

Are you going to a gig soon?

Hi Jamie T. Check out these local events that match your entertainment profile. Edit your preferences.

Event Alert®

On Sale This Week from Ticketking

Noise Box

The Fridge Club, Bristol
Tues, 19/06

On sale Wed, 14/01

MP3 download their new single

Listen to tracks from the *Noise Cave* album, out 20/06

Listen to an interview with lead singer Dave

Catch up with the Noisy Blog

See full tour dates



Yo Majesty

Catch the rising stars of hip hop on their UK tour.
04/05–25/07

Othello

Lenny Henry stars in the brand new play now on sale.

Special Offer

Best available tickets at £25 on all performances.

Watch Out

Special offer

Tickets only £20 for Guinness Premiership Rugby Final. 16/06

Book now

The King and I

The famous musical, coming to the Royal Albert Hall, starring Maria Friedman. 12/06–28/06



Shakira live

Her second Hyde Park gig this summer is selling fast! 21/06
All tickets £65 + booking fee

Jimmy Carr – Comedian

Tunbridge Wells Assembly Hall, Kent

Sun 17/05

19:30

Find tickets



More Ticketdeals from Ticketking

Save up to 50% on bookings of 10+

Reading

- 1 Look at Jamie's *Event Alert* email, from the online agency *Ticketking*. Tick (✓) the preferences you think Jamie made when he signed up for *Ticketking* emails.
Do you often get emails like this?

Please send me alerts for these events:

Arts & Theatre ☐

Cinema ☐

Comedy ☐

Dance ☐

Family events ☐

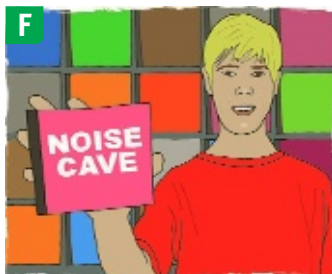
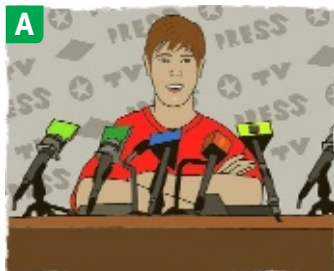
Music ☐

Sports ☐

- 2 Choose two events you'd like to see. Find another student with the same choices.

Listening

- 3 ^{3.1} Listen to Dave from Noise Box and look at the pictures. Who is Jane and what are they talking about?



- 4 Match the pictures A–G in Ex 3 and phrases 1–7. Have you ever done or would you like to do any of these things?

- | | | | |
|---------------------------|-------------------------------------|--------------------|--------------------------|
| 1 appear / TV | <input checked="" type="checkbox"/> | 5 play / live gig | <input type="checkbox"/> |
| 2 do / interview | <input type="checkbox"/> | 6 release / new CD | <input type="checkbox"/> |
| 3 have / makeover | <input type="checkbox"/> | 7 sign / autograph | <input type="checkbox"/> |
| 4 hold / press conference | <input type="checkbox"/> | | |

I've never appeared on TV, but I've signed quite a few autographs.

- 5 Listen again and complete the times and activities on Dave's agenda. How much more did you understand this time?

<p>▶ Monday, 18th June</p> <p>2 p.m. <u>interview</u> with Janice _____</p> <p>_____ p.m. _____ to Bristol</p>	
<p>▶ Tuesday, 19th June</p> <p>_____ p.m. _____ conference</p> <p>_____ p.m. _____ at Fridge</p>	
<p>▶ Wednesday, 20th June</p> <p>Release CD!</p> <p>Back to _____</p> <p>_____ p.m. Javier – _____!</p>	
<p>▶ Thursday, 21st June</p> <p>_____ a.m. _____ CD at HMV</p> <p>_____ p.m. Amnesty International _____ show</p>	
<p>▶ Friday, 22nd June</p> <p>a.m. _____!</p>	

Grammar

- 6 Study the **highlighted** phrases in audioscript 3.1 on p. 109 and complete rules 1 and 2 in the Grammar box.

Present continuous or going to

Use both tenses for future plans that are already decided.

We're **having** a party on Friday night.

We're **going to have** a party soon.

- Use _____ when you're **sure**, e.g. diary arrangements (*We've already invited our friends.*)
- Use _____ when you're **less sure** (*We haven't chosen the date / invited anybody yet.*)
- Use _____ for **non-action verbs**, **longer-term plans** and **predictions**.
- _____ is usually pronounced /gənə/ 'gonna'.
- With **go** you can leave out the infinitive:
I'm going (to go) to the cinema tonight.

- 7 3.2 Circle the correct tenses, 1–3. Listen and check. Complete rules 3 and 4 in the Grammar box.

- | | |
|----------------------|---|
| 1 non-action verbs: | Dave's <i>being</i> / <i>going to be</i> busy. |
| 2 longer-term plans: | He isn't <i>replacing</i> / <i>going to replace</i> Jane. |
| 3 predictions: | He's <i>having</i> / <i>going to have</i> a busy week. |

AB, p. 93 Ex 3 ▶

Speaking

- 8 In pairs, find out each other's arrangements for next weekend. Quickly create your partner's diary.

A: *What are you doing on Saturday evening?*

B: *I'm seeing a film with my boyfriend. What about you?*

Friday night	Saturday a.m. / p.m.	Sunday a.m. / p.m.
dinner / parents		
Fiver club 11.30 p.m.		

