

7A Extraordinary school for boys

1 VOCABULARY education

a You have two minutes. Answer as many of questions 1–8 as you can in **one** minute. How many did you get right?

b **4 2**) Now match the questions with these school subjects. Then listen and check.

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

c **p.161 Vocabulary Bank Education.**

- 1 How many wives did King Henry VIII have?
- 2 What is the capital of Brazil?
- 3 Who wrote David Copperfield?
- 4 How many megabytes are there in a gigabyte?
- 5 Who developed the theory of relativity?
- 6 What is $5 \times 18 \div 4$?
- 7 How many legs does an insect have?
- 8 What is water made of?

2 PRONUNCIATION & SPEAKING the letter u

The letter u
 The letter *u* is usually pronounced /ju/, e.g. *uniform* or /ʌ/, e.g. *lunch* and sometimes /u:/, e.g. *true*, or /ʊ/, e.g. *put*.

a Put the words in the correct column.

education full lunch music nun pupil put result
 rude rules student study subject true university

			/ju:/'

b **4 6**) Listen and check. Practise saying the words. Why do we say *a university* but *an umbrella*?

c **4 7**) Listen and write four sentences.

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

YOUR EDUCATION

- What kind of secondary school / you go to?
- / you like it?
- How many pupils / there in each class? Do you think it / the right number?
- How much homework / you usually get?
- / you think it / too much?
- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict or not strict enough? Why? What kind of punishments / they use?
- / pupils behave well?
- Which subjects / you good and bad at?
- Which / your best and worst subject?

(What kind of secondary school did (do) you go to?)



3 LISTENING

Gareth Malone first made his name on TV as a choirmaster in BBC Two's *The Choir*, a series in which he brought together all kinds of different people who had never sung before and turned them into accomplished singers.

Last April, Gareth took on what was perhaps an even bigger challenge. He became a primary school teacher for a term. His mission was to teach a group of 11-year-old boys from a mixed primary school in Essex in the south of England. Many of the boys weren't doing very well at school and, like many other boys in Britain, they were a long way behind the girls in reading and writing. The result is *Gareth Malone's Extraordinary School for Boys* – a three-part series for BBC Two...



- a Look at the photos above. What can you see? Now read about Gareth Malone's *Extraordinary School for Boys*. In your country, are boys usually behind girls in reading and writing?
- b (4 8))) Listen to **Part 1** of a radio programme about the experiment and answer the questions.
- 1 How long did Gareth have to teach the boys?
 - 2 What was his aim?
 - 3 What three things did he believe were important?
- c (4 9))) Listen to **Part 2**. Complete the chart.

Gareth made some general changes, for example:	1
	2
To improve their language skills he organized:	1 A _____ competition
	2 A _____ 'World Cup'
	3 A _____, which the boys (and girls) had to both write and perform

- d Listen again. How successful were the three activities?
- e (4 10))) Now listen to **Part 3** to find out what the result of the experiment was. Did the boys' reading improve?
- f What do you think of Gareth's ideas? Do you think they are appropriate for girls? Are any of them used in your country?

4 SPEAKING

- a In groups of three, each choose one (different) topic from the list below. Decide if you agree or disagree and write down at least three reasons.
- Boys and girls both learn better in single-sex schools.
 - Schools should let children wear whatever they want at school.
 - Cooking and housework should be taught at school.
 - Schools don't teach children the important things they need to know to be an adult.
 - Physical education should be optional.
 - School summer holidays should be shorter.
 - Children spend too much time at school on maths and IT, and not enough on things like music, art, and drama.
 - Private schools are usually better than state schools.

Debating a topic: organizing your ideas

- The topic I've chosen is...
- I _____ completely agree _____ that...
partly agree
completely disagree
- First of all, (I think that...)
- My second point is that...
- Another important point is that...
- Finally,...

- b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you and say why.

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

- 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 (4 11, 12))) Listen to Olivia and Tomasz, who are waiting for their exam results, and answer the questions.
- 1 Do they think they have passed?
 - 2 When and how will they get the results of the exam?
 - 3 How will they celebrate if they get good results?
 - 4 What do they want to do if they get good results?
 - 5 What will they do if they fail, or if they don't get the results that they need?

