

PREVIEW

UNITS 5-6

COMMUNICATIVE AIMS

LEARNING HOW TO ...

- 1 Talk about unreal or imaginary past events
- 2 Express regret about the past
- 3 Express obligation and lack of obligation
- 4 Make deductions and speculate about the past
- 5 Report what people said
- 6 Report what people asked
- 7 Describe problems
- 8 Suggest solutions

TOPICS AND VOCABULARY

Historical events

Routines

Qualifications

Aviation

Phrasal verbs with *up*

Sport

Travel

Restaurant

Food

Shops and services

Phrasal verbs with *in/into*

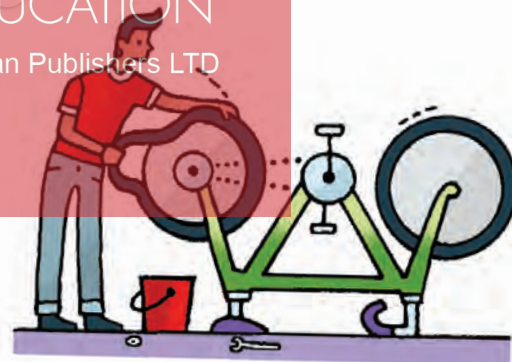
Holidays



The team needs to clean the inside of the tank walls regularly so that visitors can see the fish clearly.

MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD



If your bicycle had a puncture, would you mend it yourself?

- 1 Match six of the communicative aims (1-8) with the pictures (A-F).
- 2 Complete the words on the right and put them into categories.

Aviation

Restaurant

Sport

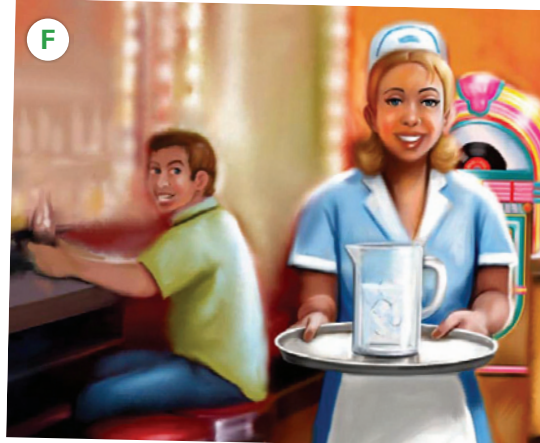
a_rcraft cl_b fl_ght fo_k g_me
gl_ss g_al l_nding m_tch m_nu
p_ssenger p_lot pl_ne pl_te
pl_yer s_up t_am w_itress

C



I promised to send loads of emails.

F



The waitress wanted to know if she could get me anything else.

D



If only they hadn't caught me!

E



Some people think that Earhart and Noonan may have been US spies on a secret mission.

- 4 Do the *Extraordinary People Survey* with three other students.

Extraordinary People Survey

- 1 Who's the oldest person you've met? How did you meet? What was he/she like?
- 2 Who's the youngest person you know? Describe him/her.
- 3 Who's the most intelligent person you've spoken to? What did he/she say?
- 4 Who's the most interesting person you know? What's interesting about him/her?
- 5 Who would you most like to meet? Why?

What interesting or surprising things did you find out? Tell another group.

- 3 2.12 Listen to extracts 1–3 from Units 5 and 6. Match them with three of the text types A–D.

- A An article about a famous woman
- B An interview about holidays
- C A magazine article about jobs
- D An extract from a travel book

Believe it or not!

Members of the *Most Travelled People* club estimate that there are 872 countries, independent regions and separate island groups in the world. Charles Veley of San Francisco claims to have visited 822 of them and travelled 2,710,075 kilometres to do so – he still has 50 more left to visit.

If the plot had succeeded ...

Talking about unreal or imaginary past events

Expressing regret about the past

Third conditional


wish/if only + past perfect

1 OPENER

Look at the pictures on this page, which illustrate a famous British event. Which of these words and phrases do you expect to find in the text?

blow up bonfire cellars
electricity environment
explosion fireworks
flood gunpowder
plot king parliament

2 READING

 2.13 Read *Remember the fifth of November*. Why is 5th November celebrated?

Remember the fifth of November

Over 400 years ago, a gang led by Guido Fawkes – now known as Guy Fawkes – attempted to blow up King James I and his government in London. Fawkes and his gang were Catholics, who were persecuted in England at that time. They filled the cellars of the Houses of Parliament with barrels containing 2,500kg of gunpowder, but their plot was discovered. Fawkes was caught red-handed just before he set light to the explosive, and 5th November 1605 became a memorable date in history.

