

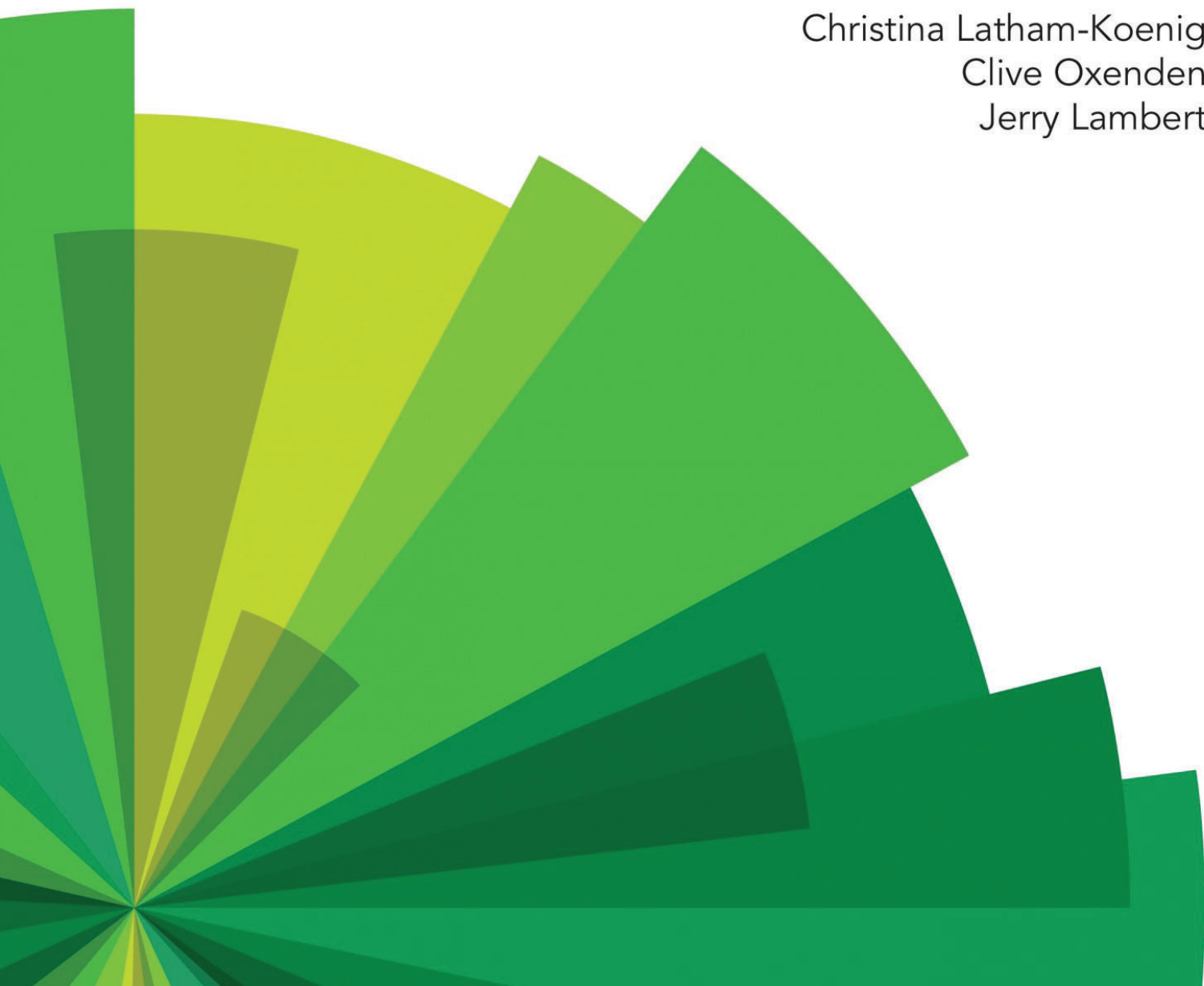
OXFORD

fourth
edition

English File

Intermediate
Student's e-book

Christina Latham-Koenig
Clive Oxenden
Jerry Lambert



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UNIVERSITY PRESS

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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

 e-book interactive features

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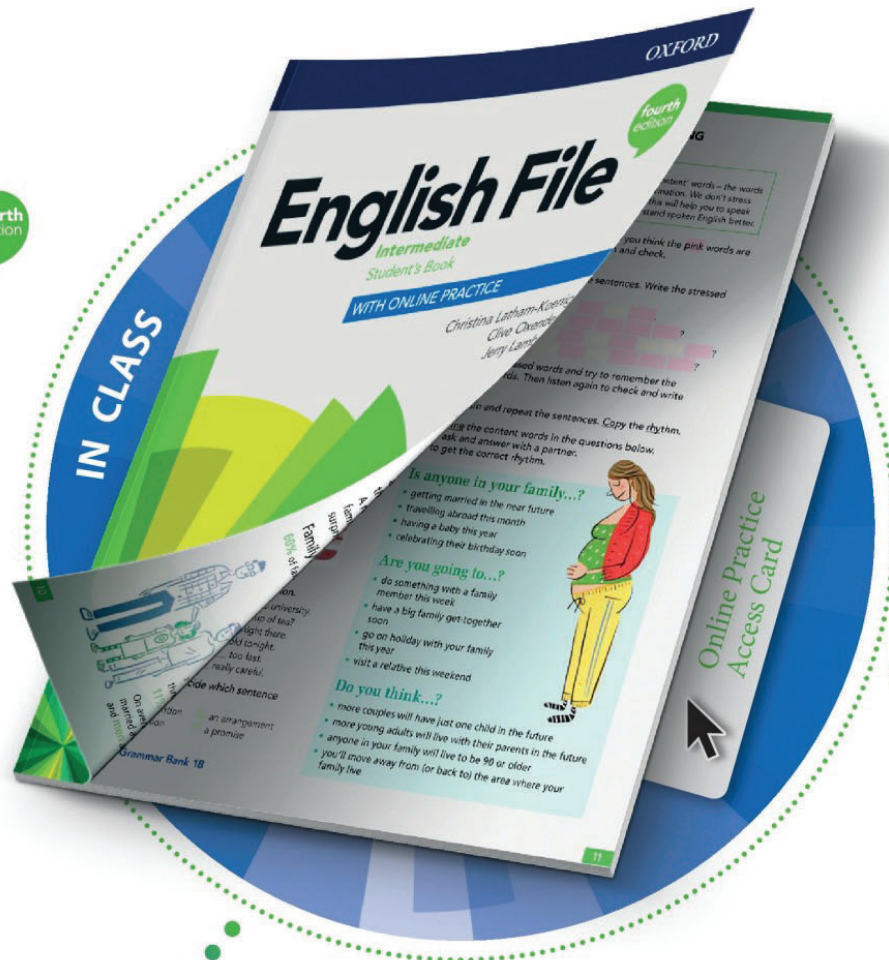
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Course overview

English File ^{fourth edition}

Welcome to **English File fourth edition**. This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.



Student's Book

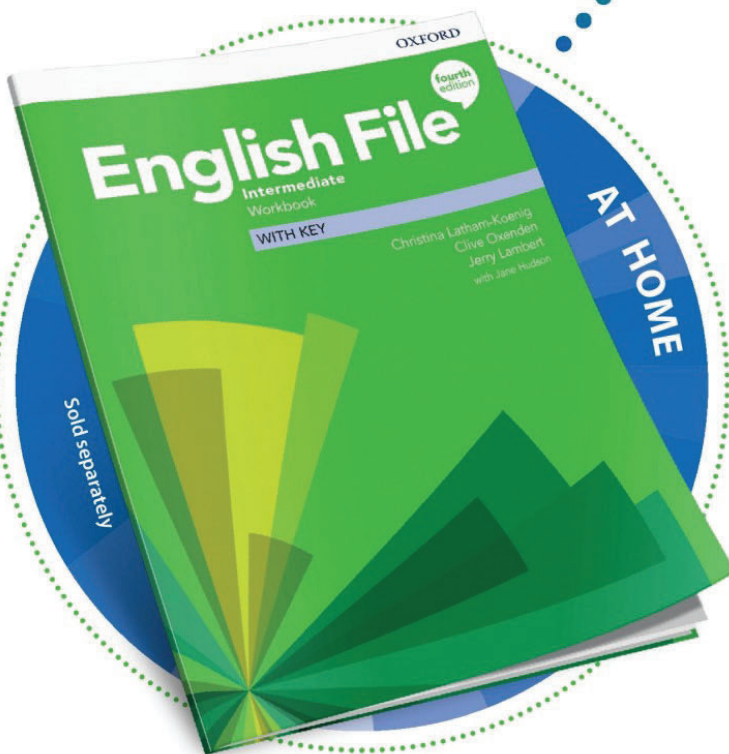
All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an eBook.

Use your Student's Book in class with your teacher.

Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Use your Workbook for homework or for self-study to practise language and to check your progress.





Go to **englishfileonline.com** and use the code on your Access Card to log into the Online Practice.



ACTIVITIES AUDIO VIDEO RESOURCES



ONLINE



Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your progress** on what you've learnt so far.

Use the Online Practice to learn outside the classroom and get instant feedback on your progress.

LOOK AGAIN

- Review the language from every lesson.
- Watch the videos and listen to all the class audio as many times as you like.

PRACTICE

- Improve your skills with extra Reading, Writing, Listening and Speaking practice.
- Use the interactive video to practise Practical English.

CHECK YOUR PROGRESS

- Test yourself on the language from the File and get instant feedback.
- Try an extra Challenge.

SOUND BANK

- Use the Sound Bank videos to practise and improve your pronunciation of English sounds.

1A

Eating in...and out

Do you eat a lot of red meat?

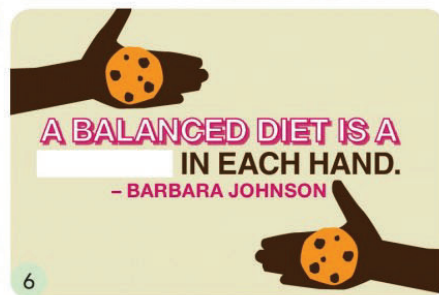
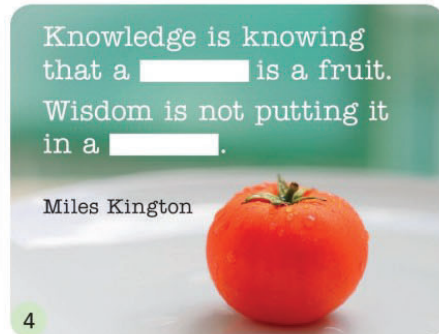
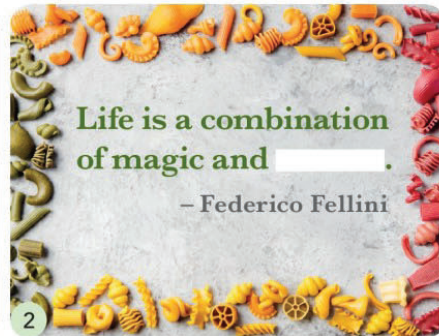
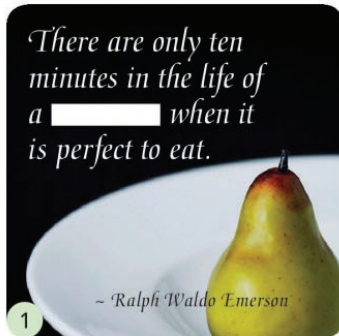
Yes, but I'm trying to cut down.

G present simple and continuous, action and non-action verbs V food and cooking P short and long vowel sounds

1 VOCABULARY food and cooking

- a Look at some quotes about food from Pinterest. Complete the gaps with a word or phrase from the list.

cake cookie fruit salad onions pasta pear tomato



- b Which quote do you like best? Compare with a partner.
- c **V** p.152 **Vocabulary Bank** Food and cooking
- d Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /frefʃ/ frozen /'frəʊzn/ hot /spɪki/ 'spaisi/
low-fat /ləʊ 'fæt/ raw /rɔː/ tinned /tɪnd/

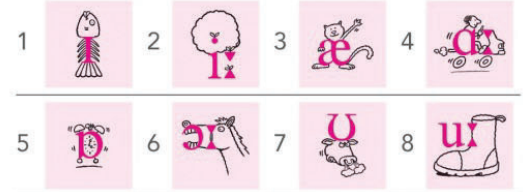
- e **1.5** Listen to six conversations. Write the food phrase you hear for each adjective in d.

1 raw beetroot

2 PRONUNCIATION

short and long vowel sounds

- a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?



- b **1.6** Match a phrase to each sound. Then listen and check.

- | | |
|---|---|
| <input type="checkbox"/> crab salad | <input type="checkbox"/> a good cook |
| <input type="checkbox"/> grilled squid | <input type="checkbox"/> hot sausages |
| <input type="checkbox"/> a jar of raspberry jam | <input type="checkbox"/> raw pork |
| <input type="checkbox"/> steamed green beans | <input type="checkbox"/> tuna with beetroot |

3 LISTENING & SPEAKING

- a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

- What's your favourite...?
a snack b pizza **topping**
c sandwich **filling**
- Do you ever have...?
a **ready-made** food
b **takeaway** food
c very hot / spicy food
Give examples.
- Are you **allergic** or **intolerant** to any food? How long have you had the problem?
- What food do you usually eat...?
a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook
- When you're away from home, is there any food or drink that you really **miss**?
- Is there any food or drink that you couldn't live without? How often do you eat / drink it?

- b **1.7** Listen to six people each answering one question from *Your food profile*. Match each speaker to the question he or she is answering.

5 Emma	Rob
Sarah	James
John	Sean

- c Listen again and write their answers. Compare with a partner.
- d Ask and answer the questions with a partner. What do you have in common?

4 READING

- a Talk to a partner. What time do you usually...?

get up	have lunch
have breakfast	have dinner
do exercise	go to bed
have a coffee	

- b Read the article once. Do you or your partner do any of the things in a at the times the article recommends?
- c Read the article again. Answer the questions with a partner.
- Why is it important to have breakfast every day when you're a teenager?
 - What effect does caffeine have on us if we drink it between 2.00 and 5.00 p.m.?
 - What's the difference between having steak and chips for lunch and having it for dinner?
 - Why should an early evening meal be 'delicious'?
 - What's the best physical activity to do
 - early in the morning,
 - in the afternoon?
 - Why does the body produce melatonin?

- d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

1 he _____	4 br _____
2 st _____	5 mu _____
3 li _____	6 lu _____

- e Answer the questions with a partner.

- Do you believe all the information in this article? Why (not)? Give examples from your own experience.
- Would you consider changing any of your habits based on this information?

Eat and drink – but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

Have breakfast at 8.00 a.m.

In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

Don't drink coffee in the morning. Have one at 3.00 p.m.

Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee, because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee – or caffeine in general – is between 2.00 p.m. and 5.00 p.m., when it can make us more mentally alert, according to a study carried out by the University of Sheffield a few years ago.

Have lunch between 12.00 and 2.00

This is when our body digests food best, because this is when the stomach produces most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.

Have dinner at 7.00 p.m.

Have your evening meal early. It should be delicious – our sense of smell and taste are at their best at this time – but light. And if you want a small glass of wine, have it before dinner, as 6.30 is when the liver is most efficient at dealing with alcohol.

More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11.00 a.m., when your brain is working best.
- Weightlifting sessions are best done at midday – that's when your muscles are strongest.
- The best time to run or cycle is 5.00 p.m., when your lung capacity – important for endurance sports – is at its greatest.
- Go to bed between 9.00 p.m. and 11.00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.



5 LISTENING

- a Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.
- b **1.8** Listen to Part 1 of an interview with Marianna and check your answers to a.
- c Listen again. With a partner, say anything else you can remember about each photo.
- d **1.9** Now listen to Part 2 and answer the questions.
- 1 What three things did Marianna do before becoming a chef in London?
 - 2 What was her first connection with the restaurant Moro? Why did she go back to it later?
 - 3 What happened seven years later?
 - 4 How is her restaurant, Morito, different from Moro?
 - 5 How often does she go back to Crete? What happens when she has lunch with her old friends there?
- e What about you? Answer the questions with a partner.
- 1 What was your favourite food when you were a child?
 - 2 What kind of things did your mother or father cook? Do you still eat them?
 - 3 Do you have a favourite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?

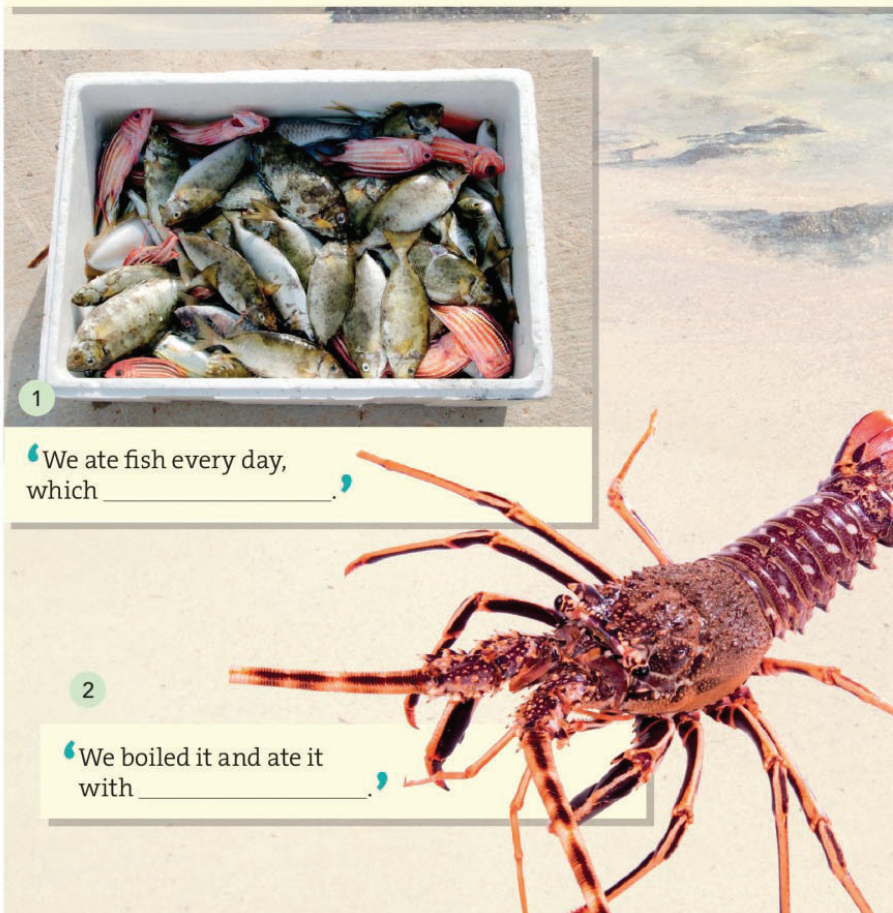
6 GRAMMAR present simple and continuous, action and non-action verbs

- a Look at three sentences from the interview. **Circle** the correct verb form.
- 1 You *don't need* / *aren't needing* anything except lemon and olive oil when fish and seafood is really fresh.
 - 2 This week, for example, I *make* / *I'm making* 'ntakos', a Cretan salad...
 - 3 I *go* / *I'm going* to Crete maybe four or five times a year.
- b **1.10** Listen and check. With a partner, say why you think she uses each form.
- c **G p.132 Grammar Bank 1A**



Marianna Leivaditaki

is the head chef at Morito, a very popular restaurant on Hackney Road, in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.

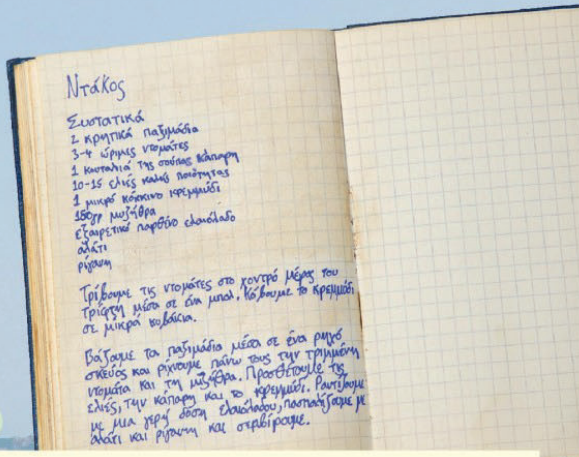


1

‘We ate fish every day, which _____.’

2

‘We boiled it and ate it with _____.’



3

I wrote down recipes which I wanted to cook for the family in _____.



4

My aunt, Thia Koula, had _____.



5

Occasionally, my mum used to buy me and my brother souvlaki for lunch, a sort of _____.

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

On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

7 SPEAKING

a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

Do you agree?



- 1 Good service is more important than good food.
- 2 The best chefs are usually men.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 Italian food is the best in the world.

b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the **Agreeing and disagreeing** box.

Agreeing and disagreeing

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	

1B

Modern families

Are you seeing your grandparents this weekend?


No, but I'll probably see them next week.

G future forms: present continuous, be going to, will / won't **V** family, adjectives of personality **P** sentence stress, word stress

1 VOCABULARY & SPEAKING family

- a Talk to a partner. What's the difference between...?
- 1 a father and a parent
 - 2 a mother and a stepmother
 - 3 a brother and a brother-in-law
 - 4 a stepsister and a half-sister
 - 5 a grandfather and a great-grandfather
 - 6 an adopted child and an only child
 - 7 brothers and sisters and siblings
 - 8 your immediate family and your extended family
- b Read the article about modern British family life. In pairs, try to complete the gaps with the numbers from the list.

2 10% 14% 17% 30 32 40% 45%

- c  1.14 Listen and check. Are there any statistics in the article which you think would be very different in your country? Why?

- d Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with?

How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

What do you and your family mainly argue about? Do you ever argue about phones or tablets?

 Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits.

A recent survey of British family life showed some surprising statistics.



Family structure

60% of families have married parents.

22% are single-parent families.

Only ¹ _____ of the single parents are men.



² _____ of families have **one** child, ³ _____ have **two**, and **15%** have three or more.

11% of families have stepchildren.

On average **women** get married at ⁴ _____, and **men** at ⁵ _____.



Family habits

20% of families only eat together once or twice a week, and ⁶ _____ never eat at the same time.



They visit friends or extended family **twice** a month.

⁷ _____ of people have family members who they **never speak to** or contact.



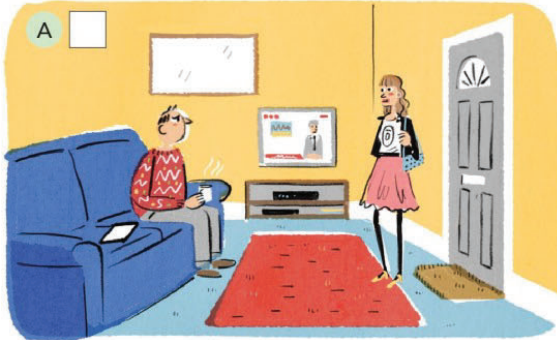
75% of people are happiest with their families, and **17%** with their friends.

The average family has ⁸ _____ **rows** each day, and the most common cause is children or teenagers refusing to put down their phones or tablets.