🔍 Exams

Exam results can be given as **marks** (usually out of 10 or 100) or as **grades** (A, B, C, etc.). **A level** marks are given in grades. **IELTS** = International English Language Testing System. It is an accepted qualification in universities and institutions all over the world.

- c (4 13))) Listen and complete the sentences.
- 1 They won't give me a place **unless** _____.
 - 2 **When** _____ 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 I'll take the exam again **as soon as** _____.

- d (4 14))) Listen to Olivia and Tomasz. What grades / marks did they get? What are they going to do?

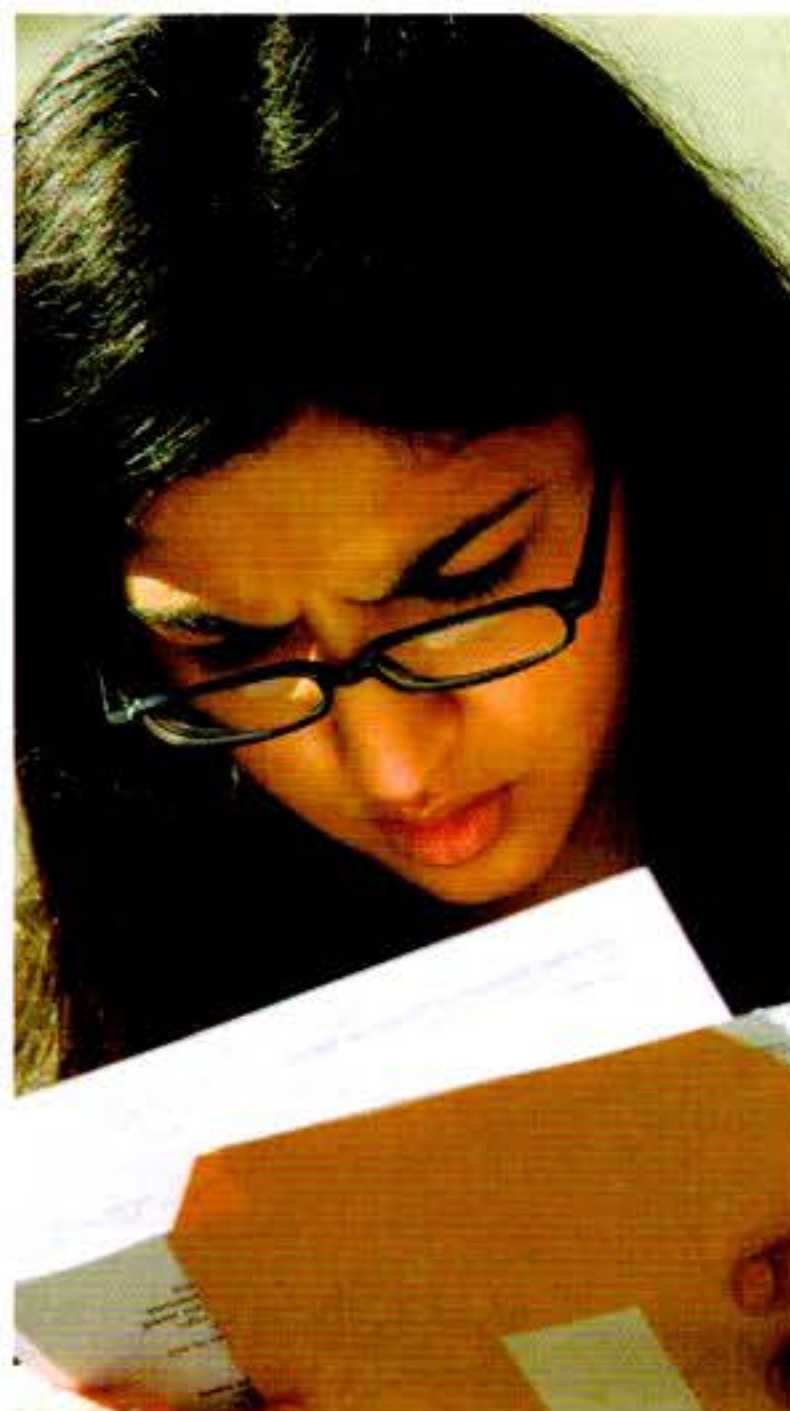
- e ► p.144 Grammar Bank 7A.
Learn more about first conditionals and future time clauses, and practise them.

- f Ask and answer with a partner.
Make full sentences.

