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<td>usually and used to</td>
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<td>Job swap</td>
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<td><strong>PRACTICAL ENGLISH</strong> Meetings</td>
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<td><strong>WRITING</strong> Formal letters and a résumé</td>
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<td></td>
<td><strong>REVIEW &amp; CHECK</strong> What do you remember? What can you do?</td>
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<td><strong>PRACTICAL ENGLISH</strong> Breaking news</td>
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<td><strong>WRITING</strong> A movie review</td>
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<td><strong>REVIEW &amp; CHECK</strong> What do you remember? What can you do?</td>
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<td>Can we make our own luck?</td>
<td>third conditional</td>
<td>making adjectives and adverbs</td>
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<td>Murder mysteries</td>
<td>tag questions, indirect questions</td>
<td>compound nouns</td>
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<td>Turn it off</td>
<td>phrasal verbs</td>
<td>television, phrasal verbs</td>
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<td></td>
<td><strong>PRACTICAL ENGLISH</strong> Everything in the open</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>WRITING</strong> An article for a magazine</td>
<td></td>
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<tr>
<td></td>
<td><strong>REVIEW &amp; CHECK</strong> What do you remember? What can you do?</td>
<td></td>
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</tbody>
</table>

**Look out for Study Link**
This shows you where to find extra material for more practice and review.
Food: fuel or pleasure?

1 READING & SPEAKING

a What kind of food or dishes do you associate with these countries?

<table>
<thead>
<tr>
<th>The United States</th>
<th>China</th>
<th>France</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Japan</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

b Read the interviews with Alice and Jacqueline. Match the questions with their answers.

We talk to women around the world about their relationship with food.

1 Is food a pleasure for you?
2 What do you normally eat on a typical day?
3 Do you ever cook?
4 Do you ever eat "unhealthy" food? How do you feel about it?
5 Are you trying to cut down on anything at the moment?
6 Are people's diets in your country getting better or worse?

Alice Freeman is a lawyer from San Francisco.

A ☐ Not very often, I don’t have the time or talent to cook full meals. I usually heat up a frozen meal or order takeout.
B ☐ Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterward, but I don’t do it very often.
C ☐ I only have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup, or sushi. I don’t eat meat, but I eat a lot of fish. In the evening, I just have something light at home.
D ☐ I am trying to cut down on the amount of fat I eat. I’m also trying to eat more whole wheat bread.
E ☐ Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

Jacqueline Fabre is an IT consultant from Lyons.

A ☐ Yes, I cook every evening for my family. I often make soup or traditional French dishes like boeuf bourguignon, which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot, but we don’t eat big servings. What’s important to me is quality, not quantity.
B ☐ Yes, I’m trying to eat less chocolate.
C ☐ I think people’s diets are getting worse and worse. It’s very strange because we have a lot of information now about how bad fast food is for you. I’m afraid it’s a problem in a lot of countries.
D ☐ Not at home. I think most of the food I cook is healthy. Occasionally when I eat out I have something unhealthy, but it doesn’t worry me.
E ☐ Yes, definitely. For me good meals with the family make me happy!
F ☐ I’m very traditional and I have three main meals a day. For breakfast, I like hot chocolate and bread and butter with honey or jam. For lunch, I usually eat a salad with my coworkers. I usually have vegetables and meat or fish, but I love pasta and rice, too. In the afternoon, I have fruit with cookies or a piece of chocolate. In the evening, I have a proper meal with my family.
c Read the interviews again and answer the questions below. Write A (Alice) or B (Jacqueline), or both of them.

Who...?
1 often eats in restaurants
2 eats quite a lot of sweet things
3 eats take-out food
4 cooks big meals at home
5 enjoys eating
6 feels bad when she eats fast food
7 is trying to eat less of something
8 prefers having good food to having a lot of food
9 is negative about eating habits in her country

2 GRAMMAR present tenses: simple and continuous, action and non-action verbs

a Listen to Rumiko answering questions 2–6 from the interviews. Do you think food is fuel or pleasure for her? Why?

b Listen again and answer the questions.
1 What does she usually have in the morning?
2 Where does she usually have lunch and dinner?
3 Why doesn’t she cook very often?
4 Does she eat or drink anything unhealthy?
5 Is she cutting down on anything right now? Why (not)?
6 What’s currently happening to the Japanese diet?
7 Does she think this is a completely bad thing?

c Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong.
1 I don’t usually have / I’m not having breakfast.
2 I used to go to fast-food restaurants, but now I prefer / I am preferring eating something healthier.
3 I am drinking / I drink a lot of coffee every day.
4 I think that some Japanese people get / are getting fatter.
5 I like / I’m liking the fact that there are more different kinds of food and restaurants now.

d p.130 Grammar Bank 1A. Read the rules and do the exercises.

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

[f] Now interview each other with the questions from 1b. How similar are your eating habits?

Is food a pleasure for you?

Yes, definitely. I love eating.
3 VOCABULARY  food and restaurants

a. Take the quiz in pairs.

Food Quiz
Can you think of ...?
ONE red fruit, ONE yellow fruit, ONE green fruit
TWO things that a strict vegetarian doesn't eat
THREE kinds of food that are made from milk
FOUR things people have for breakfast
FIVE things people eat between meals
SIX vegetables you can put in a salad
SEVEN things that are usually on a table in a restaurant

b. p.144 Vocabulary Bank Food and restaurants.

c. Ask and answer the questions below with a partner.

Restaurant Quiz
1. How often do you eat ...?
   a. take-out food   b. frozen meals
   c. low-fat food   d. homemade food

2. What's your favorite ...?
   a. fruit   b. vegetable   c. snack
   d. homemade dish

3. What food do you like to eat ...?
   a. when the weather is very cold
   b. when you're feeling a little depressed
   c. for Sunday lunch

4. Is there any kind of food you can't eat?

4 PRONUNCIATION  /ɔ/ and /u/, understanding phonetics

a. Look at the sound pictures. How do you pronounce them?

b. Put the words in the correct column.

<table>
<thead>
<tr>
<th>cook</th>
<th>cookies</th>
<th>food</th>
<th>fruit</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>juice</td>
<td>mouse</td>
<td>soup</td>
<td>spoon</td>
<td>sugar</td>
</tr>
</tbody>
</table>

c. p.157 Sound Bank. Look at the typical spellings for /ɔ/ and /u/.

d. Listen and check.

e. Look at the information box. How do phonetic symbols in a dictionary help you pronounce words correctly?

<table>
<thead>
<tr>
<th>Pronouncing difficult words</th>
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</thead>
<tbody>
<tr>
<td>Some words are difficult to pronounce because</td>
</tr>
<tr>
<td>1. they have a silent syllable or letter, e.g., vegetables /ˈvɛdʒtəblz/</td>
</tr>
<tr>
<td>2. some letters are pronounced in an unusual way</td>
</tr>
<tr>
<td>e.g., steak /ˈsteɪk/</td>
</tr>
<tr>
<td>3. you aren't sure where the stress is, e.g., dessert /ˈdɛzərt/</td>
</tr>
</tbody>
</table>

f. Look at some food words that are difficult to pronounce. Use the phonetics to practice saying them correctly. Then listen and check.

| 1. knife /ˈnaɪf/ |
| 2. fruit /ˈfrʊt/ |
| 3. salmon /ˈsælmən/ |
| 4. sausage /ˈsɔːʒəʊ/ |
| 5. lettuce /ˈletəs/ |
| 6. sugar /ˈʃʊgər/ |
| 7. yoghurt /ˈjɒɡər/t |
| 8. menu /ˈmjuːni/ |
| 9. diet /ˈdaɪət/ |


g. Listen and repeat the sentences.

1. The first course on the menu is lettuce soup.
2. What vegetables would you like with your steak?
3. Do you want yogurt or chocolate mousse for dessert?
4. I take two spoonfuls of sugar in my coffee.
5. Sausage isn't very good for you.
6. Would you like some fruit juice?
5 LISTENING

a Have you ever tried English food? What did you think of it?

b Kevin Poulter, an English chef, has a restaurant in Santiago, the capital of Chile. Listen to an interview with him and number the photos 1–5 in the order he mentions them.

c Listen again and answer the questions.
1 Why did he decide to open a restaurant in Chile?
2 Why did he call it Frederick’s?
3 Why were Chilean people surprised when he opened his restaurant?
4 What English dishes does he serve in his restaurant? Are they popular?
5 How many women work in his kitchen? Why does he think there are so few women in restaurant kitchens?
6 What is most difficult for him about life in Chile?

d What kinds of restaurants are there in your town? What nationalities do they represent? Which ones do you like?

6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

1 Women worry more about their diet than men.
2 Young people today have a worse diet than they did ten years ago.
3 Men cook as a hobby; women cook because they have to.
4 Vegetarians are healthier than people who eat a lot of meat.
5 You can often eat better in cheap restaurants than in expensive ones.
6 Every country thinks that its cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.

Useful language

For example, I agree. I don't agree. I think that's true. I don't think that's true. (I think it depends.)
If you really want to win, cheat

1 GRAMMAR  past tenses: simple, continuous, perfect

a In which sports are there the most cases of cheating? How do people cheat in these sports?
b Read the article and find out how the people cheated.

Famous (cheating) moments in sport

1 SOCCER
Argentina was playing England in the quarter-finals of the 1986 World Cup in Mexico. In the 52nd minute the Argentinian captain, Diego Maradona, scored a goal. The English players protested, but the referee allowed the goal. However, TV cameras showed that Maradona had scored the goal with his hand! Maradona said the next day, “It was purely the hand of Maradona, and partly the hand of God.” Later in the game Maradona scored another goal and Argentina won 2-1. They went on to win the World Cup.

2 TRACK AND FIELD
Fred Leez, from New York, won the marathon at the St Louis Olympic Games in 1904. He finished the race in three hours 13 minutes. After the race, Fred was waiting to get his medal, and the spectators were cheering him loudly. Alice Roosevelt, the daughter of the US President, was in the crowd, and some journalists took a photo of Fred with her. But then suddenly somebody started shouting “cheater!” and soon everybody was shouting the same thing. It was true. Fred had traveled 18 of the 42 kilometers in somebody’s car! Fred didn’t win the gold medal and he was banned from track and field.

3 FENCING
Boris Onischenko, an army officer from the Soviet Union, was competing against Jim Fox from Britain in the 1976 Montreal Olympics. Boris was winning and the electronic scoreboard was showing hit after hit for him. Jim Fox protested to the referee. Fox said that Boris was scoring points without hitting him. Olympic officials examined Boris’s sword and they made a shocking discovery. Boris had changed the electronic part of his sword. He could turn on the hit light on the scoreboard even when he hadn’t hit Fox. Boris went home the next day, in disgrace. The British newspapers called him “Dishonichenko.”

c Look at the highlighted verbs in text 1. What three tenses are they? Underline an example of each tense in the other two texts.
d Which of the three tenses in c do we use for...?
1 completed actions in the past
2 an action in progress at a particular moment in the past
3 an action that happened before the past time we are talking about

e p.130 Grammar Bank 1B. Read the rules and do the exercises.
**Cover the texts. In pairs, retell the three stories using the correct tenses.**

<table>
<thead>
<tr>
<th>Text 1</th>
<th>Text 2</th>
<th>Text 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>England (play) Argentina. Maradona (score) a goal.</td>
<td>Fred Lor (win) the marathon in 1904.</td>
<td>Boris Orischenko (compete) against Jim Fox.</td>
</tr>
<tr>
<td>The English players (protest) but the referee (allow) the goal.</td>
<td>He (wait) to get his medal.</td>
<td>Boris (win) but Jim Fox (protest).</td>
</tr>
<tr>
<td>The TV cameras (show) that Maradona (score) the goal with his hand.</td>
<td>The spectators (cheer). Everybody (start) shouting “cheater.”</td>
<td>The Olympic officials (examine) Boris’s sword.</td>
</tr>
<tr>
<td></td>
<td>Fred (travel) 10 km by car!</td>
<td>They (discover) that he (change) the electronic part of his sword.</td>
</tr>
</tbody>
</table>

**2 SPEAKING**

a. You are going to tell a story. Choose one 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 or someone you know cheated (on an exam or in a sport / game)**
  - What were you / was he / she / doing? Where? When? Why did you / he / she / cheat? What happened?

- **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**
  - 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**
  - Where were you? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened?

b. In pairs, tell each other your stories. Ask for more details.

c. **LISTENING**

- **Can you think of two disadvantages of being a professional soccer referee?**
  - a. He / she is not paid enough.
  - b. He / she is not respected.
  - c. He / she is not appreciated.

- **You’re going to hear an interview with a former Champions League referee from Spain. Listen and choose a, b, or c.**
  1. What was the most exciting game he ever refereed?
     - a. His first professional game.
     - b. His last professional game.
     - c. The game with 100 goals.
  2. Why does he mention Mauro Silva?
     - a. Because he was the best player he ever saw.
     - b. Because he was the worst player he ever saw.
     - c. Because he was a big person.
  3. The worst experience he ever had was a... (illness, injury, disability,). (What happened? When?)
     - a. When he was hit by a ball.
     - b. When he had to refer a difficult decision.
     - c. When he had to refer a penalty.
  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 the players are better at cheating.
  5. How does he say the players cheat?
     - a. They put on an invisible card.
     - b. They accept money to lose games.
     - c. They touch the ball with their hands.
  6. What’s the most difficult thing for him about being a referee?
     - a. Players who cheat.
     - b. Making decisions.
     - c. The rules are too complicated.
  7. Does he think fair play still exists?
     - a. Yes.
     - b. No.
     - c. He doesn’t say.

c. Listen again for more information. Do you agree with him that there is more cheating in soccer (or other sports) than before?
4 VOCABULARY  sports
a  In pairs, take the quiz.

Sports Quiz
1 How long does a soccer game last?
2 How many referees are there in a basketball game?
3 How many players are on a volleyball team?
4 How often are the Olympic Games held?
5 How long is a marathon?
6 How many holes are there on a golf course?
7 How long is one lap of a running track?

b  p.145 Vocabulary Bank  Sports.

c  In pairs, think of a sports team in your town / country and answer the questions.

What’s the name of the team?
What sport do they play?
Where do they play? (in a stadium, arena, etc.)
Who is . . . ?
a the coach
b the captain
c the best player on the team
How many spectators watch their games?
What happened in their last game?

5 PRONUNCIATION  /ɔː/ and /ɔːr/

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

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

b  Listen and check.

c  p.157 Sound Bank. Look at the typical spellings for these sounds.

d  Practice saying these sentences. Listen and check.
1 I got hurt when I caught the ball.
2 Her serve’s worse than the other girl’s.
3 It was a tie. The score was 4–4.
4 It’s the worst sport in the world.
5 We warmed up on the court.
6 They wore red shirts and white shorts.

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

Do you like sports?

YES
What sport(s) do you play?
Have you ever won a cup or a trophy?
Have you ever been injured playing sports?
Do you prefer playing sports or being a spectator?
Do you prefer watching individual or team sports?
Do you go to watch a local sports team?
Are there good sports facilities in your town?
Is there any sport you’d like to learn to play well?
How many hours do you spend a week watching sports on TV?

NO
What sports do / did you have to play at school?
Do / did you enjoy it?
Do you play any sports in your free time?
Do you think you’re in shape?
Would you like to be in better shape?
Do your family and friends like sports?
Is there any sport you don’t mind watching on TV?
What sport do you hate watching most on TV?
Have you ever been to a big sports event?
Do you think physical education should be optional at school?
7 READING

When you hear the final whistle

1. One of the hardest things for any professional athlete to do is to know when to retire. Do you retire when you are at your physical peak or do you wait until your body (or your coach) tells you that it's time to go? But even harder is finding the answer to the question “What am I going to do with the rest of my life?”

2. “There’s a high risk of depression and people often find adjusting to a new way of life difficult,” says Ian Cockerill, a sports psychologist. “For athletes, there’s an extra trauma — the loss of status, the loss of recognition, and the loss of the glamour. That’s the hardest part.” As Eddie Acoro, the US Jockey says, “When a jockey retires, he becomes just another little man.”

3. Perhaps they just can’t stand life without the high of playing professional sports. Michael Jordan, the greatest basketball player of all time, retired three times. He retired once from the Chicago Bulls, made a successful comeback with the Bulls, and then retired again. His second comeback with an inferior team ended in failure, and he retired forever at the age of 40. Jordan said, “There will never be anything I do that will fulfill me as much as competing did.”

4. Muhammad Ali needed the money, but his comeback fight, at the age of 39, against Trevor Berbick, was one of the saddest spectacles in modern sports. After losing to Berbick, Ali retired permanently. Three years later, he developed Parkinson’s disease.

5. As Jimmy Greaves, a former soccer player for England, said, “I think that a lot of players would prefer to be shot once their career is over.” Many of them spend their retirement in a continual battle against depression, alcohol, or drugs.

6. Franz Beckenbauer is a classic example of a soccer player who won everything with his club, Bayern Munich. After retiring, he became a successful coach with Bayern and finally president of the club. John McEnroe, the famous “bad boy” of tennis, is now a highly respected and highly paid TV commentator. But sadly, for most professional athletes these cases are the exceptions.

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

Have you ever seen any of these people playing sports?
At what age do you think people reach their peak in these sports?
Do you know what these people do now?

b. Read the article once. Do most professional athletes find it easy or difficult to retire?

c. Complete the article with sentences A–F below.

A. for some people the pain of saying good-bye never leaves them.
B. Others can’t resist the chance of one last “pay day.”
C. Some athletes go on playing too long.
D. But for the lucky few, retirement can mean a successful new career.
E. Retirement for people in general is traumatic.
F. One of the hardest things for any professional athlete to do is to know when to retire.

d. Can you remember these words? If not, check with the text. Underline the stressed syllable.

1. adjective: depressed noun: depression
2. adjective: glamorous noun: __________
3. verb: lose noun: __________
4. verb: recognize noun: __________
5. verb: fail noun: __________
6. verb: retire noun: __________

e. Think of an athlete from your country who has retired. What is he / she doing now? Do you think he / she retired at the right time?
We are family

1 VOCABULARY & SPEAKING family

a Look at the two pictures. Which one do you think shows the typical family of the future? Read the first paragraph of the article and find out.

Families have a great-great future

Twenty years ago, the typical extended family was "wide." It usually consisted of two or three generations, with many children in each nuclear family. People had lots of aunts and uncles but often didn’t know their grandparents. However, according to a new study, the family is changing shape. The family groups of the future will be "long and thin," with three or four small generations.

Here are some of their predictions:

1 Most children will know their great-grandparents (and even great-great-grandparents) because people are living longer.

2 Very few children will have brothers or sisters, and it will be common to be an only child. As a result, future generations will not have many cousins.

3 Many children will grow up isolated from other children and young adults. This may make them more selfish and introverted.

4 More couples will divorce and remarry, some more than once. They may have children with their new partners, so many children will have a stepmother or stepfather and half-brothers or half-sisters.

5 There will be many "boomerang children." These are children who leave home to get married, but then divorce and return to live with their parents.

6 There will be more single-parent families.

7 Because houses are now so expensive, different generations may decide to live together: so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their in-laws.
b Now read the whole article. Match the highlighted words with the definitions.

1. your grandparents’ parents
2. a child who doesn’t have any brothers or sisters
3. families where the mother or father is bringing up the children on his / her own
4. your uncle’s or aunt’s children
5. the family of your husband / wife
6. all your relatives including aunts, grandparents, etc.
7. your grandparents’ grandparents
8. boys who have (for example) the same father but a different mother
9. the new wife of your father
10. two people who are having a relationship

c Read the seven predictions again. In pairs or small groups, answer the questions for each prediction.

1. Is this already happening in your country?
2. Do you think it will happen in the future?
3. Do you think it will be a good thing or a bad thing?

2 Grammar future forms

a. 19 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). Write 1, 2, or 3 in each box.

A I’ll make you a cup of tea. □ C Are you going to go to college? □
B You’ll crash it again. □ D I’m staying at Mom’s tonight. □
E I’ll be really careful. □ F It’s going to be cold tonight. □

c. With a partner, decide which sentence(s) A–F refer(s) to…

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

d. p.130 Grammar Bank 1C. Read the rules and do the exercises.

e. Move around the class, ask other students questions, and complete the chart.

<table>
<thead>
<tr>
<th>Find someone who…</th>
<th>name</th>
<th>more details</th>
</tr>
</thead>
<tbody>
<tr>
<td>is seeing a relative this weekend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>isn’t having dinner with their family tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is getting married soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is going out with their brother or sister on Saturday night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is going to have a new nephew or niece soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is going to leave home in the near future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is going to have a big family reunion soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>isn’t going to go on vacation with their family this year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3 READING

a In a family with two children, do you think it's better to be the older or the younger brother or sister? Why?

b You're going to read an article about two sisters, Wendy (the younger sister) and Carnie (the older sister). Before you read, predict the answers to the questions below. Write W (Wendy) or C (Carnie).

Who do you think...?
1 had a more unusual hairstyle
2 admired her sister
3 didn't want to be with her sister
4 followed her sister everywhere
5 tried to compete with her sister
6 wasn't a good student
7 told her parents when her sister did something wrong
8 used to hurt her sister physically
9 was jealous of her sister
10 always defended her sister

c Now read the article and check your answers.

d Look at the highlighted words and phrases. In pairs, choose the right meaning, a or b.
1 a boring
   b fashionable
2 a children
   b adults
3 a age difference
   b the time they weren't together
4 a become friends again
   b stop speaking
5 a kiss
   b hurt with your fingers
6 a say bad things about someone
   b say good things about someone
7 a we got along very well
   b we got along very badly
8 a ask other people for help
   b say that somebody is responsible for something bad

e Do you think their relationship is typical of brothers and sisters?

---

**We are family...**

Two sisters tell the truth about themselves – and each other...

Wendy Wilson and her older sister Carnie are the daughters of the Beach Boys founder, Brian Wilson. They formed the band Wilson Phillips (with the daughter of Michelle Phillips of The Mamas and Papas) and their first album was a worldwide hit. Today they are both married and live in Los Angeles. Here they talk about their relationship.

**Wendy, the younger sister, says:**

I always thought Carnie was really cool, especially when she was a teenager and had bright red spiky hair. But, like most older sisters, she wasn't at all interested in her younger sister. I desperately wanted to be with her and her friends. Sometimes I used to follow them, but she hated that.

When we were kids, we both had a lot of material things like toys and clothes, but even then we knew that Mom and Dad weren't happy. We used to talk about it all the time. After a while they separated and we stayed with my Mom. We didn't see Dad for quite a few years, which really hurt us. But it's also the thing that brought me and Carnie closer together.

When I was 16 or 17, the one and a half year age gap between us didn't matter anymore, and we started to get along with each other and to write songs together.

Being in a band – or working at anything – with a member of your family can be difficult, but it also has advantages. If we have a big argument about a song, after a while we remember that we are sisters and we make up. Nothing is going to stop us from being sisters.

---

**Carnie, the older sister, says:**

I sometimes think that poor Wendy has spent all her life competing with me. She was a very quiet, shy child, while I was incredibly talkative and demanding. I was awful. I wasn't interested in studying. All I wanted to do was go to parties, and Wendy used to tell my parents. So I was horrible to her. I used to pinch her and bite her.

I was very jealous of Wendy also because she was more attractive. But she always defended me when other people criticized me. Sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered a lot because of my father leaving us when we were small, but Wendy helped me to understand that Dad loved us too, but in a different way. She also taught me that you can't blame other people for your problems. You have to look at yourself.
HOW WORDS WORK...

Look at two sentences from the We are family text.

"We started to get along with each other."
"You have to look at yourself."

- Use each other when A does something to B and B does the thing to A.
- We love each other = I love you and you love me.
- Use a reflexive pronoun (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) when the subject of the verb is the same as the object.
- I cut myself. She looked at herself in the mirror.
- You can also use a reflexive pronoun for emphasis.
  Nobody helped me. I did it all myself.

Complete the sentences with each other or a reflexive pronoun.
1. After the argument, they didn’t speak to _________ for a week.
2. The light is automatic. It turns on and off ________.
3. We built the house _______ for three years.
4. We only see ________ once a month.
5. They argue a lot. They don’t understand ________.
6. I blame ______ for the accident. It was my fault.

4 VOCABULARY personality

a) Can you remember? What do you call a person who…?
1. talks a lot ________
2. doesn’t talk very much ________
3. feels uncomfortable and nervous when he / she meets new people ________
4. thinks someone loves another person more than him / her ________

b) p.146 Vocabulary Bank Personality.

Write down the first three personality adjectives that you can remember from the Vocabulary Bank. Don’t show them to your partner. Your teacher will tell you what they say about you.

5 PRONUNCIATION prefixes and suffixes

a) Underline the stressed syllable.
1. jealous ambitious generous
2. sociable reliable
3. responsible sensitive
4. competitive talkative aggressive sensitive
5. friendly insecure impatient

b) Listen and check. Are -ous / -able / -ible / -ive stressed? Are un- / in- / im- stressed?

c) Practice saying the adjectives.

6 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) Listen to a psychologist talking about the influence your position in the family has on your personality. Complete the chart by writing four more personality adjectives in each column.

<table>
<thead>
<tr>
<th>Position in the Family</th>
<th>Personality Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oldest children</td>
<td>self-confident</td>
</tr>
<tr>
<td>Middle children</td>
<td>independent</td>
</tr>
<tr>
<td>Youngest children</td>
<td>charming</td>
</tr>
<tr>
<td>Only children</td>
<td>spoiled</td>
</tr>
</tbody>
</table>

Write the missing words.

Compare with a partner. Then listen to the four sections again and check your answers. What details can you remember?

d) Look at the completed chart above. In pairs, say
  - if you think it is true for you. If not, why not.
  - if you think it is true for your brothers and sisters or your friends.

7 SONG We are family
THE STORY SO FAR

Listen to the story of Mark and Allie. Mark the sentences T (true) or F (false).

1. Mark met Allie in London two years ago.
2. He's American and she's British.
3. They work for MTV.
4. He invited her to San Francisco for a vacation.
5. They both got jobs in the new Paris office.
6. Mark is going to be Allie's boss.
7. They are both in Paris now.

Mark: I'm Mark Ryder.
Nicole: Ah, you're the new marketing director.
Mark: That's right.
Nicole: I'm Nicole Delacroix, I'm Allie's personal assistant. to Paris!
Mark: Thank you.
Nicole: I'll just tell Allie you're here, Allie?
Mark Ryder's here, OK?
Nicole: You're from San Francisco, you?
Mark: Yes, I am.
Allie: Hello, Mark.
Mark: Allie, it's to see you again.
Allie: How are you?
Mark: Very well, did you have a good ?
Nicole: Yes, fine, no problems.
Allie: Let me you to the team.
Mark: You're Nicole, my personal assistant?
Nicole: Yes, we've said hello.
Allie: is Jacques Lemaître, our PR director.
Jacques: How do you do?
Mark: Mark Ryder, how do you do?
Allie: And this is Ben Watts, our designer.
Ben: Hi, Mark.
Mark: Great to you, Ben.
Ben: We're a lot about you.
Mark: Really? All good, I hope.
Allie: OK, shall we go to my office?

MEETING PEOPLE

a. Cover the dialogue and listen. What do the people in the Paris office say?

b. Read the conversation. In pairs, what do you think the missing words are? Don't write them in yet.
c. Listen again and complete the conversation.
d. Look at the highlighted phrases. Which is the most formal way to greet someone?
e. Listen and repeat the highlighted phrases. Copy the rhythm.
f. Move around the class in pairs, introducing your partner to other students. Use the highlighted phrases.

SOCIAL ENGLISH

It's a secret

a. Listen. What do Mark and Allie want to keep secret?
b. Listen again. Answer with M (Mark), A (Allie), or B (both).

1. Who thinks it's strange that they're together now?
2. Who missed the other person a lot?
3. Who thinks Nicole is very friendly?
4. Who thinks it's going to be hard to keep their secret?
5. Who wants to find an apartment?
6. Who's thinking about work?
c. Complete the USEFUL PHRASES. Listen and check.

USEFUL PHRASES

Why d—— we sit down? I h—— to find an apartment. Don't worry, It won't t—— you long.
I was w—— (what kind of a boss...). W——, you'll find out tomorrow.
Describing a person

a Read the two e-mails once and answer the questions.
1 Why has Stephanie written to Claudia?
2 Does Claudia recommend her friend?

b The computer has found five spelling mistakes in Claudia’s e-mail. Can you correct them?

c Read Claudia’s e-mail again. Then cover it and answer the questions from memory.
1 Which adjectives describe Amanda’s personality?
2 What does she like doing in her free time?
3 What negative things does Claudia say about Amanda?

d Look at the highlighted expressions we use to modify adjectives. Put them in the right place in the chart.

<table>
<thead>
<tr>
<th>Anna is</th>
<th>very /</th>
<th>messy.</th>
</tr>
</thead>
</table>

Useful language: describing a person

- He’s pretty / very, etc. + 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
- He’s good at + verb + -ing

Imagine you received Stephanie’s e-mail asking about a friend of yours.

WRITE an e-mail to answer it.

PLAN what you’re going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.146 Personality to help you.

Paragraph 1 age, family, work / study
Paragraph 2 personality (good side)
Paragraph 3 hobbies and interests
Paragraph 4 any negative things?

CHECK the e-mail for mistakes (grammar, punctuation, and spelling).

From: Stephanie
To: Claudia
Subject: Hi from New Jersey

Dear Claudia,

I hope you’re doing well.

I just got an e-mail from your friend Amanda. She wants to rent a room in my house this summer. 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!

Send my regards to your family and I hope to hear from you soon.

Best wishes,
Stephanie

From: Claudia
To: Stephanie
Subject: Re: Hi from New Jersey

Hi Stephanie,

Thanks for your e-mail.

Of course I can tell you about Amanda. She’s 21, and she’s studying law with me.

I think she’s pretty extroverted and very sociable – she has lots of friends. She’s also very good with children. She has a young stepbrother and several young cousins, and I know she likes playing with them. She’s extremely hardworking and responsible. She passed all her exams last year, which is more than I did.

She likes going out, watching movies, and listening to music, but not rock or heavy metal – so don’t worry about noise! And she’s happy to do things on her own. She’s very independent, so you won’t really have to look after her. Her parents are divorced, and she lives with her mother and stepfather, but she also sees her father regularly.

The only negative things I can think of are that she’s a little messy – her room is usually not very neat – and that her English is, well, not great. But I’m sure she’ll learn fast! I think she’s really nice and that you and the family will get along well with her.

I hope that’s useful. Let me know if you need any more information about her.

Love,
Claudia

PS. I’m attaching a photo of the two of us.
**What do you remember?**

**Grammar**

Put the verbs in the correct tense.

A Wow, is that your new car? (be)
B Yes.
A When ___ it? (you / get)
B I ___ it last month.
A Yes, it's great. What happened to your headlight?
B I ___ (hit) another car when I ___ (drive) to work. I thought the traffic light ___ (change), but it hadn't. Would you like to go for a drive?
A I can't right now because I ___ (meet) a friend in ten minutes. How about tomorrow evening? It's Wednesday and I usually ___ (finish) work early.

**Vocabulary**

a Word groups. Underline the word that is different. Say why.
1 fresh seafood frozen homemade
2 fried chicken duck sausage
3 knife roast fork spoon
4 referee coach captain field
5 pool track beat court
6 aggressive jealous bossy affectionate
7 charming sensible sociable moody
8 cousin faculty mother-in-law grandfather

b Write words for the definitions.
1 It's an adjective for food that is hot, e.g., curry or chili.
2 It's what you have before the main course.
3 When two teams finish a game with the same score.
4 It means to hurt yourself in an accident or playing a sport.
5 Your mother's second husband is your ___.
6 It's an adjective for a person who always thinks about himself / herself.
7 It's an adjective. It's the opposite of generous.

c Fill each blank with one word.
1 I always ask ___ steak when we eat ___.
2 What do you usually have ___ lunch?
3 It's a good idea to warm ___ before you start running.
4 Who do you get ___ with best in your family?

** Pronunciation**

a Underline the word with a different sound.

1 pool tuna fruit course
2 cook food look good
3 court short worse warm
4 couple moody cousin duck
5 sausage bossy frozen loss

b Underline the stressed syllable.

menu referee impatient sociable irresponsible
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

Jam today, tomorrow, yesterday...

Craig Flattman is every nutritionist’s nightmare — a fifteen-year-old who never eats anything except bread and jam but, unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60 percent sugar, he is 1.84 meters tall, weighs 63 kilos, and his parents say he has never been seriously ill apart from typical childhood illnesses.

Craig, or “Jam Boy” as his friends have nicknamed him, eats no form of meat, fish, fresh fruit, or vegetables. The only time he doesn’t eat bread and jam is for breakfast, when he has chocolate cereal, and for snacks, when he occasionally has a slice of chocolate cake. He also drinks two pints of low-fat milk a day.

Craig’s strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his father gave him a sugar sandwich when he was nine months old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four, when he asked to try jam and started an eleven-year obsession.

Craig sometimes misses some variety, but every time he tries something else he feels sick. Doctors believe that his condition may have been caused by choking on solid food when he was a baby. “They tell me I’ll grow out of it,” says Craig, “but I don’t know if I’ll ever change.” Although Craig’s parents eat a normal diet, their family meals are more difficult by the fact that Craig’s sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to call in advance—to find out if they can bring jam sandwiches for Craig!

a Read the article and mark the sentences T (true), F (false) or DS (doesn’t say).
1. Craig doesn’t eat any protein.
2. He eats ten jam sandwiches a day.
3. The only other things he eats are chocolate cereal and cake.
4. When he was a baby, he didn’t like solid food.
5. His obsession with jam sandwiches started when he was eleven.
6. Craig doesn’t want to try any other kinds of food.
7. Doctors have done a lot of tests on Craig.
8. They think Craig’s diet will change when he gets older.
9. Craig’s family eats out about once a month.
10. Craig also has jam sandwiches when his family eats out.

b Guess what the highlighted words and phrases mean. Check with your teacher or a dictionary.

CAN YOU UNDERSTAND THESE PEOPLE?

a 1.10 Listen and circle the correct answer, a, b, or c.
1. How many people want orange juice?
   a. two
   b. three
   c. four
2. Why doesn’t the woman want anything to eat?
   a. Because she’s not hungry.
   b. Because she doesn’t feel well.
   c. Because she’s on a diet.
3. What does Robertson do now?
   a. He owns a restaurant.
   b. He works in Orlando.
   c. He works with young players.
4. Who’s coming to lunch?
   a. The man’s mother-in-law and his sister.
   b. The man’s mother and his sister-in-law.
   c. The man’s mother-in-law and his sister.
5. What are they going to give their granddaughter for her birthday?
   a. Money.
   b. Clothes.
   c. They can’t decide.

b 1.19 You will hear a man calling to reserve a tennis court. Complete the information on the secretary’s form.

Hartford Sports Center

Tennis court reservations:

Name: Monk
Membership number: 7
Day: 5
Time: 4
Court number: 5

CAN YOU SAY THIS IN ENGLISH?

Can you...? Yes (√)

• talk about your diet
• describe a sports event you have been to (where, when, what happened)
• describe a member of your family and his / her personality
• say how you think families will change in the future
1 VOCABULARY & LISTENING money

a) Listen to a song about money and complete it with these words. What is “Ka-ching”?

afford blow broke credit card earn

greedily loan mail mortgage spend

b) Now look at words 1–10 in the song and match them with their meanings.

A ______ (verb) to give or pay money for something
B ______ (noun) money that a person or a bank lends you
C ______ (verb) to have enough money to buy something
D ______ (noun) a shopping center
E ______ (adj) having no money (informal)
F ______ (noun) a small plastic card you use to buy things
G ______ (verb) to get money by working
H ______ (adj) wanting more money, etc. than you really need
I ______ (verb) to spend a lot of money on something (informal)
J ______ (noun) the money a bank lends you to buy a house

c) Listen again and read the lyrics. What do you think the song is saying?

1 Money always makes people happy.
2 The world has become obsessed with money.
3 The singer would like to have more money.

d) p.147 Vocabulary Bank Money.
2 GRAMMAR  present perfect and simple past

a  Shelley and Ben are having an argument about money. Read what Shelley says and complete the conversation with Ben’s answers from the box below. Then try to guess his last answer.

We’ve had it for at least three years. Maybe longer.
It’s old.
No. What is it?
Why not?
Yes, I bought it yesterday.
I can’t.

Shelley  Is that a new camera?
Ben 1  Yes, I bought it yesterday.
Shelley  What’s wrong with our old camera?
Ben 2  
Shelley  Old? How long have we had it? A year?
Ben 3  
Shelley  Three years? I’m sure we bought it last year. Look. We can’t afford a

Ben 4  
Shelley  Have you seen this?
Ben 5  
Shelley  The gas bill. It arrived this morning. And we haven’t paid the phone bill yet. Take it back to the store and get your money back.
Ben 6  
Shelley  Why not?
Ben  Because…

b  List and check.

c  In pairs, read the dialogue again and underline four examples of the present perfect and three examples of the simple past. Then answer the questions.

Which form of the verb do we use for…?
1 a completed action in the past
2 things which started in the past and are true now
3 past actions when we don’t say exactly when
4 past actions when we say exactly when

Have you ever…?
(waste) money on something you’ve never used
(sell) anything on the Internet
(lose) a credit card or your wallet
(save) for something for long time
(win) any money (e.g., in a lottery)
(be) robbed
(lend) money to someone who didn’t pay you back

Have you…recently?
(buy) anything on the Internet
(go) to a shopping mall
(buy) anyone a present
(use) a credit card
(take) money out of an ATM
(borrow) money from someone in your family

3 SPEAKING

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

Have you ever wasted money on something you’ve never used?

Yes, I bought an exercise bike.

Why did you buy it?

The MONEY Questionnaire

Have you ever…?

