



Lead-in

1 Work in pairs and discuss the questions.

- 1 What can you see in each photo?
- 2 In what ways do you think they represent 'excess'?
- 3 In what other ways might people's lifestyles be described as 'excessive'?

2 a Work in pairs and discuss the meaning of the underlined words and phrases below.

- 1 When was the last time you bought something really extravagant?
- 2 Do you think spending €100 on one meal is excessive?
- 3 If you could take one luxury to a 'desert island', what would it be?
- 4 Do you ever order extra-large portions in restaurants?
- 5 Do you think you were spoilt as a child? Why/Why not?
- 6 When was the last time you bought something you thought was overpriced?
- 7 Do you think the idea of having a 'self-cleaning' house in the near future is far-fetched?
- 8 Do you know anyone who would go on a spending spree to cheer him/herself up?

b Work in pairs. Ask and answer the questions from exercise 2a. How many of your answers are similar?



Lead-in

1 Work in pairs and discuss the questions.

- 1 What can you see in each photo?
- 2 How do you think they are connected?

2 a Work in pairs. Match the quotes below with the photos. What do you think the underlined phrases mean?

‘Great leaders use the power of persuasion to achieve their goals.’

‘Walking on hot coals is a question of mind over matter.’

‘I gave up eating all sweet things using nothing but willpower.’

b In what situations have you used: *mind over matter*, *the power of persuasion* and *willpower*?

3 a Check you understand the meaning of the underlined phrases below.

- 1 Do you ever have premonitions? Do you take them seriously?
- 2 Have you ever had a feeling of déjà vu? What happened?
- 3 Are you someone who is usually able to trust your intuition?
- 4 Do you know anyone who uses his/her sixth sense a lot?
- 5 Have you ever been unconscious? What happened?
- 6 Do you think you have any subconscious fears?

b Work in pairs. Ask and answer the questions in 3a.

10.1 Head games

Grammar reflexive pronouns

Can do discuss your beliefs and opinions

Reading

1 a Work in pairs and discuss the questions.

- 1 What do you think is happening in each photo?
- 2 What do you think is the difference between an illusionist, a magician and a hypnotist?
- 3 How do you feel about watching programmes or shows performed by these kinds of people?

b Read the article about Derren Brown quickly and answer the questions.

- 1 What does Derren Brown say he is interested in: tricks of the hands, tricks of the mind or both?
- 2 According to the writer, do most people want to know how magic tricks are done?

2 Read the article again and write true (T), false (F) or not given (NG).

- 1 According to the article, Britain is the only place that Brown is really famous.
- 2 The writer doesn't care about analysing how Brown does his tricks.
- 3 The most important thing for Brown is making sure the trick is performed perfectly.
- 4 The article mentions five tricks that Brown has performed.
- 5 Brown would like something strange and mysterious to happen to him.
- 6 Brown is the most skilful illusionist the writer has seen.

How does he do that?



Is he a mind-reader? Or is he playing games with people's heads?

When I first heard about Derren Brown, I admit I was sceptical about his abilities but something has always fascinated me about this man. Brown describes himself as a psychological illusionist. His shows are full of seemingly-impossible feats, using different techniques – sleight of hand, hypnotism and suggestion. In Britain, he is now a media star, impressing audiences with his TV shows and stage performances. He says that he doesn't have any special magical or mind-reading powers. He is not psychic and he cannot read people's minds. Apparently, everything he does can be logically analysed. As I say, I myself am sceptical ... but endlessly fascinated too. Every time I see one of his shows on TV, I'm drawn in. I don't want to care, but I can't help asking – every time – 'How does he do that?'

In the early days of his career, Brown taught himself standard forms of magic and hypnotism, and began performing in pubs and at parties. As he did more live shows, he realised that, although he loved doing the tricks perfectly, what really interested him was the relationship between the magician and the audience. He began working on a new kind of show, making more of the psychological aspect and combining the magic – tricks of the hands – with the psychology – tricks of the mind. Now his shows are full of his particular kind of illusion – sometimes simple and sometimes incredibly complex. In one episode of his TV show, for example, he tells people how many fingers they are holding up behind their backs. In another, he beats six world-class chess players in simultaneous games. I've seen him successfully predict the week's winning lottery numbers and state which of a number of salesmen are lying about their pasts. I've also seen him draw an almost exact copy of a picture that someone has drawn in secret and put in a sealed envelope. The tricks are diverse, but the effect is the same: the audience is always left staring in awe.

So, how does he do it? Perhaps more importantly, does it matter? Brown says he can explain everything he does. He himself admits, however, that it's sometimes disappointing that everything is explainable. It seems that everyone, including Brown, wants to be fascinated by unexplainable phenomena. And maybe that's the key to his success. People love to be amazed. Even when he tells the audience how something is done, they still look at each other in disbelief. They still don't really understand. Or, maybe it's that Brown is so clever and skilful at what he does, that the audience just don't want to understand. The combination of 'tricks of the hands' with 'tricks of the mind' works somehow. We ask the question 'How does he do that?' but we don't actually want to know the answer. We don't want anything to detract from our fascination and enjoyment of what is, essentially, 'magic'.



- 3** Work in small groups and discuss the questions.
- 1 Which of the tricks mentioned in the article do you think would be the most impressive to watch? Why?
 - 2 Do you agree that it's sometimes disappointing that everything is explainable? Why/Why not?
 - 3 Have you (or has anyone you know) had any experience of mind-reading, illusions or being hypnotised? Give details.

Grammar | reflexive pronouns

- 4** Read rules A and B in the Active grammar box and write the examples (1 and 2) in the correct place.
- 1 Brown describes himself as a psychological illusionist.
 - 2 He himself admits that it's sometimes disappointing that everything is explainable.

Active grammar

Subject pronouns

I, you, he, she, it, we, you, they

Object pronouns

me, you, him, her, it, us, you, them

Reflexive pronouns

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

- A** We use reflexive pronouns to talk about actions where the subject and object is the same person. The reflexive pronoun is essential to the grammar of the sentence.
Example: _____
- B** We can also use reflexive pronouns for emphasis, when we mean 'that person or thing, and nobody or nothing else'. The reflexive pronoun is not essential to the grammar of the sentence, but is added for emphasis.
Example: _____
- C** Sometimes we need to use *each other* instead of a reflexive pronoun.

- 1 *We taught **each other** a magic trick.*
- 2 *We taught **ourselves** a magic trick.*

- 5** **a** Match the sentences below with the correct rule (A or B) from the Active grammar box.
- 1 I cut myself while I was cooking.
 - 2 Emily herself said she's not very good at maths.
 - 3 They blamed themselves for the accident.
 - 4 I spoke to the boss himself.
 - 5 You should put yourself in my position and try to understand.
 - 6 She didn't go to the hairdresser. She cut her hair herself.
- b** What is the difference in meaning between sentences 1 and 2 in part C of the Active grammar box?
- c** Read the article again and find one more example for rules A, B and C.

see Reference on page 145

- 6** Complete the sentences with a reflexive pronoun (e.g. *myself, themselves*), an object pronoun (e.g. *him, us*) or *each other*. Sometimes more than one answer is possible.
- 1 I _____ have never been hypnotised but I know people who have.
 - 2 My best friend and I often know what _____ is thinking.
 - 3 A friend gave _____ a book about acupuncture for my birthday.
 - 4 I'm so forgetful – I'm always locking _____ out of my house.
 - 5 People in Britain usually give _____ presents at Christmas.
 - 6 I'd like to speak to the doctor _____, not the receptionist.
 - 7 The teacher taught _____ to meditate by focusing us on our breathing.
 - 8 The course _____ wasn't very good, but I loved the teacher.

Pronunciation | stress: reflexive pronouns

- 7** **a**  2:37 When we use reflexive pronouns to add emphasis (to say 'that person or thing, and nobody or nothing else'), we also use stress to emphasise the meaning more. Listen to sentences 1, 6 and 8 from exercise 6 and underline the part of the reflexive pronoun which is stressed.
- b** Listen again and repeat the sentences.
- 8** **a** Complete the sentences in a way that you agree with or is true for you.
- 1 Magicians themselves should never ...
 - 2 It's easy to teach yourself ...
 - 3 Being with other students and teaching each other is ...
- b** Work in small groups and compare your views. Do you agree? Why/Why not?

Listening

- 9**  2.38 Listen to three people talking about Derren Brown and mind-reading. Which statement best summarises each person's opinion? One statement cannot be used.
- 1 He thinks some people are frightened by what Derren Brown does.
 - 2 He admires Derren Brown for what he has achieved.
 - 3 He thinks that going to shows by illusionists is often a waste of money.
 - 4 He thinks it's good but doesn't understand how it works.

- 10 a** Listen again and complete the verb phrases in the How to... box.

How to... talk about beliefs and opinions

I _____ he's probably genuine, myself.

I'm in _____ of just enjoying it as entertainment.

I've always _____ that people like Derren Brown are just good showmen.

I have my _____ about how much mind-reading he actually does.

I'm _____ that any of it is real.

I'm _____ people paying for a show which is really just a con.

I _____ anything he does is real.

I'm _____ that he really does have some kind of power.

I _____ that a lot of people don't believe he's doing anything.

- b** Work in pairs and answer the questions about the meaning of the verb phrases from exercise 10a.

