

CAMBRIDGE

STUDENT'S BOOK & WORKBOOK

B2

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GET THINKING

SECOND EDITION

AGENDA
2030

- REAL WORLD ENGLISH
- CAMBRIDGE B2 FIRST FOR SCHOOLS
- INVALSI
- MULTI-STYLE VIDEOS
- LIFE COMPETENCIES & CITIZENSHIP

Test&Train



Better

Learning

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WELCOME

A WHAT A STORY!

A lucky pilot

- 1  W.01 Complete the conversation with the verbs from the list in the correct tense. Then listen and check your answers.

add | carry | ~~crash~~ | destroy | dive | end
find | hit | manage | pull | scream | set

- Mike So, did you see that story about the plane that
0 _____ *crashed* _____ into the ocean?
- Finn No, I didn't. What happened?
- Mike Well, this guy 1 _____ off
from Florida in his plane – a small one, only
one engine – to go to New Orleans.
- Finn Wow – that's a long way.
- Mike Right, and it's usually too far for a plane like
that, but he had 2 _____
extra fuel tanks. However, after he had begun
his journey, he realised he didn't have enough
fuel to 3 _____ on flying,
so he radioed New Orleans and told them that
he was in trouble. He told them he had to land
the plane in the sea.
- Finn In the sea?
- Mike Yes, there was a fishing boat not far away
that was able to pick the pilot up. But here's
the incredible thing – and you can see it
in a video. The plane had a parachute, but
it didn't work and the plane started to
4 _____ towards the
sea! But then almost at the last minute, the
parachute pulled the plane horizontal, just
before it 5 _____ the water.
The impact almost 6 _____
the plane.
- Finn And the pilot?
- Mike He was OK. He 7 _____ to
get out of the plane and into a life raft from the
fishing boat. Then the people from the fishing
boat came and 8 _____ him
out of the raft and took him to the ship. He wasn't
injured, so he didn't 9 _____
up in hospital or anything. Now they're trying
to 10 _____ out what
went wrong.
- Finn Wow – I'd have been so scared if I'd been in
that plane. I'd have 11 _____
really loudly!



- 2 Read the dialogue again. Answer the questions.

- 1 Where was the plane flying to and from?
- 2 Why had the pilot added extra fuel tanks?
- 3 What did the pilot use to try to land the plane safely in the sea?
- 4 How was the pilot rescued?

Descriptive verbs

- 3 Match the verbs with the definitions.

- | | |
|------------|-------------------------------------|
| 1 demolish | a to hit very hard and break |
| 2 dive | b to run away quickly |
| 3 flee | c to go down quickly |
| 4 grab | d to destroy completely |
| 5 rage | e to shout loudly in a high pitch |
| 6 scream | f to take hold of something quickly |
| 7 smash | g to hit |
| 8 strike | h to burn very fiercely |

- 4 Complete the sentences with the correct form of one of the verbs from Exercise 3.

- 0 When the clock _____ *struck* _____ 12, I knew it was time to go home.
- 1 When war broke out, hundreds of people had to _____ the country.
- 2 I went back to my old school, but it wasn't there any more: it had been _____.
- 3 I was late for the bus, so I just _____ my bag and ran to the bus stop!
- 4 The fire at the old factory _____ for over three hours.
- 5 She got really angry and _____ a plate against the wall.
- 6 They _____ but nobody heard them.
- 7 She _____ off the bridge and into the river.

Phrasal verbs

- 5 Complete the sentences from the dialogue on page 4. Then read again and check your answers.
- The pilot _____ from Florida in his plane to go to New Orleans.
 - The pilot wasn't injured so he didn't _____ in hospital.
 - Now they're trying to _____ what went wrong with the fuel calculations.
- 6 Choose the correct words.
- My father's health has improved so much since he *gave up* / *ended up* smoking.
 - She wanted to get fit so she *gave up* / *took up* judo.
 - It's a bit of a problem, but I'm sure we can *sort it out* / *blow it out*.
 - If we *get on* / *carry on* walking this slowly, we won't get there before dark.
 - We're going to the big match tomorrow – I'm *looking forward to* / *looking into* it.
 - He's very tall and he's got red hair, so he really *stands out* / *looks out* in a crowd.
 - I got there really late because the bus *broke down* / *blew out*.
 - All the restaurants were closed, so we *took up* / *ended up* eating at a fast-food place.

Childhood memories

- 7 **SPEAKING** Work with a partner. What do you remember about your first visit to the cinema (e.g. who you went with, what the film was, etc.)?
- 8 Read this extract from an autobiography. Which of the things that you remember are mentioned?

Cinema paradise

I'm in my seventies now and I used to love going to the cinema when I was a kid. Back in the 1950s, there used to be a thing called Children's Matinee at the cinema in the town where

we lived. It was wonderful! Every Saturday morning, the cinema would show films for kids – and only kids. They showed cartoons and cowboy films, adventure films, detective films and science fiction – everything that kids loved back then (and still do I guess!).

My brother used to take me – he was five years older than me. We'd always try to get there early so we could get seats in the front row, or at least, one or two rows back. The cinema sold ice cream and popcorn, and we would buy as much as we could, and then sit and watch the films while stuffing ourselves with food.

- 9 Read the extract again and answer the questions.

- Who couldn't go to the Children's Matinees?
- Who did the writer go with?
- Why did they go early?
- When did the children usually cheer?
- When did they boo?

Elements of a story

- 10 Complete the text with words from the list.

characters | dialogue | ending
hero | plot | set | villain

I read a book last week called *Moscow Mystery*. It was a thriller – a kind of detective story. It is ¹ _____ in Moscow. The ² _____ of the story is a woman called Valentina, who helps many of the other ³ _____ to escape from a terrible situation – they have been kidnapped by a horrible old man called Nikolai, who's the ⁴ _____ of the story.

Anyway, the book's quite good. I thought the overall ⁵ _____ was quite exciting and it had a nice unexpected twist at the end.

(I won't tell you the ⁶ _____, though, in case you read the book yourself.) And I really liked the ⁷ _____, too – the conversations between the different characters sound like real people talking to each other. A good read – I'd recommend it.

- 11 **SPEAKING** In small groups, think of an example of each of these from a film or book.

- | | |
|------------------------|-----------------------|
| 1 a great hero | 3 an amazing plot |
| 2 a terrifying villain | 4 a satisfying ending |

Talking about past routines


- 12 Complete the sentences from the extract 'Cinema paradise'. Use *would* or *used to*.

- I _____ love going to the cinema as a kid.
- My brother _____ take me.
- The hero always won, and we _____ cheer when he did.
- Some kids _____ throw popcorn.

We loved the cartoons – we laughed a lot. Our favourite was always *Tom and Jerry* and we cheered when we saw the opening pictures. And then there were the adventure films. The plots were often terrible, and the dialogues, too, but we really didn't care – after all, we were kids! We used to boo the villains and cheer the heroes. Some kids used to throw popcorn at the screen when the villain came on – the cinema staff sometimes tried to stop us but usually they gave up! The ending was always completely predictable, of course – the hero always won – and we'd cheer like crazy when he did!

B AN UNCERTAIN FUTURE

Future plans

- 1  W.02 Read the conversation. Put the phrases into the correct places. Then listen and check.

when you leave school | get a good degree
to start a family | and then travel the world
then retire | before I think about settling down

- Mum So, Jordan, have you thought about which university you want to go to yet?
- Jordan I told you, Mum – I'm not so sure that I want to go to university.
- Mum But if you ¹ _____, you'll be guaranteed a secure future. You know, perhaps in ten years' time, you'll be managing a huge company!
- Jordan But that's just it, Mum – I don't want to manage a big company, or a small company either. I don't want to spend 40 years doing that, ² _____ and wonder where my life went. That's not the future I want – I think.
- Mum Well, so what are you going to do ³ _____ then?
- Jordan I'm not sure yet. Maybe work, save a bit of money ⁴ _____ for a few months, you know, get some life experience.
- Mum Well, that won't do you much good. In this day and age, employers want people with work experience, not travel experience.
- Jordan Well, maybe you're right, Mum. But even so, I want some time for myself ⁵ _____.
- Mum There's nothing wrong with settling down. That's what your father and I did.
- Jordan I know, Mum and that's fine – it was fine for you and Dad, back in the last century. But the world's different now and people have such different aims, ideas, everything!
- Mum Yes, I suppose so. You're right.
- Jordan But don't worry, Mum. I mean, I'd like ⁶ _____ at some point. So you'll be playing with your grandchildren one day – I hope.
- Mum Well, I'm delighted to hear that, Jordan!



