

Back to school, aged 35

1 VOCABULARY education

a Answer the questions in pairs.

- 1 When did the Second World War end?
- 2 What is the capital of Colombia?
- 3 Who wrote *Hamlet*?
- 4 How many kilobytes are there in a megabyte?
- 5 Who invented the theory of relativity?
- 6 What's $5 \times 18 \div 4$?
- 7 How many legs does an insect have?
- 8 What is water made of?

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 /n/ or /ju/

A The letter *u* between consonants or at the beginning of a word is usually pronounced /n/ or /ju/.

a Put the words in the correct column.

computer lunch nun pupil result
 student study subject uniform university

A	/ju/

b **43** Listen and check. Practise saying the words. Why do we say *a university* but *an umbrella*?

c **43** 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 *unusual* 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.

People 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, Brantwood County High School. It's a large state school and has about 1,000 pupils, girls and boys, aged between 11 and 16.

French

My first lesson is French. I am in a class of thirteen year olds. Outside the classroom some girls start *intimidating* me. ¹ "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. ² *Now every pupil has one.*

Maths

At 10 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. ³

History

Mr Fishleigh is the history teacher. He doesn't have any problems controlling the noise level (other teachers do). ⁴ 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. ⁵

Information and communication technology

We are designing *spreadsheets* for mobile phone sales and I cannot imagine a more boring lesson. ⁶

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*.

"wordless"

"amazing"

"We should do this in maths!"

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

As we leave there is a fight at the school gates. ⁸ "If anyone has anyone, I'll call the police," says a teacher.

So has school got easier?

It'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.

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.



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.



- 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?

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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... | |

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?



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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 15 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.
- 1 In questions 1-4, what tense is the verb in the if clause?
 - 2 What tense is the other verb?
 - 3 How is question 5 different?
 - 4 Do the questions refer to real or imaginary situations?
- d ☐ p.136 Grammar Bank 48. 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 wouldn't wear that hat. ☐ A if she practised more.
 - 2 If you did more exercise, ☐ B I'm sure she'd understand you.
 - 3 If it wasn't so expensive, ☐ C if I could find the right person.
 - 4 I'd get married tomorrow ☐ D you'd feel much better.
 - 5 She'd play better ☐ E I'd buy it.
 - 6 If you talked to her, ☐ F if I were you.
- b ☐ 48 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-



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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 p161 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 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.

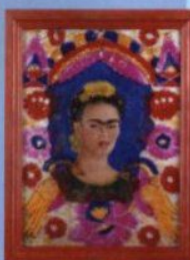
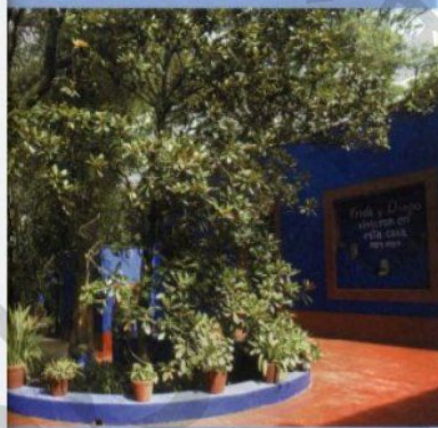
- 1 a piece of furniture with cupboards at the bottom and shelves above, to hold cups and plates, etc.
- 2 material which you can see through
- 3 the door, gate, or opening where you go into a place
- 4 a room where paintings are hung
- 5 the floor above where you are
- 6 with a lot of fresh air inside
- 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 SONG Our house

Houses you'll never forget

Casa Azul (The Blue House)



On the corner of Lardres 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 remained a year later. The house, like Frida's life, is full of contradictions.

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 known her for about 15 years now. We used to work together. She was a colleague of mine at the company where I used to work, and we used to have our coffee breaks at the same time.
We used to argue, although we don't any more. We don't work together any more, and when I changed jobs we lost touch for a couple of years. But now we keep in touch regularly. We phone each other once a week, and we see each other about twice a month. We don't argue often any more, 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.

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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. I was 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 was 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

I was 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 used to 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 who 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.

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



HOW WORDS WORK...

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

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

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

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

6 LISTENING & SPEAKING

- a Read sentences A-F below. Now listen to three people talking. Which sentences are they talking about? Write 1, 2, or 3 next to the sentence.
- Men keep their friends longer than women.
 - It's more difficult to keep in touch with friends than it used to be.
 - It's impossible to stay 'good friends' with an ex-partner.
 - You should never criticize your friend's partner.
 - You should never lend money to a friend.
 - You can only have two or three close friends.
- b Listen again. Do they agree or disagree with the statements? What are their reasons? What examples do they give?
- c Now look at the sentences and tick (✓) the ones you agree with and cross (X) 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.

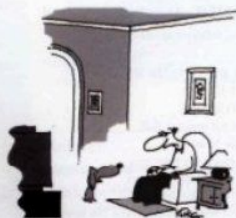
Disagreeing

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



USEFUL PHRASES

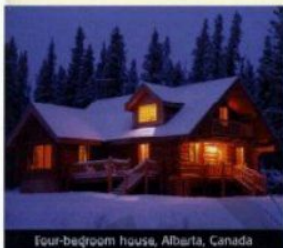
What w ... you like?
Aren't you h ... ?
(The seafood) i ... good.
I'm a ... to (mushrooms, strawberries, nuts...)
S ... we leave now?
No, h ... on. I have an idea.
Do you think you could p ... do me a favour?

US English: restroom
UK English: toilet

Study Link MultiROM

Describing a house or flat

WRITING



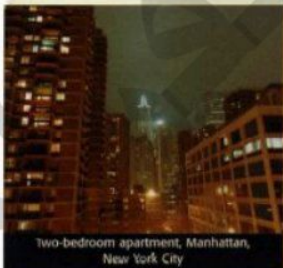
Four-bedroom house, Alberta, Canada

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

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

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

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



Two-bedroom apartment, Manhattan, New York City

Rent this ^{superb} 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.

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

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...

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.131 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

VOCABULARY

- a Word groups. Underline the word that is different. Say why.

- cottage village flat detached house
- sink dishwasher fridge shower
- secondary uniform boarding state
- cheat pass exam fail
- classmate friendship colleague close friend

b Complete the sentences.






- Maths, physics, and geography are _____.
- A school year is often divided into three _____.
- A school where you have to pay is a _____ school.
- A senior university teacher is a _____.
- The area outside the central part of a city is called the _____.
- Smoke comes through the _____.
- The part which covers the top of a house is the _____.
- The 'door' of a garden is the _____.

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.

PRONUNCIATION

- a Underline the word with a different sound.

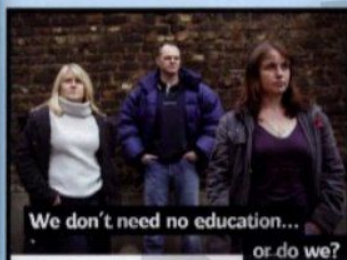
1		touch	study	student	subject
2		punish	music	argue	university
3		close	cosy	country	stone
4		flat	cottage	balcony	maths
5		block	copy	modern	homework

b Underline the stressed syllable.

uniform exam secondary residential colleague

What can you do?

REVISE & CHECK



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 Hingston 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 niece, "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).
- Another Brick in the Wall* was also successful outside the UK.
 - The children got a little money for singing on the record.
 - The music teacher was a friend of the group Pink Floyd.
 - The head of the school wasn't happy about the song.
 - Peter Rowan was one of the thirteen children.
 - He thinks the children will get a lot of money.
 - Ian Abbott is sorry that he didn't work harder at school.
 - He doesn't have any children of his own.
 - 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 Listen and circle the correct answer, a, b, or c.
- What problem does the teacher want to discuss?
a A girl copied from Sean. b Sean cheated in an exam.
c Sean is lazy.
 - The woman in the pub is...
a slim with blonde hair. b tall and dark.
c short and fat.
 - Which house are they going to buy?
a The cottage. b The detached house.
c They haven't decided.
 - When did Dennis leave school?
a 1967 b 1971 c 1978
 - When are they going to have lunch?
a Thursday 2.00 b Thursday 1.00 c Tuesday 1.00

- b Listen to a conversation between two men talking about a 'flat share' and complete the missing information.