2 GRAMMAR future forms

- a **1.15** Listen to three conversations between different family members. Match them to cartoons A–C. What are the people talking about?



- b Listen again and complete two sentences from each conversation.

- a I'm not _____ to university.
b _____ you a cup of tea?
- c I _____ the night there.
d It _____ cold tonight.
- e You _____ too fast.
f I _____ really careful.

- c With a partner, decide which sentence (a–f) is...

- | | |
|--|---|
| <input type="checkbox"/> a plan or intention | <input type="checkbox"/> an arrangement |
| <input type="checkbox"/> a prediction | <input type="checkbox"/> a promise |
| <input type="checkbox"/> an offer | |

- d **G** p.133 Grammar Bank 1B

3 PRONUNCIATION & SPEAKING

sentence stress

Sentence stress

In spoken English, we stress the 'content' words – the words in a sentence which carry the information. We don't stress the other words. Being aware of this will help you to speak with a natural rhythm and understand spoken English better.

- a **1.20** Read the sentence. Do you think the pink words are stressed or unstressed? Listen and check.

I'm going to look for a job.

- b **1.21** Listen to four more sentences. Write the stressed words in the pink boxes.

- _____ .
- _____ ?
- _____ ?
- _____ ?

- c Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- d Listen again and repeat the sentences. Copy the rhythm.
- e Ask and answer the questions with a partner. Try to get the correct rhythm.

Is anyone in your family...?

- getting married in the near future
- travelling abroad this month
- having a baby this year
- celebrating their birthday soon

Are you going to...?

- do something with a family member this week
- have a big family get-together soon
- go on holiday with your family this year
- visit a relative this weekend

Do you think...?

- more couples will have just one child in the future
- more young adults will live with their parents in the future
- anyone in your family will live to be 90 or older
- you'll move away from (or back to) the area where your family live



4 VOCABULARY adjectives of personality

- a Complete the opposite adjectives in sentences 1–5.

Opposites attract



- 1 She's extroverted, but he's sh .
- 2 She's generous, but he's m .
- 3 She's hard-working, but he's l .
- 4 She's talkative, but he's q .
- 5 She's funny, but he's se .

- b p.153 Vocabulary Bank Personality

5 PRONUNCIATION word stress

- a Underline the stressed syllable in the multi-syllable adjectives.

- 1 an|xious am|bitious ge|ne|rous
re|belli|ous
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|sible sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|fri|end|ly in|se|cure im|pa|tient
im|ma|ture

- b 1.24 Listen and check. Then listen again and repeat. Are prefixes (e.g. un-, in-) and suffixes (e.g. -ous, -ble, -tive) stressed?

6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
- 1 outgoing, charming, and disorganized
 - 2 responsible, ambitious, and anxious
 - 3 self-confident, independent, and spoiled
 - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers.



How birth order influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because ¹ H.

The middle child

Middle children are more relaxed than the oldest children, probably because ² . They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because ³ . For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because ⁴ . They can also be immature and disorganized, and they often depend too much on other people, because ⁵ .

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because ⁶ , they're often very organized. Only children can sometimes be spoiled, because ⁷ by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because ⁸ .

d Read the article again and complete it with reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

e Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

James's story

brother teenagers fighting stabbed
finger penknife accident
horrified blood mum angry hospital

Marilyn's story

sister parrot cage let out fly
bedroom looked everywhere cried window
hidden cupboard frightened horrible

b 1.25 Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for James and Marilyn. Who do you think behaved worse, James or Marilyn's sister?

- 1 How old were they?
- 2 Where were they?
- 3 What bad thing did they or their sibling do?
- 4 What happened in the end?
- 5 How do James's brother and Marilyn show that they've never forgotten what happened?

d Work in pairs. **A**, you are James's brother. **B**, you are Marilyn's sister. Retell the two stories from your point of view.

(I have a twin brother called James, and we used to fight a lot when we were teenagers. One day,...



e Can you remember a time when you were young and you behaved very badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

8 WRITING

a Read Alice's 'self-portrait' poem. Then write your own poem using the instructions below.

1 *Alice*
2 *affectionate, honest, imaginative, moody*
3 *oldest daughter of Richard and Billie*
4 *likes music, Diet Coke, and sunny days*
5 *afraid of lifts and other small spaces*
6 *would like to see elephants in the wild*
7 *Williams*

Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name

b p.115 **Writing** A description of a person Write an email describing a friend.

Practical English Meeting the parents

reacting to what people say

1 INTRODUCTION

- a Look at the photos. Describe Jenny and Rob.
- b **1.26** Watch or listen to Jenny and Rob talking. Complete the gaps.

Jenny Zielinski and Rob Walker work for a ¹ _____ called *NewYork 24seven*. She's American and he's ² _____. Rob came to New York a few ³ _____ ago. He had met Jenny when she went to ⁴ _____ on a work trip. They got on very well and he was offered a job for a month in ⁵ _____. Later, he was offered a ⁶ _____ job. Jenny helped Rob ⁷ _____ an apartment and they are enjoying life in the USA, although Rob misses his friends and ⁸ _____.

British and American English
apartment = American English *flat* = British English



2 REACTING TO WHAT PEOPLE SAY

- a **1.27** Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

British and American English
mom = American English *mum* = British English



- b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.
- Rob left the chocolates at the office.
 - Rob's desk is usually very tidy.
 - It's the second time that Rob has met Jenny's parents.
 - Sally has prepared a big dinner.
 - Jenny's new job is Managing Director.
 - Jenny is going to be Rob's manager.
- c **1.28** Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 Jenny Don't forget the chocolates.
 Rob OK. Oh _____!
 Jenny I don't _____ it. Don't tell me you forgot them?
 Rob I think they're still on my desk.
 Jenny _____ kidding.

2 Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
 Sally What a _____, _____ mind.

3 Jenny But I also have some good news.
 Sally _____? What's that?

4 Sally So you've got a promotion? _____ fantastic!
 Harry That's great _____!

5 Sally Let's go and have dinner.
 Jenny What a _____ idea!

- d **1.29** Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

REACTING TO WHAT PEOPLE SAY

What you say when you hear...	
something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh no! What a pity. Never mind.

How + adjective, What + noun

We often use *How* + adjective or *What* + noun to respond to what people say.

How interesting! How awful! How amazing!

What a pity! What a good idea! What terrible news!

- e Practise the conversations in **c** with a partner.

- f **C Communication** How awful! How fantastic!
A p.106 B p.111 Practise reacting.

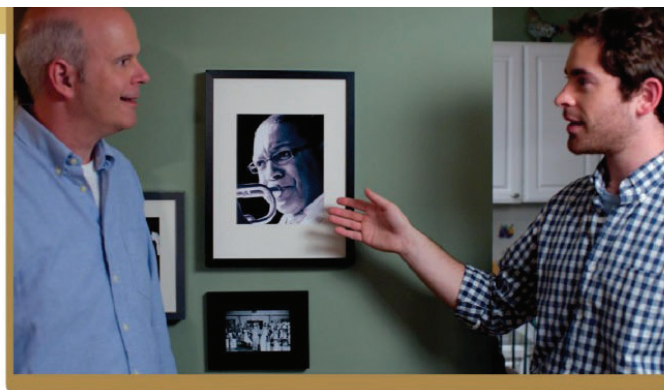
3 HARRY FINDS OUT MORE ABOUT ROB



- a **1.30** Watch or listen to the conversation after dinner. Does the evening end well or badly?

- b Watch or listen again and answer the questions.

- 1 What university did Jenny go to?
- 2 Is Harry impressed by Rob's job? Why (not)?
- 3 What does Harry like doing in his free time?
- 4 Who are most of the photos in the dining room of?
- 5 Who are Miles Davis, John Coltrane, and Wynton Marsalis?
- 6 What surprises Harry about Rob?



- c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 Harry How do you _____ your career?
- 2 Rob Not _____. I'm more of a writer.
- 3 Rob Oh, you know, interviews, reviews, _____ like that..
- 4 Rob I _____, I like photography.
- 5 Harry That's _____ most of them are of Jenny.
- 6 Harry How _____!
- 7 Rob Well, he's a really nice _____.
- 8 Harry Go _____, son!

- d **1.31** Watch or listen and complete the phrases. Then watch or listen again and repeat.

- e Complete conversations A–G with **Social English** phrases 1–8. Then practise them with a partner.

A	Excuse me, do you mind if I sit here?	Of course not. <input type="checkbox"/> .
B	Those sandwiches don't look very nice.	<input type="checkbox"/> I bought them two days ago!
C	Did you like the film?	<input type="checkbox"/> It was much too long.
D	What do you keep in that file?	Bills, bank statements, <input type="checkbox"/>
E	<input type="checkbox"/> your future after university?	I'm not sure. I might try and work abroad for a year.
F	You won't believe it, but we've just won a week's holiday in Paris!	<input type="checkbox"/> Lucky you!
G	What's your new boss like?	He's OK. <input type="checkbox"/> , he seems like <input type="checkbox"/> .

CAN YOU...?

- react to good news, bad news, surprising news, and interesting news
- introduce yourself and other people
- use phrases which give you time to think, e.g. *you know*, *I mean*, etc.

2A

Spending money

Have you paid the phone bill yet?

Yes, I paid it yesterday.

G present perfect and past simple **V** money **P** o and or

1 VOCABULARY money

a Do *The money quiz* in teams.

The money quiz

1 Match the coins to eight of the countries below. What currency are they? What currency do the other two countries use?

<input type="checkbox"/> Brazil	<input type="checkbox"/> Mexico
<input type="checkbox"/> China	<input type="checkbox"/> Poland
<input type="checkbox"/> France	<input type="checkbox"/> Russia
<input type="checkbox"/> Hungary	<input type="checkbox"/> Switzerland
<input type="checkbox"/> Japan	<input type="checkbox"/> Turkey

2 True or false?

- The first coins were made by the Romans.
- The largest English note is worth £50.
- Bank notes are always made of paper.
- All the countries in the EU have the euro as their currency.
- The British pound is the world's oldest currency still in use.

2 PRONUNCIATION & SPEAKING o and or

a Can you think of three words that rhyme with *money*?

- The weekend is going to be hot and s_____.
- Somebody who makes you laugh is f_____.
- Would you like jam or h_____ on your toast?

b Look at some words with the letter o. Put them in the correct column.

borrow clothes cost dollar done honest loan
money note nothing owe promise shopping
some sold won worry

	borrow	

c **2.5** Listen and check.

d Look at some words with the letters *or*. How is *or* normally pronounced when it's stressed? Which two words are different?

afford mortgage order work organized store worth

e **2.6** Listen and check.

f **2.7** Listen and write six sentences. Practise saying them.

g **C Communication Money Q&A A p.106 B p.111**
Ask and answer about your spending habits.

3 READING

a Read the title of the article. Why do you think someone might decide to have a 'no-spend year'?

b Read the article and match paragraphs A–G to topics 1–7. Use the words in **bold** to help you.

- where she went **on holiday**
- why** she decided to save money
- how often she saw her **friends**
- what she **achieved**
- her **advice** for other people
- how she saved money **at home**
- what she **discovered**

b **V** p.154 Vocabulary Bank Money

One woman's 'no-spend year', and how she survived



She cycled 120 miles to a wedding, and her lunch budget was just 51p a day.

- A** Michelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily – for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan – to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else – no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.
- B** She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturiser, but she decided that most of them didn't really work.
- C** At first, she tried to see her friends as often as before. She cycled 120 miles to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 60 miles to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.
- D** Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.
- E** At the end of the year, she had saved £23,000. She was much slimmer and fitter – over the year, she had cycled 6,500 miles. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.
- F** But she learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. But she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'
- G** So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, 'I need to buy this.' Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

Adapted from The Times

- c** Read the article again. Mark the sentences **T** (true) or **F** (false).
- Michelle could use public transport during her 'no-spend year'.
 - She was often hungry because she couldn't afford to buy food.
 - At her friend's wedding, she slept in a tent.
 - She never had ready-made food or takeaways.
 - She didn't lose any weight during the year.
 - Nowadays, she spends less than she used to.
 - She thinks that when we buy something, we should ask ourselves why.
- d** Do you agree with the last sentence of the article? Why (not)?

- e** Read the information about compound nouns. Then search the text. Underline six compound nouns that begin with the words in the circle.

olive
electricity
cleaning cycling
beauty
tap

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. cash machine. The stress is usually on the first noun.

- f** Could you do what Michelle did?

What would you spend less on?

What would you eat?

How would you get around?

How would you socialize cheaply?

would for imaginary situations

We use *would* to talk about imaginary situations, e.g. *To save money, I'd spend less on clothes and I'd cook for myself at home.*

4 GRAMMAR present perfect and past simple

a Read the conversation. What are they arguing about?



David I ¹ *haven't seen* (see) those shoes before. Are they new?
 Kate Yes. I ² _____ (just buy) them. Do you like them?
 D They're OK. How much ³ _____ they _____ (cost)?
 K Oh, not much. They ⁴ _____ (be) a bargain.
 Under £100.

D You mean £99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes at the moment.

K Why not?

D ⁵ _____ you _____ (see) this?

K No. What is it?

D Our phone bill. It ⁶ _____ (arrive) this morning. And we ⁷ _____ (not pay) the house insurance yet.

K Well, what about the iPad you ⁸ _____ (buy) last week?

D What about it?

K You ⁹ _____ (not need) a new one. The old one ¹⁰ _____ (work) perfectly well.

D But I ¹¹ _____ (need) the new model.

K Well, I ¹² _____ (need) some new shoes.

b 2.8 Read the conversation again and put the verbs in the present perfect or the past simple. Then listen and check.

c Do we use the present perfect (PP) or past simple (PS)...?

- 1 for a completed action in the past _____
- 2 for recent actions when we don't ask / say exactly when _____
- 3 in sentences with *just*, *yet*, and *already* _____

d p.134 Grammar Bank 2A

5 SPEAKING

a Read the *Have you ever...?* questions and complete them with the past participle of the **bold** verbs.

1 *saved* for something for a long time?
save

2 _____ money to somebody who didn't pay you back?
lend

3 _____ money on something you've never used?
waste

4 _____ something and immediately regretted it?
buy

5 _____ something from a relative?
inherit

Have you

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

Have you ever saved for something for a long time?

(Yes, I saved for six months to pay the deposit on my car.

How much was the deposit?)

Have you ever lent money to somebody who didn't pay you back?

(No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.

ebay

11 _____ or
something on eBay
or a similar site?
buy, sell

10 _____ a
loan from the bank?
take out

9 _____ your
wallet or purse?
lose

ever...

8 _____ your
PIN for a credit or
debit card?
forget

6 _____ your
card in a cash
machine?
lose

7 _____
any money
(e.g. in a lottery)?
win

6 LISTENING

- a Read the definition of a scam. What kind of scams have you heard of?

scam /skæm/ *n.* a dishonest and illegal way of making money by tricking people, e.g. selling a product online that doesn't exist

- b Read the email. What would you do if you got an email like this? Why?

Subject: Business opportunity

Dear Friend,

I know this message will be a surprise. I am Naomi Cooper and I work at the International Bank in Lagos, Nigeria. My parents **have died** last month and left 4.6 million US dollars in **there** account. I would like to transfer this money out of Nigeria and **I am needing** your help.

I can to transfer all the money to you in the UK, and you can then keep 20% of the money for yourself (920,000 US **dolars**) and transfer the rest to an **account** in Switzerland. It will be very quick and easy. I would be very grateful if you can do this for me – it's my parents' money and I want to keep **him** safe for my family.

Please reply to this email as fast as you can – **I want organize** everything in the next two days.

Thank you in advance for **you** help.

Naomi Cooper

- c Emails like this often have lots of mistakes, especially grammar and spelling. Correct the ten **highlighted** mistakes.
- d **2.12** Listen to a radio programme about scams. How much money did Heather, Carl, and Paul each lose? What's the most important advice the programme gives?
- e Listen again. Complete the gaps in the summary of each scam with one or two words.

Heather got an ¹ _____ from a friend who was in Berlin. He said he'd lost his ² _____ and needed money to get home. He asked her to send him her ³ _____ details.

Carl got an email which said he'd won a lot of ⁴ _____ in the Spanish lottery. He ⁵ _____ it because he had been on holiday in Spain. They told him to send his ⁶ _____ details so they could send him the money.

Paul got a ⁷ _____ from a woman who said she was from his ⁸ _____. She said there was a problem with his ⁹ _____. She told him to transfer his money into a ¹⁰ _____.

- f Have you, or has anybody you know, ever been the victim of a scam? Explain what happened.

2B

Changing lives

How long have you been working with Adelante Africa?

For over ten years now.

G present perfect + for / since, present perfect continuous

V strong adjectives: *exhausted, amazed, etc.*

P sentence stress

1 LISTENING



a **2.13** Listen to Part 1 of a programme about the charity Adelante Africa. Answer the questions.

- 1 When was Adelante Africa started?
- 2 Why were the tourists in Uganda?
- 3 What happened to their lorry in Igayaza?
- 4 What was the building where the tourists took shelter?
- 5 What condition was the building in?
- 6 What did one of the tourists do with the children?
- 7 What did the head teacher tell them they needed?
- 8 What did the tourists decide to do when they got home?
- 9 When did the new school open?

b **2.14** Listen to Part 2, an interview with Jane Cadwallader, the secretary of Adelante Africa. Number the photos 1–8 in the order she mentions them.



c Listen again and correct the information.

- 1 There are 47 children living in the children's home.
- 2 People in Uganda eat a lot of vegetables.
- 3 They are building tanks to store petrol.
- 4 In the factory, they make palm oil.
- 5 In the FAL groups, children learn to read and write.
- 6 They have just built another primary school.
- 7 Most of the volunteers are from Europe.
- 8 John Muzzei is now studying to be a teacher.
- 9 When Rose first arrived at the children's home, she never spoke.

d Do you know anybody like Jane who does voluntary work for a charity? What do they do?



Glossary

orphan a child without a mother or father

malnutrition not having enough to eat

seeds the small, hard part of a plant, from which a new plant can grow

FAL Functional Adult Literacy

AIDS an illness which attacks the body's immune system

2 GRAMMAR present perfect + for / since, present perfect continuous

- a Look at six sentences from the interview. Complete them with a past participle or an -ing form from the list.

building changed doing running
started working

- Jane, how long **have you been working** with Adelante Africa?
 - Tell us what Adelante Africa **has been** _____ since 2010.
 - The children's home **has been** _____ since 2012.
 - We've also been** _____ water tanks to collect rainwater.
 - Since then, **we've** _____ eleven more FAL groups.
 - Since she came here, **she's** _____ completely.
- b 2.15 Listen and check. Then with a partner, look at the **highlighted** phrases in a and answer the questions.
- Are the sentences about...?
 - a period of time in the past
 - a period of time from the past until now
 - a period of time in the present
 - What's the difference in form between the verbs in 1-4 and in 5 and 6?
- c p.135 Grammar Bank 2B

3 PRONUNCIATION sentence stress

- a 2.18 Listen to four sentences. Try to write the stressed words in the pink boxes.
- How long _____ ?
 - _____ .
 - _____ ?
 - _____ .
- b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.
- c Listen again and repeat the sentences. Copy the rhythm.
- d 2.19 Listen and make questions.
- It's snowing. (How long has it been snowing?)

4 SPEAKING

- a Look at the squares and write something in as many as you can.

<p>a charity you support</p>	<p>a friend you know very well</p>
<p>a social media site you use regularly</p>	<p>a sport or a kind of exercise you do regularly</p>
<p>the car, motorbike, or bike you have</p>	<p>the place where you live</p>
<p>a bar or restaurant you often go to</p>	<p>a possession which is very important for you</p>
<p>an organization, club, gym, etc. you are a member of</p>	<p>something you're learning (to do)</p>

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

(How long have you been supporting Adelante Africa?

(Have you ever been to Uganda?

(How long have you known Irina?

(How often do you see her?

5 WRITING

p.116 Writing An informal email Write an email to say thank you.

6 READING

- a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?
- b You're going to read a blog by TV presenter Helen Skelton, who has taken part in several charity challenges. First, read the introduction and answer the questions.
- 1 What has Helen done for charity before?
 - 2 What is her most recent challenge, and how is it different?
- c Read Helen's blog entries and number them in order, 1–9. Use the **highlighted** phrases to help you.



The polar challenge

TV presenter **Helen Skelton** has never been afraid of a charity challenge. She has run the 78-mile Ultra Marathon in Namibia, and she has kayaked 3,200 kilometres down the Amazon, from Nauta, in Peru, to Almeirim, in Brazil, for the charity Sport Relief, which helps poor and disadvantaged people. Now she has decided to leave the heat of Africa and South America to take part in a polar challenge, a 500-mile ski, kite-ski, and bike journey to the South Pole, the bottom of the world. During the challenge, Helen is writing a blog.

A

It's over a month since we arrived in Antarctica, and if everything goes to plan, we should reach the South Pole late tonight. We've been here for so long it's almost become a routine. We camp, get up, ski, camp, get up, ski. I'm wearing a face mask because of the wind and sun. I may look like Darth Vader, but it will help me get there.

B 1

My first night in Antarctica. It's summer here, and the 24-hour daylight is weird. The plan, until 3rd January, is to train before starting our trek. Today was my first full day on cross-country skis, pulling a sledge full of my food, tent, and supplies. It was a nightmare! Still, the scenery was incredible. I'm now going to try out the ice bike for the first time, and we're also going to practise kite-skiing.

C

The first day of the trek is over! We managed to make the bikes work! But we need to do a minimum of 25 miles a day, and we only managed 15 miles today. After nine hours of cycling (and a lot of pushing), we had to stop, because I was completely exhausted.

D

We've only been in Antarctica for four days, but there's been a huge snowstorm for the past 48 hours. It's freezing outside, so we can't train – we've had to stay in the tent. The winds are 70 miles per hour, with a temperature of -15°C and lots of snow. The visibility is terrible, too. However, we're staying warm and morale is still good.

E

This morning, the second day of our trek, we set off on the kite-skis, and straight away we were travelling fast. In the first hour, we'd gone eight miles. I thought we could do 60 miles today, but late this afternoon the wind dropped, so we decided to stop and put up camp. But we'd travelled 41 miles – I'm very proud of that. I've only kited a few times before. But I'm trying to complete my challenge in 20 days, and there's still a long way to go...



F

We're now only 150 miles from our destination. For the last few days, we've only been using bikes and cross-country skis, not kite-skis. We had a ten-hour day yesterday with the bikes. The morning went well, but then we hit some soft snow and we ended up pushing the bikes for the last six miles. Today, we decided to use skis, but progress has been slow.

G

We've completed our 500-mile journey in 18 days! When I talked to Dad on the phone, saying we've done it, I cried. This is the biggest thing I have ever been part of.

H

We're on our way to the halfway checkpoint today, where we can have a rest...and I've been promised lots of hot water so I can have a good wash – my second one since arriving in Antarctica. I have to admit it, I smell awful...and my hair is absolutely filthy.

I

The training is over and we're starting our 500-mile journey today! We've been cycling, walking, and kiting for ten days. I washed and changed my clothes. I'm not going to get clean clothes again for three weeks!

d Read the blog again. In which entry does she mention...?

