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# Third Edition **Solutions**

Upper-Intermediate

Student's Book

Tim Falla   Paul A Davies  
Paul Kelly   Helen Wendholt   Sylvia Wheeldon



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**Tim Falla**   **Paul A Davies**  
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# I

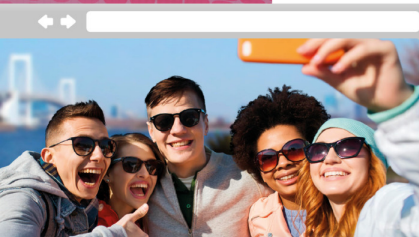
# IA

## Vocabulary

## Friends

*I can talk about friends and friendship.*

# Introduction



**Tell us what you think is important in a best friend.**

**JACKO** Well, I **hope** to be supported by a best friend when I have a problem and I expect them to **spend time** listening to me. I also don't want to have to **apologise** for being me!

**QUEEN** I agree. A good friend shouldn't **mind** putting up with the bad side of my personality. They should also be honest and **warn** me against doing things they don't think are good. And they should **advise** me to do things they think are good, even if I **decide** not to do them!

**MATE365** Good points. A best friend doesn't **choose** to be your friend only when things are going well. They should always be there when you need them!

**1 SPEAKING** Work in pairs. Read the forum posts and discuss the opinions. Do you agree with them? Think of two more things that are important in a best friend.

**2** Match the highlighted verbs in the forum posts with the verb patterns below.

- 1 verb + *-ing* form
- 2 verb + infinitive
- 3 verb + object + infinitive
- 4 verb + object + preposition + *-ing* form
- 5 verb + preposition + *-ing* form

**3** Choose the correct form to complete the sentences.

- 1 Jack admitted to **copy / copying** the test.
- 2 Amy hopes to **study / studying** medicine.
- 3 We really enjoyed to **visit / visiting** the exhibition together.
- 4 I agreed to **go / going** to help him with his homework.
- 5 Mark encouraged me to **apply / applying** for the summer job.
- 6 They praised him for to **volunteer / volunteering**.

**4 VOCABULARY** Match the verbs below with the verb patterns in exercise 2. Then add the verbs from exercise 3.

**Verb patterns** accuse afford beg blame deny end up insist on keep manage mention offer persuade promise propose remind tell thank for think wonder about

**5** Complete the dialogue with the correct form of the verbs below.

accuse apologise ask insist remind think

**Max** Hi, Lily. You look a bit anxious. What's the matter?  
**Lily** Well, I was <sup>1</sup> \_\_\_\_\_ of going to Amy's, but she's just texted me to say she's busy all weekend. I think she's angry with me.

**Max** Why? I thought you were good friends.  
**Lily** We are, but she <sup>2</sup> \_\_\_\_\_ me to go out with her last Saturday and I <sup>3</sup> \_\_\_\_\_ her about Monday's maths exam and said we should stay in and study.

**Max** That seems reasonable. So what's the problem?  
**Lily** Well, she <sup>4</sup> \_\_\_\_\_ on going out and of course she didn't study. She didn't do well in the exam and now she's <sup>5</sup> \_\_\_\_\_ me of being a bad friend because I didn't stop her from going out!

**Max** That's really unfair! She should be ashamed of herself. In my opinion, she should <sup>6</sup> \_\_\_\_\_ for being so unreasonable!

**6** Find adjectives in the dialogue that correspond with these nouns: *anger, anxiety, shame*.

► **Vocabulary Builder** Word families: page 117

**7 SPEAKING** Work in pairs. Do you think Amy is right to be annoyed with Lily? What would you do in a situation like this?

**LEARN THIS!** Verbs followed by the infinitive or *-ing*

- 1 Some verbs are followed by either the infinitive or *-ing* form of a verb without any change in meaning.
- 2 Some verbs change their meaning depending on whether they are followed by an infinitive or an *-ing* form.

**8** Read the **Learn this!** box. Put the verbs below into the correct group (1 or 2) in the **Learn this!** box.

continue forget go on like prefer remember start stop try

**9** Choose the correct form of the verbs to complete the sentences. Sometimes both answers are correct.

- 1 I don't like to **go / going** to discos.
- 2 Did you remember to **tell / telling** Ewan about the party?
- 3 I tried not to **laugh / laughing**, but I couldn't stop myself.
- 4 Anna told me about her holidays; then she went on to **talk / talking** about life at university.
- 5 We continued to **play / playing** video games until midnight.
- 6 It started to **rain / raining** as soon as we got to the tennis court.

**10 SPEAKING** Work in pairs. Tell your partner about something you did recently. Use verbs from this lesson.

# Present and future tenses

*I can use different tenses to talk about the present and future.*

- 1 **SPEAKING** Work in pairs. Look at the list of annoying habits. Which annoy you the most? Which do you do?

Someone who:

- checks their mobile phone all the time.
- always arrives late when meeting friends.
- interrupts people all the time.
- borrows things, but never returns them.
- always talks about himself/herself.

- 2 **1.02** Read and listen to the dialogue. Which of the faults in exercise 1 does Andy complain about? Do you agree with the advice Jessica gives Andy? Why? / Why not?

