



ROADMAPTM

STUDENTS' BOOK



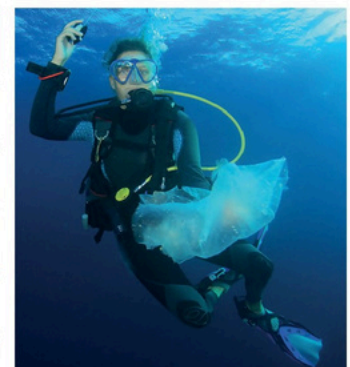
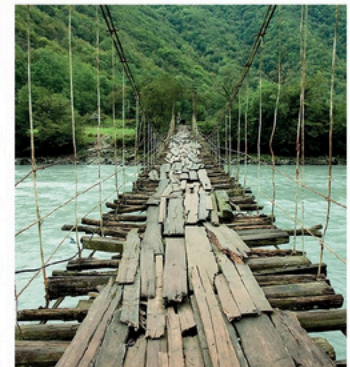
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Go online for the Roadmap video.					
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EXTENDED ROUTE

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- › **Goal:** carry out a survey
- › **Language focus:** describing habits and compulsions
- › **Vocabulary:** idioms related to feelings

Listening

1 Work in pairs. Read the article and discuss the questions.

- 1 Do you do any of these things?
- 2 What other 'strange' things do you do (that everyone else probably does too)?

2 a 8.1 Listen to eight people describing their habits. What things do they do? Make notes.

b Listen again. Which speaker:

- 1 keeps changing their mind about something?
- 2 fantasises while they're doing it?
- 3 says they're usually comfortable around strangers?
- 4 feels guilty when it happens, even though they've done nothing wrong?
- 5 doesn't react so extremely these days?
- 6 is affected by heights in some way?
- 7 describes being caught doing this in public?
- 8 gives an example of when this happened to them recently?

3 Work in pairs and discuss the questions.

- 1 Which of the things the people described do you think is the funniest? Why?
- 2 Which of the things do you do?

Language focus

4 Work in pairs. Look at extracts a–h and discuss questions 1 and 2 below.

- a I'm always doing that in the lift at work.
 - b I'll look at the other people in the lift out of the corner of my eye.
 - c Yet I keep doing it whenever it happens.
 - d I find myself speaking out loud, without thinking.
 - e I tend to do this outside in the street.
 - f I usually catch myself glaring at the ground in time to stop.
 - g I can't stop myself from turning it down.
 - h I have this overwhelming urge to drop my phone.
- 1 Are the people describing single events or habits?
 - 2 Are the actions intentions or things the people do without thinking?

THINGS WE THINK ARE WEIRD, BUT WE ALL DO

From wearing the same socks two days in a row, to having a sneaky look at ourselves in the reflection of a shop window, there are some things we all do (but are maybe too afraid to admit). Here are some of our readers' interesting habits.

Pro tip: when cooking something, always throw the packaging away immediately, so that when you come to cook it you forget how long it needs and have to fish the packaging out of the rubbish again to check. **Tina**



It's amazing how dextrous I become when I'm too lazy to bend down and pick something up. Toes are amazing grabbing tools. **Lemmy**



Never walk into a dark room without first reaching your hand inside and feeling for the light switch, people. There are definitely monsters in there! **Charlotte**

I swear my printer has a personal vendetta against me. I often ask it why it hates me. **Barry**



If I shout loudly enough at the people on the TV, they'll hear me, right? **Keith**

Does anyone else turn down the music when driving, believing it will help them find the way? **Oscar**

Stopping the microwave at two seconds left to avoid the 'ping!' sound makes me feel like a cool bomb defuser in a movie. **Leo**



- 5 Read the language focus box. Then match the extracts in Exercise 4 with examples 1–4 in the box.

Describing habits and compulsions

1 Use *will* + infinitive without *to* to describe typical behaviour in the present.

I'll open the fridge to find a snack when I'm bored, even if I'm not hungry.

2 After *I have this tendency/(overwhelming) urge/I tend*, use the infinitive with *to*.

I have this overwhelming urge to dance when I hear this song.

3 After *I have this habit of/I find/catch myself/I can't stop myself (from)/I keep*, use verb + *-ing*.

I sometimes catch myself doing a little dance to the music when I'm driving.

