

Do you know ...?

- 1 Read the text and match the parts of speech (a–l) with each underlined word or phrase.

According to (1) the ancient Greek historian Herodotus, (2) in the 7th century BC the king of Egypt, Psamtik 1, decided to conduct a (3) scientific experiment. Using his absolute power over his subjects, (4) he took two newborn babies and handed them to a shepherd, with instructions that they were to be (5) brought up in total isolation. Most importantly, no one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the (6) oldest in the world – the original language of the human race. After two years, the shepherd heard the two children (7) repeatedly pronounce the word 'becos'. This was identified as meaning (8) 'bread' in the language of the Phrygians, a people then living in central Turkey. From this experiment, Psamtik deduced that the Phrygian language (9) must be the first ever spoken. Nobody now believes Psamtik's (10) conclusion – a few commentators suggest that the infants (11) were imitating the sound of the shepherd's sheep, but no one since (12) has had any better success in discovering what man's very first spoken language was like.

- | | |
|--------------------|------------------|
| a Present Perfect | g countable noun |
| b Past Continuous | h superlative |
| c uncountable noun | i adjective |
| d phrasal verb | j adverb |
| e article | k pronoun |
| f preposition | l modal verb |

- 2 Find the grammar mistake in each sentence and correct it.

- 1 They've been to Brazil last year.
- 2 This cathedral built in 1590.
- 3 She's the person what told me I should study economics at university.
- 4 I was reading in my room when I was hearing a loud crash downstairs.
- 5 My grades this year are a lot bad than last year, unfortunately.
- 6 You work for IBM, aren't you?
- 7 If I'll have time, I'll paint my bedroom this weekend.
- 8 Can I give you a small advice?
- 9 He's always wanted to be teacher.

- 3 a Complete the word maps with words/phrases from the box.

do aerobics souvenir application form
sense of humour take up a hobby
be promoted go sightseeing father-in-law



- b Underline the main stress in each word/phrase.

- c Add three more words to each word map.

- d a Look at the dictionary extract from the Longman Active Study Dictionary. What does it tell you about each of the following: grammar, pronunciation and meaning?

sensible**** /'sensəbəl/ *adj* 1 showing good judgement: a *sensible* decision 2 suitable for a particular purpose, especially a practical one: *sensible* clothes – *sensibly* *adv*

- b Complete the dictionary extracts by writing a definition for each one.

- 1 re-tire /rɪ'taɪə/ *v* [I] _____:
I'd like to retire before I'm 60.
- 2 a-broad /ə'b्रɔ:d/ *adv* _____:
Did you go abroad for your last holiday?
- 3 get on with sb *phr v* [T] _____:
I get on well with both my sisters.
- 4 pitch /pitʃ/ *n* [C] _____:
The players ran out onto the pitch.

- c Now compare your definitions with the definitions in a dictionary.

- d Add the words/phrases above to the word maps in exercise 3a.

Old or new

3



Lead-in

1 Work in pairs and discuss these questions.

- 1 What do you know about the places in the photos? What are they called? Have you visited any of them? If so, what were they like?
- 2 When do you think they were built?
 - about 1653 AD
 - about 1973 AD
 - about 1200 AD
 - about 1989 AD

2 a Three of the underlined adjectives in the questions (1–7) below are wrong. Correct them using the table and a dictionary.

Places	Buildings	Things	People	Clothes
ancient	old/new	old/new	old/young	old-fashioned
modern	modern	traditional	elderly	trendy
		second-hand	traditional (values)	fashionable
		modern		second-hand
		antique		traditional

- 1 Do you prefer ancient or modern furniture? Why?
- 2 Are you interested in wearing fashionable clothes? Why/Why not?
- 3 Does your country have traditional dress? If so, what is it?
- 4 Do you live in an elderly building?
- 5 What do you think about using second-hand things?
- 6 Do you like visiting antique ruins when you're on holiday?
- 7 In your country, do most elderly people live alone?

b Work in pairs and ask and answer the questions.



3.1 Heroes

Grammar Past Perfect Simple and Continuous

Can do tell a clear and engaging story

Reading

1 **a** Work in pairs and discuss the questions.

- 1 Do you have a favourite hero or heroine from: (a) a film, (b) a story/legend, or (c) real life?
- 2 What do you think makes these people heroic?

b Look at the film poster on page 37. Have you seen the film? If so, what did you think of it? If not, would you like to see it? Why/Why not?

2 Read the blog entry below about *Avatar* and say which topics (1–6) are mentioned.

- 1 the writer's opinion of the film
- 2 technology used in the film
- 3 how much *Avatar* cost to make
- 4 the success of *Avatar*
- 5 future *Avatar* films
- 6 a particular hero in *Avatar*

3 Read the blog entry again and write true (T) or false (F).

The writer says that:

- 1 *Avatar* was better than he expected.
- 2 he is disappointed that the story is basically just about heroes and villains.
- 3 Cameron worked on *Avatar* for several years in the late 1990s.
- 4 part of Cameron's inspiration for *Avatar* was the film *2001: A Space Odyssey*.
- 5 *Titanic* was the first film to make over \$2 billion.
- 6 he is irritated that 'heroes' is a theme of so many films.
- 7 Sully is a hero because he decides to do what he thinks is right.

4 Work in small groups and discuss the questions.

- 1 If you've seen *Avatar*, do you agree with the writer's opinion? If you haven't, has the blog entry changed your opinion about seeing the film?
- 2 How far do you agree with the writer's description of a hero?

Film heroes

As my regular readers know, I'm a fan of film director James Cameron. His older science fiction films, *The Terminator* and *Aliens* are brilliant, and *Titanic* is a classic in the true sense of the word. As you can imagine, I had been looking forward to the release of *Avatar* for a while before it came out. Although I must admit, I thought I'd be disappointed. I had heard so much about the film before I saw it ... but until I actually saw it, I couldn't understand what all the fuss was about. I was far from disappointed though – it was fantastic! The visual impact, with all the incredible special effects, is astounding throughout the whole film. And the plot has all the classic elements of a good story: love, war, 'goodies' and 'baddies'. The film tells an old story of heroes and villains; but the new technology and the director's vision bring the film into the 21st century with a bang.

Avatar was released in December 2009, but apparently the idea had started many years before that. Cameron wrote 80 pages of script for the film in 1994. After that, however, he decided not to make the film for many years, because at that time the technology wasn't available to do what he wanted with the film. Instead, he made several documentary films in which he practised using the latest visual effects and camera technology, perfecting his techniques that he would later use in *Avatar* in such a stunning way.

Cameron says that he had been thinking about making this kind of film way before he started writing the script. In fact, since he saw the epic film *2001: A Space Odyssey* in 1968, he had wanted to make a movie that 'would blow people's minds'. The film certainly caught the public's imagination and has had massive commercial success. *Avatar* broke several box office records during its release and became the highest-grossing film of all time, surpassing *Titanic*, which had held the record for the previous 12 years, and becoming the first film to reach over \$2 billion. That's pretty impressive – to be the director of the two highest-grossing films ever!

While I was watching the film, I was thinking about the idea of a hero. I mean, not only is Cameron a bit of a hero for me, but so many films are about heroes in one way or another. In *Avatar*, the basic view of heroes and villains is very clear. In this case, the aliens are the heroes and the humans are the bad guys. It's interesting that one of the humans, Jake Sully, becomes a hero in the end too, when he realises that what he is doing is wrong. From that point on, he decides to do the right thing and help the aliens, even though this puts him in terrible danger. To my mind, the portrayal of a hero in this way adds another level to an already brilliant film.



Vocabulary | time expressions

- 5** Find the expressions from the box in the blog entry on page 36 and look at the sentences around them. What does each expression refer to?
- a time before
 - a time after
 - a specific time
 - actions at the same time

until I actually saw it throughout the whole film
 in December 2009 After that, he decided
 at that time the technology wasn't available
 since he saw the epic film during its release
 for the previous 12 years While I was watching
 From that point on

- 6** Choose the correct words in *italics*.

- 1 *While/During* the summer, we travelled around seven European countries.
- 2 I changed schools when I was 12. *From that point on/Throughout*, I loved school.
- 3 I moved house last week. *For/While* the previous few months, I'd lived with my parents.
- 4 The Great Fire of London happened *at/in* 1666.
- 5 She was chatting *throughout/since* the whole maths lesson.
- 6 I left university last summer. *Until/After that*, I got a job working in an advertising agency.
- 7 I met James last year. *After that/Since then*, we've been seeing each other a lot.
- 8 China was ruled by emperors *until/while* the beginning of the 20th century.
- 9 I had a great time when I was at university. *At that time/Throughout*, I was sharing a flat with four friends.
- 10 *While/During* I was waiting for you, I finished my book.

Grammar | Past Perfect Simple and Continuous

- 7**
- a** Complete the examples (1–4) in the Active grammar box with the correct form of the verbs *start*, *think*, *look* and *hear*.
 - b** Check your answers in the blog entry.
 - c** Complete rules A and B with *Past Perfect Simple* and *Past Perfect Continuous*.
 - d** Work in pairs and look again at examples 1–4. Answer the questions.
- 1 In each example, what is the 'main event in the past' or the 'specified point of time'?
 - 2 In which example, sentence 3 or 4, does the Past Perfect Continuous refer to an activity which happened 'up to and beyond a specified time'?

