

4 Feed your mind

Vocabulary

1 Read the clues and complete the puzzle. Then use the words in the shaded column to find what the waiter is saying.

- 1 a bird that we use for eggs and meat
- 2 the yellow seed we eat which comes from a tall plant
- 3 the liquid that comes out of a fruit
- 4 a thick natural liquid that we fry food with
- 5 a large bird similar to a chicken
- 6 a small soft red fruit
- 7 a small orange vegetable that you usually boil
- 8 a large fish that lives in the Pacific and Atlantic Oceans
- 9 a thick fatty liquid we use to make cheese
- 10 a small round fruit with purple, red or yellow skin and a hard stone inside
- 11 a pastry with meat, vegetables or fruit inside
- 12 a round flat dessert made from eggs, milk and flour which you fry
- 13 a white liquid that comes from cows and goats

2 Complete the menu with these words.

desserts • dish • lunch • main • starters

(a) _____ MENU

Served between midday and 2pm

• •

(b) _____
Soup of the day
Goat's cheese and tomato salad

• •

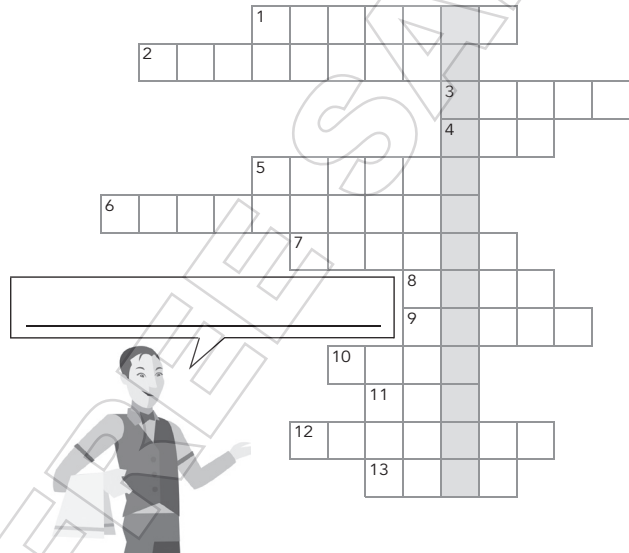
(c) _____ courses
Steak pie
Vegetable lasagne
Fish and chips

• •

(d) _____
Chocolate ice cream
Fresh fruit salad

• •

Chef's special (e) _____ of the day
Roast tuna steak in plum sauce



3 Circle the correct alternative.

- 1 In Japan, they make fantastic dishes with frozen/raw fish.
- 2 Samantha doesn't eat meat because she's a vegetable/vegetarian.
- 3 This looks and smells nice, but it isn't very tasty/nasty.
- 4 Indian curries are usually hot and salty/spicy, aren't they?
- 5 Don't throw away that stale/sweet bread; feed it to the birds.
- 6 They always buy their fresh/new fruit from the same market stall.
- 7 A balanced, healthy/heavy diet is good for you.

4 Which words in 3 are the opposite of these?

- 1 meat eater _____
- 2 cooked _____
- 3 stale _____
- 4 tasteless _____
- 5 unhealthy _____

VOCABULARY EXTENSION

5 Match the nouns to the adjectives that describe them.

- | | |
|-----------|-----------------------|
| 1 steak | a soft/hard/strong |
| 2 cheese | b delicate/delicious |
| 3 curry | c hot/mild |
| 4 lemon | d juicy/tender/chewy |
| 5 dessert | e sour/bitter |
| 6 apple | f crunchy/sweet/juicy |
| 7 flavour | g creamy/fruity/rich |

- 1 Read the article and choose the best summary, a, b or c.
- a Some fruit and vegetables are healthier than others.
 - b Fruit and vegetables can make you more beautiful.
 - c Some fruit and vegetables are not perfect, but is this really a problem?

2 Read the blog again. Are these sentences True (T) or False (F)? Write the number of the line(s) where you find the answer.

- 1 Supermarkets used to only stock perfect fruit and vegetables. T/F ___
- 2 In the supermarket campaigns, the misshapen and normal fruit and vegetables were sold at the same price. T/F ___
- 3 There used to be more rules about the size and shape of fruit and vegetables on sale. T/F ___
- 4 Food is only wasted because supermarkets want perfect food. T/F ___
- 5 In 2050 the world's population will probably be double what it is now. T/F ___
- 6 It looks like customers won't change their buying habits. T/F ___
- 7 Many other companies are too afraid to sell ugly fruit and vegetables. T/F ___
- 8 The writer thinks that it is the appearance of fruit and vegetables which is important, not the flavour. T/F ___

3 Match the underlined words with the definitions.

- 1 throwing something away because it's not needed
- 2 something that makes you want to do something because you will benefit
- 3 fruit, vegetables and other things that farmers grow
- 4 getting rid of something
- 5 to make a choice
- 6 refused to accept because it's not what was wanted

CRITICAL THINKING

4 Choose the most likely explanation for shoppers' behaviour a, b or both.

- 1 Shoppers choose perfect-looking produce because
 - a) that's what they usually see in the shops.
 - b) they know that it tastes better.
- 2 Supermarkets now only have perfect fruit and veg
 - a) because most fruit and veg grows perfectly.
 - b) because they think it's what people want.
- 3 Many shoppers probably
 - a) don't care about the shape of fruit.
 - b) are interested in how much fruit and veg costs.

UGLY OR JUST NOT QUITE PERFECT?

When buying fresh fruit and vegetables, would you select a very curly cucumber, a carrot with two 'legs', a potato with three heads, or an aubergine that looks like a sofa? For many people, the answer is 'no' – they look for symmetrical, perfect produce when they go to the supermarket. And, until recently, there was no other choice in supermarkets.



Not anymore! In France, a large supermarket chain, Intermarché, has started a marketing campaign to put ugly fruit and vegetables back on the shelves. And British TV chef Jamie Oliver has followed their lead, together with a large UK supermarket. Both the French and British supermarkets are selling their funny-shaped fruit and veg at a huge discount as an incentive for shoppers to opt for the less attractive 'crooked' versions.

The problem is that over the years, supermarkets have trained their customers to expect perfect fruit and veg, with many customers discarding produce that isn't 'perfect'. And until recently, there were numerous, very strict rules for supermarkets about the size and shape of fresh produce. If a farmer's carrots were slightly too short, they were rejected. One seller was ordered to remove hundreds of kiwi fruits which were not quite big enough.

An avocado grower in Australia complained that one in five of their fruits were regularly rejected by supermarkets, because they were not quite perfect. Fortunately, there are now fewer rules, but customers need encouragement to change their shopping habits.

There is a good reason for this change in attitude. The rejection of misshapen produce results in a huge amount of waste: around 20–40% of food is thrown away before it even reaches the shops. And on top of this, fruit and vegetables are the most common items thrown away in households. The Food and Agriculture Organisation reports that one third of food produced is wasted, worldwide (1.3 billion tonnes). Yet at the same time, we know that world food shortages are soon going to be a real and serious problem. Experts predict that by 2050, food production will need to double in order to feed the world's growing population. Eliminating food waste will go a long way towards helping this.

Fortunately, it looks like these brave, but common-sense supermarket campaigns are working. The only problem Intermarché found was that they sold out of produce too quickly! It seems that these campaigns are going to be profitable, as well as environmentally friendly. Other supermarkets have already experimented with the same idea, both within and outside Europe.

So, next time, when you go shopping, think before you buy. I'm cooking for my friends tonight: carrot soup and peach pie, both made from 'ugly' fruit and veg. And I'm sure they'll be delicious. After all, it's the taste that counts.



1a Read the examples from the text and circle the future form in each one.

- a We know that world food shortages are soon going to be a real and serious problem.
- b So, next time, when you go shopping, think before you buy.
- c I'm cooking for my friends tonight.
- d Eliminating food waste will go a long way towards helping this.

1b Complete the rules with the words below.

going to • present continuous • present simple
will/won't

- 1 We use the _____ with time expressions like *when, after, before, as soon as* to talk about the future, and also to talk about a future event that is part of a timetable.
- 2 We use the _____ to talk about fixed, confirmed future arrangements, which are generally quite soon.
- 3 We use _____ to make general predictions. We also use it to talk about decisions made at the moment of speaking, as well as an objective truth or 'fact'.
- 4 We use _____ to make predictions based on some sort of evidence and for plans and intentions.

