

Unit	Page	Reading	Listening	Speaking
<b>1 Bridging the gap</b>	6–8	People talk about families and friends	Rachel talks about Mark	Discussion: habits and relationships
	8–9		Conversations: generation gap; Radio discussion	<b>Speak Out:</b> Agreeing and disagreeing
	10–11	Article: Dealing with difficult people	Conversation: a difficult flatmate	Difficult people: advice
	12–13		Dialogues; Song: <i>If I could ...</i>	Dialogues
	14–15	Letters to a problem page		Discussion: politics
<b>2 Aren't we amazing?</b>	16–18	Article: Amazing people		Presenting an amazing person
	18–19		Radio programme: geniuses	Discussion of <i>genius</i>
	20–21	Multiple intelligences quiz		Intelligence
	22–23	Profiles: Eminem and Annie Lennox	Student presentation of a famous person	<b>Speak Out:</b> Presentation skills: keeping your audience involved
	24–25	Stories		
<b>3 Is it good for us?</b>	26–29	Article: Myths and facts	Marco answers questions about the visual material	<b>Speak Out:</b> Visual material: avoiding silences
	30–32	Jigsaw reading: addictions	Four people talk about addictions	Discussion: addictions
	33		Rosie and Beth talk about diets	Pairwork activity
	34–35	Leaflet: Coping with stress		Discussion: stress and social life
	36–37	<b>Think Back Revision 1   Units 1–3</b>		
<b>4 Secret worlds</b>	38–40	Article: The secret world of animals		Discussion of a cartoon
	41		Radio discussion of secret societies; Student presentation	<b>Speak Out:</b> Giving presentations: Generalising
	42–45	Extract from a novel: The shadow of the wind		Topic presentation
	46–47	Book review ( <i>The Constant Gardener</i> ) and biography		
<b>5 Express yourself</b>	48–49	Website: A novel in a year	Extracts from stories	Discussion: quotes
	50–53	Jigsaw reading: Move to the music	Conversations: the arts	Discussions: culture and the arts; dance
	54–55	Extract: Who's sorry now?		Pairwork activity
	56–57		Radio phone-in: censorship Tips for writing haiku	<b>Speak Out:</b> Justifying opinions; Discussion
	58–59	<b>Think Back Revision 2   Units 4–5</b>		
<b>6 Good progress?</b>	60–62		News items: inventions	
	63		Maria talks about a bar chart and a graph	<b>Speak Out:</b> Visual material: graphs and charts
	64–67	Articles: Culture clash? (Bhutan)	Radio interview: Bhutan	Discussion: culture clash
	68–69	Mobile phones: for and against		Discussion: Internet chatrooms

Grammar	Vocabulary	Writing
Present and past habits: Present/Past Continuous, <i>will, would, used to</i>	Collocations: habits	
	Personality types and traits; Collocations	
<i>'d prefer</i> and <i>'d rather</i>	Antonyms	
	Linkers	<b>Writing skills:</b> Organising your ideas in a text
Narrative tenses with Past Perfect Continuous		
	Words and expressions: <i>brain</i>	
	<b>Train Your Brain:</b> Suffixes	
		Profile of a famous person
	Adjectives, adverbs and dramatic verbs	<b>Writing skills:</b> Making your stories more memorable
Gerunds and infinitives		
	Addictions: words and phrases	
Verbs with gerunds or infinitives: <i>forget, remember, try, stop, like</i>		
	Phrasal verbs	Advice leaflet
Modal and related verbs: <i>bound to, allowed to, supposed to, likely to</i> etc.		
	Secret societies	
	Words from the text; Phrasal verbs and idioms: <i>look</i> and <i>see</i>	
	Types of books; Adjectives and adverb collocations	Book review
Reported speech	Adjectives	
	The arts; Words from the text; Adjectives to describe music	
Reporting verb patterns		
		Haiku
The Passive with passive infinitive and gerund		Pairwork activity
	Interpreting graphs and charts	
	Words from the text <b>Train Your Brain:</b> Compounds	
Linkers: <i>although, despite, in spite of</i>	Linkers	<b>Writing skills:</b> Opinion essays: arguing persuasively

Unit	Page	Reading	Listening	Speaking
<b>7 Why risk it?</b>	70–71		Ali talks about her bad luck	Pairwork activity
	72–73		Phone conversations News story: survey	<b>Speak Out:</b> Criticising/ showing annoyance Pairwork activity
	74–75	Questionnaire: risky situations		
	76–79	Article about Frank Abagnale		Discussions: crime
<b>8 Where the heart is</b>	80–82	Article: places and the people		Talking about places
	82–83		Animal monologues Conversation between rabbits	
	84–85	Article: No place like home?	Song: She's leaving home	Discussion: house rules and life skills
	86–87		Conversations: places in the home; Gemma's new flat	Roleplay and discussion <b>Speak Out:</b> Being tentative; Roleplay
	88–89	Student's description of a place		
90–91 <b>Think Back Revision 3</b>   Units 6–8				
<b>9 Give me a clue</b>	92–93	Article: The mysteries of life	Short news items	Discussion: the uses of DNA
	94–97	Extract from a novel: Friends, lovers, chocolate		Discussion: coincidences
	98–99		Conversations: solving riddles	Solving riddles
	100–101	Four short news articles	Problem solving	<b>Speak Out:</b> Problem solving
<b>10 Newsworthy?</b>	102–104		Interview with a journalist	Discussion: quotes
	104–105		Two presentations: photos	<b>Speak Out:</b> Presentation skills: emphasis
	106–109	Article: movie mistakes		Discussion: movie mistakes
	110–111	Report: Media habits	Lecture about <i>celebrity</i>	Discussion: celebrity; media habits
112–113 <b>Think Back Revision 4</b>   Units 9–10				
114–115 <b>Think Back Revision 5</b>   Units 1–10				
116–117 <b>Dialogue of Cultures 1</b>				
118–119 <b>Dialogue of Cultures 2</b>				
120–121 <b>Dialogue of Cultures 3</b>				
122–123 <b>Dialogue of Cultures 4</b>				
124–125		<b>EXAM FOCUS</b>	ЕГЭ. Раздел 1. Аудирование	
126–129			ЕГЭ. Раздел 2. Чтение	
130–131			ЕГЭ. Раздел 3. Грамматика и лексика	
132			ЕГЭ. Раздел 4. Письмо	
133–134			ЕГЭ. Раздел 5. Устная часть	