I can't stop myself from touching a plate if some says, 'Careful, it's hot.'

4 You can also use *always/forever* + present continuous to describe habits.

I'm forever walking into a room and forgetting why I went in there.

- 6 a Look at the sentences. Decide which of the words carries the most stress.

- I'm always doing that kind of stuff.
- I just can't stop myself doing those things sometimes.
- I'll find myself getting annoyed when things like that happen.

- b  8.2 Listen and check.

- c The last few words at the end of sentences 1–3 in Exercise 6a don't carry much stress. Look at the words and decide why.

- 7 Use the prompts to write sentences.

- I / forever / pretend / yawn / so / check / breath
- I / habit / talk / myself
- I / tend / say 'uh-uh' / not hear / what someone said
- I'll / yell 'Ouch!' / even / not hurt
- I / urge / laugh / quiet places
- I / catch / talk animals / as if / babies.

- 8 a Use the prompts to write sentences which are true for you.

- I'm always talking to ...
- I sometimes find myself ... when I'm home alone.
- I have this tendency to ... while I'm driving
- My friend will ...
- I keep ...

- b Work in pairs and compare your sentences. Do you have anything in common?

-  Go to page 160 or your app for more information and practice.

Vocabulary

- 9 a Work in pairs. Read the sentences and discuss the meaning of the idioms in bold.

- When I saw my top was on backwards I was so embarrassed **I wanted the ground to swallow me up** right there!
- That comedy we watched last night **had me in stitches** the whole way through.
- When I first met my boyfriend's parents **I had butterflies in my stomach**, but they were really nice and soon made me feel comfortable.
- I nearly fell off my bike on the way here. I'm OK but feel a bit **shaken up**.
- When the waiter took ages to serve them, Jake **saw red** and demanded to see the manager.
- I **felt on top of the world** when I finally passed my driving test.
- I always **feel out of it** when I first arrive in a foreign country.
- You're going to her party? Just don't **make a fool of yourself** again, OK?
- Customers were **up in arms** when the supermarket ran out of milk.
- We were **over the moon** when we found out that we're going to have a baby.

- b Look at the idioms in Exercise 9a again. Decide which ones have similar meanings to uncomfortable (U), nervous (N), scared (S), embarrassed (E), happy (H) and angry (A).

- 10 a Choose four of the idioms in Exercise 9 and think of a situation when you feel like this.

- b Work in pairs. Take turns to give your descriptions of the situations and guess the idioms.

I feel like this when my team wins.

-  Go to page 173 or your app for more vocabulary and practice.

Speaking

PREPARE

- 11 You're going to carry out a survey to find out how many people do the quirky things that you do. Work in groups of three. Student A: Turn to page 185. Student B: Turn to page 186. Student C: Turn to page 188.

SPEAK

- 12 a Walk around and ask other students questions to find out if they do the same things. Keep a record of their answers. Respond, asking the person to explain the details of their habits.
- b Work in the same groups. Compare your answers. Which was the thing most people do?

Master your
reading
page 120

8B

Pivotal moments

- › **Goal:** describe a pivotal moment in your life
- › **Language focus:** the future in the past
- › **Vocabulary:** decision making and reflection

Reading

1 a Work in pairs. Read the list of events and decide whether you think they really happened.

- 1 The first English colonists in America died of starvation.
- 2 Sir Isaac Newton wrote one of the most important books in modern science.
- 3 Britain put the first man in space.
- 4 The corporation, Intel, invented the microprocessor.

b Read the article and check your answers.

2 Work in groups and discuss the questions.

- 1 Which of the events in the article were most surprising?
- 2 Do you know of any other events like this in history that nearly had huge consequences?

Language focus

3 Work in pairs. Look at phrases 1–7 in the article and discuss the questions.

- 1 What time are they all set in?
- 2 What time do they refer to?
- 3 Which describe changes that were imminent or about to happen?

Moments in History that Nearly Changed Everything

It's funny how some of the most important historical events are often shaped by seemingly inconsequential things, which in hindsight have proved to be almost as historic as the events they inspired. Here we look at four of those.

