

STUDENT'S BOOK

FOURTH EDITION

WITH KEY + DIGITAL STUDENT'S BOOK



and Student's App

READY FOR

**AMANDA FRENCH
ROY NORRIS**



macmillan
education

**C1
ADVANCED**

7



FEELING GOOD

KEY LANGUAGE

Reported speech
Risk and health
Verbs

PRONUNCIATION

Connected speech: intrusive /w/, /j/ and /r/

EXAM PRACTICE

Reading and Use of English Parts 1, 3, 5 & 6
Writing Part 2
Listening Part 3
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 How important is it to find time to relax?
- 2 How do you cheer yourself up if you're in a bad mood?
- 3 Is it better to do a little exercise every day or a lot of exercise at weekends?
- 4 What effect do new experiences have on the way you feel?
- 5 Is there an extreme sport or adventurous activity that you would like to try?

7

FEELING GOOD

Don't forget!

If the option you choose is correct, you should be able to find the same idea closely paraphrased in the text.

Reading and Use of English Part 5 Multiple choice

- 1 **SPEAK** What is your reaction to pictures a–e? How do you think these images might be associated with the theme of 'Feeling good'?
- 2 You are going to read an article about why people enjoy doing things that are potentially bad for them. Read through the article quickly. Match the ideas shown in pictures a–e to the paragraphs (1–5).
- 3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Chasing THE HIGHS

Emma Sands asks why people enjoy doing things which are potentially bad for them

1 'That which does not kill us makes us stronger,' wrote Friedrich Nietzsche, the German philosopher, conceptualising the idea that suffering is an inevitable and essential part of life. Is this still true when we bring the misfortune upon ourselves and end up with metal pins in our joints? A few weeks ago, I heard of an old school friend, (I'll just call him Dave), who ended up with fractures in both ankles and his left wrist after failing to keep his grip while free climbing. My reaction, initially, was to grimace, but then I got around to wondering why he would have been risking life and limb on a sheer rock face. I can't help feeling he was showing off, under the delusion that at 40 he was at his physical peak. His parents refused to pay a hospital visit, reportedly disgusted at his egoistic risk-taking, although surely this is the person they brought him up to be.

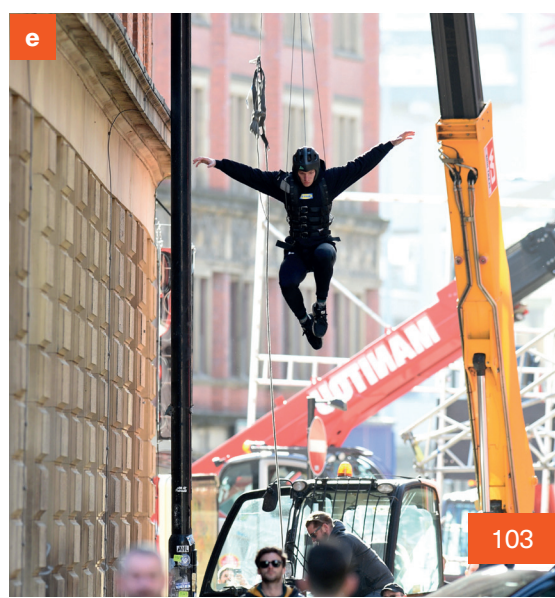
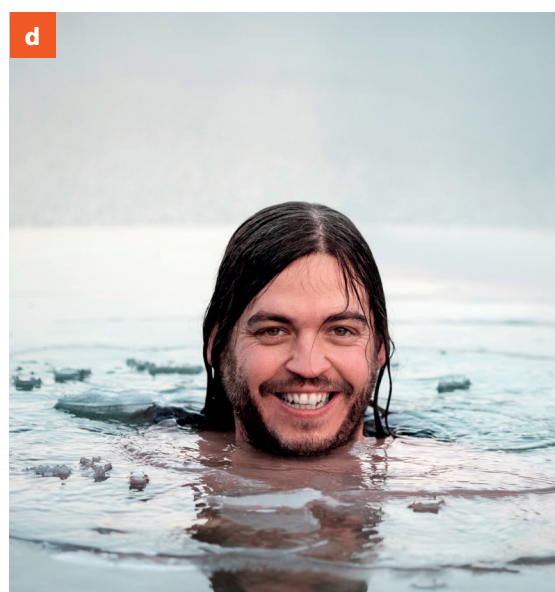
2 So what is the allure of extreme sports and living life on the edge? Well apparently, we can blame it all on dopamine, the chemical which helps control the brain's reward and pleasure centres. It's responsible for providing a sense of contentment after a meal or that ecstatic feeling when our soccer team wins. It's also responsible for the high we feel when we do something brave, like swimming with sharks. It turns out that there are fewer dopamine-inhibiting receptors in a risk taker's brain. In other words, the Daves of this world have brains more saturated with the chemical, meaning they'll keep taking risks and chasing the next high. The researchers are now working on a treatment, yet I don't envisage much uptake from the daredevils 'suffering' this condition.

3 People don't just do this sort of thing in their free time, though. Last night, I happened across a battered Brad Pitt-lookalike flying across my TV screen, explosions still firing off in the background. This was 'Body Double,' a cut-above-the-rest documentary about the lives of stuntmen and women that stand in for the stars. Ironically, as a behind-the-scenes look at a career in Hollywood, nothing felt staged; rare for modern television. But it was the quieter moments of candid reflection that stood out, with some of the

doubles expressing their anxiety to the presenter over the longevity of their career. This is hardly surprising, given the amount of physical punishment that is continuously self-inflicted: neck injuries, burns, torn ligaments; the list goes on. The last word went to Jake, who'd quit his promising career as an actor and had been lured into stunt work because, as he put it, there'd be no dull moments. The famed camaraderie that exists amongst those in the profession was also a big drawback, and perhaps it's this that keeps him signing contracts, despite his wife's protestations.

