

**Clive Oxenden  
Christina Latham-Koenig**

**100%  
NEW**

**New  
ENGLISH FILE**

**Intermediate  
Student's Book**

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**OXFORD**

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# New **ENGLISH FILE**

**Intermediate  
Student's Book**

Paul Seligson and Clive Oxenden are the original co-authors of  
*English File 1* (pub. 1996) and *English File 2* (pub. 1997).

**OXFORD**  
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# 1 A

**G** present simple and continuous; action and non-action verbs

**V** food and restaurants

**P** /ʊ/ and /uː/, understanding phonetics

## Food: fuel or pleasure?

### 1 READING & SPEAKING

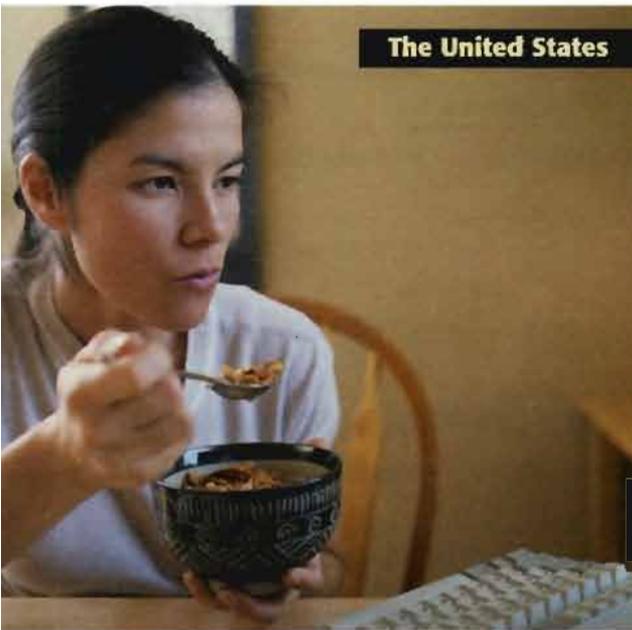
a What kind of food or dishes do you associate with these countries?

**The United States**   **China**   **France**  
**Italy**   **Japan**   **Mexico**

b Read the interviews with **Alice** and **Jacqueline**. Match the questions with their answers.

**We talk to women around the world about their relationship with food.**

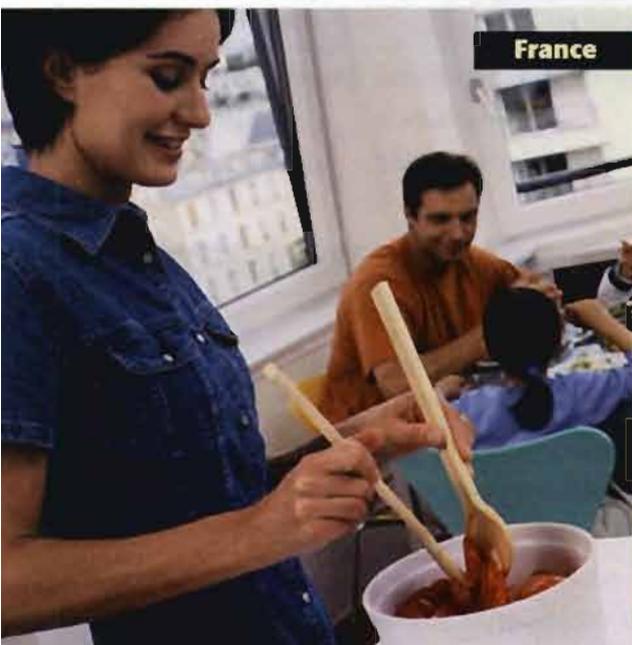
- 1 Is food a pleasure for you?
- 2 What do you normally eat in a typical day?
- 3 Do you ever cook?
- 4 Do you ever eat 'unhealthy' food? How do you feel about it?
- 5 Are you trying to cut down on anything at the moment?
- 6 Are people's diets in your country getting better or worse?



**The United States**

**Alice Freeman is a lawyer from San Francisco.**

- A**  I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.
- B**  Not very often. I don't have the time or talent to cook full meals. I usually heat up a frozen meal or order a takeaway.
- C**  Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.
- D**  I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.
- E**  I am trying to cut down on the amount of fat I eat. I'm also trying to eat more wholemeal bread.
- F**  Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.



**France**

**Jacqueline Fabre is an IT consultant from Lyons.**

- A**  Yes, I cook every evening for my family. I often make soup or traditional French dishes like 'boeuf bourguignon', which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot but we don't eat big portions. What's important for me is quality, not quantity.
- B**  Yes, I'm trying to eat less chocolate.
- C**  I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.
- D**  Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn't worry me.
- E**  Yes, definitely. For me good meals with the family make me happy!
- F**  I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with honey or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

- c Read the interviews again and answer the questions below. Write **A** (*Alice*), **J** (*Jacqueline*), or **B** (*both of them*).

**Who...?**

- 1 often eats in restaurants \_\_\_\_\_
- 2 eats quite a lot of sweet things \_\_\_\_\_
- 3 eats ready-prepared food \_\_\_\_\_
- 4 cooks big meals at home \_\_\_\_\_
- 5 enjoys eating \_\_\_\_\_
- 6 feels bad when she eats unhealthily \_\_\_\_\_
- 7 is trying to eat less of something \_\_\_\_\_
- 8 prefers having good food to having a lot of food \_\_\_\_\_
- 9 is negative about eating habits in her country \_\_\_\_\_

- d Match the **highlighted** words or phrases with the definitions.

- 1 \_\_\_\_\_ to have a meal in a restaurant, not at home
- 2 \_\_\_\_\_ a sweet food made by bees, which people often eat on bread
- 3 \_\_\_\_\_ the quantity you eat of a kind of food during a meal
- 4 \_\_\_\_\_ to make cold food hot
- 5 \_\_\_\_\_ food you buy from a restaurant to eat at home
- 6 \_\_\_\_\_ food from animals or plants used for cooking, e.g. oil, butter, etc.
- 7 \_\_\_\_\_ food prepared in a particular way, e.g. sushi, lasagne, etc.
- 8 \_\_\_\_\_ made from brown flour
- 9 \_\_\_\_\_ a liquid food, often made of vegetables, e.g. tomatoes, onions
- 10 \_\_\_\_\_ meat cooked for a long time in liquid, usually with vegetables

- e Which of the two women do you think has the healthier diet? Why?

- f Now interview each other with the questions from 1b. How similar are your eating habits?

Is food a pleasure for you?

Yes, definitely, I love eating.

**2 GRAMMAR** present simple and continuous, action and non-action verbs

Rumiko Yasuda is a magazine editor from Tokyo.

Japan

- a **1.1** Listen to **Rumiko** answering questions 2–6 from the interviews. Do you think food for her is fuel or pleasure? Why?

- b Listen again and answer the questions.

- 1 What does she usually have in the morning?
- 2 Where does she usually have lunch and dinner?
- 3 Why doesn't she often cook?
- 4 Does she eat or drink anything unhealthy?
- 5 Is she cutting down on anything at the moment? Why (not)?
- 6 What's happening to the Japanese diet at the moment?
- 7 Does she think this is a completely bad thing?



- c Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong.

- 1 *I don't usually have* / *I'm not having* breakfast at work.
- 2 I used to go to fast food restaurants, but now *I prefer* / *I am preferring* eating something healthier.
- 3 *I am drinking* / *I drink* a lot of coffee every day.
- 4 I think Japanese people *get* / *are getting* fatter.
- 5 *I like* / *I'm liking* the fact that there are more different kinds of food and restaurants now.

- d **p.130 Grammar Bank 1A**. Read the rules and do the exercises.

- e Make questions to ask your partner with the present simple or continuous. Ask for more information.

- What / usually have for breakfast?
- How many cups of coffee / drink a day?
- Where / usually have lunch?
- How often / eat out a week?
- / prefer eating at home or eating out?
- / need to buy any food today?
- / you hungry? / want something to eat?
- / take any vitamins or food supplements at the moment?
- / try to eat healthily at the moment?

### 3 VOCABULARY food and restaurants

a Do the quiz in pairs.

#### Food Quiz

Can you think of ...?

- ONE **red** fruit, ONE **yellow** fruit, ONE **green** fruit
- TWO things that a strict vegetarian doesn't eat
- THREE kinds of food which are made from milk
- FOUR things people have for breakfast
- FIVE things people eat between meals
- SIX vegetables you can put in a salad
- SEVEN things which are usually on a table in a restaurant

- b **p.144 Vocabulary Bank** *Food and restaurants.*
- c Ask and answer the questions below with a partner.

## Food and eating

- 1 How often do you eat...?
  - a takeaway food    b ready-cooked meals
  - c low-fat food    d home-made food
- 2 What's your favourite...?
  - a fruit    b vegetable    c snack
  - d home-made dish
- 3 What food do you like eating...?
  - a when the weather's very cold
  - b when you're feeling a bit down
  - c for Sunday lunch
- 4 Is there any kind of food you can't eat?

## Restaurants

- 5 What's your favourite...?
  - a kind of restaurant (French, Italian, etc.)
  - b restaurant dish    c takeaway food
- 6 How important are these things to you in a restaurant? Number 1-4 (1 = the most important)
  - the food     the service
  - the atmosphere     the price
- 7 How do you prefer these things to be cooked? (grilled, boiled, etc.)
  - chicken    fish    eggs    potatoes
- 8 If you eat steak, how do you like it cooked? (rare, medium, well done)

### 4 PRONUNCIATION /ʊ/ and /uː/, understanding phonetics


- a Look at the sound pictures. How do you pronounce them?
- b Put the words in the correct column.
- |         |        |      |       |       |
|---------|--------|------|-------|-------|
| butcher | cook   | food | fruit | good  |
| juice   | mousse | soup | spoon | sugar |
- c **1.2** Listen and check.
- d **p.157 Sound Bank.** Look at the typical spellings for /ʊ/ and /uː/.
- e Look at the information box. How do phonetic symbols in a dictionary help you pronounce words correctly?

#### Pronouncing difficult words

Some words are difficult to pronounce because

- 1 they have a 'silent' syllable or letter, e.g. *vegetables* /'vedʒtəblz/
- 2 some letters are pronounced in an unusual way e.g. *steak* /steɪk/
- 3 you aren't sure where the stress is, e.g. *dessert* /dɪz'sɜ:t/

- f **1.3** Look at some more food words which are difficult to pronounce. Use the phonetics to practise saying them correctly. Then listen and check.
- |            |              |
|------------|--------------|
| 1 knife    | /naɪf/       |
| biscuit    | /'bɪskɪt/    |
| salmon     | /'sæmən/     |
| 2 sausages | /'sɔːsɪdʒɪz/ |
| lettuce    | /'letɪs/     |
| sugar      | /'ʃʊgə/      |
| 3 yoghurt  | /'jɒgət/     |
| menu       | /'menjuː/    |
| diet       | /'daɪət/     |
- g **1.4** Listen and repeat the sentences.
- 1 The first course on the menu is lettuce soup.
  - 2 What vegetables would you like with your steak?
  - 3 Do you want yoghurt or chocolate mousse for dessert?
  - 4 I take two spoonfuls of sugar in my coffee.
  - 5 Sausages and biscuits aren't very good for you.
  - 6 Would you like a fruit juice?

## 5 LISTENING

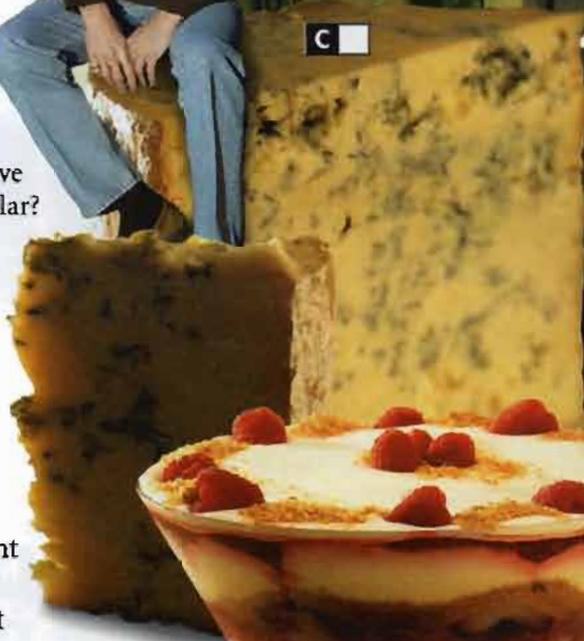
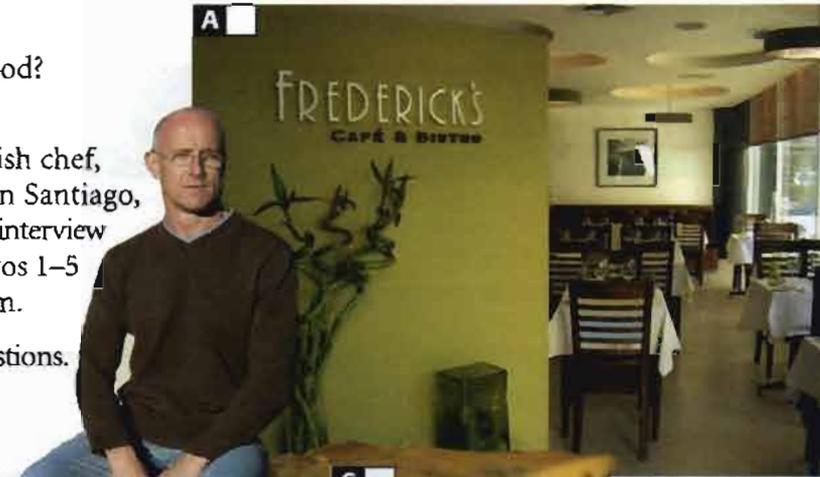
a Have you ever tried English food? What did you think of it?

b **1.5** Kevin Poulter, an English chef, has just opened a restaurant in Santiago, the capital of Chile. Listen to an interview with him and number the photos 1–5 in the order he mentions them.

c Listen again and answer the questions.

- 1 Why did he decide to open a restaurant in Chile?
- 2 Why did he call it Frederick's?
- 3 Why were Chilean people surprised when he opened his restaurant?
- 4 What English dishes does he serve in his restaurant? Are they popular?
- 5 Where does he recommend tourists eat in England? Why?
- 6 How many women work in his kitchen? Why does he think there are so few women in restaurant kitchens?
- 7 What English food does he miss most?

d Do you think an English restaurant would be a success if it opened in your town? Why (not)? What food from your country would you miss most if you went to live abroad?



## 6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

- 1 Women worry more about their diet than men.
- 2 Young people today eat less healthily than ten years ago.
- 3 Men cook as a hobby, women cook because they have to.
- 4 Vegetarians are healthier than people who eat a lot of meat.
- 5 You can often eat better in cheap restaurants than in expensive ones.
- 6 Every country thinks that their cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.



### Useful language

For example...

I agree.

I don't agree.

I think it's true.

I don't think it's true.

(I think) it depends.

# 1 B

**G** past tenses: simple, continuous, perfect

**V** sport

**P** /ɔ:/ and /ɜ:/

## If you really want to win, cheat

### 1 GRAMMAR past tenses: simple, continuous, perfect

- a In which sports are there most cases of cheating? How do people cheat in these sports?  
b Read the article and find out how the people cheated.

## Famous (cheating) moments in sport



Divine intervention?

### 1 FOOTBALL

**A**rgentina were playing England in the quarter-finals of the 1986 World Cup in Mexico. In the 52nd minute the Argentinian captain, Diego Maradona, scored a goal. The English players protested but the referee gave the goal. However, TV cameras showed that Maradona had scored the goal with his hand! Maradona said the next day, 'It was partly the hand of Maradona, and partly the hand of God.'

Later in the game Maradona scored another goal and Argentina won 2-1. They went on to win the World Cup.



With a little help from my friends

### 2 ATHLETICS

**F**red Lorz, from New York, won the marathon at the St Louis Olympic Games in 1904. He finished the race in three hours 13 minutes.

After the race Fred was waiting to get his medal and the spectators were cheering him loudly. Alice Roosevelt, the daughter of the US President, was in the crowd, and some journalists took a photo of Fred with her. But then suddenly somebody started shouting 'cheat' and soon everybody was shouting the same thing. It was true. Fred had travelled 18 of the 42 kilometres in a friend's car! Fred didn't win the gold medal and he was banned from athletics.



Dishonischenko!

### 3 FENCING

**B**oris Onischenko, an army officer from the Soviet Union, was competing against Jim Fox from Britain in the 1976 Montreal Olympics. Boris was winning and the electronic scoreboard was showing 'hit' after 'hit' for him. Jim Fox protested to the referee. Fox said that Boris was scoring points without hitting him. Olympic officials examined Boris's sword and they made a shocking discovery. Boris had changed the electronic part of his sword. He could turn on the 'hit' light on the scoreboard even when he hadn't hit Fox. Boris went home, in disgrace, the next day. The British newspapers called him 'Dishonischenko'.

c Look at the **highlighted** verbs in text 1. What three tenses are they? Underline an example of each tense in the other two texts.

d Which of the three tenses in c do we use for...?

1 completed actions in the past

2 an action in progress at a particular moment in the past

3 an action that happened *before* the past time we are talking about

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

e: p.130 Grammar Bank 1B. Read the rules and do the exercises.

f Cover the texts. In pairs, retell the three stories using the correct tenses.

**Text 1**

England (play) Argentina.  
Maradona (score) a goal.  
The English players (protest) but the referee (give) the goal.  
The TV cameras (show) that Maradona (score) the goal with his hand.

**Text 2**

Fred Lorz (win) the marathon in 1904.  
He (wait) to get his medal.  
The spectators (cheer).  
Everybody (start) shouting 'cheat'.  
Fred (travel) 18 km by car!

**Text 3**

Boris Onischenko (compete) against Jim Fox.  
Boris (win) but Jim Fox (protest).  
The Olympic officials (examine) Boris's sword.  
They (discover) that he (change) the electronic part of his sword.

**2 SPEAKING**

a You are going to tell an anecdote. Choose one of the topics below and plan what you are going to say. Ask your teacher for any words you need.  
Tell your partner about...

**a time you cheated (in an exam or in a sport / game)**

What were you doing?  
Where? When?  
Why did you cheat?  
What happened?



**a really exciting sports event you saw**

Where and when was it?  
Who was playing?  
What happened?  
Why was it so exciting?



**a time you had an accident or got a sports injury**

What were you doing? How did the accident happen?  
What part of your body did you hurt? What happened next? How long did it take you to recover?



**a time you saw or met a celebrity**

Where were you? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?



