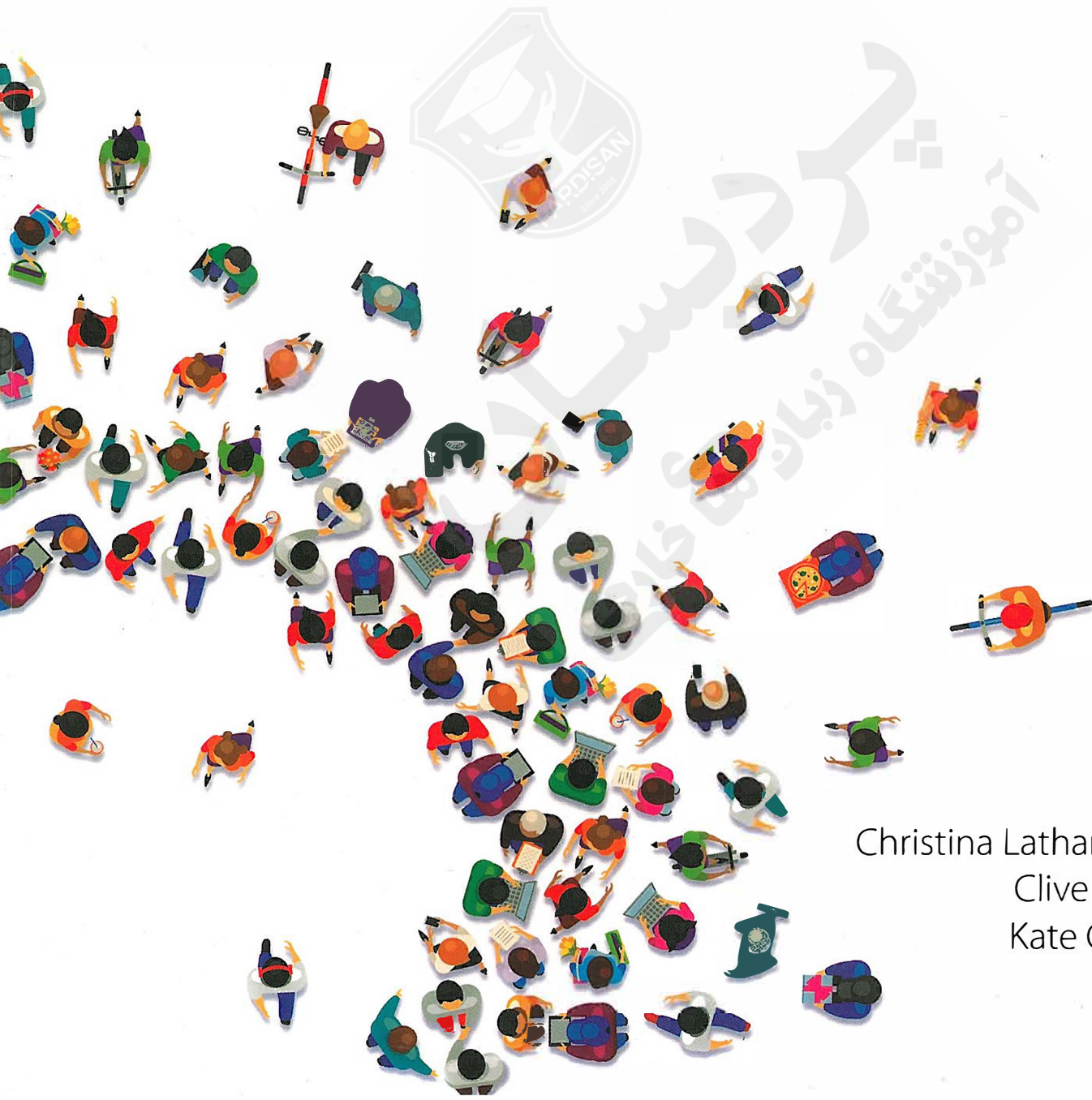


American English File

4

Third Edition



Christina Latham-Koenig
Clive Oxenden
Kate Chomacki

American English File

4

Third Edition



فردیس
آموزشگاه زبان فارسی

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki

Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

OXFORD
UNIVERSITY PRESS

Contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
1			
6 A Questions and answers	question formation	figuring out meaning from context	intonation: showing interest
10 B It's a mystery	auxiliary verbs, <i>the...</i> , <i>the... + comparatives</i>	compound adjectives, modifiers	intonation and sentence rhythm
14 Colloquial English 1	Getting a job		
2			
16 A Doctor, doctor!	present perfect simple and continuous	illnesses and injuries	/ʃ/, /dʒ/, /tʃ/, and /k/
20 B Act your age	using adjectives as nouns, adjective order	clothes and fashion	vowel sounds
24 Review and Check 1&2			
3			
26 A Fasten your seat belts	narrative tenses, past perfect continuous, <i>so / such...that</i>	air travel	irregular past forms, sentence rhythm
30 B A really good ending?	the position of adverbs and adverbial phrases	adverbs and adverbial phrases	word stress and intonation
34 Colloquial English 2&3	Books		
4			
36 A Stormy weather	future perfect and future continuous	the environment, weather	vowel sounds
40 B A risky business	zero and first conditionals, future time clauses	expressions with <i>take</i>	linked phrases
44 Review and Check 3&4			
5			
46 A I'm a survivor	unreal conditionals	feelings	word stress in three- or four-syllable adjectives
50 B Wish you were here	<i>wish</i> for present / future, <i>wish</i> for past regrets	expressing feelings with verbs or <i>-ed / -ing</i> adjectives	sentence rhythm and intonation
54 Colloquial English 4&5	Waste		

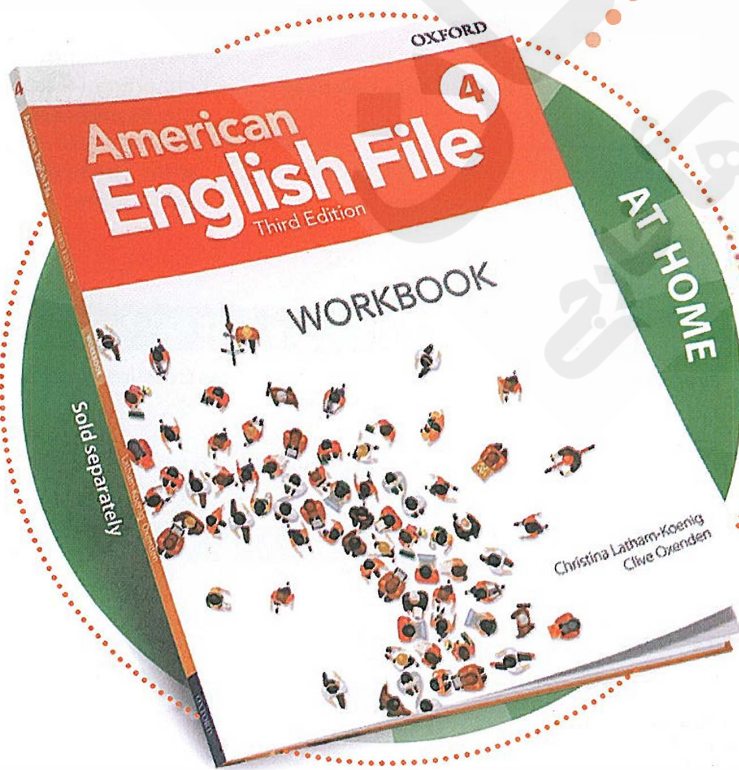
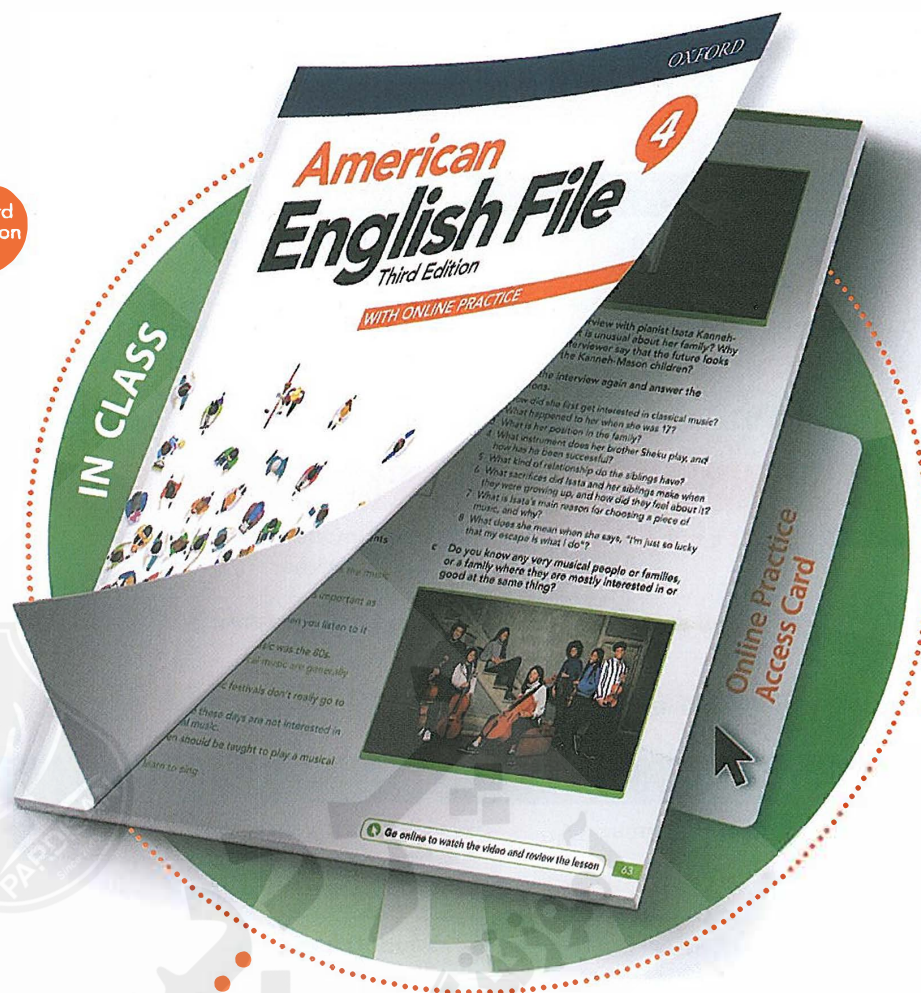
	GRAMMAR	VOCABULARY	PRONUNCIATION
6			
56 A Night night	<i>used to, be used to, get used to</i>	sleep	/s/ and /z/
60 B Music to my ears	gerunds and infinitives	music	words from other languages
64	Review and Check 5&6		
7			
66 A Let's not argue	past modals: <i>must have, etc., would rather</i>	verbs often confused	weak form of <i>have</i>
70 B It's all an act	verbs of the senses	the body	silent consonants
74	Colloquial English 6&7 Performances		
8			
76 A Cutting crime	the passive (all forms); <i>have something done; it is said that..., he is thought to..., etc.</i>	crime and punishment	the letter <i>u</i>
80 B Fake news	reporting verbs	the media	word stress
84	Review and Check 7&8		
9			
86 A Good business?	clauses of contrast and purpose	advertising, business	changing stress on nouns and verbs
90 B Super cities	uncountable and plural nouns	word building: prefixes and suffixes	word stress with prefixes and suffixes
94	Colloquial English 8&9 Advertising		
10			
96 A Science fact, science fiction	quantifiers: <i>all, every, both, etc.</i>	science	stress in word families
100 B Free speech	articles	collocation: word pairs	pausing and sentence stress
104	Review and Check 9&10		
106 Communication	132 Grammar Bank	164 Appendix	
115 Writing	152 Vocabulary Bank	165 Irregular verbs	
122 Listening		166 Sound Bank	

Course overview

American English File

Third Edition

Welcome to **American English File Third Edition**. This is how to use the Student Book, Online Practice, and the Workbook in and out of class.



Student Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.

Use your Student Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practice language and to check your progress.

Go to
americanenglishfileonline.com
and use the code on
your Access Card to
log into the Online
Practice.



ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



LOOK AGAIN

- Review the language from every lesson.
- Watch the video and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening, and Speaking practice.
- Use the interactive video to practice Colloquial English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try a Challenge activity.

SOUND BANK

- Use the Sound Bank video to practice and improve your pronunciation of English sounds.

Online Practice

Look again at Student Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you learned so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

G question formation V figuring out meaning from context P intonation: showing interest

1 READING & SPEAKING

- a Look at the photos of Simone Biles and Dan Stevens and read their biographical info. Have you watched any of her competitions, or seen any of his TV shows or movies? What did you think of them?
- b Now read the interviews and complete the questions.
- c Read the interviews again and focus on their answers. Write **S** (Simone) or **D** (Dan). Which question(s) helped you answer **S** or **D**?

Who do you think...?

- 1 doesn't eat any animal products
- 2 doesn't have a partner right now
- 3 is currently living in California
- 4 doesn't like insects
- 5 is romantic
- 6 is very family-oriented
- 7 becomes emotional when they're tired
- 8 likes to make the last point in a discussion

- d Which of the questions in the interviews do you think are...?

- the most interesting
- the least interesting
- too personal to ask a person if you don't know them well

- e Choose six questions from **Q&A** to ask your partner.

🔍 Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that* or *I'd rather not answer that if you don't mind*.

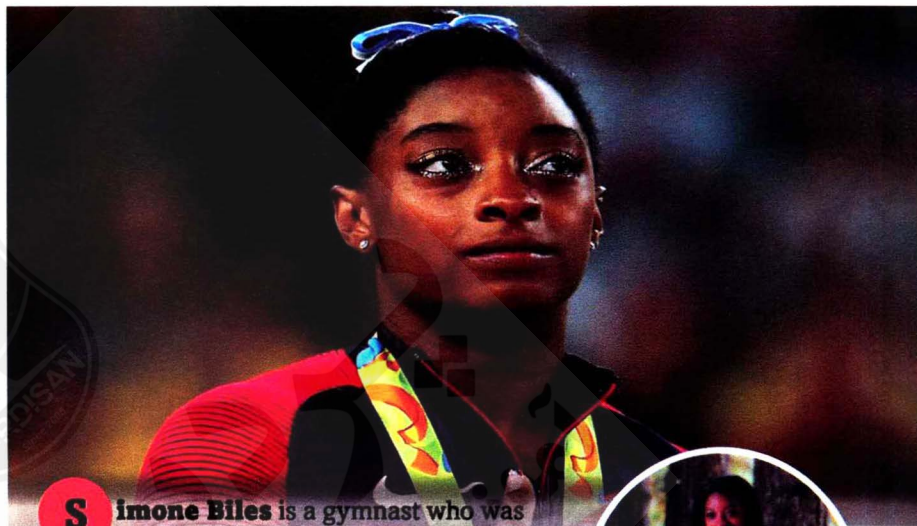
Glossary

decorated (adj.) given a medal as a sign of respect

podium (noun) a small platform that a person stands on to give a speech or receive a medal



Every week the newspaper *The Guardian* chooses people who have been in the news recently, and publishes a short interview with them called **Q&A**.



S Simone Biles is a gymnast who was born in the state of Ohio in 1997.

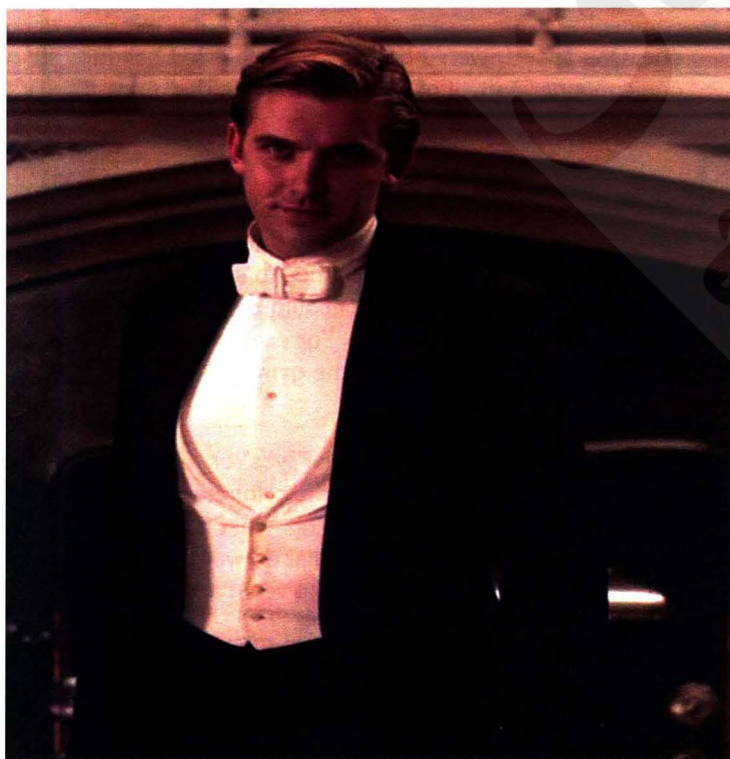
Biles has competed at the World Championships since 2013, and is now the most decorated gymnast in World Championship history. She has also won gold in the Olympic Games, and written an autobiography called *Courage to Soar*.

- 1 _____'s your most treasured possession?
My Olympic medals.
- 2 What _____ you want to be when you were growing up?
A nurse.
- 3 What _____ you like about yourself?
I like to have the last word.
- 4 What _____ your most embarrassing moment?
I was on the podium at the 2014 World Championships in China when a bee appeared out of nowhere and took a liking to my flowers.
- 5 What or _____ is the greatest love of your life?
Food.
- 6 What _____ your superpower be?
To be a witch. A good witch, of course. It would be cool to control things with my mind and do spells.
- 7 _____ did you last cry, and why?
Just a few days ago. I was overtired.
- 8 _____ would you like to be remembered?
As a confident, inspirational, and very bubbly person.
- 9 _____ word or phrase do you most overuse?
"Oh my gosh."

Dan Stevens, the actor, was born in England in 1982. He played Matthew Crawley on the TV show *Downton Abbey*, until his character died suddenly in a special Christmas episode. He has since starred in many successful TV shows and movies, including *Beauty and the Beast*, *Legion*, and *The Call of the Wild*.



- 1 _____ were you happiest?
My wedding day, eight years ago.
- 2 What _____ you owe your parents?
A lot – and probably quite a lot of money.
- 3 _____'s your wallpaper?
A photo of my kids, Willow, Aubrey, and Eden, who are eight, five, and one.
- 4 _____ keeps you awake at night?
My three kids.
- 5 _____ would you most like to say sorry to?
To *Downton Abbey* fans, for ruining their Christmas one year.
- 6 What single thing _____ improve the quality of your life?
One of those robot vacuum cleaners.
- 7 _____ do you relax?
I go for walks in Griffith Park, in LA.
- 8 What _____ love feel like?
As if somebody's painted the world a different color.
- 9 _____ you have a "guilty pleasure"?
Yes, vegan cheesecake.



2 GRAMMAR question formation

- a **1.2** Listen to some journalists interviewing a famous actress who has just arrived in Toronto. Write down the four questions they ask.
- b Answer the questions below with a partner.
Which question is an example of...?
 - a question that ends with a preposition
 - a subject question, where there is no auxiliary verb
 - a question that uses a negative auxiliary verb
 - an indirect question
- c **G p.132 Grammar Bank 1A**
- d **C Communication Indirect questions A p.106 B p.110** Ask and answer indirect questions.

3 PRONUNCIATION intonation: showing interest

- a **1.5** Listen to some people asking questions 1–5. Who sounds more interested each time, **a** or **b**?
 - 1 Do you have a big family?
 - 2 What don't you like about the place where you live?
 - 3 What sports or games are you good at?
 - 4 Do you think you have a healthy diet?
 - 5 What makes you feel happy?
- b **1.6** Listen and repeat the questions with interested intonation.

Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- expressions such as *Oh, really? I'm sorry. What a shame!*
- exclamations such as *Wow! Me too! How interesting!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

- c **1.7** Now listen to five conversations using the questions in **a**. Complete the expressions or questions that the people use to react to the answers.
 - 1 Wow! That's a huge family.
 - 2 _____? What's wrong with them?
 - 3 _____! We could play a game one day.
 - 4 _____! How long have you been a vegan?
 - 5 _____? I can't think of anything worse!
- d **1.8** Listen and repeat the responses. Copy the intonation.
- e Ask and answer the questions in **a** with a partner. Use interested intonation, and react to your partner's answers.