Active grammar

- 1 *I _____ so much about the film before I saw it.*
- 2 *Avatar was released in 2009, but apparently, the idea _____ many years before that.*
- 3 *I _____ forward to the release of Avatar for a while before it came out.*
- 4 *He _____ about making this kind of film way before he started writing the script.*

- A We use the _____ to describe what happened before the main events in the past.
- B We use the _____ to describe activities that happened: over a period of time; up to a specified point in time; and up to and beyond a specified point in time.

see Reference page 47

8 Choose the correct words in *italics*.

- 1 I was disappointed when I saw the film because I *had read/had been reading* three good reviews about it.
- 2 I *had looked/had been looking* forward to seeing that film for ages before I finally got the DVD.
- 3 *Jurassic Park* came out in 1993. Before that, no film *had used/had been using* computer technology in that way.
- 4 They *had worked/had been working* on improving the technology for years before they made the film.
- 5 Before the first *Shrek* film in 2001, film-goers *hadn't seen/hadn't been seeing* such good animation.
- 6 I *had watched/had been watching* DVDs on my computer for years before I bought a new television.
- 7 Before you suggested going to see *Avatar*, I *had wondered/had been wondering* what to do this evening.
- 8 I *hadn't thought/hadn't been thinking* properly about what a hero was before I saw that film.

9 **a** Complete the sentences.

- 1 Throughout most of last year I _____. For the previous few months, I ...
- 2 The best year of my whole childhood was _____. At that time, I ...
- 3 I couldn't believe it when _____. Before that, I ...
- 4 One of the most important things to happen to me was _____. Until then, I ...

b Work in pairs and compare your sentences. Ask and answer questions and give more details.

Speaking**10** Work in pairs. Look at the photos and discuss the questions.

- 1 Do you think any groups of people who do particular jobs are modern-day heroes, e.g. firefighters, aid workers? Why?
- 2 Can you think of any famous people that you think are heroic? Give reasons.

11 **a**  1.17 Listen to Eben talking about a hero and answer the questions.

- 1 Is he talking about someone from 'real life', or someone from a film/story?
 - 2 Do you agree that this person sounds like a hero? Why/Why not?
- b** Listen again and number the phrases in the How to... box in the order you hear them.

How to... engage your listener

Introduce what you are going to talk about in a general way	• ... many people have different definitions of what a hero is
Use rhetorical questions	• ... Now, what did he do?
Include details	• ... he was born in a mud brick house in the Kalahari.
Include your personal response	• ... I would think of people who do things that we can learn from.
Use a range of tenses and time expressions	• He told me that his father had once explained to him that ...

12 **a** You are going to talk about a hero. Choose one from the list and write notes about what you want to say. Use the ideas from the How to... box. Think about the tenses and time expressions you can use.

- a hero from a film, story or legend
- a modern-day hero (famous or not famous)

b Work in pairs. Take turns to talk about your hero.



3.2 Land of invention

Grammar articles

Can do talk about inventions and reach an agreement



Listening

1 a Work in pairs and discuss the questions.

- 1 What can you see in the photos?
 - 2 What things do you associate with:
(a) modern-day China, and (b) traditional China?
 - 3 Do you know anything that was invented in China?
- b Listen to the radio programme. Do the speakers mention any of the things you talked about?

2 Listen again. Write true (T), false (F) or not given (NG).

- 1 China has over 3,000 years of history.
- 2 China has been a major world economic power for centuries.
- 3 Paper was made in China in around 1005 AD.
- 4 The first paper was made of silk waste products.
- 5 The wheelbarrow was invented by one person.
- 6 The gun was developed by the Chinese in around the 10th century.
- 7 The invention of cast iron had a huge impact on people's lives.
- 8 Agriculture accounts for about 50% of China's economy.
- 9 Rice, tea, cotton and fish are the major agricultural exports.
- 10 Iron production in China is a rapidly expanding business.
- 11 The population of Shanghai is growing by 22% a year.
- 12 Production of industrial and consumer goods accounts for more than 50% of China's economy.

3 Work in pairs and discuss the questions.

- 1 Have you been to China or do you live there?
- 2 If so, how far do you think the programme gives a fair description of both ancient and modern China? How would you describe China to someone who hasn't been there?
- 3 If not, from what you heard in the programme, in what ways do you think it is the same as, or different from, your country? Would you like to go to China? Why/Why not?

4 Read the Lifelong learning box. Work in pairs and discuss the questions.

- 1 Generally, how easy or difficult do you find understanding spoken English? Why do you think this is?
- 2 When you listened to the radio programme, which of the strategies in the box did you use?
- 3 Which strategies would be useful for you to use more?
- 4 What other strategies would you recommend?

Listening skills: understanding spoken English

- ! There are some useful strategies that can help you understand spoken English better.
- 1 Think about why you are listening and try to focus only on what you need to understand.
 - 2 Listen for the words which are stressed. These usually carry the 'content' of what is being said.
 - 3 Use other clues to help with understanding (e.g. pictures and your existing knowledge of the topic).
 - 4 Be aware of 'sound/spelling' relationships. In English, many words are pronounced differently from how they are written.
 - 5 Focus on what you DO understand. Don't worry about what you DON'T understand.

Lifelong learning

Grammar | articles

- 5** Match the rules (A–N) in the Active grammar box with the examples in the box below.

China an inventor
the simplest invention cars
the Himalayas the Chinese
a machine for making cast iron
rice the story I told you before
the moon the Republic of China
wealth **the gun** the Yangtze River

Active grammar

We use the definite article *the* ...

- A with inventions and species of animal. ***the gun***
- B with national groups. _____
- C with previously mentioned nouns. _____
- D with superlatives. _____
- E when we know which one we're talking about, OR it is the only one. _____
- F with names of places which are plural. _____
- G with names of countries with *States, Kingdom or Republic*.

- H with names of rivers, oceans, seas and deserts. _____

We use indefinite articles *a/an* ...

- I with jobs. _____
- J with singular countable nouns (mentioned for the first time or when it doesn't matter which one). _____

We use no article (zero article) ...

- K with most names of people and places. _____
- L when we make generalisations with plural nouns. _____
- M when we make generalisations with uncountable nouns.

- N when we make generalisations with abstract nouns. _____

See Reference page 47

- 6** Complete the sentences with *the, a/an* or – (zero article).

- 1 _____ giant panda mostly lives in _____ bamboo forests high in the mountains.
- 2 _____ Yangtze River is 6,380 kilometres long. It is the third-longest river in _____ world.
- 3 _____ China covers _____ area of almost six million square kilometres and is _____ most populous country on Earth, having more than one billion people.
- 4 _____ Chinese mainly speak Mandarin but there are over 150 other languages spoken in _____ country.
- 5 I've got three Chinese silk dresses: _____ red one and two black ones. I think I'll wear _____ red one for my party.
- 6 Xiaolu Guo is _____ famous Chinese novelist and film-maker. In 2009 she made _____ film called *She, A Chinese*. _____ film won the top prize at an International Film Festival.
- 7 _____ umbrella was invented around 450 AD to protect _____ people from sun and rain.
- 8 Zong Zi is _____ dish made of _____ rice and bamboo leaves and is traditionally eaten during the Dragon festival.

Pronunciation | connected speech: elision

- 7** **a**  1.19 In spoken English, some sounds almost disappear so we can't hear them. Listen to sentences 1–3 below and delete the sounds which have almost disappeared.

- 1 I went out for a delicious meal in a Chinese restaurant recently.
- 2 I think the giant panda is one of the most beautiful animals in the world.
- 3 I think that China sounds like a really interesting country and I'd love to visit it.

- b** Listen again and repeat the sentences.

- 8** Work in pairs and discuss how far each sentence from exercise 7a is true for you?

Vocabulary | materials

- 9** **a** Work in pairs and look at the photos (A–G). Which of the materials from the box below can you use to describe what each of the inventions is made of?

glass leather metal paper plastic porcelain
rubber wood gunpowder

- b** Which of the words from the box below are fabric? Which are metal?

bronze cotton denim gold iron lycra silk
silver wool

- 10** Think of five things you own. Work in pairs and take turns to describe the material each one is made of with words from exercises 9a and 9b.

My jeans are made of denim with a bit of lycra.

- 11** Match the underlined adjectives with their correct definitions (a–h).

- 1 I really like silk. It feels so smooth.
 - 2 I can't wear wool. It's too itchy for my skin.
 - 3 For the interview I wore a suit and my new shiny leather shoes.
 - 4 I've got some new winter boots with furry insides.
 - 5 Wear something stretchy for the gym class so you can move easily.
 - 6 Be careful on the icy path. It's very slippery.
 - 7 It was a very uncomfortable journey because the road was so rough.
 - 8 This bed is too soft for me. I need a mattress that supports my back more.
- a has an even surface
 b has an uneven surface
 c feels/looks like fur
 d feels uncomfortable to wear because it irritates your skin
 e isn't hard or firm, but is easy to press
 f is slightly elastic
 g has a bright surface
 h is wet or difficult to hold/walk on

- 12** Think of an invention. Work in pairs and take turns to guess each other's invention by asking Yes/No questions. Ask questions which contain the materials or adjectives from exercises 9 and 11.

Is it made of plastic? Is it very shiny?

Speaking

- 13** **a** Listen to two people talking about the inventions in the photos (A–G). Answer the questions.

- 1 What are they trying to decide?
- 2 What do they agree on?

- b** Listen again. Which of the phrases from the How to... box do you hear?

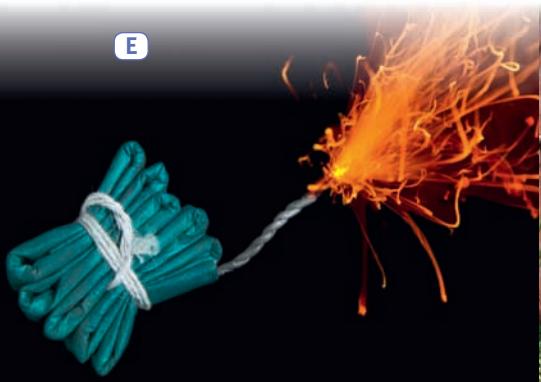
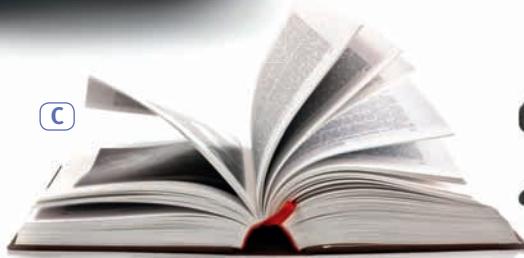
How to... reach an agreement

Argue against someone's point : *If you take into account what a negative influence it's had ...*

: *You can't really say that gunpowder is the most important.*
But then again, so is the lightbulb.

