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3

SECOND EDITION

American ENGLISH FILE

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Online Practice

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OXFORD

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American ENGLISH FILE

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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

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G simple present and continuous, action and nonaction verbs
V food and cooking
P vowel sounds

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Do you drink a lot of coffee?

Yes, but I'm trying to cut down right now.

1A Mood food

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1 VOCABULARY food and cooking

a Take the quiz in pairs.

FOOD QUIZ

Can you think of...?

ONE red fruit, **ONE** yellow fruit, **ONE** green fruit
TWO kinds of food that some people are allergic to
THREE kinds of food that come from milk
FOUR vegetables that you can put in a salad
FIVE containers that you can buy food in
SIX things that people sometimes have for breakfast

b ➤ **p.152 Vocabulary Bank** *Food and cooking.*

c 1 4 Listen to these common adjectives to describe food. Do you know what they mean? Then say one kind of food that we often use with each adjective.

canned fresh frozen low-fat raw spicy take-out

2 PRONUNCIATION vowel sounds

a Look at the eight sound pictures. What are the words and sounds?

1	squid chicken spicy grilled		5	sausage roast chocolate box	
2	beef steamed beans breakfast		6	force fork boiled pour	
3	grapes salmon lamb cabbage		7	cook sugar pudding food	
4	margarine carton jar warm		8	spoon zucchini fruit duck	

b Look at the words in each list. Cross out the word that *doesn't* have the sound in the sound picture.

c 1 5 Listen and check.

d ➤ **p.166 Sound Bank.** Look at the typical spellings of the sounds in **a**.

3 LISTENING & SPEAKING

FOOD & EATING

1 **Is there any food or drink that you couldn't live without? How often do you eat / drink it?**
2 **Do you ever have**
   a ready-made food?
   b take-out food? What kind?
3 **What's your favorite**
   a fruit?
   b vegetable?
   Are there any that you really don't like?
4 **When you eat out do you usually order meat, fish, or vegetarian?**
5 **What food do you usually eat**
   a when you're feeling a little down?
   b before playing sports or exercising?
   c before you have an exam or some important work to do?

a 1 6 Listen to five people talking. Each person is answering one of the questions in *Food & Eating* above. Match each speaker with a question.

- [4] Speaker A
- [ ] Speaker B
- [ ] Speaker C
- [ ] Speaker D
- [ ] Speaker E

b Listen again and make notes about their answers. Compare with a partner.

c Ask and answer the questions with a partner. What do you have in common?

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4 READING

a Are the foods in the list **carbohydrates** or **proteins**? With a partner, think of four more kinds of food for each category.

cake chicken pasta salmon

b With a partner, answer the questions below with either **carbohydrates** or **proteins**.

What kind of food do you think it is better to eat...?

- for lunch if you have an important exam or meeting
- for breakfast
- for your evening meal
- if you are feeling stressed

c Look at the title of the article. What do you think it means? Read the article once to find out, and to check your answers to **b**.

d Read the article again. Then with a partner, say in your own words why the following people are mentioned. Give as much information as you can.

1 Dr. Paul Clayton
2 people on diets
3 schoolchildren
4 Paul and Terry
5 Swiss researchers

e Find adjectives in the article for the verbs and nouns in the list. What's the difference between the two adjectives made from *stress*?

stress (*noun*) (x2) relax (*verb*) wake (*verb*)
sleep (*verb*) power (*noun*) benefit (*noun*)

f Ask and answer the questions with a partner.

1 What time of day do you usually eat protein and carbohydrates? How do they make you feel?
2 How often do you eat chocolate? Does it make you feel happier?
3 After reading the article, is there anything you would change about your eating habits?

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Mood food

We live in a stressful world, and daily life can sometimes make us feel tired, stressed, or depressed. Some people go to the doctor for help, others try alternative therapies, but the place to find a cure could be somewhere completely different: in the kitchen.

Dr. Paul Clayton, a food expert from Middlesex University, says "The brain is affected by what you eat and drink, just like every other part of your body. Certain types of food contain substances that affect how you think and feel."

For example, food that is high in carbohydrates can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer carbohydrates.

On the other hand, food that is rich in protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if you have an exam in the afternoon or a business meeting where you need to make some quick decisions. In an experiment for a TV show, two chess players, both former champions, had different meals before playing each other. Paul had a plate of prosciutto and salad (full of protein from the red meat), and his opponent Terry had pasta with a creamy sauce (full of carbohydrates). In the chess match Terry felt sleepy and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

Another powerful mood food could become a replacement for some medications doctors prescribe for stress. In a study, Swiss researchers discovered that eating one dark chocolate candy bar (about 1.4 ounces) had beneficial effects on highly stressed people. Not only did eating the dark chocolate help reduce stress, it was also shown to improve mood and reduce high blood pressure.

Why does chocolate make people less stressed? First, it causes the body to reduce the level of the stress hormone cortisol. Second, it reduces the "fight or flight" hormone—a hormone that makes people want to start a fight or run away when they are very stressed. In addition, it contains other compounds that lower blood pressure and improve your mood. These three things, along with its delicious taste, make chocolate a powerful mood changer.

Mood food – what the experts say

- Blueberries and cocoa can raise concentration levels for up to five hours.
- Food that is high in protein helps your brain to work more efficiently.
- For relaxation and to sleep better, eat carbohydrates.
- Dark green vegetables (e.g., cabbage and spinach) and oily fish (e.g., salmon) eaten regularly can help to fight depression.

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5 LISTENING & SPEAKING

a Ask and answer the questions with a partner.

RESTAURANTS

1 How often do you eat out?
2 What's your favorite...?
  a kind of food (Chinese, Italian, etc.)
  b restaurant dish
3 How important are these things to you in a restaurant? Number them 1–4 (1 = the most important).
  ☐ the food
  ☐ the service
  ☐ the atmosphere
  ☐ the price
4 Have you ever tried English food? What did you think of it?

b 17 Read the text about Steve Anderson. Then listen to **Part 1** of an interview with him, and number the photos in the order he mentions them.

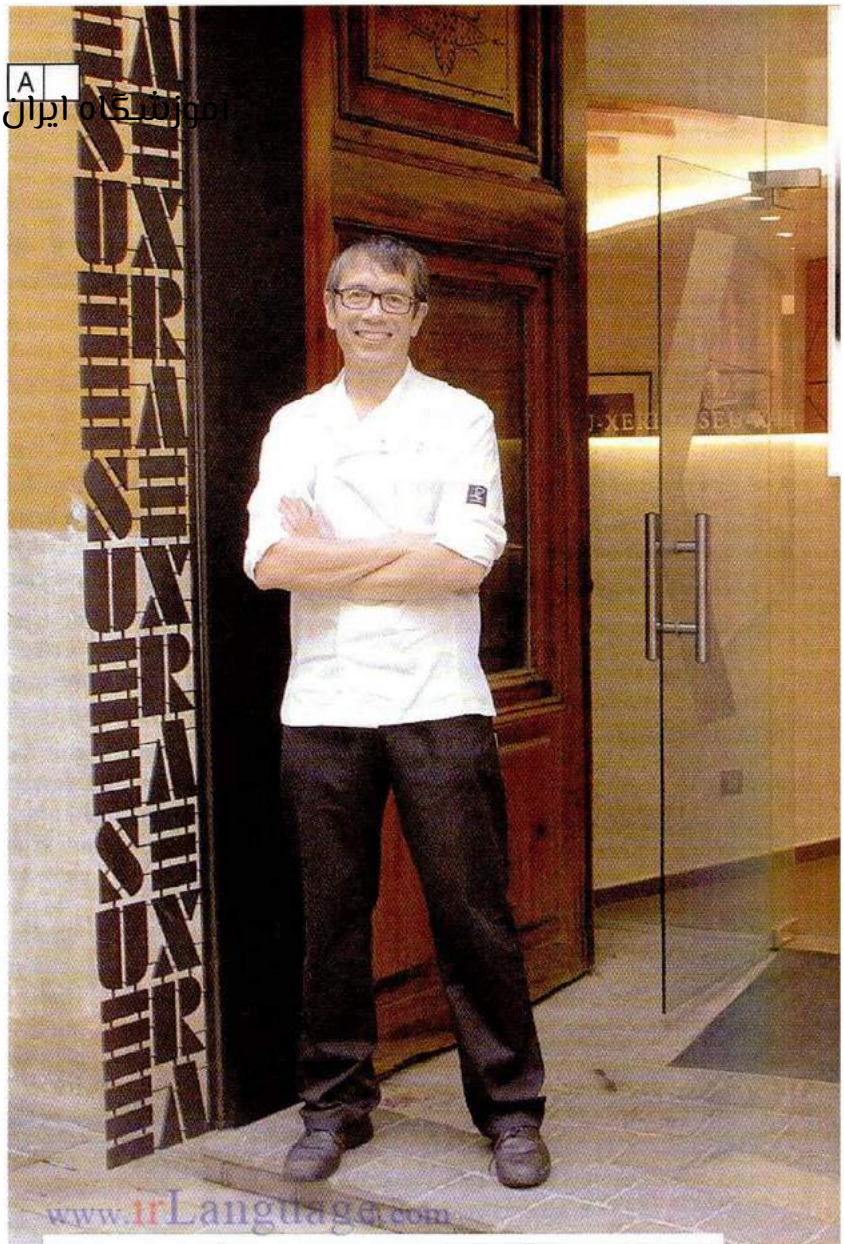
c Listen again. Why does he mention each thing?

d 18 Now listen to **Part 2** and answer the questions.

1 What does he say is the best and worst thing about running a restaurant?
2 What's the main difference between British and Spanish customers?
3 What kinds of customers does he find difficult?
4 How does he think eating habits in Spain are changing?

e What about you? Answer the questions with a partner.

1 What was your favorite food when you were a child?
2 Is there anything that you like / don't like cooking?
3 In your country, when people eat out would they usually tell the chef what they really think about the food?
4 Do you know anyone who is a "difficult customer" in restaurants?



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STEVE ANDERSON has always had a passion for food. He was first taught to cook by his mother, who is half Burmese. After studying physics in college, he got a summer job helping with a cooking course in Italy, where he met several famous chefs. One of them, Alastair Little, later hired him as a trainee chef. Two years later, he moved to Valencia in Spain and opened a restaurant, *Seu Xerea*, now one of the most popular restaurants in town.

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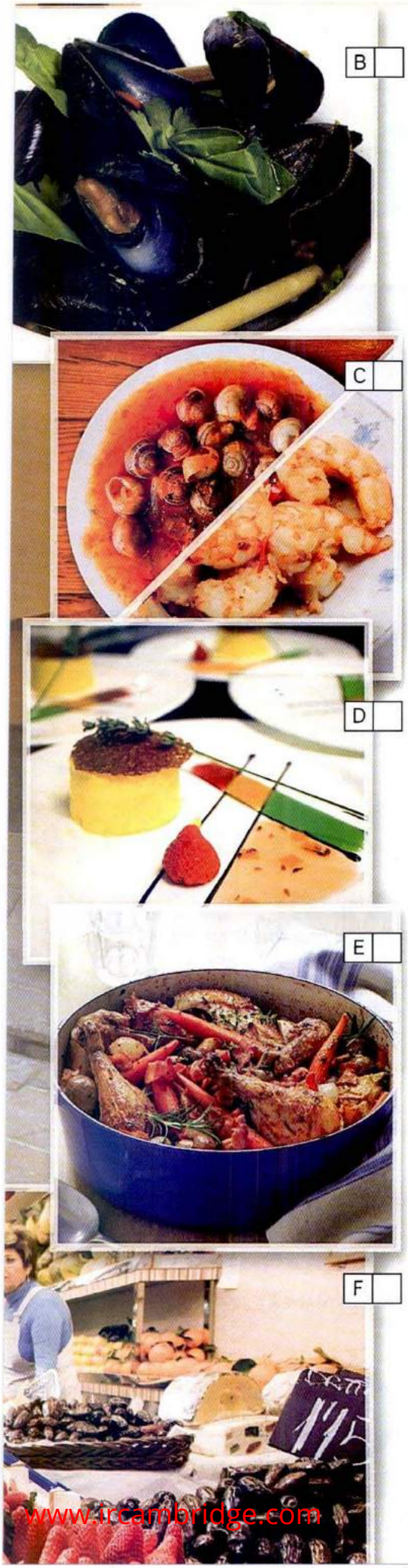

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6 GRAMMAR

simple present and continuous, action and nonaction verbs

a (1.9) Listen again to some of the things Steve said. Circle the form of the verb he uses.

1 This week for example, *I cook* / *I'm cooking* nearly every day. We *usually close* / *are usually closing* on Sundays and Mondays, but this Monday is a public holiday.
2 The British always *say* / *are saying* that everything is lovely.
3 Actually, I think *I prefer* / *I am preferring* that honesty, because it helps us to know what people like.
4 Unfortunately, I think *they get* / *they're getting* worse. People *eat* / *are eating* more unhealthily.

b With a partner, say why you think he has chosen each form.

c ➤ **p.132 Grammar Bank 1A.** Learn more about the simple present and the present continuous, and practice them.

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

On a typical day
- What / usually have for breakfast?
- / drink soda? How many glasses / drink a day?
- Where / usually have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

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

7 SPEAKING

WHAT DO YOU THINK?

1 Men are better cooks than women.
2 Both boys and girls should learn to cook at school.
3 Cheap restaurants usually serve bad food.
4 On a night out with friends, where and what you eat isn't important.
5 Not all fast food is unhealthy.
6 Every country thinks that their cuisine is the best in the world.

a (1.13) Listen to two people discussing sentence 1. Who do you agree with more, the man or the woman? Why?

b (1.14) Listen to the phrases in the **Useful language** box. Copy the intonation.

Useful language: Giving your opinion (1)

I agree.	I'm not sure.	For example,...
I don't agree.	(I think) it depends.	In my opinion...

c In small groups, say what you think about sentences 2–6. Try to use the **Useful language** phrases.

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

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Are you seeing your grandparents this weekend?

No, I'm going to stay home. I'll probably see them next weekend.

1B Family life

1 VOCABULARY & SPEAKING
family

a Look at some photos showing family members. What's happening in each one? What do you think the relationship is between the people?

b With a partner, explain the difference between each pair.

1 a father and a parent
2 a mother and a stepmother
3 a brother and a brother-in-law
4 a grandfather and a great-grandfather
5 a nephew and a niece
6 a child and an only child
7 your immediate family and your extended family

c Read *Changing—for the better* and try to guess what the missing percentages are. Choose from the list.

11%	43%	60%	67%	75%

d 1.15 Listen and check. Do any of the statistics surprise you? Which ones do you think would be very different if the survey was taken in your country?

e Work in small groups. Say what you think and give reasons.

Do you think that...?

- families should have a meal together every day
- children should leave home as soon as they can afford to
- parents and their teenaged children should spend a lot of time together
- parents should be friends with their children on social networking sites, e.g., Twitter
- elderly parents should live with their children when they are too old to live alone

Useful language:
Giving your opinion (2)
We often use *should* + verb to say what we think is the right thing or a good thing (to do), e.g.,
*I think families **should have** dinner together every day because...*
*I don't think parents **should be** friends with their children on Twitter because...*

Changing – for the better?

Family life is changing in the US, but not in the way we might think. The results of several different US surveys expected to find that family relationships were suffering because of the decline in traditional family structures.

However, some of the results were very surprising...

32% of young adults under 25 and

10% of adults 30-34 still live at home with their parents.

[1]**43%** of families eat together every day.

33% say they have the TV on during dinner.

50% think a new baby in the family brings more happiness.

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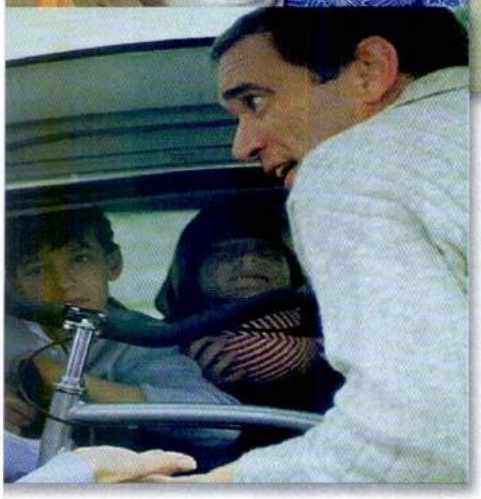

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2 GRAMMAR future forms

a (1 16)) Listen to three dialogues between different family members. Who is talking to who (e.g., brother to sister)? What are they talking about?

b Listen again and match two sentences with each dialogue (1–3).

A ☐ I'll make you a cup of tea.
B ☐ You'll drive too fast.
C ☐ I'm not going to go to college yet.
D ☐ I'm staying overnight there.
E ☐ I'll drive really slowly.
F ☐ It's going to be cold tonight.

c With a partner, decide which sentence (A–F) is…

☐ a plan or intention ☐☐ a prediction ☐ an offer
☐ an arrangement ☐ a promise

d ➤ p.133 Grammar Bank 1B. Learn more about future forms, and practice them.

3 PRONUNCIATION sentence stress

Sentence stress
An important aspect of speaking English is stressing the words in a sentence that carry the information, and not stressing the other ones. This will help you to communicate better and to speak with good rhythm.

a (1 21)) Listen to the rhythm in these three dialogues.

1 A Are you **coming home** for **dinner tonight**?
B **No**. I'm **going out** with my **friends**.
2 A **What** are you **going** to **do** in the **summer**?
B We're **going** to **rent** a **house** with my **sister** and her **husband**.
3 A Do you **think** they'll **have children soon**?
B I **don't think** so. **Not** for a **few years anyway**.

b Practice them with a partner. Copy the rhythm.

c Ask and answer the questions below. Give as much information as possible.

ARE YOU...?
- having dinner with your family tonight
- or is anyone in your family getting married soon
- doing something with a family member this week
- visiting a relative this weekend

ARE YOU GOING TO...?
- have a new nephew or niece soon
- have a big family get-together soon
- go on vacation with your family this year
- buy a present for a member of your family this month

DO YOU THINK...?
- the number of people getting divorced will go up or down in the future
- the birthrate will go up or down in your country
- anyone in your family will live to be 90 or more
- you will move away from (or back to) the area where your family lives

4 (1 22)) SONG *Our House* ♫

49% of adults are happy and enjoy their lives without a lot of stress.

2 _____ of adults are not happy and have a lot of stress or worry in their lives.

3 _____ of teens feel close to their family.

4 _____ of teens want to spend more time with their parents.

5 _____ of parents stay connected with their children on social networks.

40% of parents worry about what their kids post on social networks.

17% of elderly women live with a relative such as a daughter, daughter-in-law, or grandchild.

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5 READING

a Which do you think has more advantages, being an only child, or having brothers and sisters? Why?

b Work in pairs. **A** read *The Younger Brother*, **B** read *The Only Child*.

c Tell your partner about 1 and 2 below. Whose childhood sounds happier?

1 other family members who are mentioned
2 how the writer's experience as a child affects him / her now

d Look at the highlighted words in the two texts. Try to figure out their meaning from the context. Then match them with definitions 1–12.

1 _____ *adj* ill
2 _____ it's no surprise that
3 _____ *noun* competition between two people
4 _____ *noun* the time when you were a child
5 _____ *noun* a meeting of people, e.g., family
6 _____ *noun* people who are fully grown
7 _____ *adj* knowing about or being conscious of something
8 _____ *noun* a school where children can live during the year
9 _____ *verb* think that somebody or something is important
10 _____ *verb* divided something between two or more people
11 _____ *verb* try to hurt somebody else
12 _____ *noun* a group of friends

each other
When brothers and sisters get older they value ***each other*** *more.*
Use *each other* to talk about an action between two people or groups of people, e.g., *I don't get along very well with my father. We don't understand* ***each other****.*

e Talk to a partner. Do you have brothers and sisters, or are you an only child? Do you feel positive or negative about it?

Younger brother or only child?

HOW WAS IT FOR YOU?

THE YOUNGER BROTHER
NOVELIST TIM LOTT

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in the hospital with my mother. My brother did not see her at all during that time because he went to stay with an aunt. When our mother returned home, it was with a sick newborn baby who took all the attention. No wonder he hated me (although if you ask Jeff, he will say that he didn't – we remember things differently).

My brother and I were completely different. We shared the same bedroom, but he was neat, and I was really messy. He was responsible; I was rebellious. He was sensible; I was emotional. I don't have any positive memories of our childhood together, though there must have been good moments. Jeff says we used to play "Cowboys and Indians," but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude toward my own four daughters. If the girls fight, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they value each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life.

Adapted from The Times

THE ONLY CHILD
JOURNALIST SARAH LEE

I went to boarding school when I was seven, and the hardest thing I found was making friends. Because I was an only child, I just didn't know how to do it. The thing is that when you're an only child, you spend a lot of your time with adults, and you're often the only child in a gathering of adults. Your parents go on living more or less the way they have always lived, only now you are there, too.

I found being an only child interesting because it gave me a view of the world of adults that children in a big family might not get. And I know it has, at least partly, made me the kind of person I am – I never like being one of a group, for example. If I have to be in a group, I will always try to go off and do something on my own, or be with just one other person – I'm not comfortable with being one of a gang.

My parents are divorced now and my mother lives in the US and my father in the UK. I feel very responsible for them – I feel responsible for their happiness. I'm the closest relative in the world to each of them, and I am very aware of that.

Adapted from The Guardian

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6 VOCABULARY
adjectives of personality

a Without looking back at *The Younger Brother* text, can you remember who was *neat, responsible, and sensible* and who was *messy, rebellious, and emotional*? Do you know what the adjectives mean? Would you use any of them to describe yourself?

b ➤ **p.153 Vocabulary Bank** *Personality.*

c Write down the first three adjectives of personality that come into your head. Don't show them to your partner. Now go to ➤ **Communication** *Personality p.104.*

7 PRONUNCIATION
word stress, adjective endings

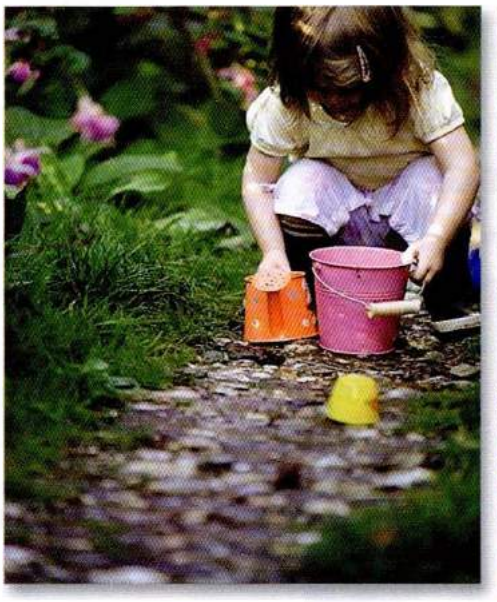
a (1 26)) Underline the stressed syllable in these mulitsyllable adjectives. Listen and check.

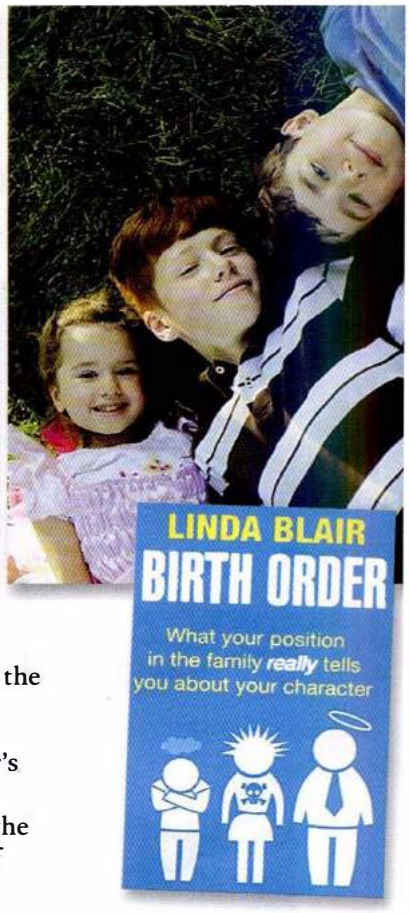
1 jea|lous an|xious am|bi|tious
ge|ne|rous re|bell|ious
2 so|cia|ble re|li|a|ble
3 re|spon|si|ble sen|si|ble
4 com|pe|ti|tive tal|ka|tive
a|ggre|ssive sen|si|tive
5 un|friend|ly in|se|cure
im|pa|tient i|mma|ture

b Listen again and answer the questions.

1 Is *-ous* pronounced /aʊs/ or /əs/?
2 Is *-able* pronounced /əbl/ or /eɪbl/?
3 Is *-ible* pronounced /əbl/ or /ɪbl/?
4 Is *-ive* pronounced /əv/ or /ɪv/?
5 Are *-ous* / *-able* / *-ible* / *-ive* stressed?
6 Are *un-* / *in-* / *im-* stressed?

8 LISTENING & SPEAKING





a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?

b (1 27)) Look at the cover of Linda Blair's book. Now listen to a journalist talking about it on a radio program. Complete the chart by writing four more adjectives of personality in each column.

Oldest children	Middle children	Youngest children	Only children
sensible	relaxed	outgoing	self-confident

c Compare with a partner. Then listen to the four sections one by one. Check your answers. What reasons or examples does the journalist give?

d Look at the completed chart above. In pairs, say...

...if you think it is true for **you** – and if not, why not?

...if you think it is true for **other people** you know (your brothers and sisters, friends, etc.)

9 WRITING

➤ **p.113 Writing** *A description of a person.* Write a description of a friend you know well.

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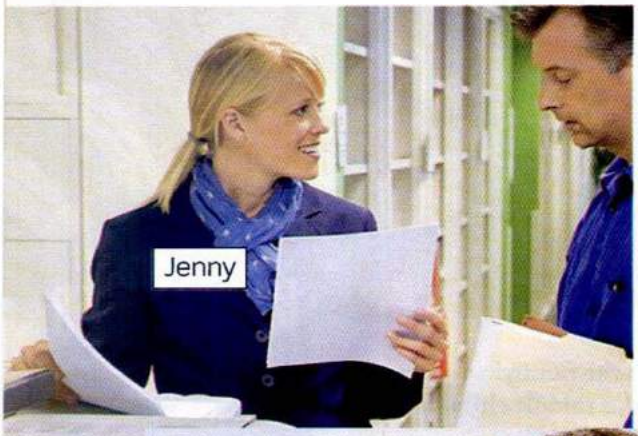
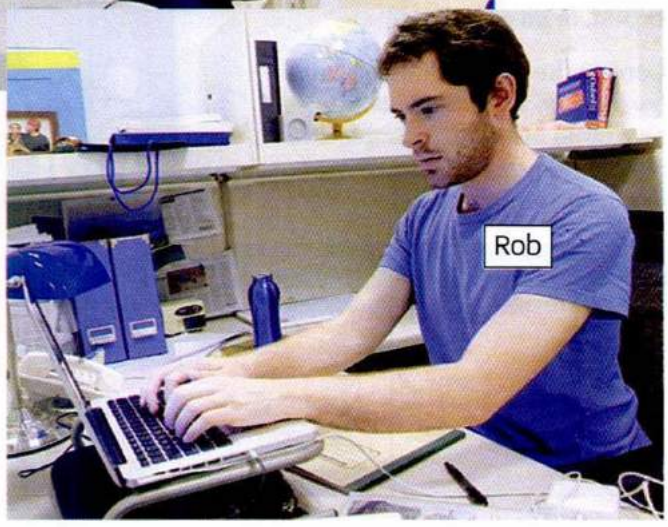
Practical English Meeting the parents

EPISODE 1

1 VIDEO INTRODUCTION

a Look at the photos. Describe Jenny and Rob.





b 1 28 Watch or listen to Jenny and Rob talking. Fill in the blanks.

Jenny Zielinski and Rob Walker work for a [1]_____ called *New York24seven*. She's American, and he's [2]_____. Rob came to New York a few [3]_____ ago. He had met Jenny when she went to [4]_____ on a work trip. They got along very well, and he was offered a job for a month in [5]_____. Later he was offered a [6]_____ job. Jenny helped Rob [7]_____ an apartment, and they are enjoying life in the US, although Rob misses his friends and [8]_____.

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

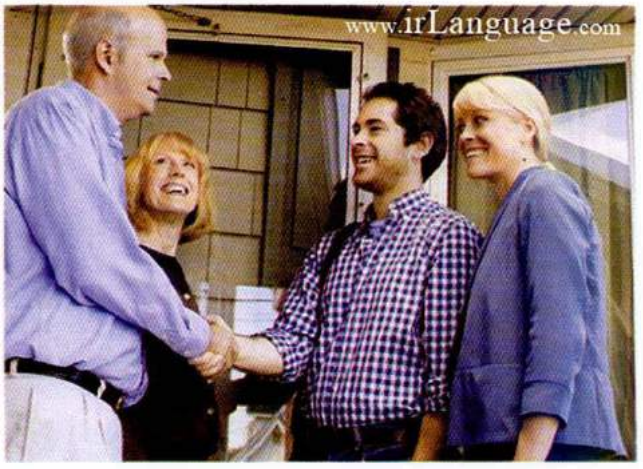
2 VIDEO REACTING TO WHAT PEOPLE SAY

a 1 29 Watch or listen to Jenny introducing Rob to her parents. What bad news does Rob have for Jenny? What good news does Jenny have for her parents?

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

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

1 Rob left the chocolates at the office.
2 Rob's desk is usually very neat.
3 It's the second time that Rob has met Jenny's parents.
4 Sally has prepared a big dinner.
5 Jenny's new job is managing director.
6 Jenny is going to be Rob's manager.



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c (1 30)) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

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

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

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

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

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

d (1 31)) Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

REACTING TO WHAT PEOPLE SAY

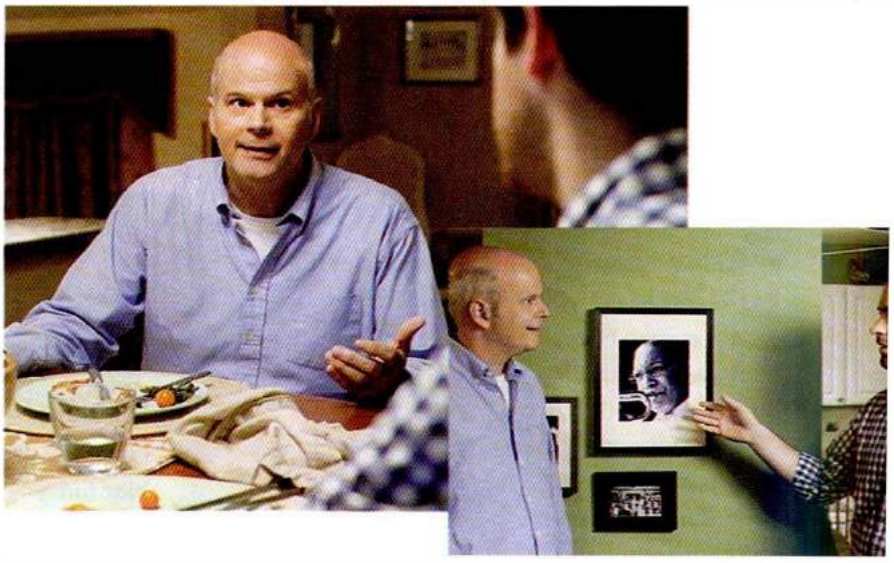
What you say when you hear...	
something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh, no! What a pity. Never mind.

How + adjective, What + noun
We often use *How* + adjective or *What* + noun to respond to what people say.
How interesting! How awful! How amazing!
What a pity! What a good idea! What terrible news!

e Practice the dialogues in **c** with a partner.

f ➤ **Communication** *How awful! How fantastic!* **A** *p.104* **B** *p.109.*

3 VIDEO HARRY FINDS OUT MORE ABOUT ROB



a (1 32)) Watch or listen to the after-dinner conversation. Does the evening end well or badly?

b Watch or listen again and answer the questions.

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

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

Social English phrases

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

d (1 33)) Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?
- ☐ react to good news, bad news, unexpected news, and interesting news
- ☐ introduce yourself and other people
- ☐ use phrases that give you time to think, e.g., *you know, I mean*, etc.

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Have you paid the phone bill yet?

Yes, I paid it yesterday.

2A Spend or save?

1 VOCABULARY money

a (1.34) Listen to a song about money. Fill in the blanks with phrases A–G.

A a material world
B comes with a fee
C foot the bill
D for free
E paper or plastic
F shopping sprees
G with money

b Listen again and read the lyrics. Which phrase (A–G) means...?

1 _____ rich
2 _____ cash or credit cards
3 _____ you have to pay for it
4 _____ pay the bill
5 _____ that you don't have to pay for
6 _____ buying a lot of things at one time
7 _____ a consumer society

c What do you think the song is saying? Do you think it is...?

- very cynical
- sad, but sometimes true
- offensive to women (and men)

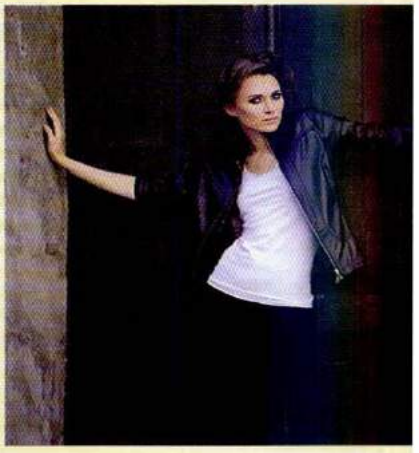
d ➤ p.154 Vocabulary Bank *Money*.

Girls & Boys

Educated, [1]____
He's well-dressed
Not funny
And not much to say in
Most conversations
But he'll [2]____ in
All situations
'Cause he pays for everything

Girls don't like boys, girls like cars and money
Boys will laugh at girls when they're not funny

[3]____
Don't matter
She'll have it
Vacations
And [4]____
These are a few
Of her favorite things
She'll get what she wants
If she's willing to please
His type of girl
Always [5]____
Hey, now, there's nothing [6]____



Girls don't like boys, girls like cars and money
Boys will laugh at girls when they're not funny
And these girls like these boys like these boys like these girls
The girls with the bodies like boys with Ferraris
Girls don't like boys, girls like cars and money

All of these boys, yeah get all of these girls
Losing their souls in [7]____

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2 PRONUNCIATION the letter *o*

a Can you remember which word rhymes with *money* in the song *Girls & Boys*?

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

clothes dollar done honest loan money go
nothing owe shopping some sold won

c 1 38 Listen and check.

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

afford order worth organized mortgage store work

e 1 39 Listen and check.

f Practice saying these sentences.

Let's go shopping for clothes.
Can I borrow some money?
He won a million dollars.
They can't afford to pay the mortgage.
I work in a store.
I've done nothing wrong.

3 READING & SPEAKING

a Read the questionnaire and choose your answers.

b Compare your answers with a partner. Say why.

c ➤ **Communication** *Spender or saver? p.104.* Find out if you are a spender or a saver.

4 LISTENING

a 1 40 Listen to six people answering the question *Are you a spender or a saver?* How many are savers?

b Listen again and match speakers 1–6 with A–F. Who…?

A ☐ always has money in the bank
B ☐ often ends up with no money
C ☐ thinks he / she is careful with money, but not cheap
D ☐ enjoys spending money on his / her hobby
E ☐ can save money if he / she needs to
F ☐ prefers to live now than worry about the future

ARE YOU A SPENDER OR A SAVER?

1 You go shopping and you see something very expensive that you really want, but can't afford. You…

a buy it with your credit card. You can worry about the bill next month.
b already have some money in the bank and plan to save for a couple of weeks and then buy the thing you want.
c borrow the money and agree to pay back a small amount every week.

2 You get $100 for your birthday. You…

a spend some of it and save some.
b go straight to a shopping mall and spend it all.
c put all of it in your bank account until you know what you want to spend it on.

3 Do you always know how much money you have, how much money you have spent, and on what?

a Yes. I'm very organized and know exactly what I have and what I've spent.
b No. I have no idea. When I have money, I usually just spend it.
c I usually have a rough idea about what I spend my money on.

4 You borrowed some money from a friend, but you don't think that you'll be able to pay it back by the time you promised to. You…

a don't worry about it. Hopefully your friend will forget about it, too!
b figure out how much money you have and how much you owe. You speak to your friend and explain the situation and offer to pay the money back in small installments.
c talk to your friend and promise that you'll pay him / her back, but it might take a little longer than you first thought.

5 You have a friend who often borrows money from you and never pays you back. He / She wants to borrow $50. You…

a lend him / her the money. You can afford it, and it doesn't matter if you don't get it back.
b say no; he / she owes you too much already.
c lend the money, but explain that it is the last time, until he / she has paid back this loan.

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5 GRAMMAR present perfect and simple past

a Read the conversation. What are they arguing about?

b 1.41 Read the conversation again, and put the verbs in the present perfect or the simple past. Then listen and check.

David I [1] *haven't seen* (see) those shoes before. Are they new?
Kate Yes. I [2] _____ (just buy) them. Do you like them?
D They're OK. How much [3] _____ they _____ (cost)?
K Oh, not much. They [4] _____ (be) a bargain. Under $100.
D You mean $99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes right now.
K Why not?
D [5] _____ you _____ (see) this?
K No. What is it?
D The phone bill. It [6] _____ (come) this morning. And we [7] _____ (not pay) the electricity bill yet.
K Well, what about the iPad you [8] _____ (buy) last week?
D What about it?
K You [9] _____ (not need) a new one. The old one [10] _____ (work) just fine.
D But I [11] _____ (need) the new model.
K Well, I [12] _____ (need) some new shoes.

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

1 for a completed action in the past _____
2 for recent actions when we don't ask / say exactly when _____

d ➤ **p.134 Grammar Bank 2A.** Learn more about the present perfect and simple past, and practice them.

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

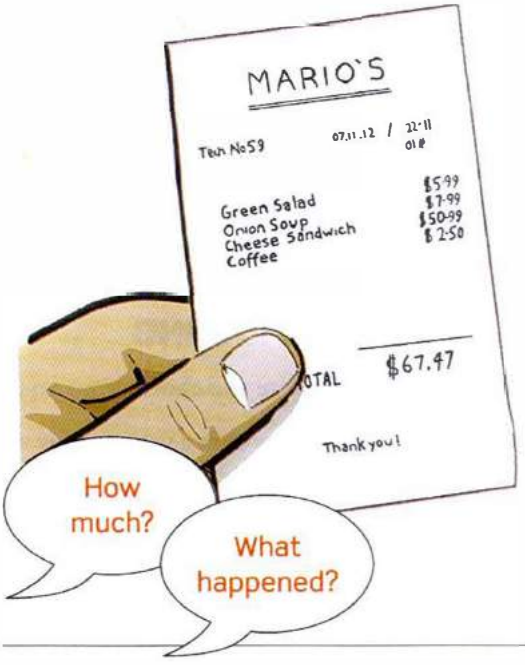
HAVE YOU EVER...?

- bought or sold something on eBay or a similar site
- lost a credit card or your wallet
- saved for something for a long time
- wasted money on something you've never used

- won any money (e.g., in a lottery)
- lent money to someone who didn't pay you back

When?

- bought something online and then discovered that it was a scam
- been charged too much in a restaurant



Have you ever bought or sold something on eBay? — *Yes, I sold my old computer.*

Who did you sell it to? How much did you sell it for?

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6 READING & SPEAKING

a In pairs, answer the questions. Give as much information as you can.

1 Think of two people you know personally or have heard of who are very rich. Did they...?
   a earn their money (how?)
   b inherit their money (who from?)
   c win it (how?)

2 If they earned their money, was it because...?
   a they were very lucky
   b they worked very hard
   c they had a special talent

b Now read an interview with a billionaire. How did he become so rich? Why is his success surprising? What does he do to help homeless people?

c Now read the interview again and number the events in the order in which they happened.

A ☐ He was homeless again.
B ☐ He delivered newspapers.
C ☐ An investor didn't give him the money he had promised him.
D ☐ He sold encyclopedias from door-to-door.
E ☐ He left his wife.
F ☐ He was homeless.
G [1] He sold Christmas cards from door-to-door.
H ☐ He started a hair product company with $700.
I ☐ He was able to pay his bills on time.

d What do you think you can learn from John's story?

e Look at the highlighted words and phrases related to money and business. With a partner, try to figure out the meanings from context.

f Complete the questions with one of the highlighted words and phrases. Then ask and answer the questions with a partner.

1 What *brand* of hair product do you use? How long have you used it?
2 Do you know anybody who sells encyclopedias or other products _____? What does he / she sell? Does he / she enjoy his/ her job?
3 If you needed a _____ to lend you money to start a business, who would you ask? Why?
4 Have you ever experienced _____ from a boss, a teacher, etc.? How did you feel?
5 Do you know anybody who has tried to succeed in a difficult career (like acting), but who hasn't _____ yet? Is he / she still trying, or has he / she given up?

FROM THE STREETS TO SUCCESS!

John DeJoria, an American billionaire businessman, owns several companies, including John Paul Mitchell Systems, a successful brand of hair products. However, DeJoria was not always wealthy. He was the second son of immigrant parents and grew up in a very poor area of Los Angeles, California. Before forming his hair product company with only $700, he was a street gang member for some of his youth, he then worked at low-paying jobs including encyclopedia salesman, janitor, and insurance salesman, and he was homeless twice. DeJoria's selfmade rise is an inspiring story.

As a child, you were fairly entrepreneurial, weren't you?
My first job, at 9 years old, was selling Christmas cards door-to-door. At 10 years old, my brother and I had paper routes. We got up at 4 o'clock a.m., folded the papers, and delivered them, and then got ready for school.

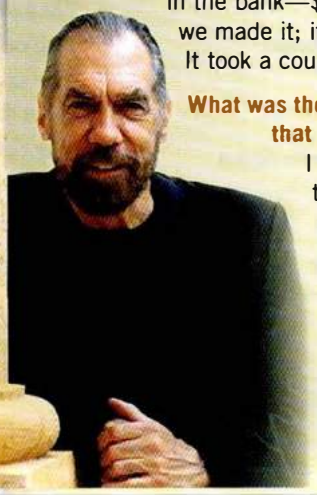
As you got older, you continued to work. Is that right?
The job that was one of the most influential experiences you can imagine was door-to-door selling encyclopedias. Doors literally slam in your face—maybe 30, 40 doors before the first customer will actually talk to you and let you in.

You've been homeless, haven't you?
Twice. Once, when I was about 22 years old. The other time was when I started John Paul Mitchell Systems in 1980. I wasn't getting along with my wife at the time. So I had left and had given her all the money. We had a backer for John Paul Mitchell Systems putting in a half-million dollars. That money was supposed to arrive that day. I never got a penny. So I just slept in my car. And I slept in my car for the first two weeks when I started the company. So we started with humble beginnings.

Do memories of the streets motivate you?
It sure makes you very appreciative of what you have in your life. Those who are homeless—like people with kids who are homeless—I really have a heart for. So I participate in a lot of charitable organizations that take the homeless off the streets.

What are the biggest problems you've faced in business?
The biggest problem is rejection. Any business you start, be ready for it. The difference between successful people and unsuccessful people is that the successful people do all the things the unsuccessful people don't want to do. When 10 doors are slammed in your face, go to door number 11, with a smile.

When did you know you had made it?
I was in business two years, and we were able to pay every single bill on time. We had a couple of thousand dollars in the bank—$4,000, to be exact. And we said, "Man we made it; it's all downhill now." It was really hard. It took a couple years.



What was the first thing you bought yourself at that point?
I went to a restaurant. This is the first time I said I'm going to order off the left side of the menu, not the right side. The right side is where the prices are. Carne asada, guacamole, whatever I wanted. I didn't even look at the prices. That, to me, was a pretty big deal.

Adapted from Entrepreneur.com

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G present perfect + *for / since*, present perfect continuous
V strong adjectives: *exhausted, amazed, etc.*
P sentence stress, stress on strong adjectives

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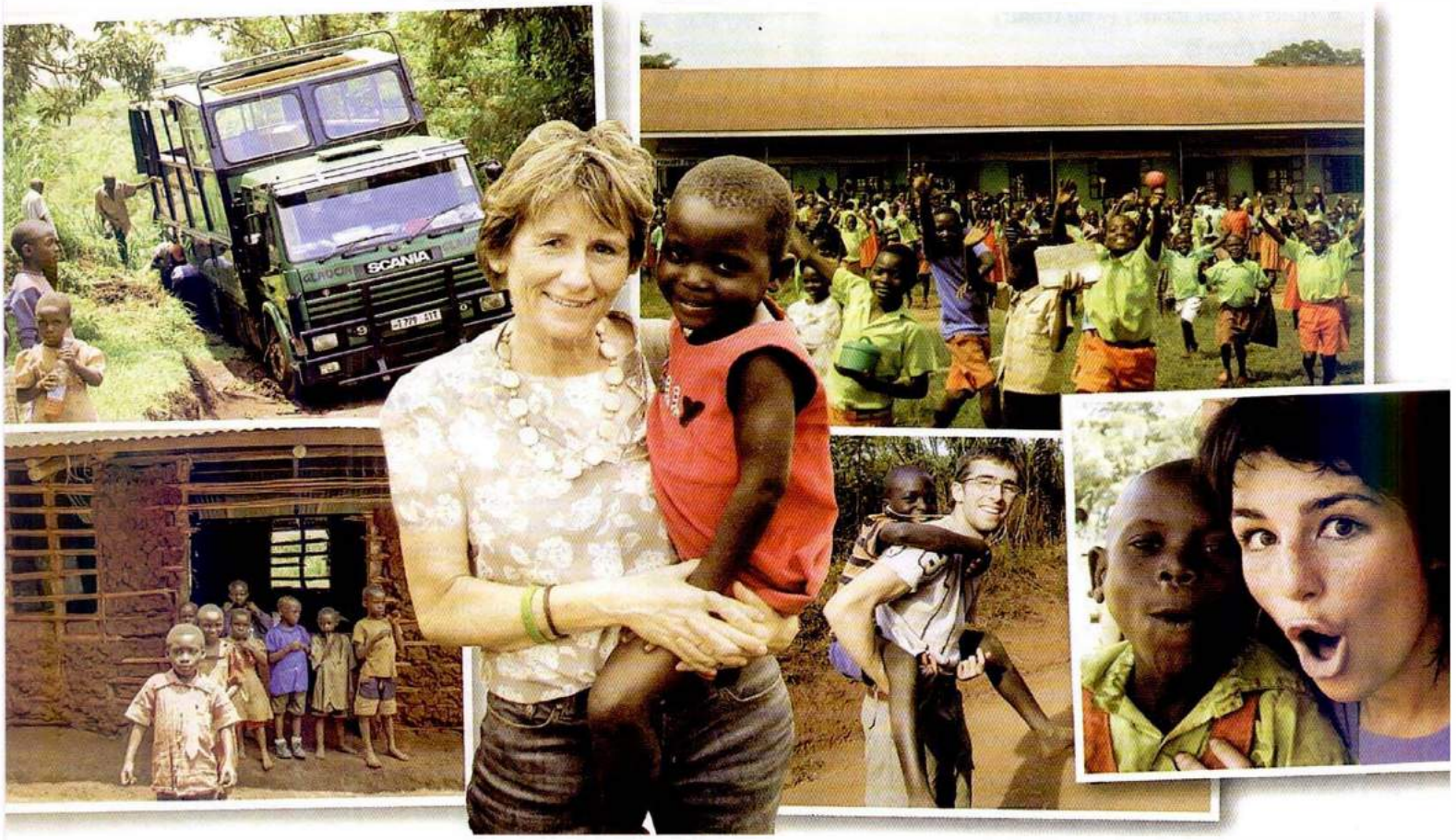
How long have you been working here?

For a long time! Since 2001.

2B Changing lives



1 LISTENING

a Look at the photos. Where do you think they were taken? What can you see in each photo?

b (1.45) You are going to listen to an interview with Jane, talking about a trip she took in 2008. Listen to **Part 1**. Where did she go? What did she decide to do after the trip?

c Listen again. What does Jane say about:

1 her normal job
2 the vacation to Uganda
3 what happened when the lorry broke down
4 the condition of the school
5 the children
6 what the headmaster asked her for

Glossary
holiday *BritE* for vacation
lorry *BritE* for truck
headmaster *BritE* for principal

d (1.46) Now listen to **Part 2**. Correct the wrong information in these sentences.

1 Jane's son chose the name *Adelante África*, which means "Go forward, Africa" in Spanish.
2 The new school opened in 2012.
3 Today the school has 75 children.
4 *Adelante África* has also been trying to improve the children's English.
5 They are building a home for the teachers.
6 Two of Jane's children have been helping in Uganda.
7 Jane says the school has changed children's lives because it has given them an education.
8 Jane thinks that she gives more than she gets.
9 The website has a video Jane's daughter took of her teaching the children.

e Compare your answers with a partner. Then listen again to check.

f Do you know anybody like Jane who does a lot of work for a charity? What do they do?

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

a Match the questions and answers.

1 How long has Jane been a writer? ____
2 How long has *Adelante África* had a website? ____
3 How long has she been working for *Adelante África*? ____

A Since 2008.
B For about 22 years.
C For four years.

b Answer with a partner.

1 Are the three questions and answers in **a** about…?
   a a period of time in the past
   b a period of time from the past until now
   c a period of time in the present
2 What's the difference in form between the first two questions and question 3?

c ➤ p.135 Grammar Bank 2B. Learn more about the present perfect with *for / since* and the present perfect continuous, and practice them.

3 PRONUNCIATION sentence stress

a 1.49 Listen once and try to write down the stressed words in the large pink rectangles.

1 *How* *long* *learning* *French* ?
2 .
3 ?
4 .
5 ?
6 .

b Look at the stressed words and try to remember what the unstressed words are. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d 1.50 Listen and make questions.

It's snowing. *How long has it been snowing?*

4 SPEAKING

a Look at the circles, and write something in as many as you can.

b Compare circles with a partner. Ask your partner at least three questions about the things he or she has written. One question must be *How long have you…?*

How long have you been using Twitter? — *For about a year.*

Do you write things on it or do you just read other people's tweets?

Why did you buy a Nissan Juke? — *Because it's small, and it's very "green."*

How long have you had it?

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5 READING & LISTENING

a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?

b You're going to read an article about Helen Skelton, who agreed to kayak down the Amazon for charity. Read the introduction and answer the questions.

1 What did Helen do last year for charity?
2 What is she hoping to do this year?
3 What is dangerous about the trip?
4 What experience does she have?

c Before you read the texts of Helen's first three phone calls, imagine what kinds of problems you think she had on her trip. Then read and check. Were you right?

d 1.51 Read **Phone calls 1–3** again and fill in the blanks with the correct word. Then listen and check.

1	a in front	b behind	c back
2	a freezing	b hot	c boiling
3	a exhausted	b angry	c lost
4	a down	b up	c over
5	a long	b wide	c short
6	a ice cream	b coffee	c chocolate
7	a sleep	b paddle	c rest
8	a boring	b interesting	c worrying
9	a being	b feel	c feeling
10	a sick	b well	c hard

e 1.52 Now listen to the rest of Helen's trip down the Amazon. Did she manage to finish?

f Listen again. Then answer the questions.

Phone call 4

1 Why hasn't she had any music for three days?
2 What does she do to pass the time?
3 Why didn't she celebrate reaching the halfway point?

Phone call 5

4 What have been driving her crazy this week?
5 What wildlife has she seen?
6 Why is she starting to feel a little sad?

The 6:00 news

7 How many miles did she do altogether?
8 How long did the trip take?
9 What did Helen miss?
10 What is the first thing she is going to do when she gets home?

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

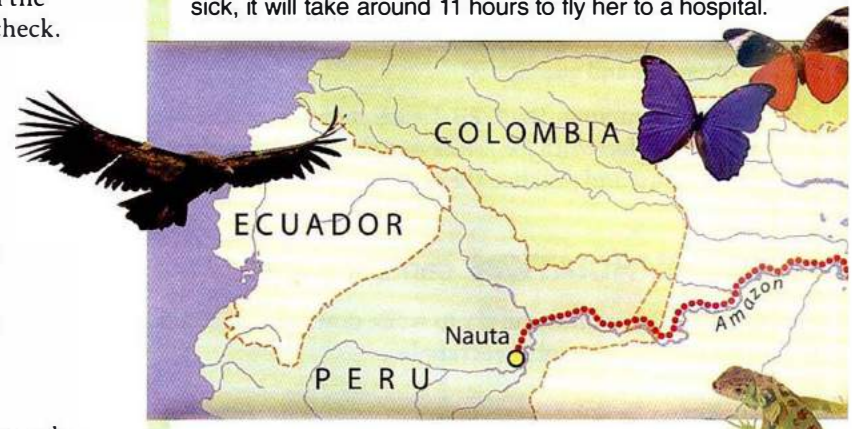
TV host's Amazon

Helen Skelton hopes to become the first woman to kayak down the Amazon River.

Helen Skelton is a 26-year-old TV host of *Blue Peter*, a show for young people. She has never been afraid of a challenge. Last year, she became the second woman to complete the 78-mile Ultra Marathon in Namibia, running the three consecutive marathons in 23 hours and 50 minutes. But when *Blue Peter* decided to do something to raise money for the charity Sports Relief (which sponsors projects around the world), Skelton said that she wanted an even bigger challenge. So they suggested that she kayak 1,998 miles down the Amazon from Nauta in Peru to Almeirim in Brazil.

This is a very risky trip. There are no roads and no towns, only rainforest and the river (which is sometimes more than 24 miles wide and infested with crocodiles). If she gets sick, it will take around 11 hours to fly her to a hospital.

Adapted from The Telegraph website



Phone call 1

"Everything went wrong. I only managed half a day on Wednesday, the first day, and on Thursday we started late, so I'm already [1]_____. I've been suffering from the heat. It's absolutely [2]_____, and the humidity is 100% at lunchtime. I went the wrong way, and I had to paddle against the current. I was [3]_____! They asked me 'Do you want to give [4]_____?' but I said, 'No!' Because I've also been having a wonderful time! There are pink dolphins – pink, not gray – that come close to the boat. I think that if I can do 62 miles a day, then I can make it."

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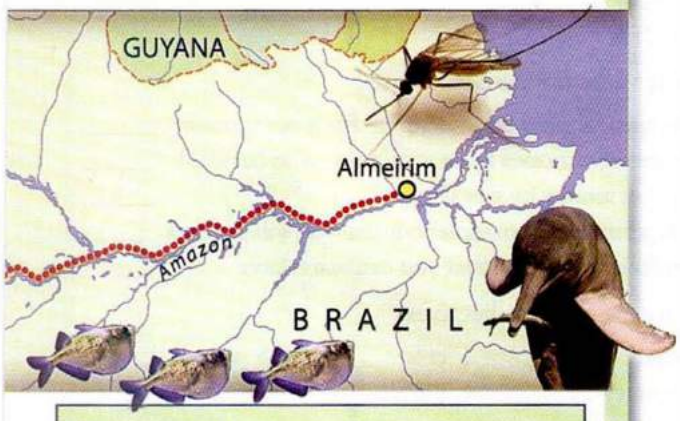
challenge

Helen has only been kayaking once before in her life, so she has been training four hours a day. Last week, she arrived at the Amazon in Peru. After two days of kayaking, she made the first of her phone calls.



Phone call 2

"I've been on the Amazon for a week now, and I've been paddling for six out of the seven days. The river is incredibly [5]____, and it's very hard to paddle in a straight line. The water is so brown that I can't see my paddle once it goes under the surface. It looks like melted [6]____. I start at 5:30 in the morning, and I [7]____ for at least 10 hours, from 5:30 a.m. until dark, with only a short break for lunch. My hands have been giving me problems – I have big blisters. I now have them bandaged in white tape.

I'm usually on the water for at least 10 hours; it's [8]____ at times, and exciting at others. I listen to music on my iPod. I've been listening to *Don't Stop Me Now* by Queen to inspire me!"

Phone call 3

"I haven't been [9]____ very well this week. The problem is heat exhaustion. They say it's because I haven't been drinking enough water. I've been traveling 62 miles a day, which is my target. But yesterday after 52 miles, I was feeling [10]____, and my head was aching, and I had to stop and rest."

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6 VOCABULARY & PRONUNCIATION

strong adjectives

Strong adjectives
Some adjectives have a strong meaning, e.g.,
I had to paddle against the current. I was ***exhausted!*** (= very tired)
I've had a ***fantastic*** *time!* (= very good)
With strong adjectives you can use *absolutely* or *really*, but NOT ~~very~~.
I've been suffering from the heat. It's ***absolutely boiling.*** NOT ~~very boiling~~.

a Complete the sentences with a regular adjective.

1 **A** Was Lisa's father *angry* about the car?
B Yes, he was **furious**!
2 **A** Is Oliver's apartment _____?
B Yes, it's really **tiny** – just a bedroom and a living room.
3 **A** Are you _____ of flying?
B Yes, I'm **terrified**! I never fly anywhere.
4 **A** Was the food _____?
B Yes, it was **delicious**.
5 **A** Are you very _____?
B I'm **starving**! I haven't eaten all day.
6 **A** Is your parents' house _____?
B It's **enormous**. It has seven bedrooms.
7 **A** Was it _____ in Moscow?
B It was **freezing**! Minus 20 degrees.
8 **A** Was Jack's kitchen _____?
B It was **filthy**. It took us three hours to clean it.
9 **A** Are your parents _____ about the wedding?
B They're **excited**. In fact, they want to pay for everything!
10 **A** Was the movie _____?
B It was **hilarious**. We laughed all the way through.
11 **A** Are you _____ you locked the door?
B I'm **positive**. I remember turning the key.
12 **A** Were you _____ to hear that Ted is getting married?
B I was absolutely **amazed**! I never thought it would happen.

b 1.53 Listen and check. How are the strong adjectives pronounced? Practice the dialogues in pairs.

c ➤ **Communication** *Are you hungry?* **A** *p.104* **B** *p.109.*

d Ask and answer with a partner. Ask for more information.

1 Have you ever been swimming in a place where the water was absolutely freezing?
2 Is there anything that makes you furious about car drivers or bike riders in your country?
3 Are there any animals or insects that you're terrified of?
4 What's the most delicious meal you've had recently?
5 Is there a comedian or a comedy series on TV in your country that you think is absolutely hilarious?

7 WRITING

➤ **p.114 Writing** *An informal email.* Write an informal email to thank somebody you have been staying with and to tell him or her what you have been doing recently.

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1&2 Review and Check

GRAMMAR

Circle a, b, or c.

1 My sister _____ fish or seafood.
a doesn't like b don't like c doesn't likes

2 I have a quick breakfast because _____ in a hurry.
a I usually b I usually am c I'm usually

3 I _____ TV when I'm having a meal.
a never watch b don't never watch
c am never watching

4 I usually drink a lot of diet soda, but right now _____ to cut down.
a I try b I'm trying c I'm triing

5 _____ any brothers or sisters?
a Are you having b Are you have c Do you have

6 What _____ when you graduate from school?
a you are going to do b are you going do
c are you going to do

7 I can't see you this evening because _____ some friends.
a I'm meeting b I meet c I'll meet

8 **A** Would you like something to drink?
B Yes, _____ some orange juice, please.
a I have b I'm having c I'll have

9 **A** I can't open this jar.
B _____ help you.
a I'll b I'm c I'd

10 That's a pretty dress. Where _____ it?
a have you bought b did you buy
c did you bought

11 _____ good at saving money.
a I've never been b I haven't never been
c I've never

12 I got $50 for my birthday, but I _____.
a didn't spend it yet b haven't spent it yet
c yet I haven't spent it

13 I've had this computer _____.
a for about three years b since about three years
c for about three years ago

14 **A** How long _____ in Paris?
B Since last March.
a is he living b has he living c has he been living

15 _____ the same gym for five years.
a I'm going to b I've been going to c I go to

VOCABULARY

a Circle the word that is different.

1	shrimp	mussels	duck	squid
2	lamb	crab	beef	meet
3	cherry	pear	peach	beet
4	raspberry	cucumber	pepper	cabbage
5	fried	baked	chicken	roast

b Write the opposite adjective.

1 honest _____
2 cheap _____
3 selfish _____
4 hardworking _____
5 quiet _____

c Write verbs for the definitions.

1 to spend money on something that is not necessary _____
2 to receive money from somebody who has died _____
3 to get money by working _____
4 to get money from somebody that you will pay back _____
5 to keep money so that you can use it later _____

d Write the strong adjectives.

1 tired _____
2 hungry _____
3 cold _____
4 dirty _____
5 angry _____

e Complete the phrasal verbs.

1 Let's eat _____ tonight. I don't feel like cooking.
2 I'm allergic to milk, so I have to cut _____ dairy products from my diet.
3 We live _____ my salary. My wife is unemployed.
4 I'll lend you the money if you promise to pay me _____.
5 I took $200 _____ of my bank account.

PRONUNCIATION

a Circle the word with a different sound.

1	peach	steak	beef	steamed
2	money	shop	positive	honest
3	roast	sociable	owe	account
4	filthy	bill	tiny	chicken
5	afford	force	worth	organized

b Underline the stressed syllable.

1 sal|mon
2 in|vest
3 i|mma|ture
4 de|li|cious
5 sen|si|ble

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. When did Bill Morgan's luck change?

When bad luck becomes good luck!

You've had a lot of bad luck in the past—a bad accident and some frightening health problems. Does that keep you from doing things in the future that involve luck, like buying a lottery ticket?

Anyone who has bought a ticket for the $500-million US Powerball jackpot can only dream of having as much luck as Australian truck driver Bill Morgan. In case you've never heard of Bill Morgan, his story actually begins with some very bad luck. First, he was almost crushed to death by a truck accident at work. The accident did not kill him, but it did leave Bill with a heart condition. When he was given medication for the heart condition, Bill had an allergic reaction that caused a powerful heart attack, which left him clinically dead for 14 minutes. After being revived by doctors, Morgan slipped into a coma for 12 days. During this time, his family was advised to unplug his life support system not once, but twice. Bill's luck began to change when he unexpectedly woke up from the coma without any permanent damage. Bill's bad luck was ending and his heartwarming story was just beginning.

After getting better, the 37-year-old Morgan found a new, higher-paying job, and asked his long-time friend, Lisa Wells, to marry him. Lisa said yes. A week later, Morgan bought a scratch-off lottery ticket at his local newsstand. Bill scratched the ticket off and realized he had just won a brand new car! A local TV news station was so amazed by Bill's story that they sent a crew to do a human interest story on Bill and his lucky streak. The news crew thought it would be fun to re-create Bill's buying and scratching off the ticket right on camera. No one could have predicted what happened next. The ticket Bill bought for the re-enactment ended up being a $250,000 winner! And the best part is, it all happened on live TV (almost causing another heart attack).

Adapted from celebritynetworth.com

b Read the article again. Mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 Bill had a dream about winning the lottery.
2 Bill's heart condition was caused by the accident.
3 Bill was in a coma for 14 days.
4 Bill's new job was in an office.
5 The news crew bought Bill's lottery ticket for the re-enactment.
6 Winning $250,000 did not cause Bill to have another heart attack.

c Choose five new words or phrases from the article. Check their meaning and pronunciation, and try to learn them.

VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

54 **On the street** Watch or listen to five people and answer the questions.

Max Andrew Samantha Zenobia Skylar

1 Max says he _____.
   a often made brownies for his sister in the past
   b doesn't mind sharing his brownies with friends who are also feeling down
   c hasn't eaten brownies in a long time
2 Andrew likes Asian restaurants because_____.
   a he doesn't like cooking
   b it's cheaper than eating at home
   c he can't cook that type of food at home
3 Samantha and her brother_____.
   a talk to each other a lot b don't like each other at all
   c don't like each other as much after spending a lot of time together
4 Zenobia buys a bag _____.
   a if it's cheaper than usual b every three months
   c if she needs a new one
5 Skylar took part in a charity event _____.
   a when she was 15 b for people who are sick with cancer
   c that raised money for captains

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Check (✓) the box if you can do them.

Can you...?

1 ☐ describe your diet and the typical diet in your country, and say how it is changing
2 ☐ agree or disagree with the following statement, and say why: *Our favorite food is usually something we liked when we were children.*
3 ☐ describe members of your family, saying what they look like and what they are like
4 ☐ describe some of your plans and predictions for the future (e.g., your education, your family life)
5 ☐ ask and answer the following questions:
   - Have you ever won any money? How much did you win? What did you do with it?
   - How long have you been learning English? Where did you first start learning?

VIDEO **Short movies** Goodwill Industries
Watch and enjoy the movie.

Online Practice

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irLanguage

G comparatives and superlatives
V transportation
P /ʃ/, /dʒ/, and /tʃ/, linking

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What's the best way to get around New York City?

Probably the subway, although taxis are more comfortable.

3A Race across Miami

1 VOCABULARY & SPEAKING
transportation

a In pairs, can you think of four different forms of public transportation in towns and cities in your country?

b ➤ **p.155 Vocabulary Bank** *Transportation.*

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

a 2 4 Look at the pictures. What are the words and sounds? Listen and repeat.

b Write three words from the list in each column.

adventure bridge catch crash dangerous each rush station traffic jam

c 2 5 Listen and check. Practice saying the words.

d Look at the words in the columns. What are the typical spellings for these sounds? Go to the **Sound Bank p.167** and check.

e 2 6 Listen to the pairs of words. Can you hear the difference? Practice saying them.

