



Advanced (C1)
2013-2014

CEF level: C1

Skills Booklet

Up-to-date material linked to a structured course - a unique solution.

**“Practical English
language skills for successful
communication!”**

- Learn to speak English effectively.
- Increase your range of vocabulary and useful expressions.
- Practise writing e-mails, giving presentations, making telephone calls, negotiating... and lots, lots more.

Learn ^{hot}
english
METHOD

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Introduction



Up-to-date material linked to a structured syllabus – a unique solution!

The Learn Hot English Method is a unique learning system for students of English. It offers fresh material on a monthly basis within a structured format.

The Learn Hot English Method covers four* key levels:

- Pre-Intermediate [A2]
- Intermediate [B1]
- Upper Intermediate [B2]
- Advanced [C1]

The Learn Hot English Method offers:

- Quality classes based on up-to-date news and events!
- An innovative method based on real people and real situations!
- Regular testing and a clear syllabus!

The Learn Hot English Method guarantees one key feature: monthly, fresh and up-to-date material that is linked to a clear, structured language course.



The Learn Hot English Method consists of two interlinked products: Learn Hot English magazine & The Skills Booklets.

Hot English magazine is a bi-monthly, 48-page, glossy, colour magazine that's divided into four levels that tie in with the Skills Booklets: Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The magazine provides language input in the form of up-to-date Reading and Listening activities for each level, which are linked in, unit by unit, with the themes and target language from the Skills Booklets. It comes with audio MP3 listening files.



The Skills Booklets offer a syllabus that provides language-learning structure. The Skills Booklets are full of useful and essential language for everyday communication, and come with speaking, vocabulary and language activities. Each Skills Booklet consists of approximately 100 pages divided into units.



Together, these products form the Hot English Method. They ensure effective learning, and offer fresh, up-to-date material that is linked in to a structured course. Structure + up-to-date material = a unique solution.

Every month, as part of the course, you will do:

- ✓ Two units from the Skills Booklets (approximately).
- ✓ One Listening and one Read & Listen activity from Hot English magazine.

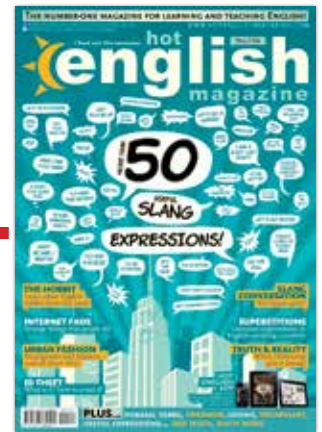
The Learn Hot English Method has all the advantages of a coursebook in terms of structure and syllabus (from the Skills Booklets). However, at the same time, it offers fresh,

up-to-date material, based on real people in current situations (from Hot English magazine). The two components work together to provide top-quality classes that guarantee motivation and progress.

*There are also special, separate Skills Booklets for Beginner (A1) and Elementary (A1-A2) level students. These are not used in conjunction with Learn Hot English magazine.

Learn hot english METHOD

The Skills Booklets and *Learn Hot English* magazine are linked together. For every unit in the Skills Booklet, there's a corresponding Read & Listen or Listening activity in the magazine. If you look at the top corner of a page in *Learn Hot English* magazine, it will tell you whether the article or listening activity ties into the Skills Booklet (see examples with arrows). It will indicate the Skills Booklet unit number, the page number and the unit title. This will ensure you get extra practice with the target vocabulary and language structures, which will really help you learn English!



Month	Skills Booklet units	Learn hot english magazine
September	Unit 0	Magazine 136
October	Units 1, 2	
November	Units 3, 4	Magazine 138
December	Unit 5	
January	Units 6, 7	Magazine 140
February	Unit 8	
Progress Test I		
February	Unit 9	Magazine 142
March	Units 10, 11	
April	Units 12, 13	Magazine 143
May	Units 14, 15	
June	Unit 16	Magazine 145
Progress Test II		

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Self-Assessment

Welcome to the Hot English Method, consisting of the Skills Booklets and Hot English magazine. Before starting the course, take some time to reflect on your own personal language needs.

A General objectives

What are your personal objectives for this year?

- a. To improve my speaking skills.
- b. To improve my listening skills.
- c. To improve my reading skills.
- d. To improve my pronunciation.
- e. To improve my writing skills.
- f. To improve my range of vocabulary.

Other?

B Language experiences

Complete the sentences / choose the correct options.

- a. I've been studying for _____ years.
- b. I'm good at _____ but I need to improve _____.
- c. I've studied **abroad / in a language academy / at school / at work / other**.
- d. I've lived in an English-speaking country (name of country: _____) for _____ years.
- e. I find **listening / speaking / writing / English pronunciation / reading** difficult.

C Language objectives

Complete the sentences.

- a. I would like to learn how to _____.
- b. I need to know how to _____.
- c. It is important in my job to know how to _____.
- d. I have difficulty with _____.
- e. I need to improve _____.

Other?

D What do you do to improve your English outside the class?

Put ticks.

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

E English in use

Put ticks.

- a. I use English in my job.
- b. I sometimes have meetings / make telephone calls / write e-mails in English.
- c. I sometimes travel to English-speaking countries as part of my job.
- d. I often deal with English-speakers as part of my job.
- e. I sometimes find myself in social situations with English-speakers.
- f. I mostly deal with native English speakers.
- g. I mostly deal with non-native English speakers.

Other?

F Class activities

What do you find most effective in class? Put ticks.

- a. Developing speaking fluency.
- b. Working on listening skills.
- c. Interacting with other students in English.
- d. Discussing things with the teacher.
- e. Working on new vocabulary.
- f. Doing writing activities.
- g. Playing language games.

Other?

UNIT Getting started

Welcome to the Hot English Advanced Skills Booklet. Good luck!

1 Useful adjectives

Complete the sentences with the adjectives from below.

outspoken arrogant patronising ambitious

down-to-earth hypocrite charming

1. Even though she's a billionaire and a successful entrepreneur she comes across as quite _____.
2. **A:** He thought he could waltz in here and tell us all what to do.
B: Yeah, he's just so _____.
3. **A:** She's got a special way with people.
B: Yes, she can be very _____.
4. **A:** They say she's got her eye on the managing director position.
B: Yes, I've heard that she's pretty _____.
5. **A:** The good thing is that you know where you stand with him.
B: Yeah, he's quite _____ – he's never afraid to voice his own opinions.
6. **A:** She's always going on about how we've got to invest more in education, but she sends her kids to a private school.
B: Yeah, she's such a _____!
7. **A:** He was talking to me as if I was a six-year-old!
B: Yeah, he can be a bit _____ at times.

Your turn!

Use any of the adjectives from the previous activity to write one or two sentences about a friend or colleague.

2 News story analysis

Read over the news story and answer the questions. Afterwards, do the related language exercise.

Could you beat the video game world record?

Okan Kaya loves playing video games. In fact, he enjoys them so much that he recently broke the world record for the longest time playing a computer game in one sitting. For five and a half days, the 28-year-old Australian sat in front of a screen and fought with players from around the world in the online war game Call of Duty. "On the third day, I felt a bit nauseous," Okan said. "My hands were cramping up and I was going through a lot of bandages." But was his life ever in danger? Last year, a teenager was taken to hospital in critical condition after playing a computer game non-stop for 40 hours. "No I wasn't at risk at all... I had plenty of fluid, and food and medical checks were conducted during the attempt," the game fanatic said. And once he'd broken the record, what did Okan do? He kept going for another 15 hours! Now that's dedication!

1. What was the world record for?
2. How long did the Australian man play for?
3. How did that affect him?
4. What did he do to get through it all?

3 Language

Find words or expressions in the text that correspond to the following definitions.

1. Without stopping or having a break =
2. The part of a television / computer, etc. that you look at =
3. If you feel like this, you think you're going to be sick =
4. If a part of your body does this, it starts to hurt and you can't move it properly =
5. In danger =
6. To continue =

Your turn!

Write a summary of a story you've read (or heard) in the news.

4 Idioms analysis

Read over the definitions. Then, complete the sentences with the correct words without referring back to the definitions.

Get hot under the collar

To become angry.

Be in a strop

To be angry; to be in a bad mood.

Be like a red rag to a bull

If something "is like a red rag to a bull", that thing makes you really angry.

See red

If you "see red", you suddenly become very angry about something.

Get on your nerves

If someone "gets on your nerves", they annoy or irritate you, or make you angry.

Go ballistic

To become extremely angry (often uncontrollably angry).

Be on the warpath

If someone "is on the warpath", they're angry about something, and they're looking for the person who made them angry, often in order to confront them or start a fight.

1. Watch out! Dan's on the _____ after he found out that you'd taken his car without permission!
2. She went _____ when she saw the mess they'd left in her office.
3. Could you stop making that tapping noise, please? It's starting to get on my _____.
4. He just saw _____ when we told him what we'd done to his work.
5. Talking to him about politics is like a red rag to a

- _____ , so avoid it at all costs.
- She's in a _____ because they wouldn't let her have Friday off.
 - He got a bit hot under the _____ when they told him he couldn't leave his car in the car park.

5 Question-answer matching

Match the first part of the mini-dialogues (1 to 7) to the second (a-g).

- A:** So, what have you been up to lately?
 - A:** Do you know how much it'd cost to go by train?
 - A:** So, where are you living these days?
 - A:** Do you know if there's anywhere near here where I can buy a tie?
 - A:** Shall we walk?
 - A:** Do you know where I can find Ms Jackson?
 - A:** Do you think we should get a taxi?
- B:** In a small flat near the train station, about 10 minutes away.
 - B:** We could, but it looks like it's going to rain. It's up to you!
 - B:** Traffic is pretty heavy at this time of day, so it might be quicker to get the train.
 - B:** It all depends on when you want to go and how far you book it in advance.
 - B:** I think there's a shop inside the train station.
 - B:** She should be in her office, but if she isn't there, she'll be in the conference room on the third floor.
 - B:** Oh, the usual. Working, looking after the kids... what about you?


6 Anecdote analysis

Read over the stories. Then, write the correct name next to each statement.


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Today's question:
Have you lost anything recently?



I got pick pocketed last week. I was at this street festival with a group of friends. We were having a great time, but sometime after lunch, this guy bumped into me. I didn't think much of it at the time, but I guess he must have taken my wallet. I had to go to the police station and cancel all my credit cards. It was a real hassle.
robertsonjames Today 09:02



I managed to lose my car keys earlier this week. I've got a two-year-old daughter and she's always playing with them, so they could well be in the house, but I've looked everywhere and I just can't find them. I think I'll give it another couple of days to see whether they turn up. If not, I'll have to order another copy from the

car manufacturer, which will probably cost a bomb!
jackofhearts Today 08:59



I left my bag on the underground a couple of days ago. I had it just next to me where I was sitting. I'm usually very careful about things like that, and when I get up to go, I always look behind me to check that I've got everything. But this time, I was with some friends and I guess I was a bit distracted. As soon as I got off the train, I realised what had happened, but it was too late. An hour or so later, I got in touch with the transport police, but there wasn't much they could do as no one had handed it in. Luckily, it didn't have much in it apart from my e-reader, around €5 in cash and a packet of tissues.
boudicca Today 08:44



I had my laptop stolen from a café I was in the other day. I was working on it at a table. Stupidly, I got up to go to the toilet and left it there. Of course, when I got back, it had gone. I asked the waiter if he'd seen anything but he said he hadn't. There had been an elderly couple in a table near mine who'd left before I got back, but they didn't look like the sort who'd do anything like that, but then again, you never know. Luckily, I've got it covered with an insurance policy.
absorber77 Today 08:32

Who...

- ...feels angry because they're normally quite careful with their possessions?
- ...had to cancel all their credit cards?
- ...did something without thinking about the possible consequences?
- ...was probably pick-pocketed although they can't be sure?
- ...won't have to spend much getting it replaced?
- ...got distracted because they were with a group of friends?
- ...thinks a member of their family might be responsible for the loss?
- ...will have to spend a lot of money replacing something?

 **Your turn!**

Write a short story about something that you once lost. Include as many details as you can.

7 Question time

Answer the questions. Invent where necessary.

- Where have you been living for the past three years?
- Which three adjectives would you use to describe yourself? Why?
- What are some of the best things that have happened to you recently? Why?
- What are you looking forward to right now?
- What are some of your greatest achievements?
- What would you like to study or learn more about next year? Why?
- Which countries or cities would you like to visit? Why?

UNIT 1 Success!

Vocabulary: Leadership

Language structures: Idioms / Past tenses

Useful expressions: Asking about a famous person;
Expressing uncertainty

1 Successful people

Look at the pictures of successful people. How many can you identify? In what ways are they successful? What are they famous for?

2 Quotes

Read over the quotes. Which ones do you like? Which ones do you agree with?

"I don't care whether people like me or dislike me. I'm not on earth to win a popularity contest. I'm here to be the best human being I possibly can be." **Tab Hunter**

"I just write what I wanted to write. I write what amuses me. It's totally for myself. I never in my wildest dreams expected this popularity." **J. K. Rowling**

"Avoid popularity – it has many snares and no real benefit." **William Penn**

"One of my proudest moments is I didn't sell my soul for the sake of popularity." **George W. Bush**

"Fame is a vapour, popularity an accident, and riches take wings. Only one thing endures and that is character." **Horace Greeley**

"We live in a society obsessed with public opinion. But leadership has never been about popularity." **Marco Rubio**

"If we get our self-esteem from superficial places, from our popularity, appearance, business success, financial situation, health, any of these, we will be disappointed, because no one can guarantee that we'll have them tomorrow." **Kathy Ireland**

Think about it!

What kind of people do these leaders need to be? What else do you know about any of these people? Think of a leader from your country. How would you describe him/her?



Vocabulary: Leadership

1 Definitions

What do the adjectives in bold mean? In what ways can they be used to refer to people?

1. She delivered a **convincing** speech on the need for change.
2. The photocopier can be a bit **erratic** at times, but it gets the job done.
3. The blackouts at work have been extremely **disruptive**.
4. The reasons they gave for not wanting to work with us any longer were completely **illogical**.
5. Her performance in the contest was **impressive**, to say the least.
6. That drilling noise is really **irritating**. Can't you tell them to stop?
7. The printer is fairly old but completely **reliable**.

2 Parts of speech

Complete the parts of speech for the words in the table. In some cases, there's no logical answer.

Adjective	Antonym	Noun	Verb	Adverb
1. convincing	<i>unconvincing</i>	<i>conviction</i>	<i>to convince</i>	<i>convincingly</i>
2. disruptive				
3. illogical				
4. impressive				
5. reliable				
6. irritating				
7. beneficial				
8. popular				

3 Qualities for success

Which of these things are important for leadership or professional and personal success? Put ticks. An ability to...

- ...pull people together.
- ...learn from your mistakes.
- ...know your own strengths and weaknesses.
- ...know how to deal with people
- ...know what makes people tick.
- ...inspire and motivate people.
- ...achieve what you set out to do.
- ...know when to take calculated risks.
- ...share the credit for success.
- ...take personal responsibility for failure.
- ...clearly state what is expected.
- ...defuse hostile situations.
- ...inspire others to take on new challenges.
- ...radiate composure and authority.

When you've finished, make three sentences with any of the expressions. For example: **She was known as someone who often took calculated risks.**

4 Website text completion

Complete the website text with the correct forms of the words in brackets.

Leadership.com

Home About Us Services Products Support Contact

Great Leaders

A good leader should have the discipline to work single- (1) _____ (mind) toward a goal. They will (2) _____ (inspiration) by example, and do whatever it takes to complete the task at hand.

Leaders create (3) _____ (opportune) to achieve greatness by setting good examples. They will give credit where it is due, and will take personal (4) _____ (responsible) for failures.

Some of the greatest leaders in history are (5) _____ (fame) for their ability to listen. They are able to suspend (6) _____ (judgemental), even if the ideas do not conform to their way of thinking. This sense of openness builds mutual (7) _____ (respectfully) and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its (8) _____ (visionary). However, when it comes to making a (9) _____ (decisive), leaders know when it's time to take (10) _____ (act).

Great leaders can pull people together. They are (11) _____ (capability) of creating a climate in which subordinates feel that they have something to (12) _____ (contribution) and that they can disagree or raise doubts without fear of retribution. Leaders also have an (13) _____ (able) to hold firm on issues even when those around them may be urging change. They are extremely good at (14) _____ (communication) their goals, being able to do this in a (15) _____ (simplicity), concise manner that others can relate to easily.

Your turn!

Write a short bio about a famous or successful person from your country. Include as many details about why he/she is famous or successful as you can.

Think about it! Success & leadership

Who are some of the most successful people in your country? Have you ever had to lead a team? How did you do? What leadership qualities do you think you have? Which ones would you like to have? Have you ever had to motivate someone or persuade a group of people to do something? How did you do? Are you good at dealing with people? In what ways? Are you good at adapting to changing circumstances? Give examples. How would you define success? How do you measure success? Who is the most successful person you know? Is success important to you? Why? Why not? What part does luck play in success? Does success make you happy? What kind of success do you want in the future?

Language structure: Idioms

An idiom is an expression that's formed by a group of words, with the meaning of the idiom being different to the meaning of each individual word within the idiom. For example:

- a) She's over the moon! **[She's very happy.]**
- b) I felt like a fish out of water. **[I felt different from the rest.]**

Top tip

Try to guess the meaning of idioms from the context. Also, where possible, "visualise" idioms as some actually represent an action that you might do in the circumstances or situation that the idiom is referring to. For example:

- a) I like to put my feet up after work. **[to relax]**
- b) They're up in arms about the new holiday dates. **[to be angry about something]**

1 Guessing

Read over the sentences. What do the idiomatic expressions in bold mean? Guess if you aren't sure!

1. Renting your flat to Jack would be a **recipe for disaster**. You know what he's like with food and money.
2. I started off the competition well, but I **messed up big style** in round two and got all the questions wrong.
3. Our team started off well, but one of our players got sent off in the second half and then things just **went from bad to worse**. We ended up losing 10-2.
4. More bad weather like this could **spell disaster** for farmers across the country.
5. They still haven't repaired the railing around the balcony. It's an **accident waiting to happen**.
6. I don't know how I managed to fix it, but I just did. It was **more by accident than by design**.
7. After the party, the house was a **disaster area** with dirty plates, cigarette butts and rubbish everywhere.

2 Idioms completion

Read the definitions. Then, complete the sentences with the correct words. Try to do it without referring back to the definitions.

Fall from grace

If a famous person "falls from grace", that person becomes less popular after doing something illegal / immoral / bad, etc.

Hit a home run

To be successful; to do something really well.

The key to success

The secret to someone's success / fame / popularity, etc.

Nothing succeeds like success.

If you have succeeded in the past, you will continue to be successful in the future.

Take the bull by the horns

To deal with a problem directly and without being afraid of it or trying to avoid it.

Seize an opportunity (with both hands)

To take advantage of an opportunity quickly, positively and enthusiastically.

Keep fighting till the very end

Not to stop until something has completely finished.

Think outside the box

To think imaginatively, using new ideas instead of traditional ones.

Be a piece of cake

Be very simple / easy.

Bite the bullet

To make yourself do something or accept something difficult or unpleasant.

Play to your strengths

To do the things that you're good at.

1. Sales were falling, so the owner took the bull by the _____ and replaced the managing director and brought in some new staff.
2. We need to think outside the _____ if we want to come up with a good idea.
3. Stop wasting time trying to learn new skills. In business, you need to play to your _____.
4. After changing the fortunes of the company, everyone wanted to hire her. Nothing succeeds like _____.
5. After years of popularity, he finally fell from _____ after a string of films that bombed.
6. They decided to bite the _____ and pay extra for the car they really wanted.
7. They _____ the opportunity to invest in the company.
8. They hit a home _____ with their excellent performance in the new play.
9. The exam was a piece of _____.
10. Sally said that the _____ to her success was nothing less than hard work.
11. We can't give up now. We've got to keep fighting till the very _____.

3 Website analysis

Read over the advice. Which advice do you like? Why? Then, try to complete the table without referring back to the text.

Business4U.com

Home About Us Services Products Support Contact

We asked a few successful people for their top tips on succeeding in life.

You've got to seize opportunities before they slip away. I guess the hard part is recognising the potential of something when it comes your way. I also believe in working hard – nothing comes easily in this life and it's up to you to make the most of what gets thrown your way. **Sandra Smith. Net worth: \$400 million.**

I love the Nike slogan, "Just do it!" That really sums up my philosophy on life. You can't sit around at home forever making plans about what you're going to do – at some point you just have to bite the bullet, take the bull by the horns and get on with it. **Lillian Cualfield. Net worth: \$500 million.**

Aim high and don't shy away from difficult situations – that's my advice. Also, you've got to keep fit and healthy so you can stay on top of things. The world of business is tough, so in order to stay ahead of the game, you need to get up early, eat healthy food and do lots of exercise. It's the only way you'll ever be able to survive.
Sam Jenkins. Net worth: \$700 million.


Follow your dreams, play to your strengths, keep on learning and never give up. If you mess up, simply go back to the drawing board. There's only one way to hit a home run – that's to practise, plan and prepare. There's no such thing in life as a lucky break! When things aren't working out, you need to stop, think and make adjustments. But if that still doesn't turn things around, you may have to make some hard decisions. There's no point in carrying on if things aren't going well. You have to reach a point where you say, hey, this isn't working – let's stop doing this and dedicate our time to something more worthwhile.
Bruce Saunders. Net worth: \$200 million.

3 Leaders matching

Write the name of a famous person from below next to each description. Then, answer the questions without referring back to the text.

**Sharon Osbourne • Margaret Thatcher
Angela Merkel • Hillary Clinton • Christine Lagarde
Marissa Mayer**

- Born in Paris in 1956, this Frenchwoman originally worked as a lawyer. She's the current Managing Director of the IMF. She got the job in July 2011 when the former head of the IMF Dominique Strauss-Kahn stepped down. _____
- Born in London in 1952, she's one of the world's most successful businesswomen. Over the years, she's been a talk show host, music manager and published author. She's got three children and a net worth of approximately \$40 million. _____
- Born in 1975 in Wisconsin (USA), she's a leading American businesswoman. She studied computer science at Stanford University and is an expert on artificial intelligence. She worked at Google for 14 years, before becoming the CEO of Yahoo! _____
- This American politician and diplomat was the 67th United States Secretary of State from 2009 to 2013, serving under President Barack Obama. In the 2008 election, she was a leading candidate for the Democratic presidential nomination. _____
- Born in Hamburg in 1954, this woman was the daughter of a Protestant pastor. She's currently the first female Chancellor of Germany. In 2007, she became the second woman (after Margaret Thatcher) to chair the G8 Summit. _____
- With her tough-talking rhetoric, which earned her the nickname "The Iron Lady", this woman was Britain's first female Prime Minister. She served three consecutive terms in office. _____

 **Your turn!**
Write about someone from your country who was famous many years ago. Why are they still remembered? What impact did they have? What legacy have they left?

6 Fluency practice

Answer the questions. Invent if necessary. Give details. **Did you...**

- ...get blamed for anything last year?
- ...take on any new projects last month?
- ...learn from any mistakes last month?
- ...achieve everything that you set out to do last month?
- ...develop any systems or new ways of doing things last year?
- ...have to inspire others in any way last year?
- ...have to defuse any hostile situations last month?

Idiom	Who said it	Meaning
1. Stay on top of things		
2. Hit a home run		
3. Seize opportunities		
4. Play to your strengths		
5. Bite the bullet		
6. There's no point in		
7. Take the bull by the horns		
8. Follow your dreams		
9. Aim high		

4 Past tense review: table completion

Read over the sentences. Then, complete the table with the correct names of the tenses. Which ones are passives? What do we use each tense for?

Sentence	Tense
1. She went to work by bus.	<i>past simple</i>
2. They were discussing the idea.	
3. She'd already seen the film.	
4. They'd been living there previously.	
5. We used to go there every year.	
6. She'd often take us to the pool on Sundays.	
7. She wasn't aware of the changes.	
8. They were given two hours to do it.	
9. She was being taken round the factory.	
10. I'd already been shown it before.	

See the resource section for more information on past tenses.



Famous people chat

Activity type: information exchange



Task

You're going to exchange information about famous people. Spend a few minutes reading over the information. Make notes. If there's time, do some research on the internet and find out as much as you can about your famous person. When you're ready, get together with a partner and take turns talking about your famous people. Answer any questions and invent information if you aren't sure. Also, ask questions about your partner's famous person.

Student A: Marissa Mayer

Born on 30th May 1975 in Wausau, Wisconsin, Marissa Mayer is the daughter of an engineer and an art teacher. She demonstrated an early ability for maths and science, but developed a passion for computers while she was at Stanford University (USA). She earned a Bachelor of Science degree in symbolic systems, and an Master of Science degree in computer science, specialising in artificial intelligence.



After graduating, she accepted an offer to lead Google's user interface and Web server teams, becoming the company's 20th employee and its first female engineer. In July 2012, she was appointed president and CEO of Yahoo. The company was suffering declining stock prices, layoffs and slowing ad revenue. Marissa's objective was turn the company around. She's the fifth CEO hired by Yahoo in the past five years. She's also one of only 20 women running a Fortune 500 company.

Quote: "I helped build Google, but I don't like to rest on [my] laurels. I think the most interesting thing is what happens next."

Student B: Sergey Brin

Internet entrepreneur and computer scientist Sergey Brin was born on 21st August 1973, in Moscow, Russia. His family emigrated to the United States in 1979. After receiving his degree in mathematics and computer science from the University of Maryland, Sergey enrolled at Stanford University, where he met Larry Page. Both students were completing doctorates in computer science. As a research project at Stanford University, Brin and Page created a search engine that listed results according to the popularity of the pages. They called the search engine Google after the mathematical term "Googol" (which is a 1 followed by 100 zeros).



After raising \$1 million from family, friends and other investors, the pair launched the company in 1998. Google has since become the world's most popular search engine, receiving more than 200 million queries each day. Headquartered in the heart of California's Silicon Valley, Google held its IPO* (initial public offering) in August 2004, making Brin and Page billionaires. Brin continues to share the company's day-to-day responsibilities with Larry Page and CEO Eric Schmidt.

Quote: "Solving big problems is easier than solving little problems."

***IPO**

An IPO (initial public offering) is the first sale of shares by a private company to the public. IPOs are often issued by companies who are looking for capital in order to expand.

Asking about a famous person

1. What's he famous for?
2. What's her philosophy on life?
3. Has she been in the news lately? What for?
4. Where do you think he'll be in 5 years' time?
5. What are some of her greatest achievements?
6. What did he study at university?
7. How did she become famous?
8. What are some of the challenges facing him at the moment?

Expressing uncertainty

1. As far as I can tell, she...
2. I'm not that sure, but I think...
3. Without being 100% sure, I'd say that...
4. From what I can tell, she...
5. It isn't really clear from the information I have, but I'd have to say that...
6. My understanding is that...
7. As far as I'm aware, he...
8. I always thought that.. / I've heard that...



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT **2** Travel time

Vocabulary: Travel

Language structures: The verb to get / Conditionals

Useful expressions: Giving details about a place;
Asking about a place

Country facts

Complete the facts (1 to 13) with the words from below.

temperatures country twice deepest city waterfall
difference group people big water Desert old

1. The warmest sea in the world is the Red Sea, where _____ can reach up to 31°C.
2. Angel Falls in Venezuela is the world's highest _____, with a height of 979 metres.
3. Rain has never been recorded in some parts of the Atacama _____ in Chile.
4. At 1,642 metres, Lake Baikal in Russia is the _____ lake in the world.
5. A huge underground river runs underneath the Nile, with six times more _____ than the river above.
6. Monaco is the highest density country in the world with about 16,000 _____ per square kilometre.
7. The world's largest hot desert is the Sahara in North Africa. Covering an area of more than 9,000,000 km, it's almost as _____ as the United States.
8. The Pacific Ocean is the largest ocean, covering 165 million square kilometres. It's more than _____ the size of the Atlantic.
9. Some of the oldest mountains in the world are the Highlands of Scotland, which are estimated to be about 400 million years _____.
10. With an average height of about 4,500 metres above sea level, Tibet is the highest _____ in the world.
11. With more than 13 million citizens, Shanghai (in China) is the largest _____ in the world by population.
12. The greatest tide change on earth occurs in the Bay of Fundy (a bay between the Canadian provinces of New Brunswick and Nova Scotia, on the Atlantic coast). The _____ between low tide and high tide can be as great as 16 meters.
13. The people who live on Tristan da Cunha are over 2,000 km from their nearest neighbours on the island of St Helena. The island of Tristan da Cunha is part of a remote volcanic _____ of islands in the south Atlantic Ocean.

Think about it!

Do you know any other interesting facts about these countries or places? What are they? What's the most surprising fact in the list? Why? Are there any interesting facts about your country? What are they?



Vocabulary: Travel

1 Holiday snaps comments

Write the name of a place under each photo and comment (1 to 6). What do you know about these places? Where are they? Have you visited any of them?



1
I've never been thirstier!



2
Apparently, it's more than 8,000 kilometres long. It's going to take me ages to get home!



3
You know, this place would make the world's largest swimming pool!



4
Something's not quite right about this.



5
Pretty amazing, what do you "Sphinx"?



6
You wouldn't happen to have the time on you, would you?

2 Table completion

Complete the table with the correct information. Then, make three sentences with any of the words.

Country	Adjective	Country	Adjective
1. America / the USA		11. China	
2. England		12. Spain	
3. Ireland		13. South Africa	
4. Wales		14. Scotland	
5. Germany		15. India	
6. France		16. Italy	
7. Australia		17. South Korea	
8. Canada		18. Russia	
9. Brazil		19. Poland	
10. Japan		20. Argentina	

3 Website text analysis

Read over the text. Which festival would you like to visit? Why? Then, write the name of a festival (Palio, Tenjin, Body, Water) next to each statement. Try to do it without referring back to the text.

Palio Horse Race

This festival takes place in Siena, Italy. Seventeen neighbourhoods compete in an epic horse race twice a year. Preparations begin on 26th April when each neighbourhood stages a parade for its patron saint. On the evening before the race, there's a banquet, and on the day of the race, the horses are blessed. Later, spectators head to the Piazza del Campo to watch, while jockeys ride bareback for the 90-second race around the square.

Tenjin Matsuri "Festival of Fire and Water"

This festival, which is held in Osaka, Japan, is the world's largest boat carnival. The origins of the celebrations can be traced back to the 10th century. The event includes traditional Japanese performing arts such as "kagura" (music), and "bunraku" (theatrical performances with puppets). The festival consists of a parade on land, and a boat procession immediately afterwards. At dusk, viewers watch from pavilions as boats are set on fire. Afterwards, there's a firework display.

Body Painting Festival, Austria

The World Body Painting Festival is the largest festival devoted to body painting in the world and the first of its kind. It was created in 1996 by Alex Barendregt and features contests in several categories, including airbrush and sponge painting. The festival attracts international musicians and performers, and there are more than 30 different body painting workshops.

Watermelon Festival, Ohio

"Some of the best watermelon I've tasted in all my life, and I'm 85 years young," said a visitor from Washington State, who was in town for the Lakeville Watermelon Festival in Ohio. There are activities for children, including games, face painting and races, plus there's a special "fun fair" area with inflatable rides and slides. Local bands perform on stage and traditional food is served. Before things come to a close, there's a spectacular firework display.

Which festival...

- ...started more than 1,000 years ago?
- ...is based on a form of art?
- ...consists of a competition between townsfolk?
- ...is dedicated to an item of fruit?
- ...gets a recommendation from an elderly person?
- ...was started in the 1990s?
- ...features a theatre show with puppets?
- ...involves a very short race?

4 Language: vocabulary

Find a word or expression in the text that means...

- An adjective used to describe something that's very large and impressive =
- A word that's used to describe a procession of people or vehicles =
- A grand, formal dinner =
- A flat open place surrounded by buildings often in the centre of a town or city =
- The time of day when it starts to get dark as the sun goes down =
- A competition or game which people try to win =
- A person who acts or sings in front of an audience =

Your turn!

Write about a festival from your country. Explain about its origins / where it takes place / what it involves, etc.

Think about it!

Have you ever been to a festival in another country? What was it like? What's the best cultural event you've ever been to? Why was it so good? What does your country focus on in its marketing campaigns? What type of international events does your country host? Which ones have they hosted in the past? What do you think tourists like most about your country? What is your country most famous for? What do you think tourists are pleasantly surprised about when they come to your country?

Language structure: The verb to get

The verb *to get* has a number of different meanings. To get can be used to mean:

- **To become...** = They got lost in the airport.
- **To buy** = He got a new car.
- **To receive** = She got a pay rise.
- **To arrive...** = He got home later than normal.
- **As a type of passive construction (informal) with get + a past participle...** We got robbed in the Underground.

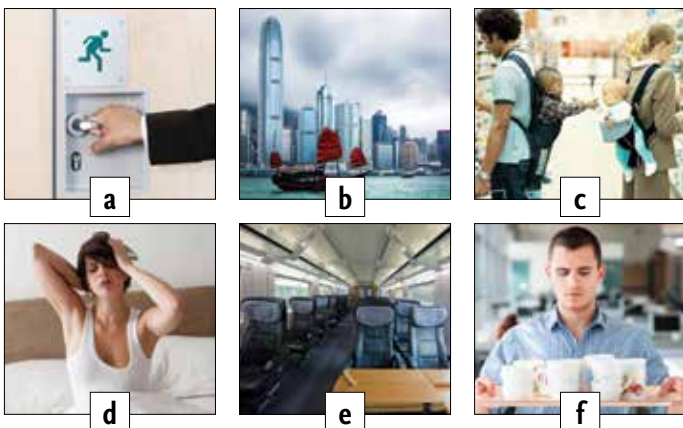
There are several phrasal verbs and expressions with the verb to get:

- **Get someone in** = if you "get someone in" to a place, you help them enter that place.
- **Get through** = if you "get through" a bad situation, you survive it.
- **Get onto something** = to start working on something or dealing with something.
- **Get into a place** = to arrive at a place.
- **Get used to something** = to do something so often that it becomes normal / easy for you.
- **Get to try something** = to have an opportunity to do something new or different.
- **Get to sleep** = to manage to fall asleep.
- **Get to do something** = to have an opportunity to do something.
- **Get someone to help you** = convince or ask someone to help you.
- **Get past** = to move past someone or something that's in your way.
- **Get into a mess with something** = to start to have problems with something.

Photo matching

Match the sentences (1 to 6) to the photos (a-f).

1. I need you to get me into the First Class compartment.
2. There's no way I'll be able to get through all these meetings without a lot of coffee!
3. We need to get onto this right away!
4. I'll be getting into Hong Kong earlier than planned.
5. I couldn't get past them as they were blocking the aisle.
6. I couldn't get to sleep until about 4am last night.



Anecdote analysis

Read over the stories. Which ones can you relate to? Then, write the correct names in the table. Afterwards, see if you can find any expressions with the verb *to get*. What do they mean?

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Just back from holiday?

What did you like/hate about it?

Tell us!

I hate it when you get on the plane and everyone's scrambling to get their luggage in the overhead lockers. Also, it's really annoying when you're trying to get past someone in the aisle and they're taking ages getting their stuff in and out. **lily44 Today 09:01AM**

I can't stand those people who bring on really big bags onto the plane and try to get them into the overhead lockers. Once, this guy pulled out a bag of mine so he could get his in. What a cheek! Oh, and I hate it when you get ripped off by taxi drivers who charge you extra or take you on the long route because you aren't familiar with the city. **badlad13 Today 08:57AM**

I went to England for a month, just travelling around. I had a great time, but I found it quite hard to get used to driving on the other side of the road. Also, I got into a bit of a mess with the rental car. I couldn't work out how to put it into reverse and I had to get someone in a garage to help me. In general, I don't really like driving, but even less so in a car that isn't mine and in another country. **bottle33 Today 08:48AM**

One thing I just can't get used to is sleeping in a bed that's different to mine. Some people have no trouble at all, but not me! In general, however, I really like staying in hotels. It's great as you get to sleep in a room in an exciting place, get breakfast then go out for the day and come back to a room that's been cleaned for you! I love it! **stan 99 Today 08:23AM**

My favourite part about travelling is getting to try a lot of different kinds of food. It's amazing how different a dumpling can be in Miami (where I'm from) and Beijing (where we went last year), or dim sum in New York and Hong Kong, or gazpacho in Los Angeles and Madrid! **catch22 Today 08:14AM**

For me, the worst part about travelling is jet lag. I often travel to New York for work, and I just can't get used to it. It often takes me days to get my body back in synch, especially on the trip back to London. Top tips anyone? **bedtime Today 08:03AM**

Name	Likes / dislikes
1.	...can't get used to sleeping in hotel beds.
2.	...suffers a lot when travelling through different time zones.
3.	...likes trying out different types of food.
4.	...hates all the chaos as people are getting onto a plane.
5.	...isn't that keen on driving an unfamiliar car.
6.	...can't stand people who bring big bags onto the plane.

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Your turn!

Write the text for a short post on a website about what you like/dislike about travelling. Use the verb *to get* where possible.

Language Structures: Conditionals

Compare & Contrast

Compare and contrast the following pairs of sentences. What's the difference? Which tenses are used? See if you can name the conditional structures used.

- a) If you put ice cream in the sun, it melts.
b) If you put ice cream in the sun, it'll melt.
- a) If you take the torch, you'll find your way around far more easily.
b) If you took the torch, you'd find your way around far more easily.
- a) If we bought our tickets online, we'd get a discount.
b) If we had bought our tickets online, we would have got a discount.
- a) If I hadn't gone to the party the other night, I wouldn't have felt so bad that morning.
b) If I hadn't gone to the party last night, I wouldn't feel so bad this morning.

