ROADMAP™

B2+

STUDENTS' BOOK

Pearson

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GSE Global Scale of English

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Go online for the Roadmap video.				
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Go online for the Roadmap video.				
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Go online for the Roadmap video.				

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Go online for the Roadmap video.					
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Go online for the Roadmap video.					
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EXTENDED ROUTE

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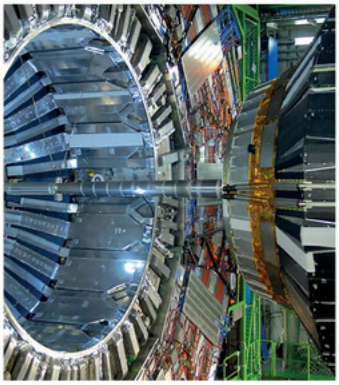


1A Give it a go

- **Goal:** persuade people to try different activities
- **Grammar:** cleft sentences
- **Vocabulary:** free-time activities

Vocabulary

1 a Work in pairs. Look at free-time activities 1–8 and check you understand the words in bold. Which activities can you see in photos A–E?

1 do **crosswords** or other puzzles
2 do gardening, dressmaking or another **creative pastime**
3 do a **martial art** like judo or karate
4 do **keep-fit** activities like yoga or running
5 go camping and hiking or do another **outdoor pursuit**
6 do **online gaming** or play other computer games
7 see the latest **blockbuster**
8 sing in a choir or do some other kind of **performing**

b Look at 1–8 again in Exercise 1a and discuss:

- which are easy or difficult to learn.
- what the positive or negative aspects of doing each one might be.
- if people you know do any of them.

2 a Complete the sentences with the phrases in the box.

fancied taking up grow on me hopeless at
the hype let off steam nothing beats switch off
take to it very encouraging

1 I tried it, but I didn't really _____. It was a bit too slow for me. I prefer something more energetic.
2 I didn't like it to begin with, but then it started to _____ and I'm completely addicted now.
3 I'm a bit put off by all _____ around it. I just know it can't be that good and I'll be disappointed by it.
4 I gave it a go, but the teacher wasn't _____, so I felt a bit useless and, since everyone else took it rather seriously, I stopped going.
5 I'm _____ that kind of thing. I don't have the patience, the imagination or the skill!
6 I love it – _____ the feeling when you do it well and you get a great reaction from the audience.
7 I've always _____ some kind of martial art. I've just never got around to doing it.
8 It's a great way to _____ and get rid of all the frustrations from the day. I've also made friends from all over the world doing it.
9 It keeps you fit. You're surrounded by nature and I find I can just _____ and forget all the stresses of life.

b Work in pairs. Which activities from Exercise 1a <u>might</u> each person in Exercise 2a be talking about?

3 Discuss the questions.

1 Have you ever started an activity and found you either really took to it or were hopeless at it? What? Why?
2 What activities have had a lot of hype around them recently? Do you think the hype is justified?
3 Is there an activity you've always fancied taking up? Why haven't you done it yet?
4 What do you find are the best ways to let off steam or switch off from work?

Go to your app for more practice.

Listening

4 1.1 **Listen to four conversations. Find out:**

1 what free-time activities the people talk about.
2 if both speakers enjoy doing each activity.

5 In which conversation (1, 2, 3 or 4) is a speaker:

a concerned about comfort?
b concerned about what others might think?
c not into a particular kind of TV programme?
d persuaded to change their mind?
e addicted to something?
f talking about letting off steam?

6 Have you ever persuaded anyone or been persuaded to do something you weren't sure about? How did it turn out?

Grammar

7 a 1.2 **Read the pairs of sentences. Then listen and complete the second sentences.**

1 a I've found it's just a great way to get rid of all those frustrations from work.
  b _____ I've found _____ it's just a great way to get rid of all those frustrations from work.
2 a The pain put me off!
  b _____ put me off _____ the pain!
3 a The way they make it relevant to now is great.
  b _____ the way they make it relevant to now.
4 a I love how friendly people are.
  b _____ I love _____ how friendly people are.
5 a No one in this class takes it too seriously, which is great.
  b _____ this class _____ no one takes it too seriously.

b Work in pairs. Look again at the pairs of sentences in Exercise 7a. Why might a speaker use the structure in the second sentence rather than the first?

c Complete the examples in the grammar box with one word in each gap.

Cleft sentences

Speakers often use the following sentence patterns to draw attention to something they feel strongly about:

[1]_____ ***I've found*** [2]_____ *it's a great way to let off steam.*

The [3]_____ ***that is great (about it) is*** *the way they make it relevant to now.*

The other thing (that) I love (about it) is *how friendly people are.*

One thing (that) I don't understand (about it) is *how anyone gets enjoyment from it.*

We can use the same patterns to talk about feelings we had in the past.

[4]_____ ***put me off*** [5]_____ *the pain.*

What I found interesting was *the variety of people who work there.*

What I loved was *the* [6]_____ *that no one took it too seriously.*

8 a 1.3 **Listen to the sentences and notice the emphasis on the underlined sounds. When said at normal speed, the other words around them may be less clear.**

1 What I like about it is the fact I can just completely switch off.
2 The thing I love about it is the way the teacher organises the class.
3 What's bad about it is the amount of time you spend waiting around.
4 The only thing I didn't like so much was the venue.
5 What I find fun is learning something new every time.

b Listen again and repeat.

9 Rewrite the sentences using *What* or *The thing* and the words in brackets.

1 I go to a choir. It's great. I especially like meeting new people. (most).
  The thing (that) I like most about going to the choir is meeting new people.
2 Making a cake without eggs just doesn't make any sense to me. (don't understand)
3 Everyone was much better than me, which made the class difficult. (found difficult)
4 I love hiking because you're out in the countryside all day. (being)
5 I wasn't really progressing, which was frustrating. (the fact that)
6 I'd really like to learn how to fly, but the cost is a bit off-putting. (puts me off)

10 a Write true sentences about your free time using these sentence starters.

1 What I most love to do at the weekend ...
2 The thing I love most about ...
3 What I find difficult ...
4 What was great about ...
5 The only thing I didn't like about ...
6 What I'd like to do ...
7 What puts me off ... -ing is ...

b Work in pairs. Compare your sentences and explain your ideas.

