

# Contents

Unit	Reading	Vocabulary (topic vocab)	Grammar	Listening
<b>1 Personally Speaking</b> p 5–16	Multiple-choice Identifying key information	Emotion Word formation Transforming words	Present Simple & Present Continuous	Multiple-choice Highlighting key words
<b>2 One World</b> p 17–28	Multiple-matching Finding similar words and phrases in the text	Culture-related words Gapped text Looking at text around a gap	Past Simple & Past Continuous Used to & Would	Gapped text Predicting content
<b>REVIEW 1: Vocabulary &amp; Grammar</b> p 29–30				
<b>3 Star Quality</b> p 31–42	Missing sentences Choosing the right sentences	The entertainment industry & celebrities	Past Perfect Simple & Past Perfect Continuous	Multiple-matching Identifying synonyms
<b>4 City Living</b> p 43–54	Multiple-matching Skimming and scanning for specific information	City living	Future Forms	Multiple-choice Preparing to listen
<b>REVIEW 2: Vocabulary &amp; Grammar</b> p 55–56				
<b>5 Tied to Technology</b> p 57–68	Multiple-choice Spotting words in the text and questions	Technology	Modals & Semi-modals	Multiple-choice (pictures) Choosing from pictures
<b>6 Fun, Fun, Fun!</b> p 69–80	Multiple-choice Identifying the purpose of a text	Free-time and sports	Gerunds & Infinitives	Sentence completion Predicting the answer
<b>REVIEW 3: Vocabulary &amp; Grammar</b> p 81–82				
<b>7 Right or Wrong?</b> p 83–94	Multiple-choice Dealing with distractors	Crime	Passive Voice: Tenses Passive Voice: Gerunds, Infinitives, Modal Verbs	Multiple-choice Expressing feelings through words
<b>8 Environmental Affairs</b> p 95–106	Missing sentences Identifying linking words in a text	Environment	Conditionals: Zero, First, Second & Third	Multiple-matching Identifying the functions of speech
<b>REVIEW 4: Vocabulary &amp; Grammar</b> p 107–108				
<b>9 And What Do You Do?</b> p 109–120	Multiple-matching Reading for overall meaning	Jobs	Relative Clauses	Multiple-choice Using stem questions to find the answer
<b>10 Learn to Learn!</b> p 121–132	Multiple-choice Remembering what to do	Education	Reported Statements Reported Questions Reported Commands & Requests	Note-taking Completing sentences
<b>REVIEW 5: Vocabulary &amp; Grammar</b> p 133–134				
<b>11 Wish You Were Here!</b> p 135–146	Multiple-choice Understanding specific meaning	Holiday and travel	Comparison of Adjectives & Adverbs	Multiple-choice Working with degree
<b>12 Fit for Life</b> p 147–158	Missing sentences Getting it right	Food and health	Unreal Past Wish & If only Had better & It's (about/high) time Would prefer, Prefer & Would rather	Multiple-choice Conquering the exam
<b>REVIEW 6: Vocabulary &amp; Grammar</b> p 159–160				

Grammar Reference: p 161–175  
Irregular Verbs: p 176–177

Writing Reference: p 178–185  
Speaking Reference: p 186

Speaking	Grammar	Use your English	Writing	Video
Talking about free-time activities <b>Answering personal questions</b> Linking words, Time expressions, Tenses	Present Perfect Simple & Present Perfect Continuous	Phrasal verbs Prepositions <b>Completing gapped texts</b>	Informal letter / email Using the correct tone <b>Planning your response</b> Greetings	A Chinese Artist in Harlem
Talking about cultures and lifestyles Decision making <b>Talking together</b> Managing a discussion	Past Simple vs Present Perfect Simple	Phrasal verbs Collocations & expressions Word formation	Opinion essay Organising your essay <b>Planning your opinion essay</b> Introducing points	A Special Type of Neighbourhood
Talking about celebrities Making comparisons <b>Comparing photos</b>	Past Simple vs Past Perfect (Simple & Continuous)	Phrasal verbs Prepositions Gapped text <b>Completing missing words in a text</b>	Story (1) Thinking about the details <b>Using prompts</b> Time, Dramatic & Concluding phrases	Confucianism in China
Talking about living in urban and rural areas Decision making <b>Expressing opinions</b> Agreeing, disagreeing & partly agreeing	Countable & Uncountable Nouns Quantifiers	Phrasal verbs Collocations & expressions Multiple-choice <b>Choosing the correct word</b>	Article Engaging your reader <b>Keeping your reader interested</b> Direct & indirect question	Urban Art
Talking about modern technology <b>Giving your opinion and interacting</b> Involving your partner, keeping the conversation going	Perfect Modals	Phrasal verbs Word formation Gapped text <b>Filling the gaps</b>	Essay (1) Deciding what language to use in an essay <b>Supporting your points</b> Expressing contrast & results	Bionic Mountaineer
Talking about hobbies and free-time activities Decision making <b>Giving opinions with reasons and examples</b> Justifying choices	Indirect Questions Question Tags Negative Questions	Phrasal verbs Collocations & Expressions Sentence transformation	Report Organising paragraphs <b>Writing an effective report</b> Introduction	Canyaking Adventure
Talking about crime Comparing photos <b>Answering the second question: Student B</b> Linking ideas	Causative	Phrasal verbs Prepositions Sentence transformation	Formal letter Analysing the question <b>Thinking about style</b> Explaining your views	Capoeira: The Fighting Dance
Talking about the environment Decision making <b>Reaching a decision</b> Persuading & convincing	Mixed Conditionals Conditionals without <i>if</i>	Phrasal verbs Prepositions Gapped text	Essay (2) Avoiding common mistakes <b>Checking your work</b> Comparing & contrasting	Global Warming
Talking about employment Problem solving <b>Giving advice</b> Providing advice	Participle Clauses	Phrasal verbs Collocations & Expressions Word formation	Formal letter (2) Presenting yourself in a positive light <b>Explaining your skills and experience</b> Ending the letter	Dinosaur Builder
Talking about schools Decision making <b>Asking for clarification and rephrasing</b> Requesting clarification	Reporting Verbs	Phrasal verbs Word formation Sentence transformation	Formal email Understanding different functions <b>Choosing the right function</b> Thanking	Aquarium on Wheels
Using holiday vocabulary Comparing photographs <b>Student A: timing the photo comparison</b> Talking about holidays	Gradable Adjectives Non-gradable Adjectives Adjective Order	Phrasal verbs Prepositions Multiple-choice	Story (2) Prompts & Tenses <b>Writing effectively</b> Talking about feelings	Gliding Across the Gobi
Talking about health care & fitness facilities Decision making <b>Remembering to collaborate</b> Answering questions	<i>Be used to &amp; Get used to</i> Inversion	Phrasal verbs Word formation Collocations & Expressions Prepositions	Review Using the right language <b>Planning your review</b> Starting paragraphs	Living in the Slow Lane