Student activities p. 135–139

Check it out p. 140–146

English-Russian vocabulary p. 147–171

Irregular verbs p. 172

Pronunciation table p. 173

Grammar	Vocabulary	Writing
<i>I wish/if only, I should've/could've/should'd better</i>		
	Phrasal verbs and expressions: money, business, banking	
Conditionals: 0, 1, 2, 3 and mixed conditionals		
	Crime; Words from the text	<b>Writing skills:</b> Summaries
Relative clauses: defining and non-defining		
	Animal homes and adjectives to describe them; Attitude adjectives	
	Words and phrases from the text	
	Homes and houses	
	Activities and times in the past Collocations: places	Description of a memorable place
Impersonal report structures: <i>it is/was thought to be/have been</i> etc		
	Words/Collocations from the text Phrasal verbs and idioms: <i>live</i> and <i>die</i>	
Modals + perfect infinitives referring to the past with passive and continuous		
	Adjectives of personality	Short newspaper articles and headlines
Quantifiers		
Inversion	<b>Train Your Brain:</b> Nouns; Film vocabulary; Words from the text	
	Reports: typical words and phrases	Report: Media habits

Texts recorded on Class CD:

- Ⓞ T001 Main tracks
- Ⓞ R T001 Tracks from 'Think Back Revision'
- Ⓞ DC T001 Tracks from 'Dialogue of Cultures'
- Ⓞ EF T001 Track from 'Exam Focus'
- \* Level B1+ exercises



# 01

## Bridging the gap

**Read, listen and talk about** issues that divide and bring people together.  
**Practise** forms to talk about present and past habits; modal constructions 'd prefer and 'd rather; antonyms.  
**Focus on** agreeing and disagreeing with opinions.  
**Write** a letter using linkers to organise ideas.



Joe and Molly

Family picnic  
July 18th



Sophie, Emily, Mark and Ben



Rachel and Pietro

**A** 'I didn't really like her last boyfriend – he was very unreliable, and they were forever breaking up and getting back together again. Anyway, the new one seems much nicer, but sometimes it's difficult to tell because he doesn't speak much English. He tries his best, but then he'll get frustrated and break into Italian, and Molly and I get very confused!'

**C** 'She's great fun and I adore her, but I think she's a bit out of touch. She's constantly telling Ben that he spends too much time on the computer and that at his age she was fit and healthy because she played outside all day. Then when she comes into my room for a chat, she'll start telling me how all teenagers today are irresponsible and that in her day she used to go on peace marches and campaign to ban the bomb. I mean, I do care about world peace, but I think she forgets that I'm only thirteen.'

**B** 'Of course, now that she's a teenager, she's much more difficult to deal with. She used to spend time at home with the family – we'd watch TV and eat takeaway pizza together on a Saturday night. But now she wants to be independent, and she and Mark are always arguing about the clothes she wears and what time she gets home. For example, he tells her to be home by nine, but she'll turn up at ten and act as if nothing's wrong.'

**D** 'It's not a problem at all now that we're older, but when I was seventeen she was only six, and I used to feel more like a father than an older brother. I often had to look after her when Mum and Dad went out, which really cramped my style! Also, she never understood the concept of 'privacy' – she was always going into my room and taking things without asking – I'd find books and CDs under her bed that she'd 'borrowed' from me.'

## GRAMMAR AND VOCABULARY

- The Williams were interviewed for a TV programme **British Families Today**. Read extracts A–D and look at the family photos. Who’s talking in each case, and who are they talking about?
- Read the extracts again and answer the questions.
 

Who’s talking about

  - a generation gap?
  - a language barrier?
  - an age difference?
  - a relationship that has changed?

### Work it out

- The table contains various forms that can be used to express present and past habits. Complete it with examples from the texts.

Habits in the present	Habits in the past
Present Continuous 1 _____	Past Continuous 2 _____
will 3 _____	would 4 _____
	used to 5 _____

- Match the sentences from Exercise 3 to rules 1–3. Then find one more example for each rule in the texts.
  - Past states and repeated past actions.
  - Behaviour which is typical or characteristic of the person
    - in the present.
    - in the past.
  - Habits that are repeated more than usual and that the speaker finds annoying or unexpected
    - in the present.
    - in the past.
- Look at sentences a and b and complete rules 1–3 with **used to** or **would**.
  - I used to feel more like a father than an older brother.
  - She used to spend time with the family – we’d watch TV and eat takeaway pizza together on a Saturday night.
  - We can introduce a new topic with \_\_\_\_\_ and we do not need to specify the time.
  - We do NOT use \_\_\_\_\_ to describe a past state.
  - We use \_\_\_\_\_ when the topic has been established and we usually specify the time.

### Mind the trap!

We can always use the Present and the Past Simple to talk about habits. We use the forms in the table to emphasise the repetitive or ‘typical’ nature of the activity.

He’ll **often get** frustrated (He often gets ...)  
 We’d **watch** TV and eat ... (We watched TV ...)  
 They **are always arguing** (They always argue)

➤ Check it out page 140

- Choose the verb forms which are NOT possible. In some cases both are possible.

