

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...

4

B

G second conditional

V houses

P sentence stress

In an ideal world...



Getting personal

Our weekly questionnaire. This week we ask the actress and model Isabella Rossellini and dancer Joaquín Cortés...

- 1 *If you could live in another period of time for its fashion, when would you choose and why?*
- 2 *If you could come back in another life, who (or what) would you like to be?*
- 3 *If you could change one part of your body, what would it be?*
- 4 *What would you wear if you were invited on a date by someone you really liked?*
- 5 *What would you eat for your last meal and who (dead or alive) would you share it with?*



Adapted from the British press

1 GRAMMAR second conditional

a Look at the two photos on p.56 and describe the people. Do you know anything about them?

b Read the questions in *Getting personal* and match two answers with each question. Try to guess which answers are Isabella Rossellini's and which are Joaquín Cortés's.

- A *A fly on the wall, so I could watch people.*
 B *Either the thirties, for its elegance, or the seventies, for its hippy clothes and great music.*
 C *Jeans and a shirt.*
 D *My back. I would like 13 new vertebrae.*
 E *With a fabulous woman. I wouldn't really care about the food.*
 F *I'd change everything.*
 G *Some super comfortable French pyjamas that everyone thinks are clothes.*
 H *A bird.*
 I *I would have a pasta supper with my dog, Macaroni. It's what she has wanted her whole life.*
 J *I'd choose today or any time after the end of the corset.*

c Look at *Getting personal* again, and answer these questions.

- In questions 1–4, what tense is the verb in the *if* clause?
- What tense is the other verb?
- How is question 5 different?
- Do the questions refer to real or imaginary situations?

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

e  **Communication** *What would you do if...?* A p.117 B p.120.

2 PRONUNCIATION & SPEAKING sentence stress

a Match the sentence halves.

- I wouldn't wear that hat A if she practised more.
- If you did more exercise, B I'm sure she'd understand you.
- If it wasn't so expensive, C if I could find the right person.
- I'd get married tomorrow D you'd feel much better.
- She'd play better E I'd buy it.
- If you talked to her, F if I were you.

b  **4.8** Listen and check.

c Listen again and repeat. Copy the rhythm. Then cover A–F and try to remember the sentences.


d Choose three of the sentence beginnings below and complete them in a way which is true for you. Tell a partner and say why.

- If I won a 'dream holiday' in a competition, I'd go...*
If I could choose any car I liked, I'd have a...
If I could be very good at a sport, I'd choose...
If I could choose my ideal job, I'd...
If I had more time, I'd learn...
If I could buy a house in another country, I'd buy...



3 VOCABULARY houses

a Look at the cover of *Ideal Home* magazine. Which room is it? How many things in the room can you name?

b  p.151 Vocabulary Bank Houses.

c In pairs, ask and answer the questions.

Where do you live?

What do you like about the area where you live?


What don't you like?

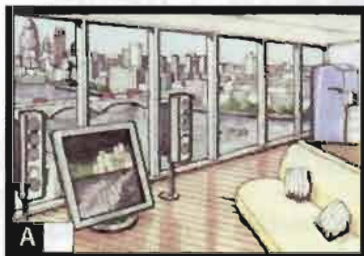
What do you like about your house / flat?

What would you change?



4 LISTENING & SPEAKING

a  4.9 Listen to four people describing their 'dream house'. Match the speakers 1–4 the pictures.



b Listen again and match the people with what they say.

Which speaker...?

- would not like to have other people living nearby
- would like to live somewhere that was partly old and partly modern
- would not spend much time inside their dream house
- doesn't think they will ever get their dream house

c Think for a few minutes about what your dream house would be like and make notes. Use **Vocabulary Bank Houses** to help you.

Where would it be?

What kind of house or flat would it be?

What special features would it have?

d In groups, describe your houses. Whose do you like best?

5 READING

a Have you ever visited the house where a famous person was born or lived? Where was it? What do you especially remember about it?

b Read the article about Casa Azul. Which part of the house are these things connected to? Why are they mentioned?

two giant statues

Leon Trotsky

a yellow floor

a monkey and a parrot

a pair of shoes

a cupboard with a glass door

July 7 1910

1929–1954

c Match the **highlighted** words with their meaning.

- 1 _____ a piece of furniture with cupboards at the bottom and shelves above, to hold cups and plates, etc.
- 2 _____ material which you can see through
- 3 _____ the door, gate, or opening where you go into a place
- 4 _____ a room where paintings are hung
- 5 _____ the floor above where you are
- 6 _____ with a lot of fresh air inside
- 7 _____ wooden or metal covers which are fixed outside windows
- 8 _____ an area, usually behind a house, where people can sit and eat outside

d What did you find out about Frida Kahlo and her life? Would you like to visit her house?

6 4.10 SONG Our house

Houses you'll never forget

Casa Azul (The Blue House)



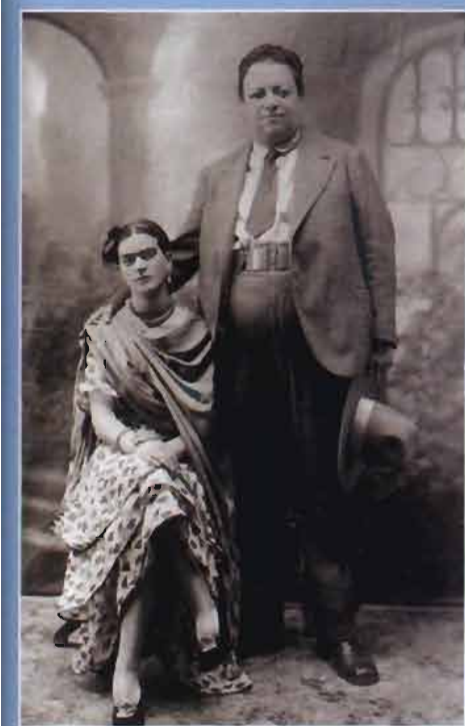
On the corner of Londres and Allende Street in Coyoacán, an old residential area of Mexico City, there is a house with bright blue walls, tall windows and green shutters, surrounded by trees. It is one of the most extraordinary places in Mexico, the home of the surrealist painter Frida Kahlo, who died in 1954, aged only 47.

The entrance is guarded by two giant statues nearly seven metres tall. As you walk past them, you enter a garden with tropical plants and fountains. When you go inside the house the first room is the spacious and airy living room. Here Frida and her husband, the painter Diego Rivera, entertained their famous friends, including the millionaire Nelson Rockefeller, the composer George Gershwin, and the political leader Leon Trotsky. Now the room is a gallery where some of Frida's paintings can be seen.

The first thing you notice when you go into the kitchen is the floor – painted bright yellow to stop insects from coming in. There is a long yellow table where Frida and Diego often had lunch parties, and a yellow dresser holding traditional green and brown Mexican dishes. Here, their guests often found themselves in the company of Frida's pets, Fulang Chang, a beloved monkey, or Bonito the parrot, who used to perform tricks at the table in return for butter!

Everywhere in the house you can feel the spirit of Frida and Diego. Upstairs Frida's palette and brushes are still on the worktable in her studio, as if she had just put them down. In Diego's bedroom you can see his stetson hat and a huge pair of shoes – he had enormous feet. In another bedroom there is a cupboard with a glass door, which contains one of the colourful Mexican dresses which Frida loved wearing.

Above the cupboard, in Spanish, are painted these words: 'Frida Kahlo was born here on July 7 1910'. In fact, she was born three years earlier (July 6th 1907) but she changed her birth date to the year of the Mexican Revolution. On the walls of the patio is another inscription 'Frida and Diego lived in this house from 1929–1954'. Again, this is not entirely true. She and her husband lived in separate houses for five years during that period, and they divorced in 1939, though they remarried a year later. The house, like Frida's life, is full of contradictions.



G usually and used to

V friendship

P /s/ or /z/?

Still friends?

1 VOCABULARY & SPEAKING friendship

a Complete the text with the phrases below.

argue close friend colleague get on very well
have a lot in common keep in touch known
lost touch met



I have a *close friend* called Irene. I've ¹ _____ her for about 15 years now. We ² _____ at work – she was a ³ _____ of mine at the company where I used to work, and we used to have our coffee breaks at the same time.

We ⁴ _____ although we don't ⁵ _____ – we have quite different interests. We don't work together any more, and when I changed jobs we ⁶ _____ for a couple of years. But now we ⁷ _____ regularly. We phone each other once a week, and we see each other about twice a month. We don't often ⁸ _____, only sometimes about films as we have completely different tastes!

b Think of a close friend of yours. In pairs, ask and answer the questions.

How long have you known him / her?

Where did you meet?

Why do you get on well?

What do you have in common?

Do you ever argue? What about?

How often do you see each other?

How do you keep in touch the rest of the time?

Have you ever lost touch? Why? When?

Do you think you'll stay friends?

2 GRAMMAR usually and used to

a Have you ever tried to get in touch with an old friend? Why? Did you succeed?

b Read about the *Friends Reunited* website and answer the questions.

1 What's it for?

2 How do you use it?

Friends Reunited is a website which helps you to find old friends and let's you read what people you've lost touch with are doing now.



How does it work?

New visitors find their old schools or workplaces, which are usually listed on the web page, and then add their names to the list of people already registered. They can also post photos and information about what they are doing now. When they want to contact another member, *Friends Reunited* forwards the message. Communication takes place without revealing personal email addresses or contact details until members decide they want to do so.

c Now read about two people who registered on the website. Who did they want to meet? Why?

d Complete the texts with the sentences below.

he used to go to I used to know I used to live
used to come we used to go out

e Look at the two texts again. When do we use *used to*? How do you make negatives and questions?

f p.136 Grammar Bank 4C. Read the rules and do the exercises.

Friends Reunited?



Carol, 52, from Cornwall

When I was 15 I fell in love with a boy called Robert. I was at school, a girls' convent, and he was in his first year at university. ¹ _____ in secret because my parents didn't like him at all – Robert was a long-haired hippy who played the guitar. But after a year I broke up with him because my parents were making my life impossible. Robert was very angry, and we completely lost touch. But I always wondered what had happened to him, and when I heard about *Friends Reunited* I decided to try to get in touch again. I'm divorced now, and I thought 'you never know...'. I remembered the name of the school that ² _____ and I went to their web page on *Friends Reunited* and there was his name! I sent him an email and two days later I got a reply...



Alex, 24, from Manchester

³ _____ in Manchester but when I was eighteen my family moved south to London. Two years ago I had a really bad motorbike accident. I was in a coma for two weeks and in hospital for six months. I completely lost my memory, not just of the crash itself but also of my past. While I was in hospital, my family ⁴ _____ every day and play me my favourite music and show me photos. Little by little I began to remember who I was and who my family were. But I still couldn't remember anything about the rest of my life. Then my sister had the idea of contacting *Friends Reunited*. Through them she contacted people ⁵ _____ in Manchester when I was at school. She arranged a reunion in a pub near Piccadilly Station and I travelled to Manchester in search of my past.

3 LISTENING

- a **4.11** Read the text about Carol again. Now listen to her talking about what happened next. Was the meeting a success?
- b Listen again and answer questions 1–5.
- 1 Why was Carol surprised at Robert's choice of job?
 - 2 What happened when she got to the restaurant?
 - 3 What do Carol and Robert look like now?
 - 4 What did Carol realize as soon as she saw Robert?
 - 5 How had Robert changed?
- c **4.12** Read the text about Alex again. Now listen to him talking about what happened next. Was the meeting a success?
- d Listen again and answer questions 6–10.
- 6 Did he recognize any of the people?
 - 7 How did he feel?
 - 8 What did they talk to him about?
 - 9 What did he remember when he saw the photos?
 - 10 Who is Anna? What does he think of her now?

4 PRONUNCIATION & SPEAKING /s/ or /z/?



- a **4.13** Listen to the sentences. Is the **se** in the verbs pronounced /s/ or /z/? Write s or z in the box. Which pronunciation is more common?
- 1 I **used** to live in London.
 - 2 I **used** my credit card to pay.
 - 3 Excuse **me**. Can you help me?
 - 4 You need to practise **your** pronunciation.
 - 5 We won't win, we'll **lose**.
 - 6 They advertise **on** TV.
 - 7 They promised **to** keep in touch.
 - 8 Could you close **the** window?
- b Now practise saying the sentences.
- c In pairs, tell each other about three of the following. Give as much information as you can.



- A machine you used to use a lot but don't any more
- A friend you used to have but who you've lost touch with
- A teacher at school you used to hate
- A sport you used to play but don't any more
- A singer you used to listen to a lot and who you still like
- A food or drink you didn't use to like but like now
- An actor you used to like a lot but don't any more

5 READING

- a How often do you see your really good friends? Would you like to see them more often? Do you spend much time with people you don't really like?
- b Now read the magazine article. What does 'edit your friends' mean?

Do you need to 'edit your friends'?

Is your mobile phone directory full of phone numbers of people you don't really want to talk to? Do you go out with people from work or university more often than with your **real friends**? Do you say yes to invitations because you think you should, not because you want to? If you answered yes to at least two of these questions, then perhaps it's time to 'edit your friends'?

Nowadays people tend to spend a lot of time socializing with colleagues at work or classmates at university. The result is that we don't have enough time to see our real, close friends. As our lives get busier it becomes more important to spend the little free time we have with people we really want to see, people we love and who really love us.

Who are the friends you need to edit? A few years ago I read a book about how to get rid of unnecessary possessions.

It said you should ask yourself about each thing you have: Is it useful? Do I really like it? Do I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends.

What kind of friends will you probably need to edit? Sometimes it's an old friend. Somebody who you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend who you get on quite well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, 'Do I **really** want to see this person?' and if the answer is no, say no, and make an excuse. That way you'll have more time to spend with your real friends.

Adapted from the British press



- c Now read the article again. Choose the best summary of each paragraph, a, b, or c.
- 1 People need to 'edit' their friends if...
 - a they have moved to a different area.
 - b all their friends are people from work or school.
 - c they are spending a lot of time with people who are not real friends.
 - 2 People today are often very busy, so...
 - a they should see their friends less.
 - b they should think carefully about how they spend their free time.
 - c they should try to make friends with people from work / school.
 - 3 The writer says that...
 - a we should ask ourselves who our real friends are.
 - b most of our friends are unnecessary.
 - c we shouldn't treat friends as possessions.
 - 4 The kind of friends we probably need to 'edit' are...
 - a old friends who don't talk very much.
 - b new friends who talk too much.
 - c friends that you don't really want to see any more.
- d Read the article again. Underline five new words or phrases you want to learn.
- e Do you agree with the article? Do you need to 'edit your friends'?

HOW WORDS WORK...

1 Look at these expressions with *get* which have appeared in this lesson. Match them with their meanings A–G.

- | | |
|--|---|
| 1 ...a book about how to get rid of unnecessary objects <input type="checkbox"/> | A make contact with somebody |
| 2 ...a new friend who you get on with quite well <input type="checkbox"/> | B be friendly with |
| 3 ...I sort of relaxed and felt I was getting to know them again <input type="checkbox"/> | C become |
| 4 ...I got to the pub late <input type="checkbox"/> | D know somebody (or something) little by little |
| 5 ...I decided to try to get in touch <input type="checkbox"/> | E receive |
| 6 ...and two days later I got a reply <input type="checkbox"/> | F throw away |
| 7 ...I got really excited <input type="checkbox"/> | G arrive at / in |

2 Complete the questions with *get* or an expression with *get*. Ask and answer the questions in pairs.

- Who do you _____ best in your family?
- Does it take you long to _____ new people?
- Do you _____ more emails from friends than work-related ones?
- How do you normally _____ with your friends (by text, phone, etc.)?
- How often do you _____ things (e.g. clothes) that you don't use any more?

6 LISTENING & SPEAKING

a **4.14** Read sentences A–F below. Now listen to three people talking. Which sentences are they talking about? Write 1, 2, or 3 next to the sentence.