2 Match the halves to make sentences.

- 1 I'll call the restaurant ... e
 - 2 When you finish peeling the potatoes, ... —
 - 3 He'll discuss the menu with his kitchen staff ... —
 - 4 There won't be any food left ... —
 - 5 When you're old, ... —
- a before he prints it out.
 - b will you cut them into chips?
 - c when all the cousins come to dinner!
 - d will there still be fish in the sea?
 - e as soon as I find the number.

3 Circle the correct alternative.

- 1 She comes/will come to your party if you ask/will ask her.
- 2 The post has arrived. Don't worry, I get/'ll get it.
- 3 When we see/'ll see him next time, we tell/'ll tell him the good news!
- 4 Make the tea as soon as the water boils/will boil.
- 5 Careful with that pan of soup! You burn/'ll burn yourself.

4 Is the present continuous used in these sentences to talk about now (N), the future (F), or either (E)?

- 1 I can't talk at the moment. I've got an exam tomorrow and I'm revising. —
- 2 I'm meeting Sal outside the library. I'm sure she'll be there. —
- 3 Guess what? I'm studying on that course, too. That's strange! —
- 4 We're leaving in half an hour. Do you want to see us there? —
- 5 She's preparing a very special meal, I've heard. —
- 6 They're playing at the new hockey fields, on the outskirts of town, at 3 pm. —
- 7 He's listening to music. He can't hear you with his earphones on. —

STUDY SKILLS

When you choose between two different grammatical structures, is it always a question of one is correct and the other is incorrect?

STUDY SKILLS ► page 84

5 Read the dialogue and circle the best alternative.



- Owen:** (a) Who's going to get/gets the burgers?
Kate: (b) I'll ask/'m asking Antonia, I think.
 (c) She isn't minding/won't mind helping.
Owen: Great. (d) I'll make/make the salads.
 And bread?
Kate: The bakery always (e) opens/is opening at 8 am.
 (f) I'll get/'m getting 10 loaves and 30 rolls.
Owen: When (g) are we going to light/do we light the barbecue?
Kate: At 6 pm, I think. (h) Who is serving/ is going to serve the food?
Owen: You and me. And once that's finished, (i) we're enjoying /we'll enjoy ourselves!

GRAMMAR CHALLENGE

6 Replace the underlined sections with the correct future tense.

I meet my friends to watch a football match. That will finish at six o'clock. Then I go home and have my dinner. I will helping my little sister with her homework tonight and then probably I'm watching TV after that. When it's going to be 10.30, I'll go to bed.



1 Complete the sentences with a prefix from the first box and the correct form of a word from the second box.

dis- • mis- • over- • pre- • re- • under-

approve • build • charge • eat • fill • heat • hear

- They had to _____ many houses after the earthquake in Chile.
- My dad _____ of violence on TV.
- My glass is empty. Could you _____ it for me please?
- The oven has to be hot before you put the pie in. So remember to _____ it.
- My grandmother can't hear very well so she often _____ me when I talk to her.
- I _____ at the restaurant last night. I felt so ill!
- I thought the meal was very cheap, but when I looked at the bill I realised the waiter had _____ us.

STUDY SKILLS

How can prefixes and suffixes help us when we are reading?

STUDY SKILLS ► page 84

2 Read these sentences. Replace the underlined words with one word and a prefix.

- She always pronounces the word "doughnut" incorrectly. mispronounces
- That famous actor fell in love with the star he worked with in the movie. _____
- They had to arrange the meeting again because the boss was late. _____
- These children really don't like eating green vegetables. _____
- We cannot emphasise too much the importance of a balanced diet. _____
- Salads that are already washed save time, but are usually more expensive. _____

3 13 Listen to five students giving their opinions about whether we should eat less meat. Which students think we should?

Students: _____

4 13 Listen again. Tick (✓) which speaker (1–5) expresses these opinions or feelings about the topic.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| a | | | | | |
| b | | | | | |
| c | | | | | |
| d | | | | | |
| e | | | | | |
| f | | | | | |
| g | | | | | |
| h | | | | | |
| i | | | | | |



VOCABULARY EXTENSION

5 There are more verbs which take the prefixes **mis-** and **dis-**. Complete the table with the prefix and also the noun form.

| | Word | Prefix | Noun form |
|---|---------|-----------------|---------------------|
| 1 | agree | <i>disagree</i> | <i>disagreement</i> |
| 2 | behave | | |
| 3 | connect | | |
| 4 | honest | | |
| 5 | inform | | |
| 6 | print | | |

1a Look at the examples from the listening. Which is the future continuous and which is the future perfect?

- a In 50 years' time millions of people will be drinking man-made water!
- b By 2050 the global population will have grown to nine billion.

1b Complete the grammar rules with these words.

by • continuous • finished • perfect • unfinished

We use the future (a) _____ to talk about activities in progress at a particular time in the future. These activities are in progress so they are (b) _____.

We use the future (c) _____ to talk about activities that will be (d) _____ before a certain time in the future. We often use the preposition (e) _____ meaning 'some time before' with the future perfect.

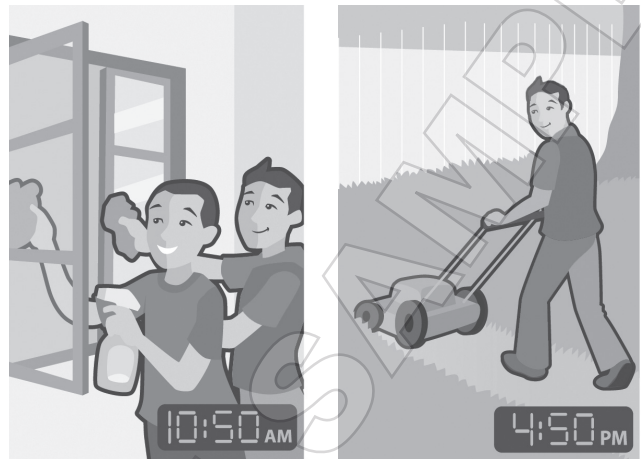
2 Complete the email message with these verbs. Use the future continuous tense.

explore • fly • put • read • run • swim

This time tomorrow, I (a) _____ in the hotel pool. I can't wait! Fiona and Jamie (b) _____ around and playing. No doubt Dad (c) _____ the island! You know what he's like! Mum (d) _____ a good book.

It's so exciting! I've still got all my packing to do before I go, but tomorrow morning I (e) _____ it all away in my hotel room! Only five hours to go and we (f) _____ over France on our way to sunny Spain.

3 Complete the sentences about Tom and Zac's day tomorrow. Use the future perfect.



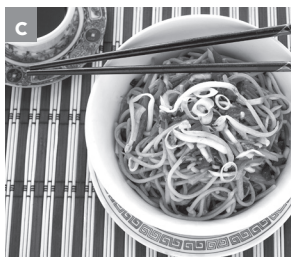
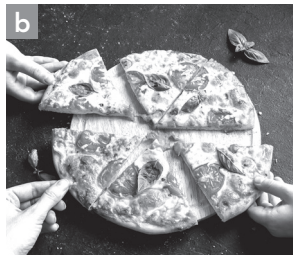
- 1 By 7 am, they will have got up.
- 2 By 9 am / swim a kilometre _____
- 3 By 11 am / clean all the windows _____
- 4 By midday / Tom / make lunch _____
- 5 By 3 pm / Zac / paint / garage door _____
- 6 By 5 pm / Tom / cut grass _____
- 7 By 9 pm / they both / fall asleep in front of TV _____

GRAMMAR CHALLENGE

4 Each sentence contains a mistake with the verb form. Find it and rewrite the sentences.

- 1 We'll be lived in more comfortable houses in 2050.
- 2 Many more parents will working from home in the future.
- 3 Friendly robots are doing all the housework soon.
- 4 Dad will have leave the house for work by the time you wake up.
- 5 The train get in at 10.17 so make sure you are there!
- 6 I think life used be much simpler in the past than now.
- 7 I live in this bungalow for nearly 12 years!
- 8 When I was young, we were going camping every July.
- 9 Aren't you hungry? You don't touch your steak!

1 14 Listen to two students discussing where to eat for a friend's birthday. Which picture matches their final decision?



2 14 Listen again and complete the expressions.