# 1

# Personally Speaking

<b>Reading:</b>	multiple-choice, identifying key information
<b>Vocabulary:</b>	emotion-related words, transforming words
<b>Grammar:</b>	present simple & present continuous, present perfect simple & present perfect continuous
<b>Listening:</b>	multiple-choice, highlighting key words
<b>Speaking:</b>	talking about free-time activities, answering personal questions, linking words, time expressions, tenses
<b>Use your English:</b>	phrasal verbs, prepositions, completing gapped texts
<b>Writing:</b>	informal letter / email, using the correct tone, planning your response



Snowboarder doing a 360° jump through the air

# 1 Personally Speaking

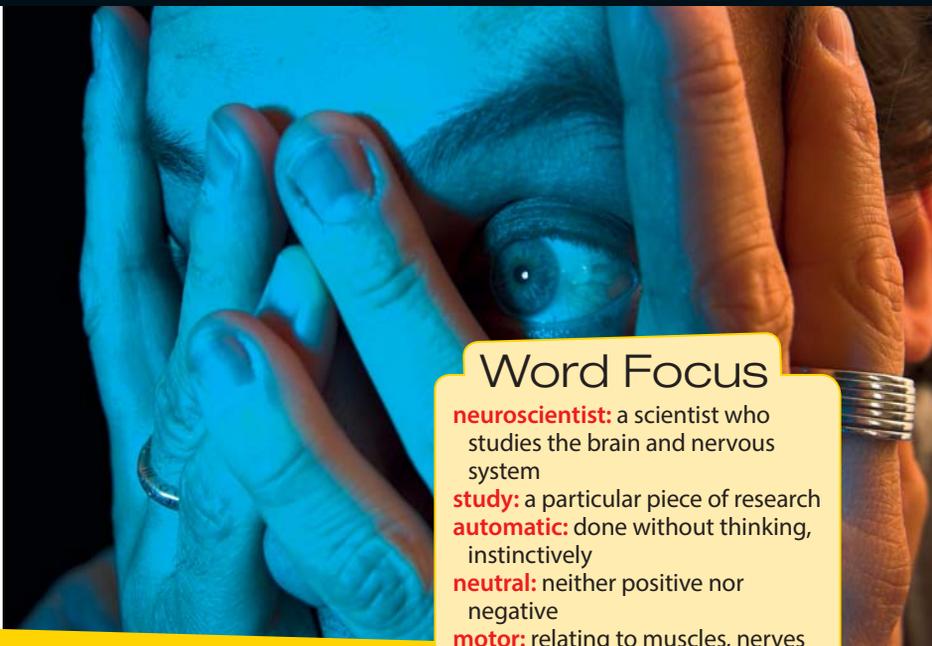
## Reading

**A** Choose one of these emotions and, using facial expressions and body language, try to communicate it to your partner.

disgust fear happiness  
sadness anxiety

Can you guess how people are feeling from their body language?

**B** Now read the text to find out how neuroscientists are studying the way fear spreads.



### Word Focus

**neuroscientist:** a scientist who studies the brain and nervous system

**study:** a particular piece of research  
**automatic:** done without thinking, instinctively

**neutral:** neither positive nor negative

**motor:** relating to muscles, nerves and parts of the brain that control movement

**mechanism:** a part of your behaviour which helps you deal with a difficult situation

## How does fear spread?



It has long been known that fear spreads quickly from person to person. However, until recently, **neuroscientists** believed that this fear was communicated mainly through facial expressions. Now a new **study** has shown that body language may be just as important as facial expressions for communicating fear. It shows that fearful body postures are processed in the emotional part of the brain and lead to an **automatic** response. Body postures that do not communicate fear are processed differently, in the visual part of the brain. Since the link between the

emotional part of the brain and action is stronger than the link between the visual part of the brain and action, viewing fearful body expressions may create an automatic response to fear.

'When we talk about how humans communicate, we always talk about things like language,' said Beatrice de Gelder, the neuroscientist who led the study. 'But just like in the animal world, we also communicate through our bodies without our conscious minds being much aware of it.'

Unlike earlier studies, which concentrated on the way the brain reacted to still images of facial expressions, the experiment which de Gelder and her team carried out aimed to prove that fearful body posture can create fear in observers. Since previous studies had used still images, the scientists decided to use stills from video clips. Participants had their brains scanned while they were shown video stills of actors who were showing fear. For example, in one situation, they had just opened a door to find an armed robber waiting for them. They were also shown in **neutral** situations; pouring a glass of water or combing their hair. In each case, though, the actors' faces were blocked out so that the participants viewing them could only react to their body posture and not to any facial expressions. The results showed that when participants saw fearful images, the emotional part of the brain was active as well as regions of the brain connected to **motor** processes that are responsible for movement. There was a lot more going on in the brain than when the neutral images were shown. These only activated the visual areas of the brain.