/tʃ/ and /dʒ/
1 a cheap b jeep
2 a chain b Jane
3 a choke b joke

/ʃ/ and /tʃ/
4 a ship b chip
5 a shoes b choose
6 a wash b watch

f 2 7 Listen and circle the word you hear.

g 2 8 Listen and write five sentences.

3 READING & LISTENING

a You are going to read about a race that the car show *Top Gear* organized across the US state of Florida. Read the introduction and answer the questions.

1 Where do they have to go from? Where to?
2 What are the three methods of transportation?
3 Which one do you think will be the fastest? Why?
4 In what order do you think the other two will arrive? Why?

TopGear Challenge
What's the fastest way to get across Florida?

On *Top Gear*, a very popular TV series about cars and driving, they decided to organize a race across Florida to find the quickest way to cross a busy state. The idea was to start from Miami, in the southwestern part of the tip of Florida, and to finish the race at the southern-most point of the US, Key West, a trip of 160 miles. Three possible forms of transportation were chosen: a motorboat, a car, and a combination of transportation. One of the show's hosts, **Rutledge Wood**, took the **motorboat** and his colleague **Adam Ferrera** took the **car** (a 2010 Lotus Evora). **Tanner Foust** took **different kinds of transportation**. His trip involved getting a taxi to the airport where he flew in a seaplane. Then he rented a scooter.

They set off from Jones Boat Yard on the Miami River...

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Rutledge in the motorboat

His trip began in the Miami River. For the first hour there was a speed limit of 7 miles an hour because of the enforced no-wake zone in the river. Once the boat passed through Biscayne Bay and went under the Rickenbacker Bridge, he entered open water. Rutledge increased the boat's speed to over 90 miles an hour and made up the time he lost on the Miami River. Approximately 60 miles from the finish line, Rutledge was ahead of Adam and Tanner, but he had to stop for gas if he wanted to reach the finish line in Key West. In the 15 minutes it took to refuel the boat, Adam passed Rutledge in the car and took the lead. Once Rutledge was back on the open water, there were a lot of big waves, but he was able to pass Adam near Seven Mile Bridge just outside of Key West. Unfortunately for both Rutledge and Adam, Tanner flew over both of them in the seaplane at about the same time. Now Tanner was in the best position to win. Each racer was only miles from the finish line in Key West. Who would win?

Adam in the car

Adam started off OK. He wasn't driving fast because he was going the speed limit. However, after an hour, Adam decided that he was going too slowly. He increased his speed to 75 miles an hour—20 miles an hour over the speed limit. As Adam passed through a small town, he was stopped by the police! They were angry that Adam was speeding, and it meant that Adam lost many valuable minutes! Another problem Adam had was that his GPS was programmed to give directions in Spanish instead of English. This made finding his way to Key West difficult. As Adam finally approached Key West, the traffic was getting worse. He was worried about getting stuck so close to the finish line. Only three miles to go…

b Now read about the trips by motorboat and car. Do you still think your predictions in **3a** are right?

c Read the two trips again and answer the questions with **R** (Rutledge) or **A** (Adam).

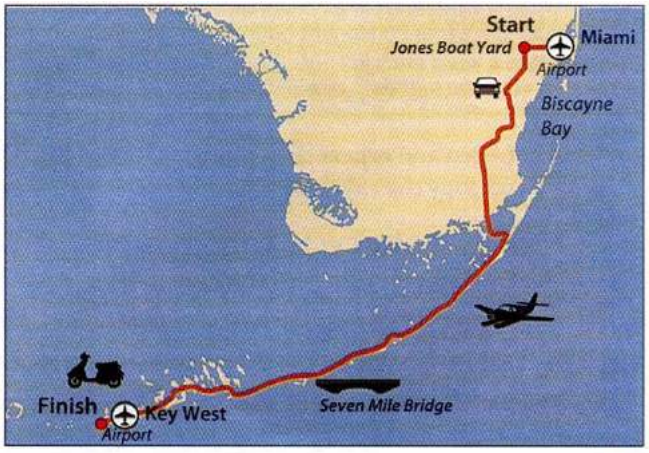
Who…?

1 ☐ went much faster in the later part of his trip
2 ☐ did something illegal
3 ☐ went more slowly in the later part of his trip
4 ☐ had to stop for more gas
5 ☐ couldn't understand the directions spoken by the GPS
6 ☐ was in the lead for most of the race

d Look at the highlighted verbs and verb phrases. With a partner, figure out their meaning from context.

Tanner in the seaplane

e 2.9 Now listen to what happened to Tanner. Follow his route on the map.



f 2.10 With a partner, write down the order in which you now think the three people arrived. Now listen to what happened. What order did they arrive in?

g ➤ **Communication** *I'm a tourist – can you help me?* **A** *p.104* **B** *p.109.*

Glossary
1 mile the unit of distance used in the US and the UK (=1.6 kilometers); 160 miles = 257 kilometers
seaplane an airplane that can take off from the water or the land
no-wake zone an area of water where boats must travel slowly to avoid making waves

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4 GRAMMAR comparatives and superlatives

a Read the sentences. Are the highlighted phrases right or wrong? Write a check (✓) or an ✗ next to them and correct the wrong sentences.

1 ☐ What's the quicker way to get around Miami?
2 ☐ Driving is more boring than going by train.
3 ☐ The boat was almost as fast than the bike.
4 ☐ West Hollywood is the same distance from Los Angeles as South Gate.
5 ☐ There aren't as much trains as there were before on this line.
6 ☐ It was the more exciting trip I've ever taken.
7 ☐ The worst time of day to travel in New York City is between 7:30 a.m. and 9:30 a.m.
8 ☐ Women drive more careful than men.

b ➤ p.136 Grammar Bank 3A. Learn more about comparatives and superlatives, and practice them.

5 PRONUNCIATION linking

Linking
We often link words together in English, especially when we speak fast. We link words:
1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g., *more‿exciting*
2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g., *the fastest‿train*
3 when a word ends in or and the next word begins with or , e.g., *the biggest‿dog*

a 2.14 Listen and repeat the sentences. Try to link the marked words and copy the rhythm.

1 Riding‿a motorcycle‿is more‿exciting than driving.
2 The fastest‿train‿only takes‿an‿hour‿and‿a half.
3 It's more difficult‿to drive‿at night than during the day.
4 My father's worse‿at‿driving than my mother.
5 The most‿dangerous road‿in my town‿is the freeway.

b Talk to a partner. For each group of three things compare them using the **bold** adjective, i.e., for **1** decide which is the most dangerous, and then compare the other two. Say why.

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

I think riding a bike is the most dangerous because sometimes drivers don't notice bike riders. Riding a motorcycle is more dangerous than driving.

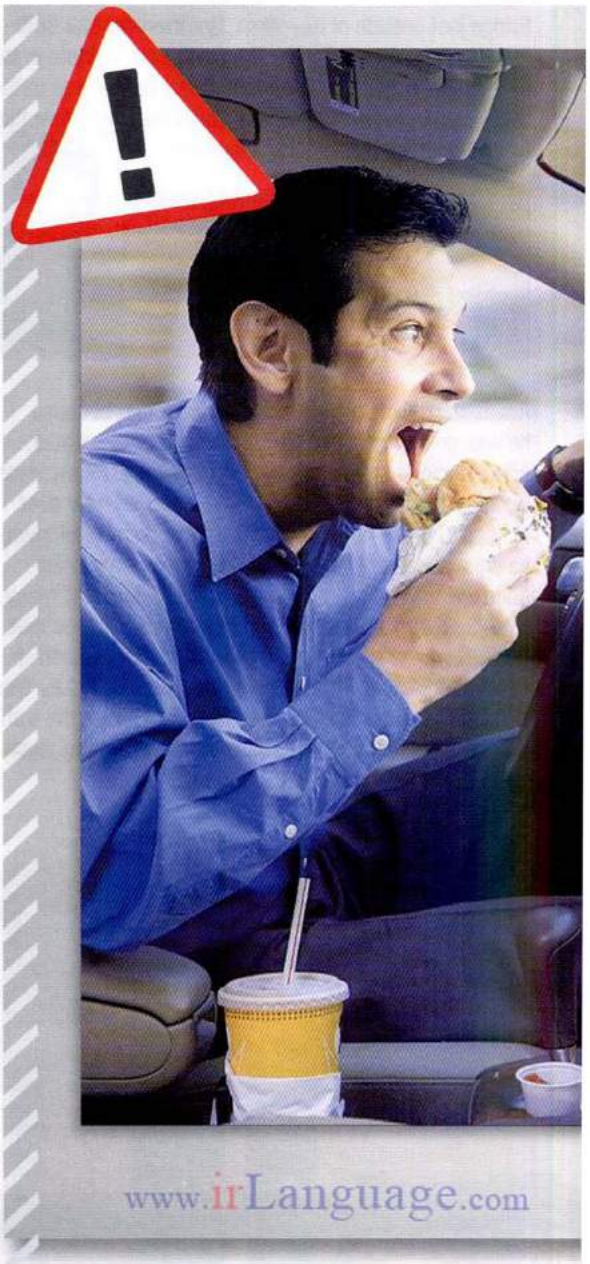
6 LISTENING

a Read the text and then talk to a partner.

1 Which of these things do you (or people you know) do when you are driving?
2 Which do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
3 Which one do you think is the least dangerous?

b 2.15 Now listen to a safety expert. Number the activities 1–7. Were your top three right?

c Listen again for more information about each activity and why it is dangerous.



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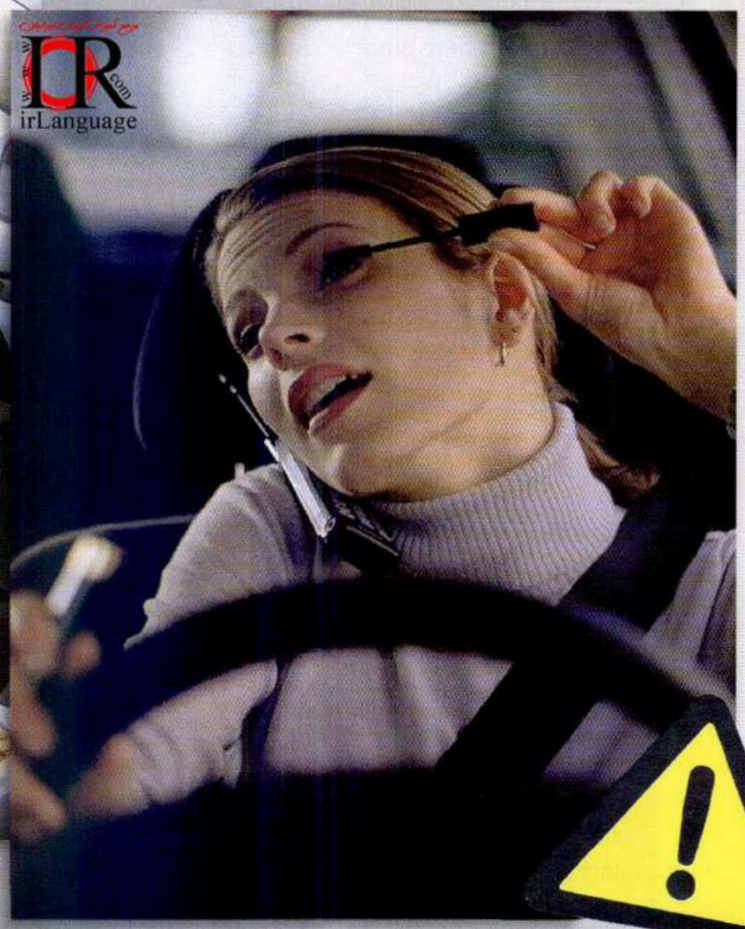
Which of these things is the most (and least) dangerous when you're driving a car?

A car magazine tested drivers in a driving simulator. The drivers had to drive in the simulator and do the things in the list below.

- Eating or drinking
- Talking on a cell phone (not hands free)
- Setting or adjusting a GPS
- Listening to your favorite music
- Listening to music you don't know
- Sending or receiving text messages
- Doing your hair or putting on makeup



7 SPEAKING

a Look at the statements below and decide whether you agree or disagree. Check (✓) the ones you agree with and put an ✗ next to the ones you disagree with. Think about your reasons.

- Slow drivers cause more accidents than fast drivers.
- People who drink and drive should lose their driver's license for life.
- Speed cameras do not stop accidents.
- Drivers who are over 70 are as dangerous as young drivers.
- Bike riders should have to wear helmets.
- The minimum age for riding a motorcycle should be 25.
- The speed limit on freeways should be lower.

b In groups, give your opinions about each statement. Try to use expressions from the box. Do you agree?

Agreeing and disagreeing

I agree / don't agree	with this. / with Juan.	
I think / don't think	you're / that's	right.
I completely / totally	agree. / disagree.	

8 WRITING

➤ p.115 **Writing** *An article for a magazine.* Write a magazine article about transportation in your town or city.

9 (2.16) SONG *500 Miles* ♫

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Do you think women talk more than men?

Yes, in general I think they probably do.

3B Stereotypes – or are they?

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1 READING & SPEAKING

a In pairs, answer the questions.

1 Are you a talkative or a quiet person?
2 Who is...?
   a the most talkative person in your family
   b the most talkative person you know
3 Do you think that, generally speaking, women are more talkative than men?
4 What topics do...?
   a men talk about more than women
   b women talk about more than men

b Look at the definition of *stereotype*. Then **A** read the article *Men talk just as much as women* and **B** read the article *Gossip with the girls?* Find answers to questions 1–4.

stereotype /ˈsteriətaɪp/ ***noun*** a fixed idea about a particular type of person or thing, which is often not true in reality. ➤ **stereotype** ***verb*** *In advertisements, women are often stereotyped as housewives.*

1 What was the stereotype that the researchers wanted to investigate?
2 Where was the research done?
3 How was the research done?
4 What did the research show?

c In pairs, tell each other about your article, using questions 1–4 to help you.

d Now read both articles again and look at the highlighted words and phrases, which are commonly used in articles about research. Match them with definitions 1–10.

1 *In fact* ___ *adverb* really
2 _____ *verb* make less
3 _____ usually do it
4 _____ *adverb* a little bit
5 _____ linking word used to connect or contrast two facts
6 _____ *verb* say that something is true
7 _____ as said or shown by somebody
8 _____ *verb* include several different things in addition to the ones mentioned
9 _____ *adverb* nearly
10 _____ not completely believed, doubted

e Which of the two pieces of research do you think is...?

1 more credible
2 more important
3 more surprising

Men talk just as much as women – can it really be true?

Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true. In the study, hundreds of college students were fitted with recorders, and the total number of words they used during the day was then counted.

The results, published in the *New Scientist*, showed that women speak about 16,000 words a day and men speak only slightly fewer. In fact, the four most talkative people in the study were all men.

Professor Matthias Mehl, who was in charge of the research, said that he and his colleagues had expected to find that women were more talkative.

GOSSIP WITH THE GIRLS? JUST PICK ANY ONE OF FORTY SUBJECTS

Women are experts at gossiping – and they often talk about trivial things, or at least that's what men have always thought. However according to research done by Professor Petra Boynton, a psychologist at University College London, when women talk to women their conversations are not trivial at all, and cover many more topics (up to 40) than when men talk to other men.

Women's conversations range from health to their houses, from politics to fashion, from movies to family, from education to relationship problems. Almost everything, in fact, except soccer. Men tend to talk about fewer subjects, the most popular being work, sports, jokes, cars, and women.

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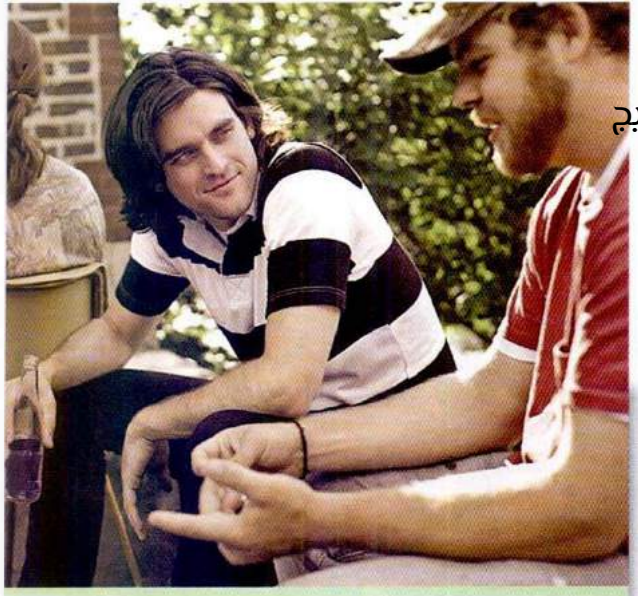

However, they had been skeptical of the common belief that women use three times as many words as men. This idea became popular after the publication of a book called *The Female Brain* (2006) whose author, Louann Brizendine, claimed that "a woman uses about 20,000 words per day, whereas a man uses about 7,000."

Professor Mehl accepts that many people will find the results difficult to believe. However, he thinks that this research is important because the stereotype, that women talk too much and men keep quiet, is bad not only for women but also for men. "It says that to be a good male, it's better not to talk – that silence is golden."

Adapted from the New Scientist

Professor Boynton interviewed over 1,000 women for her study. She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

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

Adapted from the Daily Mail website

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

a Complete 1–4 with *a / an, the*, or – (no article).

1 "Have you heard this joke? ____ hamburger and ____ French fry walk into a coffee shop. ____ waitress says, "I'm sorry. We don't serve ____ food here."
2 "I just read ____ article on ____ Internet about how eating ____ strawberries makes you look younger..."
3 "I'm sure there's something wrong between us because we never go out to ____ dinner or to ____ movies anymore."
4 "Did you watch ____ game ____ last night? I can't believe that ____ referee didn't see that it was ____ penalty..."

b According to the article *Gossip with the girls?*, who do you think would probably say 1–4, a man or a woman?

c ➤ **p.137 Grammar Bank 3B.** Learn more about articles and practice them.

3 PRONUNCIATION

/ə/, sentence stress, /ðə/ or /ði/?

a 2.20 Listen and repeat the sound and words.

a about anniversary complain credible problem talkative usually woman

b 2.21 Listen and repeat the sentences. Then practice saying them with the /ə/ sound.

1 What are we going to have for lunch today?
2 I'd like to see a good movie tonight.
3 Please stop complaining about the weather.
4 The woman in the kitchen is very talkative.
5 There's a problem with the computer.

c 2.22 Listen and underline five phrases where *the* is pronounced /ði/ (not /ðə/). Why does the pronunciation change?

the movies the end the other day the world the sun
the Internet the kitchen the answer the Earth

4 SPEAKING

Prove that the research in *Gossip with the girls?* is wrong! Work in pairs or small groups.

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

soccer cars computers

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

fashion shopping your family

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5 READING & LISTENING

a Do you think it is a stereotype that women are better than men at taking care of small children? Do you know any men who stay at home and take care of their children? How do they manage?

b Look at an illustration based on a new book about taking care of young children. Can you name some of the things in the picture?

c Read the beginning of an article about the book. Why did Neil Sinclair write it? In what way is it different from other books about raising children?

d 2.23 Listen to two men talking in the park about the book and mark the sentences **T** (true) or **F** (false).

1 Miranda is older than Stephen.
2 Miranda's father slept badly the night before.
3 Stephen's father recommends sleeping pills.
4 Stephen's father hasn't read *Commando Dad*.
5 He likes the website because he enjoys reading about other men's experiences.
6 Stephen's father really likes the book because it helps him and makes him laugh.
7 In *Commando Dad*, BT means Baby Trooper and Base Camp means the kitchen.
8 The author of *Commando Dad* thinks that women are only better than men when the baby is small.

e Listen again and correct the wrong information.

f Do you think it's a good idea to have a book and a website on childcare especially for men? Why (not)?

COMMANDO DAD

For six years Neil Sinclair served as a commando in the army. He had been in a lot of dangerous situations, but nothing prepared him for the day when he brought his first baby home from the hospital. "I put the car seat containing my two-day-old son Samuel down on the floor and said to my wife, 'What do we do now?'"

When he left the army, Sinclair and his wife agreed that he would stay at home and take care of the baby, while his wife went back to work.

"I have done a lot of crazy things, but when I put that baby down I thought: I have a tiny baby, and he is crying. What does he want? What does he need? I did not know. It was one of the most difficult days of my life."

It was at that moment that Sinclair had an idea. "I found myself thinking how much easier life would be if I had a basic training manual for my baby, like the manual you get when you join the army. I realized that somebody needed to write such a manual, and who better to write it than me? I had been a commando, but I was now a stay-at-home dad. I was the man for the job."

His book, *Commando Dad: Basic Training*, is a set of instructions that explains with military precision and diagrams how new fathers should approach the first three years of their child's life to become a first-rate father.

Adapted from The Times

Glossary
commando *noun* one of a group of soldiers who are trained to make quick attacks in enemy areas
stay-at-home dad *noun* a man who stays at home and takes care of the children while his wife goes to work

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6 SPEAKING

a (2.24) Listen to someone talking about men and women, and fill in the blanks.

> "Generally _____, I think women worry more about their appearance than men. They _____ to spend hours choosing what to wear, doing their hair, and putting on makeup. Women are also _____ better at making themselves look more attractive. But I think that in _____, men are more worried than women about their body image. They feel more insecure about their hair, for instance, especially when they're going bald."

b In small groups discuss if the statements about men and women are stereotypes or true. Try to use the highlighted expressions for generalizing from a.

MEN & WOMEN stereotypes or true?

- Women worry more about their appearance than men.
- Women spend more time than men on social networking sites.
- Men talk more about things; women talk more about people.
- Men are more interested than women in gadgets like phones and tablets.
- Women are better at multitasking than men.
- Men find it more difficult than women to talk to their friends or family if they have a problem.
- Women spend more time than men talking about celebrities and their lifestyles.
- Men are more interested than women in power.
- Women are less interested in sports than men.
- Men worry more about their health than women.

7 VOCABULARY

collocation: verbs / adjectives + prepositions

a Cover the statements above. Can you remember the missing prepositions?

1 Men worry more ___ their health than women.
2 Women are better ___ multitasking than men.
3 Men are more interested than women ___ power.

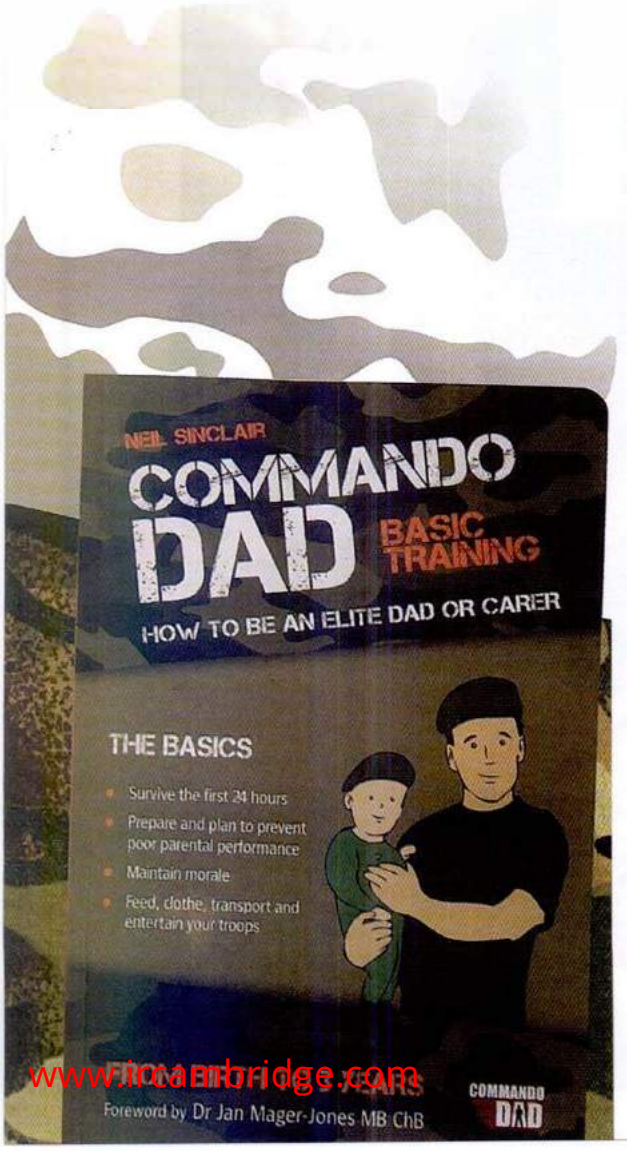
b ➤ p.156 Vocabulary Bank *Dependent prepositions.*

> **When are prepositions stressed?**
> Prepositions are usually only stressed when they are the last word, e.g., in a question. Compare:
>
> We **need** to **talk** about our **vacation**.
> **What** are you **talking about**?
>
> **Freddie** is **afraid** of **flying**.
> **What** are you **afraid of**?

c Complete the questions with a preposition.

1 When you're with friends of the same sex, what do you usually talk ___?
2 Are there any sports or games that you're good ___?
3 Is there anything you're really looking forward ___?
4 Who in your family are you closest ___?
5 What kind of movies are you interested ___?
6 Are there any animals or insects that you're afraid ___?
7 What's your town famous ___?
8 Are there any superstitions that you believe ___?

d (2.27) Listen and check. Then ask and answer the questions with a partner.



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Practical English A difficult celebrity

EPISODE 2

1 VIDEO ROB'S INTERVIEW

a (2 28)) Watch or listen to Rob interviewing Kerri. What is she happy / not happy to talk about?

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

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

2 VIDEO GIVING OPINIONS

a (2 29)) Watch or listen to the conversation at lunch. What do they disagree about?

b Watch or listen again. Answer the questions.

1 What does Kerri think about...?
   a the waiters in New York City compared to London
   b people in New York City compared to London
2 Who agrees with Kerri? Who disagrees? What do they think?
3 Who calls Rob? What about?

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c (2.30) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

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

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

d (2.31) Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

e Practice the dialogues in **c** with a partner.

f In small groups, practice giving opinions. Discuss the following sentences.

- The best place to live is in a big city.
- Riding a bike is the most practical way to get around big cities.
- You only get good service in expensive restaurants.
- It's irritating when people in stores or restaurants say *Have a nice day!*

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3 VIDEO A SURPRISE FOR KERRI

a (2.32) Watch or listen to the end of the lunch. Why is Kerri surprised?

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

b Watch or listen again and complete the information.

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

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

Social English phrases

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

d (2.33) Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?

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

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Can you speak French?

No, I've never been able to learn a foreign language.

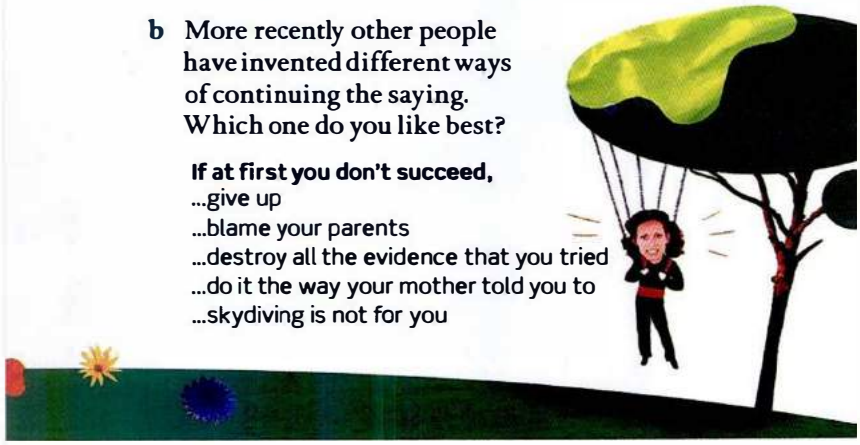
4A Failure and success

1 GRAMMAR *can, could, be able to*

a *If at first you don't succeed, try, try, try again* is a well-known saying. What does it mean?

b More recently other people have invented different ways of continuing the saying. Which one do you like best?

If at first you don't succeed,
...give up
...blame your parents
...destroy all the evidence that you tried
...do it the way your mother told you to
...skydiving is not for you



c Look at the definition of *be able to*. What other verb is it similar to?

> **be able to (do something)** to have the ability, opportunity, time, etc., to do something: *Will you be able to come to the meeting next week?*

d Read about three people who have tried (but failed) to learn something, and complete the texts with A–G.

A I was able to
B Not being able to
C I just wasn't able to
D I will never be able to
E I would suddenly be able to
F I've always wanted to be able to
G we would never be able to

e Read the article again. Why did they have problems? Have they completely given up trying? Have you ever tried to learn something and given up? Why?

f Look at phrases A–G again. What tense or form is *be able to* in each one? What tenses or forms does *can* have?

g ➤ p.138 Grammar Bank 4A. Learn more about *can, could,* and *be able to*, and practice them.

h ➤ **Communication** *Guess the sentence* **A** *p.105* **B** *p.109.*

I've never been able to...

I really wanted to learn. Maybe it was because of that scene in one of the very first James Bond movies, where a beautiful actress comes out of the ocean looking fabulous, with oxygen tanks on her back – I could see myself looking just like her. So, two years ago I booked a vacation that included a week-long intensive course. On the first day of the course, I was incredibly excited. First, we had two hours of theory, and then we went into the ocean to put it into practice. But as soon as I went under the water, I discovered that I suffered from claustrophobia. [1]_____ do it. After about half an hour I gave up. Every evening for the rest of my vacation I had to listen to my scuba-diving classmates talking about all the wonderful things they had seen that day on their diving excursions. [2]_____ join in the conversation was very frustrating.

I still love swimming and snorkeling, but I think that I have to accept that [3]_____ scuba dive.

Bea, the US

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irLanguage
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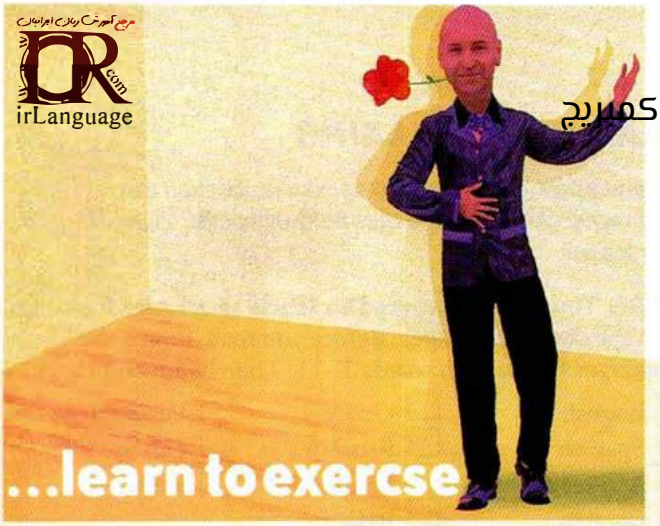
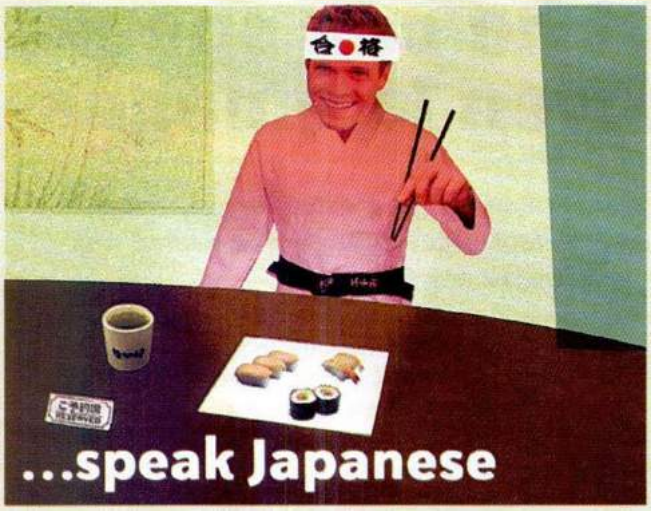


When I was working in Ecuador there were free classes, so I joined. After about ten hours of classes [4]_____ do the basic steps, but I was exercising like a robot! I didn't give up, but soon everyone in the class was exercising, and I was just slowly moving from side to side and counting out loud "one, two, three, four." It was a little embarrassing. I was sure that one day [5]_____ do it – but that never happened. I can still remember the first two steps, and I still try to exercis when I hear a music – as long as nobody is watching!

Sean, Canada



I love manga – Japanese comics – and I tried to learn Japanese, but I found it incredibly difficult, and I gave up after two years. I think Asian languages, which have symbols instead of words, are extremely hard to learn for people who are more used to Roman letters. Also my teacher, a Japanese woman, didn't speak Spanish very well, which didn't help! She was a very charming woman, but she was a little disappointed with us, and you could see that she thought that [7]_____ learn. However, one day she invited us to dinner and gave us some delicious traditional Japanese food, and since then I often go to Japanese restaurants. So I learned to love the food, if not to speak the language!

Joaquin, Argentina

2 PRONUNCIATION sentence stress

a 2.36 Listen and repeat the sentences. Copy the rhythm.

1 I'd **love** to be **able** to **ski.**
2 We **won't** be **able** to **come.**
3 I've **never** been **able** to **swim .**
4 She **hates not** being **able** to **drive.**

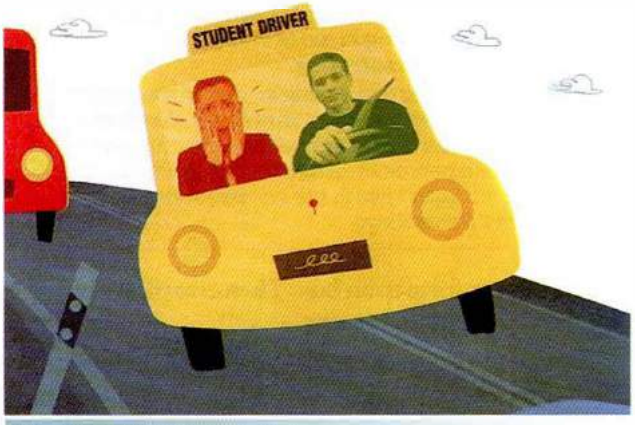
b 2.37 Listen again. Make new sentences with the verbs or verb phrases you hear.

I'd love to be able to ski. ***Ride a horse***
I'd love to be able to ride a horse.

We won't be able to come. ***Park***
We won't be able to park.

3 SPEAKING

a Look at the topics. Choose two or three and think about what you could say for them.



Something you've tried to learn, but have never been able to do well.

Something you learned to do after a lot of effort.

Something you can do, but you'd like to be able to do better.

Something new that you would like to be able to do.

Something you are learning to do and that you hope you'll soon be able to do well.

Something you think all young people should be able to do before they leave school.

b Work with a partner. Tell him / her about the things you chose in **a**. Give reasons or explanations for each one.

I've never been able to ski, and now I don't think I'll ever learn.
I always wanted to learn, but I don't live near mountains...

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4 VOCABULARY *-ed / -ing* adjectives

a Look at the photo. Complete the sentences with *bored* or *boring*.

1 The movie was _____.
2 The audience was _____.

> **-ed and -ing adjectives**
> Many adjectives for feelings have two possible forms, either ending in *-ed* or in *-ing*, e.g., ***frustrated*** and ***frustrating***.
> We use the adjective ending in *-ed* for the person who has the feeling (*I was very frustrated that I couldn't scuba dive.*). We use the adjective ending in *-ing* for a person or situation that produces the feeling (*I couldn't join in the conversation, which was very frustrating.*).

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

1 What do you think is the most **excit**___ sport to watch?
2 What's the most **amaz**___ scenery you've ever seen?
3 What music do you listen to if you feel **depress**___?
4 Have you ever been **disappoint**___ by a birthday present?
5 Which do you find more **tir**___, speaking English or listening to English?
6 What's the most **embarrass**___ thing that's ever happened to you?
7 Are you **scare**___ of spiders?
8 Do you feel very **tir**___ in the morning?
9 Who's the most **bor**___ person you know?
10 Do you ever get **frustrat**___ by technology?

c 2 38 Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in pairs. Ask for more information.

5 READING & SPEAKING

a Do you know anybody who speaks more than two languages? Which languages do they speak? How did they learn?

b 2 39 You are going to read an article about Alex Rawlings, who speaks 11 languages. Before you read, match the languages below with words **1–11**. Then listen and check.

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

c Read the article. Which language(s)...?

1 did he learn as a child
2 is he studying in college
3 does he like best
4 is he planning to learn next
5 did he wish he had been able to speak when he was a child
6 was the first one he taught himself
7 did he find the most difficult

1 Hallo
2 Guten Tag

He's only 20, but he can speak eleven languages

In a competition run by a dictionary publisher, college student Alex Rawlings was named the most multilingual student.

The German and Russian student, who is only 20 years old, can speak 11 languages fluently. In a video for a news website, he demonstrated his skills by speaking in all of them, changing quickly from one to another. Rawlings said that winning the competition was "a bit of a shock." He explained, "I saw the competition advertised, and I heard something about a free iPad. I never imagined that it would generate this amount of media attention."

As a child, Rawlings' mother, who is half Greek, used to speak to him in English, Greek, and French, and he often visited his family in Greece.

He said that he has always been interested in languages. "My dad worked in Japan for four years, and I was always frustrated that I couldn't speak to the kids because of the language barrier." After visiting Holland at the age of 14, he decided to learn Dutch with CDs and books. "When I went back I could talk to people. It was great."

He taught himself many of the languages with "teach yourself" books, but also by watching movies, listening to music, and traveling to the countries themselves.

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d Look at the highlighted words and phrases related to language learning, and figure out their meaning from the context. Then ask and answer the questions with a partner.

1 Can you or anyone in your family speak another language fluently?
2 Do you know any basic phrases in any other languages?
3 Do you have a personal link to another country or language? Why?
4 Have you ever traveled to another country and felt that there was a real language barrier?
5 What other languages would you like to be able to speak? Why?

Of all the languages he speaks, Rawlings says that Russian, which he has been learning for a year and a half, is the hardest. He said, "There seem to be more exceptions than rules!" He added, "I especially like Greek because I think it's beautiful and, because of my mother, I have a strong personal link to the country and to the language."

"Everyone should learn languages, especially if they travel abroad. If you make the effort to learn even the most basic phrases wherever you go, it instantly shows the person you're speaking to that you respect his or her culture. Going around speaking English loudly and getting frustrated with people is tactless and rude."

The next language Rawlings hopes to learn is Arabic, but "only once I've finished my degree and got some more time on my hands. For now I need to concentrate on my German and Russian, so I can prepare for my finals."

Adapted from Cherwell.org

Glossary
Afrikaans a language that has developed from Dutch, spoken in South Africa
Catalan a language spoken in parts of northern Spain and southern France
finals the last exams that students take in college

e Read the grammar information box. Then complete 1–5 with a reflexive pronoun.

Reflexive pronouns
*He taught **himself** many of the languages with "teach **yourself**" books.*
We use reflexive pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) when the object of a verb is the same as the subject, e.g., *He taught himself Russian.* = He was his own teacher.
We also use reflexive pronouns to emphasize the subject of an action, e.g., *We painted the kitchen ourselves.*

1 I always test _____ on new vocabulary. It's a good way to remember it.
2 My uncle built the house _____. It took him three years.
3 This light is automatic. It turns _____ on and off.
4 Did you fix the computer _____? Good job!
5 My sister's so vain! Everytime she passes a mirror, she looks at _____ in it!

6 LISTENING & SPEAKING

a 2.40 You're going to listen to six advanced students of English giving a tip that has helped them to learn. Listen once and complete their tip. Then compare your notes with a partner.

TIP 1: Change the language to English on all the _____ you have, for example on your _____, or _____, or _____.

TIP 2: Do things that you _____ _____, but in English.

TIP 3: Try to find an English-speaking _____ or _____.

TIP 4: Get a _____ _____ app for your phone.

TIP 5: Book yourself a _____ in an _____-_____ _____.

TIP 6: Listen to as many _____ as possible in English, and then _____ _____ _____ them.

b Listen again. Try to add more details about each tip.

c Talk to a partner.

- Do you already do any of these things?
- Which do you think is the best tip?
- Which tip could you easily put into practice? Try it!
- What other things do you do to improve your English outside class (e.g., visit chat websites, listen to audio books)?

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G modals of obligation: *must, have to, should*
V phone language
P silent consonants, linking

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Do I have to bring a present?

Yes, I think you probably should.

4B Modern manners?

1 VOCABULARY & SPEAKING
phone language

a (2.41) Listen and match the phone sentences with the sounds.

A ☐ He's **dialing** a number.
B ☐ She's **texting / messaging** a friend.
C ☐ She just **hung up**.
D ☐ She's choosing a new **ringtone**.
E ☐ He's **calling back**.
F ☐ She **left a message** on his **voicemail**.
G ☐ The line's **busy**.

b Can you explain what these are?

Skype a screensaver silent / vibrate mode
quiet zones instant messaging

c Use the questionnaire to interview another student. Ask for more information.

YOU AND YOUR PHONE

- What brand is your phone? How long have you had it?
- Would you like to get a new one? Why (not)?
- What ringtone do you have?
- What do you use your phone for (apart from talking)?
- Where and when do you usually turn off your cell phone?
- Have you ever...?
  - lost your phone
  - sent a message to the wrong person
  - forgotten to turn your phone off (with embarrassing consequences)

2 GRAMMAR
modals of obligation: *must, have to, should*

a Read the extract from Debrett's guide to cell phone etiquette. Then talk to a partner about questions 1–4.

1 Do you agree with what Debrett's says?
2 Do you ever do any of these things?
3 Are they a problem where you live?
4 Are there any other things people do with their phones that annoy you?

Debrett's, a well-known publisher, has been producing guides on how people should behave since the 1900s, including *Debrett's Etiquette and Modern Manners* and *The English Gentleman*. Nowadays it still offers advice on what (and what not) to do in social situations.

DEBRETT'S
guide to
cell phone etiquette

1 *Think what your ringtone says about you*
If you're sometimes embarrassed by your ringtone, it's almost certainly the wrong one and you should change it.

2 *When in doubt, use silent or vibrate mode*
It may surprise your companions when you suddenly answer an invisible, silent phone, but at least they won't have to listen to your ringtone.

3 *Take notice of who is around you*
Make sure your conversation is not disturbing other people. Intimate conversations are never appropriate in front of others.

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b Read the text again. Match the highlighted phrases with their meaning. Two of the phrases match the same meaning.

A You don't need to do this. It isn't necessary.
B Don't do this. It isn't allowed / permitted.
C It's necessary or required to do this.
D It's a good idea to do this.

c ➤ p.139 Grammar Bank 4B. Learn more about *must, have to*, and *should*, and practice them.

4 *Respect quiet zones*
You must not use your phone in quiet zones on trains or in hotels. That is the reason why they exist.

5 *Never shout*
Your phone is not a megaphone. You don't have to shout. And don't shout because you think reception is poor. It won't make any difference.

6 *People with you deserve more attention than those at the end of a phone*
Wherever possible, turn off your phone in social situations and at mealtimes, or put it on vibrate. If you have to keep your phone on because you are expecting an important call, apologize in advance.

7 *Don't continue on with phone conversations when you are in the middle of something else*
This is especially true if you are in banks, stores, etc. It is insulting not to give the people who are serving you your full attention.

8 *Think about where you are calling from*
Don't make (or receive) calls in inappropriate places. Put your phone on vibrate in meetings, movies, etc. If you must take a call in the car, use a hands-free set.

Adapted from Debrett's Modern Manners

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3 PRONUNCIATION & SPEAKING
silent consonants, linking

a Each of the words in the list has a silent consonant or consonants. With a partner, cross out the silent letters.

should talk wrong listen half dishonest knowledge design whole rhythm doubt foreign calm island

b 2.46 Listen and check.

c 2.47 Listen and repeat the sentences. Try to copy the rhythm and to link the marked words.

1 You must **turn off** your **phone on a plane**.
2 You should **only call him in an emergency**.
3 We **have** to **leave at eleven**.
4 You **must not open other people's emails**.
5 You **shouldn't talk loudly** on a **cell phone**.

d Read the definition of *manners*. Then make sentences using *should / shouldn't* for something that you think is a question of manners, and with *must / must not / have to* for something that is a law or rule.

manners /ˈmænərz/ *pl noun* a way of behaving that is considered acceptable in your country or culture

- turn off your phone in a theater
- talk loudly on your phone in public
- send text messages when you are driving
- reply to a message on your phone while you are talking to somebody face-to-face
- play noisy games on a phone in public
- use your phone at a gas station
- video people on your phone without their permission
- set your phone to silent mode on a train
- send or receive texts at the movies
- turn off your phone on a plane during take-off and landing

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4 READING

a Imagine that you have been invited to visit your partner's family. Think of three things that you feel would be bad manners to do.

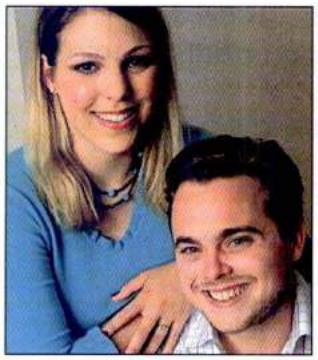
b Read the article. Did Heidi do any of those things? What did she do wrong (according to Mrs. Bourne)? Whose side would you take?

News online

Two sides to every story

By NEWS ONLINE Reporter

Everyone knows it can be difficult to get along with your in-laws, but for 29-year-old **Heidi Withers**, it may now be impossible. Heidi was invited to spend the weekend with her fiancé Freddie's family at their house. But soon after they returned home, Heidi received a very nasty email from Carolyn Bourne, Freddie's stepmother, criticizing her manners.



Here are a few examples of your lack of manners:

- *When you are a guest in another person's house, you should not declare what you will and will not eat – unless you are allergic to something.*
- *You should not say that you do not have enough food.*
- *You should not start before everyone else.*
- *You should not take extra helpings without being invited to by your host.*
- *You should not lie in bed until late morning.*
- *You should have sent a handwritten note after the visit. You have never written to thank me when you have stayed.*

Heidi was shocked, and immediately sent the email on to some of her close friends. Surprised and amused, the friends forwarded it to other people, and soon the email had been posted on several websites, with thousands of people writing comments about the mother-in-law.

Adapted from the Daily Mail *website*

c Find words or phrases in the article that mean…

1 _____ *noun* a man to whom you are going to be married
2 _____ *adj* unpleasant
3 _____ *verb* saying what is bad or wrong with somebody or something
4 _____ *noun* not having enough of something
5 _____ *noun* a person who you invite to your house
6 _____ *noun* a person who receives a visitor
7 _____ *verb* sent an email or message you received to another person

should have
We use *should have* to talk about something that happened in the past that you think was wrong, e.g., *You should have written me a thank-you letter.* = you didn't write to me. I think this was wrong.

d Now read some of the comments that were posted on the Internet. Write **H** next to the ones that support Heidi and **C** next to the ones that support Carolyn.

1 Mrs. Bourne says Heidi should have sent a handwritten thank-you note… however, she sends this letter by email! We are in the 21st century. Nobody sends handwritten letters anymore. *07/13/2011 6:52 p.m.*

2 Why do we hear nothing about Freddie's role in all this? Why didn't he prepare Heidi? He must know what his stepmother is like. He could also have prepared his family by telling them about any eating problems his friend has. *07/13/2011 4:25 p.m.*

3 The email was a private communication. I don't think Heidi should have sent it on to her friends. It makes me think that Mrs. Bourne might be right about her bad manners. *07/13/2011 12:40 p.m.*

4 The stepmother seems to be extremely jealous of Heidi. Maybe she wants to keep Freddie all to herself. If I were Heidi, I would leave him. *07/12/2011 10:15 a.m.*

5 The mother-in-law may have a few good points, but she should have spoken to Heidi face-to-face, and not sent her an email. *07/11/2011 6:50 p.m.*

6 I think that the one with the extremely bad manners is Mrs. Bourne. *07/11/2011 2:10 p.m.*

7 Mrs. Bourne, I agree with every word you say. Young people just don't have any manners nowadays. I hope Freddie comes to his senses and finds someone better. *07/11/2011 9:48 a.m.*

e Write your own comment. Then compare with a partner. Do you agree?

f ➤ **Communication** *The big day p.105.* Read about what Heidi and Freddie did next.

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5 LISTENING

a (2.48) Listen to Caroline Halloran, who is meeting Jason Win, talking about the differences between Burmese manners and American manners. What was their problem when they first met? How have they managed to solve their differences about manners?

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

1 Jason thought Caroline was rude when she asked him to hang out with her.
2 In Burma it's OK to spend time alone with someone at the beginning of a romantic relationship.
3 Burmese culture is not as open as American culture is.
4 Jason wrote long responses to Caroline's Facebook romantic posts.
5 Caroline wants Jason to stop bragging about their relationship to his friends and family.
6 Jason sometimes gets confused about good and bad manners in the US.
7 Caroline and Jason don't argue about manners anymore.

c What would people from your country do in these situations?

6 SPEAKING

In groups, talk about each thing in the *Good Manners?* questionnaire. Do you think it's good manners, bad manners, or not important / not necessary. Why?

I think it's very rude to criticize the food if you are in somebody's house.

I think it depends. It's OK if you know the person very well or if it's a member of your family...

7 (2.49) SONG *You Can't Hurry Love* ♫

GOOD MANNERS? BAD MANNERS? NOT IMPORTANT?

WHEN YOU ARE INVITED TO SOMEBODY'S HOUSE...

- ☐ criticize the food (e.g., if it is too cold, salty, etc.)
- ☐ take a present
- ☐ write an email to say thank you
- ☐ arrive more than ten minutes late for lunch or dinner

WHEN GREETING PEOPLE...

- ☐ use more formal language when speaking to an older person
- ☐ bow to a woman when you meet her for the first time
- ☐ use your partner's parents' first names

WHEN YOU ARE HAVING A MEAL WITH FRIENDS IN A RESTAURANT...

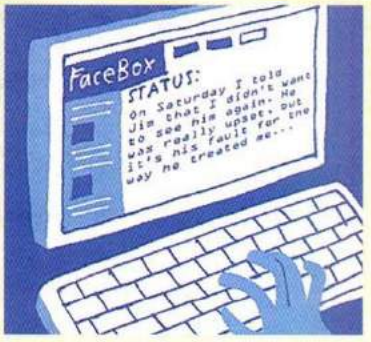
- ☐ leave your cell phone on silent on the table in front of you
- ☐ answer or send a text or message
- ☐ make a phone call

MEN AND WOMEN – A MAN'S ROLE...

- ☐ pay for the meal on a first meeting
- ☐ wait for a woman to go through the door first
- ☐ accompany a woman home

ON SOCIAL NETWORKING SITES...

- ☐ post a private message or conversation on an Internet site
- ☐ post an embarrassing photo or video clip of a friend without asking his or her permission
- ☐ post all the details of your break-up with a partner



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3&4 Review and Check

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GRAMMAR

Circle a, b, or c.

1 I walk to work. It's _____ than driving.
a healthyer b as healthy c healthier

2 Riding a bike isn't _____ people think.
a as dangerous as b as dangerous than
c so dangerous than

3 This is _____ time of day for traffic jams.
a the most bad b the worse c the worst

4 My wife is a much safer driver than _____.
a I b me c my

5 What _____ beautiful day!
a a b – c an

6 I never drink coffee after _____ dinner.
a – b the c an

7 _____ are usually good language learners.
a The women b Women c Woman

8 We've decided to visit Peru _____.
a the next summer b next summer
c the summer next

9 We won't _____ come to the party.
a can b be able c be able to

10 When he was five he _____ already swim.
a can b could c was able

11 My mother has never _____ cook well.
a been able to b could c be able to

12 Entrance is free. You _____ pay anything.
a don't have to b must not c shouldn't

13 I'll _____ work harder if I want to pass.
a must b should c have to

14 I don't think I _____ have a dessert. I've already eaten too much!
a must b should c have to

15 You _____ turn on your phone until the plane has landed.
a don't have to b must not c shouldn't

VOCABULARY

a Complete with a preposition.

1 We arrived _____ Vancouver at 5:30.
2 I apologized _____ being late.
3 I'm not very interested _____ horror movies.
4 My son is good _____ speaking languages.
5 This song reminds me _____ my vacation.

b Complete the compound nouns.

1 Slow down! The speed _____ on this road is 55 mph, not 65 mph.
2 I won't start the car until you have all put on your seat _____.
3 It's not a good town for bike riders – there are very few bicycle _____.
4 Try to avoid using the subway during _____ hour – between 8:00 and 9:30 in the morning.
5 There's a taxi _____ right next to the train station.

c Complete with the right word.

1 We were late because we got **s**_____ in a terrible traffic jam.
2 I'm moving into a new apartment next week. I've rented a **v**_____ so that I can take all my things there.
3 The next train to New Haven is now waiting at **pl**_____ 5.
4 We're going to **s**_____ off early because we want to get to the hotel before it gets dark.
5 How long does it **t**_____ to get from here to the airport?

d Circle the right adjective.

1 The game ended 0–0. It was really *bored / boring*.
2 It was the most *amazed / amazing* experience I've ever had.
3 We're very *excited / exciting* about our vacation!
4 I'm a little *disappointed / disappointing* with my exam results.
5 This show is too *depressed / depressing*. Turn it off.

e Complete the missing words.

1 I'm not in right now. Please **l**_____ a message.
2 The line's **b**_____. Please hold.
3 I was in the middle of talking to him, and he just **h**_____ up!
4 I love the **scr**_____ on your phone. Is it a photo of your kids?
5 I hate it when people have really loud **r**_____ on their cell phones!

PRONUNCIATION

a Circle the word with a different sound.

1 æ	language	want	manners	traffic
2	the moon	the sun	the beginning	the end
3	watch	cheap	machine	each
4 ʃ	should	crash	permission	gossip
5 dʒ	change	message	argue	apologize

b Underline the stressed syllable.

1 free|way
2 dis|a|ppoint|ed
3 pe|des|tri|an
4 vi|brate
5 em|barr|ass|ing

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. What kind of concert was it? What happened?

Turn it off!

Something historic happened at the New York Philharmonic on the evening of January 10, 2012, about an hour into Mahler's Ninth Symphony. During the beautiful fourth movement, an audience member's cell phone loudly rang. And rang. And rang again. It was the kind of marimba riff we've all heard on the street from a stranger's phone.

From my seat in Row L, I could see the horrified discomfort of the other audience members from their body language. We all wondered whether the conductor Alan Gilbert would react, and how. Suddenly there was silence. The orchestra had stopped playing. Mr. Gilbert had halted the performance. He turned to the man, who was seated in the front row, and said:

"Are you going to turn it off? Will you do that?"

There was some "discussion" between the conductor and the cell phone owner, but we couldn't hear it.

In the Avery Fisher Hall, many members of the audience stood and demanded that the man leave the hall. They were so furious that I could have imagined them dragging him from his seat on to the stage, tying him to a stake, and setting him alight!

When the "power off" button on the man's phone had finally been located and put to use, Mr. Gilbert turned to the audience. "Usually, when there's a disturbance like this, it's best to ignore it," he said. "But this time I could not allow it."

The audience applauded as if Mahler himself, the orchestra's conductor from 1909 to 1911, had suddenly been resurrected onstage. Mr. Gilbert neither smiled nor acknowledged the cheers. Instead he turned to the orchestra, instructing the players to resume, several bars back from the point at which he had stopped the performance. Just before, he raised his baton and turned again to the audience and said, this time with a smile, "We'll start again." A few seconds later, the fourth movement resumed.

Mr. Gilbert's brave decision that night brought new music to the Philharmonic.

Adapted from The New York Times

b Read the text again and answer the questions.

1. In what part of the symphony did the phone ring? What kind of ringtone was it?
2. Did the owner turn it off immediately?
3. How did the audience react a) to the phone ringing, and b) to what the conductor did?
4. Did the audience really drag the man onto the stage?
5. Did Mr. Gilbert restart the music from the same place where he had stopped?
6. Does the journalist think Mr. Gilbert made the right decision?

c Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

2 50 **On the street** Watch or listen to five people and answer the questions.

Christopher Maria Harry Skylar Cristina

1. Christopher likes using the subway because _____.
   a he only needs to take one train
   b he gets to work in less than half an hour
   c it runs all day and night
2. Maria thinks that women are better than men at taking care of young children because _____.
   a they have had a lot of practice
   b they know when children are hungry
   c they know what to do when children are sick
3. Harry says that men in her family _____.
   a don't enjoy telling stories
   b talk about the same things as women
   c try to talk about things that interest them
4. Skylar _____.
   a still paints, but just as a free-time activity
   b paints very well
   c now does other things in her free time
5. It annoys Cristina when people _____.
   a check their phones for the time
   b don't interact with you while they're on the phone
   c use their phones when they are having dinner

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Check (✓) the box if you can do them.

Can you...?

1. ☐ compare different methods of public transportation in your town / country
2. ☐ agree or disagree with this statement, and say why: *All towns and cities should have a lot more bicycle lanes.*
3. ☐ talk about typical stereotypes about men and women, and say if you think they are true
4. ☐ describe something you would like to be able to do, but have never been able to
5. ☐ talk about things that are / aren't good manners in your country if you are staying with someone as a guest, and what you think is the right thing to do

VIDEO **Short movies Citi bikes**
Watch and enjoy the movie.

Online Practice

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G past tenses: simple, continuous, perfect
V sports
P /ɔr/ and /ər/

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Why did he lose the match?

Because he wasn't feeling very well in the last set.

5A Sports superstitions

1 VOCABULARY sports

a Take the quiz in small groups.

SPORTS QUIZ

What sport do you associate with...?

b ➤ **p.157 Vocabulary Bank** *Sports.*

2 PRONUNCIATION /ɔr/ and /ər/

a Write the words in the correct column. Be careful with *or* (there are two possible pronunciations).

court four girl hurt score serve shirt
shorts sport warm up world worse work out

/ɔr/	/ər/

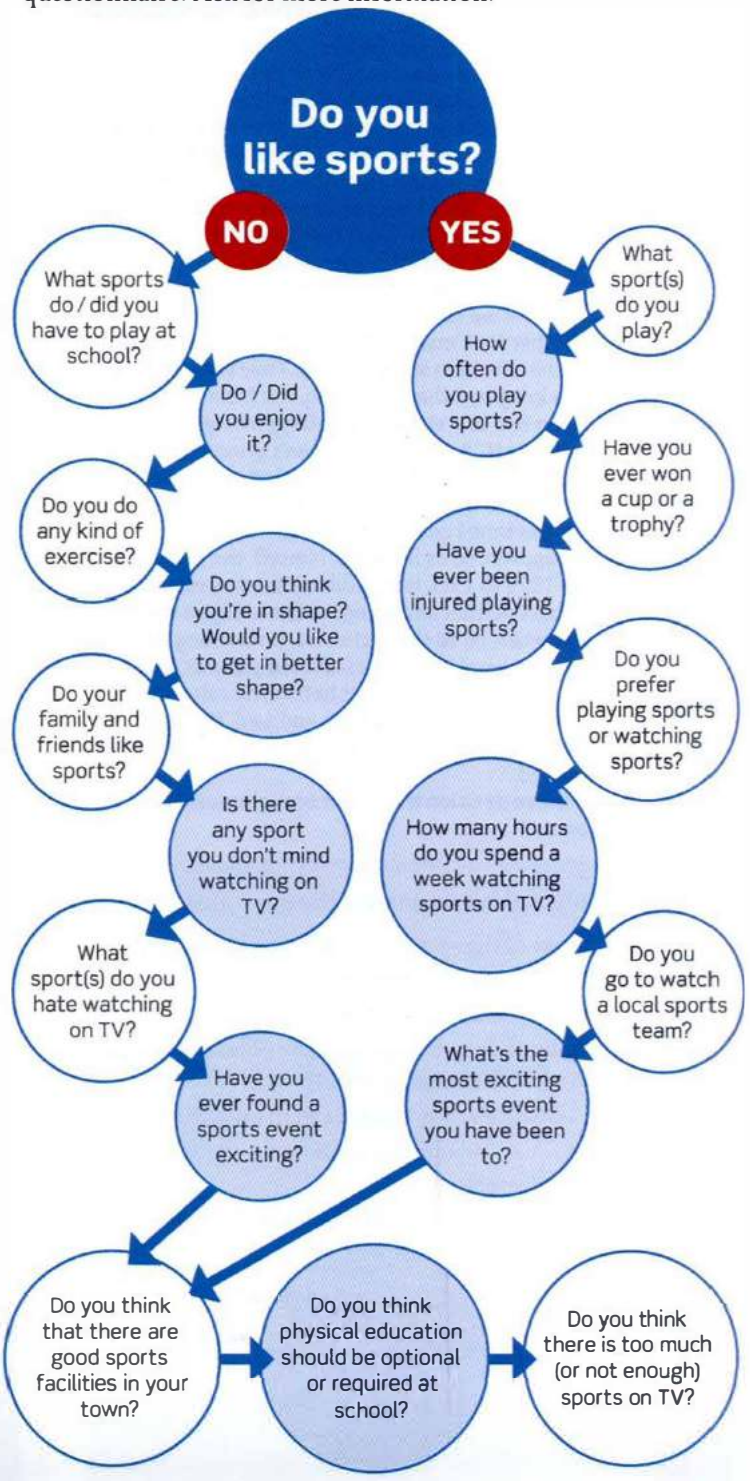
b (3.6)) Listen and check.

c ➤ **p.166 Sound Bank.** Look at the typical spellings of these sounds.

d (3.7)) Listen and write six sentences.

3 SPEAKING

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



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4 READING

a Do you know of any sports players who are superstitious? What do they do?

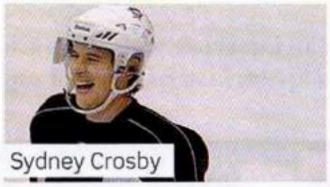
b Read an article about sports superstitions and complete it with A–F.

A It is not only the players who are superstitious
B A good example is Serena Williams
C Superstitions and rituals are very common among fans
D After my wife had left the room, Murray lost the fourth set
E The superstitions and rituals are not confined to the court
F ~~Tennis players are strange people~~

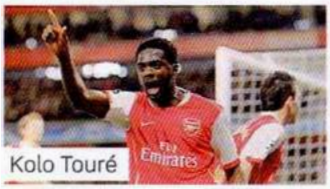
c Read the article again. Who does the article say are superstitious: sports players, sports fans, TV spectators, or all of them?

d Underline five words or phrases you want to remember from the article.

e Look at the photos of four more famous sports people who are superstitious. Do you know what any of their superstitions are or were?


Sydney Crosby

Jason Terry


Kolo Touré

Alexander Wurz

f ➤ **Communication** *Other sports superstitions* **A** *p.106* **B** *p.110*. Read and tell each other about the people in the photos.

g Do *you* have any superstitions, e.g., when you are playing or watching sports, or before an exam?

If I bounce the ball five times...

MATTHEW SYED writes about sporting superstitions

1 *Tennis players are strange people.* Have you noticed how they always ask for three balls instead of two; how they bounce the ball the same number of times before serving, as if any change from their routine might result in disaster?

2 _____, the number 1 female tennis player. When she was once asked why she had played so badly at the French Open she answered, "I didn't tie my shoe laces right, and I didn't bounce the ball five times, and I didn't bring my shower sandals to the court with me. I didn't have my extra dress. I just knew it was fate; it wasn't going to happen."

3 _____. Goran Ivanišević, Wimbledon champion in 2001, was convinced that if he won a match, he had to repeat everything he did the previous day, such as eating the same food at the same restaurant, talking to the same people, and watching the same TV shows. One year this meant that he had to watch *Teletubbies* every morning during his Wimbledon campaign. "Sometimes it got very boring," he said.

4 _____. As we were watching tennis player Andy Murray play the fourth set at Wimbledon, my wife suddenly got up and went to the kitchen. "He keeps losing games when I'm in the room," she said. "If I go out now, he'll win."

5 _____. Last year, a survey of British soccer supporters found that 21 percent had a lucky charm (anything from a scarf to a lucky coin), while another questionnaire revealed that 70 percent of Spanish soccer fans performed pre-match rituals (like wearing "lucky" clothes, eating the same food or drink, or watching games with the same people).

6 _____. She returned, and he won the fifth. I laughed at her, and then remembered my soccer team, Spurs, who were losing 1–0 in the Carling Cup. "If I leave the room now, Spurs will score," I told my kids, after 27 minutes of overtime. I left the room and they scored. Twice.

Adapted from The Times

Glossary
Teletubbies a television series for very young children
Spurs Tottenham Hotspur, a London soccer team

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5 LISTENING

a In your country, are referees a) well-paid b) respected c) unpopular? Why do you think somebody would want to become a referee?

b (3.8) You're going to hear an interview with an ex-Champions League soccer referee from Spain. Listen to **Part 1** and choose a, b, or c.

Juan Antonio Fernandez Marin refereed 200 league and 50 international games

1 Why did he become a referee?
   a His father was a referee.
   b He liked sports, but wasn't good at them.
   c He was always attracted by the idea.
2 What was the most exciting game he ever refereed?
   a His first professional game.
   b He can't choose just one.
   c Real Madrid against Barcelona.
3 The worst experience he ever had as a referee was when _____ attacked him.
   a a player b a woman c a child
4 Why does he think there is more cheating in soccer today?
   a Because soccer is big business.
   b Because the referees are worse.
   c Because soccer players are better at cheating.
5 How does he say soccer players often cheat?
   a They fall over when no one has touched them.
   b They accept money to lose games.
   c They touch the ball with their hands.

c (3.9) Now listen to **Part 2**. Complete the sentences with one to three words.