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

11 Work in pairs. Choose two activities in Exercise 1a or think of other things you do. Think of ways you might persuade someone to take up these activities.

SPEAK

12 Work with a new partner. Take turns to be Student A or B. Use the Useful phrases to help you.

Student A: You want Student B to do one of the activities you thought of in Exercise 11. Ask them if they fancy doing the activity and persuade them why they should.

Student B: You aren't sure you want to try the activity suggested by Student A. Give reasons.

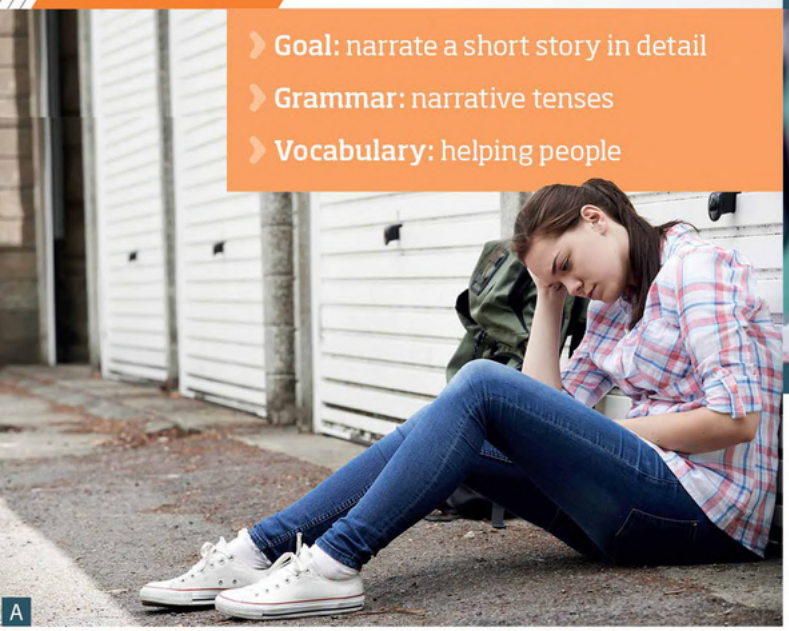
Useful phrases

Do you fancy ... -ing tonight?
Have you ever thought of taking up ...?
You should give it a go.
What's great about it is ...
What puts me off is ...

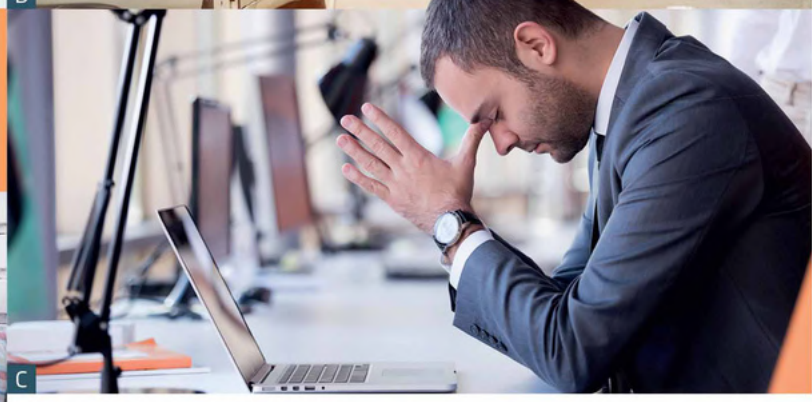
Develop your writing page 116

1B Kind acts

- **Goal:** narrate a short story in detail
- **Grammar:** narrative tenses
- **Vocabulary:** helping people


A

B


C

Vocabulary

1 **Look at the photos and discuss the questions.**

1. What do you think the people in the photos need?
2. When was the last time you helped someone you know? What did you do?
3. Do you ever help people you don't know? How?

2 **Complete the sentences with words in the box.**

babysit/let down comfort/mourning
desperate/an apprenticeship down/the bill
mentor/expertise rough/grab
stranded/pulled over welcoming/rave

1. She acted as a _____ to me when I first started. She was always happy to share her _____ .
2. She was a real _____ to me when I was _____ the loss of my grandfather.
3. He was sleeping _____ and so I decided to _____ some food for him from the local store.
4. I offered to _____ for them because they'd been _____ by the person they usually use.
5. They'd been incredibly _____ while we stayed there, so we gave them a _____ review.
6. I was _____ on the side of the road and he _____ and offered me a lift.
7. We went out the other night. I was feeling a bit _____ because I'd lost my job, so when we asked for _____ at the end of the evening, she paid for everything.
8. I'd been unemployed for ages and was getting _____ . Then they offered me _____ .

3 **Work in pairs. What do you think the relationship is between each of the pairs of people in the sentences in Exercise 2?**

Go to page 156 or your app for more vocabulary and practice.

Reading

4 **Look at the title of the article. What do you think the bystander effect might be? Read and check.**

5 **Read the article again. Are the sentences true (T) or false (F)?**

1. People can usually tell whether someone needs help.
2. If you don't react in an emergency, others are more likely to react.
3. We're more likely to help someone when there aren't many people around us.
4. Bystanders may not want to risk getting involved.
5. The author sometimes offers help to people when they don't need it.

The bystander effect

A few years ago, I was on a bus. It was quite crowded at the front so I pushed my way to the back, where I found a man lying on the floor, apparently asleep. Passengers were standing around him, occasionally glancing down. When the back door opened at the next stop, some people saw him and didn't get on, others just stepped over the man and took a seat. I had no idea how long he'd been lying there but, finally, a couple got on. They were shocked and started asking what had happened. Had anybody told the bus driver? No one knew. They got the bus driver to stop and an ambulance was called.

Some days later I saw a piece on the news about the man. Apparently, he'd passed out because of his diabetes, but, thanks to the couple, he'd made a complete recovery. The news didn't mention how many other people, including me, had let him down. Why had that crowd stood by and not helped? I have since learnt we were in the grip of what's known as the 'bystander effect'.

Psychologists have identified several causes of this phenomenon. Firstly, we may not realise it's an emergency, and if others show little reaction it confirms to us there's no need to help. Secondly, crowds reduce our feelings of personal responsibility. The more people there are watching, the more likely we are to think someone else will help. And finally, we may be scared that our help will lead to greater problems.

Understanding this now, if I have any doubt in similar situations, I always help. In the end, the worst thing that happens is that there really is no problem and I feel slightly embarrassed – but that's a much better feeling than the guilt of having done nothing.