- 1 Giving your opinion
 - a In my _____, I think we should have ...
 - b The _____ I see it ...
 - c Personally, I _____ vegetarian burgers.
- 2 Responding to other people's opinions
 - a Maybe you're _____.
 - b That's a good _____.
 - c Yes, I _____.
- 3 Asking other people's opinions
 - a Why don't we go to the new _____ place?
 - b What about the _____?
 - c What do you _____ about going for pizza?

3 15 Match the words from the dialogue in the left column which have the same sounds as the words on the right. Then listen and check.

| | |
|----------|-----------|
| nice | you're |
| enough | prefer |
| don't | somewhere |
| birthday | why |
| before | should |
| good | go |

4 Look at the photo and write the answers to your questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- 1 Who can you see in the photo?
- 2 Where are they?
- 3 What are they doing?
- 4 What kind of clothes are they wearing?
- 5 What do you think the people are enjoying about the event?

5 16 Listen to a student talking about the same photo. What are her answers to the questions?

6 Now look at the second photo and answer the same questions.



7 Compare and contrast the people, the activities and the place in the two photos.

1 Read this email invitation. Answer the questions.

- 1 What is the invitation for?
- 2 What does Sean want Finn to do?



B

Dear Sean,

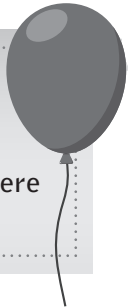
Thank you so much for your email. I hope everyone is well. My mum mentioned the party to me this morning, and I'd be delighted to come.

Kind regards,

Finn

3 Now write an email invitation for one of the events below.

You are planning a surprise birthday party for your best friend. It's top secret! Decide where the party will be and what help you need. Write to your friends telling them where and when the party is and asking for help.



Hi Finn,

How are you? I hope your exams are going well. I have decided to have an end-of-exams party at my house! It's on 19th June, starting at 7 pm. We'll have lots of food and music, too. I'd love to see you there.

We're going to make a selection of home-made pizzas. It'd be great if you could bring something sweet for dessert. I will also need some people to help me clean up afterwards. Could you possibly stay a bit later to help?

Please come!

Sean

You are planning a party at the local swimming pool for your 11-year-old sister. Invite some of your friends to help organise the games and food. Tell them where and when the party is and what you need.

2 Read these two replies to the emails quickly. Which is the best reply? Why? What types of language does it use? Underline examples in the email.

A

Hi Sean,

Thanks for your email. My exams are stressful, but I think they're going well.

The party sounds great. Of course I'll be there! Thanks very much for asking me. I might be a bit late though. I'm going out that day with my brother to watch a football match, but I reckon we'll get back at around 7 pm. I'll come to yours straight afterwards. If I remember, I'll bring some cake. Would you like me to bring anything else?

Thanks again for the invitation. I'm really looking forward to it!

All the best,

Finn

Blank email template with a header bar containing icons for send, reply, and edit, and a large area with horizontal lines for writing.

Grammar

1 Find five mistakes and correct them.

- I'm leaving now. I call you when I will get there.
- What time does your flight arriving?
- It's no use, I'll left by then. You need to come earlier.
- I starting a new English course next Friday.

2 Circle the correct alternative.

- It's my best friend's birthday tomorrow. He will be/ is being 16.
- She won't be here because she 'll go/s going to the dentist.
- Do you think that you will win/are winning first prize?
- We 'll have/'re having a nice quiet evening watching TV, OK?
- What will you do/are you doing this weekend?

3 Complete the sentences with the future continuous or the future perfect form of the verbs given.

Monday, 9 o'clock – leave for school, don't be late!
10–1.15 – history exam. Results by Friday.

- By half past nine he _____ (arrive) at school.
- By ten past ten he _____ (start) his history exam.
- At half past ten he _____ (write) the answers.
- By half past one he _____ (finish) the exam.
- By the weekend he _____ (find out) his results.

4 Complete the dialogue with the correct tense of these verbs.

be • come • enjoy • have • live • plan • send

- Izzie:** I can't wait for my birthday. This time tomorrow, we'll (a) _____ my party.
- Martin:** (b) _____ you _____ any presents yet?
- Izzie:** One or two. My uncle (c) _____ me some money last week. He's (d) _____ in Sydney for the past five years, but told us that he's (e) _____ over to visit next month.
- Martin:** That (f) _____ fun! Is it OK if I bring my cousin to the party? We (g) _____ to go out but we'll come to your party instead.
- Izzie:** Absolutely.

Vocabulary

1 Put these words in the correct columns.

chicken • cream • pancake • peas • pie • plum
semi-skimmed milk • strawberry • sweetcorn • tuna

| Fruit | Vegetables | Meat / Fish | Bakery | Dairy |
|-------|------------|-------------|--------|-------|
| | | | | |

2 Complete the sentences with these words.

healthy • junk • raw • spicy • vegetarian

- He makes lovely Indian food that is _____, but not too hot.
- Sara is a _____ so she doesn't eat meat or fish.
- You can't eat that _____! You have to cook it first.
- Too much _____ food isn't good for your health.
- Do you think it costs more to have a _____ diet?

3 Complete the sentences by adding the correct prefix to the words.

- You'll have to _____heat that meat from yesterday carefully. You don't want to be ill.
- I think it's best to learn English on the Internet, but my parents _____agree with me.
- If you _____operate together on this project, you'll find it's actually very easy.
- I think Steve is _____confident. He sometimes seems a little arrogant to me.
- The journey between the two cities is extremely reliable and quick. It takes just over two hours by _____city train.
- Personally, I think Matt _____sold his sports car. It was simply too cheap.
- The shopkeeper _____heard me and gave me three *melons*, instead of *lemons*!

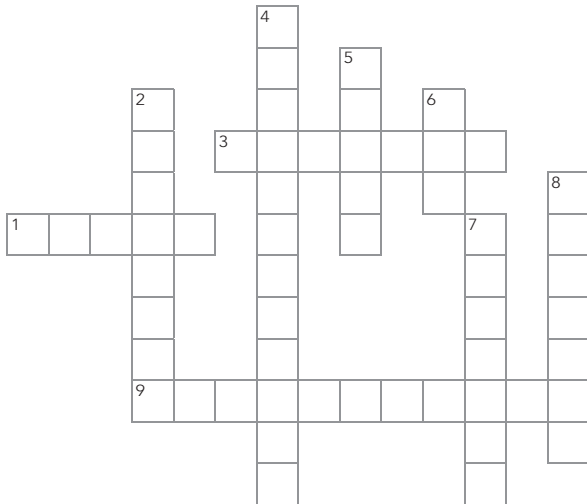
4 Match the adjectives which have the opposite meaning.

- | | |
|--------------|----------------|
| 1 serious | a hard-working |
| 2 overcooked | b shy |
| 3 enormous | c cheerful |
| 4 curly | d noisy |
| 5 lazy | e tiny |
| 6 outgoing | f quiet |
| 7 detached | g raw |
| 8 lively | h straight |
| 9 quiet | i terraced |

5 Lifelong learning

Vocabulary

1 Complete the crossword with the missing words.



- In his _____ exam, Josh had to sing first and then play the piano.
- To become a doctor, you have to study _____ for five years.
- They went on a trip to the Roman baths as part of their _____ project last year.
- _____ looks at the effect of advertising, newspapers and TV.
- I find _____ easy, because I've always been more interested in numbers than words.
- Their mother used to teach _____ but now she just works on her own paintings.
- Gabi wants to study in the US, so she needs to speak good _____.
- Today, we cut open a fish in _____.
- My _____ course is mostly about designing roads and bridges.

2 Correct each sentence by changing one word.

- She loves doing chemical experiments, so she should study art.

- I really dislike the theatre, so I'm going to drama school.

- He needs to do medicine if he wants to become a great painter.

- We learnt a lot about the first world war on our geography field trip.