Website analysis

Read over the information about visiting Britain. Then, write **T** (True) or **F** (False) next to each statement. Try to do it without referring back to the text. Afterwards, see if you can identify any conditional structures. What tenses are being used? Why?

visitingbritain.com

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BRITAIN

One of the most typically English sports is cricket; and if you go to Britain in the summer, you must try to see a game as it's an example of the British at their best: sober, refined, and well-dressed. If you do have time to see a match, the best place to go is the New Road ground in the town of Worcester. The view across the ground and beyond the River Severn to the cathedral is one of the best in the country. Oh, and if you are feeling hungry, try the cakes in the pavilion. They're delicious!

If you want to see a Shakespeare play as it's supposed to be seen, visit the Globe Theatre on London's South Bank (the south side of the Thames River). This is a replica of the original 16th-century theatre, and it is the place to pay homage to the Bard. For the best atmosphere, get a place just in front of the stage. But if you're feeling tired, think again as there aren't any seats – you have to stand for the entire performance!

You've probably heard of the gondolas of Venice. But did you know that Britain has its very own version

Your turn!
Write about a place to visit in your country. Explain why it would be interesting for a visitor from another country, and what they could learn about the history/culture, etc. of your country.

of this form of river transport? They're called punts and you can rent one in Oxford or Cambridge. The views along the River Cam, which runs through the ancient university in Cambridge, are truly incredible. If you aren't feeling particularly energetic, you can pay someone to do the punting for you.

If you want to experience another great British tradition, sit down to enjoy a traditional afternoon tea. One of the best places to go for this is the town of Harrogate in the north of England. This is a quaint old spa town full of history and fine architecture.

If you've had enough of England, head up north on the most magical train ride in the world from London to Scotland. Hop on the train at London's Euston Station, go to sleep and wake up in the heart of the Scottish Highlands. Truly wonderful!



- One of the best places to see a game of cricket is in the grounds in Leicester.
- The author suggests trying the cakes that they serve in the pavilion.
- The Globe Theatre is an original 16th century theatre.
- The author suggests getting a seat near the front of the stage.
- Britain's version of a gondola is a punt.
- The River Cam runs through Oxford University.
- Harrogate is a spa town in the south-west of England.
- The overnight train to Scotland departs from Euston Station in London.

Your turn!

Write about a place to visit in your country. Explain why it would be interesting for a visitor from another country, and what they could learn about the history/culture, etc. of your country.

The visit!

Activity type: presentation



Task

You're going to give a presentation on a country / region / city / district, etc. to visit on for a five-day trip. Give details of when and where to go and what can be seen there at that time of the year. Include information on as many of the things mentioned below as you can. If possible, bring in maps and photos for the presentation. When you've finished, answer any questions. Then, listen to your colleague's presentation, and ask questions.

Provide information on the following

festivals, tournaments, hotels, schedule, architecture, palaces, restaurants, sporting events, special events, traditions, customs, places to visit, things to do there, museums, parks, castles, stately homes, gardens, shopping districts, bars, clubs...
other?



Giving details about a place

1. Some of the best things to see here include...
2. If you're into... then you've got to see...
3. You should find time to... as it's...
4. If there's one thing you must see, it has to be...
5. I'd really recommend spending some time in...
6. If you're interested in X, the best place to go is...
7. If you haven't got much time, you should think about...
8. If you're in... you should get the ferry over to...
9. You can get a train to... where you can see...
10. If you like doing X, there's a great Y in Z.

Asking about a place

1. What can we expect to see in... at this time of the year?
2. If we went in... would we get a chance to see...?
3. Do you think we'd be able to get tickets to see...?
4. Are there any good places to go shopping in...?
5. If we're interested in X, where's the best place to go?
6. What are the top 10 things that people do in...?
7. What are the main attractions in...?
8. Do you think we'd have enough time to see both...?
9. What do you think we should do or see in...?
10. Where are some of the best places to stay in...?

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Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 3 In the name of art!

Vocabulary: Art & creativiity

Language structures: Collocations

Useful expressions: Describing a book;
Asking about a book

■ Song lyrics

Choose the correct answers to complete the song lyrics.

- In the song *Smells like Teen Spirit* by Nirvana, which of the following is correct?**
 - Here we are now, entertain us.
 - Here we are now in containers.
- What are the correct lyrics for *Hero* by the Foo Fighters?**
 - There goes my hero. He's old and hairy.
 - There goes my hero. He's ordinary.
- How does the Red Hot Chili Peppers song *Can't Stop go*?**
 - Can't stop the spirits when they need you.
 - Can't stop the ferrets when they need food.
- What do the Beatles sing in the song *Something*?**
 - Something in the way she moos attracts me like no other mother.
 - Something in the way she moves attracts me like no other lover.
- Outkast's song *Hey Ya* goes...**
 - Shake it like a polar bear ninja.
 - Shake it like a Polaroid picture.
- What do the 98 Degrees say in the song *I Do (Cherish You)*?**
 - ...your hand brushes mine...
 - ...your hairbrush is mine...
- What are the correct lyrics from this Creedence Clearwater Revival song?**
 - "There's a bathroom on the right."
 - "There's a bad moon on the rise."
- Irish group U2's *Mysterious Ways* goes...**
 - She moves in mysterious ways.
 - Shamu the mysterious whale.
- Bob Dylan's *Blowing in the Wind* goes...**
 - The ants are my friends, they're blowin' in the wind, and the ants are a-blowin' in the wind.
 - The answer, my friend, is blowin' in the wind; the answer is blowin' in the wind.

Think about it!

Have you heard any of these songs? What did you think of them? What are your favourite lyrics of all time? Do you know the lyrics to any songs? Which ones? Why did you learn them?



Vocabulary: Art & creativity

Website analysis

Read over the text. Then, write the name of a work of art (just the abbreviated forms) next to each statement. Afterwards, do the language related activity.

Performance art!

Performance art only lasts as long as... the performance. Here are five examples of this unusual form of art.



I Like America and America Likes Me
For his 1974 work *I Like America and America Likes Me*, artist Joseph Beuys spent three days in a gallery wrapped in felt and accompanied by a wild coyote.



Shoot
As part of his 1971 performance piece, *Shoot*, US artist Chris Burden asked a friend to shoot him in the arm. The following year, he performed *Deadman*. This involved lying under a tarpaulin on a busy highway. He was illuminated by flares as the night-time traffic roared by.



Still and Chew / Art and Culture in London
John Latham's performance *Still and Chew / Art and Culture in London* took place in 1966. Latham was a part-time teacher at the time, and during one class, he invited his art students to chew pages of a library copy of Clement Greenberg's book *Art and Culture*. The pulp was then dissolved and distilled and sealed in glass vials. When the library asked for their book back, Latham offered them one of the glass vials.



I I
As part of his 2011 performance piece *I I*, artist Ryan McNamara and collaborator Sam Roeck buried themselves in the ground. With just their faces showing, they sang love duets, such as "Tonight" from *West Side Story* and Dolly Parton numbers. Fifteen minutes into the three-hour performance, a drunken visitor accidentally kicked one of the artists in the head, and stumbled back into the other one. The artists carried on, undeterred.



The Artist is Present
In 2010, the Museum of Modern Art (MOMA) in New York City presented artist Marina Abramovic's performance piece *The Artist is Present*. As part of this, Marina sat in the museum's atrium every day from the opening of the museum to its closing. Onlookers could take turns sitting opposite her for as long as they wanted, becoming part of the artwork themselves. The performance lasted 736 hours and 30 minutes, and attracted celebrities such as Björk and James Franco.

This work of art involved...

1. ...destroying a copy of a book.
2. ...sitting in a museum for more than 700 hours.
3. ...being in a gallery with a wild animal.
4. ...being buried in the ground for three hours.
5. ...lying on a busy road at night.

Language

Find a word or expression in the text that...

1. ...refers to the act of entertaining an audience by singing, dancing, etc. =
2. ...is a thick cloth made from wool or other fibres packed tightly together =
3. ...is a sheet of heavy waterproof material that is used as a protective cover =
4. ...is a small device that produces a bright flame =
5. ...describes the noise of traffic =
6. ...means to use your teeth to break up food in your mouth =
7. ...is a piece of music sung or played by two people =
8. ...means to almost fall as you're walking or running =
9. ...means "unaffected" =
10. ...describes a part of a building such as a hotel or shopping centre, which extends up through several floors of the building and often has a glass roof =

Your turn!
Write about a famous work of art, book or song from your country.

Quotes: Creativity

Read over the quotes. Which ones do you like? Why? Which ones do you agree with? In what way?

- "Creativity is just connecting things." **Steve Jobs**
- "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." **Scott Adams**
- "Creativity requires the courage to let go of certainties." **Erich Fromm**
- "The chief enemy of creativity is 'good' sense." **Pablo Picasso**
- "An essential aspect of creativity is not being afraid to fail." **Edwin Land**
- "Anxiety is part of creativity, the need to get something out, the need to be rid of something or to get in touch with something within." **David Duchovny**
- "Creativity makes a leap, then looks to see where it is." **Mason Cooley**
- "Creativity involves breaking out of established patterns in order to look at things in a different way." **Edward de Bono**
- "Creativity comes from a conflict of ideas." **Donatella Versace**
- "When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesise new things." **Steve Jobs**

Language structure: Collocations

A collocation consists of two or more words that often appear together – a sequence of words that combine to create natural-sounding language. Noticing and recording words that go together will improve the accuracy and fluency of your speaking and writing.

For example:

- a) You're eating too much **junk food**.
- b) He was **sentenced to** six months in jail.

There are several different types of collocation. Here are some of the most common:

- Noun + noun: *a carton of orange juice*
- Noun + verb: *the lion roared*
- Adverb + adjective: *incredibly quick*
- Noun + noun (compound noun): *junk food*
- Adjective + noun: *gold-plated watch*
- Verb + noun: *catch a cold*
- Verb + adverb: *run quickly*
- Verb + prepositional expression: *speak to someone*
- Verb + particle (phrasal verb): *run out of something (sugar, etc.)*
- Idiomatic expression: *a piece of cake*
- Functional expressions: *What a relief! / It's up to you!*

As you can see, collocations cover a wide range of language from fixed expressions (such as idioms and phrasal verbs) to more flexible combinations (such as verbs + nouns: *make a bed, make a noise, etc.*). There's a debate over whether fixed expressions such as idioms should be counted as collocations.

Top tip

It's easier for our brains to remember chunks of language rather than single words. So, always record words as collocations (where possible), or better still, in an example sentence. Noticing and recording words that go together will help improve your speaking and writing and make it sound much more natural.

Multiple choice

Choose the correct answers in order to complete the sentences. Then, see if you can identify any collocations.

1. The motorbike runs _____ biofuel.
a) at b) on c) to
2. I laughed so _____ that it hurt.
a) hard b) tough c) firm
3. She _____ the land-speed record.
a) snapped b) struck c) broke
4. We headed _____ the harbour front area to have lunch.
a) to b) by c) with
5. We _____ a great time there.
a) did b) made c) had
6. The city has got a bit of a reputation _____ a party destination.
a) by b) as c) at

Photo matching

Match the text (1 to 6) to the photos (a-f). Then, identify the collocations in each sentence.

1. She's obsessed with money.
2. We're getting tired of all the changes.
3. He refused to get a job, living off his parents.
4. He stole the jewels and got away with it.
5. I put my success down to hard work and a bit of luck.
6. I'd describe him as generous, loving, kind and caring.



a



b



c



d



e



f

Collocations

Complete the sentences with the correct words. Can you identify the collocations in each sentence?

1. We travelled _____ the monastery by train.
2. The car runs _____ a type of bio fuel.
3. There were a group _____ people outside the station.
4. We set _____ on our journey at six in the morning.
5. They were trying to _____ the record.
6. We laughed really _____.
7. This will _____ you laugh.
8. We decided to head _____ the centre.
9. They _____ a really good time.
10. It was a piece of _____-hearted writing.

Book review completion

Complete the book review with the correct words. How many collocations can you identify?



The Talented Mr. Ripley

The Talented Mr. Ripley (1955) is a psychological thriller by the British novelist Patricia Highsmith. It's about a conman called Tom Ripley. He's sent by shipping (1) **magnificent / magnate** Herbert Greenleaf to Mongibello (Italy)

to try to persuade Greenleaf's son, Dickie, to return (2) **at / to** the States. Tom befriends Dickie and becomes obsessed (3) **with / by** him. But Dickie and his friend

Marge soon get tired (4) to / of Tom. Eventually, Tom murders Dickie, steals his identity and moves to Rome to live (5) off / for his victim's trust fund. The question is – will he get away (6) with / for it?

The book won many (7) awards / affords and is the first in the five-part Ripliad Series. Critics attribute the novel's success (8) by / to the fact that Tom is a fascinating anti-hero – he's both a murderer and extremely likeable. Highsmith described him (9) at / as "suave, agreeable and utterly amoral" and one reviewer called Tom "charming, literate and a monster."

Book extract

He had offered Dickie friendship, companionship, and respect, everything he had to offer, and Dickie had replied (10) with / for ingratitude and now hostility. Dickie was just shoving him (11) out / at in the cold. If he killed him on this trip, Tom thought, he could simply say that some accident had (12) happened / made. He could... He had just thought of something brilliant: he could become Dickie Greenleaf himself. He could do everything that Dickie did. He could go back (13) in / to Mongibello first and collect Dickie's things, tell Marge any damned story, set up an apartment in Rome or Paris, receive Dickie's cheque every month and forge Dickie's (14) signature / sign on it. He could step right (15) into / at Dickie's shoes.

Kiss by the Hôtel de Ville

"Kiss by the Hôtel de Ville" was taken by Parisian photographer Robert Doisneau (1912-1994). It shows a pair (9) _____ young lovers kissing in a street in Paris as the world passes them (10) _____. For many, it symbolised Paris' reputation (11) _____ the city of romance. Doisneau took the photo in 1950 for Life magazine, but the identity (12) _____ the young couple remained a secret for many years. However, in 1992, during a court (13) _____, Doisneau was forced to reveal the names of the pair: Françoise Delbart and Jacques Cartaud. The couple were both actors and Doisneau had seen them kissing but hadn't (14) _____ a photo because he wanted to (15) _____ their permission first. The couple agreed and posed (16) _____ Doisneau in three separate locations: the Place de la Concorde, the Rue de Rivoli and the Hôtel de Ville. It was the Hôtel de Ville shot which was published (17) _____ 12th June 1950. Doisneau was forced to (18) _____ their identities after another couple (Jean and Denise Lavergne) who thought they were the ones in the photo (19) _____ Doisneau to court for "taking their picture without their knowledge". Doisneau eventually won the case.

*RCA = Radio Corporation of America



Magazine article completion

Complete the magazine article with the correct words. What type of collocations are the words or expressions you've completed?

Lunch atop a Skyscraper

"Lunch atop a Skyscraper" is a famous black-and-white photo that was taken in New York City on 20th September 1932. In the photo, 11 construction (1) _____ are sitting on a (2) _____ girder 256 metres (and 69 storeys) up in the air. Behind them is Central Park. The men are (3) _____ sandwiches and seem to be (4) _____ their lunch break. However, recent research suggests that the photo was posed. Although the men were real construction workers who were (5) _____ on the RCA* Victor building (which is part of the Rockefeller Centre in Manhattan), the photo itself was a publicity (6) _____ to promote the Rockefeller Centre. There are a number (7) _____ different versions of the scene because there were several photographers there at the time. However, this particular photo has been credited (8) _____ Charles C Ebbets.



Your turn!

Write a description of a famous photo from your country.

The book review

Activity type: a presentation

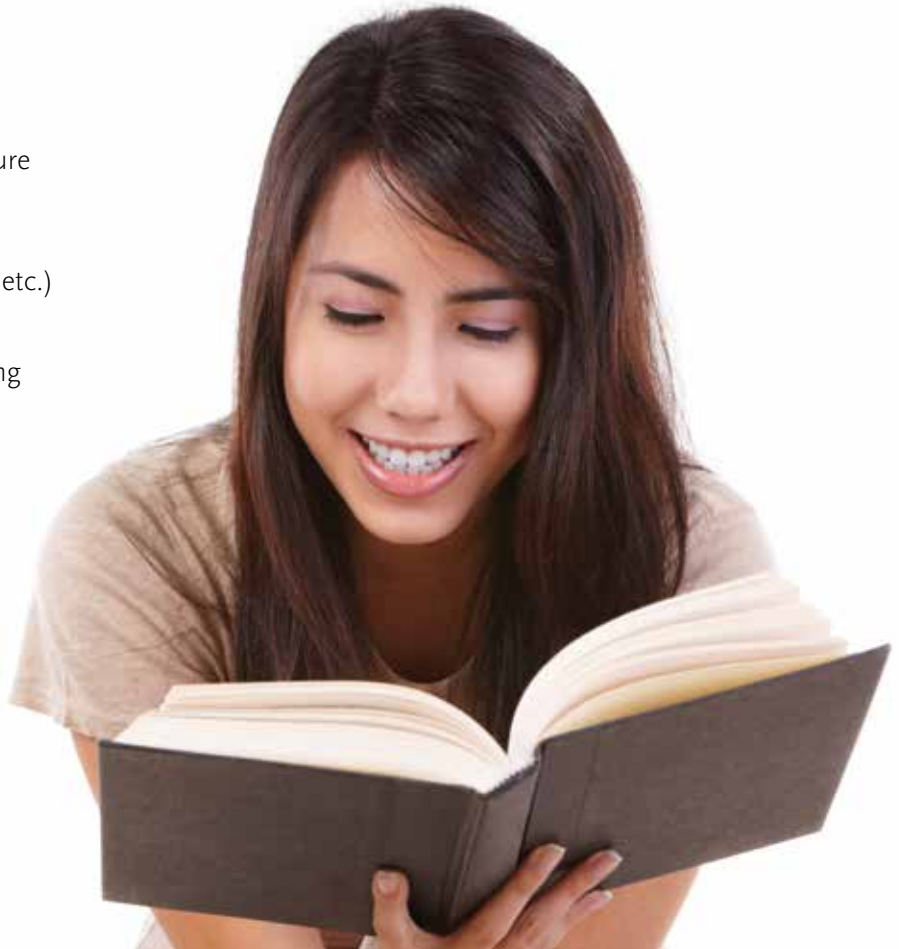


Task

You're going to give a presentation on a book. Use the prompts below to think of things to say and use the internet to do some research. When you're ready, give your presentation and answer any questions. Afterwards, listen to any other presentations and ask questions. Alternatively, you could talk about a photo or work of art.

Information on a book

- A description of the book
- An appraisal of the book
- Quotes from the book
- Its significance in the world of literature
- The aims and purpose of the author
- About the author: born, nationality...
- Number of copies sold
- Adaptations of book (film, TV series, etc.)
- Famous references to the book
- Characters in the book
- Themes / genres / plot / style / setting
- Historical context
- Extracts from the book
- Opinion of the book
- What you like/dislike about the book



Describing a book

1. The story is set in... It takes place in...
2. The author has also written...
3. The book was made into a successful...
4. The author went on to...
5. The book tells the story of...
6. The book/novel was written by...
7. This work is based on...
8. The story goes as follows...
9. The plot is fairly complex and deals with...
10. The plot focuses on...

Asking about a book

1. What other books has the author written?
2. Where does it take place?
3. What's the historical context behind the book?
4. What genre of writing is it?
5. What are some of the best things about the book?
6. Would you recommend it? Why? Why not?
7. Has it been made into a film or TV series?
8. How would you describe the style of writing?
9. Why is the book so popular? Who is it popular with?



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT **4** Debate time

Vocabulary: *Debating*

Language structures: *Text organisational terms / Compound words*

Useful expressions: *Putting forward a point;
Questioning an argument*

Debating topics

Choose three debating topics from below and think of the pros and cons for each one.

- No animals should be kept as pets.
- All roadside speed cameras should be removed.
- Advertising of alcohol should be banned.
- All CCTV street cameras should be dismantled.
- Smoking should be banned in all public places.
- All livestock should be kept in open-air spaces with room to range freely.
- Online social-networking accounts for children under the age of 16 should be prohibited.
- Food served in school canteens should only contain healthy options.
- Nuclear power stations should replace all coal-fired power stations.
- The use of plastic bags in supermarkets should be banned.
- Speed limits should be strictly enforced on all roads.

Think about it!

Which of these things are issues in your country? What are some other important topics of debate in your country? Which ones do you feel most passionately about? Why?



Vocabulary: Debating

1 Debating body language

Look at the examples of body language during debates. What do you think they mean? Why would someone do this? What effect could it have on other people listening or watching?



- Pointing your finger at someone
- Rolling your eyes
- Shaking your head
- Nodding your head
- Frowning
- Thumping the table
- Shrugging your shoulders
- Enumerating with your fingers
- Gesticulating wildly
- Smiling a lot
- Touching your neck
- Tilting your head to one side

2 Debating top tips

What's the best way to debate an issue? Read over the advice below. Which bits do you like? Which ones do you agree with? Which ones could help you win an argument?

The calm approach

- Overcome any objections calmly.
- Admit it when you're wrong.
- Try to empathise with your opponent.
- Prepare counter arguments in advance.
- Define your core argument and stick to it.
- Be open and willing to listen to new ideas.
- Stay calm and don't get distracted.
- Try to raise the other person's awareness of certain issues.
- Agree to disagree if all else fails
- Try to reach a compromise.

The aggressive approach

- Try to turn things around to your advantage.
- Hammer home your arguments as often as possible.
- Never give ground – argue every single point.
- Aim to expose flaws in your opponent's arguments.
- Make it your objective to persuade the other person to see your point of view.
- Pounce (metaphorically speaking) on your opponent the minute he/she shows any sign of weakness.
- Start off by making statements that you know your opponent will agree with. Then, move onto more controversial ideas.

1 Debate analysis

Do you think violent films can lead to violence in society? Think of any arguments in favour and against the issue. Then, read over the text to compare your ideas.

Are films making us violent?

TV programmes and films are full of violence. In fact, according to the *New Scientist* magazine, by the time the average American child starts school, he or she will have seen 8,000 killings and 100,000 acts of violence on TV. But does watching onscreen brutality make people more likely to commit violent acts?

According to some actors and filmmakers the answer is no. Arnold Schwarzenegger, who is famous for his roles in action flicks such as *Terminator 2* and *Conan the Barbarian*, denies that there's a link between movie violence and real violence. "Movies are entertainment – people know the difference," he said.



Director Quentin Tarantino (who is well known for bloodthirsty films such as *Pulp Fiction* and *Django Unchained*) has repeatedly said movies are not responsible for violence in society. In a 1994 interview, he stated, "Real life violence is real life violence. Movies are movies."

However, one film blogger wrote, "Of course action stars and directors claim their movies don't make the world more dangerous! They're protecting their jobs!" But what do scientists say? In 2010, American psychologist Dr Jordan Grafman studied the effects of violent videos on a group of 14- to 17-year-old boys. He monitored the teenagers' brainwaves while they watched a series of short, violent clips. Dr Grafman found that the images made the subjects "less sensitive to violence and more accepting of violence." He said this meant the clips made the boys "more likely to commit aggressive acts".

But other scientists dispute those findings. Professor Mark Griffiths from Nottingham Trent University agrees that violent images may desensitise us to violence. But, he says that doesn't mean we're more likely to act aggressively or commit a violent crime. Furthermore, in 2005 the British medical journal *The Lancet* reviewed hundreds of studies into the effects of movie and TV violence. It found "only weak evidence" to suggest that violent media leads to crime.

Your turn!

Write an opinion piece based on your views of violence in films or TV series.

Language structure:

Text organisational terms

There are several terms and words that can be used to combine ideas in writing and speech. Using them helps the reader or listener follow your arguments. Here are a few examples.

- **Addition / reinforcing ideas / organising ideas**
 Firstly,... / Secondly,... / First of all... / Finally,...
 Not only ... but also... / In addition...
 Moreover,... / Similarly,... / Furthermore,... /
 Additionally,... / Plus,...
- **Opposition / contradiction**
 Although... / Of course ..., but... / Yes, but...
 On the other hand... / Whereas... / However,...
- **Cause / condition**
 As long as... / Unless,... / With this in mind...
 In order to... / As,... / Given that... / Due to...
- **Emphasis**
 In other words... / To put it differently...
 So,... / For example,... / Of course,...
 Surprisingly,... / Significantly,...
 In general,... / Whether we should... is another
 question altogether.
- **Evidence**
 Recent research shows that... / A poll in 2010 revealed
 that... A study by... / In his study on X, Y argues that...
- **Opinion**
 It's clear that... / It's obvious that...
 I'm sure that... / I find it hard to believe that...
- **Summary**
 Generally speaking... / In the long run... / In short...
 As it has been noted... / To summarise... /
 In conclusion...

Conversation analysis

Read over the conversation and complete the table. Afterwards, read through the conversation again and find any text-organising words or expressions. Why are they being used? Scarlett and Harper are debating a number of issues.

Scarlett: So, what do you think about the question of bringing back capital punishment?

Harper: Well, it's definitely a controversial topic. But the fact that so many mistakes are made is a good argument against having it. Plus, I don't think we've got the right to take another person's life. The idea that we can right a wrong by killing again just doesn't make sense. Two wrongs don't make a right, as they say.

Scarlett: OK. What do you think about restricting the amount of violence that's broadcast on TV?

Harper: Well, first of all, there's the question of what constitutes violence. It's clear that there's no consensus on what would be considered gratuitous violence. Having said that, I do think there's a connection between the level of violence on TV and the widespread level of violence in society. However, whether we should go as far as banning or restricting it is another question. But the fact that they permit so much violence on children's TV is definitely wrong. And then there's the question of violent videogames. Time and again, you hear of criminals citing

videogames as the cause of their aggressive behaviour.

Scarlett: Interesting. OK, next question, do you think human cloning should be permitted?

Harper: Well, the possibility that it could help us find cures for a number of diseases means that it could be worth allowing it.

Scarlett: Yes, but that leads onto the question of whether it's ethical or not to play around with human life. Anyway, next question, do you think that smoking should be banned in public places?

Harper: Well, it's obvious that smoke is bad for you, but in my view, the smoking ban is an infringement of our basic right to freedom of choice.

Scarlett: Yes, but the fact that passive smoke kills means that by smoking you're infringing on other people's rights to clean air!

Harper: Yes, but... [fades out]

Debating issues		Harper's opinions
1.	Capital punishment	...can't get used to sleeping in hotel beds.
2.	Banning TV / film violence	...suffers a lot when travelling through different time zones.
3.	Human cloning	...likes trying out different types of food.
4.	Smoking bans	...hates all the chaos as people are getting onto a plane.

Text completion

Read over the article. Where do you stand on the issue? Why? Then, complete the text with the words from below.

- While As a result Of course However So For example

Is it right to hunt wild animals?

In the past, hunting was a necessity, with humans killing wild animals for food and clothing. (1) _____, modern hunters generally hunt for one of two reasons: for sport, or because it's part of their traditional culture. Can hunting ever be justified?

Hunting for sport is popular all over the world. Every year in the United States, more than 12 million people go hunting; and wealthy enthusiasts from around the world pay thousands to go on African safaris. (2) _____ many recreational hunters eat the animals they kill, others simply do it for trophies. These so-called trophy hunters pay taxidermists to stuff and mount the dead animals, which they then display in their homes as souvenirs.

(3) _____, should hunting for sport be allowed? No, says animal rights group PETA. They believe animals have the right to live out their natural lives in the wild. And the group notes that hunted animals often escape after being wounded and are left to die slowly and painfully. Other anti-hunting activists argue that hunters prefer to kill the bigger members of a species, which often leaves the smaller ones behind to breed. As a result, the entire species slowly becomes weaker.

(4) _____, many hunters disagree. They claim that responsible hunters follow a strict code of conduct, which includes never letting a wounded animal escape, and never taking a shot at an animal unless it's going to be a clean kill. Hunters also argue that their sport keeps certain species in check, preventing over-population.

(5) _____, they say that if waterfowl weren't hunted, their numbers would grow too large, leading to outbreaks of fowl cholera, a disease dangerous to humans. Hunters even argue that they're helping endangered species. This is because many countries reinvest hunting revenue (from permits or safari fees) back into animal conservation.

For example, some of the money that Zimbabwe earns from foreign elephant hunters is put back into elephant conservation. (6) _____, Zimbabwean elephant numbers are actually steadily increasing. However, conservationists say that killing animals in order to save them is hypocritical and that there are other ways to protect endangered wildlife.

necessary, and you can even carry your pistol in public. However, according to recent surveys, most Americans want stricter firearm controls. For instance, many in Washington think their state should require background checks on gun buyers. In March 2011, 40-year-old Lee Stawicki shot four people in a Washington café with two handguns he'd recently bought. A check on him would have revealed that he had a history of violence and mental illness. Also, many Americans want semi-automatic rifles banned. In August 2012, James Holmes opened fire in a Colorado movie theatre, killing 12 people. He used a semi-automatic assault rifle. In response to the shooting, one politician said such rifles serve no purpose in society. "You don't need an assault weapon to protect your family or shoot a deer."

However, America's pro-gun lobby is very powerful. The National Rifle Association (NRA) is a wealthy, non-profit organisation. They argue that guns actually make America safer. According to the NRA, criminals are less likely to attack someone if they think that person might be armed. Its executive vice president, Wayne LaPierre, recently said, "The more guns you have in a movie theatre, a shopping mall or a supermarket, the safer everyone is." Also, the NRA claims that stricter firearm controls won't reduce crime or violence because criminals will just buy arms on the black market.

What about Britain? The UK has some of the toughest gun laws in the world. The majority of British firearm owners use their weapons for hunting, pest control or clay pigeon shooting. And interestingly, Britain has a very low rate of gun violence.

Language structure:
Compound words

A compound word is made up of two (or more) words. There are several types of compound words.

- Compound nouns are formed by two nouns. Some compound nouns are joined together: *toothpaste, notebook, softball...* Others are hyphenated: *baby-sitter* Some are separate: *car mechanic, address book* And others have additional words: *daughter-in-law...*
- Some compound words consist of an adjective + a noun: *redhead, high school...*
- Modifying compound words (that often act as adjectives) are often hyphenated: *a part-time teacher, a fifty-kilometre walk, a high-speed chase, my 13-year-old daughter...*

Debating issue

Do you think guns should be banned? Think of any arguments in favour or against the issue. Then, read over the article once to compare your ideas. Afterwards, do the language activity on compound words.



Should guns be banned?

There are almost one billion firearms worldwide. A lot of those are in the hands of ordinary people. But should they be allowed to own guns?

Americans love their guns. About 45% of the population have a firearm in their home; and the right to bear arms is protected by the Second Amendment to the Constitution. Admittedly, some states have decided to limit this. For example, in California you need a licence to own a gun and there are background checks on potential buyers. But in Washington this isn't

Compound words

Complete the terms to create compound words from the text.

Try to do it without referring back to the text.

1. worldw_ _ _
2. fire_ _ _
3. background c_ _ _ _ _
4. firearm c_ _ _ _ _ _
5. gun bu_ _ _ _
6. handg_ _ _
7. mental i_ _ _ _ _
8. semi-automatic r_ _ _ _ _
9. assault _ _ _ _ _
10. movie _ _ _ _ _
11. non-profit or_ _ _ _ _ _ _ _ _
12. shopping _ _ _ _
13. super_ _ _ _ _
14. black m_ _ _ _ _
15. gun l_ _ _
16. pest c_ _ _ _ _
17. clay pigeon sh_ _ _ _ _

Your turn!
Write a short text about a controversial topic from your country. Include arguments in favour or against it.

The debate

Activity type: discussion



Task

You're going to have a debate with a colleague over certain issues. Read the statements below (or invent some of your own). Choose three and tell your colleague which ones you've chosen. Then, prepare arguments in favour or against the issues. Do this for the ones you have chosen, and for the ones your partner has selected. Then, when you're ready, get together in pairs and take turns debating the issues. See if you can come to an agreement.

Statements to debate

- Capital punishment should be brought back.
- Private wealth should be capped at \$1 million.
- Royalty and democracy are incompatible.
- The sale of cigarettes should be prohibited.
- GM food products should be banned.
- All swearing on TV should be prohibited.
- Human cloning should be permitted.
- Violent videogames should be banned.
- The hunting of wild animals should be prohibited.
- All state railways should be privatised.
- Outsourcing should be prohibited.
- Elected representatives should be banned from holding other posts.
- The government should do more to protect the environment.
- The rich should give away half their money to the poor.
- Plastic bags should be banned.
- Soft drugs should be legalised.
- Countries with weapons of mass destruction should eliminate their own arsenals before preventing others from acquiring them.



Putting forward a point

1. The facts clearly show that...
2. It's absolutely clear that...
3. I'd have to say that...
4. The fact that... clearly shows that...
5. The idea that you can...
6. Your suggestion that... is...
7. Your claim that... is...
8. Your assumption that... is...
9. It seems to me that...
10. As far as I see it,...

Questioning an argument

1. What did you mean when you said that...?
2. Can you give me an example of X?
3. You don't honestly think that..., do you?
4. You can't expect me to believe that...
5. You're right to a certain extent, but...
6. I agree with you up to a certain point, but...
7. I can't accept your view that ...
8. Yes, on the one hand... but on the other hand...
9. There's something to be said for... However...

Learn hot english magazine  **Remember!** You must do the *Reading* and *Listening* activities in **Learn Hot English magazine**.

UNIT 5 Products, chains & brands!

Vocabulary: Companies & franchises

Language structures: Prepositional verbs / Future tenses

Useful expressions: Selling the benefits of something;
Asking about a business

Company chain matching

Match the franchise chains (1 to 8) to the descriptions (a-h).

1. Curves
2. KFC
3. Pizza Hut
4. Dunkin' Donuts
5. Subway
6. McDonald's
7. Supercuts
8. Hampton Inn



- a. A hairdressing franchise operation with more than 2,000 salons all over the States. Men and women's hairstyling. The company was founded in the San Francisco Bay Area in 1975.
- b. This hotel chain offers quality and comfort. Simple, basic rooms are kept neat and clean and in perfect condition.
- c. A chain of gyms offering women a 30-minute total body workout. With both aerobic exercise and strength training, the workout provides an exercise plan that can burn up to 500 calories.
- d. A healthy alternative in the fast food world. Choose from a variety of select fillings and fresh toppings to create the perfect sandwich for lunch or dinner.
- e. The Colonel's secret recipe lives on. This restaurant has some of the most famous fried chicken in the world.
- f. Hamburgers and French fries, special deals, value meals and kids' menus, this place is ideal for those who are looking to make a saving.
- g. This company makes and delivers its pizzas throughout the world. Order a pizza to take away, or enjoy one in a city-centre restaurant.
- h. This café chain has become the place to stop in for breakfast. With a wide variety of doughnuts, they also offer healthier alternatives such as whole wheat and bran varieties.

Think about it!

Have you bought anything at any of these chains recently? What? When? Where? Which of these chains exist in your country? What's your opinion of them? What do you like/dislike about chain stores/restaurants, etc.?



Vocabulary: Companies & franchises

Slogans

Read each slogan. What messages are the companies involved trying to get across? Is the slogan effective? Why? Why not?

- “Think!” **IBM**
- “A diamond is forever.” **DeBeers**
- “Sicilia. Everything else is in the shade.” **Sicilian Regional Tourist Board**
- “Make yourself at home.” **IKEA**
- “We can’t wait to say G’day.” **Australian National Tourist Board**
- “The world on time.” **Federal Express**
- “Come to Bangladesh before the tourists.” **Bangladeshi National Tourist Authority**
- “For women whose eyes are older than they are.” **Robert Powers skin cream**
- “Malaysia. Truly Asia.” **Malaysia Tourism Promotion Board**
- “Because so much is riding on your tires.” **Michelin**
- “Eternally yours.” **Indian National Tourist Board**
- “Think small.” **Volkswagen**
- “Lufthansa. There’s no better way to fly.” **Lufthansa.**
- “Understanding comes with Time.” **Time magazine**

Website analysis

Read over the text on starting a franchise. Then, summarise the pros and cons in just 30 words.

Thinking of starting a franchise? Check out these pros and cons!

Advantages of franchising

You get an established brand and customer base. There’s some ready-made marketing material, and you can benefit from any national advertising campaigns. You don’t have to worry about setting up relationships with suppliers as that has all been done for you, and you get on-going business support in terms of consultancy and financial assistance. Best of all, you get management and technical training, and you benefit from any ongoing research and development into new products so you can stay ahead of the game. Overall, the risk is much reduced if you compare it to setting up your own business.

Disadvantages

There’s often a fairly hefty initial payment to make. Plus, the start-up costs in general aren’t cheap as you’ll have to buy equipment, pay for the rent or purchase of a shop or restaurant, hire staff... You’ll also have to pay royalty payments every month to the franchisor. The average royalty fees paid by franchisees range from three to six percent of monthly gross sales. One of the worst things for many people is that when you’re part of a chain, there isn’t much opportunity for creativity or flexibility – there are established procedures and these need following. Also, when you sign up to be a franchisee, you’re essentially locking yourself into a fairly long-term agreement that you’d find hard to get out of. Finally, your success is often determined by the overall success of the overall operation, which can be a drawback.

Word formation

Write the nouns that correspond to the following verbs.

