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Do you know...?

- 1 a** Do you know these tenses? Match the sentences (1–7) with the tenses (a–g).
- I've lived here since I was a child.
 - She's studying French at the Sorbonne.
 - We left the office at about 7:00 p.m.
 - I'd already eaten lunch so I wasn't hungry.
 - He was playing his guitar when the string broke.
 - I'm leaving the company in July.
 - I write about fifteen emails a day.
- Present Simple
 - Present Continuous (for ongoing actions)
 - Present Continuous (for future actions)
 - Present Perfect
 - Past Simple
 - Past Continuous
 - Past Perfect

b Complete the sentences with the tenses (a–g) from exercise 1a.

- We use the _____ to describe something that started and finished in the past.
- We use the _____ to describe a future plan.
- We use the _____ to describe something that started in the past and continues in the present.
- We use the _____ to describe something that is a state, habit or general truth.
- We use the _____ to describe a temporary situation that is happening around now.
- We use the _____ to describe something that happened before another event in the past.
- We use the _____ to describe something temporary that was in progress at a time in the past.

2 Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

idiom (x2) phrasal verb (x2) prefix (x2)
suffix (x2)

- The story was unbelievable!
- Can you give me a hand with this?
- She grew up in Ecuador.
- I've given up eating chocolate!
- This meat is overcooked.
- Happiness is the most important thing.
- This is the poem that I learned by heart.
- I was always useless at Maths.

3 a Complete the mind maps with words from the box.

beach coffee colleague daughter
doorbell hall husband island potato
roof sightseeing stepmother tourist
vacuum cleaner vegetable yoghurt



b Underline any /ə/ sounds in the words in exercise 3a.

c Add some more words to each mind map.

4 a Complete the table with the correct verbs, nouns and adjectives.

verb	noun	adjective
<i>educate</i>	(1) _____	<i>educated</i>
(2) _____	<i>improvement</i>	<i>improved</i>
<i>televis</i> e	(3) _____	xxx
<i>govern</i>	(4) _____	xxx
xxx	<i>expense</i>	(5) _____
xxx	<i>beauty</i>	(6) _____
<i>attract</i>	<i>attraction</i>	(7) _____
(8) _____	<i>application</i>	xxx

b Mark the main stress in the words in the table in exercise 4a. How many syllables are there in each word?

5 Put the words in the correct order to make useful phrases for the classroom.

- could/a/little,/speak/you/please/up ?
- dictionary,/I/could/your/borrow ?
- you/paper,/give/some/could/please/me ?
- these/down/words/write .
- in/do/English/say/you/how/'X' ?
- mean/does/'X'/what ?
- and/the/between/what's/'X'/'Y'/difference ?
- you/again/say/can/that ?
- are/page/on/we/what ?

Friends



1



Lead-in

- 1 Work in pairs and look at the photos. What relationship do you think the people in each photo might have?
- 2 Put the words in the box under these headings:
(a) work/school, (b) family, (c) friends, (d) other. Can you add any more words under each heading?

acquaintance best friend boss classmate close friend colleague
ex-girlfriend father-in-law friend of a friend husband stepmother
stranger old friend team-mate



- 3 Match the phrases in **bold** from A with the correct definition from B.

A	B
1 I'm sorry you're leaving. Let's keep in touch .	a not stay in contact
2 We have the same sense of humour and like the same jokes.	b like to be with him/her
3 We're both sporty. In fact, we have a lot in common .	c know him/her better
4 I hope we don't lose touch when you move away.	d find the same things funny
5 He's really nice when you get to know him .	e like/enjoy the same things
6 I really enjoy her company .	f stop being friends
7 They fell out over money and didn't speak to each other for years.	g understand each other well
8 We're really on the same wavelength .	h stay in contact



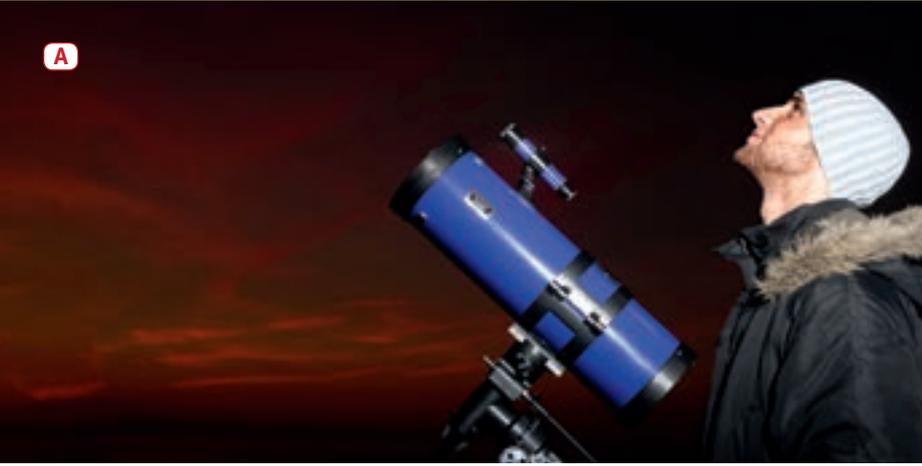
- 4 Look at the words from the box in exercise 2 and think of four people you know. Work in pairs and describe your relationship with the people you chose.