4 READING & VOCABULARY figuring out meaning from context

- a Look at the cartoon. How do you think the candidate is feeling? How would you react if it happened to you?
- b Read the title of the article and the first paragraph. Then look at interview questions A–G. With a partner, say how you would answer them. Which question would you least like to be asked?
- A What do you usually do after a bad day at work?
B What's your biggest weakness?
C How would your enemy describe you?
D You have 50 red and 50 blue balls. How could you divide these between two containers to give the maximum probability of picking one of the colors?
E What's the most selfish thing you've ever done?
F Are you a nice person?
G What on your résumé is the closest thing to a lie?

Would YOU get the job?

Interviews are a source of anxiety for most job-seekers. Job website Glassdoor has created a list of some of the toughest interview questions from the elite companies where they were asked, and offers an expert opinion on the best possible answers.

1 ____ (The Phoenix Partnership)

How to answer: If you answer “nothing,” then you may look too defensive, as if you are hiding something, even if you are innocent. The best tactic would be to reply that everyone presents the best side of themselves on a résumé – that is the point of the document – but that you think lying, and even exaggeration, is wrong.

2 ____ (Condé Nast)

How to answer: You could just tell the interviewer that you are not the sort of person to make enemies, but that sometimes you've enjoyed a good-natured rivalry with someone, for example, in a sport. This will show your competitive side and your drive to succeed.

3 ____ (Page Group)

How to answer: This is an occasion when you could give a light-hearted response. Something like, “I don't consider myself to be selfish, but I always make sure I have some time during the week for myself, so I can practice art / tennis / soccer / singing.”

4 ____ (Palantir Technologies)

How to answer: Everyone should be prepared to answer this question, whatever job you're interviewing for. There's no foolproof answer – it's a good idea to have thought about a list of areas that are not your biggest strengths, but that wouldn't affect the role that you are interviewing for.



5 ____ (Clearwater Analytics)

How to answer: If you are a serious math geek, then you might have a decent chance of answering this one. One answer would be to put a single red ball in one container and all of the other balls in the other container.

6 ____ (Switch Consulting)

How to answer: Don't be afraid to talk about what you do to relax, and show how you have a healthy work-life balance. It's also a chance to say something about your personal life, which could be very helpful for making a good impression. For example, you could mention how you go to the gym to relax.

7 ____ (Badoo)

How to answer: Don't just answer “yes” or “no.” Think about your personality type and the culture of the company where you are interviewing. What is your gut feeling about the type of people that do well at the company? This should help you to give an appropriate answer.

c Read the article once and complete it with questions A–G. Would you now feel more confident about answering the questions?

Guessing the meaning of new words and phrases

When you are reading, you will often find a word or phrase you don't know. If it isn't possible to check the meaning in a dictionary, think about:

- the context (i.e., the other words around it).
- what part of speech the individual words are (e.g., a verb, an adjective, etc.).
- whether it's similar to another English word you know.
- whether it's similar to a word in your language.

If you still can't figure out what the word or phrase means, ignore it and continue reading.

d Read the article again. With a partner, try to figure out what the highlighted words and phrases mean, and how you think they are pronounced. What helped you to figure them out?

e Now match the highlighted words and phrases to 1–8.

- _____ (noun) a reaction based on feelings and emotions rather than thought and reason
- _____ (adj.) designed so that it cannot fail
- _____ (phrase) an answer that is intended to be amusing rather than serious
- _____ (noun, informal) a person who is very interested in and who knows a lot about a particular subject
- _____ (phrase) the number of hours per week you spend working compared with the number of hours you spend with your family, relaxing, etc.
- _____ (phrase) the main reason for something
- _____ (phrase) friendly competition
- _____ (noun) people who are looking for a job

f Look at some more genuine interview questions. What do you think they would tell you about the candidate? Why? Do you think these kinds of questions really help interviewers to choose the best person for the job?

- What would you do if you were the one survivor of a plane crash? (Airbnb)
- Who do you think would win in a fight between Spider-Man and Batman? (Stanford University)
- What did you have for breakfast? (Banana Republic)
- Describe the color yellow to somebody who's blind. (Spirit Airlines)
- How many people flew out of Chicago last year? (Redbox software)
- What am I thinking right now? (TES Global)
- Who is your hero, and why? (General Electrics)
- Tell me something about your childhood. (Next)

g Choose two questions in f to ask a partner.

5 LISTENING

a Have you ever had an interview for a job or acceptance into a school? What kinds of questions did they ask you? Did you get the job or the acceptance?

b 1.9 Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
1 If you could _____ with _____ from the past, who would you choose and why?		
2 Do you _____ a _____? Are you planning to _____?		
3 Do you still _____?		
4 _____ would you like to be reincarnated as?		

c Listen again and make notes in the rest of the chart.

d Which of the questions do you think were acceptable to ask at an interview?

6 SPEAKING

a **Communication** Tough questions **A p.106 B p.110** Ask your partner some difficult interview questions.

b Invent a tough interview question of your own, which you think might tell you something interesting about another person.

c Ask your question to as many other students as possible and answer theirs.

d Which questions did you think were the most interesting? Why?

G auxiliary verbs, the..., the... + comparatives

V compound adjectives, modifiers

P intonation and sentence rhythm

1 READING & LISTENING

a Look at the names below. Do you know what they have in common? Do you know anything about them?
the *MARY CELESTE* the *USS CYCLOPS* Amelia Earhart

b 1.10 Listen and find out. Do you think we will ever know what happened?

c 1.11 Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

The facts

- 1 What was the mystery and who discovered it?
- 2 What was strange about...?
 - the lighthouse door
 - a chair
 - the rain jackets
 - the clocks
 - the logbook

The theories

- 3 What theories did people come up with?
- 4 Which of the theories do you think could be true? Why?
- 5 Which do you think are impossible? Why?

d Find words in the article that mean...

Paragraph 1

- 1 _____ (noun) something that is difficult to understand or explain (SYN *mystery*)
- 2 _____ (verb) to confuse somebody completely

Paragraph 2

- 3 _____ (adj.) far away from places where other people live

Paragraph 3

- 4 _____ (adj.) unexpected, surprising, or strange
- 5 _____ (noun) a mark, object, or sign that shows that somebody or something existed or was present (*He disappeared without a ~.*)

Paragraph 4

- 6 _____ (verb) to find the correct answer or explanation for something

THE MYSTERY OF THE LIGHTHOUSE KEEPERS

The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history, a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.

On December 26th, 1900, a steamship sailed to the island carrying three new lighthouse keepers to relieve the men who had spent

three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside everything was neat, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared.

The clocks had stopped. The last entry in the logbook was 9 a.m. on December 15th. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant seabird, or even by a boat full of ghosts. An Edinburgh police officer, Robert Muirhead, was sent to the island to solve the mystery.

STRANGE AFFAIR AT A LIGHTHOUSE.

Three Keepers Disappear.

[P.A. TELEGRAM]

Intimation has been received at the Northern Lighthouse Board, Edinburgh, of the loss of the lighthouse staff at the Flannan Islands lighthouse.

The station was established in December last year, and was staffed by four men, three taking duty and the other having relief.

When the Board's steamer yesterday went to the islands to land the relieving keeper, it was found that the three men last on duty had disappeared, leaving no trace behind. They are the principal keeper (James Ducat) and Thomas Marshall and Donald MacArthur, an occasional keeper.

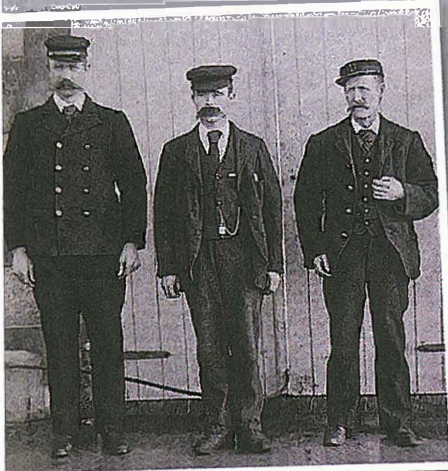
It is surmised during the storm attempting to save render assistance to the relieving keeper. The relieving keeper has been temporarily in the incident.

NORTH ATLANTIC

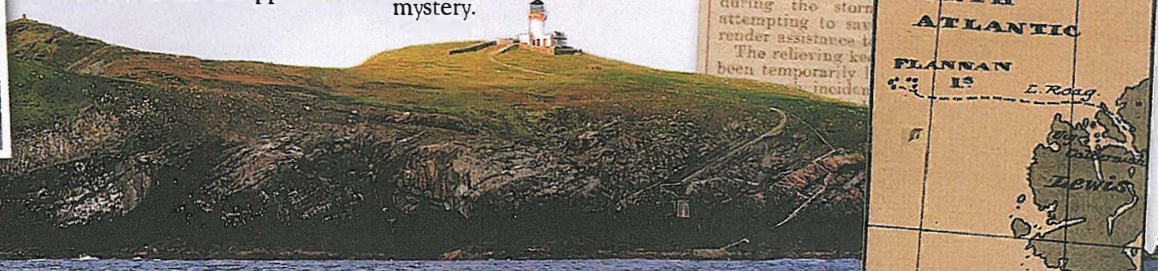
FLANNAN IS.

L. ROLLO

LEWIS



Adapted from The Times



- e **1.12** Listen to the rest of the story. What was Muirhead's theory? What did people think of it at the time? What is the modern explanation?

Glossary

Queen Elizabeth II (known as the *QE2*) a famous transatlantic cruise ship
White Cliffs of Dover very tall cliffs on the English coastline across from France

- f Listen again. Why are the following mentioned?

- 1 a huge rock
- 2 *Queen Elizabeth II*
- 3 a paper in a scientific journal
- 4 1901
- 5 one man's rain jacket and the bodies of the men

2 GRAMMAR auxiliary verbs

- a Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something that can't be explained, e.g., a ghost or a UFO
- had a strange coincidence, e.g., meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's | *strange / bizarre / odd / weird / spooky.*

What a / an | *weird story / amazing coincidence.*

- b Look at the conversations and try to fill in the blanks with an auxiliary verb (*do, did, is, was, etc.*).

- 1 A I heard a weird noise in the middle of the night.
B You ¹_____? What kind of noise?
- 2 A You don't believe in ghosts, ²_____ you?
B No, I don't.
- 3 A I've never been to a fortune-teller.
B Neither ³_____ I.
C I ⁴_____. It was really interesting.
- 4 A I don't believe you really saw a UFO.
B I ⁵_____ see one! It couldn't have been anything else.

- c **1.13** Listen and check. Then in pairs, decide which highlighted phrase (1–5) is used...

- A to add emphasis
- B to say that you are different
- C to check information
- D to show surprise
- E to say that you are the same

- d **G p.133 Grammar Bank 1B**

3 PRONUNCIATION & SPEAKING intonation and sentence rhythm

- a **1.15** Listen to the conversations. Underline the highlighted auxiliary verbs (*did, don't, do*) that are stressed.

- 1 A I dreamed that I saw a ghost last night.
B You did? So did I. How spooky!
- 2 A I don't believe in fortune-telling.
B You don't? I do.
- 3 A You don't like horror movies, do you?
B I do like them. It's just that sometimes they're too scary!

- b Practice the conversations with a partner. Copy the rhythm and intonation.

- c Complete sentences 1–8 so that they are true for you.

- 1 I'm not very good at _____ (activity)
- 2 I'm going to _____ tonight. (verb phrase)
- 3 I love _____. (a kind of music)
- 4 I don't like _____. (a kind of food)
- 5 I've never read _____. (a famous book)
- 6 I'd love to live in _____. (a town or country)
- 7 I was very _____ as a child. (adj. of personality)
- 8 I didn't _____ yesterday evening. (verb phrase)

- d Work in pairs, **A** and **B**. **A** read your sentences to **B**. **B** respond with a reply question and then say whether you are the same or different. Then switch roles.

I'm not very good at cooking.

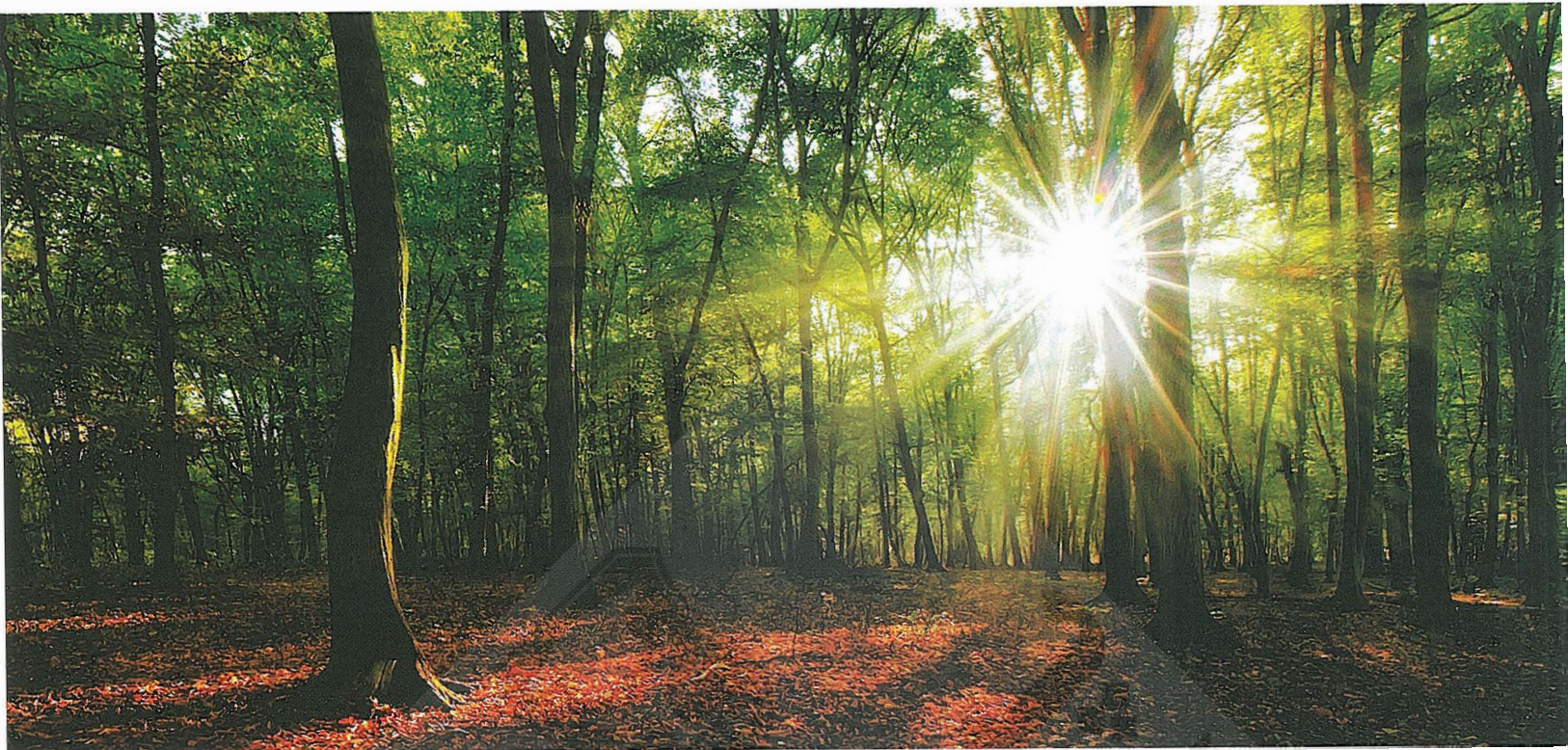
(You aren't? Neither am I.)

I'm going to watch Netflix tonight.

(You are? I'm not. I'm going to study.)

- e **G Communication** You're psychic, aren't you? **A p.106 B p.111** Make guesses about your partner.

4 LISTENING & SPEAKING



a Look at the photo of a forest. How do you think you would feel if you were walking in it?

b 1.16 Now look at the photo and listen. Follow the instructions. Write your answers below.

A walk in the forest

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

c Listen again and check what you have written. Make sure you have answered all parts of the questions.

d 1.17 Now listen to an explanation of what you have written. Make notes in the chart.

A walk in the forest	
1	the person =
2	the animal = how you interact with it =
3	the house = no fence = a fence =
4	the table =
5	the cup =
6	the water = how wet you get =

e Now use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

I put that the animal was a..., and it says that means..., but I don't think that's true.

f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?

- analyzing their handwriting (graphology)
- looking at their hands (palmistry)
- analyzing the position of the sun, moon, and planets at the exact time of their birth (astrology)
- online personality quizzes, e.g., BuzzFeed

g Grammar in context *the..., the...*
+ comparatives

*The bigger the animal,
the more problems you have.*

*The harder and more resistant the cup is,
the stronger your relationship is.*

Use *the* + comparative adjective or adverb, or *the more / less* (+ noun) to show that one thing depends on another, e.g.,

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your vacation.* = If you spend a lot of money now, you'll have less for your vacation.

Rewrite the sentences using *the..., the...* + comparative.

- If you study a lot, you learn a lot.
The _____,
the _____.
- If I drink a lot of coffee, I sleep badly.
The _____,
the _____.
- If you have a lot of time, you do things slowly.
The _____,
the _____.
- If you are in shape, you feel good.
The _____,
the _____.

1.18 Now listen and check. Notice the stress and intonation pattern in the sentences.

h Complete the sentences in your own words. Then read your sentences to a partner.

- The more money I have,...
- The earlier I get up,...
- The faster American people speak,...
- The less I eat,...
- The harder I work,...
- The more I exercise,...

5 VOCABULARY compound adjectives

a Look at some extracts from the listening in 4. Can you remember what words go in the blanks?

- If there was no fence around the house, it means you are very open-_____, and welcome new ideas.
- If you hardly got wet at all, it means that you depend less on your friends and are more self-_____.

b 1.19 Listen and check. Do the compound adjectives in a have a positive or negative meaning?

Compound adjectives

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g., *good-natured*, *slow-moving*. The words are usually linked by hyphens.

c 1.20 Listen to some more compound adjectives. Which word has the main stress?

absentminded bad-tempered big-headed easygoing
good-tempered laid-back narrow-minded open-minded
self-centered strong-willed tight-fisted two-faced
well-balanced well-behaved

d With a partner, use the two parts of the words to try to figure out their meaning. Which do you think are positive and negative characteristics? Are there any that you think can be either?

I think a bad-tempered person is somebody who gets angry easily...

Modifiers

We often use modifiers with adjectives of personality to make them stronger or less strong.

With positive characteristics

My mom is	really / incredibly / extremely very pretty	good-tempered.
-----------	---	----------------

With negative characteristics

My sister is	really / incredibly / extremely very rather / pretty a little / kind of	bad-tempered.
--------------	--	---------------

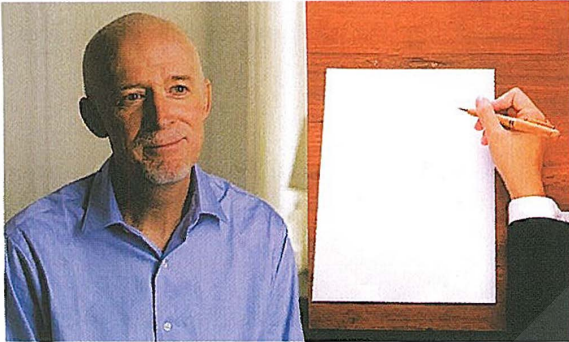
e Tell your partner about people with the characteristics below. Give examples of their behavior.

Do you know somebody who is...?

- very open-minded
- extremely absentminded
- a little tight-fisted
- pretty laid-back
- kind of two-faced
- very good-tempered
- incredibly strong-willed
- really self-centered

My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!

1 THE INTERVIEW Part 1



- a Read the biographical information about Jeff Neil. How do you think his previous experience helps him in his present job?

Jeff Neil is a career coach and the founder of a company called New Career Breakthrough in New York City. His job involves helping people to discover the right career options for them, and then to help them actually get a job, by advising them on their résumés and on interview techniques. His specialty is helping people who are making career transitions, e.g., from one industry to another. Before setting up his company, he worked for seven years as an HR (Human Resources) director.

