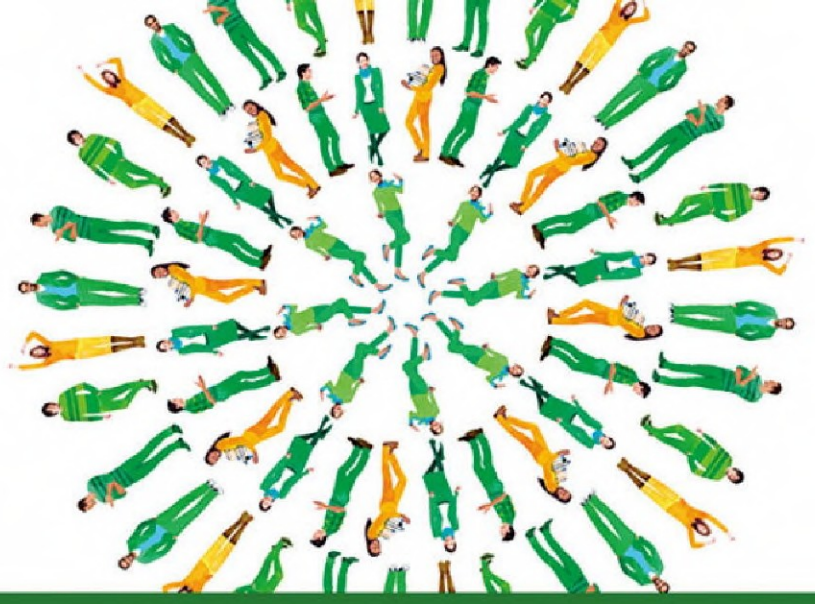


3A

SECOND EDITION

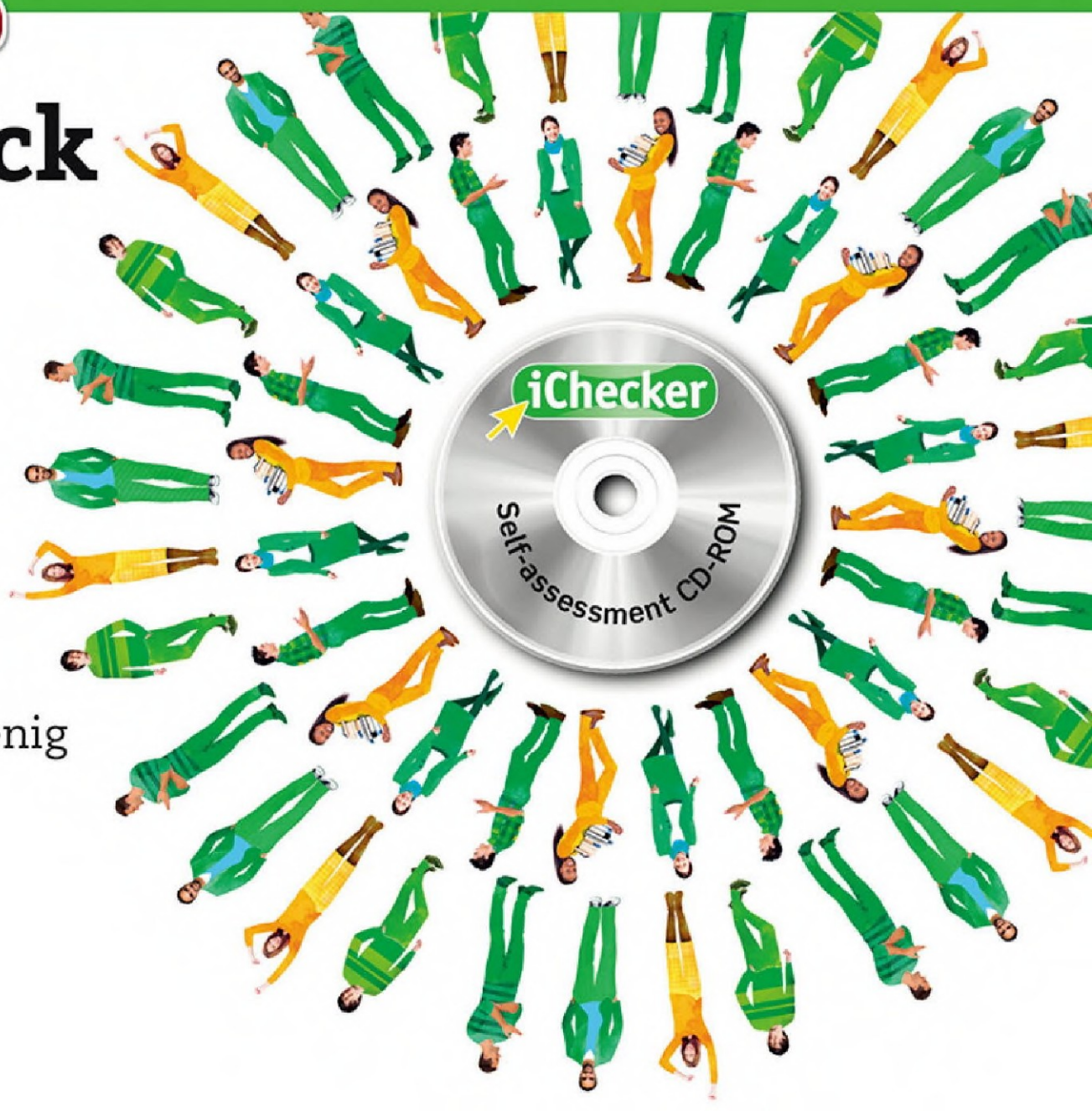
American ENGLISH FILE

Online Practice

Multi-Pack

Student Book

Workbook



زبان امید
www.languagecentre.ir

Christina Latham-Koenig
Clive Oxenden

OXFORD

3A

American ENGLISH FILE

Christina Latham-Koenig
Clive Oxenden

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

OXFORD
UNIVERSITY PRESS

Contents

		Grammar	Vocabulary	Pronunciation
	1			
4	**A Mood food**	*simple* present and continuous, action and nonaction verbs	food and cooking	vowel sounds
8	**B Family life**	future forms: present continuous, *going to, will / won't* © *each other*	family, adjectives of personality	sentence stress, word stress, adjective endings
12	**PRACTICAL ENGLISH** Episode 1 *Meeting the parents*			
	2			
14	**A Spend or save?**	present perfect and simple past	money	the letter *o*
18	**B Changing lives**	present perfect + *for / since*, present perfect continuous	strong adjectives: *exhausted, amazed*, etc.	sentence stress, stress on strong adjectives
22	**REVIEW & CHECK 1&2** On the street; Short movies *Goodwill Industries*			
	3			
24	**A Race across Miami**	comparatives and superlatives	transportation	/ʃ/, /dʒ/, and /tʃ/, linking
28	**B Stereotypes – or are they?**	articles: *a / an, the*, no article	collocation: verbs / adjectives + prepositions	/ə/, sentence stress, /ðə/ or /ði/?
32	**PRACTICAL ENGLISH** Episode 2 *A difficult celebrity*			
	4			
34	**A Failure and success**	*can, could, be able to* © reflexive pronouns	*-ed / -ing* adjectives	sentence stress
38	**B Modern manners?**	modals of obligation: *must, have to, should* © *should have*	phone language	silent consonants, linking
42	**REVIEW & CHECK 3&4** On the street; Short movies *Citi bikes*			
	5			
44	**A Sports superstitions**	past tenses: simple, continuous, perfect	sports	/ɔr/ and /ər/
48	**B Love at Exit 19**	*usually* and *used to*	relationships	linking, the letter *s*
52	**PRACTICAL ENGLISH** Episode 3 *Old friends*			

104	**Communication**	132	**Grammar Bank**	165	**Irregular verbs**
113	**Writing**	152	**Vocabulary Bank**	166	**Sound Bank**
122	**Listening**				

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

1A Mood food



1 VOCABULARY food and cooking

a Take the quiz in pairs.

FOOD QUIZ

Can you think of...?

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

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

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

canned fresh frozen low-fat raw spicy take-out

2 PRONUNCIATION vowel sounds

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

1 /ɪ/	squid chicken ~~spicy~~ grilled	5 /ɑ/	sausage roast chocolate box
2 /i/	beef steamed beans breakfast	6 /ɔr/	pork fork boiled pour
3 /æ/	grapes salmon lamb cabbage	7 /ʊ/	cook sugar pudding food
4 /ɑr/	margarine carton jar warm	8 /u/	spoon zucchini fruit duck

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

c 1 5 Listen and check.

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

3 LISTENING & SPEAKING

FOOD & EATING

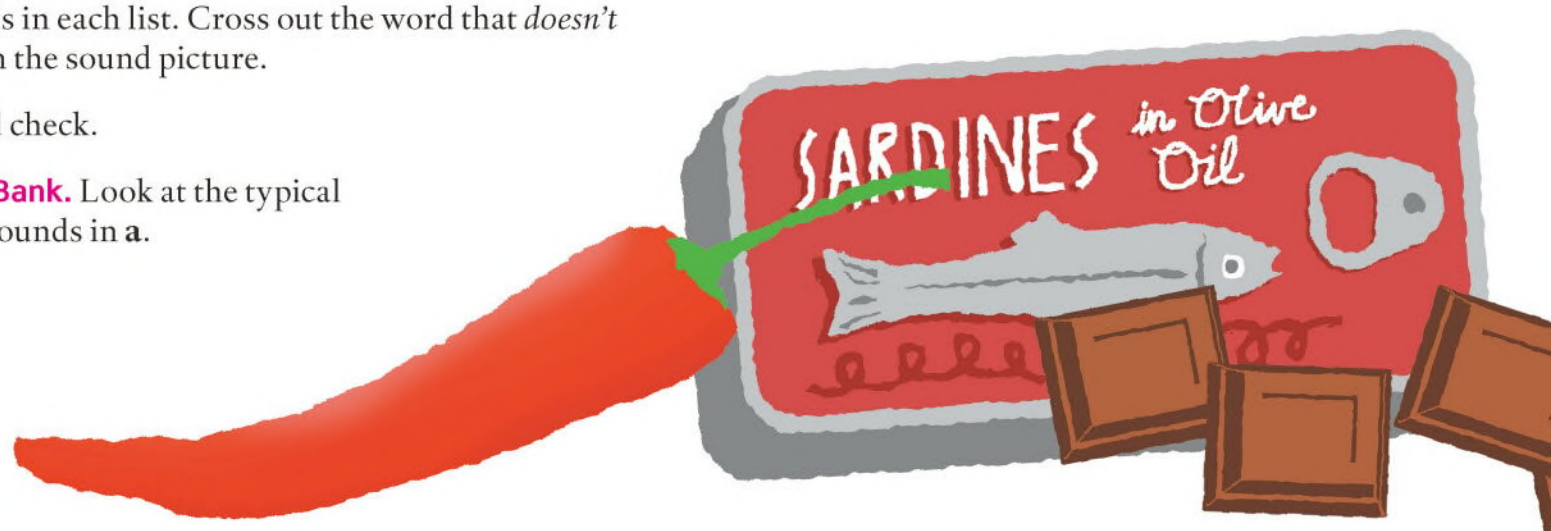
1 **Is there any food or drink that you couldn't live without? How often do you eat / drink it?**
2 **Do you ever have**
  a ready-made food?
  b take-out food? What kind?
3 **What's your favorite**
  a fruit?
  b vegetable?
  Are there any that you really don't like?
4 **When you eat out do you usually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

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

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

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

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



4 READING

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

cake chicken pasta salmon

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

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

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

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

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

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

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

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

f Ask and answer the questions with a partner.

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





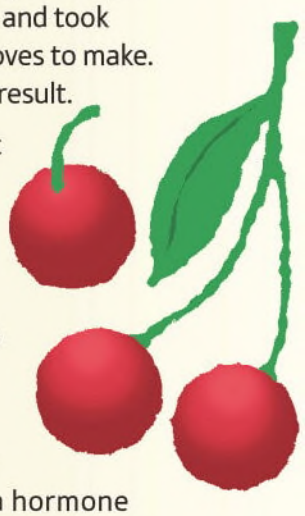
Mood food

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

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

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

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



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

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

Mood food – what the experts say

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

5 LISTENING & SPEAKING

a Ask and answer the questions with a partner.

RESTAURANTS

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

b 1 7 Read the text about Steve Anderson. Then listen to **Part 1** of an interview with him, and number the photos in the order he mentions them.

c Listen again. Why does he mention each thing?

d 1 8 Now listen to **Part 2** and answer the questions.

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

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

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

A ☐



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





B



C



D



E



F

6 GRAMMAR

simple present and continuous, action and nonaction verbs

a 1 9 Listen again to some of the things Steve said. Circle the form of the verb he uses.

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

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

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

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

On a typical day

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

Right now / nowadays

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

7 SPEAKING

WHAT DO YOU THINK?

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

a 1 13 Listen to two people discussing sentence 1. Who do you agree with more, the man or the woman? Why?

b 1 14 Listen to the phrases in the **Useful language** box. Copy the intonation.

Useful language: Giving your opinion (1)

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

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

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

1B Family life

Are you seeing your grandparents this weekend?

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

1 VOCABULARY & SPEAKING
family

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

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

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

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

11%	43%	60%	67%	75%

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

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

Do you think that...?

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

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



Changing – for the better?

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

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

32% of young adults under 25 and **10%** of adults 30-34 still live at home with their parents.

43% of families eat together every day.

33% say they have the TV on during dinner.

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





2 GRAMMAR future forms

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

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

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

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

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

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

3 PRONUNCIATION sentence stress

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

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

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

b Practice them with a partner. Copy the rhythm.

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

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

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

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

4 1 22 SONG *Our House* ♫

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

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

3 _____ of teens feel close to their family.

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

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

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

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

5 READING

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

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

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

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

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

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

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

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

Younger brother or only child?

HOW WAS IT FOR YOU?

THE YOUNGER BROTHER
NOVELIST TIM LOTT



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

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

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

Adapted from The Times

THE ONLY CHILD
JOURNALIST SARAH LEE

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



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

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

Adapted from The Guardian

6 VOCABULARY
adjectives of personality

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

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

c Write down the first three adjectives of personality that come into your head. Don't show them to your partner. Now go to ➤ **Communication** *Personality p.108.*

7 PRONUNCIATION
word stress, adjective endings

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

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

b Listen again and answer the questions.

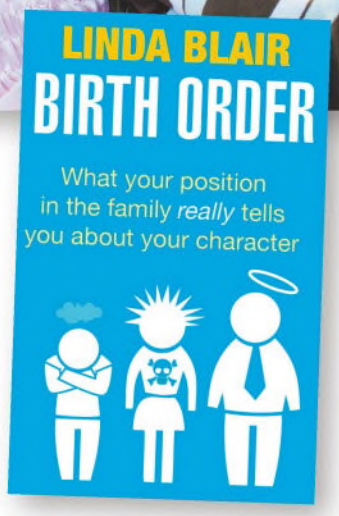
1 Is ***-ous*** pronounced /aʊs/ or /əs/?
2 Is ***-able*** pronounced /əbl/ or /eɪbl/?
3 Is ***-ible*** pronounced /əbl/ or /ɪbl/?
4 Is ***-ive*** pronounced /əv/ or /ɪv/?
5 Are ***-ous*** / ***-able*** / ***-ible*** / ***-ive*** stressed?
6 Are ***un-*** / ***in-*** / ***im-*** stressed?



8 LISTENING & SPEAKING







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

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

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

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

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

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

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

9 WRITING

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

زبان امید
www.languagecentre.ir

Practical English Meeting the parents EPISODE 1

1 VIDEO INTRODUCTION

a Look at the photos. Describe Jenny and Rob.





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

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

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

2 VIDEO REACTING TO WHAT PEOPLE SAY

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

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

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

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





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

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

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

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

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

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

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

REACTING TO WHAT PEOPLE SAY

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

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

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

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

3 VIDEO HARRY FINDS OUT MORE ABOUT ROB



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

b Watch or listen again and answer the questions.

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

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

Social English phrases

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

d 1 33 Watch or listen and complete the phrases.

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

Can you...?

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

G present perfect and simple past
V money
P the letter *o*

2A Spend or save?

Have you paid the phone bill yet?

Yes, I paid it yesterday.

1 VOCABULARY money

a 1 34 Listen to a song about money. Fill in the blanks with phrases A–G.

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

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

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

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

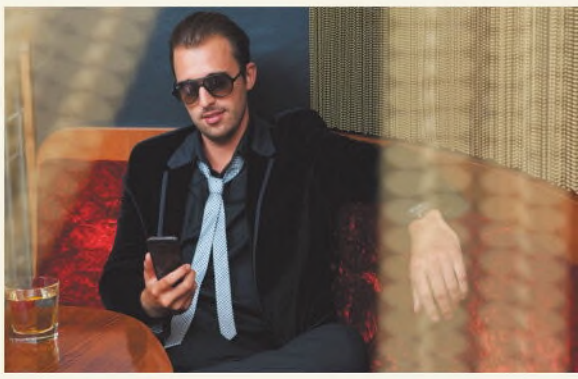
- very cynical
- sad, but sometimes true
- offensive to women (and men)

d ➤ **p.154 Vocabulary Bank** *Money.*



Girls & Boys

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



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

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



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

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

2 PRONUNCIATION the letter *o*

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

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

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

c 1 38 Listen and check.

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

afford order worth organized mortgage store work

e 1 39 Listen and check.

f Practice saying these sentences.

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

3 READING & SPEAKING

a Read the questionnaire and choose your answers.

b Compare your answers with a partner. Say why.

c ➤ **Communication** *Spender or saver? p.108.* Find out if you are a spender or a saver.

4 LISTENING

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

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

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

ARE YOU A **SPENDER** OR A **SAVER**?

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

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

2 You get $100 for your birthday. You…

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

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

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

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

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

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

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

5 GRAMMAR present perfect and simple past

a Read the conversation. What are they arguing about?

b 1 41 Read the conversation again, and put the verbs in the present perfect or the simple past. Then listen and check.



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

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

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

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

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

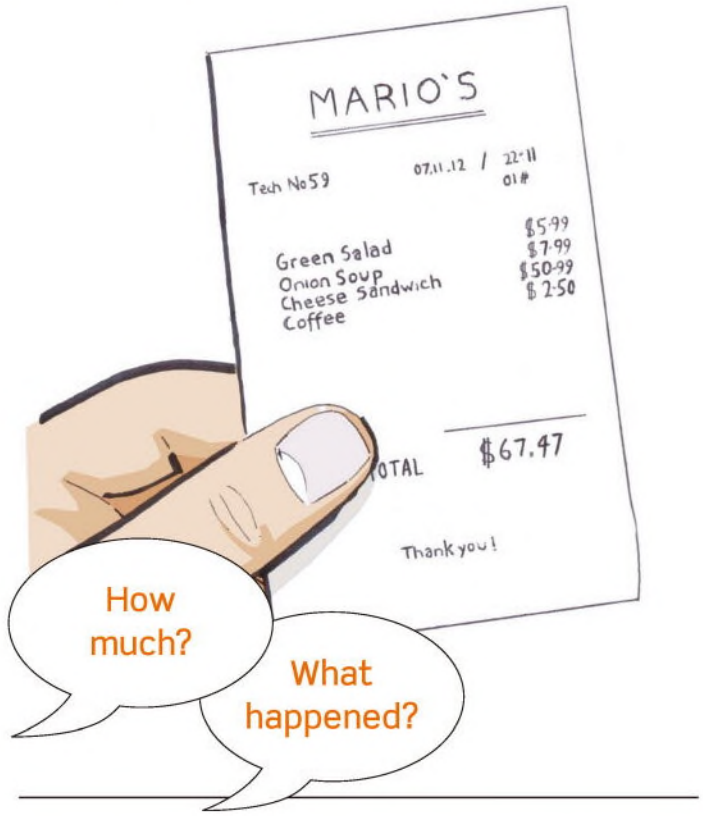
HAVE YOU EVER...?

- bought or sold something on eBay or a similar site
- lost a credit card or your wallet
- saved for something for a long time
- wasted money on something you've never used
- won any money (e.g., in a lottery)
- lent money to someone who didn't pay you back
- bought something online and then discovered that it was a scam
- been charged too much in a restaurant









Have you ever bought or sold something on eBay?
Yes, I sold my old computer.
Who did you sell it to? How much did you sell it for?

6 READING & SPEAKING

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

1 Think of two people you know personally or have heard of who are very rich. Did they…?
   a earn their money (how?)
   b inherit their money (who from?)
   c win it (how?)
2 If they earned their money, was it because…?
   a they were very lucky
   b they worked very hard
   c they had a special talent

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

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

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

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

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

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

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

FROM THE STREETS TO SUCCESS!

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

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

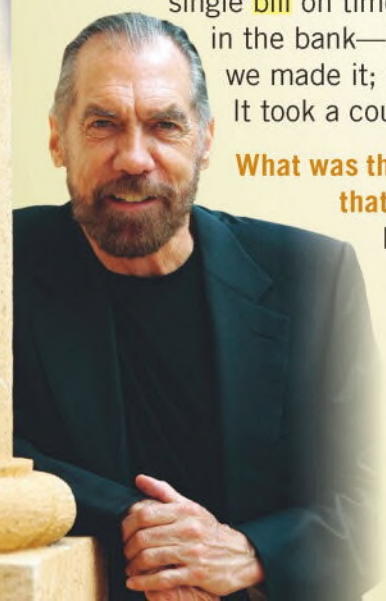
As you got older, you continued to work. Is that right?
The job that was one of the most influential experiences you can imagine was door-to-door selling encyclopedias. Doors literally slam in your face—maybe 30, 40 doors before the first customer will actually talk to you and let you in.

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

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

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

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



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

Adapted from Entrepreneur.com

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

How long have you been working here?

For a long time! Since 2001.

2B Changing lives



1 LISTENING

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

b 1 45 You are going to listen to an interview with Jane, talking about a trip she took in 2008. Listen to **Part 1**. Where did she go? What did she decide to do after the trip?

c Listen again. What does Jane say about:

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

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

d 1 46 Now listen to **Part 2**. Correct the wrong information in these sentences.

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

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

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

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

a Match the questions and answers.

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

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



b Answer with a partner.

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

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

3 PRONUNCIATION sentence stress

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

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

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

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

d 1.50 Listen and make questions.

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

4 SPEAKING

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



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

How long have you been using Twitter? — *For about a year.*
Do you write things on it or do you just read other people's tweets?
Why did you buy a Nissan Juke? — *Because it's small, and it's very "green."*
How long have you had it?

5 READING & LISTENING

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

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

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

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

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

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

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

f Listen again. Then answer the questions.