4 While hurtling at 100 mph towards the ground or leaping across rooftops will never be my thing, I must confess to a love of horror movies. I derive enormous pleasure from being half-scared to death and, considering the increasing popularity of the horror-flick industry, I know I'm not alone. But why do we do it? There are anthropologists who have proposed that a sense of terror has always been crucial to human survival, and that this explains why we find life-or-death situations on film so enthralling. If the time comes when I actually need to fight off a zombie horde or defeat a blood-sucking vampire, I will be sure to put all I have learnt from horror movies into practice. Until then, I am not convinced that theory has merit.

5 Deriving satisfaction from activities which are potentially harmful or terrifying to ourselves is one thing, but taking pleasure in the misfortune of others is quite another. The Germans refer to this as *schadenfreude*, a feeling that might not have a single word equivalent in most other languages, but which is certainly something humans have always experienced, regardless of culture. Today, an infinite number of internet video clips show total strangers deliberately putting themselves at risk – of humiliation at best, and serious injury at worst – potentially making our experience of *schadenfreude* all the more common. If you want to see someone diving into freezing water, it's online. How about a YouTube star allowing himself to be stung by a giant wasp, knowing it will result in agony? As a form of entertainment, it says little for human evolution. But as life becomes more comfortable, and in a society where most of our basic needs are met, one has to wonder what new thrills we'll seek out next, and what we're prepared to sacrifice to acquire them.



a

b

FEELING GOOD

FEELING GOOD

c

d

e

- Emma says that after reflecting on her old school friend's accident, she
 - felt some disapproval towards his behaviour.
 - became slightly envious of his adventurous lifestyle.
 - thought his injuries could have been far worse at his age.
 - believed others should show more sympathy towards him.
- When discussing dopamine and extreme sports, Emma puts forward the view that
 - the findings of the dopamine research will hardly surprise risk-takers.
 - a lack of dopamine cannot fully account for the desire to live dangerously.
 - risk-takers are unlikely to want their dopamine levels reduced.
 - dopamine has a greater effect on the human body than some people think.
- In Emma's opinion, the most impressive aspect of the documentary was
 - the use of previously unseen film footage.
 - the way certain tricks were demonstrated.
 - the interspersing of drama and fact.
 - the interviews with the subjects.
- Jake decided to pursue a career in stunt work partly because he
 - liked the idea of working within a group of friendly people.
 - had been too slow to achieve real success in a similar industry.
 - was probably unaware of the exact demands of the job.
 - had been encouraged to try it out by others in the field.
- When discussing the appeal of watching horror movies, Emma
 - agrees that the genre is worthy of proper academic research.
 - insists there is good reason for the growth of the genre.
 - admits the activity may seem out of character for someone like her.
 - implies that the activity may not have any practical value.
- Emma refers to online video clips in order to
 - show how people can so easily be influenced by what they see on the internet.
 - give support to the idea that people find the suffering of others amusing.
 - make a distinction between low-risk and life-threatening situations.
 - introduce the idea that society as a whole is becoming less moral.

4 SPEAK Work in pairs. Discuss the following questions.

- Emma refers to online video clips of people deliberately putting themselves at risk. What examples of this kind of video or TV programme have you seen?
- Emma makes this comment about watching these kinds of video: 'As a form of entertainment, it says little for human evolution'. Do you agree? Why/Why not?

Speaking Part 3 Collaborative task

1 SPEAK Here are some different ways in which people's lives can change. Talk to each other about how these changes might have a positive or negative impact on people's lives.



Useful language

On the positive/plus side, some people might ...
On the negative side/downside, it could happen that ...
One (dis)advantage of having children might be ...
On the other hand, ... / Having said that, ...
I think it would depend on a number of different factors. For example/For instance ...
There's a risk / There's a good chance that ...

2 Now decide which change would be the most significant.

Speaking Part 4 Further discussion

SPEAK Work in pairs. Discuss the following questions.

- Some people believe that changing their appearance will make them happy and more successful. What do you think?
- Do you think that it is easier for young people to cope with change than older people? Why/Why not?
- Some people want to lead a healthier lifestyle but find it difficult to make changes. Why do you think this is?
- In your opinion, how likely is it that people will always keep the same circle of friends?
- How important is it for people to continually seek new experiences and try new things?

Useful language

Underline the collocate in *italics* which is different in some way to the other three.

- This kind of change only has a *superficial* / *minimal* / *significant* / *limited* effect on people's overall happiness.
- Certainly some changes in life can be more *refreshing* / *fundamental* / *profound* / *drastic* than others.
- Making a big change in your life can require real *strength of mind* / *willpower* / *determination* / *leap of faith*.
- Your level of motivation will determine whether you *stick to* / *follow* / *give up on* / *adhere to* an exercise programme or not.
- There comes a point in life when people naturally start to *oppose* / *welcome* / *resist* / *shy away from* change.



Vocabulary Risk and health

1 Underline the correct word to complete the expressions in bold. Check your answers in the article *Chasing the highs* on page 102.

- Liz **brought** *struggle / misfortune* **upon herself** through her own bad decisions.
- You'll be **risking life and limb** / *soul* if you climb without any safety equipment.
- He was a musician that **lived life on the edge** / *brink*, so no wonder he died young.
- I feel **scared to pieces** / *death* every time I'm a passenger in Jack's car.
- She hates her job. That's why she **seeks out new pastimes** / *thrills* at the weekend.