- b Watch Part 1 of an interview with him, where he talks about helping candidates when they are applying for a job. Check (✓) the three things he talks about.

- 1 Checking what there is about you on the Internet.
- 2 Choosing the right jobs to apply for.
- 3 Choosing what photos to send with your résumé.
- 4 Thinking about the skills and abilities a job needs.
- 5 Writing a good cover letter.
- 6 Writing a good résumé.

- c Now listen again. Take notes about the advice he gives in the three areas you checked.

Glossary

résumé (BrE **curriculum vitae** or **CV**) a written record of your education and the jobs you have done that you send when you are applying for a job

cover(ing) letter a letter containing extra information that candidates send with their résumé

Part 2

- a Read five tips for the day of the interview. Now watch Part 2, where Jeff talks about the day of the interview. Are they **T** (true) or **F** (false)? Correct the F ones.

- 1 It's better to dress too formally than too casually.
- 2 You should try to find out beforehand what the company's dress style is.
- 3 You should arrive at the place where the interview is going to take place at least half an hour before the interview.
- 4 Don't take any electronic devices with you to the interview.
- 5 Be careful how you talk to other company employees before an interview.

- b Watch again for more detail. Do you agree with all the tips?

Glossary

LinkedIn a social networking service for professional people

Part 3



- a Now watch Part 3 where Jeff talks about the interview itself. Complete the advice he gives.

- 1 If you want to ask about _____ and _____, either do this late in the interview, or wait for the employer to mention them.
- 2 _____ language and the _____ of your voice are just as important as what you actually say.
- 3 Be aware that the way you answer an "extreme" interview question can reveal things about your _____.

- b Listen again and answer the questions.

- 1 What's the biggest mistake job candidates make during an interview?
- 2 What's the most important thing for them to communicate in the interview?
- 3 Why does he mention people who were "slouched"?
- 4 What do you need to communicate with your tone of voice?
- 5 What "extreme" question did Jeff once ask?
- 6 What possible answers does he suggest? Why?

2 LOOKING AT LANGUAGE

Make or do?

Jeff uses several expressions with *make* and *do*. These verbs are very common in expressions related to work, and are sometimes confused by learners of English because they just have one verb in their first language.

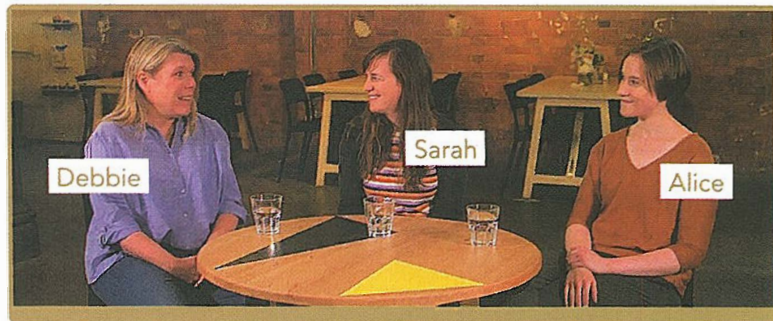
a Complete the extracts from the interview with the right form of *make* or *do*. Watch and check.

- 1 "...so some of the biggest mistakes that, that I've seen that people _____ on their résumé is they include everything."
- 2 "...as an employer, I don't care what you _____ 20 years ago or 30 years ago."
- 3 "You also want to _____ a Google search on your own name."
- 4 "...and to take an eight and a half sheet of paper and _____ three columns..."
- 5 "You want to _____ sure your cell phone is turned off."
- 6 "They're _____ a lot of eye contact directly with me."

b Now complete some more sentences related to the world of work.

- 1 They are going to _____ a decision about who gets the job by the end of the week.
- 2 Can I _____ a suggestion about how to re-organize the HR department?
- 3 We must _____ much more market research before we develop the new product.
- 4 All the new employees are going to _____ a training course next month.
- 5 Everyone in the company has _____ a big effort this year.
- 6 George is _____ a great job and I think he deserves to earn a higher salary.
- 7 I need to _____ a few phone calls before the meeting starts.

3 THE CONVERSATION



a Watch the conversation. How do they respond to the question? Write **D**, **S**, and **A** on the line in the appropriate place.

Yes, definitely It depends Absolutely not

b Watch it again. Match the sentence halves.

- 1 **Alice** Admitting you can't do something is OK if _____
- 2 **Alice** If you say you can speak French on your CV and you can't, _____
- 3 **Sarah** It's OK to exaggerate a bit about something if _____
- 4 **Sarah** If speaking a language was essential for a job, _____
- 5 **Debbie** If you lie and say you can do something, _____
- 6 **Debbie** If you don't have many hobbies, _____

- A it's not very important for the job.
- B you will have wasted the interviewer's time and given a bad impression of yourself.
- C it's a good idea to exaggerate a bit.
- D you say you are prepared to learn.
- E it might be expensive for the company when they discover the truth.
- F I wouldn't say I could do it.

c Do you think it's OK to slightly exaggerate on your résumé? Who do you agree with most, and why?

d Watch three extracts where the speakers are emphasizing something and complete the gaps.

- 1 I think it's a _____ idea to even slightly exaggerate...
- 2 ...you might find yourself in a situation where you've wasted their time and you've just made yourself look _____ silly.
- 3 I've _____ exaggerated on a CV.

e Now watch two more extracts. What does the speaker do with the missing word to make it more emphatic?

- 1 ...but I wouldn't do that if I knew the job was going to require me _____ that language...
- 2 ...you shouldn't outright lie because you _____ get caught out and a lot of the times it could cost a company a lot of money...

f Now have a conversation in groups of three.

- 1 Do you think that to get a job today, who you know is still more important than what you know?
- 2 Do you think résumés and interviews are a reliable way of selecting people for a job?

G present perfect simple and continuous **V** illnesses and injuries **P** /f/, /dʒ/, /tʃ/, and /k/

1 VOCABULARY illnesses and injuries

- a Take the first-aid quiz with a partner. As you read the options, try to figure out the meaning of the highlighted words and phrases.
- b **C Communication** Medical myths or first-aid facts? **A p.106**
B p.111 Check your answers to the quiz and explain the reasons to your partner.

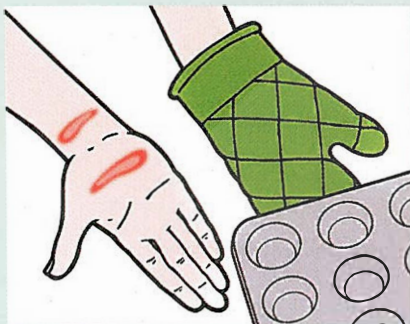
- c **V p.152 Vocabulary Bank** Illnesses and injuries
- d What illnesses or injuries might you get if you are...?

eating out hiking in the mountains
playing sports visiting a tropical country

MEDICAL MYTHS OR FIRST-AID FACTS?

First aid can help treat a minor injury, or even save a life in a medical emergency. However, it's important to know what NOT to do. Sometimes, incorrect first aid can actually be more harmful than helpful. So how useful is the advice you've heard? Take our quiz to find out.

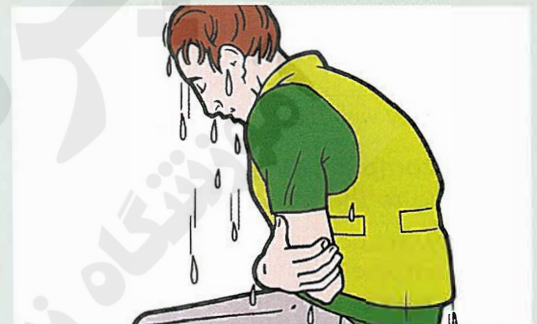
For each question, decide which answers are myths (M) and which are facts (F).



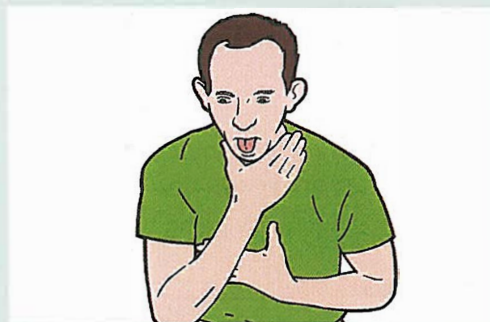
- 1 What's the first thing you should put on a burn?
- a butter
- b cool running water
- c an ice pack



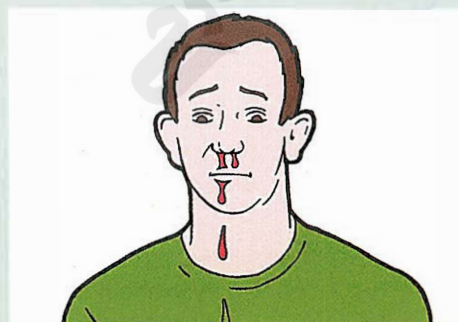
- 2 How should you treat a sprained ankle?
- a put a hot, damp cloth on the ankle
- b put an ice pack on the ankle
- c put the leg up, e.g., on a chair



- 3 What's the best thing to do for someone with hypothermia?
- a rub their arms and legs to warm them up
- b give them hot coffee
- c cover them in something warm, e.g., a coat or a blanket



- 4 What's the first thing to do if someone is choking?
- a stand behind them and press their stomach inwards
- b make them continue to cough hard
- c hit them hard on the back







- 5 What's the best way to stop a nosebleed?
- a tip your head forwards
- b pinch the soft part of your nose
- c tip your head backwards



- 6 After you have cleaned a bad cut, what should you do...?
- a put on a bandage
- b put on antibiotic ointment
- c leave it open to the air

2 PRONUNCIATION /ʃ/, /dʒ/, /tʃ/, and /k/

1 	2 	3 	4 

a How do you pronounce sounds 1–4 in the chart? Write the words from the box in the correct column.

ache allergic bandage choking
emergency infection injury pressure rash
sick stomach temperature unconscious

b **2.5** Listen and check. Practice saying the words.

c Use the words in a to answer questions 1–3 about the sound-spelling rules.

- 1 What ways can you spell the sound? Which do you think is the most common?
- 2 How do you often pronounce g before i and e?
- 3 Which two ways can ch be pronounced? Which do you think is the more common?

d **P p.166–7 Sound Bank** Look at the typical spellings for /ʃ/, /dʒ/, /tʃ/, and /k/, and more examples. Practice saying the words.

cholesterol indigestion injection
operation scratch surgeon syringe

3 LISTENING & SPEAKING

a Talk in pairs. What would you do and why?

If you were on the street and saw someone who had a medical problem, what would your immediate reaction be?

- a I wouldn't do anything myself, but I would wait to see if someone else was able to help.
- b I'd call an ambulance and stay with the person until it came.
- c I'd go up to the person and see if I could do any first aid.

b **2.7** You are going to listen to Bettina, Umesh, and Alison talking about a time when someone needed first aid. First, listen to some extracts and complete the expressions.

Bettina

- 1 ...he didn't have a _____, so I thought he was probably _____.
- 2 ...he took her to one side to _____.
- 3 I kept going until the _____.
- 4 ...because obviously she was _____.

Umesh

- 5 ...an old lady stepped off the sidewalk in front of me and she _____ onto the street.
- 6 She'd fallen pretty hard, but she _____.
- 7 It was obviously an effort for her to sit up, it was _____.

Alison

- 8 Then all of a sudden, he stopped walking and _____.
- 9 Some teenagers in line _____.
- 10 ...then they put him on a stretcher and _____.

c **2.8** Now listen to their stories. When the incident happened, did they help? Why (not)?

d Listen again and answer the questions for each story.

- 1 What was he / she doing when it happened?
- 2 Who needed first aid? Why?
- 3 What did he / she do?
- 4 What happened in the end?
- 5 How did he / she feel a) during the event, b) after the event?

e Talk in small groups.

Have you ever been in a situation where you had to give first aid? Who to? Where were you? What happened? How did you feel?

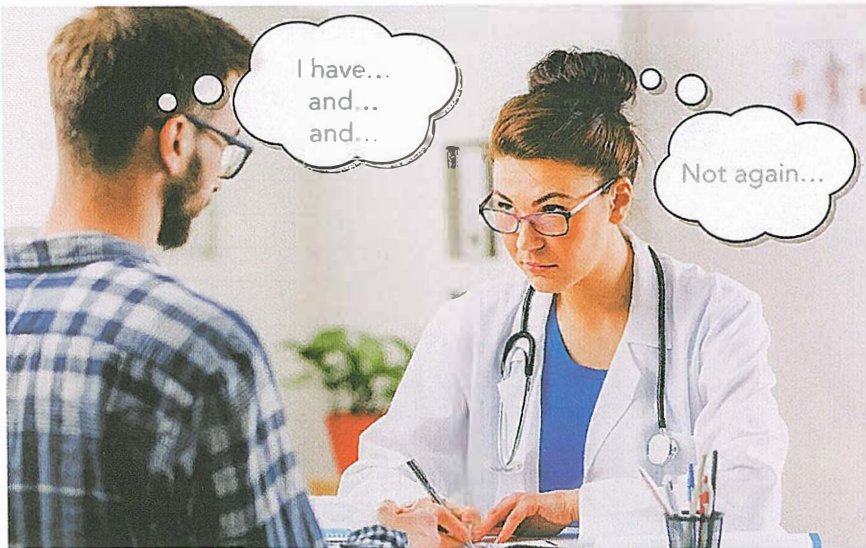
Has anyone ever had to give you first aid? Why? Where were you? What happened?

Have you ever received any first-aid training? If no, would you like to? In which jobs should people be given mandatory first-aid training?

What could you do if someone...?

- had a severe allergic reaction
- had a high temperature
- got very bad sunburn
- felt faint and dizzy
- got a big blister on their foot
- got food poisoning
- had an epileptic seizure

4 GRAMMAR present perfect simple and continuous



a 2.9 Listen to a conversation between a doctor and a patient and answer the questions.

- 1 What symptoms does the patient have?
- 2 What does he think might be wrong with him?
- 3 What does he think he needs?
- 4 What does the doctor suggest?

b 2.10 Listen to what the doctor and receptionist say after Mr. Payne has left. What do they think of him? Do you know the name for someone like this?

c 2.11 Now listen to some extracts from the conversation in a and circle the correct form, present perfect simple or continuous. Are there any where you think both options would also be possible?

- 1 *I haven't been feeling / I haven't felt* well for a few days.
- 2 *I've been coughing / I've coughed* a lot and I keep getting headaches.
- 3 What *have you been taking / have you taken* for the headaches?
- 4 How many tablets *have you been taking / have you taken* today?
- 5 And *have you taken / have you been taking* your temperature this morning?
- 6 Yes. *I've been taking it / I've taken it* five or six times already.
- 7 I think I need a blood test. *I haven't had / haven't been having* one for two months.

d p.134 Grammar Bank 2A

e In pairs, use the prompts to ask and answer the questions. The first question should be simple present and the second should be present perfect simple or continuous.

- 1 / often get colds? How many colds / have in the last three months?
- 2 / take any vitamins or supplements? How long / take them?
- 3 / drink much water? How many glasses / drink today?
- 4 / exercise? What? How long / do it?
- 5 / eat a lot of fruit and vegetables? How many servings / have today?
- 6 / walk to school (or work or college)? How far / walk today?
- 7 How many hours / sleep a night? / sleep well recently?
- 8 / be allergic to anything? / ever have a serious allergic reaction?

5 READING & SPEAKING

- a Look at the title of the article on p.19 and read the first paragraph. With a partner, try to complete the definition of a *cyberchondriac*. Do you think the tone of the article is humorous or serious?

cyberchondriac /saɪbər'kɒndrɪæk/ (noun) a person who compulsively searches the internet for information about _____

b Now read the whole article. Complete the summary of each paragraph with phrases a–e.

- 1 When the writer found out that she had a fast heart rate, she _____
- 2 At the hospital, she discovered that she _____
- 3 Since she returned from the hospital, she _____
- 4 It's difficult to know from online information whether a condition _____
- 5 A lot of online medical information _____
 - a has been obsessively checking her symptoms online.
 - b googled the possible causes.
 - c isn't very reliable or up to date.
 - d was suffering from a chest infection and cyberchondria.
 - e is rare or very common.

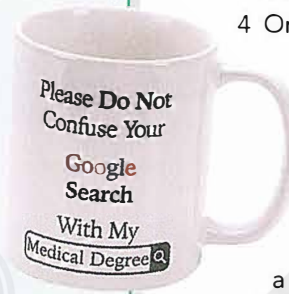
c The highlighted phrases in the article are related to medicine. Match them to definitions 1–7.

- 1 _____ the medical treatment of a heart problem that involves an operation
- 2 _____ successful treatments for an illness that was thought to be impossible to cure
- 3 _____ **IDM** not feeling very well
- 4 _____ exaggerated reports in the news that make people worry
- 5 _____ the most terrible situations that could happen
- 6 _____ the speed at which your heart beats
- 7 _____ an illness that could kill you

Confessions of a cyberchondriac

I'm sure that's what I've got...

- A few weeks ago**, I was feeling under the weather. After days of intensive internet diagnosis, I finally went to see my doctor. After examining me, she told me that my heart rate was a little fast and sent me off to the hospital for some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is *supraventricular tachycardia*. Then I typed these two words into Google. Sadly, the problem with Dr. Google is that he isn't exactly a comfort in times of crisis. One website immediately scared me with a list of 407 possible causes.
- I raced to the hospital, convinced that I probably needed open-heart surgery. Four hours later, I got a diagnosis. I had a chest infection...and a bad case of *cyberchondria*. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches – a not-insignificant number – were health-related.
- Unfortunately, once you have it, cyberchondria can be hard to cure. Since my trip to the hospital, I have been obsessively checking my pulse, swapping symptoms in chat rooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the EKG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.
- The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions. One in four of all articles thrown up by an internet search for *headache* suggested a brain tumor as a possible cause. Although it is true that this may be the cause, in fact, brain tumors develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in *mouth ulcer* and see that *mouth cancer* has several mentions near the top, you think that it must be very common. However, this is not the case at all.
- Another problem for cyberchondriacs is that online medical information may be from an unreliable source, or out of date. A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. "Once something has been put up on the internet, even if it's wrong, it's difficult to remove," says Sarah Jarvis, a doctor. "This is a problem, especially with scare stories, and also with some alternative remedies that claim to be miracle cures, but which may actually do you harm." Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!



- d** Now read each paragraph again carefully and choose a, b, or c.
- The problem with Dr. Google is that the information is ____.
a insufficient b worrying c false
 - Microsoft's survey discovered that ____ searches are about health.
a very few
b a lot of
c the majority of
 - The information the writer has found since coming back from the hospital has ____.
a made her cyberchondria worse
b made no difference to her cyberchondria
c cured her cyberchondria
 - One of the problems with internet searches is that they ____.
a don't rank answers in order of probability
b only focus on common illnesses
c don't always give an answer
 - Most people are unlikely to check ____ health information was posted.
a why and by who
b how and when
c when and by who

e In small groups, answer the questions. Ask for and give as much information as possible.

- Do you know anyone who you think is a hypochondriac or a cyberchondriac? What kinds of things do they do?
- Do you think people in your country worry a lot about their...?

blood pressure cholesterol level
digestive system liver

Give examples if you can. Are there other things related to health that they worry about?

6 WRITING

W p.115 **Writing** An informal email
Write an email to a friend explaining that you haven't been well, and saying what you've been doing recently.

Glossary

EKG machine electrocardiogram machine, used to test people's heart rate

G using adjectives as nouns, adjective order

V clothes and fashion

P how sounds

1 READING & SPEAKING

a Think of an older person you know who seems much younger than they actually are. Circle any of the adjectives below that you would use to describe them.

active brave energetic funny glamorous impulsive
independent lively open-minded sociable

- b Describe the person to a partner, and say what they do that makes them seem younger than their age.
- c Look at the photo of Dilys and Sian. Approximately how old do you think they are?

The joy of the age-gap friendship

Modern life makes it hard for the old and the young to meet, and even harder to become best friends. What's the secret?

Dilys on Sian

I met Sian at an event where we were both speakers, and we just clicked. I could see she was just a great person, and smarter than most. She was a glamorous, lively woman, who talked about being an entrepreneur and her love for her father.