1.1 A lot in common?

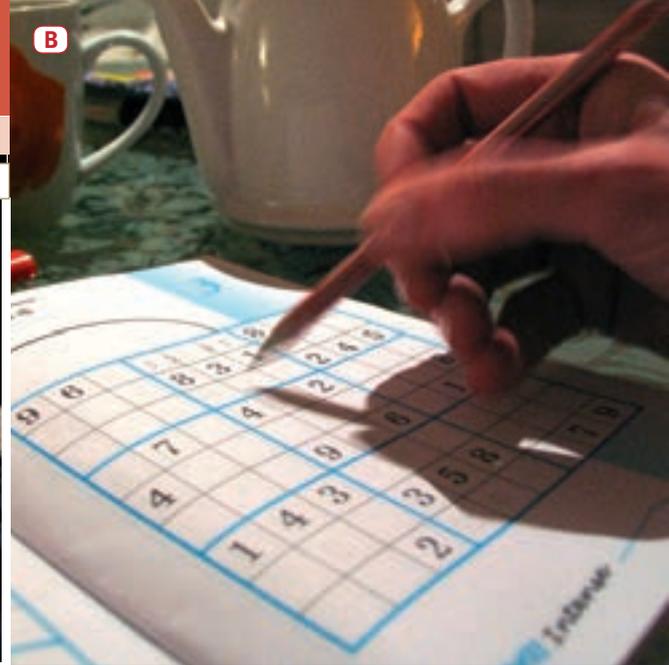
Grammar auxiliary verbs (*do, be, have*)

Can do encourage further conversation by expressing interest in what is said

A



B



C



D



E



Speaking and listening

1 Work in pairs. Match the hobbies (1–5) with the photos (A–E).

- 1 snowkiting 3 juggling 5 sudoku
2 t'ai chi 4 astronomy

2 a Complete the phrases in **bold** with the prepositions from the box.

about (x3) at for on (x2) in (x2) to

- 1 What subjects do you like **reading** _____ ?
- 2 What do you **use** the Internet _____ ?
- 3 What activities and hobbies are you **good** _____ ?
- 4 What do you **spend** too much time _____ ?
- 5 What do you **worry** _____ ?
- 6 What types of exercise are you **keen** _____ ?
- 7 What do you usually **talk** _____ with friends?
- 8 What cultures are you **interested** _____ ?
- 9 What clubs do you **belong** _____ ?
- 10 How many languages are you **fluent** _____ ?

b Work in pairs. Choose five questions from exercise 2a and write down what you think your partner's answers will be.

c Ask your partner your questions. Were your ideas correct?

3 a 1.2 Listen to five dialogues about the hobbies in the photos. Which questions from exercise 2a do the speakers answer?

b What were their answers? Write one key word for each speaker.

c Listen again and make notes about the different hobbies. Then work in pairs and compare your notes.

4 Work in pairs. Do you do any of the activities in the photos? Do you have any other unusual hobbies?

Grammar | auxiliary verbs (*do, be, have*)

5 a Look at the Active grammar box. Complete the example sentences with an auxiliary verb. Make sure you use the correct tense.

b  1.3 Listen and check your answers.

Active grammar

A Wh- questions

- 1 A: *How* _____ *you learn to do that?*
B: *Well, I started off...*

B Yes/No questions

- 2 _____ *she have a telescope then?*
3 _____ *you been there?*

C Echo questions (to check understanding or show interest)

- 4 A: *I'm quite good at juggling.*
B: _____ *you?*

D Negatives

- 5 A: *Can you juggle with plates?*
B: *No, I* _____ *think I could do that!*
6 *I* _____ *even been skiing!*

E Short answers

- 7 A: *Do you do it regularly?*
B: *No, I* _____ .
8 A: *Have you been there?*
B: *Yes, I* _____ .
9 A: *Isn't it terrifying?*
B: *Yes, it* _____ . *That's the whole point!*

see Reference page 19

6 Find and correct two mistakes in each dialogue.

- 1 A: What subjects do you likes reading about?
B: Oh, I'm quite interested in sport.
A: Are you? What sports you like?
B: Tennis and football, mainly.
- 2 A: What do you worry about?
B: I not worry much. I guess sometimes I worry about money.
A: Does you? I do too.
- 3 A: Use you the Internet a lot?
B: No, not really. I not have time. Do you?
A: Yes, all the time.
- 4 A: Have you seen that film yet?
B: No, I didn't. What about you?
A: Yes. I saw it last week.
B: Was it any good?
A: Yes, it were.

Pronunciation | intonation in echo questions

7 a Write echo questions for these sentences.

