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*Communication activities p 129–132  Writing bank p 133–138  Pronunciation bank p 139–140*
1. Read the travel blog and answer the questions.
   1. Which two places did James and Alice visit in India?
   2. Was their experience positive, negative or both?

2. Read the text again and complete each sentence with one adjective.
   1. The writer describes Fatehpur Sikri palace as ________.
   2. She felt ________ because of the sandstorm and the car journey.
   3. They were ________ about seeing the Taj Mahal the following day.
   4. She says the Taj Mahal wasn’t ________ – there were only six other people there.
   5. The writer describes the Taj Mahal as ________ and grand.
   6. She was ________ because it was bigger than she imagined.

3. a Look at the How to… box and answer the questions.
   1. Part A: what do the underlined pronouns in the text refer to? Write your answers in the box.
   2. Part B: which words from the text have a similar meaning to the adjectives?

How to… avoid repetition

You can make your writing more interesting by avoiding repetition: by using pronouns and a range of vocabulary.

Use pronouns
1. it (line 6) = the sandstorm
2. that (line 8) =
3. one (line 10) =
4. he (line 11) =
5. it (line 26) =

Use a range of vocabulary
1. beautiful –
2. good –
3. surprised –

b Rewrite the paragraph by replacing the words/phrases in bold with pronouns and more interesting vocabulary.

We're on holiday in Faro in Portugal. Faro is a nice town and the weather is nice. Our hotel is called Hotel Bellavista. The hotel is nice and the people are very nice. The people do everything they can to help us. I was surprised – I really didn't expect people to be so nice. There are two beaches near our hotel. We've just come back from the smaller beach. I was surprised how clean the sea is. The sea is completely clear.

4. a Prepare to write two paragraphs for a travel blog/diary. Write about a different place in each paragraph. Think about which adjectives to use to describe (a) the place and (b) your feelings.

b Now write your travel blog/diary. Make sure you avoid repetition by using pronouns and a range of vocabulary.
Lead-in

1. a Which words can you see in the photos?

   bicycle  bus  car  coach  ferry  lorry  moped
   motorbike  plane  taxi  train  van

   b In pairs, ask and answer questions about what pairs of words from the box have in common.
   A: What do a van and a car have in common?
   B: They both use petrol and ...

2. a Make verb phrases with the verbs from the box and the forms of transport from exercise 1. Each verb can be used with several forms of transport.

   catch  get into/out of  get on/off  go by  miss  ride  take

   b What is the difference between ...

   commuter/traveller  journey/voyage  passenger/pedestrian

3. Correct the underlined words. Then ask and answer the questions in pairs.

   1. Have you ever lost a plane or train?
   2. Do you ever go to work/school on bicycle?
   3. Have you ever got in a train without a ticket?
   4. Have you ever got out of a moving train or bus?
   5. What transport do travellers in your city use to go to work?
   6. What do you do when you're a pedestrian on a long car journey?
10.1 Travel companions

Grammar: Present Perfect Simple: just, yet, already
Can do: describe a holiday

Reading

Work in pairs and discuss the questions.

1. Have you ever been on holiday with friends? What was it like?
2. Who would your perfect travel companion be? Why?
3. Which things from the box would annoy you most about a travel companion?

- he/she talks a lot
- he/she is lazy
- he/she snores
- he/she complains a lot

Now read a summary of Lucy’s blog. Which three things are different from her blog?

Lucy and Andy are friends from school. They met each other by chance when they were both in Rio de Janeiro. On Saturday, Lucy was worried because they decided to travel together. When they were travelling to Salvador, Andy annoyed Lucy because he talked a lot. When he fell asleep on Monday afternoon, he started talking in his sleep. When they were sunbathing on the beach on Tuesday, Lucy was very tired. She was upset because Andy was complaining about lots of things. On Wednesday afternoon, Andy was shouting a lot and annoying Lucy. Now, she feels she can’t travel with him anymore.

Read the extract from Lucy’s travel blog. Which things about travel companions from question 3 in exercise 1 are mentioned?

My backpacking holiday in Brazil by Lucy Briggs

Sat 3rd
I can’t believe it! I’m in an internet café in Rio, 3,500 miles from home, and I’ve just met Andy, an old school friend from years ago. I didn’t know he was here. It’s great to see him again and it’s good to have a travel companion. We’re going sightseeing in Rio this afternoon and we’re going to travel to Salvador together. It’s a long way, but we’ve decided not to rent a car. We’re going to use local transport and go by bus. I might practise my Portuguese with some of the other passengers.

Mon 5th
We’re staying in a really nice hotel here. But there’s bad news. It’s 10:15 a.m. and Andy has already started to annoy me. He never stops talking! He didn’t stop talking on the bus all the way from Rio to Salvador... that’s nearly twenty-four hours! Oh well... I’m sure it’ll get better. I hope it will... More later!

Mon 5th
Me again! 3:30 p.m. I can’t stand it! Andy hasn’t stopped talking yet. I now know everything about his friends, his family, even his neighbour’s cat! He’s just fallen asleep, but it isn’t really any better because now he’s started snoring! Aggh!

Tues 6th
12:30 p.m. - I’m exhausted! I didn’t get any sleep because of him. And I’ve just spent the whole morning sunbathing on a really idyllic beach listening to Andy complaining about the weather, the food and even the beach! What am I going to do?

Wed 7th
In a café - 2:30 p.m. Now he’s started singing to himself. I have to tell him I can’t travel with him anymore. It isn’t going to be easy, but he’s driving me crazy. I’ll have to think of a reason for travelling on my own because I really don’t want to offend him by telling the truth. I’m not sure what I’m going to say though!
Grammar | Present Perfect Simple: just, yet, already

5  Look at the sentences (1–4) and complete the Active grammar box with just, yet and already.
   1  I've just met Andy.
   2  Andy has already started to annoy me.
   3  He hasn't stopped talking yet.
   4  Has Lucy told him yet?

Active grammar

We often use just, yet and already with the Present Perfect Simple.

A ______ means something has happened before now (probably sooner than expected). It is usually used in positive sentences, directly before the main verb or at the end of the sentence.

B ______ in negative sentences means something has not happened, but will probably happen at some point in the future. In questions, we use it to find out if something has happened before now. It usually comes at the end of the negative sentence/question.

C ______ means something has happened a short time ago. It is usually used in positive sentences, directly before the main verb.

see Reference page 107

6  Add just, already or yet to each sentence. Use the notes in brackets to help you.
   I've bought my plane ticket. (I bought my plane ticket five minutes ago.) I've just bought my plane ticket.
   1  Simon's arrived at the bus station. (I saw him arrive a minute ago.)
   2  Diana hasn't phoned from the airport. (I expected her to phone earlier.)
   3  I've spent all my holiday money. (I didn't expect to spend it all so early.)
   4  Have you written any postcards? (I'm not sure if you wrote them before now.)
   5  My parents have come back from holiday. (They came back two hours ago.)
   6  She's booked the flight. (I didn't expect her to book so soon.)

7  Work in A/B pairs and look at page 130. Read the list of things to do for you and your partner. Ask and answer questions about the things you have/haven't done.
   A: Have you booked your holiday yet?
   B: Yes, I have.

Speaking and listening

8  3:30 Listen to Lucy telling a friend about the holiday she's just had and answer the questions.
   1  Is she generally positive or negative about her holiday?
   2  Who were Lucy's two travel companions?
   3  What does she say about her photos?

Pronunciation | showing interest

9  a  2:30 To show interest, we change the tone of our voice. Listen and notice the intonation in two dialogues. Which one sounds more interested?
   1  A: I met an old school friend of mine called Andy.
      B: That's great!
   2  A: I met a really nice woman called Emily.
      B: That's great!

b  Listen again and repeat. Try to copy the intonation.

see Pronunciation bank page 140

10  a  Imagine you've just come back from a holiday and you want to tell your partner about it. Make notes (e.g. Where did you go? Who did you go with? What did you do?).

b  Work in pairs and take turns to talk about your holidays. When you're listening, make sure you ask questions and make comments to show you're being a good listener.
10.2 Customs worldwide

Grammar
verbs with two objects

Can do
make generalisations about customs

A

B

C

D

ADVICE FOR
UK BUSINESS TRAVELLERS

GIVING GIFTS

- Japan
Unlike the UK, in Japan it is very important to give people gifts and it usually happens at the end of a visit. Pencils are a good idea or something not available in Japan. Japanese people are generally quite superstitious, so if you give them flowers, avoid giving four or nine flowers as these are unlucky numbers.