Phone call 4

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

Phone call 5

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

The 6:00 news

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

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

TV host's Amazon

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

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

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

Adapted from The Telegraph website



Phone call 1

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



challenge



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



Phone call 2

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

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

Phone call 3

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

6 VOCABULARY & PRONUNCIATION

strong adjectives

Strong adjectives

Some adjectives have a strong meaning, e.g.,
I had to paddle against the current. I was ***exhausted****!* (= very tired)
I've had a ***fantastic*** *time!* (= very good)

With strong adjectives you can use *absolutely* or *really*, but NOT ~~*very*~~.
I've been suffering from the heat. It's ***absolutely boiling****.* NOT ~~*very boiling*~~.

a Complete the sentences with a regular adjective.

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

b 1 53 Listen and check. How are the strong adjectives pronounced? Practice the dialogues in pairs.

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

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

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

7 WRITING

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

زبان امید
www.languagecentre.ir

1&2 Review and Check

GRAMMAR

Circle a, b, or c.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VOCABULARY

a Circle the word that is different.

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

b Write the opposite adjective.

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

c Write verbs for the definitions.

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

d Write the strong adjectives.

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

e Complete the phrasal verbs.

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

PRONUNCIATION

a Circle the word with a different sound.

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

b Underline the stressed syllable.

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

CAN YOU UNDERSTAND THIS TEXT?

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

When bad luck becomes good luck!

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

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

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

Adapted from celebritynetworth.com

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

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

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

CAN YOU UNDERSTAND THESE PEOPLE?

VIDEO

1 54 **On the street** Watch or listen to five people and answer the questions.


Max


Andrew


Samantha


Zenobia


Skylar

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

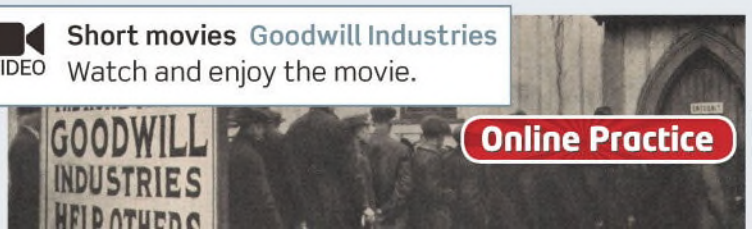
CAN YOU SAY THIS IN ENGLISH?

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

Can you...?

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

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



Online Practice

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

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

Probably the subway, although taxis are more comfortable.

3A Race across Miami

1 VOCABULARY & SPEAKING
transportation

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

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

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

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





b Write three words from the list in each column.

adventure bridge catch crash dangerous each rush station traffic jam

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

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

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

/tʃ/ and /dʒ/

1 a cheap b jeep
2 a chain b Jane
3 a choke b joke

/ʃ/ and /tʃ/

4 a ship b chip
5 a shoes b choose
6 a wash b watch

f 2 7 Listen and circle the word you hear.

g 2 8 Listen and write five sentences.

3 READING & LISTENING

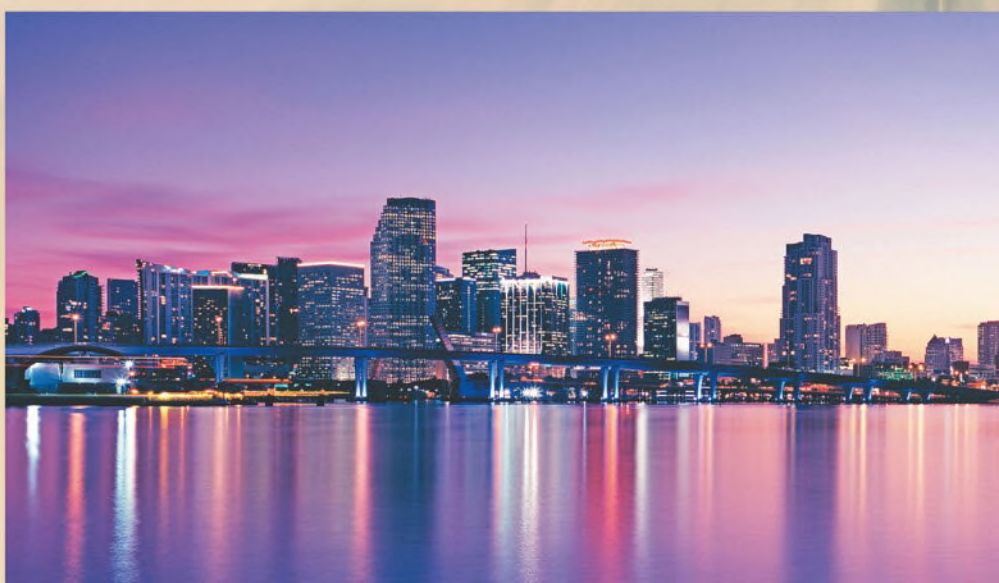
a You are going to read about a race that the car show *Top Gear* organized across the US state of Florida. Read the introduction and answer the questions.

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

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

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

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





Rutledge in the motorboat

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



Adam in the car

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



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

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

Who…?

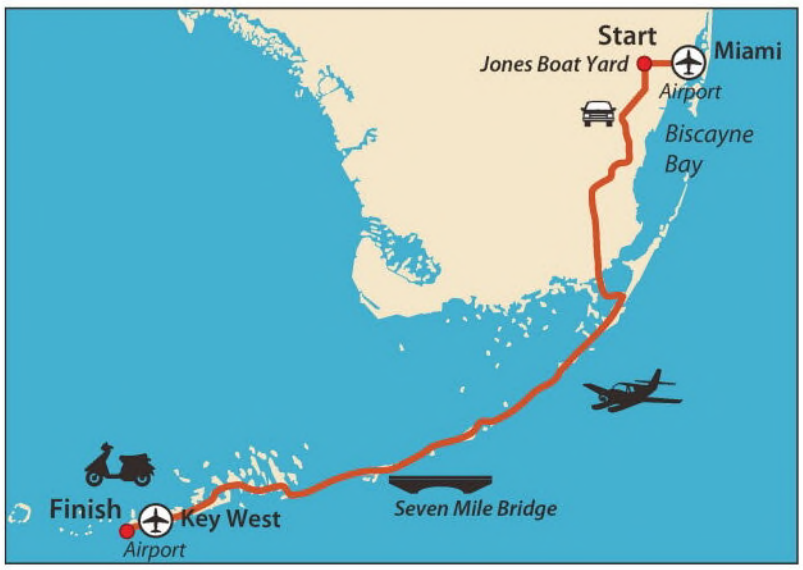
1 ☐ went much faster in the later part of his trip
2 ☐ did something illegal
3 ☐ went more slowly in the later part of his trip
4 ☐ had to stop for more gas
5 ☐ couldn't understand the directions spoken by the GPS
6 ☐ was in the lead for most of the race

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



Tanner in the seaplane

e 2 9 Now listen to what happened to Tanner. Follow his route on the map.



f 2 10 With a partner, write down the order in which you now think the three people arrived. Now listen to what happened. What order did they arrive in?

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

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

4 GRAMMAR comparatives and superlatives

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

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

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

5 PRONUNCIATION linking

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

a 2 14 Listen and repeat the sentences. Try to link the marked words and copy the rhythm.

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

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

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

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

6 LISTENING

a Read the text and then talk to a partner.

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

b 2 15 Now listen to a safety expert. Number the activities 1–7. Were your top three right?

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



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

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

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





7 SPEAKING

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

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

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

Agreeing and disagreeing

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

8 WRITING

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

9 2 16 SONG *500 Miles*

G articles: *a / an, the,* no article
V collocation: verbs / adjectives + prepositions
P /ə/, sentence stress, /ðə/ or /ði/?



3B Stereotypes – or are they?

1 READING & SPEAKING

a In pairs, answer the questions.

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

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

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

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

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

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

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

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

1 more credible
2 more important
3 more surprising

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

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

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

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

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

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



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



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

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

Adapted from the New Scientist

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

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

Adapted from the Daily Mail website



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

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

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

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

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

3 PRONUNCIATION /ə/, sentence stress, /ðə/ or /ði/?

a 2 20 Listen and repeat the sound and words.



a about anniversary complain credible problem talkative usually woman

b 2 21 Listen and repeat the sentences. Then practice saying them with the /ə/ sound.

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

c 2 22 Listen and underline five phrases where *the* is pronounced /ði/ (not /ðə/). Why does the pronunciation change?

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

4 SPEAKING

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

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

soccer cars computers

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

fashion shopping your family

5 READING & LISTENING

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

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



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

d 2 23 Listen to two men talking in the park about the book and mark the sentences **T** (true) or **F** (false).



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

e Listen again and correct the wrong information.

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

COMMANDO DAD

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

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

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

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

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

Adapted from The Times

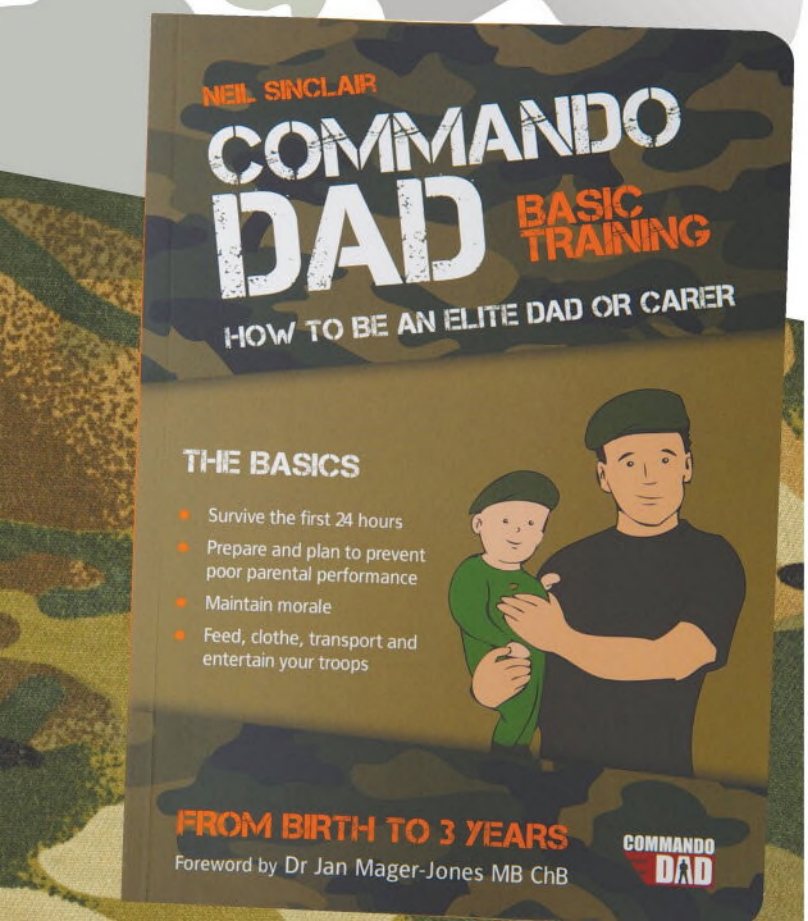
Glossary
commando *noun* one of a group of soldiers who are trained to make quick attacks in enemy areas
stay-at-home dad *noun* a man who stays at home and takes care of the children while his wife goes to work

6 SPEAKING

a 2 24 Listen to someone talking about men and women, and fill in the blanks.

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

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



MEN & WOMEN
stereotypes or true?

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

7 VOCABULARY
collocation: verbs / adjectives + prepositions

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

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

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

When are prepositions stressed?
Prepositions are usually only stressed when they are the last word, e.g., in a question. Compare:

We **need** to **talk** about our **vacation**.
What are you **talking about**?

Freddie is **afraid** of **flying**.
What are you **afraid of**?

c Complete the questions with a preposition.

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

d 2 27 Listen and check. Then ask and answer the questions with a partner.

Practical English A difficult celebrity

EPISODE 2

1 VIDEO ROB'S INTERVIEW



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

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

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

2 VIDEO GIVING OPINIONS

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

b Watch or listen again. Answer the questions.

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









c 2 30 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

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

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

d 2 31 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

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

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

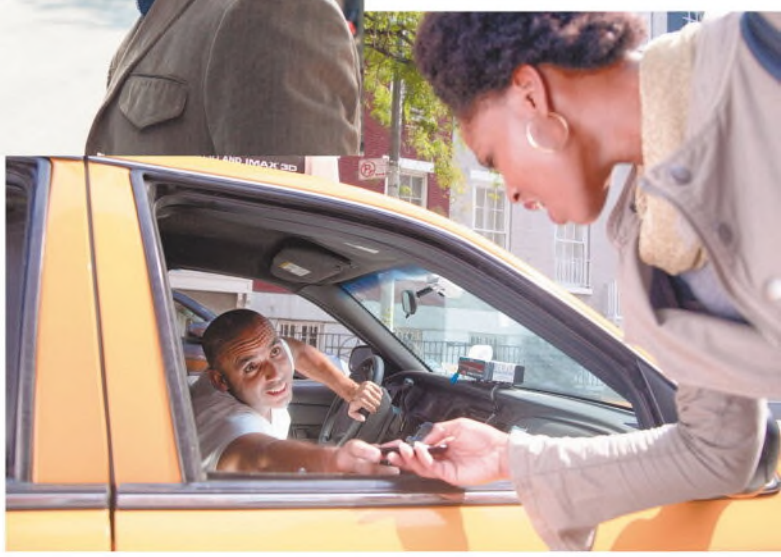
- The best place to live is in a big city.
- Riding a bike is the most practical way to get around big cities.
- You only get good service in expensive restaurants.
- It's irritating when people in stores or restaurants say *Have a nice day!*



3 VIDEO A SURPRISE FOR KERRI

a 2 32 Watch or listen to the end of the lunch. Why is Kerri surprised?





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

b Watch or listen again and complete the information.

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

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

Social English phrases

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

d 2 33 Watch or listen and complete the phrases.

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

Can you...?

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

G *can, could, be able to*
V *-ed / -ing* adjectives
P sentence stress

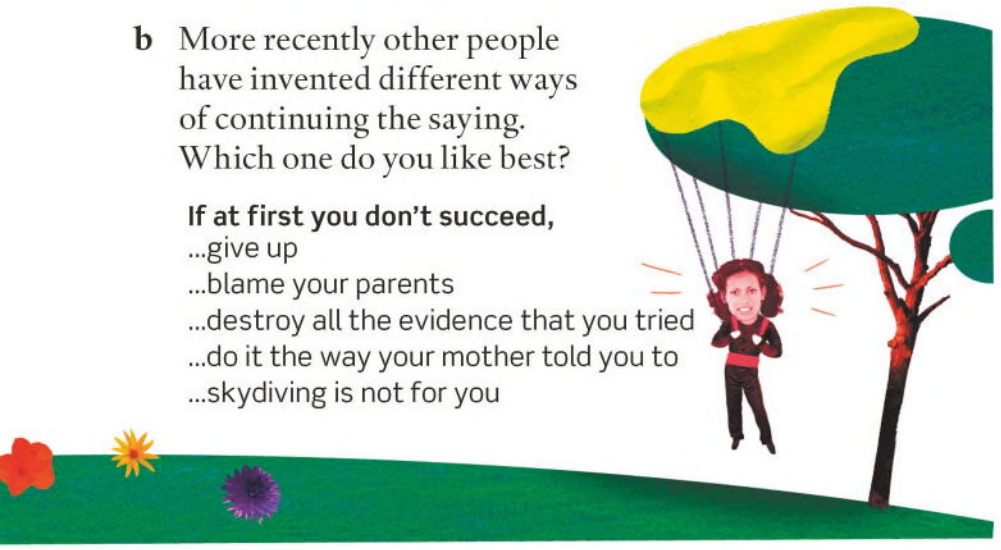


4A Failure and success

1 GRAMMAR *can, could, be able to*

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

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



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

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

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

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

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

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

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

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

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

I've **never** been able to...



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

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

Bea, the US



...learn to dance

[4]_____ 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 [5]_____ do the basic 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 slowly moving from side to side and counting out loud "one, two, three, four." It was a little embarrassing. I was sure that one day [6]_____ do it – but that never happened. I can still remember the first two steps, and I still try to dance when I hear a salsa tune – as long as nobody is watching!

Sean, Canada



...speak Japanese

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

Joaquin, Argentina

2 PRONUNCIATION sentence stress

a 2 36 Listen and repeat the sentences. Copy the rhythm.

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

b 2 37 Listen again. Make new sentences with the verbs or verb phrases you hear.

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

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

3 SPEAKING

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



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

Something you learned to do after a lot of effort.

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

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

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

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

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

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

4 VOCABULARY *-ed / -ing* adjectives



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

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

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

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

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

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

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

5 READING & SPEAKING

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

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

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

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

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

1 Hallo
2 Guten Tag

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

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

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

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

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

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

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

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



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

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

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

Adapted from Cherwell.org

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

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

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

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

6 LISTENING & SPEAKING

a 2 40 You're going to listen to six advanced students of English giving a tip that has helped them to learn. Listen once and complete their tip. Then compare your notes with a partner.



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

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





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

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





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

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



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

c Talk to a partner.

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

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

Do I have to bring a present?

Yes, I think you probably should.

4B Modern manners?

1 VOCABULARY & SPEAKING
phone language

a 2 41 Listen and match the phone sentences with the sounds.

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

b Can you explain what these are?

Skype a screensaver silent / vibrate mode
quiet zones instant messaging

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

YOU AND YOUR PHONE

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

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

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

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

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

DEBRETT'S
guide to
cell phone etiquette

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

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

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



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

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

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

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

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

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

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

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

Adapted from Debrett's Modern Manners



3 PRONUNCIATION & SPEAKING

silent consonants, linking

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

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

b 2 46 Listen and check.

c 2 47 Listen and repeat the sentences. Try to copy the rhythm and to link the marked words.

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

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

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

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

4 READING

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

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

News online

Two sides to every story

By NEWS ONLINE Reporter

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





Here are a few examples of your lack of manners:

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

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

Adapted from the Daily Mail *website*

c Find words or phrases in the article that mean…

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

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

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

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

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

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

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

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

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

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

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

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

5 LISTENING

a 2 48 Listen to Caroline Halloran, who is dating Jason Win, talking about the differences between Burmese manners and American manners. What was their problem when they first met? How have they managed to solve their differences about manners?

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

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

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

6 SPEAKING

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

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

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

7 2 49 SONG *You Can't Hurry Love* ♫

GOOD MANNERS? BAD MANNERS? NOT IMPORTANT?

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

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



WHEN GREETING PEOPLE...

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



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

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



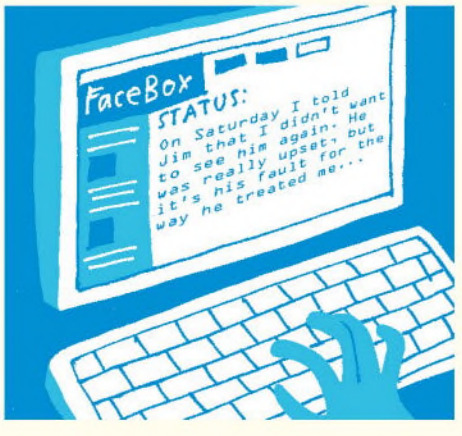
MEN AND WOMEN – A MAN'S ROLE...

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



ON SOCIAL NETWORKING SITES...

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



3&4 Review and Check

GRAMMAR

Circle a, b, or c.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VOCABULARY

a Complete with a preposition.

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

b Complete the compound nouns.

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

c Complete with the right word.

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

d Circle the right adjective.

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

e Complete the missing words.

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

PRONUNCIATION

a Circle the word with a different sound.

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

b Underline the stressed syllable.

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

CAN YOU UNDERSTAND THIS TEXT?

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

Turn it off!



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

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

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

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

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

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

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

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

Adapted from The New York Times

b Read the text again and answer the questions.

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

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

CAN YOU UNDERSTAND THESE PEOPLE?

VIDEO

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


Christopher


Maria


Harry


Skylar


Cristina

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

CAN YOU SAY THIS IN ENGLISH?

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

Can you...?

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



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

5A Sports superstitions

Why did he lose the match?

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

1 VOCABULARY sports

a Take the quiz in small groups.

SPORTS QUIZ

What sport do you associate with...?



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

2 PRONUNCIATION /ɔr/ and /ər/

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

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

/ɔr/	/ər/

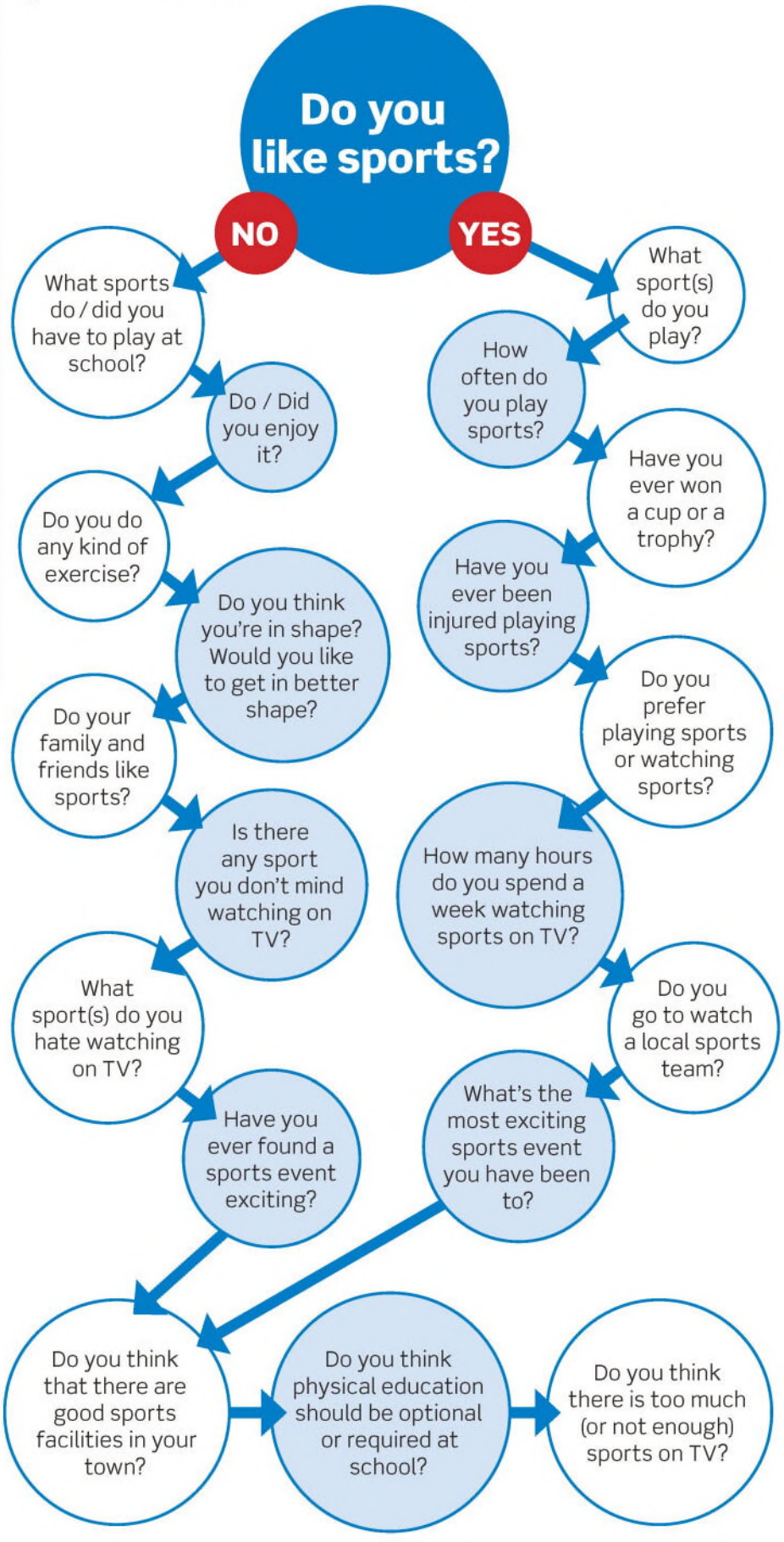
b 3 6 Listen and check.

