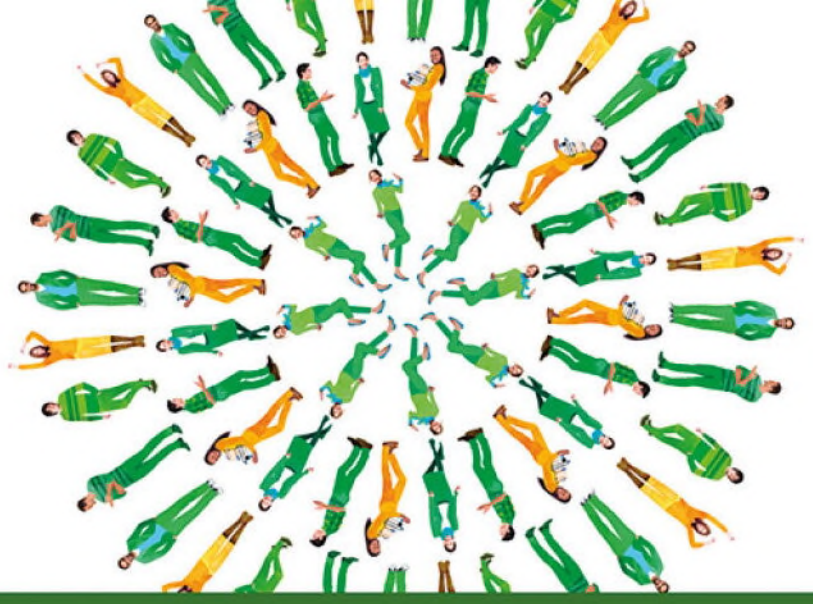


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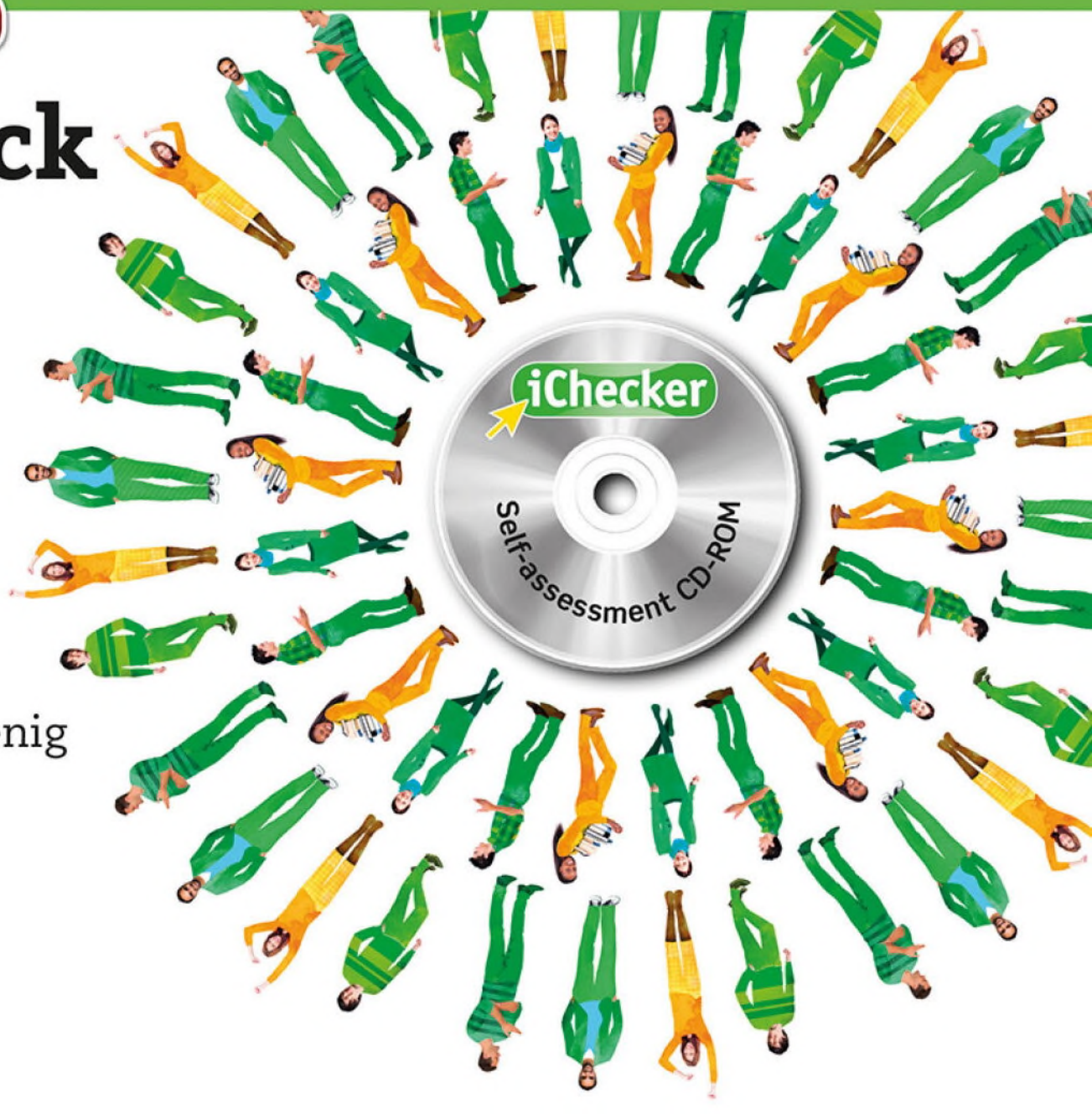
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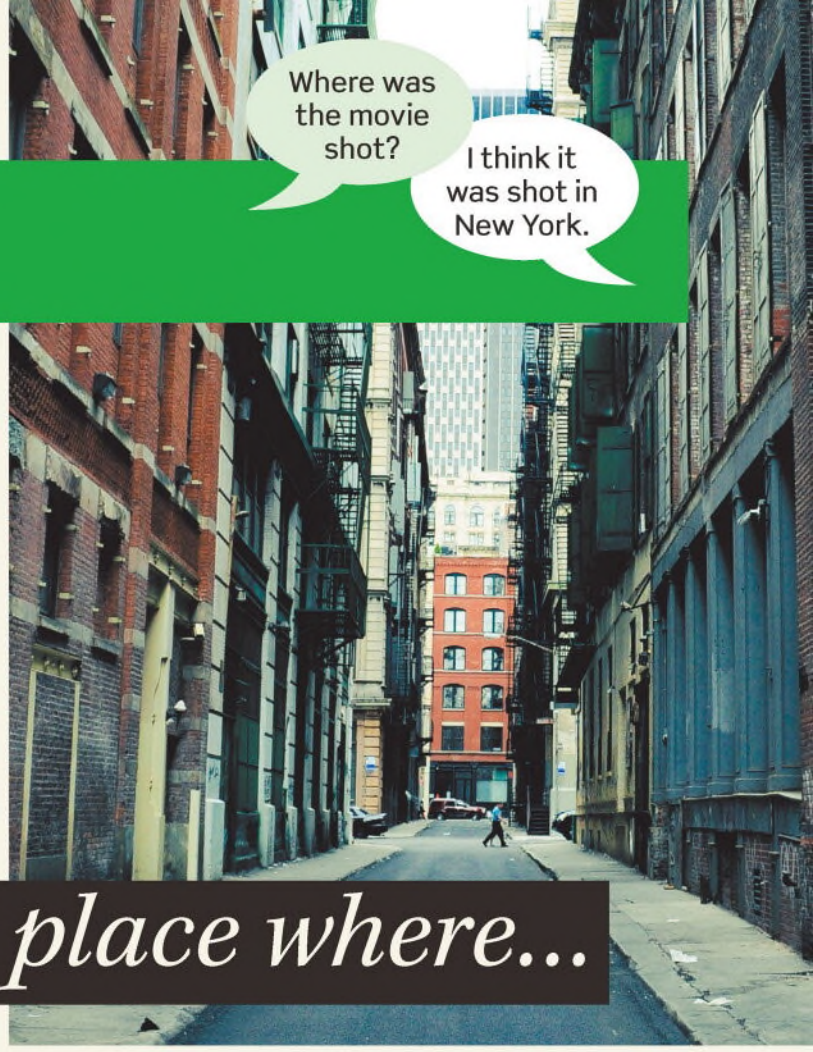
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G passive (all tenses)
V movies
P sentence stress

6A Shot on location



1 READING

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

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

based designed inhabited inspired owned
photographed transformed used welcomed

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

A Highclere Castle *near Newbury in Berkshire, UK*

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

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

Go there

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

B Cortlandt Alley

New York City, USA

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

Go there

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



C Casa Loma

Toronto, Canada

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

Go there

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



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

Which place…?

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



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

2 GRAMMAR passive (all tenses)

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

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

3 PRONUNCIATION sentence stress

a 3 32 Listen and write the stressed words in the large pink rectangles.

1 *movie* *based* *famous* *book* .
2 _____ _____ _____ .
3 _____ _____ _____ _____ .
4 _____ _____ _____ .
5 _____ _____ ?
6 _____ _____ ?

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

4 VOCABULARY movies

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

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

b ➤ **p.159 Vocabulary Bank** *Movies.*

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

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

5 SPEAKING

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

THE MOVIE INTERVIEW

1 **CAN YOU THINK OF A MOVIE THAT...?**
- was incredibly funny
- had a very sad ending
- put you to sleep
- made you feel good
- you've seen several times
- made you buy the soundtrack

2 **DO YOU PREFER...?**
- seeing movies at home or in the movie theater
- seeing a) American movies
  b) other foreign movies
  c) movies from your country
- seeing foreign movies dubbed or with subtitles

3 **TELL ME ABOUT A REALLY GOOD MOVIE YOU'VE SEEN THIS YEAR**
- What kind of movie is it?
- Is it based on a book or on a real event?
- Where and when is it set?
- Who's in it? Who is it directed by?
- Does it have a good plot?
- Does it have a good soundtrack?
- Why did you like it?

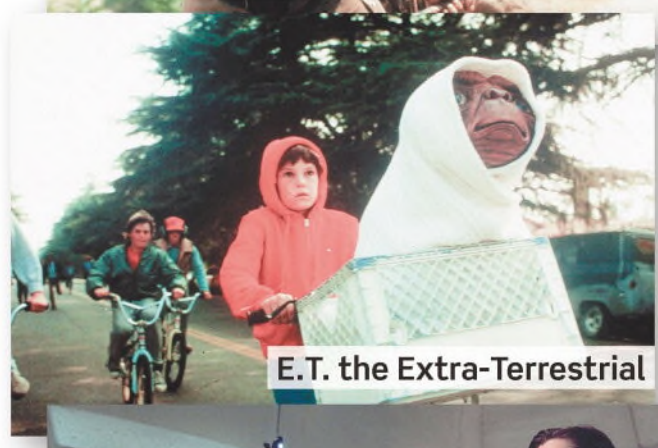
b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

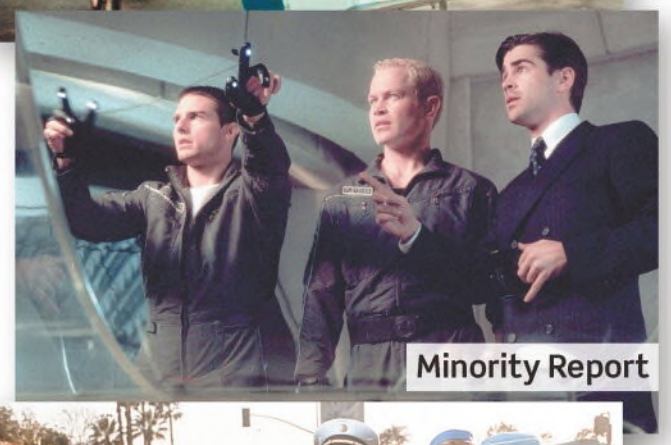
6 SPEAKING & LISTENING

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


War Horse


Indiana Jones and the Temple of Doom


E.T. the Extra-Terrestrial


Minority Report


Catch Me If You Can

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

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

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

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

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

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

f Listen again and make notes under the headings below.

What she had to do during the movie

go to the movie set every day, translate Spielberg's instructions

The worst thing about the job

One especially difficult scene

What it was like to work with Spielberg

Being an extra

What happened after the movie was finished

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

7 WRITING

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

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

6B Judging by appearances

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

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



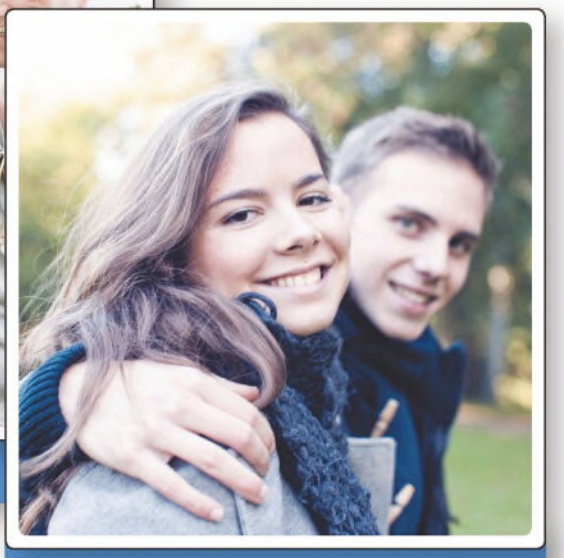
Annabel, 27



Martin, 39



Sean, 19



Sarah, 22

1 READING & SPEAKING

a Answer the questions in pairs.

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

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

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

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

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

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

What does your profile picture say about you?

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

Adapted from The Irish Times

2 VOCABULARY the body

a 3 38 Look at the four pictures and listen. Which one is the thief? Describe the four pictures with a partner.



b ➤ p.160 Vocabulary Bank *The body.*

3 PRONUNCIATION diphthongs

a 3 41 Read the information about diphthongs. Then listen and repeat the five words and sounds.

1	2	3	4	5
				

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

b Write these words in the correct columns.

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

c 3 42 Listen and check. Then practice saying the phrases below.

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

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

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

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



4 3 43 SONG *I Got Life*

5 GRAMMAR modals of deduction

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

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



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

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

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

1 Which modal verbs mean *it's possible*?
might _____ _____

2 Which modal verb means *it's very likely to happen?* _____

3 Which modal verb means *it's impossible*? _____

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

6 LISTENING & READING

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

American	British
very famous	homeless
funny	dangerous



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

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

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

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

e Read the article once and choose the best summary.

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

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

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

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Yes, appearance matters.

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

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

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



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

Adapted from The New York Times

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

Paragraph 1

1 _____ _____ was sent all over the Internet

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

Paragraph 2

3 _____ _____ absolutely essential

Paragraph 3

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

Paragraph 4

5 _____ people who are not expected to succeed

h Talk to a partner.

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

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

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

Do you think it is right that their appearance matters?

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

5&6 Review and Check

GRAMMAR

Circle a, b, or c.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VOCABULARY

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

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

b Circle the right verb or phrase.

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

c Complete the words.

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

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

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

e Complete the sentences with one word.

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

PRONUNCIATION

a Circle the word with a different sound.

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

b Underline the stressed syllable.

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

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CAN YOU UNDERSTAND THIS TEXT?

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

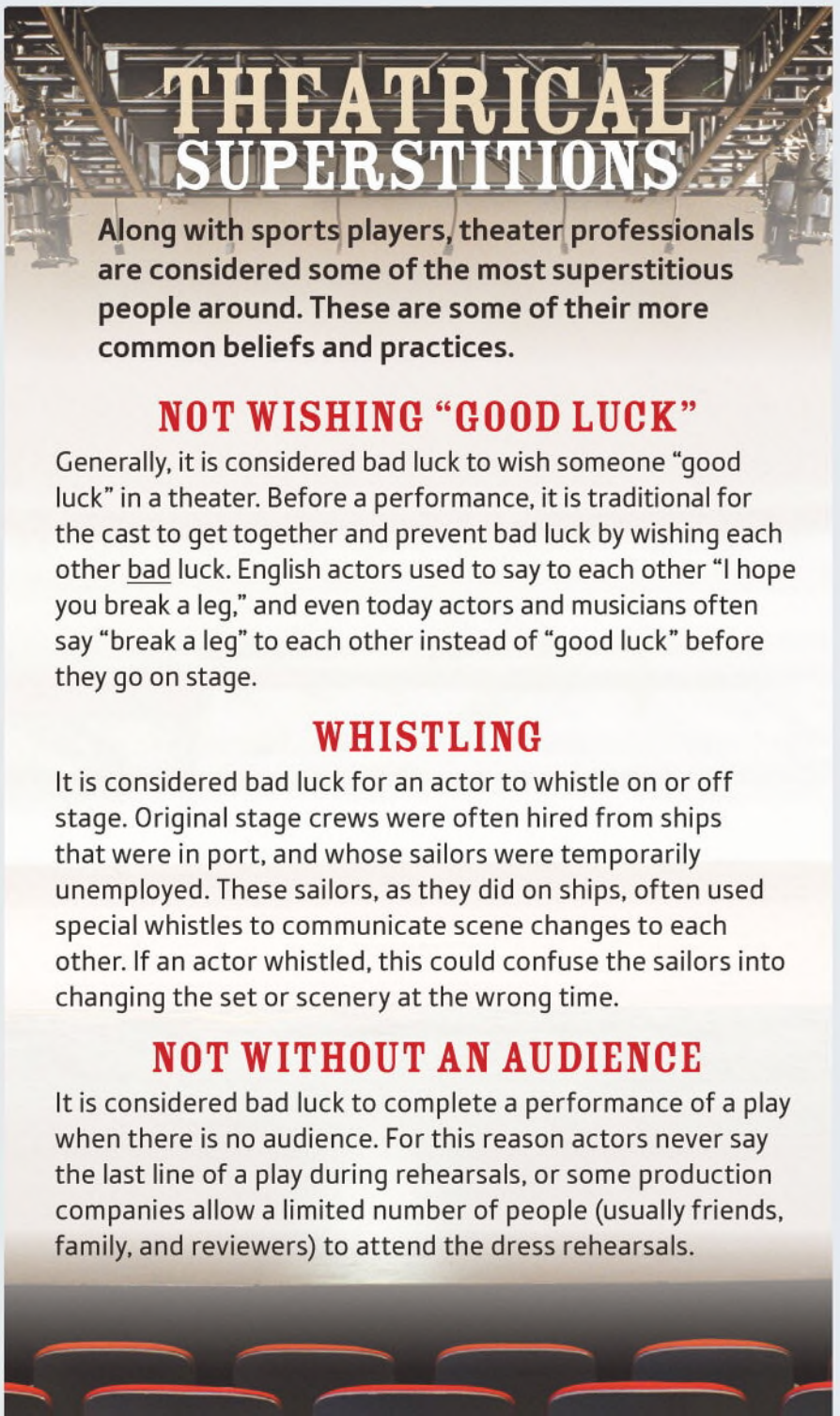
b Read the text again and choose a, b, or c.

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

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

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

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



THEATRICAL SUPERSTITIONS

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

NOT WISHING "GOOD LUCK"

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

WHISTLING

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

NOT WITHOUT AN AUDIENCE

It is considered bad luck to complete a performance of a play when there is no audience. For this reason actors never say the last line of a play during rehearsals, or some production companies allow a limited number of people (usually friends, family, and reviewers) to attend the dress rehearsals.

CAN YOU UNDERSTAND THESE PEOPLE?

VIDEO

3 49 **On the street** Watch or listen to five people and answer the questions.



Andrew Adrian Ryder Helen Rebekah

1 Andrew ____.
   a prefers watching sports to playing sports
   b plays at least five sports
   c thinks basketball and lacrosse are interesting team sports

2 An old friend of Adrian's who was using online dating ____.
   a thought the person looked less attractive in real life
   b thought the person looked younger on the Internet
   c married the person they met on the Internet

3 Ryder hasn't cheated by ____.
   a using his phone
   b bringing a book to an exam
   c looking at another student's exam

4 Helen likes *Dirty Dancing* because ____.
   a she loves the soundtrack
   b some of the actors in it are attractive
   c it makes her laugh

5 Rebekah chose her profile picture because she and her siblings look ____ in it.
   a young b funny c dressed up

CAN YOU SAY THIS IN ENGLISH?

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

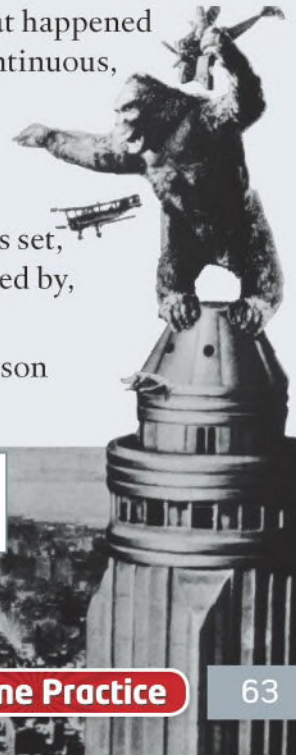
Can you…?

1 ☐ tell an anecdote about something that happened to you using the simple past, past continuous, and past perfect

2 ☐ talk about three past and three present habits of yours

3 ☐ describe a movie, saying where is was set, what it is based on, who it was directed by, and what you thought of it

4 ☐ make deductions about a famous person using *might be*, *must be*, and *can't be*



VIDEO **Short movies** Iconic movie locations
Watch and enjoy the movie.

G first conditional and future time clauses + *when*, *until*, etc.
V education
P the letter *u*

7A Extraordinary school for boys

What will you do if you don't pass your exams?

I'll probably retake them.

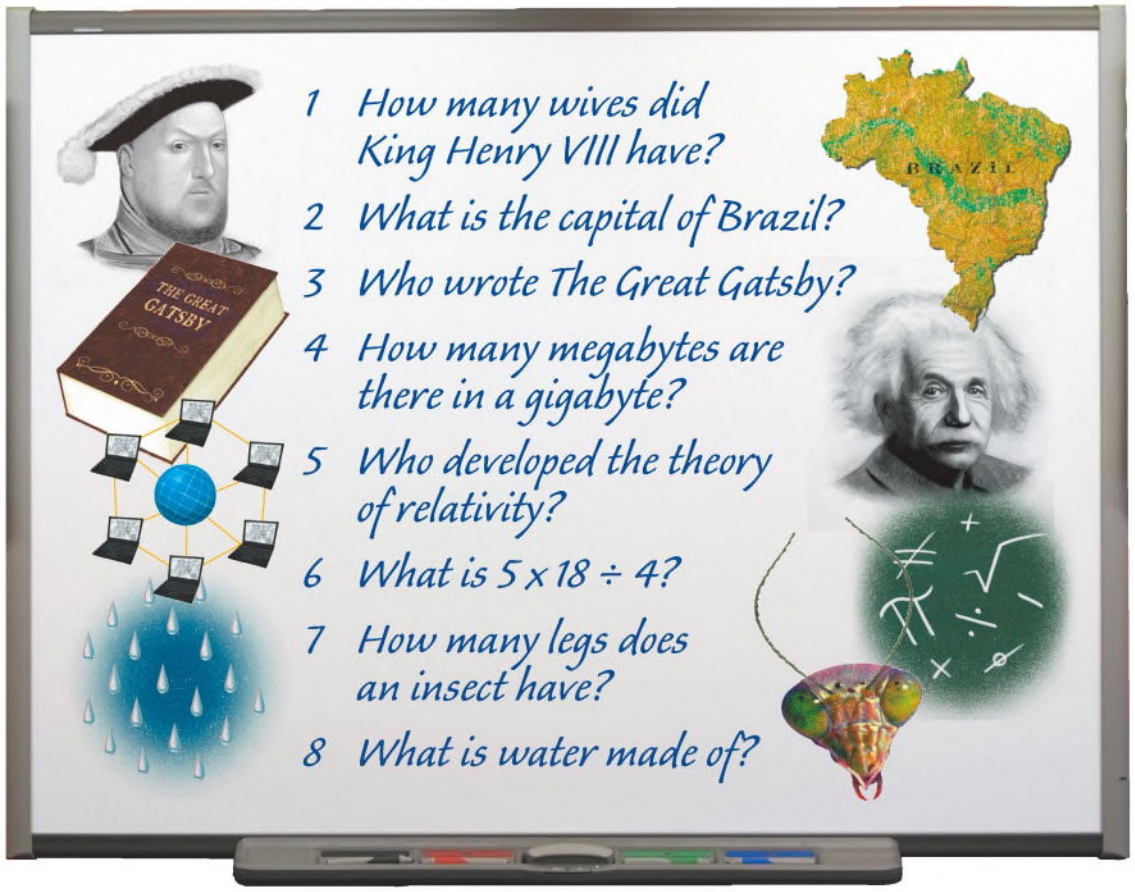
1 VOCABULARY education

a You have two minutes. Answer as many of questions 1–8 as you can in **one** minute. How many did you get right?

b 4 2 Now match the questions with these school subjects. Then listen and check.

- ☐ biology
- ☐ chemistry
- ☐ geography
- ☐ history
- ☐ information technology
- ☐ literature
- ☐ math
- ☐ physics

c ➤ p.161 Vocabulary Bank *Education.*



2 PRONUNCIATION & SPEAKING
the letter *u*

The letter *u*
The letter *u* is usually pronounced /yu/, e.g., *usually* or /ʌ/, e.g., *lunch* and sometimes /u/, e.g., *true*, or /ʊ/, e.g., *put*.

a Put the words in the correct column.

full future lunch music nun put rude rules
student study subject true uniform university

u	ʌ	ʊ	/yu/

b 4 6 Listen and check. Practice saying the words. Why do we say *a university* but *an umbrella*?

c 4 7 Listen and write four sentences.

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

YOUR EDUCATION

- What kind of high school / you go to?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- How much homework / you usually have?
- / you think it / too much?
- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict or not strict enough? Why? What kind of discipline / they use?
- / students behave well?
- Which subjects / you good and bad at?
- Which / your best and worst subject?



What kind of high school did (do) you go to?

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3 LISTENING





Gareth Malone first made his name on TV as a choirmaster in *The Choir*, a series in which he brought together all kinds of different people who had never sung before and turned them into accomplished singers.

Last April, Gareth took on what was maybe an even bigger challenge. He became an elementary school teacher for a quarter. His mission was to teach a group of 11-year-old boys from a mixed elementary school. Many of the boys weren't doing very well at school and, like many other boys, they were a long way behind the girls in reading and writing. The result is *Gareth Malone's Extraordinary School for Boys* – a three-part TV series...

a Look at the photos above. What can you see? Now read about Gareth Malone's *Extraordinary School for Boys*. In your country, are boys usually behind girls in reading and writing?

b 4 8 Listen to **Part 1** of a radio program about the experiment and answer the questions.

1 How long did Gareth have to teach the boys?
2 What was his aim?
3 What three things did he believe were important?

c 4 9 Listen to **Part 2**. Complete the chart.

Gareth made some general changes, for example:	1
	2
To improve their language skills, he organized:	1 A _____ competition
	2 A _____ "World Cup"
	3 A _____, that the boys (and girls) had to both write and perform

d Listen again. How successful were the three activities?

e 4 10 Now listen to **Part 3** to find out what the result of the experiment was. Did the boys' reading improve?

f What do you think of Gareth's ideas? Do you think they are appropriate for girls? Are any of them used in your country?

4 SPEAKING

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

- Boys and girls both learn better in single-sex schools.
- Schools should let children wear whatever they want at school.
- Cooking and housework should be taught at school.
- Schools don't teach children the important things they need to know to be an adult.
- Physical education should be optional.
- School summer vacations should be shorter.
- Children spend too much time at school on math and IT and not enough on things like music, art, and drama.
- Private schools are usually better than public schools.

Debating a topic: organizing your ideas

- The topic I've chosen is...
- I | completely agree / partly agree / completely disagree | that...
- First of all, (I think that...)
- My second point is that...
- Another important point is that...
- Finally,...

b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you and say why.

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

a In pairs, answer the questions.

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

b 4 11, 12 Listen to Olivia and Woo-sung, who are waiting for their exam scores, and answer the questions.

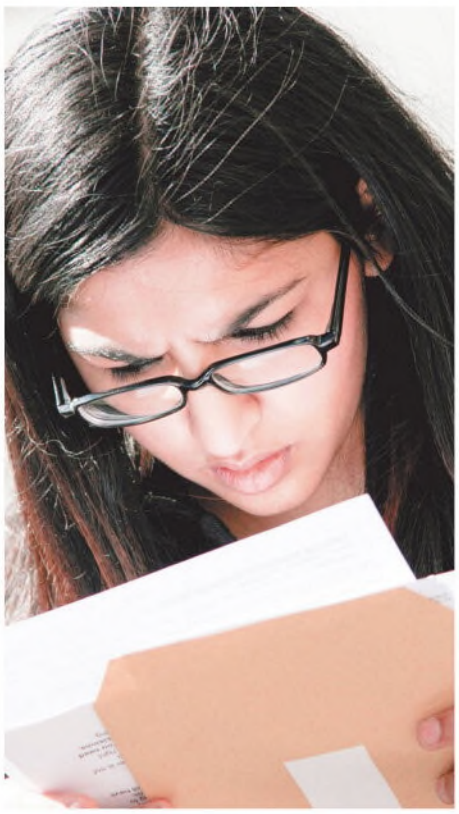
1 Do they think they did well on the tests?
2 When and how will they get the test results?
3 How will they celebrate if they get good scores?
4 What do they want to do if they get good scores?
5 What will they do if they fail, or if they don't get the scores that they need?

Exams
Exam scores can be given as **numbers** (usually out of 10 or 100) or as **letters** (A, B, C, etc.). College grades are usually given in numbers (out of 100). High school grades are usually given in letter (A+, A, A–, etc.)

c 4 13 Listen and complete the sentences.