- 1 Which two verb phrases mean: I feel almost certain that something is true?
- 2 Which three verb phrases mean: I think that something may not be true, or is unlikely to happen?
- 3 Which two verb phrases mean: I think something is true, or is likely to happen?
- 4 Which one verb phrase means: I agree with and support a plan, idea, or system?
- 5 Which one verb phrase means: I disagree with and am opposed to a plan, idea or system?

- 11** Rewrite the sentences below using the words in brackets.

- 1 My view has always been that there is life on other planets. (believed)
- 2 I think that ghosts don't really exist at all. (doubt)
- 3 I had a very strong feeling that I knew what she was thinking. (convinced)
- 4 I agree with people trying all sorts of different treatments. (favour)
- 5 I think that some people have supernatural powers. (reckon)
- 6 I am not sure about the existence of UFOs. (doubts)
- 7 I disagree with paying someone for a service I don't understand. (against)
- 8 I think it's unlikely that anyone can predict the future. (sceptical)

Speaking

- 12 a** Choose a topic to talk about (either from the box below or your own idea).

mind-reading hypnosis
vegetarianism marriage
military service ghosts
smoking in public places

- b** Prepare to talk about your views for one minute, using the notes below to help you.

- 1 What experience do you have of the topic and why does it interest you?
- 2 What are the arguments for and against the topic?
- 3 What are your personal views?

- 13 a** Work in small groups and take turns to give your talks, using your notes and the How to... box to help you.

- b** Did anyone have similar views?



10.2 Persuasion

Grammar conditional structures (2): with conjunctions

Can do persuade someone to do something

Listening

1 Work in pairs and discuss these questions.

- 1 What does each photo show?
- 2 What do you think is the aim in each case?
- 3 What different techniques are being used to achieve the aim?

2  2.39 Listen to an extract from a radio programme and decide which two things are being discussed.

- a advertising
- b politicians
- c supermarkets.

3 Listen again and complete the notes with one or two words.

- 1 Most supermarkets have a transition zone at the _____.
- 2 Many supermarkets also play music and have the smell of _____.
- 3 When the price is £9.99, people are _____ into thinking the price is £9.
- 4 Working out the prices of fruit and vegetables is often difficult and _____.
- 5 Customers like buying something when the price has been reduced and it's a _____.
- 6 Adverts are either based on the thinking part or the _____ part of our brain.
- 7 Adverts for _____ often give us information about the product.
- 8 Adverts for clothes often work on our feelings of wanting to fit in with our _____.
- 9 A fast and effective way of getting the message across is to use _____.

4 Work in small groups. What do you think about the ways that supermarkets persuade you to buy more things or visit more frequently?



A



B



C

Vocabulary | advertising

5 Work in pairs and say what the difference in meaning is between each pair of words/phrases from the box.

advertising/marketing commercial break/target market
brand/hype slogan/logo advertisement/trailer

6 Choose the correct words in *italics*.

- 1 Have you got any favourite *advertising/advertisements*?
- 2 What are three of the best-known *hypes/brands* of clothing in your country?
- 3 Would you like to work in *commercial break/marketing*?
- 4 Do you think you would be good at thinking up *commercial breaks/slogans*?
- 5 What do you usually do during *commercial breaks/marketing* on TV?
- 6 Do you like watching *trailers/slogans* for new films before the main film at the cinema?
- 7 Which film has had a lot of *brand/hype* recently?
- 8 What do you think the *advertisement/target market* is for eight-seater 'people-carrier' vehicles?
- 9 What do you think is the worst thing about the *commercial break/advertising* industry?
- 10 Do you prefer to buy clothes with or without a *logo/brand* showing?

7 a Work in pairs. Choose five of the questions from exercise 6 to ask and answer.

b How much do you think you are influenced by advertising?

Grammar | conditional structures (2): with conjunctions

8 a Complete sentences 1 and 2 in part A of the Active grammar box with the correct form of *stay* and *come*. Check your answers with audioscript 2.39 on page 161.

b Complete the rules (1–3) below with the phrases in **bold** in sentences 3–7 in the Active grammar box.

- _____ means 'if not'
- _____ is used to emphasise that something will still be true if something else happens
- _____, _____ and _____ have similar meanings. They are used to say that something is dependent on something else.
Supposing is often used to imagine a situation and suggest possible results.

Active grammar

A

- If there are large discounts on offer, customers _____ to the shops in huge numbers.*
- You certainly wouldn't have spent as much if you _____ at home and not bought anything!*

B

- Unless** you're really good at doing maths in your head, you won't want to work out the price of each apple.*
- Supposing** you're a customer, you might think that organic apples aren't so much more expensive.*
- People will buy something **as long as** it looks like a bargain.*
- Provided that** you respond emotionally, you'll probably want to buy the product.*
- Shops know that people are tempted by lower prices **even if** you end up spending more in the end.*

see Reference page 145

9 Match the first parts of the sentences (1–6) with the second parts (a–f).

- Even if you try to avoid adverts, ...
 - Unless you look closely at prices, ...
 - Provided that you don't let your children watch TV, ...
 - If you go to the cinema, ...
 - As long as the advert uses a celebrity, ...
 - Supposing you only take cash to the shops, ...
- ... they won't see many adverts.
 - ... the product will be successful.
 - ... they are all around you.
 - ... you probably won't spend so much.
 - ... it's sometimes difficult to know which is cheaper.
 - ... you usually see lots of adverts before the main film.

10 Complete the sentences below with the correct form of the verb in brackets.

- I'll buy this computer unless I _____ (find) anything cheaper online.
- I _____ (not buy) those jeans even if my favourite celebrity was advertising them.
- If I _____ (not go) to the sale, I wouldn't have wasted so much money on things I don't need.
- If you weren't such a persuasive person, I _____ (not buy) any of these things.
- I _____ (watch) that film as long as there aren't any adverts interrupting it.
- She _____ (buy) the car provided that she has enough money.
- If I _____ (not see) that advert yesterday, I wouldn't know about this new toothpaste.
- Supposing you were watching TV and a really annoying advert came on, what _____ (you do)?





- 11 a** Choose the correct words in *italics*.
- I like logos on clothes *unless/as long as* they are not too big.
 - I always get something on an offer for 'buy one get one free' *even if/provided that* I don't need two.
 - Supposing/As long as* I could choose a celebrity to advertise a new car, I'd choose a film star.
 - I like going shopping during the sales, *supposing/provided that* it's not too crowded.
 - As long as/Unless* we understand the tricks that supermarkets use, we'll end up spending far too much money.
 - If/Even if* I see a really good advert on TV, it definitely influences whether I buy the product.
 - Even if/As long as* I spend time checking prices, I can usually get a good bargain.
 - Unless/If* I really need some new clothes, I don't go into shops at all.
- b** Rewrite the sentences from exercise 11a to make them true for you.
- c** Work in pairs and discuss your sentences. How far do you agree?

Listening

- 12 a** Work in pairs and discuss the questions.
- Do you think you are someone who is easily persuaded to buy things? What do you think influences you most: persuasive adverts, discounts or something else?
 - Who do you think has the biggest influence on persuading you to do things: your family or your friends? Why?
- b** 2.40 Listen to two dialogues and answer the questions.
- What do you think the relationship is between Anna and Zoë, and between Jamie and Alex?
 - What is Zoë persuading Anna to do, and what is Jamie persuading Alex to do?
 - In the end, are Anna and Alex persuaded or not?

- 13** Listen to the dialogues again and number the phrases in the How to... box in the order you hear them.

How to... persuade someone to do something

Dialogue 1

- Go for it then!
- You should just do it.
- I'm sure you won't regret it.
- You deserve it!
- Go on ... treat yourself!
- If I were you, I'd just do it!
- Supposing you don't get it, how will you feel?

Dialogue 2

- Come on!
- It'll be fun.
- What have you got to lose?
- I'm sure you'll enjoy it.
- There's nothing else, unless you want to get a DVD?

Pronunciation | intonation: sounding enthusiastic

- 14 a** 2.41 When we are persuading someone to do something, we often want to sound enthusiastic and persuasive. We can do this by using particular intonation. Listen to the phrases in the How to... box and answer the questions.
- Generally, is the intonation high or flat?
 - Which words are stressed in each sentence?
- b** Listen again and repeat the phrases.

Speaking

- 15 a** Prepare to persuade someone else to do something. Choose one of the ideas from the box below or your own.
- b** Make notes on what you want to persuade your friend to do and why.

buy something see a film
start a new hobby/sport go on holiday
get a pet start cycling to work/school

- c** Work in pairs. Take turns to persuade each other to do something. Who was more persuasive?

10.3 My digital memory

Grammar futures (2)

Can do talk about wishes and intentions for the future

Reading

1 a Read the sentences and decide which ones are true for you. Rewrite the others to make them true.

- 1 I take photos of the most important events in my life.
- 2 I store my photos on my computer.
- 3 I take a lot of video recordings of people who are important to me.
- 4 I love looking at old family photos.
- 5 I like sharing photos with lots of people by putting them online.

b Work in pairs and compare your sentences.

2 Work in pairs. Read the blog entry below and answer the questions.

- 1 What is 'lifelogging'?
- 2 What concerns does the writer have about making a 'lifelog'?



My life ... a movie worth watching?

I've been wondering about this for a while and I've finally made up my mind – I've decided to become a lifelogger! I've just finished reading an interesting article about 'lifelogging' – recording your whole life digitally – and I must say, I'm inspired! Life just passes you by for so much of the time and if you're anything like me, you forget so much of what's happened. Things just slip my mind all the time – I forget everything: friends' birthdays, titles of books I want to read, names of business contacts ... but more importantly, my memories of events just become a big blur to me and the details are all lost. I wish I had taken more photos of things when I was younger, because at least I would have those. I often think it's too late ... I should've made video recordings of my school days and of holidays with my family when I was young. So, you can imagine how excited I was when I came across this article about creating a digital memory of your whole life! If I start now, maybe it won't be too late!

