

Solutions

*Upper-Intermediate*

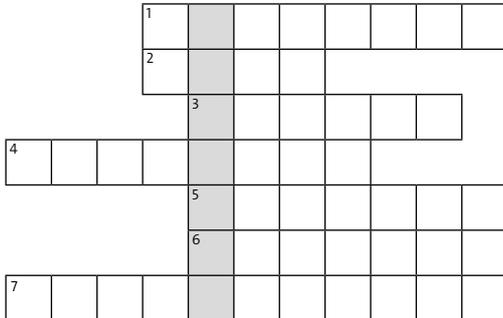
Pamphlet

# I

## Vocabulary Review

Work in groups of three or four.

1 Read the clues and complete the grid. Find the mystery word.



- 1 If you move to another country, you ...
- 2 Another way of saying 'die' is '... away'.
- 3 If you stop working, you ...
- 4 If you end your marriage, you get ...
- 5 If you receive money or property when someone dies, you ... it.
- 6 If you agree to marry someone, you get ...
- 7 If your children have children, you become a ...

The mystery word is: \_\_\_\_\_

2 Complete the text with the words below.

ended fell got keep left managed moved persuaded started to

My grandparents, Jack and Grace, first met in 1958 when they were fourteen years old and they <sup>1</sup>\_\_\_\_\_ in love immediately. They both <sup>2</sup>\_\_\_\_\_ school when they were sixteen and they <sup>3</sup>\_\_\_\_\_ married four years later. They couldn't afford <sup>4</sup>\_\_\_\_\_ buy a house, so for the first year of their marriage, they lived with Grace's parents. Jack <sup>5</sup>\_\_\_\_\_ to get a job as a builder and Grace <sup>6</sup>\_\_\_\_\_ a business making and selling jewellery from home. They <sup>7</sup>\_\_\_\_\_ to their own flat in 1965. Grace's business started to become very successful, and in 1966, Grace <sup>8</sup>\_\_\_\_\_ Jack to leave his job and to work with her. They're in their seventies now, but they <sup>9</sup>\_\_\_\_\_ making jewellery even today! In fact, their business was so successful that they <sup>10</sup>\_\_\_\_\_ up owning one of the biggest jewellery companies in the north of England!

3 Write the correct terms to describe these people.

- 1 Ben is 46. He's m\_\_\_\_\_aged.
- 2 Sarah is four months old. She's an i\_\_\_\_\_.
- 3 Tom is 100. He's a c\_\_\_\_\_.
- 4 June is 87. She's e\_\_\_\_\_.
- 5 Ricky is nineteen. He's in his t\_\_\_\_\_.
- 6 Polly is two. She's a t\_\_\_\_\_.
- 7 Ricky, June, Ben and Tom are all a\_\_\_\_\_.

4 **SPEAKING** Work in pairs to play 'Fortune Tellers'. Then swap roles. Tell the rest of the class about your predictions for your partner.

**Student A:** You are a very dramatic fortune teller. Make some unusual predictions about your partner's future.

**Student B:** You are visiting a fortune teller. Ask questions to find out what will happen to you in the future.

Will I get married?

Yes. You will get married six times and you will have eighteen children.

# I

## Grammar Review

**1** Read the Learn this! box on page 5 of the Student's Book, then complete the sentences with the correct form of the verbs in brackets. Use the present simple, present continuous, *will* or *going to*.

- 1 The history exam \_\_\_\_\_ (start) at half past two this afternoon.
- 2 My sister is really annoying. She \_\_\_\_\_ (always / borrow) my clothes!
- 3 My cousin doesn't know what he wants to do when he leaves school, but I think he \_\_\_\_\_ probably \_\_\_\_\_ (be) an actor because he loves drama.
- 4 We usually \_\_\_\_\_ (walk) to school, but this morning we \_\_\_\_\_ (take) the bus because it's raining so heavily at the moment.
- 5 **A:** Where \_\_\_\_\_ (you / go) on your next holiday?  
**B:** I don't know. Perhaps I \_\_\_\_\_ (visit) my friend in Athens.
- 6 I promise I \_\_\_\_\_ (send) you an email later today.
- 7 When you \_\_\_\_\_ (finish) your homework, call me.
- 8 They \_\_\_\_\_ (play) tennis at the moment, but they'll be back after lunch.

**2** Choose the correct words to complete the phone conversation.

**Steve** Hi, Mike! What <sup>1</sup>**do you do / are you doing**?

**Mike** I <sup>2</sup>**'m reading / read** my cousins' blog. They <sup>3</sup>**travelled / 're travelling** around the UK at the moment.

**Steve** Where <sup>4</sup>**do they live / are they living**?

**Mike** Oh, they're from Madrid, but they're here on a cycling holiday.

**Steve** <sup>5</sup>**Did they just arrive / Have they just arrived** in the UK?

**Mike** No, actually. They <sup>6</sup>**'ve been / were** here for five days already. They <sup>7</sup>**flew / were flying** from Madrid to Newcastle last Tuesday.

**Steve** So how many miles <sup>8</sup>**do / will** they cycle every day?

**Mike** Usually, it's about 70 miles a day. But yesterday they <sup>9</sup>**don't / didn't** cycle at all. Miguel <sup>10</sup>**had / has** fallen off his bike the day before and he wanted to have a break for a day. And it <sup>11</sup>**has been / was** raining yesterday as well. So they <sup>12</sup>**stayed / were staying** with my grandmother and <sup>13</sup>**watched / were watching** TV! They <sup>14</sup>**wrote / 've been writing** about their experiences every day on their blog. It's really funny. I <sup>15</sup>**'ll / have** send you the link – I promise you <sup>16</sup>**love / 'll love** it!

**Steve** Cool! So what <sup>17</sup>**will they / are they going to** do next?

**Mike** Well, they've only got three more days in the UK. They <sup>18</sup>**re spending / spend** the weekend in London and then their flight back to Spain <sup>19</sup>**will leave / leaves** at 7 o'clock on Monday morning.

**Steve** They <sup>20</sup>**re going to be / are** very tired by the time they get back to Spain!

**3** **SPEAKING** Write questions using the prompts. Then ask and answer the questions in pairs.

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### Student A

- 1 What / you / already / do / today?
- 2 What / you / do / tomorrow?
- 3 What / you / do / at 5 o'clock yesterday afternoon?
- 4 Where / you / be / in the year 2040?

----- ✂

### Student B

- 1 What / you / already / eat / today?
- 2 Where / you / go / at the weekend?
- 3 What / you / do / at 1 o'clock yesterday afternoon?
- 4 Where / you / be / in ten years' time?

*UI 1*

# 1A

## What are they like?

### 1 Use the words below to complete the definitions.

bad-tempered bossy cautious gullible industrious  
selfless sociable spontaneous stingy vain

- 1 \_\_\_\_\_ people don't like spending money.
- 2 \_\_\_\_\_ people work very hard.
- 3 \_\_\_\_\_ people think about other people before themselves.
- 4 \_\_\_\_\_ people love spending time with other people.
- 5 \_\_\_\_\_ people often do something without planning it first.
- 6 \_\_\_\_\_ people are always thinking about what they look like.
- 7 \_\_\_\_\_ people like telling other people what to do.
- 8 \_\_\_\_\_ people believe other people's stories even when they're obviously not true.
- 9 \_\_\_\_\_ people can get angry very quickly.
- 10 \_\_\_\_\_ people don't like taking risks.

### 2 Choose the correct words to complete the text.

My sister Monica is an artist and she's very <sup>1</sup>**quick-witted** / **creative**. She writes poetry and draws amazing pictures. But she can also be quite <sup>2</sup>**cruel** / **eccentric**. Her clothes are often very unusual and she always sings loudly when she's walking down the street! She's friendly and <sup>3</sup>**untrustworthy** / **outgoing** and she loves meeting new people. My brother Ted has a very different personality. He's quite <sup>4</sup>**insecure** / **judgemental** and worries a lot about what other people think of him. On the other hand, that makes him really <sup>5</sup>**considerate** / **passionate** because he thinks about other people's feelings. He's also very <sup>6</sup>**sympathetic** / **self-satisfied** if you ever have a problem. But he can be quite <sup>7</sup>**shrewd** / **stubborn**. If he's decided to do something, he won't change his mind.

### 3 **SPEAKING** Work in pairs. Choose one of the scenarios (1–4). Then follow the instructions below.

- Choose one adjective each from the box.
- Act out one of the scenarios to another pair. Try to show your adjective in the way that you behave. Can the other students guess the adjective?

bad-mannered easy-going hard-working light-hearted open-minded  
quick-witted self-confident single-minded thick-skinned well-behaved

#### Scenario 1

- A You want to buy two train tickets to Rome.
- B You are selling train tickets. There is a big queue of customers.

#### Scenario 2

- A You want to order an unusual pizza.
- B You work in a pizza restaurant. The chef is very bad-tempered.

#### Scenario 3

- A You don't feel well.
- B You want to go out for the evening.

#### Scenario 4

- A You don't understand your coursework.
- B You are very busy.

# 1B

## Past perfect simple and past perfect continuous

### 1 Choose the correct options to complete the text.

Janine loved learning new languages and she <sup>1</sup>**had always dreamed / had always been dreaming** of being an interpreter. After she <sup>2</sup>**had finished / had been finishing** her Russian degree at university, she got a job as an interpreter for a local travel company, TravelFast. But after a few years, she began to get a little bored. She <sup>3</sup>**had worked / had been working** for TravelFast for five years when she saw an advertisement for a film company. They were looking for Russian interpreters. By five o'clock that afternoon she <sup>4</sup>**had made / had been making** a video of herself speaking Russian and English and the next morning she sent it to the company. She <sup>5</sup>**had almost forgotten / had almost been forgetting** about the whole thing when, three months later, she got a call from the director. He <sup>6</sup>**had looked / had been looking** for an actress to play the part of a spy in his latest movie, and he thought that Janine would be perfect. Janine got the part and within three years she <sup>7</sup>**had become / had been becoming** one of the most highly paid actresses in Hollywood.

### 2 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs below.

already start always know love never have not study play talk watch

- When I got to the cinema, the film \_\_\_\_\_.
- She \_\_\_\_\_ to her favourite actor for about half an hour before she realised that he was asleep.
- Her neighbours \_\_\_\_\_ loud music all night and she had a terrible headache in the morning.
- They \_\_\_\_\_ that one day their band would become famous.
- He was very musical and \_\_\_\_\_ singing since he was a child.
- Within two weeks, two million people \_\_\_\_\_ her video on YouTube.
- He \_\_\_\_\_ an acting class, but he was a natural performer.
- She \_\_\_\_\_ for very long before she decided to leave university and look for work as a film extra.

### 3 **SPEAKING** Complete these sentences with your own ideas. Put all the pieces of paper into a bag. Then take turns to pick out one piece of paper and read out the sentence. Can the class guess who wrote them?

By the age of \_\_\_\_\_ I had \_\_\_\_\_,  
but I had never \_\_\_\_\_.

I got into trouble when I was \_\_\_\_\_  
because I had \_\_\_\_\_.

I had been \_\_\_\_\_ for two hours / the  
whole day / several weeks, when \_\_\_\_\_.

When I arrived at school, I had \_\_\_\_\_.

I had never \_\_\_\_\_ before last month.





