

3 LUCKY FOR SOME?



GRAMMAR

Mixed conditionals (review) → SB p.30

1 ★☆☆ Match the sentence halves.

- | | |
|---|--------------------------|
| 1 If Katya were a more careful driver | <input type="checkbox"/> |
| 2 I'd be at home by now | <input type="checkbox"/> |
| 3 Jeremy wouldn't be embarrassed | <input type="checkbox"/> |
| 4 If I hadn't watched the news last night | <input type="checkbox"/> |
| 5 If Mayumi hadn't gone to the beach in Rio | <input type="checkbox"/> |
| 6 Theresa would probably be acting in the theatre now | <input type="checkbox"/> |
| 7 We wouldn't be so unhappy now | <input type="checkbox"/> |
| 8 If Jared paid more attention | <input type="checkbox"/> |
- a** I wouldn't know about the plane crash.
b she wouldn't be married to a Brazilian.
c if I hadn't missed the last bus.
d if she hadn't been late for that audition.
e if we hadn't lost that last match.
f she wouldn't have had that accident.
g he wouldn't have missed the turning and got lost.
h if he hadn't tripped and fallen over on the dance floor.

2 ★★★ Complete the gaps with *were / weren't, would / wouldn't and had / hadn't*.

- Laura _____ be a top gymnast if she _____ started training very young. She was only four when she began.
- If Ben _____ read the news, he _____ know the buses were on strike and he _____ be standing waiting at the bus stop at the moment.
- Skye finds learning French difficult. If she _____ been born in France, she _____ need to study French now.
- If he _____ better at science, Nico _____ have won the quiz show.
- Monica _____ have a bandage on her foot if she _____ tripped over the cat and broken her ankle.
- Denny is over two metres tall. If he _____, he _____ have started to play basketball.
- Miranda _____ have been able to reach the top shelf if she _____ taller.
- Esther _____ be so nervous about the exam if she _____ paid more attention in class.

3 ★★★ Complete the sentences with the correct form of the verbs in brackets.

- If I _____ (not spend) so much money on that computer last month, I _____ (be) in Spain on holiday now.
- I _____ (not be) hungry now if my friends _____ (wake) me up in time for breakfast.
- If my dad _____ (be) younger, he _____ (go) to the rock concert last night.
- I _____ (not have) to hurry to get things ready for my party now if I _____ (not fall) asleep after lunch.
- If I _____ (accept) that invitation to her party, I _____ (be) at her flat in London now.
- I _____ (not need) to work so hard now if I _____ (study) a lot more last term.
- I _____ (feel) very guilty now if I _____ (forget) my mother's birthday, so I'm really happy that I remembered!
- Ruben hasn't phoned me, but if he _____ (not miss) the flight last night, he _____ (be) here now.

4 ★★★ Complete the sentences so they are true for you. Use mixed conditionals.

- If I wasn't studying English now, I _____
- I wouldn't be _____
- If I had _____
- If I hadn't _____
- I would _____
- If I were _____

Alternatives to *if*

→ SB p.33

5 ★★★☆ Cross out the word or words which do NOT fit.

- 0 We can go in my car *otherwise* / *as long as* / *unless* we share the cost of petrol.
- 1 I wouldn't interrupt Mum now *unless* / *if* / *otherwise* you want her to get really angry.
- 2 *Suppose* / *Imagine* / *As long as* you could visit another planet, where would you go?
- 3 Eat your soup now, *suppose* / *unless* / *otherwise* it'll get cold.
- 4 *Unless* / *If* / *Otherwise* you can't get to the front of the crowd, you won't see much of the parade.
- 5 Of course you can borrow my book, *as long as* / *unless* / *provided that* you don't lose it.
- 6 *Imagine* / *Provided that* / *Suppose* you get there early, there will be plenty of space to sit.

6 ★★★☆ Complete the dialogue with the words and phrases in the list.

as long as | if | imagine | otherwise
provided that | suppose | unless

- Maisie** My brother won't eat vegetables
1 _____ they're green.
- Dan** Why?
- Maisie** He says green is his lucky colour, so
2 _____ Mum gives him
green vegetables, he's OK.
- Dan** 3 _____ she gave him
carrots, what would he do?
- Maisie** He'd refuse to eat them.
- Dan** 4 _____ she could dye them
green – what then?
- Maisie** Yeah, that might work. But only if
she told him they were special beans
or something, 5 _____ he
wouldn't eat them.
- Dan** Well, 6 _____ that's the only
thing he's picky about eating, then
that's a good thing! His lucky colour
could be brown – he would only eat
chocolate!
- Maisie** Well, I suppose you're right,
7 _____ he grows out of
it soon. I'm sick of only eating green
vegetables at home.

7 ★★★☆ Rewrite the rules using the words in brackets.

Rules for college students

- 1 You can come in after 11 pm. But tell the porter when you leave.
- 2 You mustn't leave your bicycle on the lawn if you are not going out immediately.
- 3 You can have a wake-up call in the morning. Just tell the night porter.
- 4 You can use the kitchen, but please leave it clean and tidy.
- 5 Keep your key safe. If you don't, you might get locked out.
- 6 Please only use the college phone in an emergency.

- 1 (as long as) _____
- 2 (unless) _____
- 3 (if) _____
- 4 (provided that) _____
- 5 (otherwise) _____
- 6 (unless) _____

GET IT RIGHT!

unless

Learners often use *unless* with a negative verb form when they should use a positive form.

- ✓ *Unless you do your homework, you can't play your game.*
- ✗ *Unless you don't do your homework, you can't play your game.*

Tick (✓) the sentences which are correct. Rewrite the incorrect ones.

- 1 Unless you don't play the lottery, you don't have a chance of winning it!

- 2 We can deliver it next week, unless you need it tomorrow.

- 3 Juan's going to miss the beginning of the film unless he doesn't turn up in the next two minutes.

- 4 I will take you up on your offer unless you've changed your mind.

- 5 Sophia never travels on a Friday unless she absolutely doesn't have to.

PRONUNCIATION

Unstressed words in connected speech Go to page 118. 

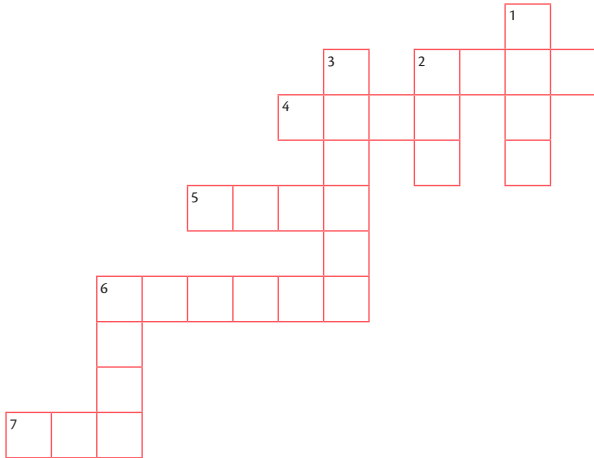


VOCABULARY

Phrasal verbs

→ SB p.30

1 ★★☆☆ Complete the crossword.