Concede a point : *Yes, that's a good point.*
Communication, yes, as you say ...
Birthday cards, yeah, you're right.

State an agreed point : *OK, paper it is.*
Right, so we agree on the computer.
So, that's decided: the lightbulb.



- 14** **a** Decide which invention you think is the most important. You can use the ideas in the photos or your own ideas.

- b** Work in small groups and try to reach an agreement on the most important invention. Use the language from the How to... box to help you.

3.3 The good old days?

Grammar adjectives and adverbs

Can do give a clear, well-prepared talk expressing personal opinions

Reading

1 **a** Work in pairs. In what ways do you think things nowadays are the same as or different from 20 years ago? Think about food, shops, music, travel, etc.

b Read the blog and discuss the questions.

- 1 Does the writer mention anything you talked about?
- 2 How far is your experience similar to the writer's?

2 **a** Work in groups.

Students A: read the comments on page 78.

Students B: read the comments on page 79.

b Work in pairs in the same group. Tell your partner about the comments you read. Say what (if anything) was written about the following topics: stereotyping, food, holidays, music, shops and language.

3 Work in A/B pairs and discuss the questions.

- 1 In what ways are Paul and Linda's opinions the same or different?
- 2 Whose opinion (Oliver's, Paul's or Linda's) is closest to your own point of view?
- 3 Do you think the old days really were 'the good old days'? Why/Why not?

Grammar | adjectives and adverbs

4 **a** Look at the underlined adjective below and choose the correct options for rules A and B in the Active grammar box.

Gone are the days when travelling meant finding new and different places.

b Look at the underlined adverbs and adverbial phrases in the sentences (1–10) and match them with the examples from the Active grammar box (a–i).

- 1 Recently, I took a trip around Europe with my family.
- 2 I was truly saddened by what I found.
- 3 When I asked for something in French, they generally answered me in English.
- 4 I strongly disagree with almost everything you said.
- 5 Far from being limited; the choice is almost endless.
- 6 I read what you wrote with interest.
- 7 To my mind your argument is wildly oversimplified.
- 8 Latin American salsa is popular throughout the world.
- 9 Many people speak English as a second or third language. However, in many cases, a new type of English has been created.
- 10 Most people are embracing the new things that are being created all the time.

Is the uniformity of globalisation here to stay? Is every high street in the world doomed to be the same?

Is the English language killing other languages and taking over the world?

Recently, I took a trip around Europe with my family and it took my breath away to see how much everything has changed. I was truly saddened by what I found. It seems that gone are the days when travelling meant finding new and different places. Usually, I take change in my stride but it really upset me this time. Everywhere I went, I found the same things. I found towns with the same shops along their high streets. I found people wearing the same clothes, eating the same types of food and listening to the same types of music. When I tried out my language skills in shops and asked for something in French or Spanish or whatever, they generally answered me in English. In one or two of the places, I had to think hard to try and remember which country I was in.

What are your experiences of this? What do you think?

Posted by: Oliver, Brighton, UK – yesterday 15:35

Active grammar

Adjectives

- A Adjectives are used to modify nouns/verbs.
B Position of adjectives: usually directly before/after the noun.

Adverbs

- C Adverbs (and adverbial phrases) are used to modify verbs, adjectives and other adverbs.
D Position of adverbs:

- Usually at beginning of a sentence
a) Connecting adverbs (which join a clause to what came before) *Nevertheless, Then*
b) Time adverbs (if the adverb is not the main focus of the message) *Tomorrow, Last year*
Usually in the middle of a sentence (before the main verb)
c) Adverbs of certainty and completeness *probably, nearly*
d) Adverbs of indefinite frequency *sometimes*
e) Adverbs of comment *stupidly, ignorantly*
f) Some adverbs of manner (if the adverb is not the main focus of the message) *quickly, rudely*
Usually at the end of a sentence
g) Adverbs of manner (also see f above) *slowly*
h) Adverbs of place *upstairs, in the corner*
i) Adverbs of time (also see b above) *this morning, a while ago*

see Reference page 47



5 For each sentence, decide if the underlined words are adjectives or adverbs.

- 1 She lives in a lovely village but it's quite a lonely place.
- 2 He's a lively child but can be a bit silly sometimes.
- 3 A: How are you?
B: I'm fine, thanks.
- 4 Don't eat those mushrooms. They're deadly.
- 5 He can jump really high. I'm sure he'll do well in the competition.
- 6 I got up very early and caught the early train.
- 7 He's a really friendly dog but quite ugly!

6 Write the missing adverb or adverbial phrase in brackets in the correct place in the sentences. Two different positions may be possible.

- 1 I want to try the local food when I'm in Thailand. (definitely)
- 2 I spilt my coffee all over my new jacket. (accidentally)
- 3 I work in a really modern building. (on the 19th floor)
- 4 I went on a tour of six capital cities in Europe. (last month)
- 5 I'm quite shy about practising my English in shops. I'm going to try. (however)
- 6 My grandmother has been on an aeroplane in her whole life. (never)
- 7 The new building is designed to be both attractive and practical. (expertly)
- 8 I learned Spanish before I went travelling in Spain. (quickly)

7 a Choose the correct options for each pair of sentences.

complete/completely

- 1 a Do you think everywhere in the world is becoming _____ the same?
- b Do you think the passing of the 'good old days' is a _____ disaster?

late/lately

- 2 a Do you think it's a good thing that shops nowadays are often open _____ or all night?
- b What new shops have opened or closed down near you _____ ?

definite/definitely

- 3 a Do you think people should _____ try to speak the local language on holiday?
- b Do you think English as a 'lingua franca' has _____ advantages for global business and tourism?

b Work in pairs and ask and answer the questions from 7a.

Vocabulary | verb phrases with *take*

8 Look at the underlined verb phrases in the sentences (1–8). Work in pairs and try to explain the meaning of each one.

- 1 Is the English language killing other languages and taking over the world?
- 2 It took my breath away to see how much everything has changed.
- 3 Usually, I take change in my stride, but it really upset me this time.
- 4 We now take it for granted that anyone can eat sushi or spaghetti for dinner.
- 5 Many British people didn't take to the very spicy food introduced by Indian people.
- 6 I took part in some market research recently.
- 7 I found it hard to take in what you said about language.
- 8 A kind of 'global English' has taken off across the world.

9 Complete the sentences with the correct form of the underlined phrases from exercise 8.

- 1 Some people _____ that everyone can speak English.
- 2 I _____ a survey about a new shopping centre in the town centre.
- 3 That Indian restaurant has been _____ by new management.
- 4 The size of the new shopping centre _____. It's enormous!
- 5 My Spanish really _____ when I spent three months living in Spain.
- 6 We introduced her to lots of new foreign food and she _____ it _____.
- 7 I couldn't _____ everything he said, because my French isn't good enough.
- 8 I didn't _____ online shopping at first, but now I love it.

10 **a** Choose the correct words in *italics*.

- 1 To what extent are large chain stores *taking off/taking over* your high street?
- 2 Are you someone who hates change or do you usually *take it in your stride/take your breath away*?
- 3 Why do you think English has *taken for granted/taken off* as a kind of 'lingua franca'?
- 4 Do you find it easier to *take in/take part in* spoken or written information in another language?
- 5 Can you think of something which you *took to/took over* immediately?

b Work in pairs. Ask and answer the questions from 10a.



Pronunciation | speech units

11 1.21 Listen to a short talk about shopping. Which of these ideas does the speaker mention?

small, local shops chain stores large supermarkets
shopping centres good service fresh food
crowded shops rude shop assistants

12 **a** We usually divide our speech into logical parts. Between each part, we pause slightly to make it easier for the listener to follow what we're saying. Listen again. Mark // in the places you hear a pause.

I really like the town where I live // and I think one of the main reasons is that, // in terms of shopping, // there's a lot of variety. // The main street has many different types of shops. Some of them are run by local people and they have been there for a long time. I like going into these shops because you get very good service. They're always very helpful and friendly. Also, if you're buying food, like vegetables, meat or fish, for example, the food is always fresher, tastier and cheaper than in the large supermarkets. There's one large supermarket in the main street, which is very convenient for lots of the basic things you need to buy. I'd say that I'm very lucky because there's such a good variety of shops in walking distance of where I live. I have a mixture of local shops and large supermarkets, and therefore, I have the best of both worlds.

b Look at the places you have marked //. How many times does the pause happen ...

- at the end of a sentence?
- between clauses linked by *and, but* or *because*?
- before and after a phrase which adds extra information?

Speaking

13 **a** Write a short paragraph describing your opinions about shopping, restaurants or language learning. Mark the places where you are going to pause slightly.

b Work in pairs. Take turns to read out your paragraph.

3 Vocabulary | Making nouns

- 1** **a** Read the rules about making nouns. Then look at the examples and write some more examples of your own.