Apparently, a researcher at Microsoft has been experimenting with digital recording. He has spent several years recording every aspect of his life: all his communications with other people, as well as things like the images he sees, the sounds he hears and the websites he visits. The digital memory can do more than just store information you put in it, though. It can also record information that humans can't even see or hear, such as

how much oxygen is in your blood, or the levels of carbon dioxide in the air around you. It can also log the three billion or so heartbeats in someone's lifetime, along with lots of other information about your body. It's interesting and they say it can give doctors an ongoing health record of a person and provide early warnings of many kinds of illnesses, including things like possible heart attacks.

Being able to record all this information is obviously a huge step forward in making lifelogging possible. Another essential factor is the staggering growth in digital storage capacity. Today, a \$600 hard drive can hold one terabyte – that's one trillion bytes of data. That is enough to store everything you read (including emails, webpages, papers and books), all the music you buy, eight hours of speech and ten pictures a day for the next 60 years. They say that in 20 years, \$600 will buy 250 terabytes of storage – enough to hold tens of thousands of hours of video and tens of millions of photographs. That kind of capacity should be enough for anyone's recording needs for more than 100 years!

So, improvements in the hardware for digital recording have improved dramatically – and more and more people have started to create electronic chronicles of their lives. As for me, I've been writing a blog for a while and uploading photos onto it. But right now, it doesn't feel like enough. I wish I could start recording everything ... If only I had a proper digital recorder! If I had one now, I'd record myself doing this! I'm going to record everything about my life – I really am. I'm slightly concerned, however, that I might change my mind when I start recording everything. I might find that my life is really boring. A movie of my life might not be worth watching or remembering at all! I think I'll have to change my life a bit. In fact, I'm determined to make my life interesting from now on – though I'm not sure how I'll do that when I'm spending all my time recording it?!



3 Read the blog entry again. Work in pairs and answer the questions.

What does Marco say about ...

- 1 ... his own memory?
- 2 ... photos and videos of his childhood?
- 3 ... the researcher?
- 4 ... benefits for doctors?
- 5 ... how much you can record?
- 6 ... his blog?

4 Work in pairs and discuss the questions.

What do you think about 'lifelogging' in terms of ...

- 1 health benefits?
- 2 recording family history?
- 3 your own life?

Vocabulary | verb phrases with *mind*

5 Work in pairs and look at the underlined verb phrases. Look at the context of the whole sentence and say what you think each verb phrase means.

- 1 I've finally made up my mind – I've decided to become a lifelogger!
- 2 Things just slip my mind all the time – I forget everything.
- 3 I'm slightly concerned that I might change my mind when I start recording everything.
- 4 It has crossed my mind to make a lifelog, but I've never given it much real thought.
- 5 I'm wondering what to get for her birthday. Let me know if anything springs to mind.
- 6 A new camera is a really good idea for a present – I'll keep it in mind.
- 7 I've got an essay to do but I'm finding it hard to keep my mind on it.
- 8 If you asked him, he'd tell you what he thinks. He always speaks his mind.

6 a Choose the correct words in *italics*.

- 1 Has it ever *crossed/spoken* your mind to write a blog or make a lifelog?
- 2 Do you usually *keep/make* up your mind quickly or do you take a long time to decide things?
- 3 When was the last time something *slipped/changed* your mind and you forgot to do something important?
- 4 Have you got any good ideas that you're *springing/keeping* in mind for a present to give someone?
- 5 When you go shopping, do you often *cross/change* your mind about something when you get it home?
- 6 Do you know anyone who always *speaks/keeps* his/her mind and sometimes upsets people because of that?
- 7 Do you find it easier to *make/keep* your mind on your homework when you're listening to music or not?
- 8 When do good ideas usually *spring/slip* to mind for you – in the early morning or late at night?

b Work in pairs and discuss the questions from exercise 6a.

Grammar | futures (2)

- 7 Look at the examples (a–i) and write them in the correct place in the Active grammar box.
- I've decided to become a lifelogger.
 - I wish I could start recording everything.
 - I'm going to record everything about my life.
 - If I start now, maybe it won't be too late.
 - I think I'll have to change my life a bit.
 - If only I had a proper digital recorder.
 - I'm determined to make my life interesting from now on.
 - If I had a digital recorder now, I'd record myself doing this.
 - I'm meeting a friend to buy a digital recorder tomorrow.

Active grammar

Wishes and uncertain plans for the future

- A Wishes in the present/future: *wish/if only* + past tense/*could*, e.g. (1) _____ (2) _____
- B *will* for decisions (often with *I think/I don't think*), e.g. (3) _____
- C Conditional structures:
 First Conditional: *if* + Present Simple/Continuous + *will/won't* to talk about future possibility, e.g. (4) _____
 Second Conditional: *if* + Past Simple/Continuous + *would/wouldn't* to talk about future unreal or imagined situations, e.g. (5) _____

Intentions and certain plans for the future

- D *be going to* for intentions, e.g. (6) _____
- E Present Continuous for arrangements, e.g. (7) _____
- F Phrases to say you're certain about something in the future, e.g. *I'm intending to ...*, (8) _____ (9) _____

See Reference page 145

- 8 Find the mistakes in six of the sentences and correct them.
- I wish I have a better camera so I could take good photos.
 - I'm determined to get a well-paid job when I've finished this course.
 - If I have time this weekend, I put my holiday photos on my blog.
 - I'm intending to having guitar lessons in the future.
 - If only I could do a course in computer graphics.
 - I study really hard if I took the exam this year.
 - I've decided buying a new laptop in the next couple of weeks.
 - If I'll save up enough money, I'll go skiing next year.

- 9 a Complete the sentences to make them true for you.

- In the next six months, I've decided to ...
- I wish I could ...
- If I have time later this week, I'll ...
- In the next month or so, I hope I'll ...
- I'm determined to ...

b Work in pairs. Compare and discuss your sentences.

Speaking

- 10 Work in small groups. Read the web page extract below and discuss the questions.

- How surprised are you by the percentage of people who achieve their wishes and intentions?
- Can you think of any other ways of improving the success rate?

'He's full of good intentions but ...'

Many people start out with good intentions. Popular goals include: exercise more, eat better, save money, get a better job, get better grades, learn something new, become more organised, reduce stress, become less grumpy.

Research shows, however, that in a study about intentions and resolutions only 12 percent of people achieved their goals in the end. Their success was improved by: making measurable goals, making their goals public and getting support from friends.

- 11 a Read the web page extract again and make notes about three intentions/wishes you (or someone you know) could make.

b Work in small groups and compare your intentions/wishes, giving details. How likely do you think it is that you will achieve the intentions/wishes?

1 a Work in pairs and discuss the questions.

- 1 How many basic spelling rules do you think there are in English?
 - a twenty-five
 - b sixty
 - c ninety
- 2 How many different ways do you think there are for spelling the sound /i:/?
 - a at least five
 - b at least eight
 - c at least twelve
- 3 What do you think the Spelling Society in Britain wants to do?
 - a simplify English spelling
 - b encourage correct spelling
 - c go back to old spelling rules

b Read the news article below and check your answers.

Should English be simpler?

There are 90 basic spelling rules in English and 84 of these have exceptions! For some sounds, there are no clear rules at all and identical sounds can be spelt in several different ways. For example, the sound /i/ can be spelt as in: *seem, team, theme, sardine, protein, thief, people, he, key, ski, debris, quay.*

The Spelling Society in Britain thinks that the English spelling system should be simplified. They say, for example, that we should spell the sound /i/ simply as 'ee', e.g. *peeple*, and save learners a lot of time and effort. Until then, however, it's just a question of lots of learning and testing!

2 Work in pairs and choose the correct spelling for each pair of words.

- 1 beleive/believe
- 2 intelligence/intelligance
- 3 subconscious/subconsious
- 4 psychologist/pyschologist
- 5 dout/doubt
- 6 existance/existence
- 7 successful/successfull
- 8 responsability/responsibility

3 a Find the eighteen common spelling mistakes in the blog entry below and correct them.

I'm having a grate time here in Scotland. All the people I've met have been very genrouis. Of course, I'm still a foriener here and it felt wierd at first, but I'm begining to feel more at home now. The wether is definately very changable – and it rains a lot! So that feels like home!



I've now got my accomodation sorted out. I'm living in an intresting part of town with lots of restraunts and a good libarry round the corner. Everything is very close so it's not really nessasry to go to the university by bus. I usally walk, although I occasionally get a lift with some freinds in there car.

I'll write a seperate post about the course I'm studying later.

b Work in pairs and compare your answers.

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

Spelling test

! Spelling correctly in English is an important, but sometimes difficult, skill.

- 1 Why do you think it is important to spell accurately?
- 2 Why is it difficult to spell accurately in English?
- 3 Are there any words that you particularly like or dislike the spelling of?
- 4 What are some of the ways you use to remember how to spell words?
- 5 What can you use to check your spelling?

Lifelong learning

10 Communication

Can do describe what kind of person you are and how you think/learn

1 Work in pairs and discuss the questions.

- 1 What jobs can you see in the photos?
- 2 What qualities do you think you need for each job?