1 The most difficult thing for him about being a referee is making _____ during a game.
2 One of the reasons why it's difficult is because soccer today is so _____.
3 Making correct decisions often depends on the referee's interpretation of _____.
4 He thinks that players who cheat are still _____.
5 A study that was done on Leo Messi shows that he can run exceptionally fast _____.
6 He thinks Messi isn't the _____ soccer player.

d Do you agree with the referee that there is more cheating in soccer than before? Is it true in other sports as well? Would *you* like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses: simple, continuous, perfect

a In your country, is cheating considered a serious problem in sports? In what sports do you think cheating is most common? What kinds of things do people do when they cheat?

b Read *Taking a Short Cut* about a marathon runner who cheated. How did she cheat?

c Look at the highlighted verbs in the text. Which of them are used for...?
1 a completed action in the past
2 an action that happened *before* the past time we are talking about
3 an action in progress (or not) at a particular moment in the past

d ➤ **p.140 Grammar Bank 5A.** Learn more about past tenses and practice them.

e Read *The Hand of God?* and complete it with the verbs in the right tenses.

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Famous (cheating) moments in sports

Although it isn't true that everybody in sports cheats, it is certainly true that there are cheaters in every sport...

Taking a short cut

On April 21, 1980, 23-year-old Rosie Ruiz was the first woman to cross the finish line at the Boston Marathon. She finished the race in the third-fastest time for a female runner (two hours, 31 minutes, 56 seconds). But when the organizers congratulated Rosie after the race, they were surprised because she wasn't sweating very much. Some spectators who were watching the race told them what had really happened. During the last half mile, Rosie suddenly jumped out of the crowd and sprinted to the finish line. The marathon organizers took Ruiz's title away and awarded it to the real winner, Jacqueline Gareau. It was later discovered that three months earlier, Rosie had also cheated in the New York City Marathon where she had taken the subway!

The hand of God?

It was June 22, 1986. Argentina 1*was playing* (play) England in the quarter-finals of the World Cup, and both teams 2_____ (play) well. The score 3_____ (be) 0–0. In the 51st minute, the Argentinian captain, Diego Maradona, 4_____ (score) a goal. The English players 5_____ (protest), but the referee 6_____ (give) the goal. However, TV cameras showed that Maradona 7_____ (score) the goal with his hand! Maradona 8_____(say) the next day, "It was partly the hand of Maradona, and partly the hand of God."

Later in the game, Maradona 9_____ (score) another goal, and Argentina 10_____(win) the game 2–1. They went on to win the World Cup.

7 SPEAKING

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

TELL YOUR PARTNER ABOUT...

- **a time you cheated (in a sport / game or on an exam)**
  When and where did this happen? What were you doing? Why did you cheat? What happened in the end?

- **a really exciting sports event you saw**
  Where and when was it? Who was playing? What happened? Why was it so exciting?

- **a time you had an accident or got a sports injury**
  When and where did this happen? What were you doing? How did the accident happen? What part of your body did you hurt? What happened next? How long did it take you to recover?

- **a time you saw or met a celebrity**
  When was this? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?

- **a time you got lost**
  Where were you going? How were you traveling? Why did you get lost? What happened in the end?

b Work with a partner. Tell each other your two stories. Give as much detail as you can.

> **Starting an anecdote**
> I'm going to tell you about a time when...
> This happened a few years ago...
> When I was younger...

8 WRITING

➤ **p.116 Writing** *Telling a story.* Write a story about something that happened to you.

9 (3 14)) SONG *We Are the Champions* ♫

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G *usually* and *used to*
V relationships
P linking, the letter s

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How do you usually get to work?

I used to take the bus, but now I ride my bike.

5B Love at Exit 19

1 READING

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

A ☐ at work
B ☐ at school or college
C ☐ on the Internet (e.g., on forums, on social networking sites, etc.)
D ☐ in a cafe, club, etc.
E ☐ through friends

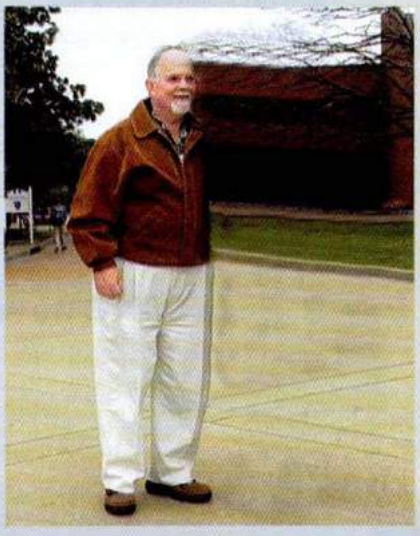
b 3.15 Read and listen to an article about Sonya Baker and Michael Fazio. Why did their relationship almost never happen?

❤ Love at Exit 19

He was a tollbooth collector, and she was a soprano who sang in Carnegie Hall. Their eyes met at Exit 19 of the New York State Thruway, when he charged her 37¢. The romance that followed was even less likely than the plot of an opera!

Sonya Baker was a frequent commuter from her home in the suburbs to New York City. One day, when she was driving to an audition, she came off the Thruway and stopped at the tollbooth where Michael Fazio was working. She talked with him as she paid to go through, and thought he was cute. For the next three months, they used to exchange a few words as she handed him the money, and he raised the barrier to let her pass. "It was mostly 'What are you doing today? Where are you going?'" she said. They learned more about each other, for example that Sonya loved Puccini and Verdi, while Michael's love was the New York Yankees. But their conversations suddenly came to an end when Michael changed his working hours. "He used to work during the day," said Sonya, "but he changed to night shifts." Although Michael still looked out for Sonya's white Toyota Corolla, he did not see her again for six months.

When Michael's working hours changed back to the day shift, he decided to put a traffic cone in front of his lane. He thought, "It will be like putting a candle in a window." Sonya saw it, and their romance started up again. "I almost crashed my car on various occasions," she said, "trying to cross several lanes to get to his exit." Finally, Michael called her and for their first meeting they went to see the movie *Cool Runnings*, and then later they went to an opera, *La Bohème*, and to a Yankees gam They are now married and living in Kentucky, where Sonya is a voice and music professor at Murray State College and Michael runs an activity center at a nursing home. It turned out that she had given him her number just in time. A short while later, she moved to New Jersey and stopped using the New York State Thruway. "I might never have seen him again," she said.



Glossary
a tollbooth a small building by the side of a road where you pay money to use the road
Carnegie Hall a famous concert hall in New York City
New York State Thruway a road
New York Yankees a baseball team based in the Bronx in New York City
a traffic cone a plastic object, often orange and white, used to show where vehicles can or can't go

Adapted from The Times

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c Read the article again and number the events in the order they happened.

A ☐ Michael changed his working hours.
B ☐ Michael tried to find Sonya.
C ☐ They got married.
D ☐ Sonya moved to New Jersey.
E ☐ Sonya gave Michael her phone number.
F ☐ Michael changed his working hours again.
G ☐ Sonya talked with Michael.
H ☐ They stopped seeing each other.
I ☐ They had their first meeting.
J ☐ Sonya and Michael moved to Kentucky.

d Read the article again and look at the highlighted words and phrases. Try to figure out what they mean. Then match them with 1–10 below.

1 _____ a period of time worked by a group of workers
2 _____ a person who travels into a city to work every day
3 _____ attractive, good-looking
4 _____ what had happened was
5 _____ manages
6 _____ probable
7 _____ something that is used to give light, made of wax
8 _____ have short conversations
9 _____ they looked at each other romantically
10 _____ was brave enough

2 GRAMMAR *usually* and *used to*

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

b 3.16 Listen to four people talking about where they met their partner. Match each one with a place from **1a**.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐

c Listen to each story again and take notes on how the people met. Compare your notes with your partner and listen again if necessary. Which meeting do you think was the most romantic?

d Look at two extracts from the listening. Answer the questions with a partner.

> We used to go to clubs together on Saturday night.
> It used to be difficult to meet people.

1 When do we use *used to*? How do you make negatives and questions?
2 How would you change these sentences (using *usually*) if you wanted to talk about present habits or situations?

e ➤ p.141 Grammar Bank 5B. Learn more about *usually* and *used to*, and practice them.

3 PRONUNCIATION & SPEAKING linking

> **used to**
> Remember that *used to* and *use to* are usually linked and pronounced /ˈyustə/.

a 3.18 Listen and repeat the sentences. Copy the linking and the sentence rhythm.

1 I used to live in Los Angeles.
2 She didn't use to wear glasses.
3 Where did you use to work before?
4 They used to see each other a lot.
5 Didn't you use to have a beard?

b In pairs, tell each other about *three* of the following. Give as much information as you can. How do you feel about these people and things now?

Is there...

- a kind of **food** or **drink** you didn't use to like at all, but that you now like?
- a **TV series** you used to be addicted to? Why did you like it?
- a **singer** or a **kind of music** you used to listen to a lot (but don't anymore)?
- a **sport** or **game** you used to play a lot, but that you've given up?
- a **place** you used to go during summer vacation, and that you'd like to go back to?
- a **machine** or **gadget** you used to use a lot, but that is now out of date?

I used to hate most vegetables, especially spinach and cauliflower, but now I love them and usually eat a lot of vegetables every day...

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4 VOCABULARY relationships

a Explain the difference between these pairs of phrases.

1 to meet somebody and to know somebody
2 a colleague and a friend
3 to argue with somebody and to discuss something with somebody

b ➤ p.158 Vocabulary Bank *Relationships*.

c Think of one of your close friends. In pairs, ask and answer the questions.

- How long have you known him / her?
- Where did you meet?
- Why do you get along well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

5 PRONUNCIATION the letter *s*

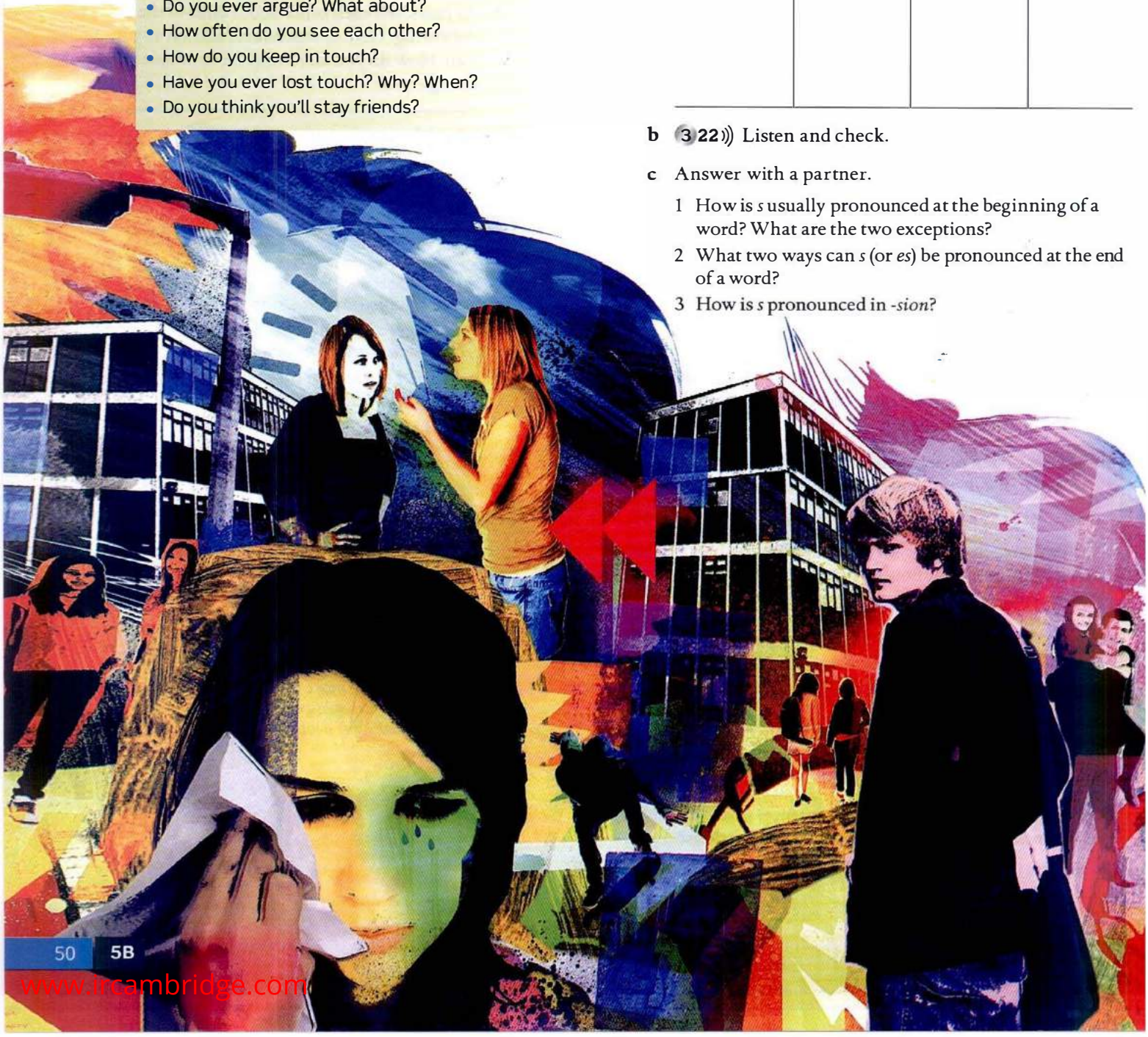
a 3.21 Listen to the words in the list. How is the *s* (or *se*) pronounced? Write them in the correct columns.

busy close (*adj*) close (*verb*) conversation decision discuss eyes friends lose music pleasure promise raise school somebody sport sugar summer sure unusual used to usually various

b 3.22 Listen and check.

c Answer with a partner.

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



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6 LISTENING

a Talk to a partner. Do you think the following are **T** (true) or **F** (false)?

1 22-year-olds have an average of 1,000 friends.
2 Men have more online friends than women.
3 People who spend a lot of time on Facebook become more dissatisfied with their own lives.

b 3.23 Listen to the introduction to a radio program. According to research, are 1–3 in **a** true or false?

c 3.24 Listen to four people who call the program, Young, Beth, Emma, and Ned. Who is the most positive about Facebook? Who is the most negative?

d Listen again. Answer with **Young**, **Beth**, **Emma**, or **Ned**.

Which caller...?

1 ☐ does not want to share personal information with strangers
2 ☐ has fewer Facebook friends than he / she used to have
3 ☐ has over a thousand friends
4 ☐ uses it to keep in touch with friends who don't live close by
5 ☐ thinks people use Facebook to give themselves more importance
6 ☐ used to use Facebook more than he / she does now
7 ☐ uses Facebook instead of calling
8 ☐ does not use social networking sites

e Do you use Facebook or any other social networking sites? Do you agree with anything the speakers said?

7 SPEAKING

a Read sentences **A–F** below. Check (✓) the ones you agree with and put an ✗ next to the ones you don't agree with. Think about your reasons.

A ☐ You can only have two or three close friends.
B ☐ Nowadays people are in touch with more people but have fewer close friends.
C ☐ Men keep their friends longer than women.
D ☐ You should never criticize your friend's partner.
E ☐ You should never lend money to a friend (or borrow money).
F ☐ It's impossible to stay good friends with an ex-partner.

b 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.

Giving examples
For example, I have a friend who I've known since I was five years old...
For instance, I once lent some money to a cousin...

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Practical English Old friends

EPISODE 3

1 VIDEO JENNY HAS COFFEE WITH A FRIEND

a (3 25) Watch or listen to Jenny and Monica. What's Monica's news?

b Watch or listen again and answer the questions.

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

2 VIDEO PERMISSION AND REQUESTS

a (3 26) Watch or listen. What two favors does Rob ask Jenny?

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

1 Rob orders a cappuccino.
2 Rob says Monica looks different from her photos.
3 Monica gets a good impression of Rob.
4 Monica leaves because she has to go to work.
5 Jenny says that most of their friends are in serious relationships.
6 Paul is going to stay for two weeks.
7 Paul used to be very quiet when they were younger.
8 Jenny is excited to meet Paul.

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c (3)27 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

Asking permission

1 **Rob** Do you _____ if I join you?
Monica Of _____ not. Come on, sit down.

2 **Rob** Is it _____ if we change our plans a bit this week?
Jenny Uh...sure.

Requests: asking someone to do something

1 **Rob** _____ you pass the sugar?
Jenny _____.

2 **Rob** Could you do me a big _____? I have to work late this evening, so... would you mind _____ him at the airport?
Jenny _____ at all. I'd like to meet him.

3 **Rob** And do you think you _____ take him to my flat? I'll give you the keys.
Jenny No _____, Rob.

d Look at the highlighted phrases and answer the questions.

1 How do you respond to *Do you mind if...?* and *Would you mind...?* when you mean *OK, no problem?*
2 Which two forms of request should you use if you want to be very polite or are asking a very big favor?

e (3)28 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

f Practice the dialogues in **c** with a partner.

g ➤ **Communication** *Could you do me a favor? p.105.*

3 VIDEO PAUL ARRIVES

a (3)29 Watch or listen. How do Rob and Jenny feel about Paul's arrival?

b Watch or listen again and circle the right answer.

1 Paul's appearance *has changed a lot / hasn't changed much.*
2 His flight was *on time / late.*
3 On the trip from the airport Paul *talked a lot about himself / asked Jenny a lot of personal questions.*
4 Rob suggests *eating in / eating out.*
5 Paul feels *exhausted / full of energy.*
6 Jenny *feels like / doesn't feel like* going out.

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

Social English phrases

Paul Hey _____!
Paul It's _____ to see you, mate.
Rob How _____ you're so late?
Paul No _____, man!
Jenny Rob, I think I'll go home if you don't _____.
Rob Just like the old _____!
Paul Rob, we've got a lot to talk _____!

d (3)30 Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?

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

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G passive (all tenses)
V movies
P sentence stress

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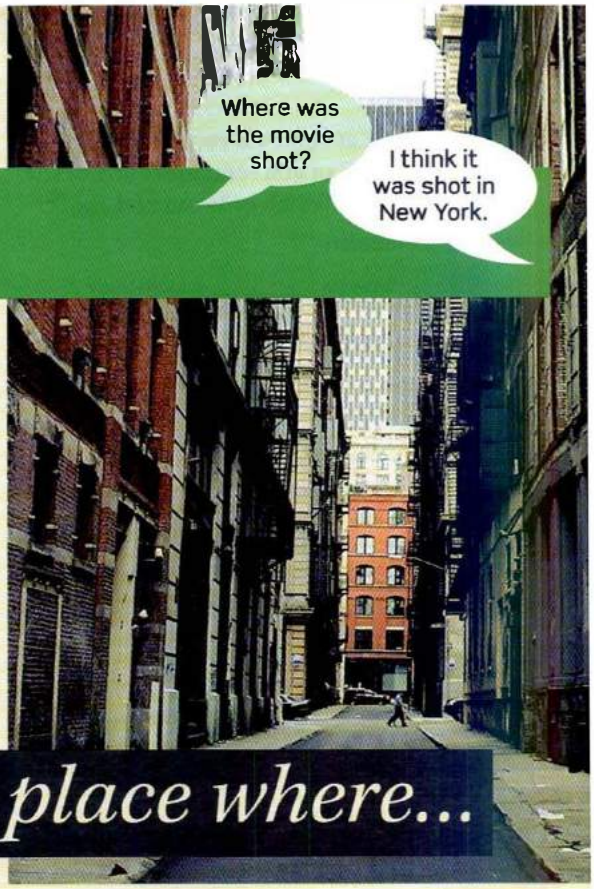
6A Shot on location



1 READING

a Look at the photos with the article. Do they remind you of any movies or TV series that you have seen?

b Now read the article and complete it with a past participle from the list.

based designed inhabited inspired ~~owned~~
photographed transformed used welcomed

You are standing in *the place where...*

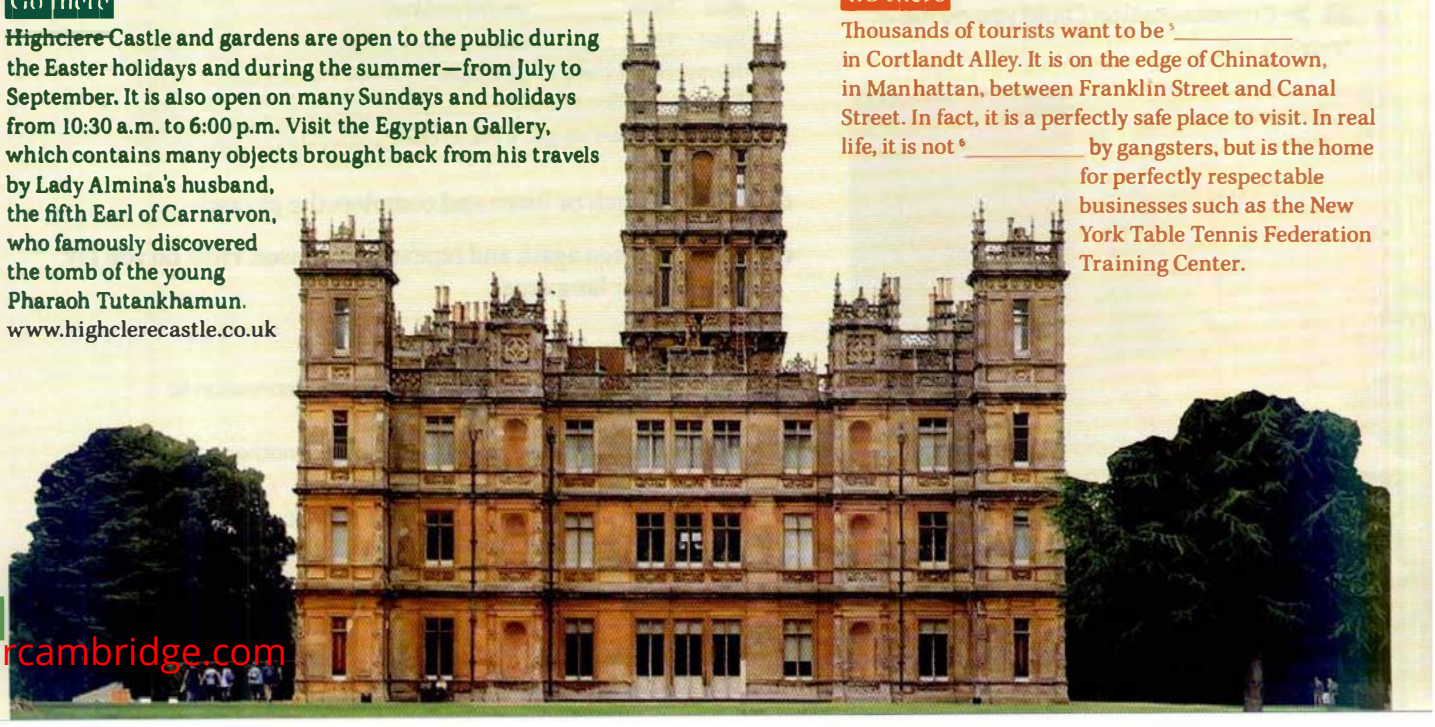
A Highclere Castle *near Newbury in Berkshire, UK*

The castle has been [1] *owned* by the Carnarvon family since 1679, and the Earl and Countess Carnarvon currently live there. In 2010, movie director Julian Fellowes, a close friend of the family, was planning a new TV series about an aristocratic family and their servants during the early 20th century. While he was staying at Highclere Castle, he realized that it would be the perfect place to set his historical drama, and the castle was [2]_____ into *Downton Abbey*, the home of the fictional Crawley family. The series was a huge success, and it has been sold all over the world. Both the interior and exterior scenes were shot in and around the castle itself.

In the second season of the TV series, the castle is used as a hospital during the First World War. These scenes are [3]_____ on a real-life event. In 1914, Lady Almina Carnarvon allowed soldiers who had been wounded to be taken care of in the castle.

Go there

Highclere Castle and gardens are open to the public during the Easter holidays and during the summer—from July to September. It is also open on many Sundays and holidays from 10:30 a.m. to 6:00 p.m. Visit the Egyptian Gallery, which contains many objects brought back from his travels by Lady Almina's husband, the fifth Earl of Carnarvon, who famously discovered the tomb of the young Pharaoh Tutankhamun.
www.highclerecastle.co.uk



B Cortlandt Alley *New York City, USA*

In Hollywood's version of New York City, the giant metropolis is full of secret alleys where crimes take place, and criminals are chased by the police. In fact, there are hardly any alleys in New York today at all. One of the few remaining ones, Cortlandt Alley, has been [4]_____ for almost all the alley scenes in movies and TV series that are set in New York City. Movies with scenes that were shot there include *Crocodile Dundee* and *Men in Black 3*, and TV series like *Blue Bloods*, *Boardwalk Empire*, *NYPD Blue*, and *Law & Order*.

Go there

Thousands of tourists want to be [5]_____ in Cortlandt Alley. It is on the edge of Chinatown, in Manhattan, between Franklin Street and Canal Street. In fact, it is a perfectly safe place to visit. In real life, it is not [6]_____ by gangsters, but is the home for perfectly respectable businesses such as the New York Table Tennis Federation Training Center.

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C Casa Loma

Toronto, Canada

This Gothic Revival style building, with a spectacular tower, was [7]_____ by Canadian architect E.J. Lennox. The original owner, Sir Henry Mill Pellatt spent $3.5 million and hired 300 workers to construct the building. After three years, the castle was finally completed in 1914. Unfortunately, in 1933, the city of Toronto seized Casa Loma from Pellatt for nonpayment of taxes. After several years of neglect, the castle was scheduled for demolition, but it was saved by the Kiwanis Club—a service club that helps the homeless, the hungry, and other disadvantaged people. The club still holds meetings there today! During World War II, equipment designed to find underwater enemy boats was made in the castle. Because of its unusual look, the castle has been used as a location in several well-known movies such as *X-Men*, *Chicago*, and *Scott Pilgrim vs. the World*. In addition, author Eric Wilson was [8]_____ by this building to write the novel *The Lost Treasure of Casa Loma*.

Go there

Visitors are [9]_____ throughout the year. However, some areas of the castle may be closed to the public due to prebooked functions. The castle is open daily from 9:30 a.m. to 5:00 p.m. It's closed on December 25th, Christmas Day. Guided garden tours are available from May through October.
www.casaloma.org

www.ircambridge.com

c Read the article again. Answer the questions with **A** (Highclere Castle), **B** (Cortlandt Alley), or **C** (Casa Loma).

Which place...?

1 is not really as it seems in movies
2 has a permanent exhibition there
3 was used for the same thing both in real life and on TV
4 a place that inspired an author to write a novel about it
5 is one of the few places of its kind that still exists
6 is only open during holiday periods
7 was taken from its owner
8 was used to make equipment for a war

d Have you seen any of the movies or TV series mentioned? Which of the three places would you most like to visit? Why?

2 GRAMMAR passive (all tenses)

a Read the *Highclere Castle* text again. Underline an example of the present passive, the past passive, the present perfect passive, the past perfect passive, and a passive infinitive. How do you form the passive? What part of the passive changes when you want to change the tense?

b ➤ p.142 Grammar Bank 6A. Learn more about the passive and practice it.

3 PRONUNCIATION sentence stress

a 3.32 Listen and write the stressed words in the large pink rectangles.

1 *movie* *based* *famous* *book* .

2 .

3 .

4 .

5 ?

6 ?

b Look at the stressed words and try to remember what the other (unstressed) words are. Then listen again to check and write them in.

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4 VOCABULARY movies

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

1 Cortlandt Alley has been used for almost all the alley scenes in movies and TV series that are set in New York.
2 These scenes are based on a real-life event.
3 Both the interior and exterior scenes were shot in and around the castle itself.

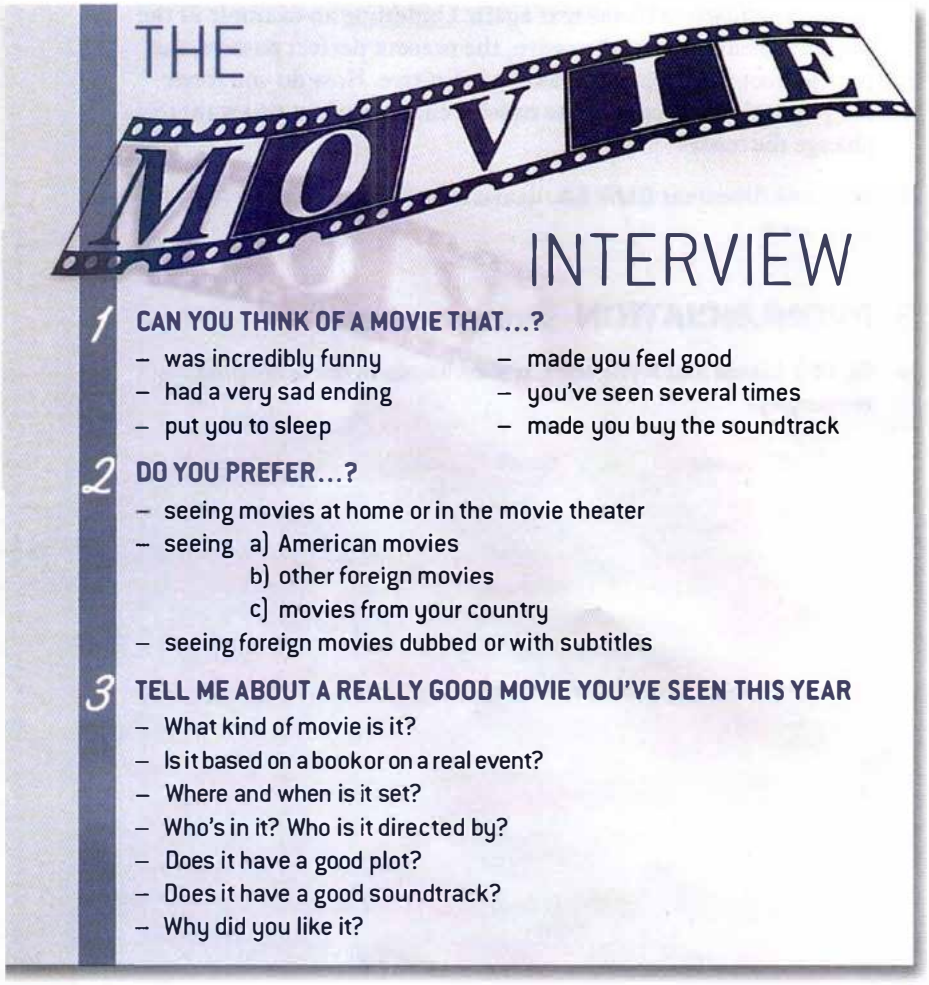
b ➤ p.159 Vocabulary Bank *Movies*.

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

1 a plot and a script
2 a horror movie and a thriller
3 a musical and a soundtrack
4 the main cast and the extras

5 SPEAKING

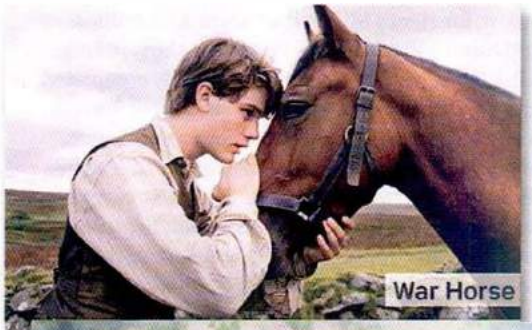
a Read the movie interview and think about your answers and reasons.



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

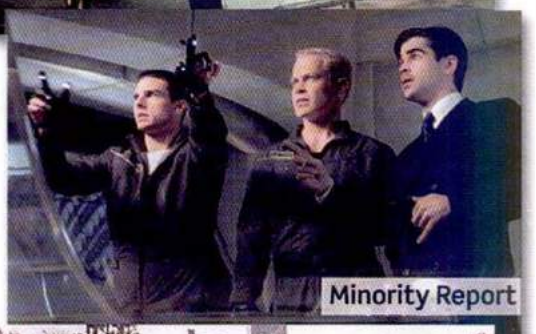
6 SPEAKING & LISTENING

a Look at the images from some famous movies. What kinds of movies are they? Have you seen any of them? What are they about? What do you think they have in common?


War Horse

Indiana Jones and the Temple of Doom

E.T. the Extra-Terrestrial


Minority Report

Catch Me If You Can

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b Now look at some photos of Steven Spielberg and Dagmara Walkowicz, who worked as an interpreter on one of his movies. In pairs, answer the questions.

1 Where do you think they are?
2 Which Spielberg movie do you think was being made?
3 What do you think Dagmara is doing in the photo on the right?
4 Do you think Dagmara found Spielberg easy to work with?

c 3 36 Listen to the first part of an interview with Dagmara and check your answers to **b** 1 and 2.

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

1 When the movie company came to Krakow, Dagmara was working as a teacher.
2 She got a part-time job doing translations for them.
3 There was party at the hotel to celebrate Spielberg's birthday.
4 When she arrived, she was asked to interpret Spielberg's speech, because the interpreter was late.
5 Spielberg was very happy with the way she had done her job.

e 3 37 Now listen to the second part of the interview and check your answers to **b** 3 and 4.

f Listen again and make notes under the headings below.

What she had to do during the movie
go to the movie set every day, translate Spielberg's instructions

The worst thing about the job

One especially difficult scene

What it was like to work with Spielberg

Being an extra

What happened after the movie was finished

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

7 WRITING

➤ **p.117 Writing** *A movie review.* Write a review of a movie.

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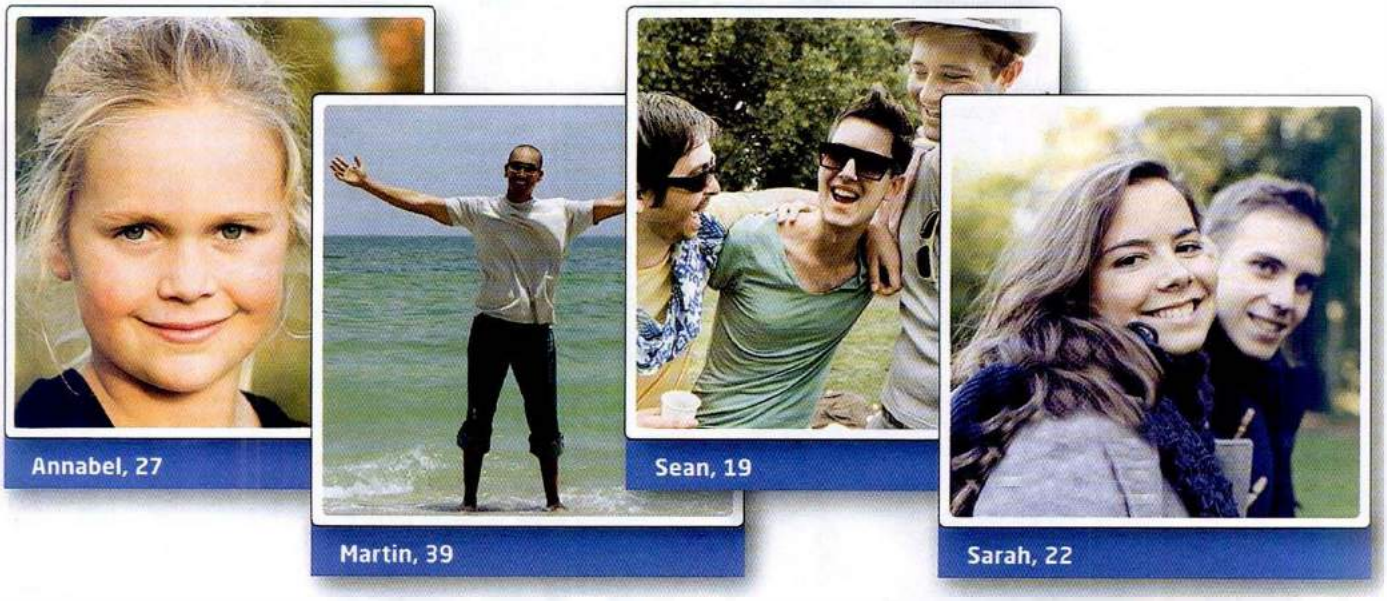
G modals of deduction: *might, can't, must*
V the body
P diphthongs

She can't be his mother. She must be his sister.

No, she's his mother. She looks very young for her age.

6B Judging by appearances



1 READING & SPEAKING

a Answer the questions in pairs.

1 Do you have a profile photo of yourself that you use on social networking sites, or on your ID?
2 Why did you choose it?
3 What do you think the photo says about you?

b Look at the four profile photos. Why do you think the people have chosen these photos?

c Read the article and complete it with the headings below. Then look at the four photos again. Which of the 12 categories do you think they belong to?

A **Photo of you as a child**
B **Vacation photo**
C **Logo of your business or company**
D **Photo with a celebrity**
E **Photo with a partner**
F **Photo with your baby or child**

d Read the article again. Look at the highlighted phrases. With a partner, try to figure out their meaning.

e Think about the profile photos or ID card photos of your family and friends. Which categories do they fit in? Do you agree with the text? Has the article made you want to change your profile picture? Why (not)?

What does your profile picture say about you?

Whether it's a photo of you on a night out or of you with your newborn baby, the image you choose to represent you on social networking sites says a lot about you.

Profile pictures on Facebook and similar sites are the visual projection to friends and family of who you are and what you are like. On Twitter, where people follow both friends and strangers, profile pictures are smaller and perhaps more significant. They are often the first and only visual introduction people have to each other. So what does *your* profile photo say about you?

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According to communications consultant Terry Prone, there are 12 categories that cover most types of profile pictures.

1 **The professionally taken photo**
You use social media mainly for business or career purposes.

2 _____
You want to show what you have achieved in your family life and are generally more interested in a response from women than from men.

3 _____
You see your other half as the most important thing in your life, and you see yourself as one half of a couple.

4 **Having fun with friends**
Generally young and carefree, you want to project an image of being fun and popular.

5 _____
You are a bit of an escapist and eager to show a different side of yourself from what you do on a day-to-day basis.

6 _____
This kind of image says that you don't really want to grow up and face the future. You are nostalgic for your childhood.

7 **Caricature**
Using a caricature is a way of saying that your image isn't rigid and that you don't take yourself too seriously.

8 **Photo related to your name, but not actually you (a shop sign or product label for example)**
You want to be identifiable, but you feel your name is more important than what you look like.

9 **Photo related to your political beliefs or a team that you support**
You think that your beliefs and interests are more important than your personality.

10 _____
You think that showing yourself with a well-known person will make you seem more important.

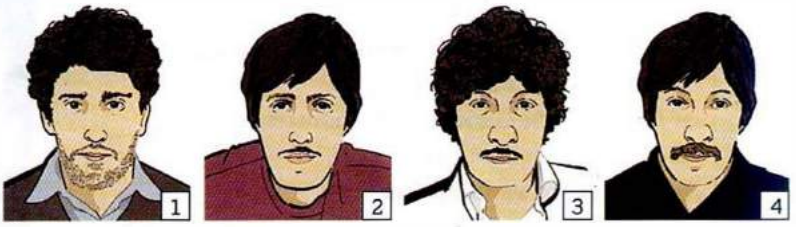
11 **Self-portrait taken with webcam / camera phone**
Functional. It says, "Look, I don't dress up; take me as I am."

12 _____
You only use social media in a professional capacity, and you identify more with your work role than with your private life.

Adapted from The Irish Times

2 VOCABULARY the body

a (3.38) Look at the four pictures and listen. Which one is the thief? Describe the four pictures with a partner.



b ➤ p.160 Vocabulary Bank *The body.*

3 PRONUNCIATION diphthongs

a (3.41) Read the information about diphthongs. Then listen and repeat the five words and sounds.

1	2	3	4	5

Diphthongs
Diphthongs are a combination of two vowel sounds or vowel letters, for example the sounds /ɔɪ/ in voice.

b Write these words in the correct columns.

bite eyes face mouth nose outgoing pointy
shoulders smile taste throw toes voice

c (3.42) Listen and check. Then practice saying the phrases below.

a loud voice narrow shoulders a wide mouth
brown eyes a Roman nose a round face

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

WHICH PART(S) OF THE BODY...?

1 do you wear | a ring / gloves / socks / a cap | on
2 do ballet performers stand on
3 do soccer players often injure
4 do women put makeup on
5 do people brush
6 do people carry a backpack on

4 (3.43) SONG *I Got Life* ♫

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5 GRAMMAR modals of deduction

a Look at the photos of three people. Then in two minutes, match three sentences with each person.

- ☐ He / she might be a criminal.
- ☐ He / she might not know how to use the Internet.
- ☐ He / she could be a model.
- ☐ He / she could be German or Scandinavian.
- ☐ He / she may not have a job.
- ☐ He / she may be a millionaire.
- ☐ His / her hair must be dyed.
- ☐ He / she must be retired.
- ☐ He / she can't be a business person.

b Compare with a partner. *I think he could be a model.*

c ➤ **Communication** *Judging by appearances p.106.* Find out about the three people. Did you guess correctly?

d Look at the sentences in **a** and answer the questions.

1 Which modal verbs mean *it's possible?*
might ___ ___ ___
2 Which modal verb means *it's very likely to happen?* ___
3 Which modal verb means *it's impossible?* ___

e ➤ **p.143 Grammar Bank 6B.** Learn more about modals of deduction and practice them.

6 LISTENING & READING

a In pairs, look at the man in the photo. Make sentences about him using *might / may / could (not) be, must be*, or *can't be* and words from the list.

American British
very famous homeless
funny dangerous

b 3 47 Listen to a woman talking about the man in **a** and answer the questions.

1 Where were the speaker and her friend, Ny?
2 What were they doing when they saw the man?
3 What did he look like?
4 What did Ny want to do?
5 What did the speaker do?

c 3 48 Why do you think the speaker stopped Ny? Listen and find out. Who was the man?

d Look at the two photos of Susan Boyle in the article. Do you know who she is? Can you guess why she has changed her appearance?

e Read the article once and choose the best summary.

1 We now realize that it is wrong to judge people by their appearance.
2 Judging people by appearance can be useful and is often right.
3 If you try to judge people by their appearance, you will usually be wrong about them.

f Read the article again and mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

1 Most people predicted that Susan Boyle would be successful as a singer.
2 After her appearance on TV, people started saying that we shouldn't judge people by their appearance.
3 Scientists think that judging by appearance is an important skill.
4 It is more important to be able to make quick judgements about people than it used to be.
5 When we judge people by their appearance, we are usually wrong.
6 Susan Boyle has probably realized that people will never stop judging her by her appearance.

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Yes, appearance matters.

When Susan Boyle first walked onto the stage of the *Britain's Got Talent* TV show, people immediately thought that she looked like a 47-year-old single woman who lived alone with her cat (which in fact she was). Nobody thought for a minute that she had a chance of doing well on the show, or could ever become a star. But when she opened her mouth and started singing *I Dreamed a Dream*, from the musical *Les Misérables*, everybody was amazed. After the video of her performance went viral, journalists started talking about how wrong it is to stereotype people into categories, and how we should learn, once and for all, "not to judge a book by its cover."

But social scientists say that there are reasons why we judge people based on how they look. On a very basic level, judging people by their appearance means putting them quickly into categories. In the past, being able to do this was vitally important, and humans developed the ability to judge other people in seconds. Susan Fiske, a professor of psychology and neuroscience at Princeton University, said that traditionally, most stereotypes are linked to judging whether a person looks dangerous or not. "In prehistoric times, it was important to stay away from people who looked aggressive and dominant," she said.

One reason why our brains persist in using stereotypes, experts say, is that often they give us generally accurate information, even if all the details aren't right. Ms. Boyle's appearance, for example, accurately told us a lot about her, including her socioeconomic level and lack of worldly experience.

People's enthusiasm for Susan Boyle, and for other underdogs who end up winning, is unlikely to stop us from stereotyping people. This may be one of the reasons why, although Ms. Boyle expressed the hope that "maybe this could teach them a lesson, or set an example," she did begin to change her appearance, wearing makeup, dying her gray hair, and appearing in more stylish clothing.

Adapted from The New York Times

g Find a word or phrase in the article for the definitions.

Paragraph 1

1 _____ _____ was sent all over the Internet

2 _____ *a* _____ *by* _____ _____ judge a person by his / her appearance

Paragraph 2

3 _____ _____ absolutely essential

Paragraph 3

4 _____ _____ what social class she is and how much money she has

Paragraph 4

5 _____ people who are not expected to succeed

h Talk to a partner.

1 Do you think people in your country tend to judge other people by their appearance? In what way?

2 How important do you think appearance is for the following people?

- politicians
- TV hosts
- business people
- singers
- doctors

Do you think it is right that their appearance matters?

3 On what occasions might *you* judge someone by their appearance?

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5&6 Review and Check

GRAMMAR

Circle a, b, or c.

1 Elliot served, but the ball _____ into the net.
a went b was going c had gone

2 The athlete fell at the end of the race when she _____ toward the finishing line.
a run b was running c had run

3 I didn't realize that you two _____ before.
a didn't meet b weren't meeting c hadn't met

4 **A** I can't find my glasses anywhere.
B _____ them when you left home this morning?
a Did you wear b Were you wearing c Had you worn

5 _____ walk to work, or do you drive?
a Do you use to b Do you usually c Use you to

6 When I was a child I _____ like vegetables.
a don't used to b didn't used to c didn't use to

7 _____ play any sports when you were in college?
a Did you use to b Use you to c Did you used to

8 A lot of famous movies _____ in Cortlandt Alley.
a have shot b have been shot c has been shot

9 He's an actor who hates _____ about his private life.
a asking b being asking c being asked

10 Why _____ in New Zealand?
a is the movie being made b is the movie making
c is making the movie

11 Many people believe that Columbus _____ America.
a didn't really discover b wasn't really discovered
c weren't really discovered

12 **A** I've just rung the doorbell, but there's no answer.
B They _____ in the yard. Take a look.
a can't be b might be c can be

13 He's a little older than me, so he _____ in his 30s now.
a must be b may be c can't be

14 **A** Did you know Ann and David broke up?
B That _____ true! I saw them together just now.
a must not be b might be c can't be

15 **A** Does your sister know Travis?
B She _____ him. I'm not sure.
a can't know b may know c can know

VOCABULARY

a Write the parts of the body that you use to do these actions.

1 kiss _____ 3 smell _____ 5 bite _____
2 stare _____ 4 clap _____

b Circle the right verb or phrase.

1 The Nets *won / beat* the Nuggets 108–102.
2 Can you book a tennis *course / court* on Friday?
3 Sports players are usually very careful not to *get injured / get in shape* before important events.
4 Real Madrid *scored / kicked* a goal just before half-time.
5 I *do / go* swimming every morning during the week.

c Complete the words.

1 Luke is a very **cl**_____ friend. I've known him all my life.
2 My wife and I have a lot in **c**_____.
3 Gina and I lost **t**_____ after we both changed jobs.
4 We met in our first class in college, and we **g**_____ to know each other very quickly.
5 Linda is getting married next month. Her **f**_____ is Canadian. He's very nice.

d Write words beginning with *s* for the definitions.

1 _____ the music of a movie
2 _____ the translation of the dialogue of a movie
3 _____ _____ images often created by computer
4 _____ the most important actor in a movie
5 _____ one part of a movie that happens in one place

e Complete the sentences with one word.

1 I love working _____ at the gym. I go every evening.
2 Please don't laugh _____ Greg—he's trying to do his best.
3 My sister and her boyfriend have broken _____.
4 I wish you could be more excited _____ the opera tickets I got for tonight. They were really expensive.
5 Is there anything good _____ TV tonight?

PRONUNCIATION

a Circle the word with a different sound.

1 score warm up court couple
2 taste lose propose nose
3 face eyes audience course
4 throw shoulder doctor toe
5 noisy enjoy shoe voice

b Underline the stressed syllable.

1 re|fe|ree 3 spec|ta|tors 5 co|lleague
2 re|view 4 di|rec|tor

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CAN YOU UNDERSTAND THIS TEXT?

a Read the text. Do you know of any similar theatrical superstitions in your country? What are they?

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

1 Before a performance, actors often...
   a wish each other good luck
   b wish each other bad luck
   c touch each others' legs.

2 Whistling in a theater is considered unlucky because...
   a it used to cause problems for the scene changers
   b it was associated with being out of work
   c it confused the actors

3 It is bad luck to...
   a rehearse any part of a play without an audience
   b rehearse a play in front of family members
   c get to the end of a play when nobody is watching

c Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

THEATRICAL SUPERSTITIONS

Along with sports players, theater professionals are considered some of the most superstitious people around. These are some of their more common beliefs and practices.

NOT WISHING "GOOD LUCK"

Generally, it is considered bad luck to wish someone "good luck" in a theater. Before a performance, it is traditional for the cast to get together and prevent bad luck by wishing each other bad luck. English actors used to say to each other "I hope you break a leg," and even today actors and musicians often say "break a leg" to each other instead of "good luck" before they go on stage.

WHISTLING

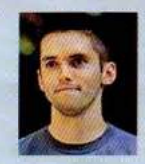
It is considered bad luck for an actor to whistle on or off stage. Original stage crews were often hired from ships that were in port, and whose sailors were temporarily unemployed. These sailors, as they did on ships, often used special whistles to communicate scene changes to each other. If an actor whistled, this could confuse the sailors into changing the set or scenery at the wrong time.

NOT WITHOUT AN AUDIENCE

It is considered bad luck to complete a performance of a play when there is no audience. For this reason actors never say the last line of a play during rehearsals, or some production companies allow a limited number of people (usually friends, family, and reviewers) to attend the dress rehearsals.

VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

3 49 **On the street** Watch or listen to five people and answer the questions.


Andrew

Adrian

Ryder

Helen

Rebekah

1 Andrew ____.
   a prefers watching sports to playing sports
   b plays at least five sports
   c thinks basketball and lacrosse are interesting team sports

2 An old friend of Adrian's who was using online meeting ____.
   a thought the person looked less attractive in real life
   b thought the person looked younger on the Internet
   c married the person they met on the Internet

3 Ryder hasn't cheated by ____.
   a using his phone
   b bringing a book to an exam
   c looking at another student's exam

4 Helen likes *Dirty* because ____.
   a she loves the soundtrack
   b some of the actors in it are attractive
   c it makes her laugh

5 Rebekah chose her profile picture because she and her siblings look ____ in it.
   a young b funny c dressed up

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Check (✓) the box if you can do them.

Can you...?

1 ☐ tell an anecdote about something that happened to you using the simple past, past continuous, and past perfect

2 ☐ talk about three past and three present habits of yours

3 ☐ describe a movie, saying where is was set, what it is based on, who it was directed by, and what you thought of it

4 ☐ make deductions about a famous person using *might be*, *must be*, and *can't be*

VIDEO **Short movies** Iconic movie locations
Watch and enjoy the movie.

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

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

I'll probably retake them.

7A Extraordinary school for boys

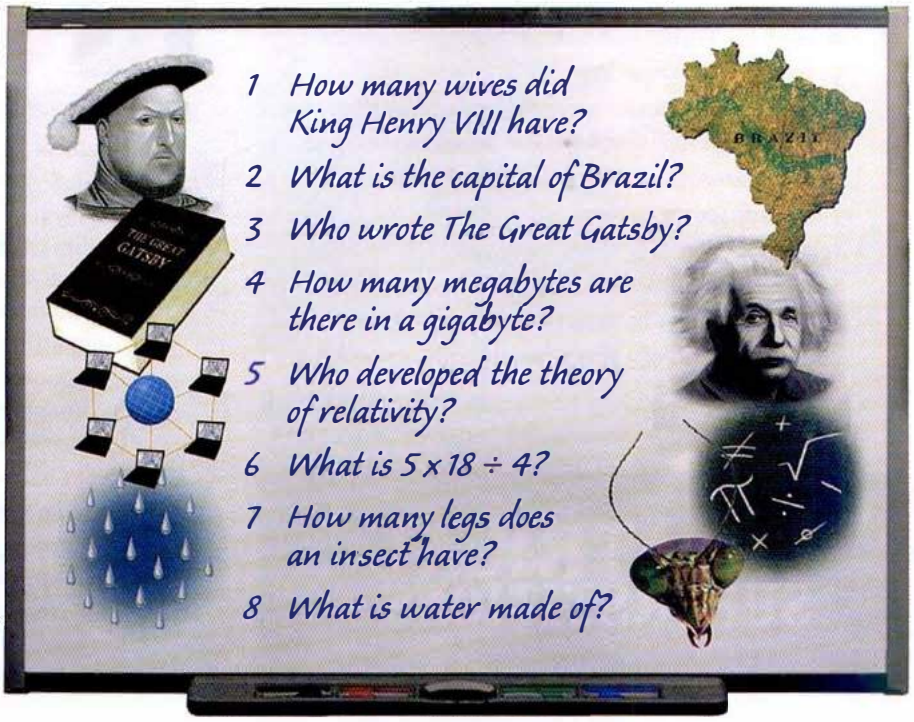
1 VOCABULARY education

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

b 4.2 Now match the questions with these school subjects. Then listen and check.

- ☐ biology
- ☐ chemistry
- ☐ geography
- ☐ history
- ☐ information technology
- ☐ literature
- ☐ math
- ☐ physics

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



2 PRONUNCIATION & SPEAKING

the letter *u*

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

a Put the words in the correct column.

full future lunch music nun put rude rules
student study subject true uniform university

u	ʌ	ʊ	/yu/

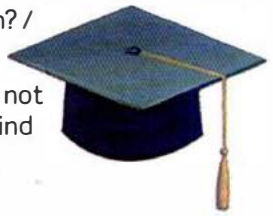
b 4.6 Listen and check. Practice saying the words. Why do we say *a university* but *an umbrella*?

c 4.7 Listen and write four sentences.

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

YOUR EDUCATION

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



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

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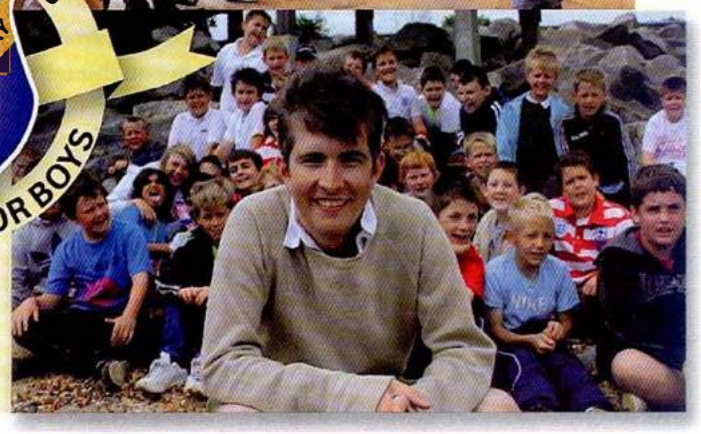
3 LISTENING

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

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



a Look at the photos above. What can you see? Now read about Gareth Malone's *Extraordinary School for Boys*. In your country, are boys usually behind girls in reading and writing?

b 8 Listen to **Part 1** of a radio program about the experiment and answer the questions.

1 How long did Gareth have to teach the boys?
2 What was his aim?
3 What three things did he believe were important?

c 9 Listen to **Part 2**. Complete the chart.

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

d Listen again. How successful were the three activities?

e 10 Now listen to **Part 3** to find out what the result of the experiment was. Did the boys' reading improve?

f What do you think of Gareth's ideas? Do you think they are appropriate for girls? Are any of them used in your country?

4 SPEAKING

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

- Boys and girls both learn better in single-sex schools.
- Schools should let children wear whatever they want at school.
- Cooking and housework should be taught at school.
- Schools don't teach children the important things they need to know to be an adult.
- Physical education should be optional.
- School summer vacations should be shorter.
- Children spend too much time at school on math and IT and not enough on things like music, art, and drama.
- Private schools are usually better than public schools.

Debating a topic: organizing your ideas

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

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

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

a In pairs, answer the questions.

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

b 4 11, 12 Listen to Olivia and Woo-sung, who are waiting for their exam scores, and answer the questions.

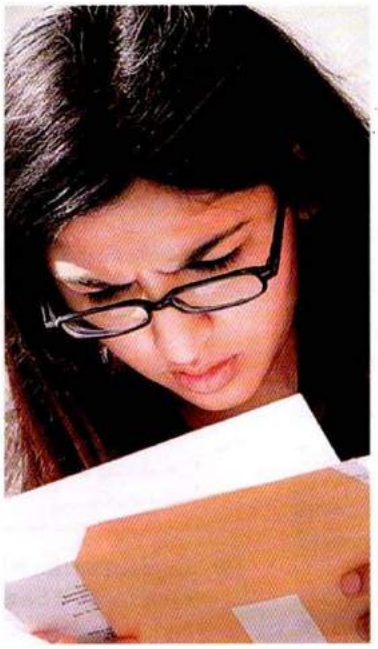
1 Do they think they did well on the tests?
2 When and how will they get the test results?
3 How will they celebrate if they get good scores?
4 What do they want to do if they get good scores?
5 What will they do if they fail, or if they don't get the scores that they need?

> **Exams**
> Exam scores can be given as **numbers** (usually out of 10 or 100) or as **letters** (A, B, C, etc.). College grades are usually given in numbers (out of 100). High school grades are usually given in letter (A+, A, A–, etc.)

c 4 13 Listen and complete the sentences.

1 They probably won't admit me **unless** _____.
2 **As soon as** _____ I'll look up my scores.
3 I don't want to plan any celebrations **until** _____.
4 **If** I don't get into a good college, _____.
5 **When** _____, they'll mail the results.

d 4 14 Listen to Olivia and Woo-sung. What scores did they get? What are they going to do?



e ➤ **p.144 Grammar Bank 7A.** Learn more about first conditionals and future time clauses, and practice them.

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

What will you do...?
- as soon as you get home
- if you don't pass your English exam
- when this class ends
- if it rains on the weekend

g ➤ **Communication** *Three in a row p.106.*

6 READING & SPEAKING

a Read the article once. What is a "tiger mother?"

Your 12-year-old daughter is delighted. She got an A-minus in math, second place in a history competition, and top scores on her piano exam. Do you **a)** say *Good job!*, give her a hug, and tell her she doesn't need to practice the piano today, and can go to a friend's house, or **b)** [1]*ask why she didn't get an A in math,* why she didn't get first place on the history exam, and tell her she'll be punished if she doesn't practice the piano?

If you chose a), you are definitely not Amy Chua.

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

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

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

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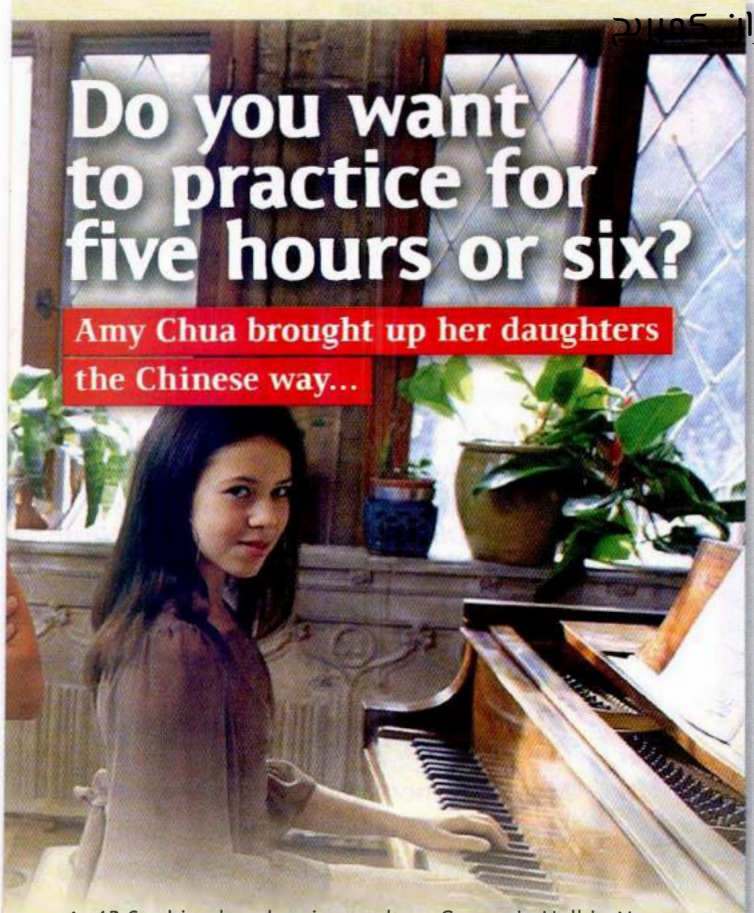
Do you want to practice for five hours or six?

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

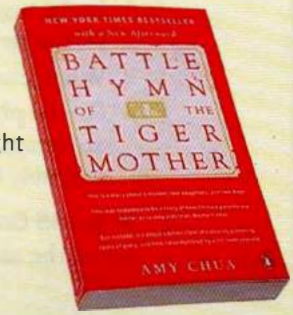


At 13 Sophia played a piano solo at Carnegie Hall in New York City, and at 12, Lulu a violinist, was the leader of a prestigious orchestra for young people. Chua chose math and music for her daughters, but it seems that they could have excelled in anything. [4]_____.

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

Many people have been shocked by the book. [6]_____. She once sent her daughter Lulu, aged three, into the yard without her coat when it was 21°F because she had behaved badly at her first piano lesson.

However, the girls do not seem to resent their mother. Sophia said that she herself chose to accept the system, and after the book was published, she wrote an article defending her mother. Lulu says that although she no longer wants to be a violinist, she still loves playing the violin. [7]_____. Sophia is now studying law at Harvard, and Lulu is doing well in high school and winning tennis trophies.



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

Adapted from The Times

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

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

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

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

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

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

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

e Talk to a partner.

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

G ***make* and *let***
After *make* and *let* we use the base form of a verb.
My parents made me work very hard.
They didn't let me go out during the week.

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G second conditional
V houses
P sentence stress

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If I could afford it, I'd move out tomorrow.

I wouldn't. I like living with my parents.

7B Ideal home

1 GRAMMAR second conditional

a Work with a partner. Describe the two photos, and then answer the questions.

1 Which of the two houses would you prefer to live in? Why?
2 Who do you live with? Do you get along well? Do you argue about anything? What?

b Read the article. How many of the people would like to leave home?

Still living at home?

More and more young people in their 20s all over the world are living with their parents because it is too expensive for them to rent or buy a place of their own. Are you living at home? Are you happy with it? Post a comment at #stilllivingathome

c Read the article again. Who...?

1 is not happy living at home because of family conflict
2 thinks his / her parents think of him / her as still being a teenager
3 thinks that the advantage of living at home is not having to do any work
4 would like to be able to decorate his / her home in his / her own taste

d Look at the article again, and answer the questions.

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

e ➤ **p.145 Grammar Bank 7B.** Learn more about the second conditional and practice it.

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Comments

Vivienne @Montreal, Canada
If I had the money, I would move out immediately. All I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If it were my place, I'd be happy to do the cleaning and things like that. I would take care of it. But right now it's just a dream, because I can't find a job.

Mauro @Recife, Brazil
I'm perfectly happy living at home. If I lived on my own, I'd have to pay rent, do the housework, and the cooking. Here my mother does my laundry, she cleans my room, and of course she cooks, and her food is wonderful. I have a nice room. I have my computer where I can watch TV... Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married...

Andrea @Melbourne, Australia
It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I just don't feel independent. I'm 29, but I sometimes worry that if I come back late after a night out, I'll find them still awake waiting up for me. It's never happened, but it still makes me want to move out.

Carlos @San Antonio, Texas
I'd love to move out. I get along well with my parents, but I think I'd get along with them even better if I didn't live at home. My mother drives me crazy – it isn't her fault, but she does. And I'd really like to have a dog, but my mother is allergic to them.

2 PRONUNCIATION & SPEAKING
sentence stress

a (4 18)) Listen and repeat the sentences. Copy the rhythm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 **Would** you **leave home** if you **got** a **job**?
3 **Even** if I **could afford** it, I **wouldn't move out**.
4 If it were **my apartment**, I'd be **happy** to **do** the **cleaning**.
5 I'd **get** along **better** with my **parents** if I **didn't live** at **home**.

b ➤ **Communication** *Guess the sentence* **A** *p.107* **B** *p.111.*

c Choose three of the sentence beginnings below and complete them in a way that is true for you.

If I
...could live anywhere in my town or city, I'd live...
...won a "dream vacation" in a competition, I'd go...
...could choose any car I liked, I'd have a...
...could choose my ideal job, I'd be...
...had more time, I'd learn...
...had to go abroad to work, I'd go to...

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

If I could live anywhere in my city, I'd live downtown. — *Why downtown?*

3 VOCABULARY houses

living room	kitchen	bedroom
sofa	*washing machine*	*lamp*

a With a partner, write five words in each column.

b ➤ **p.162 Vocabulary Bank** *Houses.*

c Answer the questions with a partner.

What's the difference between...?
1 the outskirts and the suburbs
2 a village and a town
3 a roof and a ceiling
4 a balcony and a deck
5 a chimney and a fireplace
6 the basement and the first floor
7 wood and wooden

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4 READING

a Do you know where Tchaikovsky was from and what he did?

b Look at the photos of Tchaikovsky's house. Which do you think shows...?

a the place where he composed
b the place where he wrote letters
c his favorite place

c 4.22 Read and listen to the audio guide once to check.

d Read the guide again. What is the connection between these things and Tchaikovsky's house?