Rules	Examples
/ is used to make nouns from verbs (often for a person who does an activity or for a thing which does a particular job)	<i>write → writer</i> <i>invent → inventor</i> <i>open → bottle-opener</i>
is often used to make nouns from nouns (often for jobs, for people who play musical instruments and for holders of particular beliefs)	<i>journal → journalist</i> <i>piano → pianist</i> <i>social → socialist</i>
/ is one way of making nouns from verbs	<i>invent → invention</i> <i>pollute → pollution</i>
is one way of making nouns from adjectives	<i>happy → happiness</i> <i>weak → weakness</i>
/ is one way of making nouns from adjectives	<i>visible → visibility</i> <i>inevitable → inevitability</i>
other common endings for nouns are: ,,,	<i>excite → excitement</i> <i>product → productivity</i> <i>mother → motherhood</i> <i>friend → friendship</i>

- b** Work in pairs. Take turns to test each other on making nouns.

Student A: *product*

Student B: *productivity*

- 2** Complete the sentences with the correct noun form using the word in brackets.

Electricity is the most important *invention* ever. (*invent*)

- 1 My boss really is the best ____ I've ever had. (*employ*)
- 2 She spent most of her ____ in Scotland. (*child*)
- 3 Lots of money doesn't always lead to _____. (*happy*)
- 4 Wait until the ____ arrives. She'll know what to do. (*supervise*)
- 5 The job offers a lot of ____ in terms of working hours. (*flexible*)
- 6 We need to improve ____ between departments. (*communicate*)
- 7 My cousin is a very talented _____. (*violin*)
- 8 There has been a ____ in the number of trains in service. (*reduce*)
- 9 Vegetables are important for a child's growth and _____. (*develop*)
- 10 The crowd was full of ____ as the fireworks started. (*excite*)



- 3** One noun in each group is wrong. Find and correct it.

- 1 involvement, arrangement, producement, replacement
- 2 friendship, partnership, membership, enjoyship
- 3 brotherhood, employhood, manhood, neighbourhood
- 4 typewritist, pianist, physicist, scientist
- 5 forgetfulness, readiness, forgiveness, modernness
- 6 alteration, donation, devlopment, admission

- 4** **a** Work in small groups. You're going to write short stories. Each sentence in each story must contain a noun from exercise 1a. Follow the instructions below.

- 1 Each person in the group starts by writing the first sentence of a story on a piece of paper. Don't forget to include a noun from exercise 1a. Then pass the paper to the next student.

I was full of happiness as I left the house that morning.

- 2 The next student should read the sentence and continue the story with another sentence (again, containing a noun from exercise 1a). Then pass the paper to the next student.
- 3 Continue until everyone has written at least three sentences in each story.

- b** Prepare to read out your stories. Divide your story into speech units and mark the places where you can pause slightly.

- c** Take turns to read out your stories. Which is the best story in your group?

3 Communication

Can do tell a short anecdote



2 **a** 1.22 Listen to Karl telling a short anecdote about 'My school days' and answer the questions.

- 1 Are his school days 'the best days of his life'?
- 2 Apart from English and maths, what other subject does he think is really important?
- 3 What job is he doing now? Does he like it?
- 4 What is 'one of the biggest lessons' he has learned?

b Complete the sentences to make them true for you.

- 1 Looking back, I wish I'd ...
- 2 Now I'm older and wiser, I realise ...
- 3 It's only with the benefit of hindsight that I now realise ...
- 4 One of the biggest lessons I've learned in life is ...

c Work in pairs. Compare your answers to questions 1–4 above.

3 **a** Prepare to tell a short personal anecdote on 'My school days'. Choose one or more of the questions from exercise 1 to speak about and write a short anecdote, including plenty of extra, personal details.

b Think about where you will pause in the anecdote when reading aloud.

4 Work in small groups. Take turns to tell your anecdotes to each other, making sure you speak clearly and pause in the correct places.

Past Perfect Simple and Continuous

We use the Past Perfect Simple to describe events that happened before the main events in the past.

Form: *had + past participle*

I'd just finished my lunch when the doorbell rang.

We use the Past Perfect Continuous to describe activities that happened over a period of time, up to a specified point in time, and up to and beyond a specified point in time.

Form: *had + been + verb + -ing*

Before they came here, they had been living in Australia.

Articles

We use the definite article *the*:

- with inventions and species of animal: *the giant panda*.
- with national groups: *the British, the Ancient Greeks*
- with particular nouns when we know which one we're talking about OR it is the only one: *the sun, Can you turn off the light, please?*
- with superlatives: *Russia is the biggest country.*
- with previously mentioned nouns: *Would you like an apple or a banana? The banana is very ripe.*
- with names of places which are plural: *the Netherlands*
- with names of countries with states, kingdom or republic: *the United Kingdom*
- with rivers, oceans, seas: *the Mediterranean Sea*
- to specify which one we mean: *What did you do with the book I lent you?*

We use the indefinite article *a/an*:

- with jobs: *a teacher, an engineer*
- with singular countable nouns (mentioned for the first time or when it doesn't matter which one): *I'd like an apple.*

We use no article (the zero article):

- with most streets, villages, towns, cities, countries, lakes, mountains: *Oxford Street, Italy, Mount Fuji*
- when we make generalisations with plural nouns: *Cats make very good pets.*
- when we make generalisations with uncountable nouns: *Coffee is very expensive in this country.*
- when we make generalisations with abstract nouns: *Accommodation is difficult to find.*

Adjectives and adverbs

Adjectives are used to describe nouns. They usually come directly before the noun.

I live in a really beautiful city.

Adverbs (and adverbial phrases) are used to modify verbs, adjectives and other adverbs. The position of adverbs in a sentence can vary, depending on the main focus of the message.

Position of adverbs

Usually at the beginning of a sentence:

connecting adverbs (e.g. however) and time adverbs (e.g. tomorrow), if the adverb is not the main focus of the message.

Tomorrow, I'm going to start doing some gardening.

Usually in the middle of a sentence (before the main verb): adverbs of certainty and completeness (e.g. *probably*), adverbs of indefinite frequency (e.g. *often*), adverbs of comment (e.g. *stupidly*), some adverbs of manner (e.g. *quickly*), if the adverb is not the main focus of the message.

I think I'll probably go and see Jane later.

Usually at the end of a sentence:

adverbs of manner (e.g. *silently*) (see above), adverbs of place (e.g. *beside*), time adverbs (e.g. *a while ago*) (see above).

She threw her bag down beside the sofa.

Many adverbs end in -y, but some words ending in -y are adjectives not adverbs.
(e.g. *friendly, lively, lonely, silly*)

There are also many adverbs which do not end in -y (e.g. *late, fast, fine, hard, high, well*).

Sometimes the adjective and adverb have the same form (e.g *fast, hard, fine, early, daily*).

He worked really hard.

This chair is too hard.

Key vocabulary

Age

modern ancient antique traditional second-hand
elderly old-fashioned trendy fashionable

Time expressions

while during throughout at that time in (2010)
from that point on since after that until
for the previous (few months)

Materials

glass leather metal paper plastic porcelain
rubber wood bronze cotton denim gold iron
lycra silk silver wool

Describing objects

soft stretchy shiny smooth rough furry
slippery itchy

Verb phrases with take

take over take off take to take in take part in
take your breath away take it for granted
take it in your stride



Listen to the explanations and vocabulary.

ACTIVEBOOK



see Writing bank page 82

3 Review and practice

1 Six of the sentences (1–8) have a missing word. Find the sentences and write the word in the correct place.

- 1 We had walking for twenty minutes when it started to rain.
- 2 Today I bought that leather bag that I seen online.
- 3 When I got to the party, Jack already gone home.
- 4 I went back to my hometown after fifteen years and found that it had changed a lot.
- 5 While Christina sitting on the bus, someone stole her gold watch.
- 6 The doorbell rang and I hadn't even got dressed!
- 7 Someone finally answered the phone after I'd waiting for ten minutes.
- 8 As soon as I saw her at the party, I realised I met her before.

2 Complete the sentences with the Past Perfect Simple or Continuous form of the verbs in brackets.

- 1 I _____ (work) on the report for five days when she told me it wasn't necessary.
- 2 What _____ (you/do) before I arrived? You looked so hot!
- 3 It wasn't until I got home that I realised that someone _____ (steal) my wallet.
- 4 They _____ (think) about moving house for the previous five years before they actually did it.
- 5 I was embarrassed because she arrived before I _____ (wrap up) her birthday present.
- 6 _____ (you/learn) the guitar for a long time before you gave up?
- 7 I _____ (run) for about five minutes when I tripped and broke my leg.
- 8 _____ (you/read) the book before you went to see the film?

3 Put *a/an* or *the* in the sentences if necessary.

- 1 She lives in Alexandra Road. It's not far from antiques shop.
- 2 People say that British are reserved.
- 3 I'm not sure, but I think I'd like to be architect when I grow up.
- 4 Don't forget your sun cream. Sun is very strong today.
- 5 Leisure time is increasing for most people in Europe.
- 6 We stayed at very nice hotel in Barcelona.
- 7 That was one of best books I've read for ages.
- 8 Shall we sit in garden for a while?

4 Complete the pairs of sentences with the correct adjective and adverb.

quiet/quietly

- a Could everyone be *quiet* during the exam?
- b You're speaking too *quietly*. I can't hear you.

bad/badly

- a I fell and hurt myself quite _____.
- b The pollution is very _____ in this part of town.

careful/carefully

- a Don't worry. He's a very _____ driver.
- b You really need to do your homework more _____.

perfect/perfectly

- a Your pronunciation is absolutely _____.
- b Petra speaks English almost _____ now.

good/well

- a How _____ can you play the guitar.
- b He is a very _____ tennis player now.

5 Choose the correct word in *italics*.

I was only slightly *late*/*lately* for the class.