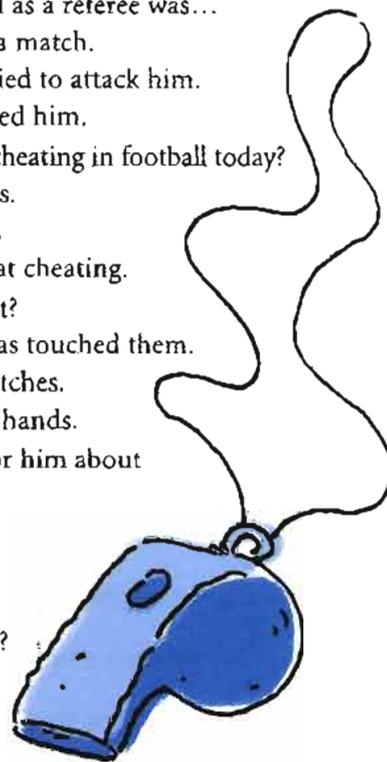
**3 LISTENING**

a Can you think of two disadvantages of being a professional football referee?  
b **1.6** You're going to hear an interview with an ex-Champions League referee from Spain. Listen and choose a, b, or c.

- 1 What was the most exciting match he ever refereed?
  - a His first professional match.
  - b He can't choose just one.
  - c Real Madrid against Barcelona.
- 2 Why does he mention Mauro Silva?
  - a Because he was the best player he ever saw.
  - b Because he was a great person.
  - c Because he was a very good footballer and a good person.
- 3 The worst experience he ever had as a referee was...
  - a when a player hit him during a match.
  - b when a woman with a child tried to attack him.
  - c when a 16-year-old boy attacked him.
- 4 Why does he think there is more cheating in football today?
  - a Because football is big business.
  - b Because the referees are worse.
  - c Because footballers are better at cheating.
- 5 How does he say footballers cheat?
  - a They fall over when nobody has touched them.
  - b They accept money to lose matches.
  - c They touch the ball with their hands.
- 6 What's the most difficult thing for him about being a referee?
  - a Players who cheat.
  - b Making decisions.
  - c The rules are too complicated.
- 7 Does he think fair play still exists?
  - a Yes.
  - b No.
  - c He doesn't say.



**Juan Antonio Marin**  
refereed 200 league and 50 international matches



b In pairs, tell each other your stories. Ask for more details.

c Listen again for more information. Do you agree with him that there is more cheating in football than before?

## 4 VOCABULARY sport

a In pairs, do the quiz.

### Sports Quiz

- 1 How long does a football match last?
- 2 How many referees are there in a basketball match?
- 3 How many players are there in a volleyball team?
- 4 How often are the World Athletics Championships held?
- 5 How long is a marathon?
- 6 How many holes are there on a golf course?
- 7 How long is one lap of an athletics track?

b p.145 Vocabulary Bank Sport.

c In pairs, think of a sports team in your town / country and answer the questions.

- 
- 1 What's the name of the team?
  - 2 What sport do they play?
  - 3 Where do they play? (in a stadium, sports hall, etc.)
  - 4 Who is...?
    - a the coach
    - b the captain
    - c the best player in the team
  - 5 How many spectators watch their matches?
  - 6 What happened in their last match?

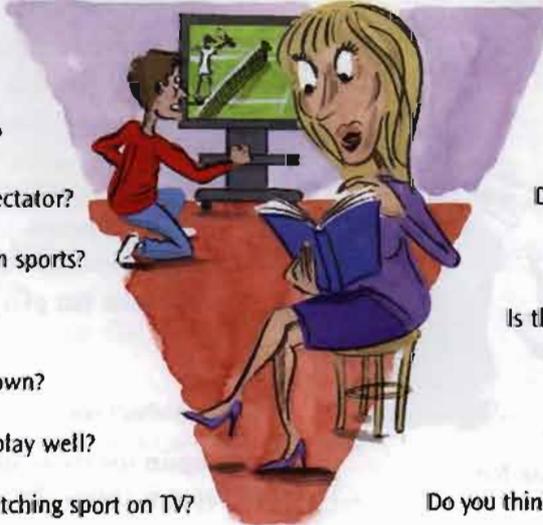
## 6 SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.

**YES**

- What sport(s) do you play?
- Have you ever won a cup or a trophy?
- Have you ever been injured doing sport?
- Do you prefer doing sport or being a spectator?
- Do you prefer watching individual or team sports?
- Do you go to watch a local sports team?
- Are there good sports facilities in your town?
- Is there any sport you'd like to learn to play well?
- How many hours do you spend a week watching sport on TV?

Do you like sport?



**NO**

- What sports do / did you have to do at school?
- Do / did you enjoy it?
- Do you do any sport in your free time?
- Do you think you're fit? Would you like to get fitter?
- Do your family and friends like sport?
- Is there any sport you don't mind watching on TV?
- What sport do you hate watching most on TV?
- Have you ever been to a big sporting occasion?
- Do you think physical education should be optional at school?

## 5 PRONUNCIATION /ɔ:/ and /ɜ:/

a Write the words in the correct column. Be careful with **or** (there are two possible pronunciations).

ball serve caught world draw fought hurt  
score sport shirt warm up worse court

b 1.7 Listen and check.

c p.157 Sound Bank. Look at the typical spellings for these sounds.

d 1.8 Practise saying these sentences. Listen and check.

- 1 I got hurt when I caught the ball.
- 2 Her serve's worse than the other girl's.
- 3 It was a draw – the score was four all.
- 4 It's the worst sport in the world.
- 5 We warmed up on the court.
- 6 They wore red shirts and white shorts.

## 7 READING

# When you hear the final whistle

**1 F** *One of the hardest things for any sportsperson to do is to know when to retire.* Do you retire when you are at your physical 'peak' or do you wait until your body (or your coach) tells you that it's time to go? But even harder is finding the answer to the question 'What am I going to do with the rest of my life?'

**2** \_\_\_\_\_. 'There's a high risk of depression and people often find adjusting to a new way of life difficult', says Ian Cockerill, a sports psychologist. 'For sportspeople, there's an extra trauma – the loss of status, the loss of recognition, and the loss of the glamour. That's the hardest part.' As Eddie Acaro, the US jockey says, 'When a jockey retires, he becomes just another little man.'

**3** \_\_\_\_\_. Perhaps they just can't stand life without the 'high' of playing professional sport. Michael Jordan, the greatest basketball player of all time, retired three times. He retired once from the Chicago Bulls, made a successful comeback with the Bulls, then retired again. His second comeback with an inferior team ended in failure and he retired for ever at the age of 38. Jordan said, 'There will never be anything I do that will fulfil me as much as competing did.'

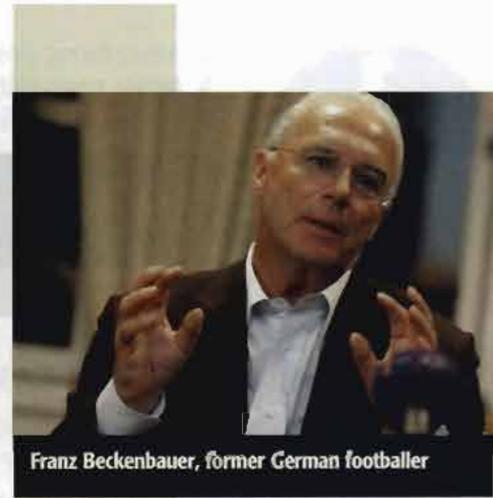
**4** \_\_\_\_\_. Muhammad Ali needed the money, but his comeback fight, at the age of 39, against Trevor Berbick, was one of the saddest spectacles in modern sport. After losing to Berbick, Ali retired permanently. Three years later he developed Parkinson's disease.

**5** \_\_\_\_\_. As Jimmy Greaves, an ex-England international footballer said, 'I think that a lot of players would prefer to be shot once their career is over.' Many of them spend their retirement in a continual battle against depression, alcohol, or drugs.

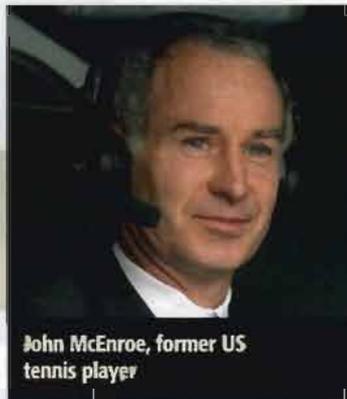
**6** \_\_\_\_\_. Franz Beckenbauer is a classic example of a footballer who won everything with his club, Bayern Munich. After retiring he became a successful coach with Bayern and finally president of the club. John McEnroe, the infamous 'bad boy' of tennis, is now a highly respected and highly paid TV commentator. But sadly, for most sportspeople these cases are the exceptions.



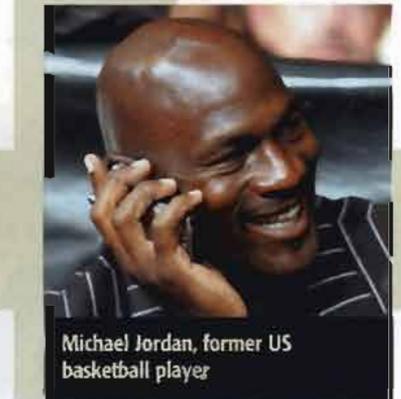
Muhammad Ali, former US boxer



Franz Beckenbauer, former German footballer



John McEnroe, former US tennis player



Michael Jordan, former US basketball player

a Look at the photos. In pairs, answer the questions.

Have you ever seen any of these people playing sport?  
At what age do you think people reach their 'peak' in these sports?  
Do you know what these people do now?

b Read the article once. Do most sportspeople find it easy or difficult to retire?

c Complete the article with sentences A–F below.

- A** For some people the pain of saying goodbye never leaves them.
- B** Others can't resist the chance of one last 'pay day'.
- C** Some sportspeople go on playing too long.
- D** But for the lucky few, retirement can mean a successful new career.
- E** Retirement for people in general is traumatic.
- F** One of the hardest things for any sportsperson to do is to know when to retire.

d Can you remember these words? If not, check with the text. Underline the stressed syllable.

- |                               |                         |
|-------------------------------|-------------------------|
| 1 adjective: <i>depressed</i> | noun: <u>depression</u> |
| 2 adjective: <i>glamorous</i> | noun: _____             |
| 3 verb: <i>lose</i>           | noun: _____             |
| 4 verb: <i>recognize</i>      | noun: _____             |
| 5 verb: <i>fail</i>           | noun: _____             |
| 6 verb: <i>retire</i>         | noun: _____             |

e Think of a sportsperson from your country who has retired. What is he / she doing now? Do you think he / she retired at the right time?

## We are family

### 1 VOCABULARY & SPEAKING family

a Look at the two pictures. Which one do you think shows the typical family of the future?

Read the first paragraph of the article and find out.

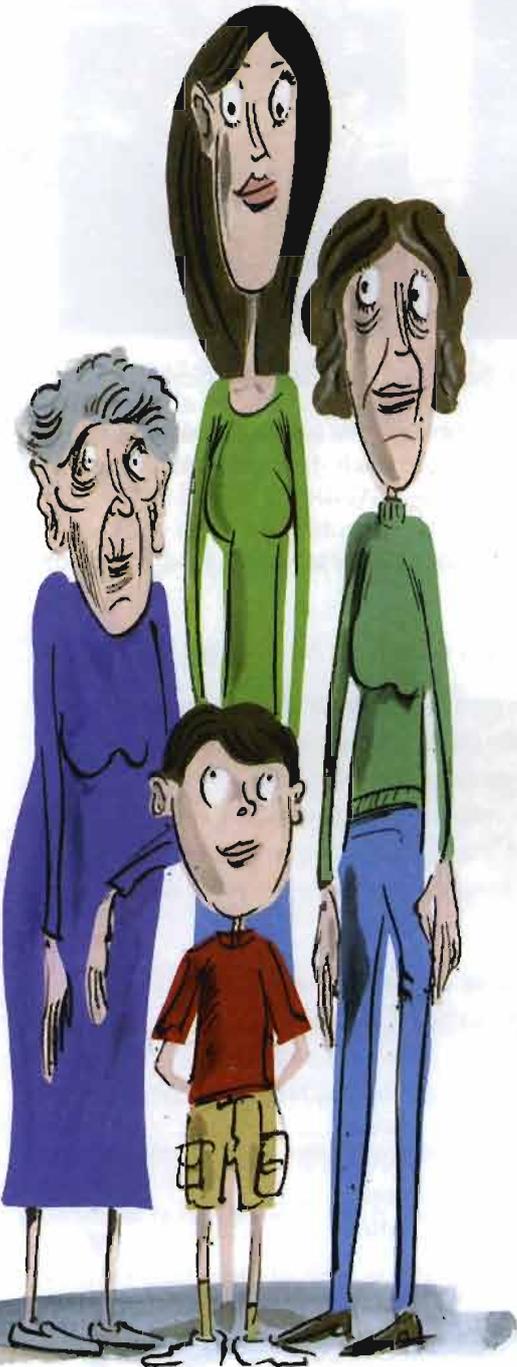


## Families have a great-great future

**Twenty years ago**, the typical extended family was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group Mintel, the family is changing shape. The family groups of the future will be 'long and thin', with three or four small generations.

Here are some of their predictions:

- 1 Most children will know their **great-grandparents** (and even **great-great-grandparents**) because people are living longer.
- 2 Very few children will have brothers or sisters, and it will be common to be an **only child**. As a result, future generations will not have many **cousins** either.
- 3 Many children will grow up isolated from other children and young adults. This will make them more selfish and introverted.
- 4 More **couples** will divorce and re-marry, some more than once. They may have children with their new partners, so many children will have a **stepmother** or **stepfather** and **half-brothers** or **sisters**.
- 5 There will be many '**boomerang children**'. These are children who leave home to get married, but then divorce and return to live with their parents.
- 6 There will be more **single-parent families**.
- 7 Because houses are now so expensive, different generations may decide to live together, so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their **in-laws**.



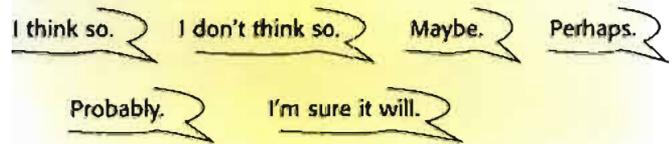
b Now read the whole article. Match the **highlighted** words with the definitions.

- 1 \_\_\_\_\_ your grandparents' parents
- 2 \_\_\_\_\_ a child who doesn't have any brothers or sisters
- 3 \_\_\_\_\_ families where the mother or father is bringing up the children on his / her own
- 4 \_\_\_\_\_ your uncle's or aunt's children
- 5 \_\_\_\_\_ the family of your husband / wife
- 6 \_\_\_\_\_ all your relatives including aunts, grandparents, etc.
- 7 \_\_\_\_\_ your grandparents' grandparents
- 8 \_\_\_\_\_ boys who have (for example) the same father as you but a different mother
- 9 \_\_\_\_\_ the new wife of your father
- 10 \_\_\_\_\_ people who are having a relationship

c Read the seven predictions again. In pairs or small groups, answer the questions for each prediction.

- 1 Is this already happening in your country?
- 2 Do you think it will happen in the future?
- 3 Do you think it will be a good thing or a bad thing?

**Useful language**



**2 GRAMMAR** future forms

a **1.9** Listen to three dialogues between different family members.

Who is talking to who (e.g. brother to sister)? What are they talking about?

b Listen again and match two sentences with each dialogue (1–3). Write 1, 2, or 3 in each box.

- A Shall I make you a cup of tea?       C Are you going to go to university?       E I'll be really careful.   
 B You'll crash it again.       D I'm staying at Mum's tonight.       F It's going to be cold tonight.

c With a partner, decide which sentence(s) A–F refer(s) to...

- a plan or intention
- an arrangement
- a prediction
- a promise
- an offer

d **p.130 Grammar Bank 1C.** Read the rules and do the exercises.

e Move around the class, ask other students questions, and complete the table.

Find someone who...	name	more details
is seeing a relative this weekend.		
isn't having dinner with their family tonight.		
is getting married soon.		
is going out with their brother or sister on Saturday night.		
is going to have a new nephew or niece soon.		
is going to leave home in the near future.		
is going to have a big family reunion soon.		
isn't going to go on holiday with their family this year.		

### 3 READING

- a In a family with two children, do you think it's better to be the older or the younger brother or sister? Why?
- b You're going to read an article about two sisters, Wendy (the younger sister) and Carnie (the older sister). Before you read, predict the answers to the questions below. Write W (Wendy) or C (Carnie).

#### Who do you think...?

- 1 had a more eccentric hairstyle
  - 2 admired her sister
  - 3 didn't want to be with her sister
  - 4 followed her sister everywhere
  - 5 tried to compete with her sister
  - 6 wasn't a good student
  - 7 told her parents when her sister did something wrong
  - 8 used to hurt her sister physically
  - 9 was jealous of her sister
  - 10 always defended the other sister
- c Now read the article and check your answers.
- d Look at the **highlighted** words and phrases. In pairs, choose the right meaning, a or b.
- 1 a boring  
b fashionable
  - 2 a children  
b adults
  - 3 a age difference  
b the time they weren't together
  - 4 a become friends again  
b stop speaking
  - 5 a kiss  
b hurt with your fingers
  - 6 a say bad things about  
b say good things about
  - 7 a we got on very well  
b we got on very badly
  - 8 a ask for help  
b say that somebody is responsible for something bad
- e Do you think their relationship is typical of brothers and sisters?

## We are family ...

### Two sisters tell the truth about themselves – and each other...

Wendy Wilson and her older sister Carnie are the daughters of the Beach Boys founder, Brian Wilson. They formed the band Wilson Philips (with the daughter of Michelle Philips of The Mamas and Papas) and their first album was a worldwide hit. Today they are both married and live in Los Angeles. Here they talk about their relationship.



Wendy

Carnie

#### Wendy, the younger sister says:

I always thought Carnie was really <sup>1</sup>cool. Especially when she was a teenager and had bright red spiky hair. But, like most older sisters, she wasn't at all interested in her younger sister. I desperately wanted to be with her and her friends, and sometimes I used to follow them, but she hated that.

When we were <sup>2</sup>kids we both had a lot of material things like toys and clothes, but even then we knew that Mom and Dad weren't happy. We used to talk about it all the time, and after a while they separated and we stayed with my Mom. We didn't see Dad for quite a few years, which really hurt us. But it's also the thing that brought me and Carnie closer together. When I was 16 or 17 the one and a half year <sup>3</sup>age gap between us didn't matter any more, and we started to get on with each other and to write songs together.

Being in a band – or working at anything – with a member of your family can be difficult, but it also has advantages. If we have a big argument about a song, after a while we remember that we are sisters and we <sup>4</sup>make it up. Nothing is going to stop us from being sisters.



#### Carnie, the older sister says:

I sometimes think that poor Wendy has spent all her life competing with me. She was a very quiet, shy child, while I was incredibly talkative and demanding – I was awful! I wasn't interested in studying, all I wanted to do was go to parties, and Wendy used to tell my parents. So I was horrible to her – I used to <sup>5</sup>pinch her and bite her.

I was very jealous of Wendy also because she was more attractive than me. But she always defended me when other people <sup>6</sup>criticized me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, <sup>7</sup>we were also very close and had a lot of fun together. We still do.

I think I suffered a lot because of my father leaving us when we were small, but Wendy helped me to understand that Dad loved us too, but in a different way. She also taught me that you can't <sup>8</sup>blame other people for your problems, you have to look at yourself.

## HOW WORDS WORK...

Look at two sentences from the *We are family* text.