1 Maidanovo
2 The *Pathétique* symphony
3 Alexei
4 Lilies of the valley
5 Doroshenko
6 The International Tchaikovsky Competition

e Look at the highlighted words and first try to figure out their meaning from context. Then match them with definitions 1–8.

1 _____ in good order
2 _____ stay or continue
3 _____ having a view of
4 _____ fixed to a wall with a cord
5 _____ make something become
6 _____ without a pattern or decoration
7 _____ something that is owned (by someone)
8 _____ a piece of furniture with shelves to keep books in

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

1

2

3

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Tchaikovsky's house

In 1885 Tchaikovsky wrote to a friend,

"These days I dream of settling in a village not far from Moscow where I can feel at home."

First he rented a small house in the village of Maidanovo. But Maidanovo was too full of tourists in the summer, and Tchaikovsky had too many visitors, when what he wanted was peace and quiet. Eventually he found the perfect house, in the small town of Klin. It was 52 miles northwest of Moscow, and he lived there until his death on November 6, 1893. It is the place where he wrote his last major work, *Symphony No. 6*, or the *Pathétique* as it's sometimes called.

It's a gray wooden house with a green roof. Tchaikovsky's servant Alexei lived on the first floor, and the kitchen and dining room were on the second floor. Tchaikovsky himself lived on the third floor. The living room and study, where his piano is located, is the largest room in the house, and there is a fireplace and a bookcase with his music books. His writing desk, where he wrote letters every morning after breakfast, is at the end of the room. But the place where he composed music was in his bedroom, on a plain, unpainted table overlooking the yard.

In his final years, Tchaikovsky's great love was his yard. It was not a neat English-style garden, but more like a forest. He adored flowers, particularly lilies of the valley, and after his death, his brother Modest, who had decided to turn the house into a museum, planted thousands of lilies of the valley around the yard.

In 1917, after the Bolshevik revolution, an anarchist named Doroshenko lived there with his family. People say that he fired shots at the portrait of Pope Innocent hanging in one of the bedrooms. He was finally arrested in April, and the house became the property of the state.

Since 1958, the winners of the annual International Tchaikovsky Competition have all been invited to come to Klin to play his piano, and there is a tradition that each musician plants a tree in his yard in the hope that, like his music, it will remain beautiful forever.

5 LISTENING & SPEAKING

a (4.23) Listen to four architecture students describing their "dream house." Which speaker's house is...?

- ☐ the most hi-tech
- ☐ the most luxurious
- ☐ the most eco-friendly
- ☐ the most romantic

b Listen again and make notes about the location and special features of each house.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

c (4.24) Now listen to four sentences the students said. Why do the speakers use *would*?

d Think for a few minutes about what your dream house or apartment would be like and make brief notes. Use ➤ p.162 Vocabulary Bank *Houses* to help you.

Where would it be?
What kind of house or apartment would it be?
What special features would it have?

e In groups, describe your dream houses. Try to describe your house in as much detail as possible. Whose do you like best?

6 WRITING

➤ p.118 Writing *Describing a house or apartment.* Write a description of your house or apartment for a house rental website.

7 (4.25) SONG *If I Could Build My Whole World Around You* ♫

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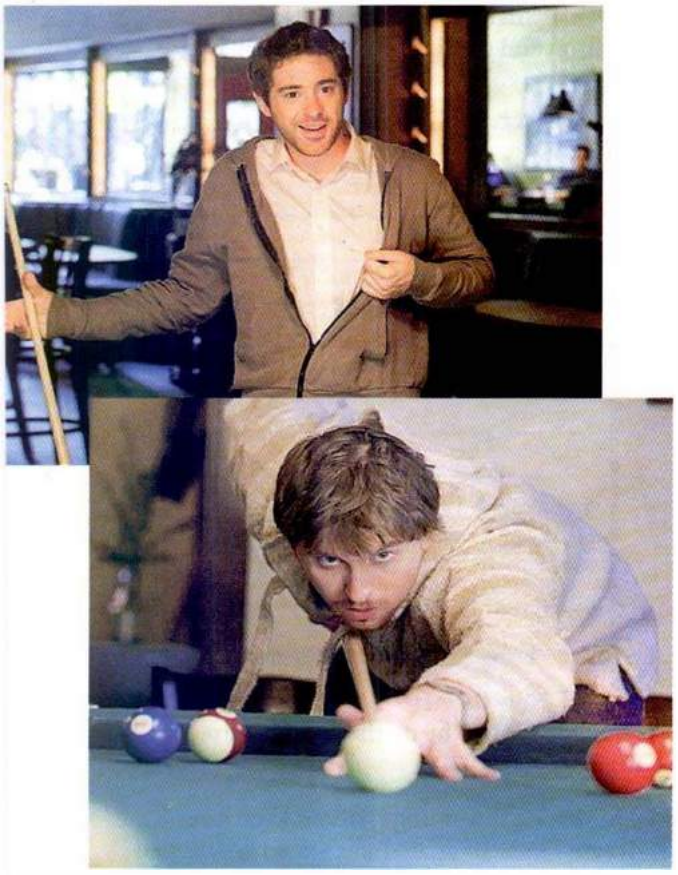
Practical English Boys' night out

EPISODE 4

1 VIDEO ROB AND PAUL CATCH UP



a 4 26 Watch or listen to Rob and Paul. What does Paul think of Jenny?

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

1 Rob used to play pool when he was younger.
2 Rob has a lot of free time.
3 Rob had light hair the last time Paul saw him.
4 Paul thinks Rob has changed a lot.
5 Jenny's parents gave Rob the shirt he's wearing.
6 Rob doesn't want to keep Jenny waiting.

2 VIDEO MAKING SUGGESTIONS

a 4 27 Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?

b Watch or listen again. Answer with **Paul**, **Rob**, or **Jenny**.

Who suggests...?

1 ☐ going playing
2 ☐ exercising
3 ☐ going to a club
4 ☐ going to an art museum
5 ☐ staying at home
6 ☐ going to a gig
7 ☐ meeting Kerri

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c 4.28 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Paul** What shall we _____ now?
Rob What do you want to do?
Paul Well... I haven't been on a performance floor for weeks now. I've got to move my body. _____ go performing!

2 **Jenny** I'm going running in the morning. Why _____ you join me?
Paul No, thanks. I'm not _____ keen on running. But I've read about this place called Deep Space where they play great music. We _____ go there.

3 **Jenny** _____ about going to the late show at MOMA?
Paul MOMA? What's that?

4 **Jenny** _____ about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.

5 **Paul** I didn't think so. So shall we _____ there?
Rob _____ not?

6 **Rob** We _____ meet her outside and go together.
Paul That's a great _____!

Verb forms
Remember to use the base form of the verb after:
Shall we... *We could...* *Why don't you / we...* *Let's...*
Remember to use the gerund after:
What about...? *How about...?*

d Look at the highlighted expressions for making and responding to suggestions. Which of the ways of making suggestions do you think is the most emphatic?

e 4.29 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

f Practice the dialogues in **c** with a partner.

g In small groups, practice making suggestions and responding.

You are going to have an end-of-semester class party. You need to decide:

- When to have it
- Where to have it
- What time to have it
- What foods and drinks to have

3 VIDEO THE MORNING AFTER THE NIGHT BEFORE

a 4.30 Watch or listen to Rob and Jenny talking on the phone. What's the problem?

b Watch or listen again. Complete the sentences with 1–3 words.

1 Rob says that he's feeling _____.
2 Kerri invited Rob and Paul to _____.
3 Rob says that he can't make _____.
4 Jenny is upset because it's an _____.
5 Rob promises that _____ again.
6 Rob also says that Paul _____ that afternoon.
7 Jenny tells Don that Rob is such _____.

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

Social English phrases

Jenny Where are you _____?
Rob That's _____ I'm calling. I'm not going to make it.
Rob It won't _____ again.
Rob He's _____ to Boston this afternoon.
Jenny I mean, _____ not that I don't like Paul, but...
Don I wanted to have a _____ with him before the meeting.
Jenny He's _____ a professional.

d 4.31 Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?
- ☐ use different ways of making suggestions
- ☐ respond to suggestions
- ☐ apologize and make an excuse

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G reported speech: sentences and questions
V shopping, making nouns from verbs
P the letters *ai*

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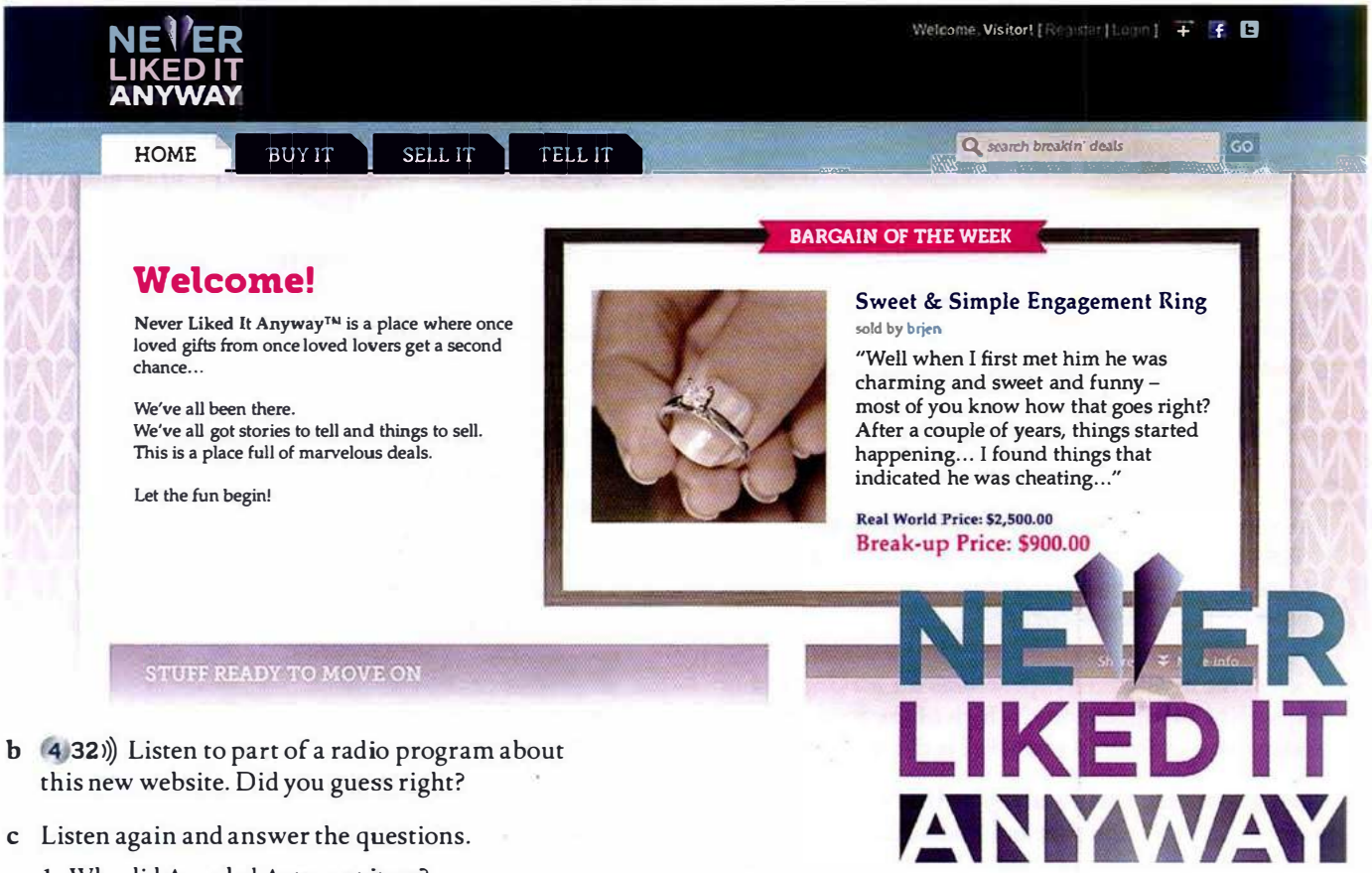
She said that she was going to complain.

Did they give her a refund?

8A Sell and tell

1 GRAMMAR reported speech: sentences and questions

a Look at the home page of a new website. What do you think you can sell or buy there?



b 4.32 Listen to part of a radio program about this new website. Did you guess right?

c Listen again and answer the questions.

1 Why did Annabel Acton set it up?
2 What kinds of things do people sell on it?
3 What else do they do apart from selling things?

d Now look at three things from the website and answer the questions with a partner.

1 Would you like to buy any of them?
2 Which breakup do you think was the worst?
3 Do you have anything you would like to sell on the website?

e Look at four sentences from the website. What do you think were the actual words that the people used when they said these things?

1 My fiancé told me that he was in love with another woman.
2 She said that she'd come and pick it up.
3 I asked if it was new.
4 I asked her who had given it to her.

1 *"I'm in love with another woman."*

f ➤ p.146 Grammar Bank 8A. Learn more about reported sentences and questions, and practice them.

g 4.35 Imagine you were stopped in a shopping mall last Saturday by a woman taking a survey. Listen and write down the questions she asked. Then write your answers.

h Work in pairs. Take turns telling your partner about the survey, what the woman asked you, and what you said.

Last Saturday I was in a shopping mall, and a woman who was taking a survey stopped me. She asked me if I usually...

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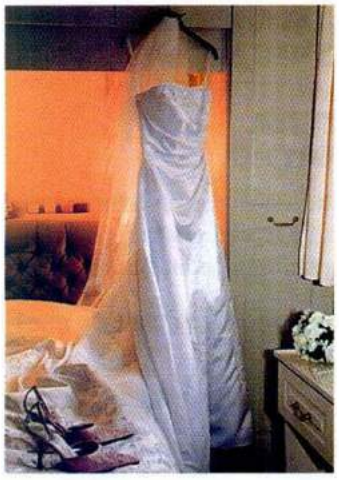
Wedding dress

sold by Marianne



Real World Price: $1,200.00
Break-up price: $500.00

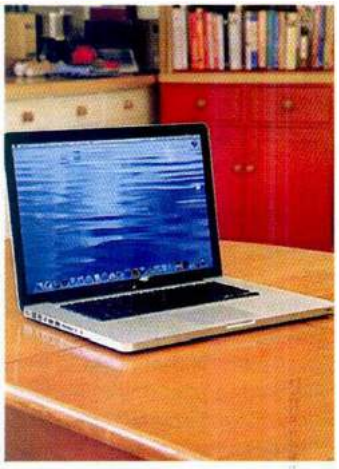
The Product:
Never worn, still has price tags. Selling matching veil and other extras.

The Story:
Two weeks before our wedding was supposed to take place, my fiancé called and told me that he was in love with another woman. I'm over it now, but selling the dress will help me to move on.

BUY IT

Apple MacBook Pro

sold by Carl



Real World Price: $850
Break-up price: $250

The Product:
Everything works fine. A few scratches.

The Story:
My ex-friend left it here when she walked out. She said that she'd come and pick it up, but she never did. Her new guy must have a lot of money!

BUY IT

Tiffany™ heart necklace

sold by Ellie

Real World Price: $1,400.00
Break-up price: $650.00

The Story:
I got this very beautiful necklace as a Christmas present from my friend, Andy. A year later I went to a party at his office, and I saw a girl wearing the exact same necklace. I asked if it was new, and she said yes, it was a present, so I asked her who had given it to her, and she said Andy. I dumped him the next day.

BUY IT

irLanguage

2 VOCABULARY & SPEAKING
shopping

a In pairs, say if you think these are the same or different. Then check with your teacher.

1 *buy something online* and *buy something on the Internet*
2 *a drug store* and *a pharmacy*
3 *an outlet store* and *a department store*
4 *a shopping center* and *a shopping mall*
5 *a library* and *a book store*
6 *put on a shirt* and *try on a shirt*
7 *It fits you.* and *It suits you.*
8 *for sale* and *on sale*

b With your partner, explain the meaning of the words in the list.

a bargain	a discount	a price tag
a receipt	a refund	take something back

c Work with a different partner. Interview him / her with the questionnaire below. Ask for and give as many details as you can.

Shopping – in town or online?

1 What's your favorite store or website to buy...?
- ◯ a clothes
- ◯ b shoes
- ◯ c books and music
- ◯ d presents
- ◯ e food

2 Do you ever shop...? What do you buy?
- ◯ a in street markets
- ◯ b in supermarkets
- ◯ c in shopping centers or malls
- ◯ d online

3 What do you...?
- ◯ a enjoy buying
- ◯ b hate buying

4 Do you prefer shopping for clothes...?
- ◯ a by yourself or with somebody
- ◯ b at the beginning of the season or when stores have sales

5 What do you think are the advantages and disadvantages of buying clothes online?

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3 READING

a In your country, if people have a problem with something they've bought, or with the service in a store or restaurant, do they usually complain? If not, why not?

b Read the article *The King of Complainers*. Which of these adjectives (or any others) would you use to describe Clive? Why?

admirable cheap crazy eccentric obsessive smart

c What does Clive think is the best way to complain? What did he get as a result of complaining about...?

1 the smell of cookies
2 a friend's faulty car
3 his wife's fall during a vacation
4 some old strawberries

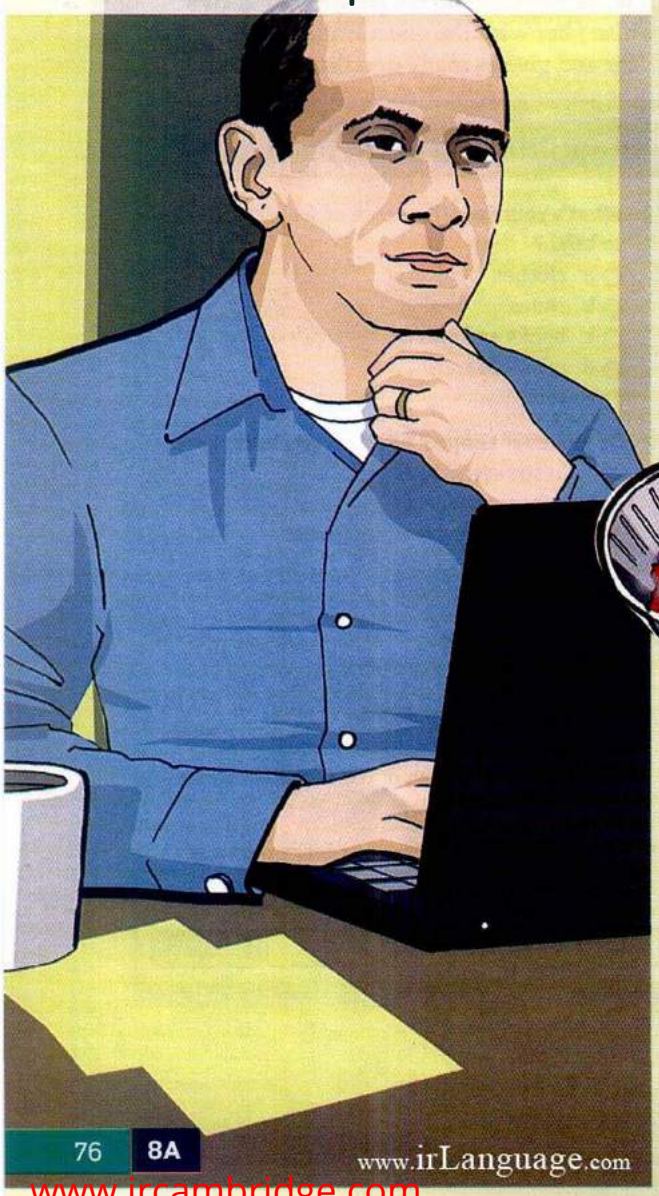
d Now read *Clive's top tips*. Complete the tips with a heading from the list.

DON'T BE TOO SPECIFIC
DON'T LOSE YOUR TEMPER
KNOW WHO YOU ARE WRITING TO
THREATEN ACTION
WRITE A LETTER
USE FLATTERY

e Now look at the highlighted verbs and verb phrases. With a partner, try to figure out their meaning from the context.

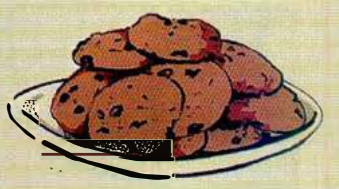
f Which two tips do you think are the most important?

The King of Complainers

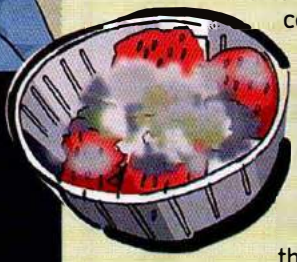


Clive Zietman loves complaining – but not shouting in hotel lobbies, or angrily telling a salesperson to call the manager, or making a waitress cry. He loves complaining properly and in writing. Over the last 20 years, he has written over 5,000 letters of complaint. His successes include refunded vacations, countless free meals, and complimentary theater tickets.

So how has he achieved this? "Screaming and shouting is a complete waste of time and is usually directed at a person who is not in a position to do anything," he says. "I like to write a polite letter to the company. People won't want to help you if you are aggressive. They respond much better to good manners."

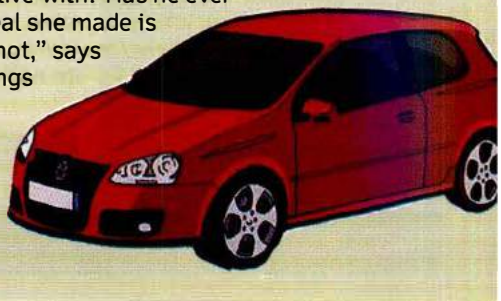


It all started many years ago, on a boring train trip home to West London. The train passed by a cookie factory, and the smell of the cookies made Clive feel hungry. He wrote a letter to the managing director to complain, in a humorous way, about the fumes coming through the train window. The result? Some free packages of cookies. But since then there have been more serious victories as well. On one occasion he managed to get a Volkswagen Golf GTI within 24 hours for a friend who had been complaining for almost a year (without any success) about his faulty vehicle. On another occasion he got a travel agent to refund the cost of a vacation after Clive's wife Bettina broke her leg when she slipped in a puddle of water in their vacation apartment in Spain.



These days, there is almost nothing he won't complain about. After Clive was served moldy strawberries on a British Airways flight, he used a courier service to send the fruit to the airline's chief executive. To compensate, BA invited his daughters, Nina and Zoë, to Heathrow to personally inspect the airline's catering facilities. "I just can't bear bad service," says Clive. "We have a right to good service, and should expect it and demand it. In fact, what irritates me more than anything is that, unlike Americans, we British are hopeless at complaining."

So how do Bettina, his wife, and daughters Nina, 22, Zoë, 18, and 12-year-old son Joe cope with living with one of the world's biggest complainer? Surely he must be a nightmare to live with? Has he ever asked Bettina to explain why a meal she made is badly cooked? "Oh, no, of course not," says Clive. It seems there are some things even he knows you should never complain about!



Adapted from the Daily Mail website

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How to complain successfully: Clive's top tips

1

Never shout and swear – it achieves nothing. Don't spoil your meal or your vacation by getting into an argument with a waiter or customer service call center operator. Make a mental note of the circumstances and write a letter later.

2

Don't send emails, or standard, printed-out complaints forms. Companies may not read these, but they probably will read a letter. And unless you are particularly fond of Vivaldi, don't waste your time calling a customer complaint line! Your letter should be short and to the point, and should fit on one side of an 8 1/2″ by 11″ sheet of paper. And type it. Reading other people's handwriting is hard work.

3

Write to the company's marketing director or finance director because they're probably the least busy. Find his or her name on the Internet or by calling. Writing *Dear Sir / Madam* is lazy. Taking the time to find a person's name and title shows initiative.

4

If your complaint is serious enough, make it clear you will not hesitate to change to another bank / cell phone company. Smart companies know that changing an angry customer into a satisfied one will make the customer more loyal.

5

Don't say exactly what you expect to receive as compensation. Leave it to the company.

6

Use phrases like "I can only imagine this is an unusual departure from your usual high standards," and "I would love to shop with you again if you can demonstrate to me that you are still as good as I know you used to be."

Glossary
lose your temper become angry
threaten *verb* warn that you may punish somebody if he or she does not do what you want
flattery *noun* saying good things about somebody that you may not mean

4 PRONUNCIATION the letters *ai*

a Say the words aloud, and then write them in the correct column.

airline bargain captain complain email fair
obtain hairdresser paid painting repair villain

ei	er	e

b 4 36 Listen and check, and then answer the questions.

1 What is the pronunciation of *ai* when it is a) stressed b) unstressed?
2 How is *air* usually pronounced?
3 Is *said* pronounced /seɪd/ or /sɛd/?

c 4 37 Listen and write four sentences. Practice saying them.

5 VOCABULARY making nouns from verbs

a Look at some nouns from the article. What verbs do they come from?

complaint argument compensation

b ➤ **p.163 Vocabulary Bank** *Word building.* Do Part 1.

6 LISTENING & SPEAKING

a 4 40 Listen to part of a radio consumer program where people are talking about bad service. What did the people complain about...?

1 in the taxi 2 in the hotel 3 in the restaurant

b Listen again and answer the questions.

1 Who did each person complain to?
2 What did the people they complained to do as a result?

c Talk to a partner.

1 Who's best at complaining in your family? Give examples.
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 say? What happened?

d ➤ **Communication** *I want to speak to the manager* **A** *p.107* **B** *p.111.* Role-play a customer complaining to a salesperson and a restaurant manager.

7 WRITING

➤ **p.119 Writing** *A letter of complaint.* Write a letter to complain about something you bought online.

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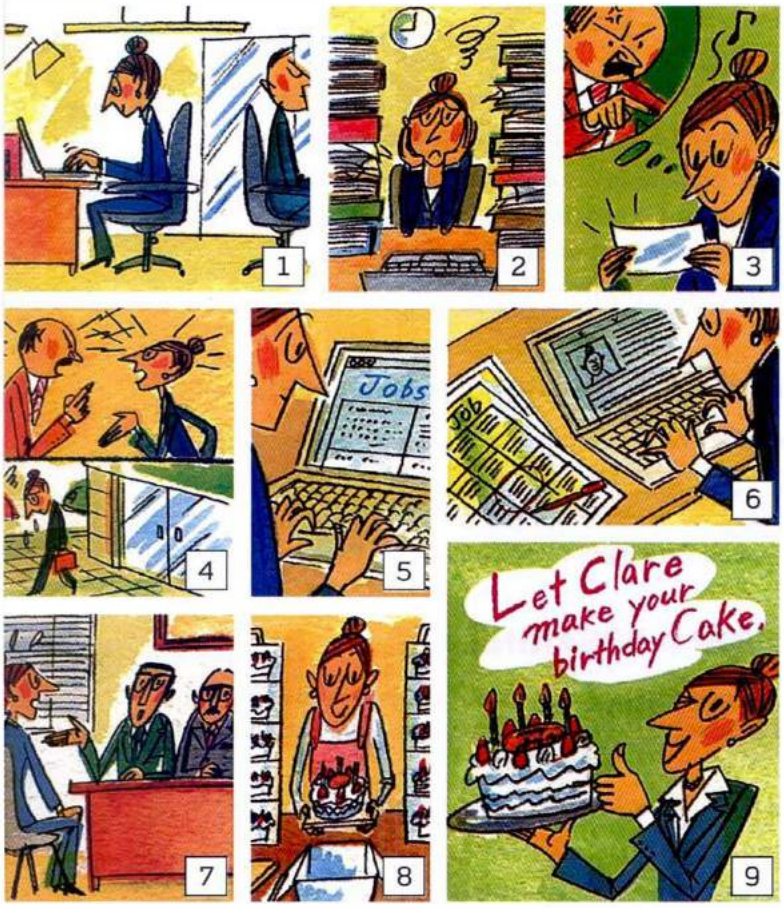
Do you like your job?

Yes. I'm an accountant – I enjoy working with numbers.

8B What's the right job for you?

1 VOCABULARY work



a Look at the picture story. Match sentences A–I with pictures 1–9.

A [ ] She decided to **set up** an online business selling birthday cakes.
B [ ] Her business is **doing very well**. Clare is a success!
C [ ] She was **unemployed** and had to **look for a job**.
D [ ] They had an argument, and Clare **was fired**.
E [1] Clare **worked for** a marketing company.
F [ ] She **applied for** a lot of jobs, and **sent in résumés**.
G [ ] She made a **good salary**, but she didn't like **her boss**.
H [ ] She had some interviews, but didn't **get the jobs**.
I [ ] She had to work very hard and **work overtime**.

b 4 41 Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.

c ➤ **p.164 Vocabulary Bank** *Work*.

2 PRONUNCIATION & SPEAKING word stress

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

1 a|pply /ə'plaɪ/
2 sa|la|ry /'sæləri/
3 down|size /'daʊnsaɪz/
4 ex|per|i|ence /ɪk'spɪriəns/
5 o|ver|time /'oʊvərtaɪm/
6 per|ma|nent /'pərmənənt/
7 qua|li|fi|ca|tions /kwɑləfə'keɪʃnz/
8 re|sign /rɪ'zaɪn/
9 re|tire /rɪ'taɪər/
10 tem|po|rar|y /'tɛmpəreri/

b 4 45 Listen and check. Practice saying the words.

c Do you know anybody who...

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

d Think of someone you know who has a job. Prepare your answers to the questions below.

- What / do?
- Where / work (in an office, at home, etc.)?
- What qualifications / have?
- What hours / work?
- / have to work overtime?
- / make a good salary?
- / like the job? Why (not)?
- Would *you* like to do his / her job? Why (not)?

e Work in pairs. **A** interview **B** about their person's job. Ask more questions if you can. Then switch.

I'm going to tell you about my cousin. Her name's Corinne.

What does she do?

She's a journalist. She works for a local newspaper...

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3 GRAMMAR gerunds and infinitives

a Complete *The right job for you* questionnaire by putting the verbs in the correct form, the gerund (e.g., *working*) or infinitive (e.g., *to work*).

b Read the questionnaire and check (✓) only the sentences that you strongly agree with. Discuss your answers with another student.

c Now see in which group(s) you have the most check marks, and go to ➤ **Communication** *The right job for you p.107.* Do you agree with the results?

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

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

e ➤ **p.147 Grammar Bank 8B.** Learn more about gerunds and infinitives, and practice them.

f Choose *five* of the circles below and write something in them.

g Work in groups. Tell the others about what you put in your circles, and answer their questions.

I'm going to tell you about someone I find really easy to talk to. It's my uncle...

The right job for you –

MATCH YOUR PERSONALITY TO THE JOB

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

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4 READING

a Read the first paragraph of an article about the TV show *Shark Tank*. Answer the questions.

1 Who are the "Sharks?"
2 What is their "Tank?"
3 How does the show work?
4 Is there a similar TV show in your country? How does it work?

b Look at the photos and read about three products that were presented on the show, a device for a guitar (**A**), baby bibs (**B**), and shrimp burgers (**C**). Which product…?

1 has been very successful although the Sharks didn't invest in it
2 was presented by a musician
3 was presented by a female
4 has a celebrity representing the product
5 is practical for moms and kids
6 is now sold in many US states

SHARK TANK

Daymond John and Barbara Corcoran have been Sharks on the show since it started. Mark Cuban appeared on the show since the beginning, but became a regular Shark in 2012.

Shark Tank is a US TV show, with similar versions in many different countries. On the US show, contestants have about ten minutes to present their business ideas to five very successful businesspeople. These people are nicknamed the "Sharks," and the intimidating room where they meet the contestants is the "Tank" (the sharks' home). The Sharks, who are often multimillionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share of the profits. The contestants are usually entrepreneurs, product designers, or people with a new idea for a service. After the contestants have made their presentations, the Sharks ask them questions about the product and its possible market, and then say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words "I'm out."

So far, the Sharks have agreed to invest over $6.2 million in products, companies, and ideas presented on *Shark Tank*. They were very happy with their investment in Travis Perry, a guitar player from Alabama who had the idea for Chord Buddy – a device that helps people learn to play the guitar. He came into the Tank with some guitars that had the device attached to them. Shark, Robert Herjavec immediately sensed an opportunity in the charismatic Travis and agreed to invest $125,000 in his product. A year later, Chord Buddy has made over $1.5 million in sales and has John Rich – a famous country singer – representing the product. Travis is now running an impressive and profitable company.

Susie Taylor wanted the Sharks to invest in her high-tech baby bib company. The bibs are made from high-quality materials that don't stain. Nobody was enthusiastic, and the Sharks rejected her idea. But Susie hasn't given up. Since appearing on the TV show, orders for Susie's bibs increased and she has been contacted by other investors. And that is what makes a real entrepreneur—he or she never gives up. If the Sharks invest in him or her, there is a chance he or she will be successful. But if they leave the Tank empty-handed, the determination to make it on their own is as great as ever.

And of course, the Sharks don't always get it right. Cook Shawn Davis's product, gourmet shrimp burgers, was rejected. One Shark said, "I'll buy the product, but I don't really know the food business well enough to make the product successful." Another Shark said, "I just don't like shrimp at all, so based on that, I'm out." A third shark said getting shrimp and keeping it cold makes the product too expensive for the public to buy. Today, Davis's company is worth $6 million, and his shrimp burgers are sold in supermarkets across the US!

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c Which (if any) of the three products would you be interested / definitely not interested in buying? Why?

d Look at the highlighted words and phrases which are all related to business. Try to figure out their meaning from the context.

Words with different meanings
Sometimes the same word can have two completely different meanings, e.g., *I **work** in a store.* (= it's my job) and *My laptop **doesn't work**.* (= it's broken).

e With a partner, say what the difference in meaning is between the pairs of sentences.

1 He's **running** a business. *and*
He's **running** a marathon.
2 Marion **was fired** last week. *and*
When the man **fired** the gun, everyone screamed.
3 There's a **market** for this product. *and*
There's a **market** where you can buy vegetables.
4 He's set up a **company**. *and*
He's very good **company**.

5 LISTENING

a 4 49 Look at the photos of two more products that were presented on *Shark Tank*. Now listen and find out exactly what makes them special.

b Listen again. Do you think the Sharks invested in...? Why?

a both of them
b neither of them
c one of them (which?)

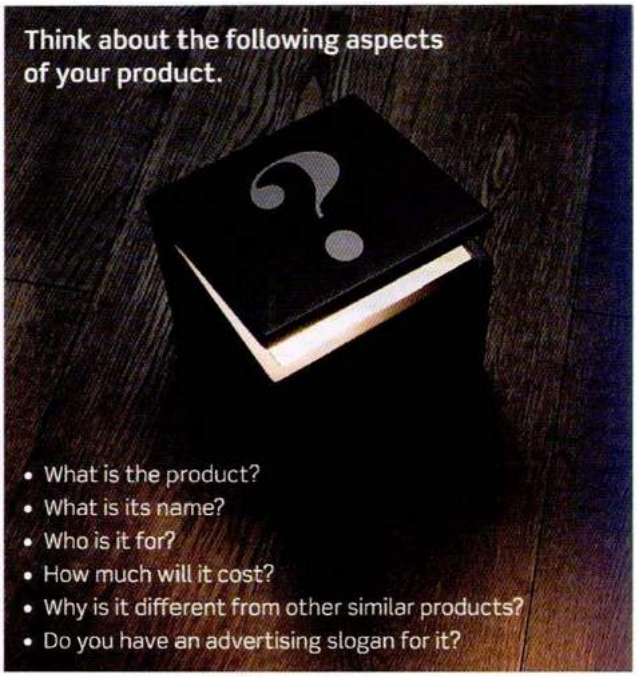
c 4 50 Now listen to what happened. Were you right? What influenced the Sharks' choice?

d Do you think either of these products would be successful in your country? Why (not)?

6 SPEAKING

a Work with a partner. Imagine you are going to appear on the program. You can choose one of the products below, or you can invent your own.

a watch a sandwich an app a chair
a dessert a pen a lamp a drink a gadget



b Present your product to the class together. Spend a few minutes preparing your presentation. Take turns giving the information, and use language from the box to help you.

Presenting a product
Good morning. We're going to tell you about our new product.
It's a... and it's called...
We think it will be very popular with...
It is completely different from / better than anything else on the market because...

c You also have money to invest in one of the products your classmates present, so listen to their presentations and decide which one to vote for.

7 WRITING

➤ p.120 **Writing** *A cover email with your résumé.*
Write an accompanying email to send with your résumé to apply for a job.

8 4 51 SONG *Piano Man* ♫

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7&8 Review and Check

GRAMMAR

Circle a, b, or c.

1 We'll miss the train if we _____.
a don't hurry b won't hurry c didn't hurry

2 If you help me with the dishes, _____ in five minutes.
a we'll finish b we finish c we finished

3 I won't get into college unless _____ good scores on my aptitude tests.
a I'll get b I got c I get

4 If we bought a house, we _____ a dog.
a can have b could have c will have

5 I'd be sad if my brother and his wife _____.
a break up b 'll break up c broke up

6 If I had a job, I _____ live with my parents.
a won't b wouldn't c didn't

7 If I won a lot of money, _____ a big house.
a I'd buy b I'll buy c I buy

8 He said he _____ to his lawyer tomorrow.
a will speak b spoke c would speak

9 I asked Sally if _____ coming to the party.
a she is b she was c was she

10 The little girl _____ that she was lost.
a told b said us c told us

11 The police officer asked me where _____.
a did I live b I was live c I lived

12 Tom's really good at _____ problems.
a solve b solving c to solve

13 _____ clothes online saves a lot of time.
a Buying b To buy c Buy

14 I wouldn't _____ that car if I were you.
a get b getting c to get

15 It's really important _____ the receipt.
a keep b to keep c keeping

VOCABULARY

a Complete with one word.

1 The US school year has two _____.
2 Children under five can go to _____ school.
3 US schools are divided into _____ or age groups.
4 Children who _____ very badly at school may be suspended.
5 A school where parents have to pay for their children to attend is called a _____ school.

b Circle the right word.

1 We live in a residential area *in / on* the outskirts of Boston.
2 The *roof / ceiling* in our apartment is very low, so don't hit your head!
3 Close the *gate / door* or the dog might run out of the yard.
4 Our apartment is *in / on* the fifth floor of a large apartment building.
5 On the shelf above the *chimney / fireplace* there are some photos.

c Complete the sentences with a noun made from the **bold** word.

1 I don't like shopping in supermarkets because there is too much _____. **choose**
2 My roommates and I have an _____ about who does what in the house. **agree**
3 I'm sure the new company will be a _____. **succeed**
4 I made a _____ about the service in the hotel. **complain**
5 We went on a _____ to support the unemployed. **demonstrate**
6 The government is planning to raise the _____ age to 70. **retire**
7 If you want to get a job, you need good _____. **qualify**
8 My sister has been working as a _____ for the United Nations. **translate**
9 Some _____ say that drinking coffee may be good for us. **science**
10 I want an _____ for what happened yesterday. **explain**

d Complete the missing words.

1 I worked a lot of **ov**_____ last week – two hours extra every day.
2 He works the night **sh**_____ at the local factory.
3 It's only a **t**_____ job, from March to September.
4 I'd like to **s**_____ up a small business making children's clothes.
5 Lewis loves being **s**_____-_____ because it means he is his own boss and can choose the hours that he works.

PRONUNCIATION

a Circle the word with a different sound.

1 country study uniform punished

2 choose roof wooden school

3 kindergarten fireplace resign private

4 paid complain sale said

5 bargain attach entrance educate

b Underline the stressed syllable.

1 se|mes|ter 3 de|li|ve|ry 5 a|chieve|ment
2 un|em|ployed 4 a|pply

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CAN YOU UNDERSTAND THIS TEXT?

a Read the blog once. Complete the main message of the article in your own words.

It is better to do a job that _____ than a job that you _____, but that _____.

The importance of doing what you love

When I was growing up, all I wanted to be was an artist. When I got to high school and could choose what classes to take, I took every art class that was available. Painting, drawing, photography, you name it – I took the class.

Then I took a chemistry class. I LOVED it. It was fun! And I was good at it. I started thinking: wouldn't I make more money if I went into the sciences instead of being a starving artist?

So I threw away the art school applications and went to study chemistry. College was fun, and when I graduated with my chemistry degree, I went to graduate school in Washington, D.C. to do a PhD program in chemistry! It was OK to start with, but after the first year, I was completely depressed. I hated the program. It was dry and boring. But I didn't know what to do about it.

So I quit. I spent the next month feeling bad about my failure, unsure what to do next. Finally, I went to an employment agency to get a job. Something – anything – that would pay money.

I got a temporary job filling envelopes at an NGO. One day they needed some graphic design and I volunteered. This was the major turning point in my career. Over the next few months, they gave me more and more design work. What began as a temporary job turned into a permanent job. I was finally doing something I loved, and I was making money doing it.

It's been difficult at times, but I really love my job. Believe me, it is FAR more important that you are happy and get to do what you are passionate about every day and get paid less for it, than to dread getting up in the morning because you dislike what you do.

Adapted from workawesome.com

b Read the blog again and mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 She used to get very good grades in art in high school.
2 She thought she would earn more money working as a chemist than being an artist.
3 She enjoyed graduate school but not college.
4 She lived at home after she quit graduate school.
5 She was very well-paid for filling envelopes at the NGO.
6 She feels passionate about design.

c Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

4.52 **On the street** Watch or listen to five people and answer the questions.

Amber

Max

Simon

Joe

Simone

1 Amber says _____ is mixed so a mixed school is better.
   a real interaction b the real world
   c the world of business
2 Max likes shopping online because _____.
   a there is more availability of products
   b he doesn't like looking at a variety of products
   c he is extroverted
3 Simon was _____ with what he sold on eBay.
   a satisfied b delighted c disappointed
4 Joe would like to _____.
   a paint the walls of his apartment
   b have more paintings in his apartment
   c invite more people to his house
5 Simone would like to have a job _____.
   a in banking b that's well paid c that's enjoyable

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Check (✓) the box if you can do them.

Can you...?

1 ☐ describe the schools you went to (or have been to) and say what you liked or didn't like about them
2 ☐ say what you will do a) if you don't pass your English exam at the end of the course and b) when you can speak English fluently
3 ☐ describe your ideal vacation house
4 ☐ say what you would do if a) you won a lot of money and b) you had more free time
5 ☐ report three questions that someone has asked you today and what you answered

VIDEO **Short movies Trinity College, Dublin** Watch and enjoy the movie.

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G third conditional
V making adjectives and adverbs
P sentence stress

You were really lucky!

Yes. If he hadn't helped me, I would have missed the train.

9A Lucky encounters

1 READING & SPEAKING

a Answer the questions with a partner. Say what you would do and why.

What would you do if...?

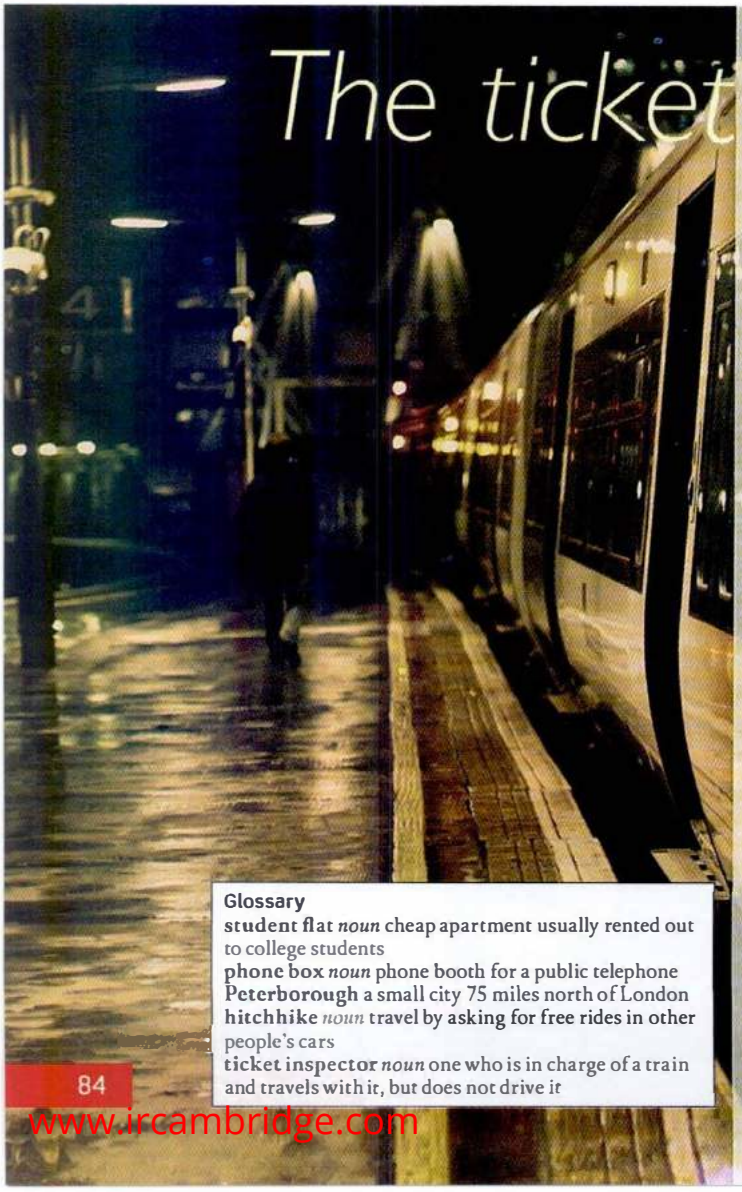
1 somebody on the street asked you for money on your way home tonight
2 you were driving home at night and you saw somebody who had run out of gas
3 you saw an old man being attacked on the street by a couple of teenagers
4 you were in a line at a bus station or airport and someone asked to go in front of you because he / she was in a hurry

b Read the beginning of a true story by the writer Bernard Hare, about something that happened to him when he was a student. Then in pairs, decide what you think happened next.

c 5.2 Now listen to what happened. Were you right?

d Listen again and answer the questions.

1 What did Bernard have to do as soon as he got off the train?
2 How did Bernard react?
3 What did the ticket inspector then ask him to do?



The ticket inspector

I was living in a student flat in North London, when the police knocked on my door one night. I thought it was because I hadn't paid the rent for a few months, so I didn't open the door. But then I wondered if it was something to do with my mother, who I knew wasn't very well. There was no phone in the flat and this was before the days of mobile phones, so I ran down to the nearest phone box and phoned my dad in Leeds, in the north of England. He told me that my mum was very ill in hospital and that I should go home as soon as I could.

When I got to the station I found that I'd missed the last train to Leeds. There was a train to Peterborough, from where some local trains went to Leeds, but I would miss the connection by about 20 minutes. I decided to get the Peterborough train – I was so desperate to get home that I thought maybe I could hitchhike from Peterborough.

"Tickets, please." I looked up and saw the ticket inspector. He could see from my eyes that I'd been crying. "Are you OK?" he asked. "Of course I'm OK," I said. "You look awful," he continued. "Is there anything I can do?" "You could go away," I said rudely.

But he didn't. He sat down and said, "If there's a problem, I'm here to help." The only thing I could think of was to tell him my story. When I finished I said, "So now you know. I'm a bit upset and I don't feel like talking anymore. OK?" "OK," he said, finally getting up. "I'm sorry to hear that, son. I hope you make it home."

I continued to look out of the window at the dark countryside. Ten minutes later, the ticket inspector came back.

Glossary
student flat *noun* cheap apartment usually rented out to college students
phone box *noun* phone booth for a public telephone
Peterborough a small city 75 miles north of London
hitchhike *noun* travel by asking for free rides in other people's cars
ticket inspector *noun* one who is in charge of a train and travels with it, but does not drive it

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e After this story was on the news, several people wrote in with their stories about being helped by strangers. **A** read *The students*, **B** read *The angel*.

The students

I was living in Korea at the time, teaching English. I had to leave the country and return again because of problems with my visa, so I booked a ferry to Fukuoka in Japan. I intended to change some South Korean money into Japanese yen when I got there, but when I arrived, I discovered it was a holiday in Japan and all the banks were closed. I didn't have a credit card, so I walked from the ferry terminal toward the town wondering what I was going to do without any Japanese money. I was feeling lonely and depressed when suddenly I heard a young couple speaking French. I asked them if they spoke any English, and they told me (in good English) that they were Belgian students. When I explained my problem, they immediately offered to take me around the city and look for somewhere where I could change money. They paid for my bus ticket, and they took me to several places, and in the end, we found a hotel where I was able to change my cash. They then invited me to join them and their friends for the evening. I had a fantastic night and have never forgotten how they changed all their plans just to help a stranger. – *Karina*

The angel

It was a cold Sunday evening in Manchester. I was a college student, and my friend and I had been invited to dinner with our tutor at his house about 18 miles away. We decided to go on my motorcycle, but we hadn't realized how cold it was, so we hadn't dressed warmly enough, and after ten minutes on the bike we were absolutely freezing. When we were about half way there, the bike started to make a funny noise and then stopped. We had run out of gas. We stood at the side of the road, shivering with cold, and not sure what to do.

Suddenly a passing car stopped. The driver got out, opened the trunk of his car, and took out a can of gas. He walked up to my bike, opened the gas tank, and poured the gas in. He then closed the tank and got back into his car, without saying a single word, and drove away. We couldn't believe our luck. We sometimes wonder if the man who rescued us was an angel... – *Andy*

f In pairs, tell each other your story. Tell your partner:

Where it happened
What the problem was
What the stranger(s) did to help

g Which of the three stories do you think was a) the most surprising b) the most moving? Why?

h Have you ever helped a stranger, or been helped by a stranger? What happened?

2 GRAMMAR third conditional

a Match the sentence halves from the story.

1 ☐ If the inspector hadn't stopped the train to Leeds, ...
2 ☐ If the couple hadn't helped Karina, ...
3 ☐ If the man in the car hadn't stopped, ...

A she would have been alone without any money.
B they would have had to walk for miles in the cold.
C he would have missed his connection.

b Now look at the sentences below. Which one describes what really happened? Which one describes how the situation might have been different?

1 If the inspector hadn't stopped the train, he would have missed his connection.
2 The inspector stopped the train, so he didn't miss his connection.

c ➤ **p.148 Grammar Bank 9A.** Learn more about the third conditional and practice it.

3 PRONUNCIATION
sentence stress

a 5.4 Listen and repeat the sentences. Copy the rhythm.

1 If I'd **known** you were **sick**, I would have **come** to **see** you.
2 If the **weather** had been **better**, we would have **stayed longer**.
3 If I **hadn't stopped** to **get gas**, I **wouldn't** have been **late**.
4 We would have **missed** our **flight** if it **hadn't** been **delayed**.

b 5.5 Listen and write five third conditional sentences.

c ➤ **Communication** *Guess the conditional* **A** *p.108* **B** *p.111*.

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4 SPEAKING

a Read the questions and think about your answers.

1 Look at some quotes about luck. Do you think they are true?

"The more I practice, the luckier I get."
Gary Player, golf player

"You've got to think lucky. If you fall into a mud hole, check your back pocket – you might have caught a fish."
Darrell Royal, American football coach

"You never know what worse luck your bad luck has saved you from."
Cormac McCarthy, writer

"If you have two friends in your lifetime, you're lucky. If you have one **good** friend, you're more than lucky."
Susan Hinton, writer

2 Do you consider yourself in general to be a lucky person? Why (not)?
3 Can you remember a time when you were either very lucky or very unlucky? What happened?
4 Do you know anyone who you think is particularly lucky or unlucky? Why?

b In groups of three or four, discuss your answers. Give as much detail as possible.

5 READING & LISTENING

a Think of some very successful people, e.g., business people, musicians, sports stars. Which of these three things do you think was probably most important in making them successful: a) talent b) hard work c) luck?

b Read the article *A question of luck?* about a book by Malcolm Gladwell, and answer the questions.

1 What three factors does he think being successful really depends on?
2 Why is it an advantage for sports players to be born in the first months of the year in some countries?
3 What is the 10,000 hours theory?

c 5.6 Now listen to two other examples Gladwell mentions, The Beatles and Bill Gates. What two main reasons does he give for their extraordinary success?

d Listen again and answer the questions.

1 Where did they play and between which years?
2 Where did the club owner usually get bands from?
3 How much did they have to play?
4 How many times had they performed live by 1964?

5 When did his school start a computer club?
6 Why was this unusual?
7 What did he and his friends do on weekends?
8 How many hours did he spend at the computer club every week?

e What do you think? Answer these questions with a partner.

1 Do you agree that luck and practice are just as important as talent? Is luck more important than practice or the other way around?
2 Think of something you are moderately good at or very good at. Were you lucky to be able to have the opportunity to start doing it? How many hours do you think you have spent practicing it? Do you think you have spent more hours doing it than other people you know?

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A question of luck?

What is the question we always ask about successful people? We want to know what they're like – what kind of personalities they have, or how intelligent they are, or what kind of lifestyles they have, or what special talents they might have been born with. And we assume that it is those personal qualities that explain how that individual gets to the top of his or her profession.

But according to Malcolm Gladwell, in his book *Outliers*, we are asking the wrong questions. He thinks that while talent is obviously a factor, there are two other more important ones that make a person successful. The first of these factors is luck.

He begins with the example of sports players. In recent research done on various groups of elite ice hockey players from Canada and the Czech Republic, one fascinating fact came to light. In both countries, it was discovered that 40% of the players on the top teams were born between January and March, 30% between April and June, 20% between July and September, and only 10% between October and December. The explanation was simple. The school year in these countries runs from January to December. A boy who is ten on January 2nd will be in the same class as one whose 10th birthday is on December 30th. The chances are the first boy will be bigger, stronger, and more coordinated. He is much more likely than the other boy to be chosen to play on junior teams. He will then get better coaching than the others, and will play many more games, so will also get more practice. In the beginning, his advantage isn't so much that he is more talented, simply that he is older. He was lucky enough to be born in the first months of the year. But by the age of 13 or 14, with the extra coaching and practice, he really will be better than the others, and far more likely to be successful.

The extra practice is vital, because the second factor that Gladwell believes is of great importance in determining whether somebody is going to be successful or not is what he calls the "10,000 hours theory." This theory, based on studies in many different fields, says that in order to get to the very top you need to put in 10,000 hours of practice, whether it is playing an instrument or a sport, or programming a computer.

6 VOCABULARY
making adjectives and adverbs

One of these is **luck**, for example being **lucky** enough to be in the right place at the right time.

a Look at the **bold** words in the sentence above. Which is a noun and which is an adjective? Using the word *luck*, can you make...?

1 a negative adjective
2 a positive adverb
3 a negative adverb

b ➤ **p.163 Vocabulary Bank** *Word building.* Do Part 2.

7 WRITING

a Read the rules for the sentence game.

The **sentence** game

1. You should write correct sentences with the exact number of words given (contractions count as one word).
2. The sentences must make sense.
3. You should include a form of the word given (e.g., if the word is *luck*, you can use *lucky*, *luckily*, etc.).

b Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

1 **fortune** (11 WORDS)
2 **comfort** (9 WORDS)
3 **luck** (7 WORDS)
4 **care** (6 WORDS)
5 **patience** (12 WORDS)

c Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.

8 (5 9)) SONG *Karma* ♫

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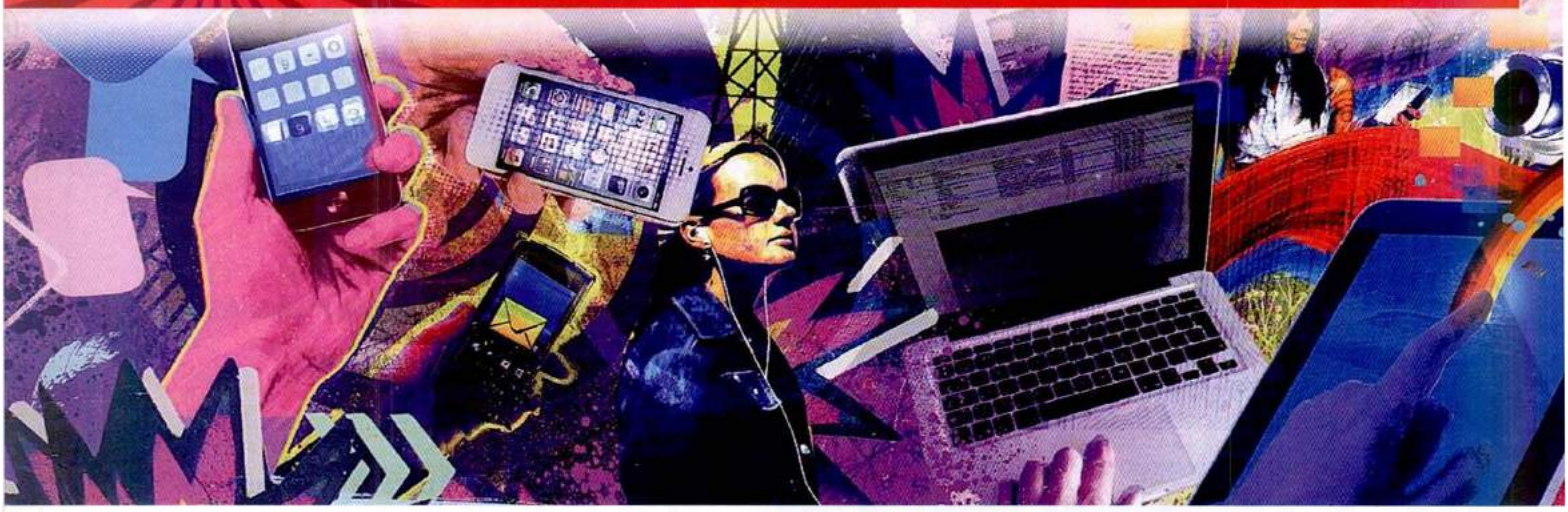
G quantifiers
V electronic devices, phrasal verbs
P *ough* and *augh*, linking

9B Too much information!

You look stressed!

Yes, I have too much work and not enough time to do it.



1 GRAMMAR quantifiers

a Look at the illustration. How many electronic devices can you see? Which ones do you have? What do you use them for?

b Circle the correct phrase in 1–6.

1 I used to have *a lot of* / *lot of* different gadgets, but now I use my phone for almost everything.
2 I'd like to buy a better computer, but I don't have *enough money* / *money enough* right now.
3 I spend *too much* / *too many* time every day online.
4 I only have *a little* / *a few* friends on Facebook, and *no* / *none* of them are close friends.
5 I never watch TV or movies on my phone because the screen isn't *enough big* / *big enough*.
6 I like downloading new apps to my phone, but I think some of them are *too* / *too much* difficult to use.

c ➤ p.149 Grammar Bank 9B. Learn more about quantifiers and practice them.

d Talk to a partner. Are the sentences in **b** true for you? Say why (not).

2 PRONUNCIATION *ough* and *augh*

ough* and *augh
Be careful with the letters ***ough*** and ***augh***. They can have different pronunciations.
Try to remember how to pronounce the most common words that have this combination of letters, e.g., *although*.

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

although bought brought caught cough daughter enough laugh thought through tough

b 5 14 Listen and check. Which is the most common sound? Which four words finish with the sound /f/?

c 5 15 Listen to sentences 1–5 and practice saying them.

1 I thought I'd brought enough money with me.
2 My daughter caught a bad cold.
3 I bought it although it was very expensive.
4 We've been through some tough times.
5 I didn't laugh! It was a cough.

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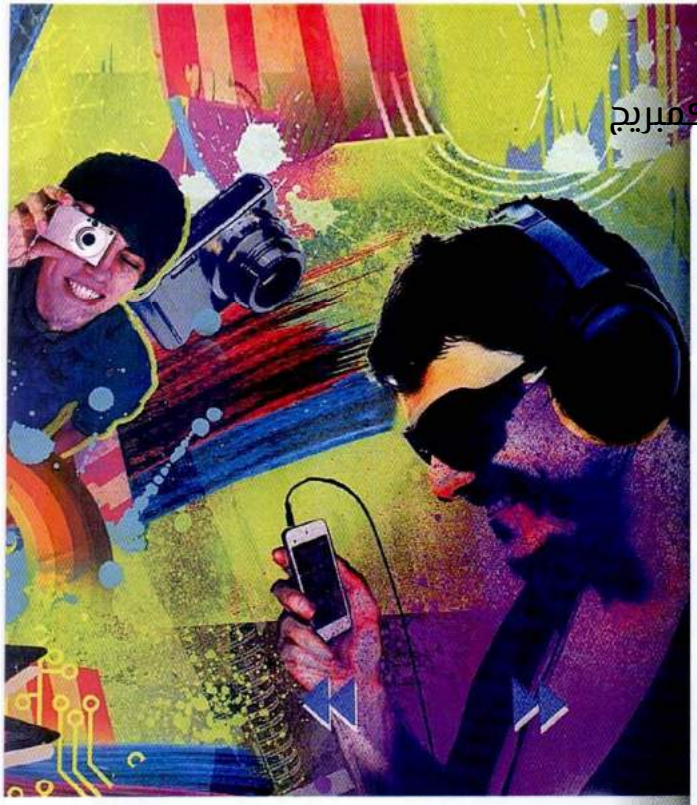

Information overload

If you type the words "information overload" into Google, you will immediately get an information overload – more than 7 million hits in 0.05 seconds. Some of this information is interesting – for example, you learn that the phrase "information overload" was first used in 1970, before the Internet was invented. But much of the information is not relevant or useful: obscure companies and even more obscure bloggers.

Information overload is one of the biggest irritations in modern life. There are news and sports websites to watch, emails that need to be answered, people who want to chat with you online, and back in the real world, friends, family, and colleagues who also have things to tell you. At work, information overload is also causing problems. A recent survey has shown that many company managers believe that it has made their jobs less satisfying and has even affected their personal relationships outside work. Some of them also think that it is bad for their health.

Clearly there is a problem. It is not only the increase in the quantity of information, it is also the fact that it is everywhere, not just in the home and in the workplace. Many people today do not go anywhere without their smartphones. There is no escape from the Internet.

Scientists have highlighted three big worries. First, information overload can make people feel anxious: There is too much to do and not enough time to do it. People end up multitasking, which can make them even more stressed. Second, information overload can make people less creative. Research shows that people are more likely to be creative if they are allowed to focus on one thing for some time, without interruptions. Third, information overload can make people less productive. People who multitask take much longer and make many more mistakes than people who do the same tasks one after another.

What can be done about information overload? One solution is technological: There is now a computer program or app you can install called Freedom that disconnects you from the web at preset times. The second solution involves willpower. Turn off your cell phone and the Internet from time to time. The manager of an IT company puts "thinking time" into his schedule when all his electronic devices are turned off so that he isn't disturbed. This might sound like common sense. But nowadays, although we have more information than ever before, we do not always have enough common sense.

3 READING & SPEAKING

a Look at the title of the article. What do you think it means? Read the first paragraph to check.

b Now read the whole article. Choose a, b, or c.

1 Many of the managers surveyed think that as a result of information overload __.
   a they have to work harder
   b they enjoy their jobs less
   c they are sick more often

2 Scientists think that information overload makes people __.
   a more anxious but more productive
   b more productive but less creative
   c more stressed and less creative

3 One solution to information overload would be for people to spend less time __.
   a searching for information
   b using the Internet
   c talking on the phone

c Read the article again and figure out the meaning of the highlighted words and phrases related to the Internet and technology.

d Do you suffer from information overload in your own life? Talk to your partner about how information overload affects different parts of your life.

your work your studies
your social life your family life

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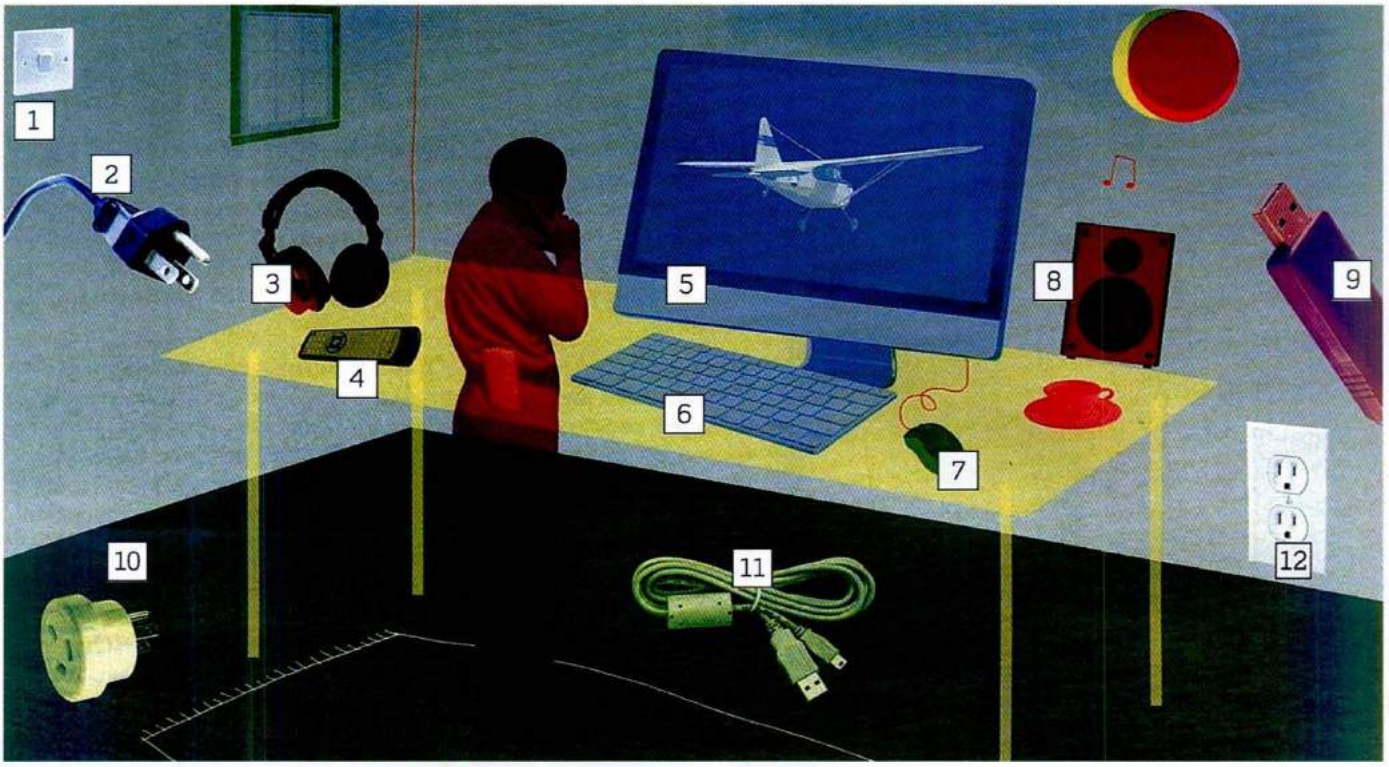
4 VOCABULARY & PRONUNCIATION electronic devices, phrasal verbs, linking



a Match the words and pictures.

