

**Caroline Krantz** and **Rachael Roberts**

Series Adviser **Catherine Walter**

# Navigate

**Coursebook**  
with video

**Upper-intermediate → B2**

**OXFORD**

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 **Oxford 3000™** *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.


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**GRAMMAR**

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## Mind

## 5.1 As if it were yesterday ...

GOALS ■ Talk about childhood memories ■ Use verbs with *-ing* and infinitive



### Vocabulary & Speaking **talking** about childhood memories

- Work with a partner. Discuss the questions.
  - What is your earliest childhood memory?
  - How old were you?
  - How well can you remember what happened?
- Look at the sentences. Which describe a clear memory (C), which describe an unclear memory (U) and which describe no memory at all (N)?
  - I can **vaguely** remember it.
  - I have a **vivid** memory of it.
  - I've **no** memory of it **whatsoever**.
  - I can't remember the **precise** details.
  - I can **just about** remember it.
  - I have **no recollection** of it.
  - My memory of it has begun to **fade**.
  - I remember it **as if it were yesterday**.
  - I can **recall** it very clearly.

- 3a Complete the article with some of the bold words from exercise 2.

### When do childhood memories start to fade?

Most adults struggle to <sup>1</sup>\_\_\_\_\_ events from their first few years of life and now scientists have identified exactly when these childhood memories <sup>2</sup>\_\_\_\_\_ and are lost forever. According to a new study into 'childhood amnesia' (the loss of early childhood memories), it occurs at around the age of seven. Most three-year-olds have a <sup>3</sup>\_\_\_\_\_ memory of events from over a year earlier and these memories survive while they are five and six, but by the time they are over seven most children have little or no <sup>4</sup>\_\_\_\_\_ of these earlier years.

At seven, children can analyse events more clearly and have a better understanding of time and place. This means they store memories in a more effective way and in more <sup>5</sup>\_\_\_\_\_ detail, and it is easier to access these memories in later life. However, memories involving deep emotion can survive childhood amnesia.

- b Work with a partner. Look at the underlined words in the article and try to guess their meaning from context.
- Discuss the questions.
    - When do childhood memories fade and why?
    - What causes this to happen?
    - What type of memories are less likely to fade?



5a 5.1 ))) Listen to two people describing a childhood memory. Complete the first row of the table with brief notes.

	Irene	Tobias
What happened?		
How old were they?		
Which details do they remember vividly?		
Which details don't they remember?		

b 5.1 ))) Listen again. Complete the rest of the table in exercise 5a.

6 **TASK** Work in small groups. Tell each other about your childhood memories, using the language in exercise 2.

**Grammar & Speaking** using verbs with *-ing* and infinitive

7a Look at the extracts from the listening in exercises 5a and 5b. Put the verbs in brackets in the *-ing* form or infinitive with or without *to*.

- 1 My father **let** me \_\_\_\_\_ (sit) on his shoulders.
- 2 I **remember** \_\_\_\_\_ (feel) disappointed because Princess Elizabeth ... didn't look like a princess.
- 3 I tried to **get** the horse \_\_\_\_\_ (slow) down.
- 4 I **made** myself \_\_\_\_\_ (fall) off the horse.
- 5 In my panic, I didn't **remember** \_\_\_\_\_ (follow) the teacher's instructions.

b 5.2 ))) Listen and check.

8 Read and complete the Grammar focus box with the verbs in bold in exercise 7a. There is one verb you do not need.

**GRAMMAR FOCUS** using verbs with *-ing* and infinitive

- After some verbs we use *-ing* forms; after others we use **infinitives**.  
*The other children had to **avoid riding** over me. I **pretended to be** excited.*
- Some verbs are followed by **object + infinitive with to**, e.g. *tell, want, 1 \_\_\_\_\_*.  
*The riding teacher **told us to sit** up straight and **not to lean** forward.*
- Some verbs are followed by **object + infinitive without to**, e.g. *2 \_\_\_\_\_, 3 \_\_\_\_\_, help*.  
*He **helped me get** onto the horse.*
- Some verbs are followed by **+ -ing or infinitive with to** with a change of meaning, e.g. *4 \_\_\_\_\_, forget, stop, regret*.  
*I'll never **forget falling** off that horse. I **forgot to follow** the teacher's instructions.*

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9a Look at the pairs of sentences. With a partner, decide which structure, *-ing* or infinitive, is used to talk about things people did. Which talks about things people are/were supposed to do?

- 1 a I remember feeling disappointed.  
b Remember to sit up straight when the horse is trotting.
- 2 a I'll never forget seeing the fireman's face at the window.  
b Don't forget to lock the door.
- 3 a I regret telling you that story.  
b We regret to tell you the trip has been cancelled.

b In the following sentences, which structure says an activity has stopped, 1 or 2? Which gives the reason for stopping?