6 **Work in pairs and discuss the questions.**

1 Have you seen or heard of any other examples of the bystander effect? If so, what happened?
2 Do you think you'd be more likely to help strangers having read the article? Why/Why not?

Grammar

7 a **Look at four incorrect sentences from the story in the text. Cover the box below and correct the tense in each.**

1 I pushed my way to the back, where I was finding a man lying on the floor apparently asleep.
2 Passengers have been standing around him, occasionally glancing down.
3 I had no idea how long he was lying there.
4 I saw a piece on the news about the man. He passed out because of his diabetes.

b **Work in pairs. Compare your ideas then read the grammar box and check.**

Narrative tenses

Past simple

Use the past simple to talk about past habits or to list single completed actions in chronological order.

*I **pushed** my way to the back, where I **found** a man lying on the floor.*

Past continuous

Use the past continuous for actions that were in progress around the time another action happened.

*Passengers **were standing** around him, occasionally glancing down.*

Past perfect simple

Use the past perfect simple to talk about single, complete actions that happened before another action or event in the past.

*I saw a piece on the news about the man. He**'d passed out** because of his diabetes.*

Past perfect continuous

Use the past perfect continuous to talk about actions that were in progress before, or that continued up to, another action or event in the past. The emphasis is on the duration.

*I had no idea how long he**'d been lying** there but, finally, a couple got on.*

The past perfect isn't necessary when we use words like *after* and *before*, as the order of events is already clear.

8 a 1.4 **When we speak at normal speed, the auxiliary verb *had* is sometimes impossible to hear. Listen and notice the way it is reduced or is said as /d/ before a vowel.**

1 I'd acted as a mentor to her.
2 We'd grabbed some food beforehand.
3 She'd let me down before.
4 We'd been thinking about it for a while.
5 They'd offered me a job.
6 We'd been saving up.

b **Listen again and repeat.**

9 **Complete the story by putting the verbs in brackets into the correct tense. Use continuous forms wherever possible.**

One holiday I [1]_____ (work) in a toy store. A woman [2]_____ (come) in one day wearing a lovely cap. I [3]_____ (compliment) her on it, and [4]_____ (ask) her where she [5]_____ (buy) it because I [6]_____ (look for) something similar for years, but [7]_____ never _____ (see) that style before. She [8]_____ (tell) me and then she [9]_____ (leave). When I [10]_____ (come) back after lunch, she [11]_____ (wait) there. She [12]_____ (buy) me the cap!

10 **Work in pairs. Think of two different ways you could complete sentences 1–6, one with the past perfect simple and one with the past perfect continuous.**

1 We ended up stranded at the airport because ...
the flight had been cancelled.
it had been snowing hard and we couldn't take off.
2 It was a huge relief when I was finally offered an apprenticeship as ...
3 He was sleeping rough. He told me that ...
4 ... and so I wrote a rave review.
5 ... so I was feeling a bit down.
6 ... so I picked up the bill for the meal.

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

11 1.5 **Listen to a short story about a time when a stranger was kind. Answer the questions.**

1 Where did the story take place?
2 What was the problem?
3 How and why did the stranger help?

12 **You're going to tell a story. Choose one of the topics in the box below and plan what to say.**

a time you helped a stranger — a surprise
a time a stranger helped you — a stupid mistake
an example of the bystander effect
something amazing you saw in the street

SPEAK

13 **Work in groups. Tell each other your stories and respond to them. Use the Useful phrases to help you.**

Useful phrases

I can imagine.
You must've been (terrified).
That must've been (a relief).
I think I would've ... in that situation.
What a (great) story!

Develop your listening page 86

1c How annoying!

- **Goal:** talk about annoying incidents
- **Language focus:** exaggeration
- **Vocabulary:** at work

Reading and vocabulary

1 a Look at the pictures. What's happening in each one? Why are the people irritated?

b Work in groups. Discuss how annoying you find each thing in the list below. Put them in order from most annoying (1) to least annoying (6).

- having to sit in long, unnecessary meetings
- people eating food noisily
- people complaining about work, school or university
- a colleague or fellow student making you look bad
- your computer crashing
- poor wifi

2 Read the article about a survey into things people find annoying at work.

1 In what order did the survey put the list in Exercise 1b?
2 Find three other annoying things mentioned in the text.

Have you ever thought, I'd really love my job, if only …
- my boss wouldn't **have a go at me** for the tiniest mistakes?
- my colleagues wouldn't spend all day gossiping?
- they'd just buy a photocopier that didn't **jam** every ten seconds?

A recent survey has revealed that you are not alone. The report lists fifty things that drive us mad and found over a quarter of us want to work from home because of work **irritations**, while another 25% have considered quitting their job and working for themselves.

Unfortunately, it's often our colleagues who are **at fault**. For example, ranked number 5 in the report are colleagues who **go on and on about** what's wrong with everything without **coming up with** any solutions themselves. And at number 8, there's the colleague who makes us look bad. They **undermine us** by **pointing the finger of blame** for mistakes while taking all the credit for success.

Then at 7, there are those **pointless** meetings that are called to decide that nothing has been decided! Though apparently, this isn't as bad as colleagues who snack at their desk, **distracting** you with their loud chewing (number 6).

But while our **fellow workers** can be annoying, it's the machines that really make us lose our temper. The survey showed that the biggest irritation is computers crashing – no doubt taking your last three hours' work with it – followed by the hours spent looking at the slow spin of the wheel as a webpage loads. They're enough to make you want to pick up your device and **smash it into little pieces**!

And now you *can* (kind of)! First appearing in Australia, so-called 'rage rooms' are starting to spread around the world. They provide a special space with a variety of **gadgets** – from keyboards to printers – for you to destroy to the sound of your favourite music. Fans claim that it's fantastically satisfying and, as a way to get rid of your frustrations, it is certainly easier than finding a new job!

3 Work in pairs and discuss the questions.

1 Can you think of other annoying things about work or study that weren't mentioned in the article?
2 What do you think of the idea of rage rooms?
3 Can you think of better ways to get rid of irritations?

