

8B LISTENING AND VOCABULARY

1 In pairs, answer the questions.

- 1 Where do teens usually get their money from?
- 2 What do young people usually spend their money on?
- 3 Do you ever manage to save any of your money?

2 Study the results of a survey in the text. What did the teens in the survey spend the largest and smallest percentage of their money on? How does the information compare to your spending habits?

I never spend money on furniture and I probably spend more than 7% of my money on video games.

3 3.14 Listen to a podcast. Which categories of products mentioned in the survey results in Exercise 2 do the speakers talk about/spend their money on?

4 In your notebook, match the highlighted phrases 1-8 with definitions a-h. Which phrases are about 'good value for money' and which are about 'poor value for money'?

- I always look for things **1 on special offer**, you know, like **2 two for the price of one**.
- The coffee is **3 a rip-off** considering it's just hot water and a few coffee beans.
- The latest games are really expensive so I have to choose very carefully before I **4 spend a fortune on one**.
- The products are usually very expensive...my dad thinks it's all **5 a waste of money**.
- It takes time to **6 go bargain hunting**, but it pays off when you **7 get a good deal**.
- I **8 paid next to nothing** for a pair of designer jeans last weekend.

- a spend a lot of money
- b go shopping especially to find things that are good value for money
- c get a lot for your money
- d a bad use of money
- e buy one, get one free
- f cheaper than usual for a limited time
- g pay very little for something
- h much more expensive than it should be

Check out these survey results I found online on teenagers' spending habits.

Teens spend a higher percentage of their money on food than on anything else – 21%. Clothing comes close behind food at 20% but if you add up the amount spent on accessories, personal care and cosmetics (10%), and on shoes (9%), then you can see how much value teens give to looks and fashion. Entertainment and having fun is obviously very important to teens, too, so it's no surprise that they spend 8% on electronics and gadgets, 7% on video games and systems, 5% on music and movies (CDs and DVDs) and another 5% on concerts, cinema and sports events. More surprisingly they spend 8% on cars. They don't spend too much on books and magazines (just 2%) or on furniture and home accessories (another 2%). They also spend 4% of their money on a category called other. I wonder what that could be.

5 3.14 Listen again. In your notebook, match statements A-F to speakers 1-5. There is one extra statement.

- A He/She saves money by buying used items.
- B He/She spends money in the company of friends.
- C He/She ignores their brother's advice on saving money.
- D He/She is saving their money for a major item.
- E He/She likes to read up before spending his/her money.
- F He/She buys his/her favourite product online.

6 SPEAKING Choose the correct option in the questions. Write the answers in your notebook. In pairs, discuss the questions.

- 1 Which shops are the best in your city if you want to get a **good deal** / **bargain** hunting?
- 2 When was the last time you bought something on **special offer** / **price**? What was it and why was it such a **good value** / **deal**?
- 3 Have you ever bought a product that was a **value** / **rip-off**? What was it?
- 4 What product or service is the biggest **waste of money** / **price** in your opinion?
- 5 If you had lots of money, what kind of products or services would you happily **spend** / **pay a fortune on**?

7 REFLECT | Society Should teenagers receive pocket money from their parents or earn it? Say why.

8C VOCABULARY

- 1 In groups, discuss the sayings. What do they mean? How true are they?
 - Money doesn't grow on trees
 - A fool and his money are soon parted

- 2 Read sentences 1-8 and try to match the highlighted words with the correct definition for each. Write your answers in your notebook.

- 1 My sister **spends money** on her new dress.
 - a spend money without
 - b be careful with money
- 2 How can I finish developing my **talent**?
 - a go to the bank quickly
 - b have no money left

- 3 Sometimes I wonder if I have **enough money**.
 - a be very generous
 - b be very rich

- 4 I'm a bit **short of** money.
 - a not have much
 - b have enough

- 5 Look at the car. It's a **real bargain**.
 - a be quite poor
 - b be very rich

- 6 My dad believes in **getting your money's worth**.
 - a pay what you can
 - b avoid paying

- 7 A tiny mirror is a **real bargain**.
 - a be very cheap
 - b dislike

- 8 Have you ever **paid next to nothing** for something?
 - a wear
 - b have

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- Which shops are the best in your city if you want to get a **deal / bargain hunting**?
- When was the last time you bought something on **special offer / price**? What was it and why was it such a **good value / deal**?
- Have you ever bought a product that was a **value / rip-off**? What was it?
- What product or service is the biggest **waste of money / price** in your opinion?
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8C VOCABULARY

- In groups, discuss the sayings. What do they mean? How true are they?
 - Money doesn't grow on trees.
 - A fool and his money are soon parted.

- Read sentences 1-8 and try to guess the meaning of the highlighted words. Write the correct definition for each word in your notebook.

1 My sister **spends money** on clothes.

- a spend money without
- b be careful with money

2 How can I finish developing my **money**?

- a go to the bank quickly
- b have no money left

3 Sometimes I wonder about my **money**.

- a be very generous
- b be very rich

4 I'm a bit **short of** twenty quid?

- a not have much
- b have enough

5 Look at the **cash** in my pocket.

- a be quite poor
- b be very rich

6 My dad believes in **getting** his money.

- a pay what you can
- b avoid paying

7 A tiny **bit** of money.

- a be very little
- b be a lot

8 Have you **paid** for it?

- a we have paid
- b have not paid

1 In groups, discuss the sayings. What do you think they mean? How true are they?

- Money doesn't grow on trees.
- A fool and his money are soon parted.

2 Read sentences 1-8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one. Write the answers in your notebook.

- My sister **spends money like water**.
 - spend money without thinking
 - be careful with money
- How can I finish developing my app? I've **run out of money**!
 - go to the bank quickly
 - have no money left
- Sometimes I wonder if you think we're **made of money**!
 - be very generous
 - be very rich
- I'm a bit **short of money** right now. Can I borrow twenty quid?
 - not have much money
 - have enough money
- Look at the car he's driving. He must **be rolling in money**!
 - be quite poor
 - be very rich
- My dad believes in **getting his money's worth**; he hates getting ripped off.
 - pay what you should and no more
 - avoid paying
- A tiny minority of people in the world **have money to burn**.
 - be very rich
 - dislike money
- Have you got** any **money on** you?
 - wear expensive clothes
 - have cash with you.

3 3.15 In pairs, think about the meaning of the highlighted words and phrases. In your notebook, match sentences 1-8 in Exercise 2 with sentences a-h below. Listen and check.

- But I wouldn't say he's **mean**, just **careful with money**.
- No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
- Not much. Just some **loose change**.
- Sometimes I think she **has more money than sense**.
- Sorry, I can't lend you a penny. I'm **broke**.
- I can think of two ways to **raise money**: one - **take out a loan**; two - try **crowdfunding**.
- While almost half the world's population **live in poverty**. It's not right!
- You know we can't **afford** a holiday in Florida so stop going on about it!

4 SPEAKING In your notebook, complete questions 1-9 using the vocabulary in Exercises 2 and 3. Write one word in each gap. In pairs, discuss the questions.

- Do you spend money like **water** or are you careful money?
- What do you usually do when you **run out** of money?
- Do you always check your **change** after buying something?
- What can you do if you want to buy something you can't **afford**?
- If you had **money to burn**, what would you buy first?
- Have you ever felt you didn't get your money's **worth**? Tell me about it.
- Do you think most teenagers believe their parents are **made of money**?
- Do you know of anyone who's **raised money** through crowdfunding? Who? What for?
- Think of a celebrity who is **rolling in money**. Do you think he/she has more money than **you**? Why?

5 REFLECT | Society People often say that money can't buy happiness, but it helps you look for it. Do you agree? Discuss in groups.



8D READING AND VOCABULARY

1 Check you understand the highlighted words and phrases. Then ask and answer the questions in pairs.

- How do you/your parents usually pay for things?
In cash or with a bank card?
- Where do you carry your notes and coins - in a purse/wallet or in your pocket?
- Do you ever buy anything from vending machines? What?
- Have you ever bought anything online or paid for something with your phone? What was it?
- Have you ever taken money out of an ATM?

2 Read the text on page 113 quickly. Where do you think you might find a text like this one?

3 Choose the best sentence A-C to fill gap '0' in the first paragraph of the text. Write the answer in your notebook.

- A But was the lack of cash a problem?
- B Life wasn't as easy then as it is now.
- C So how did people buy things?

4 How did you decide the correct answer in Exercise 3? How does it link with the sentences that come before and after? Study Active Reading to check your answers.

ACTIVE READING | Understanding links in a text

When working on their texts, writers use:

- lexical links** to connect sentences by repeating words, using synonyms (e.g. cash = money), related words (e.g. coins, notes = buy) and paraphrases (e.g. barter = swapping one thing for another),
- logical links** to connect ideas (e.g. reason and consequence),
- linking words** to connect ideas (e.g. They tried something to fix the problem. However, it didn't work).
- referencing words** to refer back to someone or something (e.g. he/him/his, that, which, there, then),
- questions and answers** within the text.

5 Read the text again. Match sentences A-H with gaps 1-7 in the text. There is one extra sentence. Write the answers in your notebook.

- A For example, the Ancient Romans used handwritten agreements to pay.
- B Are we heading towards a cash-free society where all payments are made electronically?
- C This is because money has more than one function in society.
- D Therefore, people began to give value to small things that were easy to carry.
- E Since then M-commerce has become a hugely popular way of paying for things.
- F Why would anyone exchange a beautiful gold bowl for something less valuable?
- G Leather money was mainly used in times of crisis or war when metal for coins was in short supply.
- H These little pieces of plastic were revolutionary.

6 Read the whole text again. Which fact about the history of money do you find the most interesting or surprising?

7 Find these words in the text on page 113. Then use them to complete the tips below. Write the answers in your notebook.

account cashpoint charged contactless currency credit exchange PIN prepaid purchase (v) withdrawn

Coming to the UK? Read these money tips first

- Don't ¹ *exchange* money at the airport - you'll probably get a better exchange rate at a bank.
- Take some cash in the local ² (pounds in the UK). You'll need it for small transactions, for example, when you ³ food and drink.
- Get a 'travel-friendly' debit or ⁴ card. You may be ⁵ up to 3% if you use the wrong kind of card to ⁶ cash from an ATM.
- A ⁷ card that you can load with cash before you travel is a great idea.
- Don't let anyone see your ⁸ number when you enter it in a shop or at a ⁹.
- Don't lose your ¹⁰ credit card! Anyone can spend up to £30* with it several times without knowing your PIN code.
- For longer stays (study or work) you may want to open a British bank ¹¹. If so, you'll need a passport or ID card and proof of your UK address.

* this amount may rise in the future

8 SPEAKING In groups, ask and answer the questions.

- How old do you think you should be before you can open a bank account or get a credit card?
- How do you think people will pay for things in the future? Will there ever be a cash-free society?
- What do you think of online swapping services?