The response to fear appears to be quite automatic, and this is commonly seen in the animal kingdom. If a flock of birds has been feeding on the ground and one is frightened by something and takes off, the others immediately follow. It is an extremely important evolutionary **mechanism** because any bird left behind may become prey. Something similar happens with humans. At a fearful moment, humans like animals need to be ready to react quickly because they

**C** Read the *Exam Close-up*. Then underline the key words in the sentence stems in the *Exam Task* below.

**D** Now complete the *Exam Task*.

## Exam Task

For questions 1 – 6 choose the answer (a, b, c or d) which fits best according to the text.

- Scientists have recently discovered that fear
  - is expressed in the body as much as the face.
  - is more strongly expressed in the face than the body.
  - is mainly expressed in the body.
  - creates an automatic response in others.
- The automatic response to fearful postures comes from the part of the brain that processes
  - visual images.
  - emotions.
  - language.
  - facial expressions.
- According to de Gelder
  - humans communicate mainly through speech.
  - humans do not realise they are using body language.
  - humans think body language is unimportant.
  - humans can control their body language.
- De Gelder's study differed from previous ones in that
  - it used still images.
  - it used images of the face and body.
  - it showed images of the body.
  - it used moving images.
- The study showed that neutral and fearful body postures
  - are processed differently by the human brain.
  - create similar responses in the human brain.
  - create automatic responses in humans.
  - are similar in all animals.
- The automatic response to fear
  - is always the same in animals and humans.
  - is responsible for people adopting different body postures.
  - is the result of careful evaluation of a dangerous situation.
  - developed as a way to escape danger.

## Exam Close-up



### Identifying key information

- With multiple-choice sentences, read the sentence stems first and underline the key words.
- Then, find a section in the text which matches the underlined key words in each sentence stem.
- Finally, read the answer options carefully and check them against the sections of the texts to find the correct answer.

**E** Complete the sentences below with these words.

carry out   communicate   evaluate   focus   process   react

- It took a moment for the winners to \_\_\_\_\_ to the news.
- It is hard to \_\_\_\_\_ the psychological damage caused by wars.
- Even without a common language, people find ways to \_\_\_\_\_.
- Human brains and computers \_\_\_\_\_ information differently.
- Neuroscientists want to \_\_\_\_\_ tests to find out what happens when people laugh.
- In order to be successful, teachers need to \_\_\_\_\_ on their body language.

are given only a fraction of a second to evaluate the situation. If a fire breaks out, for instance, people quickly adopt the body posture of those close to them. However, our reaction to danger is sometimes slowed down as we try to rationalise fear by asking ourselves whether there is a reason to react.

So far, neuroscientists have focussed on showing people stills from videos, but they are now interested in finding out what happens in the brain when humans watch moving images. Teams of neuroscientists around the world, including de Gelder's, are carrying out studies in which the participants' brains are scanned while they are watching films. This enables scientists to study how emotional actions are based on movement.

In the future, such research may be used in the building of robotic human companions that would be able to perceive, decide, communicate and react as humans do.



- Do you like watching scary films with other people? Why? / Why not?
- How does your body respond to being afraid?

## Ideas Focus



# 1 Personally Speaking

## Vocabulary

**A** Complete the phrases about feelings with the correct prepositions.

at in on out under with

- 1 The pain of my broken leg was so bad that I was \_\_\_\_\_ agony.
- 2 **Just** \_\_\_\_\_ **of curiosity**, would you mind telling me what he's like?
- 3 The thriller was so exciting that we were \_\_\_\_\_ **the edge of our seats**.
- 4 Herbert was so surprised when he saw me that he was \_\_\_\_\_ a **loss for words**.
- 5 It was \_\_\_\_\_ **regret** that the manager announced the company was closing.
- 6 I don't like your cousin Cara at all; she really gets \_\_\_\_\_ **my skin!**

**B** Replace the words in bold with the following words.

amazement anxiety confidence disgust fury joy misery shame

- 1 The children's **happiness** was obvious when they were given the new computer. \_\_\_\_\_
- 2 He couldn't control his **anger** when he saw the damage to his car. \_\_\_\_\_
- 3 James looked up at the world's tallest skyscraper in total **surprise**. \_\_\_\_\_
- 4 Knowing that many people live in poverty caused Mandy great **sadness**. \_\_\_\_\_
- 5 Martin experienced great **worry** when his beloved pet went missing. \_\_\_\_\_
- 6 I know she'll succeed; she has a lot of **belief** in her abilities. \_\_\_\_\_
- 7 She looked at the man who had thrown his rubbish in the street with **dislike**. \_\_\_\_\_
- 8 Henry was overcome by **embarrassment** when the teacher caught him cheating. \_\_\_\_\_

**C** Complete the sentences with the correct word from each pair.

affect / effect

- 1 Her words had a strange \_\_\_\_\_ on me.
- 2 Don't let his unkind words \_\_\_\_\_ you.

alone / lonely

- 3 Samantha really doesn't mind living \_\_\_\_\_.
- 4 Humphrey often feels \_\_\_\_\_ in his huge house.

express / convey

- 5 Please \_\_\_\_\_ my apologies to Celia.
- 6 Sam finds it difficult to \_\_\_\_\_ himself.