2 Match the questions (1–6) with the appropriate answers in the boxes (A–F).

- 1 Which of these jobs would you like to do most?
- 2 Which one of these would you be most keen on doing as part of your work?
- 3 When you're in a group, which one of these are you most likely to do?
- 4 When you're learning a language, which of these appeals to you most?
- 5 What would you most like to spend your time doing when you're on holiday?
- 6 Do any of these statements describe you? If not, write one which does.

A

playing sports doing nothing
reading a good book doing a puzzle book
talking to local people

B

politician artist journalist lawyer
psychologist teacher astronaut nurse

C

I enjoy dancing I like trying to figure people out
I like telling stories I'm interested in science
I enjoy a good discussion

D

wonder what other people are thinking
be the 'entertainer' who keeps the mood high
speak on behalf of the group
take control of any money or number issues
keep the group focused on reaching its goal

E

working together in a team
writing a story or poem
doing scientific research
doing something practical being outdoors

F

analysing grammatical rules
speaking without worrying about mistakes
immersing yourself totally in the country
where the language is spoken



3 a Work in pairs and answer the questions from exercise 2. Use the ideas from the boxes (A–F) and your own ideas.

b Read the descriptions on page 148.

- 1 Which description do you think you are most like?
- 2 Which description do you think your partner is most like?
- 3 Do you and your partner think/learn in a similar or a different way?

Reflexive pronouns

Singular: *myself/yourself/himself/herself/itself*

Plural: *ourselves/yourselves/themselves*

We use reflexive pronouns to talk about actions where the subject and object are the same person. The reflexive pronoun is essential to the grammar of the sentence – it would not make sense without it.

I cut myself while I was cooking.

We can also use reflexive pronouns for emphasis, when we mean ‘that person or thing, and nobody or nothing else’. In this case, the reflexive pronoun is not essential to the grammar of the sentence, but is added for emphasis.

They built that house themselves.

We sometimes need to use *each other* instead of a reflexive pronoun. *Each other* means that each of two or more people does something to the other(s).

We looked at each other and smiled.

Compare: *We looked at ourselves in the mirror.*

Conditional structures (2): with conjunctions

Many conditional structures include the word *if*.

If it rains, we'll stay at home today.

I wouldn't have told her if she hadn't asked me.

We can also use other conjunctions with conditional structures, e.g. *unless, provided that, as long as, supposing, even if*.

Unless means ‘if not’

The course won't run unless some more people sign up for it.

Provided that and *as long as* are used to say that something is dependent on something else. We can also use *providing*.

I'll come to the Karaoke bar provided that you don't make me sing.

I'll help you with the washing-up as long as you help me with my homework later.

Supposing is used to imagine a situation and its possible result.

Supposing I won £1,000 ... I'd go on holiday immediately.

Even if is used to emphasise that something will still be true if something else happens.

I wouldn't buy that car even if I could afford it.

Futures (2)

To talk about wishes in the present or future, we can use *wish/if only* + past tense/*could*.

I wish I could speak better English.

I wish it was the summer holidays.

If only I had a car.

To talk about decisions made at the time of speaking, we can use *will*. We often use *I think/I don't think* in this case.

I'll go shopping after work today.

I think I'll apply to an American university.

To talk about future possibility, we can use the First Conditional: *if* + Present Simple/Continuous + *will/won't*.

If I don't pass my driving test, I'll take it again next month.

To talk about future unreal or imagined situations, we can use the Second Conditional: *if* + Past Simple/Continuous + *would/wouldn't*.

If I was better at science, I'd study medicine at university.

To talk about intentions and plans for the future (when details haven't been decided), we can use *be going to*.

I'm going to see that new film this weekend.

To talk about arrangements in the future (when details, e.g. about time and place have been decided), we can use the Present Continuous.

I'm meeting my brother at the airport on Saturday morning.

To say we're certain about something in the future, we can use certain phrases, e.g. *I've decided to ... , I'm determined to ... , I'm intending to ...*

I've decided to take up football again.

I'm determined to finish my project this weekend.

I'm intending to visit my grandmother tomorrow.

Key vocabulary

The power of the mind

willpower mind over matter the power of persuasion
have a premonition have a feeling of déjà vu
trust your intuition sixth sense unconscious
subconscious (fears)

Advertising

advertisement trailer advertising marketing
commercial break target market brand hype
slogan logo

Verb phrases about mind

make up your mind slip your mind
change your mind cross your mind
spring to mind keep your mind on something
speak your mind keep it in mind

Commonly misspelt words

accommodation beginning believe changeable
definitely doubt existence friend foreigner
great/grate generous intelligence interesting
library necessary occasionally psychologist
responsibility restaurants separate subconscious
successful there/their/they're usually weird
weather/whether



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 153

10 Review and practice

- 1** Complete each sentence using the correct form of a verb from the box. Use a reflexive pronoun where necessary.

relax feel **blame** enjoy express meet
hurt concentrate burn

They are **blaming** themselves for the accident, but it wasn't their fault.

- 1 Don't touch the iron. You'll _____ .
- 2 I _____ very disappointed when I found out I'd failed my driving test.
- 3 She's a good speaker. She _____ very clearly.
- 4 You've worked hard today. You should sit down and _____ now.
- 5 Jack's gone to the doctor because he _____ while he was playing football this morning.
- 6 My boss and I are going to _____ for lunch tomorrow.
- 7 Thank you for the party. We really _____ .
- 8 I _____ as hard as I could in the maths lesson, but I still couldn't understand it.

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

- 1 He'll miss the beginning of the film *unless/if* he arrives soon.
- 2 You won't be tired tomorrow *provided that/unless* you go to bed now.
- 3 *Supposing/Even if* you trained your dog, you could put him in for a competition.
- 4 *As long as/Unless* you pay me back by tomorrow, I won't lend you money ever again.
- 5 *Even if/provided that* he gets a taxi, he's going to be late.
- 6 I'll tell you what she said *as long as/supposing* you don't tell anyone else.
- 7 We can have a party *even if/provided that* everyone helps clear up afterwards.
- 8 *Supposing/Unless* I lived in the countryside, I could have a horse of my own.

- 3** Rewrite the sentences starting with the words given.

- 1 I'm sorry that I haven't got more willpower.
I wish ...
- 2 I'm definitely going to go for a run every morning.
I'm determined ...
- 3 I'm sad that I can't travel more this year.
If only ...
- 4 If I go to the beach or not, depends on good weather.
If the weather ...
- 5 It would be nice if I had enough money to pay for you.
If only ...
- 6 I'm sorry that I can't become a professional musician.
I wish ...

- 4** Complete the sentences with the correct form of a word from the box. Two of the words cannot be used.

unconscious spring déjà vu change
premonition subconscious keep
make intuition slip

- 1 I'm so sorry I forgot to phone you. It completely _____ my mind.
- 2 I was sure I'd seen her before. I had a strong feeling of _____ .
- 3 You need to _____ up your mind about what you want to do tomorrow.
- 4 I've been thinking about ideas for our project but nothing _____ to mind.
- 5 Don't worry about other people. Trust your _____ and do what you want.
- 6 I've decided to see a hypnotherapist to try to get over my _____ fear of spiders.
- 7 It's very difficult to _____ my mind on my work when there's so much noise in here.
- 8 I'm not going in a car today. I had a _____ about being in a car accident.

- 5** Choose the best word in *italics*.

- 1 Don't believe all the *brand/hype/logo* about that new film. It's not much good.
- 2 I don't really care what *slogan/market/brand* of jeans I wear as long as they're comfortable.
- 3 There are so many commercial *brands/breaks/slogans* during this programme. It's really disruptive.
- 4 We are not allowed to wear any clothes with *logos/trailers/brands* on them at my school.
- 5 'Just do it', for the company Nike, is one of the most famous *advertisements/trailers/slogans*.
- 6 I saw a *brand/trailer/hype* of that film before it came out and it looked really good, but actually, it was really boring.

- 6** Find the misspelt words in six of the sentences and correct them.

- 1 I'll definateley see you tomorrow evening.
- 2 Finding cheap accomodation in London is very difficult.
- 3 Having children is an enormous responsibility.
- 4 We went to a great new restaurant yesterday.
- 5 Could you put the sandwiches in seperate bags, please?
- 6 Have you seen there new house?
- 7 I can't believe how rude the waiter was!
- 8 My sister is an extremely sucessful designer.

7.1 Food for thought

Grammar quantifiers with countable and uncountable nouns

Can do describe food and different attitudes to food

Reading

1 Work in pairs. Look at the photo below and discuss the questions.

- 1 How does the picture make you feel?
- 2 Do you eat a lot of fast food? Why/Why not?
- 3 Do you think that fast food is healthy? Why/Why not?

2 a Read the article and answer the questions.

- 1 How many experiments are mentioned?
- 2 Did the experiments produce similar or different results?

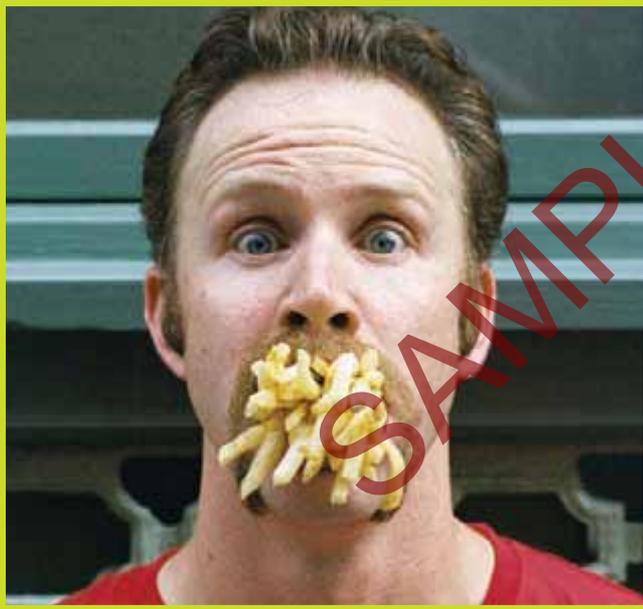
b Explain what each phrase (1–6) means.

