



THINK

STUDENT'S BOOK 5

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

THINK

STUDENT'S BOOK 5

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones



CAMBRIDGE
UNIVERSITY PRESS

CONTENTS

Welcome p 4 **A** Saying yes and adding conditions; *get used to ...*; Secrets of love; Love and relationships Issuing and accepting a challenge; Our greatest challenge; Phrases for talking about the future **B** The bucket list; Verbs with *-ing* or infinitive;

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Brothers and sisters p 12	Using emotive language Discussing problems with siblings Talking about personal conflict	Talking about habits Adverbs to express attitude	Personality (1) Personal conflict
Unit 2 Sleep on it p 20	Giving advice Talking about dreams Discussing sleeping habits in your country	Past tense with hypothetical meaning Adverbs for modifying comparatives	Sleep Idioms with <i>sleep</i> and <i>dream</i>
Review Units 1 & 2 pages 28–29			
Unit 3 Lucky breaks p 30	Giving encouragement to someone who's feeling nervous Talking about luck	Mixed conditionals (review) Alternatives to <i>if</i>	Phrasal verbs Expressions with <i>luck</i> Wordwise: Expressions with <i>over</i>
Unit 4 Laughter is the best medicine p 38	Responding to jokes Talking about famous comedians	Emphatic structures Boosting	Laughter Idioms with <i>laugh</i> and <i>joke</i>
Review Units 3 & 4 pages 46–47			
Unit 5 Thrill seekers p 48	Giving and reacting to an opinion Discussion about thrill seeking	Participle clauses Verbs of perception with infinitive or gerund	Thrill seeking Idioms related to noise
Unit 6 Followers p 56	Complaining Discussing sports teams	Modals 1: <i>may, might, can, could, will, won't</i> Modals 2: <i>should, shouldn't, must, mustn't, can't</i>	Admiration Fame Wordwise: Expressions with <i>take</i>
Review Units 5 & 6 pages 64–65			
Unit 7 Beauty is in the eye of the beholder p 66	Language of persuasion Discussing reactions to the blog	Substitution Ellipsis	Fads Emotional responses
Unit 8 It's all Greek to me! p 74	Saying that you don't understand or didn't fully hear Talking about language	Relative clauses with determiners and prepositions <i>however, wherever, whatever, etc.</i>	Language and communication Personality (2)
Review Units 7 & 8 pages 82–83			
Unit 9 Is it fair? p 84	Talking imprecisely about numbers Discussing money	Negative inversion Spoken discourse markers	Court cases Fairness and honesty Wordwise: Expressions with <i>on</i>
Unit 10 You live and learn p 92	Reacting to news Talking about higher education and you	Reported verb patterns (review) Passive report structures	Higher education Life after school
Review Units 9 & 10 pages 100–101			
Unit 11 21st century living p 102	Telling someone to keep calm Talking about 21st century problems	More on the passive Causative <i>have</i> (review) Modal passives (review)	(not) Getting angry Verbs with prefixes <i>up</i> and <i>down</i>
Unit 12 Unsung heroes p 110	Expressing anticipation Planning a class award Talking about things you'd intended to do but didn't	Future perfect; future continuous (review) Future in the past	Awards Success and failure Wordwise: Expressions with <i>in</i>
Review Units 11 & 12 pages 118–119			
Pronunciation pages 120–121	Get it right! pages 122–126	Speaking activities pages 127–128	

C Cheering someone up and sympathising about past situations; Life's up and downs; A helping hand; Adjectives to describe uncomfortable feelings; Talking about past ability D Introducing news; Ways of speaking; News mad?; Verb + noun collocations with *make, take, play, do, give*; Cause and effect linkers; Sharing news