- 1 The car stopped to let the horse go by.
- 2 The horse stopped eating grass and looked up.

10 Choose the correct options to complete the text.

I'll never forget <sup>1</sup> *to be / being* locked in the bathroom when I was two. I remember <sup>2</sup> *to hear / hearing* my mother outside the door. She was trying to explain how to unlock it, but she couldn't get me <sup>3</sup> *to do / doing* it. I was too young to understand and I was crying too much. In the end, she called the fire brigade. When one of the firemen climbed up a ladder and broke through the bathroom window, it made me <sup>4</sup> *cry / crying* even more. He picked me up, opened the door and handed me to my mother. I only stopped <sup>5</sup> *to cry / crying* when, later, he let me <sup>6</sup> *try / to try* on his helmet. Although I was only two, I can recall it vividly. The fact that the story has been told so many times has probably helped me <sup>7</sup> *to remember / remembering* it.



11 **TASK** Work with a partner. You are going to practise using verb patterns in a conversation. Student A, turn to page 128. Student B, turn to page 132.



# 5.2 Bored!

GOALS ■ Talk about emotions and behaviour ■ Other uses of *-ing* and infinitive with *to*

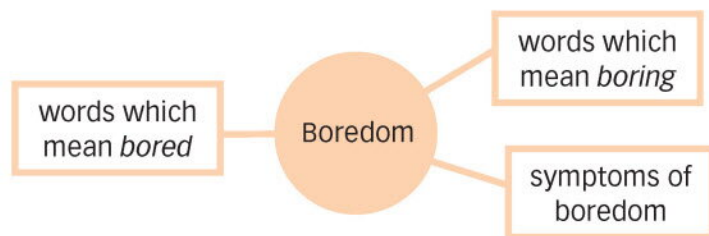
## Vocabulary & Speaking emotions and behaviour

- 1 Work with a partner. Make a list of five situations that make people very bored. Rank them from most boring (5) to least boring (1).



- 2a 5.3 ))) Listen to and make notes on the speakers' boring experiences 1-7.
- b Compare your notes with a partner. Which of the situations have you experienced? How bored did they make you feel?
- 3 With a partner, complete the diagram with the phrases in the box.

bored to death   bored with   can't sit still   dull  
 fed up with   feel desperate to escape   have had enough of  
 lose concentration   repetitive   tired of   uninteresting  
 yawn   your mind wanders   zone out



- 4 Work in small groups and discuss the questions.
  - 1 What is the most boring aspect of your job or studies?
  - 2 Which would you imagine are the most boring aspects of these jobs?
    - police detective   • airline pilot   • writer

## Grammar & Reading other uses of *-ing* and infinitive with *to*

- 5 Read the article and match paragraphs 1-4 to headings a-e. There is one heading you do not need.
  - a The dangers of feeling bored
  - b How it feels to be bored
  - c The benefits of boredom
  - d Let yourself be bored!
  - e A complicated emotion

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### The fascinating topic of boredom

- 1 Boredom. We've all experienced it: that unpleasant feeling of being **trapped** in a situation we're desperate to escape from, that **desire** to fall asleep in a dull lecture or meeting, that need to get out and do something on a rainy day.
- 2 Boredom has become a fascinating topic for academics in recent years, and studies have shown it is experienced more frequently and intensely than anxiety, anger or enjoyment. They have also shown there are not one, but five types of boredom, ranging from a calm, relaxed type of boredom to a more harmful kind. Find out about the five boredom types [here](#).
- 3 But according to one major study, boredom can also be good for us: the study shows that after experiencing boredom we are keen to do meaningful things like giving blood or giving money to charity. Experts believe boredom is nature's way of telling us it's time to get up and do something. In the same way that fear has the purpose of steering us away from dangerous activity, boredom **steers** us away from useless activities. In other words, it can be a very useful emotion.
- 4 However, in today's electronic world it's rare to have nothing to do. There's always something to keep our minds **occupied**. Time waiting in a bus queue, for example, is often spent checking emails or playing games on our phones. Some people worry that nowadays we can no longer stand the thought of being bored and are no longer **capable of** doing nothing. We need to be constantly entertained. Should we instead welcome the opportunity to get bored sometimes, to let our thoughts settle and give unusual ideas a chance to form?