2 Underline all the nouns that collocate with each adjective.

- | | |
|--------------|--|
| 0 torn | <u>muscles</u> / <u>ligaments</u> / cheeks |
| 1 chipped | tooth / stomach / bone |
| 2 sprained | nail / ankle / wrist |
| 3 blocked | toe / nose / neck |
| 4 dislocated | shoulder / hip / jaw |
| 5 bruised | ribs / thigh / tooth |
| 6 swollen | glands / lips / feet |
| 7 upset | heart / stomach / brain |

Reading and Use of English Part 1 Multiple-choice cloze

1 Read the text quickly, ignoring the gaps for the moment. What do you think is the writer's attitude towards healing crystals?

2 For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Don't forget!

Read the whole sentence, not just the words immediately before and after a gap. This will help you find out whether the missing word is part of a collocation, for example, in questions 3 and 5.

Healing crystals

It is easy to understand why beautiful crystals such as lapis lazuli, tourmaline and moonstone draw people in and (0) A the eye. But it is not their beauty that explains why sales have been on the (1) for the last fifteen years. Increasing consumer demand is due, for the (2) part, to the claims of retailers that these gemstones have incredible healing properties and can fix a range of minor medical complaints.

Retailers claim, for example, that white quartz can give the immune system a massive (3), and that wearing a piece of turquoise benefits the digestive system. If someone is in pain or is suffering from mild fever, clutching an amethyst will apparently (4) them some relief, and sapphires can help (5) away with depression. Still, none of these retailers can provide scientific evidence in (6) of these claims. And, unfortunately, it seems that some gullible consumers couldn't (7) less.

Recently, however, the healing crystal industry has (8) some serious criticism because of the way many crystals are sourced. It appears that mining activities not only have a serious impact on the environment, but working conditions for miners are extremely harsh.

- | | | | |
|------------------|--------------|---------------|---------------|
| 0 A <u>catch</u> | B grab | C seize | D hold |
| 1 A growth | B rise | C climb | D spread |
| 2 A major | B large | C great | D most |
| 3 A boost | B energy | C improvement | D strength |
| 4 A find | B sense | C feel | D bring |
| 5 A do | B get | C make | D run |
| 6 A aid | B support | C proof | D backing |
| 7 A bother | B worry | C mind | D care |
| 8 A stood up to | B got rid of | C come in for | D put up with |

3 **SPEAK** Do you think there is any truth to the claim that crystals have healing powers?

Writing Part 2 Review

1 **SPEAK** Work in pairs. Look at the health and fitness products in photos a–f. Discuss the following questions.

- Which of these kinds of product would you consider buying? Why?
- If you were choosing between similar products, what would affect your decision? For example, when comparing muesli bars, you might look for the one with the least sugar.

2 Read the following Writing Part 2 task. Then decide with your partner what three things an examiner would be looking for in terms of content.

You see the following announcement on a website, *Health and Fitness Today*.

REVIEWS WANTED

Send us a review of two similar health or fitness products you have used.

How do the two products compare? Who do you think this kind of product would appeal to? Which of the two products would you recommend, and why? We'll post the most useful reviews on our website.

3 Read a student's answer below. What do you think an examiner might say about the content? Ignore the gaps for the moment.

Review of bamboo toothbrushes

If you care about the environment, a toothbrush made of bamboo will (1) sound like the ideal alternative to the usual ones made of plastic. A number of companies now make them – with their advertising promising that using a bamboo brush is not only good for the user's teeth but also for the planet. Are these claims exaggerated, or can green-minded consumers have confidence in this kind of product?

I ordered a *Smileco* brush online, and was pleased when it was delivered within a couple of days. However, it was (2) smaller than I expected, and the bristles were too soft for my liking. On the plus side, it did last for a few months, and the price was (3) reasonable at \$4.50. For my next bamboo brush, I opted for a *BooClean*, which took over a week to arrive. However, in comparison to the *Smileco*, it was larger and easier to hold. According to the packaging, the bristles were 'infused with charcoal' – which (4) helps get rid of bacteria and whitens your teeth. I did find the taste a bit unpleasant. It retails for slightly more, at \$5.00.

The problem with both brushes is that only the handle is made of bamboo. The bristles are made of nylon, which is (5) not biodegradable. Of course it is possible to snap off the head, and recycle the handle – but (6) the two companies will find a way to replace the nylon with another material.

4 Improve the style and tone of the answer by choosing the correct adverb for each gap.

apparently certainly hopefully pretty probably slightly





5 In the Writing paper, it is important to show you can use a wide range of grammatical forms. Find examples of the following forms in the student's answer.

- 1 a comparative
- 2 use of the gerund after a preposition
- 3 a conditional
- 4 use of 'did' in a past simple sentence for emphasis
- 5 a relative clause
- 6 a passive

6 Write the final sentence for the student's answer by completing the following sentence. You could either rephrase some previously given information or use your imagination to add a new point.

If I had to choose between them, I would recommend
because / for the reason(s) that

7 Either write your own answer for the task in Exercise 2 above or answer the following task.

REVIEWS OF FITNESS CENTRES WANTED

Have you been to a local fitness centre in your area? Send us a review, explaining what kind of people the fitness centre is likely to appeal to, and which aspects of the fitness centre impress you the most. You should also suggest at least one way in which you feel the fitness centre could be improved.

You see the following announcement in a health and fitness magazine.

Write your review.

Useful language

Commenting on one product/service

I would highly/happily recommend ... because ...

... has a lot/much to recommend it. For instance, ...

I would advise against buying ... for several / a number of / the following reasons.