- 2 Mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Jordan and his mum have talked about university before. ☐
- 2 Jordan's mother works for a big company. ☐
- 3 Jordan definitely wants to leave school and travel. ☐
- 4 Jordan's mother values work experience. ☐
- 5 Jordan would like to have children. ☐

Life plans

- 3 Complete the sentences with the words from the list.

career | degree | leave | promoted
retired | settled | start | travel

- 1 My plan was to _____ the world, but when I got to Italy, I loved it so much that I stayed.
- 2 I have no idea what to do when I _____ school.
- 3 She got an excellent _____ from Cambridge University.
- 4 He worked really hard and he got _____ to junior manager.
- 5 My uncle got ill when he was 55, so he _____ early.
- 6 A course in psychology is a good way to start a _____ in teaching.
- 7 My cousin has always moved from one place to another – he's never _____ down.
- 8 They feel they haven't got enough money yet to _____ a family.

- 4 **SPEAKING** Work in pairs and discuss the questions. Then compare your answers in small groups.

- 1 At what age can people leave school in your country? Do you think this is the right age? Why (not)?
- 2 At what age can people retire in your country? Is it the same for men and for women? Do you think this is the right age? Why (not)?
- 3 Is it important in your country to get a degree in order to have a good career? Why (not)?

Future continuous

- 5 Complete the sentences with the future continuous form of the verbs in the list.

listen | live | study | travel | wonder | work

In five years from now,

- 1 I'll _____ the world.
- 2 I won't _____ at home anymore.
- 3 I'll _____ at university.
- 4 Some of my friends will _____ for big international companies.
- 5 I'll _____ to the same kind of music as I do now.
- 6 I'll still _____ what to do with my life.

- 6 **SPEAKING** Work in pairs. Which of the statements from Exercise 5 are true for you? Which statements are true for your partner?

Future perfect

- 7 Complete the text with the future perfect form of the verbs in brackets.

Don't worry about Jordan. He'll be fine. By the time he's 20, he ¹ _____ (leave) school and he ² _____ (save) enough money to travel around the world. By the time he's 30, Jordan ³ _____ (be) to every continent and ⁴ _____ (decide) what he wants to do with his life. And by the time he's 40, Jordan ⁵ _____ (settle) down and ⁶ _____ (start) a family.

Being emphatic: so and such

- 8 Complete these sentences from the dialogue on page 6.

- 1 I'm not _____ sure I want to go to university.
- 2 People have _____ different aims, ideas, everything!

- 9 Make these statements more emphatic. Use *so* or *such*.

- 0 Leaving school is an important moment in your life.
Leaving school is such an important moment in your life.
- 1 Getting a job offer is an amazing feeling.
- 2 Spending money that you earned and saved is satisfying.
- 3 It's an awful waste of time to go travelling.
- 4 Deciding to settle down is a huge decision.
- 5 Worrying about their children is terrifying for parents.

- 10 Who do you think said the things in Exercise 9, Jordan or his mum? Write J or M in the boxes.

0 ☒ M
1 ☐

2 ☐
3 ☐

4 ☐
5 ☐

- 11 **SPEAKING** Work with a partner. Which of the statements in Exercise 9 do you (not) agree with?

Extreme adjectives

- 12 Look at the emphatic statements in Exercise 9 again. Find words which mean:

- 1 really scary _____
- 2 really good _____
- 3 really bad _____
- 4 really big _____

- 13 Write the words in the correct places.

brilliant | delighted | exciting | freezing
funny | hot | huge | interesting
miserable | scared | terrible | tiny

Gradable adjective

- 1 bad
- 2 good
- 3 _____
- 4 _____
- 5 _____
- 6 happy
- 7 sad
- 8 _____
- 9 big
- 10 small
- 11 cold
- 12 _____

Extreme adjective

- _____ / awful
- fantastic / wonderful /
_____ / amazing
- fascinating
- terrified
- hilarious
- _____
- _____
- thrilling
- _____ / enormous
- _____ / minute
- _____
- boiling

- 14 Complete the dialogues with suitable extreme adjectives.

- 0 A The water's cold, isn't it?
B More than that – it's freezing !
- 1 A She's really funny, isn't she?
B Yes, she's _____ .
- 2 A That house is pretty small.
B Small?! It's _____ !
- 3 A I thought the film was really good, didn't you?
B Yes, I thought it was _____ .
- 4 A Wow! I was scared from beginning to end of that!
B Me, too! In fact, I was _____ !
- 5 A Was the concert really so bad?
B Yes, it was. It was _____ .

- 15 **WRITING** With a partner, write three more dialogues, using words from Exercise 13 that don't appear in Exercise 14.

C HOW PEOPLE BEHAVE

Conversations

1 W.03 Listen and match the conversations to the pictures. Write 1–3 in the boxes.

2 W.03 Listen again. Complete the spaces with one word.

Conversation 1

Dev What's the matter with you?

Megan Didn't you see? I held the door open for that elderly lady; I let her go through in front of me.

Dev Yes, I saw that. It was very thoughtful of you. Very ¹ _____.

Megan But she just walked past me and didn't say 'thank you'. She didn't even look at me! It's so ² _____, I think.

Dev Oh, you ³ _____ get so worked up. She was probably just thinking about something else.

Conversation 2

Milly Hi, Jack. Here are your headphones.

Jack My headphones! I've been looking for them. So, you took them?

Milly Yes – sorry, I should ⁴ _____ asked you, I know, but ...

Jack Well, give them back. You're not ⁵ _____ to take my things without asking!

Milly OK. I'm sorry. But you don't have to be so ⁶ _____, do you?

Conversation 3

Jason I'm so upset. I just heard that Paul, one of my best friends, is going to move to Canada.

Sarah Oh, that's a shame. But never ⁷ _____, you've got other friends, haven't you?

Jason Yes, I know, but I'm going to miss him a lot. He's really fun to ⁸ _____ out with.

Sarah Well, you don't ⁹ _____ to lose touch with him, do you? You can Skype.

Jason That's right. And perhaps my parents will ¹⁰ _____ me go and visit him sometime.

3 SPEAKING Work with a partner. What would you have said in these situations if you were:

- Dev?
- Milly?
- Sarah?



Personality

4 SPEAKING Work in pairs. Choose six of the adjectives. For each one, think of something that someone could say or do to show that quality.

calm | cold | generous | lively | patient
polite | rude | selfish | shy | thoughtful
unfriendly | warm

If someone goes on holiday and brings you back a present – well, that's thoughtful.

Using should

5 Write what you would say to reply to these people. Use a form of *should* and a personality adjective.

0 I'm in a hurry – get out of my way.

Sure, but you shouldn't be so rude!

1 I heard you lost your pen, so I bought you a new one.

2 I was hungry, so I ate all the sandwiches, OK?

3 I had a big argument with my sister and told her I don't like her now.

4 I'd like to say hello to her, but I can't!

Career paths

- 6 **SPEAKING** What jobs do these people have?
Discuss with a partner.



- 7 Read the article quickly. Which of the jobs from Exercise 6 are mentioned?

Home New posts Archives

TIPS FOR choosing a career

Choosing a career – something you might end up doing for the rest of your working life – isn't always easy, but equally, it doesn't have to be the agony that it turns into for some people. Here are our tips to help you make up your mind.

A Don't let other people tell you what to do!

There are always people who want you to become a doctor, or work in banking, or be a teacher. Listen to them, but remember it's your life and it's your decision, so be sure that you're the one who makes that decision!

B Consider what you think you're good at.

It's true that things like salary are important, but don't let financial considerations lead you down the wrong path. Follow your heart and your personality – if you're a very active person, don't choose an office job, even if the pay's good. In the same way, if you don't like work that involves paying lots of attention to detail, think long and hard before you decide to do something like applying to study engineering at university.