**1 Correct the underlined mistake in each sentence. Use the past simple where *used to* or *would* are not possible.**

- 1 He would study \_\_\_\_\_ mathematics at university when he was eighteen.
- 2 They would hate \_\_\_\_\_ watching TV when they were children.
- 3 He used to go \_\_\_\_\_ to college for five years.
- 4 She use to spend \_\_\_\_\_ her weekends at the local museum.
- 5 We used to win \_\_\_\_\_ the top prize at the Science Fair last month!
- 6 My brother would be \_\_\_\_\_ the best tennis player in our school, but then he broke his arm.
- 7 Would they earn \_\_\_\_\_ a lot of money when they were famous?
- 8 Did you used to \_\_\_\_\_ enjoy school when you were younger?

**2 Complete the dialogue with *would* or *used to* and the verb in brackets. Use *would* where possible.**

- Jake** Hi, Rachel. I've just seen this picture of you from three years ago. I didn't know you <sup>1</sup>\_\_\_\_\_ (have) long hair.
- Rachel** Oh yes. It <sup>2</sup>\_\_\_\_\_ (be) really long. But it <sup>3</sup>\_\_\_\_\_ (take) hours to dry after swimming, and I <sup>4</sup>\_\_\_\_\_ (go) to swimming practice every morning before school.
- Jake** Every morning. Wow! You really <sup>5</sup>\_\_\_\_\_ (love) swimming!
- Rachel** Well, I was pretty good at it. I <sup>6</sup>\_\_\_\_\_ (win) all the local competitions – in fact, I <sup>7</sup>\_\_\_\_\_ (put) all my trophies and medals on a special shelf in my room.
- Jake** So what happened? You don't swim now.
- Rachel** No, well, I <sup>8</sup>\_\_\_\_\_ (not / have) time for anything else. And I <sup>9</sup>\_\_\_\_\_ (hate) feeling tired every evening. I still love swimming, but now I just go to the pool at the weekends with my friends.

**3 SPEAKING Imagine how these people became so successful. What did they use to do? What didn't they use to do? Write four sentences for each person. Then compare your ideas in pairs.**

Lily Chen designed a new type of smartphone when she was sixteen years old.



Michael Gruber is a famous pianist and composer. He has written music for several Hollywood films.



Josh, Leah and Holly are in a band called 'The Spikes'. They've just released their first album.

I think Lily used to love science and technology at school. She would spend a lot of time designing new gadgets. She didn't use to ...

# 1

## Grammar Review

Play the game in groups of three or four. Throw the dice and move your counter. Follow the instructions on the square. If you get the answer wrong, go back three squares.

<p><b>1</b></p> <p><b>START HERE</b></p>	<p><b>2</b> <b>Make the question, then answer it!</b></p> <p>What / use to / do / at the weekend / when you / ten years old?</p>	<p><b>3</b> <b>Choose a sentence and complete it with the past perfect simple or past perfect continuous.</b></p> <p>Jodie was furious because ...</p> <p>The house was empty because ...</p> <p>We didn't believe the girl because ...</p>	<p><b>4</b> <b>Choose a sentence. Put the words in the correct order.</b></p> <p>practising / hours / We / song / the / than / for / more / three / been / had</p> <p>his / hadn't / seen / of / any / before / films / They</p> <p>I / of / By / of / written / the / notes / lesson / had / five / the / pages / end</p>
<p><b>8</b></p> <p><b>LUCKY SQUARE!</b></p> <p>← 😊</p> <p>Move forward 3 squares.</p>	<p><b>7</b> <b>Complete this sentence with true facts about yourself.</b></p> <p>By three o'clock yesterday afternoon, I had already ... , but I hadn't ...</p>	<p><b>6</b></p> <p><b>Talk about ...</b></p> <p>how people used to communicate before we had phones and computers.</p>	<p><b>5</b></p> <p><b>Talk about ...</b></p> <p>four things you didn't use to do in the past.</p>
<p><b>9</b> <b>Make the question, then answer it!</b></p> <p>What / use to / be afraid of / when you / five years old?</p>	<p><b>10</b> <b>Choose a sentence and complete it with the past perfect simple or past perfect continuous.</b></p> <p>The car was speeding down the road because ...</p> <p>There was no food in the fridge because ...</p> <p>Rudi felt very sick this morning because ...</p>	<p><b>11</b> <b>Choose a sentence. Put the words in the correct order.</b></p> <p>her / finished / She / the / homework / started / before / lesson / hadn't</p> <p>his / looking / He / hours / for / phone / for / had / been</p> <p>had / My / arrived / already / for / when / we / tickets / sister / the / paid</p>	<p><b>12</b></p> <p><b>UNLUCKY SQUARE!</b></p> <p>← 😞</p> <p>Move back 2 squares.</p>
<p><b>16</b></p> <p><b>LUCKY SQUARE!</b></p> <p>← 😊</p> <p>Move forward 2 squares.</p>	<p><b>15</b> <b>Complete this sentence with a true fact about yourself.</b></p> <p>I had been ... before I ...</p>	<p><b>14</b></p> <p><b>Talk about ...</b></p> <p>how people used to travel before we had cars, trains or buses.</p>	<p><b>13</b></p> <p><b>Talk about ...</b></p> <p>three things you used to wear when you were a small child.</p>
<p><b>17</b> <b>Make the question, then answer it!</b></p> <p>What games / you and your friends / use / play / when you were younger ?</p>	<p><b>18</b> <b>Choose a sentence and complete it with the past perfect simple or past perfect continuous.</b></p> <p>The flowers in the garden were dead because ...</p> <p>My clothes were wet because ...</p> <p>She missed the train because ...</p>	<p><b>19</b></p> <p><b>UNLUCKY SQUARE!</b></p> <p>← 😞</p> <p>Move back 2 squares.</p>	<p><b>20</b></p> <p><b>FINISH</b></p>

# 1

## Vocabulary Review

Work in groups. Pick three cards. Make a news story from the words on the cards.

cruel	publicity	passionate	celebrity	scandal	✂
feedback	provider	miserable	hilarious	stalk	✂
journalist	vain	content	untrustworthy	paparazzi	✂
bossy	wonderful	bad-tempered	subscriber	stubborn	✂
thrilled	sue for libel	thick-skinned	tabloid press	terrified	✂
channel	creative	the press	fascinated	harass	✂



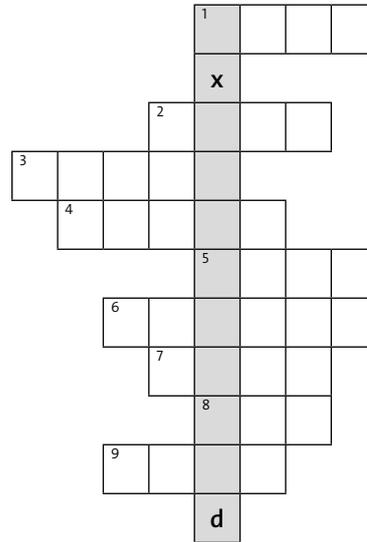
### 1 Complete the adjectives in the sentences.

- I was very a \_\_\_ \_\_\_ m \_\_\_ \_\_\_ when I heard the front door open in the middle of the night.
- We all felt \_\_\_ \_\_\_ a \_\_\_ \_\_\_ o \_\_\_ \_\_\_ \_\_\_ d when our favourite team lost the match.
- I like Sally because she's so \_\_\_ p \_\_\_ \_\_\_ a \_\_\_. She never seems to feel unhappy or angry.
- Don't tell Frank that you lost his bag. He'll be \_\_\_ \_\_\_ \_\_\_ o \_\_\_ s!
- We've got our most important exams tomorrow and everyone is very \_\_\_ \_\_\_ r \_\_\_ s s \_\_\_ \_\_\_ .
- Can you please try to be calmer? It doesn't help when you're \_\_\_ y \_\_\_ \_\_\_ r \_\_\_ \_\_\_ a \_\_\_ like this.
- They were \_\_\_ h \_\_\_ \_\_\_ l l \_\_\_ \_\_\_ to find out that they had won first prize in the competition.
- She felt \_\_\_ \_\_\_ m \_\_\_ \_\_\_ i a \_\_\_ \_\_\_ \_\_\_ when the whole class laughed at her mistake.
- I keep trying to check my email, but my phone isn't working. I feel really e \_\_\_ \_\_\_ s \_\_\_ \_\_\_ \_\_\_ \_\_\_ d.
- At first he wanted to go to the cinema and then he wanted to stay at home – he's so i \_\_\_ \_\_\_ \_\_\_ c \_\_\_ \_\_\_ \_\_\_ v \_\_\_ \_\_\_ .

### 2 Complete the idioms. What is the mystery adjective?

- be on ...
- be tearing your ... out
- be in two ... about something
- be down in the ...
- be green with ...
- something gets on your ...
- lose ...
- blow your ...
- be ... the moon

**Mystery adjective:** \_\_\_ x \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ d



### 3 **SPEAKING** Work in pairs. Choose one of the idioms from exercise 2. Imagine a situation where you might feel like this. Act out the situation in pairs to the class. Can they guess the idiom?

A Hurrah! It's amazing!

B Yes, it is! Our team won the match! We're so happy!

C Are you over the moon?

A & B Yes, we are!

# 2B

## Comparison

### 1 Choose the correct options to complete the sentences.

- 1 He walked **further** / **more far** than he'd planned and suddenly realised that he was lost, alone in the dark.
- 2 The **more** / **most** I hear about your plans, the **least** / **less** I like them.
- 3 Could you play more **quietly** / **quieter**, please? I'm trying to work.
- 4 They're much richer **as** / **than** they were last year, but I don't think they're **more content** / **contenter**.
- 5 He spoke less **confident** / **confidently** than his friends.
- 6 The play finished much **earliest** / **earlier** than I expected.
- 7 The **loudly** / **louder** she sings, the **worse** / **bad** it sounds!
- 8 You don't drive as fast **as** / **than** your brother does.

### 2 Complete the sentences with the words below.

a as even just like lot near quite

- 1 Are you \_\_\_\_\_ tall as your cousin?
- 2 She's nowhere \_\_\_\_\_ as good at sports as her friend is.
- 3 London's population is nothing \_\_\_\_\_ as big as Mexico City's.
- 4 Your house is not \_\_\_\_\_ as close to the school as mine is.
- 5 It's a \_\_\_\_\_ colder than it was yesterday.
- 6 There are \_\_\_\_\_ as many students in my class as in yours.
- 7 He's \_\_\_\_\_ worse at cooking than his sister!
- 8 She feels \_\_\_\_\_ little more upbeat than she did last week.

### 3 **SPEAKING** Work in pairs. Compare the things in the photos. Use the adjectives below and your own ideas.

cheap comfortable dangerous exciting expensive fast fun good for you  
healthy interesting spectacular

I know a bicycle isn't as fast as a sports car, but it's a lot healthier. Driving a sports car is nowhere near as good for you as riding a bike, but it is more exciting.

Cycling and driving are both fun, but driving a sports car is even more fun than riding a bike.







**1 Complete the second sentence so that it has a similar meaning to the first.**

- 1 I think it's a bad idea to play loud music late at night.  
\_\_\_\_\_ loud music late at night is a bad idea.
- 2 She never does her homework on time.  
She always forgets \_\_\_\_\_ her homework on time.
- 3 She hasn't played tennis for three months.  
She stopped \_\_\_\_\_ tennis three months ago.
- 4 I heard her. She shouted 'Help!' very loudly.  
I heard her \_\_\_\_\_ 'Help!' very loudly.
- 5 I don't think that I've met your brother.  
I don't remember \_\_\_\_\_ your brother.
- 6 Please go to the shop and buy some milk on your way home.  
Please stop \_\_\_\_\_ some milk on your way home.
- 7 It's difficult for me to meet new people because I'm very shy.  
\_\_\_\_\_ new people is difficult for me because I'm very shy.
- 8 The spider crawled up my leg.  
I felt the spider \_\_\_\_\_ up my leg.