I would be reluctant to recommend ... since/as ...

Comparing products/services

I would say that consumers/customers would be better off buying/using/getting ... rather than / instead of ...

Out of the two/three, ... seems to offer far more advantages/benefits/points in its favour.

For more information on writing reviews, see [page 198](#).

Reading and Use of English

Part 6 Cross-text multiple matching

1 **SPEAK** Work in small groups. Which of the following 'self-help' themes would you be most and least interested in reading about?

- ways to improve your self-esteem
- strategies for making people like you more
- a set of 'rules' for finding and holding on to the perfect boyfriend/girlfriend
- tips for surviving in life-threatening situations
- methods for enhancing your business negotiation skills
- techniques for memorising information

2 You are going to read four reviews of a book about self-help. For questions 1–4, choose from reviews A–D. The reviews may be chosen more than once.

IMPROVING YOUR SELF-ESTEEM

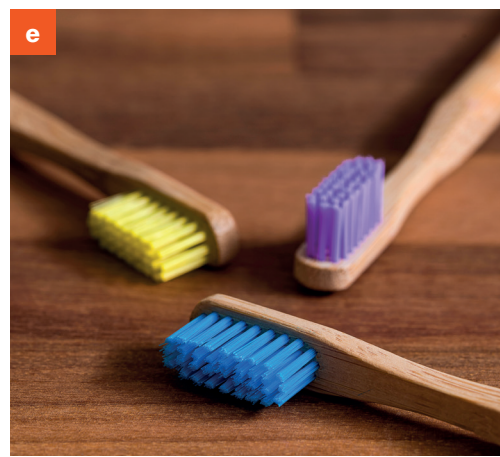
FOUR REVIEWERS COMMENT ON OLIVER MCPHERSON'S SELF-HELP BOOK, *JOURNEYS AND HORIZONS*

A The latest publication in the self-help genre is *Journeys and Horizons*, a guide to improving self-esteem and achieving personal goals. In it, we are presented with a series of case studies based on the interviews writer Oliver McPherson has carried out with his subjects. While there is a story that will reflect most people's experience, there are occasions when extreme claims are left unsubstantiated, as are unlikely statistics for areas such as 'the vital link between self-worth and longevity'. Then one wonders how much McPherson has relied on the work of others in the field in order to lend his book more substance. He can also be harsh when it comes to the reasons why people end up 'demotivated and drifting', placing the blame solely on an inadequate upbringing and absolving the individual from any personal responsibility, although the rationale for this line of thought is hard to pin down. Nonetheless, this is an accessible read, offering practical steps for confidence-building along the way.

B Each chapter of *Journeys and Horizons* begins with an extract from an interview with 'a traveller', which is how writer Oliver McPherson refers to the people whose lives, decisions and accurate/erroneous evaluation of self form the basis of this self-help work. According to McPherson, the choices they have made, or neglected to make, place them somewhere along the spectrum of 'highly effective' to 'extremely dysfunctional', with the latter condition apparently the fault of poor parenting skills. (Why this should be the case – when the opposite is not – is a point that McPherson does not back up with hard evidence.) Chapters conclude with an analysis of the behaviours that reinforce each person's positive self-image, or impair it, and a set of sensible key strategies for 'appreciating your own worth' that can readily be put into practice. Unlike certain previous authors in the field, McPherson offers some genuinely refreshing insights into what creates a balanced 'whole' person, taking the reader with him on a journey of honest self-reflection.

C In *Journeys and Horizons*, Oliver McPherson draws on earlier research into the area of self-esteem and how it influences our responses to opportunities that present themselves in life: do we seize or dismiss them? While not a particularly pioneering work, it is still mostly an engaging one. The case studies of people 'on the road to personal success or the path to personal defeat' are well-constructed and the interviews are poignant. Less convincing are some of the strategies McPherson puts forward for dealing with self-confidence issues within the family hierarchy. Is it really worth challenging older siblings or confronting ageing parents with a list of their behaviours you find detrimental to your well-being? McPherson has also rather limited his readership by focusing on the middle-class and employed; a misjudgement, to my mind. Surely in times of recession it's the underprivileged and long-term out-of-work that need a boost?

D With the wealth of new titles jostling for position on the self-help shelf, it can be a challenge to pick out something really worth your attention. Oliver McPherson's *Journeys and Horizons* may well be that candidate. An evaluation of the requirements for positive self-image and personal achievement, the book offers little that is new in terms of theory and concept, but readers will appreciate McPherson's unique blend of frank assessment and consistent optimism. Life skills will be enhanced by following his simple recommendations – strategies we already suspect may be effective but have never quite managed to put in place. For my part, if the case studies presented had reflected a wider section of society, McPherson's work might indeed merit a public service award. All the same, an intelligent and inspiring read.





Which reviewer

expresses the same opinion as reviewer C regarding the scope of McPherson's book?

 1

has a different view from the others on the originality of McPherson's ideas?

 2

shares reviewer A's opinion about the support McPherson offers for his beliefs?

 3

expresses a different view from the others concerning the extent to which McPherson's ideas are workable?

 4

3 SPEAK Do you agree with the idea that 'an inadequate upbringing' is solely responsible for the way that a person's character develops? Are there any other factors that might play a greater role in a person's character development?

Word formation Verbs

1 In 1–5 below, the affix at the beginning of each line can be used to form verbs with all of the words in the line, except one. Underline the odd one out and write down the verb forms of all the words.