- Men keep their friends longer than women.
- It's more difficult to keep in touch with friends than it used to be.
- It's impossible to stay 'good friends' with an ex-partner.
- You should never criticize your friend's partner.
- You should never lend money to a friend.
- You can only have two or three close friends.

b Listen again. Do they agree or disagree with the statements? What are their reasons? What examples do they give?

c Now look at the sentences and tick (✓) the ones you agree with and cross (✗) the ones you don't agree with. Think about your reasons.

d In groups, compare opinions. Try to give real examples from your own experience or of people you know. Use the phrases below to help you.

Useful language

Agreeing

I agree with that.

I think that's true.

Disagreeing

I don't agree with that (at all).

I don't think that's true.

Giving examples

For example, I have a friend who...



"Sorry, Frank, but I can no longer go on with this charade. Not only am I not your best friend, I'm not even sure I like you at all."

MAKING SUGGESTIONS

- a **4.15** Cover the dialogue and listen. What's the problem? Where do Mark and Allie decide to take Scarlett?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

Allie I got a message this morning. It's from Jacques.
(Allie plays the message.)

Allie You've met Scarlett Scarpino, haven't you, Ben?

Ben The punk princess? Yeah, I met her in London last year.

Allie What's she like?

Ben Let's say she's a bit ... difficult.

Allie What are we going to _____ with her?

Mark Why _____ you show her around Paris?

Allie I have a _____ idea. Why don't you show her around Paris?

Mark What, me? I'm new here!

Allie You can't leave me to do this on my own.

Mark OK, why _____ we take her to Nôtre Dame? I mean, it's her first time in Paris, isn't it?

Ben I don't think churches are really her thing.

Mark How _____ taking her on a boat trip?

Allie Brilliant!

Mark And then we could go up the Eiffel Tower.

Allie _____ a good idea. I'm sure she'll love the view.

Ben And she might fall off!

Mark Thanks for your help, Ben. _____ we have lunch after that?

Allie _____ go somewhere really nice. Do you have any recommendations, Ben?

Ben _____ about La Renaissance? It's Jacques's favourite.

Allie That sounds perfect. Er, Ben, do you want to come too?

Ben Sorry, Allie. I'm really busy. But I'm sure you'll have an unforgettable meal.



- c Listen again and complete the dialogue.
- d **4.16** Listen and repeat the highlighted phrases.
- e Look at the highlighted phrases again. Then cover the dialogue. Try to remember the missing words for making suggestions.
- Making suggestions**
- _____ take her to Nôtre Dame?
- _____ taking her on a boat trip?
- _____ have lunch after that?
- _____ go somewhere really nice.
- _____ La Renaissance?
- f Imagine you are going to go out with the other students next Saturday. In small groups, ask and answer the questions.
- 1 What time and where shall we meet?
 - 2 Where shall we have dinner?
 - 3 What shall we do after dinner?

SOCIAL ENGLISH An unforgettable meal

- a **4.17** Listen. What does Scarlett have for lunch?
- b Listen again and mark the sentences T (true) or F (false).
- 1 Scarlett isn't hungry.
 - 2 She doesn't eat meat or fish.
 - 3 She's allergic to seafood.
 - 4 She didn't enjoy the boat trip.
 - 5 They went up the Eiffel Tower.
 - 6 Allie doesn't like Scarlett.
 - 7 Mark guesses what Scarlett would like to eat.
- c **4.18** Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?



USEFUL PHRASES

What w _____ you like?

Aren't you h _____?



(The seafood) l _____ good.

I'm a _____ to (mushrooms, strawberries, nuts...)

S _____ we leave now?

No, h _____ on. I have an idea.

Do you think you could p _____ do me a favour?

	US English <i>restroom</i>
	UK English <i>toilet</i>



Four-bedroom house, Alberta, Canada

Would you like to stay in this beautiful house in the heart of the Canadian Rocky Mountains?

It's a spacious house with four bedrooms, a living room, a large kitchen, two bathrooms, and a store room. There are breathtaking views of the mountains from all the windows. It has a large balcony, which is ideal for eating outside in the summer. The house has wooden floors, a jacuzzi, cable television, and Internet.

It's a quiet, safe neighbourhood and the neighbours are very warm and friendly. The house is walking distance from stores and restaurants in the local town and a short drive from areas with excellent skiing and hiking. In the area around the house you can see amazing wildlife such as bears, wolves, deer, and mountain goats.

This house is perfect for families or two couples. It's a no-smoking house and, sorry, no pets.



Two-bedroom apartment, Manhattan, New York City

Rent this ^{superb} nice two-bedroom apartment. It's perfectly situated between 43rd Street and 8th Avenue, five minutes from Time Square and most of the theatres, and a fifteen-minute walk from Central Park.

It's a nice 150-square-metre apartment on the 19th floor of a new building. It has two bedrooms, a nice living room with a huge balcony, a kitchen/dining room and two bathrooms. The flat has very big windows, so during the day it's very light and at night you have a nice view of downtown Manhattan, especially on the 4th of July when you can see all the fireworks!

The neighbourhood is colourful, and it's nice for people who like eating out or going to the theatre and clubs. There's a subway station on the street and it's a ten-minute walk to Grand Central train station. JFK airport is less than half an hour away by taxi.

This apartment is nice for couples. Sorry, no children or pets and definitely no smoking.

Useful language: describing location

It's | perfectly situated...
 | walking distance from...
 | a (fifteen-minute) walk from...
 | a short drive from...

The neighbourhood is (safe, friendly, etc.)
 It's a (beautiful) area...

- a Read the two adverts from a website. Which one would you prefer to rent for a two-week holiday? Why?
- b Read about the house in Canada again. Highlight any adjectives which help to 'sell' the house.
- c Now read about the New York apartment again. Improve the description by replacing the word *nice* with one of the adjectives below. Often there is more than one possibility.

brehtaking ideal magnificent perfect spacious superb

WRITE a description of your house / flat (real or imaginary) for a website.

PLAN what you're going to write. Use the **Useful language** box and **Vocabulary Bank Houses p.151** to help you.

- Paragraph 1 A brief introduction. What kind of house / flat is it? Where is it exactly?
- Paragraph 2 Describe the house / flat. What rooms does it have? Does it have any special characteristics?
- Paragraph 3 Describe the neighbourhood. How far is it from places of interest, public transport, etc.?
- Paragraph 4 Say who the house / flat is suitable for. Are there any restrictions?

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

GRAMMAR

- a Complete the sentences with the right form of the verb in brackets.
- If I don't pass the exam, I _____ it again in January. (do)
 - You'd sleep better if you _____ less coffee. (drink)
 - Don't buy it unless you _____ sure you like it. (be)
 - If I could change a part of my body, I _____ my nose. (change)
 - As soon as he _____, we can have dinner. (arrive)



- b Choose a, b, or c.
- Where _____ if you took the job in London?
a will you live b did you live
c would you live
 - I used _____ with that boy over there.
a going out b to go out c go out
 - I _____ enjoy flying but now I love it.
a not used to b didn't used to
c didn't use to
 - In the summer I _____ to the country.
a usually go b use to go
c usually to go
 - _____ to wear glasses?
a She used b Does she use
c Did she use

10





VOCABULARY

- a Word groups. Underline the word that is different. Say why.
- | | | | |
|-------------|------------|-----------|----------------|
| 1 cottage | village | flat | detached house |
| 2 sink | dishwasher | fridge | shower |
| 3 secondary | uniform | boarding | state |
| 4 cheat | pass | exam | fail |
| 5 classmate | friendship | colleague | close friend |
- b Complete the sentences.
- Maths, physics, and geography are s_____.
 - A school year is often divided into three t_____.
 - A school where you have to pay is a p_____ school.
 - A senior university teacher is a p_____.
 - The area outside the central part of a city is called the s_____.
 - Smoke comes through the c_____.
 - The part which covers the top of a house is the r_____.
 - The 'door' of a garden is the g_____.
- c Fill each gap with one word.
- They often argue _____ politics.
 - Do you keep _____ touch _____ old school friends?
 - They live _____ the suburbs.
 - Do you get _____ well with the people in the office?
 - My son is _____ university.
 - We don't have very much _____ common.

20

PRONUNCIATION

- a Underline the word with a different sound.

1		touch	study	student	subject
2	/ju:/	punish	music	arg <u>ue</u>	university
3		close	cosy	country	stone
4		flat	cottage	balcony	maths
5		block	copy	modern	homework

- b Underline the stressed syllable.

uniform exam secondary residential colleague

10



**We don't need no education...
or do we?**

The children who sang on *Another Brick in the Wall* by the British group Pink Floyd have changed their tune since 1979. 25 years later, they are trying to take the group to court because of unpaid royalties.

The song, which was a number 1 in the UK and abroad, was an attack on school and education and it had the famous chorus, 'We don't need no education, we don't need no thought control... teacher, leave those kids alone!' The chorus was sung by thirteen schoolchildren from Islington Green School in London, who were taken to the Britannia Row record studios to sing on the recording by their music teacher. They never met the group and were not paid for their work. When the head of the school heard the song with its anti-school lyrics, she banned the children from receiving any publicity or from appearing on TV.

Peter Rowan, a royalty expert from Edinburgh, has spent two years trying to find the children, now adults, and he intends to help them make a legal claim for royalties. Mr Rowan said, 'They probably won't get more than a few hundred pounds each, but this is about recognition. They deserve to have their work recognized even if it has taken 25 years.'

Ian Abbott, 40, was one of the children who sang on the record. He said, 'Now I don't agree that "We don't need no education." Education is so important. I really regret that I didn't study more at school. I would like to go to university now and get a degree. But work gets in the way when you get older. Sometimes I say to my nieces, "You must study harder," and they say, "But why? Look at what you sang on that song!"'

Mirabai Narayan, another one of the children, now works as a teacher herself. She said, 'I sometimes wonder if the song influenced my career. My job now is to help kids with learning difficulties.'

Adapted from the British press

CAN YOU UNDERSTAND THIS TEXT?

- a Read the article and mark the sentences T (true), F (false), or DS (doesn't say).
- 1 *Another Brick in the Wall* was also successful outside the UK.
 - 2 The children got a little money for singing on the record.
 - 3 The music teacher was a friend of the group Pink Floyd.
 - 4 The head of the school wasn't happy about the song.
 - 5 Peter Rowan was one of the thirteen children.
 - 6 He thinks the children will get a lot of money.
 - 7 Ian Abbott is sorry that he didn't work harder at school.
 - 8 He doesn't have any children of his own.
 - 9 Mirabai Narayan is sure the song made her become a teacher.
- b Look at the highlighted words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

- a **4.19** Listen and circle the correct answer, a, b, or c.
- 1 What problem does the teacher want to discuss?
 - a A girl copied from Sean.
 - b Sean cheated in an exam.
 - c Sean is lazy.
 - 2 The woman in the pub is...
 - a slim with blonde hair.
 - b tall and dark.
 - c short and fat.
 - 3 Which house are they going to buy?
 - a The cottage.
 - b The detached house.
 - c They haven't decided.
 - 4 When did Dennis leave school?
 - a 1967
 - b 1971
 - c 1978
 - 5 When are they going to have lunch?
 - a Thursday 2.00
 - b Thursday 1.00
 - c Tuesday 1.00
- b **4.20** Listen to a conversation between two men talking about a 'flat share' and complete the missing information.

Flat share

¹ _____ Bradley Road.
 Rent: £² _____ a month + ³ _____ bills
 Room free from ⁴ _____
⁵ _____ permit costs £10 a month

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about a school you used to go to (or go to now)
- describe your ideal house
- talk about a close friend (where and when you met, how often you meet, etc.)

Slow down, you move too fast

1 GRAMMAR quantifiers


a Answer the questions and compare with a partner.

How much time (approximately) do you spend on a **weekday**...?

- sleeping
- having meals (breakfast, lunch, etc.)
- working (or studying)
- cooking
- doing housework or shopping
- relaxing, doing sport, or seeing friends

b Read the article *Are you happy with your work-life balance?* Which situation is most typical in your country?

c Read the texts again and underline the correct phrases.

d  p.138 Grammar Bank 5A. Read the rules and do the exercises.

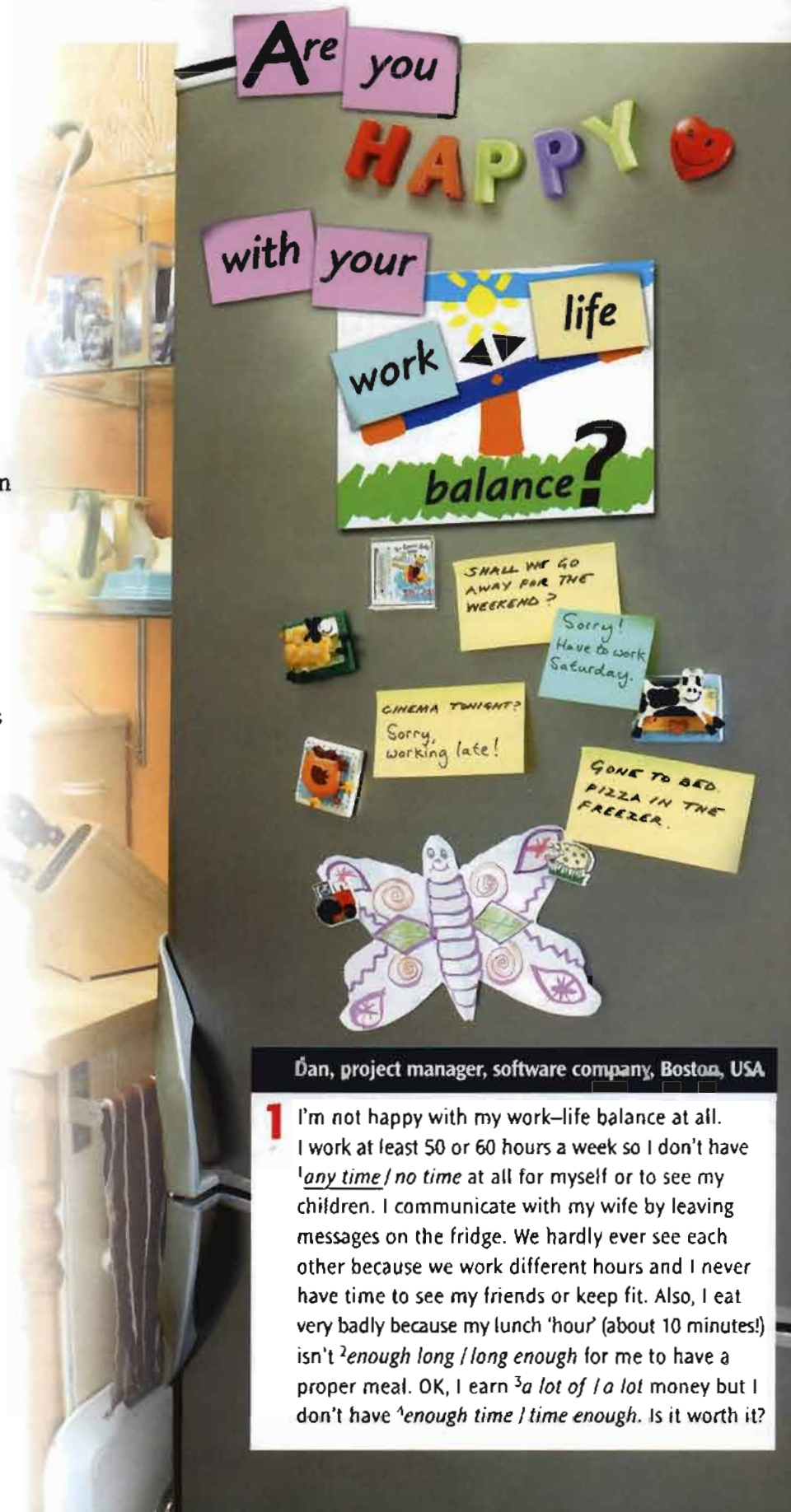
e Talk in small groups about the things below. Are you happy with your work-life balance?