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

d 3 7 Listen and write six sentences.

3 SPEAKING

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



4 READING

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

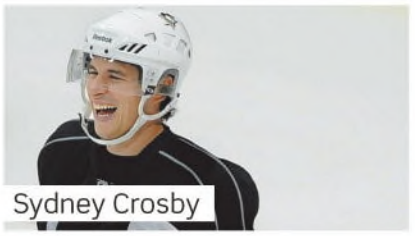
b Read an article about sports superstitions and complete it with **A–F**.

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

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

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

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


Sydney Crosby


Jason Terry


Kolo Touré


Alexander Wurz

f ➤ **Communication** *Other sports superstitions* **A** *p.104* **B** *p.108*. Read and tell each other about the people in the photos.

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

If I bounce the ball five times...

MATTHEW SYED writes about sports superstitions

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



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

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

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

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

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

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

Adapted from The Times

5 LISTENING

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

b 3 8 You're going to hear an interview with an ex-Champions League soccer referee from Spain. Listen to **Part 1** and choose a, b, or c.



Juan Antonio Fernandez Marin refereed 200 league and 50 international games

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

c 3 9 Now listen to **Part 2**. Complete the sentences with one to three words.

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

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

6 GRAMMAR past tenses: simple, continuous, perfect

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

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



c Look at the highlighted verbs in the text. Which of them are used for...?

1 a completed action in the past
2 an action that happened *before* the past time we are talking about
3 an action in progress (or not) at a particular moment in the past

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

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



Famous (cheating) moments in sports

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



Taking a short cut

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

The hand of God?

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



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

7 SPEAKING



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

TELL YOUR PARTNER ABOUT...

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



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



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



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



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

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

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

8 WRITING

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

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

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

5B Love at Exit 19

How do you usually get to work?

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

1 READING

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

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

b 3 15 Read and listen to an article about Sonya Baker and Michael Fazio. Why did their relationship almost never happen?

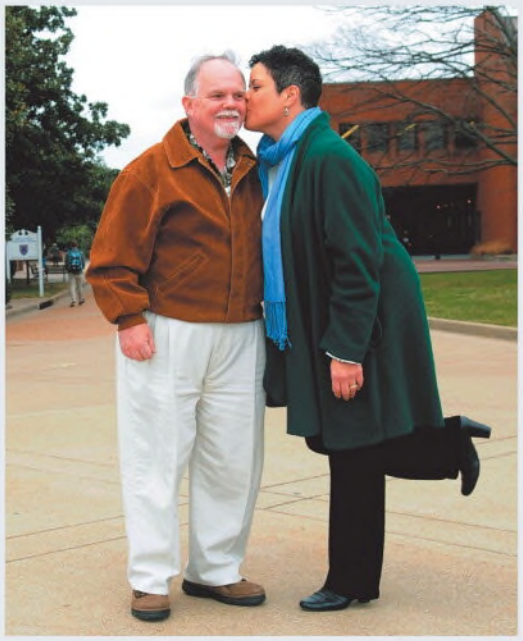


❤ Love at Exit 19

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

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

When Michael's working hours changed back to the day shift, he decided to put a traffic cone in front of his lane. He thought, "It will be like putting a candle in a window." Sonya saw it, and their romance started up again. "I almost crashed my car on various occasions," she said, "trying to cross several lanes to get to his exit." Finally, she found the courage to give Michael a piece of paper with her phone number as she passed through the toll. Michael called her and for their first date they went to see the movie *Cool Runnings*, and then later they went to an opera, *La Bohème*, and to a Yankees game.



They are now married and living in Kentucky, where Sonya is a voice and music professor at Murray State College and Michael runs an activity center at a nursing home. It turned out that she had given him her number just in time. A short while later, she moved to New Jersey and stopped using the New York State Thruway. "I might never have seen him again," she said.

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

Adapted from The Times

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

A ☐ Michael changed his working hours.
B ☐ Michael tried to find Sonya.
C ☐ They got married.
D ☐ Sonya moved to New Jersey.
E ☐ Sonya gave Michael her phone number.
F ☐ Michael changed his working hours again.
G [1] Sonya talked with Michael.
H ☐ They stopped seeing each other.
I ☐ They had their first date.
J ☐ Sonya and Michael moved to Kentucky.

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

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

2 GRAMMAR *usually* and *used to*

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

b 3 16 Listen to four people talking about where they met their partner. Match each one with a place from **1a**.

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

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

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

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

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

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

3 PRONUNCIATION & SPEAKING linking

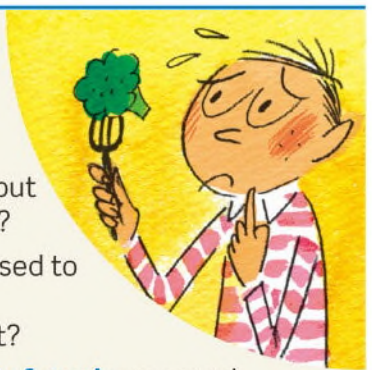
used to
Remember that *used to* and *use to* are usually linked and pronounced /ˈyustə/.

a 3 18 Listen and repeat the sentences. Copy the linking and the sentence rhythm.

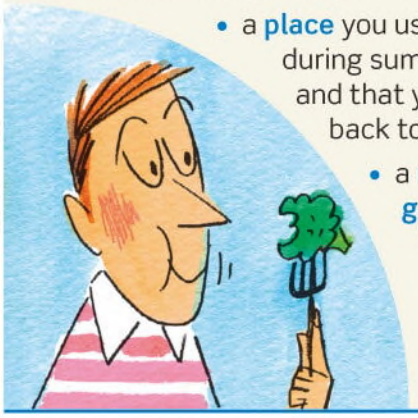
1 I used to live in Los Angeles.
2 She didn't use to wear glasses.
3 Where did you use to work before?
4 They used to see each other a lot.
5 Didn't you use to have a beard?

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

Is there...



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



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

4 VOCABULARY relationships

a Explain the difference between these pairs of phrases.

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

b ➤ **p.158 Vocabulary Bank** *Relationships.*

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

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

5 PRONUNCIATION the letter *s*

a 3 21 Listen to the words in the list. How is the *s* (or *se*) pronounced? Write them in the correct columns.

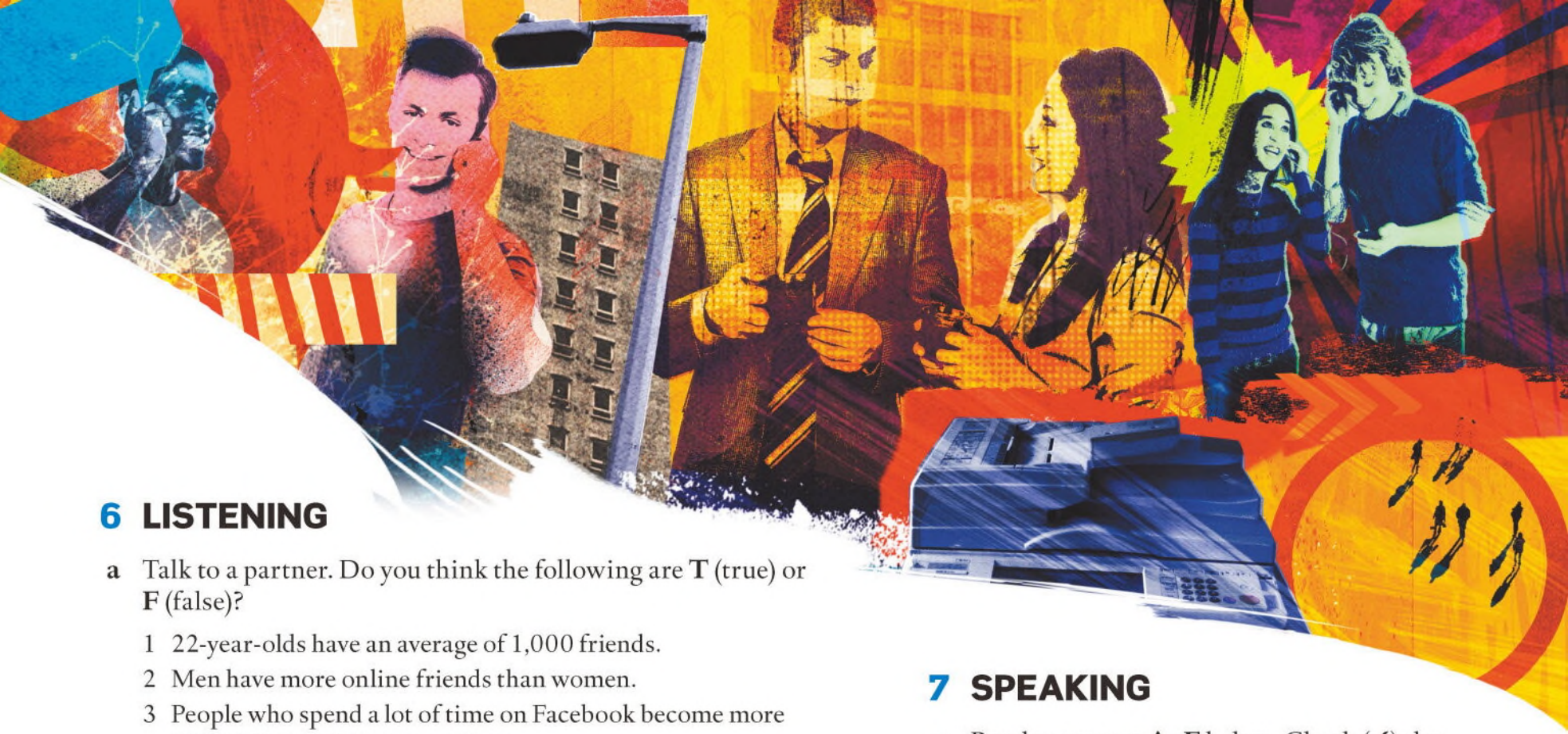
busy close (*adj*) close (*verb*) conversation decision
discuss eyes friends lose music pleasure
promise raise school somebody sport sugar
summer sure unusual used to usually various

/s/	/z/	/ʃ/	/ʒ/

b 3 22 Listen and check.

c Answer with a partner.

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



6 LISTENING

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

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

b 3 23 Listen to the introduction to a radio program. According to research, are 1–3 in **a** true or false?

c 3 24 Listen to four people who call the program, Young, Beth, Emma, and Ned. Who is the most positive about Facebook? Who is the most negative?

d Listen again. Answer with **Y**oung, **B**eth, **E**mma, or **N**ed.

Which caller...?

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

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



7 SPEAKING

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

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

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

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

Practical English Old friends

EPISODE 3

1 VIDEO JENNY HAS COFFEE WITH A FRIEND

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





b Watch or listen again and answer the questions.

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

2 VIDEO PERMISSION AND REQUESTS

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

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

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





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

Asking permission

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

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

Requests: asking someone to do something

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

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

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

d Look at the highlighted phrases and answer the questions.

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

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

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

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



3 VIDEO PAUL ARRIVES







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

b Watch or listen again and circle the right answer.

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

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

Social English phrases

Paul Hey _____!
Paul It's _____ to see you, mate.
Rob How _____ you're so late?
Paul No _____, man!
Jenny Rob, I think I'll go home if you don't_____.
Rob Just like the old _____!
Paul Rob, we've got a lot to talk _____!

d 3 30 Watch or listen and complete the phrases.

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

Can you...?

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

Communication

PE1 HOW AWFUL! HOW FANTASTIC! Student A

a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g., *You're kidding*, *Oh, no!*, etc.

1 I collect funny salt-and-pepper shakers.
2 I spilled some coffee on my laptop last night, and now it doesn't work.
3 I'm going to New York City next weekend.
4 Someone stole my bike yesterday.
5 My dog can open the kitchen door by itself.
6 My father's going to be interviewed on TV tomorrow.
7 My grandmother just bought a sports car.
8 My parents met when they were only 15.
9 I just won $2,000 in the lottery!

b Listen to **B**'s sentences and react with a phrase.

c Tell **B** some real (or invented) news about you for **B** to react. React to **B**'s news.

5A OTHER SPORTS SUPERSTITIONS Student A

a Read about Sydney Crosby and Kolo Touré.

SIDNEY CROSBY never calls his mother on a game day, even if it's her birthday. He believes that he gets injured on the days he calls his mother before a game.





When **KOLO TOURÉ** played for Arsenal, he always insisted on being the last player to leave the dressing room after the half-time break. This was never usually a problem. However, in one game when William Gallas, his teammate, was injured and needed treatment at half-time during a match, Touré stayed in the dressing room until Gallas had been treated. This meant that Arsenal had to start the second half with only nine players.

b Now cover the text and tell **B** about their superstitions from memory.

c Listen to **B** telling you about Jason Terry and Alexander Wurz's superstitions.

d Together decide which superstition you think is a) the strangest b) the most impractical.

2B ARE YOU HUNGRY? Student A

a Ask **B** your questions. He / She responds with the phrase in parentheses.

1 Is the water cold? (Yes, it's **freezing**.)
2 Was the movie good? (Yes, it was **fantastic**.)
3 Were you tired after the exam? (Yes, I was **exhausted**.)
4 Was the room dirty? (Yes, it was **filthy**.)
5 Is it a big house? (Yes, it's **enormous**.)
6 Were you surprised? (Yes, I was **amazed**.)
7 Are you sure? (Yes, I'm **positive**.)

b Respond to **B**'s questions. Say *Yes, it's…* / *I'm…*, etc. + the strong form of the adjective that **B** used in the question. Remember to stress the strong adjective.

Are you afraid of flying? *Yes, I'm terrified.*

c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST – CAN YOU HELP ME? Student A

a Think of the town / city where you are, or the nearest big town. You are a foreign tourist, and you are planning to get around using public transportation. Ask **B** questions 1–5. Get as much information from **B** as you can.

1 What kind of public transportation is there?
2 What's the best way for me to get around the city?
3 Can I rent a bike? Are there any bicycle lanes?
4 Is it easy to find taxis? How expensive are they?
5 What's the best way to get to the airport from the center of town? How long does it take?

b Switch roles. **B** is a foreign tourist in the town who has rented a car. You live in the town. Answer **B**'s questions and give as much information as you can.

زبان امید
www.languagecentre.ir

4A GUESS THE SENTENCE Student A

a Look at sentences 1–6 and think of the correct form of *be able to* + a verb. **Don't write anything yet!**

1 I'm sorry I won't _____ to your party next weekend.
2 It was August, but we _____ a hotel without any problems.
3 I used to _____ a little Japanese, but I can't now.
4 I love _____ in bed late on the weekend.
5 Will you _____ the work before Saturday?
6 I've never _____ fish well.

b Read your sentence 1 to **B**. If it isn't right, try again until **B** tells you, "That's right." Then write it. Continue with 2–6.

c Now listen to **B** say sentence 7. If it's the same as your sentence 7 below, say "That's right." If not, say "Try again" until **B** gets it right. Continue with 8–12.

7 It must be great to **be able to speak** a lot of languages.
8 I won't **be able to see** you tonight. I'm too busy.
9 My grandmother can't walk very well, but luckily we **were able to park** just outside the restaurant.
10 They haven't **been able to find** an apartment yet. They're still looking.
11 You should **be able to do** this exercise. It's very easy.
12 We really enjoy **being able to eat** outside in the summer.

PE3 COULD YOU DO ME A FAVOR? Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g., what kind of dog it is, how much money you need, etc.

- **take care of** (your children, your dog for the weekend, your apartment while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you a ride** (home, to the mall, etc.)
- **help you** (with a problem, with your homework, to paint your apartment, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favor? Would you mind…? Do you think you could…?*) and explain why you want the favor. How many people agree to help you?

4B THE BIG DAY Students A+B

Read a newspaper article about what happened at Heidi and Freddie's wedding. Do you think they behaved well or badly? Why?

News online

Two sides to every story
What happened next...

By NEWS ONLINE Reporter

Yesterday Heidi Withers married Freddie Bourne in a $40,000 ceremony at St. Mary the Virgin Church. It was followed by a reception at a 900-year-old castle. However, there was no sign of Carolyn, Freddie's stepmother, the woman who was ridiculed for the email she sent Heidi. She and her husband Edward, Freddie's father, were not invited.



Heidi arrived almost 25 minutes late for the ceremony, which was due to begin at 2:45 p.m. Perhaps, as Carolyn suggested was her habit, she had been in bed until the last possible minute. She arrived at the church with security guards holding umbrellas to prevent onlookers from seeing her, and with her head covered. This is a well-known tactic for celebrities, but for a 29-year-old secretary it seemed, in the words of one onlooker, "a bit ridiculous."

Edward and Carolyn admitted to being disappointed at not receiving an invitation. They spent the weekend on vacation with friends. They have had no contact with the couple since the saga began, and did not even know the date of the wedding.

Communication

5A OTHER SPORTS SUPERSTITIONS
Student B

a Read about Jason Terry and Alexander Wurz.



JASON TERRY, an American basketball player, wears the colors of his team's opponents the night before a game. If the team he's playing the next day wears black and white, then Terry wears black and white to bed the night before. He's been doing this since his playing days in college.

ALEXANDER WURZ, an Austrian racing driver, used to race with odd-colored shoes, the left one red and the right one blue. It came about when he lost a shoe before a big race and had to borrow one of a different color. After winning the race, he decided it was a lucky omen.



b Now listen to **A** telling you about Sydney Crosby and Kolo Touré's superstitions.

c Cover the text and tell **B** about Jason Terry and Alexander Wurz's superstitions from memory.

d Together decide which superstition you think is a) the strangest b) the most impractical.

1B PERSONALITY Students A+B

Read the explanation and compare with a partner. Do you agree with your results?

The activity you have just done is a personality test. The first adjective you wrote down is how you see yourself, the second is how other people see you, and the third is what you are really like.

2A SPENDER OR SAVER? Students A+B

Check your results. Then compare with a partner. Do you agree with your results?

Mostly a answers

You can't be trusted with your own money! You definitely need someone to help you to manage your finances better. Why not speak to an organized friend about how to plan? This will help you to make your money go further and stop you from getting into debt.

Mostly b answers

Although you understand how to manage your money, sometimes you need to be a little more organized. Try setting yourself a weekly or monthly budget, and then stick to it. You will then know how much money you have, what you spend it on, and how much you can save.

Mostly c answers

Congratulations! It sounds like you really know what you are doing when it comes to managing your money. You know how important it is to keep track of your spending and are responsible with your money.

PE1 HOW AWFUL! HOW FANTASTIC! Student B

a Listen to **A**'s sentences and react with a phrase, e.g., *You're kidding*, *Oh, no!*, etc.

b Read your sentences 1–9 for **A** to react.

1 I failed my driving test yesterday.
2 I lost my wallet on the way to class.
3 I met George Clooney at a party last week.
4 I think I saw a ghost last night.
5 I won a salsa competition last weekend.
6 I'm going to be on a new edition of *Big Brother*.
7 My dog died yesterday.
8 My grandfather has a black belt in karate.
9 My uncle is 104.

c Tell **A** some real (or invented) news about you for **A** to react. React to **A**'s news.

2B ARE YOU HUNGRY? Student B

a Respond to **A**'s questions. Say *Yes, it's…* / *I'm…*, etc. + the strong form of the adjective that **A** used in the question. Remember to stress the strong adjective.

Is the water cold? *Yes, it's freezing.*

b Ask **A** your questions. He / She responds with the phrase in parentheses.

1 Are you afraid of flying? (Yes, I'm **terrified**.)
2 Is the soup hot? (Yes, it's **boiling**.)
3 Was the teacher angry? (Yes, he / she was **furious**.)
4 Is the bedroom small? (Yes, it's **tiny**.)
5 Are the children hungry? (Yes, they're **starving**.)
6 Is the chocolate cake good? (Yes, it's **delicious**.)
7 Was she happy with the present? (Yes, she was **excited**.)

c Repeat the exercise. Try to respond as quickly as possible.

3A I'M A TOURIST – CAN YOU HELP ME? Student B

a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to get around using public transportation. You live in the town. Answer **A**'s questions and give as much information as you can.

b Switch roles. You are a foreign tourist in the town. You have rented a car. Ask **A** questions 1–5. Get as much information from **A** as you can.

1 What time is rush hour in this town?
2 Where are there usually traffic jams?
3 What's the speed limit in the town? Are there speed cameras anywhere?
4 What will happen if I park somewhere illegal?
5 Where's the nearest tourist attraction outside the city? How long does it take to drive there from here?

4A GUESS THE SENTENCE Student B

a Look at sentences 7–12 and think of the correct form of *be able to* + a base form verb. **Don't write anything yet!**

7 It must be great to _____ a lot of languages.
8 I won't _____ you tonight. I'm too busy.
9 My grandmother can't walk very well, but luckily we _____ just outside the restaurant.
10 They haven't _____ an apartment yet. They're still looking.
11 You should _____ this exercise. It's very easy.
12 We really enjoy _____ outside in the summer.

b Now listen to **A** say sentence 1. If it's the same as your sentence 1 below, say "That's right." If not, say "Try again" until **A** gets it right. Continue with 2–6.

1 I'm sorry I won't **be able to come** to your party next weekend.
2 It was August, but we **were able to find** a hotel without any problems.
3 I used to **be able to understand** a little Japanese, but I can't now.
4 I love **being able to stay** in bed late on the weekend.
5 Will you **be able to finish** the work before Saturday?
6 I've never **been able to cook** fish well.

c Read your sentence 7 to **A**. If it isn't right, try again until **A** tells you, "That's right." Then write it. Continue with 8–12.

Writing

1 A DESCRIPTION OF A PERSON

a Read the two Facebook messages once and answer the questions.