- 0 **en-** sure wide able danger courage
 ensure widen enable endanger encourage
- 1 **-ise** special summary valid modern commercial
- 2 **-ify** class example simple pure general
- 3 **-ate** difference qualification captive value assassin
- 4 **-ise** character stable familiar dominant computer
- 5 **-en** strong sad rich deaf high

2 For each of the verbs in box A below, decide which of the prefixes in box B can be used to form new verbs.

cook – recook (cook again), overcook (cook too much)

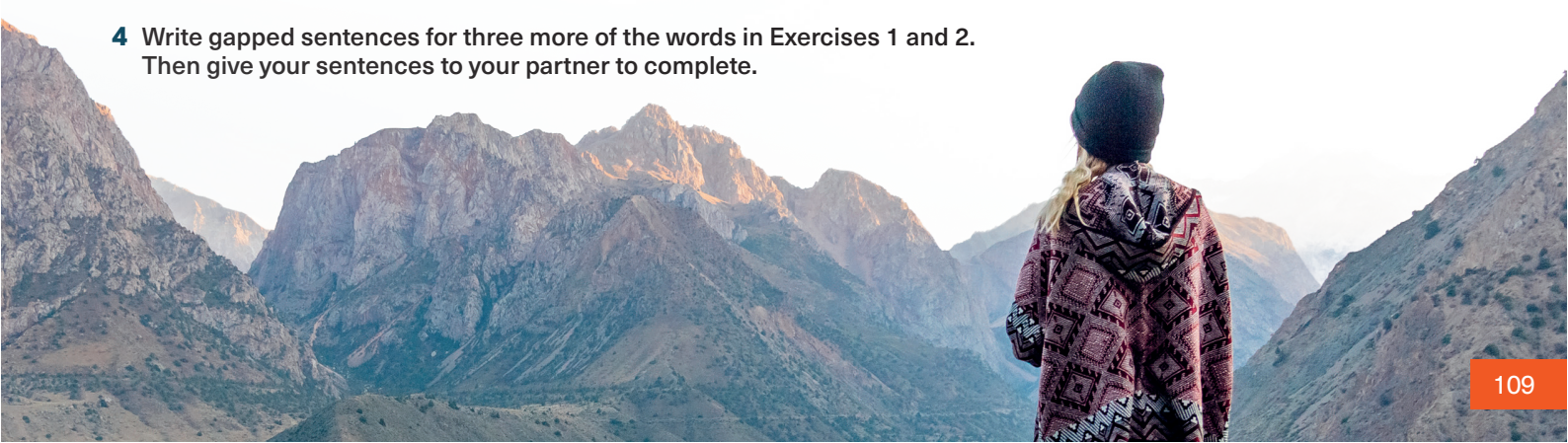
A appear ~~cook~~ hear load number read use

B dis- mis- out- over- re- un-

3 Use the word given in capitals at the end of the line to form a word that fits in the gap.

- 0 I see they've finally got round to widening the Shoreham Road. **WIDE**
- 1 Each employee's performance is _____ at least once a year. **VALUE**
- 2 We could barely hear ourselves speak above the _____ roar of the sea. **DEAF**
- 3 He was fined £500 and _____ from driving for three years. **QUALIFY**
- 4 They lost the battle, despite _____ the enemy by two to one. **NUMBER**
- 5 I spent my first two weeks back at work _____ myself with all the new procedures. **FAMILIAR**
- 6 Arnold died in 1953. His wife, who _____ him by almost half a century, passed away on the last day of the millennium. **LIVE**
- 7 Before enrolling on a course, you should first ensure that it has been _____ by an officially recognized body. **VALID**
- 8 New *Deluxe* moisturising cream smooths out wrinkles and _____ that your skin stays young-looking. **SURE**

4 Write gapped sentences for three more of the words in Exercises 1 and 2. Then give your sentences to your partner to complete.



Listening Part 3 Multiple choice

7.1 You will hear an interview in which two professors of psychology, Rowena Gray and Jesse Mulligan, are talking about the science of happiness. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What does Jesse say about the typical goals that people set themselves?
 - A They tend not to be very realistic or reachable.
 - B They generally revolve around status at work.
 - C They won't lead to lasting fulfilment if achieved.
 - D They are influenced by the expectations of others.
- 2 Jesse mentions his recent holiday in Chile in order to
 - A explain the reasons why people hide their disappointment.
 - B encourage people to compete in a healthier way with others.
 - C emphasise the importance of getting away from constant stress.
 - D give an example of an activity that is worth spending money on.
- 3 In her public talks, Rowena advises teenagers to
 - A choose who to compare themselves with carefully.
 - B resist the urge to criticise more successful people.
 - C avoid finding faults with their own personality.
 - D spend less time looking at their social media feeds.
- 4 Rowena admits that during conversations with friends, she sometimes
 - A wishes they would overlook the line of work she is in.
 - B forgets to mention the good things happening in her life.
 - C enjoys hearing about the misfortune of people she knows.
 - D neglects to ask about the problems they are dealing with.
- 5 Rowena believes her lectures on happiness are popular because students
 - A appreciate the way she always appears cheerful herself.
 - B are determined to overcome negative feelings they have.
 - C like her humorous approach to discussing serious issues.
 - D feel reassured when they hear about her stories of self-doubt.
- 6 Jesse and Rowena both feel that their podcast has made them
 - A make more effort to follow their own advice about happiness.
 - B measure their levels of happiness on a more frequent basis.
 - C try new relaxation techniques as a means of staying happy.
 - D avoid appearing anything less than happy in public places.