(waste) money on something you’ve never used
(sell) anything on the Internet
(lose) a credit card or your wallet
(save) for something for long time
(win) any money (e.g., in a lottery)
(be) robbed
(lend) money to someone who didn’t pay you back

Have you…recently?
(buy) anything on the Internet
(go) to a shopping mall
(buy) anyone a present
(use) a credit card
(take) money out of an ATM
(borrow) money from someone in your family

© p.1.52 Grammar Bank 2A. Read the rules and do the exercises.
4 READING

a Which of these sentences best describes your attitude towards money?
1 All I want is enough money to enjoy life.
2 Money is very important to me. I'd like to earn as much as possible.
3 I would be happy to live with less money and fewer possessions.

b You're going to read an article about a woman who lives without money. Why do you think she does it? How do you think she survives? Read the article to find out.

c Read the article and answer the questions.
1 What was Heidemarie's job?
2 What possessions does she have now?
3 How did the experiment start?
4 Where has she lived since the experiment started?
5 Does she still work?
6 What does she do when she needs something?
7 What is she trying to show with her experiment?
8 What did she do with the money she earned from her book?

d Match the highlighted phrasal verbs with their definitions.
Write the verbs in the base form.
1 throw away put into the trash
e.g., Please ... those candy wrappers.
2 _______ arrive, appear
e.g., I invited 20 people to my party but only 10 will ....
3 _______ give something to somebody without wanting anything in return
e.g., She decided to ... her old clothes to the local hospital.
4 _______ start a new company or organization
e.g., My brother is going to ... a software company.

e In pairs, answer the questions.
1 Do you agree with Heidemarie that...?
   • all jobs are equally important
   • most people don't like their jobs
   • people judge you according to how much you earn
2 What do you think of Heidemarie? Would you like to have her as a friend?

My life without money

Heidemarie Schwemer, a 63-year-old German woman, has lived without money for the last ten years, and has written a book about her experiences called My Life Without Money.

At the age of 54, Heidemarie quit her job as a psychotherapist, gave away all her money and her apartment, and threw away her credit cards.
Today, she lives on the charity of friends who are on vacation.

It all began as a one-year experiment. In her home city of Dortmund, she set up a “swapping circle” where people exchange services without using money, for example, a haircut for a mathematics class. To prove that this could work, she decided to give up using money for a year. But when the year ended, she continued and has not used money since then. At first she house-sat for friends who were on vacation. She stayed in their houses in return for watering the plants and taking care of their animals. At the moment, she is staying in a student residence where she can sleep, take a shower, or use a computer in return for cooking for the young people who live there. She also “works” as a psychotherapist. “Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always.”

Heidemarie says, “I can live thanks to my contacts. A lot of people who know me understand what I’m doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think, ‘Who can I ask? What can I give them in return?’ If I want to go to the movies, I might offer to take care of somebody’s children for the afternoon. It is one of the mistakes of our society that most people do something they don’t like just to earn money and spend it on things they don’t need. Many people judge you according to how much you earn. In my opinion, all jobs are equally important. You may not earn a lot of money, but you may be worth a lot as a person. That’s my message.”

So what did she do with all the money she earned from the sales of My Life Without Money? “I gave it all away…”
5 VOCABULARY & PRONUNCIATION
saying numbers
a. Write the numbers. Then listen and repeat. Practice saying them.

Numbers
- fifteen
- fifty
- a hundred / one hundred
- seven hundred and fifty
- one thousand five hundred
- seven thousand five hundred
- seventy-five thousand
- seven hundred and fifty thousand
- a million / one million
- seven and a half million

b. Complete the numbers. Then listen and check.

Money, percentages, decimals and fractions

$2.50  two _
€8.99  eight ___ and ___ cents
£3.20  three ___
50%  fifty ___
0.5  zero ___ five
3.9  ___ ___ ___
7.35  ___ ___ three five
½  a ___ / one ___
¾  a ___ / one ___
¾  three ___ / three ___
6½  six ___ a half

c. In pairs, practice saying these numbers.

¾  0.7  1¾  7.8
30%  $90  100%
£430  2,800  9,250
€600  £200,000  3,000,000

6 LISTENING & SPEAKING
a. Listen to a news program. How many different news items are there?

b. Listen again and answer the questions with a number.
1. How many people were injured in the crash?
2. How fast was the truck going?
3. How many transit workers have walked off the job?
4. What pay raise do they want?
5. How many more unemployed people are there this year?
6. How many are there in total?
7. How much do house prices increased in the last five years?
8. How much does an average single-family house cost in the US?

c. Answer the questions with a number, percentage, etc. If you don’t know the exact number, use about or approximately.
1. What’s the population of...? your country  your town / city
2. What percentage of the people in your country...? speak English  have more than two children
3. How much do these things cost?  a cup of coffee  a laptop computer  a small apartment downtown
   a newspaper  a DVD  a small car
Changing your life

1 LISTENING

a Answer the questions in pairs.
1 If you could spend a year working or studying in another country, which country would you choose? Why?
2 What would you like to do there?
3 What problems do you think you might have?

b Read about Angela and describe what you can see in the photos.

"My name's Angela and I'm an elementary school teacher. A few months ago, I decided to change my life. I took a year off and went to live in Ecuador."

"I’ve been ___ here since I was a child.
2 I’ve been ___ and ___ since I was a child.
3 What have you been ___ here since you arrived?
4 I’ve been ___ some art classes at the university.
5 I’ve been ___ for about three months now.

2 GRAMMAR present perfect continuous with for / since

a Listen and complete these questions and answers from the interview with Angela.
1 How long have you been ___ here?
2 I’ve been ___ and ___ since I was a child.
3 What have you been ___ here since you arrived?
4 I’ve been ___ some art classes at the university.
5 I’ve been ___ for about three months now.

b Look at sentences 1–5 and answer the questions.
1 Are the verbs action or non-action verbs?
2 Do they refer to single actions or continuous / repeated actions?
3 Do they refer to a completed action or one that is still happening?

b p.132 Grammar Bank 2B. Read the rules for present perfect continuous for unfinished actions. Do exercise a only.
3 PRONUNCIATION  sentence stress

⚠️ An important part of clear communication in English is stressing the words in a sentence that carry the information, and not stressing the other ones.

a 24 Dictation. Listen to five sentences. Try to write down the stressed words. Look at the words and try to remember the whole sentence. Then listen again and write the complete sentences.

b 25 Listen and copy the rhythm.
1 I've been living here for two years.
2 How long have you been learning English?
3 She's been working in Italy since October.
4 How long have you been waiting?
5 It's been raining all night.
6 We've been looking for an apartment for ages.

4 SPEAKING

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

A sport you play regularly
(or a kind of exercise you do regularly)

Something you are learning
(to do)

A friend you know very well

A magazine / newspaper you read regularly

A restaurant you often go to

A thing you have that is very important to you

A club, organization, gym, etc. that you are a member of

The make of car you drive

The place where you live

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

⚠️ Remember after How long...? with action verbs, e.g., play, use the present perfect continuous, with non-action verbs, e.g., know, use the present perfect simple.

How long have you been playing volleyball? Since I was about 15.

How often do you play?
5 Reading

a. Can you think of one way that a vacation could change your life for the better?

b. You're going to read an article about two people whose lives were changed by a vacation. Work in pairs. A read about Victoria, B about Sally.

c. In pairs, take turns telling each other about the two women. Answer these questions.
- What is she doing now?
- What was she doing before?
- What made her change her life?
- How does she feel now?

d. Read the text that you didn’t read before. Did your partner leave out any important information?

e. In pairs, try to guess the meaning of the highlighted words. Then match them with their definitions below.

First text
1. of little importance
2. crazy
3. a person who looks after animals (e.g., in a zoo)
4. animals like large monkeys
5. not looked after well

Second text
6. the London subway
7. very good-tasting
8. asked for (in writing)
9. burning brightly
10. very small

f. Whose life do you think has changed the most? Which of the two vacations would you choose?

---

It was just a vacation, but it changed my life

Vacations can be good for your health. You lie on a beach and relax, and tensions disappear. But sometimes a vacation can change your life completely, which is what happened two years ago to Victoria Smith and Sally Gook.

Victoria Smith, six years ago, was working as a manager at a chain store. Then she went on vacation to Borneo...

"It was a working vacation," said Victoria, "where you could study orangutans in the wild. I have always been interested in apes, so I thought it would be fun." The vacation was wonderful, and when Victoria came home she found it very difficult to return to her old life. "Suddenly the problems in the store just seemed so trivial," Although everybody told her she was insane, she decided to go back to college and study biology. Four years later she became a chimpanzee keeper.

For the last two years Victoria has been working at Monkey World, a center that takes care of apes that have been mistreated. Many have been rescued from laboratories and circuses all over the world. She works long hours, and the pay isn’t very good, but she loves it. "Apes are like a big family, each with their own personality."

"I'm really happy now. Since I started working here, I feel that I've been doing something important, not just wasting my life."

Sally Gook wakes up every morning to a deep blue sky and blazing sun. For the last two years she has been living on the tiny Greek island of Lipsi, which is only 15 square kilometers in size and has a population of just 650.

But until a few years ago she lived in London. "I was working for a large financial services company and I had a good social life and made a lot of money. But I had to get up very early every morning, often in horrible weather, and get a train and the Tube to work."

Then one day she and a friend decided they needed a relaxing vacation, and they came to Lipsi. "I loved it - the people, the mountains, the sun, and the delicious food. Suddenly I knew there was a different life waiting for me here." A few months later she applied for a job the travel company that had organized her vacation.

Since then she has been living on Lipsi and working as a tourist guide. Her boyfriend, who is Greek, is a farmer. Sally said, "I've only been back to London once, and I can't imagine ever living there again."

Adapted from a newspaper
6 VOCABULARY & PRONUNCIATION  strong adjectives

a Write synonyms for the strong adjectives.

<table>
<thead>
<tr>
<th>Strong adjectives</th>
<th>Normal adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The island’s tiny – only 16 square kilometers. = very small</td>
<td></td>
</tr>
<tr>
<td>2. The food in Lipsi was delicious. = very good-tasting</td>
<td></td>
</tr>
<tr>
<td>3. Her father’s furious. She crashed his car. = very</td>
<td></td>
</tr>
<tr>
<td>4. I’m terrified of flying. I never travel by plane. = very</td>
<td></td>
</tr>
<tr>
<td>5. I’ve been working all day. I’m exhausted. = very</td>
<td></td>
</tr>
<tr>
<td>6. It’s going to be boiling tomorrow – about 40ºC! = very</td>
<td></td>
</tr>
<tr>
<td>7. Can I have a sandwich? I’m starving. = very</td>
<td></td>
</tr>
<tr>
<td>8. The apartment’s enormous. It has five bedrooms. = very</td>
<td></td>
</tr>
<tr>
<td>9. I’m not going to swim. The water’s freezing. = very</td>
<td></td>
</tr>
<tr>
<td>10. Your car’s filthy. Why don’t you wash it? = very</td>
<td></td>
</tr>
<tr>
<td>11. That’s a great idea! Let’s do it. = very</td>
<td></td>
</tr>
<tr>
<td>12. This book’s awful. I can’t finish it. = very</td>
<td></td>
</tr>
</tbody>
</table>

b Cover a. Complete the responses with a strong adjective.

1. Are you hungry? Yes, I’m starving ________.
2. Was your mother angry? Yes, she was ________.
3. Is her apartment small? Yes, it’s ________.
4. Are you tired? Yes, I’m ________.
5. Is the floor dirty? Yes, it’s ________.
6. Are you afraid of spiders? Yes, I’m ________ of them.

c (2.10) Listen and check. Are the strong adjectives stressed? Listen again and repeat.


7 GRAMMAR present perfect continuous (for recent continuous actions)

a Look at the pictures. How do the people look? What do you think has been happening?

b (2.11) Listen and check. What have they been doing? Complete the sentences.

1. Sharon and Kenny ____________________________.
2. The man ____________________________.
3. The man and woman ____________________________ and ____________________________.

c ☀️ p.132 Grammar Bank 2B. Read the rules for the present perfect continuous for recent continuous actions. Do b.

d Look at the adjectives and imagine that you are exhausted, filthy, etc. Think of an explanation for each one. Then in pairs, invent a short conversation using each adjective.

exhausted filthy furious very stressed very red

Hi. You look exhausted.

What have you been doing?

I’ve been working in the backyard.
1 READING

a  In pairs, ask and answer the questions.
1  When was the last time you traveled? ... ?
   by train  by car  by plane
   Where did you go?
   How long did your trip take?
   Did you have a good trip?
2  In general, which of the three forms of transportation do you prefer? Why?

b  Read the introduction to the article, Race to the Sun. Answer the questions with by car, by train, or by plane.

Which trip do you think was...?
the quickest ___________ the most comfortable ___________
the cheapest ___________ the most convenient ___________

c  You’re going to read about the first two trips, but the paragraphs are not in the right order. Find the first paragraph for the plane trip, and then the other three. Do the same for the train trip. Then compare with a partner.

The plane
1  2  3  4  

The train
1  2  3  4  


d  Now read about the two trips again carefully in the right order. Answer the questions with T (the train) or P (the plane).

On which trip...?
1  did the traveler have to get up earlier  
   2  could the traveler have something to eat or drink 
   3  was the traveler more stressed 
   4  could the traveler see beautiful scenery 
   5  did the traveler have a meal when he arrived 
   6  did the traveler arrive earlier than expected 

Which trip was...?
1  7 quicker  
   2  8 cheaper  
   3  9 more comfortable  
   4  10 more convenient  


HOw WoRDS WoRK...

The bus took 45 minutes.

It took me just 30 minutes from home.

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.

Ask and answer the questions in pairs.

How long does it take you to get to work / school?

How long does it take you to get downtown from your house?

a  by car  b  by bus  c  by subway  d  on foot
When I got to security, I saw that there was a really long line. I began to worry that I might miss my flight because you have to board 40 minutes before take off. I had to run to gate 48 and I arrived completely out of breath.

I arrived on time! I picked up my suitcase and followed the exit sign. It was great not to have to wait for my luggage or to worry about getting a bus or taxi downtown.

We boarded. Because there are no seat numbers on these flights, everybody tries to get on as quickly as they can. I sat next to a friendly Frenchman. We took off and soon I was looking down on London. There was no meal, not even coffee, but we landed 10 minutes ahead of schedule.

At 4:15 a.m. a taxi picked me up and took me 32 miles to Stansted airport. Although it was early morning, there was a lot of traffic and I arrived later than I had planned. I took my luggage to check-in and asked for a window seat, but the woman said there were no seat numbers.

At 7:10 a.m. I arrived at Waterloo station by taxi. It took me just 30 minutes from home. I bought a newspaper and walked to the platform. I got on and found my seat. As soon as we started moving, I went to find the dining car and had a cup of coffee.

Just outside the station I looked up and saw the medieval walls of Avignon’s historic city center. It was 2:20 p.m. in the afternoon and I was just in time for a late lunch! My ticket cost £65.80, and I gave the trip 8/10 for comfort and 9/10 for convenience.

I only had to wait 20 minutes for my luggage. Then I walked outside into bright sunshine and waited for the bus to Avignon, about 40 kilometers away. I didn’t have to wait long and the bus took 45 minutes. It was only 11:00 a.m. and I had the whole day in front of me. My ticket cost £65.40, and I gave the trip 9/10 for comfort and 8/10 for convenience.

I looked out of the window. Although we were moving at 140 kilometers an hour, the trip was smooth and relatively quiet. The part where we traveled under the English Channel took just 22 minutes. Soon I was looking at the fields and farmhouses of France. The sun was shining. I closed my eyes and went to sleep.

France is one hour ahead of the UK.

2 LISTENING

a (2.17) Listen to Martin talking about his trip from London to Avignon by car. Number the pictures 1–7.

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

1. There’s a lot of traffic in London on Saturday mornings.
2. Gas is more expensive in Britain than in France.
3. There are two ways to cross the English Channel by car.
4. You can’t drive through the Channel Tunnel.
5. The trip through the tunnel takes an hour.
6. Drivers must sit in their car when they go through the tunnel.
7. The speed limit on French highways is 120 km/h.
8. French highways aren’t free.
9. It’s 970 kilometers from Calais to Avignon.

c (2.15) Listen to Martin talking about his trip and fill in the By car column in the chart. Now compare the information with your answers in 1a.

<table>
<thead>
<tr>
<th>London to Avignon</th>
<th>By plane</th>
<th>By train</th>
<th>By car</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long did it take? (from home)</td>
<td>5 hours 45 mins</td>
<td>6 hours 40 mins</td>
<td></td>
</tr>
<tr>
<td>How much did it cost?</td>
<td>£65</td>
<td>£65.80</td>
<td></td>
</tr>
<tr>
<td>Comfort /10</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Convenience /10</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

d Think of a town / city in your country. How many different ways are there of getting there? Which do you think is the best? Why?
3 Grammar comparatives and superlatives
a Read the sentences. Read the highlighted phrases. Mark them right (✓) or wrong (✗). Correct the wrong sentences.
1 What's the quicker way to get to the South of France?
2 Driving is more boring than going by train.
3 Gas isn't as cheap in Britain as in France.
4 Does the plane cost the same as the train?
5 Going by train is less expensive than flying.
6 It was the more comfortable hotel I've ever stayed in.
7 The worst month to travel through France is August.
8 Do the British drive more carefully than the French?
b p.152 Grammar Bank 2C. Read the rules and do the exercises.
c With a partner compare the experiences below using the bold adjectives.
1 safe, exciting, healthy
   traveling by motorcycle
   traveling by car
   traveling by bike
2 enjoyable, dangerous, relaxing
   traveling by yourself
   traveling with friends
   traveling with your family
3 difficult, expensive
   learning to drive
   learning to ride a bike
   learning to fly a plane

4 Vocabulary transportation and travel
a Put the words into the correct column.

<table>
<thead>
<tr>
<th>dining car</th>
<th>check in</th>
<th>gate</th>
<th>highway</th>
<th>platform</th>
<th>rush hour</th>
<th>speed limit</th>
<th>station</th>
<th>take off</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>car</td>
<td>plane</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b p.148 Vocabulary Bank Transportation and travel.

5 Pronunciation & Speaking stress in compound nouns
a p.145 Listen and repeat the compound nouns. Which word is usually stressed more?
   traffic light pedestrian area
   boarding pass gas station
   parking lot rush hour
   car crash seat belt
   bike lane traffic radar
   parking ticket speed limit
   traffic jam ticket office
b Ask and answer the questions in pairs.

In your town / city...

- What kind of public transportation is there?
- What time is the rush hour?
- Are there often traffic jams?
- What's the speed limit?
- Are there traffic radars anywhere?
- Are there any bike lanes? Do many people use them?
- Are there any pedestrian areas? Where?
- Are there enough parking lots? Are they expensive?
- What happens if you park illegally?
- Do people usually wear their seat belt in the back of the car?
- Do motorcyclists and cyclists wear helmets?
- Are big trucks allowed to drive through downtown?
6 LISTENING & SPEAKING

a Read the beginning of a newspaper article and then talk to a partner:
1 Do you (or your family) ever do any of these things while driving a car?
2 Which three do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).

Which of these things is the most dangerous when you’re driving a car?
• making a call on your cell phone
• listening to your favorite music
• listening to music you don’t know
• opening a bag of chips or a can of soda
• picking up a specific CD from the passenger seat
• talking to other passengers

A car magazine tested car drivers in a driving simulator. The drivers had to "drive" in the simulator and at the same time do the things in the list above. The results of the tests were surprising (and worrying).

b Now listen to a road safety expert talking about the tests. Number the activities 1–6. Were your top three right?

c Listen again and answer the questions.
1 What should you do when you are driving?
2 Why is opening a bag of chips or a can of soda so dangerous?
3 What do people often do when they pick up a CD?
4 What gets worse when drivers are talking on the phone?
5 How do people drive when they are listening to their favorite music?
6 What happens if the music is fast and heavy?
7 What’s the main problem when drivers talk to other passengers?
8 Why is listening to music you don’t know the least dangerous?

d Look at the statements below and decide whether you agree or disagree. Put a V next to the ones you agree with and an X next to the ones you disagree with. Think about your reasons.

Drivers should not use any kind of phone when they are driving.
The minimum age for riding a motorcycle should be 25.
People who drink and drive should lose their license for life.
The speed limit on highways should be 100 kilometers an hour.
Cyclists are just as dangerous as car drivers.
Police traffic radars do not stop speeding.
People over 70 are more dangerous drivers than young people.

e In groups, give your opinions on each sentence. Do you agree?
REQUESTS AND PERMISSION

a 2.16 Listen and repeat the highlighted phrases. Copy the rhythm.

Answer the questions.
1. What does Jacques ask Mark to do?
2. What does Mark ask Ben to do?
3. What does Nicole ask Allie?

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

c Listen again and complete the conversation.

### Jacques

Mark! Would you mind _______ me those concert dates?

### Mark

Of _______ not. Ben, are you busy?

### Ben

Me? Never.

### Mark

you help me? I can’t open this document.

### Ben

Thanks.

### Allie

Hi, Nicole.

### Nicole

Could you sign these, please?

### Allie

Sure.

### Nicole

Is it _______ if I take tomorrow afternoon off?

### Allie

I’m _______ but tomorrow’s really difficult.

### Nicole

What about Friday afternoon?

### Allie

Friday? That’s fine. Do you _______ you could _______ me the request by e-mail?

### Nicole

Uh, yes, of _______.

### Allie

Hello! Hi, Mark. Could you hold a moment, Mark? Thank you, Nicole. _______ you come and see me when you have a moment?

---

SOCIAL ENGLISH Office gossip

a 2.18 Listen. Who do Mark and Nicole talk about?

b Listen again and mark the sentences T (true) or F (false).
1. Mark hasn’t found an apartment yet.
2. Mark likes Ben and Jacques.
3. Jacques’s wife is a lawyer.
4. Nicole likes the way Allie dresses.
5. She thinks Allie is friendly.
6. Allie orders a soda.

c 2.19 Complete the USEFUL PHRASES. Listen and check.

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

---

USEFUL PHRASES

Have you started _______ for an apartment? Have you h. _______ of [Isabelle]?

I haven’t had time y. _______. I _______ me get you (a drink).

J. _______ a minute. Thanks. I’ll _______ a [Diet Coke™].

H. ______ do you like (the office)?
Nightmare trips
We asked you to tell us about your nightmare trips. Rita from California wrote to us about hers...

A nightmare trip I remember was three years ago. I was going to the airport with my friend. We were going to Hawaii on vacation and we had to be at Los Angeles airport two hours before the flight.

We arrived home with plenty of time, when we got to the freeway there was a huge traffic jam! The traffic wasn’t moving at all. We didn’t know what to do. It was too late to go another way, we just sat in the car getting more and more stressed. Ten minutes, the traffic started moving slowly. We decided to leave the freeway and try to find another way to the airport, I wasn’t sure of the way and we got completely lost. We were sure we were going to miss the flight. We finally arrived at the airport just thirty minutes before the plane was going to leave. The woman at the check-in counter said we couldn’t check in our luggage, it was too late, we had to run with all our suitcases to the departure gate.

My friend fell down and hurt her leg, we managed to get to the gate in time and caught our flight.

a Read the story once. What happened in the end? Then correct the six grammar mistakes with the verbs (wrong tense or wrong form).

b Read the story again and complete with a connecting word or phrase.

after although because but (x2) in the end so (x2) when

c Look at the list of possible travel problems in the Useful language box below. Mark them C if they refer to a trip by car and P if they refer to a trip by plane.

Useful language: travel problems
the flight was delayed you got lost you missed your flight
your car broke down you forgot your passport your flight was overbooked

"there was a traffic jam"

WRITE about a nightmare trip you’ve had (or invent one).

PLAN what you’re going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.148 Transportation and travel to help you.

Paragraph 1 When was the trip? Where were you going? Who with? Why?
Paragraph 2 What went wrong? What happened?
Paragraph 3 What happened in the end?

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

a Complete the sentences with one word.
1. A Would you like to watch the movie?
   B No, I've _______ seen it three times.
2. A How _______ have you lived here?
3. A _______ you read this novel?
   B No. Is it good?
   A I haven't finished it _______.

b Complete the second sentence so that it means the same as the first.
1. I started to work here three years ago.
   I've _______ here for three years.
2. I bought this camera in 2006.
   I've _______ this camera _______ 2006.
3. The train is cheaper than the plane.
   The plane is _______ than the train.
4. Women drive more carefully than men.
   Men don't drive as _______ women.
5. None of the other sofas is as comfortable as this one.
   This sofa is _______ comfortable one.

**VOCABULARY**

a Word groups. Underline the word that is different. Say why.
1. coin check bank bill
2. save waste mortgage owe
3. exhausted terrified hungry furious
4. delicious wonderful great awful
5. light journey trip travel
6. bus van helmet truck
7. bike lane train station speed limit traffic jam

b Write words for the definitions.
1. It's an adjective. It means "very dirty." f _______
2. It's a noun. It's money that you pay to the government.
   t _______
3. It's a noun. It's the time of day when buses and trains are full.
   r _______
4. It's a verb. To give someone money that they must later pay back.
   p _______
5. It's a noun. It's the place in a train station where you get on or off a train.
   b _______ p _______ or c _______
6. It's a verb. It means to receive money from a relative after their death.
   l _______
7. It's a noun. It's the piece of paper you need to get on a plane.
   b _______ p _______ or c _______
8. It's an adjective. It means "very small." t _______

**PRONUNCIATION**

a Underline the word with a different sound.

| 1 | afford | board | card | enormous |
| 2 | tiny   | pick up | traffic | ticket |
| 3 | crash  | station | rush   | charge |
| 4 | coin   | check  | cyclist | car     |
| 5 | seat   | earn   | speed  | greedy  |

b Underline the stressed syllable.

invest security luggage pedestrian terrified
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

Why I didn’t want to be a millionaire

When Lydia Nash appeared on the TV show Who Wants to be a Millionaire? and was fortunate enough to win £16,000, she decided to give all the money away. This wouldn’t have been surprising if she had been rich or famous, but Lydia was a 19-year-old then. Lydia gave all the money to a charity that helps orphaned children in Thailand and where she had also worked as a volunteer for the previous three years. “I first visited the orphanage when I was seventeen, and I felt very depressed by what I saw. When I got back to England, I felt angry. Looking around, all I could see were people who were obsessed with money. That convinced me to return to Thailand the following year.”

After she won the money, some of her friends at the university thought that maybe she had made the wrong decision. “Some people said I should have saved it for a down payment on a house or to pay back my student loan,” Lydia said. “That really annoyed me. Students seem to live in an unreal world, where they constantly complain about being poor. But there’s an enormous difference between our situation and that of people who have absolutely no money.”

With the help of the money Lydia gave them, the charity has just finished building Rainbow House, a new facility that will house 50 young children and where they will live until they are adopted.

If Lydia had won a million pounds and not only £16,000, would she still have given away all the money? She said, “Before going on the show, I thought a lot about what it would be like to have a lot of money, and I realized that I wouldn’t like it at all. And then, of course, as I had been to the orphanage and had seen all the work that needed to be done, I knew how useful that money could be. It was far more important for the charity than it could ever be for me. I definitely think I get more enjoyment out of giving the money away than if I had kept it for myself.”

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

CAN YOU UNDERSTAND THESE PEOPLE?

a. 2.18 Listen and circle the correct answer, a, b, or c.
1. Where did the woman probably lose her credit card?
   a. In the gas station.
   b. In the flower shop.
   c. In the restaurant.
2. How long has he been working as a teacher?
   a. 1 1/2 years
   b. 2 1/2 years
   c. 3 1/2 years
3. How can people travel today?
   a. By road.
   b. By train.
   c. By air.
4. How are they getting to Buffalo?
   a. Route 17
   b. The Thruway
   c. Route 80
5. Who is working at the moment?
   a. Her brother.
   b. Her brother’s wife.
   c. Her brother and his wife.

b. 2.18 Listen to a conversation between a bank manager and a client. Complete the sentences with a number.

Ms. Stevens wants to borrow $_____.
The period of the loan will be _____.
The monthly payments will be $_____.
The interest rate is _____%.
The first payment will be on _____.

CAN YOU SAY THIS IN ENGLISH?

Can you…?

☐ talk about different things you can do with money
☐ say how long you’ve been living in this town and learning English
☐ compare traveling by car, train, and plane in your country
Modern manners

1 VOCABULARY & SPEAKING cell phones
a Match the word with the country. How do you say cell phone in your language? Which name do you like best?

1 France a cell phone
2 Germany b telefonino
3 Italy c cellular
4 the US d movil
5 the UK e portable
6 Spain f mobile
7 Argentina g Handy

b Listen and match the sentences with the sounds.
A ☐ He's dialling a number.
B ☐ She's texting a friend.
C ☐ He just hung up.
D ☐ She's choosing a new ring tone.
E ☐ He's calling back.
F ☐ She left a message on his voice mail.
G ☐ The line's busy.

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

Cell phone questionnaire
Do you have a cell phone?
If so, how long have you had it?
If not, are you thinking of getting one?
How many of your friends or family have cell phones?
What kind of ring tones do they have?
What do they use their cell phones for [aside from talking]?
Where or when should people turn off their cell phones?

Have you ever...
...seen someone using a "hands-free" phone
...forgotten to turn your phone off [with embarrassing consequences]
...used a cell phone while you were driving
2 GRAMMAR  must, have to, should (obligation)

a In pairs, look at the picture and answer the questions.
1. What's the man doing? Does it annoy you when people do this?
2. Does this happen a lot in your country?
3. What other things do people do with cell phones that annoy you?

b 3.3 Listen to five people talking about things that annoy them about cell phones. Match the speakers with what they say.
Who...
A says talking on your cell phone can be dangerous
B complains about people who are very impatient to use their cell phones
C complains about people using cell phones on social occasions
D hates having to listen to other people's conversations
E complains about people who interrupt a conversation to answer the phone

Match these sentences from the dialogues with their meaning.

1. You shouldn't answer the phone if you’re talking to a salesperson. □
2. You have to turn off your cell when you fly. □
3. You must not use your phone until you get off the plane. □
4. You don’t have to shout. The other person can hear you. □
5. You should talk quietly if you are in a public place. □

A You don’t need to do this. It isn’t necessary.
B Don’t do this. It isn’t allowed / permitted.
C Do this because it’s a rule or the law.
D I think it’s a bad thing to do.
E I think it’s a good thing to do.

3 PRONUNCIATION & SPEAKING  sentence stress

a 3.3% Listen and repeat the sentences.
Copy the rhythm.
1. You must not use your phone on a plane.
2. I don’t have to go to work tomorrow.
3. We have to take an exam in June.
4. You should turn off your cell phone in class.
5. You shouldn’t talk loudly on a cell phone.
6. I must go to the bank this morning.

b Read the definition of manners. Then look at phrases 1–8. Are these laws (or against the law) or just good / bad manners? Mark M (manners) or L (law).

Manners or the law?
1. Play noisy games on a cell phone in public
2. Send text messages when your car is stopped at a traffic light
3. Turn off your cell phone on a plane
4. Turn off your cell phone in class
5. Talk loudly on a cell phone on public transportation
6. Use a handheld cell phone while driving a car
7. Make very personal calls in public
8. Use your cell phone at a gas station

manners [pl noun] a way of behaving that is considered to be polite in a society or culture

Compare with a partner. Then make sentences with...
You should / shouldn’t ... (for manners)
You have to / can’t / must not ... (for the law)
4 READING

a What does the expression culture shock mean? Have you ever had culture shock?

b Read the article and check (√) the sentence which says what the article is about.

☐ The English have very good manners.  ☐ The English and Russian ideas of good manners are different.
☐ The English are polite but insincere.  ☐ Russians are very rude and unfriendly.

c Read the article again and mark the sentences T (true) or F (false). Correct the wrong sentences.

1. Miranda got angry because her husband asked her to make the tea.
2. Miranda had to teach him to say "sorry" when something wasn't his fault.
3. Her husband thinks English people are too polite.
4. Alexander wasn't surprised when people said they liked the food at the dinner party.
5. The food was delicious.
6. Miranda didn't mind when her mother-in-law criticized her cooking.
7. Alexander thought his mother was right.
8. In Russia it isn't normal to smile all the time when you speak to someone.
9. His Russian friends thought Miranda was very friendly because she smiled a lot.
10. Alexander never says "thank you" for his tea when he and Miranda are speaking in Russian.

d Now cover the text. Can you complete the phrases with the missing verbs?

1. pour on someone's foot or toe
2. ______ some water into a glass or tea into a cup
3. ______ a noise, like a grunt
4. ______ food (so that it goes from your mouth to your stomach)
5. ______ a word from English into Russian

e Are people in your country more like Miranda or Alexander?
5 LISTENING

a) 3.4 Listen to four people answering the question, “Are Americans polite?” Do they answer “yes” or “no”? 
1 Clare, a student from Ireland  Yes/No
2 Paul, an American businessman in China  Yes/No
3 Andrea, an American from Chicago  Yes/No
4 Marcos, an economist from Latin America  Yes/No

b) Listen again and answer the questions.
1 Why do some foreigners find the expression “Have a nice day” annoying?
2 Does Clare disagree?
3 What do some Chinese people call the Americans?
4 How does Paul’s friend explain this?
5 What three reasons are given for people being ruder now?
6 What do some American tourists do that shows they don’t respect local customs?
7 Does Marcos feel that all American tourists are like this?

6 SPEAKING

Look at the five situations. In groups, discuss…
Do people do these things in your country?
Do you think it’s good or bad manners to do these things, or does it not matter?

In my country, we don’t kiss people when we meet them for the first time.

Good manners?  Bad manners?  Does it matter?

Greeting people
- kiss people on both cheeks when you meet them for the first time
- call older people by their first names
- use more formal language when speaking to an older person

Driving
- always stop at a pedestrian crossing
- honk at someone who’s driving slowly
- drive with the windows down and your music playing loudly

In a restaurant
- let your children run around and be noisy
- be very affectionate to your boyfriend or girlfriend
- talk on your cell phone

Men and women – a man’s role
- pay for a woman on the first date
- wait for a woman to go through the door first
- make sure a woman gets home safely at night

Visiting people
- take a present if you’re invited to dinner at someone’s house
- arrive more than 10 minutes late for a lunch or dinner
- smoke in a house where the owners don’t smoke
Judging by appearances

1 READING

a Answer the questions in pairs.
1 How many documents do you have that have your photo on them?
2 Where was your passport or ID card photo taken?
   a in a photo booth   b at home
   c at a photo studio
3 Do you think the photo looks like you?
4 Do you like the photo? Why (not)?

b Look at the three people and their passport photos. Do they look like their passport photos?

c Read the first paragraph of the article and answer the questions.
1 Why is our passport or ID card photo important?
2 Which nationality is the happiest?
3 Which nationality is the vainest?

d Now read the rest of the article. Who is happy with their photo? Who isn’t? Why?

e Look at the highlighted words in the text and choose the correct meaning.
1 a a study
   b a book
2 a feeling uncomfortable
   b feeling happy
3 a journalists
   b famous people
4 a feeling pleased with yourself
   b feeling unhappy with yourself
5 a very beautiful
   b very ugly
6 a without hair
   b with a lot of hair
7 a a kind of document
   b false hair

Do I really look like this?

Our passport or ID photos are the photos we show to the largest number of different people during our lives. But how happy are we with our passport photo? Do we make an effort to get a good one? According to research done by the US printer company Lexmark, the answer varies according to nationalities. It seems that the Italians are the most embarrassed about their passport photo (21% said they didn’t like showing it to other people). On the other hand, 98% of Norwegians said they were happy with their photos. And the French spend the most time trying to get the perfect photo (sometimes spending an hour in the photo booth). We asked three celebrities how they felt about their passport photos...

Michael Winner
movie director

“I used to be very proud of my passport photo,” said Michael Winner. “For more than forty years I looked like an elegant movie director.” But recently Michael renewed his passport and took a new photo in a photo booth. “Now I look like a drug dealer,” he says.

Ruth England
TV host

Ruth England spends her life traveling and showing her passport photo to passport officials around the world. She confessed, “Once I had a passport photo where I looked really hideous and so I deliberately lost my passport and got a new one. For my latest passport, I took several photos and I chose the best one. It’s pretty good. I’ve had much worse ones.”

Toby Young
author and journalist

Toby Young said, “I’m often stopped when I go through immigration because I don’t look like my passport photo at all. In my photo I had a lot more hair but now I’m bald. No one believes it is me. So, now I have two possibilities: take a wig with me every time I travel or get a new passport photo!”

Adapted from a newspaper
HOW WORDS WORK...

Look at two sentences from the text:

Once I had a passport photo where I looked really hideous.

I looked like an elegant movie director.

You can use the verbs look and look like to talk about a person’s appearance.

• Use look + adjective (or an age).
• Use look like + a noun or pronoun.

Complete the sentences with look or look like in the correct form.

1. This photo doesn’t _______ you at all. When was it taken?
2. You _______ very young in this photo. How old were you?
3. Your brother _______ a football player. He’s huge.
4. You _______ tired. Why don’t you go to bed?

2 VOCABULARY describing people

a p.149 Vocabulary Bank Describing people.

b Listen to the four men and listen. Which one is the bank robber?

3 PRONUNCIATION -eigh, -aigh, -igh

a Look at the pink letters in the words below. Are they pronounced /ei/ or /aɪ/?
Put the words in the correct column.

<table>
<thead>
<tr>
<th>bright</th>
<th>height</th>
<th>high</th>
<th>in his eighties</th>
<th>light brown</th>
<th>might</th>
<th>neighbor</th>
<th>overweight</th>
<th>sight</th>
<th>straight</th>
<th>weigh</th>
</tr>
</thead>
</table>

b Listen and check.

c How is -eigh always pronounced? How is -eigh usually pronounced? Which word is an exception here?

d Practice saying the sentences. Listen and check.

1. She has light brown hair. It’s short and straight.
2. He’s medium height and slightly overweight.
3. He’s in his eighties, but his eyesight’s very good.
4. She likes wearing tight straight-leg jeans.
4 GRAMMAR  *must, may, might, can't* (deduction)

a  Look at the photo of the three women. Who do you think is who? Match texts A–C with the photos.

Judging by appearances

Millionaire’s daughter?

Managing director?

Policewoman?

Who do you think is who?

b  Read the texts again. In pairs, answer the questions.
1. Which two women feel they are judged because of their appearance? How?
2. Which woman thinks she is judged because of her name? How?

c  Look at the highlighted phrases in the texts and answer the questions.
1. Which phrase means *it’s impossible*?
2. Which phrase means *it’s certain*?
3. Which phrase means *it’s possible*?

d  ☐ p.134 Grammar Bank 3B. Read the rules and do the exercises.

e  ☐ Communication *Who do you think they are?* p.116 Match more people with their jobs.
5 LISTENING

a In pairs, look at the man in the photo and answer the questions. Use must, may, might, can’t be. Say why.

