

VOCABULARY

COLLOCATIONS: DECISIONS

- Complete the sentences. The first letter of each word has been given.
 - Lying to him will g_____ a _____ all my principles.
 - I intend to s_____ t_____ my principles.
 - We're trying to a_____ the situation to see what went wrong.
 - They can't p_____ o_____ the decision any longer. We need an answer.
 - The committee have agreed to p_____ their decision until they have more facts.
 - Are you asking me to b_____ all my principles?
 - You should f_____ your principles rather than chase fame and fortune.
 - Sue's asked us to e_____ the situation and give a recommendation.
 - He'll need to e_____ the situation and get all the information about it.
 - When do you think the government will a_____ a _____ a decision?
 - We will have to l_____ i_____ the situation in detail.
 - At the end of this long discussion we can finally r_____ a decision.

VOCABULARY PLUS

COMPOUND ADJECTIVES

- Complete the newspaper headlines. Form compound adjectives with one word from box A and one from box B.

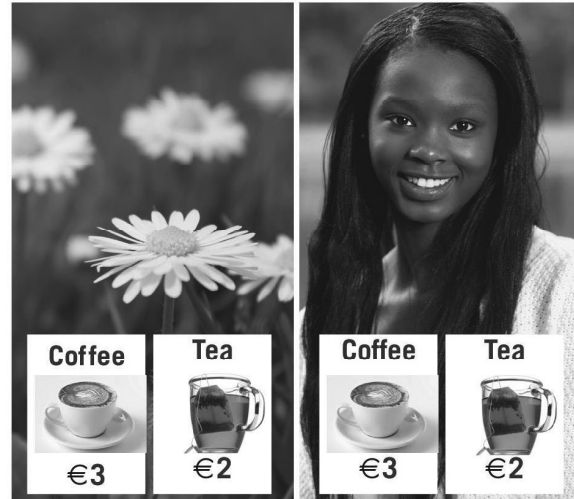
A time life long 15-metre third record
five-year twenty-storey

B consuming time long high changing
running high breaking

- Kidnappers given _____ jail sentences.
- Woman survives fall from _____ building.
- No solution to Russia and China's _____ argument over oil.
- Jules Fane wins cycle tour for _____ tenth time.
- Voting too _____ for young people – survey reveals under-18s won't vote.
- Prisoners escape over _____ wall.
- Two million dollars for _____ lucky lottery winner.
- Shirley Grey has _____ experience: singer leaves stage for charity work.

LISTENING

- A** You are going to listen to a lecture about an experiment to test people's behaviour. Look at the posters. What do you think the experiment was about?



- B** 8.1 Listen to Part 1 and check your ideas.

- C** Listen again. Complete the summary using no more than three words for each answer.

The lecture is about differences between people's behaviour when they ¹ _____ and how they behave when they ² _____.

It is in three parts:

- A description of ³ _____ at Newcastle University.
- What this tells us about ⁴ _____ and behaviour.
- A comparison with other key findings in the area.

The aim of the experiment was to discover whether the ⁵ _____ that you are being watched can alter your behaviour.

The scientists monitored ⁶ _____ in a staff room to see how much people paid for their tea and coffee. Above it was a poster with the prices. Each week they ⁷ _____ on the poster. They found that people were ⁸ _____ when they were watched by eyes than when there were pictures of flowers. They put ⁹ _____ as much money in.

- D** 8.2 Listen to Part 2 and answer the questions.

- Why is it important that our brains respond to faces and eyes?
- How do people behave if they think they are being watched?
- How did the researchers feel about the results?
- How could a similar poster be used for speed cameras?
- Where else could a poster be put?

GRAMMAR

PAST AND MIXED CONDITIONALS

4 A Read the articles and find the mistake in each picture.

EURO-MILLION DILEMMA

One morning in 2014, Jim Farley was outside a Dublin bank when five bundles of cash fell from a security van which was driving away. He took them home and kept them for two days before phoning the bank. He rang from a payphone in a terrible state of anxiety as he didn't know what to do. The security director persuaded him to hand in the money. It came to almost €1,000,000.



PARIS MÉTRO RESCUE



Jean LeBois was waiting for his métro train with his son, Roger, aged four. Suddenly, a man collapsed on the platform and then fell onto the tracks. A train was approaching and LeBois had to make a split-second decision whether to help. He leapt off the platform and pressed the man into the space between the tracks. Five carriages went overhead before the train stopped. Both men emerged safe to the applause of the onlookers.

