He made a careless mistake and had to take the test again.</i>
	complex	kompliziert	<i>The film's plot was so complex that I couldn't follow it.</i>
	contrast ['kɒn.trɑ:st]	Gegensatz, Kontrast	<i>There's a real contrast between her work and his.</i>
	direct	unmittelbar	<i>She took direct control of the project.</i>
	enjoyable	angenehm	<i>Thank you for a most enjoyable weekend.</i>
	relevant	passend, relevant	<i>That is not relevant in this discussion!</i>
	simplify	vereinfachen	<i>Let's try and simplify Shakespeare's plays for children.</i>
	visible	sichtbar	<i>The stars are not visible tonight.</i>
	visual	Bild, Grafik	<i>For this afternoon's talk I've got some visuals prepared as well.</i>
IF	complicated	kompliziert	<i>Terry Pratchett's novels are amazingly detailed – sometimes even a bit too complicated for me.</i>
	due to	aufgrund	<i>The number of deaths due to traffic accidents is as high as it was last year.</i>
IF a	inappropriate	unangebracht	<i>That outfit is inappropriate for this restaurant.</i>
	punch line	Pointe	<i>It took me 10 minutes to tell the joke, and the punch line wasn't even good.</i>
	rate	bewerten	<i>How do you rate her as a university professor?</i>
	supposed to	angeblich	<i>He's supposed to be a genius, but I'm not so sure.</i>
IF b	fairly	einigermaßen	<i>I don't know the answer exactly, but I'm fairly sure it's "Argentina".</i>
	frame	Rahmen	<i>I looked at the picture one last time before taking it out of the frame.</i>
	rearrange	umorganisieren	<i>They had to rearrange their holiday due to bad weather.</i>
	straightforward	einfach, geradlinig	<i>You can ask them what they think. They'll give you a straightforward answer.</i>
WW a	backpacking	Wandern, Rucksacktour	<i>We went backpacking in Italy last summer.</i>
	booking	Buchung	<i>Do you have the booking for the hotel yet?</i>
	destination	Zielort	<i>They went to the airport and got on the next flight, with no particular destination.</i>
	fare	Fahrtpreis	<i>The fare for the train is quite expensive, don't you think?</i>
	immigration	Einwanderung	<i>There are limitations on immigration to this country.</i>
	lift	Mitfahrgelegenheit	<i>Can you give me a lift to the cinema?</i>
	luggage	Gepäck	<i>I didn't take a lot of luggage, only a small suitcase.</i>
	one-way	Einweg-	<i>The trip isn't a return trip, it's just one-way.</i>
	return	Rückfahrt	<i>The return from New York was cheaper than the one-way ticket I had bought months before.</i>
		(to be on) stand-by	Bereitschaft, Reserve	The flight was full and we were on stand-by for the next one.
	stopover	Zwischenlandung	<i>We flew to Thailand with a stopover in Dubai.</i>

Unit 5

01a	compose	komponieren, verfassen	<i>Mozart composed from the age of five.</i>
	research	Forschung	<i>We need to do some more research.</i>
01b	directly	unmittelbar	<i>They will be working directly next to my bedroom window.</i>
	disease	Krankheit	<i>Malaria is possibly the deadliest disease in the world.</i>
	invention	Erfindung	<i>Thomas Edison held a world record of 1093 patents for inventions.</i>
	likely	wahrscheinlich	<i>It's likely I won't get any sleep tonight, with that noisy bar downstairs.</i>
01e	device	Gerät	<i>A USB stick is a device that lets you store information from your computer.</i>

01e	presence	Anwesenheit	<i>The evening was made even better by the presence of many famous writers.</i>
01f	detection	Entdeckung	<i>Early detection of diseases helps the patient.</i>
	confidence	Vertrauen, Selbstvertrauen	<i>He doesn't have the confidence to ask her out.</i>
02b	chart	Tabelle	<i>The new weather chart on TV is really small – I can't see anything!</i>
02d	weather forecast	Wetterbericht	<i>The weather forecast for tomorrow is slightly cloudy with a chance of rain.</i>
02g	discover	entdecken	<i>Scientists discovered a new multi-coloured gecko in Vietnam in 2010.</i>
03b	crossword	Kreuzworträtsel	<i>I do the crossword in the newspaper every morning.</i>
	item	Gegenstand	<i>There are three items on the list we still need to buy.</i>
	lettuce	Kopfsalat	<i>Did you buy lettuce for the salad? – No, I forgot!</i>
03d	gene [dʒi:n]	Gen	<i>Her skin glows – it must be in her genes.</i>
	genetic [dʒə'net.ɪk]	genetisch	<i>Colour blindness is a genetic disease, isn't it?</i>
	lifestyle	Lebensstil	<i>He has a very healthy lifestyle – when he's not working!</i>
	permission	Erlaubnis	<i>In some places, you need special permission if you want to keep pets in your flat.</i>
04	unless	außer	<i>You can't work there unless you speak Spanish.</i>
05b	rescue	retten	<i>They were rescued from the sinking boat just in time.</i>
06a	cause	Ursache	<i>This is not a murder investigation but a kind of natural cause.</i>
	revise	überarbeiten, wiederholen	<i>My professor made me revise the paper three times.</i>
06c	stressed	gestresst	<i>She's been feeling very stressed since she had her baby.</i>
07a	fascinating	spannend	<i>There is a fascinating book about bees I'd like to read.</i>
	to conclude	abschließend	<i>To conclude, please keep your attention on one more to our website.</i>
	human	menschlich	<i>The human body is a topic used very often in the arts.</i>
07d	develop	entwickeln	<i>Our relationship developed into a great relationship.</i>
	conclusion	Schlussfolgerung	<i>The conclusion of the book is not nearly as strong as the middle.</i>
	first draft	Erstentwurf	<i>I'm still writing my first draft. I'll never get done by Wednesday!</i>
	sort out	ordnen, aussortieren	<i>Don't worry. Together, we can sort this problem out.</i>
Comm a	argument	Streit, Auseinandersetzung	<i>We don't always agree and we often have arguments.</i>
	confident	selbstsicher	<i>You're reading a bit more confident in yourself!</i>
	contradict	widersprechen	<i>First you say one thing, then you say another – stop contradicting yourself!</i>
	contribution	Beitrag	<i>The invention of the fridge made a major contribution to comfort in the home.</i>
	counter	Schalter, Theke	<i>There was nobody behind the counter at the fast food restaurant and I had to wait for ages.</i>
	effective	wirksam	<i>It's more effective to work together than alone.</i>
	step	Schritt	<i>Every journey begins with one step.</i>
	vote	wählen	<i>Who did you vote for to be class president?</i>
Comm b	convinced	überzeugt	<i>She convinced me that my plan wasn't very good after all.</i>
	cynical	zynisch	<i>I'm deeply cynical about politics.</i>
	embarrassing	peinlich	<i>It's really embarrassing to be caught cheating in a test.</i>
	fuel	Leibstoff	<i>We use our car as little as possible, to save fuel.</i>
	impact	Auswirkung	<i>The news of the accident had a great impact on all the people in the village.</i>
	insignificant	unbedeutend	<i>The difference between the two answers is insignificant.</i>
	literally	buchstäblich	<i>She lives very close to me – it's literally only five minutes on foot.</i>
	poverty	Armut	<i>20% of Americans live in poverty, even today.</i>
	resource	Ressource, Quelle	<i>To save the world's natural resources, we need to save more energy.</i>
	skill	Fertigkeit	<i>I have no skill at singing.</i>
	suggest	vorschlagen	<i>My friend Bonnie suggested I talk to someone about my problems.</i>
	utterly	absolut	<i>I hated the film – it was utterly awful.</i>
	solve	lösen	<i>They haven't solved the problem yet.</i>
Comm c	recommend	empfehlen	<i>I'd recommend buying a cheaper car.</i>
IL a	advantage	Vorteil	<i>The advantage of being older than your brother is that you get to stay out longer.</i>
	employ	beschäftigen, anstellen	<i>That company has employed 10 new people this month.</i>