'We started to get on with **each other**.'

'You have to look at **yourself**.'

- Use *each other* when A does an action to B and B does the same action to A  
*We love each other* = I love you and you love me.
- Use a reflexive pronoun (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) when the subject of the verb is the same as the object.  
*I cut myself. She looked at herself in the mirror.*
- You can also use a reflexive pronoun for emphasis.  
*Nobody helped me. I did it all myself.*

Complete the sentences with *each other* or a reflexive pronoun.

- 1 After the argument they didn't speak to \_\_\_\_\_ for a week.
- 2 This light is automatic. It turns \_\_\_\_\_ on and off.
- 3 We built the house \_\_\_\_\_. It took three years.
- 4 We only see \_\_\_\_\_ once a month.
- 5 They argue a lot. They don't understand \_\_\_\_\_.
- 6 I blame \_\_\_\_\_ for the accident. It was my fault.

## 4 VOCABULARY personality

a Can you remember? What do you call a person who...?

- 1 talks a lot \_\_\_\_\_
- 2 doesn't talk very much \_\_\_\_\_
- 3 feels uncomfortable and nervous when he / she meets new people \_\_\_\_\_
- 4 thinks someone loves another person more than him / her \_\_\_\_\_

b p.146 Vocabulary Bank Personality.

c Write down the first three adjectives of personality that you can remember from the Vocabulary Bank. Don't show them to your partner. Your teacher will tell you what they say about you.

## 5 PRONUNCIATION prefixes and suffixes

a Underline the stressed syllable.

- 1 jealous ambitious generous
- 2 sociable reliable
- 3 responsible sensible
- 4 competitive talkative aggressive sensitive
- 5 unfriendly insecure impatient

b Listen and check. Are *-ous / -able / -ible / -ive* stressed? Are *un- / in- / im-* stressed?

c Practise saying the adjectives.

## 6 LISTENING & SPEAKING



a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?

b Listen to a psychologist talking about the influence your position in the family has on your personality. Complete the chart by writing four more adjectives of personality in each column.

Oldest children	Middle children	Youngest children	Only children
<i>self-confident</i>	<i>independent</i>	<i>charming</i>	<i>spoilt</i>

c Compare with a partner. Then listen to the four sections again and check your answers. Can you remember any more details?

d Look at the completed chart above. In pairs, say  
– if you think it is true for you – if not, why not.  
– if you think it is true for your brothers and sisters or your friends.

7 **SONG** *We are family*

## THE STORY SO FAR

1.13 Listen to the story of Mark and Allie. Mark the sentences T (true) or F (false).

- 1 Mark met Allie in London two years ago.
- 2 He's American and she's British.
- 3 They work for MTV.
- 4 He invited her to San Francisco for a holiday.
- 5 They both got jobs in the new Paris office.
- 6 Mark is going to be Allie's boss.
- 7 They are both in Paris now.

- Mark \_\_\_\_\_, I'm Mark Ryder.  
 Nicole Ah, you're the new marketing director.  
 Mark That's right.  
 Nicole I'm Nicole Delacroix. I'm Allie's personal assistant. \_\_\_\_\_ to Paris!  
 Mark Thank you.  
 Nicole I'll just tell Allie you're here. Allie? Mark Ryder's here. OK.  
 You're from San Francisco, \_\_\_\_\_ you?  
 Mark Yes, I am.  
 Allie Hello, Mark.  
 Mark Allie. It's \_\_\_\_\_ to see you again.  
 How are you?  
 Allie Very well. Did you have a good \_\_\_\_\_?  
 Mark Yes, fine, no problems.  
 Allie Let me \_\_\_\_\_ you to the team.  
 You've \_\_\_\_\_ Nicole, my personal assistant?  
 Mark Yes, we've said hello.  
 Allie \_\_\_\_\_ is Jacques Lemaitre, our PR director.  
 Jacques How \_\_\_\_\_ you do?  
 Mark Mark Ryder. How do you do?  
 Allie And this is Ben Watts, our designer.  
 Ben Hi, Mark.  
 Mark Great to \_\_\_\_\_ you, Ben.  
 Ben We've \_\_\_\_\_ a lot about you.  
 Mark Really? All good, I hope.  
 Allie OK. Shall we go to my office?

## MEETING PEOPLE

a 1.14 Cover the dialogue and listen. What do the people in the Paris office do?



- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.  
 c Listen again and complete the dialogue.  
 d Look at the **highlighted** phrases. Which is the most formal way to greet someone?  
 e 1.15 Listen and repeat the **highlighted** phrases. Copy the **rhythm**.  
 f Move round the class in pairs, introducing your partner to other students. Use the **highlighted** phrases.

## SOCIAL ENGLISH It's a secret

- a 1.16 Listen. What do Mark and Allie want to keep secret?  
 b Listen again. Answer with M (Mark), A (Allie), or B (both).  
 1 Who thinks it's strange that they're together now?  
 2 Who missed the other person a lot?  
 3 Who thinks Nicole is very friendly?  
 4 Who thinks it's going to be hard to keep their secret?  
 5 Who wants to find a flat?  
 6 Who's thinking about work?  
 c 1.17 Complete the USEFUL PHRASES. Listen and check.



- d 1.17 Listen again and repeat the phrases. How do you say them in your language?

## USEFUL PHRASES

What a l \_\_\_\_\_ view!  
 Why d \_\_\_\_\_ we sit down?  
 I h \_\_\_\_\_ to find an apartment.  
 Don't worry. It won't t \_\_\_\_\_ you long.  
 I was w \_\_\_\_\_ (what kind of a boss...).  
 W \_\_\_\_\_, you'll find out tomorrow.



US English *apartment*



UK English *flat*

- a Read the two emails once and answer the questions.
- 1 Why has Stephanie written to Claudia?
  - 2 Does Claudia recommend her friend?
- b The computer has found five spelling mistakes in Claudia's email. Can you correct them?
- c Read Claudia's email again. Then cover it and answer the questions from memory.
- 1 Which  adjectives describe Christelle's personality?
  - 2 What does she like doing in her free time?
  - 3 What negative things does Claudia say about Christelle?
- d Look at the **highlighted** expressions we use to modify adjectives. Put them in the right place in the chart.

Anna is	<u>very</u> / _____	untidy.
	_____	
	_____	

**Useful language: describing a person**

- He's quite / very, etc. + adjective (e.g. *friendly, extrovert*, etc.)
- She's a bit + negative adjective (e.g. *untidy, shy*, etc.)
- He likes / loves / doesn't mind + verb + *-ing*
- He's good at + verb + *-ing*

Imagine you received Stephanie's email asking about a friend of yours.

**WRITE** an email to answer it.

**PLAN** what you're going to write using the paragraph summaries below. Use the **Useful language** box and **Vocabulary Bank p.146 Personality** to help you.

- Paragraph 1 age, family, work / study
- Paragraph 2 personality (good side)
- Paragraph 3 hobbies and interests
- Paragraph 4 any negative things?

**CHECK** the email for mistakes ( **grammar** , **punctuation** , and **spelling** ).

From: Stephanie  
 To: Claudia  
 Subject: Hi from Scotland

Dear Claudia,  
 I hope you're well.  
 I've just had an email from your friend Christelle. She wants to rent a room in my house this summer. Could you tell me a bit about her (age, personality, etc. and what she likes doing) so that I can see if she would fit in with the family? Please be honest!  
 Send my regards to your family and I hope to hear from you soon.  
 Best wishes  
 Stephanie

From: Claudia  
 To: Stephanie  
 Subject: Hi from Switzerland

Hi Stephanie,  
 Thanks for your email.  
 Of course I can tell you about Christelle. She's 21, and she's studying law with me.  
 I think she's quite extrovert and very sociable – she has lots of friends. She's also very good with children. She has a young step-brother and several young cousins, and I know she likes playing with them. She's incredibly hard-working and responsible – she passed all her exams last year, which is more than I did!  
 She likes going out, seeing films, and listening to music, but not rock or heavy metal – so don't worry about noise! And she's happy to do things on her own – she's very independent, so you won't really have to look after her. Her parents are divorced and she lives with her mother and stepfather, but she also sees her father regularly.  
 The only negative things I can think of are that she's a bit untidy – her room is usually in a mess – and that her English is, well, not brilliant. But I'm sure she'll learn fast! I think she's really nice and that you and the family will get on well with her.  
 I hope that's useful. Let me know if you need any more information about her.  
 Love  
 Claudia

PS I attach a photo of the two of us.



## GRAMMAR

Put the verbs in the correct tense.



A Wow. Is that your new car? (be)

B Yes.

A When <sup>1</sup> \_\_\_\_\_ it? (you / get)

B I <sup>2</sup> \_\_\_\_\_ (buy) it last month.

<sup>3</sup> \_\_\_\_\_ it? (you / like)

A Yes, it's great. What happened to your front light?

B I <sup>4</sup> \_\_\_\_\_ (hit) another car when I

<sup>5</sup> \_\_\_\_\_ (drive) to work. I thought the traffic lights <sup>6</sup> \_\_\_\_\_ (change), but they hadn't. Would you like to go for a drive?

A I can't just now because I <sup>7</sup> \_\_\_\_\_

(meet) a friend in ten minutes. How about tomorrow evening? It's Wednesday and I usually <sup>8</sup> \_\_\_\_\_ (finish) work early.

B OK. I <sup>9</sup> \_\_\_\_\_ (pick you up) at 7.00.

You <sup>10</sup> \_\_\_\_\_ (love) it, I know.

A I'm sure I will. See you tomorrow then.

10

## VOCABULARY

a Word groups. Underline the word that is different. Say why.

- |              |          |               |              |
|--------------|----------|---------------|--------------|
| 1 fresh      | seafood  | frozen        | home-made    |
| 2 fried      | chicken  | duck          | sausages     |
| 3 knife      | roast    | fork          | spoon        |
| 4 referee    | coach    | captain       | pitch        |
| 5 pool       | track    | beat          | court        |
| 6 aggressive | jealous  | bossy         | affectionate |
| 7 charming   | sensible | sociable      | moody        |
| 8 cousin     | family   | mother-in-law | grandfather  |

b Write words for the definitions.

- It's an adjective for food that is hot, e.g. curry or chilli.  
s \_\_\_\_\_
- It's what you have before the main course.  
s \_\_\_\_\_
- It means when two teams finish a match with the same score.  
d \_\_\_\_\_
- It means to hurt yourself in an accident or doing a sport.  
get i \_\_\_\_\_
- Your mother's second husband is your s \_\_\_\_\_.
- It's an adjective for a person who always thinks about him / herself.  
s \_\_\_\_\_
- It's an adjective. It's the opposite of generous.  
m \_\_\_\_\_

c Fill each gap with one word.

- I always ask \_\_\_\_\_ steak when we eat \_\_\_\_\_.
- What do you usually have \_\_\_\_\_ lunch?
- It's a good idea to warm \_\_\_\_\_ before you start running.
- Who do you get \_\_\_\_\_ with best in your family?

20

## PRONUNCIATION

a Underline the word with a different sound.

1	 pool	tuna	fruit	course
2	 cook	food	look	football
3	 court	ball	roast	prawns
4	 couple	draw	cousin	duck
5	 sausage	bossy	frozen	golf

b Underline the stressed syllable.

menu    referee    impatient    sociable    irresponsible

10

### CAN YOU UNDERSTAND THIS TEXT?

## Jam today, tomorrow, yesterday...



Adapted from the British press

**Craig Flatman** is every nutritionist's nightmare – a fifteen-year-old who never eats anything except bread and jam but, unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60% sugar, he is 1.84m tall, weighs 69kg, and his parents say he has never been seriously ill apart from typical childhood illnesses.

Craig, or 'Jam boy', as his friends have nicknamed him, rejects any form of meat, fish, fresh fruit, or vegetables. The only time he doesn't eat bread and jam is for breakfast, when he has chocolate cereal, and for tea, when he occasionally has a slice of chocolate cake. He also drinks two pints of semi-skimmed milk a day.

Craig's strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his father gave him a sugar sandwich when he was nine months old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four when he asked to try jam, and started an eleven-year obsession.

Craig sometimes craves some variety, but every time he tries something else he feels ill. Doctors believe that his condition may have been caused by choking on solid food when he was a baby. 'They tell me I'll grow out of it,' says Craig, 'but I don't know if I'll ever change.' Although Craig's parents eat a normal diet, their family meals are made more difficult by the fact that Craig's sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to phone in advance – to check they can bring jam sandwiches for Craig!

a Read the article and mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Craig doesn't eat any protein.
- 2 He eats ten jam sandwiches a day.
- 3 The only other things he eats are chocolate cereal and cake.
- 4 When he was a baby he didn't like solid food.
- 5 His obsession with jam sandwiches started when he was eleven.
- 6 Craig doesn't want to try any other kinds of food.
- 7 Doctors have done a lot of tests on Craig.
- 8 They think Craig's diet will change when he gets older.
- 9 Craig's family eat out about once a month.
- 10 Craig also has jam sandwiches when his family eat out.

b Guess what the highlighted words and phrases mean. Check with your teacher or a dictionary.

### CAN YOU UNDERSTAND THESE PEOPLE?

a **1.18** Listen and circle the correct answer, a, b, or c.

- 1 What drinks do they get?
  - a A coffee, a tea, and two orange juices.
  - b A tea and three orange juices.
  - c A coffee and three orange juices.
- 2 Why doesn't the woman want anything to eat?
  - a Because she's not hungry.
  - b Because she doesn't feel well.
  - c Because she's on a diet.
- 3 What does Robertson do now?
  - a He owns a pub.
  - b He works in Leeds.
  - c He works with young players.
- 4 Who's coming to lunch?
  - a The man's mother-in-law and his sister.
  - b The man's mother and his sister-in-law.
  - c The man's mother-in-law and her sister.
- 5 What are they going to give their granddaughter for her birthday?
  - a Money.
  - b Clothes.
  - c They can't decide.

b **1.19** You will hear a man phoning to book a tennis court. Complete the information on the secretary's form.

### Hamworth Sports Centre

#### Tennis court bookings:

Name: Mark <sup>1</sup> \_\_\_\_\_  
 Membership number: <sup>2</sup> \_\_\_\_\_  
 Day: <sup>3</sup> \_\_\_\_\_  
 Time: <sup>4</sup> \_\_\_\_\_  
 Court number: <sup>5</sup> \_\_\_\_\_

### CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about your diet
- describe a sporting event you have been to (where, when, what happened)
- describe a member of your family and his / her personality
- say how you think families will change in the future

**2**  
**A**

**G** present perfect and past simple

**V** money

**P** saying numbers

**Ka-ching!**

**I VOCABULARY & LISTENING** money

a **2.1** Listen to a song about money and complete it with these words. What is 'Ka-ching'?

afford    blow    broke    credit card    earn  
greedy    loan    mall    mortgage    spend

b Now look at words 1–10 in the song and match them with their meanings.

- A \_\_\_\_\_ (verb) to give or pay money for something
- B \_\_\_\_\_ (noun) money that a person or a bank lends you
- C \_\_\_\_\_ (verb) to have enough money to buy something
- D \_\_\_\_\_ (noun) a shopping centre (US)
- E \_\_\_\_\_ (adj) having no money (informal)
- F \_\_\_\_\_ (noun) a small plastic card you use to buy things
- G \_\_\_\_\_ (verb) to get money by working
- H \_\_\_\_\_ (adj) wanting more money, etc. than you really need
- I \_\_\_\_\_ (verb) to spend a lot of money on something (informal)
- J \_\_\_\_\_ (noun) the money a bank lends you to buy a house

c Listen again and read the lyrics. What do you think the song is saying?

- 1 Money always makes people happy.
- 2 The world has become obsessed with money.
- 3 The singer would like to have more money.

d  p.147 Vocabulary Bank Money.

**Ka-ching**

We live in a <sup>1</sup> \_\_\_\_\_ little world that teaches every little boy and girl to <sup>2</sup> \_\_\_\_\_ as much as they can possibly, then turn around and spend it foolishly. We've created us a <sup>3</sup> \_\_\_\_\_ mess, we <sup>4</sup> \_\_\_\_\_ the money that we don't possess. Our religion is to go and <sup>5</sup> \_\_\_\_\_ it all, so it's shopping every Sunday at the <sup>6</sup> \_\_\_\_\_.

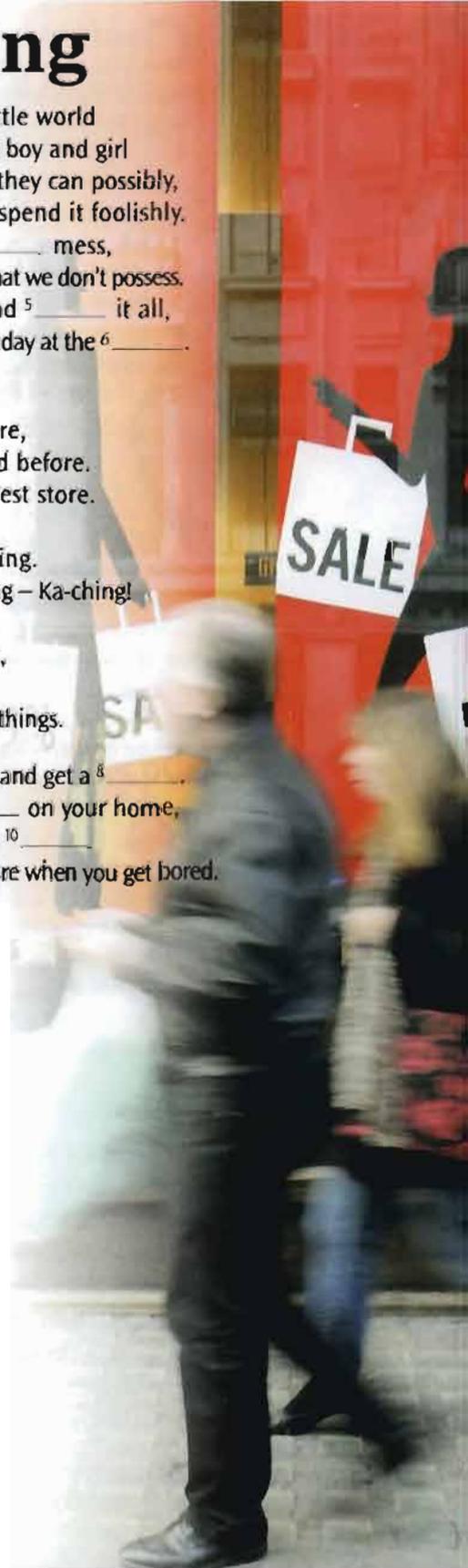
**Chorus**

All we ever want is more, a lot more than we had before. So take me to the nearest store. Can you hear it ring? It makes you want to sing. It's such a beautiful thing – Ka-ching! Lots of diamond rings, the happiness it brings, you'll live like a king, with lots of money and things.

When you're <sup>7</sup> \_\_\_\_\_ go and get a <sup>8</sup> \_\_\_\_\_. Take out another <sup>9</sup> \_\_\_\_\_ on your home, consolidate so you can <sup>10</sup> \_\_\_\_\_. to go and spend some more when you get bored.