C Your first decision isn't forever.

Some lucky people get it right first time – they start a job, love it straight away and stick at it. But it isn't always like that, so remember – you're allowed to change your mind! Certainly, it's no good agonising for years: maybe your first job doesn't turn out the way you had wanted it to. That doesn't mean the right job for you isn't right around the corner!

D Do something of value.

Some people choose their career simply because they think they'll earn huge amounts of money (although the careers which pay the most – acting, writing, singing – also have millions of people who never make it to the top). OK, if that's what you want. But, generally, people get more satisfaction out of their career if they feel they are doing something valuable for others. It doesn't have to be charity work – it could be a job that helps other people in the community, like a carer for elderly people. Just don't forget that job satisfaction isn't only about money.

- 8 **SPEAKING** Put the four tips (A–D) from the text in order to show how useful you think each one is (1 = most useful, 4 = least useful). Compare your ideas with a partner.

Decisions

- 9 Complete the questions with the words and phrases from the list.

come to a | long and hard
make | make up | mind

- What do you find it difficult to _____ decisions about?
 - When do you think it's wrong to change your _____?
 - Can you remember a time when you couldn't _____ your mind about something?
 - Who do you talk to before you _____ decision about something?
 - What kind of things do you think _____ about before making a decision?
- 10 **SPEAKING** Discuss the questions in Exercise 9 in pairs.

Permission

- 11 Complete the sentences with the correct form of *make*, *let* or *be allowed to*.

- You should never _____ other people make decisions for you.
- No employer can _____ you work longer hours than the law permits.
- My cousin's got a job where she _____ work from home three days a week.
- My grandfather left a job when the manager tried to _____ him work late.
- In the past, factories _____ use children as workers – can you believe that?
- This company _____ its employees dress smartly from Monday to Thursday, but on Friday it _____ them wear less formal clothes.

- 12 Write sentences about your perfect job or career. Use *make* / *let* / *be allowed to* in some of your sentences.

My ideal job lets me choose the times of day I work.

D NEW THINGS

A change of lifestyle

1 W.04 Read and listen to the dialogue.

- Where are Tom and Maia?
- Who doesn't want to be there? Why?

2 W.04 Listen again and complete the gaps in the conversation.



- Tom You said it opened at eight o'clock.
- Maia And I was wrong! I'm sorry. Don't be so
1 _____. It'll be open
very soon.
- Tom I already wish I hadn't come.
- Maia Oh, come on, Tom. We 2 _____,
didn't we? You said that you were fed up with
your 3 _____ lifestyle.
- Tom True. And then you 4 _____
me that the best thing to do was exercise.
- Maia Right. And I 5 _____ you to
come with me to the leisure centre, and you
agreed, so here we are. We're going to work out
for a while and then you'll feel great.
- Tom I always feel 6 _____ wearing
sports gear. I've got thin legs.
- Maia Oh, stop complaining, Tom. There's nothing
wrong with your legs.
- Tom I asked you what I 7 _____
wear and you said shorts. But I look terrible!
- Maia Look, no one here cares – everyone is completely
unconcerned about what other people look like,
they're all too busy doing exercise.
- Tom That's completely untrue!
- Maia Tom, I'm beginning to wish
I 8 _____ invited you. Oh, look,
it's opening. Come on then, let's go in and start.

3 Answer the questions.

- Why has Tom agreed to try exercising?
- Why is Tom not happy about wearing shorts?
- Why, according to Maia, are people not worried about other people's appearance?
- Why do you think Maia says: 'I'm beginning to wish I hadn't invited you'?

Reporting verbs

4 Rewrite each sentence with the verbs in brackets.

- 'Would you like to come to the match with me, Julie?' (invite)
He invited Julie to go to the match with him.
- 'The new baker in King Street is really good.' (recommend)
He _____
- 'No – I won't tell you the answers, James.' (refuse)
She _____
- 'I'm tired because I slept really badly last night.' (explain)
Mark _____
- 'OK, Mabel, I'll let you use my lipstick.' (agree)
She _____
- 'Go on, Boris – try the curry!' (encourage)
I _____

5 SPEAKING Work in pairs. Tell your partner about the following things:

- a time someone persuaded you to do something
- a book or film that someone recommended to you
- something you would not encourage another person to do
- something you agreed to do, but regretted

Negative adjectives

6 Write the negative form of these adjectives.

- important _____
- polite _____
- possible _____
- concerned _____
- responsible _____
- legal _____

7 Complete the sentences using the negative form of an adjective in the list.

expensive | formal | happy
logical | patient | regular

- I don't like spending money unnecessarily – I'm happy to buy inexpensive things.
- I'll be ready in three minutes! Don't be so _____!
- Something bad must have happened, she looks so _____.
- You can wear what you want here. It's a really _____ place.
- You want to travel in the summer holidays but you're not saving any money! That's just _____.
- We never know when the next bus will come – the service is very _____.

Another country

- 8 Read the blog. Which of the things in the photos does Jessica not talk about?

Jessica's blog

— from Tokyo!

Hi everyone,

Well, those of you who read my blog regularly know that I've moved – I'm now living in Tokyo: my parents got jobs here and they're on two-year contracts, so here we are. We got here about a month ago and we've found a place to live, so we're starting to feel a bit more settled.

It's so different here from home. Well, that's unsurprising, of course! For one thing, there are always so many people around, and for a country girl like me, who's used to peace and quiet, it isn't easy to deal with. Well, I guess I'll get used to it, but it might take a while! I just wish someone had told me in advance about the number of people on the trains to and from school! But I've made a resolution: I'm going to use my time spent travelling wisely – to learn to knit, perhaps, but mainly to learn Japanese. I think I'm going to struggle, because Japanese has a different writing system and the grammar's quite different, too, but I'm going to put my mind to it and I hope I can make some progress. (It's a good thing lots of signs are in the Latin alphabet, too, otherwise I'd be completely lost!) One of my friends told me to try to learn some Japanese before coming here – if only I'd listened to him! It'd be quite a bit easier now, I guess.

One of the truly wonderful things here is the food – you may remember that I've already raved about how much I love Japanese food. My favourite restaurant at home is Japanese, so I'm used to all of the dishes with seafood

and rice, and I love them. But here – wow, the flavours are out of this world. Well, that's all for now. I'll write more soon!



- 9 Read the blog again. What things does Jessica have to get used to?
- 10 **SPEAKING** Work in pairs. Think of two more possible things that Jessica might need to get used to. Compare your ideas.

Changes

- 11 Complete the sentences with words from the list.

break | doing well | form | give up
resolution | struggle | taking up | ways

- 0 Jessica's made a resolution to use her travel time well.
- 1 She's thinking of _____ knitting.
- 2 She thinks she's going to _____ to learn Japanese.
- 3 She's started learning already, but so far she isn't _____.
- 4 Moving to another country is a chance to _____ some new habits.
- 5 I love seafood, so I could never _____ eating prawns.
- 6 I need to get fit, so I'll have to change my _____ a bit.
- 7 I don't think I'm ever going to _____ my bad habits.

Regrets: *I wish ... / If only ...*

- 12 Complete the sentences from Jessica's blog. Then read again and check.

- 1 I just wish someone _____ me in advance about the number of people on the trains to and from school!
- 2 One of my friends told me to try to learn some Japanese before coming here – if only _____ to him!

- 13 Jessica wrote some emails to her friends back home. Complete the things she said. Use verbs from the list to help you.

bring | find | know | say | wear

- 0 I didn't see Kylie before I left – I wish _____ I'd said goodbye to her.
- 1 Electronic things here are really expensive – if only _____ a little more money!
- 2 I went to a party last night and it was really hot – I wish _____ a dress, not jeans.
- 3 There are lots of beautiful things to see here – if only _____ a bit more about Japanese culture before we came.
- 4 Our flat here is quite small – I wish my dad _____ a bigger one.

1 SURVIVAL INSTINCT



GET TH!NKING

Watch the video and think:
are you adventurous?