- China
Chinese people will probably refuse your gift several times, but it is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for 'clock' is similar to the word for 'death'.

- Middle East
Give gifts of highest quality leather, silver or crystal. Remember to avoid alcohol and leather from pigs.

- South America
Gift-giving is less formal in South America, but still an important part of the culture. Avoid leather, as many of the world's best leather products come from South America.

- Australia, Canada, US and Europe
Gift-giving in these countries is informal and not always expected. However, it is polite to bring your host flowers, chocolates or wine when visiting their house. In some European countries, you should avoid red flowers (associated with romance).

Vocabulary | greetings and gifts

1 Match the words with the photos (A–E).

- a bow
- a gift
- a handshake
- a kiss
- a wave

2 a Complete the sentences with the correct form of the verbs.

bow  shake hands (with)  kiss
give a gift  wave

In Japan, you should give a gift using both hands.
1 In most countries, people __________ when they say goodbye.
2 In most Western countries, people usually __________ when they meet in a business situation.
3 In Asia, people usually __________ when they meet in a business situation.
4 In the UK, men don't __________ on the cheek when they meet in a business situation.

b Work in pairs and discuss the questions.
1 Which of the customs from exercise 2a exist in your country?
2 How do you usually greet your friends/your colleagues/your boss?
3 When do you give gifts to people (apart from birthdays)?

Reading

3 Work in two groups and follow the instructions.

Group A: read the text above. Which customs from exercise 2a are mentioned in your text?

Group B: complete exercises 3 and 4 on page 130.
4  a Group A: read the text again. What is the significance of the words/phrases from the box?

   a clock  four flowers  a leather briefcase  pens  red flowers  silver goods

b Work with a student from Group B. Ask your partner the questions about his/her text.
   1 Should you use first names in Germany?
   2 In which part of the world do people stand closest to each other?
   3 Why don’t American people like you to stand too close to them?
   4 Should you show how strong you are when you shake hands?
   5 Do Asian people ever shake hands?
   6 Do business people kiss each other in Russia?

c Now answer your partner’s questions about your text.

5 In groups, read the saying and discuss the questions.
‘When in Rome, do as the Romans do.’
   1 What does the saying mean?
   2 Do you agree with it? Why/Why not?

Grammar | Verbs with two objects

6 Look at the Active grammar box. How many of the sentences (1–4) are correct?
   1 Do not give Chinese people clocks.
   2 Do not give them clocks.
   3 Do not give to Chinese people clocks.
   4 Do not give clocks to Chinese people.

Active grammar

Some verbs can be followed by two objects.

In Japan, it is very important to give people gifts.

<table>
<thead>
<tr>
<th>indirect</th>
<th>direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>object</td>
<td>object</td>
</tr>
</tbody>
</table>

The indirect object is usually a person and usually comes first, especially when the indirect object is a pronoun (me, him, them, etc).

verb + indirect object + direct object

It is polite to bring your host flowers. It is polite to bring her flowers.

We can also put the direct object first, but we need to add to.

verb + direct object + to + indirect object

It is polite to bring flowers to your host.

Common verbs which take two objects are: give, bring, offer, lend, owe, send, show, tell, promise

7 a Find the mistake in each sentence and correct it.
   1 You should always give a tip to your waiter after a meal.
   2 It’s traditional to send to your mother a bunch of flowers on Mother’s Day.
   3 It’s usual for people to seat on the bus to offer old people.
   4 When guests come to my house for dinner, I like them to me bring a gift.
   5 It’s best to tell someone the truth if you don’t like the food they’ve cooked.
   6 It’s bad manners to owe to people who are not in your family money.

b Work in groups. Do you agree with the statements from exercise 7a? Why/Why not?

8 a Write five Have you ever ...? questions. Use the verbs from the end of the Active grammar box.
   Have you ever lent someone some money which they never paid back?

b In pairs, ask and answer your questions.

Speaking

9 Look at the How to... box and complete each sentence with one word. Check your answers with the texts from exercise 3 (pages 102 and 132).

How to... make generalisations

1 Asians follow the bow with a handshake.
2 People in South America to stand quite close to each other.
3 In the Middle East, they stand even closer.
4 You only kiss people you know well.
5 Chinese people will refuse your gift several times.

10 Work in pairs. Prepare advice for visitors to your country. Use the topics from the box and your own ideas.

an important national festival birthdays giving gifts visiting someone’s house

see Reference page 107
Listen at the photo and answer the questions.

1. What do you know about the film in the photo?
2. Do you think it is a film you would like to see? Why/Why not?

Listen to part of a radio programme called Travellers' Tales in which TV reporter, Ben Gardner, is talking about the film The Motorcycle Diaries. Which topics does he mention?

- the main actors/characters
- the scenery
- the name of the director
- the soundtrack
- the supporting actors/characters
- where and when the film is set

Look at the underlined adjectives in the sentences. Which adjective describes (a) how the speaker feels, (b) what makes the speaker feel this way?

1. I was inspired by the two main characters.
2. All their adventures were really inspiring.

Choose the correct words in italics. Check your answers with audioscript 2.31 on page 145.

1. The film follows them on their amazed/amazing eight-month-long trip.
2. They have some really excited/exciting adventures.
3. I was fascinated/fascinating to see how their personalities grow and change.
4. The hospital was a depressed/depressing place.
5. I was surprised/surprising by the incredible beauty of this continent.
6. I'm sure you won't be disappointed/disappointing.

In pairs, ask and answer questions.

Student A: look at page 130.
Student B: look at page 131.

In each answer, use at least two adjectives from the box and give details.

amazed/amazing annoyed/annoying bored/boring depressed/depressing disappointed/disappointing excited/exciting frightened/frightening inspired/inspiring interested/interesting relaxed/relaxing surprised/surprising tired/tiring
Grammar | Past Perfect Simple

8 a Look at the sentences (1-4) in the Active grammar box. In each sentence, which of the actions in **bold** came first?

b Look at the rules (A and B) in the Active grammar box and choose the correct **underlined** words.

**Active grammar**

1 Before **he** **arrived** in Cuba, **he** **had** **lived** in Argentina with his family.

2 **They** **had** **become** much more grown up by the time **they** **reached** the end of the trip.

3 Before **I** **saw** this film, **I** **hadn't thought** of visiting South America.

4 **Had** **he** **starred** in any other films, before **he** **made** this one?

A We use the Past Perfect Simple to talk about an action (or actions) that happened **before/after** another action in the past.

B Past Perfect Simple: **had + past participle/infinitive**

see Reference page 107

9 Choose the correct words in *italics*.

1 We **arrived/had arrived** at the cinema late and the film began/had begun.

2 I **saw/had seen** a motorbike by the side of the road. It broke down/had broken down.

3 He **read/had read** the book, so he knew/had known the plot of the film.

4 I **didn't go/hadn't been** to Argentina before. It was/had been my first time.

5 Before I **went/had been** to the airport, I checked-in/had checked-in online.

6 She **arranged/had arranged** something else, so she didn't come/hadn't come to the cinema.

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

1 As soon as I saw her, I __________ (realise) I __________ (meet) her before.

2 A: __________ (he/finish) the book when you __________ (see) him?

B: Yes, he __________ .