IL b	annoyed	verärgert	<i>I was annoyed because someone had taken my parking space.</i>
IL c	gentle	sanft	<i>My arm really hurts – be gentle!</i>
	imagination	Vorstellungskraft	<i>You have such a great imagination, you should write stories.</i>
	inventive	einfallreich, erfinderisch	<i>She is very inventive, always building new things for the home.</i>
	ominous [ˈɒm.ɪ.nəs]	unheilvoll, verdächtig	<i>Ominous dark clouds moved in.</i>
	passionate	leidenschaftlich	<i>She is very passionate about what she believes in.</i>
	spooky	gruselig	<i>20 years ago, the same accident happened here. That's spooky!</i>
	stunner	Wucht, tolle Erscheinung	<i>Wow, look at her! She's a real stunner!</i>
	tender	liebvoll	<i>He looked at her and gave her a tender kiss on the cheek.</i>
ICo	miss out	auslassen	<i>I missed out important information and had to do the exam again.</i>
ICo a	duty [ˈdjuː.ti]	Pflicht	<i>It's your duty to help your younger brother when he's in trouble.</i>
	gain	gewinnen	<i>She gained a lot of new ideas by talking to local people about their traditions.</i>
	location	Lage, Ort	<i>We'll send someone at once. Tell me your exact location.</i>
ICo b	application	Antrag, Bewerbung	<i>This summer, Cameron sent off fifteen applications to different companies.</i>
	apply	sich bewerben	<i>Apply for the job today!</i>
	employee	Angestellte/r	<i>If you work hard, you'll become an employee of the month.</i>
	independent	unabhängig	<i>It's great to be independent and make your own money.</i>
	look forward to	sich freuen auf	<i>Thanks for the call. I look forward to meeting you!</i>
	patience	Geduld	<i>In the end, I lost my patience and shouted at my niece.</i>
ICo c	contain	enthalten	<i>That bread contains salt, right? Then I can't eat it.</i>
LiU	suffer from	leiden unter / an	<i>She suffers from terrible headaches.</i>
WW a	apply for	etwas beantragen	<i>She applied for a job at her father's company yesterday.</i>
	chat with	mit jemandem plaudern	<i>I love chatting with Sam, he's such a nice guy!</i>
	dream about being	sich wünschen, (etwas) zu sein	<i>When I was little I used to dream about being an astronaut.</i>
	go for	etwas mögen, etwas wählen	<i>Everything looks good, but I think I'll go for the grilled chicken.</i>
	go round with	mit jemandem Zeit verbringen, abhängen, hängen	<i>My parents don't like some of the people I go round with.</i>
	go with	dazu passen	<i>That shirt doesn't go with that skirt at all!</i>
	have fun with	Spaß haben mit	<i>I had fun with my mates when we play video games.</i>
	hope for the best	auf das Beste hoffen	<i>My dog is really sick, but we're still hoping for the best.</i>
	laugh about	über etwas lachen	<i>It's not funny, there's nothing to laugh about!</i>
	pray for	für etwas beten	<i>We're praying for good weather for the wedding.</i>

Unit 6

01a	broadcast	übertragen	<i>This TV show is broadcast in many countries.</i>
	challenge	herausfordern	<i>Reading two books at the same time is really challenging. I keep mixing them up!</i>
	drop out	auscheiden	<i>He dropped out of the competition very early. He couldn't take the pressure.</i>
	enormous [ɪˈnɔː.məs]	riesig	<i>That burger is enormous! It must be the biggest burger I've had in a while.</i>
	luxury	Luxus	<i>Spending time with family and friends can be a luxury.</i>
	psychological [ˌsaɪ.kə.ləˈdʒ.ɪ.kəl]	psychologisch	<i>The psychological effects won't be felt until later.</i>
	punish	bestrafen	<i>If your dog has been bad, you need to punish it.</i>
	reasonable	vernünftig	<i>Be reasonable, Mike. There's no reason to stop talking to Nancy.</i>
	recreate	nachbauen, nachbilden	<i>They are going to recreate the old village for the village anniversary.</i>
	reduce	verringern	<i>You've been seeing each other too often. You should reduce the amount of time you spend together.</i>
	regulator	Regulierer, Aufsicht	<i>A regulator investigated the events.</i>
	thick	dick	<i>It's cold outside – you should wear thick socks.</i>
	unpleasant	unangenehm	<i>Working on the weekend is unpleasant, but sometimes necessary.</i>
	viewer	Zuschauer/in	<i>Millions of viewers will be watching the season finale.</i>
01c	ashamed	beschämt	<i>You should be ashamed that you lied to your mother like that.</i>