**D** Read the *Exam Close-up* and complete the *Exam Task* below.

## Exam Close-up

### Transforming words

- Before completing the sentences, create a word family for each of the words given in the task. What is the noun, the adjective, the adverb?
- Then think about which form best fits in the gap in each sentence.
- Remember to check the spelling of all the words you have written when you have finished.
- You will lose marks if any of your words are spelled incorrectly!

## Exam Task

Complete the sentences with the correct form of the words in capitals.

- 1 Cesar was \_\_\_\_\_ when he saw the boy kick the dog. **DISGUST**
- 2 Being lost in the forest was a \_\_\_\_\_ experience for Joe. **FRIGHT**
- 3 Anne couldn't hide her \_\_\_\_\_ when her son received the award. **PROUD**
- 4 Helen had studied hard and felt \_\_\_\_\_ about her exam results. **OPTIMISM**
- 5 Elderly people who live alone often suffer from \_\_\_\_\_. **LONELY**
- 6 The children were very \_\_\_\_\_ about going to the beach. **ENTHUSIASM**
- 7 Dan expressed his \_\_\_\_\_ by slamming the door as he left. **ANNOY**
- 8 Violet's mum was amazed by her \_\_\_\_\_ to help with the housework. **EAGER**



# Grammar

## Present Simple & Present Continuous

### A Read and mark the Present Simple sentences with PS and the Present Continuous sentences with PC.

- 1 She's getting more and more worried about her health. \_\_\_\_
- 2 We're going to the science museum next week. \_\_\_\_
- 3 Helen lives in the city centre. \_\_\_\_
- 4 In the photo, two people are arguing. \_\_\_\_
- 5 The adult human brain weighs about 1.3 kilograms. \_\_\_\_
- 6 What are you looking at? \_\_\_\_
- 7 He's always telling me what to do! \_\_\_\_
- 8 The psychology lecture is at 12 o'clock. \_\_\_\_
- 9 I visit my elderly grandparents every weekend. \_\_\_\_
- 10 This week, we're studying the nervous system. \_\_\_\_
- 11 Melissa scores another goal! \_\_\_\_

### B Match the Present Simple sentences in A with the uses below.

- a scientific facts and general truths
- b permanent situations
- c habits and repeated actions
- d timetabled and scheduled events
- e narratives (stories, jokes, plots, sports commentaries, etc)

### C Match the Present Continuous sentences in A with the uses below.

- a something happening now
- b temporary situations
- c plans for the future
- d annoying habits (with *always*, *continually*, *forever*, etc)
- e changing situations (often used with comparatives)
- f what is happening in a picture

▶ Grammar Focus pp.161 & 162 (1.1 to 1.3)



### D Circle the correct form of the verb.

Approximately 10% of the people that (1) **read / are reading** this now are left-handed. That's right, 13% of all human beings are left-handed. Some scientists (2) **believe / are believing** left-handedness is a trait that parents (3) **pass / are passing** on to their children in a particular gene. If you (4) **have / are having** that gene, one or more of your children may be left-handed.

Left-handed people (5) **tend / are tending** to be more creative than right-handers, and we (6) **find / are finding** more left-handers than normal in creative professions such as music and the arts. The reason for this can be found in the brain. The brain (7) **works / is working** in very complex ways, and scientists (8) **discover / are discovering** more and more about it every day. The left side of the brain, which is responsible for logical skills, (9) **controls / is controlling** the right-handed side of the body. The right side of the brain, where creativity occurs, is in charge of the left-handed side of the body. This (10) **makes / is making** left-handers more creative than right-handers.

### E Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

- 1 Grandma, \_\_\_\_\_ (you / bake) a cake? It \_\_\_\_\_ (smell) delicious!
- 2 You \_\_\_\_\_ (look) very serious. What \_\_\_\_\_ (you / think) about?
- 3 I \_\_\_\_\_ (want) to ask you something. \_\_\_\_\_ (you / like) science?
- 4 I \_\_\_\_\_ (have) trouble with this maths problem. I \_\_\_\_\_ (not understand) it at all!
- 5 Jack \_\_\_\_\_ (seem) stressed. He \_\_\_\_\_ (work) too hard these days.
- 6 Fay \_\_\_\_\_ (not come) to the cliffs with us. She \_\_\_\_\_ (have) a fear of heights.
- 7 Who \_\_\_\_\_ (talk) to Tom? I \_\_\_\_\_ (not recognise) her.
- 8 'Why \_\_\_\_\_ (they / run)?' 'Because a lion \_\_\_\_\_ (chase) them!'

# 1 Personally Speaking

## Listening

**A** 1.1 ▶▶ Listen to the recording and tick (✓) the correct sentence, a or b, in each item that means the same as the sentence you hear.

- 1 a It's strange he freaked out at the competition.
- b It's weird he didn't turn up for the competition.
- 2 a Cheer up!
- b Concentrate!
- 3 a There isn't any logical reason for his behaviour.
- b I can explain his behaviour.
- 4 a I was absolutely terrified by the film.
- b I was really disappointed by the film.

**B** 1.2 ▶▶ Look at the situations and options below. Then listen to the recording and write an appropriate question for each one.

- 1 You will hear a boy speaking to his mother.  
\_\_\_\_\_
- a washing the dishes
- b watering the plants
- c emptying the dishwasher
- 2 You will hear a head teacher speaking to a student. \_\_\_\_\_
- a the number of absences the student has had
- b the student's inability to concentrate
- c the student's poor academic results

**C** Read the *Exam Close-up* and underline the important words in the *Exam Task*.

**D** 1.3 ▶▶ Now complete the *Exam Task*.

### Exam Task

You will hear people talking in six different situations. For questions 1 – 6, choose the best answer, a, b or c.

