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Third Edition Solutions

Advanced

Student's Book

Tim Falla Paul A Davies
Jane Hudson

Third Edition

Solutions

Advanced

Student's Book

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I

Introduction

IA

Grammar

Past simple and present perfect

I can use the past simple and present perfect tenses.



- 1 Read what the people say about learning English. Which experiences and opinions do you share? Which do you not share?

- 2 Find all the examples of the past simple, present perfect simple and present perfect continuous in the speech bubbles. When do we use the three tenses? Check your ideas in the Grammar Builder.

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- 3 Complete the sentences with the verbs below. Use the past simple, present perfect simple or present perfect continuous. Say why you chose each tense.

belong bump into know leave look for not meet
move phone run see wait work out

- 1 Dave is at home. I know because he _____ me just a few minutes ago.
 - 2 How long _____ you _____ that you have a half-brother?
 - 3 Jason _____ his personal training business since he _____ to London in 2015.
 - 4 This ring _____ to me since my grandmother _____ it to me three years ago.
 - 5 I wish the bus would come. I _____ for it for ages!
 - 6 He's very sweaty because he _____ at the gym.
 - 7 If you _____ my friend Sam, I'll introduce you.
 - 8 I must buy this jacket. It's just what I _____.
 - 9 '_____ you _____ Darren lately?' 'Yes, I _____ him this morning in town.'
- 4 In your notebook, complete each sentence twice using the past simple and the present perfect simple or continuous. Use the verbs in brackets. Say how the meaning changes.
 - 1 I (not see) Kate for three months.
 - 2 My grandad (work) in that factory for many years.
 - 3 Ryan (text) me three times this morning.
 - 4 I (not visit) Greece in the summer.
 - 5 Harry (play) the piano for years, but he (not make) much progress.
 - 6 I (not have) any breakfast this morning.
 - 7 Jack (spend) six years training to become a doctor.
 - 8 I (use) the same smartphone for at least two years.
 - 5  1.02 Listen to five people talking about learning English. For each person, say what they have found most difficult and why.
 - 6  1.02 Listen again. For each person, say what they have done to overcome their problems.

Though I've been learning English since I was a little kid, I've never had the opportunity to travel to an English-speaking country.



I struggled with English at first, but I've come on in leaps and bounds in the past couple of years.



As soon as I've finished my exams, I'm hoping to spend some time abroad. I might go to Britain or Ireland.



I've already passed First Certificate – I got a B – and I've just registered for the CAE exam next summer.



- 7 Complete the phrases the speakers used.

- 1 learn words in _____ / in isolation
- 2 memorise _____ phrases
- 3 an incomprehensible _____ of sound
- 4 part of my _____ vocabulary
- 5 get my _____ round a word / sound
- 6 _____ pattern
- 7 _____ endings
- 8 _____ order

- 8 **SPEAKING** Work in pairs. Ask and answer. Use the ideas in the listening and the phrases in exercise 7 to help you.

- 1 Which of the following areas have you struggled with? Why?

a grammar and sentence structure	e reading
b vocabulary	f writing
c speaking	g pronunciation and intonation
d listening	
- 2 What have you done to overcome the problems? How successful have you been?
- 3 What is your 'top tip' for other learners of English?

➔ Vocabulary Builder Language terms: page 126

Past tenses

I can use different past tenses correctly.

1 **SPEAKING** Work in pairs. Discuss the questions.

- How long does it take to learn a language well?
- Are there ways to speed up the process, do you think?

2 Read the text. How successful was David Bailey's attempt to learn French quickly? How do you know?

It was the summer of 2005 and British internet entrepreneur David Bailey was staying with a French friend in a tiny village in France. As a student, David had learned Spanish to a fluent standard, but since then, he'd been working so hard that he hadn't had time to study French. So he had decided to learn French – and learn quickly. In France, David set up a strict daily routine. In the mornings, he woke up and wrote out regular and irregular verb tables for about two hours. While he was writing, he listened to language-learning CDs. Then he ran for 45–60 minutes in the French countryside. He listened to catchy French music as he was running – and sang along! In the afternoons, if he wasn't playing darts or boules with his French friends, he was reading *Charlie and the Chocolate Factory* in French. He found that reading books in French that he'd read in English as a child was a great language-learning tip. After seventeen days, David left the small village but he didn't go home immediately. He went to Paris, where he met a girl in a coffee shop. They hadn't been chatting for long when she commented on his excellent French. She was sure that he had been living in France for at least a year!



3 Find one affirmative and one negative example of these tenses in the text in exercise 2.

- | | |
|-------------------|---------------------------|
| 1 past simple | 3 past perfect simple |
| 2 past continuous | 4 past perfect continuous |

➔ **Grammar Builder 1.2** page 131

4 Complete the sentences with the correct form of the verbs in brackets. Use tenses from exercise 3. Sometimes more than one answer is possible.

- I _____ (get) ready for bed when the phone _____ (ring).
- They _____ (not get) married until last month although they _____ (be) engaged for years.
- He _____ (have) paint in his hair because he _____ (decorate) his room all morning.
- I _____ (arrive) at 9 a.m. but he _____ (leave) for work already.
- When I _____ (open) the curtains, I knew it _____ (rain) because the pavements _____ (be) still wet.
- This morning, while we _____ (rehearse) for the school play, one of the teachers _____ (take) photos.

LOOK OUT!



After time expressions like *after*, *as soon as*, and *by the time* we can use the past simple or the past perfect simple and the meaning is the same.

After I'd finished / I finished dinner, I went out.

Without a time expression, the choice of tense is important because it tells us the sequence of events.

- My parents got home. I tidied my room.*
- My parents got home. I'd tidied my room.*

5 Read the **Look out!** box. What is the sequence of events in examples a) and b)?

6 Read the pairs of sentences. Explain the difference in meaning, if there is one.

- I took notes while the teacher was speaking.
 - I was taking notes while the teacher was speaking.
- Tom had been spending all his money on apps.
 - Tom had spent all his money on apps.
- When we saw the man, he climbed onto the roof.
 - When we saw the man, he'd climbed onto the roof.
- When I walked into the room, everyone cheered.
 - When I walked into the room, everyone was cheering.
- Grace had been making dinner when I arrived.
 - Grace had made dinner when I arrived.

7 Complete the text with the verbs in brackets. Use the past simple, past continuous or past perfect (simple or continuous). Sometimes more than one tense is possible.