- 1 The new shopping centre is *enormous*/*enormously*.
- 2 I couldn't believe it. The exam was *incredible*/*incredibly* easy.
- 3 He drove frighteningly *quick*/*quickly* along the motorway.
- 4 I can't go out until I've *complete*/*completely* finished my homework.
- 5 I thought the meal would be cheap but it was *surprising*/*surprisingly* expensive.
- 6 I'm absolutely *certain*/*certainly* that you'll take to the new teacher.

6 Find the mistake in each sentence and correct it.

My grandfather lives in a home for *ancient* people.
elderly

- 1 I don't usually wear wool because I find it too stretchy.
- 2 When I first visited Rome, it took my head away.
- 3 She's got all the most fashion clothes.
- 4 I've decided to take part of a writing competition.
- 5 I've been working in a café while the summer.
- 6 I like going to second-time shops and buying old clothes.
- 7 It's too much information to take on at once.
- 8 I broke my leg last year. While then, I haven't played football.

Connect

1



Lead-in

1 Look at the photos. Who are the people and how do you think they are connected?

2 Work in pairs. Choose three of the people from the box and take turns to describe them to your partner. Who is closest to you?

partner wife husband step-sister half-brother
sibling colleague soulmate close friend
neighbour acquaintance



3 a Work in pairs. Look at the sentences and check you understand the meaning of the underlined phrases.

- 1 I come across as confident when you first meet me, but I'm shy really.
- 2 I often bump into old school friends when I'm out in my local area.
- 3 I didn't make a very good impression on my neighbours when I moved in.
- 4 I didn't see eye to eye with any of my siblings when I was growing up.
- 5 I keep in touch with almost all my friends from my first school.
- 6 I try not to 'Judge a book by its cover' when I meet new people.
- 7 I prefer talking face to face, rather than on the phone or online.
- 8 I've never met anyone and just clicked with them immediately.

b Which sentences from exercise 3a are true for you? Give details.

1.1 First impressions

Grammar overview (1): the present and future

Can do take part in a conversation and make small talk

Reading

1 Work in pairs and look at the photo. What kinds of things would you talk about to ...

- friends of friends at a party
- classmates in a new class
- colleagues in a new job
- neighbours in a new area

2 Read the 'Any Answers' website. How does each person feel about meeting new people?



Do you think first impressions are important? Most people think it takes about two minutes to make a judgement about someone when you first meet. I'm reading a book at the moment about first impressions. It says we make decisions about new people in a few seconds – that means we make a decision without even thinking. Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.

How quickly do you think you make judgements about people? Do you have any advice on what to do or say when you meet new people? Any answers, please.

Ana, Spain. When a friend introduces me to someone at a party and I have to make small talk, I sometimes stumble over my words and start mumbling. I've watched more confident people and they always speak up. I read something about giving people compliments and asking questions. It's a good way to start a conversation; you can say something like, 'I really love your shoes! Where did you get them?' So, that's what I'm going to do next time I meet someone new. Also, feeling confident about what I look like helps me – so I always wear clothes that make me feel good.

Mark, Australia. I work in a big company and I meet new colleagues all the time. I like meeting new people and I'm quite confident, but in my experience people definitely form an instant opinion about you. Personally, I try not to be too judgemental, but I'm sure your unconscious mind takes over a bit! You need to think about the language you use, especially when you greet people. I always say, 'Hello, pleased to meet you.' I can't stand it when people you don't know are really informal and say something like, 'Hey, what's up?' I think it also sounds ridiculous when people are too formal and say, 'How do you do?'

Jelena, Poland. As I'm writing this, I'm nervous because I'm starting a new class tomorrow and I'm going to meet lots of new classmates. I think it'll be fine though. I know one person and I'm meeting her before the class. Also, most people are nervous in new situations. My parents always told me to treat people as you want them to treat you. You should never talk down to them or gossip about them. I'd like people to chat to me and be friendly, so I'm going to do that. I think it's also important to make eye contact and listen to people. You shouldn't talk about yourself all the time, boast about things or dominate the conversation.

3 Read the website again and answer the questions.

- 1 According to the book the writer is describing, how long does it take to make judgements about people?
- 2 What does Ana mention about saying nice things to people?
- 3 What does Ana say about the clothes she wears?
- 4 Does Mark think that people judge each other quickly or not?
- 5 What does Mark say about the formality of people's language?
- 6 What advice did Jelena's parents give her?
- 7 Does Jelena say it's good to talk about yourself a lot?

4 Work in pairs and discuss these questions.

- 1 How true do you think it is that we make very quick judgements about people when we first meet?
- 2 Do you think that your first impressions of someone you meet for the first time are usually correct or not?
- 3 What advice would you give to someone who is ...
 - worried about going to a party with lots of new people?
 - about to start a new job and wants to make a good first impression?

Think about ...

- what you say.
- how much you speak or listen.
- eye contact.
- what you wear.
- body language (e.g. bowing, shaking hands).



Grammar | overview (1): the present and future

- 5** Look at the underlined verbs in the sentences from the website. Match them with the uses (a–j) in the Active grammar box.

- 1 I'm reading a book at the moment.
- 2 Our minds unconsciously say, 'I really like you' or 'I'll avoid you'.
- 3 That's what I'm going to do next time I meet someone new.
- 4 I always wear clothes that make me feel good.
- 5 I work in a big company.
- 6 As I'm writing this, I'm nervous.
- 7 I'm going to meet lots of new classmates.
- 8 I'm meeting her before the class.
- 9 I think it'll be fine though.
- 10 Most people are nervous in new situations.

Active grammar

Use Present Simple for:	a) habits/routines b) describing a state c) things that are permanent/always true
Use Present Continuous for:	d) things that are happening now, at this precise moment e) temporary situations that are happening around now f) arrangements in the future
Use <i>will</i> + infinitive for:	g) unplanned decisions (made while speaking) h) predictions based on what you think or believe
Use <i>going to</i> + infinitive for:	i) plans and intentions j) predictions based on what you know or can see/hear now

We do not usually use state verbs in the continuous form (e.g. *like*, *think*, *want*, *need*).

- 6** Find the mistakes in the underlined verb tenses and correct them.

- 1 I enjoyed my first class and I'm sure I make some new friends.
- 2 He'll meet some new classmates after school in a café at 5.30.
- 3 She is always arriving early on the first day of a new course.
- 4 I've decided that I study harder this term than before.
- 5 My cousin lives with us at the moment – just for three years while he's at university.
- 6 I think I'm having a lot of homework to do this year.
- 7 We've got a really good teacher this term. I'm really liking her.
- 8 He'll listen to some music at the same time as studying right now.

- 7** **a** Work in pairs. Take turns to ask and answer questions about the topics below.

- accommodation
- family
- new people
- plans for the weekend
- meeting friends
- hobbies

- b** Tell the rest of the class about your partner.

- 8** Read the Lifelong learning box. Work in pairs and discuss the questions.

Reading skills: grammar in context

! Texts contain a range of grammar that the writer has chosen for a particular reason. We can understand more about what we read by thinking about this choice of grammar.

- 1 Why do you think the writers chose to use the underlined grammar in these sentences?
 - a) Our minds unconsciously say: 'I really like you' or 'I'll avoid you'.
 - b) You should never talk down to them or gossip about them.
 - c) I'd like people to chat to me and be friendly, so I'm going to do that.
- 2 What other verb forms could be used instead in each case?
- 3 What difference to meaning would those choices make?

Lifelong learning

Vocabulary | ways of speaking

- 9** Work in pairs. Find the verb phrases in the box in the website on page 8. Try to explain the meaning of each by looking at the sentences around the verb phrases.

chat gossip make small talk greet someone
give someone a compliment boast mumble
speak up talk down to someone
stumble over your words

- 10 a** Choose the correct words in *italics*.

- 1 I spend at least an hour every day *chatting/making small talk* to friends on the phone.
- 2 People always respond positively when you *talk down to them/give them a compliment*.
- 3 ‘Hobbies’ and ‘the weather’ are the best two topics when you have to *make small talk/boast*.
- 4 When I was a teenager, I *talked down/mumbled* a lot and people couldn’t understand what I was saying.
- 5 I think it’s particularly upsetting to hear people *mumbling/talking down* to elderly people.
- 6 I get nervous when I speak in public and I *stumble over my words/speak up*.
- 7 I make a point of always *mumbling to/greeting* my neighbours in the street.
- 8 *Boasting/Mumbling* about your possessions is worse than about your achievements.
- 9 I often can’t hear people on my mobile and I ask them to *speak up/talk down*.
- 10 *Greeting/Gossiping* and talking about people behind their backs can be very hurtful.

- b** How true are the statements for you? Discuss with other students. Give reasons for your opinions.



Speaking

- 11 a** Listen to the conversation and answer the questions.

- 1 What is the situation?
- 2 Do you think that the two people make a good first impression on each other?
- 3 Which topics in the box do they talk about?

hobbies friends work study travel
the weather clothes where you live
how you feel

- b** Listen again. Add one more phrase to each section of the How to... box.

How to... make a good first impression

Greet someone : *It's great to meet you.*
Hello, how are you?
Nice to meet you, too.
Fine thanks – and you?

Try to find out what you have in common : *Have you done any Spanish classes before?*
Do you live near here?
How did you get here today?

Sound interested in the other person : *I know what you mean.*
Oh, really?
Are you?

Finish the conversation politely : *I'm sorry, I really must go. But it was great to meet you.*
Good to meet you. See you again soon.

- 12 a** You want to make a good impression on someone you haven't met before. Work in pairs and choose a situation from exercise 1. Prepare to have a conversation with them. Make notes about what to say for each section of the How to... box.

- b** Roleplay your conversation.

- c** Do you think you made a good impression on each other? How do you think you could improve your conversations?