After his arrest, Fawkes said, 'I wish I had succeeded. If only they hadn't caught me!' Some people still wish he had got away with it. But what would have happened if the gunpowder had exploded? Calculations show that the explosion would have flattened a large part of central London. There would have been total destruction of all buildings within 42 metres. Walls and roofs of buildings up to over 100 metres away would have collapsed, while up to 500 metres away ceilings would have fallen and glass would have cracked or broken. What's more, if the plot had succeeded, the king and all the nobles, bishops and MPs in parliament would have died. Would London – and England – have ever recovered?

Fawkes and the other conspirators were all executed. Today, people in Britain still celebrate the failure of the 'Gunpowder Plot' with bonfires and fireworks on 5th November. But in a BBC poll, Guy Fawkes was voted a hero. He was listed in the top 100 Great Britons among Charles Darwin, Isaac Newton, Florence Nightingale, Emmeline Pankhurst, William Shakespeare – and Robbie Williams!



3 AFTER READING

Match the beginnings with the endings. There are two extra endings.

- | | |
|--|---|
| 1 Guy Fawkes and his gang tried to | a he would have killed lots of people. |
| 2 The plot was discovered before | b in a list of the top 100 Great Britons. |
| 3 If the gunpowder had exploded, | c blow up the Houses of Parliament in 1605. |
| 4 The explosion would have caused serious damage | d Guy Fawkes set light to the gunpowder. |
| 5 If Fawkes' plot hadn't failed, | e he wouldn't have killed the king. |
| 6 Fawkes was executed because | f with bonfires and fireworks. |
| 7 People in Britain celebrate 5th November | g he tried to blow up parliament. |
| 8 Fawkes was included | h to buildings over 500 metres away. |
| | i it would have destroyed much of the centre of London. |
| | j to buildings within 100 metres. |

Your response Why do you think Guy Fawkes was voted a hero by the British? Do you think Guy Fawkes was a hero? Why/Why not?

4 WRITING

Complete the quotations with the correct form of the verb: past perfect or *would(n't) have*.

- 'If God _____ (intend) us to fly, he _____ (give) us wings.'
Father of Orville and Wilbur Wright
- 'If I _____ (know) I was going to live this long, I _____ (take) better care of myself.'
Eubie Blake, jazz musician
- 'If I _____ (not start) painting, I _____ (raise) chickens.'
Grandma Moses, artist
- 'If it _____ (not be) for the Cold War, Russia and America _____ (not send) people into space.'
James Lovelock, scientist
- 'I don't know what _____ (happen) to me if I _____ (not be) able to hear.'
Ray Charles, singer
- 'If I _____ (not be) President of the United States, I probably _____ (end) up a piano player.'
Harry S. Truman, US president

5 PRONUNCIATION

2.14 Listen and repeat the first two sentences in exercise 4. Mark the stressed words in each sentence. What happens to *have* and *had* in these sentences?

6 SPEAKING

What are these people thinking? Complete using the past perfect.



Extension Complete these sentences about regrets and tell another student.

I wish I'd known/listened to/seen ...
If only I hadn't forgotten/lost/missed ...



7 LISTENING

2.15 Two years ago, Sally King won the lottery. Listen to her talking about how her life changed. Tick the things she actually did, and put a cross by the things she didn't do.

- give up her job
- carry on working
- sell her flat
- buy a farmhouse
- stay in Manchester
- moved to Italy
- meet Giorgio
- take up painting

Now check your answers with another student.

- She gave up her job.
- She wouldn't have given up her job if she hadn't won the lottery.

8 WRITING

If the Gunpowder Plot had succeeded, it would have changed the course of history. Choose another event and write sentences saying what would and wouldn't have happened if things had turned out differently.

If Columbus hadn't sailed across the Atlantic Ocean, ...
If someone hadn't invented the wheel, ...

LANGUAGE WORKOUT

Complete.

Third conditional

If the plot _____ succeeded, the king _____ died.
What _____ happened if the gunpowder _____ exploded?

wish/if only + past perfect

I wish I _____ succeeded.
Some people still wish he _____ away with it.
If only they _____n't _____ me!

We use the _____ conditional to talk about unreal or imaginary past events.

We use _____ only or _____ + past perfect to express regret about the past.

► Answers and Practice

Language File page 116

You have to be careful

Expressing obligation and lack of obligation
must(n't), have to and need to
don't have to, don't need to and needn't

Fun is their business!

Meet three people who work behind the scenes at top British tourist attractions.