- 6 Match words in bold in the article in exercise 5 to definitions 1-5.
- 1 able to do something
  - 2 unable to escape
  - 3 a strong wish
  - 4 busy doing something
  - 5 moves something in a particular direction
- 7 Work with a partner. Discuss the questions.
- 1 According to the writer, why can boredom be seen as useful? Do you agree?
  - 2 Do you think we find it harder to deal with boredom than we used to? Why/Why not?
- 8 Find the words in the box in the article in exercise 5 and add them to the correct list in the Grammar focus box.

after capable keen nothing opportunity thought

**GRAMMAR FOCUS** other uses of *-ing* and infinitive with *to*

<i>-ing</i> form	infinitive with <i>to</i>
<p>1 <b>adjectives + preposition + <i>-ing</i> form</b>, e.g. <i>fed up with, tired of</i>, 1 _____ of</p> <p><i>I'm <b>tired of doing</b> the same thing every day.</i></p>	<p>4 <b>adjectives + infinitive with <i>to</i></b>, e.g. <i>about, desperate, easy, likely</i>, 4 _____, <i>surprised, rare, willing</i></p> <p><i>How long are you <b>willing to wait</b>?</i></p>
<p>2 <b>nouns + preposition + <i>-ing</i> form</b>, e.g. <i>the chance of, difficulty in, a feeling of, the idea of, the purpose of, the</i> 2 _____ of, <i>a way of</i></p> <p><i>I hate the <b>idea of having</b> nothing to do.</i></p>	<p>5 <b>nouns + infinitive with <i>to</i></b>, e.g. <i>decision, desire, need, motivation</i>, 5 _____, <i>plan</i></p> <p><i>She made a <b>decision to retire</b>.</i></p>
<p>3 <b>before, since, while</b>, 3 _____ + <i>-ing</i> form.</p> <p><i>I've not been bored <b>since changing</b> my job.</i></p>	<p>6 <b>anything, anyone, anywhere</b>, 6 _____, etc. and <b>something + infinitive with <i>to</i></b></p> <p><i>I need <b>something to do</b>.</i></p>

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- 9a Read the article, ignoring the gaps. Which type(s) of boredom do you experience?

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## The five types of boredom

**'Indifferent boredom'** is the boredom you feel while 1 \_\_\_\_\_ (watch) a boring TV programme, for example. It is a pleasant feeling which gives you the opportunity 2 \_\_\_\_\_ (zone) out after a hard day's work.

**'Calibrating boredom'** is when your mind wanders from the present situation. You have thoughts about 3 \_\_\_\_\_ (do) something different but not the motivation 4 \_\_\_\_\_ (act) on them.

**'Searching boredom'** is when you are fed up with 5 \_\_\_\_\_ (have) nothing to do and actively search for something 6 \_\_\_\_\_ (occupy) yourself. This can result in risky or illegal behaviour, but also creativity.

**'Reactant boredom'** is caused by feeling trapped in a situation. You have a desire 7 \_\_\_\_\_ (do) something but can't because you're stuck, e.g. in a long queue or dull lesson.

**'Apathetic boredom'** is similar to depression. This is the most worrying boredom type. You have no interest in 8 \_\_\_\_\_ (try) anything new and are incapable of 9 \_\_\_\_\_ (find) enjoyment in life.



- b Complete the article with the correct form of the verbs in brackets.
- 10a **TASK** Work with a partner. Read the two blog article titles. What do you think the articles will say?

Do animals get bored?

Why do we yawn when we're bored?

- b Work with a partner. Student A, turn to page 128. Student B, turn to page 133.



# 5.3 Vocabulary and skills development

GOALS ■ Understand linkers ■ Understand phrasal verbs with *out* and *up*

## Reading understanding linkers

1a How much do you know about the brain? With a partner, decide which of the activities below are normally performed by the left side of the brain and which by the right. Write *L* or *R*.

- |                               |                                           |
|-------------------------------|-------------------------------------------|
| 1 thinking logically          | 5 controlling the right half of your body |
| 2 spelling                    | 6 recognizing objects                     |
| 3 understanding jokes         | 7 appreciating the melody of music        |
| 4 hearing the rhythm of music |                                           |

b 5.4 ))) Listen and check your answers.

2 Read the article. Which sentence, a, b or c, best describes the purpose of the article?

- a To help you discover whether you are right or left-brained.
- b To explain the truth behind a common myth.
- c To give advice on how to develop your right-brain skills.

3 Read the information in the Unlock the code box on linkers.

### UNLOCK THE CODE understanding linkers

Linkers are used by writers and speakers to help show the connection between what has been said and what is going to be said. Use them to help you predict what comes next in a text.

Linkers have different functions, e.g.

- Making things clearer: *that is to say ...* or *to put it another way ...*
- Giving examples: *for example, ..., e.g. ..., thus ...*
- Showing cause or reason: *because of ..., owing to ..., since ...*

4 Complete the table with the highlighted linkers in the article.

Making things clearer	
Giving examples	
Showing a cause or reason	

## Right brain, left brain?

'Is your desk organized?' 'Do you turn your head to the right when asked a question?' 'Are you good at word puzzles?' These questions are designed to help you work out whether you are right-brained or left-brained – **5 in other words**, whether you are creative and thoughtful (right) or logical and analytical (left). Google 'right brain, left brain', and hundreds of online quizzes containing this kind of question will pop up.

It's a shame, then, that it's all a load of nonsense.