B Read the articles again and complete the sentences.

- If Jim _____ (not walk) by the bank that day, he _____ (not see) the money.
- His call _____ (trace) if he _____ (phone) from a mobile.
- If he _____ (not come forward) with the money, it's possible that the police _____ (never find) it.
- He _____ (keep) the money if he _____ (not speak) to the security director.
- Jim _____ (be) rich now if he _____ (keep) the money.
- The man _____ (not fall) off the platform if he _____ (not collapse).

- If the train _____ (stop), Jean _____ (not leap) onto the tracks.
- The man _____ (be) dead now if Jean _____ (not jump) onto the tracks.
- If the space _____ (not be) quite deep, both men _____ (kill) by the train.
- If Jean _____ (have) more time to think, he probably _____ (not jump).

5 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word given.

- I didn't know who he was so I didn't ask him for an autograph. HIM
If I'd known who he was, I _____ for an autograph.
- You feel sick now because you ate too much. SICK
You _____ if you had eaten less.
- Anya's skis weren't very good and this could be the reason she didn't win the race. MIGHT
Anya _____ if she'd had better skis.
- The ambulance took a long time. Is that why they couldn't save him? COULD
If the ambulance had got here sooner, _____ saved?
- You're living in a one-bedroom flat today because you didn't take my advice. LIVING
If you'd taken my advice, _____ in a one-bedroom flat today.
- You weren't paying attention and so you didn't hear what I said. IF
You would have heard what I said _____ attention.
- Angie left the sat-nav behind and we're lost. LOST
We wouldn't _____ remembered the sat-nav!
- In my situation, what other choices were there? YOU
What _____ if you'd been in my situation?

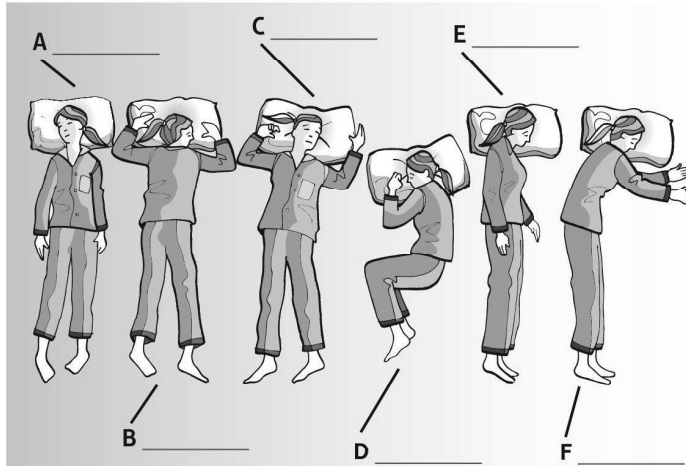
6 A 8.3 Listen and write the phrases you hear.

- _____
- _____
- _____

B Listen again and mark the stressed words and any examples of weak forms with /əv/. Then listen and repeat.

READING

1 A Look at the picture. Which position do you usually sleep in?



SLEEP POSITIONS GIVE CLUE TO THE NATION'S PERSONALITY

- Some of Britain's best-known body language experts have been studying the four most common sleep positions for a well-known hotel chain. They think that our sleeping posture shows something about our character and how we see life. They believe that how we sleep reflects how we spent our day – under stress, relaxed and happy, bored and uncomfortable, feeling in or out of control. Here are the findings from the study.
- Over half of people in Britain sleep with our knees up and our head down. It's called the Foetal position and more women than men sleep like this. People sleeping in this position are seeking comfort from the stresses and worries of their day. They are often shy and sensitive to others and like their lives to be ordered and under control.
- The next most common position is the Log. As the saying goes, people who 'sleep like a log' lie on their side with their body straight and their arms down by their side. These people are trusting, easy-going and likely to be popular and part of the in-crowd. Unfortunately they often tend to be too trusting of other people, even to the point of being gullible. Around one third of British people adopt this sleep position. This position needs to be contrasted with the Soldier position in which people sleep on their back with their arms very close to them. It is said that people who sleep in this position are quiet perfectionists who have high expectations of themselves and others and really don't like to make a fuss about things.
- A significant number of people in the UK sleep in the Yearner position with their arms out in front of them, as if they are chasing something. People who sleep in this position are open to possibilities but can be cynical. Worse still, once they make a decision – a good one or a bad one – they are not going to change their mind. Two similar positions are the Starfish and the Freefaller. People sleeping in the Starfish posture, lie on their back with both their hands above their heads. These people make great friends because they are good listeners and tend to be very supportive.
- Freefallers make up the fourth major group of British people. Freefallers sleep lying on their front with their arms outstretched, as if they are falling through the sky. They feel that they are not in control of their lives and although they tend to be gregarious, below the surface they are nervy and thin-skinned.
- So, with over 70% of British people sleeping in the Foetus or Freefall positions, the picture indicates that the UK is a worried and anxious nation.