PRONUNCIATION	THINK	SKILLS
Intonation: showing emotions	Train to Think: Questioning widely accepted theories Values: Relationships	Reading Article: The pecking order Web page: People power to help you with your problems Literature: <i>Pride and Prejudice</i> by Jane Austen Writing An email Listening A scene from a soap opera – <i>The Street</i>
Different ways of pronouncing c and g	Train to Think: The rule of threes Self-esteem: Getting enough rest	Reading Magazine article: The great teen sleeping crisis? Article: Ten facts about dreams Culture: Sleep in different cultures Writing A proposal Listening Interview with a sleep expert
Unstressed words in connected speech	Train to Think: Behaviour based on myths rather than facts Values: How do we feel about luck?	Reading Magazine article: My lucky break Blog: Serendipity Photo story: The talisman Writing A story Listening Conversation about lucky objects and routines
Telling jokes: pacing, pausing and punchlines	Train to Think: Divergent thinking Self-esteem: Laughter	Reading Article: The science of laughter Article: The world of comedy: Shappi Khorsandi Literature: <i>Three Men in a Boat</i> by Jerome K. Jerome A review Writing Jokes Listening Jokes
Connected speech feature: elision	Train to Think: Red herrings Self-esteem: Feeling alive	Reading Article: Daredevil great-great-granny; Gary Connery Article: Can you stand the silence? Report: I've been to the quietest place on Earth. Culture: Top worldwide locations for extreme sports Writing A newspaper article Listening Interview with a psychologist about thrill seekers
Modal stress and meaning	Train to Think: Making logical conclusions (syllogisms) Values: Teamwork	Reading Article: What's up with our celebrity obsession? Article: How to avoid the limelight Photostory: A new interest Writing An essay Listening Radio programme: Manchester United fans around the world
Connected speech feature: assimilation	Train to Think: Understanding irony Values: Valuing the beauty around us	Reading Article: A history of fitness fads Blog: How would you define beauty? Literature: <i>Romeo and Juliet</i> by William Shakespeare; <i>When you are old</i> by William Butler Yeats; <i>Sonnet 18</i> by William Shakespeare Writing A formal letter Listening Radio programme about beauty fads
Stress in multi-syllable words:	Train to Think: Making connections Values: Learning another language	Reading Article: The code-talkers Article: Multilinguals have multiple personalities Culture: multilingual communities around the world Writing A report from a graph Listening Radio programme about accents
Unstressed syllables and words: the /l/ phoneme	Train to Think: The <i>ad hominem</i> fallacy Self-esteem: Does the punishment fit the crime?	Reading Article: Miscarriages of justice Book review: <i>What Money Can't Buy</i> by Michael J. Sandel Photostory: Saving Ms Hampton Writing An essay Listening Radio programme about Halden Prison, Norway
Lexical and non-lexical fillers	Train to Think: Doing something for the 'right' reasons Self-esteem: The relative importance of higher education	Reading Review: whatwewatched.com – your guide to last night's television Article: Moosic, and what you probably don't know about it! Literature: <i>The Daydreamer</i> by Ian McEwan Writing An essay Listening Life after school
Intonation: mean what you say	Train to Think: Do as I say, not as I do Values: Modern Life	Reading Article: Road rage? Pavement rage? Who's to blame, then? Blog: A modern trend: upcycling Culture: The world's last uncontacted tribes Writing A blog post Listening Radio phone-in: Stresses and strains of modern life
Shifting word stress	Train to Think: Appropriate sampling Self-esteem: Helping others	Reading Online posts: Wanted: real-life heroes Article: I just wrote to say ... thank you! Photostory: Lost and found Writing A newspaper article Listening Presentation about an inspirational man

