



## SPORT



## 7A Faster, higher, forever?

**VOCABULARY** Describing changes and statistics

**GRAMMAR** Past, present and future ability

**OUTCOME** Discuss abilities in music, sports and art



## STYLE



## 7B Jewellery on men

**VOCABULARY** Jewellery

**GRAMMAR** Infinitives and *-ing* forms

**OUTCOME** Talk about a dilemma



## LIFE STORIES



## 7C Child prodigy

**VOCABULARY** Expressions with *make*

**GRAMMAR** Time linkers

**OUTCOME** Write a short biography of a talented person

# 101

THINGS  
TO DO IN  
ENGLISH

## Make a complaint



Athletics



Swimming



Running



## VOCABULARY // Describing changes and statistics

### 1 a Ask and answer the questions with a partner.

- 1 Which of these sports do you like watching?
- 2 What other sports do you like watching? Why?
- 3 Do you know anybody who does a lot of sport? What do they do? How good are they?

### b Are performances improving in all sports? Look at the graphs and give examples.

Chart A

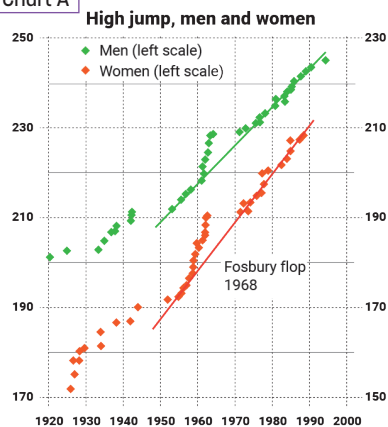


Chart B

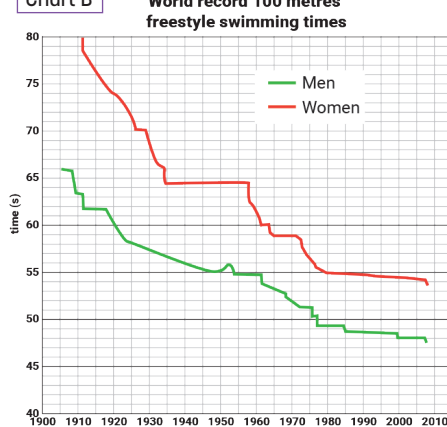
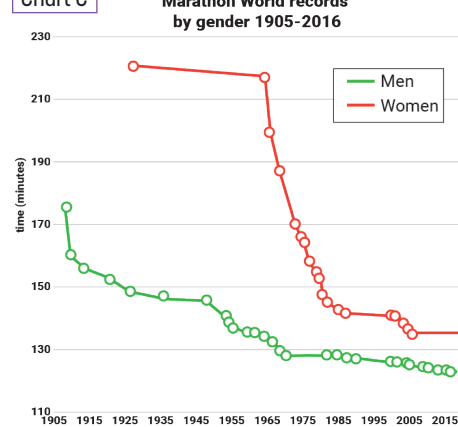


Chart C



## 2 Do the vocabulary exercises. → p128 Language studio: Describing changes and statistics

### 3 a Which graph does each sentence describe: A, B, or C?

- 1 The record **rises** to over 2 metres in the 1970s and continues to **increase**.
- 2 Record times **fall** for women until 1940, then **stay the same** for some time.
- 3 The men's record time **drops** to under 130 minutes in the late 1960s.
- 4 The time for the women's event has **remained unchanged** for the last ten years.
- 5 The chart **reaches its highest point** in the 1990s.
- 6 The fastest time **decreases** by almost ten minutes in the early 1900s.

### b How much better can humans become at sports in general? Make five predictions about the future. Use the graphs, the ideas below and the phrases in bold in exercise 3a.


number of goals in a football match / basketball game  
 world records in running / swimming / jumping  
 fastest times for motorbike racing / Formula 1  
 world records in cycling races (eg Tour de France)

*I think records in cycling races will stay the same.*

*I believe that the record for the women's marathon might drop to under 130 minutes.*



## LISTENING

- 4  33 Listen to a lecture about the progression in world records. What three reasons does the speaker give to explain the trends?
- 5 Listen again and complete the notes.
- Humans can now run faster, swim faster and ...
  - Elite sports organisations look for people with ... and train them.
  - Michael Phelps had a large upper body which is ...
  - In the end, technologically-advanced swimsuits from the 2000s were ...
  - In athletics, a fast track and ... make a difference.
  - Before 1954, nobody believed it was possible to run ...
  - An important barrier for the 100 metre race was ...
  - The speaker believes that it's too early to say if ...