- 1 You hear a woman talking about a phobia she has. How does she describe her fear?
  - a severe
  - b irrational
  - c embarrassing
- 2 You hear a man talking about his driving test. What is he anxious about?
  - a crashing the car
  - b failing the test
  - c not turning up for the test
- 3 You hear a woman talking about horror films. What is her opinion of the film she saw last night?
  - a It was very amusing.
  - b It was very scary.
  - c It was over-rated.
- 4 You hear a woman talking to her daughter. Why is she talking to her?
  - a to convey her annoyance
  - b to cheer her daughter up
  - c to express a lack of confidence in her daughter's abilities
- 5 You overhear two people talking on a plane. Why is the man disappointed?
  - a He didn't expect to be so uncomfortable.
  - b He dislikes the food on the plane.
  - c He feels confused.

### Exam Close-up

- Read the multiple-choice questions first. Identify who is talking and the topic they are talking about.
- Read the questions and underline the key words.
- Then read the answer options and think about the meaning of any key words. Try to think about other words which may mean the same thing, for example 'severe' could be expressed also as 'extreme'.
- Remember, only one option will answer the question!



- 6 You hear a man talking about living alone. How does he feel when he comes home at night?
  - a lonely
  - b frightened
  - c peaceful

**E** 1.3 ▶▶ Swap books with a partner and listen to the recording again to check each other's questions. Are your answers the same?

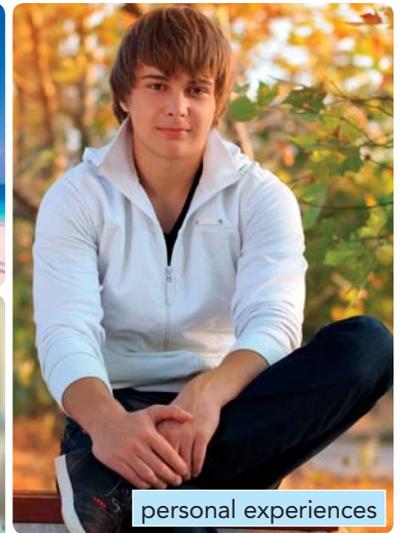
# Speaking

**A** Work in pairs and make questions from the prompts below.

- 1 What / you / usually / do / every afternoon?
- 2 What / most / interesting place / you / visit?
- 3 Which time / year / you / like best?
- 4 If / you / learn / something new / what / it / be?
- 5 How much time / you / spend / online?
- 6 you / do / anything interesting / last weekend?
- 7 you / ever / use / your English / on holiday?
- 8 What kind / job / you / like / do / in the future?



holidays and travel



personal experiences



media and communication

**B** Match the questions in A with the topics shown in the pictures.

**C** Listen to five students answering the questions in A. Which questions do they each answer?

## Useful Expressions

### Linking words

I like watching films *and* music programmes.  
I don't have much time, *so* I usually...  
I haven't travelled much, *but* I'd like to in the future.  
I didn't do anything last weekend, *because* I had to ...

### Time expressions

First I have lunch, then do my homework and after that...

### Tenses

We usually finish school at five o'clock.  
If I could visit anywhere in the world, I'd go to...  
I've been studying a lot recently, so I haven't done any travelling.  
Last winter I went to... and...



everyday activities



education and work

**D** Read the *Useful Expressions*. Then listen again and answer the questions below.

- Which student(s) ...
- a answer the question with full sentences?
  - b use linking words to connect their ideas.  
Which ones do they use?
  - c use time expressions to sequence a series of events?  
Which ones?
  - d only answer with very short sentences and repeat words?
  - e give examples or reasons to explain their ideas?

**E** Read the *Exam Close-up*. Work with a partner. Take turns to ask and answer the questions in A. Try to expand on your answers and give examples or reasons. Use the *Useful Expressions* to help you.

## Exam Close-up

### Answering personal questions

- At the start of the exam, the examiner will ask you personal questions about different topics.
- Try to answer with a few short sentences. Always try to give examples or reasons for your answers.
- Listen carefully to the questions and decide what verb tenses you need, e.g. present, past, present perfect, future or conditional.
- Try to use linking words and time expressions to connect your ideas.



- Do you usually feel anxious before an exam? Why? / Why not?
- Have you ever felt disappointed, happy or proud? When? And why?

## Ideas Focus



## Grammar

### Present Perfect Simple & Present Perfect Continuous

**A** Tick (✓) the sentences that use the Present Perfect Simple and cross (X) the sentences that use the Present Perfect Continuous.

- 1 Nigel's eyes are sore because he's **been reading** all morning.
- 2 It's the first time I **have seen** Mark so angry.
- 3 She's **been studying** neuroscience for three years.
- 4 Chuck **has been** sick; that's why he looks so pale.
- 5 A bomb **has exploded** in downtown Springfield.
- 6 I've **been thinking** about my future.
- 7 You've **asked** me that question twice already.
- 8 We **haven't seen** her since she moved away.

**B** Complete the rules with the correct tense name.

We use the \_\_\_\_\_

- a for something that happened in the past, but has a result in the present.
- b for an action that happened several times or repeatedly in the past.
- c with superlatives and expressions *the first/second time*.
- d for something that happened at an indefinite time in the past.
- e for an action that started in the past and continues up to the present with *for*, *since* and stative verbs.

We use the \_\_\_\_\_

- f for a long action that has just finished and has an effect in the present.
- g to emphasize how long something has been happening usually with *for* and *since*.
- h for a recent or unfinished continuous action.

**C** Read the sentences and answer the question for each sentence.

Where is Pam now?

- 1 Pam's gone to her friend's house.
- 2 Pam's been to her friend's house.

#### Be careful

We use time expressions with the Present Perfect tenses. Some are used at the end of a question or negative sentence like *yet*, *before* and *lately*. Some appear after the subject of a sentence or question like *still* and *ever*, while others are used before the main verb in the sentence like *just*, *already* and *never*.

