Change

8

Lead-in

1 **a** Work in pairs. What different kinds of change do the photos illustrate? Use ideas from the box.

career change climate change image change
political change

b Have you experienced any of these changes? Which ones? How did they make you feel?

2 Underline the words and phrases in the box which go with the verb *change*.

an arrangement direction places talking time the subject
your address your clothes your hairstyle your happiness your head
your mind your name your password your tune

3 **a** 2.21 Listen to Stig and Carol talking about when they changed some of the things in exercise 2. What did they each change?

b Listen again and answer the questions.

1 Why did Carol want to take her husband's name?
2 Why did she then decide against changing her name?
3 What three things did Stig not like about his new apartment?
4 How long did he stay there?

4 Work in pairs. Think about when you changed one of the things in exercise 2 and tell your partner about it.

8.1 Changing the rules

Grammar Second Conditional

Can do discuss problems and suggest changes

Reading

1 a Work in pairs. Decide if the following facts about New York are true (T) or false (F).

1 More than 8 million people live in New York City.
2 More than half the population of New York was born outside the US.
3 People often refer to New York as the Big Banana.
4 New York is the capital of the US.
5 New York is the most dangerous city in the US.

b Read the first paragraph of the article and check your answers.

2 a Which of the following things are illegal in your country or city?

1 Feeding wild birds.
2 Riding a bicycle without a bell.
3 Letting your mobile ring at the cinema.
4 Putting your bag on a spare seat on public transport.
5 Putting your feet on the seat on public transport.
6 Smoking in bars and restaurants.
7 Smoking in parks and on the street.
8 Keeping a gun at work.
9 Keeping an ashtray on your desk at work.

b Read the rest of the article and find out which of the things in exercise 2a are illegal in New York.

The Forbidden Apple

Home to 8.2 million people, 36 percent of whom were born outside the United States, New York, known as the Big Apple, is the biggest city in America. Nearly twenty times bigger than the capital, Washington DC, you might expect New York to be twenty times more dangerous. Actually, it's safer. Recent figures show that New York now has fewer crimes per 100,000 people than 193 other US cities. It's also healthier than it used to be. For example, the smoking rate has gone down from 21.5 percent a few years ago, to 16.9 percent today.

New Yorkers should be delighted, shouldn't they? In fact, many feel that New York is losing its identity. It used to be the city that never sleeps. These days it's the city that never smokes, drinks or does anything naughty (at least, not in public). The Big Apple is quickly turning into the Forbidden Apple.

If you decided to have a picnic in Central Park, you'd need to be careful – if you decided to feed the birds with the last crumbs of your sandwich, you could be arrested. It's banned. Even riding your bike with your feet off the pedals is now against the law. And you'd better have a bell on your handlebars too, or face a fine.

In many countries a mobile phone going off in the cinema is irritating. In New York it's illegal. So is putting your bag on an empty seat in the subway.

If you went to a bar for a drink and a cigarette, that would be OK, wouldn't it? Er ... no. You can't smoke in public in New York City. In fact, you can't smoke outdoors on the street or in parks either.

Some of the laws are not actually new, but have never been enforced before now, so most people are not actually aware that they are breaking the law.

The result is a lot of fines for minor offences. An elderly woman, advised by her doctor to keep her leg elevated to avoid a blood clot, was given a $50 fine for resting a foot on the subway chair opposite her. Her appeal, backed by her doctor, was turned down. Elle and Serge Schroitman were fined for blocking a driveway with their car. It was their own driveway.

The angry editor of *Vanity Fair* magazine, Graydon Carter, says, 'Under New York City law it is acceptable to keep a gun in your place of work, but not an empty ashtray.' He should know. The police came to his office and took away his ashtray.

But not all of New York's inhabitants are complaining. Marcia Dugarry, seventy-two, said, 'The city has changed for the better. If more cities had these laws, America would be a better place to live.' Nixon Patotkis, thirty-eight, a barman, said, 'I like the new laws. If people smoked in here, we'd go home smelling of cigarettes.'

The new laws have helped turn the city into one of the healthiest and most pleasant places to live in America – very different from its old image of a dirty and dangerous city. Its pavements are almost litter-free, its bars clean and its streets among America's safest. Not putting your feet on subway seats might be a small price to pay.

Vocabulary and speaking

3 a Work in pairs and discuss the questions.

1 What does the writer think about the new laws in New York? Is the article 100 percent serious? How do you know?
2 Do you think the laws in the article are 'stupid'? Why/Why not?
3 Would these laws be popular in your country? Why/Why not?

b Check the meaning of the following words and phrases from the article on page 106.

against the law an appeal banned be arrested
break the law face a fine give someone a fine illegal
a minor offence

c Work in pairs. Discuss the questions using the vocabulary in the box in exercise 3b.