Verbs	Nouns
1. To benefit	<i>benefit</i>
2. To relate	
3. To supply	
4. To assist	
5. To train	
6. To develop	
7. To pay	
8. To equip	
9. To determine	

Franchise poster analysis

Read over the information on the poster. Then, write **T** (true) or **F** (false) next to each statement.

FRANCHISE OPPORTUNITY

Grow your business with us!
Enjoy the freedom as an independent trader with the service and support of a national brand!

Silver Gym is the fastest growing chain of gyms with over 300 gyms in 12 countries.



Franchising benefits: minimal start-up costs, low investment, high profits, work with an established brand name, detailed guide on how to operate your franchise, bank loans at competitive rates, staff training, effective national advertising, recruitment assistance, operations support

PLUS special deals and huge discounts on gym accessories, training equipment, power drinks, vitamin supplements, weights, running machines and static bikes.

Get started today! Start-up fee just \$5,000!
Monthly royalties of 3% of sales!
Call 1-877-367-3376 www.silvergym.com

1. They aren’t an international brand.
2. They’re offering bank loans below the standard rates.
3. You can benefit from advertising in the country where you’re operating.
4. There aren’t any discounts on running machines.
5. Royalties are 3% of monthly profit.

Your turn!
Create a poster for a franchising opportunity. Base it on a company you’ve heard of or invent one.

Think about it!
What do you think the pros and cons of becoming a franchisee are? Would you ever consider running a franchise business? What type of franchise would it be? What differences are there between running a franchise and running your own business? What scope is there for creativity in a franchise business? What do you think customers like/dislike about franchise businesses?

Language structure:
Prepositional verbs

Prepositional verbs are made from a verb + a preposition. For example: *talk about* = "They've been talking about it."

The object that follows the preposition can be one word, or a complex noun group. For example:

- a) They blamed her for it.
- b) They blamed her for having lost the client after the way she handled their complaints.

If there's a verb following the preposition, this verb is usually in the gerund. For example: "They were thinking of leaving earlier than planned."

See the resource section for more information on prepositional verbs 

Speech bubble completion
Complete the speech bubbles with the correct prepositions.

<p>1. I think your hat goes really well _____ that scarf!</p>	
<p>2. You need to add some more salt _____ this – it's a bit bland.</p>	
<p>3. She posted a comment _____ her friend's Facebook page.</p>	
<p>4. We've spent all the money _____ food for the party.</p>	
<p>5. Does this come _____ any different sizes?</p>	
<p>6. We decided to invest all our savings _____ my brother's company.</p>	

News article completion
Complete the news article with the correct prepositions.

How to make a million!

What's the best way to get rich? Investing (1) _____ stocks and shares? Working hard? Inventing something? You don't have to be a genius to make a million, as these two hugely successful products clearly show.



Pet Rock

In 1975, American Gary Dahl was in a bar with some friends. They were complaining (2) _____ their pets and how much time and money they had to spend

(3) _____ them. With that (4) _____ mind, Gary came up (5) _____ an idea for the perfect companion: Pet Rock. As part of his sales plan, Gary bought some stones, and placed them individually (6) _____ boxes with air holes and straw, along (7) _____ an instruction manual on how to care (8) _____ them. Sales lasted only a few months, but as his overheads were tiny (the rocks cost about a penny each) and he could sell the product (9) _____ \$3.95, he quickly became a millionaire.

The instruction manual was full (10) _____ puns and gags. While "sit" and "stay" were easy, it explained, "roll over" would need a little extra help from the owner. With the money he made (11) _____ his pets, Gary opened a bar in Los Gatos, California.



Doggles

The idea of clothing (12) _____ dogs is nothing new, but Doggles takes it (13) _____ a whole new level. Doggles are basically glasses for dogs. Prices start at \$12.99

and they come (14) _____ two styles and several colours. There are even prescription lenses for dogs with restricted eyesight. Doggles were invented by Roni Di Lullo after she noticed her dog, Midnight, squinting (15) _____ the sunlight. Experiments were made (16) _____ human sunglasses and sports goggles before a pair was developed to fit the shape of a dog's head. They're made (17) _____ of a tinted polycarbonate material for UV protection, and come (18) _____ elastic straps to secure them (19) _____ the dog's head. They're now produced by the Doggles Company in Diamond Springs, California. Doggles were listed (20) _____ one of the "Most useless inventions ever", but also ranked number six (21) _____ a list of "11 Ideas that shouldn't have worked – but made millions" by MSN Money. By 2004, the specs were being sold (22) _____ 4,500 shops in 16 countries. Get inventing!

Future tense review: table completion

Read over the sentences. Then, complete the table with the correct names of the tenses. Which ones are passives? What do we use each tense for?

Verbs	Nouns
1. She'll probably go to work by bus.	future with will
2. They're going to leave the key on the table.	
3. The train leaves at 6pm.	
4. We're having the meeting next Friday at 4pm.	
5. She'll be working on it tomorrow.	
6. They'll have finished it by nine.	
7. He'll have been working on it for six hours.	
8. It will have been completed by then.	
9. They will be shown the film later.	
10. The film is going to be screened at 6pm.	
11. The meeting is being held early next week.	

See the resource section for more information on future tenses.



Photo matching

Match the sentences (1 to 7) to the photos (a-g). Which future tenses are being used? Why?

- I'm going to be staying at the Ritz if you need to get in touch.
- The work will hopefully be finished by Saturday.
- By the time she gets home, he will have cleaned the whole house.
- We'll be having dinner at about 9pm tonight.
- I will have been working here for 10 years next July.
- The party will have finished by about 12 o'clock.
- We're playing tennis together this Wednesday at 6pm.



a



b



c



d



e



f



g

Sentence completion

Complete the sentences with the correct form of the verbs in brackets. In many cases, more than one answer may be possible.

- He'll be _____ (come) home for Christmas – he promised.
- I will _____ (be) in London for six months by the time I leave for Japan.
- Don't worry, I _____ (be) careful with it.
- By Monday, Clara _____ (tell) about it.
- Charles _____ (let) us know what he thinks of it sometime next week.
- Who _____ (invite) to the wedding?
- The money _____ (pay) into your bank account this afternoon.
- If this new government gets in, taxes _____ (rise), that's for sure.

Presentation completion

Complete the presentation with the correct forms of the verbs in brackets. Use future tenses. In many cases, more than one answer may be possible. Clarissa is talking to a group of business people about running a franchise operation with Hampton Doughnuts.

Good afternoon and welcome to Hampton Doughnuts. My name's Clarissa Douglas – the managing director of franchising operations. In today's talk I (1) _____ (tell) you why you should become a Hampton Doughnuts franchisee!

Hampton Doughnuts has become one of the major providers of breakfasts internationally. Last year alone, we sold more than 1,300,000 doughnuts worldwide. Our figures for this year (2) _____ (be) set to be much higher, with estimates that we (3) _____ (sell) more than 25,000,000!

As a Hampton Doughnuts franchisee, you (4) _____ (show) how to run the operation and maximise profits. You (5) _____ (learn) how to keep track of inventory and supplies, and how to fill out our monthly reports. You (6) _____ (give) all the information necessary to market the business, and you (7) _____ (get) everything you need to produce products of the highest quality.

Once you've signed up with us, you (8) _____ (give) all of the support you need to get you started: process guides, training videos, marketing material – everything you'll need to help you run your business successfully. By the end of just one year, we guarantee that you (9) _____ (recover) your initial investment; and by the end of year two, you (10) _____ (make) a profit. On top of that...
[fades out]

Your turn!

Write a short paragraph about your financial situation. Invent if necessary.

The franchise opportunity

Activity type: presentation



FRANCHISE OPPORTUNITY

Hamptons doughnuts!

The only way to start the day!

Hamptons are one of the world's leading breakfast chains. With more than 400 outlets around the world, Hamptons offers a quality product at an affordable price.

Benefit from an established brand name, a detailed guide on how to operate your franchise, staff training and national advertising.

PLUS! big discounts on... coffee, doughnuts, sugar, drinks products and baked goods.

Get started today! Start-up fee just \$10,000!
Monthly royalties: 10% of sales!

Call **1-877-367-3376**
www.hamptonsdoughnuts.com

Follow us on or



Task

You're going to give a presentation on the benefits of operating a franchise with your company. Use the franchise information in the advert above, or invent your own company. Decide what the advantages of operating a franchise with your company are, and what you're offering potential franchisees. Include information on the things in the list below. When you're ready, give your presentation. Then, answer any questions. Afterwards, listen to any other presentations and ask questions.

Things to consider

terms and conditions, welcome pack, know-how information, marketing material, on-going support and assistance, training programmes, start-up costs, investment, potential profits, advertising, recruitment, discounts on goods, operations support, manuals and guides, business loans at competitive rates, the company USP (unique selling proposition – something that makes it different from the competition and attractive to customers)...

Selling the benefits of a business

1. You'll be offered loans at competitive rates.
2. You'll be given all the support necessary to ensure that...
3. By the end of year 1, you'll have made...
4. You'll be working closely with the head office.
5. We'll be right there behind you every step of the way.
6. You'll benefit directly from national advertising.
7. By the end of year 2, you'll be making...
8. By the end of year 3, you'll have made...

Asking about a business

1. What sort of support will we be given?
2. What are the monthly royalties?
3. Are there any other charges we could expect to pay?
4. How much will it cost to set the business up?
5. How many hours will I be expected to put in per week?
6. What sort of problems will we be facing in the first year?
7. How dependent on head office will we be?
8. What do the training programmes consist of?



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT **6** In the news!

Vocabulary: News stories

Language structures: Passive reporting verbs

Useful expressions: Giving details;

Asking about a news story

■ Newspaper headlines

Choose three of the headlines from below and make notes on what the story could be about.

Family of six rescued!

Actor in startling revelation!

Politician denies accusations!

Balloon stunt goes horribly wrong!

Cruise ship drama!

Murder suspect comes clean!

Twins meet for the first time!

Terror at beach resort!

Escaped animal causes havoc!

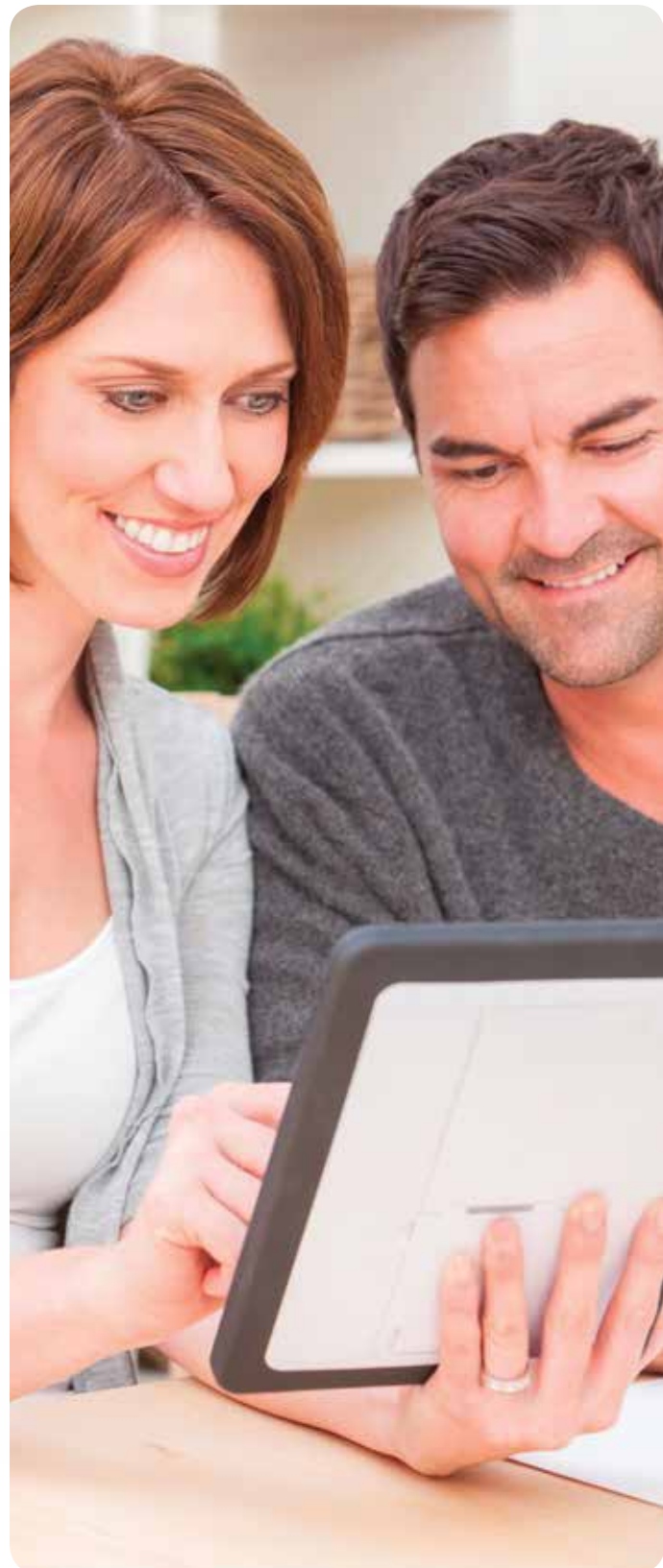
Doctor to be sued by patient.

Train disaster averted at last minute!

Language learning study results "stunning"!

Think about it!

Has anything of interest been in the news lately? What? Which sections of the newspaper do you normally read? Have there been any cases of corruption in your country recently? What were they about?



Vocabulary: News stories

1 Corruption quotes

What do you think of these "corruption" quotes? Which ones do you agree with? Why?

1. "Corruption is the greatest single bane of our society today." **Olusegun Obsanjo**
2. "Power tends to corrupt; absolute power corrupts absolutely." **Lord Acton**
3. "The accomplice to the crime of corruption is frequently our own indifference." **Bess Myerson**
4. "The duty of youth is to challenge corruption." **Kurt Cobain**
5. "Money and corruption are ruining the land, crooked politicians betray the working man, pocketing the profits and treating us like sheep, and we're tired of hearing promises that we know they'll never keep." **Ray Davies**

2 Descriptions completion

Complete the descriptions (1 to 11) with the words from below.

- policy government favour violence facts friends
 illegal banks treatment power responsibility

1. **Political corruption:** dishonesty and illegal behaviour by people in _____.
2. **Bribery:** offering money to someone (often a person in a position of power) in exchange for favours or preferential _____.
3. **Trading in influence:** when a person in power is paid to use their position to influence or change government _____.
4. **Patronage:** providing employment or favours to people as payment for supporting the _____.
5. **Cronyism:** giving jobs, favours or official positions to relatives or personal _____.
6. **Embezzlement:** the theft of money or property from a company by a person in a position of _____.
7. **A bribe / backhander / kickback (US):** money paid to someone illegally in return for a _____.
8. **Extortion:** obtaining money, property or services from someone through the use (or threat) of force or _____.
9. **A whitewash:** an investigation that ignores or hides unpleasant _____.
10. **A whistleblower:** someone who informs the media about an immoral or _____ activity going on in the company that they work for.
11. **Money laundering:** processing illegally-obtained money through legitimate businesses or _____.

3 Anagrams

Rearrange the letters to make words in the expressions.

1. Accept a **RIBBE** = _____
2. Come forward with **MARTINIOFON** = _____
3. Give false **DECNEEVI** = _____
4. Leak a story to the **RESPS** = _____

5. **THOWDILH** = _____ information
6. Turn a **NDBIL** = _____ eye to something
7. Cover up a **CLANSAD** = _____
8. Wash your **DANSH** = _____ of something
9. Deny **ENTAILSLOGA** = _____
10. Be a **SETWINS** = _____ to something
11. Distort the **AFTCS** = _____
12. Put in a claim for a fictitious **PENSEEX** = _____

4 Article completion

Complete the magazine article with the words from below.

- salary investigation payments employing bill
 claims record offences

Corruption in high places

Recent cases of corruption in the UK!

Britain has seen its fair share of corruption scandals over the past few years. Here are a few of them.

Cronyism


Conservative MP Derek Conway was fined £13,000, and expelled from the Conservative party in disgrace after (1) _____ his son Frederick as a "parliamentary assistant". Conway had claimed £11,773 a year for his son's (2) _____, but at the time, Frederick was a full-time student at Newcastle University. And there was no (3) _____ of Frederick ever doing any work for his father. It was later discovered that Conway had claimed a similar salary for another son.

Expenses scandal

The Expenses Scandal came to light after an (4) _____ by the Daily Telegraph newspaper. Over the years, MPs have put in thousands of claims for legitimate expense (5) _____, but some politicians have clearly been trying to milk the system. Some of the most spectacular claims included Douglas Hogg's £2,115 bill for someone to clean his moat, David Heathcote-Amery's £380 claim for horse manure as fertiliser for his garden, and Sir Peter Viggers's £1,645 (6) _____ for a 1.5-metre house for his pet duck.

Cash for Honours

Labour's chief fundraiser Lord Levy was questioned in connection with alleged (7) _____ under the Honours (Prevention of Abuses) Act 1925. The inquiry began after it emerged that a number of large undisclosed (8) _____ had been made to the Labour Party before the 2005 general election, and that some of those lenders had subsequently become lords.

 **Your turn!**
 Write up a news report about corruption in high places.

Language structure:
Passive reporting verbs

The passive is common in news reports. It's especially useful as a way of distancing the writer from any allegations, or as a way of avoiding mentioning the agent (the person who carries out the action), especially as the agent may be unknown, or mentioning the agent could be libellous. For example:

Active: Mr Johnson accused the MP of corruption.
Passive: The MP was accused of corruption.

The passive can also be expressed with Passive Reporting Verbs. They're often used when reporting things which aren't 100% certain, or when there's an area of doubt as to whether they're true or not. We can use the following construction:
It + the passive of a reporting verb + that + a clause. For example: "It's believed that the reporter has been arrested."

Verbs that can be used with this structure include: *claim, estimate, expect, feel, hope, know, report, say, fear, allege, think, understand, assume*

Passive Reporting Verbs can also be used in the following way:
Subject + the passive of a reporting verb + an infinitive.
For example: "The reporter is understood to be in hiding."

Other verbs that can be used like this include: *assume, believe, know, think, understand*

Notice the use of different tense forms (including passive forms) after the infinitive:
a) She is reported **to be living** with a relative.
b) The film is said **to be based** on his experiences as a waiter.

To comment on the past, we can use *to have + a past participle*. For example:
a) She is believed **to have left** the country.
b) They are known **to have stolen** the money.

Gap fill

Complete the sentences with the words from below. Can you identify the passive reporting verbs?

- been gave accepted be living stole stayed sold

- It's understood that he _____ the bribe.
- It's alleged that he _____ the car.
- They're understood to have _____ in contact with the police.
- It's believed that he _____ in the house for a couple of days.
- She's reported to be _____ with a relative for the time being.
- It's understood that he _____ the job to his brother.
- She's alleged to have _____ the secrets to them.
- He's believed to _____ on his way to London.

Photo matching

Match the sentences (1 to 8) to the pictures (a-h). Can you identify the passive reporting verbs?

- They're alleged to have robbed the bank.
- It's assumed that one of the guards helped her escape from prison.
- It's believed that she stole the jewels while she was at the hotel.
- She's alleged to have moved house.
- The jury are expected to give their verdict later today.
- He's believed to be on a flight to Moscow.
- They're alleged to have stolen the car.
- She's known to have spoken to them by phone on at least one occasion.



a



b



c



d



e



f



g



h

Sentence transformation

Rewrite the sentences as Passive Reporting Verbs with *It + the passive form of the verb in brackets, followed by the rest of the information.*

- He left the country a few days ago. (**understand**)
- She moved house again last month. (**believe**)
- He took the car to the airport. (**know**)
- They escaped from prison after paying a bribe. (**believe**)
- She was fired from her job. (**allege**)
- He will be arriving sometime tomorrow. (**understand**)
- She put in a false claim. (**allege**)
- He accepted the bribe. (**believe**)

Website analysis

Read over the articles. Then, write **T** (true) or **F** (false) next to each statement without referring back to the text. Afterwards, see if you can identify any examples of passive reporting verbs.

NewsToday.com

Crocodile Hoax

Air-sea rescue services were poised to capture what looked like a large reptile off the coast of northern France yesterday afternoon. The mysterious monster is alleged to have surfaced sometime in the afternoon. This came after a local newspaper reported that an alligator had been sighted in the Channel some days earlier. A major search was put into operation but in the end the gator turned out to be a floating log.

Modern-Day Bonnie and Clyde

After over a three-week chase across eight states, suspected robbers John McCluskey and Cassilyn Welch were apprehended yesterday morning. McCluskey, 45, and Welch, 44, are believed to have been behind a string of bank robberies across the US. It's also understood that McCluskey was responsible for the shooting of a gas station attendant in a robbery last month. It's said that the two had been in hiding in Apache-Sitgreaves National Forest when they were discovered by a local ranger.

MP Charged

An elected member of parliament has become the focus of a police investigation into corruption after a tip-off to police from his secretary last week. Sir Mathew Bates, 72, is alleged to have received substantial payments from executives at a supermarket chain between 2008 and 2012. It's understood that this was in return for pushing through legislation favourable to the supermarket chain's interests. Bates, who was on a governmental tax committee, is said to have denied the allegations.

1. Something that resembled a large reptile was seen off the coast of northern France.
2. The mysterious monster is alleged to have surfaced in the evening.
3. The supposed alligator turned out to be a missing boat.
4. Police had been chasing the robbers for more than three weeks.
5. The two are believed to have robbed a number of banks in America.
6. Welch is understood to be the one who shot the gas station attendant.
7. Police received the tip-off about the illegal payments to an MP from a fellow member of parliament.
8. The accused is said to have admitted the allegations.

Conversation analysis

Read over the conversation and complete the table. Then, see if you can identify any passive reporting verbs. Two investigative journalists, Sara and Callum, are discussing possible cases of corruption.

Sara: We've just got news in of an interesting case in the tax office.
Callum: What's that then?
Sara: Well, it's believed that the newly-appointed officer in charge of the Branbrook centre, Mark Burston, is actually a friend of the managing director, Sally Goodchild. It's said that Burston got the job through her, and that they never went through the proper interview process.
Callum: Very interesting!
Sara: Also, it's alleged that Burston owes a lot of money to the government tax office.
Callum: Which is ironic seeing as he'll be working for the tax office!
Sara: Exactly. He's known to have had a number of businesses that went bankrupt. Apparently, he left debts of more than €300,000, plus an extremely large unpaid tax bill!
Callum: Which makes it even more unusual that he got the job!
Sara: Precisely. Burston and his boss are believed to go back a long way. They were old school buddies and then went to the same university. Burston is believed to have had her as a "friend" on his Facebook page, but she's since been removed.
Callum: I've got a good story to go on too.
Sara: What's that?
Callum: Well, you remember our friend councillor Barkins?
Sara: Jim Barkins – elected member of Hargrave council?
Callum: The very same. Well, it's alleged that he's involved in a nasty little affair over a cleaning contract.
Sara: Really?
Callum: It's claimed that Barkins awarded a contract to a company run by one of his brothers. The contract is worth over £30,000 a year.
Sara: Smells fishy!
Callum: Extremely fishy. Council rules state that all contracts must be put out to tender and that at least three quotes are required before any contract can be awarded. However, it's believed that Barkins gave the contract to his brother without going through any of the required processes. And he's alleged to be paying one of his daughters to work as his secretary, even though she's a full time student at Leicester University!
Sara: So, what's he got to say for himself?
Callum: Barkins is understood to have denied it all, but it's said that there are a fair few people in the council who are willing to spill the beans.
Sara: Maybe we should have a little word with them?
Callum: They're just a phone call away!

	Person and information	Allegation / rumour
1.	Mark Burston + Sally Goodchild	<i>They're said to be friends.</i>
2.	Burston + his new job	
3.	Burston + tax office	
4.	Burston + Sally + Facebook	
5.	Jim Barkins + cleaning contract	
6.	Barkins + his daughter	

 **Your turn!**
 Write a news report on some allegations regarding a famous or high-profile person. Use passive reporting verbs where possible.

The newspaper stories

Activity type: information exchange



Task

You're going to have a meeting with a fellow journalist, discussing potential cases of corruption to investigate. Read over the information on your two stories below (or invent your own). Think about the stories and invent any details. What's the background to the story? Who's the source? What are the risks involved in running the story? When you're ready, explain your stories to your colleague and answer any questions. Then, listen to your colleagues' stories and ask questions. Finally, decide which two stories (of the four in total) you should investigate or publish and why.

Student A's stories

Corruption case I: Someone claiming to be a member of the government has been secretly filmed accepting money in return for pushing through legislation to benefit a large multinational. You have a copy of the video.

Corruption case II: A street cleaning contract was recently awarded to a company belonging to the brother of a member of the local council. It's alleged that the contract was never put out to tender.

Student B's stories

Corruption case I: An MP has recently taken on a highly-paid adviser who is, as it turns out, his niece. The adviser is receiving the maximum amount for someone of her experience.

Corruption case II: A local councillor has been accused of selling off council land at just 10% of its real value. The company that the land was sold to belongs to the father of one of the councillors involved in the sale.



Giving details

1. It's been reported that...
2. She's believed to have...
3. They're thought to have agreed to...
4. She's known to have accepted...
5. There are rumours that...
6. They're believed to be...
7. She is understood to have...
8. They're alleged to be...
9. She's said to have...

Asking about a story

1. Where did the meeting take place?
2. Who was supposedly there?
3. What was said, according to your source?
4. What time was the meeting held there?
5. Who was alleged to have signed the document?
6. What connection does X have to Y?
7. In what way are X and Y related?
8. In what way could X have benefited by doing...?
9. What are the facts regarding...?

Learn hot english magazine  **Remember!** You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT **7** Psychology now!

Vocabulary: Psychological terms

Language structures: Prefixes & suffixes

Useful expressions: Describing a dream;
Analysing a dream

“The deepest principle in human nature is the craving to be appreciated.” **William James**

■ Motivational quotes

Read over the quotes. Which ones do you like? Why?

“Success is going from failure to failure without losing your enthusiasm.” **Winston Churchill**

“All our dreams can come true, if we have the courage to pursue them.” **Walt Disney**

“I have not failed. I’ve just found 10,000 ways that won’t work.” **Thomas Edison**

“Success is 99% failure.” **Soichiro Honda**

“In the middle of difficulty lies opportunity.” **Albert Einstein**

“Miracles happen to those who believe in them.”
Bernhard Berenson

“Behind the cloud, the sun is still shining.” **Anonymous**

“Can’t never could.” **Anonymous**

“A man is happy so long as he chooses to be happy.”
Alexander Solzhenitsyn

“Go confidently in the direction of your dreams. Live the life you’ve imagined.” **Ralph Waldo Emerson**

“May the most you wish for be the least you get.” **Irish toast**

“Great works are performed, not by strength, but by perseverance.” **Samuel Johnson**

“Genius is one percent inspiration, and ninety-nine percent perspiration.” **Thomas Edison**

“Twenty years from now, you’ll be more disappointed by the things that you didn’t do than by the ones you did do.” **Mark Twain**

“Nurture your mind with great thoughts; to believe in the heroic makes heroes.” **Benjamin Disraeli**

“May you live all the days of your life!” **Jonathan Swift**

“I prefer the folly of enthusiasm to the wisdom of indifference.” **Oscar Wilde**

“An optimist is a man who is chased up a tree by a lion but enjoys the scenery anyway.” **Walter Winchell**



Think about it!

What do you do if you need to motivate yourself to do something? Are you good at motivating others to do things? What are some of your favourite techniques? When did you last use them? What happened?

Vocabulary: Psychological terms

1 Psychological words matching

Write a term from below next to each description (1 to 9).

- | | | |
|----------------------------|------------------------|--------------------|
| IQ (intelligence quotient) | extrovert | Stockholm syndrome |
| introvert | positive reinforcement | déjà vu |
| egocentric | psychopath | |

- Encouraging someone through positive comments, actions or rewards. _____
- A psychological phenomenon in which hostages have positive feelings toward their captors. _____
- The ability to imagine what other people must be thinking or feeling. _____
- A measure of relative intelligence which is determined by a standardised test. _____
- Someone who regards their own opinions or interests as the most important in the world. _____
- A manipulative, egocentric person with a lack of empathy and no sense of remorse. _____
- Someone who prefers being alone to being around other people. _____
- Someone who enjoys being around other people. _____
- A strong sensation that you've experienced something before, even if it never actually happened. It comes from a French term that means "already seen". _____

2 Website analysis

Read about the psychological thrillers, then write the name of a film next to each statement. Afterwards, do the language activity.

Films4U.com

Psychological thrillers

A psychological thriller is a genre of film that focuses primarily on the emotional state of the main character. Here are a few of our favourites.



Sleeping with the Enemy (1991)

Laura Burney (Julia Roberts) is the wife of a rich investment adviser Martin Burney (Patrick Bergin). Martin is abusive and domineering, and under the impression that his newly-wed wife is having an affair. When the verbal abuse descends into physical violence, Laura decides to escape. She stages her own death by drowning, and relocates to Cedar Falls, Iowa, where she changes her name to Sara Waters. Shortly after arriving, she starts a relationship with her neighbour Ben Woodward (Kevin Anderson), but her happiness is short-lived. Martin has discovered that Laura is still alive, and he's coming to take her home. Directed by Joseph Ruben.



Se7en (1995)

Detectives William Sommerset (Morgan Freeman) and David Mills (Brad Pitt) are hunting a serial killer who's basing his murders on the seven deadly sins: wrath, greed, sloth, pride, lust, envy and gluttony. While soon-to-be retiring Sommerset attempts to analyse the mind of the killer, short-tempered rookie Mills just wants to get on with the job. After a series of

murders, the detectives eventually track down a man named John Doe (Kevin Spacey), but without realising it, they've already become ensnared in the killer's diabolical plan. Directed by David Fincher.



Cape Fear (1991)

Max Cady (Robert De Niro) is released from prison after serving 14 years for assault. During his time in jail, Cady finds out that his lawyer, Sam Bowden (Nick Nolte), had ignored crucial evidence that could have helped with his defence. Now, he's only got one thing on his mind: revenge! Once out, he moves to the town where Bowden lives. Cady taunts Bowden in an attempt to provoke him into making the first illegal move. In one scene, Cady can be seen at night perched on the wall just outside the Bowden property limits. Bowden attempts to have Cady arrested, but local police lieutenant Elgart (Robert Mitchum) reminds Bowden that they can't do anything until Cady actually breaks the law. Eventually, Bowden decides to take matters into his own hands, with fatal consequences. Directed by Martin Scorsese.

One of the characters in the film...

- ...is hunting for his wife.
- ...is hunting for a killer.
- ...fakes her own death.
- ...is trying hard not to break the law.
- ...is collaborating with a colleague.
- ...changes her name.
- ...is out for revenge.

Your turn!

Write a short summary or review of a psychological thriller or TV series.

3 Language

Find a word or expression in the text that...

- ...is used to describe someone who likes to control other people =
- ...means you believe that something is true =
- ...describes someone who's just got married =
- ...means to die in water =
- ...is an action that breaks the laws of God =
- ...is a desire to have the things that other people have =
- ...describes someone who gets angry very quickly =
- ...means to find someone after hunting for them =
- ...describes a desire to hurt someone who has done something bad to you =
- ...describes the action of sitting down on the edge of something =

Think about it!

What other psychological thrillers have you seen? Do you know of any TV series based on an aspect of psychology? What are they? What are they like? What is psychology? How important is psychology to everyday life? What do you know about psychology? Have you ever done an intelligence tests? How did you do? How important are these tests? What can they be used for? How important is psychological profiling in police work? How can psychology help you at work or generally in life? Have you ever read a self-help book? What was it about? What do you think of self-help books?

Language structure: Prefixes & suffixes

Prefixes

Prefixes are combinations of letters that are added to the start of words (particularly adjectives). Often, by doing this, a negative adjective is formed. For example:
legal – illegal; comfortable – uncomfortable; similar – dissimilar; fair – unfair; edible – inedible; loyal – disloyal

Some common prefixes include the following: *in* (*ineffective*), *im* (*impossible*), *ir* (*irreplaceable*), *un* (*untidy*).

Suffixes

Suffixes are letters that we can add to the end of a word. These letters can change the meaning of the word, or make the word into a different class of word. For example, the verb *read* can be made into the noun *reader* (someone who reads) by adding the suffix *-er*, and into the adjective *readable* (something that can be read) by adding the suffix *-able*. Understanding the meanings of common suffixes can help you guess the meanings of new words.

The suffix *-ness* can be used to describe the state of something. We can create nouns with *-ness* from adjectives: *happy-happiness*.

We can add *-able* and *-ible* to verbs to create adjectives that describe things that can be done or that are possible: *wash-washable*.

Adding *-ise* to nouns or adjectives creates verbs that have the idea of making or creating something: *harmony-harmonise*.

The suffix *-ist* is often used to describe the person who does something: *scientist*.

We can add *-en* to the ends of words to convey the idea of making something bigger / longer, etc.: *strength-strengthen*.

The suffix *-ment* can refer to an action or process: *enjoyment, encouragement, agreement, development, payment, movement, treatment, investment...*

The suffix *-ity* is used to form abstract nouns expressing a state or condition: *ability, availability, generosity, equality, humidity, jollity...*

The suffix *-ion / -tion* can be used to refer to an act, the result of an act, or a state or condition: *rebellion, acquisition, addition, administration, assimilation, assassination...*

For more information, please see the Resource Section



Picture matching

Match the sentences (1 to 6) to the pictures (a-f).

- They were late for the appointment.
- He's completely trustworthy.
- We had a relaxing few days by the beach.
- She can come across as a bit aggressive at times.
- They're extremely competitive on the sports field.
- Standing there in front of all those people made me feel somewhat vulnerable.



a



b



c



d



e



f

Word choice

Choose the correct words to complete the sentences.

- He needs to work on building up his **confident** / **confidence**.
- They're going to make a **decide** / **decision** next week.
- They took advantage of our **generosity** / **generous**.
- With all the **exciting** / **excitement**, we completely forgot what we'd originally come for.
- I'm not sure that I agree with your **interpretation** / **interpret** of events.
- Did you do that course on interior **decorate** / **decoration**?

Article completion

Complete the text with the correct forms of the words in brackets. Which of the dreams mentioned in the article have you had? What do you think they mean?

In your Dreams

What do these strange visions mean?

Have you had a dream recently? What happened? Were you falling? Running away? Trying to hide? These are all common dreams. But what do they mean? Here are a few typical dreams and their (1) _____ (interpret).

Dream: You're being (2) _____ (chase) by some kind of evil force and you can't run fast enough!

Interpretation: Dreams in which you're running away from something might mean there's something in your real life that you aren't dealing with. Perhaps you're avoiding a difficult (3) _____ (decide), or you need to confront someone. It could also mean that you're feeling (4) _____ (threaten).

Dream: You're falling to the ground (although you never actually hit it).

Interpretation: If you're falling in your dreams, it's possible you aren't receiving the support you need in real life. It could also mean that you're feeling (5) _____ (**secure**) or that you're worried about something.

Dream: You're lost or trapped somewhere.

Interpretation: These dreams often happen when you can't decide how to react in a (6) _____ (**situate**) in real life. Or it could mean that you're in a situation that's new for you or that you're in two minds about something and can't make a decision. These dreams often take place in forests, city streets, large (7) _____ (**build**), or other maze-like structures.

Dream: You've got no clothes on in a public place.

Interpretation: This is often interpreted to mean that you're feeling (8) _____ (**vulnerability**), or that you have a secret you're trying to hide. However, if no one else in the dream seems to notice you, it can mean that whatever it is you're worried about isn't really that (9) _____ (**importance**).

Dream: You've missed an important (10) _____ (**appoint**), or you're late for something (such as a train, bus or plane).

Interpretation: This dream usually means that you feel that you haven't taken advantage of an important opportunity in your real life. It may also mean that you're struggling over a (11) _____ (**decisive**) and can't decide what to do.

Dream: While walking around your house, you discover more rooms – often very large ones.

Interpretation: These dreams often occur when you're in a part of your life where you're discovering new skills, abilities or (12) _____ (**strong**). The hidden rooms could also represent a part of your mind that you're not using to its full extent.



Website completion

Complete the words with the correct endings. Do you agree with the ideas on the meaning of colours? Why? Why not?

PsychologyNOW.com

Colour Coded

The psychology of the colours around us.

Colour can affect our mood, influence us subconsciously and even help us change our minds about things. But what do the different colours mean?

Red is associated with love, danger and (1) **excite**_____. Tabloid newspapers and celebrity magazines also use red on their front covers to make the stories seem more (2) **excit**_____.

Green is considered a natural colour and is one of the easiest for our eyes to process, so it tends to be (3) **relax**_____. This is why many hospitals are green, and why guests who are about to appear on a TV programme wait in the "green room".

Blue implies security, (4) **steadfast**_____ and (5) **dependabi**_____. It's considered a (6) **trustwo**_____ colour, which is why business people often wear blue suits to important meetings, and why so many banks are blue.

Yellow is a (7) **cheer**_____, bright colour that attracts people's (8) **atten**_____. It's also said to help with (9) **concentra**_____, which is why it's a common colour for notepads and textbooks.

Purple is seen as a (10) **calm**____ colour, which is why you often see it in beauty products. Purple is also associated with (11) **spiritual**_____ and the paranormal.

Pink is also said to have a calming effect. Prisons are often painted in pink to calm down (12) **aggress**_____ inmates. And sports ground dressing rooms for away teams are often painted in pink to make the players less (13) **competit**_____.

