

# 4 A

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

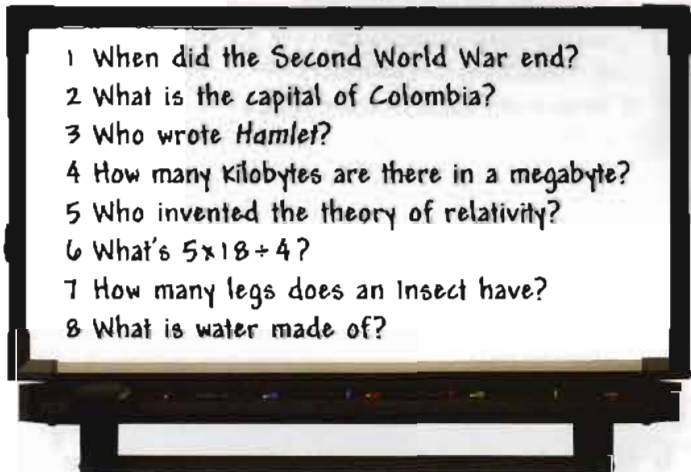
V education

P /ʌ/ or /ju:z/

## Back to school, aged 35

### 1 VOCABULARY education

a Answer the questions in pairs.



b Match the questions with these school subjects.

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

c p.150 Vocabulary Bank Education.

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

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

a Put the words in the correct column.

computer lunch nun pupil result  
 student study subject uniform university

	/ju:z/

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

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

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

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

## Your education

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

How many pupils / there in each class?

How much homework / you have?

/ you have to wear a uniform?

/ discipline very strict?

/ pupils behave well?

Which subjects / you good and bad at?

Which / your best and worst subject?





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

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

### French

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

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

### Maths

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

### History

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

### Lunch

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

### Information and communication technology

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

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

### Religious education

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

'Incredible!'

'Amazing!'

'We should do this in maths!'

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

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

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



## 3 READING

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

## So has school got easier?

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

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

a In pairs, answer the questions.

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



b Charlotte and Viktor are waiting for their exam results.

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



Charlotte has just taken her A-levels.



Viktor has just taken the FCE exam.

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

c 4.5 Listen and complete the sentences.

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

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

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



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

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

## 5 LISTENING

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

### 8.00 That'll Teach 'Em

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



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

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

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

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

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

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

## 6 SPEAKING

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

Private schools are usually better than state schools.

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

Cooking and housework should be taught at all schools.

Physical education should be optional.

Girls study better without boys in the class.

School summer holidays should be shorter.

Boys study better in a mixed class.

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

### Useful language

First of all...

My first point is that...

Secondly...

Another important point is that...

Finally...

4

B

G second conditional

V houses

P sentence stress

## In an ideal world...



## Getting personal

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

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



Adapted from the British press

## 1 GRAMMAR second conditional

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

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

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

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

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


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

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

## 2 PRONUNCIATION & SPEAKING sentence stress

a Match the sentence halves.

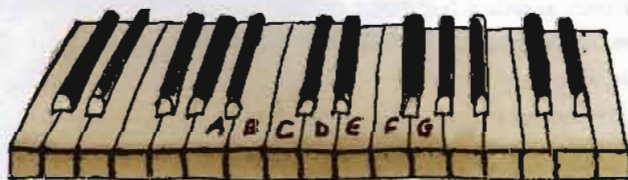
- |  |                          |   |
|--|--------------------------|---|
| 1 I <u>wouldn't wear</u> that <u>hat</u> | <input type="checkbox"/> | A if she <u>practised more</u> .            |
| 2 If you <u>did more exercise</u> ,      | <input type="checkbox"/> | B I'm <u>sure she'd understand</u> you.     |
| 3 If it <u>wasn't so expensive</u> ,     | <input type="checkbox"/> | C if I <u>could find the right person</u> . |
| 4 I'd <u>get married tomorrow</u>        | <input type="checkbox"/> | D you'd <u>feel much better</u> .           |
| 5 She'd <u>play better</u>               | <input type="checkbox"/> | E I'd <u>buy it</u> .                       |
| 6 If you <u>talked to her</u> ,          | <input type="checkbox"/> | F if I <u>were you</u> .                    |

b  4.8 Listen and check.

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


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

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



### 3 VOCABULARY houses

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

b  p.151 Vocabulary Bank Houses.

c In pairs, ask and answer the questions.

Where do you live?

What do you like about the area where you live?


What don't you like?

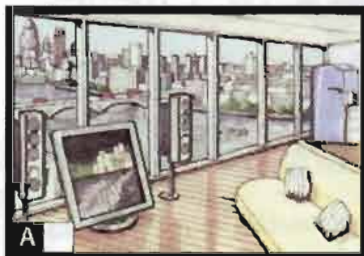
What do you like about your house / flat?