1 They probably won't admit me **unless** _____.
2 **As soon as** _____ I'll look up my scores.
3 I don't want to plan any celebrations **until** _____.
4 **If** I don't get into a good college, _____.
5 **When** _____, they'll mail the results.

d 4 14 Listen to Olivia and Woo-sung. What scores did they get? What are they going to do?



e ➤ p.144 Grammar Bank 7A.
Learn more about first conditionals and future time clauses, and practice them.

f Ask and answer with a partner. Make full sentences.

What will you do…?
- as soon as you get home
- if you don't pass your English exam
- when this class ends
- if it rains on the weekend

g ➤ **Communication**
Three in a row p.106.

6 READING & SPEAKING

a Read the article once. What is a "tiger mother?"



Your 12-year-old daughter is delighted. She got an A-minus in math, second place in a history competition, and top scores on her piano exam. Do you a) say *Good job!*, give her a hug, and tell her she doesn't need to practice the piano today, and can go to a friend's house, or b) [1]*ask why she didn't get an A in math,* why she didn't get first place on the history exam, and tell her she'll be punished if she doesn't practice the piano?

If you chose a), you are definitely not Amy Chua.

A lot of people wonder why so many Chinese children are math geniuses and musical prodigies. Amy Chua explains why in her book *Battle Hymn of the Tiger Mother.* It is a book that caused great controversy among parents when it was first published. [2]_____, Chua married a man who she met at Harvard University, and when their two daughters were born she was determined that they would be as successful as she was.

Her system had strict rules. Her two daughters were expected to be number one in every subject (except gym and drama) and [3]_____. Playing with friends and TV was forbidden. Music was required.

The system seemed at first to be working. From a very early age her daughters Sophia and Lulu were outstanding students and musical prodigies.

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Do you want to practice for five hours or six?

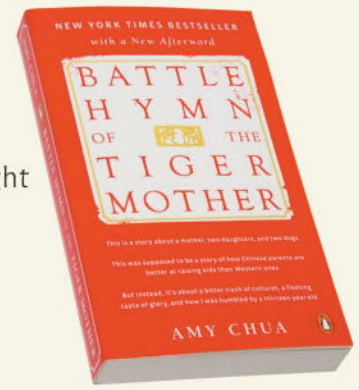
Amy Chua brought up her daughters the Chinese way...

At 13 Sophia played a piano solo at Carnegie Hall in New York City, and at 12, Lulu a violinist, was the leader of a prestigious orchestra for young people. Chua chose math and music for her daughters, but it seems that they could have excelled in anything. [4]_____.

Eventually Chua realized that she was pushing her daughters too hard. Lulu had always rebelled the most, and when she was 13 she refused to cooperate at all. After a series of violent arguments, Chua decided to give her daughters a little more freedom, and Lulu immediately gave up violin lessons and took up tennis. [5]_____.

Many people have been shocked by the book. [6]_____. She once sent her daughter Lulu, aged three, into the yard without her coat when it was 21°F because she had behaved badly at her first piano lesson.

However, the girls do not seem to resent their mother. Sophia said that she herself chose to accept the system, and after the book was published, she wrote an article defending her mother. Lulu says that although she no longer wants to be a violinist, she still loves playing the violin. [7]_____. Sophia is now studying law at Harvard, and Lulu is doing well in high school and winning tennis trophies.



Interestingly Chua, who was brought up in a family of four girls, has no idea whether she could apply her Chinese parenting system to boys. [8]_____.

Adapted from The Times

b Read the article again and put the phrases **A–H** in the correct places.

A "They are a mystery to me," she says
B Later Sophia was even allowed to go to a rap concert
C ~~ask why she didn't get an A in math~~
D Chua spent much of her daughters' childhood shouting at them and criticizing every mistake they made
E Born in the Unites States to Chinese immigrant parents
F In fact, she is glad her mother made her learn
G to be at least two years ahead of their classmates in math
H "There's no musical talent in my family," she says, "it's just hard work"

c In pairs, look at the highlighted words and phrases and figure out their meaning from the context.

d Read three responses that were posted after the article was published. Do you agree with any of them?

Wow, what a different way of looking at how to learn! Amy Chua certainly shows that strict discipline works. But personally I think that being positive and encouraging children is better than being so strict.

I disagree with the idea that children on their own never want to work. My son was motivated by himself to succeed in music. If having strict and pushy parents is what it takes to be a child prodigy, then I feel sorry for the child. Yes, they might be very successful, but at what cost? What is the rest of their life going to be like?

I agree that no matter what we do in life, hard work is required to be successful. That's a great lesson to learn. BUT, it should be accompanied by love and respect for the child.

e Talk to a partner.

1 What do **you** think of Amy Chua's system?
2 Were (are) your parents strict about your education?
3 Did they (do they)...?
- help you with your homework
- make you study a certain number of hours every day
- punish you if you didn't (don't) pass exams
- let you go out with friends during the week
- let you choose your extra activities
- make you do extra activities that you didn't (don't) really want to do

make and *let*
After *make* and *let* we use the base form of a verb.
My parents made me work very hard.
They didn't let me go out during the week.

G second conditional
V houses
P sentence stress

7B Ideal home

If I could afford it, I'd move out tomorrow.

I wouldn't. I like living with my parents.





1 GRAMMAR second conditional

a Work with a partner. Describe the two photos, and then answer the questions.

1 Which of the two houses would you prefer to live in? Why?
2 Who do you live with? Do you get along well? Do you argue about anything? What?

b Read the article. How many of the people would like to leave home?

Still living at home?

More and more young people in their 20s all over the world are living with their parents because it is too expensive for them to rent or buy a place of their own. Are you living at home? Are you happy with it? Post a comment at #stilllivingathome

c Read the article again. Who…?

1 is not happy living at home because of family conflict
2 thinks his / her parents think of him / her as still being a teenager
3 thinks that the advantage of living at home is not having to do any work
4 would like to be able to decorate his / her home in his / her own taste

d Look at the article again, and answer the questions.

1 In the highlighted phrases, what tense is the verb after *if*?
2 What tense is the other verb?
3 Do the phrases refer to a) a situation they are imagining or b) a situation that will probably happen soon?

e ➤ **p.145 Grammar Bank 7B.** Learn more about the second conditional and practice it.

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Comments



Vivienne @Montreal, Canada
If I had the money, I would move out immediately. All I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. If it were my place, I'd be happy to do the cleaning and things like that. I would take care of it. But right now it's just a dream, because I can't find a job.



Mauro @Recife, Brazil
I'm perfectly happy living at home. If I lived on my own, I'd have to pay rent, do the housework, and the cooking. Here my mother does my laundry, she cleans my room, and of course she cooks, and her food is wonderful. I have a nice room. I have my computer where I can watch TV… Why would I want to leave? Even if I could afford it, I wouldn't move out. Not until I get married…



Andrea @Melbourne, Australia
It isn't that my parents aren't good to me – they are. If they weren't, I wouldn't live with them. But I just don't feel independent. I'm 29, but I sometimes worry that if I come back late after a night out, I'll find them still awake waiting up for me. It's never happened, but it still makes me want to move out.



Carlos @San Antonio, Texas
I'd love to move out. I get along well with my parents, but I think I'd get along with them even better if I didn't live at home. My mother drives me crazy – it isn't her fault, but she does. And I'd really like to have a dog, but my mother is allergic to them.

2 PRONUNCIATION & SPEAKING
sentence stress

a 4 18 Listen and repeat the sentences. Copy the rhythm.

1 If I **lived** on my **own**, I'd **have** to **pay rent**.
2 **Would** you **leave home** if you **got** a **job**?
3 **Even** if I **could afford** it, I **wouldn't move out**.
4 If it were **my apartment**, I'd be **happy** to **do** the **cleaning**.
5 I'd **get** along **better** with my **parents** if I **didn't live** at **home**.

b ➤ **Communication** *Guess the sentence* **A** *p.107* **B** *p.109.*

c Choose three of the sentence beginnings below and complete them in a way that is true for you.

If I
…could live anywhere in my town or city, I'd live…
…won a "dream vacation" in a competition, I'd go…
…could choose any car I liked, I'd have a…
…could choose my ideal job, I'd be…
…had more time, I'd learn…
…had to go abroad to work, I'd go to…

d Work with a partner. **A** say your first sentence. Try to get the right rhythm. **B** ask for more information. Then say your first sentence.

If I could live anywhere in my city, I'd live downtown. — *Why downtown?*

3 VOCABULARY houses



sofa	*washing machine*	*lamp*

a With a partner, write five words in each column.

b ➤ **p.162 Vocabulary Bank** *Houses.*

c Answer the questions with a partner.

What's the difference between…?
1 the outskirts and the suburbs
2 a village and a town
3 a roof and a ceiling
4 a balcony and a deck
5 a chimney and a fireplace
6 the basement and the first floor
7 wood and wooden

4 READING

a Do you know where Tchaikovsky was from and what he did?

b Look at the photos of Tchaikovsky's house. Which do you think shows…?

a the place where he composed
b the place where he wrote letters
c his favorite place

c 4 22 Read and listen to the audio guide once to check.

d Read the guide again. What is the connection between these things and Tchaikovsky's house?

1 Maidanovo
2 The *Pathétique* symphony
3 Alexei
4 Lilies of the valley
5 Doroshenko
6 The International Tchaikovsky Competition

e Look at the highlighted words and first try to figure out their meaning from context. Then match them with definitions 1–8.

1 _____ in good order
2 _____ stay or continue
3 _____ having a view of
4 _____ fixed to a wall with a cord
5 _____ make something become
6 _____ without a pattern or decoration
7 _____ something that is owned (by someone)
8 _____ a piece of furniture with shelves to keep books in

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







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Tchaikovsky's house

In 1885 Tchaikovsky wrote to a friend,

"These days I dream of settling in a village not far from Moscow where I can feel at home."

First he rented a small house in the village of Maidanovo. But Maidanovo was too full of tourists in the summer, and Tchaikovsky had too many visitors, when what he wanted was peace and quiet. Eventually he found the perfect house, in the small town of Klin. It was 52 miles northwest of Moscow, and he lived there until his death on November 6, 1893. It is the place where he wrote his last major work, *Symphony No. 6*, or the *Pathétique* as it's sometimes called.

It's a gray wooden house with a green roof. Tchaikovsky's servant Alexei lived on the first floor, and the kitchen and dining room were on the second floor. Tchaikovsky himself lived on the third floor. The living room and study, where his piano is located, is the largest room in the house, and there is a fireplace and a bookcase with his music books. His writing desk, where he wrote letters every morning after breakfast, is at the end of the room. But the place where he composed music was in his bedroom, on a plain, unpainted table overlooking the yard.



In his final years, Tchaikovsky's great love was his yard. It was not a neat English-style garden, but more like a forest. He adored flowers, particularly lilies of the valley, and after his death, his brother Modest, who had decided to turn the house into a museum, planted thousands of lilies of the valley around the yard.

In 1917, after the Bolshevik revolution, an anarchist named Doroshenko lived there with his family. People say that he fired shots at the portrait of Pope Innocent hanging in one of the bedrooms. He was finally arrested in April, and the house became the property of the state.

Since 1958, the winners of the annual International Tchaikovsky Competition have all been invited to come to Klin to play his piano, and there is a tradition that each musician plants a tree in his yard in the hope that, like his music, it will remain beautiful forever.

5 LISTENING & SPEAKING

a 4 23 Listen to four architecture students describing their "dream house." Which speaker's house is…?

- ☐ the most hi-tech
- ☐ the most luxurious
- ☐ the most eco-friendly
- ☐ the most romantic

b Listen again and make notes about the location and special features of each house.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

c 4 24 Now listen to four sentences the students said. Why do the speakers use *would*?

d Think for a few minutes about what your dream house or apartment would be like and make brief notes. Use ➤ p.162 Vocabulary Bank *Houses* to help you.

Where would it be?
What kind of house or apartment would it be?
What special features would it have?

e In groups, describe your dream houses. Try to describe your house in as much detail as possible. Whose do you like best?

6 WRITING

➤ p.118 **Writing** *Describing a house or apartment.* Write a description of your house or apartment for a house rental website.

7 4 25 SONG *If I Could Build My Whole World Around You*

Practical English Boys' night out

EPISODE 4

1 VIDEO ROB AND PAUL CATCH UP



a 4 26 Watch or listen to Rob and Paul. What does Paul think of Jenny?

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

1 Rob used to play pool when he was younger.
2 Rob has a lot of free time.
3 Rob had light hair the last time Paul saw him.
4 Paul thinks Rob has changed a lot.
5 Jenny's parents gave Rob the shirt he's wearing.
6 Rob doesn't want to keep Jenny waiting.

2 VIDEO MAKING SUGGESTIONS

a 4 27 Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?









b Watch or listen again. Answer with **P**aul, **R**ob, or **J**enny.

Who suggests...?

1 ☐ going dancing
2 ☐ exercising
3 ☐ going to a club
4 ☐ going to an art museum
5 ☐ staying at home
6 ☐ going to a gig
7 ☐ meeting Kerri

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c 4 28 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1 **Paul** What shall we _____ now?
Rob What do you want to do?
Paul Well... I haven't been on a dance floor for weeks now. I've got to move my body. _____ go dancing!

2 **Jenny** I'm going running in the morning. Why _____ you join me?
Paul No, thanks. I'm not _____ keen on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.

3 **Jenny** _____ about going to the late show at MOMA?
Paul MOMA? What's that?

4 **Jenny** _____ about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.

5 **Paul** I didn't think so. So shall we _____ there?
Rob _____ not?

6 **Rob** We _____ meet her outside and go together.
Paul That's a great _____!

Verb forms
Remember to use the base form of the verb after:
Shall we... *We could...* *Why don't you / we...* *Let's...*
Remember to use the gerund after:
What about...? *How about...?*

d Look at the highlighted expressions for making and responding to suggestions. Which of the ways of making suggestions do you think is the most emphatic?

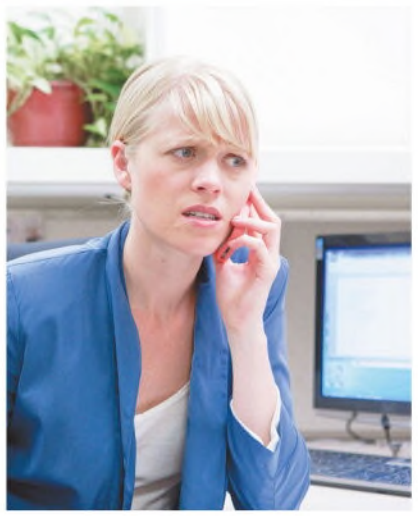
e 4 29 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

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

g In small groups, practice making suggestions and responding.

You are going to have an end-of-semester class party. You need to decide:
- When to have it
- Where to have it
- What time to have it
- What foods and drinks to have

3 VIDEO THE MORNING AFTER THE NIGHT BEFORE

a 4 30 Watch or listen to Rob and Jenny talking on the phone. What's the problem?

b Watch or listen again. Complete the sentences with 1–3 words.

1 Rob says that he's feeling _____.
2 Kerri invited Rob and Paul to _____.
3 Rob says that he can't make _____.
4 Jenny is upset because it's an _____.
5 Rob promises that _____ again.
6 Rob also says that Paul _____ that afternoon.
7 Jenny tells Don that Rob is such _____.

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

Social English phrases

Jenny Where are you _____?
Rob That's _____ I'm calling. I'm not going to make it.
Rob It won't _____ again.
Rob He's _____ to Boston this afternoon.
Jenny I mean, _____ not that I don't like Paul, but...
Don I wanted to have a _____ with him before the meeting.
Jenny He's _____ a professional.

d 4 31 Watch or listen and complete the phrases.

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

Can you...?
- ☐ use different ways of making suggestions
- ☐ respond to suggestions
- ☐ apologize and make an excuse

G reported speech: sentences and questions
V shopping, making nouns from verbs
P the letters *ai*

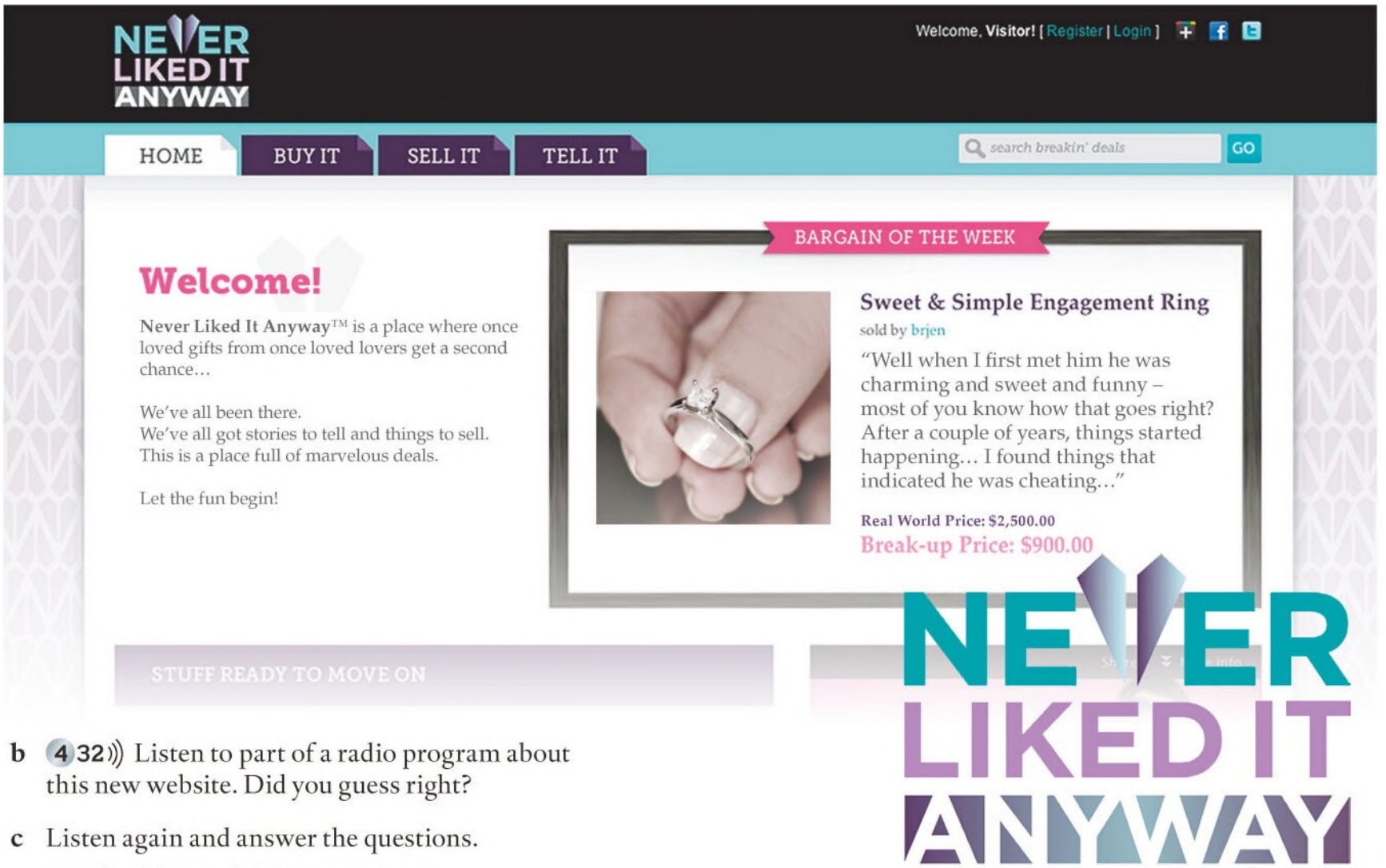
She said that she was going to complain.

Did they give her a refund?

8A Sell and tell

1 GRAMMAR reported speech: sentences and questions

a Look at the home page of a new website. What do you think you can sell or buy there?



b 4 32 Listen to part of a radio program about this new website. Did you guess right?

c Listen again and answer the questions.

1 Why did Annabel Acton set it up?
2 What kinds of things do people sell on it?
3 What else do they do apart from selling things?

d Now look at three things from the website and answer the questions with a partner.

1 Would you like to buy any of them?
2 Which breakup do you think was the worst?
3 Do you have anything you would like to sell on the website?

e Look at four sentences from the website. What do you think were the actual words that the people used when they said these things?

1 My fiancé told me that he was in love with another woman.
2 She said that she'd come and pick it up.
3 I asked if it was new.
4 I asked her who had given it to her.

1 "I'm in love with another woman."

f ➤ **p.146 Grammar Bank 8A.** Learn more about reported sentences and questions, and practice them.

g 4 35 Imagine you were stopped in a shopping mall last Saturday by a woman taking a survey. Listen and write down the questions she asked. Then write your answers.

h Work in pairs. Take turns telling your partner about the survey, what the woman asked you, and what you said.

Last Saturday I was in a shopping mall, and a woman who was taking a survey stopped me. She asked me if I usually...

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Wedding dress

sold by Marianne



Real World Price: $1,200.00
Break-up price: $500.00

The Product:
Never worn, still has price tags. Selling matching veil and other extras.

The Story:
Two weeks before our wedding was supposed to take place, my fiancé called and told me that he was in love with another woman. I'm over it now, but selling the dress will help me to move on.

BUY IT

Apple MacBook Pro

sold by Carl



Real World Price: $850
Break-up price: $250

The Product:
Everything works fine. A few scratches.

The Story:
My ex-girlfriend left it here when she walked out. She said that she'd come and pick it up, but she never did. Her new guy must have a lot of money!

BUY IT

Tiffany™ heart necklace

sold by Ellie



Real World Price: $1,400.00
Break-up price: $650.00

The Story:
I got this very beautiful necklace as a Christmas present from my boyfriend, Andy. A year later I went to a party at his office, and I saw a girl wearing the exact same necklace. I asked if it was new, and she said yes, it was a present, so I asked her who had given it to her, and she said Andy. I dumped him the next day.

BUY IT

2 VOCABULARY & SPEAKING
shopping

a In pairs, say if you think these are the same or different. Then check with your teacher.

1 *buy something online* and *buy something on the Internet*
2 *a drug store* and *a pharmacy*
3 *an outlet store* and *a department store*
4 *a shopping center* and *a shopping mall*
5 *a library* and *a book store*
6 *put on a shirt* and *try on a shirt*
7 *It fits you.* and *It suits you.*
8 *for sale* and *on sale*

b With your partner, explain the meaning of the words in the list.

a bargain a discount a price tag
a receipt a refund take something back

c Work with a different partner. Interview him / her with the questionnaire below. Ask for and give as many details as you can.

Shopping – in town or online?

1 What's your favorite store or website to buy...?
- ○ a clothes
- ○ b shoes
- ○ c books and music
- ○ d presents
- ○ e food

2 Do you ever shop...? What do you buy?
- ○ a in street markets
- ○ b in supermarkets
- ○ c in shopping centers or malls
- ○ d online

3 What do you...?
- ○ a enjoy buying
- ○ b hate buying

4 Do you prefer shopping for clothes...?
- ○ a by yourself or with somebody
- ○ b at the beginning of the season or when stores have sales

5 What do you think are the advantages and disadvantages of buying clothes online?

Email address Submit

3 READING

a In your country, if people have a problem with something they've bought, or with the service in a store or restaurant, do they usually complain? If not, why not?

b Read the article *The King of Complainers*. Which of these adjectives (or any others) would you use to describe Clive? Why?

admirable cheap crazy eccentric obsessive smart

c What does Clive think is the best way to complain? What did he get as a result of complaining about…?

1 the smell of cookies
2 a friend's faulty car
3 his wife's fall during a vacation
4 some old strawberries

d Now read *Clive's top tips*. Complete the tips with a heading from the list.

DON'T BE TOO SPECIFIC
DON'T LOSE YOUR TEMPER
KNOW WHO YOU ARE WRITING TO
THREATEN ACTION
WRITE A LETTER
USE FLATTERY

e Now look at the highlighted verbs and verb phrases. With a partner, try to figure out their meaning from the context.

f Which two tips do you think are the most important?

The **King** of Complainers



Clive Zietman loves complaining – but not shouting in hotel lobbies, or angrily telling a salesperson to call the manager, or making a waitress cry. He loves complaining properly and in writing. Over the last 20 years, he has written over 5,000 letters of complaint. His successes include refunded vacations, countless free meals, and complimentary theater tickets.

So how has he achieved this? "Screaming and shouting is a complete waste of time and is usually directed at a person who is not in a position to do anything," he says. "I like to write a polite letter to the company. People won't want to help you if you are aggressive. They respond much better to good manners."



It all started many years ago, on a boring train trip home to West London. The train passed by a cookie factory, and the smell of the cookies made Clive feel hungry. He wrote a letter to the managing director to complain, in a humorous way, about the fumes coming through the train window. The result? Some free packages of cookies. But since then there have been more serious victories as well. On one occasion he managed to get a Volkswagen Golf GTI within 24 hours for a friend who had been complaining for almost a year (without any success) about his faulty vehicle. On another occasion he got a travel agent to refund the cost of a vacation after Clive's wife Bettina broke her leg when she slipped in a puddle of water in their vacation apartment in Spain.



These days, there is almost nothing he won't complain about. After Clive was served moldy strawberries on a British Airways flight, he used a courier service to send the fruit to the airline's chief executive. To compensate, BA invited his daughters, Nina and Zoë, to Heathrow to personally inspect the airline's catering facilities. "I just can't bear bad service," says Clive. "We have a right to good service, and should expect it and demand it. In fact, what irritates me more than anything is that, unlike Americans, we British are hopeless at complaining."

So how do Bettina, his wife, and daughters Nina, 22, Zoë, 18, and 12-year-old son Joe cope with living with one of the world's biggest complainer? Surely he must be a nightmare to live with? Has he ever asked Bettina to explain why a meal she made is badly cooked? "Oh, no, of course not," says Clive. It seems there are some things even he knows you should never complain about!



Adapted from the Daily Mail *website*

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How to complain successfully:
Clive's top tips



1

Never shout and swear – it achieves nothing. Don't spoil your meal or your vacation by getting into an argument with a waiter or customer service call center operator. Make a mental note of the circumstances and write a letter later.

2

Don't send emails, or standard, printed-out complaints forms. Companies may not read these, but they probably will read a letter. And unless you are particularly fond of Vivaldi, don't waste your time calling a customer complaint line! Your letter should be short and to the point, and should fit on one side of an 8 1/2″ by 11″ sheet of paper. And type it. Reading other people's handwriting is hard work.

3

Write to the company's marketing director or finance director because they're probably the least busy. Find his or her name on the Internet or by calling. Writing *Dear Sir / Madam* is lazy. Taking the time to find a person's name and title shows initiative.

4

If your complaint is serious enough, make it clear you will not hesitate to change to another bank / cell phone company. Smart companies know that changing an angry customer into a satisfied one will make the customer more loyal.

5

Don't say exactly what you expect to receive as compensation. Leave it to the company.

6

Use phrases like "I can only imagine this is an unusual departure from your usual high standards," and "I would love to shop with you again if you can demonstrate to me that you are still as good as I know you used to be."

Glossary
lose your temper become angry
threaten *verb* warn that you may punish somebody if he or she does not do what you want
flattery *noun* saying good things about somebody that you may not mean

4 PRONUNCIATION the letters *ai*

a Say the words aloud, and then write them in the correct column.

airline bargain captain complain email fair
obtain hairdresser paid painting repair villain

/eɪ/	/ɛr/	/ə/

b 4 36 Listen and check, and then answer the questions.

1 What is the pronunciation of *ai* when it is a) stressed b) unstressed?
2 How is *air* usually pronounced?
3 Is *said* pronounced /seɪd/ or /sɛd/?

c 4 37 Listen and write four sentences. Practice saying them.

5 VOCABULARY making nouns from verbs

a Look at some nouns from the article. What verbs do they come from?

complaint argument compensation

b ➤ **p.163 Vocabulary Bank** *Word building.* Do Part 1.

6 LISTENING & SPEAKING

a 4 40 Listen to part of a radio consumer program where people are talking about bad service. What did the people complain about…?

1 in the taxi 2 in the hotel 3 in the restaurant

b Listen again and answer the questions.

1 Who did each person complain to?
2 What did the people they complained to do as a result?

c Talk to a partner.

1 Who's best at complaining in your family? Give examples.
2 Can you remember a time when you (or someone in your family) complained...?
- to a taxi driver
- to a hotel receptionist
- to a waiter
- to someone else

Why did you complain? What did you say? What happened?

d ➤ **Communication** *I want to speak to the manager* **A** *p.107* **B** *p.109.* Role-play a customer complaining to a salesperson and a restaurant manager.

7 WRITING

➤ **p.119 Writing** *A letter of complaint.* Write a letter to complain about something you bought online.

G gerunds and infinitives
V work
P word stress

8B What's the right job for you?



1 VOCABULARY work



a Look at the picture story. Match sentences A–I with pictures 1–9.