I grew up in Peru.

Did you?

- I live in a seven-bedroom house.
- My boyfriend has travelled round South America.
- Next year I'm going to university.
- Last year I won a medal for swimming.
- I'm learning to drive at the moment.
- We both hate spaghetti.
- They've just moved to Egypt.
- He eats six eggs a day.

b  1.4 Listen and check your answers.

c Listen again, and notice if the person asking the echo questions sounds interested or not. What happens to the intonation when he sounds interested?

d Work in pairs. Practise the dialogues in exercise 7a. Try to show that you are interested and encourage your partner to say more.

A: *I grew up in Peru.*

B: *Did you?*

A: *Yes, my father was the ambassador to Peru.*

see Pronunciation bank page 164

Speaking

8 a You are going to try to find something in common with someone in the class you don't know very well. First, complete the following sentence in different ways.

I'd like to find someone who ...

- *writes poetry.*
- *is a really good cook.*

b Ask your classmates questions to try and find someone for each of your sentences. Show your interest through echo questions.

A: *Do you write poetry?*

B: *No, I don't, but I do write novels.*

A: *Do you? Have you had anything published?*



Reading and speaking

9 Work in pairs and discuss the questions.

- 1 Look at the photos. What aspects of culture do they represent?
- 2 What are some typical features of your culture?
- 3 How is your culture different from other cultures you know about? How is it similar?

10 a Work in pairs. You are each going to read about a cultural misunderstanding.

Student A: read the text on this page and answer the questions below.

- 1 What did Kyle's father-in-law keep doing?
- 2 How did she usually react?
- 3 What happened when she got angry?
- 4 What did her husband explain?

Student B: read the text and answer the questions on page 147.

b Tell your partner about the story you read and listen to your partner's story. Ask questions about anything you don't understand.

c Have you ever had a cultural misunderstanding? Tell your partner what happened.

Not in my culture...

'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?').'

This is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

1.2 How many friends?

Grammar Present Simple and Present Continuous

Can do start a conversation with a stranger

Listening

- 1 a** Work in pairs and discuss the questions.
- Who do you consider to be your best friend?
 - Where and when did you meet them?
 - What do you like about them?
 - How are they different from you?
- b** ^{1.5} Listen to Pete answering the same questions about his best friend, and note down his answers.

Vocabulary | personality

- 2 a** Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

dependable encouraging generous
jealous kind-hearted mean
pleasant selfish sulky upbeat

A/An _____ person ...

- is friendly and well-behaved.
- cares about you and wants to help you.
- always does what you need them to.
- is unhappy if you have something they'd like themselves.
- happily gives you whatever you need.
- has a positive, optimistic attitude.
- tries to give you the confidence to succeed.
- is angry and unhappy for long periods.
- thinks of themselves first.
- doesn't like giving anything away.

b Choose three adjectives in exercise 2a which you think are most important in a good friend. Explain why.

c Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.

When I lost my job last year, my friend Lucia was really encouraging. She kept telling me I would get a better job soon, and I have!

Pronunciation | sounds and spelling: 'ea'

- 3 a** ^{1.6} Listen to the four ways in which 'ea' can be pronounced. Then put the adjectives from the box in the correct column.

fearful jealous kind-hearted mean pleasant upbeat

/i:/	/e/	/ɪə/	/a:/

- b** ^{1.7} Listen and check your answers.

c Put more words that you know with 'ea' into the correct column.

see *Pronunciation bank page 163*

Speaking

- 4 a** Work in pairs and discuss the questions.
- When was the last time you made a new friend?
 - How did you meet?
- b** Complete the How to... box with the headings below.
- at a bus stop
 - at a party
 - on public transport

How to... start a conversation with a stranger

- A _____ : Cold today, isn't it?
: Excuse me, could you tell me the time?
- B _____ : Excuse me, is anyone sitting here?
: Is it always this crowded?
- C _____ : So how do you know Jason? (the host)
: Have you tried this chicken? It's delicious!

c Respond to each conversation starter in the table in exercise 4b.

d Work in pairs. Choose a conversation starter and write a short conversation.

A: *Have you tried this chicken? It's delicious!*

B: *No, it looks good though. You should try some of the fish. I think Mary made it herself.*



How many friends should you have?



People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better?

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: 'I have loads of friends, but I'm studying as well as working at the moment, so I only see a few friends once a week or so.'

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paulo, a graphic designer, thinks he is fairly typical of his generation: 'I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as one round the corner.' However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same – about five.

It appears that whatever technology may make possible, human beings can only manage a small number of 'true' friends.

Reading

- 5 a** Work in pairs. Do you think that the following statements are true (T) or false (F)?
- 1 People who have more friends usually earn more money.
 - 2 Most people have about 150 friends.
 - 3 The average number of online friends on Facebook is 700.
 - 4 Most people only have one or two close friends.

b Read the article above and check your answers.

- 6** Read the article again and answer the questions.