When my sister was a teenager, there <sup>1</sup>*d be/used to be* a lock on our house phone to stop her making calls on it. Now she has her own phone, and her bills must be enormous: she <sup>2</sup>*s talking/’ll talk* on it for hours. She <sup>3</sup>*d work/used to work* as a hotel receptionist, and she <sup>4</sup>*d tell/used to tell* us funny stories about the hotel guests. Then one afternoon she <sup>5</sup>*used to come/came* home early because she had lost her job. Apparently, she <sup>6</sup>*was always chatting/she’d chat* on the phone instead of doing her work.

- ©T001 Does Rachel agree with her brother Mark’s description of their relationship? Complete the gaps with suitable verbs. Then listen and check.

‘I’ve just read Mark’s interview, and I can’t believe what he said about his social life: I mean, all the girls used to <sup>1</sup>\_\_\_\_\_ sorry for him because he had to look after me, and they <sup>2</sup>\_\_\_\_\_ constantly \_\_\_\_\_ round to the house to help him! And as for taking his books and CDs without asking – well, he wouldn’t <sup>3</sup>\_\_\_\_\_ them to me because he said I was too young to look after them, so I’d <sup>4</sup>\_\_\_\_\_ them and hide them under the bed. I used to <sup>5</sup>\_\_\_\_\_ the way he treated me like a child, especially in front of his friends. It’s true that we get on better nowadays, but he’s still as bossy as he used to <sup>6</sup>\_\_\_\_\_, especially when it comes to boyfriends: he <sup>7</sup>\_\_\_\_\_ forever \_\_\_\_\_ me what to do! It’s ironic, because one thing he doesn’t mention is that he often <sup>8</sup>\_\_\_\_\_ me for advice about how to deal with Sophie. He’ll <sup>9</sup>\_\_\_\_\_ me when Emily’s out and tell me all about the latest argument.’

## SPEAKING AND VOCABULARY

- Work in pairs. In turn, choose a person on the photos on page 6 and describe him/her to your partner in 4–5 sentences. Can your partner guess who it is?



- 2 Complete points 1–7 with verbs and phrases from the box to make habits. Then answer the questions.

take drum leave talk fiddle with  
lose spend ages

- 1 \_\_\_ dirty dishes in the sink, the top off the toothpaste  
2 \_\_\_ in the bathroom, on the phone  
3 \_\_\_ to yourself, behind someone's back  
4 \_\_\_ things without asking, people for granted  
5 \_\_\_ things, your temper  
6 \_\_\_ your hair, your jewellery  
7 \_\_\_ your fingers on the table

- Do you have any of these habits?
- Which do you find annoying/rude/unpleasant/endearing?
- What other habits like this can you think of?



- 3 Look back at the habits in Exercise 8. Tell your partner about people you know who have or used to have any of them.

- A *My brother's really disgusting - he'll clean his teeth and leave the top off the toothpaste.*  
B *Yes, I know, my sister used to do that too - I'm glad she's left home!*  
A *My mum's always forgetting where she's put her glasses - I think it's quite endearing.*  
B *Do you? That kind of thing annoys me.*

- 4 Work in pairs. Student A, look at page 136. Student B, look at page 137.

- 5 In groups, discuss these questions.

- How have you changed in the last five years?
- How have your relationships with other members of your family changed?
- Think of a generation gap, an age difference or a language barrier in your family or a family you know. What effect (positive or negative) does it have on the family?



## SPEAKING AND LISTENING

- 1 In pairs, look at the photos and captions. Discuss these questions.

- What aspects of modern life do the photos show?
- Do you agree with the captions? Why?/Why not?

- 2 Listen to two conversations and answer the questions.

- Which topics from the photos do the speakers talk about?
- What opinions do they have?
- Do they agree with each other?
- Who do you agree with and why?

- 3 Match 1–6 with a–f. Then put the sentences in the correct places in **Speak Out**.

- |                       |                             |
|-----------------------|-----------------------------|
| 1 You're absolutely   | a of that.                  |
| 2 I have to admit     | b are you?                  |
| 3 Neither             | c right!                    |
| 4 You're not serious, | d am I.                     |
| 5 I'd never thought   | e agree with that.          |
| 6 I don't entirely    | f you've got a point there. |

### SPEAK OUT | Agreeing and disagreeing

#### Strong agreement

You're telling me!

1 \_\_\_

Spot on!/Exactly!/  
Absolutely!

That's exactly what I think.

So do I./Me too./  
2 \_\_\_

#### Mild agreement

3 \_\_\_

You *may/could* be right.  
Yes, I suppose so.

That's a valid point.

True, 4 \_\_\_

#### Strong disagreement

*Great?* I think it's  
*ridiculous!*

5 \_\_\_

That's not the point!

*Come on/Frankly,*  
*that's rubbish!*

So? What's wrong  
with that?

#### Mild disagreement

6 \_\_\_

I wouldn't say that.  
I'm not totally  
convinced.