1 Where do you think he’s from? the US Sweden Spain
2 How old do you think he is? in his 20s in his 30s in his 40s
3 What do you think his job is? priest musician accountant

b Listen to the first part of a radio interview with him and check your answers. Were you right?

c Listen again and make notes under the headings below. Compare with a partner.

- name
- parents
- languages
- nationality
  - (what he feels)
  - (what he looks like)
- profession
  - (when he started)
  - (how long he’s been doing it professionally)

d Now listen to the second part of the interview and answer the questions.

1 In which of the two countries is it easier for him to make a living?
2 In what other countries is there a lot of interest in his job?
3 What is the stereotype of someone doing his job?
4 In which of the two countries does he think people judge him by his appearance?

e How important is appearance in your country?
Do people in your country judge by appearances?
1 GRAMMAR can, could, be able to

a. Look at the title of the lesson, which is the first half of a well-known saying. Look at the different second halves below. Which do you think is the real saying? Which do you think is the best advice?

...ask for advice. ...leave it until tomorrow.
...give up. ...pay someone else to do it for you.
...have a cup of coffee. ...try, try again.

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

be able to do sth: to have the ability, opportunity, time, etc. to do something, e.g., Will you be able to come to the meeting next week?

c. Read the article about people who have tried (but failed) to learn something. Complete the text with these phrases.

A: I've never been able to say
B: I was able to learn
C: you'll never be able to speak
D: I just wasn't able to do it
E: I hate not being able to communicate
F: I would suddenly be able to do it
G: all my friends are able to do

I’m a failure! I’ve never been able to...

...pass my driving test
I started taking driving lessons when I was 17. Although I’m normally a fast learner, 1... After 18 months I failed my first test. I was really disappointed. Since then I’ve taken the test again three times, but I’ve always failed – usually on reversing or parking. The problem is I get so nervous during the tests that I can’t drive very well. It’s so embarrassing to admit that I can’t learn to do something that 2... Amanda, Dallas

...learn to dance
I’ve always wanted to be able to dance salsa, and when I was working in Ecuador there were free classes, so I joined. But the art of salsa is to keep your arms still and move your hips, and I just couldn’t do it. When I hear music, my arms start moving but my hips don’t. After about ten hours of classes, 3... the steps, but I was dancing like a robot! I didn’t give up, but soon everyone in the class was dancing and I was just slowing moving from side to side and counting out loud “one, two, three, four.” I was sure that one day 4... but that never happened. I can still remember the first two steps, though, and I still try to dance when I hear a salsa tune, as long as nobody is watching.
John, Tampa

...speak a foreign language
I’ve started learning English at least ten times. I’ve been to classes, I’ve had a private teacher, I’ve used a self-study course, but I 5... anything in English. I even had an American girlfriend once, but she learned Portuguese before I managed to improve my English, so we always spoke in Portuguese. I travel a lot for my job and 6... it well. It’s so frustrating. I’m 32 now and I think if you don’t learn a language when you’re a child, or go and live in the country, 7... Guilherme, Brasilia *
* translated from Portuguese
d. Look at phrases A–G. What tense or form of *be able to* are they?

e. **p.134 Grammar Bank 3C.** Read the rules and do the exercises.

f. **Communication Guess the sentence A p.116 B p.119.**

2 **PRONUNCIATION** sentence stress

a. ** dictation.** Listen and write six sentences with *can/can’t* or *could/couldn’t.*

b. 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 dance.
   4. She hates not being able to drive.

3. Listen and make new sentences with the verbs you hear.

   ride a horse

   I’d love to be able to ride a horse.

---

**HOW WORDS WORK...**

1. Look at the two uses of *so.* Match them with their uses.
   1. *It’s so frustrating!*
   2. *The classes were free, so I joined.*
   3. *to emphasize an adjective or an adverb*
   4. *to connect a cause and a result*

2. Look at the sentences below. Is so use number 1 or use number 2?
   A. I love Paris. It’s so beautiful. □
   B. The bus didn’t come, so I walked home. □
   C. Why does he talk so much?       □
   D. I was so tired that I went to bed at 9:00. □
   E. I was tired, so I went to bed. □

3 **speaking**

Interview your partner with the chart.
4 VOCABULARY  
-ed / -ing adjectives

a Look at the picture.
1 Which person is bored? Which person is boring?
2 Which person is embarrassed? Which person is embarrassing?

b Without looking back at the texts in 1, underline the correct adjective in these sentences.
1 I failed my first test. I was really disappointed / disappointing.
2 It’s so embarrassed / embarrassing to admit I can’t do something that all my friends are able to do.
3 I hate not being able to communicate. It’s so frustrated / frustrating.

c Look back at the texts on page 44 and check your answers.

d Complete the adjectives with -ed or -ing.
1 What do you think is the most exciting ______ sport to watch?
2 What music do you listen to if you feel depressed ______?
3 What was the last interesting ______ TV show you watched?
4 Have you ever been disappointed ______ by a birthday present?
5 Which do you find more tiresome ______, traveling by car or by public transportation?
6 Are you often bored ______ at work or school?
7 What’s the most embarrassing ______ thing that’s ever happened to you?
8 Are you frightened ______ of any insects?
9 Do you feel very tired ______ in the morning?
10 What’s the most boring ______ movie you’ve ever seen?

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

5 LISTENING

a You’re going to hear a psychologist talking about how to succeed at learning to do something new. Before you listen, match these phrasal verbs with their meanings.
1 I want to take up scuba diving.
2 I’m going to give up learning Japanese.
3 It’s too difficult.
4 If I like the music, I’ll keep on dancing.
   a stop, abandon
   b continue
   c start something new

b Listen and write the seven tips. Now listen to the program. Check (√) the five things the psychologist says.
1 ☐ Be realistic about what you choose.
2 ☐ Always take up a new activity at the beginning of the year.
3 ☐ Don’t think you’ll be bad at all sports just because you’re not good at one.
4 ☐ Don’t give up an activity before you’ve given it a good chance.
5 ☐ If you’re learning something new, don’t think you’re going to become the best in the world at it.
6 ☐ Always take up a new activity with a friend.
7 ☐ Learning something new is a good way of meeting people.

c Listen again. What examples does she give for each point you’ve checked?
6 READING
a Can you think of anyone you know or a famous person who has been successful in very difficult circumstances?

b Work in pairs. A read about Natalie; B read about Bethany. Complete the chart.

<table>
<thead>
<tr>
<th>Natalie</th>
<th>Bethany</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How did she lose a limb?</td>
<td>1 How did she lose an arm?</td>
</tr>
<tr>
<td>2 When did she start her sport again?</td>
<td>2 When did she start her sport again?</td>
</tr>
<tr>
<td>3 How did she feel?</td>
<td>3 How did she feel?</td>
</tr>
<tr>
<td>4 What has she achieved since then?</td>
<td>4 What has she achieved since then?</td>
</tr>
<tr>
<td>5 How does she see her future?</td>
<td>5 How does she see her future?</td>
</tr>
</tbody>
</table>

c A use the chart to tell B about Natalie. B complete the chart. Then change roles.

d Now read the other article. Underline five words/phrases in either article that you want to remember.

e What do the two women have in common? What’s different about them?

Never give up

Natalie, the swimmer who lost a leg
Natalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a car accident. She was going to a training session at the swimming pool on her motorcycle when a car hit her. Her leg had to be amputated at the knee. At the time, she was one of South Africa’s most promising young swimmers. Everybody thought that she would never be able to swim competitively again.

But Natalie was determined to persevere. She went back into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 meters in 9 minutes 38 seconds and qualified for the final – but not for disabled swimmers, for able-bodied ones! Although she didn’t win a medal, she still made history.

"I remember how thrilled I was the first time that I swam after recovering from the operation. It felt like my leg was there. It still does," says Natalie. "The water is the gift that gives me back my leg. I’m still the same person I was before the accident. I believe everything happens in life for a reason. You can’t go back and change anything. Swimming was my life and still is. My dream is to swim faster than I did before the accident."

Bethany, the surfer who lost an arm
Bethany Hamilton was the best girl surfer of her age when she lost an arm in a shark attack. She was only thirteen years old and was surfing in Hawaii when a tiger shark attacked her and tore off her left arm. It happened so fast she didn’t even scream.

But Bethany was determined to get back on a surfboard as soon as possible. As soon as she left the hospital, she began practicing her surfing exercises on the beach. Everyone was amazed to see her surfing so soon after her accident. Incredibly, she finished 5th at the National Surfing Championships.

"The first time I went back into the water, I was so happy I cried," she said. "It was easier than I thought. But obviously it’s much more difficult than with both arms, and I have to accept I’ll probably never be world champion, which used to be my dream."

Since then, Bethany has signed a contract with Rip Curl and has written a book about her experience, which has been made into a movie. "I always dream of the ocean," she says. "When you surf a wave, it’s like walking on water, and when you’re in the air, it’s like flying."

7 SONG : You can get it if you really want
Renting an apartment

How to Get There

a. *Cover the conversation and listen.* Where is the apartment that Mark is going to see? What's the best way to get there? How is Mark going to get there?

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

Mark: Where is it? I'm sorry, I didn't catch that.
Jacques: OK, how far is it? OK, OK. Merci. Au revoir.
Mark: Any luck?
Jacques: I think I've found an apartment.
Mark: How do I get to Belleville?
Jacques: The easiest way is to get the metro at Pyramids. Take Line 14 and transfer at Châtelet.
Mark: OK.
Jacques: Then take Line 11 to Mairie des Lilas.
Mark: Where do I get off?
Jacques: At Belleville.
Mark: How many stops is it?
Jacques: Six, I think.
Mark: Oh right, I've found it on the map. How long does it take to get there?
Jacques: About half an hour.
Nicole: Have you found a flat?
Mark: Yes, in Belleville this time.
Nicole: When are you going to see it?
Mark: This afternoon.
Nicole: If you can wait till six, I'll give you a lift.
Mark: I live near Belleville so I'm driving that way.

SOCIAL ENGLISH What’s going on?

a. *Listen.* Does Mark decide to rent the apartment?

b. *Listen again and answer the questions.*

1. What are the main advantages and disadvantages of the apartment?
2. What two lies does Mark tell? Why? Do you think Nicole believes him?

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

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

Useful Phrases

So, what do you think? I can't wait to see it!
It's a long way from the station. Are you on your own?
What's it like?
I'll call you back.

...
Amanda went to the US and stayed with Stephanie and David in New Jersey. After she had gone home, she wrote to thank them.

a. Look at the list of things she says in her letter. Number them in a logical order 1–7.
   A. She suggests the best time to come to Mexico.
   B. She thanks them for inviting her.
   C. She talks about what she's been doing recently.
   D. She apologizes for not writing earlier.
   E. She mentions two really good experiences in the US.
   F. She thanks them again and invites them to stay.
   G. She talks in general about the nice things that happened in the US.

b. Now read Amanda's letter and check your answers to a.

c. Find and correct five punctuation and capitalization mistakes in the second paragraph.

d. Look back at the e-mails on page 17. What difference is there in style between an informal letter and an e-mail?

Useful language: informal letters / e-mails

**Beginnings**

Dear + name (e-mail: Dear or Hi)

Sorry for not writing earlier but...

Thank you / Thanks (so much) for (your letter, inviting me, 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.

(Give my regards / love to...

Best wishes / Love (from)

PS I enclose a photo of the three of us (e-mail: I'm attaching...)

Imagine you have some American friends in the US, and you stayed with them for a week last month.

WRITE a letter to thank them.

PLAN what you're going to say. Use 1–7 above and the Useful language box to help you.

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

Complete the second sentence with two words so that it means the same as the first. Contracted forms, e.g., isn’t, count as one word.

I really think it’s important for you to learn to drive.
You really **must** learn to drive.

1. Why don’t you join a tennis club?
   It would be good for you.
   I think you ______ a tennis club.

2. I’m sure she’s not American. She doesn’t have an American accent.
   She ______ American, she doesn’t have an American accent.

3. I can’t go out tonight.
   I won’t _____ _____ to go out tonight.

4. It’s prohibited to take photos there.
   You _____ _____ take photos there.

5. I’m not sure if she’ll like her present.
   She _____ _____ like her present.

6. Wearing a uniform is not mandatory.
   You _____ _____ to wear a uniform.

7. The lights are on, so I’m sure he’s at home.
   The lights are on, so he _____ _____ at home.

8. I think this is probably their house.
   This _____ _____ their house.

9. Paying in advance is obligatory at this school.
   You _____ _____ pay in advance at this school.

10. Drinking a lot of coffee isn’t a good idea.
    You _____ _____ a lot of coffee.

**VOCABULARY**

a. Complete the description.
   My cousin Ann is very attractive. She’s in her ‘m _____ twenties – 24 or 25 I think. She’s blond, with shoulder- _____ hair. It’s completely _____, not curly at all. Her _____ are very long and get in her eyes. She’s very near-sighted, but she _____ contact lenses.

   1. Are you _____ in sports?
   2. I was very _____ when I failed the test.
   3. This book is really _____ I can’t finish it.
   4. I completely forgot his name. It was so _____!
   5. I felt very _____ because I just couldn’t do it.

b. Complete with an adjective from the bold verb.
   - interest
   - depress
   - bore
   - embarrass
   - frustrate

   1. Please turn _____ your cell phone. You can’t use it here.
   2. John’s not here. Can you call _____ later?
   3. I can’t believe it! He hung _____ in the middle of our conversation!
   4. She looks _____ her mother. They both have big eyes.
   5. He’s _____ his late forties.

**PRONUNCIATION**

a. Underline the word with a different sound.

   1. dial  might  fifties  frightened
   2. weight  height  straight  engaged
   3. bald  long  brown  tall
   4. gray  ugly  glasses  change
   5. cheek  mustache  watch  choose

b. Underline the stressed syllable.

disappointed embarrassing interested frustrated overweight
Good News—Bad News

One of the best days of my life was the day one of my professors called to say that I had been accepted to study for a year at the University of Sorbonne in Paris. I had never traveled much, and I didn’t think I would ever have the chance to go to Europe. The news came one afternoon in May of 1993. I was just 19 years old and I was in my room at college. Just before the call, a friend of mine came into my room, threw herself into a chair, and burst into tears. She had had plans to get married in June, but her boyfriend had just broken up with her—at that very moment the phone rang. So there I was listening to the best news of my life while my friend was crying over the worst news in hers. My professor said, “What’s the matter? Aren’t you excited?” I said, “Yes, I am, but I’ll tell you about it later.” I tried my best to console my friend, but it was really hard for me to be sympathetic while I was so happy about my news.

Finally I couldn’t stand it anymore. I said to my friend, “Stay here. I have to go out for a few minutes.” I went out and got a big pizza, a quart of chocolate ice cream, and a big bottle of soda. “You and I are going to have a feast,” I said, and then I told her my news. That friend was a much happier person when she left. I went to France and had a wonderful year. I studied hard, became fluent in French, traveled, and met many wonderful people. When I came back, I ran into my friend. Although she’d been deeply hurt by the break up with her boyfriend, she had also had a good year at school and was about to leave for graduate school. We laughed together over that “famous” day in my room, possibly the best and worst day of our lives.

a Read the article and choose a, b, or c.
1 In 1993, the writer was ______ about the chances of ever traveling to Europe.
   a optimistic  b pessimistic  c worried
2 When her professor called, she felt that she ______ celebrate the news.
   a shouldn’t  b had to  c could
3 Her professor couldn’t understand ______.
   a why she was crying  b what she was saying  c why she didn’t sound happy
4 In the end, the writer’s friend ______.
   a felt better  b felt worse  c left early
5 When the friends met again a year later, they ______ that “famous” day.
   a felt sorry about  b enjoyed remembering  c didn’t talk about

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

CAN YOU UNDERSTAND THESE PEOPLE?
a
a Listen and circle the correct answer.
   a In the cafe.  b In her pocket.  c In her bag.
1 Where’s the girl’s cell phone?
2 How late are their friends?
   a Less than 15 minutes.  b 15 minutes.
   c More than 15 minutes.
3 Which photo does the man like?
   a The woman’s.  b His own.  c Neither of them.
4 The girl’s new boyfriend is...
   a tall and with long dark hair.  b tall with short dark hair.
   c short with short dark hair.
5 How many times has the woman failed her driving test?
   a One.  b Two.  c Three.

b Listen and complete the form with the missing information.

The Language School
Name: __________
Last Name: __________
Nationality: __________
Student wants to take the ______ level.
Student has been to ______.

CAN YOU SAY THIS IN ENGLISH?
Can you…? Yes (√)
☐ talk about bad cell phone manners, and what you think people should do
☐ describe yourself and other people
☐ talk about something you’ve tried to learn but weren’t able to and say why

51
1 VOCABULARY  education

a. Answer the questions in pairs.
1. When did the Second World War end?
2. What is the capital of Colombia?
3. Who wrote Don Quixote?
4. How many kilobytes are there in a megabyte?
5. Who invented the theory of relativity?
6. What is 5 x 18 = 4?
7. How many legs does an insect have?
8. What is water made of?

b. Match the questions with these school subjects.
   - chemistry  □
   - geography  □
   - history  □
   - information technology  □
   - literature  □
   - math  □
   - physics  □
   - biology  □

   - computer
   - lunch
   - fun
   - usually
   - result
   - study
   - subject
   - uniform
   - university

   □ p.150 Vocabulary Bank  Education.

2 PRONUNCIATION & SPEAKING  /ʌ/ or /yu/?

A The letter u between consonants or at the beginning of a word is usually pronounced /ʌ/ or /yu/.

a. Put the words in the correct column.

<table>
<thead>
<tr>
<th>computer</th>
<th>lunch</th>
<th>fun</th>
<th>usually</th>
<th>result</th>
<th>study</th>
<th>subject</th>
<th>uniform</th>
<th>university</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/yu/</td>
</tr>
</tbody>
</table>

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

c. Practice saying these sentences. Listen and check.
1. What subjects did you study in high school?
2. Do students at that school wear uniforms?
3. Most students have lunch in the cafeteria.
4. We usually have fun in our music class.

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?
How much homework / you have?
/ you have to wear a uniform?
/ discipline very strict?
/ students behave well?
Which subjects / you good and bad at?
Which / your best and worst subjects?
So school these days is easy? Think again.

People and politicians complain that school is getting easier. Damian Whitworth, a 35-year-old journalist, decided to see for himself. He spent a week as a student at a British secondary school, Brentwood County High School. It’s a large public school and has about 1,800 students, girls and boys, ages between 11 and 18.

French
My first lesson is French. I am in a class of thirteen-year-olds. Outside the classroom some girls start interrogating me: “Are you really in our class?” “How old are you?” “How old do you think I am?” I reply: “Well... you’re not 13!”

First we have a listening test that I find difficult. I get 14 out of 20. Not bad. Then we make review lists on the computer. Now every student has one.

Math
As we wait outside the math classroom a teacher tells me to button my shirt all the way up. The math teacher uses an interactive whiteboard that has graphics and video, but the students don’t look very interested in the lesson. A cell phone rings and the owner hurries to turn it off.

History
Mr. Foxleigh is the history teacher. He doesn’t have any problems controlling the noise level. (Other teachers do.)

He talks to them as if they were adults and gets their attention in return.

Lunch
In the canteen we can choose between traditional and fast food. Burgers and fries are the most popular meal.

Information and communication technology
We are designing spreadsheets for cell phone sales and I cannot imagine a more boring lesson.

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

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

“Incredible!”

“Amazing!”

“We should do this in math!”

So has school gotten easier?

It’s difficult to say if school has become harder or easier since I was a child because teaching methods have changed so much. All I can say is that during my working life I have had many boring experiences. Being back at school for a week was as tiring as any of them. Being a student today is very, very hard work.
4 GRAMMAR  first conditional and future time clauses

a In pairs, answer the questions.
1. When was the last time you took a test? Did you pass or fail?
2. What's the next test you are going to take? How do you feel about it?
3. How do you usually feel before you take a test?
4. What do you usually do the night before a test?
5. Have you ever failed an important test you thought you had passed (or vice versa)?

b Carla and Ruben are waiting for their results.
1.3 Listen to Carla and answer questions 1–5. 4.3 Then do the same for Ruben.

<table>
<thead>
<tr>
<th>Carla</th>
<th>Ruben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla just took the SAT.</td>
<td>Ruben just took the TOEFL.</td>
</tr>
</tbody>
</table>

1. Was the test difficult?
2. When and how will you get the results of the test?
3. How will you celebrate if you get a high score?
4. What will you do if you don't get the score you need?

| 4.5 | 4.5 |
\[ \text{**Listen and complete the sentences.**} \]

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 college, _______________.

5. When ________________, they'll mail the results.

\[ \text{**p.136 Grammar Bank 4A. Read the rules and do the exercises.**} \]

d  

\[ \text{**Choose five sentence beginnings from the list below and make true sentences about yourself. Then tell your partner.**} \]

* I won't stop studying English until I...  \rightarrow  I'll have a big party if...

* I'd like to retire when...  \rightarrow  I'll always live here unless...

* I'll leave home as soon as...  \rightarrow  I'll have more free time when...

* I'll be really annoyed if...  \rightarrow  I'll have something to eat as soon as...

* I don't want to have children before...  \rightarrow  I won't get married until...

<table>
<thead>
<tr>
<th>4.6</th>
<th>4.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>4A</td>
</tr>
</tbody>
</table>

\[ \text{**Listen to Carla and Ruben. Did they get the results they needed? What scores did they get? What are they going to do?**} \]
5 LISTENING
a Look at this extract from a TV guide and the photo. Answer the questions.

8:00 That'll Teach 'Em
Final part of the six-part series following a group of modern 16-year-old students in a 1950s boarding school.

1. What do you think the idea of the program was?
2. Which of these things do you think the students hated most?
   - the food
   - not being able to watch TV
   - having a lot of homework
   - not being able to use cell phones
   - wearing a uniform
   - going for cross-country runs
   - taking cold showers
3. What do you think the discipline was like? How do you think the students were punished if they behaved badly?
4. Do you think the students did well or badly when they took 1950s exams?

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

c Listen again and mark the sentences T (true) or F (false).
1. Sixteen teenagers took part in the experiment.
2. They didn't have to sleep at school.
3. The uniforms were not very comfortable.
4. They had to stay inside the school grounds all the time.
5. The students weren't allowed to talk during the classes.
6. They really missed being able to use computers and calculators.
7. They thought the classes were boring.
8. The students failed because they weren't intelligent enough.
9. School subjects today are easier than in the 1950s.
10. Most of the teenagers enjoyed the experiment.

d Do you think school subjects in your country are easier than they used to be?
In an ideal world...

Getting personal

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

1. If you could live in another period of time for its fashion, when would you choose and why?

2. If you could come back in another life, who (or what) would you like to be?

3. If you could ban one article of clothing, what would it be?

4. What would you wear if you were invited on a date by someone you really liked?

5. What would you eat for your last meal and who (dead or alive) would you share it with?
1 GRAMMAR  second conditional
a Look at the two photos on page 56 and describe the people. Do you know anything about them?
b Read the questions in Getting personal and match two answers with each question. Try to guess which answers are Isabella Rossellini’s and which are Joaquin Cortés’s.
   A  A fly on the wall, so I could watch people.
   B  Either the thirties, for its elegance, or the seventies, for its hippy clothes and great music.
   C  Jeans and a shirt.
   D  Very high heels on shoes.
   E  With a fabulous woman, I wouldn’t really care about the food.
   F  Vertical-striped pants with horizontal-striped jackets.
   G  Some super comfortable French pajamas that everyone thinks are clothes.
   H  A bird.
   I  I would have pasta with my dog, Macaroni.
   J  It’s what she has wanted her whole life.
   K  I’d choose today or any time after the end of the contest.
c Look at Getting personal again, and answer these questions.
   1 In questions 1–4, what tense is the verb in the if clause?
   2 What tense is the other verb?
   3 How is question 5 different?
   4 Do the questions refer to real or imaginary situations?
d  p.136 Grammar Bank 4B. Read the rules and do the exercises.

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

2 PRONUNCIATION & SPEAKING  sentence stress
a Match the sentence halves.
   1 I wouldn’t wear that hat □ A if she practiced more.
   2 If you exercised more, □ B I’m sure she’d understand you.
   3 If it weren’t so expensive, □ C if I could find the right person.
   4 I’d get married tomorrow □ D you’d feel much better.
   5 She’d play better □ E I’d buy it.
   6 If you talked to her, □ F if I were you.
b  p.48 Listen and check.
c Listen again and repeat. Copy the rhythm. Then cover A–F and try to remember the sentences.
d Choose three of the sentence beginnings below and complete them in a way which is true for you. Tell a partner and say why.
if I won a "dream vacation" in a contest, I’d go—
    if I could change any car I liked, I’d have a—
    if I could be very good at a sport, I’d choose—
    if I could choose my ideal job, I’d—
    if I had more time, I’d learn—
    if I could buy a house in another country, I’d buy—
3 VOCABULARY  houses
a Look at the cover of the magazine. Which room is it? How many things in the room can you name?
b ☞ p.151 Vocabulary Bank Houses.
c In pairs, ask and answer the questions. Where do you live? What do you like about the area where you live? What don’t you like? What do you like about your house/apartment? What would you change?

4 LISTENING & SPEAKING
a Listen to four people describing their “dream house.” Match the speakers 1–4 to the pictures.

[Images of four houses labeled A, B, C, D]

b Listen again and match the people with what they say.
Which speaker...
☐ would not like to have other people living nearby
☐ would like to live somewhere that was partly old and partly modern
☐ would not spend much time inside their dream house
☐ doesn’t think they will ever get their dream house

c Think for a few minutes about what your dream house would be like and write down notes. Use 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?

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

5 READING
a Have you ever visited the house where a famous person was born or lived? Where was it? What do you especially remember about it?
b Read the article about Casa Azul. Which part of the house are these things connected to? Why are they mentioned?

two giant statues
Leon Trotsky
a yellow floor
a monkey and a parrot
a pair of shoes
a cupboard with a glass door
July 7, 1910
1929–1954
c Match the highlighted words with their meaning.

1 ________ a piece of furniture with cupboards at the bottom and shelves above, to hold cups and plates, etc.
2 ________ material that you can see through
3 ________ the door, gate, or opening where you go into a place
4 ________ a room where paintings are hung
5 ________ the floor above where you are
6 ________ with a lot of fresh air inside
7 ________ wooden or metal covers that are attached to windows
8 ________ an area, usually behind a house, where people can sit and eat outside
d What did you find out about Frida Kahlo and her life? Would you like to visit her house?

6 ☞ 5.10 SONG Our house
Houses you’ll never forget
Casa Azul (The Blue House)

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

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

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

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

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

a. Complete the text with the phrases below.

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

I have a close friend named Irene. I’ve met her for about 15 years now. We used to work at the company where I used to work, and we used to have our coffee breaks at the same time.

We know each other, although we don’t see each other very often, only sometimes about movies, as we have completely different tastes.

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

How long have you known him/ her?
Where did you meet?
Why do you get 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 the rest of the time?
Have you ever lost touch? Why? When?
Do you think you’ll stay friends?

2 GRAMMAR  usually and used to

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

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

1. What’s it for?
2. How do you use it?

Friends Reunited is a website that helps you find old friends and lets you read what people you’ve lost touch with are doing now.

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

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

d. Complete the texts with the sentences below.

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

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

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

a. Read the text about Carol again. Now listen to her talking about what happened next. Was the meeting a success?

b. Listen again and answer questions 1–5.
   1. Why was Carol surprised at Robert's choice of job?
   2. What happened when she got to the restaurant?
   3. What do Carol and Robert look like now?
   4. What did Carol realize as soon as she saw Robert?
   5. How had Robert changed?

c. Read the text about Alex again. Now listen to him talking about what happened next. Was the meeting a success?

d. Listen again and answer questions 6–10.
   6. Did he recognize any of the people?
   7. How did he feel?
   8. What did they talk to him about?
   9. What did he remember when he saw the photos?
  10. Who is Anna? What does he think of her now?

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

a. Listen to the sentences. Is the s in the verbs pronounced /s/ or /z/? Write s or z in the box. Which pronunciation is more common?
   1. I used to live in New York.
   2. I used my credit card to pay.
   3. Excuse me. Can you help me?
   4. We won't win; we'll lose.
   5. They advertise on TV.
   6. They promised to keep in touch.
   7. Could you close the window?

b. Now practice saying the sentences.

c. In pairs, tell each other about three of the following. Give as much information as you can.

   A machine you used to use a lot but don’t anymore
   A friend you used to have that you’ve lost touch with
   A teacher at school you used to hate
   A sport you used to play but don’t anymore
   A singer you used to listen to a lot and that you still like
   A food or drink you didn’t use to like but like now
   An actor you used to like a lot but don’t anymore
5 READING

a How often do you see your really good friends? Would you like to see them more often? Do you spend much time with people you don’t really like?

b Now read the magazine article. What does “edit your friends” mean?

Do you need to “edit your friends”?

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

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

Who are the friends you need to edit? A few years ago, I read a book about how to get rid of unnecessary possessions. It said you should ask yourself about each thing you have: Is it useful? Do I really like it? If I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends. What kind of friends will you probably need to edit? Sometimes it’s an old friend — somebody that you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend that you get along pretty well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, “Do I really want to see this person?” and if the answer is no, say no, and make an excuse. That way you’ll have more time to spend with your real friends.

It said you should ask yourself about each thing you have: Is it useful? Do I really like it? Do I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends. What kind of friends will you probably need to edit? Sometimes it’s an old friend — somebody that you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend that you get along pretty well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, “Do I really want to see this person?” and if the answer is no, say no, and make an excuse. That way you’ll have more time to spend with your real friends.

c Now read the article again. Choose the best summary of each paragraph, a, b, or c.

1 People need to “edit” their friends if...
   a they have moved to a different area.
   b all their friends are people from work or school.
   c they are spending a lot of time with people who are not real friends.

2 People today are often very busy, so...
   a they should see their friends less.
   b they should think carefully about how they spend their free time.
   c they should try to make friends with people from work / school.

3 The writer says that...
   a we should ask ourselves who our real friends are.
   b most of our friends are unnecessary.
   c we shouldn’t treat friends as possessions.

4 The kind of friends we probably need to “edit” are...
   a old friends who don’t talk very much.
   b new friends who talk too much.
   c friends that we don’t really want to see anymore.

d Read the article again. Underline five new words or phrases you want to learn.
e Do you agree with the article? Do you need to “edit your friends”?
HOW WORDS WORK...

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

1 ... a book about how to get rid of unnecessary objects □
   A make contact with somebody
2 ... a new friend that you get along pretty well with □
   B have a good relationship with
3 ... I sort of relaxed and felt I was getting to know them again □
   C become
4 ... I got to the restaurant late! □
   D know somebody (or something!) little by little
5 ... I decided to try to get in touch □
   E receive
6 ... and two days later I got a reply □
   F throw away
7 ... I got really excited □
   G arrive at / in

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

1 Who do you get on best in your family?
2 Does it take you long to get new people?
3 Do you get more e-mails from friends than from coworkers?
4 How do you normally get in touch with your friends (by text, phone, etc.)?
5 How often do you get things (e.g., clothes) that you don’t use anymore?

6 LISTENING & SPEAKING

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

A Men keep their friends longer than women.
B It’s more difficult to keep in touch with friends now than it used to be.
C It’s impossible to stay “good friends” with an ex-boyfriend or girlfriend.
D You should never criticize your friend’s boyfriend or girlfriend.
E You should never lend money to a friend.
F You can only have two or three close friends.

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

c Now look at the sentences and mark them with a (✓) or (✗) to say if you agree or disagree. Think about your reasons.

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

Useful language

Agreeing
I agree with that. ✓
I think that’s true. ✓

Disagreeing
I don’t agree with that (at all). ✗
I don’t think that’s true. ✗

Giving examples
For example, I have a friend who...
MAKING SUGGESTIONS

a. Cover the conversation and listen. What's the problem? Where do Mark and Allie decide to take Scarlett?

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

Allie: I got a message this morning. It's from Jacques.
(Allie plays the message.)
Allie: You've met Scarlett Scarpino, haven't you, Ben?
Ben: The punk princess? Yeah, I met her in London last year.
Allie: What's she like?
Ben: Let's say she's a bit . . . difficult.
Allie: What are we going to _______ with her?
Mark: Why _______ you show her around Paris?
Allie: I have a _______ idea. Why don't you show her around Paris?
Mark: What, me? I'm new here!
Allie: You can't leave me to do this on my own.
Mark: OK, why _______ we take her to Notre Dame? I mean, it's her first time in Paris, isn't it?
Ben: I don't think churches are really her thing.
Mark: How _______ taking her on a boat trip?
Allie: Brilliant!
Mark: And then we could go up the Eiffel Tower.
Allie: _______ a good idea. I'm sure she'll love the view.
Ben: And she might fall off!
Mark: Thanks for your help, Ben. Shall we have lunch after that?
Allie: _______ go somewhere really nice. Do you have any recommendations, Ben?
Allie: That sounds perfect. Uh, Ben, do you want to come, too?
Ben: Sorry, Allie. I'm really busy. But I'm sure you'll have an unforgettable meal.

c. Listen again and complete the conversation.

d. Listen and repeat the highlighted phrases.

e. Look at the highlighted phrases again. Then cover the conversation. Try to remember the missing words for making suggestions.

Making suggestions

_______ take her to Notre Dame?
_______ taking her on a boat trip?
_______ go somewhere really nice.
_______ La Renaissance?

f. Imagine you are going to go out with the other students next Saturday. In small groups, ask and answer the questions.

1. What time and where should we meet?
2. Where should we have dinner?
3. What should we do after dinner?

SOCIAL ENGLISH An unforgettable meal

a. Listen. What does Scarlett have for lunch?

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

1. Scarlett isn’t hungry.
2. She doesn’t eat meat or fish.
3. She’s allergic to seafood.
4. She didn’t enjoy the boat trip.
5. They went up the Eiffel Tower.
6. Allie doesn’t like Scarlett.
7. Mark guesses what Scarlett would like to eat.

c. Complete the USEFUL PHRASES. Listen and check.

d. Listen again and repeat the phrases. How do you say them in your language?
 Would you like to stay in this beautiful house in the heart of the Canadian Rocky Mountains?
It’s a spacious house with four bedrooms, a living room, a large kitchen, two bathrooms, and plenty of storage. There are breathtaking views of the mountains from all the windows. It has a large balcony, which is ideal for eating outside in the summer. The house has wooden floors, a Jacuzzi, cable television, and Internet.
It’s a quiet, safe neighborhood and the neighbors are very warm and friendly. The house is within walking distance from stores and restaurants in the local town and a short drive from areas with excellent skiing and hiking. In the area around the house, you can see amazing wildlife such as bears, wolves, deer, and mountain goats.
This house is perfect for families or two couples. It’s a non-smoking property and, sorry, no pets.

Rent this superb two-bedroom apartment. It’s perfectly located between 43rd Street and 8th Avenue, five minutes from Time Square and most of the theaters, and a fifteen-minute walk from Central Park.
It’s a nice 150-square-meter apartment on the 19th floor of a new building. It has two bedrooms, a nice living room with a huge balcony, a kitchen/dining room, and two bathrooms. The apartment has very big windows, so during the day it’s very light and at night you have a nice view of midtown Manhattan, especially on the 4th of July, when you can see all the fireworks!
The neighborhood is colorful, and it’s nice for people who like eating out or going to the theater and clubs. There’s a subway station on the corner, and it’s a ten-minute walk to Grand Central station. JFK airport is about half an hour away by taxi.
This apartment is nice for couples. Sorry, no children or pets and definitely no smoking.

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

**Useful language: describing location**
It’s perfectly located... within walking distance from... a (fifteen-minute) walk from... a short drive from...
The neighborhood is (safe, friendly, etc.)
It’s a (beautiful) area...

**PLAN** what you’re going to write. Use the **Useful language** and **Vocabulary Bank p.151 Houses** 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?

**CHECK** the description for mistakes (grammar, punctuation, and spelling).
What do you remember?

GRAMMAR

a Complete the sentences with the right form of the verb in parentheses.

1. If I don’t pass the exam, I _______ it again in January. (take)
2. You’d sleep better if you _______ less coffee. (drink)
3. Don’t buy it unless you _______ sure you like it. (be)
4. If I could ban a piece of clothing, I _______ big hats. (ban)
5. As soon as he _______ , we can have dinner. (arrive)

b Choose a, b, or c.

1. Where _______ if you took the job in Boston?
   a. will you live
   b. did you live
   c. would you live
2. I used _______ with that man over there.
   a. going out
   b. to go out
   c. go out
3. I _______ enjoy flying, but now I love it.
   a. not used to
   b. didn’t use to
   c. didn’t used to
4. In the summer I _______ to the country.
   a. usually go
   b. use to go
   c. usually to go
5. _______ to wear glasses?
   a. She used
   b. Does she use
   c. Did she use

VOCABULARY

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

1. cottage village apartment house
2. sink dishwasher refrigerator shower
3. elementary uniform private public
4. cheat pass exam fail
5. classmate friendship coworker close friend

b Complete the sentences.

1. Math, physics, and geography are _______.
2. A school year is often divided into two _______.
3. A school where you have to pay is a _______.
4. A senior university teacher is a _______.
5. The area outside the central part of a city is called the _______.
6. Smoke goes up and out the _______.
7. The part that covers the top of a house is the _______.
8. The "door" of a yard is the _______.

C Fill each blank with one word.

1. They often argue _______ politics.
2. Do you keep _______ touch _______ old school friends?
3. They live _______ the suburbs.
4. Do you get _______ well with the people in the office?
5. My son is _______ the university.
6. We don’t have very much _______ common.

PRONUNCIATION

a Underline the word with a different sound.

1. [tʃ] touch study student subject
2. [ʌ] punish music argue university
3. [əʊ] close cozy country stone
4. [ei] bin cottage balcony math
5. [kɔmən] common copy modern homework

b Underline the stressed syllable.

uniform exam secondary residential coworker
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

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

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

CAN YOU UNDERSTAND THESE PEOPLE?

*a 4.10* Listen and circle the correct answer, a, b, or c.
1. What problem does the teacher want to discuss?
   a. A girl copied from John.
   b. John cheated on an exam.
   c. John is lazy.
2. The woman in the restaurant is...
   a. slim with blond hair.
   b. tall and dark.
   c. short and heavy.
3. Which house are they going to buy?
   a. The house with a yard.
   b. The townhouse.
   c. They haven’t decided.
4. When did Dennis graduate?
   a. 1977
   b. 1981
   c. 1988
5. When are they going to have lunch?
   a. Thursday 2:00
   b. Thursday 12:30
   c. Tuesday 1:00

*b 4.20* Listen to two men talking about an apartment share. Complete the missing information.