☐ a mouse	☐ a flash drive	☐ an outlet
☐ a speaker	☐ a plug	[1] a switch
☐ a USB cable	☐ a remote control	☐ an adaptor
☐ a keyboard	☐ a screen	☐ headphones

b 5.16 Listen and check. Then test each other.

A* What's 6?** ***B (words covered) **It's a keyboard.**

c Match the sentences.

1 ☐ I changed the heat from 70° to 62°.	A I **switched it off**.
2 ☐ I disconnected my iPod from the computer.	B I **switched it on**.
3 ☐ I increased the volume on the TV.	C I **turned it down**.
4 ☐ I pressed the off button on the TV.	D I **turned it up**.
5 ☐ I programmed the alarm on my phone.	E I **plugged it in**.
6 ☐ I put my phone charger into an outlet.	F I **unplugged it**.
7 ☐ I pressed the on button on my laptop.	G I set it for 7:30.

d 5.17 Listen and check.

e 5.18 Listen and repeat A–G. Try to link the words. Now cover A–G and look at sentences 1–7. Say A–G from memory.

Separable phrasal verbs
Remember that many phrasal verbs are separable, i.e., the object can go between the verb and particle (***Switch** the TV **on**.*) or after the particle (***Switch on** the TV.*).
However, if the object is a pronoun, it must go between the verb and particle, e.g., *Switch it on.* NOT ~~*Switch on it.*~~

f Answer the questions with a partner. Give reasons for your answers.

1. How many devices do you have with screens? Which one do you use the most?
2. Do you prefer to use a keyboard with or without a mouse?
3. Do you usually listen to music with headphones or with speakers?
4. How many remote controls do you have? Do you think you have too many?
5. How many prongs do plugs in your country have? Do you need a travel adaptor if you go abroad?
6. In your house do you usually agree about what the temperature should be, or is someone always turning the heat or air conditioning up and down?

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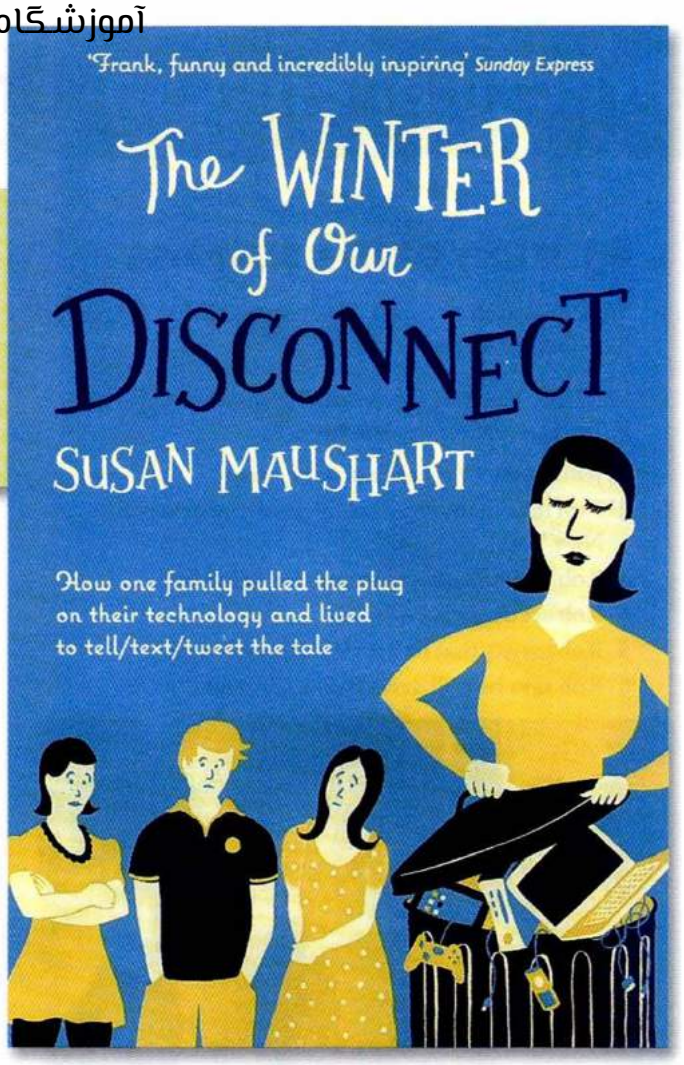
5 LISTENING & SPEAKING

a Look at the book cover and the book review information. What do you think the book is about? How do you think the three teenagers feel?

The wise and hilarious story of a family who discovered that having fewer tools to communicate with actually led them to communicate more.

When Susan Maushart first announced her intention to pull the plug on her family's entire collection of electronic gadgets for six months, her three kids didn't react at all. Says Maushart, "Looking back, I can understand why. They didn't hear me."

* The title is a play on words. Shakespeare's play *Richard III* opens with the famous phrase "Now is the winter of our discontent..."



b 5.19 Listen to **Part 1** of a radio breakfast show where the guests are discussing the book. Answer questions 1–6.

1 Why did Susan Maushart decide to do the experiment?
2 Was it just her children who were spending too much time using technology?
3 Who are "digital immigrants" and "digital natives"?
4 What gadgets did Susan Maushart's family have to switch off? Where?
5 What were they allowed to use?
6 How did she get the children to agree to the experiment?

c 5.20 Listen to **Part 2**. In general, was the experiment positive or negative? Why?

d Listen again and complete the sentences in your own words.

1 At the beginning the children complained that...
2 Later they started to...
3 Her son started to...
4 Their mother found it difficult to...
5 Another negative thing was that...
6 They now have new house rules; for example...

e 5.21 Now listen to **Part 3**. What does each guest say he / she would miss most if he / she had to do the experiment?

1 Sally	
2 Andrew	
3 Jeremy	
4 Chloe	

f Discuss the questions with a partner.

1 Have you ever had to live without the Internet for a few days or more, e.g., when you were on vacation somewhere? Did you miss it a lot? Why (not)?
2 Do you think Susan Maushart's experiment was a good idea? Why (not)?
3 If you had to do the experiment, what do you think you would miss the most? Why?

Useful language
The thing I'd miss most is...
I can't live without it because...
I need / use it (for)...
I'm addicted to it...
I depend on it (for)...

6 WRITING

➤ **p.120 Writing** *A magazine article – advantages and disadvantages.* Write an article about the advantages and disadvantages of smartphones.

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Practical English Unexpected events

EPISODE 5

1 VIDEO JENNY GETS A SURPRISE

a (5.22) Watch or listen. How do you think Jenny and Rob feel at the end?

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

1 Jenny didn't expect Paul to be there.
2 Paul tells Jenny that Rob is planning to stay in New York.
3 Rob arrives with croissants for breakfast.
4 Rob accuses Paul of lying.
5 Rob insists that he's serious about Jenny.
6 Rob says he will drive Paul to Boston.

2 VIDEO INDIRECT QUESTIONS

a (5.23) Watch or listen to Rob and Jenny talking in the office. Do they resolve their problems?

b Watch or listen again and answer the questions.

1 What reason does Rob give for Paul being in his apartment?
2 How does Rob know that Paul is really leaving?
3 Why doesn't Jenny believe that Rob wants to stay in New York?
4 According to Jenny, how did Rob behave when he was with Paul?
5 What does Jenny think about their relationship?

c (5.24) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Jenny** Could you _____ me why Paul is still in your apartment?
Rob Well, he couldn't get a ticket to Boston...

2 **Jenny** Do you _____ if he's got one now?
Rob I bought it! He's leaving this evening.

3 **Jenny** Look Rob, I'd _____ to know what you really want.
Rob What do you mean?

4 **Jenny** I _____ if you really want to be here. I wonder if...
Rob Jenny, what is it?

5 **Don** I need a word. _____ you tell me what you decided at the last meeting?
Jenny Right away, Don. Rob was just leaving.

d (5.25) Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

e Practice the dialogues in **c** with a partner.

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f Read the information about indirect questions. Then make questions 1–5 more indirect by using the beginnings given.

Indirect questions
We often put *Can / Could you tell me...?, Do you know...?, I'd like to know..., I wonder...* before a question to make it less direct. When we do this, the direct question changes to an affirmative sentence, i.e., the word order is subject + verb, and we don't use *do / did* in the present and the past.

Compare:
Why is Paul *in your apartment?*
Could you tell me why Paul is still in your apartment?
Has he got *one now?*
Do you know if (or whether) he's got one now?
What ***do you really want****?*
I'd like to know what you really want.
Do you really want *to be here?*
I wonder if (or whether) you really want to be here.
What did you decide *at the last meeting?*
Can you tell me what you decided at the last meeting?

1 *Where's the station?*
Excuse me, can you tell me _____
_____?

2 *What did he say?*
I'd like to know _____
_____.

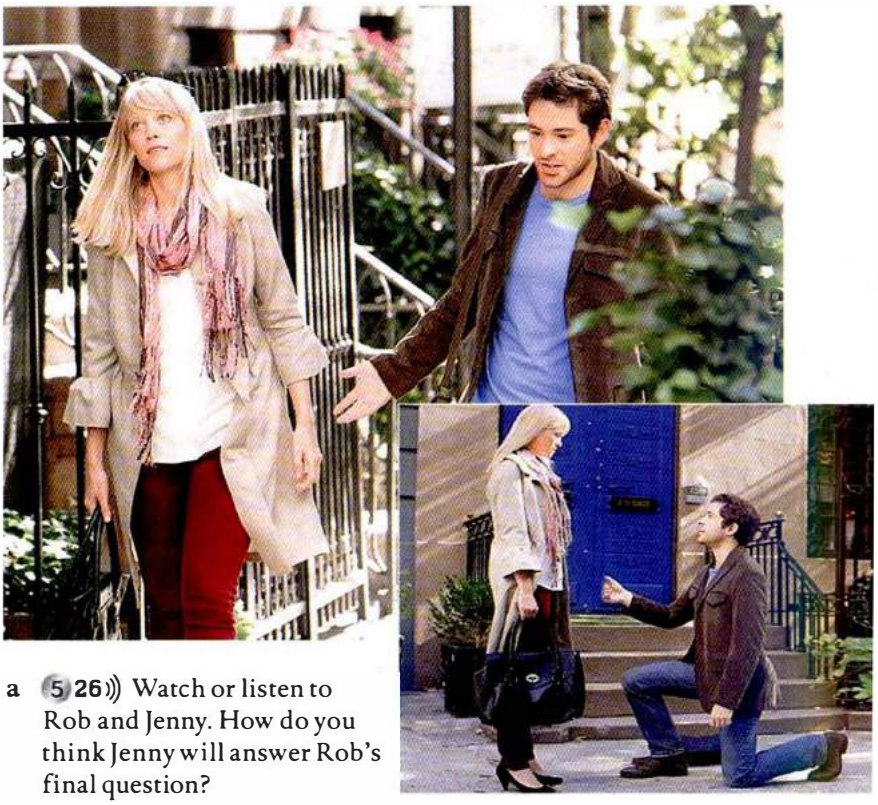
3 *Does she like me?*
I wonder _____
_____.

4 *Is your brother coming tonight?*
Do you know _____
_____?

5 *What time does the store close?*
Could you tell me _____
_____?

g ➤ **Communication** *Asking politely for information* **A** *p.106* **B** *p.110.*

3 VIDEO ROB GETS SERIOUS



a 5 26 Watch or listen to Rob and Jenny. How do you think Jenny will answer Rob's final question?

b Watch or listen again and complete the sentences with 2–4 words.

1 Rob is trying to convince Jenny that he _____.
2 Jenny says that she's sure that Rob wants to _____.
3 Rob says that he loves his _____.
4 Jenny and Rob are going to visit _____.
5 Rob promises not to forget _____.
6 Rob asks Jenny to _____.

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

Social English phrases

Jenny It's _____ you want to go back.
Rob Of _____ I miss London, but I love my life here.
Rob And I won't forget the chocolates this time _____.
Jenny Well, that's a start, I _____.
Rob _____ if I proposed to you?
Jenny Rob, _____ it. It's embarrassing.

d 5 27 Watch or listen and complete the phrases.

e Watch or listen again and repeat the phrases. How do you say them in your language?

Can you...?
☐ make indirect questions, e.g., beginning with *Can you tell me...?*
☐ discuss a problem

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G relative clauses: defining and nondefining
V compound nouns
P word stress

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Is that the first Apple computer?

No, it's the one they made in 1990.

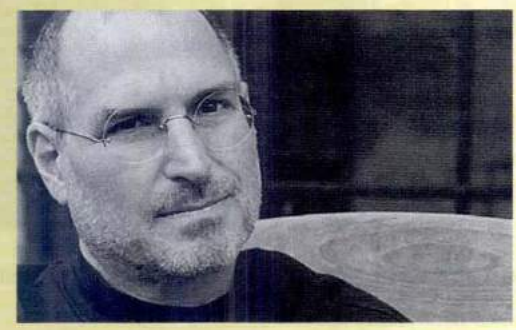
10A Modern icons

1 READING

a In pairs, take the quiz. Choose a, b, or c.

b 5 28 Compare with another pair, and listen and check.

What do you know about Steve Jobs?



1 He was born in...
a New York
b San Francisco
c Texas

2 In college...
a he was a star student
b he dropped out
c he was asked to leave

3 His first job was with a company that made...
a video games b TVs c computers

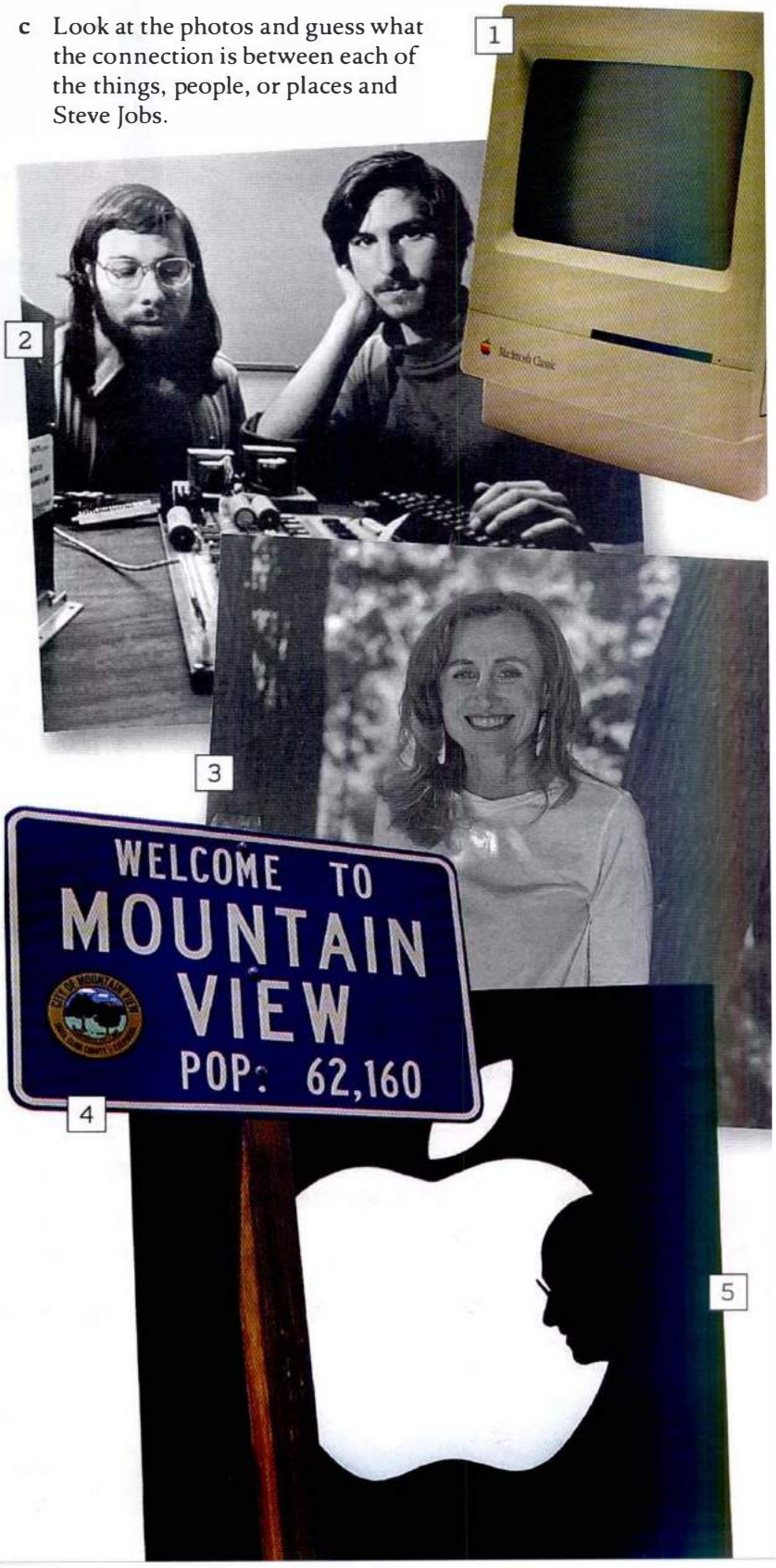
4 The Apple Macintosh was the first successful computer to use...
a a mouse
b a keyboard
c a USB port

5 In 1986 he cofounded...
a Pixar
b HandMade Films
c DreamWorks

6 Steve Jobs died of cancer in...
a 2010 b 2011 c 2012

7 He was ____ years old.
a 46 b 56 c 66

c Look at the photos and guess what the connection is between each of the things, people, or places and Steve Jobs.



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d Now read paragraphs 1–5 and check.

The Macintosh Classic was the personal computer that was made by Apple in 1990. It had a 9-inch monochrome screen and a 4 megabyte (MB) memory. It was cheaper than earlier Apple computers and very easy to use. It was their first commercially successful computer.

2 Stephen Wozniak is the American computer engineer and programmer whose computer designs became the original Apple I and Apple II computers. He and Steve Jobs became friends when they were both working at Hewlett Packard. They started making computers in Jobs's parents' garage, and together they founded Apple Computers (now Apple Inc.) in 1976.

3 Mona Simpson is Steve Jobs's sister. Jobs was adopted when he was born, but in the 1980s he found his biological mother, who told him that he had a sister. Mona and Steve met for the first time in 1985 (when she was 25 and he was 30) and they became very close. They kept their relationship secret for a year until Mona introduced Steve as her brother at the party that she gave to celebrate the publication of her first novel, *Anywhere But Here*.

4 Mountain View is the city in California where Steve Jobs grew up. He was born in San Francisco and was adopted by Paul and Clara Jobs. When he was six years old the family moved to Mountain View, which was becoming a center for electronics. People began to call the area "Silicon Valley" because silicon is used to manufacture electronic parts.

5 This is the logo that was designed by Jonathan Mak, a Chinese design student from Hong Kong, as a tribute to Steve Jobs when he died. The design, which used Jobs's silhouette incorporated into the "bite" of a white Apple logo, became a worldwide Internet sensation. The teenager said that Jobs had inspired him to become a designer.

2 GRAMMAR relative clauses

a Cover the text. Complete the sentences with *who*, *whose*, *which*, *that*, or *where*. In some cases, two answers are possible.

1 The Macintosh Classic was the personal computer _____ was made by Apple in 1990.

2 Stephen Wozniak is the American computer engineer _____ founded Apple Computers with Steve Jobs and _____ computer designs became the original Apple I and Apple II computers.

3 Mona introduced Steve as her brother at the party _____ she gave to celebrate the publication of her first novel.

4 Mountain View is the area in California _____ Steve Jobs grew up.

5 Jonathan Mak's design, _____ used Jobs's silhouette incorporated into the "bite" of a white Apple logo, became a worldwide Internet sensation.

b Answer the questions in pairs.

1 In which phrase is the relative pronoun (*who, that*, etc.) not necessary?

2 In which sentence could you leave out the relative clause, but the sentence would still make sense?

c ➤ **p.150 Grammar Bank 10A.** Learn more about defining and nondefining relative clauses, and practice them.

d Cover the text and look at the photos. Can you remember the connections with Steve Jobs? Try to use a relative clause.

3 WRITING

a ➤ **p.121 Writing** *A biography.* Write a biography of an interesting or successful person you know about.

b ➤ **Communication** *Relatives quiz* **A** *p.108* **B** *p.112.* Write quiz questions to ask a partner.

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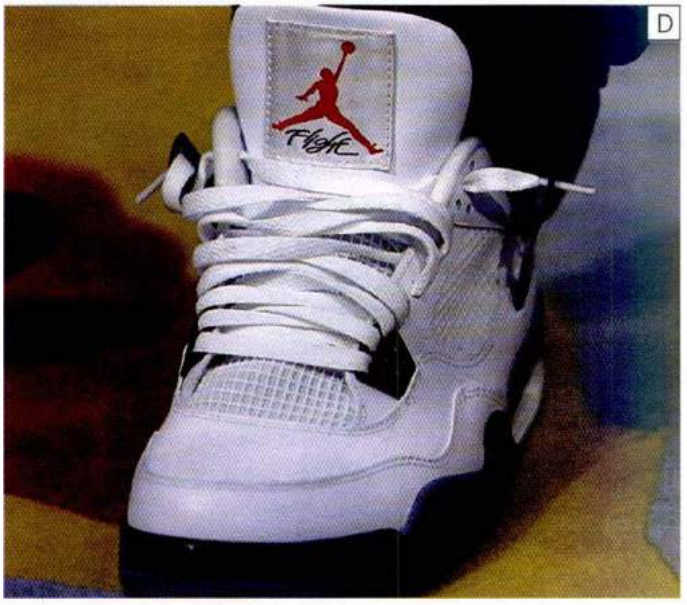
GREAT AMERICAN DESIGN ICONS

Some of the things that are considered the best in American design.



4 LISTENING

a Look at the photos that show four famous examples of American design. What are they? What do you know about them?

b 5.31 Now listen to a professor talk about them. Complete sentences 1–4.

1 Ruth Handler was the woman who…
2 William Van Alen was the man who…
3 Robert Indiana is the man who…
4 Peter Moore and Tinker Hatfield are the men who…

c Listen again and answer the questions.

Which icon…?

1 is the most recent
2 is the oldest
3 has been used in many different products
4 was named after a family member
5 didn't make its designer much money
6 had more than one designer
7 was the result of a trip to Europe
8 used car parts as inspiration for decorations

d Which of the four do you find the most attractive design? What would you consider to be examples of iconic design in your country?

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5 SPEAKING

a Write the names of people, things, or places in as many of the circles as you can.

b In groups, talk about your people, things, and places. Explain why you admire them.

6 VOCABULARY & PRONUNCIATION

compound nouns, word stress

Compound nouns
We often put two nouns together, where the first noun describes the second one, e.g., an *album cover* (= the cover of an album), the *subway map* (= the map of the subway). Compound nouns can be two words, e.g., *tourist attraction* or one word, e.g., *website*.

a Match a noun from column **A** with a noun from column **B** to make compound nouns.

A	B
soccer	picture
speed	case
sun	hall
town	field
book	mate
class	glasses
profile	camera

b 5.32 Listen and check. Which three are written as one word? Which noun is usually stressed more in compound nouns? Practice saying the compound nouns in **a** with the right stress.

c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

COMPOUND NOUNS RACE

1. What kind of job do you have if you only work 20 hours a week?
2. What do you need to have before you can get on a plane?
3. What might you have to pay if you park in a bus lane?
4. What should you put on when you get into a car?
5. What do you call a long line of cars that can't move?
6. What do you need to book if you want to play tennis with someone?
7. Where do people go if they want to watch a basketball or handball game?
8. What do you call the noise a phone makes?
9. What kind of books or movies are about the future, and often outer space?
10. What do you call a school that is paid for by the government?
11. If you are in an elevator and you press 2, where do you want to go to?
12. What device do you use when you want to transfer files from one computer to another?

7 5.33 SONG *Greatest Love of All* ♫

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G tag questions
V crime
P intonation in tag questions

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You were a detective with the Los Angeles Police Department, weren't you?

Yes, I was.

10B Two crime stories

1 VOCABULARY crime

a Have you heard of Natalie Wood? What do you know about her?

b Match the words and definitions.

detectives evidence murder murderer
prove solve suspects victim witnesses

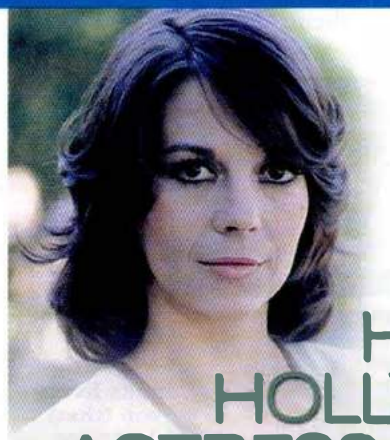
1 _____ *noun* police officers who investigate crimes
2 _____ *noun* people who see something that has happened, and then tell others (e.g., the police) about it
3 _____ *noun* a person who is hurt or killed by somebody in a crime
4 _____ *noun* a person who plans and kills another person
5 _____ *noun* the crime of killing a person illegally and deliberately
6 _____ *noun* the facts, signs, etc., that tell you who committed a crime
7 _____ *noun* people who are thought to be guilty of a crime
8 _____ (a mystery) *verb* to find the correct answer to why something happened
9 _____ (something) *verb* to use the facts and evidence to show something is true

c 5 34 Listen and check. Practice saying the words.

d Read *How did Hollywood actress Natalie Wood die?* and fill in the blanks with words from **b**.

e Read the article again and find the answer to these questions.

1 When did Natalie Wood die?
2 What was the weather like on the night she died?
3 Where was her body found?
4 Who was on the boat with her when she died?
5 Who did Natalie Wood have an argument with the night she died?
6 How many years later did the police reopen the investigation into her



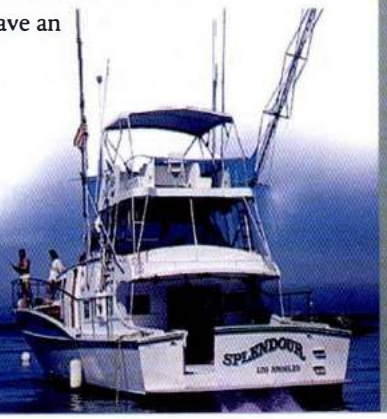
HOW DID HOLLYWOOD ACTRESS NATALIE WOOD DIE?

WAS SHE THE [1]victim OF A CRIME OR DID SHE DIE AS A RESULT OF AN UNFORTUNATE ACCIDENT?

On the cold and rainy night of November 29, 1981, the beautiful and talented actress Natalie Wood mysteriously fell off her boat, *The Splendour*, and died. She was found the next morning, nearly a mile away, floating in the water with bruises and scratches on her body.

More than thirty years later, officials still haven't been able to [2]_____ the mystery of Natalie Wood's death. On the boat with Natalie that night were her husband—actor Robert Wagner, a friend—actor Christopher Walken, the captain—Dennis Davern, and a few others. Police know that Wagner and Walken had an argument early in the evening, but they made up and Walken went to bed. Police also know that Wood and Wagner had an argument. Wood then went to bed and when Wagner went to look in on her later, she wasn't in her room. No one heard or saw Natalie fall off the boat. Therefore there were no [3]_____ to say whether her death was a [4]_____ or an accident. In addition, [5]_____ who were working on the case at the time were not able to find any solid [6]_____ to [7]_____ whether Natalie Wood was pushed to her death from the boat. Therefore her death was officially ruled an accident—meaning there was no [8]_____ for police to arrest and put in jail.

In 2012, a TV news show investigating Natalie Wood's death brought new information to Los Angeles County officials. The TV news show claimed the bruises and scratches on her body were proof that she was indeed the victim of a murder. Officials have reopened the case and are currently conducting interviews; however none of the people who were on the boat that night have been officially named as [9]_____ in Natalie's death. Will LA police eventually discover the truth about her death? Only time will tell.



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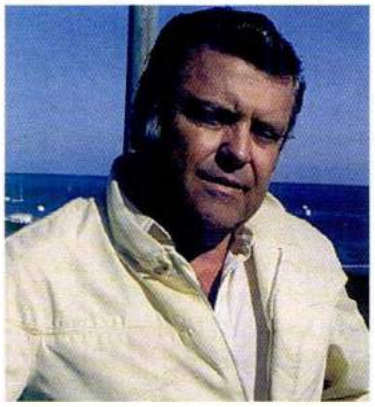
2 LISTENING

a 5.35 Now listen to the first part of an interview with a retired police officer who has done a lot of research about Natalie Wood's death. Complete the information about the people who were on *The Splendour* the night Natalie Wood died.

Robert Wagner,
Natalie Wood's _____

Christopher Walken,
Natalie Wood's _____ and
movie actor



Dennis Davern,
_____ captain

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b 5.36 Listen to the second part of the interview and mark the sentences **T** (true) or **F** (false).

1 It's possible that Ms. Wood was hit before she fell into the water.
2 The LA County Coroner's Office recently changed Natalie Wood's cause of death because of new evidence found on the boat.
3 Ms. Wood was jealous of Mr. Wagner and Mr. Walken's friendship.
4 Mr. Wagner wrote about his wife's death in a book.
5 Ms. Wood and Mr. Walken acted in a movie together.
6 Mr. Walken has spoken to many people about the night of November 29, 1981.
7 The boat captain and Mr. Walken had an argument the night Ms. Wood died.
8 The boat captain says he didn't tell the truth in 1981.
9 The detective doesn't want to say how Ms. Wood died.
10 He doesn't think the mystery will ever be solved.

c Listen again. Say why the F sentences are false.

d Do you know of any famous unsolved crimes in your country?

3 GRAMMAR tag questions

a Look at four questions from the interview and complete them with the missing words.

1 "You were a detective with the Los Angeles Police Department, _____ _____?"
2 "That's incredible, _____ _____?"
3 "And you don't think they're suspects, _____ _____?"
4 "The boat captain changed his story about what happened that night, _____ _____?"

b 5.37 Listen and check. What's the difference between these questions and direct questions, e.g., between **1** and *Were you a detective with the Los Angeles Police Department?*

c ➤ p.151 Grammar Bank 10B. Learn more about tag questions and practice them.

4 PRONUNCIATION & SPEAKING

intonation in tag questions

a 5.39 Listen and complete the dialogue between a police officer and a suspect.

P Your last name's Jones, _____?
S Yes, it is.
P And you're 27, _____?
S Yes, that's right.
P You weren't at home last night at 8:00, _____?
S No, I wasn't. I was at the movie theater.
P But you don't have any witnesses, _____?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, _____?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

b 5.40 Listen and repeat the tag questions. Copy the rhythm and intonation.

c ➤ **Communication** *Just checking* **A** *p.108* **B** *p.112*. Role-play a police interview.

d Which detective TV shows or movies are popular in your country right now? Do you enjoy watching these kinds of shows?

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5 READING & LISTENING

a Do you enjoy reading crime novels? If so, which ones? If not, why not? Have you read a crime story recently? What was it about?

b 5.41 Read and listen to **Part 1** of a short story. Use the glossary to help you. Then answer the questions with a partner.

1 Where did the murder take place?
2 What did the prisoner look like?
3 How many witnesses saw him?
4 Why did Mrs. Salmon go to the window?
5 When did Mr. MacDougall see Adams?
6 Did Mr. Wheeler see Adams's face?

The Case for the Defense is a short story written by novelist Graham Greene. The story takes place in England around the time it was written, in the late 1930s, when the death penalty for murder still existed. It was abolished in 1965.

The Case for the Defense

BY GRAHAM GREENE

PART 1

It was the strangest murder trial I have ever attended. They named it the Peckham murder in the headlines, although Northwood Street, where Mrs. Parker was found murdered, was not actually in Peckham.

The prisoner was a well-built man with bloodshot eyes. An ugly man, one you wouldn't forget in a hurry – and that was an important point. The prosecution intended to call four witnesses who hadn't forgotten him and who had seen him hurrying away from the little red house in Northwood Street.

At two o'clock in the morning Mrs. Salmon, who lived at 15 Northwood Street, had been unable to sleep. She heard a door shut and so she went to the window and saw Adams (the accused) on the steps of the victim's house. He had just come out and he was wearing gloves. Before he moved away, he had looked up – at her window.

Henry MacDougall, who had been driving home late, nearly ran over Adams at the corner of Northwood Street because he was walking in the middle of the road, looking dazed. And old Mr. Wheeler, who lived next door to Mrs. Parker, at number 12, and was woken up by a noise and got up and looked out of the window, just as Mrs. Salmon had done, saw Adams's back and, as he turned, those bloodshot eyes. In Laurel Avenue he had been seen by yet another witness.

Glossary 1
trial /ˈtraɪəl/ the process where a judge, and sometimes a jury, listens to evidence and decides if somebody is guilty or innocent
Peckham /ˈpekəm/ an area in South London
the prosecution /prɒsəˈkyuʃn/ the lawyer(s) who try to show that somebody is guilty of a crime

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PART 2

"I understand," the lawyer for the prosecution said, "that the defense intends to plead 'mistaken identity.' Adams's wife will tell you that he was with her at two in the morning on February 14. However, after you have heard the witnesses for the prosecution and examined carefully the features of the prisoner, I don't think you will be prepared to admit the possibility of a mistake."

Mrs. Salmon was called again. She was the ideal witness, with her slight Scottish accent and her expression of honesty and kindness. There was no malice in her, and no sense of importance. She told them what she had seen and how she had rung the police station.

"And do you see the man here in court?"

She looked straight at the big man in the dock, who stared hard at her with his bloodshot eyes, without emotion.

"Yes," she said, "there he is."

"You are quite certain?"

She said simply, "I couldn't be mistaken, sir."

"Thank you, Mrs. Salmon."

The lawyer for the defense began to cross-examine Mrs. Salmon.

"Now, Mrs. Salmon, you must remember that a man's life may depend on your evidence."

"I do remember it, sir."

"Is your eyesight good?"

"I have never had to wear spectacles, sir."

"You're fifty-five years old, aren't you?"

"Fifty-six, sir."

"And the man you saw was on the other side of the road, is that right?"

"Yes, sir, he was."

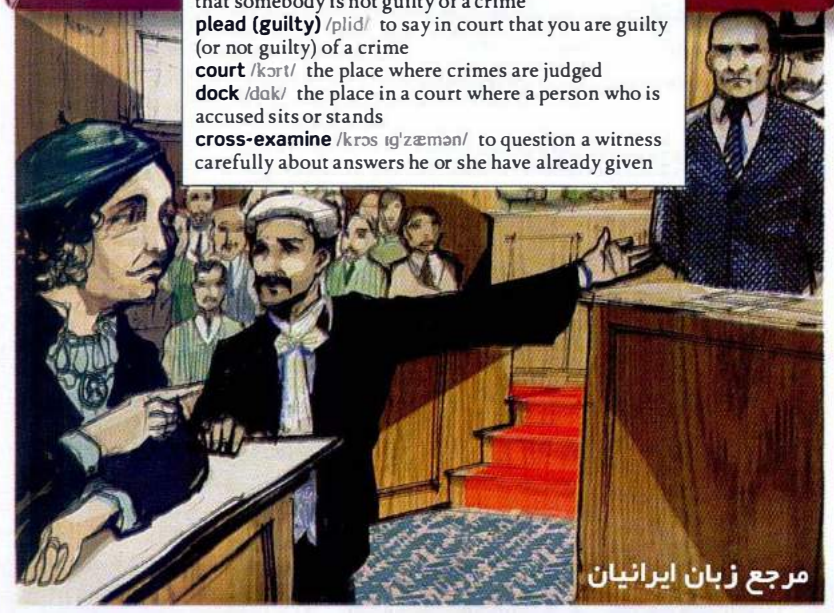
"And it was two o'clock in the morning. You must have remarkable eyes, Mrs. Salmon?"

"No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face."

"And you have no doubt whatever that the man you saw is the prisoner?"

"None whatever, sir. It isn't a face you can easily forget."

Glossary 2
the defense /dɪˈfens/ the lawyer(s) who try to show that somebody is not guilty of a crime
plead (guilty) /plid/ to say in court that you are guilty (or not guilty) of a crime
court /kɔrt/ the place where crimes are judged
dock /dɑk/ the place in a court where a person who is accused sits or stands
cross-examine /krɔs ɪgˈzæmən/ to question a witness carefully about answers he or she have already given



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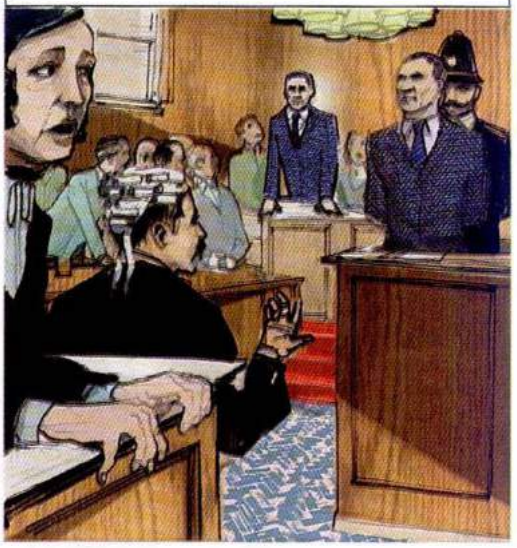
c 5 42 Now read and listen to **Part 2**. Then answer the questions with a partner.

1 Adams's defense was "mistaken identity." What does this mean?
2 Where did Adams say that he was?
3 What did the prosecution lawyer ask Mrs. Salmon?
4 What three reasons did she give to explain how she had seen Adams's face so clearly?

d 5 43 Read the glossary for **Part 3** of the story, and check how the words are pronounced. Then listen to **Part 3** and answer the questions with a partner.

Glossary 3
swear /swɛr/ to make a public promise that something is true
case /keɪs/ something that is being officially investigated by the police, e.g., a murder case
alibi /ˈæləbaɪ/ evidence that proves somebody was in a different place at the time that a crime was committed
be acquitted /bi əˈkwɪtɪd/ to be declared not guilty of a crime



1 Who was the man at the back of the court?
2 How was he dressed?
3 What did the defense lawyer say to Mrs. Salmon?
4 What was the man's alibi?
5 Why was the man acquitted?
6 Why was there a big crowd outside the court?
7 Why did the brothers refuse to leave by the back entrance?
8 What happened to one of the brothers?
9 Why does the writer ask the question at the end, *If you were Mrs. Salmon, could you sleep at night?*

e Do you like the way the story ends? Why (not)?

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9&10 Review and Check

GRAMMAR

Circle a, b, or c.

1 If you _____ here on time, we wouldn't have missed the beginning of the movie.
a were b had been c would have been

2 What _____ if that man hadn't helped you?
a you would do b you would have done c would you have done

3 If she _____ me that she was arriving this morning, I would have gone to the airport to pick her up.
a told b would tell c had told

4 I would have finished the exam if I _____ about another ten minutes.
a would have had b had had c would have

5 I'm afraid there's _____ time left.
a no b none c any

6 There are _____ good TV shows on tonight. I don't know what to watch.
a lots of b a lot c plenty

7 Is there _____ in the car for me, too?
a room enough b enough room c too much room

8 Most people have _____ close friends.
a very little b very few c not much

9 Is he the man _____ you met at the party?
a – b whose c which

10 Is that the woman _____ husband is a famous writer?
a who b that c whose

11 The *Mona Lisa*, _____ was painted in about 1510, is in the Louvre in Paris.
a which b what c that

12 I'm very fond of Susan, _____ I used to share an apartment with in college.
a who b – c that

13 They're very rich, _____?
a are they b aren't they c isn't it

14 Your brother's been to New Zealand, _____?
a wasn't he b isn't he c hasn't he

15 You won't be late, _____?
a will you b won't you c are you

VOCABULARY

a Complete the sentences with a word formed from the **bold** word.

1 I got to the airport late, but _____ the flight was delayed. **luck**
2 He's _____ with his work. It's always full of mistakes. **care**
3 This sofa is really _____. It's too hard. **comfort**
4 I found a great jacket online, but _____ it was sold out. **fortunate**
5 Don't be so _____! The bus will be here soon. **patience**

b Complete with a verb.

1 It was too hot in the room, so I _____ the heat down a little.
2 I need to _____ my alarm for 5:30 because I have an early flight.
3 It's always a good idea to _____ your computer during a storm.
4 Could you _____ up the volume? I can't hear very well.
5 If you're not watching the TV, please _____ it off.

c Complete with the right words.

1 you use it to change the TV channel **r**_____ **c**_____
2 you use this on a computer to write **k**_____
3 you use this to transfer files or photos **f**_____ **dr**_____
4 you use these to listen to music, e.g., on a plane **h**_____**s**
5 you use this to move the cursor on a computer **m**_____

d Complete the compound nouns.

1 soccer **f**_____
2 **pr**_____ picture
3 first **fl**_____
4 gas **s**_____
5 speed **c**_____

e Complete the missing words.

1 The **d**_____ was convinced that the man's alibi was false.
2 I'm sure he's guilty, but I can't **pr**_____ it.
3 Natalie Wood was the **v**_____ of an unlucky accident.
4 The police are not sure they will be able to **s**_____ the mystery.
5 There is no **s**_____ in the Natalie Wood's death.

PRONUNCIATION

a Circle the word with a different sound.

1 daughter bought caught through
2 luck tough although enough
3 charge plug gadget program
4 keyboard speaker headphones screen
5 murder turn perfect careful

b Underline the stressed syllable.

1 comfor|ta|ble 2 a|dap|tor 3 ca|ble 4 wit|ness 5 e|vi|dence

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CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. Then read it again with the glossary and mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 The boy was on the Isle of Wight to attend the festival.
2 Bob Dylan and the boy had communication problems.
3 There was a beautiful view from the kitchen.
4 The boy liked the song that the American sang to him.
5 Some years later the boy committed a crime.
6 He was very moved when he heard *North Country Blues*.
7 Bob Dylan taught him to read and write.

b Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.

The ICON and the GYPSY

I was a young Gypsy boy trying to grow up in the 1960s in a country that was very hostile to our lifestyle, and with no access to education, and no chance to listen to music, or to attend festivals.

By chance, my family was on the Isle of Wight during the famous 1969 music festival. I was knocking on doors, trying to sell our homemade clothespins. One day I came to a very large house, somewhere in the middle of the island. A very charming American invited me in. He gave me orange juice and asked me a lot of questions about my life. He couldn't understand what I was saying very well because of my accent, and I couldn't understand him much either – he talked very quietly. I sat at his large wooden kitchen table and told him all about Gypsy life, how hard it could be, but also the fun we had.

I must have been there for most of the morning, and he got me to sing a couple of the Gypsy songs I knew. Before I left he played me a song on his guitar and gave me a record, which he said was his, and had the song on. But I didn't have a record player, and I soon lost the record.

I had no idea who he was, and I forgot about him until I was in my early twenties. Unfortunately I had gotten into some trouble and was in Brixton Prison for burglary. My sentence was for two years. We had a vicar who used to visit twice a week, and because we were bored, we would sometimes attend his sessions. At one of the sessions he played some music on an old record player, and as soon as I heard it, I recognized the singer. He told me it was a man named Bob Dylan and said that if I liked it, he would bring more of his records to the next meeting. The following week I spent hours transfixed as I listened to the records. One song stood out – *North Country Blues* – it was the song he had sung to me in the kitchen on the Isle of Wight all those years ago. When the song had finished, I cried – all the troubles and hardship I had lived with just poured out of me.

Those sessions with the vicar became my education. With his guidance and Dylan's poetry, a world opened up to me. He taught me to read and write, and by the time my prison sentence came to an end, I had started a journey that transformed my life. With the vicar's support I went to college and became a carpenter – I didn't look back.

Adapted from The Times

Gypsy a member of a race of people who spend their lives traveling around from place to place, living in caravans
Isle of Wight a small island off the south coast of England
vicar an Anglican priest

VIDEO CAN YOU UNDERSTAND THESE PEOPLE?

5 44 **On the street** Watch or listen to five people and answer the questions.

Ryder Elizabeth Sean Isobel Giles

1 Ryder helped someone who _____.
   a had an electronic device taken from him
   b was run over by a car
   c couldn't make a phone call
2 Elizabeth thinks that technology _____.
   a is helpful in certain situations
   b helps people learn important skills
   c doesn't work as well as it should
3 Sean _____ guess who the murderer is.
   a can usually b likes to try to c doesn't try to
4 Isobel's favorite thing about Alexander McQueen's clothes is _____.
   a they are reasonably priced
   b the different designs and materials
   c that they are based on designs from the past
5 Giles thinks he's lucky because he _____.
   a caught a flight from Australia at the last minute
   b is generally happy
   c once won some money in the lottery

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Check (✓) the box if you can do them.

Can you...?

1 ☐ complete these three sentences:
   If you had told me about the party earlier,...
   I would have bought those shoes if...
   I wouldn't have been so angry if...
2 ☐ describe something that you do too much, and something that you don't do enough
3 ☐ talk about a gadget that you use and why it is useful
4 ☐ describe a person that you admire (who he or she is / what you know about him or her / why you admire him or her)
5 ☐ check five things you think you know about your partner using tag questions

VIDEO **Short movies**
Watch and enjoy the movie.

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Communication

1B PERSONALITY Students A+B

Read the explanation and compare with a partner. Do you agree with your results?

> The activity you have just done is a personality test. The first adjective you wrote down is how you see yourself, the second is how other people see you, and the third is what you are really like.

PE1 HOW AWFUL! HOW FANTASTIC! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g., *You're kidding, Oh, no!*, etc.

1 I collect funny salt-and-pepper shakers.
2 I spilled some coffee on my laptop last night, and now it doesn't work.
3 I'm going to New York City next weekend.
4 Someone stole my bike yesterday.
5 My dog can open the kitchen door by itself.
6 My father's going to be interviewed on TV tomorrow.
7 My grandmother just bought a sports car.
8 My parents met when they were only 15.
9 I just won $2,000 in the lottery!

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

2A SPENDER OR SAVER? Students A+B

Check your results. Then compare with a partner. Do you agree with your results?

Mostly a answers
You can't be trusted with your own money! You definitely need someone to help you to manage your finances better. Why not speak to an organized friend about how to plan? This will help you to make your money go further and stop you from getting into debt.

Mostly b answers
Although you understand how to manage your money, sometimes you need to be a little more organized. Try setting yourself a weekly or monthly budget, and then stick to it. You will then know how much money you have, what you spend it on, and how much you can save.

Mostly c answers
Congratulations! It sounds like you really know what you are doing when it comes to managing your money. You know how important it is to keep track of your spending and are responsible with your money.

2B ARE YOU HUNGRY? Student A

a Ask **B** your questions. He / She responds with the phrase in parentheses.

1 Is the water cold? (Yes, it's **freezing**.)
2 Was the movie good? (Yes, it was **fantastic**.)
3 Were you tired after the exam? (Yes, I was **exhausted**.)
4 Was the room dirty? (Yes, it was **filthy**.)
5 Is it a big house? (Yes, it's **enormous**.)
6 Were you surprised? (Yes, I was **amazed**.)
7 Are you sure? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's… / I'm…*, etc. + the strong form of the adjective that **B** used in the question. Remember to stress the strong adjective.

Are you afraid of flying? *Yes, I'm terrified.*

c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST – CAN YOU HELP ME? Student A

a Think of the town / city where you are, or the nearest big town. You are a foreign tourist, and you are planning to get around using public transportation. Ask **B** questions 1–5. Get as much information from **B** as you can.

1 What kind of public transportation is there?
2 What's the best way for me to get around the city?
3 Can I rent a bike? Are there any bicycle lanes?
4 Is it easy to find taxis? How expensive are they?
5 What's the best way to get to the airport from the center of town? How long does it take?

b Switch roles. **B** is a foreign tourist in the town who has rented a car. You live in the town. Answer **B**'s questions and give as much information as you can.

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4A GUESS THE SENTENCE Student A

a Look at sentences 1–6 and think of the correct form of *be able to* + a verb. **Don't write anything yet!**

1 I'm sorry I won't _____ to your party next weekend.
2 It was August, but we _____ a hotel without any problems.
3 I used to _____ a little Japanese, but I can't now.
4 I love _____ in bed late on the weekend.
5 Will you _____ the work before Saturday?
6 I've never _____ fish well.

b Read your sentence 1 to **B**. If it isn't right, try again until **B** tells you, "That's right." Then write it. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say "That's right." If not, say "Try again" until **B** gets it right. Continue with 8–12.

7 It must be great to **be able to speak** a lot of languages.
8 I won't **be able to see** you tonight. I'm too busy.
9 My grandmother can't walk very well, but luckily we **were able to park** just outside the restaurant.
10 They haven't **been able to find** an apartment yet. They're still looking.
11 You should **be able to do** this exercise. It's very easy.
12 We really enjoy **being able to eat** outside in the summer.

PE3 COULD YOU DO ME A FAVOR? Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g., what kind of dog it is, how much money you need, etc.

- **take care of** (your children, your dog for the weekend, your apartment while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you a ride** (home, to the mall, etc.)
- **help you** (with a problem, with your homework, to paint your apartment, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favor? Would you mind...? Do you think you could...?*) and explain why you want the favor. How many people agree to help you?

4B THE BIG DAY Students A+B

Read a newspaper article about what happened at Heidi and Freddie's wedding. Do you think they behaved well or badly? Why?

News online

Two sides to every story
What happened next...

By NEWS ONLINE Reporter

Yesterday Heidi Withers married Freddie Bourne in a $40,000 ceremony at St. Mary the Virgin Church. It was followed by a reception at a 900-year-old castle. However, there was no sign of Carolyn, Freddie's stepmother, the woman who was ridiculed for the email she sent Heidi. She and her husband Edward, Freddie's father, were not invited.

Heidi arrived almost 25 minutes late for the ceremony, which was due to begin at 2:45 p.m. Perhaps, as Carolyn suggested was her habit, she had been in bed until the last possible minute. She arrived at the church with security guards holding umbrellas to prevent onlookers from seeing her, and with her head covered. This is a well-known tactic for celebrities, but for a 29-year-old secretary it seemed, in the words of one onlooker, "a bit ridiculous."

Edward and Carolyn admitted to being disappointed at not receiving an invitation. They spent the weekend on vacation with friends. They have had no contact with the couple since the saga began, and did not even know the date of the wedding.

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Communication

5A OTHER SPORTS SUPERSTITIONS Student A

a Read about Sydney Crosby and Kolo Touré.

SIDNEY CROSBY never calls his mother on a game day, even if it's her birthday. He believes that he gets injured on the days he calls his mother before a game.

When **KOLO TOURÉ** played for Arsenal, he always insisted on being the last player to leave the dressing room after the half-time break. This was never usually a problem. However, in one game when William Gallas, his teammate, was injured and needed treatment at half-time during a match, Touré stayed in the dressing room until Gallas had been treated. This meant that Arsenal had to start the second half with only nine players.

b Now cover the text and tell **B** about their superstitions from memory.

c Listen to **B** telling you about Jason Terry and Alexander Wurz's superstitions.

d Together decide which superstition you think is a) the strangest b) the most impractical.

PE5 ASKING POLITELY FOR INFORMATION Student A

a You are a tourist in **B**'s town. You want to ask **B**, who you have stopped on the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do stores open on Sundays?
Could you tell me *if stores open on Sundays?*

2 Is there a post office near here?
Do you know _____?

3 What time do banks close here?
Could you tell me _____?

4 Where's the train station?
Do you know _____?

5 Does the number 21 bus go to the city?
Could you tell me _____?

b Ask **B** your indirect questions 1–5. Always begin with *Excuse me.*

c Now **B** is a tourist, and is going to stop you on the street and ask you some questions. Answer politely with the necessary information.

6B JUDGING BY APPEARANCES Students A+B

Dominic McVey, born in 1985, is a British entrepreneur from London, who set up a business at the age of 13 importing micro-scooters from the United States. He was a millionaire by the age of 15. His business interests now include website publishing and fashion.

Mira Sorvino is an American actress of Italian descent. She won an Oscar as best supporting actress in 1995 for her role in Woody Allen's *Mighty Aphrodite*. Before becoming an actress she studied Chinese at Harvard University, where she graduated *magna cum laude* (with great honor).

Olga Rutterschmidt, an 80-year-old California woman, and her friend Helen Golay were convicted in 2008 of murdering two homeless men. They committed the murders to collect millions of dollars from the men's life insurance policies.

7A THREE IN A ROW Students A+B

Play the game in small groups.

One team is **X** and one is **O**. Take turns choosing a square. Finish the sentence so that it is grammatically correct and makes sense. If you are right, put your **X** or **O** in the square. The first team to get "three in a row" is the winner.

Unless we hurry...	I'll leave home when...	I won't get married until...
I'll give you the money as soon as...	If I see him...	When I can speak English fluently...
He'll lose his job if...	As soon as he gets here...	You'll never be rich unless...

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7B GUESS THE SENTENCE
Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 I'd cook dinner every day if I _____ earlier from work. ⊞
2 If we _____ this summer, maybe we could afford to get a new car. ⊟
3 I think you _____ more if you saw the original version. ⊞
4 I'd see my grandparents more often if they _____. ⊞
5 I _____ the fish if I were you. It isn't usually very good here. ⊟
6 I _____ if the water was a little warmer. ⊞

b Read your sentence 1 to **B**. If it isn't right, try again until **B** tells you "That's right." Then write it. Continue with 2–6.

c Listen to **B** say sentence 7. If it's the same as your sentence 7 below, say "That's right." If not, say "Try again" until **B** gets it right. Continue with 8–12.

7 The house would look better if you **painted it**.
8 If I met my ex on the street, I **wouldn't say hello** to him.
9 If it **weren't so late**, I'd stay a little longer.
10 The flight **would be more comfortable** if we were in business class.
11 I wouldn't mind the winter so much if it **didn't get dark** so early.
12 If I had more money, I'**d buy a house** with a beautiful yard.

8A I WANT TO SPEAK TO THE MANAGER
Student A

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1 **You're a customer.** You bought something in a clothing store on sale yesterday (decide what) and there's a problem (decide what). Go back to the store. **B** is the salesperson. You'd like to exchange it for another identical one. If you can't, you'd like a refund.

You start. *Excuse me. I bought...*

2 **You're the manager of a restaurant.** Your regular chef is off this week, and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to. **B** is the customer.

B will start.

8B THE RIGHT JOB FOR YOU Students A+B

In which group(s) do you have the most check marks? Read the appropriate paragraph to find out which jobs would suit you. Would you like to do any of them?

If you have the most check marks in 1-4, the best job for you would be in the "caring professions." If you are good at science, you could consider a career in medicine, for example becoming a doctor or nurse. Alternatively, teaching or social work are areas that would suit your personality.

If you have the most check marks in 5-8, you should consider a job involving numbers, for example becoming an accountant or working in the stock market. The world of business would also probably appeal to you, especially sales or marketing.

If you have the most check marks 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 the most check marks in 13-16, you have an analytical mind. You would be suitable for a job in computer science or engineering. You also have good spatial sense which would make architecture and related jobs another possibility.

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Communication

9A GUESS THE CONDITIONAL Student A

a Look at sentences 1–6 and think of the missing verb or verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 We _____ the hotel if we hadn't had GPS. ⊟
2 If I _____ that it was your birthday, I would have bought you something. ⊞
3 If I _____ about the concert earlier, I would have been able to get a ticket. ⊞
4 The cat wouldn't have gotten in if you _____ the window open. ⊟
5 If our best player hadn't been ejected, we _____ the game. ⊞
6 I wouldn't have recognized her if you _____ me who she was. ⊟

b Read your sentence 1 to **B**. If it isn't right, try again until **B** tells you "That's right." Then write it. Continue with 2–6.

c Listen to **B** say sentence 7. If it's the same as your sentence 7 below, say "That's right." If not, say "Try again" until **B** gets it right. Continue with 8–12.

7 I **wouldn't have been** so angry if you had told me the truth right from the start.
8 If I hadn't gone to that party that night, I **wouldn't have met** my wife.
9 If we hadn't taken a taxi, we **would have missed** the train.
10 If I'd known that show was on last night, I **would have watched** it.
11 I **would have gone out** with you last night if I hadn't had to work late.
12 If I **had listened** to my friends, I would never have married James.

10A RELATIVES QUIZ Student A

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who, which, that, whose*, or *where*, or no relative pronoun when there is a new subject.

1 **a pedestrian** What do you call someone...?
2 **a loan** What do you call some money...?
3 **fans** What do you call people...?
4 **a private school** What do you call a place...?
5 **a coach** What do you call the person...?
6 **traffic light** What do you call the thing...?
7 **soccer field** What do you call the place...?
8 **selfish** What do you call somebody...?
9 **an ATM** What do you call a thing...?

b Ask **B** your questions.

c Answer **B**'s questions.

10B JUST CHECKING Student A

a You are a detective. **B** is a suspect in a crime. Ask **B** the questions below, but **don't write anything down**. Try to remember **B**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7:00 this morning?

b Now check the information with **B** using a tag question.

Your name is Tom Gibson, isn't it?

You live in New York City, don't you?

c Change roles. Now you are the suspect and **B** is the detective. Answer **B**'s questions. You can invent the information if you want to.

d **B** will now check the information he / she has. Just say, "Yes, that's right" or "No, that's wrong" and correct the wrong information.

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PE1 HOW AWFUL! HOW FANTASTIC! Student B

a Listen to **A**'s sentences and react with a phrase, e.g., *You're kidding, Oh, no!*, etc.

b Read your sentences 1–9 for **A** to react.

1 I failed my driving test yesterday.
2 I lost my wallet on the way to class.
3 I met George Clooney at a party last week.
4 I think I saw a ghost last night.
5 I won a salsa competition last weekend.
6 I'm going to be on a new edition of *Big Brother*.
7 My dog died yesterday.
8 My grandfather has a black belt in karate.
9 My uncle is 104.

c Tell **A** some real (or invented) news about you for **A** to react. React to **A**'s news.

2B ARE YOU HUNGRY? Student B

a Respond to **A**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective that **A** used in the question. Remember to stress the strong adjective.

Is the water cold? *Yes, it's freezing.*

b Ask **A** your questions. He / She responds with the phrase in parentheses.

1 Are you afraid of flying? (Yes, I'm **terrified**.)
2 Is the soup hot? (Yes, it's **boiling**.)
3 Was the teacher angry? (Yes, he / she was **furious**.)
4 Is the bedroom small? (Yes, it's **tiny**.)
5 Are the children hungry? (Yes, they're **starving**.)
6 Is the chocolate cake good? (Yes, it's **delicious**.)
7 Was she happy with the present? (Yes, she was **excited**.)

c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST – CAN YOU HELP ME? Student B

a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to get around using public transportation. You live in the town. Answer **A**'s questions and give as much information as you can.

b Switch roles. You are a foreign tourist in the town. You have rented a car. Ask **A** questions 1–5. Get as much information from **A** as you can.

1 What time is rush hour in this town?
2 Where are there usually traffic jams?
3 What's the speed limit in the town? Are there speed cameras anywhere?
4 What will happen if I park somewhere illegal?
5 Where's the nearest tourist attraction outside the city? How long does it take to drive there from here?

4A GUESS THE SENTENCE Student B

a Look at sentences 7–12 and think of the correct form of *be able to* + a base form verb. **Don't write anything yet!**

7 It must be great to _____ a lot of languages.
8 I won't _____ you tonight. I'm too busy.
9 My grandmother can't walk very well, but luckily we _____ just outside the restaurant.
10 They haven't _____ an apartment yet. They're still looking.
11 You should _____ this exercise. It's very easy.
12 We really enjoy _____ outside in the summer.

b Now listen to **A** say sentence 1. If it's the same as your sentence 1 below, say "That's right." If not, say "Try again" until **A** gets it right. Continue with 2–6.

1 I'm sorry I won't **be able to come** to your party next weekend.
2 It was August, but we **were able to find** a hotel without any problems.
3 I used to **be able to understand** a little Japanese, but I can't now.
4 I love **being able to stay** in bed late on the weekend.
5 Will you **be able to finish** the work before Saturday?
6 I've never **been able to cook** fish well.

c Read your sentence 7 to **A**. If it isn't right, try again until **A** tells you, "That's right." Then write it. Continue with 8–12.

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Communication

5A OTHER SPORTS SUPERSTITIONS
Student B

a Read about Jason Terry and Alexander Wurz.

JASON TERRY, an American basketball player, wears the colors of his team's opponents the night before a game. If the team he's playing the next day wears black and white, then Terry wears black and white to bed the night before. He's been doing this since his playing days in college.

ALEXANDER WURZ, an Austrian racing driver, used to race with odd-colored shoes, the left one red and the right one blue. It came about when he lost a shoe before a big race and had to borrow one of a different color. After winning the race, he decided it was a lucky omen.

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b Now listen to **A** telling you about Sydney Crosby and Kolo Touré's superstitions.

c Cover the text and tell **B** about Jason Terry and Alexander Wurz's superstitions from memory.

d Together decide which superstition you think is a) the strangest b) the most impractical.

PE5 ASKING POLITELY FOR INFORMATION Student B

a You are a tourist in **A**'s town. You want to ask **A**, who you have stopped on the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do stores close at lunchtime?
Could you tell me *if stores close at lunchtime?*

2 Is there a cash machine near here?
Do you know _____?

3 Where's the closest drugstore?
Could you tell me _____?

4 What time do the buses stop running at night?
Do you know _____?

5 Do banks open on Saturday mornings?
Could you tell me _____?

b **A** is a tourist, and is going to stop you on the street and ask you some questions. Answer politely with the necessary information.

c Ask **A** your indirect questions 1–5. Always begin with *Excuse me.*

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7B GUESS THE SENTENCE Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 The house would look better if you _____. ⊞
8 If I met my ex on the street, I _____ to him. ⊟
9 If it _____, I'd stay a little longer. ⊟
10 The flight _____ if we were in business class. ⊞
11 I wouldn't mind the winter so much if it _____ so early. ⊟
12 If I had more money, I _____ with a beautiful yard. ⊞

b Now listen to **A** say sentence 1. If it's the same as your sentence 1 below, say "That's right." If not, say "Try again" until **A** gets it right. Continue with 2–6.

1 I'd cook dinner every day if I **got home** earlier from work.
2 If we **didn't go on vacation** this summer, maybe we could afford to get a new car.
3 I think you **would enjoy the movie** more if you saw the original version.
4 I'd see my grandparents more often if they **lived closer by**.
5 I **wouldn't have** the fish if I were you. It isn't usually very good here.
6 I'd **go swimming** if the water were a little warmer.

c Read your sentence 7 to **A**. If it's not right, try again until **A** tells you "That's right." Then write it. Continue with 8–12.

8A I WANT TO SPEAK TO THE MANAGER Student B

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1 **You're a salesperson in a clothing store. A** is going to come to you with a problem with something he / she bought on sale yesterday. You can't exchange it for an identical one because there are no more in his / her size.
Try to persuade **A** to exchange it for something else because you don't usually give refunds during a sale.

A will start.

2 **You're a customer in a restaurant.** You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. Try to get at least a 50% discount on your meal. **A** is the manager.

You start. *Good evening. Are you the manager?*

9A GUESS THE CONDITIONAL Student B

a Look at sentences 7–12 and think of the missing verb or verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 I _____ so angry if you had told me the truth right from the start. ⊟
8 If I hadn't gone to that party that night, I _____ my wife. ⊟
9 If we hadn't taken a taxi, we _____ the train. ⊞
10 If I'd known that show was on last night, I _____ it. ⊞
11 I _____ with you last night if I hadn't had to work late. ⊞
12 If I _____ to my friends, I would never have married James. ⊞

b Listen to **A** say sentence 1. If it's the same as your sentence 1 below, say "That's right." If not, say "Try again" until **A** gets it right. Continue with 2–6.