3 When I __________ (arrive) at the station, the train __________ (leave).

4 When the driver __________ (ask) to see my ticket, I realised I __________ (lose) it.

5 When we __________ (get) there, we realised we __________ (not pack) enough warm clothes.

6 I __________ (want) to read a book on the plane, but I __________ (forget) to buy one at the airport.

Pronunciation | using fillers: *anyway*

11 **2:32** We often say *anyway* as a filler when we tell a story. Listen to two extracts from the radio programme from exercise 2 and tick (√) the correct answer. We use anyway to show that ...  

a we are responding to someone's questions.

b we are returning to the story after giving some extra, background information.

see Pronunciation bank page 140

Speaking

**PLANES, TRAINS AND AUTOMOBILES**

12 a Prepare to talk about a film which you enjoyed or which inspired you. Look at the topics from exercise 2 and make notes. Include at least two sentences with the Past Perfect Simple.

b Now work in small groups and talk about your films.

c Which film that you heard about do you most want to see? Why?
1 Look at the photos and answer the questions.
1 What problems are the people having?
2 What other problems might you have when travelling?

2 a 2-33 Listen to a man talking about an unusual/difficult journey. What two problems did he have?
   b Listen again and complete the How to... box.

**How to... tell a story in an engaging way**

<table>
<thead>
<tr>
<th>Start the story in an engaging way</th>
<th>Something really frightening happened to me the other day.</th>
</tr>
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<tbody>
<tr>
<td>Do you know what happened to me yesterday?</td>
<td>I heard an amazing story last week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emphasise something interesting or amazing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) It's hard to believe, but</td>
</tr>
<tr>
<td>(2) Believe it or not,</td>
</tr>
<tr>
<td>(3) It's incredible, I know, but</td>
</tr>
</tbody>
</table>

3 a Prepare to talk about an unusual, difficult or interesting journey that you've had. Make notes for each question.
1 Where were you going and why?
2 How did your journey start?
3 What happened next?
4 What happened in the end?
   b Add two or three sentences from the How to... box to make your story more engaging for your listener.

4 a Now work in small groups and tell your stories.
   b Whose story was the most engaging to listen to? Why?
Present Perfect Simple: *just, yet, already*

We often use *just, yet* and *already* with the Present Perfect Simple.

Present Perfect Simple: *has/have + past participle.*

*already* means something has happened before now (probably sooner than expected). It is usually used in positive sentences, directly before the main verb or at the end of the sentence.

*You’ve already told me that.*

*He’s taken his driving test six times already.*

*yet* in negative sentences means something has not happened, but will probably happen at some point in the future. In questions, we use it to find out if something has happened before now. It usually comes at the end of the negative sentence/question.

*I haven’t bought the tickets yet.*

*Have you seen Dave yet?*

*just* means something has happened a short time ago. It is usually used in positive sentences, directly before the main verb.

*I’ve just seen a really great film.*

*Have you just arrived?*

---

**Verbs with two objects**

Some verbs can be followed by two objects (a direct object and an indirect object).

The indirect object is usually a person and usually comes first, especially when the indirect object is a pronoun (*me, you, him, her, it, us, them*).

verb + indirect object + direct object

*He gave his wife some earrings for her birthday.*

*He gave her some earrings for her birthday.*

We can also put the direct object first, but we need to add *to.*

verb + direct object + to + indirect object

*He gave some earrings to his wife for her birthday.*

*He gave some earrings to her for her birthday.*

Common verbs which take two objects are:

*give, bring, offer, lend, owe, send, tell, promise, buy, teach, show, write.*

*Don’t forget that you owe him ten pounds.*

*Could you lend me that book, please?*

*She showed the photos to everyone in the office.*

*I wrote a long letter to the train company.*

---

**Past Perfect Simple**

We use the Past Perfect Simple to talk about an action or actions that happened before another action in the past.

*When I saw him I realised I’d met him before.*

*Past Perfect Simple: *had + past participle.*

*By the time we got to the restaurant, I hadn’t eaten all day.*

*Had you been to that cinema before yesterday?*

The Past Perfect Simple is common after verbs of saying/thinking:

*I told her we had bought the tickets.*

*She realised she’d met him before somewhere.*

The Past Perfect Simple is common after *when:*

*When he’d finished the washing-up, he turned the TV on.*

---

**Key vocabulary**

Transport and travel

*bicycle, bus, car, coach, ferry, lorry, moped, motorbike, plane, train, van, commuter, traveller, passenger, pedestrian, journey, voyage, catch a bus/a ferry/a plane/a taxi/a train, get into or get out of a car/a lorry/a taxi/a van, get on or get off a bicycle/a bus/a coach/a ferry/a moped/a motorbike/a plane/a train, go by bicycle/bus/car/coach/ferry/moped/motorbike/plane/taxi/train, miss a bus/a coach/a ferry/a plane/a train, ride a bicycle/a moped/a motorbike, take a bus/a coach/a ferry/a plane/a taxi/a train.*

Greetings and gifts

*shake hands (with someone), a handshake, bow (to someone), a bow, kiss (someone), a kiss, wave (to someone), a wave, give a gift (to someone), a gift.*

-ed and -ing adjectives

*amazed, amazing, annoyed, annoying, bored, boring, depressed, depressing, disappointed, disappointing, excited, exciting, frightened, frightening, inspired, inspiring, interested, interesting, relaxed, relaxing, surprised, surprising, tired, tiring.*

Listen to these words.
10 Review and practice

1 Choose the correct words in *italics*.
A: Where are you going on holiday this year?
B: I haven’t decided *yet*/already.
1 A: Do you want to see that film?
B: No, I’ve seen it *yet*/already.
2 A: Have you booked the tickets *just*/yet?
B: No, I’ll do it today.
3 A: Why is your hair wet?
B: I’ve *just*/already had a shower.
4 A: Have you cleaned the kitchen?
B: No, I haven’t done it *already*/yet.
5 A: Would you like some lunch?
B: No, thanks. I’ve *yet*/just eaten.
6 A: I’d like to buy Louise that new CD.
B: She’s *yet*/already got it.
7 A: Have you started jogging *just*/yet?
B: No, I’ll start next week.

2 Complete each sentence with one verb in the Past Simple and one verb in the Past Perfect Simple.
I *wanted* (want) to read something, but I *hadn’t packed* (not pack) my book.
1 She *decided* (decide) to buy the bag she *saw* (see) the day before.
2 When I *arrived* (arrive) at the airport, I realised I *missed* (miss) my plane.
3 As soon as I *closed* (close) the door, I remembered I *had left* (leave) my keys inside.
4 When I *ate* (eat), I felt *better* (feel) better.
5 When I *saw* (see) the exam question, I *realised* (not study) enough.
6 When she *tried* (try) to pay for something in the shop, she realised she *had forgotten* (not pack) her credit card.

3 Write complete sentences using the prompts. Make any necessary changes.
Tom’s only seventeen and he *has* visited eleven countries.
(Tom’s only seventeen and he’s already visited eleven countries.

1 I hope Katya is OK. She *didn’t/saw* phone me. (yet)
2 Do you like these flowers? Natalia *brought* them. (just)
3 I’d love to see your new flat. You *moved in*? (yet)
4 A: The sitting room looks lovely.
   B: I *painted* it. (just)
5 I really want to read that book. You *read it*? (yet)
6 A: Could I speak to Alex, please?
   B: She *left* home. (already)
7 I hope it isn’t too late to invite Pietro. I *must* call him. (yet)

4 Find the mistakes in six of the underlined verbs and correct them.
I *went to the ticket office* buy my train ticket. When I *had tried* to pay for the ticket, I *realised* I *hadn’t* have my wallet. I *remembered* that when I *got off* the bus, someone *pushed* past me. I *had realised* that this person *took* my wallet.

5 Complete the sentences with the correct form of the words from the box. There are three extra words.
bow catch commuter drive miss passenger pedestrian ride shake wave

Most *commuters* in my city travel to work by bus.
1 Should I *shake* hands with the boss when I meet her?
2 The new traffic lights make it safer for *pedestrian* to cross the road.
3 Sorry I’m late. I *caught* the bus and had to wait for another one.
4 I prefer driving a car to being a *commuter*.
5 The train left the station and we all *said* goodbye to them.
6 I don’t like *catching* my bicycle in the city as it’s too dangerous.
Body

Lead-in

1. a. Put the words into groups: (a) head, (b) torso, (c) arm, (d) leg.

ankle  back  ear  elbow  eye  face  finger
forehead  hair  knee  lips  mouth  nose  palm
shoulder  stomach  thumb  toe  waist  wrist

b. Which words can you see in the photos?