B Read the article and label the pictures of the sleeping positions with the names.

C Which type of person are the quotes 1–6 about? Underline the part of the article which helped you decide.

- 'Freida is always talking to people and gossiping, but if you say anything bad about her, she really doesn't like it.'
- 'Go and talk to Sarah, she always makes time to listen to people.'
- 'We threw a surprise party for him and he almost died of embarrassment.'
- 'No, you can't persuade him. He's decided what he wants.'
- 'Yeah, he wants everything to be perfect, so we're always working late.'
- 'He loves a good party and he's so laid back.'

D Find words in the article which mean:

- physical position (paragraph 1)
- a small group of people seen by others to be particularly popular or fashionable (paragraph 3)
- ready to believe anything (paragraph 3)
- anxious or excited behaviour often about unimportant things (paragraph 3)
- someone who likes being with other people (paragraph 5)
- too sensitive (paragraph 5)

VOCABULARY

VALUES

2 Rearrange the letters in bold to make words. The first letter is underlined.

- Dave really lost **oclntor** of the meeting when the staff members started to shout.
- Our company is very proud of its strong policies on **ulityeaq**.
- My football team really shouldn't have lost the match – there's no **cujstie** sometimes.
- Anyone with a sense of **rnsnfais** would say that Renata was the better player even though she lost.
- PC games are really bad for young people – they fill them with **gresagsino**.
- Demet's **reegd** made her spend all the prize money instead of sharing it with her family.
- I find **osiygtener** one of the most appealing characteristics in a person.
- You'll need to ask the boss – she's the one with all the **wpore** in this organisation.

GRAMMAR

-ING FORM AND INFINITIVE

3 A Underline the correct alternatives.

Scientists are learning more and more about sleeping and waking states. For example, did you know that ¹daydream/daydreaming can help you ²to solve/solving complex tasks? This is because it activates the part of the brain associated with ³tackle/tackling difficult problems. Also ⁴take/taking a nap in the middle of the day refreshes your brain. It's like ⁵to clear/clearing your email inbox so that there's room for new information. Interestingly, ⁶stay up/staying up all night, as many students do before exams, increases the ability to hold new facts by forty percent. Some people don't seem ⁷to need/need much sleep. UK prime minister Margaret Thatcher was famous for ⁸be able/being able to run the country on just four hours sleep a night. However, the great scientist Albert Einstein tended ⁹require/to require ten hours a night, perhaps because he solved problems by ¹⁰sleep/sleeping on them.

B Which fact in the text above do you think is incorrect?

4 Write sentences. Use an -ing form, an infinitive or an infinitive + to.

- 1 When / I / be / young, my father / teach / me / work hard / play hard.

When I was young, my father taught me to work hard and play hard.

- 2 Jake / hate / not / able / play / football / because of his bad leg.

- 3 They / have / invite / Guido / give / talk / at / the conference.

- 4 Olga / have / suggest / go for / picnic.

- 5 What / you / want / me / do?

- 6 Would / you / mind / tell / us / how old / you / be?

- 7 The firm / not / expect / have to / pay for / the damage.

- 8 Can / I / persuade / you / change / your mind?

- 9 It / not be / worth / wait / any longer.

WRITING

AN INFORMAL ARTICLE; LEARN TO USE LINKERS OF PURPOSE

5 A Underline the less formal alternative of the words and phrases in bold.

CUTTING IT SHORT

Have you ever wondered why some people are always late?

¹It is a question/That's something I often ask myself. ²I'm always/I am constantly late for trains, for concerts, for weddings, for everything! I do try, honestly, ³nevertheless/but I've been like this all my life.