Flat share

I _____ Bradley Road.
Rent: £2 _____ a month + 5 _____ bills
Room free from 8 _____
5 _____ permit costs £10 a month

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (✓)

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

Slow down, you move too fast

1 GRAMMAR quantifiers

- a Answer the questions and compare with a partner.

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

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

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

- c Read the texts again and underline the correct phrases.

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

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

How much time do you have...?

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

How much...do you have?

work
school / university work
English homework
energy



Dan, project manager, software company, Boston, USA

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

68

Amélie, lawyer, Paris, France

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



Nanyu, store assistant, Tokyo, Japan

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

2 PRONUNCIATION -ough and -augh

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

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

although brought brought caught daughter
enough laugh thought through tough

- b Listen and check. Which is the most common sound? Which three words finish with the sound /t/?

- c Practise saying the sentences. Then listen and check.

- I bought some steak but it was very tough.
- Although it was dark, we walked through the tunnel.
- I thought I'd brought enough money with me.
- I laughed when my daughter caught the ball.

3 LISTENING

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

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

- b Listen again and write down any other information you can in the Why? column. Compare with a partner.

- c Which do you think are the best two tips? Do you already do any of these?

4 READING & VOCABULARY

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

We promise to...

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

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

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

- c Work in pairs, A and B.

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

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

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

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

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

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

70 5A

Slow down, you move too fast

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

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

Do you eat 'Slow Food'?

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

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

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



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

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

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

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

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

Adapted from the British press

5 VOCABULARY noun formation

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

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

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

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

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

6 SPEAKING

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

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

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

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

Useful language

I'm for / against (banning...) ✓

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

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

I don't think that would work.

That would really make a difference.

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

5A 71

5B

G articles: a / an, the, no article
V verbs and adjectives + prepositions
P sentence stress, the, /θ/ or /ð/

Same planet, different worlds

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

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

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

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



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

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

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

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



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

- a 5.5 Dictation. Listen and write six sentences. Practise saying them with the correct rhythm. Are articles normally stressed?

- b 5.6 Listen and repeat the phrases. When is the pronounced /ðə/? How is it pronounced in the other phrases?

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

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

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

- 1 That man over there is very wealthy.
- 2 June is the sixth month of the year.
- 3 There are three things you have to remember.
- 4 I threw it away the other day.
- 5 We have maths in the third term.
- 6 The athletics track is through that gate.

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3 READING & SPEAKING

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

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

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

A gossip with the girls?

Women are experts at gossiping, and they always talk about trivial things, or at least that's what men have always thought. However, some new research suggests that when women talk to women, their conversations are far from frivolous, and cover many more topics (up to 40 subjects) than when men talk to other men. Women's conversations range from health to their houses, from politics to fashion, from films to family, from education to relationship problems. Football is notably absent. Men tend to have a more limited range of subjects, the most popular being work, sport, jokes, cars, and women.



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

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

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



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

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

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

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

football cars computers

If you're a man, try to talk for two minutes about:

fashion shopping losing weight / dieting

HOW WORDS WORK...

- 1 Look at the highlighted words and phrases in *A gossip with the girls*. Which one(s) do we use...?

- 1 to compare and contrast two facts or opinions whereas
- 2 to introduce an opposite point of view
- 3 to introduce some extra information
- 4 to explain who says or believes something

- 2 Complete the sentences with one of the words or phrases. Sometimes there are two possibilities.

- 1 My sister plays tennis and she _____ goes swimming once a week.
- 2 Travelling by yourself can be fun. _____, it is often more dangerous.
- 3 _____ doctors, we shouldn't drink too much coffee.
- 4 Dogs are very affectionate, _____ cats are more independent.
- 5 New technology makes our lives easier. _____, it can be difficult to learn to use.

4 LISTENING

- a Have you ever been to a spa or health farm? If yes, did you enjoy it? If not, would you like to go? Why (not)?
- b Read the introduction to the article. Why did the journalists go to the spa? Which treatment do you think a) Joanna and b) Stephen will like best?

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

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

These are some of the treatments they had:

Banana, papaya and strawberry body polish
– a treatment which will smooth and hydrate your skin, with a head massage – 40 minutes.

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

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



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

	Stephen		Joanna	
	marks out of 10	reasons	marks out of 10	reasons
1 The body polish (3.4)				
2 The facial (5.9)				
3 The foot treatment (3.10)				

- d (3.11) Listen to five extracts from the recording. Try to write down the missing word. How do you think you spell it? What do you think it means?

- It was hot and _____ and incredibly uncomfortable.
- The head massage was _____!
- My face feels different – much _____.
- I just use _____ and water.
- I love the colour they painted my _____.

- e Which of the treatments would you choose to have?

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5 SPEAKING

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

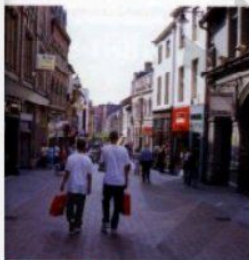
Useful language

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

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

I think women tend to read novels more than men.

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



A man thing or a woman thing?

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



6 VOCABULARY verbs and adjectives + prepositions

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

- a Complete the prepositions column.

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

Adjectives	Prepositions
13 Are you good _____ sport?	_____
14 Are you bad _____ remembering birthdays?	_____
15 Are men's hobbies very different _____ women's hobbies?	_____
16 Are you afraid _____ any insects?	_____
17 Are you interested _____ fashion?	_____
18 Are you worried _____ anything at the moment?	_____

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

7 (3.12) SONG J2 Sk8er Boi

58 75

Job swap

1 VOCABULARY work



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

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

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

c p.152 Vocabulary Bank Work.

2 PRONUNCIATION & SPEAKING word stress

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

- 1 apply /ə'plai/
- 2 contract /kən'trækt/
- 3 employee /em'plɔɪ/
- 4 experience /ɪk'spiəriəns/
- 5 overtime /əu'taɪm/
- 6 permanent /pə'manənt/
- 7 qualifications /kwɒlɪfɪ'keɪʃnz/
- 8 resign /rɪ'zaɪn/
- 9 retire /rɪ'taɪə/
- 10 temporary /tem'perəri/

b Listen and check. Practise saying the words.

c Talk to a partner.

Do you know anybody who...

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

76

3 GRAMMAR gerunds and infinitives

a Complete sentences 1–16 in the questionnaire. Put the verbs in the gerund, e.g. *working*, or the infinitive + to, e.g. *to work*.

b Read the sentences and tick (✓) only the ones that you strongly agree with. Compare your answers with another student.

c Now see in which group(s) you have most ticks. Read the paragraphs on the right to find out which jobs would suit you. Would you like to do any of them?

d Look at the sentences in the questionnaire. Complete the rules with the gerund or infinitive + to.

- 1 After some verbs, e.g. *enjoy*, don't mind use...
- 2 After some verbs, e.g. *want*, would like use...
- 3 After adjectives, use...
- 4 After prepositions, use...
- 5 As the subject of a phrase or sentence, use...

e p.158 Grammar Bank 5C. Read the rules and do the exercises.