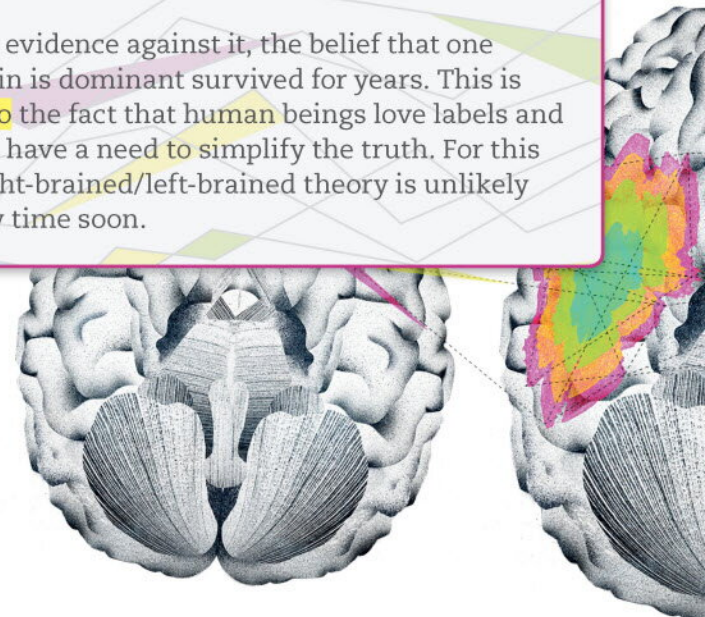
10 Recent research carried out at the University of Utah shows no evidence that one side of the brain dominates the other, **i.e.** that a person can be left-brained or right-brained. In fact, neuroscientists never accepted this idea in the first place.

15 So why is this theory so common? It all started in the 1960s when Nobel Prize winner Roger Sperry discovered that different halves of the brain controlled different activities. However, the media and popular psychologists decided to take Sperry's findings a step further. They **20** came up with the idea that some people use the right side of their brain more while others use the left side more. This resulted in numerous self-help books, management training courses and apps promising to help convert people from left-brained to right-brained thinkers.

25 Here's the truth: you use both parts of your brain all the time. Take language skills, **for instance**. While the left side deals with linguistic processes, **such as** understanding the meaning of words and sentences, the right side understands intonation and recognizes different voices.

30 Likewise, with mathematical ability, your left side helps you count whereas the right side enables you to estimate numbers.

Despite all the evidence against it, the belief that one part of the brain is dominant survived for years. This is **35** probably **due to** the fact that human beings love labels and categories. We have a need to simplify the truth. For this reason, the right-brained/left-brained theory is unlikely to go away any time soon.





- 5 Read the whole article in exercise 4 and answer the questions with a partner.
- 1 According to popular psychology, what do *right-brained* and *left-brained* mean?
  - 2 Why does the writer say that the right-brained/left-brained theory is 'a load of nonsense'?
  - 3 How do the left and right brain work together to help us  
a) understand language and b) do maths?
  - 4 What is the writer's prediction for the future of the right-brained/left-brained theory? Why?

**Vocabulary & Speaking** phrasal verbs with *out* and *up*

- 6 With a partner, find these phrasal verbs in the article in exercise 4 and try to guess their meaning.
- work out (line 4)
  - carry out (line 10)
  - pop up (line 8)
  - come up with (line 20)
- 7 Read about phrasal verbs with *out* and *up*. Match the verbs in exercise 6 to the meanings in the Vocabulary focus box.

**VOCABULARY FOCUS** phrasal verbs with *out* and *up*

Some particles, e.g. *on*, *out*, *up*, can express a particular meaning when they are used in a phrasal verb.

- *up* can mean
  - 1 begin to happen and/or appear (sometimes unexpectedly), e.g. *set up*, *take up*.
  - 2 create and construct something, e.g. *dream up*, *think up*.
- *out* can mean
  - 1 search for something, such as information or the answer to a difficult problem, then find it or discover/prove something, e.g. *find out*, *figure out*.
  - 2 finish doing, disappear, use completely, e.g. *die out*, *phase out*.

- 8a Match the sentence halves.
- 1 Something urgent has **come up**
  - 2 You don't need to book the restaurant
  - 3 She said she missed the meeting because she was ill, but
  - 4 He got top marks in his exam, but
  - 5 Someone from the IT department **sorted out** my computer problems,
  - 6 I **ran out of** time in the exam
- a and it's been working fine since then.
  - b and couldn't finish my essay.
  - c it **turned out** he had cheated.
  - d I think she was **making it up**.
  - e – you can just **turn up**.
  - f so I'm afraid I have to rush off.