Mark Shepherd, smell-maker

'It sticks to your clothes,' says Mark Shepherd. 'You get accustomed to it, but you go home and people can smell it on you. Which isn't a good thing, really.'

He's referring to the smells he creates at the Jorvik Viking Centre in York. Shepherd is responsible for the nine smells that fill the noses of visitors – from farmyard smells to burnt wood, to rubbish and a fish market. He creates the smells two or three times a week. 'It's oil, basically, with the smell in it. A machine heats the oil, releasing the smell.'

The strength of the smells is important. 'You have to be careful because some people are more sensitive than others. Kids who've been round the museum have been sick.'



Jo Kinsey, hair and colour artist

In the quiet afternoon sunshine, Jo Kinsey, 28, runs her hands over Gérard Depardieu's hair. A radio plays softly somewhere and a cup of coffee sits half-drunk on the table. As Kinsey stands in front of Gérard, Richard Branson looks on, his eyes not moving.

Kinsey works at Madame Tussaud's in London. Starting at 7.30am, two hours before the crowds arrive, she moves through the museum, checking that all the models are undamaged. 'Richard Branson had a broken nose this morning,' she says. 'And Hitler had a broken ear. He's had several lately, I don't know why.'

Her main responsibility is hair. If the hair looks a bit dirty, she takes off the head and washes it. 'I put it in the sink, use the shower, then dry it – not too hot, of course, because of the wax. We don't want to melt it.' This week she's working on Depardieu, Branson and Chris Evans.

'It's usually ones with elaborate hairstyles that need work,' says Kinsey. Each model has a reference file with 400 photographs and measurements. It costs £52,000 to make a model and the hair alone takes up to five weeks.



Jeanette Ewart, shark tank cleaner

'Sharks definitely have characters,' Jeanette Ewart says firmly. 'We work with them every day, so we get to know them. You have to watch their swim patterns and notice any changes. George is the largest shark in there – she's the boss of the tank – and sometimes when you're diving, you notice her dropping lower in the water and looking right at you.'

'The first day I went into the shark tank, I was excited but nervous. I had to tell myself to stay calm. But we're always careful – there are strict guidelines for aquarium diving, so there's always a diver, a stand-by diver in the tank, and someone supervising from the edge. You needn't worry about me – I've never had any scary moments.'

For 18 months, 23-year-old Ewart has been part of a team that keeps the aquarium clean and the fish healthy and well fed (the sharks are fed three times a week). The team needs to clean the inside of the tank walls regularly so that visitors can see the fish clearly.

'Where else can you work in London and scuba dive for a living?' Ewart asks, grinning.

1 OPENER

Look at the photos of people working at three famous British tourist attractions. Match them with these places.

Jorvik Viking Centre
The London Aquarium
Madame Tussaud's

2 READING

2.16 Read *Fun is their business!* Which of the three jobs is dangerous?

3 AFTER READING

Answer the questions.

- Why don't Richard Branson's eyes move?
- What does Jo do on arrival at work every morning?
- Why mustn't Jo use a very hot hairdryer?
- What sticks to Mark's clothes?
- Does Mark have to create new smells every day?
- Why doesn't Mark have to heat the oil himself?
- What is unusual about the largest shark's name?
- Why does Jeanette say we needn't worry about her?
- Why do the team have to clean the tank wall regularly?

Your response Which of the three jobs would you most/least like to do?

4 PRONUNCIATION

2.17 Make sentences correcting these statements about *Fun is their business!* and say them aloud. Then listen and check the stress.

Jo Kinsey works in *London*, not *York*.

- Jo Kinsey works in York.
- Richard Branson had a broken leg.
- There are 200 photographs of each model.
- Mark Shepherd creates sounds.
- George is the smallest shark.
- Jeanette Ewart is 25 years old.

Extension Write another sentence about each job containing one false fact. Ask another student to correct your sentences orally.

5 LISTENING

2.18 Look at the chart and try to guess which qualifications are necessary for each job. Then listen and check, and complete the chart with *have to* (✓), *mustn't* (XX) or *needn't* (X).



JOB QUALIFICATIONS	Flight attendant	Yacht crew	Human cannonball
Be over 21 years old			
Be over 1.5 metres tall			
Be over 1.88 metres			
Be physically fit			
Have a driving licence			
Speak a foreign language			
Have a degree			
Have safety training			
Be willing to travel			

Now talk about the qualifications for the three jobs.

Flight attendants mustn't be under 21 and they have to be over 1.5 metres tall.

6 WRITING

Write two paragraphs about the qualifications needed for two of the jobs in exercise 5.

Flight attendants have to be over 1.5 metres tall.

LANGUAGE WORKOUT

Complete.