The right job for you – match your personality to the job

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

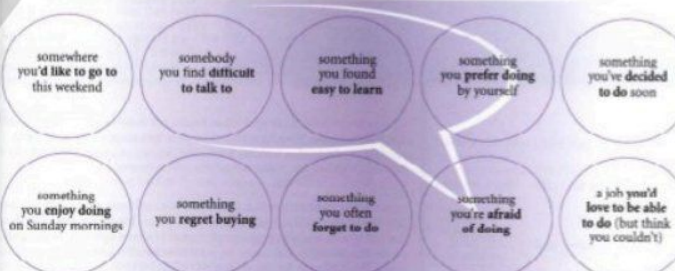
If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could think of medicine, for example a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

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

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

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

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



3 GRAMMAR gerunds and infinitives

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

- d Look at the sentences in the questionnaire. Complete the rules with the gerund or infinitive + *to*.

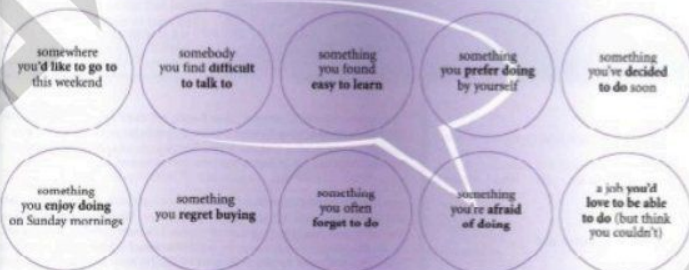
- After some verbs, e.g. *enjoy*, don't mind use...
- After some verbs, e.g. *want*, would like use...
- After adjectives, use...
- After prepositions, use...
- As the subject of a phrase or sentence, use...

- e p.138 Grammar Bank 5C. Read the rules and do the exercises.

The right job for you – match your personality to the job

1 I am good at <u>listening</u> to people.	listen	If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could think of medicine, for example a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.
2 I enjoy <u>people</u> with their problems.	help	
3 I don't mind <u>a very large salary</u> .	not earn	
4 I'd like <u>as part of a team</u> .	work	
5 I am good at <u>quick decisions</u> .	make	If you have most ticks in 5–8, you should consider a job in the world of business, for example sales or marketing. Other possibilities include accountancy or working in the stock market.
6 <u>risks</u> doesn't stress me.	take	
7 I don't find it difficult <u>by myself</u> .	work	
8 I'm not afraid of <u>large amounts of money</u> .	manage	
9 I am good at <u>myself</u> .	express	If you have most ticks in 9–12, you need a creative job. Depending on your specific talents you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.
10 I always try <u>my instincts</u> .	follow	
11 It's important for me <u>creative</u> .	be	
12 I enjoy <u></u> .	improve	
13 <u>complex calculations</u> is not difficult for me.	do	If you have most ticks in 13–16, you have an analytical mind. A job in computer science or engineering would suit you. You also have good spatial sense which would make architecture and related jobs another possibility.
14 I enjoy <u>logical problems</u> .	solve	
15 I find it easy <u>theoretical principles</u> .	understand	
16 I am able <u>square and distance</u> .	calculate	

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



5C 77

4 READING

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

The challenge The contestant
The teachers The training
The programme

- c In pairs, find the following words in the text:

- A person who takes part in a competition *contestant*
- A person who writes about the news in a newspaper or speaks about it on TV
- A person who decides how criminals should be punished or who decides the result or winner of a competition
- A person who works in the media (newspapers, magazines, TV, or radio)
- A person who is a Member of Parliament (abbreviation)
- A person whose job is concerned with politics

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

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

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



1. The programme

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

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

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

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

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

5 LISTENING

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

Week 1 (3.14)

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



Week 2 (3.18)

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



Week 3 (3.16)

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



Week 4 (3.17)

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

6 SPEAKING

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

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

Useful language

I wouldn't like... I wouldn't mind... I think I'd enjoy... I think I'd be (quite) good at... I'd be terrible at...

9C 79

5

Meetings

PRACTICAL ENGLISH

GIVING OPINIONS

- a (3.19) Cover the dialogue. Listen to Allie, Mark, and Jacques discussing promotion for Scarlett's CD. Who has the best idea? What is it?
- b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

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



- c Listen again and complete the dialogue.
- d (3.19) Listen and repeat the highlighted phrases. Copy the rhythm.
- e Look at the highlighted phrases in the dialogue. Put them in the right column in the chart.

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

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

SOCIAL ENGLISH Why is she smiling?

- a (3.20) Listen. Who do they see in the Louvre?
- b Listen again and answer the questions.
 - 1 Has Mark been to the Louvre before?
 - 2 Why isn't he very happy?
 - 3 What does Allie say about the meeting?
 - 4 What two theories about the Mona Lisa does Allie mention?
 - 5 What's Mark's theory?
 - 6 Why do they leave in a hurry?



- c (3.20) 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's the m...?
 It's not a big d...
 You're k...
 Now I don't know much a... (art)...
 That's really un...
 Don't t... round!
 Let's g... out of here.

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

Additional information Career history Computer skills
Education Languages Personal information

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

Mehmet Bolat

Personal information

Address Alper Apt. Daire 3
Turgut Özal Caddesi Seyhan, Adana
Telephone 0090 322 6587608
mobile: 0090 535 9428190
Nationality Turkish
Marital status Single
Date of birth 17th September 1982
Email bolatmehmet@superonline.com.tr



2006– Junior physiotherapist at Rehabilitation Centre, Bulca University Hospital, Adana

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

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

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

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

German (fluent). My mother is German.

Workshop XP

Full driving licence

Member of the university basketball team

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

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

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

Job applications: The Olympic Committee, PO Box 2456

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

Olympic Committee
PO Box 2456

Dear Sir / Madam,

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

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

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

I hope to hear from you soon / I look forward to hearing from you.

Best wishes / Yours faithfully

Mehmet Bolat

Mehmet Bolat

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

Useful language: a formal letter

Formal letters

You don't know the person's name Dear Sir / Madam

You know the person's surname Dear Mr / Ms / Mrs Garcia

Layout / style

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

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

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

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

5

What do you remember?

GRAMMAR

- Choose a, b, or c.

1 I'm not very good at _____ sport.

a the b a c

2 He always gets _____ late on Fridays.

a to home b to the home c home

3 There are _____ people in this class.

a too many b too much c too

4 _____ is one of the best forms of exercise.

a Swim b Swimming c Swimming

5 I bought a laptop _____ when I'm travelling.

a for use b for to use c to use

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

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

You must learn to drive.

1 When they left they didn't lock the door.

They left _____ the door.

2 There aren't very many trees in our street.

There are only _____ trees in our street.

3 It takes him a long time to get up in the morning.

He spends a long time _____ in the morning.

4 Renting a flat is very difficult here.

It's very difficult _____ a flat here.

5 This house is too small for us.

This house isn't _____ for us.

_____ 10

_____ 10

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VOCABULARY

- Complete with a noun from the bold word.

1 I think the _____ will lose the next election.

2 What was his _____? Was he angry?

3 My _____ depends on you.

4 They said on the radio that there's a _____ of snow tonight.

5 You don't need any special _____ to do this job.

govern

react

happy

possible

quality

- Complete with a preposition.

1 I've applied _____ a job with British Airways.

2 Don't worry _____ anything!

3 I really don't agree _____ you.

4 Are you good _____ science?

5 Are you still _____ university or have you finished?

6 She works _____ a flight attendant.

- Complete the missing words.

1 I have to do a lot of _____ in my new job. Sometimes I don't finish until 9 p.m.

2 Could I have a day _____ next Friday? It's my cousin's wedding.

3 He argued with his boss and he was _____ Now he's unemployed.

4 If you work hard, you may get _____ to manager.

5 She has a good job and gets a very big _____.

6 It's a temporary job. I only have a six-month _____.

7 I'm going to a _____ for a job in a bookshop. I hope I get it!

8 I'm _____-e. I work at home as a translator.

9 If he doesn't like his job, he'll _____ after the first six months.

PRONUNCIATION

- Underline the word with a different sound.