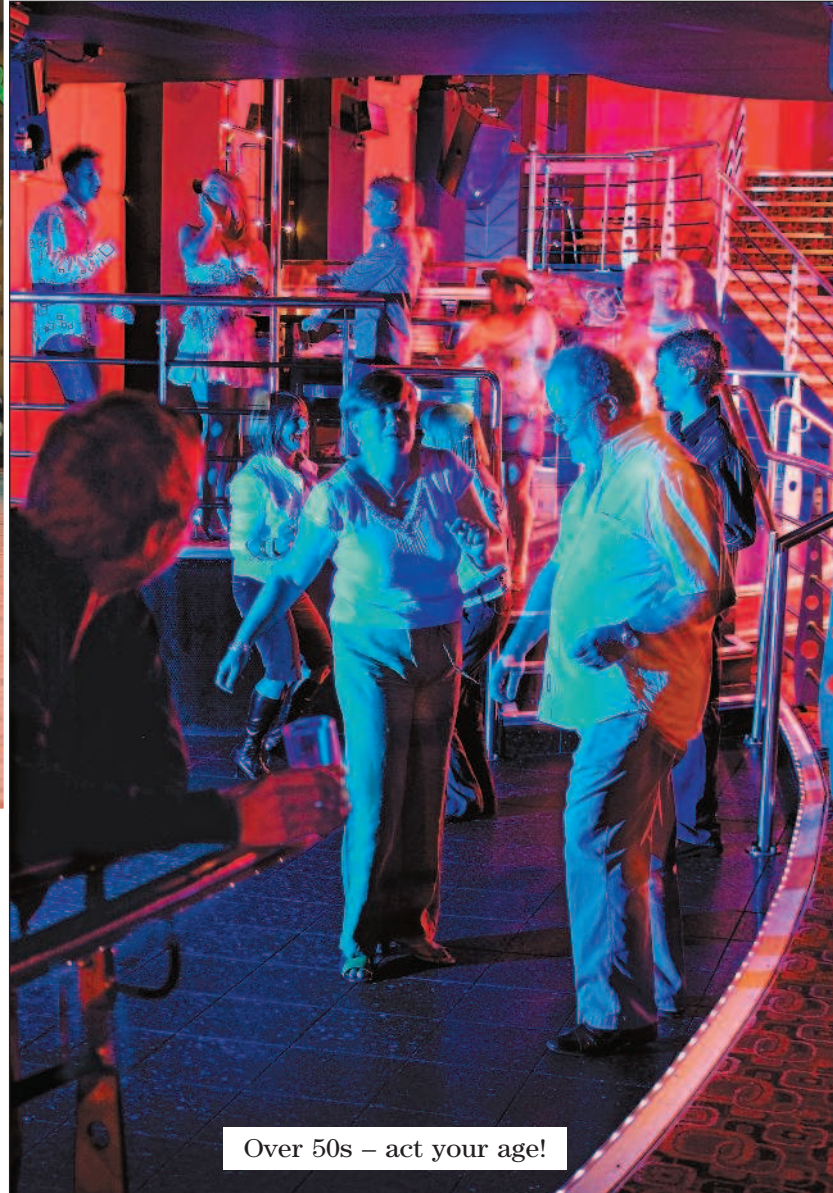
I hear what you're  
saying, but ...

To be honest, I don't  
think that's true.





Fashion conscious or fashion victim?



Over 50s – act your age!

4 **◎T003** Use **Speak Out** to complete the conversations. Listen and check. Then practise them in pairs.

- 1 **A** I can't stand that new boy in our class. He's such a wimp!  
**B** Yes, that's \_\_\_ I \_\_\_ ! What a loser!
- 2 **A** I think TV soaps are a waste of time.  
**B** I \_\_\_ that. Millions of people are addicted to them!
- 3 **A** Tom and Jane are planning to get married. They're only eighteen!  
**B** So? \_\_\_ ?
- 4 **A** They should serve vegetarian food in the school canteen.  
**B** That's a good point. I \_\_\_ that.
- 5 **A** My dad's not very confident about this new government.  
**B** \_\_\_ I! They're hopeless.
- 6 **A** Don't you think they should abolish school uniforms?  
**B** \_\_\_ me! I hate them.

5 **◎T004** Before you listen to a radio discussion, read the sentences and think what could complete the gaps. Then listen and complete them with one word in each gap.

According to Janet, women could make better <sup>1</sup>\_\_\_ and scientists than men.

Marian was <sup>2</sup>\_\_\_ when a female plumber arrived to fix her <sup>3</sup>\_\_\_ .

Alan agrees that men aren't very good at <sup>4</sup>\_\_\_ up when they've finished a job.

Janet believes that women are <sup>5</sup>\_\_\_ good at doing traditionally male jobs as men.

She says women get paid <sup>6</sup>\_\_\_ for jobs like plumbing than when they work in a factory or a <sup>7</sup>\_\_\_ .

6 **◎T004** Listen again and match sayings 1–6 with speakers Janet, Marian and Alan. Whose opinion do you agree with most? Why?

- 1 Women should not be excluded from traditionally male jobs.
- 2 Unlike most male plumbers, females charge reasonable prices.
- 3 Not all women would enjoy doing traditionally male jobs.
- 4 People need to get used to the idea of women doing traditionally male jobs.
- 5 Women would have more freedom if they earned more money.
- 6 Looking after the home and family is a big enough job.

7 Work in pairs and prepare your arguments for or against the statements below. Then discuss the statements with another pair using language from **Speak Out**.

- Schools should encourage girls to study science and engineering more.
- Parents should not bring their children up to be stereotyped boys and girls.
- Historically, men were the hunters and women the homemakers. It should stay like that.



## READING AND VOCABULARY

### 1 In pairs, discuss these questions.

- 1 What kind of people do you find 'difficult' to deal with? Why?
- 2 Why might the types of people below be difficult to deal with? What personality traits might they have? Use the pictures in the article to help you.