- 1 a considerably larger portion (line 15)
- 2 consume a lot of fat (line 20)
- 3 Weight gain was only one of the negative effects (line 30)
- 4 a fast-forward picture of your life (line 36)
- 5 possible short-term effects (line 42)
- 6 cause more harm (line 55)

c Work in pairs. Discuss the questions.

- 1 What do you think the experiments proved?
- 2 What implications do you think the experiments have for you, or anyone else you know?

SUPER SIZE ME



Fast food, otherwise known as junk food, is a huge passion for a large number of people across the Western world. Millions of adults and children feel they cannot live without hamburgers and chips. But what would happen if you ate lots of junk food, every day? Would it seriously damage your health? These were the questions which led Morgan Spurlock, an independent film-maker, to do a radical experiment, which he made into a documentary film entitled *Super Size Me*.

The main basis of his experiment was that Spurlock promised to eat three McDonald's meals a day, every day, for a month. He could only eat food from McDonald's and every time an employee asked if he would like to 'super size' the meal, he had to agree. 'Super sizing' refers to the fact that with this type of meal you get a considerably larger portion of everything. Instead of the normal burger, fries and a drink, you get an extra-large burger, extra-large fries and an extra-large drink for only a very small price increase.

Spurlock knew that by eating three McDonald's meals a day, he would consume a lot of fat and a great deal of salt and sugar in each meal – much more than he needed. Before he started, three doctors certified that Spurlock weighed about 84kg and was in good health. Although both Spurlock and his doctors knew he would put on a bit of weight, and that this diet was unhealthy, none of them were quite prepared for just how unhealthy it turned out to be. The changes in his body were horrifying. In the first week, he put on 4.5 kilos and by the end of the thirty days he had gained nearly 14 kilos, bringing his total weight to a massive 98kg.

Weight gain was only one of the negative effects, however. When all three doctors saw the severe damage to his liver, they all recommended stopping the experiment after 20 days. Spurlock continued to follow the diet, however, because he wanted to show people what this kind of diet can do to you. Watching the film, you begin to realise that it could be a fast-forward picture of your life: in 30 days you get to see what could happen to you over 20 or 30 years of overconsumption. You're on a path to many long-term problems like heart disease, liver failure, high blood pressure, diabetes, depression and more.

In another experiment, some scientists have also started to look at the possible short-term effects of a high-fat diet. Biological experts at Oxford University carried out an experiment on rats, comparing two groups of rats over ten days; one group was fed a diet containing a little fat (about 7.5%) and the other a high-fat diet (with about 55% fat). The experiment produced some shocking results. Firstly, after just a few days, the rats' ability to exercise significantly decreased; they were less able to use oxygen to make the energy needed to run around. Secondly, and perhaps even more appalling, after nine days the rats' short-term memory was damaged and they became less mentally alert; they took longer to complete a maze and made many more mistakes in the process than the rats on the low-fat diet.

Junk food is exactly what it says it is – junk. It will cause more harm to your body and your brain than good, both in the long and short term. That is the message that experiments like Spurlock's and the team at Oxford University are suggesting. Spurlock says that he hopes that the film encourages people to take better care of themselves. He says, 'I'd love people to walk out of the movie and say, "Next time I'm not going to 'super size'. Maybe I'm not going to have any junk food at all. I'm going to sit down and eat dinner with my kids, with the TV off, so that we can eat healthy food, talk about what we're eating and have a relationship with each other.'" Food for thought indeed.

Grammar | quantifiers

- 3** Look at the underlined nouns in the examples (a–d) below and answer the questions.
- Which are countable and which are uncountable?
 - What is the difference in meaning between *coffee* in sentences c and d?
 - Can you think of ...
 - three more countable nouns
 - three more uncountable nouns
 - three more nouns that can be countable and uncountable.
- a He ate three McDonald's meals a day, every day, for a month.
- b He could only eat food from McDonald's.
- c I'll have sausage, beans and a black coffee, please.
- d If I drink coffee in the evenings, I can't sleep properly.

- 4** a Look at the quantifiers in **bold** in the Active grammar box and match them with the rules (A–C).

Active grammar

*Junk food is a huge passion for **a large number of** people.*

*He would consume **a lot of fat** and **a great deal of** salt and sugar.*

*One group of rats was fed a diet containing **a little fat**.*

***Some** scientists have started to look at the possible short-term effects.*

*You're on a path to **many** long-term problems.*

*His doctors knew he would put on **a bit of** weight.*

*After just **a few** days, the rats' ability to exercise significantly decreased.*

*What would happen if you ate **lots of** junk food every day?*

*I've decided not to eat **much** junk food any more.*

*The film gives us **a piece of** advice we should all follow.*

*Maybe I'm not going to have **any** junk food at all.*

- A Used with countable nouns: _____, _____, _____
- B Used with uncountable nouns: _____, _____, _____, _____
- C Used with both countable and uncountable nouns: *some, any, a lot of, lots of*

- b** Look again at the quantifiers in **bold** from the Active grammar box. Which group (a–c) does each quantifier belong to?

- greater quantity *a large number of*
- lesser quantity
- unspecified quantity.

- c** What is the difference between *few/a few* and *little/a little* in the sentences (1–4) below?

- Few people think about the long-term effects of junk food.
- A few friends of mine have decided not to eat junk food anymore.
- There was little food and many people were hungry.
- There is a little soup left if you'd like it.

- 5** Choose the correct quantifier in *italics*.

- You haven't eaten *many/much* fries.
- I only have *a few/a little* sugar in my coffee nowadays.
- There isn't *much/a few* traffic in the city centre today.
- She gave me *a piece/some* of paper with her address written on it.
- He gave me *a few/some* really good advice.
- I've got *lots/many* of bags to carry. Can you help me?
- He's very lazy. He spends *a great deal of/a large number of* time doing nothing.
- I'll just have one *bit/much* of toast, please.
- There were only *a few/a little* shops still open when I went out.
- I've spent a *much/lot* of time on this meal.

- 6** a Find the mistakes in six of the sentences and correct them.

- Do you spend lot of time doing exercise?
- How many sugar do you have in your coffee?
- Have you given anyone a piece of good advice recently?
- When was the last time you had bit of cake?
- How many fruit do you usually eat every day?
- How often do you use the Internet to get some information?
- Do you keep a large number of money in your wallet?
- When did you last buy a few new furniture?

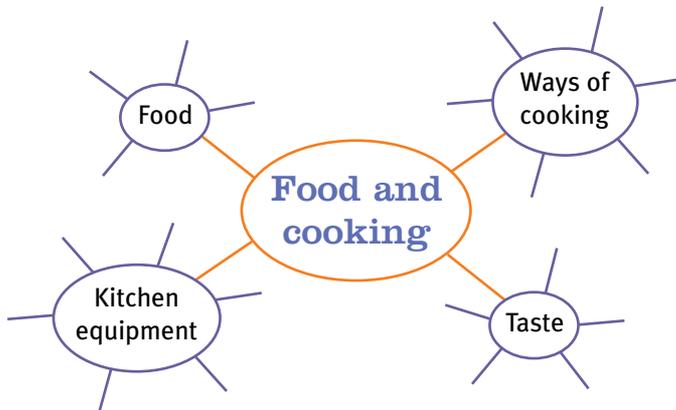
- b** Work in pairs. Ask and answer the questions from exercise 6a.

see Reference page 103

Vocabulary | food and cooking

- 7 a** Put the words from the box into the correct place in the word map.

saucepan oven sweet bake cooker
beef scramble bitter frying pan
salty fry peach roast cabbage
boil sour wooden spoon grill
savoury parsley plate



- b** What is the difference between the pairs/groups of words below?

- a cook/a cooker
- a vegetable/a vegetarian
- a recipe/a dish
- rare/raw
- to stir/to beat
- to slice/to chop/to grate

- c** Work in pairs and add at least two more words to each group in the word map.

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

- Sushi is a Japanese dish made with *raw/rare* fish.
- Beat/Stir* the mixture slowly every five minutes.
- Ugh! This soup is much too *savoury/salty*.
- First, you *slice/chop* the onion into cubes.
- I don't eat many cakes and biscuits. I find them too *sweet/sour*.
- Fill a large saucepan with water and *bake/boil* the pasta for ten minutes.
- Macaroni cheese is my favourite *dish/plate*.
- The *cook/cooker* has broken. I need to buy a new one.
- In Britain at Christmas, it's traditional to *bake/roast* a turkey in the oven.
- Oh no! I've put chicken in the soup and Diane is a *vegetarian/vegetable*.

Pronunciation | intonation: questions

- 9** 2.13 Listen to two friends talking about a traditional meal. Do you think you would enjoy this meal?

- 10 a** 2.14 When we ask a question, we could be asking for information we don't know or checking information we think we already know. Listen to the questions (1–4) and decide which type they are. How can you tell?