1 Why has Angela written to Sofia?
2 Does Sofia recommend her friend to Angela?

Messages + New Message



Angela Vernon

Hi Sofia,

I hope you're well.

I'm looking for an au pair to look after Austin and Melissa, and I remembered your Peruvian friend Marisol, who I met last summer. She said she might be interested in working in the US as an au pair, so I thought I would write and ask her. The thing is, I don't really know her, so before I write and suggest it, could you tell me a little about her (age, personality, etc., and what she likes doing) so that I can see if she would fit in with the family? Please be honest!

Angela



Sofia Lugo

Hi Angela,

Marisol is one of my best friends, so of course I know her very well. She's 22, and she just graduated from college with a degree in economics, but she doesn't have a job yet, and I'm sure she would be interrested in going to the US. Her parents are both doctors, and she has two younger brothers. She gets along very well with them, and they are a very close family.

Marisol's an intelligent girl and very hardworking. She can be really shy at first, but when she gets to know you she's incredibly friendly. She loves children – she often takes care of her brothers – so she has a lot of experience, and she's also very responsable.

In her free time she likes going to the movies, listening to music, and she's also very good at fotography – she always has her camera with her. She's really independant and happy to do things on her own, so you won't have to worry about taking her to places.

The only problem with Marisol is that she's a little forgetfull... she sometimes loses things, like her keys, or her phone. Also, to be honest her English isn't great, but I'm sure she'll improve very quickly. I think Austin and Melissa will love her.

I hope this helps! Let me know if you need anything else.

Love,

Sofia

b The computer has found five spelling mistakes in Sofia's email. Can you correct them?

c Read both emails again. Then cover them and answer the questions from memory.

1 What five ⊞ adjectives describe Marisol's personality?
2 What does she like doing in her free time?
3 What negative things does Sofia say about Marisol?
4 Does Sofia think Marisol will get along with Angela's family?

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

Marisol is _____ / _____ / *very* / _____ / _____ forgetful.

Useful language: describing a person

He's really / very, etc. + positive adjective (e.g., *friendly, outgoing*, etc.)
She's a little + negative adjective (e.g., *messy, shy*, etc.)
He likes / loves / doesn't mind + verb + *-ing*
She's happy to + base form
He's good | ***with*** *children* / ***at*** *making new friends*

e Imagine you received Angela's message asking about a friend of yours. **Write** an email to answer it. **Plan** what you're going to write using the paragraph headings below. Use the **Useful language** box and **Vocabulary Bank** *Personality p.153* to help you.

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

f **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.11

2 AN INFORMAL EMAIL

a Marisol went to the US and stayed for six months with a couple, Angela and Matt, working as an au pair. After going back to Peru, she sent them an email. Look at the list of things she says in her email. Number them in a logical order 1–6.

- ☐ She promises to send some photos.
- ☐ She thanks them for her stay and says how much she enjoyed it.
- ☐ She talks about what she's been doing recently.
- ☐ She apologizes for not writing before.
- ☐ She thanks them again and invites them to stay.
- ☐ She talks about the nice things that happened when she was with them.

b Now read Marisol's email and check your answers to **a**.

c Correct eight mistakes in the email (grammar, vocabulary, punctuation, and spelling.)

Useful language: informal emails

Beginnings

Hi + name (or *Dear* + name if you want to be a little more formal)
Sorry for not writing sooner, but...
Thank you / Thanks (so much) for (your letter, having me to stay, etc.)...
It was great to hear from you...

Endings

That's all for now.
Hope to hear from you soon. / Looking forward to hearing from you soon.
(Give my) regards / love to...
Best wishes / Love (from)
P.S. (when you want to add a short message at the end of an email) *I've attached a photo...*

d Imagine you have some American friends in the US, and you stayed with them for a week last month. **Write** an email to say thank you. **Plan** what you're going to say. Use 1–6 in **a** and the **Useful language** box to help you.

e **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ *p.21*

From: Marisol [marisol_new@gmail.com]
To: Angela [angelav1970@yahoo.com]
Subject: Thanks

Hi Angela,

I'm really sorry for not writing sooner, but I am very busy since I got back!

Thanks for a wonderful six months. I loved being in Colorado, and I had a great time. I also think my english got a little better... dont you think?

It was so nice to take care of Austin and Melissa. I thought they were adorable, and I think we had a fantastic time together. I have really good memories – for example our travel to Denver and the amusement park there!

I've been a little stressed these last few weeks, because I've started working at a restaurant, while I look for a full-time job. Be a waitress is very hard work, but I can now afford to rent an apartment with Sofia and two other friends, and I'm saving for to buy a car! I've also spent a lot of time with my family – my brothers have changed so much over the past six months!

I've had several mesages from Austin and Melissa since I've been back! Please tell them from me that I miss them and that I send them some photos very soon.

That's all for now. Thanks again for everything. And I hope you know you're welcome in Lima any time – my family would love to meet you. Summer here is usually beautiful.

Hope to hear from you soon. Give my regards to Matt!

Best wishes,

Marisol

P.S. I've attached a photo I took of me with the kids. I hope you like it!



Writing

3 AN ARTICLE FOR A MAGAZINE

a Look at the four forms of public transportation in New York City. Which one do you think is probably…?

- the least expensive
- the healthiest
- the best if you want to see the sights of New York City
- the safest to use at night









b Read an article from an online magazine for foreign students about public transportation in New York City and check your answers to **a**. Then answer these questions from memory.

1 What can you use a MetroCard for?
2 What kind of money do you have to use if you want to pay cash to ride a New York City bus?
3 What's the difference between a taxi and car service?

c Read the article again and fill in the blanks with a preposition from the list.

around	at	in	next to	on (x2)	on the top of	with

Useful language: transportation in your town
You can buy MetroCards at many places in New York City.
You need a ticket or card before you get on the subway.
(*You* = people in general)

Comparatives and superlatives:
Buses aren't as quick as trains.
Riding a bike is the cheapest way to get around.

d **Write** an article about transportation in your nearest town or city for foreign students. **Plan** what headings you're going to use and what to say about each form of transportation.

e **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.27

MTA MetroCard

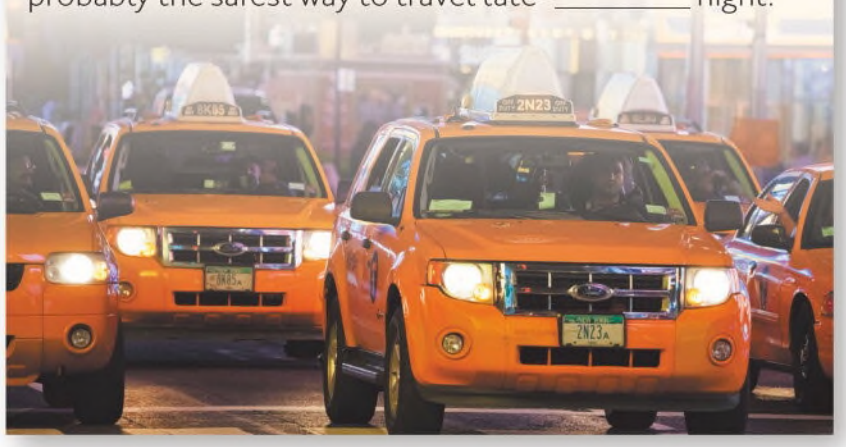
Transportation in New York City

The Subway This is the quickest way to get [1]*around* the city, and there are many subway stations all over New York City. The cheapest way to use the subway is to get a MetroCard. This is like a phone card. You put money on it, and you can add more when you need to. Then you use it every time you get [2]_____ the subway. You can buy MetroCards at subway stations, newsstands, and even from your employer.

Buses They can be quicker than the subway if there isn't too much traffic. The easiest way to use the buses, like the subway, is to just use your MetroCard. You can buy a single-ride ticket from machines [3]_____ some, but not all bus stops. You can also pay cash (but no pennies and no paper money) when you get [4]_____ the bus. Traveling [5]_____ a private double-decker bus is also a good way to see New York City.

Bikes Bikes are starting to become more popular in New York City, especially [6]_____ tourists and people who want to travel to parts of the city, like the waterfront areas, where subways don't usually go. One of the newest bike-share programs is called Citi Bike. When you rent a bike from Citi Bike, you get a key that looks like a flash drive. You can use the key at any Citi Bike kiosk and get a bike to ride for the day.

Taxis and Car Service New York City's yellow taxis are expensive, but they are comfortable, and the taxi drivers know shortcuts through the city to get you to places quickly. You usually tell the driver where you want to go when you get [7]_____ the taxi. Car service is made up of normal cars that work for a company, and you have to call them ahead of time to pick you up. They are more expensive than taxis. Taxis and car service are probably the safest way to travel late [8]_____ night.



4 TELLING A STORY

a A magazine asked its readers to send in stories of a time they got lost. Read the story once. Why did Bethany and her husband get lost? What else went wrong?

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

although	as soon as	because	but
instead of	so	~~then~~	when

Useful language: getting lost
We were going in the wrong direction.
We took the wrong exit / turn.
We turned right instead of left.
We didn't know where we were.
We had to turn around and go back in the opposite direction.

c **Write** about a trip where you got lost (or invent one) to send to the magazine. **Plan** what you're going to write using the paragraph headings below. Use the **Useful language** to help you.

Paragraph 1	When was the journey? Where were you going? Who with? Why?
Paragraph 2	How did you get lost? What happened?
Paragraph 3	What happened in the end?

d **Check** your story for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.47

DISASTROUS TRIPS!

We asked you to tell us about a time you got lost. Bethany from the US wrote to us...



This happened a few years ago. My husband and I had rented a house in Galicia for a summer vacation. We were going to first drive to Tarragona, to stay for a few days with some friends, and [1] *then* drive from Tarragona to Galicia.

The first part of the trip was fine. We were using our new GPS for the first time, and it took us right to the door of our friends' house. Three days later, [2]_____ we continued our trip, we put in the name of the small town in Galicia, Nigrán, which was our final destination. We started off, obediently following the instructions, but after a while we realized that [3]_____ driving west toward Lérida, we were going north. In fact, soon we were very close to Andorra. I was sure we were going in the wrong direction, [4]_____ my husband wanted to do what the GPS was telling us – it was his new toy! It was only when we started seeing mountains that even he admitted this couldn't be the right way. [5]_____ we stopped, got out an old map, and then turned around! We had wasted almost two hours going in the wrong direction!

It was an awful trip [6]_____ as well as getting lost, when we were almost at our destination we had another problem. We stopped for a coffee, but [7]_____ we got back onto the road, we realized that we had left our dog under the table in the cafe! For the second time that day we had to turn around and go back. Luckily, the dog was still there! However, [8]_____ the beginning of our trip was a disaster, we had a wonderful vacation!

Listening

1 6

A I usually have meat or seafood. Usually shrimp or something as an appetizer and then maybe lamb for the main course.

B I often have ready-made vegetable soups that you just have to heat up – in fact, they're the only vegetables I ever eat! And I usually have a couple of frozen pizzas in the freezer for emergencies. I don't really order take-out when I'm on my own, but if I'm with friends in the evening, we sometimes order Chinese food for dinner.

C Eggs and soda. I have eggs for breakfast at least twice a week, and I drink a couple of cans of soda every day.

D If I'm feeling down, chicken soup, with nice big pieces of chicken in it. It's warm and comforting. Uh, I usually have a banana before going to the gym. If I know I'm going to have a really long meeting, I usually have a coffee and a cupcake because I think it will keep me awake and give me energy.

E Fruit – cherries, strawberries, raspberries, and apples. Vegetables – peppers, tomatoes, and cucumbers. The only thing I really don't like is zucchini. I can't even stand the smell of it.

1 7

Part 1

Interviewer What was your favorite food when you were a child?

Steve Well, I always liked unusual things, at least things that most English children at the time didn't like. For instance, when I was six or seven my favorite things were snails, oh and prawns with garlic.

Interviewer Funny things for a six-year-old English boy to like!

Steve Well, the thing is my parents liked traveling and eating out a lot, and I first tried snails in France, and the prawns, my first prawns I had at a Spanish restaurant in the town where we lived.

Interviewer So you were interested in Spanish food right from the start. Is that why you decided to come to Spain?

Steve Partly, but of course, I suppose like a lot of British people I wanted to see the sun! The other thing that attracted me when I got here were all the fantastic ingredients. I remember going into the market for the first time and saying "Wow!"

Interviewer When you opened your restaurant, how did you want it to be different from typical Spanish restaurants?

Steve Well, when I came to Spain, all the good restaurants were very formal, very traditional. In London then, the fashion was for informal places where the waiters wore jeans, but the food was amazing. So I wanted a restaurant a bit like that. I also wanted a restaurant where you could try more international food, but made with some of these fantastic local ingredients. For example, Spain's got wonderful seafood, but usually here it's just grilled or fried. I started doing things in my restaurant like cooking Valencian mussels in Thai green curry paste.

Interviewer What do you most enjoy cooking?

Steve What I most enjoy cooking, I think, are those traditional dishes which use quite cheap ingredients, but they need very long and careful cooking, and then you turn it into something really special... like a really good casserole, for example.

Interviewer And is there anything you don't like cooking?

Steve Maybe desserts. You have to be very very precise when you're making desserts. And that's not the way I am.

1 8

Part 2

Interviewer What's the best thing about running a restaurant?

Steve I think the best thing is making people happy. That's why even after all this time I still enjoy it so much.

Interviewer And the worst thing?

Steve That's easy, it has to be the long hours. This week for example, I'm cooking nearly every day. We usually close on Sundays and Mondays, but this Monday is a public holiday, when lots of people want to eat out, so we're open.

Interviewer Seu Xerea is in all the British restaurant guides now. Does that mean you get a lot of British customers?

Steve Yes, we get a lot of British people, especially at the weekends, but then we get people from other countries, too.

Interviewer And are the British customers and the Spanish customers very different?

Steve Yes, I think they are. The British always say that everything is lovely, even if they've only eaten half of it. The Spanish, on the other hand, are absolutely honest about everything. They tell you what they like; they tell you what they don't like. I remember when I first opened, I had sushi on the menu, which was very unusual at that time, and I went into the dining room, and I said to people, "So what do you think of the sush?" And the customers, who were all Spanish, said "Oh, it was awful! It was raw fish!" Actually, I think I prefer that honesty, because it helps us to know what people like.

Interviewer What kind of customers do you find difficult?

Steve I think customers who want me to cook something in a way that I don't think is very good. Let's see, a person who asks for a really well-done steak, for instance. For me that's a difficult customer. You know, say, "I want steak," so I give them a really really well-done steak, and then they say "It's tough." And I think well, of course it's tough. It's well done! Well-done steak is always tough.

Interviewer People say that the Mediterranean diet is very healthy. Do you think people's eating habits in Spain are changing?

Steve Well, I think they are changing – unfortunately I think they're getting worse. People are eating more unhealthily.

Interviewer How do you notice that?

Steve I see it with, especially with younger friends. They often eat in fast-food restaurants, they don't cook... and actually the younger ones come from a generation where their mothers don't cook either. That's what's happening now, and it's a real pity.

1 27

Interviewer This morning we're talking about family and family life, and now Danielle Barnes is going to tell us about a book she has just read called *Birth Order* by Linda Blair. So what's the book about, Danielle?

Danielle Well, it's all about how our position in the family influences the kind of person we are. I mean whether we're first born, a middle child, a youngest child, or an only child. Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.

Interviewer So tell us more about this, Danielle. What about the oldest children in a family, the first-born?

Danielle Well first-born children often have to take care of their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious, and they make good leaders. Many US Presidents and British Prime Ministers, including for example Abraham Lincoln were oldest children.
On the negative side, oldest children can be insecure and anxious. This is because when the second child was born, he or she lost some of his or her parents' attention and maybe he or she felt rejected.

Interviewer That's very interesting. What about the middle child?

Danielle Middle children are usually more relaxed than oldest children. That's probably because the parents are more relaxed themselves by the time the second child arrives. They're usually very sociable – the kind of people who get along with everybody, and they're also usually sensitive to what other people need. Now, this is because they grew up between older and younger brothers and sisters. For the same reason they are often good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

Interviewer And youngest children?

Danielle I was very interested in this part of the book because I'm a youngest child myself. It seems that youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters.
They are often more rebellious, and this is probably because it's easier for the youngest children to break the rules – by this time their parents are more relaxed about discipline.
On the negative side, youngest children can be immature and disorganized, and they often depend too much on other people. This is because they have always been the baby of the family.

Interviewer Fascinating. And finally, what about only children?

Danielle Only children usually do very well at school because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent because they're used to being by themselves. And because they spend a lot of time with adults they're usually very organized.

Interviewer I'm an only child myself and people always think that I must be spoiled. Is that true, according to Linda Blair?

Danielle Well, it's true that only children can sometimes be spoiled by their parents because they're given everything they ask for. Also, on the negative side, only children can be selfish, and they can also be impatient, especially when things go wrong. This is because they're not used to sorting out problems with other brothers and sisters.

1 28

Jenny My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *NewYork24seven*.

Rob My name's Rob Walker. I'm a writer on *NewYork24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.

Jenny I met Rob in London when I was visiting the UK on a work trip. He was writing for the London edition of *24seven*. We got along well right away. I really liked him.
Rob So why am I in New York? Because of Jenny, of course. When they gave me the opportunity to work here for a month, I took it immediately. It gave us the chance to get to know each other better. When they offered me a permanent job I couldn't believe it!
Jenny I helped Rob find an apartment. And now here we are. Together in New York. I'm so happy. I just hope Rob's happy here, too.
Rob I really loved living in London. A lot of my friends and family are there, so of course I still miss it. But New York's a fantastic city. I've got a great job and Jenny's here, too.
Jenny Things are changing pretty fast in the office. We have a new boss, Don Taylor. And things are changing in my personal life, too. This evening's kind of important. I'm taking Rob to meet my parents for the very first time. I just hope it goes well!

1 29

Jenny I can't believe we got here so late.
Rob I'm sorry, Jenny. I had to finish that article for Don.
Jenny Don't forget the chocolates.
Rob OK.
Rob Oh, no!
Jenny I don't believe it. Don't tell me you forgot them!?
Rob I think they're still on my desk.
Jenny You're kidding.
Rob You know what my desk's like.
Jenny Yeah, it's a complete mess. Why don't you ever tidy it?
Rob We could go and buy some more.
Jenny How can we get some more? We're already late!
Jenny Hi, there!
Harry You made it!
Jenny Sorry we're late. So, this is my mom and dad, Harry and Sally. And this, of course, is Rob.
Rob Hello.
Sally It's so nice to meet you at last.
Harry Yes, Jenny's finally decided to introduce you to us.
Sally Come in, come in!
Jenny Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.
Sally What a pity. Never mind.
Harry Yeah, don't worry about it. We know what a busy young woman you are. And your mom has made way too much food for this evening anyway.
Sally Oh, Harry.
Jenny But I also have some good news.
Sally Really? What's that?
Jenny Well, you know we have a new boss? He's still new to the job and needs support, so today he made me the managing editor of the magazine.
Sally So you've got a promotion? How fantastic!
Harry That's great news! Hey, does that mean Jenny's going to be your boss, Rob?
Rob Uh... yes, I guess so.
Jenny Well, not exactly. I'm a manager, but I'm not Rob's manager.
Sally Let's go and have dinner.
Jenny What a great idea!

1 32

Harry You know, our Jenny has done incredibly well, Rob. She's the first member of our family to study at Harvard. She's a very capable and ambitious young woman.
Jenny Oh, Dad.
Rob No, it's true, Jenny.
Harry But what about you, Rob? How do you see your career? Do you see yourself going into management?
Rob Me? No. Not really. I'm more of a... a writer.
Harry Really? What kind of things do you write?
Rob Um... you know, interviews, reviews... things like that... and I'm doing a lot of work for the online magazine...
Jenny Rob's a very talented writer, Dad. He's very creative.
Harry That's great, but being creative doesn't always pay the bills.
Jenny You know, my dad's a very keen photographer. He took all of these photos.
Harry Oh, Rob won't be interested in those.
Rob But I am interested. I mean, I like photography. And I think I recognize some of these people...
Harry That's because most of them are of Jenny.
Rob But there are some great jazz musicians, too. That's Miles Davis... and isn't that John Coltrane? And that's Wynton Marsalis.
Harry You know about Wynton Marsalis?
Rob Know about him? I've interviewed him!
Harry How incredible! I love that guy. He's a hero of mine.
Rob Well, he's a really nice guy. I spent a whole day with him, chatting and watching him rehearse.
Harry Really? I want to hear all about it.
Sally Have a cookie, Rob.
Harry Go ahead, son! Sally makes the best cookies in New York!

1 40

1 I'm a spender, I think. I try to save, but something always seems to come along that I need to buy, and I end up broke. I can get by with very little money for myself when I need to, but I don't seem to be good at holding on to it. Also, if my kids ask to borrow some money, I always say yes.
2 I would say that I'm a spender. I spend money on things like concerts or on trips because I like having the experience and the memories. I know that I should spend my money on things that last, or save for the future, but I don't want to miss all those good things that are happening right now.
3 I consider myself a spender. I don't have much money, but when I do have some there's always something I need or want to spend it on. I love computers and computer games, so I buy things to make sure my computer is always up to date. I know it's not very sensible, but it's important to me.
4 That's hard to say. I can save money if there's something I really, really want, but usually my money disappears as soon as I get it. I get some money from my parents every week, so I have just enough money to go to the movies with my friends and to buy something for myself, maybe a book or a DVD or some makeup... I usually end up buying something. But, for example, if I want to go on a trip with my friends, then I can make an effort and save some money for a few weeks.
5 Since I was little, I've always saved about a third of the money I get. I would never think of spending all the money I have. You could say that I'm careful about money. When I want to buy something that's expensive, I don't use a credit card. I take the money out of the bank so I never have to worry about getting into debt.
6 I'd say a saver, definitely. I like having some money saved in case I have an emergency. I also think very carefully before I buy something, and I always make sure it's the best I can buy for that price. But I wouldn't describe myself as cheap. I love buying presents for people, and when I do spend my money I like to buy nice things, even if they're more expensive.