OBJECTIVES

FUNCTIONS:

issuing and accepting a challenge

GRAMMAR:

verbs followed by infinitive or gerund;
verbs which take gerund and infinitive
with different meanings: *remember*,
forget, *regret*, *try*, *stop*

VOCABULARY:

verbs of movement; adjectives to
describe uncomfortable feelings



READING

1 Look at the map and the photos. Which one shows an outboard motor and which one a tarpaulin? Which ocean can you see?

2 **SPEAKING** Imagine being in a small boat in the middle of the Pacific Ocean. What would you need to think about?

3 Read the article. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence.

- A The boys knew right away that they could only sit, wait and hope.
- B Tears were shed again, but this time they were tears of joy and gratitude.
- C A passing fishing boat spotted them and stopped to pick them up.
- D The boat had no roof to protect them.
- E All they could do was watch as it continued to sail away.
- F But they would be proved wrong.
- G Little did they know their journey would last over seven weeks.
- H This meant they had something to drink.

4 **1.01** Read and listen to the article again and check your answers.

5 **SPEAKING** Work in pairs and discuss the statements.

- 1 The boys should not have tried to make the trip without an adult.
- 2 If the boys had taken phones with them, they would have been found earlier.
- 3 I don't think I could survive a situation like that.
- 4 I would like to meet the three boys and ask them more about their experience.
- 5 How do you think you would deal with a situation like this? What would you find the most difficult?

Surviving for

SEVEN WEEKS

Out in the Pacific Ocean, 500 km north of Samoa, lies a small group of islands called Tokelau. The population is only about 1400 people, but one day early in November 2010, 500 of them gathered for a memorial service for three teenagers. No one had seen 14-year-old Etueni Nasau, or his two 15-year-old cousins Samuel Pelesa and Filo Filo, for a month. Their boat was gone, too. When people realised that the three boys were missing, planes spent over three weeks trying to find them, but eventually they gave up. Their friends and relatives wept at their funeral service, believing that the boys were dead. ¹ _____.

In early October, the three boys had clambered into their small 3.5-metre boat because they felt like making a short trip to a neighbouring island. They had decided to take some coconuts and water with them, enough for a couple of days. ² _____.



Not long after they headed out to sea, the boys lost sight of land and started to become disoriented. Then they ran out of fuel for their outboard motor, and started to drift. ³ _____.

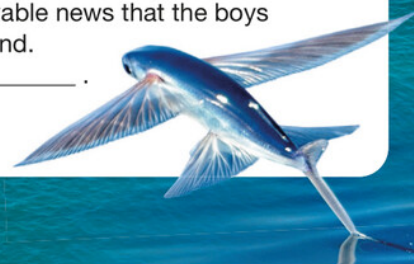
For days, they crouched in the boat under the fierce sun. Their water and coconuts quickly ran out. Sometimes, a small flying fish would fall into their boat and they would eat it, but this wasn't enough food

for them. Once, a seabird landed on the boat – one of the boys leaped up and managed to grab it. They killed it and ate it, raw. At night there were often heavy rainstorms that threatened to overturn the boat, and the boys had to dive to the floor, holding on as hard as they could. But the storms also left a little rainwater in their canvas tarpaulin. ⁴ _____.

They constantly kept watch for land or boats. One night, they saw the lights of a ship, but it was too far away to see them and they had no lights to attract attention. ⁵ _____.

After several weeks, the night rains stopped. The boys were desperately thirsty, and, despite knowing the dangers of drinking seawater, they decided to sip some. Then, with perhaps only days, or even hours, to live, the thing they had been desperately hoping for, happened. ⁶ _____.

The boys were very weak but they managed to stagger onto the fishing boat. They began to recover after having some water and some food. From the boat, Filo Filo phoned his father, who rushed to pass on to the other villagers the scarcely believable news that the boys were safe and sound. ⁷ _____.



Train to THINK

Thinking rationally

Solving a problem requires decision-making. In a difficult situation we may need to make sure that we are not distracted by irrelevant ideas, so we can look at the facts that are relevant for making the right decision.

6 Which of these facts were relevant for the three boys in making their decision to drink some seawater?

- 1 They had no fresh water in the boat.
- 2 Seawater doesn't taste very nice.
- 3 Their boat was very small.
- 4 There were no clouds in the sky.
- 5 If you don't drink anything, you can die of dehydration.

7 SPEAKING Work in pairs and discuss how the boys may have felt when they made their decision.

8 SPEAKING Read the situations. For each one, think about what you might want to do and what you should do. Then compare your ideas with a partner.

- 1 You have an important test tomorrow and your friend wants you to go to a party tonight.
- 2 You haven't been feeling well for several days. A tells you to go to a doctor. B tells you to take some medicine. You like B better than A.
- 3 You borrowed a friend's bike and had a small accident – there's a scratch on the bike that isn't easy to see.

PRONUNCIATION

Diphthongs: alternative spellings Go to page 120.



GRAMMAR

Verbs followed by infinitive or gerund

- 1 Read the sentences from the article on page 13 and choose the correct words. There are two sentences in which both options are possible. Then complete the rules with a *gerund* and an *infinitive*.

- They felt like *making* / *to make* a short trip to a neighbouring island.
- One of the boys leaped up and managed *grabbing* / *to grab* it.
- All they could do was watch as it continued *sailing* / *to sail* away.
- They knew all the dangers of drinking seawater, but they decided *drinking* / *to drink* some.
- A passing fishing boat spotted them and stopped *picking* / *to pick* them up.
- They began *recovering* / *to recover*.

RULE: We follow the verbs:

- *imagine, feel like, suggest, practise, miss, can't stand, enjoy, detest* and *don't mind* with
7 _____.
- *manage, want, decide, refuse, hope, promise, ask, learn, expect, afford, offer* and *choose* with
8 _____.
- *begin, start* and *continue* with
9 _____ or
10 _____ with no difference in meaning.

- 2 Complete the sentences with the verbs in the list. Use the gerund or infinitive form.

buy | climb | get | go
help | read | show | walk

- The weather was great on Sunday, but I didn't feel like _____ a mountain.
- My friend suggested _____ on a bike ride.
- Nobody asked us _____ our tickets as we entered the cinema.
- I gave Sienna a copy of Joe Simpson's book *Touching the Void*. She says she's really enjoying _____ it.
- Can I borrow your umbrella? I can't stand _____ around in the rain.
- I wanted _____ new skis, but I couldn't afford them.
- I don't mind _____ my brother with his homework.
- Can you imagine _____ caught in a snowstorm for hours?

→ workbook page 136



VOCABULARY

Verbs of movement

- 3 Complete the sentences with the correct form of the verbs in the list. Then check your answers in the article on page 13.

dive | leap | rush | stagger

- One of the boys _____ up and managed to grab it.
- The boys had to _____ to the floor, holding on as hard as they could.
- The boys were very weak but managed to _____ onto the fishing boat.
- He _____ to give the incredible news to other villagers.

- 4 Match the words with the definitions.

1 climb | 2 crawl | 3 dive | 4 hop | 5 leap
6 rush | 7 stagger | 8 swing | 9 tiptoe | 10 wander

- ☐ to jump on one foot
- ☐ to walk around without any clear purpose
- ☐ to move easily and without stopping in the air, backwards and forwards or from side to side
- ☐ to walk on your toes, especially in order not to make a noise
- ☐ to jump into water
- ☐ to go up, or to go towards the top of something
- ☐ to (cause to) go or do something very quickly
- ☐ to make a large jump from one place to another
- ☐ to move slowly on hands and knees
- ☐ to walk or move with difficulty as if you are going to fall

- 5 Complete the sentences with the correct forms of the verbs from Exercise 4.

- He was really hot, so he _____ into the swimming pool straightaway.
- We spent the morning _____ around the harbour, looking at the boats.
- At the zoo, the monkeys were _____ from the trees and _____ to the top of them.
- Their daughter was asleep, so they _____ around the house.
- Children learn to _____ when they are babies, but they don't learn to _____ on one foot until they are a bit older.
- As soon as I heard Jo was back, I _____ to her mum's house to see her.
- With difficulty she managed _____ to the phone to call for help.
- He saw the snake, and in no time he _____ onto the table.