**Apartment share**

- 1 Elm Street
- Rent: $500 a month + 1 utility bills
- Room available: 1
- 2 parking spots permit costs $60 a year

CAN YOU SAY THIS IN ENGLISH?

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

a Answer the questions and compare with a partner.
   How much time (approximately) do you spend on a weekday...
   • sleeping
   • having meals (breakfast, lunch, etc.)
   • working (or studying)
   • cooking
   • doing housework or shopping
   • relaxing, exercising, or seeing friends

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

c Read the article again and underline the correct phrases.

d ☞ p.130 Grammar Bank 5A. Read the rules and do the exercises.

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

   How much time do you have...
      for yourself
      to exercise
      to see friends
      to be with your family

   How much...do you have?
      work
      school / college work
      English homework
      energy

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

Dan, project manager, software company, Boston, US
2 PRONUNCIATION - ough and -ough

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

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

<table>
<thead>
<tr>
<th>although</th>
<th>bought</th>
<th>brought</th>
<th>caught</th>
<th>daughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>enough</td>
<td>laugh</td>
<td>thought</td>
<td>through</td>
<td>tough</td>
</tr>
</tbody>
</table>

b 3 Listen and check. Which is the most common sound? Which three words end with the sound /A/?

c 3 Practice saying the sentences. Then listen and check.

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

3 LISTENING

a 3 You are going to hear an expert telling us five ways in which we can slow down in our daily lives. Listen once and complete Tips 1–5 with two words.

<table>
<thead>
<tr>
<th>Tips</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Eat breakfast ______. ______.</td>
<td></td>
</tr>
<tr>
<td>2 Forget the ______. Do ______ instead.</td>
<td></td>
</tr>
<tr>
<td>3 Go for a ______. ______.</td>
<td></td>
</tr>
<tr>
<td>4 Spend 10 minutes each day ______. ______.</td>
<td></td>
</tr>
<tr>
<td>5 Take a ______, not a ______.</td>
<td></td>
</tr>
</tbody>
</table>

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

c Which do you think are the best two tips? Do you already do any of them?
4 READING & VOCABULARY

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

<table>
<thead>
<tr>
<th>We promise to...</th>
<th>increase</th>
<th>teachers’ salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduce</td>
<td>unemployment</td>
<td></td>
</tr>
<tr>
<td>promote</td>
<td>national products abroad</td>
<td></td>
</tr>
<tr>
<td>encourage</td>
<td>people to get more exercise</td>
<td></td>
</tr>
<tr>
<td>protect</td>
<td>wildlife</td>
<td></td>
</tr>
<tr>
<td>ban</td>
<td>smoking in streets and parks</td>
<td></td>
</tr>
</tbody>
</table>

1 ________ influence somebody in a positive way, e.g., I ... my children to play sports.
2 ________ to make something bigger, e.g., The boss is going to ... my salary.
3 ________ to say something is not allowed, often by law, e.g., We want to ... smoking everywhere.
4 ________ to help something to happen or develop, e.g., The meeting helped to ... better relations.
5 ________ to make something smaller, e.g., ... the noise, the number of cars.
6 ________ to defend somebody or something, or keep them safe, e.g., We need to ... these birds as they are becoming extinct.

b Read the introduction to the article. What is the “counterrevolution”?

c Work in pairs, A and B.

A read Do you eat “slow food”? and find the answers to these questions.
1 Who started the Slow Food movement? Why?
2 What did he think was wrong with today’s world?
3 What are the aims of the Slow Food movement?
4 How big is the Slow Food movement now?

B read Would you like to live in a “slow city”? and find the answers to these questions.
1 How did the Slow City movement start?
2 What are the aims of the Slow City movement?
3 Where has it spread to?
4 What do the people of Arthabam in the UK think about living in a Slow City?

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

e Do you think these movements are a good idea?
Would you like to live in a “slow city”?  

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

Many other small towns in Italy have joined the movement, and it has spread to other countries all over the world. Aylesham in the UK recently became a slow city, and most people are delighted.

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

But not everybody in Aylesham is happy. For teenagers, who have to go 25 kilometers to Norwich, the nearest city, to buy tennis shoes or CDs, living in a slow city is not very attractive. “It’s all right here,” says Lewis Cook, 16. “But if you want excitement, you have to go to Norwich. We need more things here for young people.”

5 VOCABULARY noun formation

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

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

<table>
<thead>
<tr>
<th>-ment</th>
<th>-ation</th>
<th>-ion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td>-ness</td>
<td>-ity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

6 SPEAKING

a Imagine that your town is thinking of becoming a “slow city” and is planning to do the following things:
- Ban all fast-food restaurants.
- Promote small family restaurants.
- Ban cars from downtown.
- Create more pedestrian areas.
- Create more green areas and plant more trees.
- Reduce the speed limit in the town to 30 km/h.
- Use speed bumps and traffic lights to control speed.
- Move all big supermarkets outside the city.
- Encourage local shops and ban multinational chain stores.
- Ban loud music in bars and clubs.

Mark the sentences with a (√) or (×) to say if you agree or disagree.

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

Useful language

I'm for / against (banning...)

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

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

I don't think that would work.

That would really make a difference.

Listen and check. Underline the stressed syllable in each word. Which ending has a stressed syllable?
5 Same planet, different worlds

1 GRAMMAR articles: a / an, the, no article
a Read the text and complete it with a / an, the, or – (no article).
Do you agree with the text?

Five things you don’t usually hear a woman say to a man
1 “No thanks, I don’t like ______ chocolate.”
2 “I know it’s our anniversary ______ next Saturday, but let’s not go out. Let’s stay in
and watch ______ the baseball game on TV.”
3 “I want to buy ______ new car – I really like ______ new BMW. It has fuel injection
and does 180 kilometers ______ hour.”
4 “I’m glad you like ______ junk food. I love ______ men with ______ fat stomachs.
I find them very attractive.”
5 “Don’t worry, I wasn’t expecting ______ present. I don’t like ______ presents anyway.”

b p.138 Grammar Bank SB. Read the rules and do the exercises.
c Read the text and complete it with a / an, the, or – (no article).
Do you agree with the text?

Five things you don’t usually hear a man say to a woman
1 “I see Brad Pitt has ______ new movie out. Would you like to go to ______ movies
tonight and see it?”
2 “I’m completely lost, so I’ll stop and ask ______ woman over there for directions.”
3 “I thought ______ sheets needed changing, so I put them in ______ washing machine.”
4 “I think ______ red dress looks nice, but take your time. There are lots of other stores
we can try.”
5 “I really admire the way you can go to ______ work, run ______ house, and raise
______ children so well.”

2 PRONUNCIATION sentence stress, the, /ə/ or /ð/?
a 5.5 Dictation. Listen and write six sentences. Practice saying them
with the correct rhythm. Are articles normally stressed?
b 5.6 Listen and repeat the phrases. When is the pronounced /ð/? How is it pronounced in the other phrases?
the store the address the owner the sun the engineer the world

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

c 5.7 Listen and circle th when it is pronounced /ð/. Then repeat the sentences.
1 That man over ______ is very wealthy.
2 June is the ______ month of ______ year.
3 There are ______ things you have to remember.
4 I threw it away ______ day.
5 We have math ______ third year.
6 The athletes run through ______ gate.
3 READING & SPEAKING

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

- sports
- work
- clothes
- health
- family
- movies
- politics
- cars
- their house
- the opposite sex

b. Read the first paragraph of Gossiping with the girls? Does the writer agree with you? Who talks about most topics?

Gossiping with the girls?

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

According to Professor Petra Boynton, a psychologist who interviewed over 1,000 women, women also tend to move quickly from one subject to another in conversation, while men usually stick to one subject for longer periods of time.

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

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

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

1. When women talk to each other they generally talk about

a. unimportant things
b. very serious things
c. many different things

2. Men ________ as women.

a. don't talk as much
b. don't talk about as many things
c. don't work as much

3. In conversation women ________ than men.

a. talk more quickly
b. change the subject more often
c. talk more about work

4. At work, if there is a meeting that focuses on one subject,

a. men will probably concentrate better than women
b. women will probably concentrate better than men
c. men and women will both concentrate well

5. One of the reasons why women talk to each other is

a. to relax
b. to exchange ideas
c. to tell jokes

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

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

- sports
- cars
- computers

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

- fashion
- shopping
- losing weight / dieting

HOW WORDS WORK...

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

1. to compare and contrast two facts or opinions
2. while
3. to introduce an opposite point of view
4. to explain who says or believes something

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

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

a Have you ever been to a spa? If yes, did you enjoy it? If no, would you like to go? Why (not)?

b Read the introduction to the article. Why did the journalists go to the spa? Which treatment do you think a) Joanna and b) Stephen will like best?

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

Two reporters, Joanna Duckworth and Stephen Bleach, decided to find out. They spent a day together at a health spa that offers thermal baths, saunas and steam rooms, an outdoor swimming pool, and a wide variety of massages and treatments.

These are some of the treatments they had:

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

**Kanebo Kai Zen facial**
– a deep intensive cleansing, with face and neck massage – 1 hour 40 minutes.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Stephen</th>
<th>Joanna</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The body polish</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>2 The facial</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>3 The foot treatment</td>
<td>5.10</td>
<td></td>
</tr>
</tbody>
</table>

d (5.19) Listen to five extracts from the recording. Try to write down the missing word. How do you think you spell it? What do you think it means?

1 It was hot and _______ and extremely uncomfortable.
2 The head massage was _______!
3 My face feels different – much _______.
4 I just use _______ and water.
5 I love the color they painted my _______.

e Which of the treatments would you choose to have?
5 SPEAKING

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

Useful language

Generally speaking / In general, I think women go to spas more than men. I think it's more common for men to watch sports... I think women tend to read novels more than men.

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

6 VOCABULARY verbs and adjectives + prepositions

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

a Complete the prepositions column.

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

b Adjectives

| 13. Are you good ___ sports? | ___ |
| 14. Are you bad ___ remembering birthdays? | ___ |
| 15. Are men's hobbies very different ___ women's hobbies? | ___ |
| 16. Are you afraid ___ any insects? | ___ |
| 17. Are you interested ___ fashion? | ___ |
| 18. Are you worried ___ anything at the moment? | ___ |

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

7 SONG Skter Boi
**Job swap**

1 **VOCABULARY**  work

- Look at the picture story and match a sentence with each picture.
- A. But he was happy because he had a good **salary** and a company **car**.
- B. He **applied** for a job with a food **company** and sent in his **résumé**.
- C. He **was fired**. Jake was unemployed again…
- D. After six months, he **got promoted**.
- E. Jake was **unemployed** and was looking for a job.
- F. He had to work very hard and **worked overtime**.
- G. But then he had an argument with his **boss**.
- H. He **had an interview** and he **got the job**.

2 **PRONUNCIATION & SPEAKING**

- **word stress**
  - Underline the stressed syllable in each word. Use the phonetics to help you.
    1. **apply** /æˈplaɪ/
    2. **contract** /ˈkɒntrækt/ 
    3. **employee** /ɪˈmɒpli/ 
    4. **experience** /ɪkˈspəriəns/ 
    5. **overtime** /ˈouəvtaɪm/ 
    6. **permanent** /ˈpɜːrnənt/ 
    7. **qualifications** /kwəlɪˈkeɪʃənz/ 
    8. **quit** /kwɪt/ 
    9. **retire** /rɪˈtaɪər/ 
    10. **temporary** /ˈtempərəri/ 

- **Listen and check. Practice saying the words.**

- **Talk to a partner.**

**Do you know anybody who…**
- is applying for a job? What kind of job?
- just retired? How old is he / she?
- was promoted recently? What to?
- works a lot of overtime? Why?
- was fired from his / her job? Why?
- is self-employed? What does he / she do?
- is doing a temporary job? What?
- has a part-time job? What hours does he / she work?

---

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

**p.152 Vocabulary Bank Work.**
3 GRAMMAR gerunds and infinitives

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

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

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

d Look at the sentences in the questionnaire. Complete the rules with the gerund or infinitive.
1 After some verbs, e.g., enjoy, don’t mind use…
2 After some verbs, e.g., want, would like use…
3 After adjectives, use…
4 After prepositions, use…
5 As the subject of a phrase or sentence, use…

The right job for you

- Match your personality to the job

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

If you have most checks in 1–4, the best job for you would be in the “caring professions.” If you are good at science, you could think of a career in medicine, for example, as a doctor or nurse. Also, teaching or social work are areas that would suit your personality.

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

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

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

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

- somewhere you’d like to go this weekend
- somebody you find difficult to talk to
- something you found easy to learn
- something you prefer doing by yourself
- something you’ve decided to do soon
- something you enjoy doing on Sunday mornings
- something you regret buying
- something you often forget to do
- something you’re afraid of doing
- a job you’d love to be able to do (but think you couldn’t)
4 READING

a. Read the text and put these headings in the right place.
   - The challenge
   - The contestant
   - The teachers
   - The training
   - The program

b. In pairs, find the following words in the text:
   1. A person who takes part in a competition __________
   2. A group of people chosen to discuss or decide something ____________
   3. A person who writes about the news in a newspaper or speaks about it on TV __________
   4. A person who decides how criminals should be punished or who decides the result or winner of a competition __________
   5. A person who collects, writes or publishes news in the media (newspapers, magazines, TV, or radio) __________
   6. A person whose job is concerned with politics __________

d. Communication Test your memory
   A p.117 B p.120.
   Who can remember most about the program?

e. Do you think Jessica will pass the test? Why (not)?

From librarian to political reporter... In a month!
How Jessica went from working in a local library to interviewing politicians on TV in just 28 days

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

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

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

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

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

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

Week 1 (5.14)
1. What did Adam and Sally think of Jessica?
2. According to Adam, what two problems did Jessica have?
3. What three things did Jessica have to do this week?
4. How did she feel at the end of the week?

Week 2 (5.15)
5. How did Jessica change her image?
6. What did she learn to do this week?
7. What did she have to do at the airport?
8. Was she successful? Why [not]?

Week 3 (5.16)
9. What did Adam think about Jessica?
10. What did she have to do this week?
11. What mistake did she make?
12. What did Adam say that Jessica needed to do?

Week 4 (5.17)
13. What was Jessica's final test? How did she feel about it?
14. Did the interview go well for Jessica? Why [not]?
15. Did the judges realize that Jessica wasn't a professional reporter?
16. Would Jessica like to become a reporter? Why [not]?

6 SPEAKING

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

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

Useful language

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

GIVING OPINIONS
a (5.30) Cover the conversation. Listen to Allie, Mark, and Jacques discussing promotion for Scarlett’s CD. Who has the best idea? What is it?
b Read the conversation. In pairs, what do you think the missing words are? Don’t write them in yet.

Allie That was a great concert last night, Scarlett.
Scarlett Thanks.
Allie As we know, Scarlett’s got a new CD coming out soon. So let’s have a look at the best way we can promote it in France.
Mark OK, well I think Scarlett ______ visit the major music stores. In my ______, that’s the best way to meet her fans.
Allie I’m not so ______. What do you ______, Jacques?
Jacques Actually, I don’t ______ with Mark. Scarlett isn’t commercial in that way.
Allie Scarlett? Scarlett?
Scarlett I agree ______ Jacques. I don’t have a commercial image. It isn’t my style.
Mark OK, but Scarlett needs more publicity. What about a series of TV and radio interviews? ______ you agree?
Allie Yes, but that’s what everybody does. What we want is something different.
Jacques ______, I think Scarlett should tour clubs and summer festivals. She can DJ, play her favorite music, play the new CD, and meet her fans, too.
Allie Yes! That’s a much better idea. Mark?
Mark OK, why not?
Allie Scarlett?
Scarlett I think that’s a ______ idea. Thank you, Jacques.
c Listen again and complete the conversation.
d (6.59) Listen and repeat the highlighted phrases. Copy the rhythm.
e Look at the highlighted phrases in the conversation. Put them in the right column in the chart.

<table>
<thead>
<tr>
<th>Asking people what they think</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saying what you think</td>
</tr>
<tr>
<td>Agreeing / Disagreeing</td>
</tr>
<tr>
<td>What do you think?</td>
</tr>
<tr>
<td>I think …</td>
</tr>
<tr>
<td>I’m not so sure.</td>
</tr>
</tbody>
</table>

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

SOCIAL ENGLISH Why is she smiling?
a (5.20) Listen. Who do they see in the Louvre?
b Listen again and answer the questions.
1 Has Mark been to the Louvre before?
2 Why isn’t he very happy?
3 What does Allie say about the meeting?
4 What two theories about the Mona Lisa does Allie mention?
5 What’s Mark’s theory?
6 Why do they leave in a hurry?
c (5.30) Complete the USEFUL PHRASES. Listen and check.
d Listen again and repeat the phrases. How do you say them in your language?
Formal letters and a résumé

a. Look at the job advertisement. Which job could you apply for?

b. Complete the résumé with headings from the list.

<table>
<thead>
<tr>
<th>Work experience</th>
<th>Computer skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Languages</td>
</tr>
</tbody>
</table>

c. Read the cover letter. Circle the more formal phrase in each pair.

**Lucas Méndez**

Address: Avenida América 50  
Cartago, Costa Rica

Telephone: Home: 506-555-6389  
Cell: 506-555-6742

E-mail: imendez@creoline.net

Nationality: Costa Rican

1. 2007–  
   Assistant physical therapist at a rehabilitation center in Cartago  
   I work mainly with patients who need rehabilitation after an operation. In my free time, I also work as a physical therapist for the local soccer team.

2. 2002–2006  
   Degree in physical therapy, University of Costa Rica  
   Colegio LaSalle (high school)

3. English (TOEFL: 600)  
   I have a good level of written and spoken English.  
   I have been studying English at a private language school for the last three years.  
   German (fluent), My mother is German.

Windows Vista / Advanced word processing

---

**Avenida América 50**  
**cartago, costa rica**  
**April 30**

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

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

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

Job applications: The Olympic Committee, PO Box 2456

---

**Dear Sir / Madam:**

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

I am a qualified physical therapist and I have been working at a rehabilitation center here since January 2006. I have a good level of English, and my German is good. I speak German fluently.

I enclose my résumé as requested.

Hope to hear from you soon. I look forward to hearing from you.

Best wishes / Yours truly

Lucas Méndez

---

**WRITE** your résumé and a cover letter to apply for a job in the Olympics.

**PLAN** what you’re going to write.

Use the **Useful language** box and **Vocabulary Bank p.152 Work** to help you.

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

---

**Useful language: a formal letter**

<table>
<thead>
<tr>
<th>Formal letters</th>
<th>Greeting</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t know the person’s name</td>
<td>Dear Sir / Madam</td>
<td></td>
</tr>
<tr>
<td>You know the person’s last name</td>
<td>Dear Mr. / Ms. / Mrs. García</td>
<td></td>
</tr>
</tbody>
</table>

**Layout / style**

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

a. Choose a, b, or c.

1. I’m not very good at ______ sports.
   a. the b. a c. —
2. He always gets ______ late on Fridays.
   a. to home b. to the home c. home
3. There are ______ people in this class.
   a. too many b. too much c. too
4. ______ is one of the best forms of exercise.
   a. Swim b. Swimming c. Swims
5. I bought a laptop ______ when I’m traveling.
   a. for use b. for to use c. to use

b. Complete the second sentence with **two words** so that it means the same as the first.
   
   I really think it’s important for you to learn to drive.
   
   You ______ ______ to drive.

   1. When they left, they didn’t lock the door.
      They left ______ ______ the door.

   2. There aren’t very many trees on our street.
      There are only ______ ______ trees on our street.

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

   4. Renting a house is very difficult here.
      It’s very difficult ______ ______ a house here.

   5. This house is too small for us.
      This house isn’t ______ ______ for us.

VOCABULARY

a. Complete with a noun formed from the **bold** word.

   1. I think the ______ will lose the next election.
      a. govern
      b. react
      c. possible

   2. What was his ______? Was he angry?
      a. happy
      b. possibly
      c. qualify

   3. My ______ depends on you.
      a. happy
      b. possibly
      c. qualify

   4. They said on the radio that there’s a ______ of snow tonight.
      a. govern
      b. react
      c. possible

   5. You don’t need any special ______ to do this job.
      a. govern
      b. react
      c. possible

b. Complete with a preposition.

   1. I’ve applied ______ a job with an airline.
      a. happy
      b. possibly
      c. qualify

   2. Don’t worry ______ anything!
      a. happy
      b. possibly
      c. qualify

   3. I really don’t agree ______ you.
      a. happy
      b. possibly
      c. qualify

   4. Are you good ______ science?
      a. happy
      b. possibly
      c. qualify

   5. Are you still ______ the university or have you graduated?
      a. happy
      b. possibly
      c. qualify

   6. She works ______ a flight attendant.
      a. happy
      b. possibly
      c. qualify

C Complete the missing words.

   1. I have to work a lot of ______ in my new job. Sometimes I don’t finish until 9 p.m.
      a. govern
      b. react
      c. movement

   2. Could I have a day ______ next Friday? It’s my cousin’s wedding.
      a. happy
      b. possibly
      c. qualify

   3. He argued with his boss and he was ______. Now he’s unemployed.
      a. happy
      b. possibly
      c. qualify

   4. If you work hard, you may get ______ to manager.
      a. happy
      b. possibly
      c. qualify

   5. She has a good job and gets a very high ______.
      a. govern
      b. react
      c. movement

   6. It’s a temporary job. I only have a six-month ______.
      a. govern
      b. react
      c. movement

   7. I’m going to ______ for a job in a bookstore. I hope I get it.
      a. happy
      b. possibly
      c. qualify

   8. I’m ______ a ______. I work at home as a translator.
      a. happy
      b. possibly
      c. qualify

   9. If he doesn’t like his job, he’ll ______ after the first six months.
      a. happy
      b. possibly
      c. qualify

PRONUNCIATION

a. Underline the word with a different sound.

   1. enough company much movement
   2. afraid retire overtime apply
   3. many temporary regret prefer
   4. work short permanent earn
   5. résumé boss salary works

b. Underline the stressed syllable.

   employee unemployed responsible temporary experience
The secret to a long and happy life... being lazy!

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

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

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

The Arts' ideas are based on research which argues that animals have only a limited amount of energy. Those who use up energy quickly live for a shorter time than those who conserve energy. So an executive who wants to compensate for a stressful day by going to the gym is in fact multiplying his problems. However, Peter Axt believes that light exercise is beneficial. "Jog gently for 20 minutes three or four times a week," he said, "but I have no time for men over 50 who insist on running several kilometers a day."

---

**CAN YOU UNDERSTAND THIS TEXT?**

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

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

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

---

**CAN YOU UNDERSTAND THESE PEOPLE?**

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

1. How many bookstores are there in the town?
   a None  b One  c Two

2. Where are the women going to have lunch?
   a Roberto's  b Trattoria Marco  c Garibaldi's

3. Who's going to choose the movie?
   a The man  b The woman  c The man and the woman

4. The man has...
   a the right education but little experience.
   b experience but little education.
   c experience and the right education.

5. The girl thinks she wants to...
   a do research  b be a doctor.
   c be a biologist.

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

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

---

**CAN YOU SAY THIS IN ENGLISH?**

Can you...? Yes (√)

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

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

Love in the supermarket

They met next to the laundry detergent. By the cereal, they told each other their life stories. By the vegetables, he told her that he was falling in love with her. In front of the frozen food, he asked her if she would marry him and she said yes. But in the candy aisle, they had their first argument. When they were waiting in line to pay, they decided that it was all ______.

b Now complete the speech bubbles with A–K.

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

Listen and check.

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

"I’m falling in love with you.”
He told her (that) ____________________________.
"Will you marry me?”
He asked her if ____________________________.

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

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

He asked her if she needed any help....
2 VOCABULARY   shopping
a   In pairs, say if you think these are the same or different and why.
   1 a supermarket and a market
   2 a drugstore and a pharmacy
   3 a shopping mall and a department store
   4 a library and a bookstore
b   What are the last three stores you have been to? What kind of stores are they? What did you buy?
c   ☐ p.153 Vocabulary Bank  Shopping.

3 PRONUNCIATION   consonant sounds: /ɡ/, /ʤ/, /ŋ/, /ʃ/, /ʒ/
   a   ☐ Listen and cross out the word with a different sound.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>bargain</td>
<td>travel agent</td>
<td>argument</td>
<td>drugstore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vegetables</td>
<td>manager</td>
<td>change</td>
<td>gift shop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discount</td>
<td>bakery</td>
<td>quit</td>
<td>receipt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoe store</td>
<td>stationery store</td>
<td>cereal</td>
<td>cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td>schedule</td>
<td>cheese</td>
<td>choose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b   ☐ Listen and repeat the sentences. Practice saying them.
   1 You can't choose your own schedule!
   2 I had an argument with the manager of the gift shop.
   3 The bakery gave us a discount.
   4 Could you give me the receipt for the shoes, please?
   5 My new green jacket was a bargain.

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

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

---

The shopping QUESTIONNAIRE

Stores
- What kind of small stores are there near where you live?
- What kind of stores do you like to go to most?
- What are your favorite stores for...?
  a clothes  c books and music
  b shoes  d presents
- Do you ever shop at...?
  a farmers' markets  c shopping malls

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

Making a complaint – is it worth it?

A. As the machine was no longer under guarantee, Mr. Jones called a local repairman. He charged Mr. Jones $45 to look at it and then told him that he would need to spend $600 plus tax for a new part. Then Mr. Jones took the laptop to a well-known computer retailer – and they told him to buy a new one!

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

C. "Four days later, someone called me to say the DVD player / recorder was waiting for me and I could select 10 recordable DVD discs to compensate for my wasted time," he says. "When I picked them up I was treated like a real VIP!"

D. Mark Olsen wanted to buy a DVD player / recorder. At his local branch of a chain store that sells electronic goods, they told him that they didn’t have the one he wanted in stock, but that they were expecting a delivery “soon.” However, when he went back, it still hadn’t arrived.

E. 1. Is it really worth complaining when goods or services are not satisfactory? According to a new report from a consumer magazine, it certainly is. As they point out, the old saying “If you don’t ask, you don’t get” is true for many situations, but particularly so when it comes to compensation. Take the case of Mike Jones. He bought a laptop computer, but just three years later he found that it was getting slower and slower.

F. He returned it twice over the following weeks, but each time they told him to come back in a week. He started calling about the machine instead. After several weeks of calling unsuccessfully, Mr. Olsen lost patience and wrote to the managing director of the store.

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

a. If you have a problem with something you bought, or with the service in a store, do you usually complain? Who to? If not, why not?

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

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

<table>
<thead>
<tr>
<th>Mr. Jones</th>
<th>Mr. Olsen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What did he complain about?</td>
<td>2 What was the problem?</td>
</tr>
<tr>
<td>3 How did he try to solve it?</td>
<td>4 Why wasn’t he successful?</td>
</tr>
<tr>
<td>5 Who did he write to?</td>
<td>6 What happened as a result?</td>
</tr>
</tbody>
</table>

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

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

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

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

Top tips for complaining

1. When there’s a problem and give the company a chance to solve the problem.
2. , and ask to speak to the manager. He / She is the one who can compensate you.
3. Note the date, time, and name of the person you’ve spoken to, and what was agreed.
4. Getting angry won’t help at all.
5. If a company apologizes and makes a genuine effort to satisfy you, be prepared to meet it halfway.
6 GRAMMAR  reported speech: commands
a  Look at the sentences below from the article. What do you think were the exact words the salespeople used?
   1. They told him to buy a new one.
   2. They told him to come back in a week.

b  Look at pictures 1–4. Complete the sentences with an affirmative or negative infinitive (e.g., to be or not to be).
   1. She asked the salesperson ________ her a refund.
   2. He told the people at the next table ________ so much noise.
   3. She asked the clerk ________ her a bigger room.
   4. He told the taxi driver ________ so fast.

c  ☀ p.148 Grammar Bank 6A. Read the rules for reported speech: commands and do exercise b.

7 LISTENING & SPEAKING
a  Listen to part of a radio program where people are talking about bad service. Then answer the questions.

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

The hotel
   4. What problems were there with the woman’s room?
   5. What happened when she told the front desk clerk?
   6. What did she tell him to do? Did he do it?

The restaurant
   7. Why did the man ask the waitress to change his soup?
   8. Why wasn’t he happy with the check?
   9. What happened in the end?

b  Talk to a partner.
   1. Who’s best at complaining in your family? Why?
   2. Can you remember a time when you (or someone in your family) complained…?
      to a taxi driver
      to a front desk clerk
      to a waiter
      to someone else

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

c  ☀ Communication I want to speak to the manager
1 READING

a Have you ever seen a movie that made you want to go to the place where the movie was made?

b Read the article and try to complete each text with the name of the movie and the country where it was made. Use the photos to help you.

<table>
<thead>
<tr>
<th>Out of Africa</th>
<th>The Lord of the Rings</th>
<th>The Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand</td>
<td>Thailand</td>
<td>Kenya</td>
</tr>
</tbody>
</table>

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Famous movies that moved us (literally!)

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

1 The movie is set in the 1930s on a small, tropical island. It is based on a best-selling book by Alex Garland and it was directed by Danny Boyle. It’s about a young traveler (played by Leonardo DiCaprio) who finds a group of young people living on a beautiful, uninhabited island. But paradise soon turns into a nightmare.

**Where was it filmed?**
The movie was shot on the beautiful island of Phi Phi Leh in Thailand which is now visited by more than a million tourists every year. Most of the hotels were destroyed in 2004 by the tsunami, but they have now been rebuilt.

**How do I get there?**
Fly to Phuket International Airport and travel to the island by boat or small plane.

---

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

**Where was it filmed?**
The story is set in 1914 and was shot on location in the Masai Mara National Park. Aside from the actors, the “stars” of the movie are the breathtaking scenery and the exotic wildlife, which look so wonderful on the big screen. The movie also had an unforgettable soundtrack guaranteed to move even the most unromantic.

The movie won the Oscar for Best Picture, and the following year tourism replaced agriculture as the country’s top industry.

**How do I get there?**
Fly to Nairobi and then drive to the Masai Mara National Reserve, where the cast and movie crew lived during filming. Then take a three-city safari to see giraffes, elephants, lions, and much more.
This trilogy of movies won a total of 17 Oscars, including Best Picture and Best Director. They are based on the books written by J.R.R. Tolkien. They tell the story of a hobbit, Frodo Baggins, who has to try to destroy a magic ring in order to defeat the evil forces of the Dark Lord Sauron. He is helped on his journey by a group of friends.

Where was it filmed?
The story is set in an imaginary land called Middle Earth. All three movies were filmed in which was chosen because of its magnificent and dramatic scenery. The director of the movie, Peter Jackson, was born there. The success of the movies has attracted thousands of tourists to the country.

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

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

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

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movies inspire people to travel</td>
<td>People are inspired to travel by movies.</td>
</tr>
<tr>
<td>Sydney Pollack directed Out of Africa</td>
<td>Out of Africa was directed by Sydney Pollack.</td>
</tr>
<tr>
<td>They’re making the movie on location.</td>
<td>The movie _________ on location.</td>
</tr>
<tr>
<td>They will release the movie next year.</td>
<td>The movie _________ next year.</td>
</tr>
<tr>
<td>Thousands of fans have visited the country.</td>
<td>The country _________ by thousands of fans.</td>
</tr>
</tbody>
</table>

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

3 PRONUNCIATION  sentence stress
a  Dictation. Listen and write six sentences.
b  Listen again. Underline the stressed words.
c  Listen and repeat the sentences. Copy the rhythm.
4 VOCABULARY  movies

a  Try to remember words or phrases from READING on pages 88 and 89 which mean…

1  the music from a movie.  the s______
2  the person who directs a movie.  the d______
3  all the actors in a movie.  the c______
4  all the people who make a movie.  the c______
5  (filmed) in the real place, not in a studio.  o______ l______
6  the part of a theater or TV where the image appears.  the s______

b  Look at READING (text 2) again and check your answers.

c  p.154 Vocabulary Bank Movies.

5 SPEAKING

a  Read the questionnaire and think about your answers.

b  In pairs, interview each other. Do you have similar tastes?
a Look at the photograph. In pairs, answer the questions.
1. Who do you think the man and woman are?
2. Where do you think they are?
3. What movie do you think was being made?
4. What do you think is happening?

b d Listen to the first part of an interview with
Dagnara and check your answers to a.

Listen again and answer these questions.
1. Where does Dagmara live?
2. What was she doing before the shooting of the movie started?
3. Was that her real job?
4. Where did she meet Spielberg?
5. What did she have to do there? Why?
6. How well did she do it?
7. What happened afterwards?

d 6.7 Now listen to the second part of the interview
and then make notes under the headings below.

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

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

**GRAMMAR** relative clauses: defining and non-defining

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

**What do you know about...**

1. **He was born in...**
   - a Cuba
   - b Colombia
   - c Argentina

2. **His first name was...**
   - a Alejandro
   - b Ernesto
   - c Eduardo

3. **In college he studied...**
   - a law
   - b politics
   - c medicine

4. **He helped...in the Cuban Revolution.**
   - a Fidel Castro
   - b Eva Perón
   - c Emiliano Zapata

5. **He was captured and shot in...**
   - a Chile
   - b Bolivia
   - c Venezuela

6. **When he died he was in his late...**
   - a twenties
   - b thirties
   - c forties

7. **He died in...**
   - a 1960
   - b 1967
   - c 1973

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

c Now read texts A–E and check.

d Cover the texts. Complete the sentences with who, whose, which, that, or where. In some cases, two answers are possible.

1. The movie _______ theme song won an Oscar, is based on the motorcycle journey _______ Che made with Alberto across South America.

2. It was the poverty _______ he saw on this trip _______ made him decide that revolution was the only answer to South America's problems.

3. Gael García Bernal is the actor _______ played Che.

4. Rosario is the town in Argentina _______ Ernesto "Che" Guevara was born.

5. The photo _______ was taken in 1960, is probably one of the best-known photos in the world.

6. The people _______ wear Che T-shirts tend to be people _______ don't conform.

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

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

g Cover the text and look at the photos. Can you remember the connections with Che?
This is the motorcycle that was used in the movie *The Motorcycle Diaries*. It is a 1939 Norton 500cc, which is the same model as the motorcycle that belonged to Che's friend Alberto. The movie, whose theme song won an Oscar, is based on the motorcycle journey Che made with Alberto across South America. Che was from a rich family in Argentina, and it was the poverty he saw on this trip that made him decide that revolution was the only answer to South America's problems.

**Gael García Bernal** is the actor who played Che in the movie *The Motorcycle Diaries*. He is from Guadalajara in Mexico, and has also starred in *And Your Mother Too* and Pedro Almodovar's *Bad Education*.

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

**Alberto Korda** was the photographer whose photo now appears on T-shirts and posters all over the world. The photo, which was taken in 1960, is probably one of the best-known photos in the world - but Korda never received a penny in royalties. However, in 2000 he took some people who had made money from the photo to court, and won $50,000, which he gave to the Cuban health service.

**Aleidita**, daughter of Che and his second wife Nilda, was his favorite child. She says that she doesn't think that Che would mind that his photo has been so commercialized. "Look at the people who wear the T-shirts," she says. "They tend to be people who don't confuse, who are wondering if they can be better human beings. My father would have liked that."
2 LISTENING & SPEAKING

a 6.9 Listen to a contest on a radio program. With a partner, try to write down the eight heroes and icons. Check your answers on page 120.

b Communication Quiz A p.118 B p.121. Make questions to ask a partner.

3 READING

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

- Wangari Maathai
- Bernard Kouchner
- Borou
- Queen Rania of Jordan
- Thierry Henry

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

c Read the article and answer the questions.

1 Who was asked for some help that he/she couldn’t give?_____.
2 Who is trying to fight disease? How?_____.
3 Who encouraged women to play a stronger role in protecting the environment? How?_____.
4 Who used her celebrity status to raise money? What are they trying to change?_____.
5 Who used their celebrity status to raise money? What are they trying to change?_____.

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

1. found (vb) foundation
2. modern (adj)
3. hungry (adj)
4. poor (adj)
5. deforest (vb)
6. operate (vb)
7. sell (vb)

e In pairs, look at the photos and say why these people are heroes.
4 VOCABULARY & PRONUNCIATION  what people do, word stress

A Most words which tell us what people do end in -er, -or, -ian, or -ist, e.g.,
Wangari Maathai is an environmental leader.

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

-er  -or  -ian  -ist
composer  actor  musician  cyclist

b Listen and underline the stressed syllable. Practice saying the words.

5 SPEAKING

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

Sports  Music / Art  Movies / TV

Historical  Other

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

6 SONG Holding out for a hero
Breaking news

GIVING AND REACTING TO NEWS

a (6.12) Cover the conversation and listen. What news does Ben have? Who is more surprised, Jacques or Nicole?

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

Ben: Hi.
Nicole / Jacques: Hi / Hello.
Nicole: Did you have a nice weekend?
Ben: Oh yeah. You'll never know who I saw on Saturday.
Nicole: Who?
Ben: Allie... and Mark. In the Louvre... together.
Nicole: It was definitely them. And they looked really close. I think they were holding hands.
Jacques: You're...
Ben: No! I don't know. I don't know.
Jacques: It's true, I'm not surprised. I think they've been seeing each other ever since Mark arrived. Or maybe even before.
Nicole: That's interesting. What makes you say that?
Jacques: When I went to look at Mark's new apartment, I'm sure Allie called him on his mobile. And I've seen her looking at him in a certain way...
Ben: Hey, quiet everyone. It's Mark.

SOCIAL ENGLISH  For your eyes only

a (6.14) How does Allie reply to Mark's e-mail?

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

1 Jacques had a busy weekend.
2 Mark invites Ben and Jacques to his place for a meal on Saturday.
3 Mark says he went to the Louvre with a friend.
4 Ben says he saw Mark at the Louvre.
5 Everybody gets the same e-mail from Allie.

USEFUL PHRASES

That was very nice. So didn't you go out at a ___ ?
I felt a ___ (getting a bit of culture). That's fine. I went to the Louvre on Saturday, too. I didn't see you e ___.
A movie review

“Must-have” DVDs: Cinema Paradiso: 1989

Tim Hudson reviews a DVD that every movie lover should own.