- feeling very emotional
- how beautiful Antarctica is
- looking forward to a wash
- looking like a science fiction character
- not being able to go outside
- stopping cycling because she was very tired
- stopping using one method of transport
- having to wear the same clothes every day
- travelling quickly for the first time

e Tell your partner about an adventure sport you've done, or an exciting experience you've had. Was it a positive experience? Why (not)? How did you feel?

7 VOCABULARY & SPEAKING strong adjectives

a Complete three sentences from Helen's blog with an adjective. What do you think they mean?


- 1 After nine hours of cycling, I was completely _____.
- 2 It's _____ outside...-15°C and lots of snow.
- 3 I smell awful...and my hair is absolutely _____.

Strong adjectives

With strong adjectives like *exhausted*, you can use *absolutely*, *completely*, *really*, or *totally*, but not very (**NOT** very-exhausted). We often give strong adjectives extra stress.

b Complete the sentences with a normal adjective.

- 1 A Was Lisa's father *angry* about the car accident?
B Yes, he was **furious**!
- 2 A Is Oliver's flat _____?
B Yes, it's really **tiny** – just a bedroom and a sitting room.
- 3 A Are you _____ of flying?
B Yes, I'm **terrified**! I never fly anywhere.
- 4 A There was an _____ documentary about whales on TV last night.
B Yes, I thought it was **fascinating**.
- 5 A Are you very _____?
B I'm **starving**! I haven't eaten all day.
- 6 A Is your parents' house _____?
B It's **huge** (or **enormous**). It has seven bedrooms.
- 7 A Was it _____ in Dubai?
B It was **boiling**! 45 degrees.
- 8 A Was Jack's kitchen _____?
B It was **filthy**. It took us three hours to clean it.
- 9 A Are your parents _____ about the wedding?
B They're **delighted**. In fact, they want to pay for everything!
- 10 A Was the film _____?
B It was **hilarious**. We laughed the whole way through.
- 11 A Are you _____ you locked the door?
B I'm **positive**. I remember turning the key.
- 12 A Were you _____ to hear that Ted and Sonia have broken up?
B I was absolutely **amazed**! I never thought it would happen.

c  2.20 Listen and check. Practise the conversations with a partner.

d  **Communication** Are you hungry?
A p.106 B p.111 Practise strong adjectives.

e Ask and answer with a partner. Use a strong adjective in your answer.

- 1 Have you ever been swimming in a place where the water was very cold?
- 2 Is there anything that makes you angry about drivers or cyclists in your country?
- 3 Are you afraid of any animals or insects?
- 4 What's the hottest place you've been to?
- 5 Is there a comedy series on TV in your country that you think is really funny?

8 VIDEO LISTENING

a Watch the documentary *The Great OUP Bake Sale*. Which cake 1–5 was the winner? Do you agree that it looks the best?



b Watch the documentary again. Why are the following mentioned?

- 1 the New York Marathon
- 2 *The Great British Bake Off*
- 3 Macmillan Cancer Support and Adelante Africa
- 4 Daisy Watt
- 5 Viennese Whirls
- 6 a stress-reliever
- 7 a sponge cake with blueberries
- 8 baking with kids
- 9 the decoration
- 10 £270

GRAMMAR

Circle a, b, or c.

- My sister ____ fish or seafood.
a doesn't like b don't like
c doesn't likes
- I have a quick breakfast because ____ in a hurry.
a I usually b I usually am c I'm usually
- I ____ TV when I'm having a meal.
a never watch b don't never watch
c am never watching
- ____ hard for my exams at the moment.
a I study b I'm studying c I'm studing
- ____ any brothers or sisters?
a Are you having b Are you have
c Do you have
- What ____ when you leave school?
a you are going to do b are you going do
c are you going to do
- I can't see you this evening because ____ some friends.
a I'm meeting b I meet c I'll meet
- A Would you like something to drink?
B Yes, ____ an orange juice, please.
a I have b I'm having c I'll have
- A I can't open this jar.
B ____ help you?
a Shall I b Will I c Do I
- That's a lovely dress. Where ____ it?
a have you bought b did you buy
c did you bought
- ____ good at saving money.
a I've never been b I haven't never been
c I've never
- I got £50 for my birthday, but I ____.
a didn't spend it yet
b haven't spent it yet
c yet haven't spent it
- I've had this phone ____.
a for about three years
b since about three years
c for about three years ago
- A How long ____ in Paris?
B Since last March.
a is he living b has he living
c has he been living
- ____ the same gym for five years.
a I'm going to b I've been going to
c I go to

VOCABULARY

a Circle the word that is different.

- prawns mussels duck squid
- lamb crab beef pork
- cherry pear peach beetroot
- raspberry cucumber pepper cabbage
- fried baked chicken roast

b Write the opposite adjective using a prefix.

- honest _____ 4 mature _____
- friendly _____ 5 sensitive _____
- responsible _____

c Write verbs for the definitions.

- to spend money on sth that is not necessary _____
- to receive money from sb who has died _____
- to get money by working _____
- to get money from sb that you will pay back _____
- to keep money so that you can use it later _____

d Write the strong adjectives.

- tired _____ 4 dirty _____
- hungry _____ 5 angry _____
- cold _____

e Complete the phrasal verbs.

- Shall we eat _____ tonight? I don't feel like cooking.
- I'm allergic to milk, so I have to cut _____ dairy products from my diet.
- We live _____ my salary. My wife is unemployed.
- I'll lend you the money if you promise to pay me _____.
- I took _____ €350 from my bank account.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



fish



tree



cat



car

Consonant sounds



bag



parrot



house



monkey

b P p.166–7 Sound Bank Say more words for each sound.

c What sound in a do the pink letters have in these words?

- chicken
- charge
- inherit
- salary
- steamed

d Underline the stressed syllable.

- sen|si|ble 3 un|sel|fish 5 ex|haus|ted
- te|rri|fied 4 mort|gag|e

CAN YOU understand this text?

a Read the article once. Choose the correct option.

The sandwich chain Pret A Manger *only does / is now doing / used to do* charity work in the Exeter area.

LEFTOVER PRET A MANGER BAGUETTES GO TO HOMELESS

Exeter's new High Street Pret A Manger store set up contracts with Devon and Cornwall Food Association and Exeter Cathedral to donate leftover food at the end of each day.



Pret A Manger, often known as 'Pret', is an international sandwich shop chain, which has stores all over the UK. It has been ¹ _____ food to homeless communities since it began in 1986. 88% of their stores currently donate their unsold sandwiches, salads, baguettes, and wraps to hundreds of charities supporting the homeless.

Exeter store manager Drahoslav Balog said, 'It makes us ² _____ to know that the surplus food will go to two very worthwhile places each evening.'

Nicki Fisher, head of the Pret Foundation Trust which organizes their charity work, said, 'Whenever we open a new store, our teams work hard to find charities in the local area that could ³ _____ from food donations. It means a huge amount to us that we can connect with our local communities and help to solve an important problem at the same time.'

'The sandwiches and wraps we are collecting from Pret A Manger are ideal for giving to homeless people who ⁴ _____ not have the facilities to prepare meals themselves,' said Rory Matthews, from Devon and Cornwall Food Association. 'We are delighted that the food is not being ⁵ _____.'

Anna Norman-Walker from Exeter Cathedral added, 'We have been running a café for the homeless and other vulnerable people in Exeter for four years. We often serve dinner to 50 people or more. Having Pret surplus sandwiches and salads has been a huge blessing and a definite ⁶ _____ on the usual bread and butter! Pret have made the process really simple. They invite us in at ⁷ _____ time and let us take away any of the leftover sandwiches and salads. It is such a good initiative and we are delighted.'

Glossary

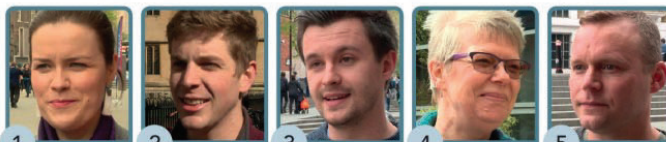
wrap a type of sandwich made with a cold pancake rolled around meat or vegetables

b Read the article again. Complete the gaps with the best word for the context.

- | | |
|--------------------|----------------------------|
| 1 giving / selling | 5 saved / wasted |
| 2 angry / proud | 6 improvement / investment |
| 3 benefit / suffer | 7 opening / closing |
| 4 might / should | |

▶ CAN YOU understand these people?

▶ 2.21 Watch or listen and choose a, b, or c.



- 1 Philomena says that _____ potatoes cheer her up.
 a roast or baked
 b fried or roast
 c boiled or baked
- 2 One kind of food Mark likes when he eats out is _____.
 a Spanish b Italian c French
- 3 Ross has got on well with his stepbrothers and sisters _____.
 a all his life
 b since they grew up
 c since they were teenagers
- 4 When Coleen won some money in the lottery, she spent it on _____.
 a a long holiday
 b a holiday abroad
 c a short holiday
- 5 Richard raised _____ for Cancer Research.
 a £6,000 b £6,500 c £6,050

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

- describe your diet, and the typical diet in your country, and say how it's changing
- describe members of your family and say what they are like
- describe some of your plans and predictions for the future (e.g. your studies, your family life)
- ask and answer the questions below
 - Have you ever won any money? How much did you win? What did you do with it?
 - How long have you been learning English? Where did you first start learning?

3A

Survive the drive

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

G choosing between comparatives and superlatives V transport P /ʃ/, /dʒ/, and /tʃ/, linking

1 VOCABULARY & SPEAKING

transport

- a **3.1** Listen. What forms of transport can you hear? Write 1–8 in the boxes.

1 bike 2 bus 3 car 4 lorry
5 motorbike 6 scooter 7 train
8 the Underground

- b **p.155 Vocabulary Bank Transport**
- c **C Communication** I'm a tourist – can you help me? **A p.106 B p.111** Role-play being a tourist.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

- a **3.5** Look at the sound pictures. What are the words and sounds? Listen and repeat.



- b Write three words from the list in each column.

adventure bridge catch coach crash
journey rush station traffic jam

- c **3.6** Listen and check. Practise saying the words.
- d **3.7** Listen to the pairs of words. Can you hear the difference? Practise saying them.
- /tʃ/ and /dʒ/ /ʃ/ and /tʃ/
- 1 a cheap b jeep 4 a ship b chip
2 a chain b Jane 5 a shoes b choose
3 a choke b joke 6 a wash b watch
- e **3.8** Listen and circle the word you hear.
- f **3.9** Listen and write five short sentences or questions.

3 READING & LISTENING

- a You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?
- b Talk to a partner.
- Which one do you think will be the fastest? Why?
 - In what order do you think the other three will arrive? Why?
- c Now read about the journeys by boat, bike, and car. Do you still think your predictions in **b** are correct?

TopGear challenge

What's the fastest way to get across London?

On *Top Gear*, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

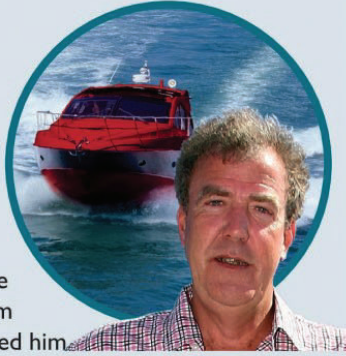
The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat**, and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport** (a bus, the Tube, and a train).

They set off on a Monday morning in the rush hour...



Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy! He **was ahead of the bike!** He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!



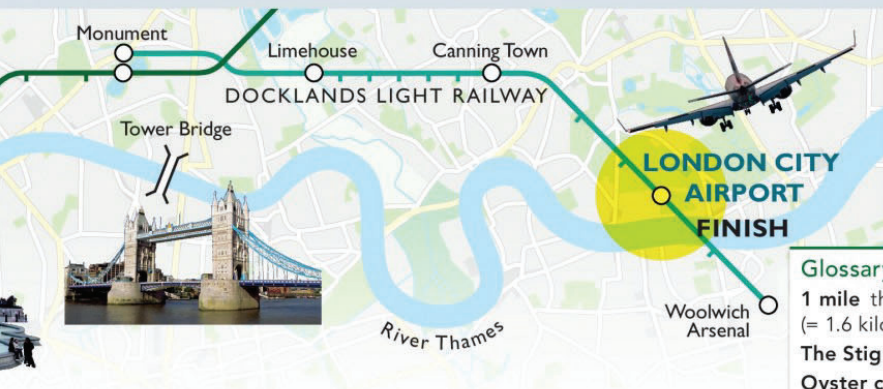
Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to **crash into** the buses. He hated buses! Horrible things! When the traffic lights **turned red**, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...



James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was **getting worse**. Now he was going really slowly. 25 miles an hour, 23..., 20..., 18... It was so frustrating!



- d **Speed challenge!** In three minutes, read about the three journeys again and answer the questions with **Je** (Jeremy), **R** (Richard), or **Ja** (James).

Who...?

- 1 was asked to show a piece of paper
 - 2 went much faster in the later part of his journey
 - 3 decided not to do something illegal
 - 4 went more slowly in the later part of his journey
 - 5 was happy to see that there was a lot of traffic
 - 6 got slightly lost
 - 7 had the most exciting journey
- e Look at the **highlighted** verb phrases related to travel and transport. With a partner, work out their meaning from the context.



The Stig on the Underground

- f **3.10** Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?
- g **3.11** With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?
- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

Glossary

1 mile the unit of distance used in the UK and the USA (= 1.6 kilometres); 15 miles = approximately 25 kilometres

The Stig the nickname of one of the members of the *Top Gear* team

Oyster card a travel card which you use on public transport in London

4 GRAMMAR choosing between comparatives and superlatives

- a Read the sentences. Are the **highlighted** phrases right (✓) or wrong (X)? Correct the wrong phrases.
- 1 What's **the quicker way** to get across London?
 - 2 Driving is **more boring than** going by train.
 - 3 The boat was nearly **as fast than** the bike.
 - 4 Oxford is about **the same distance** from London **as** Brighton.
 - 5 There aren't **as much trains as** there were before on this line.
 - 6 It was **the more exciting journey** I've ever had.
 - 7 **The worst time of day** to travel in London is between 7.30 a.m. and 9.30 a.m.
 - 8 Women drive **more careful than** men.

b p.136 Grammar Bank 3A

- c Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

- 1 **dangerous** cycling
driving
riding a motorbike
- 2 **easy** learning to drive
learning to ride a bike
learning to ride a horse
- 3 **relaxing** driving
flying
travelling by train
- 4 **difficult** sleeping on a coach
sleeping on a plane
sleeping on a train
- 5 **boring** being stuck in a traffic jam
waiting at an airport
waiting for a bus

I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.

5 LISTENING & PRONUNCIATION linking

- a Read the text about research into the causes of car accidents. Then talk to a partner.
- 1 Do you think the research process was reliable? Why (not)?
 - 2 Which three things do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
 - 3 Which one do you think is the least dangerous?

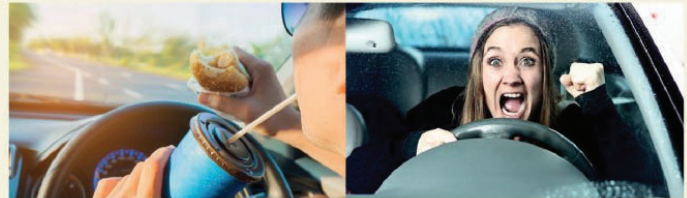
Two scientists at Virginia State University, in the USA, have published a book called *Survive the Drive*. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.



adjusting the radio or music system

adjusting the satnav



eating or drinking

feeling emotional



feeling tired

looking at something by the road



reaching for something in the car

talking to a passenger

SURVIVE THE DRIVE!

A GUIDE TO KEEPING EVERYONE ON THE ROAD ALIVE

BY THOMAS A. DINGUS, PH.D., CHFP AND MINDY BUCHANAN-KING

🔍 Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

- 1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most interesting*.
- 2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst time*.
- 3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest danger*.

b 🎧 3.15 You're going to listen to an interview with a traffic safety expert. First, read the information box above. Then listen and complete some extracts with linked words from the interview.

- 1 What's the _____ thing you can do while you're driving?
- 2 ...you'll probably make _____
- 3 ...people slow down to _____
- 4 ...this is a really common _____ motorways.
- 5 This makes you _____ likely to _____.
- 6 _____ you find _____?
- 7 ...always keep _____ the road!

🔍 likely

likely is an adjective. We use it to talk about probability, e.g. *This is very distracting and makes you more likely to lose control of the car.*

- a 🎧 3.16 Now listen to the interview. Number the activities in a 1–8. Were your top three correct?
- b Listen again. Note down a number or fact about each dangerous activity.
 - 1 feeling emotional *ten times more likely to have an accident*
- c Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

6 SPEAKING

a Look at the statements below. Tick (✓) the ones you agree with and cross (X) the ones you disagree with. Think about your reasons.

People who drink and drive should lose their driving licence for life, even if they did not cause an accident.

Slow drivers cause more accidents than fast drivers.

Speed cameras do not stop accidents, they just make money for the government.

Drivers who are over 70 are as dangerous as young drivers.

Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.

It should be illegal to eat or drink when you're driving.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

b In groups, take turns to give your opinions on a statement in a. Do the others in the group agree or disagree with you? Use the language from the **Giving your opinion** box.

🔍 Giving your opinion

Personally, I don't think it should be illegal to eat and drink while you're driving, because...

In my opinion, cyclists should be allowed to cycle on all roads...

We often use *should* + verb to say what we think is the right thing or a good thing (to do).

7 WRITING

📝 p.117 **Writing** An article for a website Write an article about transport in your town or city.

3B

Men, women, and children

Do women talk more than men?

Yes, in general they probably do.

G articles: a / an, the, no article

V collocation: verbs / adjectives + prepositions

P /ə/, two pronunciations of the

1 SPEAKING & READING

- a **3.17** Listen to three people talking about men and women and complete the **highlighted** expressions. Do you agree with their opinions?

Generalizing

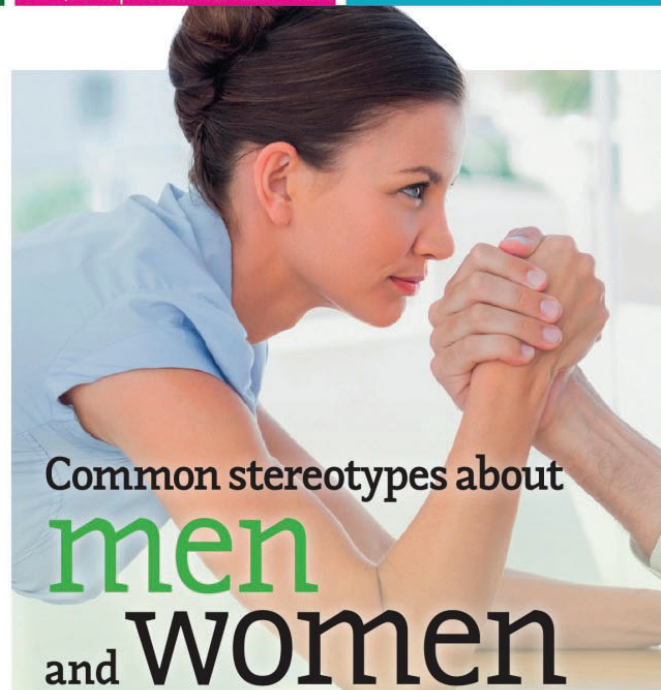
- Generally** _____, I think it's true that women worry more about their appearance than men. They spend longer choosing what to wear, doing their hair, and things like that.
- I don't think it's true that men are more interested in sport than women. However, _____ **the whole**, I think women _____ **to** have fewer opportunities to actively participate in sport.
- I think that **in** _____, men worry about their health more than women. Hypochondriacs **are** _____ men, not women.

- b In small groups, discuss the statements below. Say if you think they are a) completely true, b) partly true, or c) completely untrue. Try to use the **highlighted** expressions from a.

Do you think it's true?

- Men make better bosses than women.
- Women are more caring than men.
- Men are better at telling jokes than women.
- Women talk more than men.
- Men are better at navigating than women.
- Women are worse at maths than men.
- Men are more competitive than women.
- Women panic more than men in stressful situations.
- Men are better at assembling IKEA furniture than women.
- Women can multitask better than men.

- c Read the article about stereotypes. Complete headings 1–5 with statements from b.
- d Read the article again. Which of the stereotypes 1–5 has been verified by research done...?
- with animals
 - by giving participants questionnaires
 - through practical experiments with men and women
- e Look at the **highlighted** verbs related to research in the article and answer the questions.
- Which verb is a synonym for *prove*? _____
 - Which verb is a synonym for *find*? _____
 - Which verb means 'to give reasons why you think something is true'? _____
 - Which verb means 'to become clear that'? _____



Common stereotypes about men and Women – but are they really true?

Scientists and psychologists say that there are certain gender stereotypes which they have **proved** are true, for example, a recent academic study **found** that men are better at assembling IKEA furniture than women! But can we *really* believe the results of these studies? Here are five more stereotypes which researchers claim are true.

1 _____

Scientists in Norway asked 18 men and 18 women to find their way through a virtual maze, completing various tasks along the way. Men were able to solve 50% more of the problems than women in the same time. 'Men's sense of direction was more effective. They simply got to their destination faster,' said Dr Carl Pintzka of the Norwegian University of Science and Technology.

2 _____

Researchers from the University of Maryland separated baby rats from their mothers and **discovered** that baby rats with more Foxp2, a kind of protein necessary for the development of speech and language, made more noise and called to their mothers more often. Moving on to humans, scientists then discovered that women have 30% more Foxp2 than men.



3 Australian researchers gave 20,000 men and women a list of questions to answer, to discover how they feel if their partner has a problem. Women said they were very affected, but men showed no change. 'It is not that men are unemotional, but they simply are not very emotional when it comes to the feelings of their partner,' said the study's author, Dr Cindy Mervin.

4 Psychologists at the University of Herefordshire gave 50 male and 50 female students eight minutes to perform three tasks at the same time: maths problems, finding restaurants on a map, and drawing a plan for finding a lost key in a field. To make it more difficult, they were asked some general knowledge questions while they worked. The women, **it turned out**, easily did all four things at once, but not the men – so it seems that this old cliché is true.

5 Professor Laura Mickes and a team of psychologists from the University of California asked men and women to write captions for cartoons in The New Yorker magazine. Without knowing the author, a group of male and female judges preferred the men's jokes. The psychologists **argued** that men use humour to attract women, who in turn are attracted to men with a good sense of humour.

And some that aren't true...

For every stereotype verified by science, many others turn out not to be true. Recent research **shows**, for example, that women are just as competitive and aggressive as men, better at driving, and no worse at mathematics. Men, on the other hand, are more insecure in relationships, make worse bosses, and are more likely to panic in stressful conditions.

Adapted from the Daily Telegraph

- f Many people would disagree that these five stereotypes are true, in spite of the research. What do you think? With a partner, think of more stereotypes about men and women and discuss if you think they're true or not.

2 GRAMMAR articles

- a Complete four jokes with *a / an, the, or –* (no article).