WELCOME

A LESSONS IN LIFE

Saying yes and adding conditions

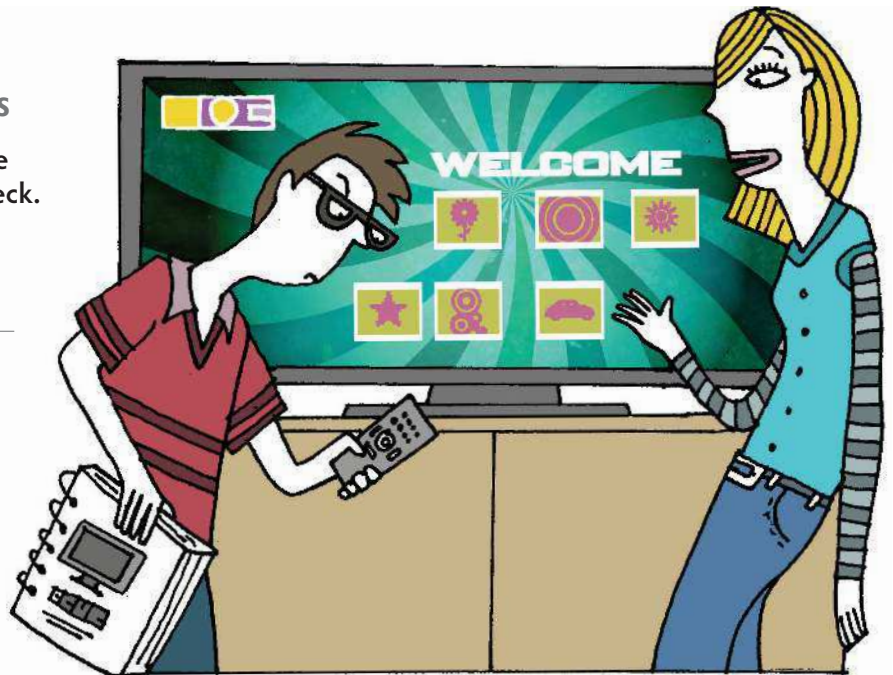
1 **1.02** Read the dialogue and complete each space with one word. Listen and check.

- LIAM This is hopeless. I give ¹ _____.
- KAT What's the problem?
- LIAM This new smart TV. I'll never ² _____ used to it.
- KAT Why not?
- LIAM It's just so complicated. It's nothing like the old one.
- KAT Have you read the manual?
- LIAM Are you joking? Have you seen the size of it? I haven't got time.
- KAT Well, you'll never know how to use it ³ _____ you read it.
- LIAM No one reads manuals these days. Anyway, things are just ⁴ _____ to work when you switch them on, aren't they?
- KAT Didn't the man at the shop show you how to use it?
- LIAM He ran ⁵ _____ a few things with me and pointed out the most important features, but ...
- KAT But what?
- LIAM I don't think I was really listening.
- KAT You never learn, do you?
- LIAM Can you ⁶ _____ a look at it for me? You're good at things like this.
- KAT OK, I'll look into it ⁷ _____ you promise me one thing.
- LIAM What's that?
- KAT I'll get it to work for you as ⁸ _____ as you ...

2 Complete Kat's last line. Compare with the rest of the class.

3 **SPEAKING** Work in pairs and discuss.

- 1 When was the last time you had a problem with technology? What happened? Did you manage to solve it?
- 2 How often do people ask you to help them with technology problems?
- 3 How easy do you find it to explain such things to other people?



4 **WRITING** Complete the sentences with your own ideas and then compare with a partner.

- 1 I'll help you with your homework provided ...
- 2 You can borrow my laptop as long as ...
- 3 I'll tell Mum what you did unless ...
- 4 Help me clear up this mess. Otherwise ...

get used to

1 Complete with the missing verbs then add some ideas of your own.

What people said about the first mobile phones:

People will never get used to

- 0 texting rather than speaking to others.
- 1 _____ videos on such a small screen.
- 2 _____ photos on a phone.
- 3 _____ to music through headphones.
- 4 _____ such a small keyboard.
- 5 _____
- 6 _____
- 7 _____

2 **SPEAKING** Work in pairs. Discuss the latest item of technology that you have. Talk about features:

- you've already got used to.
- you're not used to yet.
- you think you'll never get used to.

Secrets of love

1 Read the essay quickly. What are the writer's grandfather's secrets to a successful marriage?

2 Read the essay again and answer the questions.

- 1 What did other people think about how quickly the writer's grandparents got married?
- 2 Why does the writer's granddad say respect is important?
- 3 Why does he say patience is important?
- 4 What does he say about having children?

3 **SPEAKING** Work in pairs and decide what you think the secrets of a good friendship are.

My grandparents have been together for 50 years. It's amazing, isn't it? My granddad asked my grandma out when they were 18. He asked her to marry him two weeks later, she said 'yes' and they got engaged. They were married nine months after that, although everyone else thought they were mad. His parents warned him that it wouldn't last and predicted that they'd split up before they turned 20. Well, they didn't. They proved everyone wrong and half a century on they're more in love than ever.