**Chorus**

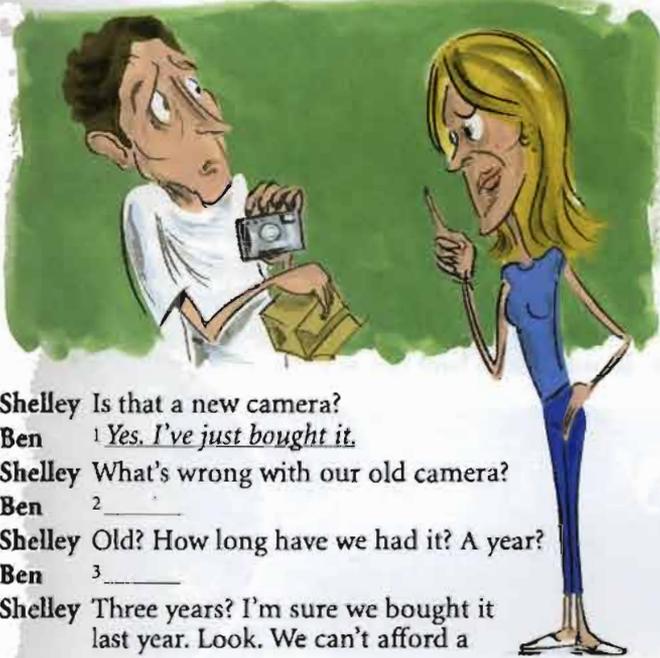
Ka-ching!



## 2 GRAMMAR present perfect and past simple

- a Shelley and Ben are having an argument about money. Read what Shelley says and complete the dialogue with Ben's answers from the box below. Then try to guess his last answer.

We've had it for at least three years. Maybe longer.  
 It's old.  
 No. What is it?  
 Why not?  
 Yes. I've just bought it.  
 I can't.



- Shelley Is that a new camera?  
 Ben 1 *Yes. I've just bought it.*  
 Shelley What's wrong with our old camera?  
 Ben 2 \_\_\_\_\_  
 Shelley Old? How long have we had it? A year?  
 Ben 3 \_\_\_\_\_  
 Shelley Three years? I'm sure we bought it last year. Look. We can't afford a new camera.  
 Ben 4 \_\_\_\_\_  
 Shelley Have you seen this?  
 Ben 5 \_\_\_\_\_  
 Shelley The gas bill. It arrived this morning. And we haven't paid the phone bill yet. Take it back to the shop and get your money back.  
 Ben 6 \_\_\_\_\_  
 Shelley Why not?  
 Ben Because...

- b **22** Listen and check.

- c In pairs, read the dialogue again and underline five examples of the present perfect and two examples of the past simple. Then answer the questions.

Which form of the verb do we use for...?

- 1 a completed action in the past
- 2 things which started in the past and are true now
- 3 recent actions when we don't say exactly when
- 4 recent actions when we say exactly when

- d **p.132 Grammar Bank 2A.** Read the rules and do the exercises.

## 3 SPEAKING

In pairs, interview each other with the questionnaire. Ask for more information.

Have you ever wasted money on something you've never used?

Yes, I bought an exercise bike.

Why did you buy it?

## The MONEY Questionnaire



### Have you ever...?

- (waste) money on something you've never used
- (sell) anything on the Internet
- (lose) a credit card or your wallet
- (save) for something for a long time
- (win) any money (e.g. in a lottery)
- (be) robbed
- (lend) money to someone who didn't pay you back

### Have you...recently?

- (buy) anything on the Internet
- (be) to a mall or shopping centre
- (buy) anyone a present
- (use) a credit card
- (take) money out of a cash machine
- (borrow) money from someone in your family

## 4 READING

a Which of these sentences best describes your attitude to money?

- 1 All I want is enough money to enjoy life.
- 2 Money is very important to me. I'd like to earn as much as possible.
- 3 I would be happy to live with less money and fewer possessions.

b You're going to read an article about a woman who lives without money. Why do you think she does it? How do you think she survives? Read the article to find out.

c Read the article and answer the questions.

- 1 What was Heidemarie's job?
- 2 What possessions does she have now?
- 3 How did the experiment start?
- 4 Where has she lived since the experiment started?
- 5 Does she still work?
- 6 What does she do when she needs something?
- 7 What is she trying to show with her experiment?
- 8 What did she do with the money she earned from her book?

d Match the highlighted phrasal verbs with their definitions. Write the verbs in the infinitive.

- 1 throw away put into the rubbish bin  
e.g. Please ... those sweet papers.
- 2 \_\_\_\_\_ stop (doing something)  
e.g. He wants to ... smoking.
- 3 \_\_\_\_\_ arrive, appear  
e.g. I invited 20 people to my party but only 10 will ...
- 4 \_\_\_\_\_ give something to somebody without wanting anything in return  
e.g. She decided to ... her old clothes to the local hospital.
- 5 \_\_\_\_\_ start a new company or organization  
e.g. My brother is going to ... a software company.
- 6 \_\_\_\_\_ be responsible for somebody or something  
e.g. Nurses ... people in hospital.

e In pairs, answer the questions.

- 1 Do you agree with Heidemarie that...?
  - all jobs are equally important
  - most people don't like their jobs
  - people judge you according to how much you earn
- 2 What do you think of Heidemarie?  
Would you like to have her as a friend?

# My life without money

**Heidemarie Schwermer**, a 63-year-old German woman, has lived without money for the last ten years, and has written a book about her experiences called *My life without money*.



**A**t the age of 54 Heidemarie gave up her job as a psychotherapist, gave away all her money and her flat and threw away her credit cards. Today, apart from a few clothes (three sweaters, two skirts, two pairs of shoes, and a coat) and a few personal belongings, she doesn't own anything.

It all began as a one-year experiment. In her home city of Dortmund she set up a 'swapping circle' where people swap services without using money, for example, a haircut for a mathematics class. To prove that this could work she decided to give up using money for a year. But when the year ended she continued and has not used money since then.

At first she house-sat for friends who were on holiday. She stayed in their house in return for watering the plants and looking after their animals. At the moment she is staying in a student residence where she can sleep, have a shower, or use a computer in return for cooking for the young people who live there. She also 'works' as a psychotherapist. 'Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always.'

Heidemarie says, 'I can live thanks to my contacts. A lot of people who know me understand what I'm doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think, "Who can I ask? What can I give them in return?" If I want to go to the cinema, I might offer to look after somebody's children for the afternoon.'

It is one of the mistakes of our society that most people do something they don't like just to earn money and spend it on things they don't need. Many people judge you according to how much you earn. In my opinion, all jobs are equally important. You may not earn a lot of money but you may be worth a lot as a person. That's my message.'

So what did she do with all the money she earned from the sales of *My life without money*?

'I gave it all away...'

AMERICAN EXPRESS

MasterCard

VISA

## 5 VOCABULARY & PRONUNCIATION

### saying numbers

- a **23** Write the numbers. Then listen and repeat. Practise saying them.

### Numbers

- \_\_\_\_\_ fifteen
- \_\_\_\_\_ fifty
- \_\_\_\_\_ a hundred
- \_\_\_\_\_ seven hundred and fifty
- \_\_\_\_\_ one thousand five hundred
- \_\_\_\_\_ seven thousand five hundred
- \_\_\_\_\_ seventy-five thousand
- \_\_\_\_\_ seven hundred and fifty thousand
- \_\_\_\_\_ a million
- \_\_\_\_\_ seven and a half million

- b **24** Complete the numbers. Then listen and check.

### Money, percentages, decimals and fractions

- £2.50 two \_\_\_\_\_ fifty
- \$8.99 eight \_\_\_\_\_
- €3.20 three \_\_\_\_\_
- 50% fifty \_\_\_\_\_ cent
- 0.5 nought \_\_\_\_\_ five
- 3.9 \_\_\_\_\_
- $\frac{1}{2}$  a \_\_\_\_\_
- $\frac{1}{3}$  a \_\_\_\_\_
- $\frac{1}{4}$  a \_\_\_\_\_
- $\frac{3}{4}$  three \_\_\_\_\_
- $6\frac{1}{2}$  six \_\_\_\_\_ a half

- c In pairs, practise saying these numbers.

$\frac{2}{3}$  0.7  $1\frac{3}{4}$  7.8

30% £90

100%

430

€600

2,800

9,250

\$200,000

3,000,000

## 6 LISTENING & SPEAKING

- a **25** Listen to a news bulletin. How many different news items are there?

- b Listen again and answer the questions with a number.

- 1 How many people were injured in the crash?
- 2 How fast was the lorry going?
- 3 How many workers have walked out of the Peugeot factory?
- 4 What pay rise do they want?
- 5 How many more unemployed are there this year?
- 6 How many are there in total?
- 7 By how much have house prices increased in the last five years?
- 8 How much does a three-bedroomed house cost in south-east England?



- c Answer the questions with a number, percentage, etc. If you don't know the exact number, use *about* or *approximately*.

- 1 What's the population of...? your country your town / city
- 2 What proportion of people in your country...?
  - \_\_\_\_\_ speak good English
  - \_\_\_\_\_ have more than two children
  - \_\_\_\_\_ have a dog
  - \_\_\_\_\_ smoke
- 3 How much do these things cost?
  - \_\_\_\_\_ a cup of coffee
  - \_\_\_\_\_ a laptop computer
  - \_\_\_\_\_ a small flat in the centre of town
  - \_\_\_\_\_ a newspaper
  - \_\_\_\_\_ a DVD
  - \_\_\_\_\_ a small car



# 2 B

**G** present perfect continuous  
**V** strong adjectives: *exhausted, amazed*, etc.  
**P** sentence stress, strong adjectives

## Changing your life

### 1 LISTENING

- a Answer the questions in pairs.
- If you could spend a year working or studying in another country, which country would you choose? Why?
  - What would you like to do there?
  - What problems do you think you might have?
- b Read about Karen and describe what you can see in the photos.
- c **2.6** Listen to Karen and answer the questions.
- Why did she choose Beirut?
  - Why did she want to take a year off?
  - Who is Omayma?
  - Why does Karen say Arabic is a difficult language?
  - How long has Karen been teaching belly dancing?
  - How do her students feel about an English woman teaching them belly dancing?
  - What does she like most about living in Lebanon?
- d Compare your answers with a partner. Then listen again to check.

'My name's Karen and I'm a primary school teacher. A few months ago, I decided to change my life. I took a year off and went to live in Beirut with my husband, Mike, who's an English teacher.'



### 2 GRAMMAR present perfect continuous with *for / since*

- a **2.7** Listen and complete these questions and answers from the interview with Karen.
- How long have you been \_\_\_\_\_ here?
  - I've been \_\_\_\_\_ and \_\_\_\_\_ since I was little.
  - What have you been \_\_\_\_\_ here since you arrived?
  - I've been \_\_\_\_\_ classes with her since October.
  - I've been \_\_\_\_\_ belly dancing for about six years.
- b Look at sentences 1–5 and answer the questions.
- Are the verbs action or non-action verbs?
  - Do they refer to single actions or continuous / repeated actions?
  - Do they refer to a completed action or one which is still happening?
- c **p.132 Grammar Bank 2B.** Read the rules for present perfect continuous for unfinished actions. Do exercise a only.

### 3 PRONUNCIATION sentence stress

▲ An important part of clear communication in English is stressing the words in a sentence which carry the information, and not stressing the other ones.

- a 28 Dictation. Listen to five sentences. Try to write down the stressed words. Look at the words and try to remember the whole sentence. Then listen again and write the complete sentences.
- b 29 Listen and copy the rhythm.
- 1 I've been living here for two years.
  - 2 How long have you been learning English?
  - 3 She's been working in Italy since October.
  - 4 How long have you been waiting?
  - 5 It's been raining all night.
  - 6 We've been looking for a flat for ages.

### 4 SPEAKING

a Look at the circles, and write something in as many as you can.



A sport you play regularly (or a kind of exercise you do regularly)



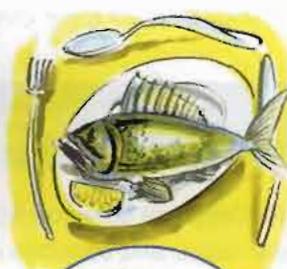
Something you are learning (to do)



A friend you know very well



A magazine / newspaper you read regularly



A bar or restaurant you often go to



A thing you have which is very important for you



A club, organization, gym, etc. you are a member of



The make of car you drive



The place where you live

b Compare circles with a partner. Ask your partner at least three questions about the things they've written. One question must be *How long have you...?*

▲ Remember after *How long...?* with action verbs, e.g. *play*, use present perfect continuous, with non-action verbs, e.g. *know*, use present perfect simple.

How long have you been playing volleyball?  
 \_\_\_\_\_  
 How often do you play?  
 \_\_\_\_\_

Since I was about 15.

## 5 READING

- a Can you think of one way that a holiday could change your life for the better?
- b You're going to read an article about two people whose lives were changed by a holiday. Work in pairs. A read about Victoria, B about Sally.
- c In pairs, take turns to tell each other about the two women. Answer these questions.  
 What is she doing now?  
 What was she doing before?  
 What made her change her life?  
 How does she feel now?
- d Read the text that you didn't read before. Did your partner leave out any important information?

- e In pairs, try to guess the meaning of the highlighted words. Then match them with their definitions below.

### First text

- 1 of little importance \_\_\_\_\_
- 2 crazy \_\_\_\_\_
- 3 a person who looks after animals (e.g. in a zoo) \_\_\_\_\_
- 4 animals like large monkeys \_\_\_\_\_
- 5 not looked after well \_\_\_\_\_

### Second text

- 6 the London underground \_\_\_\_\_
- 7 very tasty \_\_\_\_\_
- 8 asked for (in writing) \_\_\_\_\_
- 9 burning brightly \_\_\_\_\_
- 10 very small \_\_\_\_\_

- f Whose life do you think has changed the most? Which of the two holidays would you choose?

## It was just a holiday, but it changed my life

Holidays can be good for your health. You lie on a beach and relax, and tensions disappear. But sometimes a holiday can change your life completely, which is what happened two years ago to Victoria Smith and Sally Gook.

**Victoria Smith**, six years ago, was working as a manager at Next, a British chain store. Then she went on holiday to Borneo...

'It was a working holiday,' said Victoria, 'where you could study orang-utans in the wild – I have always been interested in apes, so I thought it would be fun.' The holiday was wonderful, and when Victoria came home she found it very difficult to return to her old life. 'Suddenly the problems in the store just seemed so trivial.' Although everybody told her she was mad, she decided to go back to university and study biology. Four years later she became a chimpanzee keeper.

For the last two years Victoria has been working at Monkey World, a centre in south-west England which looks after apes which have been ill-treated. Many have been rescued from laboratories and circuses all over the world. She works long hours, and the pay isn't very good, but she loves it. 'Apes are like a big family, each with their own personality.'



'I'm really happy now. Since I started working here I feel that I've been doing something important, not just wasting my life.'

'I feel I've been doing something important.'



'Suddenly I knew there was a different life waiting for me.'

**Sally Gook** wakes up every morning to a deep blue sky and blazing sun. For the last two years she has been living on the tiny Greek island of Lipsi, which is only 16 square kilometres in size and has a population of just 650.

But until a few years ago she lived in London. 'I was working for American Express and I had a good social life and earned a lot of money. But I had to get up very early every morning, often in horrible weather, and get a train and the tube to work.'

Then one day she and a friend decided they needed a relaxing holiday, and they came to Lipsi. 'I loved it – the people, the mountains, the sun, and the delicious food. Suddenly I knew there was a different life waiting for me here.' A few months later she applied for a job at the travel company which had organized her holiday.

Since then she has been living on Lipsi and working as a tourist guide. Her boyfriend, who is Greek, is a farmer. Sally said, 'I've only been back to London once, and I can't imagine ever living there again.'

*Adapted from the British press*

## 6 VOCABULARY & PRONUNCIATION strong adjectives

a Write synonyms for the strong adjectives.

### Strong adjectives

- 1 The island's **tiny** – only 16 square kilometres.
- 2 The food in Lipsi was **delicious**.
- 3 Her father's **furious**. She crashed his car.
- 4 I'm **terrified** of flying. I never travel by plane.
- 5 I've been working all day. I'm **exhausted**.
- 6 It's going to be **boiling** tomorrow – about 40°!
- 7 Can I have a sandwich? I'm **starving**.
- 8 The flat's **enormous**. It's got five bedrooms.
- 9 I'm not going to swim. The water's **freezing**.
- 10 Your car's **filthy**. Why don't you wash it?
- 11 That's a **great** idea! Let's do it.
- 12 This book's **awful**. I can't finish it.

### Normal adjectives

- = very *small* \_\_\_\_\_
- = very *tasty* \_\_\_\_\_
- = very \_\_\_\_\_

b Cover a. Complete the responses with a strong adjective.

- 1 Are you hungry? Yes, I'm *starving* \_\_\_\_\_.
- 2 Was your mother angry? Yes, she was \_\_\_\_\_.
- 3 Is her flat small? Yes, it's \_\_\_\_\_.
- 4 Are you tired? Yes, I'm \_\_\_\_\_.
- 5 Is the floor dirty? Yes, it's \_\_\_\_\_.
- 6 Are you afraid of spiders? Yes, I'm \_\_\_\_\_ of them.

c **2.10** Listen and check. Are the strong adjectives stressed? Listen again and repeat.

d **Communication** Are you hungry? Yes, I'm starving! A p.116 B p.119.

## 7 GRAMMAR present perfect continuous (for recent continuous actions)

a Look at the pictures. How do the people look? What do you think has been happening?



b **2.11** Listen and check. What have they been doing? Complete the sentences.

- 1 Sharon and Kenny \_\_\_\_\_.
- 2 The man \_\_\_\_\_.
- 3 The man and woman \_\_\_\_\_ and \_\_\_\_\_.

c **p.132 Grammar Bank 2B.** Read the rules for present perfect continuous for recent continuous actions. Do exercise b.

d Look at the adjectives and imagine that you are *exhausted*, *filthy*, etc. Think of an explanation for each one. Then in pairs, invent a short dialogue using each adjective.

exhausted   filthy   furious  
very stressed   very red

Hi. You look exhausted.  
What have you been doing?

I've been working in the garden.

## Race to the sun

## 1 READING

a In pairs, ask and answer the questions.

1 When was the last time you travelled...?

by train by car by plane

Where did you go?

How long did your journey take?

Did you have a good journey?

2 In general, which of the three forms of transport do you prefer? Why?

b Read the introduction to the article, *Race to the sun*. Answer the questions with *by car*, *by train*, or *by plane*.

Which journey do you think was...?

the quickest \_\_\_\_\_

the most comfortable \_\_\_\_\_

the cheapest \_\_\_\_\_

the most convenient \_\_\_\_\_

c You're going to read about the first two journeys, but the paragraphs are not in the right order. Find the first paragraph for the plane journey, and then the other three. Do the same for the train journey. Then compare with a partner.

The plane

The train

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

d Now read about the two journeys again carefully in the right order. Answer the questions with T (the train) or P (the plane).

On which journey...?

Which journey was...?