- 9 Swap partners. Compare your or your family's longer-term plans.

career? party? holidays? work / study?
languages? new activities? retire? move?
vehicles? exercise / appearance?

A: *My daughter's going to be a doctor. She's at medical school now.*

B: *Really? I'm 30 next July. We're going to have a big party.*

- 10 In groups, answer the quiz. Who's most into music?

Are you addicted to music?

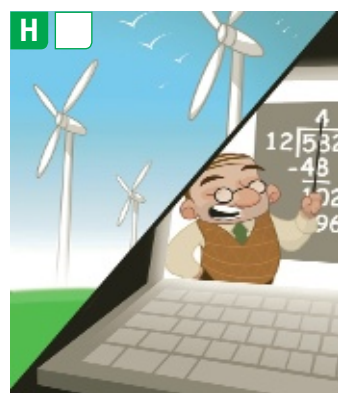
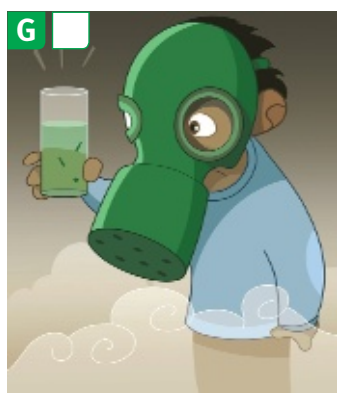
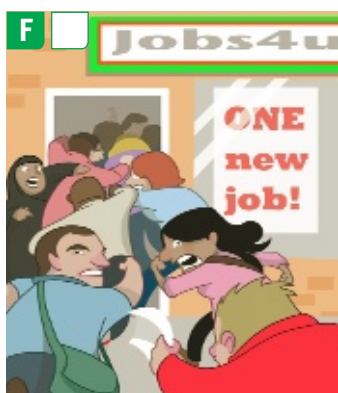
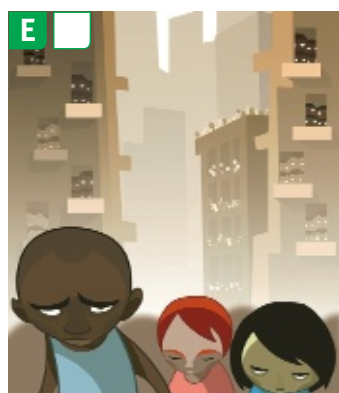
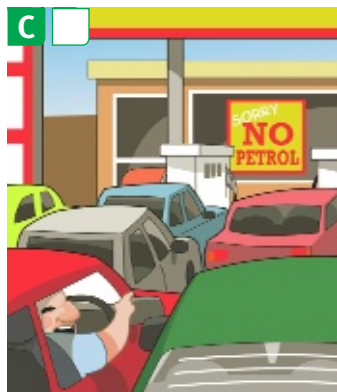
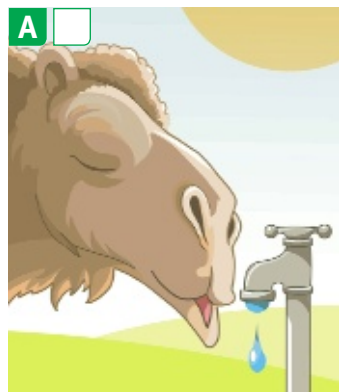
- How often do you listen to music ...
a on headphones? c on the radio / TV?
b on a music system? d live?
- How much music do you own?
a more than enough c just the right amount
b too little
- Which music / musicians do you listen to most?
Has your taste changed much since you were younger? How many songs do you know by heart? How do you learn them?
- Which do you prefer: watching, listening to, singing or playing music?
- Are you planning to do any of these things soon?
a get some new music
b check out some music-related web pages
c go to a gig
d sing or play (privately or publicly)

What will the world be like?

Speaking

1 3.3–3.4 Match sentences 1–8 and cartoons, A–H. Complete the predictions with 'll, will or won't. Listen and check. Go to Word Bank 11, p. 70.

- 1 There ll be more crimes like theft and **burglary**.
- 2 There _____ be regular water **shortages**.
- 3 There _____ be nearly enough **fuel**.
- 4 Our air and water _____ get dirtier.
- 5 There _____ be enough space to live in.
- 6 **Fewer** people _____ **commute** to work.
- 7 There _____ be much more unemployment.
- 8 Technology _____ make everything better.



2 In groups, **predict** which things in Ex 1 you think will affect daily life in your country: a) in five years' time and b) by 2050.

- Will life in the future be better / worse / safer / more dangerous than it is now?
- What other important issues do you think will affect our lives in the future?
- How do you feel about the future? Say why.



Listening

3 3.5 Listen to a report in three parts from a recent *Futuretech* conference in Boston, USA. After each part, match the ideas to a cartoon from Ex 1. What percentage of each part were you able to understand?

Part 1 A and _____ Part 2 _____ Part 3 _____ and _____

4 Listen again. Are the sentences T (true) or F (false), according to the report?

- Part 1 a Pollution will start to decrease. _____
 b There will be more problems with too much or too little water. _____
- Part 2 c Everyone knows that there will be no more oil and gas. _____
 d Scientists agree that we won't have any fuel by 2050. _____
- Part 3 e Environmental problems are both caused, and can be solved by, technology. _____
 f Scientists expect technological change to get faster in the future. _____

5 Listen again and shadow read the audioscript on p. 109. Make the links in Parts 1 and 2. Stress the words in capital letters correctly. How does the speaker pronounce *going to*?