1 What would happen if you did some of the things in exercise 2a in your country? Do you agree with the punishment?
2 Should smoking be banned in all public places? Even outside?
3 Which is more important – individual freedom, or health and safety for everyone?

Grammar | Second Conditional

4 Read the Active grammar box and choose the correct underlined words.

Active grammar

We use the Second Conditional to describe *an imaginary/ a real* situation in the present or future and its result.

If more cities had these laws, America would be a better place to live.

In the *if* clause, use the *Present Simple/Past Simple*.

In the result clause, *would* (or *'d*) is used because the situation is *in the past/imaginary (hypothetical)*.

*If people **smoked** in here, we'**d** go home smelling of cigarettes.*

It is possible to use a modal verb such as *could* or *might* instead of *would*, if you are *certain/not sure* of the result.

*If you decided to feed the birds with the last crumbs of your sandwich, you **could** be arrested.*

First and Second Conditional:

In a real/possible situation we use the *First Conditional/ Second Conditional*.

In an imaginary situation we use the *First Conditional/ Second Conditional*.

The *First Conditional/Second Conditional* uses the Present Simple + *will*.

The *First Conditional/Second Conditional* uses the Past Simple + *would*.

see Reference page 117

5 Make Second Conditional sentences using the verbs in brackets.

1 If you _____ (be) a New York police officer, _____ (arrest) someone for feeding birds?
2 I _____ (not/like) the new laws if I _____ (live) in New York.
3 Where _____ (go) if you _____ (want) a cigarette at work?
4 I _____ (not/be) very happy if I _____ (have to) pay a fine for putting my bag on a seat.
5 If New York _____ (not/ have) these laws, tourists _____ (find) it dangerous and dirty.
6 If these laws _____ (exist) in your country, _____ (be) popular?
7 There _____ (be) less crime if the police _____ (have) more power in my country.

6 Work in pairs. Are the situations below real/possible situations in your life or imaginary? In what circumstances would/will you ...

- lie to a police officer?
- miss my English lesson?
- live in another country?
- go away next weekend?
- stay in bed until 12:00 p.m.?
- take a taxi?
- make a long distance phone call?
- write to the government?
- sing in public?
- run a marathon/five km?

Speaking and listening

7 **a** Work in groups. If you could propose five new laws for the town where you are studying, what would they be?

b Tell the class about your laws/proposals and together, choose the five best.

If we could propose one new law, we'd stop cars from entering the city centre.

Vocabulary | cities

8 Complete the table with words and expressions from the box.

building work construction drilling
exhaust fumes heatwave horns honking
roads being blocked rush hour terribly cold
tower blocks traffic jams

Noise	
Congestion	
Pollution	
Weather	

9 **a** 2.22 Listen to Emma and Kirsten talking about things they would like to change about their cities (Madrid and Edinburgh). Tick (✓) the problems they mention.

	Madrid	Edinburgh
Noise	✓	
Construction		
Congestion		
Pollution		
Weather		
Architecture		

b Listen again and make notes about each problem they mention.

c What do they like about each city?

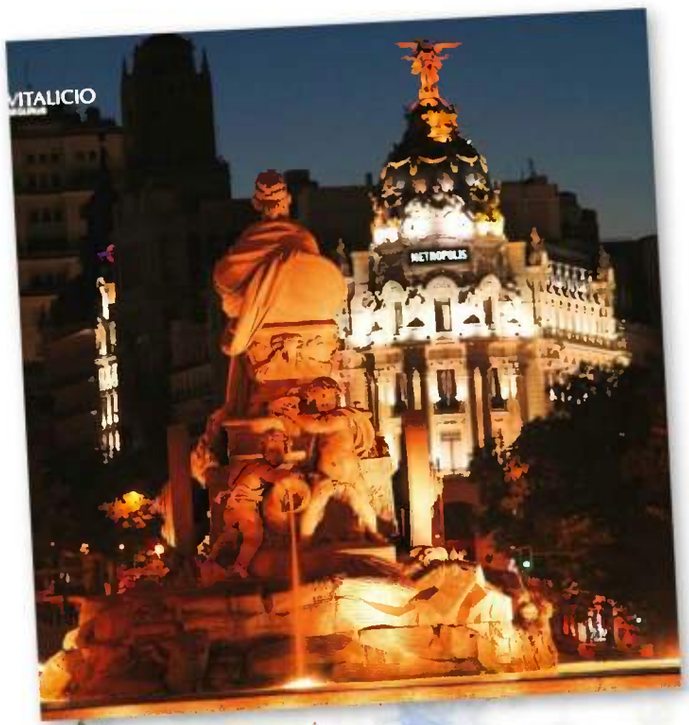
10 **a** Think about your town or city and use the language in the How to... box to make notes under the following headings.