- 1 did the traveller have to get up earlier
- 2 could the traveller have something to eat or drink
- 3 was the traveller more stressed
- 4 could the traveller see beautiful scenery
- 5 did the traveller have a meal when he arrived
- 6 did the traveller arrive earlier than expected

- 7 quicker
- 8 cheaper
- 9 more comfortable
- 10 more convenient

## HOW WORDS WORK...

The bus **took** 45 minutes.

It **took me** just 30 minutes from home.

How long does it **take you** to get to school?

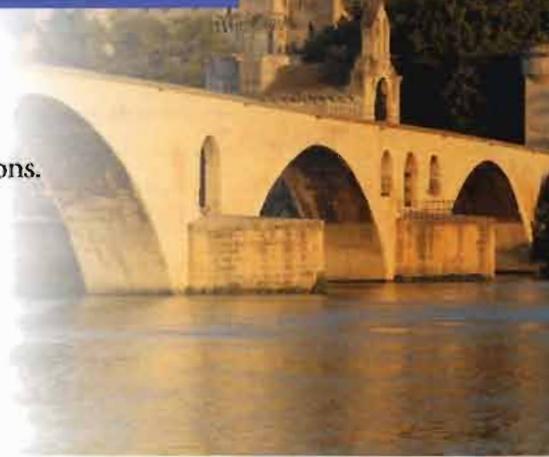
Use *take* (+ person) + time (+ *to get to*)... to talk about the duration of a journey.

Ask and answer the questions in pairs.

How long does it take you to get to work / school?

How long does it take to get from your house to the centre?

a by car b by bus / underground c on foot



Every year thousands of British tourists travel to the South of France for their summer holiday. But what is the best way to get there, by car, train, or plane?

A British newspaper sent three of its journalists to find out. They had to travel from their homes in London to Avignon.

All three travellers set off one Saturday morning in July.



Charles went by train (the Eurostar).



Rosemary flew with a 'cut price' airline.



Martin travelled by car.

**A** When I got to security I saw that there was an enormous queue. I began to worry that I might miss my flight, because the boarding limit is 40 minutes before take-off. I had to run to gate 48 and I arrived completely out of breath.

**B** I arrived on time! I picked up my suitcase and followed the Exit signs. It was great not to have to wait ages for my luggage or to worry about getting a bus or taxi to the city centre.

**C** We boarded. Because there are no seat numbers on these flights, everybody tries to get on as quickly as they can. I sat next to a friendly Frenchman. We took off and soon I was looking down on London. There was no meal, not even coffee, but we landed 10 minutes ahead of schedule.

**D** At 4.15 a.m. a taxi picked me up and took me 32 miles to Stansted airport. Although it was early morning, there was a lot of traffic and I arrived later than I had planned. I took my luggage to check in and asked for a window seat but the woman said there were no seat numbers.

**E** At 7.10 a.m. I arrived at Waterloo station by taxi. It took me just 30 minutes from home. I bought the papers and walked to the platform. I got on and found my seat. As soon as we started moving, I went to find the buffet car and had a cup of coffee.

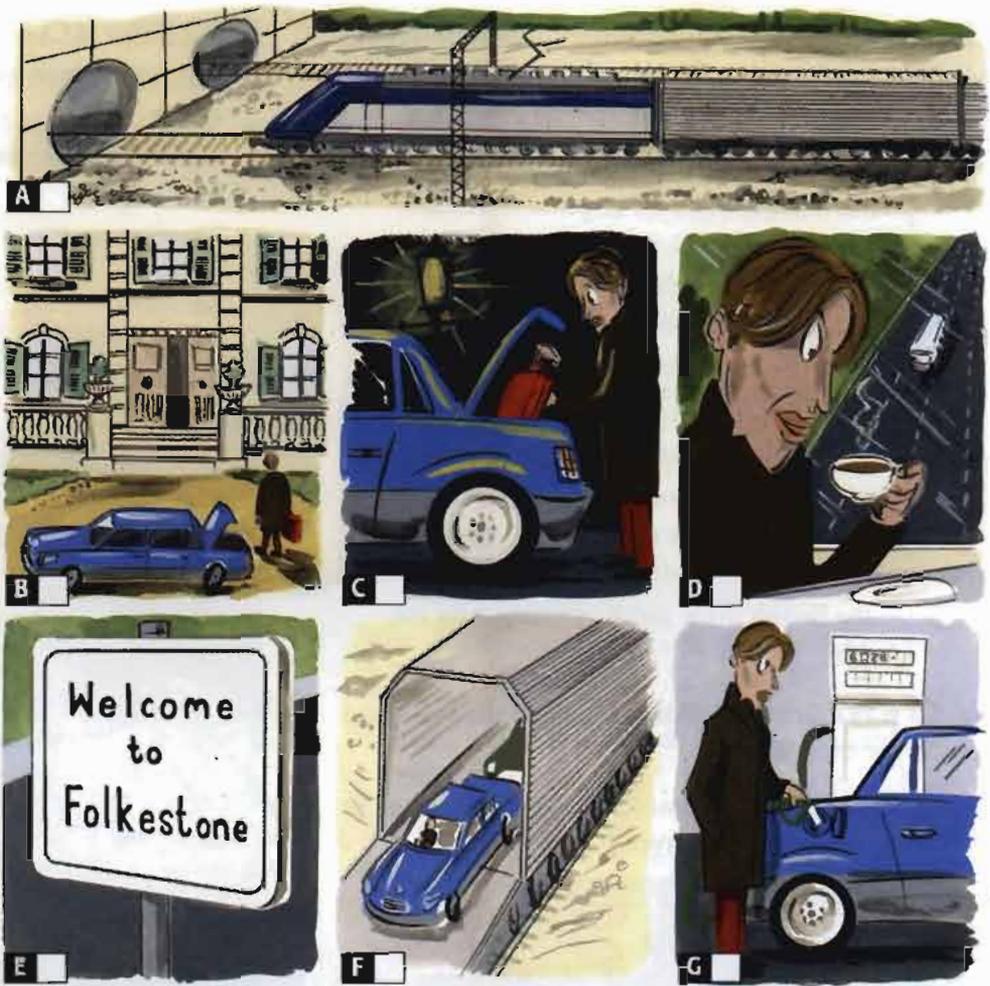
**F** Just outside the station I looked up and saw the medieval walls of Avignon's historic city centre. It was 2.20\* in the afternoon and I was just in time for a late lunch! My ticket cost £65.80, and I gave the journey 8/10 for comfort and 9/10 for convenience.

**G** I only had to wait twenty minutes for my luggage. Then I walked outside into bright sunshine and waited for the bus to Avignon, about 40 kilometres away. I didn't have to wait long and the bus took 45 minutes. It was only 11.00\* and I had the whole day in front of me. My ticket cost £63, and I gave the journey 5/10 for comfort and 5/10 for convenience.

**H** I looked out of the window. Although we were moving at 340 kilometres an hour, the journey was smooth and relatively quiet. The part where we travelled under the English Channel took just 22 minutes. Soon I was looking at the fields and farmhouses of France. The sun was shining. I closed my eyes and went to sleep.

\* France is one hour ahead of the UK.

Adapted from the British press



## 2 LISTENING

a **2.12** Listen to Martin talking about his journey from London to Avignon by car. Number the pictures 1–7.

- b Listen again. Mark the sentences T (true) or F (false).
- 1 There's a lot of traffic in London on Saturday mornings.
  - 2 Petrol is more expensive in Britain than in France.
  - 3 There are two ways to cross the English Channel by car.
  - 4 You can't drive through the Channel Tunnel.
  - 5 The journey through the tunnel takes an hour.
  - 6 Drivers must sit in their car when they go through the tunnel.
  - 7 The speed limit on French motorways is 120 km/h.
  - 8 French motorways aren't free.
  - 9 It's 970 kilometres from Calais to Avignon.

c **2.13** Listen to Martin talking about his journey and fill in the By car column in the chart. Now compare the information with your answers in 1a.

London to Avignon	By plane	By train	By car
How long did it take? (from home)	5 hours 45 mins	6 hours 40 mins	
How much did it cost?	£63	£65.80	
Comfort /10	5	8	
Convenience /10	5	9	

d Think of a town / city in your country. How many different ways are there of getting there? Which do you think is the best? Why?

### 3 GRAMMAR comparatives and superlatives

a Read the sentences. Are the **highlighted** phrases right or wrong? Put a tick (✓) or a cross (✗), and correct the wrong sentences.

- 1 What's **the quicker way** to get to the South of France?
- 2 Driving is **more boring** than going by train.
- 3 Petrol isn't as **cheap** in Britain **than** in France.
- 4 Does the plane cost **the same as** the train?
- 5 Going by train is **less expensive as** flying.
- 6 It was **the more comfortable hotel** I've ever stayed in.
- 7 **The worst month** to travel through France is August.
- 8 Do the British drive **more carefully than** the French?

b **p.132 Grammar Bank 2C.** Read the rules and do the exercises.

c With a partner compare the experiences below using the **bold** adjectives.

- 1 **safe, exciting, healthy**  
travelling by motorbike  
travelling by car  
travelling by bike
- 2 **enjoyable, dangerous, relaxing**  
travelling by yourself  
travelling with friends  
travelling with your family
- 3 **difficult, expensive**  
learning to drive  
learning to ride a bike  
learning to ride a horse

### 4 VOCABULARY transport and travel

a Put the words into the correct column.

buffet car   check in   gate   motorway  
platform   rush hour   speed limit  
station   take off

train	car	plane
_____	_____	_____
_____	_____	_____
_____	_____	_____

b **p.148 Vocabulary Bank** *Transport and travel.*

### 5 PRONUNCIATION & SPEAKING stress in compound nouns

a **2.14** Listen and repeat the compound nouns. Which word is usually stressed more?

- |                |                 |
|----------------|-----------------|
| traffic lights | pedestrian area |
| boarding pass  | road works      |
| car park       | rush hour       |
| car crash      | seat belt       |
| cycle lane     | speed camera    |
| parking fine   | speed limit     |
| traffic jam    | ticket office   |

b Ask and answer the questions in pairs.

### In your town / city...



## 6 LISTENING & SPEAKING

a Read the beginning of a newspaper article and then talk to a partner:

- 1 Do you (or your family) ever do any of these things while driving a car?
- 2 Which three do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).



### Which of these things is the most dangerous when you're driving a car?

- making a call on your mobile
- listening to your favourite music
- listening to music you don't know
- opening a packet of crisps or a can of drink
- picking up a specific CD from the passenger seat
- talking to other passengers

A car magazine tested car drivers in a driving simulator. The drivers had to 'drive' in the simulator and at the same time do the things in the list above. The results of the tests were surprising (and worrying).

b **2.15** Now listen to a road safety expert talking about the tests. Number the activities 1–6. Were your top three right?

c Listen again and answer the questions.

- 1 What should you do when you are driving?
- 2 Why is opening a packet of crisps or a can so dangerous?
- 3 What do people often do when they pick up a CD?
- 4 What gets worse when drivers are talking on the phone?
- 5 How do people drive when they are listening to their favourite music?
- 6 What happens if the music is fast and heavy?
- 7 What's the main problem when drivers talk to other passengers?
- 8 Why is listening to music you don't know the least dangerous?

d Look at the statements below and decide whether you agree or disagree. Tick (✓) the ones you agree with and put a cross (✗) next to the ones you disagree with. Think about your reasons.

**Drivers should not use any kind of phone when they are driving.**

**The minimum age for riding a motorbike should be 25.**

**People who drink and drive should lose their licence for life.**

**The speed limit on motorways should be 100 kilometres an hour.**

**Cyclists are just as dangerous as car drivers.**

**Speed cameras do not stop accidents.**

**People over 70 are more dangerous drivers than young people.**

e In groups, give your opinions on each sentence. Do you agree?

### REQUESTS AND PERMISSION

- a **2.16** Cover the dialogue and listen. Answer the questions.
- 1 What does Jacques ask Mark to do?
  - 2 What does Mark ask Ben to do?
  - 3 What does Nicole ask Allie?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.
- c Listen again and complete the dialogue.

**Jacques** Mark? Would you mind \_\_\_\_\_ me those concert dates?

**Mark** Of \_\_\_\_\_ not. Ben, are you busy?

**Ben** Me? Never.

**Mark** \_\_\_\_\_ you help me? I can't open this document.

**Ben** \_\_\_\_\_.

**Mark** Thanks.

.....

**Allie** Hi, Nicole.

**Nicole** Could you sign these, please?

**Allie** Sure.

**Nicole** Is it \_\_\_\_\_ if I take tomorrow afternoon off?

**Allie** I'm \_\_\_\_\_, but tomorrow's really difficult.

**Nicole** What about Friday afternoon?

**Allie** Friday? That's fine. Do you \_\_\_\_\_ you could \_\_\_\_\_ me the request by email?

**Nicole** Er, yes, of \_\_\_\_\_.

**Allie** Hello? Hi, Mark. Could you hold a moment, Mark? Thank you, Nicole. \_\_\_\_\_ you come and see me when you have a moment?

- d **2.17** Listen and repeat the highlighted phrases. Copy the rhythm.
- e Look at the highlighted phrases in the dialogue. Complete the chart.

Request	Response
Would you mind...?	
Permission	

- f **Communication Requests p.119.**



### SOCIAL ENGLISH Office gossip

- a **2.18** Listen. Who do Mark and Nicole talk about?
- b Listen again and mark the sentences T (true) or F (false).
- 1 Mark hasn't found a flat yet.
  - 2 Mark likes Ben and Jacques.
  - 3 Jacques's wife is a lawyer.
  - 4 Nicole likes the way Allie dresses.
  - 5 She thinks Allie is friendly.
  - 6 Allie orders a soft drink.
- c **2.19** Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?



### USEFUL PHRASES

Have you started l \_\_\_\_\_ for an apartment?  
 I haven't had time y \_\_\_\_\_.  
 J \_\_\_\_\_ a minute.  
 H \_\_\_\_\_ do you like (the office)?

Have you h \_\_\_\_\_ of (Isabelle)?  
 L \_\_\_\_\_ me get you (a drink).  
 Thanks. I'll h \_\_\_\_\_ a (Diet Coke).

## Nightmare journeys

We asked you to tell us about your nightmare journeys. Jutta from Germany wrote to us about hers...

A nightmare journey I remember was three years ago <sup>1</sup> \_\_\_\_ I was going to the airport with my friend. We were going to Mallorca on holiday and we had to be at Dresden airport two hours before the flight.

We leaved home with plenty of time, <sup>2</sup> \_\_\_\_ when we got to the motorway there was a huge traffic jam! The traffic wasn't moving at all. We didn't knew what to do. It was too late to go another way, <sup>3</sup> \_\_\_\_ we just sat in the car getting more and more stressed. <sup>4</sup> \_\_\_\_ ten minutes the traffic started moving slowly. We decided to leave the motorway and try to found another way to the airport, <sup>5</sup> \_\_\_\_ I wasn't sure of the way and we got completely lost. We was sure we were going to miss the flight. We finally arrived at the airport just thirty minutes before the plane was going to leave. The woman at the check-in desk said we couldn't to check in our luggage <sup>6</sup> \_\_\_\_ it was too late <sup>7</sup> \_\_\_\_ we had to run with all our cases to the departure gate.

<sup>8</sup> \_\_\_\_ my friend felt over and hurt her leg, we managed to get to the gate in time and <sup>9</sup> \_\_\_\_ we caught our flight.



a Read the story once. What happened in the end? Then correct the six grammar mistakes with the verbs (wrong tense or wrong form).

b Read the story again and complete with a connecting word or phrase.

after    although    because    but (x2)    in the end    so (x2)    when

c Look at the list of possible travel problems in the **Useful language** box below. Mark them C if they refer to a car journey and P if they refer to a plane journey.

### Useful language: travel problems

- |                        |                            |
|------------------------|----------------------------|
| the flight was delayed | there was a traffic jam    |
| you broke down         | you got a puncture         |
| you got lost           | you forgot your passport   |
| you missed your flight | your flight was overbooked |

**WRITE** about a nightmare journey you've had (or invent one).

**PLAN** what you're going to write using the paragraph summaries below: Use the **Useful language** box and **Vocabulary Bank Transport and travel p.148** to help you.

- Paragraph 1    When was the journey?  
Where were you going? Who with? Why?
- Paragraph 2    What went wrong? What happened?
- Paragraph 3    What happened in the end?

**CHECK** the story for mistakes ( **grammar** , **punctuation** , and **spelling** ).

## GRAMMAR

a Complete the sentences with one word.

- A Shall we watch the film?  
B No. I've <sup>1</sup> \_\_\_\_\_ seen it three times.
- A How <sup>2</sup> \_\_\_\_\_ have you lived here?  
B <sup>3</sup> \_\_\_\_\_ 2004.
- A <sup>4</sup> \_\_\_\_\_ you read this novel?  
B No. Is it good?  
A I haven't finished it <sup>5</sup> \_\_\_\_\_.

b Complete the second sentence so that it means the same as the first.

- I started work here three years ago.  
I've \_\_\_\_\_ here for three years.
- I made some coffee a moment ago.  
I've \_\_\_\_\_ some coffee.
- The train is cheaper than the plane.  
The plane is \_\_\_\_\_ than the train.
- Women drive more carefully than men.  
Men don't drive as \_\_\_\_\_ women.
- None of the other sofas are as comfortable as this one.  
This sofa is \_\_\_\_\_ comfortable one.

10



## VOCABULARY

a Word groups. Underline the word that is different. Say why.

- |              |                 |             |             |
|--------------|-----------------|-------------|-------------|
| 1 coin       | cheque          | bank        | note        |
| 2 save       | waste           | mortgage    | owe         |
| 3 exhausted  | terrified       | hungry      | angry       |
| 4 delicious  | wonderful       | great       | awful       |
| 5 flight     | journey         | trip        | travel      |
| 6 coach      | van             | helmet      | lorry       |
| 7 cycle lane | railway station | speed limit | traffic jam |

b Write words for the definitions.

- It's an adjective. It means very dirty. f \_\_\_\_\_
- It's a noun. It's money that you pay to the government. t \_\_\_\_\_
- It's a noun. It's the time of day when buses and trains are full. r \_\_\_\_\_ h \_\_\_\_\_
- It's a verb. To give someone money which they must later pay back. l \_\_\_\_\_
- It's a noun. It's the place in a railway station where you get on / off a train. p \_\_\_\_\_
- It's a verb. It means to receive money from a relative after their death. i \_\_\_\_\_
- It's a noun. It's the piece of paper you need to get on a plane. b \_\_\_\_\_ p \_\_\_\_\_ / c \_\_\_\_\_
- It's an adjective. It means very small. t \_\_\_\_\_

c Complete the sentences with one word.

- What time did the plane take \_\_\_\_\_?
- She took some money \_\_\_\_\_ of the cash machine.
- Who paid \_\_\_\_\_ the meal last night?
- When can you pay me \_\_\_\_\_ the money you owe me?
- Can I pay \_\_\_\_\_ credit card?

20

## PRONUNCIATION

a Underline the word with a different sound.