- Jessica Hi, Andy. You don't seem too happy!
- Andy Oh, it's Tom. I know he's a friend, but he can be really annoying sometimes.
- Jessica What do you mean?
- Andy Well, he never asks about what I'm doing. **He's always talking about his life** and what he's going to do, but he doesn't care about anyone else!
- Jessica Yes, I've noticed that: **he never takes an interest in other people.** Are you going to do anything about it?
- Andy What can I do? **That's the personality he's got.**
- Jessica **Next time you see him,** tell him that it annoys you. I'll tell him if you want because it irritates me too!
- Andy Perhaps I should, because **his attitude is really putting me off him.** If he can't change his behaviour, then I don't see how we can stay friends.
- Jessica **Our first lesson tomorrow is English.** I'll speak to him then.
- Jessica Good idea. If he's really a good friend, **he won't get angry.**
- Andy Well, thanks for your advice. **I'm playing football this evening,** and it looks like it's going to rain, so I'd better go home and pick up my waterproofs. See you.
- Jessica OK. Good luck with Tom!

- 3 Read the **Learn this!** box. Match the highlighted sentences (1–7) in exercise 2 with the structures (a–g).

## LEARN THIS! Present simple and continuous

We use the present simple:

- a for habits and routines.
- b for a permanent situation or fact.
- c for timetables and schedules.
- d in future time clauses after *when, as soon as, after, etc.* or *(the) next time, etc.*

We use the present continuous:

- e for something happening now or about now.
- f for describing annoying behaviour with *always*.
- g for future arrangements.

- 4 Find more examples of the present simple and continuous in the dialogue in exercise 2. Match them with the uses in the **Learn this!** box.

- 5 Complete the text with the correct present simple or continuous form of the verbs in brackets. More than one answer may be possible.

I frequently <sup>1</sup> \_\_\_\_\_ (text) my friends on my mobile phone, but I'm not like some people who <sup>2</sup> \_\_\_\_\_ (always use) their phones, even when they <sup>3</sup> \_\_\_\_\_ (go out) with friends. I <sup>4</sup> \_\_\_\_\_ (use) it at the moment because I <sup>5</sup> \_\_\_\_\_ (revise) with some friends tomorrow (our exams <sup>6</sup> \_\_\_\_\_ (start) on Monday) and we <sup>7</sup> \_\_\_\_\_ (try) to decide where to meet. Texting <sup>8</sup> \_\_\_\_\_ (help) you organise your life, but shouldn't dominate it!

► Grammar Builder I.1 page 122

- 6 Read the **Learn this!** box. Complete the rules with *will* or *going to*. Use the underlined examples from the dialogue in exercise 2 to help you.

## LEARN THIS! will and going to

For predictions, we use:

a \_\_\_\_\_ when it is based on what we can see or hear.

b \_\_\_\_\_ when it is based on what we know or is just a guess.

For plans, we use:

c \_\_\_\_\_ when we have already decided what to do.

d \_\_\_\_\_ when we decide what to do at the moment of speaking.

e We use \_\_\_\_\_ to make offers and promises.

► Grammar Builder I.2 page 122

- 7 Read the questions. Which present and future tenses would you use to answer each one?

- 1 What habits do you have that might annoy people?
- 2 What do you do if someone has habits that are annoying?
- 3 What social arrangements have you made for the next few days?
- 4 What events in school do you predict for the coming year?
- 5 What plans do you have for the next school holiday?

- 8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

## Life events

*I can talk about my family and life events.*



- 1 SPEAKING** Work in pairs. Look at the list below and choose two things from your childhood to tell your partner about.

- your first day at school
- where you used to go on holiday
- visiting your grandparents
- the first birthday that you can remember
- learning to ride a bike

- 2 VOCABULARY** Listen. How old are the people being described? Choose from the stages of life below.

**Stages of life** be an adult be a centenarian be an infant  
be a toddler be elderly be in your teens be middle-aged

- 3 SPEAKING** Work in pairs. Discuss how a person's life changes between the stages below.

- 1 infant to toddler  
*Toddlers have learned to walk and talk. They are more independent than infants.*
- 2 small child to teenager
- 3 being in your teens to being in your twenties
- 4 being middle-aged to being elderly
- 5 being elderly to being a centenarian

- 4 Complete the questions with the prepositions below.**  
You can use them more than once.

about at by of to with

At which age or ages do you think people are ...

- 1 most obsessed \_\_\_\_\_ fashion?
- 2 curious \_\_\_\_\_ the world?
- 3 good \_\_\_\_\_ sport?
- 4 addicted \_\_\_\_\_ social media?
- 5 more sensitive \_\_\_\_\_ other people's feelings?
- 6 unhappy \_\_\_\_\_ their financial situation?
- 7 shocked \_\_\_\_\_ young people's behaviour?
- 8 aware \_\_\_\_\_ the environment?

➔ **Vocabulary Builder** Adjective + preposition: page 117

- 5 SPEAKING** Work in pairs. Answer the questions in exercise 4.

- 6 VOCABULARY** Complete the life events with the verbs below.

become born fall get have learn leave pass  
settle start

**Life events** get married buy a house or flat emigrate  
be <sup>1</sup> \_\_\_\_\_ be brought up (by) retire start a family  
<sup>2</sup> \_\_\_\_\_ in love get divorced <sup>3</sup> \_\_\_\_\_ engaged go to  
university grow up <sup>4</sup> \_\_\_\_\_ a change of career  
inherit (money, a house, etc.) <sup>5</sup> \_\_\_\_\_ to drive <sup>6</sup> \_\_\_\_\_ home  
leave school/university move (house) <sup>7</sup> \_\_\_\_\_ away  
split up <sup>8</sup> \_\_\_\_\_ down <sup>9</sup> \_\_\_\_\_ a business start school  
<sup>10</sup> \_\_\_\_\_ a grandparent get your first job