1 Barter: a
In the beginning
No coins, notes
Barter: swapping
'I'll give you a rabbit
the hunter to the pig
it's a deal,' replied

2 Currency: 3,000 BCE

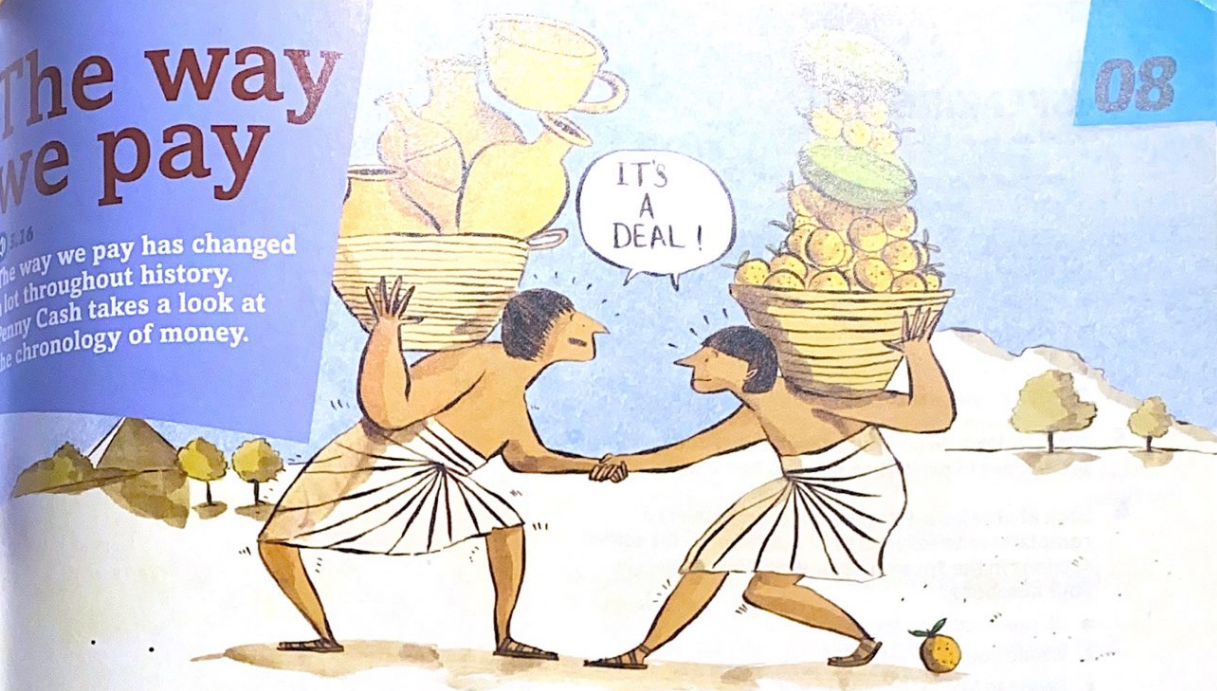
The problem with barter
It might be all right for
or two around when you
but what if you have a
could break your back.
solution was money. The
was probably invented 5,000
Mesopotamia. A grain cake
was used as money. Later
started keeping shells in tin
Animals, feathers, seeds, and
beans have all been used as

3 Coins: 1,000 BCE

Things like shells and feathers
however, are fragile, they can
Consequently, from about 3,000
BCE, the Chinese started making
shells from metal. Eventually, the
metal shells were replaced by
coins. But there was a problem:
cheap metal coins were no good
buying expensive items. ²
The solution was to make coins from
precious metals such as gold and silver.
The Greeks and Turks started doing this
about 2,700 years ago.

The way we pay

The way we pay has changed a lot throughout history. Penny Cash takes a look at the chronology of money.



The problem with barter is portability.

1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards. ⁰ ? Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade? It could break your back. ¹ ? The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia. A grain called the shekel was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

3 Coins: 1,000 BCE

Things like shells and feathers, however, are fragile, they can break. Consequently, from about 3,000 BCE, the Chinese started making shells from metal. Eventually, these metal shells were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items. ² ? The solution was to make coins from precious metals such as gold and silver. The Greeks and Turks started doing this about 2,700 years ago.

4 Notes: 806 CE

The first notes weren't made of paper but of animal skin. ³ ? The first proper paper banknotes were probably printed in China in 806 CE. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

5 Cheques: 1717

A cheque is basically an IOU (I owe you), a piece of paper promising to pay in the future. Such forms of payment have been around for thousands of years. ⁴ ? The first bank to issue a modern printed cheque with a serial number that you could check was the Bank of England in 1717. However, although cheques were commonly used until the 1990s, they're seldom used today.

6 Cards: 1950s & 1960s

The first credit cards were introduced in the US in the 1950s. ⁵ ? They allowed us to go shopping without cash and to get money from ATMs (first introduced in 1967). Ever since then, we've been suffering trying to remember our PIN numbers. Incidentally, don't get excited if you see 'Free Cash Withdrawals' on a UK cashpoint. It means you won't be charged to withdraw your money, not that they're giving away cash.

The 1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN for small transactions.

7 E-commerce: 1990s

Online commerce has taken off in the last few decades thanks to the Internet. The first online sale dates from 1994 when someone bought a CD by British singer Sting. The first mobile phone payment was made in 1997 when a fizzy drink was purchased from a vending machine in Finland. ⁶ ? Especially for young people and in developing countries. With a prepaid card, you don't even need a bank account.

8 The future

What does the future hold? ⁷ ? That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!

8E SPEAKING

- 1 Have you ever been to an escape room? Would you like to go to one? Say why.
- 2  **3.17** Janet is calling a company called MYE (Make Your Escape). Listen to Part 1 and answer the questions.
 - 1 What is Janet's complaint?
 - 2 Does Bradley solve the problem?
 - 3 Why is Janet so frustrated? What happens at the end?
- 3  **3.18** How do you think Janet's story will end? Make predictions in pairs. Then listen to Part 2 and check.
- 4 Look at phrases a–f. Do you use them to make a complaint or to respond to it? Add them to the correct sections in the Speaking box. Write the answers in your notebook.
 - a I'll see what I can do.
 - b Would you like a refund?
 - c I want to talk to the manager.
 - d I wonder if you could help me.
 - e I've got a (slight) problem with the booking.
 - f There was a problem with our website but we've sorted it out.

SPEAKING | Complaints

Making a complaint

(I'm) Sorry to bother you, but ...

I'd like to make a complaint/return this/cancel my booking, please.

Would you mind doing that for me, please?

I'm not happy about/satisfied with ...

¹ I wonder if you could help me.

2

3

Responding to a complaint

I'm (so/very) sorry (about that).

I/We can offer you store credit/another time.

Can I have your receipt/booking reference?

It was (entirely) our fault.

I'm afraid we're fully booked.

Sorry, there's nothing I can do about it.

4

5

6

- 5 REFLECT | Culture Study** *Watch out!* Do people start complaints in the same way in your country?

WATCH OUT!

In Britain, it is typical to start making a complaint by apologising to avoid having a confrontation with someone, even if you are angry:

I'm sorry to bother you but there's a mistake in my bill.



- 6**  **3.19** Listen to these conversations. In your notebook, match the complaints with the replies.
- 1 I wonder if you can help me.
 - 2 I'd like to return these jeans, please.
 - 3 I'm not satisfied with this laptop. There's a problem with the screen.
 - 4 I complained about my meal and the waiter was rude to me.
 - 5 I've been waiting for 20 minutes to book in. I want to talk to the manager.
 - 6 I wonder if you could exchange these for another pair. I can't find the receipt.
- a I'm sorry about that. I've spoken to him. It won't happen again.
 - b We'll be happy to replace it or would you like a refund?
 - c I'm so sorry, the hotel is very busy today. I'll get her at once.
 - d Sorry, in that case, there's nothing I can do about it.
 - e Sure, what can I do for you?
 - f Yes, of course. Have you got the receipt?
- 7**  **3.20 PRONUNCIATION** Look at the underlined vowels in the words. In your notebook, put the words in the correct place in the table. Listen and check.

afraid available complaint designed escape height
like mind mistake neighbour price replacing
satisfied slight website weight

/eɪ/	/aɪ/
available	?

- 8** In pairs, read the situations on page 182. Take turns to make and respond to complaints. Use the expressions from the Speaking box.

Look at the photos and answer the questions.

- 1 What services are shown in the photos?
- 2 Do you or your parents do these things yourselves, or do you pay someone else to do them for you?
- 3 What else do you or your parents pay other people to do?

3.21 Listen to a radio show. Which services do Max and Kerry mention?

beauty treatments car servicing cleaning
dog walking eye-testing hairdressing
house decoration photography shopping delivery
social media management

Have/Get something done

Look at the sentences from the dialogue and answer the questions. Write the answers in your notebook. Then study the Grammar box and check.

- a I'm servicing my car next week.
Do you manage your social media accounts?
 - b I'm **getting** my car **serviced** next week.
Do you **have** your social media accounts **managed**?
- 1 Which sentences – a or b – describe something we do ourselves and which describe something someone else does for us?
 - 2 How do we form the structure in the b sentences? Choose the correct option:
have or get + object + the infinitive / past participle

Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use:
the correct form of *have/get* + object + past participle.
Get is more informal than *have* and is not normally used with the Present Perfect tense.
I had my bike repaired. (at a bike shop)
When are we getting our photo taken?
(by a photographer)
You haven't had (NOT: got) your nails done for a long time. (by a beautician)

Grammar Reference and Practice > page 176

4 In your notebook, complete the sentences about Kerry and Max with *have* + object + past participle. In which sentence is *get* not a possible alternative to *have*?

- 1 Max doesn't cut his own hair, he has it cut.
- 2 Kerry doesn't deliver her own shopping, she has it delivered.
- 3 Max will decorate his own Christmas tree this year, he won't have it decorated.
- 4 Kerry is not going to service her own car next week, she is going to have it serviced.
- 5 Kerry manages her own social media accounts, she doesn't have it managed.
- 6 Max thinks people should walk their own dogs and not have them walked.

5 In your notebook, complete the sentences with the correct form of the words in brackets.

- 1 My mum has her hair dyed (have / hair / dye) once a month.
- 2 I'm going to the beautician tomorrow and will get my ears pierced (get / ears pierced).
- 3 Have you had your phone fixed (have / phone / fix)?
- 4 How long has it been since you had this p.p. taken (have / this passport photograph / take)?
- 5 You'll have back and neck massaged (have / back and neck / massage) by the physiotherapist.
- 6 Last month Tom was on a special diet and got his meals delivered (get / meals / deliver).
- 7 Is it lazy to have your car washed (have / car / wash)?

6 SPEAKING In pairs, look at the services in the box and answer the questions.

cut or dye your hair fix your computer paint your nails
pierce your ears repair your watch
service your bike or skateboard take a profile photo

- 1 Do you do any of these things yourself?
I service my bike myself. I don't have it serviced.
- 2 Which of these things have you had done recently? When and where? *I've had my hair cut*
- 3 Which of them are you going to have done soon?
- 4 Can you recommend any good places to have these things done? *to unscrew the screws - oddjobs nearby*



I can use *have/get something done* to talk about services. 115

Is it better to spend your money on experiences or possessions?

- 1 Most young people have to be careful with money, so deciding what to do with it requires thought. It is my firm belief that spending money on experiences brings greater happiness than spending it on possessions.
- 2 My first reason for this opinion is that experiences change you as a person. We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.
- 3 Another reason I prefer experiences is that they bring people together. Sharing a new experience strengthens relationships and creates lasting memories. For instance, I am still in touch with some of the teenagers I met on our family holiday three years ago, but I hardly remember any of the things I bought or was given back then.
- 4 My final point is that, while some people say that they get pleasure simply from owning things, I think that using your possessions is more enjoyable. For example, I spend most of my spare money on new parts for my old mountain bike, but I love the experience of cycling, not owning bike parts!
- 5 To sum up, experiences make us who we are and strengthen our relationships. As far as I'm concerned, this makes them a better thing to spend money on than possessions. Consider this next time you want to buy yourself something.