How much time do you have...?

for yourself
to do exercise
to see friends
to be with your family

How much...do you have?

work
school / university work
English homework
energy



Are you HAPPY with your work-life balance?

SHALL WE GO AWAY FOR THE WEEKEND?

Sorry! Have to work Saturday.

CINEMA TONIGHT? Sorry, working late!

GONE TO BED. PIZZA IN THE FREEZER.

Dan, project manager, software company, Boston, USA

1 I'm not happy with my work-life balance at all. I work at least 50 or 60 hours a week so I don't have any time / no time at all for myself or to see my children. I communicate with my wife by leaving messages on the fridge. We hardly ever see each other because we work different hours and I never have time to see my friends or keep fit. Also, I eat very badly because my lunch 'hour' (about 10 minutes!) isn't ²enough long / long enough for me to have a proper meal. OK, I earn ³a lot of / a lot money but I don't have ⁴enough time / time enough. Is it worth it?

Amélie, Lawyer, Paris, France

2 I didn't use to have ⁵much time / many time for anything because I was working ⁶too much / too many hours – 45 or more a week. But then here in France the government decided that people should only work 35 hours a week. Nowadays I have ⁷plenty of / plenty time for myself. I play tennis two evenings a week, and I finish work at lunchtime on Friday, so I can have long weekends. I am much happier. I think when you have time to enjoy your personal life, you work much better.



Nayuha, store assistant, Tokyo, Japan

3 Yes, I am happy with it because I've chosen a lifestyle that I like and that gives me ⁸quite a lot of / quite free time. But my father, on the other hand, works more than 70 hours a week for a car company, which I think is madness. ⁹Lots of / Much Japanese people do the same. There's an expression in Japanese, karoshi, which means 'dying because you work ¹⁰too hard / too much hard.' A lot of people in Japan get ill or die because they work ¹¹too / too much. I think my generation is different. We don't want our lives to be ruled by work. I work ¹²a few / a little hours a day in a store – that gives me enough money to live. I spend the rest of my time seeing my friends and playing baseball.

2 PRONUNCIATION -ough and -augh

⚠ Be careful with the letters *ough* and *augh*. They can be pronounced in different ways.

a Write the words in the list in the correct column.

although bought brought caught daughter
enough laugh thought through tough

- b **5.1** Listen and check. Which is the most common sound? Which three words finish with the sound /f/?
- c **5.2** Practise saying the sentences. Then listen and check.
- I bought some steak but it was very tough.
 - Although it was dark, we walked through the tunnel.
 - I thought I'd brought enough money with me.
 - I laughed when my daughter caught the ball.

3 LISTENING

a **5.3** You are going to hear an expert telling us five ways in which we can slow down in our daily lives. Listen once and complete Tips 1–5 with two words.

Tips	Why?
1 Eat breakfast _____ .	
2 Forget the _____. Do _____ instead.	
3 Go for a _____ .	
4 Spend 10 minutes each day _____ .	
5 Have a _____ , not a _____ .	

- b Listen again and write down any other information you can in the **Why?** column. Compare with a partner.
- c Which do you think are the best two tips? Do you already do any of them?

4 READING & VOCABULARY

- a Read the leaflet and match the verbs with their meanings.

We promise to...	
increase	teachers' salaries
reduce	unemployment
promote	national products abroad
encourage	people to do more sport
protect	wildlife
ban	smoking in streets and parks

- _____ influence somebody in a positive way, e.g. *I ... my children to do sport.*
- _____ to make something bigger, e.g. *The boss is going to ... my salary.*
- _____ to say something is not allowed, often by law, e.g. *We want to ... smoking everywhere.*
- _____ to help something to happen or develop, e.g. *The meeting helped to ... better relations.*
- _____ to make something smaller, e.g. *... the noise, the number of cars.*
- _____ to defend somebody or something, or keep them safe, e.g. *We need to ... these birds as they are becoming extinct.*

- b Read the introduction to the article. What is the 'counter-revolution'?

- c Work in pairs, A and B.

A read **Do you eat 'Slow Food'?** and find out the answers to these questions.

- Who started the Slow Food movement? Why?
- What did he think was wrong with today's world?
- What are the aims of the Slow Food movement?
- How big is the Slow Food movement now?

B read **Would you like to live in a 'Slow City'?** and find out the answers to these questions.

- How did the Slow City movement start?
- What are the aims of the Slow City movement?
- Where has it spread to?
- What do the people of Ayisham in the UK think about living in a Slow City?

- d Cover the article. A tell B about the Slow Food movement. B tell A about the Slow City movement.

- e Do you think these movements are a good idea?

Slow down, you move too fast

The clock rules our lives. The more we try to save time, the less time we seem to have. In every area of our lives we are doing things faster. And many of us live in towns and cities which are getting noisier and more stressful as each day passes.

But now a worldwide movement, whose aim is to slow life down, has started a counter-revolution. Its supporters are people who believe that a happier and healthier way of life is possible...



Slow Food®

Do you eat 'Slow Food'?

The Slow Food movement was founded the day that an Italian journalist, Carlo Petrini, saw that McDonald's had opened a restaurant in Piazza di Spagna, the beautiful square in Rome. He thought it was tragic that many people today live too quickly to sit down for a proper meal and only eat mass-produced fast food. He decided that he had to try to do something about it and so he started the Slow Food movement. Although he didn't succeed in banning McDonald's from Piazza di Spagna, Slow Food has become a global organization and now has more than 80,000 members in 100 countries.

'We believe,' says Fiona Richmond of Slow Food UK, 'that people should take time to enjoy food.'

Slow Food also encourages people to eat local and regional food, to use local shops and markets, to eat out in small family restaurants, and to cook with traditional recipes. Says Richmond, 'There is nothing more satisfying than relaxing around a lively table in the company of family and friends. The pleasure of eating quality food should be celebrated.'





Would you like to live in a 'Slow City'?

The idea of 'Cittaslow' or 'Slow Cities' was inspired by the Slow Food movement and it was started by the mayor of the small Italian town of Greve in Chianti. The aim of Slow Cities is to make our towns places where people enjoy living and working, and where they value and protect the things that make the town different. Towns which want to become a Slow City have to reduce traffic and noise, increase the number of green areas, plant trees, build pedestrian zones, and promote local businesses and traditions.

Many other small towns in Italy have joined the movement and it has spread to other countries all over the world, from the UK to Japan and Australia. Aylsham in the UK recently became a Slow City, and most people are delighted.

'Slow Cities are about having a community life in the town, so people don't come home from work, shut their doors and that's it,' said a local resident. 'It is not "slow" as in "stupid". It is "slow" as in the opposite of "frantic" and "stressful". It is about quality of life.'

But not everybody in Aylsham is happy. For teenagers, who have to go 25 km to Norwich, the nearest city, to buy trainers or CDs, living in a Slow City is not very attractive. 'It's all right here,' says Lewis Cook, 16. 'But if you want excitement, you have to go to Norwich. We need more things here for young people.'

Adapted from the British press

5 VOCABULARY noun formation

A Nouns are often formed:
from verbs, by adding *-ment*, *-ion*, *-ation*, and *-al*
from adjectives by adding *-ness* or *-ity*

- a Form nouns from the verbs and adjectives below and write them in the chart.

discuss govern happy mad move organize
possible propose react relax similar survive

-ment	-ation	-ion
-al	-ness	-ity

- b **5.4** Listen and check. Underline the stressed syllable in each word. Which ending has a stressed syllable?

6 SPEAKING

- a Imagine that your town is thinking of becoming a 'Slow City' and is planning to do the following things:

- Ban all fast food restaurants.
 - Promote small family restaurants.
 - Ban cars from the city centre.
 - Create more pedestrian zones.
 - Create more green areas and plant more trees.
 - Reduce the speed limit in the town to 30 km/h.
 - Use speed bumps and police cameras to control speed.
 - Move all big supermarkets outside the city.
 - Encourage local shops and ban multinational chain stores.
 - Ban loud music in bars and clubs.

Tick (✓) the ones you agree with and cross (✗) the ones you disagree with. Think of reasons.

- b Work in groups. Have a 'meeting' to discuss each proposal and then vote for or against it.

Useful language

I'm for / against (banning...)

I think / I don't think it would be a good idea (to create...)

The problem with (reducing...) is that...

I don't think that would work.

That would really make a difference.

- c Compare with other groups. Which proposals are the most popular?

Same planet, different worlds

1 GRAMMAR articles: *a / an, the*, no article

- a Read the text and complete it with *a / an, the*, or – (= no article).
Do you agree with the text?

Five things you don't usually hear a woman say to a man

- 1 'No thanks. I don't like _____ chocolate.'
- 2 'I know it's our anniversary _____ next Saturday, but let's not go out. Let's stay in and watch _____ Cup Final on TV.'
- 3 'I want to buy _____ new car – I really like _____ new BMW. It's got fuel injection and does 180 kilometres _____ hour.'
- 4 'I'm glad you like _____ beer. I love _____ men with _____ fat stomachs – I find them very attractive.'
- 5 'Don't worry, I wasn't expecting _____ present. I don't like _____ presents anyway.'



- b p.138 Grammar Bank 5B. Read the rules and do the exercises.

- c Read the text and complete it with *a / an, the*, or – (= no article).
Do you agree with the text?

Five things you don't usually hear a man say to a woman

- 1 'I see Brad Pitt has _____ new film out. Would you like to go to _____ cinema tonight and see it?'
- 2 'I'm completely lost so I'll stop and ask _____ woman over there for directions.'
- 3 'I thought _____ sheets needed changing so I put them in _____ washing machine.'
- 4 'I think _____ red dress suits you, but take your time. There are lots of other shops we can try.'
- 5 'I really admire the way you can go to _____ work, run _____ house, and bring up _____ children so well!'



2 PRONUNCIATION sentence stress, *the*, /θ/ or /ð/?

- a 5.5 Dictation. Listen and write six sentences. Practise saying them with the correct rhythm. Are articles normally stressed?
- b 5.6 Listen and repeat the phrases. When is *the* pronounced /ðə/? How is it pronounced in the other phrases?

the shop the address the owner the sun the engineer the world

Remember *th* can be e.g. *the*, or e.g. *think*.

- c 5.7 Listen and circle *th* when it is pronounced /ð/. Then repeat the sentences.

- 1 **Th**at man over **th**ere is very wealthy.
- 2 June is **th**e six**th** mon**th** of **th**e year.
- 3 **Th**ere are **th**ree **th**ings you have to remember.
- 4 I **th**rew it away **th**e **th**er day.
- 5 We have ma**th**s in **th**e **th**ird term.
- 6 **Th**e **th**atletics track is **th**rough **th**at gate.

3 READING & SPEAKING

a In pairs, look at the list of subjects below. Who do you think talks about them more, men or women? Write M or W.

sport ___ work ___ clothes ___ health ___
 family ___ films ___ politics ___ cars ___
 their house ___ the opposite sex ___

b Read the first paragraph of *A gossip with the girls*? Does the writer agree with you? Who talks about most topics?

A gossip with the girls?

Women are experts at gossiping, and they always talk about trivial things, or at least that's what men have always thought. However, some new research suggests that when women talk to women, their conversations are far from frivolous, and cover many more topics (up to 40 subjects) than when



men talk to other men. Women's conversations range from health to their houses, from politics to fashion, from films to family, from education to relationship problems. Football is notably absent. Men tend to have a more limited range of subjects, the most popular being work, sport, jokes, cars, and women.

According to Professor Petra Boynton, a psychologist at University College London, who interviewed over 1000 women, women also tend to move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

At work, this difference can be an advantage for men, where they can put other matters aside and concentrate fully on the topic being discussed. On the other hand, it also means that they sometimes find it hard to concentrate when several things have to be discussed at the same time in a meeting.

Professor Boynton also says that men and women chat for different reasons. In social situations, women use conversation to solve problems and reduce stress while men chat with each other to have a laugh or to swap opinions.



c Now read the whole article. What does the writer say? Choose a, b, or c.

- When women talk to each other they generally talk about _____.
 - unimportant things
 - very serious things
 - many different things
- Men _____ as women.
 - don't talk as much
 - don't talk about as many things
 - don't work as much
- In conversation women _____ than men.
 - talk more quickly
 - change the subject more often
 - talk more about work
- At work, if there is a meeting which focuses on one subject, _____.
 - men will probably concentrate better than women
 - women will probably concentrate better than men
 - men and women will both concentrate well
- One of the reasons why women talk to each other is _____.
 - to relax
 - to exchange ideas
 - to tell jokes

d Now prove that the article is wrong! Work in pairs or small groups.

If you're a woman, try to talk for two minutes about:
football cars computers

If you're a man, try to talk for two minutes about:
fashion shopping losing weight / dieting

HOW WORDS WORK...

- Look at the highlighted words and phrases in *A gossip with the girls*? Which one(s) do we use...?
 - to compare and contrast two facts or opinions *whereas*
 - to introduce an opposite point of view _____
 - to introduce some extra information _____
 - to explain who says or believes something _____
- Complete the sentences with one of the words or phrases. Sometimes there are two possibilities.
 - My sister plays tennis and she _____ goes swimming once a week.
 - Travelling by yourself can be fun. _____, it is often more dangerous.
 - _____ doctors, we shouldn't drink too much coffee.
 - Dogs are very affectionate, _____ cats are more independent.
 - New technology makes our lives easier. _____, it can be difficult to learn to use.

4 LISTENING

- a Have you ever been to a spa or health farm? If yes, did you enjoy it? If no, would you like to go? Why (not)?
- b Read the introduction to the article. Why did the journalists go to the spa? Which treatment do you think a) Joanna and b) Stephen will like best?

Spas – women love them. Can men enjoy them too?

The Sunday Times decided to find out. They sent two journalists, Joanna Duckworth and Stephen Bleach, to spend a day at a health spa, which offers thermal baths, saunas and steam rooms, an outdoor swimming pool, and of course a wide variety of massages and treatments.

These are some of the treatments they had:

Banana, papaya and strawberry body polish

– a treatment which will smooth and hydrate your skin, with a head massage – 40 minutes.

Kanebo Kai Zen facial

– a deep intensive cleansing, with face and neck massage – 1 hr 40 minutes.

Elemis foot treatment

– a foot bath, pedicure and foot massage – 55 minutes.



- c Listen to the two journalists talking after the first treatment and write the information in the chart. Listen again to check. Repeat for the second and third treatments.

	Stephen		Joanna	
	marks out of 10	reasons	marks out of 10	reasons
1 The body polish 5.8				
2 The facial 5.9				
3 The foot treatment 5.10				

- d **5.11** Listen to five extracts from the recording. Try to write down the missing word. How do you think you spell it? What do you think it means?
- 1 It was hot and _____ and incredibly uncomfortable.
 - 2 The head massage was _____!
 - 3 My face feels different – much _____.
 - 4 I just use _____ and water.
 - 5 I love the colour they painted my' _____.
- e Which of the treatments would you choose to have?

5 SPEAKING

Look at *A man thing or a woman thing?* Talk in small groups. In your country who does these things more, men or women? Why do you think this is?

Useful language

Generally speaking / In general, I think women go to spas more than men...

I think it's more common for men to watch football...

I think women tend to read novels more than men...

⚠ Remember not to use an article when you generalize, e.g. I think men... NOT the men



A man thing or a woman thing?

- Going shopping
- Going to health spas
- Going to the gym
- Going to the cinema
- Reading novels
- Going to sports events
- Doing housework
- Learning languages
- Going to bars and pubs
- Playing games (e.g. cards, chess)



6 VOCABULARY verbs and adjectives + prepositions

Men think that women always **talk about** trivial things. In fact, they cover more topics than when men **talk to** men.

a Complete the prepositions column.