- 7 Complete the sentences with the correct form of the phrases in exercise 6.**

- 1 I was \_\_\_\_\_ in Manchester on 20 August 1985, but we \_\_\_\_\_ to Liverpool in 1987 and I \_\_\_\_\_ up near the Liverpool football stadium.
- 2 My brother \_\_\_\_\_ school at sixteen and got his first \_\_\_\_\_ four months later. However, when he was in his twenties, he decided he wanted to \_\_\_\_\_ to university and later had a change of \_\_\_\_\_.
- 3 My parents \_\_\_\_\_ in love when they were in their late thirties. They got \_\_\_\_\_ after three months and then \_\_\_\_\_ married a month later!
- 4 Although my mum is 65 and has become a \_\_\_\_\_, she still doesn't want to \_\_\_\_\_. In fact, she says she loves work and wants to start \_\_\_\_\_ of her own!
- 5 We didn't have to \_\_\_\_\_ a house because my dad \_\_\_\_\_ his parents' house after they had sadly \_\_\_\_\_.
- 6 My dad \_\_\_\_\_ from Ireland in 1998. He met my mum and they \_\_\_\_\_ down in London where they \_\_\_\_\_ a family.
- 7 My mum's parents \_\_\_\_\_ up when she was very young. They got \_\_\_\_\_ soon after. They both had to travel for their jobs so my mum was \_\_\_\_\_ by her aunt.
- 8 I \_\_\_\_\_ home when I was eighteen. I was really sad to leave my town. It's where I \_\_\_\_\_ at the age of five, learned \_\_\_\_\_ and where I met my girlfriend.

- 8 Complete the text with the correct form of the phrases in exercise 6.**

I was <sup>1</sup> \_\_\_\_\_ on 17 October 2001 in London, although my parents aren't Londoners. My dad <sup>2</sup> \_\_\_\_\_ from Ireland when he was a teenager and my mum, who is from Croatia, <sup>3</sup> \_\_\_\_\_ home after she had <sup>4</sup> \_\_\_\_\_ to university. My dad started a business and my mum got her first, and only, <sup>5</sup> \_\_\_\_\_ in his company!

Well, after a few months, they <sup>6</sup> \_\_\_\_\_ in love, and six months later they <sup>7</sup> \_\_\_\_\_ engaged. After they got <sup>8</sup> \_\_\_\_\_, they <sup>9</sup> \_\_\_\_\_ to south-east London and <sup>10</sup> \_\_\_\_\_ down in the neighbourhood of Greenwich, where they started a <sup>11</sup> \_\_\_\_\_, and I was the first one to come along! I've also got a brother and sister, and we've all been <sup>12</sup> \_\_\_\_\_ up in the same house. What's more, when my mum's mum <sup>13</sup> \_\_\_\_\_ a grandmother, she decided to leave Croatia too and come and help my mum!

- 9 SPEAKING** Work in pairs. Describe events in your family life. Use phrases from exercises 2 and 6 to help you.

I was born in a small town, and when I was twelve, we moved here.

# Past tenses

I can talk about events that took place in the past.



- 1 **SPEAKING** Describe the photo. Have you ever been to a wedding? What was it like?

## LEARN THIS! Past tenses

- a We use the past simple for a sequence of events that happened one after the other.
- b We use the past continuous to describe an activity that was in progress at a certain time in the past.
- c We use the past simple for a single event that interrupted a longer event in the past. We use the past continuous for the longer event.
- d We use the past perfect for an event that happened before another time in the past.

- 2 Read the **Learn this!** box. Match a–d with four sentences from 1–9.

- 1 We went to the wedding ceremony in the town hall, then on to the reception – we ate loads then danced all night.
- 2 They've been having dancing lessons, so now they're both really confident on the dancefloor.
- 3 We were eating dinner when the band began to play.
- 4 We were celebrating all day on the wedding day.
- 5 My mum had ordered the cake the week before the wedding.
- 6 My older sister has been living with her fiancé for two years.
- 7 My little sister has been a bridesmaid three times.
- 8 My cousin has been engaged for six weeks.
- 9 I haven't met my cousin's fiancé yet.

- 3 Complete the sentences with the correct past simple, past continuous, or past perfect form of the verbs in brackets.

- 1 My brother \_\_\_\_\_ (learn) to drive while he \_\_\_\_\_ (study) at university.
- 2 It \_\_\_\_\_ (snow) all the time that we \_\_\_\_\_ (drive) up to Scotland.
- 3 I \_\_\_\_\_ (grow) up in London, but when I was sixteen, we \_\_\_\_\_ (move) to Edinburgh.
- 4 My sister finally \_\_\_\_\_ (get) her first job a year after she \_\_\_\_\_ (leave) university!
- 5 My mum \_\_\_\_\_ (emigrate) to New York, and she \_\_\_\_\_ (start) a business while she \_\_\_\_\_ (live) there.
- 6 I \_\_\_\_\_ (meet) my best friend last night.  
I \_\_\_\_\_ (not see) her for over a year!

- 4 Read the **Learn this!** box. Then find examples from the sentences in exercise 2 for each rule (a–e).

## LEARN THIS! Present perfect simple and continuous

We use the present perfect simple to talk about:

- a how long a current situation has existed (often with *for* and *since*).
- b a completed experience at an unspecified time in the past.
- c an event that is strongly connected with the present (often with *just*, *already* and *yet*).

We use the present perfect continuous to talk about:

- d an event that began in the past and is still in progress. (We often use *for* or *since* to say how long the event has been in progress.)
- e an event that has recently stopped and which explains the present situation.

- 5 Choose the correct answers to complete the sentences.