1 45

Part 1
Interviewer Jane, you're an elementary school teacher, and a writer. What kind of books do you write?
Jane Well, I write books for children who are learning English as a foreign language.
Interviewer How long have you been a writer?
Jane Uh, let me see, since 1990. So for about 22 years.
Interviewer Tell us about the trip that changed your life. Where were you going?
Jane Well, it was in the summer of 2008, and my family – my husband and I and our three children, decided to have a holiday of a lifetime, and to go to Africa. We went to Uganda and Rwanda, to see the mountain gorillas. It was something we'd always wanted to do. Anyway, about half way through the trip, we were in Uganda, and we were traveling in a lorry when the lorry broke down. So the driver had to find a mechanic to come and help fix it.
Interviewer And then what happened?
Jane Well, as soon as we stopped, lots of children appeared and surrounded us. I could see some long buildings quite near, so I asked the children what they were, and they said in English "That's our school." And I was very curious to see what a Ugandan school was like, so I asked them to show it to me.
Interviewer What was it like?
Jane I was shocked when I first saw it. The walls were falling down, the blackboards were broken, and there weren't many desks. But the children were so friendly, and I asked them if they would like to learn a song in English. They said yes, and I started teaching them some songs, like *Heads, Shoulders, Knees, and Toes* a song I've used all over the world to teach children parts of the body. Almost immediately the classroom filled up with children of all ages, and they all wanted to learn. I was just amazed by how quickly they learned the song!
Interviewer Did you meet the teachers?
Jane Yes, we did, and the headmaster, too. He explained that the school was called St. Josephs, and it was a community school for orphans, very poor children and refugees. I asked him what the school needed. I thought that he might say "we need books, or paper," and then later we could send them to him. But actually he said "What we need is a new school." And I thought yes, of course he's right. These children deserve to have better conditions than this to learn in. So when I got back home, my husband and I, and other people who were with us on the trip decided to set up an organization to get money to build a new school.

1 46

Part 2
Interviewer So Adelante África was born. Why did you decide to call it that?
Jane Well, we wanted a name that gave the idea of Africa moving forward, and my husband is Spanish, and he suggested Adelante África, because in Spanish Adalante means "go forward," and Adelante África sort of sounded better than "Go Forward, Africa."
Interviewer How long did it take to raise the money for the new school?
Jane Amazingly enough, not long really, only about two years. The school opened on the 14th March 2010 with 75 children. Today, it has nearly 500 children.
Interviewer That's great! I understand that since the new school opened you've been working on other projects for these children.
Jane Yes. When we opened the school we realized that although the children now had a beautiful new school, they couldn't really make much progress because they were suffering from malnutrition, malaria, things like that. So we've been working to improve their diet and health, and at the moment we're building a house where children who don't have families can live.
Interviewer And are your children involved in Adelante África too?
Jane Yes, absolutely! They all go out to Uganda at least once a year. My daughter Tessie runs the Facebook page, and my other daughter Ana runs a project to help children to go to secondary school, and Georgie, my son, organizes a football tournament there every year.
Interviewer And how do you think you have most changed the children's lives?

Jane I think the school has changed the children's lives because it has given them hope. People from outside came and listened to them and cared about them. But it's not only the children whose lives have changed. Adelante África has also changed me and my family. We have been very lucky in life. I feel that life has given me a lot. Now I want to give something back. But it's not all giving. I feel that I get more from them than I give! I love being there. I love their smiles and how they have such a strong sense of community, and I love feeling that my family and the other members of Adelante África are accepted as part of that community.

Interviewer And do you have a website?

Jane Yes, we do. It's www.adelanteafrica.com. We've had the website for about four years. It was one of the first things we set up. If you'd like to find out more about Adelante África, please go there and have a look. There are lots of photos and even a video my son took of me teaching the children to sing on that first day. Maybe it will change your life too, who knows?

1 52

Phone call 4

I haven't had any music for the last three days, because my iPod broke, so paddling has been getting more boring. To pass the time I count or I name countries in my head, and sometimes I just look up at the sky. Sometimes the sky is pink with clouds that look like cotton, and other times it's dark like the smoke from a fire, and sometimes it's bright blue. The day that I reached the half way point in my trip, the sky was bright blue. I'm superstitious so I didn't celebrate – there's still a very long way to go.

Phone call 5

This week the mosquitoes have been driving me crazy. They obviously think I'm easy food! They especially like my feet. I wake up in the night when they bite me, and I can't stop scratching my feet.

But I'm feeling happier now than I've been feeling for weeks. I've seen a lot of amazing wildlife this week. One day, I found myself in the middle of a group of dolphins. There were about six pairs jumping out of the water. I've also seen enormous butterflies, iguanas, and vultures that fly above me in big groups. Yesterday, a fish jumped into my kayak. Maybe it means I'm going to be lucky. I am starting to feel a little sad that this adventure is coming to an end.

And finally on the news, TV host Helen Skelton has successfully completed her 1,998-mile trip down the Amazon River in a kayak. She left from Nauta in Peru six weeks ago on a trip that many people said would be impossible. But yesterday, she crossed the finish line at Almeirim in Brazil to become the first woman to paddle down the Amazon. Here's Helen: "It's been hard, but I've had an amazing time. The only thing I've really missed is my dog Barney. So the first thing I'm going to do will be to pick him up and take him for a nice long walk."

2 9

Tanner took a taxi from the the boat yard to the airport where the seaplane was leaving from. It took 45 minutes to get from the boat yard to the airport. Once he got on the seaplane, Tanner quickly made up the time he spent riding in the taxi. With the plane flying close to 100 miles an hour, Tanner caught up to Rutledge and Adam near Seven Mile Bridge. After landing at the airport in Key West, Tanner rented a scooter for the last three miles of the race. Just a few more minutes until he arrived at the southern-most point of the US.

2 15

Host And on tonight's program we talk to Tom Dixon, who is an expert on road safety. Tom, new technology like GPS devices has meant new distractions for drivers, hasn't it?

Tom That's right, Nicky, but it isn't just technology that's the problem. Car drivers do a lot of other things while they're driving that are dangerous and that can cause accidents. Remember, driver distraction is the number one cause of road accidents.

Host Now I know you've been doing a lot of tests with simulators. According to your tests, what's the most dangerous thing to do when you're driving?

Tom The tests we did in a simulator showed that the most dangerous thing to do while you're driving is to send or receive a text message. This is incredibly dangerous, and it is, of course, illegal. In fact, research done by the police shows that this is more dangerous than drinking and driving.

Host Why is that?

Tom Well, the reason is obvious – many people use two hands to text, one to hold the phone and the other to type. Which means that they don't have their hands on the wheel, and they're looking at the phone, not at the road. Even for people who can text with one hand, it's still extremely dangerous. In the tests we did in the simulator, two of the drivers crashed while texting.

Host And which is the next most dangerous?

Tom The next most dangerous thing is to set or adjust your GPS. This is extremely hazardous too because although you can do it with one hand, you still have to take your eyes off the road for a few seconds.

Host And number three?

Tom Number three was putting on makeup or doing your hair. In fact, this is something that people often do, especially women, of course, when they stop at traffic lights, but if they haven't finished when the lights change, they often continue when they start driving again. It's that fatal combination of just having one hand on the steering wheel, and looking in the mirror, not at the road.

Host And number four?

Tom In fourth place, there are two activities that are equally dangerous. One of them is making a phone call on a cell phone. Our research showed that when people talk on the phone, they drive more slowly (which can be just as dangerous as driving fast), but their control of the car gets worse, because they're concentrating on the phone call and not on what's happening on the road. But the other thing, which is just as dangerous as talking on your cell phone, is eating and drinking. In fact, if you do this, you double your chance of having an accident because eating and drinking always involves taking at least one hand off the steering wheel. And the thing that's most worrying here is that people don't think of this as a dangerous activity at all, and it isn't even illegal.

Host And in fifth, well actually sixth place. It must be listening to music, but what kind?

Tom Well, it's listening to music you know.

Host Oh, that's interesting.

Tom We found in our tests that when drivers were listening to music they knew and liked, they drove either faster or slower depending on whether the music was fast or slow.

Host So fast music made drivers drive faster.

Tom Exactly. And a study in Canada also found that if the music was very loud, then drivers' reaction time was 20% slower. If you're listening to very loud music you're twice as likely to go through a red light.

Host So the safest of all of the things on the list is to listen to music we don't know.

Tom Exactly. If we don't know the music, then it doesn't distract us. In this part of the tests all drivers drove safely.

2 23

A Excuse me, is this seat empty?
B Yes, sure sit down. Ah, he's cute. Is he yours?
A Yes, yes. Actually, he's a she. Miranda.
B Oh. Three months?
A Three and a half. How about yours?
B Stephen. He's four months. Did you have a bad night?
A Yes, Miranda was crying all night. You know, that noise gets to you. It drives me crazy.
B Do you know what you need? These.
A What are they? Earplugs?
B Yes. Earplugs! When the baby starts crying you just put these in. You can still hear the crying, but the noise isn't so bad, and it's not so stressful.
A That's a great idea! Who told you to do that?
B It's all in this book I read. You should get it.
A Yeah? What's it called?
B It's called *Commando Dad*. It was written by an ex-soldier. He was a commando in the army, and it's especially for men with babies or small children. It's pretty good.
A Really? So what's so good about it?
B Well, it's like a military manual. It tells you exactly what to do with a baby in any situation. It makes everything easier. There's a website, too, that you can go to – commandodad.com. It has a lot of advice about taking care of babies and small kids, and I really like the forums where men can write in with their problem or their experiences.
A What kind of things does it help you with?
B All kinds of things. How to change diapers – he has a really good system, how to dress the baby, how to get the baby to sleep, the best way to feed the baby, how to know if the baby is sick. It's really useful and it's pretty funny, too, I mean he uses a kind of military language, so for example he calls the baby a BT which means a baby trooper, and the baby's bedroom is base camp, and taking the baby for a walk is maneuvers, and taking the diapers to the trash is called bomb disposal.
A What else does it say?
B Well, it has all kinds of stuff about...
A And what does he think about men taking care of children? Does he think we do it well?
B He thinks that men are just as good as women at taking care of children in almost everything.
A Almost everything?
B Yeah, he says the one time when women are better than men is when the kids are sick. Women kind of understand better what to do. They have an instinct. Oh. Now it's my turn. OK, I know exactly what that cry means. It means he's hungry.
A Wow! What was that book called?

2 28

Kerri You work hard, but your money's all spent
Haven't got enough to pay the rent
You know it's not right and it makes no sense
To go chasing, chasing those dollars and cents
Chasing, chasing those dollars and cents...

Rob That was great, Kerri.

Kerri Thanks.

Rob Kerri, you used to be in a band, now you play solo. Why did you change?

Kerri What happened with the band is private. I've already said I don't want to talk about it in interviews. All I'll say is that I have a lot more freedom this way. I can play – and say – what I want.

Rob Did your relationship with the band's lead guitarist affect the break up?

Kerri No comment. I never talk about my private life.

Rob Your Dad was in a famous punk band, and your Mum's a classical pianist, have they influenced your music?

Kerri Of course they have – what do you think? Isn't everyone influenced by their parents?

Rob When did you start playing?

Kerri I started playing the guitar when I was about four.

Rob Four? That's pretty young.

Kerri Yeah, the guitar was nearly as big as me!

Rob I think that your new album is your best yet. It's a lot quieter and more experimental than your earlier albums.

Kerri Thank you! I think it's my best work.

Rob So what have you been doing recently?

Kerri Well, I've been writing and recording some new songs. And I've played at some of the summer festivals in the UK.

Rob And what are you doing while you're in the States?
Kerri I'm going to play at some clubs here in New York, then I'm doing some small gigs in other places. I just want to get to know the country and the people. It's all very new to me.
Jenny Good job, Rob. She isn't the easiest person to interview.
Rob She's OK. And this video clip will work great online.
Don Well, thank you for coming in today, Kerri. Now I suggest we have some lunch. Rob, could you call a taxi?
Rob Uh, sure.

2 29

Don So when will you be coming back to New York, Kerri?
Kerri Oh, I don't know.
Waitress Hi, guys. Is everything OK?
Don Yes, it's delicious, thank you.
Waitress That's great!
Kerri New York waiters never leave you alone! I really don't like all this "Hi guys! Is everything OK?" stuff.
Don What? You mean waiters aren't friendly in London?
Rob Oh, they're very friendly!
Kerri Yes, they're friendly, but not too friendly. They don't bother you all the time.
Waitress Can I get you anything else? More drinks, maybe?
Don No thanks. We're fine.
Waitress Fantastic.
Kerri See what I mean? Personally, I think people in London are a lot more easygoing. London's just not as hectic as New York.
Don Sure, we all like peace and quiet. But in my opinion, New York is possibly... well, no, is definitely the greatest city in the world. Don't you agree?
Kerri To be honest, I definitely prefer London.
Don Come on, Rob. You've lived in both. What do you think?
Rob Um, well, I have to say, London's very special. It's more relaxed, it's got great parks and you can cycle everywhere. It's dangerous to cycle in New York!
Don Why would you cycle when you can drive a car?
Kerri You can't be serious.
Don OK, I agree, London has its own peculiar charm. But if you ask me, nothing compares with a city like New York. The whole world is here!
Kerri But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
Jenny I don't think that's right, Kerri. New Yorkers are very friendly...
Kerri Oh sure, they can sound friendly with all that "Have a nice day" stuff. But I always think it's a little bit... fake.
Don You've got to be kidding me!
Rob I'm sorry. I'll just have to take this... Hello?... Yes... You're who?... The taxi driver?... What did she leave? ... Her cell phone... right. OK. Yes, we're still at the restaurant. See you in about five minutes.

2 32

Kerri Thank you for a nice lunch, Don.
Don You're welcome.
Waitress Thanks for coming, guys! Have a nice day.
Don See? Nice, friendly service.
Kerri Maybe. But I think she saw the big tip you left on the table!
Jenny Did you mean what you said in the restaurant, Rob?
Rob Did I mean what?
Jenny About missing London?
Rob Sure, I miss it, Jenny.
Jenny Really?
Rob But hey, not that much! It's just that moving to a new place is always difficult.
Jenny But you don't regret coming here, do you?
Rob No ... no ... not at all.
Jenny It's just that... you seemed homesick in there. For the parks, the cycling ...
Rob Well there are some things I miss but – Oh, hang on a minute. Look over there. Our taxi's come back.
Taxi driver Excuse me, Ma'am.
Kerri Who me? What is it?
Taxi driver I believe this is your cell phone. You left it in my cab.
Kerri What?... Oh, wow... thank you!
Taxi driver Have a nice day!
Kerri That was so kind of him!
Don See? New Yorkers are really friendly people.

2 40

1 One very easy thing you can do, is just change the language to English on all the gadgets you have, for example on your phone, or laptop, or tablet. That way you're reading English every day and without really noticing you just learn a whole lot of vocabulary, for example the things you see on your screen like *Are you sure you want to shut down now*, things like that.
2 My tip is to do things that you like doing, but in English. So for example, if you like reading, then read in English, if you like movies, watch them in English with subtitles, if you like computer games, play them in English. But don't do things you don't enjoy in your language, I mean if you don't like reading in your language, you'll enjoy it even less in English, and so you probably won't learn anything.
3 What really helped me to improve my English was having an American boyfriend. He didn't speak any Japanese – well, not many foreigners do – so we spoke English all the time, and my English improved really quickly. We broke up when he went back to the US, but by then I could speak pretty fluently. We didn't exactly end up as friends, but I'll always be grateful to him for the English I learned. So my tip is try to find an English-speaking boyfriend or girlfriend.
4 I've always thought that learning vocabulary is very important, so I bought a vocabulary flash card app for my phone. I write down all the new words and phrases I want to remember in French and in English, and then when I get a quiet moment I test myself. It really helps me remember new vocabulary. So that's my tip. Get a vocabulary learning app for your phone.
5 I think one of the big problems when you're learning something new is motivation, something to make you continue and not give up. So my tip is to book yourself a vacation in an English-speaking country or a country where people speak very good English, like the Caribbean, as a little reward for yourself, and so you can actually practice your English. It's really motivating when you go somewhere and find that people understand you and you can communicate! Last year, I went to the Bahamas for a weekend, and I had a great time, and I spoke a lot of English.
6 If you love music, which I do, my tip is to listen to as many songs as possible in English and then learn to sing them. It's so easy nowadays with YouTube. First, I download the lyrics and try to understand them. Then I sing along with the singer and try to copy the way he or she sings – this is fantastic for your pronunciation. Then once I can do it well, I go back to YouTube and get a karaoke version of the song, and then I sing it. It's fun and your English will really improve as a result.

2 48

I always thought that good manners were good manners wherever you were in the world. But that was until met my boyfriend Jason, who is from Burma—also known as Myanmar. We met in upstate New York, when we were both students in college. When we first got to know each other, we were always surrounded by a group of friends. I liked Jason because he was funny and kind, and I could tell he liked me, but we never spent any time alone.

The first time I suggested that we hang out without our friends, he said no without an explanation, which I thought was kind of rude. My feelings were hurt, so I didn't talk to him as much. The next time I saw Jason in our big group, he was just as friendly and happy as usual. I was confused.

Finally, I asked him why he wouldn't hang out with me. He apologized and then he told me that in Burma, it's custom to "date" in a group situation. Since he had only been in the US for a few years, he was still having trouble navigating the two cultures he lived in—the more reserved Burmese culture and the more open American culture.

A few months later, after we we started dating, I asked him why he never responded to my cute, romantic Facebook posts with more than "cool" or "thanks." It seemed weird to me that his responses weren't romantic. And honestly, I was a little jealous of the sweet posts my American friends' boyfriends left on their Facebook pages.

But Jason told me in Burma, it's considered bragging to express your feelings in public, especially on a social networking site. He didn't want his family and friends to think he was bragging about his American girlfriend. From an American point of view, I thought he was being a bit cold; however from a Burmese point of view, he was actually being respectful.

As confused as I was about what's considered good and bad manners in Jason's culture, he felt the same way about American culture. He thought it was bad manners to refer to have a "best friend," and he would argue with me whenever I called my friend Rachel, my best friend. Jason said there is no such thing as a "best friend" in Burmese culture. There are only "close friends." It would be inconsiderate to name one person as a "best friend" because your other friends would feel offended.

Anyway, we've been together for two years, and we still have disagreements. But, we've learned that as long as we're a couple, we'll never completely agree about whether our manners are good or bad, and that most importantly...it's OK to agree to disagree!

3 8

Part 1
Interviewer What made you want to become a soccer referee, or football referee as you would call it?
Juan My father was a referee, but that didn't influence me – in fact, the opposite because I saw all the problems that he had as a referee. But as a child I was always attracted by the idea of being a referee, and at school I used to referee all kinds of sports, basketball, handball, volleyball, and of course, football. I was invited to join the Referee's Federation when I was only 14 years old.
Interviewer Were you good at sports yourself?
Juan Yes, I was a very good handball player. People often think that referees become referees because they are frustrated sportsmen, but this is just not true in most cases in my experience.
Interviewer What was the most exciting match you ever refereed?
Juan It's difficult to choose one match as the most exciting. I remember some of the Real Madrid–Barcelona matches, for example the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.
Interviewer What was the worst experience you ever had as a referee?
Juan The worst? Well, that was something that happened very early in my career. I was only 16, and I was refereeing a match in a town in Spain, and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

Interviewer Do you think that there's more cheating in soccer than in the past?
Juan Yes, I think so.
Interviewer Why?
Juan I think it's because there's so much money in football today that it's become much more important to win. Also football is much faster than it used to be, so it's much more difficult for referees to detect cheating.
Interviewer How do soccer players cheat?
Juan Oh, there are many ways, but for me the worst thing in football today is what we call "simulation." Simulation is when a player pretends to have been fouled when in fact he hasn't. For example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

3 9

Part 2
Interviewer What's the most difficult thing about being a referee?
Juan The most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. You must remember that everything is happening at 100 kilometres an hour. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.
Interviewer Do you think that the idea of fair play doesn't exist any more?
Juan Not at all. I think fair play does exist – the players who cheat are the exceptions.
Interviewer Finally, who do you think is the best player right now?
Juan I think most people agree that the best footballer today is Leo Messi.
Interviewer Why do you think he's so good?
Juan It's hard to say what makes him so special, but a study was done on him which showed that Messi can run faster with the ball than many footballers can do without the ball. Apart from his great ability, what I also like about him is that he isn't the typical superstar footballer. You can see that he enjoys playing football, and he behaves in public and in his personal life in a very normal way. That's unusual when you think how famous he is. And what's more he doesn't cheat – he doesn't need to!

3 23

Host Hello, and welcome to *Forum*, the program that asks you what you think about current topics. Today Martha Park will be talking about the social networking site Facebook, how we use it, how much we like it – or dislike it. So get ready to call us, or text us and tell us what you think. The number as always is 555-4318. Martha.
Martha Hello. Since Facebook was first launched in 2004, a lot of research has been done to find out what kind of people use it, what they use it for, and what effect it has on their lives. According to a recent study by consumer research specialist Intersperience, the average 22 year old in Britain has over 1,000 online friends. In fact, 22 seems to be the age at which the number of friends peaks. It also appears that women have slightly more online friends than men. And another study from an American university shows that people who spend a lot of time on Facebook reading other people's posts tend to feel more dissatisfied with their own lives, because they feel that everyone else is having a better time than they are.
So, over to you. Do you use Facebook? How do you feel about it? Can you really have 1,000 friends? Are social networking sites making us unhappy? Call in and share your experiences…

3 24

Host And our first caller is Young. Go ahead, Young.
Young Hi. Uh, yeah, I use Facebook a lot, every day. I think it's a great way to, uh, organize your social life and keep in touch with your friends. I have a lot of friends.
Martha How many friends do you have, Young?
Young Right now, I have 1,042.
Martha And how many of them do you know personally?
Young About half maybe?
Martha And what do you use Facebook for?
Young For me, it's a good way to get in touch with my friends without having to use the phone all the time. When I'm having a busy week at school, I can change my status so I can let my friends know I can't go out. That's a lot easier than wasting time telling people "sorry I'm too busy to get together." It's just easier and quicker than using the phone.
Host Thanks, Young. We have another caller. It's Beth. Hello, Beth.
Beth Hi. Uh, I don't use Facebook or any other social networking site.
Martha Why's that Beth?
Beth Well, two reasons. First, I don't spend much time online. I play a lot of sports – I'm on a hockey team, so I meet my teammates almost every day, and we don't need to communicate on Facebook.
Martha And the other reason?
Beth I just don't really like the whole idea of social networking sites. I mean, why would I want to tell the whole world everything that I'm doing? I don't want to share my personal information with the world and become friends with people I don't even know. And I don't want to read what other people had for breakfast or lunch or dinner or what they're planning to do this weekend.
Host Thanks for that, Beth. Our next caller is Emma. It's your turn, Emma.
Martha Hi, Emma
Emma Hi, Martha.
Martha And do you use Facebook, Emma?
Emma I use it once in a while, but not very much. I only really use it to keep up with friends who have moved abroad or live too far away for us to meet regularly. For example, one of my best friends recently moved to Canada, and we chat on Facebook. But I never add friends who are people I hardly know. I just can't understand those people who collect hundreds or even thousands of Facebook friends! I think it's just competition, people who want to make it seem that they're more popular than everybody else.
Martha So you think the Facebook world is kind of unreal?
Emma Absolutely. I think people write things and post photos of themselves just to show everyone they know what a fantastic time they're having and what exciting lives they lead. But they're probably just sitting at home in front of the computer all the time.
Host Thanks for that, Emma. We have time for one more caller before the news, and it's Ned. Hi, Ned. You'll have to be quick.
Martha Hi, Ned.
Ned Hi. When I started off with Facebook, I thought it was great, and I used it to communicate with close friends and with family, and I got back in touch with old friends from school. It was good because all the people I was friends with on Facebook were people I knew, and I was interested in what they were doing. But then I started adding friends, people I hardly knew who were friends of friends, people like that – in the end, I had more than a 1,000 – and it just became too much. It was just too many people leaving updates, writing messages on my wall. So last month I decided to delete most of them. It took me about half an hour to delete, and in the end, the only people I left were actual, real-life friends and family, and old school friends. I got it down to 99. It was really liberating.
Host Thanks, Ned, and we'll be back after the news, so keep those calls coming.