1	afford	board	coach	enormous
2	tiny	pick up	traffic	ticket
3	crash	station	rush	charge
4	coin	cheque	cycle	carriage
5	seat	earn	speed	greedy

b Underline the stressed syllable.

invest security luggage pedestrian terrified

10

### CAN YOU UNDERSTAND THIS TEXT?



## Why I didn't want to be a millionaire

When Lydia Nash appeared on the TV programme *Who wants to be a millionaire?* and was fortunate enough to win £16,000, she decided to give all the money away. This wouldn't have been surprising if she had been rich or famous, but Lydia is a 19-year-old student.

Lydia gave all the money to a charity which helps orphan children in Thailand and where she had also worked as a volunteer for the previous three years. 'I first visited the orphanage when I was seventeen, and I felt very depressed by what I saw. When I got back to England I felt angry – looking around all I could see were people who were obsessed with money. That convinced me to return to Thailand the following year.'

After she won the money some of her friends at university thought that maybe she had made the wrong decision. 'Some people said I should have saved it for a deposit to buy a house or to pay back my student loan,' Lydia said. 'That really annoyed me. Students seem to live in an unreal world, where they constantly complain about being poor. But there's an enormous difference between our situation and people who have absolutely no money.'

With the help of the money Lydia gave them, the charity has just finished building 'Rainbow House', a new facility that will house 50 young children, where they will live until they are adopted.

If Lydia had won a million pounds and not only £16,000, would she still have given away all the money? She said, 'Before going on the show I thought a lot about what it would be like to have a lot of money and I realized that I wouldn't like it at all. And then, of course, as I had been to the orphanage and had seen all the work that needed to be done, I knew how useful that money could be. It was far more important for the charity than it could ever be for me. I definitely think I got more enjoyment out of giving the money away than if I had kept it for myself.'

a Read the text once. Then read it again and choose a, b, or c.

- 1 People were surprised that Lydia gave away the money she won because \_\_\_\_\_.
  - a she is young and not very wealthy
  - b she already had a lot of money of her own
  - c she had won a lot of money
- 2 Before winning the money, Lydia had been to the orphanage in Thailand \_\_\_\_\_.
  - a once
  - b twice
  - c several times

- 3 Lydia thinks that students today \_\_\_\_\_.
  - a are broke all the time
  - b have a lot of money
  - c are not as poor as they think
- 4 The charity has used the money to \_\_\_\_\_.
  - a build a new house
  - b adopt more children
  - c build a school
- 5 Lydia \_\_\_\_\_.
  - a wouldn't mind being rich
  - b wouldn't like to be rich
  - c would like to be a bit richer

b Look at the highlighted words and phrases. Can you guess what they mean?

### CAN YOU UNDERSTAND THESE PEOPLE?

- a **2.20** Listen and circle the correct answer, a, b, or c.
- 1 Where did the woman probably lose her credit card?
    - a In the petrol station.
    - b In the flower shop.
    - c In the restaurant.
  - 2 How long has he been working as a teacher?
    - a 1½ years
    - b 2½ years
    - c 3½ years
  - 3 How can people travel today?
    - a By road.
    - b By rail.
    - c By air.
  - 4 Which airline are they going to fly with?
    - a British Airways
    - b Anglo Air
    - c Euroflight
  - 5 Who is working at the moment?
    - a Her brother.
    - b Her brother's wife.
    - c Her brother and his wife.

b **2.21** Listen to a conversation between a bank manager and a client. Complete the sentences with a number.

- 1 Ms Stephens wants to borrow £ \_\_\_\_\_.
- 2 The period of loan will be \_\_\_\_\_ years.
- 3 The monthly repayments will be £ \_\_\_\_\_.
- 4 The interest rate is \_\_\_\_\_ %.
- 5 The first repayment will be on \_\_\_\_\_.

### CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about different things you can do with money
- say how long you've been living in this town and learning English
- compare travelling by car, train, and plane in your country

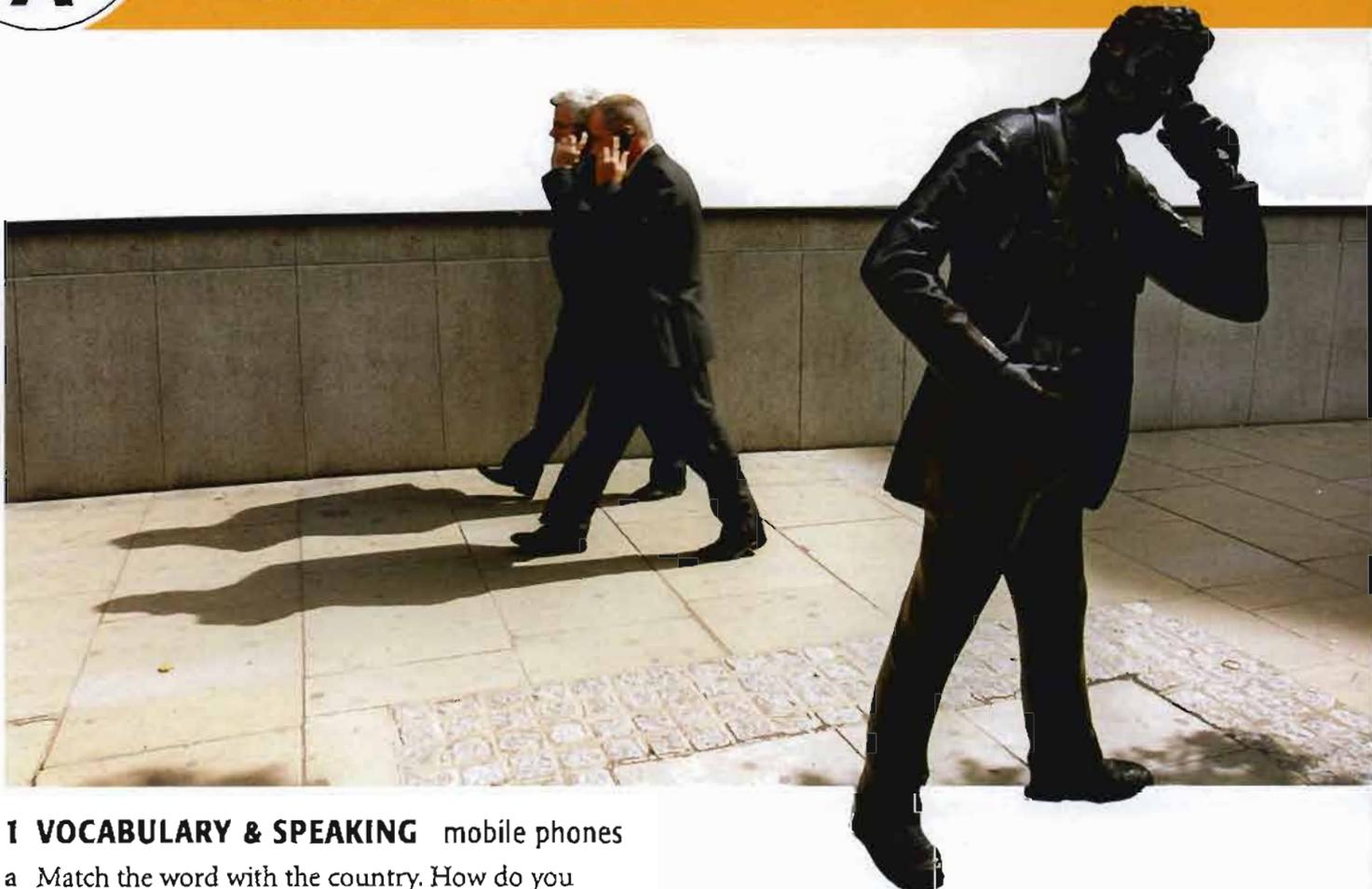
**3**  
**A**

**G** *must, have to, should* (obligation)

**V** mobile phones

**P** sentence stress

# Modern manners



## 1 VOCABULARY & SPEAKING mobile phones

a Match the word with the country. How do you say 'mobile phone' in your language? Which name do you like best?

- |             |              |
|-------------|--------------|
| 1 France    | a cell phone |
| 2 Germany   | b telefonino |
| 3 Italy     | c celular    |
| 4 the USA   | d movil      |
| 5 the UK    | e portable   |
| 6 Spain     | f mobile     |
| 7 Argentina | g Handy      |

b **3.1** Listen and match the sentences with the sounds.

- A  He's **dialling** a number.
- B  She's **texting** a friend.
- C  He's just **hung up**.
- D  She's choosing a new **ring tone**.
- E  He's **calling back**.
- F  She **left a message** on his voice mail.
- G  The line's **engaged / busy**.

c Use the questionnaire to interview another student (who has a mobile phone). Ask for more information.

### Mobile phone questionnaire

What make is your mobile?

How long have you had your mobile?

Are you thinking of getting another one soon?

What ring tone do you have?

Do you ever use it 'hands free'?

What do you use it for (apart from talking)?

Where and when do you normally switch off your mobile?

How often do you text?

Do you use...?

a voice mail    b speed dialling

#### Have you ever...?

...lost your mobile

...sent a text to the wrong person

...forgotten to turn your phone off (with embarrassing consequences)

## 2 GRAMMAR *must, have to, should* (obligation)

a In pairs, look at the picture and answer the questions.

- 1 What's the man doing? Does it annoy you when people do this?
- 2 Does this happen a lot in your country?
- 3 What other things do people do with mobiles that annoy you?

b **3.2** Listen to five people talking about things that annoy them about mobiles. Match the speakers with what they say.

Who...?

- A says talking on your mobile can be dangerous
- B complains about people who are very impatient to use their mobiles
- C complains about people using mobiles on social occasions
- D hates having to listen to other people's conversations
- E complains about people who interrupt a conversation to answer the phone

- 
- 
- 
- 
- 



c Match these sentences from the dialogues with their meaning.

- |   |  |
|---|--|
| 1 You <b>shouldn't</b> answer the phone if you're talking to a shop assistant. <input type="checkbox"/> | A You don't need to do this. It isn't necessary. |
| 2 You <b>have to</b> switch off your mobile when you fly. <input type="checkbox"/>                      | B Don't do this. It isn't allowed / permitted.   |
| 3 You <b>mustn't</b> use your phone until you get off the plane. <input type="checkbox"/>               | C Do this because it's a rule or the law.        |
| 4 You <b>don't have to</b> shout – the other person can hear you. <input type="checkbox"/>              | D I think it's a bad thing to do this.           |
| 5 You <b>should</b> talk really quietly if you are in a public place. <input type="checkbox"/>          | E I think it's a good thing to do this.          |

d **p.134 Grammar Bank 3A.** Read the rules and do the exercises.

## 3 PRONUNCIATION & SPEAKING sentence stress

a **3.3** Listen and repeat the sentences.

Copy the **rhythm**.

- 1 You mustn't use your phone on a plane.
- 2 I don't have to go to work tomorrow.
- 3 We have to do an exam in June.
- 4 You should switch off your mobile in class.
- 5 You shouldn't talk loudly on a mobile phone.
- 6 I must go to the bank this morning.

b Read the definition of manners. Then look at phrases 1–8. Are these laws (or against the law) or just good / bad manners? Mark M (manners) or L (law).

**manners** [pl noun] a way of behaving that is considered to be polite in a society or culture

### Manners or the law?

- 1 Play noisy games on a mobile phone in public
- 2 Send text messages when your car is stopped at traffic lights
- 3 Switch off your mobile phone on a plane
- 4 Switch off your mobile phone in class
- 5 Talk loudly on a mobile on public transport
- 6 Use a hand-held mobile while driving a car
- 7 Make very personal calls in public
- 8 Use your mobile at a petrol station

c Compare with a partner. Then make sentences with...

*You should / shouldn't* ... (for manners)

*You have to / mustn't* ... (for the law)

## 4 READING

- a Look at the postcard. What does it say about the English?
- b Read *Culture shock* and tick (✓) the sentence which says what the article is about.
- The English have very good manners.
  - The English and Russian idea of good manners is different.
  - The English are polite but insincere.
  - The Russians are very rude and unfriendly.

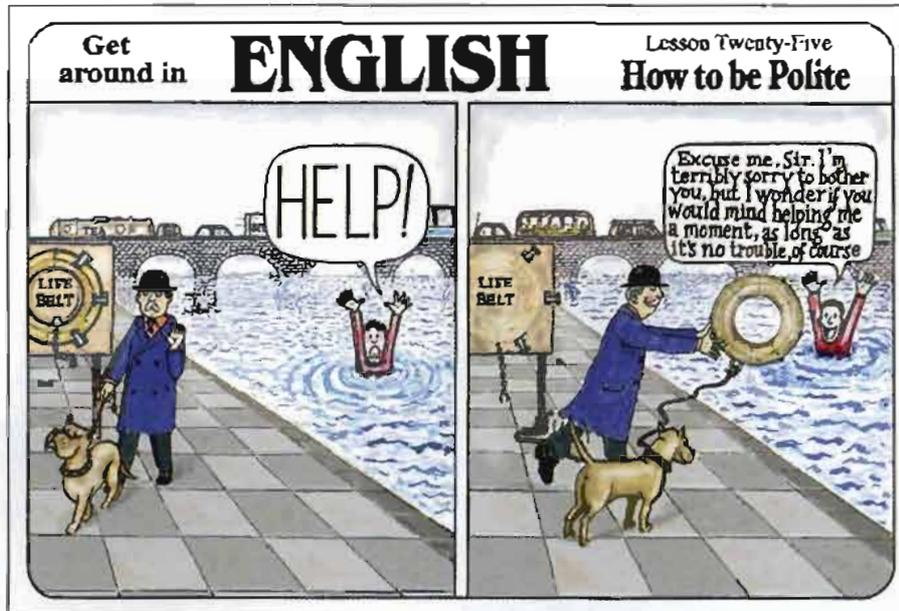
# Culture shock

**Good manners are always good manners. That's what Miranda Ingram, who is English, thought, until she married Alexander, who is Russian.**

**When I first met Alexander** and he said to me, in Russian, '*Nalei mnye chai* – pour me some tea', I got angry and answered, 'Pour it yourself'. Translated into English, without a '*Could you...?*' and a '*please*', it sounded really rude to me. But in Russian it was fine – you don't have to add any polite words.

However, when I took Alexander home to meet my parents in the UK, I had to give him an intensive course in *pleases* and *thank yous* (which he thought were completely unnecessary), and to teach him to say *sorry* even if someone else stepped on his toe, and to smile, smile, smile.

Another thing that Alexander just couldn't understand was why people said things like, 'Would you mind passing me the salt, please?' He said, 'It's only the salt, for goodness sake! What do you say in English if you want a *real* favour?'



He also watched in amazement when, at a dinner party in England, we swallowed some really disgusting food and I said, 'Mmm... delicious'. In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner in Moscow, she told me that my soup needed more flavouring. Afterwards when we argued about it my husband said, 'Do you prefer your dinner guests to lie?'

Alexander complained that in England he felt 'like the village idiot' because in Russia if you smile all the time people think that you are mad. In fact, this is exactly what my husband's friends thought of me the first time I went to Russia because I smiled at everyone, and translated every '*please*' and '*thank you*' from English into Russian!

At home we now have an agreement. If we're speaking Russian, he can say 'Pour me some tea', and just make a noise like a grunt when I give it to him. But when we're speaking English, he has to add a '*please*', a '*thank you*', and a smile.



- c Read the article again and mark the sentences T (true) or F (false). Correct the wrong sentences.
- 1 Miranda got angry because her husband asked her to make the tea.
  - 2 Miranda had to teach him to say sorry when something wasn't his fault.
  - 3 Her husband thinks English people are too polite.
  - 4 Alexander wasn't surprised when people said they liked the food at the dinner party.
  - 5 The food was delicious.
  - 6 Miranda didn't mind when her mother-in-law criticized her cooking.
  - 7 Alexander thought his mother was right.
  - 8 In Russia it isn't normal to smile all the time when you speak to someone.
  - 9 His Russian friends thought Miranda was very friendly because she smiled a lot.
  - 10 Alexander never says thank you for his tea when he and Miranda are speaking in Russian.

- d Now cover the text. Can you complete the phrases with the missing verbs?
- 1 \_\_\_\_\_ on someone's foot or toe (by accident)
  - 2 \_\_\_\_\_ some wine into a glass or tea into a cup
  - 3 \_\_\_\_\_ a noise, like a grunt
  - 4 \_\_\_\_\_ food (so that it goes from your mouth to your stomach)
  - 5 \_\_\_\_\_ a word from English into Russian
- e Are people in your country more like Miranda or Alexander?

## 5 LISTENING

a **3.4** Listen to three people who have lived in England answering the question 'Are English people *too* polite?' Do they answer yes or no? If yes, what do they think the English should do?

- |   |                |
|---|----------------|
| 1 László, an English teacher from Hungary | Yes / No _____ |
| 2 Paula, a businesswoman from Argentina   | Yes / No _____ |
| 3 Melik, an economist from Turkey         | Yes / No _____ |
| 4 Renata, a student from Germany          | Yes / No _____ |

b Listen again and answer the questions.

- Why were László and his friends in London?
- Did he and his friends think they were going to pass or fail? Why?
- What happened in the end?
- What do Latin people think when English people are polite?
- How does Paula describe Latin people?
- What does Melik think about the English people he has met in his job?
- What kind of English people does he say aren't polite?
- What happened to Renata when she was in London?
- What did she say to the last person? Why?

## 6 SPEAKING

Look at the five situations. In groups, discuss...

Do people do these things in your country?

Do you think it's good or bad manners to do these things, or doesn't it matter?

In my country, we don't kiss people when we meet them for the first time.



### Greeting people

- kiss people on both cheeks when you meet them for the first time
- call older people by their first names
- use more formal language when speaking to an older person



### In a restaurant

- let your children run around and be noisy
- be very affectionate to your partner
- talk on your mobile



### Men and women – a man's role

- pay for a woman on the first date
- wait for a woman to go through the door first
- make sure a woman gets home safely at night

# Good manners? Bad manners? Does it matter?



### Driving

- always stop at a pedestrian crossing
- hoot at someone who's driving slowly
- drive with the window down and your music playing



### Visiting people

- take a present if you're invited to dinner at someone's house
- arrive more than 10 minutes late for a lunch or dinner
- smoke in a house where the owners don't smoke

## Judging by appearances

### I READING

- a Answer the questions in pairs.
- How many documents do you have which have your photo on them?
  - Where was your passport or ID card photo taken?
    - in a photo booth
    - at home
    - at a photo studio
  - Do you think the photo looks like you?
  - Do you like the photo? Why (not)?
- b Look at the three people and their passport photos. Do they look like their passport photos?
- c Read the first paragraph of the article and answer the questions.
- Why is our passport photo important?
  - Which nationality are the least happy with their photo?
  - Which are the happiest?
  - Which nationality are the vainest?
- d Now read the rest of the article. Who is happy with their photo? Who isn't? Why?
- e Look at the **highlighted** words in the text and choose the correct meaning.
- a study
    - a book
  - feeling uncomfortable
    - feeling happy
  - journalists
    - famous people
  - feeling pleased with yourself
    - feeling unhappy with yourself
  - very beautiful
    - very ugly
  - without hair
    - with a lot of hair
  - a kind of document
    - false hair

## Do I really look like this?

Our **passport (or identity card) photo** is the photo we show to the largest number of different people during our lives. But how happy are we with our photo? Do we make an effort to get a good one? According to <sup>1</sup> **research** done by the US printer company Lexmark, the answer varies according to nationalities. It seems that the Italians are the most <sup>2</sup> **embarrassed** about their passport photo (21% said they didn't like showing it to other people). On the other hand, 98% of Norwegians said they were happy with their photos. And the French spend most time trying to get the perfect photo (sometimes spending an hour in the photo booth!). We asked three British media <sup>3</sup> **celebrities** how they felt about their passport photos...