1.2 Family ties

Grammar overview (2): the past

Can do express your opinion and manage a conversation



Listening

- 1**
 - a** Work in pairs. Look at the photo of the Boehmer family. What do you think they do?
b Listen to an extract from a radio programme about the Boehmer family and answer the questions.
 - 1 How many children are in the Boehmer family?
 - 2 What is special about them?
 - 3 How do they feel about what they do?
- 2** Listen again and answer the questions.
 - 1 Why did Larry Boehmer start juggling?
 - 2 How did his children become interested in juggling?
 - 3 Where did the family first juggle for a public audience?
 - 4 What is special about Casey Boehmer?
 - 5 What does Larry believe about the skill of juggling?
- 3**
 - a** Look at the underlined phrases in audioscript 1.3 on page 87. What do you think they mean?
b Summarise the information in the radio programme using the phrases from the audioscript.
- 4** Work in groups. Discuss the questions.
 - 1 From what you've heard about Larry Boehmer, how would you describe him?
 - 2 What is an argument against doing what the Boehmer parents did with their children? Do you agree with this argument? Why/Why not?
 - 3 Larry Boehmer says his 'children's talents aren't inherited; it's simply a matter of practice and persistence'. How far do you think that is true for different talents?
 - 4 How do you think you would feel about working with a member of your family?

Grammar | overview (2): the past

- 5**
 - a** Look at the underlined verbs in the extract from the radio programme. Which are Past Simple, Past Continuous and Past Perfect Simple?

It all started while Larry Boehmer was working as a pipeline worker for Shell Oil. His job took him away from his wife Judy and the four children they had at that time. He had spent the first few weeks sitting in his motel room between shifts, when one day, while he was feeling bored, he decided to take up a new hobby. Using a book, he taught himself to juggle. When he had mastered the basics, he went home and showed his children what he could do.

- b** Look at the Active grammar box and match the tenses (1–3) with their correct uses (A–C).

Active grammar

- | | |
|---------------------------|--------------------------|
| 1 Use Past Simple | <input type="checkbox"/> |
| 2 Use Past Continuous | <input type="checkbox"/> |
| 3 Use Past Perfect Simple | <input type="checkbox"/> |

- | |
|--|
| A to describe main events in the past |
| B to describe events and background information that happened before the main events in the past |
| C to describe actions that were in progress when the main events happened |

See Reference page 19

- 6** Choose the correct words in *italics*.

- | |
|--|
| A When Larry decided to teach himself to juggle, ...
1 ... he <u>had lived/was living</u> in a motel. |
| 2 ... his family <u>wanted/had wanted</u> to learn to juggle, too. |
| 3 ... he <u>took/had taken</u> a job with Shell Oil. |
| B When I arrived at the cinema, ...
4 ... my friends <u>were waiting/had waited</u> by the ticket office. |
| 5 ... the film <u>had started/was starting</u> 15 minutes earlier. |
| 6 ... I <u>bought/was buying</u> my ticket as quickly as I could. |

- 7** **a** Complete the story with the Past Simple, Past Continuous or Past Perfect Simple form of the verb in brackets.

Before Peter and Kate Evans had (have) children, they (1) _____ (hear) about home-schooling but (2) _____ (not think) about it as a serious option for their own family. They (3) _____ (live) in California when they (4) _____ (have) their first child and (5) _____ (start) to find out more about it. Both of them (6) _____ (work) full-time at that time, so they had to make some big decisions about their lives.

Thirty years later, Emily is a professor of mathematics at a top university, Jen is a lawyer specialising in family law and Heather is a professional pianist.

Emily says, ‘When I (7) _____ (go) to university, I (8) _____ (realise) what home-schooling (9) _____ (give) me. Many students there (10) _____ (not know) how to think about things properly. We (11) _____ (learn) to process information – not just repeat other people’s ideas. I am proud that all our careers are so different. While we (12) _____ (grow up), our parents were always very supportive; they helped us to build on our individual strengths.’

b Complete the sentences.

- 1 When I was studying for my exams, ...
- 2 When I left my last school, I ...
- 3 When I had finished my last exam, ...
- 4 When I look back at my education, I realise that ...

c Work in pairs and discuss your sentences.

Reading

- 8** Work in pairs and discuss the questions.

- 1 What are the advantages and disadvantages of being born first, middle or last in a family?
- 2 Do you think it is good to be an only child? Why/Why not?

- 9** Read the article above and choose the best summary.

- 1 It says which type of child it is best to be (i.e. first born, middle born, last born or an only child).
- 2 It gives advice to parents about dealing with each type of child.
- 3 It describes possible career consequences according to the position in the family.
- 4 It advises children how to cope with their position in the family.

WHO comes first?

A child’s place in the family birth order may play a role in the type of occupations that will interest him or her as an adult, new research suggests. In two related studies, researchers found that only children – and to a certain extent first-born children – were more interested in intellectual, cognitive careers than later-born children. In contrast, later-born children were more interested in both artistic and outdoor-related careers.

These results fit into theories that say our place in family birth order will influence our personality, said Frederick T. L. Leong, co-author of the study and professor of psychology at Ohio State University. ‘Parents typically place different demands and have different expectations of children depending on their birth order.’

‘For example, parents may be extremely protective of only children and worry about their physical safety. That may be why only children are more likely to show interest in academic pursuits rather than physical or outdoor activities. An only child will tend to get more time and attention from their parents than children with siblings. This will often make them feel special

- 10** **a** Read the article again. Are these statements true (T) or false (F)? Explain why.

- 1 Only children and first-born children often follow similar types of career path.
- 2 Parents usually expect different things from their first and last children.
- 3 There are no disadvantages to being an only child.
- 4 Last-born children tend to take more risks as a result of their parents’ attitude towards them.
- 5 Middle children often get on well with many different types of people.

- b** Work in pairs and give your own opinions on the statements in exercise 10a. Give examples from your own family and other families you know.

Vocabulary | making adjectives from nouns

- 11** Complete the table. Then check your answers with the article.

Noun	Adjective
intellect	(1) _____
art	(2) _____
(3) _____	jealous
(4) _____	lonely
responsibility	(5) _____
(6) _____	successful
frustration	(7) _____
skill	(8) _____

but the downside is that they may suffer from jealousy and loneliness when friends discuss their brothers and sisters and family life.'

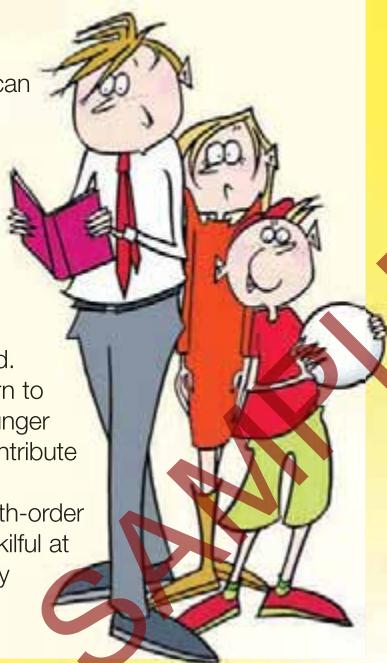
The first-born is an only child until the second child comes along – transforming them from being the centre of attention, to then sharing the care of parents. Parents will also expect them to be responsible and ‘set an example’. The change from being the focus of a family may be quite a shock and so shape the first-born’s outlook on life. Therefore, first-borns may try to get back their parents’ attention and approval by achieving success in their careers. It is true that first-borns are significantly more often found as political leaders than any other birth-order position.

Being the youngest in the family can sometimes be a frustrating experience, especially if the child wants to be taken seriously and treated like an adult. The last-born is more likely than the other birth-order positions to take up dangerous sports. This may be a sign of the last-born’s rebellious streak – a result of being fed up with always being bossed about by everyone else in the family.

Middle children, however, have different issues.

‘Middle-child syndrome’ can mean feeling sandwiched between two other ‘more important’ people – an older sibling who gets all the rights and is treated like an adult and a younger sibling who gets all the privileges and is treated like a spoilt child.

Middle-borns have to learn to get on with older and younger children, and this may contribute to them becoming good negotiators – of all the birth-order positions they are most skilful at dealing with both authority figures and those holding inferior positions.



12 Complete the sentences with the words from the table in exercise 11.

- 1 There’s a lot of _____ involved in juggling.
- 2 My sister is very _____. She can paint well and writes poetry.
- 3 I’m an only child, but I never felt _____ because I always had a lot of friends.
- 4 Parents have a big _____ to give their children the right start in life.
- 5 My brother is interested in _____ hobbies like playing chess, whereas I’m more physical.
- 6 I was always very _____ of my older sister for being much more beautiful than me.
- 7 Not being able to do things your older siblings do can lead to _____ and arguments.
- 8 I’ve wanted to be a _____ lawyer and make a lot of money ever since I was a child.

Speaking

13 a Listen to three people. What are they talking about? Do they agree with each other?

b Listen again and complete the How to... box.

How to... manage a conversation

- | | |
|--|---|
| Find out what someone else thinks | <ul style="list-style-type: none"> Ask a direct question: What do you _____ about that? Reformulate someone’s answer into another question: So, you’re the _____ child then? |
| Interrupt to get your point of view across | <ul style="list-style-type: none"> Refer to someone’s point and back up with your own example: That’s not the _____ that I had ... Find similarities with someone else’s point: I think it’s quite _____.
I suppose my sister ... |
| Support what another person says | <ul style="list-style-type: none"> Comment on someone’s point and back up with your own example: That’s quite _____. I’ve got an older brother and ... Agree with someone’s point: I _____ it must be the case for some ... |

Pronunciation | intonation: sounding tentative

14 a 1.5 We can show how tentative or sure we are about what we’re saying by using different intonation. Listen again to four extracts from the conversation. Which ones convey more tentative statements and which are more confident? How can you tell?

b Listen to the extracts again. Then look at the underlined sentences in audioscript 1.4 on page 87 and repeat them with similar intonation.