Across

- Are you going to _____ on at the café or find a new Saturday job?
- It's a funny feeling when you _____ to after fainting.
- Why didn't you _____ up the phone earlier? I tried calling three times.
- I can't believe Libby _____ down the job. It looked really interesting.
- Can you help me? My dog _____ away and I can't find her.

Down

- Be careful! Don't _____ over that chair.
- What time do we need to _____ off for the airport?
- The plans all _____ out really well for Gemma's surprise party.
- I think we should _____ back now. The weather looks awful.

2 ★★☆☆ Complete the sentences with a phrasal verb in the correct form.

- I'm so happy that it all _____ for you and you got the job.
- If Tom doesn't _____, we can message him.
- I think the chicken _____ because it saw the fox.
- When I _____ after fainting, I saw three faces staring at me.
- We _____ at school next year. We're not leaving.
- Sadly, the climbers _____ before they reached the summit.
- They _____ three hours ago. They should have arrived by now.
- I _____ the job offer. I'm going to start my own business.

Expressions with *luck*

→ SB p.31

3 ★☆☆☆ Complete the phrases with one word.

- Oh dear, _____ luck.
- You're _____ your luck.
- And I thought: it's _____ my luck.
- She was _____ luck.
- They didn't _____ me any luck.
- It's just _____ luck.
- As luck would _____ it ...
- _____ luck next time.

4 ★★☆☆ Complete the dialogues with the phrases from Exercise 3.

- A I just missed the bus!
B 1 !
- A You've never played this before – and you won?
B I know. Sorry! _____
- A So your sister met the rock star?
B Yes. They were staying at the same hotel. _____
- A Did you try to buy a ticket for the concert?
B Yes. But they had sold out. _____
- A So your car broke down?
B Yes. _____, though, we were very close to a garage.
- A Dad, can you lend me another £20?
B Wow. _____
- A Did you wear your lucky boots for the game?
B I did. _____, though. I lost!
- A I failed my driving test. Again!
B I'm sorry to hear that. _____

WordWise:

Expressions with *over*

→ SB p.33

5 Complete the sentences with a phrase from the list.

all over | all over again
fall over | just over | overall

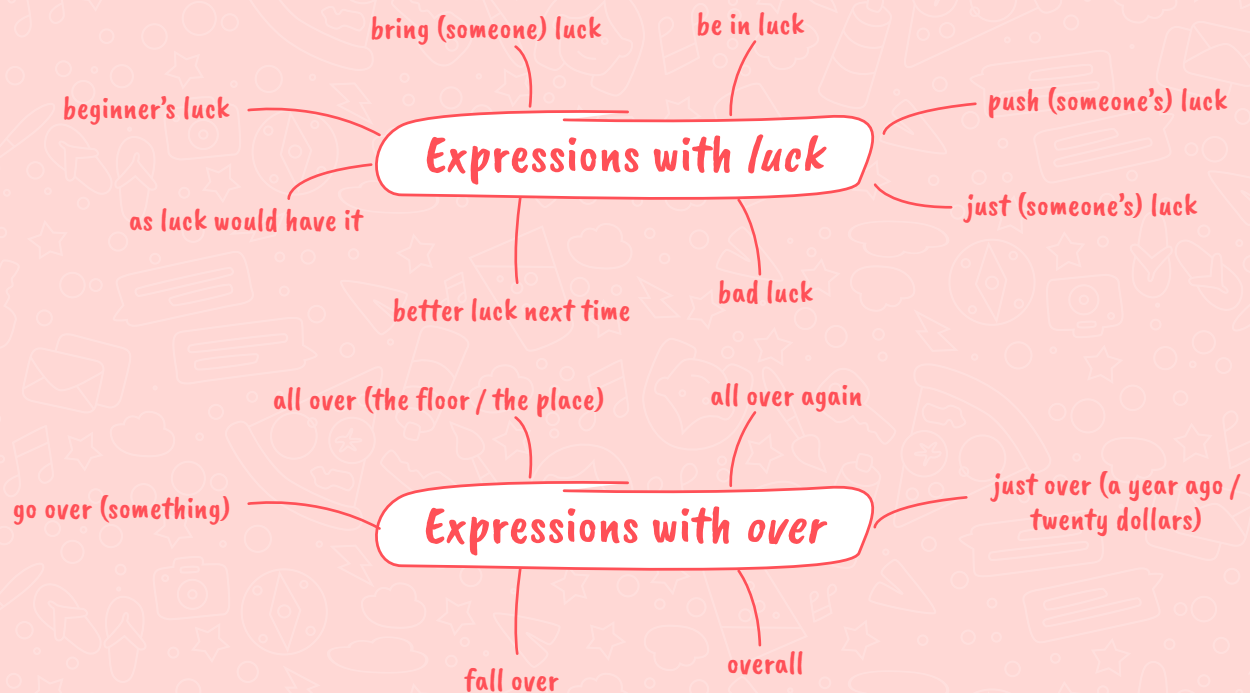
- My school's _____ a kilometre away, so it's a quick bike ride for me.
- Their new song is so good that when I'd finished listening to it, I decided to listen to it _____.
- The graphics are great, the music is OK and it isn't expensive – so, _____, it's a good game.
- I forgot about the bath and there was water _____ the floor.
- I was so tired, I thought I was going to _____ when I was going up the stairs to bed!



REFERENCE

Phrasal verbs

pick up | set out | stay on | turn back | turn down | turn out | work out



VOCABULARY EXTRA

1 Complete the definitions with a verb from the list.

come | get | hand | pull | watch

- 1 _____ **over**
move to the side of the road in a vehicle and stop
- 2 _____ **over (someone / something)**
feel better after someone / something has made you unhappy
- 3 _____ **over**
protect someone and make sure they are safe
- 4 _____ **over**
come to a place; move from one place to another
- 5 _____ **over**
give something to someone else

2 Complete the dialogue with the correct phrasal verbs from Exercise 1.

A I'm really upset. Libby isn't talking to me.

B Oh dear. What happened?

A I invited her to ¹ _____ to my house last night and she refused. She said I was more like a little sister than a friend. She said she had to ² _____ me all the time.