- 1 According to the American study, how much was each friend 'worth'?
- 2 Why did the researchers believe that more popular children earned more as adults?
- 3 How many of the 150 friends mentioned are really acquaintances?
- 4 How many people use Facebook worldwide?
- 5 What is the writer's opinion about the effect of technology on how many close friends we have?

- 7** Read the comments below from a website. Then work in pairs and discuss which opinions you agree or disagree with.

I would never accept an online 'friend' who I didn't already know. How can you be friends with someone you've never met?
Sylwia, UK

I'm reading this at work – it's my lunchbreak – and I wanted to comment about the fact that most companies won't let you go on Facebook while you're at work, even in your own time. I don't think it's fair because this is the main way I communicate with my friends.
Jon, UK

I think people who have hundreds of friends online must just be really self-obsessed and looking for attention.
Rui, Portugal

- 8** Work in pairs. How many friends do you think is the 'right' number to have? Why?

Grammar | Present Simple and Present Continuous

- 9 a** Look at the Active grammar box. Match the example sentences (1–5) with the rules (A–E).
- b** Complete the table in the Active grammar box with the verbs in the box.

Active grammar

- People with better social skills **do** better in the workplace.*
- I **have** more than 700 Facebook friends.*
- I'm **studying** as well as working.*
- I **see** them once a week.*
- I'm **reading** this at work.*

We use the Present Simple for ...

- A habits/routines, e.g. sentence _____ .
- B things that are always true/permanent, e.g. sentence _____ .
- C describing a state, e.g. sentence _____ .

We use the Present Continuous for ...

- D things that are happening now at this precise moment, e.g. sentence _____ .
- E temporary situations that are happening around now, e.g. sentence _____ .

believe do eat go have like live need
play think understand want

Action verbs	State verbs	Both
<i>go, ...</i>	<i>believe, ...</i>	<i>live, ...</i>

We do not usually use state verbs in continuous tenses.

- 10** Put the verbs in brackets into the correct form of the Present Simple or Present Continuous.

- _____ (you/read) that book? Can I see it?
- Sasha _____ (not/work) on Tuesdays, so she's at home now.
- I'm so tired. I _____ (need) a holiday!
- That looks hard. _____ (you/want) any help?
- I'm afraid we _____ (not/have) any tea because I always drink coffee.
- Where _____ (you/live) at the moment?
- _____ (you/understand) this computer manual?
- You look very happy! Who _____ (you/think) about?
- I _____ (not/want) to leave too late because I _____ (hate) driving in the dark.
- What horrible weather! I _____ (stay) inside until the rain stops.

- 11** Make questions from the prompts using the Present Simple or Present Continuous.

- What/you/do? (job/occupation)
- What/you/do/at work (or school)/at the moment?
- How often/you/go out with friends?
- What/you/like/do?
- What films/you/like/watch?
- What/you/usually/do/at the weekends?
- You/read/a good book/at the moment?
- You/play (or watch)/any sports/these days?
- Why/you/study/English/this year?
- You/do/any other courses/at the moment?

- 12** Work in pairs. Ask your partner the questions in exercise 11. Tell the class anything interesting you learned.

1.3 Brotherly love?

Grammar Present Perfect Simple and Past Simple

Can do retell a simple narrative in your own words



Listening and speaking

1 a 1.8 Listen to three people talking about someone who they fell out with. Match the speakers (1–3) with the photos (A–C).

b Listen again and complete the notes in the table.

	Speaker 1	Speaker 2	Speaker 3
Who do they talk about?		<i>Romina – best friend</i>	
How long have they known/did they know each other?			<i>one year</i>
Why/When did they fall out?			
How is their relationship now?			

c Work in pairs and check your answers.

Vocabulary | arguing

2 Listen to the three people in exercise 1a again and complete the table with phrases which have a similar meaning.

get angry	have an argument
lose your _____	have a _____
see _____	_____ over something

3 Work in pairs and discuss the questions.

- Do you ever have arguments with your friends?
- Have you ever fallen out with a close friend? What happened?
- What do friends/family usually argue about?

Reading

4 a You are going to read a true story about two brothers. Work in pairs and look at the photos on page 15. How could the items in the box be significant?

an argument a business
a nickname a shoemaker a wild cat
the 1932 Olympic games

b Now read the article on page 15 and check your ideas.

5 Read the article again. Write true (T) or false (F).

- The Dasslers' father was a sportsman.
- The brothers first made sports shoes at home.
- They argued about the shoes.
- They decided to start their own companies.
- Puma sells more shoes than Adidas.
- People in the town have now forgotten the argument.

6 Read the Lifelong learning box. Then practise the skill by finding words in the story which mean the following:

- provided a product (paragraph 1)
- created (an institution/company, etc.) (paragraph 4)
- moved permanently to a different place (paragraph 5)
- one or more of the most successful companies (paragraph 6)

Guessing from context

When you are reading, it is often better to try to guess the meaning of a new word rather than stopping to use a dictionary. It will help you to read more fluently.