1 **Girl** Daddy, did you know that ¹ _____ girls are cleverer than ² _____ boys?
Father No, I didn't know that.
Girl You see!

2 ³ _____ man goes to see ⁴ _____ lawyer.
Man Excuse me. What do you charge?
Lawyer \$1,000 for three questions.
Man Wow! Isn't that ⁵ _____ bit expensive?
Lawyer Yes. What's your third question?

3 **Doctor** Hello, did you come to see me with ⁶ _____ eye problem?
Patient Yes! How did you know?
Doctor Because you came in through ⁷ _____ window instead of ⁸ _____ door.

4 **Mother** What did you do at ⁹ _____ school today, Patrick?
Boy It was ¹⁰ _____ great day! We made explosives!
Mother And what are you going to do at ¹¹ _____ school tomorrow?
Boy What school?

- b **3.18** Listen and check. Do you think any of the jokes are funny?

- c **p.137 Grammar Bank 3B**

3 PRONUNCIATION /ə/, two pronunciations of *the*

- a **3.22** Listen to the words and sound. Then listen and repeat.



a about accident future internet
important person question

- b **3.23** Listen and underline five phrases where *the* is pronounced /ði:/ (**NOT** /ðə/). Why does the pronunciation change? Which phrase in the list is an exception?

the cinema the office the Underground the universe the moon
the internet the sea the accident the evening the dark

- c Practise saying some common phrases where *the* is pronounced /ði:/.

the other day the only way the end of the world
the average person the aim of the exercise
the immediate future the important thing



Tess and her pink and purple things

The Pink and Blue Project

Jimin and his blue things



4 LISTENING & SPEAKING

- a Look at the list of toys below. Which ones do you think a) girls play with more than boys, b) boys play with more than girls, c) boys and girls play with equally?

construction toys dolls
 dressing-up clothes jigsaws soft toys
 toy vehicles toy weapons

- b Look at two photos from *The Pink and Blue Project* by South Korean artist JeongMee Yoon. What do you think she is saying with these images?

- c **3.24** Listen to a programme about children and stereotypes. What is surprising about dressing children in pink or blue? Do Alison and Natasha agree about the colour of children's toys?

- d Listen again. Choose a, b, or c.

- A century ago, pink was considered to be a _____ colour than blue.
 - more attractive
 - more delicate
 - stronger
- After World War II, people started dressing girls in pink _____.
 - because people had started to believe in gender equality
 - because advertisers encouraged them to do so
 - because they thought that pink suited girls better
- Girls' toys today are _____.
 - very similar to boys' toys
 - very different from boys' toys
 - more similar to boys' toys than they used to be
- Alison Carr thinks that the toys children play with influence _____.
 - their future education
 - their future relationships
 - their future personalities
- Natasha Crookes thinks girls are more likely to choose scientific toys if _____.
 - their parents tell them to
 - they are allowed to choose for themselves
 - they are packaged in a pink box

e Talk to a partner.

- 1 Do you agree with Alison and Natasha's opinions? What do you think about dividing toys into 'girls' toys' and 'boys' toys'?
- 2 What kind of toys did you play with? Do you think they were 'girls' toys' or 'boys' toys'?
- 3 When you were a child, what kind of clothes did you prefer? Did your parents ever make you wear clothes that you didn't like?

5 VOCABULARY collocation

a Look at three statements from the listening. Can you remember the missing prepositions?


- 1 But is this something we really need to worry _____?
- 2 Alison Carr says yes. 'When we are choosing _____ one toy or another...'
- 3 'If we want girls to get interested _____ maths and science...'

b  p.156 Vocabulary Bank Dependent prepositions




c Complete the questions with a preposition.

- 1 When you're with friends of the same sex, what do you usually talk _____?
- 2 Are there any sports or games that you're good _____?
- 3 Is there anything you're really looking forward _____?
- 4 Who in your family are you closest _____?
- 5 What kind of films are you keen _____?
- 6 Are there any animals or insects that you're afraid _____?
- 7 What's your town or region famous _____?
- 8 Are there any superstitions that you believe _____?
- 9 Is there a story in the news at the moment that you're really tired _____?
- 10 Who's the last person you were really angry _____? What _____?
- 11 Have you bought anything recently that you're very pleased _____?
- 12 What do you think success in an exam depends _____?

d  3.27 Listen and check. Then ask and answer the questions with a partner.

1 ROB'S INTERVIEW

- a  3.28 Watch or listen to Rob interviewing Kerri. What is she happy and not happy to talk about?




- b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Kerri's song is about love.
- 2 Kerri plays in a band.
- 3 She used to go out with a member of the band.
- 4 Only one of her parents was a musician.
- 5 Kerri started playing the guitar when she was six.
- 6 Her new album is very different from the previous ones.
- 7 She's been recording and touring recently.
- 8 She's going to give a big concert in New York.



2 GIVING OPINIONS

- a  3.29 Watch or listen to the conversation at lunch. What do they disagree about?

- b Watch or listen again and answer the questions.
- 1 What does Kerri think about...?
 - a the waiters in New York compared to London
 - b people in New York compared to London
 - 2 Who agrees with Kerri? Who disagrees? What do they think?
 - 3 Who phones Rob? What about?



- c **3.30** Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 Kerri _____, I think people in London are a lot more easy-going. London's just not as hectic as New York.
 Don Sure, we all like peace and quiet. But in my _____, New York is possibly...well, no, is definitely the greatest city in the world. Don't you _____?
 Kerri To be _____, I definitely prefer London.
 Don Come on, Rob. You've lived in both. What do you _____?

2 Don OK, I _____. London has its own peculiar charm. But if you _____ me, nothing compares with a city like New York. The whole world is here!
 Kerri But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
 Jenny I don't think that's _____, Kerri. New Yorkers are very friendly.
 Kerri Oh _____, they can sound friendly with all that 'Have a nice day' stuff.

- d **3.31** Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.
- e Practise the conversations in c with a partner.
- f In small groups, practise giving opinions. Discuss the following sentences.

The best place to live is in a big city.

Cycling is the most practical way to get around big cities.

You only get good service in expensive restaurants.

It's irritating when people in shops or restaurants say *Have a nice day!*

3 A SURPRISE FOR KERRI

- a **3.32** Watch or listen to the end of the lunch. Why is Kerri surprised?

British and American English
cell phone = American English
mobile phone = British English

- b Watch or listen again and complete the information.

- 1 Kerri thinks the waitress is friendly when they leave because Don...
- 2 Jenny is worried because she thinks Rob...
- 3 Kerri thinks that the taxi driver is very...

- c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 Jenny Did you _____ what you said in the restaurant, Rob?
- 2 Jenny It's _____ that you seemed so homesick in there.
- 3 Rob Oh, _____ on a minute.
- 4 Rob Our taxi's come _____.
- 5 Kerri That was so _____ of him!

- d **3.33** Watch or listen and complete the phrases. Then watch or listen again and repeat.

- e Complete conversations A–E with **Social English** phrases 1–5. Then practise them with a partner.

A	Are you ready? The taxi's waiting.	I think so. Oh, _____. I've left my charger upstairs.
B	Are you sure you don't want to come on holiday with us?	I'd like to come. _____ I'm not sure if I can afford it.
C	Did Mark drive you all the way home?	Yes, it was _____.
D	How long are you going to be in Prague?	Just three days. I _____ on Sunday night.
E	_____ about paying for the tickets?	Yes, absolutely. It's my birthday present to you!

CAN YOU...?

- interview someone or be interviewed
- give your opinion about something
- agree or disagree with other people's opinions



4A

Bad manners?

Do I have to switch my phone off?

You don't have to, but you probably should.

G obligation and prohibition: *have to, must, should* **V** phone language **P** silent consonants

1 VOCABULARY phone language

- a **4.1** Listen and match what you hear to the sentences.
- A He's **dialling** a number.
 - B She's **texting (messaging)** a friend.
 - C He's just **hung up**.
 - D She's choosing a new **ringtone**.
 - E He's **calling back**.
 - F She's **left a message** on his **voicemail**.
 - G The line's **engaged (busy)**.
 - H She's **swiping** through photos.
 - I His phone **went off** in the middle of a meeting.
 - J She needs to talk to a helpline, but they've **put her on hold**.
 - K He was **cut off** in the middle of a conversation.

- b **4.2** Listen and check. Practise saying the sentences.

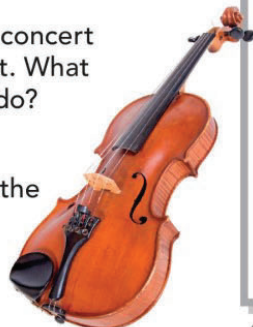
- c Ask and answer the questions with a partner.

- 1 What **phone network** do you use? Are you happy with them?
- 2 Do you have a **monthly contract**, or are you **'pay as you go'**?
- 3 Have you ever **sent a text message** to the wrong person?
- 4 Have you ever **hung up on** someone?
- 5 What do you do if you're **put on hold** for a long time?
- 6 Do you **make many calls**, or do you prefer **messaging**?
- 7 Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

- a **4.3** Listen to part of a concert by viola player Lukáš Kmit. What happened? What did he do?

- b Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?



Conductor throws out audience member whose phone went off



At the National Music Auditorium in Madrid, Wednesday's performance of Handel's *Messiah* was interrupted by a mobile phone going off in a row close to the stage, during the aria *He was despised*. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

Comments

danny 23 December 14.50

Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, ¹they shouldn't go to concerts. We need a new rule for concert halls and theatres: ²you have to leave your phone, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30

Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, ³you must immediately pay a fine!

REPLY anton 23 December 19.43

If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them ⁴they mustn't give their phones to anyone, because of company IT policies.

REPLY kasia 24 December 01.16

I think all concert halls ⁵should block mobile phone reception. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08

Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which ⁶doesn't have to have reception to go off.

Adapted from slippeddisc.com, a classical music website

c Read the comments again. Match the highlighted phrases to their meaning.

- A This isn't necessary.
 B Don't do this. It isn't allowed / permitted.
 C It's necessary or compulsory to do this.
 D It's a good idea to do this.
 E It's a bad idea to do this.

d  p.138 Grammar Bank 4A

e Can you think of a situation when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off

3 PRONUNCIATION

silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign
 half hour island knowledge listen
 mustn't ought rhythm should talk
 walk whole wrong

b  4.8 Listen and check.

c Practise saying the sentences.

- 1 We walked round the whole island.
- 2 You mustn't talk – just listen.
- 3 Everyone should learn a foreign language.
- 4 The taxi ought to be here in half an hour.

4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. For each thing, answer questions 1–3.

- 1 Do you know people who do this? Do you ever do it?
- 2 Does it annoy you, or do you think it's OK?
- 3 If it annoys you, what do you think these people should / shouldn't do?

13 annoying things people do with their phones



- take selfies all the time and post them online
- talk loudly on their phones on public transport
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- text while they're doing other things, e.g. talking to someone else, or walking in the street
- tweet about everything, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of everything they eat
- video or photograph every single event they go to and every minute of their holiday
- post a message to you on your birthday, but never get in touch during the rest of the year
- swipe through all your other photos when you are showing them just one

5 READING

a In pairs, answer the questions.

- 1 When shouldn't you greet someone with a kiss?
- 2 What shouldn't you do on public transport?
- 3 Should you recline your seat on an aeroplane?
- 4 When should you give up your seat on public transport?
- 5 Should you ever start eating before everyone is served?

b Read the article once. Were your answers the same as the advice Debrett's gives?

c Read the article again and look at the **highlighted** phrases. Try to explain them in your own words.

d Do you agree with the advice? Do you think Debrett's reasons are good ones?

DEBRETT'S

GUIDE TO MODERN DILEMMAS

Debrett's is a British publisher which specializes in books about modern manners. For nearly 100 years, *Debrett's Handbook* has advised the British public on social etiquette, that is, how to behave in social situations. The *Handbook* receives more than 10,000 enquiries a year. Jo Bryant, editor of the *Handbook*, said, 'The number of enquiries we receive demonstrates that manners are still hugely important to people. The key is to always consider those around you.'

The most frequently asked questions have changed a lot over the years. In 1994, one of the most common questions was 'What should you do if you meet the Queen?', and in 2004, people asked, 'Is it acceptable to ask for money as a wedding present?'



Debrett's has given us a preview of its latest guide to good manners, which answers some of the questions that most trouble the British public today.

SOCIAL GREETING: KISSING

Many people are unclear on the subject of social kissing. Debrett's advice is that **kissing is not appropriate in many professional situations**. On the whole, it should only be used among friends, but not on a first meeting. An air kiss, without contact, may seem rude or impersonal, so very slight contact is best, but no sound effects are needed.

EATING AND PUTTING ON MAKE-UP ON PUBLIC TRANSPORT

According to Debrett's, you should avoid both. **It's inconsiderate to eat smelly food in a closed environment**, and applying make-up on public transport makes you appear disorganized.

RECLINING YOUR SEAT ON AEROPLANES

This is a common problem. Debrett's says that it's selfish to recline your seat during short daytime flights. When travelling by plane, always stay within your own space and **don't monopolize the armrest**. Also avoid kicking the back of the seat in front of you, or using it to help you stand up.

GIVING UP YOUR SEAT ON PUBLIC TRANSPORT

In a recent experiment, only 20% of London Tube passengers offered to give up their seat to a visibly pregnant woman. According to Debrett's, passengers should always offer to give up their seat to any individual who is pregnant, elderly, or clearly in need. It is important to remember, however, that **it is also rude to aggressively decline the offer of a seat**.

EATING BEFORE EVERYONE IS SERVED

The final question is one that we've all asked ourselves: is it rude to start eating at the table before everyone else has been served? Debrett's says that the simple answer is yes, **unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start**.

- e Ask and answer the questions with a partner.
- How do you think it's appropriate to greet a male or female friend?
 - What else do you think people shouldn't do on public transport?
 - What do you think passengers ought not to do on planes?
 - How else do you think it's appropriate to help elderly people?
 - What else do you think you should ask your host or hostess for permission to do?
 - Do you think manners are important? Why (not)?

6 LISTENING

- a **4.9** You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

- b With a partner, decide what advice you would give the three callers.

- c **4.10** Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

- I think you ought to be the one _____.
- You shouldn't _____ because she won't change her opinion.

Advice for Damien

- I think you should politely but directly _____.
- To be honest, you don't really have to _____.

Advice for Miranda

- You must _____ before their next visit.
- Explain that he has to _____ a bit when he's visiting.
- 'You mustn't _____.'

- d **4.11** Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

7 SPEAKING

- a Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

Good manners? Bad manners? Not important?

When greeting people...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

Men and women – a man should...

- pay for the meal on a first date.
- hold the door open for a woman, or wait for her to go through the door first.
- accompany a woman home.

When you're invited to somebody's house for a meal...

- take a present.
- take your shoes off when you arrive.
- criticize the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

When you're having a meal with friends in a restaurant...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

On social networking sites...

- post a photo or video clip of a friend without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

- b In groups, compare your opinions for each thing, and say why.

Saying what you think is right

I don't think people should...

<i>I think it's</i>	<i>rude selfish inappropriate bad manners</i>	<i>to...</i>
---------------------	---	--------------

<i>I don't think</i>	<i>it's important to... you have to...</i>
----------------------	--

<i>I hate it I don't mind it It really annoys me</i>	<i>when...</i>
--	----------------

3 LISTENING

- a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

Learn a new skill in 20 hours

It was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

- b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.



- c **4.17** Listen and match the sounds with the music words in **bold**.

- three different **musical instruments** playing together
- five **notes** from C to G
- a **high note** and a **low note**
- an **octave**
- a **tune**
- somebody **busking**

- d **4.18** Now listen to Matt talking about his experience. Choose the best summary.

- 1 He didn't learn anything at all.
- 2 He learned something, but not enough.
- 3 He learned a lot.

- e Listen again. For each stage, **circle** the correct word or phrase.

1 hour

He feels *optimistic* / *pessimistic*.

2 hours

He feels *pleased* / *unhappy* with his progress.

5 hours

He thinks the online trumpet teacher is *annoying* / *great*.

9 hours

He's *frustrated* by how little he can play / He's *happy* because he can play simple tunes.

14 hours

He's *really enjoying himself* / He's *depressed* and wants to give up.

15 hours

Matilda Lloyd tells him he's doing *well* / *badly*.

17 hours

He feels *optimistic again* / *disappointed*.

20 hours

He thinks he'll probably give up / He thinks he'll be able to improve.

- f Do you think Matt will continue learning the trumpet. Why (not)?

4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

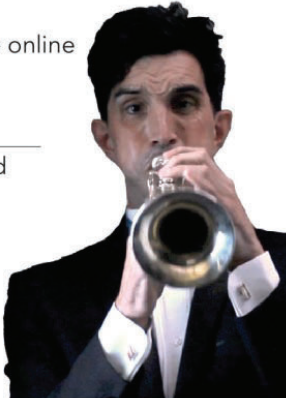
- play a musical instrument
- draw a portrait
- design and build a website
- take professional-quality photos
- cook a three-course meal
- ski or windsurf
- draw
- drive
- give first aid
- dance the tango

5 VOCABULARY

-ed / -ing adjectives

a Complete the sentences with *annoyed* or *annoying*.

- 1 Matt thought the online trumpet teacher was _____.
- 2 Matt was _____ because he could only play simple tunes.



🔍 -ed and -ing adjectives

Many adjectives for feelings have two possible forms, ending in *-ed* or *-ing*, e.g. *annoyed* and *annoying*.

We use the adjective ending in *-ed* for the person who has the feeling, e.g. Matt. We use the adjective ending in *-ing* for the person or situation that produces the feeling, e.g. the trumpet teacher.

b Read the information box. Then complete the adjectives with *-ed* or *-ing*.

- 1 What music do you listen to if you feel **depress** _____?
- 2 What do you think is the most **excite** _____ sport to watch?
- 3 What's the most **amaz** _____ scenery you've ever seen?
- 4 Have you ever been **disappoint** _____ by a birthday present?
- 5 Which do you find more **tir** _____, clothes shopping or food shopping?
- 6 What's the most **embarrass** _____ thing that's ever happened to you?
- 7 Are you **frighten** _____ of heights?
- 8 Do you usually feel very **tir** _____ in the morning?
- 9 What's the most **bor** _____ film you've ever seen?
- 10 Do you ever get **frustrat** _____ by technology?

c 🎧 4.19 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in **b** with a partner. Ask for more information.

6 READING & SPEAKING







- a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?
- b Read some tips on a forum for learning English outside class. Do you do any of these things?



Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia...

Nelson, Medellín

Comments

- 1  One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing – for example, the things you see on your screen. I've found it really helpful.
Sara, Brazil
- 2  My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books.
Marc, Switzerland
- 3  The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend!
Ágnes, Hungary
- 4  I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes.
Vasily, Russia
- 5  My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved.
Sandra, Italy
- 6  Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.)
Marta, Mexico

- c Read the tips again and match them to something that you think the person has learned to say in English.

☐ All you need is love, love. Love is all you need.

☐ Are you sure you want to shut down your computer now?

☐ Why don't we stay in and watch a movie tonight, honey?

☐ I work for Samsung. I'm a computer programmer. I've been working there for three years.

☐ outgoing – shy
generous – mean
friendly – unfriendly

☐ Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.

- d Look at two sentences with reflexive pronouns from the tips in b. How do you say them in your language? Then read the information box.

- 1 I can test myself whenever I get a quiet moment.
- 2 ...talk about yourself or your family...

🔍 Reflexive pronouns

We use reflexive pronouns (*myself, yourself, etc.*) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself.*

- e Which subject pronouns do these words go with?

themselves herself ourselves yourselves
himself itself

- f 🎧 4.20 Listen and say the sentences with different pronouns.

- 1)) *She's cut herself. You...* (*You've cut yourself.*

- g Talk to a partner.

- Which of the tips in b do you think are the best for learning English? Are there any you don't think would work for you?
- Are there any tips that you could easily put into practice?
- What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

7 🎥 VIDEO LISTENING

- a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?



- b You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1–11 to the languages. Then watch Part 1 and check.

1 Afrikaans	French	Italian
Catalan	German	Russian
Dutch	Greek	Spanish
English	Hebrew	

- c Now watch Part 2. Why does Alex mention...?

- 1 a completely new adventure
- 2 Greek and German
- 3 Chinese and Slovene
- 4 British and Irish languages, a recent trip to Wales
- 5 Russian
- 6 YouTube; vocabulary and grammar

- d Watch Part 3 and answer the questions.

- 1 Why do people sometimes fail to learn a language?
- 2 Why did Alex find Afrikaans easy to learn?
- 3 Why do the British and Americans find it difficult to learn foreign languages?
- 4 Complete Alex's tips:
You never _____ learning a language.
Try to spend _____ a day on the language you are learning.

GRAMMAR

Circle a, b, or c.

- I walk to work. It's ____ than going by car.
a more healthy b as healthy c healthier
- Cycling isn't ____ people think.
a as dangerous as b as dangerous than
c so dangerous than
- This is ____ time of day for traffic jams.
a the most bad b the worse c the worst
- My wife is a much safer driver than ____.
a I b me c my
- What ____ beautiful day!
a a b - c an
- I never drink coffee after ____ dinner.
a - b the c an
- ____ are usually good language learners.
a The women b Women c Woman
- We've decided to visit the UK ____.
a the next summer b next summer
c the summer next
- Entrance is free. You ____ pay anything.
a don't have to b mustn't c should
- I'll ____ work harder if I want to pass.
a must b should c have to
- I don't think I ____ have a dessert. I've
already eaten too much!
a must b should c have to
- You ____ switch on your phone until the
plane has landed.
a don't have to b mustn't c must
- We won't ____ come to the party.
a can b be able c be able to
- When he was five he ____ already swim.
a can b could c was able
- My mother has never ____ cook well.
a been able to b could c be able to

VOCABULARY

a Complete the compound nouns with a singular or plural noun.

- Slow down! The speed _____ is 100.
- I won't start the car until you've all put on your seat _____.
- It's not a very good town for cyclists – there are very few cycle _____.
- Try to avoid using the Tube between 8.00 and 9.30 a.m. – it's the _____ hour.
- There's a taxi _____ at the station.

b Complete with a preposition.

- We arrived _____ Prague at 5.30.
- I apologized _____ being late.
- I'm not very keen _____ horror films.
- My son is good _____ speaking languages.
- This song reminds me _____ my holiday.

c Complete with the correct word.

- We were late because we got stuck in a terrible tr_____ jam.
- I've hired a v_____ to take my things to my new flat.
- We're going to drive to Dover and get the f_____ to France.
- We're going to s_____ off early, before it gets dark.
- How long does it t_____ to get from here to the airport?

d Circle the correct adjective.

- The match ended 0–0. It was really *bored* / *boring*.
- It was the most *frightened* / *frightening* experience I've ever had.
- We're very *excited* / *exciting* about our holiday!
- I'm a bit *disappointed* / *disappointing* with my exam results.
- This news programme is too *depressed* / *depressing*. Turn it off.

e Complete the words.

- I'm not in at the moment. Please l_____ a message.
- The line's eng_____. Please hold.
- I was in the middle of talking to him and he just h_____ up!
- We sw_____ through hundreds of their holiday photos.
- I hate it when people have really loud r_____ on their mobiles!