→ workbook page 138



LISTENING

- 6 1.04 Listen to a discussion on a radio show. What are the two people discussing?
- 7 1.04 Listen again. Mark the statements T (true) or F (false). Then correct the false statements.
- The man says that he didn't sleep very well during his exams. ☐
 - The woman says she didn't do enough serious revision. ☐
 - She says it's important to think about diet and sleep during an exam period. ☐
 - She says you should spend more time studying than enjoying yourself. ☐
 - She says you should not do more or less revision than your friends. ☐
 - The man was happy that he revised along with his friends. ☐
 - The woman thinks you should revise in whatever way is good for you. ☐
 - She thinks it's important to keep 100 percent to a schedule. ☐

8 **SPEAKING** Work in pairs and do the following:

- List the pieces of advice the woman gives and say which ones you agree or disagree with.
- Add one or two more pieces of advice for dealing with pre-exam stress.



GRAMMAR

Grammar video ▶ 02

Verbs which take gerund and infinitive with different meanings:
remember, forget, regret, try, stop

9 Complete the sentences from the listening with the verb in brackets. Use the correct form.

- Remember _____ regularly and well. (eat)
I remember _____ sleepless nights. (have)
- I really regret _____ it more seriously. (not take)
I regret _____ that we've run out of time. (say)
- Try _____ comparing yourself with friends. (avoid)
I tried _____ with friends. (revise)

10 Match sentences 1–4 with pictures A–D. Then complete the rule with *gerund* or *infinitive*.

- She should stop to rest, but she needs to finish her work today.
- She should stop resting, but she just doesn't want to go back to work.
- He forgot to meet Sandra.
- He'll never forget meeting Sandra for the first time.



A



C



B



D

RULE: *Remember, forget, regret*

Remember + ⁵ _____ means *thinking of a past experience you've had.*

Remember + ⁶ _____ means *don't forget to do something.*

Forget + ⁷ _____ means *to no longer think of something that you did.*

Forget + ⁸ _____ means *to not think of doing something you should do or should have done.*

Regret + ⁹ _____ means *feeling sorry about something you said or did in the past.*

Regret + ¹⁰ _____ means *feeling sorry about something you are going to say or do next or in the future.*

Other verbs

Try + ¹¹ _____ means *try hard to see if you can do something that is really not easy.*

Try + ¹² _____ means *do it and see what the results are.*

Stop + ¹³ _____ means *to not continue doing a certain activity or action.*

Stop + ¹⁴ _____ means *make a pause in one activity in order to do a different activity.*

11 Complete each sentence with the correct form of the verbs in brackets.

- On the way to work, Dad stopped _____ some magazines. (buy)
- I really regret _____ Jim. He's going to tell Martha, I'm sure. (tell)
- When you go into town, please remember _____ some paper for the printer. (get)
- Don't forget _____ food for my packed lunch tomorrow, Mum. (buy)
- Sarah stopped _____ the guitar a few years ago. (play)
- I just can't solve this puzzle. I've been trying _____ the answer for hours. (find)
- My ankle hurts. I tried _____ some cream on it, but it hasn't helped. (put)
- I remember _____ strawberry ice cream when I was very small. (love)



VOCABULARY

Adjectives to describe uncomfortable feelings

- 1 Match the adjectives from the list with their definitions.

ashamed | awkward | desperate
guilty | puzzled | stuck

- 1 _____: feeling extremely embarrassed about something you have done
- 2 _____: feeling confused because you do not understand something
- 3 _____: feeling you are in a difficult situation, or unable to change or get away from a situation
- 4 _____: feeling embarrassed or uncomfortable
- 5 _____: feeling worried or unhappy because you have done something wrong
- 6 _____: feeling the need for or wanting something very much

- 2 Complete the sentences with the adjectives from Exercise 1.

- 1 When I'm with Mrs Meyer I always feel _____. It's difficult to find something to talk about with her.
- 2 Ciara ought to be _____ of herself – talking to her mother like that!
- 3 Carl must have done something wrong, because he's looking so _____.
- 4 After the earthquake, the people on the island were _____ for help.
- 5 We're a bit _____ as to why we haven't heard from them for weeks.
- 6 Without your help, we'd be _____ and wouldn't know what to do next.

→ workbook page 138



SPEAKING

- 3 When you have a problem and get stuck, which of these three things apply to you? Add three more of your own.

- ☐ I go online and look for some advice.
☐ I stop thinking about it and listen to some music.
☐ I start feeling helpless.

- 4 **WRITING** Write three sentences to describe problems and your emotional reactions to them. Use adjectives from Exercise 1.

I have a test tomorrow and I haven't studied enough. I'm desperate.

It was my best friend's birthday last Monday and I forgot to give her a present. I'm feeling guilty.

- 5 Work in small groups. Listen to each other's problems and tell each other what to do.

Stop feeling desperate. Maybe the test won't be very difficult. Otherwise, remember to start studying earlier next time.

Try to relax before the test. Listen to some music, or go for an early morning walk.



READING

- 6 Look at the photos and the headline of the article. Which of these things do you think are true about Miriam Lancewood?

- ☐ She is from New Zealand.
☐ She lives in a city.
☐ She sometimes hunts without a gun.
☐ She lives alone.
☐ She never eats meat.

- 7 **1.05** Read and listen to the article to check your ideas.

- 8 Read the text again. Answer these questions based on your own opinions. Use evidence from the text to support your ideas.

- 1 How did Miriam feel about her life before 2010?
- 2 How does her husband feel about their lifestyle?
- 3 How happy is she about the way she leads her life?

How to SURVIVE in the WILDERNESS

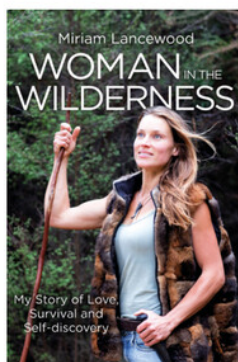
Miriam Lancewood, from the Netherlands, has a university degree, but she has no permanent address and no job. She doesn't have a car, or a computer or a mobile phone. She doesn't have a bed, or a clock or a mirror. And she's very happy this way.

Miriam was living in New Zealand, in 2010, when she began to ask herself: could she survive a terrible natural disaster or a nuclear attack? Could she live without technology, electricity or other people? She decided that she didn't have the necessary skills or experience, so she and her husband Peter set off to live in the wilderness. They left their cottage, filled two 85-litre backpacks with some possessions and took 12 buckets of food to last the winter. And they've never looked back.

Since then, they have lived right in the middle of the wilderness of New Zealand's North Island. They live mostly in a tent or unequipped hut, with occasional returns to a town if their supplies are low – Lancewood sometimes plays guitar and sings on the street to earn a little money. Otherwise, they don't need anything from anyone.

In 2017, Miriam published a book – *Woman in the Wilderness* – which tells her story and recounts what she learned about nature, other people and herself. Life in the wilderness taught her how to manage with simple things, how to be alone, how to be bored, how to be afraid. She also talks about how she had to learn how to use a bow and arrow to hunt with, and the first time she killed a goat with one. Afterwards, she sat and cried because she had been brought up as a vegetarian. She and her husband ate the meat, because they did not want to waste a life and because it provided protein. Meat then became part of their diet.

Miriam and her husband Peter met in India. They spent two months in the Himalayas, trekking and meeting people who lived very simply in the mountains. The lifestyle attracted them both and once they were back in New Zealand, the idea of living in the wilderness became a possibility and eventually a reality. She does not for one moment regret choosing this way of life. 'If people don't agree with the way I live, well, it doesn't matter, does it?' she says.



WRITING

A diary page about an experience

- 9** Imagine you are Miriam Lancewood. Write a page of your diary. Write about:

- the activities you've been doing
- how you felt while you were doing them
- what you've learned from them.

Write 150–200 words.

WordWise: Expressions with *right*

- 10** Look at these sentences from the unit so far. Complete them with phrases from the list.

right | right away | right in the middle
rightly or wrongly

- The boys knew _____ that they could only sit, wait and hope.
 - Since 2010 they have lived _____ of the wilderness.
 - _____, the results of their exams will determine what they do next.
 - But you survived, _____?
- 11** Complete the sentences with an expression with *right*.
- You're the new girl at school, _____?
 - Look at the time! We're late. We have to leave _____.
 - There's going to be a new supermarket _____ of town.
 - _____, we have to switch off our phones before class starts.