01c	contest [ˈkɒn.test] imaginary self-respect	Wettkampf erfunden Selbstachtung	<i>Ben won the pie-eating contest last week.</i> <i>He's not real, Jamie. He's just your imaginary friend.</i> <i>I can't do that job without losing my self-respect.</i>
02b	strike	Streik	<i>Bus drivers went on strike again yesterday, creating traffic jams all over the city.</i>
03c	prohibition	Verbot, Untersagung	<i>There has been a prohibition on smoking in trains for quite some time now.</i>
03g	housework	Hausarbeiten	<i>It's Saturday but I still have to do the housework.</i>
04a	celebrity soap opera spectator	Prominente/r Seifenoper Zuschauer/in	<i>I saw three celebrities while I was in California.</i> <i>I don't watch soap operas, but my sister does.</i> <i>Football is the biggest spectator sport in Europe.</i>
04c	wonder	wundern	<i>I wonder what job I'll have next year.</i>
05a	designer	Konstrukteur/in, Entwickler/in	<i>The designer of that building must have been brilliant!</i>
05d	altogether damage humiliation otherwise professional short-term	insgesamt Schaden; beschädigen Demütigung andernfalls professionell befristet, kurzfristig	<i>There are 35 people in our class, altogether.</i> <i>You should have seen the damage that earthquake did – the houses were badly damaged.</i> <i>Imagine his humiliation when he asked her to go out with him in front of the whole class and she said no.</i> <i>You'd better write it down, otherwise you'll forget it.</i> <i>Can I ask for your professional advice on something?</i> <i>I can't remember what you said yesterday. My short-term memory is really bad.</i>
05f	fame long-term	Ruhm nachhaltig, langfristig	<i>The Beatles were at the height of their fame in the 1960s.</i> <i>Older people usually talk about things from the past, because their long-term memory is so good.</i>
06a	awake	wach, munter	<i>It takes hours for Tim to wake up. He isn't really awake until he's had his coffee.</i>
06c	mess prove	Unordnung, Schweinerei beweisen	<i>What is this mess? Clean up your room now!</i> <i>My dog ate your homework. You'll have to prove that to me.</i>
08a	cave charity contract nearby recording	Höhle Wohlfahrtseinrichtung Vertrag nah, nahe gelegen Aufzeichnung	<i>Let's swim into those underwater caves.</i> <i>It's good to give money to charity.</i> <i>Read the contract carefully before you sign it.</i> <i>There's a pizzeria nearby. Let's get something to eat there.</i> <i>The recording proves that he's innocent.</i>
Comm a	section	Abschnitt	<i>I always read the culture section of the newspaper.</i>
IC b	content [kən'tent] individual leader occasion pregnant relative Dutch eventually eviction excitement incredible migrate nominate nomination pace rating restricted suspense undergo	Inhalt Einzelperson Anführer/in Anlass schwanger Verwandte/r holländisch schließlich, irgendwann Zwangsräumung Aufregung unglaublich abwandern ernennen, vorschlagen Vorschlag Tempo Bewertung eingeschränkt Spannung durchmachen, erleben	<i>I need to summarize the contents of the book for tomorrow's class.</i> <i>Every individual has rights that should never be taken away.</i> <i>The leader of each group starts the debate.</i> <i>I met him on several occasions and he was never nice.</i> <i>My mother stopped smoking when she was pregnant with me.</i> <i>We hardly ever see our relatives because they live far away.</i> <i>My mother has Dutch cousins.</i> <i>I'll get it done eventually, but not today.</i> <i>If you don't pay the rent, you'll face eviction.</i> <i>If you want excitement, go bungee jumping.</i> <i>That really is an incredible story.</i> <i>Every year, birds migrate to the south for winter.</i> <i>Some of my favourite actors have never been nominated for an award.</i> <i>I can't wait for the Oscar nominations for best film this year!</i> <i>Don't run so fast! I can't keep up at this pace.</i> <i>The series ratings are at an all-time low.</i> <i>Membership is restricted to gold card holders only, sir.</i> <i>So what happened? Tell me! The suspense is killing me!</i> <i>She underwent an operation last year.</i>
ICo b	believable	glaubwürdig	<i>I didn't find the story very believable.</i>

ICo b	divorce	Scheidung	<i>Nowadays, every other marriage turns into a divorce.</i>
	get into	einsteigen, sich interessieren	<i>I really got into the story – even after only two episodes.</i>
	marriage	Ehe	<i>My grandparents were together for 50 years – they had a long and happy marriage.</i>
	range	Bandbreite	<i>They have a huge range of products in their shop.</i>
IF	appearance	Auftritt	<i>He had his first appearance on the hit show “Friends”.</i>
	frame	gestalten, einrahmen	<i>The text could be framed nicer, that would make it easier to read.</i>
	hide	verstecken	<i>A squirrel collects nuts and hides them so it can eat them later.</i>
	judge	Juror/in	<i>The judges loved your performance.</i>
	obvious	offensichtlich	<i>It's obvious that he doesn't really like her, but she doesn't see it.</i>
IF a	impression	Eindruck	<i>I couldn't get much of an impression of him because he left the party so early.</i>
IF b	charm	bezaubern	<i>We were charmed by her smile and sense of humour.</i>
	realistic	realistisch	<i>Modern adventure and crime films are very realistic – so they say.</i>
	shy	schüchtern	<i>He was too shy to talk to her, although he really liked her.</i>
LiU	concentrate	konzentrieren	<i>We need to concentrate on each other's movements.</i>
	correction	Korrektur, Verbesserung	<i>You can find my corrections attached to the email.</i>
	look out	aufpassen	<i>Look out! That car is going too fast!</i>
	punctuation	Zeichensetzung	<i>When you write an essay, don't forget the correct punctuation.</i>
WW a	deafening	ohrenbetäubend	<i>The music at the concert was deafening.</i>
	delicious	köstlich	<i>A delicious smell of freshly-made coffee came from the kitchen.</i>
	hilarious	köstlich, extrem lustig	<i>The film last night was hilarious.</i>
	revolting	ekelhaft	<i>It was the most revolting food I ever tasted.</i>
	terrified of	Angst haben vor	<i>I'm terrified of snakes.</i>
thrilled	außer sich vor Freude sein	<i>My friends were thrilled when he won.</i>	
WW c	gun	Schusswaffe	<i>They found a gun next to the dead body.</i>

Unit 7

01b	court	Gericht	<i>There wasn't enough evidence to bring the case to court.</i>
	destroy	zerstören	<i>Thousands of homes were destroyed by the tsunami.</i>
	identity	Identität	<i>The artist's real identity was kept secret, to protect him.</i>
	policy	Strategie, Regeln	<i>Some European countries will have to change their foreign policies.</i>
	remove	entfernen	<i>Please remove your car from in front of the garage.</i>
	settler	Siedler/in	<i>European settlers first came to America in the 1400s.</i>
	supporter	Anhänger/in	<i>I'm a big supporter of Greenpeace.</i>
	threat	Bedrohung	<i>Terrorism is a threat to peace.</i>
tribal	stammesangehörig	<i>In the rainforest, we saw tribal dances by the local people.</i>	
02c	fund	finanzieren	<i>The school has decided to fund new equipment for the gym.</i>
	livelihood	Existenzgrundlage	<i>That farm is their livelihood.</i>
	unknown	unbekannt	<i>Unknown to us all, our mum bought us all tickets to Disneyland!</i>
02g	none	nichts, keine/r/s	<i>There are three cafés in town but none of them are any good.</i>
03a	install	installieren, einbauen	<i>Our Internet connection won't be installed until next week.</i>
03g	shave	rasieren	<i>Jonas, be sure to shave before you go to that job interview.</i>
04b	knock	Türschwelle	<i>When I answered the door, there was a man standing on the doorstep.</i>
	plenty	reichlich	<i>I'll have plenty of time to learn all of it.</i>
05a	temporary	befristet	<i>My job here is only temporary, I go back to school in the fall.</i>
05b	progress	['prɒʊ.gres] Fortschritt	<i>I'm not making much progress with my French.</i>
06a	committee	Ausschuss	<i>The local council have just set up a recycling committee.</i>
06b	criticise	kritisieren	<i>The newspapers criticised the police for their slow reaction.</i>
06c	extinct	ausgestorben	<i>If we don't protect it, the giant panda will soon become extinct.</i>
07c	announce	ankündigen	<i>She announced the winner of the competition.</i>
07d	elect	wählen	<i>In 2008, Barack Obama was elected as the first African-American President of the USA.</i>