1 We **wouldn't have found** the hotel if we hadn't had GPS.
2 If I **had remembered** that it was your birthday, I would have bought you something.
3 If I'**d known** about the concert earlier, I would have been able to get a ticket.
4 The cat wouldn't have gotten in if you **hadn't left** the window open.
5 If our best player hadn't been ejected, we **would have won** the game.
6 I wouldn't have recognized her if you **hadn't told me** who she was.

c Read your sentence 7 to **A**. If it isn't right, try again until **A** tells you "That's right." Then write it. Continue with 8–12.

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Communication

10A RELATIVES QUIZ Student B

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who, which, that, whose*, or *where*, or no relative pronoun when there is a new subject.

1 **shy** What do you call somebody...?
2 **a flash drive** What do you call a thing...?
3 **a referee** What do you call the person...?
4 **a bicycle lane** What do you call the place...?
5 **a murderer** What do you call somebody...?
6 **a receipt** What do you call the piece of paper...?
7 **a taxi stand** What do you call the place...?
8 **a colleague** What do you call a person...?
9 **a motorcycle** What do you call a thing...?

b Answer A's questions.

c Ask A your questions.

10B JUST CHECKING Student B

a You are a suspect in a crime. A is a detective. Answer A's questions. You can invent the information if you want to.

b A will now check the information he / she has. Just say, "Yes, that's right" or "No, that's wrong" and correct the wrong information.

c Change roles. Now you are a detective and A is a suspect. Ask A the questions below, but **don't write anything down**. Try to remember A's answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7:00 this morning?

d Now check the information with A using a tag question.

Your name is Olivia Montoya, isn't it?

You live in New York City, don't you?

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Writing

1 A DESCRIPTION OF A PERSON

a Read the two Facebook messages once and answer the questions.

1 Why has Angela written to Sofia?
2 Does Sofia recommend her friend to Angela?

Messages

+ New Message

Angela Vernon

Hi Sofia,

I hope you're well.

I'm looking for an au pair to look after Austin and Melissa, and I remembered your Peruvian friend Marisol, who I met last summer. She said she might be interested in working in the US as an au pair, so I thought I would write and ask her. The thing is, I don't really know her, so before I write and suggest it, could you tell me a little about her (age, personality, etc., and what she likes doing) so that I can see if she would fit in with the family? Please be honest!

Angela

Sofia Lugo

Hi Angela,

Marisol is one of my best friends, so of course I know her very well. She's 22, and she just graduated from college with a degree in economics, but she doesn't have a job yet, and I'm sure she would be interrested in going to the US. Her parents are both doctors, and she has two younger brothers. She gets along very well with them, and they are a very close family.

Marisol's an intelligent girl and very hardworking. She can be really shy at first, but when she gets to know you she's incredibly friendly. She loves children – she often takes care of her brothers – so she has a lot of experience, and she's also very responsable.

In her free time she likes going to the movies, listening to music, and she's also very good at fotography – she always has her camera with her. She's really independant and happy to do things on her own, so you won't have to worry about taking her to places.

The only problem with Marisol is that she's a little forgetfull... she sometimes loses things, like her keys, or her phone. Also, to be honest her English isn't great, but I'm sure she'll improve very quickly. I think Austin and Melissa will love her.

I hope this helps! Let me know if you need anything else.

Love,

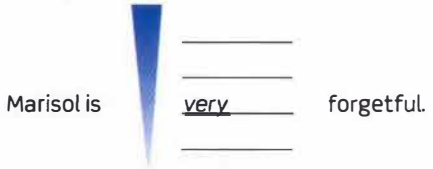
Sofia

b The computer has found five spelling mistakes in Sofia's email. Can you correct them?

c Read both emails again. Then cover them and answer the questions from memory.

1 What five ⊞ adjectives describe Marisol's personality?
2 What does she like doing in her free time?
3 What negative things does Sofia say about Marisol?
4 Does Sofia think Marisol will get along with Angela's family?

d Look at the highlighted expressions we use to modify adjectives. Put them in the correct place in the chart.



Useful language: describing a person
He's really / very, etc. + positive adjective (e.g., *friendly, outgoing*, etc.)
She's a little + negative adjective (e.g., *messy, shy*, etc.)
He likes / loves / doesn't mind + verb + *-ing*
She's happy to + base form
He's good | ***with*** *children* / ***at*** *making new friends*

e Imagine you received Angela's message asking about a friend of yours. **Write** an email to answer it. **Plan** what you're going to write using the paragraph headings below. Use the **Useful language** box and **Vocabulary Bank** *Personality p.153* to help you.

Paragraph 1	age, family, work / study
Paragraph 2	personality (good side)
Paragraph 3	hobbies and interests
Paragraph 4	any negative things?

f **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.11

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Writing

2 AN INFORMAL EMAIL

a Marisol went to the US and stayed for six months with a couple, Angela and Matt, working as an au pair. After going back to Peru, she sent them an email. Look at the list of things she says in her email. Number them in a logical order 1–6.

- ☐ She promises to send some photos.
- ☐ She thanks them for her stay and says how much she enjoyed it.
- ☐ She talks about what she's been doing recently.
- ☐ She apologizes for not writing before.
- ☐ She thanks them again and invites them to stay.
- ☐ She talks about the nice things that happened when she was with them.

b Now read Marisol's email and check your answers to **a**.

c Correct eight mistakes in the email (grammar, vocabulary, punctuation, and spelling.)

Useful language: informal emails

Beginnings

Hi + name (or *Dear* + name if you want to be a little more formal)
Sorry for not writing sooner, but...
Thank you / Thanks (so *much*) *for* (*your letter, having me to stay*, etc.)...
It was great to hear from you...

Endings

That's all for now.
Hope to hear from you soon. / Looking forward to hearing from you soon.
(*Give my*) *regards / love to...*
Best wishes / Love (*from*)
P.S. (when you want to add a short message at the end of an email) *I've attached a photo...*

d Imagine you have some American friends in the US, and you stayed with them for a week last month. **Write** an email to say thank you. **Plan** what you're going to say. Use 1–6 in **a** and the **Useful language** box to help you.

e **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.21

From: Marisol [marisol_new@gmail.com]
To: Angela [angelav1970@yahoo.com]
Subject: Thanks

Hi Angela,

I'm really sorry for not writing sooner, but I am very busy since I got back!

Thanks for a wonderful six months. I loved being in Colorado, and I had a great time. I also think my english got a little better... dont you think?

It was so nice to take care of Austin and Melissa. I thought they were adorable, and I think we had a fantastic time together. I have really good memories – for example our travel to Denver and the amusement park there!

I've been a little stressed these last few weeks, because I've started working at a restaurant, while I look for a full-time job. Be a waitress is very hard work, but I can now afford to rent an apartment with Sofia and two other friends, and I'm saving for to buy a car! I've also spent a lot of time with my family – my brothers have changed so much over the past six months!

I've had several mesages from Austin and Melissa since I've been back! Please tell them from me that I miss them and that I send them some photos very soon.

That's all for now. Thanks again for everything. And I hope you know you're welcome in Lima any time – my family would love to meet you. Summer here is usually beautiful.

Hope to hear from you soon. Give my regards to Matt!

Best wishes,

Marisol

P.S. I've attached a photo I took of me with the kids. I hope you like it!

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3 AN ARTICLE FOR A MAGAZINE

a Look at the four forms of public transportation in New York City. Which one do you think is probably...?

- the least expensive
- the healthiest
- the best if you want to see the sights of New York City
- the safest to use at night

b Read an article from an online magazine for foreign students about public transportation in New York City and check your answers to **a**. Then answer these questions from memory.

1 What can you use a MetroCard for?
2 What kind of money do you have to use if you want to pay cash to ride a New York City bus?
3 What's the difference between a taxi and car service?

c Read the article again and fill in the blanks with a preposition from the list.

around at in next to on (x2) on the top of with

Useful language: transportation in your town
You can buy MetroCards at many places in New York City.
You need a ticket or card before you get on the subway.
(*You* = people in general)

Comparatives and superlatives:
Buses aren't as quick as trains.
Riding a bike is the cheapest way to get around.

d **Write** an article about transportation in your nearest town or city for foreign students. **Plan** what headings you're going to use and what to say about each form of transportation.

e **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.27

Transportation in New York City

The Subway This is the quickest way to get [1]*around* the city, and there are many subway stations all over New York City. The cheapest way to use the subway is to get a MetroCard. This is like a phone card. You put money on it, and you can add more when you need to. Then you use it every time you get [2]_____ the subway. You can buy MetroCards at subway stations, newsstands, and even from your employer.

Buses They can be quicker than the subway if there isn't too much traffic. The easiest way to use the buses, like the subway, is to just use your MetroCard. You can buy a single-ride ticket from machines [3]_____ some, but not all bus stops. You can also pay cash (but no pennies and no paper money) when you get [4]_____ the bus. Traveling [5]_____ a private double-decker bus is also a good way to see New York City.

Bikes Bikes are starting to become more popular in New York City, especially [6]_____ tourists and people who want to travel to parts of the city, like the waterfront areas, where subways don't usually go. One of the newest bike-share programs is called Citi Bike. When you rent a bike from Citi Bike, you get a key that looks like a flash drive. You can use the key at any Citi Bike kiosk and get a bike to ride for the day.

Taxis and Car Service New York City's yellow taxis are expensive, but they are comfortable, and the taxi drivers know shortcuts through the city to get you to places quickly. You usually tell the driver where you want to go when you get [7]_____ the taxi. Car service is made up of normal cars that work for a company, and you have to call them ahead of time to pick you up. They are more expensive than taxis. Taxis and car service are probably the safest way to travel late [8]_____ night.

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Writing

4 TELLING A STORY

a A magazine asked its readers to send in stories of a time they got lost. Read the story once. Why did Bethany and her husband get lost? What else went wrong?

b Read the story again and complete it with a connecting word or phrase from the list.

although	as soon as	because	but
instead of	so	~~then~~	when

Useful language: getting lost
We were going in the wrong direction.
We took the wrong exit / turn.
We turned right instead of left.
We didn't know where we were.
We had to turn around and go back in the opposite direction.

c **Write** about a trip where you got lost (or invent one) to send to the magazine. **Plan** what you're going to write using the paragraph headings below. Use the **Useful language** to help you.

Paragraph 1	When was the journey? Where were you going? Who with? Why?
Paragraph 2	How did you get lost? What happened?
Paragraph 3	What happened in the end?

d **Check** your story for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.47

DISASTROUS TRIPS!

We asked you to tell us about a time you got lost. **Bethany** from the US wrote to us...

This happened a few years ago. My husband and I had rented a house in Galicia for a summer vacation. We were going to first drive to Tarragona, to stay for a few days with some friends, and [1] *then* drive from Tarragona to Galicia.

The first part of the trip was fine. We were using our new GPS for the first time, and it took us right to the door of our friends' house. Three days later, [2]_____ we continued our trip, we put in the name of the small town in Galicia, Nigrán, which was our final destination. We started off, obediently following the instructions, but after a while we realized that [3]_____ driving west toward Lérida, we were going north. In fact, soon we were very close to Andorra. I was sure we were going in the wrong direction, [4]_____ my husband wanted to do what the GPS was telling us – it was his new toy! It was only when we started seeing mountains that even he admitted this couldn't be the right way. [5]_____ we stopped, got out an old map, and then turned around! We had wasted almost two hours going in the wrong direction!

It was an awful trip [6]_____ as well as getting lost, when we were almost at our destination we had another problem. We stopped for a coffee, but [7]_____ we got back onto the road, we realized that we had left our dog under the table in the cafe! For the second time that day we had to turn around and go back. Luckily, the dog was still there! However, [8]_____ the beginning of our trip was a disaster, we had a wonderful vacation!

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5 A MOVIE REVIEW

CLASSIC MOVIES YOU MUST SEE

PLEASE POST YOUR SUGGESTIONS

The Godfather (1972)

The movie *The Godfather* is [1]*based* on the book by Mario Puzo. The movie was [2]_____ by Martin Scorsese. It [3]_____ Marlon Brando as Vito Corleone and Al Pacino as his son, Michael. The movie won three Oscars in 1973 for Best Actor (Marlon Brando), Best Movie, and Best Screenplay.

The movie is [4]_____ in New York in the 1940s and 50s. It was filmed on [5]_____ in New York and in Sicily.

The movie is about the Corleone family. Vito, "The Godfather," is head of one of the most powerful criminal families in the US. Don Vito is a fair but ruthless man, who runs his business by doing favors and expecting favors in return. The Corleones get involved in a war with other criminal families because they don't want to sell drugs. Don Vito is shot and he is seriously injured. While Don Vito is in the hospital, control of the family passes to his eldest son, Sonny. Sonny is a hothead, and with him in charge, the war between the various families becomes more violent. Don Vito's youngest son, Michael, has always stayed outside the family business, but when Don Vito is shot, he returns home to do what he can to help the family. He also takes his revenge against the people who are trying to kill his father. In the end, Sonny is shot and Michael becomes the new Godfather.

I strongly [6]_____ *The Godfather.* It has [7]_____, drama, an unforgettable [8]_____, and an important message: that violence never really solves anything. The two [9]_____, *The Godfather II* and *The Godfather III* are also good, but the first movie is definitely my favorite.

a Read the movie review and complete it with the words in the list.

action ~~based~~ directed location recommend
sequels set soundtrack stars

b Read the review again and number the paragraphs in order 1–4.

Paragraph ☐	The plot
Paragraph ☐	The name of the movie, the director, the stars, and any prizes it won
Paragraph ☐	Why you recommend the movie
Paragraph ☐	Where and when it is set Where it was filmed

c Look at paragraph three again. What tense do we use to tell the story of a movie or book?

d Have you seen *The Godfather*? If yes, do you agree with the review? If no, does the review make you want to see it?

Useful language: describing a movie

It was directed / written by...
It is set in...
It is based on the book...
It's about...
It stars...
In the end...
My favorite scene is...
I strongly recommend (the movie) because...

e **Write** a movie review about a movie you would recommend people to buy on DVD or see at the movie theater. **Plan** what you are going to write in the four paragraphs. Use the **Useful language** and **Vocabulary Bank** *Movies p.159* to help you.

f **Check** your review for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.57

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Writing

6 DESCRIBING A HOUSE OR APARTMENT

a The website Homerent.net is for people who want to rent out their houses while they are away on vacation. Read two posts from the website. Which one would you prefer to stay in for a two-week vacation? Why?

b Read about the apartment in Mexico City again. Underline any adjectives that help to "sell" the apartment. What do they mean?

c Now read about the Thai villa again. Improve the description by replacing the word *nice* with one of the adjectives below. Often there is more than one possibility.

amazing beautiful breathtaking great ideal
luxurious magnificent perfect spacious superb

Useful language: describing location

It is | *perfectly situated in...*
walking distance from...
a (fifteen-minute) walk from...
a short drive from...

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

d **Write** a description of your house or apartment for the website. **Plan** what you're going to write. Use the **Useful language** and **Vocabulary Bank** *Houses p.162* to help you.

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

e **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.71

Homerent.net Home | Search | Join our community | Help

Beautiful one-bedroom apartment in Mexico City

This apartment is perfectly situated on a quiet street in Mexico City's Reforma area.

It's a cozy, 750-square-foot apartment on the first floor of a three-story building. It has one bedroom with a queen-size bed, a spacious living / dining room, a modern, well-equipped kitchen, and a bathroom. There's a beautiful view of a flower-filled courtyard from the living room windows. The living room has a big table, which is ideal for having a meal with friends, and there is also a large flat-screen TV. The apartment has tile floors, air conditioning, satellite TV, and Wi-Fi Internet.

The Reforma area is a lively neighborhood near the center of Mexico City, with plenty of stores and cafes. The apartment is walking distance to Paseo de la Reforma, one of Mexico City's widest streets designed to look like a grand European boulevard. It's ten minutes away from a subway station and a bus stop, so you can visit the city very easily.

This apartment is ideal for a couple who would like to go sightseeing in this beautiful city. It's a non-smoking apartment, and pets are not allowed.

Beach villa in Hua Hin, Thailand

Hua Hin is a ~~nice~~ *beautiful* vacation resort town on the northern part of the Malay Peninsula, about 120 miles south of Bangkok.

Our house is *nice*. It has three double bedrooms, a living room, a *nice* kitchen, and four bathrooms. All the rooms have air conditioning, and the bedrooms all have an attached, private bathroom. There is a *nice* patio with a table and chairs, so you can eat outside. There is a *nice* view of the mountains in the distance. There is a *nice* yard with flower gardens and a swimming pool. There is also a hot tub, which is relaxing to use after a long day of sightseeing.

The house is near a *nice* beach, where you can play a lot of water sports. It's also a short drive to two floating markets where you can buy food, flowers, jewelry, and souvenirs.

This house is perfect for a family with children or for two or three couples. The house is not suitable for pets.

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7 A LETTER OF COMPLAINT

a Read the letter of complaint. Then answer the questions.

1 Who is Chris Mason complaining to?
2 What item is he complaining about? Why?
3 Who did he contact first?
4 What problem did he have when he called to complain?
5 In which paragraph does Chris use flattery? How?

b Read it again and complete the blanks with a word from the list.

~~Dear~~	delivered	forward	However	in stock
number	service	unhelpful	yours	

Useful language: a formal letter (or email)

You don't know the person's name
Start: *Dear Sir / Madam:*
Finish: *Kind regards,*

You know the person's name
Start: *Dear + Mr. / Ms. / Mrs. Garcia:*
Finish: *Sincerely yours,*

Style
- Don't use contractions
- Write *I look forward to hearing from you.* as the final sentence
- Write your full name under your signature

Note: a formal email is exactly the same as a formal letter, except in an email we don't write the address or date.

c **Write** a letter (or an email) of complaint about something you bought online. **Plan** what you're going to write. Use the **Useful language** to help you.

d **Check** your letter or email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.77

Sandra Adams
Head of Department
John Leavis Customer Service
PO Box 908
Montclaire, New Jersey 07042 May 19, 2013

[1] *Dear* Ms. Adams:

Last Wednesday, April 25, I ordered a coffee machine from your online store (order [2]_____ #CE437184). Before placing the order I read the conditions carefully, and the item was [3]_____. Your website says that items in stock are [4]_____ in 48 hours.

Two weeks passed, and nothing arrived. [5]_____, I noticed that payment had been charged on my credit card. I called your customer service line, and the person that I spoke to, Becky, was rude and [6]_____. She said that the item was not in stock, and that she didn't know when it would arrive. She could not explain why the money had been charged on my card.

I have bought many things from you over the years, both from your New Jersey store and the online store, and I have always had good [7]_____. I can only imagine that this is a departure from your usual high standards, and I am sure you will be able to resolve the situation in a satisfactory way.

I look [8]_____ to hearing from you.

Sincerely [9]_____,

Chris Mason

Chris Mason

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Writing

8 A COVER EMAIL WITH YOUR RÉSUMÉ

a Look at the job advertisement. Which job could *you* apply for?

We are looking for dedicated, enthusiastic, and energetic people to work at the upcoming Olympic Games.

There are opportunities in the following areas:

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

All applicants must be appropriately qualified and an intermediate level of English is essential. Send your résumé and a cover email (in English) to:

recruitment@theolympicgames.com

b Ricardo Suarez wants to apply for a job, and is submitting his résumé. Read the cover email to go with it. Circle the best phrase in each pair.

From: Ricardo Suarez [Suarezr@chatchat.com]
To: recruitment@theolympicgames.com
Subject: Job application

Dear Sir / Madam:

[1]*I am writing / I'm writing* to apply for a job with the medical support staff at the upcoming Olympic Games.

I am a qualified physical therapist, and [2]*I've been working / I have been working* at a rehabilitation center here since January 2006. [3]*My English is great / I speak English fluently.*

[4]I've enclosed / I've attached my résumé.

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

[6]*Sincerely yours, / With love,*

Ricardo Suarez

c **Write** a cover email (to go with your résumé) to apply for a job in the next Olympics. **Plan** what you're going to write. Use the **Useful language** on *p.119* to help you.

d **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ *p.81*

9 A MAGAZINE ARTICLE – ADVANTAGES AND DISADVANTAGES

a Read an article for a student magazine about the advantages and disadvantages of living without a TV. The computer has found ten mistakes (grammar, vocabulary, punctuation, and spelling). Can you correct them?

Living without a TV

Almost every family today [1]have a TV, in fact probably more than one, and people everywhere spend hours watching it. But a few families choose to live without a TV because they think there are advantages.

The first advantage is that families spend more time [2]talk to each other. Second, they spend more time doing more creative things like reading or painting. Third, they spend more time outdoors, and are usually [3]in gooder shape.

But on the other hand, there are also disadvantages. For example, children who don't have a TV may feel [4]differents from [5]there school friends, and often won't know what they are talking about. Also, it is not true that all TV [6]showes are bad. There are good ones, like [7]documentarys, and people who live without a TV may know less about [8]whats happening in the world.

In conclusion, [9]althought living without a TV has some advantages, I think today it's unrealistic and that we should just try to turn the TV [10]out when there's nothing good on.

b Read the article again. Then cover it, and in pairs, answer the questions from memory.

1 What are the three advantages?
2 What are the two disadvantages?
3 Is the writer for or against having a TV?

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c You are going to write a similar article about smartphones. First with a partner, make a list of the advantages and disadvantages.

Advantages	Disadvantages

d Now decide which are the three biggest advantages and number them 1–3 (1 = the biggest). Do the same with the disadvantages.

Useful language: writing about advantages and disadvantages

Listing advantages
Firstly / First,... *Second,...* *Third,...*

Listing disadvantages
On the other hand, there are also (some) disadvantages...
For instance / For example...
Also,...

Conclusion
In conclusion / To sum up, I think...

e **Write** an article called "Smartphones – A great invention?" Start the article with this introduction.

> Many people today don't just have a cell phone, they have a smartphone like an iPhone or a Blackberry. But is it a great invention? I think there are both advantages and disadvantages.

Write three more paragraphs. **Plan** what you're going to write. Use the **Useful language** to help you.

Paragraph 2	Write two or three advantages.
Paragraph 3	Write two or three disadvantages.
Paragraph 4	Conclusion – decide if you think smartphones are a great invention or not.

f **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.91

10 A BIOGRAPHY

a Read a text about Mark Zuckerberg. Then rewrite the text with the extra information (sentences A–F) as relative clauses.

Mark Zuckerberg, the American computer programmer, was one of the founders of Facebook.

In his teens he began to write software programs as a hobby. After graduating from high school he went to Harvard. While he was there he created a website called Facemash. It was shut down by the university, but it inspired him to create Facebook.

He left Harvard and moved to California with Dustin Moskovitz, and together they made Facebook an international success.

In 2012 Zuckerberg married Priscilla Chan.

Paragraph 1	**A** Mark Zuckerberg was born in New York in 1984
Paragraph 2	**B** He studied computer science and sociology at Harvard **C** Facemash allowed students to share photos **D** He launched Facebook from his room in 2004
Paragraph 3	**E** Dustin Moskovitz had been his roommate
Paragraph 4	**F** He had dated Priscilla Chan for nine years

1 *Mark Zuckerberg, the American computer programmer,* ***who was born in New York in 1984****, was one of the founders of* Facebook.

b Cover **A–F**. Read the text again and try to remember the extra information.

c **Write** a short biography of an interesting or successful person you know about. **Plan** what you're going to write, and try to use some relative clauses.

d **Check** your biography for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.95

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Listening

1.6

A I usually have meat or seafood. Usually shrimp or something as an appetizer and then maybe lamb for the main course.

B I often have ready-made vegetable soups that you just have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order take-out when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.

C Eggs and soda. I have eggs for breakfast at least twice a week, and I drink a couple of cans of soda every day.

D If I'm feeling down, chicken soup, with nice big pieces of chicken in it. It's warm and comforting. Uh, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cupcake because I think it will keep me awake and give me energy.

E Fruit – cherries, strawberries, raspberries, and apples. Vegetables – peppers, tomatoes, and cucumbers. The only thing I really don't like is zucchini. I can't even stand the smell of it.

1.7

Part 1

Interviewer What was your favorite food when you were a child?

Steve Well, I always liked unusual things, at least things that most English children at the time didn't like. For instance, when I was six or seven my favorite things were meat , oh and prawns with garlic.

Interviewer Funny things for a six-year-old English boy to like!

Steve Well, the thing is my parents liked traveling and eating out a lot, and I first tried meat in France, and the prawns, my first prawns I had at a Spanish restaurant in the town where we lived.

Interviewer So you were interested in Spanish food right from the start. Is that why you decided to come to Spain?

Steve Partly, but of course, I suppose like a lot of British people I wanted to see the sun! The other thing that attracted me when I got here were all the fantastic ingredients. I remember going into the market for the first time and saying "Wow!"

Interviewer When you opened your restaurant, how did you want it to be different from typical Spanish restaurants?

Steve Well, when I came to Spain, all the good restaurants were very formal, very traditional. In London then, the fashion was for informal places where the waiters wore jeans, but the food was amazing. So I wanted a restaurant a bit like that. I also wanted a restaurant where you could try more international food, but made with some of these fantastic local ingredients. For example, Spain's got wonderful seafood, but usually here it's just grilled or fried. I started doing things in my restaurant like cooking Valencian mussels in Thai green curry paste.

Interviewer What do you most enjoy cooking?

Steve What I most enjoy cooking, I think, are those traditional dishes which use quite cheap ingredients, but they need very long and careful cooking, and then you turn it into something really special... like a really good casserole, for example.

Interviewer And is there anything you don't like cooking?

Steve Maybe desserts. You have to be very very precise when you're making desserts. And that's not the way I am.

1.8

Part 2

Interviewer What's the best thing about running a restaurant?

Steve I think the best thing is making people happy. That's why even after all this time I still enjoy it so much.

Interviewer And the worst thing?

Steve That's easy, it has to be the long hours. This week for example, I'm cooking nearly every day. We usually close on Sundays and Mondays, but this Monday is a public holiday, when lots of people want to eat out, so we're open.

Interviewer Seu Xerea is in all the British restaurant guides now. Does that mean you get a lot of British customers?

Steve Yes, we get a lot of British people, especially at the weekends, but then we get people from other countries, too.

Interviewer And are the British customers and the Spanish customers very different?

Steve Yes, I think they are. The British always say that everything is lovely, even if they've only eaten half of it. The Spanish, on the other hand, are absolutely honest about everything. They tell you what they like; they tell you what they don't like. I remember when I first opened, I had sushi on the menu, which was very unusual at that time, and I went into the dining room, and I said to people, "So what do you think of the sush?" And the customers, who were all Spanish, said "Oh, it was awful! It was raw fish!" Actually, I think I prefer that honesty, because it helps us to know what people like.

Interviewer What kind of customers do you find difficult?

Steve I think customers who want me to cook something in a way that I don't think is very good. Let's see, a person who asks for a really well-done steak, for instance. For me that's a difficult customer. You know, say, "I want steak," so I give them a really really well-done steak, and then they say "It's tough." And I think well, of course it's tough. It's well done! Well-done steak is always tough.

Interviewer People say that the Mediterranean diet is very healthy. Do you think people's eating habits in Spain are changing?

Steve Well, I think they are changing – unfortunately I think they're getting worse. People are eating more unhealthily.

Interviewer How do you notice that?

Steve I see it with, especially with younger friends. They often eat in fast-food restaurants, they don't cook... and actually the younger ones come from a generation where their mothers don't cook either. That's what's happening now, and it's a real pity.

1.27

Interviewer This morning we're talking about family and family life, and now Danielle Barnes is going to tell us about a book she has just read called *Birth Order* by Linda Blair. So what's the book about, Danielle?

Danielle Well, it's all about how our position in the family influences the kind of person we are. I mean whether we're first born, a middle child, a youngest child, or an only child. Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.

Interviewer So tell us more about this, Danielle. What about the oldest children in a family, the first-born?

Danielle Well first-born children often have to take care of their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious, and they make good leaders. Many US Presidents and British Prime Ministers, including for example Abraham Lincoln were oldest children.

On the negative side, oldest children can be insecure and anxious. This is because when the second child was born, he or she lost some of his or her parents' attention and maybe he or she felt rejected.

Interviewer That's very interesting. What about the middle child?

Danielle Middle children are usually more relaxed than oldest children. That's probably because the parents are more relaxed themselves by the time the second child arrives. They're usually very sociable – the kind of people who get along with everybody, and they're also usually sensitive to what other people need. Now, this is because they grew up between older and younger brothers and sisters. For the same reason they are often good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

Interviewer And youngest children?

Danielle I was very interested in this part of the book because I'm a youngest child myself. It seems that youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters.

They are often more rebellious, and this is probably because it's easier for the youngest children to break the rules – by this time their parents are more relaxed about discipline.

On the negative side, youngest children can be immature and disorganized, and they often depend too much on other people. This is because they have always been the baby of the family.

Interviewer Fascinating. And finally, what about only children?

Danielle Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent because they're used to being by themselves. And because they spend a lot of time with adults they're usually very organized.

Interviewer I'm an only child myself and people always think that I must be spoiled. Is that true, according to Linda Blair?

Danielle Well, it's true that only children can sometimes be spoiled by their parents because they're given everything they ask for. Also, on the negative side, only children can be selfish, and they can also be impatient, especially when things go wrong. This is because they're not used to sorting out problems with other brothers and sisters.

1.28

Jenny My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *NewYork24seven*.

Rob My name's Rob Walker. I'm a writer on *NewYork24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.

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Jenny I met Rob in London when I was visiting the UK on a work trip. He was writing for the London edition of *24seven*. We got along well right away. I really liked him.
Rob So why am I in New York? Because of Jenny, of course. When they gave me the opportunity to work here for a month, I took it immediately. It gave us the chance to get to know each other better. When they offered me a permanent job I couldn't believe it!
Jenny I helped Rob find an apartment. And now here we are. Together in New York. I'm so happy. I just hope Rob's happy here, too.
Rob I really loved living in London. A lot of my friends and family are there, so of course I still miss it. But New York's a fantastic city. I've got a great job and Jenny's here, too.
Jenny Things are changing pretty fast in the office. We have a new boss, Don Taylor. And things are changing in my personal life, too. This evening's kind of important. I'm taking Rob to meet my parents for the very first time. I just hope it goes well!

1.29

Jenny I can't believe we got here so late.
Rob I'm sorry, Jenny. I had to finish that article for Don.
Jenny Don't forget the chocolates.
Rob OK.
Rob Oh, no!
Jenny I don't believe it. Don't tell me you forgot them!?
Rob I think they're still on my desk.
Jenny You're kidding.
Rob You know what my desk's like.
Jenny Yeah, it's a complete mess. Why don't you ever tidy it?
Rob We could go and buy some more.
Jenny How can we get some more? We're already late!
Jenny Hi, there!
Harry You made it!
Jenny Sorry we're late. So, this is my mom and dad, Harry and Sally. And this, of course, is Rob.
Rob Hello.
Sally It's so nice to meet you at last.
Harry Yes, Jenny's finally decided to introduce you to us.
Sally Come in, come in!
Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
Sally What a pity. Never mind.
Harry Yeah, don't worry about it. We know what a busy young woman you are. And your mom has made way too much food for this evening anyway.
Sally Oh, Harry.
Jenny But I also have some good news.
Sally Really? What's that?
Jenny Well, you know we have a new boss? He's still new to the job and needs support, so today he made me the managing editor of the magazine.
Sally So you've got a promotion? How fantastic!
Harry That's great news! Hey, does that mean Jenny's going to be your boss, Rob?
Rob Uh... yes, I guess so.
Jenny Well, not exactly. I'm a manager, but I'm not Rob's manager.
Sally Let's go and have dinner.
Jenny What a great idea!

1.32

Harry You know, our Jenny has done incredibly well, Rob. She's the first member of our family to study at Harvard. She's a very capable and ambitious young woman.
Jenny Oh, Dad.
Rob No, it's true, Jenny.
Harry But what about you, Rob? How do you see your career? Do you see yourself going into management?
Rob Me? No. Not really. I'm more of a... a writer.
Harry Really? What kind of things do you write?
Rob Um... you know, interviews, reviews... things like that... and I'm doing a lot of work for the online magazine...
Jenny Rob's a very talented writer, Dad. He's very creative.
Harry That's great, but being creative doesn't always pay the bills.
Jenny You know, my dad's a very keen photographer. He took all of these photos.
Harry Oh, Rob won't be interested in those.
Rob But I am interested. I mean, I like photography. And I think I recognize some of these people...
Harry That's because most of them are of Jenny.
Rob But there are some great musicians, too. That's Miles Davis... and isn't that John Coltrane? And that's Wynton Marsalis.
Harry You know about Wynton Marsalis?
Rob Know about him? I've interviewed him!
Harry How incredible! I love that guy. He's a hero of mine.
Rob Well, he's a really nice guy. I spent a whole day with him, chatting and watching him rehearse.
Harry Really? I want to hear all about it.
Sally Have a cookie, Rob.
Harry Go ahead, son! Sally makes the best cookies in New York!

1.40

1 I'm a spender, I think. I try to save, but something always seems to come along that I need to buy, and I end up broke. I can get by with very little money for myself when I need to, but I don't seem to be good at holding on to it. Also, if my kids ask to borrow some money, I always say yes.
2 I would say that I'm a spender. I spend money on things like concerts or on trips because I like having the experience and the memories. I know that I should spend my money on things that last, or save for the future, but I don't want to miss all those good things that are happening right now.
3 I consider myself a spender. I don't have much money, but when I do have some there's always something I need or want to spend it on. I love computers and computer games, so I buy things to make sure my computer is always up to date. I know it's not very sensible, but it's important to me.
4 That's hard to say. I can save money if there's something I really, really want, but usually my money disappears as soon as I get it. I get some money from my parents every week, so I have just enough money to go to the movies with my friends and to buy something for myself, maybe a book or a DVD or some makeup... I usually end up buying something. But, for example, if I want to go on a trip with my friends, then I can make an effort and save some money for a few weeks.
5 Since I was little, I've always saved about a third of the money I get. I would never think of spending all the money I have. You could say that I'm careful about money. When I want to buy something that's expensive, I don't use a credit card. I take the money out of the bank so I never have to worry about getting into debt.
6 I'd say a saver, definitely. I like having some money saved in case I have an emergency. I also think very carefully before I buy something, and I always make sure it's the best I can buy for that price. But I wouldn't describe myself as cheap. I love buying presents for people, and when I do spend my money I like to buy nice things, even if they're more expensive.

1.45

Part 1
Interviewer Jane, you're an elementary school teacher, and a writer. What kind of books do you write?
Jane Well, I write books for children who are learning English as a foreign language.
Interviewer How long have you been a writer?
Jane Uh, let me see, since 1990. So for about 22 years.
Interviewer Tell us about the trip that changed your life. Where were you going?
Jane Well, it was in the summer of 2008, and my family – my husband and I and our three children, decided to have a holiday of a lifetime, and to go to Africa. We went to Uganda and Rwanda, to see the mountain gorillas. It was something we'd always wanted to do. Anyway, about half way through the trip, we were in Uganda, and we were traveling in a lorry when the lorry broke down. So the driver had to find a mechanic to come and help fix it.
Interviewer And then what happened?
Jane Well, as soon as we stopped, lots of children appeared and surrounded us. I could see some long buildings quite near, so I asked the children what they were, and they said in English "That's our school." And I was very curious to see what a Ugandan school was like, so I asked them to show it to me.
Interviewer What was it like?
Jane I was shocked when I first saw it. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were so friendly, and I asked them if they would like to learn a song in English. They said yes, and I started teaching them some songs, like *Heads, Shoulders, Knees, and Toes* a song I've used all over the world to teach children parts of the body. Almost immediately the classroom filled up with children of all ages, and they all wanted to learn. I was just amazed by how quickly they learned the song!
Interviewer Did you meet the teachers?
Jane Yes, we did, and the headmaster, too. He explained that the school was called St. Josephs, and it was a community school for orphans, very poor children and refugees. I asked him what the school needed. I thought that he might say "we need books, or paper," and then later we could send them to him. But actually he said "What we need is a new school." And I thought yes, of course he's right. These children deserve to have better conditions than this to learn in. So when I got back home, my husband and I, and other people who were with us on the trip decided to set up an organization to get money to build a new school.

1.46

Part 2
Interviewer So Adelante África was born. Why did you decide to call it that?
Jane Well, we wanted a name that gave the idea of Africa moving forward, and my husband is Spanish, and he suggested Adelante África, because in Spanish Adalante means "go forward," and Adelante África sort of sounded better than "Go Forward, Africa."
Interviewer How long did it take to raise the money for the new school?
Jane Amazingly enough, not long really, only about two years. The school opened on the 14th March 2010 with 75 children. Today, it has nearly 500 children.
Interviewer That's great! I understand that since the new school opened you've been working on other projects for these children.
Jane Yes. When we opened the school we realized that although the children now had a beautiful new school, they couldn't really make much progress because they were suffering from malnutrition, malaria, things like that. So we've been working to improve their diet and health, and at the moment we're building a house where children who don't have families can live.
Interviewer And are your children involved in Adelante África too?
Jane Yes, absolutely! They all go out to Uganda at least once a year. My daughter Tessie runs the Facebook page, and my other daughter Ana runs a project to help children to go to secondary school, and Georgie, my son, organizes a football tournament there every year.
Interviewer And how do you think you have most changed the children's lives?

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Jane I think the school has changed the children's lives because it has given them hope. People from outside came and listened to them and cared about them. But it's not only the children whose lives have changed. Adelante África has also changed me and my family. We have been very lucky in life. I feel that life has given me a lot. Now I want to give something back. But it's not all giving. I feel that I get more from them than I give! I love being there. I love their smiles and how they have such a strong sense of community, and I love feeling that my family and the other members of Adelante África are accepted as part of that community.

Interviewer And do you have a website?

Jane Yes, we do. It's www.adelanteafrica.com. We've had the website for about four years. It was one of the first things we set up. If you'd like to find out more about Adelante África, please go there and have a look. There are lots of photos and even a video my son took of me teaching the children to sing on that first day. Maybe it will change your life too, who knows?

1.52

Phone call 4

I haven't had any music for the last three days, because my iPod broke, so paddling has been getting more boring. To pass the time I count or I name countries in my head, and sometimes I just look up at the sky. Sometimes the sky is pink with clouds that look like cotton, and other times it's dark like the smoke from a fire, and sometimes it's bright blue. The day that I reached the half way point in my trip, the sky was bright blue. I'm superstitious so I didn't celebrate – there's still a very long way to go.

Phone call 5

This week the mosquitoes have been driving me crazy. They obviously think I'm easy food! They especially like my feet. I wake up in the night when they bite me, and I can't stop scratching my feet.

But I'm feeling happier now than I've been feeling for weeks. I've seen a lot of amazing wildlife this week. One day, I found myself in the middle of a group of dolphins. There were about six pairs jumping out of the water. I've also seen enormous butterflies, iguanas, and vultures that fly above me in big groups. Yesterday, a fish jumped into my kayak. Maybe it means I'm going to be lucky. I am starting to feel a little sad that this adventure is coming to an end.

And finally on the news, TV host Helen Skelton has successfully completed her 1,998-mile trip down the Amazon River in a kayak. She left from Nauta in Peru six weeks ago on a trip that many people said would be impossible. But yesterday, she crossed the finish line at Almeirim in Brazil to become the first woman to paddle down the Amazon. Here's Helen: "It's been hard, but I've had an amazing time. The only thing I've really missed is my dog Barney. So the first thing I'm going to do will be to pick him up and take him for a nice long walk."

2.9

Tanner took a taxi from the the boat yard to the airport where the seaplane was leaving from. It took 45 minutes to get from the boat yard to the airport. Once he got on the seaplane, Tanner quickly made up the time he spent riding in the taxi. With the plane flying close to 100 miles an hour, Tanner caught up to Rutledge and Adam near Seven Mile Bridge. After landing at the airport in Key West, Tanner rented a scooter for the last three miles of the race. Just a few more minutes until he arrived at the southern-most point of the US.

2.15

Host And on tonight's program we talk to Tom Dixon, who is an expert on road safety. Tom, new technology like GPS devices has meant new distractions for drivers, hasn't it?

Tom That's right, Nicky, but it isn't just technology that's the problem. Car drivers do a lot of other things while they're driving that are dangerous and that can cause accidents. Remember, driver distraction is the number one cause of road accidents.

Host Now I know you've been doing a lot of tests with simulators. According to your tests, what's the most dangerous thing to do when you're driving?

Tom The tests we did in a simulator showed that the most dangerous thing to do while you're driving is to send or receive a text message. This is incredibly dangerous, and it is, of course, illegal. In fact, research done by the police shows that this is more dangerous than drinking and driving.

Host Why is that?

Tom Well, the reason is obvious – many people use two hands to text, one to hold the phone and the other to type. Which means that they don't have their hands on the wheel, and they're looking at the phone, not at the road. Even for people who can text with one hand, it's still extremely dangerous. In the tests we did in the simulator, two of the drivers crashed while texting.

Host And which is the next most dangerous?

Tom The next most dangerous thing is to set or adjust your GPS. This is extremely hazardous too because although you can do it with one hand, you still have to take your eyes off the road for a few seconds.

Host And number three?

Tom Number three was putting on makeup or doing your hair. In fact, this is something that people often do, especially women, of course, when they stop at traffic lights, but if they haven't finished when the lights change, they often continue when they start driving again. It's that fatal combination of just having one hand on the steering wheel, and looking in the mirror, not at the road.

Host And number four?

Tom In fourth place, there are two activities that are equally dangerous. One of them is making a phone call on a cell phone. Our research showed that when people talk on the phone, they drive more slowly (which can be just as dangerous as driving fast), but their control of the car gets worse, because they're concentrating on the phone call and not on what's happening on the road. But the other thing, which is just as dangerous as talking on your cell phone, is eating and drinking. In fact, if you do this, you double your chance of having an accident because eating and drinking always involves taking at least one hand off the steering wheel. And the thing that's most worrying here is that people don't think of this as a dangerous activity at all, and it isn't even illegal.

Host And in fifth, well actually sixth place. It must be listening to music, but what kind?

Tom Well, it's listening to music you know.

Host Oh, that's interesting.

Tom We found in our tests that when drivers were listening to music they knew and liked, they drove either faster or slower depending on whether the music was fast or slow.

Host So fast music made drivers drive faster.

Tom Exactly. And a study in Canada also found that if the music was very loud, then drivers' reaction time was 20% slower. If you're listening to very loud music you're twice as likely to go through a red light.

Host So the safest of all of the things on the list is to listen to music we don't know.

Tom Exactly. If we don't know the music, then it doesn't distract us. In this part of the tests all drivers drove safely.

2.23

A Excuse me, is this seat empty?
B Yes, sure sit down. Ah, he's cute. Is he yours?
A Yes, yes. Actually, he's a she. Miranda.
B Oh. Three months?
A Three and a half. How about yours?
B Stephen. He's four months. Did you have a bad night?
A Yes, Miranda was crying all night. You know, that noise gets to you. It drives me crazy.
B Do you know what you need? These.
A What are they? Earplugs?
B Yes. Earplugs! When the baby starts crying you just put these in. You can still hear the crying, but the noise isn't so bad, and it's not so stressful.
A That's a great idea! Who told you to do that?
B It's all in this book I read. You should get it.
A Yeah? What's it called?
B It's called *Commando Dad*. It was written by an ex-soldier. He was a commando in the army, and it's especially for men with babies or small children. It's pretty good.
A Really? So what's so good about it?
B Well, it's like a military manual. It tells you exactly what to do with a baby in any situation. It makes everything easier. There's a website, too, that you can go to – commandodad.com. It has a lot of advice about taking care of babies and small kids, and I really like the forums where men can write in with their problem or their experiences.
A What kind of things does it help you with?
B All kinds of things. How to change diapers – he has a really good system, how to dress the baby, how to get the baby to sleep, the best way to feed the baby, how to know if the baby is sick. It's really useful and it's pretty funny, too, I mean he uses a kind of military language, so for example he calls the baby a BT which means a baby trooper, and the baby's bedroom is base camp, and taking the baby for a walk is maneuvers, and taking the diapers to the trash is called bomb disposal.
A What else does it say?
B Well, it has all kinds of stuff about...
A And what does he think about men taking care of children? Does he think we do it well?
B He thinks that men are just as good as women at taking care of children in almost everything.
A Almost everything?
B Yeah, he says the one time when women are better than men is when the kids are sick. Women kind of understand better what to do. They have an instinct. Oh. Now it's my turn. OK, I know exactly what that cry means. It means he's hungry.
A Wow! What was that book called?

2.28

Kerri You work hard, but your money's all spent
Haven't got enough to pay the rent
You know it's not right and it makes no sense
To go chasing, chasing those dollars and cents
Chasing, chasing those dollars and cents...

Rob That was great, Kerri.

Kerri Thanks.

Rob Kerri, you used to be in a band, now you play solo. Why did you change?

Kerri What happened with the band is private. I've already said I don't want to talk about it in interviews. All I'll say is that I have a lot more freedom this way. I can play – and say – what I want.

Rob Did your relationship with the band's lead guitarist affect the break up?

Kerri No comment. I never talk about my private life.

Rob Your Dad was in a famous punk band, and your Mum's a classical pianist, have they influenced your music?

Kerri Of course they have – what do you think? Isn't everyone influenced by their parents?

Rob When did you start playing?

Kerri I started playing the guitar when I was about four.

Rob Four? That's pretty young.

Kerri Yeah, the guitar was nearly as big as me!

Rob I think that your new album is your best yet. It's a lot quieter and more experimental than your earlier albums.

Kerri Thank you! I think it's my best work.

Rob So what have you been doing recently?

Kerri Well, I've been writing and recording some new songs. And I've played at some of the summer festivals in the UK.

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Rob And what are you doing while you're in the States?
Kerri I'm going to play at some clubs here in New York, then I'm doing some small gigs in other places. I just want to get to know the country and the people. It's all very new to me.
Jenny Good job, Rob. She isn't the easiest person to interview.
Rob She's OK. And this video clip will work great online.
Don Well, thank you for coming in today, Kerri. Now I suggest we have some lunch. Rob, could you call a taxi?
Rob Uh, sure.

2.29

Don So when will you be coming back to New York, Kerri?
Kerri Oh, I don't know.
Waitress Hi, guys. Is everything OK?
Don Yes, it's delicious, thank you.
Waitress That's great!
Kerri New York waiters never leave you alone! I really don't like all this "Hi guys! Is everything OK?" stuff.
Don What? You mean waiters aren't friendly in London?
Rob Oh, they're very friendly!
Kerri Yes, they're friendly, but not too friendly. They don't bother you all the time.
Waitress Can I get you anything else? More drinks, maybe?
Don No thanks. We're fine.
Waitress Fantastic.
Kerri See what I mean? Personally, I think people in London are a lot more easygoing. London's just not as hectic as New York.
Don Sure, we all like peace and quiet. But in my opinion, New York is possibly... well, no, is definitely the greatest city in the world. Don't you agree?
Kerri To be honest, I definitely prefer London.
Don Come on, Rob. You've lived in both. What do you think?
Rob Um, well, I have to say, London's very special. It's more relaxed, it's got great parks and you can cycle everywhere. It's dangerous to cycle in New York!
Don Why would you cycle when you can drive a car?
Kerri You can't be serious.
Don OK, I agree, London has its own peculiar charm. But if you ask me, nothing compares with a city like New York. The whole world is here!
Kerri But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
Jenny I don't think that's right, Kerri. New Yorkers are very friendly...
Kerri Oh sure, they can sound friendly with all that "Have a nice day" stuff. But I always think it's a little bit... fake.
Don You've got to be kidding me!
Rob I'm sorry. I'll just have to take this... Hello?... Yes... You're who?... The taxi driver?... What did she leave? ... Her cell phone... right. OK. Yes, we're still at the restaurant. See you in about five minutes.

2.32

Kerri Thank you for a nice lunch, Don.
Don You're welcome.
Waitress Thanks for coming, guys! Have a nice day.
Don See? Nice, friendly service.
Kerri Maybe. But I think she saw the big tip you left on the table!
Jenny Did you mean what you said in the restaurant, Rob?
Rob Did I mean what?
Jenny About missing London?
Rob Sure, I miss it, Jenny.
Jenny Really?
Rob But hey, not that much! It's just that moving to a new place is always difficult.
Jenny But you don't regret coming here, do you?
Rob No ... no ... not at all.
Jenny It's just that... you seemed homesick in there. For the parks, the cycling ...
Rob Well there are some things I miss but – Oh, hang on a minute. Look over there. Our taxi's come back.
Taxi driver Excuse me, Ma'am.
Kerri Who me? What is it?
Taxi driver I believe this is your cell phone. You left it in my cab.
Kerri What?... Oh, wow... thank you!
Taxi driver Have a nice day!
Kerri That was so kind of him!
Don See? New Yorkers are really friendly people.

2.40

1 One very easy thing you can do, is just change the language to English on all the gadgets you have, for example on your phone, or laptop, or tablet. That way you're reading English every day and without really noticing you just learn a whole lot of vocabulary, for example the things you see on your screen like *Are you sure you want to shut down now*, things like that.
2 My tip is to do things that you like doing, but in English. So for example, if you like reading, then read in English, if you like movies, watch them in English with subtitles, if you like computer games, play them in English. But don't do things you don't enjoy in your language, I mean if you don't like reading in your language, you'll enjoy it even less in English, and so you probably won't learn anything.
3 What really helped me to improve my English was having an American friend. He didn't speak any Japanese – well, not many foreigners do – so we spoke English all the time, and my English improved really quickly. We broke up when he went back to the US, but by then I could speak pretty fluently. We didn't exactly end up as friends, but I'll always be grateful to him for the English I learned. So my tip is try to find an English-speaking friend .
4 I've always thought that learning vocabulary is very important, so I bought a vocabulary flash card app for my phone. I write down all the new words and phrases I want to remember in French and in English, and then when I get a quiet moment I test myself. It really helps me remember new vocabulary. So that's my tip. Get a vocabulary learning app for your phone.
5 I think one of the big problems when you're learning something new is motivation, something to make you continue and not give up. So my tip is to book yourself a vacation in an English-speaking country or a country where people speak very good English, like the Caribbean, as a little reward for yourself, and so you can actually practice your English. It's really motivating when you go somewhere and find that people understand you and you can communicate! Last year, I went to the Bahamas for a weekend, and I had a great time, and I spoke a lot of English.
6 If you love music, which I do, my tip is to listen to as many songs as possible in English and then learn to sing them. It's so easy nowadays with YouTube. First, I download the lyrics and try to understand them. Then I sing along with the singer and try to copy the way he or she sings – this is fantastic for your pronunciation. Then once I can do it well, I go back to YouTube and get a karaoke version of the song, and then I sing it. It's fun and your English will really improve as a result.

2.48

I always thought that good manners were good manners wherever you were in the world. But that was until met my friend Jason, who is from Burma—also known as Myanmar. We met in upstate New York, when we were both students in college. When we first got to know each other, we were always surrounded by a group of friends. I liked Jason because he was funny and kind, and I could tell he liked me, but we never spent any time alone.

The first time I suggested that we hang out without our friends, he said no without an explanation, which I thought was kind of rude. My feelings were hurt, so I didn't talk to him as much. The next time I saw Jason in our big group, he was just as friendly and happy as usual. I was confused.

Finally, I asked him why he wouldn't hang out with me. He apologized and then he told me that in Burma, it's custom to "meet" in a group situation. Since he had only been in the US for a few years, he was still having trouble navigating the two cultures he lived in—the more reserved Burmese culture and the more open American culture.

A few months later, after we started meeting, I asked him why he never responded to my cute, romantic Facebook posts with more than "cool" or "thanks." It seemed weird to me that his responses weren't romantic. And honestly, I was a little jealous of the sweet posts my American friends' friends left on their Facebook pages.

But Jason told me in Burma, it's considered bragging to express your feelings in public, especially on a social networking site. He didn't want his family and friends to think he was bragging about his American friend. From an American point of view, I thought he was being a bit cold; however from a Burmese point of view, he was actually being respectful.

As confused as I was about what's considered good and bad manners in Jason's culture, he felt the same way about American culture. He thought it was bad manners to refer to have a "best friend," and he would argue with me whenever I called my friend Rachel, my best friend. Jason said there is no such thing as a "best friend" in Burmese culture. There are only "close friends." It would be inconsiderate to name one person as a "best friend" because your other friends would feel offended.

Anyway, we've been together for two years, and we still have disagreements. But, we've learned that as long as we're a couple, we'll never completely agree about whether our manners are good or bad, and that most importantly...it's OK to agree to disagree!

3.8

Part 1
Interviewer What made you want to become a soccer referee, or football referee as you would call it?
Juan My father was a referee, but that didn't influence me – in fact, the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea of being a referee, and at school I used to referee all kinds of sports, basketball, handball, volleyball, and of course, football. I was invited to join the Referee's Federation when I was only 14 years old.
Interviewer Were you good at sports yourself?
Juan Yes, I was a very good handball player. People often think that referees become referees because they are frustrated sportsmen, but this is just not true in most cases in my experience.
Interviewer What was the most exciting match you ever refereed?
Juan It's difficult to choose one match as the most exciting. I remember some of the Real Madrid–Barcelona matches, for example the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.
Interviewer What was the worst experience you ever had as a referee?
Juan The worst? Well, that was something that happened very early in my career. I was only 16, and I was refereeing a match in a town in Spain, and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

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Interviewer Do you think that there's more cheating in soccer than in the past?
Juan Yes, I think so.
Interviewer Why?
Juan I think it's because there's so much money in football today that it's become much more important to win. Also football is much faster than it used to be, so it's much more difficult for referees to detect cheating.
Interviewer How do soccer players cheat?
Juan Oh, there are many ways, but for me the worst thing in football today is what we call "simulation." Simulation is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

3.9

Part 2
Interviewer What's the most difficult thing about being a referee?
Juan The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.
Interviewer Do you think that the idea of fair play doesn't exist any more?
Juan Not at all. I think fair play does exist – the players who cheat are the exceptions.
Interviewer Finally, who do you think is the best player right now?
Juan I think most people agree that the best footballer today is Leo Messi.
Interviewer Why do you think he's so good?
Juan It's hard to say what makes him so special, but a study was done on him which showed that Messi can run faster with the ball than many footballers can do without the ball. Apart from his great ability, what I also like about him is that he isn't the typical superstar footballer. You can see that he enjoys playing football, and he behaves in public and in his personal life in a very normal way. That's unusual when you think how famous he is. And what's more he doesn't cheat – he doesn't need to!

3.23

Host Hello, and welcome to *Forum*, the program that asks you what you think about current topics. Today Martha Park will be talking about the social networking site Facebook, how we use it, how much we like it – or dislike it. So get ready to call us, or text us and tell us what you think. The number as always is 555-4318. Martha.
Martha Hello. Since Facebook was first launched in 2004, a lot of research has been done to find out what kind of people use it, what they use it for, and what effect it has on their lives. According to a recent study by consumer research specialist Intersperience, the average 22 year old in Britain has over 1,000 online friends. In fact, 22 seems to be the age at which the number of friends peaks. It also appears that women have slightly more online friends than men. And another study from an American university shows that people who spend a lot of time on Facebook reading other people's posts tend to feel more dissatisfied with their own lives, because they feel that everyone else is having a better time than they are.
So, over to you. Do you use Facebook? How do you feel about it? Can you really have 1,000 friends? Are social networking sites making us unhappy? Call in and share your experiences...

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3.24

Host And our first caller is Young. Go ahead, Young.
Young Hi. Uh, yeah, I use Facebook a lot, every day. I think it's a great way to, uh, organize your social life and keep in touch with your friends. I have a lot of friends.
Martha How many friends do you have, Young?
Young Right now, I have 1,042.
Martha And how many of them do you know personally?
Young About half maybe?
Martha And what do you use Facebook for?
Young For me, it's a good way to get in touch with my friends without having to use the phone all the time. When I'm having a busy week at school, I can change my status so I can let my friends know I can't go out. That's a lot easier than wasting time telling people "sorry I'm too busy to get together." It's just easier and quicker than using the phone.
Host Thanks, Young. We have another caller. It's Beth. Hello, Beth.
Beth Hi. Uh, I don't use Facebook or any other social networking site.
Martha Why's that Beth?
Beth Well, two reasons. First, I don't spend much time online. I play a lot of sports – I'm on a hockey team, so I meet my teammates almost every day, and we don't need to communicate on Facebook.
Martha And the other reason?
Beth I just don't really like the whole idea of social networking sites. I mean, why would I want to tell the whole world everything that I'm doing? I don't want to share my personal information with the world and become friends with people I don't even know. And I don't want to read what other people had for breakfast or lunch or dinner or what they're planning to do this weekend.
Host Thanks for that, Beth. Our next caller is Emma. It's your turn, Emma.
Martha Hi, Emma
Emma Hi, Martha.
Martha And do you use Facebook, Emma?
Emma I use it once in a while, but not very much. I only really use it to keep up with friends who have moved abroad or live too far away for us to meet regularly. For example, one of my best friends recently moved to Canada, and we chat on Facebook. But I never add friends who are people I hardly know. I just can't understand those people who collect hundreds or even thousands of Facebook friends! I think it's just competition, people who want to make it seem that they're more popular than everybody else.
Martha So you think the Facebook world is kind of unreal?
Emma Absolutely. I think people write things and post photos of themselves just to show everyone they know what a fantastic time they're having and what exciting lives they lead. But they're probably just sitting at home in front of the computer all the time.
Host Thanks for that, Emma. We have time for one more caller before the news, and it's Ned. Hi, Ned. You'll have to be quick.
Martha Hi, Ned.
Ned Hi. When I started off with Facebook, I thought it was great, and I used it to communicate with close friends and with family, and I got back in touch with old friends from school. It was good because all the people I was friends with on Facebook were people I knew, and I was interested in what they were doing. But then I started adding friends, people I hardly knew who were friends of friends, people like that – in the end, I had more than a 1,000 – and it just became too much. It was just too many people leaving updates, writing messages on my wall. So last month I decided to delete most of them. It took me about half an hour to delete, and in the end, the only people I left were actual, real-life friends and family, and old school friends. I got it down to 99. It was really liberating.
Host Thanks, Ned, and we'll be back after the news, so keep those calls coming.

3.25

Jenny Monica!
Monica Jenny!
Jenny Wow! How are you? You look great!
Monica Thanks, Jenny! You look really good, too.
Jenny Hey, why don't we get some coffee?
Monica I'd love to, but I'm on the way to meet... oh, come on. Five minutes!
Jenny So, how is everything?
Monica Oh, great. Things couldn't be better actually. Scott and I ... we're getting married!
Jenny You're what? Congratulations!
Monica Thank you!
Jenny When did you get engaged?
Monica Only a few days ago. I'm glad I saw you actually. I was going to call you. We've only told family so far.
Jenny I can't believe it. Monica the wife! And to think you used to go clubbing every night!
Monica Well, that was a few years ago! All I want to do now is stay in and read wedding magazines.
Jenny And how are the plans coming along?
Monica I haven't done anything yet. My mom and Scott's mom want to organize the whole thing themselves!
Jenny That's what mothers are for!
Monica True. But what about you? You look fantastic.
Jenny Well, I guess I'm kind of happy, too.
Monica Uh-huh. What's his name?
Jenny Rob.
Monica You've been keeping him very quiet! Is it serious?
Jenny Um, it's kind of, you know...
Monica So it is!
Jenny It's still early. We haven't been together for long. He only moved here from London a few months ago...
Monica What? He's British? And you think you can persuade him to stay in New York? That won't be easy!
Jenny I think he likes it here. You know how guys are, you never know what they're thinking.
Monica When can I meet him?
Jenny Uh... that's him now.

3.26

Rob Do you mind if I join you?
Monica Of course not. Come on, sit down.
Rob Thank you.
Monica I have to leave in a minute anyway.
Rob Could I have a large latte, please?
Waiter Of course.
Jenny Rob, this is Monica.
Monica Nice to meet you, Rob.
Rob You too, Monica. You know, Jenny talks about you a lot. And I've seen college photos of you two together. At Jenny's parents' house.
Jenny Of course you have. My dad's photos.
Rob You've hardly changed at all.
Monica What a nice man! I can see why you like him, Jenny. The perfect English gentleman.
Waiter Your latte.
Rob Oh, thanks. Can you pass the sugar?
Jenny Sure.
Monica Sorry guys, but I have to go.
Rob You're sure I haven't interrupted anything?
Monica Not at all. It's just that I have to meet someone. But let's get together very soon.
Jenny We will!
Monica Bye, Rob. Nice meeting you.
Rob Bye.
Jenny Bye. Talk soon.
Rob She seems like a happy person.
Jenny She is, especially right now - she's getting married.
Rob That's fantastic news!
Jenny Yeah, it is. I guess we're at that age now. When most of our friends are settling down and getting married.
Rob Yeah... Oh, speaking of friends, I want to ask you a favor. Is it OK if we change our plans a bit this week?
Jenny Uh... sure. What's up?

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Rob I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university, and he's traveling around the States at the moment. Anyway, he's arriving in New York this evening and, uh... I've invited him to stay for the week.
Jenny Cool! It'll be fun to meet one of your old friends! What's he like?
Rob Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
Jenny Well, I'm looking forward to meeting him.
Rob Just one other thing. Could you do me a big favor? I have to work late this evening so... would you mind meeting him at the airport?
Jenny Not at all. I'd like to meet him.
Rob And do you think you could take him to my flat? I'll give you the keys.
Jenny No problem, Rob.
Rob Thanks so much, Jenny. You're a real star.

3.29

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

3.36

Interviewer So tell me, how did you get involved in the movie, Dagmara?
Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time studying English. The film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.
Interviewer But how did you get the job as Steven Spielberg's interpreter?
Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, "The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech."
Interviewer How did you feel about that?
Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, "I'd like you to be my interpreter for the whole film." I was so stunned I had to pinch myself to believe that this was happening to me.

3.37

Interviewer So what exactly did you have to do?
Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.
Interviewer So, was it a difficult job?
Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.
Interviewer So, was Spielberg difficult to work with?
Dagmara Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.
Interviewer Did you ever get to be an extra?
Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming, and that was the end of my acting career. I still have the photos of me looking like a girl from the 40s, though!
Interviewer Have you ever worked with Spielberg again?
Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end I decided not to go.
Interviewer Do you regret it?
Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

3.47

A few months ago I was with a Vietnamese friend of mine named Ny in California, and we were driving around the West Hollywood area, which is a pretty famous part of Los Angeles – you know – the Sunset Strip, Melrose Avenue, lots of cool shops and restaurants...and lots of movie stars!! Anyway, it was a hot, sunny day, and we were thirsty, so we stopped at a cafe for a cold drink and a snack. So, we sat down at an outside table waiting for the server when we saw a man walking toward us. He was wearing a crazy combination of clothing, and he kind of looked like a mess. He had a beard, long messy brown hair, and he was wearing a winter hat in the middle of summer! Ny said, "Oh, look at that poor man. He must be homeless. He looks like he hasn't taken a shower for some time. He's also really thin. He must be hungry – should I give him some money? She started to look in her bag for some money, but I looked at him again and just said, "Don't!" She couldn't understand why I didn't want her to give the man some money, and she thought I was being very mean and unfriendly.

3.48

When the man had gone past, I said, "Ny, that man isn't homeless. He's Russell Brand, the British comedian and actor." He's one of the funniest people in show business. And he definitely isn't homeless – he has a house in the Hollywood Hills and an apartment in New York City! And he definitely doesn't need any money! He just enjoys wearing comfortable, old, mismatched clothing. In fact, Russell Brand often talks to the homeless people he sees on the streets and gives them money or buys them food. Even though he looks a little messy and scary, he's actually a very kind person. Ny was really surprised. She said that she thought all US celebrities dressed in designer clothes, and had perfect hair and makeup all the time. I told her that in the US, you can't always judge people by their appearance. A lot of people, even famous celebrities, like to dress in old, mismatched clothing because it's comfortable, and it helps them blend in with the crowd better so they can go quietly about their business.

4.8

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

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

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

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

4.9

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

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

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

Next, Gareth organized a Reading World Cup, where the boys had to read in teams. Some of the boys couldn't read very well, but they all got very excited about the World Cup and became much more enthusiastic readers! There was a prize for the winners, and this really motivated the boys.

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

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4.10

Part 3

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

4.23

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

4.26

Paul Bad luck, mate.
Rob Nice shot.
Paul I've had years of practice.
Rob You used to play pool a lot at university.
Paul You did, too.
Rob Yeah. I don't really have the time anymore.
Paul Or anybody to play with.

Paul So what do you do in your free time?
Rob The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny.
Paul Ah. Your turn. Don't blow it.
Rob What is it?
Paul I was just thinking about you.
Rob What about me?
Paul Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!
Rob Don't remind me.
Paul Those were the days. But look at you now with your girlfriend and your 9 to 5 job. If you don't come back to London soon, you'll become an all-American boy!
Rob Come off it.
Paul It's true! I mean, just look at that shirt.
Rob What's wrong with my shirt?
Paul You look like a businessman! Did you buy it?
Rob Me? No. It was... it was a present from Jenny.
Paul I thought so.
Rob What does that mean?
Paul Well, it's Jenny's taste.
Rob Yes, and I really like it.
Paul Jenny seems to know what she wants – and she probably gets it.
Rob That's one of the things I like about her. Terrible.
Paul You said it.
Rob Sorry, Paul. We've got to go.
Paul Oh come on, Rob. We haven't even finished the game.
Rob Another time. Jenny's waiting for us.
Paul Jenny. Right.