Verbs

Prepositions

- Do you often **talk** _____ a friend _____ your problems? _____
- Do you often **think** _____ the future? _____
- Do you often have to **wait** _____ a bus or train? _____
- Do you **agree** _____ your friends about politics? _____
- What dish or dishes do you usually **ask** _____ in a restaurant? _____
- Have you ever **borrowed** money _____ your family? _____
- Do you often **write** emails _____ English-speaking people? _____
- How often do you **listen** _____ classical music? _____
- Do you think a man should **pay** _____ dinner on a first date? _____
- Do you know anyone who **works** _____ a multinational company? _____
- Do you know anyone who **works** _____ a DJ? _____
- Are you going to **apply** _____ a job soon? _____

Adjectives

Prepositions

- Are you **good** _____ sport? _____
- Are you **bad** _____ remembering birthdays? _____
- Are men's hobbies very **different** _____ women's hobbies? _____
- Are you **afraid** _____ any insects? _____
- Are you **interested** _____ fashion? _____
- Are you **worried** _____ anything at the moment? _____

b Cover the prepositions column. Work in pairs. A ask B the first question. B ask A the second question. Continue with the rest of the questions. Then swap roles.

7 5.12 SONG ♪ Sk8er Boi

Job swap

1 VOCABULARY work



a Look at the picture story and match a sentence with each picture.

- A But he was happy because he had a good **salary** and a company car.
- B He **applied** for a job with a food company, and sent in his **CV**.
- C He was **sacked**. Jake was unemployed again...
- D After six months he **got promoted**.
- E Jake was **unemployed** and was looking for a job.
- F He had to work very hard and **do overtime**.
- G But then he had an argument with his **boss**.
- H He had an **interview**, and he got the job.

b Cover the sentences and look at the pictures. Tell the story from memory.

c **p.152 Vocabulary Bank Work.**

2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- 1 apply /ə'plai/
- 2 contract /'kɒntrækt/
- 3 employee /'ɛmplɔɪi/
- 4 experience /'ɪk'spiəriəns/
- 5 overtime /'əʊvətaɪm/
- 6 permanent /'pɜ:mənənt/
- 7 qualifications /kwɒlɪfɪ'keɪʃnz/
- 8 resign /rɪ'zaɪn/
- 9 retire /rɪ'taɪə/
- 10 temporary /'tempərəri/

b **5.13** Listen and check. Practise saying the words.


c Talk to a partner.

Do you know anybody who...

- is applying for a job? What kind of job?
- has just retired? How old is he / she?
- has been promoted recently? What to?
- does a lot of overtime? Why?
- was sacked from his / her job? Why?
- is self-employed? What does he / she do?
- is doing a temporary job? What?
- has a part-time job? What hours does he / she work?

3 GRAMMAR gerunds and infinitives

- a Complete sentences 1–16 in the questionnaire. Put the verbs in the gerund, e.g. *working*, or the infinitive + *to*, e.g. *to work*.
- b Read the sentences and tick (✓) only the ones that you strongly agree with. Compare your answers with another student.
- c Now see in which group(s) you have most ticks. Read the paragraphs on the right to find out which jobs would suit you. Would you like to do any of them?

- d Look at the sentences in the questionnaire. Complete the rules with the gerund or infinitive + *to*.
- After some verbs, e.g. *enjoy, don't mind* use... _____
 - After some verbs, e.g. *want, would like* use... _____
 - After adjectives, use... _____
 - After prepositions, use... _____
 - As the subject of a phrase or sentence, use... _____
- e  **p.138 Grammar Bank 5C.** Read the rules and do the exercises.

The right job for you

– match your personality to the job

1 I am good at <u>listening</u> to people.	listen
2 I enjoy _____ people with their problems.	help
3 I don't mind _____ a very large salary.	not earn
4 I'd like _____ as part of a team.	work
5 I am good at _____ quick decisions.	make
6 _____ risks doesn't stress me.	take
7 I don't find it difficult _____ by myself.	work
8 I'm not afraid of _____ large amounts of money.	manage
9 I am good at _____ myself.	express
10 I always try _____ my instincts.	follow
11 It's important for me _____ creative.	be
12 I enjoy _____.	improvise
13 _____ complex calculations is not difficult for me.	do
14 I enjoy _____ logical problems.	solve
15 I find it easy _____ theoretical principles.	understand
16 I am able _____ space and distance.	calculate

If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could think of medicine, for example a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

If you have most ticks in 5–8, you should consider a job in the world of business, for example sales or marketing. Other possibilities include accountancy or working in the stock market.

If you have most ticks in 9–12, you need a creative job. Depending on your specific talents you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.

If you have most ticks in 13–16, you have an analytical mind. A job in computer science or engineering would suit you. You also have good spatial sense which would make architecture and related jobs another possibility.

- f Choose five of the topics below and tell your partner about them.

somewhere
you'd like to go to
this weekend

somebody
you find difficult
to talk to

something
you found
easy to learn

something
you prefer doing
by yourself

something
you've decided
to do soon

something
you enjoy doing
on Sunday mornings

something
you regret buying

something
you often
forget to do

something
you're afraid
of doing

a job you'd
love to be able
to do (but think
you couldn't)

4 READING

- a Read the title of the article. What kind of personality do you think you need to be a good political reporter?
- b Read the text and put these headings in the right place.

The challenge The contestant
The teachers The training
The programme


- c In pairs, find the following words in the text:
- 1 A person who takes part in a competition
contestant
 - 2 A person who writes about the news in a newspaper or speaks about it on TV

 - 3 A person who decides how criminals should be punished or who decides the result or winner of a competition

 - 4 A person who works in the media (newspapers, magazines, TV, or radio)

 - 5 A person who is a Member of Parliament (abbreviation)

 - 6 A person whose job is concerned with politics

- d  **Communication Test your memory**
A p.117 B p.120. Who can remember most about the programme?
- e Do you think Jessica will pass the test? Why (not)?

From librarian to political reporter... In a month!

How Jessica went from working in a local library to interviewing politicians on TV in just 28 days



1 The programme

The Pretenders is a very successful and popular TV series. In each programme there is a contestant who has just four weeks to learn to do a completely new job. At the end of the month the contestant has to do a 'test', where he or she has to do the new job together with three other real professionals. A panel of three judges has to decide which of the four people is pretending to be a professional. Sometimes they spot who is pretending, but sometimes they don't!

2 _____

Jessica Winters is a 26-year-old librarian who lives in Southampton with her parents. She studied English Literature at the University of Bath before getting a job in her local library. She didn't know it, but two of her friends sent her name to the TV company to take part in *The Pretenders*. 'When someone from the programme phoned me, I thought it was a joke', said Jessica. 'First of all I said no, but they asked me to think about it. In the end my friends and family persuaded me to say yes.'

3 _____

Jessica had four weeks to turn from a quiet, shy, librarian into a confident TV reporter. At the end of the month she had to do her final test. This was a live TV interview with the Minister of Education. She had to try to make the judges think that she really was a professional reporter.

4 _____

An experienced political journalist, Adam Bowles, and ex-MP Sally Lynch had the job of transforming Jessica. When they first met her, they were not very optimistic. 'Jessica needs to be a lot tougher. She's much too sweet and shy,' said Adam. 'Politicians will eat her alive.' They had just 28 days to teach her to be a reporter...

5 _____

Jessica had to spend the month in London. She was completely isolated from her family and friends – she could only talk to them on the phone. The training was very hard work. She had to learn how to interview people, how to look more confident, how to speak clearly. She also had to learn about the world of politics. 'I'm feeling really nervous,' said Jessica. 'I'm terrified of the idea of being on TV. Also I've never been interested in politics – I don't know anything about it – I didn't even vote in the last elections.'

5 LISTENING

You're going to hear Jessica and her teacher Adam talking about how she did in her four weeks on *The Pretenders*. Listen to each week and answer the questions in pairs.

Week 1 5.14

- 1 What did Adam and Sally think of Jessica?
- 2 According to Adam, what two problems did Jessica have?
- 3 What three things did Jessica have to do this week?
- 4 How did she feel at the end of the week?



Week 2 5.15

- 5 How did Jessica change her image?
- 6 What did she learn to do this week?
- 7 What did she have to do at 10 Downing Street?
- 8 Was she successful? Why (not)?



Week 3 5.16

- 9 What did Adam think about Jessica?
- 10 What did she have to do this week?
- 11 What mistake did she make?
- 12 What did Adam say that Jessica needed to do?



Week 4 5.17

- 13 What was Jessica's final test? How did she feel about it?
- 14 Did the interview go well for Jessica? Why (not)?
- 15 Did the judges realize that Jessica wasn't a professional reporter?
- 16 Would Jessica like to become a reporter? Why (not)?



6 SPEAKING

Talk to a partner. Imagine you were asked to appear on the programme. Look at the list of jobs that other contestants trained to do. Which ones would / wouldn't you like to learn to do? Why?

football coach dog trainer rock singer mechanic TV director stuntman chef DJ car salesman

Useful language

I wouldn't like...

I wouldn't mind...

I think I'd enjoy...

I think I'd be (quite) good at...

I'd be terrible at...

GIVING OPINIONS

- a 5.18 Cover the dialogue. Listen to Allie, Mark, and Jacques discussing promotion for Scarlett's CD. Who has the best idea? What is it?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

Allie That was a great concert last night, Scarlett.
 Scarlett Thanks.
 Allie As we know, Scarlett's got a new CD coming out soon. So let's have a look at the best way we can promote it in France.
 Mark OK, well I think Scarlett _____ visit the major music stores. In my _____, that's the best way to meet her fans.
 Allie I'm not so _____. What do you _____, Jacques?
 Jacques Actually, I don't _____ with Mark. Scarlett isn't commercial in that way.
 Allie Scarlett? Scarlett?
 Scarlett I agree _____ Jacques. I don't have a commercial image. It isn't my style.
 Mark OK, but Scarlett needs more publicity. What about a series of TV and radio interviews? _____ you agree?
 Allie Yes, but that's what everybody does. What we want is something different.
 Jacques _____, I think Scarlett should tour clubs and summer festivals. She can DJ, play her favourite music, play the new CD, and meet her fans, too.
 Allie Yes, _____! That's a much better idea. Mark?
 Mark OK, why not?
 Allie Scarlett?
 Scarlett I think that's a _____ idea. Thank you, Jacques.



- c Listen again and complete the dialogue.
- d 5.19 Listen and repeat the highlighted phrases. Copy the rhythm.
- e Look at the highlighted phrases in the dialogue. Put them in the right column in the chart.

Asking people what they think	Saying what you think	Agreeing / Disagreeing
<i>What do you think?</i>	<i>I think...</i>	<i>I'm not so sure.</i>
_____	_____	_____
_____	_____	_____

- f Communication What do you think? A p.117 B p.120. In small groups, give your opinion.

SOCIAL ENGLISH Why is she smiling?

- a 5.20 Listen. Who do they see in the Louvre?
- b Listen again and answer the questions.
 - 1 Has Mark been to the Louvre before?
 - 2 Why isn't he very happy?
 - 3 What does Allie say about the meeting?
 - 4 What two theories about the Mona Lisa does Allie mention?
 - 5 What's Mark's theory?
 - 6 Why do they leave in a hurry?



USEFUL PHRASES

What's the m _____?
 It's not a big d _____.
 You're k _____.
 Now I don't know much a _____ (art)...
 That's really un _____!
 Don't t _____ round!
 Let's g _____ out of here.

- c 5.21 Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?

- a Look at the job advertisement. Which job could you apply for?
 b Complete the CV (Curriculum Vitae) with a heading from the list.

Additional information Career history Computer skills
 Education Languages Personal information

- c Read the covering letter. Circle the more formal phrase in each pair.

Mehmet Bolat

¹ *Personal information*

Address Alper Apt. Daire 3
 Turgut Özal Caddesi Seyhan, Adana
 Telephone home: 0090 322 6587688
 mobile: 0090 535 9428190
 Nationality Turkish
 Marital status Single
 Date of birth 12th September 1982
 Email bolatmehmet@superonline.com.tr



² _____
 2006– Junior physiotherapist at Rehabilitation Centre,
 Balcalı University Hospital, Adana

I work mainly with patients who need rehabilitation after an operation. In my free time, I also work as a physiotherapist for a local basketball team.

³ _____
 2001–2005 Degree in physiotherapy, University of Gaziantep
 1997–2001 Atatürk High School, Adana

⁴ _____
 English (CEF level B2). I have a good level of written and spoken English.

I have been studying English at a private language school for the last three years.

German (fluent). My mother is German.

⁵ _____
 Windows XP

⁶ _____
 Full driving licence

Member of the university basketball team

The Olympic Committee is looking for dedicated, enthusiastic, and energetic people to work in different areas for the forthcoming Olympic Games. There are vacancies in the following areas:

- Administration
- Translation and language services
- Hospitality and catering
- Medical support

All applicants must be appropriately qualified and a good level of English is essential. Send your CV and a covering letter (in English) to:

Job applications: The Olympic Committee, PO Box 2456

Alper Apt. Daire 3
 Turgut Özal Caddesi
 Seyhan, Adana
 30th April

Olympic Committee
 PO Box 2456

Dear Sir / Madam,

¹ *I am writing / I'm writing* to apply for a job with the medical support staff in the forthcoming Olympic Games.

I am a qualified physiotherapist and ² *I've been working / I have been working* at a Rehabilitation Centre here since January 2006. I have a good level of English, and ³ *my German is great / I speak German fluently*.

⁴ *I enclose / I'm sending you my CV* as requested.

⁵ *Hope to hear from you soon. / I look forward to hearing from you.*

⁶ *Best wishes / Yours faithfully*

Mehmet Bolat

Mehmet Bolat

- d Complete the **Useful language** box with *Yours sincerely* and *Yours faithfully*.

Useful language: a formal letter

Formal letters	Start	Finish
You don't know the person's name	Dear Sir / Madam	_____
You know the person's surname	Dear Mr / Ms / Mrs García	_____

Layout / style

- Put your address in the top right-hand corner with the date underneath.
- Put the name and address of the person you are writing to on the left.
- Don't use contractions.
- Write your full name under your signature.
- Put *I look forward to hearing from you* if you would like a reply.

WRITE your CV and a covering letter to apply for a job in the Olympics.

PLAN what you're going to write. Use the **Useful language** box and **Vocabulary Bank Work p.152** to help you.

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

GRAMMAR

a Choose a, b, or c.

- I'm not very good at _____ sport.
a the b a c -
- He always gets _____ late on Fridays.
a to home b to the home c home
- There are _____ people in this class.
a too many b too much c too
- _____ is one of the best forms of exercise.
a Swim b Swimming c Swiming
- I bought a laptop _____ when I'm travelling.
a for use b for to use c to use

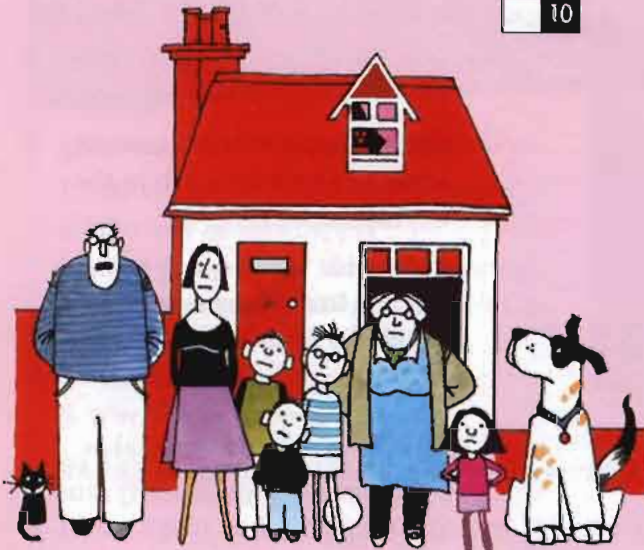
b Complete the second sentence with two words so that it means the same as the first.

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

You must learn to drive.

- When they left they didn't lock the door.
They left _____ the door.
- There aren't very many trees in our street.
There are only _____ trees in our street.
- It takes him a long time to get up in the morning.
He spends a long time _____ in the morning.
- Renting a flat is very difficult here.
It's very difficult _____ a flat here.
- This house is too small for us.
This house isn't _____ for us.