Obligation

must(n't), have to and need to

Why _____ Jo be very careful?

You _____ watch their swim patterns.

The team _____ clean the tank walls regularly.

mustn't means that something is not allowed.

Past forms: had to and needed to

I _____ tell myself to stay calm.

Lack of obligation

don't have to, don't need to and needn't

Why _____n't Mark _____ heat the oil himself?

You _____n't worry about me.

Past forms: didn't have to and didn't need to

needn't (= *don't need to*) is a modal auxiliary verb. We can't use *need* as a modal auxiliary in affirmative statements; instead we use *need to*. But note that *need* can also be a main verb with an object:

The elaborate hairstyles *need* work.

► Answers and Practice

Language File page 116

What could have happened to them?


Making deductions and speculating about the past
must have and can't have
could/may/might have



1 OPENER

Look at the photo and the map. You are going to read about a brave woman pilot. What do you think she did?

2 READING

 2.19 Read the text. Why didn't Earhart and Noonan complete the flight round the world?

3 AFTER READING

True, false or no information? Correct the false sentences.

- 1 Amelia Earhart was the first person to fly solo across the Atlantic.
- 2 She flew from Newfoundland to Ireland in under 14 hours.
- 3 She beat the previous transatlantic record by three hours.
- 4 Her flight from Hawaii to California took longer than her transatlantic flight.
- 5 Earhart and Noonan disappeared over the Atlantic Ocean.
- 6 Earhart had reported over the radio that they were short of fuel.
- 7 Although there was a major search for their plane, it was never found.
- 8 The plane could have blown up in mid-air.
- 9 Earhart and Noonan were probably US spies.
- 10 Earhart wanted to die in her plane.

Your response What were the difficulties and dangers in long solo flights in the 1930s? In what ways is flying a different experience today?

Amelia Earhart Pioneer in the Sky

Born in 1897, Amelia Earhart was a record-breaking American pilot, who in 1932 became the first woman to make a solo flight across the Atlantic. The flight was difficult and dangerous. She flew through strong winds and a lightning storm, and once almost crashed into the ocean. It took her 13½ hours to make the trip from Newfoundland to Ireland, where she had to make an emergency landing in a field. But she had completed the crossing – and set a new world record. Earhart was also the first person to fly solo across the Pacific Ocean, when she flew from Hawaii to California in 1935. Every previous attempt had failed, not least because the distance is greater than a transatlantic crossing.

Her most daring journey was in 1937, when she attempted to fly round the world with navigator Frederick Noonan. But after they had completed three-quarters of the trip, their plane disappeared during the flight from New Guinea to tiny Howland Island in the Pacific. No trace of the aircraft or Earhart and Noonan was ever found.

What could have happened to them? There has been a great deal of speculation. Many believe the plane must have run out of fuel and crashed into the Pacific Ocean – Earhart had reported over the radio that they were short of fuel. But there was a massive search operation, so why wasn't the plane found? It can't have blown up in mid-air because it had used up most of its fuel. Some people think that Earhart and Noonan may have been US spies on a secret mission, and the Japanese might have shot down their plane. Others think that they could have ended up on a desert island, or even that aliens might have abducted them. Or did Earhart and Noonan simply get lost? Neither of them knew much about using the radio equipment on the aircraft.

Whatever happened, Earhart may have died as she had wished. 'When I go,' she often said, 'I'd like best to go in my plane.'

4 WRITING


Rewrite the sentences about Earhart and Noonan using the verb in brackets and *have*.

1 *She must have been very brave.*

- 1 She was certainly very brave. (must)
- 2 I'm sure she didn't sleep during her solo flight. (can't)
- 3 It's possible that they survived. (might)
- 4 Perhaps they landed on a desert island. (could)
- 5 I'm sure aliens didn't abduct them. (can't)
- 6 Maybe the plane came down in the sea. (could)
- 7 It's possible that they got lost. (may)
- 8 I'm sure she loved flying. (must)

Extension What do you think happened to Earhart and Noonan? Write at least two possible explanations.

5 PRONUNCIATION

 2.20 Listen and check your answers to exercise 4. Repeat the sentences and mark the stressed words in each sentence. What happens to *have* in these sentences?

6 VOCABULARY

Complete with the correct form of these verbs.

Word Bank Phrasal verbs with *up*

blow end grow look make
sum take use wake

- 1 We've run out of milk – we've _____ it all up.
- 2 My little sister wants to be a pilot when she _____ up.
- 3 Guy Fawkes failed to _____ up parliament.
- 4 I don't believe his story – I think he _____ it up.
- 5 After travelling round the world, he _____ up in Brazil.
- 6 Now I'd like to _____ up what I've just said.
- 7 A loud noise _____ me up in the middle of the night.
- 8 Earhart _____ up flying when she was a young woman.
- 9 I didn't understand the word, so I _____ it up in the dictionary.