In 2004, Daniel Tammet boarded a plane to Reykjavik accompanied by a TV crew. He ¹ _____ (travel) to Iceland to attempt something incredible: Daniel ² _____ (decide) to learn Icelandic in just one week. For several years, Daniel ³ _____ (surprise) people with his amazing mental abilities. A few months earlier, he ⁴ _____ (astound) experts by reciting the number pi to 22,500 decimal places from memory. And four years before that, he ⁵ _____ (come) fourth in the World Memory Championships. But in trying to learn such a difficult language in only seven days, he ⁶ _____ (take) on his greatest challenge so far. Although Daniel ⁷ _____ (learn) languages successfully for years, after two days of Icelandic, he ⁸ _____ (struggle). He ⁹ _____ (not make) much progress, it seemed. But then everything ¹⁰ _____ (change). 'Suddenly he was like a sponge,' his teacher remembers. 'He ¹¹ _____ (absorb) grammar and vocabulary at an amazing speed.' After seven days, to see how well he ¹² _____ (learn) the language, Daniel ¹³ _____ (appear) on TV and ¹⁴ _____ (succeed) in giving an interview in fluent Icelandic.

8 **SPEAKING** Work in pairs. Discuss what you have learned from the texts about learning a language. What were some of the reasons for David's and Daniel's success, in your opinion? Are there any tips you could copy for your own studies?

Articles

I can use articles correctly.

- 1 **SPEAKING** Work in pairs. Discuss what effect (if any) these factors have on how people in your country speak: region, age, social position, ethnic background. Think about grammar and vocabulary as well as accent.
- 2 **1.03** Complete the text with *a, an, the* or – (no article). Then listen and check.

Of all the accents and dialects of England, ¹ _____ most widely known is undoubtedly Cockney. Whenever ² _____ British or American film features ³ _____ working-class Londoners, you can be sure their lines will be peppered with Cockney slang. But ⁴ _____ truth is, today's teenagers in the capital speak ⁵ _____ new dialect, not Cockney. ⁶ _____ dialect is used by ⁷ _____ young working-class people from all the different ethnic groups in London. Experts call it MLE (Multicultural London English). For decades, ⁸ _____ young have used ⁹ _____ slang to communicate with each other. But MLE is different because it has some words and grammar rules of its own. For example, in standard English, you might say, 'I said I was tired' but ¹⁰ _____ speaker of MLE would say, 'This is me: man's tired'. Some schools, like the Lilian Baylis School in London, have banned MLE from the classroom; ¹¹ _____ idea is to force students to speak 'properly'. But whether that is such ¹² _____ good idea is open to debate.

- 3 **SPEAKING** Work in pairs. Explain what MLE is and who speaks it. Talk about age, ethnic group and location.
- 4 Read the **Learn this!** box. Complete the rules with *a, an, the* or – (no article). Which examples can you find in the text in exercise 2?

LEARN THIS! Articles

- 1 We use _____:
- a to say what somebody's job is.
 - b to mean 'per' or 'every'.
 - c with numbers and measurements (hundred, kilo, etc.) to mean 'one'.
 - d with singular nouns after the word *such* or *what*.
- 2 We use _____:
- a when there is only one of something (e.g. moon, sun).
 - b with plural countries, oceans and seas, mountain ranges and rivers (United States, Pacific, Dead Sea, Alps, Danube, etc.).
 - c with adjectives like *rich* and *old* to talk about a group of people.
 - d with the plural form of a surname to refer to a married couple or a family (Beckhams, Kardashians).
- 3 We use _____:
- a with plural and uncountable nouns when we are talking in general.
 - b with most cities, countries and continents (France, Asia, etc.).
 - c with mountains (Mount Everest, Mount Fuji).



- 5 Discuss the difference in meaning between these sentences.

- 1 a There's a call for you. It's Stephen King.
b There's a call for you. It's a Stephen King.
c There's a call for you. It's the Stephen King.
- 2 a Would you like a biscuit or two?
b Would you like one biscuit or two?
- 3 a The school gym is perfect for indoor football.
b A school gym is perfect for indoor football.
- 4 a What do you think of school uniform?
b What do you think of the school uniform?
- 5 a I'm a manager at the local gym.
b I'm the manager at a local gym.

- 6 Complete the sentences with *a, an, one, the* or – (no article).

- 1 Young people in _____ Europe are too strongly influenced by their peers in _____ USA.
- 2 Most teenagers know what _____ correct way to speak is but they often choose to speak in _____ different way.
- 3 _____ way or another, teenagers will create _____ identity for themselves which is different from their parents; _____ way they speak is just part of this process.
- 4 _____ young people need to speak and write correctly because _____ day they will have to find _____ job, and _____ employers expect _____ high standards.
- 5 It doesn't matter how _____ people speak or write, even at _____ work, provided _____ meaning is clear.
- 6 You can't judge _____ person's intelligence or education by just _____ thing, such as _____ way they speak.

- 7 **SPEAKING** Work in pairs. Discuss the sentences in exercise 6. Do you agree or disagree with them? Give reasons.

- 8 **SPEAKING** Work in pairs. Discuss the question below.

- 1 Do you speak and write differently in different situations?
- 2 Give examples of contexts in which you would speak and write in the most and least formal ways.

Talking about the future

I can talk about predictions, plans, offers, routines.



Do you think English will become more or less important as an international language in the future? Why?

- 1 **SPEAKING** Work in pairs. Discuss the question above. Consider the relevance and importance of the ideas below.

- 1 the importance of the internet
- 2 the success of China and India
- 3 the dominance of American popular culture
- 4 the influence of the former British Empire
- 5 communicating in business, science and travel
- 6 how easy is it to learn English

- 2 **1.04** Listen to five people talking about the importance of English in their future lives. In your opinion, who has the most compelling reason to learn English? Why?

- 3 **1.04** Listen again. Match speakers 1–5 with the questions A–G. There are two extra questions.

Which speaker ...

- A hopes to specialise in foreign languages? ____
- B wants to study English abroad? ____
- C will find English indispensable? ____
- D will have an advantage in the labour market? ____
- E would like to be an English teacher? ____
- F will use English only in their leisure time? ____
- G will need English for travel? ____

LEARN THIS! Future forms

We use **will**:

- a to talk about facts in the future.
- b for predictions based on what we know.
- c for plans when we're deciding what to do as we speak.
- d for offers, promises, requests and refusals (*won't*).
- e in the main clause of first conditional sentences.

We use **going to**:

- f for predictions based on current evidence, e.g. something we can see.
- g for plans when we've already decided what to do.

We use the **present continuous**:

- h for personal arrangements, especially when we mention the time and/or place.

We use the **present simple** with future meaning:

- i for routines, schedules and timetables.
- j in future time clauses with *after*, *as soon as*, *before*, *once*, *unless*, *until* and *when*. The present perfect is also possible.
- k in the *if* clause in first conditional sentences.

- 4 Read the **Learn this!** box and the examples from the listening below. Match the highlighted phrases 1–10 with uses a–k.