- 5 Study the Writing box. This is a good example of an opinion essay. Each of the paragraphs 3 and 4 of the essay

WRITING | An opinion essay

It is very important to support your examples in an opinion essay. Each of the essay should include:

The main point

My first reason for this opinion is that change you as a person.

Supporting arguments

We are the result of everything in our lives, and not of the things we own. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

A personal example

For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

- 6 In your notebook, write your own opinion and supporting arguments to make three paragraphs. Think of the essay question.

Main points

- 1 My first reason for this opinion is that change you as a person.
- 2 Another reason is that experiences change you as a person.
- 3 A third reason is that experiences change you as a person.

Supporting arguments

- a If you have a friend who has a picture of a job, it is different from a person's life.
- b The person who has a job is different from a person's life.
- c It is different from a person's life.

8G WRITING | An opinion essay

- 1 Which of the following would you rather spend your money on? Say why.
 - A subscription to a music streaming service or tickets to a concert?
 - A new pair of trainers or a backpacking trip with friends?
 - A trip to the cinema or a new computer game?

I'd rather spend my money on tickets to a concert because I love listening to live music.
- 2 Read the title of the essay. In pairs, give your opinion and justify it.

- 3 Read the essay. Do you agree or disagree with the writer? Say why.
- 4 Look at the essay again. In which paragraphs does the writer do the following things?
 - a Summarise their opinion.
 - b State their overall opinion for the first time.
 - c Consider an opposing opinion and state why they disagree with it.
 - d Provide further viewpoints and examples which support their overall opinion. (two paragraphs)
 - e Leave the reader with a statement or question to consider.
 - f Restate the essay question in their own words.

5 Study the Writing box. Then find examples of the main point, supporting arguments and a personal example in paragraphs 3 and 4 of the essay.

WRITING | An opinion essay

It is very important to support your opinions and provide examples in an opinion essay. Each paragraph in the body of the essay should include:

The main point

My first reason for this opinion is that experiences change you as a person.

Supporting arguments

They are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us.

A personal example

For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

- 6 In your notebook, match main points 1-3 with supporting arguments a-c and personal examples i-iii to make three paragraphs from an essay. What do you think the essay question was?

Main points

- 1 My first reason for this opinion is that making a present for someone means you don't have to spend a lot of money.
- 2 Another reason is that you can give someone something really personal.
- 3 A third reason is that doing something creative such as making presents is an enjoyable way to spend your time.

Supporting arguments

- a If you like spending time in the kitchen, make your friend some food, or if you enjoy art, paint them a picture.
- b The present can be based on a shared experience or a joke between you and your friend.
- c It doesn't cost a lot to cook something for someone or to make some simple jewellery, for example.

Personal examples

- i I made my friend some very spicy chilli oil because we are always competing to see who can eat the spiciest food.
- ii I can easily make a cake for a lot less than it costs to buy one.
- iii I'd rather spend time making a present than walking round the shops trying to find something suitable.

you agree or disagree with the writer?

main. In which paragraphs does the writer give their opinion?

opinion.

opinion for the first time.

ing opinion and state why they disagree

points and examples which support the opinion. (two paragraphs)

h a statement or question to consider.

question in their own words.

- 7 Add the underlined linkers in the essay on page 116 to the correct group. Write the answers in your notebook.

Phrases to give your overall opinion

This essay will argue that ...

1 It is my firm belief that

2 ...

Phrases to add further support

3 ...

4 ...

It is also worth pointing out that ...

5 ...

Phrases to emphasise your opinion by repeating it

To put it another way ...

6 ...

Phrases to introduce an opposing opinion

It is true that ...

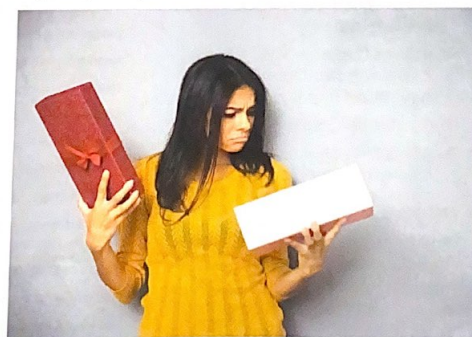
Some people do not agree and feel that ...

7 ...

- 8 In your notebook, complete each sentence with one word. Then, in pairs, say whether they belong in the introduction, the supporting body paragraphs, or the opposing opinion paragraph.

- 1 For example, studies show that people spend more when using a credit card. *supporting body paragraph*
- 2 This essay will ... that the world would be a better place without credit cards.
- 3 It is also worth ... out that credit cards tempt people to spend more than they can afford.
- 4 To ... it another way, credit cards make you feel you have more money than you really do.
- 5 My first ... for this opinion is that buying things on credit can make them much more expensive in the long term.
- 6 It is ... that credit cards are useful for online shopping, but a bank transfer is usually also an option and doesn't require you to borrow money.

- 9  **WRITING TASK** When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise? Write an essay in which you will express your opinion. Write 200-250 words.



Word List

REMEMBER MORE

1 In your notebook, complete the money phrases with the missing words. Then check with the word list.

- You can't have both a new smartphone and a laptop – I'm not money!
- They money water. They really should try to save some.
- Unless you've got money , you should really get a less expensive car.
- We didn't need a new dishwasher. It was a total money. The old one is still working.

2 In your notebook, complete the text with the correct prepositions. Then check with the word list.

My parents say I'm not careful money. The fact is, I rarely have money me, but that's because I usually pay a bank card, not cash. I love shopping and I often buy things which are special offer. As a result, I'm often short money or even broke. I promised my parents to change. I'll start next month, when the sales are over.

3 Read the definitions and write the words in your notebook. The first letters of the answers will form a mystery word.

- an advertisement on television or radio, or at the cinema
- to charge someone too much money for something
- buying and selling goods and services using a computer and the Internet
- money that one person has borrowed from another and now owes it to this person
- an identity card
- a business deal or action, such as buying or selling something

4 Do the task below

In your notebook, write your own mini-crossword like the one in Exercise 3 above. Decide what your mystery word is and write clues for each answer. Use the words from the word list.

8A GRAMMAR AND VOCABULARY

5.50

- advertisement/advert/ad (n) /əd'vɜ:tɪsmənt/əd'vɜ:tɪ/ reklama
advertising slogan (n) /əd'vɜ:tɪzɪŋ 'slogən/ slogan reklamowy
bathroom/toilet (BrE)/rest room (AmE) (n) /'bɑ:θrʊm/'tɔɪlət/'rest ru:m/ łazienka/toaleta (BrE)/toaleta (AmE)
bombard sb with sth (phr v) /bɒm'bɔ:d sʌmbədɪ wɪð 'sʌmθɪŋ/ bombardować kogoś czymś
brand (n) /brænd/ marka
brand name (n) /brænd neɪm/ marka, nazwa firmowa
coat of paint /kəʊt əv 'peɪnt/ warstwa farby
colourful (BrE)/colorful (AmE) (adj) /'kʌləfəl/ kolorowy
commercial (n) /kə'mɜ:ʃjəl/ reklama w telewizji lub radiu
consult (v) /kən'sʌlt/ konsultować się, zasięgnąć porady
consumerism (n) /kən'sju:məɪzəm/ konsumpcjonizm
corporate (adj) /'kɔ:pəraɪt/ korporacyjny, firmowy
cough (v) /kɒl/ kasłać
democratic (adj) /demə'kræɪtɪk/ demokratyczny
drinks machine (n) /'drɪŋks məʃɪn/ automat z napojami
facilities (n) /fə'sɪlɪtɪz/ sprzęt, wyposażenie
free from sth (adj) /fri: frəm 'sʌmθɪŋ/ wolny od czegoś
frequent (adj) /'fri:kwənt/ częsty
hoarding (BrE)/billboard (AmE) (n) /'hɔ:ɪdɪŋ/'bɪlbɔ:d/ billboard, tablica reklamowa
install (v) /ɪn'stɔ:l/ zainstalować
interrupt (v) /ɪntə'rʌpt/ przerywać
jingle (n) /'dʒɪŋɡəl/ melodyjka, dżingiel
logo (n) /'ləʊɡəʊ/ logo
mobile (adj) /'məʊbaɪl/ ruchomy, przenośny
notice (v) /'nəʊtɪs/ zauważać
permit (v) /pə'mɪt/ pozwalać, zezwalać
pop-up ad (n) /'pɒp ʌp ɒd/ reklama wyskakująca na ekranie komputera
poster (n) /'pəʊstə/ plakat
programme (BrE)/program (AmE) (n) /'prəʊɡræm/ program
promote a product /prə'məʊt ə 'prɒdakt/ promować, reklamować produkt
put up (phr v) /pʊt ʌp/ rozwiesić, wywiesić
remove (v) /rɪ'mu:v/ usunąć
repaint (v) /ri:'peɪnt/ przemalować, odmalować
school bus (n) /sku:l bʌs/ autobus szkolny
school corridor (n) /sku:l 'kɒrɪdɔ:/ korytarz szkolny
school locker (n) /sku:l 'lɒkə/ szafka szkolna
sign a contract /saɪn ə 'kɒntrækt/ podpisać umowę
spam email (n) /spæm 'i:meɪl/ spam, niechciana wiadomość w poczcie elektronicznej
take a decision /teɪk ə dɪ'sɪʒən/ podjąć decyzję
the media (n) /də 'mi:diə/ media
watch out for sth (phr v) /wɒtʃ ʌt ɒf 'sʌmθɪŋ/ uważać na coś, strzec się czegoś
welcome (v) /welkəm/ tu: ciepło przyjąć

8B LISTENING AND VOCABULARY

5.51

- for a limited time /fɔr ə 'lɪmɪtəd 'taɪm/ przez ograniczoną ilość czasu
get a good deal /get ə 'ɡʊd 'di:l/ zrobić dobry interes
go bargain hunting /ɡəʊ 'bɑ:ɡən 'hʌntɪŋ/ polować na okazyjne ceny
good value for money /ɡʊd 'vælju: fɔ 'mʌni/ wartość swojej ceny
on special offer /ɒn 'speʃəl 'ɒfə/ w promocji
pay next to nothing for sth /peɪ 'nekst tə 'nʌθɪŋ fɔ 'sʌmθɪŋ/ zapłacić bardzo mało za coś
read up (phr v) /ri:d ʌp/ poczytać
rip-off (n) /'rɪp ɒf/ здzierstwo
save money /seɪv 'mʌni/ oszczędzać pieniądze
spend a fortune on sth /spend ə 'fɜ:ʃən ɒn 'sʌmθɪŋ/ wydać na coś majątek
two for the price of one /tu: fɔ 'tʌɪz əv 'wʌn ɒf ɒnə/ w cenie jednego
waste of money /weɪst əv 'mʌni/ strata pieniędzy