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



computer ear boy bike

Consonant sounds



chess jazz thumb mother girl

b P p.166–7 Sound Bank Say more words for each sound.

c What sound in a do the pink letters have in these words?

- arrive
- engaged
- message
- Underground
- with

d Underline the stressed syllable.

- mo|tor|way
- pe|des|tri|an
- em|ba|rra|ssing
- di|sa|ppoi|ned
- voice|mail

CAN YOU understand this text?

- a Read the article once. Choose the correct heading for each paragraph A–F.
- 1 Don't be a selfish DJ
 - 2 Don't tolerate dangerous driving
 - 3 Be a good co-pilot
 - 4 Don't distract the driver
 - 5 Wear your seatbelt
 - 6 Don't be rude
- b Read the article again with the headings. Are you a good passenger? How many of the things do you sometimes do or not do?

▶ CAN YOU understand these people?

▶ 4.21 Watch or listen and choose a, b, or c.



- 1 Nick thinks the most enjoyable way to travel in London is ____.
a by Tube b by bus c by bike
- 2 Butterfly thinks that ____ at looking after small children.
a men are better than women
b women are better than men
c men and women are equally good
- 3 Coleen thinks that women are more interested in ____ than men.
a sport b fashion c gossip
- 4 Jenny speaks ____ languages.
a one b two c three
- 5 What Linwood finds really annoying is people who use their phones ____.
a on public transport
b in the street
c in restaurants

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

Can you...?

- 1 compare different types of public transport in your town / country
- 2 talk about typical stereotypes of men and women and say if you think they are true
- 3 talk about things which are / aren't good manners in your country
- 4 describe something you would like to be able to do, but have never been able to

How to be the perfect car passenger

With the holidays just about to start and millions of cars hitting the roads at once, now's the time to consider how car passengers can help drivers. Think about how you would like your passengers to behave if you were the driver – this will make you more conscious of your actions while being a passenger yourself.



A

Don't wait for the driver to tell you to put it on, or refuse to put it on when asked to.

B

Advise the driver on the best route to take. However, don't shout or advise them too close to a turning, as this can make the driver panic or turn suddenly, leading to a possible accident.

C

You can always comment on someone's driving, as long as it's a friendly suggestion. But don't attack the driver about their driving, especially if they're inexperienced. Let them take their time and drive the way that is most comfortable for them, not you.

D

Talking to the driver helps to pass the time and stops them from falling asleep. However, talking too loudly or singing along to the radio can distract the driver and possibly cause an accident.

E

Listening to the radio while driving makes the journey more enjoyable. However, don't assume that the driver wants to listen to everything that you want to listen to. It's better to allow the driver to choose the style of music. If the driver needs to concentrate, help them by turning the volume down, and don't have the radio on too loud in general.

F

You deserve to feel safe and be treated with consideration. If you notice that the driver is going above the speed limit, don't immediately shout at them, as they might not be aware of it themselves. However, if you can see that the driver is speeding and not driving safely, you should tell them to slow down and drive more carefully.

5A

Sporting superstitions

Why do you think he lost the match?

Because he wasn't feeling very well.

G past tenses: simple, continuous, perfect V sport P /ɔ:/ and /ɜ:/

1 VOCABULARY sport

- a In teams, race to answer all the questions. Shout when you cross the finish line!

In which sport...?

- 1 can you do the *butterfly*
- 2 is there a shot called a *slam dunk*
- 3 is the person who throws the ball called the *pitcher*
- 4 are there two teams of 15 people and a ball that isn't round
- 5 do you hit the ball over a net on a table
- 6 do players walk about 8 km during a game, and never run
- 7 are there two teams of six, who play on ice
- 8 are there four main tournaments: in Melbourne, Paris, London, and New York
- 9 can you do different activities, e.g. running, high jump, javelin, etc.
- 10 have Brazil won more World Cups than any other country



- b 5.1 Listen and check. Who got the most questions correct?

- c p.157 **Vocabulary Bank Sport**

2 PRONUNCIATION /ɔ:/ and /ɜ:/

- a Write the words from the list in the correct row. Be careful with *or* (there are two possible pronunciations).

ball caught circuit course court draw fought
hurt score serve shirt sport warm up
work out world worse



- b 5.7 Listen and check.

- c 5.8 Listen and write six sentences. Practise saying them.



3 SPEAKING

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



Do you like sport?

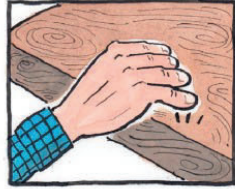
Yes	No
What sport(s) do you do?	What sports do / did you have to do at school?
How often do you do sport?	Do / Did you enjoy them?
Have you ever won a cup or a trophy?	Do you do any kind of exercise?
Have you ever been injured doing sport?	Do you think you're fit? Would you like to get fitter?
Do you prefer doing sport or watching sport?	Do your family and friends like sport?
How many hours do you spend a week watching sport on TV, or following it online?	Are there any sports you don't mind watching on TV?
Do you go to watch a local sports team?	What sport(s) do you hate watching on TV?
What's the most exciting sports event you have been to?	Have you ever found a sporting event exciting?
Do you think that there are good sports facilities in your town?	
Do you think physical education should be optional or compulsory at school?	
Do you think there is too much (or not enough) sport on TV?	

4 READING

- a Do you do any of these things when you want to have good luck or avoid bad luck?



cross your fingers



touch wood



wear lucky clothes



carry a lucky charm

- b Read the article about superstitions in sport. What's the answer to the question in the title?

- c Match paragraphs 1–4 to topics A–D.

- A the physical effects of superstitions
- B examples of sporting superstitions
- C the disadvantages of superstitions
- D the psychological effects of superstitions

- d Read the article again. With a partner, explain why the following examples are mentioned.

Paragraph 1:

Cristiano Ronaldo's right foot and Serena Williams's ball

Paragraph 2:

lucky golf balls and lucky charms

Paragraph 3:

adrenaline and other chemicals

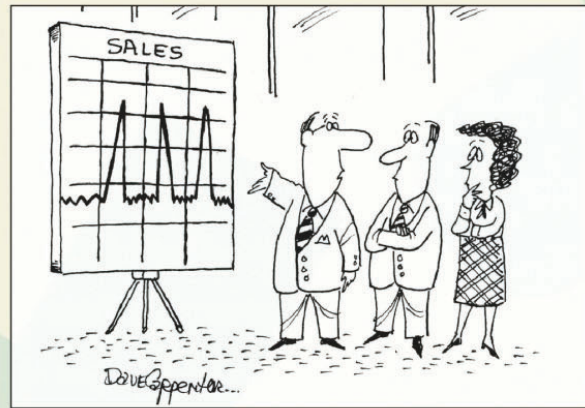
Paragraph 4:

two players with the same superstition

- e Talk to a partner.

- Do you know of any other sports players who are superstitious? What do they do?
- Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

Do 'lucky socks' really work?



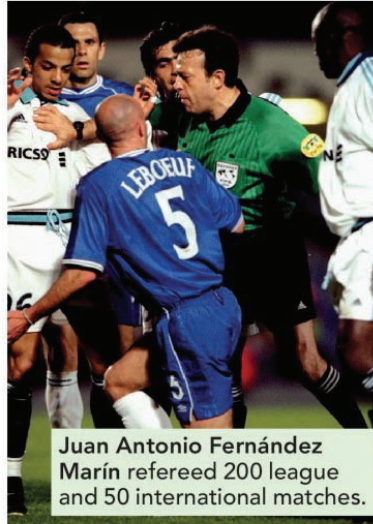
"I'm not superstitious either, but those were the days Harris wore his lucky socks."

- 1 **S**port has always been full of superstitions, even for the best athletes in the world. Long-distance runner Mo Farah always shaves his head before a race. Judo star Kayla Harrison always wears the lucky socks that were a gift from her grandmother. Footballer Cristiano Ronaldo always steps onto the pitch with his right foot first. And tennis legend Serena Williams always bounces the ball five times before a first serve, and twice before a second serve.
- 2 **Do actions like this have any real effect on sports results?** According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.
- 3 **Superstitions may also have a positive physical effect.** Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better.
- 4 **Most psychologists, however, say that superstitions can be bad as well as good.** Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?



5 LISTENING

- a Do you think being a football referee is a difficult job? Why (not)?
- b **5.9** You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.



Juan Antonio Fernández Marín refereed 200 league and 50 international matches.

- Why did he want to become a referee?
 - His father was a referee.
 - He liked sport, but wasn't good at it.
 - He always liked the idea.
 - What was the most exciting match he ever refereed?
 - His first professional match.
 - He can't choose just one.
 - Real Madrid against Barcelona.
 - The worst experience he ever had as a referee was when _____ attacked him.
 - a player
 - a woman
 - a child
 - Why does he think there is more cheating in football today?
 - Because football is big business.
 - Because the referees are worse.
 - Because footballers are better at cheating.
 - How does he say footballers often cheat?
 - They fall over when no one has touched them.
 - They accept money to lose matches.
 - They touch the ball with their hands.
- c Read sentences 1–6. With a partner, predict what the referee is going to say.
- The most difficult thing for him about being a referee is to make the _____ during a match.
 - One of the reasons it's difficult is because football today is very _____.
 - Making correct decisions often depends on the referee's interpretation of the _____.
 - He thinks that players who cheat are the _____.
 - A study that was done on Leo Messi shows that he could run exceptionally fast _____.
 - He thinks Messi isn't a _____ footballer.

- d **5.10** Listen to Part 2 and check your answers.

- e Ask and answer the questions in small groups.

- Do you agree with the referee when he says, 'I think fair play does exist – the players who cheat are the exceptions.' Is it also true of other sports?
- Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
- Do you think new technology makes a referee's job easier or more difficult? Why?
- Would you like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses

- a Read the article about Alistair Brownlee. What did he do?
- b Paragraph 2 tells the story of what happened. Most of the verbs are past simple, but there are two examples of the past continuous, and four of the past perfect. Can you find them? Why are they used?

Alistair sacrifices gold... to help his brother

Nobody will remember who won the world triathlon in Cozumel, Mexico, in 2016. Instead, they will remember the sacrifice of Alistair Brownlee, who stopped to help his brother, Jonny, instead of winning the gold medal himself.

As Jonny, 26, entered the last kilometre of the 10 km run, he was winning by a long way – he'd gone very fast in the swimming and cycling stages. But then he began to feel ill, because he hadn't drunk enough in the hot conditions, and he stopped at the side of the road. His brother, Alistair, was running behind him, but when he saw that Jonny had stopped, he didn't run past him to win the race. Instead, in a wonderful act of brotherly love, he took his brother's arm and helped him to run the final few hundred metres. Seconds before they reached the finishing line, South African Henri Schoeman, who had been behind them until then, ran past them both and won the gold medal.

Alistair said, 'It was a natural human reaction to my brother, but for anyone, I would have done the same thing.'



c **G** p.140 Grammar Bank 5A

d Read the article about Anton Gafarov. Complete it with the verbs in the correct tense.

Canada to the rescue

Russian cross-country skier Anton Gafarov

¹ *was competing* (compete) at the Sochi Winter Olympics in 2014. He ² _____ (do) well in the race when he ³ _____ (fall) and ⁴ _____ (damage) his left ski. Soon after that, he ⁵ _____ (fall) again. He realized that his ski ⁶ _____ (break) into two pieces. He ⁷ _____ (try) to continue on one ski when suddenly the Canadian ski coach, Justin Wadsworth, ⁸ _____ (run) out of the crowd and ⁹ _____ (replace) Gafarov's broken ski with a spare one that he ¹⁰ _____ (bring) for his own team. Gafarov ¹¹ _____ (finish) the race in front of his home crowd.



e **C** Communication Good sportsmanship **A** p.107
B p.112 Practise telling a story.

f Which of the four stories you've read do you think is the most heroic?

7 SPEAKING

a You're going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

Tell your partner about...

- **a really exciting sports event you saw**
When and where was it? Who was playing? What happened? Why was it so exciting?
- **a time you had an accident or got a sports injury**
When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- **a time you saw or met someone famous**
When was it? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
- **a time you got lost**
Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- **a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)**
What did you miss or nearly miss? Why? How did you feel? What happened in the end?

b Work with a partner. Tell each other your two stories. Give as much detail as you can. Use the language from the **Telling an anecdote** box.

G Telling an anecdote

Starting an anecdote

I'm going to tell you about a time when...

This happened a few years ago...

When I was younger,...

Listening to an anecdote

Wow! Really?

That sounds terrible / awful.

How amazing!

What happened next / after that / in the end?

8 WRITING

W p.118 Writing Telling a story Write a story about a journey where you had a problem.

1 READING & LISTENING

a How do you think people usually meet friends and partners nowadays? Number the phrases 1–5 (1 = the most popular). Then compare with a partner. Do you agree?

- A at work
- B at school or university
- C online (e.g. on forums, social networking sites, etc.)
- D in a bar, club, etc.
- E through friends

b Read the beginning of two stories which appeared on Instagram #thewaywemet. Where did Tiffany and Kristina meet their partners for the first time?

c Read the stories again. Write **T** (Tiffany) or **K** (Kristina).


The first time she met her partner, she...

- 1 saw him from a distance.
- 2 felt a bit frightened.
- 3 had moved away from her hometown.
- 4 had a problem with her health.
- 5 was immediately attracted to him.
- 6 felt that he didn't understand her.

d What do you think happened to the two couples next? Go to **Communication The way we met A p.107, B p.112**. Find out what happened.

e Think of a couple you know well, e.g. your parents or friends. How did they meet? Do you know any couples who met in unusual circumstances?

2 GRAMMAR past and present habits and states

a  5.15 Listen to John talking about how he met his partner. Where did they meet? Was it a romantic meeting?

b Listen again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 John was teaching English in Indonesia.
- 2 His future wife was one of his students.
- 3 She usually arrived for her classes on time.
- 4 John was carrying a lot of things to class.
- 5 She made him drop them.
- 6 She helped him to pick them up.
- 7 They were friends for a long time before going out together.
- 8 They've been married for ten years.

Tiffany's story

♥ THE WAY WE MET

Three years ago, I stopped at the supermarket on my way home from work to get some food. After checking out, I walked out of the store and pressed the unlock button on my car keys to open my white Jeep Cherokee. But as I got nearer, I noticed the rear door on the passenger's side was already open and there was a guy standing beside it. At first, I thought he was trying to steal my car, or rob me. But when I got a little nearer, I noticed he was actually unloading his shopping into the car. I was scared. I went up to him nervously and said, 'Um, hi.' He said, 'Hi,' and looked at me in surprise while he continued to unload his shopping. Then I said, 'Um, this is my car.' He laughed at me as if I was crazy and replied, 'No, it isn't, it's mine.' So I pressed the lock button on my car keys to show him that it was definitely my car. His face turned white.

Kristina's story

♥ THE WAY WE MET

I came to New York to do a Master's degree in Creative Writing. Matt was a personal trainer, and he was studying for his doctorate in Chinese medicine at another university in New York. At the time, I used to do a lot of running – I'd run two marathons – and I started to get really bad back pain. I saw lots of doctors, and they all said different things, like 'do yoga' and 'maybe you need an operation'. None of them knew what was wrong. The final one suggested acupuncture, so I thought I'd try it as a last resort. When I walked into the clinic for the session, I saw Matt. He was the acupuncturist. The moment we looked into each other's eyes, we connected. But he didn't ask me out; he was very professional. On my last session, I asked him how old he was. He said he'd be 29 the following week, but that he wasn't going to celebrate, because he had to study.



- c Look at three extracts from the listening. Answer the questions with a partner.

I used to be a teacher...

She didn't use to be very punctual...


We sometimes used to have tea or a beer together...

- 1 When do we use *used to*? How do we make questions?
- 2 Are these things probably true now?



- d  p.141 Grammar Bank 5B

3 PRONUNCIATION & SPEAKING

the letter *s*, *used to*

- a  5.17 Listen to the sounds and the words in the list. How is *s* (or *se*) pronounced? Write the words in the correct columns.

used to usually use (verb) busy
 decision friends holidays lose music
 occasion parents practise singer
 sport sugar summer supermarket
 sure unusual


- b  5.18 Listen and check.

- c Answer with a partner.

- 1 How is *s* usually pronounced at the beginning of a word? What are the two exceptions?
- 2 What two ways can *s* be pronounced at the end of a word?
- 3 How is *s* pronounced in vowel + *-sion*?

 **used to**

Remember that *used to* and (*didn't*) *use to* are normally linked, and are both pronounced /'ju:stə/.

- d  5.19 Listen and write five sentences. Then practise saying them.

- e In pairs, tell each other about **TWO** of the following. Give as much information as you can.

Past and present habits

When you were young,...



- what did you use to have for breakfast? What do you usually have now?
- what music did you use to listen to a lot? What do you usually listen to nowadays?
- what books or comics did you use to read? What do you usually read now?
- where did you use to spend your summer holidays? What do you usually do now in the summer?

Is there...

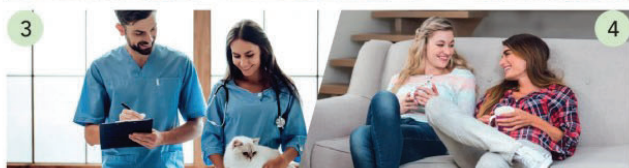
- a friend you used to be really close to, but don't see any more?
- a TV programme you used to be addicted to? What kind of programmes do you usually watch now?
- a machine or device you used to use a lot, but don't use any more? What apps or devices do you usually use now to communicate with your friends?
- a sport or game you used to play a lot, but which you've given up? What exercise do you do nowadays?



4 VOCABULARY relationships

a Match the words and photos.

- a colleague
- a friend
- argue with somebody
- discuss something with somebody
- meet somebody (for the first time)
- know somebody (for a long time)



b p.158 Vocabulary Bank Relationships

c Think of one of your close friends. Ask and answer the questions with a partner.

- 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?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

d What four letters can you put after these 'people' words to form an abstract noun?

friend leader member partner relation

e Complete the sentences with an abstract noun from d.

- 1 My sister and I have a very good _____. We get on really well.
- 2 My gym _____ expires at the end of the month. I'll need to renew it.
- 3 One of the qualities a boss needs the most is good _____ skills.
- 4 Marriage should be an equal _____.
- 5 Elena Ferrante's Neapolitan Novels are about the _____ between two young girls, Lila and Elena.

5 LISTENING

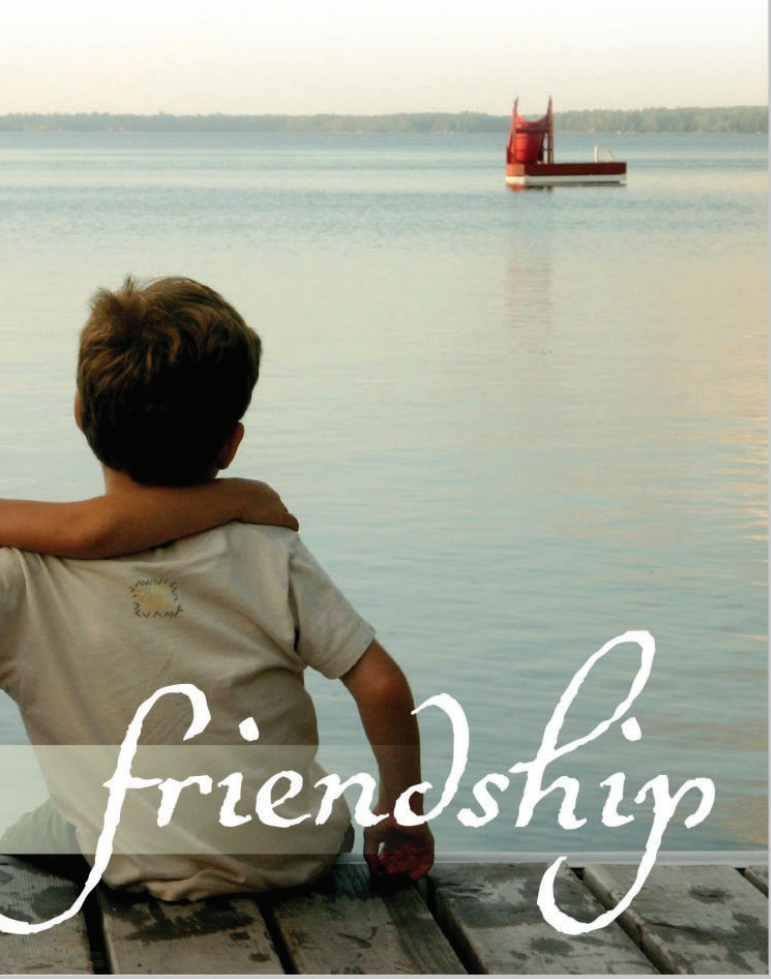


Surprising facts about

- 1 _____ have friends too!
- 2 We have more real friends thanks to _____!
- 3 Having friends at work makes you more _____.
- 4 _____ can make you lose two friends.
- 5 Friendship is good for your _____.

a You're going to listen to part of a radio programme where the presenters are talking about friendship. With a partner, guess the missing words in the five facts.

b 5.22 Listen to the programme and check. Were you correct?



6 SPEAKING

a Read sentences A–G. Tick (✓) the ones you agree with and cross (X) the ones you don't agree with. Think about your reasons.

- A You can only have two or three close friends.
- B Going on holiday with friends can end the friendship.
- C Men keep their friends longer than women.
- D You should never criticize your friends' partners.
- E It's impossible to stay good friends with an ex-partner.
- F It's impossible to be real friends with someone who's much older or much younger than you.
- G Parents should never try to be friends with their children.

b In groups of three or four, each choose one topic you're going to talk about. Prepare what you're going to say, using the plan below.

Topic:
Do you (strongly) agree, (strongly) disagree, or both agree and disagree?
Reasons and examples (from your own experience or of people you know):

c Listen again and complete the chart.

Fact 1 some examples	
Fact 2 the reason	
Fact 3 the reason, and the exception	
Fact 4 the reason	
Fact 5 the reason, and a statistic	

d From your experience, do you think these facts are true?

c Take turns to present your opinion. Use the language from the **Presenting an opinion** box. Listen to the other members of your group and then say if you agree or disagree, and why.

Presenting an opinion

Introducing the topic
I'm going to talk about...

Giving reasons
I think the main (most important) reason is because / that...
Another reason is...

Giving examples
For example, I have a friend who I've known since I was five years old...
For instance, when I broke up with my ex-boyfriend,...

1 ▶ JENNY HAS COFFEE WITH A FRIEND

a ▶ 5.23 Watch or listen to Jenny and Monica. What's Monica's news?



b Watch or listen again and answer the questions.

- 1 Who's Scott?
- 2 When did they get engaged?
- 3 Who has Monica told the news to?
- 4 What did she use to do a lot at night?
What does she do now?
- 5 Who's going to organize the wedding?
- 6 What does Jenny tell Monica about her relationship with Rob?
- 7 What does Monica think about Rob being British?