## GRAMMAR // Past, present and future ability

- 6 Look at the examples and answer the questions.
- Humans **can** now run faster, swim faster and jump higher.
  - Runners **are able to** increase their speed on special fast tracks.
  - Will** we **be able to** run a marathon in less than two hours?
  - Michael Phelps **managed to** break the world record.
  - Michael Phelps **could** swim very well as a child.
- Which words are used to talk about ability: in the present, in the past and in the future?
  - Which words are used to talk about ability in general and ability in a specific case?
- ➔ p142 Language studio: Past, present and future ability
- 7 Put the words in brackets in the correct order to complete the sentences.
- The British marathon runner Paula Radcliffe \_\_\_\_\_ the world record in 2002. (break / managed / to)
  - Scientists predict that runners \_\_\_\_\_ nine seconds for the 100-metre race. (to / be / beat / will / able / never)
  - Based on current statistics, some mathematicians predict that swimmers \_\_\_\_\_ 50 metres in zero seconds by the year 2994! (be / to / swim / will / able)
  - So far, nobody \_\_\_\_\_ Wilt Chamberlain's record of 100 points in a single basketball game. (managed / has / beat / to)
  - In sports like the long jump and the high jump, athletes \_\_\_\_\_ at higher altitudes. (better / do / often / can)
  - In the original Olympic games in Ancient Greece, ordinary people \_\_\_\_\_ in the events. (often / could / participate)

- 8 Complete the sentence beginnings with information about you and your sporting ability.

- I've never been able to ...
- Once I managed to ...
- I would love to be able to ...
- When I was younger, I could ...

## SPEAKING

- 9 a Work in pairs. You are going to do a survey about the abilities of the other people in the class. Read the questions below, then choose one area and add three more questions.

### SPORTS

What sports were you able to do when you were younger that you can't do now?

Have you ever managed to complete a very difficult sporting event (eg race, match)?

What was it?

How fast can you ...

run 5km? swim 500m? ride a bicycle 20km?

---



---



---

### MUSIC

Could you play a musical instrument when you were a child?

Are you able to read music?

What instrument would you like to be able to play?

---



---



---

### ART

How well can you draw?

Have you ever managed to take a really great photo?

If you could be very good at a certain kind of art, what would it be?

---



---



---

- b Take your questions and interview other people in the class. Make a note of their answers.

- c Look at the different answers that you have. Compare them and summarise your findings to another partner.



## VOCABULARY // Jewellery

- 1 Look at the photos and describe all the pieces of jewellery you see. Use these words to help you.

bracelet chain diamond earring gold necklace precious stones ring



- 2 Do the vocabulary exercise. → p128 Language studio: Jewellery



PAIRWORK 7B Spot the difference

- 3 Answer the questions in pairs.

- 1 Do you wear any jewellery? Why? / Why not?
- 2 Describe some items of jewellery that you own or have given to someone.
- 3 Imagine one of the men in the photos was your father, your boyfriend or your son. Would you approve of the choice of jewellery?

## READING

- 4 a Look at the page of results and links from a search engine. Read it through quickly. What do you think the search terms were?

- 1 where to buy jewellery
- 2 should men wear jewellery?
- 3 difference between men's and women's jewellery

Should men wear jewellery?

440,000,000 results

## A Sponsored link

## Buy men's jewellery online

Avoid waiting in queues and shop for a wide range of men's jewellery online at HS Precious. Free delivery in the UK, or you can choose to pick up your purchase at our shop.

## C Men and jewellery through the ages

Oct 23, 2018 – A new photographic exhibition coming to the Central Museum next month aims to examine the relationship between men and jewellery. How have men used jewellery in history and how is it different in different countries?

## E A man's guide to wearing jewellery

Feb 23, 2015 – When it comes to jewellery for men, simple is better. If you worry about wearing too much, then remember to follow the rule of three: a nice watch, a pair of cufflinks and, if you're married, a simple gold ring.

## G Very few men can, or should, wear jewellery

Jan 19, 2016 – OK, so I remember seeing rings and necklaces on famous actors like Johnny Depp, but let's be honest, there are very few men who can do this well ...