3 Underline the odd one out.

- | | | | | |
|---|---------|------------|------------|-------------|
| 1 | take | exam | fail | pass |
| 2 | essay | exam | term | test |
| 3 | college | school | timetable | university |
| 4 | grade | mark | resit | result |
| 5 | essay | coursework | assignment | scholarship |
| 6 | subject | law | psychology | music |

VOCABULARY EXTENSION

4 When do you use these at school? Write the subject and match to the pictures (a-f).



- protractor and calculator

- paintbrush and easel

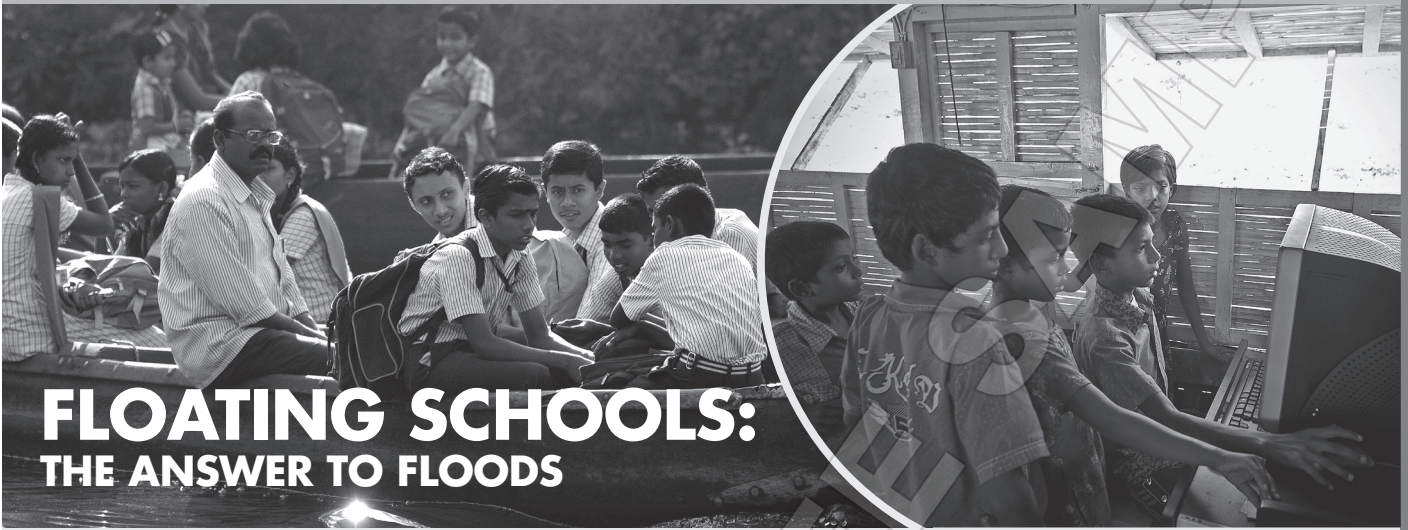
- atlas and compass

- test tubes and bunsen burner

- sports kit

- microscope and scalpel

1 Look at the photos. Think of two reasons why boat schools might be necessary. Read and check your answers in the article.



FLOATING SCHOOLS: THE ANSWER TO FLOODS

In some low-lying countries such as Bangladesh, the Philippines or Cambodia, it is not unusual to have a boat school. In one area of Bangladesh, there are now over 20 such boats, which act as both a kind of 'river bus' and also a place to study.

These schools were first set up in 2002 by a successful, local Bangladeshi architect called Mohammed Rezwan. Every year, between the monsoon season of June and October, at least one third of Bangladesh is flooded with water. This means that thousands of children can't attend school regularly, when they ought to. Statistics have shown that once students' attendance falls, then many stop completely. Rezwan understood that this mustn't happen in the first place.

Rezwan realised that if young people can't attend school, then the school had better come to them. In 2002, he encouraged companies to sponsor him and saved up money to set up an organisation to start the boat schools. These are now used by thousands of school children who happily attend school every month of the year.

Each boat is powered by solar panels on the roof. There are lights and a computer on board, which means that teachers can access the Internet to make lessons more interactive. Most boats are for 30 children and some of the larger boats even have a school playground on the top deck. The students only have to walk a short distance from their homes to the river, where the boat picks them up and then collects the other children, before stopping at their final destination. Then lessons can start. At the end of the day, the children are returned home on the boat.

The organisation which Rezwan set up also provides solar-powered lamps to local families, where 70% of families have no electricity. Now children and their parents don't have to stop studying or working as soon as the sun goes down. For parents, this has meant they can earn more money. It also means that in families where children have to work during the day, they can attend school in the evening.

The organisation has not stopped at schools, however. There are now more than 100 boats with different purposes: libraries, training centres for adults, clinics and also farming boats, which can keep animals and grow food.

By 2050, nearly one fifth of Bangladesh will be permanently under water because of climate change. Mr Rezwan knows he should act quickly, to help families and children out of poverty and to give them the chance of a better life.

STUDY SKILLS

Read the next task. What is the biggest difference between this task and the one before?

STUDY SKILLS ► page 84

2 Read the text again and answer the questions.

- How many boat schools are there in this part of Bangladesh?
- Why do children often not go to school in Bangladesh?
- Why is regular attendance at school so important?
- Where did Rezwan get the money to start the organisation?
- Where do the boats get their electricity from?
- Why do local families need lamps and how have these helped?
- What other kinds of boats are there?
- Why is it important for the organisation to work fast?

3 Match the underlined words with the definitions.

- To pay for or give money to an event or charity as a way of advertising your products or company.
- The outside, top part of a boat that you can walk on.
- A period of heavy rain in India and south-east Asia.
- A situation in which someone does not have enough money to pay for their basic needs.
- In a position which is close to the level of the sea.
- Happening for all time and into the future.

CRITICAL THINKING

- 1 Think of three reasons why it is very important to be educated in a country like Bangladesh.
- 2 Is it possible to get a good job, even if you are not well-educated? Why/Why not?

1a Look at these examples from the article. Find and underline the modal verbs.

- 1 This means that thousands of children can't attend school regularly, when they ought to.
- 2 Rezwan understood that this mustn't happen in the first place.
- 3 Rezwan realised that if young people can't attend school, then the school had better come to them.
- 4 Now children and their parents don't have to stop studying or working as soon as the sun goes down.
- 5 In families where children have to work during the day, they can attend school in the evening.
- 6 Rezwan knows he should act quickly, to help families and children out of poverty.

1b Use the examples to help you match the two halves of the rules.

- 1 *Have to* and *must* are used ...
 - 2 *Can* is used ...
 - 3 *Had better*, *ought to* and *should* have similar meanings. They are used ...
 - 4 We use *can't* ...
 - 5 *Mustn't* is also used ...
 - 6 We use *don't have to* ...
- a to show that something is not possible, or not allowed or permitted.
 - b to show that something is not necessary or there is no obligation.
 - c to talk about things which are obligatory or necessary.
 - d to show that something is possible or permitted.
 - e to show that something is not permitted.
 - f for advice and recommendations.

2 Complete the sentences with the verbs from 1.

- 1 You _____ do the extra project. It's optional.
- 2 You _____ talk after the exam has started.
- 3 You _____ forget to read all the questions before you start writing.
- 4 You _____ answer all the questions in this exam so don't miss any.
- 5 You _____ remember to check all your answers carefully.
- 6 You _____ stay in the exam room: leave quietly when you've finished.
- 7 You _____ use a calculator for your maths exam, but not a mobile phone.
- 8 You _____ leave out questions you're not sure about in the exam.

3 Complete the letters with the correct verbs.

can't • had better • have • mustn't • ought • should

Dear Marge
 My teacher says I (1) _____ study the subjects I want because my grades aren't very good. I know I (2) _____ spend longer on my homework but it's hard. I (3) _____ to help a lot at home. I've got a brother and he (4) _____ to help too, but he doesn't. My mum says we (5) _____ talk about family problems to strangers. But I think I (6) _____ tell my teachers. What do you think?

Nancy

can • don't have • must

Dear Nancy
 I think your brother really (7) _____ help in the house – it's unfair if he doesn't. And in my opinion, you (8) _____ explain the situation to your teachers. You (9) _____ to talk about anything private, just tell them why you don't have much time. I'm sure they will be very understanding.

Marge

4 Match the halves to make sentences.

- | | |
|----------------------------------|-----------------------------|
| 1 You have to be 17 | a because I passed! |
| 2 You shouldn't go to school | b but I'm not tired. |
| 3 You ought to go to bed early | c or he'll be late. |
| 4 I don't have to resit the exam | d the night before an exam. |
| 5 He'd better hurry | e in the classroom. |
| 6 They mustn't use mobiles | f when you're very ill. |
| 7 I should go to bed now, | g to drive a car in the UK. |

GRAMMAR CHALLENGE

5 Circle the correct alternative.

To get married in England, Wales and Slovenia, you mustn't/have to be 18. However, if your parents agree, you can/must get married at 16. If you want to get married in England at 16, and your parents didn't agree/don't agree, then you can/don't have to go to Scotland. In Japan, girls can/should get married without parental consent at 16, but boys have to/ought to be 18.