2. a. Match the phrases from the box with the definitions (1–6).

personality  physical appearance  to get stressed  to go on a diet
to look like someone  to put on weight

1. _______ : the way someone looks
2. _______ : the kind of person you are, especially in relation to other people
3. _______ : to have a similar appearance to someone else
4. _______ : to become heavier
5. _______ : to eat limited food to lose weight
6. _______ : to get so worried and tired that you cannot relax

b. Complete the sentences with the correct form of the phrases from exercise 2a.

1. Most men don't spend enough time on their _______ (hair, clothes, etc.).
2. Most women _______ their mothers.
3. People can _______ by small, everyday things.
4. It's normal to _______ as you get older.
5. Everyone goes _______ at some time in their lives.
6. You can learn about someone's _______ by studying his/her face.

c. Work in pairs. Do you agree with the statements from exercise 2b?
7.1 Changing bodies

Grammar: First Conditional
Can do: talk about possible events and situations in the future

Cover girl

Why do cover girls in magazines always look perfect? Maggie Greene takes a look at the world of models and magazines—and the computers which help them achieve perfection.

Tall and slim, with perfect skin and glossy dark hair, pop star and TV presenter Alesha Dixon is naturally beautiful. But it seems that even she is not good-looking enough to appear in magazines without some help from a computer. Her own experience led Alesha to investigate airbrushing: how photos of celebrities and models are changed to make them more perfect. I was horrified by what she discovered. The evidence, I’m sure you’ll agree, is upsetting.

Alesha decided to make a television programme to understand the issue of airbrushing when she noticed a contradiction: people say they like ‘natural’ beauty, but magazines mostly show ‘unnatural’ beauty. During her investigations, Alesha discovered that almost all photos in magazines are ‘improved’ by computers. She found that if you don’t agree to airbrushing, magazines won’t print photos of you. Magazines are under pressure; they know that if their models look perfect, they will sell more copies. There is pressure, too, from the celebrities themselves: a model or celebrity will be more successful if she looks good. She will be even more successful if she looks perfect. Many airbrushed photos of Alesha herself have appeared in magazines. She admits she looks better after some digital changes: for example, with slimmer legs and better skin.

In my opinion, however, the real danger is not for celebrities, but for ordinary young people. There is a huge pressure for women—and men—to be tall, slim and good-looking. The evidence that Alesha discovered was that airbrushing is increasing this pressure. While making her programme, she talked to young people about beauty. Many of them are desperate to be like the pictures they see in magazines. Most of them, however, have no idea that the pictures aren’t real. Looking perfect is a multi-million dollar business for the magazine industry. And it seems that if magazines want to continue to make money, they will have to continue to ignore the dangers of putting pressure on young people to look perfect.

Reading

1. Look at the two photos of Alesha Dixon. In pairs, discuss the questions.
   1. Can you see any differences between the two photos?
   2. Why do you think the photos look different?
   3. Do you read any celebrity magazines or watch programmes about celebrities? Why/Why not?

2. Read the text quickly and answer the questions.
   1. What was Alesha Dixon’s TV programme about?
   2. What does the writer feel about celebrity magazines and young people?

3. Read the text again and answer the questions.
   1. How does the writer describe Alesha Dixon’s appearance?
   2. Why did Alesha first start investigating the issue of airbrushing?
   3. How many magazine photos are not airbrushed?
   4. Which two areas does the pressure to airbrush come from?
   5. What does Alesha think about airbrushed pictures of herself?
   6. What does the writer say about young people’s attitudes to magazine pictures?

4. Work in pairs. To what extent do you agree with the opinions (a–c)?
   a. People look better when they are natural and unchanged.
   b. Airbrushing photos for magazines is always wrong.
   c. Celebrities should force magazines to use only natural photos.
Vocabulary | appearance

5 a Put the words and phrases in the correct column of the table.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Height</th>
<th>Attractive or Not</th>
<th>Colouring</th>
</tr>
</thead>
<tbody>
<tr>
<td>slim</td>
<td>tall</td>
<td>attractive</td>
<td>blonde</td>
</tr>
<tr>
<td>tall</td>
<td>slim</td>
<td>beautiful</td>
<td>dark-hair</td>
</tr>
<tr>
<td>fat</td>
<td>medium height</td>
<td>muscular</td>
<td>overweight</td>
</tr>
<tr>
<td>skinny</td>
<td>tall</td>
<td>short</td>
<td>red-hair</td>
</tr>
</tbody>
</table>

b What is the difference between...

1. slim and skinny?
2. fat and overweight?
3. handsome and beautiful?

Grammar | First Conditional

7 Look at the Active grammar box and choose the correct underlined words.

Active grammar

If models look perfect, magazines will sell more copies. A celebrity will be more successful if she looks good. If you don't agree to airbrushing, magazines won't print photos of you.

A We use the First Conditional to talk about a possible/impossible situation in the future.
B The form of the First Conditional is: If + Infinitive/Present Simple, + will/won't + verb.
C We use a comma after the first clause: always/only after the ‘if’ clause.

see Reference page 77

8 Complete the sentences with the First Conditional form of the verbs in brackets.

1. If you _______ (eat) a lot of junk food, you _______ (put) on weight.
2. You _______ (not have) good skin if you _______ (wear) a lot of make-up.
3. If she _______ (continue) to spend it all on clothes, she _______ (not have) any money left.
4. If you _______ (not start) eating healthily now, you _______ (reduce) your lifespan.
5. You _______ (be) late for the hairdresser if you _______ (not leave) now.

Pronunciation | intonation in conditional sentences

9 a 2.4 Listen and notice the intonation in conditional sentences.

If you eat a lot of junk food, you'll put on weight.

b 2.5 Listen and repeat. Try to copy the intonation.

see Pronunciation bank page 140

Speaking

10 Choose a prompt (1–3) and make a complete First Conditional sentence about yourself. Add five more sentences. In pairs, take turns to say your sentences.

If I pass my exams, I'll go to university.
If I go to university...

1. If I pass my exams, ....
2. If I have time this weekend, ....
7.2 Hands up
Grammar gerunds and infinitives
Can do describe someone's personality

Vocabulary personality

1 Work in pairs and discuss the questions.
1 Look at the photo. Can you label each finger: little finger, middle finger, ring finger, index finger, thumb?
2 Look at your hands and fingers. What do you think they say about (a) your personality and (b) your lifestyle?

2 Match the adjectives with the underlined phrases in the sentences.

- ambitious
- chatty
- easy-going
- hard-working
- lazy
- open
- organised
- reserved
- sensitive
- unreliable

1 People with long slim fingers are easily upset.
2 People with short fingers are happy to talk about feelings.
3 People with straight fingers make lots of lists and plans.
4 People with a long index finger work hard.
5 People with a long ring finger don't do what they say they will do.
6 People with a thumb that bends back are easy to talk to and talk a lot.
7 People with a thumb that doesn't bend back don't talk about feelings or problems.
8 People with a long thumb really want to be successful.
9 People with slim hands are not easily annoyed or worried by things.
10 People with soft hands don't like work or physical activity.

Pronunciation schwa /ə/ on unstressed syllables

3 a 2.6 Listen to the adjectives from exercise 2 and underline the stressed syllables.
   ambitious

b Now look at the unstressed syllables. Which unstressed syllables are pronounced with a schwa /ə/? Listen again, check and repeat.

see Pronunciation bank page 140

4 a 2.7 Listen and write the six questions you hear.

b In pairs, ask and answer the questions.

Listening

5 a 2.8 Listen to two friends, Helen and Daniel, talking about the connection between your hands and your personality. Which topics do they mention?

- the length of fingers
- the length of thumb
- the shape of fingers
- the softness of skin

b Listen again and look at exercise 2. Which sentences does Daniel think are true for him?

c Work in pairs. What do you think of this way of analysing people's personalities?