a What I like about my town/city
b What I would like to change
c How I feel about the town/city overall

How to... discuss problems and suggest changes

Talking about what you'd like to change	*There are just a few things that I'd like to change ...* *I suppose I'd like to change ...* *There always seems to be a lot of ...* *It would be nicer perhaps if ...*
Accepting what you can't change	*... but there's not much I can do about that.* *But apart from that, ...*
Concluding	*I don't think I'd want to live anywhere else.* *I'd rather live in ...*

b Work in pairs. Use your notes to tell your partner about your town or city.



8.2 Change the world

Grammar adverbs

Can do express and respond to opinions

Comic marathon man raises £200,000

To the cheering of taxi drivers and the honking of horns, the comedian and actor Eddie Izzard ran into London yesterday to complete his 43rd marathon in 52 days. In total he had covered 1,100 miles.

Fighting blisters that have caused the nails on his smaller toes to fall off and his larger toes to swell into 'alien monsters', he ran up The Mall and into Trafalgar Square where he had started 7½ weeks ago.

In finishing he proved what many thought was an impossible task: that a 47-year-old comedian with no sporting experience could do something a top athlete might find difficult.

His 43 marathons were in aid of the charity *Sports Relief*, which raises money for the poor all over the world. So far Izzard has raised more than £200,000.

After only six weeks' training he started out on a journey that would take him to every corner of the British Isles. 'The first three weeks were the hardest,' he said. The non-stop pressure on his body led to sleepless nights and he would wake exhausted with 'blisters on top of blisters'.

But the people he met along the way cheered him up. 'People stopped their cars and cheered, they gave me money and food.'

More than 500,000 people 'followed' the comedian, in a different sense, on Twitter. Running into London he looked lean and muscular. 'Everyone says my legs look very good but I thought they looked quite good beforehand,' he said.

Simon Blease, 51, a sports doctor and mountain runner who has been following his progress, was waiting on Tower Bridge. 'I didn't think he could do it,' he said. 'Like a lot of people I thought he would have a good try, but his body would break down. Someone with so little training, I find it extraordinary that he has done it.'

Asked what he had gained, Izzard said: 'I know now I can do that. Sport is one of those words that stopped being part of my life when I was about 14. Sporting success was not something I ever associated myself with.' He now plans to continue jogging and hopes to inspire others into sport.

He then excused himself – to take an ice bath. 'I'm going to have a party somewhere that is dry and then I'm going to sleep for a week,' he said.

Reading

1 **a** Work in pairs. Read the newspaper headline and look at the photo. Before you read the article think of some questions you would like to ask about the story.

b Read the article. Does it answer your questions?

2 Read the article again and answer the questions.

1 What is Izzard's age and usual job?
2 What was his marathon-running in aid of?
3 How much training did he do for the marathon?
4 What effect did the run have on his body?
5 How did it change his view of himself?

3 Work in pairs and discuss the questions.

1 Do you think his run is likely to inspire others? Why/Why not?
2 What other big charity events do you know about/have you participated in?
3 Do you think that raising money for charity can make a real difference to people's lives? Why/Why not?

Vocabulary | global issues

4 Work in pairs and discuss the questions.

1 What can you see in the photo?
2 Do you think this is an effective way to make things change?

5 Put the words and phrases in the box under the following headings. More than one answer may be possible.

- Environment
- Global economic issues
- Global political issues
- Health

climate change conflict cure debt(s) disease fair trade global warming intensive farming mortality rate organic farming peace pollution poverty recycling solar power standard of living war wealth

6 **a** Complete the sentences with words and phrases from exercise 5.

1 _____ caused by cars and factories contributes to _____ . What do you think can or should be done about it?
2 People argue that _____ is better for the environment and healthier, but _____ produces more food. Which do you think is better?
3 Are you happy to pay a bit extra to buy goods which are _____ ? Why/Why not?
4 Do you think that doctors will find the _____ for many _____ , such as cancer?
5 Do you think that poorer countries should be forced to pay their _____ ? Why/ Why not?

b Work in pairs and discuss the questions in exercise 6a.