- 1 I've **been reading** / **read** this book all week, but I still haven't **been finishing** / **finished** it.
- 2 Mary's face is red because she has **been jogging** / **jogged** for an hour.
- 3 My parents have been **marrying** / **married** for 25 years.
- 4 It's **been raining** / **rained** all morning and I don't think it'll ever stop.
- 5 We've **been buying** / **bought** a new house, and we move in next week!
- 6 I've **been studying** / **studied** maths all night, but it still doesn't make any sense to me.

➡ Grammar Builder I.4 and I.5 pages 123–124

- 6 Complete the text with the verbs in brackets. Use the correct tense from the two **Learn this!** boxes.

I<sup>1</sup> \_\_\_\_\_ just \_\_\_\_\_ (receive) an email from my cousin Carl.  
I<sup>2</sup> \_\_\_\_\_ (not see) him since he<sup>3</sup> \_\_\_\_\_ (get) married last summer. We all<sup>4</sup> \_\_\_\_\_ (go) to the wedding. It<sup>5</sup> \_\_\_\_\_ (be) great fun. I<sup>6</sup> \_\_\_\_\_ (not go) to a wedding before. Anyway, he and Sally<sup>7</sup> \_\_\_\_\_ (be) married for about nine months now. They<sup>8</sup> \_\_\_\_\_ (live) in London since the marriage. According to Carl, Sally<sup>9</sup> \_\_\_\_\_ (work) really hard and her boss<sup>10</sup> \_\_\_\_\_ (offer) her a job in the Paris office. That's great news. She's going to accept it. She<sup>11</sup> \_\_\_\_\_ (learn) French while she<sup>12</sup> \_\_\_\_\_ (live) in France in the 1990s, so she'll have no problem settling in there.

- 7 **SPEAKING** Work in pairs. Discuss the questions.

- 1 How many family events have you been to in the past few years?
- 2 What kind of events were they? What happened?



# 1

## Fame

### 1A

#### Vocabulary

### What are they like?

I can describe people's personalities.

#### Unit map

##### Vocabulary

Personality adjectives  
Compound adjectives  
The media  
Digital media  
Extreme adjectives

##### Word Skills

Position and order of adjectives

##### Grammar

Past perfect simple and past perfect continuous  
used to and would

##### Listening

Press intrusion



##### Reading

Vloggers



##### Speaking

Photo comparison



##### Writing

A formal letter

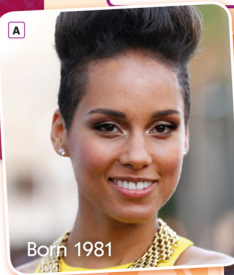


##### Vocabulary Builder

page 117

##### Grammar Builder and

Reference page 125



- 1 SPEAKING** Look at the photos (A–F). Can you identify the people and their occupations? What have they done to become famous?

- 2 VOCABULARY** In pairs, check the meaning of the adjectives below. Then decide which qualities you would need to be successful at each occupation in exercise 1.

We think you would need to be creative and industrious to be a successful writer.

**Personality adjectives** bad-tempered bossy cautious considerate creative cruel eccentric gullible industrious insecure intelligent judgemental outgoing passionate sociable selfless self-satisfied shrewd spontaneous stingy stubborn sympathetic untrustworthy vain

- 3** Read the Chinese horoscope on the next page. Match each of the descriptions with two adjectives from exercise 2.

Tigers: spontaneous, vain

- 4** Using the years they were born, match the people in exercise 1 with an animal from the Chinese horoscope. Are the personality adjectives similar to those you chose in exercise 1?

- 5** Look at the year when you were born in the Chinese horoscope. Which animal are you? Do you agree with the description?

- 6 SPEAKING** Work in pairs. Use adjectives that you already know and the adjectives from exercise 2 to describe a famous person that you both know. Can you guess the person from your partner's description?

Tigers often do things without planning them. They can sometimes be too proud of their appearance.

Rabbits are good at using their imaginations and have a talent for making things, but they can be too pleased about their own achievements.

Dragons are very clever, but they often disapprove of others.

Snakes are good at judging situations correctly. They sometimes don't care if they cause people pain.

Horses are friendly and like to meet new people, but they can often get quite angry.

Sheep think about other people's feelings before they act, but they don't always feel very confident about themselves.

Oxen think very carefully before making decisions and can be determined to do what they want even if others don't agree.

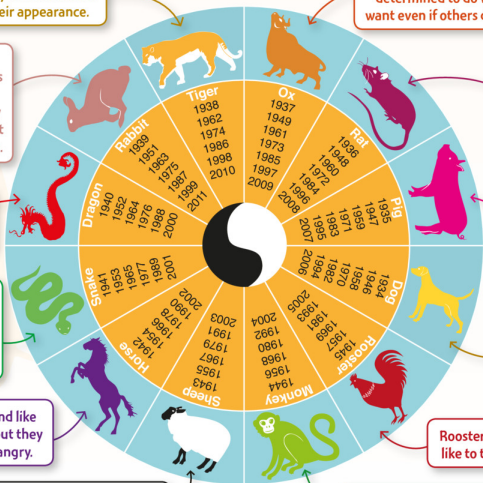
Rats do everything with great feeling and enthusiasm. They are sometimes too trusting and believe everything people tell them.

Pigs put other people's needs before their own, but they can sometimes be a bit mean with money.

Dogs love being around other people and show understanding for people with problems.

Roosters work hard, but they like to tell others what to do.

Monkeys sometimes behave strangely. You can't always believe what they say.