Lifelong Learning

7 Work in pairs. Take it in turns to retell the story using the words/phrases from exercise 2 and the verbs from exercise 6.

Brotherly Love?

Adidas® and Puma® have been two of the biggest names in sports shoe manufacturing for over half a century.

Since 1928 they have supplied shoes for Olympic athletes, World Cup-winning football heroes, Muhammad Ali, hip hop stars and rock musicians famous all over the world. But the story of these two companies begins in one house in the town of Herzogenaurach, Germany.

Adolph and Rudolph Dassler were the sons of a shoemaker. They loved sport but complained that they could never find comfortable shoes to play in. Rudolph always said, 'You cannot play sports wearing shoes that you'd walk around town with.' So they started making their own. In 1920 Adolph made the first pair of athletics shoes with spikes, produced on the Dasslers' kitchen table.

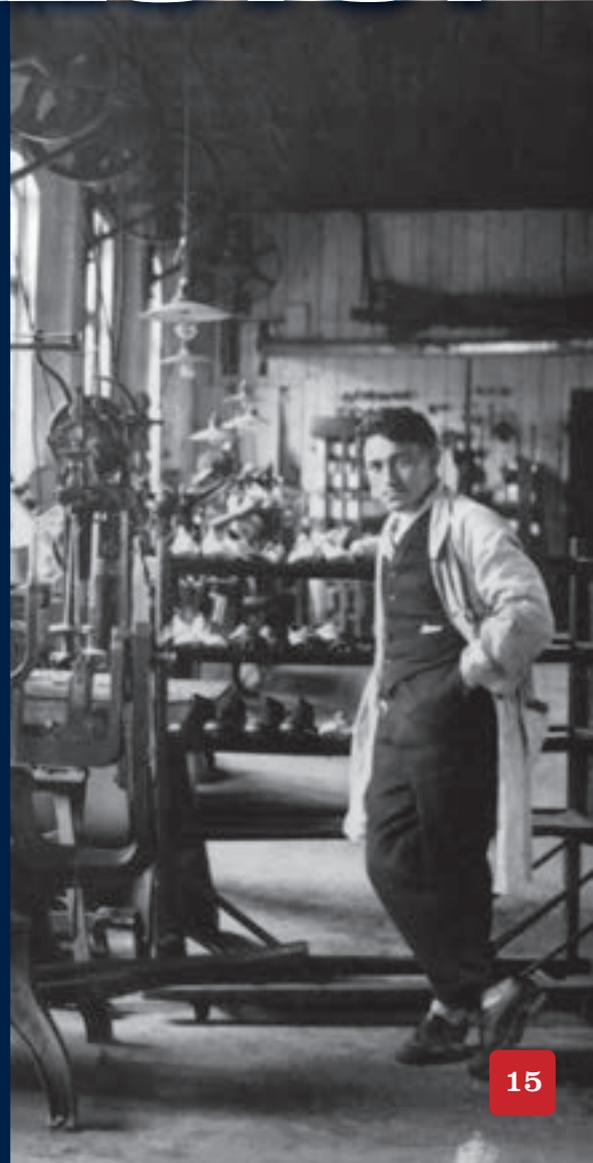
On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd and they worked together for many years. The company became successful and it provided the shoes for Germany's athletes at the 1928 and 1932 Olympic Games.

But in 1948 the brothers argued. No one knows exactly what happened, but family members have suggested that the argument was about money or women. The result was that Adolph left the company. His nickname was Adi, and using this and the first three letters of the family name, Dassler, he founded Adidas.

Rudolph relocated across the River Aurach and founded his own company too. At first he wanted to call it Ruda, but eventually he called it Puma, after the wild cat. The famous Puma logo of the jumping cat has hardly changed since.

After the big split of 1948 Adolph and Rudolph never spoke to each other again and their companies have now been in competition for over sixty years. Both companies were for many years the market leaders, though Adidas has always been more successful than Puma. A hip hop group, Run DMC, has even written a song called *My Adidas* and in 2005 Adidas bought Reebok®, another big sports shoe company.

The terrible family argument should really be forgotten, but ever since it happened, over sixty years ago, the town has been split into two. Even now, some Adidas employees and Puma employees don't talk to each other.



Grammar | Present Perfect Simple and Past Simple

- 8 a** Work in pairs. Look at the extracts (1-8) from the story on page 15. Does each one use the Present Perfect Simple or the Past Simple?
- 1 Since 1928 they have supplied shoes for Olympic athletes.
 - 2 Adidas has always been more successful than Puma.
 - 3 On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd.
 - 4 Run DMC has even written a song called *My Adidas*.
 - 5 They worked together for many years.
 - 6 The family argument happened ... over sixty years ago.
 - 7 The companies have now been in competition for over sixty years.
 - 8 Ever since it happened ... the town has been split into two.
- b** Read the Active grammar box and choose the correct underlined words to complete the rules. Use the sentences from exercise 8a and the examples to help you.