Grammar gerunds and infinitives

6 a Look at the Active grammar box and choose the correct underlined words.

b Find the verbs in audio script 2.8 on page 142. Add them to the correct list in the Active grammar box.

afford consider finish offer promise seem

Active grammar

I want to look at the shape of your fingers.
I've decided not to do my essay now.
I enjoy doing this kind of thing.
I avoid telling people about my feelings.

A Some verbs are followed by the gerund (-ing form)/ infinitive with to, e.g. enjoy, avoid, ______

B Some verbs are followed by the gerund (-ing form)/ infinitive with to, e.g. want, decide, ______

see Reference page 77
7 Choose the correct words in italics.
1 He offered to read/reading my palm.
2 I've decided not to be/not being so lazy in the future.
3 I enjoy to go/going to the gym every day.
4 I'm considering to learn/learning German.
5 Have you finished to write/writing your essay?
6 I can't afford to go/going to that restaurant.
7 She seems to get/getting stressed very easily.
8 He avoids to stay/staying at work late whenever possible.
9 She promised not to be/not being late.
10 I want to go/going on a diet to look good for my wedding.

8 a Choose a partner. Complete the sentences about him/her. Don't ask, just guess.
1 He/She really wants _______ after the lesson.
2 He/She really enjoys _______ at the weekends.
3 He/She usually avoids _______ because he/she doesn't like it.
4 He/She's decided _______ for his/her next holiday.
5 He/She's considering _______ next year.

b Now work with your partner. Say your sentences and find out if they are true.

Reading and speaking

9 a Read the text about the connection between your hands and your skills. Write true (T) or false (F).
Some scientists think that...
1 the length of our thumb gives us most information about our skills. ☐
2 there is no link between the length of our fingers and our skills. ☐

b Read the text again. Is your ring finger longer or shorter than your index finger if you...
1 are good at football?
2 like learning languages?
3 will probably earn a good salary?
4 are good at communicating with people?

10 a Work in pairs and look at each other's hands. Tell your partner about his/her personality. Talk about fingers, thumbs and hands.

b How accurate do you think the information is about your personality and skills?
7.3 Doctor, doctor

Grammar stop, try, remember: gerunds and infinitives
Can do discuss illnesses and give advice

Vocabulary | illness

1 a Work in pairs. Check you understand the words for illnesses and symptoms. Which two are illnesses?

backache cold a cough earache flu a headache a high temperature a rash sore throat sore eyes stomachache toothache feel sick my arm/foot/leg/neck ... hurts

b We say 'I feel sick' and 'my leg hurts'. What verb do we use for all the other phrases?

c Which symptoms from exercise 1a can you see in the pictures?

A B C D E F

2 a Find the two mistakes in each answer and correct them.

1 A: You look terrible. What's the matter?  B: I've got sick and I've got stomach.
2 A: Are you better today?  B: No ... I've got a flu. I've got a high temperature and a headache hurts.
3 A: How are you? You don't look well.  B: I've got cough and sore eyes. I don't think it's serious - I feel a cold. That's all.
4 A: Is your back feeling better?  B: No. I've got terrible backache and my leg feels hurts. I've got some toothache today as well.
5 A: How are you feeling?  B: Terrible! I've got sore throat and earache hurts. I've got a rash as well.

2.10 Jenny, Ivan and Madison call Georgia at home. Listen and match each caller with the advice he/she gives and the country the advice comes from.

<table>
<thead>
<tr>
<th>Advice</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot water with honey and vinegar</td>
<td>Russia</td>
</tr>
<tr>
<td>Hot water with honey and lemon</td>
<td>America</td>
</tr>
<tr>
<td>Hot milk with honey and butter</td>
<td>England</td>
</tr>
</tbody>
</table>

5 Listen again and write true (T) or false (F).

1 Jenny is going to buy some honey at the supermarket.  
2 Ivan is going to come to Georgia's house after college.  
3 Madison tells Georgia not to answer the phone when it rings.

6 In groups, discuss the questions.

1 Have you tried any of the remedies you heard about?
2 What other advice do you have for Georgia?
Grammar | stop, try, remember: gerunds and infinitives

7 3.11 Read the Active grammar box. Then complete the sentences with the gerund (-ing form) or infinitive form of the verbs in brackets. Listen and check.

1. I can't stop ________! (cough)
2. I'll stop ________ some honey at the supermarket. (get)
3. I'm going to try ________ for a couple of hours. (sleep)
4. Why don't you try ________ your phone off? (turn)
5. Will you remember ________ the homework for me? (get)
6. I remember ________ a sore throat when I was a child. (have)

Active grammar

Some verbs (e.g. stop, try and remember) can be followed by the gerund or the infinitive with a change of meaning.

A to stop + gerund: to stop what you’re doing
B to stop + infinitive: to stop what you’re doing in order to do something else
C to try + gerund: to try something as an experiment to see what will happen
D to try + infinitive: to try something which might be difficult
E to remember + gerund: to remember things in the past and look back on them
F to remember + infinitive: to remember something you need to do

8 Choose the correct words in italics.

1. You must remember to phone/phonning the dentist about your toothache.
2. Why don't you try to put/putting a cold wet cloth on your forehead?
3. If you've got backache, you should stop to run/running every morning.
4. I remember to feel/feeling really sick when I last ate shellfish.
5. I can't talk on the phone right now because I have to stop to cough/coughing every few minutes!
6. You've got sore eyes, so you should try not to touch/touching them at all.
7. You need to remember to take/taking your medicine three times a day.
8. You must try to keep/keeping warm and drink plenty of liquids.
9. I stopped to feel/feeling sick yesterday, but I've still got a high temperature.

Speaking

9 3.12 Listen to four extracts from the dialogues from exercise 4 and complete the How to... box.

How to... give and respond to advice

Give advice | Respond to advice
--- | ---
Why (s) ________ you? | Thanks. That's a good ________.
try hot water with honey and lemon? | : good (2) ________.
You (3) ________ go back to bed. | Yes, I think I'll do ________.
Have you (s) ________ that! hot milk? | : (4) ________.
You should have honey and vinegar in | Oh, I don't ________ that!
hot water. | ________ that!

10 Work in pairs and follow the instructions.

Student A: ask a question from exercise 2a. Listen to Student B's illness/symptoms and then give advice.

Student B: listen to Student A's question. Tell him/her about your illness/symptoms and respond to his/her advice.

see Reference page 77
**Stress? What stress?**

For each situation, write your Stress Factor (1–5).
1. No problem!
2. Not happy, but keeping cool!
3. Getting a little tense!
4. Heart is beating faster!
5. Major stress alert!

1. You wait in a bus queue for twenty minutes. When the bus comes, you can’t get on because there are too many people on it. **Stress Factor:** __

2. You walk to work. It starts raining heavily and you haven’t got an umbrella. You get completely soaked. **Stress Factor:** __

3. You take some clothes back to a shop. The assistant won’t give your money back because you’ve lost the receipt. **Stress Factor:** __

4. You phone a customer services line to try to fix your computer. You don’t manage to speak to a person, just a machine. **Stress Factor:** __

5. You’re in your car at traffic lights. Another driver shouts at you for not driving away quickly enough. **Stress Factor:** __

6. You go to the cinema to see a really good film. Some people next to you don’t stop talking and eating loudly. **Stress Factor:** __

7. You play a game of tennis with a friend. You don’t play well and he/she beats you easily. **Stress Factor:** __

8. You’re just about to go to work/school. You realise you can’t find an important document/piece of homework. **Stress Factor:** __

9. You’re in bed and you can’t sleep because the dog next door is barking. **Stress Factor:** __

10. You want to pay for your shopping but the shop assistant is chatting on the phone and not looking at you. **Stress Factor:** __

---

1. **Work in pairs and discuss the questions.**
   1. Are you someone who gets stressed easily?
   2. What things make you stressed?
   3. How do you feel when you are stressed?
   4. How bad do you think stress is for your health?