## 7 VOCABULARY Match the compound adjectives below with definitions 1–10.

**Compound adjectives** bad-mannered easy-going  
hard-working light-hearted open-minded  
quick-witted self-confident single-minded  
thick-skinned well-behaved

- Having confidence in yourself and your abilities.
- Thinking only about the thing that you want to achieve.
- Not easily upset by negative comments.
- Relaxed and happy to accept things without worrying.
- Behaving in a way that is acceptable.
- Able to think in a fast way.
- Cheerful and without problems.
- Rude and not showing respect.
- Willing to accept other ideas and ways of doing things.
- Putting a lot of effort into something.

## 8 1.04 Listen to three speakers talking about different life experiences. What are the experiences? Which qualities from exercise 7 does each speaker say are important?

### RECYCLE! Present perfect and past simple contrast

We use the present perfect to talk about an experience in the past without mentioning the exact time.

We use the past simple to talk about a past event that took place at a specific time.

## 9 1.04 Read the Recycle! box. Then listen again and complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect, affirmative or negative.

- Speaker 1 \_\_\_\_\_ (give) comedy shows all over the country.
- Speaker 1 \_\_\_\_\_ (have) a good experience in Liverpool.
- By travelling alone, Speaker 2 \_\_\_\_\_ (make) friends with a lot more people.
- Speaker 2 \_\_\_\_\_ (taste) insects just to be polite.
- Speaker 3's brother \_\_\_\_\_ (not find) it difficult to stop an argument at a wedding.
- As a DJ, Speaker 3's brother \_\_\_\_\_ (have) to deal with many similar situations.

## 10 SPEAKING Work in pairs. Look at the personality adjectives from exercises 2 and 7 and discuss the questions below.

Which qualities ...

- would you like to have, but don't have?
- do you look for in a friend?
- do you think are the most irritating?
- are the most useful for succeeding at school?
- can be both positive and negative?

I'd like to be more spontaneous and less insecure.

I like my friends to be ...



# Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

- 1 Read the text. What is a stunt double? Who might have one and why?



When I arrived on set to interview Paul Lacovara one afternoon, he looked exhausted. That was probably to be expected, given that he'd spent the morning jumping off buildings and being beaten up. Paul is a stunt double, the unknown star of films such as *Thor* and *The Avengers*. His career began ten years ago. Since childhood, Paul had always wanted to be either an actor or a fighter pilot. His maths had never been good enough for a career in flying, but he managed to get a job as an extra in the film *We Were Soldiers*. He turned out to be the perfect stunt double for action films – mainly because, in the months before starting work, he had been learning martial arts and training as a bodybuilder. He hadn't been doing the job for very long when he was noticed by the director – and his career took off from there. Within ten years, he had won an award for his stunt work and had received nominations for two more. And amazingly, he still has a 100% accident-free record!

- 2 Read the **Learn this!** box. Find all the examples of the past perfect simple and past perfect continuous in the text and match them with rules a–d.

## LEARN THIS! Past perfect simple and continuous

- a We use the past perfect simple for completed actions that happened before a specific time in the past.  
*By the age of six, she'd appeared on television twice.*
- b We use the past perfect continuous for longer actions or situations that happened before a specific time in the past.  
*They were tired because they'd been rehearsing hard.*
- c With state verbs, we use the past perfect simple with *for* and *since* to say how long an action had been in progress.  
*He'd been an actor since childhood.*
- d With action verbs, we use the past perfect continuous with *for* and *since* to say how long an action had been in progress.  
*She'd been writing for years before she became famous.*

- 3 Complete the sentences with the verbs in brackets. Use the past perfect simple or past perfect continuous. Then match each sentence with a rule in the **Learn this!** box.

- After he \_\_\_\_\_ (finish) speaking, everyone stood up and clapped.
- They \_\_\_\_\_ (plan) the project for months when it was suddenly cancelled.
- We \_\_\_\_\_ (not wait) long when the actors arrived.
- Many fans \_\_\_\_\_ (queue) since midday to see the stars.
- She \_\_\_\_\_ (know) what job she wanted to do since she was a child.
- He \_\_\_\_\_ (not wear) protective clothing when the accident happened, so he was badly injured.
- He \_\_\_\_\_ (try) to get into acting for years before he got the part in the film.
- She \_\_\_\_\_ (win) two Oscars by the age of thirty.

- 4 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Use the past perfect simple or past perfect continuous. Use no more than five words, including the words provided.

- She \_\_\_\_\_ (act / years) before she won an Oscar.
- Joe \_\_\_\_\_ (not / visited / the USA) until he was in his thirties.
- My cousin had a terrible headache because he \_\_\_\_\_ (watch / television) since midday.
- The play was a real disappointment, and we \_\_\_\_\_ (want / see) it for such a long time.
- Were they upset because they \_\_\_\_\_ (not / manage / buy) tickets for the concert that evening?
- He \_\_\_\_\_ (not / work) many weeks before the director noticed him.
- \_\_\_\_\_ (you / leave / university) by the time you became an extra?

- 5 **SPEAKING** Work in pairs. Think about the last time you were:

- |                 |            |
|-----------------|------------|
| 1 exhausted.    | 5 shocked. |
| 2 amazed.       | 6 upset.   |
| 3 bad-tempered. | 7 worried. |
| 4 disappointed. |            |

Find out why your partner felt that way. Use appropriate past tenses.

Why were you exhausted?

Because I'd been playing tennis all morning. Why were you exhausted?

Because I'd had a really bad night's sleep.