07d	pollution	Umweltverschmutzung	<i>The oil disaster in 2010 caused a lot of pollution along the coast.</i>
07e	lifeguard supervise	Rettungsschwimmer/in überwachen	<i>Lifeguards save the lives of swimmers who are in trouble. There were two adults to supervise the kids. I don't know how this could have happened.</i>
08	exploration	Erkundung	<i>They went on an exploration of the forest.</i>
09a	peaceful quality situated	friedlich Qualität gelegen, befindlich	<i>Occupy Wall Street was a peaceful demonstration. The food was of low quality. Where is the camp site situated?</i>
09d	politician	Politiker/in	<i>Politicians aren't very popular in my country.</i>
Comm	emphasise role-play	betonen Rollenspiel	<i>I don't think I have to emphasise how important this test is for your marks. Let's do a role-play: you're Steve, and I'm Sally.</i>
Comm b	pedestrian [pə'des.tri.ən]	Fußgänger/in	<i>Cars can't drive down here – it's a pedestrian zone.</i>
IL a	arrest basin disgusting float proper	verhaften Becken ekelhaft schweben, treiben angemessen, richtig	<i>One way to escape being arrested is to go abroad. There was a basin of water in the valley. The smell in those public toilets is disgusting. She fell asleep on her air-bed and floated out to sea. If you're going to hike you need proper boots.</i>
IL b	complaint deny	Beschwerde leugnen	<i>There were complaints about the noise from neighbours. You were seen at the youth club at ten o'clock, so you can't deny it.</i>
IL c	entertain grade (AE) set out	unterhalten Klasse aufbrechen	<i>He loves entertaining people. He's a great performer. Which grade are you in? She set out with the aim of sailing the ocean alone.</i>
IL d	environmental [in.vaiə.rən.'men.təl]	ökologisch; Umwelt-	<i>People are becoming more and more aware of environmental issues.</i>
ICo	approximately casualties delivery hang on neat off you go rubble southern	ungefähr Verluste, Opfer Lieferung Warten gepflegt, ordentlich Abbitte dir! Schutt südllich	<i>The flight to San Francisco takes approximately eleven hours. The bus crashed but there were no deaths, just casualties. You weren't home so you need to pick up your delivery at the post office. Hang on a minute – that can't be right. Dress smartly. Be neat and tidy. You'll be late for school! Off you go! After the bombing, the house was only rubble. Let's take the southern route, it's shorter.</i>
IM b	challenge	Herausforderung	<i>I'm going to run a marathon next year. It'll be hard but I enjoy a challenge.</i>
LiU a	block dust frozen increase	blockieren Staub gefroren Anstieg	<i>That moped is blocking the front gate. The dust on the furniture made us all sneeze. Do you know the TV show "Ice Road Truckers"? They drive their lorries on frozen lakes. There was a 10 percent increase in cases.</i>
LiU b	ability escape go away peace	Fähigkeit flüchten weggehen Frieden	<i>One of her main strengths is her ability to organise things. Escaping from the building was impossible, they were on the 30th floor. He goes away on business a lot. He's never home. Peace is necessary for freedom and happiness.</i>
WW a	make a living make a request make a start make an offer make room make sure / certain make time make way	seinen Lebensunterhalt verdienen um etwas bitten anfangen ein Angebot machen Platz schaffen sich vergewissern sich Zeit nehmen Platz machen	<i>I don't like my job – it's just a way to make a living. I wanted to make a request but he didn't let me. We haven't got a lot of time, so let's make a start. He made me a really good offer, so I took it. When Jake moved in we had to make room for him. I'm just calling to make sure you're working. I'll make time to meet you tomorrow. They cut down trees to make way for the new street.</i>

Unit 8

01a	bolt	Blitz	<i>A bolt of lightning hit the house and the power went out.</i>
	come true	wahr werden	<i>If you make a wish, it will come true.</i>
	count	Graf	<i>Count Olaf is a character in "A Series of Unfortunate Events".</i>
	cruel	grausam	<i>You shouldn't be cruel to animals.</i>
	detest	verabscheuen	<i>I detest her older sister, she's really mean.</i>
	Eastern	östlich, Ost-	<i>Much of Eastern Europe is part of the European Union now.</i>
	handsome	gutaussehend, attraktiv	<i>She dreamed of a tall, handsome man.</i>
	lawyer	Anwalt, Anwältin	<i>Get a lawyer to look after your interests.</i>
	lightning	Blitz	<i>That storm yesterday was amazing. Did you see all the lightning?</i>
	murderer	Mörder/in	<i>The murderer was sent to prison for 20 years.</i>
	nowhere	nirgends	<i>In the film a T-Rex suddenly appears from nowhere.</i>
	prisoner	Gefangene/r	<i>The prisoners threatened to go on hunger strike.</i>
	sadness	Traurigkeit	<i>Her sadness at her hamster's death was a bit too much.</i>
	thief	Dieb/in	<i>You took my mobile, didn't you? You're a thief!</i>
01b	fiancée [fi'a:n.sei]	Verlobte	<i>They're getting married in March. That's his fiancée over there.</i>
01d	towards	nach, zu, gegenüber	<i>He stood up and walked towards her.</i>
01e	flame	Flamme	<i>The flames of the campfire were high and bright.</i>
	realise	bewusst werden, realisieren	<i>They didn't realise the danger they were in.</i>
	roar	Gebrüll	<i>When the lion was taken out of its cage, it roared loudly.</i>
	step	steigen	<i>I have to clean my shoes – I stepped in something on the way here.</i>
02b	wave	Welle	<i>The waves were really big today. Let's go out and surf.</i>
02d	afford	leisten	<i>They can't afford a new car.</i>
02e	amazed	erstaunt	<i>We were amazed to see dolphins swimming behind us.</i>
04c	criminal	Verbrecher/in	<i>Don't believe a word he says. The man is a criminal!</i>
	enemy	Feind/in	<i>Everyone likes her – she has no enemies in the world.</i>
	familiar	vertraut	<i>I'm not familiar with that TV series.</i>
	pipe	Pfeife	<i>Smoke Holmes usually smokes his pipe when he's solving a case.</i>
05b	clear cut	deutlich, eindeutig	<i>I need some clear cut rules in this house!</i>
05c	marry	heiraten	<i>He asked her to marry him. How romantic!</i>
	murder	Mord	<i>Murder is the worst crime of all.</i>
	threaten	bedrohen	<i>He pulled out a gun and threatened the shop owner with it.</i>
06a	figure out	herausfinden	<i>I simply don't know what to do. – Don't worry, we'll figure it out together.</i>
06b	kindness	Freundlichkeit	<i>That's the Thomsons. They're known for their kindness towards strangers.</i>
07a	probable	wahrscheinlich	<i>It's very probable that we won't go on holiday this year.</i>
07b	detect	aufspüren, feststellen	<i>Do I detect some irony in your voice?</i>
	for instance	etwa, beispielsweise	<i>In Italy, for instance, that day is not a holiday.</i>
	popularity	Bekanntheit	<i>She thinks her popularity will get her far, but it's not all there is in life.</i>
08a	laziness	Faulheit	<i>Garfield, the cartoon cat, is famous for his laziness.</i>
	preference [ˈpref.ə.əns]	Vorliebe	<i>I have a preference for spicy food. You?</i>
	preparation	Vorbereitung	<i>The producer controls the preparation of a film.</i>
Comm h	rise	ansteigen, aufgehen	<i>The sun rose above the houses.</i>
Comm d	secretly	heimlich	<i>He didn't show it, but he was secretly in love with her.</i>
IC 1a	desperate	verzweifelt	<i>She'd asked everybody already, but no one would help her. She was desperate.</i>
	display	zeigen	<i>Photographs were displayed all over the house.</i>
	generally	allgemein, üblicherweise	<i>Your health is generally good, but you need to watch what you eat.</i>
	poetry	Dichtung	<i>He's been writing poetry for years.</i>
	private property	Privatbesitz	<i>Get out! This is private property.</i>
	sexes	Geschlechter	<i>The battle of the sexes still goes on today.</i>
	signature	Unterschrift	<i>We need your signature on this form, please.</i>