Active grammar

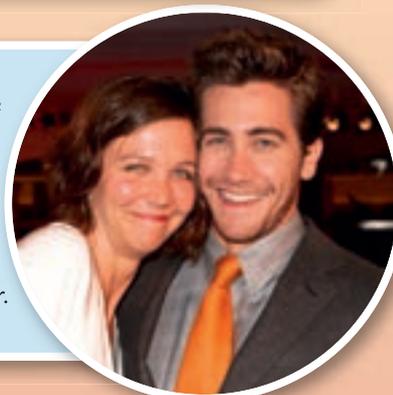
- 1 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a finished period of time in the past. There is no connection to now.
- 2 We use ago/ for with the Past Simple to say when something happened and ago/ for to talk about the period when something happened.
- 3 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a period of time that is connected to now.
- 4 We often use for and since with the Present Perfect. We use for + a point/period of time and since + a point/period of time.
- 5 We use just with the Present Perfect Simple/ Past Simple to show that an action is very recent.
I've just bought some new shoes.
- 6 We use not yet/ already with the Present Perfect Simple to emphasise that a situation has not started. We use not yet/ already to emphasise that a situation has started or an action has finished.
I haven't done the shopping yet.
I've already finished cooking.

see Reference page 19

- 9** Read the texts below about other famous brothers and sisters and choose the correct words in *italics*.

Venus and Serena Williams are both famous tennis stars. They (1) *have played/played* each other professionally more than twenty times.

In 2001, the actors Jake and Maggie Gyllenhaal (2) *starred/ have starred* together in the film *Donnie Darko*, where they (3) *played/ have played* brother and sister.



Penelope Cruz is a world famous actor, but her siblings, Eduardo and Monica are also quite famous. Eduardo (4) *had/ has had* several international hits and Monica is a well-known Spanish actor. She would like to star internationally but she (5) *didn't learn/ hasn't learnt* English yet.

- 10** Complete the sentences with the time expressions from the box.

ago already for just since yet

- 1 Kylie and Dannii Minogue have been professional performers _____ they were children.
- 2 Kylie's first performance on television took place over thirty years _____ .
- 3 Kylie has _____ achieved a lot in her career, but she still seems to have plenty more to offer.
- 4 Kylie hasn't _____ had as much success in America.
- 5 Dannii has been a judge on a TV talent show _____ a few years now.
- 6 Dannii has _____ started a family. She had her first baby last year.

Speaking

- 11** Work in pairs. Do you think it's a good idea to go into business with your friends and family? Why/Why not?

1 Vocabulary | phrasal verbs

- 1 a** Read the text below and answer the questions.
- 1 What languages did the author speak? Why?
 - 2 What language did her father tell her off for using? Why?
 - 3 Why did the author want to become a painter? Why was she not successful?
- b** *Brought up* is a phrasal verb. Which other phrasal verbs can you find in the text?



I was brought up in a small town near Paris. My parents are English, so I grew up speaking English and French. A young English student lived with us during the school holidays, and she looked after me when my parents were away on business. I remember my father always told us off if he heard us speaking in English, because she was studying French. Usually we changed to French for a few minutes, and then carried on in English when he couldn't hear us, because it was easier for both of us. She was an artist, and we got on very well. I looked up to her, and later tried to become a painter myself. Unfortunately, I took after my father, who wasn't artistic, and so I was never successful.

- 2** Use the text in exercise 1 to help you match the phrasal verbs from A with the definitions from B.

A	B
1 grow up	a admire and respect someone
2 bring up	b continue (doing something)
3 tell (someone) off	c develop from being a child to being an adult
4 take after (someone)	d take care of (someone or something)
5 look after (someone or something)	e talk angrily to someone because they have done something wrong
6 get on (with) (someone)	f have a friendly relationship with someone
7 look up to (someone)	g look or behave like another member of your family
8 carry on (doing something)	h care for children until they are adults

- 3** Complete the sentences with a phrasal verb from exercise 2 in the correct form. Use each verb once.

- 1 You really _____ your father. You look just like him!
- 2 I don't _____ very well with my mother; we argue a lot.
- 3 I _____ in Brazil. It was a happy childhood.
- 4 We _____ arguing, even though Dad had told us to stop.
- 5 My brother always _____ for borrowing his records because I always scratched them!
- 6 After their mother died, the children were _____ by their aunt.
- 7 I still _____ my older brother, and ask him for advice.
- 8 My sister _____ me when I was ill.

- 4** Work in groups and answer the questions.

- 1 Where did you grow up?
- 2 When you bring up a child, what do you think is the most important thing to teach him/her?
- 3 As a child, did anyone tell you off? Why? Did this make you stop or did you carry on anyway?
- 4 Which member of your family do you get on with best?
- 5 Who in your family do you take after?
- 6 Who looks after you when you are ill?
- 7 As a child, who did you look up to?