Which of these phrasal verbs with *up* can you find in the text in exercise 2?

7 SPEAKING

Discuss the stories in *Unexplained Mysteries* and say what you think happened in each case.

Carolyn must/can't have ...
She could/may/might have ...

8 WRITING

Write about another unexplained mystery that interests you – or make one up!

Describe the event and say what you think happened, giving your reasons.

Unexplained Mysteries

Mystery island

In June 1974, pilot Carolyn Cascio was flying to Grand Turk Island in the Bahamas. When she flew over Grand Turk, people on the island could see her plane, but she sent a radio message: 'There is nothing down there!' Then Cascio's plane suddenly disappeared and she was never seen again.



Tunnel vision

In the winter of 1975, Mr and Mrs Wright were driving to New York City in a snowstorm. When they reached the Lincoln Tunnel, they stopped to clean snow off the car windows. Mrs Wright went to clean the back window – and she disappeared for ever.



Foreign visitor

In 1905, a man was arrested in Paris because he was a pickpocket. He spoke a completely unknown language, but finally he found a way to communicate with people. He said he came from a city called Lisbian – which doesn't exist.



Time travel

A National Airlines 727 plane was flying to Miami in 1969 when it suddenly lost contact with air traffic control. Ten minutes later, it reappeared on the radar screen. No one on the plane had noticed anything unusual, but when the plane landed on time, the watches of all the passengers and crew were ten minutes slow.



LANGUAGE WORKOUT

Complete.

Deduction

must have and can't have + past participle

The plane _____ run out of fuel.
It _____ blown up in mid-air.

Speculation

could/may/might have + past participle

What could _____ happened to them?
They could _____ up on a desert island.
Earhart and Noonan may _____ US spies.
Aliens _____ abducted them.

We use _____ when we are sure something happened.

We use _____ when we are sure something didn't happen.

We use *could/may/might have* to talk about what possibly happened.

► Answers and Practice

Language File page 117

Contrasting facts and ideas

1 OPENER

Look at the photo. How popular is women's football in your country? Are there other sports which more men than women play? Are there sports which more women than men play?


'IS IT A MAN'S GAME?'

ASKS MARIGOL

- 1 Mexico's star woman footballer, Maribel Dominguez, is known as 'Marigol' because she scores so often - 46 goals in 49 international matches. But life isn't, and hasn't been, easy for her in a man's world - football.
- 2 Maribel started to play when she was nine years old on wasteland near her new home in Mexico City. But she played with boys. The short-haired new arrival was soon accepted into the group of boys. They called her Mario.
- 3 'I tricked them for years,' Maribel confesses. 'They only found out I wasn't a boy when they saw my picture in the paper. I'd got into a junior national team. They went to my house and asked if I was a girl. They were pretty shocked.'
- 4 Maribel was 20 when she joined the Mexican national team and played in the Women's World Cup in the USA in 1999. The team lost all their matches, but Maribel was soon playing for a professional women's team in Atlanta in the USA. Then came the 2004 Athens Olympics and the Mexican women's team reached the quarter-finals, while the men's team were knocked out in the first round. By now Maribel was famous and also lucky that she had escaped serious injuries.
- 5 'Maribel really is very, very good,' says Nora Herrera, one of a few women football journalists in Mexico. 'She has an incredible nose for a goal, she can smell it, and she's fast and courageous, and surprisingly strong too.'
- 6 In 2005 Maribel shocked the Mexican football world by joining a second-division club called Celaya, which was looking for a centre forward. It was a men's club. The Mexican Football Association said it had no problem with her playing in a male team, but they had to ask FIFA, the world football organisation. Just before Christmas 2005 FIFA announced its decision: 'There must be a clear separation between men's and women's football.' In other words, no!
- 7 'I just wanted to be given the chance to try,' said Maribel. 'If I had failed, I would have been the first to say that I couldn't do it. But at least I would have tried.' So Maribel moved to Europe to play professional women's football for Barcelona.
- 8 Maribel scored the goal which qualified Mexico for the 2011 World Cup and she hopes to continue playing. When she retires, she wants to start a football school for girls. She is saving money for it, but women footballers are paid much much less than men. In Mexico Maribel got £600 a month, whereas a top male player got £60,000. 'To play in international competitions feels fabulous. It is the best thing for a woman. The very best. Well, for a female footballer it's the best thing that can happen. For a man, maybe earning a million dollars a month is better. I don't know.'