She started inviting me to different places. I went to the races with her – not the sort of thing I usually do. She brought fun back into my life when I was working hard to run a charity. The new experiences we share help to keep me alive. When I was sick last Christmas, she really rescued me. She came in like a hurricane, with decorations, firewood... I was feeling sad and afraid, and she told me that wasn't allowed.

“She brought fun back into my life.”

Sian's full of energy and warmth. I feel I understand her because she represents my younger self. Mine wasn't a typical path; I always wanted to be a little different. I was a dancer and taught the art of movement. I got married within six weeks, but divorced when my only son was seven. I've got the life I wanted, but it isn't always easy. I try to offer that perspective to Sian.



▲ Dilys and Sian

Sian on Dilys

I met Dilys in Cardiff, where we both live, at an event called Superwoman. We were both invited to speak and were at the same table. Dilys did a lot of charity work with disabled people, as well as being the world's oldest female solo skydiver. I was there to talk about my media marketing company. We hit it off; I thought she was amazing and the way I want to be as I grow older.

We love to sit with take-out food and listen to Mozart. We like movies and the theater. She has a huge amount of energy and can dance for longer than me. She even persuaded me to do a skydive, despite my fear of heights. When we're in a cab, taxi

drivers ask how we met, but we never think of our age gap. She advises me on my love life, work, and how to be a better person.

“She's the way I want to be as I grow older.”

I often walk into Dilys's house when I'm stressed and within seconds I'm more relaxed. She calms me down when I'm angry, and teaches me to see things from other people's point of view. Now, she's the first person I call when anything good or bad happens. My family says how much good she does me.

Glossary

the races a series of horse races that happen at one place on a particular day

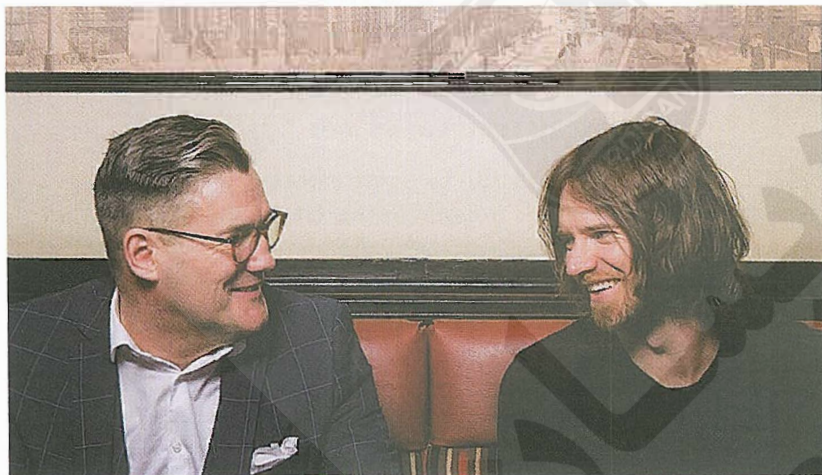
Adapted from The Guardian

d Now read the article, where each woman talks about how they met and about their relationship. Who are the following sentences true for? Write **S** (Sian), **D** (Dilys), or **B** (both of them).

- 1 She admires the other person.
- 2 She cheered the other person up on one specific occasion.
- 3 She got along immediately with the other person.
- 4 She has done an extreme sport.
- 5 She has helped the other person to be more open-minded.
- 6 She has introduced the other to things she hadn't tried before.
- 7 She likes cultural activities.
- 8 She manages an organization that helps people.
- 9 She runs a company.
- 10 She's good at giving advice.
- 11 She's very energetic.
- 12 She doesn't like being in high places.

e Look at your answers to d. What do you think is the secret of Dilys and Sian's friendship?

f Now look at the photo of Dave and John. What do you think the age difference is between them?



▲ Dave and John

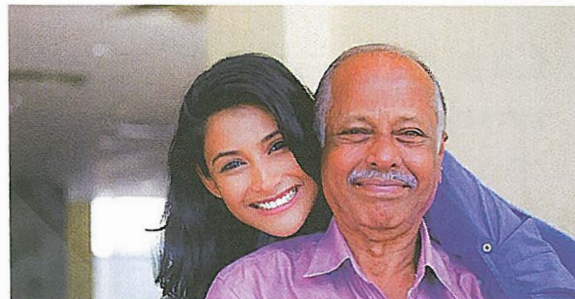
g **Communication** The joy of the age-gap friendship
A p.107 B p.111 Read about Dave and John and compare what they say about each other.

h Complete some phrases from the four texts. Compare with a partner and explain what they mean in your own words.

- 1 **Dilys** We just cl_____.
- 2 **Sian** We h_____ it off.
- 3 **Sian** We never think of our age g_____.
- 4 **Sian** She...teaches me to see things from other people's p_____ of v_____.
- 5 **Dave** I've learned never to t_____ sides.
- 6 **John** (He loves cars;) I couldn't c_____ less.
- 7 **John** I l_____ up to him.

i Talk to a partner.

- Are you good friends with anyone who is a lot older or younger than you?
- If yes, how did you meet? Why do you get along well? What kind of things do you do together?
- If no, what advantages do you think there are to having a friend of a different generation?
- Is there a family member from a different generation who you are close to? What do you like about them?



2 GRAMMAR using adjectives as nouns, adjective order

a Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (X). Compare with a partner and say why you think the X ones are wrong.

- 1 a In general, it's difficult for the old and the young to be good friends.
- b In general, it's difficult for the old people and the young people to be good friends.
- c In general, it's difficult for old people and young people to be good friends.
- 2 a Sian is a lively, dark-haired, Welsh woman.
- b Sian is a Welsh, lively, dark-haired woman.
- c Sian is a dark-haired, Welsh, lively woman.

b **G p.135 Grammar Bank 2B**

c Discuss the statements below in small groups. Do you agree? Why (not)?

- Young people don't respect the old as much as they used to.
- Politicians should be at least 40 years old – the young don't have enough experience for such a responsible job.
- Rich people are often less generous than poor people.
- The unemployed should take any job they can. Any job is better than no job.
- The homeless should be allowed to live rent-free in empty second homes.

3 VOCABULARY clothes and fashion

- a Look at the title of an article about fashion. What's your answer to the question?
- b Look at the photo of the Hoppen family and read the article. Complete the highlighted phrases with the clothes in the box.

dress jacket jeans sandals
sweater top sneakers

Can the same clothes work for all ages?

It's odd to imagine wearing the same clothes as your 55-year-old mother or even your 80-year-old grandmother, but fashion, it seems, has finally crossed the age divide. "It's not about what you 'should' wear when you're young or old," says designer Emilia Wikstead. "It's about finding the things that really suit you, regardless of your age."



The Hoppen family:
Plum Hoppen (21),
her mother Jenny (60),
her sister Daisy (31)
[= from left to right]

When three women of the same clothing and shoe size live under the same roof, clothes are bound to go missing. "I remember seeing this girl in the park and thinking, 'That's a nice dress; it looks like one of mine,'" says Jenny Hoppen. "And I realized it was Daisy, going to a wedding, wearing my dress and shoes." But even if they borrow from each other, the same piece looks different on them all.

In the photo, they are all wearing the same 1 cropped _____, Plum wears hers with 2 a leather _____ and 3 patterned _____, but they look just as good on Jenny with 4 a silk V-neck _____ and 5 red velvet _____, or on Daisy with 6 a see-through black _____ worn over 7 a black turtle-neck _____. "The principle we learned from our mother," says Daisy, "is to have our own sense of style and be adventurous."

- c Whose "look" do you prefer? Do you ever borrow clothes or accessories from people in your family, or friends?
- d **V** p.153 **Vocabulary Bank** Clothes and fashion

4 PRONUNCIATION vowel sounds

- a **2.21** Look at the pairs of sound pictures below. Put two words from the box in each column. Listen and check.

awful cotton dotted hooded jeans
leather linen long loose patterned
sandals sleeveless slippers suit vest wool

boot	bull	tree	fish
egg	cat	clock	saw

- b **P** **Sound Bank p.166** Look at the typical spellings for these sounds.
- c **2.22** Listen to some phrases describing clothes. Is anyone in the class wearing them, or something similar?
- d Talk in pairs. What would or wouldn't you wear...?

to a formal interview on the beach
to work or school / college
to a wedding sightseeing in a city

5 LISTENING & SPEAKING

- a Look at the clothes in the photos. What age group do you associate them with?

1	2	3
a cardigan and fur slippers	a leather miniskirt	very short shorts
4	5	
tight jeans and a T-shirt with a slogan	a blazer and chinos	

b 2.23 Listen to a radio discussion about dressing your age. Match the clothes 1–5 in a to what the journalists say about them, A–F. There is one comment you don't need.

- A "They never suit an older person."
- B "They make younger men look older than they are."
- C "A woman in her 70s looked great in one."
- D "Middle-aged men tend to wear them a lot."
- E "Older people should never wear clothes made of this material."
- F "Your grandma probably won't like them as a present."

c Listen again and mark the opinions **T** (true) or **F** (false). Correct the **F** ones.

Liza thinks that...

- 1 90% of women dress younger than their age.
- 2 teenage girls would never dress older than their age.
- 3 it's fine for older women to wear trendy clothes.

Adrian thinks that...

- 4 very few men admit to dressing younger than their age.
- 5 Mick Jagger looks awful in many of the clothes he wears.
- 6 men usually wear a suit and tie to work.

d In pairs, think about what the journalists said, and try to complete their fashion rules.

Liza Wear whatever you think _____ and makes you _____.

Adrian Dress for the age _____, not for the age _____.

e 2.24 Listen to the end of the discussion and check. Who do you agree with more, Liza or Adrian?

f Work in groups of three, and discuss three of the topics below. Take turns being the host. The host chooses the topic and manages the discussion. Try to use the language from the box.

- People should stop buying new clothes and buy more second-hand and vintage clothes.
- Men are just as interested in shopping for clothes as women.
- These days, nobody is prepared to suffer in order to look good. The most important thing is comfort.
- You can tell a lot about someone's personality from the clothes they wear.
- Cheap fashion means exploiting people in less developed countries.

Managing discussions

Let's start with you, (Liza).
(Adrian,) what about...?
Let's go back to...

So, to sum up...
Can you let (Liza) finish?
Sorry. Go ahead.

Politely disagreeing

Sorry, but I don't agree.
True, but...

I'm not sure about that.
I agree up to a point, but...

6 WRITING

a Imagine you have decided to sell two items of clothing on eBay. Write detailed descriptions, using the example below as a model. Set a starting price.



Blue and white striped cotton shirt – Size M
Condition: New without tags
"Never worn! Would look great with jeans. Perfect for the summer."
\$12.99

b Now read some other students' ads. What would you like to bid for?

7 VIDEO LISTENING



- a Watch an interview about the Hiut jeans company. What do you think is the unique selling point (USP) of their jeans?
- b Watch the interview again. Then make notes under the following categories.

Description of jeans
1 Material: <i>denim</i>
2 Style:
3 Celebrity wearer:
History of company
4 When David and Clare started it and why:
5 Who they employ:
6 How many pairs of jeans they produce per week:
7 How they try to make their jeans environmentally friendly:

c Would you like to have a pair of Hiut jeans? Would you be prepared to join the no-wash club? Why (not)?

GRAMMAR

a Complete the sentences with one word.

- 1 What were you and Sarah talking _____?
- 2 You didn't like her latest novel, _____ you?
- 3 My father loves opera and so _____ my mother.
- 4 **A** I've been to India twice.
B You _____? I'd love to go.
- 5 What have you _____ doing since last week?

b Circle a, b, or c.

- 1 Could you tell me what time ____?
a the bus leaves b leaves the bus
c does the bus leave
- 2 How many people ____ this computer?
a do use b use c does use
- 3 You're not eating much. ____ like the food?
a You don't b Don't you c Aren't you
- 4 **A** Why didn't you call me?
B I ____, but your phone was off.
a do call b did called c did call
- 5 The slower you work, ____ you'll finish.
a later b the later c the later than
- 6 ____ three cups of coffee already this morning.
a I've been having b I've had c I have
- 7 That was probably the worst movie ____!
a I've ever seen b I've never seen
c I've ever been seeing
- 8 I met ____ in my language class today.
a a Japanese
b the Japanese
c a Japanese woman
- 9 Some people think that ____ don't pay enough tax.
a the rich b the rich people c rich
- 10 I got a ____ bag for my birthday.
a beautiful leather Italian
b Italian leather beautiful
c beautiful Italian leather

VOCABULARY

a Complete the compound adjectives.

- 1 My boss is very bad-_____. When things go wrong, he starts shouting at everyone.
- 2 I'm very _____minded. I tend to forget things.
- 3 I think Paul is very tight-_____. He never spends money unless he absolutely has to.
- 4 Sylvia won't have any problems at the interview – she's very self-_____.
- 5 That sweater is very old-_____. It looks like the kind of thing my grandpa would wear.

b Write words for the definitions.

- 1 bl_____ (verb) to lose blood from an injury
- 2 sw_____ (adj.) bigger than normal, especially because of an injury or infection
- 3 b_____ (noun) a piece of cloth used to tie around a part of the body that has been hurt
- 4 t_____ (noun) a pain in one of your teeth
- 5 r_____ (noun) an area of red spots caused by an illness or allergy

c Circle the correct verb or verb phrase.

- 1 I *have / feel* a little dizzy. I need to sit down.
- 2 She *burned / sprained* her ankle when she was jogging.
- 3 It was so hot in the room that I nearly *fainted / choked*.
- 4 This skirt doesn't *fit / suit* me. It's too big.
- 5 Can I go in jeans? I don't feel like getting *dressed / changed*.

d Circle the word that is different.

- 1 striped dotted plain patterned
- 2 silk cotton fur plaid
- 3 collar sleeveless hooded long-sleeved
- 4 Lycra scarf vest cardigan
- 5 fashionable scruffy stylish trendy

e Complete with one word.


- 1 My mother had a very bad case of the flu last week, but she's beginning to get _____ it now.
- 2 Please lie _____ on the couch over there.
- 3 I'm feeling sick. I think I'm going to _____ up.
- 4 Do we really need to dress _____ for the party tonight?
- 5 Please _____ up your clothes in the closet.

PRONUNCIATION

a Circle the word with a different sound.

1  ache choke change matches

2  unconscious rash fashion suede

3  injury striped silk blister

4  jeans leather velvet denim

5  cough flu suit loose

b Underline the main stressed syllable.

- 1 in|cre|di|bly 3 an|ti|bi|o|tics 5 fa|shio|na|ble
- 2 big-|hea|ded 4 swim|suit

CAN YOU understand this text?

- a Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?
- b Read the article again and choose a, b, or c.
- 1 Scientists expected that, after spending a year in space, Scott Kelly would be...
 - a more intelligent.
 - b taller and lighter.
 - c younger.
 - 2 Telomeres prevent...
 - a aging.
 - b radiation.
 - c damage to our chromosomes.
 - 3 Scientists are afraid that astronauts...
 - a will not want to do long space flights.
 - b will have a lot of long-term health problems.
 - c won't be able to travel further than Mars.
 - 4 In space, astronauts...
 - a must use the gym twice a week.
 - b exercise more than when they are in training.
 - c are not allowed to eat whatever they like.

▶ CAN YOU understand these people?

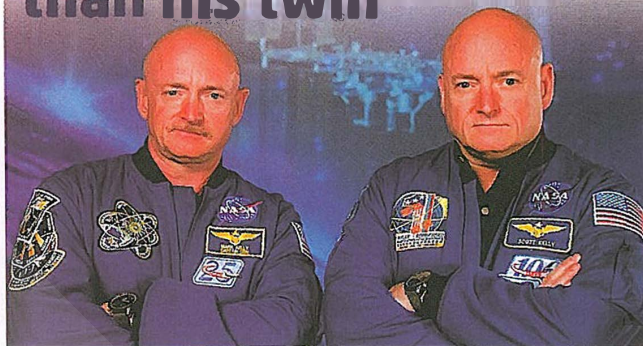
- ▶ 2.25 Watch or listen and choose a, b, or c.



1 Sean 2 Harry 3 Maria 4 Mark

- 1 One of the questions Sean was asked at a job interview was _____.
 - a whether he liked working in restaurants
 - b what his favorite basketball team was
 - c who his favorite superhero was
- 2 In the house where Harry grew up, there is a ghost that _____.
 - a all of her family has seen
 - b all of her family has heard
 - c all of her family is afraid of
- 3 Maria gave her little brother first aid when _____.
 - a her mother was not at home
 - b his older brother had hit him on the head
 - c he fell off the sofa and cut himself
- 4 Mark meets younger friends _____.
 - a through classes he teaches
 - b at the theater
 - c when he exercises

Astronaut returns from space **younger** than his twin



American astronaut Scott Kelly, and his identical twin **Mark**, also a retired astronaut, may be the most studied siblings in the history of science. Each time one of them went into space while the other remained on Earth, both men would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan last year, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected – during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human aging is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Usually, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the aging process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell Weill Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a result of simply being in space, and more due to the intense NASA fitness regime. "On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go out for a big dinner, but on the space station, the astronauts exercise extremely regularly, and all food and exercise is very controlled."

G narrative tenses, past perfect continuous, so / such...that V air travel P irregular past forms, sentence rhythm

1 LISTENING & VOCABULARY air travel

- a **3.1** Listen to some announcements. Would you hear them when traveling by train or by plane? Write **T** or **P**.
- A B C D E F G H I J
- b **3.2** Listen again to the ones you would hear when traveling by train (or subway). What do you need to know if you want to travel on...?
- the 9:04 train to Waterbury
 - the Hudson Line service to Grand Central Terminal
 - the 10:25 to Chicago, in the dining car
 - the J, M, and Z trains
- c **3.3** Listen again to the ones you would hear when traveling by plane. Answer the questions for each one.
- Would you hear it in the airport terminal or on the plane?
 - What is it asking people to do?
- d **3.4** Listen to some extracts from the announcements 1–6 in c. What do these formal words and phrases mean?
- | | |
|-----------------|--------------------------------------|
| 1 approximately | 4 place, personal electronic devices |
| 2 locate | 5 requiring |
| 3 proceed to | 6 disembark, rear |
- e **p.154 Vocabulary Bank Air travel**

How to get the best seat

Every time you fly and have to choose a seat, you ask yourself, "Which is the best seat to choose?" The answer is that it depends entirely on your priorities as a passenger. *Telegraph Travel* has sifted through the research to reveal the top spots.



If you want a speedy exit

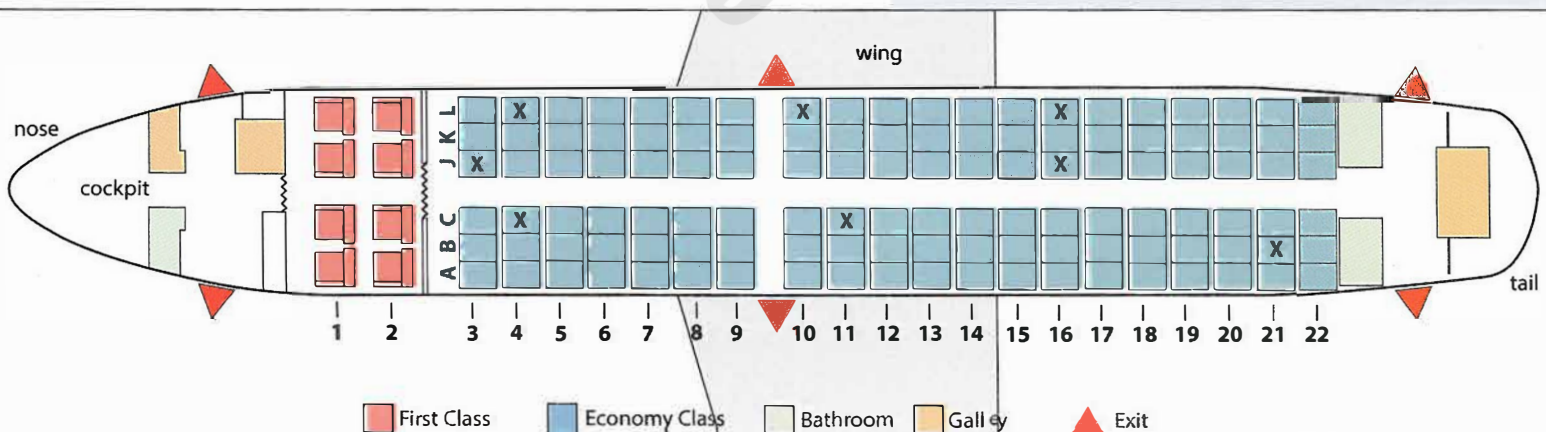
You're on a three-day weekend trip to Chicago, and you're traveling light with just a small carry-on bag in the ¹ _____. You want to maximize the amount of time you spend at your destination and minimize the time spent on the plane. Verdict? You need to grab an aisle seat towards the front of the plane on the left, which is where the main exit is located and where passengers leave the aircraft from.