1 enough company much movement

2 afraid retire overtime apply

3 many temporary regret prefer

4 work short permanent earn

5 resign boss salary works

_____ 10

_____ 10

_____ 10

_____ 10

_____ 10

_____ 10

_____ 10

_____ 10

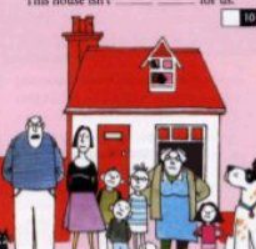
_____ 10

_____ 10

_____ 10

_____ 10

_____ 10



CAN YOU UNDERSTAND THIS TEXT?

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

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

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

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

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

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

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

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

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

CAN YOU UNDERSTAND THESE PEOPLE?

a **3.22** Listen and circle the correct answer, a, b, or c.

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

b **3.23** You will hear a man and a woman talking about buying a car. Mark the sentences T (True) or F (False).

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

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (/)

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

6

A

reported speech: statements, questions, and commands

V shopping

P consonant sounds: /g/, /k/, /h/, /f/, /t/

Love in the supermarket

1 GRAMMAR reported speech: statements and questions

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

Love in the supermarket

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

b Now complete the speech bubbles with A-K.

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

c **3.24** Listen and check.

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

'I'm falling in love with you.'
He told her (that) _____
'Will you marry me?'
He asked her if _____

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

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

He asked her if she needed any help...



2 VOCABULARY shopping

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

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

- a 62 Listen and cross out the word with a different sound.

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

- b 63 Listen and repeat the sentences. Practise saying them.

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

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

4 SPEAKING

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

The shopping QUESTIONNAIRE

Shops

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

Shopping

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

5 READING

Making a complaint – is it worth it?



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

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

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

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

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

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

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

Adapted from the Daily Mirror

- a If you have a problem with something you've bought, or with the service in a shop, do you usually complain? Who to? If not, why not?

- b Read the article about complaining and number the paragraphs in order 1-7.

- c Read the article again in the right order and complete the chart.

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

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

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

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

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

Top tips for complaining

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

6 GRAMMAR reported speech: commands

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

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

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



1 She asked the shop assistant _____ her a refund.



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



3 She asked the receptionist _____ her room.



4 He told the taxi driver _____ so fast.

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

7 LISTENING & SPEAKING

a 64 Listen to part of a radio consumer programme where people are talking about bad service, and answer the questions.

The taxi

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

The hotel

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

The restaurant

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

b Talk to a partner.

- 1 Who's best at complaining in your family? Why?
- 2 Can you remember a time when you (or someone in your family) complained...?

to a taxi driver
to a hotel receptionist
to a waiter
to someone else

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

c 6 Communication I want to speak to the manager
A p.118 B p.121. Roleplay complaining in a shop and a restaurant.

6 B

G passive: be + past participle
V cinema
P sentence stress

See the film...get on a plane

1 READING

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

Famous films that moved us (literally!)

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

1

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

Where was it filmed?

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

How do I get there?

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

2

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

Where was it filmed?

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

How do I get there?

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

3

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

How do I get there?

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



3 This trilogy of films won a total of 17 Oscars, including Best Picture and Best Director. They are based on the books written by J.R.R. Tolkien. They tell the story of a hobbit, Frodo Baggins, who has to try and destroy a magic ring in order to defeat the evil forces of the Dark Lord Sauron. He is helped on his journey by a group of friends.

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

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



- c Read the article again and answer the questions.
Which film(s)...?
1 had three parts
2 were based on a book
3 was set at the beginning of the 20th century
4 was set in a place where later there was a natural disaster
5 was filmed in a wildlife park
6 didn't win an Oscar
7 was a romantic film
8 was directed by a man born in the country where the film was made
- d Answer the questions.
Have you seen any of these films? Did you like it / them?
Which of the three places would you most like to visit?

2 GRAMMAR passive: be + past participle

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

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

- c p.140 Grammar Bank 68. Read the rules and do the exercises.

3 PRONUNCIATION sentence stress

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

4 VOCABULARY cinema

- a Try to remember words or phrases from READING on p.88 and 89 which mean...
- the music from a film.
 - the person who makes a film.
 - all the actors in a film.
 - all the people who make a film.
 - (filmed) in the real place, not in a studio.
 - the part of a cinema or TV where the image appears.
- b Look at READING (text 2) again and check your answers.
- c p.154 Vocabulary Bank Cinema.

5 SPEAKING

- a Read the questionnaire and think about your answers.
- b In pairs, interview each other. Do you have similar tastes?

The cinema questionnaire

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

made you laugh a lot

made you cry

sent you to sleep

made you feel good

you've seen several times

made you buy the soundtrack

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

Where was it set? When?

Who was in it? Who was it directed by?

Did it have a good plot?

What was the soundtrack like?

2 Do you prefer...?

seeing films on TV or DVD, or in the cinema

seeing foreign films dubbed or with subtitles

films from your country or American films

4 Have you ever...?

met a film actor or director

used a video camera

appeared in any kind of film

seen a film being made

6 LISTENING

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



Tom Ford
Steven Spielberg

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

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

b (8.6) Listen to the first part of an interview with Dagmara and check your answers to a.

c Listen again and answer these questions.

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

d (8.7) Now listen to the second part of the interview and then make notes under the headings below.

What she had to do during the film
go to the film set every day, translate
The most difficult thing about the job
The worst moment
What it was like to work with Spielberg
Her opinion of the film
How she feels when she watches the film

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

68 91

6

C

relative clauses: defining and non-defining

V what people do

P word stress

I need a hero

1 GRAMMAR relative clauses

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

What do you know about...

- 1 He was born in
a Cuba b Colombia c Argentina
- 2 His first name was...
a Alejandro b Ernesto c Eduardo
- 3 At university he studied...
a law b politics c medicine
- 4 He helped... in the Cuban Revolution.
a Fidel Castro b Eva Perón c Emiliano Zapata
- 5 He was captured and shot in...
a Chile b Bolivia c Venezuela
- 6 When he died he was in his late...
a twenties b thirties c forties
- 7 He died in...
a 1960 b 1967 c 1973

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

c Now read texts A-E and check.

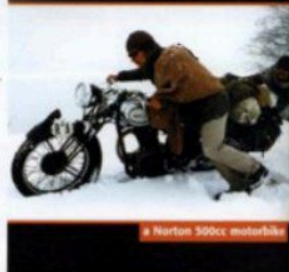
d Cover the texts. Complete the sentences with who, whose, which, or where.

- 1 The film, _____, whose song won an Oscar, is based on the motorcycle journey _____ Che made with Alberto across South America.
- 2 It was the poverty _____ he saw on this trip _____ made him decide that revolution was the only answer to South America's problems.
- 3 Gael García Bernal is the actor _____ played Che.
- 4 Rosario is the town in Argentina _____ Ernesto 'Che' Guevara was born.
- 5 The photo, _____ was taken in 1960, is probably one of the best-known photos in the world.
- 6 The people _____ wear Che T-shirts tend to be people _____ don't conform.

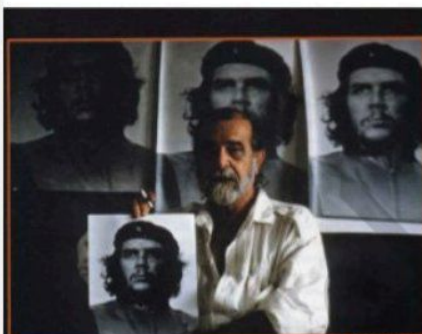
e Compare your sentences 1 and 2 with text A. Find three differences.