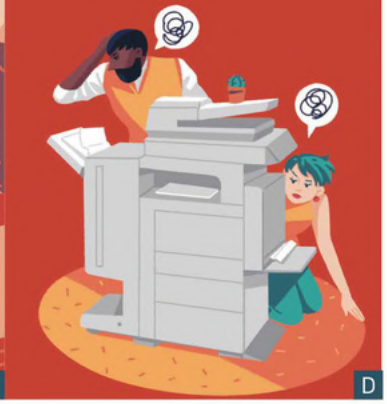
4 Complete the sentences using some of the words in bold from the article. Use one word in each gap.

1 I think we need a new printer. It's incredibly slow and the paper always seems to _____. I'm so sick of it.
2 A customer had a real _____ at me today because his credit card didn't work. It was hardly my fault!
3 What I find annoying is that when things go wrong, politicians are very quick to point the _____ of blame at other people, but they never seem to consider that they could be at _____ themselves.
4 I get sent about 150 emails a day and even though most of them are fairly _____, I still have to check them all before deleting. It's one of my biggest _____ at work.
5 The guy I sit next to is constantly _____ me. Most of the time, he's just going _____ about the latest football news or celebrity gossip.
6 I came _____ with the idea originally and helped develop it, but then in the meeting, in front of all my _____ workers, my boss took all the credit and hardly mentioned me at all.
7 I keep suggesting things but my colleagues always _____ me and it's beginning to affect my confidence.
8 I get so annoyed by other students playing with their _____ in class that sometimes I just want to grab the things and _____ them into little pieces.

5 Work in pairs and discuss the questions.

1 Why might a customer have a go at a shop assistant? Why might a teacher have a go at a student?
2 What different gadgets and equipment do you have in an office? What might go wrong with them?
3 What things might happen to undermine your confidence? What might undermine a team working together?
4 In what ways might you get distracted from working or studying?
5 What things might get smashed? How?

Go to page 156 or your app for more vocabulary practice.



Listening

6 1.7 **Listen to two conversations about work. Which of the irritations a–d do they talk about?**

a uncomfortable room conditions
b a boss having a go at them
c students behaving badly
d a colleague making them look bad

7 **Work in pairs. Try to complete the sentences from the conversations. Then listen again and check your ideas.**

1 They've been going _____ about how hot and stuffy the room is.
2 It is _____ in that room. Seriously, we're _____ in there. It must be 35 degrees.
3 They have this supposedly _____ air filtering system.
4 I bet they _____ it, too.
5 I waited _____ for the bus to come.
6 I was rushing around _____ to get everything done.
7 Seriously, I _____ !

Language focus

8 a **Work in pairs. Read the language focus box, then match the sentences from Exercise 7 with categories A–D. Some sentences go in more than one category.**

Exaggeration

We sometimes exaggerate when telling a story or reporting something that happened to us, to get an extra reaction from the listener. We may exaggerate in one of the following ways.

A Exaggerated time, distance, amount, etc.
If they'd just buy a photocopier that didn't jam ***every ten seconds****!*
The photocopier is ***miles*** *away from my desk.*

B Repetition (with *and*)
I had to walk for ***miles and miles****.*
I told him ***over and over*** *again.*

C Comparisons
It's like *the Arctic in there.*
I looked as if *I'd been dragged through a hedge backwards.*

D Death metaphors
I was absolutely ***dying of*** *hunger.*
I ***could murder*** *a curry.*

b **Discuss whether you exaggerate in the same way in your language. Give an example.**

9 a 1.8 **Listen and notice how the speaker introduces an exaggerated statement by placing the stress on *Honestly* and *Seriously*.**

1 Honestly, I almost died of boredom.
2 Honestly, I could've killed him.
3 Seriously, the room was like a fridge.
4 Honestly, we were waiting for hours and hours.
5 Seriously, I must've mentioned it about a thousand times.

b **Listen again and repeat.**

10 a **Use exaggeration to write one or more examples of each of the following complaints.**

1 He's constantly distracting me.
Honestly, he asks me something every ten seconds.
He's constantly chewing or eating something.
Seriously, he's like a cow or something.
2 It was a pretty boring, pointless meeting.
3 I wish they would do something about the air con at work.
4 They should get a new photocopier.
5 My colleague lost all the work I had done.
6 My boss is incredibly demanding.

b **Work in pairs. Compare your examples. Which do you like best? Why?**

Go to page 136 or your app for more information and practice.

Speaking

PREPARE

11 **Think of two things that you find annoying. Make notes about incidents that have happened which illustrate each of these irritations and why these things particularly annoy you.**

SPEAK

12 a **Work in groups. Tell each other about what irritates you and give some examples. Use the Useful phrases to help you.**

b **Who had the most interesting experience? Did anyone share the same irritation as you?**

Useful phrases

There's this ... at work/school/uni that drives me mad!
I find that really annoying too.
I know exactly what you mean!
I have to say, things like that don't bother me.
Something similar happened to me the other day.

Develop your reading page 96

1D English in action

Goal: negotiate solutions to disputes

Vocabulary: fights and disputes

A

B

C

D

Vocabulary

1 **Work in pairs. Look at the photos. What disputes or arguments do you think could happen in the following places?**

- an airport or on a flight
- a car rental place
- a restaurant
- an apartment block

2 **Match the situations in the box with comments 1–6 below.**

a dispute between neighbours	a pay dispute
a row between friends	a domestic dispute
mediating in a dispute	a workplace dispute

1 The **tension** had been building up a bit in the office so we had a meeting to try and **clear the air**.
2 They were hardly **on speaking terms** for a while, which was a bit awkward if our usual group went out or had a party, but thankfully they've **made up** now!
3 We're not here to **side with** anyone. We're here to resolve this before it **escalates**.
4 They've had **an ongoing dispute** about a parking space and they even nearly **come to blows** a couple of times when they confronted each other!
5 They've always **quarrelled** a lot, but it seems she's actually **kicked** him **out** this time.
6 Hopefully it won't end up in a strike, but at the moment they've not **been willing** to **compromise**, so what can we do?

3 **Replace the words in italics with the correct form of some of the words and phrases in bold from Exercise 2.**

1 Are you someone who *is prepared to give up some of what you want* in an argument?
2 Have you heard of a dispute that *quickly got out of control* and where people then *physically fought*?
3 When friends or family members argue, do you ever *support* one person more than the other?
4 Do you know anyone who behaved so badly in a class or a team that they were *forced to leave*?
5 Do you know any people who often *argue and shout at each other*?
6 Have you heard of *an argument between two sides that has continued a long time*?