- 1 I'm planning to go abroad – as soon as I **finish** university.
- 2 I've promised mum I'll **get** a proper job, as she calls it.
- 3 **The course starts in** October.
- 4 I'm **going to study** engineering at university.
- 5 I'm **meeting** my teachers tomorrow to talk about the application process.
- 6 English is everywhere nowadays and **it's going to become** more important for sure.
- 7 At the university I'm planning to study at, **the teaching materials and lectures will** all **be** in English.
- 8 I hope to add another language – hopefully German. In fact, thinking about it, **I definitely will**.
- 9 If I **am able to** speak English really well, **it will give** me an edge when applying for a job.
- 10 After my degree, I think **I'll continue** to study, for a PhD.

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LOOK OUT!

- Sometimes there is no difference between *will* and *going to* for predictions.
You're going to / You'll fail your exam if you don't revise.
- Sometimes there is no difference between *going to* and the present continuous for plans and arrangements.
I'm going to see / I'm seeing Debbie this evening.

- 5 Read the **Look out!** box. Then complete the sentences with a future form. Sometimes more than one form is possible. Give reasons for your choice(s).

- 1 We've booked our summer holiday. We _____ (visit) Cuba.
- 2 Our English exams _____ (be) on 23 and 24 June.
- 3 If I'm going to be late, I _____ (text) you.
- 4 I'm fed up with my car breaking down. I _____ (sell) it.
- 5 _____ (you / go) into town this morning? If so, I _____ (give) you a lift.
- 6 The car engine is making a funny noise. I'm sure it _____ (break down).
- 7 I'm short of money. I'm afraid I _____ (have to) sell my bike.
- 8 I _____ (phone) you as soon as I _____ (know) what time the film _____ (start).

- 6 **SPEAKING** Work in pairs. Ask and answer the questions. Give reasons for your opinions.

- 1 Are you going to study English at university? Why? / Why not?
- 2 How will English be of use to you in the future?
- 3 For which jobs is a knowledge of English important?

1

Beginnings

Unit map

Vocabulary

Remembering and forgetting
Idioms: memory
Personality

Word Skills

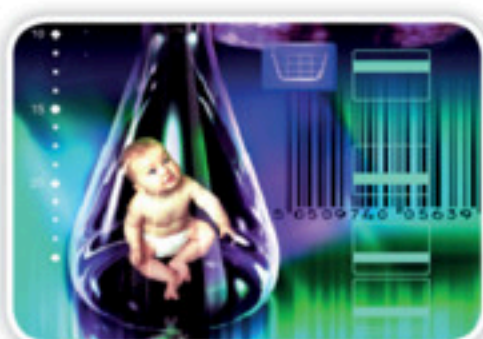
Phrasal verbs (1)

Grammar

Question forms
Habitual actions

Listening

Designer babies



Reading

Bad beginnings



Speaking

Interview



Writing

Opinion essay

Culture 1

The Legend of King Arthur



Literature 1

The Sword in the Stone,
TH White

Vocabulary Builder

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1A

Vocabulary

Memories

I can describe childhood memories.

- 1 **SPEAKING** Work in pairs. Think back to your own childhood. Ask and answer the questions below. Then find out how many people in the class can answer all of the questions confidently.

Can you remember ...

- 1 the name of your school teacher when you were five?
- 2 what you enjoyed watching on TV when you were four?
- 3 what types of food you really liked or disliked when you were three?
- 4 who you played with when you were two?
- 5 your favourite toy or game when you were one?

- 2 **VOCABULARY** Study the words below. Which are related to remembering and which are related to forgetting?

Remembering and forgetting

Verbs blot out evoke recall remind reminisce suppress

Nouns mind nostalgia recollections

Adjectives evocative lasting unforgettable

- 3 Complete the text about childhood amnesia with words from exercise 2. What three synonyms for 'remember' (two single verbs and one phrase) are there in the completed text?

THE FIRST two or three years of your life are full of new and, you would think, ¹ _____ experiences. But the reality is that most adults can ² _____ almost nothing from those very early years, their earliest ³ _____ being, on average, from the age of about three and a half. This phenomenon is often referred to as 'childhood amnesia'. Interestingly, young children are often able to bring to ⁴ _____ certain events from their first two years of life but, for reasons which are not fully understood, they generally lose this ability as they get older. (The artist Salvador Dalí claimed he could recollect being in the womb, but there is no way to prove or disprove this!) Do those earliest memories disappear or does the mind ⁵ _____ them for some reason? Nobody is sure.

As well as this tendency to lose or ⁶ _____ memories from the first three years, most people have far fewer memories up to the age of eight than for other periods in their lives and they are often quite sketchy. Sometimes a picture or a piece of music can ⁷ _____ you of something or someone from years ago, and smells can be particularly ⁸ _____. It is also possible for a sight, smell or sound to ⁹ _____ a feeling – for example, ¹⁰ _____ – rather than a specific memory. We still do not know exactly how the human mind stores information, but we do know that people who frequently ¹¹ _____ about childhood experiences are more likely to create ¹² _____ memories.



- 4 **SPEAKING** Work in pairs. Define 'childhood amnesia' in one sentence. Do your answers to exercise 1 support the theory or contradict it?
- 5 Choose the correct words in the sentences. Then complete them with your own ideas. Use your imagination.
- When my grandfather is with friends, they like to sit and **evoke** / **reminisce** about ...
 - My aunt has **blotted** / **suppressed** out most of her memories of boarding school because ...
 - One thing that is particularly **evocative** / **unforgettable** of my uncle's childhood abroad is ...
 - The sound of fireworks has always **recalled** / **reminded** my grandmother of ...
 - My uncle feels a lot of **nostalgia** / **recollections** for the days when ...
 - One thing that made **an evocative** / **a lasting** impression on my grandmother in her youth was ...
- 6 **SPEAKING** Work in pairs. Compare your answers to exercise 5. How similar are your endings? Do they show you understand the meaning of the word you chose?
- 7 **1.05** Listen to four speakers talking about something which reminded them of early childhood. For each speaker, answer the questions below.
- Where was the speaker at the time and what was he or she doing?
 - What reminded the speaker of his or her childhood?
- 8 **1.05 VOCABULARY** What idiomatic phrases do the speakers use instead of the underlined words? Use the correct form of the idioms below. Listen and check.
- Idioms: memory**
 a trip down memory lane to come flooding back
 to have a memory like a sieve to jog your memory
 to know sth by heart to rack your brains to ring a bell
 to take you back to
- The title didn't remind me of anything.
 - Surprisingly, the story didn't cause me to remember anything.
 - Some of it really reminded me of my childhood.
 - It was an experience which brought back lots of memories.
 - All the memories suddenly came back to my mind.
 - The amazing thing is, I still knew all the words from memory!
 - Mind you, she's got a very bad memory, so I wasn't too surprised.
 - I've been trying hard to remember ever since but I just can't remember.
- 9 **SPEAKING** Work in pairs. Discuss the questions below.
- Can you think of ...
- a poem or song lyric which you know by heart?
 - a particularly evocative smell which takes you back to your childhood?
 - something you do to jog your memory if you have something important to remember?