READING

- 2  2.21 Read 'Is it a man's game?' asks Marigol and match these topics with the paragraphs.

A discovery A review The future A surprise decision Her career
Introducing Marigol A new continent Early days


- 3 Find the **highlighted** words in the text which mean:

- 1 woman *adj*
- 2 says that he/she has done something wrong *v*
- 3 series of games in a competition *n*
- 4 man *adj*
- 5 unused open ground *n*
- 6 last four games between eight players or teams in a competition *n*
- 7 put out of a competition after losing a game *v*
- 8 brave *adj*
- 9 group of teams who play against each other *n*

- 4 **Linking words:** *whereas* and *while*

We can use *whereas* or *while* to contrast two facts or ideas.
Find an example of each in the text.

5 LISTENING

-  2.22 Read and complete as much of the text as you can for Maribel. Then listen and take notes so you can complete the text for Hanna as well.

Both Maribel Dominguez and Hanna Ljungberg are well-known international 1. Maribel has scored 2 goals in 3 international matches, whereas Hanna has scored 4 goals in 5 internationals. Maribel started playing when she was 6, while Hanna started when she was 7. Maribel joined the Mexican team when she was 8, whereas Hanna joined the Swedish team when she was 9. Maribel played in the 10 World Cup in the USA but Hanna 11. Both women are 12 footballers and both were asked to play for 13 teams. Neither did. Hanna retired in 14, whereas Maribel continues to play in Spain.

Now listen and check your answers.

6 SPEAKING

FIFA say that boys and girls can play football together until they are 13, but after that there must be separate male and female teams. Do you agree? And why are men footballers paid so much more than women?

In what other areas of life do men and women have different opportunities and pay? Think about sport, education and jobs. Discuss your ideas with other students.

7 GUIDED WRITING

Write three paragraphs contrasting the situations of men and women in your country. Is it easier to be a man or a woman – what are the advantages and disadvantages?

LEARNER INDEPENDENCE


- 8 **Thinking skills:** Revising groups of words or phrases

- Make a word map on a big piece of paper of a group of words and phrases you want to review, for example, words to do with sport.
- Stick the piece of paper on your door and look at it every time you leave your room.
- After a week take the paper down, and make a new word map for another topic.
- You can save the papers for last-minute revision.

- 9 **Word creation:** Make adjectives ending in *-ous* from these nouns and complete the sentences.

courage danger infection
luxury nerve poison
space superstition

- 1 She's very _____ – she's not afraid of anything.
- 2 The hotel was really _____ – I've never stayed anywhere as nice.
- 3 It's not safe – in fact it's quite _____.
- 4 People who believe in magic are often _____.
- 5 My cold's getting better – I don't think I'm _____ now.
- 6 All footballers get _____ before a match.
- 7 The room is very _____ – it can hold up to fifty people.
- 8 Those mushrooms are _____, so you mustn't eat them.

- 10  2.23 **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

I don't know why.
Which isn't a good thing, really.
You needn't worry.
What could have happened?
In other words ...
I just wanted to be given the chance.

Now write a six-line dialogue using at least three of these expressions.

Hanna Ljungberg,
Sweden.



LANGUAGE LINKS

Read *Language and the mind*. Which part of the brain is normally used to produce speech? Which part is used to understand what we hear?

Language and the mind

Humans are cousins of the apes and modern humans evolved around 200,000 years ago. We probably started to develop language 100,000 years ago and the first humans walked out of Africa into Asia about 75,000 years ago. As humans spread around the world (arriving on the American continent possibly as late as 30,000 years ago), different languages developed.

Humans have extra-large brains and in most cases it is the left hemisphere of the brain which deals with language. The front part of the left hemisphere produces what we say, while the back part understands what we hear. When we learn a new language, the brain operates in the same way.

Children are born with the ability to speak, and start to say their first words by the age of one. But reading and writing are not natural abilities – they are skills that children have to learn and they involve making new connections in the brain. So learning to read is literally a mind-changing experience.

We write and read English from left to right. Do you know of any languages which are written and read from right to left?



SKETCH The Break-In

2.24 Read and listen.

A couple have just walked into their apartment after a holiday.

WOMAN Oh, no – what a terrible mess!

MAN There must have been a break-in! Burglars!

WOMAN They could have got in through the window – look, it's broken.

MAN They can't have come in through the window. We're on the 15th floor!

WOMAN Then they must have come through the door.

MAN They can't have – the door was locked.

WOMAN They might have had a key. Perhaps it was someone we know.