- What are you going to make?
- How is it different from normal pancakes?
- Oh, so, it's a savoury pancake?
- Do you put it in the oven?

- b** Listen again and repeat the questions.

Speaking

- 11** Listen to the conversation again and complete the sentences from the How to... box using the words from the box below.

careful sure because sounds first
important then mean finally

How to... give and check instructions

Use _____, you make a pancake mix.
sequence _____, you fry lots of pancakes.
words _____, you bake it in the oven.

Give detailed instructions/ _____ it's not too thick.

suggestions _____ not to put too much spinach mix in one layer.

The _____ thing is not to overcook it at this point.

Check instructions _____ there are lots of layers?

So you _____ you pour the sauce over the whole thing?

So it _____ like there are quite a lot of layers?

- 12 a** Prepare to talk about your favourite dish. Think about ...

- how it is prepared.
- when you usually eat it.
- why you like it.

- b** Work in small groups and take turns to tell each other what the dish is and how to prepare/cook it. Ask and answer questions to check you understand or to find out more.

7.2 Buy, buy, buy

Grammar passives

Can do explain a problem and request a solution

Listening

1 Work in pairs and discuss the questions.

- 1 What can you see in the photos (A–E)?
- 2 How do you think they are connected?

2  2.15 Listen to the radio programme and answer the questions.

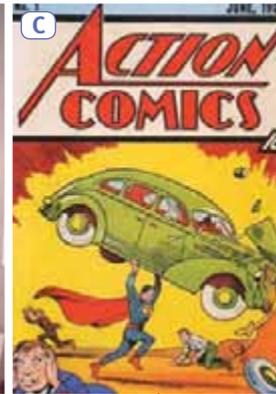
- 1 In what order are the items in the photos mentioned?
- 2 What three other items are mentioned?

3 Listen again and choose the correct words in *italics*.

- 1 The Giacometti sculpture was sold for *\$104.3million/\$140.3million*.
- 2 We *know/don't know* the name of the person who bought the sculpture.
- 3 *Action Comics* issue number 1 was published in *1938/1948*.
- 4 Someone sold *one/six* storm trooper helmet(s) at an auction.
- 5 One of Marilyn Monroe's dresses was sold for over *one/two* million dollars.
- 6 We *know/don't know* the name of the person who bought Michael Jackson's glove.
- 7 The piece of Elvis Presley's hair was cut in *1958/1968*.
- 8 Justin Timberlake's toast was bought by *an interviewer/a fan*.
- 9 Someone paid *\$3,500/\$5,300* for Scarlett Johansson's tissue.

4 Work in small groups and discuss the questions.

- 1 Do you know anyone who collects things (e.g. pop memorabilia, old magazines, stamps, etc.)? What do you think of this kind of hobby?
- 2 Have you ever visited an online auction site or a traditional auction? What do you think of these ways of buying and selling things?



Vocabulary | verb phrases about shopping

5 What is the difference in meaning between the underlined verb phrases in each pair of sentences?

- 1 a Lots of people bid for Justin Timberlake's toast.
b That bag is very expensive. Why don't you haggle for it?
- 2 a These boots were only £30. I think I got a bargain.
b I'd like to buy this T-shirt, but it's slightly marked. Could I get a discount?
- 3 a You can get a refund within 28 days if you are not completely satisfied.
b Get a receipt just in case you want to take the CDs back.
- 4 a I'd love to get a camera but I can't afford it at the moment.
b It'll cost £10 to take a taxi – it's not worth it. Let's walk.

6 a Rewrite the sentences (1–8) using the correct form of the underlined verb phrases from exercise 5.

- 1 I would never offer to pay for a celebrity item at an auction.
- 2 I'm very good at finding cheap, good things when I go shopping.
- 3 Sometimes I ask the shop assistant for money off the real price.
- 4 I'd like to buy a motorbike but I haven't got enough money.
- 5 If a new DVD player broke after only a week I'd ask for my money back.
- 6 I always try and negotiate a lower price with market traders.
- 7 It's too expensive to pay for a taxi when you could go by bus.
- 8 I always keep the paper they give you when I buy something.

b Work in pairs and say which of your rewritten sentences from exercise 6a are true for you. Give details.

Grammar | passives

- 7 a** Read the example sentences in the Active grammar box and answer the questions.
- Which of the verbs in **bold** are active and which are passive?
 - Why do you think the speaker would choose to use the passive (not the active) in each case?
- b** Check your answers with the rules (A and B).

Active grammar

- An original comic book **was bought** for \$1.5million. Someone **bought** an original comic book for \$1.5million.*
- One of Michael Jackson's gloves **was bought** by 36-year-old Hong Kong businessman Hoffman Ma. 36-year-old Hong Kong businessman Hoffman Ma **bought** one of Michael Jackson's gloves.*

Meaning

We use the passive when we want ...

A to talk about actions, events and processes when who or what causes the action, event or process is unknown or unimportant. This is often the case in writing (or more formal speech).

B to put the focus of what is important at the beginning of the sentence and need to change the sentence to do so.

Form

verb *to be* + past participle

see Reference page 103

- 8 a** Look at audioscript 2.15 on page 157 and underline all the examples of the passive that you can find.
- b** Read the rule of form in the Active grammar box and complete the passive sentences below with the correct form of the verbs in brackets.
- Thousands of things *are bought* (buy) on online auctions every day. (Present Simple Passive)
- The car _____ (clean) at the moment. (Present Continuous Passive)
 - The dress _____ (find) by chance at a second-hand sale last month. (Past Simple Passive)
 - The painting _____ (display) when I arrived at the auction. (Past Continuous Passive)
 - Some items _____ (buy) at auctions recently for incredibly high prices. (Present Perfect Simple Passive)
 - She bought a comic which _____ (published) in 1938. (Past Perfect Simple Passive)
 - Ridiculously high prices _____ (pay) for completely useless items. (Future Simple Passive with *will*)
 - The new shop _____ (open) by the mayor. (future with *going to*)
 - It seems that almost anything _____ (buy). (modals in the passive, e.g. *can*)

- 9** Rewrite the sentences (1–7), starting with the words given, to make them into more formal written news reports. Use the passive as appropriate.

'I heard that a Canadian businessman Jim Pattison bought John Lennon's Rolls-Royce car for \$2.23 million.'

John Lennon's Rolls-Royce car was bought by a Canadian businessman Jim Pattison for \$2.23 million.

- 'I'm sure that people are going to pay higher prices for comic books at next month's auction.'
Comic books ...
- 'I heard on the news that an anonymous buyer has bought the Giacometti sculpture *Walking Man 1*.'
The Giacometti sculpture *Walking Man 1* ...
- 'They said that someone paid over \$104 million for the sculpture in an auction.'
The sculpture ...
- 'In the future, I think they will sell Picasso's paintings for even higher prices.'
In the future, Picasso's paintings ...
- 'Apparently, in 2001, they sold the white bikini that Ursula Andress had worn in the James Bond film *Dr No*.'
In 2001, the white bikini which ...
- 'The American, Robert Earl, co-founder of Planet Hollywood bought the bikini for \$61,000.'
The bikini ...
- 'The singer George Michael bought John Lennon's piano, on which he had composed the song *Imagine*.'
John Lennon's piano, on which the song *Imagine* ...



Speaking

- 10** Work in pairs. What would you do in each of the situations (1–4)? Why?
- You have just been served a meal in a restaurant which is cold and very late to arrive.
 - You've ordered something online and when it arrives, you find it's faulty.
 - Your new washing machine is broken and some wet clothes are stuck inside it.
 - You have just arrived at your hotel on holiday. The brochure said there was a swimming pool, but it hasn't been finished.
- 11**  2.16 Listen to the dialogue and answer the questions.
- Which of the situations from exercise 10 is it?
 - How does the customer feel?
 - What solution is offered?
- 12** Listen again and complete the How to... box.

How to... complain about goods and services

Explain the problem	<i>I'd just like to _____ about how long it took to deliver.</i> <i>You _____ that delivery would be within three days but in the end, I waited two weeks.</i>
Apologise	<i>Oh, I'm _____ sorry about that.</i> <i>I can only _____ my apologies for that.</i> <i>I do _____ for that.</i>
Request some action	<i>I'm not prepared to accept _____ goods.</i> <i>I'd be _____ if you could send a replacement.</i>
Offer a solution	<i>We'll send someone to pick up the _____ TV as soon as possible.</i> <i>I'll send out a _____.</i> <i>I can _____ you that we'll definitely stick to the appointment.</i>



Pronunciation | stress: emphasis (2)

- 13**  2.17 When we want to emphasise what we're saying, we can put more stress on particular words and use a higher range of intonation. Look at the underlined part of the conversation in audioscript 2.16 on page 157 and listen to two versions. What different effect does each version have on the listener? Why?
- 14** Work in pairs. Choose one of the situations in exercise 10 and take turns to roleplay.
Student A: explain a problem.
Student B: try to offer a solution.



7.3 It's a dog's life

Grammar *have/get something done*

Can do talk about luxuries and necessities

Reading

1 Work in pairs and discuss the questions.

- 1 Do you have any pets? Did you use to have any pets when you were a child? If so, which ones? If not, why not?
- 2 What do you think are the main reasons why people keep pets? Do you think it is a good idea for children to have pets? Why/Why not?
- 3 What can you see in the photos?

2 Read the article quickly. Which of the things in the photos are mentioned?



PET HEAVEN?