If you want to sleep

Sleep is hard to come by at an ² _____ of 35,000 feet. There are so many things conspiring against you that it's hard to nod off: the hum of the engines, the passenger next to you needing to get out, the lack of neck support in your seat. Some places, however, are better than others, for example, some areas of the ³ _____ are less noisy. Window seats give you control of the window blind and a place to rest your head; they also mean you don't need to be woken up every time the passenger next to you needs to go to the bathroom. The verdict? A window seat at the front of the plane, where it is also quieter.

2 READING

- a When you travel by plane, bus, or train, do you usually prefer to sit in the front, in the middle, or in the back? Do you prefer a window seat or an aisle seat? Why?
- b Look at the seating diagram of a plane and the seats marked with an X. Then read the article about where to sit on a plane and match the seat numbers to the correct paragraphs.



Adapted from The Telegraph

If you don't like turbulence

Turbulence does, of course, shake the entire aircraft, but experts claim there are some seats on a plane where bumps will feel less intense. The verdict? Sit in the middle of the plane, above the wings, which help keep the plane steady when the going gets tough.

If you need more legroom

Seats in exit rows have more legroom than most. These seats are, however, in such high demand that some airlines, especially ⁴ _____ ones, charge more for them. They also come with restrictions: passengers in exit rows, for instance, must be willing to assist in the ⁵ _____ of the aircraft during an emergency, so they are not available for children or people needing ⁶ _____. The verdict? If you're traveling without children, if you're in shape, and you can afford it, choose a seat in an exit row.

If you want a better dining experience

According to Professor Charles Spence – author of *Gastrophysics: The New Science of Eating* – plane food tastes better at the front of the aircraft, where it is quieter and the air is more humid. "Dry cabin air and the loud ⁷ _____ noise all contribute to our inability to taste and smell food and drink," he told *Telegraph Travel*. Verdict? Sit as close to the cockpit as possible if you want to make plane food taste better. More often than not, you'll also get served first.

If you're safety-conscious

Airlines and plane manufacturers will tell you that all seats are equal when it comes to matters of safety. However, some seats are more equal than others. A 2007 study by the magazine *Popular Mechanics* found that passengers sitting near the ⁸ _____ of a plane were 40 percent more likely to survive a crash than those sitting in the first few rows. Verdict? Sit as far back as possible.

If you want to have an empty seat next to you

If you are flying with a companion, try booking both the aisle and the window seat. You will often find that the middle seat – because it is the least favored by passengers traveling solo – has been left empty. Relax and enjoy it.

c Now read the article again and complete it with a word or phrase from the box.

altitude cabin engine evacuation
low-cost overhead compartment
special assistance tail

d According to the information in the article, which do you now think would be the best seat for you?

e Grammar in context so / such...that...

There are so many things conspiring against you that it's hard to nod off...

These seats are, however, in such high demand that some airlines, especially low-cost ones, charge more for them.

We often use so / such...that to express a consequence.

- Use so + adjective or adverb, e.g., *The taxi driver drove so quickly (that) we got to the airport on time.*
- Use so much + uncountable noun and so many + plural countable noun, e.g., *There was so much traffic / There were so many buses on the road (that) we nearly missed our flight.*
- Use such a + adjective + single countable noun, e.g., *It was such a great hotel (that) we want to go back there.*
- Use such + adjective + uncountable or plural noun, e.g., *We had such terrible weather / such small rooms (that) we didn't enjoy the vacation.*

Complete with so, so much / many, such, or such a.

- 1 The flight was _____ long that I got really bored.
- 2 I had _____ noisy child behind me that I couldn't sleep.
- 3 I slept _____ badly on the flight from New York that the jet lag was worse than usual.
- 4 There were _____ people at check-in that we had to stand in line for nearly 45 minutes.
- 5 We had _____ luggage that we had to get two carts.
- 6 We met _____ nice people in the hotel that we were never bored.

3 SPEAKING

In pairs, ask and answer the questions.

If you have flown several times

- 1 How often do you fly? What kinds of airlines do you usually use?
- 2 When was the last flight you took? Where did you go? What for? Where did you sit?
- 3 Have you ever flown long-haul? Where did you go? How long was the flight? Did you get jet lag?
- 4 How do you feel about flying? Have you ever had a very bad experience on a flight?

If you have never / hardly ever flown

- 1 When was the last time you went on a trip? Where did you go? What for?
- 2 How do you usually travel a) short distances, b) longer distances? Why do you choose to travel this way?
- 3 What's the farthest you've ever traveled? Why did you go there?
- 4 What's your favorite way of traveling? Why?

Have you ever...

- been very delayed when traveling? How long for?
- missed a flight, train, or bus? Why? What did you do?
- had to sit near a screaming baby (or a child that kept kicking your seat) on a plane, train, or bus? What did you do?
- had to catch a connecting flight, train, or bus with very little time to spare? Did you catch it?

4 LISTENING



- a You are going to listen to an airline pilot talking on a radio program. Before you listen, discuss questions 1–6 with a partner and imagine what the answers will be.
- 1 What weather conditions are the most dangerous when you are flying a plane?
 - 2 Is turbulence really dangerous?
 - 3 Which is more dangerous, take-off or landing?
 - 4 Why do passengers have to turn off electronic devices and put their tray tables up during take-off and landing?
 - 5 Is it really worth listening to safety demonstrations?
 - 6 Do you ever get scared?
- b 3.9 Listen to the program. How many of the pilot's answers did you predict correctly?
- c Listen again and take notes. How does he explain his answers?
- d What did the pilot say that might make you feel more relaxed the next time you fly?

5 GRAMMAR narrative tenses, past perfect continuous

- a Read a newspaper story about a Spirit Airlines flight. What had made its way onto the plane? What happened during the flight?
- b Read the story again and circle the correct form of the verbs 1–8.
- c Now look at a sentence from the story. What was the flight like before the bat appeared? What tense do you think the highlighted verb is?

The plane **had been flying** for nearly 30 minutes before the creature made its appearance in the passenger cabin. Up until that point, the flight had been routine.

- d p.136 Grammar Bank 3A
- e In pairs or groups, try to complete the two sentences in four different ways, using the four narrative tenses.
- 1 The police stopped the driver because he...
 - 2 I couldn't sleep last night because...

Routine flight goes “batty”

Passengers on a Spirit Airlines flight from Charlotte, North Carolina to Newark, New Jersey on July 31, 2018, were surprised when a bat was spotted flying on board. The plane had been flying for nearly 30 minutes before the creature made its appearance in the passenger cabin. Up until that point, the flight had been routine. Most passengers ¹had sat / were sitting quietly in their seats, enjoying a drink and a snack. Once passengers ²realized / had realized that a bat was on the plane, they began taking videos as it frantically swooped through the cabin. One video posted to social media shows a passenger running down the aisle as others ³had screamed / were screaming.

Peter Scattini, one of the passengers on board, ⁴tweeted / was tweeting a video of the bat with the following text, “Me, twice a year: ‘I’ll never fly Spirit again.’ Me, this morning, after deciding I’d rather save 12 dollars.” Another passenger, who ⁵had filmed / was filming the bat, posted a video that showed people laughing as they watched the bat fly through the cabin.



A spokesperson for Spirit Airlines said, “The bat was eventually corralled into a lavatory and ⁶removed / had removed once on the ground by animal control officers. The aircraft was disinfected and searched as a precaution.” The spokesperson continued, “It is believed the bat started its journey in Charlotte, flying into an overhead bin while our crews ⁷had done / were doing overnight maintenance. No one was hurt in this incident, including the bat.”








Videos of the bat ⁸went / were going viral on social media, prompting hundreds of people to make jokes about the airline, including Stephen Colbert, host of The Late Show, who tweeted, “I can’t believe there was a bat on a Spirit Airlines flight. I’ve only ever seen raccoons.”


Adapted from The Independent

6 PRONUNCIATION irregular past forms, sentence rhythm

- a Write the simple past of the following verbs in the chart, according to the pronunciation of the vowel sound.


become catch cut drive fall fight fly hear
hide hold hurt keep leave lie read
ride say sleep tell think throw write

1 	2 	3 	4 
		caught	
5 	6 	7 	8 
			became


- b Look at the verbs in a again. Which ones have a past participle that is different from the simple past form? Write these past participles in the chart.
- c  3.12 Listen and check. Then listen and repeat.
- d Read a short anecdote about a flight. With a partner, guess what the missing verbs might be.



This 1 _____ when my **wife** and I were on a **flight** to **New York**, and we'd been 2 _____ for a **few hours**. I was 3 _____, and my **wife** was 4 _____ a **movie**, when **suddenly**, we 5 _____ an **announcement** – "Is there a **doctor** on **board**?" It 6 _____ **out** that a **woman** was 7 _____ a **baby**! **Luckily**, **two doctors** 8 _____ **forward**, and the **baby** was 9 _____ **safely**.

- e  3.13 Listen and fill in the blanks. Practice reading the anecdote aloud with the correct rhythm, with light stress on the main verbs and other **bold** words.

7 SPEAKING

- a  **Communication** Flight stories **A** p.107 **B** p.112
Read a newspaper story. Then tell your partner the story.
- b You are going to tell an anecdote. The story can either be true or invented. If it's invented, you must try to tell it in such a convincing way that your partner thinks it's true. Choose one of the topics below and plan what you're going to say. Use the language in the **Telling an anecdote** box to help you, and ask your teacher for any other words you need.

Talk about a time when you...



were robbed or lost something important when you were traveling or on vacation.



got completely lost while traveling in another city or country.



arrived home from a trip and had a surprise.

Telling an anecdote

Setting the scene

This happened (to me) when I was...

I was...-ing when...

I..., because I had / hadn't...

The main events

I decided to..., because...

So then I...

Suddenly / At that moment,...

What happened in the end

In the end / Eventually,...

It turned out that...

I felt...

- c In pairs, **A** tell **B** your story. **B** show interest and ask for more details. Decide whether you think the story is true or not. Then switch roles.

This happened to me a few years ago, when I was on vacation in Florida. I was swimming in the ocean one day when I saw a shark.

(Really? How big was it?)

G the position of adverbs and adverbial phrases

V adverbs and adverbial phrases

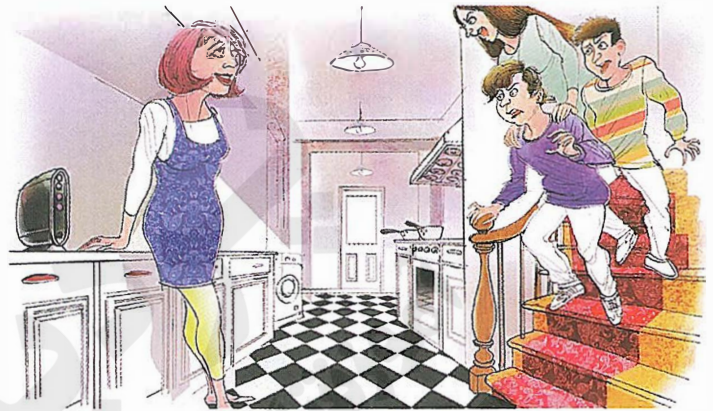
P word stress and intonation

1 GRAMMAR the position of adverbs and adverbial phrases

a Read four 50-word stories. With a partner, predict how you think each story ends.

fiftywordstories.com**fiftywordstories.com** is a website to which people from all over the world contribute 50-word stories in English.**1 Sweet talking**

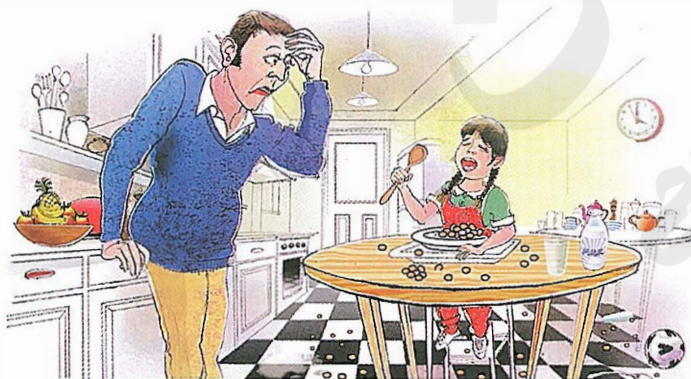
"What are you reading there? It looks serious – you must be incredibly smart." He uses his usual pick-up lines on the train. Ask them a simple question. Then pay them a compliment. It always works. Sadly not this time. ■

2 Can't live without it

Absolutely alone. Silence imprisons her. Suffocating silence. She gets up and crosses the room. She presses the button. Waits.

Three. Two. One.

At once, there is noise! Footsteps running down the stairs. Shouts and wonderful chaos at last! She smiles. Three voices shout in unison, ■

3 Departed

"Is Mommy gone?"
 "Unfortunately she is, sweetie."
 "I miss Mommy."
 "So do I, sweetie. Don't cry."
 "Let's go and get Mommy, right now!"
 "We can't do that, sweetie."
 "Where is she?"
 "She's in a much better place."
 "WHERE?" ■

4 Revenge is sweet

"You're sitting in my seat!" the woman said. She showed me her ticket and shouted rudely, "See? It's mine. Move." I looked at the ticket carefully. Then I stood up silently. As the train left the station, I whispered to her, ■

b Read the four final sentences and match them to the stories. Which one do you think has the best ending?

- A "She's gone to have a facial in a nice, *quiet* beauty salon."
- B "Mom! The internet's not working!"
- C "You have the right seat, but the wrong train."
- D "My divorce papers," she replied angrily, and turned away.

c Look at the **highlighted** adverbs or adverbial phrases in the stories. Think about what they mean and write them in the correct place in the chart.

Types of adverbs
Time (when things happen, e.g., <i>immediately</i>) <i>right now</i> _____
Manner (how you do something, e.g., <i>slowly</i>) <i>rudely</i> _____
Degree (describing / modifying an adjective, e.g., <i>very</i>) <i>incredibly</i> _____
Comment (giving an opinion, e.g., <i>luckily</i>) <i>sadly</i> _____
Frequency (how often things happen, e.g., <i>rarely</i>) _____

d With a partner, decide where the **bold** adverbs should go in these sentences.

- 1 He speaks French and Spanish. **fluently**
- 2 I use public transportation. **hardly ever**
- 3 I thought I'd lost my phone, but it was in my bag. **fortunately**
- 4 It's important that you arrive on time. **extremely**
- 5 When I find out, I'll tell you. **immediately**

e **G p.137 Grammar Bank 3B**

f **3.15** Listen to some sound effects and short conversations. Then use the **bold** adverb to complete the sentence.

- 1 When she got to the bus stop, the bus... **just**
- 2 They were having a party when... **suddenly**
- 3 He thought he had lost his boarding pass, but... **luckily**
- 4 The woman thought Andrea and Tom were friends, but in fact... **hardly**
- 5 The driver couldn't see where he was going because... **hard**
- 6 Salvatore couldn't understand the man because... **incredibly**

2 VOCABULARY adverbs and adverbial phrases

a Read another 50-word story. What do you think the missing word is?



Hard rock

I **nearly** forget his birthday! I rush to the store. **Lately**, he enjoys listening to music, so I choose a Bluetooth speaker. I regret it now. His bedroom is **near** mine. The music is really loud! I open the door, and shout, "_____, it's late. Please turn the volume down!"

b Look at the highlighted adverbs. What's the difference between...?

- a *near* and *nearly*
- b *late* and *lately*

c **V p.155 Vocabulary Bank** Adverbs and adverbial phrases

3 PRONUNCIATION word stress and intonation

a **3.18** Underline the stressed syllables in these adverbs. Listen and check.

absolutely actually apparently basically definitely
especially eventually fortunately gradually ideally
incredibly luckily obviously unfortunately

b **3.19** Listen and repeat the sentences, copying the stress and intonation of the adverbs.

- 1 There was a lot of traffic, and unfortunately, we arrived extremely late.
- 2 We definitely want to go abroad this summer, ideally somewhere hot.
- 3 It's incredibly easy – even a child could do it!
- 4 I thought Roberto was Portuguese, but actually he's Brazilian.
- 5 Apparently, Jack has been offered a promotion at work, but it will mean moving to New York.
- 6 I absolutely love Italian food, especially pasta.

4 WRITING

a You are going to write a 50-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g., *I'd*) count as one word. First, in pairs, choose one of the titles below.

- A summer romance**
- A day to remember**
- The lie**
- Never again**

b Brainstorm ideas for the plot. Then together, write a first draft. Don't worry about the number of words.

c Now edit the story to make it exactly 50 words.

d Read two other pairs' stories. Which do you like best?

5 SPEAKING

- a Look at the questions about reading habits and answer them with a partner.

Reading habits

- Which of the following do you read? How often?

PRINT

comics or magazines
fiction, e.g., classic or modern novels, short stories, graphic novels
nonfiction, e.g., self-help books, history books, travel writing, guidebooks
textbooks, manuals, or instructions

ONLINE

blogs chat rooms / forums
news reports and articles
recipes shopping websites
social media song lyrics
study- or work-related articles

- Why do you choose to read some things in print and some on-screen?
- What do you read, if anything, specifically to improve your English?

- b **G** Communication Reading habits
p.108 Compare your reading habits.

6 READING & LISTENING

Reading for pleasure

When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about...

- the setting of the story: Where and when does it take place?
- the characters: Who are they? What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

Glossary

franc /frɑːŋk/ (noun) French currency, until the euro was introduced in 2002

The Necklace

BY GUY DE MAUPASSANT

Part 1

Mathilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewelry, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

"Here," he said, "here's something for you."

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

"What do you want me to do with this?"

"My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there."

She looked at him impatiently and said, "What do you want me to wear to the party?"

He had not thought of that; he hesitated.

"The dress you wear to the theater—"

He stopped, as he saw that his wife was crying.

"What's the matter? What's the matter?"

Mathilde wiped her eyes and replied calmly, "Nothing. Only I have no dress, so I cannot go to this party. Give your invitation to some colleague whose wife has better clothes than I."

Her husband was heartbroken.

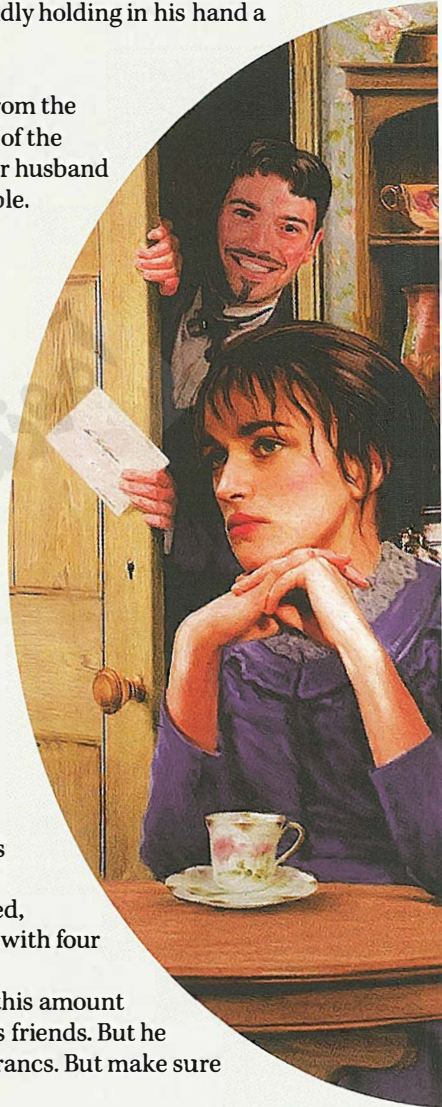
"Look here, Mathilde, how much would this cost, a proper dress?"