## People also ask ...

[How do you ask him to stop buying you jewellery?](#)

[Best men's necklaces of 2018](#)

- b Read the webpage again. In which link (A–H) would you find these sentences? In some cases, more than one answer may be possible.

- 1 Bracelets don't have to be gold or silver. Consider buying some other metal or a nice strong leather one.
  - 2 I read somewhere that according to tradition, you need to wear it closer to your heart, so on the left.
  - 3 I even enjoy seeing big old gold necklaces, it's true!
  - 4 Why? Because if you try to wear more than this, it doesn't work. Unless you're a rock star.
  - 5 Sign up for our newsletter and you'll get 10% off your next purchase.
  - 6 In 1861, the watch chain was born and quickly became a popular item at the time.
- 5 Which links in these search results express an opinion? Do you agree with what the writer says? Why? / Why not? Tell a partner.



**B Sponsored link**

**Ernest Pink jewellery for men**

Do you want to buy the perfect gift for the man with everything? In our extensive collection of men's jewellery, you can expect to find the perfect ring, earrings or chain for men. All are from top designers. Click here to find out more ...

**D All your jewellery questions answered**

Mar 20, 2012 – I've considered wearing my wedding ring on my right hand, but I'm not sure if this is correct or not.

**F Your thoughts on men and necklaces?**

Jun 5, 2005 – I'm very keen on jewellery on men. Wedding rings? Oh yes. A nice watch? Sure. A simple chain, usually hidden under the shirt? Also yes.

**H Holiday gift ideas for that special man**

Dec 15, 2018 – You feel like getting him a special gift, but you can't afford to buy an expensive watch. Don't worry! There are more and more options now in men's jewellery, and our helpful guide will tell you everything.

Trends in jewellery buying remain unchanged in 2020  
Where can I buy cheap men's jewellery online?

**b Some verbs take the -ing form and the infinitive form, with a change of meaning. Look at the sentences and answer the questions.**

**Remember to follow** the rule of three ...

1 Which happens first, *remember* or *follow the rule*?

I **remember seeing** necklaces and watches.

2 Which happened first, *seeing* or *remember*?

He **stopped to look** for the necklace, ...

3 Which happened first, *stopped* (a different activity) or *look* (for the necklace)?

He **stopped looking** for the necklace.

4 Which happened first, *stopped* (the activity) or *looking* (for the necklace)?

➔ **p142 Language studio: Infinitives and -ing forms**

**7 Complete the sentences with the correct form of the verbs in brackets.**

**Jack's** great-grandfather had always promised <sup>1</sup> \_\_\_\_\_ (give) his big gold chain to Jack. When he died, Jack considered <sup>2</sup> \_\_\_\_\_ (keep) it, but needed the money and finally sold it.

**Stephen** is 13 years old. He wants <sup>3</sup> \_\_\_\_\_ (wear) an earring. His mother feels like <sup>4</sup> \_\_\_\_\_ (say) yes, but his father refuses <sup>5</sup> \_\_\_\_\_ (let) him.

**Joaquin** can't afford <sup>6</sup> \_\_\_\_\_ (buy) a really valuable piece of jewellery, so he gets his girlfriend a fake pearl necklace. He doesn't tell her it's fake.

**Philip** receives a gold chain from his partner. He puts it on and goes to work. After two days, he is called to a meeting. 'Stop <sup>7</sup> \_\_\_\_\_ (wear) the necklace,' they say. 'It's not appropriate here.'

**Victor** is given an expensive piece of jewellery by his mother-in-law. He secretly thinks it's very ugly. His wife expects him <sup>8</sup> \_\_\_\_\_ (wear) it all the time.

**Ivan** finds a beautiful silver bracelet on the bus. He decides <sup>9</sup> \_\_\_\_\_ (take) it and later gives it to his mother for her birthday. He doesn't say where he got it.

**SPEAKING**

**8 Work in pairs. Look at the situations in exercise 7. For each situation, answer the questions:**

- 1 What would you do?
- 2 Imagine the person was a girl or a woman. Would this change your opinion?