**2 Complete the dialogue with the correct form of the verbs in brackets. Use *-ing*, *to + infinitive* or infinitive without *to*.**

**Rosa** I'm worried about Michael. He avoided <sup>1</sup>\_\_\_\_\_ (talk) to me at the party yesterday and he pretended <sup>2</sup>\_\_\_\_\_ (not / hear) me when I asked him why.

**Louis** Did you do something to upset him?

**Rosa** Well, yes. I borrowed his phone last week and unfortunately I broke it.

**Louis** I'm not surprised he's annoyed with you! Did you offer <sup>3</sup>\_\_\_\_\_ (pay) for it?

**Rosa** Of course! I apologised for <sup>4</sup>\_\_\_\_\_ (break) it and tried <sup>5</sup>\_\_\_\_\_ (buy) him a new phone, but he kept <sup>6</sup>\_\_\_\_\_ (say) that it didn't matter.

**Louis** Why not <sup>7</sup>\_\_\_\_\_ (send) him an email? You can ask him <sup>8</sup>\_\_\_\_\_ (explain) why he's not talking to you.

**Rosa** OK. I'd rather <sup>9</sup>\_\_\_\_\_ (speak) to him directly, but maybe an email's the best idea.

**3 **SPEAKING** Work in pairs. How well do you know your partner? Complete these sentences with ideas about your partner. Then read out your completed sentences. Does your partner agree?**

- 1 \_\_\_\_\_ sometimes avoids \_\_\_\_\_.
- 2 He/She would rather \_\_\_\_\_ than \_\_\_\_\_.
- 3 \_\_\_\_\_ is something that he/she really hates!
- 4 \_\_\_\_\_ makes him/her laugh.
- 5 He/She sometimes forgets \_\_\_\_\_.
- 6 He/She always remembers \_\_\_\_\_.

Toby sometimes avoids answering his emails.  
He would rather play football than do his homework!

## 1 Read the dialogue and complete the gaps with the phrases below.

can I have a word   could we possibly agree   I didn't realise   is there   is supposed to be  
just that   should have said something   want to bring it up

**Rob** Hi, Jake. Listen, <sup>1</sup>\_\_\_\_\_ with you about your friends Ali and Jed?

**Jake** Yes, of course. There isn't a problem, <sup>2</sup>\_\_\_\_\_?

**Rob** Well, actually, yes there is. I'm really not happy about them staying with us for so long.

**Jake** Oh, I'm sorry. You <sup>3</sup>\_\_\_\_\_ earlier.

**Rob** I didn't <sup>4</sup>\_\_\_\_\_, but they've been here for three weeks now. The house is always really messy, and they eat all my food from the fridge.

**Jake** It's <sup>5</sup>\_\_\_\_\_ they haven't got anywhere else to stay at the moment.

**Rob** I know, but this flat <sup>6</sup>\_\_\_\_\_ for students at our college.

**Jake** Is that right? <sup>7</sup>\_\_\_\_\_ that.

**Rob** So how can we resolve this?

**Jake** I'll talk to them tomorrow. Maybe they can stay with some other friends for a while.

**Rob** And <sup>8</sup>\_\_\_\_\_ on a maximum of three or four nights for any friends to stay?

**Jake** Sure.

## 2 Act out the dialogue in pairs.

3 **SPEAKING** Work in pairs. Choose one of the situations below and have a similar conversation.

You are annoyed because your flatmate keeps borrowing your clothes.

You are certain that you do the supermarket shopping more often than your flatmate.

Your flatmate wakes you up very early in the morning when he does an hour-long workout to loud music.

Your flatmate has lost three sets of keys to the flat in the last six months.

Your flatmate had a party when you were away and still hasn't cleaned up properly.

You are worried because your flatmate hasn't paid their half of the rent this month.

**Work in two teams.**

**Students in Team A:** Find the person in Team B with the matching ending of your sentence.

**Students in Team B:** Find the person in Team A with the matching beginning of your sentence.

Team A

**My sister is furious because I forgot**

**I would rather stay at home**

**I think you should apologise for**

**Why do you never offer**

**The teacher threatened**

**The faster you drive,**

**She is much better at maths**

**My phone is nowhere near**

**The news today is even worse**

**Our house is not quite**



Team B

**to buy her a birthday present.**

**than go out tonight.**

**breaking my favourite cup.**

**to help me with my homework?**

**to call my parents about my rudeness in class.**

**the more scared I feel.**

**than she was last year.**

**as expensive as my friend's.**

**than it was yesterday.**

**as close to the station as yours.**







*UI 2*

1 What part of the body do you use to make these gestures? Put the verbs below in the correct column.

frown grin point pout wave wink yawn

mouth	forehead	hand/arm	eye

2 Complete the sentences with the correct part of the body.

- 1 She pursed her \_\_\_\_\_ in disapproval.
- 2 I sometimes bite my \_\_\_\_\_ when I feel very stressed.
- 3 He raised his \_\_\_\_\_ in surprise when he heard the news.
- 4 You don't have to say anything. If you agree, just nod your \_\_\_\_\_.
- 5 He didn't speak, but shrugged his \_\_\_\_\_ and walked away.
- 6 I'm going to cross my \_\_\_\_\_ and hope that I win the competition.
- 7 She folded her \_\_\_\_\_ and sat back in her chair, looking very bored.
- 8 We gave a \_\_\_\_\_ up to Gemma as she began the race.

3 **SPEAKING** Work in groups. Play 'Chain Story'. Begin with the sentence below. Take turns to continue the story, one sentence at a time. Each sentence must contain at least one of the words and expressions below.

***I yawned as I got out of bed early on Saturday morning.***

**scratch your head**      grimace      sniff      **shake your head**  
*purse your lips*      wink      cough      hiccup  
*fidget*      **frown**      sigh      gasp  
yawn      snore      wave      shrug your shoulders  
clear your throat      bite your fingernails      **cover your mouth**  
**give a thumbs up**      point      **grin**      sneeze      **scowl**

I yawned as I got out of bed early on Saturday morning.

In the room next to me, my brother was still snoring.

I grimaced at the awful noise and then went downstairs to make some breakfast.

## 1 Choose the correct options to complete the emails.

Hi Kamlai

I'm having a great holiday in Thailand. Your cousins are so friendly and great fun. Can you give me some advice, please? I've been invited to your uncle's house tomorrow for lunch. <sup>1</sup>\_\_\_\_\_ bring a present?

Anna

Hi Anna

Good to know that you're enjoying your holiday. Yes, my aunt and uncle are quite traditional, so you <sup>2</sup>\_\_\_\_\_ bring a present with you. You <sup>3</sup>\_\_\_\_\_ spend a lot of money – a small box of chocolates or some simple flowers are fine. You <sup>4</sup>\_\_\_\_\_ take your shoes off when you go inside. My aunt and uncle never wear shoes in the house. And you <sup>5</sup>\_\_\_\_\_ arrive on time! Being late is very rude!

We usually serve ourselves from big plates with different types of food on the table. You <sup>6</sup>\_\_\_\_\_ choose any food that you don't like and you <sup>7</sup>\_\_\_\_\_ eat everything on your plate – it's OK to leave some food, but you <sup>8</sup>\_\_\_\_\_ leave any rice. That's because rice is very important in our culture.

I'm sure you'll have a wonderful time!

Kamlai

- |                      |                 |
|----------------------|-----------------|
| 1 A Am I supposed to | B Needn't I     |
| 2 A ought to         | B mustn't       |
| 3 A must             | B don't have to |
| 4 A should           | B shouldn't     |
| 5 A don't need to    | B must          |
| 6 A have to          | B needn't       |
| 7 A don't have to    | B should        |
| 8 A mustn't          | B ought to      |

3 **SPEAKING** Work in pairs.

**Student A:** You are the tourist information officer for a very unusual country. Explain its strange customs to Student B. Make some recommendations about things that Student B could do in your country.

**Student B:** You are a visitor to Student A's country. Ask for advice about how to behave there. Find out what kind of things you can do there.

## 2 Choose the correct options to complete the emails.

Hi Kamlai

Thanks for your email. I had a fantastic time at your aunt and uncle's house. Now I need some more advice. I want to spend a couple of days on the beach. I'm sure there <sup>1</sup>**must / could** be a good beach not too far from Bangkok.

Anna

Hi Anna

There are so many lovely beaches in Thailand! Hua Hin beach is very popular, and you <sup>2</sup>**can't / 'll be able to** get a bus there from Sai Tai Mai Terminal in Bangkok. The journey <sup>3</sup>**should / must** take about 3.5 hours. However, it <sup>4</sup>**can't / can** get very busy at the weekend.

You <sup>5</sup>**can't / could** visit Koh Lipe. That's my favourite beach! You <sup>6</sup>**may / will be able to** like it because it's really peaceful and beautiful, but you <sup>7</sup>**might / should** get a bit bored in the evenings. The other problem is that you <sup>8</sup>**mustn't / can't** get there very quickly – it's 800 km from Bangkok.

Why don't you talk to my cousins? They <sup>9</sup>**ll be able to / must** give you the best advice, because they live in Bangkok and they love swimming in the sea!

Have a fantastic time!

Kamlai





**1 Use the information and the prompts to write sentences with past modals.**

- 1 He met the Queen. He didn't bow.  
He / should / bow / when he met the Queen.  
\_\_\_\_\_
- 2 We sent an invitation. They didn't come to our party.  
They / must / lose / the invitation.  
\_\_\_\_\_
- 3 Harry's friend Jim didn't answer his phone last night.  
Jim / might / go / out.  
\_\_\_\_\_
- 4 I'm annoyed with you because you didn't reply to my email.  
You / might / reply / to my email!  
\_\_\_\_\_
- 5 I sent a letter to my sister last week.  
She / should / receive / the letter / by now.  
\_\_\_\_\_
- 6 People should cover their shoulders when they visit this temple, but John didn't.  
John / supposed / cover / his shoulders when he visited this temple.  
\_\_\_\_\_
- 7 Amy is crying. Perhaps she had an argument with her friend last night?  
Amy / could / have an argument with her friend last night.  
\_\_\_\_\_
- 8 Julie gave Rick a present yesterday. He didn't say thank you.  
Rick / ought to / say thank you / for the present.  
\_\_\_\_\_

**2 Complete the dialogues with *should have*, *shouldn't have*, *must have*, *might have* or *can't have* and the verb in brackets.**

- 1 A Hi. Sorry I'm late. I \_\_\_\_\_ (take) the bus. The traffic was awful and it was really slow.  
B Yes, you are late! You \_\_\_\_\_ (come) on your bike. Then you \_\_\_\_\_ (arrive) on time!
- 2 A Do you know where Bob is?  
B He was here earlier, but I can't see him now. I don't know, he \_\_\_\_\_ (go) home early.  
A No, he \_\_\_\_\_ (leave) yet because his bike's still outside.
- 3 A How was your weekend?  
B It was a disaster! I went to Abi's party on Saturday. When I got there everyone was wearing smart clothes and I came in jeans and a T-shirt. They \_\_\_\_\_ (think) that I was really strange.  
A That's embarrassing. She \_\_\_\_\_ (tell) you that it was a formal party.  
B I know. And I \_\_\_\_\_ (bring) a present for Abi's mum. It was her birthday, but I didn't know!  
A Oh dear!