America as we know it almost didn't happen

Hungry, tired and increasingly alone, the first English colonisers were having a tough old time of it. After a hurricane destroyed supply ships to the fledgling Jamestown Colony (the first permanent English settlement in the Americas) in 1609, the few remaining survivors **1 were on the verge of** giving up and going back home. At the last minute, however, another fleet of ships arrived with a year's supply of food, and they were rescued.



Britain nearly won the space race

At the end of World War II, Britain was testing old German rockets (by basically just blasting them into space). While doing so, Ralph Smith of the British Interplanetary Society came up with a design for a space rocket which could carry a person, called *Megaroc*. The design was well received and it **5 was envisaged that** Britain could be regularly sending people into space by 1951. Britain **6 was on the threshold of** a new era of space exploration, when in 1946 the government rejected the project due to lack of funds – Britain was broke after the war.

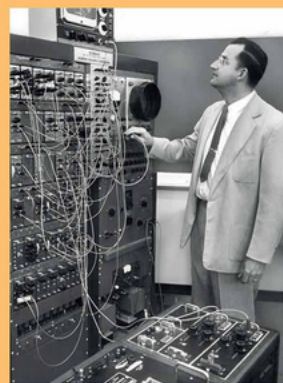


A picture of a fish nearly stopped science

Sir Isaac Newton's *Principia* was published in 1687 and is considered to be one of the most important works in the development of modern science. But it very nearly didn't happen. Because of a fish. Well at least, a picture of one. The year before, the Royal Society published *De Historia Piscium* (The History of Fish), which included very ornate pictures of fish. These were very expensive to produce, the most complex (and most expensive) being that of a flying fish. It **2 was expected to** sell well and the Royal Society **3 were due to** recoup their costs. However, it didn't pan out that way and the book sold poorly, depleting their publishing budget. They **4 were on the point of** cancelling Newton's book (and in turn cancelling science), when at the last minute Newton's friend Edmund Halley came up with the money, and science was subsequently changed forever.



Some people decided to invent computers, then didn't, then did



In 1957, the Shockley Semiconductor Laboratory **7 was on course to** complete research into silicon-based semiconductors (an early version of the modern microchip), when the head of the company decided not to continue the research. As a result, eight of his top researchers walked out and went on to invent the microprocessor as originally planned, forming companies such as Intel.

4 Read the language focus box and check your answers in Exercise 3.

The future in the past

There are several ways to describe the future from a past perspective.

We use *was/were due to* to describe scheduled/formally planned events.

The new measures were due to come into effect last year.

We use *was/were (all) set to* and *was/were on course to* to describe something that was almost certain because of conditions/plans at the time.

The company was all set to launch its new product line when they found serious faults.

The new technology was on course to revolutionise the industry, but it was rejected.

We use *was/were about to* to describe things which were imminent or almost happening.

They were about to pack up and go home when we saw them.

We use *was/were on the point/verge of* to describe changes that had already begun.

We were on the verge of entering the new market, when we were forced to retreat.

We use *was/were on the threshold of* to describe a wider change or situation that was already beginning.

They were on the threshold of a new world order.

Certain verbs (e.g. *expect, plan, envisage*) also have a future meaning.

We expected the book to be hugely successful, but sales were poor.

It was envisaged that it would change the world.

5 a 8.3 Listen to the sentences. What happens to the two sounds at the underlined word boundaries?

- I didn't expect to see this happen.
- The company were set to unveil its new plans at the conference.
- We were about to launch the new product.

b Listen again and repeat.

6 Rewrite the sentences using the words in brackets.

- Scientists were very close to a breakthrough. (verge)
Scientists were on the verge of a breakthrough.
- The government planned to bring in the new regulations last year. (due)
The new regulations _____.
- We were going to become the market leader before the crisis. (course)
We _____.
- People thought the product would sell well. (envisage)
It _____.
- I was very nearly going to leave the party when an old friend arrived. (about)
I _____.
- We nearly left, but then I remembered I didn't have the tickets. (set)
We _____.

7 a Think of an example for each of the following and make notes.

- a time you changed your plans at the last minute
- a decision which you regret
- a technology or other invention in the past which turned out not to be popular

b Work in pairs and compare your experiences.



Go to page 160 or your app for more information and practice.

Vocabulary

8 a Match 1–8 with a–h to complete the phrases in bold.