**GRAMMAR // Infinitives and -ing forms**

**6 a Find these verbs in the webpage and put them in the correct part of the table.**

afford aim avoid choose consider expect  
feel like want worry about

Verb + to + infinitive	Verbs + -ing form
decide	enjoy
promise	dislike
refuse	imagine
offer	appreciate

VOCABULARY // Expressions with *make*

- 1 Work in pairs. Think of your relationship with one of these people and answer the questions.

your brother or sister   your parents  
your children   your grandparents

- How would you describe your relationship?
  - How was it different ten years ago?
- 2 a Who is talking? Read the sentences. Put (P) if this is something a parent says to a child or (C) if it's something a child says to a parent.
- Everyone **made fun** of my clothes today. They were all laughing.
  - Stop **making a face** and eat your vegetables.
  - The park or the cinema? **Make up your mind**, quickly!
  - You didn't **make your bed** today.
  - Will I **make friends** at my new school?
  - Henry's not a real person. He's a friend that I **made up**.
  - We want you to **make a good impression** on your first day at school.
  - If you studied harder, it would really **make a difference**.
  - Make sure** you don't forget your lunch!

- b What are the phrases in bold in your language?

- P 3 a  34 Listen to how these expressions are pronounced. Say the expressions.



make up your mind  
make a difference  
make a face  
make it up

- b Which words are linked in these phrases? Draw a line to show the linked words.

How was it different?  
eat your vegetables  
the park or the cinema?  
first day at school



- c  35 Listen to check your answers. Practise the phrases.

- 4 Did your parents say any of the things in exercise 2 to you? Did you say any of them to your parents? Ask and answer with a partner.

→ p129 Language studio: Expressions with *make*

## VIDEO // Watch and listen

- 5 Read the Life Stories introduction and look at the photos. What kinds of activities do child prodigies do well?



In psychology, the term *child prodigy* is used to talk about a person under ten years old who does certain activities as well as an expert adult. Child prodigies are extremely rare. In today's Life Story, Stefanie talks about her experience as a child prodigy, and where she is now.

- 6 a  19  36 Watch or listen to the Life Story. Answer the questions.



- What activities did Stefanie do very well?
- What has changed since her childhood?



- b Watch or listen again. What is the significance of these phrases or numbers? Make notes, then compare your answers with a partner.

- |                  |                  |
|------------------|------------------|
| 1 four years old | 5 nine years old |
| 2 six years old  | 6 six            |
| 3 154            | 7 five times     |
| 4 140 +          | 8 20 years old   |



## GRAMMAR // Time linkers

- 7 Read how we use the time linkers *after*, *afterwards*, *once*, *during*, *while* and *meanwhile*. Look at the examples, then find one other example of each linker in the transcript on page 153.

One action after another	Actions happening at the same time
<b>Combining two actions in one sentence</b>	
<b>After</b> + noun, ... After school, I studied music.	<b>During</b> + noun, ... During my lunch break, I practised.
<b>After</b> subject + verb, subject + verb After I graduated, I went to work.	Subject + verb <b>while</b> subject + verb. I met Stefanie while I was at college.
<b>As soon as / Once</b> subject + verb, subject + verb As soon as / Once I finished one thing, I started the next.	
<b>Beginning a new sentence</b>	
<b>Afterwards</b> , subject + verb Afterwards, I changed jobs.	<b>Meanwhile</b> , subject + verb Meanwhile, my parents were amazed.

→ p142 Language studio: Time linkers

- 8 Read the text and choose the correct options.

We knew Stefanie was special <sup>1</sup>*while / as soon as* she could walk and talk. She was so curious about everything. <sup>2</sup>*While / During* the other children were watching cartoons, Stefanie was watching YouTube videos of classical music pianists. <sup>3</sup>*After / Meanwhile* she started school, the teacher called us to say that Stefanie should be in a higher class. <sup>4</sup>*During / While* all her time at school, everything seemed so easy for her. I don't think we realised that maybe she wasn't so happy. <sup>5</sup>*During / Meanwhile*, she did one amazing thing after another. <sup>6</sup>*Once / While* she had finished her degree, she got a job at the post office, sorting mail. We were shocked. <sup>7</sup>*Afterwards / Meanwhile*, we accepted it. You just have to accept what is best for your child.



## SPEAKING & WRITING

- 9 a Work in groups of three to five people. You are going to write a story about a child prodigy. Follow the instructions.

- Choose one of the photos below. Give your person a name and decide what he / she can do that makes him / her a prodigy (play musical instruments, speak languages, do maths, fix computers, play chess ...).
- Take turns adding sentences to your story. Use these phrases. You can add more details if you like.  
One person should write the sentences down.