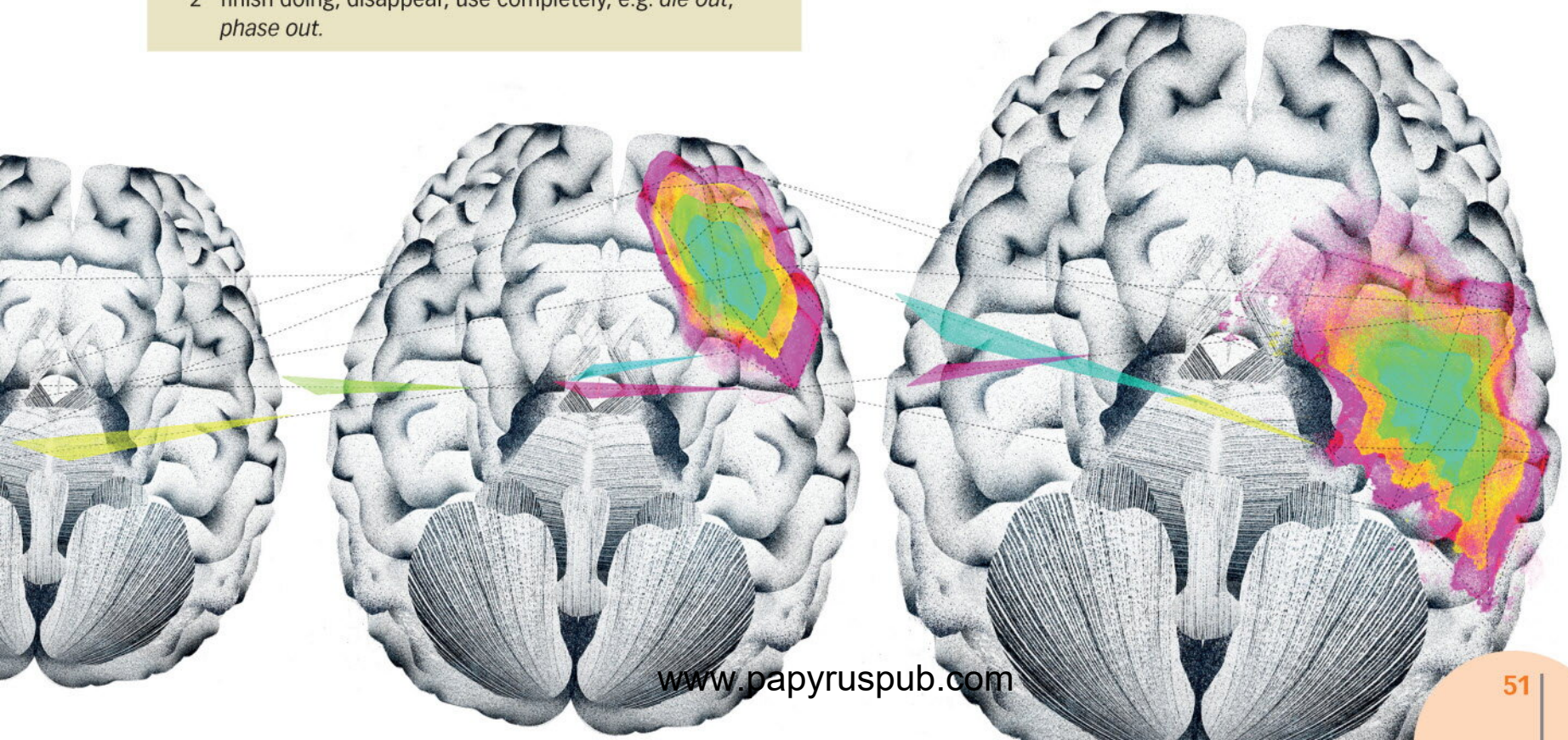
- b With a partner, try to guess the meaning of the phrasal verbs in bold from the context in exercise 8a. Then match them to the meanings in the Vocabulary focus box.

- 9a **TASK** Complete the questions with a phrasal verb from exercises 6 and 8a.

- 1 Are you good at \_\_\_\_\_ stories?
- 2 Do you tend to use a calculator or do you \_\_\_\_\_ maths problems in your head?
- 3 Have you ever \_\_\_\_\_ petrol?
- 4 Have you ever bought something which \_\_\_\_\_ to be a waste of money?
- 5 Do you mind if friends \_\_\_\_\_ at your home without calling first?

- b Ask and answer the questions with a partner.

**▶ VOX POPS VIDEO 5**





## 5.4 Speaking and writing

GOALS ■ Language to give solutions ■ Write an article giving advice

### Speaking language to give solutions

1a Work with a partner. Match problems 1–5 to problem types a–e.

- |                                                        |               |
|--------------------------------------------------------|---------------|
| 1 Your sink is blocked.                                | a technical   |
| 2 Your friend has a bad nosebleed.                     | b behavioural |
| 3 Your child is disobedient.                           | c practical   |
| 4 Your mobile phone is faulty.                         | d logistical  |
| 5 You need to get a large group of people from A to B. | e health      |

b Which of the problem types are you good at solving? Which ones would you search the internet to find a solution for?