- With the benefit**
- I thought we were going to get on well, but it didn't **pan**
- They were ready to abandon the project, but they **stopped**
- I **agonised**
- She was **torn**
- It was a difficult choice, so we decided to **weigh**
- We were really **in a quandary**
- On reflection**, I think I made
 - out** that way.
 - short of** giving up completely.
 - of hindsight**, it's easy to see now that it was the wrong decision.
 - over** the various options for hours before finally making a decision.
 - up the options**, and the first one came out better.
 - the right decision.
 - over** what to do at the time.
 - between** carrying on and looking for another job.

b Use the idioms in bold in Exercise 8a to write true sentences about your own life.

I agonised over whether to wear a thick jumper or not today.



Go to page 173 or your app for more vocabulary and practice.

Speaking

PREPARE

9 You're going to describe a pivotal moment in your life or in the history of your country. Make notes on what happened. Use the questions to help you.

- What were you doing when it happened?
- What happened?
- What did you think would happen with each option?
- How do you feel about it now?

SPEAK

10 Work in groups. Present your story to your group.

Master your
listening
page 103

- › **Goal:** create a list of survival tips
- › **Language focus:** emphasising advice
- › **Vocabulary:** idioms related to risk

Reading

1 a Think of the top three advantages and disadvantages of living in a big city. Make notes.

b Work in pairs and compare your ideas. Are there any positive aspects to the disadvantages?

A: It gets really crowded.

B: Yes, but it never gets lonely.

2 Read the article. What is its purpose?

- 1 to offer serious advice for urban living
- 2 to offer humorous advice for urban living
- 3 to discourage people from urban living

3 Work in pairs and discuss the questions.

- 1 Which of the advice in the article do you agree/disagree with? Why?
- 2 Have you ever had issues related to any of these situations? What did you do?
- 3 What other advice would you give for living in a big city?

Life in a big city can be hazardous, with daily trials and tribulations draining your energy and testing your patience to the limit. But don't worry, you can easily get by with our handy survival guide. No matter what you do, don't panic!

1 Crossing a busy street

This can be quite unnerving, as you know that as soon as the lights change at a pedestrian crossing, two walls of steely-faced people will clash in the middle of the road, both sides determined to reach the other side before the lights change. Whatever you do, don't make eye contact with anyone. This will help you avoid any unnecessary 'dancing', darting from side to side against someone coming the other way.



3 Navigating the pavement with friends

Don't be a pavement hog. There's nothing more annoying than when you're trying to get somewhere quickly and a group of people are slowly walking side-by-side, blocking the pavement in front of you. Whoever you're with, whether they're your best friends you haven't seen for a while, or new friends you've just met, the best way forward is to regroup into pairs and allow space for people to walk past. After all, everyone has a right to walk along the pavement unhindered.



2 Deciding where to sit on public transport

Whenever you see two seats free on the bus, always take the window seat. It's just polite. Under no circumstances whatsoever should you be tempted to sit in the aisle seat or block the window seat in any way. Yes, you might be more physically comfortable, but you'll feel much more awkward when the old lady comes on and has nowhere to sit because you're selfishly taking up two seats. While we're on the topic of transport – whichever seat you take, don't eat your breakfast on the bus – it won't make you any friends!



4 Dealing with people on the hard sell

'Excuse me, could you spare me a minute of your time?' the young man approaching you says. However rude it feels not to stop and respond, don't be tempted to succumb. The best tactic here is to pull out your phone, say something like, 'Ah, Mike, finally!' or something similar, and once again avoid eye contact at all costs. Another good tactic here is to always walk along with earphones in, even if you're not listening to music. You can easily feign ignorance then and pretend you haven't heard them.

5 Check your surroundings

Wherever you are in the city, always check your surroundings before taking a deep breath, even if you've been stuck inside for hours. The city is awash with weird and wonderful smells, especially if it's the day the rubbish is collected.




Language focus

- 4 Read the language focus box. Match examples 1–5 from the article with points a–e.
- 1 Whichever seat you take, don't eat your breakfast on the bus.
 - 2 Under no circumstances whatsoever should you be tempted to sit in the aisle seat or block the window seat.
 - 3 Whatever you do, don't make eye-contact with anyone.
 - 4 However rude it feels not to stop and respond, don't be tempted to succumb.
 - 5 No matter what you do, don't panic.