→ workbook page 138



- 1 1.06 Look at the photo. What do you think the two girls are doing? Read and listen to check.

Ava: Sunday afternoon ... I'm pretty bored.

Paloma: Same here. I think I'll just play some games on my phone.

Ava: Oh, phone, phone, phone. You know what, Paloma? You're addicted to that phone! You're always using it for something or other.

Paloma: Of course I'm not addicted to it. I could stop using it right now if I wanted to!

Ava: Really? OK, I challenge you, Paloma. I bet you can't survive three days without your phone.

Paloma: Seriously? Three days? That's too easy. You're on.

Ava: OK then. You'll have to give me your phone, though, and promise not to use anyone else's either.

Paloma: No problem.

Ava: You'll never manage to do this, Paloma, and you know it.

Paloma: Oh, I'll manage it, Ava, don't worry. And if I don't, we'll go to the burger place, you order whatever you want and I'll pay. Agreed?

Ava: It's a deal! I can't believe I'm ...

Paloma: Oh, just a moment Ava. A message from Mary. Give me two seconds ... yes, replied. Sorry about that. Now, where were we?

Ava: We were talking about you not using your mobile – until you started using your mobile!

Paloma: Oh, you're right! I'm having second thoughts about this challenge. I think you're probably right. I can't do it!

Ava: I knew it! But we had a deal, so I still want my burger!

Paloma: Fair enough. Give me a shout when you know what day you want it.

- 2 1.06 Read and listen to the dialogue again and answer the questions.

- 1 What does Ava challenge Paloma to do?
- 2 What does Paloma promise to do if she loses?
- 3 How is their conversation interrupted?
- 4 Why does Paloma change her mind?

- 3 Discuss the statements in pairs. Do you agree with them?

- 1 It's possible to be addicted to your mobile phone.
- 2 Ava is being unfair when she challenges Paloma to not use her phone.

Phrases for fluency

- 4 Find the underlined expressions in the dialogue and use them to complete the conversations.

- 1 A I was really busy over the weekend. No time to relax! I always had ¹ _____ to do.
B ² _____! I didn't stop for a moment.
- 2 A Listen, if you find the homework difficult, ³ _____ and I can try to help you. Then maybe you can make us a snack later.
B ⁴ _____! Thanks a lot, Georgia.
- 3 A This exercise is exhausting.
B You're right ⁵ _____? We should have a break.
- 4 A Agreed. I think we should do that.
B Hang on, let me answer this phone call ... Sorry about that. Right, ⁶ _____?

- 5 SPEAKING Work in pairs. You are two friends who are bored and who are trying to find things to do. Try to use as many of the phrases from Exercise 4 as you can.



FUNCTIONS

Issuing and accepting a challenge

KEY LANGUAGE

I bet you can't ...	I think you're (probably) right.
Of course I can.	You'll never manage to ...
I challenge you to ...	No problem.
That's too easy.	I bet (you) I can ...

- 6 Read the phrases in the Key Language box. Which are used to issue a challenge? Which are used to accept or turn down a challenge?

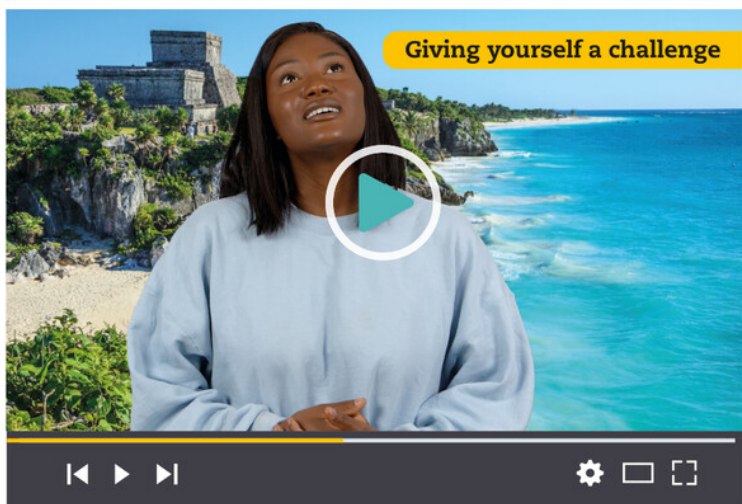
- 7 SPEAKING Work in pairs. Write short dialogues, where one person challenges the other. Use these ideas or one of your own. Then act them out for the class.

- eat a doughnut without licking your lips
- stay awake for 24 hours
- walk 20 kilometres in four hours
- finish this exercise before the pair next to us
- speak only in English during break times and lunchtimes for a whole week
- _____



LIFE COMPETENCIES

It can be important to try to do new things – it's by taking on challenges that we learn new skills and grow as people. But it's also important to be realistic about what you can achieve.



- 1 **▶ 03** Watch the vlog. What challenge does Chloe set the audience? What challenge does she set herself?
- 2 **▶ 03** Watch the vlog again and make notes about:
 - a the obstacles to the challenge
 - b the rewards of the challenge.
- 3 **SPEAKING** Read the blog post. Work in pairs and answer the questions.
 - 1 Why did Sara decide to run a marathon?
 - 2 Why was it a hard challenge for her?
 - 3 What were the results of her running the marathon – for herself, and for others?
 - 4 Was it a good idea for her to set herself this challenge? List positive and negative things.
- 4 Imagine you are one of Sara's friends on the day that she told you she was going to run the London Marathon. What would you say to her?

Me and my world

- 5 Think of a time when you set yourself a challenge and make notes.
 - What was it?
 - What did you do?
 - What was the outcome?
- 6 **SPEAKING** Work in pairs and tell your partner about your challenge.

Last year, I started doing some volunteer work for a charity in my town that helps disabled children. I found out that the charity needed to buy some new wheelchairs, but that they really didn't have the money. So, I started to think about what I could do to raise money.

When I mentioned this to my friends, they said, 'Well, why don't you run the London Marathon?!' They laughed and so did I – we all know that I'm not an athlete at all. I've never done any running before. But later, I started to think that it might not be a bad idea.

I talked to the charity people and they agreed to put my name forward. I bought some gear and started running. I went out every night for a run and after a month or so, I found I could do almost five kilometres. The problem, though, is that the marathon is 42 kilometres!

The race was only five months away. I practised as hard as I could – I had to run and finish the race, because if I did, I would raise enough money from my sponsors to buy four new wheelchairs.

Well, when the big day came, I was not at all sure that I was ready. During my training, I'd managed to run 25 kilometres in one session, but 42? Could I do it? Fortunately, it wasn't a hot day and the people running with me helped me a lot. Nevertheless, after about 34 kilometres, I was exhausted and I nearly stopped, but the people watching cheered me on and I managed to struggle on to the finish line. My time was five hours and ten minutes. But I was in pretty bad shape and I was taken to hospital. I had to stay there overnight to recover, but they let me go home the next day.

It was hard, but I'm so proud that I did the marathon and got the wheelchairs for the charity.



TIPS FOR GIVING YOURSELF A CHALLENGE

- When you set yourself a challenge, think about the possible outcomes – if you succeed, and if you don't succeed.
- Think about outcomes not only for yourself, but perhaps for other people, too.
- If you think it's a tough challenge, talk to other people you trust before making a decision about whether or not to accept the challenge.

2 ON THE ROAD

OBJECTIVES

FUNCTIONS:

introducing information

GRAMMAR:

relative clauses (review); *which* to refer to a whole clause; omitting relative pronouns; reduced relative clauses

VOCABULARY:

groups of people; phrasal verbs (1)



GET TH!NKING

Watch the video and think:

is there a lot of traffic congestion where you live?



READING

- 1 **SPEAKING** Look at the people in the photos. Work in pairs and answer the questions.
 - 1 Where are these people going?
 - 2 How are they feeling?
 - 3 How are the people in the photos different from each other?
- 2 **WRITING** Choose one of the people and write a short monologue about what they are thinking.
- 3 Look at the article and the photos on the next page. What do you think the article will be about?
- 4 **2.01** Read and listen to the article to check your ideas.