What will you do...?

- as soon as you get home
- if you don't pass your English exam
- when this course finishes
- if it rains at the weekend

- g ► **Communication**
Three in a row p.106.



6 READING & SPEAKING

- a Read the article once.
What is a 'tiger mother'?



Your 12-year-old daughter is delighted. She got an A-minus in maths, second prize in a history competition, and top marks in her piano exam. Do you a) say *Well done!*, give her a hug, and tell her she doesn't need to practise the piano today, and can go to a friend's house, or b) ¹*ask why she didn't get an A in maths, why she didn't get first prize in the history exam, and tell her she'll be punished if she doesn't do her piano practice?* If you chose a), you are definitely not Amy Chua.

A lot of people wonder why so many Chinese children are maths geniuses and musical **prodigies**. Amy Chua explains why in her book *Battle Hymn of the Tiger Mother*. It is a book which caused great **controversy** among parents when it was first published. ² _____, Chua married a man who she met at Harvard University, and when their two daughters were born she was **determined** that they would be as successful as she was.

Her system had strict rules. Her two daughters were expected to be number one in every subject (except gym and drama) and ³ _____. Playing with friends and TV was **forbidden**. Music was compulsory.

The system seemed at first to be working. From a very early age her daughters Sophia and Lulu were **outstanding** pupils and musical prodigies.

Do you want to practise for five hours or six?

Amy Chua brought up her daughters the Chinese way...



At 13 Sophia played a piano solo at the Carnegie Hall in New York, and at 12, Lulu a violinist, was the leader of a prestigious orchestra for young people. Chua chose maths and music for her daughters, but it seems that they could have **excelled** in anything. ⁴ _____

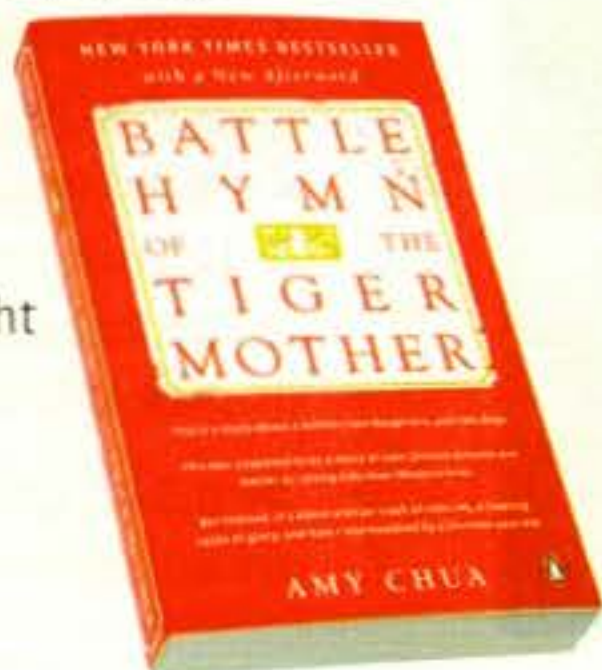
Eventually Chua realized that she was pushing her daughters too hard. Lulu had always **rebelled** the most, and when she was 13 she refused to co-operate at all. After a series of violent arguments, Chua decided to give her daughters a little more freedom, and Lulu immediately gave up violin lessons and **took up** tennis. ⁵ _____

Many people have been shocked by the book. ⁶ _____. She once sent her daughter Lulu, aged three, into the garden without her coat when it was -6° because she had behaved badly at her first piano lesson.

However, the girls do not seem to **resent** their mother. Sophia said that she herself chose to accept the system, and after the book was published she wrote an article defending her mother. Lulu says that although she no longer wants to be a violinist, she still loves playing the violin.

⁷ _____. Sophia is now studying law at Harvard, and Lulu is doing well at high school and winning tennis trophies.

Interestingly Chua, who was brought up in a family of four girls, has no idea whether she could apply her Chinese parenting system to boys. ⁸ _____



Adapted from The Times

b Read the article again and put the phrases A–H in the correct places.

- A 'They are a mystery to me,' she says
- B Later Sophia was even allowed to go to a rap concert
- C ask why she didn't get an A in maths
- D Chua spent much of her daughters' childhood shouting at them and criticizing every mistake they made
- E Born in the United States to Chinese immigrant parents
- F In fact, she is glad her mother made her learn
- G to be at least two years ahead of their classmates in maths
- H 'There's no musical talent in my family,' she says, 'it's just hard work'

c In pairs, look at the **highlighted** words and phrases and work out their meaning from the context.

d Read three responses that were posted after the article was published. Do you agree with any of them?