## Press intrusion

*I can identify the attitude of a speaker.*

- 1 SPEAKING** Describe the photo. What is the drone doing? Why is it there? Who is controlling it?
- Read the magazine article. Do you think that the paparazzi should be able to use drones?

## THE FLIGHT OF THE DRONES

### WHAT ARE DRONES?

Drones are increasingly being used by the paparazzi to film or photograph people who are in the public eye, often without their knowledge and certainly without their permission. These small, radio-controlled flying cameras can be bought relatively cheaply and can easily be used to invade someone's privacy.

### WHAT PROBLEMS DO THEY CAUSE?

The growing number of these aircraft is causing celebrities to run for cover inside their homes, but they are not safe even there, as the cameras can film through windows.



### WHAT CAN BE DONE ABOUT THEM?

In the USA, where most drones have been sold, press regulators have been rushing to redraft the country's privacy laws. In fact, paparazzi drones have already been banned in California. But the fear is that the operators of these intrusive devices will be impossible to track down.

- 3 VOCABULARY** In pairs, check the meaning of the words and phrases below. How many can you find in the text?

#### The media

**Nouns and noun phrases** celebrities free press investigative journalism journalist paparazzi the press press regulators privacy laws publicity scandal tabloid press

**Verbs and verb phrases** be in the public eye be in the public interest harass invade someone's privacy stalk sue for libel

► **Vocabulary Builder** Adjectives with positive and negative meanings: page 117

#### Listening Strategy

When you listen, pay attention to what words each speaker uses to express his/her attitude. Words with a similar meaning may have different connotations.

- 4 1.05** Read the **Listening Strategy**. Then listen and underline the correct words to complete the sentences.

- Speaker 1 describes the film premiere as **packed** / **bustling**.
- Speaker 2 says that the singer was **watched** / **spied on**.
- Speaker 3 describes the actor as **stubborn** / **determined**.
- Speaker 4 thinks the footballer is **generous** / **extravagant**.
- Speaker 5 says that the people in the TV show often **chat** / **gossip**.

- 5 1.05** Check the meaning of all the adjectives. Choose the adjective describing the attitude of each speaker (a, b or c). Then listen again and check. Use your answers to exercise 4 to help you.

- |                |                 |                 |                 |
|----------------|-----------------|-----------------|-----------------|
| 1 Speaker 1 is | a disappointed. | b bored.        | c enthusiastic. |
| 2 Speaker 2 is | a indifferent.  | b disapproving. | c sarcastic.    |
| 3 Speaker 3 is | a optimistic.   | b impressed.    | c uninterested. |
| 4 Speaker 4 is | a accusing.     | b disbelieving. | c approving.    |
| 5 Speaker 5 is | a critical.     | b interested.   | c passionate.   |

- 6 1.06** Listen and match the speakers (1–4) with sentences A–E. Write the correct number. There is one extra sentence.

- A The speaker's attitude towards celebrities is unsympathetic.
- B The speaker feels outraged about the paparazzi's harassment of celebrities.
- C The speaker has a balanced view of the use of drones in public life.
- D The speaker is enthusiastic about celebrity gossip.
- E The speaker isn't completely supportive of all journalists.

- 7 SPEAKING** Work in pairs. Discuss the questions.

- Would you like to live your life in the public eye? Why? / Why not?
- Is it justified for the paparazzi to follow celebrities?
- Could you imagine yourself working as a paparazzi photographer? Why? / Why not?

## used to and would

I can correctly use used to and would.



Physician Akrit Jaswal had a very unusual childhood. He didn't use to play with toys like most children. Instead, he used to read a lot – he could read and write from the age of two. And what did he use to read as a five-year-old boy? Shakespeare! He also had a passion for science and would read everything he could find about human anatomy. He performed his first operation at the age of seven, treating the badly burned hands of a young girl whose family couldn't afford medical care. This operation was filmed and posted on YouTube – leading to worldwide fame for Akrit. At the age of twelve, he was accepted into a medical university, becoming the youngest person ever to achieve this in India. He studied there for several years and hopes one day to go to Harvard University. He is currently trying to find a cure for cancer.

1 Read the text. What is unusual about Akrit Jaswal?

2 Read the **Learn this!** box. Then find all the examples of *used to* and *would* in the text.

**LEARN THIS!** *used to* and *would*

1 We use *used to* and *would* to talk about past habits and situations that were different in the past.

*His family used to be extremely poor.  
When he was young, he'd spend time studying medicine.*

2 We don't use *used to* or *would* when we say how long a past habit or situation lasted. We use the past simple.

*He went to college for five years.  
NOT He used to / would go to college for five years. X*

3 We don't use *would* with state verbs – we use *used to*.

*He used to love reading.  
NOT He would love reading. X*

4 We avoid using *would* with questions and negatives.

*Did he use to play with cars and dolls?  
NOT Would he play with cars and dolls? X  
People didn't use to become famous so easily in the past.  
NOT People wouldn't become famous so easily in the past. X*

3 Complete the sentences with the correct form of *used to* or *would*. In which sentences is either possible?

- He \_\_\_\_\_ (work) as a journalist for a science magazine.
- Years ago, they \_\_\_\_\_ (go) on holidays abroad every winter.
- That actor \_\_\_\_\_ (have) really long hair – now he's bald.
- \_\_\_\_\_ (she wear) glasses before she became a model? I'm sure she did!
- Lots of people \_\_\_\_\_ (follow) him on Twitter, but he's not so popular now.
- When I was younger, I was so poor I \_\_\_\_\_ (never accept) invitations to go out.

4 Decide if the highlighted words in the text below are correct or incorrect. Correct any mistakes in your notebook using the correct form of *used to* or *would*, or the past simple where neither is possible.