Black is seen as the colour of (14) **author**_____ and power. It's popular in fashion because it makes people appear thinner. It also has an air of (15) **exclusive**_____ about it.

White is popular in home (16) **decorat**_____ and fashion because it's a light, neutral colour that goes with just about everything. Brides wear white to symbolise (17) **innoc**_____ and purity, while the white uniforms worn by medical staff imply hygiene and (18) **cleanli**_____.

Orange is often associated with warmth, (19) **happi**_____ and energy. There's nothing remotely calm about this colour.

Brown represents reliability, (20) **stabil**_____ and (21) **friend**_____. It's also associated with natural or organic things.

Your turn!

Write a detailed description of a dream you've had. Invent if necessary.

The dream

Activity type: discussion



Task

You're going to take turns describing and analysing dreams. First, write a detailed description of two or three dreams you've had (invent if necessary). Include as much information about them as you can and make them as funny, silly or serious as you like. For each dream, describe where you were, how you felt, who was there, what you were doing, what happened, what you were wearing, what you could see, what you could hear, etc. When you're ready, describe your dreams to a colleague and listen to his/her analysis of them. Then, listen to your colleague's dreams and offer an interpretation of them. Try to do this in a light-hearted way.



Describing a dream

1. I found myself standing in...
2. I was all alone except for...
3. It seemed to be taking place in...
4. Behind me, I could see...
5. Up above, there were...
6. On a table in the room, there was a...
7. A lone figure passed before me as I was...
8. Up on the hill, there was a house with...
9. I felt confused / frightened / exposed / threatened / disoriented because...

Analysing a dream

1. You're obviously feeling guilty about the fact that...
2. You're finding it hard to come to terms with...
3. You're repressing a lot of anger about...
4. You're struggling to come to accept the fact that...
5. You're obviously under the impression that...
6. The presence of... is a sign that...
7. The X is a symbol of...
8. The X is telling you that...
9. The fence represents... / The fence is symbolic of...
10. You've obviously got a fear of... / You're obviously afraid of...



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 8 Money, money, money!

Vocabulary: Money & wealth

Language structures: Passive forms

Useful expressions: Asking for investment;
Asking about a business proposal

Money spending

What would you buy if you had £1,000,000 to spend? Choose as many things as you can from below (within the price range). Justify your choices.



£400,000

Racehorse

Thoroughbred racehorse with proven track record. A guaranteed winner.



£350,000

Shorts

Exclusive pair of 19th-century lederhosen crafted from the finest wild red deer leather, and studded with 166 diamonds.



£800,000

Piano

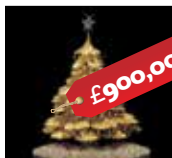
19th-century Steinway piano with original sticker price. One of only 50,000 ever produced.



£35,000

"Flawless" cocktail

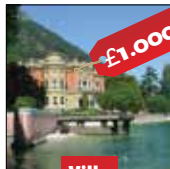
Cristal champagne, Louis XII cognac, an edible 24-carat gold leaf and an 11-carat white diamond ring at the bottom of the glass.



£900,000

Christmas tree

Decorated with 21,798 diamonds, 3,762 crystal beads and 456 lights, this 6-metre tree weighs more than 3,000 kilograms.



£1,000,000

Villa

Unique sixteenth-century villa by Lake Garda with manicured Italian garden, centuries-old vineyard and a fully-stocked wine cellar. Six bedrooms all complete with en suite bathrooms. In need of some refurbishment.



£140,000

Pet monkey

Intelligent 4-year-old monkey with a playful personality. Comes complete with bottles, toys, designer clothing and a year's supply of specially-adapted nappies.



£780,000

Mountain lodge

Elegant chalet in Zermatt, Switzerland with spectacular view of the Alps. Comes complete with fireplace, sauna and jacuzzi. Doorstep skiing.



£450,000

Cruise

18-day cruise on a 5-star cruise liner complete with theatres, ballrooms, concert halls, exclusive spas and gyms and haute-cuisine restaurants.

£999,999



Penthouse apartment

London home of the highest quality conveniently located near Harrods. The two-bedroom apartment includes under-floor heating, 24-hour camera surveillance and a communal gym and pool.



Think about it!

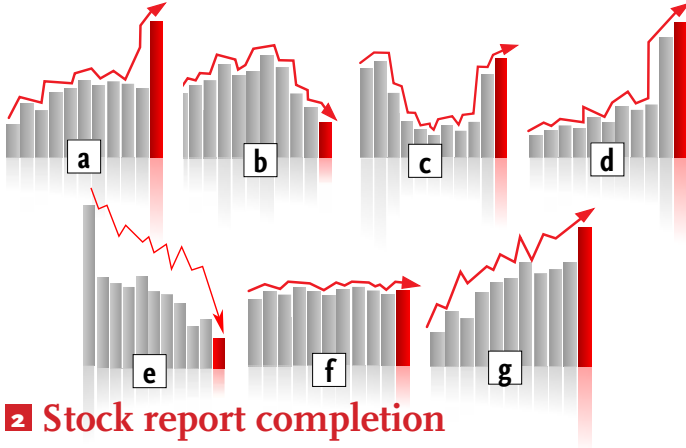
Which object from this page would you never buy? Why? What's the most expensive thing you've ever bought? What's the best bargain you've ever got?

Vocabulary: Money & wealth

Graph matching

Match the sentences (1 to 6) to the pictures (a-g).

- Prices picked up towards the end of the month.
- Share prices climbed steadily throughout the month.
- Prices remained stable last month.
- Share prices plunged towards the end of the month.
- House prices dipped in the middle of the month.
- Prices dropped to their lowest level this year.



Stock report completion

Complete the stock report with the correct verbs according to the arrows showing upward or downward movement. In some cases more than one answer may be possible. Look carefully at the words that come before or after the spaces.

Investment news

Water shares were in demand this morning after AWG, which runs Anglian Water, revealed it had received a bid approach. The company's shares (1) _____ ↑ nearly 11% to £15.10, valuing it at more than £2 billion. The news sent fellow water group Kelda 3.3% (2) _____ ↑ to 838p, while Severn Trent and United Utilities both added around 3%. Pennon (3) _____ ↑ 5.7% and Northumbrian Water was (4) _____ ↑ more than 4%.

The bid excitement continued with estate agency group Countrywide, which (5) _____ ↑ 12% after investment group 3i said it planned to talk to the company about making an offer. By lunchtime the FTSE 100 index was 31.6 points (6) _____ ↑ at 5,923.8, while the FTSE 250 index of middle ranking companies was 89.3 (7) _____ ↑ at 9,758.5.

B&Q owner Kingfisher (8) _____ ↑ 7p to 246.75p as its reported profits (9) _____ ↓ less than expected in the first half, and forecast that its UK business would return to growth in the second half. But Argos and Homebase business GUS (10) _____ ↓ nearly 2% after reporting mixed trading.

Also on the way down after results was South African insurer Old Mutual. Its shares (11) _____ ↓ more than 2% despite a 36% increase in first-half profits. Premier Foods (12) _____ ↓ 4% as

it pulled out of a £1.7 billion bid battle for United Biscuits.

Plumbing group Wolseley (13) _____ ↑ 2.7% after an upgrade from Deutsche Bank. Lower down the market, broadband systems group BATM Advanced Communications (14) _____ ↑ 9% after it moved back into the black. It reported half-year profits of \$4.7 million, compared to a loss of \$1.7 million, and said it expected further growth in the second half.

Blog analysis

Read about the three companies that made lots of money. Which one is the most unusual? Then, write the name of a company next to each statement. Afterwards, do the language exercise.



Pickles

Texan John Howard developed a new frozen treat from pickle juice. Apparently, the acetic acid in the juice (made of vinegar, water, salt, sugar and spices) can reduce glucose levels in the body by up to 42%. The Pickle Pops are now sold through stores across the United States, and target sportspeople or fans of the juice. As their slogan says, "Bob's Pickle Pops – uniting closet pickle juice drinkers around the world!" There are also claims that the popsicles are a miracle cure for hangovers. To order your Pickle Pops, visit: www.bobspicklepops.com



Yearbook

Catherine Cook, 16, convinced her older brother to help her start www.myearbook.com, which became one of the world's fastest-growing social networking sites for teens. The website combined online dating, games, blogging and charity fundraising. One of the site's characteristics was its virtual currency Lunch Money, which users could earn by playing games, and which could be converted into real currency for charitable causes. MyYearBook was eventually acquired by social network, Quepasa, in a deal worth \$100 million.



Origami

How much would you pay for a bit of scrunched up paper? Origami Boulders offers "wadded up paper" (as they describe it) that's sold as art. "Wadded paper art much better than Andy Warhol painting of soup can... At least my art not offensive or stupid picture of food product! [sic]" explains a character from the website who speaks broken English in a foreign accent. "YOU BUY WADED UP PAPER NOW!!!!" he adds. For more information, visit www.origamiboulder.com

- The text has been written by a non-native speaker.
- There are claims that the product has health benefits.
- It was acquired by a social networking site.
- It's an unusual form of art.

Your turn!

Write a short article about a company from your country.

Language structure:

Passive forms

1 Table completion

Read over the sentences. Then, complete the table with the correct names of the passive form. How are they formed?

Sentence	Passive form
1. It's sold here.	<i>Present simple passive</i>
2. They were taken to the station.	
3. It's been sold for a lot of money.	
4. They're being shown around the factory.	
5. They'd been taken to the station.	
6. He's going to be paid a lot of money.	
7. They'll be offered the job.	
8. They will have been given another one.	

Passive forms with the Gerund

We can use Passive forms with verbs that take the gerund. In these cases, we use *being* + a past participle. For example:

- a) They **enjoyed being shown** around the castle.
- b) She **appreciated being given** an opportunity to work there.

Passive forms with Infinitives

We can also use the passive with a verb + *to be* + a past participle. For example:

- a) They **expected to be selected** for the project.
- b) They **wanted to be given** the chance to demonstrate their abilities.

See the resource section for more information on gerunds and infinitives.



Passive forms with Modal Verbs

We can use Passive forms with modal verbs too. In many cases, we use a modal verb + *be* + a past participle. For example:

- a) They **must be given** enough time to finish the project.
- b) She **should be told** of any changes immediately.

2 Sentence completion

Complete the sentences with any past participles of your choice.

1. The figures seem to have been _____ incorrectly.
2. We hope to be _____ a chance to show them what they can do.
3. She expected it to be _____ by Friday.
4. They wanted to be _____ for the post.
5. The band can be _____ perfectly well from here.
6. She really appreciated being _____ on her first day.
7. He remembers being _____ there, but can't recall who it was who took him there.
8. They really resent being _____ to like that in front of everyone else.
9. I can't imagine being _____ a task like that to

complete.

10. They should be _____ a bit more time to finish the project.
11. The picture can't be _____ from here – it's too far away.

3 Photo matching

Complete the sentences with a past participle. Then, match the sentences (1 to 6) the photos (a-f).

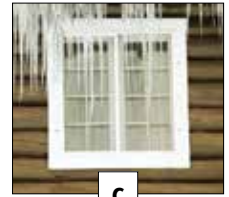
1. The baby's nappy needs to be _____.
2. He's hoping to be _____ the prize.
3. The switch mustn't be _____ down.
4. I can't stand being _____ what to do.
5. The bag might get _____ if you leave it here.
6. The window should be _____ at all times.



a



b



c



d



e



f

4 Presentation completion

Complete the presentation with the correct forms of the verbs in brackets. Use Passive forms where possible. Jessica is talking to a group of potential investors about her company.

Hi. I'm Jessica Graves and I'm here to tell you all about **Papier Onirique**. We're an eco-friendly paper and stationery company offering a wide selection of high-quality paper products. We're seeking \$400,000 investment in return for 20% of our shares. The investment funds will (1) _____ (use) to finance our global expansion plans. During the talk, I'll be giving you three reasons why you should invest in us!

Over the years, a selection of top-quality paper-based goods (2) _____ (develop), with designs created specifically by our team of world-renowned artists. On the tables in front of you, you'll find a copy of our catalogue with a selection of the products on offer. These can (3) _____ (purchase) either online or in select shops. They include wrapping paper, greeting cards, handmade paper bags, wedding cards and birthday cards, plus writing paper, envelopes, and thousands of other paper-based products. All our products (4) _____ (approve) by the FSC (the Forest Stewardship Council), which certifies that wood-based goods (5) _____ (take) from ecologically-sustainable forests.

A professional gift-wrapping service (6) _____

(be / also / offer) using our high-quality gift-wrapping products. This area (7) _____ (largely / overlook) commercially, but research has shown that people are willing to pay premium prices for their gifts (8) _____ (wrap) professionally.

Papier Onirique (9) _____ (form) 5 years ago, but has seen spectacular growth over the past 6 months. Our products (10) _____ (initially / sell) out of one shop in Central London, but since the launch of the online store three years ago, turnover has really picked up. In fact, sales from last year (11) _____ (already / surpass) by this year's figures. Now, if you'd just like to... [fades out]

5 Website completion

Complete the text with the correct forms of the verbs in brackets. Use gerunds and infinitives.



How rich people think

Want to get rich? Well, first you'll have to start (1) _____ (think) like a rich person. That's according to Steve Siebold, a life coach who has written the self-help book *How Rich People Think*. It's full of tips on how (2) _____ (change) your mindset so that you can (3) _____ (make) lots of money. Here are eight of his top tips.



1 Action

Steve says most people wait for someone else (4) _____ (make) them rich. But, rich people create a plan (5) _____ (become) rich, and they follow through with that plan. In other words, they take action.

2 The future

"Self-made millionaires get rich because they project their dreams, goals and ideas into an unknown future," writes Steve. He says rich people imagine the future they want (6) _____ (live), and then create that future. Most people, he explains, spend too much time dwelling on the past.

3 Selfishness

According to Siebold, most of us believe it's better (7) _____ (put) the needs of others before our own needs. Rich people, by contrast, believe it's smarter (8) _____ (look) after yourself first, then others later. "If you're not taking care of you, you're not in a position (9) _____ (help) anyone else," says Steve.

4 Passion

Many people settle for a job they don't like. But, according to Steve, wealthy people find a way (10) _____ (make) money doing what they love. "To the average person, it looks like the rich are working all the time," Siebold says. But, he explains, they don't feel like they're working too much because they love their jobs.

5 Education

According to Steve, rich people never stop (11) _____ (educate) themselves. "The middle class read novels, tabloids and entertainment magazines." But, he says, "Walk into a wealthy person's home and one of the first things you'll see is an extensive library of books they've used (12) _____ (educate) themselves on how (13) _____ (become) more successful."

6 Money

Also, rich people focus on (14) _____ (earn) money, not saving it. "The masses are so focused on (15) _____ (clip) coupons and (16) _____ (live) frugally that they miss major opportunities," says Steve. But the rich, he writes, are always looking for ways (17) _____ (make) more money, rather than (18) _____ (save) what they have.

7 Aim high

Steve says many people set their sights low so that they don't get disappointed. But, he argues, "No one ever strikes it rich and lives their dreams without huge expectations." So start (19) _____ (think) big!

8 Kids

"As a child, I can't (20) _____ (recall) a day that went by without my dad (21) _____ (tell) me I could do anything I set my mind to," says Jeff Weiner, the founder of LinkedIn. According to Steve, many parents teach their kids how to merely (22) _____ (survive) and get by. But wealthy parents teach their offspring that anything is possible.

Are you ready (23) _____ (get) rich?

Your turn!
Write the text for a presentation on a new company that's looking for investment. Invent if necessary.

The business opportunity

Activity type: role play

PaperGreen!
The UK's leading
eco-paper company!



Description	2011	2012	2013	2014?
Annual turnover	£80,000	£150,000	£220,000	£330,000
Profit	-£32,000	-£8,000	£12,800	£44,000
Loans	£90,000	£120,000	£180,000	£160,000

Student A

You're the owner of the company PaperGreen! You're looking for investors for your business. You opened the first shop three years ago, but have since opened two more. Sales have been increasing steadily and the shop has finally started to make a profit. You're looking for an investment of £500,000 in order to expand to even more cities across the country. Decide what percentage of shares you'll offer in exchange for that money. Prepare a mini-presentation on the company (see table above) and explain why you want the money, why the investor should give it to you and what you're going to do with it. Afterwards, answer any questions. Try to convince the investor to invest!

Student B

You're a potential investor, looking to invest in a new business. Read over the information about PaperGreen! Think of lots of questions to ask about it. After listening to the presentation, ask questions and decide whether you want to invest. Ask about the percentage of shares you'd get in return for your investment, and find out how much money they're looking for and what they're going to do with it. See if you can get a higher percentage of the shares for the amount of money that they're asking for!

Asking for investment

1. We're asking for... in exchange for...
2. Last year, we made a profit of... / Projected profits for 2014 are...
3. We can guarantee that you'll make your money back in... years.
4. Next year, we're expecting to make...
5. The product could also be sold overseas to...
6. There's a real market for this type of product.
7. We're expecting a turnover of... next year.
8. We're going to use the investment money to...
9. Our clients appreciate being given an opportunity to...

Asking about a business proposal

1. How much do you expect to make next year?
2. How much did you make in profit last year?
3. How much did you make in sales last year?
4. What sort of investment are you looking for?
5. What will you spend the investment money on?
6. How much do you pay yourselves out of the money you make?
7. We could possibly lend you X (an amount) for Y% of the company.
8. You'd need to be making X for us to ever get our money back.



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

Self-Assessment

Congratulations! You have finished half the course. Now, please take some time to reflect on your learning and progress.

A My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

B What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...Idioms & past tenses.
- b. ...The verb *to get* & conditionals.
- c. ...Collocations.
- d. ...Text organisational terms & compound words.
- e. ...Prepositional verbs & future tenses.
- f. ...Passive reporting verbs.
- g. ...Prefixes and suffixes.
- h. ...Passive forms.

C New language

Complete with your own ideas.

- a. I really like these words: _____.
- b. These words are difficult to remember: _____.
- c. These words are easy to remember: _____.
- d. This grammar point is easy: _____.
- e. This grammar point is difficult: _____.

D What do you do to improve your English outside the class?

- a. I listen to songs in English.
 - b. I travel to English-speaking countries and practise English there.
 - c. I read books / magazines / newspapers / online news sites, etc. in English.
 - d. I watch films in English.
 - e. I listen to MP3s / CDs in English.
 - f. I speak to work colleagues in English.
- Other?

E Personal objectives

My new objectives for the second half of the course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.

Revision Page

You will be given a Progress Test. This is to check your understanding and to monitor your progress. The test will be based on the first 8 units of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the test: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Test will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Complete the sentences with the correct forms of the verbs in brackets, and/or according to the language structure information.

1. There's nothing I like more than putting my _____ up after work. **(Idioms)**
2. I _____ **(want)** to speak to her but there just wasn't enough time as we _____ **(leave)** in a few minutes. **(Past tenses)**
3. I just couldn't _____ **(use to)** having to get up so early. **(The verb to get)**
4. If I _____ **(know)** what I really wanted, I _____ **(be)** here asking for your advice, would I? **(Conditionals)**
5. I don't think they will ever be able to forgive me _____ what I did to them. **(Prepositional verbs)**
6. We _____ **(wait)** in the living room if you need us to help you with anything. **(Future tenses)**
7. It _____ **(allege)** that she's living in an apartment on the coast. **(Passive reporting verbs)**
8. I'm not sure that I entirely agree with your _____ **(interpret)** of events. **(Word formation: prefixes & suffixes)**
9. The books _____ **(ship)** out and now we're waiting for confirmation of delivery. **(Passive forms)**

UNIT 9 Comedy & humour

Vocabulary: Comedy

Language structures: Irony, sarcasm, understatement & wit

Useful expressions: Prefacing a comment;
Asking follow-up / difficult questions

Famous put-downs

Read over the famous put-downs. In what ways are they insulting? Which one is the most insulting? Why? Which one is the nastiest? Why?

“He loves nature in spite of what it did to him.”

Forrest Tucker

“He has all the virtues I dislike and none of the vices I admire.” **Winston Churchill**

“I never forget a face, but in your case I’ll be glad to make an exception.” **Groucho Marx**

“I’ve just learned about his illness. Let’s hope it’s nothing trivial.” **Irvin S. Cobb**

“There’s nothing wrong with you that reincarnation won’t cure.” **Jack E. Leonard**

“He is not only dull himself; he is the cause of dullness in others.” **Samuel Johnson**

“His mother should have thrown him away and kept the stork.” **Mae West**

“Some cause happiness *wherever* they go; others *whenever* they go.” **Oscar Wilde**

“A modest little person, with much to be modest about.” **Winston Churchill**

“He has no enemies, but is intensely disliked by his friends.” **Oscar Wilde**

Think about it!

Are there any famous put-downs from your country? Who said them? How bad are they? When was the last time you heard someone put down another person? What did they say? Why?



Vocabulary: Comedy

1 Viral pictures & videos analysis

Look at the memes*. Which ones have you seen before? Which ones are popular in your country? What's the story behind them? Have you seen any viral videos lately? What were they about?



*Meme = an adapted image or video that is passed from one internet user to another.

2 Funny stories analysis

Read over the funny stories (1 to 4) and guess the endings. Then, choose a concluding sentence (a-d) to complete each story.

Funny stories

Feast away

A burglar broke into a social club in Brighton. He was intending to steal some music and video equipment. However, once inside, he found a roast chicken in the fridge. Hungry, he sat down to eat it, washing it down with two bottles of wine that he found in a cupboard. Somewhat drowsy after his meal, he stretched out on the floor and went to sleep. (1) _____ . □

Dyeing out

When Paul Broke robbed a bank in a small town in Tennessee, he got off to a bad start. On entering the bank, he handed a clerk a slip of paper with the following message on it, "This is a hold-up. Hand over all the money!" Unfortunately, the piece of paper also had his name and address on it. Immediately, the clerk handed him a package, assuring the robber that it was full of money. However, it was in fact a booby-trap package that exploded and covered the unfortunate robber in red dye. Leaving a trail of red dust behind him, he made his escape on a bicycle. (2) _____ . □

Dive down

A thief in full diving gear, including an oxygen tank on his back, waddled into a bank next to a river. The diver was carrying a suitcase in which he claimed to have a bomb. Collecting more than £20,000, he stumbled out of the bank, jumped back into a river and swam two kilometres underwater towards his getaway car. It seemed like the perfect escape, but for one thing: every time he breathed, he left a trail of bubbles. (3) _____ . □

Call for Help

An amateur thief managed to break into the basement of a bank by climbing in through a window at street level. However, in the process, he cut himself on the broken glass, and damaged his ankle when he jumped down onto the ground. He then realised that:

- He couldn't get to the money from where he was.
 - He couldn't climb out of the window through which he had entered.
 - He was bleeding pretty badly.
- (4) _____ . □

- Police later found him at the side of the road, breathing heavily, with a trail of red dye leading up to his location.
- So, he picked up one of the phones and dialled for an ambulance.
- The next morning, he woke up to find himself under arrest.
- Police followed them then arrested him as he climbed ashore.

3 Language

Complete the phrasal verbs from the stories with the correct particles. What do they mean in the context of the stories?

- Break _____ (a building)
- Wash _____ (food with a drink)
- Stretch _____ (on the floor / a sofa, etc.)
- Get _____ to (a bad start)
- Hold _____ (a bank) (from the noun = a hold-___)
- Hand _____ (money, etc.)
- Stumble _____ (of a place)
- Climb in _____ (a window)
- Climb _____ of (a place)

4 Joke analysis

Read over the joke once and try to remember it. Then, either retell it or write it out again using as much of the language as possible. Afterwards, compare your version to the original.

Slow down or stop

One day, a police officer stops a motorist who has just gone through a red light. The officer is about to give the driver a ticket when the driver says, "Officer, you can't give me a ticket for that!" "Why not?" asks the officer. "Because," explains the driver, "although I didn't stop, I did slow down, and that's almost the same as stopping."

The officer looks at the driver and says, "But you didn't stop, and the sign definitely says STOP." And the motorist replies, "But there wasn't any traffic about and it was safe."

At which point, the officer pulls out his truncheon and starts hitting the motorist. "What are you doing?" the driver shouts in agony. And the police officer responds, "Do you want me to *slow down*, or *stop*?"

Your turn!

Write out a joke or funny story in English.

Language structure:

Irony, sarcasm, understatement & wit

In this unit, we'll be looking at four types of humour. This will help you understand some complex areas of native English speech.

Irony & sarcasm

Irony is a subtle form of humour which involves saying the opposite to what you mean. For example: When you make an "ironic" remark, you say something that you don't really mean, often as a way of joking or being funny. In this example, Speaker B is making an ironic comment about the new boss:

A: What do the staff think of the new boss?

B: Oh, they love him. In fact, they call him Mr Popular behind his back.

Speaker B says "They love him" when she really means the opposite: "They hate him."

In many cases, it may be hard to detect the irony. So, you have to pay careful attention to the tone of voice and any body language. Quite often, when people are making an ironic comment, they will have a smile or smirk on their face.

Sarcasm is a form of irony that's often used to attack, put down, insult, shock or undermine someone verbally. For example:

A: When shall we meet again?

B: (being sarcastic) How about "never"?

Irony and sarcasm are similar. However, with sarcasm the speaker's objective is often to harm, hurt or ridicule someone.

Matching

Match the sentences/questions (1 to 6) to the ironic/sarcastic responses (a-f).

1. **A:** (lying on the sofa) Sorry I can't help you clean the flat. I've got a really bad back!
 2. **A:** I'm sorry but I didn't finish the report on time.
 3. **A:** Sorry about breaking your tennis racket.
 4. **A:** Do you always talk to yourself?
 5. **A:** How was the trip?
 6. **A:** So, what did you think of the food I cooked last night?
- a. **B:** Yes. It's the only way I can be sure of having an intelligent conversation. (from the TV series *Blackadder*)
 - b. **B:** Oh, don't worry. You have a nice rest. I wouldn't want you to hurt yourself.
 - c. **B:** Amazing! So good in fact, that I brought it up again half way through the night.
 - d. **B:** Not to worry. It's no surprise given your usual way of doing things!
 - e. **B:** No problem. I've only got a tournament to play in tomorrow, so it's not like I needed it or anything.
 - f. **B:** Oh, great. It rained every day, we missed our flight and Oscar broke his leg.



Understatement

Understatement is used when a speaker wants to reduce the importance or degree of something, often for comic effect or as a way of being indirect. In this example, it's hot outside, but Boris uses understatement to describe the temperature:

Daisy: It's a scorcher today! More than 40 degrees out there.

Boris: Yes, it is a bit warm.

Understatement is a typically British way of communicating.

Mini-dialogues completion

Think of a response to the following comments. Use understatement where possible. After you've attempted to use understatement, choose from the responses below to complete the mini-dialogues.

1. **A:** It's minus 25°C out there. I'm freezing.
B: _____
2. **A:** Do you think my cat's put on any weight? (it's really fat)
B: _____
3. **A:** What was the hotel like? (it was really expensive)
B: _____
4. **A:** What was the food like? (it was disgusting)
B: _____
5. **A:** How did you do in your exams? (she did really badly)
B: _____
6. **A:** I hear you're pretty good at playing the guitar.
B: _____

Responses with understatement to choose from.

- Yes, well, I can strum a song or two.
- Well, he is a bit on the large side.
- Yes, it is a bit chilly.
- Well, it wasn't the cheapest place I've been to.
- It wasn't the best I've ever tried.
- Not as well as I'd hoped. I probably should have studied a bit more.

Wit

Someone who is “witty” uses words or ideas in a funny, clever and creative way. Being witty involves making funny and intelligent comments very quickly. “Wit” is a much-appreciated form of humour in many English-speaking countries.

Witty comments analysis

Read over the following witty comments. Which ones are the funniest? Why?

“Love: a temporary insanity, curable by marriage.”
Ambrose Bierce

“We didn’t lose the game; we just ran out of time.”
Vince Lombardi

“A narcissist is someone better looking than you are.”
Gore Vidal

“I’ve had a perfectly wonderful evening. But this wasn’t it.” **Groucho Marx**

“He is a self-made man and worships his creator.”
Irvin S Cobb

“I wish we were better strangers.” **Unknown**

“Every time I look at you I get a fierce desire to be lonesome.” **Oscar Levant**

“Sometimes I need what only you can provide: your absence.” **Ashleigh Brilliant**

Witty comments matching

Match the witty sentence beginnings (1 to 8) to the endings (a-h).

- 1. “I have never killed a man,...
 - 2. “He has never been known to use a word that...
 - 3. “If you find it hard to laugh at yourself,...
 - 4. “I find television very educating. Every time somebody turns on the set,...
 - 5. “He was happily married,...
 - 6. “I didn’t attend the funeral,...
 - 7. “He has no enemies,...
 - 8. “I believe in luck: how else can you explain...
- a. ...but his wife wasn’t.” **Victor Borge**
 - b. ...might send a reader to the dictionary.”
William Faulkner talking about **Ernest Hemingway**
 - c. ...the success of those you don’t like?”
Jean Cocteau
 - d. ...but I sent a nice letter saying I approved of it.”
Mark Twain
 - e. ...but I have read many obituaries with great pleasure.” **Clarence Darrow**
 - f. ...I go into the other room and read a book.”
Groucho Marx
 - g. ...but is intensely disliked by his friends.” **Oscar Wilde**
 - h. ...I would be happy to do it for you.” **Groucho Marx**

Your turn!
Write the text for a dialogue. Where possible, include lots of examples of irony, sarcasm, understatement and wit.



The interview

Activity type: interview & reporting back



Task

There are two parts to this task. Firstly, you're going to interview someone. Ask the questions below or invent some more of your own. Make a note of the answers and then report back to the rest of the class, explaining what the other person said.

Then, you're going to be interviewed by a classmate. However, in your responses, you have to try to use as much irony, sarcasm, understatement and wit as possible. So, read through the list of questions and think of ironic, sarcastic or witty comments to make. Have fun!

Biographical questions

- Have you ever accused someone wrongly of something?
- Who was the last person who had to forgive you for something?
- When was the last time you had to stop someone from doing something?
- Has anyone ever prevented you from doing something?
- Have you ever been accused of something?
- Have you ever had to get rid of someone?
- What do you do if you need to remind yourself of something?
- Do you ever feel that you're being taken advantage of at work?
- Do you often participate in meetings?
- What was the last thing you succeeded in doing?
- Have you been congratulated on something recently?
- Where do you go when you really need to concentrate on something?
- What do you do if someone is really insisting on something?
- Who do you rely on at work?
- Have you had to apologise to anyone recently?
- What do you do when you need to explain something complex to someone?
- Have you had to object to anything recently?
- Where do you go when you need to speak to someone in private?
- Who was the last person you argued with?
- How do you cope with your workload?
- What does your job mostly consist of?
- Have you ever been compared to someone? Who?
- Have you ever had to explain your way out of a difficult situation?



Prefacing a comment

1. I think that to a certain extent...
2. Without wanting to sound too dramatic, I'd say that...
3. The thing that I probably find most difficult to deal with is...
4. What I really enjoy doing is...
5. When it comes down to it, I think...
6. When I find myself in a difficult situation, I tend to...
7. There's nothing I like more than...
8. As far as I'm concerned,...
9. When it comes to X, I feel...
10. If I had to choose, I'd pick...

Asking follow-up / difficult questions

1. But wouldn't you say...?
2. Without wishing to sound too personal, don't you feel...?
3. Knowing what you now know, would you say...?
4. What would you say...?
5. I know this is a difficult subject, but...
6. I don't mean to be too personal but...
7. Without wanting to sound rude, what...
8. What made you think that...?
9. What was going on in your mind when...?



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 10 Crime stopper!

Vocabulary: Crime

Language structures: Prepositions of time, place, purpose & movement

Useful expressions: Accounting for your movements;

Asking about someone's movements

Crime films

Look at the information about the crime films. Which ones have you seen? What are they about? What did you like/dislike about them? Which ones would you like to see? Why?



Sherlock Holmes (2009)
Directed by Guy Ritchie. Starring Robert Downey Jr. and Jude Law.



Catch me if you can (2002)
Directed by Steven Spielberg. Starring Leonardo DiCaprio and Tom Hanks.



Chicago (2002)
Directed by Rob Marshall. Starring Renée Zellweger, Catherine Zeta-Jones and Richard Gere.



Paper Moon (1973).
Directed by Peter Bogdanovich. Starring Ryan O'Neal and Tatum O'Neal.



Casino (1995).
Directed by Martin Scorsese. Starring Robert De Niro and Sharon Stone.



American Gangster (2007).
Directed by Ridley Scott. Starring Denzel Washington and Russell Crowe.



Ocean's Thirteen (2007)
Directed by Steven Soderbergh. Starring George Clooney and Brad Pitt.



The Godfather (1972).
Directed by Francis Ford Coppola. Starring Marlon Brando, Al Pacino, James Caan and Diane Keaton.



The Dark Knight (2008)
Directed by Christopher Nolan. Starring Christian Bale and Heath Ledger.



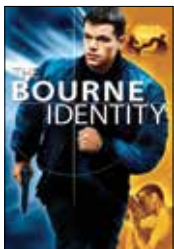
Gangs of New York (2002).
Directed by Martin Scorsese. Starring Leonardo DiCaprio and Daniel Day-Lewis.



Bonnie and Clyde (1967).
Directed by Arthur Penn. Starring Warren Beatty and Faye Dunaway.



Donnie Brasco (1997).
Directed by Mike Newell. Starring Al Pacino and Johnny Depp.



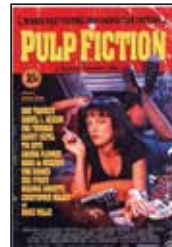
The Bourne Identity (2002)
Directed by Doug Liman. Starring Franka Potente and Matt Damon.



Goodfellas (1990).
Directed by Martin Scorsese. Starring Robert De Niro, Ray Liotta and Joe Pesci.



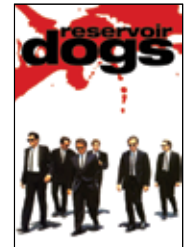
Scarface (1983).
Directed by Brian De Palma. Starring Al Pacino and Michelle Pfeiffer.



Pulp Fiction (1994).
Directed by Quentin Tarantino. Starring John Travolta, Uma Thurman and Samuel L. Jackson



L.A. Confidential (1997).
Directed by Curtis Hanson. Starring Kevin Spacey and Kim Basinger.



Reservoir Dogs (1992)
Directed by Quentin Tarantino. Starring Harvey Keitel and Tim Roth



Heat (1995)
Directed by Michael Mann. Starring Al Pacino, and Robert De Niro



The Usual Suspects (1995)
Directed by Bryan Singer. Starring Kevin Spacey and Gabriel Byrne



Seven (1995).
Directed by David Fincher. Starring Morgan Freeman and Brad Pitt

Think about it!

What are some of your favourite crime films? Why do you like them? What do you like about crime films in general? Why? What other genres of film do you like? Who are some of your favourite actors? Are there any films about famous crimes or criminals from your country? What/who are they about?

Vocabulary: Crime

1 Crime words matching

Match the words in bold in the sentences (1 to 8) to the definitions (a-h). Then, create as many parts of speech from the words in bold as you can. After you've done that, write three of your own sentences with any of the words.

1. The **fraudster** sold shares in fictitious companies.
 2. The **pickpocket** took my wallet as I was getting onto the train.
 3. The **mugger** ran off with her handbag.
 4. She was charged with **arson** after burning down the building.
 5. The witness picked out the **suspect** in an ID parade.
 6. He didn't have an **alibi** to prove he wasn't there at the time of the crime.
 7. The **burglar** slipped into the house in the early hours.
 8. They were charged with **vandalism**.
- a. A person who the police think may be guilty of a crime.
 - b. A person who gains money by tricking people.
 - c. The deliberate damaging of things, especially public property.
 - d. A person who attacks someone in a street so they can steal from them.
 - e. A thief who enters a house or other building by force in order to steal things.
 - f. A person who steals things from people's pockets / bags, etc. in public places.
 - g. If you've got one of these, you can prove that you were somewhere else when a crime was committed.
 - h. The crime of deliberately setting fire to a building or vehicle.

For example: **fraudster: fraud, fraudulent**
 Sample sentence: *They were accused of fraudulent trading.*

4 Language

Find a word or expression in the text that...

1. ...refers to the action of telephoning someone you don't know in order to sell them something.
2. ...means to believe a trick.
3. ...refers to someone who tricks people in order to get money.
4. ...is used to imply that you will do something bad to someone if they don't do what you want.
5. ...refers to people who are walking in the street.
6. ...means to understand finally/eventually.



2 Blog analysis

Read over the stories about scams. Which one is the easiest to fall for? Which one is the easiest to detect? Why? Make notes. Then, do the language activity.

Scams

Here are a few scams that our readers have written in about.

Cold calling

I heard about this scam that involves cold calling people and offering them a chance to enter a competition. The winning prize is something like a top-of-the-range car or even a house. However, in order to enter the competition, you have to give your credit card details. Surprisingly, some people fall for it. They hand over their credit card numbers, answer a few questions then hang up. Moments later, they become the victims of credit card fraud!

Angry dogs

The con artist is in the park and waits for a dog that's off the lead to come along. When the owner isn't looking, the con artist screams and pretends that he's been bitten by the dog, spreading a bit of fake blood over his arm or leg. He then threatens to go to the police unless the victim hands over a large sum of money. Most times, the owners pay up to avoid any legal problems.