Wow, what a different way of looking at how to learn! Amy Chua certainly shows that strict discipline works. But personally I think that being positive and encouraging children is better than being so strict.

I disagree with the idea that children on their own never want to work. My son was motivated by himself to succeed in music. If having strict and pushy parents is what it takes to be a child prodigy, then I feel sorry for the child. Yes, they might be very successful but at what cost? What is the rest of their life going to be like?

I agree that no matter what we do in life, hard work is required to be successful. That's a great lesson to learn. BUT, it should be accompanied by love and respect for the child.

e Talk to a partner.

- 1 What do **you** think of Amy Chua's system?
- 2 Were (are) your parents strict about your education?
- 3 Did they (do they)...?
 - help you with your homework
 - make you study a certain number of hours every day
 - punish you if you didn't (don't) pass exams
 - let you go out with friends during the week
 - let you choose your extra activities
 - make you do extra activities that you didn't (don't) really want to do

make and let

After **make** and **let** we use the infinitive without **to**.
My parents made me work very hard.
They didn't let me go out during the week.

first conditional and future time clauses + *when, until, etc.*first conditional sentences: *if* + present simple, *will / won't* + infinitive

- 1 If you **work** hard, you **'ll pass** your exams. (4 15)))
- The boss **won't be** very pleased if we **'re** late for the meeting.
- 2 **Come** and see us next week if you **have** time.
- 3 Alison **won't get** into university unless she **gets** good grades. I **won't go** unless you **go** too.

• We use first conditional sentences to talk about a possible future situation and its consequence.

- 1 We use the present tense (NOT the future) after *if* in first conditional sentences. NOT *If you'll work hard you'll pass all your exams.*
- 2 We can also use an imperative instead of the *will* clause.
- 3 We can use *unless* instead of *if...not* in conditional sentences.
She won't get into university unless she gets good grades | if she doesn't get good grades.

future time clauses

- As soon as you **get** your exam results, **call** me. (4 16)))
- We **'ll have** dinner when your father **gets** home.
- I **won't go** to bed until you **come** home.
- I **'ll have** a quick lunch before I **leave**.
- After I **finish** university, I **'ll probably take** a year off and travel.

• Use the present tense (NOT the future) after *when, as soon as, until, before, and after* to talk about the future.



The boss won't be very pleased if we're late for the meeting.

a Complete with the present simple or future with *will*.

- If I fail my exams, I **'ll take** them again next year. (take)
- 1 That girl _____ into trouble if she doesn't wear her uniform. (get)
 - 2 If you give in your homework late, the teacher _____ it. (not mark)
 - 3 Don't write anything unless you _____ sure of the answer. (be)
 - 4 Gary will be expelled if his behaviour _____ . (not improve)
 - 5 They'll be late for school unless they _____ . (hurry)
 - 6 Ask me if you _____ what to do. (not know)
 - 7 Johnny will be punished if he _____ at the teacher again. (shout)
 - 8 My sister _____ university this year if she passes all her exams. (finish)
 - 9 I _____ tonight unless I finish my homework quickly. (not go out)
 - 10 Call me if you _____ some help with your project. (need)

b Circle the correct word or expression.

- I won't go to university (if) unless I don't get good results.
- 1 Don't turn over the exam *after* / *until* the teacher tells you to.
 - 2 Please check the water's not too hot *before* / *after* the kids get in the bath.
 - 3 Your parents will be really happy *when* / *unless* they hear your good news.
 - 4 I'll look for a job in September *before* / *after* I come back from holiday.
 - 5 The schools will close *unless* / *until* it stops snowing soon.
 - 6 The job is very urgent, so please do it *after* / *as soon as* you can.
 - 7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
 - 8 Harry will probably learn to drive *when* / *until* he's 18.
 - 9 You won't be able to speak to the head teacher *unless* / *if* you make an appointment.
 - 10 Give Mummy a kiss *before* / *after* she goes to work.