She thought for a few seconds, and answered, "I don't know exactly, but I think I could do it with four hundred francs."

He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, "All right. I will give you four hundred francs. But make sure you get a pretty dress."

But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewelry to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.



a **3.20** Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 in **your own words**.

- 1 Mathilde was unhappy because...
- 2 She never visited Madame Forestier because...
- 3 Her husband was proud when he came home one night because...
- 4 Mathilde threw the invitation on the table because...
- 5 Her husband was really upset because...
- 6 He was able to give her the money for a dress because...
- 7 Mathilde was still unhappy because...
- 8 She was delighted when she visited Madame Forestier because ...

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

b **3.21** Now listen to Part 2. Answer the questions with a partner.

- 1 Did Mathilde enjoy the party? Give examples.
- 2 How did they get home?
- 3 What did she discover when they got home?
- 4 What did her husband do?
- 5 What did they decide to do in the end?
- 6 How did they raise the money?
- 7 How did Madame Forestier react?

How do you think their lives will change now?

Glossary

clasp /klæsp/ (noun) a device that fastens something, such as a handbag, or the ends of a piece of jewelry

Palais Royal /'pælɛi rɔi'jæl/ an expensive area of Paris

c **3.22** Read and listen to Part 3. Answer the questions with a partner.

- 1 How did life change for Mathilde?
- 2 How did it change for her husband?
- 3 What had they achieved at the end of the ten years?
- 4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why? What do you think would have happened if Mathilde hadn't lost the necklace? How do you think the story ends?

d **3.23** Listen to the end of the story. Did it end the way you expected?

Do your feelings for Mathilde change during the story? What do you think might have happened after the final conversation? What do you think the message of the story is?

Glossary

Champs-Élysées /ʃɑnz eilizei/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

7 WRITING

W p.116 Writing A short story Write a short story of 140–190 words.



Part 3

Mathilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back, everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

Glossary

sou /su/ (noun) an old French coin worth very little (100 sous = 1 franc)

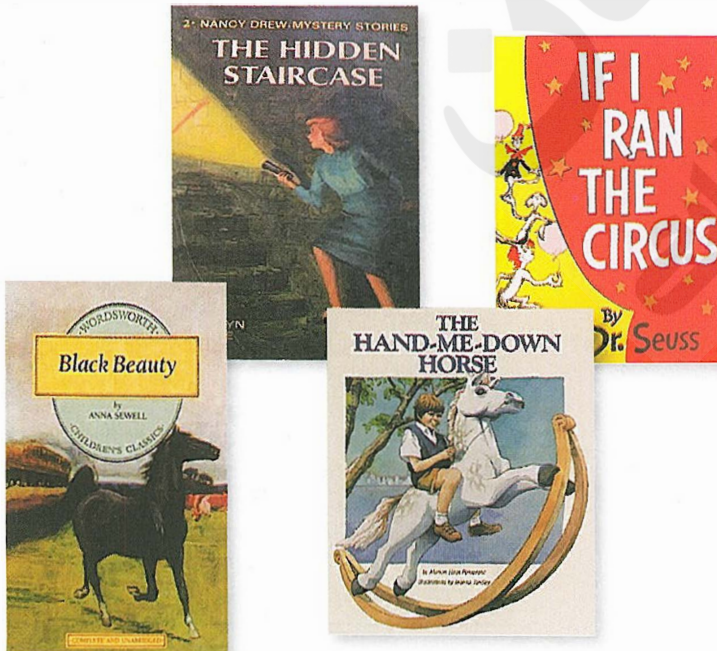
1 THE INTERVIEW Part 1

- a Read the biographical information about Marion Pomeranc. In what way are the two parts of her career connected?

Marion Pomeranc is the manager of literary programs at a non-profit organization in New York City called Learning Leaders. The programs involve encouraging children to read by providing books for children who don't have much access to them, and getting adults to come in and read to them, and discuss the books. She is also the author of three children's books, *The Hand-Me-Down Horse*, *The American Wei*, and *The Can Do Thanksgiving*. She believes in dealing with serious topics in her books such as hunger and immigration, but in a way that children can relate to.



- b Watch Part 1 of an interview with her. Why does she mention these four books?



- c Now watch again and mark the sentences **T** (true) or **F** (false). Say why the **F** sentences are false.

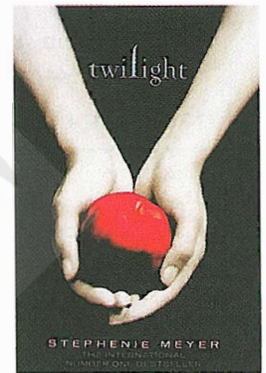
- 1 What Marion loved about *If I Ran the Circus* was the pictures.
- 2 She helped her parents to become readers.
- 3 She read to her son a few times a week.
- 4 Her son reads mainly fiction these days.
- 5 Marion doesn't like the fact that children's authors today write about real life.

Glossary

Corduroy a children's book by Don Freeman about a teddy bear
fiction a type of literature that describes imaginary people and events

Part 2

- a Now watch Part 2. What does Marion say is important for getting a) teenagers to read more b) younger children to read.
- b Watch again. Check (✓) the things that she says are good for encouraging teenagers and children to read.



Teenagers

- 1 Not insisting on them finishing a book.
- 2 Getting them to buy e-books.
- 3 Suggesting that they read in bed at night.
- 4 Accepting that they don't just have to read books to become good readers.
- 5 Series of books where the same characters reoccur.

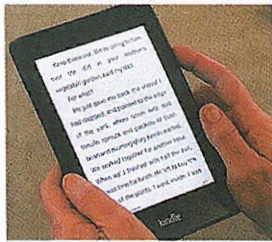
Children

- 1 Having a lot of books in the house.
- 2 Going to visit libraries or publishers.
- 3 Always buying them books as birthday presents.
- 4 Hearing authors talk about their books.
- 5 Books where children have a more active role than the adults.
- 6 Books with beautiful illustrations.

Glossary

ads abbreviation for advertisements
goofy silly or foolish

▶ Part 3



a Now watch Part 3. Is Marion positive or negative about new technology and the future of books?

b Watch again and answer the questions.

- 1 Why does she prefer to read on an e-reader these days?
- 2 Why does she think all children should have an e-reader?
- 3 In what way does she think social media can be positive for kids?
- 4 How often does she read for pleasure? Where, when, and why?

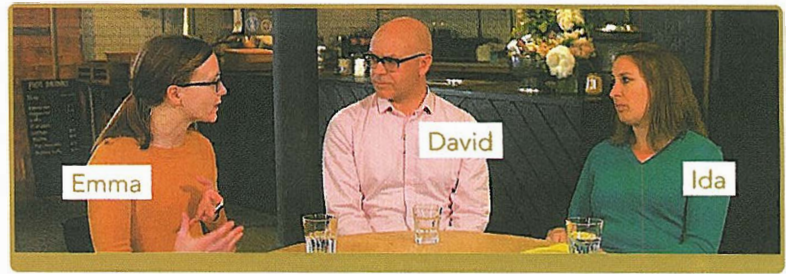
▶ 2 LOOKING AT LANGUAGE

Ways of giving yourself time to think
Marion often gives herself time to think when she is answering questions by repeating the question or stopping and starting again. She also uses filler sounds such as "um" and "uh," and certain words or phrases, e.g., *you know*, etc. that don't add meaning but that are used for this purpose.

▶ 3.27 Watch some extracts from the interview and complete the missing words or phrases.

- 1 I What was it that you liked about Dr. Seuss?
M _____ about Dr. Seuss is his use of language...
- 2 " _____, the made-up words, the way the words flow together and sound."
- 3 "...or you can read the side of a cereal box. _____, that's all reading."
- 4 "And I think if you'd look carefully at books that kids really like, it's the one where, where youth dominates. And _____ rules the world a little bit."
- 5 I Do you think social media has decreased or increased people's literacy?
M _____ I think social media has had a positive effect on children.

3 ▶ THE CONVERSATION



a Watch the conversation. Who (E, D, or I)...?

- recommends one book
- recommends more than one book
- doesn't recommend a specific book

b Watch again. Answer the questions with **A** (Harry Potter), **B** (*The Diving Bell and the Butterfly*), or **C** (*Everything I Know About Love*).

Which book...?

- 1 did Emma tell lots of friends to read
- 2 has Ida never heard of
- 3 isn't very long
- 4 has David never read
- 5 does Ida think has influenced people from all over the world
- 6 is about the author's life and upbringing
- 7 was David both moved and uplifted by
- 8 does Emma think sounds good because you learn from other people's experiences
- 9 is set in the present day

c Have you read any of the books they mention? If no, did what they say make you want to read them? Is there a book you think everyone should read?

d Watch an extract and **circle** the vague language you hear. Are the other options also possible?

Emma I think, from, like, all of my friends that are my age, we all kind of read it when we were young and it just becomes, ¹ / *mean* / *like*, everyone knows what you mean when you talk about your Hogwarts house, for example.

Ida Yeah.

Emma And you just ² / *kind of* / *sort of* lose yourself in this fantasy. The book that you read as a child, I still kind of re-read it every few years and a lot of people have said that it's helped them deal with, like, grief and...

David Wow!

Emma ...³ / *stuff like that* / *things like that*. So, I think it's actually quite powerful.

Ida I think also because, like you were saying, you, you, ⁴ / *kind of* / *sort of* grew up with it.

e Now have a conversation in groups of three.

- 1 Do you think people who read are normally more intelligent than people who don't?
- 2 Do you think that young people have problems reading long or difficult texts because of the kind of reading they do on social media? Is this a problem?

G future perfect and future continuous

V the environment, weather

P vowel sounds

1 SPEAKING

- a What do you understand by the expression *environmentally friendly*? Can you think of any synonyms? On a scale of 1–10, how environmentally friendly do you think a) your friends and family are, b) people in your town are?
- b Complete the questionnaire and figure out your score. Then compare with a partner. Give examples to explain your answers.
- c **C Communication** Your score p.108 Read about what your score means.

Are you really as environmentally friendly as you think you are?



A Your "values"

Circle the statement (1–5) that best describes your habits. Write the number in the box.

- 1 I don't really do anything environmentally friendly.
- 2 I do one or two things that are environmentally friendly.
- 3 I do quite a few things that are environmentally friendly.
- 4 Most things I do are environmentally friendly.
- 5 Everything I do is environmentally friendly.

Your value score =

B Your "actions"

How often do you do each of the following? Score each action from 1 (never) to 5 (always).

- a turn off lights when you leave a room
- b put on a sweater rather than turning up the heat
- c avoid buying something with a lot of packaging
- d take your own shopping bag
- e use public transportation instead of driving
- f walk or ride your bike
- g buy recycled toilet paper
- h avoid taking airline flights
- i avoid leaving your TV on when you're not watching it
- j turn the faucet off when brushing your teeth

Your action score =

Your overall score

First, figure out your "actions" score. Take the average of section B (add up and divide by 10) and write the number in the box.

Subtract your "value" score A from your "action" score B.

2 GRAMMAR future perfect and future continuous

a Look at the title of the infographic. What predictions do you think it will make about the things in the box?

energy waste transportation food and water the weather

b Now read the infographic. How many of your predictions were there? With a partner, say which ones...

- 1 you think are likely to happen in the next 20 years.
- 2 you think will definitely happen in the next 20 years.
- 3 you think probably won't ever happen.
- 4 you would most and least like to come true.

c Look at the highlighted verbs in the predictions. Which ones refer to...?

- a an action or situation that will be finished in the future
- b an action or situation that will be in progress in the future

d  p.138 Grammar Bank 4A

e Talk to a partner and say if you think the following predictions will happen. Explain why (not).

How will we be living in 20 YEARS?

ENERGY

Fossil fuels, like coal and gas, will be very expensive. Most people ¹ will have installed solar panels or wind turbines on their houses or apartment buildings to generate their electricity.



WASTE

People ² will be recycling nearly 100% of their waste (and those who don't will have to pay a fine). All stores and cafés ³ will have stopped using plastic bags and single-use containers, like to-go coffee cups.

TRANSPORTATION

Governments ⁴ will have invested a lot of money in public transportation. Everyone ⁵ will be riding their bikes, walking, or using the bus and train more. Low-cost airlines ⁶ will have disappeared and flights will be much more expensive.



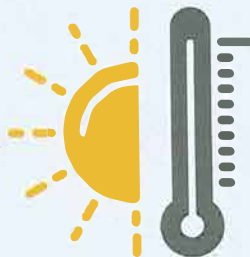
FOOD AND WATER



Farmers ⁷ will have stopped producing meat commercially and many kinds of fish ⁸ will have died out. Fresh water ⁹ will be running out in many parts of the world, and we ¹⁰ will be getting much of our water from the ocean (through desalination plants).

THE WEATHER

We ¹¹ will be having more extreme weather, and heatwaves, hurricanes, floods, etc., will be frequent occurrences. Many ski resorts ¹² will have closed because of a lack of winter snow, and some low-lying beaches and vacation resorts ¹³ will have disappeared completely.



In 20 years...

- everyone will be using their own reusable shopping bags, cups, and bottles.
- most people will have stopped eating any animal products and will be eating a vegan diet.
- all private swimming pools and golf courses will have been banned.
- people will be taking more vacations in their own country and fewer abroad.
- car companies will only be selling electric cars.
- most people in office jobs will be working from home.

definitely, probably, and likely / unlikely

We often use verb + *definitely* or *probably*, and *be likely / unlikely* + infinitive when talking about the future, especially when we are making predictions.

I think...

it'll definitely happen.

it's (very) likely to happen.

it'll probably happen.

it probably won't happen.

it's (very) unlikely to happen.

it definitely won't happen.

f Now make your own predictions about things in the box.

fashion health and medicine housing
politics shopping social media



3 VOCABULARY weather

- a Look at the photos. What kinds of weather events can you see? When did you last see them where you live?
- b p.156 **Vocabulary Bank Weather**

4 PRONUNCIATION vowel sounds

- a Look at the groups of words. What is the common sound in each group? Write the sound words for 1–10.

- 1 owl shower drought
- 2 _____ below snow
- 3 _____ cool humid monsoon typhoon
- 4 _____ flood thunder
- 5 _____ heavy weather
- 6 _____ heat wave breeze freezing
- 7 _____ pouring storm scorching warm
- 8 _____ drizzling chilly
- 9 _____ bright icy lightning mild
- 10 _____ clear zero

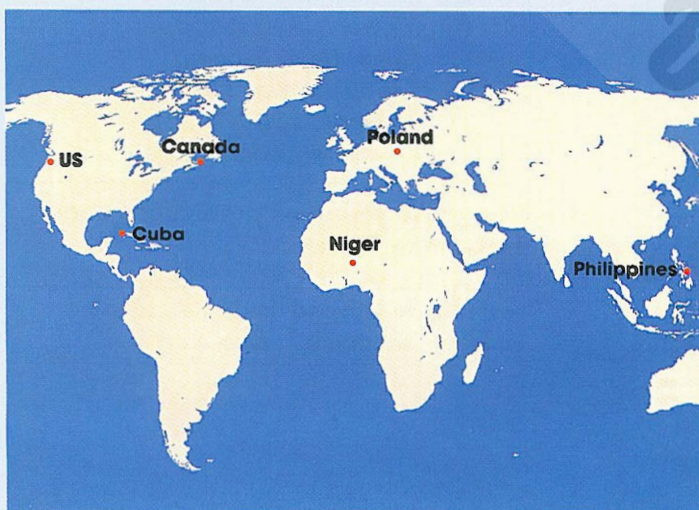
- b 4.6 Listen and check. Practice saying the groups of words.

5 READING

- a Read the introduction to the website of the Climate Stories Project. What is the project about?
- b Now look at the photos and read what six people from different continents have to say about climate change. Then with a partner, try to label the photos with the countries where they are from.
- c Read the stories again. Then look at the things in the list. For each one, say who mentions them and why they are significant.
- 1 one month's rainfall
 - 2 September 21st
 - 3 Los Angeles and Manhattan
 - 4 the river
 - 5 *przedwiośnie*
 - 6 beautiful properties and parks
- d Which person mentions things that are also happening where you live?

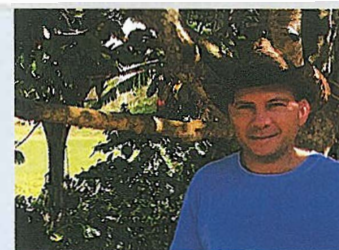
Climate Stories Project

Today, more and more of us are feeling the effects of climate change on a personal and community level. The Climate Stories Project allows people from around the world to share their stories about climate change and explain the impact that it is having on our lives.



Diana Maciaga
from _____

We don't have major hurricanes or wildfires, but you can see that the weather patterns have been changing. For example, the winters are much milder than they used to be 20 years ago, and in the summers, we often have a huge heat wave. We used to have a special name for a period that is between winter and spring: we call it *przedwiośnie*, and now it doesn't really happen. So for me, this is one of the most significant examples of the changes in climate.



Umberto Crespo Palmarito
from _____

Here, the rainy season used to start in March and the rain stopped in November. Now, the heavy rain only starts in June. Years ago, it would be pouring rain every day. And now there can be a week, 15 days, without any rain. My grandfather and my father lived their life according to the weather because it was like a clock: it was never wrong. We used to say that September 21st was the day the weather changed. And now people don't say it. It's completely different from before.

6 LISTENING

a You're going to listen to Matt Wallace, a meteorologist, talking about his job. First, in pairs, read the questions and guess what he's going to answer.



- 1 What's the difference between a meteorologist and a TV weatherman?
- 2 How far ahead can you accurately predict the weather?
- 3 Are long-term forecasts ever accurate?
- 4 What's your favorite kind of weather?
- 5 In what ways have you noticed that the weather has changed in the last ten years?
- 6 Are you optimistic or pessimistic about climate change?

b **4.7** Listen to the interview once. Did you guess correctly in a?

c Listen again. What examples does he give for the following?

- 1 an occasion when it's difficult to predict the weather
- 2 how weather in one part of the world affects another part
- 3 why thunderstorms are exciting to watch at night
- 4 some unusual weather this year in the US
- 5 the effects of climate change on the US weather

d Do you think Matt enjoys his job? Why?

7 SPEAKING

Talk to a partner.

Let's talk about the weather

- What's your favorite kind of weather? And your least favorite?
- How does the weather affect your mood?
- Do people in your country complain much about the weather? What kind of weather in particular?
- In what ways has climate change affected the weather in your country?
- Are you optimistic or pessimistic about climate change?

Have you, or has anyone you know, ever been somewhere when...?

- it poured rain for days and days
- there was a flood
- there was a hurricane or it was incredibly windy
- it was absolutely freezing
- it was very foggy, or there was bad smog
- there was a terrible heat wave
- you were caught outside in a thunderstorm

Modifiers with strong adjectives

When you are talking about extreme situations, e.g., very bad weather, you can use:

- 1 normal adjectives with a modifier (*very, really, extremely, incredibly, unbelievably*), e.g., *It was incredibly cold / extremely hot / unbelievably windy, etc.*
- 2 strong adjectives, e.g., *It's boiling here – 100 degrees. It's freezing today, etc.*
- 3 Strong adjectives with *absolutely*, e.g., *It was absolutely freezing. The midday heat was absolutely scorching.*



Nadine Lefort
from _____

For many years, we had less snow in the winter, and then this past year we had an extreme winter – freezing, with terrible blizzards – so weather patterns are changing and it's less predictable. Another thing I notice is that the coasts seem to be eroding much more quickly than they were in the past. It's sad, because so many beautiful properties and parks are right on the coast and it will be a shame to see them gone. People are saying that they'd never buy or build in those places because they'll be gone in the future.



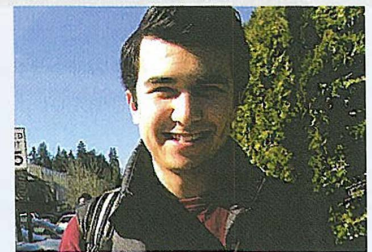
Harou Abass Hadiza
from _____

When I was in elementary school, my friends and I used to go to the river. It was green, and the air was cool and fresh. Some of us were afraid to go far from the riverbank when we were swimming, because the river was deep and had a strong current. However, in the last few years, we've been experiencing increasingly hot weather – extreme heat. Now the river isn't so deep, and it's dusty and dirty. Air quality in my city has also declined. There is more dust, due to desertification.