3 25

Jenny Monica!
Monica Jenny!
Jenny Wow! How are you? You look great!
Monica Thanks, Jenny! You look really good, too.
Jenny Hey, why don't we get some coffee?
Monica I'd love to, but I'm on the way to meet... oh, come on. Five minutes!
Jenny So, how is everything?
Monica Oh, great. Things couldn't be better actually. Scott and I … we're getting married!
Jenny You're what? Congratulations!
Monica Thank you!
Jenny When did you get engaged?
Monica Only a few days ago. I'm glad I saw you actually. I was going to call you. We've only told family so far.
Jenny I can't believe it. Monica the wife! And to think you used to go clubbing every night!
Monica Well, that was a few years ago! All I want to do now is stay in and read wedding magazines.
Jenny And how are the plans coming along?
Monica I haven't done anything yet. My mom and Scott's mom want to organize the whole thing themselves!
Jenny That's what mothers are for!
Monica True. But what about you? You look fantastic.
Jenny Well, I guess I'm kind of happy, too.
Monica Uh-huh. What's his name?
Jenny Rob.
Monica You've been keeping him very quiet! Is it serious?
Jenny Um, it's kind of, you know...
Monica So it is!
Jenny It's still early. We haven't been together for long. He only moved here from London a few months ago...
Monica What? He's British? And you think you can persuade him to stay in New York? That won't be easy!
Jenny I think he likes it here. You know how guys are, you never know what they're thinking.
Monica When can I meet him?
Jenny Uh... that's him now.

3 26

Rob Do you mind if I join you?
Monica Of course not. Come on, sit down.
Rob Thank you.
Monica I have to leave in a minute anyway.
Rob Could I have a large latte, please?
Waiter Of course.
Jenny Rob, this is Monica.
Monica Nice to meet you, Rob.
Rob You too, Monica. You know, Jenny talks about you a lot. And I've seen college photos of you two together. At Jenny's parents' house.
Jenny Of course you have. My dad's photos.
Rob You've hardly changed at all.
Monica What a nice man! I can see why you like him, Jenny. The perfect English gentleman.
Waiter Your latte.
Rob Oh, thanks. Can you pass the sugar?
Jenny Sure.
Monica Sorry guys, but I have to go.
Rob You're sure I haven't interrupted anything?
Monica Not at all. It's just that I have to meet someone. But let's get together very soon.
Jenny We will!
Monica Bye, Rob. Nice meeting you.
Rob Bye.
Jenny Bye. Talk soon.
Rob She seems like a happy person.
Jenny She is, especially right now - she's getting married.
Rob That's fantastic news!
Jenny Yeah, it is. I guess we're at that age now. When most of our friends are settling down and getting married.
Rob Yeah... Oh, speaking of friends, I want to ask you a favor. Is it OK if we change our plans a bit this week?
Jenny Uh... sure. What's up?

Rob I've just had a call from an old friend of mine, Paul. I haven't seen him since we were at university, and he's traveling around the States at the moment. Anyway, he's arriving in New York this evening and, uh... I've invited him to stay for the week.
Jenny Cool! It'll be fun to meet one of your old friends! What's he like?
Rob Oh, Paul's a laugh. He used to be a bit wild, but that was a long time ago. He's probably changed completely.
Jenny Well, I'm looking forward to meeting him.
Rob Just one other thing. Could you do me a big favor? I have to work late this evening so... would you mind meeting him at the airport?
Jenny Not at all. I'd like to meet him.
Rob And do you think you could take him to my flat? I'll give you the keys.
Jenny No problem, Rob.
Rob Thanks so much, Jenny. You're a real star.

3 29

Paul Hey, man!
Rob Paul!
Paul It's great to see you, mate.
Rob You too, Paul. It's been years. You haven't changed at all.
Paul Just got better looking!
Rob How come you're so late?
Jenny Paul's flight from LA was delayed. And then the traffic coming back was just awful.
Paul But that gave us time to get to know each other.
Jenny Yeah. Paul told me all about his travels. Every detail.
Paul And look at this. Your own New York flat. How cool is that?
Rob It's good. Really good. But – do you want something to eat? I got some things on my way home.
Paul Stay in? It's my first night in the Big Apple! Let's go out and have a pizza or something.
Rob I thought you'd be tired after the flight.
Paul No way, man! I'm ready for action.
Rob Great! I'll get my jacket...
Jenny Rob, I think I'll go home if you don't mind. I, uh, I'm exhausted.
Rob Oh, OK then.
Paul So it's a boys' night out!
Rob Just like the old days!
Paul And after the pizza we can go on somewhere else. Rob, we've got a lot to talk about!

1A

simple present and continuous, action and nonaction verbs

simple present: *I live, he works*, etc.

1 I **work** in a bank. She **studies** Russian. 1 10
We **don't have** any pets. Jack **doesn't wear** glasses.
Where **do** you **live**? **Does** your brother **have** a car?
2 She usually **has** cereal for breakfast.
I'**m** never late for work.
We only **eat out** about once a month.

1 We use the simple present for things that are always true or happen regularly.
- Remember the spelling rules for third person singular, e.g., *live**s**, stud**ies**, watch**es**.*
- Remember the word order for questions: (question word), auxiliary, subject, base form of verb. *Do you know David? What time does the movie start?*

2 We often use the simple present with adverbs of frequency, e.g., *usually, never*, or expressions of frequency, e.g., *every day, once a week.*
- Adverbs of frequency go before the main verb, and after *be*.
- Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be* + verb + *-ing*

A What **are** you **cooking**? 1 12
B I'**m making** pasta.
A Great! I **love** pasta.

A What **are** you **looking** for?
B My car keys.
A I'll help you in a minute.
B But I **need** them now!

- We use the present continuous (not the simple present) for actions in progress at the time of speaking, e.g., things that are happening now or around now. These are usually temporary, not habitual actions.
- Remember the spelling rules, e.g., *livi**ng**, study**ing**, get**ting**.*
- We also use the present continuous for future arrangements (see **1B**).

action and nonaction verbs

A Who **are** you **waiting** for? 1 11
B I'**m waiting** for a friend.

A **Is** your sister still **going out** with Adam?
B No, they broke up. She **isn't going out** with anyone right now.

- Verbs that describe **actions**, e.g., *cook, make*, can be used in the simple present or continuous. *I'**m making** lunch. I usually **make** lunch on the weekend.*
- Verbs that describe **states** or **feelings** (not actions), e.g., *love, need, be*, are **nonaction verbs**. They are not usually used in the present continuous, even if we mean "now."
- Common nonaction verbs are *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose.*

Verbs than can be both action and nonaction
A few verbs have an action and a nonaction meaning, e.g., *have* and *think*.
I have a cat now. = possession (nonaction)
I can't talk now. I'm having lunch. = an action
I think this music's great. = opinion (nonaction)
What are you thinking about? = an action

a Complete the sentences with the simple present or present continuous forms of the verbs in parentheses).

We *don't go* to Chinese restaurants very often. (not go)
1 These days, most children _____ too many sugary snacks. (have)
2 _____ you _____ any vitamins right now? (take)
3 Don't eat that spinach if you _____ it. (not like)
4 _____ your boyfriend _____ how to cook fish? (know)
5 We _____ take-out pizzas during the week. (not get)
6 What _____ your mother _____? It smells great! (make)
7 You look sad. What _____ you _____ about? (think)
8 The diet in my country _____ worse. (get)
9 How often _____ you _____ seafood? (eat)
10 I _____ usually _____ fish. (not cook)

b Circle the correct form, simple present, or continuous.

I don't believe / I'm not believing that you cooked this meal yourself.
1 Come on, let's order. The waiter *comes / is coming.*
2 Kate *doesn't want / isn't wanting* to have dinner now. She isn't hungry.
3 The head chef is sick, so he *doesn't work / isn't working* today.
4 The check *seems / is seeming* very high to me.
5 We've had an argument, so we *don't speak / aren't speaking* to each other right now.
6 My mom *thinks / is thinking* my diet is awful these days.
7 *Do we need / Are we needing* to go shopping today?
8 Can I call you back? *I have / I'm having* lunch right now.
9 I didn't use to like oily fish, but now *I love / I'm loving* it!
10 What *do you cook / are you cooking*? It smells delicious!

◀ p.7

1B

GRAMMAR BANK

future forms

be going to + base form

future plans and intentions 1 17

My sister**'s going to adopt** a child.
Are you **going to buy** a new car or a used one?
I**'m not going to go** to New York City tomorrow. The meeting is canceled.

predictions 1 18

The Yankees **are going to win**. They're playing really well.
Look at those black clouds. I think it**'s going to rain**.

- We use *going to* (NOT *will* / *won't*) when we have already decided to do something. NOT ~~*My sister will adopt a child.*~~
- We also use *going to* to make a prediction about the future, especially when you can see or have some evidence (e.g., black clouds).

present continuous: *be* + verb + *-ing*

future arrangements 1 19

Lorna and James **are getting** married in October.
We**'re meeting** at 10:00 tomorrow in Jack's office.
Jane**'s leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *going to* for future plans / arrangements, and often you can use either.
  - *going to* shows that you have made a decision. *We're going to get married next year.*
  - the present continuous emphasizes that you have made the arrangements. *We're getting married on October 12th.* (= we've ordered the invitations, etc.)
- We often use the present continuous with verbs relating to travel arrangements, e.g., *go*, *come*, *arrive*, *leave*, etc. *I'm going to Tokyo tomorrow and coming back on Tuesday.*

will + base form

instant decisions, promises, offers, predictions, future facts, suggestions 1 20

I**'ll have** the steak. (instant decision)
I **won't tell** anybody where you are. (promise)
I**'ll carry** that bag for you. (offer)
You**'ll love** New York City! (prediction)
I**'ll be** home all afternoon. (future fact)



We use *will* / *won't* (NOT the simple present) for instant decisions, promises, offers, and suggestions. NOT ~~*I carry that bag for you.*~~

- We can also use *will* / *won't* for predictions, e.g., *I think the Yankees will win,* and to talk about future facts, e.g., *The election will be on March 1st.*

a Circle the correct form. Check ✓ the sentence if both are possible.

My grandparents *are going to retire* / *will retire* next year. ✓

1 *We'll invite* / *We're going to* invite your parents for Sunday lunch?
2 *I'm going to make* / *I'll make* a cake for your mom's birthday, if you want.
3 *I'm not having* / *I'm not going to have* dinner with my family tonight.
4 The exam *will be* / *is being* on the last Friday of the semester.
5 You can trust me. *I'm not telling* / *I won't tell* anyone what you told me.
6 My cousin *is arriving* / *will arrive* at 5:30 p.m.
7 I think the birthrate *will go down* / *is going to go down* in my country in the next few years.
8 *I'm not going to go* / *I won't go* to my brother-in-law's party next weekend.
9 *I'm going to help* / *I'll help* you with the dishes.

b Complete **B**'s replies with a correct future form.

A What's your stepmother going to do about her car?
B She*'s going to buy* a used one. (buy)

1 **A** I'm going to miss you.
B Don't worry. I promise I _____ every day. (write)
2 **A** What are Alan's plans for the future?
B He _____ a degree in engineering. (earn)
3 **A** Can I see you tonight?
B No, I _____ late. How about Saturday? (work)
4 **A** What would you like for an appetizer?
B I _____ the shrimp, please. (have)
5 **A** There's nothing in the refrigerator.
B OK. _____ we _____ some take-out Mexican food? (get)
6 **A** I don't have any money, so I can't go out.
B No problem, I _____ you some. (lend)
7 **A** Can we have a barbecue tomorrow?
B I don't think so. On the radio they said that it _____. (rain)
8 **A** We land at about eight o'clock.
B _____ you _____ a ride from the airport? (need)

◀ p.9

2A

present perfect and simple past

present perfect: *have / has* + past participle (*worked, seen*, etc.)

1 **past experiences** 1 42
I**'ve been** to Miami but I **haven't been** to Tampa.
Have you ever **lost** your credit card?
Sally **has** never **met** Bill's ex-wife.

2 **with *yet* and *already* (for emphasis)**
I**'ve** already **seen** this movie twice. Can't we watch another one?
My brother **hasn't found** a job yet. He's still looking.
Have you **finished** your homework yet? No, not yet.

1 We use the present perfect for past experiences when we don't say exactly when they happened.
- We often use *ever* and *never* when we ask or talk about past experiences. They go before the main verb.

2 In American English, we use the present perfect and the simple past with *yet* and *already*.
- *already* is used in + sentences and goes before the main verb.
- *yet* is used with − sentences and ?. It goes at the end of the phrase.
- For irregular past participles see **Irregular verbs** *p.165*.

simple past (*worked, stopped, went, had*, etc.)

They **got** married last year. 1 43
What time **did** you **wake up** this morning?
I **didn't have** time to do my homework.

- Use the simple past for finished past actions (when we say, ask, or know when they happened).

present perfect or simple past?

I**'ve been** to Miami twice. 1 44
(= in my life up to now)
I **went** there in 1998 and 2002.
(= on two specific occasions)

- Use the simple past (NOT the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood.** We often use a past time expression, e.g., *yesterday, last week*, etc.

a Complete the mini dialogues with the present perfect form of the verb in parentheses and an adverb from the list. You can use the adverbs more than once.

already ever never yet



A _____ you _____ the lottery _____? (play)
B That's why I'm smiling – I won $50!

1 **A** _____ you _____ _____ a flight online? (book)
B Yes, of course. I've done it many times.

2 **A** When are you going to buy a motorcycle?
B Soon. I _____ _____ almost $1,000. (save)

3 **A** _____ you _____ the electricity bill _____? (pay)
B No, sorry. I forgot.

4 **A** _____ your parents _____ _____ you money? (lend)
B Yes, but I paid it back as soon as I could.

5 **A** How does eBay work?
B I don't know. I _____ _____ _____ it. (use)

6 **A** _____ you _____ _____ to Thailand? (be)
B No, I haven't. But I'd like to some day.

7 **A** Why don't you have any money?
B I _____ _____ my salary. I bought a new tablet last week. (spend)

8 **A** Do you like Hugh Jackman?
B Yes, I _____ _____ his new movie twice! (see)

b Right or wrong? Write a check ✓ or an ✗ next to the sentences. Correct the wrong sentences.

I've never been in debt. ✓
How much has your new camera cost? ✗
How much did your new camera cost?

1 Dean inherited $5,000 from a relative.
2 Did your sister pay you back yet?
3 We booked our vacation online a month ago.
4 When have you bought that leather jacket?
5 They've finished paying back the loan last month.
6 We haven't paid the gas bill yet.
7 Have you ever wasted a lot of money on something?
8 I'm sure I haven't borrowed any money from you last week.
9 I spent my salary really quickly last month.
10 Have you seen the Batman movie on TV yesterday?

◀ *p.16*

2B

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

present perfect + *for* / *since*

They**'ve known** each other for ten years. 1 47

Julia **has had** that bag since she was in college.

A How long **have** you **worked** here?
B Since 1996.

A How long **has** your brother **had** his motorcycle?
B For about a year.

- We use the present perfect + *for* or *since* with **nonaction verbs** (e.g., *like*, *have*, *know*, etc.) to talk about something that started in the past and is still true now.
  They've known each other for ten years. (= they met ten years ago, and they still know each other today)
- We use *How long…?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g., *for two weeks*, or *since* + a point of time, e.g., *since 1990*.
- Don't use the simple present with *for* / *since*, NOT ~~*They know each other for a long time*~~.

present perfect continuous: *have* / *has been* + verb + *-ing*

1 How long **have** you **been learning** English? 1 48
Nick **has been working** here since April.
They**'ve been going out** together for about three years.
2 Your eyes are red. **Have** you **been crying?**
No, I**'ve been cutting** onions.



1 We use the present perfect continuous with *for* and *since* with **action verbs** (e.g., *learn*, *work*, *go*, etc.) to talk about actions that started in the past and are still true now.
   - Don't use the present continuous with *for* / *since*, NOT ~~*I am working here for two years*~~.
2 We can also use the present perfect continuous for continuous or repeated actions that have been happening very recently. The actions have usually just finished.

I've (I **have**) You**'ve** (You **have**) He / She / It**'s** (He **has**) We**'ve** (We **have**) They**'ve** (They **have**)	**been working** here for two years.
I **haven't** (I **have not**) You **haven't** He / She / It **hasn't** We **haven't** They **haven't**	**been working** here for two years.

Have you **been working** here for two years?	Yes, I **have.**	No, I **haven't.**
Has she **been working** here for two years?	Yes, she **has.**	No, she **hasn't.**

work* and *live
Work and *live* are often used in either present perfect or present perfect continuous with the same meaning.
I've lived *here since 1980.*
I've been living *here since 1980.*

a Correct the mistakes.

Harry is unemployed since last year.
Harry has been unemployed since last year.

1 We've had our new apartment since six months.
2 Hi, Jackie! How are you? I don't see you for ages!
3 How long are you knowing your husband?
4 Emily has been a volunteer for ten years ago.
5 Paul doesn't eat anything since yesterday because he's sick.
6 It hasn't rained since two months.
7 How long has your parents been married?
8 They're having their dog since they got married.
9 I haven't gotten any emails from my brother for last winter.
10 My grandmother lives in the same house all her life.

b Make sentences with the present perfect or present perfect continuous (and *for* / *since* if necessary). Use the present perfect continuous if possible.

I / work for a charity / eight years
I've been working for a charity for eight years.

1 we / know each other / we were children
2 the children / play computer games / two hours
3 your sister / have that hairstyle / a long time?
4 I / love her / the first day we met
5 my Internet connection / not work / yesterday
6 how long / you / wait?
7 I / be a teacher / three years
8 it / snow / five o'clock this morning
9 Sam / not study enough / recently
10 you / live in Chicago / a long time?

◀ p.19

3A

comparatives and superlatives: adjectives and adverbs

comparing two people, places, things, etc.

1 My sister is a little **taller than** me. 2 11
San Francisco is **more expensive than** Chicago.
This test is **less difficult than** the last one.
Olive oil is **better** for you **than** butter.
2 The new sofa isn't **as comfortable as** the old one.
I don't have **as many** books **as** I used to.

1 We use comparative **adjectives** to compare two people, places, things, etc.
- Regular comparative adjectives: spelling rules
  old > *old**er*** *big* > *big**ger*** *easy* > *eas**ier***
  modern > ***more** modern* *difficult* > ***more** difficult*
- Irregular comparative adjectives:
  good > *better* *bad* > *worse* *far* > *farther* / *further*
- One-syllable adjectives ending in *-ed*:
  bored > ***more** bored* *stressed* > ***more** stressed*
  tired > ***more** tired*

2 We can also use (*not*) *as* + adjective + *as* to make comparisons.

Object pronouns (*me, him*, etc.) after *than* and *as*
After *than* or *as* we can use an object pronoun (*me, him, her*, etc.) or a subject pronoun (*I, he, she*, etc.) + auxiliary verb.
She's taller than me. OR *She's taller than I am.*
NOT ~~*She's taller than I.*~~
They're not as busy as us. OR *They're not as busy as we are.* NOT ~~*They're not as busy as we.*~~

the same as
We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is the same as mine.

comparing two actions

1 My father drives **faster than** me. 2 12
You walk **more quickly** than I do.
Atlanta played worse today **than** last week.
2 Max doesn't speak English **as well as** his wife does.
I don't earn **as much as** my boss.

1 We use comparative **adverbs** to compare two actions.
- Regular comparative adverbs: spelling rules
  fast > *fast**er*** *slowly* > ***more** slowly* *carefully* > ***more** carefully*
- Irregular comparatives:
  well > *better* *badly* > *worse*

2 We can also use (*not*) *as* + adverb + *as* to make comparisons.

superlatives

Kevin is **the tallest** player on the team. 2 13
Tokyo is **the most expensive** city in the world.
The small bag is **the least expensive**.
Lucy is the **best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- Form superlatives like comparatives, but use *-est* instead of *-er* and *most* / *least* instead of *more* / *less*.
- We usually use **the** before superlatives, but you can also use possessive adjectives, e.g., ***my** best friend*, ***their** most famous song*.
- We often use a superlative with present perfect + *ever*, e.g., *It's the best book I've ever read*.

***in* after superlatives**
Use *in* (NOT *of*) before places after a superlative.
*It's the longest bridge **in** the world.* NOT ~~*of the world*~~
*It's the best beach **in** Florida.* NOT ~~*of Florida*~~

a Complete with the comparative or superlative of the **bold** word (and *than* if necessary).

What's *the fastest* way to get around Miami? **fast**
1 I think skiing is _____ horseback riding. **easy**
2 A motorcycle is _____ a scooter. **powerful**
3 I think that traveling by train is _____ form of transportation. **relaxing**
4 You walk _____ I do. **slowly**
5 _____ time to travel is on holiday weekends. **bad**
6 _____ I've ever driven is from Washington, D.C. to Chicago. **far**
7 The London Underground is _____ the subway in New York City. **old**
8 This is _____ bus I've ever been on. **hot**
9 Of all my family, my mom is _____ driver. **good**

b Complete with one word.

Going by motorboat is *more* exciting than traveling by ferry.
1 A bus isn't as comfortable _____ a train.
2 It's _____ most expensive car we've ever bought.
3 The traffic was worse _____ we expected.
4 This is the longest trip I've _____ been on.
5 He gets home late, but his wife arrives later than _____.
6 The _____ interesting place I've ever visited is Venice.
7 I leave home at the same time _____ my brother.
8 He drives _____ carefully than his girlfriend – he's never had an accident.
9 We don't go abroad _____ often as we used to.
10 What's the longest freeway _____ the US?

◀ p.26

3B

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

a / an

1 I saw **an old man** with **a dog**. 2 17
2 It's **a nice house**. She's **a lawyer**.
3 What **an awful day**!
4 I have classes three times **a week**.