◀ p.66

1 THE SCHOOL SYSTEM IN THE UK AND THE US

a Complete the text about the UK with words from the list.

boarding /'bɔ:diŋ/ graduate /'grædʒuət/
head /hed/ nursery /'nɜ:səri/ primary /'praɪməri/
private /'praɪvət/ pupils /'pju:plz/ religious /rɪ'lɪdʒəs/
secondary /'sekəndəri/ state /steɪt/ terms /tɜ:mz/

b (4 3)) Listen and check.

c Complete the text about the US with words from the list.

college /'kɒlɪdʒ/ elementary /elɪ'mentəri/
grades /greɪdʒ/ high /haɪ/ kindergarten /'kɪndəgɑ:tɪn/
semesters /sɪ'mestəz/ twelfth grade /twelfθ greɪd/

d (4 4)) Listen and check.

e Cover both texts. With a partner, try to remember the different types of school (starting from the lowest level) in both countries.

In the UK

Children start ¹primary school when they are five. Before that, many children go to ²_____ school, e.g. between the ages of two and four, but this is not compulsory. From 11–18, children go to ³_____ school. The majority of schools in the UK (about 90%) are ⁴_____ schools, which means that they are paid for by the government, and education is free. The other 10% are ⁵_____ schools, where parents have to pay. A few of these are ⁶_____ schools, where children study, eat, and sleep. There are also some ⁷_____ schools, where the teachers may be priests or nuns. Schoolchildren are usually called ⁸_____ (not 'students' which only refers to people who are at university), and the person who is in charge of a school is called the ⁹_____ teacher. The school year is divided into three ¹⁰_____.



If you want to go to university, you have to take exams in your last year, and if your results are good enough, you get a place. A person who has finished university and has a degree is called a ¹¹_____.



In the US

The school system is divided into three levels, ¹elementary school, middle school (sometimes called junior high school), and ²_____ school. In almost all schools at these levels, children are divided by age groups into ³_____. The youngest children begin with ⁴_____ (followed by first grade) and continue until ⁵_____, the final year of high school. The school year is divided into two ⁶_____. Higher education is often called ⁷_____ in the US.

2 VERBS

a Complete the texts with a verb from the list.

be expelled /bi ɪk'speld/ behave /bi'heɪv/ be punished /bi 'pʌnɪʃt/
cheat /tʃi:t/ fail /feɪl/ pass /pɑ:s/ revise /rɪ'vaɪz/ take /teɪk/ (or do)



1 Discipline is very strict in our school. If children behave badly, for example if they _____ in an exam, they will probably _____, and might even _____.



2 Marc has to _____ an important English exam next week. He hopes he'll _____, but he hasn't had much time to _____, so he's worried that he might _____.

b (4 5)) Listen and check. Cover the texts and look at the pictures. Remember the texts.



educate or bring up?

educate = to teach sb at school / university
Luke was **educated** at a private school and Manchester University.

bring up = to look after a child and teach him / her how to behave. This is usually done by parents or a family member at home.

Lily was **brought up** by her mother in a small village.

learn or study?

learn = to get knowledge or a skill (from sb)
I'm **learning** to drive at the moment. How long have you been **learning** Russian?

study = to spend time learning about something

Liam is **studying** Economics at university.

Jenny We will!
Monica Bye, Rob. Nice meeting you.
Rob Bye.
Jenny Bye. Talk soon.
Rob She seems like a happy person.
Jenny She is, especially right now - she's getting married.
Rob That's fantastic news!
Jenny Yeah, it is. I guess we're at that age now. When most of our friends are settling down and getting married.
Rob Yeah... Oh, speaking of friends, I want to ask you a favour. Is it OK if we change our plans a bit this week?
Jenny Er... sure. What's up?
Rob I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university and he's travelling around the States at the moment. Anyway, he's arriving in New York this evening and, er... I've invited him to stay for the week.
Jenny Cool! It'll be fun to meet one of your old friends! What's he like?
Rob Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
Jenny Well, I'm looking forward to meeting him.
Rob Just one other thing. Could you do me a big favour? I have to work late this evening so... would you mind meeting him at the airport?
Jenny Not at all. I'd like to meet him.
Rob And do you think you could take him to my flat? I'll give you the keys.
Jenny No problem, Rob.
Rob Thanks so much, Jenny. You're a real star.