A ☐ She decided to **set up** an online business selling birthday cakes.
B ☐ Her business is **doing very well**. Clare is a success!
C ☐ She was **unemployed** and had to **look for a job**.
D ☐ They had an argument, and Clare **was fired**.
E [1] Clare **worked for** a marketing company.
F ☐ She **applied for** a lot of jobs, and **sent in résumés**.
G ☐ She made a **good salary**, but she didn't like **her boss**.
H ☐ She had some interviews, but didn't **get the jobs**.
I ☐ She had to work very hard and **work overtime**.

b 4 41 Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.

c ➤ **p.164 Vocabulary Bank** *Work.*

2 PRONUNCIATION & SPEAKING word stress

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

1 a|pply /ə'plaɪ/
2 sa|la|ry /'sælərɪ/
3 down|size /'daʊnsaɪz/
4 ex|per|i|ence /ɪk'spɪrɪəns/
5 o|ver|time /'oʊvərtaɪm/
6 per|ma|nent /'pərmənənt/
7 qua|li|fi|ca|tions /kwɑləfə'keɪʃnz/
8 re|sign /rɪ'zaɪn/
9 re|tire /rɪ'taɪər/
10 tem|po|rar|y /'tɛmpərɛrɪ/

b 4 45 Listen and check. Practice saying the words.

c Do you know anybody who…

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

d Think of someone you know who has a job. Prepare your answers to the questions below.

- What / do?
- Where / work (in an office, at home, etc.)?
- What qualifications / have?
- What hours / work?
- / have to work overtime?
- / make a good salary?
- / like the job? Why (not)?
- Would *you* like to do his / her job? Why (not)?



e Work in pairs. **A** interview **B** about their person's job. Ask more questions if you can. Then switch.

I'm going to tell you about my cousin. Her name's Corinne.
What does she do?
She's a journalist. She works for a local newspaper...

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3 GRAMMAR gerunds and infinitives

a Complete *The right job for you* questionnaire by putting the verbs in the correct form, the gerund (e.g., *working*) or infinitive (e.g., *to work*).

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

c Now see in which group(s) you have the most check marks, and go to ➤ **Communication** *The right job for you p.107.* Do you agree with the results?

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

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

e ➤ **p.147 Grammar Bank 8B.** Learn more about gerunds and infinitives, and practice them.

f Choose *five* of the circles below and write something in them.



g Work in groups. Tell the others about what you put in your circles, and answer their questions.

I'm going to tell you about someone I find really easy to talk to. It's my uncle...



The right job for you –

MATCH YOUR PERSONALITY TO THE JOB

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



4 READING

a Read the first paragraph of an article about the TV show *Shark Tank*. Answer the questions.

1 Who are the "Sharks?"
2 What is their "Tank?"
3 How does the show work?
4 Is there a similar TV show in your country? How does it work?

b Look at the photos and read about three products that were presented on the show, a device for a guitar (**A**), baby bibs (**B**), and shrimp burgers (**C**). Which product…?

1 has been very successful although the Sharks didn't invest in it
2 was presented by a musician
3 was presented by a female
4 has a celebrity representing the product
5 is practical for moms and kids
6 is now sold in many US states

SHARK TANK



Daymond John and Barbara Corcoran have been Sharks on the show since it started. Mark Cuban appeared on the show since the beginning, but became a regular Shark in 2012.

Shark Tank is a US TV show, with similar versions in many different countries. On the US show, contestants have about ten minutes to present their business ideas to five very successful businesspeople. These people are nicknamed the "Sharks," and the intimidating room where they meet the contestants is the "Tank" (the sharks' home). The Sharks, who are often multimillionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share of the profits. The contestants are usually entrepreneurs, product designers, or people with a new idea for a service. After the contestants have made their presentations, the Sharks ask them questions about the product and its possible market, and then say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words "I'm out."



So far, the Sharks have agreed to invest over $6.2 million in products, companies, and ideas presented on *Shark Tank*. They were very happy with their investment in Travis Perry, a guitar player from Alabama who had the idea for Chord Buddy – a device that helps people learn to play the guitar. He came into the Tank with some guitars that had the device attached to them. Shark, Robert Herjavec immediately sensed an opportunity in the charismatic Travis and agreed to invest $125,000 in his product. A year later, Chord Buddy has made over $1.5 million in sales and has John Rich – a famous country singer – representing the product. Travis is now running an impressive and profitable company.

Susie Taylor wanted the Sharks to invest in her high-tech baby bib company. The bibs are made from high-quality materials that don't stain. Nobody was enthusiastic, and the Sharks rejected her idea. But Susie hasn't given up. Since appearing on the TV show, orders for Susie's bibs increased and she has been contacted by other investors. And that is what makes a real entrepreneur—he or she never gives up. If the Sharks invest in him or her, there is a chance he or she will be successful. But if they leave the Tank empty-handed, the determination to make it on their own is as great as ever.



And of course, the Sharks don't always get it right. Cook Shawn Davis's product, gourmet shrimp burgers, was rejected. One Shark said, "I'll buy the product, but I don't really know the food business well enough to make the product successful." Another Shark said, "I just don't like shrimp at all, so based on that, I'm out." A third shark said getting shrimp and keeping it cold makes the product too expensive for the public to buy. Today, Davis's company is worth $6 million, and his shrimp burgers are sold in supermarkets across the US!



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c Which (if any) of the three products would you be interested / definitely not interested in buying? Why?

d Look at the highlighted words and phrases which are all related to business. Try to figure out their meaning from the context.

> **Words with different meanings**
> Sometimes the same word can have two completely different meanings, e.g., *I* ***work*** *in a store.* (= it's my job) and *My laptop* ***doesn't work***. (= it's broken).

e With a partner, say what the difference in meaning is between the pairs of sentences.

1 He's **running** a business. *and*
He's **running** a marathon.
2 Marion **was fired** last week. *and*
When the man **fired** the gun, everyone screamed.
3 There's a **market** for this product. *and*
There's a **market** where you can buy vegetables.
4 He's set up a **company**. *and*
He's very good **company**.

5 LISTENING

a 4 49 Look at the photos of two more products that were presented on *Shark Tank*. Now listen and find out exactly what makes them special.



b Listen again. Do you think the Sharks invested in...? Why?

a both of them
b neither of them
c one of them (which?)

c 4 50 Now listen to what happened. Were you right? What influenced the Sharks' choice?

d Do you think either of these products would be successful in your country? Why (not)?

6 SPEAKING

a Work with a partner. Imagine you are going to appear on the program. You can choose one of the products below, or you can invent your own.

a watch a sandwich an app a chair
a dessert a pen a lamp a drink a gadget



b Present your product to the class together. Spend a few minutes preparing your presentation. Take turns giving the information, and use language from the box to help you.

> **Presenting a product**
> Good morning. We're going to tell you about our new product.
> It's a... and it's called...
> We think it will be very popular with...
> It is completely different from / better than anything else on the market because...

c You also have money to invest in one of the products your classmates present, so listen to their presentations and decide which one to vote for.

7 WRITING

➤ **p.120 Writing** *A cover email with your résumé.*
Write an accompanying email to send with your résumé to apply for a job.

8 4 51 SONG *Piano Man*

7&8 Review and Check

GRAMMAR

Circle a, b, or c.

1 We'll miss the train if we _____.
a don't hurry b won't hurry c didn't hurry

2 If you help me with the dishes, _____ in five minutes.
a we'll finish b we finish c we finished

3 I won't get into college unless _____ good scores on my aptitude tests.
a I'll get b I got c I get

4 If we bought a house, we _____ a dog.
a can have b could have c will have

5 I'd be sad if my brother and his wife _____.
a break up b 'll break up c broke up

6 If I had a job, I _____ live with my parents.
a won't b wouldn't c didn't

7 If I won a lot of money, _____ a big house.
a I'd buy b I'll buy c I buy

8 He said he _____ to his lawyer tomorrow.
a will speak b spoke c would speak

9 I asked Sally if _____ coming to the party.
a she is b she was c was she

10 The little girl _____ that she was lost.
a told b said us c told us

11 The police officer asked me where _____.
a did I live b I was live c I lived

12 Tom's really good at _____ problems.
a solve b solving c to solve

13 _____ clothes online saves a lot of time.
a Buying b To buy c Buy

14 I wouldn't _____ that car if I were you.
a get b getting c to get

15 It's really important _____ the receipt.
a keep b to keep c keeping

VOCABULARY

a Complete with one word.

1 The US school year has two _____.
2 Children under five can go to _____ school.
3 US schools are divided into _____ or age groups.
4 Children who _____ very badly at school may be suspended.
5 A school where parents have to pay for their children to attend is called a _____ school.

b Circle the right word.

1 We live in a residential area *in* / *on* the outskirts of Boston.
2 The *roof* / *ceiling* in our apartment is very low, so don't hit your head!
3 Close the *gate* / *door* or the dog might run out of the yard.
4 Our apartment is *in* / *on* the fifth floor of a large apartment building.
5 On the shelf above the *chimney* / *fireplace* there are some photos.

c Complete the sentences with a noun made from the **bold** word.

1 I don't like shopping in supermarkets because there is too much _____. **choose**
2 My roommates and I have an _____ about who does what in the house. **agree**
3 I'm sure the new company will be a _____. **succeed**
4 I made a _____ about the service in the hotel. **complain**
5 We went on a _____ to support the unemployed. **demonstrate**
6 The government is planning to raise the _____ age to 70. **retire**
7 If you want to get a job, you need good _____. **qualify**
8 My sister has been working as a _____ for the United Nations. **translate**
9 Some _____ say that drinking coffee may be good for us. **science**
10 I want an _____ for what happened yesterday. **explain**

d Complete the missing words.

1 I worked a lot of **ov**_____ last week – two hours extra every day.
2 He works the night **sh**_____ at the local factory.
3 It's only a **t**_____ job, from March to September.
4 I'd like to **s**_____ up a small business making children's clothes.
5 Lewis loves being **s**_____-_____ because it means he is his own boss and can choose the hours that he works.

PRONUNCIATION

a Circle the word with a different sound.

1	/ʌ/	country	study	uniform	punished
2	/u/	choose	roof	wooden	school
3	/aɪ/	kindergarten	fireplace	resign	private
4	/eɪ/	paid	complain	sale	said
5	/ə/	bargain	attach	entrance	educate

b Underline the stressed syllable.

1 se|mes|ter
2 un|em|ployed
3 de|li|ve|ry
4 a|pply
5 a|chieve|ment

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CAN YOU UNDERSTAND THIS TEXT?

a Read the blog once. Complete the main message of the article in your own words.

It is better to do a job that _____ than a job that you _____, but that _____.

The importance of doing what you love

When I was growing up, all I wanted to be was an artist. When I got to high school and could choose what classes to take, I took every art class that was available. Painting, drawing, photography, you name it – I took the class.

Then I took a chemistry class. I LOVED it. It was fun! And I was good at it. I started thinking: wouldn't I make more money if I went into the sciences instead of being a starving artist?

So I threw away the art school applications and went to study chemistry. College was fun, and when I graduated with my chemistry degree, I went to graduate school in Washington, D.C. to do a PhD program in chemistry! It was OK to start with, but after the first year, I was completely depressed. I hated the program. It was dry and boring. But I didn't know what to do about it.

So I quit. I spent the next month feeling bad about my failure, unsure what to do next. Finally, I went to an employment agency to get a job. Something – anything – that would pay money.

I got a temporary job filling envelopes at an NGO. One day they needed some graphic design and I volunteered. This was the major turning point in my career. Over the next few months, they gave me more and more design work. What began as a temporary job turned into a permanent job. I was finally doing something I loved, and I was making money doing it.

It's been difficult at times, but I really love my job. Believe me, it is FAR more important that you are happy and get to do what you are passionate about every day and get paid less for it, than to dread getting up in the morning because you dislike what you do.

Adapted from workawesome.com

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

1 She used to get very good grades in art in high school.
2 She thought she would earn more money working as a chemist than being an artist.
3 She enjoyed graduate school but not college.
4 She lived at home after she quit graduate school.
5 She was very well-paid for filling envelopes at the NGO.
6 She feels passionate about design.

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

CAN YOU UNDERSTAND THESE PEOPLE?

VIDEO

4 52 **On the street** Watch or listen to five people and answer the questions.



Amber Max Simon Joe Simone

1 Amber says _____ is mixed so a mixed school is better.
a real interaction b the real world
c the world of business

2 Max likes shopping online because _____.
a there is more availability of products
b he doesn't like looking at a variety of products
c he is extroverted

3 Simon was _____ with what he sold on eBay.
a satisfied b delighted c disappointed

4 Joe would like to _____.
a paint the walls of his apartment
b have more paintings in his apartment
c invite more people to his house

5 Simone would like to have a job _____.
a in banking b that's well paid c that's enjoyable

CAN YOU SAY THIS IN ENGLISH?

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

Can you...?

1 ☐ describe the schools you went to (or have been to) and say what you liked or didn't like about them
2 ☐ say what you will do a) if you don't pass your English exam at the end of the course and b) when you can speak English fluently
3 ☐ describe your ideal vacation house
4 ☐ say what you would do if a) you won a lot of money and b) you had more free time
5 ☐ report three questions that someone has asked you today and what you answered

VIDEO **Short movies** Trinity College, Dublin
Watch and enjoy the movie.



G third conditional
V making adjectives and adverbs
P sentence stress



9A Lucky encounters

1 READING & SPEAKING

a Answer the questions with a partner. Say what you would do and why.

What would you do if...?

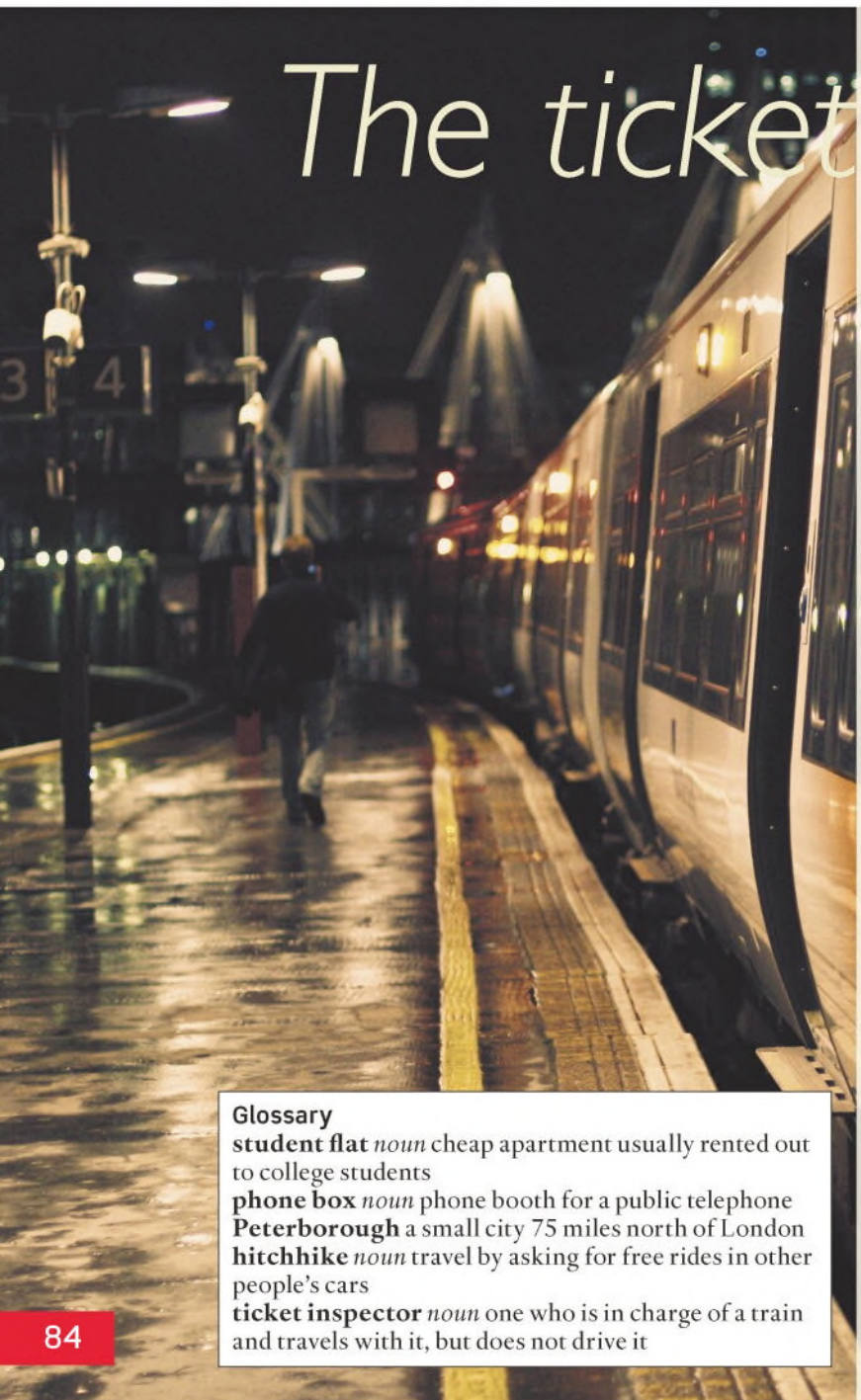
1 somebody on the street asked you for money on your way home tonight
2 you were driving home at night and you saw somebody who had run out of gas
3 you saw an old man being attacked on the street by a couple of teenagers
4 you were in a line at a bus station or airport and someone asked to go in front of you because he / she was in a hurry

b Read the beginning of a true story by the writer Bernard Hare, about something that happened to him when he was a student. Then in pairs, decide what you think happened next.

c 5 2 Now listen to what happened. Were you right?

d Listen again and answer the questions.

1 What did Bernard have to do as soon as he got off the train?
2 How did Bernard react?
3 What did the ticket inspector then ask him to do?



The ticket inspector

I was living in a student flat in North London, when the police knocked on my door one night. I thought it was because I hadn't paid the rent for a few months, so I didn't open the door. But then I wondered if it was something to do with my mother, who I knew wasn't very well. There was no phone in the flat and this was before the days of mobile phones, so I ran down to the nearest phone box and phoned my dad in Leeds, in the north of England. He told me that my mum was very ill in hospital and that I should go home as soon as I could.

When I got to the station I found that I'd missed the last train to Leeds. There was a train to Peterborough, from where some local trains went to Leeds, but I would miss the connection by about 20 minutes. I decided to get the Peterborough train – I was so desperate to get home that I thought maybe I could hitchhike from Peterborough.

"Tickets, please." I looked up and saw the ticket inspector. He could see from my eyes that I'd been crying. "Are you OK?" he asked. "Of course I'm OK," I said. "You look awful," he continued. "Is there anything I can do?" "You could go away," I said rudely.

But he didn't. He sat down and said, "If there's a problem, I'm here to help." The only thing I could think of was to tell him my story. When I finished I said, "So now you know. I'm a bit upset and I don't feel like talking anymore. OK?" "OK," he said, finally getting up. "I'm sorry to hear that, son. I hope you make it home."

I continued to look out of the window at the dark countryside. Ten minutes later, the ticket inspector came back.

Glossary
student flat *noun* cheap apartment usually rented out to college students
phone box *noun* phone booth for a public telephone
Peterborough a small city 75 miles north of London
hitchhike *noun* travel by asking for free rides in other people's cars
ticket inspector *noun* one who is in charge of a train and travels with it, but does not drive it

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e After this story was on the news, several people wrote in with their stories about being helped by strangers. **A** read *The students*, **B** read *The angel*.

The students



I was living in Korea at the time, teaching English. I had to leave the country and return again because of problems with my visa, so I booked a ferry to Fukuoka in Japan. I intended to change some South Korean money into Japanese yen when I got there, but when I arrived, I discovered it was a holiday in Japan and all the banks were closed. I didn't have a credit card, so I walked from the ferry terminal toward the town wondering what I was going to do without any Japanese money. I was feeling lonely and depressed when suddenly I heard a young couple speaking French. I asked them if they spoke any English, and they told me (in good English) that they were Belgian students. When I explained my problem, they immediately offered to take me around the city and look for somewhere where I could change money. They paid for my bus ticket, and they took me to several places, and in the end, we found a hotel where I was able to change my cash. They then invited me to join them and their friends for the evening. I had a fantastic night and have never forgotten how they changed all their plans just to help a stranger. – *Karina*

The angel



It was a cold Sunday evening in Manchester. I was a college student, and my girlfriend and I had been invited to dinner with our tutor at his house about 18 miles away. We decided to go on my motorcycle, but we hadn't realized how cold it was, so we hadn't dressed warmly enough, and after ten minutes on the bike we were absolutely freezing. When we were about half way there, the bike started to make a funny noise and then stopped. We had run out of gas. We stood at the side of the road, shivering with cold, and not sure what to do.

Suddenly a passing car stopped. The driver got out, opened the trunk of his car, and took out a can of gas. He walked up to my bike, opened the gas tank, and poured the gas in. He then closed the tank and got back into his car, without saying a single word, and drove away. We couldn't believe our luck. We sometimes wonder if the man who rescued us was an angel… – *Andy*

f In pairs, tell each other your story. Tell your partner:

Where it happened
What the problem was
What the stranger(s) did to help

g Which of the three stories do you think was a) the most surprising b) the most moving? Why?

h Have you ever helped a stranger, or been helped by a stranger? What happened?

2 GRAMMAR third conditional

a Match the sentence halves from the story.

1 ☐ If the inspector hadn't stopped the train to Leeds, …
2 ☐ If the couple hadn't helped Karina, …
3 ☐ If the man in the car hadn't stopped, …

A she would have been alone without any money.
B they would have had to walk for miles in the cold.
C he would have missed his connection.

b Now look at the sentences below. Which one describes what really happened? Which one describes how the situation might have been different?

1 If the inspector hadn't stopped the train, he would have missed his connection.
2 The inspector stopped the train, so he didn't miss his connection.

c ➤ **p.148 Grammar Bank 9A.** Learn more about the third conditional and practice it.

3 PRONUNCIATION
sentence stress

a 5 4)) Listen and repeat the sentences. Copy the rhythm.

1 If I'd **known** you were **sick**, I would have **come** to **see** you.
2 If the **weather** had been **better**, we would have **stayed longer**.
3 If I **hadn't stopped** to **get gas**, I **wouldn't** have been **late**.
4 We would have **missed** our **flight** if it **hadn't** been **delayed**.

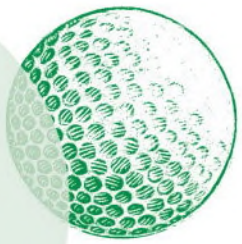
b 5 5)) Listen and write five third conditional sentences.

c ➤ **Communication** *Guess the conditional* **A** *p.106* **B** *p.108.*

4 SPEAKING

a Read the questions and think about your answers.

1 Look at some quotes about luck. Do you think they are true?



"The more I practice, the luckier I get."

Gary Player, golf player



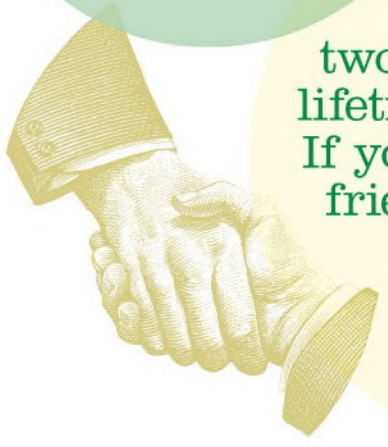
"You've got to think lucky. If you fall into a mud hole, check your back pocket – you might have caught a fish."

Darrell Royal, American football coach



"You never know what worse luck your bad luck has saved you from."

Cormac McCarthy, writer



"If you have two friends in your lifetime, you're lucky. If you have one **good** friend, you're more than lucky."

Susan Hinton, writer

2 Do you consider yourself in general to be a lucky person? Why (not)?

3 Can you remember a time when you were either very lucky or very unlucky? What happened?

4 Do you know anyone who you think is particularly lucky or unlucky? Why?

b In groups of three or four, discuss your answers. Give as much detail as possible.

5 READING & LISTENING

a Think of some very successful people, e.g., business people, musicians, sports stars. Which of these three things do you think was probably most important in making them successful: a) talent b) hard work c) luck?

b Read the article *A question of luck?* about a book by Malcolm Gladwell, and answer the questions.

1 What three factors does he think being successful really depends on?

2 Why is it an advantage for sports players to be born in the first months of the year in some countries?

3 What is the 10,000 hours theory?

c 5 6 Now listen to two other examples Gladwell mentions, The Beatles and Bill Gates. What two main reasons does he give for their extraordinary success?





d Listen again and answer the questions.

THE BEATLES

1 Where did they play and between which years?

2 Where did the club owner usually get bands from?

3 How much did they have to play?

4 How many times had they performed live by 1964?

BILL GATES

5 When did his school start a computer club?

6 Why was this unusual?

7 What did he and his friends do on weekends?

8 How many hours did he spend at the computer club every week?

e What do you think? Answer these questions with a partner.

1 Do you agree that luck and practice are just as important as talent? Is luck more important than practice or the other way around?

2 Think of something you are moderately good at or very good at. Were you lucky to be able to have the opportunity to start doing it? How many hours do you think you have spent practicing it? Do you think you have spent more hours doing it than other people you know?

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A question of luck?

What is the question we always ask about successful people? We want to know what they're like – what kind of personalities they have, or how intelligent they are, or what kind of lifestyles they have, or what special talents they might have been born with. And we assume that it is those personal qualities that explain how that individual gets to the top of his or her profession.

But according to Malcolm Gladwell, in his book *Outliers*, we are asking the wrong questions. He thinks that while talent is obviously a factor, there are two other more important ones that make a person successful. The first of these factors is luck.



He begins with the example of sports players. In recent research done on various groups of elite ice hockey players from Canada and the Czech Republic, one fascinating fact came to light. In both countries, it was discovered that 40% of the players on the top teams were born between January and March, 30% between April and June, 20% between July and September, and only 10% between October and December. The explanation was simple. The school year in these countries runs from January to December. A boy who is ten on January 2nd will be in the same class as one whose 10th birthday is on December 30th. The chances are the first boy will be bigger, stronger, and more coordinated. He is much more likely than the other boy to be chosen to play on junior teams. He will then get better coaching than the others, and will play many more games, so will also get more practice. In the beginning, his advantage isn't so much that he is more talented, simply that he is older. He was lucky enough to be born in the first months of the year. But by the age of 13 or 14, with the extra coaching and practice, he really will be better than the others, and far more likely to be successful.

The extra practice is vital, because the second factor that Gladwell believes is of great importance in determining whether somebody is going to be successful or not is what he calls the "10,000 hours theory." This theory, based on studies in many different fields, says that in order to get to the very top you need to put in 10,000 hours of practice, whether it is playing an instrument or a sport, or programming a computer.

6 VOCABULARY
making adjectives and adverbs

One of these is **luck**, for example being **lucky** enough to be in the right place at the right time.

a Look at the **bold** words in the sentence above. Which is a noun and which is an adjective? Using the word *luck*, can you make…?

1 a negative adjective
2 a positive adverb
3 a negative adverb

b ➤ **p.163 Vocabulary Bank** *Word building.* Do Part 2.

7 WRITING

a Read the rules for the sentence game.

The **sentence** game

1 You should write correct sentences with the exact number of words given (contractions count as one word).

2 The sentences must make sense.

3 You should include a form of the word given (e.g., if the word is *luck*, you can use *lucky*, *luckily*, etc.).

b Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

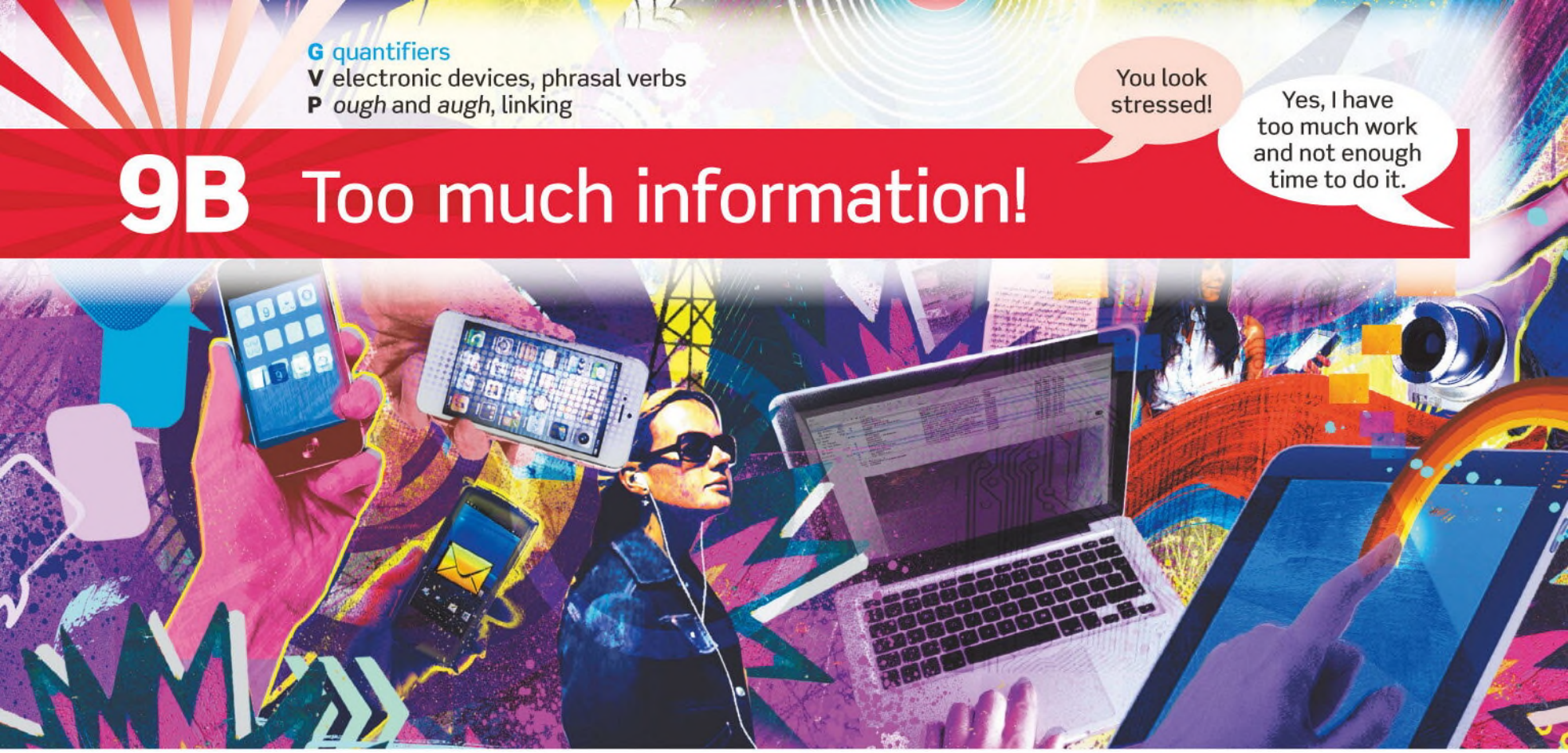
1 **fortune** (11 WORDS)
2 **comfort** (9 WORDS)
3 **luck** (7 WORDS)
4 **care** (6 WORDS)
5 **patience** (12 WORDS)

c Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.