8C VOCABULARY

- afford (v) /ə'fɔ:d/ móc sobie na coś pozwolić
be careful with money /bi 'keəfəl wɪð 'mʌni/ ostrożnie wydawać pieniądze
be in the red /bi ɪn ðə 'red/ być na minusie
be made of money /bi 'meɪd əv 'mʌni/ siedzieć na pieniądzach
be rolling in money /bi 'rɔ:liŋ ɪn 'mʌni/ być dzianym, bogatym
be short of money /bi'ʃɔ:t əv 'mʌni/ mieć mało pieniędzy
borrow (v) /'bɒrəʊ/ pożyczyć (od kogoś)
broke (adj) /brəʊk/ splutany
cash (n) /kæʃ/ gotówka
check your change /tʃek jə 'tʃeɪndʒ/ sprawdzić resztę
crowdfunding (n) /'kraʊdfʌndɪŋ/ metoda zbierania środków na określony cel przez składanie drobnych dotacji za pośrednictwem internetu
debts (n) /dets/ długi
get your money's worth /get jə 'mʌnɪz 'wɜ:ð/ nie wyrzucać pieniędzy w błoto
have money on you /hæv 'mʌni ɒn ju/ mieć przy sobie gotówkę
have money to burn /hæv 'mʌni tə bɜ:n/ mieć kasy jak todu
have more money than sense /hæv mɔ: 'mʌni ðən 'sens/ nie wiedzieć, co robić z pieniędzmi
lend (v) /lend/ pożyczać (komuś)
live in poverty /lɪv ɪn 'pɒvəti/ żyć w ubóstwie
loose change /lu:s 'tʃeɪndʒ/ drobne pieniądze
mean (adj) /mi:n/ skąpy
penny (n) /'peni/ cent
quid (n) /kwɪd/ funt
raise money /reɪz 'mʌni/ zbierać pieniądze
rip off (phr v) /'rɪp ɒf/ zdzierać z kogoś pieniądze
run out of money /rʌn ʌt əv 'mʌni/ nie mieć już pieniędzy
spend money like water /spend 'mʌni laɪk 'wɔ:tə/ szastać pieniędzmi
take out a loan /teɪk ʌt ə 'ləʊn/ wziąć pożyczkę

READING AND VOCABULARY

5.53

agreement (n) /ə'grɪmənt/	umowa
amount (n) /ə'maʊnt/	kwota, suma
ancient Romans (n) /eɪnʃənt 'rəʊmən/	starożytni Rzymianie
ATM/cashpoint (n) /et ti: 'em/kæʃpɔɪnt/	bankomat
banknote/note (n) /'bæŋknəʊt/nəʊt/	banknot
barter (n) /'bɑ:tə/	wymiana bezgotówkowa, handel wymienny
bowl (n) /bəʊl/	miska
break your back /breɪk jə 'bæk/	złamać kark
cash withdrawal (n) /kæʃ wɪð'drɔ:əl/	podjęcie, wypłata gotówki
charge (v) /tʃɑ:dʒ/	pobierać opłatę
cheque (n) /tʃek/	czek
chronology (n) /krə'nɒlədʒi/	chronologia, kolejność
cocoa bean (n) /'kəʊkəʊ bi:n/	ziarno kakao
coin (n) /kɔɪn/	moneta
commonly used /kə'mənli 'ju:zd/	powszechnie używany
consequently (adv) /kənsəkwəntli/	wskutek tego, w rezultacie
credit/debit/prepaid/contactless card (n) /'kredɪt/'deɪt/'pri:peɪd/kəntæktləs kɑ:d/	karta kredytowa/debetowa/przedpłacona/zbliżeniowa
currency (n) /'kʌrənsi/	waluta
deer (n) /diə/	jeleń
developing countries (n) /dɪ'veləpɪŋ 'kʌntrɪz/	państwa rozwijające się
e-commerce/online commerce (n) /i: 'kɒmɜ:s/'ɒnlaɪn 'kɒmɜ:s/	e-handel, handel elektroniczny, handel prowadzony w internecie
electronic communications /elɪk'trɒnɪk kə'mju:nɪkəʃənz/	komunikacja elektroniczna
enter your PIN /'entə jə 'pi:n/	wprowadzić numer PIN
eventually (adv) /ɪ'ventʃuəli/	w końcu, ostatecznie
exchange money /ɪks'tʃeɪndʒ 'mʌni/	wymieniać pieniądze
exchange rate (n) /ɪks'tʃeɪndʒ reɪt/	kurs wymiany walut
feather (n) /'feðə/	pióro (ptasie)
form of payment /fɔ:m əv 'peɪmənt/	forma płatności
fragile (adj) /'frædʒaɪl/	delikatny, kruchy
give away (phr v) /gɪv ə'weɪ/	rozdawać, wydawać
give value to sth /gɪv 'vælju: tə sʌmθɪŋ/	cenić coś
gradually (adv) /'grædʒuəli/	stopniowo
grain (n) /greɪn/	ziarno
handwritten (adj) /'hænd'rɪtɪn/	pisany odręcznie
head towards sth (v) /hed tə'wɔ:dz sʌmθɪŋ/	kierować się w stronę czegoś
highly popular /hɪdʒli 'pɒpjələ/	niezwykle popularny
hunter (n) /'hʌntə/	łowca
ID card (n) /aɪ 'di: kɑ:d/	dowód tożsamości
in short supply /ɪn ʃɔ:t sə'plaɪ/	w niedostatecznej ilości
incidentally (adv) /ɪnsə'dentəli/	nawiasem mówiąc
introduce (v) /ɪn'trə'dju:s/	wprowadzać
introduction (n) /ɪn'trə'dʌkʃən/	wprowadzenie

IOU (I owe you) /aɪ əʊ 'ju:/	skrypt dłużny
issue (v) /'ɪʃu:/	wydawać, emitować
lack of sth /læk əv sʌmθɪŋ/	brak czegoś
load your card with cash /ləʊd jə kɑ:d wɪð 'kæʃ/	doładować kartę pieniędźmi
make a comeback /meɪk ə 'kʌmbæk/	powrócić
make payments electronically /meɪk 'peɪmənts ,elɪk'trɒnɪkli/	dokonywać płatności elektronicznie
m-commerce (n) /'em 'kɒmɜ:s/	obszar handlu elektronicznego, w którym istotną rolę odgrywają urządzenia mobilne
online swapping service (n) /ɒnlaɪn 'swɒpɪŋ ,sɜ:vəs/	internetowe serwisy wymiany towarów
open a bank account /əʊpən ə 'bæŋk əkaʊnt/	otworzyć konto bankowe
pay in cash /peɪ ɪn 'kæʃ/	placić gotówką
pay with a bank card /peɪ wɪð ə 'bæŋk kɑ:d/	placić kartą płatniczą
PIN (n) /pi:n/	numer PIN
portability (n) /pɔ:tə'bɪləti/	przenośność
potter (n) /'pɒtə/	garncarz
precious metal (n) /'preʃəs 'metl/	metal szlachetny
proof of address /pru:f əv ə'dres/	potwierdzenie adresu zamieszkania
proper (adj) /'prɒpə/	właściwy, prawdziwy
purchase (v) /'pɜ:tʃəs/	zakupić
purse (n) /pɜ:s/	portmonetka
rabbit (n) /'ræbɪt/	królik
replace (v) /rɪ'pleɪs/	zastąpić
revolutionary (adj) /revə'lju:ʃənəri/	rewolucyjny
sale (n) /seɪl/	sprzedaż
seed (n) /si:d/	nasiono
seldom (adv) /'seldəm/	rzadko
serial number (n) /'sɪəriəl 'nʌmbə/	numer seryjny
shell (n) /ʃel/	muszelka
swap sth for sth (v) /swɒp sʌmθɪŋ fɔ sʌmθɪŋ/	wymieniać coś na coś
trade (v) /treɪd/	handlować
transaction (n) /trænz'ækʃən/	transakcja
vending machine (n) /'vendɪŋ məʃi:n/	automat (do sprzedaży drobnych towarów)
wallet (n) /'wɒlət/	portfel
withdraw cash/money /wɪð'drɔ: 'kæʃ/'mʌni/	wypłacać gotówkę/pieniądze

8E SPEAKING 5.54

booking reference (n) /'bʊkɪŋ ,refərəns/	numer referencyjny rezerwacji
bother (v) /'bɒðə/	kłopotać/niepokoić (kogoś)
cancel your booking /kænsəl jə 'bʊkɪŋ/	odwołać rezerwację
confrontation (n) /kənfrən'tetʃən/	kłótnia
entirely (adv) /ɪn'taɪəli/	wyłącznie
escape room (n) /ɪ'skeɪp ru:m/	escape room, pokój zagadek
frustrated (adj) /frə'streɪtɪd/	sfrustrowany
get sb (v) /get sʌmbədi/	zawołać kogoś
make your escape /meɪk jə 'ɪ'skeɪp/	uciekać
receipt (n) /rɪ'si:t/	paragon, potwierdzenie

refund (n) /rɪfʌnd/	zwrot pieniędzy
slight problem /slaɪt 'prɒbləm/	mały problem
store credit (n) /stɔ: 'kredɪt/	kredyt sklepowy (równowartość zwracanego towaru)

8F GRAMMAR 5.55

beauty treatment (n) /'bjʊti ,trɪtmənt/	zabieg kosmetyczny
car servicing (n) /kɑ: ,sɜ:vɪsɪŋ/	serwisowanie, przegląd techniczny samochodu
do sb's nails /du: sʌmbədi:z 'neɪlz/	zrobić komuś paznokcie/manicure
dog walking (n) /'dɒg ,wɔ:kɪŋ/	wyprowadzanie psów
dye sb's hair /daɪ sʌmbədi:z 'heə/	ufarbować komuś włosy
hairdressing (n) /'heədresɪŋ/	fryzjerstwo
house decoration (n) /haus deka'reɪʃən/	urządzanie domów
manage sb's account /mænɪdʒ sʌmbədi:z əkaʊnt/	zarządzać czymś kontem (w mediach społecznościowych)
massage sb's back/neck /məsə:ʒ sʌmbədi:z 'bæk ən 'nek/	masować czyjeś plecy/szyję
physiotherapist (n) /fɪziəʊ'therəpɪst/	fizjoterapeuta
service sb's car/bike/skateboard /sɜ:vəs sʌmbədi:z 'kɑ:/ 'baɪk/ 'skeɪtbɔ:d/	serwisować czyjś samochód/rower/deskorolkę
shopping delivery (n) /'ʃɒpɪŋ dɪ'lɪvəri/	dostawa zakupów
social media management (n) /səʊʃəl 'mi:diə ,mænɪdʒmənt/	zarządzanie mediami społecznościowymi
test sb's eyes /test sʌmbədi:z 'aɪz/	zbadać komuś wzrok

8G WRITING 5.56

bank transfer (n) /'bæŋk ,trænsfɜ:z/	przelew bankowy
camping trip (n) /'kæmpɪŋ trɪp/	biwak
firm belief /fɜ:m bə'li:f/	głębokie przekonanie
lasting memories /lɑ:stɪŋ 'memərɪz/	trwałe wspomnienia
possessions (n) /pə'zeʃənz/	dobytke, własność
shared experience /ʃeəd ɪk'spiəriəns/	wspólne doświadczenie
spare money /speə 'mʌni/	pieniądze w zapasie, oszczędności
tempt (v) /tempt/	kusić

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 I haven't got any money in my bank account, so I need to pay by debit / credit / ID card.
- 2 Some cashpoint machines charge you for raising / paying / withdrawing cash.
- 3 A lot of students in the UK have to take out a debt / loan / fortune so they can go to university.
- 4 My new watch broke. It was a bargain / waste of money / good deal.
- 5 Before you exchange money, you should always check what the coin / note / exchange rate is.
- 6 When I was on holiday, I quickly ran / walked / stayed out of money because I was spending it like milk / water / air.
- 7 I pay for lunch at school with a prepaid card so I don't need to take loose money / notes / change.