4.27

Paul Oh, yeah. That was good. So! What shall we do now?
Rob What do you want to do?
Paul Well... I haven't been on a performance floor for weeks now. I've got to move my body. Let's go performing!
Jenny I'm going running in the morning. Why don't you join me?
Paul No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
Jenny A club?
Paul Don't you feel like performing?
Jenny Not on a Wednesday night. How about going to the late show at MOMA?
Paul MOMA? What's that?
Jenny MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.
Paul That isn't exactly my idea of a great night out.
Jenny What about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.
Jenny Who's that?
Rob It's a text from Kerri. She's doing a gig at the Bowery Ballroom.
Paul Kerri who?
Rob Kerri Johnson. I interviewed her last week.
Paul Kerri Johnson? I've seen her play live. She's cool. Do you like her Jenny?
Jenny I have to admit I'm not crazy about her music ... or her for that matter.
Paul I didn't think so. So shall we go there?
Rob Why not? Actually Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.
Paul That's a great idea!
Rob I'll send her a text.
Jenny I think I might have an early night. You two can go on your own.
Rob Are you sure you don't mind?
Paul Of course she doesn't mind!
Jenny No, Rob, it's fine. I have another busy day tomorrow. You do too, actually.
Rob I know, we're meeting Don. I haven't forgotten.
Rob It's Kerri. She's on her way now.
Paul What are we waiting for? Let's go!

Monica Hello?
Jenny Hi Monica – it's not too late to call is it?
Monica Jenny! No, why? Are you OK?
Jenny I need to talk.
Monica Can you come over? Why don't you take a cab?
Jenny OK, thanks.

4.30

Jenny Rob?
Rob Hi, Jenny.
Jenny Are you OK? Where are you anyway?
Rob I'm at home. I'm feeling terrible. We got back really late last night.
Jenny Now why doesn't that surprise me? You know, you're not a student anymore.
Rob I know. There was a party after the gig – Kerri invited us – and of course Paul said yes.
Jenny And this morning's meeting? In... ten minutes?
Rob That's why I'm calling. I'm not going to make it. I'm really sorry.
Jenny Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.
Rob It won't happen again. I promise. Anyway, Paul's leaving.
Jenny He's leaving?
Rob That's right. He's off to Boston this afternoon.
Jenny Maybe that's a good thing. I mean, it's not that I don't like Paul, but...
Rob I know, I know.
Jenny I have to go. Talk to you later.
Don Jenny, have you seen Rob? I wanted to have a word with him before the meeting and he isn't even here.
Jenny I know. He just called to say he can't make it.
Don He what?
Jenny I was with him last night. He wasn't feeling very well. But it's OK. He told me everything I need to know for the meeting.
Don Oh. OK then.
Jenny You know Rob. He's such a professional.

4.32

Host We're talking about great new shopping websites and I think we have time for one more. Janice, can you tell us about it?
Janice Well, it's called *Never liked it anyway dot com*. It's a very creative name for a website, as you'll hear. This site was the idea of an American woman named Annabel Acton. She was living in New York City with her friend, who was English. He had invited her to travel to London with him at Christmas to meet his family. But five days before Christmas, they broke up. Now, unlike some of us, Annabel didn't want to sit around crying and eating ice cream. She wanted to do something positive.
Host So what gave her the idea for the website?
Janice Well, after the breakup Annabel was left with a plane ticket to London that she didn't need. She also had jewelry that she didn't want anymore, and she had tickets to a concert that she didn't want to go to without her friend. She also had paintings that they had bought together, that she didn't want on her wall anymore. She didn't want any of these things herself, but she thought someone somewhere would probably like to buy them, and that's what gave her the idea to set up the website.
Host What exactly is it?
Janice Well, it's a website where people who have just broken up with a partner can sell presents and other things that they don't want any more, maybe because they remind them of their ex, or maybe, as the name suggests because they never liked these things anyway! And the idea, which I think is genius, is that they also tell the personal story behind the thing they're selling. Annabel calls it 'sell and tell'!
Host What kind of things do people sell on the website?
Janice Oh, everything – from something as small as a teddy bear to really expensive things like an engagement ring or a vacation. To give you an idea, today on the site one seller is offering a three-day honeymoon package at a luxury hotel in New York City, and a woman is selling her ex-boyfriend's car. And they're selling all these things at very good prices. So on *neverlikeditanyway* you can get a bargain, and also help someone who's going through a breakup.
Host Thanks Janice, and that's all we have time for today ...

4.40

1 I was at Sydney Airport, in Australia, and I got a taxi to take me to the hotel. A few minutes after he'd left the airport, the taxi driver said that his meter was broken, but that he would charge me $50, which was what he said the trip usually cost. It was my first time in Sydney and of course I didn't have a clue what the usual fare was, so I just said OK. But later when I was checking in to the hotel, I asked the receptionist what the usual taxi fare was from the airport, and she said about $35. I was really annoyed and I sent an email to the taxi company, but I never got a reply.

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2 I was traveling in the UK. It was a work trip, and I knew that I was going to have to answer a lot of emails during that time, so I booked a hotel in Liverpool where they advertised Wi-Fi in all the rooms. When I arrived it turned out the hotel charged £16 for 24 hours Wi-Fi, which is about the same as I pay for a month of Internet at home! I complained to the man at reception, but all he said was that I could use the Wi-Fi in the lobby, which was free. I wasn't very happy about it. Hotels used to make a lot of money from customers by charging a ridiculous amount for phone calls. Now that everybody uses their cell to make phone calls, some hotels now charge a ridiculous amount for Wi-Fi.

3 I was in an Italian restaurant in New York City recently, and I ordered manicotti, which is a kind of pasta, a little like cannelloni, and it's filled with cheese and served with tomato sauce. Well, when it arrived, the tomato sauce was really hot, but the pasta and the filling were cold – it was like they were still frozen. Anyway, I called the waitress and she said that it couldn't be cold. So I said "Sorry, it is cold. Do you want to try it?" So she took it back to the kitchen, and later the manager came out and apologized, and when I finally got the dish, it was good, hot all the way through. But I'd had to wait a long time for it. But later the manager came out again and offered me a free dessert. So I had a deleicious tiramisu for free.

4 49

Johnson Bailey presented Man Candles. He argued that most candles smell like perfume and are designed for women. One day he was having some friends over to watch a football game, and his house smelled like old Chinese food and dirty clothes. The only candle he had at the time was a vanilla-scented one, and he didn't want his house to smell like perfume. That's why Bailey invented manly candles that smell like things men enjoy: basketballs, golf courses, the beach, popcorn, and barbecue sauce. He even has a horrible-smelling candle you can burn to get people you don't like – perhaps your mother-in-law – out of your house. He tried to convince the Sharks to invest by passing out his candles and asking them to smell them. The Sharks most wanted to smell the bad candle, which is Bailey's best-selling candle.

Kim Nelson's idea was a cake business that sells homemade cakes across the US. These cakes are made from all natural ingredients like fresh oranges in the "Oh! Oh! Orange" cake or one pound of grated carrots in "Daisy's Carrot Cake." Kim came up with the idea because many people don't have the time or the talent to bake a delicious, homemade cake for special occassions like birthdays, graduations, or anniversaries. Kim says that she has a talent for baking cakes, and more importantly, she feels it's her passion. Kim's products are currently sold online in her local area, but she would like to increase production and sell more cakes across the US. The cake business is called Daisy Cakes.

4 50

The Sharks asked Johnson a lot of questions, for example they asked him how much the candles sell for (10–12 dollars a candle) and how much money they made in sales the year before ($53,000). Johnson explained that currently, he and his wife had put over $40,000 of their own money into this product. The Sharks also asked how the candles were made, to which he answered that he poured them all into their containers by himself – he didn't have any help in his entire candle-making process.

In the end, they decided that they weren't interested. Their main reason was they thought the business just wasn't big enough or interesting enough, so they couldn't believe that it would ever make any money.

The Sharks were impressed by Kim's presentation, and they immediately asked to try her cakes. They really loved her cakes and complimented her on their fresh and delicious taste. Even though the male Sharks liked Kim's product, they were concerned that her company had reached its potential – making a respectable $27,000 in the last three months. In the end, Barbara Corcoran, the only female Shark decided to invest $50,000 in Kim's business because she thought there was a market for Kim's product.

And since then?

Kim's Daisy Cakes are now being sold online across the US. She was able to pay Barbara Corcoran back in only three weeks! And she has expanded her business by offering new products like lemon curd.

Although the Sharks thought Johnson's candles were funny, it's a good thing they didn't invest in his company. Johnson's website has been shut down and his candles have disappeared from store shelves.

5 6

Apart from the hockey players, he also gives the examples of the Beatles, the most famous music band of all time and Bill Gates, the founder of Microsoft. The Beatles were really lucky to be invited to play in Hamburg in 1960. The club owner who invited them usually only invited bands from London, but on one trip to the UK he met an entrepreneur from Liverpool who told him that there were some really good bands in that city. When the Beatles arrived in Hamburg, they had to work incredibly hard. They had to play for up to eight hours a night in the club seven nights a week. As John Lennon said later, "We got better and we got more confidence. We couldn't help it, with all the experience we got from playing all night long in the club." By 1964, when they became really successful, the Beatles had been to Hamburg four times, and had already performed live an estimated 1,200 times, far more than many bands today perform in their entire careers.

Bill Gates's huge stroke of good luck came in 1968, when the high school he was attending decided to spend some money they'd been given on a computer. This computer was kept in a little room that then became the computer club. In 1968, most *colleges* didn't have a computer club, let alone schools. From that time on Gates spent most of his time in the computer room because he and his friends taught themselves how to use it. "It was my obsession," Gates says of those early high school years. "I skipped sports. I went up there at night. We were programming on weekends. It would be a rare week that we wouldn't get 20 or 30 hours in." So Gates was unbelievably lucky to have access to a computer, but of course he also put in all those hours of practice, too.

Talent, Gladwell concludes, is obviously important, but there are many talented people out there. What makes just a few of them special is that they are lucky and that they put in far more hours of practice than the rest.

5 19

Part 1

Host And now it's time for our book of the week, which is *The Winter of our Disconnect* by Susan Maushart. Jeremy, to start with, it's a good title, isn't it?

Jeremy Yes, amazing. And it was a fascinating experiment and a good read.

Host Tell us about it.

Jeremy Well, Susan Maushart is a journalist who's raising three teenage children. She decided to do the experiment after reaching a point where she felt that the whole family, especially her children, were all living in their own little worlds, with headphones on, plugged into their laptops or their iPods or their smartphones and that they weren't relating to the other people in the family.

Andrew So it wasn't just her children who were permanently plugged into an electrical device?

Jeremy Well, she admits that she herself was addicted to her phone and to her iPod and her laptop and that she was constantly reading news sites and googling information, but it was really her children who were totally dependent on new technology. In the book she makes the interesting distinction between "digital immigrants" and "digital natives."

Chloe What does that mean?

Jeremy She describes herself as a digital immigrant, that's to say someone who didn't grow up with digital technology, which is really anyone who was born before 1980. Her children are digital natives, which means that they were born *after* computers and the Internet were already part of life.

Chloe Well, that's me then.

Jeremy Yes, well, the main difference, she says, is that digital immigrants use the technology, to find information or to listen to music, but digital natives live and breathe the technology. So for them living without it is like living without water, without electricity... in the dark ages.

Chloe What were the rules of the experiment?

Jeremy The family had to live for six months without using any electrical gadgets in the house with a screen. So no smartphones, no TVs, no laptops or computers, no video consoles, and no iPods. They *were* allowed to use technology at school or at friends' houses, or in Internet cafés, and they were allowed to use landline phones. But everything else was switched off for the whole six months.

Sally Six months? How on earth did she get the children to agree?

Jeremy She bribed them. She told them she was going to write a book about the experiment, and that they would share in any profits that she made from the book!

Sally Wow, that was very smart of her...

5 20

Part 2

Host So what were the results? Was it a positive experience?

Jeremy At the end of the book Susan says that it was a positive experience in every way. At first, of course, the kids complained bitterly; they kept saying they were bored. But then they started to talk to each other again, to go and sit in each other's rooms and talk. They got interested in cooking and reading; they went to the movies together. They played CDs on the CD player and they actually sat and listened to the music instead of just having music on their headphones all the time as background music. And Susan's 15-year-old son started playing the saxophone again. He had stopped playing a few years before, but then he started taking lessons again and even started giving concerts... Oh, and the children said that they slept better!

Sally Oh, well that's good, yeah. What about the children's' schoolwork? I mean, nowadays we sort of assume that everyone needs the Internet to do research for homework and so on.

Jeremy In fact, the children's school report cards showed that they all improved. When they needed the Internet, they used the computers at school or at college (the eldest daughter was in college), or they went to friends' houses. But when they did their homework they did it better than before because they weren't multi-tasking – they weren't doing homework and listening to music and sending messages all at the same time. So they concentrated better, and their schoolwork improved.

Andrew What about, Susan, the mother? Did she find it difficult to live without modern technology?

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Jeremy What she found most difficult was writing her weekly article for the newspaper because she had to do it by hand, and not on her laptop. She says that at the beginning her hand used to really ache; she just wasn't used to writing by hand anymore. But that was just a small problem.
Chloe Any other negatives?
Jeremy Well, of course the phone bill for their landline was huge!
Chloe Has the experiment had a lasting effect?
Jeremy Susan says that it has. She thinks that they all get along much better as a family, her son is still playing the saxophone, and he sold his video console. They've all realized that we live in a digital world, but that we need to disconnect from time to time and to reconnect with the people around us. So they have new rules in the house – like no TVs in bedrooms and no TV in the kitchen where they eat. And no wasted hours on the Internet.
Sally Sounds great. That would be a good rule for me, too!

5 21

Part 3
Host OK, so imagine you alldid the experiment. What would you miss the most? Sally?
Sally Well, I already live without the Internet many weekends because we have a house in the country in the middle of nowhere where there's no Internet service. So I know that what I would miss most is being able to google information, like the phone number of a restaurant, or what time a movie starts. Or even, dare I say it, the sports scores. I don't have a TV, so I wouldn't miss that, but I would miss not having the Internet.
Host Andrew?
Andrew Well, I just couldn't live without a computer or a laptop because I work from home so I don't have an office to go to, and I absolutely need the Internet, too. I couldn't do the experiment – I just wouldn't be prepared to go to an Interent café all day to work. Susan, the journalist who did the experiment, only had to write one column a week, but I work from home eight hours a day.
Host Jeremy.
Jeremy I think I could do it. I think I could easily live without any of these electrical gadgets at home. I mean, I have my office, so I could use the Internet there. I don't use an iPod; I still prefer to listen to CDs...
Chloe You old dinosaur.
Jeremy Yes, yes I know... and I don't watch much TV. I am very attached to my Blackberry, but I wouldn't mind using a regular phone for six months. I don't think there's anything I'd miss too much...
Host And finally Chloe, our only digital native.
Chloe Well, I'm sorry, but I just wouldn't be prepared to even try the experiment, not even for a week let alone six months. I wouldn't be prepared to live without my phone. I use it for everything, calling, music, the Internet. So, no, I wouldn't do it.
Host Not even if you were offered money?
Chloe It would have to be a huge amount of money. No, I'm definitely not going to do it!

5 22

Paul Yeah?
Jenny Hi, there. It's me. Should I come up?
Jenny Paul!
Paul That's right.
Jenny Uh... hi.
Paul Hi. Are youOK?
Jenny Yes, fine. Thanks. It's just that I um...
Paul What?
Jenny I wasn't expecting to see you.
Paul Really? Well, as you can see, I'm still here. It seems Rob just can't live without me. Yeah, he's going to miss me when I'm gone. But not for long. We'll meet up again when he goes back to London.
Jenny Goes back...?
Paul Yeah, he told me last night that he was planning to leave New York pretty soon.
Jenny He what?
Rob Hi, Jenny. Do you want some breakfast? I've got bagels.
Jenny No thank you, Rob. Why don't you two enjoy them?!
Rob What's wrong?
Paul No idea. I just said you were planning to leave New York soon, and she ...
Rob You what? I didn't say that!
Paul You didn't have to. This New York life isn't you, Rob, and you know it.
Rob No, I don't! I like New York and Jenny's here.
Paul Oh, come on! What's the big deal? It's not like you want to marry her.
Rob Well ...
Paul What? You do?!
Rob Look Paul. I'm serious about New York, and I'm serious about Jenny. And I want you to leave. Today.
Paul You're joking, mate.
Rob No, I'm not. I'll even buy the ticket.

5 23

Rob Hi, Jenny
Jenny Rob.
Rob Paul told me what he said to you, and it's not true. I'm not planning to leave New York.
Jenny Oh, really? Could you tell me why Paul is still in your apartment?
Rob Well, he couldn't get a ticket to Boston.
Jenny But you told me he was going a few days ago. Or was that another lie?
Rob No, of course it wasn't! He couldn't get a ticket. The buses to Boston were all full.
Jenny So do you know if he's got one now?
Rob I bought it! He's leaving this evening. But that isn't really the issue here, is it? You have to believe me – I don't want to leave New York!
Jenny How can I believe you? I know you're missing London because you said the same thing to Kerri at the restaurant. Look Rob, I'd like to know what you really want.
Rob What do you mean?
Jenny When you and Paul were together, it was like you were a different person.
Rob You know what Paul's like. What was I meant to do? But that isn't the kind of life I want anymore. I'm not like that.
Jenny I know you're not, but I wonder if you really want to be here. I wonder if ...
Rob Jenny, what is it?
Jenny Forget it.
Rob Jenny... what are you worrying about?
Jenny I don't know if this is going to work out.
Rob You're not serious.
Jenny I'm just not sure if we want the same things anymore.
Rob That's crazy...
Don Jenny – oh, good morning, Rob.
Rob Don.
Don I need a word. Can you tell me what you decided at the last meeting?
Jenny Right away, Don. Rob was just leaving.

5 26

Rob But what can I do, Jenny? What can I say to convince you I'm serious?
Jenny I don't know, Rob.
Rob Wait! What Paul said just isn't true.
Jenny It isn't just what Paul said. It's obvious you want to go back.
Rob Of course I miss London, but I love my life here. What proof do you want of my commitment to New York, to you, to everything!
Jenny I don't know.
Rob There must be something I can do.
Jenny Look, we're going to see my parents later. I don't want us to be late.
Rob We won't be late. And I won't forget the chocolates this time either.
Jenny Well, that's a start, I guess.
Rob But Jenny – we need to talk about this.
Jenny We don't have time to discuss it now.
Rob Jenny!
Jenny What is it?
Rob What if I proposed to you?
Jenny 'Proposed'?
Rob That'sright. Proposed.
Jenny Like, 'Will you marry me?'
Rob Exactly.
Jenny On one knee?
Rob I can do that. So what would you say?
Jenny Rob, stop it. It's embarrassing.
Rob Tell me.
Jenny Are you for real?
Rob Yes, I am actually. What about you?
Jenny Yes!

5 31

Barbie
Until the late 1950s, most American girls played with baby dolls, which often limited their imaginations to mother or caregiver roles. At around the same time, Ruth Handler noticed that her pre-teen daughter was playing with paper dolls, giving them adult roles such as actresses or secretaries. On a trip to Europe, Ruth saw an adult-figured doll in Germany and brought several of them back to the US. Handler had the idea that girls could expand their imagination and play-acting roles with a doll that looked like an adult. So she and engineer Jack Ryan redesigned the doll for the US market and called her Barbie after Ruth's daughter, Barbara. The first Barbie dolls were produced in 1959 and sold over 350,000 in the first year.

Barbie is still popular today, and billions have been sold around the world since 1959. Mattel, Inc. the company that produces Barbie, reports that 90 percent of American girls between the ages of three and ten have a Barbie doll.

The Chrysler Building
The Chrysler Building has been one of the most iconic New York City landmarks since it was completed in 1930. Architect William Van Alen designed the Art Deco building for Walter P. Chrysler, who owned the automobile company Chyrsler Corporation. In fact, Van Alen modeled many of the building's decorative features using Chrysler car parts as inspiration. For example, the decorations on the outside of the building for the thirty-first floor are fashioned after engine parts from a 1929 Chrysler car.

Today, the Chrysler Building is still considered one of the best examples of Art Deco architecture in the US. In fact, it was voted New York City's favorite building in 2005 by Skyscraper Museum. In addition, the building appears regularly in movies and TV shows that film in New York City.

The "LOVE" Sculpture
In 1965, artist Robert Indiana had an idea for a painting with the word "LOVE" as the main focus. He decided to break the word up into two lines, putting the "LO" on top of the "VE." He then tilted the "O" a little, and an iconic American design was born. In fact, it became so popular that the Museum of Modern Art and the United States Postal Service asked Indiana to create versions of his "LOVE" painting for cards and stamps. In the early 1970s, Indiana made a series of "LOVE" sculptures for display in public parks. The first of these "LOVE" sculptures was placed in New York City, on the corner of Sixth Avenue and Fifty-fifth Street. Additional "LOVE" sculptures were placed in New Orleans, Philadelphia, Vancouver, Tokyo, and Singapore, as well as many other cities.

Unfortunately, Indiana didn't make much money from his "LOVE" paintins and sculptures. He never signed his paintings or applied for copyright, so he didn't have legal protection against the many imitations of his work.

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Air Jordan Sneakers
When Michael Jordon started playing basketball for the Chicago Bulls in 1984, he had special Nike sneakers designed for him by Peter Moore. These sneakers were called the Air Jordan I, or more simply – Air Jordans. They were red and black – the Chicago Bulls's colors. Because the sneakers did not have any white on them, Jordan was fined $5,000 by the National Basketball Association each time he wore them for a game.

Every year since then, Nike has created a new pair of Air Jordans to sell. In 1987, Tinker Hatfield took over the design responsibilites for these sneakers, and he as been associated with them ever since. Hatfield introduced the Jumpman logo on the sneakers, which is a silhouette of Michael Jordan dunking a basketball with his legs spread wide. In 2010, Hatfield designed the Jordan 2010s to celebrate the sneakers' twenty-fifth anniversary.

5.35

Interviewer Good morning and thank you for coming, Mr. Ryan – or should it be Detective Ryan – you were a detective with the Los Angeles Police Department, weren't you?
Detective Ryan Yes, that's right. For twenty-five years. I retired last year.
Interviewer People today are still fascinated by Natalie Wood's death even though it was more than 30 years ago. That's incredible, isn't it?
Detective Ryan Well, it's not really that surprising. People are always interested in unsolved mysteries – and Natalie Wood was a well-know and talented actress.
Interviewer Now, to be clear, none of the people on the boat the night Ms. Wood died were or are suspects. But – can you tell us *who* was on the boat that night?
Detective Ryan That is correct – none of them were or are suspects. But in order to get a better understanding about what happened that night, it *is* important to know who was on the boat. So, the people were her husband, movie and TV actor Robert Wagner; her friend and movie actor Christopher Walken; and the captain of the boat, Dennis Davern.

5.36

Interviewer Recently, the LA County Coroner's Office re-examined Ms. Wood's cause of death because of some new information about the bruises and scratches that were found on her body the night she died.
Detective Ryan Yes, that's correct. This new information suggests that Ms. Wood may have been hit or beaten right before she died. And the Coroner changed Ms. Wood's original cause of death from "accidental drowning" to "drowning and other undetermined factors."
Interviewer So what does this mean for the other people on the boat?
Detective Ryan Officially, it doesn't mean anything for them. They still aren't suspects.
Interviewer And you don't think they're suspects, do you?
Detective Ryan No, I don't. I don't think any of them can be considered suspects without some kind of convincing evidence.
Interviewer What about Robert Wagner? There are reports that he was jealous of his wife's friendship with Mr. Walken.
Detective Ryan Well, yes, Mr. Wagner wrote in his book *Pieces of My Heart* that he was jealous of the relationship, and that he and Mr. Walken argued that night on the boat. But that doesn't make him a suspect.
Interviewer And Christopher Walken, Ms. Wood's friend and co-star?
Detective Ryan Mr. Walken has remained mostly silent about what happened that night, but he has talked to the police.
Interviewer The boat captain changed his story about what happened that night, didn't he? That he originally lied to police the night Natalie died.
Detective Ryan Yes. Mr. Davern told a TV news program that he lied about the events of that night. He now says that Mr. Wagner and Ms. Wood had an argument, and that Ms. Wood went missing shortly after. Mr. Davern also claims that Mr. Wagner delayed contacting the police, implying that Mr. Wagner was responsible for Ms. Wood's death.
Interviewer Do you believe the captain's new story?
Detective Ryan Well, no. I think the timing of his new story is suspicious since he released it so close to the thirty-year anniversary of her death. I think he was looking to make some money by bringing this sad story back into the news.
Interviewer So, what do *you* think happened that night?
Detective Ryan I can't tell you because I don't know.
Interviewer So you don't think we'll ever solve the mystery?
Detective Ryan No, I wouldn't say that. I think one day the mystery *will* be solved. Some new evidence will appear and we'll be able to say that Natalie Wood's mysterious death is finally solved. But right now, it's still a mystery, and people like a good mystery.

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1A

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simple present and continuous, action and nonaction verbs

simple present: *I live, he works*, etc.

1 I **work** in a bank. She **studies** Russian. (1) 10
We **don't have** any pets. Jack **doesn't wear** glasses.
Where **do** you **live**? **Does** your brother **have** a car?
2 She usually **has** cereal for breakfast.
I'm never late for work.
We only **eat out** about once a month.

1 We use the simple present for things that are always true or happen regularly.
- Remember the spelling rules for third person singular, e.g., *lives, studies, watches*.
- Remember the word order for questions: (question word), auxiliary, subject, base form of verb. *Do you know David? What time does the movie start?*

2 We often use the simple present with adverbs of frequency, e.g., *usually, never*, or expressions of frequency, e.g., *every day, once a week*.
- Adverbs of frequency go before the main verb, and after *be*.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be* + verb + *-ing*

A Who **are** you **waiting** for? (1) 11
B I'm **waiting** for a friend.
A **Is** your sister still **going out** with Adam?
B No, they broke up. She **isn't going out** with anyone right now.

- We use the present continuous (not the simple present) for actions in progress at the time of speaking, e.g., things that are happening now or around now. These are usually temporary, not habitual actions.
- Remember the spelling rules, e.g., *living, studying, getting*.
- We also use the present continuous for future arrangements (see **1B**).

action and nonaction verbs

A What **are** you **cooking**? (1) 12
B I'm **making** pasta.
A Great! I **love** pasta.
A What **are** you **looking** for?
B My car keys.
A I'll help you in a minute.
B But I **need** them now!

- Verbs that describe **actions**, e.g., *cook, make*, can be used in the simple present or continuous. *I'm **making** lunch. I usually **make** lunch on the weekend.*
- Verbs that describe **states** or **feelings** (not actions), e.g., *love, need, be*, are **nonaction verbs**. They are not usually used in the present continuous, even if we mean "now."
- Common nonaction verbs are *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose*.

Verbs than can be both action and nonaction
A few verbs have an action and a nonaction meaning, e.g., *have* and *think*.
I have a cat now. = possession (nonaction)
I can't talk now. I'm having lunch. = an action
I think this music's great. = opinion (nonaction)
What are you thinking about? = an action

a Complete the sentences with the simple present or present continuous forms of the verbs in parentheses).

We *don't go* to Chinese restaurants very often. (not go)
1 These days, most children _____ too many sugary snacks. (have)
2 _____ you _____ any vitamins right now? (take)
3 Don't eat that spinach if you _____ it. (not like)
4 _____ your friend _____ how to cook fish? (know)
5 We _____ take-out pizzas during the week. (not get)
6 What _____ your mother _____? It smells great! (make)
7 You look sad. What _____ you _____ about? (think)
8 The diet in my country _____ worse. (get)
9 How often _____ you _____ seafood? (eat)
10 I _____ usually _____ fish. (not cook)

b Circle the correct form, simple present, or continuous.

I don't believe / *I'm not believing* that you cooked this meal yourself.
1 Come on, let's order. The waiter *comes* / *is coming*.
2 Kate *doesn't want* / *isn't wanting* to have dinner now. She isn't hungry.
3 The head chef is sick, so he *doesn't work* / *isn't working* today.
4 The check *seems* / *is seeming* very high to me.
5 We've had an argument, so we *don't speak* / *aren't speaking* to each other right now.
6 My mom *thinks* / *is thinking* my diet is awful these days.
7 *Do we need* / *Are we needing* to go shopping today?
8 Can I call you back? *I have* / *I'm having* lunch right now.
9 I didn't use to like oily fish, but now *I love* / *I'm loving* it!
10 What *do you cook* / *are you cooking*? It smells delicious!

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future forms

be going to + base form

future plans and intentions (1) 17

My sister's **going to adopt** a child.
Are you **going to buy** a new car or a used one?
I'm **not going to go** to New York City tomorrow. The meeting is canceled.

predictions (1) 18

The Yankees **are going to win**. They're playing really well.
Look at those black clouds. I think it's **going to rain**.

- We use *going to* (NOT *will* / *won't*) when we have already decided to do something. NOT ~~*My sister will adopt a child*~~.
- We also use *going to* to make a prediction about the future, especially when you can see or have some evidence (e.g., black clouds).

present continuous: *be* + verb + *-ing*

future arrangements (1) 19

Lorna and James **are getting** married in October.
We're meeting at 10:00 tomorrow in Jack's office.
Jane's **leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *going to* for future plans / arrangements, and often you can use either.
  - *going to* shows that you have made a decision. *We're going to get married next year.*
  - the present continuous emphasizes that you have made the arrangements. *We're getting married on October 12th.* (= we've ordered the invitations, etc.)
- We often use the present continuous with verbs relating to travel arrangements, e.g., *go, come, arrive, leave*, etc. *I'm going to Tokyo tomorrow and coming back on Tuesday.*

will + base form

instant decisions, promises, offers, predictions, future facts, suggestions (1) 20

I'll have the steak. (instant decision)
I **won't tell** anybody where you are. (promise)
I'll carry that bag for you. (offer)
You'll **love** New York City! (prediction)
I'll **be** home all afternoon. (future fact)

We use *will* / *won't* (NOT the simple present) for instant decisions, promises, offers, and suggestions. NOT ~~*I carry that bag for you*~~.

- We can also use *will* / *won't* for predictions, e.g., *I think the Yankees will win*, and to talk about future facts, e.g., *The election will be on March 1st.*

a Circle the correct form. Check ✓ the sentence if both are possible.

My grandparents *are going to retire* / *will retire* next year. ✓

1. *We'll invite* / *We're going to* invite your parents for Sunday lunch?
2. *I'm going to make* / *I'll make* a cake for your mom's birthday, if you want.
3. *I'm not having* / *I'm not going to have* dinner with my family tonight.
4. The exam *will be* / *is being* on the last Friday of the semester.
5. You can trust me. *I'm not telling* / *I won't tell* anyone what you told me.
6. My cousin *is arriving* / *will arrive* at 5:30 p.m.
7. I think the birthrate *will go down* / *is going to go down* in my country in the next few years.
8. *I'm not going to go* / *I won't go* to my brother-in-law's party next weekend.
9. *I'm going to help* / *I'll help* you with the dishes.

b Complete **B**'s replies with a correct future form.

A What's your stepmother going to do about her car?
B She's going to buy a used one. (buy)

1 **A** I'm going to miss you.
B Don't worry. I promise I _____ every day. (write)
2 **A** What are Alan's plans for the future?
B He _____ a degree in engineering. (earn)
3 **A** Can I see you tonight?
B No, I _____ late. How about Saturday? (work)
4 **A** What would you like for an appetizer?
B I _____ the shrimp, please. (have)
5 **A** There's nothing in the refrigerator.
B OK. _____ we _____ some take-out Mexican food? (get)
6 **A** I don't have any money, so I can't go out.
B No problem, I _____ you some. (lend)
7 **A** Can we have a barbecue tomorrow?
B I don't think so. On the radio they said that it _____. (rain)
8 **A** We land at about eight o'clock.
B _____ you _____ a ride from the airport? (need)

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2A

present perfect and simple past

present perfect: *have / has* + past participle (*worked, seen*, etc.)

1 **past experiences** (1) 42
I've been to Miami but I haven't been to Tampa.
Have you ever lost your credit card?
Sally has never met Bill's ex-wife.

2 **with *yet* and *already* (for emphasis)**
I've already seen this movie twice. Can't we watch another one?
My brother hasn't found a job yet. He's still looking.
Have you finished your homework yet? No, not yet.

1 We use the present perfect for past experiences when we don't say exactly when they happened.
- We often use *ever* and *never* when we ask or talk about past experiences. They go before the main verb.

2 In American English, we use the present perfect and the simple past with *yet* and *already*.
- *already* is used in [+] sentences and goes before the main verb.
- *yet* is used with [-] sentences and [?]. It goes at the end of the phrase.
- For irregular past participles see **Irregular verbs** *p.165*.

simple past (*worked, stopped, went, had*, etc.)

They got married last year. (1) 43
What time did you wake up this morning?
I didn't have time to do my homework.

- Use the simple past for finished past actions (when we say, ask, or know when they happened).

present perfect or simple past?

I've been to Miami twice. (1) 44
(= in my life up to now)
I went there in 1998 and 2002.
(= on two specific occasions)

- Use the simple past (NOT the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood**. We often use a past time expression, e.g., *yesterday, last week*, etc.

a Complete the mini dialogues with the present perfect form of the verb in parentheses and an adverb from the list. You can use the adverbs more than once.

already	ever	never	yet

A _____ you _____ the lottery _____? (play)
B That's why I'm smiling – I won $50!

1 A _____ you _____ _____ a flight online? (book)
B Yes, of course. I've done it many times.

2 A When are you going to buy a motorcycle?
B Soon. I _____ _____ almost $1,000. (save)

3 A _____ you _____ the electricity bill _____? (pay)
B No, sorry. I forgot.

4 A _____ your parents _____ _____ you money? (lend)
B Yes, but I paid it back as soon as I could.

5 A How does eBay work?
B I don't know. I _____ _____ _____ it. (use)

6 A _____ you _____ _____ to Thailand? (be)
B No, I haven't. But I'd like to some day.

7 A Why don't you have any money?
B I _____ _____ my salary. I bought a new tablet last week. (spend)

8 A Do you like Hugh Jackman?
B Yes, I _____ _____ his new movie twice! (see)

b Right or wrong? Write a check ✓ or an ✗ next to the sentences. Correct the wrong sentences.

I've never been in debt. ✓
How much has your new camera cost? ✗
How much did your new camera cost?

1 Dean inherited $5,000 from a relative.
2 Did your sister pay you back yet?
3 We booked our vacation online a month ago.
4 When have you bought that leather jacket?
5 They've finished paying back the loan last month.
6 We haven't paid the gas bill yet.
7 Have you ever wasted a lot of money on something?
8 I'm sure I haven't borrowed any money from you last week.
9 I spent my salary really quickly last month.
10 Have you seen the Batman movie on TV yesterday?

◀ p.16

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present perfect + *for / since*, present perfect continuous

present perfect + *for / since*

They'**ve known** each other for ten years. (1) 47

Julia **has had** that bag since she was in college.

A How long **have** you **worked** here?
B Since 1996.

A How long **has** your brother **had** his motorcycle?
B For about a year.

- We use the present perfect + *for* or *since* with **nonaction verbs** (e.g., *like*, *have*, *know*, etc.) to talk about something that started in the past and is still true now.
  They've known each other for ten years. (= they met ten years ago, and they still know each other today)
- We use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g., *for two weeks*, or *since* + a point of time, e.g., *since 1990*.
- Don't use the simple present with *for / since*, NOT ~~*They know each other for a long time.*~~

present perfect continuous: *have / has been* + verb + *-ing*

1 How long **have** you **been learning** English? (1) 48
Nick **has been working** here since April.
They'**ve been going out** together for about three years.
2 Your eyes are red. **Have** you **been crying?**
No, I'**ve been cutting** onions.

1 We use the present perfect continuous with *for* and *since* with **action verbs** (e.g., *learn*, *work*, *go*, etc.) to talk about actions that started in the past and are still true now.
- Don't use the present continuous with *for / since*, NOT ~~*I am working here for two years.*~~

2 We can also use the present perfect continuous for continuous or repeated actions that have been happening very recently. The actions have usually just finished.

I'**ve** (I **have**) You'**ve** (You **have**) He / She / It's (He **has**) We'**ve** (We **have**) They'**ve** (They **have**)	**been working** here for two years.
I **haven't** (I **have not**) You **haven't** He / She / It **hasn't** We **haven't** They **haven't**	**been working** here for two years.

Have you **been working** here for two years?	Yes, I **have**.	No, I **haven't**.
Has she **been working** here for two years?	Yes, she **has**.	No, she **hasn't**.

work* and *live
Work and *live* are often used in either present perfect or present perfect continuous with the same meaning.
I've lived *here since 1980.*
I've been living *here since 1980.*

a Correct the mistakes.

Harry is unemployed since last year.
Harry has been unemployed since last year.

1 We've had our new apartment since six months.
2 Hi, Jackie! How are you? I don't see you for ages!
3 How long are you knowing your husband?
4 Emily has been a volunteer for ten years ago.
5 Paul doesn't eat anything since yesterday because he's sick.
6 It hasn't rained since two months.
7 How long has your parents been married?
8 They're having their dog since they got married.
9 I haven't gotten any emails from my brother for last winter.
10 My grandmother lives in the same house all her life.

b Make sentences with the present perfect or present perfect continuous (and *for / since* if necessary). Use the present perfect continuous if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.

1 we / know each other / we were children
2 the children / play computer games / two hours
3 your sister / have that hairstyle / a long time?
4 I / love her / the first day we met
5 my Internet connection / not work / yesterday
6 how long / you / wait?
7 I / be a teacher / three years
8 it / snow / five o'clock this morning
9 Sam / not study enough / recently
10 you / live in Chicago / a long time?

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3A

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comparatives and superlatives: adjectives and adverbs

comparing two people, places, things, etc.

2 11

1 My sister is a little **taller than** me.
San Francisco is **more expensive than** Chicago.
This test is **less difficult than** the last one.
Olive oil is **better** for you **than** butter.
2 The new sofa isn't **as comfortable as** the old one.
I don't have **as many** books **as** I used to.

1 We use comparative **adjectives** to compare two people, places, things, etc.
- Regular comparative adjectives: spelling rules
  old > *older* *big* > *bigger* *easy* > *easier*
  modern > ***more*** *modern* *difficult* > ***more*** *difficult*
- Irregular comparative adjectives:
  good > *better* *bad* > *worse* *far* > *farther / further*
- One-syllable adjectives ending in *-ed*:
  bored > ***more*** *bored* *stressed* > ***more*** *stressed*
  tired > ***more*** *tired*

2 We can also use (*not*) *as* + adjective + *as* to make comparisons.

Object pronouns (*me, him*, etc.) after *than* and *as*
After *than* or *as* we can use an object pronoun (*me, him, her*, etc.) or a subject pronoun (*I, he, she*, etc.) + auxiliary verb.
She's taller than me. OR *She's taller than I am.*
NOT ~~*She's taller than I.*~~
They're not as busy as us. OR *They're not as busy as we are.* NOT ~~*They're not as busy as we.*~~

the same as
We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is the same as mine.

comparing two actions

2 12

1 My father drives **faster than** me.
You walk **more quickly** than I do.
Atlanta played worse today **than** last week.
2 Max doesn't speak English **as well as** his wife does.
I don't earn **as much as** my boss.

1 We use comparative **adverbs** to compare two actions.
- Regular comparative adverbs: spelling rules
  fast > *faster* *slowly* > ***more*** *slowly* *carefully* > ***more*** *carefully*
- Irregular comparatives:
  well > *better* *badly* > *worse*

2 We can also use (*not*) *as* + adverb + *as* to make comparisons.

superlatives

2 13

Kevin is **the tallest** player on the team.
Tokyo is **the most expensive** city in the world.
The small bag is **the least expensive**.
Lucy is the **best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- Form superlatives like comparatives, but use *-est* instead of *-er* and *most / least* instead of *more / less*.
- We usually use **the** before superlatives, but you can also use possessive adjectives, e.g., ***my*** *best friend*, ***their*** *most famous song*.
- We often use a superlative with present perfect + *ever*, e.g., *It's the best book I've ever read*.

***in* after superlatives**
Use *in* (NOT *of*) before places after a superlative.
It's the longest bridge ***in*** *the world.* NOT ~~*of the world*~~
It's the best beach ***in*** *Florida.* NOT ~~*of Florida*~~

a Complete with the comparative or superlative of the **bold** word (and *than* if necessary).

What's *the fastest* way to get around Miami? **fast**
1 I think skiing is _____ horseback riding. **easy**
2 A motorcycle is _____ a scooter. **powerful**
3 I think that traveling by train is _____ form of transportation. **relaxing**
4 You walk _____ I do. **slowly**
5 _____ time to travel is on holiday weekends. **bad**
6 _____ I've ever driven is from Washington, D.C. to Chicago. **far**
7 The London Underground is _____ the subway in New York City. **old**
8 This is _____ bus I've ever been on. **hot**
9 Of all my family, my mom is _____ driver. **good**

b Complete with one word.

Going by motorboat is *more* exciting than traveling by ferry.
1 A bus isn't as comfortable _____ a train.
2 It's _____ most expensive car we've ever bought.
3 The traffic was worse _____ we expected.
4 This is the longest trip I've _____ been on.
5 He gets home late, but his wife arrives later than _____.
6 The _____ interesting place I've ever visited is Venice.
7 I leave home at the same time _____ my brother.
8 He drives _____ carefully than his friend – he's never had an accident.
9 We don't go abroad _____ often as we used to.
10 What's the longest freeway _____ the US?

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

a / an

1 I saw **an old man** with **a dog**. (2) 17
2 It's **a nice house**. She's **a lawyer**.
3 What **an awful day**!
4 I have classes three times **a week**.

- We use *a / an* with singular countable nouns:
  1 the first time you mention a thing / person.
  2 when you say what something is or what somebody does.
  3 in exclamations with *What...!*
  4 in expressions of frequency.

the

1 I saw an old man with **a dog**. (2) 18
The dog was barking.
2 My father opened **the door**.
The children are at school.
3 **The moon** goes around **the Earth**.
4 I'm going to **the movies** tonight.
5 It's **the best** restaurant in town.

- We use *the*:
  1 when we talk about something we've already mentioned.
  2 when it's clear what you're referring to.
  3 when there's only one of something.
  4 with places in a town, e.g., *movies* and *theater*.
  5 with superlatives.

no article

1 **Women** usually talk more than **men**. (2) 19
Love is more important than **money**.
2 She's not **at home** today.
I get back **from work** at 5:30.
3 I never have **breakfast**.
4 See you **next Friday**.

- We don't use an article:
  1 when we are speaking in general (with plural and uncountable nouns). Compare:
  *I love **flowers**.* (= flowers in general)
  *I love **the flowers** in my garden.* (= the specific flowers in my garden)
  2 with some nouns, (e.g., *home, work, school*) after *at / to / from*.
  3 before meals, days, and months.
  4 before *next / last* + day, week, etc.

a Circle the correct answers.

I love *weddings / the weddings*!

1 Jess is *nurse / a nurse* in a hospital. *A hospital / The hospital* is far from her house.
2 What *a horrible day / horrible day*! We'll have to have our picnic in *the car / a car*.
3 My wife likes *love stories / the love stories*, but I prefer *the war movies / war movies*.
4 We go to *theater / the theater* about *once a month / once the month*.
5 I'm having *dinner / the dinner* with some friends *the next Friday / next Friday*.
6 My friend is *chef / a chef*. I think he's *the best cook / best cook* in the world.
7 I'm not sure if I closed *the windows / windows* before I left *the home / home* this morning.
8 In general, I like *dogs / the dogs*, but I don't like *dogs / the dogs* that live next door to me.
9 I got to *the school / school* late every day *the last week / last week*.
10 I think *happiness / the happiness* is more important than *success / the success*.

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

A We're lost. Let's stop and buy *a* map.
B No need. I'll put *the* address in *the* GPS.

1 **A** How often do you go to _____ gym?
B About three times _____ week. But I never go on _____ Fridays.
2 **A** What time does _____ train leave?
B In ten minutes. Can you give me _____ ride to _____ station?
3 **A** What _____ beautiful dress!
B Thanks. I bought it on _____ sale _____ last month.
4 **A** What's _____ most interesting place to visit in your town?
B Probably _____ museum. It's _____ oldest building in town.
5 **A** What should we do _____ next weekend?
B Let's invite some friends for _____ lunch. We could eat outside in _____ yard.
6 **A** Do you like _____ dogs?
B Not really. I prefer _____ cats. I think they're _____ best pets.
7 **A** Is your mom _____ housewife?
B No, she's _____ teacher. She's always tired when she gets home from _____ work.
8 **A** Have you ever had _____ problem in your relationship?
B Yes, but we got over _____ problem, and we got married _____ last year.
9 **A** When is _____ meeting?
B They've changed _____ date. It's _____ next Tuesday now.

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can, could, be able to (ability and possibility)

can / could

I **can** speak three languages fluently. (2 34)
Jenny **can't** come tonight. She's sick.
My cousin **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.
Could you open the door for me, please?

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to* + base form.

be able to + base form

1 Luke **has been able to** swim since he was three. (2 35)
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You'**ll be able to** practice your English in the US.
2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.

1 We use *be able to* + base form for ability and possibility, especially where there is no form of *can*, e.g., future, present perfect, infinitive and gerund, etc.
2 We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.

a Complete with the correct form of *be able to* (⊞, ⊟, or ⍰).

I've never been able to scuba dive.

1 Her cell phone has been turned off all morning, so I _____ talk to her yet.
2 I don't like noisy restaurants. I like _____ have a conversation without shouting.
3 I _____ leave home when I get a job.
4 We're having a party next Saturday. _____ you _____ come?
5 You need _____ swim before you can go in a canoe.
6 I'm going to France next week, but I don't speak French. I hate _____ communicate with people.
7 Fortunately, firefighters _____ rescue all of the people trapped inside the burning house.
8 I'm very sorry, but we _____ go to your wedding next month. We'll be on vacation.
9 I'm feeling a little worse. _____ you _____ contact the doctor yet?
10 The manager _____ see you right now because he's in a meeting.

b Circle the correct form. Check ✓ if both are possible.

I've always wanted to *can* / *be able to* perform .

1 My little boy *couldn't / wasn't able to* speak until he was almost two years old.
2 She's much better after her operation. She'll *can / be able to* walk again in a few months.
3 He hasn't *could / been able to* fix my bike yet. He'll do it tomorrow.
4 It's the weekend at last! I love *can / being able to* go out with my friends.
5 When we lived on the coast, we used to *can / be able to* go to the beach every day.
6 I *can't / 'm not able to* send any emails right now. My computer isn't working.
7 I *could / was able to* read before I started school.
8 We won't *can / be able to* go on vacation this year because we need to spend a lot of money on the house.
9 Linda *hasn't been able to / couldn't* find a job.
10 Alex *can / is able to* speak Korean fluently after living in Seoul for ten years.

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have to, must, should

have to / must (+ base form)

1 You **have to** wear a seat belt in the car. (2) 42
Do you **have to** work on Saturdays?
I **had to** wear a uniform at my elementary school.
I'**ll have to** get up early tomorrow. My interview is at 9:00.
2 You **must** be on time tomorrow because there's a test.
You **must** remember to call Emily – it's her birthday.
3 I love the Louvre! You **have to** go when you're in Paris.
You **must** see this movie – it's amazing!

- *have to* and *must* are usually used to talk about obligation or something that is necessary to do.

1 *have to* is a normal verb and it exists in all tenses and forms, e.g., also as a gerund or infinitive.
2 *must* is a modal verb. It only exists in the present, but it can be used with a future meaning.
3 You can also use *have to* or *must* for strong recommendations.

have to or must?
Have to and *must* have a very similar meaning, and you can usually use either form.
Have to is more common for general, external obligations, for example rules and laws.
Must is more common for specific (i.e., on one occasion) or personal obligations. Compare:
I have to wear a shirt and tie at work. (= It's the rule in this company.)
I must buy a new shirt – this one is too old now. (= It's my own decision.)

have got to
Have got to is often used instead of *have to* in spoken English, e.g., *I've got to go now. It's very late.*

don't have to

You **don't have to** pay – this museum is free. (2) 43
You **don't have to** go to the party if you don't want to.

must not

You **must not** park here. (2) 44

- We use *don't have to* when there is no obligation to do something, and *must not* when something is prohibited.
- *don't have to* and *must not* are completely different. Compare:
You don't have to drive – we can take a train. (= You can drive if you want to, but it's not necessary / obligatory.)
You must not drive along this street. (= It's prohibited, against the law, NOT ~~*You don't have to drive along this street.*~~)
- You can often use *can't* or *not allowed to* instead of *must not*.
You ***must not / can't /'re not allowed to*** *park here.*

should / shouldn't (+ base form)

You **should** take warm clothes with you to Quito. (2) 45
It might be cold at night.
You **shouldn't** drink so much coffee. It isn't good for you.
I think the government **should** do something about unemployment.

- *should* is not as strong as *must / have to*. We use it to give advice or an opinion – to say if we think something is the right or wrong thing to do.
- *should* is a modal verb. The only forms are *should / shouldn't*.

a Complete with the correct form of *have to* (+, -, or ?).

I'*ll have to* call back later because the line's busy. +
1 Passengers _____ turn off their laptops during take-off. +
2 _____ you _____ do a lot of homework when you were in school? ?
3 My sister is a nurse, so some weeks she _____ work nights. +
4 _____ you ever _____ have an operation? ?
5 Saturdays are the best day of the week. I love _____ get up early. -
6 I _____ leave a message on her voicemail because she wasn't in. +
7 In the future, people _____ go to school; they'll all study at home. -
8 With old cell phones, you used to _____ charge the battery more often. +
9 _____ your friend _____ answer his work emails on weekends? ?
10 The exhibition was free, so I _____ pay. -

b Circle the correct form. Check ✓ if both are possible.

You *don't have to* / *must not* use your phone in quiet zones.
1 Do you think we *should* / *have to* text Dad to tell him we'll be late?
2 You *don't have to* / *must not* send text messages when you are driving.
3 A pilot *has to* / *must* wear a uniform when he's at work.
4 You *shouldn't* / *must not* talk on your cell phone when you're filling up the car with gas.
5 I *have to* / *should* speak to my phone company. My last bill was wrong.
6 We *don't have to* / *shouldn't* hurry. We have plenty of time.

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5A

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past tenses

simple past: *worked, stopped, went, had,* etc.

She **was** born in Seoul. (3) 10
They **got** married last year.
On the way to Rome we **stopped** in Florence for the night.
The plane **didn't arrive** on time.
What time **did** you **get up** this morning?

- We use the simple past for finished actions in the past (when we say, ask, or know when they happened).
- Remember **Irregular verbs** *p.165*.

past continuous: *was / were* + verb + *-ing*

1 What **were** you **doing** at six o'clock last night? (3) 11
2 I **was driving** along the freeway when it started snowing.
3 While I **was doing** the housework the children **were playing** in the yard.
4 It was a cold night and it **was raining**. I **was watching** TV in the living room...

1 We use the past continuous to talk about an action in progress at a specific time in the past.
2 We often use the past continuous to describe a past action in progress that was interrupted by another action (expressed in the simple past).
3 We often use the past continuous with *while* for two actions happening at the same time.
4 We often use the past continuous to describe the beginning of a story or anecdote.

past perfect: *had* + past participle

When they turned on the TV, the game **had** already **finished**. (3) 12
As soon as I shut the door, I realized that I'**d left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked** one.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:
  When John arrived, they ***went out****.* (= first John arrived and then they went out)
  When John arrived, they ***had gone out****.* (= they went out before John arrived)

using narrative tenses together

It was a cold night and it **was raining**. I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there was nobody there. The person who **had knocked** on the door **had disappeared**... (3) 13

- Use the past continuous (*was raining, was watching*) to set the scene.
- Use the simple past (*heard, got up*, etc.) to say what happened.
- Use the past perfect (*had knocked, had disappeared*) to say what happened before the previous past action.

a Circle the correct form.

The teacher gave Robbie a zero because he *cheated* / *had cheated* on the exam.

1 They didn't win the game although they *were training* / *had trained* every evening.
2 Mike had an accident while he *drove* / *was driving* to work.
3 I *cleaned* / *had cleaned* the house when I got home. It looked great.
4 When we arrived, the game *started* / *had started*. We got there just in time and saw the whole game!
5 The captain *didn't score* / *hadn't scored* any goals when the referee ejected him.
6 My son got injured while he *played* / *was playing* basketball last Saturday.
7 Luckily, we *stopped* / *had stopped* skiing when the snowstorm started. We were already back at the hotel.
8 The Lakers *weren't losing* / *hadn't lost* any of their games during their trip to the East Coast.
9 The referee suspended the game because it *was raining* / *rained* too hard to play.

b Complete with the simple past, past continuous, or past perfect.

The marathon runner *was sweating* when she *crossed* the finish line. (sweat, cross)

1 The accident _____ when they _____ home. (happen, drive)
2 The crowd _____ when the referee _____ the final whistle. (cheer, blow)
3 I _____ her at first because she _____ so much. (not recognize, change)
4 The police _____ her on the freeway because she _____ a seat belt. (stop, not wear)
5 Some of the players _____ while the coach _____ to them. (not listen, talk)
6 We _____ use the ski slope because it _____ enough. (not can, not snow)
7 They _____ play tennis because they _____ a court. (not able to, not book)
8 The player _____ a yellow card because he _____ his shirt. (get, take off)

◀ p.46

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present and past habits and states: *usually* and *used to*

1 I **usually get up** at 8:00 during the week. (3 17)
I **don't normally go out** during the week.
Houses in the suburbs **usually have** yards.
Do you **normally walk** to work?

2 We **used to go** to the beach for our vacations when I was a child.
He **didn't use to do** any exercise, but now he runs marathons.
I **never used to like** hockey, but I watch it every week now.
We **used to be** close friends, but we don't talk to each other anymore.
That building **used to be** a restaurant, but it closed down last year.
Did they **use to live** downtown?
Didn't you **use to have** long hair?

1 For present habits we can use *usually* or *normally* + simple present. NOT ~~*I used to get up at 8:00.*~~

2 For past habits we use *used to* / *didn't use to* + base form.
- *used to* does not exist in the present tense. NOT ~~*I use to get up at 8:00 during the week.*~~
- We use *used to* for things that were true over a period of time in the past. *Used to* often refers to something that is not true now.
  I used to play a lot of sports. (= I played a lot of sports for a period of time in the past, but now I don't.)
- *used to* / *didn't use to* can be used with action verbs (e.g., *go*, *do*) and nonaction verbs (e.g., *be*, *have*).
- We can also use the simple past to describe past habits (often with an adverb of frequency).
  We (often) went to the beach for our vacations when I was a child.
  I lived downtown until I got married.

used to or simple past?
We can use *used to* or simple past for repeated actions or states, and the meaning is the same.
I used to live in Miami as a child. / I lived in Miami as a child.
But if the action happened only once, or we mention exact dates or number of times, we have to use simple past.
I went to Paris last year. NOT ~~*I used to go to Paris last year.*~~
Jack caught the train to Chicago four times last week. NOT ~~*Jack used to catch the train to Chicago four times last week.*~~

anymore and any longer
We often use *not...anymore / any longer* (= not now) with the simple present to contrast with *used to*.
I used to go to the gym, but I don't (go) anymore / any longer.

be used to and get used to
Don't confuse *used to / didn't use to* (*do* something) with *be used to* or *get used to* (*doing* something).
*I **am used to getting up** early every day.*
(= I am accustomed to it. I always do it, so it is not a problem for me.)
*Lola can't **get used to living** in the US.*
(= She can't get accustomed to it. It is a problem for her.)

a Complete with *used to* (+, −, or ?) and a verb from the list.

argue be get along go out have
like ~~live~~ speak spend wear work

Sonya *used to live* in New York City, but later she moved to New Jersey. +

1 We _____ a lot in common, but now we're completely different. +
2 I _____ much time online, but now I'm addicted to Facebook. −
3 _____ your fiancé _____ glasses? He looks different now. ?
4 I _____ with my classmates, but now I spend all my time with my friend. +
5 Where _____ your husband _____ before he got the job in the bank? ?
6 My sister lost a lot of weight. She _____ so slim. −
7 _____ you _____ a lot with your parents when you were a teenager? ?
8 I _____ Japanese food, but now I eat a lot of sushi. −
9 Laura _____ well with her roommate, but now they don't talk to each other. +
10 My ex _____ to me, but now he calls me a lot. −

b Are the highlighted verb forms right ✓ or wrong ✗? Correct the wrong ones.

Sonya use to see Michael every day. ✗ *used to see*

1 His parents used to split up after he was born.
2 Do you usually tell a close friend about your problems?
3 My sister didn't use to want children, but now she has four!
4 I didn't used to like my math teacher when I was in school.
5 They used to go on vacation every year.
6 That couple has three kids, so they don't use to go out at night.
7 Where did your parents use to meet when they first went out?
8 My husband use to work for a bank, but now he's unemployed.
9 We love the theater. We usually go to a play at least once a month.

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6A

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the passive: *be* + past participle

1 A lot of movies **are shot** on location. (3) 31
Our car **is being repaired** today.
Andy's bike **has been stolen**.
The director died when the movie **was being made**.
You'**ll be picked up** at the airport by one of our staff.
This bill **has to be paid** tomorrow.
2 *Batman Begins* **was directed by** Christopher Nolan.

A lot of movies are shot on location.

1 We often use the passive when it's not said, known, or important who does an action.
Andy's bike has been stolen. (= Somebody has stolen Andy's bike. We don't know who.)
2 If you want to say who did the action, use *by*.
- We can often say things in two ways, in the active or in the passive. Compare:
Batman Begins *was directed by Christopher Nolan.* (= the focus is more on the movie)
Christopher Nolan directed Batman Begins *in 2005.* (= the focus is more on Nolan)
- We form negatives and questions in the same way as in active sentences.
Some movies ***aren't shot*** *on location.*
Is *your car* ***being*** *repaired today?*
- We often use the passive to talk about processes, for example scientific processes, and in formal writing, such as newspaper reports.
Then the water ***is heated*** *to 100 degrees...*
Many buildings in the city ***have been damaged*** *by the earthquake.*

a Circle the correct form, active or passive.

The college *built* / *was built* in the 18th century.
1 The costumes for the show *are making* / *are being made* by hand.
2 The landscape *inspired* / *was inspired* him to write a poem.
3 This castle *hasn't inhabited* / *hasn't been inhabited* for almost a century.
4 The director's last movie *set* / *is set* in the present.
5 The movie *will shoot* / *will be shot* in the fall.
6 The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
7 The house *wasn't using* / *wasn't being used* by the owners during the winter.
8 The makeup artist *has transformed* / *has been transformed* the actor into a monster.
9 They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
10 The photo *took* / *was taken* by my husband on the balcony of our hotel.

b Rewrite the sentences with the passive. Only use *by* if necessary.

People don't use this room very often. *This room isn't used very often.*
1 They subtitle a lot of foreign movies.
A lot of foreign movies _____.
2 García Márquez wrote *Love in the Time of Cholera.*
Love in the Time of Cholera _____.
3 Someone is repairing my laptop.
My laptop _____.
4 They haven't released the DVD of the movie yet.
The DVD of the movie _____.
5 They won't finish the movie until the spring.
The movie _____.
6 You have to pick up the tickets from the box office.
The tickets _____.
7 They hadn't told the actor about the changes in the script.
The actor _____.
8 James Cameron directed *Avatar.*
Avatar _____.
9 They've already recorded the soundtrack.
The soundtrack _____.
10 They were interviewing the director about the movie.
The director _____.

◀ p.55

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6B

GRAMMAR BANK

modals of deduction: *might, can't, must*

might / may **(when you think something is possibly true)**

Tony's phone is turned off. He **might** be on the plane now, or just boarding. (3) 44
Laura **might not** like that skirt. It's not really her style.
I don't know where Kate is. She **may** be at work or at the gym.
I'm surprised that Ted isn't here. He **may not** know that the meeting is today.

can't **(when you are sure something is impossible / not true)**

Brandon **can't** earn much money at his job. He's still living with his parents. (3) 45
That woman **can't** be Jack's wife. Jack's wife has dark hair.

must **(when you are sure something is true)**

The neighbors **must** be out. There aren't any lights on in the house. (3) 46
Your sister **must** have a lot of money if she drives a Porsche.

- We often use *might / may, can't*, or *must* to say how sure or certain we are about something (based on the information we have).
- We don't use *can* instead of *might / may*, NOT ~~*He can be on the plane now.*~~
- In this context the opposite of *must* is *can't*.
  The neighbors must be out. There aren't any lights on in the house. / The neighbors can't be out. All the lights are on in the house. NOT ~~*The neighbors must not be out.*~~

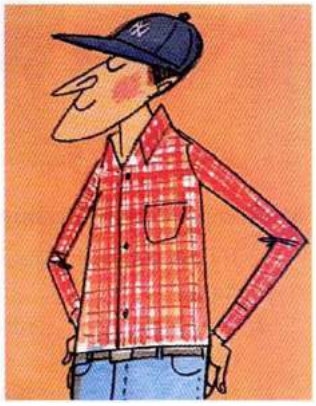
The neighbors must be out. There aren't any lights on in the house.

The neighbors can't be out. All the lights are on in the house.

- We can use *could* instead of *might* in affirmative sentences.
  Jack could (or *might*) *be at the party – I'm not sure.*
- We often use *be* + gerund after *might / must / can't*.
  They must be having a party – the music is very loud.

a Match the sentences.

	He might be American.	[D]	A He's carrying a sports bag.
1	He can't be a college student.	[ ]	B He's carrying a camera and a guide book.
2	He must be cold.	[ ]	C He's looking at a map.
3	He might be going to the gym.	[ ]	D ~~He's wearing a baseball cap.~~
4	He could be lost.	[ ]	E He's looking at job ads in the newspaper.
5	He must be married.	[ ]	F He isn't talking to anybody.
6	He must be a tourist.	[ ]	G He isn't wearing a suit.
7	He can't be enjoying the party.	[ ]	H He's wearing a wedding ring.
8	He may not have a job.	[ ]	I He's not old enough.
9	He can't be a businessman.	[ ]	J He isn't wearing a jacket.



b Cover 1–9 and look at A–J. Remember 1–9.

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

A What does Pete's new friend do?
B I'm not sure, but she *might* be a model. She's very pretty.

1 **A** Do you know anyone who drives a Ferrari?
B Yes, my nephew. I don't know his salary, but he _____ earn a fortune!

2 **A** Why don't you buy this dress for your mom?
B I'm not sure. She _____ like it. It's a little short for her.

3 **A** My sister works as an interpreter for the United Nations.
B She _____ speak a lot of languages to work there.

4 **A** Did you know that Andy's parents have split up?
B Poor Andy. He _____ feel very happy about that.

5 **A** Are your neighbors away? All the windows are closed.
B I'm not sure. I suppose they _____ be on vacation.

6 **A** Where's your colleague today?
B She _____ be sick. She called to say that she's going to the doctor's.

7 **A** Jane is looking at you in a very strange way.
B Yes. I've grown a beard since I saw her last, so she _____ recognize me.

8 **A** My daughter has failed all her exams again.
B She _____ be working very hard if she gets such bad grades.

9 **A** Why is Tina so happy?
B I'm not sure, but she _____ have a new partner.

10 **A** Where's the manager's house?
B I don't know, but he _____ live near the office because he commutes every day by train.

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7A

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

first conditional sentences: *if* + simple present, *will / won't* + base form

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

- We use first conditional sentences to talk about a possible future situation and its consequence.
  1 We use the present tense (NOT the future) after *if* in first conditional sentences. NOT ~~*If you'll work hard you'll pass all your exams.*~~
  2 We can also use an imperative instead of the *will* clause.
  3 We can use *unless* instead of *if...not* in conditional sentences.
  *She won't get into college **unless** she gets good grades / **if** she **doesn't** get good grades.*

future time clauses

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

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

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

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

If I fail my math class, I'*ll take* it again next semester. (take)

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

b Circle the correct word or expression.

I won't go to college *if* / *unless* I don't get good grades.

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

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7B

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second conditional

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

1 If I **had** a job, I'**d get** my own apartment. (4) 17
If David **spoke** good English, he **could get** a job in that new hotel.
I **would get along** 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.
2 If your sister **were** here, she'**d know** what to do.
If it **was** warmer, we **could take** a swim.
3 If I **were** you, I'**d buy** a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence.
  If I had a job... (= I don't have a job – I'm imagining it.)
  1 We use the simple past after *if*, and *would / wouldn't* + base form in the other clause.
- We can also use *could* instead of *would* in the other clause.
  2 After *if* we can use *was* or *were* with *I*, *he*, and *she*.
  3 We often use second conditionals beginning *If I were you, I'd...* to give advice. Here we don't usually use *If I was you...*

First or second conditional?
If I have time, I'll help you. (= this is a real situation; it's possible that I'll have time – first conditional)
If I had time, I'd help you. (= this is a hypothetical / imaginary situation; I don't actually have time – second conditional)

***would / wouldn't* + base form**
We also often use *would / wouldn't* + base form (without an *if* clause) when we talk about imaginary situations.
*My ideal vacation **would be** a week in the Bahamas.*
*I'd never **buy** a car as big as yours.*

a Write second conditional sentences.