Grammar

- 6 Write the verbs in the Grammar box. Match the highlighted examples (A–H) in audioscript 3.5 on p. 109 to rules 1 or 2. What evidence do we have now for the predictions with *going to*?

AB, p. 94 Ex 3 ►

Predictions: *will* or *going to*

1 Use **will** / **there will be** for predictions based on your general knowledge or opinions. Examples: A, ____, ____, ____

⊕ There ____ be more floods and droughts.

⊖ There ____ be enough fuel for our needs.

❓ ____ there ____ a rise in crime?

✓ Yes, there ____.

✗ No, there ____.

2 Use **going to** for predictions based on evidence that we can 'see' now.

Examples: C, ____, ____, ____

Look at those prices! This meal's ____ be expensive!

Reading

- 7 ^{3.6} Read a paper by Professor Clare Tyson, a scientist at the conference. Circle the correct options. Go to Word Bank 11, p. 70.

A For most of us, questions of environmental or social change are things that we only see on the news, not part of our everyday lives. In the homes of the future, however, solutions to issues like ⁽¹⁾ *this / these* will be built-in. We often won't even notice it, but science is going to change how we live our lives.

B When we talk about the future, we generally think about how temperatures will ⁽²⁾ *increase / decrease*, and the risk of flooding will go ⁽³⁾ *up / down*. The first thing you'll notice in the homes of the future is that they won't be houses, but flats. There are three good reasons for this. Blocks of flats are much easier to heat ⁽⁴⁾ *up / down* in winter, and cool ⁽⁵⁾ *up / down* in summer, so they will be better equipped for a world with ⁽⁶⁾ *rising / falling* temperatures, and where fuel prices have also ⁽⁷⁾ *risen / fallen*. As population increases in cities continue to ⁽⁸⁾ *speed up / slow down*, we'll be more crowded, so flats make more sense. And because they take ⁽⁹⁾ *up / down* less space, it'll be possible to build flats in safe areas where there won't be any flooding.

C And of course, the homes of tomorrow will be different inside, too. From the ⁽¹⁰⁾ *higher / lower* security of electronic locks and security cameras, to the systems inside the home, which will offer a safer and more environmentally friendly lifestyle. These will include better recycling of waste, clean energy from solar and wind power, and water-free laundry and showering facilities. Many blocks will contain sky farms, where we'll grow food on-site, safely and cheaply.

D In the future, we'll spend ⁽¹¹⁾ *more / less* time at home. We probably won't leave to work, or to study, because we'll be able to do all of that via the internet. So the home of the future really will be our world. Is it a dream, or a nightmare? You decide!

- 8 Find words or phrases in each paragraph that mean the following:

- part of the design of something (A)
- the probability of too much water on the ground (B)
- have the right facilities for something (B)
- without enough space (B)
- good for the natural world (C)
- washing clothes (C)
- in the same place (C)
- a terrible idea about the future (D)

- 9 Make three predictions for the future. Then survey the class to see if the majority agree or disagree.

money

food

school

entertainment

holidays

A: *We won't use cash / food / go to a physical school in the future. It will all be digital / pills / online.*

B: *Do you think so?*

A: *Yes, it'll be much easier.*

B: *Maybe you're right.*

Responding to ideas

Do you think so?

Maybe you're right.

You must be joking!

I hope so / not.

Hmm, I'm not so sure.

That would be good / terrible.

Tip

Always stress the syllable before *-ion* endings:

prediction opinion solution

Could it be a masterpiece?

Reading

- 1 **3.7** Name four shapes and five different materials visible in your classroom. Go to Word Bank 13, p. 72.

A rectangle Paper

- 2 Look only at the title of the text and the photos for ten seconds. Close your book. In pairs, what do you remember? What do you think the magazine article will say?

Could it be a masterpiece?



- A** What makes a work of art into a masterpiece? You **may** disagree, but for most people, the **signature** on the piece is as important as the work itself. These days even **sketches** by **graffiti** artists such as Banksy are sold for hundreds of thousands of pounds. 'It's a crazy situation,' says art critic Melanie Hoffer. 'People think that if the artist is famous, then the work **must** be brilliant. The result is that, nowadays, only the super-rich can afford to buy originals.'
- B** There is, however, an **annual** lucky chance to buy a piece of cheap art that **might** be by a famous artist – at RCA Secret, the Royal College of Art's exhibition of about 2,500 postcard-sized pictures by **established** artists and designers, as well as current students and **up-and-coming** graduates from the college. On the last day of the show, the postcards are all sold for exactly the same price – £40 each. That seems either incredibly cheap or very expensive.
- C** So how does it work? Well, all the postcards are signed on the back, but the **identity** of the artist is **revealed** only after the buyer has paid for the work. Several famous artists have **contributed** work in recent years, including Peter Blake, Yoko Ono, fashion **designer** Paul Smith and Damien Hirst. Somebody must get **lucky** every year – but nobody knows who it will be.
- D** Hoffer says, 'Conversations at the exhibition always sound the same, "Ooh, do you think this **could** be by Hirst?" "I'm sure that **can't** be by a real artist!" I almost never hear, "It **might not** be by anybody famous, but I love it anyway." It's not really about enjoying the art, it's more like **gambling** on a horse race!' Whether or not it really is art doesn't seem to matter as the exhibition is getting more and more popular every year.