2a 5.5 ))) Listen to three business partners discussing a problem.

- Which photo illustrates the problem, a or b?
- What solutions do they choose?



b 5.5 ))) Listen again. Which other solutions were suggested? Why were they rejected?

3a Complete the sentences with words from the box.

alternative consideration effective if no point think way worth

- One \_\_\_\_\_ would be to install some security cameras.
- We need to take cost into \_\_\_\_\_.
- I don't \_\_\_\_\_ that's an option ...
- Would it be \_\_\_\_\_ putting in some of those fake cameras?
- I think a better \_\_\_\_\_ forward would be to put in some of those lights.
- ... that would be a/an \_\_\_\_\_ solution.
- Do you think there would be any \_\_\_\_\_ in changing the lock ...?
- ... what \_\_\_\_\_ we also paint the walls with anti-climb paint?
- ... there's \_\_\_\_\_ harm in doing that.

b 5.6 ))) Listen and check.

### PRONUNCIATION phrase stress

In English, fixed phrases have their own rhythm or stress patterns. To be understood and to sound natural it is important to get these patterns right.

4a 5.7 ))) Listen to some phrases from the listening in exercise 3b and mark the main stresses.

b 5.7 ))) Listen again and repeat.

5a **TASK** Work in groups of three. Turn to page 128 and choose one of the situations. Brainstorm a list of four solutions.

b Role-play your meeting. Take it in turns to put forward suggestions. Think about the advantages and disadvantages of each suggestion and choose the best two.

c Report the results of the meeting back to the class.

### LANGUAGE FOR SPEAKING

working out solutions to problems

#### Coming up with solutions

*What if we ... + present/past?*

*Would it be worth ... + -ing?*

*Would there be any point in ... + -ing?*

*Do you think there'd be any point in ... + -ing?*

*One option/alternative would be + infinitive*

*We need to take ... into account.*

*We need to take ... into consideration.*

#### Accepting suggestions

*That would be an effective solution.*

*I suppose there's no harm in doing that.*

#### Rejecting suggestions

*I'm not convinced.*

*I don't think that's/That isn't really an option.*

*I think a better way forward would be to ...*

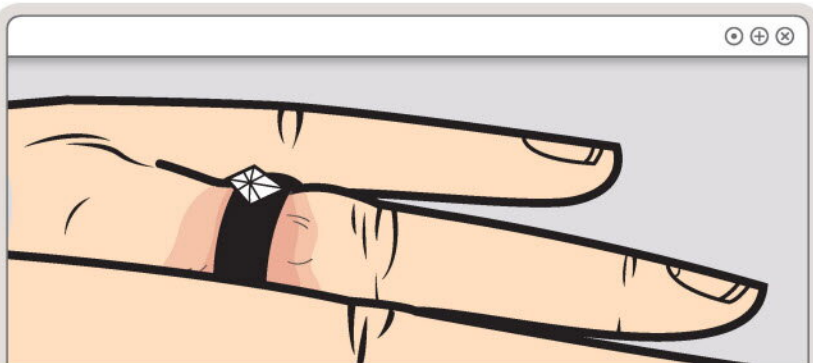


## Writing an article giving advice

- 6a** With a partner, discuss how you would solve the following problem.

You have been wearing a ring for several years. It is now too tight and uncomfortable to wear. You want to get it enlarged, but you can't get it off your finger.

- b** Read the online advice article. Are any of your ideas mentioned? According to the writer, which solution is most likely to work?



### How to remove a stuck ring



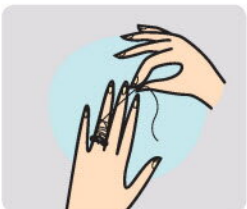
First cool your finger by putting your hand in cold or iced water. This will help reduce the swelling in your finger. If using iced water **make sure** you remove your hand after ten minutes, **otherwise** you might damage your fingers.



Once your finger is cold, cover it in something slippery, such as hand cream, baby oil or even butter. It's better not to use a strong soap **in case** it irritates the skin.



Gently twist the ring from side to side. You **should** twist rather than pull, but **be careful not to** twist too hard **or else** your finger may swell even more, which will make it even harder to remove the ring.



If this doesn't work, try using a piece of string, or even better, dental floss. This is the method used in hospitals. **It's not advisable to** do this on your own. Get someone else to do it for you. Wrap the dental

floss tightly around your finger, as far as your knuckle. Wind it tightly, but **avoid** winding it so tightly that your finger turns blue. Then unwind the dental floss. As you unwind it the ring will move up your finger until you can pull it off. **Whatever you do, don't** put the ring back on until it has been resized!