I'm thinking of asking my girlfriend to marry me so I asked my granddad what the secret to a long and happy marriage is and if he had any advice. He had loads. One of the most important things, he said, was respect. Without respect, there's no chance of a relationship surviving. You both have to be able to accept the other person for who they are and give them room to do the things they need to do. He also highly recommended patience. He said that it was impossible to live with someone day in, day out for 50 years without falling out occasionally. But, with patience, he said that he and my grandma have always been able to work things out. He said that having children had been a really important part of their marriage. However, he said he believed it was something that shouldn't be rushed into. They'd waited ten years before starting a family. He felt it had given them plenty of time to really get to know each other. He also said that he knew many happy couples who hadn't had children.

But the most important secret of all, he said, was something he couldn't really put into words. It was the feeling he had when he first saw my grandma. He said that from that moment on he knew they'd be together forever. And he wasn't wrong.



Love and relationships

1 Complete the rules with the missing words.

start | out | over | fall | engaged | date

- 1 Never _____ in love with the same person twice.
- 2 Never introduce your new boy/girlfriend to your family on your first _____ .
- 3 Don't _____ a family with someone you're not in love with.
- 4 Always get _____ before you get married.
- 5 Never go _____ with your best friend's ex.
- 6 Never ask someone out if you're not completely _____ your ex.

2 Do you agree with these rules? Give each rule a score from 0–5 (0 = completely disagree; 5 = completely agree).

3 **SPEAKING** Work in pairs and discuss the rules. How similar or different are your scores? Where you have different scores, try to convince your partner of your opinion.

4 Put the words in order to make questions.

Things not to say on a first date.

- 1 to / you / Do / marry / want / me / ?
- 2 want / How / you / children / many / do / ?
- 3 the / you / pay / Can / meal / for / ?
- 4 and / you / to / want / mum / meet / Do / my / dad / ?
- 5 don't / weight / lose / Why / a / of / bit / you / ?

5 **ROLE PLAY** Work in pairs.

Student A: you went on a date with someone who asked you questions 2 and 3.

Student B: you went on a date with someone who asked you questions 4 and 5.

Write your questions in reported question form. Then tell your partner about your date, expanding on your reported questions. Whose date was worse?

He asked me if I wanted to marry him.

B CHALLENGES

The bucket list

1 1.03 Listen to the dialogue and answer the questions.

- 1 What is a bucket list?
- 2 Which of the things in the photos has Dharma already put on her bucket list?



2 1.03 Read the dialogue and complete it with the words in the list. There are two extra words. Then listen and check.

coming | having | chance | problem | right | it online
bet | to come | manage | reckon

- CONNOR What are you writing, Dharma?
- DHARMA I'm just compiling a bucket list.
- CONNOR A what?
- DHARMA A bucket list. A list of things you need to do before a certain age. I'll be 20 in a few years' time so I thought I'd try ¹ _____ up with 20 things to do before I'm 20.
- CONNOR Isn't that the sort of thing people do when they think they're getting old?
- DHARMA Maybe, but I don't want to get to 20 and regret not ² _____ made the most of my teenage years.
- CONNOR So what's on it?
- DHARMA So far, not a lot. Let's see. Get a poem published in a national magazine. Do you ³ _____ I could do that?
- CONNOR No ⁴ _____. Your poems are easily good enough.
- DHARMA Thanks. Then I've got to do a parachute jump.
- CONNOR Cool. You could wear a helmet camera, record it all and then post ⁵ _____.
- DHARMA That's not a bad idea. I'll add it to my list.
- CONNOR So what else have you got on your list?
- DHARMA The only other thing is to get more than 500 friends on Facebook.
- CONNOR That's too easy. Anyone can do that.
- DHARMA I'm talking about real friends. 500 real friends.
- CONNOR Then you've got no ⁶ _____ at all. You'll never ⁷ _____ that. No one can have 500 real friends in their life.
- DHARMA Yeah, I think you're probably ⁸ _____. But I need something on my list. I'm running out of ideas. Maybe you could help.