What would you change?



### 4 LISTENING & SPEAKING

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



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

Which speaker...?

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

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

Where would it be?

What kind of house or flat would it be?

What special features would it have?

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

### 5 READING

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

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

two giant statues

Leon Trotsky

a yellow floor

a monkey and a parrot

a pair of shoes

a cupboard with a glass door

July 7 1910

1929–1954

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

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

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

### 6 4.10 SONG Our house

# Houses you'll never forget

## Casa Azul (The Blue House)



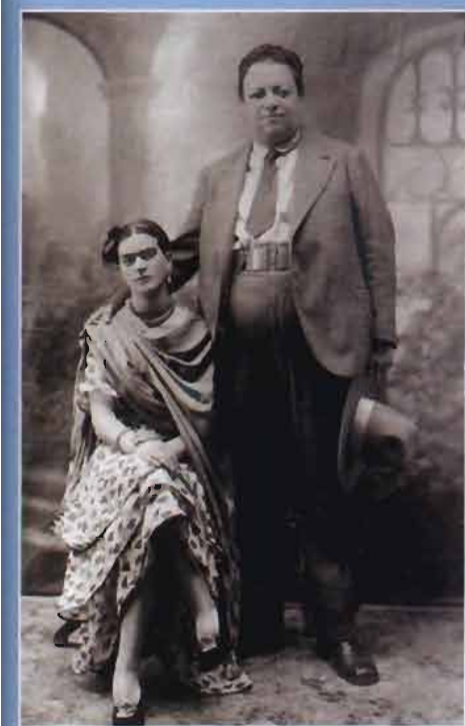
On the corner of Londres and Allende Street in Coyoacán, an old residential area of Mexico City, there is a house with bright blue walls, tall windows and green shutters, surrounded by trees. It is one of the most extraordinary places in Mexico, the home of the surrealist painter Frida Kahlo, who died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

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

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

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

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





G usually and used to

V friendship

P /s/ or /z/?

## Still friends?

### 1 VOCABULARY & SPEAKING friendship

a Complete the text with the phrases below.

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



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

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

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

**How long have you known him / her?**

**Where did you meet?**

**Why do you get on well?**

**What do you have in common?**

**Do you ever argue? What about?**

**How often do you see each other?**

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

**Have you ever lost touch? Why? When?**

**Do you think you'll stay friends?**

### 2 GRAMMAR usually and used to

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

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

1 What's it for?

2 How do you use it?

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



#### How does it work?

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

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

d Complete the texts with the sentences below.

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

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

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

## Friends Reunited?



### Carol, 52, from Cornwall

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



### Alex, 24, from Manchester

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

## 3 LISTENING

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

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



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



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

## 5 READING

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

### Do you need to 'edit your friends'?

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

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

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

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

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

Adapted from the British press



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

## HOW WORDS WORK...

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

1 ...a book about how to **get rid of** unnecessary objects

2 ...a new friend who you **get on with** quite well

3 ...I sort of relaxed and felt I was **getting to know** them again

4 ...I **got to** the pub late

5 ...I decided to try to **get in touch**

6 ...and two days later I **got** a reply

7 ...I **got** really excited

A make contact with somebody

B be friendly with

C become

D know somebody (or something) little by little

E receive

F throw away

G arrive at / in

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

1 Who do you \_\_\_\_\_ best in your family?

2 Does it take you long to \_\_\_\_\_ new people?

3 Do you \_\_\_\_\_ more emails from friends than work-related ones?

4 How do you normally \_\_\_\_\_ with your friends (by text, phone, etc.)?

5 How often do you \_\_\_\_\_ things (e.g. clothes) that you don't use any more?

## 6 LISTENING & SPEAKING

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

A Men keep their friends longer than women.

B It's more difficult to keep in touch with friends than it used to be.

C It's impossible to stay 'good friends' with an ex-partner.

D You should never criticize your friend's partner.

E You should never lend money to a friend.

F You can only have two or three close friends.

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

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

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

### Useful language

#### Agreeing

I agree with that.

I think that's true.

#### Disagreeing

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

I don't think that's true.

#### Giving examples

For example, I have a friend who...