Bricks in a box

I heard about this trick which is known as the bricks-in-the-box scam. Basically, a con artist offers a top-of-the-range plasma TV or DVD player to passersby at a very low price. The victim buys it and is given a box that supposedly contains the TV or DVD player. However, it's actually full of bricks. Of course, the victim doesn't realise this until they get home. As they say, if it looks too good to be true, it probably is too good to be true!

2 "Hindsight" quotes analysis

Read over the "hindsight" quotes. What do you think of them? Which ones do you agree with?

1. "Hindsight is wonderful. It's always very easy to second guess after the fact." **Helen Reddy**
2. "Hindsight is an exact science." **Guy Bellamy**
3. "Hindsight is always twenty-twenty." **Billy Wilder**
4. "As we all know by now, hindsight is twenty-twenty, but it is possible to turn your hindsight into foresight." **Ellen Moore**
5. "Hindsight is our ability to see our past clearly. Without this ability, we cannot learn from our mistakes." **Barbara S. Cole**
6. "The most fertile source of insight is hindsight." **Morris Kline**
7. "In retrospect it becomes clear that hindsight is definitely overrated!" **Alfred E Neuman**
8. "If I had to live my life again I'd make all the same mistakes – only sooner." **Tallulah Bankhead**

Your turn!

Write about a scam or trick that you've heard of.

Language structure:

Prepositions of time, place, purpose & movement

Prepositions of time

At: we use *at* for a precise and specific time: *at 7 o'clock, at noon, at midday...*

On: we use *on* for specific days and dates: *on Monday, on Saturdays, on 8th April...*

In: we use *in* for months, years and decades: *in May, in 2001, in the 1970s...*

We also use *in* for specific periods of time: *in the past, in the future, in the summer...*

For: we use *for* to refer to a period of time: *for three years, for 10 minutes...*

From & to (until / till): we use *from* and *to* when we want to refer to periods of time: *from 2001 to 2003, from 4pm till 6pm...*

During: we use *during* with nouns: *during the exam, during the game...*

Prepositions of place

At: we use *at* for a point in space: *at the corner, at the bus stop, at the top of the page...*

In: we use *in* for an enclosed space: *in the box, in the garden, in the office, in London, in the room...*

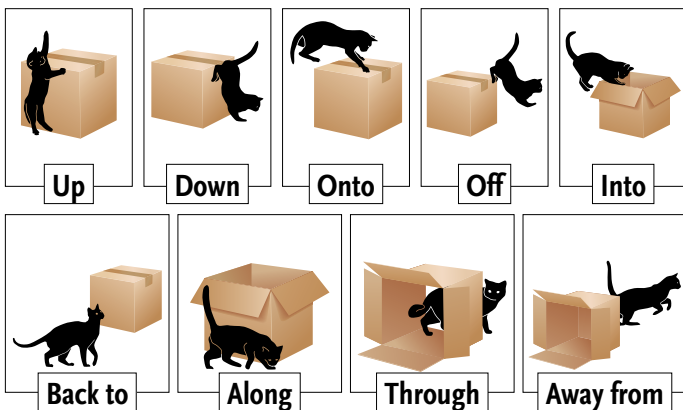
On: we use *on* for a surface: *on the wall, on the bed, on the ceiling, on the floor...*

Prepositions of purpose

We can use *because of, due to, on account of, for, from, through* to talk about purpose or reason. For example:

- a) The tennis match was cancelled **because of** the rain.
- b) The conference was postponed indefinitely **due to** the extreme weather conditions.

Prepositions of movement



Gap fill

Complete the sentences with the correct prepositions. Do it as quickly as you can!

- 1. I'm just popping out _____ 10 minutes.
- 2. They jumped _____ the rock and into the water.
- 3. There's a spider _____ the ceiling.

- 4. We left _____ noon.
- 5. We walked _____ the mountain right to the very top.
- 6. We last saw them _____ May.
- 7. I got married _____ 2009.
- 8. We were there _____ six _____ eight.
- 9. The party is _____ 5th March.
- 10. It fell _____ the floor.
- 11. I felt a bit sick _____ the exam.
- 12. We usually go out _____ Friday night.
- 13. It's _____ the corner of Peter Street and Mark Lane.
- 14. We stayed _____ this really nice hotel.
- 15. They spoke to us _____ Monday.
- 16. As I was walking _____ the street, it started to rain.
- 17. I put it _____ the table.
- 18. It was cancelled due _____ the rain.
- 19. We'll see them again _____ the summer.
- 20. I called them _____ order to check up on the prices.
- 21. They got here _____ six.
- 22. I walked right _____ her without recognising her.
- 23. We stayed there _____ about three years.

Website completion

Complete the website text with the correct prepositions / particles.

CrimeBusters.com

Home invasion

Andy and Tracey Ferrie were (1) _____ bed (2) _____ their remote cottage (3) _____ the village of Welby (Leicestershire) (4) _____ about 3am when they were woken (5) _____ the sound of breaking glass. Minutes later, two burglars came (6) _____ their bedroom. Fearing (7) _____ their lives, Andy, 35, used a legally-held shotgun to shoot (8) _____ the robbers, who fled the scene. Four men were later arrested (9) _____ the Leicester Royal Infirmary, where two of them were being treated (10) _____ shotgun wounds. Meanwhile, Andy and Tracey were also arrested and spent almost three days of questioning by police. They were eventually told they wouldn't be facing charges. The couple have since emigrated (11) _____ Australia amid fears (12) _____ a revenge attack.

Self defence

In February 2011, Gary Holmes was relaxing (13) _____ home with his girlfriend and two-month-old baby when he spotted a man creeping (14) _____ his garden. He ran to grab his air rifle and challenged the burglar as he got (15) _____ their home (16) _____ Hull (in the north of England). During a scuffle, Gary managed to fire two shots (17) _____ the burglar lunged (18) _____ him with a metal bar. This sent the burglar packing. Gary telephoned the police to report the attack. "I never expected to have to shoot a person," Gary said (19) _____. "I didn't have much time to worry about if I was going to be prosecuted, because I was more concerned about whether he would be coming (20) _____, and whether my girlfriend and the baby were OK," he added.

Facebook comments analysis

Read over the Facebook comments. Then, complete the table. Afterwards, add prepositions / particles to complete the expressions.

facebook Search for people, places and things

Mark Peters My sister was over for the weekend, but she got robbed, poor thing! As she was going up the escalator on the Underground, one of the thieves (who was in front of her) "accidentally" dropped some money on the ground, and blocked her path as he was picking it up. While she was distracted, the other thief (who was behind her) picked her pocket. Anything like that ever happened to you?

[Like](#) · [Comment](#) · [Share](#) · 20 minutes ago

Jessica Smith My elderly aunt fell for this nasty little trick once. She got talked into investing in these dodgy shares. This very convincing guy cold-called her offering her shares in a new company over the phone. He gave her some spiel about how the price of the shares was about to shoot up and how he'd bought some of the shares himself and made loads of money – the usual story. Anyway, she eventually agreed to invest and transferred over the money. Of course, she never heard back from him!

[Like](#) · [Comment](#) · [Share](#) · 22 minutes ago

Josh Brown A friend of mine lost a lot of money after thieves got access to his credit card. He was staying in a hotel at the time. One night, at about three in the morning, he was woken up by someone calling from "the front desk". The guy on the other end of the phone said they urgently needed his credit card information in order to process the bill. Half-asleep, and without thinking to question it, he gave them his credit card details, then went back to sleep. Within seconds, they'd emptied his bank account. That really hurt as my friend's a police officer!

[Like](#) · [Comment](#) · [Share](#) · 32 minutes ago

Sophie Mullins I read about this trick they play on tourists. Basically, one of the thieves squirts some ketchup or mustard on the victim's jacket. The thief pretends to help the victim clean it off. While the victim's distracted, another thief comes up from behind and picks their pocket. So simple!

[Like](#) · [Comment](#) · [Share](#) · 43 minutes ago

Melissa Harper A colleague at work got her bag stolen while she was on holiday. She was in the street when this guy came up to her and asked her to take a photo of him next to a statue. She had her bag with her at the time and put it down by her feet so she could take the shot. And that's when the other thief sneaks up from

behind, grabs the bag and runs off with it!
[Like](#) · [Comment](#) · [Share](#) · 45 minutes ago



Chloe Riley My dad was walking through this busy street in London once when this guy carrying a cardboard box bumped into him. The box fell to the ground and there was this smashing sound. Then, the guy starts explaining how the box had this really expensive bottle of wine in it. My dad's a nice chap and he felt sorry for the guy so he offered to get him another bottle. Of course, we later found out that this is quite a common trick, and that the box actually contains a really cheap bottle of wine that probably cost about £3, but my dad never knew that!

[Like](#) · [Comment](#) · [Share](#) · 47 minutes ago

Name	Victim	Con / trick method
1. Mark Peters	his sister	One thief drops money and causes a distraction while the other thief picks her pocket.
2. Jessica Smith		
3. Josh Brown		
4. Sophie Mullins		
5. Melissa Harper		
6. Chloe Riley		

Language

Complete the expressions from the text with the correct prepositions.

1. come _____ for the weekend (to your house)
2. _____ front of someone
3. drop something _____ the ground
4. talk someone _____ doing something
5. sell something _____ the phone
6. to shoot _____ (rise quickly)
7. hear _____ from someone (again)
8. get access _____ something
9. stay _____ a hotel
10. _____ about 3am
11. _____ the other end of the phone
12. _____ order to
13. go _____ to sleep (sleep again)
14. play a trick _____ someone
15. come up _____ behind (appear from behind)
16. be _____ holiday
17. sneak _____ from behind
18. run _____ with something
19. bump _____ someone
20. fall _____ the ground
21. feel sorry _____ someone
22. find _____ about something

Your turn!

Write a news report about a robbery. Invent if necessary.

The alibi

Activity type: role play



The Office Break-In

The office where you work was broken into at approximately 8pm on Saturday night. Ten computers were stolen, important documents were removed and the building was set on fire. Fortunately, no one was injured or hurt, and the fire brigade managed to get the fire under control before it did too much damage. Everyone who works in the office is under suspicion, which includes YOU!



Student A

You're going to be questioned by the police in relation to the office break-in (see information above). Read over the details of the incident. Then, in pairs prepare your alibi. You were with a colleague (another student) between 6pm and 10pm on Saturday night (before and after the incident supposedly occurred). So, prepare your stories carefully and make sure you both know what to say. Think of as many details as you can and account for your movements during these times: Where did you go? What time did you get there? What happened there? What did you eat (if you went to a restaurant)? What time did you leave? Etc. You must mention at least three different places that you visited. Later, you'll be interviewed separately. Then, the interviewer/s will compare your answers with those of your colleague. If there are too many discrepancies, you'll become a prime suspect!

Student B

You're going to question a suspect in relation to the office break-in (see information above). Read over the details of the incident. Then, prepare questions to ask the suspects. The two suspects claim that they were together between 6pm and 10pm on Saturday night (before and after the incident supposedly occurred). So, think of questions to ask them: Where did you go? What time did you get there? What happened there? What did you eat (if they went to a restaurant)? What time did you leave? Etc. Later, you will interview each suspect separately. Then, you will compare their answers. If there are too many discrepancies, they are probably lying and they will become prime suspects!

Accounting for your movements

1. Not wanting to get home too late, we decided to...
2. With just a few minutes to go before the train left, we...
3. After watching the film, we decided to...
4. No sooner had we left than...
5. After we'd spoken to X, we decided to...
6. Knowing that we had to get up the next morning, we...
7. As soon as we saw X, we decided to...
8. Realising how late it was, we decided to...

Asking about someone's movements

1. Where were you at...?
2. What did you do after that? / Where did you go after that?
3. Who were you with when you were in...?
4. Why did you decide to leave...?
5. What did you order to eat at the restaurant?
6. What had you been doing before deciding to go out?
7. Where did your friend suggest going after that?
8. Why didn't you stay there any longer?
9. What time did you head off for home?



Remember!

You must do the *Reading* and *Listening* activities in *Learn Hot English* magazine.

UNIT Techno fun!

Vocabulary: Technology & automobiles

Language structures: Phrasal verb particles

Useful expressions: Selling something;
Negotiating

Website analysis

Read over the list. Which things don't you do anymore?

Things we don't do any more because of technology!

- Use a public phone.
- Print photos.
- Buy CDs.
- Pay bills at the bank.
- Use an address book.
- Watch videos.
- Fax something.
- Send post cards.
- Buy a newspaper.
- Keep a personal diary.
- Write handwritten letters.
- Use or buy an encyclopaedia.
- Pay for something by cheque.
- Keep printed bills or bank statements.
- Ring the cinema to find out about films.
- Go to a travel agency to book a holiday.
- Read a hard copy of the Yellow Pages.
- Ring the speaking clock to find out the time.
- Check a map before or during car journey.
- Dial directory enquiries to get a telephone number.
- Look up something in a dictionary or encyclopaedia.

Think about it!

When was the last time you bought a CD? What was it? Have you faxed anything recently? What was it? When was the last time you booked a holiday in a travel agency? Do you ever use a map on car journeys? When was the last time you looked something up in a dictionary?



Vocabulary: Technology & automobiles

1 Gadgets matching

Match the gadgets (1 to 5) to the descriptions (a-e). Which one would you like to have? Why?

1. Garmin Astro Dog Tracking System (\$350)
 2. WeMo Light Switch (\$50)
 3. Google Chromecast (\$35)
 4. Surface Tension Arcade Tables (\$3,000-\$6,000)
 5. BikeSpike (\$150)
- a. This Wi-Fi-enabled gadget lets you control the lighting in your home from your Android or iOS device. Easy to install, the accompanying app lets you program the lights to come on or off according to a schedule.
 - b. With a range of up to 12 kilometres, you can keep track of your pet with this customisable GPS device. Simply attach it to your pooch and monitor its movements.
 - c. This device comes with a GPS, cellular antenna and accelerometer, allowing you to monitor its location, receive stats on distance and speed, and get a push notification if it's moved or tampered with.
 - d. Impress your friends with this entertainment system that comes with built-in arcade-style controllers. The table is sold with a package of classic games such as Space Invaders.
 - e. This gadget lets you wirelessly stream content from your laptop, smartphone or tablet computer to your high-definition TV. Now you'll be able to watch videos from services such as Netflix, YouTube and Google Chrome on a full-size screen!

Your turn!

Write a detailed description of a gadget or device.

2 Website analysis

Read over the text once quickly and try to remember as much as possible. Then, complete the sentences without referring back to the article.

TechnoUpdate.com

Google Glass

This wearable computer comes with an optical head-mounted display (OHMD) that displays information. You can communicate with the device and internet via natural-language voice commands. It's like a cross between a normal pair of spectacles and a high-powered computer. So, what can you do with it? Well, while wearing the glasses, you can take photos of what you see, you can send and receive e-mails, get directions from the in-built SatNav, make phone calls and search for things online. You control the glasses using voice commands. So, to take a picture, for example, you just say, "Glass – take a photo." The specs have a tiny screen that displays information in front of your eyes (the screen is at the top of the right lens which means it doesn't block your vision). So, if you receive an e-mail, it'll appear on the small screen, or if you search the internet, the results will also appear there. Could Google Glass replace smartphones in the future? We'll have to wait and see.

1. OHMD stands for...
2. Google Glass is like a cross between...
3. With Google Glass, you can...
4. You can control the glasses by using...
5. The information is displayed...

3 Matching

In pairs, identify the following parts on the car. Either point to the parts on the image, or say where they are (if you can't see them).

steering wheel, wheel, tyre ("tire" US English), clutch, brake, accelerator, handbrake, roof, motor / engine, gears, headlights, windscreen ("windshield" US English), windscreen wipers, wing mirror / side-view mirror / side mirror, rear-view mirror, bonnet ("hood" US English), boot ("trunk" US English), petrol tank ("gas tank" US English), backseat, front seat, passenger seat, driving seat, airbags, roof rack, sun roof, hubcap, seatbelt, gear stick / gear shift lever, headrest, speedometer



4 Types of car

Match the types of car (1 to 9) to the pictures (a-i).

What are some of the features of these cars? What are the pros and cons of each type of car?

1. Saloon / sedan (US English)
2. Estate / station wagon (US English)
3. Minivan / people carrier
4. SUV (sports utility vehicle) / 4X4
5. Coupé
6. Van
7. Convertible
8. Truck/lorry
9. Pick-up truck



Your turn!

Write up a news report about the launch of a new gadget or device.

Language structure:
Phrasal verb particles

As you know, a phrasal verb is formed by a verb and a particle (a preposition or adverb: *up, with, to, out, in,* etc.). For example: "He cleaned up after cooking."

In some cases, the verb can help you with the meaning of the phrasal verb. For example, in the following sentence, the particle is just there for "decoration" and doesn't add much to the basic meaning: "She **filled up** the petrol tank."

However, in other cases, the particle can help you guess the meaning of the phrasal verb. For example, if something goes *down*, it goes to a lower level. The following phrasal verb has the idea of moving down: "Prices have **gone down**."

These particles can also have a metaphorical meaning, but one which is still related to the original meaning of the particle. For example: "I'm feeling down" = I'm feeling depressed.

Top tip

When you see a phrasal verb and you aren't sure of the meaning, look at the verb and think about its meaning. If that doesn't help, think about the particle and what it means in general. Finally, you should also think about the context: what are they talking about? What's happening? Etc. All of this should help you guess the meaning of the phrasal verb.

See the resource section for more information on phrasal verb particles



1 Phrasal verb guessing

Read over the following sentences and guess the meaning of the phrasal verbs. What helped you: the verb, the particle, context?

1. After three days of rain, it finally started to **brighten up**.
2. I've got to **cut down** on the amount of chocolate I'm eating.
3. She **pointed out** a few errors that we'd made in the description.
4. If you buy this today, I'll **throw in** a free 500GB external hard-drive to go with it.
5. We could **knock £2,000 off** the price of the car if you **trade in** your own vehicle.
6. We were **hanging around** in the shopping centre, just waiting for them to **show up**.
7. After three months of searching, they finally **tracked** him **down** in a tiny flat in east London.
8. We **walked around** for a bit before stopping off for lunch by the castle.

2 Word choice

Choose the correct words to complete the sentences.

1. It'll end **at / up** costing you about \$189 a month.
2. Feel free to shop **by / around** to see if you can get a better deal.

3. I'm prepared to throw **in / on** a free mouse pad if you buy the laptop right now.
4. I wouldn't spend too long thinking it **over / for** – it's the last one in the shop.
5. You can take it home with you to try it **in / out**, then bring it back tomorrow.
6. I may have to talk it **over / at** with my partner.
7. Eat **on / up** – it's time to go!
8. I tried to start it **up / to** but it didn't come on.
9. We finished **on / up** the work at about 9pm.
10. The printer is playing **in / up** again! We'll have to get the technician round.

3 Website analysis

Read over the text and tick the pieces of advice that you think are important. Then, complete the list of phrasal verbs from the text with the correct participles. Try to do it without referring back to the text.

DrivingNews.com

Top tips for buying a new car

Use this checklist to make sure you get the best deal possible.

- Before heading off for the dealership, check out the car online. Look up as much as you can about it.
- Draw up a list of your must-have features and the ones you could probably live without.
- Call up dealerships in your area to make sure they've got the car you want in the showroom.
- Before trying out the car, ask the salesperson to go through the vehicle's features, explaining as much as possible about each one: the stereo system, the air-conditioning, the SatNav device, the rear-seat entertainment system...
- Look over the car carefully. Check under the bonnet and ask the salesperson to point out where everything is: the oil stick, the battery...
- Find out where the spare tyre is. Is it reasonably accessible? Do you think you can operate the jack?
- Size up the cargo space. Is the boot large enough for your golf clubs and the push-chair both at the same time?
- Try out all the seating positions. Will the backseat passengers be comfortable?
- Try getting in and out of the car. Can you do it without banging your head or knees?
- Get behind the wheel. Is there enough headroom? Are all of the controls within easy reach?



- For the test-drive, map out a route that'll take at least 30 minutes. And head off on the type of roads that you'll be using on a regular basis: the motorway, side roads, busy streets...
- As you're driving along, turn down the audio system and listen out for any excessive engine noise. How does the car sound as you're speeding along? There will probably be some increase in engine noise under hard acceleration, but can you live with it?
- In stop-and-go traffic, does the vehicle keep up with other cars? How much runway does it need to merge onto a motorway or pass another vehicle at speed? Do you feel safe doing that?

1. head _____ to a place
2. check _____ something (**get information about it**)
3. draw _____ a list
4. look _____ information about something
5. live _____ something (**not need it**)
6. call _____ a shop
7. go _____ something (**to check it**)
8. point _____ something
9. find _____ something
10. size _____ a space
11. get _____ the wheel
12. map _____ a route
13. turn _____ the volume (**reduce the level**)
14. listen _____ for something
15. keep _____ with the other cars
16. merge _____ a motorway

4 Conversation analysis

Read over the conversation. Then, complete the table with the correct amounts. Afterwards, see if you can identify any phrasal verbs. What do they mean in the context of this conversation.

The car sale

Molly (a car salesperson) is trying to finalise the sale of a car to Bob.

Molly: OK, so we've been through all the paperwork, now, what about some extras? If you go for the power-sliding, tinted-glass sunroof, I can get it fitted in for no extra charge, plus I'll throw in some free floor mats.

Bob: A sunroof?

Molly: Yes, it'll add to the re-sale value of your car. Plus, the kids will love it. The retail price is €800, but I let you have it for €750.

Bob: Oh, OK. Go on then.

Molly: Right, now, what about some splash guards? They partially cover the wheels and keeps them from spraying mud all over your nice new car.

Bob: Erm...

Molly: They're only €99.

Bob: OK.

Molly: Right, OK, now you'll definitely need the Safety First Combo Pack – it comes with a first-aid kit and an emergency road kit. It'll give you peace of mind on those long journeys, plus it fits in nicely just above the spare

tyre. The asking price is €75, but I can knock off 10... 20%.

Bob: OK. Sounds good.

Molly: Great. Right, car security. Did I tell you that car thefts have gone up 30% over the past few years?

Bob: No.

Molly: Well, they have, but with a dealer-installed NoGo Vehicle Tracking Device, your car will be as secure as it can be, and it'll help the police locate your vehicle before it gets stripped down. For just €249 you'll get complete peace of mind. What do you say?

Bob: OK, I guess so.

Molly: Great. Now, you'll also want some external ground lights fitted in for the superb price of just €325. You can switch them on from your car key and they brighten up the area beneath and around your vehicle. It'll give you all that extra level of security that I'm sure you're looking for.

Bob: OK. Sounds good.

Molly: Right, as I understand it, you don't currently have a garage.

Bob: That's right.

Molly: Well, you'll definitely want the Silverguard Plus Vehicle Cover – only €125. It comes in two colours: red and green. The red would look great with the bright yellow you've decided to go for.

Bob: Erm, yes, but what is it?

Molly: It's a machine-washable, durable plastic cover that slips over your car. It's water resistant and it comes with an anti-theft security cable that's guaranteed to deter any potential car thieves. Plus, it'll protect the bodywork, and help maintain...


Bob: ...the price of the car. OK. Yes, go on then.

Molly: Right, now, how about...?

Bob: Erm, before you go on, how much has all this come to so far?

Molly: Let me see, so with the... [*fades out*]

Details		Price / amount
1.	The retail price of the sunroof	
2.	The discounted price for the sunroof	
3.	The cost of the splash guards	
4.	The asking price for the Safety First Combo Pack	
5.	The amount that the saleswoman is prepared to knock off	
6.	The cost of the NoGo Vehicle Tracking Device	
7.	The price for some external ground lights	
8.	The amount he'll have to pay for Silverguard Plus Vehicle Cover	

 **Your turn!**
Write up your top tips for buying a new gadget and making sure you get the best price and the best options.

The car sale

Activity type: role play

The Sensei ELECTRIC CAR!

GO GREEN for only €11,000!



**Digital dashboard.
Dual-stage airbags.
Cruise control.
A/C.**

**Retractable side-view mirrors.
Plus lots, lots more.**

**Top Car of 2013 by Best Car magazine
40,000 in sales so far.
300,000 Facebook friends
www.SenseiElectric.com**

Follow us on or

List of “extras” for the car

Feature	Description	Price
Sun roof	voice-activated glass panel in the roof	€800
Warranty	three-year warranty on all parts	€500
Leather seats	plush interior with quality leather seats	€3,000
Bose® Premium Audio System	9 speakers offering surround sound	€800
Rear-seat DVD entertainment system	TV and DVD player for passengers	€700
Built-in rear-view camera	activate the cameras as you reverse	€400
Silverguard Plus Vehicle Cover	protective covering for your car	€125
Splash guards	plastic guards for your wheels	€99
Safety First Combo Kit	first aid kit and emergency road kit	€75
NoGo Vehicle Tracking Device	keep track of your car if it gets stolen	€249
External ground lights	light up the area around and under your car	€325
Licence plate frames	customise your licence plates	€35

Student A

You've just finalised a sale of the car above to a customer. Now it's time to maximise your profit. Firstly, use the table above to try to sell the customer as many “extras” as you can. You can make discounts of up to 20% on any of the prices, but not more. Invent information if necessary. Also, get the customer onto a financing deal. Find out how much the customer can pay as a down-payment for the car, then offer them financing at the highest rate possible (10% or more if you can). The lowest possible amount you can offer is 5%.

Student B

You've just agreed to buy the car above. Now, you're just finalising things with the salesperson. Look at the list of extras and decide what you want. Try to get discounts on the prices where possible. Negotiate as hard as you can. You've got €6,000 as a down-payment for the car, so you'll need to finance the rest. Get the best rates you can. You know you can get 6% interest rates from the bank, so don't go any higher than this.

Selling something

1. We can give you up to (€2,000) for your old car.
2. With these rates, you'll end up paying just (€189) a month.
3. Feel free to shop around and see if you can get a better deal.
4. I'm prepared to throw in... if you get the...
5. I wouldn't spend too long thinking it over because...
6. I could knock X off the retail price.
7. The retail price is... but I'd be willing to give it to you for...
8. If you sign up for the three-year warranty, I'll give you... for free.

Negotiating

1. I was hoping to get X for my old car.
2. I could get better rates than that from my bank.
3. Could you drop the price a bit?
4. How about throwing in a free...?
5. I was hoping that you'd be able to give it to me for...
6. If I agree to... would you be willing to...?
7. I can't see how I'd be able to afford...
8. That might be a bit out of my price range.

Learn hot english magazine **Remember!** You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 12 Culture shock!

Vocabulary: Describing things

Language structures: Phrasal verbs

Useful expressions: Explaining cultural issues;
Asking about cultural issues

■ Negotiation quotes

Match the negotiation quote beginnings (1 to 7) with the endings (a-g). What do you think of the quotes? Discuss your ideas with a partner.

1. "Start out with an ideal and end up with a...
2. "Let us never negotiate out of fear. But, let us never fear...
3. "The most important trip you may take in life is meeting people...
4. "He who has learned to disagree without being disagreeable has discovered the most valuable secret...
5. "In business, you don't get what you deserve, you...
6. "Never forget the power of silence, that massively disconcerting pause which goes on and on and may at last induce an opponent to babble and...
7. "During a negotiation, it would be wise not to take anything personally. If you leave personalities out of it, you will be able to see opportunities more...

- a. ...of a diplomat." **Robert Estabrook**
- b. ...backtrack nervously." **Lance Morrow**
- c. ...objectively." **Brian Koslow**
- d. ...deal." **Karl Albrecht**
- e. ...half way." **Henry Boyle**
- f. ...to negotiate." **John F. Kennedy**
- g. ...get what you negotiate." **Chester L. Karrass**

Think about it!

What are your top tips for negotiating? Which ideas from the quotes can be applied to everyday negotiation? What advice would you give a foreigner about negotiating in your country?



Vocabulary: Describing things

1 “How to” analysis

Read over the information about how to spot a liar. Do you think this information could apply to people from your country?

How to spot a liar

Body language can help us understand a person’s attitude or state of mind. In fact, studies have suggested that only 7% of communication involves actual words, while 55% is visual (body language, eye contact...), and 38% is vocal (pitch, speed, volume, tone of voice...). Body language can also be used to help us spot liars. A person who is lying...



1. ...will avoid making eye contact.
2. ...may touch their face, throat and mouth, or scratch their nose or behind their ear.
3. ...will usually get defensive.
4. ...may feel uncomfortable facing the questioner, so they will turn their head or body away.
5. ...won’t be comfortable with silences or big pauses in the conversation.
6. ...may give off contradictory signals. For example, they really like something, but as they’re saying it, they aren’t smiling – there’s a contradiction there.

2 Website analysis

Read over the advice for negotiating. Which points do you agree with? What other advice would you add?

How to negotiate!

- Set the tone right from the word go. Enter the room confidently and purposefully and exchange pleasantries in a relaxed and confident manner.
- Think about seating arrangements – you may want to put the chairs in a circle rather than with the two sides facing one another.
- Use the initial stage to explore issues and create new options and alternatives. Get an understanding of your opponent, and identify areas of potential mutual benefit.
- Don’t get personal. Control your emotions and keep your anger in check.
- Be aware of your strengths, and have a BATNA (Best Alternative to a Negotiated Agreement) – a plan B – so you won’t be afraid to walk away with nothing.
- Don’t feel pressurised by artificial deadlines or “final offers”.
- The choice and sequence of issues for discussion is an important element of the negotiation. It’s usually a good idea to start with an issue that can be dealt with



fairly easily.

- Offers should be put clearly and firmly and without any hint of apology. Initial offers are very important because they create an impression of the sincerity and realism of each party’s position.
- If things aren’t going well, take a break. A period of time away from the negotiating table could help move things on.
- Change the negotiating team. There may be someone who is provoking the other side.
- Be prepared to make concessions. The other side may be feeling that they’ve already made enough concessions.
- Summarise things and highlight any achievements already made.

3 Word formation

Add as many parts of speech to the following words from the text on this page. Then, make three sentences with any of the words.

1. Confidently (**adverb**), confidence (**noun**), confident (**adjective**), unconfident (**antonym**)
2. Purposefully (**adverb**)
3. Relaxed (**adjective**)
4. Arrangements (**noun**)
5. Opponent (**noun**)
6. Identify (**verb**)
7. Benefit (**noun**)
8. Personal (**adjective**)
9. Anger (**noun**)
10. Strength (**noun**)
11. Discussion (**noun**)
12. Negotiation (**noun**)
13. Sincerity (**noun**)
14. Summarise (**verb**)
15. Achievement (**noun**)

4 Sentence completion

Complete the sentences with the correct forms of the words in brackets.

1. They made _____ (**arrange**) to hold the meeting at an earlier date.
2. They’ve entered into _____ (**discuss**) with them on the proposal to build the new supermarket.
3. This new scheme would be extremely _____ (**benefit**) for us, so I think we should go ahead with it.
4. We’re extremely _____ (**anger**) about the new proposals.
5. They aren’t _____ (**opposition**) to the scheme in principle.
6. The decision to move affected me _____ (**personal**).
7. They asked us for some form of official _____ (**identity**).
8. We aren’t entirely convinced of their _____ (**sincere**).

Your turn!
Write some top tips on understanding body language and gestures from your country.

Language structure: Phrasal verbs

There are four main types of phrasal verbs.

Important terms

Transitive verb: a verb that requires an object: *I saw him.* / *We beat them.*

Intransitive verb: a verb that doesn't require an object: *We won!* / *Prices rose.*

Particle: a preposition or adverb (to, in, at, on, etc.) that forms part of a phrasal verb.

Type 1: Intransitive phrasal verbs (with no object)

- a) We **got up** at six.
- b) They didn't put enough wood on the fire, so it **went out**.

Type 2: Transitive phrasal verbs: separable

- a) They **put** Mark **up** for the night.
- b) They **put up** Mark for the night.

With separable phrasal verbs, if the object is a pronoun (*me, you, him, her, etc.*), it must come between the verb and the particle. For example: "They **put him up** for the night." [NOT: They put up him for the night.]

Type 3: Transitive phrasal verbs: inseparable

With these phrasal verbs, the object (noun or pronoun) always comes after the particle. For example: "I **came across** an old photo of us." [NOT: I came an old photo across of us.]

Type 4: Phrasal verbs with more than one particle

Phrasal verbs with more than one particle are inseparable – the object cannot come between any of the particles. For example: "**Get on with** your work." [NOT: Get on your work with.]

Unfortunately, there's no easy way to learn which phrasal verbs are separable and which ones are inseparable. The best way is to see how they function by reading or listening to text that contains phrasal verbs. Then, you'll pick them up over time.

Top Tip – Learning Phrasal Verbs

The key to phrasal verbs is being able to understand them (not necessarily use them). And one of the best ways to develop your understanding of phrasal verbs is to see them in context and to try to guess their meaning. When speaking, you don't necessarily need to use phrasal verbs as there is usually always an alternative way of expressing the concept / idea.

Photo matching

Match the sentences (1 to 6) to the photos (a-f). What do the phrasal verbs mean?

- 1. She's **come up with** a great new idea.
- 2. He **called off** the meeting because he wasn't feeling very well.
- 3. He **turned up** an hour too early for the talk!
- 4. She can **come across as** a bit aggressive at times.
- 5. The meeting **went on** for hours!
- 6. I had to make a lot of phone calls and **go through** a lot of hassle to get it replaced.



Particle placement

Rewrite these separable phrasal verbs with an object pronoun between the verb and the particle. Use "it / them" to replace any noun phrases.

- 1. She gave up smoking. = **She gave it up.**
- 2. They worked out the answer.
- 3. They ruled out the possibility of further talks.
- 4. She called off the meetings.
- 5. They put across the ideas quite well.
- 6. She turned off the switch.

Guessing

Read over the sentences and guess the meaning of the phrasal verbs in bold.

- 1. They're **thinking over** our proposal. Hopefully they'll like it!
- 2. They **put off** making a decision until the following week.
- 3. They **drew up** a new contract for us to sign.
- 4. They wanted to **cut out** a couple of paragraphs from the contract.
- 5. We need to **figure out** the answer to this.
- 6. They want to **leave out** the bit about finance.

Fluency practice

Ask and answer the questions. Invent if necessary. Give details.

- 1. What was the last thing you objected to?
- 2. Have you had to deal with any complex issues lately?
- 3. Are you getting on well with your colleagues at the moment?
- 4. Have you caught up with all your work?
- 5. Is there anything that you need to check up on?
- 6. Have you come up with any good ideas recently?
- 7. Are you looking forward to anything at the moment?
- 8. Is there something that you keep putting off? What?

Blog analysis

Read over the text. Then, answer the questions. Afterwards, see if you can identify any phrasal verbs in the text.



BusinessBlog.com
Home About Us Services Products Support Contact

International business etiquette

Have you ever had to do business overseas? Every country has their own special way of doing things.

The UK

The British tend to stick to schedules and expect punctuality in all matters of business, including meal times. Make sure you turn up on time for any meetings. You don't want to keep the other people hanging around as this is considered rude. Start off by greeting your colleagues with a firm handshake. However, don't hold onto the other person's hand for too long and don't pull the other person towards (this is seen as aggressive). When giving a presentation, maintain eye contact, avoid looking down too much and don't read from your notes. Also, avoid crossing your arms as you could come across as defensive.

China

People shake hands when meeting, often with a slight bow. Age and rank are important and the most senior individuals are greeted first. Punctuality is respected in business. Show up about five minutes before a meeting or meal is scheduled to begin. Meetings are carried out in a formal way, and they tend to stick to business. Interrupting is considered rude. During meals, don't serve your own drink, but keep topping up the glasses of those next to you. People often leave food on their plate to show they've enjoyed the meal. It's common practice for Chinese hosts to stick around until the guest of honour leaves.

Switzerland

The Swiss tend to be formal in business and address each other by last name with honorific titles such as Dr, Mr or Ms. They're generally respectful of private lives, so keep away from personal subjects, and be careful if they do come up. Punctuality is extremely important so make sure you turn up at any meeting a few minutes early to be safe. The Swiss draw up detailed agendas for business meetings and follow them closely, so make sure you go over the agenda carefully before you arrive. While eating, keep your elbows off the table. It's considered polite to finish all the food on your plate.

- What should you do to those sitting next to you during a meal in China?
- What type of agendas do the Swiss draw up for business meetings?
- What should you keep away from when chatting to Swiss people in a business context?

Conversation completion

Complete the conversation with the correct prepositions. Two managers are discussing negotiation tactics. The people they were dealing with have made some last-minute changes.

Keira: I can't believe what they've done. I mean, we had a deal on the table and now they've suddenly come (1) _____ with all these new demands. It's highly unprofessional. I say we just walk (2) _____. If they're really up for the business, they'll soon come (3) _____.

Mike: No, I completely disagree. It's taken us months to put this (4) _____, and now we're in danger of ending (5) _____ with nothing. As you know, we need this system urgently, and if we don't get it developed soon, we'll miss a lot of important deadlines for other projects we're working (6) _____. And that means lost business and lost revenue. I say we swallow our pride and talk to them.

Keira: That's just what they want. They've had more than enough time to think this (7) _____. Why didn't they bring these things (8) _____ before? They know that time is an important factor for us, so they're playing on that. We drew (9) _____ the contract together, but now they say they've had second thoughts. That's totally out of order. I say we hold them (10) _____ the agreement. It's too late to go back (11) _____ it now. If they think they can push us (12) _____ like this, they've got another think coming.