3 Work in pairs. Help Dharma with her list. Think of five more things she could put on it.

Verbs with *-ing* or infinitive

Here are some of the things that Dharma's parachute instructor said to her. Complete them with the correct form of the verb in brackets.

- 1 Don't forget _____ (count) to three before you jump out of the plane.
- 2 This is something you'll remember _____ (do) for the rest of your life.
- 3 Stop _____ (worry). It's perfectly safe.
- 4 Try _____ (take) a deep breath and see if that helps calm you down.
- 5 I regret _____ (say) that it's too cloudy to make a jump today.

Issuing and accepting a challenge

1 Match the sentences 1–4 with possible replies a–f. There may be more than one possibility.

- 1 I challenge you to sing a song in English.
 - 2 Do you reckon you could spend a day without going online?
 - 3 I bet you can't think of four countries that begin with 'M'.
 - 4 I bet I can hold my breath for more than a minute.
- a I think you're (probably) right.
 - b That's too easy.
 - c I bet I can.
 - d You'll never manage to do it.
 - e Of course I can.
 - f I'm sure I could.

2 Write down five challenges that your partner could do in class.

3 **SPEAKING** Work in pairs and challenge each other.

Our greatest challenge

1 Read the blog quickly. What does the writer believe is our greatest challenge?

I'm only 20 years old and I've got a really bad feeling about the future of our world. I know that sounds very dramatic, but sometimes I just can't see that there's really that much to look forward to. The way things are going, it's very likely there'll be nothing left of the natural world for our grandchildren to enjoy. I keep hoping that we'll finally come to our senses and start fiercely protecting all that we have left, but every time I see the news, there are even more stories about the destruction of our planet. It's got to the point now where I dread opening the newspaper. The latest story that got me worked up was about a golf course that they're about to start building up the coast from where I live. They've been trying to get permission for years,

but it had always been denied on the grounds that the area they want to develop is a protected breeding site for thousands of seabirds. I always imagined that 'protected' meant the land could never be touched. Apparently, it doesn't. The developers must have found the right amount of money needed to get that so-called protection lifted.

I believe that more than ever our greatest challenge is to defend the natural world from man's greed. This world doesn't just belong to a powerful few. It isn't theirs to exploit. This world belongs to all of us – every man, woman and child; every animal, bird and insect. This is a challenge that we must meet now if there's any hope for the future of our world.



2 Read the blog again and answer the questions.

- 1 What story did the writer read about recently that has got her so concerned about the world?
- 2 Why is she so upset about it?
- 3 Who does she believe the world belongs to?
- 4 Which of the things she says do you agree with? Which do you disagree with? Why?

3 Complete the sentences so that they're true for you.

What's wrong in the world

- 1 I'm feeling quite apprehensive about ...
- 2 I'm also a bit unsure about ...
- 3 I'm really worried about ...

The hope I have for the world

- 4 I've got a really good feeling about ...
- 5 I feel quite positive about ...
- 6 I believe our greatest challenge is ...

4 **SPEAKING** Work in pairs. Compare your ideas.

Phrases for talking about the future

1 **SPEAKING** Work in pairs. Read these imaginary news headlines and discuss them. Do they refer to good or bad news? Why? Can you agree on a ranking of the stories from 1 to 5 (1 = the worst news; 5 = the best news)?

- 1 Manchester United *are about to* sign Neymar.
- 2 The prime minister *is off to* Egypt for peace talks.
- 3 The ice caps *are on the point of* disappearing forever.
- 4 University fees *are likely to* increase by 20% next year.
- 5 This winter *is certain to* be the coldest in 20 years.

2 Match the words in italics in Exercise 1 with their meaning.

- | | | | | |
|-----------------|--------------------------|------------------------------------|--------------------------|--------------------------|
| will definitely | <input type="checkbox"/> | will happen very soon | <input type="checkbox"/> | <input type="checkbox"/> |
| will probably | <input type="checkbox"/> | is going somewhere to do something | <input type="checkbox"/> | <input type="checkbox"/> |

3 Think of three current news stories about the near future and complete the sentences.

- 1 _____ about to _____
- 2 _____ off to _____
- 3 _____ on the point of _____
- 4 _____ likely to _____
- 5 _____ certain to _____

4 **SPEAKING** Work in pairs. Compare your sentences and decide who has the best news story and who has the worst.