1. Cinema Paradiso was directed by Giuseppe Tornatore. It stars Philippe Noiret as Alfredo, and Salvatore Cascio, who plays the part of the boy. The movie won an Oscar in 1989.

2. The movie is set in an Italian village in the 1940s and 50s. It was filmed on location in Sicily.

3. It is about a little boy called Salvatore who ends up becoming a famous movie director. In the beginning of the story, he goes to his village for the first time in thirty years, for the funeral of an old friend, Alfredo. The rest of the movie is a flashback about his childhood. In his village there is only one movie theater, called Cinema Paradiso. Salvatore is crazy about movies, so he spends all his time there. He becomes friends with Alfredo, the man who shows the movies, and later he works as his assistant. But when he is a teenager he leaves the village and goes to work in Rome, and the end he becomes a famous director. He never sees Alfredo again.

4. I strongly recommend Cinema Paradiso. It makes you laugh and cry. It has a memorable soundtrack, and it is a moving tribute to the magic of the early days of movies.

a Look at the title and the photos. Have you seen the movie? Would you like to see it?

b Read the movie review. Number the paragraph summaries below in order, 1–4.

Paragraph 1
The plot
Paragraph 2
The name of the movie, the director, the stars, and any prizes it won
Paragraph 3
Why you recommend this movie
Paragraph 4
Where and when it was set

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

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

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

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...
My favorite scene is...

WRITE a movie review about a movie that you would recommend people buy on DVD.

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

CHECK the review for mistakes (grammar, punctuation, and spelling).
What do you remember?

GRAMMAR
Complete the second sentence with two words so that it means the same as the first.
1. "Do you want to have dinner?" he asked. James asked me if _______ _______ to have dinner.
2. "I’ll pay," she said. Jacqueline said that _______ _______ pay.
3. "Where am I?" the man asked. The man asked me where _______ _______.

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

VOCABULARY
a. Underline the word that is different. Say why.
   1. bakery shoe store store window newsstand
   2. buy sale sell pay
   3. cast extras special effects actors
   4. horror movie thriller sequel comedy
   5. dubbed filmed directed plot

b. Write words for the definitions.
   1. A store where you can buy bread. b________
   2. The piece of paper you are given when you buy something. r________
   3. What salespeople use to make a sale. c________ r________
   4. A basket on wheels that people use at supermarkets. c________
   5. The words of a movie translated on the screen. s________
   6. The music from a movie. s________
   7. The people who watch a movie in a theater. a________
   8. Something you buy more cheaply than usual. b________

c. Complete with one word.
   1. Can I try _______ these pants, please?
   2. You can pay _______ credit card.
   3. People always complain _______ high prices.
   4. If it’s broken, take it _______ to the store.
   5. The movie is based _______ a book.
   6. Schindler’s List was directed _______ Spielberg.
   7. Les Misérables was set _______ 18th century Paris.

PRONUNCIATION
a. Underline the word with a different sound.

   1. sell special sale center
   2. cart market compare star
   3. bakery scene discount sequel
   4. director manager drugstore supermarket
   5. schedule chain store each watch

b. Underline the stressed syllable.
   subtitles complain receipt soundtrack customer
CAN YOU UNDERSTAND THIS TEXT?

Designer brands aren't for me!

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

Designer brands, in general, are for people who are too insecure to trust their own taste. These people decide that everything at Prada must be "cool," so if you shop there, you can't go wrong. I find it much more satisfying to stop by one of the cheap chain stores and buy a copy of the designer's clothes for a tenth of the price. OK, you have to have a good eye to find the one garment in three that looks great. But it's worth it! It's like finding a piece of gold in a river. The find gives you immense satisfaction.

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

That has always been my shopping philosophy. The exorbitant prices in designer stores are outrageous. Even if I had the money, I would think of all the other things I could spend it on!

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

1. The writer thinks...
   a. fashion is ridiculous.
   b. Prada sunglasses are "must-haves."
   c. designers just want to make a lot of money.

2. She thinks people who buy designer brands...
   a. are "cool."
   b. don't have good taste.
   c. are afraid of making a mistake.

3. She thinks...
   a. it's easy to find great, cheap clothes.
   b. you feel good if you find good, cheap clothes.
   c. the clothes in chain stores are better than designer clothes.

4. According to the bank survey, rich young people...
   a. now want to look different from each other.
   b. don't have as much money to spend as they used to.
   c. are now buying more designer clothes.

5. The writer...
   a. thinks the price of designer clothes is fair.
   b. thinks there are better things to spend her money on.
   c. would like to have the money to buy designer clothes.

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

CAN YOU UNDERSTAND THESE PEOPLE?

a 6.16 Listen and circle the correct answer, a, b, or c.

1. What was the problem with the woman's steak?
   a. It wasn't cooked enough.
   b. It was cold.
   c. It was overcooked.

2. What didn't the man like about the movie?
   a. The acting.
   b. The music.
   c. The plot.

3. How much did the sweater cost?
   a. $25
   b. $67
   c. $77

4. How did the man feel after he saw the movie?
   a. Disappointed.
   b. Nervous.
   c. Excited.

5. What did Brussels do?
   a. He was an architect.
   b. He was an engineer.
   c. He was a boxer.

b 6.17 Listen to the guide showing tourists around Mark Twain's house in Hartford, Connecticut. Complete the sentences with one word.

Mark Twain, or Samuel Clemens, was born on November 30, .
When Sam was 11 years old, his father .
After that, Sam worked for a local .
Clemens and his wife, Olivia, were .
His novel "Tom Sawyer" is based on his life as a . near the Mississippi River.
Twain died at the age of .

CAN YOU SAY THIS IN ENGLISH?

Can you...?
☐ talk about a time you complained in a store or restaurant
☐ describe a movie
☐ talk about a person who you admire
**Can we make our own luck?**

**1 READING & LISTENING**

a. Read the article Bad luck? In pairs, decide what you think happened next.

b. Now listen to what happened. Were you right?

c. Listen again and check. Then in pairs, write two sentences to explain how the story ended.

d. Now do the same for Good luck?

---

### Bad luck?

**I missed you!**

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

---

### Good luck?

**Is there a doctor on the plane?**

Mrs. Dorothy Fletcher was traveling with her daughter and her daughter's fiancé on a flight from London to Florida. Her daughter was going to be married there the following week. When they changed planes in Philadelphia, they had to rush between terminals to catch the connecting flight and Mrs. Fletcher, age 67, began to feel sick.

"I didn't say anything to my daughter because I didn't want to worry her or miss the wedding," said Mrs. Fletcher. But when the plane took off from Philadelphia, she suddenly got a terrible pain in her chest, back, and arm—she was having a heart attack. The cabin crew put out a desperate call to the passengers:

"If there is a doctor on the plane, could you please press your call button..."
2 Grammar  third conditional
a Complete the two sentences from the listening in 1c.

1 Ian
   If one of us had ___ at home, we ___ have met.

2 Mrs. Fletcher
   If those doctors ___ been on the plane, I would ___ have died.

b 23 Listen and check.

c Look at sentences 1 and 2 above and answer the questions.
   1 Did Ian or Amy stay at home?
      Did they meet?
   2 Were the doctors on the plane?
      Did Mrs. Fletcher die?
   3 Do sentences 1 and 2 refer to something that happened or something that didn’t happen?

d p.142 Grammar Bank 7A. Read the rules and do the exercises.

3 Pronunciation  sentence stress
a 17 Listen and repeat the sentences. Copy the rhythm.
   1 If you’d told me earlier, I would have gone, too.
   2 If the weather had been better, we would have stayed longer.
   3 If I hadn’t stopped for gas, I would have arrived before he left.
   4 We would have been late if we hadn’t taken a taxi.
   5 She wouldn’t have come if she’d known he was here.
   6 It would have been cheaper if we’d left last month.

b Communication Guess the conditional A p.118 B p.121.

4 Speaking
a Read the questionnaire and mark your answers.

b Compare your answers with a partner. Give more information if you can.

c Now look at what your scores mean. Do you agree with the results?

How lucky are you?
Read the following statements and write a number 1-5 in the box.
3 = This is usually true about me.
2 = This is sometimes true about me.
1 = This is hardly ever true about me.

1 I enjoy talking to people I haven’t met before. 1
2 I don’t worry or feel anxious about life. 1
3 I enjoy trying new food and drink. 1
4 I listen to my instincts. 1
5 When I need to calm down, I just go to a quiet place. 1
6 I try to learn from my mistakes. 1
7 I try to get what I want from life. 1
8 I expect people I meet to be pleasant, friendly, and helpful. 1
9 I’m an optimist. I look on the bright side of life. 1
10 When things are bad, I think things will get better soon. 1
11 I don’t think about bad luck I have had in the past. 1
12 I expect good things to happen to me in the future.

Score: _______
5 READING
a Look at the title of the article. What do you think?
b Read the article. Match exercises A–D to paragraphs 1–4.

Can we make our own luck?

Some people seem to be born lucky – they meet their perfect partners, achieve their ambitions, and live happy lives.

Psychologist Dr. Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire on page 101, he has concluded that people who think they are lucky achieve more success and happiness than those who don’t. Without realizing it, they are creating good fortune in their lives.

Using Dr. Wiseman’s techniques, you too can understand, control, and increase your own good fortune.

EXERCISES

A Make a list of your goals. They must be specific, not vague, e.g. “I want to spend more time with my family,” not “I want to be happy.” Now make a second list of all the advantages you would get if you achieved your goals, and the disadvantages. Compare the advantages with the disadvantages and you will see which goals are worth trying to achieve.

B Make a list of six new experiences you’d like to try. These could be simple, like eating at a new restaurant, or long term, for example, learning a new language. Number the experiences 1–6. Then throw a dice and whatever experience is chosen, go out and do it.

C When you experience bad luck, first cry or scream for 30 minutes. Then put your bad luck behind you. Do something to make the situation better, e.g., ask friends for advice and focus on a solution to the problem.

D If you are trying to decide between two options, write one of them down in the form of a letter.

For example, if you are unhappy about a relationship, write to your boyfriend or girlfriend explaining that it’s all over. Read the letter. Would you really like to send it, or is something telling you that it doesn’t feel right? If so, don’t do it.
c Read just the article again (not the EXERCISES). Cover the text and from memory complete the expressions below with a verb or phrase. Then look at the text again and check your answers.

1 s_________ to be = give the impression of being
2 a_________ their ambitions = make their ambitions come true
3 v_________ your routine = change your routine, make it different
4 b_________ i________ an old friend = meet an old friend by chance
5 m_________ an e_________ to relax = try hard to relax
6 c_________ yourself that your future will be bright = make yourself believe that your future will be bright
7 r_________ that things aren't so bad = understand that things aren't so bad

d Read EXERCISES A–D on page 102 again. Which one do you think is the best for making you luckier?

HOW WORDS WORK...

When you are trying to decide what to do, first make an effort to relax. Then when your mind is clear, listen to what it is telling you.

We often use what as a relative pronoun. It means "the thing (or things) that.”

Complete the sentences with what or that.

1 Can you speak a bit louder? I can't hear _______ you're saying.
2 What's this? It's a machine _______ makes ice cream.
3 This is the song _______ won the MTV award.
4 Everybody was very surprised by _______ she said.
5 We went to the restaurant _______ Ann recommended.
6 I didn't get _______ I wanted for my birthday!

6 VOCABULARY making adjectives and adverbs

Lucky people use bad luck to their advantage.

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.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>adjective</th>
<th>adverb</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>luck</td>
<td>lucky</td>
<td>unlucky</td>
<td>luckily</td>
<td>unluckily</td>
</tr>
<tr>
<td>care</td>
<td>careful</td>
<td>careless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comfort</td>
<td></td>
<td></td>
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<tr>
<td>patience</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>fortune</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

b Underline the stressed syllable in the three two-syllable nouns. How does that help you stress the adjectives and adverbs correctly? Practice saying them.

c Complete the sentences with the right form of the bold noun.

1 The beach was beautiful but _______ it rained every day. FORTUNE
2 If the beds had been more _______ we would have slept better. COMFORT
3 You would have gotten better grades if you hadn't been so _______ on the exam. CARE
4 We were really _______. We missed the flight by just five minutes. LUCK
5 Don't be so _______. The program will start in a minute. PATIENCE
6 I fell off my bicycle last week, but _______ I wasn't badly hurt. LUCK
7 There was a very long line to pay, but we waited _______. PATIENCE
8 If you had been more _______, you wouldn't have had an accident. CARE
9 It was freezing cold, but _______ we'd all brought jackets. FORTUNE
10 Are you sitting _______? Then I'll begin the story. COMFORT

7 25 Song: Ironic
One of the great unsolved murder mysteries of all time is that of Jack the Ripper.

In the fall of 1888, a brutal murderer walked the dark, foggy streets of London, terrorizing the inhabitants of the city. The victims were all women, and the police seemed powerless to stop the murders. Panic and fear among Londoners was increased by a letter sent by the murderer to Scotland Yard. In the letter he made fun of the police attempts to catch him and promised to kill again. It finished, “Yours truly, Jack the Ripper.” This was the first of many letters sent to the police. The murders continued—seven in total. But in November, they suddenly stopped, three months after they had first begun.

Jack the Ripper was never caught, and for more than a century historians, writers, policemen, and detectives have tried to discover and prove his identity. Hundreds of articles and books have been written and many movies made about the murders. But the question “Who was Jack the Ripper?” has remained unanswered. There have been plenty of suspects, including a doctor, a businessman, a painter, and even a member of the royal family.

Three years ago the American crime writer Patricia Cornwell left aside her fictional detective, Kay Scarpetta, and tried to solve the real-life murder mystery of Jack the Ripper. After spending a considerable amount of time and money on her investigation, and analyzing DNA samples, Cornwell thinks she has proved who Jack the Ripper really was...
b 76 Now listen to the first part of an interview with Ken Morton, an expert on Jack the Ripper. Complete the information about the suspects. Check (☑) the person who Patricia Cornwell says is Jack the Ripper.

Prince Albert, Queen Victoria’s
Maybrick, a cotton merchant
Walter Sickert, an

2 GRAMMAR  tag questions
a 28 Listen to four questions the interviewer asked Ken Morton and complete them with the missing words.
1. You were a detective with Scotland Yard, ______ ______?
2. It’s incredible, ______ ______?
3. But you don’t think she’s right, ______ ______?
4. There’s been another recent theory, ______ ______?

b Now look at questions 1–4. Does the interviewer think she knows how the inspector is going to answer?
c ☞ p.142 Grammar Bank 7B and read the rules for tag questions. Do exercise a only.

3 PRONUNCIATION & SPEAKING  intonation in tag questions
a 29 Listen and complete the conversation between a police officer and a suspect.
P: Your last name is 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 went for a walk.
P: But you don’t have any witnesses, ______?
S: Yes, I do. My brother was with me.
P: Your brother wasn’t with you, ______?
S: How do you know?
P: Because he was at the police station. We arrested him last night.

b 30 Listen and repeat. Copy the rhythm and intonation.
c ☞ Communication Just checking A p.118 B p.121. Role-play a police interview.

Extract from one of Jack the Ripper’s letters

Dear Jack, I am writing to you to give you some advice. Your work is dangerous and difficult, and you must be careful not to make mistakes. If you want to be a successful police officer, you must learn to think quickly and act decisively. Good luck.

Yours truly,
Jack the Ripper

Don’t mind me giving you some words of advice.
4 Grammar indirect questions

a. Do you like reading detective stories or watching detective movies/TV shows? Who are your favorite detectives?

b. Listen to and read an extract from a Donna Leon detective novel. Which questions does Inspector Brunetti ask? Underline them.

c. How do Inspector Brunetti and Signora Trevisan behave during the interview? Do you think Signora Trevisan killed her husband?

“...I’d like to ask you some questions about your personal life, signora.”
“Your personal life?” she repeated, as though she had never heard of such a thing.

When he didn’t answer this, she nodded, signalling him to begin.
“Could you tell me how long you and your husband were married?”
“Nineteen years.”
“How many children do you have, signora?”
“Two. Claudio is seventeen and Francesca is fifteen.”
“Are they in school in Venice, signora?”
She looked up at him sharply when he asked this.
“Why do you want to know that?”
“My own daughter, Chiara, is fourteen, so perhaps they know each other,” he answered, and smiled to show what an innocent question it had been.

“Claudio is in school in Switzerland, but Francesca is here. With us. I mean,” she corrected, rubbing a hand across her forehead, “with me.”
“Would you say yours was a happy marriage, signora?”
“Yes,” she answered immediately, far faster than Brunetti would have answered the same question, though he would have given the same response. She did not, however, elaborate.

“Could you tell me if your husband had any particularly close friends or business associates?”
She looked up at this question, then as quickly down again at her hands.
“Our closest friends are the Nogares, Mirto and Canzella. He’s an architect who lives in Campo Sant’Angelo. They’re Francesca’s godparents. I don’t know about business associates, you’ll have to ask Ibaldo.”

*Other friends, signora?*

“Why do you need to know all this?” she said, voice rising sharply.
“I’d like to learn more about your husband, signora.”

*“Why?” The question leaped from her, almost as if beyond her volition. “Until I understand what sort of man he was, I can’t understand why this has happened.”* 

“A robbery?” she asked, voice just short of sarcasm.

“It wasn’t robbery. Whoever killed him intended to do it.”
d Look at the four questions. How are 1 and 3 different from 2 and 4?
1 Could you tell me how long you and your husband were married?
2 How many children do you have, signora?
3 Could you tell me if your husband had any particularly close friends or business associates?
4 Why do you need to know all this?

c p.142 Grammar Bank 7B. Read the rules for indirect questions, and do exercise b.

f 212 Listen to six direct questions and turn them into indirect ones.
1 Could you tell me ______?
2 Do you know if ______?
3 Could you tell me ______?
4 Can you tell me if ______?
5 Can you tell me ______?
6 Do you know if ______?

g Imagine you are interviewing somebody on the street. Ask your partner these questions. Begin Can / Could you tell me...
Then change roles.

What's your name?
Where do you live?
What do you do?
Do you have a TV?
How much TV do you watch a week?

5 VOCABULARY compound nouns

a Make compound nouns using a word from each box.

- detective
- murder
- horror
- crime
- police
- station
- inspector
- mystery
- movie
- novel
- writer

b 215 Compare in pairs. Then listen and check. Which word is stressed in compound nouns?

c In pairs, try to answer all the questions in two minutes with a compound noun from Files 1–6.

**Compound noun race**

1 What do you use to pay for things you buy on the Internet?
2 Where do you catch a train?
3 What does Steven Spielberg do?
4 What do you call the time of day when trains and buses are full?
5 What should you put on when you get into a car?
6 What do you call a big store that sells many different things?
7 Where do you play tennis?
8 What do you need before you can get on a plane?
9 What's the opposite of a private school?
10 Where do you buy gas?
11 What do you call the noise a phone makes?
12 What do you call a long line of cars that can't move?
1 VOCABULARY & SPEAKING  television
a  Look at the bold words in the TV survey below. What do they mean? How do you pronounce them?
b  In pairs, ask and answer the questions.

Your TV habits
How many TVs are there in your house? Where are they? Do you know anybody who doesn’t have a TV?
How many channels do you have? Do you have satellite or cable TV?
Which channels do you watch the most? Do you watch any foreign channels? Which ones?
How much TV do you watch during the week/on weekends?
Who watches most/least TV in your family?
What kind of TV programs do you like? What kind do you hate? Write L (like), H (hate), or DM (don’t mind) in the boxes.
☐ quiz shows ☐ reality shows ☐ documentaries
☐ comedy shows ☐ documentaries ☐ drama series
☐ talk shows ☐ movies ☐ soap operas
☐ the news ☐ sports programs
Do you think there are too many ads on TV in your country? Do you think TV programs in your country are getting better or worse? Why?

2 GRAMMAR  phrasal verbs
a  How many phrasal verbs can you think of connected with television?
b  Read the three stories on p. 109 and complete them with phrasal verbs A–G.

A look out
B sold out
C picked up
D turn off
E looking forward to
F find out
G passed away
c  Read the texts again. Then cover them and look at the pictures. In pairs, tell the stories from memory.
d  Now look at how look forward to and turn sth off appear in a dictionary. How does the dictionary show you if the verb and the particle (e.g., off, on, etc.) can be separated or not?

look forward to sth to wait with pleasure for something to happen
turn sth off to stop the flow of electricity, water, etc., by moving a switch, tap, etc.
e  p. 142 Grammar Bank 7C. Read the rules and do the exercises.
**TV-B-Gone**

An American, Mitch Altman, went to a restaurant with some friends. He was ______ some lively conversation. But instead of talking, his friends spent the whole time watching a TV in the corner. This suddenly gave Mitch an idea for a new gadget. He invented TV-B-Gone, a remote control that allows you to ______ any TV within 17 meters of where you are. When the gadgets were first marketed on the Internet, they ______ after the first two days.

**Dead or alive?**

The BBC was planning to make a program about Bob Marley hit song, No Woman No Cry. A researcher contacted the Bob Marley Foundation to ______ if they could interview him during the summer. The researcher added that filming was scheduled for June, July, and August but “our schedule is flexible.” Unfortunately, Marley’s schedule was not; he had died in 1981. A friend of the Marley family told the Daily Mirror: “We didn’t think there was anyone on the planet who didn’t realize Bob ______ years ago.” A BBC spokesman admitted: “We’re very embarrassed.”

**Furious soccer fan forgiven**

Two people were nearly killed when a Romanian soccer fan threw his TV out of the window. Ghița Axinte said he was so angry with the national side when they lost their World Cup qualifier against the Czech Republic 1-0 that he ______ the TV ______ and threw it out of the window.

Radu Dumbrău, his neighbor, was discussing the game on the balcony with his brother. Suddenly his brother shouted, “______!” and the TV set crashed onto the balcony, almost hitting the two of them. But Radu is not going to take any action against his neighbor. “At first I was angry with him, he could have killed us. But when he told me he had been watching soccer, I completely understood. We had also been watching it and I was furious with the Romanian team, too.”
3 PRONUNCIATION  review of sounds, linking

a  Look at the pink letters in each sentence. What's the sound? Write the sound word and symbol.

<table>
<thead>
<tr>
<th>Sound word</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We can't go. It's sold out.</td>
<td>phone</td>
</tr>
<tr>
<td>2. I'd like to find out about train times.</td>
<td></td>
</tr>
<tr>
<td>3. I'm looking forward to Saturday morning.</td>
<td></td>
</tr>
<tr>
<td>4. I was talking to my mother but we were cut off.</td>
<td></td>
</tr>
<tr>
<td>5. In the future, remember to turn off the kitchen lights.</td>
<td></td>
</tr>
<tr>
<td>6. Philip's not old enough to take care of a five-year-old.</td>
<td></td>
</tr>
<tr>
<td>7. We put on our seat belts before the flight took off.</td>
<td></td>
</tr>
<tr>
<td>8. They don't get along with each other.</td>
<td></td>
</tr>
</tbody>
</table>

b  p.157 Sound Bank. Check your answers.

c  Listen and repeat sentences 1–8.

d  You're going to hear some phrases where three words are linked together. Listen and write down the missing words.

1. There's a towel on the floor. | __________ |
2. I hate this music. | __________ |
3. Your jacket's on the chair. | __________ |
4. You don't need a coat. | __________ |
5. I can't hear the TV. | __________ |
6. Coffee is bad for you. | __________ |

4 VOCABULARY & SPEAKING

a  p.155 Vocabulary Bank Phrasal verbs.

b Choose and check (✓) six questions to ask your partner.

1. Is there anything you're trying to give up right now?
2. How do you feel when a plane takes off?
3. Are you going to keep on studying English next year?
4. What are you most looking forward to right now?
5. Have you ever tried to go to a concert but it was sold out?
6. Where and when do you turn off your cell phone?
7. Have you ever thrown away something really important by mistake?
8. How often do you go away for the weekend?
9. Would you like to set up your own business?
10. Are people in your country trying to slow down and work less?

c  Ask and answer the questions. Ask for more information and try to keep each “mini-conversation” going for as long as possible.
5 READING

a You're going to read an article about a couple who lived without electricity for 37 years. Which two of these things do you think they missed most?
- central heating
- electric light
- a freezer
- a refrigerator
- an iron
- a TV
- a vacuum cleaner
- a washing machine

b Read the article once. Were you right? Do they regret living without electricity for so long?

c Read the article again. Then cover the text and say what the following numbers refer to.

| 37 | 74 and 72 | 19,000 | 200 | 3 | 9 | 24 | 8 |

d Answer the questions in pairs.
1. Do any of their children still live with them?
2. How does Mrs. Payne feel about the house being modernized?
3. Was it a big problem for her not to have an iron or a vacuum cleaner?
4. Where did they get most of their food from?
5. Why does Mrs. Payne think that not having electricity was good for the children?
6. How was it good for her and her husband?

e Match the highlighted phrasal verbs with their definitions. Write the base forms in the chart.

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _______</td>
<td>to develop into an adult</td>
</tr>
<tr>
<td>2 _______</td>
<td>to manage to live or do something with difficulty</td>
</tr>
<tr>
<td>3 _______ sth</td>
<td>to install something in your house, e.g., central heating</td>
</tr>
<tr>
<td>4 _______</td>
<td>to return to live in a place where you lived before</td>
</tr>
<tr>
<td>5 _______ sth</td>
<td>to invent</td>
</tr>
<tr>
<td>6 _______ sb/sth</td>
<td>to depend on sb/sth in order to live</td>
</tr>
<tr>
<td>7 _______ sb</td>
<td>to take care of a child until he/she is an adult</td>
</tr>
</tbody>
</table>

6 LISTENING

a 3.8 Listen to four people answering the question “If you had to live without electricity for a week, what two things would you miss most?”
Write the two answers for each person.

Cindy 1 _______ 2 _______
Why? ______

Andy 1 _______ 2 _______
Why? ______

Julia 1 _______ 2 _______
Why? ______

Tyler 1 _______ 2 _______
Why? ______

b Listen again and write their reasons.

c In pairs, say what two things you would miss and why.
APOLLOGIZING, GIVING EXCUSES

a Cover the conversation. Who does Allie apologize to? Why?

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

Mark: Mark Ryder.
Allie: Mark, can you come in?
Mark: Sure.
Allie: Thanks for the sales report.
Mark: I think there’s something more important to talk about right now.
Allie: What do you mean?
Mark: That message you sent me. You hit “reply to all.” You sent it to everyone in the office.
Allie: Oh no. You’re joking, Oh, Mark. I’m sorry. I did it without thinking.
Mark: It’s OK, Allie. It’s an easy mistake to make.
Allie: How could I be so sorry? I just wasn’t thinking.
Mark: Allie...
Allie: I’m sorry.
Mark: Don’t worry about it. It doesn’t matter. But I think we should talk to the others.
Allie: Yes, you’re right. I’ll do it. It was my mistake.

Mark: Listen, everybody. I just want to say that I’m sorry. I haven’t been honest with you. Uh, we... Mark and I...

Nicole: That’s OK, Allie. We had already guessed. It wasn’t really a surprise.

c Listen again and complete the conversation.
d n.‘Listen and repeat the highlighted phrases from the dialogue. Copy the rhythm.
e Look at the highlighted phrases in the conversation. Put them in the right place in the chart.

<table>
<thead>
<tr>
<th>Apologizing</th>
<th>Admitting responsibility/ Explaining</th>
<th>Responding to an apology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I did it without thinking.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
f Communication: I’m so sorry! A p.118 B p.121.

SOCIAL ENGLISH  A walk by the Seine

a **Listen. How does the story end?**
b Listen again and answer the questions.

1. According to Allie, how did the people in the office discover their secret?
2. Does Mark agree with her?
3. Is Mark sorry everybody knows? Why (not)?
4. Why doesn’t Allie hear what Mark’s saying?
5. What’s the last thing Mark asks Allie to do?

USEFUL PHRASES

So if it w______ me, it must have been you.
You’re b______ (at keeping secrets)
Don’t b______ me.
But it’s now or n______.
I didn’t hear a w______ you said.
Can you c______ that (in an e-mail)?

c Complete the USEFUL PHRASES. Listen and check.
d Listen again and repeat the phrases. How do you say them in your language?
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, punctuation, or spelling). Can you correct them?

**Living without a TV**

Almost every family today 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 ‘talking’ 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 in ‘better shape’.

On the other hand, there are also disadvantages. For example, children who don’t have a TV may feel different from their school friends, and often won’t know what they are talking about. Also it is not true that all TV programmes are bad. There are also good ones, like documentary. People who live without a TV may know less about what happening in the world.

In conclusion, although living without a TV has some advantages, I think today it’s unrealistic and that we should just try to turn the TV on but 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 of life without a TV?
2. What are the two disadvantages?
3. Is the writer for or against having a TV?

c You are going to write a similar article about cell phones. First, with a partner, make a list of the advantages and 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**

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…

---

**WRITE** an article called *Cell phones – a great invention?*

Begin the article with this introduction: *Almost everybody has a cell phone. 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 paragraph summaries below and the Useful language box to help you.

**Paragraph 2** Write two or three advantages.

**Paragraph 3** Write two or three disadvantages.

**Paragraph 4** Conclusion – decide if you think cell phones are a great invention or not.

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

a. Choose a, b, or c.
  1. If we hadn't gone to that meeting, we wouldn't meet each other.
     a. wouldn't meet
     b. hadn't met
     c. wouldn't have met
  2. Could you tell me what ______?
     a. is your name
     b. your name is
     c. your name
  3. Do you know ______ after lunch?
     a. if the store does open
     b. if opens the store
     c. if the store opens
  4. You aren't coming tonight, ______?
     a. are you
     b. aren't you
     c. you aren't
  5. If you've finished watching TV, ______.
     a. turn off it
     b. turn it off
     c. turn off

b. Complete the second sentence with two words so that it means the same as the first.
  1. We were late because we got lost.
     If we ______ lost, we wouldn't have been late.
  2. What time did you arrive home last night?
     Could you tell me what time ______ home last night?
  3. Does this train stop in Buffalo?
     Do you know ______ this train ______ in Buffalo?
  4. I think the movie finishes at 8:00.
     The movie finishes at 8:00, ______?
  5. I'm excited about our vacation.
     I'm looking ______ ______ our vacation.

VOCABULARY

a. Complete with an adjective or adverb formed from the bold noun.
  1. He's very intelligent, but ______ he's not very good-looking. fortune
  2. He hates waiting. He's very ______. patience
  3. Let's buy this sofa. It's definitely the most ______. comfort
  4. I was very ______ on the exam. The questions were all on things I'd studied the night before. luck
  5. He writes very ______ and makes a lot of spelling mistakes. care

b. Complete the compound nouns.
  1. Excuse me! Where's the nearest police ______?
  2. A Do you like ______ movies?
     B No, I don't enjoy feeling frightened!
  3. They lived in a large ______ building.
  4. Yesterday I had to pay a $50 ______. parking
  5. I don't like ______ operas. I prefer comedy shows.

c. Complete the phrasal verbs.
  1. ______ out! There's a car coming.
  2. Could you turn the music ______? I can't hear it.
  3. Could you give me ______ my book, please!
  4. My uncle has set ______ a small company.
  5. I always feel nervous when planes ______ off.
  6. ______ down! You're walking much too fast.
  7. Do you ______ along well with your boss?
  8. If you keep ______ watching TV, you'll get square eyes.
  9. My grandmother brought ______ eight children without any help.
  10. They ______ up last month, and now she has a new boyfriend.

PRONUNCIATION

a. Underline the word with a different sound.

<table>
<thead>
<tr>
<th>1</th>
<th>lucky</th>
<th>comfortable</th>
<th>plug in</th>
<th>put on</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>patient</td>
<td>traffic jam</td>
<td>ad</td>
<td>reality</td>
</tr>
<tr>
<td>3</td>
<td>down</td>
<td>show</td>
<td>soaps</td>
<td>slow</td>
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<td>turn</td>
</tr>
<tr>
<td>5</td>
<td>channel</td>
<td>machine</td>
<td>chat</td>
<td>watch</td>
</tr>
</tbody>
</table>

b. Underline the stressed syllable.

| impatient | comfortable | documentary | cartoons | detective |
What can you do?

CAN YOU UNDERSTAND THIS TEXT?

The man who missed the lottery bus

Yesterday bus driver Dennis Hassall was behind the wheel as usual, reflecting on his fate as one of the unluckiest men in the world. Just six months earlier, he decided to give up playing the lottery with his 11 coworkers after four years of playing every week but winning almost nothing.

But last Saturday night, his coworkers, who had kept on playing, each received a check for £744,126. While they celebrated their success, Mr. Hassall worked his morning shift, driving a number 7 bus between Plymouth and Plymouth, Devon, England. He refused to talk to journalists.

The winners said they felt very sorry for Dennis, but they were not going to share the money with him. “He hasn’t paid his contribution since last summer,” winner Chris Robinson said. “He must be feeling pretty bad. But as far as I know, he has wished us all the best of luck.” All the winners are now planning to retire. For Les Read, 53, the win couldn’t have come at a better time. Two weeks ago he failed an eye test and is no longer able to drive.

“If I hadn’t won the lottery, I’d have been unemployed.” Fellow winner Ian Crampton, 46, the man who picked out the six winning numbers, has been out of work for several weeks and is having chemotherapy and radiotherapy for a cancer-related illness. “Now I don’t have to worry about going back to work,” he said.

The leader of the lottery group, Dave Mallet, said, “We all feel very sorry for Dennis, but he knew the rules. It’s OK if you don’t pay for two weeks, but any more than that and you’re out. It wouldn’t be fair to the others. I haven’t spoken to Dennis yet, but we will be inviting him to the party we’re going to have at the social club. But I don’t know if he’ll turn up.”

a Read the article and mark the sentences T (true), F (false), or DS (doesn’t say).
1. Dennis stopped playing the lottery four years ago.
2. Dennis didn’t celebrate with the lottery winners.
3. He gave an interview to journalists.
4. He stopped playing the lottery because he was short of money.
5. Dennis is the only person who will continue working.
6. Two of the winners had health problems.
7. Dave Mallet feels bad about what has happened to Dennis.
8. Dennis doesn’t want to go to the party.

b Look at the highlighted phrasal verbs. What do they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

a 1.1 Listen and circle the correct answer, a, b, or c.
1. Had the man saved his article (on his computer)?
   a. Yes. b. No. c. Some of it.
2. Why didn’t the man wear his lucky T-shirt?
   a. Because he didn’t need it.
   b. Because he had lost it.
   c. Because he couldn’t.
3. What kind of books does the woman read?
   a. Several kinds. b. Only science fiction. c. Only detective novels.
4. Where does Jonathan say he was last night?
   a. At home and at a cafe. b. At home and at a store.
   c. At home and at a basketball game.
5. What time do the children usually go to bed?
   a. 10:00 b. 9:15 c. 9:30

b 1.2 Listen and complete the missing information.

<table>
<thead>
<tr>
<th>Time</th>
<th>Channel</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>P5S</td>
<td>Eight Legged Wonder: A documentary film about</td>
</tr>
<tr>
<td>8:00</td>
<td>ABC</td>
<td>The Silent 3: A new crime series</td>
</tr>
<tr>
<td>10:05</td>
<td>ABC</td>
<td>Who wants to be a millionaire? Quiz show</td>
</tr>
<tr>
<td>10:30</td>
<td>ABC</td>
<td>Great Films: Funny and Alexander</td>
</tr>
<tr>
<td>11:00</td>
<td>ABC</td>
<td>A tribute to Sydney Pollack</td>
</tr>
</tbody>
</table>

CAN YOU SAY THIS IN ENGLISH?

Can you...?

☐ complete these three sentences in a logical way
If I hadn’t gone to bed so late,...
If I had known it was your birthday,...
I would have arrived on time if...

☐ ask your partner three polite questions and check three things you think you know about him / her

☐ talk about how much TV you watch and what kind of programs
Communication

2B Are you hungry? Yes, I'm starving! Student A
a Say your sentences to B. He / she must respond with the phrase in parentheses.
1 Is the water cold? (Yes, it's freezing.)
2 Was the movie good? (Yes, it was great.)
3 Were you tired after the exam? (Yes, I was exhausted.)
4 Is the kitchen dirty? (Yes, it's filthy.)
5 Is it a big house? (Yes, it's enormous.)
6 Was the weather bad? (Yes, it was awful.)
b Respond to B’s questions. Say Yes, it's / I'm, etc., + the strong form of the adjective which B used in the question. Remember to stress the strong adjective.
c Repeat the exercise. Try to respond as quickly as possible.

3B Who do you think they are? Students A + B
a In pairs, look at the people. You will have to match them with one of the jobs in the list below.
boxer racetrack driver violinist university professor comedian
b Discuss person A with your partner.
• Eliminate the jobs you think are impossible for that person. Use He / She can't be a... Say why.
• Now say which jobs you think are possible. Use He / She might be...
• Now make a final choice for person A. Use He / She must be... Say why.
c Now do the same for B–E.
d Finally, check your answers on page 119.

3C Guess the sentence Student A
a Look at sentences 1–5 and complete them with the correct form of be able to + a verb.
1 I've never ___________ the guitar well.
2 I'm sorry I won't ___________ to your party next weekend.
3 I used to ___________ a little Japanese, but I can't now.
4 I love ___________ in bed late on weekends.
5 Will you ___________ all the work before Saturday?
b Read your sentence 1 to B. If it's not the same, try again until B tells you “That's right.” Continue with 2–5.
c Now listen to B say sentence 6. If it's the same as your sentence 6 below, say “That's right.” If not, say “Try again” until B gets it right. Continue with 7–10.
6 I won't be able to see you tonight.
7 I'm too busy.
8 It was the rush hour, but luckily I was able to park near the theater.
9 They haven't been able to find a house yet. They're still looking.
10 It must be fantastic to be able to speak a lot of languages.
11 You must be able to do this exercise! It's very easy.
Practical English 3  How do I get there?  Student A

a  You are a tourist in Boston. You are at South Station. Ask B how to get to the places below. B will explain how to get to the nearest subway station or "T-stop." Draw the route on the map. Write the name of the place next to the T-stop. Then change roles.

The Science Museum
Harvard University
Boston Museum of Fine Art

b  You live in Boston. B is a tourist. You are both at South Station. B will ask you how to get to the three places below. Look at the map to find the subway station, or "T-stop" nearest to B's destination and give B directions.

Excuse me. How can I get to the Science Museum?

Take the Red Line toward Alewife. Change at Park Street and...