**3 SPEAKING Read about the situations below and complete the sentences with your own ideas. Then compare your ideas in pairs.**

- Yesterday you went to your friend's party. Today your friend isn't speaking to you.  
*I must have* \_\_\_\_\_ .  
*I might have* \_\_\_\_\_ .  
Your teacher always starts the lesson with a vocabulary test. Today she didn't.  
*She must have* \_\_\_\_\_ .  
*She can't have* \_\_\_\_\_ .  
Your brother isn't answering his phone.  
*He must have* \_\_\_\_\_ .  
*He might have* \_\_\_\_\_ .  
Your friend feels very embarrassed this morning.  
*He should have* \_\_\_\_\_ .  
*He might have* \_\_\_\_\_ .

# 3

## Grammar Review

### Work in groups of three.

**Student A** Start the game by laying a card on the table.

**Students B and C** Try to find a matching card. The student who finds the match chooses the next card to lay on the table. Who can use up all their cards first?

Student A	Student B	Student C
She should have brought her umbrella.	She got really wet when it started to rain.	He was very late to school this morning.
He might have missed his bus.	They must have gone on holiday.	Their house is empty and they aren't answering the phone.
You don't have to wear a uniform for this job.	You can wear your own clothes.	You should always arrive on time for a meeting.
It's very rude to be late in our country.	You might see her at the sports centre.	She usually goes swimming on Saturday afternoons.
He must be the sports teacher.	He's wearing a tracksuit and carrying a football.	He can't have driven to school.
He doesn't have a car.	She did really well in the test yesterday.	She must have studied hard last week.

## 3

## Functional Language Practice: Moving onto another topic and paraphrasing

1 Work in small groups. Look at the photo. Discuss the questions.



- 1 What can you see in the picture?
- 2 What are the people doing?
- 3 What festival do you think this is?

2 Check your ideas in the text below. Then correct the underlined mistakes.

I'd like to tell you about a festival from my country called Diwali. Diwali is the five-day Festival of Lights. During this time, all the houses, shops and public places put out 'diyas'. A diya is 1kind of light or lantern. We put out these lanterns to welcome Lakshmi, the goddess of wealth. 2As far for food is concerned, we eat special sweet snacks. 3In my language, we'd say them 'mithai'. They're really delicious. 4There's something other I'd like to talk about, and that's fireworks. We always have big fireworks displays to celebrate Diwali. 5Turning now on the topic of decoration, we use coloured rice or powder to make patterns, called rangoli on the floor. 6And that turns me to the subject of our houses. We always clean our house before the festival begins. 7It's anything we do as a celebration of new beginnings.

3 **SPEAKING** Work in pairs. Take turns to prepare a presentation and then perform it to your partner.

A group of aliens is visiting Earth. They want you to explain some of the strange habits and customs on your planet. Choose one of the topics below and prepare a presentation about it. Remember that your audience knows nothing about the subject.

- How to play football.
- How to make a cup of tea.
- How to use a public swimming pool.
- How to buy food at a supermarket.





# 4A

## Getting away from it all

1 Complete the holiday and holiday accommodation words below.



1 b \_\_\_\_\_ holiday



2 w \_\_\_\_\_  
s \_\_\_\_\_ holiday



3 c \_\_\_\_\_-s \_\_\_\_\_ g



4 h \_\_\_\_\_ b \_\_\_\_\_



5 c \_\_\_\_\_



6 b \_\_\_\_\_



7 t \_\_\_\_\_



8 c \_\_\_\_\_



9 c \_\_\_\_\_

2 Choose the correct options to complete the text.

Last year, after I finished my exams, I was very tired and I needed to <sup>1</sup>**recharge** / **try** my batteries. Although I usually enjoy city <sup>2</sup>**camp**s / **break**s, this time I decided to <sup>3</sup>**get away** / **hang out** from it all and go on a cycling holiday in Scotland. I wanted to <sup>4</sup>**be** / **see** physically active on my holiday, but I also wanted to <sup>5</sup>**pamper** / **broaden** my horizons.

We stayed in a different youth <sup>6</sup>**hostel** / **hotel** every night. I really enjoyed <sup>7</sup>**try**ing / **do**ing the local food and <sup>8</sup>**see**ing / **find**ing the sights in the different towns and villages along our route. It was a great way to <sup>9</sup>**meet** / **take** new people and <sup>10</sup>**have** / **do** new experiences.

3 **SPEAKING** Work in pairs. You have both just returned from your summer holiday. Talk to each other about your holiday experiences.

**Student A** Your holiday was amazing. Describe it to your partner. Talk about:

- what you did.
- where you stayed.
- why it was so wonderful.

**Student B** Your holiday was awful. Describe it to your partner. Talk about:

- what you did.
- where you stayed.
- why it was so awful.

# 4B

## Future continuous, future perfect and future perfect continuous

**1** Complete the dialogue with the future continuous, future perfect or future perfect continuous form of the verbs in brackets.

**Nadia** By this time tomorrow, I <sup>1</sup> \_\_\_\_\_ (already / leave) home and I <sup>2</sup> \_\_\_\_\_ (sit) in a taxi on the way to the airport for half an hour.

**Sue** Really? Well, at this time tomorrow, I <sup>3</sup> \_\_\_\_\_ (still / sleep) in my bed! I never get up before 10 a.m. on Saturdays.

**Nadia** By 10 a.m., I'll be in the airport and I <sup>4</sup> \_\_\_\_\_ (wait) for my plane for 30 minutes.

**Sue** So when will you get to the hotel?

**Nadia** The plane lands at 1 p.m., so by 2 p.m. <sup>5</sup> \_\_\_\_\_ (take) a bus to the hotel. And by 5 p.m. I <sup>6</sup> \_\_\_\_\_ (lie) on the beach!

**Sue** Lucky you! By 5 p.m. tomorrow, I <sup>7</sup> \_\_\_\_\_ (finish) my science project and I <sup>8</sup> \_\_\_\_\_ (help) my dad with the household chores. Boring!

**2** Look at Rachel's holiday timetable for tomorrow. Complete the sentences about her plans with the correct future form.

TOMORROW	
10.00 – 11.00	skiing lesson
11.30 – 12.30	snowboarding
12.30 – 14.00	lunch at Alpine restaurant
14.15	bus to Lausanne
16.30	arrive at Lausanne

1 At 10.05 she / start / skiing lesson

\_\_\_\_\_

2 At 10.30 she / ski / for half an hour

\_\_\_\_\_

3 At 11.15 she / finish / skiing

\_\_\_\_\_

4 At 12.00 she / snowboard

\_\_\_\_\_

5 At 13.00 she / have lunch

\_\_\_\_\_

6 At 14.20 she / sit / on the bus for five minutes

\_\_\_\_\_

7 At 16.35 she / arrive / at Lausanne

\_\_\_\_\_

**3** **SPEAKING** Work in pairs. Role-play a celebrity interview.

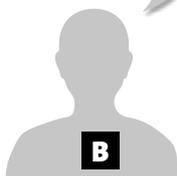
**Student A** You are a very wealthy celebrity. Imagine your exciting plans for tomorrow.

**Student B** You are a journalist. You want to find out what exciting things Student A is planning for tomorrow.

What will you be doing at 9 o'clock tomorrow?

And what ...

By 9 o'clock I will already have flown my personal helicopter to Paris and I will be meeting some of my fans.







## 4D

## Future time clauses

## 1 Choose the correct options to complete the sentences.

- 1 Once we **buy** / **will buy** a tent, we can go camping whenever we want.
- 2 As soon as your parents **have arrived** / **will have arrived**, we'll tell them about our plans.
- 3 She'll write her postcards while she **'ll be sitting** / **'s sitting** by the pool.
- 4 By the time you **'re hearing** / **hear** this message, I'll be on my way to Guatemala.
- 5 The minute you **get** / **'ll get** there, you'll start to feel more relaxed.
- 6 When she **'ll have finished** / **'s finished** taking photos, she'll start reading her book.
- 7 I'll call you tomorrow while I **'m waiting** / **'ll be waiting** for my plane.
- 8 The moment you **'ll finish** / **'ve finished** packing, we'll leave.

## 2 Match the sentence halves.

- |  |  |
|--|--|
| 1 If we like this hotel,                       | a I'll go home tonight.                        |
| 2 If the weather hasn't improved by tomorrow,  | b we'll have spent twelve hours on this coach. |
| 3 If we aren't meeting tomorrow,               | c you'll have spent all your holiday money.    |
| 4 If we get there at six o'clock this evening, | d you won't enjoy this holiday.                |
| 5 If they can't ski,                           | e we'll book the same place next year.         |
| 6 If you don't like camping,                   | f they'll be wondering where we are.           |
| 7 If they haven't received our postcard,       | g they won't have much to do on this holiday.  |
| 8 If you buy that expensive souvenir,          | h pack your bags and come home!                |

3 **SPEAKING** Work in groups. Think of your own ideas to complete these sentences. Then ask and answer in your groups to find out what other people wrote.

*If I can't afford to go on holiday this year, ...*

If I go out with my friends tonight, ...

If there aren't any good films to watch on TV, ...

By the time I go to bed tonight, ...

*As soon as I finish this lesson, ...*

When I leave home, ...

What will you do if you can't afford to go on holiday this year?

If I can't afford to go on holiday this year, I'll probably stay at home and camp in the garden!

## 4

## Grammar Review

Work in groups of four or five. Take turns to pick up one card from each pile. Try to make a sentence using the phrases on the cards. Use the future continuous, future perfect and future perfect continuous tenses.

By this time next week, I'll have slept in a tent for four nights.

## Time clause cards

as soon as	by this time next week
by the time	in case
the minute	on condition that
when	in about half an hour
this time tomorrow	for three weeks

## Activity cards

pack my bags	see the sights
swim in the sea	ski
arrive at my hotel	travel around the world
sleep in a tent	board our plane
write a postcard / postcards	look at a map

## Play Holiday Dominoes in pairs.

### Holiday nouns and adjectives

share apartment	guest
house	package
holiday	youth
hostel	house
swap	eco
tourism	camp
site	mind-
blowing	run-
down	over
crowded	breath
taking	self-catering
apartment	time

### Holiday activity and travel collocations

the sights	set
off on a journey	stop
over at different places	pamper
yourself at a spa	do
some volunteer work	get
back home	recharge
your batteries	taste
a local dish	come
across something new	sleep
rough	go
off the beaten track	put
up the tent	see





*W* 3

## 1 Complete the text with the words and phrases below.

adore feel sorry have a lot in common looks down  
on the same wavelength respects trust very close wary of

I've got four cousins and they're all very different in personality. I <sup>1</sup> \_\_\_\_\_ with Beth. We both love music and sport and we agree about most things – she's <sup>2</sup> \_\_\_\_\_ as me. I'm also <sup>3</sup> \_\_\_\_\_ to Fred. We're more like brothers than cousins. I'm quite <sup>4</sup> \_\_\_\_\_ Stefan, on the other hand. I don't really <sup>5</sup> \_\_\_\_\_ him, and I don't think he always tells the truth. Also, I don't think he really <sup>6</sup> \_\_\_\_\_ me. In fact, sometimes I feel that he <sup>7</sup> \_\_\_\_\_ on me. Of course, I <sup>8</sup> \_\_\_\_\_ my baby cousin, Gemma. She's only three years old and she's so sweet. But I do sometimes <sup>9</sup> \_\_\_\_\_ for her because she's the youngest and the others often tease her.