2 ▶ PERMISSION AND REQUESTS

a ▶ 5.24 Watch or listen. What favour does Rob ask Jenny?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Rob orders a cappuccino.
- 2 Rob says Monica looks different from her photos.
- 3 Monica gets a good impression of Rob.
- 4 Monica leaves because she has to go to work.
- 5 Jenny says that most of their friends aren't in serious relationships.
- 6 Paul is going to stay for a fortnight.
- 7 Paul used to be very quiet when they were younger.
- 8 Jenny is keen to meet Paul.



c ▶ 5.25 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.



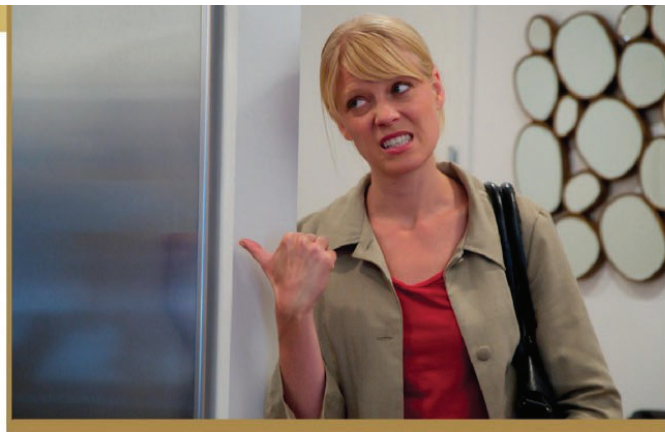
Asking permission

- 1 Rob Do you _____ if I join you?
Monica Of _____ not. Come on, sit down.
- 2 Rob Is it _____ if we change our plans a bit this week?
Jenny Er...sure.

Requests: asking someone to do something

- 3 Rob _____ you pass the sugar?
Jenny _____.
- 4 Rob Could you do me a big _____? I have to work late this evening, so...would you mind _____ him at the airport?
Jenny _____ at all. I'd like to meet him.
- 5 Rob And do you think you _____ take him to my flat?
I'll give you the keys.
Jenny No _____, Rob.

- d Look at the **highlighted** phrases in **c** and answer the questions.
- 1 How do you respond to *Do you mind if...?* and *Would you mind...?* when you mean *OK, no problem?*
 - 2 Which two forms of request should you use if you want to be very polite or are asking a very big favour?
- e **5.26** Watch or listen and repeat the **highlighted** phrases. Copy the rhythm and intonation.
- f Practise the conversations in **c** with a partner.
- g **Communication** Could you do me a favour? p.107 Practise requests.



3 **PAUL ARRIVES**

- a **5.27** Watch or listen. How do Rob and Jenny feel about Paul's arrival?
- b Watch or listen again and **circle** the correct answer.
- 1 Paul's appearance has *changed a lot* / *hasn't changed much*.
 - 2 His flight was *on time* / *late*.
 - 3 On the journey from the airport, Paul *talked a lot about himself* / *asked Jenny a lot of personal questions*.
 - 4 Rob suggests *eating in* / *eating out*.
 - 5 Paul feels *exhausted* / *full of energy*.
 - 6 Jenny feels *like* / *doesn't feel like* going out.



- c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 Paul It's great to see you, _____.
- 2 Rob How _____ you're so late?
- 3 Paul No _____, man!
- 4 Jenny Rob, I think I'll go home if you don't _____.
- 5 Rob Just like the old _____!
- 6 Paul Rob, we've got a lot to talk _____!

- d **5.28** Watch or listen and complete the phrases. Then watch or listen again and repeat.
- e Complete conversations A–F with **Social English** phrases 1–6. Then practise them with a partner.

A	Are there any good films on tonight?	Actually, I might go to bed early <input type="text"/> . I'm exhausted.
B	I've rung you at least five times. <input type="text"/> you never called me back?	I'm really sorry. I left my phone at home and I've only just got back.
C	I can't believe it's so long since we last met!	Yes, at least two years. <input type="text"/> . To start with, I've got a new job!
D	Hey Josh! <input type="text"/> .	Yeah, good to see you too!
E	Shall we have dinner at that Indian restaurant we used to go to?	Good idea! It'll be <input type="text"/> .
F	OK, so you can clean the bathrooms and I'll tidy the living room.	<input type="text"/> ! I hate cleaning bathrooms.

CAN YOU...?

- use different expressions to ask permission to do something and respond
- use different expressions to ask another person to do something and respond
- greet someone you haven't seen for a long time

1 READING

- a Look at the definition of an extra and the photos in the article. In pairs, can you think of three negative things about being an extra?

extra /'ekstrə/ *n.* a person who is employed to play a very small part in a film, usually as a member of a crowd

- b Read the article. Are your ideas mentioned?

- c Read the article again. Complete the paragraph headings with words from the list.

expensive **miming** **ordinary**
patient **real** **secrets** **weather**

The world of extras

Without extras, most film and TV scenes would be empty and unrealistic. But while we're obsessed with movie stars, we never hear much about the extras, because, of course, that's their job – not to be noticed. So what is the world of extras really like?

1 They have to be _____.

Days on set can be very long, sometimes lasting more than 15 hours. A lot of that time is spent just sitting around, waiting to be used in a scene, or repeating a single shot a dozen times. Extras usually spend their 'waiting time' reading or playing cards. 'There are days you get to the set and you wait and wait, but you aren't used,' says Amy Rogers, a regular extra in TV shows, including *Homeland*.

2 They need to be good at _____.

Extras often need to make a scene appear alive and busy, while at the same time remaining totally silent so as not to interfere with the actors' dialogue. This means they have to pretend to have a conversation without actually making any noise. Also, dance scenes are often filmed in silence and the music is added in later. When a crowd scene was being filmed for the movie *Jersey Girl*, the extras had to pretend to clap and cheer. But it was all done in silence, and when they clapped, their hands never touched.



On the set of Bollywood film *Nayak*

3 They have to put up with all kinds of _____.

Sometimes, when a winter scene is being filmed, and all the extras are wearing thick jackets and hats and gloves, it's actually 30 degrees and the snow is fake. You can tell whether it's really cold if you can see the breath coming out of people's mouths. Also, when scenes are being filmed inside during the summer, the air conditioning has to be turned off because of the noise.

4 They have to be able to keep _____.

Phones aren't allowed on set, and photos are strictly forbidden. While the film *Insurgent* was being made, one extra took a photo of the set and posted it online. Since then, she has never been employed as an extra again.



On the set of *Ripper Street*

- d Work in pairs. Can you answer these questions from memory? Then quickly look back at the article to check.
- 1 What do extras often do while they're waiting?
 - 2 What did the extras have to do in the crowd scene in *Jersey Girls*?
 - 3 How do you know if the snow is real or not in winter scenes?
 - 4 What did an extra do during the filming of *Insurgent*, and what happened as a result?
 - 5 Why are a lot of British films made in Eastern Europe?
 - 6 Why are inflatable extras popular nowadays?
 - 7 What happens when extras watch TV?
- e Do you know anybody who's been an extra? What in? Why do you think some people enjoy being extras? Would you like to be one? Why (not)?

5 They are extremely _____.

Although extras aren't individually very well paid, a film with a lot of extras needs a big production budget, especially in Britain. The cost of extras is one of the reasons why epics such as *Ben-Hur* are largely a thing of the past. *Gandhi* was the last one – the funeral scene alone needed 300,000 extras. This is why now a lot of British films are being shot in countries where extras are paid less, for example, in Eastern Europe.

6 Sometimes they are not _____.

Nowadays, where possible, crowds are digitized. In *Gladiator*, they used 2,000 live actors to create a digital crowd of about 35,000 people. For some of the crowd scenes, in addition to the real-life extras and the digital ones, they also used cut-outs made of cardboard. But digital extras can look fake, and cardboard extras can look very two-dimensional, particularly if the camera moves. The latest thing is inflatable extras, which look more real. They can be deflated, stored – a crowd of 10,000 can fit into one large truck – and reused.



'Inflatable crowd' dolls

7 They can't watch films like _____ people.

Once you know how a movie has been filmed, it's hard to just watch it like any other person. 'I can't watch TV any more without looking at the extras to see who's doing it right and who's doing it wrong,' said one extra.

2 GRAMMAR passive (all tenses)

- a Look at six extracts from the text. What tense or form of the passive are the verbs?

- 1 You wait and wait, but **you aren't used**.
- 2 When a crowd scene **was being filmed**,...
- 3 But **it was all done** in silence...
- 4 Sometimes, when a winter scene **is being filmed**,...
- 5 ...the air conditioning **has to be turned off**...
- 6 Since then, **she has never been employed**...

- b p.142 Grammar Bank 6A

3 PRONUNCIATION regular and irregular past participles

- a Look at the sound groups and the past participles. Tick (✓) the groups where the sounds of the pink letters are all the same. If they aren't the same, circle the word that is different.

- | | | |
|---|--|-----------------------------------|
| 1 | | filmed used recorded owned |
| 2 | | finished directed released booked |
| 3 | | bought caught worn drawn |
| 4 | | shot gone lost done |
| 5 | | forgotten spoken stolen known |
| 6 | | spent said meant read |
| 7 | | made paid taken fallen |
| 8 | | won put sung drunk |
| 9 | | built written driven given |

- b 6.2 Listen and check. What are the sounds in the circled participles? Practise saying the groups of words.

- c 6.3 Listen and change the sentences into the present or past passive.

- 1 *They shot the film in Poland. The film...*

The film was shot in Poland.

4 VOCABULARY cinema

a Look at some extracts from the text in 1. What do you think the **highlighted** words mean?

- 1 A lot of that time is spent just sitting around, waiting to be used in a **scene**.
- 2 Phones aren't allowed **on set**.
- 3 This is why now a lot of British films are being **shot** in Eastern Europe.
- 4 The cost of extras is one of the reasons why **epics** such as *Ben-Hur* are largely a thing of the past.

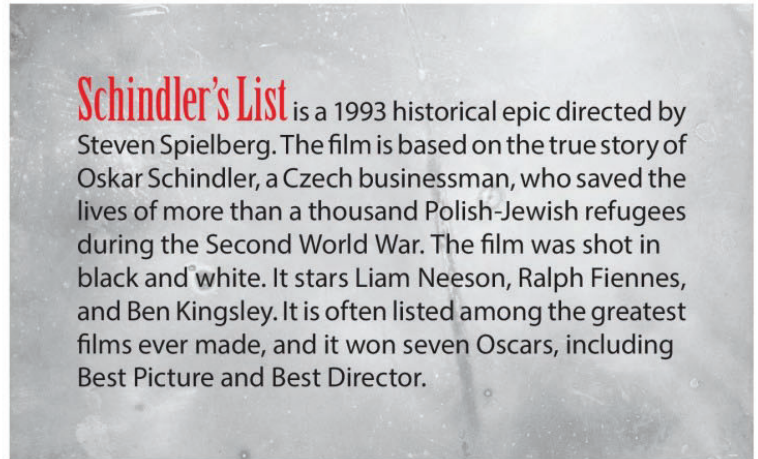
b  p.159 Vocabulary Bank Cinema

c Explain the difference between these pairs of words and phrases.

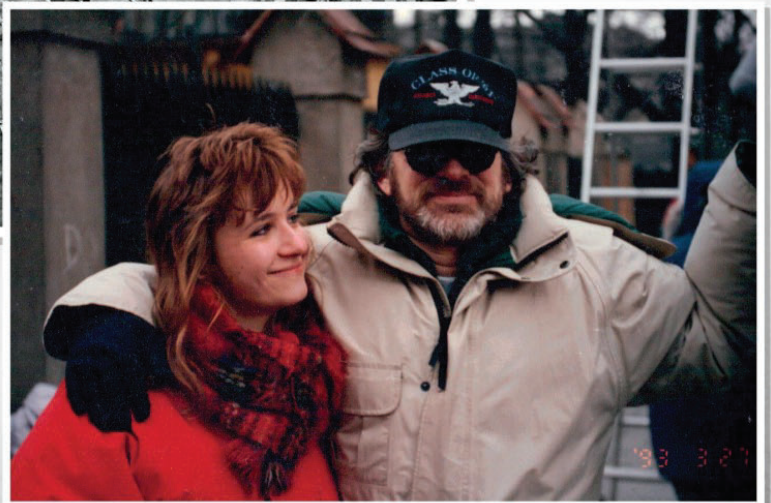
- 1 a *plot* and a *script*
- 2 a *horror film* and a *thriller*
- 3 a *musical* and a *soundtrack*
- 4 the *cast* and the *stars*
- 5 a *dubbed film* and a *film with subtitles*
- 6 the *set of a film* and the *film was set in...*
- 7 a *critic* and a *review*

5 LISTENING

a Read about the film *Schindler's List*. Have you seen it? If yes, did you like it? If no, would you like to see it? What other Spielberg films have you seen and enjoyed?



b  6.7 Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.



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

- 1 When the film company came to Krakow, Dagmara was working as a teacher.
- 2 She got a job doing translations for them.
- 3 There was a party at the hotel to celebrate Spielberg's birthday.
- 4 Spielberg's interpreter was late.
- 5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.
- 6 Spielberg was very pleased with the way she did her job.



Making notes

When we make notes, we only write down key words, e.g. we write *film set every day* **NOT** *She had to go to the film set every day.*

d 6.8 Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

- 1 I had to go to the [] [] [] [] and [] Spielberg's [] to the Polish [], and also to the [].
- 2 It was [] [], and I often felt as if I was a [] [].
- 3 The [] [] was when we had to [] a [] [] and [] because Spielberg thought it [] exactly [].

e 6.9 You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.

- 1 How many times were some scenes repeated? How did that make Dagmara feel?
- 2 Why did Spielberg start shouting at her? What happened after that?
- 3 In general, how did Spielberg treat her? What example does she give?
- 4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?
- 5 Did she ever work with Spielberg again?
- 6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?

f Compare your key words with a partner. Then listen again and try to add more.

g Now, with a partner, answer the questions in e. Use your key words.

h Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

6 SPEAKING

a Read the cinema interview. Think about your answers and reasons.

THE CINEMA INTERVIEW

1 Can you think of a film you've seen which...?

- ★ was incredibly funny
- ★ made you feel good
- ★ had a very sad ending
- ★ you've seen several times
- ★ sent you to sleep
- ★ had a memorable soundtrack

2 Do you prefer...?

- ★ seeing films at home or in the cinema
- ★ seeing
 - a American films
 - b other foreign films
 - c films from your country
- ★ seeing foreign films dubbed or with subtitles

3 Tell me about a really good film you've seen in the last year.

- ★ What kind of film is it?
- ★ Is it based on a book or on a real event?
- ★ Where and when is it set?
- ★ Who stars in it? Who is it directed by?
- ★ Does it have a good plot?
- ★ Does it have a good soundtrack?
- ★ Why do you like it?



b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

7 WRITING

p.119 Writing A film review

Write a description of a film you would recommend.

6B

Every picture tells a story

She can't be his mother.

She is his mother. She looks very young for her age.

G modals of deduction: *might, can't, must* **V** the body **P** diphthongs

1 READING & SPEAKING

a Do you have a profile photo or photos that you use on social media? Show any that you can to your partner. Why did you choose them? How often do you change them?

b Read the article about choosing profile photos. Tick (✓) two true statements.

- 1 The writer only likes certain types of profile photos.
- 2 The writer jokes about why people choose common types of photos.
- 3 The article is funny because the writer is rude about common types of profile photos.

What your profile photo says about you

Choosing a profile photo is a serious business. It will be the first thing old school friends, jealous exes, and even potential bosses see when they search for you online. Your image depends entirely on your choice of photo. Here are the most common types of profile photo on social media. Is yours one of them? And if so, what does it say about you?



A The portrait

A clear, close-up photo.

What it says about you You are quite boring. If it's a selfie, you are quite annoying.



B The childhood photo

A cute picture of you as a baby.

What it says about you You are the type of person who thinks that everything used to be better than it is now. You still listen

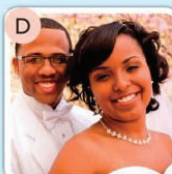
to the same music, wear the same clothes, and love the same things you did at school, and you'll probably never change.



C The pet

Your pet looking adorable.

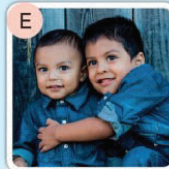
What it says about you It depends on what kind of animal it is. Cat: You are a woman without a boyfriend. Dog: You are a man without a girlfriend. Snake: You are a teenage boy or death metal fan.



D The wedding photo

Man, woman, dress, suit – you know, the usual.

What it says about you You want everyone to think that you are a grown-up. You don't go out and have a good time any more. No, you are married! Also, you don't feel you exist as an individual any more, and don't have any friends of your own.



E The family photo

A photo of your children / baby.

What it says about you The main thing you have accomplished in your adult life is having children. You used to be fun and fabulous and have a lot of friends, but now all you talk about is nappies and children's TV.



F The popular culture reference

A picture of a cartoon character, a movie poster, a book cover, a musical act, a celebrity, etc.

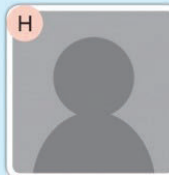
What it says about you You have no personality of your own. Your identity depends on your entertainment choices – television, music, sci-fi, literary, or other. You own at least two T-shirts with stupid slogans on them.



G The party photo

You, often with other people, enjoying yourself at a party.

What it says about you You are young and stupid, and will be fired from at least one job for something you posted on Facebook. One day, you might regret this picture and replace it with a wedding picture, and then photos of your children.



H No photo at all

An icon, not a photo.

What it says about you You are technologically incompetent and don't know what a jpeg is; or you think you're too busy to find a photo; or you think not having a photo is 'cool'. Having no profile photo is annoying for everybody else. Get a photo.

Adapted from a website

c Now read a positive interpretation of each type of profile photo and match it to A–H.

- 1 You adore animals – in fact, in many ways, you prefer them to people.
- 2 You are a normal person and are happy with your appearance.
- 3 You're a dedicated parent and your children always come first.
- 4 You're a very private person. You prefer to talk to people face to face rather than use social media.
- 5 You're very up to date – you know everything about the latest films, TV, and books.
- 6 Your friends and your social life are what matter most to you.
- 7 The day you got married was the happiest day of your life.
- 8 You had a wonderful childhood.

d Talk to a partner.

- Is your profile photo type included? If yes, do you agree with any of the positive or negative interpretations of your profile photo(s)? If not, what is your interpretation of your photo?
- Can you think of any friends or family members whose photos fit with the interpretations in the article?

2 GRAMMAR modals of deduction

a 6.10 Listen to two people talking about a photo. Complete the sentences.

A I love your profile picture. How old are you in the photo?

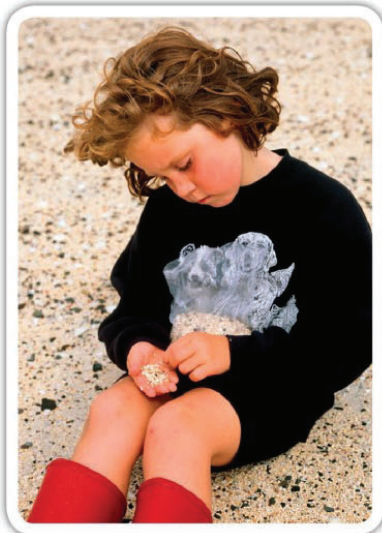
B I 1 be about five or six. Definitely not more than that.

A Where are you?

B Do you know, I can't remember. It 2 be the south of France. My grandmother had a house near Montpellier, so we sometimes spent the summer there.

A It 3 be the south of France – not in summer. You're wearing boots and a sweater! And it doesn't look like a Mediterranean beach.

B No, you're right. It 4 be Scotland, then. We sometimes went there.

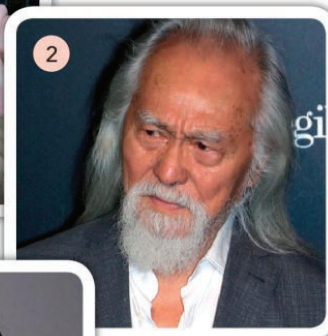
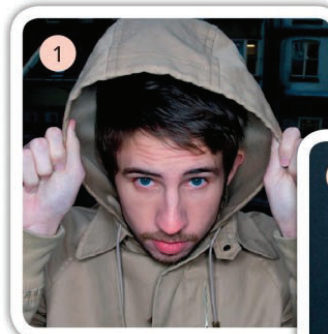


b Look at the **highlighted** modal verbs and answer the questions.

- 1 Which modal verbs mean *it's possible*? *might*, _____
- 2 Which modal verb means *it's very probable*? _____
- 3 Which modal verb means *it's impossible*? _____

c p.143 Grammar Bank 6B

d Look at the photos of four people. Make four deductions about each person, one with *must*, one with *might / could / may*, and one with *can't* + the phrases in the list. You can use the phrases more than once.



- be American
- be Asian
- be English
- be Mexican
- be Spanish

- be a criminal
- be a millionaire
- be a model
- be a politician
- be a sportsperson

- have a degree
- have a fashion business
- have a good job
- have a grandchild
- have an Olympic medal

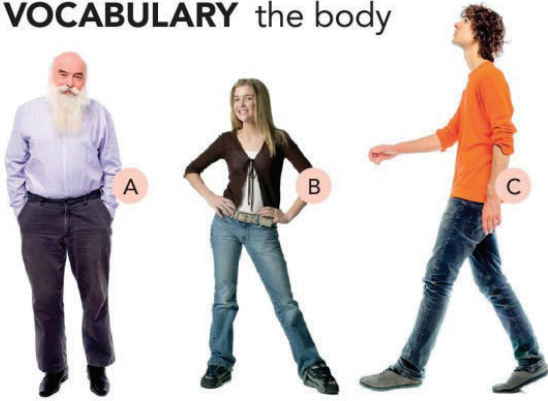
- be in his / her 20s
- be in his / her 30s
- be in his / her 50s
- be in his / her 80s

(I think he might be English.)

(True, but he could be American, too.)

e **Communication** Judging by appearances p.107 Find out who the four people are. Were you surprised?

3 VOCABULARY the body



a Look at the three photos. What do the people look like?

Who...?

- 1 is tall and thin
- 2 has straight blonde hair
- 3 is bald and slightly overweight
- 4 has dark curly hair
- 5 has a beard
- 6 is quite short and slim

b p.160 Vocabulary Bank The body

c 6.16 Listen and follow the instructions.

4 PRONUNCIATION diphthongs

Diphthongs

Diphthongs are a combination of two short vowel sounds, e.g. the /e/ sound and the /ə/ sound said together make the longer /eə/ sound.

a 6.17 Read the information box. Then listen and repeat the words and sounds below.

1	2	3	4	5

b Write the words from the list in the correct columns.

bite eyes face hair mouth nose shoulders
smile stare taste throw toes

c 6.18 Listen and check. Then practise saying the phrases below.

fair hair narrow shoulders a wide mouth
brown eyes a Roman nose a round face

d Do the quiz with a partner. Answer with *your / their* + a part of the body.

Which part(s) of the body...?