I (not live) with my parents if I (not have to)
I wouldn't live with my parents if I didn't have to.

1 Nick (not have to commute) every day if he (work) from home
2 If they (not have) such a noisy dog, they (get along) better with their neighbors
3 I (not buy) that bike if I (be) you – it's too expensive
4 We (sell) our house if somebody (offer) us enough money
5 If my mother-in-law (live) with us, we (get) divorced
6 you (share) an apartment with me if I (pay) half the rent?
7 If my sister (clean) her room more often, it (not be) such a mess
8 You (not treat) me like this if you really (love) me
9 If we (paint) the kitchen white, it (look) bigger
10 you (think) about camping if you (not can afford) to stay in a hotel?

b First or second conditional? Complete with the correct form of the verb.

I'*ll stay* with my sister if I have to go to Boston for my job interview. (stay)
I'd buy my own apartment if I *had* enough money. (have)

1 My kids _____ earlier if they didn't go to bed so late. (get up)
2 Where _____ you _____ if you go to college? (live)
3 If you make dinner, I _____ the dishes. (do)
4 If you _____ your job, what will you do? (lose)
5 We wouldn't have a dog if we _____ a yard. (not have)
6 How will you get to work if you _____ your car? (sell)
7 If we sit in the shade, we _____ sunburned. (not get)
8 If you could change one thing in your life, what _____ it _____? (be)
9 He won't be able to pay next month's rent if he _____ a job soon. (not find)
10 If she had a job, she _____ so late every night. (not stay up)

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8A

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reported speech: sentences and questions

reported sentences

direct statements	reported statements (4 33)
"I like traveling."	She said (that) she liked traveling.
"I'm leaving tomorrow."	He told her (that) he was leaving the next day.
"I'll always love you."	He said (that) he would always love me.
"I passed the exam!"	She told me (that) she had passed the exam.
"I've forgotten my keys."	He said (that) he had forgotten his keys.
"I can't come."	She said (that) she couldn't come.
"I may be late."	He said (that) he might be late.
"I must go."	She said (that) she had to go.

- We use reported speech to report (i.e., to tell another person) what someone said.
- When the reporting verb (*said*, *told*, etc.) is in the past tense, the tenses in the sentence that is being reported usually change like this:
  present > past
  will > *would*
  simple past / present perfect > past perfect

When tenses don't change
When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.
Adam *"I* ***can't come*** *tonight."*
I've just spoken to Adam and he said that he ***can't come*** *tonight.*
Jack *"I really* ***enjoyed*** *my trip."*
Jack told me that he ***really enjoyed*** *his trip.*

- 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.
- You usually have to change the pronouns, e.g., *"I like pop ." Jane said that* ***she*** *liked pop .*
- Using ***that*** after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some other 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****.*

say and tell
Be careful – after *said* don't use a person or an object pronoun:
He said he was tired. NOT ~~*He said me...*~~
After *told* you must use a person or pronoun:
Sarah told Cally that she would call her. NOT ~~*Sarah told that she...*~~
He told me he was tired. NOT ~~*He told he was...*~~

reported questions

direct questions	reported questions (4 34)
"Are you married?"	She asked him if he was married.
"Did she call?"	He asked me whether she had called.
"What's your name?"	I asked him what his name was.
"Where do you live?"	He asked me where I lived.

- When you report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, add *if* (or *whether*).
  "Do you want a drink?" He asked me ***if / whether*** *I wanted a drink.*
- You also have to change the word order to subject + verb, and not use *do / did*.

a Complete the sentences using reported speech.

"I'm in love with another woman."
My friend told me he was in love with another woman.

1 "I'm selling all my books." My brother said _____.
2 "I've booked the flights." Emma told me _____.
3 "Your new dress doesn't suit you." My mother told me _____.
4 "I may not be able to go to the party." Matt said _____.
5 "I won't wear these shoes again." Jenny said _____.
6 "I didn't buy you a present." My friend told me _____.
7 "I must get a dress for the party." Rachel said _____.
8 "I haven't been to the gym for a long time." Kevin said _____.
9 "I found a bargain at the sale." My sister told me _____.
10 "I can't find anywhere to park." Luke told me _____.

b Complete the sentences using reported speech.

"Why did you dump your friend?" My friend asked me *why I had dumped my friend.*

1 "When are you leaving?" My parents asked me _____.
2 "Have you ever been engaged?" She asked him _____.
3 "Will you be home early?" Anna asked Liam _____.
4 "Where do you usually buy your clothes?" My sister asked me _____.
5 "Did you wear a suit to the job interview?" We asked him _____.
6 "Do you ever go to the theater?" I asked Lisa _____.
7 "What time will you arrive?" He asked us _____.
8 "How much money did you spend at the sale?" I asked my friend _____.
9 "Can you help me?" Sally asked the police officer _____.
10 "What size are you?" The salesperson asked me _____.

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gerunds and infinitives

gerund (verb + *-ing*)

1 I'm not very **good at remembering** names. (4) 46
Katie's **given up eating** junk food.
2 **Driving** at night is very tiring.
Shopping is my favorite thing to do on weekends.
3 I **hate not being** on time for things.
I **don't mind getting up** early.

- We use the gerund (verb + *-ing*)
  1 after prepositions and phrasal verbs.
  2 as the subject of a sentence.
  3 after some verbs, e.g., *hate, spend, don't mind.*
- Common verbs that take the gerund include: **admit, avoid, deny, dislike, enjoy, feel like, finish, hate, keep, like, love, mind, miss, practice, prefer, recommend, spend time, stop, suggest,** and phrasal verbs, e.g., **give up, go on,** etc.
- The negative gerund = *not* + verb + *-ing*

the infinitive

1 My apartment is very **easy to find**. (4) 47
2 Simon is saving money **to buy** a new car.
3 My sister has never **learned to drive**. **Try not to make** noise.

- We use the infinitive
  1 after adjectives.
  2 to express a reason or purpose.
  3 after some verbs, e.g., *want, need, learn.*
- Common verbs that take the infinitive include: **(can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like.**
- The negative infinitive = *not to* + verb.

- More verbs take the infinitive than the gerund.
- These common verbs can take either the infinitive or gerund with no difference in meaning: **start, begin, continue,** e.g., *It started to rain. It started raining.*

Verb + person + infinitive
We also use the infinitive after some verbs, e.g., *ask, tell, want, would like* + person.
Can you ask the manager to come?
She told him not to worry.
I want you to do this now.
We'd really like you to come.

the base form

1 I **can't drive**. (4) 48
We **must hurry**.
2 She always **makes** me **laugh**.
My parents didn't **let** me **go** out last night.

- We use the base form
  1 after most modal and auxiliary verbs.
  2 after *make* and *let.*

Verbs that 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 call him. (= don't forget to do it)*
I ***remember*** *meeting him years ago. (= I have a memory of it)*

a Circle the correct form.

I'm in charge of *recruiting* / *to recruit* new staff.
1 It's important for me *spending* / *to spend* time with my family.
2 *Applying* / *Apply* for a job can be complicated.
3 The manager asked me *not saying* / *not to say* anything about the downsizing.
4 My boss wants me *start* / *to start* work earlier.
5 Be careful *not asking* / *not to ask* her about her boyfriend – they broke up.
6 We kept *working* / *to work* until we finished.
7 Dave is very good at *solving* / *to solve* logic problems.
8 The best thing about weekends is *not going* / *not to go* to work.
9 Layla gave up *modeling* / *to model* when she had a baby.
10 I took a training course *to learning* / *to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute leave lock not make
retire ~~set up~~ wear work not worry

I'd like *to set up* my own company.
1 My parents are planning _____ before they are 65.
2 Rob spends three hours _____ to work and back every day.
3 Mark's wife told him _____ about the problems he had at work.
4 Did you remember _____ the door?
5 In the end I decided _____ the shoes because they were very expensive.
6 The manager lets us _____ early on Fridays.
7 All employees must _____ a jacket and tie at work.
8 Please try _____ anymore mistakes in the report.
9 I don't mind _____ overtime during the week.

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9A

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third conditional

If I'd **known** about the meeting, I **would have gone**. (5.3)
If James **hadn't gone** to the training course, he **wouldn't have met** his wife.
You **wouldn't have lost** your job if you **hadn't been** late every day.
Would you **have gone** to the party if you'd **known** Lisa was there?

- We usually use third conditional sentences to talk about how things could have been different in the past, i.e., for hypothetical / imaginary situations. Compare:
  Yesterday I got up late and missed my train. (= the real situation)
  If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, use *if* + past perfect and *would have* + past participle.
- The contraction of both *had* and *would* is *'d*.
- We can use *might* or *could* instead of *would* to make the result less certain.
  If she'd studied harder, she might have passed the exam.

a Match the phrases.

	Billy wouldn't have injured his head	D	A if you'd gone to college?
1	If I'd driven any faster,		B you wouldn't have been so cold.
2	Jon might have gotten the job		C if I'd asked you?
3	She would have hurt herself badly		D ~~if he had worn his helmet.~~
4	If Katy hadn't gone to the party,		E she wouldn't have met her new friend.
5	What would you have studied		F if he'd been on time for his interview.
6	How would you have gotten to the airport		G if they had come with us.
7	If you'd worn a warmer coat,		H if she'd fallen down the stairs.
8	Your parents would have enjoyed the trip		I I could have gotten a speeding ticket.
9	Would you have helped me		J if the trains had been on strike?

b Cover A–J. Look at 1–9 and try to remember the end of the sentence.

c Complete the third conditional sentences with the correct form of the verbs.

If Tom *hadn't gone* to college, he *wouldn't have met* Sarah. (not go, not meet)

1 If you _____ me to the airport, I _____ my flight. (not take, miss)
2 We _____ the game if the referee _____ us a penalty. (not win, not give)
3 You _____ the weekend if you _____ with us. (enjoy, come)
4 If I _____ the theater tickets online, they _____ more expensive. (not buy, be)
5 Mike _____ his wife's birthday if she _____ him. (forget, not remind)
6 If the police _____ five minutes later, they _____ the thief. (arrive, not catch)
7 If you _____ me the money, I _____ to go away for the weekend. (not lend, not be able)
8 You _____ yourself if you _____ off the horse. (hurt, fall)
9 We _____ the hotel if we _____ the sign. (not find, not seen)
10 If I _____ about the job, I _____ for it. (know, apply)

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quantifiers

large quantities

1 My uncle and aunt have **a lot of** money. (5)10
Nina has **lots of** clothes.
2 James eats **a lot**.
3 There aren't **many** cafes near here.
Do you have **many** close friends?
Do you watch **much** TV?
I don't eat **much** chocolate.
4 Don't run. We have **plenty of** time.

1 Use *a lot of* or *lots of* in [+] sentences.
2 Use *a lot* when there is no noun, e.g., *He talks a lot.* NOT ~~*He talks a lot of.*~~
3 *much / many* are usually used in [-] sentences and [?], but *a lot of* can also be used.
4 Use *plenty of* in [+] sentences. (= more than enough)

small quantities

1 **A** Do you want some more ice cream? (5)11
B Just **a little**.
The town only has **a few movie theaters**.
2 I'm so busy that I have **very little time** for myself.
Sarah isn't popular and she has **very few friends**.

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

more or less than you need or want

1 I don't like this city. It's **too big** and it's **too noisy**. (5)12
2 There's **too much traffic** and **too much noise**.
There are **too many tourists** and **too many cars**.
3 There aren't **enough parks** and there aren't **enough trees**.
The buses aren't **frequent enough**.
The buses don't run **frequently enough**.

There's too much traffic and too much noise.

1 Use *too* + adjective.
2 Use *too much* + uncountable nouns and *too many* + plural countable nouns.
3 Use *enough* before a noun, e.g., *enough eggs*, and after an adjective, e.g., *It isn't big enough*, or an adverb, e.g., *You aren't walking fast enough.*

zero quantity

1 There **isn't any** room in the car. (5)13
We **don't have any** eggs.
2 There's **no** room in the car. We **have no** eggs.
3 **A** How many eggs do we have?
B **None**. I've used them all.

1 Use *any* (+ noun) for zero quantity with a [-] verb.
2 Use *no* + noun with a [+] verb.
3 Use *none* (without a noun) in short answers.

a Circle the correct answer. Check ✓ if both are possible.

My husband has *too much* / *too many* electronic gadgets.

1 I just have to reply to *a few* / *a little* emails and then I'll be finished.
2 Do you spend *much* / *many* time on social networking sites?
3 My bedroom is a nice size. There's *enough room* / *plenty of room* for a desk.
4 I know *very few* / *very little* people who speak two foreign languages.
5 My brother has downloaded *a lot of* / *lots of* apps onto his new phone.
6 I have some cash on me, but not *a lot* / *a lot of.*
7 Their new TV is *too* / *too much* big. It hardly fits in the living room.
8 *There aren't any* / *There are no* potatoes. I forgot to buy some.
9 My niece isn't *old enough* / *enough old* to play with a game console.
10 I don't have *a lot of* / *many* friends on Facebook.

b Check ✓ the correct sentences. Correct the mistakes in the highlighted phrases.

My nephew got **lots of video games** for his birthday. ✓
I don't post **much videos** on Facebook. *many videos*

1 How many presents did you get? **A lot of**!
2 I buy **very few paper books** now because I have an e-reader.
3 **I don't use no social networks** because I don't like them.
4 Please turn that music down. It's **too much loud**!
5 **There aren't many good shows** on TV tonight.
6 My Internet connection **isn't enough fast** for me to download movies.
7 I make **too much phone calls**. My phone bill is enormous!
8 **A** How much fruit do we have?
B **Any**. Can you buy some?
9 There are **only a little websites** that I use regularly.
10 Karen has **plenty of money**, so she always has the latest gadgets.

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10A

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relative clauses

defining relative clauses (giving essential information)

1 Julia's the woman **who** / **that** works in the office with me. (5 29)
It's a self-help book **that** / **which** teaches you how to relax.
That's the house **where** I was born.
2 Is Frank the man **whose** brother plays for the Lakers?
It's a plant **whose** leaves change color in spring.
3 I just got a text from the girl (**who** / **that**) I met on the flight to Paris.
This is the new phone (**that** / **which**) I bought yesterday.

To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject) + verb.

1 Use the relative pronoun *who* / *that* for people, *that* / *which* for things / animals, and *where* for places.
- *That* is more common than *which* in defining clauses.
  - You cannot omit *who* / *which* / *that* / *where* in this kind of clause. NOT ~~*Julia's the woman works in the office with me.*~~
2 Use *whose* to mean "of who" or "of which."
3 *who, which,* and *that* can be omitted when the verbs in the main clause and the relative clause **have a different subject**, e.g., *She's the girl I met on the plane.*
  - *where* and *whose* can never be omitted, e.g., NOT ~~*Is that the woman dog barks?*~~

non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of dollars. (5 30)
Last week I visited my aunt, **who's** nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbor, **whose** son goes to my son's school, has just remarried.

- Non-defining relative clauses give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.
  This painting, ~~which was painted in 1860~~, is worth millions of dollars.
- Non-defining relative clauses must go between commas (or a comma and a period).
- 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*. NOT ~~*This painting, that was painted in 1860, is worth millions of dollars.*~~

This painting, which was painted in 1860, is worth millions of dollars.

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

Mountain View is the area *where* Steve Jobs grew up.

1 Rob and Corinna, _____ have twins, often need a babysitter.
2 The White House, _____ the president of the United States lives, is in Washington, D.C.
3 The sandwich _____ you made me yesterday was delicious.
4 The woman _____ lived here before us was a writer.
5 Stieg Larsson, _____ books form the *Millennium Trilogy*, died in 2004.
6 My computer is a lot faster than the one _____ you bought.
7 The *Mona Lisa*, _____ has been damaged several times, is now displayed behind bulletproof glass.
8 Look! That's the woman _____ dog bit me last week.
9 On our last vacation we visited Stratford-Upon-Avon, _____ Shakespeare was born.
10 We all went to the game except Marianne, _____ doesn't like basketball.
11 That man _____ you saw at the party was my friend!
12 That's the park _____ I learned to ride a bike.

b Look at the sentences in **a**. Check ✓ the sentences where you could leave out the relative pronoun.

c Add commas where necessary in the sentences.

Caroline, who lives next door to me, is beautiful.

1 This is the place where John crashed his car.
2 The museum that we visited yesterday was amazing.
3 Beijing which is one of the world's biggest cities hosted the 2008 Olympic Games.
4 Michael Jackson's *Thriller* which was released in 1982 was one of the best-selling albums of the 80s.
5 These are the shoes that I'm wearing to the party tonight.
6 Sally and Joe who got married last year are expecting their first baby.

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10B

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tag questions

tag questions

affirmative verb, negative tag	negative verb, affirmative tag (5 38)
It's cold today, isn't it?	She isn't here today, is she?
You're Peruvian, aren't you?	You aren't angry, are you?
They live in Ankara, don't they?	They don't like pizza, do they?
The game ends at 8:00, doesn't it?	Lucy doesn't eat meat, does she?
Your sister worked in the US, didn't she?	You didn't like the movie, did you?
We've met before, haven't we?	Mike hasn't been to Beijing before, has he?
You'll be OK, won't you?	You won't tell anyone, will you?
You'd go on vacation with me, wouldn't you?	Sue wouldn't quit her job, would she?

- Tag questions (*is he?, aren't they?, do you?, did we?*, etc.) are often used to check something you already think is true.
  Your name's Maria, isn't it?
- To form a tag question use:
  – the correct auxiliary verb, e.g., *do / does, be* for the present, *did* for the past, *will / won't* for the future, etc.
  – a pronoun, e.g., *he, it, they*, etc.
  – a negative auxiliary verb if the sentence is affirmative and an affirmative auxiliary verb if the sentence is negative.

a Match the phrases.

	You know that man,	G	A didn't you?
1	You're going out with him,	☐	B will you?
2	You haven't told your family about him,	☐	C did you?
3	You met him last month,	☐	D won't you?
4	You were at the same party,	☐	E have you?
5	You didn't know he was a criminal,	☐	F weren't you?
6	You aren't happy in the relationship,	☐	G ~~don't you?~~
7	You don't want to see him again,	☐	H are you?
8	You'll tell us the truth,	☐	I aren't you?
9	You won't tell any lies,	☐	J don't you?
10	You understand what I'm saying,	☐	K do you?

b Complete with a tag question (*are you?, isn't it?*, etc.).

Your name's Jack, *isn't it*?

1 Your brother works at the gas station, _____?
2 They don't have any proof, _____?
3 That man isn't the murderer, _____?
4 You were a witness to the crime, _____?
5 The police have arrested someone, _____?
6 The woman wasn't dead, _____?
7 That girl took your bag, _____?
8 He won't go to prison, _____?
9 You haven't seen the suspect, _____?
10 They didn't have enough evidence, _____?

◀ p.99

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Food and cooking

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1 FOOD

a Match the words and pictures.

Fish and seafood

1 carp
mullet
salmon /ˈsæmən/
shrimp /ʃrɪmp/
squid /skwɪd/
tuna /ˈtunə/

Meat

beef /bif/
chicken /ˈtʃɪkən/
duck /dʌk/
lamb /læm/

Fruits and vegetables

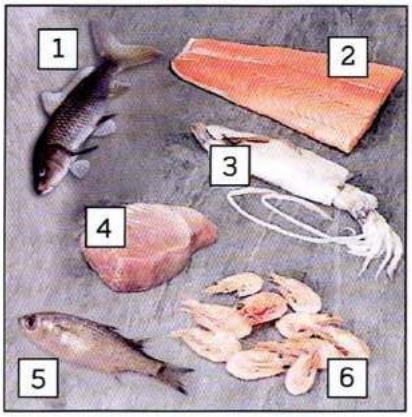
beet /bit/
cabbage /ˈkæbɪdʒ/
cherries /ˈtʃɛriz/
cucumber /ˈkyukʌmbər/
eggplant /ˈɛgplænt/ (*BritE* aubergine)
grapes /greɪps/
green beans /grin binz/
lemon /ˈlɛmən/
mango /ˈmæŋgoʊ/
melon /ˈmɛlən/
peach /pitʃ/
pear /pɛr/
raspberries /ˈræzbɛriz/
red pepper /rɛd ˈpɛpər/
zucchini /zuˈkini/ (*BritE* courgette)

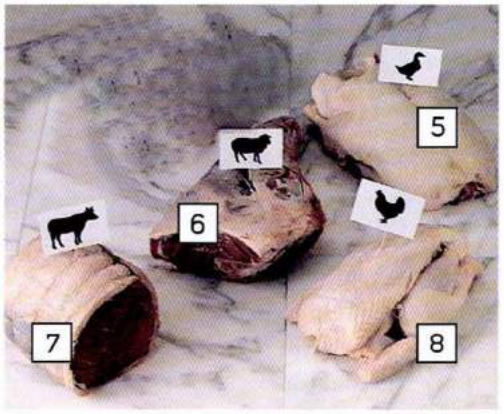
b 12 Listen and check.

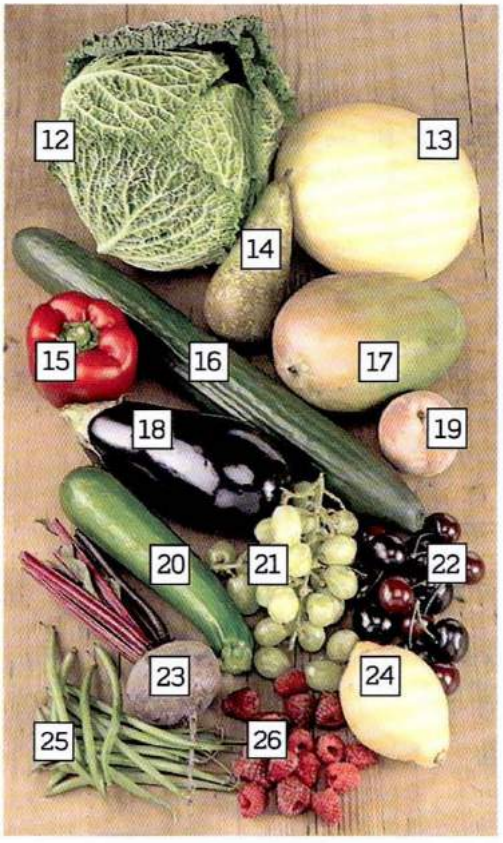
c Are there any things in the list that you...?

a love
b hate
c have never tried

d Are there any other kinds of fish, meat, or fruits and vegetables that are very common in your country?

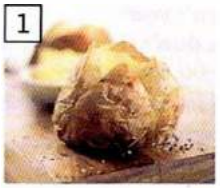


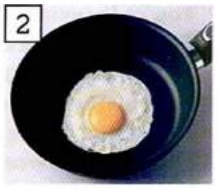


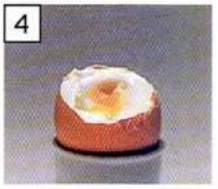


2 COOKING

a Match the words and pictures.







4 boiled /bɔɪld/
roasted /roʊstɪd/
baked /beɪkt/
grilled /grɪld/
fried /fraɪd/
steamed /stimd/

b 13 Listen and check.

c How do you prefer these things to be cooked?

eggs	chicken
potatoes	**fish**

Phrasal verbs

Learn these phrasal verbs connected with food and diet.

*I **eat out** a lot because I don't really have time to cook.* (= eat in restaurants)

*I'm trying to **cut down on** coffee right now. I'm only having one cup at breakfast.* (= have less)

*The doctor told me I had very high cholesterol and that I should completely **cut out** all high-fat cheese and dairy products from my diet.* (= eliminate)

◀ p.4

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Personality

1 WHAT ARE THEY LIKE?

a Complete the definitions with the adjectives.

affectionate /ə'fɛkʃənət/ aggressive /ə'grɛsɪv/
ambitious /æm'bɪʃəs/ anxious /'æŋkʃəs/ bossy /'bɔsi/
charming /'tʃɑrmɪŋ/ competitive /kəm'pɛtətɪv/
independent /ɪndɪ'pɛndənt/ jealous /'dʒɛləs/
moody /'mudi/ rebellious /rɪ'bɛlyəs/ reliable /rɪ'laɪəbl/
~~selfish~~ /'sɛlfɪʃ/ sensible /'sɛnsəbl/ sensitive /'sɛnsətɪv/
sociable /'soʊʃəbl/ spoiled /spɔɪld/ stubborn /'stʌbərn/

1 *Selfish* people think about themselves and not about other people.
2 A _____ person always wants to win.
3 _____ children behave badly because they are given everything they want.
4 An _____ person gets angry quickly and likes fighting and arguing.
5 _____ people have an attractive personality and make people like them.
6 A _____ person has common sense and is practical.
7 A _____ person is friendly and enjoys being with other people.
8 _____ people are often worried or stressed.
9 A _____ person is happy one minute and sad the next, and is often bad-tempered.
10 _____ people like doing things on their own, without help.
11 A _____ person likes giving orders to other people.
12 An _____ person shows that he or she loves or likes people very much.
13 A _____ person thinks that someone loves another person more than him or her, or wants what other people have.
14 A _____ person can be easily hurt or offended.
15 An _____ person wants to be successful in life.
16 A _____ person is someone who you can trust or depend on.
17 A _____ person doesn't like obeying rules.
18 A _____ person never changes his (or her) opinion or attitude about something.

b 1 23 Listen and check.

c Cover the definitions and look at the adjectives. Remember the definitions.

2 OPPOSITES

a Match the adjectives and their opposites.

cheap /tʃip/ hardworking /hɑrd'wərkɪŋ/
outgoing /'aʊtgoʊɪŋ/ self-confident /sɛlf 'kɑnfədənt/
stupid /'stupəd/ talkative /'tɔkətɪv/

	Opposite
generous	_____
insecure	_____
lazy	_____
quiet	_____
shy	_____
smart	_____

b 1 24 Listen and check. Then cover the opposites and test yourself.

c With a partner, look at the adjectives again in **1** and **2**. Do you think they are positive, negative, or neutral characteristics?

3 NEGATIVE PREFIXES

a Which prefix do you use with these adjectives? Put them in the correct column.

~~ambitious~~ clean friendly honest imaginative
kind mature organized patient reliable
responsible selfish sensitive sociable

un- / dis-	im- / ir- / in-
unambitious	

b 1 25 Listen and check. Which of the new adjectives has a positive meaning?

c Cover the columns. Test yourself.

False friends

Some words in English are very similar to words in other languages, but have different meanings.

Sensible looks very similar to *sensible* in Spanish and French, but in fact in English it means someone who has common sense and is practical. The Spanish / French word *sensible* translates as ***sensitive*** in English (to describe a person who is easily hurt).

Sympathetic does not mean the same as *sempatik* in Turkish (which mean ***nice, friendly***). In English, ***sympathetic*** means a person who understands other people's feelings, e.g., *My best friend was very sympathetic when I failed my exam last week.*

◀ p.11

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Money

1 VERBS

a Complete the sentences with a verb from the list.

be worth /bi wərθ/ borrow /'bɑroʊ/ can't afford /kænt ə'fɔrd/ charge /tʃɑrdʒ/ cost /kɔst/ earn /ərn/ inherit /ɪn'hɛrət/ invest /ɪn'vɛst/ lend /lɛnd/ owe /oʊ/ raise /reɪz/ save /seɪv/ waste /weɪst/

1	My uncle died and left me $2,000.	I'm going to *inherit* $2,000.
2	I put some money aside every week for my next vacation.	I _____ money every week.
3	My brother promised to give me $50.	He promised to _____ me $50.
4	I need to ask my mom to give me $20.	I need to _____ $20 from my mom.
5	I often spend money on stupid things.	I often _____ money.
6	I don't have enough money to buy that car.	I _____ to buy that car.
7	I usually have to pay the mechanic $400 to fix my car.	The mechanic _____ me $400.
8	These shoes are very expensive. They are $200.	They _____ $200.
9	Jim gave me $100. I haven't paid him back yet.	I _____ Jim $100.
10	I want to put money in a bank account. They'll give me 5% interest.	I want to _____ some money.
11	I work in a supermarket. They pay me $1,600 a month.	I _____ $1,600 a month.
12	I could sell my house for about $200,000.	My house _____ about $200,000.
13	We need to get people to give money to build a new hospital.	We want to _____ money for the new hospital.

b 1.35 Listen and check. Cover the sentences on the right. Try to remember them.

2 PREPOSITIONS

a Complete the **Preposition** column with a word from the list.

by for (x2) from in (x2) into on to

	Preposition
1 Would you like to pay ___ cash or ___ credit card?	*in, by*
2 I paid ___ the dinner last night. It was my birthday.	
3 I spent $50 ___ books yesterday.	
4 My uncle invested all his money ___ real estate.	
5 I don't like lending money ___ friends.	
6 I borrowed a lot of money ___ the bank.	
7 They charged me $120 ___ a haircut!	
8 I never get ___ debt. I hate owing people money.	

b 1.36 Listen and check.

c Cover the **Preposition** column. Look at the sentences and remember the prepositions.

3 NOUNS

a Match the nouns and definitions.

ATM (*BritE* cash machine) /eɪ ti 'ɛm/ bill /bɪl/ coin /kɔɪn/ loan /loʊn/ mortgage /'mɔrgɪdʒ/ salary /'sæləri/ tax /tæks/

1	*coin*	a piece of money made of metal
2	_____	a piece of paper that shows how much money you have to pay for something
3	_____	the money you get for the work you do
4	_____	money that you pay to the government
5	_____	money that somebody (or a bank) lends you
6	_____	money that a bank lends you to buy a house
7	_____	a machine where you can get money

b 1.37 Listen and check. Cover the words and look at the definitions. Try to remember the words.

Phrasal verbs

*I **took out** $200 from an ATM.* (= took from my bank account)

*When can you **pay** me **back** the money I lent you?* (= return)

*I have to **live off** my parents while I'm in college,* (= depend on financially)

*It's difficult for me and my wife to **live on** only one salary.* (= have enough money for basic things you need to live)

◀ p.14

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Transportation

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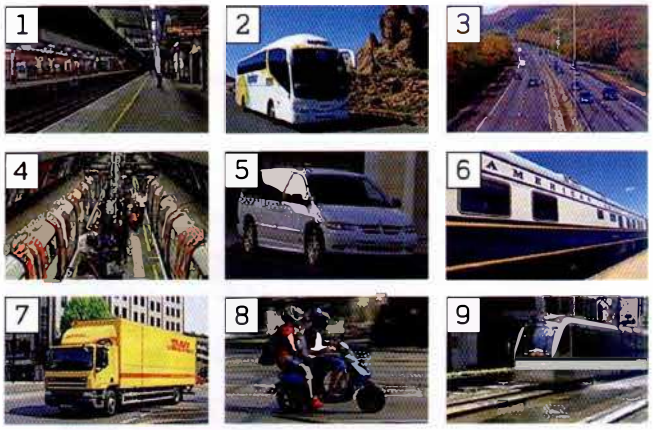
1 PUBLIC TRANSPORTATION AND VEHICLES



a Match the words and pictures.

- bus /bʌs/
- freeway /ˈfriweɪ/
- light rail /laɪt reɪl/
- 1 platform /ˈplætfɔrm/
- scooter /ˈskutər/
- subway /ˈsʌbweɪ/ (*BritE* the underground)
- train /treɪn/
- truck /trʌk/
- van /væn/

b 2 2)) Listen and check.

c Cover the words and look at the pictures. Try to remember the words.

2 ON THE ROAD

Compound nouns
Compound nouns are two nouns together where the first noun describes the second, e.g., a *child seat* = a seat for a child, a *bus stop* = a place for buses to stop, etc. In compound nouns, the first noun is stressed more strongly than the second. There are many compound nouns related to road travel.

a Complete the compound nouns.

belt /bɛlt/ camera /ˈkæmrə/ crash /kræʃ/ hour /ˈaʊər/ jam /dʒæm/ lane /leɪn/ light /laɪt/ limit /ˈlɪmət/ stand /stænd/ station /ˈsteɪʃn/ ticket /ˈtɪkət/ walk /wɔk/ work /wərk/ zone /zoʊn/

1 bicycle *lane*

2 car _____

3 cross _____

4 gas _____

5 parking _____

6 pedestrian _____

7 road _____

8 rush _____

9 seat _____

10 speed _____

11 speed _____

12 taxi _____

13 traffic _____

14 traffic _____

b 2 3)) Listen and check. Then cover the compound nouns and look at the pictures. Remember the compound nouns.

3 HOW LONG DOES IT TAKE?

How long does it take?
It **takes** about an hour to get from Princeton to New York City by train.
It **took (me)** more than an hour to get to work yesterday.
How long does it take (you) to get to school?
Use *take* (+ person) + time (+ *to get to*) to talk about the duration of a trip, etc.

Read the information box above. Then ask and answer the questions with a partner.

1. How do you get to work / school? How long does it take?
2. How long does it take to get from your house to the center of town?

Phrasal verbs
Learn these phrasal verbs connected with transportation and travel.
*We **set off** at 7:00 in the morning to try to avoid the traffic.* (= leave on a trip)
*I arrive at 8:15. Do you think you could **pick** me **up** at the station?* (= go somewhere in a car and get him/her, etc.)
*I got on the wrong bus, and I **ended up** on the opposite side of town.* (= find yourself in a place / situation that you did not expect)
*We're **running out of** gas. Let's stop at the next gas station.* (= finish your supply of something)
***Watch out!** / **Look out!** You're going to crash!* (= be careful or pay attention to something dangerous)

◀ p.24

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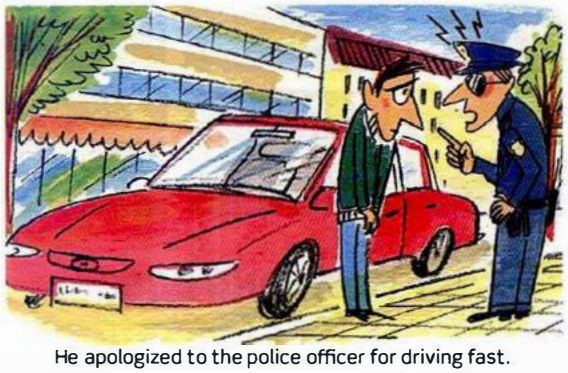
Dependent prepositions

1 AFTER VERBS

a Complete the **Preposition** column with a word from the list.

about at between for in of on to with



He apologized to the police officer for driving fast.

b (2.25) Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

		Preposition
1	He apologized ___ the police officer ___ driving fast.	*to* , *for*
2	We're arriving ___ Miami on Sunday.	___
3	We're arriving ___ O'Hare Airport at 3:45.	___
4	Who does this book belong ___ ?	___
5	I never argue ___ my husband ___ money.	___ , ___
6	Could you ask the waiter ___ the check?	___
7	Do you believe ___ ghosts?	___
8	I can't choose ___ these two bags.	___
9	We might go out. It depends ___ the weather.	___
10	I dreamed ___ my childhood last night.	___
11	Don't laugh ___ me! I'm doing my best!	___
12	I'm really looking forward ___ the party.	___
13	If I pay ___ the gas, can you pay for the parking?	___
14	This music reminds me ___ our honeymoon in Italy.	___
15	I don't spend a lot of money ___ clothes.	___

2 AFTER ADJECTIVES

a Complete the **Preposition** column with a word from the list.

about at for from in of on to with

My brother is afraid of* bats.

*also *scared of* and *frightened of*

b (2.26) Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

> **Gerunds after prepositions**
> Remember that after a preposition we use a verb in the gerund (+ *-ing*).
> *We're really excited* ***about going*** *to Brazil.*
> *I'm tired* ***of walking****.*

◀ *p.31*

		Preposition
1	My brother is afraid* ___ bats.	*of*
2	She's really angry ___ her friend ___ last night.	___
3	I've never been good ___ sports.	___
4	Eat your vegetables. They're good ___ you.	___
5	I'm very close ___ my older sister.	___
6	This exercise isn't very different ___ the last one.	___ (or *to*)
7	We're really excited ___ going to Brazil.	___
8	I'm fed up ___ listening to you complaining.	___
9	Krakow is famous ___ its main square.	___
10	My sister is very interested ___ astrology.	___
11	I'm very fond ___ my little nephew. He's adorable.	___
12	She's very passionate ___ riding her bike. She does about 30 miles every weekend.	___
13	I don't like people who aren't kind ___ animals.	___
14	She used to be married ___ a pop star.	___
15	I'm really happy ___ my new motorcycle.	___
16	My dad was very proud ___ learning to ski.	___
17	Why are you always rude ___ waiters and salespeople?	___
18	Rachel is worried ___ losing her job.	___
19	I'm tired ___ walking. Let's stop and rest.	___

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Sports

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1 PEOPLE AND PLACES

a Match the words and pictures.

- captain /ˈkæptən/
- coach /koʊtʃ/
- 1 fans /fænz/
- players /ˈpleɪərz/
- referee /rɛfəˈri/ / umpire /ˈʌmpaɪər/
- spectators /ˈspɛkteɪtərz/ / the crowd /kraʊd/
- team /tim/
- stadium /ˈsteɪdiəm/
- sports arena /spɔrts əˈrinə/

b 3.2 Listen and check. Cover the words and look at the pictures. Test yourself.

c Match the places and sports.

course /kɔrs/ ~~court~~ /kɔrt/ field /fild/
pool /pul/ slope /sloʊp/ track /træk/

1 tennis / basketball *court*
2 soccer / baseball _____
3 swimming / diving _____
4 running / horse racing _____
5 golf _____
6 ski _____

d 3.3 Listen and check. Then test a partner.

A (book open) say a sport, e.g., *tennis*.
B (book closed) say where you play it, e.g., *tennis court*.

2 VERBS

> **win and beat**
> You *win* a game, competition, medal, or trophy.
> You *beat* another team or person NOT ~~*The Red Sox won the Yankees*~~.

a Complete with the past tense and past participles.

beat	*beat*	_____
win	_____	_____
lose	_____	_____
tie	_____	_____

b Complete the **Verb** column with the past tense of a verb from **a**.

	Verb
1 Costa Rica the US 3–0.	_____
2 Costa Rica the game 3–0.	_____
3 The Chicago Bulls 78–91 to the Boston Celtics.	_____
4 Spain with Brazil 2–2.	_____

c 3.4 Listen and check **a** and **b**.

d Complete the **Verb** column with a verb from the list.

do get injured get in shape go kick score throw ~~train~~

	Verb
1 Professional sportspeople have to every day.	*train*
2 Don't play tennis on a wet court. You might .	_____
3 A soccer player has to try to the ball into the goal.	_____
4 I've started going to the gym because I want to .	_____
5 Our new striker is going to a lot of goals.	_____
6 Would you like to swimming this afternoon?	_____
7 My brothers yoga and tai-chi.	_____
8 In basketball, players the ball to each other.	_____

e 3.5 Listen and check. Cover the **Verb** columns in **b** and **d**. Test yourself.

> **Phrasal verbs**
> *It's important to **warm up** before you do any vigorous exercise.* (= do light exercise to get ready, e.g., for a game)
> *My daughter **works out** every afternoon.* (= exercises at a gym)
> *My team was **knocked out** in the semi-finals.* (= eliminated)

◀ p.44

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Relationships

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1 PEOPLE

a Match the words and definitions.

classmate /ˈklæsmeɪt/
close friend /kloʊs frɛnd/
colleague /ˈkɑlig/ ~~couple~~ /ˈkʌpl/
ex /ɛks/ fiancé /fiɑnˈseɪ/ (*female* fiancée)
partner /ˈpɑrtnər/ roommate /ˈrʊmmeɪt/

1 *couple* — two people who are married or in a romantic relationship
2 _____ — your husband, wife
3 _____ — the person that you are engaged to be married to
4 _____ — a person that you share an apartment or house with
5 _____ — a person that you work with
6 _____ — (*colloquial*) a person that you used to have a relationship with
7 _____ — a very good friend that you can talk to about anything
8 _____ — a friend from school or college

b 3 19 Listen and check. Cover the definitions and look at the words. Remember the definitions.

2 VERBS AND VERB PHRASES

a Complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up get along get in touch get married
get to know go out together have something in common lose touch ~~meet~~
propose

1 I *met* _____ Mark when I was studying at Boston University.
2 We _____ each other quickly because we went to the same classes.
3 We soon _____, and we discovered that we _____ a lot _____. For example, we both liked art and music.
4 We _____ in our second semester, and we fell in love.
5 We _____ for two years, but we argued a lot, and in our last semester of school, we _____.
6 After we graduated from college, we _____ because I moved to Chicago, and he stayed in Boston.
7 Five years later, we _____ again on Facebook. We were both still single, and Mark had moved to Chicago, too.
8 This time we _____ better than before, maybe because we were older.
9 After two months Mark _____ and I accepted.
10 We _____ last summer. A lot of our old college friends came to the wedding!

b 3 20 Listen and check.

c Look at the pictures. Try to remember the story.

Colloquial language
I went out last night with some ***buddies****.* (= friends)
I'm really into *a girl I met in class last week.* (= I'm attracted to her)
Jane ***dumped*** *her boyfriend last night!* (= told him that their relationship was over)
My younger sister ***has a crush on*** *Justin Bieber!* (= be madly in love with when you are young)

Phrasal verbs
My sister and her friend ***broke up / split up*** *last month.* (= ended their relationship)
My brother has been ***going out with*** *his friend for two years.* (= meeting)

◀ p.50

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Movies

1 KINDS OF MOVIES

a Match the photos with the kinds of movies.

- an action movie /'ækʃn 'muvi/
- an animated movie /'ænəmeɪtəd 'muvi/
- a comedy /'kɑmədi/
- 1 a drama /'drɑmə/
- a historical movie /hɪ'stɔrɪkl 'muvi/
- a horror movie /'hɔrər 'muvi/
- a musical /'myuzɪkl/
- a romantic comedy /roʊ'mæntɪk 'kɑmədi/
- a science fiction movie /'saɪəns 'fɪkʃn 'muvi/
- a thriller /'θrɪlər/
- a war movie /wɔr 'muvi/
- a western /'wɛstərn/

b 3.33 Listen and check.

c Think of a famous movie for each kind.

d What kind of movie is often...?

funny violent exciting scary moving

e What kind of movies do you / don't you like? Why?

> **movie and film**
> *Movie* and *film* mean the same, but *film* is more common in British English.

2 PEOPLE AND THINGS

a Match the nouns and definitions.

audience /'ɔdiəns/ cast /kæst/ extra /'ɛkstrə/ plot /plɑt/ review /rɪ'vyu/ scene /sin/ script /skrɪpt/ sequel /'sikwəl/ soundtrack /'saʊndtræk/ special effects /'spɛʃl ɪ'fɛkts/ star /stɑr/ subtitles /'sʌbtaɪtlz/

1 *cast* all the people who act in a movie
2 _____ (also *verb*) the most important actor or actress in a movie
3 _____ the music of a movie
4 _____ the story of a movie
5 _____ a part of a movie happening in one place
6 _____ the people who watch a movie in a movie theater
7 _____ a move that continues the story of an earlier movie
8 _____ images often created by a computer
9 _____ the words of the movie
10 _____ a person in a movie who has a small unimportant part, e.g., in a crowd scene
11 _____ the translation of the dialogue into another language
12 _____ an article that gives an opinion on a new movie, book, etc.

b 3.34 Listen and check. Cover the definitions and look at the words. Remember the definitions.

3 VERBS AND PHRASES

a Match sentences 1–6 with sentences A–F.

1 It **was directed** by Tate Taylor.
2 It **was dubbed** into other languages.
3 Viola Davis **played the part of** Aibileen Clark.
4 The movie **is set** in Mississippi in the US during the 1960s.
5 It **is based on** the novel of the same name by Kathryn Stockett.
6 It **was shot (filmed) on location** in Greenwood, Mississippi.

A It was situated in that place at that time.
B He was the director.
C This was her role in the movie.
D The voices of foreign actors were used.
E It was an adaptation of the book.
F It was filmed in the real place, not in a studio.

> **be on**
> *be on* = being shown on TV
> *What's **on** TV tonight?*

b 3.35 Listen and check. Cover 1–6 and look at A–F. Remember 1–6.

◀ p.56

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The body

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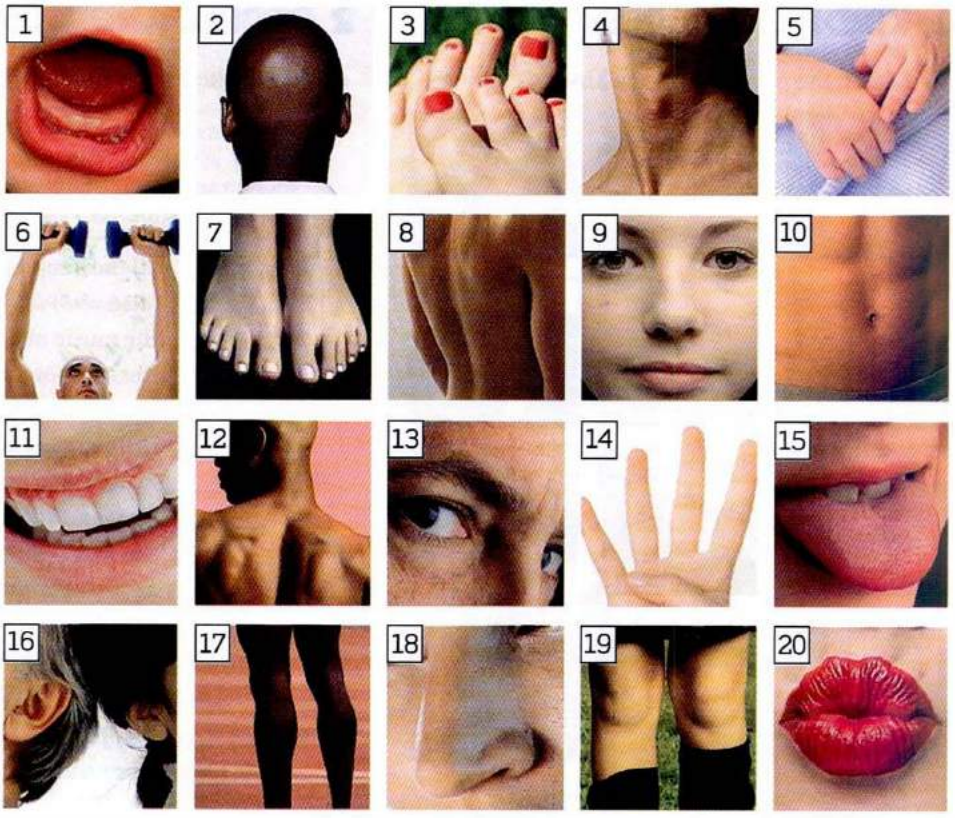
1 PARTS OF THE BODY

a Match the words and pictures.

- arms /ɑrmz/
- back /bæk/
- ears /ɪrz/
- eyes /aɪz/
- face /feɪs/
- feet /fit/ (*singular* foot /fʊt/)
- fingers /'fɪŋgərz/
- hands /hændz/
- head /hɛd/
- knees /niz/
- legs /lɛgz/
- lips /lɪps/
- 1 mouth /maʊθ/
- neck /nɛk/
- nose /noʊz/
- shoulders /'ʃoʊldərz/
- stomach /'stʌmək/
- teeth /tiθ/ (*singular* tooth /tuθ/)
- toes /toʊz/
- tongue /tʌŋ/



b 3.39 Listen and check.

c Cover the words and test yourself or a partner. Point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body
In English we use possessive pronouns (*my, your,* etc.) with parts of the body, not *the*.
*Give me **your** hand.* NOT ~~*Give me the hand.*~~

2 VERBS RELATED TO THE BODY

a Complete the sentences with a verb from the list in the correct tense. Which two verbs are irregular in the past tense?

~~bite~~ /baɪt/ clap /klæp/ kick /kɪk/ nod /nɑd/
point /pɔɪnt/ smell /smɛl/ smile /smaɪl/
stare /stɛr/ taste /teɪst/ throw /θroʊ/
touch /tʌtʃ/ whistle /'wɪsl/

b 3.40 Listen and check. Which parts of the body do you use to do all these things?

◀ p.59

1 Don't be scared of the dog. He won't *bite*.
2 Jason _____ the ball too hard, and it went over the wall into the next yard.
3 Don't _____ stones – you might hit somebody.
4 Mmm! Something _____ delicious! Are you making a cake?
5 The stranger _____ at me for a long time, but he didn't say anything.
6 Can you _____ the rice? I'm not sure if it's cooked yet.
7 My dad _____ a tune as he raked the leaves.
8 Don't _____ the oven door! It's really hot.
9 The audience _____ when I finished singing.
10 The teacher suddenly _____ at me and said, "What's the answer?"
11 In Russia if you _____ at strangers, people think you're crazy!
12 Everybody _____ in agreement when I explained my idea.

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Education

1 THE SCHOOL SYSTEM IN THE US AND THE UK

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

college elementary grades graduate high kindergarten ~~preschool~~ private public religious semesters twelfth

b 4 3 Listen and check.

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

boarding head nursery ~~primary~~ pupils secondary terms university

d 4 4 Listen and check.

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

In the US

Many children start their education between the ages of two and four in [1]*preschool*. Once a child turns five, he or she enters the US school system, which is divided into three levels, [2]_____ school, middle school (sometimes called junior high school), and [3]_____ school. In almost all schools at these levels, children are divided by age groups into [4]_____. The youngest children begin in [5]_____ (followed by first grade) and continue until [6]_____ grade, the final year of high school. The school year is divided into two [7]_____.

Most US schools (about 75%) are [8]_____ schools, which means they are supported by US tax dollars and education is free. The other 25% are [9]_____ schools, where parents have to pay. Many of these schools are [10]_____ schools, where the teachers may be priests or nuns.

If you want to go to [11]_____, you have to apply. Admission depends on high school grades, college aptitude test scores, and extracurricular activities. A person who has completed college and has earned a degree is called a college [12]_____.

In the UK

Children start [1]_____ school when they are five. Before that, many children go to [2]_____ school. From 11–18, children go to [3]_____ school. Some children go to [4]_____ schools, where they study, eat, and sleep. School children are usually called [5]_____ (not "students" which only refers to people who are at university), and the person who is in charge of a school is called the [6]_____ teacher. The school year is divided into three [7]_____. Higher education is often called [8]_____.

2 VERBS

a Complete the texts with a verb from the list.

~~behave~~ /bɪ'heɪv/ be punished /bi 'pʌnɪʃt/ be suspended /bi sə'spendəd/ cheat /tʃit/ fail /feɪl/ pass /pæs/ study /'stʌdi/ take /teɪk/ (*or* do)

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

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

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

***educate* or *bring up*?**
educate = to teach somebody at a school
*Luke was **educated** at Cherry Creek High School and the University of Denver.*
bring up = to take care of a child and teach him / her how to behave. This is usually done by parents or a family member at home.
*Lily was **brought** up by her mother in a small city.*

***learn* or *study*?**
learn = to get knowledge or a skill (from somebody)
*I'm **learning** to drive right now. How long have you been **learning** Russian?*
study = to spend time learning about something
*Russell is **studying** economics in college.*

◀ p.64

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Houses

1 WHERE PEOPLE LIVE

a Complete the **Preposition** column with *in* or *on*.

	Preposition
1 I live ___ **the country**, surrounded by fields.	*in*
2 I live ___ **the outskirts** of Boston, about 5 miles from the center of the city.	___
3 I live ___ **a village (a town / a city)**.	___
4 I live in Del Mar, a small town ___ **the West Coast**.	___
5 I live ___ **the second floor** of a large apartment building.	___
6 I live ___ Littleton, **a suburb** of Denver about 11 miles from the center of the city.	___

***suburbs* or *outskirts*?**
The *suburbs* is a residential area outside the center of a large city.
*Littleton is **a suburb of** Denver.*
The *outskirts* is the area around a city that is the farthest from the center of the city.
*They live **on the outskirts of** Vancouver.*

b 4 19 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

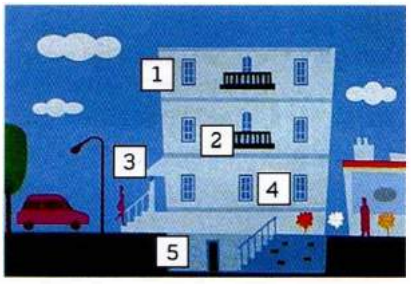
d Describe where you live to your partner.

2 PARTS OF A HOUSE OR AN APARTMENT BUILDING

a Match the words and pictures.

An apartment building

- ___ balcony /ˈbælkəni/
- ___ basement /ˈbeɪsmənt/
- ___ entrance /ˈɛntrəns/
- ___ first floor /fərst flɔr/ (*BritE* ground floor)
- 1 top floor /tɑp flɔr/



A house

- 1 chimney /ˈtʃɪmni/
- ___ deck /dɛk/ / patio /ˈpætioʊ/
- ___ gate /geɪt/
- ___ roof /ruf/
- ___ steps /steps/
- ___ walkway /ˈwɔkweɪ/
- ___ wall /wɔl/

b 4 20 Listen and check. Cover the words and look at the pictures. Test yourself.

3 DESCRIBING A HOUSE OR AN APARTMENT

a Match the descriptions and photos.

___ I live in a cabin in the woods. It's old and **made of logs**. The rooms have very low **ceilings**. There's a **fireplace** in the living room, and it's very **cozy** in the winter.

___ I live in a **modern** apartment in the city. It's **spacious** and very **light**, with **wood floors** and big windows.

b 4 21 Listen and check. Focus on how the **highlighted** phrases are pronounced.

c Cover the descriptions and look at the photos. Describe the rooms.

***chimney* or *fireplace*?**
In English, *chimney* only refers to the structure on the roof of the house. *Fireplace* is the place where you burn wood or coal.

***roof* or *ceiling*?**
Roof is the top part of a house. *Ceiling* is the top part of a room.

◀ p.69

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Word building

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1 MAKING NOUNS FROM VERBS

a Make nouns from the verbs in the list and write them in the correct column.

achieve /ə'tʃiv/ agree /ə'gri/ argue /'ɑrgyu/
attach /ə'tætʃ/ ~~choose~~ /tʃuz/ compensate /'kɑmpənseɪt/
complain /kəm'pleɪn/ deliver /dɪ'lɪvər/
demonstrate /'dɛmənstreɪt/ explain /ɪk'spleɪn/ lose /luz/
pay /peɪ/ respond /rɪ'spɑnd/ sell /sɛl/ succeed /sək'sid/

1 + *ation*	2 + *ment*	3 new word
		choice

b 4 38 Listen and check. Underline the stressed syllable in the nouns.

c Test a partner. Then switch roles.

A (book open) say the verb.
B (book closed) say the noun.

d Complete the questions with a noun from **a** in the singular or plural.

1 Have you ever opened an *attachment* on an email that contained a virus?
2 Do you often have _____ with your family? What about?
3 Do you prefer reading grammar _____ in your own language, or do you think it's better to read them in English?
4 Have you ever made a _____ to a company and gotten _____?
5 Do you think that there's too much _____ when you're shopping, e.g., for a new phone?
6 Have you ever been in a _____? What were you protesting about?

e 4 39 Listen and check. Then ask and answer the questions with a partner.

◀ p.77

2 MAKING ADJECTIVES AND ADVERBS

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

noun	adjectives		adverbs	
	+	−	+	−
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b 5 7 Listen and check.

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

1 The beach was beautiful, but *unfortunately* it rained almost every day. **fortune**
2 My new shoes are very _____. I wore them for the first time yesterday, and they didn't hurt at all. **comfort**
3 He took the exam quickly and _____, and so he made a lot of mistakes. **care**
4 We were really _____. We missed the flight by just five minutes. **luck**
5 Jack is a very _____ driver! He can't stand being behind someone who is driving slowly. **patience**
6 It was a bad accident, but _____ nobody was seriously hurt. **luck**
7 It was raining, but fans waited _____ in line to buy tickets for tomorrow's concert. **patience**
8 The roads will be very icy tonight, so drive _____. **care**
9 The temperature dropped to 20 degrees, but _____ we were all wearing warm coats and jackets. **fortune**
10 The bed in the hotel was incredibly _____. I hardly slept at all. **comfort**

d 5 8 Listen and check.

◀ p.87

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Work

1 VERB PHRASES

a Complete the verb phrases with a word or phrase from the list.

applied for /ə'plaɪd fɔr/ was downsized /wəz 'daʊnsaɪzd/ was fired /wəz faɪərd/
got promoted /gɑt prə'moʊtɪd/ resign /rɪ'zaɪn/ retire /rɪ'taɪər/ set up /sɛt ʌp/
take /teɪk/ work (x2) /wərk/

1	Dan has to *work* a lot of overtime.	He has to work extra hours.
2	Matt _____ last week.	He was given a more important job.
3	Most nurses have to _____ shifts.	Sometimes they work during the day and sometimes at night.
4	A man in our department _____ yesterday.	He lost his job because of poor performance.
5	Colin _____ last month.	He lost his job because the company didn't need him anymore.
6	The politician is going to _____.	He has decided to leave his job. (*also* quit)
7	Lilian is going to _____ next month.	She's 65, and she's going to stop working.
8	Angela has _____ a business to sell clothes online.	She had the idea and has started doing it.
9	Everyone in the office has to _____ a training course.	They need to learn how to use the new software.
10	She _____ a job.	She replied to an advertisement and sent in her résumé.

b 4.42 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

2 SAYING WHAT YOU DO

a Match the adjectives and definitions.

part-time /'pɑrt 'taɪm/ self-employed /sɛlf ɪm'plɔɪd/
temporary /'tɛmpəreri/ unemployed /ʌnɪm'plɔɪd/
well qualified /wɛl 'kwɑləfaɪd/

for people

1 I'm _____. without a job
2 He's _____. working for himself
3 She's _____. with, e.g., a college degree or with a lot of experience

for a job or work

4 It's a _____ job. (opposite *permanent*) with only a short contract, e.g., for six months
5 It's a _____ job. (opposite *full-time*) only working a few hours a day

b Complete the sentences with the correct prepositions.

1 I **work** *for* a multinational company.
2 I'm _____ **charge** _____ the marketing department.
3 I'm **responsible** _____ customer loans.
4 I'm _____ school (college).
5 I'm _____ my third year.

c 4.43 Listen and check **a** and **b**.

3 WORD BUILDING

a Make nouns from the following verbs by adding *-ment*, *-ion*, or *-ation*, and making any other necessary changes.

1 promote	*promotion*	4 employ	
2 apply		5 qualify	
3 retire		6 resign	

b Make nouns for the people who do the jobs by adding *-er*, *-or*, *-ian*, or *-ist*, and making any other necessary changes.

1 science		4 pharmacy	
2 law		5 farm	
3 music		6 translate	

c 4.44 Listen and check **a** and **b**. Underline the stressed syllable in the new words.

d Cover the nouns and look at 1–6 in **a** and **b**. Say the nouns. Think of two more jobs for each ending.

> ***job* or *work*?**
> *I'm looking for **work**. I'm looking for a **job**.*
> *Work* is an uncountable noun and has no plural.
> NOT ~~*I'm looking for a work.*~~
> *Job* is a countable noun.
> *There are several jobs available in this company.*

◀ p.78

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Irregular verbs

5 45

Infinitive	Simple past	Past participle
be /bi/	was /wəz/ were /wər/	been /bɪn/
beat /bit/	beat	beaten /'bitn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brouk/	broken /'broukən/
bring /brɪŋ/	brought /brɔt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔt/	bought
can /kæn/	could /kud/	–
catch /kætʃ/	caught /kɔt/	caught
choose /tʃuz/	chose /tʃouz/	chosen /'tʃouzn/
come /kʌm/	came /keɪm/	come
cost /kɔst/	cost	cost
cut /kʌt/	cut	cut
do /du/	did /dɪd/	done /dʌn/
draw /drɔ/	drew /dru/	drawn /drɔn/
dream /drim/	dreamed /drimd/ (dreamt /dremt/)	dreamed (dreamt)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drouv/	driven /'drɪvn/
eat /it/	ate /eɪt/	eaten /'itn/
fall /fɔl/	fell /fel/	fallen /'fɔlən/
feel /fil/	felt /felt/	felt
find /faɪnd/	found /faund/	found
fly /flaɪ/	flew /flu/	flown /floun/
forget /fər'get/	forgot /fər'gɑt/	forgotten /fər'gɑtn/
get /get/	got /gɑt/	gotten /'gɑtn/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gou/	went /went/	gone /gɑn/
grow /grou/	grew /gru/	grown /groun/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪr/	heard /hərd/	heard
hit /hɪt/	hit	hit
hurt /hərt/	hurt	hurt
keep /kip/	kept /kept/	kept
know /nou/	knew /nu/	known /noun/

Infinitive	Simple past	Past participle
learn /lərn/	learned /lərnd/	learned
leave /liv/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luz/	lost /lɔst/	lost
make /meɪk/	made /meɪd/	made
mean /min/	meant /ment/	meant
meet /mit/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /put/	put	put
read /rid/	read /red/	read /red/
ride /raɪd/	rode /roud/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /si/	saw /sɔ/	seen /sin/
sell /sel/	sold /sould/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shine /ʃaɪn/	shone /ʃoun/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /slip/	slept /slept/	slept
speak /spik/	spoke /spouk/	spoken /'spoukən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stud/	stood
steal /stil/	stole /stoul/	stolen /'stoulən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tuk/	taken /'teɪkən/
teach /titʃ/	taught /tɔt/	taught
tell /tel/	told /tould/	told
think /θɪŋk/	thought /θɔt/	thought
throw /θrou/	threw /θru/	thrown /θrəun/
understand /ʌndə'stænd/	understood /ʌndər'stud/	understood
wake /weɪk/	woke /wouk/	woken /'woukən/
wear /wer/	wore /wɔr/	worn /wɔrn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rout/	written /'rɪtn/

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Vowel sounds

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	usual spelling	! but also
tree	**ee** beef speed **ea** peach team **e** refund medium	people magazine niece receipt
fish	**i** dish bill pitch fit ticket since	pretty women busy decided village physics
ear	**eer** cheers engineer **ere** here we're **ear** beard appearance	serious
cat	**a** fan travel crash tax carry land	
egg	**e** menu lend text spend plenty cent	friendly already healthy many said
chair	**air** airport upstairs fair hair **are** rare careful	their there wear pear area
clock	**o** shop comedy plot shot cottage on	watch want calm
saw	**a** bald wall **aw** draw saw **al** walk talk	thought caught audience
horse	**or** sports floor **ore** bore score	warm course board
boot	**oo** pool moody **u*** true student	suitcase juice shoe move soup through

* especially before consonant + **e**

	usual spelling	! but also
bull	**u** full **oo** cook book look good	could should would woman
tourist	A very unusual sound. sure plural	
up	**u** public subject ugly duck cup	money someone enough country tough
computer	Many different spellings, /ə/ is always unstressed. about complain	
bird	**er** person prefer learn **ir** dirty third **ur** curly turn	work world worse picture
owl	**ou** hour around proud ground **ow** town brown	
phone	**o*** broke stone frozen stove **oa** roast coat	owe slow although shoulders
car	**ar** garden charge starter	heart
train	**a*** save gate **ai** railroad plain **ay** may say gray	break steak great weight they
boy	**oi** boiled noisy spoil coin **oy** enjoy employer	
bike	**i*** fine sign **y** shy motorcycle **igh** flight frightened	buy eyes height

vowels vowels followed by /r/ diphthongs

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Consonant sounds

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	usual spelling		! but also
parrot	p	plate transport trip	
	pp	shopping apply	
bag	b	beans bill probably crab	
	bb	stubborn dubbed	
key	c	court script	chemisty school
	k	kind kick	stomach squid
	ck	track lucky	account
girl	g	golf grilled colleague forget	
	gg	aggressive luggage	
flower	f	food roof	enough laugh
	ph	pharmacy nephew	
	ff	traffic affectionate	
vase	v	van vegetables travel invest private believe	of
tie	t	taste tennis stadium strict	worked passed
	tt	attractive cottage	
dog	d	director afford comedy confident	failed bored
	dd	address middle	
snake	s	steps likes	science scene
	ss	boss assistant	
	c (before *e, i, y*)	twice city cycle	
zebra	z	lazy freezing	
	s	nose loves cousins	
shower	sh	short dishwasher selfish cash	sugar sure machine chef
	ti (+ vowel)	ambitious explanation	
	ci (+ vowel)	spacious sociable	
television		decision confusion usually	

	usual spelling		! but also
thumb	th	throw thriller healthy path math teeth	
mother	th	the that with farther together	
chess	ch	change cheat	
	tch	watch match	
	t (+ ure)	picture future	
jazz	j	jealous just	
	g	generous manager	
	dge	bridge judge	
leg	l	limit salary until reliable	
	ll	sell rebellious	
right	r	result referee elementary fried	written wrong
	rr	borrow married	
witch	w	war waste western highway	one once
	wh	whistle which	
yacht	y	yet year yogurt yourself	
	before u	university argue	
monkey	m	mean arm romantic charming	lamb
	mm	summer swimming	
nose	n	neck honest none chimney	knee knew
	nn	tennis thinner	
singer	ng	cooking going spring bring	
	before g/k	think tongue	
house	h	handsome helmet behave inherit unhappy perhaps	who whose whole

voiced unvoiced

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