In some parts of Europe and the US, many pet owners see their cat or dog as a member of the family. In the UK, owners spend an amazing £4 billion annually on keeping their pets fit, well and entertained. In one survey, it was found that up to 40% of owners said they bought gifts for their pets, including Christmas and birthday presents. Owners happily pamper their pets with increasingly lavish lifestyles, including toys, furniture, accessories, 'gourmet' food and other treats. There are also pet psychologists for those with problems, pet passports for those who want to travel and a whole range of services on offer. There are hundreds of retail outlets offering owners a vast array of products. But many pets have everything they could ever ask for (or bark for?). The question for many owners now is: what do you give to the pet that has everything? We asked some owners what their pet got for his or her last birthday ...

Marion Dowdeswell and 'Pixie': Marion lives on her own in Edinburgh, UK, with her dog, Pixie. 'Pixie really is my best friend,' says Marion. 'He's such a lovely dog and my constant companion. I'd be lost without him, so I think I just treat him like I'd treat anyone I love.' For his last birthday, Marion bought Pixie a bed costing over £300. She admits that it was too much money to spend on an animal. 'I know it's a bit over-the-top,' she says, 'but he does love it!' Marion says she doesn't only indulge him on his birthday. Last week, she got a set of 'doggie boots' to keep Pixie's paws warm and stop him from slipping on wet ground. 'Probably a luxury, but why not occasionally?'



Sylvia and Brad Phillips and family and 'Beauty': The Phillips family from California, US, acquired Beauty three years ago when some friends emigrated. 'We didn't really know much about dogs then, and at first we didn't know how it would work out,' says Sylvia. 'But right from the start, she just made our family complete and the kids adore her. They're always finding new things to buy for her. She probably is spoilt but it's fun.' Last year, they got her a present they were really excited about: a necklace made of fake pearls which cost about \$70. 'She doesn't really wear it because it seems to irritate her, but we took some great photos!' says Sylvia.

Claudette and Pierre Leroi and 'Mignon': Claudette and Pierre live in Paris with their Yorkshire terrier, Mignon. Because Mignon is a long-haired dog, Claudette says that it's necessary to take her to the hairdresser's regularly. 'I take her to the beauty parlour once a week to have her fur done. I don't think it's a luxury really.' Mignon has it washed and brushed and sometimes cut and even curled. On special occasions, like her last birthday, for example, Mignon had the fur from the top of the head pulled back and tied as a ponytail, while the rest of her fur was cut short. 'She looked so cute – like a little Barbie doll,' says Claudette. She gets the dog anaesthetised to do these things so that she stands still for long enough, but Claudette thinks it's worth it.

So, is this pet indulgence gone mad? Or is it simply spoiling a valued member of the family?



3 a Read the first paragraph again and write true (T), false (F) or not given (NG).

- 1 British owners spend £4 billion on their pets every year.
- 2 One quarter of owners buy their pets presents.
- 3 More pets than before have psychological problems.
- 4 Some owners have a problem knowing what to buy for their pets.

b Read the rest of the article. Which of the following apply to which pet (or none of them)?

- 1 his/her owner buys him/her clothes
- 2 his/her owner wants to make him/her look nice
- 3 he/she provides friendly company for his/her owner
- 4 his/her owner takes him/her on expensive holidays
- 5 his/her owner knows he/she is overindulgent
- 6 his/her owner takes him/her to the hairdresser
- 7 his/her owner buys him/her toys and dolls
- 8 his/her owner was ignorant about pets initially

4 Work in pairs and discuss these questions.

- 1 Do you think pets should be treated like a member of the family?
- 2 In general, what is the attitude to pets in your country?

Grammar | *have/get something done*

5 a Complete the examples (1–3) in the Active grammar box with *had*, *have* and *gets*. Check your answers with the article.

Active grammar

- 1 *I take her to the beauty parlour to _____ her fur done.*
- 2 *On her last birthday, Mignon _____ the fur from the top of the head pulled back and tied as a ponytail.*
- 3 *She _____ the dog anaesthetised so that she stands still at the hairdresser's.*

Form: *have* (or *get*) + object + _____

Meaning

- A This structure can be used to talk about arranging for something to be done by somebody else.
 - B We can also use this structure with *have* or *get*, to talk about things that happen to us.
 - C and with *get* only (not *have*), to mean 'finish doing something'.
- 4 *I had my bag stolen on my way home from work.*
 - 5 *She got her fingers caught in the car door.*
 - 6 *As soon as I get this essay written, I'll take the dog out.*

b Complete the rule of form with the correct part of speech.

c Read rule A. In examples 1–3, was each of the things done by the dog's owner or the hairdresser?

d Read rules B and C. Then match each rule with examples 4–6.

see Reference page 103

6 Find the mistakes in six of the sentences and correct them.

- 1 I've never had my hair dye.
- 2 I've had my house broken into several times.
- 3 I never my house have decorated – I do it myself.
- 4 I haven't had my eyes testing for ages.
- 5 I've got a lot of things to get doing by this weekend.
- 6 I have dry-cleaned some of my clothes every month.
- 7 I really need to have my hair cut soon.
- 8 I'd like to get my photo took by a professional photographer.

7 Work in small groups. Discuss the questions.

- 1 Are any of the sentences from exercise 6 true for you? Tell another student and change the others so that they are true.

It's true I haven't had my eyes tested for ages. I think I should have it done soon because my eyes hurt when I use a computer.

- 2 What things do you have done regularly? Why? What things can you have done in your neighbourhood?

I have my car cleaned inside and out once a month! I know it's extravagant but I hate doing it myself.



Vocabulary | excess

- 8 a** Look at the sentences below. What is the difference in meaning between the underlined words?
Having her hair done is a necessity not a luxury.
- b** Work in pairs and work out the meaning of the underlined words.
- It's a bit over-the-top to spend £300 on a bed for a dog.
 - I think it's ridiculous to give gourmet food to dogs, as they don't appreciate it.
 - He has a lavish lifestyle with fast cars, expensive restaurants and numerous holidays.
 - She's a spoil child whose parents give her anything she wants.
 - Have another piece of cake. Go on – you can indulge yourself once in a while!
 - I didn't feel well so I stayed in and pampered myself with food and lots of DVDs.
 - My grandmother used to spoil me all the time and buy me anything I asked for.
 - He treated me to the whole meal – I didn't pay anything.
- 9 a** Choose the correct words in *italics*.
- If I had a dog, I would *indulge/gourmet* him all the time with presents.
 - I think that sun cream is a complete *necessity/over-the-top* when you go on holiday.
 - I'm an only child, but luckily my parents didn't *spoil/treat* me at all.
 - Once in a while, it's great to go out for a *pamper/gourmet* meal in a top restaurant.
 - I like buying completely *indulge/over-the-top* presents for my friends on their birthdays.
 - On my last birthday, my friends *treated/pampered* me to a meal in an expensive restaurant.
 - After a stressful period like doing exams, I like to *pamper/gourmet* myself by having a massage.
 - I'm not interested in people who try to impress you with their *treated/lavish* lifestyles.
 - Having air-conditioning in your car is a *pamper/luxury* – it's expensive and you don't really need it.
 - I hate sitting in restaurants near *spoil/lavish* children who don't behave properly.
- b** Work in pairs. Take turns to explain which of the sentences from exercise 9a are true for you.

Speaking

- 10 a** Work in pairs. Read the Lifelong learning box and complete the three examples.
- b** Work in pairs and discuss the questions.
- How do you feel about writing a 'study timetable'?
 - Do you ever set targets for yourself? Why/Why not?
 - What kind of treats and rewards do you think work best for you?

Timetables, targets and treats

! When you are studying, it is good to keep yourself focused and motivated by ...

- writing a 'study timetable', for example: _____
- setting targets, for example: _____
- giving yourself treats and rewards, for example: _____

Lifelong learning

- 11** Work in pairs and do the quiz. How similar or different were your and your partner's answers? Tell other students.

Luxury or necessity?

What can't you live without?

- How often do you give yourself rewards for studying/working hard?
(a) every week (b) once in a while (c) never
- Which of these things do you think is either an absolute necessity or a complete luxury?
(a) a television (b) a home computer (c) a microwave
(d) a mobile phone (e) air conditioning in your car
- How often would you like to ... ?
(a) buy a new bag (b) have a holiday (c) have a massage
(d) go out for dinner
- When do you expect to receive presents?
(a) on your birthday (b) once in a while as a surprise
(c) on a regular basis
Do you like people spending a little or a lot of money on a present for you?
What kinds of presents do you most like getting?
- When you go out to a restaurant, which would you prefer?
(a) tap water (b) bottled water (c) a hamburger (d) a steak
(e) to pay for yourself (f) the other person to pay for you
- Which of these things do you prefer to either have done or do yourself?
(a) cut your hair (b) walk your dog (c) wash your car
(d) clean your house (e) decorate your house

7 Vocabulary | Prefixes

1 a  2.18 Listen and match the people with items a–c below.

- a Someone annoying
- b Something to be proud of
- c Something embarrassing

b Listen again and make brief notes about each story.

c Work in pairs. Take turns to retell each story.



2 a Look at audioscript 2.18 on page 158 and find a word to match each definition below.

- 1
 - a not usual or normal – *unusual*
 - b very big
 - c describing a way of speaking that sounds uninterested because it's on one note
- 2
 - a to sleep more than you had intended
 - b to think or guess something is less than it is
 - c a former employer
- 3
 - a to go back to studying again and learn new skills
 - b to be able to speak two languages equally well
 - c describing a company that has offices, factories, etc. in many different countries

b Look at the words from exercise 2a and write the appropriate prefixes in the table.