- 1 do you wear a ring on
gloves on
socks on
a cap on
- 2 do ballet dancers stand on
- 3 do footballers often injure
- 4 do women put make-up on
- 5 do people brush
- 6 do people carry a rucksack on



5 READING & LISTENING

a Read the definition of *charisma*. Can you name any public figures who you think have charisma?

charisma /kə'rizmə/ *n.* the powerful personal quality that some people have which attracts and impresses other people

b Look at the photo on p.63. One of the men is a journalist and one is a charisma coach. Who do you think is who? Why?

c Read the beginning of the journalist's article and check your answer to **b**. Answer the questions.

- 1 What experience does Danish Sheikh have?
- 2 Is he successful?
- 3 What did he do yesterday? Why?
- 4 What problems does Colin have?

d With a partner, tick (✓) any of the things in the list that you think a person with charisma does.

A person with charisma...

- 1 shows other people what he / she is like
- 2 makes other people feel important
- 3 talks a lot about himself / herself
- 4 never says anything about himself / herself
- 5 is self-confident
- 6 stands with his / her feet apart and arms wide
- 7 makes eye contact, but doesn't stare
- 8 uses a lot of hand gestures
- 9 speaks very slowly
- 10 listens to people carefully

e 6.19 Listen to Colin talking about what he learns. Check your answers to **d**.

Can you learn how to be charismatic?



Colin Drury and Danish Sheikh

In the 21st century, *charisma* is the quality that people in all fields of life, from business to politics, would most like to have. But can you learn it? The man I have just met thinks so. His name is Danish Sheikh, and he is a charisma coach. He has worked with Microsoft, Yahoo, and the BBC, and he thinks he can turn anyone into George Clooney. He charges £150 an hour, and plenty of people are paying. And for two days, I'm going to be his student.

Yesterday, he followed me everywhere and watched how I behaved with people – in shops, in the hairdresser's, and in work meetings. His impressions of me are not good – for example, I can't make conversation, I have negative body language, and I don't smile enough. I also seem bored when I'm talking to people.

'But don't worry!' Sheikh says, cheerfully. 'We're going to fix all this.'

f Listen again. What does Colin say about...?

- 1 talking about yourself
- 2 remembering a past success
- 3 how to enter a room
- 4 what happens if you aren't really listening

g **6.20** At the end of the two days, Colin has a practical test. Listen and summarize.

- 1 In the pub, Colin has to...
- 2 Sheikh helps him by...
- 3 In the end, Colin thinks that charisma is about...

h Look at these 'body' phrases from the listening. Can you demonstrate them?

stand with your feet apart
 have your chin up and your shoulders back
 make eye contact use hand gestures
 cross your arms shake hands give a thumbs up

i Do you think it's possible to teach people to have charisma? Would you ever do a course like this? Why (not)?

6 VIDEO LISTENING

a Watch Part 1 of *A day with a personal stylist* and pause when Sam has tried on four outfits. Which do you like best?



b Watch the rest of Part 1. Which outfit did Sam like best? Why?

c Put the events in the correct order. Then watch Part 1 again and check.

- Sam goes shopping with Elin.
- Elin asks Sam questions about his lifestyle.
- Sam tries on four outfits.
- Sam meets Elin at the Fashion Lounge.
- Sam fills in a questionnaire.

d Watch Part 2 and complete Elin's golden rules for dressing well.

- 1 Look at _____ before you go shopping.
- 2 Stay _____ when you go shopping.
- 3 It doesn't matter _____ you've got – you can look good.
- 4 Everyone should have _____ in their wardrobe.

e Do you agree with Elin's rules?

GRAMMAR

Circle a, b, or c.

- Elliot served, but the ball ____ into the net.
a went b was going c had gone
- The athlete fell when she ____ towards the finishing line.
a run b was running c had run
- I didn't realize that you two ____ before.
a didn't meet b weren't meeting
c hadn't met
- A I can't find my glasses anywhere.
B ____ them when you left home this morning?
a Did you wear b Were you wearing
c Had you worn
- ____ walk to work, or do you drive?
a Do you use to b Do you usually
c Use you to
- When I was a child, I ____ like vegetables.
a don't used to b didn't used to
c didn't use to
- ____ do any sport at university?
a Did you use to b Use you to
c Did you used to
- Lots of famous films ____ in San Francisco.
a have shot b have been shot
c has been shot
- He hates ____ about his private life.
a asking b being asking c being asked
- Why ____ in New Zealand?
a is the film being made b is the film making
c is making the film
- Many people believe that Columbus ____ America.
a didn't really discover b wasn't really discovered
c weren't really discovered
- A I've just rung the doorbell, but there's no answer.
B They ____ in the garden. Have a look.
a can't be b might be c can be
- I'm 29 and he's a bit older than me, so he ____ in his thirties now.
a must be b may be c can't be
- A Ann and Simon have broken up!
B That ____ true! I saw them together just now.
a mustn't be b might be c can't be
- A Does your sister know Liam?
B She ____ him. I'm not sure.
a can't know b may know c can know

VOCABULARY

- Write the parts of the body that you use to do these actions.
1 smile _____ 3 smell _____ 5 bite _____
2 stare _____ 4 clap _____
- Circle the correct word or phrase.
1 Arsenal *won* / *beat* Chelsea 2–0.
2 Can you book a tennis *course* / *court* on Friday?
3 Sports players are very careful not to *get injured* / *get fit*.
4 Real Madrid *scored* / *kicked* a goal just before half-time.
5 I *do* / *go* swimming every morning during the week.
- Complete the words.
1 Luke is a very cl_____ friend. I've known him all my life.
2 My wife and I have a lot in c_____.
3 Gina and I lost t_____ after we both changed jobs.
4 We g_____ to know each other very quickly.
5 Linda is getting married next month. Her f_____ is Italian.
- Write words beginning with s for the definitions.
1 _____ the music of a film
2 _____ the translation of the dialogue of a film on screen
3 _____ images often created by a computer
4 _____ the most important actor in a film
5 _____ a part of a film which happens in one place
- Complete the sentences with one word.
1 I love working _____ at the gym. I go every evening.
2 The player was sent _____ for insulting the referee.
3 My sister and her boyfriend have split _____.
4 Did you know Jane is going _____ with Jessie's brother?
5 Is there anything good _____ TV tonight?

PRONUNCIATION

- a Practise the words and sounds.

Vowel sounds



bird



phone



egg



owl

Consonant sounds



television



zebra



dog



tie

- b p.166–7 Sound Bank Say more words for each sound.

- c What sound in a do the pink letters have in these words?

1 booked 2 crowd 3 eyes 4 shoulders 5 world

- d Underline the stressed syllable.

1 re|fe|ree

3 spec|ta|tors

5 co||league

2 re|view

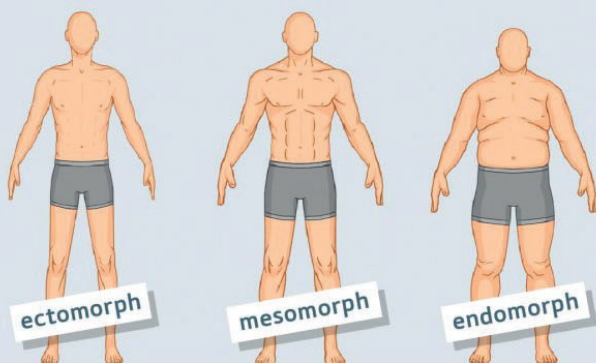
4 di|rec|tor

CAN YOU understand this text?

- a Read the article once. What does the article say is the best exercise for all body types?

What is the best sport for your body type?

Just because someone has dreamt of playing football from childhood does not mean it is the best sport for him or her. Finding the sport your body is best suited to can make a big difference to how much you enjoy it and how good at it you are.



A person with an **ectomorph** body type is tall and slim with little fat or muscle. This person has narrow shoulders, chest, and hips, and thin arms and legs. Ectomorphs have difficulty putting on weight because of a fast metabolism. ¹ What suits ectomorphs is endurance sports. Marathon running, swimming, and football are excellent choices for them. ² Basketball may also be a great option. Ectomorphs also generally do well in gymnastics.

Mesomorph body types are the stereotypical image of an athlete. ³ Mesomorphs can put on or lose weight easily and build muscle quickly. ⁴ Possibilities range from weightlifting and boxing to athletic sprinting and cycling for shorter distances.

A person who is an **endomorph** naturally carries more body fat. ⁵ They are often short, with a high waist, and well developed upper arms and thighs. While it may seem that an endomorph will not be very athletic, they can be very good at power sports because of their larger mass. ⁶ Strength activities like wrestling, discus-throwing, or power-lifting can be a great fit.

A few extra considerations

It is important to note that the three body types are extremes. No one is 100% ectomorph or completely endomorph. ⁷ Another key point is that diet and environment also contribute to athletic ability and genetics plays a large part. And the most important thing is to choose a sport you enjoy. The best exercise of all is the one that you will do!

Adapted from a fitness website

- b Read the article again. Complete the gaps with A–G.

- A A person with this body type has more choice of sports
- B For the same reason, it takes them longer to build muscle
- C Their arms and legs are muscular and they have broad shoulders and narrow hips
- D Everyone is a bit of a mix
- E If a person with this body type is very tall
- F It is difficult for them to lose weight, but they gain muscle rapidly
- G This body type is not suited for agility and speed

▶ CAN YOU understand these people?

- ▶ 6.21 Watch or listen and choose a, b, or c.



- 1 Philomena enjoys _____.
 - a watching tennis
 - b doing gymnastics
 - c watching diving
- 2 Rachel says that most people she knows who have been out with someone they met online _____.
 - a are still with the other person
 - b married the person they met
 - c broke up with the person they met
- 3 Aileen kept a tissue with answers to the exam in _____.
 - a her pocket
 - b the bathroom
 - c her backpack
- 4 Coleen _____.
 - a prefers the *Lord of the Rings* films to the books
 - b loves the books and the films
 - c prefers the books to the films
- 5 Miranda chose a picture for her profile photo because _____.
 - a she liked how she looked in it
 - b it was taken in Las Vegas
 - c it was taken on her wedding anniversary

CAN YOU say this in English?

Tick (✓) the box if you can do these things.

- Can you...?
- 1 tell an anecdote about something that happened to you using the past simple, past continuous, and past perfect
 - 2 talk about three past and three present habits of yours
 - 3 describe a film, saying where it was set, what it is based on, who it was directed by, and what you thought of it
 - 4 make deductions about a photo on a friend's phone using *might be*, *must be*, and *can't be*

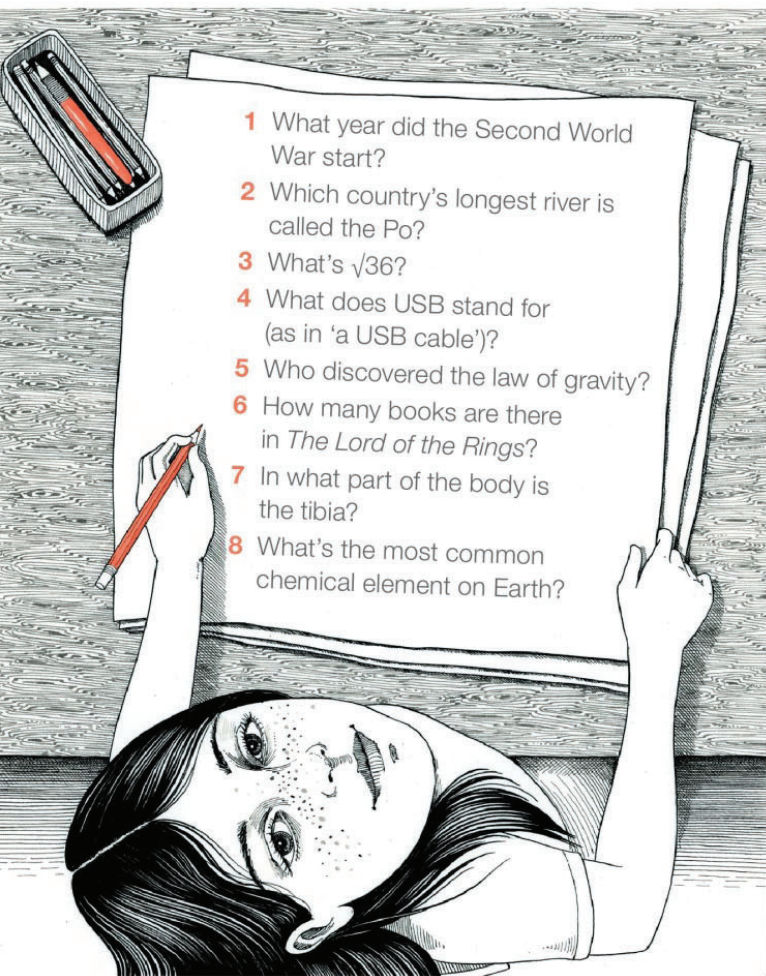
What will you do if you don't pass your exams?

I'll probably retake them.

G first conditional and future time clauses + *when, until, etc.* **V** education **P** the letter *u*

1 VOCABULARY education

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



- 1 What year did the Second World War start?
- 2 Which country's longest river is called the Po?
- 3 What's $\sqrt{36}$?
- 4 What does USB stand for (as in 'a USB cable')?
- 5 Who discovered the law of gravity?
- 6 How many books are there in *The Lord of the Rings*?
- 7 In what part of the body is the tibia?
- 8 What's the most common chemical element on Earth?

b Complete the school subjects.

- bio _____
- chem _____
- geo _____
- his _____
- infor _____ tech _____ (IT)
- liter _____
- mat _____
- phy _____

c **7.1** Match the questions in a to the subjects in b. Then listen and check. Underline the stressed syllable(s).

d **V** p.161 **Vocabulary Bank** Education

2 PRONUNCIATION 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. *blue*, or /ʊ/, e.g. *put*.

a Put the words from the list in the correct column.

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

/ju:/	↑	u	ʊ

b **7.5** Listen and check. Practise saying the words.

c **7.6** Listen and write four sentences.

3 SPEAKING

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

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

YOUR EDUCATION

Your school

- What kind of secondary school / you go to? / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- What time / your school day start and finish?

Subjects and homework

- Which subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get? / you think it / too much?

Rules and discipline

- / 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, or / they misbehave?

4 LISTENING

- a Read the description of a BBC programme and answer the questions.
- Why is the Asian education system considered superior?
 - What experiment is a British school setting up?
 - What do you think the result will be?
- b **7.7** Listen to Week 1. Why are these times and numbers a shock for the students?

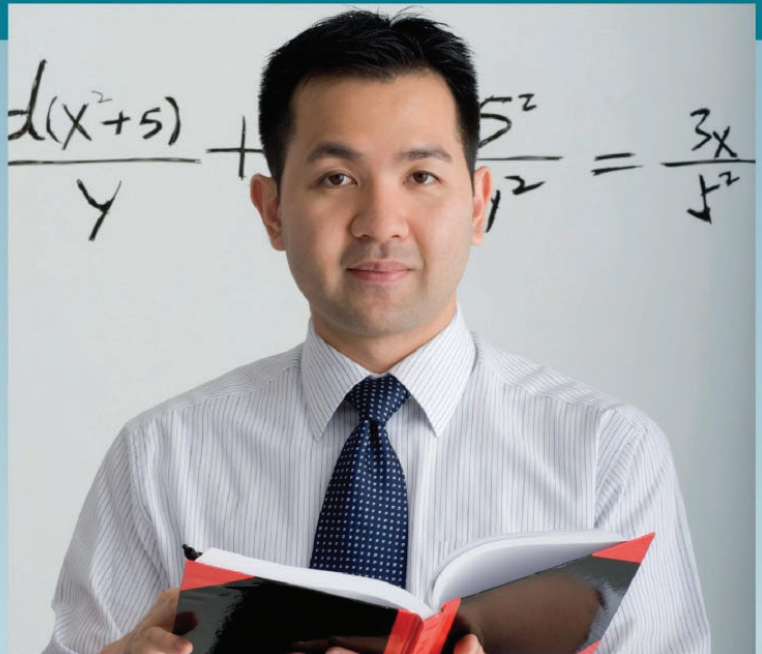
7.00 a.m. 30 minutes a day 50
11.30 a.m. 5.00 p.m. 7.00 p.m. 12 hours

- c **7.8** Listen to Weeks 2 and 3. Tick (✓) the things which are true about the Chinese teachers in the experiment.
- They teach very quickly.
 - They make students copy from the board.
 - They let students do experiments on their own.
 - They're not surprised by the students' attitude to learning.
 - They try punishing students to make them pay attention.
 - They have problems with disciplining the British students.
 - They expel several students from the class.
 - When they see their method isn't working, they change their approach.
 - They make the children do t'ai chi.
 - They make a good impression on the parents.
- d **7.9** Listen to Week 4 and complete the numbers in the chart. What did the British and Chinese teachers learn?

Test results	Students with British teachers	Students with Chinese teachers
maths	_____ %	_____ %
science	_____ %	_____ %
Mandarin	_____ %	_____ %

- e Answer the questions in small groups.
- What do you think is good or bad about the Chinese system?
 - Would secondary school students in your country be shocked by the Chinese education system? Why (not)?
 - Would you prefer to study in a British school or a Chinese one? Where would you prefer to work as a teacher?

Chinese v British – which education system is better?



According to the latest studies, Asian countries have better education systems than most Western countries, and in some subjects, Asian students are three years ahead of Western students of the same age.

In this unique experiment, five teachers from China come to a British school for four weeks to teach maths, science, and Mandarin to half of the Year 9 students, aged 13 and 14. The rest of the students in Year 9 will have their normal British teachers. After four weeks, the two groups will take tests to see which teaching style gets better results.

So, can British schools learn from the highly successful Chinese education system? Will the 12-hour days and strict discipline produce better results? Week 1 of the experiment is a shock for the students...



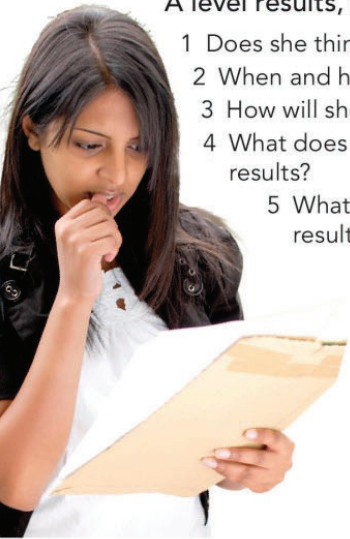
5 GRAMMAR first conditional and future time clauses + *when, until, etc.*

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 What do you usually do the night before an exam?
- 4 How do you usually feel just before you do an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?

b 7.10 Listen to Olivia, who is waiting for her A level results, and answer the questions.

- 1 Does she think she's passed?
- 2 When and how will she get her exam results?
- 3 How will she celebrate if she gets good results?
- 4 What does she want to do if she gets good results?
- 5 What will she do if she doesn't get the results that she needs?



Exam results

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 as grades. The top grade is A* (A star), which is better than an A.

c 7.11 Listen to Olivia after she got her results. What grades did she get? What's she going to do?

d 7.12 Can you remember what Olivia said? Try to complete the sentences. Then listen and check.

- 1 They won't give me a place **unless** _____ at least two A*s and an A.
- 2 **As soon as** _____, I'll go to school and pick up the envelope.
- 3 I don't want to plan any celebrations **until** _____ the results.
- 4 **If** I don't get into Cambridge, _____.
- 5 **When** _____ a bit more positive, I'll try to get a place at another university.

e p.144 Grammar Bank 7A

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

What will you do...?

- as soon as you get home
- if you don't get a good mark in your next test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING

a In pairs, answer the questions that match your situation.

Are you at university now?

What are you studying?
Are you enjoying it?
Is there anything you don't like? What are you planning to do when you graduate?

Have you been to university?

Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?

No Are you happy you didn't go? What are you doing now?

Do you want to go to university?

Yes What would you like to study? Why? Do you think you'll enjoy it?

No Why not? What would you like to do instead?

b Look at the question on a UK student website. What do you think *Is it really worth...?* means?

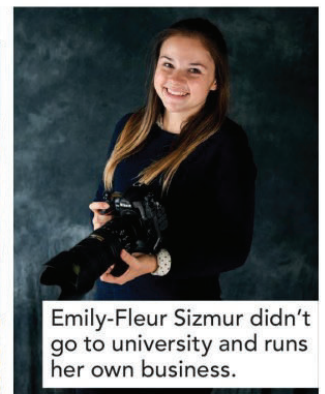
c Now read the comments and mark them ✓ (= yes, it's worth it), ✗ (= no, it isn't worth it), or S (= it's sometimes worth it).

d Which of the comments do you think are true about university education in your country?

e Look at the photos of Jack Turner and Emily-Fleur Sizmur. Which of them do you think is happier?



Jack Turner, 23, has a degree and is unemployed.



Emily-Fleur Sizmur didn't go to university and runs her own business.

f **Communication** University or not? **A p.108 B p.112** Ask and answer about Jack and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Jack? Why?

The UK student site

Home

Forum

Schools






University

Careers



Is it really worth going to uni?

Comments

-  It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.
-  Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.
-  There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.
-  It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't. Some people are just not made for uni.
-  I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

7 SPEAKING

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

School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional, and boys and girls should be taught PE separately.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and IT, and less on arts subjects like history and literature.

University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

- 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.

Organizing and presenting your opinions

The topic I've chosen is...

I

completely agree
partly agree
completely disagree

 that...

First of all, (I think that...)

My second point is that...

Another important point is that...

Finally,...

7B

The hotel of Mum and Dad

I like living with my parents.

I don't. If I could afford it, I'd move out.

G second conditional, choosing between conditionals **V** houses **P** sentence stress, the letter c

1 READING & SPEAKING



a With a partner, look at the photos and answer the questions.

- 1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?
- 2 Which place would you prefer to live in? Why?
- 3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?

b Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.

c Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 25% of young adults aged 20–34 still live at home with their parents. This has gone up by 20% in the last 20 years. So what are the pros and cons?

The downside

- It doesn't ¹ _____ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really ² _____ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to ³ _____ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be ⁴ _____, waiting for you – even if it's 4.00 a.m.

- Every day of your life, you ⁵ _____, 'You treat this house like a hotel.'
- You become the household IT technician. If anything goes ⁶ _____ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could ⁷ _____.

- There's nothing better than home-cooked food, and you've ⁸ _____ that you'll never be able to cook as well as your parents.
- You've also realized that your mum has magical laundry powers that ⁹ _____ all the stains from your washing and make it super clean.
- You had no idea how much ¹⁰ _____ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomachs with good food. And for that, you're eternally grateful.

Adapted from Metro

d Read the article again and choose the correct word to complete the gaps.

- | | |
|------------------------------|--------------------|
| 1 matter / mind | 6 bad / wrong |
| 2 embarrassing / embarrassed | 7 afford / pay |
| 3 leave / let | 8 realized / known |
| 4 wake / awake | 9 remove / retire |
| 5 hear / listen | 10 notes / bills |

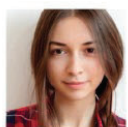
e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in 1. Do they want to leave their parents' home? Why (not)?



Vivienne@Montreal, Canada

I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. **If I had the money, I'd move out** immediately.



Marco@Naples, Italy

I'm perfectly happy living with my parents. **If I lived on my own, I'd have to pay rent** and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room... Why would I want to leave? Even **if I could afford it, I wouldn't move out**. Not until I get married...