## 2 Choose the correct intentions for each comment below.

- |  |                                      |
|--|--------------------------------------|
| 1 'You look beautiful today!'                            | compliment someone / lecture someone |
| 2 'You're really stupid!'                                | insult someone / warn someone        |
| 3 'Well done! That sounded amazing!'                     | nag someone / praise someone         |
| 4 'Watch out! There's a car coming!'                     | offend someone / warn someone        |
| 5 'Why haven't you done your homework yet?'              | nag someone / flatter someone        |
| 6 'You're ten years old, and you can't ride a bike yet!' | compliment someone / tease someone   |
| 7 'You were very unkind to your friend.'                 | tell someone off / praise someone    |
| 8 'You're definitely the best runner in the class.'      | insult someone / flatter someone     |

3 **SPEAKING** Work in pairs. Choose a verb from A and a pair of characters from B. Think of a dialogue between the characters and act it out to other pairs of students. Can they guess the verb?

## A

compliment someone  
insult someone  
lecture someone about something  
nag someone about something  
offend someone  
praise someone  
tease someone  
warn someone about something

## B

a parent and a child  
a teacher and a student  
a police officer and a young person  
two workers in an office  
a sports coach and an athlete  
a driving instructor and a learner driver  
a couple on their first date  
an elderly married couple

Hi, Jenny, congratulations!  
You played really well today.

Thanks, coach. It was a good game.

Yes, it was, and you were the  
best player on the field.

**1 Find and correct the mistakes in the sentences. There is one mistake in each sentence.**

1 No sooner I did see her than I knew she was upset.

\_\_\_\_\_

2 Under no circumstances should lose you your temper.

\_\_\_\_\_

3 Hardly ever anyone had spoken to her like that before.

\_\_\_\_\_

4 Try not thinking about past mistakes.

\_\_\_\_\_

5 She regrets never tell her family about it.

\_\_\_\_\_

6 Not only she dislike him, she also didn't trust him.

\_\_\_\_\_

7 Not until they started speaking he did realise that he had offended them.

\_\_\_\_\_

8 Only once she has forgotten my birthday.

\_\_\_\_\_

**2 Complete these sentences with negative structures. Use one word in each gap.**

1 \_\_\_\_\_ you rather discuss the problem together?

2 At \_\_\_\_\_ time did I insult you or your family.

3 On no \_\_\_\_\_ should you ignore his remarks.

4 \_\_\_\_\_ she reply to your email?

5 She was disappointed \_\_\_\_\_ to see him before he left.

6 No sooner did he close the door \_\_\_\_\_ he regretted his angry words.

7 \_\_\_\_\_ had he been so close to any of his other friends.

8 Rarely \_\_\_\_\_ sisters get on so well together.

**3 SPEAKING** Work in pairs. Discuss what NOT to do when you are feeling stressed about exams. Make notes of your ideas. Then use negative structures to write five sentences of advice for the leaflet below. Present your ideas to the class and comment on other students' advice.

## ***Coping with exam stress: what NOT to do!***

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_







## 1 Choose the correct options to complete the text.

I love watching <sup>1</sup> **the** / – ‘buddy’ movies and one of my favourites is actually about three animals: two dogs and <sup>2</sup> **a** / **the** cat. <sup>3</sup> **The** / **A** movie is called *Homeward Bound* and it’s set in <sup>4</sup> – / **the** USA. It’s the story of how these three animals travel across <sup>5</sup> **the** / – California to find their way home. <sup>6</sup> **A** / **The** film uses <sup>7</sup> **the** / – real animals and they’re all brilliant actors! I think it’s <sup>8</sup> **a** / **the** funniest film I’ve ever seen, but it’s also really moving. I would recommend it for both <sup>9</sup> **a** / **the** young and <sup>10</sup> **a** / **the** old.



## 2 Rewrite the sentences using the words in brackets.

- |  |   |
|--|---|
| <p>1 There are no children in this book. (none / people)<br/>_____ are children.</p> <p>2 I’ve got two sisters. They are writers. (both)<br/>_____ are writers.</p> <p>3 I don’t like many romantic comedies. (few)<br/>There _____ I like.</p> <p>4 She’s got a large number of DVDs. (a lot)<br/>She _____.</p> <p>5 He didn’t make much money from this film.<br/>(only / little)<br/>_____ from this film.</p> | <p>6 All the main characters in this film are unhappy.<br/>(Every one)<br/>_____ is unhappy.</p> <p>7 I’ve got a lot of cousins. Some of them are French.<br/>(several)<br/>_____ French.</p> <p>8 There are ten people in this room. Five are from New York.<br/>(Some)<br/>_____ are from New York.</p> <p>9 Jim gave £20 each to his daughters. (Each)<br/>_____ got £20 from Jim.</p> <p>10 We need one extra table for our party tonight. (another)<br/>_____ for our party tonight.</p> |
|--|---|

3 **SPEAKING** Work in pairs. Complete the sentences with five truths and one lie. Then try to spot your partner’s lie.

None of my family ...

There are very few ... in my ...

All my friends ...

I like both ... and ...

Several of my favourite movies ...

I spend a lot of time ...

**Work in groups of three or four.**

- 1 All of my teachers are male.
- 2 Never before have I met someone so impressive.
- 3 Isn't it be a good idea to talk to someone about your problems?
- 4 There are few friends I really trust.
- 5 No sooner did she eat the sandwich than she started to feel sick.
- 6 It's one of a strangest films I've ever seen.
- 7 Try not to lecture me about my homework, please!
- 8 They regret not to listen to his advice.
- 9 A lot of the people in my family are good at sport.
- 10 Not only should you stop complaining, you should also start trying to be more positive.
- 11 Didn't spend she the weekend at your house?
- 12 Only when you stop shouting will I listen to what you're trying to say.
- 13 None the people at the party liked the music.
- 14 They live in France, but his parents are from the United Kingdom.
- 15 I bought a new bag yesterday – a bag is red with blue stripes.
- 16 Under no circumstances should you leave the class during lessons.
- 17 At no time I have ever insulted my parents.
- 18 She loves healthy food, but she hates pizza!
- 19 I have invited each of my friends.
- 20 She works with poor.

# 5

## Functional Language Practice: Speculating and deducing

1 Complete the description of the photo.



This photo 's \_\_\_ s to show a teacher and a student at a school or college. They're standing by some lockers. The boy's holding something – I can't be <sup>2</sup>c \_\_\_\_\_ n, but it <sup>3</sup>c \_\_\_\_\_ d be a book, or maybe a folder. Judging by their <sup>4</sup>e \_\_\_\_\_ s, I'd say that the teacher is probably telling the student off. She's frowning, so she <sup>5</sup>m \_\_\_\_\_ be quite annoyed. He <sup>6</sup>m \_\_\_\_\_ t be apologising, or he could be making an excuse. In the background, two other boys <sup>7</sup>a \_\_\_\_\_ r to be smiling. They're looking at the teacher and the student with the book, so I might be <sup>8</sup>w \_\_\_\_\_ g, but I think they're laughing at him.

2 **SPEAKING** Work in pairs.

**Student A** Look at the photo below. Think of words for each category below to describe it. Then talk to Student B about your photo.



Appearance	Location	Emotions	Actions

**Student B** Look at the photo below. Think of words for each category below to describe it. Then talk to Student A about your photo.



Appearance	Location	Emotions	Actions





**1 Match food items a–f with descriptions 1–6.**

1 dairy products      2 nuts      3 poultry  
4 processed food      5 processed meat      6 wholegrain

a sausages      b cheese      c brown rice  
d chicken      e biscuits      f almonds

**2 Complete the sentences with the words below.**

additives calcium calories carbohydrate cholesterol  
fibre mineral preservatives protein vitamin

- 1 We put \_\_\_\_\_ in our food to make it last for a longer period of time.
  - 2 We use \_\_\_\_\_ to express how much energy is in our food.
  - 3 Foods like fruit and whole grains have a lot of \_\_\_\_\_, which helps with digestion.
  - 4 You can get \_\_\_\_\_ from eggs, meat and nuts.
  - 5 Iron is an example of a \_\_\_\_\_ in our food.
  - 6 Pasta, bread and rice are all high in \_\_\_\_\_.
  - 7 Tomatoes and strawberries are a good source of \_\_\_\_\_ C.
  - 8 Manufacturers often put \_\_\_\_\_ in our food to make the flavours stronger or the colours brighter.
  - 9 Too much \_\_\_\_\_ from unhealthy fats can be very bad for you.
  - 10 \_\_\_\_\_ helps us to make our bones stronger.
- 3 SPEAKING** Work in pairs. Complete the healthy eating plan for one day. Then compare your plan with another pair's ideas. Make suggestions about how they could make their plan healthier.

Your plan looks really delicious, but I don't think the afternoon snack is very healthy. Crisps are high in fat, additives and salt. How about an apple?

## Today's Healthy Eating Plan

Breakfast _____	Afternoon snack _____
Mid-morning snack _____	Supper _____
Lunch _____	Drinks _____

# 6B

## The passive

### 1 Choose the correct options to complete the text.

In 1918, just as the First World War was ending, there was a major outbreak of flu. Today, this virus <sup>1</sup> \_\_\_ as 'Spanish Flu'. Five hundred million people across the world <sup>2</sup> \_\_\_ with the virus between 1918 and 1920. Many soldiers, who <sup>3</sup> \_\_\_ for their battle injuries in hospitals, caught the disease. Historians believe that, by the end of 1920, 100 million people <sup>4</sup> \_\_\_ by the virus.

Flu can still be a dangerous illness and research <sup>5</sup> \_\_\_ at the moment to try to develop stronger and more effective vaccinations against it. New treatments <sup>6</sup> \_\_\_ and in the future, scientists hope that a cure <sup>7</sup> \_\_\_.

- |                        |                      |
|------------------------|----------------------|
| 1 A is known           | B is knowing         |
| 2 A are infected       | B were infected      |
| 3 A being treated      | B were being treated |
| 4 A had been killed    | B had killed         |
| 5 A is being done      | B is doing           |
| 6 A be tested          | B have been tested   |
| 7 A will be discovered | B will discover      |

### 2 Rewrite the sentences in the passive.

- If you do more exercise, it will improve your health.  
Your health \_\_\_\_\_ if you do more exercise.
- We grow tomatoes, lettuce and cucumber in the garden.  
Tomatoes, lettuce and cucumber \_\_\_\_\_ in the garden.
- Scientists are developing new cures for illnesses every day.  
Every day, new cures for illnesses \_\_\_\_\_.
- The plague was killing hundreds of people every day.  
Hundreds of people every day \_\_\_\_\_ by the plague.
- They have banned unhealthy snacks in the canteen.  
Unhealthy snacks in the canteen \_\_\_\_\_.
- By the beginning of the 21st century, the new medicine had saved many lives.  
By the beginning of the 21st century, many lives \_\_\_\_\_ by the new medicine.
- Alexander Fleming discovered penicillin in 1928.  
Penicillin \_\_\_\_\_ by Alexander Fleming in 1928.

### 3 **SPEAKING** Work in pairs.

- Prepare a news report on a recent discovery about health or medicine. Try to use at least four passive forms in your report.
- Present your report to another pair of students.
- Listen to another pair's news report. Every time you hear a passive form, stand up.