B That's not very nice.

A I know. Sorry. Can you ³ _____ at the side of the road? I'm going to phone her now.

B I don't think that's a good idea. ⁴ _____ your phone to me now before you do or say anything silly.

A You sound like my mum! I'm not giving you my phone but you're probably right.

B Try not to think about it anymore. You'll ⁵ _____ it. I'm sure she'll apologise.

3 Complete the sentences so they are true for you.

1 The next piece of work I have to hand over is ... and it's due on ...

2 I think it's difficult to get over ...

3 The last time I was in a car and it pulled over was ...

I can't live without ...



Jody, 17

For me, it's my dreamcatcher. You've probably seen one hanging from a tree or outside a house or even in a souvenir shop, but mine is in my bedroom. My grandma gave it to me when I was born. I wouldn't know what it was for, if my grandma hadn't told me. It's a small wooden hoop covered in threads, they look like a spider's web, and it has long feathers and colourful beads hanging from it. My grandma has Native American heritage and it's a symbol of protection. They are used to protect you when you sleep, especially children. If you have a bad dream, the dreamcatcher catches it. Only good dreams can pass through it and they slide down the feathers to the sleeping person. I'm going to college next year and my dreamcatcher will come, too!

I have this dolphin necklace. My grandpa gave it to me and I wear it all the time. He was an Italian fisherman and he would never go out on his boat without wearing this necklace. According to folk tradition, if sailors saw dolphins by their boat after months at sea, they knew that they were near land. Sadly, my grandpa died last year, but I feel he's still with me. Dolphins are also a symbol of protection so my necklace not only protects me, but it also keeps me on the right track towards my next goal. I've got some important exams this year and I know my necklace is helping me stay focused on those. My grandpa would be very proud of me.



Aarya, 18



George, 18

If I hadn't visited Japan last year, I wouldn't have known what these were. These cute little cat figures were everywhere in shops and restaurants. In Japanese, they call them *Maneki-neko* which means 'beckoning cat'. Their origin dates back to the 17th century, the Edo period in Japan. Folk stories say that a rich man sheltered under a tree from a storm next to a temple. As luck would have it, he saw a cat waving to him and so he followed the cat into the temple. Suddenly, lightning struck the tree he had been under. If the man hadn't followed the cat, he would have died. The cat had saved his life. Today, the *Maneki-neko* cats wave their right and left paws. The left paw attracts customers to a business and the right paw invites good fortune. The cats come in different colours and each colour means something different. I bought a green one as a souvenir for my uncle. He was ill at the time and the green one brings good health. He got better very quickly. I bought a white one for myself, which sits on a shelf in my bedroom to bring me happiness and positive things in the future!

READING

1 Read the text quickly. Match the person with the charm they talk about.

- | | |
|----------|----------------------|
| 1 Jody | a Dolphin |
| 2 Aarya | b <i>Maneki-neko</i> |
| 3 George | c Dreamcatcher |

2 Read the text again and mark the sentences T (true), F (false) or DS (doesn't say).

- | | |
|---|--------------------------|
| 1 Jody's dreamcatcher was a present. | <input type="checkbox"/> |
| 2 A dreamcatcher stops you having dreams. | <input type="checkbox"/> |
| 3 Aarya enjoys sailing. | <input type="checkbox"/> |
| 4 Aarya's necklace used to belong to her grandpa. | <input type="checkbox"/> |
| 5 George is from Japan. | <input type="checkbox"/> |
| 6 George's uncle is better now. | <input type="checkbox"/> |

3 CRITICAL THINKING Read the statements. Which ones do you agree with? Why?

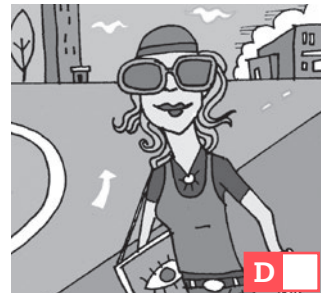
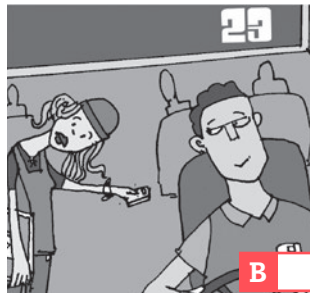
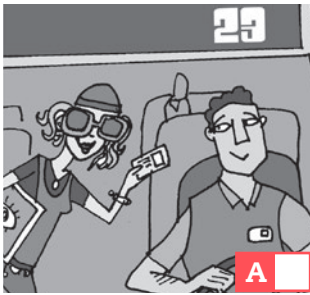
- 'Lucky charms are a waste of time. It's just a way to make money, especially when they are sold as souvenirs.'
- 'I love my lucky charm. It makes me feel safe and I wouldn't go anywhere without it.'
- 'I create my own luck. I don't need any lucky charms to help me.'
- 'It's part of my culture and heritage. It's a big part of who I am. I'd never leave home without it.'

4 Write a short paragraph about a special charm from your country. Describe these things.

- its origins
- colours and materials
- why it is lucky

Writing a story about luck

1 **INPUT** Read the story and put the pictures in order.



A bit of luck

One day I took a bus into town on my own. I was really excited because I was wearing my new sunglasses for the first time. They're the best glasses ever. If I hadn't saved up for ages, I wouldn't have been able to buy them. To get to the point, I think it was money well spent.

I sat down, took the glasses off and looked at my phone. I chose my favourite playlist to listen to. I had my cool wireless earphones in and I couldn't have been happier. Well, to cut a long story short, when I got off the bus, I started to look for my glasses and ... not there. My heart sank! I walked back towards the bus stop, but the bus had gone ages ago. Somehow, I'd left my brand new, expensive sunglasses on the bus!

I don't think I've ever felt so miserable in my life. I looked in some shop windows, but all I wanted to do was go home. I started walking but then, just as I was near a bus stop, I saw a bus coming, so I got on it. As I was paying the driver, I realised he looked familiar. Was it possible? Was this the same bus I'd used to go into town? I ran to the back, and there, on the floor under the seat – my sunglasses! I was speechless and over the moon. And I thought how lucky I was – if I hadn't seen the bus coming, I'd never have seen my sunglasses again.

2 **ANALYSE** Read the story again. Answer the questions.

- 1 In what two ways were the sunglasses important to the writer?
- 2 How did the writer feel when she discovered she didn't have her sunglasses?
- 3 When did she realise she might find her sunglasses again?
- 4 How did she feel when she found her sunglasses?

3 Look at the story again. Find words or phrases which ...

- 1 are used to skip a part of the story.

- 2 show how the writer felt at several different moments.