Emphasising advice

We can emphasise advice by using:

- a *Whatever/However/Whichever/Whenever/Wherever* + subject + verb, + imperative/should
Wherever you are in the city, always check your surroundings.
- b *However/No matter how* + adjective, + imperative/should
No matter how difficult it is, you should try not to talk to anyone.
- c *Whatever/Whichever* + noun + subject + verb, imperative/should
Whatever route you take, you shouldn't walk too slowly.
- d *No matter* + *what/which/who/where/when/how* + subject + verb, imperative/should
No matter where you are, don't take a deep breath.
- e *Under no circumstances/On no account* + *whatsoever* + inversion (for very strong emphasis)
On no account whatsoever should you make eye contact.

- 5 a  8.6 Listen to the sentences. Which two words carry the main stress?

- 1 Whenever you're lost, don't panic.
- 2 Whoever you meet, be polite.
- 3 Whatever the weather, take an umbrella.
- 4 However you feel, try to stay calm.

- b Listen again and repeat.

- 6 Rewrite the advice using the words in brackets.

- 1 It doesn't matter where you are, you should always be careful. (wherever)
- 2 You should count to ten slowly if you feel angry. (whenever)
- 3 Don't be rude when you speak to anyone. (whoever)
- 4 It's absolutely vital that you don't just push through. (under)
- 5 Tell people if you're going to be late for something important. It doesn't matter what time it is. (whatever)
- 6 Never stop to answer, even if you feel bad. (however)
- 7 Pull out your phone and pretend to take an important call in any place. (matter)
- 8 It doesn't matter which form of public transport you choose, but you should definitely use it. (whichever)

- 7 Think of a situation in which you might give each piece of advice in Exercise 6.

 Go to page 160 or your app for more information and practice.

Vocabulary

- 8 a Complete the sentences with the correct form of the idioms in the box.


keep your head down out of the woods
 play it safe play with fire run the risk
 take a calculated risk the coast is clear
 watch your step

- 1 You're _____ if you don't follow the proper safety rules.
- 2 You'd better _____ when you talk to him - he's the boss after all.
- 3 I did what I was told and _____ because I didn't want to cause any trouble.
- 4 You can come out now, _____, she's gone.
- 5 The country's economy is not _____ yet, they still need to reduce unemployment.
- 6 Let's _____ and give that chicken another ten minutes, we want to make sure it's properly cooked.
- 7 We'd better leave really soon or we _____ of missing our flight.
- 8 They _____ in investing in the company, only after carefully reviewing all the data available.

- b Do the phrases in Exercise 8a describe taking a risk (R) or being safe (S)?

- 9 a Choose four of the phrases in Exercise 8a and think of a situation when you do this action. Make notes.

- b Work in pairs. Describe the situations to your partner.

 Go to your app for more vocabulary and practice.

Speaking

PREPARE

- 10 a Work in pairs. You're going to create a list of tips on how to survive in a situation. First, choose one of the situations below (or your own idea).

- a boring meeting
- a family get-together
- living in the countryside
- meeting your partner's parents for the first time
- a traffic jam

- b Work individually and make a list of advice.

- 11 Work with the same partner. Choose the five best pieces of advice about how to survive your chosen situation.

SPEAK

- 12 a Work with another pair. Share your tips. Can they add any more?

- b Work with another pair and share your tips again.

Master your
writing
page 140

► **Goal:** deal with problems on a call

► **Vocabulary:** making a call



Vocabulary

1 Work in pairs and discuss the questions.

- 1 What communication problems can there be when you make a call?
- 2 What additional problems might there be when making calls in English?
- 3 How do you usually call people? Do you usually use your phone or a computer?

2 Complete the sentences with the correct form of the words and phrases in the box.

audio call landline mute on hold
reception/signal speakerphone text (message)
video call voicemail audio call

- 1 Hang on, I've got another call coming in. Can I put you _____ for a few seconds?
- 2 Can you hear me? Oh sorry! I _____ my microphone by mistake.
- 3 Do you mind if I put you on _____? Carl's here and he wants to say hello.
- 4 We won't have any mobile _____ at the country house, but you can call us on the _____.
- 5 If you don't get through, then leave a message on my _____.
- 6 Great, can you send me a _____ with your postcode?
- 7 I don't want to do a _____, I'm still in my pyjamas! Can we do an _____?