FLUENCY!

Some adjectives go naturally with certain nouns, whereas others with a similar meaning do not. Learning these collocations will help you sound more fluent. Study the adjectives from a–d which fit this example:

I have a(n) _____ memory of our first meeting.

- a dim distant hazy vague
 b abiding clear enduring strong vivid
 c fond pleasant
 d bitter painful traumatic

- 10 Read the **Fluency!** box. Then find another adjective for group a in the second paragraph of the text in exercise 3.

- 11 **SPEAKING** Work in pairs. Tell your partner some of your earliest memories. Use adjectives from the **Fluency!** box to describe them. How many details can you remember?

I have a vivid memory of ...

I can clearly recollect ...

I have a vague memory of ...

I can only bring to mind ...



Question forms

I can use a variety of high-level question forms correctly.

- 1 **SPEAKING** Work in pairs. Discuss which of these you find the easiest and most difficult to remember: people's names, people's faces, birthdays, appointments, new words in English, what you did last weekend.

- 2 **1.06** Complete the dialogue below. Write one word in each gap. Then listen and check your answers.

Ed This reminds me of the first time we met.

Zoe But we didn't meet here.

Ed ¹ _____ we? Well, it was somewhere like this. ² _____ I come over and talk to you? You were with Anna.

Zoe It was Sophie, not Anna. And no, you didn't come over and talk to me. But ³ _____ worry about a few little details?

Ed So what ⁴ _____ happen?

Zoe ⁵ _____ you remember? You bought Sophie a coffee and asked her if she had a boyfriend.

Ed ⁶ _____ I? I don't remember that! What ⁷ _____ next?

Zoe When she said yes, you started talking to me! ⁸ _____ not admit it? I was second choice!



- 3 Read the **Learn this!** box. Write the missing words. Then find one more example of each point in the dialogue in exercise 2.

LEARN THIS! Question forms

- 1 In 'subject questions', where *who* or *what* replaces the subject, we:
- do not normally use an auxiliary (*do*, *did*, etc.).
Who _____ *Hamlet*? Shakespeare wrote it.
 - can sometimes include the auxiliary for emphasis.
'I didn't send that text.' 'Well, who _____ it?'
- 2 A reply question is used to question another speaker's statement. A reply question can be affirmative or negative.
- 'I was sitting in the corner.' '_____ you?'
 - 'I didn't see you.' '_____?'
- 3 A negative question can be used:
- to ask for confirmation. We expect the answer 'yes'.
_____ it Jack's birthday yesterday?
 - to express surprise that something did not happen.
I sent you an email. _____ you get it? (= I'm surprised that you didn't get it.)
- 4 Questions beginning *why* or *why not* can sometimes contain only a base form. The exact meaning is implied.
- _____ study abroad? It would be a great experience.
 - It isn't an important exam. So _____ bother to revise?

- 4 In your notebook, write subject questions beginning *Who ... ?* or *What ... ?* in response to the statements below. Use an auxiliary verb (*does*, *did*, etc.) for emphasis if appropriate.

- I didn't borrow your laptop. (borrow?)
'Who did borrow it?'
- I've got four tickets for a Jay Z gig in London. (pay for?)
- We didn't order a taxi. (order?)
- Music doesn't help me concentrate. (help?)
- Ed Sheeran wrote the song. (perform?)
- Chelsea have just got a goal. (score?)
- 'Believe' doesn't rhyme with 'sieve'. (rhyme?)

- 5 **SPEAKING** Work in pairs. Take turns to be A and B.

Student A: Read one of the statements (1–6) below.

Student B: Respond with a reply question. Then invent a reason to query the statement.

- Everyone can recall the first time they met their best friend.

Everyone can recall the first time they met their best friend.

Can they? Personally, I can't remember anything about it.

- Painful memories are always more vivid than pleasant memories.
- It's easy to blot out embarrassing memories.
- People used to have a far wider circle of friends than they do nowadays.
- You have to repeat somebody's name when they say it if you want to remember it.
- Nobody knows any phone numbers by heart these days.

- 6 **1.07** Complete the negative questions. Then listen and check your answers. Use the context to say whether each question is a) asking for confirmation or b) expressing surprise.

- _____ you sitting next to me in our first English class?
- _____ you with a friend?
- _____ you find two seats together?
- _____ I say anything to you at all?
- _____ I listening to music?
- _____ you talking to your brother?
- _____ you had a big argument with him earlier that morning?

- 7 **SPEAKING** Work in pairs. Talk about the first time you met each other. Include question tags, reply questions and negative questions in your conversation. Talk about:

- where you met and what you were doing there.
- who spoke first and what he or she said.
- anything else that happened or was said.

I've got a clear memory of meeting you in the corridor. I was ...

Designer babies

I can understand a debate about gene editing.



- 1 **SPEAKING** Work in pairs. Imagine you could use genetic engineering to make one change to the human race. Which of the following would you choose and why?

create designer babies eradicate disease
make humans live longer make humans more intelligent

Listening Strategy

When you listen, you may need to distinguish facts from opinions and speculation. Listen out for phrases that indicate when somebody is voicing an opinion (e.g. 'The way I look at it ...') or speculating (e.g. 'The likelihood is ...').

- 2 **KEY PHRASES** Read the **Listening Strategy**. Then look at the phrases. Would they a) introduce an opinion or b) speculate about something?

Introducing and speculating

- | | |
|-------------------------------|-----------------------|
| 1 For me, ... | 4 To my mind ... |
| 2 No doubt ... | 5 The chances are ... |
| 3 As far as I'm concerned ... | 6 I dare say ... |

- 3 **1.08** Listen to four people talking about genetic engineering. For each speaker, say which option (a or b) is stated as a fact.

- | | |
|--|--|
| 1 a Malaria kills millions of people every year. | b Genetic editing is a good way to combat the disease. |
| 2 a The laws which prohibit scientists from creating 'designer babies' are not as strict as they used to be. | b Medical science is finding ways to tackle hereditary diseases. |
| 3 a Glasses were the first example of humans using technology to improve their natural abilities. | b People are already using genetic science to improve their DNA. |
| 4 a The science of gene editing, if allowed, will make the gulf between rich and poor even wider. | b About 90% of powerful people were born into wealthy families. |

- 4 **1.08** Listen again. What phrases do the speakers use to indicate opinions and speculation?

- 5 **1.09** Listen to a debate about a gene editing technique called CRISPR and the ethics of genetic science. Which point is stated as a fact rather than speculation?