MAN I can't believe that. But what's missing? What have they taken?

WOMAN They haven't taken the computer. What about the TV? Let's check the sitting room.

MAN Oh, heavens – it's total chaos in here.

WOMAN Look! There's a body under a blanket on the sofa! Is it alive?

MAN I don't know. We'd better call the police.

The person on the sofa throws off the blanket.

SAM Oh, hi, Mum. Hi, Dad.

WOMAN Sam!!! Are you all right?

SAM Yes, of course I'm all right. I'm just a bit tired, that's all.

MAN But there's been a break-in, hasn't there? What on earth happened?

SAM Ah, sorry about the mess. A few friends came round last night. If I'd known you were coming home today, I'd have tidied the place up.



Game Link-up

- Form two teams.
- One team chooses a letter square from the game board. The teacher asks a question about a word beginning with the letter. If the team guesses the word, they win the square.
- Then the other team chooses a letter square ...
- The first team to win a line of *linked* squares from top to bottom or from left to right is the winner. You can go in any direction, but all your squares must touch!

C	A	M	R
B	J	Q	F
W	T	P	Y
D	G	S	E

REVISION

LESSON 1 Write sentences using *wish/if only* and the past perfect.

- 1 He failed his exams and can't go to university. (If only)
- 2 She got the message and it was bad news. (wish)
- 3 There wasn't much food and I wanted more. (wish)
- 4 I took your advice and everything went wrong. (If only)
- 5 She didn't back up her computer and it crashed. (wish)
- 6 He stayed in his job and hated it. (If only)

LESSON 2 Look at exercise 5 on page 65 and write about the qualifications needed for the job you didn't write about in exercise 6.

LESSON 3 The famous footballer Terry Wayne has disappeared. Rewrite the sentences using the verb in brackets.

- 1 What do you think has happened to him? (can)
- 2 I'm sure he was tired of the publicity. (must)
- 3 Perhaps he's gone to stay with friends. (may)
- 4 It's possible that he's had an accident. (might)
- 5 Perhaps he wanted a holiday. (could)
- 6 I'm sure he hasn't decided to give up football. (can't)

EXTENSION

LESSON 1 Look at exercise 7 on page 63. Think of an event that changed your life or the life of someone you know. Write a paragraph saying what would/wouldn't have happened if things had been different.

My mother met my father when she was a nurse. He was brought into hospital after breaking his leg in a football match. If he hadn't...

LESSON 2 Look at the text on page 64. Write a conversation between Jo Kinsey and Jeanette Ewart in which they compare their jobs.

LESSON 3 Read about the mystery voyage of the *Mary Celeste*. Then write sentences making deductions and speculating about what happened to the people on the ship.

On 7 November 1872, the *Mary Celeste* set out from New York to sail to Italy with a cargo of wine. On 4 December, the *Mary Celeste* was found sailing off the coast of Portugal. There was no one on board and the lifeboat was missing. The captain and crew had apparently left in a hurry, and they were never seen again. But everything on the ship was tidy, and there was plenty of food and water.

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CONSTRUCTION *needn't or don't have to?*

Complete with *needn't* or *don't have to*.

- A You mustn't miss your train. Let me drive you to the station.
B Thanks but you 1 bother. There's plenty of time and I 2 to catch this train. Anyway you've got lots to do.
A You 3 worry about me – I can always finish my work tomorrow. I 4 to finish it today.
B I know that I 5 worry about you – you 6 to keep reminding me!
A I know I 7 drive you but I thought I'd offer! Never again!
B You 8 get angry with me!

ACTION Picture flash

- You need a number of magazine pictures on cards. The pictures can be of people, places or objects.
- Student A holds a picture upside down with its back to the other students. Holding the picture at the sides with both hands, he/she flashes it so that the other students only see it for less than a second.
- The other students say what they think the picture *must/may/could/might/can't have been*.
- Student A flashes the picture again until one student guesses correctly.
- That student flashes the next picture card.

REFLECTION Modal verbs

Match the examples a–i with language functions 1–4.

- 1 Obligation 2 Lack of obligation 3 Deduction 4 Speculation
- a You mustn't take everything I say seriously.
b It might have been your boyfriend on the phone.
c You have to wear a safety belt in the car.
d It can't have been my boyfriend – he's lost his phone!
e She could have got lost – she doesn't know the city well.
f You must turn off your phone in the cinema.
g You don't have to pay to get into the museum.
h I may have been wrong – I don't know.
i You don't have to thank me – I was happy to help.