IC 1a	spread stylish tagging vandalism	Verbreitung, Ausdehnung modisch Markierung (auf einer Wand) Vandalismus	<i>The spread of certain diseases has gone back in many countries.</i> <i>She looked stylish in those shoes.</i> <i>There was a tagging on the wall – I think it was James Johnson.</i> <i>Some people think graffiti is vandalism – I think it's art.</i>
IC 2a	hang out hook up with	herumhängen anschließen, jemanden verkuppeln	<i>We should all just hang out at the youth club.</i> <i>David wanted me to hook up with his gang last night, but I didn't go.</i>
IC 3a	disadvantage	Nachteil	<i>If you want to be a dancer, being tall is a disadvantage.</i>
ICo	exact	genau, pünktlich	<i>Tell me the exact time please, I need to set my alarm.</i>
ICo a	go wrong perception scared	fehlschlagen Auffassung, Wahrnehmung verängstigt	<i>I just don't know where my plan went wrong.</i> <i>Art can change people's perception of real life.</i> <i>It was dark on the way home and I got scared.</i>
IF	charged	aufgeladen	<i>Is my phone charged yet? Can I have it, then?</i>
LiU	cage	Käfig	<i>The tiger tried to escape from its cage.</i>
WW a	act advertise amused blind [blaind] creative expect invite mad treat somebody	sich benehmen, handeln werben (für) amüsiert blind kreativ erwarten einladen verrückt jemanden behandeln	<i>He acted as if he had already won the race.</i> <i>We're going to advertise our new production on TV.</i> <i>I was not amused when I heard what they did.</i> <i>She has been blind since she was in the accident.</i> <i>I'm not a creative person, I don't love painting!</i> <i>I didn't expect it to be so cold.</i> <i>She invited me to the party next week.</i> <i>She must be mad, driving at such high speeds.</i> <i>I think my teacher treats me really unfairly.</i>

Unit 9

01b	glue	kleben	<i>My eyes were glued to my TV on September 11, 2001.</i>
02	delete honest	löschen ehrlich	<i>Oh no! I've deleted all my files!</i> <i>Let's be honest – that show isn't really funny.</i>
03b	certainty	Gewissheit	<i>I can tell you with absolute certainty that they are no longer together.</i>
05b	guilty homeless	schuldig Obdachlos	<i>He was guilty of several crimes.</i> <i>Many homeless people sleep in the park.</i>
05c	shoplifting	Ladendiebstahl	<i>You can't just take those sunglasses, that's shoplifting!</i>
06a	burglary joyriding pick-pocket	Einbruch gefährliche Fahrt in einem gestohlenen Fahrzeug Taschendiebstahl	<i>This town's major crime is burglary. We need to do something about it.</i> <i>Mark wanted me to go joyriding with him, but I didn't go, I don't want to get into trouble!</i> <i>Barcelona is famous for its main street "Ramblas", on which there is always a lot of pick-pocketing.</i>
06b	broke into catch up chase law breaker mess up	einbrechen aufholen, einholen Jagd Gesetzesbrecher/in vermasseln	<i>The bank robbers broke into the bank and stole millions.</i> <i>Wait! Let me catch up with you!</i> <i>Did you watch the car chase on TV yesterday?</i> <i>Law breakers need to have the proper punishment.</i> <i>Will you read the scene with me? I really don't want to mess this performance up.</i>
06g	be put on probation community service	auf Bewährung sein Gemeindedienst	<i>He was put on probation after his year in prison.</i> <i>She got caught shoplifting and now has to do 200 hours of community service.</i>
07a	society	Gesellschaft	<i>We live in a multi-cultural society.</i>
07c	offender	Straftäter/in	<i>The list of offenders is long – I don't know whether we'll find the right criminal.</i>
10a	report solution	berichten Lösung	<i>You should really report the incident to the police.</i> <i>Have you found a solution to the problem?</i>
10b	burgle	einbrechen	<i>That house has been burgled three times already!</i>
Comm a	blame breath	Schuld Atem	<i>I didn't do it! I always have to take the blame!</i> <i>She ran so fast, she's having trouble catching her breath.</i>