(name) discovered he / she was a child prodigy when ...  
His / Her parents didn't know anything until ...  
While he / she was at school ...  
Meanwhile, his / her teachers ...  
Once, ...  
After ...  
During ...  
In the end ...

- b Check your story for any errors. Then read your story out to the class.



GET READY

- 1 Look at the hotel room problems above. Ask and answer the questions with a partner.
- 1 Have you ever had one or more of these problems?
  - 2 If you were in a hotel room with this problem, what would you do?

WATCH

- 2 20 Watch the beginning of the 101 video without sound. What is the complaint?
- 3 a 21 Watch the whole 101 video. Are the sentences true or false?
- 1 Monday morning: The guest has only hot water.
  - 2 Monday evening: The guest can't turn on the water.
  - 3 Monday evening: The receptionist says he will call someone.
  - 4 Tuesday morning: The guest says there is no water at all.
  - 5 Tuesday morning: The receptionist says there is something he can do.
  - 6 Tuesday evening: The guest can't leave the bedroom.

b Correct the false sentences.



STUDY

4 a Complete the table with these words.

afraid appears bother hear nothing slight wrong

Begin politely	Make the complaint	Replies
Excuse me,	there's something <sup>3</sup> _____ in our hotel room.	I'm so sorry, I'll ...
Sorry to <sup>1</sup> _____ you,	there <sup>4</sup> _____ to be a problem in the bathroom.	I'm sorry to <sup>6</sup> _____ that, I'll ...
I'm sorry but,	there's a <sup>5</sup> _____ problem with the hot water.	I'm afraid there's <sup>7</sup> _____ we can do.
I'm <sup>2</sup> _____ ...	I want to complain about our room.	
Sorry to say this, but ...		

b 22 Watch the 101 useful phrases video to check your answers. Repeat the phrases.

P 5 a Say these words. Which syllable has the most stress?

excuse afraid problem complain hotel appear

b 37 Listen and practise the phrases. Pay attention to the word stress.

PRACTISE

6 a Work in pairs, A and B. Read the situation.

**Student A**

You are a guest at the hotel. There are three things wrong with your room. Use the ideas in exercise 1. Go to reception and make a complaint. Begin politely.

**Student B**

You are the receptionist. Listen to Student A, then offer to help. You can help with at least two of the complaints.

b Swap roles. When you're ready, use the videoscope to present your conversation to the other students.



# REVIEW 7 & 8

## 1 a Choose the correct options.

- I always make a *difference* / *sure* that I haven't forgotten anything before I go out.
- I can't remember the last time that I made my *bed* / *blanket*.
- I don't usually worry about *make* / *making* mistakes in my homework.
- I have never found it easy to make *sure* / *up my mind* about big decisions.
- I have never promised *doing* / *to do* something and then not done it.
- I usually avoid *talking* / *to talk* about politics.
- I would never refuse *helping* / *to help* a member of my family.
- I never make *friends* / *fun* of other people.

**b Change the sentences in exercise 1a so they are true for you. Then compare your sentences with a partner. How many things do you have in common?**

## 2 Complete the text with these words.

after after afterwards as soon as / once  
as soon as / once during meanwhile while

Percy Fawcett was an English explorer who visited South America at least four times <sup>1</sup> \_\_\_\_\_ the early years of the 20<sup>th</sup> century. <sup>2</sup> \_\_\_\_\_ he was there, he explored the jungle between Brazil and Bolivia in order to make a map of the area for the local authorities. <sup>3</sup> \_\_\_\_\_, he became interested in stories of a lost city in the Mato Grosso region of Brazil. <sup>4</sup> \_\_\_\_\_ war broke out in Europe in 1914, Fawcett had to return to England to join the army. However, <sup>5</sup> \_\_\_\_\_ the war had ended, Fawcett returned to Brazil to look for the lost city. <sup>6</sup> \_\_\_\_\_ everything was ready, he made his first attempt in 1920. It was not a success and, <sup>7</sup> \_\_\_\_\_, he had to wait five years before trying again. Five weeks <sup>8</sup> \_\_\_\_\_ setting off, he wrote to his wife, 'You need have no fear of any failure.' He was never seen again.