▶ Grammar Focus pp.162 & 163  
(1.4 to 1.6)



**D** Circle the correct words.

- 1 **Have you ever had** / **Have you ever been having** a terrifying experience?
- 2 I feel really down. **It's rained** / **It's been raining** all day!
- 3 Kate and I **haven't spoken** / **haven't been speaking** for a long time.
- 4 Of course I'm angry! **I've waited** / **I've been waiting** for you since 10 o'clock!
- 5 I'm very sorry, but I **haven't finished** / **haven't been finishing** my report.
- 6 This is the first time I **have visited** / **have been visiting** New York and it's so exciting!

**E** Complete the questions with the correct form of the Present Perfect Simple or Present Perfect Continuous of the verbs in brackets.

- 1 What's all this mess? What \_\_\_\_\_ (you / do) all morning?
- 2 \_\_\_\_\_ (you / finish) cooking your omelette yet?
- 3 Where \_\_\_\_\_ (Kim / be)? I \_\_\_\_\_ (look) for her all afternoon.
- 4 How long \_\_\_\_\_ (they / study) English?
- 5 Sorry I'm late. \_\_\_\_\_ (you / wait) long?
- 6 \_\_\_\_\_ (Karen / make) up her mind about the new job?

**F** Complete the dialogue with one word in each gap.

Kate: Have you (1) \_\_\_\_\_ won a lottery prize?

Sue: A lottery prize? No I've (2) \_\_\_\_\_ won anything. Have you?

Kate: Yes. In fact, I've (3) \_\_\_\_\_ collected my prize money. A hundred pounds! Shall we celebrate?

Sue: Yes, please! That sounds fantastic.

Kate: OK then. How about dinner at Sayonara? Have you (4) \_\_\_\_\_ been there?

Sue: No, I haven't eaten there (5) \_\_\_\_\_. In fact, I haven't been out anywhere (6) \_\_\_\_\_ ages.

Kate: Why not?

Sue: I've been studying really hard (7) \_\_\_\_\_ and I (8) \_\_\_\_\_ haven't finished revising for exams.

Kate: You need a break! Come on, let's go. I haven't eaten (9) \_\_\_\_\_ this morning and I'm starving!

# Use your English

## Phrasal verbs

### A Match the phrasal verbs to their meanings.

- |               |                          |   |
|---------------|--------------------------|---|
| 1 bottle up   | <input type="checkbox"/> | a feel better                           |
| 2 burst into  | <input type="checkbox"/> | b stop being angry or excited           |
| 3 calm down   | <input type="checkbox"/> | c not express your feelings             |
| 4 cheer up    | <input type="checkbox"/> | d show sudden emotion                   |
| 5 chicken out | <input type="checkbox"/> | e be too scared to do something         |
| 6 freak out   | <input type="checkbox"/> | f suddenly feel shocked or become angry |

### B Complete the sentences with the correct form of the phrasal verbs in A.

- 1 You shouldn't \_\_\_\_\_ your feelings; now, tell me what's wrong.
- 2 I was going to go bungee jumping, but then I \_\_\_\_\_!
- 3 \_\_\_\_\_! Things will be better tomorrow, I'm sure of it.
- 4 I really \_\_\_\_\_ when I saw that huge spider in the bathroom!
- 5 The little boy \_\_\_\_\_ tears when his favourite toy broke.
- 6 Please \_\_\_\_\_ and tell me what happened.

## Prepositions

### C Complete the sentences with these prepositions.

for in on to

- 1 Loneliness can sometimes lead \_\_\_\_\_ severe depression.
- 2 Most people respond \_\_\_\_\_ fear in the same way.
- 3 Her research concentrated \_\_\_\_\_ how we express emotions.
- 4 Happiness is closely connected \_\_\_\_\_ personal satisfaction.
- 5 You are responsible \_\_\_\_\_ your own happiness and success.
- 6 Try to focus \_\_\_\_\_ the positive things in your life.

### D Read the *Exam Close-up*. Then read the *Exam Task* below and identify the type of word which is missing from each gap.

### E Now complete the *Exam Task*.

## Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only **one** word in each gap.

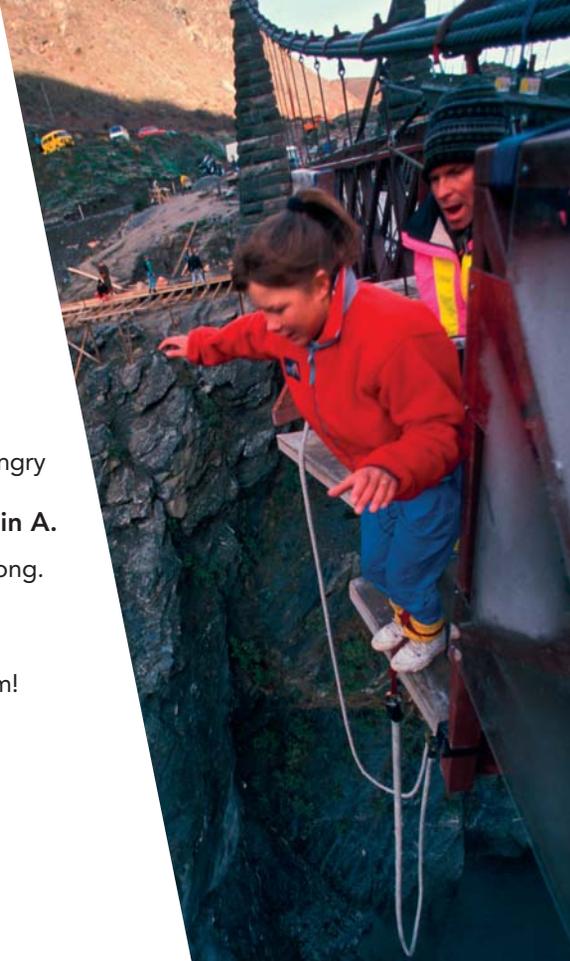
### What are you afraid of?