C EMPATHISING

Cheering someone up and sympathising about past situations



1 **1.04** Listen to the dialogue and answer the questions.

- 1 Why is Jim miserable?
- 2 What does Ella promise him for the next time?

2 **1.04** Read the dialogue and complete it. Listen again and check.

- ELLA 1 _____, Jim. You look miserable.
- JIM I am miserable.
- ELLA Poor you. What's up?
- JIM My driving test.
- ELLA Oh 2 _____. So it didn't go well then?
- JIM Well, I thought I did fine, but it 3 _____ that I drove too slowly and that's enough to fail, apparently.
- ELLA What a shame. I'm so sorry, Jim. I know how much you want to pass.
- JIM And now I've got to 4 _____ the whole process again. The lessons, booking the exam, doing the exam ... Just the thought of it 5 _____ me _____.
- ELLA I know, but try not to let it 6 _____ you _____.
- JIM I just feel like I've 7 _____ my friends _____.
- ELLA Why?
- JIM Well, everyone was relying on me to be the first to pass so that I could drive us all to parties and things at the weekend.
- ELLA Look, don't 8 _____ yourself. You did your best and that's all you can do. Sometimes things just don't 9 _____ the way we hope.
- JIM I know. You're right. I just wish I'd been a bit less confident and a bit more careful.
- ELLA Don't 10 _____ on it. What's done is done. You're going to pass next time for sure.
- JIM Thanks, Ella. You're a really good friend. I hope you know that.

3 **SPEAKING** Work in pairs. What would you say to Jim to cheer him up?

4 Match 1–8 with a–h to form expressions for cheering someone up or expressing sympathy.

- | | |
|----------------|-------------------|
| 1 Oh | a you |
| 2 What a | b terrible |
| 3 Poor | c get you down |
| 4 How | d there |
| 5 Cheer | e the bright side |
| 6 Hang in | f dear |
| 7 Don't let it | g up |
| 8 Look on | h shame |

5 **WRITING** Work in pairs. Choose one of the situations below and write a dialogue of 8–10 lines between the person who's upset and the person who's trying to make them feel better.

- 1 You really thought you had a chance of getting into the school football team, but the coach didn't seem to agree and you haven't been picked.
- 2 You were off on holiday, but on the way to the airport you got stuck in traffic and you missed your flight. You've had to return home as there isn't another flight for a week.
- 3 You got a bike for your birthday, but the first time you went on it, you fell off, broke your leg and completely ruined the bike.

Life's ups and downs

1 Complete the questions with the words in the list. There are two extra words.

get | taken | let | wants | blamed | hardest way | expectations

- 1 When was the last time you felt nothing was going your _____?
- 2 Have you ever _____ someone for something and then found out that they didn't do it? What was it? Did you apologise?
- 3 Can you think of a time when you _____ someone down?
- 4 Have you ever tried your _____ to do something and still not succeeded? What was it? Did you give up or keep on trying?
- 5 Can you think of something that didn't live up to your _____? What was it?
- 6 What things tend to _____ in your way when you're trying to study?

2 **SPEAKING** Work in pairs and discuss the questions. Give details.

A helping hand

1 Read the article quickly and put the suggested titles in order from most to least suitable for you.

The kindness of strangers

A nightmare flight

Life with an autistic child

Life with my five-year-old autistic son is a constant adventure. There are times when it's more fun than you can possibly imagine and then there are times when you get desperate, knowing there's very little you can do to bring him out of one of his frequent tantrums. You can't help feeling a little guilty when other parents look at you as if to suggest you should be doing more to keep your child under control.

So it was with a certain amount of trepidation that I boarded an aeroplane with him for the first time recently, knowing that there would be someone who knew nothing about our daily challenges sitting beside us for the next eight hours. Sure enough, our problems started before the plane had even taken off, as I tried to fasten my son's seat belt and he started screaming. But far from feeling awkward, the smartly dressed businessman sitting on the other side leant over with a smile and helped me with the task. The effect on my son was nothing short of a miracle. He stopped crying

immediately. He'd made a new best friend. I never got to know this man's name or anything about him, but for the duration of the flight his charm worked wonders. Every time my son threatened to kick off, the man was able to calm him down before things got too out of hand. He even succeeded in getting my son to eat a meal.