Comm a	burglar clergyman [ˈklɜː.dʒɪ.mən]	Einbrecher/in Geistlicher	<i>That burglar came in the middle of the day and stole my necklace! Unbelievable!</i> <i>The church needs clergymen to help the people.</i>
	freeze	erstarren	<i>He heard a noise in the dark and froze.</i>
	naughty	ungezogen	<i>You've been naughty – go to your room!</i>
	parrot	Papagei	<i>The parrot started talking and the burglar ran away.</i>
	priest	Priester/in	<i>The priest wasn't at church yesterday.</i>
	relief	Erleichterung	<i>It was such a relief to find out we weren't having the test. I hadn't had time to study.</i>
	reply	antworten	<i>I asked her the same question again and again but she didn't reply.</i>
	scream	schreien	<i>It was so scary we all screamed.</i>
Comm c	expectation	Erwartung	<i>At the start of the game, expectations were high.</i>
	rush	hetzen	<i>Slow down! There's no need to rush.</i>
IL a	drop	Tropfen	<i>It rained so hard the drops of rain were huge.</i>
	edge	Kante, Rand	<i>There's a new shopping centre on the edge of the city.</i>
	jump up	aufspringen, hoch springen	<i>She saw me and jumped up immediately.</i>
	pure	rein	<i>Diamonds are the purest form of carbon.</i>
	weigh	wiegen	<i>How much does your luggage weigh, Mum?</i>
	yard	Yard (Maßeinheit, ca 91,5 cm)	<i>Turn right after 200 yards.</i>
IL d	dig	graben	<i>Let's dig our way to China!</i>
	jail	Gefängnis	<i>He was released from jail last week.</i>
	shocking	shockierend	<i>Did you hear what happened to him? It's so shocking!</i>
	take up	etwas aufnehmen	<i>I've taken up knitting – it calms my nerves.</i>
IL f	heart attack	Herzanfall	<i>He had a heart attack last night, it was awful.</i>
ICo a	benefit	Vorteil, Nutzen	<i>There's no benefit for us in this deal at all.</i>
IM b	lay	legen	<i>She laid the baby on the bed.</i>
LiU b	via [vaɪə]	über	<i>We're flying to Australia via Dubai and Bangkok.</i>
WW a	assassination	Attentat	<i>The president's assassination led to riots all over the country.</i>
	blackmail	Erpressung	<i>Some people use blackmail as a way to earn money.</i>
	kidnapping	Entführung	<i>Three days after his kidnapping the police finally got a lead.</i>
	mugging	Überfall auf der Straße	<i>He was arrested for the mugging of an old lady.</i>
	smuggling	Schmuggeln	<i>Police are trying to fight cigarette smuggling.</i>
	theft	Diebstahl	<i>Theft is a serious crime that can put you in jail.</i>

Unit 10

01b	coconut in spite of shocked take away	Kokosnuss ungeachtet trotz strocknet mitnehmen, wegnehmen	<i>Coconut is very good for you.</i> <i>In spite of their difficulties, they make a good couple.</i> <i>I was shocked when I heard the news.</i> <i>I'd like to order some food to take away please.</i>
02b	shine	scheinen	<i>The sun shone every single day for three weeks.</i>
02f	fur	Fell, Pelz	<i>I'd never wear a real fur coat.</i>
03a	agree lie	zustimmen Lüge	<i>Most people now agree that smoking is a very bad habit.</i> <i>That book is full of lies. Don't believe a word!</i>
04a	shade	riesig	<i>I stayed in the shade of a giant rock.</i>
04b	amazement	Erstaunen	<i>She looked at me in complete amazement when I told her she had won.</i>
04c	shadow	Schatten	<i>Her heart beats faster every time she sees a grey shadow under her surf board.</i>
04f	hoax reflect sample set of spokeswoman	Scherz, Schwindel reflektieren Probe Garnitur, Satz Sprecherin	<i>I don't believe the product does what they say – I think it's a hoax.</i> <i>She looked into the water reflecting her image.</i> <i>The newspaper wants a sample of your writing to see if your style is good.</i> <i>These bowls came in a set of four.</i> <i>A spokeswoman for the government talked to the journalists.</i>
05	deduction	Ableitung	<i>We solved it through logical deduction.</i>

05f	oven	Ofen	<i>Brownies are in the oven, they should be done any minute now.</i>
05g	fall asleep	einschlafen	<i>I was so tired that I fell asleep in front of the TV.</i>
Comm 1a	take place	stattfinden	<i>The event took place even though it was raining.</i>
	tournament	Turnier	<i>Professional golfers play in tournaments all over the world.</i>
IC 1a	arrival	Ankunft	<i>After five weeks, he couldn't wait for her arrival.</i>
	backpacker	Rucksacktourist/in	<i>She was travelling alone but soon met other backpackers on the way.</i>
	blessing	Segen	<i>It was a very nasty accident. It was a blessing not more people were hurt.</i>
	butcher ['bʊtʃ.ər]	Metzger/in	<i>Let's go to the butcher's and get some steaks.</i>
	crop	Getreide, Ernte	<i>The main crop that is exported is coffee.</i>
	diversity	Vielfalt	<i>I'm really happy with the diversity of exercises in the book.</i>
	doubt [daʊt]	Zweifel	<i>She says she studied enough, but I have my doubts.</i>
	educate	erziehen, unterrichten	<i>How much does it cost to educate a child at home?</i>
	enrich	bereichern, anreichern	<i>My life is greatly enriched by my friends.</i>
	forbidden	verboten	<i>It's forbidden to go there, the place has been deserted for years.</i>
	headline	Schlagzeile	<i>Did you read the headline? It was very catchy.</i>
	industry	Industrie	<i>She works in the fashion industry and lives in New York.</i>
	initially	zunächst, anfänglich	<i>The cost was much higher than initially calculated.</i>
	integral	wesentlich	<i>He's an integral part of the team. We need him.</i>
	nightmare	Albtraum	<i>The test was so difficult. It was a nightmare.</i>
	numerous	zahlreich	<i>There are numerous reasons why we can't do it – I can't tell you them all.</i>
	poacher	Wilderer/Wilderin	<i>The poacher was unable to shoot anything.</i>
prejudice	Vorurteil	<i>Laws against racial prejudice must be strictly enforced.</i>	
previously	vorher, ehemals	<i>She had written the message two hours previously.</i>	
sandy	sandig	<i>The beaches of Bali are white and sandy.</i>	
IC 2a	demand	Verlangen	<i>The governments don't agree to terrorists' demands.</i>
	landscape	Landschaft	<i>The landscape in Scotland is beautiful, you should really go sometime.</i>
	luxurious	luxuriös	<i>They spent a luxurious week in a romantic hotel.</i>
	pollute	verschmutzen	<i>The chemicals pollute the water all the time.</i>
	resort	Ferienort	<i>We should be staying in a resort in Spain.</i>
	run low	knapp werden	<i>My mobile phone batteries are running low.</i>
ICo	remaining	übrig	<i>I've read almost all of the book – I'll read the remaining two chapters tomorrow.</i>
	criticism	Kritik	<i>It isn't easy to deal with personal criticism.</i>
	drawn into	hineingezogen werden	<i>He tried to draw me into his argument but I refused.</i>
	end up	letztendlich so enden	<i>If we don't study, we'll end up in summer school.</i>
	ending	Ende	<i>The book was great, but the ending was really disappointing.</i>
	justice	Gerechtigkeit, Justiz	<i>We need to fight for justice in the world.</i>
	powerful	mächtig	<i>His voice is so powerful, he doesn't need a microphone.</i>
	remind	erinnern	<i>Remind me to write down the name of this restaurant.</i>
	storyline	Handlung	<i>The costumes in the film were great, but the storyline was boring.</i>
	strength	Stärke, Kraft	<i>Everyone has their own strengths and weaknesses.</i>
	tense	spannungsvoll	<i>He was very tense while he waited for her answer.</i>
	IF	accompany	begleiten	The performer was accompanied by a live band.
IF a	fully	völlig	<i>Have you fully recovered from flu?</i>
LiU a	anniversary	Jubiläum, Jahrestag	<i>My mum and dad have their 20-year anniversary this week.</i>
	dedicate	etwas widmen	<i>This book is dedicated to my wife.</i>
LiU b	conspire [kən'spaɪər]	aushecken, sich verschwören	<i>She had the feeling her colleagues were conspiring together against her.</i>
	speed up	beschleunigen, sich beeilen	<i>This project won't be done on time. We need to speed up.</i>
WW a	to cause	verursachen	<i>I'm sorry if I caused you any problems.</i>
	drawback	Nachteil	<i>Having no Internet connection is a real drawback these days.</i>
	headache	Problem	<i>It's a real headache that our flat is too small for the four of us.</i>
	overcome	überwinden	<i>I wonder how they are going to overcome this problem.</i>