1 Match the jobs to the pictures.

dentist • instructor • journalist • mechanic
photographer • scientist



2 Add the correct suffixes to make job titles.

-ee • -er • -ian • -ist • -or

- 1 employ (x 2) _____
- 2 technic _____
- 3 profess _____
- 4 physics _____
- 5 farm _____
- 6 train (x 2) _____

3 Listen to four teenagers talking about the kind of person that is needed for four of the jobs in 1. Match each speaker's description to a photo from 1.

- Speaker 1 Photo _____
Speaker 2 Photo _____
Speaker 3 Photo _____
Speaker 4 Photo _____

4 Listen again and complete the sentences with one or two words.

Speaker 1: The two things needed for this job are skill and (a) _____. Serious accidents occasionally happen and this person would be (b) _____ so it's important to be calm. You have to be quite (c) _____ and enjoy (d) _____ with people.

Speaker 2: People who do this job enjoy looking at (e) _____ and collecting (f) _____. Because the job can be repetitive, you need to be (g) _____.

Speaker 3: Thinking (h) _____ is important in this job. These people can be (i) _____ but they are necessary to help us find out (j) _____.

Speaker 4: To do this job you need to be (k) _____ to get noticed. What is really important is (l) _____ and you have to make people feel (m) _____.

VOCABULARY EXTENSION

5 Add one of the suffixes to make words.

-er • -or • -ee • -ist • -ian

- | | | |
|---------------|---------------|----------------|
| act_____ | auth_____ | chem_____ |
| comed_____ | edit_____ | hairdress_____ |
| lead_____ | librar_____ | music_____ |
| optic_____ | paint_____ | pay_____ |
| pian_____ | politic_____ | reception_____ |
| sail_____ | solicit_____ | teach_____ |
| telephon_____ | translat_____ | |
| violin_____ | refer_____ | |

1 Look at the three examples from the listening. Which one is the first (F), second (S) and zero (Z) conditional?

- 1 ___ If this person talks to politicians, they know how to ask the same question in lots of different ways.
- 2 ___ If I had this job, I'd go mad.
- 3 ___ If people don't feel comfortable with you, your work won't look natural!

2 Read the questions and circle the correct answer.

- 1 Which conditional is used to describe something which is improbable or imagined in the present or future? zero/first/second
- 2 Which conditional is used to describe a situation which is generally true? zero/first/second
- 3 Which conditional is used to describe a possible situation? zero/first/second

3 Circle the correct alternative to make first conditional sentences.

- 1 If you join our sailing club, you will have/have really good fun.
- 2 She won't have time to enjoy herself if she studies/will study too hard.
- 3 If you arrive/will arrive late, the lecturer won't let you in.
- 4 I help/'ll help you with your application if you want me to.
- 5 If she 'll go/goes to a summer school in London, she'll improve her English.
- 6 He 'll learn/learns to ski if he goes to university in Canada.

4 Make sentences in the second conditional.

- 1 win / million pounds / buy / luxury yacht
If I won a million pounds, I'd buy a luxury yacht.
- 2 have / yacht / sail / around the world

- 3 hire / surfing instructor / become / expert surfer

- 4 have / expensive camera / take / great photos

- 5 have / party / invite / favourite band

- 6 be / really good person / give / lots of money to charity

5 Write sentences in the second conditional about these situations.

- 1 I want to have music lessons, but I haven't got enough time.
If I had enough time, I'd have music lessons.
- 2 She drinks coffee all day and she gets terrible headaches.
She wouldn't _____.
- 3 He doesn't speak English comfortably because he worries about his pronunciation.
If he _____.
- 4 My sister wants to come to the college party, but she feels ill.
If my sister _____.
- 5 He won't arrive on time because his train is late.
If his _____.

GRAMMAR CHALLENGE

6 Complete the text with the correct form of the verbs given.

My old Italian teacher always said that if he (a) _____ (win) the lottery, he would like to buy a house in Italy. And then, surprisingly, he actually *did* win the lottery. After he (b) _____ (spend) some of the money, he (c) _____ (decide) to find his dream house. He and his wife found a house in Umbria and (d) _____ (fall) in love with it. They (e) _____ (go) there three times a year. However, after four years, he realised that he actually (f) _____ (not need) to work anymore. He (g) _____ (give) up his job and moved to Umbria. He said that he (h) _____ (come) back if they got bored, but he and his wife (i) _____ (live) there for ten years now, and they still love it. My school friends and I say that if we visit Umbria, we (j) _____ (visit) them.



1 18 Listen to a teenager giving a presentation about leaving school at 16. Overall, is he for or against it?

2 18 Listen again and put the arguments in the order that they are mentioned.

Arguments against leaving at 16

- a It gives young people time to grow up. _____
- b Gives some young people security they may not have in their home lives. _____
- c Gives them time to think about what they want to do. _____
- d You get better qualifications. _____

Arguments for leaving at 16

- a You can always study later in life. _____
- b Badly behaved children can disrupt others' learning. _____
- c Some children have a clear idea from a young age what they want to do. _____
- d Some children do not enjoy school so it is not a good way to spend time. _____

3 18 Listen again. Circle the expressions that are used to help organise the presentation.

- 1 I'm going to talk about / I'd like to begin by saying ...
- 2 Furthermore / What's more ...
- 3 First of all / Firstly ...
- 4 Second / Secondly ...
- 5 Another thing / It's also true ...
- 6 To sum up / Finally ...
- 7 In conclusion / The point I'm trying to make ...

4 Look at these nouns from the presentation. Can you mark the word stress?

presentation • argument • environment
 qualification • security • education
 university • career • advice

5 19 Listen, check and repeat.

STUDY SKILLS

Spoken language is not exactly the same as written language. In what ways is it different? Do we have more time to think when we write or when we speak?

STUDY SKILLS ► page 84

6 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think and/or I imagine*.

- 1 Who can you see in the photo?
- 2 Where are they?
- 3 What are they doing?
- 4 How do you think the person is feeling? Why?



7 20 Listen to a student talking about the photo. Complete the text.

In the picture you can see a girl – I think she's a (a) _____. She has long, brown hair in a bun and she's wearing a white T-shirt. In the (b) _____, you can see her looking through a (c) _____. To the right of the (d) _____ there's a town with very old buildings and in the background you can see the sea and some (e) _____. I think she might be in Italy. Perhaps she is on holiday with her friends or family. She's taking a photo of the (f) _____, or maybe she's making a video. It (g) _____ like she is happy to be there as she is admiring the view.

8 Now look at the second photo and answer the questions in 6.

9 Describe the similarities and differences between the two pictures.



1 Read the sentences. Are they formal (F) or informal (I)?

- 1 Give us a ring soon. _____
- 2 It would be great if you could help me. _____
- 3 I am writing to ask for some information. _____
- 4 I'd really like to do your course. _____

2 Re-write the sentences in 1. Change the formal to informal and vice versa.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Read Harry's letter of application for a temporary post. What job is he hoping to get?

Dear Sir or Madam,

I am writing in response to your website advertisement for Summer Camp workers, in particular the Sports Leader post.

I believe I would be perfect for this post, for the following reasons. Firstly, I am a reliable and sociable person and I am extremely good with children. I have four younger siblings. I also work with two of the PE teachers from my school to run an after-school running club for 11–13 year olds. I usually lead the warm-up sessions and also run at the back of the group with the less confident runners.

I'm really into all team sports, and I regularly attend after-school and weekend sports clubs, including basketball, football and cricket. In fact, I am responsible for organising the basketball practice sessions, as well as sorting out the kit and arranging venues for playing with other clubs.

I'd be really happy to get the chance to work on your summer courses as a Sports Leader.

I can't wait to hear from you,

Harry Blumenthal



4 Find and underline the three phrases in the letter which sound too informal.

5 Replace the phrases or sentences that you have underlined with more formal expressions.

6 Read this information about a scholarship for the City University summer school. What two things does the perfect candidate need?