10



VOCABULARY

a Complete with a noun from the bold word.

- I think the _____ will lose the next election. **govern**
- What was his _____? Was he angry? **react**
- My _____ depends on you. **happy**
- They said on the radio that there's a _____ of snow tonight. **possible**
- You don't need any special _____ to do this job. **qualify**

b Complete with a preposition.

- I've applied _____ a job with British Airways.
- Don't worry _____ anything!
- I really don't agree _____ you.
- Are you good _____ science?
- Are you still _____ university or have you finished?
- She works _____ a flight attendant.






c Complete the missing words.

- I have to do a lot of o_____ in my new job. Sometimes I don't finish until 9 p.m.
- Could I have a day o_____ next Friday? It's my cousin's wedding.
- He argued with his boss and he was s_____. Now he's unemployed.
- If you work hard, you may get p_____ to manager.
- She has a good job and gets a very big s_____.
- It's a temporary job. I only have a six-month c_____.
- I'm going to a_____ for a job in a bookshop. I hope I get it!
- I'm s_____ -e_____. I work at home as a translator.
- If he doesn't like his job, he'll r_____ after the first six months.

20

PRONUNCIATION

a Underline the word with a different sound.

1		enough	company	much	movement
2		afraid	retire	overtime	apply
3		many	temporary	regret	prefer
4		work	short	permanent	earn
5		resign	boss	salary	works

b Underline the stressed syllable.

employee unemployed responsible temporary experience

10

CAN YOU UNDERSTAND THIS TEXT?

The secret to a long and happy life is... being lazy!



Joggers who get up early and run through the park, executives who try to work off stress with a game of squash, and people who do bodybuilding may all be shortening their lives. According to Peter Axt, a German researcher and ex-marathon runner, laziness is good for you.

'No top sportsman,' says Axt, 'has lived to a very advanced age.' Among the examples of athletes who have died young, he mentions Jim Fixx, the author of *The Complete Book of Running*, and the man who almost single-handedly launched the American fitness revolution. He died at the age of 52. As Axt says, 'Better not to start'.

With his daughter Michaela, a doctor, he has written a book called *The Joy of Laziness*. It says that there are three keys to long life: to play less sport, to reduce stress, and to eat less food. He gives the example of an Italian village with an unusually high number of centenarians which seems to owe its communal good health to following the Axt principles. No one runs, siestas stretch though the afternoon from 1 p.m. to 4 p.m., and the main activity seems to be sitting in the shade or gossiping.

The Axts' ideas are based on research which argues that animals have only a limited amount of energy. Those who use up energy quickly live for a shorter time than those who conserve energy. So an executive who wants to compensate for a stressful day by going to the gym is in fact multiplying his problems.

However, Peter Axt believes that light exercise is beneficial. 'I jog gently for 20 minutes three or four times a week,' he said, 'but I have no time for men over 50 who insist on running several kilometres a day.'

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

- Peter Axt regularly runs marathons.
- He says that people who do too much sport will probably die younger.
- Jim Fixx got Americans to do more sport.
- The Joy of Laziness* is a bestseller.
- The book says that the only important thing to help you live longer is to do less sport.
- In the Italian village people are very healthy but not very active.
- The book's ideas are based on five years' research.
- He thinks that if you've had a very tiring day at work then you shouldn't do physical exercise.
- Axt doesn't have time to run several kilometres a day.

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

CAN YOU UNDERSTAND THESE PEOPLE?

a **5.22** Listen and circle the correct answer, a, b, or c.

- How many bookshops are there in the town?
a None b One c Two
- Where are the women going to have lunch?
a Roberto's b Trattoria Marco
c Garibaldi's
- Who's going to choose the film?
a The man. b The woman.
c The man and the woman.
- The man has...
a qualifications but no experience.
b experience but no qualifications.
c experience and qualifications.
- The girl thinks she wants to...
a do research. b be a doctor.
c be a biologist.

b **5.23** You will hear a man and a woman talking about buying a car. Mark the sentences T (True) or F (False).

- The woman says she prefers the Volvo.
- The man thinks the Golf is too small.
- The woman damaged their car when she was trying to park.
- The Volvo is cheaper than the Golf.
- In the end, the man and the woman can't decide what to buy.

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about your town and its facilities
- talk about your work-life balance
- say what men and women usually talk about
- talk about a member of your family's job, and about the job you have or would like to have

G reported speech: statements, questions, and commands

V shopping

P consonant sounds: /g/, /dʒ/, /k/, /ʃ/, /tʃ/

Love in the supermarket

1 GRAMMAR reported speech: statements and questions

a Read the short story and look at the pictures. In pairs, guess the last word.

Love in the supermarket

They met next to the washing powder. By the cereals, they told each other their life stories. When they were choosing vegetables, he told her that he was falling in love with her. In front of the frozen food, he asked her if she would marry him and she said yes. But at the chocolates, they had their first argument. When they were queuing to pay, they decided that it was all _____.

b Now complete the speech bubbles with A–K.

- A Will you marry me?
- B I'll see you around. Bye.
- C Yes, I will.
- D I work in advertising.
- E I don't think you're really my type.
- F Do you need any help?
- G Do you know how many calories there are in a bar of chocolate?
- H Thanks. My name's Olga.
- I I'm a student. What do you do?
- J Olga, I'm falling in love with you.
- K Are you saying I'm fat?

c **6.1** Listen and check.

d Write the sentence and question below in reported speech. Then look at the short story to check your answer.

'I'm falling in love with you.'

He told her (that) _____.

'Will you marry me?'

He asked her if _____.

e **p.140 Grammar Bank 6A.** Read the rules for reported speech: statements and questions, and do exercise a only.

f Look at pictures 1–6. Tell the story in reported speech.

He asked her if she needed any help...



2 VOCABULARY shopping

- a In pairs, say if you think these are the same or different and why.
- 1 a supermarket and a market
 - 2 a chemist and a pharmacy
 - 3 a shopping centre and a department store
 - 4 a shopping centre and a shopping mall
 - 5 a library and a bookshop
- b What are the last three shops you have been to? What kind of shops are they? What did you buy?
- c p.153 Vocabulary Bank Shopping.

3 PRONUNCIATION consonant sounds: /g/, /dʒ/, /k/, /ʃ/, /tʃ/

- a **6.2** Listen and cross out the word with a different sound.

1		bargain	newsagent's	argument	ground floor
2		vegetables	manager	change	gift shop
3		discount	baker's	queue	receipt
4		shoe shop	stationer's	cereals	washing powder
5		butcher's	chemist's	cheese	choose

- b **6.3** Listen and repeat the sentences. Practise saying them.

- 1 You can't get cheese at a chemist's!
- 2 I had an argument with the manager of the gift shop.
- 3 I had to queue for ages at the baker's.
- 4 Could you give me the receipt for the shoes, please?
- 5 My new green jacket was a bargain.

- c p.159 Sound Bank. Look at the typical spellings for these sounds.

4 SPEAKING

Interview another student with the questionnaire. Ask for more information.

The shopping QUESTIONNAIRE

Shops

- What kind of small shops are there near where you live?
- What kind of shops do you most like going to?
- What are your favourite shops for...?
 - a clothes c books and music
 - b shoes d presents
- Do you ever shop in...?
 - a street markets
 - b supermarkets
 - c shopping centres

Shopping

- How often do you go shopping?
- Do you prefer shopping by yourself or with somebody?
- What do you enjoy buying?
- What do you hate buying?
- Do you like shopping in the sales? What do you usually buy?
- Where do you go if you want to find a bargain?
- Do you ever shop online? What for?

5 READING

Making a complaint – is it worth it?

IF YOU WANT MY ADVICE... BUY A NEW ONE.



A As the machine was no longer under **guarantee**, Mr Thomas called a local repairer. He charged him £45 to look at it and then told him that he would need to spend £650 plus VAT for a new part. Then he took the laptop to a well-known computer retailer – and they told him to buy a new one!

B Another customer's experience shows that it's worth complaining to the top people of a company if the local company **staff** are unhelpful.

C 'Four days later, someone called me to say the DVD recorder was waiting for me and I could collect 10 recordable DVD discs to compensate for my wasted time,' he says. 'And when I collected them I was treated like royalty.'

D Mark Oakley from Norfolk wanted to buy a recordable DVD player. At his local **branch** of Argos, a shop which sells electrical **goods**, they told him that they didn't have the one he wanted **in stock**, but that they were expecting a delivery 'soon'. However, when he went back, it still hadn't arrived.

E Is it really worth complaining when goods or **services** are not satisfactory? According to a new report from the consumer magazine *Which?*, it certainly is. As they point out, the old saying 'if you don't ask, you don't get' is true for many situations, but particularly so when it comes to **compensation**. Take the case of Mike Thomas from Cornwall. He bought a Toshiba laptop computer, but just three years later he found that it was getting slower and slower.

F He returned twice more over the following weeks but each time they told him to come back in a week. He started phoning and trying to reserve the machine instead. But after several weeks of phoning unsuccessfully, Mr Oakley lost patience and wrote to the managing director of Argos.

G However, Mr Thomas still felt that his computer should not be out of date after just three years. He decided to write a letter of complaint to Toshiba. A short time later, the company collected the laptop, diagnosed a software problem, repaired it, and returned it with a new battery, all without charge. 'I'd call that outstanding service,' said Mr Thomas.

- If you have a problem with something you've bought, or with the service in a shop, do you usually complain? Who to? If not, why not?
- Read the article about complaining and number the paragraphs in order 1–7.
- Read the article again in the right order and complete the chart.

	Mr Thomas	Mr Oakley
1 What did he complain about?		
2 What was the problem?		
3 How did he try to solve it?		
4 Why wasn't he successful?		
5 Who did he write to?		
6 What happened as a result?		

- Match the **highlighted** words or phrases with their meanings.

- _____ a shop or office which is part of a larger organization
- _____ employees
- _____ things that are for sale
- _____ available in the shop
- _____ things that other people do for you, e.g. repair your TV
- _____ money or things you give somebody because you have treated them badly
- _____ a written promise from a company that it will repair something if it breaks in a certain period of time

- Now read the last part of the article. Complete the tips with a phrase from below. Which two tips do you think are the most important?

Be reasonable Keep a record Don't lose your temper
Act quickly Always go to the top

Top tips for complaining

- _____ when there's a problem and give the company a chance to sort it out.
- _____, and ask to speak to the manager. He / She is the one who can compensate you.
- _____ – note the date, time, and name of the person you've spoken to, and what was agreed.
- _____. Getting angry won't help at all.
- _____ – if a company apologizes and makes a genuine effort to compensate you, be prepared to meet it halfway.

6 GRAMMAR reported speech: commands

a Look at the sentences below from the article. What do you think were the exact words the shop assistants used?

- 1 They told him to buy a new one.
- 2 They told him to come back in a week.

b Look at pictures 1-4. Complete the sentences with a positive or negative infinitive (e.g. to be or not to be).



1 She asked the shop assistant _____ her a refund.



2 He told the people at the next table _____ so much noise.



3 She asked the receptionist _____ her room.



4 He told the taxi driver _____ so fast.

c **p.140 Grammar Bank 6A.** Read the rules for reported speech: commands and do exercise b.

7 LISTENING & SPEAKING

a **6.4** Listen to part of a radio consumer programme where people are talking about bad service, and answer the questions.

The taxi

- 1 Why did the man get annoyed?
- 2 What did he ask the taxi driver to do?
- 3 What happened in the end?

The hotel

- 4 What problems were there with the woman's room?
- 5 What happened when she told the receptionist?
- 6 What did she tell him to do? Did he do it?

The restaurant

- 7 Why did the man ask the waitress to change his ravioli?
- 8 Why wasn't he happy with the bill?
- 9 What happened in the end?

b Talk to a partner.

- 1 Who's best at complaining in your family? Why?
- 2 Can you remember a time when you (or someone in your family) complained...?
to a taxi driver
to a hotel receptionist
to a waiter
to someone else

Why did you complain? What did you ask the person to do? What happened?

c **Communication** I want to speak to the manager A p.118 B p.121. Roleplay complaining in a shop and a restaurant.

6

B

G passive: *be* + past participle

V cinema

P sentence stress

See the film...get on a plane

1 READING

- a Have you ever seen a film which made you want to go to the place where the film was made? b Read the article and try to complete each text with the name of the film and the country where it was made. Use the photos to help you.

Famous films that moved us (literally!)

Sometimes when you see a film, the sense of place is so strong that it makes you think 'I have to go there one day'. Here are three films, from three different decades, that have made thousands of people pack their cases and catch a plane. There's travel information too, in case you want to go there yourself...



1
The film is set in the 1990s on a small tropical island. It is based on a best-selling book by the young author Alex Garland and it was directed by the British director, Danny Boyle. It's about a young traveller (played by Leonardo DiCaprio) who finds a group of young people living on a beautiful, uninhabited island. But paradise soon turns into a nightmare...

Where was it filmed?

The film was shot on the beautiful island of Phi Phi Leh in , which is now visited by more than a million tourists every year. Most of the hotels were destroyed in 2004 by the tsunami but they have now been rebuilt.

How do I get there?

Fly to Phuket International airport and travel to the island by boat or small plane.



2
This film was nominated for 11 Oscars and it won seven. It's about a Danish writer (Meryl Streep) who goes to Africa to help her husband run a coffee plantation. To her surprise, she finds herself falling in love with the country, the people, and a mysterious white hunter (Robert Redford). The film was based on an autobiographical novel by the Danish writer, Isak Dinesen, and was directed by the American director Sydney Pollack.

Where was it filmed?

The story is set in in 1914 and was shot on location in the Masai Mara National Park. Apart from the actors, the 'stars' of the film are the breathtaking scenery and the exotic wildlife, which look so wonderful on the big screen. The film also had an unforgettable soundtrack guaranteed to move even the most unromantic.

The film won the Oscar for Best Picture and the following year tourism replaced agriculture as the country's top industry.

How do I get there?

Fly to Nairobi and then drive to the Masai Mara National Reserve where the cast and film crew lived during filming. Then take a three-day safari to see giraffes, elephants, lions, and much more.





c Read the article again and answer the questions.

Which film(s)...

- 1 had three parts
- 2 were based on a book
- 3 was set at the beginning of the 20th century
- 4 was set in a place where later there was a natural disaster
- 5 was filmed in a wildlife park
- 6 didn't win an Oscar
- 7 was a romantic film
- 8 was directed by a man born in the country where the film was made

d Answer the questions.

Have you seen any of these films? Did you like it / them?

Which of the three places would you most like to visit?

2 GRAMMAR passive: be + past participle

- a Read about *The Beach* again. Underline an example of the present passive, the past passive, and the present perfect passive. How do you form the passive?
- b Look at the active sentences in the chart below and underline the verbs. What tense are they? In pairs, complete the chart with passive verbs.

Active	Passive
Films inspire people to travel.	People <u>are inspired</u> to travel by films.
Sydney Pollack directed <i>Out of Africa</i> .	<i>Out of Africa</i> <u>was directed</u> by Sydney Pollack.
They're making the film on location.	The film _____ on location.
They will release the film next year.	The film _____ next year.
Thousands of fans have visited the country.	The country _____ by thousands of fans.

c p.140 Grammar Bank 6B. Read the rules and do the exercises.

3 PRONUNCIATION sentence stress

- a 6.5 Dictation. Listen and write six passive sentences.
- b Listen again. Underline the stressed words.
- c Listen and repeat the sentences. Copy the rhythm.

3

This trilogy of films won a total of 17 Oscars, including Best Picture and Best Director.

They are based on the books written by JRR Tolkien. They tell the story of a hobbit, Frodo Baggins, who has to try and destroy a magic ring in order to defeat the evil forces of the Dark Lord Sauron. He is helped on his journey by a group of friends.

Where was it filmed?