4 **Work in pairs and discuss three of the questions in Exercise 3. Give some details.**

Listening 1

5 1.9 **Listen to a conversation between three people who are trying to resolve a dispute. Answer these questions.**

1 Where are they?
2 What's the problem?
3 What has caused the problem?
4 How is the dispute resolved in the end?

6 **Listen again. Complete the sentences with two or three words.**

1 With all _____, that's your problem. Not ours.
2 I'm awfully sorry about all of this and obviously if _____ to me ...
3 So can we talk to whoever's _____ here?
4 I understand that this may not be down to you, but this is _____.
5 Could you please not _____ at me? I'm just doing my job.
6 If you could just try and _____ a bit ...
7 I mean, there must be some way we can _____ here, surely.

7 **Work in pairs. Add the sentences from Exercise 6 to the correct section in the Useful phrases box.**

Useful phrases

Seeking compromise
Is there really nothing you can do?
Well, would it be possible to ...?
a _____
b _____

Expressing annoyance
There must be some mistake.
You've got to be kidding me!
c _____
d _____

Apologising
I'm awfully sorry about all of this.
I'm afraid the manager is not around at the moment.
e _____

Dealing with anger
You're really not making this any easier.
I do understand that you might be upset, but ...
I am going to have to ask you to ...
f _____
g _____

8 a 1.10 **Read the information box below. Then listen to these two sentences and notice how an auxiliary verb is stressed or added.**

1 I do understand that you might be upset.
2 I am only doing my job.

Sounding firm
When we have a dispute with someone, we often stress the auxiliary verb in statements. This makes our message sound more forceful. Where there is no other auxiliary verb, we can also use *do/did* in these kinds of statements.
I asked you not to enter. ➔ I did ask you not to enter.

b **Listen again and repeat.**

9 a **Work in pairs. Practise saying these sentences more forcefully by stressing an auxiliary verb or adding *do/did*.**

1 I'm afraid I'm going to need to see some ID.
2 I talked to someone about this last week on the phone.
3 I'm going to have to ask you to leave, I'm afraid.
4 You're going to need to come back tomorrow, I'm afraid.
5 I want to sort this out, but you're not making it easy.
6 I've warned you about this twice now.
7 You really have to return the keys today.
8 We're going to pay, but only once everything's sorted.

b 1.11 **Listen and check your answers.**

Listening 2

10 1.12 **Listen to another conversation in which people try to resolve a dispute. Are the statements true (T) or false (F)?**

1 The couple are buying a second-hand car.
2 They're planning to split the driving on their journey equally.
3 The man they're talking to needs to see some documents.
4 There's no record of their booking.
5 Adding an extra driver will cost them 100 euros a day.
6 They're not staying nearby.
7 They pay cash to cover the extra charge.
8 They manage to reach a compromise.

11 **Listen again. Find the difference in sentences 1–5 with what the speakers actually said.**

1 There must be a mistake. I'm absolutely positive I put both names down.
2 You've got to be kidding!
3 I really am awfully sorry about this.
4 I understand you might be upset, but could you please not raise your voice, sir?
5 I am going to have to ask you for an extra 100 euros.

12 **Work in groups. Discuss the questions.**

1 How do you think the people in Listening 1 and Listening 2 handled the situations? Would you have done anything differently?
2 Do you think the compromises they reached in each case were fair?
3 Have you ever had a dispute when travelling or buying something? What happened?

Speaking

13 a **You are going to roleplay conversations to resolve disputes. Work in pairs. Student A: Turn to page 166. Student B: Turn to page 168.**

b **Roleplay the conversations.**

For more practice go to your Workbook or app.

2A On the mend

- **Goal:** talk about recovery
- **Grammar:** the future in the past
- **Vocabulary:** injuries and illnesses

Vocabulary

1 **Look at the photos. What physical injuries and illnesses might people face doing these activities? How could they prevent or overcome them?**

2 **Match the problems in 1–8 with the results in a–h.**

1 The cream they gave me really **irritated** my skin
2 **I bumped** my head hard on the side of the cupboard
3 **I came down with** a **stomach bug** on the last day of my holiday
4 He **strained** a muscle in his leg during the game
5 He suffered a serious **spinal** injury
6 She suffered **kidney failure**
7 I fell off my bike and **bashed** my arm
8 As she got older, she **developed arthritis**

a and was **out cold** for a few minutes.
b and had to **limp** off. He'll be **out of action** for a while.
c and she'd get sharp pains in her **swollen joints**.
d and needs a **transplant** when they can find **an organ donor**.
e and spent half the night **vomiting**.
f and it was **black and blue** by the morning.
g and made it very **itchy**.
h and was left with **severely restricted mobility**.

3 **Work in pairs. What's the best way to deal with some of the problems in Exercise 2?**

4 **Complete the short story about an amazing recovery with one to three words in bold from Exercise 2.**

For any professional athlete, injuries are part and parcel of the job. Footballers are used to getting kicked and waking up black [1]_____, while runners who have [2]_____ muscles in their legs can end up [3]_____ for weeks. You also often see tennis players with [4]_____ ankles who have to [5]_____ off court in the middle of a match and concede defeat. However, few have been through what Aries Merritt has and come back to perform at the highest levels. Having won gold in the 110 metre hurdles at the 2012 Olympics, Merritt learnt he had liver disease. He would find himself [6]_____ after meals and eventually needed a [7]_____. Remarkably, within a matter of months, he was back in training and performing near his best!

Go to your app for more practice.

Listening

5 a 2.1 **Listen to five people talking about recoveries. Take notes about the injuries and illnesses they had.**

b **Work in pairs. Compare your notes and discuss how serious each injury or illness was. Put them in order from the most serious (1) to the least serious (5).**

6 a **Listen again. What do the speakers say about each of these things?**

1 shoot – scan – training
2 a meeting – operations – a friend
3 make it – donor – chemicals
4 cows – physical pain – pin codes
5 the office – Barbados – Sunday

b **Work in pairs and compare your ideas.**

Grammar

7 **Work in pairs. Look at sentences a–e below from the listening. Discuss questions 1–5.**

1 What do they all have in common in terms of time?
2 Which sentences refer to plans or intentions?
3 Which structure refers to an action you intend to do immediately?
4 Which sentences refer to predictions?
5 Which words or structures show uncertainty?

a She was just about to shoot when her foot got caught.
b I honestly believed I was never going to walk again.
c To be honest, we weren't sure she would make it.
d The doctors thought she might never get her memory back.
e I came down with it the day before I was due to go to Barbados for a holiday.