Paul Revere's House (nearest T-stop Haymarket – Green Line)
Boston Public Garden (nearest T-stop Arlington – Green Line)
New England Aquarium (nearest T-stop Aquarium – Blue Line)

4B  What would you do if...?  Student A

a  Ask B your questions. Put the verbs in parentheses in the simple past.

What would you do if you...
(meet) your English teacher at a party
(find) a lot of extra money in your bank account
(get) a present from your boyfriend / girlfriend that you really didn't like
(hit) somebody's car in a parking lot
(have) to sing at a karaoke evening
(be) invited to a really good concert by somebody you didn't like
(see) your best friend's personal diary open on a table

b  Answer B's questions. Ask What about you?

Practical English 5  What do you think?  Student A

a  Ask B question number 1. Then say if you agree or disagree. If you disagree, say why. Use I don't agree... Personally, I think..., etc.

b  Now answer B's first question. Use Personally, I think or In my opinion. Say why.

c  Continue taking turns asking questions and giving your opinions.

1  Which do you think is easier, speaking English or writing it?
2  Do you think that school vacations are too long?
3  What do you think is the best sport for a young person to take up?
4  Do you think that life in your country is faster or slower than it used to be?
5  Who do you think are safer drivers, women or men?
Communication

6A I want to speak to the manager

Student A

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 on sale at a clothing store yesterday (decide what) and there's a problem (decide what). Go back to the store. Be the salesperson. You'd like to exchange it for another identical one. If you can't, you'd like a refund. If you aren't satisfied, ask the salesperson to call the manager.

You start. Excuse me, I bought ...

2 You're the manager of a restaurant. Your normal 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 cocktail. If it's absolutely necessary, you might give a 10% discount on their check, but you would prefer not to. Be the customer.

B will start.

6C Relatives quiz

Student A

a Complete the questions to describe the bold word. Begin with who, which, that, whose, where (or no relative pronoun when there is a new subject).

1 selfish What do you call a person who...
2 neighbors What do you call the people...
3 a private school What do you call a school...
4 a helmet What do you call the thing...
5 a boss What do you call the person...
6 traffic light What do you call the thing...
7 the bakery What do you call the place...
8 a salesperson What do you call a person...

b Ask B the questions.

c Answer B's questions.

7A Guess the conditional

Student A

a Look at sentences 1–5 and think of the missing verb. Remember □ = affirmative verb, □ = negative verb.

1 If it had been cheaper, I ... .
2 If I ... that it was your birthday, I would have made a cake.
3 I ... so angry if you had told me the truth.
4 I would have written to you if I ... your e-mail address.
5 If you ... to me, you wouldn't have married him.

b Read your sentence 1 to B. If it's not the same, try again until B tells you "That's right." Then write it in. Continue with 2–5.

c Listen to B say sentence 6. If it's the same as 6 below, say "That's right." If not, say "Try again" until B gets it right. Continue with 7–10.

6 If I had listened to that CD first, I wouldn't have bought it.
7 I would have paid for the meal today if I hadn't paid last time.
8 If you had put the milk in the fridge, it wouldn't have gone bad.
9 I would have gone with you last night if I hadn't seen the movie before.
10 If I'd recognized him, I would have said hello.

7B Just checking

Student A

a You are a police officer. B is a suspect. Ask B the questions below but don't write anything down. Try to remember B's answers.

What's your name? What do you do?
Where do you live? What car do you drive?
How old are you? How long have you lived in this town?
Where were you born? What did you do last night?
Are you married? Where were you this morning at 7:00?

b Now check the information with B using a tag question.

Your name's Angela, isn't it? You live in Seattle, don't you?

c Change roles. Now you are the suspect and B is the detective. Answer his / her questions. You can invent the information if you want to.

da A will now check the information he / she has. Just say, "Yes, that's right" or "No, that's wrong." Correct the wrong information.

Practical English 7 I'm so sorry!

Student A

a B has done some very irritating things! You are going to tell B what he / she has done. B will apologize and make an excuse.

You forgot my birthday! You took my dictionary home last night!
You've broken my glasses! You didn't answer your cell phone.
You've just eaten the last cookie! When I called you last night!

b Now B is going to tell you about some things you've done. Apologize and make an excuse.
2B Are you hungry? Yes, I’m starving! Student B
a Respond to A’s questions. Say Yes, it’s / I’m etc. + the strong form of the adjective which A used in the question. Remember to stress the strong adjective.

b Say your sentences to A. He / she must respond 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.)

c Repeat the exercise. Try to respond as quickly as possible.

Practical English 2 Requests Students A + B
a Look at the verbs below. Choose one thing you would like someone to do for you.

take care of (my children, my dog, my cat, etc.)
lend me (some money, a car, a book, etc.)
give me a ride (home, downtown, etc.)
help me (with my homework, to paint my apartment, etc.)

b Ask as many other students as possible. Be polite, and explain why you want the favor. How many people agree to help you?

3C Guess the sentence Student B
a Look at sentences 6–10 and complete them with the correct form of be able to + a verb.

6 I won’t _______ you tonight. I’m too busy.
7 It was the rush hour, but luckily I _______ near the theater.
8 They haven’t _______ a house yet. They’re still looking.
9 It must be fantastic _______ a lot of languages.
10 You must _______ this exercise! It’s very easy.

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 2–5.

1 I’ve never been able to play the guitar well.
2 I’m sorry I won’t be able to go to your party next weekend.
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 weekends.
5 Will you be able to finish all the work before Saturday?

c Now read your sentence 6 to A. If it’s not the same, try again until A tells you “That’s right.” Continue with 7–10.
Communication

Practical English 3 How do I get there? Student B

a. You live in Boston. A is a tourist. You are both at South Station. A will ask you how to get to the three places below. Look at the map to find the subway station, or "T-stop" nearest to A's destination and give A directions.

The Science Museum (nearest T-stop Science Park – Green Line)
Harvard University (nearest T-stop Harvard – Red Line)
Boston Museum of Fine Art (nearest T-stop Museum of Fine Arts – Green Line)

Excuse me. How can I get to the Science Museum?

Take the Red Line toward Alewife.
Change at Park Street...

b. You are a tourist. You are at South Station. Ask A how to get to the places below. A will explain how to get to the nearest subway station or "T-stop." Draw the route on the map. Write the name of the place next to the T-stop. Then change roles.

Paul Revere's House
Boston Public Garden
New England Aquarium

4B What would you do if...? Student B

a. Answer A's questions. Ask What about you?

b. Ask A your questions. Put the verbs in parentheses in the simple past.

What would you do if you...

(have) an exam the next day and somebody offered to sell you the answers
(be) offered a job in Australia
(wake up) and (see) a snake in your bedroom
(meet) your girlfriend / boy friend in the street with an ex-boyfriend / girlfriend
(get) too much change from a salesperson
(see) somebody stealing something in a store
(borrow) a friend's car and broke one of the headlights

5C Test your memory Student B

a. Answer A's questions.

b. Now ask A these questions. See if he / she can remember the answers. Who has the best memory?

1. How long do the contestants have to learn to do the new job? (One month.)
2. What does the contestant have to do at the end of the month? (Take a test – they do the new job with three real professionals.)
3. How old is Jessica? (26.)
4. What did Jessica study at the university? (English Literature.)
5. Why did she agree to be on the program? (Her friends and family persuaded her.)
6. What was Jessica like before the program? (Quiet and shy.)
7. Who were her teachers? (A political journalist and a politician.)
8. What did she have to learn about? (The world of politics.)

Practical English 5 What do you think? Student B

a. Answer A's first question. Use Personally, I think or In my opinion. Say why.

b. Ask A your question number 1. Then say if you agree or disagree with A. If you disagree, use I don't agree..., Personally, I think..., etc.

c. Continue taking turns asking questions and giving your opinions.

1. Do you think it is easier to learn to drive or to learn to swim?
2. Do you think it's better to be an only child or have brothers or sisters?
3. Do you think that men are better cooks than women?
4. Which do you think is more dangerous, traveling by plane or traveling by car?
5. Do you think that it is a waste of money to buy designer clothes?
6A I want to speak to the manager

Student B

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 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 on sale items.

A will start.

2 You're a customer in a restaurant. The waiter has just brought your meal and something is wrong with it (what is wrong with it?). You complained to the waiter but he/she didn't solve the problem. You have asked to speak to 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?

6C Relatives quiz Student B

a Complete the questions to describe the bold word. Begin with who, which, that, whose, where (or no relative pronoun where there is a new subject).

1 shy
   What do you call a person who is shy?

2 a referee
   What do you call the person who officiates at a game?

3 a classroom
   What's the name of the place you study in?

4 a shopping cart
   What do you call the piece of paper where you take your groceries?

5 a dentist
   What do you call a person who treats teeth?

6 a receipt
   What do you call the piece of paper where you take your money?

7 a taxi stand
   What do you call the place where a taxi waits?

8 a close friend
   What do you call a person you are close to?

b Answer A's questions.

c Ask A your questions.

7A Guess the conditional Student B

a Look at sentences 6–10 and think of the missing verb. Remember 1= affirmative verb, 2= negative verb.

   6 If I had listened to that CD first, I ______ it. 1
   7 I would have paid for the meal today if I ______ last time! 2
   8 If you ______ the milk in the fridge, it wouldn't have gone bad. 2
   9 I would have gone with you last night if I ______ the movie before. 1
   10 If I'd recognized him, I ______ hello. 1

b Listen to A say sentence 1. If it's the same as 1 below, say "That's right." If not, say "Try again!" until A gets it right. Continue with 2–5.

1 If it had been cheaper, I ______ bought it.
2 If I had known that it was your birthday, I would have made a cake.
3 I ______ been so angry if you had told me the truth.
4 I ______ have written to you if I ______ lost your e-mail address.
5 If you ______ to me, you wouldn't have married him.

c Read your sentence 6 to A. If it's not the same, try again until A tells you "That's right." Then write it in. Continue with 7–10.

7B Just checking Student B

a You are a suspect. A is a police officer. 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." Correct the wrong information.

c Change roles. Now you are a police officer 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? What do you do?
Where do you live? What car do you drive?
How old are you? How long have you lived in this town?
Where were you born? What did you do last night?
Are you married? Where were you this morning at 7:00?

d Now check the information with A using a tag question.

Your name's Angela, isn't it? You live in Seattle, don't you?

Practical English 7 I'm so sorry! Student B

a A is going to tell you about some things he/she has done. Apologize and make an excuse.

b A has done some very irritating things! Tell A what he/she has done. A will apologize and make an excuse.

You didn't pay me back the money I lent you! You haven't introduced me to your friend! You're sitting in my seat! You finished all the milk in the refrigerator! You didn't reply to my e-mail yesterday!
Interviewer: Ramona, what do you eat on a typical day?
Ramona: I don't usually have breakfast because I can't get up early enough to eat. I normally just have coffee and drink it at the office. Usually have lunch in a restaurant near the office with people from work. When I was younger, I used to go to fast-food restaurants and have pizza, or fried chicken and French fries. Now I prefer eating something healthier, so I try to avoid restaurants or restaurants that serve organic food. And for dinner, I usually eat at home.

Interviewer: Do you ever cook?
Ramona: Well, I like to work very late every day and also my kitchen's too small. My boyfriend is a better cook than I am.

Interviewer: Do you ever eat unhealthy food?
Ramona: Yes, I do! I eat a lot of sweet things but I drink a lot of coffee every day. I think I'm addicted to caffeine.

Interviewer: Are you trying to cut down on anything right now?
Ramona: No, I try to eat healthy and exercise regularly, so I don't think I need to cut down on food.

Interviewer: Are people's diets in your country getting better or worse?
Ramona: Oh, probably worse. I think the diet in Japan today is much more westernized than before and that's why some people are getting fatter. But personally, I like the fact that there are different kinds of food and restaurants now, I enjoy the variety, it makes eating out much more fun.

Interviewer: Kevin, why do you decide to open a restaurant in Chile?
Kevin: I always wanted to have my own restaurant, I visited Chile as a tourist and loved it. I thought it would be a good place because Chileans are very open to new things, new ideas. So I opened Freddo's.

Interviewer: Why did you call the restaurant Freddo's?
Kevin: Because Freddie's is my father's name. It's my middle name, too.

Interviewer: What kind of food do you serve?
Kevin: Mostly international dishes like pasta, steak and French fries, steaks – but we also serve several English dishes as well.

Interviewer: Does Chile have a popular cuisine like you have in your restaurant?
Kevin: Yes, they are very similar... I think... people don't usually expect the English to be good cooks.

Interviewer: What kind of English dishes do you have on your menu?
Kevin: Well, we serve traditional English breakfast, such as sausage, trout and, and so on, and we have a lot of English desserts at lunchtime, for example, tarts – that's a popular English dessert made with fruits and cream.

Interviewer: Are the English dishes popular?
Kevin: Yes, it's very popular – especially the desserts and cakes. I think people here in Chile love them.

Interviewer: I heard that you're from a very famous family in your career as a chef.
Kevin: Yes, I used to work for the famous restaurant at Wroclaw, and I've also worked for the royal family. I'm descended from a famous family that are very interesting, from every point of view.

Interviewer: You said earlier that your chef was a man. Do you have more women working in your kitchen?
Kevin: Yes, one, the rest are all men. In fact, I think that's typical all over the world – there are far more men than women in restaurant kitchens.

Interviewer: Why do you think that is?
Kevin: I think there are a lot of reasons. The most important reason is probably the societal bias. Most women don't want a job where you have to work late at night. Then there's the atmosphere, women don't like being shouted at, and there's a lot of shouting in restaurant kitchens. It's also usually extremely hot, and I think women don't like that.

Interviewer: Do you think you'll stay in Chile?
Kevin: Yes, I love Chile and its people, and the climate is perfect. The language is the most difficult thing for me, but the Chileans are very understanding.

Interviewer: What was the most exciting game you refereed?
Juan Antonio: It's difficult to choose one game as the most exciting. I remember some of the Real Madrid-Atletico games, for example, the first one I ever refereed. The atmosphere in the stadium was great. But really it's impossible to pick just one there – there have been so many.

Interviewer: Who was the best player you ever saw?
Juan Antonio: During my career, I've met many great players. It's very difficult to say who was the best, but there's one player who stands out for me, not just for being a great soccer player but also for being a great human being, and that was the Brazilian international player Mauro Silva, who used to play here in Spain.

Interviewer: What was the worst experience you ever had as a referee?
Juan Antonio: There were many, but that was the one that happened very early in my career. I was only 15 and I was refereeing a game and the home team lost. After the game, I was attacked and injured by the players of the home team and by the spectators. After these years, I still remember a mother who had a baby in her arms and 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.

Interviewer: Do you think that there's more cheating in soccer than in the past?
Juan Antonio: No, I think so.

Interviewer: Why?
Juan Antonio: I think it's because there's so much money in soccer today that it has become much more important to win. Also, the game is much more difficult than it was before. For example, referees now have more power to control the game.

Interviewer: How do soccer players cheat?
Juan Antonio: Oh, there are many ways, but for me the worst is what we call "simulation." Players pretend there has been a foul, but they are not hurt. This is very common in big matches, but it's not always clearly shown. And, in my opinion, when a player does this, it's cheating because the referee and the players of the other team lose as well, but also the spectators. The spectators pay money to see a fair contest, not to watch people cheat.

Interviewer: What's the most difficult thing about being a referee?
Juan Antonio: Ah, the most difficult thing is to make the right decisions during a game. It's difficult because you have to make decisions when everything's happening so quickly – soccer today is very fast. 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: So, in your opinion, fair play doesn't exist anymore?
Juan Antonio: In my opinion, fair play does exist – the players who cheat are still eliminated from the competition.

1. So what are you going to do next year, dear? Are you going to go to college?
2. No, I'm not. I've already told you three times. I'm not going to college. I'm going to look for a job. I want to earn some money.
3. All right, dear, you don't need to shout. I'm not sad. What time is it now?
4. Ten after five. I'm going to make you a cup of tea.
5. Oh, dear, dear, that is very nice.
6. I see you tomorrow then. I'll bring a sandwich. Where are you going?
7. Out. It's Friday night, remember?
8. What time are you coming back?
9. I'm not coming back. I'm staying at Mom's tonight.
10. I think you need a hat. It's going to be cold tonight.
11. Nobody's going out any more! That's a pity.
12. Can I use your car tonight?
13. No.
14. Why not?
15. But it's your birthday!
16. I won't. I'll be really careful. I'll drive slowly. I promise.
17. OK. Here you are. Be careful.
18. Thanks. See you later.
Presenter: Well, what about the middle child?  
Sarah: Well, middle children are usually independent and competitive.  
Presenter: Competitive!  
Sarah: Yes, because they have to fight with their brothers and sisters for their parents’ attention. And they’re usually sociable. They like being with people, probably because they’ve always had other children to play with. However, on the negative side, middle children are often jealous of their brothers and sisters, and can be moody.  
Presenter: And the youngest children?  
Sarah: If you’re the youngest in a family, you’ll probably be very charming, very affectionate, and a pretty relaxed person. This is because parents are usually more relaxed when they have their last child. On the other hand, youngest children are often a little lazy. This is because they always have their older brothers and sisters to help them. And they can be pretty manipulative. They use their charm to get what they want.  
Presenter: OK, that’s all very interesting. Now, I’m on only child. People often have the idea that only children like me are isolated. Is that true?  
Sarah: Well, it’s true in many cases. Only children are the only ones. They don’t have to share with anyone, so they’re often spoiled by their parents and their grandparents. As a result, they can be very selfish. They think of themselves more than of other people.  
Presenter: OK, Well, that sounds like a good description of me! Is there any good news?  
Sarah: Yes, there is. On the positive side, only children are usually very organized and responsible, and they can be very imaginative, too.  
Presenter: Well, thank you, Sarah, and good luck with the book. And now it’s time for the news here in Paris.  

**1.15**  
My name is Ali. I live in Paris. I am from Cambridge in England. I met Mark about a year ago. He’s from San Francisco. We both work for WCIT. I was working in the London office and he came there on business. We got on really well and we really liked each other.  
Anyway, after the end of his trip, he invited me to go to a conference in San Francisco. We had a great time. And then something happened. When I was in San Francisco, I was offered a job in Paris. And so we decided to move in together.  
**1.16**  
Ali: What a lovelyview! The river’s beautiful, isn’t it?  
Mark: Paris is so romantic. I can’t believe we’re staying here in Paris!  
Ali: Yes, it’s weird.  
Mark: Yes, it’s very weird. How do you get on with everyone?  
Ali: Oh, I’ll see. I’ve only been here three weeks. What did you think of them?  
Mark: I thought Jacques was very nice, and Nicole.  
Ali: What about Nick?  
Mark: She was very friendly.

**2.1**  
Interviewer: So, how long have you been living here?  
Angela: For about six months now.  
Interviewer: Why did you choose Ecuador?  
Angela: Because I have always been interested in the culture and language of Latin America.  
Interviewer: Why did you want to take a year off?  
Angela: Basically, I wanted a break from my job. I love teaching children but I need a change. Also, I’ve been drawing and painting since I was a child and I took art classes in college. I’ve always wanted an opportunity to study the art of the Andean countries, such as Peru and Ecuador.  
Interviewer: What have you been doing since you left?  
Angela: Well, I’ve been taking some art classes at the university and getting to know some of the local artists. Luckily, many of them speak a little English, so I don’t know much Spanish yet. But I am learning the language as quickly as I can.  
Interviewer: Is Spanish a difficult language to learn?  
Angela: Not really. A lot of words are similar in English and Spanish. I find it is probably the most difficult thing for me. I often have to ask people to repeat things more slowly.  
Interviewer: Are the other students in your classes helpful where you don’t understand something?  
Angela: Yes, very. I think they’re happy to find that a foreigner loves the Ecuadorian culture and wants to learn about it.
TV host: And this evening on Behind the Wheel we talk to Brian Brazeal, who is an expert on road safety. Brian, you did some research to find out how dangerous it is to do other things when we're driving. According to your tests, what's the most dangerous thing to do?

Expert: Well, the first thing I have to say is that doing anything else when you're driving is dangerous, and it can be very, very dangerous. Because when you're driving you should concentrate 100 percent on controlling the car, or anything else you do is a distraction.

The tests we did in the simulator showed that the most difficult and most dangerous thing is to try and open a bag of chips or a can of soda. The reason is that most people actually need two hands to open a bag of chips or a can of soda, so they take both hands off the wheel for one second or two seconds. And, of course, that's the most dangerous thing you can possibly do. In fact, one of the drivers in the simulator actually crashed when he did this.

TV host: And which is the next most dangerous?

Expert: The next most dangerous thing is to select a specific CD from the passenger seat. This is extremely dangerous too because to do this you have to take your eyes off the road for one or two seconds.

TV host: And number three?

Expert: Number three was making a phone call on a cell phone. What we found in the tests was that drivers drove more slowly when they did this, but that their control of the car got worse.

TV host: Can I assume that? And number four?

Expert: Number four was listening to your favorite music. In the tests most drivers drove more quickly and less safely when they were listening to music than they might have been driving at the same time. In other words, listening to music can be just as dangerous as drinking.

TV host: So no funny music when you're driving?

Expert: Absolutely not.

TV host: And in fifth place?

Expert: In fifth place was talking to other passengers. The problem when we talk to other people in the car is that we may not even concentrate on what we're saying or what we're hearing and not enough attention to what's happening on the road.

TV host: So the least dangerous is listening to music you don't know.

Expert: That's right. The least dangerous of all these activities is listening to familiar music on the radio or on a CD player. It seems that if we don't know the music then we're less distracted by it. In this case the tests, all drivers drove safely and well.

Nicole: You started looking for an apartment? Mark: Yeah, it's been kind of a pain.

Nicole: Ben Anyway, it's best to get to know Paris first.

Mark: Yeah. It's a big city.

Nicole: Merci beaucoup.

Mark: Thank you. Nicole: That's mostly all the French I know! Ben: It's not that bad. Just a little basic.

Mark: Nicole how do you like the city?

Mark: Oh, it's great.
Interviewer: What nationality are you? Rafael I'm Spanish and British. I was born in Spain, but was brought up there. I've spent a lot of time in Britain, too. I've been living in England for the last ten years.

Interviewer: Oh, good. Are you bilingual? Rafael Yes, I am.

Interviewer: And, it's a strange question, do you feel more Spanish than British or vice versa? Rafael Well, I feel I feel more Spanish in most respects, especially as a big part of my life revolves around Spanish culture. But I do like individuality, eccentricity, and I'm sure I feel a little British too, I suppose.

Interviewer: Do you think you look more Spanish or British? Rafael Well, I think I look Spanish, but when I toured, people always think I'm from their country and have stopped me in the street. For example, in Cairo and in Rome, to ask me for help, so I must have an international face... Maybe I should be a spy!

Interviewer: When did you start learning to play the guitar? Rafael I started when I was nine, when my family lived in Madrid. A teacher used to come to our apartment and give me lessons.

Interviewer: I see, so how long have you been working professionally as a flamenco guitarist? Rafael I started when I was five, so I've been working professionally as a flamenco guitarist for quite some time.


Interviewer: And how did you learn to play the guitar? Rafael I learned to play the guitar from my father.

Interviewer: And when did you start? Rafael I started when I was six.

Interviewer: As a flamenco guitarist living in Britain, is it easy to make a living? Rafael It's not easy to make a living in Britain, but I think it's easier to make a living in Spain, because there are fewer flamenco guitarists there.

Interviewer: And when does flamenco popular, apart from in Spain? Rafael Well, the biggest market for flamenco outside Spain are the USA, Germany, and Japan, but I've been told that it's popular all over the world. It has a strong identity that people relate to in every corner of the planet.

Interviewer: Now, you don't look like the stereotype of a flamenco guitarist. People imagine flamenco guitarists as having long, dark hair...

Rafael: That's true. I used to have really long hair, but I decided to cut my hair short.

Interviewer: Are people in Britain surprised when they see you, knowing you're a flamenco guitarist? Rafael No, not really. I think that's one of the things I like about Britain: no one judges you on your appearance.

Interviewer: And what about in Spain? Rafael Well, actually, in Spain people find it much harder to believe that I'm a flamenco guitarist. I think Spanish people believe in stereotypes more than in Britain. And they judge you on your appearance, but as soon as people hear you play the guitar, they know that I'm the real thing.

Interviewer: Could you play something for us? Rafael Of course.

Interviewer: Hello and welcome to this week's edition of All about you. Today's program is about taking up new activities, and how to succeed at them. With us is psychologist Dr. Maggie Prior. Good afternoon.

Psychologist: Good afternoon.

Dr. Prior: Dr. Prior, we've got a question for you. Why do you think people are thinking of learning to do something new?

Psychologist: Well, first of all, I would say to choose wisely. On the other hand, don't choose something completely unrealistic. For example, don't decide to take up sailing if you can't swim, or paragliding if you're afraid of heights. But, on the other hand, don't generalize and think that just because you aren't good at one sport, you won't be able to do any sports at all. I mean, just because you were bad at gymnastics at school, doesn't mean that you might not love playing tennis.

Interviewer: So how do you think about it? Psychologist: Definitely. And never think you'll be able to learn something before you've even tried it.

Interviewer: OK, so, let's imagine I've started to learn to play tennis and I'm finding it very hard work.

Psychologist: Well, first don't give up too quickly. Keep on trying for at least a few months. It often takes time to begin to enjoy learning something new. Another thing that can help is, if you're having problems learning something, is to give it a break and then try again, perhaps a month or two later.

Interviewer: But what if I find I really don't have a talent for tennis?

Psychologist: I think the important thing is not to be too ambitious. I mean, if you've never been active in sports and you decide to learn to play tennis, don't expect to become the next Wimbledon champion. Just enjoy what you're doing, not to be the best in the world at it.

Interviewer: But what if, even after all this, I still feel that I'm not getting anywhere?

Psychologist: Sometimes you do have to accept it and say, "OK, this really isn't my thing," and you need to give it up. But why not try something else? There are lots of other things you can learn to do! Just remember that if you take up an activity, you're likely to get better, even if you aren't very good at it, you'll make new friends because you'll be meeting other people with the same interests.

Interviewer: So it might be good for my love life. Psychologist: Exactly. Dr. Maggie Prior, thank you very much.

Interviewer: Landlady: This is the apartment, you're lease visitor, you're just here. Mark, Mater, mate, sorry, Nicole. What did she say?

Nicole: She said that we can have a look at the flat. She’s going to wait downstairs.

Mark: Thanks, so, what do you think?

Nicole Well, it’s a long way from the station. And it’s on the fourth floor. It’s a pity there’s no lift. Mark Who needs one? The stairs are good exercise. Landlord: There’s a great view from here. Nicole It’s also very noisy. Mark Sure, but it has character. It’s just how I imagined an apartment in Paris. Nicole Everything old, including the heating. It will be very cold in the winter. Mark Oh, I see.

Allie Well, what’s it like?

Mark Nice – really Parisian.

Allie Are you going to take it?

Mark I think so, yeah ...

Allie Can’t wait to see it!

Mark Yeah.

Allie We’re all going on your own, Mark. No, I’m with the women who owns the apartment, I’ll call you back. Allie: OK, see later, Love you.

Mark Love you too, bye. Sorry about that. That was... that was my... my daughter.

Nicole Calling from America!

Mark: You know, she’s just taking an interest.

Nicole: Taking an interest. That’s nice.

4.5

Reporter: So, he just took the Scholastic Aptitude Test, the SAT. What parts did you take? Carla Well, I took the main parts of the test. Those include critical reading, math, and writing.

Reporter: Was it difficult? Carla Well, yeah, some parts were and I need to get a pretty high score.

Reporter: Why? Carla Because I want to be a doctor, and I want to get into a pre-med program at one of the big universities, like maybe the University of California. They probably won’t admit me unless I get a pretty high score.

Reporter: Do you think you’ll get it? Carla I don’t know. I think I did OK, but I’m a little worried about the math.

Reporter: When will you get the results? Carla They’ll go online next week. Believe me, as soon as they’re online, I’ll look up my scores.

Reporter: And how will you celebrate if you get high scores?

Carla I don’t want to plan any celebrations until I get the results.

Reporter: And what will you do if you don’t get the scores you need?

Carla I don’t want to think about it. If I don’t get into college, my parents will kill me. So, I’m joking. I suppose I could apply to some schools that don’t require such high scores.

Reporter: Well, good luck. Carla: Thanks.

4.6

Reporter: What test did you take? Ruben The TOEFL. That’s the Test of English as a Foreign Language.

Reporter: Was it difficult? Ruben Well, not really, but I need at least 550 to get into a construction of the schools I’ve applied to require 610. But I’m optimistic. I think I did pretty well.

Reporter: When will you get the results? Ruben When they score the tests, they’ll mail the results. It takes about six or seven weeks.

Reporter: How will you celebrate if you get a high score?

Ruben I’ll go out for pizza with the other people in my class – well, with the people who did well on the test.

Reporter: Do you keep on studying English?

Ruben Probably not – at least formally. I mean, if I understand these classes, I’ll be learning a lot every day anyway.

Reporter: And if you don’t get a high enough score?

Ruben I’ll take the test again in June.

4.7

Reporter: Carla – I see we’re from your face that the results, uh, weren’t exactly what you wanted. Am I right?

Carla: Yeah. I got a 710 on critical reading but only 620 on math.

Reporter: So what are you going to do now? Carla Well, my reading score was pretty good, so I’m going to wait and see if one of the universities I want will still accept me. If not, I’ll try to find other schools that will take me.

Reporter: Were your parents angry? Carla: Probably not. I’ve heard about it. They know how disappointed I am. Besides, it’s not that my scores were really bad.

Mark: You know, she’s just taking an interest.

Nicole: Taking an interest. That’s nice.

125
Reporters: What did you get for a good score on the TOEFL?
Ruben: Yes, I got a 600! I’m very happy; I didn’t think I’d get such a high score.
Reporters: And your friends?
Ruben: They all did well, too, except one. But he didn’t expect to do very well. He didn’t do any work.
Reporters: So you are going out to celebrate?
Ruben: Yes, we’re going out for pizza tonight and then we’re going dancing.

Presenter: Hello and welcome to our review of international TV programs. With me today is the television critic Michael Stein... So, Michael, what interesting foreign TV shows have you seen recently?
Michael: I have a British series called “The Fall.” I think it’s one of the most interesting series I’ve ever seen. It’s about a detective who has to solve a murder case. It’s full of suspense and mystery, and the acting is superb.

Presenter: Well, I bet it was a shocked for today’s teenagers.
Michael: Well, yes. It was crime shows. It wasn’t just the cultures—-it was the whole atmosphere. It’s a very good show that deals with a lot of serious issues, such as justice and punishment. It’s definitely worth watching.

Presenter: What about the classics?
Michael: Well, of course the classics are always popular, but it’s not just for adults. Even children can enjoy them. Shows like “The Sound of Music” or “The Wizard of Oz” are always enjoyed by everyone, regardless of age.

Presenter: How did the kids themselves feel about the experiment?
Michael: They were really interested. They had a good time and they felt they learned a lot. I think it made them appreciate their own cultures more. Some of them actually said it was the best month of their lives. It was an interesting experiment and the program was really well made. I really enjoyed watching it.

4.9
When I retire, I may afford it. I’d love to have a vineyard down the lake, where we could go for the summer. I’d like to have a garden there. I’ve never been able to have one, so it’s an apartment in the city. Not too big, though. I’d like to grow vegetables and flowers and some fruit trees. I’d spend all my time either in the garden or sitting by the lake.

3.5
My dream house would be in the mountains, high up on the hillside with a beautiful view. I’d be modern and quite simple, with wooden floors and big windows, and from every window you could see the mountains and the forest. It’d be quite remote, with no neighbors for miles and miles. Can you imagine? Just that kind of view in the trees.

3.3
I’d love to have a big old townhouse, maybe one of those beautiful houses with big rooms, high ceilings, and a lovely staircase going down to the hall. But the interiors and the kitchen would have to be modern, because old ones are cold and impractical. I’d need some help looking after it, though.

2.7
If I won the lottery, which of course I won’t, I’d buy a big penthouse apartment near the river with a great view, a really hi-tech place, you know, with all these smart systems and stuff. I’d feel good from the supermarket all the way up there when I’m running out and buying a big TV and music system—well, all very stylish and minimalistic.

Carol
When Robert answered my e-mail, I got really excited. He didn’t say very much about himself. He just told me that he was now a teacher, which surprised me because he always used to say that he would never be a teacher. He told me that he’d been married, but was now divorced. Anyway, I answered his e-mail, and we agreed to meet for lunch at a restaurant—like—a place where I often go on weekends.

When I got there, I looked around to see if I could see him, but I couldn’t, and I thought, “Typical carpe diem!” Because, he always used to be late. So I sat down and ordered a drink. I was just sipping my drink when a man came over to my table and said, “Carol, how are you?” I could hardly believe it—I mean, I have never seen him in years, but I think I look pretty good for my age. People usually say I look five years younger than I am. But Robert looked like an old man. His long hair was all gone—in fact, he was bald, with a few strands of hair sticking out over his head—and he was wearing the most ridiculous jacket. Well, I knew you shouldn’t judge by appearances, so smiled at him and we started talking—and well, I enjoyed the lunch and we talked a lot about the past—but I knew as soon as I saw him that we didn’t have anything in common anymore. And I was right. Instead of the rebel he used to be, he was now, well, much more conventional than me. In fact, he seemed just like the sort of teacher we used to hate when we were young.

Alex
I got the restaurant late because I couldn’t find it, but when I walked in I saw a whole group of young people at a table. I thought that must be them, though I didn’t really recognize anybody. So I went up and they all said hello. They all recognized me, which was great, though it felt a little strange. I just said I was feeling really nervous. Anyway, I sat down and we started talking. They told me lots of things that I used to do when I was at school, like play on the school basketball team—they said I used to be really good—and they told me about all sorts of other things. I’ve never been called a slowcoach and I sort of thought it would be great. I’ve never been called a slowcoach and I sort of thought it would be great. And I’ve never been called a slowcoach and I sort of thought it would be great.

Mark: I don’t agree at all. I think it’s much more noise. Today you can see, you can e-mail, you can chat online and things like that. I’m still in touch with some friends. I met on vacation last year, even though they live miles away.

Actually, I think it’s probably true. Because I know a lot of men who are still friends with people they went to elementary school with, but I don’t know many women who are. For example, my brother has a friend named Tim who he’s known since they were three years old, but I think the reason is that men’s friendships are less intense, sort of less intimate than women’s friendships, so men only ever talk about sports or superficial things, it doesn’t matter if they’re completely changed and don’t have much in common anymore—they can still talk about football.

Yes definitely should. I mean, that’s the quickest way to lose a friendship. If you don’t like a friend’s boyfriend or girlfriend, you should just keep quiet. You have to wait until they break up, and of course then you can say how awful you thought the person was and then we’ll agree that you’re being supportive. But if you say anything bad it will really hurt, it’s so obvious. I know because it happened to me once with a friend of mine, and she said something insensitive about his girlfriend. And now we’re not friends any more.