Language focus Reported speech

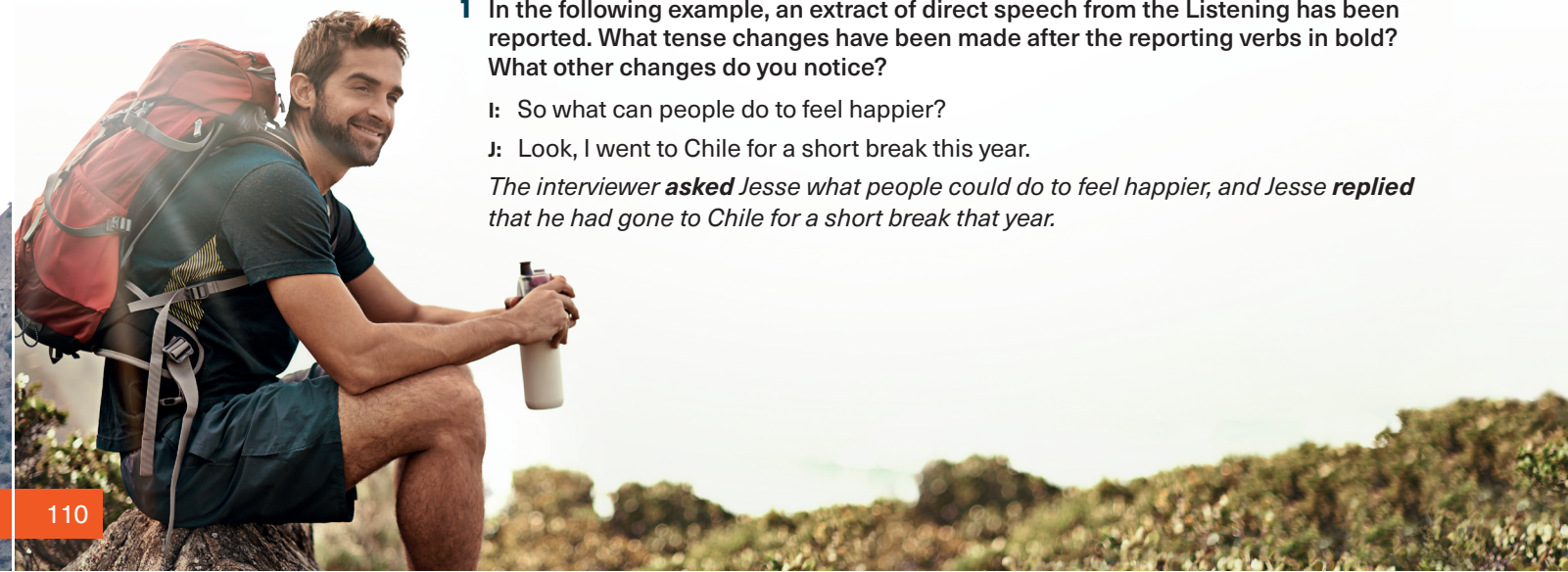
Direct and reported speech

1 In the following example, an extract of direct speech from the Listening has been reported. What tense changes have been made after the reporting verbs in bold? What other changes do you notice?

I: So what can people do to feel happier?

J: Look, I went to Chile for a short break this year.

*The interviewer **asked** Jesse what people could do to feel happier, and Jesse **replied** that he had gone to Chile for a short break that year.*





REVIEW

2 Rewrite these extracts so that they are in reported speech.

- 1 R: When I meet up with my friends, I'll often start with all the stuff that's bothering me.
- 2 J: I can look back and remember the fun I had, and nobody can take that joy away from me.
- 3 I: Has recording the podcast affected *you* in any way?
J: Well, it's been helpful for me.

Alternative verb patterns

3 Many reporting verbs can be followed by alternative verb patterns to the 'that' clause.

'I should have started younger,' said Dr Evans.

Dr Evans regretted that he had not started younger.

Dr Evans regretted not starting / having started younger.

Match the groups of verbs 1–4 with the corresponding verb patterns a–d.

- | | | | |
|-----------|--------|--------|--|
| 1 urge | remind | warn | a (to) doing something |
| 2 promise | agree | refuse | b to do something |
| 3 suggest | deny | admit | c someone to do something |
| 4 suggest | insist | agree | d (that) someone (should) do something |

4 Which group from 1, 2, 3 or 4 above, do these verbs belong to? Some verbs belong to more than one group, as with *suggest* in groups 3 and 4.

ask demand encourage offer persuade recommend threaten

Verbs and dependent prepositions

5 Complete the sentences with an appropriate preposition. Use the same preposition for both gaps in each sentence.

- 0 Management were able to discourage workers from going on strike, but the union would not be dissuaded from taking legal action.
- 1 I apologised _____ arriving late, but she thanked me _____ turning up at all.
- 2 He congratulated me _____ passing my driving test and insisted _____ buying me a drink.
- 3 She accused him _____ deception and spoke _____ reporting him to the police.
- 4 The union protested _____ the decision to sack him, but his own colleagues supported the move and argued _____ reinstating him.
- 5 She consented _____ the interview but objected _____ being photographed.

6 Go to **Ready for Grammar** on page 228 for further rules, explanations and practice.

7 Complete the direct speech below. Be as creative as possible.

- 'Don't worry! I'll help you to _____.'
- 'I'm afraid I told _____.'
- 'If I were you, I'd change _____.'
- 'Did you remember to _____?'
- 'There's no way that _____.'
- 'Sure, I'd be happy to _____.'