3 8.7 Listen to five extracts from calls and match problems a–e with each one.

- a The line is **crackly** and keeps cutting out.
- b There's an **echo**.
- c The person's voice is **muffled**.
- d The person is **cutting out/breaking up**.
- e It's a **automated message**.

4 Work in pairs and discuss the questions.

- 1 Do you prefer to communicate by text or call? Why?
- 2 What do you do to try and improve the signal when it's poor?
- 3 Do you still use a landline? If so, what for?
- 4 How do you feel when you leave messages on voicemail?
- 5 Do you prefer video calls or audio calls? Why?

Listening 1

5 a 8.8 Listen to a conversation between Ricardo and Gary. Why do they have trouble communicating?

b Which of the following statements are true?

- 1 Gary's indoors when he picks up the phone.
- 2 Ricardo is coming to visit soon.
- 3 Ricardo has booked a place to stay in an area that Gary doesn't recommend.
- 4 The Queen's Park area is a cheap place to stay.
- 5 Gary won't be able to meet up when Ricardo is there.
- 6 They're going to meet at a restaurant called Molly's.

6 a Read the Useful phrases 1 box. Tick the phrases Gary and Ricardo used.

b Listen again and check.

Useful phrases 1

Dealing with call problems

It's a really crackly line and you're cutting out.
Can you hold the phone away from your face?

Asking for clarification

A/Two ... what?
Sorry, I don't (quite) get you/what you mean.
You mean it's ...?
It's (a)/They're what?
You lost me at ...
Fifty or fifteen?
How do you spell that?

Clarifying what you mean

I mean it's/I (just) meant ...
Sorry, my fault. Let me say that again/explain what I mean.
M for 'mike', A for 'alpha', ...
In other words, ...
Let me put it another way/try that again.


c Add the phrases to the correct section of the Useful phrases 1 box.

- 1 I didn't quite catch that.
- 2 Sorry, it's/that is ...
- 3 I can't hear you. Is your mic muted?
- 4 That's to say ...
- 5 Sorry, I'm probably being stupid, but ...
- 6 The signal's terrible. Can I call you back on the landline?
- 7 Can I just (double) check what you mean by ...?
- 8 What I meant to say was ...

7 Work in pairs. Discuss what you would say in situations 1–4.

- 1 You don't understand what someone says.
- 2 You need to check a number or spelling.
- 3 You need to spell out the name *Hanoko*.
- 4 You need to rephrase something.

Listening 2

8 a  8.9 Listen to two telephone conversations and answer the questions. In which conversation:

- 1 does the person stall for time?
- 2 are the speakers friends/partners?
- 3 are the speakers at work?

b Complete the extracts from the conversations. Then listen again and check.

Conversation 1

- 1 **A:** Where did you put it? I need the code from it.
B: Ah, ¹_____. Let me think ...
A: Dan, I don't have much time. My train leaves in ten minutes.
- 2 **A:** Don't you remember where you put it?
B: Um, yes, of course. ²_____, OK?
A: I only have a few ...

3 **A:** OK, ³_____. Don't panic. I'm just firing up the computer...

B: Grr!

4 **A:** Wait, wait ... here it is ... Right. What's your password?

B: Danbo89.

A: Yep, right ... ⁴_____ ... Bingo! Here it is. The code's XY76 ...

Conversation 2

5 **A:** And the children? Is school OK?

B: Yes, absolutely fine, thanks. Rafael, ⁵_____ to talk to me about?

6 **A:** Well, apparently she's up for promotion.

B: Right. Well anyway Rafael, ⁶_____.

7 **A:** Yes, and people aren't very happy about it, because -

B: Look, Rafael. I'm really sorry but I've got to go. I'm really ⁷_____ it here. Can I call you back soon?

9 Complete the Useful phrases 2 box with the phrases in Exercise 8b.

Useful phrases 2

Stalling for time

(That's a) 1 _____.

2 _____.

Let me think.

3 _____.

4 _____.

One moment, I won't keep you.

Almost there ...

Getting the other speaker to the point

Was there something I can help you with?

5 _____?

Anyway, I expect you're calling about ...

Right. So you were calling about ...

Getting the other speaker to finish

Well, I mustn't keep you.