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

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



a Norton 500cc motorcycle



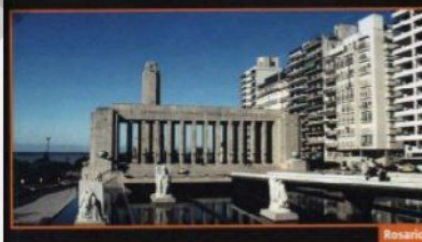
Alberto Korda



Aleidita



Gael García Bernal



Rosario

A This is the motorbike that was used in the film *The Motorcycle Diaries*. It is a 1959 Norton 500cc, which is the same model as the motorbike that belonged to Che's friend Alberto. The film, whose theme song won an Oscar, is based on the motorbike journey Che made with Alberto across South America. Che was from a rich family in Argentina and it was the poverty he saw on this trip that made him decide that revolution was the only answer to South America's problems.

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

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

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

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

6C

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2 LISTENING & SPEAKING

a **6.8** Listen to a competition on a radio programme. With a partner, try to write down the eight heroes and icons.

b **Communication** *Relatives quiz A p.118 B p.121*. Make questions to ask a partner.

3 READING

a In pairs, look at the photos 1–5 and match them with the names below. Do you know what they are famous for?

Aung San Suu-Kyi ☐ Bernard Kouchner ☐
Ronn ☐ Queen Rania of Jordan ☐
Thierry Henry ☐

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

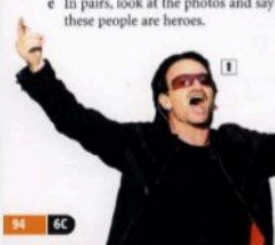
c Read the article again and answer the questions.

- Who was asked for some help which he / she couldn't give?
- Who is trying to fight disease? How?
- Who had to choose between his / her job and family? What did he / she choose?
- Who used to be a politician? Why was he / she unusual?
- Who used their celebrity status to raise money? What are they trying to change?

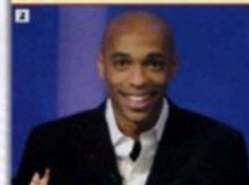
d Read the article again. Find the nouns from these verbs and adjectives.

- found (vb) _____ foundation _____
- modern (adj) _____
- hungry (adj) _____
- poor (adj) _____
- choose (vb) _____
- operate (vb) _____
- sell (vb) _____

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



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6C

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

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



4 VOCABULARY & PRONUNCIATION what people do, word stress

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

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

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

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

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

5 SPEAKING

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

Sport

Music / Art

Film / TV

Historical

Other

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

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

6

Breaking news

PRACTICAL ENGLISH

GIVING AND REACTING TO NEWS

a **6.11** Cover the dialogue and listen. What's Ben's news? Who is more surprised, Jacques or Nicole?

b Read the dialogue. In pairs, what do you think the missing words are? Don't write them in yet.

Ben: Hi.
Nicole / Jacques: Hi. / Hello.
Nicole: Did you have a nice weekend?
Ben: Oh yeah. You'll never _____ who I saw on Saturday.
Nicole: Who?
Ben: Allie... and Mark. In the Louvre... together.
Nicole: _____?
Jacques: You're _____.
Ben: It was definitely them. And they looked really close. I think they were holding hands.
Jacques: Not I don't _____ it.
Ben: It's true, I'm _____ you! And I think they saw me because they turned and left really quickly.
Jacques: Are you _____?
Nicole: You know, I'm not surprised. I think they've been seeing each other since Mark arrived. Or maybe even before.
Jacques: That's _____ What makes you say that?
Nicole: When I went to look at Mark's new apartment, I'm sure Allie called him on his mobile. And I've seen her looking at him in a certain way...
Ben: Hey, quiet everyone. It's Mark.



c Listen again and complete the dialogue.

d **6.12** Listen and repeat the **highlighted** phrases. **Copy** the rhythm.

e Cover the dialogue. Try to remember five ways of reacting to news with surprise or interest.

f In pairs, invent some news about a famous person to tell other students. Take turns to tell your news. React with surprise / interest.

You'll never guess what's happened! _____ What?

SOCIAL ENGLISH For your eyes only

a **6.13** How does Allie reply to Mark's email?

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

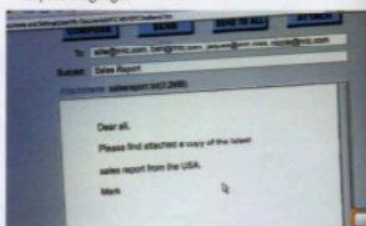
- Jacques had a busy weekend.
- Mark invites Ben and Jacques to his flat for a meal on Saturday.
- Mark says he went to the Louvre with a friend.
- Ben says he saw Mark at the Louvre.
- Everybody gets the same email from Allie.

USEFUL PHRASES

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

c **6.14** Complete the **USEFUL PHRASES**. Listen and check.

d Listen again and repeat the phrases. How do you say them in your language?



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

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

- 1 *Cinema Paradiso* was directed ¹ by Giuseppe Tornatore. It stars Philippe Noiret as Alfredo, and Salvatore Cascio, who plays the part of the boy. The film won an Oscar in 1999 ² Best Foreign Language film.
- 2 The film is set in an Italian village in the 1940s and 50s. It was filmed on location in Sicily.
- 3 The film is ³ a little boy called Salvatore who ends up becoming a famous film director. ⁴ the beginning of the film, he goes ⁵ to his village for the first time in thirty years, for the funeral of an old friend, Alfredo. The rest of the film is a 'flashback' about his childhood. ⁶ his village there is only one cinema, called *Cinema Paradiso*. Salvatore is ⁷ films so he spends all his time there. He becomes friends with Alfredo, the man who shows the films; and later he works ⁸ his assistant. But when he is a teenager he leaves the village and goes ⁹ work in Rome, and ¹⁰ the end he becomes a famous director. He never sees Alfredo again.
- 4 I strongly recommend *Cinema Paradiso*. It makes you laugh and cry, it has a memorable soundtrack, and it is a moving tribute to the magic of the early days of cinema.



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

Paragraph ☐

The plot

Paragraph ☐

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

Paragraph ☐

Why you recommend this film

Paragraph ☐

Where and when it was set

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

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

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

Useful language: describing a film

It was directed / written by...

It is set in...

It is based on the book...

It's about...

It stars...

My favourite scene is...

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

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

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

97

6

What do you remember?

GRAMMAR

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

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



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

VOCABULARY

- a Underline the word that is different. Say why.

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

- b Write words for the definitions.

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

- c Complete with one word.

- 1 Can I try _____ these trousers, please?
- 2 Did you buy your car _____ credit?
- 3 People always complain _____ high prices.
- 4 If it's broken, take it _____ to the shop.
- 5 The film is based _____ a book.
- 6 Schindler's List was directed _____ Spielberg.
- 7 *Les Misérables* was set _____ 19th century Paris.

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PRONUNCIATION

- a Underline the word with a different sound.

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

- b Underline the stressed syllable.

subtitles complain receipt soundtrack customer

10

CAN YOU UNDERSTAND THIS TEXT?

Designer brands aren't for me!

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

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

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

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

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

LOUIS VUITTON
HUGO BOSS
CELINE
PRADA
VECUA

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

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

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

CAN YOU UNDERSTAND THESE PEOPLE?

- Listen and circle the correct answer, a, b, or c.
1 What was the problem with the woman's steak?
a It wasn't cooked enough. b It was cold. c It was badly cooked.
2 What didn't the man like about the film?
a The acting. b The music. c The plot.
3 How much did the sweater cost?
a £25 b £67 c £77
4 How did the man feel after he saw the film?
a Disappointed. b Nervous. c Excited.
5 What did Brunel do?
a He was an architect. b He was an engineer. c He was a boxer.
- Listen to a guide showing tourists around Westminster Abbey in London. Complete the sentences with one word.
Charles Dickens was born on February 7th 1 _____.
As a child he worked in a 2 _____.
In 1850 Dickens and his wife 3 _____.
His last novel was called *Our Mutual* 4 _____.
He died at the age of 5 _____.