- We use *a / an* with singular countable nouns:
  1 the first time you mention a thing / person.
  2 when you say what something is or what somebody does.
  3 in exclamations with *What…!*
  4 in expressions of frequency.

the

1 I saw an old man with **a dog**. 2 18
The dog was barking.
2 My father opened **the door**.
The children are at school.
3 **The moon** goes around **the Earth**.
4 I'm going to **the movies** tonight.
5 It's **the best** restaurant in town.

- We use *the*:
  1 when we talk about something we've already mentioned.
  2 when it's clear what you're referring to.
  3 when there's only one of something.
  4 with places in a town, e.g., *movies* and *theater*.
  5 with superlatives.

no article

1 **Women** usually talk more than **men**. 2 19
Love is more important than **money**.
2 She's not **at home** today.
I get back **from work** at 5:30.
3 I never have **breakfast**.
4 See you **next Friday**.

- We don't use an article:
  1 when we are speaking in general (with plural and uncountable nouns). Compare:
  I love ***flowers****.* (= flowers in general)
  I love ***the flowers*** *in my garden.* (= the specific flowers in my garden)
  2 with some nouns, (e.g., *home, work, school*) after *at / to / from*.
  3 before meals, days, and months.
  4 before *next / last* + day, week, etc.

a Circle the correct answers.

I love *weddings* / *the weddings*!

1 Jess is *nurse / a nurse* in a hospital. *A hospital / The hospital* is far from her house.
2 What *a horrible day / horrible day*! We'll have to have our picnic in *the car / a car.*
3 My wife likes *love stories / the love stories*, but I prefer *the war movies / war movies.*
4 We go to *theater / the theater* about *once a month / once the month.*
5 I'm having *dinner / the dinner* with some friends *the next Friday / next Friday.*
6 My boyfriend is *chef / a chef.* I think he's *the best cook / best cook* in the world.
7 I'm not sure if I closed *the windows / windows* before I left *the home / home* this morning.
8 In general, I like *dogs / the dogs*, but I don't like *dogs / the dogs* that live next door to me.
9 I got to *the school / school* late every day *the last week / last week.*
10 I think *happiness / the happiness* is more important than *success / the success.*

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



A We're lost. Let's stop and buy <u>a</u> map.
B No need. I'll put <u>the</u> address in <u>the</u> GPS.
1 **A** How often do you go to _____ gym?
B About three times _____ week. But I never go on _____ Fridays.
2 **A** What time does _____ train leave?
B In ten minutes. Can you give me _____ ride to _____ station?
3 **A** What _____ beautiful dress!
B Thanks. I bought it on _____ sale _____ last month.
4 **A** What's _____ most interesting place to visit in your town?
B Probably _____ museum. It's _____ oldest building in town.
5 **A** What should we do _____ next weekend?
B Let's invite some friends for _____ lunch. We could eat outside in _____ yard.
6 **A** Do you like _____ dogs?
B Not really. I prefer _____ cats. I think they're _____ best pets.
7 **A** Is your mom _____ housewife?
B No, she's _____ teacher. She's always tired when she gets home from _____ work.
8 **A** Have you ever had _____ problem in your relationship?
B Yes, but we got over _____ problem, and we got married _____ last year.
9 **A** When is _____ meeting?
B They've changed _____ date. It's _____ next Tuesday now.

◀ p.29

4A

can, could, be able to (ability and possibility)

can / could

I **can** speak three languages fluently. 2 34
Jenny **can't** come tonight. She's sick.
My cousin **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.
Could you open the door for me, please?



- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to* + base form.

be able to + base form

1 Luke **has been able to** swim since he was three. 2 35
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You**'ll be able to** practice your English in the US.
2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.

1 We use *be able to* + base form for ability and possibility, especially where there is no form of *can*, e.g., future, present perfect, infinitive and gerund, etc.
2 We sometimes use *be able to* in the present and past (instead of *can* / *could*), usually if we want to be more formal.

a Complete with the correct form of *be able to* (⊞, ⊟, or ?).

I'*ve* never *been able to* scuba dive.

1 Her cell phone has been turned off all morning, so I _____ talk to her yet.
2 I don't like noisy restaurants. I like _____ have a conversation without shouting.
3 I _____ leave home when I get a job.
4 We're having a party next Saturday. _____ you _____ come?
5 You need _____ swim before you can go in a canoe.
6 I'm going to France next week, but I don't speak French. I hate _____ communicate with people.
7 Fortunately, firefighters _____ rescue all of the people trapped inside the burning house.
8 I'm very sorry, but we _____ go to your wedding next month. We'll be on vacation.
9 I'm feeling a little worse. _____ you _____ contact the doctor yet?
10 The manager _____ see you right now because he's in a meeting.

b Circle the correct form. Check ✓ if both are possible.



I've always wanted to *can* / *be able to* dance salsa.

1 My little boy *couldn't* / *wasn't able to* speak until he was almost two years old.
2 She's much better after her operation. She'll *can* / *be able to* walk again in a few months.
3 He hasn't *could* / *been able to* fix my bike yet. He'll do it tomorrow.
4 It's the weekend at last! I love *can* / *being able to* go out with my friends.
5 When we lived on the coast, we used to *can* / *be able to* go to the beach every day.
6 I *can't* / *'m not able to* send any emails right now. My computer isn't working.
7 I *could* / *was able to* read before I started school.
8 We won't *can* / *be able to* go on vacation this year because we need to spend a lot of money on the house.
9 Linda *hasn't been able to* / *couldn't* find a job.
10 Alex *can* / *is able to* speak Korean fluently after living in Seoul for ten years.

◀ p.34

4B

GRAMMAR BANK

have to, must, should

have to / must (+ base form)

1 You **have to** wear a seat belt in the car. 2 42
Do you **have to** work on Saturdays?
I **had to** wear a uniform at my elementary school.
I'**ll have to** get up early tomorrow. My interview is at 9:00.
2 You **must** be on time tomorrow because there's a test.
You **must** remember to call Emily – it's her birthday.
3 I love the Louvre! You **have to** go when you're in Paris.
You **must** see this movie – it's amazing!

- *have to* and *must* are usually used to talk about obligation or something that is necessary to do.

1 *have to* is a normal verb and it exists in all tenses and forms, e.g., also as a gerund or infinitive.
2 *must* is a modal verb. It only exists in the present, but it can be used with a future meaning.
3 You can also use *have to* or *must* for strong recommendations.

have to or must?
Have to and *must* have a very similar meaning, and you can usually use either form.
Have to is more common for general, external obligations, for example rules and laws.
Must is more common for specific (i.e., on one occasion) or personal obligations. Compare:
I have to wear a shirt and tie at work. (= It's the rule in this company.)
I must buy a new shirt – this one is too old now. (= It's my own decision.)

have got to
Have got to is often used instead of *have to* in spoken English, e.g., *I've got to go now. It's very late.*

don't have to

You **don't have to** pay – this museum is free. 2 43
You **don't have to** go to the party if you don't want to.

must not

You **must not** park here. 2 44

- We use *don't have to* when there is no obligation to do something, and *must not* when something is prohibited.
- *don't have to* and *must not* are completely different. Compare:
  You don't have to drive – we can take a train. (= You can drive if you want to, but it's not necessary / obligatory.)
  You must not drive along this street. (= It's prohibited, against the law, NOT ~~*You don't have to drive along this street*~~.)
- You can often use *can't* or *not allowed to* instead of *must not*.
  You ***must not / can't / 're not allowed to*** *park here.*

should / shouldn't (+ base form)

You **should** take warm clothes with you to Quito. 2 45
It might be cold at night.
You **shouldn't** drink so much coffee. It isn't good for you.
I think the government **should** do something about unemployment.

- *should* is not as strong as *must / have to*. We use it to give advice or an opinion – to say if we think something is the right or wrong thing to do.
- *should* is a modal verb. The only forms are *should / shouldn't*.

a Complete with the correct form of *have to* (+, -, or ?).

I'*ll have to* call back later because the line's busy. +

1 Passengers _____ turn off their laptops during take-off. +
2 _____ you _____ do a lot of homework when you were in school? ?
3 My sister is a nurse, so some weeks she _____ work nights. +
4 _____ you ever _____ have an operation? ?
5 Saturdays are the best day of the week. I love _____ get up early. -
6 I _____ leave a message on her voicemail because she wasn't in. +
7 In the future, people _____ go to school; they'll all study at home. -
8 With old cell phones, you used to _____ charge the battery more often. +
9 _____ your boyfriend _____ answer his work emails on weekends? ?
10 The exhibition was free, so I _____ pay. -

b Circle the correct form. Check ✓ if both are possible.

You *don't have to* / *must not* use your phone in quiet zones.

1 Do you think we *should* / *have to* text Dad to tell him we'll be late?
2 You *don't have to* / *must not* send text messages when you are driving.
3 A pilot *has to* / *must* wear a uniform when he's at work.
4 You *shouldn't* / *must not* talk on your cell phone when you're filling up the car with gas.
5 I *have to* / *should* speak to my phone company. My last bill was wrong.
6 We *don't have to* / *shouldn't* hurry. We have plenty of time.

◀ p.39

5A

past tenses

simple past: *worked, stopped, went, had,* etc.

She **was** born in Seoul. 3 10
They **got** married last year.
On the way to Rome we **stopped** in Florence for the night.
The plane **didn't arrive** on time.
What time **did** you **get up** this morning?

- We use the simple past for finished actions in the past (when we say, ask, or know when they happened).
- Remember **Irregular verbs** *p.165*.

past continuous: *was / were* + verb + *-ing*

1 What **were** you **doing** at six o'clock last night? 3 11
2 I **was driving** along the freeway when it started snowing.
3 While I **was doing** the housework the children **were playing** in the yard.
4 It was a cold night and it **was raining**. I **was watching** TV in the living room...

1 We use the past continuous to talk about an action in progress at a specific time in the past.
2 We often use the past continuous to describe a past action in progress that was interrupted by another action (expressed in the simple past).
3 We often use the past continuous with *while* for two actions happening at the same time.
4 We often use the past continuous to describe the beginning of a story or anecdote.

past perfect: *had* + past participle

When they turned on the TV, the game **had** already **finished**. 3 12
As soon as I shut the door, I realized that I**'d left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked** one.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:
  When John arrived, they ***went out****.* (= first John arrived and then they went out)
  When John arrived, they ***had gone out****.* (= they went out before John arrived)

using narrative tenses together

It was a cold night and it **was raining**. I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there was nobody there. The person who **had knocked** on the door **had disappeared**... 3 13

- Use the past continuous (*was raining, was watching*) to set the scene.
- Use the simple past (*heard, got up*, etc.) to say what happened.
- Use the past perfect (*had knocked, had disappeared*) to say what happened before the previous past action.

a Circle the correct form.

The teacher gave Robbie a zero because he *cheated* / *had cheated* on the exam.

1 They didn't win the game although they *were training* / *had trained* every evening.
2 Mike had an accident while he *drove* / *was driving* to work.
3 I *cleaned* / *had cleaned* the house when I got home. It looked great.
4 When we arrived, the game *started* / *had started*. We got there just in time and saw the whole game!
5 The captain *didn't score* / *hadn't scored* any goals when the referee ejected him.
6 My son got injured while he *played* / *was playing* basketball last Saturday.
7 Luckily, we *stopped* / *had stopped* skiing when the snowstorm started. We were already back at the hotel.
8 The Lakers *weren't losing* / *hadn't lost* any of their games during their trip to the East Coast.
9 The referee suspended the game because it *was raining* / *rained* too hard to play.

b Complete with the simple past, past continuous, or past perfect.

The marathon runner *was sweating* when she *crossed* the finish line. (sweat, cross)

1 The accident _____ when they _____ home. (happen, drive)
2 The crowd _____ when the referee _____ the final whistle. (cheer, blow)
3 I _____ her at first because she _____ so much. (not recognize, change)
4 The police _____ her on the freeway because she _____ a seat belt. (stop, not wear)
5 Some of the players _____ while the coach _____ to them. (not listen, talk)
6 We _____ use the ski slope because it _____ enough. (not can, not snow)
7 They _____ play tennis because they _____ a court. (not able to, not book)
8 The player _____ a yellow card because he _____ his shirt. (get, take off)

◀ p.46

5B

GRAMMAR BANK

present and past habits and states: *usually* and *used to*

1 I **usually get up** at 8:00 during the week. 3 17
I **don't normally go out** during the week.
Houses in the suburbs **usually have** yards.
Do you **normally walk** to work?

2 We **used to go** to the beach for our vacations when I was a child.
He **didn't use to do** any exercise, but now he runs marathons.
I **never used to like** hockey, but I watch it every week now.
We **used to be** close friends, but we don't talk to each other anymore.
That building **used to be** a restaurant, but it closed down last year.
Did they **use to live** downtown?
Didn't you **use to have** long hair?

1 For present habits we can use *usually* or *normally* + simple present.
NOT ~~*I used to get up at 8:00.*~~

2 For past habits we use *used to* | *didn't use to* + base form.
- *used to* does not exist in the present tense. NOT ~~*I use to get up at 8:00 during the week.*~~
- We use *used to* for things that were true over a period of time in the past. *Used to* often refers to something that is not true now.
  I used to play a lot of sports. (= I played a lot of sports for a period of time in the past, but now I don't.)
- *used to* | *didn't use to* can be used with action verbs (e.g., *go*, *do*) and nonaction verbs (e.g., *be*, *have*).
- We can also use the simple past to describe past habits (often with an adverb of frequency).
  We (*often*) *went to the beach for our vacations when I was a child.*
  I lived downtown until I got married.

a Complete with *used to* (+, −, or ?) and a verb from the list.

argue be get along go out have
like ~~live~~ speak spend wear work

Sonya *used to live* in New York City, but later she moved to New Jersey. +

1 We _____ a lot in common, but now we're completely different. +
2 I _____ much time online, but now I'm addicted to Facebook. −
3 _____ your fiancé _____ glasses? He looks different now. ?
4 I _____ with my classmates, but now I spend all my time with my boyfriend. +
5 Where _____ your husband _____ before he got the job in the bank? ?
6 My sister lost a lot of weight. She _____ so slim. −
7 _____ you _____ a lot with your parents when you were a teenager? ?
8 I _____ Japanese food, but now I eat a lot of sushi. −
9 Laura _____ well with her roommate, but now they don't talk to each other. +
10 My ex _____ to me, but now he calls me a lot. −

b Are the highlighted verb forms right ✓ or wrong ✗? Correct the wrong ones.

Sonya use to see Michael every day. ✗ *used to see*

1 His parents used to split up after he was born.
2 Do you usually tell a close friend about your problems?
3 My sister didn't use to want children, but now she has four!
4 I didn't used to like my math teacher when I was in school.
5 They used to go on vacation every year.
6 That couple has three kids, so they don't use to go out at night.
7 Where did your parents use to meet when they first went out?
8 My husband use to work for a bank, but now he's unemployed.
9 We love the theater. We usually go to a play at least once a month.

◀ p.49

used to or simple past?

We can use *used to* or simple past for repeated actions or states, and the meaning is the same.
I used to live in Miami as a child. / I lived in Miami as a child.
But if the action happened only once, or we mention exact dates or number of times, we have to use simple past.
I went to Paris last year. NOT ~~*I used to go to Paris last year.*~~
Jack caught the train to Chicago four times last week. NOT ~~*Jack used to catch the train to Chicago four times last week.*~~

anymore and *any longer*

We often use *not...anymore / any longer* (= not now) with the simple present to contrast with *used to*.
I used to go to the gym, but I don't (go) anymore / any longer.

be used to and *get used to*

Don't confuse *used to / didn't use to* (*do* something) with *be used to* or *get used to* (*doing* something).
*I **am used to getting up** early every day.* (= I am accustomed to it. I always do it, so it is not a problem for me.)
*Lola can't **get used to living** in the US.* (= She can't get accustomed to it. It is a problem for her.)

Food and cooking

1 FOOD

a Match the words and pictures.

Fish and seafood

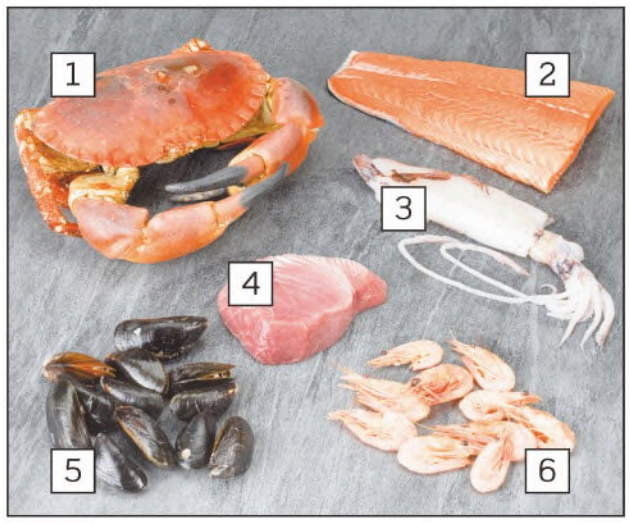
1 crab /kræb/
mussels /'mʌslz/
salmon /'sæmən/
shrimp /ʃrɪmp/
squid /skwɪd/
tuna /'tunə/

Meat

beef /bif/
chicken /'tʃɪkən/
duck /dʌk/
lamb /læm/
pork /pɔrk/

Fruits and vegetables

beet /bit/
cabbage /'kæbɪdʒ/
cherries /'tʃɛriz/
cucumber /'kyukʌmbər/
eggplant /'ɛgplænt/ (*BritE* aubergine)
grapes /greɪps/
green beans /grin binz/
lemon /'lɛmən/
mango /'mæŋgoʊ/
melon /'mɛlən/
peach /pitʃ/
pear /pɛr/
raspberries /'ræzbɛriz/
red pepper /rɛd 'pɛpər/
zucchini /zu'kini/ (*BritE* courgette)



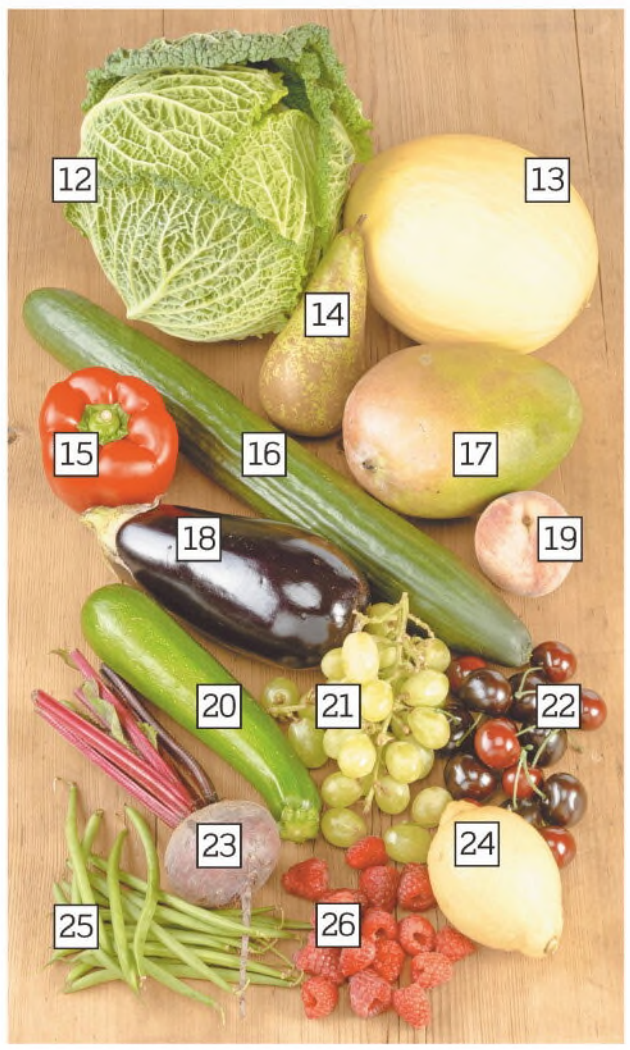


b 1 2 Listen and check.

c Are there any things in the list that you…?

a love
b hate
c have never tried

d Are there any other kinds of fish, meat, or fruits and vegetables that are very common in your country?



2 COOKING

a Match the words and pictures.



4 boiled /bɔɪld/
roasted /roʊstɪd/
baked /beɪkt/
grilled /grɪld/
fried /fraɪd/
steamed /stimd/

b 1 3 Listen and check.

c How do you prefer these things to be cooked?

eggs	chicken
potatoes	fish

Phrasal verbs

Learn these phrasal verbs connected with food and diet.

*I **eat out** a lot because I don't really have time to cook.*
(= eat in restaurants)

*I'm trying to **cut down on** coffee right now. I'm only having one cup at breakfast.* (= have less)

*The doctor told me I had very high cholesterol and that I should completely **cut out** all high-fat cheese and dairy products from my diet.*
(= eliminate)

◀ p.4

Personality

1 WHAT ARE THEY LIKE?

a Complete the definitions with the adjectives.

affectionate /əˈfekʃənət/ aggressive /əˈgresɪv/
ambitious /æmˈbɪʃəs/ anxious /ˈæŋkʃəs/ bossy /ˈbɒsi/
charming /ˈtʃɑrmɪŋ/ competitive /kəmˈpetətɪv/
independent /ɪndɪˈpendənt/ jealous /ˈdʒeləs/
moody /ˈmudi/ rebellious /rɪˈbelyəs/ reliable /rɪˈlaɪəbl/
~~selfish~~ /ˈselfɪʃ/ sensible /ˈsensəbl/ sensitive /ˈsensətɪv/
sociable /ˈsoʊʃəbl/ spoiled /spɔɪld/ stubborn /ˈstʌbərn/

1 *Selfish* people think about themselves and not about other people.
2 A _____ person always wants to win.
3 _____ children behave badly because they are given everything they want.
4 An _____ person gets angry quickly and likes fighting and arguing.
5 _____ people have an attractive personality and make people like them.
6 A _____ person has common sense and is practical.
7 A _____ person is friendly and enjoys being with other people.
8 _____ people are often worried or stressed.
9 A _____ person is happy one minute and sad the next, and is often bad-tempered.
10 _____ people like doing things on their own, without help.
11 A _____ person likes giving orders to other people.
12 An _____ person shows that he or she loves or likes people very much.
13 A _____ person thinks that someone loves another person more than him or her, or wants what other people have.
14 A _____ person can be easily hurt or offended.
15 An _____ person wants to be successful in life.
16 A _____ person is someone who you can trust or depend on.
17 A _____ person doesn't like obeying rules.
18 A _____ person never changes his (or her) opinion or attitude about something.

b 1 23 Listen and check.

c Cover the definitions and look at the adjectives. Remember the definitions.