2. **a** Listen to two people doing part of the quiz about stress. Which questions do they talk about?
   **b** Listen again. For each question they talk about, do they agree about the level of stress or not?

3. Now work in pairs and do the quiz to find out how stressed you really are. Ask your partner to explain his/her answers.

4. **a** Add up your ‘Total Stress Factor’. Then find out what it means on page 131.
   **b** How accurate do you think the ‘Total Stress Factor’ results are for you? Do you think your level of stress is healthy or not? Why?

5. **a** Work in small groups and discuss the questions.
   1. What advice could you give to someone who gets a score of 36–50 in the quiz?
   2. Which of the following things do you think are good for healthy stress levels?

   - close your eyes and breathe deeply
   - do yoga
   - have a bath
   - have a massage
   - listen to music
   - play computer games
   - play a physically hard sport
   - sing
   - talk to a friend
   - watch TV

3. What do you do to relax and reduce your stress levels?
   **b** Report back to the class. What are the most popular ways of relaxing?
**First Conditional**

We use the First Conditional to talk about a possible situation in the future.

*If* + Present Simple, *will/won’t* + verb

We don't use *will* in the 'if' clause.

**If we leave at 9:30, we'll be late.**

**NOT:** *If we* leave at 9:30, *we'll be late.*

The 'if' clause can come first or second.

**When the 'if' clause is first, we need a comma at the end of the clause.**

*If I don't go to bed now, I'll be too tired tomorrow.*

*He'll fail his exam if he doesn't work harder.*

We can also use other modal verbs in the 'result' clause (not just *will*), e.g. *may, might, could.*

*If I finish this soon, I might go and see Tony.*

*Bobby may bring his son if he comes on Sunday.*

*If you want to go out tomorrow, you should do your homework now.*

We can also use other time words (with a present tense) to talk about the future, e.g. *when, as soon as.*

*When I see him, I'll tell him.*

*As soon as he arrives, we'll have dinner.*

**Gerunds and infinitives**

Some verbs are followed by the gerund (-ing form) and some are followed by the infinitive with *to*.

Verbs followed by the gerund include:

*enjoy, avoid, finish, consider, miss, imagine, suggest, understand, give up, risk, practise*

*I enjoy playing tennis.*

*I can't imagine going to the moon.*

*Would you consider not working at all?*

Verbs followed by the infinitive with to include:

*want, decide, seem, offer, promise, afford, hope, expect, agree, arrange, choose, manage, ask*

*I want to see that new film.*

*I'm hoping to go to university next year.*

*He decided not to have piano lessons anymore.*

**stop, try, remember: gerunds and infinitives**

Some verbs can be followed by the gerund or the infinitive with a change of meaning.

Three of the most common are: *stop, try and remember*

**stop**

to *stop + gerund: to stop what you're doing*

*Please stop shouting at me!*

*He didn't stop playing computer games until 3 a.m. last night.*

**to try + gerund: to try something as an experiment to see what will happen**

*If the car won't start, try pushing it down the hill.*

*We haven't got any butter, so I'm going to try using oil instead.*

**to try + infinitive: to try something which might be difficult**

*Please try to finish all your homework by Friday.*

*I tried to talk to Ben, but he didn't listen.*

**remember**

*to remember + gerund: to remember things in the past and look back on them*

*My mother remembers coming to this beach when she was a child.*

*I remember putting my keys in my bag this morning.*

*to remember + infinitive: to remember something you need to do*

*I must remember to phone Anabel today.*

*Did you remember to buy that magazine?*

---

**Key vocabulary**

**Parts of the body**

ankle back ear elbow eye face finger forehead hair knee lips mouth nose palm shoulder stomach thumb toe waist wrist

**Describing appearance**

(un)attractive beautiful blonde dark-haired dark-skinned fair-haired fair-skinned fat good-looking handsome medium height muscular overweight red-haired short skinny slim tall ugly

**Describing personality**

ambitious chatty easy-going hard-working lazy open organised reserved sensitive unreliable

**Illness**

backache a cold a cough earache flu a headache a high temperature a rash a sore throat sore eyes stomachache toothache feel sick my arm/foot/leg/neck ... hurts

Listen to these words.

---

[see Writing bank page 133]
1 Find the missing word in each sentence.
If I eat any more, I'll be sick.

*If I eat any more, I'll be sick.*
1 We'll be late we don't leave now.
2 If it rains, we not play tennis this afternoon.
3 You buy me a newspaper if you go shopping later?
4 If I don't see Holly today, I phone her.
5 You put your hand on the cooker, you'll burn yourself.
6 I won't meet you at the cinema I don't finish my work.
7 If you lend me five pounds, I pay you back tomorrow.
8 If you get home before me, you make the dinner?

2 Write complete First Conditional sentences using the prompts.
*If she eats all that cake, she'll be sick.*
1 they/offer me the job/take it
2 I/have a party/pass my exam
3 you/not use sun cream/get burnt
4 I/be late for work/not get up now
5 we/not invite her/she be upset
6 I/see Jon/not tell him about the party
7 you/not have any money left/buy those jeans
8 we/not leave now/be late

3 Choose the correct words in italics.
I really want passing/to pass my driving test.
1 I enjoy going/to go to the cinema.
2 I promise not telling/not to tell anyone.
3 He offered washing/to wash the dishes.
4 I considered doing/to do a computer course.
5 She's decided going/to go running every day.
6 He seems liking/to like living with his parents.
7 Have you finished using/to use the computer?
8 He avoided talking/to talk to girls as much as possible.

4 Complete the sentences with the gerund or infinitive (with to) form of the verbs in brackets.
We've decided __ to eat __ (eat) at home this evening.
1 I'm considering ________ (go) to Thailand for my next holiday.
2 I can't afford ________ (go) on holiday this year.
3 Gabriela offered ________ (help) me with my homework.
4 We'll leave at 10 a.m. to avoid ________ (arrive) in the dark.
5 I want ________ (do) a lot of work this weekend.
6 Let me know when you've finished ________ (talk) on the phone.

5 Find the mistakes in four of the sentences and correct them.
I don't remember to see seeing him here before.
1 I can't stop to think about that horror film I saw last night.
2 If you want to talk to her, try phoning her.
3 Please remember bringing an umbrella tomorrow.
4 She talked all evening and didn't stop listening to me at all.
5 Do you remember walking along here when we were children?
6 Could you stop to shout at me, please?

6 Complete the sentences with the words from the box. There are two extra words.

*ambitious  chatty  high temperature  feel sick  muscular  reliable  reserved  sensitive  skinny  sore throat*

My brother is always talking. He's so *chatty*.
1 I think she's too thin. She's very ________ now.
2 I've got a terrible ________ and I've nearly lost my voice.
3 You can always trust Mick. He's very ________.
4 James goes to the gym almost every day. He's getting very ________.
5 She's quite ________ at first and doesn't say much.
6 I was in bed with a really ________ yesterday. It was nearly 40°C.
7 My sister is very ________. She wants to be the Director in two years.
Grammar

New Total English places a lot of emphasis on providing learners with the grammar ‘building blocks’ they need to communicate confidently. It aims to give learners a thorough foundation in grammar and, at the same time, provides plenty of structured and free practice. Each unit deals with grammar in a broadly similar way:

- **Clear presentation and analysis**
  Each lesson has a clear grammar aim which is stated at the top of the page. Lessons are double-page at lower levels and triple-page at Intermediate and above. New language items are presented in context via reading and/or listening texts and grammar rules are then analysed and explained via the Active grammar boxes, which are a key feature of each lesson. New Total English takes a ‘guided discovery’ approach to grammar and learners are actively invited to think about grammar and work out the rules for themselves.

**Active grammar**

Most sentences in English are active.

active subject + verb + object

1. Americans _______ (spend) more than $110 billion on fast food every year.

We use the passive form when...

- who/what causes the action is unknown or not important.
- we want to emphasise the passive subject (at the beginning of the sentence).