Andrea@Melbourne, Australia

It isn't that my parents aren't good to me – they are. **If they weren't, I wouldn't live with them**. But I'm 29 and I just don't feel independent.



Carlos@Valencia, Spain

I'd love to move out. I get on well with my parents, but I think **I'd get on with them even better if I didn't live at home**. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

- 1 In the **highlighted** phrases, what tense is the verb after *if*?
- 2 What form is the other verb?
- 3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

c **G p.145 Grammar Bank 7B**

d **C Communication** Guess the sentence **A p.108 B p.113** Practise first and second conditionals.

3 PRONUNCIATION & SPEAKING sentence stress

a **7.16** Listen and repeat the sentences. Copy the rhythm.

- 1 If I **lived** on my **own**, I'd **have** to **pay** **rent**.
- 2 If we **get** a **mortgage**, we'll **buy** the **house**.
- 3 Would you **leave home** if you **got** a **job**?
- 4 I **won't move out** if I **can't afford** it.
- 5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I...

could live anywhere in my town or city, I'd...
 have some free time this weekend, I'll...
 won a 'dream holiday' in a competition, I...
 could choose any car I liked, I...
 get a new phone this year, I...
 could choose my ideal job, I...
 don't have time to do the homework tonight, I...
 was asked to work abroad for a year, I...
 couldn't use the internet for a week, I...
 feel like going out tonight, I...




c Work with a partner. **A**, say your first sentence. Try to get the correct rhythm. **B**, ask for more information. Then **B**, say your first sentence.

If I could live anywhere in my city, I'd live in the old part.

(Why the old part?)

4 VOCABULARY houses

- a With a partner, write three more words in each column.

 living room	 kitchen	 bedroom
table	washing machine	lamp

b  p.162 Vocabulary Bank Houses

- c Answer the questions with a partner.

What's the difference between...?

- the outskirts and a suburb
- a village and a town
- a roof and a ceiling
- a balcony and a terrace
- a chimney and a fireplace
- the ground floor and the first floor
- wood and wooden

5 PRONUNCIATION the letter c

- a With a partner, practise saying the words in groups 1–5.

- carpet castle location
cosy country balcony cooker
cupboard cushion curtains
- city cinema decide
centre entrance ceiling terrace
cycle agency icy
- spacious special musician
- occasion accommodation accuse
- accent success accident

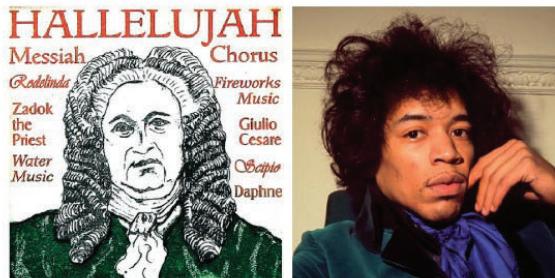
- b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

- c before a, o, or u is pronounced ____.
- c before i, e, or y is pronounced ____.
- ci before a vowel is pronounced ____.
- cc before a, o, or u is pronounced ____.
- cc before e or i is pronounced ____.

- c  7.20 Now listen to the words in a and check your answers to b.

6 LISTENING

- a Look at the pictures of George Frideric Handel and Jimi Hendrix. What do you know about them?



- b Look at the poster and read the information about a London museum. Check your answers to a. Which bedroom do you like best? Why?
- c You're going to listen to an audio guide to the *Handel & Hendrix in London* museum. Before you listen, look at extracts 1–8. Who do you think each extract is about, Handel or Hendrix? Write **Han** or **Hen**.

- 1 However, after becoming a British citizen five years later, he decided to continue renting the house.
- 2 He moved in briefly in July, before returning to the United States for an extensive tour.
- 3 There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.
- 4 In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.
- 5 He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.
- 6 In January the following year, he gave a series of press and media interviews and photo shoots in the flat.
- 7 Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.
- 8 He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

Glossary

Surrey a county in the south-east of England
the Messiah Handel's most famous choral work

Westminster Abbey one of London's great churches
the Royal Albert Hall a concert hall in south-west London

- d  7.21 Listen and check.

Handel & Hendrix in London

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...



Buy your tickets now



NOW OPEN

Hendrix Flat

Find out more about Hendrix's flat

[Read more >](#)



HANDEL'S HOME FOR 36 YEARS

Handel House

The history of Handel House

[Read more >](#)

e Listen again and answer the questions.

- 1 Who lived in 25 Brook Street before Handel?
- 2 Why was he not allowed to buy the house?
- 3 What did Handel use the rooms on the first floor for?
- 4 What rooms were there on the second floor?
- 5 Who lived in the attic?
- 6 How long did Hendrix's career last?
- 7 Who was Kathy Etchingham?
- 8 When did Hendrix leave the flat?
- 9 Where did he die?
- 10 What was the flat used for before it became a museum?

f 7.22 Read some extracts from the listening and try to complete the missing words. What do they mean? Then listen and check.

- 1 Handel decided to s_____ permanently in England...
 - 2 After living in Surrey for some years, he m_____ to London...
 - 3 He was the first o_____ of the house...
 - 4 The flat on the u_____ floors of 23 Brook Street was found by...
 - 5 He spent some time d_____ the flat to his own taste.
 - 6 The whole house is now a museum and a concert v_____.
- g Have you ever visited a house where a famous person lived? Where was it? What was it like? What do you especially remember about it?

7 SPEAKING & WRITING

- a Think for a few minutes about what your dream home would be like and make brief notes. Use **p.162 Vocabulary Bank Houses** to help you.
- Where would it be?
 - What kind of house or flat would it be?
 - How many rooms would it have?
 - What special features would it have?
 - What would the decoration be like?
- b In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?
- c **p.120 Writing** Describing a house or flat Write a description of your house or flat.

1 ▶ ROB AND PAUL CATCH UP



a **7.23** Watch or listen to Rob and Paul. What does Paul think of Jenny?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Rob used to play pool when he was younger.
- 2 Rob has a lot of free time.
- 3 Rob had fair hair the last time Paul saw him.
- 4 Paul thinks Rob has changed a lot.
- 5 Jenny's parents gave Rob the shirt he's wearing.
- 6 Rob doesn't want to keep Jenny waiting.

2 ▶ MAKING SUGGESTIONS

a **7.24** Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?



b Watch or listen again. Answer with **Paul**, **Rob**, or **Jenny**.

Who suggests...?

- | | |
|--|--|
| 1 <input type="checkbox"/> going dancing | 5 <input type="checkbox"/> staying at home |
| 2 <input type="checkbox"/> doing some exercise | 6 <input type="checkbox"/> going to a gig |
| 3 <input type="checkbox"/> going to a club | 7 <input type="checkbox"/> meeting Kerri |
| 4 <input type="checkbox"/> going to an art gallery | |

c **7.25** Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Paul What shall we _____ 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. _____ go dancing!
- 2 Jenny I'm going running in the morning. Why _____ you join me?
Paul No thanks. I'm not very _____ on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.
- 3 Jenny _____ about going to the late show at MOMA?
Paul MOMA? What's that?
- 4 Jenny _____ about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.
- 5 Paul I didn't think so. So _____ we go there?
Rob _____ not?
- 6 Rob We _____ meet her outside and go together.
Paul That's a great _____!



🔍 Verb forms

Remember to use the infinitive without *to* after:
*Shall we... We could... Why don't you / we...
 Let's...*

Remember to use the gerund after:
What about...? How about...?

d Look at the **highlighted** expressions for making and responding to suggestions. Which expression is the most emphatic, *What about...?*, *Let's...*, or *We could...*?

e 🎧 7.26 Watch or listen and repeat the **highlighted** phrases. Copy the **rhythm** and intonation.

f Practise the conversations in c with a partner.

g In small groups, practise making suggestions and responding.

You are going to have an end-of-term class party. You need to decide...

- when to have it.
- where to have it.
- what time to have it.
- what food and drink to have.

3 🎧 THE MORNING AFTER THE NIGHT BEFORE

a 🎧 7.27 Watch or listen to Rob and Jenny talking on the phone. What's the problem?



b Watch or listen again and complete the sentences with 1–3 words.

- 1 Rob says that he's feeling _____.
- 2 Kerri invited Rob and Paul to _____.
- 3 Rob says that he can't make _____.
- 4 Jenny is upset because it's an _____.
- 5 Rob promises that _____ again.
- 6 Rob also says that Paul _____ that afternoon.
- 7 Jenny tells Don that Rob is such _____.

c Look at the **Social English** phrases. Can you remember any of the missing words?

🗨 Social English

- 1 Jenny Where are you, _____?
- 2 Rob That's _____ I'm calling. I'm not going to make it.
- 3 Rob It won't _____ again.
- 4 Rob He's _____ to Boston this afternoon.
- 5 Jenny I mean, it's not _____ I don't like Paul, but...
- 6 Don I wanted to have a _____ with him before the meeting.
- 7 Jenny He's _____ a professional.

d 🎧 7.28 Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	Your mum's _____ darling! She's just mended my jeans!	That's so typical. She's always trying to be useful.
B	Have we got anything for supper tonight?	No, nothing. _____ I'm ordering takeaway.
C	Is your brother around? I need to _____.	I think he's in his room. Shall I call him?
D	You don't like my new shirt, do you?	_____ I don't like it, it's just that the colour doesn't suit you.
E	That's the third time this week you've come home late.	_____, I promise. This week's been really busy.
F	Is Jason coming tonight?	No, he can't. _____ Manchester really early tomorrow morning.
G	Aren't you going to finish your vegetables?	They're cold. And _____, I don't like cabbage.

CAN YOU...?

- 🟡 use different ways of making suggestions
- 🟡 respond to suggestions
- 🟡 apologize and make an excuse

8A

The right job for you

What would you like to do after university?

I'd like to be an accountant. I enjoy working with numbers.

G choosing between gerunds and infinitives **V** work **P** word stress

1 VOCABULARY work

- a Look at the picture story. Match sentences A–I to pictures 1–9.
- A She decided to **set up** an online business selling birthday cakes.
- B Her business is **doing very well**. Clare is a success!
- C She was **unemployed**, and had to **look for a job**.
- D They had an argument, and Clare **was sacked**.
- E 1 Clare **worked for** a marketing company.
- F She **applied for** a lot of jobs, and sent in CVs.
- G She had a **good salary**, but she didn't like **her boss**.
- H She had some interviews, but didn't **get the jobs**.
- I She had to work very long hours and **do overtime**.
- b **8.1** Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.
- c **p.163 Vocabulary Bank Work**

Words with different meanings

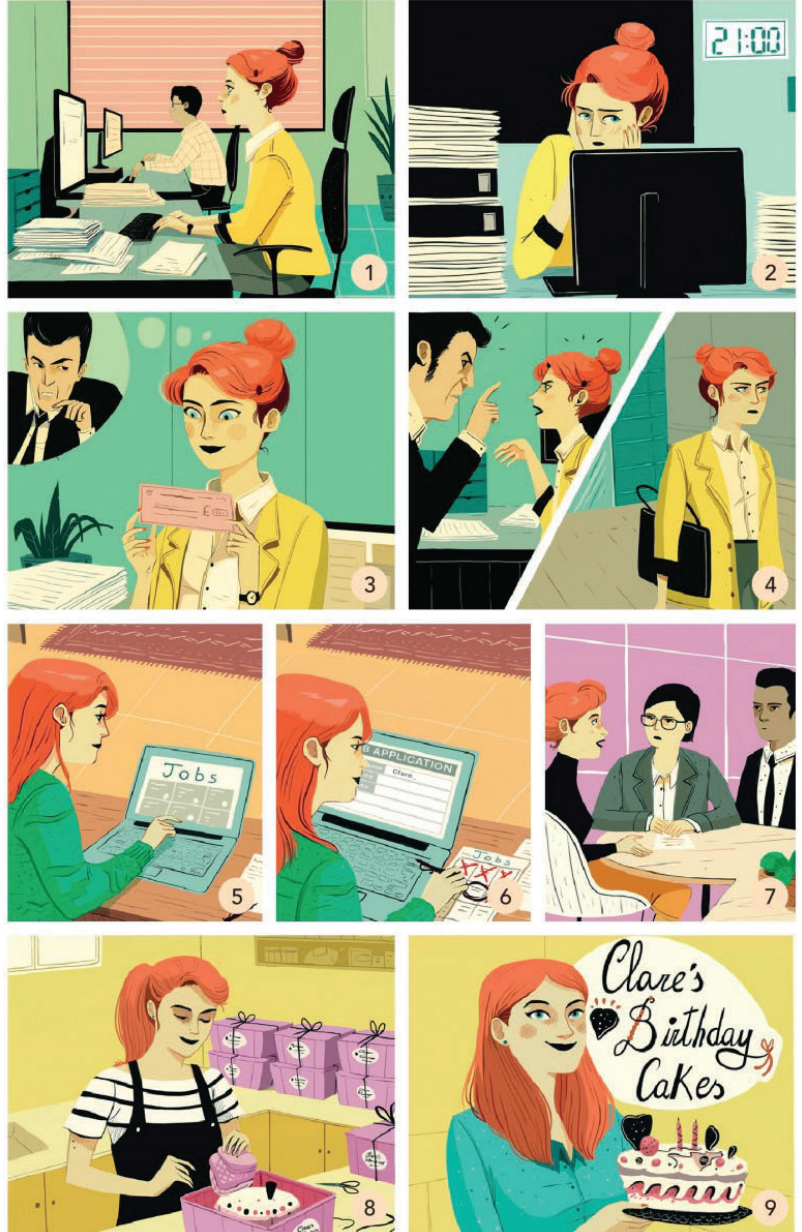
Sometimes the same word can have two completely different meanings, e.g.

She has a **degree** in economics.
(= a university qualification)

It was only four **degrees** this morning.
(= temperature)

- d With a partner, explain the difference in meaning between the pairs of sentences.

- a He's **running** a business.
b He's **running** a marathon.
- a Marion **was fired** last week.
b When the man **fired** the gun, everyone screamed.
- a I **work** in a shop.
b My laptop **doesn't work**.
- a There's a **market** for this product.
b There's a **market** where you can buy vegetables.
- a Steve has set up a **company**.
b Steve is very **good company**.



2 PRONUNCIATION & SPEAKING word stress

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

- | | |
|-----------------------------|-----------------------------------|
| 1 apply /ə'plai/ | 6 permanent /'pɜ:mənənt/ |
| 2 salary /'sæləri/ | 7 qualifications /kwɒlɪfɪ'keɪʃnz/ |
| 3 redundant /rɪ'dʌndənt/ | 8 resign /rɪ'zaɪn/ |
| 4 experience /ɪk'spɪəriəns/ | 9 responsible /rɪ'spɒnsəbl/ |
| 5 overtime /'əʊvətaɪm/ | 10 temporary /'tempərəri/ |

- b **8.5** Listen and check. Practise saying the words.

c Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
full time or part time
temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to do overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

d Work in pairs. **A**, interview **B** about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.
(What does she do?)

3 GRAMMAR choosing between gerunds and infinitives

a Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. *working*) or *to + infinitive* (e.g. *to work*).

Match your personality to the job



- 1 I'd like *to work* as part of a team. *work*
- 2 I enjoy _____ people with their problems. *help*
- 3 I don't mind _____ a very large salary. *not earn*
- 4 I'm good at _____ to people. *listen*
- 5 I'm good at _____ quick decisions. *make*
- 6 _____ risks doesn't worry me. *take*
- 7 I'm happy _____ by myself. *work*
- 8 I'm not afraid of _____ large amounts of money. *manage*

- 9 I'm 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*



b Read the questionnaire and tick (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

c **C** Communication Match your personality to the job p.108 Find out the results. Do you agree?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or *to + infinitive*.

- 1 After some verbs, e.g. *enjoy* and *don't mind*, use _____.
- 2 After some verbs, e.g. *would like*, use _____.
- 3 After adjectives, use _____.
- 4 After prepositions, use _____.
- 5 As the subject of a phrase or sentence, use _____.

e **G** p.146 Grammar Bank 8A

f Write something for **FIVE** of the things in the list.

- something you are **planning to do** in the summer
- a country **you'd like to visit** in the future
- somebody you **wouldn't like to go** on holiday with
- a job **you'd love to do**
- a job you **hate doing** in the house
- somebody you find very **easy to talk to**
- something you're **afraid of doing**
- a sport, activity, or hobby you **love doing**
- something you **enjoy doing** on Sunday mornings
- something you **must do** or **buy** urgently

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.
(Why?)
Because I think it would be great to...

4 WRITING

W p.121 Writing A covering email Write an email to send with your CV to apply for a job.

5 READING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

- 1 Who are the 'Dragons'?
- 2 Where do the contestants meet them?
- 3 How does the programme work?
- 4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

- 1 the Dragons invested in and has been successful
- 2 the Dragons didn't invest in and has been a failure
- 3 the Dragons didn't invest in, but has been very successful

In the DRAGONS' DEN

Dragons' Den is a UK TV series, with similar versions in many different countries, which has been on TV every year since the original show in 2005. In the UK programme, contestants have three minutes to present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the Dragons have agreed to invest in more than 250 businesses.



From left to right: Duncan Bannatyne, Nick Jenkins, Deborah Meaden, Kelly Hoppen, Peter Jones

Glossary

den the hidden home of some types of wild animal

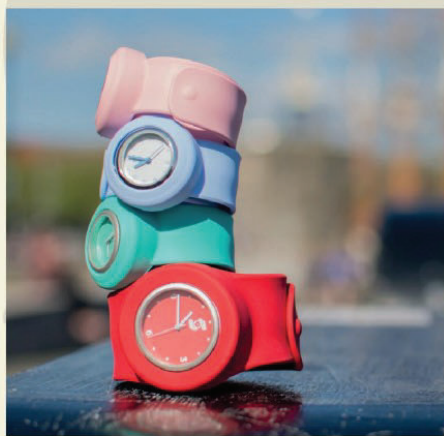
entrepreneur a person who makes money by starting or running businesses

make a pitch present something you're trying to sell



Tingatang

Gill and Clare, from Leeds, in the north of England, designed Tingatang, a range of silver jewellery for men and women to show that they're single, in the same way that a wedding ring shows that you're married. The pair asked the Dragons to invest £500,000 in their business.



Slappie watches

David, from Birmingham, asked the Dragons for £50,000 in exchange for 25% of his watch company, Slappie. The watches, which cost under £20, are on straps of many different colours, and the watch faces are also available in different designs. The straps and watch faces can be bought separately and are interchangeable, so you can create your own watch.



Tangle Teezer

Shaun, a hairdresser from London, set up a company to produce brightly-coloured plastic hairbrushes which were especially good at untangling hair. He demonstrated the brushes on the show and asked for an £80,000 investment in exchange for 15% of his company.

c **C Communication** *Dragons' Den* A p.109 B p.113 C p.114
Work in groups of three. Find out what happened.

d Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

6 LISTENING

a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?



Jake and Joe asked for £60,000 in exchange for 20% of their online photo-framing business Frame Again.

b **8.9** Listen to Part 1 of an interview with Joe about his experience. Mark the sentences **T** (true) or **F** (false).

- 1 Joe and Jake applied to be on *Dragons' Den* together.
- 2 They prepared their pitch very quickly.
- 3 The show was filmed in Manchester.
- 4 They didn't do any preparation the night before.
- 5 They only slept for a few hours the night before the programme.
- 6 They were the third contestants on that programme.
- 7 Other contestants waited for up to 12 hours for their turn.
- 8 They met one of the Dragons while they were waiting to go on.

c Listen again. Correct the **F** sentences.

d **8.10** Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?

e Listen again and make notes. What does Joe say about...?

- | | |
|-----------------------------|----------------------|
| 1 smiling at Deborah Meaden | 4 Peter's appearance |
| 2 Jake's first words | 5 Jessops |
| 3 'I'm out.' | 6 the job offer |

f **8.11** Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?

7 SPEAKING

a **8.12** Listen to Joe and Jake giving their *Dragons' Den* pitch for Frame Again. Number the questions 1–5 in the order they answer them.

- A How much will it cost?
- B What is the product?
Give a detailed description.
- C Who are you? What's the name of your product?
- D Do you have an advertising slogan for the product?
- E Who is the product for?

b Work with a partner. Imagine you are going to appear on the programme. Choose one of the products below, or invent your own, and think about your answers to the questions in a.

an app a chair a dessert a drink
a gadget a lamp a pen a phone
a sandwich

c Present your product to the class together. Spend a few minutes preparing your pitch. Take turns to give the information. Use the language from the **Presenting a product** box.

Presenting a product

Good morning. I'm _____, and this is _____, and we're here to tell you about our new product...

It's a..., and it's called...

This product is for...

We think it will be very popular because...

It will cost...

Our slogan is...

d You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.

1 READING & SPEAKING

a Look at these phrases. Who usually says them? Mark them **C** (customer) or **SA** (sales assistant).

- 1 Do you need any help?
- 2 What size are you?
- 3 Do you have this in blue?
- 4 Have a nice day!
- 5 No, thanks, I'm just looking.
- 6 Are you looking for anything in particular?
- 7 It's a bit big – have you got a smaller size?
- 8 Can I try these on?
- 9 Shall I put your receipt in the bag?
- 10 The changing rooms are over there.

b Read the article. Did the writer find the sales assistants helpful? Why (not)?

c Read the article again. Underline the questions that the second sales assistant asks. Which questions do you think aren't appropriate in this situation?

d Think of some shops that you go to frequently. Are the sales assistants helpful or unhelpful? In what way?

2 GRAMMAR reported speech

a Cover the article and look at the sentences. Can you remember what the second sales assistant asked and what the customer said?

- 1 He asked me if I needed any help. I said that I was just looking.

Do you need any help? (I'm just looking.)

- 2 He asked me where I worked. I said I worked in an office round the corner.
- 3 He asked me if I liked football. I said it was OK.
- 4 He asked me if I was going to watch the England match. I said that I wasn't.
- 5 He asked me what I was doing after work. I told him I was having dinner with a friend.

b **G** p.147 Grammar Bank 8B

c **8.15** Listen. Change the conversations into reported speech.

- 1 *'Where do you live?'* (He asked her where she lived.)
'I live in the city centre.'
 (She said that she lived in the city centre.)

When 'happy to help' becomes a problem

Jonathan Haynes

It's my lunch break. I work near King's Cross, a major London train station, and I've gone to the shopping mall there to buy a new wallet. It's a very simple shopping trip. At least, I think it's simple, but five minutes later, I'm not so sure.

As I enter the shop, a sales assistant at the far end shouts at me:

'Hi, how are you doing today? Do you need any help?'

I answer:

'I'm fine. I'm just looking, thanks.'

That should be the end of the conversation, and I go to look at the wallets.

'Hello, do you need any help?'

Here is another sales assistant, who I will call SA2.

Me: **'I'm fine, thanks. I'm just looking.'**

I don't know why he needed to ask me this, as I'm certain he heard me tell his colleague.

SA2: **'Are you going anywhere nice?'**

This seems a strange question. I expected, 'Are you looking for anything in particular today?' As I don't answer, he repeats the question.