6 _____.

It's been great talking to you.


Sorry I've got to go.

Look, I'm sorry but I'm really busy at the moment.

7 _____.

10 a Work in pairs and discuss the questions.

- 1 Does our intonation go up or down if we have more to say?
- 2 Does our intonation go up or down when we finish our turn?

b  8.10 Listen to six phrases. For each one, decide if the person is stalling for time (S) or wants to finish the conversation (F).

c Listen again and repeat.

Speaking

11 Work in pairs. Student A: Turn to page 186. Student B: Turn to page 188. Read the instructions and think about what language to use.

12 Have your conversations. Swap roles and try the conversations again.



Go online for the Roadmap video.

Check and reflect: Units 7 and 8

1 Find and correct the mistakes with determiners. Two sentences are correct.

- 1 It was something of shock when almost all my students passed.
- 2 Fewer than half the people we invited turned up, but those who came had a great time.
- 3 Each of our employees will be delighted to take care of every your need.
- 4 It was quite an ending to the match - both teams scored goals in the last thirty seconds.
- 5 I've spent many a night in cheap hotels, but I've never had a such bad experience as this.

2 a Choose the correct alternatives.

- 1 Have you ever got so lost that you had to *backtrack/retrace/undo* your steps?
- 2 What are the pros and cons of living in the middle of *beyond/faraway/nowhere*?
- 3 Are you more of a city type, or do you prefer the *free/great/wild* outdoors?
- 4 How far is it from here to the sea, as the *bee/crow/eagle* flies?
- 5 Do you ever take the *scenic/nowhere/crow* route to work rather than the fastest one?
- 6 Are there any parts of your country that tourists *remain/steer/step* clear of?

b Work in pairs. Choose three questions in Exercise 2a to discuss.

3 Complete the sentences with one word. The first letter is given.

- 1 I receive a lot of email scams, but it's usually fairly easy to see **t**_____ them.
- 2 Are you sure this investment is above **b**_____? It looks like a scam to me.
- 3 He said he was ill, but it was all a **r**_____ to get Monday off work.
- 4 You're so **g**_____ - you believe whatever he tells you.
- 5 When I read all those positive reviews, it lulled me into a false sense of **s**_____.
- 6 We were totally **r**_____ off at the restaurant - they charged us £25 for coffee!

4 Complete the relative clauses with one word.

- 1 You should check the contract, according to _____ you're obliged to give me two weeks' notice.
- 2 The floods affected thousands of people, many of _____ were forced to flee their homes.
- 3 We had a bad beginning, in spite of _____ we became great friends.
- 4 We organised a demonstration, the purpose _____ which was to demand better conditions.
- 5 I threatened to report them to the police, shortly _____ which they agreed to give me a refund.
- 6 I waited a week before applying for the job, by which _____ it was too late.

5 a Complete the sentences with the words in the box.

all-rounder aptitude get innate novice
proficient ropes rusty turn

- 1 I discovered I had a/an _____ for that kind of thing at an early age, so it didn't take too long to learn the _____.
- 2 I haven't been doing it long, so I'm still a bit of a/an _____, but I can _____ by reasonably well.
- 3 I'm something of a/an _____. I can _____ my hand to most things.
- 4 Ever since I was young, I've had this _____ ability to do maths in my head really quickly.
- 5 I used to be pretty _____ at it, but after a long break, I'm really _____ now, unfortunately.

b Work in pairs. Discuss which sentences apply to you and your skills.

6 Put the words in the correct order to make sentences.

- 1 When / be / my phone, / I / person / for / they'll / responsible / find the / breaking / in big trouble!
- 2 I / suit / the / bought / wear to / a new / job / to / interview.
- 3 The / being / crime scene / the / sought by / near / was / seen / man / the police.
- 4 The / its / in front / suddenly slammed / of / car / on / us / brakes.
- 5 We accidentally / our / in / belonging / the hotel / packed / towels / to / some / suitcase.
- 6 Can / bag / my / to / borrow / wet / I / a / clothes / put / in?

7 a Choose the correct alternatives.