RCA Secret is at the Royal College of Art, London SW7 (020 7590 4186), from Friday 14th November. Sale: 24th November; buyers must register in advance. Info at: www.rca.ac.uk/secret

- 3 In fours, each read a different paragraph for one minute. Then tell each other what you read. Were your predictions correct? Would you buy art at an exhibition like this? Why / Why not?

- 4 In pairs, match the **highlighted** words to their meanings. Check your answers together.

Student A: look at paragraphs A and B

- | | |
|---|-------|
| 1 experienced and successful | _____ |
| 2 new, and not yet successful | _____ |
| 3 writing of a name, to show who made a piece of work | _____ |
| 4 quick drawings | _____ |
| 5 every year | _____ |
| 6 unauthorised image or writing on public property | _____ |

Student B: look at paragraphs C and D

- | | |
|--|-------|
| 7 be fortunate | _____ |
| 8 a person's name / who they are | _____ |
| 9 made public | _____ |
| 10 hoping to win money | _____ |
| 11 someone who makes plans for clothes, furniture, etc | _____ |
| 12 given | _____ |

Grammar

- 5 ^{3.8} Look at the **bold** words in the text in Ex 2. Use them to complete the Grammar box. Listen and check. Does your language have modal verbs?

Making deductions with modal verbs		
	Modal	Meaning
+	The work _____ be brilliant.	I'm sure it's true.
+	You _____ disagree.	
+	It _____ be by a famous artist.	I think it's true.
	This _____ be by Hirst.	
-	It _____ / may not be by anybody famous.	I don't think it's true.
-	That _____ / couldn't be by a real artist.	I'm sure it's not true.

AB, p. 95 Ex 3 ►

Pronunciation

- 6 Listen again. Cross out the silent letters in these modals.
- 1 It must be 3 This could be 5 That can't be
 - 2 It might be 4 It might not be

- 7 ^{3.9} Listen. Are these five people sure or unsure?

Listening

- 8 ^{3.10} Listen to the beginning of a dialogue between Amelie, Carla and David at the RCA Secret Exhibition. Which picture opposite are they talking about? Do you think they'll buy it?

- 9 ^{3.11} Complete their dialogue with these words. Listen and check.

by don't even great let's of right
shall should so some sure type worth

Amelie: I love this round one. What's it made ⁽¹⁾ **of** ?

David: It must be metal ... although it might be a ⁽²⁾ _____ of plastic.

Carla: And it could have ⁽³⁾ _____ glass in it, too.

David: Who do you think it's ⁽⁴⁾ _____?

Amelie: I think it must be by a famous artist. It's a real mini-masterpiece.

David: I agree. It's a beautiful piece of work. ⁽⁵⁾ _____ we buy it?

Amelie: That's a ⁽⁶⁾ _____ idea. ⁽⁷⁾ _____ get it. It might be worth a lot of money.

Carla: I'm not so ⁽⁸⁾ _____. It might not be by anybody famous. £40 is a lot of money for a postcard, you know!

David: Maybe, but ⁽⁹⁾ _____ you think that it's lovely, anyway? It may not be ⁽¹⁰⁾ _____ a lot of money, but I like it. I think we ⁽¹¹⁾ _____ buy it.

Carla: Do you really think ⁽¹²⁾ _____? I mean the artist can't have spent long on it – it looks pretty simple to me.

Amelie: ⁽¹³⁾ _____ so, I like it. I think you're ⁽¹⁴⁾ _____, David. If it's not valuable, we can keep it and put it on the wall!

Speaking

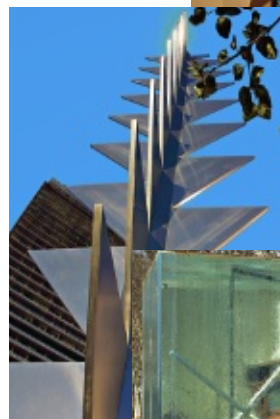
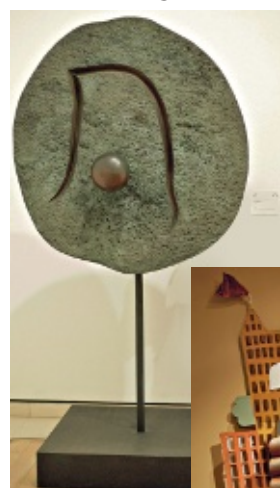
- 10 In pairs, make deductions about these four pieces of art. Which one do you think is worth a lot of money?

shape ...? made of ...?
about ...? for? from ...?
by ...? valuable?

A: It has a nice round shape.

B: It could be made of (metal).

A: It might have some glass in it.



- 11 In threes, play DESCRIBE AND GUESS. A: describe an object in the room. B and C: after each clue, guess what it could be.

A: OK. My object is rectangular.

B: It could be the board.

A: No, it's much smaller. It's quite light.

C: Is it this book? ...

What have you been doing?

Speaking

- 1 **3.12** What celebrations is your region famous for? What happens? Do you get very involved?

Go to Word Bank 14, p. 73.

Our biggest one is Carnival, before Easter. Most people go crazy, but I don't get involved. I just relax.

- 2 In threes, each read one description of a festival, A, B or C. Then close your book and tell your partners everything you can remember.