- 5 Read the article again and answer the questions with the name of a person. Sometimes more than one name is possible.

Who ...

- 1 uses a hobby to get to work?
 - 2 works in a school?
 - 3 uses a talent that he learned when he was younger in his commute?
 - 4 flies to get to work?
 - 5 spends an hour and a half commuting each day?
 - 6 gets wet on their way to work?
 - 7 used to use public transport to get to work?
 - 8 uses more than one type of transport to get to work?
- 6 **SPEAKING** Work in pairs and discuss the questions.
 - 1 Which of these journeys sounds the most/least fun? Why?
 - 2 What would be your perfect way to get to school?
 - 3 What can be done to make people's commutes easier?

Most people's journey to work or school is usually quite simple – a short journey by car or on public transport. If you're very lucky, you might be able to walk or cycle. Of course, for some commuters it can be more tedious. Their workplace might not be so far from home, but heavy traffic can make it take much longer than it should. Their employer won't be happy if they're late. Suddenly, the commute becomes very stressful, which is not a great way to start the day.

However, there are some people who have found innovative ways to get to work.

Gabriel Horchler, who works in Washington DC, noticed that most of his commute took him alongside the river Anacostia. Being a keen rower, Gabriel realised that he didn't need to be sitting still in his car for hours, along with all the other motorists. So, he exchanged his car for a rowing boat and two bikes (one on each end). His journey, which now takes him 90 minutes, also helps him to keep fit.

Elsewhere in the US, Benjamin Keiffer beats the traffic by hopping on his unicycle and weaving his way through the New York traffic. It's a skill he learned as a boy at circus school. Benjamin says that it's the best part of his day and much better than when he used to travel on crowded subway trains or had to share the pavement with hundreds of other pedestrians who were all fighting for space.

But perhaps the most exciting commute of all belongs to Paul Cox. On holiday in Spain, Paul tried out paragliding and loved it. Now, when the weather allows him, he makes the 10-mile journey from his home in North Wales to work by paramotor!

However, there are some people who have to go to even greater lengths to get to work.

Abdul Mallik is a teacher in Malappuram, India. He teaches in a primary school which is only 7.5 miles from his home. It used to take him three hours to get there by bus, as his home and the school are separated by a river. But Abdul has found a unique way to get to work quicker – he walks through the river, even though the water is neck-high. Once on the other side, he changes into dry clothes and continues to the school.

This is nothing, however, compared to Elizabeth Miranda from the Philippines. Elizabeth is also a teacher, but her journey to join the rest of the staff at her school takes several hours and involves crossing five rivers. This means getting her feet and legs wet. It can be dangerous at times, but nothing will stop Elizabeth getting to school so that she can teach her students.



Train to THINK

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

7 Read the two statements (A). What is the purpose of the question (B) that follows each of them?

- 1 A Teenagers never want to travel anywhere with their parents.
B Does that mean that there has never been a young person who liked travelling with their parents?
- 2 A I'm convinced listening to music keeps you healthy.
B What evidence is there that proves you are right?

8 SPEAKING Here are things people said about their commute to work. Work in pairs and think of good questions that you could ask to separate opinions from facts.

- 1 I spend half my life in my car.
- 2 The government needs to spend a lot more money on public transport.
- 3 Commuting is bad for your mental health.
- 4 People would be healthier if they could work from home.
- 5 People are too selfish to use public transport.



GRAMMAR

Relative clauses (review)

- 1 Read the sentences from the article on page 21. Look at the underlined parts. Then complete the rule by writing A, B, C or D.

- A His journey, which now takes him 90 minutes, also helps him to keep fit.
 B He teaches in a primary school which is only 7.5 miles from his home.
 C He had to share the pavement with other pedestrians who were all fighting for space.
 D Gabriel Horchler, who works in Washington DC, noticed that ...

RULE: We use a defining relative clause to identify an object (*which/that*), a person (*who/that*), a place (*where*) or a possession (*whose*). Without this information, it's hard to know who or what we're talking about (e.g. sentences ¹ and ²).
 We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it (e.g. sentences ³ and ⁴).

- 2 **SPEAKING** Complete each sentence with *who*, *which* or *that*. Are they defining or non-defining relative clauses? Then discuss the statements in pairs.

- 1 I don't understand people _____ decide to drive to work instead of walking.
 2 I don't like people _____ eat their lunch next to me on a bus.
 3 A commuter is just someone _____ is trying to get to work.
 4 It's buses being dirty _____ make me not want to use them.

- 3 Join the sentences to make one sentence with a non-defining relative clause. Put commas in the correct places.

- 0 The workers were tired. They had travelled a long way to work.
The workers, who had travelled a long way, were tired.
 1 The motorist was driving too fast. The motorist shouted at me.
 2 London is a busy city. It is where I work.
 3 I've been reading a book by William Boyd on my commute. Boyd is one of my favourite writers.
 4 Juan has been working here for ten years. He is from Spain.

which to refer to a whole clause

- 4 Read the sentence from the article on page 21. What does *which* refer to?

Suddenly, the commute becomes very stressful, which is not a great way to start the day.

- 5 What does *this* refer to in these sentences? Rewrite them as one sentence.

- 0 A lot of commuters use their car. This is bad for the environment.
A lot of commuters use their car, which is bad for the environment.
 1 Some people at my office commute for over an hour. This is tiring.
 2 I have to be at work by 8 o'clock. This can be difficult.
 3 My boss doesn't mind if I'm late sometimes. This makes life easier.
 4 People can get very stressed in heavy traffic. This often leads to arguments.

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VOCABULARY

Groups of people

- 6 Complete each sentence with a word from the list.

commuters | employees | employers | immigrants
 inhabitants | motorists | pedestrians | politicians
 refugees | residents | the crew | the staff

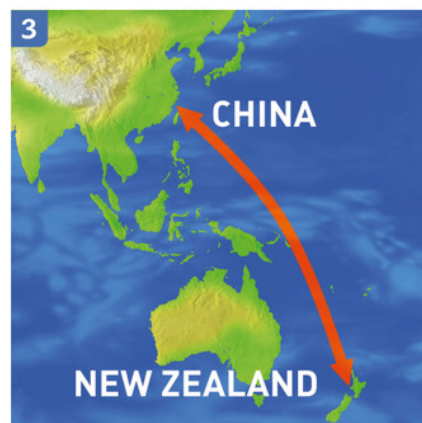
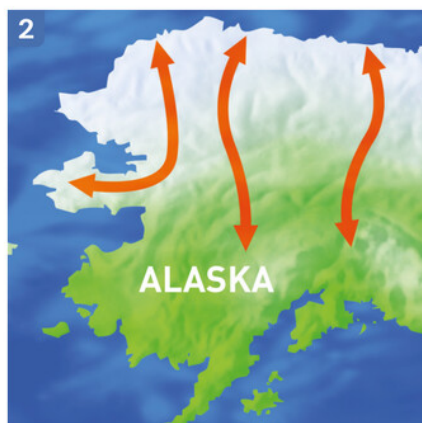
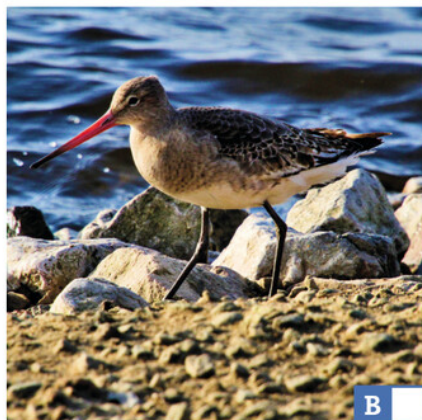
- 0 People who travel to work are commuters.
 1 People who walk on a street or pavement are called _____.
 2 A group of people who work for an organisation are _____.
 3 People who drive cars are called _____.
 4 A group of people who work on a plane or ship are _____.
 5 _____ are people or animals that live in a specific place.
 6 People who are paid to work for other people are called _____.
 7 People who work in politics are called _____.
 8 _____ are people who have to leave their own country because it's too dangerous to live there.
 9 _____ pay others to work for them.
 10 People who live in a certain place are the _____.
 11 _____ are people who go to a different country to live there permanently.