3 29)))

Paul Hey man!
Rob Paul!
Paul It's great to see you, mate.
Rob You too, Paul. It's been years. You haven't changed at all.
Paul Just got better looking!
Rob How come you're so late?
Jenny Paul's flight from LA was delayed. And then the traffic coming back was just awful.
Paul But that gave us time to get to know each other.
Jenny Yeah. Paul told me all about his travels. Every detail.
Paul And look at this. Your own New York flat. How cool is that?
Rob It's good. Really good. But - do you want something to eat? I got some things on my way home.
Paul Stay in? It's my first night in the Big Apple! Let's go out and have a pizza or something.
Rob I thought you'd be tired after the flight.
Paul No way, man! I'm ready for action.
Rob Great! I'll get my jacket...
Jenny Rob, I think I'll go home if you don't mind. I, uh, I'm exhausted.
Rob Oh, OK then.
Paul So it's a boys' night out!
Rob Just like the old days!
Paul And after the pizza we can go on somewhere else. Rob, we've got a lot to talk about!

3 36)))

Interviewer So tell me, how did you get involved in the film, Dagmara?
Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time studying English. The film company set up their production office here three months before they started shooting the film and I got a job there as a production assistant, preparing and translating documents and the script.
Interviewer But how did you get the job as Steven Spielberg's interpreter?
Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party

in one of the hotels in Krakow for all the actors and the film crew, and I was invited too. When I arrived at the party the Polish producer of the film came up to me and said, 'The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech.'

Interviewer How did you feel about that?
Dagmara I couldn't believe it! I was just a student - I had no experience of interpreting - and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, 'I'd like you to be my interpreter for the whole film.' I was so stunned I had to pinch myself to believe that this was happening to me.

3 37)))

Interviewer So what exactly did you have to do?
Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?
Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times - and then sometimes I would think that maybe it was my fault - that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed - and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?
Dagmara Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold - it was freezing on the set most of the time - and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?
Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming. And that was the end of my 'acting career'. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland - so in the end I decided not to go.

Interviewer Do you regret it?
Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

3 47)))

A few years ago I was with an Italian friend of mine called Adriana in London, and we went for a walk in Hampstead Heath, which is a big park in North London. It was a nice day, and the park was full of people, parents with children, people walking their

dogs. Anyway, we sat down on a bench to have a rest. While we were sitting there we saw an old man walking towards us. He was walking very slowly, and he looked a real mess - he had long white hair and he was wearing a jacket with a hole in it and old looking shoes. And my friend said 'Oh, look at that poor man. He must be a tramp. He looks like he hasn't had a good meal for some time - shall I give him some money?' She started to look in her bag for some money, but I looked at him again and just said 'Don't!' She couldn't understand why I didn't want her to give the old man some money and she thought I was being very mean and unfriendly.

3 48)))

When the old man had gone past I said 'Adriana, that man isn't a tramp. He's Michael Foot, an ex-politician. He used to be the leader of the Labour Party and he's a very brilliant and intelligent man. And he definitely *isn't* homeless - he lives in one of the most expensive parts of London and he certainly doesn't need any money! He just doesn't believe in dressing very smartly. Even when he was a politician he used to look a bit of a mess.' Adriana was really surprised. She said that in Italy no politician or ex-politician would ever look like that. But I told her that in Britain you can't always judge people by their appearance because a lot of people, even rich people don't worry too much about the way they dress...

4 8)))

Part 1
 Gareth had only eight weeks for the experiment, during which time he would be teaching three days a week. His aim was to try to improve the boys' reading age by six months. On the other two days the boys would have normal lessons with the girls.

His plan was based on his own experience of being a learner, and from talking to educational experts. He had three main principles:

First, that it was essential to make the work feel like play. 'If I can do that, the boys will learn,' said Gareth. The second principle was competition. Gareth says 'Boys absolutely love competition! It has gone out of fashion in British schools, but I think it's really important. Boys have to learn to lose and to fail and to come back from that. If you've never done that until you fail your A levels, or until you go for your first job interview and don't get the job, then you've got a problem.'

The third thing Gareth thought was important was to allow boys to take risks. All kinds of risks. Not just physical risks like climbing trees, but doing things like acting in front of other people. Doing things which are a bit scary, but which are very motivating if you manage to do them.

4 9)))

Part 2
 When Gareth started, he made some changes to the way the children were learning. The boys spent a lot of time outside, and they did PE (physical education) every day before normal lessons began. They even made their own outdoor classroom. Gareth also tried to involve the boy's parents as much as possible in their education and he visited them at their homes on several occasions.