Sapporo Snow Festival – Mari from Hokkaidō in Japan

A



This week-long festival has been taking place every February for nearly 60 years. It started when schoolchildren built snow sculptures in Odori Park, near here, but it quickly grew. In recent years, large companies have been paying for the major sculptures, and the festival has been attracting crowds of visitors from all over the world. The festival opens next week, and ⁽¹⁾ **my class has been working** on our entry in the school ice carving competition. It's nearly finished. ⁽²⁾ **I've been carving** this afternoon, and my hands are freezing cold! Our **statue** is fantastic. I can't wait for the festival to start.

El Colacho – Ignacio from Castrillo de Murcia in Spain

B



In Castrillo, the Devil has been jumping over babies since the 17th century! *El Colacho* is the Devil, and he wears a special red and yellow costume. He runs from the church, and jumps over all of the new babies in the town, to **protect** them from illness and **evil**. You have to be a strong athlete to perform this great local **honour**. ⁽³⁾ **I've done this twice before**, but you should never get **careless**. ⁽⁴⁾ **I've been getting fit for this year's festival for months**, and ⁽⁵⁾ **I've improved my jumping distance by 40 cm**. But I haven't been training this morning. I want to have lots of energy when I do the jump for real!

Východná Folk Festival – Miroslav from Zilina in Slovakia

C



Although this is a festival of traditional singing, dancing and folk costumes, it has only existed since 1953. There are **exhibitions** of folk art and traditional crafts, great food and drink, and parades through the town. I've been in a dancing group for three years, and I've **performed** at the festival twice, but ⁽⁶⁾ **I've been going there as a spectator since I was a child**. This year, I'm performing in a dance competition, and I've been preparing for weeks with my partner, Zdena. I'm worried because she's been having back problems, but even if we don't win, it will be great to take part.

- 3 **3.13** Listen to and shadow read the descriptions. After each one, pronounce, and demonstrate the meaning of, the words in pink. What do these words refer to?

- 4 Which of the festivals is most similar to a celebration in your country?

I've never seen snow but we have a festival where people build beautiful sand sculptures.

Grammar

5 Study the **highlighted** phrases (1–6) in Ex 2. Then match each one to the correct rule in the Grammar box.

Present perfect continuous			
+	I've been studying for this exam for weeks, but		
-	my friends haven't been revising at all.		
?	Has your teacher been helping much?	✓	Yes, she has .
		✗	No, she hasn't .

AB, p. 96 Ex 3 ►

- The **Present perfect continuous** emphasises **continuity**, e.g.:
 - an action that continues up to now 1 &
 - a recently finished action with a present result
 - an action repeated over time
- The **Present perfect simple** emphasises **completion**:
 - how many times
 - the result 5
- Don't use **non-action** verbs in the continuous form:
It's **been taking place** but NOT ~~It's been existing~~

6 Circle the correct options about texts 1–3.

- What has Mari's class *made / been making*? An ice sculpture for a competition.
- Why are Mari's hands so cold? Because she's *worked / been working* with the ice.
- How much has Ignacio *improved / been improving* his jumping distance? By over 40 cm.
- Has Ignacio *trained / been training* this morning? No, he hasn't, because he wants to save his energy.
- How many times has Miroslav *danced / been dancing* at the festival? Twice.
- How long has he *attended / been attending* as a spectator? Since he was a child.

7 **3.14** Complete the dialogues with the verbs in the Present perfect simple or continuous. Listen again and check.

- A: What _____ you _____, Danny? Your clothes are a terrible mess! (do)
B: I _____ the kitchen all morning. In fact, I _____ it. (paint / just/finish)
- A: This window's broken! Oh! Boys, what _____ you _____? (do)
B: Oh, sorry Mum. We were playing football, and, well ... it was an accident.
C: And we _____ the broken glass for the last ten minutes! (clean up)
- A: You look exhausted, Pati. What _____ you _____? (do)
B: Oh, I _____ all morning. I _____ 35 km. (train / run)
I'm running a marathon next month.
- A: Oh dear! What _____ you _____, Sarah? (do)
B: I'm afraid I think I _____ my foot! It really hurts. (break)

Speaking

8 Class survey. Choose a question from the bubble to ask your class (or make one up). Ask follow-up questions, too. Make notes and report what you learn.

Have you *been taking driving lessons* recently? Have you *taken your test* yet?



Have you ... lately?

(take) driving lessons

(get) loads of text messages

(spend) lots of money

(eat) carefully

(use) the internet too much

(do) plenty of exercise

(have) problems sleeping

(chew) gum during this lesson

(cook) a lot

Sven's *been learning to drive* recently. He's *had 15 lessons* and he's *taking his test* next month.

If the passenger next to you is like this ...!

Speaking

- 1 ^{3.15} Think of three more phrases you associate with flying. Go to Word Bank 5, p. 67.

Duty free shopping

*Please **fasten** your **seatbelt***

Reading

- 2 What are the people in the cartoons feeling and thinking?
What would it be like sitting next to them on a flight?

That lady looks uncomfortable. She probably can't wait to get on the plane.



World's worst travellers?

Are long journeys something you enjoy, or your worst **nightmare**? Next time you're delayed in an airport, look around and play 'spot the type of traveller'.

- A** When they're on your flight, you always hear them before you see them. That's because at least one of them is screaming – non-stop. One of their many bags will always break, and their kids will throw all the food they brought with them on the floor. If you have older children, this family will remind you of horrible journeys from your past. If you don't have kids yet, you'll promise never to have any! Always carry **earplugs** to protect yourself, **in case** your seat is anywhere near them.