Pronunciation | sounds and spelling: 'o'

7 **a** 2.23 Listen to the words in the box. How is the letter 'o' pronounced in each one? Put the words in the correct column.

conflict global mortality organic poverty solar

/ɒ/	/ɔ:/	/əʊ/

b 2.24 Now put the words in the box below in the correct column in exercise 7a, according to the pronunciation of 'o'. Then listen to the words to check.

coast cold floor hot open own phone pocket road short throw your

c 'O' is often pronounced /ɔ:/when there is an 'r' after the 'o'. The spelling patterns below can also make the sound /ɔ:/. Try to think of an example word for each one.

ou	au	al	aw	ar	oo

see Pronunciation bank page 163

Listening and speaking

8 2.25 Listen to two people discussing how the world has changed since they were children. Which issues in exercise 5 do they talk about?

9 Look at the How to... box. Listen again and tick (✓) the phrases you hear.

How to... express attitude and respond to opinions

Express your attitude

Luckily, ...
Unfortunately, ...
(Not) surprisingly, ...
Interestingly, ...

Respond to an opinion

Positive
Too right! (informal)
I completely agree with you.
That's certainly true.
You have a point there. (informal)

Neutral
Well, that's your opinion.
Perhaps, perhaps not.

Negative
I can't agree with you there.
I don't know about that.
Oh, come on! (informal)

Speaking

10 **a** Work in two groups.

Group 1: you are optimists. Write five things that have made the world better in the last twenty-five years.

Group 2: you are pessimists. Write five things that have made the world worse in the last twenty-five years.

b Take it in turns to read your sentences. Respond to the other group's sentences in a positive, negative or neutral way. Use the How to... box on page 110 to help you.

Grammar | adverbs

11 **a** Read the Active grammar box and match the example sentences (1–4) with the rules (A–D).

1 The situation has really improved.
2 Luckily, doctors and surgeons can cure so many diseases now.
3 In the future, disease probably won't be such a big problem.
4 The number of cars on the roads is growing quickly.

b Choose the correct underlined words.

Active grammar

To make an adverb we usually add *-ly* to the adjective.
quiet – quietly; clear – clearly

A Adverbs of manner modify verbs. They describe the way in which something happens.
*She talked **quietly**.*
e.g. sentence _____
These adverbs usually come *before*/*after* the main verb.

B Adverbs of frequency/probability describe how often something happens or how probable it is.
*She **usually** comes to my house on Fridays.*
e.g. sentence _____
These usually come *before*/*after* the main verb.

C Adverbs of degree make an adjective or a verb weaker or stronger. They may be used for emphasis.
*I'm **completely** confused.*
*The temperature has **slightly** increased.*
e.g. sentence _____

D Attitude adverbs may be used as discourse markers to describe your attitude.
***Interestingly**, she didn't phone back.*
e.g. sentence _____
These usually come at the *beginning*/*end* of the sentence because they modify the whole sentence (or clause).

see Reference page 117

12 Match the adverbs in the box with their uses (1–6).

basically	fortunately
hopefully	obviously
personally	surprisingly

1 when something good or lucky happens
2 when something is not as you would expect
3 when you say what you hope will happen
4 when you give your opinion
5 to emphasise the most important fact about something
6 when describing something you can understand easily

Speaking

13 **a** Work in groups and guess the answers to the questions.

1 Which continent has the most people?
2 What percentage of the world's people don't have enough food to eat?
3 What percentage live in houses without running water?
4 What percentage of people can read/have been to university/own a computer?

b Look at page 150. Check your answers and complete the sentences.

c Compare your sentences with your group and discuss your reactions.

8.3 Making the right decisions

Grammar Third Conditional

Can do describe the effect of important decisions

Your life, your decisions

This week's problems

1

After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been **promoted** twice. However, she isn't really happy in her work. She hates having to commute through the rush hour, doesn't enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a **volunteer** overseas. She would like to be doing a job where she is really making a difference to other people's lives. But should she **take the plunge**?

It depends what other responsibilities she has. If she doesn't have a family to support, then why not? You only live once.

Jack, UK

If she is so unhappy then I think she has **no real alternative**. She should leave – if she doesn't, she'll **regret** it.

Vikram, India

I think she has a number of different options. She could, for example, ask for a year's **unpaid leave** so that she could try out her new lifestyle and still come back to her job if it doesn't work out.

Chiara, Italy

2

Jack and his girlfriend Suzie have been together for six years. They were planning to get married and **start a family** in the near future, but Jack has just been offered **a once-in-a-lifetime opportunity** abroad. His employers want him to spend two years at the New York office. Suzie doesn't want to follow him to New York as she has just **landed her dream job** in London. Can they realistically maintain **a long distance relationship**? What should Jack do **for the best**?