- c** Look at the highlighted phrases in the online advice article in exercise 6b and find:

- two which give advice to do something.
- four which give advice *not* to do something.
- three which introduce reasons why you shouldn't do something.

- 7** Look at some advice for changing a light bulb. Rewrite the sentences with the words in brackets.

- It's essential that you turn the power off. (sure)
- Wait a few seconds before touching the old bulb. It might be hot. (case)
- Push the new bulb in gently so that it doesn't break. (else)
- Don't turn the switch on again until you've finished replacing the bulb. (whatever)
- For safe disposal of the old bulb, wrap it in the packaging from the new bulb. (advisable)

### LANGUAGE FOR WRITING an article giving advice

#### Giving advice to do something

Make sure you ...

Remember to ...

It's advisable to ...

Don't forget to ...

You should ...

#### Giving advice not to do something

It's not advisable to ...

Whatever you do, don't ...

Make sure you don't ...

Be careful not to ...

Try not to ...

Avoid ... (+ -ing)

#### Introducing reasons

... as/because it could ...

... in case it (+ present tense)

... otherwise/or else it might

- 8a TASK** Work with a partner and discuss how to solve the problems below.

- You want to remove a (harmless) spider from the ceiling without killing it.
- Your car is stuck in mud.
- You are struggling to open a jar of gherkins.

- b** Choose one of the problems, or your own idea, and write an online article giving advice about what to do and what not to do to solve it. Use the Language for writing box to help you.





# 5.5 Video

## Boredom

1a Match 1-5 to a-e to make compound nouns.

- |              |                 |
|--------------|-----------------|
| 1 spread     | a chart         |
| 2 production | b sheet         |
| 3 attention  | c line          |
| 4 instant    | d span          |
| 5 pie        | e gratification |

b Complete each sentence with a compound noun from exercise 1a.

- He has a very short \_\_\_\_\_. He can't concentrate on anything for more than few minutes.
- A/An \_\_\_\_\_ consists of a circle divided into sections.
- I find inputting data into a/an \_\_\_\_\_ so tedious.
- We live in an age of \_\_\_\_\_, where we want things immediately and get restless if we have to wait.
- I once had a really repetitive job working on a/an \_\_\_\_\_ in a bottling factory.

2 Use the compound nouns and other words in exercise 1b to describe the photos. Which photo seems most boring to you?

3 Watch the video. What is said about the following things?

- what the presenter's job involves
- working hours in the 1950s compared to now
- the word 'boredom'
- people's attention span nowadays

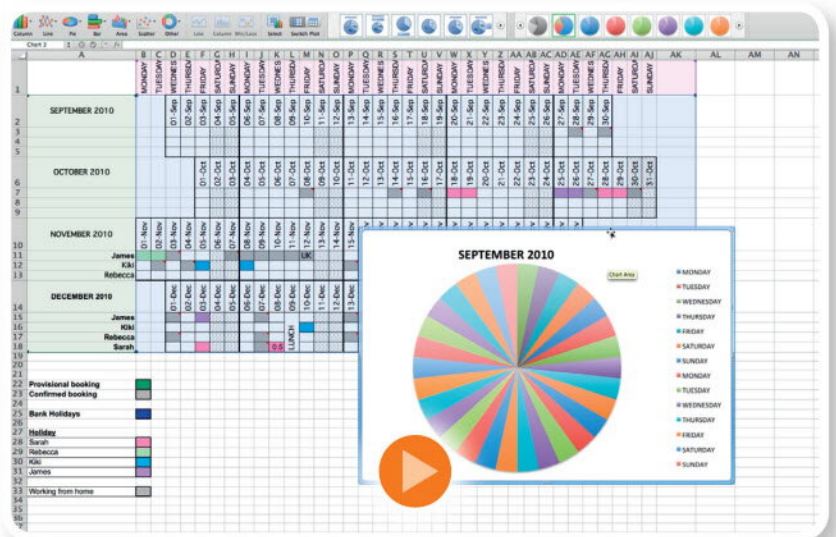
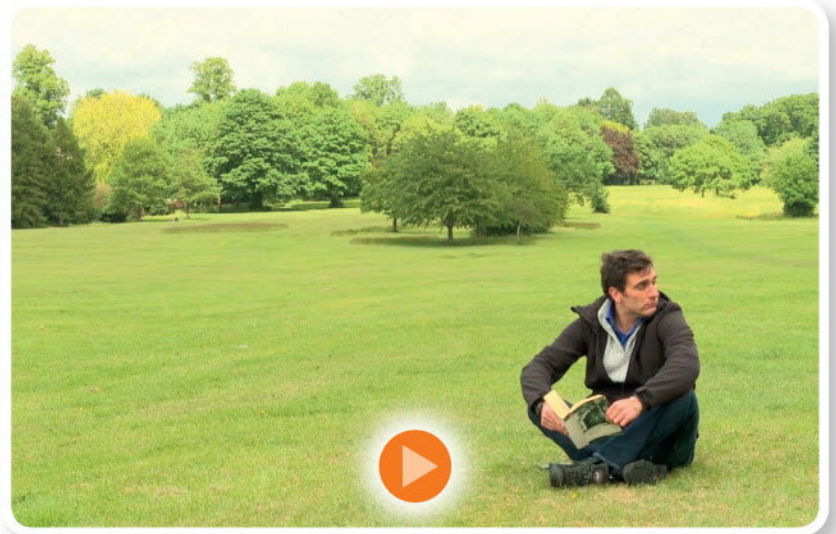
4 Watch again. Complete these sentences according to what the presenter says.