Thanks to the compassion, patience and understanding of a man I'd never met before, we managed to get through the flight without major incident and, for once, I didn't feel like a complete failure as a mum.



2 Read the article again and answer the questions.

- 1 How does the writer describe life with an autistic child?
- 2 How was she feeling about the flight and why?
- 3 How did the stranger help her child?
- 4 How do you think you'd have reacted if you'd been sitting next to the child? How would you have felt?

Adjectives to describe uncomfortable feelings

1 Complete the sentences with the words in the list.

stuck | guilty | ashamed | awkward | puzzled | desperate

- 1 It was quite an embarrassing situation and I felt a bit _____.
 - 2 Even though I'd done nothing wrong, I still felt _____ for some reason.
 - 3 The situation was serious. I had absolutely no idea what to do. I was _____ and started to panic.
 - 4 It was a really strange situation. How could it have happened? I was _____.
 - 5 I had no idea how to solve the problem. I was _____.
 - 6 Why did I do it? I've no idea. It wasn't like me at all and I felt _____ of myself.
- 2 **SPEAKING** Work in pairs. Think of specific situations (real or imaginary) for each of the adjectives in Exercise 1.

I once called my teacher by the wrong name. I felt quite awkward.

Talking about past ability

1 Which of these things might the stranger have said to his wife when he got home after the flight? Tick all that apply. Then compare with a partner.

- 1 I managed to watch three films.
- 2 I got a good night's sleep.
- 3 Between us, we were able to get his seat belt on.
- 4 I succeeded in finishing my book.
- 5 I managed to keep the little boy happy.
- 6 I succeeded in finding that perfume you like at the duty-free shop.

2 Work in pairs. Imagine you've just been on a terrible flight. Agree together on all of the things that went wrong. Complete the sentences.

- 1 I only managed ...
- 2 I didn't succeed ...
- 3 I wasn't able ...
- 4 I was able ...
- 5 I didn't manage ...

D BUT IS IT NEWS?

Introducing news

- Does your school have a school newspaper? If so, what kind of stories does it feature? Do you read it?
- Read the dialogue and complete it with the words in the list. There are four extra words.

make | time | made | run | out | done | told
certainly | about | keep | exactly | up

ABI Have you heard ¹ _____ Mr Bowden?

NICK No, what's he done?

ABI He's finally announced that he's getting married to Miss Millington.

NICK So the school's most scandalous secret is finally ² _____.

ABI I guess it is.

NICK Well, I suppose it's ³ _____ we put him in the school paper.

ABI What?

NICK I think we should ⁴ _____ a story on them in this month's edition.

ABI It's hardly news, is it?

NICK Well, they're both teachers here. I think we could do a really funny piece on them about how they've tried to ⁵ _____ their romance quiet when all along we all knew.

ABI There's no way that's a news story.

NICK It is. This is ⁶ _____ the kind of news story we want. Do you know how many complaints were ⁷ _____ about last month's edition? Students are bored with reading about exam results and whether or not we're going to get a swimming pool. They want a bit of gossip about their teachers.

ABI Well, I'd just like to say that I'm really against running this story.

NICK Well, I'm not and as editor of the magazine, I get the final say. This story is going in. My mind's made ⁸ _____.

- Who do you agree with most, Abi or Nick? Why?

- Match the sentence halves.

- | | |
|------------------------|--------------------------|
| 1 Have you | <input type="checkbox"/> |
| 2 Have you heard about | <input type="checkbox"/> |
| 3 Did you | <input type="checkbox"/> |
| 4 Guess | <input type="checkbox"/> |
| 5 You'll never believe | <input type="checkbox"/> |

- Mr Errington?
- what?
- what I heard.
- heard?
- know ... ?