People hate latecomers. If you arrive late at a meeting ⁴it is thought/people think you're lazy or disorganised or you don't actually ⁵think much of/respect the other people there. But that isn't true. We time-challenged people live a life of constant anxiety and stress. I can't begin to count the money ⁶that has been wasted/I've wasted by missing planes, classes, hair appointments, not to mention the stress of continually apologising for messing up other people's schedules.

However, help is at hand. If you're someone who always cuts things short, here are some suggestions to help you ⁷get over/recover from this chronic problem. First of all ...

B Do you identify with the writer of the article?

C Correct the mistakes with linkers of purpose in the sentences.

- Sara was late because of her alarm clock wasn't working properly.
- You should make sure you put things in your calendar in order remind you to do them.
- Yuan went to the cinema early to getting a good seat.
- Take your car keys so that as you can drive if you get tired of walking.
- You need to study hard so to get a good test result.
- Because I was late, I waited until the break to go into class so as to upset the other students.
- On order not to disturb the boss, don't talk outside that room – she's in an important meeting.
- We use an online meeting maker so as get agreement from everyone on the best time to meet.

D Complete the article in Exercise 5A with three suggestions and a conclusion (150–200 words).

VOCABULARY

BEHAVIOUR

1 A Add vowels to make words.

- 1 d _pl_ m _t_ c
- 2 c _nfr_ nt_ t_ _n_ l
- 3 s _ns_ bl_
- 4 s _pp_ rt_ v_
- 5 c _ll_ b_ r_ t_ v_
- 6 s _ns_ t_ v_
- 7 _nh_ lpf_ l
- 8 _ss_ rt_ v_
- 9 f_ c_ s_ d
- 10 t_ ctf_ l
- 11 _ggr_ ss_ v_
- 12 d_ r_ ct

B Which adjectives above are positive (+), negative (-) or can be either (+/-)?

C Match the adjectives in Exercise 1A with quotes 1–10. Sometimes two adjectives are possible.

- 1 'You're late again, Jones! Get into my office and sit down! Now!' _____
- 2 'Oh, you look really tired. Lie down and rest. I'll bring you a cup of tea.' _____
- 3 'I prefer you in the other dress. This one makes you look overweight.' _____
- 4 'You touched the ball! You cheat!' _____
- 5 'I'll work on the charts for the report while you edit the text.' _____
- 6 'Look, I'm not angry but just tell me, why did Louise get a pay rise when I didn't?' _____
- 7 'OK, everyone. I think we're straying from the point. We need to get back to the main issue.' _____
- 8 'We don't deal with problems with your connection. You need to phone your broadband provider. You've already tried them? Well, it's nothing to do with us.' _____
- 9 'It's true that I don't have the receipt, but I only bought it here last week. Could I speak to your supervisor. She's at lunch? No problem, I'll wait.' _____
- 10 'If you want to lose weight, don't go on an extreme diet. Just eat slightly less and try and walk for half an hour a day.' _____

FUNCTION

HANDLING AN AWKWARD SITUATION

2 A Put the words in the correct order to complete B's part of the conversation.



A: Is everything OK?

B: ¹I've / to / talk / something / about / been / there's / to / you / Actually, / meaning / .

A: Oh, is there a problem?

B: ²you / get / the / to / want / wrong / I / don't / idea, / but / ...

A: That sounds bad.

B: ³you / just / mobile / leave / on / that / often / It's / your / .

A: I don't understand.

B: ⁴you're / annoying / And / it / and / that's / not / rings / when / here / .

A: But I need to keep it on in case my son phones.

B: ⁵disturbing / trying / but / Yes, / people / are / work / when / to / it's / .

A: It's important that he can get straight through to me.

B: ⁶I'm / understand / from / see / but / you / where / I / do / coming / ?

A: I suppose so.

B: ⁷set / it / silent / you / when / could / not / to / here / Maybe / you're / .

A: What you mean just the 'vibrate' setting?

B: ⁸feel / about / you / Yes, / how / would / that / ?

A: OK, that sounds reasonable. I'll do that from now on. Sorry about that.

B: Thanks, I'd appreciate it.

B 8.4 Listen to the conversation and repeat B's part. Pay attention to the stress and intonation.

LEARN TO

SOFTEN A MESSAGE

3 8.5 Listen to B's part of the conversation and add the extra words you hear to the conversation in Exercise 2A.