**Types:** wet blanket, know-it-all, space cadet, loose cannon, bossy-boots, cry baby

**Traits:** negative, knowledgeable, pushy, conceited, moody, critical, out of touch, infantile, unpredictable

### 2 Listen and read the article and check your answers to Exercise 1.

### 3 Read again and choose the correct answer.

- 1 The know-it-all and the bossy-boots both
  - a tell people what to do.
  - b want to be in control.
  - c use knowledge to manipulate others.
  - d enjoy an argument.
- 2 There are two different ways of dealing with
  - a the loose cannon and the wet blanket.
  - b the bossy-boots and the space cadet.
  - c the cry baby and the wet blanket.
  - d the know-it-all and the loose cannon.
- 3 The bossy-boots and the cry baby
  - a are very confident.
  - b manipulate people in different ways.
  - c always get their own way.
  - d are easy to ignore.
- 4 The loose cannon and the space cadet are difficult to deal with because
  - a you are not sure what they are going to do next.
  - b they both cause problems for other people.
  - c people react very negatively to them.
  - d they are both forgetful.
- 5 The space cadet is different from the other types because
  - a they are aware of other people's feelings.
  - b they are unreliable.
  - c they are unpredictable.
  - d there is a positive side to their personality.

### 4 Match 1–8 to a–h to make phrases from the article.

- |                   |                      |
|-------------------|----------------------|
| 1 get your        | a at face value      |
| 2 stand up        | b over someone       |
| 3 take something  | c own way            |
| 4 be on different | d and rave           |
| 5 have something  | e to someone         |
| 6 rant            | f world of your own  |
| 7 be in a         | g wavelengths        |
| 8 walk all        | h down to a fine art |

### \*5 Replace the underlined phrases with phrases from Exercise 4. Make necessary changes.

- 1 We can't work on this project together: we have completely different ideas and opinions.
- 2 My sister's very spoilt: she always does what she wants.
- 3 What was Sam complaining angrily about earlier? We could hear him in the next room!
- 4 If you don't refuse to accept unfair treatment from Jon, he'll just get worse.
- 5 Vicky makes Tom do what she wants, but he doesn't seem to mind.
- 6 Don't accept that all the gossip is exactly as it appears to be.
- 7 Haley's very skilled at small talk.
- 8 It's no use trying to talk to Lily: she doesn't notice what's happening around her at the moment.
- 9 Ann is that kind of person. If you oppose her without fear, she'll probably back down.
- 10 If Johnny doesn't get what he wants, he'll start having a tantrum that could last all night.
- 11 I know Paul very well. I believe everything he says.



### 6 Listen to a conversation. Are the statements true or false?

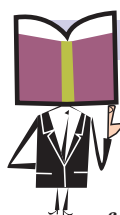
- 1 A slob is someone who wants to look 'cool'.
  - 2 Jill's flatmate is very good at doing nothing.
  - 3 A bore is someone who talks too much about other people.
  - 4 Lisa doesn't think her new flatmate is a bore.
  - 5 Busybodies do not intend to hurt other people's feelings.
  - 6 Gina's neighbour is probably bored.
- 7 Work in pairs. Write some advice for dealing with the three personality types from Exercise 6 (a slob, a bore and a busybody). Then exchange ideas with other pairs.

# Dealing with Difficult People

🔊 I try to get along with John, but we seem to be on different wavelengths. 🔊

🔊 The atmosphere always seems to be tense when Michelle's in the room. 🔊

**S**ound familiar? Unfortunately, some people are more difficult to get on with than others. Let's have a look at six 'difficult' personality types, and offer some advice on how to deal with them.



## THE KNOW-IT-ALL

The first on the list is **'the know-it-all'**. Know-it-alls see themselves as experts on everything. They appear knowledgeable and will speak confidently about almost any subject, often making other people feel stupid or inferior. This personality type is conceited and competitive and is likely to react to others' ideas or arguments angrily or dismissively.

First of all, don't take their behaviour personally: it affects most people that they come into contact with. Know-it-alls are driven by a need to control and they use their knowledge as a 'shield' to protect themselves from uncertainty. So in order to cope with this type, you need to get them to consider your ideas without directly questioning their expertise. This means that you need to be well-prepared and diplomatic.



## THE CRY BABY

Next is **'the cry baby'**. As the name suggests, the cry baby behaves like a child when they don't get their own way. They use moodiness to manipulate other people. They'll go away and sulk, giving you the 'silent' treatment, or they'll complain and even start to rant and rave about how nobody listens to them or takes them seriously, etc. This infantile and inappropriate behaviour can be very annoying.

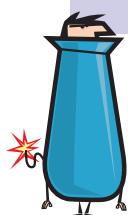
You need to find out why the cry baby acts like they do. If they are selfishly looking for attention, your best policy is simply to ignore them. However, if their behaviour stems from a real lack of confidence, they need support and encouragement.



## THE BOSSY-BOOTS

Next on the unwanted list is **'the bossy-boots'**. This type of person is always telling other people what to do. They have a very strong personality and will walk all over you if you let them. They are so used to doing things their way, that they have pushiness down to a fine art. A lot of the time you'll find yourself doing what they want, just for a quiet life.

Don't try to beat a bossy-boots at their own game: there's no point in telling them what to do. Your first task is to learn to say 'No'. This will be difficult initially, but after you've said it once, it'll get much easier. The trick is to remain calm and polite: this way you'll be able to stand up to them without being drawn into a fight or an argument.



## THE LOOSE CANNON

The next type we'll look at is **'the loose cannon'**. Like a cannon which is not tied down and rolls around on the deck of a ship, this personality type is unpredictable and can cause problems. A loose cannon tends to act impulsively without thinking about the consequences. Understandably, people feel anxious around them because they appear to be out of control and unapproachable.

A loose cannon needs to be made aware that their behaviour is irresponsible and of the effect their actions have on other people. You can do this, not by reacting negatively at the time of an incident, but by waiting until you are both calm later and quietly describing what happened.



## THE WET BLANKET

Most people have come across the next type, **'the wet blanket'**, at some time in their lives. Wet blankets are negative and critical. They don't seem able to see the positive in any situation and always think that the worst will happen. Their attitude makes them appear insensitive and spoils things for other people.

