

# 4 A

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

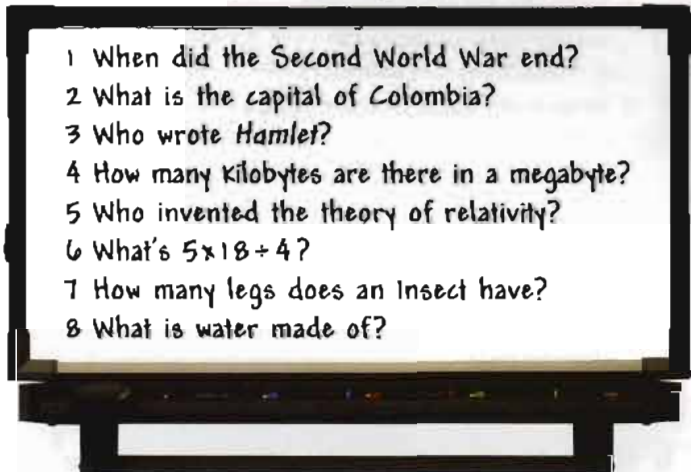
V education

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.



#### 4 GRAMMAR first conditional and future time clauses

a In pairs, answer the questions.

- 1 When was the last time you did an exam? Did you pass or fail?
- 2 What's the next exam you are going to do? How do you feel about it?
- 3 How do you usually feel before you do an exam?
- 4 What do you usually do the night before an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?



b Charlotte and Viktor are waiting for their exam results.

4.3 Listen to Charlotte and answer questions 1–5. 4.4 Then do the same for Viktor.



Charlotte has just taken her A-levels.



Viktor has just taken the FCE exam.

- 1 Do you think you have passed?
- 2 When and how will you get the results of the exam?
- 3 How will you celebrate if you get good results?
- 4 What will you do if you get good results?
- 5 What will you do if you fail, or if you don't get the results you need?

c 4.5 Listen and complete the sentences.

- 1 They won't give me a place **unless** \_\_\_\_\_.
- 2 **As soon as** \_\_\_\_\_, I'll take the letter upstairs and open it.
- 3 I don't want to plan any celebrations **until** \_\_\_\_\_.
- 4 If I don't get into Cambridge, \_\_\_\_\_.
- 5 **When** I \_\_\_\_\_, the grades will be on the notice board.

d p.136 Grammar Bank 4A. Read the rules and do the exercises.

e Choose five sentence beginnings from the list below and make true sentences about yourself. Then tell your partner.



- |  |  |
|--|--|
| I won't stop studying English until I... | I'll have a big party if...              |
| I'd like to retire when...               | I'll always live here unless...          |
| I'll leave home as soon as...            | I'll have more free time when...         |
| I'll be really annoyed if...             | I'll have something to eat as soon as... |
| I don't want to have children before...  | I won't get married until...             |

f 4.6 Listen to Charlotte and Viktor. Did they pass or fail? What grade did they get? What are they going to do?



## 5 LISTENING

- a Look at this extract from a TV guide and the photo and answer the questions.

### 8.00 That'll Teach 'Em

Final part of the six-part series following a group of modern 16-year-old school children in a 1950s boarding school. This week: Exams!



- 1 What do you think the idea of the programme was?
- 2 Which of these things do you think pupils hated the most?
 

the food	wearing a uniform
not being able to watch TV	going for cross-country runs
not being able to use mobiles	having cold showers
having a lot of homework	
- 3 What do you think the discipline was like? How do you think the children were punished for behaving badly?
- 4 Do you think the pupils did well or badly when they took 1950s exams?

- b **4.7** Listen to a TV critic talking about the programme *That'll Teach 'Em*. Check your answers to a. Were you surprised?

- c Listen again and mark the sentences T (true) or F (false).

- 1 16 children took part in the experiment.
- 2 They didn't have to sleep at the school.
- 3 The uniforms were not very comfortable.
- 4 They had to stay inside the school grounds all the time.
- 5 The children weren't allowed to talk during the classes.
- 6 They really missed being able to use computers and calculators.
- 7 They thought the classes were boring.
- 8 Exams today are easier than in the 1950s.
- 9 The children failed because they weren't intelligent enough.
- 10 Most of the children enjoyed the experiment.

- d Do you think school exams in your country are easier than they used to be?

## 6 SPEAKING

- a In groups, each choose one different topic from the list below. Decide if you agree or disagree, and write down at least three reasons.

Private schools are usually better than state schools.

All schools should let children wear whatever they want at school.

Cooking and housework should be taught at all schools.

Physical education should be optional.

Girls study better without boys in the class.

School summer holidays should be shorter.

Boys study better in a mixed class.

- b Explain to the rest of your group what you think about your topic. The others in the group should listen and say if they agree or disagree with you and why.

### Useful language

First of all...

My first point is that...

Secondly...

Another important point is that...

Finally...