News has just been received about an exciting new medicine for colds. The medicine has been developed by three British scientists.

At the moment it is being tested in several hospitals, but scientists hope that the medicine will be given to children and the elderly around the world.





# 6D

## The passive: advanced structures

**1 Find and correct the mistakes in the sentences. There is one mistake in each sentence.**

- Swimming after a big meal is believe to be very dangerous.
- She hates be teased about her weight.
- We should to have been told that this dish had meat in it.
- He might being cured by this injection.
- I hope to be seeing by the doctor this afternoon.
- In the 1930s, it was think that smoking was good for your health.
- Could anyone to be harmed by this medication?
- I remember be given a chocolate bar when I had a stomach ache.

**2 SPEAKING** Work in pairs. Complete the sentences with your own ideas. Then compare them with another pair's sentences. How many ideas are the same?

- I don't like being ...  
 Sweets and chocolate should / shouldn't be ...  
 It is often believed that ...  
 Stress is known to ...  
 I hope to be ...

**3 SPEAKING** Work in pairs.

### Student A

Use the prompts to complete the text using passive structures.

Until recently, it <sup>1</sup> \_\_\_\_\_ (widely / believe) that we swallow eight spiders every year while we sleep. However, this 'fact' <sup>2</sup> \_\_\_\_\_ (now / know) to be a myth. After all, why would a spider crawl into your mouth? It doesn't want <sup>3</sup> \_\_\_\_\_ (eat) by you! Some people think that this myth <sup>4</sup> \_\_\_\_\_ (could / invent) as a research project to find out how easily false facts <sup>5</sup> \_\_\_\_\_ (can / spread) online. The real truth is that people <sup>6</sup> \_\_\_\_\_ (shouldn't / convince) by everything they read on the internet!



Ask questions to find out about Student B's myth. Then answer Student B's questions about your text.

- Do we only use 10% of our brains?
- How much of our brain do we use in a 24-hour period?
- How was the myth started?
- How can the brain be kept healthy in old age?

### Student B

Use the prompts to complete the text using passive structures.

It <sup>1</sup> \_\_\_\_\_ (often / report) that we only use 10% of our brains. However, this is a myth and it <sup>2</sup> \_\_\_\_\_ (estimate) that in any 24-hour period we actually use nearly 100% of our brains. The myth <sup>3</sup> \_\_\_\_\_ (might / start) by a US TV programme in 1998. Although your brain power <sup>4</sup> \_\_\_\_\_ (can't / improve) by playing brain games, the good news is that the brain <sup>5</sup> \_\_\_\_\_ (can / keep) healthy in old age. Elderly people who play word or number games, read books and socialise regularly <sup>6</sup> \_\_\_\_\_ (know / have) healthier brains.



Answer Student A's questions about your text. Then ask questions to find out about Student A's myth.

- Do we swallow eight spiders every year while we sleep?
- Why would a spider not want to go inside my mouth?
- How was this myth started?
- What is the real truth about this myth?

# 6

## Grammar Review

Work in groups to play sentence scrabble.

New	discoveries in medicine	are	being	made	every day.	It
is	believed	that	vitamin C	prevents	colds.	Anaesthetic
was	invented	in the late 19th century.	Nobody	likes	being	ignored.
Gluten-free	food	is	sold	in most supermarkets.	Healthy eating	should
be	encouraged	in all schools.	That story	must	have	been
written	by a doctor.	Exercise	is	believed	to	be
good for you.	Too much salt	is	known	to	be	bad for you.

# 6

## Vocabulary Review

1 Complete the table with the words below. Then add at least one more word to each category.

addictive antacid antibiotics antihistamine bandage bruise carbohydrate  
cholesterol cough fresh high-calorie mineral painkillers pedal  
processed protein pump rash sprain tablets tasty virus wound X-ray

exercise verbs	_____	_____	_____	_____	_____	_____	_____
nutrition	_____	_____	_____	_____	_____	_____	_____
food adjectives	_____	_____	_____	_____	_____	_____	_____
illnesses and injuries	_____	_____	_____	_____	_____	_____	_____
treatments and remedies	_____	_____	_____	_____	_____	_____	_____

2 Choose the correct verbs to make exercise collocations. Then make up a sentence with each collocation.

- push / beat myself to the limit
- keep / do aerobics
- lift / play weights
- go / attend a fitness class
- be / go competitive
- play / keep fit

- do / beat an opponent
- play / pedal a team sport

When I do exercise, I usually ... myself to the limit.

3 Complete the words for illnesses, injuries and symptoms. Then put the letters in the grid below to find a treatment.

te<sup>15</sup>\_\_7\_\_er<sup>1</sup>\_\_3\_\_ur<sup>13</sup>\_\_

f<sup>12</sup>\_\_a<sup>10</sup>\_\_ture

he<sup>14</sup>\_\_r<sup>8</sup>\_\_bur<sup>2</sup>\_\_

<sup>11</sup>\_\_he<sup>5</sup>\_\_t<sup>9</sup>\_\_nf<sup>6</sup>\_\_ct<sup>4</sup>\_\_on

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11	12	13	14	15
----	----	----	----	----

4 **WORDSEARCH** Find these words in the grid below. Words read ↓ and →.

additives calcium calories  
fibre nutrient vitamin

q	t	d	w	g	g	t	d	m	x	j	i
d	d	i	p	h	c	p	m	t	u	k	s
q	k	s	m	r	a	m	v	z	o	c	u
v	d	i	k	m	l	m	r	z	h	a	y
i	f	x	a	p	o	i	n	i	q	l	k
t	d	b	s	l	r	q	u	r	q	c	k
a	a	n	i	n	i	k	t	h	w	i	f
m	y	t	g	a	e	o	r	m	o	u	i
i	n	c	b	t	s	x	i	m	c	m	b
n	e	n	h	f	b	s	e	v	j	m	r
z	g	m	y	w	e	k	n	n	n	y	e
d	x	a	a	d	d	i	t	i	v	e	s

5 **SPEAKING** Health quiz. Work in teams. Write five health facts which you have learned from this unit. Include three mistakes. Read out your facts to another team. Can they spot and correct your mistakes?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

You should drink eight glasses of water a day.

No, that's not true. It's a myth.





***UI 4***

## 1 Complete the dialogue with the verbs below.

lying making mislead not fooling own up to swear telling

- Lucy** Tom! What's happened to my car? The window's smashed and there's a big dent in the bumper. Did you borrow it last night?
- Tom** No! I <sup>1</sup>\_\_\_\_\_ that I didn't.
- Lucy** Come on! I think you should <sup>2</sup>\_\_\_\_\_ it. You borrowed it and you crashed it.
- Tom** It wasn't me. Someone must have stolen your car last night and crashed it.
- Lucy** And then returned it? You're <sup>3</sup>\_\_\_\_\_ me with that story.
- Tom** I'm <sup>4</sup>\_\_\_\_\_ the truth, I promise.
- Lucy** I don't believe you. I think you're <sup>5</sup>\_\_\_\_\_. What really happened?
- Tom** OK. I admit, I did borrow your car. But then there was a problem with the engine and I couldn't control it.
- Lucy** Oh, stop <sup>6</sup>\_\_\_\_\_ excuses, Tom. You borrowed my car and you drove it too fast. That's why you crashed. Don't try to <sup>7</sup>\_\_\_\_\_ me with stories about engine problems.

## 2 Choose the correct options to complete the definitions.

- 1 A person who says one thing and then does something different is **hypocritical** / **direct**.
- 2 A person who is good at making other people do what they want is **truthful** / **manipulative**.
- 3 A person who doesn't keep secrets from you is **open** / **devious**.
- 4 A person who doesn't always follow what other people think, but has his/her own ideas is **fake** / **original**.
- 5 A person who always tells the truth is **honest** / **dishonest**.
- 6 A person who shows favour towards one person or group of people is **straight** / **biased**.
- 7 A person who has strong beliefs about what is morally correct is **fake** / **ethical**.
- 8 A person who behaves in a dishonest or indirect way is **devious** / **trustworthy**.

3 **SPEAKING** Work in pairs. Take turns to choose one of the subjects below and talk about it for as long as possible.

A time when I told a lie.

A reason why someone might be biased.

A friend who is ethical.

An explanation of why people photoshop images.

An example of hypocritical behaviour.

A time when I exaggerated the truth.

My friend Monica is very honest and always tells the truth. She also has strong moral beliefs and she is very careful about the products she buys. She thinks that it's important to look after the planet and she always recycles her rubbish. She also ...

**1 Rewrite the sentences as reported speech.**

- 1 'You should be more open with your friends.'  
He told me that \_\_\_\_\_.
- 2 'My uncle is really biased against the young.'  
She says that \_\_\_\_\_.
- 3 'Finn isn't telling the truth.'  
She said that \_\_\_\_\_.
- 4 'They may have exaggerated the situation last night.'  
She told me that \_\_\_\_\_.

- 5 'She's lied to my whole family.'  
He said that \_\_\_\_\_.
- 6 'I didn't photoshop my picture.'  
She says that she \_\_\_\_\_.
- 7 'We'll meet you tomorrow afternoon.'  
They said that they \_\_\_\_\_.
- 8 'I'm not going to own up to this.'  
He said that he \_\_\_\_\_.

**2 Rewrite the dialogue below as reported speech.**

- Dan** Why aren't you meeting Jessica this evening?  
**Seb** We had a big argument last night.  
**Dan** What happened?  
**Seb** She forgot my birthday and I was really annoyed.  
**Dan** Did she apologise?  
**Seb** Yes, she did, but I'm still angry about it.  
**Dan** Do you think you'll forgive her?  
**Seb** Probably. But I won't buy her a present when it's her birthday.  
**Dan** That's a bit mean! Everyone can make mistakes sometimes.

- Dan asked Seb why <sup>1</sup>\_\_\_\_\_.
- Seb replied that they <sup>2</sup>\_\_\_\_\_.
- Dan asked Seb <sup>3</sup>\_\_\_\_\_.
- Seb explained that she <sup>4</sup>\_\_\_\_\_ and he <sup>5</sup>\_\_\_\_\_.
- Dan asked Seb <sup>6</sup>\_\_\_\_\_.
- Seb said that <sup>7</sup>\_\_\_\_\_, but that he <sup>8</sup>\_\_\_\_\_.
- Dan asked Seb <sup>9</sup>\_\_\_\_\_.
- Seb said that he probably would, but he <sup>10</sup>\_\_\_\_\_.
- Dan said <sup>11</sup>\_\_\_\_\_ and that <sup>12</sup>\_\_\_\_\_.

**3 SPEAKING Work in pairs.**

- a Student A** Interview Student B about his/her favourite family member. Ask at least four questions.  
**Student B** Tell Student A about your favourite family member.

Who is your favourite family member?

It's probably my aunt. She lived in Africa for twenty years and she's got lots of interesting stories.

**b Work with another pair.**

- Student A** Tell the new pair about your interview with Student B.  
**Student B** Listen to Student A's report. Call out if you hear any mistakes.

I asked Tania who her favourite family member was. She told me that it was probably her aunt. She had lived in Africa for ten years and ...

I didn't say ten years, I said twenty years!