Mark: Scarlett. What would you like?
Scarlett: Nothing.
Scarlett: Aren’t you hungry?
Scarlett: Sure, but this food’s really horrible.
Allie: This is one of the finest restaurants in Paris.
Scarlett: Well, I can’t eat stuff. I never touch meat.
Allie: The seafood looks good.
Scarlett: I try, I try.
Mark: What about the mushroom ratsat?
Scarlett: No way! Didn’t they tell you guys about my allergies? I’m allergic to mushrooms, strawberries, nuts...
Scarlett: Shall we go some place else?
Mark: Whatever. I’m going to the restroom.
Allie: Well, that was a disastrous morning. The boat trip made her feel sick and she had to go up the Eiffel Tower. "I can’t stand heights.
Mark: It’s a pity we didn’t take her shopping.
Allie: Oh, so spoiled.
Mark: Oh, come on, she’s just a kid really.
Afree: So, what are we going to do about lunch? Shall we leave now?
Mark: Hang on. I have an idea. Let me talk to the waiter.
Waiter: How much?
Mark: Do you think you could possibly do it for free?
Afree: Of course, sir. What would you like?
Mark: Well, I think this place is great. More wine, Afree?
Afree: No, thanks.
Waiter: Well.
Scarlet: Yes, pizazz margarita? Cool!
5.3
Tip Number 1. Eat breakfast sitting down. Most people eat in bed until the last minute and then have a cup of coffee and a piece of toast standing up. This is really bad for you because it means that you start the day in a hurry. Your body and mind are already moving too fast. Do yourself a favor. Get up ten minutes earlier every day and have breakfast—near and slowly.
Tip number 2. Forget the gym, and do yoga instead. More people go to the gym after work to exercise because they think that this releases them, but it doesn’t, believe me. I really think that a gym is a very stressful place. Exercising hard, for example doing aerobics, makes your heart beat more quickly, so it doesn’t relax your body at all. In fact, it does the opposite. So, forget the gym and try doing yoga. Yoga will not only help you get fit, but it will also tone your body down and help you think more clearly.
Tip number 3. Go for a long walk. Walking is the most traditional form of exercise, but many people have just forgotten how to do it. These days we all just get into our cars. The great thing about walking is that you can’t walk too fast, so walking actually slows you down. And when we walk, we look around us at the birds, the trees, the stores, other people. It reminds us of the world we live in and it helps us stop, and think, and relax.
Tip number 4. Spend 10 minutes every day in silence. Meditation isn’t easy. People have been doing it for thousands of years and now it is becoming really popular again. In the United States you can find meditation rooms in companies, schools, airports, and even hospitals. Meditation is a fantastic way to teach your mind to stop and to think more clearly. And spending time in silence every day will also benefit your general health.
And finally, tip number 5. Sleep. Everybody needs a good night’s sleep. And if you want to be happy and energetic, then you need to get a good night’s rest. A good night’s sleep will help you to be in a better mood and to have a better day. So, make sure you get enough sleep.
5.8
Voice-over 1: The body polish
Afree: So, what do you think?
Stephan: It was just horrible! Horrible! Fruit is so fresh, so tasty, not putting on your body: it was hot and sticky and it made me feel uncomfortable. And I felt so stupid. I’d never do that again. I give it zero out of ten.
Joanna: Fruitly? It was fruit, for goodness sake! I thought it was wonderful. It smelt so good and it was incredibly relaxing. I mean, how could anybody not like it? And the head massage was fantastic! That was one of my favorite spa treatments ever. Ten out of ten. Ok, so now, the facial.
Stephan: Hmm. How long is this one?
Joanna: One hour, it usually.
Stephan: Oh, you’re joking! That’s too long. Joanna: Too long? I’ll be heaven. See you later.
5.9
Voice-over 2 The facial
Stephan: Oh, that was so boring. It went on for ever. Joanna: I loved it. Stephan: I must admit my face feels different—much smoother. But I’m not sure I really want a smooth face, and it was nearly two hours and she used about 12 different creams and things. It normally only takes me a minute to wash my face—and just use soap and water—the therapist said I ought to buy five different products.
Joanna: Well, I enjoyed every second. My skin feels great—really healthy. I give it nine out of ten.
Stephan: Hmm... I give it four.
Joanna: Your problem was that you were hungry, so you couldn’t relax. We could have a glass of fruit juice before the last treatment.
Stephan: Fruit juice? Oh! Ok, then, if you really want one.
5.10
Voice-over 3 The last treatment
Stephan: Wow! Joanna: Don’t tell me you liked it! Stephan: It was wonderful.
Joanna: I must say, your feet look... well, better.
Clean anyway.
Stephan: Well, I’ve never liked my feet much to be honest, but now they look and feel great. That was definitely worth the time and money. Nine out of ten. What do you think?
Joanna: Yes, it was great. A real luxury. And I love the color they painted my nails. I agree—nine out of ten. You see, I know...
5.11
Voice-over Week one
Jessica: When I got to the studio on the first day, I was really nervous. I met my teachers, Adam and Sally. They were very nice to me, but I could see that they thought I was going to be impossible to teach, but I was wrong. The teacher was very patient—she explained things in simple language, and she was kind and patient. Adam, who was the most important but also the most difficult, was the best of the two. The teaching was very intense, and you had to work very hard to keep up with it. At the end of the week, I could play all the songs I had learned.
5.12
Voice-over Week two
Jessica: Adam and Sally told me I had to change my image for TV, so I had my hair cut and colored, and I bought some new clothes. I must say I liked my new look. I spent the week learning how to interview someone in front of a camera. Adam: Then, came Jessica’s first big challenge. The president was arriving home after a visit to Asia. They’d arranged an informal news conference at the airport, and she had to wait with the other reporters and try to ask her a question.
Jessica: It was a disaster. I was so nervous I was shaking. There were a lot of other reporters pushing and shouting. They didn’t let me get near the president. I tried to ask my question, but he didn’t hear me. I felt really stupid.
5.16
Voice-over Week three
Adam: Jessica was finally making some progress. She was more relaxed. This week she had to interview a politician from the Republican party in the studio.
Jessica: Well, the beginning was fine, but then I made a stupid mistake.
Jessica: It turned out that the Democratic party is going to do about... sorry, I meant the Republican party, what they’re going to do about the... I said the Democratic party instead of the "Republican party". And after that I was really nervous.
Adam: We all make mistakes sometimes. Jessica just has to learn to keep going and not to lose her confidence.
5.17
Voice-over Week four
Jessica: I spent the last week preparing for the test. It was going to be a live interview with the secretary of education. There would be three professional reporters and me, all asking him questions. I’d done lots of research, so although I was nervous, I felt well prepared.
Jessica: Secretary, many people think that the real reason there isn’t enough teachers is that their salaries are too low. Are you proposing any increase in their salaries?
Secretary: Well, it’s not for us to decide salaries are much higher today than they were under the previous government.
Jessica: No, but you haven’t answered my question. Are you going to increase them?
Secretary: Well, we’re planning to spend a lot more money on education in the next two years.
Jessica: Is that a yes or a no?
Secretary: There are no immediate plans to increase teachers’ salaries...
Jessica: So it’s no. Thank you, Secretary.
Jessica: When it all came out, I was the worst part. I had to wait while the judges decided which of us they thought wasn’t a professional reporter.
Adam: The judges were so strict—and incredibly narrow—of the three realized that Jessica wasn’t the one. But I did very well. Who knows, maybe one day soon you’ll be seeing me on TV... and this time she’ll be a real reporter, not pretending!
Jessica: It was a great experience and I was pleased how I did, but actually I wouldn’t like to change jobs. I’m much happier working in the library.
5.20
Voice-over Week five
Jessica: It’s great to be on our own again.
Mark: Yeah.
Afree: This is the first time you’ve been to the Lincoln!
Mark: Uh huh.
Afree: What’s the matter? Is this about the meeting?
Because I agreed with Jason and not with you!
Mark: Well, we knew it wouldn’t be easy.
Working together, I mean.
Afree: Well, it’s not easy for us. But if you don’t agree with you...
Mark: I know, I know, you’re the boss.
Audioscripts

Allie And I have to do my job. I really thought that Jacob's idea was better. And so did Scarlett. Mark's not a bad deal. I said to him, really, so who exactly was the Mata Luisa? Allie I'm not sure. I think she was the wife of a banker....

Mark is a big deal. Because her husband has a good salary! Allie I also read somewhere that she was a self-portrait of Leonardo. Mark A self-portrait? You're kidding. Now, I don't know much about art, but Leonardo da Vinci was a man, right?

Mark Well, it's just a theory. Why do you think she's crying?

Interviewer Mark, in my opinion, she's the managing director of a music company. Allie What is it?

Mark She lives in Paris, she's in love with her marketing director, and she has a lot of fun telling him what to do.

Allie That's really unfair!

Mark Hey, we're not in the office now — you can't tell me that. It's wrong. Let's get a coffee.

Allie Good idea.

Mark Don't turn around!

What is it?

Mark I've just seen Ben from the office. Allie Who?

Mark I said don't look! I don't think he's seen us. Let's get out of here. Come on.

Allie 1

I was in a taxi in Greece, in Athens, and I was going downtown to do some shopping, and the taxi driver started talking to me. He asked me what I was doing from. I said I was American, he started getting really aggressive. He said that he didn't like Americans and that all Americans were loud and pushy. He went on and on — he just wouldn't shut up! I tried to get him to stop. I mean, I thought, "Why do I have to listen to all of this?" So I asked him to stop the taxi and let me get out. Luckily, he stopped and I got out — and of course I didn't pay him anything.

This happened only recently when I was traveling around on business. I was really tired because I'd been working and traveling all day. Anyway, when I got to the hotel in Philadelphia — it was the evening, I checked in and the front desk clerk gave me the key to my room. I went up to my room and opened the door, but it was a complete mess! The bed wasn't made, there were dirty towels on the floor, and the bathroom was filthy. I went downstairs and talked to the clerk, and he said that I would have to wait for half an hour while they prepared the room. But I was exhausted and needed to rest, so I told him to give me another room next right away. Luckily, he did.

This happened last week. I went to a restaurant in San Francisco with my family to celebrate my dad's birthday. Anyway, my dad ordered soup and when the soup arrived, he said that it had a long, black hair in it. So he asked the waiter to take it back and bring him another bowl. She brought him another bowl of soup and it was fine. But, she then told me that my dad asked for the check, she saw that they had changed his soup. So he didn't think that it was right. He thought the soup should be free because he had found a hair in it. So he asked the waiter to take it off the check. She went away and spoke to the manager, and he came out and apologized and he took the soup off the check.

Allie 2

Interviewer So how did you get involved in the film, Dagnamara?

Dagnamara I probably know a lot of the film. Schindler's List was shot in Krakow, in the part of the film that I directed. I'm told before the actual shooting of the film started, the film company had an office in Krakow and got a job there translating documents and parts of the script — things that I was a university student at the time.

Interviewer But how did you get the job as Spielberg's interpreter in the film?

Dagnamara It's a funny story. I didn't think I would ever get to meet Spielberg or any of the action. But, then, just before the shooting started, there was a big party in one of the hotels in Krakow, and I was invited. At first, I wasn't going to go — I was tired after working all day, and I didn't think I had anything suitable to wear. But in the end, I borrowed a jacket from a friend and I went. But when I arrived at the party, the producer — who was Polish — came up to me and said, "Dagnamara, you're going to interpret for Steven Spielberg. You have to translate his opening speech, because the girl who was going to do it couldn't come!"

Interviewer How did you feel about that?

Dagnamara I couldn't believe it. I was just a student — I had no experience of interpreting — and now I was going to have to speak in front of hundreds of people. But when I started speaking, I was so nervous that I confused the dates of the Second World War — but luckily I managed to get to the end without making any more mistakes. And afterward, during the party, Spielberg came up to me and said, "You're doing a really nice job and me and Spielberg was impressed by the way I had interpreted. And then he said, "I'd like you to be my interpreter for the whole film." I couldn't believe it. I had to push myself to believe that this was happening to me.

Interviewer So what exactly did you have to do?

Dagnamara I had to go to the film set every day. A car came every day to pick me up from my house — I felt really important! And then what I had to do was to translate Spielberg's instructions to the Polish actors, as well as the extras. I had to make sure that they understood what he wanted. It was really exciting — sometimes I felt as if I was a director myself.

Interviewer Was it a difficult job?

Dagnamara Sometimes it was really difficult. The worst thing was when we kept having to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 10 times — and then sometimes I thought that maybe it was my fault — that I wasn't understanding properly what he wanted, so I'd get really nervous. I remember one scene where we just couldn't get it right and Spielberg started shouting at me because he was stressed. But in the end we got it right and then I cried a little, because I was also very stressed — and after that it was all right.

Interviewer So, Was Spielberg difficult to work with?

Dagnamara 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 I had a warm coat and gloves and things. It was hard work but it was fascinating — an amazing experience.

Interviewer What was your first impression of the finished film?

Dagnamara I believe that Spielberg is truly a great master, a masterpiece. I think the actors were brilliant, especially Liam Neeson and Ben Kingsley — and I love the way it was shot in black and white, with color in just one scene. But, as you can imagine, I can't be very objective about it — I'm biased through having every scene. And, when I watch it — I've seen it a lot of times — I always remember exactly when I was at that moment. I can't help thinking, "Oh there I am, hiding under the bed, or standing behind that wall..."

Allie 3

Che Guevara was born in the city of Rosario, Argentina, on June 14, 1928. His first name was really Ernesto. He was the oldest of five children in his family. At the university, he studied medicine and had plans to be a doctor. He spent most of his vacations travelling around Latin America by motorcycle. The poverty he saw convinced him that revolution was the answer to Latin America's problems. In 1956, he met Fidel Castro in Mexico and joined him in the Cuban Revolution. In 1966, Guevara went to Bolivia to lead a revolution in that country. On October 9, 1967, he was captured by the Bolivian army and shot.

Interviewer It's 12:00 noon and so it's time for today's concert. Today the topic is "Heroes and Icons." As usual, the rules are very simple. I'm going to give you eight clues and you have to identify the person. If you know all the answers, e-mail them to me right away. The first person who sends me the correct answers wins a prize. Today's prize is two plane tickets to... the Big Apple, New York City!

OK, so let's get started with those clues. I'll say each one twice only. And remember, I always give you the first letter or letters of the word I'm looking for. Today they are all people's names.

Let's start with an easy one. Two letters. B and G. This person helpable the richest man in the world, the founder of Microsoft. That's BG, the man who started Microsoft.

Number 2. Two letters again, N and M. He's a man who's probably the richest man in the world, the winner of an award that makes him the richest man in the world, and whose name is also on perfume bottles everywhere. N and A, for an Italian fashion designer.

On to number 3. Two letters, L and O. It's the name of a famous American woman, whose first husband was president of the United States and whose second husband was a Greek millionaire. Although she died in 1994, she is still admired for her style all over the world. Two letters, J and O.

And number 4. This time it's a man, and the letters are C and A. Although many people just know him by his last name. He's an Italian designer whose clothes are considered to be the most elegant in the world, and whose name is also on perfume bottles everywhere. C and A, for an Italian fashion designer.

On to number 5. Three letters. C, G, and N. He's the name of a famous American woman, whose first husband was president of the United States and whose second husband was a Greek millionaire. Although she died in 1994, she is still admired for her style all over the world. Two letters, L and O.

And number 6. It's a woman again and the letters are M and N. She's the woman who changed the shape of women's tennis, and is possibly the greatest female player of all time. She was born in
interviewer: There’s been another recent theory, hasn’t there? About Mary Blythe. Do you think he was the murderer?
Ken: Well, somebody found a diary, which is supposed to be his, where he admits to bringing Jack the Ripper. But nobody has been able to prove that the diary is genuine and, personally, I don’t think he was the murderer.
interviewer: And Prince Albert, the queen’s grandson?
Ken: This for me is the most ridiculous theory. I can’t seriously believe that a member of the royal family could be a serial murderer. In any case, Prince Albert was in Scotland when at least two of the murders were committed.
interviewer: So, who do you think the murderer was?
Ken: I can’t tell you because I don’t know.
interviewer: So you don’t think we’ll ever solve the mystery?
Ken: No, I wouldn’t say that. I think that some day the mystery will be solved. Some new evidence will appear and we’ll be able to say that the case of Jack the Ripper is finally closed. But at the moment it’s still a mystery, and people like a good mystery.

Cindy: Well, it wouldn’t be like electric light because I love candles. And I could live without a washing machine for a week—I often do when I’m on vacations. I think I would miss the refrigerator, though. I’d hate not having cold drinks, and it would mean having to go shopping every day for food or it would go bad. So a refrigerator would be one thing, and then probably my laptop. If I had a battery, but I could easily use it for three hours or so without changing it. So I wouldn’t be able to do much work.

Andy: Uh, yes, it depends... I’d really miss the TV, but I suppose I could live without it for a week if I had my radio and my phone. If I had to do without a cell phone, I wouldn’t be able to charge it. I couldn’t live without my cell, I mean, that’s how I keep in touch with all my friends. And my MP3 player. I need my music. Yes, definitely those two.

Bella: I think for me it would have to be first and foremost the dishwasher. Because with a family and so many dishes to do, I would just be at the sink forever. It would be a nightmare for me to have no dishwasher because I’ve gotten so used to it. So that would be the first thing. And the second thing, probably again because of having a family, a young family, would be an iron, because there’s too much ironing. If I had to go without that, everyone would look terrors. Nobody would look very neat. So those would be my two things.

Tyler: Well, I suppose the first thing I’d miss would be cell phone, because I couldn’t charge it, so I couldn’t use it, and I’d get very upset about that. There are some people’s numbers that are only stored in the phone, and I don’t have them written down, and I wouldn’t be able to get in touch with the people. So cell phone. And the other thing I’d miss would be the lights. At this time of year especially, when the days are short, the mornings are dark, late afternoon’s dark too, I’d miss lights. So cell phone and lights.
1A  present tenses: simple and continuous, action and non-action verbs

Simple present: I live, he works, etc.

They work in a bank.
Where do you live?
He doesn’t wear glasses.
She usually has cereal for breakfast.
I’m never late for work.

Uses the simple present for things that are true or happen regularly.

Remember the spelling rules, e.g. live, studies, watches.

Remember the word order for questions (question word), auxiliary, subject, base form of verb.

Put adverbs of frequency, e.g. usually, before the main verb and after he.

Present continuous: be + verb + -ing

A Who are you waiting for?
B I’m waiting for a friend.
A What are you doing after class?
B I’m going to the cafe.

Uses the present continuous (not simple present) for actions in progress at the
time of speaking or for future arrangements.

Remember the spelling rules, e.g. living, studying, getting.

Present and non-action verbs

A What are you cooking tonight?
B I’m making pasta.
A Great! I really like pasta.

Verbs that describe actions, e.g. make, cook,
can be used in the simple present or continuous.

Verbs that describe states or feelings (not actions), e.g. live, exist, by, are not normally used in the present continuous.

Common non-action verbs are agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, seem, suppose.

A few verbs have an action and a non-action meaning. The most common is have.
I have a big car. = possession (non-action)
I can’t talk now. I’m having lunch. = an activity (action)

1B  past tenses: simple, continuous, perfect

Simple past: worked, stopped, went, had, etc.

They got married last year.
What time did you wake up this morning?
I didn’t have time to do my homework.

Uses the simple past for finished past actions.

Past continuous: was/ were + verb + -ing

A What were you doing at six o’clock last night?
B I was watching TV. It was a cold night
and it was raining.

Uses the past continuous to describe an action in progress at a specific time in the past.

Past perfect: had + past participle

When they turned on the TV, the game had finished.
I felt nervous because I hadn’t flown before.

Uses the past perfect when you are talking about the past and you want to talk about an earlier past action.

Using narrative tenses together

When John arrived, they had dinner.
(First John arrived. Then they had dinner.)
When John arrived, they were having dinner.
(When John arrived, they were in the middle of dinner.)
When John arrived, they had had dinner.
(They had dinner before John arrived.)

Remember irregular verbs p.156.

1C  future forms

be going to + base form

Future plans and intentions

My sister’s going to adopt a child.
Are you going to buy a new car?
I’m not going to go to New York next week.

Predictions

I think they’re going to win. (They’re playing very well.)
It’s going to rain. (The sky is very dark.)

Use going to NOT will / won’t when you have already decided to do something.

With the verb go you can leave out the infinitive.

I’m not going (to go) to New York.

Present continuous: be + verb + -ing

Future arrangements

We’re getting married in October.
They’re meeting at 10:00.
She’s leaving on Friday.

You can usually use present continuous or going to for future plans / arrangements.

Going to shows that you have made a decision.

We’re going to get married in the summer.

Present continuous emphasizes that you have made the arrangements.

We’re getting married on July 12th (e.g., we’ve booked the church).

Will + base form

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 the movie! (prediction)

Use will / won’t (NOT the simple present) for instant decisions, promises, offers, and predictions.

In sentences with I and we, shall (and not will) is sometimes used to offer to do something or to make a suggestion, but this is very formal.

Shall we go for a walk?
1A

a Correct the mistakes in the highlighted phrases.

Ouch! You stand on my foot! **You’re standing.**

1 They have always breakfast in bed on Sunday morning.
   2 She can’t come to the phone now. She takes a shower.
   3 We are needing an answer from you before Wednesday.
   4 I’m studying a lot now because I have exams next week.
   5 She don’t eat meat at all.
   6 They are always late.
   7 Do you go out tonight?
   8 He never replies to my e-mail!
   9 A Are you going to the park this afternoon?
      B I don’t know. It’s depending on the weather.

b Write questions in the present continuous or simple present.

A What are you eating? (you / eat)  B A cheese sandwich.

1 A Where ______ lunch today? (you / have)
    B At home. My mother’s making pasta.

2 A What _______? (he / do)
    B He’s an accountant.

3 A _______ this weekend? (you / go away)
    B No, we’re staying here.

4 A ______ to eat out tonight? (you / want)
    B Yes, that would be nice.

5 A What _______? (she / cook)
    B I don’t know, but it smells good.

1B

a Combine the two sentences. Use the verb in bold in the past continuous or past perfect.

Sarah took a nap from 3:00 to 5:00. Peter picked up the tickets at 4:00. Peter picked up the tickets when Sarah was taking a nap.

1 They watched TV from 7:00 until 9:00. I arrived at 7:30.
   When I arrived, they were watching TV.

2 He left the office at 7:00. She called him at 8:00.
   When she called him, he was leaving the office.

3 I studied for the test the night before. The test didn’t go well.
   The test didn’t go well although I was studying the night before.

4 He drove to work this morning. In the middle of his trip, he had an accident.
   When he was driving to work this morning, he had an accident.

5 He only had five lessons. He passed his driving test.
   When he passed his driving test, he had only five lessons.

b Complete with the simple past, past continuous, or past perfect.

1 A How ______? (the accident / happen)
    B He ______ back from Chicago when he arrived.

2 I ______ to cook dinner when they _______ to call me to say they couldn’t come.
   (already / start, call)

3 When I got home, I was very tired, so I ______ a shower and _______ to bed.
   (take, go)

4 I arrived too late. The concert _______ and my friends _______ home.
   (finish, go)

5 The driver ______ control of his car because he _______ on his cell phone.
   (lose, talk)

1C

a Circle the correct form. Put a check (☑) next to the sentence if both are possible.

I’m not going. I won’t go to work tomorrow because it’s Saturday.

1 I’m going to study! I’ll study English here next year.

2 We’ll go! We’re going to Brazil next week. I can’t wait.

3 What are you going to wear? Are you wearing to the party?

4 Do you think it will rain? It’s going to rain tomorrow?

5 A This is heavy. B I’ll help! I help you.

6 I’m meeting / I meet a friend this evening.

7 I’m really sorry. I promise I won’t do it. I’m not going to do it again.

8 They’re getting / They’re going to get married in May.

b Complete B’s replies with a correct future form.

A Sorry, Ann’s not in.
   B OK. I’ll call back later. (call back)

1 A There’s no milk.
   B Don’t worry. I _______ some. (get)

2 A Can we meet on Tuesday?
   B Sorry; I can’t. I _______ to Boston on Tuesday. (go)

3 A Can we have pizza for lunch?
   B No, we _______ chicken. I’ve already put it in the oven. (have)

4 A Is that the phone?
   B Yes, but don’t get up. I _______ it. (answer)

5 A Jane’s put on a lot of weight!
   B She’s pregnant. She _______ a baby in August. (have)
2A present perfect and simple past

- present perfect simple: have / has + past participle (worked, seen, etc.)
- past actions at an indefinite time in the past
- unfinished states or actions that started in the past and are true now
- with already and yet

| I've been to Miami, but I haven't been to Tampa. She's never used an ATM. Have you ever lost your credit card? | I've known her for ten years. How long have they worked here? They've worked here since 2004. | I've already seen the movie. He hasn't found a job yet! Have they left yet? |

- We often use ever and never with the present perfect. They go before the main verb.
- Use for + a period of time, e.g., for two weeks; use since with a point of time, e.g., since Wednesday.
- Use How long...? + present perfect to ask about a period of time from the past until now.
- For irregular past participles see page 156.
- already goes before the main verb in sentences; yet goes at the end in sentences.
- The words already and yet are also used with the simple past with the same meaning.
- We've already eaten. = We already ate. He hasn't done it yet. = He didn't do it yet.

present perfect or simple past?

| I've been to Miami twice. (= in my life up to now) | I went there in 1998 and 2002. (= on two specific occasions) | How long have you been married? (= you are married now) | How long were you married? (= you are not married now) |
| I've bought a new computer. (= I don't say exactly when) | I bought it on Saturday. (= I say when) |

- Use the present perfect when there is a connection between the past and the present.
- Use the simple past 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., January, last week, etc.

2B present perfect continuous

- present perfect continuous
- for unfinished actions

How long have you been studying English? He's been working here since April. They've been going out together for three years.

- have / has + been + verb + -ing
- Use the present perfect continuous with for or since with action verbs (e.g., been, go, etc.).

- Non-action verbs (e.g., know, be, etc.) use the present perfect simple.
- NOT the present perfect continuous with for or since.
- I've known her for ages. NOT I've been knowing her for ages.
- With five and work you can use the present perfect simple or continuous with for or since.
- I've been here for six months. I've lived here for six months.

- Use the present perfect continuous for actions that have been going on very recently. They have usually just stopped.

2C comparatives and superlatives

comparing two things (or actions)

- My sister is a little taller than my brother.
- San Francisco is more expensive than Chicago.
- This test is less difficult than the last one.
- Olive oil is better for you than butter.
- You drive more slowly than I do.
- Atlanta played worse today than last week.
- Flying isn't as comfortable as going by train.
- He doesn't smoke as much as she does.
- Her new car looks the same as the old one.

- Regular comparative adjectives / adverbs:
  - harder / harder, bigger / bigger, easier / easier, modern / more modern, difficult / more difficult, carefully / more carefully
- Irregular comparative adjectives / adverbs:
  - good / better, bad / badly / worse, far / farther / further
- Other than or as we can use an object pronoun me, him, her, etc., or a subject pronoun I, he, she + auxiliary verb, e.g., She's taller than me OR She's taller than I am but NOT She's taller than I.

superlatives

He's the tallest player on the team.
- What is the most expensive capital city in Asia? This book is the least difficult to understand.
- She's the best student in the class.
- Who drives the most carefully in your family? That's the worst they've ever played.

- Form superlatives like comparatives but use -est instead of -er and least instead of more / less.
- You normally use the before superlatives, but you can also use possessive adjectives, e.g., my, best friend, their most famous song.
2A

a Correct the mistakes in the highlighted phrases.

I've never saw Star Wars. I've never seen.
1 He left pretty early, but he yet hasn't arrived.
2 We don't see each other since we graduated.
3 Have you ever wrote a poem?
4 She have never been to Seoul.
5 I've lent him $50 last weeks, but he hasn't paid me back yet.
6 I don't see them often but I've known them since ten years.
7 What year have you graduated?
8 We're lost. We already have been down this road twice.
9 I sent her an e-mail last week, but she doesn't reply yet.
10 They live in that house since 1980.

b Complete the dialogues with the simple past or present perfect.

I've already seen that movie twice. (already / see)
1 A How long ________ at the university? (you / be)
   B I ________ two years ago. I'm in my third year now. (start)
2 A Do you live with your parents?
   B I ________ with them for the first years but then
   C I ________ into a student residence last September and
   D I ________ there since then. (live, move, move)
2 A ________ a job yet? (your brother / find)
   B Yes, he ________ work in a hotel. (already / start)
3 A ________ to Nobu – that new Japanese restaurant?
   B (you / ever / be)
   C Yes, we ________ there for my birthday. (go)
4 A What was it like?
   B The food ________ fantastic but it ________
   C a fortune! (be, cost)

2B

a Make sentences with the present perfect continuous (and for / since if necessary).

she / work there / 2003
She's been working there since 2003.
1 how long / they / go out together
2 I / study English / two years
3 he / feel very well recently
4 you / read that book / months
5 you / wait / a long time
6 we / spend much time together
7 how long / she / live there
8 I / rent this house / three years
9 the elevator / work / 10 o'clock
10 she / work here / a long time

b Complete with a verb from the list in the present perfect continuous.

bark cry do eat play shop not sleep watch
A Your sister's lost a lot of weight!
B Yes, she's ________ a lot less recently.
1 A Your eyes are red. ________ you ________?
   B Yes, I ________ a sad movie.
2 A It's very late. Why aren't you in bed?
   B I can't sleep. That dog ________ for the last two hours.
3 A You look tired.
   B I know. I ________ well recently.
4 A Wow! You bought a lot of things!
   B Yes, we ________ all day.
5 A You look hot! What ________ you ________?
   B I ________ at the park with the children.

2C

a Complete with one word.

She's much ________ intelligent than her brother.
1 He's not as smart ________ he thinks he is.
2 It's ________ best book I've read in a long time.
3 The trip took longer ________ we expected.
4 I think it was the saddest movie I've ________ seen.
5 Is Texas the biggest state ________ the US?
6 He's the ________ selfish person I've ever met.
7 Your watch is the same ________ mine.
8 My father speaks ________ quickly than I do.
9 We don't go swimming ________ often as we did before.
10 Her brother's about 10 and she's a year younger than ________.

b Complete with the comparative or superlative of the bold word.

Mexican food is much ________ than Italian food.
1 It's ________ than it was this time last year.
2 Ian's ________ of all my sisters.
3 He's ________ person in the office.
4 He looks much ________ with shorter hair.
5 I sat next to ________ person at the party!
6 Could we meet a little ________ tomorrow?
7 It was ________ movie I've seen this year.
8 Sue is ________ member of my family.
9 The ________ way to travel is by train.
10 The beach was ________ from the hotel than we expected.
3A must, have to, should (obligation)

**obligation / necessity: have to / must (+ base form)**

- You have to wear a seat belt in a car.
- 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.
- I must remember to call Emily tonight — it's her birthday. You must be on time for class tomorrow — there's a test.

- Must and have to have a very similar meaning. Have to is more common in speaking and for general, external obligations, for example rules and laws. Must is more common in official forms, notices, and signs and for specific (i.e., on one occasion) or personal obligations. Compare:
  - Have to is a normal verb and it exists in all tenses.
  - Must is a modal verb. The only forms are must and must not.
  - You can also use have to or must for strong recommendations, e.g., You have to / must see that movie — it's fantastic.

**no obligation / necessity: don't have to**

- You don't have to pay for the tickets. They're free.
- You don't have to go to the party if you don't want to.

**prohibition: must not (+ base form)**

- Passengers must not leave bags unattended.

  - Don't have to and must not are completely different. Compare:
    - You must not drive down this street. = It's prohibited, against the law.
    - You don't have to drive. We can get a train. = You can drive if you want to but it's not necessary / obligatory.
  - You can often say can't or not allowed instead of must not. You must not park here. You can't park here. You're not allowed to park here.
  - Have got to is sometimes used instead of have to in spoken English, e.g., I've got to go to now.

**advice or opinion: should / shouldn't (+ base form)**

- You should take warm clothes with you to Quito. It might be cold at night.
- I think the government should do something about unemployment.

- Should is not as strong as must / have to. We use it to say if we think something is the right or wrong thing to do.
- Should is a modal verb. The only forms are should and shouldn't.
- You can also say ought to and ought not to instead of should / shouldn't.
- You should take an umbrella with you. You ought to take an umbrella with you.

3B must, may, might, can’t (deduction)

**when you are sure something is true: must**

- They must be out. There aren’t any lights on.
- She must have a lot of money. She drives a Porsche.

**when you think something is possibly true: may / might**

- His phone's off. He might be on the plane now.
- She might not like that shirt. It's not her colour.
- She's not at home. She may be working.
- He hasn't written. He may not have my address.

3C can, could, be able to (ability and possibility)

**can / could**

- I can speak Spanish very well.
- She could play the violin when she was three.
- She can't come tonight. She's sick.
- They couldn't wait because they were in a hurry.
- Could you open the door, please?

  - Can is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
  - For other tenses and forms use be able to.

**be able to (+ base form)**

- I am able to accept your invitation.
- They weren't able to come.
- I'll be able to practice my English in the US.
- She has been able to speak French since she was a child.
- I'd like to be able to ski.
- I love being able to sleep late on weekends.

- You can use be able to in the present, past, future, present perfect, and as a gerund or infinitive.
- be able to in the present and past is more formal than can / could.
3A

a Circle the correct form. 

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

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

Smoking is prohibited here. You must not smoke here.  
1 It isn't a good idea to go swimming after a big meal. You shouldn't be swimming after a big meal. 
2 Was it necessary for them to pay cash? Did they have to pay cash? 
3 The meeting isn't obligatory. You don't have to go to the meeting. 
4 It's bad manners to talk loudly on a cell phone on a train. People should speak quietly on their cell phones on a train. 
5 Trucks are not allowed to use this road. Trucks shouldn't be on this road.

3B

a Match the sentences. 

1 He must be over 70. [X] A He hasn't seen me in a long time.  
2 He can't be in college. [X] B He sends me lots of e-mails.  
3 He may not remember me. [X] C He must be joking.  
4 He might like this book. [X] D He's interested in history.  
5 He must be very shy. [X] E He sometimes works late.  
6 He can't be serious. [X] F He gets up very early.  
7 He may be in bed already. [X] G He's only 30.  
8 He might not be at home yet. [X] H He's not far enough.  
9 He must have a computer. [X] I He retired 10 years ago.  
10 He can't be a good athlete. [X] J He never opens his mouth.

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

This sauce is really spicy. It must have chili in it. 
1 A What music is this? B I'm not sure but it ________ be Mozart.  
2 She looks very young. She ________ be more than 16.  
3 I'm not sure why she hasn't called. She ________ have my new number.  
4 They ________ have a lot of money. They live in a huge house.  
5 He ________ be away. His car is outside his house.  
6 I ________ be a size 44! I'm usually a 40 or 42.  
7 It ________ be true! I saw it on the news.

3C

a Complete with the correct form of be able to. 

I've never been able to learn to swim. 
1 I ________ send any e-mails since lunchtime. 
2 She used to ________ speak German really well. 
3 I ________ do my homework until tomorrow. 
4 I'd really like ________ dance well. 
5 ________ you come to our wedding? It's on May 10th. 
6 If I spoke better English, I ________ get a job in a hotel. 
7 When I've saved another $1,000, I ________ buy a new car. 
8 She hates ________ do what she wants.

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

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

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

- If you don’t do more work, you’ll fail the exam.
- He’ll be late for work if he doesn’t hurry up.
- She won’t get into college unless she gets good grades.
- Use the present tense (NOT the future) after if in first conditional sentences.
- unless = if ... not
- I won’t go unless she invites me. = I won’t go if she doesn’t invite me.
- You can also use an imperative instead of the will clause, e.g., Come and see us next week if you have time.

**future time clauses**

- As soon as you get your test results, call me.
- We’ll have dinner when your father gets home.
- I won’t go to bed until you come home.
- I’ll have lunch before I leave.
- After I graduate from college, I’ll probably take a year off and travel.
- Use the simple present (NOT the future) after when, as soon as, until, before, and after to talk about the future.
- as soon as = at the moment when, e.g., I’ll call you as soon as I arrive.

4B second conditional

**second conditional sentences: if + past simple, would / wouldn’t + base form**

- If I had more money, I would buy a bigger house.
- If he spoke English, he could get a job in a hotel.
- I’d 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.
- If I were you, I’d buy a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence.
- Compare:
  - I don’t have much money, so I can’t buy a bigger house (real situation).
  - I had more money, I’d buy a bigger house (hypothetical / imaginary situation).

- Use were for all subjects if the second conditional if clause contains the verb be.
- If I were you ...

4C usually and used to

**present habits and states**

- I usually get up at 8:00 on school days.
- I don’t usually go out during the week.
- Houses in the suburbs usually have yards.
- Do you usually walk to work?

**past habits and states**

- We used to be close friends, but we don’t see each other anymore.
- I used to go out with that girl when I was at school.
- Did you use to wear glasses?
- She didn’t use to have blond hair. She had dark hair before.

- For present habits use usually or normally + simple present.
- For past habits use used to / didn’t use to + base form. Used to does not exist in the present tense.
- We use used to for things that were true over a period of time in the past. It usually refers to something that is not true now.
- I used to live downtown. = I lived downtown for a period of time in the past, but now I don’t.
- Used to I didn’t use to can be used with action verbs (e.g., wear, go out) and non-action verbs (e.g., be, have).
- We often use not ... 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 anymore / any longer.
4A

a Complete with a word or expression from the list.

after as soon as before if unless until when

After we have dinner, we could go for a walk.
1. I must write the date on my calendar _______ I forget it.
2. Let’s wait under the tree _______ it stops raining.
3. This job is very urgent, so please do it _______ you can.
4. We won’t get a table at the restaurant _______ we don’t hurry.
5. I’ll pay you back _______ I get my first paycheck.
6. I can’t go _______ you pay for my ticket. I’m broke.
7. They’ll be really happy _______ they hear your news.
8. I want to go on working _______ I’m 65. Then I’ll retire.
9. I must renew my passport _______ I go to Mexico.
10. _______ you work harder, you won’t pass the final exam.

b Complete with the simple present or will.

I’ll give him your message when I _______ him. (see)
1. Don’t forget to turn off the lights before you _______. (leave)
2. Go to bed when the movie _______. (finish)
3. They _______ married until they find a place to live. (not get)
4. If I see Emma, I _______ her you are looking for her. (tell)
5. I’ll call you as soon as I _______ at the hotel. (arrive)
6. You won’t be able to park unless you _______ there early. (get)
7. As soon as it stops raining, we _______ out. (go)
8. She won’t like curry if she _______ spicy food. (not like)
9. Don’t write anything until I _______ you. (tell)
10. When she finds out what he’s done, she _______ furious. (be)

4B

a Write second conditional sentences.

If you / speak to your boss, I’m sure he / understand.
If you spoke to your boss, I’m sure he would understand.
1. It / be better for me if we / meet tomorrow.
2. She / not treat him like that if she really / love him.
3. If I / can live anywhere in the world, I / live in New Zealand.
4. The kitchen / look bigger if we / paint it white.
5. I / not buy that house if I / be you.
6. He / be more attractive if he / wear nicer clothes.
7. If we / not have children, we / travel more.
8. What / you do in this situation if you / be me?

b First or second conditional? Complete the sentences.

If you tell her anything, she’ll tell everybody in the office. (tell)
We’d have a dog if we _______ a yard. (have)
1. I’ll be quicker if we _______ a taxi to the airport. (take)
2. If you started exercising, you _______ better. (feel)
3. What would you do if you _______ your job? (lose)
4. If you buy the food, I _______ tonight. (cook)
5. I think he’d be happier if he _______ alone. (not live)
6. I’ll be very surprised if Marina _______ coming here. (not get lost)
7. Where will he live if he _______ the job in Montreal? (get)
8. If she didn’t have to work so hard, she _______ life more. (enjoy)

4C

a Correct the mistakes in the highlighted phrases.

She wasn’t use to be so shy. She didn’t use to be
1. I used to get up at 6:30, but I don’t any more.
2. She always used to have long hair.
3. Do you use to have breakfast before you go to work?
4. They didn’t use to have a car; they used to ride bikes everywhere.
5. He doesn’t like coffee, so he use to drink tea in the morning.
6. He used to be a teacher, but now he works for Gaypeace.
7. Do usually wear pants or skirts?
8. Last year we used to go to Caracas in August.
9. Does she use to live near you when you were children?
10. At school we used to use a uniform. We wore what we liked.

b Complete with used to in [6], [8], or [10] and a verb from the list.

argue be (s2) go have (s2) like live play work

[ ] I didn’t use to go to the theater much but now I go twice a month.
1. [ ] Kirsty _______ in Boston but she moved to Orlando last year.
2. [ ] _______ you _______ a mustache? He looks different.
3. [ ] I _______ my boss but now we get along pretty well.
4. [ ] We _______ really close, but now we hardly ever meet.
5. [ ] Where _______ you _______ this company?
6. [ ] She _______ tennis professionally, but she retired last year.
8. [ ] _______ you _______ with your parents when you were a teenager?
9. [ ] He _______ so thin. In fact, he was very overweight before.
5A quantifiers

large quantities

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

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

small quantities

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

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

more than you need or want

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

less than you need

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

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

zero quantity

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

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

Use a / an with singular countable nouns.
- the first time you mention a thing / person.
- when you say what something is.
- when you say what somebody does.
- in exclamations With What …?
- in expressions like ...

Use the

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

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

Don’t use the

- when you are speaking in general (with plural and uncountable nouns).
- Women often talk more about money.
- with some nouns (e.g., home, work, school) after at / to / from.
- She’s not at home today.
- with downtown (no preposition).
- They went downtown today.
- before meals, days, and months.
- I never have breakfast on Sunday.
- before next / last + days, week, etc.
- See you next Friday.