Gareth set up three major activities for the boys, to help improve their language skills. The first activity was a school debating competition against the girls. The topic that the children had to debate was 'Computer games should be banned'.

When they started to prepare for the debate, the boys weren't very enthusiastic, but soon they started to get more involved. In the end the girls won the debate, but the boys had learned to argue and make points, to express themselves better. They were disappointed not to have won, but they wanted to do it again.

Next, Gareth organised a Reading World Cup, where the boys had to read in teams. Some of the boys couldn't read very well, but they all got very excited about the World Cup, and became much

more enthusiastic readers! There was a prize for the winners, and this really motivated the boys.

Finally, the boys (working with the girls) had to write their own play and perform it at the local theatre. The play they wrote was about Romans and aliens. All the children, boys and girls, worked really hard and although some of them felt very nervous before they performed the play, it was a great success and the boys especially were thrilled. Gareth said afterwards, 'It was a risk, and it was scary – but it was good scary.'

4 10)))

Part 3

The boys had a great time with Gareth as their teacher. But at the end of the eight weeks, had their reading really improved? In the last week of the term, they had to do their national reading exams. The exams were independently marked, and when the results were announced the boys had made great progress – all of them had improved by six months and some of them had advanced the equivalent of two years in just eight weeks!

4 23)))

- 1 My dream house would be in one of our national parks like Yellowstone or Redwood. It would be totally green – I'd have solar panels and wind turbines, and I'd collect rainwater. The house would be made of wood and would be heated by wood fires. I would try to live off the land as much as possible and I'd plant vegetables and fruit, and maybe have chickens. It would all be organic, with no pesticides or anything like that.
- 2 My dream house would be in Paris. It'd be on the top floor of an old apartment building and I'd have a view of the Eiffel tower or Notre Dame. It would be full of furniture that I'd found in antiques markets, places like that, and amazing paintings, one of which would turn out to be an undiscovered Picasso or Matisse. There would be a beautiful old dining table and chairs for candlelit dinners... then all I'd need would be the right person to share it with.
- 3 My dream house would be a flat in Soho in New York. It wouldn't be too big – it'd just have a couple of bedrooms, and a huge living room with a home cinema. It would be very modern and incredibly practical, with things like automatic temperature control, a kitchen with all the latest gadgets – if possible a stove that would produce amazing meals on its own – I'm a lazy kind of guy.
- 4 If I had to choose where to live, I'd choose Hawaii. So my dream house would be made of glass with the most amazing view of the beach from every room in the house, and it'd have indoor and outdoor pools, and maybe a tennis court – I'm quite sporty. It would also have a big indoor aquarium. There's something so peaceful about looking at fish. And fabulous bathrooms of course.

4 26)))

Paul Bad luck, mate.

Rob Nice shot.

Paul I've had years of practice.

Rob You used to play pool a lot at university.

Paul You did, too.

Rob Yeah. I don't really have the time anymore.

Paul Or anybody to play with.

Paul So what do you do in your free time?

Rob The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny.

Paul Ah. Your turn. Don't blow it.

Rob What is it?

Paul I was just thinking about you.

Rob What about me?

Paul Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!

Rob Don't remind me.

Paul Those were the days. But look at you now with your girlfriend and your 9 to 5 job. If you don't

come back to London soon, you'll become an all American boy!

Rob Come off it.

Paul It's true! I mean, just look at that shirt.

Rob What's wrong with my shirt?

Paul You look like a businessman! Did you buy it?

Rob Me? No. It was... it was a present from Jenny.

Paul I thought so.

Rob What does that mean?

Paul Well, it's Jenny's taste.

Rob Yes, and I really like it.

Paul Jenny seems to know what she wants – and she probably gets it.

Rob That's one of the things I like about her. Terrible.

Paul You said it.

Rob Sorry, Paul. We've got to go.

Paul Oh come on, Rob. We haven't even finished the game.

Rob Another time. Jenny's waiting for us.

Paul Jenny. Right.

4 27)))

Paul Oh, yeah. That was good. So! What shall we do now?

Rob What do you want to do?

Paul Well... I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!

Jenny I'm going running in the morning. Why don't you join me?

Paul No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.

Jenny A club?