**1 Complete the reported speech with the correct form of the words in brackets.**

- 1 We agreed \_\_\_\_\_ (meet) at the weekend.
- 2 Dave ordered \_\_\_\_\_ (his little sister / get out) of his room.
- 3 They recommended \_\_\_\_\_ (visit) the castle.
- 4 She confessed \_\_\_\_\_ (steal) his bag.
- 5 I blamed \_\_\_\_\_ (him / miss) the bus.
- 6 Josie demanded \_\_\_\_\_ (Eloise / finish) her lunch.
- 7 Miguel advised \_\_\_\_\_ (us / work) harder.
- 8 My mum threatened \_\_\_\_\_ (take away) my mobile phone if I didn't do my homework.

**2 Rewrite the mini-dialogues in reported speech. Use the reporting verbs below.**

accuse apologise boast congratulate deny ~~offer~~ promise ~~refuse~~ remind suggest

- 1 **Ella** I won't eat the food!  
**Dad** I'll buy you an ice cream if you finish your meal.  
 Ella *refused to eat the food* \_\_\_\_\_ .  
 Her dad *offered to buy her an ice cream if she finished her meal* \_\_\_\_\_ .
- 2 **Diane** I'm sorry I missed your phone call.  
**Mum** Don't forget to switch your phone on when you go out!  
 Diane \_\_\_\_\_ .  
 Her mum \_\_\_\_\_ .
- 3 **Bella** I passed my driving test! It was really easy!  
**Jed** Congratulations!  
 Bella \_\_\_\_\_ .  
 Jed \_\_\_\_\_ .
- 4 **Yasmin** You look really unwell. I think you ought to see a doctor.  
**Ali** OK, I promise I'll make an appointment this afternoon.  
 Yasmin \_\_\_\_\_ .  
 Ali \_\_\_\_\_ .
- 5 **Rick** You copied my homework!  
**Anne** No, I didn't.  
 Rick \_\_\_\_\_ .  
 Anne \_\_\_\_\_ .

**3 SPEAKING Work in groups. Play 'overheard conversations'.**

- Take it in turns to choose one of the locations below.
- Imagine you were there yesterday and you heard an interesting conversation between a man and a woman.
- Report on the conversation to the rest of the group. Can they guess where you were?

A large supermarket A concert hall A swimming pool A busy restaurant  
 A park Your neighbour's garden An airport A party

The man accused the woman of being very noisy. The woman apologised for making a noise and explained that she had dropped her phone.

Is it a concert hall?

Yes, it is!

Work in groups to play pelmanism.

You stole the car! (accuse)	police officer	You should take some antibiotics. (recommend)	doctor	You must revise before the exam! (insist)	teacher
My team won every match! (boast)	football coach	What do you want to eat? (ask)	waitress	Why don't you try a new hairstyle? (suggest)	hairdresser
Please show your ticket. (tell)	bus driver	You ought to buy a new toothbrush. (recommend)	dentist	Please buy my new book! (beg)	author
I will improve the economy. (promise)	politician	I'm sorry about the delayed flight. (apologise)	pilot	I'll write a song for you. (offer)	musician
You should give less food to your dog. (suggest)	vet	You shouldn't run near the pool. (warn)	lifeguard	You should get some new glasses. (advise)	optician

**Work in groups. Take turns to choose a phrase from the list below. Describe a situation for this phrase. Do not use any of the words in the phrase itself. How quickly can the rest of the group guess your phrase?**

- A It was really awful! I had to wait five hours for the bus this morning. It was raining and I'd forgotten my coat.  
 B I think you're fabricating a story!  
 A No.  
 C Are you exaggerating a difficulty?  
 A Yes, that's right!

**make an excuse**

***fabricate a story***

**exaggerate a difficulty**

tell the truth

*fool someone*

**own up to something**

swear to do something

**hole up in your apartment**

**find out about the truth**

**set up a false identity**

play on people's fears

**be taken in by something**





## 1 Complete the words in the text.

My blog

Yesterday, I went on a <sup>1</sup>m\_\_\_\_\_ in London to <sup>2</sup>p\_\_\_\_\_ against cuts in education. There was a big <sup>3</sup>r\_\_\_\_\_ with thousands of students, all shouting <sup>4</sup>s\_\_\_\_\_.

Mia Clarke, the President of the Students' Union, talked about the future of education. Everyone in the crowd listened to her <sup>5</sup>s\_\_\_\_\_ – it was amazing. Some people were holding up <sup>6</sup>p\_\_\_\_\_, and others were filming her on their phones. At the end of the <sup>7</sup>d\_\_\_\_\_, we all signed a <sup>8</sup>p\_\_\_\_\_. I don't know if it will make a difference, but I'm glad I took part.

## 2 Complete the text with the words below.

campaign organised sign stand supported  
vote wrote

### Your local candidate: Peter Fabb



Last year, I decided to <sup>1</sup>\_\_\_\_\_ against the council's decision to close our local park. I <sup>2</sup>\_\_\_\_\_ a protest outside the town hall and I asked lots of people to <sup>3</sup>\_\_\_\_\_ my petition. I also <sup>4</sup>\_\_\_\_\_ to the Prime Minister and sent a copy of the letter to the local press. Hundreds of people <sup>5</sup>\_\_\_\_\_ my campaign and I realised that I really enjoyed politics. I have now decided to <sup>6</sup>\_\_\_\_\_ for election to my local council. I'm sure that I can represent the people's views.

**Don't forget to <sup>7</sup>\_\_\_\_\_ in the elections on 9 May!**

## 3 Work in pairs. Pick one of the issues below and plan a campaign together. Talk about how you will tell people about your campaign and what you will do.

I think we should organise a march in the town centre. We can ask people to sign a petition ...

- Your local library is going to get rid of all computers.
- Your council wants to build a factory in a wildlife reserve where there are some rare birds.
- Your local sports centre is going to close.
- Your council wants to cancel a very popular annual music festival.

# 8B

## Second and third conditional

### 1 Match the sentence halves.

- |   |  |
|---|--|
| 1 If we improved our farming policies,      | a they wouldn't get sick so often.               |
| 2 If they hadn't closed the factory,        | b other countries could attack us.               |
| 3 If we didn't have nuclear weapons,        | c we couldn't have signed the petition.          |
| 4 If people ate healthier food,             | d we could produce more food.                    |
| 5 If the government had improved the roads, | e we wouldn't have problems with global warming. |
| 6 If we looked after the planet better,     | f we couldn't have spent so much on education.   |
| 7 If we hadn't gone to the demonstration,   | g the traffic wouldn't have been so bad.         |
| 8 If we had spent more money on welfare,    | h I might still have had a job.                  |

### 2 Make second or third conditional sentences about these situations. Use the words in brackets.

- She didn't like reading. For that reason, she didn't go to the library. (supposing)  
\_\_\_\_\_
- You didn't tell me about the march. I wouldn't have gone anyway. (even if)  
\_\_\_\_\_
- They watched the documentary about the famine and gave some money to charity. (if)  
\_\_\_\_\_
- You live near the school, so you don't have to take the bus. But you always cycle everywhere. (even if)  
\_\_\_\_\_
- He loves politics, so he often listens to politicians' speeches. (supposing)  
\_\_\_\_\_
- He spoke passionately about the cause. He wouldn't have done if he didn't believe in it. (unless)  
\_\_\_\_\_

### 3 **SPEAKING** Work in pairs. Read the story below. How many second and third conditional sentences can you make up about the situation?

If Sam were more reliable ...

Noah and Sam are friends. Sam isn't very reliable and so Noah often gets angry with him. Yesterday Noah arranged to meet Sam at the sports centre. However, Sam was late, so Noah went home. He usually cycles to and from the sports centre. Because he does a lot of cycling, he's very fit. However, on this day his bike was broken, so he took the bus. While he was on the bus, he dropped his phone and lost all his contacts. Noah hasn't got a lot of money, so he can't afford to buy a new phone.







## 8D

## Mixed conditionals

**1 Complete the mixed conditional sentences with the correct form of the words in brackets.**

- 1 If he were more interested in history, he \_\_\_\_\_ (revise) harder for the exam last week.
- 2 If you hadn't met Sophie at the party, you \_\_\_\_\_ (not be) friends now.
- 3 If they could cook, they \_\_\_\_\_ (make) us an amazing meal yesterday.
- 4 If we had been able to understand the guide, we \_\_\_\_\_ (know) more about the beautiful hotel that we're staying in.
- 5 If you \_\_\_\_\_ (buy) a present for your sister yesterday, we \_\_\_\_\_ (not have to) go shopping now.
- 6 If they \_\_\_\_\_ (not like) France, they wouldn't have booked a holiday there.
- 7 If she \_\_\_\_\_ (have) a car, she would have driven you to the station last night.
- 8 If we \_\_\_\_\_ (stay) at the party, we would be even more tired today.

**2 Complete the dialogue with the correct form of the verbs below.**

be able get have not be not eat not feel not stay watch

**Gerry** Why didn't you come to the cinema with us last night? It was a great film.

**Frank** I'm really poor at the moment. If I <sup>1</sup> \_\_\_\_\_ some money,  
I <sup>2</sup> \_\_\_\_\_ the film with you.

**Gerry** Oh dear. You should try to get a job.

**Frank** I know. In fact, there was a really good job advertised last week. But I forgot to apply for it!

**Gerry** Frank! Why are you so forgetful? If you <sup>3</sup> \_\_\_\_\_ that job, you  
<sup>4</sup> \_\_\_\_\_ to come out with us much more often.

**Frank** That's true. But look, the flat is really tidy. If I <sup>5</sup> \_\_\_\_\_ at home today, the flat  
<sup>6</sup> \_\_\_\_\_ so tidy now!

**Gerry** Yes, it is tidy. But I've noticed that the fridge is completely empty. How much did you eat last night?

**Frank** Sorry. I got really bored and ate all the food in the fridge. Now I feel quite sick.

**Gerry** Am I supposed to feel sorry for you? If you <sup>7</sup> \_\_\_\_\_ all that food, you  
<sup>8</sup> \_\_\_\_\_ so awful this morning.

**3 SPEAKING Work in pairs. Think about five important events in your life. You can use the ideas below or your own ideas. Then tell your partner how your life might be different now if those events had not happened.**

- a place you / a family member / a friend moved to
- a skill you learned
- a mistake / bad decision you made
- something you said which you now regret
- something you did which you are very proud of

In 2012, my best friend moved to England. If he hadn't moved to England, we would probably still see each other every day.

Play the game in groups of three. Throw the dice and move your counter. Complete the sentences with your own ideas. Who can reach the end first and change the world?

If I ruled the world, I would ban all cars from city centres.

If I hadn't watched the news last night, I wouldn't have come to this demonstration.

If we had discussed this topic at school, I would know more about it.

## The Change the World Board Game

<b>START HERE!</b> Join the March and Change the World!	<b>1</b> If I ruled the world, ...	<b>2</b> If we had woken up earlier, ...	<b>3</b> Disaster! You forgot your placard. Go back to the Start!	<b>4</b> If people worked harder, ...
	<b>9</b> If I had a million dollars, ...	<b>8</b> If the government had spent more money on health, ...	<b>7</b> If it weren't so cold today, ...	<b>6</b> If I hadn't watched the news last night, ...
<b>10</b> If animals could talk, ...	<b>11</b> If we had discussed this topic at school, ...	<b>12</b> Bad news! You joined the wrong march! Go back two spaces to find your friends.	<b>13</b> If I could change one thing about this country, ...	<b>5</b> Well done! Everyone loved your speech. Have another turn.
<b>19</b> If we weren't on this march today, ...	<b>18</b> If my friends hadn't supported this protest, ...	<b>17</b> If more people joined rallies like this, ...	<b>16</b> If the organisers had cancelled this demonstration, ...	<b>14</b> If you had brought some sandwiches, ...
<b>20</b> If we looked after the planet more carefully, ...	<b>21</b> If it had rained this morning, ...	<b>22</b> If we got ten thousand signatures on this petition, ...	<b>23</b> If more people had registered to vote at the last election, ...	<b>15</b> Good news! 1,000 people have signed your petition. Go forward two spaces.
				<b>THE END</b> Congratulations! The world is now a better place.