If they want to make the relationship work long distance, then it's certainly possible. But maybe Jack secretly wants to put some distance between them. Is he ready for marriage?

Beata, Poland.

I don't think long distance relationships ever work. Maybe for a while at the beginning of a relationship, but not like this. If he wants to stay with Suzie, he shouldn't go.

Ana, Brazil

I don't see the problem. They can talk to each other every day if they want to – it's cheap enough now online. Flights aren't that expensive either, and presumably the salary will be good. Jack should **go for it**!

Katie, Ireland

Reading and vocabulary

1 Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

2 Match the words and phrases in **bold** in the texts with the definitions below.

Problem 1

1 decide to do something important and risky, after thinking about it carefully
2 time off work with no salary
3 someone who does work without being paid
4 given a better job, usually with more money
5 no choice
6 feel sorry about something that has happened

Problem 2

1 a relationship when the two people live very far apart
2 try to get or do something you want
3 a chance to do something that may never come again
4 have your first child
5 to have the best result
6 got the perfect job for her

Speaking

3 a Work in pairs and discuss the questions.

1 Are you good or bad at making decisions?
2 If you have an important decision to make, who do you talk to about it? Why?

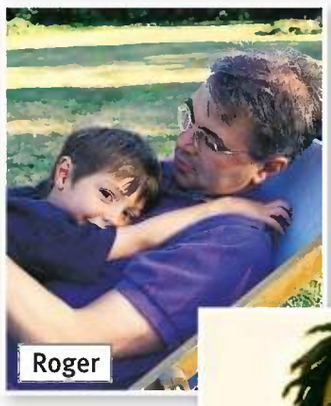
b Choose three or four decisions you have made from the list below, or use your own ideas. Make notes about the decisions you made and how you decided.

- which subjects to study at school/university
- to leave school
- to go to university
- to buy or sell a house/flat
- to get married
- to start or change your career
- to start your own business
- to leave a job
- to take up or give up a hobby/sport
- to retire or give up work

c Work in pairs. Tell your partner about the decisions you made and why.

Listening

4 **a** 2.26 Listen to these people talking about important decisions they have taken. Which decisions from exercise 3 does each person talk about?



b Listen again and answer the questions. There may be more than one answer.

Who ...

1 didn't do what his/her family wanted?
2 went overseas?
3 has started their own business?
4 is planning to get married?
5 had a life-changing holiday?
6 wanted to spend more time with his/her family?
7 has bought a new house?

c Check your answers to exercise 4b in the audioscript for track 2.26 on page 173.

d Work in pairs. Which speaker do you think had the most difficult decision to make? Why?

Grammar | Third Conditional

5 **a** Read the extracts from the listening and answer the questions.

If I had stayed at work, I wouldn't have spent time with Jack when he really needed me.

1 Did Roger stay at work?
2 Did he spend time with Jack?

I wouldn't have met Nancy if I hadn't come to France!

3 Did Tunde come to France?
4 Did he meet Nancy?

b Look at the Active grammar box and choose the correct underlined words.

Active grammar

We use the Third Conditional to talk about a *real*/*imaginary* situation in the *present*/*past*.

We make the Third Conditional with ...

if + subject + past perfect + *would(n't) have*/*could(n't) have* + past participle.

Past condition — Past result (hypothetical)
If I had stayed *at work, I* ***wouldn't have spent*** *time with Jack.*

or

Past result (hypothetical) — Past condition
I would have cooked *dinner* ***if I'd known*** *you were coming.*

In spoken English, *have* and *had* are usually contracted to *'ve* and *'d*.

For a hypothetical situation in the present or future we use the *Second Conditional*/*Third Conditional*.

For a hypothetical situation in the past we use the *Second Conditional*/*Third Conditional*.

see Reference page 117

6 Match the sentence beginnings (1–8) with the endings (a–h).

1 If I had known the test was today,
2 I wouldn't have missed the last train
3 If I'd known it was you on the phone,
4 If you'd asked me out to dinner,
5 I wouldn't have felt so tired this morning
6 If I hadn't gone on holiday to Greece,
7 I would have organised a party for you
8 I wouldn't have spent so much time with my children

a if I'd gone to bed earlier.
b I'd have said 'yes'.
c I would have done some revision.
d if I'd known you were coming.
e I would've answered it.
f if I hadn't stopped work.
g if I had left home earlier.
h I wouldn't have met my husband.

7 Read the text and complete the sentences using the Third Conditional.

There was a lot of snow and Rosa's flight was delayed. She decided to go for a cup of coffee. There was a bag on the floor but she didn't see it and tripped over. She spilt her coffee on Paulo. They started talking and a year later they got married.