8 5 9 SONG *Karma*

G quantifiers
V electronic devices, phrasal verbs
P *ough* and *augh*, linking

9B Too much information!



1 GRAMMAR quantifiers

a Look at the illustration. How many electronic devices can you see? Which ones do you have? What do you use them for?

b Circle the correct phrase in 1–6.

1 I used to have *a lot of* / *lot of* different gadgets, but now I use my phone for almost everything.
2 I'd like to buy a better computer, but I don't have *enough money* / *money enough* right now.
3 I spend *too much* / *too many* time every day online.
4 I only have *a little* / *a few* friends on Facebook, and *no* / *none* of them are close friends.
5 I never watch TV or movies on my phone because the screen isn't *enough big* / *big enough*.
6 I like downloading new apps to my phone, but I think some of them are *too* / *too much* difficult to use.

c ➤ **p.149 Grammar Bank 9B.** Learn more about quantifiers and practice them.

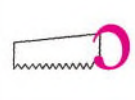
d Talk to a partner. Are the sentences in **b** true for you? Say why (not).

2 PRONUNCIATION *ough* and *augh*

ough* and *augh
Be careful with the letters ***ough*** and ***augh***. They can have different pronunciations.
Try to remember how to pronounce the most common words that have this combination of letters, e.g., *although*.

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

although bought brought caught cough daughter enough laugh thought through tough

b 5 14 Listen and check. Which is the most common sound? Which four words finish with the sound /f/?

c 5 15 Listen to sentences 1–5 and practice saying them.

1 I thought I'd brought enough money with me.
2 My daughter caught a bad cold.
3 I bought it although it was very expensive.
4 We've been through some tough times.
5 I didn't laugh! It was a cough.

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Information overload

If you type the words "information overload" into Google, you will immediately get an information overload – more than 7 million hits in 0.05 seconds. Some of this information is interesting – for example, you learn that the phrase "information overload" was first used in 1970, before the Internet was invented. But much of the information is not relevant or useful: obscure companies and even more obscure bloggers.

Information overload is one of the biggest irritations in modern life. There are news and sports websites to watch, emails that need to be answered, people who want to chat with you online, and back in the real world, friends, family, and colleagues who also have things to tell you. At work, information overload is also causing problems. A recent survey has shown that many company managers believe that it has made their jobs less satisfying and has even affected their personal relationships outside work. Some of them also think that it is bad for their health.

Clearly there is a problem. It is not only the increase in the quantity of information, it is also the fact that it is everywhere, not just in the home and in the workplace. Many people today do not go anywhere without their smartphones. There is no escape from the Internet.



Scientists have highlighted three big worries. First, information overload can make people feel anxious: There is too much to do and not enough time to do it. People end up multitasking, which can make them even more stressed. Second, information overload can make people less creative. Research shows that people are more likely to be creative if they are allowed to focus on one thing for some time, without interruptions. Third, information overload can make people less productive. People who multitask take much longer and make many more mistakes than people who do the same tasks one after another.

What can be done about information overload? One solution is technological: There is now a computer program or app you can install called Freedom that disconnects you from the web at preset times. The second solution involves willpower. Turn off your cell phone and the Internet from time to time. The manager of an IT company puts "thinking time" into his schedule when all his electronic devices are turned off so that he isn't disturbed. This might sound like common sense. But nowadays, although we have more information than ever before, we do not always have enough common sense.

3 READING & SPEAKING

a Look at the title of the article. What do you think it means? Read the first paragraph to check.

b Now read the whole article. Choose a, b, or c.

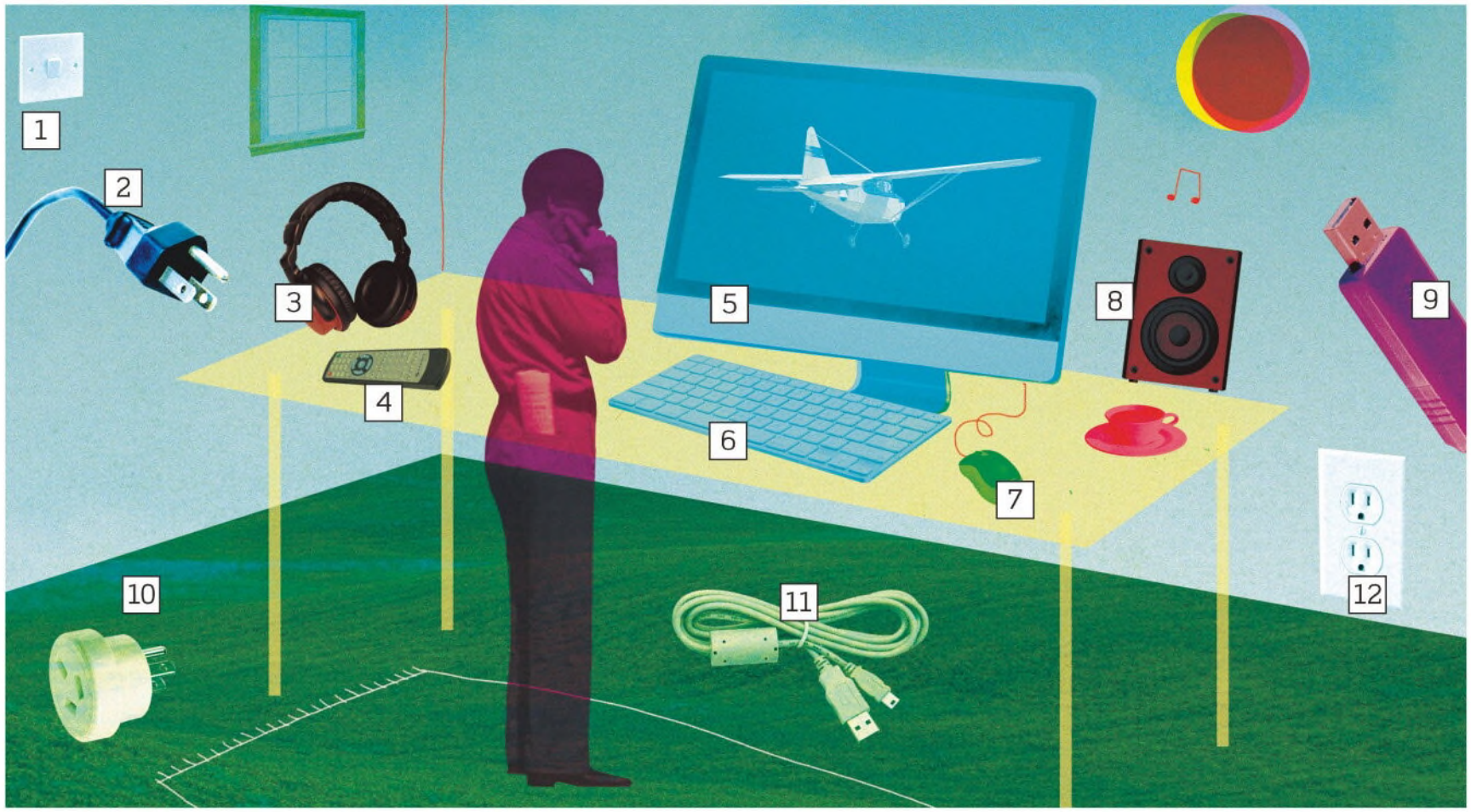
1 Many of the managers surveyed think that as a result of information overload ___.
   a they have to work harder
   b they enjoy their jobs less
   c they are sick more often
2 Scientists think that information overload makes people ___.
   a more anxious but more productive
   b more productive but less creative
   c more stressed and less creative
3 One solution to information overload would be for people to spend less time ___.
   a searching for information
   b using the Internet
   c talking on the phone

c Read the article again and figure out the meaning of the highlighted words and phrases related to the Internet and technology.

d Do you suffer from information overload in your own life? Talk to your partner about how information overload affects different parts of your life.

your work your studies
your social life your family life

4 VOCABULARY & PRONUNCIATION electronic devices, phrasal verbs, linking



a Match the words and pictures.

- ☐ a mouse
- ☐ a speaker
- ☐ a USB cable
- ☐ a keyboard
- ☐ a flash drive
- ☐ a plug
- ☐ a remote control
- ☐ a screen
- ☐ an outlet
- [1] a switch
- ☐ an adaptor
- ☐ headphones

b 5 16 Listen and check. Then test each other.

A **What's 6?**) (***B*** (words covered) **It's a keyboard.**

c Match the sentences.

1	☐	I changed the heat from 70° to 62°.	A I **switched** it **off**.
2	☐	I disconnected my iPod from the computer.	B I **switched** it **on**.
3	☐	I increased the volume on the TV.	C I **turned** it **down**.
4	☐	I pressed the off button on the TV.	D I **turned** it **up**.
5	☐	I programmed the alarm on my phone.	E I **plugged** it **in**.
6	☐	I put my phone charger into an outlet.	F I **unplugged** it.
7	☐	I pressed the on button on the laptop.	G I **set** it for 7:30.

d 5 17 Listen and check.

e 5 18 Listen and repeat A–G. Try to link the words. Now cover A–G and look at sentences 1–7. Say A–G from memory.

Separable phrasal verbs
Remember that many phrasal verbs are separable, i.e., the object can go between the verb and particle (***Switch*** *the TV* ***on.***) or after the particle (***Switch on*** *the TV.*).
However, if the object is a pronoun, it must go between the verb and particle, e.g., *Switch it on.* NOT ~~*Switch on it*~~.

f Answer the questions with a partner. Give reasons for your answers.

1. How many devices do you have with screens? Which one do you use the most?
2. Do you prefer to use a keyboard with or without a mouse?
3. Do you usually listen to music with headphones or with speakers?
4. How many remote controls do you have? Do you think you have too many?
5. How many prongs do plugs in your country have? Do you need a travel adaptor if you go abroad?
6. In your house do you usually agree about what the temperature should be, or is someone always turning the heat or air conditioning up and down?

5 LISTENING & SPEAKING

a Look at the book cover and the book review information. What do you think the book is about? How do you think the three teenagers feel?

The wise and hilarious story of a family who discovered that having fewer tools to communicate with actually led them to communicate more.

When Susan Maushart first announced her intention to pull the plug on her family's entire collection of electronic gadgets for six months, her three kids didn't react at all. Says Maushart, "Looking back, I can understand why. They didn't hear me."

* The title is a play on words. Shakespeare's play *Richard III* opens with the famous phrase "Now is the winter of our discontent..."

b 5 19 Listen to **Part 1** of a radio breakfast show where the guests are discussing the book. Answer questions 1–6.

1 Why did Susan Maushart decide to do the experiment?
2 Was it just her children who were spending too much time using technology?
3 Who are "digital immigrants" and "digital natives"?
4 What gadgets did Susan Maushart's family have to switch off? Where?
5 What were they allowed to use?
6 How did she get the children to agree to the experiment?

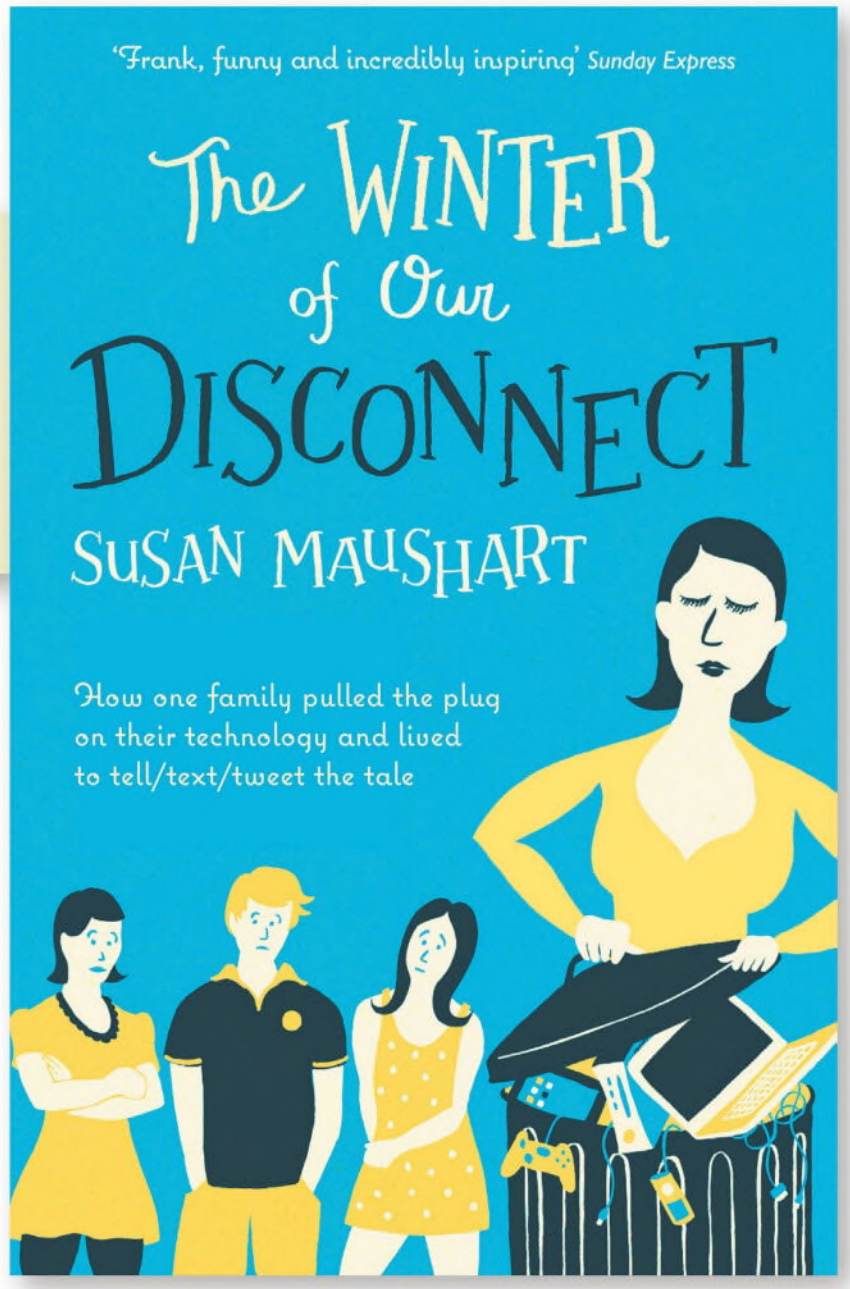
c 5 20 Listen to **Part 2**. In general, was the experiment positive or negative? Why?

d Listen again and complete the sentences in your own words.

1 At the beginning the children complained that...
2 Later they started to...
3 Her son started to...
4 Their mother found it difficult to...
5 Another negative thing was that...
6 They now have new house rules; for example...

e 5 21 Now listen to **Part 3**. What does each guest say he / she would miss most if he / she had to do the experiment?

1 Sally	
2 Andrew	
3 Jeremy	
4 Chloe	



f Discuss the questions with a partner.

1 Have you ever had to live without the Internet for a few days or more, e.g., when you were on vacation somewhere? Did you miss it a lot? Why (not)?
2 Do you think Susan Maushart's experiment was a good idea? Why (not)?
3 If you had to do the experiment, what do you think you would miss the most? Why?

Useful language
The thing I'd miss most is...
I can't live without it because...
I need / use it (for)...
I'm addicted to it...
I depend on it (for)...

6 WRITING

➤ **p.120 Writing** *A magazine article – advantages and disadvantages.* Write an article about the advantages and disadvantages of smartphones.

Practical English Unexpected events

EPISODE 5

1 VIDEO JENNY GETS A SURPRISE

a 5 22 Watch or listen. How do you think Jenny and Rob feel at the end?

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

1 Jenny didn't expect Paul to be there.
2 Paul tells Jenny that Rob is planning to stay in New York.
3 Rob arrives with croissants for breakfast.
4 Rob accuses Paul of lying.
5 Rob insists that he's serious about Jenny.
6 Rob says he will drive Paul to Boston.



2 VIDEO INDIRECT QUESTIONS



a 5 23 Watch or listen to Rob and Jenny talking in the office. Do they resolve their problems?

b Watch or listen again and answer the questions.

1 What reason does Rob give for Paul being in his apartment?
2 How does Rob know that Paul is really leaving?
3 Why doesn't Jenny believe that Rob wants to stay in New York?
4 According to Jenny, how did Rob behave when he was with Paul?
5 What does Jenny think about their relationship?

c 5 24 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	**Jenny**	Could you _____ me why Paul is still in your apartment?
	Rob	Well, he couldn't get a ticket to Boston...
2	**Jenny**	Do you _____ if he's got one now?
	Rob	I bought it! He's leaving this evening.
3	**Jenny**	Look Rob, I'd _____ to know what you really want.
	Rob	What do you mean?
4	**Jenny**	I _____ if you really want to be here. I wonder if...
	Rob	Jenny, what is it?
5	**Don**	I need a word. _____ you tell me what you decided at the last meeting?
	Jenny	Right away, Don. Rob was just leaving.

d 5 25 Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.

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

f Read the information about indirect questions. Then make questions 1–5 more indirect by using the beginnings given.

Indirect questions

We often put *Can / Could you tell me...?, Do you know...?, I'd like to know..., I wonder...* before a question to make it less direct. When we do this, the direct question changes to an affirmative sentence, i.e., the word order is subject + verb, and we don't use *do / did* in the present and the past.

Compare:

Why is Paul *in your apartment?*
Could you tell me why Paul is still in your apartment?

Has he got *one now?*
Do you know if (or whether) he's got one now?

What ***do you really want****?*
I'd like to know what you really want.

Do you really want *to be here?*
I wonder if (or whether) you really want to be here.

What did you decide *at the last meeting?*
Can you tell me what you decided at the last meeting?

1 *Where's the station?*
Excuse me, can you tell me _____ _____?

2 *What did he say?*
I'd like to know _____ _____.

3 *Does she like me?*
I wonder _____ _____.

4 *Is your brother coming tonight?*
Do you know _____ _____?

5 *What time does the store close?*
Could you tell me _____ _____?

g ➤ **Communication** *Asking politely for information* **A** *p.106* **B** *p.109.*

3 VIDEO ROB GETS SERIOUS



a 5 26 Watch or listen to Rob and Jenny. How do you think Jenny will answer Rob's final question?

b Watch or listen again and complete the sentences with 2–4 words.

1 Rob is trying to convince Jenny that he _____.
2 Jenny says that she's sure that Rob wants to _____.
3 Rob says that he loves his _____.
4 Jenny and Rob are going to visit _____.
5 Rob promises not to forget _____.
6 Rob asks Jenny to _____.

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

Social English phrases

Jenny It's _____ you want to go back.
Rob Of _____ I miss London, but I love my life here.
Rob And I won't forget the chocolates this time _____.
Jenny Well, that's a start, I _____.
Rob _____ if I proposed to you?
Jenny Rob, _____ it. It's embarrassing.

d 5 27 Watch or listen and complete the phrases.

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

Can you...?

- ☐ make indirect questions, e.g., beginning with *Can you tell me...?*
- ☐ discuss a problem

G relative clauses: defining and nondefining
V compound nouns
P word stress

10A Modern icons

Is that the first Apple computer?

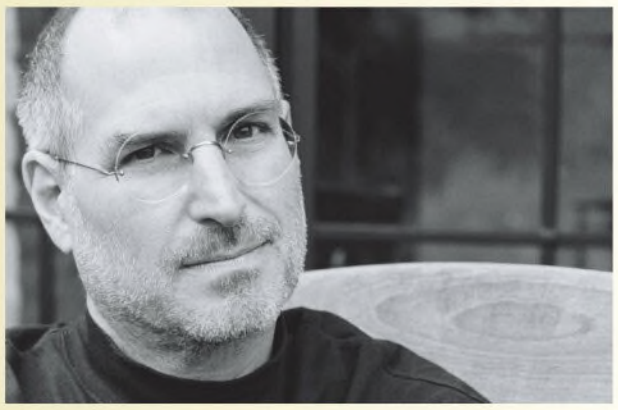
No, it's the one they made in 1990.

1 READING

a In pairs, take the quiz. Choose a, b, or c.

b 5 28 Compare with another pair, and listen and check.

What do you know about Steve Jobs?



1 **He was born in...**
a New York
b San Francisco
c Texas

2 **In college...**
a he was a star student
b he dropped out
c he was asked to leave

3 **His first job was with a company that made...**
a video games b TVs c computers

4 **The Apple Macintosh was the first successful computer to use...**
a a mouse
b a keyboard
c a USB port

5 **In 1986 he cofounded...**
a Pixar
b HandMade Films
c DreamWorks

6 **Steve Jobs died of cancer in...**
a 2010 b 2011 c 2012

7 **He was ____ years old.**
a 46 b 56 c 66

c Look at the photos and guess what the connection is between each of the things, people, or places and Steve Jobs.



d Now read paragraphs 1–5 and check.



1 **The Macintosh Classic** was the personal computer that was made by Apple in 1990. It had a 9-inch monochrome screen and a 4 megabyte (MB) memory. It was cheaper than earlier Apple computers and very easy to use. It was their first commercially successful computer.

2 **Stephen Wozniak** is the American computer engineer and programmer whose computer designs became the original Apple I and Apple II computers. He and Steve Jobs became friends when they were both working at Hewlett Packard. They started making computers in Jobs's parents' garage, and together they founded Apple Computers (now Apple Inc.) in 1976.

3 **Mona Simpson** is Steve Jobs's sister. Jobs was adopted when he was born, but in the 1980s he found his biological mother, who told him that he had a sister. Mona and Steve met for the first time in 1985 (when she was 25 and he was 30) and they became very close. They kept their relationship secret for a year until Mona introduced Steve as her brother at the party that she gave to celebrate the publication of her first novel, *Anywhere But Here*.

4 **Mountain View** is the city in California where Steve Jobs grew up. He was born in San Francisco and was adopted by Paul and Clara Jobs. When he was six years old the family moved to Mountain View, which was becoming a center for electronics. People began to call the area "Silicon Valley" because silicon is used to manufacture electronic parts.

5 **This is the logo** that was designed by Jonathan Mak, a Chinese design student from Hong Kong, as a tribute to Steve Jobs when he died. The design, which used Jobs's silhouette incorporated into the "bite" of a white Apple logo, became a worldwide Internet sensation. The teenager said that Jobs had inspired him to become a designer.

2 GRAMMAR relative clauses

a Cover the text. Complete the sentences with *who*, *whose*, *which*, *that*, or *where*. In some cases, two answers are possible.

1 The Macintosh Classic was the personal computer _____ was made by Apple in 1990.

2 Stephen Wozniak is the American computer engineer _____ founded Apple Computers with Steve Jobs and _____ computer designs became the original Apple I and Apple II computers.

3 Mona introduced Steve as her brother at the party _____ she gave to celebrate the publication of her first novel.

4 Mountain View is the area in California _____ Steve Jobs grew up.

5 Jonathan Mak's design, _____ used Jobs's silhouette incorporated into the "bite" of a white Apple logo, became a worldwide Internet sensation.

b Answer the questions in pairs.

1 In which phrase is the relative pronoun (*who, that*, etc.) not necessary?

2 In which sentence could you leave out the relative clause, but the sentence would still make sense?

c ➤ **p.150 Grammar Bank 10A.** Learn more about defining and nondefining relative clauses, and practice them.

d Cover the text and look at the photos. Can you remember the connections with Steve Jobs? Try to use a relative clause.

3 WRITING

a ➤ **p.121 Writing** *A biography.* Write a biography of an interesting or successful person you know about.

b ➤ **Communication** *Relatives quiz* **A** *p.108* **B** *p.112.* Write quiz questions to ask a partner.





GREAT AMERICAN DESIGN ICONS

Some of the things that are considered the best in American design.





4 LISTENING

a Look at the photos that show four famous examples of American design. What are they? What do you know about them?

b 5 31 Now listen to a professor talk about them. Complete sentences 1–4.

1 Ruth Handler was the woman who…
2 William Van Alen was the man who…
3 Robert Indiana is the man who…
4 Peter Moore and Tinker Hatfield are the men who…

c Listen again and answer the questions.

Which icon…?

1 is the most recent
2 is the oldest
3 has been used in many different products
4 was named after a family member
5 didn't make its designer much money
6 had more than one designer
7 was the result of a trip to Europe
8 used car parts as inspiration for decorations

d Which of the four do you find the most attractive design? What would you consider to be examples of iconic design in your country?

5 SPEAKING

a Write the names of people, things, or places in as many of the circles as you can.

b In groups, talk about your people, things, and places. Explain why you admire them.

a famous dead person (who) you admire



a famous living person (that) you admire



an iconic landmark (that) you really like



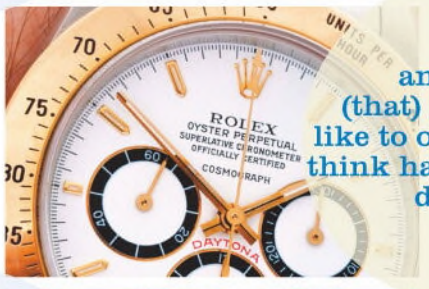
a country whose design you admire



an everyday object (that) you own that you think has a beautiful design



an object (that) you would like to own that you think has a beautiful design



a DVD cover, movie poster, or book cover (that) you think has a great design



6 VOCABULARY & PRONUNCIATION

compound nouns, word stress

Compound nouns
We often put two nouns together, where the first noun describes the second one, e.g., an *album cover* (= the cover of an album), the *subway map* (= the map of the subway). Compound nouns can be two words, e.g., *tourist attraction* or one word, e.g., *website*.

a Match a noun from column **A** with a noun from column **B** to make compound nouns.

A	B
soccer	picture
speed	case
sun	hall
town	field
book	mate
class	glasses
profile	camera

b 5 32 Listen and check. Which three are written as one word? Which noun is usually stressed more in compound nouns? Practice saying the compound nouns in **a** with the right stress.

c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

COMPOUND NOUNS RACE

1 What kind of job do you have if you only work 20 hours a week?
2 What do you need to have before you can get on a plane?
3 What might you have to pay if you park in a bus lane?
4 What should you put on when you get into a car?
5 What do you call a long line of cars that can't move?
6 What do you need to book if you want to play tennis with someone?
7 Where do people go if they want to watch a basketball or handball game?
8 What do you call the noise a phone makes?
9 What kind of books or movies are about the future, and often outer space?
10 What do you call a school that is paid for by the government?
11 If you are in an elevator and you press 2, where do you want to go to?
12 What device do you use when you want to transfer files from one computer to another?



7 5 33 SONG *Greatest Love of All*

G tag questions
V crime
P intonation in tag questions

You were a detective with the Los Angeles Police Department, weren't you?

Yes, I was.

10B Two crime stories

1 VOCABULARY crime

a Have you heard of Natalie Wood? What do you know about her?

b Match the words and definitions.

detectives evidence murder murderer
prove solve suspects victim witnesses

1 _____ *noun* police officers who investigate crimes
2 _____ *noun* people who see something that has happened, and then tell others (e.g., the police) about it
3 _____ *noun* a person who is hurt or killed by somebody in a crime
4 _____ *noun* a person who plans and kills another person
5 _____ *noun* the crime of killing a person illegally and deliberately
6 _____ *noun* the facts, signs, etc., that tell you who committed a crime
7 _____ *noun* people who are thought to be guilty of a crime
8 _____ (a mystery) *verb* to find the correct answer to why something happened
9 _____ (something) *verb* to use the facts and evidence to show something is true

c 5 34 Listen and check. Practice saying the words.

d Read *How did Hollywood actress Natalie Wood die?* and fill in the blanks with words from **b**.

e Read the article again and find the answer to these questions.

1 When did Natalie Wood die?
2 What was the weather like on the night she died?
3 Where was her body found?
4 Who was on the boat with her when she died?
5 Who did Natalie Wood have an argument with the night she died?
6 How many years later did the police reopen the investigation into her death?





HOW DID HOLLYWOOD ACTRESS NATALIE WOOD DIE?

WAS SHE THE [1]*victim* OF A CRIME OR DID SHE DIE AS A RESULT OF AN UNFORTUNATE ACCIDENT?

On the cold and rainy night of November 29, 1981, the beautiful and talented actress Natalie Wood mysteriously fell off her boat, *The Splendour*, and died. She was found the next morning, nearly a mile away, floating in the water with bruises and scratches on her body.