- 5** Read the Lifelong learning box and follow the instructions.

Personalising vocabulary

! One of the best ways to remember vocabulary is to make it mean something to *you*.

Using the ideas from exercise 4, write one sentence for each phrasal verb that is true for you.

I grew up in a small country town.

Lifelong learning

1 Communication

Can do describe a friend

1 a Which of the following are the best ways to meet a new partner? Why?

- through friends
- at a party
- at the gym
- on holiday
- while studying
- on an Internet dating site

b  1.9 Listen to a short talk about Internet dating and answer the questions.

- 1 How many people used an Internet dating site in the UK last year?
- 2 What specialist dating websites does the speaker mention?
- 3 How is the website *CanIintroduceyou.com* different from the others?

2 Read the profiles of Nadia and Sam, which were written by their friends. Answer the questions below for each profile.

- 1 How did they meet?
- 2 What does each friend say about their friend's personality?
- 3 What does each friend say about their friend's interests?

3 Work in pairs and look at the qualities below. Which five qualities do you think are most attractive in a partner?

- gets on with everyone
- has a great sense of humour
- has an opinion on everything
- is a really good listener
- is genuine, loyal and honest
- is great fun to be around
- is one of the funniest people I know
- is really thoughtful and caring
- is the life and soul of the party
- would do anything for his/her friends
- you will never have a dull moment in his/her company

4 Write a similar profile about a friend of yours. Include the following paragraphs:

- 1 How you met
- 2 Personality
- 3 Interests
- 4 Conclusion

Key facts:

Name: Nadia Rees

Age: 25

Occupation: Teacher

Location: Bath



I've known Nadia for years. In fact we went to school together and we're still best friends.

Nadia is genuine, loyal and honest. She would do anything for her friends, and is really thoughtful and caring. She is also one of the funniest people I know, and always

the life and soul of the party!

She is a fabulous cook and her dinner parties are famous! She enjoys socialising and has lots of friends – she just hasn't met that special person yet.

So what are you waiting for? Get in touch with her!

Richard

Key facts:

Name: Sam Walker

Age: 26

Occupation: Engineer

Location: Liverpool



Sam and I have been friends since we shared a house together at university. We have kept in touch ever since as we were always on the same wavelength.

He has a great sense of humour and you will never have a dull moment in his company. He has an opinion

on everything, but is also a very good listener. He's kind, gets on with everyone and is great fun to be around.

He's quite a sporty person, and often spends his weekends mountain climbing or surfing. I think you'd need to be pretty active too – just to keep up with him.

Sam is well worth getting to know, so why not send him an email?

Jenna

1 Reference

Auxiliary verbs: *do, be, have*

Questions

Invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does* or *did*.

Yes/No questions

Are you Polish?

Wh- questions

Where are you going? How did you learn to do that?

Echo questions

'He lives in the country.' 'Does he?'

Negatives

We use *not* or add *n't* to the auxiliary. If there is no auxiliary verb use *doesn't, don't, didn't*.

I'm not afraid.

Short answers

Repeat the auxiliary verb used in the question.

'Have you finished yet?' 'Yes, I have.'

Present Simple and Present Continuous

We use the Present Simple for habits/routines, things that are always true/permanent and describing a state.

Seung-Ah starts work at eight o'clock.

Spain is a hot country.

Dimitri is really happy about his new job.

We use the Present Continuous for things that are happening now, at this moment and temporary situations that are happening around now (but not at this exact moment).

Jade's having a shower. I'm learning Spanish for my job.

Main verbs can describe actions or states.

Some verbs have an action meaning as well as a state meaning, so can be used in continuous tenses.

We're having a wonderful holiday. (have = action/experience – can be used in the continuous)

We have a lovely room by the sea. (have = possess – can't be used in the continuous)

Present Perfect Simple and Past Simple

We use the Past Simple to talk about completed actions or states which happened in a **finished** period of time in the past. There is no connection to now.

I went to Disneyland last year.

We use *ago* with the Past Simple to say when something happened and *for* to talk about the period of time.

They met ten years ago and worked together for two years.

We use the Present Perfect Simple to talk about completed actions which happened in an unfinished period of time that is connected to now.

I've eaten out twice this week. (this week is not yet finished)

I've been to Disneyland. (some time in my life up to now)

We often use *for* and *since* with the Present Perfect.

We use *for* + a period of time and *since* + a point in time.

I've known her for two months/since April.

We use *just* with the Present Perfect Simple to show that an action is very recent.

I've just bought some new trainers.

We use *not yet* with the Present Perfect Simple to emphasise that a situation has not started, and *already* to emphasise that a situation has started or an action has finished.

I haven't done the shopping yet.

I've already finished cooking.

Phrasal verbs

Form: verb + one or two prepositions (or adverb)

He grew up in France. I got on well with her.

One phrasal verb can have more than one meaning.