- | |
|---|
| a Gene editing will be used to cure serious diseases. |
| b Scientists in China are trying to develop techniques for producing 'designer babies'. |
| c Scientists will find ways to avoid the regulations. |
| d Scientists do not currently have the technology to produce 'designer babies'. |

- 6 **1.09** Listen again. Choose the best answer (a–d). Then say who you agree with more, Dr Hapgood or Ms Bennett.

- | | |
|---|---|
| 1 What has changed recently in the field of gene editing? | a It is now possible to alter very specific parts of the DNA sequence. |
| | b It can now be used to combat hereditary diseases. |
| | c New and exciting possibilities have arisen for its use. |
| | d Specific genes can now be edited more quickly and accurately than before. |
| 2 Why does Dr Hapgood think changes to human DNA made through gene editing are unlikely to be reversed? | a Because nobody will want to reverse them. |
| | b Because scientists won't necessarily be able to control the consequences of gene editing. |
| | c Because the changes made by gene editing are not being monitored closely enough. |
| | d Because the work is taking place in too many different laboratories around the world. |
| 3 On which point do Dr Hapgood and Ms Bennett agree? | a Changes to human DNA cannot be reversed. |
| | b The need for strict regulation in the field of genetic science. |
| | c Gene therapy is very different from other kinds of medical science. |
| | d The very real risk of genetic science being misused to produce 'designer babies'. |

- 7 **SPEAKING** Work in two groups. One group is going to argue in favour of the statement below and the other group against it. Make notes. Use the phrases below to help you.

'It should be against the law for scientists to alter human DNA.'

designer babies eradicate a disease
ethically unacceptable gene therapy genetically modified
hereditary diseases play God

➔ **Vocabulary Builder** Science vocabulary: word families:
page 126

- 8 **SPEAKING** Debate the statement in exercise 7. Support your group's position with as many arguments as possible.

Habitual actions

I can talk about habitual actions in the past and present.



- 1 Read the quotation. Do you agree with it? What do you think 'the hard way' means?

'Siblings are the people we practise on, the people who teach us about fairness and co-operation and kindness and caring, quite often the hard way.' Pamela Dugdale

- 2 1.10 Listen to four people talking about their siblings. For each speaker, say whether over the years the relationship with their siblings has become closer, less close or stayed roughly the same.

- 3 1.10 Listen again. Complete the extracts.

- 1 Of course we _____ occasionally, over little things.
- 2 We _____ our own separate books or toys even.
- 3 She _____ just as I'm in the middle of something!
- 4 We _____ for hours in the park every Saturday.
- 5 He _____ because he was older, but I didn't mind.
- 6 He _____ me about my appearance.
- 7 Our parents _____ me to ignore him.
- 8 We _____ each other once or twice a year, I guess.
- 9 She _____ me nasty text messages.

- 4 Read the **Learn this!** box. Then say which of the extracts in exercise 3 express annoyance.

LEARN THIS! Talking about habitual actions

- 1 To talk about habitual actions in the present, we can use the present simple or *will*.

We often / We'll often go out at weekends.

- 2 To talk about habitual actions in the past, we can use the past simple, *would* or *used to*.

She always got / She'd always get / She always used to get better grades than me.

NOTE: With state verbs, we do not use *would*.

I didn't use to like tea. ✓ NOT ~~*I wouldn't like tea.*~~ ✗

- 3 To express annoyance at habits, we use:

- a the present or past continuous, often with adverbs like *always*, *forever* and *continually*.

He's always forgetting my birthday. They were always arguing.

- b *Will* or *would* for emphasis. *Will* and *would* are often stressed when spoken.

He will phone me when I'm asleep. She would talk about me with her friends.

- 5 In your notebook, rewrite the sentences in exercise 3 using a different structure from the **Learn this!** box.

Of course we used to fall out occasionally, over little things.

- 6 Compare the sentences. What is the difference in meaning?

- 1 a My sister always left her phone at home when she went out.
b My sister was always leaving her phone at home when she went out.
- 2 a I used to hate swimming lessons at school.
b I'd hate swimming lessons at school.
- 3 a I'll meet my sister on Sunday mornings for a coffee.
b I'll meet my sister on Sunday morning for a coffee.
- 4 a My brother is always phoning me at midnight.
b My brother is phoning me at midnight.
- 5 a My brother was always wearing my coat to school.
b My brother always used to wear my coat to school.
- 6 a She'll spend most evenings chatting to her friends online.
b She *will* spend most evenings chatting to her friends online.

➔ Grammar Builder 1.2 page 135

LOOK OUT!

We can also use these expressions to talk about habits:

keep doing something = *tend to do something*

have a habit of doing = *have a tendency to do something*

be apt to do something = *be prone to do something*

- 7 Read the **Look out!** box. Choose five sentences from exercise 6 and rewrite them using a phrase from the box.

- 8 **USE OF ENGLISH** Complete the second sentence so that it means the same as the first. Write no more than six words, including the word in brackets.

- 1 My sister kept falling out with our dad. (always)
My sister _____ our dad.
- 2 Our parents would rarely get involved in our rows. (use)
Our parents _____ in our rows very often.
- 3 My twin brother keeps making up stories about me. (will)
My twin brother _____ about me.
- 4 My sister doesn't get in touch with me very often. (won't)
My sister _____ with me.
- 5 My mum would always side with my sister. (used)
My mum _____ with my sister.
- 6 My brothers will keep upsetting my sister. (continually)
My brothers _____ my sister.
- 7 My dad often used to get lost when he was driving. (tendency)
My dad _____ when he was driving.

- 9 **SPEAKING** Work in pairs. Use a variety of different structures from the lesson to tell your partner about:

- something you always did as a young child.
- something annoying that a friend has a habit of doing.
- something you do when you're nervous.

Phrasal verbs (1)

I can recognise and use phrasal verbs correctly.

1 SPEAKING Work in pairs. Ask and answer the questions.

- Does your name come from a relative? Will you pass it on to one of your own children? Why? / Why not?
- How often do you come across people with the same name as you?
- Do you think it is better to give children names that help them stand out or help them blend in? Why?
- If somebody is unhappy with their name, should they change it, if possible, or just put up with it?

2 DICTIONARY WORK Look at the dictionary entry for 'pass sth on'. How does it indicate that:

- it is a phrasal verb (i.e. a verb with one or two particles)?
- it is a transitive verb (i.e. it has a direct object)?
- it is separable (i.e. the object can come before or after the particle)?

pass sth <—> on (to sb) *PHR V* to give sth to sb else, especially after receiving or using it yourself.

3 Look at the underlined phrasal verbs in exercise 1. Which are transitive and which are intransitive? Which phrasal verb is clearly separable? Which has two particles?