2. Sixty-five million fast-food meals _______ (eat) in the US every day.

Passive subject + am/is/are (not) + past participle

- **Varied, regular practice**
  Once learners have grasped the important rules, all new language is then practised in a variety of different ways so that learners are able to use the grammar with confidence. Practice activities include form-based exercises designed to help learners manipulate the new structures as well as more meaningful, personalised practice. Additional grammar practice exercises can be found in the Review and practice sections at the end of each unit as well as in the Workbooks and MyTotalEnglishLab. This component, which features the Workbook exercises in digital format, also provides learners with extra guidance, tips and feedback. The Teacher’s Book provides a lot of guidance on how to deal with tricky grammar points. It also contains a Resource Disc with an extensive bank of printable and photocopiable classroom grammar activities which are designed to practise the language in freer, more communicative contexts.

- **Easily accessible reference material**
  In addition to the explanations contained in the Active grammar boxes, there is a Reference section at the end of each unit which provides a summary of the grammar rules as well as extra language notes and examples. Audio recordings of the rules and examples are available on the Activebook and ActiveTeach components.

Vocabulary

New Total English recognises the central role that vocabulary plays in successful communication. The emphasis is on providing learners with high-frequency, useful vocabulary which is regularly practised and revised. New vocabulary is presented and practised in a variety of different ways.

- **Lead-in pages**
  Each unit starts with a Lead-in page which provides a springboard into the topic of each unit. Featuring a variety of attractive picture prompts and related exercises, the Lead-in pages are designed to help teachers elicit vocabulary that learners already know as well as pre-teach essential vocabulary for the rest of the unit.

- **Topic-based vocabulary**
  Each unit focuses on useful vocabulary relating to the topic of the lessons as well as vocabulary arising from the listening and reading texts. Items are generally presented in context and practised through a variety of exercises.

**Vocabulary | Music**

4. Complete the sentences with the singular or plural form of the words from the box.

chorus duet flop hit lead singer lyrics solo soundtrack theme song top of the charts

1. Another Way to Die is a _______ by Alicia Keys and Jack White.

2. Jack White is the _______ of The White Stripes.

3. All the other Bond songs are _______ — with just one singer.

4. The _______ are really good and have a strong message.

5. The first two Bond films had great _______.

6. After Goldfinger, people expected a great _______ in every film.

7. Many Bond songs got to the _______.

8. Not all Bond songs were _______.

9. Die Another Day wasn’t a complete _______.

10. It had a really catchy _______.

Additional vocabulary practice is provided in the Review and practice sections of the Students’ Book and in the practice exercises in the Workbook. Photocopiable vocabulary activities are also available on the ActiveTeach and on the Resource Disc which accompanies the Teacher’s Book.

- **Vocabulary pages (Intermediate and above)**
  At the lower levels there is a lot of emphasis on building learners’ knowledge of high-frequency words and phrases as well as common lexical sets. Learners are introduced to collocation work at a very early stage and from Intermediate level onwards, there is a greater emphasis on vocabulary systems and word-building.

- **Vocabulary Trainer**
  Each level of New Total English is accompanied by a Vocabulary Trainer. This unique online learning tool focuses on the key vocabulary in each unit and helps learners memorise new words and phrases.
Speaking

The key aim for most learners is spoken fluency. However, most learners find it difficult to talk about topics which hold no interest for them and many cannot express themselves easily without support. New Total English develops spoken fluency in a number of ways – by giving learners discussion topics they want to talk about; by setting up situations where they are motivated to communicate in order to complete a specific task; by providing clear models and examples of how to structure discourse and by encouraging them, wherever possible, to express their own ideas and opinions.

- Fresh angles on familiar topics
  Topics in New Total English have been chosen for their intrinsic interest and relevance. Obscure topics, i.e. those which are only likely to appeal to a minority audience, have been avoided and discussion questions have been deliberately chosen to encourage learners to draw on their own lives and experience. Inevitably, many of the topics have been covered in other ELT coursebooks but wherever possible, we have tried to find a fresh angle on them.

- Structured speaking activities
  Many of the lessons in New Total English culminate in a structured final speaking activity in the form of a survey, roleplay etc. Learners are given time to prepare what they are going to say and prompts to help them. The activities often involve pair and group work to maximise learners' opportunities to speak in class. Many of the structured speaking activities are linked to the CEFR Can do statements.

- How to... boxes
  There are regular How to... boxes throughout the course which focus on the words and expressions learners need to carry out specific functions. e.g. ordering food in a restaurant.

Pronunciation

New Total English pays particular attention to pronunciation, which is integrated into lessons which present new language. The pronunciation syllabus includes word and sentence stress, weak forms, intonation and difficult sounds. The Pronunciation bank at the back of the Students' Books provides a summary of all pronunciation points in the book as well as a list of English phonemes, guidance on sound-spelling correspondences and weak forms. The ActiveTeach includes audio to accompany the Pronunciation bank. There is additional pronunciation practice in the Workbooks and Workbook Audio CD.

Listening

Listening is one of the most difficult skills to master and New Total English places particular emphasis on developing learners' confidence in this area. Listening texts include short scripted dialogues as well as longer, unscripted semi-authentic listenings. There is additional listening practice in the Workbooks and the video clips on the ActiveBook and ActiveTeach components further enhance learners' confidence in understanding the spoken word.

- Scripted listening activities
  Scripted listening activities include short dialogues as well as longer extracts including conversations, interviews and stories. There are lots of simple 'Listen and check your answer' exercises as well as longer, more challenging extracts where learners have to listen for specific information.

- Semi-authentic listening activities
  As well as the more traditional scripted listening activities, New Total English also includes a range of semi-authentic listening texts, i.e. recordings of one or more people speaking in an unprepared, unscripted way, although they are aware of the relevant level and therefore have adapted their own language to a certain extent accordingly. Learners benefit from listening to a semi-authentic recording because the spontaneity of spoken English means that it is full of false starts, hesitations, redundancy and 'ungrammatical' sentences. Learners need to be aware of these features and they need to develop confidence in dealing with them in order to cope with listening in the 'real world'.

- Video clips
  New Total English provides a video clip to accompany each unit of the Students' Book. The videos feature a range of authentic material from a variety of different sources including short films and clips from TV documentaries and drama. The video clips expose learners to real English and are designed to motivate learners to 'raise their game' in terms of developing their listening skills.

  To make the material more accessible to learners, photocopiable activities for each video clip are available on the ActiveTeach and on the Resource Disc. There are additional interactive video exercises on the ActiveBook and ActiveTeach which students can complete in class or at home. The video clips are available on the ActiveBook which accompanies each Students' Book and on the ActiveTeach. You can select the video clips when you use the discs in your computer, or you can play them in a DVD player.

How to be polite in English

Use indirect questions and polite responses

| Can you tell me?          | 1 |
| If you have this          | 2 |
| Could you tell me          | 3 |
| Is it OK if I pay by       | 4 |
| Do you mind if I           | |
| jacket in medium?  |
| how much it is,  |
| credit card?  |
| read it ... ? |

- Communication pages
  Communication pages feature at the end of each unit and engage learners in a variety of problem-solving tasks and activities. These give learners practice in a number of different skills including speaking.

- Photocopiable class activities
  The photocopiable activities on the ActiveTeach and on the Resource Disc are also specifically designed to promote speaking practice.
Reading

Many learners need to be able to read texts in English – for their studies, for work or simply for pleasure – and *New Total English* recognises that reading is an extremely important skill that can have a beneficial effect on all aspects of language learning including vocabulary, spelling and writing. *New Total English* encourages learners to read as much as possible – in most units there are at least two substantial reading texts – and care has been taken to introduce students to a wide range of text types as possible, from simple forms and advertisements to short texts from newspapers and magazines.

Reading texts are accompanied by a range of activities that are designed to check comprehension as well as develop key reading skills such as reading for gist, reading for specific information, guessing the meaning of words from the context and so on.

- **Choice of texts**
  As with the listening material in *New Total English*, texts have been chosen for their intrinsic interest as well as for their usefulness in providing a vehicle for the particular grammar and vocabulary points in focus. Many of the texts have been adapted from authentic, real-life sources such as magazines and websites, and where texts have been adapted or graded, every effort has been made to remain faithful to the original text type in terms of content and style.