### Michael Winner film director

'I used to be very <sup>4</sup> **proud** of my passport photo,' said Michael Winner. 'For more than forty years I looked like an elegant film director.' But recently Michael renewed his passport and took a new photo in a photo booth. 'Now I look like a drug dealer', he says.



### Ruth England TV holiday show presenter

Ruth England spends her life travelling and showing her passport photo to passport officials around the world. She confessed, 'Once I had a passport photo where I looked really <sup>5</sup> **hideous** and so I deliberately 'lost' my passport and got a new one. For my latest passport, I took several photos and I chose the best one. I quite like it. I've had much worse ones.'



### Toby Young author and journalist

Toby Young said, 'I'm often stopped when I go through passport control because I don't look like my passport photo at all. In my photo I had a lot more hair but now I'm <sup>6</sup> **bald**. No one believes it is me. So, now I have two possibilities: take a <sup>7</sup> **wig** with me every time I travel or get a new passport photo!'

Adapted from the British press

## HOW WORDS WORK...

Look at two sentences from the text:

Once I had a passport photo where I **looked** really hideous.

I **looked like** an elegant film director.

You can use the verbs *look* and *look like* to talk about a person's appearance.

- Use *look* + adjective (or an age).
- Use *look like* + a noun or pronoun.

Complete the sentences with *look* or *look like* in the correct form.

- 1 This photo doesn't \_\_\_\_\_ you at all. When was it taken?
- 2 You \_\_\_\_\_ very young in this photo. How old were you?
- 3 Your brother \_\_\_\_\_ a rugby player. He's enormous.
- 4 You \_\_\_\_\_ tired. Why don't you go to bed?

## 2 VOCABULARY describing people

a  p.149 Vocabulary Bank *Describing people*.

b  3.5 Look at the four men and listen. Which one is the bank robber?



## 3 PRONUNCIATION -eigh, -aigh, -igh

a Look at the **pink** letters in the words below. Are they pronounced /eɪ/ or /aɪ/? Put the words in the correct column.

bright height high in his eighties light brown  
might neighbour overweight sight straight weigh

b  3.6 Listen and check.

c How is *-igh* always pronounced? How is *-eigh* usually pronounced? Which word is an exception here?

d  3.7 Practise saying the sentences. Listen and check.

- 1 She has light brown hair. It's short and straight.
- 2 He's medium height and slightly overweight.
- 3 He's in his eighties, but his eyesight's very good.
- 4 She likes wearing tight straight-leg jeans.



4 GRAMMAR *must, may, might, can't* (deduction)

a Look at the photo of the three women. Who do you think is who? Match texts A–C with the photos.

# Judging by appearances

Millionaire's  
daughter?

Managing  
director?

Policewoman?

Who  
do you  
think is  
who?



b Read the texts again. In pairs, answer the questions.

- 1 Which two women feel they are judged because of their appearance? How?
- 2 Which woman thinks she is judged because of her name? How?

c Look at the **highlighted** phrases in the texts and answer the questions.

- 1 Which phrase means *it's impossible*? \_\_\_\_\_
- 2 Which phrase means *it's certain*? \_\_\_\_\_
- 3 Which phrase means *it's possible*? \_\_\_\_\_

d p.134 Grammar Bank 3B. Read the rules and do the exercises.

e Communication *Who do you think they are?* p.116 Match more people with their jobs.

**A**

**Laura Day, policewoman, Soho, London**

When people first meet me they think I **might be** a teacher or a hairdresser. When I'm not wearing my uniform, they never believe me that I'm a policewoman. When I tell people what I do, the typical reaction is, 'You **can't be** a policewoman, you're too small!' I'm only 5 feet 4 inches\* tall. People always think that policewomen are big and masculine. Often people only believe me when I show them my police identity card.

\* = 1.6 metres

**B**

**Sam Roddick, daughter of Anita Roddick (the millionaire founder of Body Shop)**

When I introduce myself to people and say my name they often say, 'Oh you **must be** the Body Shop woman's daughter.' Later they can't remember my name. I'm very proud of my mother but I would never say, 'My mum's Anita Roddick'. I don't know if I am very different from the typical 'rich kid' because I don't know any. My friends never mention my background or money and neither do I.

**C**

**Thea Callan, managing director of Nails Inc. (the biggest UK chain of nail bars\*)**

People often ask me who my boss is. They think, 'She **can't be** the managing director – she's a woman'. They're expecting to see an older man in a suit. Or when people speak to me on the phone and hear that I am a woman then they think that I **must be** a 50-year-old woman who wears trouser suits and is very unfeminine. They're very surprised when they see me – I'm not like that at all. In the office I just wear jeans and trainers.

\* = salons where you can have manicures and pedicures

**5 LISTENING**



- a In pairs, look at the man in the photo and answer the questions. Use *must, may, might, can't be*. Say why.
- Where do you think he's from?  
England    Sweden    Spain
  - How old do you think he is?  
In his 20s    In his 30s    In his 40s
  - What do you think his job is?  
priest    musician    accountant
- b **3.8** Listen to the first part of a radio interview with him and check your answers. Were you right?
- c Listen again and make notes under the headings below. Compare with a partner.

\_\_\_\_\_

*name*

\_\_\_\_\_

*parents*

\_\_\_\_\_

*languages*

\_\_\_\_\_

*nationality*

- (*what he feels*)

- (*what he looks like*)

\_\_\_\_\_

*profession*

- (*when he started*)

- (*how long he's been doing it professionally*)

- d **3.9** Now listen to the second part of the interview and answer the questions.
- In which of the two countries is it easier for him to make a living?
  - In what other countries is there a lot of interest in his job?
  - What is the stereotype of someone doing his job?
  - In which of the two countries does he think people judge him by his appearance?
- e How important is appearance in your country? Do people in your country judge by appearances?

# 3 C

**G** *can, could, be able to* (ability and possibility)  
**V** *-ed / -ing* adjectives  
**P** sentence stress

## If at first you don't succeed, ...

### 1 GRAMMAR *can, could, be able to*

a Look at the title of the lesson, which is the first half of a well-known saying. Look at the different second halves below. Which do you think is the real saying? Which do you think is the best advice?

- ...ask for advice.                      ...leave it until tomorrow.
- ...give up.                                ...pay someone else to do it for you.
- ...have a cup of tea.                    ...try, try again.

b Look at the definition of *be able to*. What other verb is it similar to?

**be able to do sth** to have the ability, opportunity, time, etc. to do something, e.g. *Will you be able to come to the meeting next week?*

c Read the article about people who have tried (but failed) to learn something. Complete the text with these phrases.

- A** I've never been able to say
- B** I was able to learn
- C** you'll never be able to speak
- D** I just wasn't able to do it
- E** I hate not being able to communicate
- F** I would suddenly be able to do it
- G** all my friends are able to do

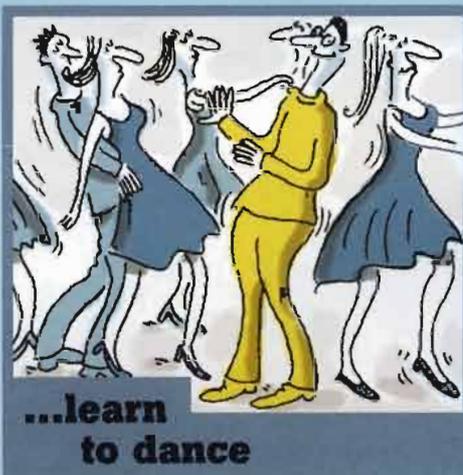
## I'm a failure!

## I've never been able to...



I started having driving lessons when I was 17. Although I'm normally a quick learner, <sup>1</sup>..... After 18 months I failed my first test – I was really disappointed. Since then I've taken the test again three times, but I've always failed – usually on reversing or parking. The problem is I get so nervous during the tests that I can't drive properly. It's so embarrassing to admit that I can't learn to do something that <sup>2</sup>.....!

*Amanda, Brighton*



I've always wanted to be able to dance salsa, and when I was working in Ecuador there were free classes, so I joined. But the art of salsa is to keep your arms still and move your hips, and I just couldn't do it. When I hear music my arms start moving but my hips don't. After about ten hours of classes <sup>3</sup>..... the steps, but I was dancing like a robot! I didn't give up, but soon everyone in the class was dancing and I was just slowly moving from side to side and counting out loud 'one, two, three, four'. I was sure that one day <sup>4</sup>..... – but that never happened. I can still remember the first two steps, though, and I still try to dance when I hear a salsa tune, as long as nobody is watching.

*Sean, Oxford*



I've started learning English at least ten times. I've been to classes, I've had a private teacher, I've used a self-study course, but <sup>5</sup>..... anything in English. I even had an English girlfriend once but she learned Spanish before I managed to improve my English, so we always spoke in Spanish. I travel a lot in my job and <sup>6</sup>..... – it's so frustrating. I'm thirty-two now and I think if you don't learn a language when you're a child, or go and live in the country, <sup>7</sup>..... it well.

*Guillermo, Madrid \**

\* translated from Spanish

- d Look at phrases A–G. What tense or form of *be able to* are they?
- e **p.134 Grammar Bank 3C.** Read the rules and do the exercises.
- f **Communication** *Guess the sentence A p.116 B p.119.*

## 2 PRONUNCIATION sentence stress

- a **3.10** Dictation. Listen and write six sentences with *can / can't* or *could / couldn't*.
- b **3.11** Listen and repeat the sentences. Copy the rhythm.
- I'd love to be able to ski.
  - We won't be able to come.
  - I've never been able to dance.
  - She hates not being able to drive.
- c **3.12** Listen and make new sentences with the verbs you hear.

ride a horse

I'd love to be able to ride a horse.

## HOW WORDS WORK...

1 Look at the two uses of *so*. Match them with their uses.

1 It's **so** frustrating!

2 The classes were free, **so** I joined.

to emphasize an adjective or adverb

to connect a cause and a result

2 Look at the sentences below. Is *so* use 1 or use 2?

A I love Paris – it's so beautiful.

B The bus didn't come so I walked home.

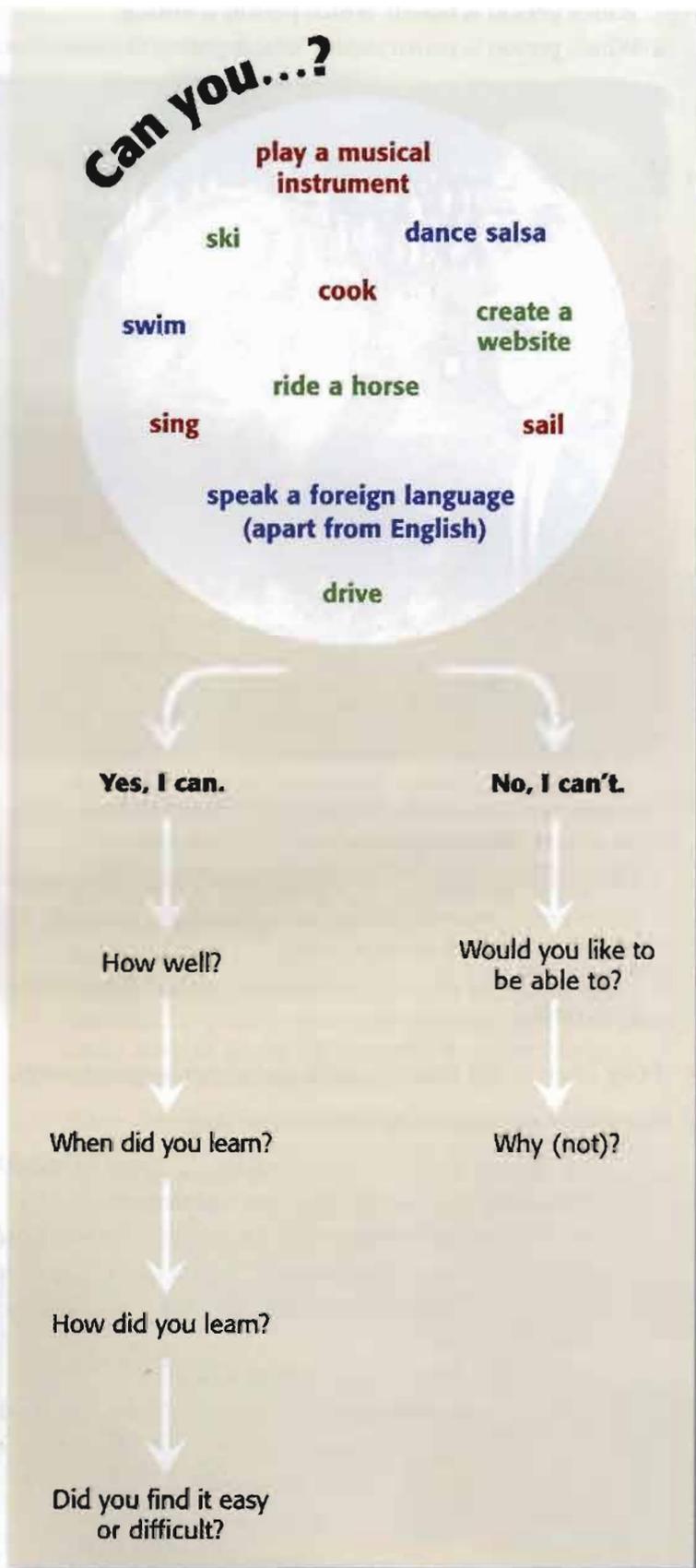
C Why does he talk so much?

D I was so tired that I went to bed at 9.00.

E I was tired so I went to bed.

## 3 SPEAKING

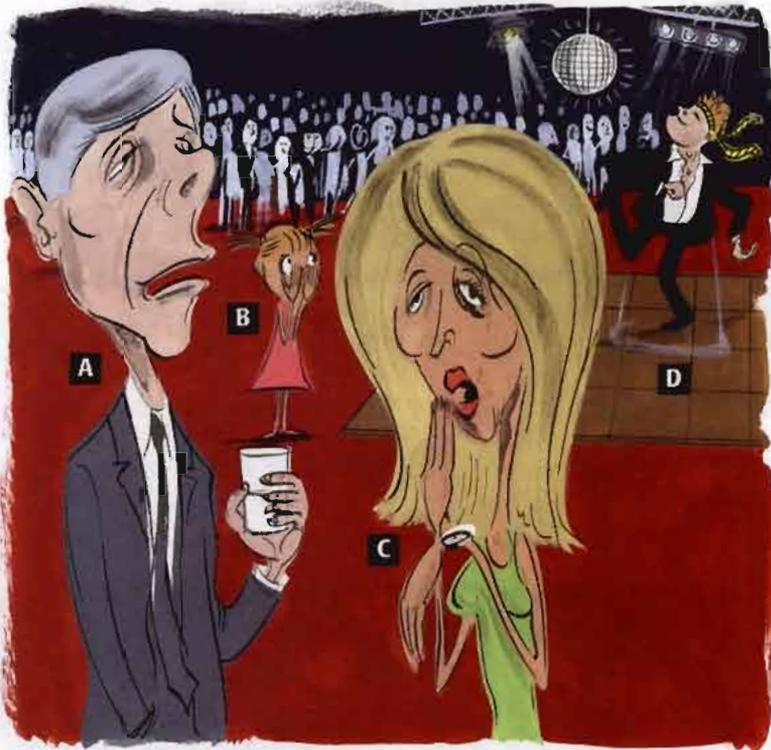
Interview your partner with the chart.



## 4 VOCABULARY -ed / -ing adjectives

a Look at the picture.

- 1 Which person is bored? Which person is boring?
- 2 Which person is embarrassed? Which person is embarrassing?



b Without looking back at the texts in 1, underline the correct adjective in these sentences.

- 1 I failed my first test – I was really disappointed / disappointing.
- 2 It's so embarrassed / embarrassing to admit I can't do something that all my friends are able to do.
- 3 I hate not being able to communicate – it's so frustrated / frustrating.

c Look back at the texts on p.44 and check your answers.

d Complete the adjectives with *-ed* or *-ing*.

- 1 What do you think is the most excit \_\_\_ sport to watch?
- 2 What music do you listen to if you feel depress \_\_\_?
- 3 What was the last interest \_\_\_ TV programme you watched?
- 4 Have you ever been disappoint \_\_\_ by a birthday present?
- 5 Which do you find more tir \_\_\_, travelling by car or by public transport?
- 6 Are you often bor \_\_\_ at work or school?
- 7 What's the most embarrass \_\_\_ thing that's ever happened to you?
- 8 Are you frighten \_\_\_ of any insects?
- 9 Do you feel very tir \_\_\_ in the morning?
- 10 What's the most bor \_\_\_ film you've seen recently?

e Ask and answer the questions in pairs. Ask for more information.

## 5 LISTENING

a You're going to hear a psychologist talking about how to succeed at learning to do something new. Before you listen, match these phrasal verbs with their meanings.

- 1 I want to **take up** scuba diving.
- 2 I'm going to **give up** learning Japanese – it's too difficult.
- 3 If I like this course, I'll **carry on** next year.
  - a stop, abandon
  - b continue
  - c start something new

b **3.13** Read these seven tips. Now listen to the programme. Tick (✓) the five things the psychologist says.

- 1  Be realistic about what you choose.
- 2  Always take up a new activity at the beginning of the year.
- 3  Don't think you'll be bad at all sports just because you're not good at one.
- 4  Don't give up an activity before you've given it a good chance.
- 5  If you're learning something new, don't think you're going to become the best in the world at it.
- 6  Always take up a new activity with a friend.
- 7  Learning something new is a good way of meeting people.

c Listen again. What examples does she give for each point you've ticked?

**6 READING**

- a Can you think of anyone you know or a famous person who has been successful in very difficult circumstances?
- b Work in pairs. A read about Natalie, B read about Bethany. Complete the chart.

	Natalie	Bethany
1 How did she lose a limb?		
2 When did she start her sport again?		
3 How did she feel?		
4 What has she achieved since then?		
5 How does she see her future?		

- c A use the chart to tell B about Natalie. B complete the chart. Then swap roles.
- d Now read the other text. Underline five words / phrases in either text that you want to remember.
- e What have the two women got in common? What's different about them?

**Never give up**



**Natalie, the swimmer who lost a leg**

Natalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session at the swimming pool on her motorbike when a car hit her. Her leg had to be amputated at the knee. At the time she was one of South Africa's most promising young swimmers. Everybody thought that she would never be able to swim competitively again.

But Natalie was determined to carry on. She went back into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final – but not for disabled swimmers, for able-bodied ones! Although she didn't win a medal, she still made history.