Prefixes	Meanings	Examples
<i>mono</i>	one/single twice/two/every two many more than less than former again very not	

c Read the rule below about hyphens. Then write one more example of your own for each prefix from the table in exercise 2b, e.g. *monolingual*.

Hyphens: We use hyphens (-) with some prefixes, including *extra-* and *ex-*. Check in a dictionary if you are unsure.

3 a Complete the sentences (1–8) with the most appropriate word from the box below. Not all the words can be used.

monologue monolingual bicycle biannual
multimedia multi-purpose overtired
overworked undercooked underpaid
ex-girlfriend ex-husband reheat rewrite
extra-small extra-strong uncomfortable
unnecessary

I always feel slightly *uncomfortable* and silly wearing a hat.

- 1 The company holds a big _____ conference, so the next one will be in six months' time.
- 2 When you go camping, what you need is a good _____ knife that does everything.
- 3 You'll need to use some _____ packaging so that it doesn't get torn in the post.
- 4 Be careful that the food is hot all the way through and never eat _____ meat.
- 5 I think nurses are _____ especially considering the amount they get paid.
- 6 I've only studied English in my own country where the classes are all _____.
- 7 The teacher has asked me to _____ my essay because I misunderstood the question the first time.
- 8 I still get on well with my _____, even though I don't see her much nowadays.

b Listen and check your answers.

4 a Prepare a story using one of the ideas from exercise 1a. Use as many of the words from exercises 2a and 3a as you can.

b Work in pairs. Take turns to tell your stories. Ask questions to find out more information.

7 Communication

Can do communicate clearly in a restaurant, a shop and a hairdresser's



- 1 a** Work in pairs. Look at the photos and add as many words as you can to each of the word maps below.
- b** Compare your word maps with other students.

clothes shop/
shoe shop

fitting room

hairdresser

scissors

waiter

restaurant

knife

- 2** Which of the sentences (1–11) would you expect to hear in ...
- a a clothes/shoe shop b a hairdresser's? c a restaurant
- 1 I'd like to try these on, please.
 - 2 I'll have the grilled tuna, please.
 - 3 Just a cut and blow-dry?
 - 4 I've got black in size 38, but not in 39.
 - 5 Rare, please.
 - 6 I'd also like some highlights done.
 - 7 A bottle of the house red, please.
 - 8 They look really nice on you. How do they feel?
 - 9 I'd like to book an appointment.
 - 10 We're offering all customers an Indian head massage.
 - 11 We booked a table for two in the name of Morrison.

- 3 a** Prepare to roleplay a situation from exercise 2. Divide into groups: (A) customers and (B) waiters/assistants. Follow the instructions below and think about vocabulary you may need and which questions to ask. Decide which are real questions and which you need for checking information.
- Group A: Think of two problems to complain about and what action you want to request.
- Group B: Think about which problems the customer may complain about, what action you can offer and how you could apologise.
- b** Work in A/B pairs and do your roleplay. Did you communicate your ideas clearly? Was the problem solved successfully?

Quantifiers

Countable nouns are words like *banana, hotel*. They can use a singular or plural form of the verb.

Uncountable nouns are words like *food, information, equipment*. They use a singular form of the verb.

Common uncountable nouns:

accommodation, advice, behaviour, bread, equipment, food, furniture, health, information, knowledge, luggage, news, research, salt, spaghetti, traffic, travel, trouble, water, weather, work

Common nouns which can be countable or uncountable:

chicken, chocolate, coffee, egg, glass, hair, iron, paper, room, space, time, wine

We can use *a/an* and quantifiers like: *some, any, a lot of, lots of, few, a few, many, a large number of* before countable nouns.

There are a few potatoes left in the cupboard.

We can use quantifiers like: *some, any, a lot of, lots of, little, a little, much, a piece of, a bit of, a great deal of* before uncountable nouns.

There isn't much time before the film starts.

Quantifiers which mean a greater quantity: *a large number of, a great deal of, many, much, a lot of, lots of*

Quantifiers which mean a lesser quantity: *a few, a little*

Quantifiers which mean an unspecified quantity: *a bit of, a piece of, some, any*

few/a few and *little/a little*:

Few and *little* (without *a*) are usually used to talk about more negative ideas, suggesting not as many or as much as you would like.

She's got few friends and is quite lonely.

He's got little money and can't afford a new car.

A few and *a little* are usually used to talk about more positive ideas, possibly suggesting 'better than nothing' or 'more than expected'.

I've got a few biscuits left. Would you like one?

Could I have tea with a little milk, please?

Passives

We can use active constructions when the subject is the person or thing that does the action.

I bought a really fantastic table at an auction.

We can use passive constructions ...

– when who or what causes the action is unknown or unimportant.

– when we want to put the focus of what is important at the beginning of the sentence and need to change the sentence to do so.

We often use passive constructions in writing or in more formal speech. The passive is common in news stories, scientific and academic writing.

The dog was found three days after it went missing.

We also use the passive when the object of the active sentence is the main focus. Use *by* to say who did the action.

The painting was sold by a wealthy businessman.

We can use the passive in any tense and with modal verbs.

Form: *be* + past participle

We haven't been sent the exam results yet.

They will have been told the news by now.

I was being given a massage when the phone rang.

have/get something done

Form: *have* (or *get*) + object + past participle

We use the structure *to have* (or *get*) something done:

– to talk about arranging for something to be done by someone else: *I have my hair dyed once every six months.*

– to talk about things that happen to us or to describe an 'experience': *I had my bike stolen last week.*

There is another use of *get* (NOT *have*) + object + past participle which is used to mean 'finish doing something': *I need to get my homework done.*

Key vocabulary

Food and cooking

saucepan frying pan wooden spoon oven
cooker cook plate dish recipe sweet savoury
bitter salty sour rare raw bake roast
scramble fry grill boil stir beat slice chop
grate beef cabbage parsley peach vegetable
vegetarian

Verb phrases about shopping

bid for something haggle for something
get a bargain get a discount get a refund
get a receipt be able to afford something worth it

Excess

spoil someone indulge someone pamper someone
treat someone go on a spending spree luxury
necessity over-the-top lavish gourmet spoilt
extravagant excessive extra-large overpriced
far-fetched

Prefixes

oversleep undercooked ex-boss retrain
bilingual multinational unusual extra-large
monotonous



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 150

7 Review and practice

1 Choose the correct words in *italics*.

- 1 Could you give me *a few/some* information about train times please?
- 2 I've got *a piece of/a large number of* luggage to check in.
- 3 How *many/much* furniture have you got in your living room?
- 4 The news *is/are* always so depressing.
- 5 He's been doing *a little/a few* research into global warming.
- 6 There were only *few/a few* people there when I arrived.
- 7 I'd like *a bit of/many* toast with jam and an orange juice, please.
- 8 Can I give you *an/some* advice about revising for your exam?

2 Look at part of Tilly's diary below and imagine that today is Tuesday and it's 1:30 p.m. Write sentences about what she *had done*, *is having done* and *will have done*.

She had her living room decorated yesterday.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Monday

10:30 a.m. Decorator (living room)
Pick car up from garage (fit new tyres)
Delivery of new cooker (after 5 p.m.)

Tuesday

Haircut (& highlights) 9:15 a.m.
Carpet fitters (living room) - between
1 and 2 p.m.
Take watch to repair shop - don't forget!

Wednesday

Eye test (optician on High Street) 10:00 a.m.
Window cleaner (a.m.)
Don't forget to take coat to dry cleaners

3 Complete the sentences with the correct tense of a verb from the box in the passive form.

catch charge deliver employ include open
repair send

- 1 Service _____ in the bill so you don't need to leave a tip.
- 2 I _____ some flowers yesterday, but I don't know who they're from.
- 3 The goods that you ordered _____ next Friday.
- 4 My car broke down last week. It _____ at the moment.
- 5 Don't use the medicine if the packet _____ already.
- 6 It's unlikely that the robbers _____.
- 7 I was annoyed because we _____ for a bottle of wine we didn't have.
- 8 She was sacked after she _____ by that company for over 15 years.

4 Choose the correct words in *italics*.

- 1 I don't really like cooked carrots. I much prefer them *rare/raw/roast*.
- 2 I've decided to bid *from/for/at* that table I told you about.
- 3 £60 is too much for that bag. It's really not *value/afford/worth* it.
- 4 I've decided I'm going to *treat/pamper/spoil* him to a meal for his birthday.
- 5 She spends a huge amount of money on her *spoil/lavish/excessive* lifestyle.
- 6 The sound on this CD is really strange. Take it back and get a *discount/refund/receipt*.
- 7 Before you roast potatoes, you should *bake/beat/boil* them for ten minutes.
- 8 I think I'm addicted to cakes and biscuits and other *savoury/bitter/sweet* things.

5 Complete the sentences with the most appropriate prefix.

- 1 The children need an early night. They are _____ tired and rather irritable.
- 2 It all took a lot longer than I expected. I _____ estimated the time by several hours.
- 3 She talks in such a boring and _____ tonous voice that I just fell asleep.
- 4 I've been a teacher for ten years, but I've decided to _____ train as a computer technician.
- 5 We've decided to have a school reunion every two years and make it a _____ ennial event.
- 6 The classrooms are extremely modern and have all the latest _____ media equipment.
- 7 When you _____ heat food, you need to make sure that you get it hot enough.
- 8 She's got a very _____ usual name. I wonder where it comes from.