2 OPPOSITES

a Match the adjectives and their opposites.

cheap /tʃip/ hardworking /hɑrdˈwərkɪŋ/
outgoing /ˈaʊtgoʊɪŋ/ self-confident /sɛlf ˈkɑnfədənt/
stupid /ˈstupəd/ talkative /ˈtɔkətɪv/

	Opposite
generous	_____
insecure	_____
lazy	_____
quiet	_____
shy	_____
smart	_____

b 1 24 Listen and check. Then cover the opposites and test yourself.

c With a partner, look at the adjectives again in **1** and **2**. Do you think they are positive, negative, or neutral characteristics?

3 NEGATIVE PREFIXES

a Which prefix do you use with these adjectives? Put them in the correct column.

~~ambitious~~ clean friendly honest imaginative
kind mature organized patient reliable
responsible selfish sensitive sociable

un- / dis-	im- / ir- / in-
unambitious	

b 1 25 Listen and check. Which of the new adjectives has a positive meaning?

c Cover the columns. Test yourself.

False friends

Some words in English are very similar to words in other languages, but have different meanings.

Sensible looks very similar to *sensible* in Spanish and French, but in fact in English it means someone who has common sense and is practical. The Spanish / French word *sensible* translates as ***sensitive*** in English (to describe a person who is easily hurt).

Sympathetic does not mean the same as *sempatik* in Turkish (which mean ***nice, friendly***). In English, ***sympathetic*** means a person who understands other people's feelings, e.g., *My best friend was very sympathetic when I failed my exam last week.*

◀ p.11

Money

1 VERBS

a Complete the sentences with a verb from the list.

be worth /bi wərθ/ borrow /'bɑroʊ/ can't afford /kænt ə'fɔrd/ charge /tʃɑrdʒ/ cost /kɔst/ earn /ərn/
~~inherit~~ /ɪn'hɛrət/ invest /ɪn'vɛst/ lend /lɛnd/ owe /oʊ/ raise /reɪz/ save /seɪv/ waste /weɪst/

1	My uncle died and left me $2,000.	I'm going to *inherit* $2,000.
2	I put some money aside every week for my next vacation.	I _____ money every week.
3	My brother promised to give me $50.	He promised to _____ me $50.
4	I need to ask my mom to give me $20.	I need to _____ $20 from my mom.
5	I often spend money on stupid things.	I often _____ money.
6	I don't have enough money to buy that car.	I _____ to buy that car.
7	I usually have to pay the mechanic $400 to fix my car.	The mechanic _____ me $400.
8	These shoes are very expensive. They are $200.	They _____ $200.
9	Jim gave me $100. I haven't paid him back yet.	I _____ Jim $100.
10	I want to put money in a bank account. They'll give me 5% interest.	I want to _____ some money.
11	I work in a supermarket. They pay me $1,600 a month.	I _____ $1,600 a month.
12	I could sell my house for about $200,000.	My house _____ about $200,000.
13	We need to get people to give money to build a new hospital.	We want to _____ money for the new hospital.

b 1 35 Listen and check. Cover the sentences on the right. Try to remember them.

2 PREPOSITIONS

a Complete the **Preposition** column with a word from the list.

by for (x2) from in (x2) into on to

	Preposition
1 Would you like to pay ___ cash or ___ credit card?	*in, by*
2 I paid ___ the dinner last night. It was my birthday.	
3 I spent $50 ___ books yesterday.	
4 My uncle invested all his money ___ real estate.	
5 I don't like lending money ___ friends.	
6 I borrowed a lot of money ___ the bank.	
7 They charged me $120 ___ a haircut!	
8 I never get ___ debt. I hate owing people money.	

b 1 36 Listen and check.

c Cover the **Preposition** column. Look at the sentences and remember the prepositions.

3 NOUNS

a Match the nouns and definitions.

ATM (*BritE* cash machine) /eɪ ti 'ɛm/ bill /bɪl/
~~coin~~ /kɔɪn/ loan /loʊn/ mortgage /'mɔrgɪdʒ/
salary /'sælərɪ/ tax /tæks/

1	*coin*	a piece of money made of metal
2	_____	a piece of paper that shows how much money you have to pay for something
3	_____	the money you get for the work you do
4	_____	money that you pay to the government
5	_____	money that somebody (or a bank) lends you
6	_____	money that a bank lends you to buy a house
7	_____	a machine where you can get money

b 1 37 Listen and check. Cover the words and look at the definitions. Try to remember the words.

Phrasal verbs

*I **took out** $200 from an ATM.* (= took from my bank account)

*When can you **pay** me **back** the money I lent you?* (= return)

*I have to **live off** my parents while I'm in college,* (= depend on financially)

*It's difficult for me and my wife to **live on** only one salary.* (= have enough money for basic things you need to live)

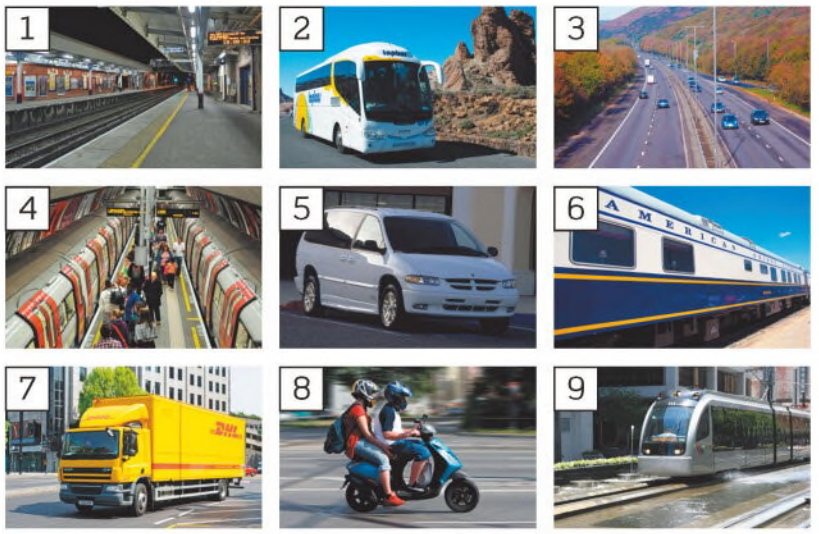
◀ p.14

Transportation

1 PUBLIC TRANSPORTATION AND VEHICLES

a Match the words and pictures.

- bus /bʌs/
- freeway /ˈfriweɪ/
- light rail /laɪt reɪl/
- 1 platform /ˈplætfɔrm/
- scooter /ˈskutər/
- subway /ˈsʌbweɪ/ (*BritE* the underground)
- train /treɪn/
- truck /trʌk/
- van /væn/



b 2 2)) Listen and check.

c Cover the words and look at the pictures. Try to remember the words.

2 ON THE ROAD

Compound nouns
Compound nouns are two nouns together where the first noun describes the second, e.g., *a child seat* = a seat for a child, *a bus stop* = a place for buses to stop, etc. In compound nouns, the first noun is stressed more strongly than the second. There are many compound nouns related to road travel.

a Complete the compound nouns.

belt /bɛlt/ camera /ˈkæmrə/ crash /kræʃ/ hour /ˈaʊər/ jam /dʒæm/
~~lane~~ /leɪn/ light /laɪt/ limit /ˈlɪmət/ stand /stænd/ station /ˈsteɪʃn/
ticket /ˈtɪkət/ walk /wɔk/ work /wərk/ zone /zoʊn/


1 bicycle *lane*


2 car _____


3 cross _____


4 gas _____



5 parking _____


6 pedestrian _____


7 road _____


8 rush _____


9 seat _____


10 speed _____



11 speed _____


12 taxi _____


13 traffic _____


14 traffic _____

b 2 3)) Listen and check. Then cover the compound nouns and look at the pictures. Remember the compound nouns.

3 HOW LONG DOES IT TAKE?

How long does it take?
It **takes** about an hour to get from Princeton to New York City by train.
It **took (me)** more than an hour to get to work yesterday.
How long does it take (you) to get to school?
Use *take* (+ person) + time (+ *to get to*) to talk about the duration of a trip, etc.

Read the information box above. Then ask and answer the questions with a partner.

1 How do you get to work / school? How long does it take?
2 How long does it take to get from your house to the center of town?

Phrasal verbs
Learn these phrasal verbs connected with transportation and travel.
*We **set off** at 7:00 in the morning to try to avoid the traffic.* (= leave on a trip)
*I arrive at 8:15. Do you think you could **pick me up** at the station?* (= go somewhere in a car and get him/her, etc.)
*I got on the wrong bus, and I **ended up** on the opposite side of town.* (= find yourself in a place / situation that you did not expect)
*We're **running out of** gas. Let's stop at the next gas station.* (= finish your supply of something)
***Watch out!** / **Look out!** You're going to crash!* (= be careful or pay attention to something dangerous)

◀ p.24

Dependent prepositions

VOCABULARY BANK

1 AFTER VERBS

a Complete the **Preposition** column with a word from the list.

about at between for in of on to with



He apologized to the police officer for driving fast.

b 2 25 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

		Preposition
1	He apologized ___ the police officer ___ driving fast.	*to* , *for*
2	We're arriving ___ Miami on Sunday.	
3	We're arriving ___ O'Hare Airport at 3:45.	
4	Who does this book belong ___ ?	
5	I never argue ___ my husband ___ money.	,
6	Could you ask the waiter ___ the check?	
7	Do you believe ___ ghosts?	
8	I can't choose ___ these two bags.	
9	We might go out. It depends ___ the weather.	
10	I dreamed ___ my childhood last night.	
11	Don't laugh ___ me! I'm doing my best!	
12	I'm really looking forward ___ the party.	
13	If I pay ___ the gas, can you pay for the parking?	
14	This music reminds me ___ our honeymoon in Italy.	
15	I don't spend a lot of money ___ clothes.	

2 AFTER ADJECTIVES

a Complete the **Preposition** column with a word from the list.

about at for from in of on to with



My brother is afraid of* bats.

*also *scared of* and *frightened of*

b 2 26 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

Gerunds after prepositions
Remember that after a preposition we use a verb in the gerund (+ *-ing*).
We're really excited ***about going*** *to Brazil.*
I'm tired ***of walking****.*

◀ *p.31*

		Preposition
1	My brother is afraid* ___ bats.	*of*
2	She's really angry ___ her boyfriend ___ last night.	
3	I've never been good ___ sports.	
4	Eat your vegetables. They're good ___ you.	
5	I'm very close ___ my older sister.	
6	This exercise isn't very different ___ the last one.	(or *to*)
7	We're really excited ___ going to Brazil.	
8	I'm fed up ___ listening to you complaining.	
9	Krakow is famous ___ its main square.	
10	My sister is very interested ___ astrology.	
11	I'm very fond ___ my little nephew. He's adorable.	
12	She's very passionate ___ riding her bike. She does about 30 miles every weekend.	
13	I don't like people who aren't kind ___ animals.	
14	She used to be married ___ a pop star.	
15	I'm really happy ___ my new motorcycle.	
16	My dad was very proud ___ learning to ski.	
17	Why are you always rude ___ waiters and salespeople?	
18	Rachel is worried ___ losing her job.	
19	I'm tired ___ walking. Let's stop and rest.	

Sports

1 PEOPLE AND PLACES

a Match the words and pictures.

- captain /ˈkæptən/
- coach /koʊtʃ/
- 1 fans /fænz/
- players /ˈpleɪərz/
- referee /rɛfəˈri/ / umpire /ˈʌmpaɪər/
- spectators /ˈspɛkteɪtərz/ / the crowd /kraʊd/
- team /tim/
- stadium /ˈsteɪdiəm/
- sports arena /spɔrts əˈrinə/



b 3 2 Listen and check. Cover the words and look at the pictures. Test yourself.

c Match the places and sports.

course /kɔrs/ ~~court~~ /kɔrt/ field /fild/ pool /pul/ slope /sloʊp/ track /træk/

1 tennis / basketball *court*
2 soccer / baseball _____
3 swimming / diving _____
4 running / horse racing _____
5 golf _____
6 ski _____

d 3 3 Listen and check. Then test a partner.

A (book open) say a sport, e.g., *tennis*.
B (book closed) say where you play it, e.g., *tennis court*.

2 VERBS

> **win and beat**
> You *win* a game, competition, medal, or trophy.
> You *beat* another team or person NOT ~~*The Red Sox won the Yankees*~~.

a Complete with the past tense and past participles.

beat	*beat*	_____
win	_____	_____
lose	_____	_____
tie	_____	_____

b Complete the **Verb** column with the past tense of a verb from **a**.

	Verb
1 Costa Rica ___ the US 3–0.	_____
2 Costa Rica ___ the game 3–0.	_____
3 The Chicago Bulls ___ 78–91 to the Boston Celtics.	_____
4 Spain ___ with Brazil 2–2.	_____

c 3 4 Listen and check **a** and **b**.

d Complete the **Verb** column with a verb from the list.

do get injured get in shape go kick score throw ~~train~~

	Verb
1 Professional sportspeople have to ___ every day.	*train*
2 Don't play tennis on a wet court. You might ___.	_____
3 A soccer player has to try to ___ the ball into the goal.	_____
4 I've started going to the gym because I want to ___.	_____
5 Our new striker is going to ___ a lot of goals.	_____
6 Would you like to ___ swimming this afternoon?	_____
7 My brothers ___ yoga and tai-chi.	_____
8 In basketball, players ___ the ball to each other.	_____

e 3 5 Listen and check. Cover the **Verb** columns in **b** and **d**. Test yourself.

> **Phrasal verbs**
> *It's important to **warm up** before you do any vigorous exercise.* (= do light exercise to get ready, e.g., for a game)
> *My daughter **works out** every afternoon.* (= exercises at a gym)
> *My team was **knocked out** in the semi-finals.* (= eliminated)

◀ p.44

Relationships

1 PEOPLE

a Match the words and definitions.

classmate /ˈklæsmeɪt/
close friend /kloʊs frɛnd/
colleague /ˈkɑlig/ ~~couple~~ /ˈkʌpl/
ex /ɛks/ fiancé /fiɑnˈseɪ/ (*female* fiancée)
partner /ˈpɑrtnər/ roommate /ˈrʊmmeɪt/

1 *couple* two people who are married or in a romantic relationship
2 _____ your husband, wife, boyfriend, or girlfriend
3 _____ the person that you are engaged to be married to
4 _____ a person that you share an apartment or house with
5 _____ a person that you work with
6 _____ (*colloquial*) a person that you used to have a relationship with
7 _____ a very good friend that you can talk to about anything
8 _____ a friend from school or college

b 3 19 Listen and check. Cover the definitions and look at the words. Remember the definitions.

2 VERBS AND VERB PHRASES

a Complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up get along get in touch get married
get to know go out together have something in common lose touch ~~meet~~
propose

1 I *met* _____ Mark when I was studying at Boston University.
2 We _____ each other quickly because we went to the same classes.
3 We soon _____, and we discovered that we _____ a lot _____. For example, we both liked art and music.
4 We _____ in our second semester, and we fell in love.
5 We _____ for two years, but we argued a lot, and in our last semester of school, we _____.
6 After we graduated from college, we _____ because I moved to Chicago, and he stayed in Boston.
7 Five years later, we _____ again on Facebook. We were both still single, and Mark had moved to Chicago, too.
8 This time we _____ better than before, maybe because we were older.
9 After two months Mark _____ and I accepted.
10 We _____ last summer. A lot of our old college friends came to the wedding!

b 3 20 Listen and check.

c Look at the pictures. Try to remember the story.



Colloquial language
I went out last night with some ***buddies****.* (= friends)
I'm really into *a girl I met in class last week.* (= I'm attracted to her)
Jane ***dumped*** *her boyfriend last night!* (= told him that their relationship was over)
My younger sister ***has a crush on*** *Justin Bieber!* (= be madly in love with when you are young)

Phrasal verbs
My sister and her boyfriend ***broke up / split up*** *last month.* (= ended their relationship)
My brother has been ***going out with*** *his girlfriend for two years.* (= dating)

◀ p.50

Irregular verbs

5 45

Infinitive	Simple past	Past participle
be /bi/	was /wəz/ were /wər/	been /bɪn/
beat /bit/	beat	beaten /'bitn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /broʊk/	broken /'broʊkən/
bring /brɪŋ/	brought /brɔt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔt/	caught
choose /tʃuz/	chose /tʃoʊz/	chosen /'tʃoʊzn/
come /kʌm/	came /keɪm/	come
cost /kɔst/	cost	cost
cut /kʌt/	cut	cut
do /du/	did /dɪd/	done /dʌn/
draw /drɔ/	drew /dru/	drawn /drɔn/
dream /drim/	dreamed /drimd/ (dreamt /drɛmt/)	dreamed (dreamt)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /droʊv/	driven /'drɪvn/
eat /it/	ate /eɪt/	eaten /'itn/
fall /fɔl/	fell /fɛl/	fallen /'fɔlən/
feel /fil/	felt /fɛlt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /flu/	flown /floʊn/
forget /fər'gɛt/	forgot /fər'gɑt/	forgotten /fər'gɑtn/
get /gɛt/	got /gɑt/	gotten /'gɑtn/
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /goʊ/	went /wɛnt/	gone /gɑn/
grow /groʊ/	grew /gru/	grown /groʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪr/	heard /hərd/	heard
hit /hɪt/	hit	hit
hurt /hərt/	hurt	hurt
keep /kip/	kept /kɛpt/	kept
know /noʊ/	knew /nu/	known /noʊn/
learn /lərn/	learned /lərnd/	learned
leave /liv/	left /lɛft/	left
lend /lɛnd/	lent /lɛnt/	lent
let /lɛt/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luz/	lost /lɔst/	lost
make /meɪk/	made /meɪd/	made
mean /min/	meant /mɛnt/	meant
meet /mit/	met /mɛt/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /rid/	read /rɛd/	read /rɛd/
ride /raɪd/	rode /roʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sɛd/	said
see /si/	saw /sɔ/	seen /sin/
sell /sɛl/	sold /soʊld/	sold
send /sɛnd/	sent /sɛnt/	sent
set /sɛt/	set	set
shine /ʃaɪn/	shone /ʃoʊn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /slip/	slept /slɛpt/	slept
speak /spik/	spoke /spoʊk/	spoken /'spoʊkən/
spend /spɛnd/	spent /spɛnt/	spent
stand /stænd/	stood /stʊd/	stood
steal /stil/	stole /stoʊl/	stolen /'stoʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /titʃ/	taught /tɔt/	taught
tell /tɛl/	told /toʊld/	told
think /θɪŋk/	thought /θɔt/	thought
throw /θroʊ/	threw /θru/	thrown /θroʊn/
understand /ʌndə'staend/	understood /ʌndər'stʊd/	understood
wake /weɪk/	woke /woʊk/	woken /'woʊkən/
wear /wɛr/	wore /wɔr/	worn /wɔrn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /roʊt/	written /'rɪtn/

Vowel sounds

	usual spelling	! but also
tree /i/	**ee** beef speed **ea** peach team **e** refund medium	people magazine niece receipt
fish /ɪ/	**i** dish bill pitch fit ticket since	pretty women busy decided village physics
ear /ɪr/	**eer** cheers engineer **ere** here we're **ear** beard appearance	serious
cat /æ/	**a** fan travel crash tax carry land	
egg /ɛ/	**e** menu lend text spend plenty cent	friendly already healthy many said
chair /ɛr/	**air** airport upstairs fair hair **are** rare careful	their there wear pear area
clock /ɑ/	**o** shop comedy plot shot cottage on	watch want calm
saw /ɔ/	**a** bald wall **aw** draw saw **al** walk talk	thought caught audience
horse /ɔr/	**or** sports floor **ore** bore score	warm course board
boot /u/	**oo** pool moody **u*** true student	suitcase juice shoe move soup through

* especially before consonant + **e**

	usual spelling	! but also
bull /ʊ/	**u** full **oo** cook book look good	could should would woman
tourist /ʊr/	A very unusual sound. sure plural	
up /ʌ/	**u** public subject ugly duck cup	money someone enough country tough
computer /ə/	Many different spellings, /ə/ is always unstressed. about complain	
bird /ər/	**er** person prefer learn **ir** dirty third **ur** curly turn	work world worse picture
owl /aʊ/	**ou** hour around proud ground **ow** town brown	
phone /oʊ/	**o*** broke stone frozen stove **oa** roast coat	owe slow although shoulders
car /ɑr/	**ar** garden charge starter	heart
train /eɪ/	**a*** save gate **ai** railroad plain **ay** may say gray	break steak great weight they
boy /ɔɪ/	**oi** boiled noisy spoil coin **oy** enjoy employer	
bike /aɪ/	**i*** fine sign **y** shy motorcycle **igh** flight frightened	buy eyes height

vowels vowels followed by /r/ diphthongs

Consonant sounds

زبان امید
www.languagecentre.ir

	usual spelling		! but also
/p/ parrot	**p**	plate transport trip	
	pp	shopping apply	
/b/ bag	**b**	beans bill probably crab	
	bb	stubborn dubbed	
/k/ key	**c**	court script	chemisty school
	k	kind kick	stomach squid
	ck	track lucky	account
/g/ girl	**g**	golf grilled colleague forget	
	gg	aggressive luggage	
/f/ flower	**f**	food roof	enough laugh
	ph	pharmacy nephew	
	ff	traffic affectionate	
/v/ vase	**v**	van vegetables travel invest private believe	of
/t/ tie	**t**	taste tennis stadium strict	worked passed
	tt	attractive cottage	
/d/ dog	**d**	director afford comedy confident	failed bored
	dd	address middle	
/s/ snake	**s**	steps likes	science scene
	ss	boss assistant	
	c (before *e, i, y*)	twice city cycle	
/z/ zebra	**z**	lazy freezing	
	s	nose loves cousins	
/ʃ/ shower	**sh**	short dishwasher selfish cash	sugar sure machine chef
	ti (+ vowel)	ambitious explanation	
	ci (+ vowel)	spacious sociable	
/ʒ/ television	decision confusion usually		

	usual spelling		! but also
/θ/ thumb	**th**	throw thriller healthy path math teeth	
/ð/ mother	**th**	the that with farther together	
/tʃ/ chess	**ch**	change cheat	
	tch	watch match	
	t (+ ure)	picture future	
/dʒ/ jazz	**j**	jealous just	
	g	generous manager	
	dge	bridge judge	
/l/ leg	**l**	limit salary until reliable	
	ll	sell rebellious	
/r/ right	**r**	result referee elementary fried	written wrong
	rr	borrow married	
/w/ witch	**w**	war waste western highway	one once
	wh	whistle which	
/j/ yacht	**y**	yet year yogurt yourself	
	before **u**	university argue	
/m/ monkey	**m**	mean arm romantic charming	lamb
	mm	summer swimming	
/n/ nose	**n**	neck honest none chimney	knee knew
	nn	tennis thinner	
/ŋ/ singer	**ng**	cooking going spring bring	
	before **g/k**	think tongue	
/h/ house	**h**	handsome helmet behave inherit unhappy perhaps	who whose whole

voiced unvoiced