## Functional Language Practice: Using written prompts to debate a subject

- 1** Think about your local community. What problems does it have? Make a list of five problems and write a possible solution for each problem. Then look at the diagram below. Does it include any of your ideas?

Discuss practical ways in which people can help to improve their local communities.



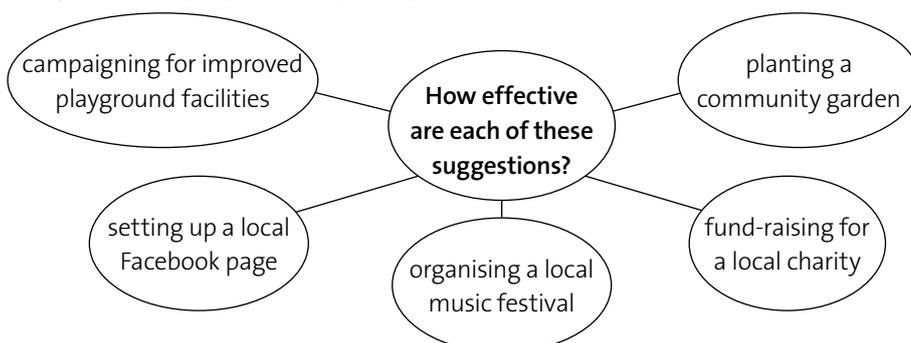
- 2** Choose the correct words to complete the conversation.

- Alberto** OK, <sup>1</sup>let's / **do we** begin with buying from local shops, shall we? Personally, I would <sup>2</sup>say / **believe** that it's really important and effective because it helps to encourage local business. What do you <sup>3</sup>opinion / **think** about that, Marie?
- Marie** I'm <sup>4</sup>agree / **with** you on that. I feel quite strongly that we shouldn't use big national and international chain stores if there are local shops that sell the same thing.
- Nina** That's not quite <sup>5</sup>how / **what** I see it. Chain stores often have better prices. We can't all afford to buy from local shops. To my <sup>6</sup>mind / **opinion**, the most effective thing we can do is to use public transport more. Traffic and pollution is a major problem in many local communities. And also ...
- Alberto** Sorry <sup>7</sup>to / **for** interrupt, but I'm not <sup>8</sup>quite / **sure** I agree. In lots of local communities, public transport is really bad. People have no choice – they have to use their own cars.
- Nina** That's true to some <sup>9</sup>point / **extent**. However, if we don't use public transport, the local government will cut services even more.
- Marie** So what about writing to local government. What's your <sup>10</sup>view / **think** on that, Nina?
- Nina** I'm <sup>11</sup>of / **with** the opinion that it's a waste of time. They never listen to the views of ordinary people.
- Alberto** Yes, I think you're <sup>12</sup>agree / **right**. But helping to organise local arts events – <sup>13</sup>in / **as** my opinion, that's a really effective way to improve local communities. Everyone can get involved.
- Marie** Good <sup>14</sup>point / **view**. And I also believe that participating in local clean-up campaigns is a good idea. <sup>15</sup>Are / **Would** you agree with that?
- Nina** Absolutely, I <sup>16</sup>could / **couldn't** agree more.
- Alberto** So, shall we <sup>17</sup>reach / **say** a decision? Which of these suggestions are really effective?
- Marie** Helping to organise local arts events and participating in local clean-up campaigns. I think we all agree about those two.
- Alberto** That's <sup>18</sup>settled / **decide**, then.

- 3** Act out the conversation in groups of three.

- 4** **SPEAKING** Work in small groups. Do the task below.

Discuss practical ways in which people can help to improve their local communities.







*UI 5*

## 1 Choose the correct options to complete the text.

## Our guide to the best places to shop in town

**Brown & Hegarty**

At Brown & Hegarty, the oldest and most well-known designer store, you can find the finest luxury goods. Why don't you <sup>1</sup>**splash out / overcharge** and buy one of their beautiful designer bags? Or you could <sup>2</sup>**shop around / pick up** the perfect birthday present for a special friend.

**Best Buy**

When you have to <sup>3</sup>**budget / afford** carefully, Best Buy is the place to go. You can <sup>4</sup>**overspend / snap up** a bargain in their special offers section. And the bargains don't end when the shop closes. Go online and fill your <sup>5</sup>**checkout / basket** with all sorts of fascinating <sup>6</sup>**items / notifications** from their 'Weird and Wonderful' section. All the best bargains are at Best Buy!

**Indoor market**

Anything and everything is for sale at the indoor market. And if you love to <sup>7</sup>**track / haggle**, you can get the stallholders to <sup>8</sup>**rip off / knock down** their prices.

## 2 Complete the text with the words and phrases below.

afford delivery get into debt overspend reviews ripped off shopping around wish list

I don't really enjoy shopping on the high street because I think in a lot of shops you get <sup>1</sup>\_\_\_\_\_ and I can't <sup>2</sup>\_\_\_\_\_ to buy their over-priced products. I really don't want to <sup>3</sup>\_\_\_\_\_, so I never <sup>4</sup>\_\_\_\_\_. However, I do spend a lot of time <sup>5</sup>\_\_\_\_\_ on the internet. I like the fact that you can read <sup>6</sup>\_\_\_\_\_ of different products, and many online shops now offer free <sup>7</sup>\_\_\_\_\_. In fact, I've got a <sup>8</sup>\_\_\_\_\_ on my favourite big online store, so when it's my birthday, it will be easy for people to choose and order a present for me.

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

- Do you prefer shopping on the high street or online? Why?
- What is your favourite shop? Why do you like it?
- What is your worst shopping experience?
- Do you ever buy something and then immediately regret it?
- Would you ever pay a large amount of money for a designer item? Why? / Why not?

**1** Read the information and complete the sentences below. Emphasise the underlined facts.

- 1 Nadia baked a cake yesterday.  
It was \_\_\_\_\_.
- 2 Steph and Steve bought a new TV online.  
It was \_\_\_\_\_.
- 3 I left my bag in the department store.  
What \_\_\_\_\_.
- 4 She just wants to be famous.  
All that \_\_\_\_\_.
- 5 I don't like the new fast food restaurant in the town centre.  
It's \_\_\_\_\_.
- 6 Ben got a job in a charity shop.  
What happened \_\_\_\_\_.
- 7 They only had to apply for a credit card.  
All \_\_\_\_\_.
- 8 Erica gave £5 to the homeless man.  
It was \_\_\_\_\_.

**2** Rewrite the sentences to make them more emphatic.

- 1 It's the manager of this store who is most hard-working.  
The person \_\_\_\_\_  
the manager of this store.
- 2 The plan to rebuild the town hall is really interesting.  
One idea \_\_\_\_\_  
the plan to rebuild the town hall.
- 3 We love Copenhagen more than any other city.  
The place \_\_\_\_\_  
Copenhagen.
- 4 Bad service upsets people.  
The thing \_\_\_\_\_  
bad service.
- 5 I've never visited Brazil.  
A country \_\_\_\_\_  
Brazil.
- 6 Good advertising sells more products.  
The thing \_\_\_\_\_  
good advertising.
- 7 It's the consumers who make a business successful.  
The people \_\_\_\_\_  
the consumers.
- 8 The computer has changed our lives.  
The invention \_\_\_\_\_  
the computer.

**3** **SPEAKING** Complete these sentences with your own ideas. Put all the pieces of paper into a bag. Then take turns to pick out one piece of paper and read out the sentences. Can you guess who wrote them?

The country I would most like to visit ...

The person I would most like to meet ...

The city that I think is the most interesting in the world ...

The product that I wish I'd invented ...

The clothes I usually wear at the weekend ...





**1 Combine each pair of sentences to make one sentence with a participle clause.**

- 1 The shop assistant walked out of the store. He was talking on the phone.  
\_\_\_\_\_, the shop assistant walked out of the store.
- 2 The coffee was delicious. It was produced in Ghana.  
\_\_\_\_\_, the coffee was delicious.
- 3 While I was paying for the meal, I knocked a glass onto the floor.  
\_\_\_\_\_, I knocked a glass onto the floor.
- 4 After we finished our homework, we caught a bus to the swimming pool.  
\_\_\_\_\_ our homework, we caught a bus to the swimming pool.
- 5 Because we were very hungry, we bought a sandwich from the supermarket.  
\_\_\_\_\_ hungry, we bought a sandwich from the supermarket.
- 6 If you wash these jeans carefully, they will look as good as new again.  
\_\_\_\_\_ carefully, these jeans will look as good as new again.
- 7 Since you live in the country, you rarely go shopping.  
\_\_\_\_\_ in the country, you rarely go shopping.
- 8 This card was designed by my brother. It's beautiful.  
\_\_\_\_\_ by my brother, this card is beautiful.

**2 Put the words in order to make sentences. Start each sentence with the participle clause. Add commas where necessary.**

- 1 our / to France / diet / Since / much healthier / moving / is
- 2 hearing / the news / back home / hurried / we / After
- 3 their / they / house / switched off / leaving / the TV / Before
- 4 decided / On / a cheese omelette / the menu / they / to order / reading
- 5 new clothes / buying / prices online / always compares / Tessa / When
- 6 not spending / I / a great time / had / any money / still / While
- 7 the music / at the party / hating / until midnight / stayed / we / Despite
- 8 knocked / arrived / we / Having / on the door / at Julie's house

**3 SPEAKING Work in groups. Make up a story, starting with the sentence below. Take turns to add a new sentence. Each sentence must include a participle clause.**

The young boy sat on the train.

Eating a banana, the young boy sat on the train.

Being very hungry, he finished the banana quickly and then decided to look for some more food.

Having searched in his bag, ...

Work in pairs to play grammar noughts and crosses.

1

Choose a sentence and make it more emphatic.

I'm very scared of spiders.

I'd love to go to Paris.

I can't play the guitar.

2

Choose a sentence and add a participle clause to make it more interesting.

She fell asleep in class.

He didn't win the race.

They cycled to the supermarket.

3

Choose a sentence. Find and correct the mistake.

What did you was lose the house keys.

All that I want be a better phone.

It was Sarah what phoned me last night.

4

Choose a sentence. Put the words into the correct order. Start with the underlined phrase.

really One idea is popular shopping is that online

that best The country the food is Italy has

brother spent The person most has the money is who my

5

Choose a beginning and complete the sentence with your own idea.

Looking around him, ...

Having worked hard all day, ...

Designed by Gucci, ...

6

Choose a sentence and make it more emphatic.

She moved to Argentina.

He broke the window.

I phoned my aunt yesterday.

7

Choose a sentence and add a participle clause to make it more interesting.

He failed his exam.

They tidied the house.

We bought a new fridge.

8

Choose a sentence. Find and correct the mistake.

It was that Tom called you last week.

All you needed to do was it to apologise.

What happened that I missed the train.

9

Choose a beginning and complete the sentence with your own idea.

Planning her holiday, ...

Having started his new job, ...

Filmed in New Zealand, ...