WW a	potential [pəʊ'ten.tʃəl]	möglich, potentiell
	problem child	Problemkind
	a problem halved	halbes Leid
	run into (a problem)	Probleme bekommen

He is a potential candidate for next year's elections.
She's a real problem child – she's causing her family so much trouble.
Talk to me! You know, a problem shared is a problem halved.
At first everything went well, but then we ran into some problems.

Unit 11

01a	explanation	Erklärung	<i>I'm trying to find an explanation, but I can't.</i>
	fall over	umfallen	<i>She got dizzy and fell over.</i>
	ground level	Erdgeschoss	<i>We don't have to walk up any stairs, I live on the ground level.</i>
	pattern	Muster	<i>I love the colour and the pattern of my new shirt.</i>
	statue	Statue	<i>They put up a statue of the president last year.</i>
01b	mystery	Rätsel, Geheimnis	<i>They couldn't open the box. The contents are still a mystery.</i>
01d	for days	tagelang	<i>My feet hurt for days after our last hiking trip.</i>
	magnificent	prachtvoll	<i>There was a magnificent view from the mountain top.</i>
	step forward	hervortreten	<i>Would those of you who are going on a trip tomorrow please step forward?</i>
	sword	Schwert	<i>We have everything for the fight scene except for the sword.</i>
03c	decay	verfallen	<i>The body had been lying in the sun for days and had already started to decay.</i>
	height [haɪt]	Höhe	<i>I can't go skydiving, I'm afraid of heights.</i>
	oak	Eiche	<i>There's a beautiful oak tree in their garden.</i>
	shallow	seicht	<i>The pool is very shallow – she can walk through it.</i>
03d	ancient ['eɪn.tʃənt]	uralt, historisch	<i>These ruins are really ancient. Over two thousand years old.</i>
06a	call off	abblasen	<i>We don't have time. Let's call off the whole party.</i>
	jungle	Dschungel	<i>He saw a lot of snakes in the jungle.</i>
	pay off	sich lohnen	<i>You passed! All your studying paid off.</i>
	pass away	sterben, verschiden	<i>He was very sad when his grandfather passed away.</i>
	tie in	einbinden	<i>I can't tie in what he said today with what he told me last week.</i>
06c	cancel	absagen	<i>I'm sorry to cancel our meeting, I have to catch my flight.</i>
	profession	Beruf	<i>Teaching is an underpaid profession.</i>
	reward	belohnen	<i>The police will reward anyone who can give them information.</i>
06d	come across	stoßen auf	<i>While I was looking for my passport, I came across some old letters in a drawer.</i>
Comm	emphasis	Betonung	<i>You're saying it wrong. There's too much emphasis on the "t".</i>
Comm 1	check out	überprüfen	<i>Check out where the capital is.</i>
Comm 2d	attraction	Attraktion	<i>The London Eye is my favourite attraction in London.</i>
IL a	lie	lügen	<i>Who took the money? Don't lie!</i>
	lonely	einsam	<i>Now that my friends have gone away on holiday, I feel a bit lonely.</i>
	roll	rollen	<i>The car rolled down the hill and hit a tree.</i>
	secret	geheim	<i>Our plans must remain secret.</i>
IL e	eldest	älteste/r	<i>She's my eldest sister, so we all go to her house for Christmas.</i>
ICo	gunshot	(Kanonen)Schuss	<i>Did you hear the gunshot last night, around 10 p.m.?</i>
	link	verbinden	<i>The explosions are linked. We just need to find out how.</i>
	outline	Entwurf	<i>When can you show me the outline of your paper?</i>
	siren ['sɪə.rən]	Sirene	<i>A couple minutes after the shot, you could hear the police sirens.</i>
IM a	globe	Erdball	<i>In 1966 Francis Chichester sailed alone around the world from west to east.</i>
	pillar	Säule	<i>The pillars of the bridge are crumbling, they're so old.</i>
IM b	come along	mitgehen	<i>Come along with us tonight – it'll be fun!</i>
	fool	Narr	<i>You actually believed her? You're such a fool.</i>
IM c	roadside	Straßenrand	<i>Let's stop at that small café on the roadside for coffee, shall we?</i>
LiU a	nut	Nuss	<i>Squirrels collect nuts all summer.</i>
LiU b	navy	Marine	<i>He left his hometown and went to the navy.</i>
	triangle	Dreieck	<i>The triangle earrings look really good on you.</i>

WW a	break down	zusammenbrechen	<i>Our car broke down last night while we were driving home.</i>
	break up (with someone)	mit jemandem Schluss machen	<i>They broke up after they had a massive fight.</i>
	get (someone) down	jemanden runterziehen	<i>It really gets me down to see you so depressed.</i>
	go into (something)	auf etwas eingehen	<i>I don't want to talk about it so can we please not go into it right now.</i>
	look into (something)	etwas untersuchen, näher betrachten	<i>That course sounds great, you should really look into it.</i>
	look (someone) up	jemanden besuchen	<i>We were in London and decided to look you up.</i>
	put (someone) up	jemanden beherbergen	<i>If you're in town be sure to call, I can put you up for a night.</i>
	put others down	andere schlechtmachen	<i>Please don't put me down in front of my friends! I hate it.</i>
	run into (someone)	jemandem über den Weg laufen	<i>I ran into Sally on the street, she looks great!</i>
	turn (something / someone) down	etwas ablehnen	<i>I know it's a good offer, but I'm afraid I'll have to turn it down.</i>
	turn into	sich verwandeln in	<i>She turned into this really mean girl when she became popular.</i>
	turn up	plötzlich erscheinen	<i>Tom turned up at the party although he said he wouldn't make it.</i>