Mike: Well, to be fair to them, we did change some of the terms, too. I mean, we originally said we'd pay them (13) _____ go days, but then we changed it to 180. And, let's face it: they've got us in a tight corner. We can't really tear this (14) _____ and go (15) _____ to square one. It would take us ages to find another company who could do the work required, then we'd have to go (16) _____ all the hassle of negotiating with them. What they're demanding doesn't sound too unreasonable.

Keira: I don't like being held to ransom like this, however reasonable the demands may be.

Mike: Well, I can see that we aren't going to agree (17) _____ this. I suggest we speak to Abigail. She can decide.

Keira: OK. Agreed.

- What did the writer say about turning up for meetings in the UK?
- Why should you avoid crossing your arms in the UK?
- How soon before a meal should you show up in China?

Your turn!
Write up a guide for a foreigner who is thinking about visiting or doing business in your country.

The guide

Activity type: presentation & question-answer session



Story ideas

You're going to create a guide for foreigners who come to live or stay in your country. Use the prompts below to help you create your guide.

- Customs
- Traditions
- Festivals
- Ways of doing things
- Eating out
- Doing business
- Greeting
- Meeting up with friends
- Language
- Driving
- Food
- Drink
- Clothes
- Visiting people's houses
- Behaviour that's considered rude
- Making small talk
- The language
- Regions / cities / towns
- Politics / the government
- Dealing with officials / taxi drivers / waiters / bus drivers / train station employees...
- Business etiquette (punctuality, negotiation, greetings, etc.)
- General greeting (kissing, handshaking)
- Body language (proximity, eye contact...)
- Words to avoid / taboo words
- Giving opinions
- Useful slang terms



Explaining cultural issues

1. Make sure you turn up at least...
2. Try to avoid doing anything that might...
3. Phone up in advance if you can't make it.
4. Start off by greeting everyone in the room.
5. Be careful not to... as this could be interpreted as...
6. Don't stand too close to the person you're speaking to as...
7. Stick to fairly light conversational topics such as...
8. If you need to go to the bathroom, make sure you...
9. If you need to leave, try to...

Asking about cultural issues

1. What's the best way of greeting someone in a business setting?
2. What do people generally do on...?
3. What advice would you give to someone who wants to...?
4. What should we be aware of when we're...?
5. What are your top tips for...?
6. What time should you turn up for...?
7. If you're invited to someone's house, what should...?
8. Which topics of conversation are fairly safe for social settings?



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 13 **Healthy times!**

Vocabulary: Health & fitness

Language structures: Reflecting on the past

Useful expressions: Asking about a workplace injury;
Commenting on a workplace injury

Healthy activities

Look over the list of physical activities. Which ones do you do regularly? Which ones are best for keeping you fit and healthy? Why? What else do you do to get in shape? Why?

cycling, aerobics, step, dancing, yoga, gymnastics, Pilates, housework (cleaning, lifting things...), gardening (mowing the lawn, digging up vegetables...), jumping on a trampoline, rowing, push-ups, press-ups, skipping, martial arts (karate, judo, tae kwon do, jujitsu...), downhill skiing, cross-country skiing, weight training, bodybuilding, circuit training, boxing, lifting weights, walking, race-walking, hiking, roller skating, in-line skating, jogging or running, backpacking, climbing, decorating the house, playing with the kids, wrestling, table tennis, golf, softball, baseball, cricket, basketball, football, rugby, throwing a Frisbee, juggling, badminton, archery, fencing, handball, racquetball, squash, volleyball, ice skating, sailing, swimming, ice hockey, tobogganing, diving, waterskiing, snorkelling, surfing, windsurfing, water polo, scuba diving, canoeing, rowing, rafting, fishing, hunting, horseback riding, polo, skateboarding, cheerleading

Other?

Think about it!

Do you ever cycle or walk to work? Why? Why not? Do you get any exercise during the week? What do you do? What would you do if you had more time to do exercise? What are some of the best ways to keep fit and healthy?



Vocabulary: Health & fitness

1 Body identification

Identify as many of these places on the pictures of the bodies or face as you can in just two minutes. Alternatively, point to the things on your body/face.

thumbs, eyes, ears, spine, thighs, hands, tongue, feet, nose, mouth, hair, fingers, knees, shoulder, elbows, shins, forearms, neck, temple, brain, lung, ribs, collarbone, heel, toes, stomach, chin, hips, nostrils, cheeks, fingernails, lips, calves, forehead, eyebrows, back, chest, stomach, upper arm, head, eyelashes, wrists, ankles, bellybutton, knuckles, eyelids, palms, armpits...



2 What do they do?

Match the medical specialists (1 to 10) to the definitions (a-j).

1. Anaesthetist ("anaesthesiologist" in US English)
2. Cardiologist
3. Chiropractor
4. Dermatologist
5. Gynaecologist
6. Neurologist
7. Obstetrician
8. An occupational therapist
9. Ophthalmologist
10. Paediatrician

- a. A skin specialist.
- b. A heart specialist.
- c. A brain specialist.
- d. Someone who specialises in workplace health.
- e. A specialist for babies and children.
- f. A doctor who specialises in the administration of pain prevention during surgery.
- g. A specialist for pregnant women.

- h. A back specialist.
- i. A doctor who specialises in aspects of women's health.
- j. Someone who specialises in eye diseases.

3 Sleeping tips

What are some of your top tips for getting a good night's sleep? Make notes. Then, read over the text to compare your ideas.

9 top tips for a good night's sleep


Here are our nine top tips on getting a good night's sleep.

- 1 Make sure your room is cool and dark. If you're cold, slip on an extra layer of bedclothes.
- 2 If noise is an issue, put in some ear plugs, or get an electric fan. The low hum from the fan won't stop you sleeping but it will block out any external sounds.
- 3 Stick to a schedule. Go to bed and get up at the same time every day, even on weekends, holidays and days off. This will reinforce your body's sleep-wake cycle.
- 4 Get comfortable! Make sure you're wearing some loose-fitting bed clothes, invest in a firm mattress, and get hold of some soft bed linen and a good quality duvet and pillow.
- 5 Cut down on daytime naps as they can interfere with night-time sleep. If you do choose to lie down during the day, just snooze for about 10 to 30 minutes.
- 6 Include physical activity in your daily routine. However, don't exercise too close to bedtime or you might find it difficult to get to sleep.
- 7 Eat about two hours before you go to bed so you've got time to digest the food. If you do need to eat something, avoid sugar, chocolate and vitamin or mineral tablets as the energy sources will affect your sleep.
- 8 Avoid tea and coffee because the caffeine will keep you awake. Also limit the amount of liquid you consume, so you don't have to make too many trips to the toilet during the night.
- 9 If you're having problems getting to sleep, try reading. However, if that doesn't help, get up and do something. Then, simply go back to bed when you're tired. If all else fails, start counting sheep!

4 Language

Find words in the text that are used to mean...

1. A problem / something that is affecting you =
2. To eliminate light =
3. If you do this, you continue doing something rather than changing to something else =
4. To make something stronger or more intense =
5. Not firm or tight (clothing) =
6. A large, flat object on a bed that you sleep on =
7. A large cover filled with feathers that you put over you in bed =
8. A short sleep in the middle of the day =
9. An informal word that means to sleep =
10. When you do this to food, it passes through your body =
11. A chemical substance found in coffee and tea =

 **Your turn!**
Write your top tips for living a healthy life.

Language structures:

Reflecting on the past

We can use Perfect Modals to express opinions about the past – to say how things could have been different or should have been done. For example:

- a) You **should have closed** the window last night.
- b) We **could have won** that game.
- c) It **should have been completed** a long time ago. (passive form)

We can use the Third Conditional to refer to an imaginary past and to talk about how things might have been different. For example: “We would have helped them if they had told us about it.”

We can use Perfect Modals with the Third Conditional. For example, “If you had come to the party, you **could have stayed** at my house.”

We can use *I wish + a past perfect clause* to refer to things you wanted to happen in the past. For example:

- a) I wish I'd known about that before.
- b) I wish I hadn't gone to work that day!

We can use *If only + a past perfect clause* to refer to past regrets. For example:

- a) If only I'd gone to see a doctor straight away.
- b) If only I'd realised what was going on.

For more information, please see the Resource Section...



1 Sentence completion

Complete the sentences with the correct forms of any verbs of your choice. Use Perfect modal verbs, the Third Conditional or any other structures to reflect on the past.

1. If he had spoken a little louder, the people at the back would _____ him.
2. I'm really hungry. I should _____ something to eat this morning.
3. I wish I _____ it was going to take this long.
4. You should _____ to the dentist as soon as the tooth started hurting.
5. If they had trained every day, they would _____ to complete the race.
6. I wish there _____ enough time to see all of it.
7. You should _____ me that you were coming.
8. If she had checked in online, she wouldn't _____ to queue up at the check-in desk in the airport.
9. If only we _____ first we would have known that it had been cancelled.
10. The train should _____ here a long time ago, but there are delays because of the weather.
11. If we'd had a map, we wouldn't _____.

2 Mini-dialogues matching

Match the situations (1 to 8) to the comments (a-h).

1. I banged my nose against a glass door.
 2. I got distracted and banged my thumb with a hammer.
 3. I slipped and fell off the ladder as I was cleaning the window.
 4. I got hit by a car as I was cycling at night.
 5. I got hit in the face and broke my nose while I was playing ice hockey.
 6. I banged my head on a rock as I was kayaking.
 7. Someone skied into the back of me as I was putting on my gloves.
 8. I cut my finger while I was doing the gardening.
- a. You should have asked someone to hold it for you.
 - b. You should have worn a faceguard.
 - c. You should have been wearing some gloves.
 - d. You should have been concentrating on what you were doing.
 - e. You should have been looking where you were going.
 - f. You shouldn't have stopped in the middle of the slope.
 - g. You should have been wearing a helmet.
 - h. You should have been wearing a high-visibility jacket.

3 What would you suggest?

Choose a solution for five of the medical problems below.

- I've got the hiccups.
- I've got a fever. / I've got a terrible cough.
- I've got a migraine. / I've got a terrible headache.
- I'm feeling a bit queasy. / I'm feeling a bit sick.
- I'm feeling really tired.
- I've got a pain in my chest.
- I'm having trouble breathing.
- I've got an earache.
- I've got a terrible pain in my stomach.
- I feel sore all over. / My body is aching.
- I feel dizzy. / I feel nauseous
- I'm feeling a bit sick/nauseous.
- I've got a cold / the flu. / I've got a temperature.
- The cut on my finger has become infected.
- I've got a bruise on my leg.
- My eye has swollen up.
- I've got a dislocated shoulder.
- My blood pressure is really high.
- I got stung by a bee.
- I've got a rash on my arms.
- I've twisted my ankle.
- I've sprained my wrist.

You should...

- ...get some medicine from the chemist's / the pharmacy.
- ...see a specialist.
- ...have a check-up.
- ...check your blood pressure.
- ...take some painkillers.
- ...go and see a doctor.
- ...lie down for a bit.
- ...take it easy for the next few days.
- ...take some cough medicine.
- ...go to hospital.
- ...take an allergy test. **Other?**

4 Accident analysis

Read about the workplace accidents. Then, write the name of a person next to each sentence.

Workplace accidents & compensation

I was injured while I was working on a building site. I was standing at the bottom of a ladder when a piece of concrete fell from above and hit me on the head. I suffered a fractured skull. I guess I should have been wearing a hard hat at the time. As a result, my compensation award was reduced as I'd personally chosen not to wear the hat. Silly me! **Morgan Jones, 44**

I was supervising some children in a school playground when a fight broke out. I was injured whilst trying to separate the boys and calm the situation down. I hurt my arm and sprained my wrist. I never thought about suing the school, but on second thoughts, I probably should have. A friend reckons that I could have got at least £12,000. That would have paid for the extension to our house! I wish I'd spoken to a lawyer about it. **Isaac Smith, 42**

I was trying to get up from my chair at work when it slid away and I fell onto the floor, injuring my head and lower back. The chair I'd been given had wheels on the bottom, and the vinyl floor was really slippery as someone had spilt some milk on it. I managed to get £3,000 in compensation for the time I took off work. I probably could have received more if I'd had a scan done straight after the accident as they would have seen how serious the injury was, but I didn't. **Lauren Booth, 32**

I was lifting a fish tank at work when I injured my back. I didn't think much of it at the time and just took a couple of days off work. Later, a friend told me that I should have spoken to a lawyer about it. I probably could have received a substantial amount as I'd never received any lifting training at work. Oh, well, next time. **Abbie Nichols, 29**

I was giving out medication to some of the residents at the nursing home where I work when the telephone rang. As I was making my way across the room to answer it, I tripped on the joining of the carpet and fell, injuring my knee and my face. I was awarded £6,300 compensation. I could have received more, but they reduced the total as I was given a breathalyser test and they saw that my BAC (blood alcohol content) level was quite high. Pity! **Jamie Brown, 31**

Who...

1. ...thinks she could have got more if she'd had a scan.
2. ...injured his knee and face.
3. ...suffered a fractured skull.
4. ...says that she never received the proper training for the work she was doing.
5. ...was trying to stop people fighting.
6. ...thinks he should have sued his employer.

7. ...wishes that she'd spoken to a lawyer about her accident.
8. ...wishes that she'd been wearing a hard hat.
9. ...could have received more if he hadn't been given a breathalyser test.
10. ...managed to get £3,000.

5 Poster analysis

Read over the information about making personal injury claims. Then, write a number next to each statement.

Injured, not your fault?

Cash & Penny are the UK's leading personal injury lawyers. In the past 12 months, we've helped over 1,000 clients claim a total of £1,678,549! We operate on a 100% no win, no fee basis!



"Thanks to Cash & Penny, I got £21,000 in compensation for my workplace injury!" Sarah Jenkins

Find out how much your claim is worth by taking the **30 Second Test**

Or call 0800 011 9547 NOW!
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Follow us on or

1. The amount they claim to have recovered for their clients.
2. The number of clients they've helped over the past 12 months.
3. The amount they charge for their services.
4. The amount that Sarah received in compensation.
5. The number you can call for help.
6. The time it takes to find out how much your claim is worth.

Your turn!
Find an article on a medical issue. Read over it. Then, summarise the main points.

The workplace injury

Activity type: role play & discussion



Student A

You're a personal injury lawyer. You're going to discuss a number of work-place accidents with the employer of the firm where the injuries took place. Prepare notes on each incident, and decide how much compensation you think you should ask for ranging from £1,000 to £10,000 (depending on the seriousness of the injury and the impact it'll have on the victim's future). Invent as many details as you can, and try to get as much as you can. If you fail to get what you want, you could threaten to take the employer to court. When you're ready, get together with the employer and discuss each case.

Student B

You're the owner of a medium-sized business. You're going to talk to a personal injury lawyer about a number of work-place accidents involving your employees. The lawyer is trying to get compensation for each victim. Prepare notes on each incident, and decide how much compensation you think they should get. Try to pay as little as possible (maximum £10,000). However, remember, if you can't come to an agreement, then the victims could take the cases to court, and you could end up paying even more. Think of reasons why the victims shouldn't get so much: she wasn't wearing her hard hat, he'd been drinking, etc. When you're ready, get together with the lawyer and discuss each case.

Workplace accidents

Incident I

Patrick Norton tripped over a waste bin which had been left in a corridor. He injured his knee and sprained his wrist.

Incident II

Samantha Grove injured her lower back after she was asked to lift and carry an object weighing approximately 35kg.

Incident III

Sandra Brown was walking along a pathway outside the office when she slipped causing her to twist her back. The path had not been maintained properly.

Incident IV

Jim Smith was injured when he slipped on a pool of oil. He sustained gashes to his face and leg as well as some tendon damage in his hand.

Incident V

Paula Jones was injured when a tiny piece of the roofing fell off and hit her on the head. She was in a restricted area at the time without a hard-hat on.



Asking about a workplace injury

- How long was she in hospital for?
- How long was she off work for?
- Where was she when the accident took place?
- What was she doing at the time?
- Who was she working with?
- How serious was the injury?
- When did she first report the incident?
- Who did he report it to?
- When did she first seek medical attention?
- Has anything similar happened to him before?
- Is the present injury completely related to this occurrence?
- Had she had the necessary training?
- Was he wearing a hard hat?
- Was she wearing the correct protective clothing?
- Was the accident caused by negligence by another member of staff?
- What are her medical costs?

Commenting on a workplace injury

- She should have been wearing a hard hat.
- He should have seen a doctor immediately afterwards.
- She should have had training on how to lift the boxes.
- We'd told them repeatedly not to go into this area.
- She should have been wearing protective goggles when...
- He should have been wearing a high-visibility jacket.
- If he'd followed the correct procedures...
- If he'd been where he was supposed to have been...
- In a court of law, she'd be liable for...
- If we agreed to... would you...?
- You have to take into consideration the fact that...
- It's clear that he's entitled to at least...



Remember!

You must do the *Reading* and *Listening* activities in Learn Hot English magazine.

UNIT 14 Social splash!

Vocabulary: Socialising

Language structures: Short Answers & Ellipsis

Useful expressions: Confirming information;
Passing on news


Comments matching

Match the comments in the speech bubbles (1 to 8) to the responses (a-h). In some cases, more than one answer may be possible.


1. My camera battery went dead just when I was about to take the photo!




2. I'm sorry but I won't be able to make it to your party on Friday as I need to catch a train at 6.30.



3. They told me at work today that if all goes well I could get promoted to manager of the New York City branch office!



4. They never realised that the real reason we missed the meeting was because we didn't wake up on time.




5. Did you know that Freddie and Elsie are getting married next month?



6. He said he'd be here at 9am, but it's 11am now and he still isn't here.



7. They say the concert's cancelled because the lead singer is ill or something like that.



8. As well as free tickets for the play, we also get free drinks!




- a. No! That's great news!
- b. Oh, no. I'd really been looking forward to that.
- c. Brilliant!
- d. How annoying!
- e. How exciting!
- f. Typical!
- g. Thank goodness!
- h. Oh, what a pity!

Think about it!

What was the last piece of annoying news that you heard? Have you been given any particularly good news lately? What? What was the last piece of disappointing news that you received?

Vocabulary: Socialising

Word completion

Add letters to complete the expressions / responses.

- A:** Ellie is coming back earlier than planned. Tomorrow, in fact.
B: Oh, I'm so p _ _ _ _ _!
- A:** Everyone has confirmed that they're coming to the party.
B: That's just great n _ _ _!
- A:** I've had it up to here with this job. No one ever listens to me!
B: Ch _ _ _ up! It can't be that bad. You're just having a bad day.
- A:** I've just booked our holiday to the States.
B: How e _ _ _ _ _!
- A:** It's been a complete nightmare from start to finish.
B: Oh, I'm sorry to h _ _ _ that.
- A:** I was working on a document when the computer crashed and I lost everything.
B: It's so an _ _ _ _ _ when that happens!
- A:** They've cancelled the flight. We'll have to get another one tomorrow.
B: What a nu _ _ _ _ _!
- A:** I think we got away with it. The boss never noticed!
B: Phew! That was a c _ _ _ _ one.

Matching

Match any of the words below to the expressions from the previous activity. In many cases, more than one answer may be possible.

annoyance, disappointment, excitement, interest, pleasure, relief, surprise, sympathy, anger, sadness, happiness, hatred, enthusiasm, excitement, delight, empathy

Mini-dialogues creation

Write three mini-dialogues with any of the expressions from below. For example:

- A:** I managed to get there on time.
B: That's a relief.

- I'm so pleased for you! • That's just great news!
• Cheer up! It can't be that bad. • Why don't you go home?
• I'm sorry to hear that. • This happens to me sometimes. • Good luck! • What a nuisance!
• Really? • How exciting! • Phew! That was a close one. • I'm sorry to hear that!
• That's great news! • Oh, no. I'd really been looking forward to that.
• Brilliant! • How annoying! • Typical! • Thank goodness! • Oh, what a pity!
• I know how you feel! • Fingers crossed!*

Conversations completion

Complete the mini-conversations with any expressions from the previous exercises or any other expressions of your choice. In many cases, more than one answer may be possible.

At the pub


- Jeremy:** So, how did the dinner party go last night?
Alisha: (1) _____
Jeremy: Oh, no. What happened?
Alisha: Well, about half an hour before the guests were due to arrive, I turned the oven on to warm it up. But later, when I went to put the baking tray in, I realised that the oven wasn't working!
Jeremy: (2) _____ So, what did you do?
Alisha: Well, luckily, my neighbour said I could use his.
Jeremy: Phew! (3) _____

At the coffee shop

- Lewis:** ...so, I phoned up the shop and they told me that they had the replacement part in stock, but when I got there, the guy behind the counter didn't know anything about it.
Jessica: (4) _____ So, what did you do?
Lewis: Well, I had to phone up the technical services department, but they put me on hold for about 20 minutes.
Jessica: (5) _____
Lewis: Me, too. Anyway, eventually I got through and they told me that I'd have to call another number.
Jessica: (6) _____
Lewis: Yeah. Well, in the end, they put me through to this other number and I managed to speak to someone. They promised that they'd send someone round to look at it before the end of the week.
Jessica: (7) _____
Lewis: Yeah, but I'm not holding my breath.

At home

- Ruth:** You got a letter today.
George: Where is it?
Ruth: On the kitchen table.
George: (8) _____ – I think it's my exam results.
Ruth: (9) _____ I'm sure you did fine.
George: I guess there's no point in delaying it any longer. [He opens the letter.]
Ruth: Well, what does it say?
George: YES! I passed!
Ruth: (10) _____ I knew you'd pass.
George: (11) _____, I can tell you.
Ruth: Come on, let's go out and celebrate!
George: (12) _____

 **Your turn!**
Write an e-mail to a friend, passing on three pieces of information / news.

Language structures:
Short answers & Ellipsis

Short answers

We can use short answers in answer to yes/no questions. For example:

- a) **A:** Are you happy?
B: Yes, I am.
- b) **A:** Is she French?
B: No, she isn't.

We can use a variety of tenses with short answers. In most cases, we use the auxiliary verb. Can you identify the tenses? For example:

- A:** Would you want to go if they invited you?
B: Yes, I would.
- A:** Did you spend much time there?
B: No, I didn't.
- A:** Were you talking to them last night?
B: Yes, I was.
- A:** Would you have been angry if they'd done that to you?
B: No, I wouldn't.
- A:** Will you be working late tonight?
B: Yes, I will.
- A:** Have you been waiting for long?
B: No, I haven't.

Reduced language (ellipsis)

We often leave out words when the meaning can be understood. Notice the eliminated text in square brackets. For example:

- a) **A:** How would you like your eggs?
B: [I would like them] Poached, please.
- b) **A:** How did the meeting go?
B: They wanted me to take on the work, but I didn't want to [take on the work].
- c) She said she'd sent me an e-mail, but she hasn't [sent me an e-mail].
- d) They haven't phoned us yet but I'm sure they will [phone us].

Ellipsis is sometimes used at the start of questions, particularly in informal, spoken English. What would the full forms of these questions be? For example:

- a) Car giving you trouble again?
- b) Want to come with us?
- c) Looking for something?
- d) Seen Ben anywhere?
- e) You ready?
- f) Your sister got a job?
- g) Anyone want anything else to eat?

1 Sentence completion

Add words to complete the reduced sentences / responses.

Rewrite them as complete sentences.

- 1. He says he's been there before, but I don't think he has.
- 2. **A:** Are you going to finish it? **B:** No, I'm not.
- 3. **A:** Would you like to come along too? **B:** Yes, I'd love to.
- 4. **A:** They're making a noise again. **B:** They always do.
- 5. **A:** I'm not happy about it. **B:** I thought you were.

- 6. Bob had been invited to the dinner, but his friend hadn't.
- 7. **A:** They might have been held up by the traffic.
B: Yes, they may have been.
- 8. **A:** Do you think I have a chance of winning?
B: Yes, I think you do.
- 9. **A:** Do you think he'll ever speak to his brother again?
B: He might.
- 10. **A:** Are you going to go there again? **B:** I hope to.
- 11. **A:** Would you like an ice-cream? **B:** No. I don't think I should.
- 12. **A:** Were you thinking of coming into the office tomorrow? **B:** No, but I can.
- 13. **A:** Can you come round for a meal tonight? **B:** Thanks very much. I'd love to.
- 14. **A:** Did you post my letter? **B:** Sorry, I forgot to.
- 15. **A:** Why did you slam the door in my face? **B:** Sorry. I didn't mean to.

2 Speech bubble completion

Match the questions (1 to 7) to the short answers (a-g).

- 1. Do you think I should let her know where we are?
- 2. I heard you went parachuting last week. Was it fun?
- 3. Was the food any good?
- 4. Can I borrow your toothbrush?
- 5. Do you think she'd mind if I slept in her bed while she's away?
- 6. Have you been working on that new project you started last week?
- 7. Are you going away this weekend?

<p>a. Yes, I do! You know what she's like!</p> 	<p>b. No, you can't! Get your own!</p> 
<p>c. Yeah, it was, but I wouldn't want to do it again.</p> 	<p>d. Yes, I do. She might think we're lost or something.</p> 
<p>e. Yes, we are. We're going to stay at Frank's place.</p> 	<p>f. Yes, I have, but I haven't made much progress yet.</p> 
<p>g. Yes, it was, but it was a bit expensive, and not nearly as good as the place we went to last year.</p> 	

Fluency practice

Answer the questions with short answers.

- Did you go out last night?
- Were you thinking of leaving early?
- Does it look good?
- Would you have kept the money if you'd found it?
- If you've got the time, will you come to the party?
- Was this what you were looking for?
- Will you be working here next year?
- Will they have finished by 6pm?
- Did you realise what they were doing?
- Do you feel the same way about it?

Conversation analysis

Read over the conversation and circle any features of ellipsis or reduced language.

Abigail: Hey! What's up?
Brad: Not much. Just relaxing. You?
Abigail: Decided to take a break from my usual place. Got tired of all the noise. Can I join you?
Brad: Of course. How are things?
Abigail: Not too bad. You?
Brad: Doing fine, thanks. Hey, I've got a question. I'm curious about that new girl, Georgia. You know much about her?
Abigail: A bit. Went to school with her.
Brad: Was she involved in that recent investigation?
Abigail: Sort of. Her boss was implicated. She was cleared though.
Brad: Oh, right. Interesting. So, was she the person who got recommended for the post in Sydney?
Abigail: Yes, that's it. But she never accepted the job – wants to stay here, I think.
Brad: Is that her Mercedes outside?
Abigail: Think so.
Brad: How does she earn enough for one of those?
Abigail: No idea. I heard that her dad's pretty wealthy.
Brad: Oh, right, that explains it. Erm, she goes sky diving at the weekends, doesn't she?
Abigail: That's what I heard.
Brad: You ever been with her?
Abigail: No. Don't know her that well.
Brad: Is she French or something?
Abigail: Yes, that's right.
Brad: Thought I heard an accent. Where from?
Abigail: I don't know. Hey, if you're so interested, why don't you ask her yourself?
Brad: Too shy!
Abigail: Rubbish!



Instant messages analysis

Read the instant messages. Then, write **T** (true) or **F** (false) next to the statements without referring back to the text.

Josh: Hi Abbie. I heard that you just got back from Thailand! Did you have a good time?
Abbie: Yes, we did, thanks.
Josh: I'm heading there next week. Any top tips? I hear you can go on these treks on elephants into the jungle in the north. Did you go up there?
Abbie: No, we didn't.
Josh: Oh, right, what about the islands in the south? My brother stayed on Phuket and said that you can get a beach hut for about 2 pounds a night, but that was about six years ago. Did you stay on any of the islands?
Abbie: No, we didn't.
Josh: Oh, right, well, any recommendations on where to stay in Bangkok? Did you stay in a hostel?
Abbie: Yes, we did. Pretty basic, but very cheap!
Josh: Right. How did you get around the city? Is it safe to walk?
Abbie: Yes, it is, but the easiest thing is to use Tuk-Tuks - these sort of motorised rickshaws.
Josh: OK! What about the food? Did you try much of the local cuisine?
Abbie: Yes, we did. Delicious.
Josh: Nice! Any excursions that you'd recommend? I'd quite like to go on this trip to the River Kwai that I've heard about. Would you recommend it?
Abbie: Yes, I would. Look, could we chat a bit later. I'm trying to finish off something urgent for work.
Josh: Yeah, sure. Can I call you in about half-an-hour?

- Abbie's just got back from Malaysia.
- She went on a trek into the jungle in the north.
- She stayed on the island of Phuket in the south.
- She stayed in a hotel while she was there.
- She used taxis to get around the city.
- She wasn't that keen on the local food.
- She's quite happy to talk right now.

Your turn!
 Write the text for an exchange of instant messages between two friends. Include about five lines of text each.

The mutual friends

Activity type: information gap



Student A

You're going to exchange information with a colleague. You have some accurate information about Aaron Sachs (see below), plus some information about Caitlin Sinclair, but you aren't sure whether this information about Caitlin is correct or not. First, answer Student B's questions about Aaron Sachs. Answer with short answers. However, for each piece of information, add something interesting to say about him (you can invent this). For example:

A: Is he living in London?

B: No, he isn't. He's living in Portland. He moved there about six years ago.

When you've finished, pass on three items of news / gossip / rumour about him. Invent this. Then, ask yes/no questions about Caitlin and correct the chart. Ask follow-up questions about her too.

Student B

You're going to exchange information with a colleague. You have some accurate information about Caitlin Sinclair (see below), plus some information about Aaron Sachs, but you aren't sure whether this information about Aaron is correct or not. First, answer Student B's questions about Caitlin Sinclair. Answer with short answers. However, for each piece of information, add something interesting to say about her (you can invent this). For example:

A: Is she living in London?

B: No, she isn't. She's living in Portland. She moved there about six years ago.

When you've finished, pass on three items of news / gossip / rumour about her. Invent this. Then, ask yes/no questions about Aaron and correct the chart. Ask follow-up questions about him too.

	Aaron Sachs (correct)	Caitlin Sinclair? (???)
Born	1978	1978?
Appearance	Tall with dark hair	Long brown hair?
Current residence	Portland	Sydney?
University	London	Brighton?
Nationality	Scottish	New Zealand?
Car	Mercedes	Volkswagen?
Current job	Chemist	Biologist?
Family	Wife	Husband and 2 children?
Jobs abroad	Singapore	Hong Kong?
Previous jobs	Managing director	Oil company?
Sports / hobbies	Football	skiing?
Published work	Article in the Times	May Smith?
Recent activities	Chaired a conference	Two-year sabbatical?
Future plans	Re-training as a lawyer	Work in New Zealand?
TV appearances	Guest on chat show	Participated in a debate?
Charity work	Works for Hunger Action	set up a charity for flood victims?
Awards	Business speaker of 2012	Medal for service to the community
Achievements	Worked on a new type of medicine for malaria	Organised a large conference?

	Aaron Sachs? (???)	Caitlin Sinclair (correct)
Born	1974?	1972
Appearance	Short with blond hair?	Tall with red hair
Current residence	Toronto?	Brighton
University	Washington?	Cambridge (UK)
Nationality	Irish?	Australian
Car	Jaguar?	BMW
Current job	Biologist?	Marketing executive
Family	Wife with two children?	Husband and two children
Jobs abroad	Hong Kong?	Cape Town
Previous jobs	Marketing executive?	Sales executive
Sports / hobbies	Cycling and swimming?	Cycling
Published work	Article in the Daily Telegraph?	Article in the Guardian
Recent activities	Gave a presentation?	Organised away day
Future plans	Going to move to London?	Take a year off - sabbatical
TV appearances	Appeared in a TV series?	Interviewed last month
Charity work	set up a charity for the homeless?	Volunteers for Fight Poverty
Awards	Trophy for company sports team?	Saleswoman of the Year
Achievements	Developed a new water purifying tablet?	Helped to secure a large contract for her company

Confirming information

1. Was he part of the team that...?
2. Was she awarded first prize for...?
3. Is she thinking about...?
4. Did she set up a charity for...?
5. Is he planning to move to...?
6. Did he appear in a TV series about a year ago?
7. Did she have an article published in...?
8. Has he been on a six-month sabbatical?

Passing on news

1. Guess what I heard?
2. Did you hear about...?
3. You'll never guess what I heard the other day.
4. You won't believe what I heard.
5. Have you heard what happened to X?
6. I just got the latest on...
7. There's a rumour going around that...
8. I'm not sure whether it's true, but I've heard that...

UNIT 15 Online fun!

Vocabulary: The internet

Language structures: Linking words / Describing & commenting on statistics

Useful expressions: Giving a presentation;
Commenting on changes

Online terms

Look at the list of online terms below. What do they mean? In which contexts are they used? After defining them, write three sentences using as many of them as you can.

- user
- app
- upload
- download
- password
- link
- button
- homepage
- compress a file
- send a friend request
- unfriend someone
- attach a document
- submit an article
- meme
- social networking
- social network
- Tweet re-tweet
- pop-up box
- drop-down menu
- shopping cart
- browser
- wifi
- IP address
- blog
- search engine
- junk mail
- spam mail
- emoticon

Think about it!

What are some of your favourite websites? Which ones do you visit on a regular basis? Do you have your own website? What's on it? Do you visit any foreign-language websites? Which ones? What are the pros and cons of social networking? What do you like/dislike about social networking? Which social networking sites are you on? How has social networking changed your life? What are some of the most popular social networking sites in your country? What do you have on your profile page? What photos do you upload? What kind of information do you share with friends or make public?



Vocabulary: The internet

1 Homepage analysis

Find an internet homepage that you like. What do you like / dislike about it? Can you identify the following: the tagline, a banner ad, a sidebar ad, the buttons, a link to another site, an image, the name of the site, the address of the site, etc.?



2 Article analysis

Read over the information once. Which internet trend sounds the most unusual? Then, write the name of a fad next to each statement.

7 crazy internet fads

Here are six of the most popular (and most ridiculous) online fads.



Planking

“Planking” first appeared in 2011. It involves being filmed or photographed while you’re lying on top of an object (such as a car) or between two objects (such as two chairs). Famous planking shots include a picture of two Wisconsin teens who planked on top of a police car (they were arrested), and a 14-year-old Norwegian boy who planked on top of a dead shark (his father is a fisherman).

Milking

“Milking” was created in 2012 by students at Newcastle University in the UK. It involves standing in a public place and pouring an entire container of milk over your head. The students created a viral video of themselves “milking” in several public places, including a train station and the middle of a busy road.

Frosting

In November 2012, Colin Hickey from Montana (USA) created “frosting”. This involves photographing yourself doing a summertime activity in the middle of winter. In one “frosting” photo that went viral, a mother and son are wearing their bathing suits while sitting on a beach towel in the snow. In another picture a man is lying on a lilo in the middle of a frozen lake.

Gallon Smashing

“Gallon smashing” is another milk fad. Gallon smashers go into a supermarket and pick up a container of milk. Then, when nobody is watching, they smash the milk carton on the ground and collapse into the puddle of milk. Of course, an accomplice films the whole stunt. It’s called “gallon smashing” because milk is sold in one-gallon containers in the United States.

1. They filmed themselves doing it in a train station and on a road.
2. Part of the name is a reference to a container.
3. They were arrested while they were doing it on top of a police car.
4. Two members of the same family did it in their bathing suits.

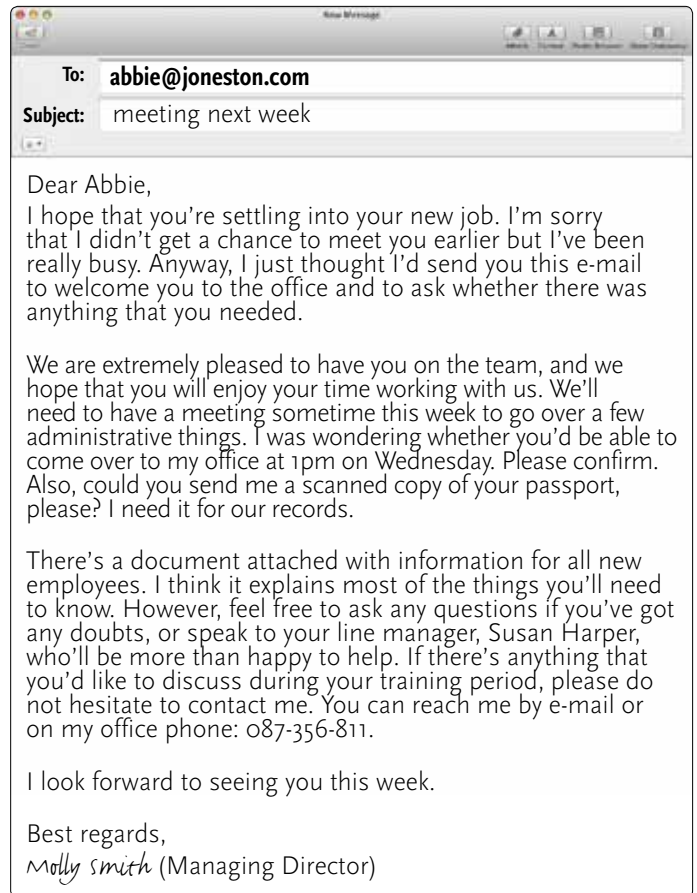
3 Word formation

Complete the table with the correct words. In some cases, there’s no logical answer.

Verbs	Noun	Person	Adjective
1. to photograph			
2. to create			
3. to involve			
4. to invent			
5. to upload			
6. to contain			
7. to sell			

4 E-mail analysis

Read over the e-mail. Then, answer the questions.



Which expression is used...