A phobia (1) \_\_\_\_\_ a strong and irrational fear of a situation, activity or thing that is not actually dangerous. There are many specific phobias. Some of the (2) \_\_\_\_\_ common are acrophobia (fear of heights) and claustrophobia (fear of closed-in places). Social phobia is excessive fear of being in social situations such as speaking (3) \_\_\_\_\_ public or meeting new people. This particular phobia (4) \_\_\_\_\_ have disastrous effects on personal and work relationships. Other common phobias involve tunnels, water, flying and animals. People with phobias try to (5) \_\_\_\_\_ what they are terrified of. If they cannot, they may become anxious and fearful, and experience a rapid heartbeat, difficulty breathing, shaking and an uncontrollable desire to get away. (6) \_\_\_\_\_ it is not treated, a phobia can become so bad that the person's (7) \_\_\_\_\_ is seriously affected. In fact, people (8) \_\_\_\_\_ failed in school and lost jobs while trying to cope with a severe phobia.

## Exam Close-up

### Completing gapped texts

- Read the text first to get a general understanding.
- Check each gap and look carefully at the words which come before and after.
- Decide what type of word is missing, e.g. a verb, a noun or a preposition and complete the gap.
- Remember to read the complete text again to make sure it all makes sense and you have completed the gaps correctly.



# 1 Personally Speaking

## Writing: an informal letter / email

### Learning Focus

#### Using the correct tone

When you are writing a letter or an email, you must make sure that you use the correct tone. For example, an email to a friend will be informal, but a letter of application for a job will be formal. You can achieve an *informal* tone in the following ways:

- use contracted forms instead of long forms, e.g. *I'd like ...* instead of *I would like ...*. Do not use text message style abbreviations. They are informal, but inappropriate.
- use punctuation such as exclamation marks to show surprise, excitement or enthusiasm, e.g. *No way! I couldn't believe it! He was hilarious!*
- use a chatty style and less formal language, e.g. *I bet New York is great. You have to tell me ALL about it!*
- use a friendly tone at the beginning and end, e.g. *Hi, how are you? Lots of love ... , Take care.*



#### A Which are formal and which are informal? Write F or I.

- 1 Unfortunately, we cannot attend. \_\_\_\_
- 2 Hope to hear from you soon. \_\_\_\_
- 3 However, I would not recommend it. \_\_\_\_
- 4 Oh well, you can't have everything! \_\_\_\_
- 5 Anyway, how about visiting? \_\_\_\_
- 6 Thank you kindly for your email. \_\_\_\_
- 7 I am very grateful for your help. \_\_\_\_
- 8 C U L8er \_\_\_\_
- 9 It was great to hear from you! \_\_\_\_
- 10 Got any advice for me? \_\_\_\_

#### B Read the writing task. What does Tom want to know? How many questions do you have to answer?

You have received an email from your English-speaking friend.

*I haven't heard from you in ages! What's been happening with you? Do you like your new town? Tell me about your new school. What's it like? Have you made any friends there? I can't wait to hear all about it.  
Write soon, Tom*

Write your reply to this email. (140–190 words)

#### C Read the example email and complete it with some of the phrases from A.

email

---

From: Emma Smith      Sent: 21st May      Subject: Hello

---

Hi Tom

(1) \_\_\_\_\_ I'm glad you're well and enjoying university. It sounds like fun, but don't forget to study! I'm well, thanks. Getting ready for my music exams, you know, so I'm a bit stressed at the moment.

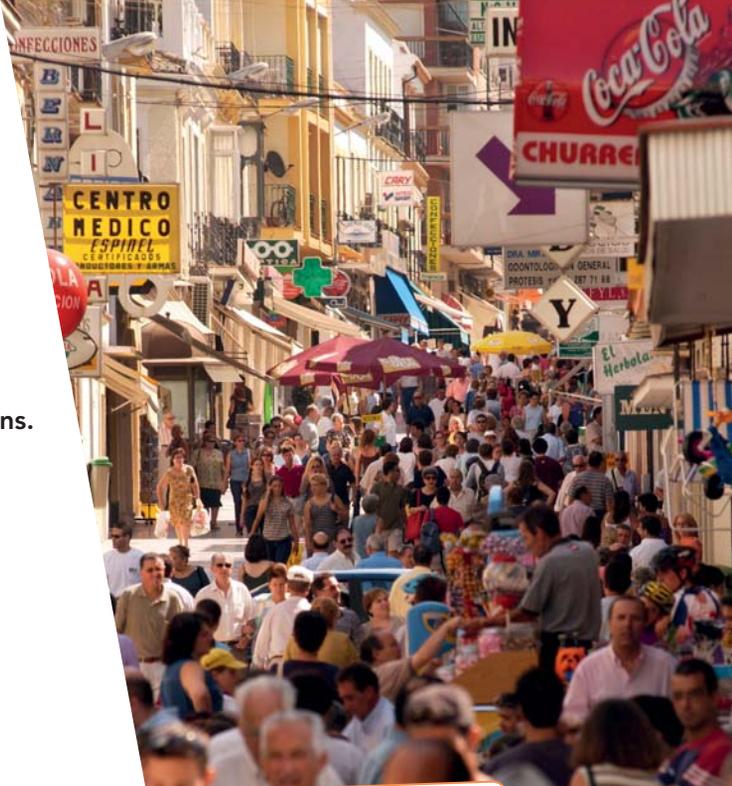
As for this town, I really like it. It's like a postcard with its beautiful old-style streets and buildings. Plus, it's by the sea. The bad news is it's full of tourists in the summer! (2) \_\_\_\_\_

The local school is good and I like my teachers, but I miss my old school and I haven't made any friends yet. You know how shy I am! I really need to make some friends, but how? (3) \_\_\_\_\_

(4) \_\_\_\_\_ We live close to the beach so summer would be a great time to come. Water sports are really popular here. Maybe we could go skiing or surfing!