- B** If you get a neighbour like this, you'll want to change seats immediately: a huge man, in every sense! **When** he sits down, he'll plant his arm on the **armrest** and his knee and leg past the '**halfway line**' between your seats. Worse still, he forgot his **deodorant** and smells like an **ashtray**. Don't try to put your hand luggage in the overhead locker – he's already filled it with bags

and duty free shopping. But don't let him go to sleep, **otherwise** he'll **snore** all the way to your destination!

- C** She checked in for her flight four hours early, so she's already been sitting here for ages, imagining your plane falling from the sky. **As soon as** you sit next to her, she'll start telling you about the **airline's safety record**. **Even if** you normally feel completely relaxed when flying, **she'll** **terrify you if you get too close**. Keep your headphones on at all times if you want to protect yourself!
- D** He's seen it all before. About thirty times. **Unless** your plane is actually crashing right now, he'll have a travel story which is bigger, better and much, much longer. **After** he's bored you with his stories, he'll start predicting what's going to happen next – and worse, he'll get it exactly right. He'll talk and talk, **until** you want to kill him. **Before** you know it, the six-hour delay will be over, and your plane will be ready to leave. So maybe he's quite useful then, after all?

- 3 In three minutes, read the article once and match each paragraph (A–D) to the people in the cartoon.
Is the text ...

a telling a true story? b humorous information and advice? c to explain rules to passengers?

- 4 In fours, re-read one paragraph each and decide who is thinking A–C. Then answer questions 1–3.

A: *As soon as we land, I'll be able to smoke.*

B: *Next time I travel, I'll leave the kids at home.*

C: *I have to be here early or something will go wrong.*

- Whose stories will scare you if you listen to them?
- Which travellers have lots of luggage?
- Which of them would be your worst nightmare?

Grammar

- 5 Read rules 1 and 2. Are the five underlined sentences in Ex 2 zero or first conditional? Do the sentences with **highlighted** words match grammar rule 3 (time) or 4 (advice or warnings)?

Zero or First conditional + other future sentences

- 1 Present + Present = Zero conditional =
things which are always true
When the Chaotic Family is around, the noise is terrible.
- 2 Present + Future = First conditional =
things which will probably happen
If Mr Care Less goes to sleep, he will snore loudly.
- 3 For other future sentences, use time expression + Present tense
+ Future with *will*
As soon as Ms Flight Phobic sits down, she'll start talking.
- 4 For advice and warnings, use *in case*, *even if*, *otherwise* or *unless*
+ Present tense + Future with *will* or imperative.
Unless your plane is half empty, you'll have to sit next to
somebody. Take a book in case you get bored.

AB, p. 97 Ex 3 ▶

- 6** Complete with the verbs. Use contractions.
- _____ people with a fear of flying, otherwise they _____ you. (avoid / frighten)
 - You'll _____ a good book, in case the person next to you _____ very boring. (need / be)
 - As soon as you _____ to Ms Flight Phobic, she _____ you. (talk / terrify)
 - Before you _____ the time, the plane _____ ready to leave. (realise / be)
 - Don't _____ next to the Chaotic Family unless you really _____ kids. (sit / like)

Listening

- 7** In pairs, look at the picture and answer the questions.
- 1** Who and where are the people? **3** What are they thinking?
- 2** What's happening?



- 8** **3.16** Listen to Mike, Katie and Joey. Tick (✓) the pictures they mention. Were any of your guesses correct? Can you remember any phrases they used?

- 9** **3.17** Complete what they said with these words. Listen and check.

as soon as even if if (×3) in case
once otherwise unless until

- 1 Give us a call _____ you get there.
- 2 I'll ring you, _____ it's the middle of the night.
- 3 I won't be able to sleep _____ you call.
- 4 _____ I change my money in a bank in Cairo, I'll get a better deal.
- 5 _____ you make new friends, you'll go out partying.
- 6 Don't spend your money all at once, _____ you'll be broke.
- 7 I've only got a credit card _____ I have problems finding work.
- 8 I'm staying at a youth hostel _____ I get a job.
- 9 _____ I've got a job and a place to live, I'll invite you over.
- 10 _____ you have a great time, you'll never come back!

Speaking

- 10** A friend from abroad is visiting your town. In groups, decide your best two pieces of advice for ...

good places to eat and drink

‘must see’ highlights

tourist traps to avoid

how to save money

ways to avoid danger

- A:** *As soon as you arrive, you should get tickets for ...*
- B:** *You shouldn't visit ..., otherwise you'll have to wait for hours.*
- C:** *If you go in the evening, it'll be easier to get into ...*

You use it for opening cans

1 How can you express these ideas with mime / gestures?

Be quiet! He's very **talkative**. Crazy. Very expensive! This is boring. I'm hungry!
That smells **disgusting**. Delicious! Go away! She's **gorgeous**. I don't know / care.

2 In groups, ask and answer. Who's your group's best communicator?

The body never lies. You are the message!

Around fifty per cent of communication is body language! But are you a good communicator?



- 1 When you can't speak somebody else's language, lose your voice or meet a deaf person, which parts of your body have you used to help you to communicate?
- 2 What else can you do to communicate these things?
directions feelings jokes ideas needs
types of food in restaurants
- 3 Which of the above are easiest / hardest to communicate?
- 4 Have you ever had any funny or embarrassing misunderstandings with language?