The story is set in an imaginary land called Middle Earth. All three films were filmed in _____, which was chosen because of its magnificent and dramatic scenery. The director of the film, Peter Jackson, was born there. The success of the films has attracted thousands of tourists to the country, and last year it was voted the most popular holiday destination by UK travellers.

How do I get there?

You can either fly to Auckland or Wellington, the capital city (where you will be greeted by a huge sign saying 'Welcome to Middle Earth'). From there you can travel to visit all the fantastic film locations, including the battlefields. There are guided tours by road or helicopter.



4 VOCABULARY cinema

a Try to remember words or phrases from READING on p.88 and 89 which mean...

1 the music from a film.

the s _____

2 the person who makes a film.

the d _____

3 all the actors in a film.

the c _____

4 all the people who make a film.

the f _____ c _____

5 (filmed) in the real place, not in a studio.

o _____ l _____

6 the part of a cinema or TV where the image appears.

the s _____

b Look at READING (text 2) again and check your answers.

c  p.154 Vocabulary Bank Cinema.

5 SPEAKING

a Read the questionnaire and think about your answers.

b In pairs, interview each other. Do you have similar tastes?



The cinema questionnaire

1 Can you think of a film which...?

- made you laugh a lot
- made you cry
- sent you to sleep
- made you feel good
- you've seen several times
- made you buy the soundtrack

3 Think of a really good film you've seen this year:

- Where was it set? When?
- Who was in it? Who was it directed by?
- Did it have a good plot?
- What was the soundtrack like?

2 Do you prefer...?

- seeing films on TV or DVD, or in the cinema
- seeing foreign films dubbed or with subtitles
- films from your country or American films

4 Have you ever...?

- met a film actor or director
- used a video camera
- appeared in any kind of film
- seen a film being made

6 LISTENING

To Dagmara, You have been the most valuable help to me and this film and I am eternally grateful.



Your friend,
Steven Spielberg

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

- 1 Who do you think the man and woman are?
- 2 Where do you think they are?
- 3 What film do you think was being made?
- 4 What do you think is happening?

b 6.6 Listen to the first part of an interview with Dagmara and check your answers to a.

c Listen again and answer these questions.

- 1 Where does Dagmara live?
- 2 What was she doing before the shooting of the film started?
- 3 Was that her real job?
- 4 Where did she meet Spielberg?
- 5 What did she have to do there? Why?
- 6 How well did she do it?
- 7 What happened afterwards?

d 6.7 Now listen to the second part of the interview and then make notes under the headings below.

What she had to do during the film

go to the film set every day, translate

The most difficult thing about the job

The worst moment

What it was like to work with Spielberg

Her opinion of the film

How she feels when she watches the film

e Compare with a partner. Then listen again and complete your notes.



G relative clauses: defining and non-defining

V what people do

P word stress

I need a hero

1 GRAMMAR relative clauses

a In pairs, do the quiz. Choose a, b, or c. Compare with another pair and then check with your teacher.

What do you know about...

1 He was born in...

a Cuba b Colombia c Argentina

2 His first name was...

a Alejandro b Ernesto c Eduardo

3 At university he studied...

a law b politics c medicine

4 He helped...in the Cuban Revolution.

a Fidel Castro b Eva Perón c Emiliano Zapata

5 He was captured and shot in...

a Chile b Bolivia c Venezuela

6 When he died he was in his late...

a twenties b thirties c forties

7 He died in...

a 1960 b 1967 c 1973

b Look at the photos and cover the texts. Guess what the connection is between each of the things, people, or places and Che Guevara.

c Now read texts A–E and check.

d Cover the texts. Complete the sentences with **who**, **whose**, **which**, or **where**.

1 The film, _____ theme song won an Oscar, is based on the motorbike journey _____ Che made with Alberto across South America.

2 It was the poverty _____ he saw on this trip _____ made him decide that revolution was the only answer to South America's problems.

3 Gael García Bernal is the actor _____ played Che.

4 Rosario is the town in Argentina _____ Ernesto 'Che' Guevara was born.

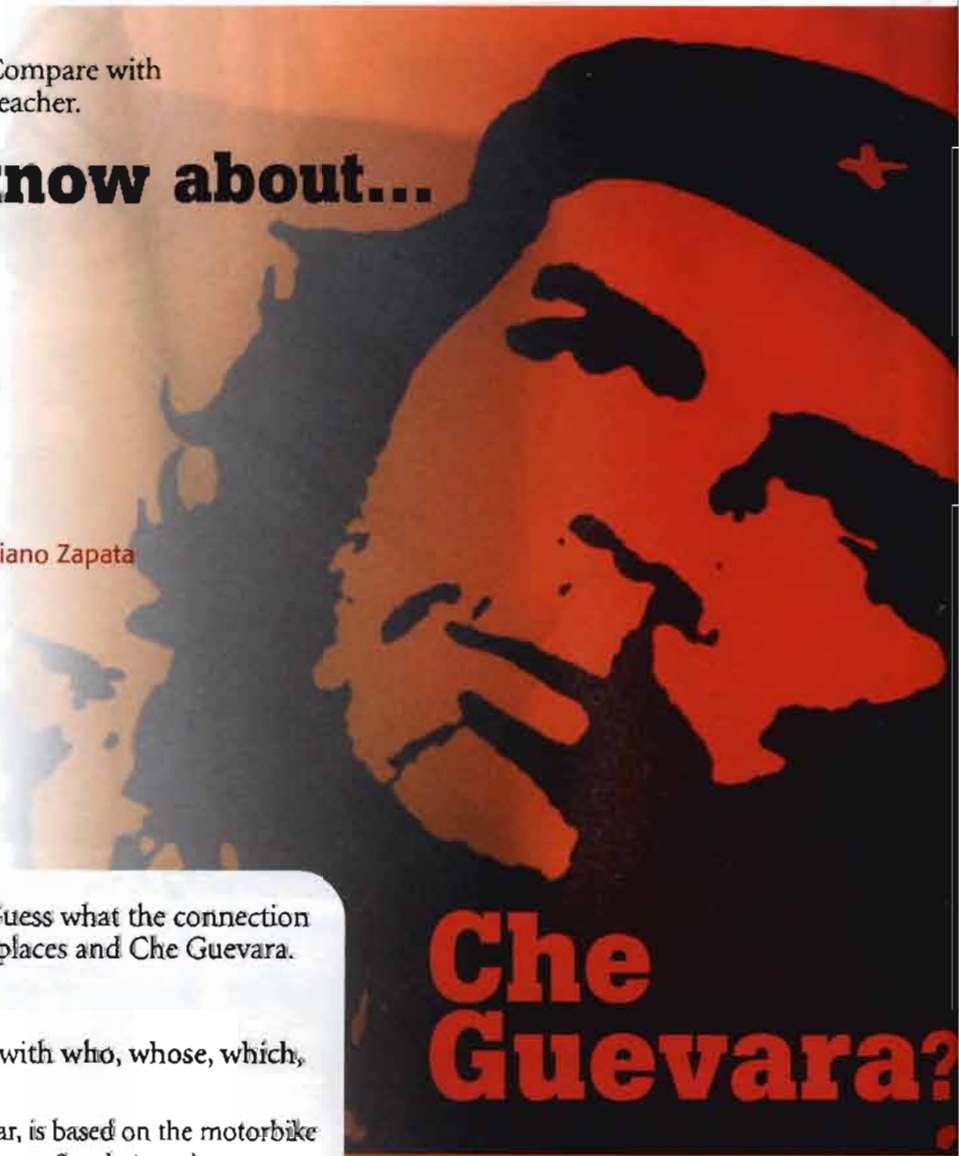
5 The photo, _____ was taken in 1960, is probably one of the best-known photos in the world.

6 The people _____ wear Che T-shirts tend to be people _____ don't conform.

e Compare your sentences 1 and 2 with text A. Find three differences.

f  p.140 Grammar Bank 6C Read the rules and do the exercises.

g Cover the text and look at the photos. Can you remember the connections with Che?



a Norton 500cc motorbike



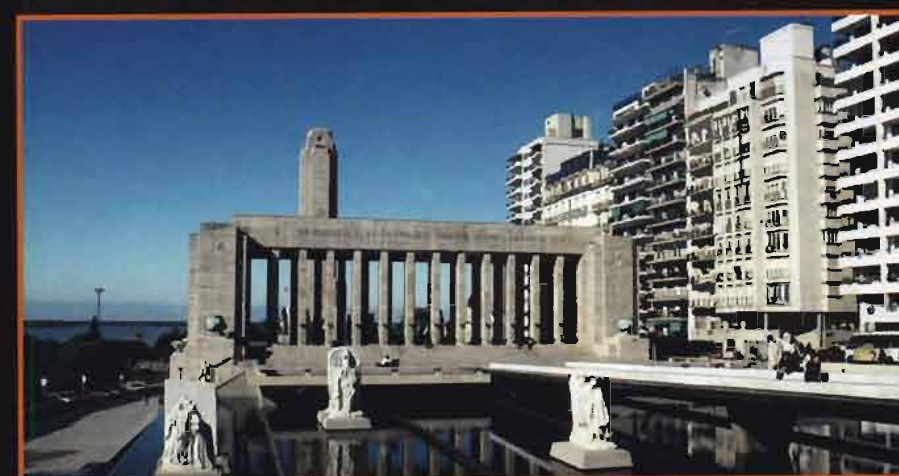
Alberto Korda



Aleidita



Gael García Bernal



Rosario

A This is the motorbike that was used in the film *The Motorcycle Diaries*. It is a 1939 Norton 500cc, which is the same model as the motorbike that belonged to Che's friend Alberto. The film, whose theme song won an Oscar, is based on the motorbike journey Che made with Alberto across South America. Che was from a rich family in Argentina and it was the poverty he saw on this trip that made him decide that revolution was the only answer to South America's problems.

B Gael García Bernal is the actor who played Che in the film *The Motorcycle Diaries*. He is from Guadalajara in Mexico, and has also starred in *And your mother too* and Pedro Almodovar's *Bad Education*.

C Rosario is the town in Argentina where Ernesto 'Che' Guevara was born on 14th May 1928. He was the first of five children, and his parents, Ernesto and Celia, were political radicals. From the age of two the young Che suffered from asthma, but his father told him that learning to live with his illness would make him a stronger person.

D Alberto Korda was the photographer whose photo now appears on T-shirts and posters all over the world. The photo, which was taken in 1960, is probably one of the best-known photos in the world – but Korda never received a penny in royalties. However, five years ago he took the people who had made money from the photo to court, and won £30,000, which he gave to the Cuban health service.

E Aleidita, daughter of Che and his second wife Aleida, was his favourite child. She says that she doesn't think that Che would mind that his photo has been so commercialized. 'Look at the people who wear Che T-shirts,' she says. 'They tend to be people who don't conform, who are wondering if they can be better human beings. My father would have liked that.'

2 LISTENING & SPEAKING

- a **6.8** Listen to a competition on a radio programme. With a partner, try to write down the eight heroes and icons.
- b **Communication** *Relatives quiz A p.118 B p.121.* Make questions to ask a partner.

3 READING

- a In pairs, look at the photos 1–5 and match them with the names below. Do you know what they are famous for?
- Aung San Suu-Kyi Bernard Kouchner
 Bono Queen Rania of Jordan
 Thierry Henry

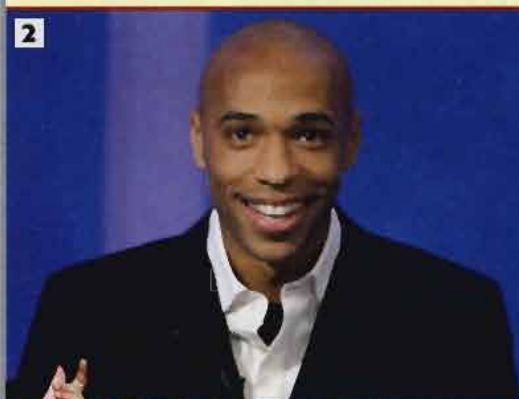
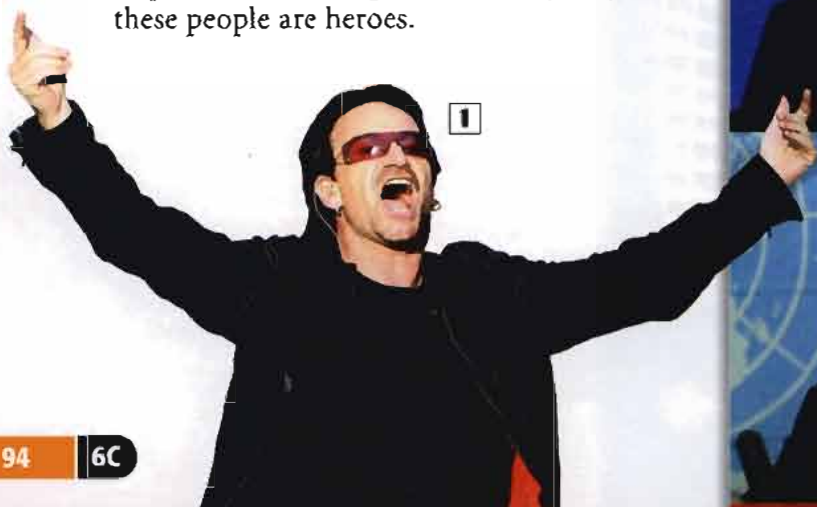
- b Now read the article and complete it with the five names.

- c Read the article again and answer the questions.
- 1 Who was asked for some help which he / she couldn't give?
 - 2 Who is trying to fight disease? How?
 - 3 Who had to choose between his / her job and family? What did he / she choose?
 - 4 Who used to be a politician? Why was he / she unusual?
 - 5 Who used their celebrity status to raise money? What are they trying to change?

- d Read the article again. Find the nouns from these verbs and adjectives.

- 1 found (vb) foundation
- 2 modern (adj) _____
- 3 hungry (adj) _____
- 4 poor (adj) _____
- 5 choose (vb) _____
- 6 operate (vb) _____
- 7 sell (vb) _____

- e In pairs, look at the photos and say why these people are heroes.



Heroes and icons of our time

Time magazine has chosen a list of people called the *Time 100*. These are people who, the magazine believes, have an enormous impact on today's world and who inspire millions of people. The category *Heroes and Icons* includes a whole variety of people from a queen to a footballer, from politicians to a multi-millionaire rock star.

A _____, one of the world's greatest footballers, has used his hero status on the pitch to fight racism in football. After he saw black players from the England team being insulted by spectators in an international match, he started the campaign 'Stand up, Speak out'. He has raised nearly \$16 million for anti-racism groups through the sales of black and white bracelets.

'You probably can't change the racists,' he says, 'but you can make the silent majority stand up and speak out against them. That way we will make them feel less comfortable. In a few years' time I want to be able to watch a football match and not hear a single racist insult.'

B _____ is helping her husband to 'try to reconcile tradition with modernity' in their country. But outside her country, along with the Bill & Melinda Gates Foundation and others, she is working to try to make sure that all children everywhere get vaccinated. As she reminds us, there are more than 30 million children a year who get no vaccinations during their first year of life, so up to 10% of them will die.

C _____, one of the world's biggest rock stars, is also Africa's biggest defender. When he and his wife Ali first went to Africa, they worked in a refugee camp for a month. On the day they were leaving, a man approached him carrying a baby. 'This is my son,' the man said. 'Please take him with you when you leave. If you do, he will live. Otherwise he will die.' He couldn't take the child, but since then he has been working tirelessly to raise money to free Africa from hunger and poverty.

4 VOCABULARY & PRONUNCIATION what people do, word stress

A Most words which tell us what people do end in *-er*, *-or*, *-ian*, or *-ist*, e.g. Aung San Suu-Kyi is the moral leader of Burma.

a Add an ending and put the words in the correct column.

act compose conduct cycle design direct football guitar
invent lead music paint photograph politics physics
present science sculpt violin

-er	-or	-ian	-ist
leader	actor	politician	physicist

b **6.9** Listen and underline the stressed syllable. Practise saying the words.