Efleda Bautista
from _____

I come from Tacloban City, the city that was hit by Typhoon Haiyan, and this is really a prime example of what climate change can do to destroy a community. We had a long drought, and then rainfall equivalent to one month's rainfall falling in one or two days in the city, and everywhere was flooded. That never happened before, and it's closely connected with climate change.



Jordan Hamada
from _____

There hasn't been a big snowstorm here for over ten years. This area is known for its rain, and there hasn't been much for the past few months, and I'm pretty surprised, because it's been so dry this winter. It's definitely not something I think about all the time, but I've seen some articles recently talking about how Los Angeles and Manhattan will eventually be under water, possibly in our lifetime, or the next generation's lifetime, and that makes it seem very real – that's definitely a scary thought.

G zero and first conditionals, future time clauses **V** expressions with take **P** linked phrases

1 LISTENING

a Look at the things on the list. How risky do you personally think they are? Why? Score them 1–5 (1 = not risky at all, 5 = very risky). Then compare in small groups. How similar are you in your attitude to risk?

- having cosmetic surgery
- riding a bike in your city
- smoking
- eating street food when you're traveling
- buying a used car
- hiking in the mountains
- online dating
- telling a lie on your résumé

b **4.8** Listen to four people answering the question *Are you a risk-taker?* Write **✓**, **X**, or **✓/X** in the box. Which of the topics in the box does the risk they talk about relate to?

a job a sport a relationship money

1 Holly	<input type="checkbox"/>	_____
2 Natalie	<input type="checkbox"/>	_____
3 Tom	<input type="checkbox"/>	_____
4 Jeanie	<input type="checkbox"/>	_____

c Listen again and write **H** (Holly), **N** (Natalie), **T** (Tom), or **J** (Jeanie).

Who...?

- 1 thinks his / her attitude about risk hasn't changed at all throughout his / her life
- 2 thinks that the risk varies depending on the price
- 3 had to make a life-changing decision
- 4 is surprised about how positive he / she felt after doing a risky activity
- 5 thinks most people take this kind of risk these days
- 6 decided not to go right into working in an office
- 7 wonders whether things might have been different if he / she hadn't taken the risk
- 8 thinks the risk was worth taking because he / she learned some useful things for the future

d Which speaker do you think took the biggest risk? Why?

2 SPEAKING

- a Work with a partner. **A** interview **B** with the questions in the green circles. After each question, write **R** if you think that **B** is prepared to take risks in that area. Then **B** interview **A** in the same way with the blue circles.
- b Now compare your answers in each area. Decide which of you is the bigger risk-taker.

Appearance

Have you ever done something dramatically different to your hair, e.g., had a very different hairstyle or hair color? How did you feel immediately afterwards?

Would you ever get a tattoo or a piercing?

On the road

Where do you usually cross the street – at a traffic light or crosswalk, or just anywhere?

Do you walk by yourself late at night, or take late-night taxis?

Do you drive a car or ride a motorcycle? Do you ever go really fast and break the speed limit?

Shopping and money

Have you ever bought something expensive on eBay or a similar site? Would you?

Do you use internet or mobile banking? Do you think it's safe? Have you ever lost any money from computer fraud?

Do you have different PINs and passwords, or do you always use the same one?

3 GRAMMAR zero and first conditionals, future time clauses

a Match the sentence halves.

- 1 If my dad finds out I've been hitchhiking,
 - 2 When you're crossing the street in the US,
 - 3 As soon as I've passed my driver's test,
 - 4 If it's still snowing tomorrow,
 - 5 When we've booked the flights,
 - 6 Unless you lend her that money,
 - 7 If his temperature hasn't gone down,
 - 8 If it doesn't rain by the end of the week,
- A all the plants in the garden will have died.
 B he'll be furious.
 C I'm going to buy a car.
 D make sure you look left and right.
 E she won't be able to buy a train ticket.
 F we need to start looking for hotels.
 G we won't be driving anywhere.
 H he isn't going to school tomorrow.

b Look at the highlighted verbs. In first conditional sentences and future time clauses, what forms or tenses can you use...?

- 1 after *if, when*, etc. (1–8)
- 2 in the main clause (A–H)

c Now look at two more conditional sentences. Do the **bold** clauses refer to a) something that is a possible consequence of the *if*-clause, or b) something that is always a consequence of the *if*-clause?

- 1 If you don't take out travel insurance, **you run the risk of paying expensive medical fees.**
- 2 If you use online banking, **it's essential to never share your password.**

d p.139 Grammar Bank 4B

e In pairs, complete each sentence in your own words.

- 1 Don't buy a used car unless...
- 2 You shouldn't think about getting a tattoo if...
- 3 Keep a first-aid kit in your house in case...
- 4 Children shouldn't use social media until...
- 5 Always take out travel insurance in case...
- 6 As soon as you've received your new credit card,...
- 7 Don't go hiking in the mountains on your own unless...
- 8 If you are taking a new job abroad,...

Food

If you were offered very unusual food that you'd never had before, would you try it? Why (not)?

If food is past its sell-by date, would you still eat it? Have you ever had food poisoning from eating something that wasn't fresh?

Travel

Have you ever taken selfies on vacation in a dangerous place, e.g., on the edge of a cliff?

Have you ever gone on vacation with someone you didn't know very well?

Do you usually take out insurance when you travel?

If you're traveling somewhere, do you usually get to the station or airport with plenty of time, or do you always arrive at the last minute?

Work and study

Have you ever put off studying for an exam to the last minute? Did you pass?

Would you accept a job abroad in a country where you didn't speak the language?

4 PRONUNCIATION linked phrases

a 4.12 Listen and complete the sentence below with three words. Can you explain why a) the first and second words are linked together, b) the second and third words are linked together?

I'll call you _____ the mail's been delivered.

b 4.13 Listen and complete the sentences with more linked phrases.

- 1 Don't call me _____ emergency.
- 2 As _____ concerned, you have to be crazy to want to do an extreme sport.
- 3 Be careful with your wallet, _____, don't use your phone on the street.
- 4 It was _____ experience that I've never forgotten it.
- 5 I dyed my hair blue a _____, and I hated it!
- 6 I was scared at first, but it was _____ the end.
- 7 _____, let's try to find a cheap hotel.
- 8 _____ world, everyone would earn a salary.

c In pairs, practice saying the highlighted phrases quickly, trying to link the words together. Then make personal sentences with as many of the phrases as you can.

I never go to the doctor unless it's an emergency.

5 READING



- a Look at the photos and label them with a sport from the box. What other extreme sports do you know?

bungee jumping paragliding skydiving wingsuit flying

- b Now look at the title of an article about extreme sports, and read the article. Check (✓) the three reasons it gives.

- 1 More and more celebrities are taking them up.
- 2 Once some people have tried it, they can't stop.
- 3 People find traditional sports, like soccer, not challenging enough.
- 4 People want to have new experiences.
- 5 They are better known because you can watch other people doing them live online.
- 6 It's cheaper to do extreme sports than ever before.

- c Look at 1–7 below and think about what information is missing: a name or a number. Then read the article again and fill in the blanks.

- 1 _____: the typical speed of a wingsuit flyer
- 2 _____: the age that Zanon was when he died
- 3 _____ and _____: the two men killed wingsuit flying in the US a few years ago
- 4 _____: the number of people who parachuted for the first time last year
- 5 _____: the percentage of female climbers now
- 6 _____: the woman who paraglided off a mountain in Turkey
- 7 _____: one of world's best female wingsuit flyers

- d Read the last paragraph again. What do you think the writer means when he says *Maybe the future of extreme sports is about learning to be less extreme?* Do you agree?

- e Talk to a partner.

Have you ever done an extreme sport?
Did you enjoy it? Why (not)?
Which extreme sport that you have never done would you most / least like to try?

WHY ARE DEADLY EXTREME SPORTS MORE POPULAR THAN EVER?

Two men leap from the top of the mountain and spread their wings to fly down one of the most dangerous routes in one of the world's most dangerous sports. Dario Zanon and Graham Dickinson are experts at wingsuit flying. Using pieces of cloth that join their arms and legs, they fly past cliff edges and between trees at over 110 mph. Then they release their parachutes and drift down to land. This video has been watched over ten million times on social media.

A few months later, Zanon returned to Chamonix and climbed the Aiguille du Midi on the other side of the valley, for a solo flight. On that Sunday, his body was found on the glaciers 5,000 feet below. He was 33. Most likely no one will ever know exactly which small thing went wrong. Small things become big quickly at 110 mph. It does happen to the best. Mark Sutton, the man who parachuted into the London Olympics stadium dressed as James Bond, was killed wingsuit flying in the Swiss Alps, while filming for EpicTV. Dean Potter, a famous US wingsuit flyer, died with his friend Graham Hunt. They had jumped from Taft Point in California.

Today extreme sports are booming. Skydiving is a good example – in 2006, the British Parachute Association recorded 39,100 first jumps, but last year there were 59,679. The number of people climbing Everest has rocketed since the 1990s, and the proportion of women climbers is increasing, up from about 16% in 2002 to 36% now.

"You just get into it and then progressively build up," says Jess Cox, 27, an instructor at her father's paragliding business. "Better flights involve going higher, further, doing acrobatic stuff." She shows me a video on her phone, of when she and a friend jumped off a mountain in Turkey. "Woo-hoo!" she squeals, watching. "I'd say that was one of the best days of my life. It's completely addictive. Some people become completely obsessed, quit their jobs, and just travel around the world, leaping off things." Science teacher Becky, on the other hand, didn't get addicted. "I did a skydive once and I've also done bungee jumping. The skydive was good, yes. I've no particular need to do it again. But," she says, "life would be a bit boring if people didn't try new things."

Extreme sports constantly push people to test the ultimate limits of their own safety. They are jumping blindfolded, or with their dog, or skydiving without a parachute into a giant net – and you'll find all these online, thanks to action cameras. One hundred hours of GoPro video are uploaded onto YouTube every minute, and sales of these cameras are growing at 50% a year. Watching other people do these things is attracting many more new participants.

A good soccer player or tennis player always wants to be tested against better opponents, but their opponents are human. In extreme sports, the opponent is danger. So how can you get better without killing yourself? Steph Davis, one of the world's best-known climbers and wingsuit flyers, wrote,

"Perhaps getting better means becoming more elegant." Maybe the future of extreme sports is about learning to be less extreme.

Glossary

Taft Point a very high granite rock in Yosemite National Park, California

GoPro a compact action camera capable of taking photos and videos in extreme conditions

6 VOCABULARY expressions with take

a **4.14** Listen to Sophie Rees, who works in the ski industry, answering six questions about extreme sports. Match her answers 1–6 to questions A–F.



- A Are you ever afraid that you might get injured or killed?
- B Do you think extreme sports are more popular with men than with women?
- C What other extreme sports have you done?
- D What's the first extreme sport you did? When was it?
- E Why do you enjoy extreme sports?
- F Why do you think extreme sports are becoming more popular?

b Listen again. How does she answer each question?

c Look at three extracts from the interview with Sophie. Can you remember what the missing words are?

- 1 I take _____ my dad – we're both sports-crazy.
- 2 I think it's because I love taking _____; I love the adrenaline rush.
- 3 I think more and more people are taking _____ in extreme sports...

d Look at some more expressions and phrasal verbs with take. With a partner, try to figure out their meaning from the context.

Expressions with take

- 1 My neighbor takes care of my son while I'm at work.
- 2 You should take advantage of that job offer. It's a great opportunity.
- 3 The concert will take place on March 6th.
- 4 You don't need to hurry. Take your time.
- 5 Regarding evaluation, coursework is taken into account, as well as exam results.
- 6 Lina took part in a charity walk and raised \$500 for a local animal shelter.
- 7 The dog looked so hungry that I took pity on it, and gave it some of my food.

Phrasal verbs with take

- 8 Take your jacket off – it's hot in here. The flight will take off in about 20 minutes.
- 9 I'd love to take up snowboarding – it sounds really exciting.
- 10 My boyfriend's little sister has really taken to me – she always wants to play with me.
- 11 Our company is growing quickly. We're planning to take on three new employees in the marketing department.
- 12 Elias is taking me out for dinner tonight to a great new restaurant. Please take the trash out. It's beginning to smell.

e **C Communication** I'll take a question **A p.108 B p.114**
Ask and answer questions with take.

8 VIDEO LISTENING



a Watch a documentary about Grace Doyle. How did surfing help her through a difficult time in her life?

Glossary

surfboard a long narrow piece of hard material that you stand on to surf (also **body**~, a short, light board that you ride lying on your front)

wipe out to fall, especially when doing a sport such as surfing or skiing

b Watch the documentary again and complete the information with one or two words.

- 1 Grace is from a small town in _____.
- 2 She originally trained to be a _____.
- 3 She got interested in surfing when she was young because of her _____.
- 4 Grace has surfed abroad in places such as Central America, _____, and _____.
- 5 The global surfing business is worth about a _____ billion _____.
- 6 Grace thinks that media coverage is one reason why surfing has become _____.
- 7 According to Grace, people are attracted to surfing because it's _____ and _____.
- 8 If you fall off a big wave, you need to hold your _____ and _____.
- 9 Grace enjoys the balance between the danger of injury and the chance she might get the _____ of her life.
- 10 In highly competitive surfing, there's a real risk that you could get _____ or even _____.

c Do you think doing something that gives you an "adrenaline rush" is always more enjoyable? What things do you do that are "both healthy and fun?"

7 WRITING

W p.117 Writing For and against Write a blog post.

GRAMMAR

a **Circle** a, b, or c.

- When we got to Terminal 2, the flight from Seoul ____.
a had already landed b had already been landing
c already landed
- When we arrived at the airport, we ____ that our flight was delayed.
a had discovered b were discovering
c discovered
- We ____ for about an hour when suddenly the plane began to lose altitude.
a had been flying b were flying c flew
- Nico's father ____.
a speaks English fluently b speaks English fluent
c speaks fluently English
- ____. I just need another five minutes.
a I'm finished almost b Almost I'm finished
c I'm almost finished
- The driver ____ in the accident.
a seriously was injured b was injured seriously
c was seriously injured
- The car ____ 50,000 miles – we'll need to get it serviced.
a will soon have reached b will soon reach
c will soon be reaching
- You can watch TV as soon as ____ your homework.
a you'll finish b you're finishing c you've finished
- If the tickets cost more than \$100, ____.
a I don't go b I'm not going to go
c I won't have gone
- She won't get accepted into a good college ____ she works really hard next year.
a until b unless c in case

b Complete the sentences with the correct form of the verb in **bold**.

- Imagine! This time tomorrow we _____ on the beach. **lie**
- The game starts at 7:00. By the time I get home, it _____ already. **start**
- You can't use your cell phone until the plane _____. **land**
- Many people have problems sleeping if they _____ coffee after midday. **drink**
- I want to spend a year traveling when I _____ from college. **graduate**

VOCABULARY

a Write words for the definitions.

- g_____ the place where you wait to board your flight
- b_____ c_____ the place where you pick up your luggage after you've arrived
- a_____ the passage between the rows of seats inside a plane
- t_____ a series of sudden and violent changes in wind direction that affects flights
- j_____ l_____ the feeling of being tired and confused after a long-haul flight

b **Circle** the correct word.

- A** How was your *trip / travel*? **B** Great, thanks.
- Gina and I haven't seen each other much *late / lately*.
- Our hotel has a great view! We can *even / ever* see the Eiffel Tower!
- I've been working too *hard / hardly* lately.
- I love all pasta, but *especially / specially* lasagna.

c Complete with the verb in the past tense.

- The wind bl_____ so hard that two trees fell down.
- The taxi dr_____ me off outside the terminal.
- It p_____ rain last night and I got really wet coming home from work.
- She g_____ on the bus, but there was nowhere to sit.
- We t_____ advantage of the good weather and spent the day at the beach.

d **Circle** the word that is different.


- breeze wind hurricane blizzard
- chilly boiling hot scorching
- fog damp mist smog
- cold freezing bright icy
- hail thunder lightning drought

e Complete with one word.


- We checked _____ as soon as we got to the airport.
- The most dangerous moments during a flight are when the plane is taking _____ or landing.
- I've decided to take _____ running. I need to lose some weight.
- Who do you take _____ most in your family?
- The final will take _____ in Vancouver next Saturday.

PRONUNCIATION

a Circle the word with a different sound.

1  pouring storm hardly warm

2  weather heavy changeable pleasant

3  lounge snow cold closed

4  luggage flood thunder humid

5  rain aisle lately delayed

b Underline the main stressed syllable.

1 e|ven|tu|ally 3 e|s|pe|cial|ly 5 hur|ri|cane
2 gra|du|ally 4 pa|s|senger

CAN YOU understand this text?

- a Read the article once. Which volcano is the most challenging to climb?
- b Read the article again. Answer the questions with **Misti (M)**, **Ngauruhoe (N)**, or **Teide (T)**.
- It's famous because it was in a movie.
 - It's no longer an active volcano.
 - It can be freezing there, even in the summer.
 - It's the highest of the three volcanoes.
 - You don't have to have a guide.
 - You can see volcanic activity during the hike.

▶ CAN YOU understand these people?

▶ 4.15 Watch or listen and choose a, b, or c.



1 Claudia 2 Rafael 3 Diarmuid 4 Julia

- When Claudia flew to Shanghai, _____.
 - the flight started in London
 - she was able to eat on the plane
 - the flight took off in the morning
- Rafael _____.
 - often reads novels
 - doesn't read very fast
 - never reads online
- When Diarmuid was living in Japan, and there were typhoons, _____.
 - he wasn't allowed to leave the house
 - a lot of people panicked
 - his building was destroyed
- Julia enjoyed waterskiing ____ the dangers.
 - because she was addicted to
 - despite knowing about
 - because she was ignorant of

INCREIBLE VOLCANOES TO CLIMB

Mount Misti is Peru's most famous volcano. It is also its most active, so climbers must be aware of any eruption threats before attempting the exhilarating two-day hike to the summit. Due to the challenging environmental conditions, few people reach the top of the volcano. Ice picks and crampons are often a necessity, making this a difficult hike for a climbing novice, but a welcome challenge for anyone wanting to test their limits. You will need a guide, who will provide you with safe overnight accommodations. Along the way, look for hot gases hissing through volcanic cracks. From the summit, at 19,101 feet, you can look down at the city of Arequipa and see neighboring volcanoes Chachani and Pikchu Pikchu.

Mount Ngauruhoe has become one of New Zealand's most popular climbing locations since its star turn as Mount Doom in Peter Jackson's *The Lord of the Rings* trilogy. After its last eruption in 1975, Mount Ngauruhoe's Volcanic Alert Level has dramatically reduced, although it is still listed as an active volcano. Ngauruhoe is 7,515 feet high, and a 90-minute walk takes you to the foot of the volcano. The hike takes about eight hours altogether. The first 45 minutes are suitable for children and the elderly, but the climb then becomes more dramatic, with a steep slope and few opportunities to rest. It's a challenging hike across loose rock surfaces, ice caps and at times sub-zero temperatures, even in summer. This is one for adrenaline seekers. You will also need a guide.

Mount Teide is Europe's highest volcano. It lies 12,198 feet above sea level on Tenerife, the largest island in the Canaries. Last erupting in 1909, it is now a dormant volcano that attracts eager climbers each year. Hikers can attempt to reach Teide's summit throughout the year, but due to the scorching summer heat, it is best to climb it during the spring (April–May) and fall (September–October) when the weather is mildest. The terrain is not too treacherous, and the low altitude trails are accessible to climbers of all abilities. The five- to seven-hour trek to the summit is a challenging expedition, but when you reach the top and gaze down at Tenerife and its neighboring islands, all your efforts will be worthwhile.

G unreal conditionals

V feelings

P word stress in three- or four-syllable adjectives

1 SPEAKING

- a Read survival questions 1–6. How do you think you would you feel in each situation: calm, nervous, scared, or terrified?

1 What would you do if you woke up in the middle of the night and thought that you could hear an intruder?

- a I'd confront the intruder.
b I'd keep still and quiet and hope that the intruder would go away.
c I'd lock myself in a room and call the police.

2 What would you do if you were driving and your brakes stopped working?

- a I'd put the car in neutral gear.
b I'd put the car in a lower gear.
c I'd put the emergency brake on.