You have two options with the wet blanket. You can try to show them the positive where they see the negative. Or you can take what they say at face value, so for example, when you invite them to a picnic at the weekend and they say it'll probably rain, you simply reply: 'OK, so you don't want to come, then?'



## THE SPACE CADET

The last type is **'the space cadet'**. This kind of person is intriguing because they seem to be in a world of their own and are out of touch with reality. They have difficulty paying attention or remembering things, and sometimes behave strangely, which can make other people feel uncertain.

This type can be frustrating, but they are not likely to provoke very negative reactions. Try instead to make the best of their uniqueness and don't put them in a position where you need to rely on them for anything.

## VOCABULARY

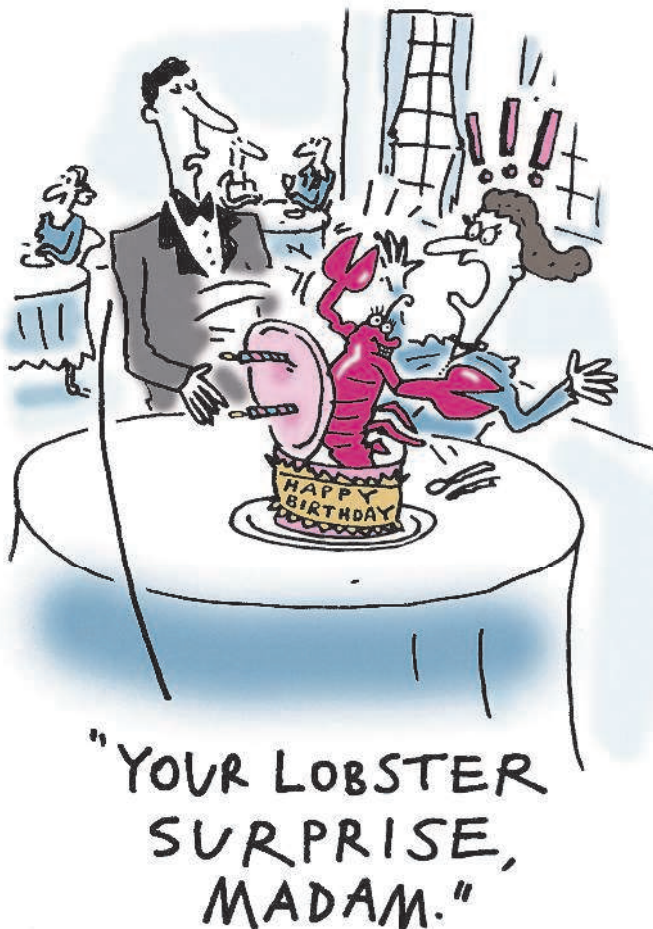
1 **Think Back!** Use a prefix to make these adjectives into the opposite. Then check in the text on page 11.

- |                  |                   |
|------------------|-------------------|
| 1 ___certain     | 4 ___sensitive    |
| 2 ___appropriate | 5 ___approachable |
| 3 ___predictable | 6 ___responsible  |

2 **T007** Find the opposites of the underlined adjectives in the box. Then listen and repeat, paying special attention to the stress.

knowledgeable superior tense reassuring  
mature dull conceited critical  
incompatible adventurous

- Have a bath and you'll feel more relaxed.
- Steve's a great musician, but he's very modest about his abilities.
- I'm really ignorant about politics. You'll have to ask someone else.
- Tom's comment really made me feel inferior.
- The teacher said some really complimentary things about our project.
- The week before exams is a worrying time for everybody.
- Harvey told us some intriguing stories about his visit to China.
- Although their personalities are different, Phil and Amy are very well-matched.
- I really can't forgive Sylvia for her infantile behaviour: she's nearly nineteen.
- I'm quite cautious about trying new food in a restaurant.



3 Work in pairs. Student A, look below. Student B, look at page 137.

### Student A

On a piece of paper, write down the name of:

- a famous couple who are incompatible
  - a politician who pretends to be knowledgeable
  - an actor who always takes predictable roles.
- Close your book. Show the names to Student B and explain why you wrote them.

4 **T008** Listen to the first line of each conversation and choose the correct adjectives in responses 1–5 to make them logical.

- Did you? I thought some of the things he said were really *appropriate/inappropriate*.
- Do you think so? I think he's quite *knowledgeable/ignorant*.
- Have you? I find him really *approachable/unapproachable*.
- Actually, I think he's quite *infantile/mature* for his age.
- Huh! I think it's quite *predictable/unpredictable*: rain, rain and more rain!

5 Complete the gaps with a suitable opposite to show that the speakers agree. Then act out the conversations to the class.

- A Jackie looked very tense today, didn't she?  
B Well, she certainly didn't look <sup>1</sup>\_\_\_ .

- A That programme about the future of mankind was quite worrying, I thought.  
B Mm, it wasn't exactly <sup>2</sup>\_\_\_ .

- A Mr Palmer's critical of everything we do.  
B I know, he's certainly not very <sup>3</sup>\_\_\_ .

- A Geri's always so cautious in her choice of clothes.  
B That's true, she's not very <sup>4</sup>\_\_\_ at all.

- A I'm surprised Kim and Greg are still together – they're so incompatible.  
B I know, they're not exactly <sup>5</sup>\_\_\_ , are they?

- A That new boy in our class is so conceited!  
B I agree, he isn't what you'd call <sup>6</sup>\_\_\_ , is he?