8 SPEAK Work in groups of three. Take turns reading out a sentence you wrote in Exercise 7 and reporting it.

A: *Don't worry! I'll help you to make a good impression on Julia.*

B: *What did he/she say?*

C: *She/he said not to worry, and that he/she would help you ...*

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

A healthy lifestyle



Staying healthy and feeling young need not involve an expensive gym (0) MEMBERSHIP and risky cosmetic surgery. There are many cheaper and safer alternatives to choose from. Drinking two litres of water a day, for example, will help people overcome feelings of (1) _____, and will provide relief if they suffer from stiff joints. Juices made with various (2) _____ of fruit and vegetables will give people a lift and their energy levels will (3) _____ increase. Cutting out refined sugar and processed food from the diet will help get rid of (4) _____ toxins in the body. Not only does a detox diet (5) _____ and re-energise a person physically, but it can (6) _____ their mind and improve mental function. The power of laughter should also not be underestimated. According to scientists, it can beat stress, boost (7) _____ and improve the ability to learn and (8) _____ facts.

- MEMBER
- TIRE
- COMBINE
- NOTICE
- WANT
- PURE
- SHARP
- IMMUNE
- MEMORY

Vocabulary Risk and health

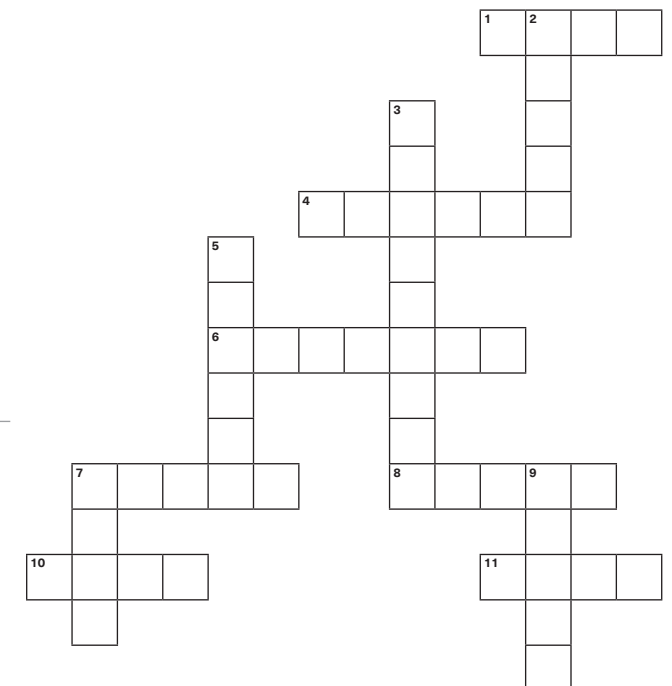
Complete the crossword. The expressions can all be found on page 105.

Across

- 1 relieve the _____
- 4 the _____ system
- 6 an upset _____
- 7 a mild _____
- 8 a chipped _____
- 10 a blocked _____
- 11 risk life and _____

Down

- 2 a sprained _____
- 3 a minor medical _____
- 5 a torn _____
- 7 a swollen _____
- 9 a bruised _____





Language focus Reported speech

1 In each of the following sentences there is one word that should not be there because it is grammatically incorrect. Cross out the unnecessary word.

- Paul said that if he had known we were moving house last week, he would have offered **us** to come and help.
- She confessed to being a little unfit and in need of exercise, and she agreed to having run in the local half marathon in April.
- He complained about he was suffering from hay fever and claimed that a vase of flowers in the school entrance had brought it on on Monday.
- The teacher reminded us that we should read more and virtually insisted we need buy an English newspaper; I haven't got round to doing it yet, but I will.
- The transport minister commented to reporters on the need for greater safety on the roads and pointed them out that a number of measures were about to be taken.
- Mrs Jacobs mentioned that she had had the car repaired five times in the last year and added that she regretted of ever having decided to buy one in the first place.

2 Report the following sentences without using the verbs *say* or *tell*.

- 'I didn't take your pen, so please don't shout at me.'

He denied taking her pen and asked her not to shout at him.
- 'You really must come and visit us sometime. You'll love it here, you can be sure of that.'

- 'I'm sorry I haven't phoned earlier – I've been very busy.'

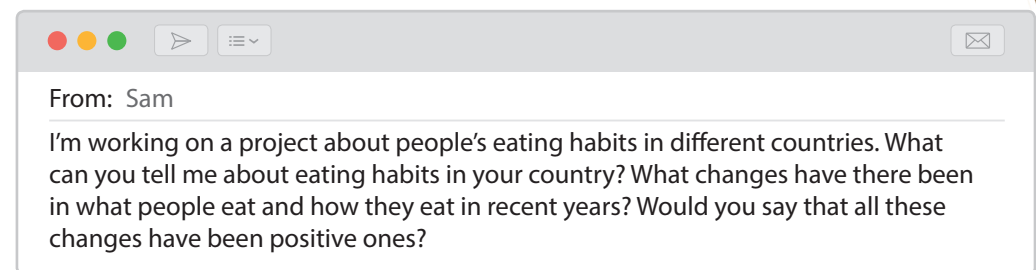
- 'It's a very dangerous part of town, so please, please, don't go there on your own.'

- 'You ought to wear your gloves on the run tomorrow, and don't forget to do some warm-up exercises beforehand.'

- 'It might rain at the weekend, but if it doesn't, I'll take you all to the funfair.'