4 **PLAN** You are going to write a short story about 'a bit of luck'. It can be something that happened to you or to someone you know, or a made-up story.

- What is the background to the story?
- What happened that was not good?
- What was the bit of luck that made things OK in the end?

5 **PRODUCE** Write your story (250–300 words). Make sure you do the things below. Write your own checklist.

- Think about the verb tenses you use.
- Use at least one mixed conditional sentence.
- Use adjectives and expressions showing how people felt at different moments in the story.



CHECKLIST

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



LISTENING

1 3.02 Read the sentences. Then listen and write the number of the conversation (1, 2 or 3).

- 1 They are discussing how to replace something that was borrowed.
- 2 They are discussing how to get somewhere without paying more than necessary.
- 3 They are discussing the nature of quiz shows.

2 3.02 Listen again and complete the sentences with three words.

Conversation 1

- 1 Cheap train tickets to London _____ after nine o'clock.
- 2 Julia thinks arriving in London at 9.55 is _____ for her.

Conversation 2

- 3 Jakob likes the mixture of _____ in the quiz programme.
- 4 Sally prefers 'Mastermind' because contestants can _____ subject.

Conversation 3

- 5 Some of Pablo's stuff got _____ when he dropped his bag.
- 6 Pablo cannot replace the book because it costs _____ pounds.

DIALOGUE

1 Put the dialogue in the correct order.

- Gina Yes, and it didn't come for ages. And when it finally did come, it got stuck in a traffic jam, you know, it being rush hour at that time of day and all.
- Gina Not wrong exactly – just not right! I was hoping I'd be back home in time for my favourite game show on TV, but the bus driver simply went past my stop without pulling over to pick me up! Just my luck.
- 1 Gina Today hasn't been my lucky day.
- Gina No, and my mum didn't think to record it either. And I so badly wanted to see it.
- Martha So you had to wait for the next one?
- Martha Oh? Why's that? Did something go wrong?
- Martha Bad luck. But don't worry, I'm sure they'll show it again before too long and we can record it for you.
- Martha It's always bad after five o'clock, isn't it? But anyway, I'm guessing you didn't make it back home in time for the show?

PHRASES FOR FLUENCY

→ SB p.36

1 Complete the phrases with the missing letters.

- 1 a _ _ _ m _ _ _ g
- 2 t _ _ t i _ _
- 3 a _ _ _ e r a _ _ _
- 4 _ _ w a _ d _ _ a i n
- 5 W _ _ _ _ h _ _ _ _ you g _ _ _ to _ _ _ _ e?
- 6 We'll _ _ _ _ t s _ _ _ _ _ _ _ _ g o _ t.

2 Complete the dialogues with phrases from Exercise 1.

- 1 A I'm thinking about learning how to play chess. Do you think I'm mad?
B Of course not. Go for it!

- 2 A What time does your cousin arrive tomorrow?
B He'll be here at 11 o'clock,
_____ the train's on time.
- 3 A Can I borrow your tablet?
B Well, OK, provided you take really good care of it,
_____.
- 4 A You're listening to rap? I thought you were a rock fan!
B Well, I am – but I don't mind a bit of rap
_____, just for a change.
- 5 A Hang on – how can we possibly go to the match and get back in time for the party tonight?
B Yeah, it's tricky – but it's OK. _____.
- 6 A You must be really pleased that you got 92 percent.
B Yeah, kind of – but it was a really easy test,
_____.



TOWARDS C1 Advanced




LISTENING

Part 1: Multiple choice

EXAM GUIDE:

In Part 1 of the Listening exam, you hear three unrelated dialogues. Each one involves two speakers. The dialogues are taken from a wide range of contexts.

- Focus on the stem or question rather than the options when you listen. Choose the option that most closely matches what was said.
- The answers to the questions could come at any stage in the recording, so don't expect to hear things in the same order as in the questions.

- 1  3.03 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear two geography students talking about a field trip they went on.

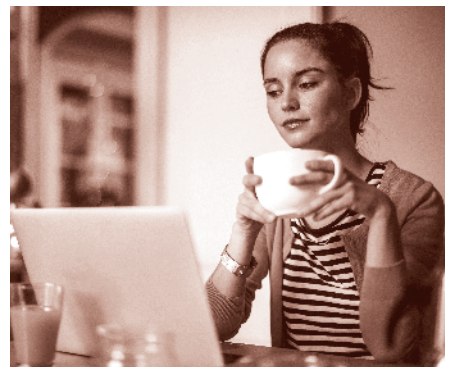
- 1 They agree that the trip was
- A too ambitious in what it tried to cover
 - B so disorganised that it didn't keep to schedule
 - C tiring because of the amount of walking involved
- 2 The male student feels that at the final stop on the trip, the tutor
- A wasn't as upset as the students assumed.
 - B was justified in abandoning the visit.
 - C was wrong to reveal his feelings.



Extract 2

You hear two friends talking about working from home.

- 3 What problem is the woman describing?
- A She loses concentration as the day progresses.
 - B She finds it hard to get started on the most urgent tasks.
 - C She keeps trying to deal with too many things at the same time.
- 4 How does she react to the idea of the 'proactive time' technique?
- A She's sceptical about whether it would suit her type of work.
 - B She's concerned how it would impact on the rest of her commitments.
 - C She's doubtful whether she'd have the necessary self-discipline to use it.



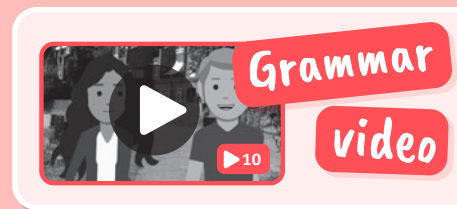
Extract 3

You hear two friends talking about wildlife photography.

- 5 When he was in Botswana, the man
- A experimented with different types of photographic equipment.
 - B had guidance regarding the best photographic equipment to use.
 - C kept his photographic equipment in a state of constant readiness.
- 6 In reply to the woman's question about setting up a shot, the man
- A admits that it's sometimes a matter of luck.
 - B denies that it requires any particular level of skill.
 - C explains that it's usually a long and complicated process.



4 HAVING A LAUGH



GRAMMAR

Emphatic structures

→ SB p.40

- 1 ★★★ Complete the dialogue with *it's*, *what* or *all*. When there is a choice between *what* and *all*, think carefully about which word is best.

Freya I'm hungry. What shall we have for dinner?

Juan Not much. ¹ _____ there is in the fridge are four eggs.

Freya Well, ² _____ you need to make an omelette is an egg and a frying pan. Can you make one?

Juan Me? ³ _____ always me who does the cooking.