(5) \_\_\_\_\_

Emma



**D** Read the example email again. Which of the statements about Emma are true and which are false? Write T (true) or F (false).

- 1 She isn't well because she is taking exams. \_\_\_
- 2 There is something she doesn't like about her town. \_\_\_
- 3 She has a good social life. \_\_\_
- 4 She gives Tom some advice. \_\_\_
- 5 She invites Tom to visit her. \_\_\_

**E** Read the example email again and answer the questions.

- 1 Has Emma answered all of Tom's questions?
- 2 Are her answers in the same order as the questions Tom asked?
- 3 Are Emma's answers in distinct paragraphs?
- 4 How has Emma achieved an informal tone? Underline examples in the email.

**F** Read the *Useful Expressions* and complete the email below.

email

(1) \_\_\_\_\_ Sam!

(2) \_\_\_\_\_ for your email. It was really great to

(3) \_\_\_\_\_ from you.

I'm (4) \_\_\_\_\_, thanks. (5) \_\_\_\_\_ I haven't written, but I've been very (6) \_\_\_\_\_ with school and my part-time job. I never seem to have any free time these days!

(7) \_\_\_\_\_ don't we get together after my exams next month? I'd love to see you!

(8) \_\_\_\_\_ for now,

Amy

## Useful Expressions

### Greetings

Hi / Hello,  
It was great to hear from you.  
Thanks for your email/letter.

### Asking for news

How have you been?  
What's been happening with you?

### Giving news

I'm well, thanks.  
I've been really busy with ...  
Sorry I haven't written ...  
As for ...

### Asking for advice

What would you do?  
How can I ...?

### Making suggestions

Why don't you ...?  
How about ...?  
Maybe we could ...  
Let's ...

### Signing off

Take care.  
Bye for now.  
All the best,  
Looking forward to seeing you.  
Hope to hear from you soon.

**G** Read the *Exam Close-up* and then complete the *Exam Task* below. Think about the language and structures you need to achieve an informal tone. Remember to begin and end in a friendly way. Use the *Useful Expressions* to help you.

## Exam Task

You have received an email from your English-speaking friend.

*I've finally finished my exams! I think I did OK, but I'm not sure. What about you? How were your exams? Are there any subjects you're worried about? How did you cope with the stress? I thought I was going to go crazy! Anyway, let me know how you're doing.*

*Write soon, Jim*

Write your reply to this email. (140–190 words)

## Exam Close-up

### Planning your response

- When you write an informal letter or email in the exam, remember to make a paragraph plan before you start.
- Make sure you include answers to all the questions in the letter you are responding to.
- Remember to read your letter and check it carefully before you finish.

# 1 A Chinese Artist in Harlem

## Before you watch

### A Match the words to the meanings.

- |   |                          |                       |
|---|--------------------------|-----------------------|
| 1 the art of producing beautiful handwriting using a brush or a special pen | <input type="checkbox"/> | a portrait            |
| 2 a person who has come to live in a country from some other country        | <input type="checkbox"/> | b cultural ambassador |
| 3 a painting or drawing of a particular person                              | <input type="checkbox"/> | c immigrant           |
| 4 somebody who represents the ideas, customs and arts of their country      | <input type="checkbox"/> | d calligraphy         |



## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |   |                          |
|---|--------------------------|
| 1 About eight million people live in the multicultural city of New York.                                  | <input type="checkbox"/> |
| 2 Ming's mother taught him calligraphy and painting.  | <input type="checkbox"/> |
| 3 When Ming first worked in New York he drew landscapes for tourists.                                     | <input type="checkbox"/> |
| 4 The New York Chinese Cultural Centre runs a programme at Public School 36 in Harlem.                    | <input type="checkbox"/> |
| 5 Children have the opportunity to have contact with people from other backgrounds through the programme. | <input type="checkbox"/> |
| 6 Ming believes he also helps children learn about people from China.                                     | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

artist benefits cosmopolitan differences ethnicity introduces practises tourists

The (1) \_\_\_\_\_ city of New York has many immigrant communities. Artists there use their cultural (2) \_\_\_\_\_ to learn from each other. Mingliang Lu, who was born in Shanghai, but moved to the USA in 1990, is one of these artists.

Ming learned calligraphy and painting from a young age. When he went to America he worked on the street, drawing and painting portraits of (3) \_\_\_\_\_. But this was a hard way to make a living. He now works for the New York Chinese Cultural Centre programme. He teaches art to children at Public School 36 in Harlem. The programme (4) \_\_\_\_\_ both Ming and the children. Ming (5) \_\_\_\_\_ in the field he has been trained for and the children learn first hand about Ming's cultural background.

The children regard Ming as their teacher from China. But Ming looks beyond (6) \_\_\_\_\_ and just sees them as pupils who want to learn how to paint.

Ming is both a(n) (7) \_\_\_\_\_ and a cultural ambassador. His art opens a door to a new world for these children. He teaches Chinese painting and calligraphy to the children and at the same time (8) \_\_\_\_\_ them to Chinese culture.



Teacher helping student learn calligraphy

## Ideas Focus

- Would you like to be a cultural ambassador for your country? Why? / Why not?
- What do you think are the advantages of living in a cosmopolitan city?
- How can we learn about other people's cultures?