- 1 _____
- 2 _____

CITY UNIVERSITY

Home About CU Programmes Contact us

City University is based in the heart of the capital, close to the historic City of London. We run a range of undergraduate and postgraduate courses as well as eight-week summer courses. We welcome applicants whose first language is not English, but you will need a good level of both spoken and written English.

The following classes are offered on our summer courses:

- British Art and Architecture
- Creative Writing in London
- Live Theatre
- Museums and Galleries
- Shakespeare's London

We are able to offer a limited number of scholarships to students who demonstrate a special interest in any of the class topics. Please send a letter of application to the Admissions Tutor at the address given.

7 Decide which of the summer course classes you would like to join, and write a letter of application for a scholarship. Include information to convince the Admissions Tutor that you are an ideal candidate for the scholarship. Write between 100 and 150 words. Make sure you use appropriate language from 1–4.

Grammar

1 Complete the sentences with these words.

can • can't • don't have to • have to
must • mustn't

- There's no school tomorrow so I _____ do any homework tonight.
- You _____ copy your answers straight off the Internet – it's not allowed.
- I _____ come today but I can tomorrow.
- I _____ finish this homework tonight for the class tomorrow.
- She _____ write more clearly or the examiner won't mark her paper.
- The teacher said I _____ have an extra week to finish the essay.

2 Circle the correct alternative.

- Louisa should talk/to talk to her teacher about her results.
- I think you ought work/to work a bit harder next term.
- We would/had better not be late for the interview.
- The boy who cheated shouldn't/hadn't better win a prize.
- Now, I must to revise/revise a lot for my maths test on Monday.

3 Complete the sentences with the first or second conditional form of the verbs given.

- The examiner _____ (not be) pleased if you started singing in your exam.
- If you _____ (not go) to university, what will you do?
- Bill _____ (learn) to fly if he had time.
- What would they say if we _____ (tell) them to be quiet?
- I _____ (help) you with your homework if you want me to.

4 Rewrite the sentences using the words given. Do not change the meaning.

- I need a new bike, but I don't have any money. **if**

- In primary school, I wore shorts all year. **used to**

- I'm still young, so I don't stay out after ten o'clock. **if**

- I first met Johan in 2008. **since**

Vocabulary

1 Complete the school and university subjects with the vowels (a, e, i, o, u).

- b _ _ l _ g y
- l _ t _ r _ t _ r _
- _ n g _ n _ _ r _ n g
- m _ d _ c _ n _
- g _ _ g r _ p h y
- h _ s t _ r y

2 Read the statements and identify the subjects.

- I had the assessment today and it was really difficult. I couldn't remember how rivers were made, or how to read a map. _____
- I'd like to study that at university. I've always been interested in buildings and design, and I'm good at art, too. _____
- We had fun. We prepared for the end-of-term play and also did some dancing. _____
- My older sister's studying that at university. She's always asking me why I did this or that and trying to understand my mind. _____
- Today we had a small fire in the lesson! Josh mixed the test tubes up. _____
- I couldn't take part today. Someone had taken my trainers. _____

3 Add the suffixes -er, -or, -ist, -ian and -ee to these roots to make jobs. Two roots can be used twice.

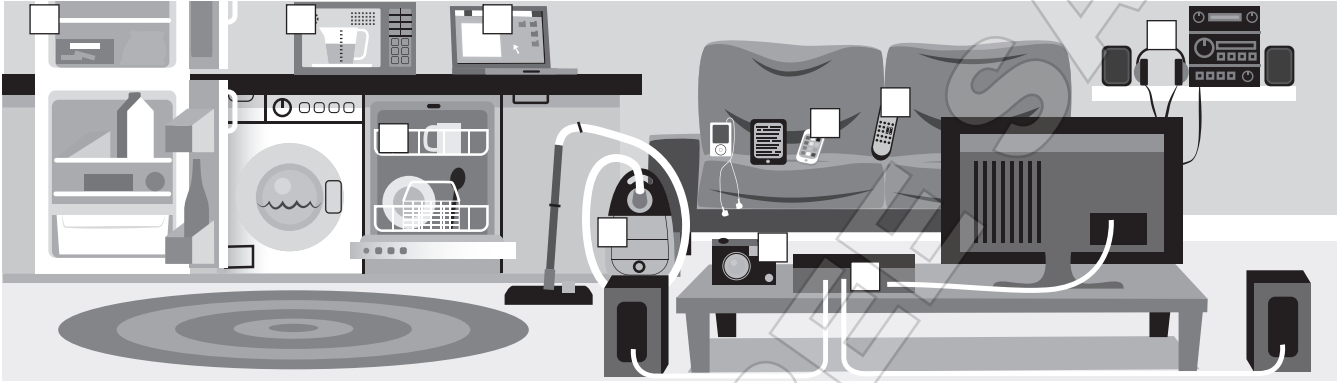
- | | | |
|-------------|-------------|----------------|
| employ____ | librar____ | instruct____ |
| journal____ | farm____ | photograph____ |
| profess____ | scient____ | |
| train____ | technic____ | |

4 Circle the correct alternative.

- I prefer to do coursework/scholarships because I don't like exams.
- I'm afraid you got 34% so you'll have to resit/fail next month.
- She studied hard so she'll get a good assignment/mark.
- The turkey/cream he cooked for Sunday lunch wasn't cooked properly.
- I suggested studying together, but Will didn't want to cooperate/underestimate.
- The children were too lively/enormous on their geography trip.
- After the class's chemistry experiments, the smell was dreadful/stunning.
- In our history lesson today, we learnt about ancient/elderly Rome.

Vocabulary

1 Match 1–10 with a–j to make everyday inventions. Then write the number next to the correct picture.



- | | |
|---------------|-----------|
| 1 digital | a system |
| 2 head | b camera |
| 3 mobile | c top |
| 4 microwave | d phone |
| 5 remote | e washer |
| 6 home cinema | f freezer |
| 7 vacuum | g phones |
| 8 lap | h control |
| 9 fridge | i cleaner |
| 10 dish | j oven |

2 Which inventions from 1 are usually written as one word only?

headphones

3 Read the definitions and write the everyday invention.

You use it to ...

- control something such as a television from a short distance away.

- cook food very quickly without using heat.

- wash plates, cups, knives and forks.

- take photos.

- find the best way to a place when you're driving.

- listen to music you have downloaded.

4 Circle the correct alternative.

- It's never a good idea to plug in/select a machine with wet hands.
- Select/Insert the long wash if your clothes are really dirty.
- I usually plug in/charge my mobile overnight.
- How do you connect/insert the camera to the laptop?
- Tap/Press on the screen icon for the programme you want.
- You have to recharge/press the button to play the DVD.

VOCABULARY EXTENSION

5 Look at the pairs of verbs. Circle the noun they do not go with.

- | | |
|------------------------|---|
| 1 switch on/switch off | the sound the electricity the battery |
| 2 turn up/turn down | the volume the time the temperature |
| 3 insert/remove | the DVD your card the button |
| 4 connect/disconnect | the switch the computer the cable |

6 Complete the sentences with one of the verbs from 5 in the correct form.

- Dinner is ready – it's time to _____ the computer.
- You can _____ the flash drive now. The port is at the side of the computer.
- I love this song. Can you _____ the volume?
- The DVD player isn't working because someone has _____ the cable at the back of the TV.

1 Look at the photos. What do you think is the connection between them?

2 Read part A of the article and check your answers.



VELCRO: A SIMPLE BUT USEFUL INVENTION

A In 1941, a Swiss engineer called George de Mestral, was walking in the mountains and found that his trousers and his dog were covered in brown spiky balls from plants. De Mestral was curious. Under a microscope, he discovered that these balls were shaped like tiny hooks so that they stick to passing animals. He had an idea – what if this stickiness could be used on clothes? And the idea for Velcro was born! It took de Mestral eight years to design the uniquely simple fastener and his Velcro company was established in the 1950s.

B Initially, his product was not taken seriously but within a few years, Velcro sales rocketed. In de Mestral's life-time, 55,000 kilometres of Velcro were sold! Since the early 1960s, it has been used by NASA in different ways to stop objects floating around in space, from the astronauts' dinner plates to the tiny letters on the word game Scrabble, as well as their chess pieces!