8 **Read the grammar box to check your answers to Exercise 7. Then complete the examples with one word from sentences a–e in Exercise 7.**

The future in the past

When we talk about the past, sometimes we want to refer to an action or event that was in the future at that time. We often do this when what we planned or predicted didn't actually happen. We can use the past of some future forms for this.

Past plans or intentions

I was going to *spend some time in Australia in the summer.*

I was just [1]_____ ***to*** *leave, when I realised I had forgotten something important.*

I was [2]_____ ***to*** *see the dentist the following week.*

Was (just) about to refers to an action someone was intending to do immediately.

Past predictions

I thought I ***was*** [3]_____ ***to*** *die.*

I ***knew it*** [4]_____ *work.*

Use *might, wasn't sure, possibly*, etc. to show uncertainty.

I ***had a feeling it might be*** *difficult.*

9 **Complete the sentences using the verbs in the box and the prompts in brackets.**

affect develop get have leave park play want

1 I _____ my car when a motorbike bumped into the back of me. (just about)
2 I was worried that the accident _____ her mobility, but in the end she was fine. (going to)
3 It wasn't easy, but I kept telling myself that things _____ better over time. (would)
4 I saw him a few weeks ago and he _____ another operation the following day. (due to)
5 She _____ hospital when they decided they needed to do some more tests. (just about)
6 My son had a horrible stomach bug, so I knew he _____ to eat anything. (wouldn't)
7 The doctors were worried that he _____ heart disease in the future. (might)
8 The doctors said he _____ professionally again, but he refused to accept it. (never going to)

10 a 2.2 **When we speak at normal speed, *to* often blends with the words around it. Listen and notice how the phrases with *to* sound in the sentences.**

1 I felt like I was going to vomit.
2 I was due to start a new job the next day.
3 The train was just about to leave.
4 I knew it wasn't going to be easy.
5 I realised I was going to be out of action for ages.

b **Listen again and repeat.**

11 **Work in groups. Use the structures in the grammar box to tell each other about two of the following:**

- a time you changed your plans
- a time someone broke a promise
- a time you were very disappointed by something
- a silly accident
- an excuse you needed to make

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

12 **Choose one of the options below to talk about. Decide what the original problem was, what effect it had and what the recovery involved.**

- a time you recovered from an illness or injury
- someone you know who has made a recovery
- someone famous who made a good recovery

SPEAK

13 **Work in pairs. Tell your stories and respond. Use the Useful phrases to help you.**

Useful phrases

Seriously? How awful!
That must've been difficult for ... to deal with.
Wow! That's a really inspiring story.
That's brought a tear to my eye, that story.
I'm glad everything worked out OK.

14 **Change partners and tell each other about the stories you heard. Which was the most remarkable recovery?**

Develop your reading page 98

2B A good cause

A

- **Goal:** present a case
- **Grammar:** double comparatives
- **Vocabulary:** charities

B

Reading and vocabulary

1 **Work in pairs and discuss the questions.**

1 Can you think of any organisations that could help in the situations in the photos?
2 What could the organisations do exactly?
3 Why might organisations dedicated to helping not want to make a profit?

2 **Read the newspaper column quickly. Where might you see a feature like this? What is its purpose?**

3 **Match organisations 1–3 with statements a–c.**

a You can share your experiences and get help from others with the same problem.
b They mainly work with people living in war zones or in poverty.
c By working with politicians and local residents, they can improve the environment.

Non-profit spotlight

New non-profit organisations are formed each year to tackle different problems. But the more there are, the more difficult it becomes to decide which to support. Our new monthly column can help by giving charities a space to offer us a brief description of what they do.

1 Clowns without Frontiers organises free comic performances by professional clowns to children and families who are suffering the consequences of armed conflict, natural disasters and deprivation. Its aim is to provide emotional support through creating moments of laughter and joy in what can seem hopeless situations.

2 Sustrans campaigns for sustainable transport. It also lobbies governments nationally and internationally to change policy and city design in favour of pedestrians and cyclists. It works with communities to empower people to reclaim their streets by providing expertise and advice on how to change their neighbourhood into a greener, safer space. It also runs a national network of car-free routes connecting people.

3 BackCare raises money in aid of people suffering from chronic back pain, a problem that millions have to live with and that costs the economy billions each year. This organisation funds research into the causes and treatment of back pain and runs support groups for sufferers. It also distributes information packs to increase awareness of the condition.

4 **Look at the words in the box from the column in Exercise 3. Complete the questions with the correct form of the words.**

aware campaign deprive empower expert
lobby reclaim sustain tackle worth

1 What's the most important problem that needs to be _____ in your community?
2 What issues do we need to raise _____ of? Why?
3 Apart from charities, who else might _____ a government? What for?
4 What's the best way of encouraging _____ development in developing countries?
5 What more could be done to _____ women in society?
6 Do some parts of your country suffer worse social and economic _____ than others?
7 Why might people feel the need to _____ the streets?
8 What areas do you have some degree of _____ in? How could you use this to help charities?
9 Can you think of two things people sometimes _____ for? And two _____ you would support?
10 Which of the organisations mentioned in the feature do you think are most _____ of donations? Why?

5 **Work in pairs. Ask and answer five of the questions in Exercise 4.**

Go to page 157 or your app for more vocabulary and practice.

Listening

6 a 2.3 **You're going to listen to a radio show where two people each make a case for donating to a particular charity. Listen and complete the notes.**

Charity name 1: [1]_____
In aid of: *people with housing problems*
Action: *provide legal advice to people* [2]_____ *and lobby government to* [3]_____
Consequence: *government spends less on effects of homelessness*

Charity name 2: [4]_____
In aid of: *people living in poverty*
Action: *they give donations to people, without* [5]_____
Consequence: *helps reduce stress and people make* [6]_____

b **Work in pairs and compare your notes. Then listen again and check.**

7 **Think of two things you would want to know about each charity. Compare with a partner.**

Grammar

8 a **Try to complete the sentences from the radio show with two or three words in each gap.**

1 _____ we do to tackle the causes of homelessness, _____ the government will have to spend on dealing with its effects.
2 _____ people have to decide on how to spend their money, _____ the donation will be.
3 _____ people are, _____ they are to make good decisions.

b 2.4 **Listen and check your answers.**

9 a **Work in pairs and discuss the questions.**

1 What do the gaps in Exercise 8a have in common?
2 What's the relationship between the two halves of each sentence?
3 Do all the comparatives use an adjective?
4 In these kinds of sentences, why might you need to use the word *fewer* instead of *less*?

b **Read the grammar box and check your answers.**

Double comparatives

We can use two comparatives in a sentence to show how one action/situation (e.g. an increase) can have an effect on another action/situation (e.g. to improve) as a consequence.