6 Act out similar conversations to those in Exercise 5, using pairs of opposites from Exercises 1 and 2.



## GRAMMAR

**A** Yes, I'd rather eat a hundred cheese and tomato pizzas, too.

**B** I'd rather we tried something different this time.

**C** So you'd rather we didn't go to my mother's for lunch then?

**D** I'd rather not marry you, Ted. My Feng Shui element would be incompatible with your job.

- 1 Work in pairs. Look at the cartoons. Which do you think is the most amusing? Why?
- 2 Match these thoughts to the other character in each cartoon. Are they similar or different to each other?
  - 1 She'd prefer to marry someone who's more like her.
  - 2 I'd prefer not to eat leaves all the time.
  - 3 I'd prefer us to go to a cricket match!
  - 4 She'd prefer us not to have fish and chips again.

## Work it out

- 3 Look at the underlined phrases in the cartoons and Exercise 2 and choose the correct answers in rules 1 and 2.
  - 1 'd in 'd rather and 'd prefer replaces *had/would*.
  - 2 'd rather and 'd prefer have the same/a different meaning.
- 4 Look at sentences a–d and match them to questions 1 and 2.
  - a He'd prefer us to go to a cricket match.
  - b He'd prefer to go to a cricket match.
  - c He'd rather we went to a cricket match.
  - d He'd rather go to a cricket match.

Which two sentences say

- 1 what the subject wants to do?
- 2 what the subject wants someone else to do?

- 5 Complete the table with the correct forms of the verb **go**.

would prefer	would rather
+ She'd prefer <sup>1</sup> ___ .	+ She'd rather <sup>5</sup> ___ .
– She'd prefer <sup>2</sup> ___ .	– She'd rather <sup>6</sup> ___ .
+ She'd prefer <b>us</b> <sup>3</sup> ___ .	+ She'd rather <b>we</b> <sup>7</sup> ___ .
– She'd prefer <b>me</b> <sup>4</sup> ___ .	– She'd rather <b>I</b> <sup>8</sup> ___ .

➤ Check it out page 140

- 6 Rewrite the sentences so that the meaning stays the same.
  - 1 He'd prefer to watch sport on Sundays.  
*He'd rather watch sport on Sundays.*
  - 2 I'd rather we didn't go shopping again.
  - 3 I'd prefer you not to smoke in the house.
  - 4 We'd rather not eat meat – we're vegetarians.
  - 5 They'd prefer not to drive at night.
  - 6 I'd rather we stayed at home tonight.
- 7 Write responses to the questions using different forms of 'd rather or 'd prefer each time. Then ask and answer the questions in pairs.
  - A *Shall we leave at seven?*
  - B *No, I'd rather we left at eight.*
  - 1 Do you feel like having a pizza tonight?
  - 2 Shall we watch that new DVD now?
  - 3 How about going for a picnic tomorrow?
  - 4 Do you think I should tell them the news?
  - 5 Would you like to cook the dinner?
  - 6 Do you mind if I listen to some music?
- 8 ©T009 Song. Look at the song on page 135. Listen and complete the words. Then, in pairs, write one more verse that fits the theme.

## WRITING

- 1 Look at the photo and discuss the questions.
  - Which party is in power in Russia? Is it left wing, right wing or centre?
  - Do people in Russia have strong feelings and opinions about politics?
  - Does politics play an important role in your family? Can it be a source of arguments? In what way?
- 2 Read 'Last Week's Question'. What's the girl's problem? What advice could you give her?
- 3 Read Reply 1 and choose the summary (a–c) that best describes the writer's opinion.
  - a Conflict in relationships is not common and is easy to resolve.
  - b 'Confused Opposite' should think seriously about continuing her relationship.
  - c It is better to agree with everything your partner says.



## Your Questions, Your Answers

We received hundreds of letters in reply to last week's question, which raised the issue of relationships that are threatened by differences. In this week's *Your Questions, Your Answers*, read and decide for yourselves: Can relationships between opposites really work?

### LAST WEEK'S QUESTION

My boyfriend of six months is a committed Conservative, and is really excited about the coming election. I was eighteen last year so this is the first time I can vote – and I want to vote Labour. But every time I mention it, he either laughs and says, 'You can't be serious!' or loses his temper and walks out. He actually put a *Vote Labour – if you dare!* sticker on his car yesterday! I'm so angry I feel like breaking up, but for some reason I'm still crazy about him. What do I do?

**Confused Opposite**

### REPLY 1

Dear Confused Opposite,

**First of all**, I really sympathise with you – politics does seem to have this effect on people! At the same time, there's the saying 'opposites attract'. But **even though** there are some good arguments for this, **on the whole**, it's more than most of us can deal with! **While** it can be exciting to be with someone who's completely different to us, it doesn't seem to last very long. The excitement soon turns to conflict. **Moreover**, the time comes in every relationship when people disagree on an important issue. **Presumably**, you're scared he'll break up with you if you don't agree with him. **Unfortunately**, there are no easy answers to this. I think the only way to deal with it is to face it. You just have to say what you think and let him do the same. **Nevertheless**, remember that you don't have to give anyone an explanation about who you vote for – we all have the right to choose. **Therefore**, there are times when it's easier just not to discuss politics. **Since** this seems to be your problem, perhaps it's also your solution? **However**, if you decide to do this, you're also choosing to hide your feelings and opinions. **More importantly**, you're not allowing yourself to be the real you. I think it's time to ask yourself, 'Is this really the kind of relationship I want to be in?'

**A well-wisher**

4 Study the highlighted linking words and phrases in Reply 1. Then write them in the correct category in **Train Your Brain**.