More than thirty years later, officials still haven't been able to [2]_____ the mystery of Natalie Wood's death. On the boat with Natalie that night were her husband—actor Robert Wagner, a friend—actor Christopher Walken, the captain—Dennis Davern, and a few others. Police know that Wagner and Walken had an argument early in the evening, but they made up and Walken went to bed. Police also know that Wood and Wagner had an argument. Wood then went to bed and when Wagner went to look in on her later, she wasn't in her room. No one heard or saw Natalie fall off the boat. Therefore there were no [3]_____ to say whether her death was a [4]_____ or an accident. In addition, [5]_____ who were working on the case at the time were not able to find any solid [6]_____ to [7]_____ whether Natalie Wood was pushed to her death from the boat. Therefore her death was officially ruled an accident—meaning there was no [8]_____ for police to arrest and put in jail.

In 2012, a TV news show investigating Natalie Wood's death brought new information to Los Angeles County officials. The TV news show claimed the bruises and scratches on her body were proof that she was indeed the victim of a murder. Officials have reopened the case and are currently conducting interviews; however none of the people who were on the boat that night have been officially named as [9]_____ in Natalie's death. Will LA police eventually discover the truth about her death? Only time will tell.

2 LISTENING

a 5 35 Now listen to the first part of an interview with a retired police officer who has done a lot of research about Natalie Wood's death. Complete the information about the people who were on *The Splendour* the night Natalie Wood died.



Robert Wagner,
Natalie Wood's _____



Christopher Walken,
Natalie Wood's _____ and
movie actor



Dennis Davern,
_____ captain

b 5 36 Listen to the second part of the interview and mark the sentences **T** (true) or **F** (false).

1 It's possible that Ms. Wood was hit before she fell into the water.
2 The LA County Coroner's Office recently changed Natalie Wood's cause of death because of new evidence found on the boat.
3 Ms. Wood was jealous of Mr. Wagner and Mr. Walken's friendship.
4 Mr. Wagner wrote about his wife's death in a book.
5 Ms. Wood and Mr. Walken acted in a movie together.
6 Mr. Walken has spoken to many people about the night of November 29, 1981.
7 The boat captain and Mr. Walken had an argument the night Ms. Wood died.
8 The boat captain says he didn't tell the truth in 1981.
9 The detective doesn't want to say how Ms. Wood died.
10 He doesn't think the mystery will ever be solved.

c Listen again. Say why the F sentences are false.

d Do you know of any famous unsolved crimes in your country?

3 GRAMMAR tag questions

a Look at four questions from the interview and complete them with the missing words.

1 "You were a detective with the Los Angeles Police Department, _____ _____?"
2 "That's incredible, _____ _____?"
3 "And you don't think they're suspects, _____ _____?"
4 "The boat captain changed his story about what happened that night, _____ _____?"

b 5 37 Listen and check. What's the difference between these questions and direct questions, e.g., between **1** and *Were you a detective with the Los Angeles Police Department?*

c ➤ **p.151 Grammar Bank 10B.** Learn more about tag questions and practice them.

4 PRONUNCIATION & SPEAKING
intonation in tag questions

a 5 39 Listen and complete the dialogue between a police officer and a suspect.

P Your last name's Jones, _____?
S Yes, it is.
P And you're 27, _____?
S Yes, that's right.
P You weren't at home last night at 8:00, _____?
S No, I wasn't. I was at the movie theater.
P But you don't have any witnesses, _____?
S Yes, I do. My wife was with me.
P Your wife wasn't with you, _____?
S How do you know?
P Because she was with me. At the police station. We arrested her yesterday.

b 5 40 Listen and repeat the tag questions. Copy the rhythm and intonation.

c ➤ **Communication** *Just checking* **A** *p.108* **B** *p.112.* Role-play a police interview.

d Which detective TV shows or movies are popular in your country right now? Do you enjoy watching these kinds of shows?

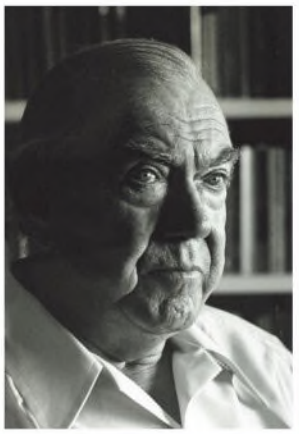
5 READING & LISTENING

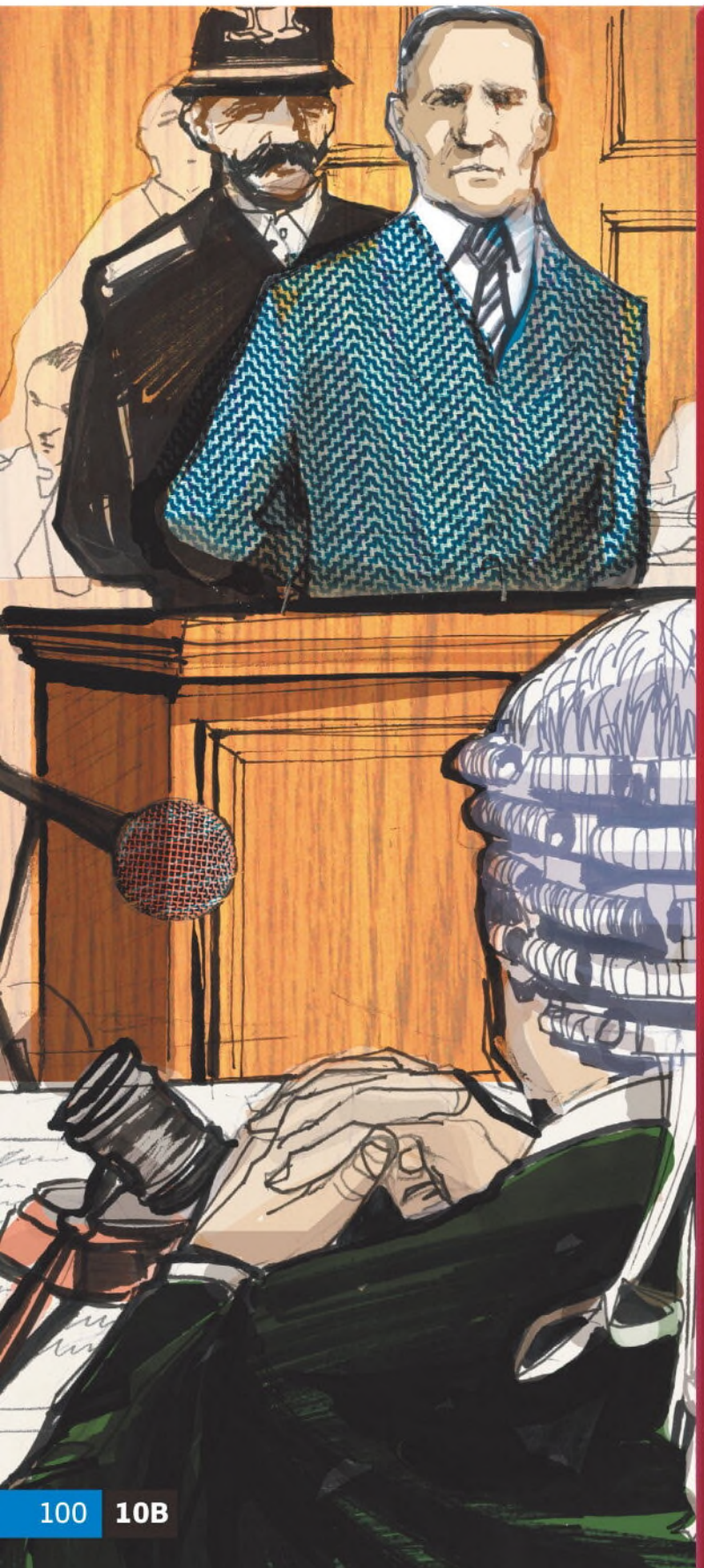
a Do you enjoy reading crime novels? If so, which ones? If not, why not? Have you read a crime story recently? What was it about?

b 5 41 Read and listen to **Part 1** of a short story. Use the glossary to help you. Then answer the questions with a partner.

1 Where did the murder take place?
2 What did the prisoner look like?
3 How many witnesses saw him?
4 Why did Mrs. Salmon go to the window?
5 When did Mr. MacDougall see Adams?
6 Did Mr. Wheeler see Adams's face?

The Case for the Defense is a short story written by novelist Graham Greene. The story takes place in England around the time it was written, in the late 1930s, when the death penalty for murder still existed. It was abolished in 1965.





The Case for the Defense

BY GRAHAM GREENE

PART 1

It was the strangest murder trial I have ever attended. They named it the Peckham murder in the headlines, although Northwood Street, where Mrs. Parker was found murdered, was not actually in Peckham.

The prisoner was a well-built man with bloodshot eyes. An ugly man, one you wouldn't forget in a hurry – and that was an important point. The prosecution intended to call four witnesses who hadn't forgotten him and who had seen him hurrying away from the little red house in Northwood Street.

At two o'clock in the morning Mrs. Salmon, who lived at 15 Northwood Street, had been unable to sleep. She heard a door shut and so she went to the window and saw Adams (the accused) on the steps of the victim's house. He had just come out and he was wearing gloves. Before he moved away, he had looked up – at her window.

Henry MacDougall, who had been driving home late, nearly ran over Adams at the corner of Northwood Street because he was walking in the middle of the road, looking dazed. And old Mr. Wheeler, who lived next door to Mrs. Parker, at number 12, and was woken up by a noise and got up and looked out of the window, just as Mrs. Salmon had done, saw Adams's back and, as he turned, those bloodshot eyes. In Laurel Avenue he had been seen by yet another witness.

Glossary 1
trial /ˈtraɪəl/ the process where a judge, and sometimes a jury, listens to evidence and decides if somebody is guilty or innocent
Peckham /ˈpɛkəm/ an area in South London
the prosecution /prɑsəˈkyuʃn/ the lawyer(s) who try to show that somebody is guilty of a crime

PART 2

"I understand," the lawyer for the prosecution said, "that the defense intends to plead 'mistaken identity.' Adams's wife will tell you that he was with her at two in the morning on February 14. However, after you have heard the witnesses for the prosecution and examined carefully the features of the prisoner, I don't think you will be prepared to admit the possibility of a mistake."

Mrs. Salmon was called again. She was the ideal witness, with her slight Scottish accent and her expression of honesty and kindness. There was no malice in her, and no sense of importance. She told them what she had seen and how she had rung the police station.

"And do you see the man here in court?"

She looked straight at the big man in the dock, who stared hard at her with his bloodshot eyes, without emotion.

"Yes," she said, "there he is."

"You are quite certain?"

She said simply, "I couldn't be mistaken, sir."

"Thank you, Mrs. Salmon."

The lawyer for the defense began to cross-examine Mrs. Salmon.

"Now, Mrs. Salmon, you must remember that a man's life may depend on your evidence."

"I do remember it, sir."

"Is your eyesight good?"

"I have never had to wear spectacles, sir."

"You're fifty-five years old, aren't you?"

"Fifty-six, sir."

"And the man you saw was on the other side of the road, is that right?"

"Yes, sir, he was."

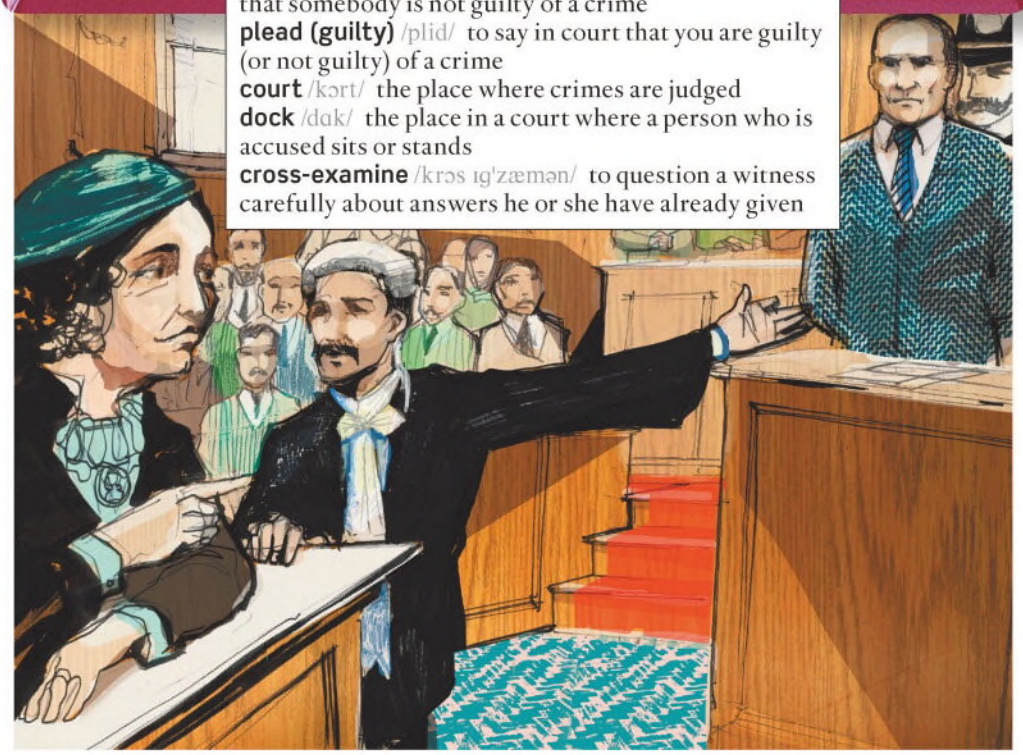
"And it was two o'clock in the morning. You must have remarkable eyes, Mrs. Salmon?"

"No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face."

"And you have no doubt whatever that the man you saw is the prisoner?"

"None whatever, sir. It isn't a face you can easily forget."

Glossary 2
the defense /dɪˈfens/ the lawyer(s) who try to show that somebody is not guilty of a crime
plead (guilty) /pliːd/ to say in court that you are guilty (or not guilty) of a crime
court /kɔːrt/ the place where crimes are judged
dock /dɑk/ the place in a court where a person who is accused sits or stands
cross-examine /krɔs ɪgˈzæmən/ to question a witness carefully about answers he or she have already given

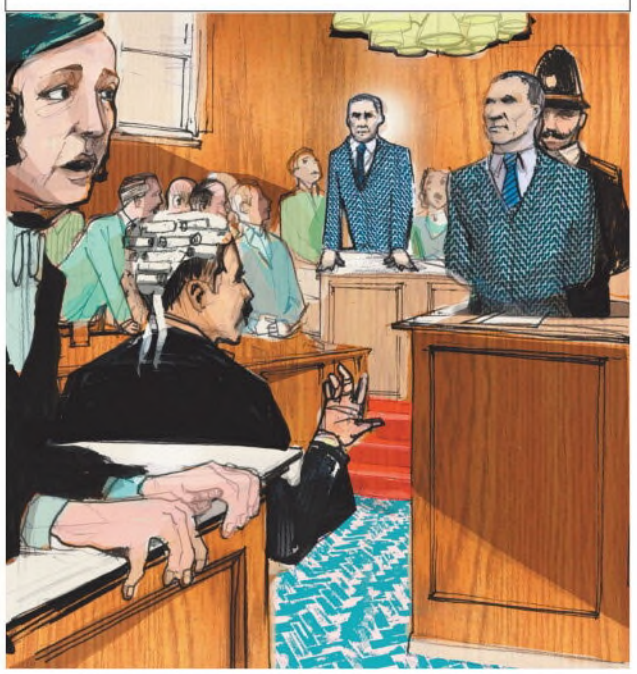


c 5 42 Now read and listen to **Part 2**. Then answer the questions with a partner.

1 Adams's defense was "mistaken identity." What does this mean?
2 Where did Adams say that he was?
3 What did the prosecution lawyer ask Mrs. Salmon?
4 What three reasons did she give to explain how she had seen Adams's face so clearly?

d 5 43 Read the glossary for **Part 3** of the story, and check how the words are pronounced. Then listen to **Part 3** and answer the questions with a partner.

Glossary 3
swear /swɛr/ to make a public promise that something is true
case /keɪs/ something that is being officially investigated by the police, e.g., a murder case
alibi /ˈæləbaɪ/ evidence that proves somebody was in a different place at the time that a crime was committed
be acquitted /bi əˈkwɪtɪd/ to be declared not guilty of a crime



1 Who was the man at the back of the court?
2 How was he dressed?
3 What did the defense lawyer say to Mrs. Salmon?
4 What was the man's alibi?
5 Why was the man acquitted?
6 Why was there a big crowd outside the court?
7 Why did the brothers refuse to leave by the back entrance?
8 What happened to one of the brothers?
9 Why does the writer ask the question at the end, *If you were Mrs. Salmon, could you sleep at night?*

e Do you like the way the story ends? Why (not)?

9&10 Review and Check

GRAMMAR

Circle a, b, or c.

1 If you _____ here on time, we wouldn't have missed the beginning of the movie.
a were b had been c would have been

2 What _____ if that man hadn't helped you?
a you would do b you would have done c would you have done

3 If she _____ me that she was arriving this morning, I would have gone to the airport to pick her up.
a told b would tell c had told

4 I would have finished the exam if I _____ about another ten minutes.
a would have had b had had c would have

5 I'm afraid there's _____ time left.
a no b none c any

6 There are _____ good TV shows on tonight. I don't know what to watch.
a lots of b a lot c plenty

7 Is there _____ in the car for me, too?
a room enough b enough room c too much room

8 Most people have _____ close friends.
a very little b very few c not much

9 Is he the man _____ you met at the party?
a – b whose c which

10 Is that the woman _____ husband is a famous writer?
a who b that c whose

11 The *Mona Lisa*, _____ was painted in about 1510, is in the Louvre in Paris.
a which b what c that

12 I'm very fond of Susan, _____ I used to share an apartment with in college.
a who b – c that

13 They're very rich, _____?
a are they b aren't they c isn't it

14 Your brother's been to New Zealand, _____?
a wasn't he b isn't he c hasn't he

15 You won't be late, _____?
a will you b won't you c are you

VOCABULARY

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

1 I got to the airport late, but _____ the flight was delayed. **luck**
2 He's _____ with his work. It's always full of mistakes. **care**
3 This sofa is really _____. It's too hard. **comfort**
4 I found a great jacket online, but _____ it was sold out. **fortunate**
5 Don't be so _____! The bus will be here soon. **patience**

b Complete with a verb.

1 It was too hot in the room, so I _____ the heat down a little.
2 I need to _____ my alarm for 5:30 because I have an early flight.
3 It's always a good idea to _____ your computer during a storm.
4 Could you _____ up the volume? I can't hear very well.
5 If you're not watching the TV, please _____ it off.

c Complete with the right words.

1 you use it to change the TV channel **r**_____ **c**_____
2 you use this on a computer to write **k**_____
3 you use this to transfer files or photos **f**_____ **dr**_____
4 you use these to listen to music, e.g., on a plane **h**_____**s**
5 you use this to move the cursor on a computer **m**_____

d Complete the compound nouns.

1 soccer **f**_____
2 **pr**_____ picture
3 first **fl**_____
4 gas **s**_____
5 speed **c**_____

e Complete the missing words.

1 The **d**_____ was convinced that the man's alibi was false.
2 I'm sure he's guilty, but I can't **pr**_____ it.
3 Natalie Wood was the **v**_____ of an unlucky accident.
4 The police are not sure they will be able to **s**_____ the mystery.
5 There is no **s**_____ in the Natalie Wood's death.

PRONUNCIATION

a Circle the word with a different sound.

1		daughter	bought	caught	through
2		luck	tough	although	enough
3		charge	plug	gadget	program
4		keyboard	speaker	headphones	screen
5		murder	turn	perfect	careful

b Underline the stressed syllable.

1 comfor|ta|ble 2 a|dap|tor 3 ca|ble 4 wit|ness 5 e|vi|dence

CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. Then read it again with the glossary and mark the sentences **T** (true), **F** (false), or **DS** (doesn't say).

1 The boy was on the Isle of Wight to attend the festival.
2 Bob Dylan and the boy had communication problems.
3 There was a beautiful view from the kitchen.
4 The boy liked the song that the American sang to him.
5 Some years later the boy committed a crime.
6 He was very moved when he heard *North Country Blues*.
7 Bob Dylan taught him to read and write.

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

The ICON and the GYPSY



I was a young Gypsy boy trying to grow up in the 1960s in a country that was very hostile to our lifestyle, and with no access to education, and no chance to listen to music, or to attend festivals.

By chance, my family was on the Isle of Wight during the famous 1969 music festival. I was knocking on doors, trying to sell our homemade clothespins. One day I came to a very large house, somewhere in the middle of the island. A very charming American invited me in. He gave me orange juice and asked me a lot of questions about my life. He couldn't understand what I was saying very well because of my accent, and I couldn't understand him much either – he talked very quietly. I sat at his large wooden kitchen table and told him all about Gypsy life, how hard it could be, but also the fun we had.

I must have been there for most of the morning, and he got me to sing a couple of the Gypsy songs I knew. Before I left he played me a song on his guitar and gave me a record, which he said was his, and had the song on. But I didn't have a record player, and I soon lost the record.

I had no idea who he was, and I forgot about him until I was in my early twenties. Unfortunately I had gotten into some trouble and was in Brixton Prison for burglary. My sentence was for two years. We had a vicar who used to visit twice a week, and because we were bored, we would sometimes attend his sessions. At one of the sessions he played some music on an old record player, and as soon as I heard it, I recognized the singer. He told me it was a man named Bob Dylan and said that if I liked it, he would bring more of his records to the next meeting. The following week I spent hours transfixed as I listened to the records. One song stood out – *North Country Blues* – it was the song he had sung to me in the kitchen on the Isle of Wight all those years ago. When the song had finished, I cried – all the troubles and hardship I had lived with just poured out of me.

Those sessions with the vicar became my education. With his guidance and Dylan's poetry, a world opened up to me. He taught me to read and write, and by the time my prison sentence came to an end, I had started a journey that transformed my life. With the vicar's support I went to college and became a carpenter – I didn't look back.

Adapted from The Times

Gypsy a member of a race of people who spend their lives traveling around from place to place, living in caravans
Isle of Wight a small island off the south coast of England
vicar an Anglican priest

CAN YOU UNDERSTAND THESE PEOPLE?

VIDEO

5 44 **On the street** Watch or listen to five people and answer the questions.


Ryder


Elizabeth


Sean


Isobel


Giles

1 Ryder helped someone who _____.
a had an electronic device taken from him
b was run over by a car
c couldn't make a phone call

2 Elizabeth thinks that technology _____.
a is helpful in certain situations
b helps people learn important skills
c doesn't work as well as it should

3 Sean _____ guess who the murderer is.
a can usually b likes to try to c doesn't try to

4 Isobel's favorite thing about Alexander McQueen's clothes is _____.
a they are reasonably priced
b the different designs and materials
c that they are based on designs from the past

5 Giles thinks he's lucky because he _____.
a caught a flight from Australia at the last minute
b is generally happy
c once won some money in the lottery

CAN YOU SAY THIS IN ENGLISH?

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

Can you...?

1 ☐ complete these three sentences:
If you had told me about the party earlier,...
I would have bought those shoes if...
I wouldn't have been so angry if...

2 ☐ describe something that you do too much, and something that you don't do enough

3 ☐ talk about a gadget that you use and why it is useful

4 ☐ describe a person that you admire (who he or she is / what you know about him or her / why you admire him or her)

5 ☐ check five things you think you know about your partner using tag questions

VIDEO **Short movies** Brooklyn Bridge
Watch and enjoy the movie.

Communication

9A GUESS THE CONDITIONAL
Student A

a Look at sentences 1–6 and think of the missing verb or verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 We _____ the hotel if we hadn't had GPS. ⊟
2 If I _____ that it was your birthday, I would have bought you something. ⊞
3 If I _____ about the concert earlier, I would have been able to get a ticket. ⊞
4 The cat wouldn't have gotten in if you _____ the window open. ⊟
5 If our best player hadn't been ejected, we _____ the game. ⊞
6 I wouldn't have recognized her if you _____ me who she was. ⊟

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

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

7 I **wouldn't have been** so angry if you had told me the truth right from the start.
8 If I hadn't gone to that party that night, I **wouldn't have met** my wife.
9 If we hadn't taken a taxi, we **would have missed** the train.
10 If I'd known that show was on last night, I **would have watched** it.
11 I **would have gone out** with you last night if I hadn't had to work late.
12 If I **had listened** to my friends, I would never have married James.

PE5 ASKING POLITELY FOR INFORMATION
Student A

a You are a tourist in **B**'s town. You want to ask **B**, who you have stopped on the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do stores open on Sundays?
Could you tell me *if stores open on Sundays*?
2 Is there a post office near here?
Do you know _____?
3 What time do banks close here?
Could you tell me _____?
4 Where's the train station?
Do you know _____?
5 Does the number 21 bus go to the city?
Could you tell me _____?

b Ask **B** your indirect questions 1–5. Always begin with *Excuse me.*

c Now **B** is a tourist, and is going to stop you on the street and ask you some questions. Answer politely with the necessary information.

6B JUDGING BY APPEARANCES
Students A+B



Dominic McVey, born in 1985, is a British entrepreneur from London, who set up a business at the age of 13 importing micro-scooters from the United States. He was a millionaire by the age of 15. His business interests now include website publishing and fashion.

Mira Sorvino is an American actress of Italian descent. She won an Oscar as best supporting actress in 1995 for her role in Woody Allen's *Mighty Aphrodite*. Before becoming an actress she studied Chinese at Harvard University, where she graduated *magna cum laude* (with great honor).

Olga Rutterschmidt, an 80-year-old California woman, and her friend Helen Golay were convicted in 2008 of murdering two homeless men. They committed the murders to collect millions of dollars from the men's life insurance policies.

7A THREE IN A ROW
Students A+B

Play the game in small groups.

One team is **X** and one is **O**. Take turns choosing a square. Finish the sentence so that it is grammatically correct and makes sense. If you are right, put your **X** or **O** in the square. The first team to get "three in a row" is the winner.

Unless we hurry...	I'll leave home when...	I won't get married until...
I'll give you the money as soon as...	If I see him...	When I can speak English fluently...
He'll lose his job if...	As soon as he gets here...	You'll never be rich unless...

7B GUESS THE SENTENCE
Student A

a Look at sentences 1–6 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

1 I'd cook dinner every day if I _____ earlier from work. ⊞
2 If we _____ this summer, maybe we could afford to get a new car. ⊟
3 I think you _____ more if you saw the original version. ⊞
4 I'd see my grandparents more often if they _____. ⊞
5 I _____ the fish if I were you. It isn't usually very good here. ⊟
6 I _____ if the water was a little warmer. ⊞

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

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

7 The house would look better if you **painted it**.
8 If I met my ex on the street, I **wouldn't say hello** to him.
9 If it **weren't so late**, I'd stay a little longer.
10 The flight **would be more comfortable** if we were in business class.
11 I wouldn't mind the winter so much if it **didn't get dark** so early.
12 If I had more money, I'**d buy a house** with a beautiful yard.

8A I WANT TO SPEAK TO THE MANAGER
Student A

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1 **You're a customer.** You bought something in a clothing store on sale yesterday (decide what) and there's a problem (decide what). Go back to the store. **B** is the salesperson. You'd like to exchange it for another identical one. If you can't, you'd like a refund.

You start. *Excuse me. I bought...*

2 **You're the manager of a restaurant.** Your regular chef is off this week, and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. When customers complain, you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on their bill, but you would prefer not to. **B** is the customer.

B will start.

8B THE RIGHT JOB FOR YOU Students A+B

In which group(s) do you have the most check marks? Read the appropriate paragraph to find out which jobs would suit you. Would you like to do any of them?

If you have the most check marks in 1-4, the best job for you would be in the "caring professions." If you are good at science, you could consider a career in medicine, for example becoming a doctor or nurse. Alternatively, teaching or social work are areas that would suit your personality.

If you have the most check marks in 5-8, you should consider a job involving numbers, for example becoming an accountant or working in the stock market. The world of business would also probably appeal to you, especially sales or marketing.

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

If you have the most check marks in 13-16, you have an analytical mind. You would be suitable for a job in computer science or engineering. You also have good spatial sense which would make architecture and related jobs another possibility.

Communication

9A GUESS THE CONDITIONAL
Student B

a Look at sentences 7–12 and think of the missing verb or verb phrase (+ = positive, − = negative). **Don't write anything yet!**

7 I _____ so angry if you had told me the truth right from the start. −

8 If I hadn't gone to that party that night, I _____ my wife. −

9 If we hadn't taken a taxi, we _____ the train. +

10 If I'd known that show was on last night, I _____ it. +

11 I _____ with you last night if I hadn't had to work late. +

12 If I _____ to my friends, I would never have married James. +

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

1 We **wouldn't have found** the hotel if we hadn't had GPS.

2 If I **had remembered** that it was your birthday, I would have bought you something.

3 If I**'d known** about the concert earlier, I would have been able to get a ticket.

4 The cat wouldn't have gotten in if you **hadn't left** the window open.

5 If our best player hadn't been ejected, we **would have won** the game.

6 I wouldn't have recognized her if you **hadn't told me** who she was.

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

10A RELATIVES QUIZ
Student A

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who, which, that, whose*, or *where*, or no relative pronoun when there is a new subject.

1 **a pedestrian** What do you call someone...?
2 **a loan** What do you call some money...?
3 **fans** What do you call people...?
4 **a private school** What do you call a place...?
5 **a coach** What do you call the person...?
6 **traffic light** What do you call the thing...?
7 **soccer field** What do you call the place...?
8 **selfish** What do you call somebody...?
9 **an ATM** What do you call a thing...?

b Ask **B** your questions.

c Answer **B**'s questions.

10B JUST CHECKING
Student A

a You are a detective. **B** is a suspect in a crime. Ask **B** the questions below, but **don't write anything down**. Try to remember **B**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7:00 this morning?

b Now check the information with **B** using a tag question.

Your name is Tom Gibson, isn't it?