2 In your notebook, complete the dialogues with the words from the box.

slogan advert sense spam advertising jingle

- A Have you seen the new ¹ advert for dog food?
 B Dog food? I can't say I have.
 A The ² ? is great! It's really memorable and it's only three words!
 B But you haven't got a dog.
 A True. But I've got a new job in ³ ?!
 A Did you like the email I sent you yesterday?
 B I didn't know you'd sent me one. Why?
 A I sent you a file with a really catchy ⁴ ? I heard on the radio last week.
 B Oh, sorry. Yes, I did get it. I thought it was ⁵ ? so I deleted it.
 B Are you really thinking of buying that expensive car?
 A Yes, I am!
 B It's very nice but I think you've got more money than ⁶ ?. I would never pay so much for a car!

3 In your notebook, rewrite the sentences in the passive. Change the form of the underlined verbs and make any other necessary changes.

- 1 We have ordered the book for you.
The book has been ordered for you.
- 2 I took photos while they were interviewing the actors.
- 3 We are cooking your steak at this very moment!
- 4 Do people make a lot of shoes in Portugal?
- 5 Companies often aim smart phone ads at teenagers.
- 6 The first commercials TV showed weren't very sophisticated.
- 7 Can you please do something about this now?
- 8 I wonder if you could exchange these jeans for another pair?
- 9 They will create ten new jobs in advertising next year.

4 In your notebook, rewrite the sentences with the correct form of have/get. Omit the agent (by ...) wherever possible.

- 1 That garage has been servicing Dad's car for twenty years.
Dad has been getting his car serviced at that garage for twenty years.
- 2 Can we ask professionals to decorate our house this time for him?
- 3 He asks his personal assistant to manage his schedule for him.
- 4 The physiotherapist massaged her back so she's much better now.
- 5 I'm going to ask someone to fix my bike today because I have no time for it myself.
- 6 Has a hairdresser ever dyed your hair?
- 7 Will you ask the shop to replace your hard disk?

USE OF ENGLISH

5 Choose the correct words a-d to complete the text. Write the answers in your notebook.

Black Friday is the eagerly-awaited November day ¹ ? prices in many retail outlets around the world are slashed. It's the one day in the year when people don't need to be careful with money.

Black Friday began in America in the mid-twentieth century, when special offers ² ? by all kinds of shops the day after Thanksgiving. It only became well-known in the UK in 2013, when ³ ? huge discounts were offered by an American-owned hypermarket that fights were reported on TV among shoppers determined to get a good deal!

'Cyber Monday', the Monday that follows Black Friday, should also not be ⁴ ? This is the day when many people who want to pay next to nothing go ⁵ ? hunting online. Online shopping is growing in popularity all the time as shoppers don't need to leave their own home and have all their purchases ⁶ ? to their door.

Shopping habits have been changed forever by Black Friday and Cyber Monday as billboards and TV commercials encourage people to spend before Christmas as well as in January. ⁷ ?, you may be surprised to learn that people don't actually spend much more than they did in the past!

- | | | | |
|---------------------|--------------------|------------------------|----------------|
| 1 a where | b who | c which | d when |
| 2 a were advertised | b were advertising | c have been advertised | d advertised |
| 3 a so | b many | c those | d such |
| 4 a left | b afforded | c forgotten | d remembered |
| 5 a offer | b price | c bargain | d purchase |
| 6 a deliver | b delivering | c been delivered | d delivered |
| 7 a However | b Despite | c Although | d Consequently |

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold. Write the answers in your notebook.

- They borrowed money from a bank to buy a new car. **OUT**
They ? to buy a new car.
- The optician checked my eyes. **TESTED**
I ? by the optician.
- I'm sorry but the hotel is full. **FULLY**
I'm sorry but we ?
- They stuck a billboard on the wall outside our school. **UP**
A billboard ? on the wall outside our school.
- She decided not to go on holiday because she had too many debts. **RED**
She decided not to go on holiday because ?
- They have asked her to pay ten pounds for the transaction! **CHARGED**
She ? for the transaction!
- The headmaster thinks people shouldn't advertise near schools. **BANNED**
The headmaster thinks ? near schools.
- I think I'll ask the hairdresser to dye my hair next week. **DYED**
I think I ? next week.
- The restaurant we went to last night was very overpriced. **RIP**
The restaurant we went to last night ?
- People are spending more money on clothes than they did last year. **BEING**
More money ? clothes than it was last year.

Use of English > page 187

LISTENING

7 3.22 You will hear part of a radio interview with a man who has earned a lot of money online using cryptocurrencies. Choose the correct answers a, b, c or d. Write the answers in your notebook.

- What is David's main job?
 - He runs his own company.
 - He works with cryptocurrencies.
 - He is Managing Director of a volunteering organisation.
 - He works for a charity.
- Cryptocurrencies are used to do business because
 - there are many of them.
 - nobody controls them.
 - their value rises and falls fast.
 - transactions are cheap and safe.
- What does David think is the biggest disadvantage of using cryptocurrencies?
 - Their value is unstable.
 - Hackers often steal them.
 - You can easily lose them due to a computer failure.
 - It's very hard to understand changes in the market.

- How did David first make money?
 - He sold all his cryptocurrency units.
 - He carefully saved his money in the bank.
 - He bought and sold cryptocurrency units at the right moment.
 - He was cautious and kept all his cryptocurrency units.
- David believes
 - laws in some countries are difficult to understand.
 - buying and selling cryptocurrencies can be risky.
 - using cryptocurrencies is getting easier.
 - you should invest in cryptocurrencies quickly before the law changes.
- When answering the last question, David
 - describes how cryptocurrencies have changed modern business.
 - explains his priorities in his working life.
 - analyses what has made his company successful.
 - expresses his passion for cryptocurrencies.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You ordered a T-shirt from an Internet clothing company. However, there were a few problems with your order. You called their helpline trying to sort them out, but with no success. Call the helpline again and discuss the following four points:

wrong colour
and size

time of delivery

service on
the helpline

compensation

Student B

You work for an Internet clothing company on their helpline. Student A calls you and complains about an order.

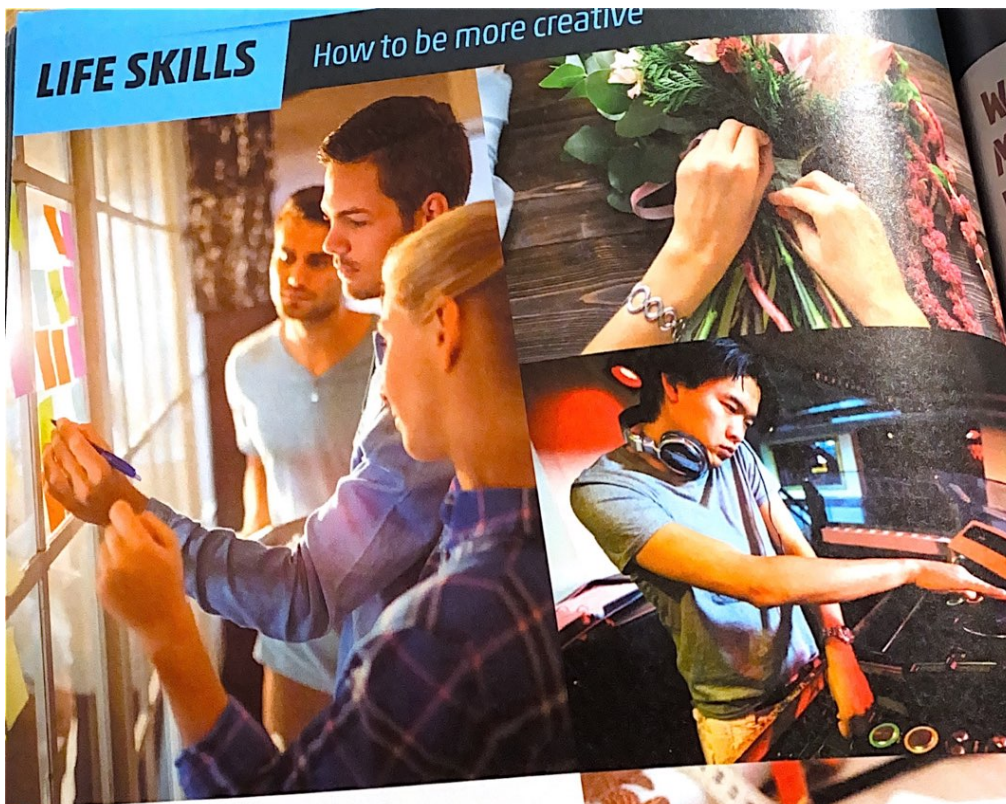
- Ask Student A for an explanation of something they say.
 - Disagree with a point Student A makes.
 - Politely ask for more details of the first contact with the helpline.
 - Suggest a way of solving the problem.
- Student A starts the conversation.

WRITING

9 A recent survey into teenage spending habits concluded that teenagers today spend too much on unimportant things, such as clothes and technology. Write an essay in which you express your opinion on the topic, referring to parents' and teenagers' perspectives. Write 200–250 words.

LIFE SKILLS

How to be more creative



- 1 Look at the photos above. Which of the activities do you think requires more creativity than the others? Which of them could you do easily? Say why.
- 2 In pairs, discuss the questions.
 - 1 Who is the most creative person you know? Say why.
 - 2 Do you think a person can train to become more creative? Say why.
 - 3 Give an example of a situation in which you had to find a solution to a difficult problem.
- 3 In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.
 - A The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
 - B When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
 - C When you go shopping, assistants come up to you all the time to ask if you need help. You don't!
- 4  3.23 Listen to people describing creative solutions to the problems in Exercise 3. What are they?
- 5 In your notebook, draw an image of each of the solutions described in the recording. Check on page 182 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?

Creativity means different things to different people. Some people think that a creative person is someone with a particular talent – usually artistic, for example, a musician or an engineer. We also tend to think of something we are born with. It turns out that many of our beliefs are often wrong. Psychologists study how we develop our creativity and become more creative. Here are some surprising insights.

It turns out that in order to be creative, you need determination. We all often have ideas, but we don't have the courage to share them. We are afraid of being judged or making a fool of ourselves. You not raised your hand in class because you was good enough? However, some people say that they failed trials before he invents something to take risks and be prepared.

We also tend to think that creativity is something that comes from inspiration. However, creativity is a skill that can be learned. Professor Keith Sawyer says that there is a path in which one small idea leads to some unexpected changes with one idea, which sparks another idea.

Research also suggests that being of creative people is a lot of questions, teachers and be creative. continue in our lives. We need to think laterally. For example, this is with funding costs. How solutions society of

- 6 In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.
 - 1 Only those people who are born with artistic talent can be creative.
 - 2 Before you can create something perfect, you have to fail.
 - 3 To be creative, we need to wait for a special moment of inspiration.
 - 4 Constantly learning new things helps us to develop creativity.
 - 5 Innovation often comes from formulating the problem in a new way.
 - 6 When you have a new idea, it is best to keep it in your head.
 - 7 Creative innovations require more luck than effort.

WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?



Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

- 7 Read the article and check your answers to Exercise 6. Explain why some of the statements are incorrect.
- 8 Study the Life Skills box. In your notebook, match the tips for developing creativity 1-5 with examples a-e.