**TRAIN YOUR BRAIN | Writing skills**

**Organising your ideas in a text**

- **Order your points:** first/firstly/ <sup>1</sup>\_\_\_/to begin with, secondly, finally
- **Make a general point:** <sup>2</sup>\_\_\_, generally, generally speaking, in general
- **Add or emphasise a point:** <sup>3</sup>\_\_\_, in fact, furthermore, in addition, besides
- **Introduce a contrasting clause:** <sup>4</sup>\_\_\_, <sup>5</sup>\_\_\_, in spite of this
- **Join two contrasting clauses:** <sup>6</sup>\_\_\_, <sup>7</sup>\_\_\_, although, though, but
- **Introduce a result:** <sup>8</sup>\_\_\_, as a result, consequently, so
- **Give a reason:** <sup>9</sup>\_\_\_, as, because
- **Express your attitude/viewpoint:** <sup>10</sup>\_\_\_, <sup>11</sup>\_\_\_, <sup>12</sup>\_\_\_, personally, apparently

5 Read Reply 2 and find all the linking words and phrases that are not acceptable. Sometimes both options are correct.

6 Read the two replies again and discuss the questions in pairs.

- 1 Do the writers agree with each other? Explain why/why not.
- 2 What opinion does each of them have?
- 3 Do you agree with either of them? Why?/ Why not?

7 Join the ideas using the linking words in brackets. You may need two sentences for some answers.

- 1 I know that opposites have lots of problems / they are much more fun (while)  
*While I know that opposites have lots of problems, they are much more fun.*
- 2 my parents vote for different parties / they never argue about politics (in spite of this)
- 3 I knew the Green Party wouldn't win / I voted for them (nevertheless)
- 4 you respect their values / it's difficult to disobey your parents (since)
- 5 you still have the right to choose / society is changing (although)
- 6 the older generation finds it hard to accept new ideas / it takes time for attitudes to change (generally speaking, so)
- 7 the Prime Minister wasn't very popular / none of his ministers supported him (as, presumably)

8 Read the letter from 'Mixed Up'. What's his problem?

I've been going out with my Brazilian girlfriend, Gloria, for six months, but I'm afraid to tell my parents. They want me to go out with someone from my own country. I think they're scared I'll get married and live abroad and they'll never see me again. What can I do?  
**Mixed Up**

\*9 Write a reply to 'Mixed Up' advising him what to do. Use the ideas below and linking words from **Train Your Brain**.

- talk to your parents / show them you are serious about Gloria
- explain your feelings / ask them to try to accept her
- tell them you understand their opinion / want them to understand yours
- introduce Gloria to your parents / give them the chance to get to know her

\*10 **Project idea.** Find some information about women who made a career in traditionally male jobs. Prepare a presentation or a talk about them.

**REPLY 2**

Dear Confused Opposite,

<sup>1</sup> *To begin with/Firstly*, let me reassure you. Relationships between opposites are extremely common, even political opposites! <sup>2</sup> *Personally/Apparently*, it's the diversity of difference that creates the attraction. <sup>3</sup> *In fact/Besides*, learning to deal with differences has helped break many taboos in recent years. Western societies are more multicultural and people travel more. <sup>4</sup> *Consequently/In spite of this*, attitudes have begun to change and become more tolerant. <sup>5</sup> *Nevertheless/Though*, it's also true that a relationship of opposites is never easy! <sup>6</sup> *Therefore/Furthermore*, you have to ask yourself if you and your Conservative have the ability to make yours work! <sup>7</sup> *Even though/Since* you're opposites, it can work if you have the ability to compromise. <sup>8</sup> *Finally/Presumably*, remember that part of what makes your 'significant other' attractive is that they have their own mind and opinions, <sup>9</sup> *so/in general* see this as a good thing and not a bad thing. Learning to deal with differences is what helps a relationship grow. Good luck!

**Opinionated**





# Aren't we amazing?

**Read, listen and talk about** amazing people, geniuses and intelligence.  
**Practise** narrative tenses with the Past Perfect Continuous; suffixes.  
**Focus on** presentation skills: keeping your audience involved.  
**Write** a memorable story.

## GRAMMAR AND READING

- 1 Look at the illustrations, the title and the headings. In pairs, predict what each text might be about.
- 2 Read the texts and check your predictions. What is so special about these people?
- 3 Read the texts again. Are the statements true, false or not stated?
  - 1 Fedor Konyukhov was the first to reach the Pole of Relative Inaccessibility in the Arctic Ocean.
  - 2 Konyukhov crossed the Atlantic Ocean alone.
  - 3 Lightning struck Roy Sullivan for the third time in 1970.
  - 4 By 1973, Sullivan had survived five lightning strikes.
  - 5 Mozart wrote his earliest symphonies when he was four.
  - 6 Beethoven was twice the age of Mozart when he died.
- 4 **Think Back!** Write the names of the tenses and add two more examples of each from the texts.

Tense	Examples
1 —	sailed, set, — —
2 —	was driving, — —
3 —	had helped, — —

- 5 Replace the verb with the two other tenses from Exercise 4. How does the meaning change?
  - When Mozart was six, he *composed* his earliest symphonies.
  - When Mozart was six, he \_\_\_ his earliest symphonies.
  - When Mozart was six, he \_\_\_ his earliest symphonies.

## Amazing People

In this week's edition of *Amazing People*, we have decided to include not only well-known celebrities. They may not be world famous or household names, but, as we often say, there's more than one way to be special!

### I am a traveller ...

Fedor Konyukhov is the first person in the world to have reached the five poles of the planet – Everest (the highest pole), Cape Horn (the sailors' pole), the Southern Geographic Pole, the Pole of Relative Inaccessibility in the Arctic Ocean and the North Pole, which he has conquered three times. When praised for his achievements, Fedor said, 'I am a traveller,' and attributed his success to the people who'd helped him. In 2002, Konyukhov set the world record crossing the Atlantic Ocean in a single row-boat in 46 days. Previously he'd participated in a solo, round-the-world sailboat race beginning and ending in Charleston, South Carolina. He'd also sailed round the globe from Sydney through Cape Horn.