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LISTENING

- 7 **SPEAKING** Work in pairs. Look at the photos and the maps. Which animals in the photos make which journeys on the maps?



- 8 **2.02** Listen to the radio quiz to check your ideas. Write 1–3 in the boxes.

- 9 **2.02** Listen again and choose the correct answer, A, B or C.

- What is this quiz round about?
A animal migration
B famous animals
C animals in nature
- What's the most amazing fact about the bar-tailed godwit's migration?
A It's the longest migration of any bird.
B It does it in a day.
C It does it without stopping.
- How many times in their life do freshwater eels find themselves in the Sargasso Sea?
A one
B two
C three
- What makes the caribou's journey more difficult?
A They make it on foot.
B They have to do it through heavy snows.
C They make it four times a year.

- 10 **SPEAKING** Work in pairs and discuss the questions.

- Which of these animals do you think is the most amazing and why?
- What animals migrate to and from your country?



FUNCTIONS

Introducing (amazing) information

- 11 **2.02** Listen again to the radio quiz. Complete the phrases used to introduce information with the missing words.

- Believe it or _____ ...
- Did you _____ that ...?
- Would you _____ me if I told you ...?
- What's most _____ about ... is ...

- 12 **SPEAKING** Work in pairs. Person A thinks of something amazing that he/she knows. (Invent something if you want!) Person A gives the information to person B, using one of the expressions in Exercise 11. Then A and B change roles.

A BRAZILIAN ADVENTURE

Last year, after I finished school, I realised I didn't really have a plan for the next stage of my life. My mum, who is Brazilian but has lived here in the UK most of her life, had the great idea of sending me over to Brazil to live with one of her aunts for a while. At first, I wasn't sure, but after two months of sitting around the house doing nothing, I began to think an overseas adventure sounded like a pretty good idea! And if nothing else, it meant I wouldn't have to put up with my annoying baby sister for a year. (Just kidding, Nina!)

So, I started doing the things I needed to do to bring it about – a few phone calls, a visit to the Brazilian embassy and shopping for more summer clothes! Two weeks later, I was at the airport setting out for Rio de Janeiro. Thirteen hours later, the plane touched down. I had arrived. I was worn out but really, really excited.

I've been here half a year now. My aunt and my cousins have made me feel wonderfully at home. I've even got a job. I'm teaching English to children living in some of the poorer parts of the city.

I think the best thing about it so far has been learning about another culture. At school I had several friends whose families came from different parts of the world originally. I think I had quite a good understanding of some other cultures, but actually living in another country means you really get to see how life there can be different and similar to the one you know. I've been through so many different experiences here, and mostly they've been brilliant. I feel like I've learned a lot more about the world and also



about myself. I'm a lot more independent than I ever thought I could be! I've made loads of friends and I run into several people each time I leave the house. It really makes me feel like I'm at home here.

It's also been brilliant to learn another language. My mum never spoke Portuguese at home, which was a shame. Of course, I heard it spoken a lot whenever my relatives visited and I knew a few words, but I was amazed at how quickly I've managed to pick it up. After a few months of hanging out with my cousin and her friends, I'm finding I understand most of what they say and I'm able to take part in their conversations quite easily. It's great finally having a second language and learning it doesn't seem like work at all. I've also become really interested in photography. There are so many beautiful views to take photos of!

My year abroad is turning out to be the best year of my life so far. And who knows, I might be here longer, much longer!



VOCABULARY

Phrasal verbs (1)

- 4 Complete these sentences from the blog. Use the correct form of the phrasal verbs from the list. Then read the blog again to check.

bring about | go through | pick up
put up with | set out for | touch down
turn out | wear out

- So I started doing the things I needed to do to _____ it _____.
- I was _____, but really, really excited.
- I've _____ so many different experiences here.
- Thirteen hours after that the plane _____.
- I wouldn't have to _____ my annoying baby sister for a year.
- I was amazed at how quickly I've managed to _____ it _____.
- Two weeks later, I was at the airport _____ Rio de Janeiro.
- My year abroad is _____ to be the best year of my life.



READING

- 1 Look at the photos and the title of the blog. Work in pairs and discuss the questions.

- Where do you think Sam is?
- Where do you think he's from?
- What is the article about?

- 2 2.03 Read and listen to the blog to check your ideas.

- 3 Read the blog again and answer the questions.

- What is Sam's connection to Brazil?
- Why did he decide to spend a year in Brazil?
- What is he doing in Brazil?
- What has he learned from his experiences so far?
- Why does he feel at home in Brazil?
- How is he getting on with the language?

PRONUNCIATION

Phrasal verb stress Go to page 120.

5 Match the phrasal verbs from Exercise 4 with their meanings.

- | | |
|--------------------------------------|-----------------|
| 0 make (someone) very tired | <u>wear out</u> |
| 1 start a journey | _____ |
| 2 learn (informally) | _____ |
| 3 tolerate | _____ |
| 4 experience (a difficult situation) | _____ |
| 5 have a particular result | _____ |
| 6 land | _____ |
| 7 make happen | _____ |

6 **SPEAKING** Work in pairs and discuss the questions.

- How do you feel when you set out on holiday?
- What wears you out?
- Can you think of any habits someone you know has that you have to put up with?
- What difficulties does someone have to go through when they leave school and start university?
- Do you think it's possible to pick up new words from listening to English-language songs?

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GRAMMAR

Grammar video ▶ 05

Omitting relative pronouns

7 Read the two sentences from the blog. Where can you put *that* in each sentence? Is *that* the subject or object of the relative clause? Complete the rule with the words *subject* and *object*.

- I started doing the things I needed to do.
- I run into several people I know each time I leave the house.

RULE: When the relative pronouns *that* / *which* / *who* are the ³_____ of a defining relative clause, they can be omitted. But if they are the ⁴_____ of the defining relative clause, they can't be omitted.

8 Read these sentences. Put a tick (✓) if you can omit the pronoun in *italics*, or a cross (X) if you can't.

- You'll miss the friends *who* you used to hang out with. ☐
- I ran into some people *who* couldn't wait to leave. ☐
- I've decided to write about some of the challenges *that* living abroad can bring. ☐
- You become one of those people *who* wish they'd stayed at home. ☐
- There's new vocabulary *which* you have to pick up. ☐
- There's no country in the world *that* suits everybody. ☐

→ workbook page 145

Reduced relative clauses

9 Read these sentences. Where can you put *that was* and *who are*? Tick (✓) the correct box in the rule.

- I'm teaching English to children living in some of the poorer parts of the city.
- I was boarding a plane heading for Rio de Janeiro.

RULE: When relative clauses begin with a relative pronoun + the auxiliary verb *be*, we can omit:

- A ☐ only the relative pronoun
B ☐ the relative pronoun + the verb *be*.

10 Cross out the words/phrases in *italics* that can be omitted.

Footballers ¹*who* come from other countries to play in the UK often have problems adjusting to their new lives. Some of the players ²*who are* playing in the UK are quite young, so they easily feel homesick. And then there are things like food – people ³*who were* brought up on spicy food or exotic fruit don't always like typical British food. But the biggest problems ⁴*that* they face seem to be the weather and the language. The country ⁵*that* they come from might be very hot, which the UK isn't. It isn't always easy for players ⁶*who* come from Brazil or Mexico, for example, to adapt to the grey skies and short winter days ⁷*that* they experience in England. And not all the foreign players find it easy to learn English – the ones ⁸*who* do, tend to find it easier to adapt.

THINK values

Learning from other cultures

11 Imagine you live in another country. What three things would you find most difficult/enjoy most about it?

12 Choose the options that are true for you. Make notes about your reasons.

- I'd like / I wouldn't like to visit other countries.
- I'd like / I wouldn't like to live in another country.
- I'm interested / I'm not interested in other cultures.
- Knowing about other cultures *helps* / *doesn't help* me understand my own culture.
- I think / I don't think it's good to have people from other countries living in my country.

13 **SPEAKING** Compare your ideas about Exercises 11 and 12 with the class. How similar or different are you to your classmates?