15 Work in small groups and discuss the statements. Use the language from the How to... box.

- 1 Parents tend to be stricter with their first-born children.
- 2 Middle children have the worst time.
- 3 Youngest children are usually spoilt.
- 4 Only children tend to be self-sufficient and not need many friends.
- 5 We are attracted to people who are born in the same position within the family.

1.3 Mobile connections

Grammar obligation and ability

Can do talk about obligations and abilities

Reading

1 Work in groups and discuss the questions.

- 1 Do you have a mobile phone? How much do you use it? What do you use it for?
- 2 Do you know anyone who doesn't have a mobile phone? Why don't they have one?
- 3 Do you think mobile phones are generally a good or a bad thing?
- 4 Do you think it is appropriate for a child to have a mobile phone? If not, why not? If so, what do you think the minimum age should be? Why?

2 Read the article. Tick (✓) the six topics that are mentioned.

- 1 the number of young people who have a mobile phone
- 2 when the first mobile phone was invented
- 3 the reasons why young people want a mobile phone
- 4 how parents feel about their children having a mobile phone
- 5 mobile phones and noise pollution
- 6 the amount of contact teenagers feel they need with their friends
- 7 the effect of mobile phones on relationships
- 8 some possible educational uses of mobile phones
- 9 the effect of mobile phones on reading for pleasure
- 10 the health risks of mobile phones to children

3 Read the article again. Make brief notes about the ideas in exercise 2 it refers to.

4 Work in pairs and discuss the questions.

- 1 Which two facts in the article did you find most interesting? Why?
- 2 How important do you think mobile phones are for young people in your country?
- 3 How do you think mobile phones will change over the next five years?
- 4 How far do you agree that the use of mobile phones can be addictive and bad for your health?

Mobile mad

There are good reasons to be worried about children and mobile phones, reports Michael Fitzpatrick.

In Japan, where mobiles have been common among the young for some time and offer sophisticated services, sociologists see an alarming trend. 'Keitai culture', as the use of mobiles in Japan is known, is huge. In Tokyo, for example, a third of all four to 15-year-olds have a mobile phone. Over half of Japan's high-school students own one and many of them are Internet-enabled. Half the children polled recently said their lifestyle 'required' them to have a mobile phone and many said their parents 'forced' them to have one. 'My parents say if I go out, I have to take my phone so they can get in touch with me, wherever I am,' says 14-year-old Aya Oguri. 'I don't have to phone them all the time but I mustn't turn it off. I don't really mind as it makes me feel safe.'

An informal survey conducted on the Tokyo streets by *Japan Today* magazine, however, suggests that the nation's teens have other reasons for keeping hold of 'their best electric friend'. 'I need to keep in touch all the time. If I can't find my phone I feel really isolated from my friends,' says 16-year-old Asuka Maezawa. Emi Inoue, 17, agrees, adding, 'I can talk to my friends about gossip I don't want my parents to hear.' Another survey also revealed that about 22 percent said they talked at least ten times per day, while 45 percent said they used their mobile to send ten or more text messages each day.

Such a density of mobile ownership, especially among the young, has led to a new type of neurosis, say sociologists. Japanese teens, in particular, have become fanatical about being 'always available' and not wanting to lose touch, even for a day. 'Teenagers take advantage of every spare minute to touch base with their friends. It is not the content of the communication but the act of staying in touch that matters. Indeed, many become extremely uneasy if they can't be in touch with their peers countless times each day, fearing they are becoming socially isolated,' writes sociologist Hisao Ishii, author of *The Superficial Social Life of Japan's Mobile Phone Addicts*. 15-year-old Miki Nakamura backs this up when she says, 'I must have my phone with me all the time. I'm completely out of touch with the world without my phone and I go into a total panic.'

'If this trend continues,' adds Hisao Ishii, 'two things will probably happen. One is mobile phone addiction, where a person doesn't have the necessary skills to form and maintain relationships without the help of mobiles. The second: superficial communication may drive out genuine conversation. The act of contacting one another may become all that matters, leading to a deterioration in the quality of relationships. Indeed, the very fabric of society may be threatened.'

The sociologist Maiko Seki has also suggested that, 'children read books less and less as they are too busy playing with their technological tools.' As well as this, it may be that academic performance is being affected: 68 percent of children who responded to a DoCoMo survey who owned a mobile phone said they got poor grades at school. In addition to this, a recent UK government report has highlighted the increased health risks to children under 16 using mobile handsets. A leaflet sent to schools suggests that children below this age shouldn't have unlimited access to mobile phones and that they should be used only in emergencies.



Vocabulary | keeping in touch

- 5** **a** Work in pairs. Find the verb phrases from the box in the article and try to work out the meaning.

to be in touch to be out of touch
 to get in touch to keep in touch to lose touch
 to stay in touch to touch base

- b** Discuss the questions.

- 1 Which pair of verb phrases has the same meaning?
- 2 Which two pairs of verb phrases have opposite meanings?

- 6** **a** Delete the wrong word in each sentence.

- 1 I stay in of touch with a lot of my friends by email.
- 2 Sadly, I've lost in touch with someone who I'd really like to see again.
- 3 I'm in the touch with several people from my primary school.
- 4 I am touch base with most members of my family at least once a week.
- 5 I hate being in out of touch with friends, even when I'm on holiday.
- 6 I use my mobile every day to be get in touch with friends and family.
- 7 I find it difficult to keep in touch base with all my friends as much as I'd like.

- b** Tick the sentences which are true for you and change the others to make them true.

- c** Compare your sentences with other students.

Grammar | obligation and ability

- 7** **a** Complete headings A and B in the Active grammar box with *Obligation – present* and *General ability – present*.

- b** Listen to a teenager talking about her mobile phone and answer the questions.

- 1 Why did she get a phone?
- 2 How does she feel about it?

- c** Complete headings C, D and E of the Active grammar box with:

Ability in the past on one specific occasion,
General ability – past and
Obligation – past.

Active grammar

A _____
can, can't

B _____
have to, don't have to, must, mustn't, should, shouldn't

C _____
could, was able to, couldn't, wasn't able to

D _____
could, was able to, couldn't, wasn't able to

E _____
had to, didn't have to, should have, shouldn't have

8 Rewrite the sentences using the words from the Active grammar box. Start with the words given. Sometimes there is more than one possible answer.

- 1 I think it's a good idea for me to do more exercise.
I think I ...
- 2 I had the ability to read when I was only three.
I ...
- 3 It wasn't necessary to wear a uniform when I was at school.
I ...
- 4 It is necessary to turn your phone off in the cinema.
You ...
- 5 It wasn't a good idea to apologise to her so late.
You ...
- 6 When I spoke to her, I had the ability to make her understand the problem.
When I spoke to her, I ...
- 7 When I was a child, it was necessary to eat things I didn't like.
When I was a child, I ...
- 8 It is forbidden to use your phone during the performance.
You ...



Pronunciation | connected speech (1)

9 **a** Look at the underlined words in the sentences (1–8) and follow the instructions.

- Tick (✓) the weak forms of modal/auxiliary verbs (e.g. *can/was*) and prepositions (e.g. *to*).
- Mark connections between a consonant sound and a vowel sound.
- Mark connections between a consonant sound and another consonant sound.

- 1 A: Can you hear what she's saying?
B: Yes, I can.
- 2 I couldn't phone them.
- 3 I was able to phone from there.
- 4 I know I should've been more careful.
- 5 I wasn't able to tell them where I was.
- 6 You have to phone me when you get there.
- 7 He had to get in touch with his boss.
- 8 A: Could you speak English when you were five?
B: Yes, I could.

b 1.7 Listen and check the pronunciation. Work in pairs and repeat the sentences.

Speaking

10 **a** Choose five of the points below to talk about. On another piece of paper, write one word (as a clue) for each point you chose.

- one thing you can boast about
- a person you should get in touch with soon
- one thing you like doing, but shouldn't do
- one thing you were proud you were able to do
- a person you should've made a good impression on, but didn't
- one thing you must do before the weekend
- one thing you could play/do well before, but can't do now
- a person you know you mustn't lose touch with
- one thing you didn't have to do, but you're pleased you did
- a person you had to speak to face to face, but didn't want to
- one thing you shouldn't have done, but did

b Work in pairs. Show your clues to your partner but don't say which piece of information each one refers to. Take turns to ask each other about each clue and find out what each refers to.

A: *You've written 'Alicia'. I know she's a good friend of yours and I think she lives quite far away. So, is she someone you should get in touch with soon?*

B: *No. Actually, I saw her last week.*

A: *OK, well, maybe she's someone you mustn't lose touch with?*

B: *Yes, that's right. She's moving to New Zealand soon and I really don't want to lose touch with her.*

1 Vocabulary | phrasal verbs

- 1 1.8 Read and listen to Tim's girlfriend (Mandy) and his sister (Gill). Answer the questions.

- 1 Who is Gill's boyfriend?
- 2 Who has made Gill upset?

M: So, do you think Tim takes after his dad?

G: Well, I suppose so, in some ways.

M: How?

G: Well, I mean, they're both very stubborn.

M: That's for sure. It runs in the family.

G: But you know Tim really looks up to him. He always has, right from when we were kids and while we were growing up. I remember he used to always be showing off to him, trying to get his attention, one way or another.

M: And how about you?

G: Oh, I suppose I was always closer to my mum. She didn't have an easy time, bringing us up. Dad wasn't around much.

M: And how did you and Tim get on?

G: Oh really well ... except when he'd put spiders in my bed!

M: And how's life with you now?

G: Not bad. You know I'm going out with Kevin?

M: Oh yes? But, it's not so long since you split up with Max, is it?

G: Hey ... it's nearly six months, and anyway, I've known Kevin for ages, it's just that it's never seemed to be the right time before.