For every success story, there's another about someone who **used to have** it all, then lost it. One actor **would own** homes all over the world, including a castle in Germany, but these properties had to be sold to pay his tax bills. A well-known actress and former model **didn't use to have** money problems. She **would enjoy** a successful career for many years, until a studio won more than \$8 million from her when she pulled out of a film. Fortunately for her, after a legal process which **used to last** eighteen months, this decision was overturned. But it's not just film stars who go from riches to rags. Footballer Jermaine Pennant **would be** the most expensive teenager in history – he was bought by Arsenal for £2 million. But the troubled young star **would often behave** rebelliously and scored just three goals for the club before leaving.

5 **USE OF ENGLISH** Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

- Gary \_\_\_\_\_ (used / want) be a vet.
- When you were younger, \_\_\_\_\_ (use / have) a favourite toy?
- Years ago, people \_\_\_\_\_ (not / use) want to become celebrities as much as they do now.
- He was such a lazy student that \_\_\_\_\_ (would / do) his homework five minutes before the class.
- Isn't that Ali? \_\_\_\_\_ (she / use) be at your school?
- My parents \_\_\_\_\_ (would / let) me stay up late at weekends.

6 **SPEAKING** Work in pairs. Think about when you were five or six years old. Talk to your partner about these things. Use *used to* or *would*.

- favourite toys you played with
- books you read
- friends you had
- other things you enjoyed

I used to have a giant teddy bear that I really loved.

## Position and order of adjectives

I can use adjectives correctly.

- 1 Read the message board. Do you agree with any of the opinions?



**Message board**

**MARCO**  
I really admire Jennifer Lawrence. She's such a talented young actress. She also does selfless charity work, helping to fight hunger and poverty and supporting people with disabilities.

**PATTI**  
I'm a huge movie fan and I agree she's great. And she always looks stunning – did you see those pictures of her wearing baggy white trousers and silver shoes? Amazing!

**JJ**  
Can't agree with you, Marco – I get really annoyed by these self-satisfied celebrities. They live in huge modern homes while there are thousands of young children around the world going without food. Why don't they give away more of their money if they care that much?

- 2 Read the **Learn this!** box. Find all the adjectives in exercise 1. Do they come before a noun or after a linking verb?

**LEARN THIS!** Position and order of adjectives

- 1 We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste, etc.*).  
*She's a wonderful singer! Her voice sounds fantastic.*
- 2 When we use more than one adjective to describe a noun, we use this order:  
opinion size age colour origin noun  
*a fabulous big new red French car*

- 3 Look again at the adjectives that come before a noun in exercise 1. Match them with the categories (size, age, colour, etc.) in the **Learn this!** box.

young – age

selfless – description

- 4 Complete the sentences with the adjectives in brackets in the correct order.

- 1 My favourite director's latest film is about a \_\_\_\_\_ musician. (young / Portuguese / vain)
- 2 The interviewer was wearing a \_\_\_\_\_ dress. (Japanese / white / long)
- 3 The lead singer always appears on stage in a \_\_\_\_\_ wig. (massive / red / ridiculous)
- 4 My dream is to buy a(n) \_\_\_\_\_ motorbike. (Italian / black / 1960s)
- 5 As a child, he used to live in a(n) \_\_\_\_\_ house outside London. (modern / ugly)

- 5 Match the adjectives with similar meanings to make pairs.

afraid – frightened

afraid alive alone angry annoyed asleep  
frightened glad happy live lonely sleeping**LOOK OUT!**

There are some adjectives that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.

*There were dozens of fans who were upset.*

*There were dozens of disappointed fans.*

NOT *There were dozens of upset fans.* X

- 6 Read the **Look out!** box. Which adjective in each pair from exercise 5 can go a) before a noun and b) only after a linking verb? Use a dictionary to help you.

➡ Grammar Builder 1.3 page 125

- 7 Choose the correct words to complete the sentences. Sometimes both are possible.

- 1 Ten **glad** / **happy** winners have shared this week's lottery prize.
- 2 The woman was **disappointed** / **upset** because the noise woke her **asleep** / **sleeping** baby.
- 3 A ninety-year-old **brilliant** / **French** actor has won an award at the Cannes Film Festival.
- 4 There are some huge **grey** / **nasty** clouds in the distance.
- 5 Some well-known people have quite **alone** / **lonely** lives.
- 6 He wrote an **angry** / **annoyed** email to protest about the use of **alive** / **live** animals in scientific research.
- 7 She's wearing an antique **silver** / **Russian** necklace.

- 8 **SPEAKING** Work in pairs. Using adjectives and linking verbs, tell your partner about a famous person you would like to meet.

- Give some information about them and what they do.
- Say why you'd like to meet them and how it would make you feel.



## Vloggers

I can understand an article about vloggers.



- 1 SPEAKING** Look at the headlines. Do you think they could appear in the media in your country? Why? / Why not? Which type of media do you prefer to use, TV or the internet? Why?

### Teenagers watching less TV (CBS News)

YouTube stars more popular with  
teens than celebrities (*Variety Magazine*)

Teenagers prefer social media to TV  
(*The Daily Telegraph*)

- 2** Read the text and answer the questions.

In which paragraph (A–E) does the writer ...

- provide an example that demonstrates how popular vloggers have become? \_\_\_\_
- give reasons for the popularity of vlogs? \_\_\_\_
- give an example of someone being dishonest? \_\_\_\_

#### Reading Strategy

Read the multiple-choice questions and all possible answers carefully. Find the part of the text that each question refers to. Read the answers again and choose the one that best matches the information in the text. Check that the other answers are incorrect.