C In the late 1960s, Velcro was adopted by companies such as Adidas and Reebok for shoes, and later it was used by the US military on uniforms. However, soldiers found that it was difficult to keep clean and noisy to use and so, after a few years, they reverted to using buttons.

D Nowadays, Velcro can be found on clothes, shoes, watchstraps, bags, car mats, plane cushions and baby toys. It is used in hospitals to fasten blood pressure monitors to patients' arms and on baby blankets. In the first human artificial heart transplant, Velcro was used to hold the heart together.

E However, the Velcro company has been working for years to encourage people to see the product as more than just a fastener. In 1984, a Velcro representative was interviewed by a well-known American TV presenter called David Letterman. At the end of the interview, Letterman jumped off a trampoline onto a Velcro wall and hung there. The Velcro wall is now popular with entertainment companies: individuals can hire the sticky wall and a suit for parties and other events. But it was only in 1991 that a Velcro game, with a Velcro ball and Velcro 'plate' for catching the ball, was invented.

F These days, Velcro comes in different sizes, colours and even shapes. A steel version of Velcro, strong enough to hold buildings together, has been developed by German scientists. It is now also being sold as an everyday 'home organiser', for keeping gardening and sports equipment tidy and for home improvement too, for example to hang pictures on walls. It faces strong competition from markets abroad. However, competitors' products cannot and will not be called Velcro as this is a brand name which remains as popular as ever.

3 Which paragraph (A–F) tells us about ...

- 1 how Velcro has been used in the field of medicine? _____
- 2 a new product which works in the same way but is made of different material? _____
- 3 how nature inspired science? _____
- 4 the use of Velcro to fight gravity? _____
- 5 one area where they decided to stop using Velcro? _____
- 6 some unusual physical activities that you can do using Velcro? _____
- 7 what people first thought of the idea? _____
- 8 the international market for Velcro-like products? _____

4 Match the underlined words in the article with the definitions.

- 1 a strong metal made from iron _____
- 2 decided to start using _____
- 3 changed back to _____
- 4 a piece of equipment which you can jump up or down on for exercise _____
- 5 a curved piece of metal or plastic, used for catching or holding things _____
- 6 a medical operation in which a new organ is put into someone's body _____

CRITICAL THINKING

- 5 1 Why do you think Velcro has been so successful?
- 2 What other uses can you think of for Velcro, not mentioned in the article?

1 Look at these examples of the passive from the text. What tense are they in?

present simple • future with *will* • past simple
present perfect • present continuous

- His trousers and his dog were covered in brown spiky balls. _____
- Since the early 1960s, it has been used by NASA.

- It is used in hospitals. _____
- It is being marketed now not just as a fastener but as an everyday 'home organiser'.

- However, competitors' products cannot and will not be called Velcro, as this is a brand name.

2 Circle the correct alternative to complete the rules.

We form the passive with the verb (a) *to be/to have* + the (b) *past simple/past participle* form of the main verb. We use it when we are more interested in the (c) *agent/action* than in the (d) *agent/action*, that is, the person or thing which does the action. We use the preposition (e) *by/from* to talk about the agent. We also use the passive when we (f) *know/do not know* exactly who the agent is, or when it is (g) *obvious/not obvious* who the agent is.

3 Circle the correct alternative.

- The first prize for research was *gave/given* to Ms Lynn Gallagher.
- The species has not been *seeing/seen* for a year now.
- We *taught/were taught* by university graduates for a term.
- If food *dropped/is dropped* on the floor, it is unsafe to eat.
- Many inventions *created/are created* by copying what *is found/are found* in nature.
- Languages *are learnt/have been learnt* this way for hundreds of years.

4 Complete these passive sentences with the correct form of the verb *to be* and the verbs given.

- This wonderful gadget *was* first *sold* (sell) in 1897.
- This journal _____ still _____ (publish) twice a year.
- Some very interesting research _____ already _____ (do) on Alzheimer's.

- Do you think the prize _____ (win) by the same person again next year?
- The first automatic dishwasher _____ (invent) by a woman.
- Look! These cosmetics _____ (make) using plant extracts.

GRAMMAR CHALLENGE

5 Rewrite these sentences in the passive. Include the agent where it is necessary, but omit the agent if it is obvious from the context.

- Builders have found a store of hidden Roman treasure on a building site.
A store of hidden Roman treasure has been found on a building site.
- A police officer arrested the criminal.

- Anna Williams is reading the news tonight.

- The Japanese team has published the latest research.

- Somebody from the college will meet the professors at the train station.

- The judge sentenced the man to four years in prison.

- A British journalist wrote a book called *Bad Science*.

- Louis Braille invented a reading system for the blind.

- The wind damaged four windows.



1 Complete the sentence with an adjective from box a and a preposition from box b. Some of the adjectives are not used.

a afraid • aware • bored • different • good
interested • pleased • ready • responsible
similar • tired • worried

b about • at • for • from • in • of • to • with

- Harry is not very _____ literature.
- Are you _____ the dangers of cycling without lights?
- Kitchens today are very _____ kitchens a hundred years ago.
- This dishwasher's _____ getting things clean, but it's noisy.
- The children were not at all _____ the science museum's new exhibition.
- See a doctor if you're _____ that pain in your leg.
- I'm _____ watching TV – let's play computer games instead.
- She is _____ walking alone at night.
- Air travel is _____ a lot of carbon emissions.
- Their research was _____ ours, but theirs was shorter.

2 Read the email. Find and correct six mistakes.

✉
✖

Hi Ben,
Nice to hear from you. Your new course sounds similar from mine. I'm really pleased at the choice I've made, but you sound like you're disappointed. Do you know about the student counselling service? Don't be worried of feeling embarrassed, because they are very understanding there. If you've realised that you're tired for your course, just go and see them. They are responsible to helping students switch courses. I think it's good that you're aware from the problem so soon. Anyway, good luck and speak soon.
Amy

3 21 Listen to an expert talking about drones, which are small, unmanned aircraft. Listen and choose the best title for the interview.

- a The history of drones c The different uses of drones
b The future of drones d The pros and cons of drones

4 21 Listen again and choose the best answers.

- The expert first saw a drone ...
 - where he lived.
 - in the fields.
 - at an exhibition.
- For estate agents, drones are useful because they ...
 - have a serious purpose.
 - are inexpensive.
 - can take aerial shots of houses.
- Drones can be used in agriculture to ...
 - water crops.
 - protect crops.
 - take artistic and interesting photos.
- In South Africa, drones are being used to ...
 - kill rhinos which are dangerous.
 - take close-up photos of rhinos' horns.
 - keep rhinos safe.
- The expert talks about three different ways that drones ...
 - can be used to deliver things.
 - can be useful in the field of medicine.
 - can help to make poor areas richer.



VOCABULARY EXTENSION

5 Match the halves to make sentences.

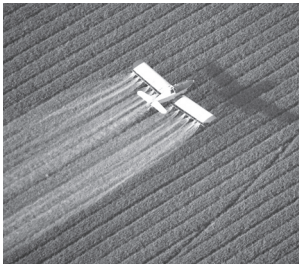
- My uncle was very fond ...
 - I'm not very keen ...
 - Hilary was amused ...
 - The teacher wasn't very impressed ...
 - The old woman was shocked ...
 - Most parents are proud ...
 - I don't think my shoes are suitable ...
 - Children are dependent ...
- a for walking in the rain.
b of their children's achievements.
c with the student's poor exam results.
d on their parents until they're 18.
e on eating food that's been on the floor.
f of eating chocolate when he was a child.
g by that funny story you told her.
h by the language used in the film.

1 Look at the examples from the listening and complete the grammar rules with the words in the box.

Farmers **have** their crops regularly **sprayed** to stop disease.

Perhaps in the future villagers **will have** food and other goods **delivered by** drones.

does • don't • formal • have or get • object • past participle • preposition • subject



We form *have/get something done* with the (a) _____ + *have or get* + the (b) _____ + the (c) _____. We make different tenses by changing the tense of (d) _____. We use this structure to talk about actions which we (e) _____ do ourselves. Somebody or something (f) _____ them for us. *Get* is a little less (g) _____ than *have*. Both can be used with the (h) _____ *by* if we want to refer to the person or thing which does the action.

2 Complete the sentences using the correct form of **have or get**.

- When / last / house / repaint?
When did you last have your house repainted?
- How often / teeth / check / at the dentist?