Listening

3 (3.18) Listen to some students playing BEEP. Try to remember the five clues. Check in pairs, then listen again. What's the 'beeped' expression?

4 (3.19) Listen to three more 'beeps'. After each one, match the clues and **three** of the photos. How do you say them in English?

5 (3.20) Complete these sentences from Exs 3 and 4. Then listen to check. Are these **pronouns** usually stressed or unstressed?

- 1 You give them to _____ **whose** eyes _____ watering.
- 2 The _____ **who** use them _____ are waiters or people **that** work in _____.
- 3 Is it a thing **which** you _____ to open _____?
- 4 It's _____ day **when** you get _____.
- 5 The place **where** this _____ is usually a church or a local _____.
- 6 It's a food **that** is _____ in Mediterranean _____.



6 (3.21) What expressions did the speakers use to describe and explain? Go to Word Bank 13, p. 72.

Grammar

7 Study the **highlighted** words in Ex 5, then complete the Grammar box.

Defining

Use **who, where, whose, which, when, that** to define your subject.

It's a place _____ you buy flowers and plants.

I know a girl _____ brother is over 2 m tall!

It's a thing _____ you use to open cans.

Use

that or _____ for people

that or _____ for things

_____ for places

_____ for times

_____ for possession

AB, p. 98 Ex 2 ▶

Reading

8 Read Lenka's blog page. What was her misunderstanding?

I had a **dreadful** experience this morning ⁽¹⁾ *when / that* I went into my favourite café, the one ⁽²⁾ *which / where* I normally go. Anyway, I ordered my usual cappuccino, and a lovely **almond** biscuit like the ones ⁽³⁾ *what / that* I always get – you know, the sort of long, hard ones ⁽⁴⁾ *θ / that* go soft when you **dip** them into a drink? Anyway, my arms were really full of shopping, college books and **stuff** ⁽⁵⁾ *when / then* I got there, and I needed to go to the **loo**. So I just **staggered** to the table, put down all the things ⁽⁶⁾ *θ / which* I was carrying and disappeared for a couple of minutes.

When I got back, this guy ⁽⁷⁾ *who's / whose* in my English class was sitting at my table. He's someone ⁽⁸⁾ *θ / who* I've **fancied** for ages. **So far, so good?**

Well, actually, no, because the moment ⁽⁹⁾ *when / θ* I sat down, he started dipping the biscuit ⁽¹⁰⁾ *that / θ* I'd bought into his drink! How **rude**! I was really shocked!

Well, I **glared** at him for a minute, and I **wondered** if this was really the man ⁽¹¹⁾ *whose / who* I'd had so many dreams about. In the end, I **couldn't stand it**. I just **grabbed** the biscuit, and **swallowed** it in one. He looked a bit surprised, but he smiled and said, 'Lenka, you always make me **giggle**.'


Well, he left soon after that and ten minutes later, I got up, too. But imagine my horror when I picked up all my books and bags ⁽¹²⁾ *θ / that* I'd put on the table, and an untouched almond biscuit fell out from under the **pile**! And the biscuit that I'd eaten? Well, that was one ⁽¹³⁾ *θ / that* he'd bought! Oh dear!



9 **3.22** In pairs, circle all the correct options, 1–13. Then listen to Lenka. Check with your teacher whether the other options you've circled are correct.

10 In pairs, guess or express the meaning of the 16 highlighted words / phrases. What part of speech are they? What might they mean?

Speaking

11  Get a card from your teacher. In teams, play BEEP.

- 3A 1** **3.23** How many pairs of voiced / unvoiced consonants can you remember? Go to p. 75. Listen and check. Hold your throat when you say the voiced sounds. Can you feel the vibration?

2 Circle the best option.

- Pavel's *going to look* / *looking* for a new job next year. He wants a change.
- Muse are *going to promote* / *promoting* their new CD at HMV tonight. Let's go!
- Next month is *going to be* / *being* really busy at work.
- Ben's *going to retire* / *retiring* in a few years' time.
- We're *having* / *going to have* friends round for dinner tonight. Do you want to come?
- You're *going to enjoy* / *enjoying* meeting my parents this weekend!

3 **3.24** Listen and order the events in Misha's schedule, 1–8.

record new single	<input type="checkbox"/>	take time off	<input type="checkbox"/>
car arrive	<input checked="" type="checkbox"/>	go to shopping centre	<input type="checkbox"/>
meet Beyonce	<input type="checkbox"/>	have makeover	<input type="checkbox"/>
travel to Thailand	<input type="checkbox"/>	travel to Manchester	<input type="checkbox"/>

4 Circle the correct preposition. Then listen again to check.

- ... *in* / *on* the studio.
- ... tell us something *about* / *of* your life.
- ... the busiest weeks *in* / *of* my career.
- ... what's life *as* / *like* a pop star really like?
- I'm having a makeover *at* / *in* Carlo's Beauty Salon.
- It's important *for* / *to* look my best *in* / *on* TV shows!
- Thank goodness *for* / *to* press agents!
- It's somewhere I've always wanted to go *in* / *to*!

3B 5 Which prepositions can you use with these verbs? Write U (up), D (down) or B (both).