3 What would you do if you were caught out in the countryside in a thunderstorm?

- a I'd go down on my knees and make myself into a ball.
b I'd lie flat on the ground.
c I'd shelter under a tree.

4 What would you do if you fell through ice into a lake?

- a I'd take off my clothes and shoes and try to keep afloat.
b I'd try to climb onto the ice from the place where I'd fallen in.
c I'd keep as still as possible and shout for help.

5 What would you do if you were hiking alone in the mountains and you got completely lost (and there was no cell phone signal)?

- a I'd stay where I was and wait to be rescued.
b I'd keep walking and try to find my way to my destination.
c I'd try to find my way back to where I'd started from.

6 What would you do if you were skiing out of bounds and were buried in an avalanche?

- a I'd push my ski poles up through the snow to attract attention.
b I'd curl into a ball and cover my head and wait to be rescued.
c I'd use swimming movements to try to get to the surface.

- b Now answer the questions, choosing a, b, or c. Compare answers in groups of three and give reasons.

- c **G Communication** It's an emergency! **A p.108 B p.112 C p.114** Work in the same groups of three. Read the answers to the situations, then explain what you should and shouldn't do.

- d Did you choose the correct answers to the questions in b?

2 READING & LISTENING

- a Read the description of a reality TV show. Do you have any similar programs in your country?

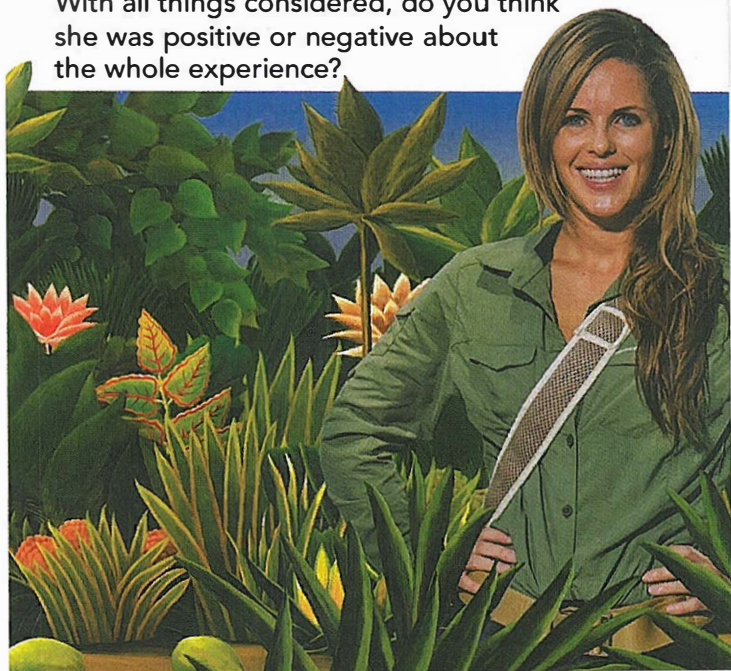
The Island with Bear Grylls is a reality TV program narrated by Bear Grylls, a well-known adventurer. It features two groups of participants who are placed on a remote, uninhabited Pacific island for five weeks, to test their survival skills. They are left alone, with only the clothes they are wearing and some basic tools and training. In season five, the groups were divided according to whether they were high or low earners.

- b Read the first part of an interview with Ali Brookes on p.47. Would you like to learn any of these survival techniques? What do you think you would miss if you were on the island?

- c Read the interview again. Choose the best words to complete the gaps.

- 1 challenge program aim
2 because since so
3 actually anyway apparently
4 complicated difficult easy
5 across over through
6 hurt injured sick
7 if unless until
8 Although As However
9 as well even though
10 definitely ideally obviously

- d **5.1** Listen and check your answers. With all things considered, do you think she was positive or negative about the whole experience?



ALI BROOKES,

A 29-YEAR-OLD DOCTOR, WAS A PARTICIPANT IN SEASON FIVE, IN THE "HIGH EARNERS" GROUP.

Why did you decide to apply?

I'd always really enjoyed watching *The Island with Bear Grylls*. And I think it's really the ultimate ¹ _____, being stranded on a desert island, having to survive there with no help at all. I love being outdoors and going on adventures, ² _____ that side of it really appealed to me as well. So I sent off my application form, and the next thing I knew, I had a couple of interviews, and then I got a phone call saying they wanted me to go on *The Island*! Never in a million years, when I applied, did I think I'd ³ _____ get to go. So I was absolutely stunned when they told me they wanted me to go on the program, but at the same time, I was thrilled! And two weeks later, we were off on a plane to the island.

What survival techniques did you learn?

So we learned a whole range of survival techniques. We learned how to make fire, which was actually quite complicated. You had to get the right wood from a particular type of tree on the beach, and then use pieces of that wood, and a shoelace to make fire. In our training, they made it look very ⁴ _____, they had the fire lit within a few minutes. But in reality, it took us a couple of days before we made fire, but we did get it, which was amazing. Once we had fire, we could then boil water for drinking. The water we found was brown and green and had stuff floating in it, so we would filter it ⁵ _____ a pair of pants or a shirt to get rid of the big clumps of dirt, and then we would boil it to kill off any bacteria or parasites. Amazingly, nobody got ⁶ _____ from drinking the water during our whole five weeks on the island. They also taught us how to build shelters to protect ourselves from the bad weather. In practice, the shelters were not that waterproof and we had a lot of very wet, cold nights. They taught us how to navigate by the sun and how to build up a map of the island as we explored it. It didn't stop us from getting lost though.

Who or what did you miss most?

Before I went on the show, I said I'd miss my husband the most. But in fact, the thing I missed the most was most definitely food. It was all I could think about, and ⁷ _____ I couldn't sleep, I would go through a list of different pizza toppings in my head to try and get to sleep. I really missed having a good night's sleep. ⁸ _____ we did build shelters off the ground to stop us from getting bitten by the insects and other creepy crawlies, it was really uncomfortable. Having clean clothes, I missed that ⁹ _____. Putting on dirty, wet socks every morning is one of the worst feelings. Of course, I missed my friends and family too, but actually what I realized was that I didn't miss many things. I ¹⁰ _____ didn't miss having a phone, or a computer, or the internet. Though as I said, I did miss clean, dry socks.

e You're going to listen to Ali talk about her best and worst experiences on the island. First, read some things she mentions. Do you think they were things she enjoyed (✓), or things she found difficult (x)?

- most of what we ate was yucca, which is like a potato
- the water we had to wash in was the ocean
- when it rained
- we were meeting all these new people we'd never met before
- (He) threw us out of the boat and told us to swim to the island
- we had a sports day and we had a talent show
- leaving the island

f 5.2 Now listen to the second part of the interview with Ali and check your ideas in e.

g Listen again. What does she say about...?

- 1 a few coconuts
- 2 a wild boar
- 3 tension and arguments
- 4 a communal shelter
- 5 35 days

h How many of the 16 people survived the whole five weeks? What general lesson did the participants learn as a result of their time on the island? Do you think you could survive on the island?

3 VOCABULARY & PRONUNCIATION

feelings; word stress

a 5.3 Listen to two extracts from the interview. How did Ali feel? Fill in the blanks with adjectives.

So, I was absolutely ¹ _____ when they told me they wanted me to go on the program, but at the same time, I was ² _____.

...seeing Bear pull up on his boat to come and collect us was just an amazing feeling. I felt both really ³ _____ and super ⁴ _____.

b p.157 Vocabulary Bank Feelings

c 5.7 Listen to some conversations and look at the extracts. Underline the stressed syllable in the **bold** adjectives.

- 1 Please come quickly. I'm **des**pe rate.
- 2 You weren't **o**ffen ded by what I said, were you?
- 3 To be honest, I was a little **dis**a ppoi nted.
- 4 I'm completely **be**wil dered by so much information.
- 5 I was a **sto**nished – I really wasn't expecting it.
- 6 Yes, we'd be **de**ligh ted to. Thank you so much.
- 7 They were **de**va sta ted. It was such a shock.
- 8 I was absolutely **hor**ri fied. It was an awful accident.
- 9 I'm completely **o**ver whel med – I don't know what to say.

d Practice saying the extracts, copying the intonation and stressing the correct syllable in the adjectives.

e Choose three adjectives from c and tell your partner about a time or a situation when you felt like that.

4 READING & LISTENING

a How much do you know about the Amazon rainforest? In small groups, complete the missing words.

- 1 The Amazon rainforest is in the continent of South America. It is roughly the size of **A**_____.
- 2 It covers a total of nine countries, including **Br**_____, Bolivia, **P**_____, Ecuador, **C**_____, Venezuela, Guyana, Suriname, and French Guiana.
- 3 The Amazon River, which flows through the northern part of the forest, is the **s**_____-**l**_____ river in the world.
- 4 The tree canopy is so thick that the forest floor is always **d**_____. Some trees grow up to 200 feet high.
- 5 There are about 50 indigenous **tr**_____ living in the forest that have never had any **c**_____ with the outside world.
- 6 Some of the most dangerous animals in the world live in the forest; these include poisonous **sn**_____, **fr**_____, and **sp**_____, as well as jaguars and piranhas.

b Read the beginning of a true survival story and then answer the questions below.

- 1 What was the three friends' original plan? How did this change?
- 2 What caused tensions between...?
 - a the three men and the guide
 - b Kevin and Marcus
- 3 Why did they finally separate into two pairs? How did they decide to travel?

Which pair would you have chosen to go with? Why? How would you have felt if you had been in Marcus's situation?

c You are going to listen to part of a documentary and find out what happened to the four men. After each part, answer the questions with a partner.

5.8

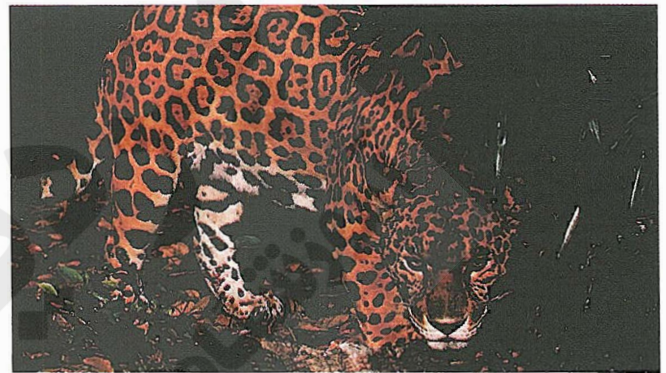
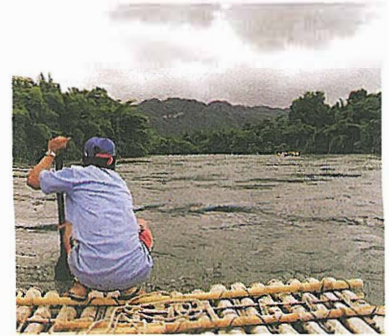
- 1 What happened to Kevin and Yossi on the raft?
- 2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?

5.9

- 3 How were Kevin and Yossi feeling?
- 4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?



LOST IN THE JUNGLE

FOUR YOUNG MEN WENT INTO THE AMAZON JUNGLE ON THE ADVENTURE OF A LIFETIME. ONLY TWO OF THEM WOULD COME OUT ALIVE...



In 1981, three friends went backpacking in the Amazon rainforest in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Gale, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian named Karl Rupprechter, who promised that he could take them deep into the rainforest to an undiscovered Indian village. Then they would

raft nearly 125 miles back downriver. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would "go in together and come out together."

The four men set off from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week, there was no sign of the village, and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the Indian village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually, they decided to abandon the search for the village and just hike (instead of rafting) back to Apolo, the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So, he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week.

Early the next morning, the two pairs of travelers said goodbye and set off on their different journeys...

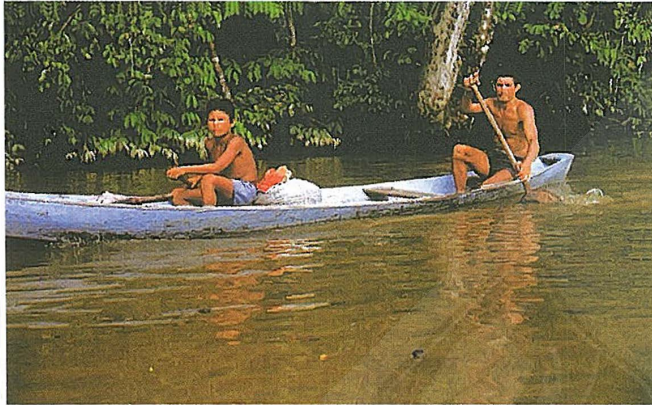
5.10

5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?



5.11



6 What had Kevin been doing all this time?
7 What did Kevin decide to do?
8 Why was he incredibly lucky?

If you had been Kevin, what would you have done now?

5.12

9 How did Kevin first try to get help?
10 Why was it unsuccessful?
11 What was his last attempt to find his friend?



5.13



12 How long had Yossi been on his own in the jungle? How was he?
13 What did he think the buzzing noise was? What was it?
What do you think might have happened to Marcus and Karl?

d Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently? Who do you sympathize with most?

5 GRAMMAR unreal conditionals

a Fill in the blanks with the verbs in the correct tense.

- 1 What would you do if you _____ (hike) alone in the mountains and you _____ (get lost)?
- 2 If I thought that I could hear an intruder in my house, I _____ (call) the police and I _____ (not confront) the intruder.
- 3 What would you have done if you _____ (be) in Yossi's situation?
- 4 If Kevin hadn't looked for his friend, Yossi _____ (die).

b Look at sentences 1–4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

c **G** p.140 Grammar Bank 5A

d With a partner, write two conditional story chains, one with second conditionals, and one with third conditionals.

- 1 If I had one year off work, I'd _____

If _____
If _____
If _____
If _____
*If I had one year off work, I'd go to South Africa.
If I went to South Africa, I'd probably go on a safari...*
- 2 If I hadn't been feeling so terrible, _____

If _____
If _____
If _____
If _____

e Read your stories to another pair. Whose did you like best?

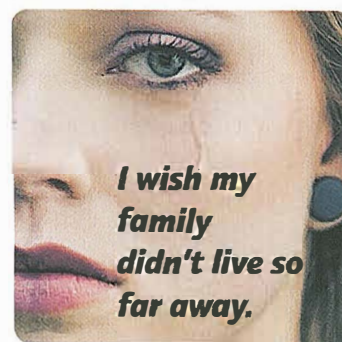
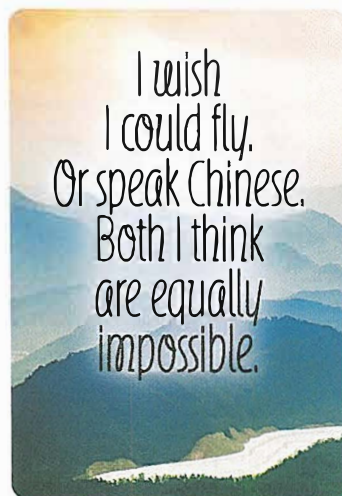
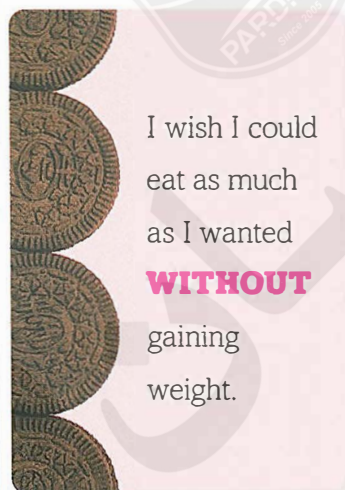
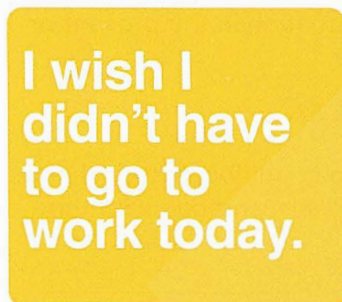
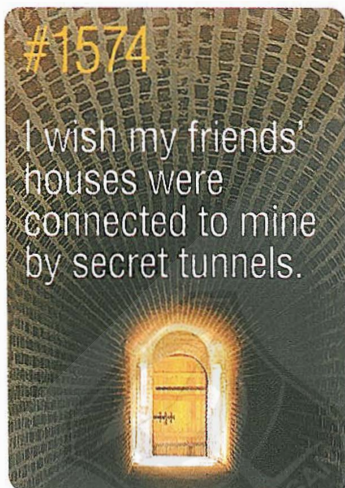
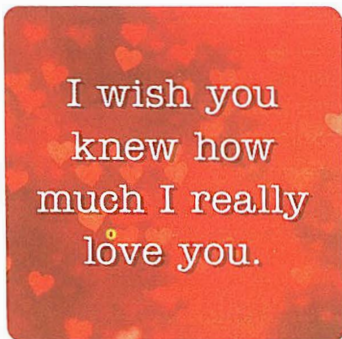
6 WRITING

W p.118 Writing A blog post Write a post about how to keep safe in different situations.

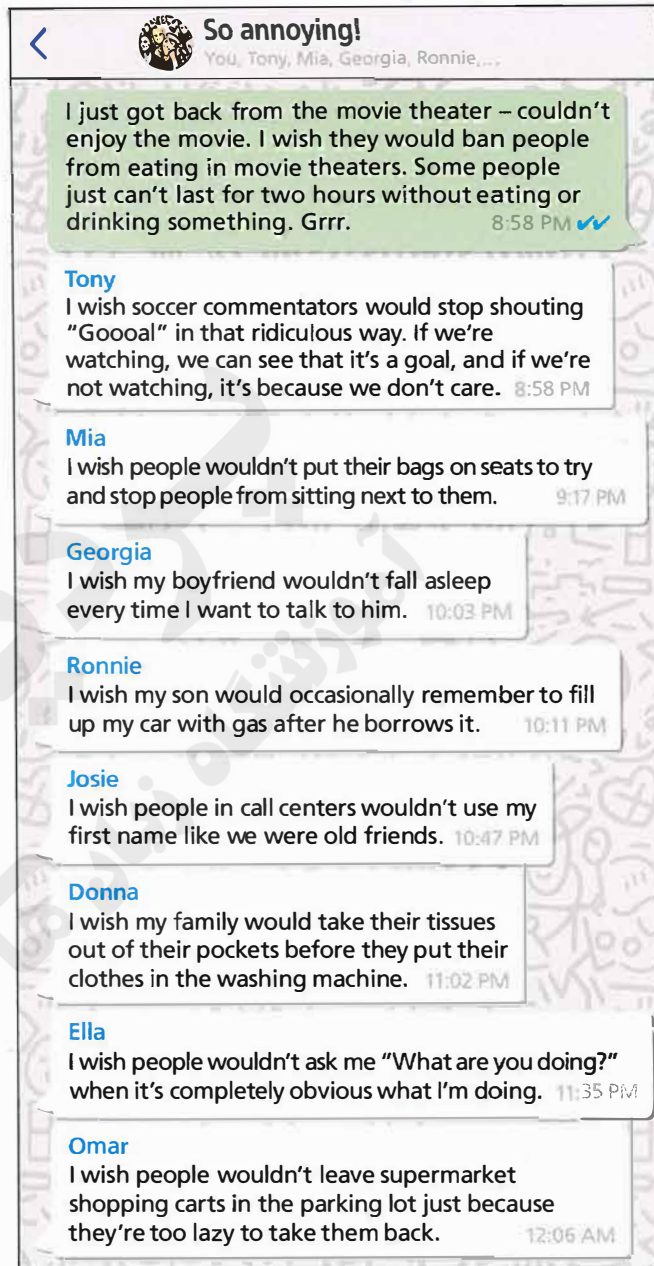
G wish for present / future, wish for past regrets **V** expressing feelings with verbs or -ed / -ing adjectives **P** sentence rhythm and intonation

1 GRAMMAR wish for the present / future

a Look at some posts on a Pinterest board. Do you ever wish for any of these things? Which ones?



b Now look at a WhatsApp group where friends have shared things that annoy them. Check (✓) the things that annoy you, too.



c Compare the things you've checked with a partner. Which are your top three, and why?

Expressing annoyance

It really annoys me when...	people eat potato chips at the movies.
It's so annoying when...	
It drives me crazy when...	