- When / last / hair / cut?

- When / next going to / car / check / at the garage?

- When / will / eyes / test / at the optician?

- How often / grandparents / blood pressure / take / at the clinic?

- pizza / deliver / to your house / tonight?

3 Match the rules about gerunds and infinitives (1–6) with the sentences (a–f).

- We use the gerund after prepositions. _____
 - We use the infinitive immediately after adjectives. _____
 - We use the gerund with *go to* to talk about activities. _____
 - We use the gerund after verbs of liking or disliking (except *would like*). _____
 - We use the infinitive to explain why we do something. _____
 - We use the gerund as the subject or object of a sentence. _____
- I've loved **watching** planes since I was a boy.
 - We used to go **plane-watching** in the fields.
 - In Japan, **spraying** rice fields by drone is extremely common.
 - Infrared cameras are used **to stop** the people who ... kill the rhinos.
 - Have you always been interested in **flying drones**?
 - It sounds like science fiction, and it will be difficult **to design**.

GRAMMAR CHALLENGE

4 Complete the text with the correct form of the verbs given. You may need to add **to**.

argue • change • cut • do • go x 2 • have x 3
show • think • waste

I had my hair (a) _____ last week and it was a disaster. (b) _____ to the hairdresser's is never one of my favourite activities, but now I simply hate (c) _____ there!

Basically, the hairdresser asked me to sit down. I'd like (d) _____ your hairstyle', she said, cheerfully. 'You've had it like this for ages. Wouldn't it be great for you (e) _____ something different?' I don't like (f) _____ with people, so I said 'OK', and even started to feel a little excited. However, I said I needed time (g) _____ about the kind of hairstyle I'd like. She gave me some hair magazines and after a while I started to get worried about (h) _____ too much time, so I just chose one on the first page. 'I'll (i) _____ it done like this', I said, nervously. My hairdresser was quite surprised as it was a big change, but said it would be quite easy (j) _____ with my long, straight hair. Two hours later, I got up from the chair with short, blonde hair. (k) _____ my mum was difficult, as she has always loved me (l) _____ long hair.





- 1 **Look at the two photos of students building things with wood. Write down two similarities and two differences.**
- 2 22 **Listen to a student talking about the two photos. Does she have any of the same ideas as you?**
- 3 22 **Match the halves to make sentences. Listen again to check your answers.**
 - 1 Both of the photos ...
 - 2 You can tell because of ...
 - 3 One other similarity between the photos is ...
 - 4 However, ...
 - 5 One important difference between the photos ...
 - 6 Another important difference is ...
 - a the clothes.
 - b is that in the first picture the students are working together, whereas the second photo shows a young man working independently.
 - c the wooden table and the equipment.
 - d show young people.
 - e there are several differences.
 - f that the people are making things with wood.

4a 23 **Listen and circle the unstressed schwa sounds in the following examples.**

- 1 Both of the photos show young people.
- 2 You can tell because of the wooden table and the equipment.
- 3 However, there are several differences.

4b 23 **Listen again and repeat.**

STUDY SKILLS

What do the terms accuracy and fluency mean when we talk about speaking English? Which do you think is more important?

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5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



- 1 Who can you see in the picture?
 - 2 Where are they?
 - 3 What are they doing?
 - 4 How do you think they are feeling? Why?
- 6 24 **Listen to a student talking about the photo. What are her answers to the questions?**
- 7 **Now look at the second photo and answer the same questions.**



1 Look at the notes below and decide if they are for (F) or against (A) watching television.

| | |
|---|-----|
| • stops people reading, listening to music, talking | F/A |
| • fascinating programmes, e.g. nature, culture | F/A |
| • company for lonely people | F/A |
| • advertising – bad influence | F/A |
| • unsuitable programmes for children | F/A |
| • educational, e.g. language learning | F/A |
| • relaxing, e.g. makes people laugh | F/A |

2 Read this essay about television and put the four paragraphs A–D in the correct order.

A ____
However, television has disadvantages, too. People no longer read, listen to music or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television when they advertise expensive toys or gadgets.

B ____
In the early 1950s, very few people had a television. By the end of the century, almost every household in the western world had one television set, and many had several. Is this a good or a bad thing?

C ____
In conclusion, television is not necessarily a bad thing, but parents should be careful how much their children watch. In my opinion, good programmes that are well made are fantastic, but, on the other hand, they do prevent people from taking part in other activities and some of the output is unsuitable.

D ____
Television can be interesting and useful in a number of ways. Firstly, nature or cultural programmes are fascinating, and viewers can experience places and events they might never see in real life. Furthermore, soaps or comedy programmes can make people laugh and allow them to relax after a day at work. What's more, many programmes are educational and can help students of foreign languages, for example. Finally, television is a comfort to old people or those who live on their own.

STUDY SKILLS

Why is it important to divide texts into paragraphs when you are writing?

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3 What do you think was the title/topic of this essay?

- Children today watch too much television.
- Television advertising is more important than the programmes.
- The advantages and disadvantages of television

4 Underline the linkers that introduce and order the arguments the writer used.

5 Find two expressions the writer uses to give opinions.

- _____
- _____

6a Plan an essay on this statement. Make notes for and against, and organise your ideas using the paragraph plan below.

“The Internet is the most important invention of the last 150 years.”

Paragraph plan

Paragraph 1: introduce your essay

Paragraph 2: two arguments for the Internet

Paragraph 3: two arguments against the Internet

Paragraph 4: conclude your essay

6b Write your essay using linkers and other expressions from this unit. Don't forget to say if you agree or disagree with the statement and give your reasons.

Grammar

1 Rewrite these sentences in the passive.

- They sell millions of illegal DVDs each year.

- They will hold the next Olympics™ in my country.

- Somebody finally fixed my computer.

- They don't often teach Latin in schools these days.

2 Rewrite the sentences using the correct form of *have something done*.

- I've just cut my hair myself.
I've just had my hair cut at the hairdresser's.
- We always fix our TV when it breaks down.

- I mended my bike last month.

- My dad's designed a website for his new company.

- We are painting all the bedrooms.

- I usually repair my own boots.

- My parents painted portraits of me and my sister.

3 Find and correct the mistakes with the gerund/infinitive.

- I've always loved speak other languages.
- I think it will be possible to eating together this evening.
- My brother is really good at think quickly, but I'm not.
- Are you interested in watch the game?
- To learn a language is similar to learning to drive.

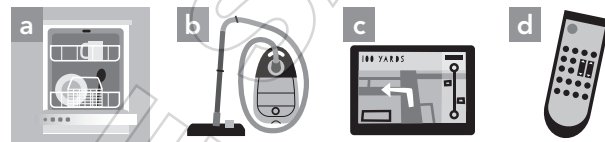
4 Complete the sentences with the correct form of the verbs given.

- My trainers _____ (take) from just outside my front door!
- The roof _____ (repair) by builders at the moment.
- If I had a smartphone, I _____ (check) the weather on the Internet.
- While I _____ (travel) to school, I saw my history teacher with the breakdown service.

- You're here at last! I _____ (wait) for you for about 45 minutes!
- If Toby's flight _____ (delay) tonight, he _____ (call) us to let us know.
- If we _____ (not pass) our assessment, we have to retake it.

Vocabulary

1 Write what you can see in each picture.



2 Complete the sentences with the correct preposition.

- She is responsible _____ taking care of the kids.
- How we listen to music is different _____ the way you used to do it.
- Are you aware _____ the phrase 'Lightning never strikes twice'?
- I'm tired _____ this programme. What's on the other channels?
- She's worried _____ breaking her MP3 player.

3 Circle the correct alternative.

- Just switch/tap the screen, and it will change.
- You have to select/press a programme first.
- You need to connect/insert the printer to the computer, or it won't work.
- You can recharge/press the battery by plugging/inserting in the charger.

4 Complete the two parts of each sentence with the correct adjective and preposition. The first letter of the adjective is given.

- I'm sociable but I'm not very g_____ _____ giving presentations to lots of people.
- Alex is a confident driver, but I'm not sure he's r_____ _____ the test.
- The place is absolutely stunning, but I'm a bit t_____ _____ sightseeing now.
- We were totally b_____ _____ the film, so we left after half an hour.
- I don't want to sound arrogant, but I'm really g_____ _____ cooking.