1. ...to greet the recipient?
2. ...as a way of opening the e-mail?
3. ...to ask about a time to meet?
4. ...to request something?
5. ...to say that something is attached?
6. ...to invite the recipient to ask any questions?
7. ...to sign off / start ending the e-mail?
8. ...to say goodbye?

Your turn!
Write about an internet fad, fashion or trend that’s popular in your country.

Language structure:
Linking words

Linking clauses can be used for connecting ideas within or between sentences.

Condition

unless, as long as, provided that, even if...
"I'll go **as long as** you pay."

Contrast

although, however, nevertheless, even though, in spite of, despite, in spite of the fact that, despite the fact that, in contrast to, on the other hand, on the contrary
"We're generally happy with the results. **However**, we did feel they could have been better."

Addition

not only... but also, similarly, what's more, also, as well as, on top of that, in addition (formal), moreover (formal), furthermore (formal)
"It's got all the latest features. **What's more**, it comes at a truly amazing price."

Cause, reason, purpose & result

therefore, consequently, as a consequence, as a result, so, since, seeing that, in order to, so as to, that's why, as
"Sales weren't as good as expected. **As a result**, we won't be renewing our contract with you."

1 **Sentence completion**

Complete the sentences with any linking words of your choice. In some cases, more than one answer may be possible.

- You can go to the meeting _____ you write up a report about it afterwards.
- _____ I like going to the cinema, I really don't want to go tonight.
- They won't let you in _____ you've got an ID card.
- We can help them _____ they give us all the information that we need.
- It's not going to be worth moving up north _____ the salary they're offering is significantly higher than I'm earning now.
- _____ a license may sound expensive, it actually works out quite cheap in the long run.
- _____ Ben knew he was falling in love with Lily, it didn't stop him accepting an expensive gift from Poppy.
- _____ the disadvantages involved in travelling by bicycle, it's a healthy and cheap way to get around.
- He can borrow the car _____ he drives it carefully.
- We would have waited for them. _____, as the plane was due to depart in a couple of hours we had to leave.



2 **Twitter comments analysis**

Read over the messages and answer the questions. Then, see if you can identify any linking words. Why are they being used?

Art4U.com

Home About Us Services Products Support Contact

What do you think of the new homepage on our website? Send us a Tweet with your opinions.

sallén_87: Although it's clear and easy to navigate around, a lot of the links don't work.

box_22: A lot of work has clearly gone into this. However, I have to say that I preferred the previous one you had.

big-bad-world62: Even though I'd grown to really like the last one, I feel that this one is a lot easier on the eye. Your last one was just too busy with all those images, flashing pictures, rotating icons...

jaws92: I was a bit disappointed to see that you'd removed the blog, unless it was hiding away somewhere.

lonelyworld32: Although it's a lot simpler, I do think it's a bit, dare I say it, boring. Sorry to be so blunt!

free-to-live27: Not only is it easier to use, it's also a lot faster.

Who...

- ...couldn't find the blog?
- ...complained about the links?
- ...praises it for being quicker?
- ...doesn't like the new homepage as much as the old one?
- ...thinks it's a bit dull?
- ...thinks it's visually better?

3 **Fluency practice**

Answer the questions. Use linking words such as *although, even if, however, unless and as long as*.

- Would you like to live and work abroad for a few years?
- Would you ever buy something over the phone?
- Would you tell your friend if you broke something in his/her house?
- Would you tell someone if you saw them drop a 20-euro note in the street?
- Would you ask a friend for help if you hadn't spoken to them for two years?
- Would you mind renting a room out in your house if you needed the money?
- Would you help yourself to the last biscuit on a plate if no one else seemed to want it?

4 Fluency practice

Comment on the situations. Use *although, even if, however, unless and as long as* in your answers.

- Does practice make perfect?
- Is life fair?
- Are criminals born or made?
- Is life what we make of it?
- Is life just a game?
- What's more important, beauty or brains?
- Is money the root of all evil?
- Is it better to have loved and lost than to never have loved at all?
- Should our lives be regulated by the government, or should we be free to do what we want?

Language structure:
Describing & comparing statistics

We can use adjectives and adverbs to describe changes in more detail.

Adjectives: *slight, gradual, steady, sharp, dramatic, substantial...* For example:

- There's been a **slight rise** in the number of people who...
- There's been a **substantial increase** in the amount of...
- There's been a **steady fall** in the number of...

Adverbs: *slightly, gradually, steadily, sharply, dramatically...* For example:

- Prices have **fallen dramatically**.
- Rates have been **increasing steadily**.
- Sales have been **rising sharply**.

5 Changes

Use any of the following adjectives + nouns, or verbs + adverbs to write about changes that have been taking place recently at home or work, or in your country.

Adjectives	Nouns	Verbs	Adverbs
<i>slight, gradual, steady, sharp, dramatic, substantial</i>	<i>fall, decrease, rise, increase</i>	<i>fall, drop, go down, decrease, rise, go up, increase, plummet</i>	<i>slightly, gradually, steadily, sharply, dramatically, substantially</i>

For example: There's been a slight decrease in the number of unemployed this month.

6 Article analysis

Read over the article. Then, write a number / percentage / figure, etc. next to each statement. Afterwards, identify any expressions used to describe or compare numbers/figures, etc.

Trending topics on Twitter

Twitter launched Trending Topics in 2009. This feature shows users which topics are the most popular on the social network at any given time. Here are five of the biggest Trending Topics from the past few years.

The Queen's Jubilee

In 2012, the Queen of England celebrated her 60th Jubilee. During the four-day party, people sent more than one million jubilee-related tweets. And the Queen's jubilee was an even bigger Trending Topic than Prince William's wedding.

Steve Jobs

On 5th October 2011, Apple co-founder Steve Jobs died. And Twitter went into overload as people sent tweets mourning his death. In fact, for the following 24

hours, more or less 20% of all tweets were about the iPhone inventor. And Twitter crashed several times because it simply couldn't keep up.

The Olympics

The London Olympics were called "the first social media Olympics". Athletes and fans used Twitter, among other social networks, to spread Olympic news. In total, 150 million Olympics-related tweets were sent during the Games. But the biggest Olympics Trending Topic had nothing to do with sport at all. It was when girl band the Spice Girls performed during the closing ceremony! Over half a million Spice Girls-related tweets were sent during the performance.

The Jump

On 13th October 2012, Felix Baumgartner jumped out of a space ship. The Austrian daredevil set the world skydiving record by parachuting to Earth from a capsule in the stratosphere. That day, Felix's name was mentioned in over 700,000 tweets.


- The year in which Trending Topics was launched.
- The year in which the Queen celebrated her 60th Jubilee.
- The number of days the Jubilee party lasted.
- The percentage of tweets that were about Steve Jobs in the 24 hours following his death.
- The number of Olympics-related tweets sent during the Games.
- The number of Spice Girls-related tweets sent during their performance during the closing ceremony.
- The number of tweets in which Felix Baumgartner's name was mentioned on the day he parachuted to Earth from a space capsule.

7 Time / money analysis

Look at the table quickly, then write **T** (true) or **F** (false) next to each statement. Afterwards, write four sentences of your own based on the information in the table.

Time / money spent	2011	2012	2013
Hours spent at work per week	35	35	48
Mortgage payments per month	£990	£1,100	£1,250
Time travelling to work in minutes	35	32	27
Money spent on lunch per week	£90	£45	£42
Money on clothes per month	£100	£120	£160
Money spent on snacks per week	£25	£18	£12
Time spent watching TV per week	14	16	17
Money spent on going out per week	£60	£80	£90
Hours spent on exercise / sport per week	5	4	4

- There's been a sharp rise in the amount of time he's spending at work per week.
- There's been a steady fall in the amount he's paying for his mortgage.
- There's been a slight fall in the amount of time he's spending travelling to work.
- The amount of money he's spending on lunch is almost half what it was two years ago.
- He's spending about 50% less on clothes than he was two years ago.
- His biggest expense this year has been the amount he's spending on going out.
- He's spending about 50% less on snacks per week than he was two years ago.
- The amount of time he's spending watching TV per week has been steadily decreasing.
- The amount of time he's spending on doing exercise per week has remained more or less the same.

 **Your turn!**
Write a report or piece of text about some of the changes in habits in your country over the past few years. Invent if necessary.

Online changes!

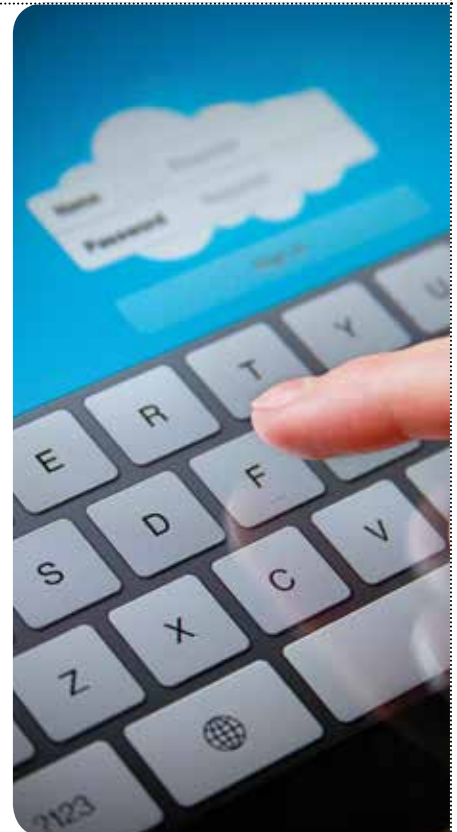
Activity type: presentation & question-answer session

Task

You're going to give a presentation on changes in habits. Look at the information in the table below and prepare your presentation. Include as much or as little of this information in your talk, and add in three more pieces of your own statistics (invented). When you're ready, give your presentation. Think of a good way to open the presentation (with an interesting fact, a story, a joke, etc.), and structure it accordingly. When presenting the information, say what implications the changes could have, and where you see things going in the future. Afterwards, answer any questions. When you've finished, listen to any other presentations and ask questions.

Online statistics

Details	2011	2012	2013
Average number of hours spent on the internet per month	25	430	60
Average number of hours spent on social networking sites per month	5	10	17
The percentage of people who have a social networking account	15%	22%	56%
The percentage of social networkers who use Facebook	60%	56%	52%
Average number of hours per week that people spend socialising with friends	12	11	9
The percentage of people who read a newspaper online	13%	25%	44%
Money spent by companies on online marketing and advertising per year	£22m	£140m	£760m
Number of hours people spend updating personal websites at work per week	2	3	4
Average number of hours per week that people spend doing exercise	5	4	3
Percentage of employees who work from home	6%	9%	13%
Percentage of the population who own a tablet computer	5%	24%	37%
Percentage of businesses with their own website	26%	58%	64%
Average number of hours spent playing online videogames per week	14	18	15



Giving a presentation

1. My name's X, and in today's presentation, I'll be talking about...
2. In today's talk, we'll be looking at...
3. The main objective of this talk is to...
4. Firstly, we'll be looking at... Then, I'll be showing you...
5. This graph clearly shows that...
6. As you can see from these figures...
7. There's a clear indication that...
8. It's plain to see that...
9. In conclusion, I'd just like to say that...
10. Just to summarise, as we've seen...

Commenting on changes

1. There's been a slight fall in the amount of time spent on...
2. There's been a steady rise in the amount of time people are spending on...
3. There's been a sharp rise in the amount of time...
4. The amount of time spent on... is more or less the same.
5. The number of people who... isn't as high as...
6. People are spending 50% more on... compared to two years ago.
7. People are spending a lot more time...
8. The number of people who... has almost doubled over the past two years.
9. People are spending about 50% less of their time on...



Remember!

You must do the *Reading* and *Listening* activities in *Learn Hot English* magazine.

UNIT **16** Work fun!

Vocabulary: Work

Language structures: Preposition review / Perfect tenses

Useful expressions: Giving an update on progress;
Asking about progress

Job offer expressions

Match the job offer expressions (1 to g) to their true meanings (a-i).

1. Some overtime required. c
 2. Duties will vary.
 3. Must have an eye for detail.
 4. A wide variety of experience required.
 5. Apply in person.
 6. Requires leadership skills.
 7. Good communication skills needed.
 8. Problem-solving skills a must.
 9. Must be a self-starter.
-
- a. You'll have all the responsibilities of a manager without any of the pay or respect.
 - b. You'll be working on your own without any help.
 - c. You'll be working 15 hours a day, 7 days a week.
 - d. Three employees have left and we need someone to cover all these vacant positions.
 - e. This office is a disaster and we need someone to sort it out.
 - f. You will do anything and everything.
 - g. We want to see what you look like.
 - h. We tell you what to do, you listen.
 - i. There is no quality control so you'll have to check everything yourself.

Think about it!

What's the most unusual thing you've been requested to do at work?
Have you ever been obliged to work overtime or at the weekend?
When? Why? What would an advert for your current job say?



Vocabulary: Work

1 Job interview advice matching

Match the descriptions (1 to 6) to the pictures (a-f). Which bits of advice do you agree with?

Six things NOT to do in a job interview

You've got a very short time to make a good impression in a job interview. Here are six of the most common body language mistakes that people make in interviews.

1 Keep your smartphone, mobile or PDA in your pocket or bag during an interview. Avoid holding it, and never, under any circumstances, take it out to look at it, or answer it if it starts ringing. In fact, to be on the safe side, turn it off before the interview.

2 Avoid looking at your watch, or checking the time on your mobile or a wall clock. You may well be bored, but if you want that job, you shouldn't let the interviewer know that.

3 Try to avoid clasping your hands as this could make you look nervous or uncomfortable. The same goes for rubbing your hands, which could look like you think you've already got the job. Let your hands rest naturally at your sides or on your lap.

4 Be careful what you do with your arms. If you cross them, it could make you look defensive. Let them hang loosely at your sides or gently on your lap.

5 Some people have a tendency to roll their eyes in conversation – often as an involuntary reaction to something surprising they've heard. Avoid doing this as it could be interpreted as a sign that you think the interviewer is stupid, annoying or boring.

6 Try to maintain eye contact with the person you're talking to. Not doing so could make you appear untrustworthy. On the other hand, avoid staring too much.



2 Ranking: staff motivation

Tick the ideas that you think are good for motivating staff at work. Why would they be a good/bad idea?

- Praising good work / recognising excellence.
- Involving employees in decision-making / holding regular staff meetings.
- Investing in training / organising regular workshops.
- Setting realistic job targets / setting achievable objectives.
- Implementing a bonus programme and starting a pension plan.
- Having a clear pay scale and overtime pay system.
- Giving employees more responsibility.
- Communicating ideas and changes clearly.
- Following up complaints.
- Holding regular staff appraisals and performance reviews.
- Holding special events (company dinners, costume parties, sponsored contests, charity drives, comedy days).

3 Website analysis

Read over the information. Which of these ideas could be effective where you work? Why? Which ones would never work? Why?

Motivating your workforce

Here are a few ideas for motivating your workforce.

Hold a themed event each month: Crazy Hat Day, Favourite Sports Team Shirt Day, Hawaiian Shirt Day... Lay on a few pizzas too, courtesy of the company.

Show your employees that you appreciate all their good work. Reward the best salesperson with a dinner for two, or give the employee of the month a couple of cinema tickets or a book voucher. Or simply leave handwritten "thank you" notes on employees' desks as a sign of your appreciation.

Give employees discounts on the products or services your company offers. Encourage employees to pass the offer along to friends and family. This way, everyone's a winner!

Hold a contest that everyone can get involved in. Post a trivia question on the company intranet, for example, and give a prize to the first person to answer it. Alternatively, place a jar full of sweets on the receptionist's desk and tell staff to guess how many sweets there are in it. The person who gets the closest number, wins the jar of sweets.

Ask co-workers to write a little note describing what it is they admire about another employee. Then, frame the messages, along with a photo of the employee, and hang them up in the hall or the bathroom.

Bring in a few doughnuts or croissants for breakfast one Friday morning. This spontaneous gesture is a low-cost way of showing your appreciation.

Turn the break room into a games room. Stock it with classic board games such as chess, Trivial Pursuit, poker, Monopoly and roulette. Also, invest in a table-football game, a table tennis table, a billiards table and a dart board to keep your staff happy.

Your turn!

Write your top ten ideas for increasing motivation at work or in life in general.

Language structure:
Preposition review

Structure	Example
Prepositions of place	<i>on the wall, on the table, in the drawer, at the corner...</i>
Prepositions of time	<i>in June, in 2015, at the weekend, on Thursday...</i>
Prepositions of movement	<i>to Germany, through the tunnel, past the shop...</i>
Verbs + prepositions	<i>move to, complain about, ask for...</i>
Verb-noun prepositional expressions	<i>get rid of, take care of...</i>
Prepositional expressions	<i>in an effort to, in line with...</i>
Verb + prepositional expression	<i>end in tragedy, fall into enemy hands...</i>
Nouns + prepositions	<i>a solution to, responsibility for...</i>
Adjectives + prepositions	<i>worried about, impressed with...</i>
Phrasal verb particles / prepositions	<i>come up with, make up, take down...</i>

Article completion

Complete the article with the correct prepositions. What do you think of the idea put forward in the article?

HOW ABOUT A 4-DAY WEEK?

Would you prefer a four-day working week? In 2008, the state (1) _____ Utah needed to save money. So, instead (2) _____ cutting social services, the governor came up (3) _____ a radical, new idea. He decided to give civil servants Fridays (4) _____. So, instead (5) _____ working (6) _____ 9am till 5pm, five days a week, they worked from 8am till 6pm, four days a week. Employees still did the same number (7) _____ hours, but (8) _____ less time. Utah saved millions (9) _____ electricity and (10) _____ people commuting less, the state cut carbon emissions by 14%. Also, eight (11) _____ of ten employees preferred the new schedule and most said it made them more productive.

Now many companies (12) _____ the world are offering similar “compressed hours”. Michael Honey, who works (13) _____ a design studio (14) _____ Australia, said a four-day week gives him more time “to play, to reflect, to be human.” And Anna Coote, an economist, also thinks it’s a great idea. “If we worked less, there would be more jobs, and that would reduce unemployment. It would also help people slow (15) _____ – we are (16) _____ pressure to live life (17) _____ such a fast pace.”

Website text analysis

Read over the text. Then, answer the questions. Afterwards, do the language activity.

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Christine Lagarde: The boss of the world economy

Christine Lagarde has a pretty big job. She’s not just in charge of one company – she’s responsible for the economy of the entire world! The 57-year-old Frenchwoman is the Managing Director of the IMF (International Monetary Fund) and she’s the first woman in history to hold the position. So, what are her tips for success?

“Travel the world. Be citizens of the world.” That’s the first piece of advice Christine gave to business students at a recent conference. Although Christine is French, she spent time studying and working in the United States. Of course, you don’t have to live overseas to do well in business. But simply going on holiday to new countries will expand your horizons.

There’s a saying in English: “If you fail to prepare, you prepare to fail.” Christine makes sure she’s ready for whatever challenges lie ahead. To get the IMF job she had to attend 24 different interviews. So, even though she was busy at the time as the French Minister of Finance, she studied hard and prepared exhaustively. And, of course, she got the job.

English is the international language of business. If you have a strong command of English, you’re more likely to get a good job or be promoted. Christine has an excellent level of English and it has certainly helped her to get to where she is today. So, read in English as much as possible, listen to music in English and watch English-language movies and TV series.

1. What’s special about Christine Lagarde’s position as head of the IMF?
2. Why does she feel it’s good to travel the world?
3. What evidence is there that the application process for joining the IMF was thorough and exhaustive?
4. What suggestions does the writer offer for improving your English?

Language

Complete the expressions from the text with the correct prepositions.

1. be in charge _____ something
2. be responsible _____ something
3. a tip _____ success
4. a piece _____ advice
5. work _____ a place
6. go _____ holiday
7. a saying _____ English
8. be ready _____ something
9. the international language _____ business
10. have a strong command _____ a language
11. read something _____ English
12. listen _____ music

Language structure: Perfect tenses

Table completion

Read over the sentences. Then, complete the table with the correct names of the tenses. Which ones are passives? What do we use each tense for?

Sentence	Tense
1. They've finished the work.	the present perfect
2. She's been running in the park.	
3. They will have sent the e-mail before 1pm.	
4. I'd already eaten when you arrived.	
5. They'd been working on it.	
6. He'll have been working on it for six hours.	
7. He's been given some time off work.	
8. They'd already been taken there.	



Presentation completion

Complete the presentation with the correct form of the verbs in brackets. Use Perfect tenses. In some cases, more than one answer may be possible. Sophie McGregor is a manager at a branch of stationery shops. She's giving details of some of the things they've been doing to improve staff morale at her branch.

Good morning. I'm Sophie McGregor and I'm going to be talking about some of the things we (1) _____ (do) to improve staff morale at our branch. I'll be happy to take any questions at the end. All in all, I'd say that the schemes that we (2) _____ (implement) have been a resounding success. We (3) _____ (see) that staff attendance has increased and the number of days that staff (4) _____ (take off) for sickness has dropped substantially. Of course, there's still a lot to be done, but we feel that we've come a long way in addressing many of the problems that (5) _____ (affect) us for the past few years. There has also been a general increase in motivation at work, and we (6) _____ (see) output increase by at least 16% since this time last year. So, what have we been doing? Well, for a start, we (7) _____ (introduce) a scheme to reward excellence at work. So, workers receive bonuses if production targets and sales figures are met. If things carry on as they are, all employees (8) _____ (receive) a bonus by the end of next month.

Another popular initiative has been the installation of a games room for employees to use during breaks or lunch breaks. We (9) _____ (find) that it's a great way to motivate staff, giving them time to relax and bond. As part of this, we (10) _____ (purchase) a table tennis table, a basketball hoop and a darts board. And by next week, the table-football table that we ordered last month, (11) _____ (arrive). This (12) _____ (all / set up) in the basement area. And since then, staff (13) _____ (use) the room almost constantly, especially the beds that we bought to allow staff to have a short nap during the day. We (14) _____ (also / organise) a number of teambuilding excursions. We (15) _____ (be) on a kayaking trip along the river, and we've been paintballing a few times, which has been hugely popular. We've also seen that... [fades out]

Your turn!
Write about the pros and cons of working from home. Or, write about something from the news that's been about work in general.

Staff motivation

Activity type: role play / meeting



Student A

You're a branch manager for a large chain of stationery stores. You're with another manager from a different branch and you're discussing ways of motivating staff. Morale at your branch is fairly high. See below for some of the things you've been doing (add two more ideas to the list if you can). In the meeting, explain what you've been doing and how it has benefitted staff. Then, listen to your colleague's ideas. Together, you have to choose seven things that all the other branches need to do to improve staff morale as head office wants to roll this out nationwide. In the meeting, pool ideas and come up with the best solution for the other branches.

Staff motivating solutions at your branch

- Increased lunch breaks
- Bonuses for reaching targets
- In-house training sessions
- Weekend adventure and training camps
- Staff cafeteria with reduced-rate food
- Pension plan for all employees
- Reduced rates for local gyms / spa resorts, etc.
- Introducing a crèche at work
- More flexible timetables

Other?



Student B

You're a branch manager for a large chain of stationery stores. You're with another manager from a different branch and you're discussing ways of motivating staff. Morale at your branch is fairly high. See below for some of the things you've been doing (add two more ideas to the list if you can). In the meeting, explain what you've been doing and how it has benefitted staff. Then, listen to your colleague's ideas. Together, you have to choose seven things that all the other branches need to do to improve staff morale as head office wants to roll this out nationwide. In the meeting, pool ideas and come up with the best solution for the other branches.

Staff motivating solutions at your branch

- Dress-down Fridays
- Social evenings once a month
- Regular meetings to catch up on things
- Free foreign language classes
- A games room for use during the lunch break
- Organising staff sports team events
- Half-hour sleeping breaks to refresh staff
- Increased possibilities for working from home
- Team-building exercises and motivational speakers

Other?



Giving an update on progress

1. We've found that... has really helped with...
2. We've seen that by doing... you can really...
3. Since starting the scheme, we've seen a substantial improvement in...
4. The number of people absent from work has dropped since we...
5. We've come a long way in addressing...
6. The problems of... have been partially solved by...
7. Staff seem to appreciate...
8. We've clearly shown that by... we can...
9. Staff absenteeism rates have dropped since we...

Asking about progress

1. How did staff respond to...?
2. What effect did X have on staff morale?
3. Which idea has had the most impact?
4. How easily do you think this idea could be implemented in other branches?
5. How easy was it to...? / How popular has X been?
6. What's the take-up rate been like for...?
7. Which initiatives have been the most effective?
8. How have you been evaluating the success of...?
9. What changes did you notice after you...?

Learn hot english magazine  **Remember!** You must do the *Reading* and *Listening* activities in **Learn Hot English magazine**.

Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

Exam preparation

The exercises for the Progress Test will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

Language Structures

Complete the sentences with the correct forms of the verbs in brackets, and/or according to the language structure information.

1. After several days of heavy rain, it finally started to brighten _____. (Phrasal verb particles)
2. That can't be true. She must have _____ it up. (Phrasal verbs)
3. If I'd known that you were going to do that, I _____ (not have) used your services. (Reflecting on the past)
4. A: You would have come to the party if you'd had time, wouldn't you?
B: Yes, I _____. (Short Answers)
5. _____ it isn't at the most convenient time, I think it's better than cancelling it. (Linking words)
6. The amount he's been spending on going out has been _____ (steady) decreasing. (Describing & comparing statistics)
7. I don't think this is a very good solution _____ our problems. (Preposition review)
8. They _____ (arrive) by the time we get to the party. (Future Perfect)

Self-Assessment

Congratulations! You have finished the course. Now, please take some time to reflect on your learning and progress.

A My feelings at the end of the course are...

- a. Positive
- b. Negative
- c. OK

B What can I do?

Put ticks. Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent). I can use...

- a. ...Irony, sarcasm, understatement & wit.
- b. ...Prepositions of time, place, purpose & movement.
- c. ...Phrasal verb particles.
- d. ...Phrasal verbs.
- e. ...Reflecting on the past.
- f. ...Short answers & ellipsis.
- g. ...Linking words & describing and comparing statistics.
- h. ...Preposition review & Perfect tenses.

C New language

Complete these sentences with your own ideas.

- a. I really like these words: _____.
- b. These words are difficult to remember: _____.
- c. These words are easy to remember: _____.
- d. This grammar point is easy: _____.
- e. This grammar point is difficult: _____.

D What do you do to improve your English outside the class?

- a. I listen to songs in English.
 - b. I travel to English-speaking countries and practise English there.
 - c. I read books / magazines / newspapers / online news sites, etc. in English.
 - d. I watch films in English.
 - e. I listen to MP3s / CDs in English.
 - f. I speak to work colleagues in English.
- Other? _____

E Personal objectives

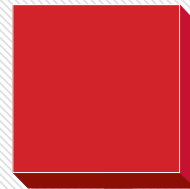
My new objectives for next year are to improve my...

- a. ...speaking skills.
- b. ...listening skills.
- c. ...reading skills.
- d. ...pronunciation.
- e. ...writing skills.

Very shortly, you will be sent an opinion form to fill out. However, if you have any additional comments to make, please send them to classes@hotenglishmagazine.com. We always appreciate your feedback! Thanks.

RESOURCE SECTION

Language Structures



UNIT 1 Past Tenses

When studying tenses, it's important to understand the concept of "aspect".

The Simple Aspect

The simple aspect describes an action that is seen complete. For example:

- a) They **went** to work by bus.
- b) She **saw** a film last night.

The Continuous Aspect

Continuous verb forms focus on the duration of an activity – the activity is not complete – it's an action in progress. For example:

- a) She **was working** on the project last night.
- b) They **had been living** in their parents' house for a few days.

The Perfect Aspect

The perfect aspect refers to actions that are completed before another time. For example:

- a) She told me that she **had seen** the film before.
- b) By the time we got to the office, everyone **had already left** for the meeting.

Would & Used to

Read and compare these sentences. When do we use *would*? When do we use *used to*?

- a) When I was younger, we'd go to the country every weekend.
- b) We used to live in the house in this street.
- c) I used to be quite shy, but now I'm really outgoing.
- d) Did they say I hadn't paid for it? They would say that.
- e) But you said you'd help me!

In sentence "a" *would* is used for a repeated activity from the past.

In sentence "b" *used to* describes a past state.

Remember, *would* can't be used for past states.

In sentence "c" *used to* describes a past state.

In sentence "d", stressed *would* is used to criticise a single past action. The meaning is similar to, "That's typical of them."

In sentence "e", *would* is used to express the future in the past. It reports speech and thoughts expressed in the past.

Compare & Contrast

Look at these pairs of sentences. Which tenses are used? What's the difference?

- 1. a) As I was walking down the road, a car drove past me at full speed.
- b) While I was thinking about her, she called just out of the blue.

- 2. a) Before I got home, I remembered that I'd left the key in the office.
- b) By the time we got to the dinner party, everyone had already eaten.
- 3. a) When we got home, we saw that someone had stolen all our furniture.
- b) By the time the bus arrived, I had been waiting for about half an hour.
- 4. a) When we met Simon and Pat, they had been riding.
- b) When we met Simon and Pat, they were riding.
- 5. a) When I got home, I saw that water had been leaking through the roof.
- b) When I got home, water was leaking through the roof.

GRAMMAR TIP

Remember, when it comes to choosing which tense to use, there are often no right or wrong answers. In many cases, grammar is a question of choice, and the selection of tense depends on what you want to say.

UNIT 2 Future tenses

When studying tenses, it's important to understand the concept of "aspect".

The Simple Aspect

The simple aspect describes an action that is seen to be complete. For example:

- a) They **will do** it tomorrow.
- b) The train **arrives** at six.
- c) We **will play** the game next week.

The Continuous Aspect

Continuous verb forms are used for incomplete actions or actions in progress. For example:

- a) She **will be working** on it tomorrow.
- b) They **are playing** tennis together later.
- c) He **will have been working** on it for six hours by 11 tonight.

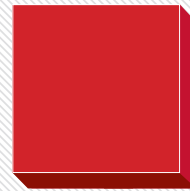
The Perfect Aspect

The perfect aspect refers to actions that are completed before another time. For example:

- a) They **will have finished** it by nine.
- b) She **will have passed** the exam by this time next year.

RESOURCE SECTION

Language Structures



UNIT 7 **Prepositional verbs**

Here are some common verb + preposition collocations.

At: aim at, arrive at

About: argue about (something), complain about something, dream about/of something, forget about something, laugh about something, speak about something, talk about something, think about something, warn someone about something, worry about something

For: apologise for something, apply for something, ask for someone/something, ask someone for something, blame someone for something, look for someone/something, vote for someone/something, wait for someone/something, work for someone/something, reach for something, use for something, sign for something

From: borrow something from someone, hear from someone, present something from happening, prevent someone from doing something, stop someone from doing something, recover from something, separate one thing from another

In: believe in someone/something, participate in something, succeed in something, participate in something, feature in something

Of: approve of something, consist of something, remind (someone) of something, suspect (someone) of something, take advantage of something, take care of something, taste of something, smell of something, think of something

On: waste (money) on something, agree on (something), comment on something, compliment (someone) on something, congratulate someone on something, concentrate on something, agree with (someone), compare something with another thing, decide on something, depend on something, insist on something, rely on something, focus on something, spend (money) on something, base on something, spray on, air on (TV), keen on something

To: apologise to someone, explain something to someone, invite someone to something, belong to someone, introduce someone to someone, listen to someone/something, reply to something, appeal to someone/something, come to (an agreement), link to, take to, return to, deliver to, go to, speak to

With: argue with someone about something, provide

someone with something, cope with something, negotiate with someone

UNIT 7 **Prefixes with meanings**

- **Anti = against:** "He's really anti-social at times."
- **Auto = by yourself:** "Her autobiography is selling really well."
- **Bi = two/twice:** "They hold a bi-monthly meeting."
- **Ex = former/pervious:** "That's her ex-lover."
- **Inter = between:** "These two devices are interchangeable."
- **Mid = middle:** "The accident occurred in mid-air."
- **Mis = badly/wrongly:** "They were misinformed."
- **Mono = one/single:** "She was using a monolingual dictionary."
- **Multi = many:** "It's a multi-purpose device."
- **Non = not:** "It's a non-alcoholic drink."
- **Over = too much:** "This meat is overcooked."
- **Post = after:** "The post-war period was extremely harsh."
- **Pro = in favour of:** "They're pro-government."
- **Pseudo = false:** "He's a bit of a pseudo intellectual."
- **Re = again:** "We'll have to re-do it."
- **Semi = half:** "It's in the shape of a semi-circle."
- **Sub = under:** "The work is substandard."
- **Ultra = extreme / the best:** "They were using ultra-modern equipment."
- **Under = not enough:** "This meat is undercooked."

UNIT 8 **Gerunds & infinitives**

Gerunds

Remember, some verbs are followed by a gerund (verb + *-ing*). For example: "They **finished working** on it earlier than expected."

Here are some verbs that are followed by a gerund: *avoid, consider, enjoy, finish, imagine, mention, don't mind, miss, can't help, deny, discuss, involve, practise, resist, risk, can't stand, admit, delay, suggest, quit, propose, postpone, spend (time)*...

We use the gerund form after prepositions. In some cases, the preposition may be part of a phrasal verb. For example: "She **ended up leaving** early."

Infinitives

And other verbs are followed by an infinitive (a verb with *to*). For example: "They **offered to help** us."

Other verbs that are followed by an infinitive are: *agree, ask, choose, tell, decide, hope, offer, plan, help, learn, manage, promise, seem, want, threaten, pretend, aim, appear, arrange, attempt, choose, fail, intend, mean, prepare, refuse, threaten*...

RESOURCE SECTION

Language Structures



Some verbs require an object or object pronoun (*me, you, him, her, us, them*) before the infinitive. Verbs that follow this pattern include: *get, ask, encourage, advise, expect, order, remind, want, teach, tell...*

For example:

- a) She told us to leave.
- b) They encouraged her to participate.

We also use infinitives after several question words (*what, how, why, when, where*). For example:

- a) They showed us what to do.
- b) He told us where to stay.

And after indefinite pronouns such as *something, anything, everything...* For example: "There's nothing to do."

We can also use the infinitive after some expressions with *It + an adjective*. For example:

- a) It's better to do it like this.
- b) It's easy to remember.

And after some phrases with nouns. For example:

- a) There has to be a better **way to do** this.
- b) They put in a **request to postpone** the meeting.

And after some adjectives. For example:

- a) She was **reluctant to help**.
- b) They were **glad to go**.

We use a base verb form (without *to*) after modal verbs. For example: "They told us that they **might come** later."

We can form negatives by placing *not* before the infinitive. For example: "She asked us not to make too much noise."



UNIT 8 The Passive

Tense	Formation	Example
Present Simple Passive	<i>is/are + past participle</i>	The shoes are made here.
Present Continuous Passive	<i>is/are being + past participle</i>	The food is being prepared.
Past Simple Passive	<i>was/were + past participle</i>	They were arrested.
Past Continuous Passive	<i>was/were being + past participle</i>	The report was being written.
Present Perfect Passive	<i>have/has been + past participle</i>	The money has been paid.
Past Perfect Passive	<i>had been + past participle</i>	The e-mail had been sent.
Future Passive: will	<i>will be + past participle</i>	The room will be cleaned.
Future Passive: be + going to	<i>is/are going to be + past participle</i>	The text is going to be edited.
Future Perfect Passive	<i>will have been + past participle</i>	The work will have been completed by next week.

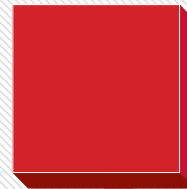
UNIT 9 Phrasal verb particles

Here are some typical particles and their corresponding meanings.

- **About** (movement around or near a place): They were walking about in the museum.
- **Across** (movement from one side to another): They went across the field.
- **Against** (being next to something): The man was leaning against the wall.
- **Along** (continuous movement at the side of something): They walked along the river.
- **Apart** (separation): They took the toy apart to see how it worked.
- **Around / round** (movement in circles): They walked around the park.
- **Aside** (to one side): He stood aside to let her pass.
- **At** (indicating a point in space): They're at the hospital.
- **Away** (movement from a place): They went away for the weekend.

RESOURCE SECTION

Language Structures



- **Back** (returning to a place): She left at three in the afternoon and came back at about six.
- **Behind** (at the back of something): She was behind me.
- **By** (next to): He passed by without speaking.
- **Down** (movement to a lower position): She put the book down on the table.
- **Forward** (movement forwards / to the front): They went forward three steps.
- **In / into** (movement inside a place): She walked into the room.
- **Off** (movement away from a surface / place): She took the money off the table and put it in her pocket.
- **On / onto** (movement onto a place / surface): He put his clothes on really quickly.
- **Out** (movement from inside to outside): They went out of the house.
- **Over** (movement from one side to another, often passing over the top of it): The plane flew over the house.
- **Together** (joining things / uniting things): They put the two pieces together.
- **Up** (movement to a higher level): Prices have gone up.
- **With** (accompanying something): She was with him at the concert.

UNIT 13 Perfect Modal Verbs / The Third Conditional

Past ability / possibility <i>Could have + past participle</i>	I could have seen it. She couldn't have heard it. Could they have finished it?
Past regret <i>Should have + past participle</i>	He should have come to the party. We shouldn't have said that. Should I have been there last night?
Past certainty <i>Can't have + past participle</i>	She can't have seen it. They can't have been paying attention. It can't have been this one.
Past certainty / Logical deduction <i>Must have + past participle</i>	It must have been Frank. She must have heard it. It must have been really exciting.
Past possibility <i>Might have / May have + past participle</i>	It might have rained. They might not have taken it. She may not have noticed.
Past necessity <i>Needn't have + past participle</i>	You needn't have come. She needn't have brought it.