You live in New York City, don't you?

c Change roles. Now you are the suspect and **B** is the detective. Answer **B**'s questions. You can invent the information if you want to.

d **B** will now check the information he / she has. Just say, "Yes, that's right" or "No, that's wrong" and correct the wrong information.

7B GUESS THE SENTENCE Student B

a Look at sentences 7–12 and think of the missing verb phrase (⊞ = positive, ⊟ = negative). **Don't write anything yet!**

7 The house would look better if you _____. ⊞

8 If I met my ex on the street, I _____ to him. ⊟

9 If it _____, I'd stay a little longer. ⊟

10 The flight _____ if we were in business class. ⊞

11 I wouldn't mind the winter so much if it _____ so early. ⊟

12 If I had more money, I _____ with a beautiful yard. ⊞

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

1 I'd cook dinner every day if I **got home** earlier from work.

2 If we **didn't go on vacation** this summer, maybe we could afford to get a new car.

3 I think you **would enjoy the movie** more if you saw the original version.

4 I'd see my grandparents more often if they **lived closer by**.

5 I **wouldn't have** the fish if I were you. It isn't usually very good here.

6 I'**d go swimming** if the water were a little warmer.

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

8A I WANT TO SPEAK TO THE MANAGER Student B

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1 **You're a salesperson in a clothing store. A** is going to come to you with a problem with something he / she bought on sale yesterday. You can't exchange it for an identical one because there are no more in his / her size.

Try to persuade **A** to exchange it for something else because you don't usually give refunds during a sale.

A will start.

2 **You're a customer in a restaurant.** You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. Try to get at least a 50% discount on your meal. **A** is the manager.

You start. *Good evening. Are you the manager?.*

PE5 ASKING POLITELY FOR INFORMATION Student B

a You are a tourist in **A**'s town. You want to ask **A**, who you have stopped on the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

1 Do stores close at lunchtime?
Could you tell me *if stores close at lunchtime?*

2 Is there a cash machine near here?
Do you know _____?

3 Where's the closest drugstore?
Could you tell me _____?

4 What time do the buses stop running at night?
Do you know _____?

5 Do banks open on Saturday mornings?
Could you tell me _____?

b **A** is a tourist, and is going to stop you on the street and ask you some questions. Answer politely with the necessary information.

c Ask **A** your indirect questions 1–5. Always begin with *Excuse me.*

Communication

10A RELATIVES QUIZ Student B

a Complete the questions with a relative clause to describe the **bold** words. Start the clause with *who, which, that, whose*, or *where*, or no relative pronoun when there is a new subject.

1 **shy** What do you call somebody...?
2 **a flash drive** What do you call a thing...?
3 **a referee** What do you call the person...?
4 **a bicycle lane** What do you call the place...?
5 **a murderer** What do you call somebody...?
6 **a receipt** What do you call the piece of paper...?
7 **a taxi stand** What do you call the place...?
8 **a colleague** What do you call a person...?
9 **a motorcycle** What do you call a thing...?

b Answer **A**'s questions.

c Ask **A** your questions.

10B JUST CHECKING Student B

a You are a suspect in a crime. **A** is a detective. Answer **A**'s questions. You can invent the information if you want to.

b **A** will now check the information he / she has. Just say, "Yes, that's right" or "No, that's wrong" and correct the wrong information.

c Change roles. Now you are a detective and **A** is a suspect. Ask **A** the questions below, but **don't write anything down**. Try to remember **A**'s answers.

- What's your name?
- Where do you live?
- How old are you?
- Where were you born?
- Are you married?
- What do you do?
- What car do you drive?
- How long have you lived in this town?
- What did you do last night?
- Where were you at 7:00 this morning?

d Now check the information with **A** using a tag question.

Your name is Olivia Montoya, isn't it?

You live in New York City, don't you?

5 A MOVIE REVIEW

CLASSIC MOVIES YOU MUST SEE

PLEASE POST YOUR SUGGESTIONS

The Godfather (1972)

The movie *The Godfather* is [1]*based* on the book by Mario Puzo. The movie was [2]_____ by Martin Scorsese. It [3]_____ Marlon Brando as Vito Corleone and Al Pacino as his son, Michael. The movie won three Oscars in 1973 for Best Actor (Marlon Brando), Best Movie, and Best Screenplay.

The movie is [4]_____ in New York in the 1940s and 50s. It was filmed on [5]_____ in New York and in Sicily.

The movie is about the Corleone family. Vito, "The Godfather," is head of one of the most powerful criminal families in the US. Don Vito is a fair but ruthless man, who runs his business by doing favors and expecting favors in return. The Corleones get involved in a war with other criminal families because they don't want to sell drugs. Don Vito is shot and he is seriously injured. While Don Vito is in the hospital, control of the family passes to his eldest son, Sonny. Sonny is a hothead, and with him in charge, the war between the various families becomes more violent. Don Vito's youngest son, Michael, has always stayed outside the family business, but when Don Vito is shot, he returns home to do what he can to help the family. He also takes his revenge against the people who are trying to kill his father. In the end, Sonny is shot and Michael becomes the new Godfather.

I strongly [6]_____ *The Godfather*. It has [7]_____, drama, an unforgettable [8]_____, and an important message: that violence never really solves anything. The two [9]_____, *The Godfather II* and *The Godfather III* are also good, but the first movie is definitely my favorite.



a Read the movie review and complete it with the words in the list.

action ~~based~~ directed location recommend sequels set soundtrack stars

b Read the review again and number the paragraphs in order 1–4.

Paragraph ☐	The plot
Paragraph ☐	The name of the movie, the director, the stars, and any prizes it won
Paragraph ☐	Why you recommend the movie
Paragraph ☐	Where and when it is set Where it was filmed

c Look at paragraph three again. What tense do we use to tell the story of a movie or book?

d Have you seen *The Godfather*? If yes, do you agree with the review? If no, does the review make you want to see it?

Useful language: describing a movie

It was directed / written by...
It is set in...
It is based on the book...
It's about...
It stars...
In the end...
My favorite scene is...
I strongly recommend (the movie) because...

e **Write** a movie review about a movie you would recommend people to buy on DVD or see at the movie theater. **Plan** what you are going to write in the four paragraphs. Use the **Useful language** and **Vocabulary Bank** *Movies p.159* to help you.

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

◀ p.57

Writing

6 DESCRIBING A HOUSE OR APARTMENT

a The website Homerent.net is for people who want to rent out their houses while they are away on vacation. Read two posts from the website. Which one would you prefer to stay in for a two-week vacation? Why?

b Read about the apartment in Mexico City again. Underline any adjectives that help to "sell" the apartment. What do they mean?

c Now read about the Thai villa again. Improve the description by replacing the word *nice* with one of the adjectives below. Often there is more than one possibility.

amazing beautiful breathtaking great ideal
luxurious magnificent perfect spacious superb

Useful language: describing location

It is | *perfectly situated in...*
walking distance from...
a (fifteen-minute) walk from...
a short drive from...

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

d **Write** a description of your house or apartment for the website. **Plan** what you're going to write. Use the **Useful language** and **Vocabulary Bank** *Houses p.162* to help you.

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

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

◀ p.71

Homerent.net

Home | Search | Join our community | Help

Beautiful one-bedroom apartment in Mexico City



This apartment is perfectly situated on a quiet street in Mexico City's Reforma area.

It's a cozy, 750-square-foot apartment on the first floor of a three-story building. It has one bedroom with a queen-size bed, a spacious living / dining room, a modern, well-equipped kitchen, and a bathroom. There's a beautiful view of a flower-filled courtyard from the living room windows. The living room has a big table, which is ideal for having a meal with friends, and there is also a large flat-screen TV. The apartment has tile floors, air conditioning, satellite TV, and Wi-Fi Internet.

The Reforma area is a lively neighborhood near the center of Mexico City, with plenty of stores and cafes. The apartment is walking distance to Paseo de la Reforma, one of Mexico City's widest streets designed to look like a grand European boulevard. It's ten minutes away from a subway station and a bus stop, so you can visit the city very easily.

This apartment is ideal for a couple who would like to go sightseeing in this beautiful city. It's a non-smoking apartment, and pets are not allowed.

Beach villa in Hua Hin, Thailand



Hua Hin is a ~~*nice*~~ *beautiful* vacation resort town on the northern part of the Malay Peninsula, about 120 miles south of Bangkok.

Our house is *nice*. It has three double bedrooms, a living room, a *nice* kitchen, and four bathrooms. All the rooms have air conditioning, and the bedrooms all have an attached, private bathroom. There is a *nice* patio with a table and chairs, so you can eat outside. There is a *nice* view of the mountains in the distance. There is a *nice* yard with flower gardens and a swimming pool. There is also a hot tub, which is relaxing to use after a long day of sightseeing.

The house is near a *nice* beach, where you can play a lot of water sports. It's also a short drive to two floating markets where you can buy food, flowers, jewelry, and souvenirs.

This house is perfect for a family with children or for two or three couples. The house is not suitable for pets.

7 A LETTER OF COMPLAINT

a Read the letter of complaint. Then answer the questions.

1 Who is Chris Mason complaining to?
2 What item is he complaining about? Why?
3 Who did he contact first?
4 What problem did he have when he called to complain?
5 In which paragraph does Chris use flattery? How?

b Read it again and complete the blanks with a word from the list.

~~Dear~~ delivered forward However in stock number service unhelpful yours

Useful language: a formal letter (or email)

You don't know the person's name
Start: *Dear Sir / Madam:*
Finish: *Kind regards,*

You know the person's name
Start: *Dear + Mr. / Ms. / Mrs. Garcia:*
Finish: *Sincerely yours,*

Style
- Don't use contractions
- Write *I look forward to hearing from you.* as the final sentence
- Write your full name under your signature

Note: a formal email is exactly the same as a formal letter, except in an email we don't write the address or date.

c **Write** a letter (or an email) of complaint about something you bought online. **Plan** what you're going to write. Use the **Useful language** to help you.

d **Check** your letter or email for mistakes (grammar, vocabulary, punctuation, and spelling).

◀ p.77



Sandra Adams
Head of Department
John Leavis Customer Service
PO Box 908
Montclaire, New Jersey 07042

May 19, 2013

[1] *Dear* Ms. Adams:

Last Wednesday, April 25, I ordered a coffee machine from your online store (order [2]_____ #CE437184). Before placing the order I read the conditions carefully, and the item was [3]_____. Your website says that items in stock are [4]_____ in 48 hours.

Two weeks passed, and nothing arrived. [5]_____, I noticed that payment had been charged on my credit card. I called your customer service line, and the person that I spoke to, Becky, was rude and [6]_____. She said that the item was not in stock, and that she didn't know when it would arrive. She could not explain why the money had been charged on my card.

I have bought many things from you over the years, both from your New Jersey store and the online store, and I have always had good [7]_____. I can only imagine that this is a departure from your usual high standards, and I am sure you will be able to resolve the situation in a satisfactory way.

I look [8]_____ to hearing from you.

Sincerely [9]_____,

Chris Mason

Chris Mason

Writing

8 A COVER EMAIL WITH YOUR RÉSUMÉ

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

We are looking for dedicated, enthusiastic, and energetic people to work at the upcoming Olympic Games.

There are opportunities in the following areas:

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

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

recruitment@theolympicgames.com

b Ricardo Suarez wants to apply for a job, and is submitting his résumé. Read the cover email to go with it. Circle the best phrase in each pair.

From: Ricardo Suarez [Suarezr@chatchat.com]
To: recruitment@theolympicgames.com
Subject: Job application

Dear Sir / Madam:

[1]*I am writing / I'm writing* to apply for a job with the medical support staff at the upcoming Olympic Games.

I am a qualified physical therapist, and [2]*I've been working / I have been working* at a rehabilitation center here since January 2006. [3]*My English is great / I speak English fluently.*

[4]I've enclosed / I've attached my résumé.

[5]*Hope to hear from you soon! / I look forward to hearing from you.*

[6]*Sincerely yours, / With love,*

Ricardo Suarez

c **Write** a cover email (to go with your résumé) to apply for a job in the next Olympics. **Plan** what you're going to write. Use the **Useful language** on *p.119* to help you.

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

◀ *p.81*

9 A MAGAZINE ARTICLE – ADVANTAGES AND DISADVANTAGES

a Read an article for a student magazine about the advantages and disadvantages of living without a TV. The computer has found ten mistakes (grammar, vocabulary, punctuation, and spelling). Can you correct them?

Living without a TV

Almost every family today [1]have a TV, in fact probably more than one, and people everywhere spend hours watching it. But a few families choose to live without a TV because they think there are advantages.

The first advantage is that families spend more time [2]talk to each other. Second, they spend more time doing more creative things like reading or painting. Third, they spend more time outdoors, and are usually [3]in gooder shape.

But on the other hand, there are also disadvantages. For example, children who don't have a TV may feel [4]differents from [5]there school friends, and often won't know what they are talking about. Also, it is not true that all TV [6]showes are bad. There are good ones, like [7]documentarys, and people who live without a TV may know less about [8]whats happening in the world.

In conclusion, [9]althought living without a TV has some advantages, I think today it's unrealistic and that we should just try to turn the TV [10]out when there's nothing good on.



b Read the article again. Then cover it, and in pairs, answer the questions from memory.

1 What are the three advantages?
2 What are the two disadvantages?
3 Is the writer for or against having a TV?

c You are going to write a similar article about smartphones. First with a partner, make a list of the advantages and disadvantages.




Advantages	Disadvantages

d Now decide which are the three biggest advantages and number them 1–3 (1 = the biggest). Do the same with the disadvantages.

Useful language: writing about advantages and disadvantages

Listing advantages
Firstly / First,... *Second,...* *Third,...*

Listing disadvantages
On the other hand, there are also (some) disadvantages...
For instance / For example...
Also,...

Conclusion
In conclusion / To sum up, I think...

e **Write** an article called "Smartphones – A great invention?" Start the article with this introduction.

> Many people today don't just have a cell phone, they have a smartphone like an iPhone or a Blackberry. But is it a great invention? I think there are both advantages and disadvantages.

Write three more paragraphs. **Plan** what you're going to write. Use the **Useful language** to help you.

Paragraph 2	Write two or three advantages.
Paragraph 3	Write two or three disadvantages.
Paragraph 4	Conclusion – decide if you think smartphones are a great invention or not.

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

◀ p.91

10 A BIOGRAPHY

a Read a text about Mark Zuckerberg. Then rewrite the text with the extra information (sentences A–F) as relative clauses.

Mark Zuckerberg, the American computer programmer, was one of the founders of Facebook.



In his teens he began to write software programs as a hobby. After graduating from high school he went to Harvard. While he was there he created a website called Facemash. It was shut down by the university, but it inspired him to create Facebook.

He left Harvard and moved to California with Dustin Moskovitz, and together they made Facebook an international success.

In 2012 Zuckerberg married Priscilla Chan.

Paragraph 1	**A** Mark Zuckerberg was born in New York in 1984
Paragraph 2	**B** He studied computer science and sociology at Harvard **C** Facemash allowed students to share photos **D** He launched Facebook from his room in 2004
Paragraph 3	**E** Dustin Moskovitz had been his roommate
Paragraph 4	**F** He had dated Priscilla Chan for nine years

1 *Mark Zuckerberg, the American computer programmer,* ***who was born in New York in 1984****, was one of the founders of* Facebook.

b Cover **A–F**. Read the text again and try to remember the extra information.

c **Write** a short biography of an interesting or successful person you know about. **Plan** what you're going to write, and try to use some relative clauses.

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

◀ p.95

Listening

3 36

Interviewer So tell me, how did you get involved in the movie, Dagmara?

Dagmara Well, as you probably know, *Schindler's List* was shot in Krakow, in Poland, which is where I live. I was a university student at the time studying English. The film company set up their production office here three months before they started shooting the film, and I got a job there as a production assistant, preparing and translating documents and the script.

Interviewer But how did you get the job as Steven Spielberg's interpreter?

Dagmara Well, it was a complete coincidence. Just before the shooting started, there was a big party in one of the hotels in Krakow for all the actors and the film crew, and I was invited, too. When I arrived at the party, the Polish producer of the film came up to me and said, "The woman who was going to interpret for Steven Spielberg can't come, so we need you to interpret his opening speech."

Interviewer How did you feel about that?

Dagmara I couldn't believe it! I was just a student – I had no experience of interpreting – and now I was going to speak in front of hundreds of people. I was so nervous that I drank a couple of glasses of champagne to give myself courage. I must have done a pretty good job though, because soon afterwards Spielberg came up to me to say thank you and then he said, "I'd like you to be my interpreter for the whole film." I was so stunned I had to pinch myself to believe that this was happening to me.

3 37

Interviewer So what exactly did you have to do?

Dagmara I had to go to the film set every day and translate Spielberg's instructions to the Polish actors, and also to the extras. I had to make them understand what he wanted them to do. It was really exciting, and I often felt as if I was a director myself.

Interviewer So, was it a difficult job?

Dagmara Sometimes it was really hard. The worst thing was when we had to shoot a scene again and again because Spielberg thought it wasn't exactly right. Some scenes were repeated as many as 16 times – and then sometimes I would think that maybe it was my fault – that I hadn't translated properly what he wanted, so I'd get really nervous. I remember one scene with lots of actors in it which we just couldn't get right, and Spielberg started shouting at me because he was stressed. Eventually we got it right and then he apologized, and I cried a little, because I was also very stressed – and after that it was all right again.

Interviewer So, was Spielberg difficult to work with?

Dagmara Not at all. I mean he was very demanding, I had to do my best every day, but he was really nice to me. I felt he treated me like a daughter. For instance, he was always making sure that I wasn't cold – it was freezing on the set most of the time – and he would make sure that I had a warm coat and gloves and things.

Interviewer Did you ever get to be an extra?

Dagmara Yes, twice! I was going to be in two party scenes, and I got to wear beautiful long dresses and high heels. Unfortunately, one scene didn't make it to the final cut of the film, and before we started shooting the other one I tripped walking down some stairs and twisted my ankle really badly. I was in so much pain that I couldn't take part in the filming, and that was the end of my acting career. I still have the photos of me looking like a girl from the 40s, though!

Interviewer Have you ever worked with Spielberg again?

Dagmara Yes. A year later he invited me to interpret for him again, this time during the premiere of *Schindler's List* in Poland, which was broadcast live on national television! Before that, he had also asked me come to work as a production assistant on his next movie in Hollywood. I was very tempted and thought really hard about it, but I hadn't finished my studies yet, and all my family and friends were in Poland – so in the end I decided not to go.

Interviewer Do you regret it?

Dagmara Not at all. I had my moment, and it was unforgettable, but that was it!

3 47

A few months ago I was with a Vietnamese friend of mine named Ny in California, and we were driving around the West Hollywood area, which is a pretty famous part of Los Angeles – you know – the Sunset Strip, Melrose Avenue, lots of cool shops and restaurants…and lots of movie stars!! Anyway, it was a hot, sunny day, and we were thirsty, so we stopped at a cafe for a cold drink and a snack. So, we sat down at an outside table waiting for the server when we saw a man walking toward us. He was wearing a crazy combination of clothing, and he kind of looked like a mess. He had a beard, long messy brown hair, and he was wearing a winter hat in the middle of summer! Ny said, "Oh, look at that poor man. He must be homeless. He looks like he hasn't taken a shower for some time. He's also really thin. He must be hungry – should I give him some money? She started to look in her bag for some money, but I looked at him again and just said, "Don't!" She couldn't understand why I didn't want her to give the man some money, and she thought I was being very mean and unfriendly.

3 48

When the man had gone past, I said, "Ny, that man isn't homeless. He's Russell Brand, the British comedian and actor." He's one of the funniest people in show business. And he definitely isn't homeless – he has a house in the Hollywood Hills and an apartment in New York City! And he definitely doesn't need any money! He just enjoys wearing comfortable, old, mismatched clothing. In fact, Russell Brand often talks to the homeless people he sees on the streets and gives them money or buys them food. Even though he looks a little messy and scary, he's actually a very kind person. Ny was really surprised. She said that she thought all US celebrities dressed in designer clothes, and had perfect hair and makeup all the time. I told her that in the US, you can't always judge people by their appearance. A lot of people, even famous celebrities, like to dress in old, mismatched clothing because it's comfortable, and it helps them blend in with the crowd better so they can go quietly about their business.

4 8

Part 1

Gareth had only eight weeks for the experiment, during which time he would be teaching three days a week. His aim was to try to improve the boys' reading age by six months. On the other two days the boys would have normal classes with the girls.

His plan was based on his own experience of being a learner and from talking to educational experts. He had three main principles:

First, that it was essential to make the work feel like play. "If I can do that, the boys will learn," said Gareth. The second principle was competition. Gareth says, "Boys absolutely love competition! It has gone out of fashion in many schools, but I think it's really important. Boys have to learn to lose and to fail and to come back from that. If you've never done that until you go for your first job interview and don't get the job, then you've got a problem."

The third thing Gareth thought was important was to allow boys to take risks. All kinds of risks. Not just physical risks like climbing trees, but doing things like acting in front of other people. Doing things that are a little scary, but that are very motivating if you manage to do them.

4 9

Part 2

When Gareth started, he made some changes to the way the children were learning. The boys spent a lot of time outside, and they had PE (physical education) every day before regular classes began. They even made their own outdoor classroom. Gareth also tried to involve the boy's parents as much as possible in their education, and he visited them at their homes on several occasions.

Gareth set up three major activities for the boys to help improve their language skills. The first activity was a school debating competition against the girls. The topic that the children had to debate was "Computer games should be banned."

When they started to prepare for the debate, the boys weren't very enthusiastic, but soon they started to get more involved. In the end the girls won the debate, but the boys had learned to argue and make points, to express themselves better. They were disappointed not to have won, but they wanted to do it again.

Next, Gareth organized a Reading World Cup, where the boys had to read in teams. Some of the boys couldn't read very well, but they all got very excited about the World Cup and became much more enthusiastic readers! There was a prize for the winners, and this really motivated the boys.

Finally, the boys (working with the girls) had to write their own play and perform it at the local theater. The play they wrote was about Romans and aliens. All the children, boys and girls, worked really hard and although some of them felt very nervous before they performed the play, it was a great success and the boys especially were thrilled. Gareth said afterwards, "It was a risk, and it was scary – but it was good scary."

4 10

Part 3

The boys had a great time with Gareth as their teacher. But at the end of the eight weeks, had their reading really improved? In the last week of the quarter, they had to take their national reading exams. The exams were independently marked, and when the results were announced, the boys had made great progress – all of them had improved by six months and some of them had advanced the equivalent of two years in just eight weeks!

4 23

1 My dream house would be in one of our national parks like Yellowstone or Redwood. It would be totally green – I'd have solar panels and wind turbines, and I'd collect rainwater. The house would be made of wood and would be heated

by wood fires. I would try to live off the land as much as possible, and I'd plant vegetables and fruit, and maybe have chickens. It would all be organic, with no pesticides or anything like that.

2 My dream house would be in Paris. It'd be on the top floor of an old apartment building, and I'd have a view of the Eiffel Tower or Notre Dame. It would be full of furniture that I'd found in antique shops, places like that, and amazing paintings, one of which would turn out to be an undiscovered Picasso or Matisse. There would be a beautiful old dining table and chairs for candlelit dinners… then all I'd need would be the right person to share it with.

3 My dream house would be an apartment in Soho in New York City. It wouldn't be too big – it'd just have a couple of bedrooms, and a huge living room with a home theater. It would be very modern and incredibly practical, with things like automatic temperature control, a kitchen with all the latest gadgets – and if possible a stove that would produce amazing meals on its own – I'm a lazy kind of guy.

4 If I had to choose where to live, I'd choose Hawaii. So my dream house would be made of glass with the most amazing view of the beach from every room in the house, and it would have indoor and outdoor pools, and maybe a tennis court – I'm really into sports. It would also have a big indoor aquarium. There's something so peaceful about looking at fish. And fabulous bathrooms of course.

4 26

Paul Bad luck, mate.
Rob Nice shot.
Paul I've had years of practice.
Rob You used to play pool a lot at university.
Paul You did, too.
Rob Yeah. I don't really have the time anymore.
Paul Or anybody to play with.
Paul So what do you do in your free time?
Rob The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny.
Paul Ah. Your turn. Don't blow it.
Rob What is it?
Paul I was just thinking about you.
Rob What about me?
Paul Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!
Rob Don't remind me.
Paul Those were the days. But look at you now with your girlfriend and your 9 to 5 job. If you don't come back to London soon, you'll become an all-American boy!
Rob Come off it.
Paul It's true! I mean, just look at that shirt.
Rob What's wrong with my shirt?
Paul You look like a businessman! Did you buy it?
Rob Me? No. It was... it was a present from Jenny.
Paul I thought so.
Rob What does that mean?
Paul Well, it's Jenny's taste.
Rob Yes, and I really like it.
Paul Jenny seems to know what she wants – and she probably gets it.
Rob That's one of the things I like about her. Terrible.
Paul You said it.
Rob Sorry, Paul. We've got to go.
Paul Oh come on, Rob. We haven't even finished the game.
Rob Another time. Jenny's waiting for us.
Paul Jenny. Right.

4 27

Paul Oh, yeah. That was good. So! What shall we do now?
Rob What do you want to do?
Paul Well... I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!
Jenny I'm going running in the morning. Why don't you join me?
Paul No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
Jenny A club?
Paul Don't you feel like dancing?
Jenny Not on a Wednesday night. How about going to the late show at MOMA?
Paul MOMA? What's that?
Jenny MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.
Paul That isn't exactly my idea of a great night out.
Jenny What about staying in and watching a movie on TV?
Paul I'm in New York. I can watch TV anywhere.
Jenny Who's that?
Rob It's a text from Kerri. She's doing a gig at the Bowery Ballroom.
Paul Kerri who?
Rob Kerri Johnson. I interviewed her last week.
Paul Kerri Johnson? I've seen her play live. She's cool. Do you like her Jenny?
Jenny I have to admit I'm not crazy about her music ... or her for that matter.
Paul I didn't think so. So shall we go there?
Rob Why not? Actually Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.
Paul That's a great idea!
Rob I'll send her a text.
Jenny I think I might have an early night. You two can go on your own.
Rob Are you sure you don't mind?
Paul Of course she doesn't mind!
Jenny No, Rob, it's fine. I have another busy day tomorrow. You do too, actually.
Rob I know, we're meeting Don. I haven't forgotten.
Rob It's Kerri. She's on her way now.
Paul What are we waiting for? Let's go!

4 30

Monica Hello?
Jenny Hi Monica – it's not too late to call is it?
Monica Jenny! No, why? Are you OK?
Jenny I need to talk.
Monica Can you come over? Why don't you take a cab?
Jenny OK, thanks.

4 30

Jenny Rob?
Rob Hi, Jenny.
Jenny Are you OK? Where are you anyway?
Rob I'm at home. I'm feeling terrible. We got back really late last night.
Jenny Now why doesn't that surprise me? You know, you're not a student anymore.
Rob I know. There was a party after the gig – Kerri invited us – and of course Paul said yes.
Jenny And this morning's meeting? In... ten minutes?
Rob That's why I'm calling. I'm not going to make it. I'm really sorry.
Jenny Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.
Rob It won't happen again. I promise. Anyway, Paul's leaving.
Jenny He's leaving?
Rob That's right. He's off to Boston this afternoon.
Jenny Maybe that's a good thing. I mean, it's not that I don't like Paul, but...
Rob I know, I know.
Jenny I have to go. Talk to you later.
Don Jenny, have you seen Rob? I wanted to have a word with him before the meeting and he isn't even here.
Jenny I know. He just called to say he can't make it.
Don He what?
Jenny I was with him last night. He wasn't feeling very well. But it's OK. He told me everything I need to know for the meeting.
Don Oh. OK then.
Jenny You know Rob. He's such a professional.

4 32

Host We're talking about great new shopping websites and I think we have time for one more. Janice, can you tell us about it?
Janice Well, it's called *Never liked it anyway dot com*. It's a very creative name for a website, as you'll hear. This site was the idea of an American woman named Annabel Acton. She was living in New York City with her boyfriend, who was English. He had invited her to travel to London with him at Christmas to meet his family. But five days before Christmas, they broke up. Now, unlike some of us, Annabel didn't want to sit around crying and eating ice cream. She wanted to do something positive.
Host So what gave her the idea for the website?
Janice Well, after the breakup Annabel was left with a plane ticket to London that she didn't need. She also had jewelry that she didn't want anymore, and she had tickets to a concert that she didn't want to go to without her boyfriend. She also had paintings that they had bought together, that she didn't want on her wall anymore. She didn't want any of these things herself, but she thought someone somewhere would probably like to buy them, and that's what gave her the idea to set up the website.
Host What exactly is it?
Janice Well, it's a website where people who have just broken up with a partner can sell presents and other things that they don't want any more, maybe because they remind them of their ex, or maybe, as the name suggests because they never liked these things anyway! And the idea, which I think is genius, is that they also tell the personal story behind the thing they're selling. Annabel calls it 'sell and tell'!
Host What kind of things do people sell on the website?
Janice Oh, everything – from something as small as a teddy bear to really expensive things like an engagement ring or a vacation. To give you an idea, today on the site one seller is offering a three-day honeymoon package at a luxury hotel in New York City, and a woman is selling her ex-boyfriend's car. And they're selling all these things at very good prices. So on *neverlikeditanyway* you can get a bargain, and also help someone who's going through a breakup.
Host Thanks Janice, and that's all we have time for today …

4 40

1 I was at Sydney Airport, in Australia, and I got a taxi to take me to the hotel. A few minutes after he'd left the airport, the taxi driver said that his meter was broken, but that he would charge me $50, which was what he said the trip usually cost. It was my first time in Sydney and of course I didn't have a clue what the usual fare was, so I just said OK. But later when I was checking in to the hotel, I asked the receptionist what the usual taxi fare was from the airport, and she said about $35. I was really annoyed and I sent an email to the taxi company, but I never got a reply.