Freya That's because ⁴ _____ me who is revising for final exams this week.

Juan ⁵ _____ I'd like to do is not cook a meal tonight.

Freya I know what you mean. I'm quite tired. ⁶ _____ I really want to do is stay in and watch TV.

Juan Why don't we do something different tonight?

Freya If you want me to cook, ⁷ _____ you need to do is ask. I'd happily do it.

Juan No, ⁸ _____ I want is to get a takeaway and relax. We haven't done that for months. ⁹ _____ doing something like that with my favourite housemate that I really miss.

Freya OK, great idea! Let's have a look at some takeaway menus now.

- 2 ★★★ Rewrite the sentences using emphatic structures.

0 He needs a good holiday.

What he needs is a good holiday.

1 I like a joke with a good punchline.

What _____

2 Jack's good at telling jokes, not his brother.

It's _____

3 You waste your time playing on your computer.

It's _____

4 She was only saying that you should take a break.

All _____

5 Olga only wants a sandwich for lunch.

All _____

- 3 ★★★ Use cleft sentences to rewrite each pair of sentences. Use the underlined information as the focus. Use *it is* / *was* and *what* for each pair.

0 a Leo ate your sandwich.

It was Leo who ate your sandwich.

b Leo ate your sandwich.

What Leo ate was your sandwich.

1 a You need to say 'sorry'.

b You need to say 'sorry'.

2 a My dad forgot the punchline.

b My dad forgot the punchline.

3 a I don't understand why she said 'no'.

b I don't understand why she said 'no'.

4 a I hate cold showers more than anything.

b I hate cold showers more than anything.

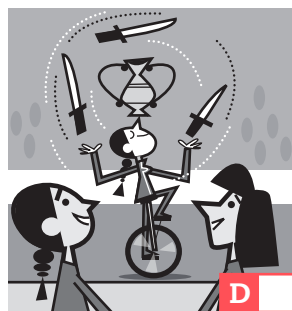
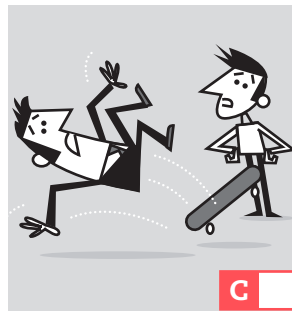


Boosting

→ SB p.43

4 ★☆☆ Match two sentences with each picture.

- 1 You've clearly never tried this before.
- 2 She's absolutely brilliant.
- 3 Well, it's undeniably the most unusual thing we've ever discovered.
- 4 She certainly knows how to entertain.
- 5 I've totally forgotten how to do this.
- 6 It's utterly delicious.
- 7 It's essentially half frog, half bird.
- 8 Well he definitely enjoyed that!



5 ★★★ Rewrite the sentences using the words in brackets.

- 1 This is the best day of my life. (undeniably)

- 2 I have made the best decision of my life. (certainly)

- 3 I am the happiest man on the planet. (undoubtedly)

- 4 It's what I've always wanted to do. (essentially)

- 5 I can't wait to get started. (definitely)

- 6 It is the job of my dreams. (literally)

- 7 A chocolate taster! I mean, it's amazing. (utterly)

- 8 And this company makes the best chocolates there are. (absolutely)

6 ★★★ Use the prompts to write sentences that are true for you.

- 0 best day of my life / undeniably
The best day of my life was undeniably when I passed my driving test.

- 1 most interesting place in my town / undoubtedly

- 2 most interesting school subject / certainly

- 3 the best day of the week / clearly

- 4 my favourite holiday destination / absolutely

- 5 the best band in the world / unquestionably

- 6 my favourite actor / definitely

7 ★★★ Add reasons to your sentences in Exercise 6.

- 0 *It means that I can now go anywhere I like.*

GET IT RIGHT!

Emphatic sentences



Learners at this level often use a subject pronoun instead of an object pronoun in cleft sentences beginning with *It's ...*. Another common error is using *it's ... what* instead of *it's ... that*.

- ✓ *It's her who complains a lot. It's her attitude that really annoys me.*
- ✗ *It's she who complains a lot. It's her attitude what really annoys me.*

Correct the errors in the sentences.

- 1 It's the release of endorphins what makes us feel good when we laugh.

- 2 It's her sense of humour what I don't get.

- 3 It's we who will have the last laugh when we win the tournament.

- 4 It's he that is undoubtedly the best comedian in the country at the moment.

- 5 It's they who will be laughing on the other side of their faces when their teacher finds out.



VOCABULARY

Laughter

→ SB p.40

1 ★☆☆ Match the sentence halves.

- 1 Mr Thomas really has no sense of
 - 2 It's so embarrassing, but sometimes I get
 - 3 I've told you not to laugh
 - 4 I'm sorry, but I just don't find
 - 5 I like horror films that offer a little light
 - 6 He got right to the end of the joke and forgot
 - 7 That show was hilarious,
 - 8 I'm not really sure I got
- a it funny when you talk in that stupid voice.
 b the punchline.
 c I haven't laughed so much in a long time.
 d relief at times to give you the chance to relax.
 e at Tim. You know it upsets him.
 f the giggles in the middle of Maths lessons.
 g humour. In fact, I've never even seen him smile.
 h the joke but I laughed anyway.

2 ★★★ Complete the questionnaire. Then answer the questions.

How good is your of humour?

- 1 What do you do if you don't _____ a joke?

- 2 Everyone's laughing _____ you in a dream. How do you react?

- 3 You're telling a joke. It's going well. Disaster – you've forgotten the _____! What do you do?

- 4 It's the middle of an English lesson. You've got the _____. Your teacher wants to know what it is you _____ so funny. What do you say?

Idioms with *laugh and joke*

→ SB p.43

3 ★★☆☆ Complete the dialogues with *laugh(ed)*, *laughing*, *joke* or *joking*.

- 1 A I'm thinking of entering your school's talent evening for parents.
B Please don't, Dad. You'll be a _____ stock.
- 2 A Can you believe that Javi took his mum's car and he can't even drive?
B It's no _____ matter, Liam. His parents found out and now he's in big trouble.
- 3 A Did you watch that new comedy series I told you about?
B I certainly did. I _____ my head off.
- 4 A Have you heard about Don's new business idea? Isn't it ridiculous?
B I know. I burst out _____ when I heard about it.
- 5 A Don't worry, Mum. I'll just eat oven chips every day.
B _____ aside, Willem, do you really think you'll be able to look after yourself if you move out?
- 6 A £30 to order some flowers for my grandma's birthday and now the company wants to charge me another £10 for delivery.
B I know. It's a _____.
- 7 A The other team think it's funny that we're losing the match.
B Don't worry, they'll be _____ on the other side of their faces when we score the winning goal.
- 8 A My friends all think it's funny that I didn't go to university.
B Don't worry. You'll have the last _____ when you're running your own business by this time next year.