**3 a Look at the photo of the items found by a metal detector. Write six sentences about the objects A-G using *It / They must / might / may / could / can't be ...* and these words.**

antique bracelet diamond earring  
fake gold necklace pearl pin  
precious stone ring silver valuable

**b Complete the sentences about the photo in exercise 3a, using a past modal of deduction and the verbs in brackets. More than one answer is possible.**

- These things look very new – they \_\_\_\_\_ (be) there very long.
- None of them are valuable, I think. A young girl \_\_\_\_\_ (put) them there for some reason.
- Maybe she was playing. It \_\_\_\_\_ (be) a game of some kind.
- It \_\_\_\_\_ (be) a boy who buried these things, of course.
- The child \_\_\_\_\_ (forget) where everything was.

## PAIRWORK A

**Do this activity in pairs, A and B.**

**A:** read the instructions below. **B:** turn the page and read the instructions.



You are going to do this activity in two rounds. In each round, you need to make your partner guess the words in the list. Follow the instructions for each round.

### Round 1

Your partner must guess these words or phrases. Give definitions or examples.

antique a pearl a fall (in statistics) a wedding ring  
to make sure

This is something you wear on your finger when you are married.

### Round 2

Your partner must guess these words or phrases. You can't talk! You can only use gestures or drawings to help your partner guess.

to increase a bar chart make a face a frame  
to celebrate

**4 a ERROR CORRECTION** Change one word in each sentence to make it correct.

- 1 Do you like having your photo took?
- 2 Do you think you can be able to buy your own home one day?
- 3 Have you ever been your phone repaired?
- 4 How well can you speak English when you were ten?
- 5 What is the longest book you have manage to read?
- 6 When was the last time you had pizza delivering to your home?
- 7 When will you next make your hair cut?

**b Ask and answer the questions in exercise 4a with a partner.**

**5 a Match the sentence halves 1–7 with a–g.**

- 1 We really need to find a *solution*
- 2 They never gave an *explanation*
- 3 I haven't received an *invitation*
- 4 He made a full *confession*
- 5 There's no *connection*
- 6 We want a full *investigation*
- 7 She gave them a *description*

- a) between these things.
- b) for what they did.
- c) into what happened.
- d) of the thief.
- e) to the party.
- f) to the police.
- g) to the problem soon.

**b Write the verb forms of the nouns in italics in exercise 5a.**

**6 Complete the dialogues at a phone shop and a car hire office with these words.**

afraid bother nothing say slight speaking  
tend whole wrong

A: Sorry to <sup>1</sup>\_\_\_\_\_ you, but there's something <sup>2</sup>\_\_\_\_\_ with my phone.

B: I'm sorry to hear that. What appears to be the problem?

A: Well, on the <sup>3</sup>\_\_\_\_\_, it's working fine, but there's a <sup>4</sup>\_\_\_\_\_ problem with the WiFi sometimes.

B: These phones <sup>5</sup>\_\_\_\_\_ to have very good connectivity. Let me have a look.

C: I'm <sup>6</sup>\_\_\_\_\_ there's a problem with my car. It's not the car I ordered.

D: Ah yes, we've given you a bigger model for the same price. Generally <sup>7</sup>\_\_\_\_\_, people are happier when we give them a bigger car.

C: But it's not the one I wanted.

D: Sorry to <sup>8</sup>\_\_\_\_\_ this, but I'm afraid there's <sup>9</sup>\_\_\_\_\_ we can do. We don't have the smaller models today.

**7 Follow the instructions and find things on pages 62–76.**

- 1 Write three verbs that mean *fall* or *rise*. (7A)
- 2 Write five verbs that can describe body movements. (8A)
- 3 Write three pieces of information about DB Cooper. (8B)
- 4 Write five things that you can find on a bed. (8C)
- 5 Write two pieces of advice about visiting Britain. (8 101)

**More practice**

→ p119 Writing 4

→ WB pp45–46, Vocabulary Beats p47



Exam Bank & Projects

**PAIRWORK B**

Do this activity in pairs, A and B.

A: read the instructions below. B: read the instructions on page 77.



You are going to do this activity in two rounds. In each round, you need to make your partner guess the words in the list. Follow the instructions for each round.

**Round 1**

Your partner must guess these words or phrases. Give definitions or examples.

fake to blink a confession a cushion  
to remain unchanged

This is when you open and close both your eyes quickly.

**Round 2**

Your partner must guess these words or phrases. You can't talk! You can only use gestures or drawings to help your partner guess.

a pie chart cufflinks a stool a candle  
to make your bed