Paul Don't you feel like dancing?

Jenny Not on a Wednesday night. How about going to the late show at MOMA?

Paul 'MOMA'? What's that?

Jenny MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.

Paul That isn't exactly my idea of a great night out.

Jenny What about staying in and watching a movie on TV?

Paul I'm in New York. I can watch TV anywhere.

Jenny Who's that?

Rob It's a text from Kerri. She's doing a gig at the Bowery Ballroom.

Paul Kerri who?

Rob Kerri Johnson. I interviewed her last week.

Paul Kerri Johnson? I've seen her play live. She's cool. Do you like her Jenny?

Jenny I have to admit I'm not crazy about her music... or her for that matter.

Paul I didn't think so. So shall we go there?

Rob Why not? Actually Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.

Paul That's a great idea!

Rob I'll send her a text.

Jenny I think I might have an early night. You two can go on your own.

Rob Are you sure you don't mind?

Paul Of course she doesn't mind!

Jenny No, Rob, it's fine. I have another busy day tomorrow. You do too, actually.

Rob I know, we're meeting Don. I haven't forgotten.

Rob It's Kerri. She's on her way now.

Paul What are we waiting for? Let's go!

Monica Hello?

Jenny Hi Monica – it's not too late to call is it?

Monica Jenny! No, why? Are you OK?

Jenny I need to talk.

Monica Can you come over? Why don't you take a cab?

Jenny OK, thanks.

4 30)))

Jenny Rob?

Rob Hi, Jenny.

Jenny Are you OK? Where are you anyway?

Rob I'm at home. I'm feeling terrible. We got back really late last night.

Jenny Now why doesn't that surprise me? You know, you're not a student anymore.

Rob I know. There was a party after the gig – Kerri invited us – and of course Paul said yes.

Jenny And this morning's meeting? In... ten minutes?

Rob That's why I'm calling. I'm not going to make it. I'm really sorry.

Jenny Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.

Rob It won't happen again. I promise. Anyway, Paul's leaving.

Jenny He's leaving?

Rob That's right. He's off to Boston this afternoon.

Jenny Maybe that's a good thing. I mean, it's not that I don't like Paul, but...

Rob I know, I know.

Jenny I have to go. Talk to you later.

Don Jenny, have you seen Rob? I wanted to have a word with him before the meeting and he isn't even here.

Jenny I know. He just called to say he can't make it.

Don He what?

Jenny I was with him last night. He wasn't feeling very well. But it's OK. He told me everything I need to know for the meeting.

Don Oh. OK then.

Jenny You know Rob. He's such a professional.

4 32)))

Presenter We're talking about great new shopping websites and I think we have time for one more. Janice, can you tell us about it?

Janice Well, it's called *Never liked it anyway dot com*. It's a very clever name for a website, as you'll hear. This site was the idea of an American woman called Annabel Acton. She was living in New York with her boyfriend, who was English. He had invited her to travel to London with him at Christmas to meet his family. But five days before Christmas, they broke up. Now, unlike some of us, Annabel didn't want to sit around crying and eating ice cream, she wanted to do something positive.

Presenter So what gave her the idea for the website?

Janice Well, after the break up Annabel was left with a plane ticket to London that she didn't need. She also had jewellery that she didn't want anymore, and she had tickets to a concert that she didn't want to go to without her boyfriend. She also had paintings which they had bought together, which she didn't want on her wall anymore. She didn't want any of these things herself, but she thought someone somewhere would probably like to buy them, and that's what gave her the idea to set up the website.

Presenter What exactly is it?

Janice Well, it's a website where people who have just broken up with a partner can sell presents, and other things that they don't want any more, maybe because they remind them of their ex, or maybe, as the name suggests because they never liked these things anyway! And the idea, which I think is brilliant, is that they also tell the personal story behind the thing they're selling. Annabel calls it 'sell and tell'!

Presenter What kind of things do people sell on the website?

Janice Oh, everything – from something as small as a teddy bear to really expensive things like an engagement ring or a holiday. To give you an idea, today on the site one seller is offering a three-day honeymoon package at a luxury hotel in New York and a woman is selling her ex-boyfriend's car. And they're selling all these things at very good prices. So on *neverlikeditanyway* you can get a bargain, and also help someone who's going through a break-up.

Presenter Thanks Janice, and that's all we've got time for today ...