4 USE OF ENGLISH Complete the text with an appropriate word in each gap. All of the missing words are particles. Use a dictionary to help you.

A GOOD START IN LIFE?

How important is the name you're given? The song *A Boy Named Sue* tells the story of a father who names his son Sue before walking ¹ _____ on the family. Having a girl's name forces the boy to stand ² _____ for himself – which, we learn, is why the father went ³ _____ that name in the first place. Most names do not have such a dramatic effect, but several studies have looked ⁴ _____ the link between the name you are given and the way your life turns ⁵ _____. They show that:

- boys with more feminine-sounding names are more likely to play ⁶ _____ in class.
- girls with more masculine-sounding names are more likely to sign ⁷ _____ for maths and science at university.
- fifty years ago, the top 50 girls' names accounted ⁸ _____ about half of all girls. Now that figure has gone ⁹ _____ to a quarter.
- an unusual name can make it harder to fit ¹⁰ _____ when you're young. When you're an adult, it may be an advantage to stand ¹¹ _____.
- in many countries, the authorities turn ¹² _____ requests to give children embarrassing names or names which the parents have clearly made ¹³ _____. But in the UK, it really comes down ¹⁴ _____ the parents' choice. In recent years, British parents have got ¹⁵ _____ with naming their children Gandalf (six times) and Arsenal (36 times!).

5 SPEAKING Work in pairs. Think of another way to express each of the phrasal verbs in exercise 4.

walk out on → leave

6 Put the phrasal verbs from exercises 1 and 4 into the correct box.

	2-part phrasal verbs	3-part phrasal verbs
Transitive and separable	<i>hand over</i>	
Transitive and inseparable	<i>take after</i>	<i>look up to</i>
Intransitive	<i>catch on</i>	

7 Complete the sentences with a transitive phrasal verb from the table in exercise 6. Include the object in brackets in the correct position.

- I've got a book about names and their meanings. I _____ in a second-hand bookshop. (it)
- I sometimes get comments about my unusual name, but I just _____. (them)
- My unusual name comes from my great-grandfather. My father was very keen to _____ to me. (it)
- A couple in New Zealand made a request to call their child Fish and Chips, but the government _____. (it)
- In Iceland, parents have to choose from a list of approved names; they can't just _____. (one)
- I share the same name as my grandfather, but apart from that, I don't _____ in many ways. (him)

8 USE OF ENGLISH Choose the correct options (a–d) to complete the sentences.

- My family had a tradition of naming first-born boys Sam, but my parents didn't carry _____.
a on it b with it c on with d it on
- If somebody has a name you dislike, it can actually put _____ becoming friends.
a off from b you off c up with d you back
- Sometimes boys with feminine-sounding names behave more aggressively to make _____.
a it up b for it c up for it d it up for
- It is clearly wrong to _____ down on somebody simply because of their name.
a break b look c turn d run
- Sometimes parents choose ridiculous names because they want to _____ a change in the law.
a bring about b come about c turn around d put up

9 SPEAKING Work in pairs. Discuss what name you might give to a child of yours if you wanted:

- to name him/her after somebody you look up to.
- him/her to stand out rather than blend in.
- to pass on a name from a family member.

If I wanted to name my child after somebody I looked up to, I'd probably choose ...

Bad beginnings

I can understand a text about overcoming obstacles.

- SPEAKING** Work in pairs. Explain the meaning of the two expressions below.
 - to be born on the wrong side of the tracks
 - to be born with a silver spoon in your mouth
- Who could you use the expressions from exercise 1 to describe? Do you think being born in either of these circumstances makes you more or less likely to succeed in life?
- Look at the photos. What do you know about these famous people?

Reading Strategy

When you are looking for information in a text with several sections:

- skim read the whole text quickly to get an overall sense of the information it contains.
- go through the questions one by one. For each question, use your knowledge of the text to locate where the information you need is.
- scan the relevant part of the text for the information you need. If it is not there, scan other parts of the text until you find it.

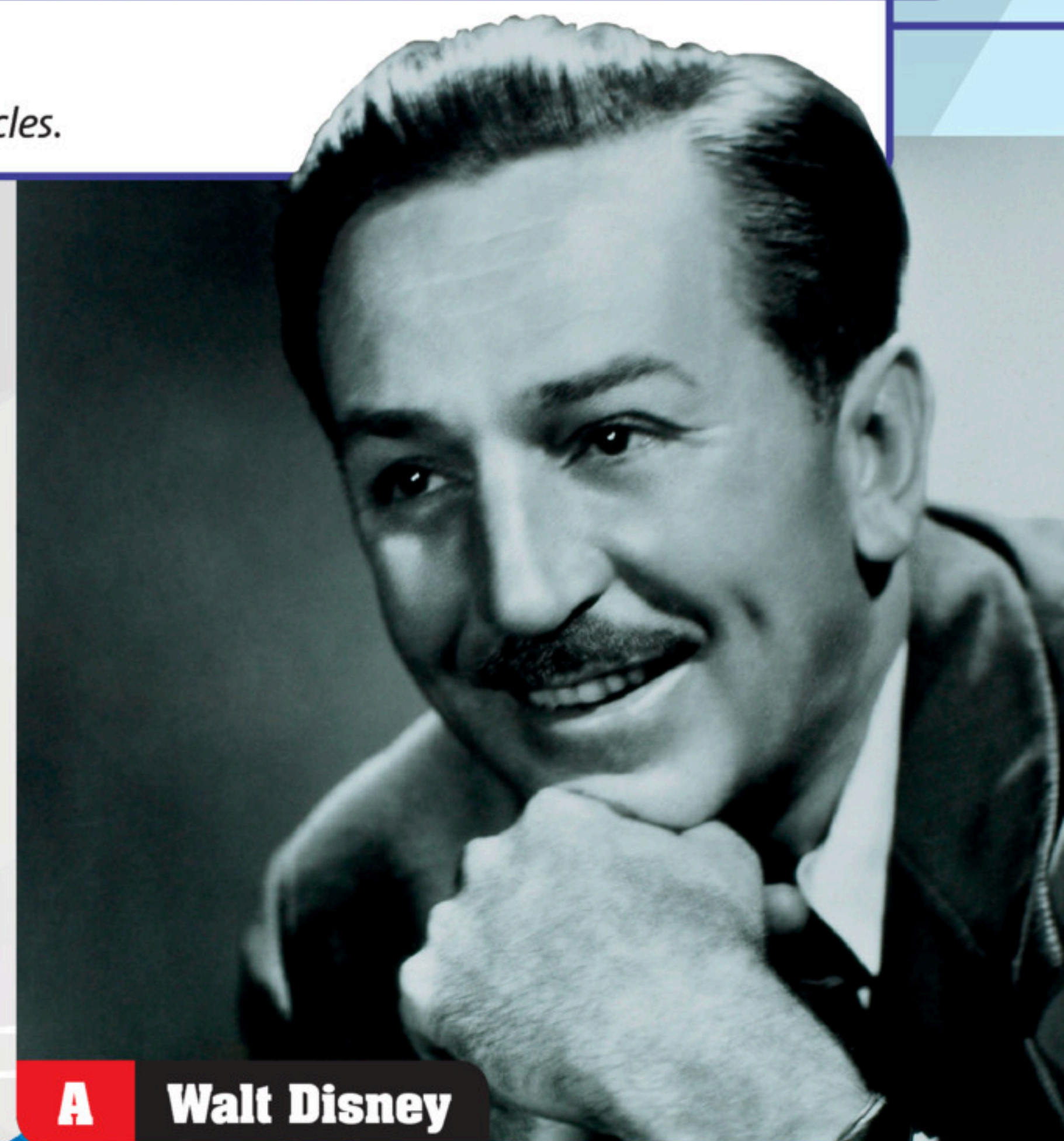
- Read the **Reading Strategy**. Then read texts A–D. In which texts are these topics mentioned?