'I remember how thrilled I was the first time that I swam after recovering from the operation – it felt like my leg was there. It still does,' says Natalie. 'The water is the gift that gives me back my leg. I'm still the same person I was before the accident. I believe everything happens in life for a reason. You can't go back and change anything. Swimming was my life and still is. My dream is to swim faster than I did before the accident.'

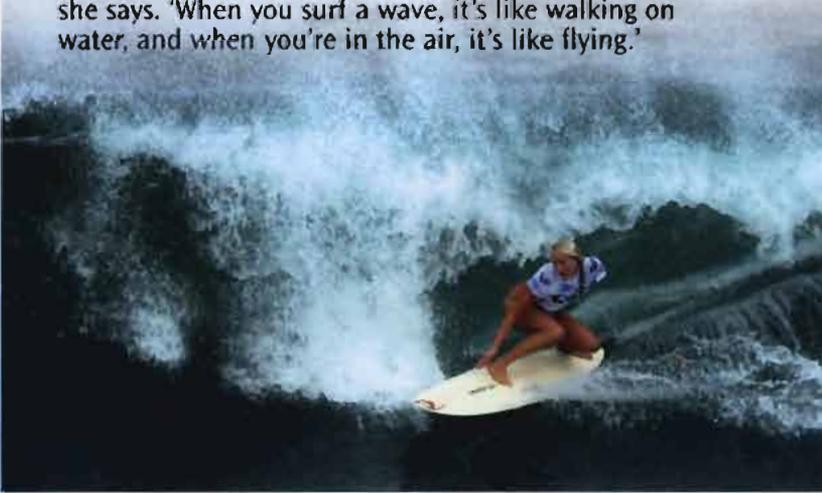
**Bethany, the surfer who lost an arm**

Bethany Hamilton was the best girl surfer of her age when she lost an arm in a shark attack. She was only thirteen years old and was surfing in Hawaii when a tiger shark attacked her and tore off her left arm. It happened so fast she didn't even scream.

But Bethany was determined to get back on a surf board as soon as possible. As soon as she left hospital, she began practising her surfing exercises on the beach. Everyone was amazed to see her surfing so soon after her accident. Incredibly, she finished 5th at the National Surfing Championships.

'The first time I went back into the sea I was so happy I cried,' she said. 'It was easier than I thought. But obviously it's much more difficult than with both arms, and I have to accept I'll probably never be world champion, which used to be my dream.'

Since then Bethany has signed a contract with Rip Curl, and has written a book about her experiences which has been made into a film. 'I always dream of the sea,' she says. 'When you surf a wave, it's like walking on water, and when you're in the air, it's like flying.'



**7 3.14 SONG 🎵 You can get it if you really want**

## HOW TO GET THERE

- a **3.15** Cover the dialogue and listen. Where is the flat that Mark is going to see? What's the best way to get there? How is Mark going to get there?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

**Mark** Where \_\_\_\_\_ is it? I'm sorry, I didn't catch that.  
OK. \_\_\_\_\_ far is it? OK, OK. Merci. Au revoir.

**Jacques** Any luck?

**Mark** I think I've found an apartment.  
How do I \_\_\_\_\_ to Belleville?

**Jacques** The easiest \_\_\_\_\_ is to get the metro at  
Pyramides. Take Line 14 and \_\_\_\_\_ at Châtelet.

**Mark** OK.

**Jacques** Then take Line 11 \_\_\_\_\_ Mairie des Lilas.

**Mark** Where do I \_\_\_\_\_ off?

**Jacques** At Belleville.

**Mark** How many \_\_\_\_\_ is it?

**Jacques** Six, I think.

**Mark** Oh right, I've found it on the map. How long  
does it \_\_\_\_\_ to get there?

**Jacques** About half an hour.

**Nicole** Have you found a flat?

**Mark** Yes, in Belleville this time.

**Nicole** When are you going to see it?

**Mark** This afternoon.

**Nicole** If you can wait till six, I'll \_\_\_\_\_ you a lift.  
I live near Belleville so I'm driving that way.

**Mark** That's great. Thanks.



- c Listen again and complete the dialogue.
- d **3.16** Listen and repeat the highlighted phrases.  
Copy the rhythm.
- e In pairs, try to remember the questions for these answers.
- 1 The easiest way is to get the metro.
  - 2 At Belleville.
  - 3 Six, I think.
  - 4 About half an hour.
- f **Communication** How do I get there? A p.117 B p.120.

## SOCIAL ENGLISH What's going on?

- a **3.17** Listen. Does Mark decide to rent the flat?
- b Listen again and answer the questions.
- 1 What are the main advantages and disadvantages of the flat?
  - 2 What two lies does Mark tell? Why? Do you think Nicole believes him?
- c **3.18** Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?

## USEFUL PHRASES

So, what do you t \_\_\_\_\_? I can't w \_\_\_\_\_ (to see it)!

It's a long w \_\_\_\_\_ from (the station). Are you on your o \_\_\_\_\_?

It's a p \_\_\_\_\_ (there isn't a lift). I'll call you b \_\_\_\_\_.

What's it l \_\_\_\_\_?



**Christelle went to Scotland and stayed with Stephanie and David. After she had gone home, she wrote to thank them.**

rue de la Tour 9  
1207 Genève  
Switzerland  
10 September

- a Look at the list of things she says in her letter. Number them in a logical order 1–7.
- A  She suggests the best time to come to Geneva.
  - B  She thanks them for having her to stay.
  - C  She talks about what she's been doing recently.
  - D  She apologizes for not writing before.
  - E  She mentions two really good experiences in Scotland.
  - F  She thanks them again and invites them to stay.
  - G  She talks in general about the nice things that happened in Scotland.
- b Now read Christelle's letter and check your answers to a.
- c Find and correct five punctuation mistakes in the second paragraph.
- d Look back at the emails on p.17. What difference is there in style between an informal letter and an email?

### Useful language: informal letters / emails

#### Beginnings

Dear + name (email: Dear or Hi)

Sorry for not writing earlier but...

Thank you / Thanks (so much) for  
(your letter, having me to stay, etc.).

It was great to hear from you...

#### Endings

That's all for now.

Hope to hear from you soon. / Looking forward  
to hearing from you.

(Give my) regards / love to...

Best wishes / Love (from)

PS I enclose a photo of the three of us (email: I  
attach...)

Imagine you have some British friends in the UK, and you stayed with them for a week last month.

**WRITE** a letter to thank them.

**PLAN** what you're going to say. Use 1–7 above and the **Useful language** box to help you.

**CHECK** the letter for mistakes ( **grammar** , **punctuation** , and **spelling** ).

Dear Stephanie and David,

Sorry for not writing earlier but I've been incredibly busy since I got back!

Im writing to thank you for letting me stay with you in august I had a fantastic time. The weather was perfect and I really think my english got better. i hope you think so too!

It was very nice to meet Claire and Emma. There were a lot of memorable days, but I'll never forget the open air concert we went to - it was amazing - or the visit to Edinburgh Castle.

For the last three weeks I've been very busy organizing everything for my next year at university. I have to matriculate for all my subjects and choose the optional ones I want to do. I've also been doing a lot of exercise as I put on three kilos while I was in Glasgow! I've been going swimming every day and playing football with my friends. Talking of football, I was sorry to see that Celtic lost on Saturday. Let's hope they play better next week.

Anyway, that's all for now. Thanks again for everything. Don't forget my invitation to come to Geneva - my family would love to meet you. Spring would be a great time as it's warm and not too crowded.

Give my love to Claire and Emma.

Best wishes

Christelle

PS I enclose a photo I took of the girls in Edinburgh.



## GRAMMAR

Complete the second sentence with **two** words so that it means the same as the first. Contracted forms, e.g. *isn't*, count as one word.

I really think it's important for you to learn to drive.

You really **must learn** to drive.

- Why don't you join a tennis club?  
It would be good for you.  
I think you \_\_\_\_\_ a tennis club.
- I'm sure she's not American. She hasn't got an American accent.  
She \_\_\_\_\_ American, she hasn't got an American accent.
- I can't go out tonight.  
I won't \_\_\_\_\_ to go out tonight.
- It's prohibited to take photos there.  
You \_\_\_\_\_ photos there.
- I'm not sure if she'll like her present.  
She \_\_\_\_\_ like her present.
- Wearing a uniform is not obligatory.  
You \_\_\_\_\_ to wear a uniform.
- The lights are on so I'm sure he's at home.  
The lights are on so he \_\_\_\_\_ at home.
- I think perhaps this is their house.  
This \_\_\_\_\_ their house.
- Paying in advance is obligatory at this school.  
You \_\_\_\_\_ pay in advance at this school.
- Drinking a lot of coffee isn't a good idea.  
You \_\_\_\_\_ a lot of coffee.

10

## VOCABULARY

a Complete the description.



My cousin Ann is very attractive. She's in her <sup>1</sup>m \_\_\_\_\_ -twenties – 24 or 25 I think. She's blonde, with shoulder-<sup>2</sup>l \_\_\_\_\_ hair. It's completely <sup>3</sup>s \_\_\_\_\_, not curly at all. Her <sup>4</sup>f \_\_\_\_\_ is very long and gets in her eyes. She's very short-sighted but she <sup>5</sup>w \_\_\_\_\_ contact lenses.

b Complete with an adjective from the bold verb.

- |  |                  |
|--|------------------|
| 1 Are you _____ in sport?                          | <b>interest</b>  |
| 2 I was very _____ when I failed the exam.         | <b>depress</b>   |
| 3 This book is really _____. I can't finish it.    | <b>bore</b>      |
| 4 I completely forgot his name. It was so _____!   | <b>embarrass</b> |
| 5 I felt very _____ because I just couldn't do it. | <b>frustrate</b> |

c Complete with one word.

- Please switch \_\_\_\_\_ your mobile. You can't use it here.
- I'm afraid John's out. Can you call \_\_\_\_\_ later?
- I can't believe it! He hung \_\_\_\_\_ in the middle of our conversation!
- She looks \_\_\_\_\_ her mother. They both have big eyes.
- He's \_\_\_\_\_ his late forties.

15

## PRONUNCIATION

a Underline the word with a different sound.

1	 dial	might	fifties	frightened
2	 weight	height	straight	engaged
3	 curly	bored	short	tall
4	 grey	ugly	glasses	fringe
5	 check	moustache	switch	choose

b Underline the stressed syllable.

disappointed    embarrassing    interested    mobile    overweight

10

### CAN YOU UNDERSTAND THIS TEXT?

## The best day of my life

This week's contributor is the thriller writer Minette Walters.

One of the best days of my life was when my agent phoned to say that my first novel, *The Ice House*, had been accepted by a publisher. I'd finished the book 18 months earlier, and I didn't think it was ever going to be published. It was one morning in the autumn of 1990 when the phone call came. I was 39, and a friend of mine turned up, sat down at my kitchen table and **burst into tears** because she was having problems with her marriage. I was doing my best to try to console her when the phone rang. So there I was, listening to the best news of my life, while my friend was crying over the worst news of her life. My agent said, 'Aren't you pleased? Why aren't you more excited?' I said, 'I am...but I'll tell you later.' I put the phone down and tried to be **sympathetic** to my friend. But at 11 o'clock **I couldn't stand it** any longer so I said, 'Stay there. I have to go out for ten minutes.' I came back with a bottle of champagne. 'You and I are going to drink some champagne,' I said, and told her my good news. She was a much happier lady when she left! I can't remember how many publishers had **turned down** my book, because my agent didn't tell me. I don't know how many copies it's sold now – a couple of million I should think, because it's published in 36 countries. But I have absolutely no sympathy for those publishers who rejected my book. I was **deeply hurt** at the time, but now I'm laughing!



Adapted from the British press

### CAN YOU UNDERSTAND THESE PEOPLE?

- a **3.19** Listen and circle the correct answer, a, b, or c.
- Where's the girl's mobile?
    - In the café.
    - In her pocket.
    - In her bag.
  - How late are their friends?
    - Less than 15 minutes.
    - 15 minutes.
    - More than 15 minutes.
  - Who looks good in their passport photo?
    - The woman.
    - The man.
    - Neither of them.
  - The girl's new boyfriend is...
    - tall and with long dark hair.
    - tall with short dark hair.
    - short with short dark hair.
  - How many times has the woman failed her driving test?
    - One.
    - Two.
    - Three.
- b **3.20** Listen and complete the form with the missing information.

## Anglo language school

Name: 1 \_\_\_\_\_  
 Surname: 2 \_\_\_\_\_  
 Nationality: 3 \_\_\_\_\_  
 Student wants to study 4 \_\_\_\_\_ level.  
 Student has been to 5 \_\_\_\_\_.

### CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about bad mobile phone manners, and what you think people should do
- describe yourself and other people
- talk about something you've tried to learn but weren't able to and why

a Read the article and choose a, b, or c.

- In 1990 Minette Walters was \_\_\_\_\_ about the chances of her first novel being published.
  - quite optimistic
  - quite pessimistic
  - quite worried
- When her agent first phoned, Minette felt that she \_\_\_\_\_ celebrate the news.
  - shouldn't
  - had to
  - could
- Her agent couldn't understand \_\_\_\_\_.
  - why she was crying
  - what she was saying
  - her reaction
- In the end Minette's good news made her friend \_\_\_\_\_.
  - feel better
  - feel worse
  - leave early
- Now that she is very successful, she \_\_\_\_\_ the publishers who rejected her.
  - feels positive towards
  - feels negative towards
  - understands

b Look at the **highlighted** words and phrases. Can you guess what they mean?

# 4 A

G first conditional and future time clauses + *when, until, etc.*

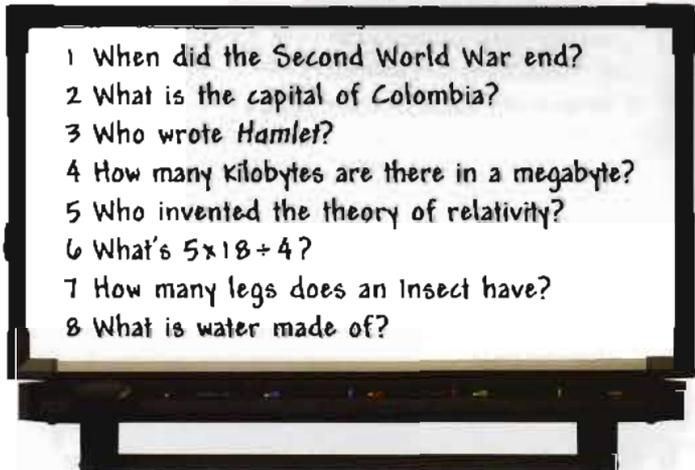
V education

P /ʌ/ or /ju:z/

## Back to school, aged 35

### 1 VOCABULARY education

a Answer the questions in pairs.



b Match the questions with these school subjects.

- chemistry
- geography
- history
- information technology
- literature
- maths
- physics
- biology

c p.150 Vocabulary Bank Education.

### 2 PRONUNCIATION & SPEAKING /ʌ/ or /ju:z/

**▲** The letter *u* between consonants or at the beginning of a word is usually pronounced /ʌ/ or /ju:z/.

a Put the words in the correct column.

computer lunch nun pupil result  
 student study subject uniform university

	/ju:z/

b **4.1** Listen and check. Practise saying the words. Why do we say *a university* but *an umbrella*?

c **4.2** Practise saying these sentences. Listen and check.

- 1 What subject did you study at university?
- 2 Do pupils at your school wear a uniform?
- 3 Most students have lunch in the canteen.
- 4 I usually get good results in my music exams.

d Interview your partner using the questionnaire. Ask for more information.

## Your education

What kind of secondary school / you go to?  
 / you like it?

How many pupils / there in each class?

How much homework / you have?

/ you have to wear a uniform?

/ discipline very strict?

/ pupils behave well?

Which subjects / you good and bad at?

Which / your best and worst subject?





## So school these days is easy? Think again.

**P**eople and politicians complain that school is getting easier. Damian Whitworth, a 35-year-old journalist, decided to see for himself. He spent a week as a pupil at a British secondary school, Brentwood County High School. It's a large state school and has about 1,800 pupils, girls and boys, aged between 11 and 18.

### French

My first lesson is French. I am in a class of thirteen year olds. Outside the classroom some girls start **interrogating** me. <sup>1</sup> \_\_\_\_\_ 'How old are you?' 'How old do you think I am?' I reply. 'Well... you're not 13!'

First we have a listening test which I find difficult. I get 14 out of 20. Not bad. Then we make revision lists on the computer. <sup>2</sup> \_\_\_\_\_. Now every pupil has one.

### Maths

As we wait outside the maths classroom a teacher tells me to **do up** the top button of my shirt. The maths teacher uses an interactive whiteboard which has graphics and video, but the pupils don't look very interested in the lesson. A mobile rings and the owner hurries to switch it off. <sup>3</sup> \_\_\_\_\_

### History

Mr Fishleigh is the history teacher. He doesn't have any problems controlling the noise level (other teachers do). <sup>4</sup> \_\_\_\_\_. He talks to them as if they were adults and gets their attention **in return**.

### Lunch

In the **canteen** we can choose between traditional and fast food. Burger and chips is the most popular meal. <sup>5</sup> \_\_\_\_\_

### Information and communication technology

We are designing **spreadsheets** for mobile phone sales and I cannot imagine a more boring lesson. <sup>6</sup> \_\_\_\_\_

Most children have Internet access at home and the school has a website where parents can see what homework their children have and when they have to **give it in**.

### Religious education

The teacher introduces us to meditation. We sit cross-legged on our desks and try to fill our minds with blackness and think positively about people who we have been thinking negatively about. For 15 minutes the children sit, eyes closed, in total silence. When they leave the class they are **slightly dazed**:

'Incredible!'

'Amazing!'

'We should do this in maths!'

<sup>7</sup> \_\_\_\_\_

The **bell** goes. End of school for the day.

As we leave there is a fight at the school gates. <sup>8</sup> \_\_\_\_\_ 'If anyone hits anyone, I'll call the police,' says a teacher.



## 3 READING

- a Look at the photo above. What's unusual about one of the pupils?
- b Read the introduction. Why did Damian Whitworth go back to school? What kind of school did he go to?
- c Read Damian's diary for one of the days he spent back at school. Does he think school is easier or harder now?
- d Read the text again and put the phrases A-H in the correct places.
- A A crowd of pupils are watching.
- B However, the pupils are totally involved.
- C He's friendly with the pupils but not *too* friendly.
- D When I was the same age as these children I had never used a computer.
- E It's a magical moment and the most effective class I have seen.
- F ~~'Are you really in our class?'~~
- G One boy says he has chips every day.
- H Phones that ring in class are confiscated until the end of the week.
- e In pairs, look at the **highlighted** words and phrases. Try to guess what they mean from the context. Then check with your dictionary or the teacher.
- f In pairs, look at each heading (French, Maths, etc.) and say if this is the same, similar, or different from the secondary school you went to (or go to). Say why.

## So has school got easier?

**I**t's difficult to say if lessons are harder or easier since I was a child because teaching methods have changed so much. All I can say is that during my working life I have had many tiring experiences. Being back at school for a week was as tiring as any of them. Being a pupil today is very, very hard work.