The Third Conditional

Affirmative	Negative	Interrogative
<i>If you had left at 1pm, you would have arrived on time.</i>	<i>If you hadn't left at 1pm, you wouldn't have arrived on time.</i>	<i>Would you have arrived on time if you had left at 1pm?</i>
<i>If you had left the ice cream in the sun, it would have melted.</i>	<i>If you hadn't left the ice cream in the sun, it wouldn't have melted.</i>	<i>Would the ice cream have melted if you had left it in the sun?</i>

We can use modal verbs (*can, should, must, may, might...*) to express our opinions and feelings about situations, or to give advice, offer help, make suggestions and talk about possibility (amongst many other things). For example, "I can see why they didn't like it."

We form Perfect Modals with a modal verb + *have* + a past participle. For example, "We should have left at 6."

We can use Perfect Modal verbs to say how things could have been different in the past, or for giving advice about how something should have been done. For example, "You should have closed the window before you left last night."

With Perfect Modals we can express possibility, regret and certainty with respect to the past. For example, "We might have won if you hadn't missed that goal." Passive forms are formed with a modal verb + *have been* + a past participle. For example, "It should have been finished by now."

We can use the Third Conditional to talk about hypothetical / imaginary situations from the past and to reflect on how the past might have been if we had done things differently. For example, "If I had studied more, I would have passed the exam."

We can use Perfect Modals with the Third Conditional. For example, "If you had come to the party, you could have stayed at my house."

RESOURCE SECTION

Answers



UNIT 1 Introduction unit

1 Useful adjectives

1. down-to-earth; 2. arrogant; 3. charming; 4. ambitious; 5. outspoken; 6. hypocrite; 7. patronising

2 News story analysis

1. The longest time playing a computer game in one sitting.
2. Five and a half days.
3. He felt a bit nauseous and his hands cramped up.
4. He had plenty of fluid and food.

3 Language

1. in one sitting; 2. a screen; 3. nauseous; 4. to cramp up; 5. at risk; 6. to keep going

4 Idioms analysis

1. warpath; 2. ballistic; 3. nerves; 4. red; 5. bull; 6. strop; 7. collar

5 Question-answer matching

- 1g 2d 3a 4e 5b 6f 7c

6 Anecdote analysis

1. boudicca; 2. robertsonjames; 3. absorber77; 4. robertsonjames; 5. absorber77; 6. boudicca; 7. jackofhearts; 8. jackofhearts

7 Question time

Student's own answers

Unit 1

OPENING PAGE

- 1 Successful people (from top left to right) Bono, JK Rowling, Kanye West, Michael Jordan, Tiger Woods, Angelina Jolie, Christine Lagarde, Justin Bieber, Jennifer Aniston, Eminem, Adele, Will Smith

VOCABULARY

1 Definitions

1. If something is "convincing", it makes you believe something.
2. If something is "erratic", it behaves in an irregular / illogical way.
3. If something is "disruptive", it prevents you from doing something.
4. If the reasons for something are "illogical", they don't make any sense.
5. If something is "impressive", you like it a lot and feel a lot of admiration for it.
6. If something is "irritating", it annoys you and makes you angry.
7. If something is "reliable", it usually does what it's supposed to do.

2 Parts of speech

Adjective	Antonym	Noun	Verb	Adverb
1. convincing	unconvincing	conviction	to convince	convincingly
2. disruptive		disruption	to disrupt	disruptively
3. illogical	logical	logic	to be logical	logically
4. impressive	unimpressive	impression	to impress	impressively
5. reliable	unreliable	reliability	to rely	reliably
6. irritating		irritation	to irritate	irritatingly
7. beneficial	unbeneficial	benefit	to benefit	beneficially
8. popular	unpopular	popularity	to popularise	popularly

3 Qualities for success

Student's own answers

4 Website text completion

1. mindedly; 2. inspire; 3. opportunities; 4. responsibility; 5. famous; 6. judgement; 7. respect; 8. vision; 9. decision; 10. action; 11. capable; 12. contribute; 13. ability; 14. communicating; 15. simple

LANGUAGE STRUCTURES

1 Guessing

1. If something is a "recipe for disaster", it's going to end badly.
2. If you "mess up big style", you do something really badly.
3. If things "go from bad to worse", they become even worse than they already were.
4. If A "spells disaster" for B, A is going to have a very bad effect on B.
5. If there's an "accident waiting to happen", the situation is very dangerous.
6. If you do something "more by accident than by design", you do it accidentally – not really because of any careful planning.
7. If a place is a "disaster area", it's very untidy

2 Idioms completion

1. horns; 2. box; 3. strengths; 4. success; 5. grace; 6. bullet; 7. seized; 8. run; 9. cake; 10. key; 11. end

3 Website analysis

1. Stay on top of things – Sam – remain in control of things
2. Hit a home run – Bruce – to do something successfully
3. Seize opportunities – Sandra – take advantage of opportunities
4. Play to your strengths – Bruce – do the things that you're good at
5. Bite the bullet – Lillian – to stop thinking about doing something and to do it
6. There's no point in – Bruce – it isn't worth...
7. Take the bull by the horns – Lillian – to deal with a complicated problem
8. Follow your dreams – Bruce – to do the things you really want to do
9. Aim high – Sam – to try to do the best you can; to try to achieve great things

4 Past tense review: table completion

1. past simple; 2. past continuous; 3. past perfect; 4. past perfect continuous; 5. use of *used to* for regular activities in the past; 6. use of *would* for regular activities in the past; 7. past of *to be*; 8. past passive; 9. past continuous passive; 10. past perfect passive

5 Leaders matching

1. Christine Lagarde; 2. Sharon Osbourne; 3. Marissa Mayer; 4. Hillary Clinton; 5. Angela Merkel; 6. Margaret Thatcher

6 Fluency practice

Student's own answers

Unit 2

OPENING PAGE

1 Country facts

1. temperatures; 2. waterfall; 3. Desert; 4. deepest; 5. water; 6. people; 7. big; 8. twice; 9. old; 10. country; 11. city; 12. difference; 13. group

VOCABULARY

1 Holiday snaps comments

1. Niagara Falls; 2. The Great Wall of China; 3. The Grand Canyon; 4. The Leaning Tower of Pisa; 5. The Pyramids of Egypt; 6. Big Ben

2 Table completion

1. American; 2. English; 3. Irish; 4. Welsh; 5. German; 6. French; 7. Australian; 8. Canadian; 9. Brazilian; 10. Japanese; 11. Chinese; 12. Spanish; 13. South African; 14. Scottish; 15. Indian; 16. Italian; 17. South Korean; 18. Russian; 19. Polish; 20. Argentinian

3 Website text analysis

1. Tenjin; 2. Body / Tenjin; 3. Palio; 4. Watermelon; 5. Watermelon; 6. Body; 7. Tenjin; 8. Palio

4 Language: vocabulary

1. epic; 2. parade; 3. banquet; 4. square; 5. dusk; 6. contest; 7. performer

LANGUAGE STRUCTURE

1 Photo matching

- 1e 2f 3a 4b 5c 6d

2 Anecdote analysis

Name	Likes / dislikes
1. stan 99	...can't get used to sleeping in hotel beds.
2. bedtime	...suffers a lot when travelling through different time zones.
3. catch22	...likes trying out different types of food.
4. lily44	...hates all the chaos as people are getting onto a plane.
5. bottle33	...isn't that keen on driving an unfamiliar car.
6. badlad13	...can't stand people who bring big bags onto the plane.

3 Website analysis

- 1F 2T 3F 4F 5T 6F 7F 8T

Unit 3

OPENING PAGE

1 Song lyrics

- 1a 2b 3a 4b 5b 6a 7b 8a 9b

VOCABULARY

1 Website analysis

1. Still and Chew...; 2. The Artist is Present; 3. I Like America...; 4. I; 5. Deadman

2 Language

1. a performance; 2. felt; 3. tarpaulin; 4. a flare; 5. to roar by; 6. chew; 7. a duet; 8. to stumble; 9. undeterred; 10. an atrium

3 Quotes

Student's own answers

LANGUAGE STRUCTURE

RESOURCE SECTION

Answers



1 Multiple choice

1b 2a 3c 4a 5c 6b

2 Photo matching

1c 2d 3a 4f 5e 6b

3 Collocations

1. to; 2. on; 3. of; 4. off; 5. break; 6. hard;
7. make; 8. to; 9. had; 10. light

4 Book review completion

1. magnate; 2. to; 3. with; 4. of; 5. off; 6. with;
7. awards; 8. to; 9. as
10. with; 11. out; 12. happened; 13. to; 14. signature; 15. into

5 Magazine article completion

1. workers; 2. metal; 3. eating; 4. having;
5. working; 6. stunt; 7. of; 8. to; 9. of; 10. by;
11. as; 12. of; 13. case; 14. taken; 15. ask; 16. for;
17. on; 18. reveal; 19. took

Unit 4

VOCABULARY

1 Debating body language

Student's own answers

2 Debating top tips

Student's own answers

3 Debate analysis

Student's own answers

LANGUAGE STRUCTURES

1 Conversation analysis (wording may change)

Debating issues	Harper's opinions
1. Capital punishment	He's against it. Mistakes are made, and two wrongs don't make a right.
2. Banning TV / film violence	It isn't clear what constitutes violence; he believes there's a connection – especially when it comes to video games.
3. Human cloning	It could help find cures for diseases.
4. Smoking bans	Smoke is bad for you, but it should be a question of freedom of choice. It's an infringement of people's basic rights.

2 Text completion

1. However; 2. While; 3. So; 4. Of course;
5. For example; 6. As a result

3 Debating issue

Student's own answers

4 Compound words

1. worldwide; 2. firearm; 3. checks; 4. controls;
5. buyers; 6. handguns; 7. illness; 8. rifles;
9. rifle; 10. theatre; 11. organisation; 12. mall; 13. market; 14. market; 15. laws; 16. control;
17. shooting

Unit 5

OPENING PAGE

1 Company chain matching

1c 2e 3g 4h 5d 6f 7a 8b

VOCABULARY

1 Slogans

Student's own answers

2 Website analysis

Student's own answers

3 Word formation

1. benefit; 2. relation; 3. supply; 4. assistance;
5. training; 6. development; 7. payment;
8. equipment; 9. determination

4 Franchise poster analysis

1F 2T 3F 4F 5F

LANGUAGE STRUCTURES

1 Speech bubble completion

1. with; 2. to; 3. on; 4. on; 5. in; 6. in

2 News article completion

1. in; 2. about; 3. on; 4. in; 5. with; 6. in; 7. with;
8. for; 9. for; 10. of; 11. from; 12. for; 13. to;
14. in; 15. in; 16. with; 17. out; 18. with; 19. to;
20. as; 21. in; 22. in

3 Future tense review: table completion

1. future with *will*; 2. future with *be + going to*;
3. the present simple for timetabled events;
4. the present continuous for fixed plans;
5. the future continuous; 6. the future perfect;
7. the future perfect continuous; 8. the future perfect passive; 9. the future passive with *will*;
10. future passives with *be + going to*; 11. the present continuous passive

4 Photo matching

1c 2d 3f 4g 5e 6b 7a

5 Sentence completion

1. coming; 2. have been; 3. will be; 4. will have been told; 5. is going to let; will let; 6. are you going to invite / will you invite; 7. will be paid; is going to be paid; 8. are going to rise; will rise

6 Presentation completion

1. will be telling; 2. are set; 3. will sell / are going to sell; 4. will be shown; 5. will learn;
6. will be given; 7. will get; 8. will be given;
9. will have recovered; 10. will be making

Unit 6

VOCABULARY

1 Corruption quotes

Student's own answers

2 Description completion

1. power; 2. treatment; 3. policy;
4. government; 5. friends; 6. responsibility; 7. favour; 8. violence; 9. facts; 10. illegal; 11. banks

3 Anagrams

1. bribe; 2. information; 3. evidence; 4. press;
5. withhold; 6. blind; 7. scandal; 8. hands;
9. allegations; 10. witness; 11. facts; 12. expense

4 Article completion

1. employing; 2. salary; 3. record; 4. investigation;
5. claims; 6. bill; 7. offences; 8. payments

LANGUAGE STRUCTURES

1 Gap fill

1. accepted; 2. stole; 3. been; 4. stayed;
5. living; 6. gave; 7. sold; 8. be

2 Photo matching

1e 2d 3h 4a 5b 6f 7g 8c

3 Sentence transformation

1. It's understood that he left the country a

few days ago.

2. It's believed that she moved house again last month.

3. It's known that he took the car to the airport.

4. It's believed that they escaped from prison after paying a bribe.

5. It's alleged that she was fired from her job.

6. It's understood that he'll be arriving sometime tomorrow.

7. It's alleged that she put in a false claim.

8. It's believed that he accepted the bribe.

4 Website analysis

1T 2F 3F 4T 5T 6F 7F 8F

5 Conversation analysis

Person and information	Allegation / rumour
1. Mark Burston + Sally Goodchild	<i>They're said to be friends.</i>
2. Burston + his new job	<i>It's said that he got his job through Sally.</i>
3. Burston + tax office	<i>It's alleged that he owes a lot of money to them.</i>
4. Burston + Sally + Facebook	<i>He's believed to have had her as a "friend".</i>
5. Jim Barkins + cleaning contract	<i>It's claimed he gave the contract to a company run by his brother.</i>
6. Barkins + his daughter	<i>He's alleged to be paying her to work as his secretary.</i>

Unit 7

VOCABULARY

1 Psychological words matching

1. positive reinforcement; 2. Stockholm syndrome; 3. empathy; 4. IQ; 5. egocentric; 6. psychopath; 7. introvert; 8. extrovert; 9. déjà vu

2 Website analysis

1. *Sleeping with the Enemy*; 2. *Seven*; 3. *Sleeping with the Enemy*; 4. *Cape Fear*; 5. *Seven*; 6. *Sleeping with the Enemy*; 7. *Cape Fear*

3 Language

1. domineering; 2. under the impression;
3. newly-wed; 4. drown; 5. sin; 6. envy; 7. short-tempered; 8. track down; 9. revenge; 10. perch

LANGUAGE STRUCTURES

1 Picture matching

1c 2b 3f 4e 5a 6d

2 Word choice

1. confidence; 2. decision; 3. generosity;
4. excitement; 5. interpretation; 6. decoration

3 Article completion

1. interpretations; 2. chased; 3. decision;
4. threatened; 5. insecure; 6. situation;
7. buildings; 8. vulnerable; 9. important;
10. appointment; 11. decision; 12. strengths

4 Website completion

1. excitement; 2. exciting; 3. relaxing;
4. steadfastness; 5. dependability;
6. trustworthy; 7. cheerful; 8. attention;
9. concentration; 10. calming; 11. spirituality;
12. aggressive; 13. competitive; 14. authority;
15. exclusivity; 16. decoration; 17. innocence;
18. cleanliness; 19. happiness; 20. stability;
21. friendship

RESOURCE SECTION

Answers



Unit 8

VOCABULARY

1 Graph matching

1a/d 2g 3f 4e/b 5c 6b

2 Stock report completion (answers may vary in some cases)

1. jumped; 2. higher/up; 3. rose; 4. up; 5. rose; 6. better; 7. higher//better; 8. added; 9. fell; 10; dropped; 11. fell; 12. lost/dropped; 13. rose; 14. climbed

3 Blog analysis

1. Origami Boulders; 2. Pickle Pops; 3. MyYearBook; 4. Origami Boulders

LANGUAGE STRUCTURES

1 Table completion

1. present simple passive; 2. past passive; 3. present perfect passive; 4. present continuous passive; 5. past perfect passive; 6. future passive with *be + going to*; 7. future passive with *will*; 8. future perfect passive

2 Sentence completion (answers will vary)

1. added up; 2. given; 3. completed; 4. considered; 5. heard; 6. shown around; 7. taken; 8. spoken; 9. given; 10. given; 11. seen

3 Photo matching

1. changed; 2. awarded; 3. turned; 4. told; 5. stolen; 6. closed

1b 2a 3f 4e 5d 6c

4 Presentation completion

1. be used; 2. have been developed; 3. be purchased; 4. have been approved; 5. have been taken; 6. is also offered; 7. is largely overlooked; 8. to be wrapped; 9. was formed; 10. were initially sold; 11. have already been surpassed

5 Website completion

1. thinking; 2. to change; 3. make; 4. to make; 5. to become; 6. to live; 7. to put; 8. to look; 9. to help; 10. to make; 11. educating; 12. to educate; 13. to become; 14. earning; 15. clipping; 16. living; 17. to make; 18. saving / save; 19. thinking; 20. recall; 21. telling; 22. survive; 23. to get

Revision page

Language structures

1. feet; 2. wanted; had to leave / were leaving; 3. get used to; 4. knew / wouldn't be; 5. for; 6. will be waiting; 7. is alleged; 8. interpretation; 9. have been shipped / were shipped

Unit 9

VOCABULARY

1 Viral pictures & videos analysis

Student's own answers

2 Funny stories analysis

1c 2a 3d 4b

3 Language

1. into; 2. down; 3. out; 4. off; 5. up; 6. over;

7. out; 8. through; 9. out

4 Joke analysis

Student's own answers

LANGUAGE STRUCTURES

1 Matching

1b 2d 3e 4a 5f 6c

2 Mini-dialogues completion

1. B: Yes, it is a bit chilly.
2. B: Well, he is a bit on the large side.
3. B: Well, it wasn't the cheapest place I've been to.
4. B: It wasn't the best I've ever tried.
5. B: Not as well as I'd hoped. I probably should have studied a bit more.
6. B: Yes, well, I can strum a song or two.

3 Witty comments analysis

Student's own answers

4 Witty comments matching

1e 2b 3h 4f 5a 6d 7g 8c

Unit 10

VOCABULARY

1 Crime words matching

1b 2f 3d 4h 5a 6g 7e 8c

2 "Hindsight" quotes analysis

Student's own answers

3 Blog analysis

Student's own answers

4 Language

1. cold calling; 2. fall for; 3. a con artist; 4. threaten; 5. passersby; 6. realise

LANGUAGE STRUCTURES

1 Gap fill

1. for; 2. off; 3. on; 4. at; 5. up; 6. in; 7. in; 8. from / until; 9. on; 10. onto; 11. during; 12. on; 13. on / at; 14. at; 15. on; 16. along / down / in; 17. on; 18. to; 19. in; 20. in; 21. at / by; 22. past; 23. for

2 Website completion

1. in; 2. in; 3. in; 4. at; 5. by; 6. into; 7. for; 8. at; 9. at; 10. for; 11. to; 12. of; 13. at; 14. around; 15. into; 16. in; 17. after; 18. at; 19. afterwards; 20. back

3 Facebook comments analysis

Name	Victim	Con / trick method
1. Mark Peters	his sister	One thief drops money and causes a distraction while the other thief picks her pocket.
2. Jessica Smith	her aunt	She was talked into buying phony shares
3. Josh Brown	a friend	Thieves got access to his credit card details
4. Sophie Mullins	tourists	While one thief cleans the victim's jacket, the other one picks his/her pocket
5. Melissa Harper	a colleague	While she was taking someone's photo, a thief stole her bag
6. Chloe Riley	her dad	Someone bumped into him and claimed that an expensive bottle of wine had been smashed

4 Language

1. over; 2. in; 3. to / onto; 4. into; 5. over; 6. up; 7. back; 8. to; 9. at; 10. at; 11. on; 12. in; 13. back; 14. on; 15. from; 16. on; 17. up; 18. off; 19. into; 20. to; 21. for; 22. out

Unit 11

VOCABULARY

1 Gadgets matching

1b 2a 3e 4d 5c

2 Website analysis

1. OHMD stands for "optical head-mounted display".
2. Google Glass is like a cross between a pair of glasses and a high-powered computer.
3. With Google Glass, you can take photos, send and receive e-mails, get directions, make phone calls and search for things online.
4. You can control the glasses by using voice commands.
5. The information is displayed in a small screen at the top of the right lens.

3 Matching

Student's own answers

4 Types of car

1f 2e 3a 4g 5d 6h 7i 8c 9b

LANGUAGE STRUCTURES

1 Phrasal verb guessing

1. to become sunnier; 2. reduce; 3. indicated / showed; 4. include; 5. reduce (a price) by a certain amount / give your old vehicle in exchange for a reduction in the price; 6. waiting / arrive; 7. found; 8. to walk in an area with no particular objective in mind

2 Word choice

1. up; 2. around; 3. in; 4. over; 5. out; 6. over; 7. up; 8. up; 9. up; 10. up

3 Website analysis

1. off; 2. out; 3. up; 4. up; 5. without; 6. up; 7. through; 8. out; 9. out; 10. up; 11. behind; 12. out; 13. down; 14. out; 15. up; 16. onto

4 Conversation analysis

1. €800; 2. €750; 3. €99; 4. €75; 5. 20%; 6. €249; 7. €325; 8. €125

Unit 12

OPENING PAGE

1 Negotiation quotes

1d 2f 3e 4a 5g 6b 7c

VOCABULARY

1 "How to" analysis

Student's own answers

2 Website analysis

Student's own answers

3 Word formation

Student's own answers

4 Sentence completion

1. arrangements; 2. discussions; 3. beneficial;

RESOURCE SECTION

Answers



4. angry; 5. opposed; 6. personally;
7. identification; 8. sincerity

LANGUAGE STRUCTURES

1 Photo matching

1c 2e 3a 4f 5b 6d

2 Particle placement

1. She gave it up.
2. They worked it out.
3. They ruled it out.
4. She called them off.
5. They put them across quite well.
6. She turned it off.

3 Guessing

1. considering it; 2. delayed; 3. prepared / wrote; 4. delete / eliminate; 5. find the answer; 6. omit

4 Fluency practice

Student's own answers

5 Blog analysis

1. you need to arrive on time; 2. because you might come across as defensive; 3. about five minutes before; 4. keep topping up their glasses; 5. very detailed ones; 6. personal subjects

6 Conversation completion

1. up; 2. away; 3. back; 4. together; 5. up; 6. on; 7. over; 8. up; 9. up; 10. to; 11. on; 12. around; 13. on/in; 14. up; 15. back; 16. through; 17. on

Unit 13

VOCABULARY

1 Body identification

Student's own answers

2 What do they do?

1f 2b 3h 4a 5j 6c 7g 8d 9j 10e

3 Sleeping tips

Student's own answers

4 Language

1. an issue; 2. to block out; 3. stick to; 4. reinforce; 5. loose-fitting; 6. mattress; 7. duvet; 8. nap; 9. snooze; 10. digest; 11. caffeine

LANGUAGE STRUCTURES

1 Sentence completion

1. have heard; 2. have had; 3. had known; 4. have gone; 5. have been able; 6. had been; 7. have told; 8. have had; 9. had called; 10. have been; 11. have got lost

2 Mini-dialogues matching

1e 2d 3a 4h 5b 6g 7f 8c

3 What would you suggest?

Student's own answers

4 Accident analysis

1. Lauren; 2. Jamie; 3. Morgan; 4. Abbie; 5. Isaac; 6. Isaac; 7. Abbie; 8. Morgan; 9. Jamie; 10. Lauren

5 Poster analysis

1. £1,678,549; 2. over 1,000; 3. zero / nothing; 4. £21,000; 5. 0800 011 9547; 6. 30 seconds

Unit 14

OPENING PAGE

1 Comments matching

1d 2h 3e 4g 5a 6f 7b 8c

VOCABULARY

1 Word completion

1. pleased; 2. news; 3. cheer; 4. exciting; 5. hear; 6. annoying; 7. nuisance; 9. close

2 Matching

1. happiness; 2. interest; 3. empathy; 4. excitement; 5. sympathy; 6. empathy; 7. sympathy; 8. relief

3 Mini-dialogues creation

Student's own answers

4 Conversations completion

1. Not too well
2. How annoying!
3. That was lucky!
4. Typical!
5. I hate it when they do that!
6. How annoying!
7. Fingers crossed!
8. I've been dreading this
9. Come on!
10. Congratulations!
11. I wasn't so sure
12. Good idea!

LANGUAGE STRUCTURES

1 Sentence completion

1. He says he's been there before, but I don't think he has (been there before).
2. **A:** Are you going to finish it? **B:** No, I'm not (going to finish it).
3. **A:** Would you like to come along too? **B:** Yes, I'd love to (come along).
4. **A:** They're making a noise again. **B:** They always do (make a noise).
5. **A:** I'm not happy about it. **B:** I thought you were (happy about it).
6. Bob had been invited to the dinner, but his friend hadn't (been invited to the dinner).
7. **A:** They might have been held up by the traffic. **B:** Yes, they may have been (held up by traffic).
8. **A:** Do you think I have a chance of winning? **B:** Yes, I think you do (have a chance of winning).
9. **A:** Do you think he'll ever speak to his brother again? **B:** He might (speak to his brother again).
10. **A:** Are you going to go there again? **B:** I hope to (go there again).
11. **A:** Would you like an ice-cream? **B:** No, I don't think I should (have an ice cream).
12. **A:** Were you thinking of coming into the office tomorrow? **B:** No, but I can (come into the office).
13. **A:** Can you come round for a meal tonight? **B:** Thanks very much. I'd love to (come round for a meal tonight).

14. **A:** Did you post my letter? **B:** Sorry, I forgot to (post your letter).

15. **A:** Why did you slam the door in my face? **B:** Sorry, I didn't mean to (slam the door in your face).

2 Speech bubble completion

1d 2c 3g 4b 5a 6f 7e

3 Fluency practice

Student's own answers

4 Conversation analysis

Student's own answers

5 Instant messages analysis

1F 2F 3F 4F 5F 6F 7F

Unit 15

VOCABULARY

1 Homepage analysis

Student's own answers

2 Article analysis

1. Milking; 2. Gallon Smashing; 3. Planking; 4. Frosting

3 Word formation

Verbs	Noun	Person	Adjective
1. to photograph	photography	photographer	photographic
2. to create	creation	creator	creative
3. to involve	involvement		involved
4. to invent	invention	inventor	inventive
5. to upload	upload		uploaded
6. to contain	container		contained
7. to sell	sale	salesperson	salesy

4 E-mail analysis

1. Dear Abbie,
2. I hope that you're settling into your new job.
3. I was wondering whether you'd be able to come over to my office at 1pm...
4. Could you send me a scanned copy of...
5. There's a document attached with...
6. Feel free to ask any questions...
7. I look forward to seeing you this week.
8. Best regards,

LANGUAGE STRUCTURES

1 Sentence completion (answers may vary)

1. as long as; 2. although; 3. unless; 4. as long as; 5. unless; 6. although; 7. although;

2 Twitter comments analysis

1. jaws92; 2. sallen_87; 3. free-to-live27; 4. box_22; 5. lonelyworld32; 6. big-bad-world62

3 Fluency practice

Student's own answers

4 Fluency practice

Student's own answers

5 Changes

Student's own answers

6 Article analysis

1. 2009; 2. 2012; 3. Four days; 4. more or less 20%; 5. 150 million; 6. Over half a million; 7. over 700,000

7 Time / money analysis

1T 2F 3T 4T 5F 6F 7T 8F 9T

RESOURCE SECTION



Answers

Unit 16

OPENING PAGE

1 Job offer expressions

1c 2f 3i 4d 5g 6a 7h 8e 9b

VOCABULARY

1 Job interview advice matching

1c 2a 3b 4d 5e 6f

2 Ranking: staff motivation

Student's own answers

3 Website analysis

Student's own answers

LANGUAGE STRUCTURES

1 Article completion

1. of; 2. of; 3. with; 4. off; 5. of; 6. from; 7. of;
8. in; 9. on; 10. with; 11. out; 12. around; 13. for;

14. in; 15. down; 16. under; 17. at

2 Website text analysis

1. She's the first woman to occupy the position.
2. She believes that it expands your horizons.
3. The fact that she had to attend 24 different interviews.
4. Read in English, listen to music and watch English-language movies and TV series.

3 Language

1. of; 2. for; 3. for; 4. of; 5. in; 6. on; 7. in; 8. for;
9. of; 10. of; 11. in; 12. to

4 Table completion

1. the present perfect; 2. the present perfect continuous; 3. the future perfect; 4. the past perfect; 5. the past perfect continuous; 6. the future perfect continuous; 7. the present

perfect passive; 8. the past perfect passive

5 Presentation completion

1. have been doing; 2. have implemented;
3. have seen; 4. have taken off; 5. have been affecting;
6. have seen; 7. have introduced;
8. will have received; 9. have found; 10. have purchased;
11. will have arrived; 12. has all been set up;
13. have been using; 14. have also organised; 15. have been

Revision page

Language structures

1. up; 2. made; 3. wouldn't have; 4. would (have);
5. although; 6. steadily; 7. to; 8. will have arrived



Phonetic Table



iː	Tree	ɪ	Fish	ʊ	Book	uː	Shoe	ɪə	Ear	eɪ	Face	əʊ	Coat	aʊ	Cow	g	Get	ʒ	Pleasure	j	Yes		
e	Egg	ə	Sofa / Gorilla	ɜː	Bird	ɔː	Door	ʊə	Cure (medicine)	ɔɪ	Boy	əʊ	Coat	aɪ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	ɑː	Car	ɒ	Dog	eə	Hair	ɔɪ	Fly	əʊ	Coat	aɪ	Fly	dʒ	Judge	z	Zoo	r	Right		
p	Pen	b	Back	t	Tea	d	Day	tʃ	Church	s	Six	l	Live	ɪ	Live	θ	Those	h	Hot	ŋ	Ring		
f	Five	v	Very	θ	Think	ð	Those	s	Six	l	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live
m	More	n	Nice	ŋ	Ring	h	Hot	l	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live	ɪ	Live

RESOURCE SECTION

Irregular Verbs



Irregular verb list with participles

Infinitive	Past tense	Past participle	Example
Be	was, were	been	<i>She was at home.</i>
Beat	beat	beaten	<i>We beat them.</i>
Become	became	become	<i>She became a lawyer.</i>
Begin	began	begun	<i>It began last night.</i>
Bite	bit	bitten	<i>The dog bit me.</i>
Break	broke	broken	<i>He broke the window.</i>
Bring	brought	brought	<i>We brought some sandwiches.</i>
Build	built	built	<i>They built a house.</i>
Burn	burnt, burned	burnt, burned	<i>The fire burnt all night.</i>
Buy	bought	bought	<i>He bought some food.</i>
Catch	caught	caught	<i>The cat caught the mouse.</i>
Choose	chose	chosen	<i>We chose the red one.</i>
Come	came	come	<i>They came at 6pm.</i>
Cost	cost	cost	<i>It cost a lot.</i>
Cut	cut	cut	<i>She cut the piece of paper.</i>
Dig	dug	dug	<i>We dug a hole.</i>
Do	did	done	<i>We did some exercise.</i>
Draw	drew	drawn	<i>They drew a picture.</i>
Dream	dreamt, dreamed	dreamt, dreamed	<i>I dreamt about you.</i>
Drink	drank	drunk	<i>She drank the tea.</i>
Drive	drove	driven	<i>I drove home.</i>
Eat	ate	eaten	<i>We ate at home.</i>
Fall	fell	fallen	<i>They fell down.</i>
Feed	fed	fed	<i>She fed the cat.</i>
Feel	felt	felt	<i>We felt good.</i>
Fight	fought	fought	<i>They fought in the garden.</i>
Find	found	found	<i>I found the shoe.</i>
Fly	flew	flown	<i>She flew to Chicago.</i>
Forget	forgot	forgotten	<i>They forgot to bring it.</i>
Get	got	got, gotten	<i>We got a present.</i>
Give	gave	given	<i>We gave her the money.</i>
Go	went	gone	<i>They went to Brighton.</i>
Grow	grew	grown	<i>He grew some plants.</i>
Hang	hung, hanged	hung, hanged	<i>We hung up the washing.</i>
Have	had	had	<i>We had lunch at 1pm.</i>
Hear	heard	heard	<i>I heard the song.</i>
Hide	hid	hidden	<i>She hid the present.</i>
Hit	hit	hit	<i>I hit the ball.</i>
Hold	held	held	<i>We held the rope.</i>
Hurt	hurt	hurt	<i>It hurt me.</i>
Keep	kept	kept	<i>We kept it at home.</i>
Know	knew	known	<i>I knew the answer.</i>
Learn	learnt, learned	learnt, learned	<i>She learnt how to do it.</i>
Leave	left	left	<i>They left at 9pm.</i>
Lend	lent	lent	<i>We lent them the money.</i>
Let	let	let	<i>They let us stay there.</i>
Lie	lay	lain	<i>We lay down.</i>
Light	lit, lighted	lit, lighted	<i>They lit the fire.</i>

RESOURCE SECTION



Irregular Verbs

Infinitive	Past tense	Past participle	Example
Lose	lost	lost	<i>I lost my money.</i>
Make	made	made	<i>He made a cake.</i>
Mean	meant	meant	<i>What does it mean?</i>
Meet	met	met	<i>I met her at a party.</i>
Pay	paid	paid	<i>They paid us.</i>
Put	put	put	<i>She put it on the table.</i>
Read [ri:d]	read [red]	read [red]	<i>I read the book.</i>
Ride	rode	ridden	<i>She rode the horse.</i>
Ring	rang	rung	<i>The phone rang.</i>
Run	ran	run	<i>We ran home.</i>
Say	said	said	<i>I said I was happy.</i>
See	saw	seen	<i>I saw the film.</i>
Sell	sold	sold	<i>She sold the car.</i>
Send	sent	sent	<i>They sent the e-mail.</i>
Shake	shook	shaken	<i>I shook hands with her.</i>
Shoot	shot	shot	<i>They shot at the target.</i>
Show	showed	shown, showed	<i>I showed her the picture.</i>
Shut	shut	shut	<i>I shut the door.</i>
Sing	sang	sung	<i>We sang the song.</i>
Sink	sank	sunk	<i>The boat sank.</i>
Sit	sat	sat	<i>I sat down.</i>
Sleep	slept	slept	<i>She slept well.</i>
Smell	smelt, smelled	smelt, smelled	<i>It smelt good.</i>
Speak	spoke	spoken	<i>We spoke to them.</i>
Spell	spelt, spelled	spelt, spelled	<i>I spelt it for him.</i>
Spend	spent	spent	<i>I spent all my money.</i>
Spoil	spoil, spoiled	spoil, spoiled	<i>We spoiled it.</i>
Spread	spread	spread	<i>They spread the news.</i>
Stand	stood	stood	<i>I stood up.</i>
Steal	stole	stolen	<i>They stole the money.</i>
Stick	stuck	stuck	<i>She stuck it in the book.</i>
Take	took	taken	<i>We took the car.</i>
Teach	taught	taught	<i>They taught us a lot.</i>
Tell	told	told	<i>I told her the truth.</i>
Think	thought	thought	<i>We thought about it.</i>
Throw	threw	thrown	<i>They threw the rubbish away.</i>
Understand	understood	understood	<i>We understood the problem.</i>
Wake	woke	woken	<i>I woke up early.</i>
Wear	wore	worn	<i>He wore some new clothes.</i>
Win	won	won	<i>She won the game.</i>
Write	wrote	written	<i>They wrote the letter.</i>

RESOURCE SECTION

Punctuation



Punctuation Revision

1 (.) Full stop (“period” in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say “dot”. For example: **www.ebdj.com = www dot ebdj dot com**

2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, “I never go there!”
- b) He added, “And I would like to leave now.”

3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you’ll love it.
- b) There are some things that I like; and there are others that I hate.

4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller’s cheques and my passport.
- b) There are two reasons: firstly, I don’t like it; and secondly, I don’t have the time.

5 (?) Question mark

We use this at the end of a question.

6 (!) Exclamation mark

We use this to show surprise/anger, etc.

7 (’) Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I’m, you’re, don’t, I’ve, John’s, Mary’s, etc.**

8 (“”) inverted commas (also known as “speech marks” or “quotation marks”)

We often use these for quotes. For example: **“To be, or not to be. That is the question.”**

Some people use single speech marks, which are like this: **‘To be, or not to be. That is the question.’**

9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn’t too happy about it – but that doesn’t matter.

10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc** Hyphens are often used in website or e-mail addresses.

For example:

john-smith@ace.com = john hyphen smith at ace dot com

11 () Brackets (“parentheses” in US English)

We use brackets to add additional information inside a sentence. For example:

Mary (Jane’s sister) is coming tonight.

When dictating, we can say:

- a) “open brackets”: (
- b) “close brackets”:)

These are known as “square brackets” = []

12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

13 (_) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo_now.com = alan at hedo underscore now dot com**

14 Capitals

Capital letters (or “upper-case letters”) look like this: **WHAT IS THE TIME?**

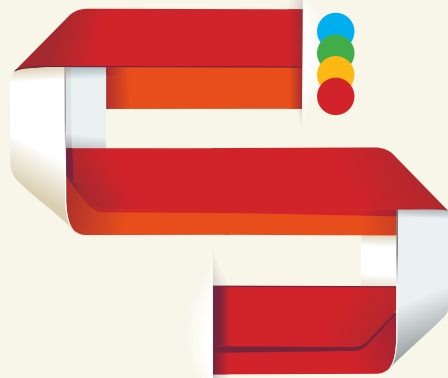
And lower case letters look like this: **what is the time?**

15 E-mail and website addresses

“www” is pronounced “double u, double u, double u”.

And “@” is pronounced “at”. For example:

My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)



Learn ^{hot} **english**
METHOD



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