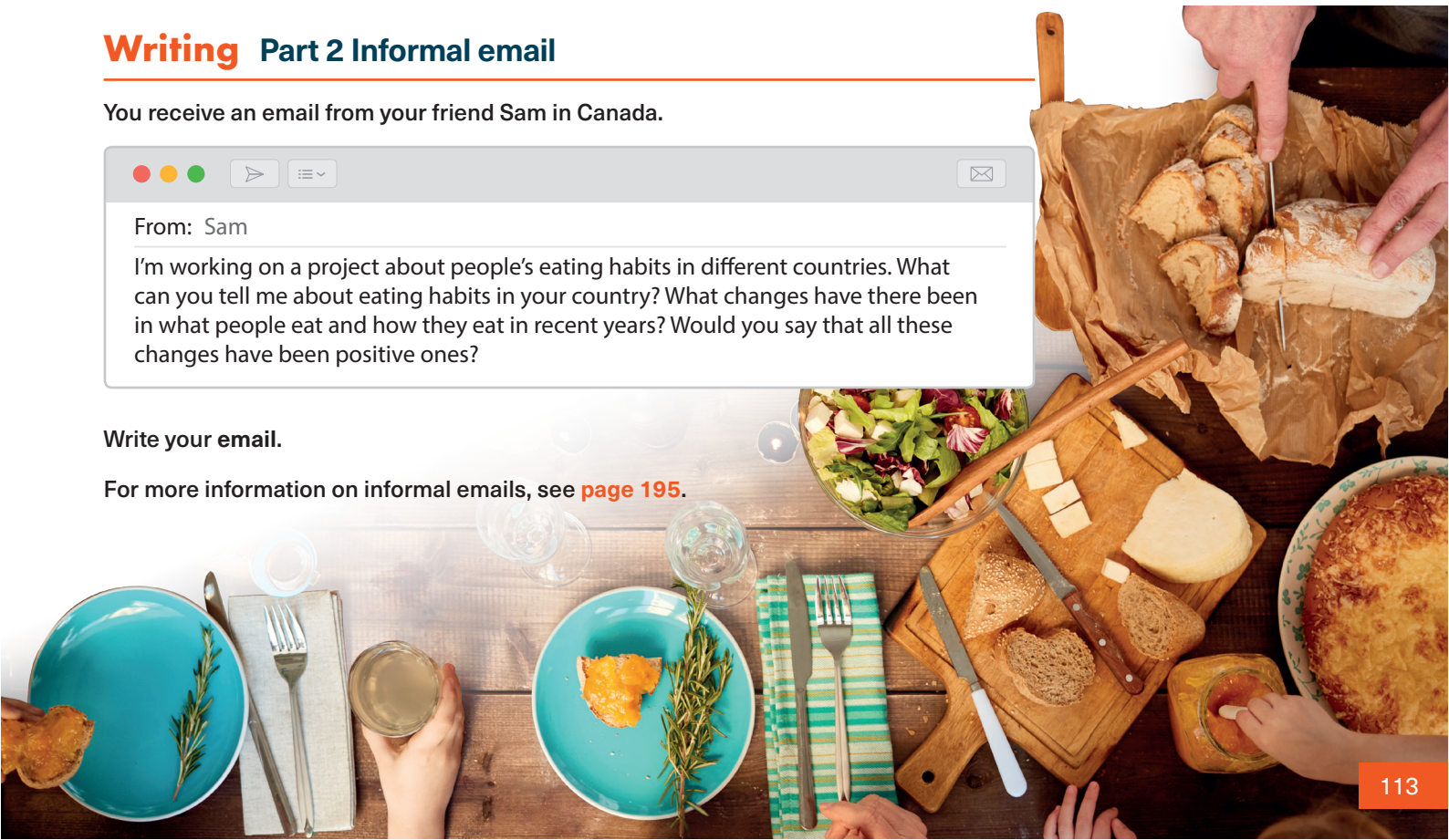
Writing Part 2 Informal email

You receive an email from your friend Sam in Canada.



Write your email.

For more information on informal emails, see page 195.



Pronunciation Connected speech: intrusive /w/, /j/ and /r/

1 **7.2** In connected speech, an extra, 'intrusive' sound is sometimes added to link vowel sounds in two consecutive words. Look at these examples, then listen and repeat.

- My energy levels are always higher in the morning.
 /j/ /r/ /r/
- I'm usually too exhausted to go out in the evening; I tend to stay at home.
 /w/ /w/ /j/ /j/
- Checking social media is the first and last thing I do each day. We all have our addictions.
 /r/ /r/ /w/ /j/
- If I were on a diet and I saw a piece of chocolate, I'd probably eat it; I have no willpower.
 /r/ /r/ /j/
- Although I do exercise regularly, I don't enjoy it very much.
 /w/ /w/ /j/

2 **SPEAK** Work in pairs. How true are the statements in Exercise 1 for you?

3 Read the information about connected speech and intrusive sounds in the box.

Connected speech: intrusive /w/, /j/ and /r/

In connected speech, when one word ends with a vowel sound and the next word starts with another, we often insert a /w/, /j/ or /r/ sound to link them.

- /w/ is inserted when a word ends with these sounds:
 /u:/ you are /əu/ go on
- /j/ is inserted when a word ends with these sounds:
 /i:/ the end /ei/ pay it /ai/ high enough /oi/ boy and girl
- /r/ is inserted when a word ends in the letter *r* or *re*, or the vowel sounds /ə/ or /ɔ:/.
 more eggs four apples /ə/ media and news /ɔ:/ law and order

4 In 1–5, draw () between the words where you think there will be an intrusive sound and write the sound.

- The only exercise you ever get is when you go into the kitchen for something to eat.
- We shared a tray of tea and cakes and talked through our ideas for a new office.
- I want to draw a picture of the sky at night, but I have no idea at all how to go about it.
- If the expression 'we are what we eat' is true, then I'm not sure I like who I am!
- We were on our way to our dance class when we saw a deer in the park.

5 **7.3** Listen to check your answers to Exercise 4.

6 **SPEAK** Work in pairs. Take turns to read the sentences in Exercise 4 aloud.

7 **SPEAK** Find your way through the maze by finding words linked by /j/.