The less *stressed people are,* ***the better*** *able they are to make decisions.*

There can be more than one consequence.

The less *stressed people are,* ***the better*** *able they are to make decisions, and* ***the more*** *successful those decisions will be.*

Countable nouns

The more *there are,* ***the better*** *it is.*
The fewer *there are,* ***the harder*** *it is.*
The more *people that take part,* ***the quicker*** *it will get done.*

Uncountable nouns

The more *you do it,* ***the easier*** *it becomes.*
The less *we do to help,* ***the worse*** *the situation gets.*
The less *money we have,* ***the less*** *we can do.*

Adjectives

The smaller *the problem,* ***the less*** *help people need.*
The more *difficult it is,* ***the bigger*** *the reward.*

10 a 2.5 **Listen to some of the sentences from the grammar box. Notice the way the first half of the comparative rises and the second half falls.**

b **Listen again and repeat.**

11 **Read the sentences about a charity that helps children in poor areas. Complete the examples using the correct comparative form of the words in brackets.**

1 _____ (meals) they provide at school, _____ (likely) it is that kids will attend.
2 _____ (long) kids stay in education, _____ (great/opportunities) they have in life and the more they will be able to support their families.
3 They also want to provide kids with a place to play – _____ (big/space), _____ (good).
4 _____ (money) they raise, _____ (kids) they can help, so please donate generously.

12 **Work in pairs. Say at least two beginnings or endings for each of the following:**

1 _____, the better.
2 _____, the easier it is.
3 The sooner we get started, _____.
4 The longer they have to wait, _____.
5 The less free time people have, _____.

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

13 **Work in pairs. Imagine you work for a charity, either one from Exercise 2 or one of your choice. You want to apply for money from a large fund. Think about the following:**

- what your charity is and how you will explain its work
- how much money you want/what you will do with it
- what effect this money will have now and in the future

SPEAK

14 a **Present your case to the class. Use the Useful phrases to help you. Other students can ask questions to find out more.**

Useful phrases

Thanks for your time.
I'm speaking in support of ...
The more you can give, the better.
The money will go towards ...
All the evidence suggests it's an effective way of ...

b **Vote for the charity that you think most deserve donations.**

Develop your writing page 118

2C Regeneration

- **Goal:** make suggestions about new uses for old buildings
- **Language focus:** negative questions
- **Vocabulary:** urban change

Reading

1 Look at the photos and discuss the questions.

1. What do you think these buildings and spaces are used for now?
2. What do you think they were used for in the past?
3. Why do you think they stopped being used like that?
4. What problems might arise when trying to change the way buildings are used?

2 Read a review of a book on abandoned buildings. Decide which statements are true.

1. The author gives a positive review of a book.
2. The author explains why the hotel was abandoned.
3. The hotel wasn't in as bad a condition as might have been expected.
4. The author found out someone was living in the hotel.
5. The author sees opportunities in the buildings photographed in the book.

When I was growing up, there was an abandoned hotel near my home. A high fence surrounded it, with signs saying 'Danger – Keep Out', and 'Security cameras in operation'. There were rumours (false, as it turns out) that a murderer had lived there and that a strange atmosphere could still be felt in some of the rooms. But all these warnings were like a challenge to us kids and one day a friend of mine and I managed to crawl under the fence. The grounds of the hotel were thick with weeds and we fought our way through them to the building. The lock and chain on the front door had been broken. We stepped inside.

Although it was badly neglected, the hotel lobby seemed almost to be waiting for guests to return: a bell remained on the reception desk; room keys still hung on a board behind it; there was a dusty red leather sofa and a coffee table with a single cup on it. We were about to go up a wide staircase when suddenly we heard footsteps above. We were so terrified we raced out, not waiting to find out who or what they belonged to.

The image of that hotel lobby, frozen in time, has stayed with me and I was reminded of it again by Martin ten Bouwhuijs' fascinating book, *The World of Urban Decay 2*. The Dutch photographer has explored abandoned buildings ranging from churches to schools to power plants, and his photos reveal the sad beauty behind those 'keep out' signs. The book also tells the stories that led to these buildings' decline and closure. While there is a certain sadness in the photos, there's also a feeling of excitement about what these places could one day become. Our abandoned hotel was eventually restored and turned into an amazing old people's home that includes a nursery for local kids. Who knows what a power plant could be in the future?

The World of Urban Decay 2 is published by Schiffer Publishing Ltd.

3 Work in pairs. Using the words below, retell the author's experience at the abandoned hotel.

- rumours
- crawl under the fence
- thick with weeds
- neglected
- footsteps
- raced out
- eventually restored
- turned into

Vocabulary

4 Complete the descriptions with the words in the box.

abandoned bankrupt declined demolished
neglected outdated restored shrank
took over turned into

1. Part of Kelenföld Power Station near Budapest was shut down in 2005 because its machines had become _____. However, because of its special architecture, the building is protected by law and cannot be _____ or altered.
2. Family School Fureai was a school in Yubari, Japan. Yubari was once a big coal-mining town, but then the industry _____ and families started leaving to look for work elsewhere. The population _____ dramatically and in 2007 the city went _____ and the school was left _____.
3. In 1914, the beautiful gardens of Heligan house became _____ after the gardeners who looked after them went to fight in World War One and never returned. Weeds completely _____. In the 1970s, the house was eventually _____ flats. However, in 1990, the story of the gardens was uncovered and over the next 20 years, the grounds were _____ to their former glory. Since their restoration, they've become a major tourist attraction.