- education
- family relationships
- disability and disease
- violence and crime
- work and jobs

- Match people A–D with questions 1–10. Each person can be matched with more than one question.

Which person ...

- was given devastating news? ____
- received a gift which helped with his/her career? ____
- had to combine school and work at a young age? ____
- has had roles in TV comedies? ____
- did not live with his/her father until a teenager? ____
- left home to escape from frequent mistreatment? ____
- is the main source for biographical details about his/her life? ____
- has written a best-selling book? ____
- did not achieve a degree-level education? ____
- received support for his/her education by winning a competition? ____



A Walt Disney

- VOCABULARY** Find nouns in the texts formed from phrasal verbs and match them with the definitions.

Text A

- somebody who does not complete their education (line 10)
drop-out
- a problem or obstacle (line 18)

Text B

- the treatment received during childhood (line 29)
- a person who has escaped (especially from their home) (line 35)
- a change of luck / big improvement (line 37)

Text C

- a sudden collapse or crisis in your health (line 52)
- a sudden and significant improvement (line 65)

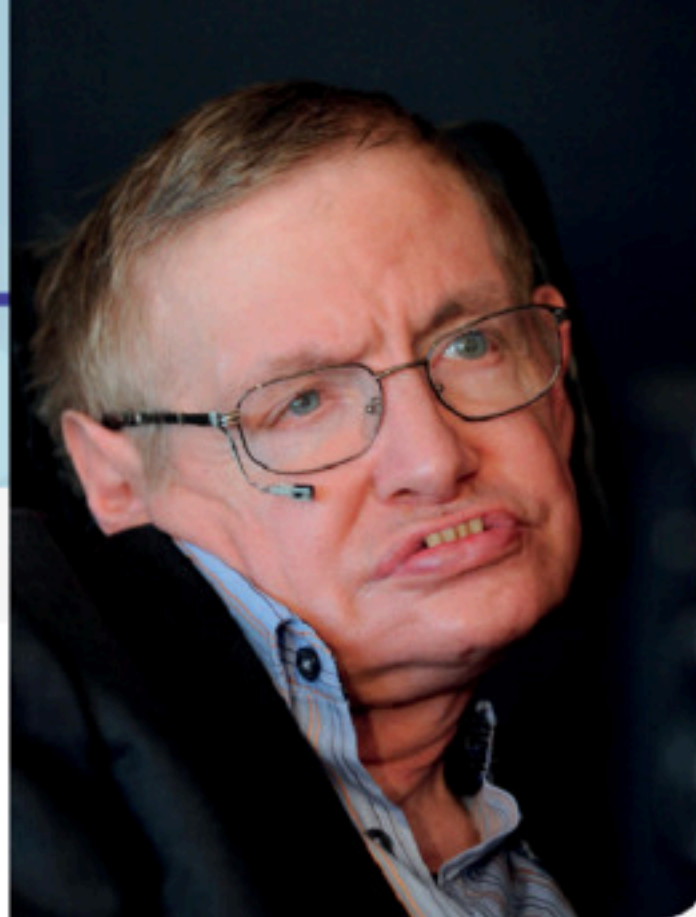
Text D

- a confrontation between two opponents (line 83)

CRITICAL ANALYSIS

- Explain the meaning of the sentence about Walt Disney below. Which word is being used metaphorically?
'But the road to this kind of success and influence wasn't easy.'
- Explain what the underlined metaphors in the text mean. Which metaphors are related to life being a journey? What are the other metaphors related to?

- SPEAKING** Work in pairs. Which famous person from the text overcame the biggest obstacles, in your opinion? Give reasons for your choice.



C Stephen Hawking

45 Stephen Hawking was 21 years old and just embarking upon his career as a researcher in cosmology at the University of Cambridge when his father noticed he was tripping and

falling frequently. After a series of tests, Hawking was diagnosed with
50 ALS (Amyotrophic Lateral Sclerosis) and doctors estimated he had two and a half years left to live. The news was, of course, devastating, but Hawking avoided an emotional breakdown by taking new interest in his studies and his research. 'In fact,' Hawking has said, 'although there was a cloud hanging over my future, I found, to my surprise, that I was
55 enjoying life in the present more than before.'

His disease continued to progress, however, and by the mid-1970s he needed more care and his speech was so slurred only his family could understand him. In 1985, Hawking came down with pneumonia and needed a tracheotomy, which left him without the ability to speak at
60 all. He did make a full recovery, however, allowing him to finish writing *A Brief History of Time*, which sold 10 million copies around the world.

Although it would be easy to dwell on what ALS has cost him, Hawking has chosen to focus on all that he still has in life. His brilliant mind remains unaffected by the disease and as a result Hawking has
65 made significant breakthroughs in his field and has received twelve honorary degrees, as well as multiple awards, medals and prizes. He has even appeared on a number of television shows, including *Star Trek: The Next Generation*, *The Simpsons* and *The Big Bang Theory*.

D Jay Z

The American rapper Jay Z, whose real
70 name is Shawn Corey Carter, is one of the richest and most successful entrepreneurs in the entertainment industry. He and his wife, Beyoncé, are one of the world's most instantly recognisable celebrity couples.

75 But like many other hip-hop stars, he had an inauspicious start in life. Born in New York, he was raised in a publicly owned housing estate called Marcy Houses in a poor neighbourhood of Brooklyn. His
80 father walked out on the family when Jay Z was a young child.