CAN YOU SAY THIS IN ENGLISH?

- Can you...? Yes (✓)
☐ talk about a time you complained in a shop or restaurant
☐ describe a film
☐ talk about a person who you admire

7 C third conditional V making adjectives and adverbs P sentence stress

A

Can we make our own luck?

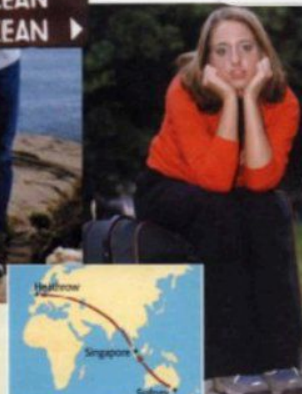
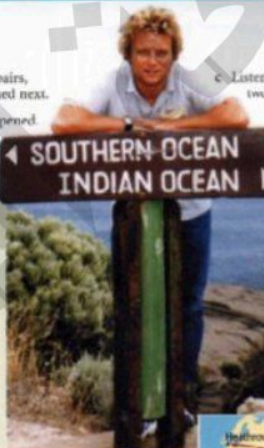
1 READING & LISTENING

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

- Listen again and check. Then in pairs, write two sentences to explain how the story ended.
- Now do the same 1.13 / 1.12

Bad luck? I missed you!

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



Good luck? Is there a doctor on the plane?

Mrs Dorothy Fletcher was travelling with her daughter and her daughter's fiancé on a flight from London to Florida. Her daughter was going to be married there the following week. When they changed planes in Philadelphia they had to rush between terminals to catch the connecting flight and Mrs Fletcher, aged 67, began to feel ill. 'I didn't say anything to my daughter because I didn't want to worry her or miss the wedding,' said Mrs Fletcher. But when the plane took off from Philadelphia she suddenly got a terrible pain in her chest, back, and arm - she was having a heart attack. The cabin crew put out a desperate call to the passengers: 'If there is a doctor on the plane, could you please press your call bell...'



3A

a Circle the correct form.

- You *shouldn't* / *mustn't* drink that water. It's not safe.
- 1 We *mustn't* / *don't have to* hurry. We have plenty of time.
 - 2 You *must* / *should* remember to write the report. The boss will be furious if you forget.
 - 3 The exhibition was free so I *hadn't to* / *didn't have to* pay.
 - 4 Do you *have to* / *Should* you wear a uniform at your school?
 - 5 We *must* / *had to* wait two hours at security and nearly missed our flight.
 - 6 *Had* you to? Did you *have to* do a lot of homework when you were at school?
 - 7 I think people who live in flats *mustn't* / *shouldn't* have dogs.
 - 8 She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.

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

- Smoking is prohibited here. You *mustn't* smoke here.
- 1 It isn't a good idea to go swimming after a big meal.
You _____ swimming after a big meal.
 - 2 Was it necessary for them to pay cash?
Did _____ pay cash?
 - 3 The meeting isn't obligatory.
You _____ go to the meeting.
 - 4 It's bad manners to talk loudly on a mobile on a train.
People _____ quietly on their mobile on a train.
 - 5 Lorries are not allowed to go on this road.
Lorries _____ on this road.

3B

a Match the sentences.

- | | |
|--|---------------------------------|
| 1 He must be over 20. <input type="checkbox"/> I | A He hasn't seen me for ages. |
| 2 He can't be at university. <input type="checkbox"/> J | B He sometimes sends me emails. |
| 3 He may not remember me. <input type="checkbox"/> D | C He must be joking. |
| 4 He might like this book. <input type="checkbox"/> E | D He's interested in history. |
| 5 He must be very shy. <input type="checkbox"/> F | E He sometimes works late. |
| 6 He can't be serious. <input type="checkbox"/> G | F He gets up very early. |
| 7 He may be in bed already. <input type="checkbox"/> H | G He's only 16. |
| 8 He might not be at home yet. <input type="checkbox"/> I | H He's not fit enough. |
| 9 He must have a computer. <input type="checkbox"/> J | I He retired 10 years ago. |
| 10 He can't be a good footballer. <input type="checkbox"/> K | J He never opens his mouth. |

b Complete with *might* (not), *must*, or *can't*.

- This sauce is really spicy. It *must* have chili in it.
- 1 A What music is this?
B I'm not sure but it _____ be Mozart.
 - 2 She looks very young. She _____ be more than 10.
 - 3 I'm not sure why she hasn't phoned. She _____ have my new number.
 - 4 They _____ have a lot of money. They live in an enormous house.
 - 5 He _____ be away. His car is outside his house.
 - 6 I _____ be a size 44! I'm usually a 40 or 42.
 - 7 It _____ be true! I saw it on the news.

3C

a Complete with the correct form of *be able to*.

- ☐ I *will* _____ never *been able to* learn to swim.
- 1 ☐ I _____ send any emails since lunchtime.
 - 2 ☐ She used to _____ speak German really well.
 - 3 ☐ I _____ do my homework until tomorrow.
 - 4 ☐ I'd really like _____ dance well.
 - 5 ☐ _____ you _____ come to our wedding?
It's on May 10th.
 - 6 ☐ If I spoke better English, I _____ get a job in a hotel.
 - 7 ☐ When I've saved another €1000, I _____ buy a new car.
 - 8 ☐ She hates _____ do what she wants.

b Complete with *can* / *can't*, or *could* / *couldn't* where possible. If not, use a form of *be able to*.

- They told me that they *couldn't* do anything about the noise.
- 1 I _____ talk to you now. I'm too busy.
 - 2 When I lived in Rome I _____ speak Italian quite well.
 - 3 I would love _____ play tennis very well.
 - 4 If we don't hurry up, we _____ catch the last train.
 - 5 My mother _____ see much better now with her new glasses.
 - 6 To do this job you need _____ speak at least two languages.
 - 7 I _____ help you tonight if you want.
 - 8 They _____ find a flat yet. They're still looking.

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4

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.
- *Used to* / *didn't use to* can be used with action verbs (e.g. *walk*, *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*.

5A quantifiers

large quantities

They have a lot of money.
She has lots of friends.
He eats a lot.
There aren't many cafés near here.
Do you watch much TV?
Don't run. We have plenty of time.

- Use a lot of / lots of in (+) sentences.
- Use a lot when there is no noun, e.g. He talks a lot.
- Much / many are normally used in (-) sentences and (?), but a lot of can also be used.
- Use plenty of in (+) sentences to mean as much as we need or more.

small quantities

A Do you want some ice cream? B Just a little.
The town only has a few cinemas.
Hurry up. We have very little time.
I have very few close friends.

- Use little + uncountable nouns, few + plural countable nouns.
- a little and a few = some, but not a lot.
- very little and very few = not much / many.

more than you need or want

I don't like this city. It's too big.
There's too much traffic.
There are too many tourists.

- Use too + adjective, too much + uncountable noun, too many + plural countable nouns.
- Use enough before a noun but after an adjective.

less than you need

There aren't enough parks.
The buses aren't frequent enough.

zero quantity

There isn't any room in the car.
There's no room in the car.
A How much money do you have?
B None.

- Use any for zero quantity with (+/-) verb. Use no with a (+) verb.
- Use none (without a noun) in short answers.

5B articles: a / an, the, no article

Use a / an with singular countable nouns

- the first time you mention a thing / person.
- when you say what something is.
- when you say what somebody does.
- in exclamations with What...!
- in expressions like ...

Use the

- when we talk about something we've already mentioned.
- when there's only one of something.
- when it's clear what you're referring to.
- with places in a town, e.g. cinemas and theatre.
- with superlatives.