- 1 I have this habit of *pretend/pretending* I'm hosting a cookery show every time I cook a meal.
- 2 I'm forever *having/have* conversations with inanimate objects.
- 3 I'll *cook/to cook* a big meal so that I can save some for lunch the next day, then eat it all.
- 4 I tend *smile/to smile* when I have no idea what's going on.
- 5 I often catch myself *laugh/laughing* out loud when I think of something funny.
- 6 I keep *losing/to lose* my mobile phone in my bed.
- 7 Whenever I see pigeons, I have this urge *to frighten/frightening* them.
- 8 I sometimes find *myself/me* quoting Shakespeare at my cat.

b Which sentences in Exercise 7a are true for you?

8 a Complete the sentences with one word.

- 1 I always feel a bit out of _____ first thing on a Monday. I usually wake in a bad mood.
- 2 I see _____ when I find a ticket on my car. It's impossible to park near here!
- 3 I was over the _____ when I passed my driving test first time.
- 4 I once performed on stage and was so nervous I wanted the ground to _____ me up right there.
- 5 I saw a comedy recently which had me in _____.
- 6 I never promise more than I know I can deliver, because I don't want to end up making a _____ of myself.

b Work in pairs. Discuss which of the sentences in Exercise 8a are true for you. Give more information.

9 Make sentences using the prompts.

- 1 *We / point / leave / when we realised we'd forgotten our tickets.*
- 2 *Management / due / review / the case last month, but they didn't.*
- 3 *// about / leave / when you arrived.*
- 4 *The high-speed rail link / course / open / this year, but there have been several delays.*
- 5 *At the turn of the century, we / threshold / new era.*
- 6 *We / expect / the new product / be / hugely successful, so sales figures were disappointing.*

10 a Complete the sentences with the words in the box and a preposition.

benefit pan agonised reflection short weigh

- 1 The course didn't _____ the way I expected, and I left before finishing it.
- 2 _____, I could have studied more for my last test.
- 3 I never make decisions on impulse, I always prefer to _____ the options carefully first.
- 4 I often stop _____ telling people when I disagree with them.
- 5 I _____ whether to ask him or not but I'm glad I did.
- 6 With the _____ hindsight, I can see that I made some bad decisions when I was younger.

b Work in pairs. Discuss which of the sentences in Exercise 10a are true for you. Give more information.

11 Put the words in bold in the correct order to complete the sentences.

- 1 **matter / to / speak / you / no / who**, always be polite.
- 2 **do / whatever / you / always** carry ID with you.
- 3 **think / however / is / you / difficult / it**, remember that you can do it.
- 4 **you / on / whatsoever / should / no / account** make any noise after 10 p.m.
- 5 **action / whichever / of / you / course / on / decide**, make sure you weigh up the options carefully first.
- 6 **feel / whenever / alone / you**, remember that I'm thinking of you.

12 Match the sentence halves.

- 1 Because of his unpopularity with the voters, the minister decided to keep
 - 2 I'm not going to the party because I don't want to run the
 - 3 We're not out of
 - 4 You can come out now, the coast
 - 5 Don't play
 - 6 You need to watch your
- a risk of seeing Adam again.
b with fire, just do what she says for now.
c is clear.
d step around the new boss, at least until you get to know her better.
e his head down until after the elections.
f the woods yet, but if we watch what we spend we should be OK.


13 Choose the correct alternatives.

- 1 I'd like to present my case by *drawing/pulling* your attention to three irrefutable facts.
- 2 That's why I *hardly/firmly* believe that this is the best way forward.
- 3 Well, I've got *new/news* for you.
- 4 To some *extent/extend*, your points are valid.
- 5 Sorry, I don't quite *get/have* you.
- 6 Let me *put/give* it another way.
- 7 One moment, I won't *keep/catch* you.
- 8 *Look/See*, I'm sorry but I'm busy *on/at* the moment.
- 9 Was there something I can help you *with/for*?
- 10 Anyway, I *expect/aspire* you're calling about ...
- 11 It's been great talking *to/with* you.
- 12 Sorry, I've got to *go/hang* up.
- 13 Sorry, it's a really *crackly/automated* line.
- 14 Let me *try/speak* that again.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can plan a journey.
- I can talk about financial problems.
- I can discuss skills.
- I can chair and participate in a debate.
- I can carry out a survey.
- I can describe a pivotal moment in my life.
- I can create a list of tips.
- I can deal with problems on a call.

 For more practice go to your Workbook or app.