LIFE SKILLS | How to be more creative

- 1 Learn new things.
 - 2 Notice more things.
 - 3 Share ideas with others.
 - 4 Make something out of your ideas.
 - 5 Try approaching problems in a different way.
- a When you're working on a school essay, ask others what they think of your ideas.
 - b Take a language or music course.
 - c When you have a new idea, write it down, draw a picture, or build a model.
 - d When you go to school, switch off your phone and look around. Try to observe as much as you can.
 - e Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

- 9 **DEBATE** How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below.

- amount of time spent in front of computers
- using new programmes and applications
- interacting with others
- using imagination

- 10 Do the task below.

LIFE SKILLS | Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Prepare a presentation, poster, draw a diagram or build a real-life model.
- Compare ideas and vote for the most innovative solution.

09

The power of nature

- VOCABULARY** Water and the ocean, natural disasters and dealing with them, environmental responsibility, urban and rural life, sustainable living
- GRAMMAR** The third conditional, *I wish/If only* for regrets
- SPEAKING** Expressing and responding to regrets
- WRITING** An article



Today on our weekly programme *Amazing stories*: listen to the story of a Spanish family who survived the Asian tsunami and were later the subject of hit film *The Impossible*.

They would not have survived if others hadn't helped them.



FACT BOX Indian Ocean tsunami

On 26 December 2004 a huge earthquake happened deep **underwater** in the Indian Ocean. The earthquake caused a series of giant **waves** called a **tsunami**. The tsunami travelled across the surface of the ocean in all directions and hit the **shores** of fourteen countries. It caused strong **currents** which pulled people out to sea. Indonesia, Sri Lanka, India and Thailand were worst affected. Many people **drowned** and in total around 230,000 people lost their lives. Among the thousands of tragedies that day were a few incredible stories of **survival**. Eight years after the **disaster**, the dramatic story of the Belón family from Spain was made into a powerful film called *The Impossible*.



ENING AND VOCABULARY

time /for a /mʌtɪd 'taɪm/ przez
i ilość czasu

ing /get ə 'ɡʊd 'di:l/ zrobić dobry interes

ny /gəʊ 'bɑ:ɡən 'hʌntɪŋ/ polować

ney /gʊd 'vælju: fə 'mʌni/ wart

spejal 'bɪf/ w promocji

r sth /peɪ 'nekst tə 'hʌntɪŋ fə
rdzo mało za coś

'poczytać

stwo

oszczędzać pieniądze

nd ə 'fɔ:tʃən ɒn 'sʌmθɪŋ/

ə dɔ: 'praɪs əv 'wʌni/ dwa

ni/ strata pieniędzy

52

pozwolić

o 'mʌni/ ostrożnie

nusie

siedzieć

być dzianym,

rało

esztę

nia

zych

ENING AND VOCABULARY

umowa

kwota, suma

starożytni

bankomat

banknot

wymiana bezgotówkowa, handel

mekka

złamać kark

podjęcie,

podjęcie

podjęcie

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IOU (I owe you) /aɪ əʊ ju: / skrypt dłużny

issue (v) /'ɪʃu:/ wydawać, emitować

lack of sth /læk əv 'sʌmθɪŋ/ brak czegoś

load your card with cash /ləʊd jə 'kɑ:rd wɪð 'kæʃ/
dolać gotówkę na kartę

make a comeback /meɪk ə 'kʌmbæk/ powrócić

make payments electronically /meɪk 'peɪmənts
elektrɒnɪkli/ dokonywać płatności elektronicznie

m-commerce (n) /em kɒmɜ:s/ obszar handlu
elektronicznego, w którym istotną rolę odgrywają
urządzenia mobilne

online swapping service (n) /ɒnlaɪn 'swɒpɪŋ 'sɜ:vɪs/
internetowe serwisy wymiany towarów

open a bank account /əʊpən ə 'bæŋk ə'kaʊnt/
otworzyć konto bankowe

pay in cash /peɪ ɪn 'kæʃ/ płacić gotówką

pay with a bank card /peɪ wɪð ə 'bæŋk kɑ:rd/ płacić
kartą płatniczą

PIN (n) /pɪn/ numer PIN

portability (n) /pɔ:tə'bɪləti/ przenośność

potter (n) /'pɒtə/ garncarz

precious metal (n) /preʃəs 'metl/ metal szlachetny

proof of address /pru:f əv ə'dres/ potwierdzenie
adresu zamieszkania

proper (adj) /'prɒpə/ właściwy, prawdziwy

purchase (v) /'pɜ:tʃəs/ zakupić

purse (n) /pɜ:s/ portmonetka

rabbit (n) /'ræbɪt/ królik

replace (v) /rɪ'pleɪs/ zastąpić

revolutionary (adj) /revə'lju:ʃənəri/ rewolucyjny

sale (n) /seɪl/ sprzedaż

seed (n) /si:d/ nasiono

seldom (adv) /seldəm/ rzadko

serial number (n) /'sɪəriəl nʌmbə/ numer seryjny

shell (n) /ʃel/ muszelka

swap sth for sth (v) /swɒp 'sʌmθɪŋ fə 'sʌmθɪŋ/
wymieniać coś na coś

trade (v) /treɪd/ handlować

transaction (n) /træn'zækʃən/ transakcja

vending machine (n) /'vendɪŋ məʃi:n/ automat
(do sprzedaży drobnych towarów)

wallet (n) /'wɒlət/ portfel

withdraw cash/money /wɪð'drɔ: 'kæʃ/'mʌni/ wypłacić
gotówkę/pieniądze

refund (n) /rɪ'fʌnd/ zwrot pieniędzy

slight problem /slaɪt 'prɒbləm/ mały problem

store credit (n) /stɔ: 'kredɪt/ kredyt sklepowy
(równowartość zwracanego towaru)

8F GRAMMAR 5.55

beauty treatment (n) /'bju:ti 'tri:tment/ zabieg
kosmetyczny

car servicing (n) /kɑ: 'sɜ:vɪsɪŋ/ serwisowanie,
przegląd techniczny samochodu

do sb's nails /du: 'sʌmbɒdɪz 'neɪlz/ zrobić komuś
paznokcie/manicure

dog walking (n) /dɒg 'wɔ:kiŋ/ wyprowadzanie psów

dye sb's hair /daɪ 'sʌmbɒdɪz 'heə/ ufarbować komuś
włosy

hairdressing (n) /'heədresɪŋ/ fryzjerstwo

house decoration (n) /haʊs de'keɪrɪʃən/ urządzenie
domów

manage sb's account /'mænɪdʒ 'sʌmbɒdɪz ə'kaʊnt/
zarządzać czymś kontem (w mediach
społecznościowych)

massage sb's back/neck /mə'sɑ:ʒ 'sʌmbɒdɪz 'bæk ən
'nek/ masować czyjeś plecy/szyję

physiotherapist (n) /'fɪziəʊ'terəpɪst/ fizjoterapeuta

service sb's car/bike/skateboard /'sɜ:vɪs 'sʌmbɒdɪz
'kɑ:/'baɪk/'skeɪtbɔ:rd/ serwisować czyjś samochód/
rower/deskorolkę

shopping delivery (n) /'ʃɒpɪŋ dɪ'lɪvəri/ dostawa
zakupów

social media management (n) /'səʊʃəl 'mi:diə
'mænɪdʒmənt/ zarządzanie mediami
społecznościowymi

test sb's eyes /test 'sʌmbɒdɪz 'aɪz/ zbadać komuś wzrok

8E SPEAKING 5.54

booking reference (n) /'bʊkiŋ refərəns/ numer
referencyjny rezerwacji

bother (v) /'bɒðə/ kłopotać/niepokoić (kogoś)

cancel your booking /kænsəl jə 'bʊkiŋ/ odwołać
rezerwację

VULARY

	IOU (I owe you) /aɪ əʊ 'juː/ skrypt dłużny
	issue (v) /'ɪʃuː/ wydawać, emitować
	lack of sth /'læk əv ˌsʌmθɪŋ/ brak czegoś
z/ starożytni	load your card with cash /ləʊd jə ˌkɑːd wɪð 'kæʃ/ doładować kartę pieniędźmi
	make a comeback /ˌmeɪk ə 'kʌmbæk/ powrócić
nt/ bankomat	make payments electronically /ˌmeɪk ˌpeɪmənts ˌelɪkˈtrɒnɪkli/ dokonywać płatności elektronicznie
banknot	m-commerce (n) /ˌem ˌkɒmɜːs/ obszar handlu elektronicznego, w którym istotną rolę odgrywają urządzenia mobilne
vkowa, handel	online swapping service (n) /ˌɒnlain 'swɒpɪŋ ˌsɜːvəs/ internetowe serwisy wymiany towarów
	open a bank account /əʊpən ə 'bæŋk əˌkaʊnt/ otworzyć konto bankowe
	pay in cash /ˌpeɪ ɪn 'kæʃ/ płacić gotówką
ć kark	pay with a bank card /ˌpeɪ wɪð ə 'bæŋk ˌkɑːd/ płacić kartą płatniczą
odjęcie,	PIN (n) /pɪn/ numer PIN
	portability (n) /ˌpɔːtəˈbɪləti/ przenośność
	potter (n) /'pɒtə/ garncarz
	precious metal (n) /ˌpreʃəs 'metl/ metal szlachetny
a, kolejność	proof of address /pruːf əv əˈdres/ potwierdzenie adresu zamieszkania
cao	proper (adj) /'prɒpə/ właściwy, prawdziwy
echnie	purchase (v) /'pɜːtʃəs/ zakupić
rtek tego,	purse (n) /pɜːs/ portmonetka
	rabbit (n) /'ræbɪt/ królik
	replace (v) /rɪˈpleɪs/ zastąpić
	revolutionary (adj) /ˌrevəˈluːʃənəri/ rewolucyjny
	sale (n) /seɪl/ sprzedaż
z/s/online	seed (n) /siːd/ nasiono
, handel	seldom (adv) /ˈseldəm/ rzadko
	serial number (n) /ˈsɪəriəl ˌnʌmbə/ numer seryjny
iczna	shell (n) /ʃel/ muszelka
umer PIN	swap sth for sth (v) /swɒp ˌsʌmθɪŋ fə ˌsʌmθɪŋ/ wymieniać coś na coś
ecznie	trade (v) /treɪd/ handlować
niać	transaction (n) /ˌtrænˈzækʃən/ transakcja
niany	vending machine (n) /ˌvendɪŋ məˈʃiːn/ automat (do sprzedaży drobnych towarów)
	wallet (n) /ˈwɒlət/ portfel
łatności	withdraw cash/money /wɪðˌdrɔː 'kæʃ/ˌmʌni/ wypłacić gotówkę/pieniądze

BE SPEAKING 5.54

...king reference (n) /ˌbʊkɪŋ ˌrefərəns/ numer ...wacji

refund (n) /ˈrɪfʌnd/ zwrot pieniędzy
slight problem /slaɪt 'prɒbləm/ mały problem
store credit (n) /stɔː 'kredɪt/ kredyt sklepowy (równowartość zwracanego towaru)