- **Exploitation of texts**
  Each reading text in *New Total English* is accompanied by a number of exploitation exercises that have been carefully selected to develop learners’ reading skills. Activities include comprehension and vocabulary work as well as practice in dealing with different reading sub-skills such as reading for gist. There are also a number of jigsaw readings where learners work together and share information.

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**Unit 10 Lesson 10.2 Exercises 3 and 4**

**Group B**

Read the text. Which customs from exercise 2a, page 102, are mentioned in your text?

**ADVICE FOR**

**UK BUSINESS TRAVELLERS**

- **Forms of address**
  In most countries, business people use surnames when they talk to each other. In some countries (e.g. Germany and Switzerland) business people use surnames even when they know each other well. To be safe, continue using someone’s surname until they offer you their first name as an alternative.

- **Personal space**
  People in South America and southern Europe tend to stand quite close to each other when talking – about sixty centimetres apart: while in the Middle East, they generally stand even closer – less than thirty centimetres apart. People from northern Europe and the US give each other more space and feel uncomfortable if you stand too close. Their preferred distance is seventy-five to ninety centimetres apart.

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**Length and complexity**

The length and complexity of the reading texts in *New Total English* get more challenging as the course progresses. At lower levels, the texts are very short and the emphasis is on training learners to read for specific information. At higher levels, learners are introduced to a greater range and variety of text types and more emphasis is placed on textual analysis.

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Writing

In these days of electronic media, it is easy to forget that writing is not simply speech written down – effective writing has all sorts of conventions that differ from speech and that are necessary to learn in one’s own language as well as in a foreign language. *New Total English* pays particular attention to the important skill of writing. One of the most important new features of the revised edition is the Writing bank at the back of each Students’ Book which contains 10 – 12 lessons that focus on different types of writing – emails, postcards, formal and informal letters and so on. Each lesson also provides additional advice and guidance on different writing sub-skills such as punctuation, spelling and paragraph construction.

- **Model text types**
  Each Writing bank lesson has a Can do statement which refers to the written output that students complete at the end of the lesson. The lesson usually starts with a warmer that engages students in the topic. Learners then go on to focus on a model of the text type and in most cases, there is some comprehension work to ensure that students are familiar with the content before they start working on the format and related sub-skills. The lesson always finishes with a contextualised written output.

- **Writing sub-skills**
  One of the most important aspects of the Writing bank is that it examines the sub-skills of writing in detail. This is important as it helps learners to build on and develop their writing skills, rather than simply providing practice in writing. Among the sub-skills covered are punctuation, grammatical cohesion, paragraphing and features such as varying the vocabulary used to both enhance interest and ensure lexical cohesion.

- **How to… boxes**
  How to… boxes are a particular feature of the Writing bank. They usually focus on a particular sub-skill of writing and in some cases on written conventions, such as email or letter layout, appropriate formality of language for the text type or order of presentation of the content (such as in a review).

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**How to… avoid repetition**

You can make your writing more interesting by avoiding repetition by using pronouns and a range of vocabulary.

**Use pronouns**

1. *it* (line 6) = the sandstorm
2. *that* (line 8) =
3. *one* (line 10) =
4. *he* (line 11) =
5. *it* (line 26) =

**Use a range of vocabulary**

1. beautiful
2. good
3. surprised
Learner training

*New Total English* places a strong emphasis on learner training and good study habits are encouraged and developed via the Lifelong learning boxes which are featured in many lessons. The Lifelong learning boxes provide useful tips and suggestions on how to continue learning outside the classroom.

**Defining what you mean**

If you don’t know the name of something in English, explain what you mean with these phrases.

*It’s the thing that you use for eating soup.* (spoon)

*It’s the stuff that you eat with turkey at Thanksgiving.* (stuffing).

*It’s the person who runs the kitchen in a restaurant.* (chef)

Use *thing* for countable nouns, *stuff* for uncountable nouns and *person* for people.

Revision and testing

There are plenty of opportunities for revision in *New Total English* and language is constantly recycled throughout the course. At the end of every unit, there are special Review and practice pages which take the form of mini-progress checks, enabling learners to identify areas where they might need further practice. Interactive versions of the activities on these pages are available on the ActiveBook and ActiveTeach. The Workbook and accompanying Audio CD provide further practice in grammar, vocabulary and skills covered in the corresponding Students’ Book. The Workbook is available in with key and without key versions.

For learners who are really serious about making rapid progress in English, *MyTotalEnglishLab* provides the perfect solution. This exciting component features the Workbook exercises in digital format as well as tips and feedback on common errors.

Regular progress and achievement tests are provided on the ActiveTeach, Resource Disc and *MyTotalEnglishLab*. *MyTotalEnglishLab* also includes automatic marking and a gradebook.

New Total English and exams

The table below shows how the different levels of *New Total English* relate to the University of Cambridge ESOL main suite examinations in terms of the language taught and the topics covered.

<table>
<thead>
<tr>
<th>Level</th>
<th>Exam Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter</td>
<td>Builds foundation for KET</td>
</tr>
<tr>
<td>Elementary</td>
<td>Useful for KET</td>
</tr>
<tr>
<td>Pre-Intermediate</td>
<td>Useful for PET</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Useful for FCE</td>
</tr>
<tr>
<td>Upper Intermediate</td>
<td>Useful for FCE</td>
</tr>
<tr>
<td>Advanced</td>
<td>Useful for CAE</td>
</tr>
</tbody>
</table>

While *New Total English* is not an examination preparation course, a student who has, for example, completed the Upper-intermediate level would have sufficient language to attempt the Cambridge ESOL FCE (First Certificate in English) examination. Many of the exercises in the *New Total English* Students’ Books and other components are similar in format to those found in the Cambridge ESOL main suite examinations but specific training is required for all EFL examinations and we would strongly recommend this.

New Total English and the CEFR

*New Total English* is correlated to the CEFR (Common European Framework of Reference). Please see the *New Total English* website: [www.pearsonlongman.com/newtotalenglish](http://www.pearsonlongman.com/newtotalenglish) for details of CEFR Can do statements for each level of the course.

<table>
<thead>
<tr>
<th>Level</th>
<th>CEFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter</td>
<td>A1</td>
</tr>
<tr>
<td>Elementary</td>
<td>A2</td>
</tr>
<tr>
<td>Pre-intermediate</td>
<td>B1+</td>
</tr>
<tr>
<td>Intermediate</td>
<td>B2</td>
</tr>
<tr>
<td>Upper Intermediate</td>
<td>B1</td>
</tr>
<tr>
<td>Advanced</td>
<td>C1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking and Pronunciation</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Appearance</td>
<td>Intonation in conditional sentences</td>
</tr>
<tr>
<td>Personality</td>
<td>Schwa /a/ on unstressed syllables</td>
</tr>
<tr>
<td>Illness</td>
<td>How to... give and respond to advice</td>
</tr>
</tbody>
</table>

Reference p 77, Review and Practice p 78

| Phrasal verbs: relationships | Phrasal verbs: stress | L. Arranged marriage in India R. Lightning Bolt! |

Reference p 87, Review and Practice p 88

| Work                  | Changing word stress | L. Worst job interviews |

Reference p 97, Review and Practice p 98

| Greetings and gifts   | How to... make generalisations | R. Advice for UK business travellers |

Reference p 107, Review and Practice p 108

| -ed and -ing adjectives | Using fillers: anyway | L. The Motorcycle Diaries |

Reference p 117, Review and Practice p 118

| Phrasal verbs         | R. Raised by animals | L. Advertising on television R. Yes Ma'am |

Reference p 127, Review and Practice p 128

| The media             | Using fillers: well, so and erm How to... use persuasive language |

| Verb + preposition (1) | |

| Money                | R. How much do you want to pay? |

| Money in education   | How to... report back on discussions | L. Money in education |

| Verb + preposition (2) | Emphasising details | R. Making baseball history |

Reference p 127, Review and Practice p 128

| Irregular verb table  | Audioscripts p 142–147 |