- The boundaries between our home and work life ...
- Although we're working less, we ...
- Thanks to faster internet speeds and mobile technology, we ...
- This culture of instant gratification has ...

5a **TASK** Read the sentences below. Mark each one, agree (✓), disagree (✗) or depends (?), so they are true for you.

- I hate having nothing to do.
- I get bored easily.
- I need instant gratification.
- I often end up working at home in the evenings.
- I find it hard to switch off from my work/studies.
- I can rarely focus on just one thing, like a book.

b Compare your answers with a partner. How similar are you?





# Review

**1a** Complete the questions with the correct form of the verbs in brackets.

- Do you remember \_\_\_\_\_ (be) five years old?
- Have you ever forgotten \_\_\_\_\_ (pay) for something?
- Would you let someone \_\_\_\_\_ (smoke) in your home?
- What do you do to help you \_\_\_\_\_ (stay) awake when you're feeling tired?
- Are you good at making people \_\_\_\_\_ (laugh)?
- If your partner was vegetarian, would you stop \_\_\_\_\_ (eat) meat?

**b** Work with a partner. Ask and answer the questions.

**2** Complete the article with the correct form of the verbs in the box.

attract do launch learn listen open pay sell



Would you be willing <sup>1</sup> \_\_\_\_\_ money to attend something called The Boring Conference? You may be surprised <sup>2</sup> \_\_\_\_\_ that every year since <sup>3</sup> \_\_\_\_\_ in 2010 in London, this conference has been a huge success.

The one-day conference is a celebration of subjects which are often considered dull, but when examined more closely, reveal themselves to be deeply fascinating.

When blogger, James Ward, first had the idea of <sup>4</sup> \_\_\_\_\_ the conference, he never imagined it would be capable of <sup>5</sup> \_\_\_\_\_ so many visitors. Past conference-goers have had the opportunity <sup>6</sup> \_\_\_\_\_ to ten-minute talks on topics as diverse as sneezing, toast, barcodes and vending machines.

If you're looking for something different <sup>7</sup> \_\_\_\_\_ this spring, try The Boring Conference, but tickets are likely <sup>8</sup> \_\_\_\_\_ out fast, so get organized!

**3a** Match words 1–6 to meanings a–f.

- |                |                       |
|----------------|-----------------------|
| 1 vaguely      | a gradually disappear |
| 2 fade         | b remember            |
| 3 recollection | c exact               |
| 4 recall       | d memory              |
| 5 precise      | e clear, detailed     |
| 6 vivid        | f not clearly         |

**b** Work with a partner. Describe how clearly you can remember these things.

- your first bedroom
- the first concert you went to
- your last day at secondary school

**4 5.8** ))) Listen to the definitions of seven words and phrases. Which definitions are correct and which are incorrect?

**5a** Complete the phrasal verbs in the conversation.

**A** I thought you were playing tennis with Jack after work today.

**B** That was the plan, but he didn't <sup>1</sup> \_\_\_\_\_ up.

**A** That's the third time he's let you down! What excuse did he <sup>2</sup> \_\_\_\_\_ up with this time?

**B** Oh, something had <sup>3</sup> \_\_\_\_\_ up at work. It's hard to <sup>4</sup> \_\_\_\_\_ out whether he's telling the truth or <sup>5</sup> \_\_\_\_\_ it up.

**A** You never know, it may <sup>6</sup> \_\_\_\_\_ out to be true. So have you rescheduled?

**B** No, I haven't. I'm <sup>7</sup> \_\_\_\_\_ out of patience with him, to be honest.

**b** With a partner, practise reading the conversation aloud.

**6a** Choose the correct options to complete the sentences.

- One *alternate* / *alternative* would be to ask him to leave.
- A better *route* / *way* forward would be to speak to him directly.
- Would it be worth *getting* / *get* a second opinion?
- Do you think there would be any point *in* / *on* speaking to her boss?
- What *if* / *that* we stop her pocket money?
- We need to take cost *in* / *into* consideration.

**b** Work with a partner. Choose a problem below or think of your own. Role-play a discussion about how to deal with it.

- a disobedient child
- a lazy, messy flatmate
- a difficult colleague