- 3** Read the **Reading Strategy**. Then read the first question in exercise 4, followed by paragraph A. When you have chosen the correct answer (a, b, c or d), read the paragraph again and decide why the other options are wrong.

- 4** Read the text. For questions 2–5, circle the correct options (a–d).

- There was a large police presence at a bookstore because
  - fans of David Beckham were waiting to see him.
  - someone very popular with teenagers was causing excitement.
  - the person who was coming was a pop sensation.
  - seven hundred people wanted to buy a book.
- The press want to find out
  - why vloggers have become so popular.
  - what vloggers do.
  - who was responsible for the vlog *Pointless*.
  - how many people subscribe to vlogs.
- One of the common characteristics of vlogs is that followers can
  - create relationships with other vlog followers.
  - share their interest in vlogs created by media corporations.
  - change the content of the vlogs they like.
  - make their opinions on vloggers' work known.
- Vloggers can record in better facilities if they
  - display adverts on their vlogs.
  - already earn about £100,000 a year.
  - have a certain number of followers.
  - live in London or New York.
- The incident with Zoella's book
  - lost her a lot of fans.
  - suggested that the world of vlogging is changing.
  - showed that she can write as well as Alfie Deyes.
  - demonstrated that dreams can come true.

- 5** Read the text again. Are the sentences true or false? Write **T** or **F**. Correct the false sentences.

- Alfie Deyes nearly attracted as many people as David Beckham. \_\_\_\_
- Alfie participates in his own videos. \_\_\_\_
- Vloggers and their viewers are from the same age group. \_\_\_\_
- The relationship between vloggers and viewers could be damaged by money. \_\_\_\_
- Zoella's fans thought she was under the control of the media corporations. \_\_\_\_

# STARS OF THE vlogosphere

## 1.07

**A** Helicopters circled the sky above Piccadilly Circus as the police officers below struggled to control the thousands of fans on the streets outside the bookstore. A few weeks earlier, seven hundred people had been waiting at the same store the day David Beckham arrived to sign copies of his autobiography, so little public interest was expected for someone that nobody over twenty had ever heard of. So who were the thousands of young fans waiting for? The latest pop sensation? A celebrity from a reality show? No, the young man causing so much excitement was a 'vlogger' – a video blogger.

**B** Twenty-one-year-old Alfie Deyes was in London to promote a book based on his extremely successful vlog *Pointless*. With over four million subscribers, Alfie had become famous by making and uploading videos of himself and his friends taking part in games and activities that have no purpose, hence the name of the vlog. But he is just one of a small army of vloggers with large followings that have become much bigger stars than actors and pop singers, and now the mass media want to know what makes them so attractive.

**C** The answer, of course, is not simple, but successful vloggers do share some common characteristics. They are outgoing, quick-witted and spontaneous in front of their webcams, which enables them to create a close relationship with their viewers. There is also a lot of interaction with the audience and vloggers ask their followers for feedback on their videos. This means vloggers can adapt the content of their videos to keep their viewers happy. It is material that is made by young people for young people without any intrusion from media corporations. What is more, the accessibility that modern technology offers means that the vlogs can be watched

anywhere and at any time. All these ingredients put together have created a two-way relationship between vloggers and their fans, based on shared interests and trust that cannot be found between the providers and users of other media.

**D** However, it appears that those shared interests and that trust might be negatively affected by something that has existed for a lot longer than vlogging: money. Some of the big-name vloggers can earn up to £20,000 for displaying an advertisement on their channel, or for showing advertisements at the beginning of their videos. They can also earn a lot of money for mentioning a product in a vlog and even more money for reviewing new products. About 1,000 vloggers around the world earn at least £100,000 a year from their YouTube income. Furthermore, when a vlogger has more than 10,000 subscribers, they can use the hi-tech facilities at YouTube Creator Spaces in cities such as London and New York and produce very professional, and some would say commercial, vlogs for the platform.

**E** So, will vlogs go the way of many TV programmes and films and become simple vehicles for selling products? Not according to the vloggers, who say that their creative independence is far more important than making money. However, Zoella, one of the few vloggers in the public eye in Britain, caused a scandal after following Alfie Deyes' example and publishing a book. At the book launch, Zoella claimed that it had always been her dream to write a novel, but just a few weeks later, she had to admit that she hadn't written it alone and had had help with it. Her name was just being used to sell it. Most of her fans forgave her, but many media experts saw it as a sign that vlogging had lost its innocence and that the media corporations were taking control.

## 6 VOCABULARY Match the highlighted nouns in the text with definitions 1–8.

### Digital media

- 1 organisations that supply someone with what they want \_\_\_\_\_
- 2 a computer system \_\_\_\_\_
- 3 the ability to reach something \_\_\_\_\_
- 4 the homepage for user's videos on YouTube \_\_\_\_\_
- 5 the ideas in a book, film, etc. \_\_\_\_\_
- 6 people who receive updates, etc. from a website \_\_\_\_\_

- 7 criticism, opinions, etc. that someone receives about their work \_\_\_\_\_
- 8 communication between two or more people \_\_\_\_\_

## 7 SPEAKING Work in pairs. Discuss the questions.

- 1 Do people follow vloggers in your country?
- 2 Who are the most popular people in the media? What makes them popular?
- 3 Why are the 'media lives' of some celebrities so short?

## 8 INTERNET RESEARCH Find a vlogger who is popular in your country. What do they talk about? Do they advertise any products? Which ones? Why do you think they are popular?