INTERACTION My favourite English words

- Work in a small group.
- On your own, think of five English words which you like for a special reason – it could be the sound of the word, or something it makes you think of, for example.
- Share your words with the rest of the group, saying why each word is special to you.
- Listen and ask questions as other students tell you about their favourite English words.

5 Culture

Saying the right thing

1 READING

Read and answer the *Shopping Skills* questionnaire.


SHOPPING SKILLS

Brush up your shopping skills! Choose the best answers.

- 1** You're in a shop but you aren't planning to buy anything. An assistant asks if you want any help. What do you say?
- A** I don't want to buy anything.
B No, thanks. You can't help me.
C No, thank you, I'm just looking.
- 2** You find a pair of jeans, and want to see if they fit. What do you say to the assistant?
- A** Excuse me, can I wear them?
B Excuse me, could I try these on, please?
C Do you mind if I put them on?
- 3** The jeans are too tight. What do you say?
- A** Do you have them in a larger size?
B Do you have a larger one?
C Do you have a smaller pair?
- 4** The assistant shows you a lime green jacket, saying 'This is the latest colour'. It makes you look ill. What do you say?
- A** It doesn't really suit me.
B I don't think it fits properly.
C It doesn't match very well.
- 5** The assistant shows you a jacket which you can't afford. What do you say?
- A** I'm afraid that's more expensive.
B Sorry, that's a bit too expensive for me.
C I wonder if you could knock £20 off.
- 6** You haven't got enough money to buy something. You ask a friend politely to lend you £5. What do you say?
- A** Give me a fiver, will you?
B Could you possibly borrow five pounds?
C Would you mind lending me five pounds?

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Sample marketing text © Macmillan Publishers LTD

 2.25 Now listen and check. Then turn to page 120 and read the explanations.

2 VOCABULARY

Complete the sentences with verbs from the questionnaire.

- 1 It's very cold today – _____ on a coat before you go out.
- 2 It's important to buy shoes that _____ properly.
- 3 The shirt is a nice colour but it doesn't _____ my trousers.
- 4 I need some new clothes – I haven't got a thing to _____!
- 5 Black doesn't really _____ you – it makes you look pale.
- 6 It's sensible to _____ on clothes before you buy them.

3 SPEAKING

Make and respond to requests using expressions from the box. Remember: the bigger the request, the more important it is to ask your partner politely!

Can I borrow a pen, please?

- 1 Ask to borrow a pen.
- 2 Ask to borrow his/her MP3 player.
- 3 Ask him/her to open the window.
- 4 Ask him/her to help with your homework.
- 5 Ask to share his/her book.
- 6 Ask if you can use his/her mobile.
- 7 Ask if you can use his/her mobile to phone New York.
- 8 Ask him/her to look after your dog while you're on holiday.
- 9 Ask him/her to help you paint your room.

4 LISTENING

You are going to hear a tourist in three different situations. First, try to match the sentences below with these places.



Bank



Railway station



Hostel

- 1 Could I change 100 dollars into euros?
- 2 I'd like a room for tonight, please.
- 3 How would you like the money?
- 4 Single or return?
- 5 Have you made a reservation?
- 6 Single or double?
- 7 Tens and twenties, please.
- 8 A day return, please.
- 9 Single, please, with a shower if possible.
- 10 Here's your change.
- 11 There's one in five minutes.
- 12 Here's your receipt for the exchange.
- 13 Which platform does it leave from?
- 14 Would you mind filling in this form, please?
- 15 Do I have to change?

Now decide which sentences the tourist says, and which sentences the tourist hears.

2.26 Listen and check.

5 ROLE PLAY

Choose one of the situations in this lesson: shopping for clothes, changing money, buying a train ticket or booking a room. Act out a similar conversation between a tourist and a shop assistant, a bank/booking clerk or a receptionist.

Now change roles and situations.

6 MINI-PROJECT Advertising

Work with another student and write about how advertising makes us want to buy things. Think about:

- Different kinds of advertising, eg posters, TV commercials, web pop-ups, junk mail
- Your favourite and least favourite adverts
- How adverts get their message across

Collect examples of adverts (in English or your own language). Choose three and write a paragraph about each one, describing how they work and your reaction to them.

Making requests Responding to requests

Will you ...? Yes, of course. 😊

Would you ...? I'd rather not. 😞

Can I/you ...? No problem. 😊

Could I/you ...? I'm afraid not. 😞

More polite

Would you mind ...ing ...? No, of course not. 😊

Do you mind if I ...? Not at all. Go ahead. 😊

I wonder if I/you could ...? Yes, certainly. 😊

Could I possibly ...? I'd rather you didn't. 😞