If it hadn't snowed, Rosa's flight wouldn't have been delayed.

1 If her flight hadn't been delayed, _____ .
2 _____ , she wouldn't have tripped over.
3 _____ tripped over, she _____ her coffee.
4 If _____ , _____ talking to Paulo.
5 _____ talking, they _____ .

Pronunciation | sentence stress in the Third Conditional

8 **a** 2.27 Listen to this sentence. Which words are contracted?

If I had left home earlier, I wouldn't have missed the train.

b Listen again to the rhythm of the sentence in exercise 8a. Do the stressed words fall with a regular beat in the sentence? How many 'beats' are there in the sentence?

9 **a** Underline the stressed words in these sentences.

1 If I'd known the test was today, I'd have done some revision.
2 If I'd gone to bed earlier, I wouldn't have been so tired.
3 If you'd asked me out to dinner, I'd have said 'yes'.

b 2.28 Listen and check. Practise saying the sentences using the same rhythm.

see Pronunciation bank page 164

Speaking

10 **a** Draw two large circles in your notebook and label one of them 'Now' and the other 'Ten years ago'. Read the questions and write short answers in the 'Now' circle.

1 Where are you living?
2 What do you do?
3 Who is your closest friend?
4 How do you spend your free time?
5 Do you spend much time with your family?
6 Are you studying anything?
7 Do you play any sports?
8 What music do you enjoy?
9 What are your dreams/ambitions?

b Change the questions in exercise 10a to make questions about the past. Write short answers for these questions anywhere in the 'Ten years ago' circle.

11 Work in pairs and show your circles to each other. Tell your partner about how your life has changed in the past ten years. Ask questions to find out as much information as possible.

12 Work in pairs and discuss the questions.

1 What have been the important turning points (important moments or events which have changed things) in your life?
2 How might your life have changed if these turning points had been different?
3 Do you think you have always made the right decisions?

Writing

13 Write a paragraph describing an important turning point in your life and the effect this had. Think about what happened before/after the event, and how things might have been different.

8 Vocabulary | word building

1 Look at the table and add your own example words.

Prefix	Meaning	Example	Your examples
over-	too much	*overcook*	
under-	not enough/ below	*underdeveloped*	
dis-	used to make an opposite meaning	*dishonest*	
in-/im-	not or no	*inhuman*	

2 Complete the text with prefixes from exercise 1.

Life CHANGE

Many people dislike their job. Maybe they are (1) _____worked or (2) _____paid. Maybe they feel (3) _____valued in the company or they (4) _____agree with the company's methods. If you are one of these people, why not change things? LifeCHANGE workshops show you how to be (5) _____ dependent. You will see (6) _____credible differences in your life as your problems (7) _____appear. Change is never (8) _____possible, but you have to make the first move.

Call us on **0879 997 5543** for an (9) _____formal chat.

3 Look at the table and add your own example words.

Suffix	Example	Rules	Your examples
-tion/-ation	*creation* *civilisation*	If the verb ends in *-e*, cut the *-e*. If the verb ends in *-se*, the suffix is usually *-isation*.	
-ence/-ance	*intelligence* *ignorance*	There are no clear rules about which words end *-ence* or *-ance*. You have to learn them.	
-ment	*movement*	Add *-ment* to the verb.	
-ness	*darkness*	If the word ends in *-y*, change the *-y* to *-i*. *happy* → *happiness*	

4 Correct the sentences by changing the form of the words in bold. Use suffixes from exercise 3.

Vote for the Perfect Party

1 Our priority is **educate**.
2 We will increase **employ**.
3 We promise to give free **accommodate** to people over sixty-five.
4 There will be free hospital **treat** for everyone.
5 We promise proper **punish** for criminals.
6 We believe in the **important** of free speech.
7 Giving you, the voter, your **independent**.
8 A **govern** for the twenty-first century.
9 Taking the country in a new **direct**.
10 Your vote can make a **different**.

5 **a** Choose one of the topics below and make some notes about it.

- an inspiration
- new forms of entertainment
- globalisation
- a great achievement/my greatest achievement
- what happiness means to me
- cultural differences
- my development

b Work in small groups. Speak about your topic using your notes to help you.

c Change groups. Either speak about the same topic more fluently, or speak about a different topic. What new things did you learn about your classmates?

8 Communication

Can do express and respond to feelings

A

B

C

D

E

1 Work in pairs. If you could change one thing in your life, what would you like to change? Why?

I'd like to have a bigger flat so that I could invite my friends to stay.