4 ★★☆☆ Complete the sentences with your own ideas.

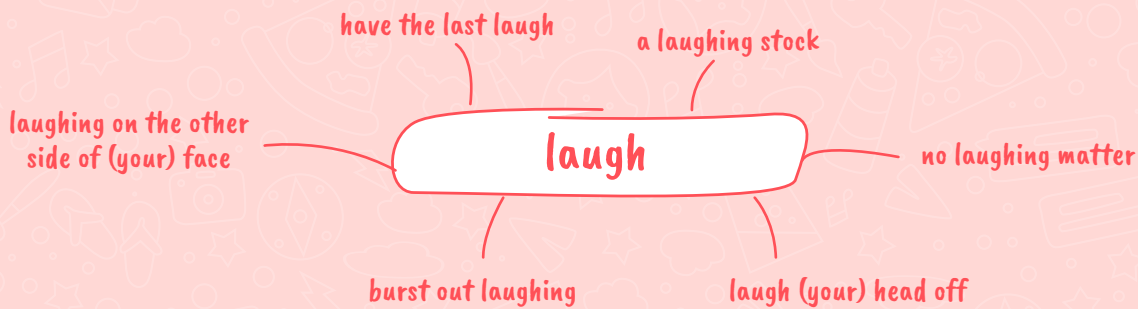
- 1 He might think it's funny to mess about in class, but he'll be laughing on the other side of his face when _____.
- 2 I couldn't help myself. I just burst out laughing when _____.
- 3 I can't believe _____. It's a joke.
- 4 Don't _____. You'll be a laughing stock.
- 5 Why are you giggling? It's no laughing matter when _____.
- 6 I laugh my head off every time _____.
- 7 I know you think it's silly that I want to swim across the Channel for charity, but joking aside, _____.
- 8 So you didn't get a part in the school play? Well you'll have the last laugh when _____.



REFERENCE



IDIOMS WITH LAUGH AND JOKE



VOCABULARY EXTRA

1 Match the phrases in the list with the definitions. Use a dictionary if necessary.

be doubled up | be in stitches
 chuckle | crack up | howl with laughter
 split your sides laughing

- 1 to laugh in a quiet way _____
- 2 to laugh heartily _____
- 3 to laugh out loud very hard

- 4 to laugh a lot at something

- 5 to bend over at the waist due to laughing

- 6 to laugh uncontrollably _____

2 Match the sentence halves.

- 1 Did you chuckle
- 2 I was howling with
- 3 We all cracked
- 4 When was the last time you split
- 5 The students doubled
- 6 We were in

- a your sides laughing?
- b stitches when we watched the comedy.
- c laughter when I heard the punchline.
- d up laughing when they heard the joke.
- e when you found out the answer?
- f up when we saw the video.

3 Answer the questions about you.

- 1 When was the last time you were in stitches? Why?
- 2 What makes you split your sides laughing?
- 3 Who do you know who always howls with laughter at jokes?

LAUGHTER THERAPY

Laughter not only provides a full-scale workout for your muscles, it unleashes a rush of stress-busting endorphins. What's more, your body can't distinguish between real and fake laughter – any giggle will do.



A The elation, or extreme happiness, you feel when you laugh is a great way of fighting the physical effects of stress. When we laugh, our body relaxes and endorphins (natural painkillers) are released into the blood stream.

A Laughter Therapist's aim is to help you laugh more easily. Therapy is available in group or individual sessions – these start with a warm-up followed by a range of activities designed to get you giggling. Laughter doesn't come easily to everyone, but luckily, it's a skill you can learn. So faking it has the same beneficial effect.

C The therapeutic effects of laughter have been clinically studied since the 1970s, but Dr Madan Kataria – who developed laughter yoga in Mumbai – is credited with making laughter therapy more well known. Kataria set up the first laughter club in 1995. There are now more than 5,000 laughter clubs worldwide.

E A laughter therapy session may leave you feeling elated and exhausted in equal measure. Muscle tone and cardiovascular functions may be improved and oxygen levels in the blood may be boosted.

B Dr Lee Berk of Loma University Medical Centre, California, has been conducting laughter therapy research since the late 1970s. In 1989, Berk studied the effects of laughter in ten healthy males. Five experimental subjects watched an hour-long comedy while five control subjects didn't. Blood samples taken from the ten subjects revealed that cortisol (the hormone our body releases when under stress) in the experimental subjects had decreased more rapidly in comparison to the control group. Berk's research has also shown the number of cells that attack viruses and tumours increases through laughter. These same cells are blocked if the body suffers long-term stress.

D Laughter therapy is suitable for everyone, although most therapists work within the healthcare profession or in the workplace, where laughter is used as a means of relieving stress. Elderly groups, young people in care and mental health patients are all thought to benefit especially from laughter therapy. If you're undecided, remember this: children laugh about 400 times a day whereas adults manage a mere 15.

In the long term, laughter therapy teaches us that we don't just have to laugh when we are happy. Laughing in the face of anger, stress or anxiety – even if it's forced laughter – can actually lift your mood. And it's contagious, so you can expect to see those around you benefiting from a good giggle too.

READING

- 1 Read the article. What are the main benefits of laughter therapy?
- 2 Read the article again and match the headings (1–6) with the paragraphs (A–E). There is one extra heading.
 - 1 Is there any evidence?
 - 2 What is it?
 - 3 Is it just a fad?
 - 4 What results can I expect?
 - 5 Where does it come from?
 - 6 Who can do it?

- 3 **CRITICAL THINKING** Match the benefits of laughter (1–4) to the topics (a–d). Read the article to check. Can you add any more benefits?

- 1 Relieves stress and anxiety
 - 2 Muscle tone and cardiovascular function improved; oxygen levels in the blood are boosted
 - 3 Laughter is contagious; it makes other people feel better.
 - 4 It makes you feel better and improves your state of mind.
- a For other people
b Mental health
c Mood
d Physical health

- 4 What do you think about laughter therapy? Write a short paragraph explaining whether you think it would be good for you or not. Give reasons.

Writing a review

1 **INPUT** Read the review. Which of the following does it NOT mention?

- the characters
- the actors
- setting
- the plot
- the dialogue
- the soundtrack

undeniably

It takes a special kind of series to survive a remake and that's what this 1990s series has done for this new season.