Unit 12

01b	cut off	abschneiden	<i>She cut off the tip of the carrot.</i>
	generous	großzügig	<i>Thank you for this gift. You are really very generous.</i>
	happily	fröhlich, freudig	<i>She walked along happily, not a care in the world.</i>
	in love	verliebt	<i>Look at them – they're still in love even after all these years.</i>
	plump	mollig	<i>She's not fat, just a bit plump.</i>
	take out	rausnehmen	<i>Wait a minute – I need to take out my contact lenses before I go to bed.</i>
	tear [tɛər]	Träne	<i>Did you see the tears in his eyes when he talked about his missing pet?</i>
	whistle	pfeifen	<i>They always used to whistle while they worked, because they weren't allowed to sing.</i>
03b	clean-shaven	frisch rasiert	<i>He used to have a moustache, but now he prefers to be clean-shaven.</i>
	cheek	Wange, Backe	<i>She was so happy she was smiling from cheek to cheek.</i>
	double chin	Doppelkinn	<i>He never used to lose weight, he already has a double chin.</i>
	freckle	Sommersprosse	<i>He has freckles all over his cheeks.</i>
	fringe	Pommes	<i>Your fringe is very short – did you cut it yourself?</i>
	medium	Mittel	<i>She's not tall, she's medium height.</i>
	mole	Muttermal	<i>Look at him! He has a big mole on his nose!</i>
	moustache [mʊ'stɑ:tʃ]	Oberlippenbart, Schnurrbart	<i>His moustache makes him look like an old man.</i>
	ponytail	Rossschwanz	<i>She always wears her hair in a ponytail.</i>
	scar	Narbe	<i>The scar on my leg is from my motorcycle accident.</i>
	wrinkle	Falte	<i>I can't stand all the adverts on TV against wrinkles.</i>
03e	bad-tempered	grob	<i>She's very bad-tempered in the mornings.</i>
	bossy	herrnhafterisch	<i>Don't tell me what to do all the time. You're so bossy, Claire!</i>
	considerate	rücksichtsvoll	<i>It wasn't very considerate of you to drink all the milk and not buy any more.</i>
	desire	Verlangen	<i>She has a strong desire to become famous one day.</i>
	imaginative	fantasievoll	<i>He's such an imaginative designer – this kitchen is amazing!</i>
	insensitive	unsensibel	<i>She told him she thought he was fat! How insensitive!</i>
	judgement	Urteilsvermögen	<i>Their decision shows good judgement.</i>
	sensible	vernünftig	<i>Come on now, be sensible. Should we really jump into the ice cold pool?</i>
	wealthy	reich, wohlhabend	<i>Due to oil, the country is very wealthy.</i>
03f	sympathetic	mitfühlend	<i>She was sympathetic when she heard he had the same problems.</i>
04a	slight	gering	<i>I'm not sure, but there's a slight chance it might rain after all.</i>
	spy	Spion/in	<i>A spy tries to find out someone's secrets and then sells them.</i>
04b	beg	betteln	<i>Let me have a piece of cake. Don't make me beg!</i>
06a	get engaged	sich verloben	<i>They love each other, and they got engaged last week.</i>
07a	illustrate	darstellen	<i>The story illustrates the problem well.</i>

IC a	best man	Trauzeuge	<i>The groom asked the best man for the rings before the wedding.</i>
	bride	Braut	<i>She's going to be a beautiful bride.</i>
	groom	Bräutigam	<i>Where's the groom? – He's talking to his father.</i>
	wedding	Hochzeit	<i>The wedding is next week. They weren't engaged very long, only six months.</i>
	witness	Zeuge, Zeugin	<i>There aren't any witnesses. No one saw James there last night.</i>
IC b	ceremony	Zeremonie, Feier	<i>During the opening ceremony the stadium was full.</i>
	conduct	durchführen	<i>Studies were conducted to examine the truth behind the event.</i>
	declare	verkünden, bekanntgeben	<i>The country declared independence in 1776.</i>
	decorate	dekoriere(n)	<i>They decorated the living room for Lucy's birthday party.</i>
	depend	sich verlassen auf, abhängen von	<i>The people depend on farmers for food.</i>
	give away	hergeben, preisgeben	<i>I hope you won't give away any of our secrets.</i>
	grand	großartig	<i>He has all kinds of grand ideas.</i>
	headscarf	Kopftuch	<i>Women in Muslim countries usually wear headscarves.</i>
	holy	heilig	<i>You can't go into that room – it's considered holy.</i>
	pour	gießen, einschenken	<i>Can you pour Adam a glass of milk?</i>
	powder	Puder, Pulver	<i>Do you use soap powder?</i>
	separately	getrennt	<i>We did some shopping together, but then we went shopping separately.</i>
	specially	besonders	<i>This is a specially good product – what do you think?</i>
	symbolise	versinnbildlichen	<i>The Olympic torch symbolises peace and friendship.</i>
IC d	consist	bestehen aus	<i>What does this really consist of? Sugar, water, and what else?</i>
IC e	good luck	viel Glück	<i>Good luck in your test!</i>
	pin	anheften	<i>They pinned their money on to her dress.</i>
ICo	accessible	zugänglich	<i>The resort is easily accessible by road and air.</i>
	date	datieren	<i>You can find this information dated July 27.</i>
	modern-day	von heute	<i>Modern-day women no longer just stay at home when they have kids.</i>
	provocative [prə'vɒk.ə.tɪv]	provokativ, herausfordernd	<i>She looked at me in a provocative way and asked a mean question.</i>
	unconventional	unkonventionell, eigenwillig	<i>Madilyne Monroe lived an unconventional life.</i>
	update	aktualisieren	<i>Please update your version of the programme now.</i>
IF a	hopeless	hoffnungslos	<i>He'll never get a date for the dance, it's hopeless!</i>
IF d	purpose	Abicht, Zweck	<i>The purpose of this research is to help avoid illnesses in the future.</i>
WW a	ask (someone) out	jemanden bitten, um zu heiraten	<i>Have you heard? Martin asked Jane out yesterday!</i>
	chat up someone	jemanden anmachen	<i>I don't like going to the youth club, the boys there are always chatting me up.</i>
	cheat on	jemanden betrügen	<i>Sarah's mum cheated on her dad, and now they're getting a divorce.</i>
	fall out	mit jemandem streiten	<i>He left home after falling out with his parents.</i>
	fling	Affäre	<i>They're not together anymore, it was just a fling.</i>
	an item	ein Paar	<i>Greg and Joanna are an item now.</i>
	make up	sich versöhnen	<i>They had a falling out yesterday, but made up again this morning.</i>
	serious relationship	ernste Beziehung	<i>Are you in a serious relationship or is it just a fling?</i>
	split up	sich trennen	<i>Andy's parents split up last year.</i>
	upset with	verärgert mit	<i>I'm really upset with my sister for losing my watch.</i>

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags

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