2 **a** 2.29 Listen to the people in the photos answering the questions above. Which question does each person answer? Write the number (1–5) next to each photo (A–E).

1 Your house is too small for your needs. Would you …
- **A** put up with it for as long as possible because you hate moving?
- **B** be anxious about it, as it is a big decision to make and you might get it wrong?
- **C** draw up a checklist of things to do and plan the move for the future?
- **D** love the idea of moving and rush off to the estate agent during your lunch break?

2 Someone you know suggests that you should change your image. Would you …
- **A** make an appointment at the hairdresser's and arrange to go shopping with a friend?
- **B** feel very offended as the way you look has suited you for a long time?
- **C** feel you would like to change, but what to? You'll probably go back to how you always look anyway.
- **D** look through magazines for a few days before making any decisions?

3 At an interview, you are offered promotion. It means moving to another city. Would you …
- **A** say no immediately as you'd never leave the city where you grew up?
- **B** ask for time to think about it and start researching the new city?
- **C** feel you should accept the offer because it is a better job, but be a bit worried that you might regret it later?
- **D** say yes immediately as you are always up for a new challenge?

4 You get on well with one of your friend's guests at a party. Would you …
- **A** take the plunge and suggest meeting for a coffee later that week?
- **B** ask colleagues and friends about them before starting a friendship?
- **C** know you have too many friends already, so you really don't want another?
- **D** worry that they might not find you interesting enough for a further meeting?

b Listen again and make notes about what each person says. Then work in pairs and compare your notes.

c How would you respond to what each speaker says? Use the responses below or your own ideas.

That sounds fascinating!

I wish I could do that!

I know just what you mean.

I wouldn't want to do that.

d Work in groups. Take it in turns to answer the questions in exercise 3. Respond to what the people in your group say.

3 Read the questions below and note down your answers.

1. Does your job/lifestyle give you enough new, interesting experiences?
2. What changes do you think you might make in the future?
3. Has anything in your life changed for the better recently? Think about your friends/family/town/country.
4. Is it important for people to change their routine?
5. Do you think you like change?

4 **a** Complete the questionnaire below about how you deal with change.

b Look at page 150 to find out what your answers mean.

c Work in pairs and compare your results. Do you agree with them?

8 Reference

Second Conditional

To talk about an unreal/imaginary/hypothetical situation and its consequences, we use:

If + Past Simple + *would('d)/wouldn't*

If I had a car, I'd drive to work.

We can use *would*, *could* or *might* in the result clause.

*I'd live in Jamaica if I **could** live anywhere.*

The '*if* clause' can come first or second in the sentence. If it is first, there is a comma before the result clause.

If I could live anywhere, I'd live in Jamaica.

When the subject is *I* and the verb is *to be*, we often say *If I **were***.

*If I **were** you, I **wouldn't** wear that dress again!*

Adverbs

We usually make an adverb by adding *-ly* to the adjective.

interesting – interestingly *quick – quickly*

Some adverbs are irregular.

good (adj) – *well* (adv) *hard* (adj) – *hard* (adv)

*Do you feel **well**?* *Natasha works **hard**.*

1 **Adverbs of manner** describe how something happens – they modify the verb. They usually come after the verb.
*The news spread **quickly** around the office.*
*Drive **carefully**!*

2 **Adverbs of frequency/probability** describe how often something happens or how probable it is. They usually come before the main verb.
*Newspapers **rarely** report on these important issues.*
*She'll **probably** arrive at six o'clock.*

3 **Adverbs of degree** modify an adjective or a verb. They make it weaker or stronger.
*It was **totally** unexpected.*
*He's **quite** late.*

4 **Attitude adverbs** describe the speaker's attitude towards the information in the clause.
***Luckily**, the money was still there when I returned.*
***Surprisingly**, he waited until the bus had left.*
(These can come at the beginning/end of the sentence because they modify the whole sentence or clause.)

There is usually a comma after a sentence adverb.

! Some adjectives look like adverbs because they end in *-ly*, but they are not, e.g. *silly*, *lovely*, *lively*.

Third Conditional

We use this form to talk about imaginary or hypothetical past situations, and imagine different consequences.

*If there **hadn't been** so much traffic on the motorway, **I would have got** to the meeting on time.*

Form: *If* + past perfect + *would have* + past participle

To indicate possibility, rather than certainty, we can use *might have/could have* instead of *would have*.

*If she'**d studied** harder, she **might have passed** her exams.*

These unreal past situations have unreal past results.

*If I'**d studied** Art I **would have been** happier.*

Sometimes the hypothetical past situation has a present result.