8F GRAMMAR 5.55

beauty treatment (n) /ˈbjuːti ˌtrɪtmənt/ zabieg kosmetyczny
car servicing (n) /ˌkɑː ˌsɜːvɪsɪŋ/ serwisowanie, przegląd techniczny samochodu
do sb's nails /ˌduː ˌsʌmbɒdɪz ˈneɪlz/ zrobić komuś paznokcie/manicure
dog walking (n) /ˌdɒg ˌwɔːkɪŋ/ wyprowadzanie psów
dye sb's hair /ˌdaɪ ˌsʌmbɒdɪz ˈheə/ ufarbować komuś włosy
hairdressing (n) /ˈheəˌdresɪŋ/ fryzjerstwo
house decoration (n) /ˈhaʊs deˌkəreɪʃən/ urządzenie domów
manage sb's account /ˌmænɪdʒ ˌsʌmbɒdɪz əˌkaʊnt/ zarządzać czymś kontem (w mediach społecznościowych)
massage sb's back/neck /ˌmæsaɪʒ ˌsʌmbɒdɪz ˌbæk ən ˈnek/ masować czyjeś plecy/szyję
physiotherapist (n) /ˌfɪziəʊˈθerapɪst/ fizjoterapeuta
service sb's car/bike/skateboard /ˌsɜːvəs ˌsʌmbɒdɪz ˈkɑː/ˌbaɪk/ˌsketbɔːd/ serwisować czyjś samochód/rower/deskorolkę
shopping delivery (n) /ˌʃɒpɪŋ dɪˌlɪvəri/ dostawa zakupów
social media management (n) /ˌsəʊʃəl ˈmiːdiə ˌmænɪdʒmənt/ zarządzanie mediami społecznościowymi
test sb's eyes /ˌtest ˌsʌmbɒdɪz ˈaɪz/ zbadać komuś wzrok

8G WRITING 5.56

bank transfer (n) /ˌbæŋk ˌtrænsfɜː/ przelew bankowy
camping trip (n) /ˌkæmpɪŋ ˌtrɪp/ biwak
firm belief /fɜːm bəˈliːf/ głębokie przekonanie
lasting memories /ˌlɑːstɪŋ ˈmemərɪz/ trwałe wspomnienia
possessions (n) /ˌpɒzəˈʃənz/ dobytek, własność
shared experience /ʃeəd ɪkˈspɪəriəns/ wspólne doświadczenie
spare money /speə ˈmʌni/ pieniądze w zapasie, oszczędności
tempt (v) /tempt/ kusić

09

The power of nature

VOCABULARY	Water and the ocean, natural disasters and dealing with them, environmental responsibility, urban and rural life, sustainable homes
GRAMMAR	The third conditional, <i>I wish</i> / <i>If only</i> for regrets Use of English > page 124
SPEAKING	Expressing and responding to regrets
WRITING	An article



Today on our weekly programme *Amazing stories*: listen to the story of a Spanish family who survived the Asian tsunami and were later the subject of hit film *The Impossible*.

They would not have survived if others hadn't helped them.



FACT BOX Indian Ocean tsunami

On 26 December 2004 a huge earthquake happened deep **underwater** in the Indian Ocean. The earthquake caused a series of giant **waves** called a **tsunami**. The tsunami travelled across the surface of the ocean in all directions and hit the **shores** of fourteen countries. It caused strong **currents** which pulled people out to sea. Indonesia, Sri Lanka, India and Thailand were worst affected. Many people **drowned** and in total around 230,000 people lost their lives. Among the thousands of tragedies that day were a few incredible stories of **survival**. Eight years after the **disaster**, the dramatic story of the Belón family from Spain was made into a powerful film called *The Impossible*.



GRAMMAR AND VOCABULARY

09

in groups. Look at the map and the photos from film *The Impossible*. What is the film about? Do you know anything about the disaster or the film?

Use a dictionary to check the highlighted words in the Fact Box. Then read the Fact Box and check your answers to Exercise 1.

3.24 Listen to the story of the Belón family. Why do you think the film about them was called *The Impossible*?

Third conditional

Look at sentences a and b from the story and answer questions 1-4.

a The Belóns would not have survived if others hadn't helped them.

b If Maria had been underwater any longer, she might have drowned.

Do the sentences talk about the past, present or future?

Did the Belóns survive? Did others help them?

What tense is used after *if* in the sentences? What verb forms are used in the other clause?

Why is the punctuation different in sentences a and b?

Third conditional

Use the third conditional to describe unreal situations in the past.

Real past event	Unreal past result
Past Perfect,	would (could/might) have + Past Participle

a brave Thai man hadn't carried Maria, they could/would/might not have got to a hospital.

Real past event - a brave Thai man carried Maria

Unreal past result - they got to a hospital

Question form

What would you have done if you had been in their situation?

Grammar Reference and Practice > page 176

In your notebook, match sentence beginnings 1-6 with endings a-f.

- If the Belóns had stayed at home, **e**.
- There wouldn't have been a tsunami **c**.
- If the giant wave had come at night, **a**.
- The Belóns could have run to the roof of the hotel **b**.
- If Maria hadn't held onto a tree, **f**.
- Could Quique have saved his sons **d**.
- Most people would've been in bed.
- If they had had more time.
- If there hadn't been an earthquake.
- If they hadn't called for help?
- They would probably have watched the disaster on the news.
- She might have drowned.

- 6 In your notebook, complete the text with the correct form of the verbs in brackets.

A British schoolgirl, Tilly Smith, saved over 100 people from the Indian Ocean tsunami in 2004. But if Tilly ¹ *hadn't done* (not do) a school project on tsunamis, she ² *wouldn't have been* (not be) able to save them. After all, she ³ *couldn't have warned* (not warn) her parents against the tsunami if she ⁴ *hadn't recognized* (not recognise) the warning signs. Fortunately, her parents trusted her because if they ⁵ *hadn't believed* (not believe) her, they ⁶ *might not have warned* (might not warn) the other people on the beach. It's clear that many more people ⁷ *drowned* (drown) if Tilly ⁸ *hadn't been* (not be) on the beach that day! But if Tilly ⁹ *had had* (have) a different geography teacher, ¹⁰ *could she have become* (she become) a hero? Perhaps not.

- 7 3.25 Listen to a survival story about a group of boys trapped in a cave in Thailand. In your notebook, use each pair of sentences to write one sentence in the third conditional.

1 It was the wet season. The cave flooded.

If it hadn't been the wet season, the cave wouldn't have flooded.

2 The boys and their coach didn't read the sign. They went into the cave.

If the boys and coach hadn't read the sign, they wouldn't have gone into the cave.

3 Rescuers found the boys' bikes and shoes. They knew they were in the cave.

If rescuers hadn't found the boys' bikes and shoes, they wouldn't have known they were in the cave.

4 The exit was blocked by water. The boys were trapped.

If the exit hadn't been blocked by water, the boys wouldn't have been trapped.

5 The boys didn't know how to dive. The rescue wasn't fast.

If the boys had known how to dive, the rescue would have been faster.

6 The boys were assisted by rescuers. They were able to swim out of the cave.

If the boys hadn't been assisted by rescuers, they wouldn't have been able to swim out of the cave.

8 SPEAKING In your notebook, complete the third conditional sentences so they are true for you. Then compare with a partner.

1 If I hadn't met *my friend Alice*, I wouldn't have *learned how to sail*.

2 If *I had failed my exam*, I'd have been very unhappy.

3 If I'd known that *James*, I might have *gone to his party*.

4 I would've felt *better* if *I hadn't been hungry*.

5 If my parents *had gone out*, I would've *had my friends over*.

6 Last weekend would've been better if *the weather had been better*.

ACTIVE GRAMMAR

In groups, ask and answer the question. Then report your findings to the rest of the class.

If you had known years ago everything you know today, what would you have done differently?



9B LISTENING AND VOCABULARY

- 1 In your notebook, match the natural disasters in the box with their effects below. Have there been any disasters like these in the news recently? What happened?

avalanche drought earthquake flood forest fire
hurricane tornado volcanic eruption

- 1 A storm over a tropical sea, causes incredible destruction when it hits land. *hurricane*
- 2 A long thin cloud and violent wind, destroys everything in its path.
- 3 After heavy rainfall, rivers break their banks and water covers the land.
- 4 Hot gases pour out of the top of a mountain and lava covers the earth.
- 5 Snow, ice and rocks fall down a mountainside.
- 6 The ground shakes, buildings fall down, people are trapped.
- 7 A lack of water. Plants die and the grass turns brown.
- 8 Trees and plants burn and houses may go up in flames.

- 2 3.26 Listen to Part 1 of an interview. What is it about?

- 3 3.26 In pairs, look at the notes and think about the missing words. Then listen again. In your notebook, complete the notes with no more than two words in each gap.



Advice for surviving earthquakes

- If you're inside, ¹ *stay* inside, don't run outside.
- Get ² *under* a desk or table, cover your head, hold onto the table legs.
- Don't ³ *stand* in a doorway.
- To leave a ⁴ *building*, go down the stairs, don't take the lift.
- If you're outside, move ⁵ *away* from buildings. Get to an open space & don't go near power lines.
- If you ⁶ *are driving*, stop your car. It's safer to stay inside. Don't park on or under a ⁷ *bridge*.

- 4 3.27 Listen to Part 2 of the interview and choose the correct answers. Write the answers in your notebook.

- 1 Wendy says that Evans Monsignac probably would have died if he hadn't
 - a weighed so much.
 - b drunk unclean water.
 - c had bottled water to drink.
- 2 What does Wendy say about the TV series?
 - a It concentrates on major disasters with many victims.
 - b It explains why natural disasters happen.
 - c It describes how societies prepare for and deal with disasters.
- 3 Which of these things do children in Japan not do to prepare for earthquakes?
 - a Practise regularly what to do at school.
 - b Experience earthquake simulations with the fire service.
 - c Carry emergency survival packs with them at all times.
- 4 When a major earthquake hits Japan,
 - a high buildings swing from side to side.
 - b many people get injured.
 - c televisions and radios stop working.
- 5 How does Wendy feel about her new TV series?
 - a She's amazed how good it is.
 - b She's confident viewers will enjoy it.
 - c She's disappointed it's on so late.

- 5 In your notebook, complete the news report with the words from the box.

destruction drills evacuate flames panic rescue
ruins shook survivors trapped victims warnings

The earthquake was a surprise. There hadn't been any ¹ *warnings* of seismic activity. The ground ² *shook* and a few people screamed but most of them didn't ³ *panic*. Because of regular earthquake ⁴ *drills* the workers knew to go down the stairs to ⁵ *evacuate* the office block. There was a loud explosion and smoke and ⁶ *flames* rose above the building. Everyone ran to safety. The ⁷ *destruction* was terrible. Unfortunately, there were hundreds of ⁸ *victims*. Three days later two ⁹ *survivors* were found under the building. They had been ¹⁰ *trapped* in the basement. The emergency workers worked tirelessly to ¹¹ *rescue* them. As they emerged from the ¹² *ruins*, people cheered.

- 6 **SPEAKING** In groups, choose a natural disaster and agree on ten items to put in a survival pack that could help you survive. Explain your choices.

- A A whistle is useful because it can help emergency workers find you.
- B A first-aid kit is essential when you are trapped.
- C What about a torch?

- 7 **REFLECT** | Values Do news programmes and websites in your country show videos of death, injury and destruction after natural disasters? Do you think they should?

1 Look at the photo below. What problem does it show?
Is it a problem in Poland?

2 Read the information and check you understand the highlighted phrases. Who is it for? Where might you see information like this?

Whether you are here to walk, climb, cycle or ski, the community of Bear Peaks is proud to welcome you. These mountains are an area of natural beauty and home to hundreds of different species of plants and animals. Please **respect the guidelines** to avoid **damaging the environment**.