I saw an old man with a dog.
It's a nice house.
She's a lawyer.
What an awful day!
three times a week

I saw an old man with a dog.
and the dog was barking.
The moon goes round the sun.
He opened the door.
I'm going to the cinema.
It's the best restaurant in town.

Don't use the

- when you are speaking in general (with plural and uncountable nouns).
Women talk more than men.
Love is more important than money.
- with some nouns (e.g. home, work, school, church) after at / to / from.
She's not at home today.
I got back from work at 5.30.
- before meals, days, and months.
I never have breakfast on Sunday.
- before next / last - days, week, etc.
See you next Friday.

5C gerunds and infinitives

Use the gerund (verb + -ing)

- after prepositions and phrasal verbs.
- as the subject of a sentence.
- after some verbs, e.g. hate, spend, don't mind.

I'm very good at remembering names.
She's given up smoking.
Eating out is quite cheap here.
I don't mind getting up early.

Common verbs which take the gerund include: enjoy, hate, finish, like, love, mind, practise, spend, stop, suggest and phrasal verbs, e.g. give up, go on, etc.

Use the infinitive (+ to)

- after adjectives.
- to express a reason or purpose.
- after some verbs, e.g. want, need, learn.

My flat is easy to find.
He's saving money to buy a new car.
She's never learnt to drive.
Try not to make a noise.

Common verbs which take the infinitive (with to) include: (can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like

Use the infinitive (without to)

- after most modal and auxiliary verbs
- after make and let.

I can't drive. We must hurry.
My parents don't let me go out much.
She always makes me laugh.

Gerunds and infinitives form the negative with not, e.g. not to be, not being.

Most verbs take the infinitive rather than the gerund.

These common verbs can take either the gerund or infinitive with no difference in meaning: begin, continue, prefer, start.

⚠ These verbs can take a gerund or an infinitive but the meaning is different.

Try to be on time.
– make an effort to be on time

Try doing yoga.
– do it to see if you like it

Remember to phone him.
– Don't forget to do it

I remember meeting him years ago.
– I have a memory of it.

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GRAMMAR BANK

5A

a Circle the correct answer. Tick (✓) if both are possible.

- I think this restaurant is too / very expensive.
- There are too much / too many people in my salsa class.
- Nobody likes him. He has very little / very few friends.
- We've had a lot of / lots of rain recently.
- There aren't enough car parks / car parks enough in the city centre.
- I have no / I don't have any time.
- He works a lot / much. At least ten hours a day.
- A Do you speak French? B Yes, a little / a few.
- I don't have no time / any time for myself.

b Right (✓) or wrong (✗). Correct the wrong sentences.

She drives too much fast. too fast

1 Slow down! We have plenty time.

2 We have too many work at the moment.

3 I think I made a few mistakes in the letter.

4 He isn't enough old to understand.

5 We can't go tomorrow. We're too busy.

6 We have very little time to do this.

7 A How many eggs are there? B Any.

8 He's retired so he has much free time.

5B

a Circle the correct answer.

- Did you see news (the news) on TV last night?
- 1 Did you lock door / the door when you left a house / the house?
- 2 My brother is married to Russian / a Russian. She's lawyer / a lawyer.
- 3 We go to theatre / the theatre about once a month / the month.
- 4 What beautiful / a beautiful day! Let's have breakfast on a terrace / the terrace.
- 5 I love classical music / the classical music and Italian food / the Italian food.
- 6 Who is a girl / the girl by a window / the window?
- 7 I leave home / the home at 8.00 and get to work / the work at 9.00.
- 8 Men / The men aren't usually as sensitive as women / the women.
- 9 We usually have dinner / the dinner at 8.00 and go to bed / the bed at about 11.30.
- 10 She has a lovely face / the lovely face and the attractive eyes / attractive eyes.

b Complete with a / an, the, or (= no article).

Can you give me a lift to the station?

I want to catch the 6.00 train.

1 We went to a cinema last night.

We saw a great film.

2 A Do you like a sport? B It depends.

I hate a football. I think a footballers

earn too much money.

3 He always wears a expensive clothes and

drives a expensive car.

4 Jake's a musician and a artist.

5 They've changed a date of a meeting.

It's a next Tuesday now.

6 We walked to a city centre but we got

a taxi back to a hotel.

5C

a Complete with the gerund or infinitive.

- Smoking is banned in all public places. (smoke)
- It's very expensive to rent a flat in the centre. (rent)
- Are you afraid of flies? (fly)
- I called the restaurant to book a table for tonight. (book)
- Be careful not to make a noise when you come home tonight. (not make)
- She's worried about failing the exam. (fail)
- Everybody went on dancing until after midnight. (dance)
- Being an only child is a bit boring. (be)
- It's easy to find the way if you look at the map. (find)
- He's terrible at learning languages. (learn)
- A Why are you learning Spanish?
B To talk to my in-laws. They're Argentinian.
and they don't speak English. (be able to)

b Complete the sentences with work, to work, or working.

- I regret not working harder when I was at school.
- I spent all weekend working on the computer.
- I've decided to work abroad next year.
- You must work harder if you want to get promoted.
- My boss often makes me work late.
- He isn't very good at working in a team.
- I don't mind working on Saturdays if I can have a day off during the week.
- He's gone to the UK to work in his uncle's shop.
- Working with members of your family can be quite difficult.
- My husband promised not to work on my birthday.
- I used to work in a restaurant when I was a student.

6A reported speech: statements and questions

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day.
'I'll always love you.'	He said he would always love me.
'I passed the exam.'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: **present** → **past**; **will** → **would**; **past simple** / **present perfect** → **past perfect**
- Some modal verbs change, e.g. **can** → **could**, **may** → **might**, **must** → **had to**. Other modal verbs stay the same, e.g. **could**, **might**, **should**, etc.

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	They asked me where I lived.

reported speech: commands

direct speech	reported speech
'Go away.'	She told him to go away.
'Don't worry.'	The doctor told me not to worry.
'Can / Could you help me?'	I asked the shop assistant to help me.

- To report an imperative or request, use **told or asked** + person + the infinitive with **to**.
- To report a negative imperative, use a negative infinitive (e.g. **not to do**).

▲ Most changes to **had to** BUT **mustn't** stays the same.
 'You **mustn't** touch it.' She said I **mustn't** touch it.

• You usually have to change the pronouns.
 'Take...' → She said she **took**...

• Using **that** after **said** and **told** is optional.

• If you report what someone said on a different day or in a different place, some time and place words can change, e.g. **tomorrow** → **the next day**, **here** → **there**, **this** → **that**, etc.

'I'll meet you here tomorrow.' → He said he'd meet me there the next day.

▲ After **said** don't use a person or pronoun.
 He said he was tired NOT He said me...

After **told** you must use a person or pronoun.
 He told me he was tired. NOT He told he was...

• When you report a question, the tenses change as in reported statements.

• When a question begins with a verb (not a question word), add **if** (or **whether**).

• You also have to change the word order to subject + verb, and not use **do / did**.

▲ You can't use **said** in these sentences.
 NOT She said him to go away.

6B the passive: **be** + past participle

A lot of films are shot on location.	My bike has been stolen.
My car is being repaired today.	You'll be picked up at the airport.
Death in Venice was directed by Visconti.	This bill has to be paid tomorrow.
She died when the film was being made.	

• We often use the passive when it's not clear or important who does an action, e.g. **My bike has been stolen** (= Somebody has stolen my bike. I don't know who.)

• If you want to say who did the action, use **by**.

6C relative clauses

defining relative clauses

Julia's the woman **who / that** works with me.
 It's a book **which / that** tells you how to relax.
 That's the house **where** I was born.
 That's the boy **whose** father plays for Real Madrid.
 He's the man **(who / that)** I met on the plane.