***If I'd finished** my university degree, **I'd be** an architect now.*
(*If* + Past Perfect + *would* + verb)

Key vocabulary

Expressions with *change*

career change climate change image change
political change change an arrangement/direction/places/the subject/your mind/your address/your clothes/your hairstyle/your name/your password/your tune

The law

against the law an appeal banned be arrested
break the law face a fine give someone a fine illegal
a minor offence

Cities

architecture building work congestion construction
drilling exhaust fumes heatwave horns honking
noise roads being blocked rush hour terribly cold
tower blocks traffic jams

Global issues

climate change conflict cure debt(s) disease
fair trade global warming intensive farming
mortality rate organic farming peace pollution poverty
recycling solar power standard of living war wealth

Life decisions

be promoted/be offered a promotion
have no real alternative quit regret something
take the plunge take unpaid leave volunteer

ACTIVEBOOK Listen to the explanations and vocabulary.

see Writing bank page 160

8 Review and practice

1 Make Second Conditional sentences beginning with the words in brackets

I am too old. I can't learn to play rugby. (If)

If I was/were younger, I would learn to play rugby.

1 She doesn't have Dave's number. She wants to call him. (If)
2 I can't go out. I have an exam tomorrow. (I'c)
3 We want to buy a new car. We don't have enough money at the moment. (If)
4 There isn't time. They can't see the show. (They'd)
5 I don't have a choice. I want to live in the city. (If)
6 We want to go swimming. The sea is polluted. (We'd)
7 It's raining heavily. We want to go for a walk. (If)

2 Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

1 She's coming tomorrow so when she _____ (arrive), I _____ (pick) her up.
2 If I _____ (win) a million euros, I _____ (buy) an enormous house.
3 I _____ (leave) my job if I _____ (have) enough money. Sadly, I don't.
4 If you _____ (cook) dinner, I _____ (do) the washing-up. Thanks for the offer.
5 If he _____ (study), he _____ (pass) the test. But he's very lazy.
6 If he _____ (study), he _____ (pass) the test and we can have a big party to celebrate.
7 If you _____ (live) nearer, I _____ (give) you a lift, but it's just too far.

3 Make adverbs from the words in brackets. Write the adverb in the correct space to complete the sentences.

_____ we will see _____ them at the party. (*hopeful*)

Hopefully we will see them at the party.

1 I _____ go _____ to the supermarket on Saturdays. (*usual*)
2 Susana is so _____ busy that I _____ ever see her any more. (*hard*)
3 Steve _____ drives when we _____ go on long journeys. (*normal*)
4 I exercise _____ in _____ the gym. (*regular*)
5 We _____ don't _____ want to damage the relationship. (*certain*)
6 _____ , I can't see _____ how we can do it any other way. (*personal*)
7 He did a very poor interview. _____ , he got the _____ job. (*surprising*)

4 Complete the sentences with the phrases in the box.

had decided ~~had gone dancing~~ hadn't gone had known hadn't listened to the radio wouldn't have heard wouldn't have met ~~wouldn't have woken up~~ wouldn't have gone wouldn't have worked

If I *had gone dancing* all night, I *wouldn't have woken up* this morning.

1 If I _____ to university, I _____ Sam.
2 If I _____ that England was so cold in the summer, I _____ there.
3 If I _____ to study medicine, I _____ in an office all my life.
4 If I _____ this morning, I _____ the news.

5 Complete the Third Conditional sentences using the verbs in brackets.

1 If she _____ (ask) me to help her, we _____ (finish) the job yesterday.
2 If I _____ (know) you were coming, I _____ (cook) some more supper.
3 If Ken _____ (leave) five minutes earlier this morning, he _____ (miss) the train.
4 If you _____ (tell) me you needed to get up early, I _____ (wake) you.
5 If she _____ (see) the mess, she _____ (be) angry.
6 If I _____ (not/drink) that coffee, I _____ (fall asleep) during the film.
7 If I _____ (not/lose) my camera last week, I _____ (take) some photos of the children.

6 Complete the sentences with the words and phrases from the box.

banned cure environment fine ~~mind~~ password pollution standard subject

I planned to study Art, but I changed my *mind* and studied French.

1 He didn't want to talk about politics so he changed the _____ .
2 Smoking in the office is _____ .
3 All the traffic in the city causes _____ .
4 Waste from industries is bad for the _____ .
5 We haven't found a _____ for AIDS yet.
6 You should change your computer _____ every month.
7 Most African countries have a very low _____ of living.
8 If you park your car in the wrong place, you may face a _____ .