As *Fuller House* embarks on this milestone, no one would be surprised if it went on for many more seasons. With the characters from the original series all grown up now, the show starts with flashbacks to the older show with the clever use of split screens.

In case you have never seen an episode, *Fuller House* is based on the 1990s series *Full House*. It follows the fortunes of recently widowed D.J. Tanner. She is a vet and is also the mother of three young boys. After the death of her husband she moves back into her childhood home with her father, Danny. But Danny has to move away for work while D.J. and the boys continue living in the house. D.J.'s sister, Stephanie, her best friend Kimmy and Kimmy's teenage daughter, Ramona, move in to help her and bring up the boys.

In terms of its concept as a family sitcom, *Fuller House* is nothing new. Neither is the grown-up child moving back into the parental home idea original. But then the show isn't really trying to redefine the genre. What *Fuller House* delivers so well are clever storylines, hilarious jokes – some from the original series – and, above all, well-rounded and lovable characters. One character in particular has helped transform the show into such a global hit. With her rebellious nature and under-achieving personality, Kimmy has become a firm favourite with fans.

I must admit that it took me a while to get into *Fuller House*, probably because I hadn't seen the original series. But I'm happy I stuck with it, because now I feel completely at home with this adorable cast of characters and the challenges they face living together under one roof. After all, learning about what's important in life and how much family and friends matter is what life is all about.

2 **ANALYSE** Choose three of the boosting adverbs and decide where you could put them in the review. There are several possibilities.

absolutely | certainly | clearly | definitely | entirely
essentially | literally | totally | **undeniably**
undoubtedly | unquestionably | utterly

3 Read the review again and answer the questions.

1 In paragraph 1, what factual information does the reviewer include in the introduction?

2 In paragraph 2, why does the reviewer say 'In case ...'?

3 What is the purpose of this paragraph?

4 In paragraph 3, what does the reviewer find unoriginal about the show?

5 What does the reviewer like about the show?

6 In paragraph 4, what relevance to our own lives does the writer feel the show has?

4 **PLAN** You are going to write a review of a TV or internet comedy series. Think about the questions in Exercise 3 for your series.

5 **PRODUCE** Write a review (220–260 words) of a TV or internet comedy series. Use your answers from Exercise 4 and the information in the tip box. Write your own checklist.

CHECKLIST

- _____
- _____

WRITING TIP: REVIEWS

- In your introduction, try to answer *wh*-questions. This will give your reader a good idea of what your subject is about. You might not be able to answer them all so choose the most relevant for your review.
- Don't give any spoilers (information that might ruin it for someone who hasn't seen it yet) and especially don't give away the ending. You might want to introduce a teaser, though. This information doesn't give anything away, but will make the reader interested to find out more.
- When you give your recommendations, be definitive – use extreme adjectives. Remember your job is to try to convince the reader one way or the other.
- Use cleft sentences to add greater emphasis.



LISTENING

1 4.01 Listen and write the answers to the jokes.

- 1 A Knock, knock.
B Who's there?
A Harry.
B Harry who?

2 Why did the students eat their homework?

3 What did the Science book say to the Maths book?

4 How do you make time fly?

2 4.01 Listen again and answer the questions.

Conversation 1

1 Why doesn't Lidia find the joke funny?

2 What does Carl decide at the end?

Conversation 2

3 What do both dads agree is the best thing about having young children?

4 Where does Nat get all his jokes from?

Conversation 3

5 What does Suzi want help with?

6 How does Suzi feel about her mum's joke?

Conversation 4

7 What has Josh got a reputation for?

8 What does Ella suggest as a joke?

3 Complete the lines from the conversations with the missing words.

1 I heard what you said. I just

_____.

2 Ha ha, _____. I'll have to tell that one to Nat. He'll love it.

3 That's _____, Mum. Not! Now, can you help me, please?

4 That's so _____ – I _____ that one.

DIALOGUE

1 Put the dialogue in order to make a joke.

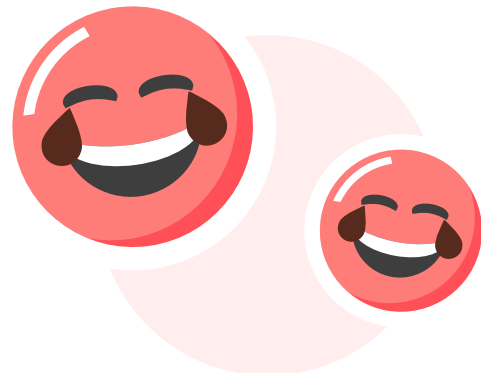
- Teacher OK, let me put it to you differently. If I gave you two apples, and another two apples and another two, how many would you have?
- Teacher No, listen carefully ... If I gave you two cats, and another two cats and another two, how many would you have?
- Teacher 1 If I gave you two cats and another two cats and another two, how many would you have?
- Teacher Georgia, where on earth do you get seven from?
- Teacher Good. Now, if I gave you two cats, and another two cats and another two, how many would you have?
- Georgia I've already told you. I'd have seven.
- Georgia For the third time, I'd have seven.
- Georgia Because I've already got a cat!
- Georgia Six apples.
- Georgia Easy. I'd have seven cats.

2 Write a short dialogue (8–10 lines) that includes a joke in it.

PRONUNCIATION

Telling jokes: pacing, pausing and punchlines

Go to page 119.





LISTENING

Part 3: Multiple choice

→ SB p.46

EXAM GUIDE:

In Part 3 of the Listening exam you will hear an interview or an exchange between two or more people.

- The rubric will give you some information about who and where these people are. This will help you prepare yourself for the kind of recording you will hear.
- In the exam paper there are six multiple-choice questions, each with four possible answers, from which you must choose the correct answer.
- You will have time before you listen so use this time wisely to carefully read through the questions. This will help prepare you for the content of the listening. It is also a good idea to underline the key points in the questions to help you focus better.
- You will need to listen out for attitude, opinion, agreement, gist, feeling, speaker purpose, function and detail.
- You will hear the recording twice, so use your second listening to confirm answers you already have and choose the best answers for those you didn't manage to get on the first listening.