- To give important information about a person, place, or thing use a **relative clause** (= a relative pronoun + subject + verb).
- Use the relative pronouns **who** for people, **which** for things, and **where** for places. Use **whose** to mean 'of whom / of which'.
- You can use **that** instead of **who** or **which**.

• **Who**, **which**, and **that** can be omitted when the verbs in the main clause and the relative clause have a different subject, e.g. **He's the man I met on the plane** (The subject of **met** is **I**, so it's not necessary to put **who**.)

non-defining relative clauses

This painting, **which** was painted in 1860, is worth £2 million.
 Last week I visited my aunt, **who's** nearly 90 years old.
 Burford, **where** my mother was born, is a beautiful town.
 My neighbour, **whose** son goes to my son's school, has just re-married.

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (**who**, **which**, etc.).
- In these clauses, you can't use **that** instead of **who / which**.

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GRAMMAR BANK

6A

a Complete the sentences using reported speech.

- 'The hotel is full.' The receptionist told me the hotel was full.
- I'll call the manager. The waiter said _____.
 - I've passed all my exams. Jack said _____.
 - 'You should get to the airport early.' They said that we _____.
 - 'I may be late.' Jack said _____.
 - 'I didn't tell anybody.' Mary said _____.
 - 'Can you help me?' She asked us _____.
 - 'Do you want to dance?' He asked me _____.
 - 'Have you been here before?' I asked her _____.
 - 'What music do you like?' She asked me _____.
 - 'Where's the nearest bank?' I asked her _____.

b Complete the reported imperatives and requests.

- 'Don't stop here.' The traffic warden told us not to stop there.
- 'Be quiet!' The teacher told us _____.
 - 'Please don't smoke!' I asked the taxi driver _____.
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 - 'Don't tell anyone!' Melinda told us _____.
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 - 'Don't eat with your mouth open!' I told my daughter _____.
 - 'Can you bring me the bill, please?' He asked the waiter _____.
 - 'Get off at the next stop.' The bus driver told me _____.
 - 'Don't wait.' Our friends told us _____.

6B

a Correct the mistakes in the highlighted phrases.

- Lada cars made in Russia are made in Russia.
- A new motorway is being build at the moment.
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 - This programme were watched by millions of people.
 - My bag was stole when I was in Florida.
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 - I couldn't send you an email because my computer was repairing.
 - You will take to your hotel by taxi.
 - Oh no! Our flight has being cancelled.
 - English is spoke in this restaurant.
 - Seat belts must wear at all times.

b Rewrite the sentences with the passive.

- They sell cold drinks here. Cold drinks are sold here.
- They subtitle a lot of foreign films.
A lot of foreign films _____.
 - Someone threw the letters away by mistake.
The letters _____.
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My house _____.
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All the tickets for the concert _____.
 - They will play the match tomorrow.
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6C

a Complete with **who**, **which**, **where**, or **whose**.

- The man whose car I crashed into is taking me to court.
- We drove past the house _____ we used to live.
 - The girl _____ was talking to you is the boss's daughter.
 - Look! That's the man _____ son plays for Chelsea.
 - The car was an invention _____ changed the world.
 - That's the restaurant _____ I told you about.
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 - What was the name of your friend _____ wife is an actress?
 - The woman _____ called this morning didn't leave a message.
 - It's the film _____ won all the Oscars last year.
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b Tick (✓) the sentences in a where you could leave out the relative pronoun.

c Are the highlighted phrases right (✓) or wrong (X)? Correct the wrong ones.

- After Rome we went to Venice, that we loved. X
which we loved ✓
- Is that the girl you used to go out with?
 - My brother, that you met at my wedding, is getting divorced.
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 - He lives in Valencia, that is on the east coast of Spain.
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 - Jerry, who I work with, is completely bilingual.
 - The film I saw last night was fantastic.
 - I met some people who they come from the same village as me.

6A reported speech: statements and questions

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day.
'I'll always love you.'	He said he would always love me.
'I passed the exam.'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: **present** → **past**; **will** → **would**; **past simple** / **present perfect** → **past perfect**
- Some modal verbs change, e.g. **can** → **could**, **may** → **might**, **must** → **had to**. Other modal verbs stay the same, e.g. **could**, **might**, **should**, etc.

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	They asked me where I lived.

reported speech: commands

direct speech	reported speech
'Go away.'	She told him to go away.
'Don't worry.'	The doctor told me not to worry.
'Can / Could you help me?'	I asked the shop assistant to help me.

- To report an imperative or request, use **told or asked** + person + the infinitive with **to**.
- To report a negative imperative, use a negative infinitive (e.g. **not to do**).

▲ Most changes to **had to** BUT **mustn't** stays the same.
 'You **mustn't** touch it.' She said I **mustn't** touch it.

• You usually have to change the pronouns.
 'Take...' → 'She said she took...'

• Using **that** after **said** and **told** is optional.

• If you report what someone said on a different day or in a different place, some time and place words can change, e.g. **tomorrow** → **the next day**, **here** → **there**, **this** → **that**, etc.

'I'll meet you here tomorrow.' → 'He said he'd meet me there the next day.'

▲ After **said** don't use a person or pronoun.
 He said he was tired NOT He said me...

After **told** you must use a person or pronoun.
 He told me he was tired. NOT He told he was...

• When you report a question, the tenses change as in reported statements.

• When a question begins with a verb (not a question word), add **if** (or **whether**).

• You also have to change the word order to subject + verb, and not use **do / did**.

▲ You can't use **said** in these sentences.
 NOT She said him to go away.

6B the passive: **be** + past participle

A lot of films are shot on location.	My bike has been stolen.
My car is being repaired today.	You'll be picked up at the airport.
Death in Venice was directed by Visconti.	This bill has to be paid tomorrow.
She died when the film was being made.	

• We often use the passive when it's not clear or important who does an action, e.g. **My bike has been stolen** (= Somebody has stolen my bike. I don't know who.)

• If you want to say who did the action, use **by**.

6C relative clauses

defining relative clauses

Julia's the woman **who / that** works with me.
 It's a book **which / that** tells you how to relax.
 That's the house **where** I was born.
 That's the boy **whose** father plays for Real Madrid.
 He's the man **(who / that)** I met on the plane.

- To give important information about a person, place, or thing use a **relative clause** (= a relative pronoun + subject + verb).
- Use the relative pronouns **who** for people, **which** for things, and **where** for places. Use **whose** to mean 'of whom / of which'.
- You can use **that** instead of **who** or **which**.

• **Who**, **which**, and **that** can be omitted when the verbs in the main clause and the relative clause have a different subject, e.g. **He's the man I met on the plane** (The subject of **met** is **I**, so it's not necessary to put **who**.)

non-defining relative clauses

This painting, **which** was painted in 1860, is worth £2 million.
 Last week I visited my aunt, **who's** nearly 90 years old.
 Burford, **where** my mother was born, is a beautiful town.
 My neighbour, **whose** son goes to my son's school, has just re-married.

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (**who**, **which**, etc.).
- In these clauses, you can't use **that** instead of **who / which**.

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GRAMMAR BANK

6A

a Complete the sentences using reported speech.

- 'The hotel is full.' The receptionist told me the hotel was full.
- I'll call the manager. The waiter said _____.
 - I've passed all my exams. Jack said _____.
 - 'You should get to the airport early.' They said that we _____.
 - 'I may be late.' Jack said _____.
 - 'I didn't tell anybody.' Mary said _____.
 - 'Can you help me?' She asked us _____.
 - 'Do you want to dance?' He asked me _____.
 - 'Have you been here before?' I asked her _____.
 - 'What music do you like?' She asked me _____.
 - 'Where's the nearest bank?' I asked her _____.

b Complete the reported imperatives and requests.

- 'Don't stop here.' The traffic warden told us not to stop there.
- 'Be quiet!' The teacher told us _____.
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