5 SPEAKING

a Think of a person you admire (alive or dead) for three of the categories below.

Sport

Music / Art

Film / TV

Historical

Other

b In groups, talk about your people. Explain who they are, what they have done, and why you admire them.

6 **6.10** **SONG** 🎵 *Holding out for a hero*

D _____ is the moral leader of Burma. She has been under house arrest since 1989 for opposing the military rulers and fighting for human rights. U2 wrote the song *Walk On* to honour this amazing woman, who put her country before everything, including her family. She had to make an unbearable choice: either to be with her husband and sons in England but never be allowed back to Burma, or to stay in Burma, but not to see her sons grow up and not to be with her husband when he died. She stayed, and to this day continues to fight.

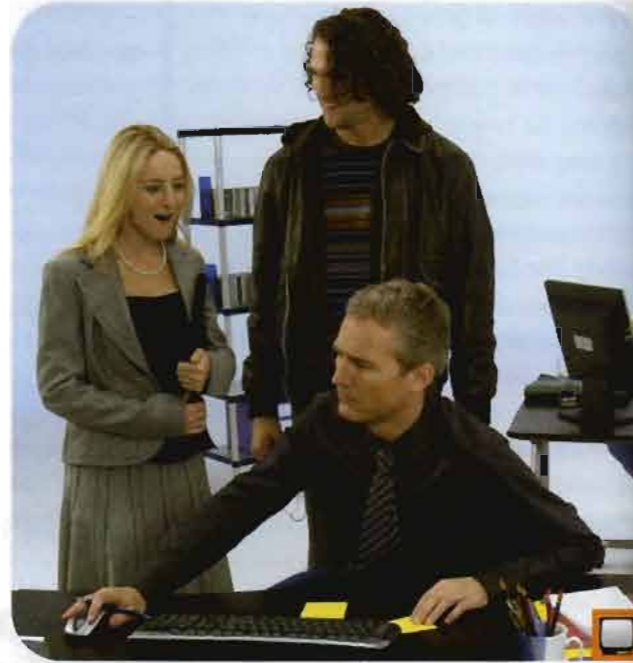
E _____ first came to the public eye when he helped to save many of the boat people who escaped Vietnam. He carried sacks of rice himself, even though he was a French government minister, in 'Operation Restore Hope' in Somalia. Nelson Mandela once said to him, 'Thank you for helping in matters which aren't your problem.' He co-founded *Médecins sans Frontières* (Doctors without borders), which was awarded the 1999 Nobel Peace Prize, and later *Médecins du Monde*.



GIVING AND REACTING TO NEWS

- a **6.11** Cover the dialogue and listen. What's Ben's news? Who is more surprised, Jacques or Nicole?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

Ben	Hi.
Nicole / Jacques	Hi. / Hello.
Nicole	Did you have a nice weekend?
Ben	Oh yeah. You'll never _____ who I saw on Saturday.
Nicole	Who?
Ben	Allie...and Mark. In the Louvre...together.
Nicole	_____?
Jacques	You're _____.
Ben	It was definitely them. And they looked really close. I think they were holding hands.
Jacques	No! I don't _____ it.
Ben	It's true, I'm _____ you! And I think they saw me because they turned and left really quickly.
Jacques	Are you _____?
Nicole	You know, I'm not surprised. I think they've been seeing each other since Mark arrived. Or maybe even before.
Jacques	That's _____. What makes you say that?
Nicole	When I went to look at Mark's new apartment, I'm sure Allie called him on his mobile. And I've seen her looking at him in a certain way...
Ben	Hey, quiet everyone. It's Mark.



- c Listen again and complete the dialogue.
- d **6.12** Listen and repeat the highlighted phrases. Copy the rhythm.
- e Cover the dialogue. Try to remember five ways of reacting to news with surprise or interest.
- f In pairs, invent some news about a famous person to tell other students. Take turns to tell your news. React with surprise / interest.
- You'll never guess what's happened! What?

SOCIAL ENGLISH For your eyes only

- a **6.13** How does Allie reply to Mark's email?
- b Listen again and mark the sentences T (true) or F (false).
- Jacques had a busy weekend.
 - Mark invites Ben and Jacques to his flat for a meal on Saturday.
 - Mark says he went to the Louvre with a friend.
 - Ben says he saw Mark at the Louvre.
 - Everybody gets the same email from Allie.

USEFUL PHRASES

You must come r_____ for a meal one evening.
 That w_____ be very nice.
 So didn't you go out at a _____?
 I felt I _____ (getting a bit of culture).
 That's f_____. I went to the Louvre on Saturday, too.
 I didn't see you e_____.

- c **6.14** Complete the USEFUL PHRASES. Listen and check.
- d Listen again and repeat the phrases. How do you say them in your language?



'Must-have' DVDs: *Cinema Paradiso: 1989*

Tim Hudson reviews a DVD which every film lover should own.

- 1 *Cinema Paradiso* was directed ¹ *by* Giuseppe Tornatore. It stars Philippe Noiret as Alfredo, and Salvatore Cascio, who plays the part of the boy. The film won an Oscar in 1989 ² Best Foreign Language film.
- 2 The film is set in an Italian village in the 1940s and 50s. It was filmed on location in Sicily.
- 3 The film is ³ a little boy called Salvatore who ends up becoming a famous film director. ⁴ the beginning of the film, he goes ⁵ to his village for the first time in thirty years, for the funeral of an old friend, Alfredo. The rest of the film is a 'flashback' about his childhood. ⁶ his village there is only one cinema, called Cinema Paradiso. Salvatore is crazy ⁷ films so he spends all his time there. He becomes friends with Alfredo, the man who shows the films, and later he works ⁸ his assistant. But when he is a teenager he leaves the village and goes ⁹ work in Rome, and ¹⁰ the end he becomes a famous director. He never sees Alfredo again.
- 4 I strongly recommend *Cinema Paradiso*. It makes you laugh and cry, it has a memorable soundtrack, and it is a moving tribute to the magic of the early days of cinema.



- a Look at the title and the photos. Have you seen the film? Would you like to see it?
- b Read the film review. Number the paragraph summaries below in order, 1–4.

Paragraph

The plot

Paragraph

The name of the film, the director, the stars, and any prizes it won

Paragraph

Why you recommend this film

Paragraph

Where and when it was set

- c Read the review again and complete it with the missing words.

about (x2) at as back by in (x2) for to

- d Look at the third paragraph again. What tense do we usually use to tell the story of a film or book?

Useful language: describing a film

It was directed / written by...

It is set in...

It is based on the book...

It's about...

It stars...

My favourite scene is...

WRITE a film review about a film you would recommend people to buy on DVD.

PLAN what you're going to write in the four paragraphs. Use the **Useful language** box and **Vocabulary Bank Cinema p.154** to help you.

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

GRAMMAR

Complete the second sentence with two words so that it means the same as the first.

- 'Do you want to have dinner?' he asked.
James asked me if _____ to have dinner.
- 'I'll pay,' she said.
Jacqueline said that _____ pay.
- 'Where am I?' the man asked.
The man asked me where _____.



- 'Can you open the window, please?'
My mother asked me _____ the window.
- 'Don't talk!'
The teacher told the students _____ talk.
- They made the film in a studio.
The film _____ in a studio.
- They're building a new school.
A new school is _____.
- An American company has bought our company.
Our company has _____ by an American company.
- That man's son goes to my school.
That's the man _____ goes to my school.
- This is a machine. It cuts paper.
This is a machine _____ paper.

VOCABULARY

a Underline the word that is different. Say why.

- | | | | |
|---------------|-----------|-----------------|-------------|
| 1 baker's | shoe shop | shop window | newsagent's |
| 2 buy | sales | sell | pay |
| 3 cast | extras | special effects | actors |
| 4 horror film | thriller | sequel | comedy |
| 5 dubbed | filmed | directed | plot |

b Write words for the definitions.




- A shop where you can buy meat. **b** _____
- The piece of paper you are given when you buy something. **r** _____
- To stand in a line, e.g. in a shop. **q** _____
- A basket on wheels that people use at supermarkets. **t** _____
- The words of a film translated on the screen. **s** _____
- The music from a film. **s** _____
- The people who watch a film in a cinema. **a** _____
- Something you buy more cheaply than usual. **b** _____

c Complete with one word.

- Can I try _____ these trousers, please?
- Did you buy your car _____ credit?
- People always complain _____ high prices.
- If it's broken, take it _____ to the shop.
- The film is based _____ a book.
- Schindler's List* was directed _____ Spielberg.
- Les Misérables* was set _____ 18th century Paris.

PRONUNCIATION

a Underline the word with a different sound.

1	 sell	special	sales	centre
2	 cast	market	manager	star
3	 baker's	scene	discount	queue
4	 director	manager	complain	window
5	 chemist's	chain store	butcher's	changing room

b Underline the stressed syllable.

subtitles complain receipt soundtrack customer

CAN YOU UNDERSTAND THIS TEXT?

Designer brands aren't for me!

Although I follow fashion, I hate the phrase 'must-have'. If I read that Ugg boots or Prada sunglasses are the latest 'must-haves', my immediate reaction is to think, 'Why must I have them?' Why should I fall for the designer's **manipulative tactics**, which are only intended to increase his bank balance at the expense of mine?

Designer brands, in general, are for people who are too insecure to **trust their own tastes**. These people decide that everything at Prada must be 'cool', so if you shop there, you can't go wrong. I find it much more satisfying to pop into one of the cheap chain stores on the High Street and buy a copy of the designer's clothes for a tenth of the price. OK, you have to **use your skill** to find the one

garment in three that looks great. But it's worth it! It's like finding a piece of gold in a river. The find gives you immense satisfaction.

Which is why, according to a survey done by a British bank, young people with money are abandoning the designer shops and buying their clothes in chain stores, second-hand shops, and in markets. This is the best news I've heard all week. It means that young people have the confidence to trust their judgement. They are prepared to **take risks** to look individual and not mass-produced.

That has always been my shopping philosophy. The **exorbitant prices** in designer shops leave me open-mouthed. Even if I had the money, I would think of all the other things I could spend it on!



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

- The writer thinks...
 - fashion is ridiculous.
 - Prada sunglasses are 'must-haves'.
 - designers just want to make a lot of money.
- She thinks people who buy designer brands...
 - are 'cool'.
 - don't have good taste.
 - are frightened of making a mistake.
- She thinks...
 - it's easy to find great, cheap clothes.
 - you feel good if you find good, cheap clothes.
 - the clothes in high street stores are better than designer clothes.
- According to the bank survey, rich young people...
 - now want to look different from each other.
 - don't have as much money to spend as they used to.
 - are now buying more designer clothes.
- The writer...
 - thinks the price of designer clothes is fair.
 - thinks there are better things to spend her money on.
 - would like to have the money to buy designer clothes.

b Look at the highlighted phrases. Try to guess their meaning. Check with your teacher or your dictionary.

CAN YOU UNDERSTAND THESE PEOPLE?

- a **6.15** Listen and circle the correct answer, a, b, or c.
- What was the problem with the woman's steak?
 - It wasn't cooked enough.
 - It was cold.
 - It was badly cooked.
 - What didn't the man like about the film?
 - The acting.
 - The music.
 - The plot.
 - How much did the sweater cost?
 - £25
 - £67
 - £77
 - How did the man feel after he saw the film?
 - Disappointed.
 - Nervous.
 - Excited.
 - What did Brunel do?
 - He was an architect.
 - He was an engineer.
 - He was a boxer.

b **6.16** Listen to a guide showing tourists around Westminster Abbey in London. Complete the sentences with one word.

Charles Dickens was born on February 7th ¹ _____.
 As a child he worked in a ² _____.
 In 1858 Dickens and his wife ³ _____.
 His last novel was called *Our Mutual* ⁴ _____.
 He died at the age of ⁵ _____.

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

- talk about a time you complained in a shop or restaurant
- describe a film
- talk about a person who you admire

Can we make our own luck?

1 READING & LISTENING

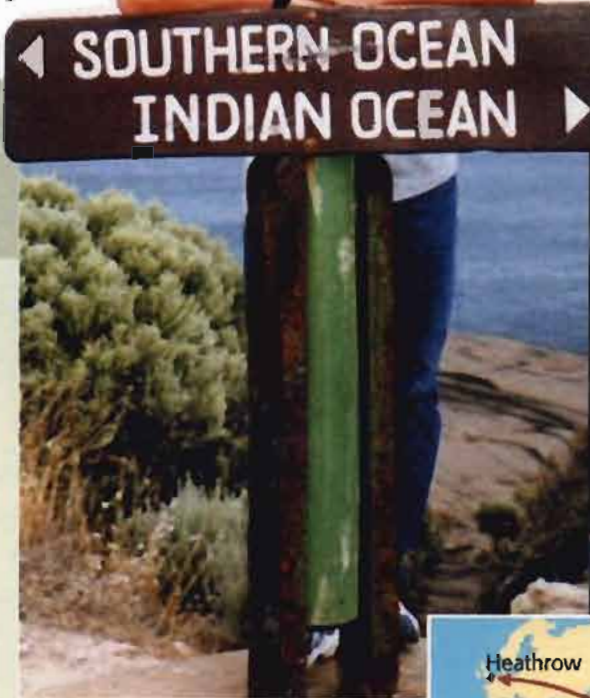
- a Read the article *Bad luck?* In pairs, decide what you think happened next.
- b **7.1** Now listen to what happened. Were you right?

- c Listen again and check. Then in pairs, write two sentences to explain how the story ended.
- d **7.2** Now do the same for *Good luck?*

Bad luck?

I missed you!

Ian Johnson, a 27-year-old builder, went to work in Australia for a year, leaving behind his girlfriend, Amy. Ian and Amy missed each other a lot and after being six months apart Ian planned a surprise. Without telling Amy he caught a plane back to England to see her. After a 24-hour flight via Singapore and a 17,600-kilometre journey he finally arrived at her house in Yorkshire in the north of England, carrying flowers, champagne, and an engagement ring. He rang the doorbell, but nobody answered. He had a key to her house so he opened the door and went in. The house was empty. Ian thought Amy had gone out for the evening and sat down to wait for her to come back. Tired after his long journey, he fell asleep. When he woke up, his phone was ringing...



Good luck?

Is there a doctor on the plane?

Mrs Dorothy Fletcher was travelling with her daughter and her daughter's fiancé on a flight from London to Florida. Her daughter was going to be married there the following week. When they changed planes in Philadelphia they had to rush between terminals to catch the connecting flight and Mrs Fletcher, aged 67, began to feel ill.

'I didn't say anything to my daughter because I didn't want to worry her or miss the wedding,' said Mrs Fletcher. But when the plane took off from Philadelphia she suddenly got a terrible pain in her chest, back, and arm – she was having a heart attack. The cabin crew put out a desperate call to the passengers: 'If there is a doctor on the plane, could you please press your call bell...'



2 GRAMMAR third conditional

a Complete the two sentences from the listening in 1c.

1 Ian
If one of us had _____ at home,
we _____ have met.

2 Mrs Fletcher
If those doctors _____ been on
the plane, I would _____ died.

b **7.3** Listen and check.

c Look at sentences 1 and 2 above and answer the questions.

- 1 Did Ian or Amy stay at home?
Did they meet?
- 2 Were the doctors on the plane?
Did Mrs Fletcher die?
- 3 Do sentences 1 and 2 refer to something that happened or something that didn't happen?

d **p.142 Grammar Bank 7A.** Read the rules and do the exercises.



3 PRONUNCIATION sentence stress

a **7.4** Listen and repeat the sentences. Copy the rhythm.

- 1 If you'd told me earlier, I would have gone too.
- 2 If the weather had been better, we would have stayed longer.
- 3 If I hadn't stopped for petrol, I would have arrived before he left.
- 4 We would have been late if we hadn't taken a taxi.
- 5 She wouldn't have come if she'd known he was here.
- 6 It would have been cheaper if we'd booked last month.

b **Communication** Guess the conditional A p.118 B p.121.