5 **Work in pairs and discuss the questions.**

1 Can you think of three machines that have become outdated? What replaced them?
2 Do you know any buildings where you live that cannot be demolished or altered?
3 What industries are declining where you live? Why?
4 Are there any neglected areas or abandoned buildings where you live that have been restored?

Go to page 157 or your app for more vocabulary and practice.

Listening

6 a 2.6 **Listen to a conversation about an abandoned glove factory. What is going to happen to the factory? What do the speakers suggest could happen to it?**

b **Work in pairs. Which suggestion or alternative solution would you choose for the factory? Why?**

Language focus

7 a 2.7 **Work in pairs. Try to complete the questions from the conversation with the correct words. Then listen and check.**

1 _____ they do something better with it than create luxury flats?
2 _____ they done that elsewhere?
3 _____ they just be better demolishing the whole thing and creating some nice park land?

b **Work in pairs. Answer the questions. Then read the language focus box and complete it with the examples in Exercise 7a.**

1 What do the questions in Exercise 7a have in common?
2 Why do you think they are they asked in this way?

Negative questions

We often ask negative questions with *isn't, don't, didn't, can't*, etc. We do this to get an answer, but also to show we have a particular attitude.

1 I think this is true, but want to check.
Isn't he already 18?
a _____

2 I'm surprised about this or have an opinion/ suggestion about this.
Can't you swim?
Don't you think it's a waste of time?
b _____
c _____

8 a 2.8 **Listen and notice the rising tones at the end of the questions.**

1 Weren't you scared?
2 Can't they do anything about it?
3 Didn't you think it was dangerous?
4 Wasn't it closed because it went bankrupt?
5 Wouldn't it be better to turn it into a school or something?

b **Listen again and repeat.**

9 a **Think of how you could respond to each statement using a negative question.**

1 She's not married.
Really? Didn't she say she was?
2 I don't have a car.
3 I never go to that part of town.
4 The building was previously owned by the government.
5 I don't really like this building.
6 They should just demolish it and start again.

b **Take turns to say one of the statements. Your partner asks a negative question. Try to continue the conversations.**

Go to page 138 or your app for more information and practice.

Speaking

PREPARE

10 **Work in pairs. Choose one of the photos on page 166. Discuss the questions.**

1 Where do you think it is?
2 What might it have been used for in the past?
3 Why do you think it has been abandoned?
4 What should or could they do with it now?
5 How could the different parts/areas of it be adapted?

SPEAK

11 a **Change partners. Take turns to introduce the place you chose and explain what you think should be done with it. Use the Useful phrases box to help you.**

- If you have chosen the same picture, you can 'correct' any 'facts' your partner tells you.
- You can also suggest alternative ideas.
- When you have discussed one place and come to an agreement, discuss the next.

Useful phrases

It's about time they did something about it.
I reckon they should ...
It would (increase tourism in the area).
Wasn't it a ... before?
Wouldn't it be better to ...?

b **Tell the rest of the class about your decisions.**

Develop your listening page 87

Check and reflect: Units 1 and 2

1 a Match the sentence halves.

1 I didn't like this song to begin with, but it's growing
2 I love outdoor swimming. Nothing
3 I do judo. It helps me let
4 I've always been hopeless
5 I don't want to see it. There's been too much hype
6 I tried doing yoga, but I didn't really take
7 I grew up in a city, so I'm not really into outdoor
8 I've always fancied doing a martial

a to it.
b at crosswords.
c off steam.
d around it.
e pursuits.
f on me.
g art.
h beats it.

b Work in pairs. Tell your partner about two of the following:

- something that's really grown on you
- something you've always fancied doing or trying
- something you tried, but didn't really take to
- the best way of letting off steam
- something you've always been hopeless at

2 Complete the sentences with one word.

1 One thing _____ really helps me switch off is cooking.
2 _____ I like most about her is how encouraging she always is.
3 One thing I love about the game is the _____ that anyone can play it!
4 What I enjoyed most about the experience _____ how relaxing it was.
5 What I've never understood _____ why it's not more popular.
6 The _____ I love about it is that sometimes a beginner can beat an expert!

3 Complete the sentences with the best word. The first two letters are given.

1 I'm OK, I guess. I've just been feeling a bit do_____ recently.
2 I'd missed the last bus and so was st_____ at the airport overnight.
3 My family have been a real co_____ to me during this difficult time.
4 Everyone was very we_____. They made us feel at home.
5 That new film has had ra_____ reviews. It sounds great.
6 What I found shocking was the number of people sleeping ro_____ on the streets.
7 My son's been offered an ap_____ with a local building firm.
8 I've been asked to act as a me_____ to one of the new members of staff.

4 Complete each pair of sentences with one of the verbs in the box. Use the past perfect simple in one sentence and the past perfect continuous in the other.

drive make offer stay try

1 a I _____ there before and liked it, so this time was a real disappointment.
b He _____ with friends for weeks and was desperate to get his own place.
2 a It was weird. I _____ to remember his name when he messaged me unexpectedly.
b She _____ loads of different keep-fit activities, but didn't really take to any.
3 a After I _____ the decision to move to Spain, I started to take Spanish classes.
b They _____ noise for hours so eventually their neighbours called the police.
4 a We _____ all day so I decided to pull over and take a break.
b It was the first time I _____ on the left!
5 a We _____ to meet and discuss it three times, but they always refused.
b He _____ to babysit for us for ages so in the end, we decided to give him a try.

5 Complete the questions with the correct form of the verbs in the box. Then ask a partner three of the questions (1–6).

come up with distract go on have point smash

1 Have you ever _____ the finger of blame at someone and later found out they weren't at fault?
2 When was the last time someone _____ a go at you?
3 What kinds of things usually _____ you when you're trying to concentrate?
4 Do you think you're good at _____ solutions to problems?
5 Do you know anyone who always _____ about their problems – or about how great they are?
6 Have you ever lost your temper and _____ something? When? Why?

6 Complete the sentences with repetitive phrases based on the words in the box.

ages cried days laughed miles over

1 The advert said the hotel was quite central, but it was actually *miles and miles* from the centre.
2 I just _____ when I turned forty. I felt like my life was already over!
3 Sorry I'm late. I waited _____ for the bus!
4 Honestly, I _____ when I first saw that video of the dog dancing!
5 I love that film. Seriously, I could just sit and watch it _____ again.
6 The airline lost my luggage and it took _____ for them to get it back to me.