1 4.03 You will hear an interview in which two comedians called Paula Owens and Dave Sharp are talking about their work. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Paula's first experience as a comedian came about as a result of
 - realising that she had some talent.
 - wanting to lend somebody her support.
 - being unable to resist a tempting challenge.
 - getting the chance to fulfill a long-held ambition.
- Immediately after her first show, Paula felt
 - puzzled by the reaction of the audience.
 - annoyed at the weakness of the script.
 - relieved that it hadn't gone too badly.
 - guilty at having upset her partner.
- What does Paula say about the manager of the first club where she worked?
 - She sometimes found his manner a bit too direct.
 - She's grateful that he gave her the space to develop.
 - She never found out why he decided to encourage her.
 - She's sorry that she didn't always meet his high standards.
- What does Dave admit about his first solo comedy performance?
 - He underestimated how nervous he'd feel.
 - He should have prepared much more material.
 - It didn't go well because he was over-confident.
 - It required skills that didn't come naturally to him.
- Dave and Paula agree that comedians
 - need to be ready to accept constructive criticism.
 - know how to get a hostile audience on their side.
 - find it hard to deal with the physical demands of the job.
 - are best ignoring provocative comments during their acts.
- In contrast to Paula, Dave feels
 - concerned about his job security as a comedian.
 - that he still has new things to achieve as a comedian.
 - dissatisfied with some aspects of a comedian's lifestyle.
 - a need to develop new talents outside comedy as he gets older.



CONSOLIDATION



LISTENING

- 1 4.04 Listen and put the events in the order Rosie mentions them.

Order of mention

- Rosie gets injured.
- Rosie misses the school bus.
- Rosie revises for her test.
- Rosie's school bus breaks down.
- Rosie's phone runs out of battery.
- Rosie tries to have a hot bath.
- Rosie finds out that the headteacher is teaching her class.
- Rosie forgets her packed lunch.
- Rosie is locked out of the house.

Chronological order

-
-
-
-
-
-
-
-
-

- 2 4.04 Listen again and put the events above in chronological order.



GRAMMAR

- 3 Rewrite the sentences.

- 1 John bought a new tablet. That's why he's got no money.
If _____
- 2 If we don't leave now, we'll miss the train.
Unless _____
- 3 The food was the only thing I liked about the party.
All _____
- 4 I don't like seafood. That's why I didn't eat anything at the restaurant.
If I _____
- 5 You have to invite Sasha to your party. Otherwise, she'll be really upset.
If _____
- 6 I find waiting for hours in airports the most annoying thing about travelling.
What _____
- 7 You really need to talk to Henry about the mess.
It's _____
- 8 I'll tell you my secret as long as you promise not to tell anyone.
Provided _____



VOCABULARY

- 4 Complete the sentences with *laugh*, *joke* or *luck*.

- 1 I win again. Better _____ next time.
- 2 They think you're crazy for training every day after school, but you'll have the last _____ when you get onto the national team.
- 3 It was a really good _____, but I can't remember the punchline.
- 4 £10 is my final offer. It's a good price, so don't push your _____.
- 5 Maybe I didn't get it, but I didn't think that _____ was very funny.
- 6 It's raining and my umbrella's at home. That's just my _____.
- 7 Change for a £10 note? Let me see. You're in _____. Here you are.
- 8 £5 for a can of cola. That's a _____, right?

- 5 Match the sentence halves.

- 1 Can you believe it? It turned
 - 2 Careful you don't fall
 - 3 This is the fifth time we've been
 - 4 That's great news! I'm really happy things have worked
 - 5 I felt bad, but I couldn't help but burst
 - 6 If you're bored all the time, why don't you take
 - 7 It's not kind to laugh
 - 8 This is so hard and the weather is getting worse. Let's turn
- a up a new hobby to fill up your time?
b over the dog when you leave.
c back now while we can.
d at him when he's learning to drive.
e out Kris was in my class at nursery school!
f out laughing when Dad walked into the door.
g over this and you still don't understand.
h out for you and Carly.

DIALOGUE

6 Put the dialogue in order.

- Robin Ha ha! Very funny.
- Robin Of course it does, assuming you believe in these things, that is.
- Robin Don't mention it. Let's call it £5.
- Robin Well, if I didn't have this coin, I certainly wouldn't have passed the mid-term exams.
- 1 Robin Have I shown you my lucky pound coin?
- Robin No, I'm serious. It's a bargain. It really works. What have you got to lose?
- Robin Well you can have this one, if you want.
- Jenni Only £4!
- Jenni I do. I really do. So how has it helped you?
- Jenni £5! Ha! That's a good one, Robin.
- Jenni Really? I could do with something like that.
- Jenni No you haven't, does it work?
- Jenni Wow! Thanks. That's really kind of you.

READING

7 Read the article and answer the questions.

- 1 Why was the Laugh Lab set up?

- 2 What were visitors to the Laugh Lab's site asked to do?

- 3 What differences did they find in the European sense of humour and the English-speaking world's sense of humour?

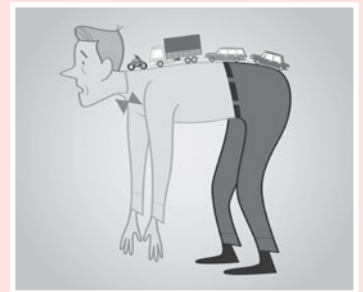
- 4 What rather unusual facts did the survey discover?

WRITING

8 What is your favourite joke? Translate it into English and write it down. Does it still sound funny?



THE LAUGH LAB



was an ambitious online scientific investigation into the nature of humour in an attempt to find out what makes us laugh and why. Among other things, it set out to discover the world's funniest joke, whether there was a difference in what men and women found funny, how age affects our sense of humour and how different nationalities respond to different types of jokes.

For one year, the Laugh Lab's online site was visited by thousands of people from all over the world. They were asked to submit their favourite joke before going on to answer questions about themselves such as their age, sex and nationality. They were also asked to rate a number of jokes sent in by others using a specially designed 'giggleometer'. From a database of over 40,000 jokes and 1.5 million ratings, the researchers were able to draw some pretty definitive conclusions. For example ...

The Germans were found to have the best sense of humour and laughed readily at a variety of different types of joke. They were followed by the French and the Danish. English-speaking countries such as the UK, the US, New Zealand and Australia tended to enjoy jokes which involved word play such as:

Patient Doctor, doctor. I keep thinking I'm a bridge.
Doctor What's come over you?
Patient Two cars, a lorry and a motorbike.

Many Europeans, on the other hand, tended to go for more surrealist jokes such as:

A dog went to a telegram office, took out a blank form and wrote: 'Woof. Woof. Woof. Woof. Woof. Woof. Woof. Woof. Woof.'
 The clerk examined the paper and politely told the dog: 'There are only nine words here. You could send another 'Woof' for the same price.' 'But,' the dog replied, 'that would make no sense at all!'

The survey also came up with a number of more bizarre findings. For example, it discovered that the time of day and the day of the month also had an effect on how funny a joke was found to be. It determined that the ideal time to tell a joke was 6.03 pm on the 15th day of any month. It also found that the perfect length for a joke was 103 words and that the funniest animal in jokes was the duck.