#### 4A first conditional and future time clauses + *when, until, etc.*

first conditional sentences: *if* (or *unless*) + present simple, *will / won't* + infinitive

If you **don't do** more work, you'll fail the exam.  
He'll be late for work **if** he **doesn't hurry up**.  
She won't get into university **unless** she **gets** good grades.

- Use the present tense (NOT the future) after *if* in first conditional sentences.
- *unless* = *if...not*  
*I won't go unless she invites me.* = I won't go if she doesn't invite me.
- You can also use an imperative instead of the *will* clause, e.g. *Come and see us next week **if** you have time.*

future time clauses

**As soon as** you **get** your exam results, **call** me.  
We'll have dinner **when** your father **gets** home.  
I **won't** go to bed **until** you **come** home.  
I'll have lunch **before** I **leave**.  
**After** I **finish** university, I'll probably **take** a year off and travel.

- Use the present simple (NOT the future) after *when, as soon as, until, before, and after* to talk about the future.
- *as soon as* = at the moment when, e.g. *I'll call you as soon as I arrive.*

#### 4B second conditional

second conditional sentences: *if* + past simple, *would / wouldn't* + infinitive

If I **had** more money, I'd **buy** a bigger house.  
If he **spoke** English, he **could** **get** a job in a hotel.  
I **would** get on better with my parents if I **didn't** live with them.  
I **wouldn't** do that job unless they **paid** me a really good salary.  
If I **were** you, I'd **buy** a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence. Compare:  
*I don't have much money, so I can't buy a bigger house* (real situation).  
*If I had more money, I'd buy a bigger house* (hypothetical / imaginary situation).
- Use second conditionals beginning *If I were you, I'd...* to give advice. Here you can't use *If I was you*.

*would / wouldn't* + infinitive

My ideal holiday **would be** a week in the Bahamas.  
I'd **never buy** a car as big as yours.

- You can also use *would / wouldn't* + infinitive (without an *if* clause) when you talk about imaginary situations.
- The contraction of *would* is 'd.

**▲** Remember the difference between first and second conditionals.

*If I have time, I'll help you.*

= a possible situation. I may have time.

*If I had time, I'd help you.*

= an imaginary / hypothetical situation.

I don't / won't have time.

#### 4C usually and used to

present habits and states

I **usually** get up at 8.00 on school days.  
I **don't usually** go out during the week.  
Houses in the suburbs **usually** have gardens.  
Do you **usually** walk to work?

past habits and states

We **used to be** close friends but we **don't** see each other **any more**.  
I **used to go** out with that girl when I was at school.  
Did you **use to wear** glasses?  
She **didn't use to have** fair hair. She had dark hair before.

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to / didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.  
*I used to smoke.* = I smoked for a period time in the past but now I don't.
- *Used to / didn't use to* can be used with action verbs (e.g. *wear, go out*) and non-action verbs (e.g. *be, have*).
- We often use *not...any more / any longer* (= not now) with the present simple to contrast with *used to*.  
*I used to go to the gym but I don't any more / any longer.*



## 4A

a Complete with a word or expression from the list.

after as soon as before if unless until when

After we have dinner, we could go for a drink.

- I must write the date in my diary \_\_\_\_\_ I forget it.
- Let's wait under the tree \_\_\_\_\_ it stops raining.
- This job is very urgent so please do it \_\_\_\_\_ you can.
- We won't get a table in the restaurant \_\_\_\_\_ we don't book.
- I'll pay you back \_\_\_\_\_ I get my first salary.
- I can't go \_\_\_\_\_ you pay for my ticket. I'm broke.
- They'll be really happy \_\_\_\_\_ they hear your news.
- I want to go on working \_\_\_\_\_ I'm 60. Then I'll retire.
- I must renew my passport \_\_\_\_\_ I go to New York.
- \_\_\_\_\_ you work harder, you won't pass the final exam.

b Complete with the present simple or *will*.

I'll give him your message when I see him. (see)

- Don't forget to turn off the lights before you \_\_\_\_\_. (leave)
- Go to bed when the film \_\_\_\_\_. (finish)
- They \_\_\_\_\_ married until they find a place to live. (not get)
- If I see Emma, I \_\_\_\_\_ her you are looking for her. (tell)
- I'll call you as soon as I \_\_\_\_\_ at the hotel. (arrive)
- You won't be able to park unless you \_\_\_\_\_ there early. (get)
- As soon it stops raining, we \_\_\_\_\_ out. (go)
- She won't like curry if she \_\_\_\_\_ spicy food. (not like)
- Don't write anything until I \_\_\_\_\_ you. (tell)
- When she finds out what he's done, she \_\_\_\_\_ furious. (be)

## 4B

a Write second conditional sentences.

If you / speak to your boss, I'm sure he / understand.

*If you spoke to your boss, I'm sure he would understand.*

- It / be better for me if we / meet tomorrow.
- She / not treat him like that if she really / love him.
- If I / can live anywhere in the world, I / live in New Zealand.
- The kitchen / look bigger if we / paint it white.
- I / not buy that house if I / be you.
- He / be more attractive if he / wear nicer clothes.
- If we / not have children, we / travel more.
- What / you do in this situation if you / be me?

b First or second conditional? Complete the sentences.