1 heat	<input checked="" type="checkbox"/>	3 go	<input type="checkbox"/>	5 slow	<input type="checkbox"/>
2 speed	<input type="checkbox"/>	4 cool	<input type="checkbox"/>	6 take	<input type="checkbox"/>

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

- You're driving too fast! _____!
- A: What's for dinner?
B: Do you want to _____ that pizza from yesterday?
- Can you move your bike. It's _____ too much space.

- The price of houses is really _____. We might be able to buy somewhere soon!
- Please _____ a bit or we'll be late for the meeting.
- This coffee is boiling. Leave it to _____ or it'll burn your mouth!

7 Complete with *will* / *won't* or *going to*. In threes, compare your ideas about these issues.

- Do you think scientists _____ discover a cure for cancer one day?
- I don't think robots _____ replace humans in the next 20 years.
- Our cities are polluted. They're cutting down our rainforests ... Global warming _____ get even worse!
- Do you think life _____ be easier or more difficult for our grandchildren?
- Experts agree that in 20 years time there _____ be ice in the Arctic in summer.

A: Yes, I'm sure we'll find a cure for cancer soon. Maybe in the next five to ten years.

B: I'm not so sure. It may take longer.

3C 8 Correct two typical mistakes in each sentence.

- This painting ~~mustn't~~ ^{can't} be ~~of~~ ^{by} Tomek. It's far too good.
- I'm not sure what this is made for. It can be metal or it might be plastic.
- He must like strawberries very much. He hasn't eaten none of them.
- She might be away this weekend. I saw a light on in house.
- I'd like to buy these sculpture, but it mayn't be for sale.
- He might be a brilliant artist – absolutely everyone wants buy his work.

9 **3.25** In pairs, list as many phrasal verbs as you can in one minute. Do they have an object? Can you separate them? Go to Word Bank 16, p. 74.

Song: When a man loves a woman by Joe Cocker

To find the words, google lyric + the song title.

To find the video, google video + the song title and singer.

- 3D 10** **3.26** Complete with the Present perfect, simple or continuous. Listen, check and shadow read, pronouncing all the underlined letters /ə/.



Many countries have a carnival in February, but in Britain we ⁽¹⁾ _____ (celebrate) with Pancake Day for hundreds of years. It's not quite the same as dancing in wonderful costumes for hours, but I ⁽²⁾ _____ always _____ (enjoy) it! Pancakes are made with eggs, flour and milk, and we have pancake tossing competitions – that's where you throw and turn them as many times as you can – and pancake races too. Today we ⁽³⁾ _____ (make) pancakes since 6 a.m. We ⁽⁴⁾ _____ (sell) them for charity for over three hours. We're exhausted! We ⁽⁵⁾ _____ (sell) nearly 200 so far, and we ⁽⁶⁾ _____ (raise) a lot of money. We ⁽⁷⁾ _____ (not have) the pancake race yet. I ⁽⁸⁾ _____ (be) looking forward to that all day! My boyfriend is in it. He ⁽⁹⁾ _____ (not practise) much recently, and I think he may drop his pancake!

- 3E 11** Play FIVE THE SAME AND FIVE DIFFERENT. Get a card from your teacher.

12 Circle the best option.

- When my family *goes* / *will go* on holiday, it's always chaos!
- Keep an eye on Mum! If she goes near the shops, she *spends* / *'ll spend* all her money!
- When someone is afraid of flying, their face *goes* / *will go* really white.
- Always take something to do at the airport in case you *get* / *will get* bored.
- As soon as I *start* / *will start* reading my book, my brother will want to play a game.
- Unless the plane is delayed, we *are* / *'ll be* on the beach in five hours!

Go to **Writing 3** p. 62 ►

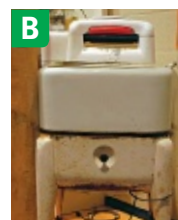
- 3F 13** Read and match paragraphs 1–4 to photos a–d.

Electricity – the power behind invention

- 1 ☐ Our modern home and work lives would be impossible without electricity. From Thomas Edison in the late 19th century, to today's search for more ecological ways of generating power, electricity has been the focus of many of the world's greatest scientific minds.



- 2 ☐ Edison's life-changing inventions included electrical light bulbs and batteries to store electrical power. He was also involved at the start of the sound recording and moving picture industries.



- 3 ☐ In the early 20th century, electrical inventions changed our lifestyles forever. Electric washing machines made life at home easier, and television created a cultural revolution. The invention of computers had a similar effect, first on the workplace, and now on almost every aspect of our lives.



- 4 ☐ More recently, science has been focusing on how to generate electrical power without using fuels like oil and gas, which are running out. Many inventions are now designed to use less power, or to create it from natural sources like wind. But could our hunger for electricity damage our lives as much as it has improved them?



- 14** Read the article again and match the sentence halves. Then circle the correct option(s).

- | | |
|---------------------------------|--|
| 1 The person ... | a <i>where</i> / <i>when</i> / <i>then</i>
Edison worked on his inventions. |
| 2 Edison was a man ... | b <i>which</i> / <i>where</i> / <i>what</i>
we are looking for new energy sources. |
| 3 The late 19th century was ... | c <i>that</i> / <i>what</i> / <i>which</i>
we use today need less power. |
| 4 Many of the devices ... | d <i>that</i> / <i>which</i> / <i>who</i>
invented the light bulb also created moving pictures. |
| 5 Nature is ... | e <i>that's</i> / <i>who's</i> / <i>whose</i>
inventions made him very famous. |