- Minimise the impact of your visit by using free public transport while you are here.
- Keep to the marked paths and trails and do not harm or **disturb the wildlife**.
- Carry reusable water containers to **reduce plastic waste**. Say no to wasteful **single-use plastic products**.
- Collect and **sort your rubbish**, then **dispose of it** in the recycling bins in the village.
- Do not light fires. These can cause forest fires, especially in times of drought.
- Please **keep noise to a minimum** for the benefit of wildlife and those who live here.

Please help to make Bear Peaks mountain tourism sustainable.

A thoughtful visitor is a welcome visitor!

3 Choose the correct words. Write the answers in your notebook. Then, in pairs, ask and answer the questions.

- Why are visitors to national parks asked to keep / respect green guidelines?
- In what ways do visitors to areas of natural beauty disturb / minimise wildlife?
- After you have sorted / reduced your rubbish, where should you collect / dispose of it when you are in a national park?
- Which single-use / minimum plastic products could be banned in order to benefit / reduce plastic waste in national parks?
- How should visitors behave in order to avoid / keep noise to a minimum in national parks?
- What can tourists do to minimise / damage the environmental impact of their journeys to and around national parks?

4 In your notebook, complete the table with words from the text in Exercise 2. Can you think of more adjectives endings in -able and -ful?

Verbs	Adjectives
1 sustain	sustainable
2 ?	disposable
3 reuse	?
4 ?	avoidable
5 think	?
6 ?	helpful
7 ?	harmful
8 waste	?
9 ?	respectful

5 In your notebook, complete the reader's comment with the correct form of the words from Exercises 2 and 4. The first letters are given.

Respecting the environment is not rocket science!

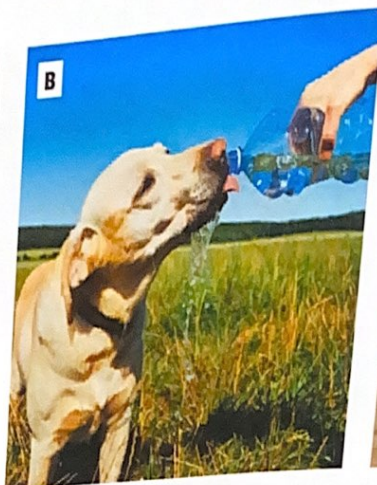
We could all avoid ¹ *damaging* the environment if we were a little more ² *t* and a lot less ³ *w* *?*. Firstly, why don't we all stop using ⁴ *d* *?* plastic products such as shopping bags? They have been found at the top of the highest mountains and the bottom of the deepest oceans. At best, they disturb ⁵ *w* and at worst they cause their death and suffering. I think if we had known how ⁶ *h* they were, they probably would not have been allowed in the first place. The solution is easy. ⁷ *R* non-plastic bags are a sustainable alternative to ⁸ *s* *?* -use plastic shopping bags. So let's use them! Secondly, why do some people find it so difficult to ⁹ *s* rubbish and ¹⁰ *d* of it in recycling bins? If people were more ¹¹ *r* of recycling rules, they could minimise the ¹² *i* of the waste they produce. Let's work together to respect simple green ¹³ *g* and make the world a cleaner and greener place to be!

6 SPEAKING Discuss the questions in groups.

- Why do some people drop litter instead of disposing of it responsibly?
I think some people drop litter because they have no manners and lack education.
- What is the best way to get people to respect the environment: education, punishment or a mix of both?
- In what ways has the natural environment in your country been damaged?



9D GRAMMAR



1 In your notebook, match sentences 1-3 with photos A-C.

- 1 I wish it wasn't so hot ...
- 2 I wish I hadn't tried to jump ...
- 3 If only it would stop snowing ...

2 In your notebook, match sentences 1-3 in Exercise 1 with their continuations a-c.

- a ... but I didn't think it was so far.
- b ... but it's 30° in the shade.
- c ... but I don't think it will.

I wish/If only for regrets

3 Look at the sentences in Exercises 1-2 and answer the questions. Then study the Grammar box to check.

- 1 Which situation refers to:
 - a) a regret in the past?
 - b) a desire for the future?
 - c) a regret in the present?
- 2 How do the verb tenses change to express regret?

I wish/If only for regrets

We use *I wish/if only* to talk about regrets - things that we would like to be different but that are impossible or unlikely to change. *If only* tends to have a stronger meaning than *I wish*.

We use:

- *I wish/If only* + the Past Simple for regrets in the present.
- *I wish/If only* + the Past Perfect for regrets about the past.
- *I wish/If only* + *would* when something or someone does (or fails to do) something that annoys us. We'd like it to change but we don't think it will.

Grammar Reference and Practice > page 177

WATCH OUT!

We use *I wish/if only* + *would* for things that we can't change ourselves so we don't use them in the first person.

I wish you wouldn't do that. NOT *I wish I wouldn't do that.*

4 Read the Grammar box again and study *Watch Out!* Then choose the correct answers below and match sentences 1-6 to photos A-C. Write the answers in your notebook.

- 1 I wish I had never left / have never left China.
- 2 I wish I can / could go for a swim.
- 3 If only my legs had been / were longer.
- 4 If only we left / hadn't left our nice cool home.
- 5 I wish I had / would have some bamboo to eat.
- 6 I wish my mum stopped / would stop collecting nuts and come and help me.

5 In groups, look at the photos on page 182 and follow the instructions.

6 **3.28** Use the correct form of the verbs in brackets to complete these extracts from a conversation during a countryside hike. Write the answers in your notebook. Then listen and check.

Don I wish I ¹ was (be) at home. It's so cold! ... If only I ² wouldn't go (not/be) so windy! ... I wish my bag ³ wasn't (not/weight) so much. ... If only the dog ⁴ would stop (stop) barking. ... We're in the middle of nowhere. I wish we ⁵ would go (go) to Boston. ... I wish my friends ⁶ would be (be) here. ... I wish I ⁷ would (can) use my phone. ... If only the battery ⁸ wouldn't run (not/run) out.

Dad I wish you ⁹ would stop (stop) complaining!

7 In your notebook, write sentences with *I wish/if only* for these situations.

- 1 We don't have a pet. *I wish we had a pet.*
- 2 I have to share a room with my brother.
- 3 My sister keeps 'borrowing' my things.
- 4 I painted my room black.
- 5 I am allergic to cats.
- 6 We forgot to take some food with us!
- 7 The neighbour's dog barks at night.

8 **SPEAKING** In groups, complete the sentences so they are true for you.

- 1 I wish I were ... on holiday.
- 2 If only I could ...
- 3 I wish I'd ...
- 4 If only my parents were ...
- 5 I wish my brother/sister/friend would/wouldn't ...

SPEAKING

Expressing regret.

I wish/If only ...
I should(n't) have ...
It's a pity/shame ...
¹ How stupid of me

Responding to regret

Forget it. / (It's) no problem.
It doesn't matter.
There's no point worrying.
It's not a big deal.
Calm down! / Chill out!

4 **3.30 PRONUNCIATION** pronunciation of the *not have* and repeat. Write pronounced in *shouldn't*

- 1 I shouldn't've scared you.
- 2 We should've brought a torch.
- 3 If I'd known, I would've brought a torch.
- 4 I wouldn't've slept out here if it was like.

5 **3.31 PRONUNCIATION** Listen to the sentences and say if they are negative. Then repeat them with pronunciation.

- 1 negative

Describe the photo and answer the questions.
 Have you ever gone camping? If so, did you enjoy it? If not, would you like to?
 What things do you need on a camping trip?
 Would you like to camp in the wild? Say why.

3.29 Faith and Amber go camping. Listen and answer the questions.

1 What goes wrong?
 2 Where are they camping?

Look at phrases a-f. Do they express regret or are they a response to it? Add them to the right sections in the Speaking box. Write the answers in your notebook.

- a How stupid of me!
- b It's not the end of the world.
- c I can't believe I did/didn't ...
- d It's no use crying over spilt milk.
- e There's nothing you/we can do about it.
- f It was so careless of me.

SPEAKING | Regrets

Expressing regrets

- 1 I wish/if only ...
- 2 I should(n't) have ...
- 3 It's a pity/shame that ...
- 4 How stupid of me!

Responding to regrets

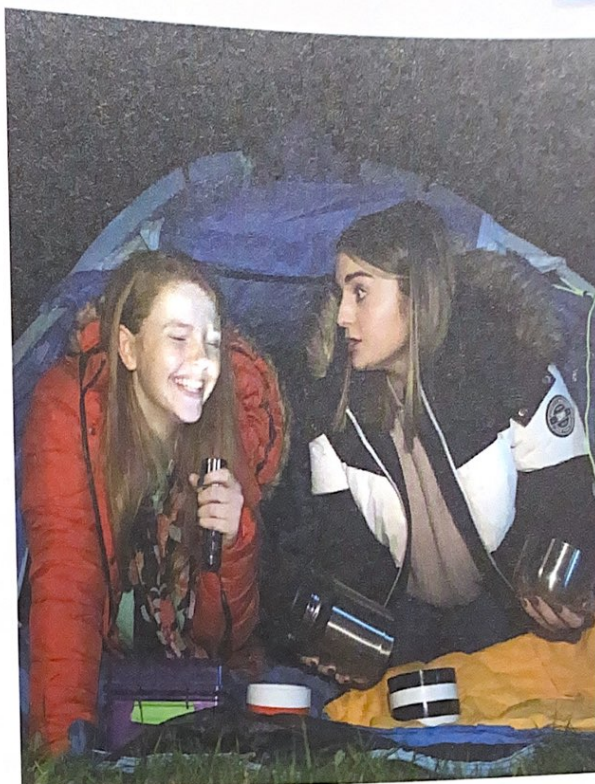
- 1 Forget it./It's no problem.
- 2 It doesn't matter.
- 3 There's no point worrying about it.
- 4 It's not a big deal.
- 5 Calm down!/Chill out!

3.30 PRONUNCIATION Listen to the pronunciation of the unstressed *have/not have* and repeat. Which letter is not pronounced in *shouldn't've* and *wouldn't've*?

- 1 I shouldn't've scared you like that.
- 2 We should've brought better sleeping bags.
- 3 If I'd known, I would've bought another torch.
- 4 I wouldn't've slept out here if I'd known what it was like.

3.31 PRONUNCIATION Listen to eight sentences and say if they are positive or negative. Then repeat them with the same pronunciation.

- 1 negative



3.32 In your notebook, complete the second sentence so that it has a similar meaning to the first one. Use between two and five words including the word in bold. Listen and check.

- 1 It's a pity we didn't check the weather forecast. **SHOULD**
 We should have checked the weather forecast.
- 2 We can't do anything about it now. **NOTHING**
 There's nothing about it now.
- 3 How stupid of us! **WAS**
 It was us to do it.
- 4 It's not a big deal. **END**
 It's not an end.
- 5 I regret not bringing something to drink. **WISH**
 I wish something to drink.
- 6 There's no point worrying about it. **MILK**
 It's no milk.

7 Work in pairs. Take turns to use the phrases in the Speaking box to express regrets about the situations below. Respond appropriately.

- You get lost while walking in the country. You don't have a map.
 - On a camping trip there's a bear outside your tent.
 - You're hiking in the mountains without a coat. It's very cold.
 - You spent a fortune on a haircut. It looks horrible.
 - You visit England. You can't understand anyone.
- A** If only I'd remembered to bring a map.
B Chill out, we'll find the way.