If you tell her anything, she 'll tell everybody in the office. (tell)

We'd have a dog if we had a garden. (have)

- It'll be quicker if we \_\_\_\_\_ a taxi to the airport. (get)
- If you stopped smoking, you \_\_\_\_\_ better. (feel)
- What would you do if you \_\_\_\_\_ your job? (lose)
- If you buy the food, I \_\_\_\_\_ tonight. (cook)
- I think he'd be happier if he \_\_\_\_\_ alone. (not live)
- I'll be very surprised if Marina \_\_\_\_\_ coming here. (not get lost)
- Where will he live if he \_\_\_\_\_ the job in Moscow? (get)
- If she didn't have to look after her mother, she \_\_\_\_\_ life more. (enjoy)

## 4C

a Correct the mistakes in the **highlighted** phrases.

She **wasn't use to be** so shy. *She didn't use to be*

- I **use to get up** at 6.30, but I don't any more.
- Did she always used to** have long hair?
- Do you use to have breakfast** before you go to work?
- They didn't used to have** a car, they used to cycle everywhere.
- He doesn't like coffee, so **he use to drink tea** in the morning.
- He used be a teacher**, but now he works for Greenpeace.
- Do usually you wear** trousers or skirts?
- Last year **we used to go** to Prague in August.
- Does she use to live** near you when you were children?
- At school **we don't use to wear** a uniform. We wore what we liked.

b Complete with *used to* in , , or  and a verb from the list.

argue be (x2) go have (x2) like live play work

I **didn't use to go** to the theatre much but now I go twice a month.

- Kirsty \_\_\_\_\_ in Bristol but she moved to London last year.
- \_\_\_\_\_ you \_\_\_\_\_ a moustache? You look different.
- I \_\_\_\_\_ my boss but now we get on quite well.
- We \_\_\_\_\_ really close but now we hardly ever meet.
- Where \_\_\_\_\_ you \_\_\_\_\_ before you started with this company?
- She \_\_\_\_\_ tennis professionally but she retired last year.
- When I lived in Paris, I always \_\_\_\_\_ breakfast in a café.
- \_\_\_\_\_ you \_\_\_\_\_ with your parents when you were a teenager?
- He \_\_\_\_\_ so slim. In fact, he was quite overweight before.



# Education

## 1 Verbs

Complete the Verb column.

behave cheat do fail learn leave pass revise start study take

- 1 When she was at school, she used to \_\_\_\_\_ for hours every evening.
- 2 I must \_\_\_\_\_ tonight. I have an exam tomorrow.
- 3 Our history teacher was terrible. We didn't \_\_\_\_\_ anything.
- 4 If you don't \_\_\_\_\_ your homework, you can't watch TV later.
- 5 The teacher was angry because some of the pupils had tried to \_\_\_\_\_ in the exam.
- 6 If you want to be a doctor, you have to \_\_\_\_\_ a lot of exams.
- 7 In the UK children \_\_\_\_\_ school when they are four and can't \_\_\_\_\_ before they are 16.
- 8 I hope I'm going to \_\_\_\_\_ my exams. My parents will be furious if I \_\_\_\_\_.
- 9 He was a rebel at school. He used to \_\_\_\_\_ very badly.

Verb

study

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (or do)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Places and people

Match the words and definitions.

boarding school /'bɔ:diŋ/ graduate /'grædʒuət/ head teacher nursery school primary school private school  
pupil /'pjʊ:pl/ professor religious school /rɪ'lɪdʒəs/ secondary school state school student

- 1 \_\_\_\_\_ A school paid for by the government which gives free education.
- 2 \_\_\_\_\_ A non-government school where you have to pay.
- 3 \_\_\_\_\_ A school for very young children, e.g. 1-4.
- 4 \_\_\_\_\_ A school for young children, e.g. from 4-11.
- 5 \_\_\_\_\_ A school for older children, e.g. 11-18.
- 6 \_\_\_\_\_ A school where pupils live, eat, and sleep.
- 7 \_\_\_\_\_ A school where the teachers are often priests or nuns.
- 8 \_\_\_\_\_ The 'boss' of a school.
- 9 \_\_\_\_\_ A senior university teacher.
- 10 \_\_\_\_\_ A person who is studying at a college or university.
- 11 \_\_\_\_\_ A child who is at school.
- 12 \_\_\_\_\_ A person who has finished university and has a degree (e.g. in economics).

## 3 School life

Match the sentences and pictures.

- 1  We have to wear a horrible uniform!
- 2  The discipline here is very strict.
- 3  My timetable's terrible this term!
- 4  I love maths. It's my favourite subject.
- 5  Look! The exam results are on the notice board.



**▲** Exam results can be given as marks (usually out of 10 or 100) or as grades (A, B, C, etc.).

Can you remember the words on this page?  
Test yourself or a partner.