4 SPEAKING

- a Read the questionnaire and mark your answers.
- b Compare your answers with a partner. Give more information if you can.
- c Now look at what your scores mean. Do you agree with the results?

How lucky are you?

Read the following statements and write a number 1-3 in the box

- 3 = This is usually true about me.
- 2 = This is sometimes true about me.
- 1 = This is hardly ever true about me.

- 1 I enjoy talking to people I haven't met before.
- 2 I don't worry or feel anxious about life.
- 3 I enjoy trying new food and drink.
- 4 I listen to my instinct.
- 5 When I need to calm down I just go to a quiet place.
- 6 I try to learn from my mistakes.
- 7 I try to get what I want from life.
- 8 I expect people I meet to be pleasant, friendly, and helpful.
- 9 I'm an optimist. I look on the bright side of life.
- 10 When things are bad I think things will get better soon.
- 11 I don't think about bad luck I have had in the past.
- 12 I expect good things to happen to me in the future.

Your score

12-18 You are naturally unlucky and you don't attract good luck. You need a more positive and more adventurous attitude to life.

19-27 You are quite lucky but you could be luckier. Look back at situations where you were lucky or unlucky and analyze why. Try to learn from the past.

28-36 You are probably someone who is lucky. But you could become even luckier. Don't be afraid of taking risks, as they will probably end up being positive for you.

5 READING

- a Look at the title of the article. What do *you* think?
b Read the article. Match exercises A–D to paragraphs 1–4.



Can we make our own luck?

Some people seem to be born lucky – they meet their perfect partners, achieve their ambitions, and live happy lives.

The British psychologist Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire on p.101 he has concluded that people who *think* they are lucky achieve more success and happiness than those who don't. Without realizing it, they are creating good fortune in their lives.

Using Dr Wiseman's techniques you too can understand, control, and increase your own good fortune.

1 Lucky people make the most of their opportunities
Be open to new experiences and vary your routine. For example, get off the bus a stop earlier than usual. You may see something interesting or new, or bump into an old friend.
Exercise

2 Lucky people trust their instinct
When you are trying to decide what to do, first make an effort to relax. Then when your mind is clear, listen to what it is telling you and act on it.
Exercise

3 Lucky people expect to be lucky
Convince yourself that your future will be bright and lucky. Set realistic but high goals. If you fail, don't give up, and be open to the idea of trying a different way to achieve your goals.
Exercise

4 Lucky people use bad luck to their advantage
If something bad happens, imagine how things could have been worse. You will then realize that things aren't so bad after all. Compare your situation with other people who are in an even worse situation. Take a long view of things – even if things seem bad now, expect them to get better in the end. Learn from your past mistakes and think of new ways of solving your problems.
Exercise

EXERCISES

A Make a list of your goals. They must be specific, not vague, e.g. 'I want to spend more time with my partner', not 'I want to be happy'. Now make a second list of all the advantages you would get if you achieved your goals, and the disadvantages. Compare the advantages with the disadvantages and you will see which goals are worth trying to achieve.

B Make a list of six new experiences you'd like to try. These could be simple, like eating at a new restaurant, or long term, for example learning a new language. Number the experiences 1–6. Then throw a dice and whatever experience is chosen, go out and do it.

C When you experience bad luck, first cry or scream for 30 minutes. Then put your bad luck behind you. Do something to make the situation better, e.g. ask friends for advice and focus on a solution to the problem.

D If you are trying to decide between two options, write one of them down in the form of a letter. For example, if you are unhappy about a relationship, write to your partner explaining that it's all over. Read the letter. Would you really like to send it, or is something telling you that it doesn't *feel* right? If so, don't do it.

c Read just the article again (not the EXERCISES). Cover the text and from memory complete the expressions below with a verb or phrase. Then look at the text again and check your answers.

- 1 s_____ to be = give the impression of being
- 2 a_____ their ambitions = make their ambitions come true
- 3 v_____ your routine = change your routine, make it different
- 4 b_____ i_____ an old friend = meet an old friend by chance
- 5 m_____ an e_____ to relax = try hard to relax
- 6 c_____ yourself that your future will be bright = make yourself believe that your future will be bright
- 7 r_____ that things aren't so bad = understand that things aren't so bad

d Read EXERCISES A-D on p.102 again. Which one do you think is the best for making you luckier?

HOW WORDS WORK...

When you are trying to decide **what** to do, first make an effort to relax. Then when your mind is clear, listen to **what** it is telling you. We often use *what* as a relative pronoun. It means the thing (or things) which.

Complete the sentences with *what* or *which*.

- 1 Can you speak a bit louder? I can't hear _____ you're saying.
- 2 A What's this?
B It's a machine _____ makes ice cream.
- 3 This is the song _____ won the MTV award.
- 4 Everybody was very surprised by _____ she said.
- 5 We went to the restaurant _____. Ann recommended.
- 6 I didn't get _____ I wanted for my birthday!

6 VOCABULARY making adjectives and adverbs

Lucky people use bad luck to their advantage.

a Look at the adjectives and adverbs that can be made from the noun *luck* in the chart below. Then in pairs complete the chart.

noun	+ adjective	- adjective	+ adverb	- adverb
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate	_____	_____
comfort	_____	_____	_____	_____
patience	_____	_____	_____	_____
care	_____	_____	_____	_____

b Underline the stressed syllable in the three two-syllable nouns. How does that help you to stress the adjectives and adverbs correctly? Practise saying them.

c Complete the sentences with the right form of the **bold** noun.

- 1 The beach was beautiful but _____ it rained every day. **FORTUNE**
- 2 If the beds had been more _____, we would have slept better. **COMFORT**
- 3 You would have got better marks if you hadn't done the exam so _____. **CARE**
- 4 We were really _____. We missed the flight by just five minutes. **LUCK**
- 5 Don't be so _____. The programme will start in a minute. **PATIENCE**
- 6 I fell off my bicycle last week, but _____ I wasn't badly hurt. **LUCK**
- 7 There was a huge queue to pay, but we waited _____. **PATIENCE**
- 8 If you had been more _____, you wouldn't have had an accident. **CARE**
- 9 It was freezing cold but _____ we'd all brought jackets. **FORTUNE**
- 10 Are you sitting _____? Then I'll begin the story. **COMFORT**

7 7.5 SONG *Ironic*



Murder mysteries

1 READING & LISTENING

a Read *Jack the Ripper – case closed?* and answer these questions.

- 1 Where and when did the murders take place?
- 2 How did 'Jack the Ripper' get his name?
- 3 How many murders were there?
- 4 How long did the murders go on for?
- 5 Who do the suspects include?
- 6 What does Patricia Cornwell usually do?
- 7 How did she try to solve the mystery?

One of the great unsolved murder mysteries of all time is that of 'Jack the Ripper'.

In the autumn of 1888 a brutal murderer walked the dark, foggy streets of London, terrorizing the inhabitants of the city. The victims were all women and the police seemed powerless to stop the murders. Panic and fear among Londoners was increased by a letter sent by the murderer to Scotland Yard. In the letter he made fun of the police's attempts to catch him and promised to kill again. It finished, 'Yours truly, Jack the Ripper'. This was the first of many letters sent to the police. The murders continued – seven in total. But in November, they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught and for more than a century historians, writers, policemen, and detectives have tried to discover and prove his identity. Hundreds of articles and books have been written and many films made about the murders. But the question 'Who was Jack the Ripper?' has remained unanswered. There have been plenty of suspects, including a doctor, a businessman, a painter, and even a member of the royal family.

Three years ago the American crime writer Patricia Cornwell left aside her fictional detective, Kay Scarpetta, and tried to solve the real-life murder mystery of Jack the Ripper. After spending a considerable amount of time and money on her investigation, and analyzing DNA samples, Cornwell thinks she has proved who Jack the Ripper really was...

Jack the Ripper – case closed?



Johnny Depp hunts Jack the Ripper in the film *From Hell*

b 7.6 Now listen to the first part of an interview with Ken Morton, an expert on Jack the Ripper. Complete the information about the suspects. Tick (✓) the person who Patricia Cornwell says is Jack the Ripper.



Prince Albert,
Queen Victoria's _____



_____ Maybrick,
a cotton merchant



Walter Sickert,
an _____

c 7.7 Listen to the second part of the interview and mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Cornwell's evidence is mainly scientific.
- 2 She took DNA samples from a letter written by Sickert.
- 3 Art lovers were angry with Cornwell.
- 4 Sickert was probably abroad at the time of the murders.
- 5 Maybrick confessed to the murders in a letter.
- 6 Ken Morton thinks that Prince Albert was a serial killer.
- 7 He doesn't want to say who he thinks the murderer is.
- 8 He doesn't think the mystery will be solved soon.

...ice officers just for jolly wouldnt
... Keep this letter back till I
... a bit more words there give
... out straight. My knife's done
... and sharp I want to get to work
... right away if I get a chance.
... Good luck!
... yours truly
... Jack the Ripper
... dont mind me giving the trade name

Extract from one of Jack the Ripper's letters

2 GRAMMAR question tags

a 7.8 Listen to four questions the interviewer asked Ken Morton and complete them with the missing words.

- 1 You were a detective with Scotland Yard, _____?
- 2 It's incredible, _____?
- 3 But you don't think she's right, _____?
- 4 There's been another recent theory, _____?

b Now look at questions 1–4. Does the interviewer think she knows how the inspector is going to answer?

c p.142 Grammar Bank 7B and read the rules for question tags. Do exercise a only.

3 PRONUNCIATION & SPEAKING intonation in question tags

a 7.9 Listen and complete the dialogue between a policeman and a suspect.

- P Your surname's Jones, _____?
S Yes, it is.
P And you're 27, _____?
S Yes, that's right.
P You weren't at home last night at 8.00, _____?
S No, I wasn't. I was at the pub.
P But you don't have any witnesses, _____?
S Yes, I do. My brother was with me.
P Your brother wasn't with you, _____?
S How do you know?
P Because he was at the police station. We arrested him last night.

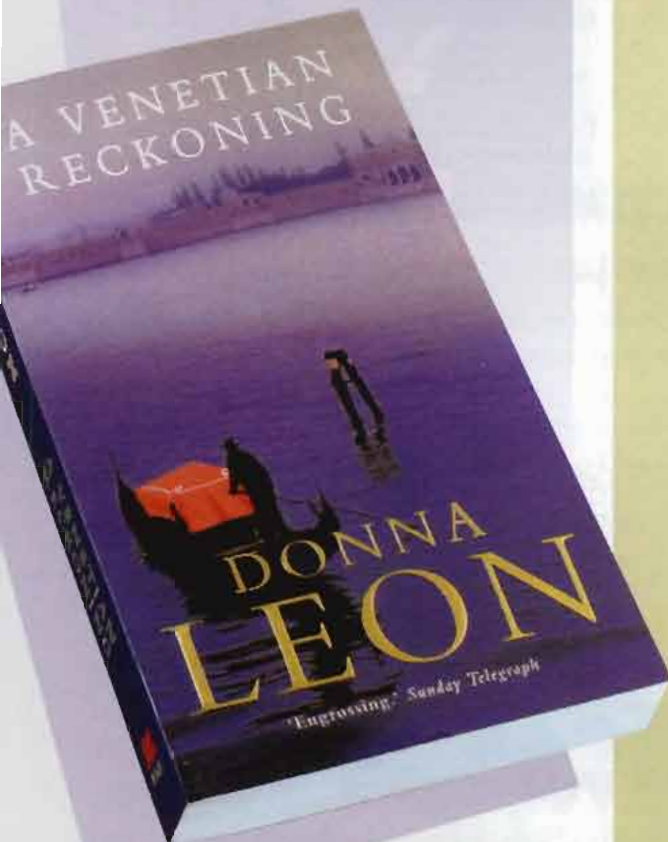
b 7.10 Listen and repeat. Copy the rhythm and intonation.

c Communication Just checking A p.118 B p.121. Roleplay a police interview.

4 GRAMMAR indirect questions

- a Do you like reading detective stories or watching detective films / TV series?
Who are your favourite detectives?
- b **7.11** Listen to and read an extract from a Donna Leon detective novel.
Which questions does Inspector Brunetti ask? Underline them.
- c How do Inspector Brunetti and Signora Trevisan behave during the interview? Do you think Signora Trevisan killed her husband?

Carlo Trevisan, an important international lawyer is found dead in the carriage of an intercity train at Santa Lucia. Brunetti goes to interview his wife, Signora Trevisan.



Donna Leon is an American crime writer whose detective novels are all set in Venice. Her detective is Inspector Brunetti.

'I'd like to ask you some questions about your personal life, signora.'
'Our personal life?' she repeated, as though she had never heard of such a thing.

When he didn't answer this, she nodded, signalling him to begin.

'Could you tell me how long you and your husband were married?'

'Nineteen years.'

'How many children do you have, signora?'

'Two. Claudio is seventeen and Francesca is fifteen.'

'Are they in school in Venice, signora?'

She looked up at him sharply when he asked this.

'Why do you want to know that?'

'My own daughter, Chiara, is fourteen, so perhaps they know each other,' he answered, and smiled to show what an innocent question it had been.

'Claudio is in school in Switzerland, but Francesca is here. With us. I mean,' she corrected, rubbing a hand across her forehead, 'with me.'

'Would you say yours was a happy marriage, signora?'

'Yes,' she answered immediately, far faster than Brunetti would have answered the same question, though he would have given the same response. She did not, however, elaborate.

'Could you tell me if your husband had any particularly close friends or business associates?'

She looked up at this question, then as quickly down again at her hands. 'Our closest friends are the Nogares, Mirto and Graziella. He's an architect who lives in Campo Sant'Angelo. They're Francesca's godparents. I don't know about business associates: you'll have to ask Ubaldo'.

'Other friends, signora?'

'Why do you need to know all this?' she said, voice rising sharply.

'I'd like to learn more about your husband, signora.'

'Why?' The question leaped from her, almost as if beyond her volition.

'Until I understand what sort of man he was, I can't understand why this has happened.'

'A robbery?' she asked, voice just short of sarcasm.

'It wasn't robbery. Whoever killed him intended to do it.'

d Look at four questions from the book extract. How are 1 and 3 different from 2 and 4?

- 1 Could you tell me how long you and your husband were married?
- 2 How many children do you have, signora?
- 3 Could you tell me if your husband had any particularly close friends or business associates?
- 4 Why do you need to know all this?

e **p.142 Grammar Bank 7B.** Read the rules for indirect questions, and do exercise b.

f **7.12** Listen to six direct questions and turn them into indirect ones.

- 1 Could you tell me _____?
- 2 Do you know if _____?
- 3 Could you tell me _____?
- 4 Can you tell me if _____?
- 5 Can you tell me _____?
- 6 Do you know if _____?

g Imagine you are interviewing somebody in the street. Ask your partner these questions. Begin *Can / Could you tell me...* Then swap roles.



- What's your name?
 Where do you live?
 What do you do?
 Do you have a TV?
 How much TV do you watch a week?

5 VOCABULARY compound nouns

a Make compound nouns using a word from each box.

detective
murder
horror
crime
police
police

mystery
film
novel
writer
station
inspector

b **7.13** Compare in pairs. Then listen and check. Which word is stressed in compound nouns?

c In pairs, try to answer all the questions in two minutes with a compound noun from Files 1–6.

Compound noun race

- 1 What do you use to pay for things you buy on the Internet?
- 2 Where do you catch a train?
- 3 What does Steven Spielberg do?
- 4 What do you call the time of day when trains and buses are full?
- 5 What should you put on when you get into a car?
- 6 What do you call a big shop that sells everything?
- 7 Where do you play tennis?
- 8 What do you need before you can get on a plane?
- 9 What's the opposite of a private school?
- 10 Where do you buy petrol?
- 11 What do you call the noise a phone makes?
- 12 What do you call a long line of cars that can't move?