Take off: *The plane took off at 6:00. I took off my coat.*

The meaning often has no connection with the verb.

We ran out of money. (= there is none left)

Phrasal verbs are often informal/spoken English. Often there is a more formal word which means the same.

She looks up to him. (= she respects him)

Key vocabulary

Relationships and arguing

acquaintance be on the same wavelength boss
classmate close/old/best friend colleague
enjoy his/her company ex-girlfriend
fall out (about/over sthg) father-in-law
friend of a friend get angry get on well
get to know him/her have a lot in common
have an argument/row have the same sense of humour
husband keep in touch lose touch lose your temper
see red stepmother stranger team-mate

Verbs/Adjectives + prepositions

belong to fluent in good at keen on read about
spend money on talk about interested in
use (something) for worry about

Personality

dependable encouraging generous kind-hearted
jealous mean pleasant selfish sulky upbeat

Phrasal verbs

bring up carry on get on with grow up look after
look up to take after tell off



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 153

1 Review and practice

1 Choose the correct words in *italics*.

- 1 Mary *is/has* taking a shower.
- 2 *Does/Has* the postman delivered the post yet?
- 3 They *are/do* writing in their journals now.
- 4 *Had/Have* your friends spoken to you today?
- 5 I *don't/haven't* understand this question.
- 6 *Do/Are* we going to the theatre tonight?
- 7 She *has/is* never been to Hawaii before.
- 8 *Doesn't/Don't* his mother live here?
- 9 *Haven't/Didn't* we seen this film already?

2 Complete the dialogues with auxiliary verbs.

- 1 A: Hi. _____ you know many people here?
B: Yes, a few. Some of us _____ doing an English course together.
- 2 A: _____ you live near here?
B: No, we _____. We live in Italy.
- 3 A: _____ you staying in a nice hotel?
B: Actually, we _____ like it very much.
- 4 A: _____ you know this area well?
B: No, we _____. We _____ never been here before.
- 5 A: _____ you like the city?
B: Yes, we _____ enjoying our stay here.
- 6 A: _____ you worked here long?
B: No, I _____. Only one year.
- 7 A: Liz! What _____ you doing here in Rio?!
B: I _____ travelling around South America!
- 8 A: _____ we met before?
B: Yes, we _____. We met in Jakarta.

3 Complete the telephone conversation with the Present Simple or Present Continuous form of the verbs in brackets.

- Sara: Hi, It's me. I'm just ringing for a chat. How are you?
Lucy: Oh, fine, you know. How are things?
Sara: Well, I (1) _____ (not/feel) very well, actually.
Lucy: Oh no, what's the matter?
Sara: I (2) _____ (not/know) exactly. Probably just a cold. What about you?
Lucy: Well, I (3) _____ (work) in a different office this week.
Sara: Why's that?
Lucy: I (4) _____ (help out) at another branch because there are a lot of people away. Actually, I (5) _____ (enjoy) the change this week. I (6) _____ (like) meeting new people.
Sara: (7) _____ (do) the same job?
Lucy: More or less, but I (8) _____ (deal) with clients more here. I (9) _____ (think) I might try and do more of that when I go back to my own office.
Sara: Well, it sounds great.
Lucy: Yes, mmm. I'm a bit tired though. I usually (10) _____ (get up) at about 7:30, but this week I (11) _____ (get up) at about six! You know I (12) _____ (hate) getting up that early.

4 Complete the email with the Past Simple or Present Perfect Simple form of the verbs in brackets.

Hi Mateus,

It's amazing to get in touch with you again on Facebook. You asked for my news. Well, since I (1) _____ (leave) university three years ago, I (2) _____ (do) a Master's degree in Portuguese literature. I'm now teaching at London University – I (3) _____ (be) here for nearly a year now. It's hard work, but the students are great! Last year I (4) _____ (get) married – to Sheila, remember her? She (5) _____ (work) in Portugal for a year, but (6) _____ (come) back to the UK last year so we could be together. What else? We (7) _____ (buy) a house and we (8) _____ (be) very busy re-decorating it. It's nearly finished now. Why don't you come and stay?

Hope to hear from you again soon,

Chris

5 Complete the sentences with a word or phrase which means the same as the words or phrases in brackets.

Let me introduce you to my colleague Gustav. (someone you work with)

- 1 He was a complete _____. (someone you don't know)
- 2 We get on well because we have a lot _____. (share similar interests)
- 3 Barbara is _____ Spanish. (speaks very well)
- 4 When she told me what she'd done, I really _____. (lost my temper)
- 5 Are you sure? That's very _____ of you! (happily give you whatever you need)
- 6 I told my boss I was having problems at work, but he wasn't very _____. (positive towards me)
- 7 Sophie really _____ her big brother. (admires and tries to be like)
- 8 Mike _____ smoking even when he felt ill. (continue)
- 9 I'm not very _____ watching TV. (like/interested in)
- 10 When we left school, I _____ with him. (stopped being in contact)