5C gerunds and infinitives

Use the gerund (verb + -ing).
1 after prepositions and phrasal verbs.
I’m very good at remembering names.
She kept on talking.
Eating out is cheap here.
I don’t mind getting up early.

2 as the subject of a sentence.
I saw an old man with a dog.
and the dog was barking.
The moon goes around the sun.
He opened the door.
I’m going to the bank.
It’s the best restaurant in town.

Use the infinitive

1 after adjectives.
My house is easy to find.

2 to express a reason or purpose.
He’s saving money to buy a new car.

3 after some verbs, e.g., want, need, learn.
She’s never learned to drive.

Try not to make noise.

Common verbs that the infinitive include: (can’t) afford, agree, decide, expect, fail, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like

Use the base form
1 after most modal and auxiliary verbs
I can’t drive. We must hurry.
My parents don’t let me go out much.
She always makes me laugh.

2 after make and let
I can’t drive. We must hurry.
My parents don’t let me go out much.
She always makes me laugh.
5A

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

I think this restaurant is too expensive.
1. There are too much / too many people in my sala class.
2. Nobody likes him. He has very little / very few friends.
3. We’ve had a lot of / lots of rain recently.
4. There aren’t enough parking lots / parking lots enough downtown.
5. I have no / I don’t have any time.
6. He works a lot / much. At least ten hours a day.
7. A. Do you speak Japanese? B. Yes, a little / a few.
8. I don’t have no time / any time for myself.

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

She drives too fast / too fast.
1. Slow down! We have plenty of time.
2. We have too much work at the moment.
3. I think I made a few mistakes in the letter.
4. He isn’t very old to understand.
5. We can’t go tomorrow. We’re too busy.
6. We have very little time to do this.
7. How many eggs are there? B. Any.
8. He’s retired so he has much free time.

5B

a Circle the correct answer.

Did you see news / the news on TV last night?
1. Did you lock door / the door when you left a house / the house?
2. My brother is married to Russian / a Russian. She’s lawyer / a lawyer.
3. We go to theater / the theater about once a month / the month.
4. What beautiful / a beautiful day! Let’s have breakfast on a patio / the patio.
5. I love classical music / the classical music and Italian food / the Italian food.
6. Who is a girl / the girl by a window / the window?
7. I leave home / the home at 8:00 and get to work / the work at 9:00.
8. Men / The men aren’t normally as sensitive as women / the women.
9. We usually have dinner / the dinner at 8:00 and go to bed / the bed at about 11:30.
10. She has a lovely face / the lovely face and the attractive eyes / attractive eyes.

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

Can you give me ___ a ride to the ___ station?
1. We went to ___ movies ___ last night.
2. A. Do you like ___ sports? B. It depends. I hate ___ baseball. I think ___ players earn too much money.
3. He always wears ___ expensive clothes and drives ___ expensive car.
4. Jake’s ___ musician and ___ artist.
5. They’ve changed ___ date of ___ meeting.
6. It’s ___ next Tuesday now.
7. We walked ___ downtown but we got ___ taxi back to ___ hotel.

5C

a Complete with the gerund or infinitive.

Smoking is banned in all public places. (smoke)
1. It’s very expensive ____ an apartment downtown. (rent)
2. Are you afraid of _____? (fly)
3. I called the restaurant _____ a table for tonight. (reserve)
4. Be careful. Noise when you come home tonight, (not make)
5. She’s worried about _____ the exam. (fail)
6. Everybody kept on _____ until after midnight. (dance)
7. ___ an only child is a little boring. (be)
8. It’s easy _____ the way if you look at the map. (find)
9. He’s terrible at _____ languages. (learn)
10. A. Why are you learning Spanish?  B. I want _____ talk to my in-laws. They’re Argentinian, and they don’t speak English. (be able to)

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

I regret not ___ working ___ harder when I was at school.
1. I spent all weekend ___ on the computer.
2. I’ve decided ___ overseas next year.
3. You must ___ harder if you want to get promoted.
4. My boss often makes me ___ late.
5. He isn’t very good at ___ on a team.
6. I don’t mind ___ on Saturdays if I can have a day off during the week.
7. He’s gone to the US ___ in his uncle’s store.
8. ___ with members of your family can be pretty difficult.
9. My husband promised not ___ ___ on my birthday.
10. I used ___ in a restaurant when I was a student.
6A reported speech: statements and questions

<table>
<thead>
<tr>
<th>Direct statements</th>
<th>Reported statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I like shopping.&quot;</td>
<td>She said (that) she liked shopping.</td>
</tr>
<tr>
<td>&quot;I’m going tomorrow.&quot;</td>
<td>He said that he was going the next day.</td>
</tr>
<tr>
<td>&quot;I’ll always love you.&quot;</td>
<td>He said he would always love me.</td>
</tr>
<tr>
<td>&quot;I passed the exam!&quot;</td>
<td>She told him she had passed the exam.</td>
</tr>
<tr>
<td>&quot;I’ve forgotten my keys.&quot;</td>
<td>He said he had forgotten his keys.</td>
</tr>
<tr>
<td>&quot;I can’t come.&quot;</td>
<td>She said she couldn’t come.</td>
</tr>
<tr>
<td>&quot;I may be late.&quot;</td>
<td>He said he might be late.</td>
</tr>
<tr>
<td>&quot;I must go.&quot;</td>
<td>She said she had to go.</td>
</tr>
</tbody>
</table>

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

6B the passive: be + past participle

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

- We often use the passive when it’s not clear who did the action, e.g., My bike has been stolen. (Somebody stole my bike. I don’t know who.)
- If you want to say who did the action, use by.

6C relative clauses

Defining relative clauses

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

- To give important information about a person, place, or thing use a relative clause = a relative pronoun + (subject +) verb.
- Use the relative pronouns who / that for people, that / which for things, and where for places. Use whose to mean "of" who / of which.
- "That" is more common than "which" in defining clauses.
- Who, which, and that can be omitted when the relative pronoun is the object, not the subject, of the clause, e.g., He’s the man (that) I met on the plane. (The subject of met is I, so it is not necessary to use that.)

Non-defining relative clauses

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

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a 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.
6A

a Complete the sentences using reported speech.

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

b Complete the reported imperatives and requests.

"Don't stop here." The traffic officer told us _________.
1 "Be quiet!" The teacher told us _________.
2 "Please don't smoke!" I asked the taxi driver _________.
3 "Open your mouth." The dentist told me _________.
4 "Don't tell anyone!" Melinda told us _________.
5 "Could you show me your driver's license?" The police officer asked me _________.
6 "Please turn off your cell phones." The flight attendant told us _________.
7 "Don't eat with your mouth open!" I told my daughter _________.
8 "Can you bring me the check, please?" He asked the waiter _________.
9 "Get off at the next stop." The bus driver told me _________.
10 "Don't wait." Our friends told us _________.

6B

a Correct the mistakes in the highlighted phrases.

A lot of cars made in Brazil are made in Brazil.
1 A new highway is being build at the moment.
2 The movie based of a famous novel.
3 This program were watched by millions of people.
4 My suitcase was stole when I was in Florida.
5 The Harry Potter books were written for J.K. Rowling.
6 I couldn't send you an e-mail because my computer was repairing.
7 You will taken to your hotel by taxi.
8 Oh no! Our flight has being canceled.
9 English is spoke in this restaurant.
10 Seat belts must wear at all times.

b Rewrite the sentences with the passive.

They sell cold drinks here. Cold drinks are sold here.
1 They subtitle a lot of foreign films.
2 A lot of foreign films are subtitled.
3 Someone threw the letters away by mistake. The letters were thrown away by mistake.
4 Some people are painting my house. My house is being painted.
5 They have sold all the tickets for the concert. All the tickets for the concert have been sold.
6 They will play the game tomorrow. The game will be played tomorrow.
7 Somebody must pay this bill tomorrow. This bill must be paid tomorrow.

6C

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

The man whose car I crashed into is taking me to court.
1 We drove past the house _________.
2 The girl _________.
3 Look! That's the man _________.
4 The car _________.
5 That's the restaurant _________.
6 Is this the store ________? You bought your camera!
7 What was the name of your friend ________? His wife is an actress.
8 The woman _________.
9 It's the movie _________.
10 This is the book _________.

b Check (✓) the sentences in a way you could leave out the relative pronoun.

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

After Rome we went to Venice, that we loved. ✗
1 Is that the girl you used to go out with?
2 My brother, that you met at my wedding, is getting divorced.
3 It's a machine that makes candy.
4 He lives in Acapulco, that is on the west coast of Mexico.
5 Our neighbor, who yard is smaller than ours, has an enormous dog.
6 Jerry, who I work with, is completely bilingual.
7 The movie I saw last night was fantastic.
8 I met some people who they come from the same town as me.
7A third conditional

third conditional sentences: *if* + *had* + past participle, *would* + *have* + past participle.

- If I'd known about the meeting, I would have gone.
- If I hadn't gone to that party, I wouldn't have met my wife.
- You wouldn't have been late if you'd gotten up earlier.
- We would have arrived at 6:00 if we hadn't gotten lost.

- The contraction of *had* is *'d*.

7B tag questions, indirect questions

**Tag questions**

<table>
<thead>
<tr>
<th>affirmative verb, negative tag</th>
<th>negative verb, affirmative tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's cold today, isn't it?</td>
<td>She isn't here today, is she?</td>
</tr>
<tr>
<td>You're Peruvian, aren't you?</td>
<td>You aren't happy, are you?</td>
</tr>
<tr>
<td>They live in Kyoto, don't they?</td>
<td>They don't know, do they?</td>
</tr>
<tr>
<td>The game finishes at 8:00, doesn't it?</td>
<td>She doesn't eat meat, does she?</td>
</tr>
<tr>
<td>She worked in a bank, didn't she?</td>
<td>You didn't like the movie, did you?</td>
</tr>
<tr>
<td>We've met before, haven't we?</td>
<td>You haven't been to Rome before, have you?</td>
</tr>
<tr>
<td>You'll be OK, won't you?</td>
<td>You won't tell anyone, will you?</td>
</tr>
</tbody>
</table>

- Tag questions 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* for the present, *will* / *won't* for the future, etc.
  - a pronoun, e.g., *it, he, it*, etc.
  - a negative tag if the sentence is affirmative, and an affirmative tag if the sentence is negative.

**Indirect questions**

<table>
<thead>
<tr>
<th>direct question</th>
<th>indirect question</th>
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</thead>
<tbody>
<tr>
<td>Where's the bank?</td>
<td>Could you tell me where the bank is?</td>
</tr>
<tr>
<td>What time do the stores close?</td>
<td>Do you know what time the stores close?</td>
</tr>
<tr>
<td>Is there a bus stop near here?</td>
<td>Do you know if there's a bus stop near here?</td>
</tr>
<tr>
<td>Does this train go to Toronto?</td>
<td>Could you tell me if this train goes to Toronto?</td>
</tr>
</tbody>
</table>

- To make a question more polite we often began *Could* you tell me...? or *Do you know...?* The word order changes to subject + verb, e.g., *Do you know where the post office is?* NOT *Do you know where is the post office?*

7C phrasal verbs

**Group 1:** no object — *verb* + *up*, *on*, *etc.*, can't be separated.

- *Come on! Hurry up! We're late.*
- The plane took off two hours late.
- *Go away and never come back.*

**Group 2:** with object — *verb* + *up*, *on*, *etc.*, can't be separated.

- I'm looking for my keys. NOT I'm looking my keys for.
- I asked for chicken, not steak.
- I don't get along with my sister.
- I'm looking forward to the party.

**Group 3:** with object — *verb* + *up*, *on*, *etc.*, can be separated.

- *Please turn off your phone.* / *Please turn your phone off.*
- *Can you fill out this form, please?* / *Can you fill this form out, please?*
- *They've set up a new company.* / *They've set a new company up.*
- *Don't throw out those papers.* / *Don't throw those papers out.*

- A phrasal verb is a verb combined with a particle (*an adverb or preposition*).
- Sometimes the meaning of a phrasal verb is obvious from the verb and the particle, e.g., *sit down, come back.*
- Sometimes the meaning is not obvious, e.g., *give up, keep on talking* (*continue talking*).
- In group 3, where the verb and particle can be separated, if the object is a pronoun, it must go between the verb and particle. Turn it off. NOT *Turn off it.*
- Threw them away. NOT *Throw away them.*

- Sometimes a phrasal verb has more than one meaning, e.g., *The plane took off.*
  - He took off his shoes.
7A
a Match the sentence halves.
1 If you hadn't reminded me, I ___
   If you'd seen what happened.
2 This wouldn't have happened    B wouldn't have gotten lost.
   B if it hadn't rained.
3 If they hadn't worn their seat belts, C if it hadn't rained.
   C you would have been seen.
4 We wouldn't have been late
   D you would have seen them.
5 We would have gone to the beach    E if I'd known you didn't like it.
6 If you hadn't told me it was him,    F if we'd bought tickets on the Internet.
   G if you'd been more careful.
7 You would have laughed          H they would have been killed.
8 I wouldn't have bought it
   I I would have forgotten.
9 If you'd arrived two minutes earlier, J I wouldn't have recognized him.
10 If you hadn't forgotten the map, K if we hadn't missed the bus.
11 It would have been cheaper

b Cover A–K. Look at 1–11 and try to remember the end of the sentence.

7B
a Complete with a tag question (are you, isn't it, etc.).
   Your name's Mark, isn't it?
   1 You don't take sugar in your coffee, ________?
   2 They're on vacation this week, ________?
   3 He can't be serious, ________?
   4 She eats meat, ________?
   5 You won't be late, ________?
   6 She was married to Tom Cruise, ________?
   7 We've seen this movie before, ________?
   8 You didn't tell anybody, ________?
   9 You would like to come, ________?
   10 It's hot today, ________?

b Make indirect questions.
   Where's the station? Could you tell me ________?
   1 Where do they live? Do you know ________?
   2 Is there a bank near here? Can you tell me ________?
   3 Where can I buy some stamps? Do you know ________?
   4 Does this bus go downtown? Could you tell me ________?
   5 What time do the stores open? Do you know ________?
   6 Where are the restrooms? Could you tell me ________?
   7 Is Susan at work today? Do you know ________?
   8 Did the Mets win last night? Do you know ________?
   9 Where did we park the car? Can you remember ________?
   10 What time is it? Could you tell me ________?

7C
a Complete with the right particle (in, on, etc.).
   What time did you get home this morning?
   1 Could you turn on the radio? I can't hear it.
   2 I'm in a meeting. Could you call later, say in half an hour?
   3 Hurry up! We'll be late.
   4 The game is over. Brazil won.
   5 How long has she been going with him?
   6 Are we having dinner at home or are we eating out?
   7 Athletes always warm up before a race.
   8 I didn't wake up until 8:30 this morning.
   9 If you don't know the word, look it up in a dictionary.
   10 I went online to find out what time the train left.

b Rewrite the sentences. Replace the object with a pronoun. Change the word order where necessary.
   Turn on the TV. ________ it on...
   1 Take off your shoes.
   2 Could you fill out this form?
   3 Do you get along with your sister?
   4 Turn off your cell phones.
   5 I'm looking for my glasses.
   6 Please pick up that towel.
   7 Turn down the music.
   8 I'm really looking forward to the trip.
   9 Can I try on this dress?
   10 Don't throw away that letter!
1 Food
a Put two food words in each column. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>beans</th>
<th>duck</th>
<th>lettuce /ˈletəs/</th>
<th>meat</th>
<th>fish / seafood</th>
<th>fruit</th>
<th>vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>peaches</td>
<td>shrimp /ˈʃrimp/</td>
<td>salmon /ˈsærəm/</td>
<td>sausage /ˈsɔːʒ/</td>
<td>strawberries /ˈstræbəriz/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Add three more words to each column.

2 Food adjectives
Complete the adjective column with a word from the box.

<table>
<thead>
<tr>
<th>fresh</th>
<th>frozen</th>
<th>homemade</th>
<th>low-fat</th>
<th>raw /′ræ/</th>
<th>spicy /′spæni/</th>
<th>sweet</th>
<th>takeaway</th>
</tr>
</thead>
</table>

1 I love my mother’s cooking. ______ food is always the best.
2 Mexican food can be very ______.
3 Sushi is made with ______ fish.
4 Food that is kept very cold is ______.
5 ______ food is food you buy at a restaurant and take home to eat.
6 People on a diet often try to eat ______ food.
7 These eggs are ______, I bought them today.
8 This tea’s very ______. You’ve put too much sugar in it!

3 Restaurants and cooking
a Match the words and pictures.
- knife /nait/ pl knives /nərvz/
- fork
- desserts /dɛrˈzɔːts/.
- spoon
- plate
- glass
- main courses /men ˈkɔrsz/.
- napkin
- salt and pepper
- appetizers

b Match the words and pictures.
- boiled rice
- roast chicken
- baked potatoes
- grilled fish
- fried eggs
- steamed vegetables
1 People and places

a Match the words and pictures.
- captain /ˈkæptɪn/ (picture of a man in a suit)
- coach (picture of a coach)
- fans (picture of fans at a match)
- players (picture of a sports team)
- referee (picture of a referee)
- spectators (picture of spectators at a match)
- team (picture of a team)
- stadium (picture of a stadium)
- sports arena (picture of a sports arena)

b Match the places and sports.
- court /kɔ:t/ (picture of a tennis court)
- pool (picture of a swimming pool)
- slope (picture of a skiing slope)
- track (picture of a running track)

1 tennis / basketball
2 soccer / baseball
3 swimming / diving
4 running / horse racing
5 golf
6 skiing

2 Verbs

a Complete with the past tense and past participles.
- beat
- win
- lose
- tie

b Complete the Verb column with the past tense of a verb from a.

<table>
<thead>
<tr>
<th>Verb</th>
<th>1 Costa Rica</th>
<th>US 3-0.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 The Chicago Bulls</td>
<td>78-91 (to Celtics).</td>
</tr>
<tr>
<td></td>
<td>3 Spain with (Brazil)</td>
<td>2-2.</td>
</tr>
<tr>
<td></td>
<td>4 Costa Rica (the game)</td>
<td>3-0.</td>
</tr>
</tbody>
</table>

⚠️ You win a game, competition, medal, or trophy. You beat another team or person. NOT: Costa Rica won the US.

c Complete the Verb column.

- do
- get in shape
- get injured /ˈɪndʒərd/ /ˈɡeɪt/ (picture of an injured player)
- go
- play
- score
- train
- warm up

<table>
<thead>
<tr>
<th>Verb</th>
<th>1 Players usually before a game starts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Professional athletes have to every day.</td>
</tr>
<tr>
<td></td>
<td>3 It's dangerous to play tennis on a wet court. You might .</td>
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<tr>
<td></td>
<td>4 I've started going to the gym, because I want to .</td>
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<tr>
<td></td>
<td>5 He's a good player. I think he's going to a lot of goals.</td>
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<tr>
<td></td>
<td>6 Would you like to swimming this afternoon?</td>
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<tr>
<td></td>
<td>7 My brothers yoga and tai chi.</td>
</tr>
</tbody>
</table>

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

อด. p.10
1 What are they like?

a. Complete the sentences with the personality adjectives.

<table>
<thead>
<tr>
<th>affective</th>
<th>aggressive</th>
<th>ambitious</th>
<th>bossy</th>
<th>charming</th>
<th>competitive</th>
<th>independent</th>
<th>jealous</th>
<th>moody</th>
<th>reliable</th>
<th>selfish</th>
<th>sensible</th>
<th>sensitive</th>
<th>sociable</th>
<th>spoiled</th>
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<tbody>
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<td>1. _______ spoiled children behave badly because they are given everything they want.</td>
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<td>2. _______ people always want to win.</td>
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<td>3. _______ people think about themselves and not about other people.</td>
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<td>4. _______ people use force to succeed and may fight or argue.</td>
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<td>5. _______ people have an attractive personality that makes people like them.</td>
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<td>6. _______ people have common sense and are practical.</td>
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<td>7. _______ people are friendly and enjoy being with other people.</td>
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<td>8. _______ people get other people to do what they want cleverly or even unfairly.</td>
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<td>9. _______ people are happy one minute and sad the next, and are often bad-tempered.</td>
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<td>10. _______ people like doing things on their own, without help.</td>
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<td>11. _______ people like giving orders to other people.</td>
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<td>12. _______ people show that they love or like people very much.</td>
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<td>13. _______ people are people you can trust or depend on.</td>
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<td>14. _______ people understand other people’s feelings or are easily hurt or offended.</td>
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<td>15. _______ people want to be successful in life.</td>
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<td>16. _______ people think that someone loves another person more than them or wants what other people have.</td>
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</table>

b. With a partner, look at the adjectives again. Are they positive, negative, or neutral characteristics?

2 Opposite adjectives

Match the adjectives and their opposites.

<table>
<thead>
<tr>
<th>outgoing</th>
<th>hardworking</th>
<th>self-confident</th>
<th>stingy</th>
<th>stupid</th>
<th>talkative</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>generous</td>
<td>lazy</td>
<td>quiet</td>
<td>insecure</td>
<td>shy</td>
</tr>
</tbody>
</table>

3 Negative prefixes

Which negative prefix do you use with these adjectives? Put them in the correct column.

<table>
<thead>
<tr>
<th>ambitious</th>
<th>friendly</th>
<th>honest</th>
<th>imaginative</th>
<th>kind</th>
<th>organized</th>
<th>patient</th>
<th>perfect</th>
<th>reliable</th>
<th>responsible</th>
<th>selfish</th>
<th>sensitive</th>
<th>sociable</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>dis-</td>
<td>in- / im- / ir- unambitious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Verbs

Complete with a verb in the correct tense.

<table>
<thead>
<tr>
<th>be worth / warde</th>
<th>borrow</th>
<th>can’t afford / a’fərd /</th>
<th>charge</th>
<th>cost</th>
<th>earn</th>
</tr>
</thead>
<tbody>
<tr>
<td>inherit</td>
<td>invest</td>
<td>lend</td>
<td>owe / œ /</td>
<td>save</td>
<td>take out</td>
</tr>
</tbody>
</table>

1. My uncle died and left me $2,000. I ________ $2,000 from my uncle.
2. I put some money aside every week for my vacation. I ________ money every week.
3. I asked my brother to give me $10 until next week. I ________ $10 from him.
4. My brother gave me $10 until next week. He ________ me $10.
5. I often spend money on stupid things. I ________ money.
6. I don’t have enough money to buy that car. I ________ to buy that car.
7. I had to pay the mechanic $500 to repair my car. The mechanic ________ me $500.
8. I went to the ATM and got $200. I ________ $200 from the ATM.
10. Jim gave me $100. I haven’t paid it back yet. I ________ some money.
11. I bought some shares in the telephone company. I ________ $2,000 a month.
12. I work in a supermarket. They pay me $200,000 a month. My house ________ about $200,000.

2 Prepositions

Complete the Preposition column.

<table>
<thead>
<tr>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I paid ________ dinner last night.</td>
</tr>
<tr>
<td>2. Julia said she would pay me ________ tomorrow.</td>
</tr>
<tr>
<td>3. Would you like to pay ________ cash or ________ credit card?</td>
</tr>
<tr>
<td>4. I spent $50 ________ books yesterday.</td>
</tr>
<tr>
<td>5. I don’t like to lend money ________ friends.</td>
</tr>
<tr>
<td>6. I borrowed a lot of money ________ the bank.</td>
</tr>
<tr>
<td>7. They charged us $60 ________ a bottle of wine.</td>
</tr>
</tbody>
</table>

3 Nouns

Match the words and definitions.

ATM | bill | coin | loan |
---|----|----|-----|
mortgage / mɔrtʒɪdʒ | salary | tax |

1. ________ A piece of money made of metal.
2. ________ A piece of paper money.
3. ________ Money a person gets for the work he / she does.
4. ________ Money that you pay to the government.
5. ________ Money that somebody (or a bank) lends you.
6. ________ Money that you borrow from a bank to buy a house.
7. ________ A machine that you use to get money.

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

p.21

Study Link MultiROM www.oup.com/elt/americanenglishfile/3
1 Plane
Match the words and pictures.
- land (v)
- check-in counter
- luggage /'lug吉/1
- boarding card/pass
- baggage claim
- take off (vb)
- gate
- suitcase
- aisle /əˈsl/1

2 Train
Match the words and pictures.
- train station
- platform
- (rail) car
- ticket office
- the subway

3 Road
a Match the words and pictures.
- bus
- truck
- van
- motorcycle
- helmet
- bike
- car
- taxi
- streetcar
- highway

b Complete the compound nouns.

<table>
<thead>
<tr>
<th>area</th>
<th>belt</th>
<th>crash</th>
<th>limit</th>
<th>lot</th>
<th>stand</th>
<th>hour</th>
<th>jam</th>
<th>lane</th>
<th>light</th>
<th>transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a place where you can get gas, often with a shop or cafe</td>
</tr>
<tr>
<td>2 traffic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the time of day when there is a lot of traffic</td>
</tr>
<tr>
<td>3 seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>when two or more cars hit each other</td>
</tr>
<tr>
<td>4 rush</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>money you have to pay for parking illegally</td>
</tr>
<tr>
<td>5 car</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>when there is so much traffic that cars can’t move</td>
</tr>
<tr>
<td>6 parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>buses, trains, etc.</td>
</tr>
<tr>
<td>7 traffic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a place where you can’t drive</td>
</tr>
<tr>
<td>8 speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a narrow part of the road for bicycles only</td>
</tr>
<tr>
<td>9 public</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>where taxis park when they are waiting for customers</td>
</tr>
<tr>
<td>10 pedestrian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a place where you can leave your car</td>
</tr>
</tbody>
</table>

4 Travel
- flight
- journey /'dʒɜːni/1
- trip
- travel

1 ______ means to go from one place to another.  
2 A _______ is an occasion when a person travels from one place to another and back.  
3 A long trip is sometimes called a _______.  
4 A trip on an airplane is a _________.

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

p.30
1 Age
Complete the phrases.

<table>
<thead>
<tr>
<th>mid-</th>
<th>early</th>
<th>about</th>
<th>late</th>
<th>forties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 He's _____ 20. = 19, 20, or 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 He's in his _____. = between 41 and 49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 She's in her _____ thirties. = between 34 and 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 She's in her _____ sixties. = between 67 and 69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 He's in his _____ seventies. = between 71 and 73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Height and build
Match the sentences and pictures A–C.

1 He's tall and slim.
2 He's short and a little overweight /ou'ver'wāt/.
3 He's medium height /'midəm haɪt/ and well built.

△ Thin and slim are both the opposite of fat and heavy, but slim = thin in an attractive way. Heavy is more polite than fat.

3 Hair
Match the sentences and pictures.

1 She has blond hair and a ponytail.
2 She has long wavy hair.
3 He has gray hair and a beard /bərd/.
4 She has short brown curly hair.
5 She has red shoulder-length hair.
6 He's bald /bɔld/ and has a mustache /mʌstəʃ/.
7 She has straight dark hair and bangs.

4 General adjectives
Are these adjectives ♂ or ♀? Are they used for men, women, or both? Write M, W, or B.

- attractive ♂ or ♀ M, W, or B
- beautiful
- good-looking
- handsome /ˈhænsəm/
- plain
- pretty /ˈprɛti/
- ugly

△ What does he / she look like? = Can you describe his / her appearance? 
What is he / she like? = Can you describe his / her personality?

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

่อ p.41
1 Verbs

Complete the Verb column.

<table>
<thead>
<tr>
<th>behave</th>
<th>cheat</th>
<th>do</th>
<th>fail</th>
<th>graduate</th>
<th>learn</th>
<th>leave</th>
<th>pass</th>
<th>review</th>
<th>start</th>
<th>study</th>
<th>take</th>
</tr>
</thead>
</table>

1. When she was in school, she used to [study] for hours every evening.
2. I must [graduate] tonight. I have a test tomorrow.
3. Our history teacher was terrible. We didn’t [graduate] anything.
4. If you don’t [review] your homework, you can’t watch TV later.
5. The teacher was angry because some of the students had tried to [cheat] on the test.
6. If you want to be a doctor, you have to [graduate] a lot of exams.
7. In the US, children [graduate] school when they are five and can’t [graduate] before they are 16.
8. I hope I’m going to [graduate] my exams. My parents will be furious if I [fail].
9. He was a rebel at school. He used to [cheat] very badly.
10. This is my last semester at the university. I’ll [graduate] in June.

2 Places and people

Match the words and definitions.

<table>
<thead>
<tr>
<th>college</th>
<th>elementary school</th>
<th>graduate school</th>
<th>principal</th>
<th>private school</th>
<th>professor</th>
<th>public school</th>
<th>secondary school</th>
<th>student</th>
</tr>
</thead>
</table>

1. A school paid for by the government that gives free education.
2. A non-government school where you have to pay.
3. A school for young children, e.g., 1–4.
4. A school for young children, e.g., 5–11.
5. A school for older children, e.g., 12–18. (It includes junior high or middle school and high school.)
6. In the US, a general term for post-secondary education at the university level.
7. The “boss” of a school.
8. A senior university teacher.
9. A person who is studying at a school, college, or university.
10. A person who has finished high school or university and has a degree (e.g., a bachelor’s degree).

3 School life

Match the sentences and pictures.

1. We have to wear a horrible [uniform].
2. The discipline here is very [strict].
3. My [schedule] is terrible this [semester]!
4. I love [math]. It’s my favorite [subject].
5. Look! I got my [test results] today!

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

© p.52
1 Types of houses
Match the words and pictures.
- apartment building
- cottage /ˈkɒtɪdʒ/
- house
- townhouse

2 Where people live
Match the sentences.
1 I live in the country.  a It has 20,000 inhabitants.
2 I live downtown.  b It's very small, with only 800 inhabitants.
3 I live in the suburbs.  c There are a lot of houses but no offices or big stores.
4 I live in a village /ˈvɪlɪdʒ/.  d It's right in the middle of the city.
5 I live in a small town.  e It's the area outside the central part of town.
6 I live in a residential area.  f There is one floor below me.
7 I live on the second floor.  g There are fields and trees all around me.

3 Parts of a house
Match the words and pictures.
- balcony
- chimney
- fence
- garage /ˈɡærɪdʒ/
- garden
- gate
- patio
- porch
- roof
- steps
- yard

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

<table>
<thead>
<tr>
<th>bathroom</th>
<th>kitchen</th>
<th>living room</th>
<th>bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>stove</td>
<td>toilet</td>
<td>shower</td>
<td></td>
</tr>
<tr>
<td>bedside table</td>
<td>dishwasher</td>
<td>coffee table</td>
<td>armchair</td>
</tr>
<tr>
<td>dresser</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Add two more words to each column.

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

© p.58
1 Describing your job

a Read the texts and match them to the pictures. What are the jobs?

1 I only work part-time – four mornings a week. And I sometimes work overtime on Saturday mornings. I don't earn a big salary. It's a temporary or “temp” job and I only have a six-month contract. But the working hours suit me as I have young children. When they go to school, I would like to find a permanent job and work full-time. What I like most about my job is working in complete silence! The only noise you can hear is people turning pages and whispering.

2 I took a six-month training course at a technical college to meet the qualifications for the job and then I worked for a local company to get some experience. I worked long hours for a low salary and so I quit last year and became self-employed. I prefer working for myself; I don’t work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I’m lucky, I’ll be able to retire when I’m 60!

b Match the highlighted words in the texts and the definitions.

1 a written legal agreement
2 the knowledge you get from doing a job
3 a series of classes to learn to do a job
4 the time you spend doing a job
5 working for yourself, not for a company
6 to stop working when you reach a certain age, e.g., 65
7 left a job because you wanted to
8 lasting for a short time
9 for only a part of the day or the week
10 the experience, skills, and knowledge you need for a job

2 Saying what you do

Complete the Prepositions column.

Prepositions

1 I work [at/in] a multinational company.
2 I work [as/a] a manager.
3 I'm in charge of the marketing department.
4 I work [in/at] a factory.
5 I'm responsible for customer loans.
6 I'm at college.
7 I'm in my third year.

3 People

Write two more jobs in each column.

-er -or -ist -ian others
lawyer / lawyer
plumber
actor
conductor
psychologist
scientist
electrician
librarian
accountant
chef / (fdd)

An employer is a person or company that employs other people. An employee is a person who works for somebody.

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

p.76
1 Places

a Match the words and pictures.

- department store
- supermarket
- farmers’ market
- shopping mall

b Match the shops and pictures of what you can buy there.

- bakery
- bookstore
- flower shop
- drugstore / pharmacy
- newsstand
- stationery store
- travel agency
- shoe store

2 In the store

Match the words and definitions or pictures.

- bargain /ˈbɑːɡən/
- receipt /rɪˈset/ /ˈrɛɪt/
- basket
- cash register
- customer
- discount
- manager
- window

1 a time when stores sell things at lower prices than usual
2 something that you buy for what you think is a good price
3 a place at the front of a store where you can see the products
4 a piece of paper which shows you have paid for something
5 a reduction in the price
6 a person who works in a store
7 money that is paid back to you when you return something you bought
8 a person who buys things in a store
9 the person who is in charge of a store, hotel, etc.

3 Verbs and phrases

Match the sentences.

1 I often buy books online. a I had to wait behind lots of other people.
2 This store sells books. b I don’t need any help right now.
3 I’m going to buy the dishwasher on credit. c I buy books on the Internet.
4 I went back to the store to complain. d I’m going to pay for it over 12 months.
5 I had to stand in line for ages in the bank. e I want to see what I look like in it.
6 I want to try on this dress. f I had to pay tax on it.
7 I’m just looking. g You can buy books in this store.
8 I had to pay 8% sales tax. h I went there to tell them I wasn’t happy.

Can you remember the words on this page? Test yourself or a partner.
1 Kinds of movies
Match the movies and types.
- action movie
- comedy
- horror movie
- musical
- science fiction
- thriller
- western

2 People and things
Match the words and definitions.

<table>
<thead>
<tr>
<th>audience /ˈdɪsəns/</th>
<th>cast</th>
<th>director</th>
<th>extra</th>
<th>plot</th>
<th>scene /ˈsiːn/</th>
<th>script</th>
</tr>
</thead>
<tbody>
<tr>
<td>soundtrack</td>
<td>special effects</td>
<td>star</td>
<td>subtitles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _______ cast all the people who act in a movie
2. _______ the most important actor or actress in a movie
3. _______ director the person who directs a movie
4. _______ soundtrack the music of a movie
5. _______ the story of a movie
6. _______ a part of a movie happening in one place
7. _______ the people who watch a movie in a theater
8. _______ a movie that continues the story of an earlier movie
9. _______ special images, often created by a computer
10. _______ the words of the movie
11. _______ person in a movie who has a small, unimportant part, e.g., in a crowd scene
12. _______ transcription (usually translation) of the dialogue of a movie that appears at the bottom of the screen

3 Verbs and phrases
Match the sentences 1–6 with the sentences a–f.

1. The movie was set in 19th century Italy and England.  a. He was the director.
2. It was based on a novel by E.M. Forster.  b. It was situated in that place at that time.
3. It was filmed / shot on location in Florence, Italy.  c. This was her role in the movie.
4. It was directed by James Ivory.  d. The actors originally spoke in English.
5. Helena Bonham-Carter played the part of Lucy.  e. It was an adaptation of the book.
6. It was dubbed into other languages.  f. It was filmed in the real place, not in a studio.

Can you remember the words on this page? Test yourself or a partner.
a The phrasal verbs below are all from Files 1–7. Cover the Particle column and look at sentence 1. Try to remember the phrasal verb.

b Uncover to check. Then do the same for the other sentences.

1. When I go to a restaurant I always ask something low-fat.
2. I often eat with friends at local restaurants.
3. Players usually warm before a match starts.
4. When we have an argument, we always make quickly.
5. How do you get your brothers and sisters?
6. Take the camera to the store and get your money.
7. I took some money of an ATM.
8. A German woman gave all her money to charity.
9. I organized a school reunion but nobody turned up.
10. She had to get up very early every morning.
11. We set off early and caught the 6:00 a.m. train.
12. The plane took off and soon I was looking down on the ocean.
13. I picked up my suitcase and followed the "Exit" signs.
14. A taxi picked me up and took me to the airport.
15. I checked in at the airport and got my boarding pass.
16. We were talking on the phone, but suddenly she hung up.
17. If he's not at home, I'll call later.
18. I think people should turn off their cell phones in restaurants.
19. I tried to learn to dance salsa but I gave up. I was terrible at it.
20. I want to take a water sport like scuba diving.
21. If I like this course, I'll keep studying next year.
22. Bethany has written a book which is going to be made into a movie.
23. The reporter decided to find out if school is easier than it used to be.
24. I have to hand in my story tomorrow.
25. Carol's parents didn't like her boyfriend so they went together in secret.
26. After a year she broke up with her boyfriend.
27. If you have something you never use, throw it away.
28. Slow down! You're driving too fast.
29. She worked, ran the house, and brought up the children.
30. My parents lived abroad, so they didn't see my children grow up.
31. Bill and Melinda Gates set up a foundation to provide vaccinations.
32. You're very nervous. You need to calm down.
33. I bumped into an old friend in the street yesterday.
34. He was looking forward to having dinner with his friends.
35. Look out! There's a car coming!
36. Her grandmother passed away last year at the age of 93.
37. We can't go to the concert. It's sold out.
38. Turn on the TV. There's a program I want to watch.
39. Turn down the radio. It's too loud.
40. Where can I plug in my computer?

⚠ Some phrasal verbs have more than one meaning: I was hot so I took off my jacket. The plane took off.

Can you remember the words on this page? Test yourself or a partner.
<table>
<thead>
<tr>
<th>Base form</th>
<th>Simple past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bite</td>
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</tr>
<tr>
<td>blow</td>
<td>blew/bht/</td>
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<tr>
<td>break</td>
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<td>brought</td>
</tr>
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<tr>
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**Study Link**: [MulRORM](www.oup.com/elt/americanenglishfile/3)
English sounds

# Sounds and spelling – vowels

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* especially before consonant + e

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</table>

*i* fine sign | *y* shy motorcycle | *igh* flight frightened | *buy* eyes height |
### Sounds and spelling – consonants

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### Additional Notes:

- **th** sounds like thin, thriller, healthy path, math, both, the that, farther, whether, change, cheat, match, future.
- **ch** sounds like change, cheat, match, future.
- **sh** sounds like short, dish, mustache.
- **th** sounds like thin, the, that, farther.
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