- Put the lines in order to make the dialogue.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | A Absolutely. Let's organise one from the whole class. |
| <input type="checkbox"/> | A Have you heard about Mr Errington? |
| <input type="checkbox"/> | A Yes, it was. He's in hospital. |
| <input type="checkbox"/> | A He's broken his leg and has cuts and bruises. |
| <input type="checkbox"/> | A Apparently, he's been in a car crash. |
| <input type="checkbox"/> | B That's awful. How is he? |
| <input type="checkbox"/> | B No, what happened? |
| <input type="checkbox"/> | B No way! Was it serious? |
| <input type="checkbox"/> | B Good idea. |
| <input type="checkbox"/> | B We have to send him a card. |

- SPEAKING** Work in pairs. Choose one of the expressions from Exercise 4 and use it to start a short dialogue (8–10 lines).

Ways of speaking

- Complete the school news story headlines with the missing verbs in the correct form. There are three extra words.

introduce | apologise | recommend | warn
confess | complain | regret | announce

- Local residents _____ about students' behaviour walking to school
- Miss Green _____ six books that all Year 8 students should read over the summer holidays
- Headmaster _____ new Maths teacher
- Mr Williams _____ his retirement at the end of the year
- Student _____ to painting graffiti on school walls

- SPEAKING** Work in pairs. Decide which of the stories in Exercise 1 you'd put in the school newspaper. Give your reasons.



News mad?

1 Read the blog entry quickly. What does the writer suggest 📱 means?

Is it just me or has the world gone news mad? It's so easy to get word out these days that every time you turn on a screen there's news waiting to be read or heard. There's no escaping it. Just turn on the TV. There are so many 24-hour news channels all competing with each other to see who can get to a story first. I could swear sometimes they break the news before it's even happened. And when there's no breaking news I find myself panicking. What's happened? Is the world still out there?

In fact, I'm beginning to fear that I may have become addicted to news. I spend far too much time checking every news feed that appears on my internet browser when I should be working, and as a result I find myself working way past midnight in order to meet my deadlines. And then, of course, it's a new day with new news to catch up on.

But it's not just world news which invades our every waking moment; people's personal news is equally omnipresent. With social media it's so easy to keep in touch with every friend you've ever made in your life. Just post what you've been up to on your wall and with one click of a button, everyone who knows you, knows what you've been up to, whether or not they even really care. And it's just as easy for them to comment immediately on your news – anything from a simple 📱 (which means they can't really be bothered) to a 140-character summary of what they really think. Be careful, though; say something stupid and before you know it, it's been retweeted halfway around the world. Consequently, *you've* become news, and not in a good way.



2 Read the blog again and answer the questions.

- 1 How does the writer feel when there's no breaking news?
- 2 How is his addiction to news affecting his working life?
- 3 What warning does the writer give about tweeting?
- 4 Which, if any, of the writer's opinions do you agree with? Explain your reasons.

Verb + noun collocations with *make*, *take*, *play*, *do*, *give*

1 Complete the news headlines with the present simple form of *make*, *take*, *play*, *do*, or *give*.

- 1 Prime Minister _____ a speech to Parliament
- 2 Overseas visitors to the USA _____ advantage of weak dollar
- 3 FIFA _____ a decision on next World Cup
- 4 Britain _____ a deal with Europe over immigration
- 5 Government _____ advice from Green Party on environment
- 6 Bill Gates _____ a part in peace talks
- 7 Record number of people _____ complaints to BBC about programme

2 **SPEAKING** Work in pairs. Make news headlines using these four verb / noun pairs.

make progress | give money | do research
take revenge

Cause and effect linkers

Rewrite the sentences using the words in brackets.

- 1 The weather was so bad that the president's plane was diverted to another airport. (due to)
- 2 There will be another election as no single party won enough votes. (consequently)
- 3 The Queen has cancelled the dinner as she is not well. (because)
- 4 So many people protested that the government have cancelled their plans. (as a result of)

Sharing news

1 Complete the sentences with the words in the list. There are three extra words.

keep | break | find | get | give | pass
let | show

- 1 You're going to be late home. How do you _____ your parents know?
- 2 How do you _____ in touch with old friends?
- 3 Your mum asks you to _____ on a message to your brother. How do you do it?
- 4 You need to _____ in touch with your best friend immediately. How do you do it?
- 5 You've done really badly in your school tests. How do you _____ the news to your parents?

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