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

## MAKING SUGGESTIONS

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

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

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

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

**Allie** What's she like?

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

**Allie** What are we going to \_\_\_\_\_ with her?

**Mark** Why \_\_\_\_\_ you show her around Paris?

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

**Mark** What, me? I'm new here!

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

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

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

**Mark** How \_\_\_\_\_ taking her on a boat trip?

**Allie** Brilliant!

**Mark** And then we could go up the Eiffel Tower.

**Allie** \_\_\_\_\_ a good idea. I'm sure she'll love the view.

**Ben** And she might fall off!

**Mark** Thanks for your help, Ben. \_\_\_\_\_ we have lunch after that?

**Allie** \_\_\_\_\_ go somewhere really nice. Do you have any recommendations, Ben?

**Ben** \_\_\_\_\_ about La Renaissance? It's Jacques's favourite.

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

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



- c Listen again and complete the dialogue.
- d **4.16** Listen and repeat the highlighted phrases.
- e Look at the highlighted phrases again. Then cover the dialogue. Try to remember the missing words for making suggestions.

## Making suggestions

\_\_\_\_\_ take her to Nôtre Dame?

\_\_\_\_\_ taking her on a boat trip?

\_\_\_\_\_ have lunch after that?

\_\_\_\_\_ go somewhere really nice.

\_\_\_\_\_ La Renaissance?

- f Imagine you are going to go out with the other students next Saturday. In small groups, ask and answer the questions.
- 1 What time and where shall we meet?
  - 2 Where shall we have dinner?
  - 3 What shall we do after dinner?

## SOCIAL ENGLISH An unforgettable meal

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



## USEFUL PHRASES

What w \_\_\_\_\_ you like?

Aren't you h \_\_\_\_\_?


(The seafood) l \_\_\_\_\_ good.


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

S \_\_\_\_\_ we leave now?

No, h \_\_\_\_\_ on. I have an idea.

Do you think you could p \_\_\_\_\_ do me a favour?

 US English *restroom*

 UK English *toilet*



Four-bedroom house, Alberta, Canada

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

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

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

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



Two-bedroom apartment, Manhattan, New York City

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

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

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

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

### Useful language: describing location

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

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

brehtaking ideal magnificent perfect spacious superb

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

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

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

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

## GRAMMAR

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



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

10






## VOCABULARY

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

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## PRONUNCIATION

- a Underline the word with a different sound.

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

- b Underline the stressed syllable.

uniform    exam    secondary    residential    colleague

10



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

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

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

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

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

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

*Adapted from the British press*

### CAN YOU UNDERSTAND THIS TEXT?

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

### CAN YOU UNDERSTAND THESE PEOPLE?

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

## Flat share

<sup>1</sup> \_\_\_\_\_ Bradley Road.

Rent: £<sup>2</sup> \_\_\_\_\_ a month + <sup>3</sup> \_\_\_\_\_ bills

Room free from <sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_ permit costs £10 a month

### CAN YOU SAY THIS IN ENGLISH?

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



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

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

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

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

future time clauses

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

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

#### 4B second conditional

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

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

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

*would / wouldn't* + infinitive

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

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

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

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

= a possible situation. I may have time.

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

= an imaginary / hypothetical situation.

I don't / won't have time.

#### 4C *usually* and *used to*

present habits and states

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

past habits and states

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

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

## 4A

a Complete with a word or expression from the list.

after as soon as before if unless until when

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

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

b Complete with the present simple or *will*.

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

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

## 4B

a Write second conditional sentences.

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

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

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

b First or second conditional? Complete the sentences.

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

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

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

## 4C

a Correct the mistakes in the highlighted phrases.

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

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

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

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

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

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

# Education

## 1 Verbs

Complete the Verb column.

behave cheat do fail learn leave pass revise start study take

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

Verb

study

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Places and people

Match the words and definitions.

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

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

## 3 School life

Match the sentences and pictures.

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



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

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

### 1 Types of houses

Match the words and pictures.

- block of flats  
(US apartment building)
- cottage /'kɒtɪdʒ/
- detached house
- terraced house



### 2 Where people live

Match the sentences.

- 1 I live in the country.
- 2 I live in the city centre.
- 3 I live in the suburbs.
- 4 I live in a village /'vɪlɪdʒ/.
- 5 I live in a small town.
- 6 I live in a residential area.
- 7 I live on the second floor.

- a It has 20,000 inhabitants.
- b It's very small, with only 800 inhabitants.
- c There are a lot of houses but no offices or big shops.
- d It's right in the middle of the city.
- e It's the area outside the central part of town.
- f There are two floors below me.
- g There are fields and trees all around me.

### 3 Parts of a house

Match the words and pictures.

- balcony
- chimney
- garage /'gærɑ:ʒ/
- garden
- gate
- path
- roof
- steps
- terrace /'terəs/
- wall



### 4 Furniture

- a Put two words in each column.  
Use your dictionary to help you.

washbasin   sink   shower  
bedside table   dishwasher  
coffee table   armchair  
chest of drawers

bathroom	kitchen	living room	bedroom

- b Add two more words to each column.

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

🔄 p.58