The details of Jay Z's early life have emerged partly through his own lyrics, so they should perhaps be taken with a pinch of salt. Did he really shoot his own brother in the shoulder after a stand-off over some jewellery? Was he really involved in drug-dealing? Whether
85 or not all the details of his childhood are accurate, gun crime and drug-dealing were certainly both endemic in Marcy Houses and it would have been easy for a young man in that environment to go off the rails. But despite all the hardships, Jay Z's mother did her best to provide for the family, even buying Jay Z a radio-cassette player so
90 he could practise rapping.

Although Jay Z attended high school, he never graduated as it was clear by that stage that his future lay in the music business. However, he struggled at the start of his career and was unable to persuade any of the existing record labels to give him a contract.
95 So he and a couple of friends started their own label, Roc-A-Fella Records, and sold CDs from the back of a car. Soon his career took off and his small, independent record label grew into a massive business empire.



There are few people who have had as enormous an impact on our culture and entertainment as Walt Disney. As the founder of Walt Disney Studios, he was an artist who changed animation and film-making for ever. But the road to this kind of success
5 and influence wasn't easy. At the age of ten, Walt had to help at his father's business before and after school; that meant getting up at 4.30 a.m. and working until the school bell rang. After school, he worked until dinner time. As a result, his school work suffered and he often fell asleep at his desk. A high-
10 school drop-out at sixteen, he attempted to join the army but they turned him down. So he focused on developing his artistic talents and learning about a new art form called animation. He moved to Hollywood and, unable to find work, decided to found his own studio. Success followed.

15 Despite, or because of, his lack of formal education, Disney never stopped learning. He showed that it's possible to be successful despite following a different path. He even came to regard his many setbacks in a positive light by saying: 'All the adversity I've had in my life, all my troubles and obstacles, have
20 strengthened me ... You may not realise it when it happens, but a kick in the teeth may be the best thing in the world for you.'



B Oprah Winfrey

Oprah Winfrey was born to a single teenage mother who was working as a housemaid in rural Mississippi. She lived in poverty and suffered abuse for years. This does not sound like the
25 beginnings of a media mogul who would go on to own a cable TV network and become one of America's most influential people and the first African-American billionaire, and yet it is.

In fact, Oprah had to overcome many obstacles before achieving the success she enjoys today. Her upbringing was on a
30 small farm in Mississippi where she was regularly beaten by her strict grandmother. At six years old, Oprah went to live with her mother in Milwaukee, Wisconsin. Since her mother worked long hours as a maid, Oprah was neglected. She suffered so much abuse at the hands of various relatives that at the age of thirteen
35 she became a runaway. By fourteen, she was pregnant; the baby died shortly after birth.

The turnaround came when she moved in with her father in Tennessee. He set her on the right track by making education a high priority. She began attending Nashville East High School,
40 where she took public speaking and drama classes. She received a full scholarship to Tennessee State University after winning a public-speaking contest. A few years after graduating, she took the job as host of A.M. Chicago, which became the highest-rated talk show in Chicago and was renamed *The Oprah Winfrey Show*.

Interview

I can talk about myself and my opinions in an interview.

1 SPEAKING Work in pairs. Ask your partner about:

- 1 a hobby that he/she does.
- 2 a personal ambition for the future.
- 3 an interesting piece of information about his/her early life.

Speaking Strategy

Avoid speaking in short, simple sentences. Try to use complex sentences and include explanations and examples. Use a variety of conjunctions and other expressions for extending your sentences.

2 1.11 Read the **Speaking Strategy**. Listen to two students being interviewed by an examiner. Which student:

- 1 provides more complex answers than the other?
- 2 uses a much wider variety of vocabulary?
- 3 uses more complicated grammar?



3 1.11 KEY PHRASES Check the meaning of the phrases below. Then listen again and tick the phrases you hear. What is being explained in each case?

Introducing reasons and explanations

- a *given* (+ noun phrase) / *given that* (+ clause) ____
- b *what with* (+ noun phrase) ____
- c *seeing as* / *that* (+ clause) ____
- d *in view of* (+ noun phrase) ____
- e *owing to* (+ noun phrase) ____
- f *bearing in mind* (+ noun phrase) / *bearing in mind* (that) (+ clause) ____

Speaker 1 uses ... when he is explaining why ...

4 SPEAKING Work in pairs. Extend the sentences beginning with phrases from exercise 3.

- 1 I don't have a lot of free time during the week ...
- 2 It's been a difficult year at school ...
- 3 It was an exhausting day ...
- 4 I probably spend too much time on my phone ...
- 5 Skiing can be an expensive hobby ...
- 6 It was an unforgettable party ...
- 7 I find my new neighbour really irritating ...
- 8 I get quite a lot of exercise ...

I don't have a lot of free time during the week, given all my after-school clubs and homework.

5 Look at the sentences from the speakers in exercise 2. Then expand the sentences using the conjunction in brackets.

- 1 It's nice having two sets of parents! (even though)
It's nice having two sets of parents, even though I sometimes wish I could spend more time alone.
- 2 I'd like to play in a band one day. (if)
- 3 I've been doing karate for two years. (although)
- 4 I'd like to spend some time in the USA after university. (unless)
- 5 I prefer outdoor activities, like cycling and rock-climbing. (whenever)
- 6 A good level of English will help me to find a job. (provided that)

6 USE OF ENGLISH Choose the best conjunctions to complete the sentences.

- 1 I'm planning to take my exam a year earlier than I have to **even though** / **just in case** / **provided that** I have to take it again.
- 2 I'd like to spend a year abroad after school **although** / **whereas** / **whether** or not I get a place at medical school.
- 3 I often argue with my sister **even if** / **even though** / **unless** we have a lot in common.
- 4 I probably won't continue with my hobbies at university **as** / **if** / **in case** I'll have too much work.

7 SPEAKING Work in pairs. Choose three questions each to ask your partner. Tell your partner which ones you have chosen.

- 1 Can you tell me about your closest friend?
- 2 What's the most interesting place you have visited?
- 3 How do you like to relax?
- 4 What do you do to stay healthy?
- 5 How often do you use a computer and what for?
- 6 What are the best and worst things about school?
- 7 How would you describe your own personality?
- 8 What do you want your life to be like in ten years?

8 Prepare answers to your partner's questions. Make a note of two or three different aspects of each question that you plan to talk about.

Closest friend: personality – hobbies – style / appearance

9 KEY PHRASES Complete the phrases below. Use *as*, *comes*, *far*, *for* and *regarding*.

Marking a change of topic

- As ¹ _____ as (hobbies) are concerned, ...
When it ² _____ to (hobbies), ...
As ³ _____ (hobbies), ...
⁴ _____ regards (hobbies), ...
⁵ _____ (hobbies), ...

10 SPEAKING Work in pairs. Take turns to interview your partner. Use your questions from exercise 7 and your notes from exercise 8. Remember to follow the advice in the Strategy. Use the phrases from exercise 9 when you change to a different aspect of the question.