M: And, how's Sally?

G: Oh ... Sally. Well, we've kind of fallen out.

M: Really? Why? What happened?

G: Well, it's a long story but, in a nutshell, I told her something pretty sensitive about me and things going on at work.

M: Yes ...?

G: And then I found out she'd talked about it to some other friends.

M: Oh no!

G: Yeah, I was really upset about it.

M: Do you think you'll be able to make up?

G: I'm really not sure ...

- 2 a Work in pairs. From the context, think about the meaning of each underlined phrasal verb and write a short definition.
take after – to look or behave like someone in your family

- b Check your ideas in a dictionary.



- 3 Find the mistake in each sentence and correct it.

- 1 How long have you and your girlfriend been going out with?
- 2 You don't get on your boss very well, do you?
- 3 We made it up after we both agreed how silly we had been.
- 4 I think our parents did a great job of bringing up us with very little money.
- 5 David really looks up to. He thinks you're amazing.
- 6 Who do you take them after in your family, your mum or your dad?
- 7 I wish you would grow out and start behaving like an adult!
- 8 John's fallen out his brother again. I think his brother owes him some money.
- 9 Why did he tell us how much money he earns? I hate it when people show on like that.
- 10 Why did you and Lorraine split it up? I thought you were quite happy together.

- 4 a Read the statements (1–5). Which are true for you? Change the others to make them true for you.

- 1 Of all the people in my family, I probably get on best with my dad because we're so similar.
- 2 I take after my grandmother in lots of ways. We both love travel and discovering new places.
- 3 In my opinion, couples should go out for at least two years before they get married.
- 4 If I have children in the future, I'll probably bring them up in much the same way that my parents brought me up.
- 5 I really look up to my grandfather. He's incredibly kind and always ready to listen to you if you have a problem.

- b Work in pairs. Compare your answers and give details and examples.

1 Communication

Can do talk about past and present members of your family

A



B



C



- 1 a 1.9 Listen to Morgan talking to a friend about his family. Who are the people in the pictures?

- b Listen again and complete the family tree opposite.

- 2 a Draw a diagram of a family tree going back to at least grandparents. You can either do a family tree for your own family, or you can imagine a different family.

- b Work in pairs and take turns to describe your family tree to each other. While your partner listens, he/she should try and draw your family tree. Then, compare what he/she has drawn with your diagram.

- 3 a Choose two of the people in your family tree and prepare to talk about one from the present and one from the past. Think about the tenses and vocabulary you will use.

- b Work in pairs. Discuss the people in your family tree.

Cicely

b. 1899 d. 1978

b. 1900 d. 1972

Laura

b. 1928

Ben

b. 1931

Alison

b. 1951

Deborah

b. 1956
m. Bernie

Morgan

b. 1981

Esther

b. 1976

b. 1980

The present and future

We use the Present Simple for habits/routines:

I always have a large coffee for breakfast.

describing a state: *She lives in a flat.*

things that are permanent, or always true:

Water covers about 70 percent of the world.

We use the Present Continuous for things that are happening now, at this precise moment:

I'm waiting for the bus at the moment.

For temporary situations that are happening around now:

He's using his bike while his car is in the garage.

For arrangements in the future:

They're having a meal together next Friday.

We use *will* + infinitive for unplanned decisions (made while speaking): *I'll give you a lift to the station.*

for predictions based on what you think or believe:

I think Manchester United will win. They're always good.

We use *going to* + infinitive for plans and intentions:

I've decided I'm going to apply for university next year.

for predictions based on what you know or can see/hear now: *He's going to fail his exam.*

We do not usually use state verbs in the continuous form, e.g. *like, love, hate, think, believe, know, want, need.*

The past

We use the Past Simple to describe main past events and we use the Past Continuous to describe actions in progress when the main events happened:

It was raining when I went to work.

We use the Past Perfect Simple to describe events and background information that happened before main past events:

As soon as I saw Mick, I knew I had met him before.

Obligation and ability

We use *can/can't* to talk about general ability in the present. Use *could/couldn't, was/wasn't able to* in the past:

I can speak Spanish and Portuguese fluently.

She could read by the time she was four.

We use *couldn't* and *wasn't able to* to talk about ability in the past on one specific occasion in negative sentences:

He couldn't answer the interviewer's questions.

We only use *was able to* (NOT *could*) to talk about past ability on a specific occasion in positive sentences:

I was able to explain to him what the problem was.

We use *have to* and *must* when something is necessary:

You must take off your shoes before you come in.

We use *don't have to* when something is not necessary:

I don't have to give my homework in until next Friday.

We use *mustn't* when something is prohibited:

You mustn't open the machine before switching it off.

We use *should/shouldn't* when something is/isn't the right thing to do:

You should apologise to him immediately.

They shouldn't close the shops so early.

We use *had to* when something was necessary:

We had to wait in a queue for hours before they let us in.

We use *didn't have to* when something was not necessary and there was a choice:

I got a free ticket so I didn't have to pay anything.

We use *should have* when something was the right thing to do, in your opinion, but you didn't do it:

You should have asked me for a lift.

We use *shouldn't have* when something was not the right thing to do, in your opinion, but you did it:

He shouldn't have worn such casual clothes to an interview.

Key vocabulary

Family/Relationships

partner wife husband step-sister half-brother

sibling colleague soulmate close friend

neighbour acquaintance

come across as bump into someone

make a very good impression on someone

see eye to eye with someone

judge a book by its cover

talk to someone face to face click with someone

Ways of speaking

chat gossip make small talk greet someone

give someone a compliment boast mumble

speak up talk down to someone

stumble over my words

Adjectives/Nouns

intellectual/intellect artistic/art jealous/jealousy

lonely/loneliness responsible/responsibility

successful/success important/importance

frustrated/frustration skilful/skill

Keeping in touch

in touch out of touch get in touch keep in touch

lose touch stay in touch touch base

Phrasal verbs (relationships)

take after someone look up to someone

grow up show off bring someone up

get on with someone go out with someone

split up with someone fall out with someone

make up with someone



Listen to the explanations and vocabulary.

ACTIVEBOOK



see Writing bank page 80

1 Review and practice

- 1** Complete the sentences with the Present Simple or Present Continuous form of the verb in brackets.

She always gets up (get up) late at the weekend.

- 1 I usually _____ (go) to the gym with a colleague after work.
- 2 Don't turn the radio off. I _____ (listen) to it.
- 3 It _____ (not/usually/rain) much in the summer here.
- 4 He _____ (play) tennis with his step-brother next Sunday.
- 5 _____ (the Moon/go) round the Earth?
- 6 She _____ (speak) four languages very well.
- 7 I _____ (not/know) how to play chess.
- 8 Jen is in London at the moment. She _____ (stay) at the Park Hotel.

- 2** Choose the correct words in *italics*.

A: Maria phoned while you were out.
B: Oh! I'll phone/m going to phone her back now.

- 1 A: We haven't got any milk.
B: Yes, I know. I'll get/m going to get some now.
- 2 A: Patrick has studied really hard for his exam.
B: Yes, I'm sure he'll pass/’s passing with distinction.
- 3 A: Have you been in touch with Anita recently?
B: No, but I'll meet/m meeting her after work on Friday.
- 4 A: Look at that broken glass on the floor.
B: Yes, it's hurting/’s going to hurt someone.
- 5 A: It's Jane's birthday today.
B: Is it? Oh, I'll get/m getting her a present on the way home.

- 3** Find the mistakes in five of the sentences and correct them.

I broke my ankle while I played was playing football.

- 1 The doorbell rang while I had watched television.
- 2 I didn't see Tom because when I got to the party, he left.
- 3 What were you doing when the clock struck midnight?
- 4 When I got home, I found that someone broke the kitchen window.
- 5 I realised someone followed me when I heard footsteps.
- 6 Diana didn't come because she was arranging to do something else.

- 4** Choose the correct words in *italics*. Sometimes both are possible.

When he was younger, my brother could/was able to play the guitar really well.

- 1 I *couldn't/wasn't able* to sleep last night because it was so hot.
- 2 I *can/can't* hear anything – she needs to speak up a bit.
- 3 She *could/was able to* explain the answer very clearly this morning.
- 4 When I was a child, I *couldn't/wasn't able to* understand why anyone liked coffee.
- 5 It was great that you *could/were able to* finish the race so quickly.
- 6 He *can/could* drive but he hasn't got a car at the moment.
- 7 I *couldn't/wasn't able to* keep my eyes open during the whole film.
- 8 My grandmother *could/was able to* walk for miles when she was in her eighties.

- 5** Complete the sentences with verbs from the box.

had to doesn't have to didn't have to should
shouldn't should have shouldn't have must
mustn't

You shouldn't eat so many cakes and biscuits.

- 1 It was a great party – you _____ come!
- 2 It's a secret so you really _____ tell anyone.
- 3 The lift was broken so we _____ walk up the stairs.
- 4 He _____ get up early – he just likes it.
- 5 You're working too hard. You _____ take a few days off.
- 6 The bus came immediately so I _____ wait at all.
- 7 I'm so exhausted today. I _____ gone to bed so late.
- 8 You _____ take this medicine twice a day for the next ten days.

- 6** Find the wrong word in each sentence and correct it.

It's vital to make a good impression at a job interview.

- 1 I fell on with my flatmate when we disagreed about money.
- 2 She's never seen eye on eye with her boss.
- 3 It was the frustrated of the situation that made her shout at you.
- 4 He's a kind person but he comes up as a bit rude at times.
- 5 I make after my mother in both looks and personality.
- 6 He is full of jealous about his brother's sporting success.
- 7 I'm lucky because I have on really well with all my colleagues.
- 8 I can't stand it when he shows out about how much he earns.