2 I was traveling in the UK. It was a work trip, and I knew that I was going to have to answer a lot of emails during that time, so I booked a hotel in Liverpool where they advertised Wi-Fi in all the rooms. When I arrived it turned out the hotel charged £16 for 24 hours Wi-Fi, which is about the same as I pay for a month of Internet at home! I complained to the man at reception, but all he said was that I could use the Wi-Fi in the lobby, which was free. I wasn't very happy about it. Hotels used to make a lot of money from customers by charging a ridiculous amount for phone calls. Now that everybody uses their cell to make phone calls, some hotels now charge a ridiculous amount for Wi-Fi.

3 I was in an Italian restaurant in New York City recently, and I ordered manicotti, which is a kind

of pasta, a little like cannelloni , and it's filled with cheese and served with tomato sauce. Well, when it arrived, the tomato sauce was really hot, but the pasta and the filling were cold – it was like they were still frozen. Anyway, I called the waitress and she said that it couldn't be cold. So I said "Sorry, it is cold. Do you want to try it?" So she took it back to the kitchen, and later the manager came out and apologized, and when I finally got the dish, it was good, hot all the way through. But I'd had to wait a long time for it. But later the manager came out again and offered me a free dessert. So I had a deleicious tiramisu for free.

4 49

Johnson Bailey presented Man Candles. He argued that most candles smell like perfume and are designed for women. One day he was having some friends over to watch a football game, and his house smelled like old Chinese food and dirty clothes. The only candle he had at the time was a vanilla-scented one, and he didn't want his house to smell like perfume. That's why Bailey invented manly candles that smell like things men enjoy: basketballs, golf courses, the beach, popcorn, and barbecue sauce. He even has a horrible-smelling candle you can burn to get people you don't like – perhaps your mother-in-law – out of your house. He tried to convince the Sharks to invest by passing out his candles and asking them to smell them. The Sharks most wanted to smell the bad candle, which is Bailey's best-selling candle.

Kim Nelson's idea was a cake business that sells homemade cakes across the US. These cakes are made from all natural ingredients like fresh oranges in the "Oh! Oh! Orange" cake or one pound of grated carrots in "Daisy's Carrot Cake." Kim came up with the idea because many people don't have the time or the talent to bake a delicious, homemade cake for special occassions like birthdays, graduations, or anniversaries. Kim says that she has a talent for baking cakes, and more importantly, she feels it's her passion. Kim's products are currently sold online in her local area, but she would like to increase production and sell more cakes across the US. The cake business is called Daisy Cakes.

4 50

The Sharks asked Johnson a lot of questions, for example they asked him how much the candles sell for (10–12 dollars a candle) and how much money they made in sales the year before ($53,000). Johnson explained that currently, he and his wife had put over $40,000 of their own money into this product. The Sharks also asked how the candles were made, to which he answered that he poured them all into their containers by himself – he didn't have any help in his entire candle-making process.

In the end, they decided that they weren't interested. Their main reason was they thought the business just wasn't big enough or interesting enough, so they couldn't believe that it would ever make any money.

The Sharks were impressed by Kim's presentation, and they immediately asked to try her cakes. They really loved her cakes and complimented her on their fresh and delicious taste. Even though the male Sharks liked Kim's product, they were concerned that her company had reached its potential – making a respectable $27,000 in the last three months. In the end, Barbara Corcoran, the only female Shark decided to invest $50,000 in Kim's business because she thought there was a market for Kim's product.

And since then?

Kim's Daisy Cakes are now being sold online across the US. She was able to pay Barbara Corcoran back in only three weeks! And she has expanded her business by offering new products like lemon curd.

Although the Sharks thought Johnson's candles were funny, it's a good thing they didn't invest in his company. Johnson's website has been shut down and his candles have disappeared from store shelves.

5 6

Apart from the hockey players, he also gives the examples of the Beatles, the most famous rock band of all time and Bill Gates, the founder of Microsoft. The Beatles were really lucky to be invited to play in Hamburg in 1960. The club owner who invited them usually only invited bands from London, but on one trip to the UK he met an entrepreneur from Liverpool who told him that there were some really good bands in that city. When the Beatles arrived in Hamburg, they had to work incredibly hard. They had to play for up to eight hours a night in the club seven nights a week. As John Lennon said later, "We got better and we got more confidence. We couldn't help it, with all the experience we got from playing all night long in the club." By 1964, when they became really successful, the Beatles had been to Hamburg four times, and had already performed live an estimated 1,200 times, far more than many bands today perform in their entire careers.

Bill Gates's huge stroke of good luck came in 1968, when the high school he was attending decided to spend some money they'd been given on a computer. This computer was kept in a little room that then became the computer club. In 1968, most *colleges* didn't have a computer club, let alone schools. From that time on Gates spent most of his time in the computer room because he and his friends taught themselves how to use it. "It was my obsession," Gates says of those early high school years. "I skipped sports. I went up there at night. We were programming on weekends. It would be a rare week that we wouldn't get 20 or 30 hours in." So Gates was unbelievably lucky to have access to a computer, but of course he also put in all those hours of practice, too.

Talent, Gladwell concludes, is obviously important, but there are many talented people out there. What makes just a few of them special is that they are lucky and that they put in far more hours of practice than the rest.

5 19

Part 1

Host And now it's time for our book of the week, which is *The Winter of our Disconnect* by Susan Maushart. Jeremy, to start with, it's a good title, isn't it?

Jeremy Yes, amazing. And it was a fascinating experiment and a good read.

Host Tell us about it.

Jeremy Well, Susan Maushart is a journalist who's raising three teenage children. She decided to do the experiment after reaching a point where she felt that the whole family, especially her children, were all living in their own little worlds, with headphones on, plugged into their laptops or their iPods or their smartphones and that they weren't relating to the other people in the family.

Andrew So it wasn't just her children who were permanently plugged into an electrical device?

Jeremy Well, she admits that she herself was addicted to her phone and to her iPod and her laptop and that she was constantly reading news sites and googling information, but it was really her children who were totally dependent on new technology. In the book she makes the interesting distinction between "digital immigrants" and "digital natives."

Chloe What does that mean?

Jeremy She describes herself as a digital immigrant, that's to say someone who didn't grow up with digital technology, which is really anyone who was born before1980. Her children are digital natives, which means that they were born *after* computers and the Internet were already part of life.

Chloe Well, that's me then.

Jeremy Yes, well, the main difference, she says, is that digital immigrants use the technology, to find information or to listen to music, but digital natives live and breathe the technology. So for them living without it is like living without water, without electricity…in the dark ages.

Chloe What were the rules of the experiment?

Jeremy The family had to live for six months without using any electrical gadgets in the house with a screen. So no smartphones, no TVs, no laptops or computers, no video consoles, and no iPods. They *were* allowed to use technology at school or at friends' houses, or in Internet cafés, and they were allowed to use landline phones. But everything else was switched off for the whole six months.

Sally Six months? How on earth did she get the children to agree?

Jeremy She bribed them. She told them she was going to write a book about the experiment, and that they would share in any profits that she made from the book!

Sally Wow, that was very smart of her…

5 20

Part 2

Host So what were the results? Was it a positive experience?

Jeremy At the end of the book Susan says that it was a positive experience in every way. At first, of course, the kids complained bitterly; they kept saying they were bored. But then they they started to talk to each other again, to go and sit in each other's rooms and talk. They got interested in cooking and reading; they went to the movies together. They played CDs on the CD player and they actually sat and listened to the music instead of just having music on their headphones all the time as background music. And Susan's 15-year-old son started playing the saxophone again. He had stopped playing a few years before, but then he started taking lessons again and even started giving concerts… Oh, and the children said that they slept better!

Sally Oh, well that's good, yeah. What about the children's' schoolwork? I mean, nowadays we sort of assume that everyone needs the Internet to do research for homework and so on.

Jeremy In fact, the children's school report cards showed that they all improved. When they needed the Internet, they used the computers at school or at college (the eldest daughter was in college), or they went to friends' houses. But when they did their homework they did it better than before because they weren't multi-tasking – they weren't doing homework and listening to music and sending messages all at the same time. So they concentrated better, and their schoolwork improved.

Andrew What about, Susan, the mother? Did she find it difficult to live without modern technology?

Jeremy What she found most difficult was writing her weekly article for the newspaper because she had to do it by hand, and not on her laptop. She says that at the beginning her hand used to really ache; she just wasn't used to writing by hand anymore. But that was just a small problem.

Chloe Any other negatives?

Jeremy Well, of course the phone bill for their landline was huge!

Chloe Has the experiment had a lasting effect?

Jeremy Susan says that it has. She thinks that they all get along much better as a family, her son is still playing the saxophone, and he sold his video console. They've all realized that we live in a digital world, but that we need to disconnect from time to time and to reconnect with the people around us. So they have new rules in the house – like no TVs in bedrooms and no TV in the kitchen where they eat. And no wasted hours on the Internet.

Sally Sounds great. That would be a good rule for me, too!

5 21

Part 3

Host OK, so imagine you all did the experiment. What would you miss the most? Sally?

Sally Well, I already live without the Internet many weekends because we have a house in the country in the middle of nowhere where there's no Internet service. So I know that what I would miss most is being able to google information, like the phone number of a restaurant, or what time a movie starts. Or even, dare I say it, the sports scores. I don't have a TV, so I wouldn't miss that, but I would miss not having the Internet.

Host Andrew?

Andrew Well, I just couldn't live without a computer or a laptop because I work from home so I don't have an office to go to, and I absolutely need the Internet, too. I couldn't do the experiment – I just wouldn't be prepared to go to an Interent café all day to work. Susan, the journalist who did the experiment, only had to write one column a week, but I work from home eight hours a day.

Host Jeremy.

Jeremy I think I could do it. I think I could easily live without any of these electrical gadgets at home. I mean, I have my office, so I could use the Internet there. I don't use an iPod; I still prefer to listen to CDs…

Chloe You old dinosaur.

Jeremy Yes, yes I know… and I don't watch much TV. I am very attached to my Blackberry, but I wouldn't mind using a regular phone for six months. I don't think there's anything I'd miss too much…

Host And finally Chloe, our only digital native.

Chloe Well, I'm sorry, but I just wouldn't be prepared to even try the experiment, not even for a week let alone six months. I wouldn't be prepared to live without my phone. I use it for everything, calling, music, the Internet. So, no, I wouldn't do it.

Host Not even if you were offered money?

Chloe It would have to be a huge amount of money. No, I'm definitely not going to do it!

5 22

Paul Yeah?

Jenny Hi, there. It's me. Should I come up?

Jenny Paul!

Paul That's right.

Jenny Uh... hi.

Paul Hi. Are you OK?

Jenny Yes, fine. Thanks. It's just that I um...

Paul What?

Jenny I wasn't expecting to see you.

Paul Really? Well, as you can see, I'm still here. It seems Rob just can't live without me. Yeah, he's going to miss me when I'm gone. But not for long. We'll meet up again when he goes back to London.

Jenny Goes back...?

Paul Yeah, he told me last night that he was planning to leave New York pretty soon.

Jenny He what?

Rob Hi, Jenny. Do you want some breakfast? I've got bagels.

Jenny No thank you, Rob. Why don't you two enjoy them?!

Rob What's wrong?

Paul No idea. I just said you were planning to leave New York soon, and she ...

Rob You what? I didn't say that!

Paul You didn't have to. This New York life isn't you, Rob, and you know it.

Rob No, I don't! I like New York and Jenny's here.

Paul Oh, come on! What's the big deal? It's not like you want to marry her.

Rob Well ...

Paul What? You do?!

Rob Look Paul. I'm serious about New York, and I'm serious about Jenny. And I want you to leave. Today.

Paul You're joking, mate.

Rob No, I'm not. I'll even buy the ticket.

5 23

Rob Hi, Jenny

Jenny Rob.

Rob Paul told me what he said to you, and it's not true. I'm not planning to leave New York.

Jenny Oh, really? Could you tell me why Paul is still in your apartment?

Rob Well, he couldn't get a ticket to Boston.

Jenny But you told me he was going a few days ago. Or was that another lie?

Rob No, of course it wasn't! He couldn't get a ticket. The buses to Boston were all full.

Jenny So do you know if he's got one now?

Rob I bought it! He's leaving this evening. But that isn't really the issue here, is it? You have to believe me – I don't want to leave New York!

Jenny How can I believe you? I know you're missing London because you said the same thing to Kerri at the restaurant. Look Rob, I'd like to know what you really want.

Rob What do you mean?

Jenny When you and Paul were together, it was like you were a different person.

Rob You know what Paul's like. What was I meant to do? But that isn't the kind of life I want anymore. I'm not like that.

Jenny I know you're not, but I wonder if you really want to be here. I wonder if ...

Rob Jenny, what is it?

Jenny Forget it.

Rob Jenny... what are you worrying about?

Jenny I don't know if this is going to work out.

Rob You're not serious.

Jenny I'm just not sure if we want the same things anymore.

Rob That's crazy…

Don Jenny – oh, good morning, Rob.

Rob Don.

Don I need a word. Can you tell me what you decided at the last meeting?

Jenny Right away, Don. Rob was just leaving.

5 26

Rob But what can I do, Jenny? What can I say to convince you I'm serious?

Jenny I don't know, Rob.

Rob Wait! What Paul said just isn't true.

Jenny It isn't just what Paul said. It's obvious you want to go back.

Rob Of course I miss London, but I love my life here. What proof do you want of my commitment to New York, to you, to everything!

Jenny I don't know.

Rob There must be something I can do.

Jenny Look, we're going to see my parents later. I don't want us to be late.

Rob We won't be late. And I won't forget the chocolates this time either.

Jenny Well, that's a start, I guess.

Rob But Jenny – we need to talk about this.

Jenny We don't have time to discuss it now.

Rob Jenny!

Jenny What is it?

Rob What if I proposed to you?

Jenny 'Proposed'?

Rob That's right. Proposed.

Jenny Like, 'Will you marry me?'

Rob Exactly.

Jenny On one knee?

Rob I can do that. So what would you say?

Jenny Rob, stop it. It's embarrassing.

Rob Tell me.

Jenny Are you for real?

Rob Yes, I am actually. What about you?

Jenny Yes!

5 31

Barbie

Until the late 1950s, most American girls played with baby dolls, which often limited their imaginations to mother or caregiver roles. At around the same time, Ruth Handler noticed that her pre-teen daughter was playing with paper dolls, giving them adult roles such as actresses or secretaries. On a trip to Europe, Ruth saw an adult-figured doll in Germany and brought several of them back to the US. Handler had the idea that girls could expand their imagination and play-acting roles with a doll that looked like an adult. So she and engineer Jack Ryan redesigned the doll for the US market and called her Barbie after Ruth's daughter, Barbara. The first Barbie dolls were produced in 1959 and sold over 350,000 in the first year.

Barbie is still popular today, and billions have been sold around the world since 1959. Mattel, Inc. the company that produces Barbie, reports that 90 percent of American girls between the ages of three and ten have a Barbie doll.

The Chrysler Building

The Chrysler Building has been one of the most iconic New York City landmarks since it was completed in 1930. Architect William Van Alen designed the Art Deco building for Walter P. Chrysler, who owned the automobile company Chyrsler Corporation. In fact, Van Alen modeled many of the building's decorative features using Chrysler car parts as inspiration. For example, the decorations on the outside of the building for the thirty-first floor are fashioned after engine parts from a 1929 Chrysler car.

Today, the Chrysler Building is still considered one of the best examples of Art Deco architecture in the US. In fact, it was voted New York City's favorite building in 2005 by Skyscraper Museum. In addition, the building appears regularly in movies and TV shows that film in New York City.

The "LOVE" Sculpture

In 1965, artist Robert Indiana had an idea for a painting with the word "LOVE" as the main focus. He decided to break the word up into two lines, putting the "LO" on top of the "VE." He then tilted the "O" a little, and an iconic American design was born. In fact, it became so popular that the Museum of Modern Art and the United States Postal Service asked Indiana to create versions of his "LOVE" painting for cards and stamps. In the early 1970s, Indiana made a series of "LOVE" sculptures for display in public parks. The first of these "LOVE" sculptures was placed in New York City, on the corner of Sixth Avenue and Fifty-fifth Street. Additional "LOVE" sculptures were placed in New Orleans, Philadelphia, Vancouver, Tokyo, and Singapore, as well as many other cities.

Unfortunately, Indiana didn't make much money from his "LOVE" paintins and sculptures. He never signed his paintings or applied for copyright, so he didn't have legal protection against the many imitations of his work.

Air Jordan Sneakers

When Michael Jordon started playing basketball for the Chicago Bulls in 1984, he had special Nike sneakers designed for him by Peter Moore. These sneakers were called the Air Jordan 1, or more simply – Air Jordans. They were red and black – the Chicago Bulls's colors. Because the sneakers did not have any white on them, Jordan was fined $5,000 by the National Basketball Association each time he wore them for a game.

Every year since then, Nike has created a new pair of Air Jordans to sell. In 1987, Tinker Hatfield took over the design responsibilites for these sneakers, and he as been associated with them ever since. Hatfield introduced the Jumpman logo on the sneakers, which is a silhouette of Michael Jordan dunking a basketball with his legs spread wide. In 2010, Hatfield designed the Jordan 2010s to celebrate the sneakers' twenty-fifth anniversary.

5 35

Interviewer Good morning and thank you for coming, Mr. Ryan – or should it be Detective Ryan – you were a detective with the Los Angeles Police Department, weren't you?

Detective Ryan Yes, that's right. For twenty-five years. I retired last year.

Interviewer People today are still fascinated by Natalie Wood's death even though it was more than 30 years ago. That's incredible, isn't it?
Detective Ryan Well, it's not really that surprising. People are always interested in unsolved mysteries – and Natalie Wood was a well-know and talented actress.
Interviewer Now, to be clear, none of the people on the boat the night Ms. Wood died were or are suspects. But – can you tell us *who* was on the boat that night?
Detective Ryan That is correct – none of them were or are suspects. But in order to get a better understanding about what happened that night, it *is* important to know who was on the boat. So, the people were her husband, movie and TV actor Robert Wagner; her friend and movie actor Christopher Walken; and the captain of the boat, Dennis Davern.

5 36

Interviewer Recently, the LA County Coroner's Office re-examined Ms. Wood's cause of death because of some new information about the bruises and scratches that were found on her body the night she died.
Detective Ryan Yes, that's correct. This new information suggests that Ms. Wood may have been hit or beaten right before she died. And the Coroner changed Ms. Wood's original cause of death from "accidental drowning" to "drowning and other undetermined factors."
Interviewer So what does this mean for the other people on the boat?
Detective Ryan Officially, it doesn't mean anything for them. They still aren't suspects.
Interviewer And you don't think they're suspects, do you?
Detective Ryan No, I don't. I don't think any of them can be considered suspects without some kind of convincing evidence.
Interviewer What about Robert Wagner? There are reports that he was jealous of his wife's friendship with Mr. Walken.
Detective Ryan Well, yes, Mr. Wagner wrote in his book *Pieces of My Heart* that he was jealous of the relationship, and that he and Mr. Walken argued that night on the boat. But that doesn't make him a suspect.
Interviewer And Christopher Walken, Ms. Wood's friend and co-star?
Detective Ryan Mr. Walken has remained mostly silent about what happened that night, but he has talked to the police.
Interviewer The boat captain changed his story about what happened that night, didn't he? That he originally lied to police the night Natalie died.
Detective Ryan Yes. Mr. Davern told a TV news program that he lied about the events of that night. He now says that Mr. Wagner and Ms. Wood had an argument, and that Ms. Wood went missing shortly after. Mr. Davern also claims that Mr. Wagner delayed contacting the police, implying that Mr. Wagner was responsible for Ms. Wood's death.
Interviewer Do you believe the captain's new story?
Detective Ryan Well, no. I think the timing of his new story is suspicious since he released it so close to the thirty-year anniversary of her death. I think he was looking to make some money by bringing this sad story back into the news.
Interviewer So, what do *you* think happened that night?
Detective Ryan I can't tell you because I don't know.
Interviewer So you don't think we'll ever solve the mystery?
Detective Ryan No, I wouldn't say that. I think one day the mystery *will* be solved. Some new evidence will appear and we'll be able to say that Natalie Wood's mysterious death is finally solved. But right now, it's still a mystery, and people like a good mystery.

6A

GRAMMAR BANK

the passive: *be* + past participle

1 A lot of movies **are shot** on location. 3 31
Our car **is being repaired** today.
Andy's bike **has been stolen**.
The director died when the movie **was being made**.
You**'ll be picked up** at the airport by one of our staff.
This bill **has to be paid** tomorrow.
2 *Batman Begins* **was directed by** Christopher Nolan.



A lot of movies are shot on location.

1 We often use the passive when it's not said, known, or important who does an action.
Andy's bike has been stolen. (= Somebody has stolen Andy's bike. We don't know who.)
2 If you want to say who did the action, use *by*.
- We can often say things in two ways, in the active or in the passive. Compare:
Batman Begins *was directed by Christopher Nolan.* (= the focus is more on the movie)
Christopher Nolan directed Batman Begins *in 2005.* (= the focus is more on Nolan)
- We form negatives and questions in the same way as in active sentences.
Some movies ***aren't shot*** *on location.*
Is *your car* ***being*** *repaired today?*
- We often use the passive to talk about processes, for example scientific processes, and in formal writing, such as newspaper reports.
Then the water ***is heated*** *to 100 degrees…*
Many buildings in the city ***have been damaged*** *by the earthquake.*

a Circle the correct form, active or passive.

The college *built* / *was built* in the 18th century.

1 The costumes for the show *are making* / *are being made* by hand.
2 The landscape *inspired* / *was inspired* him to write a poem.
3 This castle *hasn't inhabited* / *hasn't been inhabited* for almost a century.
4 The director's last movie *set* / *is set* in the present.
5 The movie *will shoot* / *will be shot* in the fall.
6 The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
7 The house *wasn't using* / *wasn't being used* by the owners during the winter.
8 The makeup artist *has transformed* / *has been transformed* the actor into a monster.
9 They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
10 The photo *took* / *was taken* by my husband on the balcony of our hotel.

b Rewrite the sentences with the passive. Only use *by* if necessary.

People don't use this room very often. *This room isn't used very often.*

1 They subtitle a lot of foreign movies.
A lot of foreign movies _____.
2 García Márquez wrote *Love in the Time of Cholera.*
Love in the Time of Cholera _____.
3 Someone is repairing my laptop.
My laptop _____.
4 They haven't released the DVD of the movie yet.
The DVD of the movie _____.
5 They won't finish the movie until the spring.
The movie _____.
6 You have to pick up the tickets from the box office.
The tickets _____.
7 They hadn't told the actor about the changes in the script.
The actor _____.
8 James Cameron directed *Avatar.*
Avatar _____.
9 They've already recorded the soundtrack.
The soundtrack _____.
10 They were interviewing the director about the movie.
The director _____.

◀ p.55

6B

modals of deduction: *might, can't, must*

might / may **(when you think something is possibly true)**

Tony's phone is turned off. He **might** be on the plane now, or just boarding. 3 44
Laura **might not** like that skirt. It's not really her style.
I don't know where Kate is. She **may** be at work or at the gym.
I'm surprised that Ted isn't here. He **may not** know that the meeting is today.

can't **(when you are sure something is impossible / not true)**

Brandon **can't** earn much money at his job. He's still living with his parents. 3 45
That woman **can't** be Jack's wife. Jack's wife has dark hair.

must **(when you are sure something is true)**

The neighbors **must** be out. There aren't any lights on in the house. 3 46
Your sister **must** have a lot of money if she drives a Porsche.

- We often use *might | may*, *can't*, or *must* to say how sure or certain we are about something (based on the information we have).
- We don't use *can* instead of *might | may*, NOT ~~*He can be on the plane now*~~.
- In this context the opposite of *must* is *can't*.
  The neighbors must be out. There aren't any lights on in the house. | The neighbors can't be out. All the lights are on in the house. NOT ~~*The neighbors must not be out.*~~



The neighbors must be out. There aren't any lights on in the house.



The neighbors can't be out. All the lights are on in the house.

- We can use *could* instead of *might* in affirmative sentences.
  Jack could (or *might*) *be at the party – I'm not sure.*
- We often use *be* + gerund after *might | must | can't*.
  They must be having a party – the music is very loud.

a Match the sentences.

	He might be American.	D	A He's carrying a sports bag.
1	He can't be a college student.		B He's carrying a camera and a guide book.
2	He must be cold.		C He's looking at a map.
3	He might be going to the gym.		D ~~He's wearing a baseball cap.~~
4	He could be lost.		E He's looking at job ads in the newspaper.
5	He must be married.		F He isn't talking to anybody.
6	He must be a tourist.		G He isn't wearing a suit.
7	He can't be enjoying the party.		H He's wearing a wedding ring.
8	He may not have a job.		I He's not old enough.
9	He can't be a businessman.		J He isn't wearing a jacket.



b Cover 1–9 and look at A–J. Remember 1–9.

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

A What does Pete's new girlfriend do?
B I'm not sure, but she *might* be a model. She's very pretty.

1 **A** Do you know anyone who drives a Ferrari?
B Yes, my nephew. I don't know his salary, but he _____ earn a fortune!

2 **A** Why don't you buy this dress for your mom?
B I'm not sure. She _____ like it. It's a little short for her.

3 **A** My sister works as an interpreter for the United Nations.
B She _____ speak a lot of languages to work there.

4 **A** Did you know that Andy's parents have split up?
B Poor Andy. He _____ feel very happy about that.

5 **A** Are your neighbors away? All the windows are closed.
B I'm not sure. I suppose they _____ be on vacation.

6 **A** Where's your colleague today?
B She _____ be sick. She called to say that she's going to the doctor's.

7 **A** Jane is looking at you in a very strange way.
B Yes. I've grown a beard since I saw her last, so she _____ recognize me.

8 **A** My daughter has failed all her exams again.
B She _____ be working very hard if she gets such bad grades.

9 **A** Why is Tina so happy?
B I'm not sure, but she _____ have a new partner.

10 **A** Where's the manager's house?
B I don't know, but he _____ live near the office because he commutes every day by train.

◀ p.60

7A

GRAMMAR BANK

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

first conditional sentences: *if* + simple present, *will / won't* + base form

1 If you **work** hard, you**'ll pass** your exams. 4 15
The boss **won't be** very happy if we**'re** late for the meeting.
2 **Come** and see us next week if you **have** time.
3 Alison **won't get** into college unless she **gets** good grades.
I **won't go** unless you **go**, too.

- We use first conditional sentences to talk about a possible future situation and its consequence.
  1 We use the present tense (NOT the future) after *if* in first conditional sentences. NOT ~~*If you'll work hard you'll pass all your exams.*~~
  2 We can also use an imperative instead of the *will* clause.
  3 We can use *unless* instead of *if…not* in conditional sentences.
  She won't get into college ***unless*** *she gets good grades* | ***if*** *she* ***doesn't*** *get good grades.*

future time clauses

As soon as you **get** your test scores, **call** me. 4 16
We**'ll have** dinner when your father **gets** home.
I **won't go** to bed until you **come** home.
I**'ll have** a quick lunch before I **leave**.
After I **graduate** from college, I**'ll** probably **take** a year off and travel.

- Use the present tense (NOT the future) after *when, as soon as, until, before,* and *after* to talk about the future.



The boss won't be very happy if we're late for the meeting.

a Complete with the simple present or future with *will.*

If I fail my math class, I*'ll take* it again next semester. (take)
1 That girl _____ into trouble if she doesn't wear her uniform. (get)
2 If you hand in your homework late, the teacher _____ it. (not grade)
3 Don't write anything unless you _____ sure of the answer. (be)
4 Gary will be suspended if his behavior _____. (not improve)
5 They'll be late for school unless they _____. (hurry)
6 Ask me if you _____ what to do. (not know)
7 Johnny will be punished if he _____ at the teacher again. (shout)
8 My sister _____ from college this year if she passes all her exams. (graduate)
9 I _____ tonight unless I finish my homework quickly. (not go out)
10 Call me if you _____ some help with your project. (need)

b Circle the correct word or expression.

I won't go to college *if* / *unless* I don't get good grades.
1 Don't turn over the exam *after* / *until* the teacher tells you to.
2 Please check that the water's not too hot *before* / *after* the kids get in the bathtub.
3 Your parents will be really happy *when* / *unless* they hear your good news.
4 I'll look for a job in September *before* / *after* I come back from vacation.
5 The schools will close *unless* / *until* it stops snowing soon.
6 The job is very urgent, so please do it *after* / *as soon as* you can.
7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
8 Andrew will probably learn to drive *when* / *until* he's 18.
9 You won't be able to talk to the principal *unless* / *if* you make an appointment.
10 Give Mom a kiss *before* / *after* she goes to work.

◀ p.66

7B

second conditional

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

1 If I **had** a job, I**'d get** my own apartment. 4 17
If David **spoke** good English, he **could get** a job in that new hotel.
I **would get along** better with my parents if I **didn't live** with them.
I **wouldn't do** that job unless they **paid me** a really good salary.
2 If your sister **were** here, she**'d know** what to do.
If it **was** warmer, we **could take** a swim.
3 If I **were** you, I**'d buy** a new computer.



- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence.
  If I had a job… (= I don't have a job – I'm imagining it.)
  1 We use the simple past after *if*, and *would / wouldn't* + base form in the other clause.
  2 After *if* we can use *was* or *were* with *I*, *he*, and *she*.
  3 We often use second conditionals beginning *If I were you, I'd…* to give advice. Here we don't usually use *If I was you…*
- We can also use *could* instead of *would* in the other clause.

First or second conditional?
If I have time, I'll help you. (= this is a real situation; it's possible that I'll have time – first conditional)
If I had time, I'd help you. (= this is a hypothetical / imaginary situation; I don't actually have time – second conditional)

***would / wouldn't* + base form**
We also often use *would / wouldn't* + base form (without an *if* clause) when we talk about imaginary situations.
My ideal vacation ***would be*** *a week in the Bahamas.*
I'd never ***buy*** *a car as big as yours.*

a Write second conditional sentences.

I (not live) with my parents if I (not have to)
I wouldn't live with my parents if I didn't have to.

1 Nick (not have to commute) every day if he (work) from home
2 If they (not have) such a noisy dog, they (get along) better with their neighbors
3 I (not buy) that bike if I (be) you – it's too expensive
4 We (sell) our house if somebody (offer) us enough money
5 If my mother-in-law (live) with us, we (get) divorced
6 you (share) an apartment with me if I (pay) half the rent?
7 If my sister (clean) her room more often, it (not be) such a mess
8 You (not treat) me like this if you really (love) me
9 If we (paint) the kitchen white, it (look) bigger
10 you (think) about camping if you (not can afford) to stay in a hotel?

b First or second conditional? Complete with the correct form of the verb.

I'*ll stay* with my sister if I have to go to Boston for my job interview. (stay)
I'd buy my own apartment if I *had* enough money. (have)

1 My kids _____ earlier if they didn't go to bed so late. (get up)
2 Where _____ you _____ if you go to college? (live)
3 If you make dinner, I _____ the dishes. (do)
4 If you _____ your job, what will you do? (lose)
5 We wouldn't have a dog if we _____ a yard. (not have)
6 How will you get to work if you _____ your car? (sell)
7 If we sit in the shade, we _____ sunburned. (not get)
8 If you could change one thing in your life, what _____ it _____? (be)
9 He won't be able to pay next month's rent if he _____ a job soon. (not find)
10 If she had a job, she _____ so late every night. (not stay up)

◀ p.68

8A

reported speech: sentences and questions

reported sentences

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

4 33

- We use reported speech to report (i.e., to tell another person) what someone said.
- When the reporting verb (*said*, *told*, etc.) is in the past tense, the tenses in the sentence that is being reported usually change like this:
  present > past
  will > *would*
  simple past / present perfect > past perfect

When tenses don't change
When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.
Adam *"I **can't come** tonight."*
*I've just spoken to Adam and he said that he **can't come** tonight.*
Jack *"I really **enjoyed** my trip."*
*Jack told me that he **really enjoyed** his trip.*

- Some modal verbs change, e.g., *can>could*, *may>might*, *must>had to*. Other modal verbs stay the same, e.g., *could*, *might*, *should*, etc.
- You usually have to change the pronouns, e.g., *"**I** like jazz." Jane said that **she** liked jazz.*
- Using ***that*** after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some other time and place words can change, e.g., *tomorrow>the next day*, *here>there*, *this>that*, etc.
  *"I'll meet you **here tomorrow**." He said he'd meet me **there the next day**.*

say and *tell*
Be careful – after *said* don't use a person or an object pronoun:
He said he was tired. NOT ~~*He said me...*~~
After *told* you must use a person or pronoun:
Sarah told Cally that she would call her. NOT ~~*Sarah told that she...*~~
He told me he was tired. NOT ~~*He told he was...*~~

reported questions

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

4 34

- When you report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, add *if* (or *whether*).
  *"Do you want a drink?" He asked me **if** / **whether** I wanted a drink.*
- You also have to change the word order to subject + verb, and not use *do* / *did*.

a Complete the sentences using reported speech.

"I'm in love with another woman."
My boyfriend told me he was in love with another woman.

1 "I'm selling all my books." My brother said _____.
2 "I've booked the flights." Emma told me _____.
3 "Your new dress doesn't suit you." My mother told me _____.
4 "I may not be able to go to the party." Matt said _____.
5 "I won't wear these shoes again." Jenny said _____.
6 "I didn't buy you a present." My girlfriend told me _____.
7 "I must get a dress for the party." Rachel said _____.
8 "I haven't been to the gym for a long time." Kevin said _____.
9 "I found a bargain at the sale." My sister told me _____.
10 "I can't find anywhere to park." Luke told me _____.

b Complete the sentences using reported speech.

"Why did you dump your girlfriend?" My friend asked me *why I had dumped my girlfriend*.

1 "When are you leaving?" My parents asked me _____.
2 "Have you ever been engaged?" She asked him _____.
3 "Will you be home early?" Anna asked Liam _____.
4 "Where do you usually buy your clothes?" My sister asked me _____.
5 "Did you wear a suit to the job interview?" We asked him _____.
6 "Do you ever go to the theater?" I asked Lisa _____.
7 "What time will you arrive?" He asked us _____.
8 "How much money did you spend at the sale?" I asked my girlfriend _____.
9 "Can you help me?" Sally asked the police officer _____.
10 "What size are you?" The salesperson asked me _____.

◀ p.74

8B

gerunds and infinitives

gerund (verb + *-ing*)

1 I'm not very **good at remembering** names. 4 46
Katie's **given up eating** junk food.
2 **Driving** at night is very tiring.
Shopping is my favorite thing to do on weekends.
3 I **hate not being** on time for things.
I **don't mind getting up** early.

- We use the gerund (verb + *-ing*)
  1 after prepositions and phrasal verbs.
  2 as the subject of a sentence.
  3 after some verbs, e.g., *hate, spend, don't mind*.
- Common verbs that take the gerund include: **admit**, **avoid**, **deny**, **dislike**, **enjoy**, **feel like**, **finish**, **hate**, **keep**, **like**, **love**, **mind**, **miss**, **practice**, **prefer**, **recommend**, **spend time**, **stop**, **suggest**, and phrasal verbs, e.g., **give up**, **go on**, etc.
- The negative gerund = *not* + verb + *-ing*

the infinitive

1 My apartment is very **easy to find**. 4 47
2 Simon is saving money **to buy** a new car.
3 My sister has never **learned to drive**. **Try not to make** noise.

- We use the infinitive
  1 after adjectives.
  2 to express a reason or purpose.
  3 after some verbs, e.g., *want, need, learn*.
- Common verbs that take the infinitive include: **(can't) afford**, **agree**, **decide**, **expect**, **forget**, **help**, **hope**, **learn**, **need**, **offer**, **plan**, **pretend**, **promise**, **refuse**, **remember**, **seem**, **try**, **want**, **would like**.
- The negative infinitive = *not to* + verb.

- More verbs take the infinitive than the gerund.
- These common verbs can take either the infinitive or gerund with no difference in meaning: **start**, **begin**, **continue**, e.g., *It started to rain. It started raining.*

Verb + person + infinitive
We also use the infinitive after some verbs, e.g., *ask, tell, want, would like* + person.
Can you ask the manager to come?
She told him not to worry.
I want you to do this now.
We'd really like you to come.

the base form

1 I **can't drive**. 4 48
We **must hurry**.
2 She always **makes** me **laugh**.
My parents didn't **let** me **go** out last night.

- We use the base form
  1 after most modal and auxiliary verbs.
  2 after *make* and *let*.

Verbs that can take a gerund or an infinitive, but the meaning is different
Try *to be on time. (= make an effort to be on time)*
Try *doing yoga. (= do it to see if you like it)*
Remember *to call him. (= don't forget to do it)*
I ***remember*** *meeting him years ago. (= I have a memory of it)*

a Circle the correct form.

I'm in charge of *recruiting* / *to recruit* new staff.
1 It's important for me *spending* / *to spend* time with my family.
2 *Applying* / *Apply* for a job can be complicated.
3 The manager asked me *not saying* / *not to say* anything about the downsizing.
4 My boss wants me *start* / *to start* work earlier.
5 Be careful *not asking* / *not to ask* her about her boyfriend – they broke up.
6 We kept *working* / *to work* until we finished.
7 Dave is very good at *solving* / *to solve* logic problems.
8 The best thing about weekends is *not going* / *not to go* to work.
9 Layla gave up *modeling* / *to model* when she had a baby.
10 I took a training course *to learning* / *to learn* about the new software.

b Complete with a verb from the list in the correct form.

not buy commute leave lock not make
retire ~~set up~~ wear work not worry

I'd like *to set up* my own company.
1 My parents are planning _____ before they are 65.
2 Rob spends three hours _____ to work and back every day.
3 Mark's wife told him _____ about the problems he had at work.
4 Did you remember _____ the door?
5 In the end I decided _____ the shoes because they were very expensive.
6 The manager lets us _____ early on Fridays.
7 All employees must _____ a jacket and tie at work.
8 Please try _____ anymore mistakes in the report.
9 I don't mind _____ overtime during the week.

◀ p.79

9A

GRAMMAR BANK

third conditional

If I**'d known** about the meeting, I **would have gone**. 5 3))
If James **hadn't gone** to the training course, he **wouldn't have met** his wife.
You **wouldn't have lost** your job if you **hadn't been** late every day.
Would you **have gone** to the party if you**'d known** Lisa was there?

- We usually use third conditional sentences to talk about how things could have been different in the past, i.e., for hypothetical / imaginary situations. Compare:
  Yesterday I got up late and missed my train. (= the real situation)
  If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, use *if* + past perfect and *would have* + past participle.
- The contraction of both *had* and *would* is *'d*.
- We can use *might* or *could* instead of *would* to make the result less certain.
  If she'd studied harder, she might have passed the exam.



a Match the phrases.

Billy wouldn't have injured his head [D]

1	If I'd driven any faster,	[ ]	A if you'd gone to college?
2	Jon might have gotten the job	[ ]	B you wouldn't have been so cold.
3	She would have hurt herself badly	[ ]	C if I'd asked you?
4	If Katy hadn't gone to the party,	[ ]	D ~~if he had worn his helmet.~~
5	What would you have studied	[ ]	E she wouldn't have met her new boyfriend.
6	How would you have gotten to the airport	[ ]	F if he'd been on time for his interview.
7	If you'd worn a warmer coat,	[ ]	G if they had come with us.
8	Your parents would have enjoyed the trip	[ ]	H if she'd fallen down the stairs.
9	Would you have helped me	[ ]	I I could have gotten a speeding ticket.
			J if the trains had been on strike?

b Cover A–J. Look at 1–9 and try to remember the end of the sentence.

c Complete the third conditional sentences with the correct form of the verbs.

If Tom *hadn't gone* to college, he *wouldn't have met* Sarah. (not go, not meet)

1 If you _____ me to the airport, I _____ my flight. (not take, miss)
2 We _____ the game if the referee _____ us a penalty. (not win, not give)
3 You _____ the weekend if you _____ with us. (enjoy, come)
4 If I _____ the theater tickets online, they _____ more expensive. (not buy, be)
5 Mike _____ his wife's birthday if she _____ him. (forget, not remind)
6 If the police _____ five minutes later, they _____ the thief. (arrive, not catch)
7 If you _____ me the money, I _____ to go away for the weekend. (not lend, not be able)
8 You _____ yourself if you _____ off the horse. (hurt, fall)
9 We _____ the hotel if we _____ the sign. (not find, not seen)
10 If I _____ about the job, I _____ for it. (know, apply)

◀ p.85

9B

quantifiers

large quantities

1 My uncle and aunt have **a lot of** money. 5 10
Nina has **lots of** clothes.
2 James eats **a lot**.
3 There aren't **many** cafes near here.
Do you have **many** close friends?
Do you watch **much** TV?
I don't eat **much** chocolate.
4 Don't run. We have **plenty of** time.

1 Use *a lot of* or *lots of* in + sentences.
2 Use *a lot* when there is no noun, e.g., *He talks a lot*. NOT ~~*He talks a lot of*~~.
3 *much* / *many* are usually used in − sentences and ?, but *a lot of* can also be used.
4 Use *plenty of* in + sentences. (= more than enough)

small quantities

1 **A** Do you want some more ice cream? 5 11
B Just **a little**.
The town only has **a few movie theaters**.
2 I'm so busy that I have **very little time** for myself.
Sarah isn't popular and she has **very few friends**.

1 Use *little* + uncountable nouns, *few* + plural countable nouns.
- *a little* and *a few* = some, but not a lot.

2 *very little* and *very few* = *not much* / *many*.

more or less than you need or want

1 I don't like this city. It's **too big** and it's **too noisy**. 5 12
2 There's **too much traffic** and **too much noise**.
There are **too many tourists** and **too many cars**.
3 There aren't **enough parks** and there aren't **enough trees**.
The buses aren't **frequent enough**.
The buses don't run **frequently enough**.



There's too much traffic and too much noise.

1 Use *too* + adjective.
2 Use *too much* + uncountable nouns and *too many* + plural countable nouns.
3 Use *enough* before a noun, e.g., *enough eggs*, and after an adjective, e.g., *It isn't big enough*, or an adverb, e.g., *You aren't walking fast enough*.

zero quantity

1 There **isn't any** room in the car. 5 13
We **don't have any** eggs.
2 There**'s no** room in the car. We **have no** eggs.
3 **A** How many eggs do we have?
B **None**. I've used them all.

1 Use *any* (+ noun) for zero quantity with a − verb.
2 Use *no* + noun with a + verb.
3 Use *none* (without a noun) in short answers.

a Circle the correct answer. Check ✓ if both are possible.

My husband has *too much* / *too many* electronic gadgets.

1 I just have to reply to *a few* / *a little* emails and then I'll be finished.
2 Do you spend *much* / *many* time on social networking sites?
3 My bedroom is a nice size. There's *enough room* / *plenty of room* for a desk.
4 I know *very few* / *very little* people who speak two foreign languages.
5 My brother has downloaded *a lot of* / *lots of* apps onto his new phone.
6 I have some cash on me, but not *a lot* / *a lot of*.
7 Their new TV is *too* / *too much* big. It hardly fits in the living room.
8 *There aren't any* / *There are no* potatoes. I forgot to buy some.
9 My niece isn't *old enough* / *enough old* to play with a game console.
10 I don't have *a lot of* / *many* friends on Facebook.

b Check ✓ the correct sentences. Correct the mistakes in the highlighted phrases.

My nephew got lots of video games for his birthday. ✓
I don't post much videos on Facebook. *many videos*

1 How many presents did you get? A lot of!
2 I buy very few paper books now because I have an e-reader.
3 I don't use no social networks because I don't like them.
4 Please turn that music down. It's too much loud!
5 There aren't many good shows on TV tonight.
6 My Internet connection isn't enough fast for me to download movies.
7 I make too much phone calls. My phone bill is enormous!
8 **A** How much fruit do we have?
B Any. Can you buy some?
9 There are only a little websites that I use regularly.
10 Karen has plenty of money, so she always has the latest gadgets.

◀ p.88

10A

relative clauses

defining relative clauses (giving essential information)

1 Julia's the woman **who** / **that** works in the office with me. 5 29
It's a self-help book **that** / **which** teaches you how to relax.
That's the house **where** I was born.
2 Is Frank the man **whose** brother plays for the Lakers?
It's a plant **whose** leaves change color in spring.
3 I just got a text from the girl (**who** / **that**) I met on the flight to Paris.
This is the new phone (**that** / **which**) I bought yesterday.

To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject) + verb.

1 Use the relative pronoun *who* / *that* for people, *that* / *which* for things / animals, and *where* for places.
- *That* is more common than *which* in defining clauses.
  - You cannot omit *who* / *which* / *that* / *where* in this kind of clause. NOT ~~*Julia's the woman works in the office with me*~~.

2 Use *whose* to mean "of who" or "of which."

3 *who*, *which*, and *that* can be omitted when the verbs in the main clause and the relative clause **have a different subject**, e.g., *She's the girl I met on the plane.*
  - *where* and *whose* can never be omitted, e.g., NOT ~~*Is that the woman dog barks?*~~

non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of dollars. 5 30
Last week I visited my aunt, **who's** nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbor, **whose** son goes to my son's school, has just remarried.

- Non-defining relative clauses give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.
  This painting, ~~which was painted in 1860~~, is worth millions of dollars.
- Non-defining relative clauses must go between commas (or a comma and a period).
- In these clauses, you <u>can't</u> leave out the relative pronoun (*who*, *which*, etc.)
- In these clauses, you <u>can't</u> use *that* instead of *who* / *which*. NOT ~~*This painting, that was painted in 1860, is worth millions of dollars.*~~



This painting, which was painted in 1860, is worth millions of dollars.

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

Mountain View is the area <u>*where*</u> Steve Jobs grew up.

1 Rob and Corinna, _____ have twins, often need a babysitter.
2 The White House, _____ the president of the United States lives, is in Washington, D.C.
3 The sandwich _____ you made me yesterday was delicious.
4 The woman _____ lived here before us was a writer.
5 Stieg Larsson, _____ books form the *Millennium Trilogy*, died in 2004.
6 My computer is a lot faster than the one _____ you bought.
7 The *Mona Lisa*, _____ has been damaged several times, is now displayed behind bulletproof glass.
8 Look! That's the woman _____ dog bit me last week.
9 On our last vacation we visited Stratford-Upon-Avon, _____ Shakespeare was born.
10 We all went to the game except Marianne, _____ doesn't like basketball.
11 That man _____ you saw at the party was my boyfriend!
12 That's the park _____ I learned to ride a bike.

b Look at the sentences in **a**. Check ✓ the sentences where you could leave out the relative pronoun.

c Add commas where necessary in the sentences.

Caroline, who lives next door to me, is beautiful.

1 This is the place where John crashed his car.
2 The museum that we visited yesterday was amazing.
3 Beijing which is one of the world's biggest cities hosted the 2008 Olympic Games.
4 Michael Jackson's *Thriller* which was released in 1982 was one of the best-selling albums of the 80s.
5 These are the shoes that I'm wearing to the party tonight.
6 Sally and Joe who got married last year are expecting their first baby.

◀ p.95

10B

tag questions

tag questions

affirmative verb, negative tag	negative verb, affirmative tag 5 38
It's cold today, **isn't it**?	**She isn't** here today, **is she**?
You're Peruvian, **aren't you**?	**You aren't** angry, **are you**?
They live in Ankara, **don't they**?	**They don't** like pizza, **do they**?
The game ends at 8:00, **doesn't it**?	**Lucy doesn't** eat meat, **does she**?
Your sister worked in the US, **didn't she**?	**You didn't** like the movie, **did you**?
We've met before, **haven't we**?	**Mike hasn't** been to Beijing before, **has he**?
You'll be OK, **won't you**?	**You won't** tell anyone, **will you**?
You'd go on vacation with me, **wouldn't you**?	**Sue wouldn't** quit her job, **would she**?



- Tag questions (*is he?, aren't they?, do you?, did we?*, etc.) are often used to check something you already think is true.
  Your name's Maria, isn't it?
- To form a tag question use:
  – the correct auxiliary verb, e.g., *do / does*, *be* for the present, *did* for the past, *will / won't* for the future, etc.
  – a pronoun, e.g., *he*, *it*, *they*, etc.
  – a negative auxiliary verb if the sentence is affirmative and an affirmative auxiliary verb if the sentence is negative.

a Match the phrases.

	You know that man,	G	A didn't you?
1	You're going out with him,	☐	B will you?
2	You haven't told your family about him,	☐	C did you?
3	You met him last month,	☐	D won't you?
4	You were at the same party,	☐	E have you?
5	You didn't know he was a criminal,	☐	F weren't you?
6	You aren't happy in the relationship,	☐	G ~~don't you?~~
7	You don't want to see him again,	☐	H are you?
8	You'll tell us the truth,	☐	I aren't you?
9	You won't tell any lies,	☐	J don't you?
10	You understand what I'm saying,	☐	K do you?

b Complete with a tag question (*are you?, isn't it?*, etc.).

Your name's Jack, *isn't it*?

1 Your brother works at the gas station, _____?
2 They don't have any proof, _____?
3 That man isn't the murderer, _____?
4 You were a witness to the crime, _____?
5 The police have arrested someone, _____?
6 The woman wasn't dead, _____?
7 That girl took your bag, _____?
8 He won't go to prison, _____?
9 You haven't seen the suspect, _____?
10 They didn't have enough evidence, _____?

◀ p.99

Movies

1 KINDS OF MOVIES

a Match the photos with the kinds of movies.



- an action movie /'ækʃn 'muvi/
- an animated movie /'ænəmeɪtəd 'muvi/
- a comedy /'kɑmədi/
- 1 a drama /'drɑmə/
- a historical movie /hɪ'stɔrɪkl 'muvi/
- a horror movie /'hɔrər 'muvi/
- a musical /'myuzɪkl/
- a romantic comedy /roʊ'mæntɪk 'kɑmədi/
- a science fiction movie /'saɪəns 'fɪkʃn 'muvi/
- a thriller /'θrɪlər/
- a war movie /wɔr 'muvi/
- a western /'wɛstərn/

b 3 33 Listen and check.

c Think of a famous movie for each kind.

d What kind of movie is often...?

funny violent exciting scary moving

e What kind of movies do you / don't you like? Why?

> **movie and *film***
> *Movie* and *film* mean the same, but *film* is more common in British English.

2 PEOPLE AND THINGS

a Match the nouns and definitions.

audience /'ɔdiəns/ ~~cast~~ /kæst/ extra /'ɛkstrə/ plot /plɑt/ review /rɪ'vyu/ scene /sin/ script /skrɪpt/ sequel /'sikwəl/ soundtrack /'saʊndtræk/ special effects /'spɛʃl ɪ'fɛkts/ star /stɑr/ subtitles /'sʌbtaɪtlz/

1 *cast* all the people who act in a movie
2 _____ (also *verb*) the most important actor or actress in a movie
3 _____ the music of a movie
4 _____ the story of a movie
5 _____ a part of a movie happening in one place
6 _____ the people who watch a movie in a movie theater
7 _____ a move that continues the story of an earlier movie
8 _____ images often created by a computer
9 _____ the words of the movie
10 _____ a person in a movie who has a small unimportant part, e.g., in a crowd scene
11 _____ the translation of the dialogue into another language
12 _____ an article that gives an opinion on a new movie, book, etc.

b 3 34 Listen and check. Cover the definitions and look at the words. Remember the definitions.

3 VERBS AND PHRASES



a Match sentences 1–6 with sentences A–F.

1 It **was directed** by Tate Taylor.
2 It **was dubbed** into other languages.
3 Viola Davis **played the part of** Aibileen Clark.
4 The movie **is set** in Mississippi in the US during the 1960s.
5 It **is based on** the novel of the same name by Kathryn Stockett.
6 It **was shot (filmed) on location** in Greenwood, Mississippi.

A It was situated in that place at that time.
B He was the director.
C This was her role in the movie.
D The voices of foreign actors were used.
E It was an adaptation of the book.
F It was filmed in the real place, not in a studio.

> ***be on***
> *be on* = being shown on TV
> *What's **on** TV tonight?*

b 3 35 Listen and check. Cover 1–6 and look at A–F. Remember 1–6.

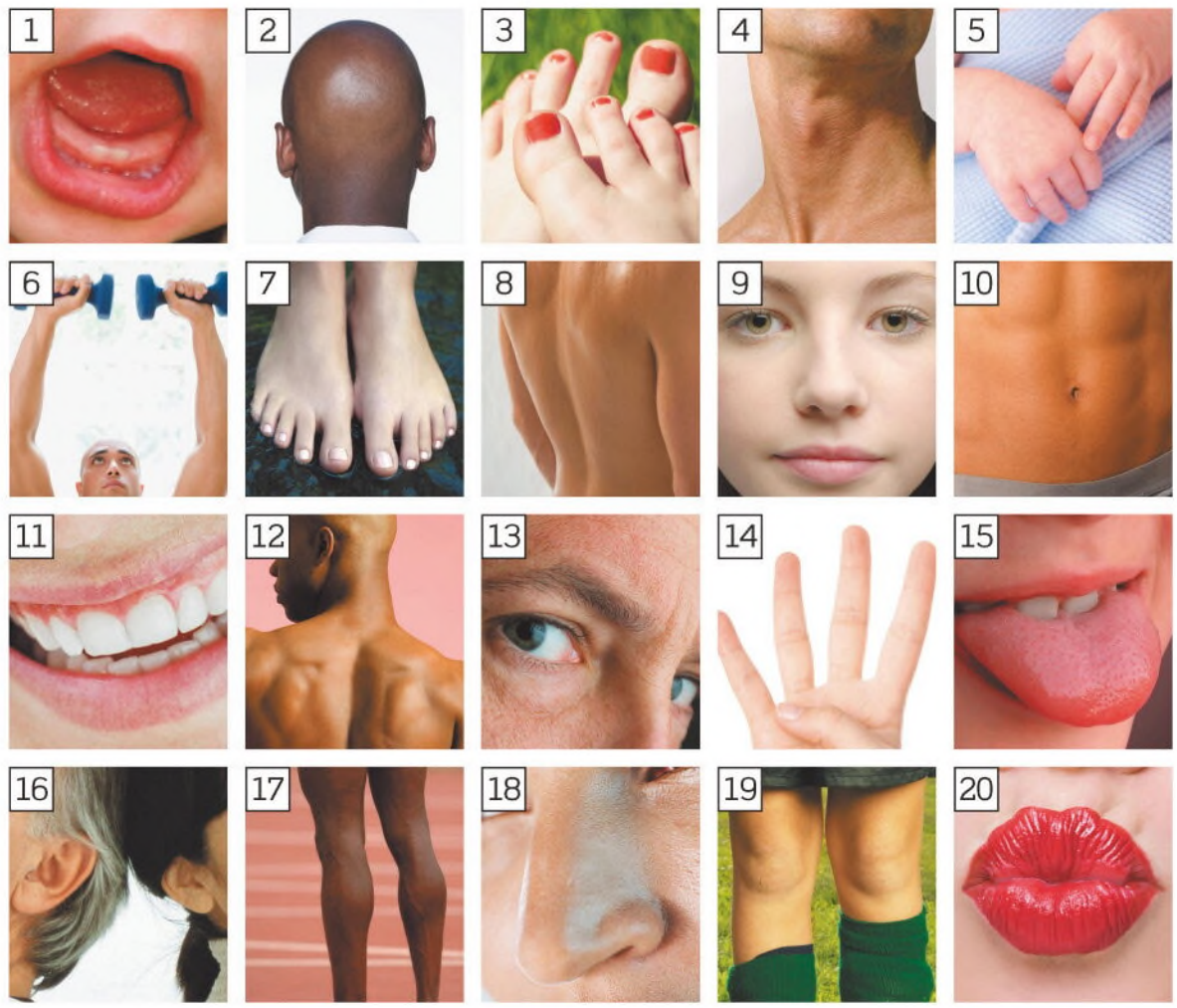
◀ p.56

The body

1 PARTS OF THE BODY

a Match the words and pictures.

- arms /ɑrmz/
- back /bæk/
- ears /ɪrz/
- eyes /aɪz/
- face /feɪs/
- feet /fit/ (*singular* foot /fʊt/)
- fingers /ˈfɪŋgərz/
- hands /hændz/
- head /hɛd/
- knees /niz/
- legs /lɛgz/
- lips /lɪps/
- *1* mouth /maʊθ/
- neck /nɛk/
- nose /noʊz/
- shoulders /ˈʃoʊldərz/
- stomach /ˈstʌmək/
- teeth /tiθ/ (*singular* tooth /tuθ/)
- toes /toʊz/
- tongue /tʌŋ/



b 3 39 Listen and check.

c Cover the words and test yourself or a partner. Point to a part of the body for your partner to say the word.

Possessive pronouns with parts of the body
In English we use possessive pronouns (*my, your,* etc.) with parts of the body, not *the.*
Give me ***your*** *hand.* NOT ~~*Give me the hand.*~~

2 VERBS RELATED TO THE BODY

a Complete the sentences with a verb from the list in the correct tense. Which two verbs are irregular in the past tense?

~~bite~~ /baɪt/ clap /klæp/ kick /kɪk/ nod /nɑd/
point /pɔɪnt/ smell /smɛl/ smile /smaɪl/
stare /stɛr/ taste /teɪst/ throw /θroʊ/
touch /tʌtʃ/ whistle /ˈwɪsl/

1 Don't be scared of the dog. He won't *bite*.
2 Jason _____ the ball too hard, and it went over the wall into the next yard.
3 Don't _____ stones – you might hit somebody.
4 Mmm! Something _____ delicious! Are you making a cake?
5 The stranger _____ at me for a long time, but he didn't say anything.
6 Can you _____ the rice? I'm not sure if it's cooked yet.
7 My dad _____ a tune as he raked the leaves.
8 Don't _____ the oven door! It's really hot.
9 The audience _____ when I finished singing.
10 The teacher suddenly _____ at me and said, "What's the answer?"
11 In Russia if you _____ at strangers, people think you're crazy!
12 Everybody _____ in agreement when I explained my idea.

b 3 40 Listen and check. Which parts of the body do you use to do all these things?

◀ *p.59*

Education

1 THE SCHOOL SYSTEM IN THE US AND THE UK

a Complete the text about the US with words from the list.

college elementary grades graduate high kindergarten preschool private public religious semesters twelfth

b 4 3 Listen and check.

c Complete the text about the UK with the words from the list.

boarding head nursery primary pupils secondary terms university

d 4 4 Listen and check.

e Cover both texts. With a partner, try to remember the different types of school (starting from the lowest level) in both countries.

In the US



Many children start their education between the ages of two and four in [1]*preschool*. Once a child turns five, he or she enters the US school system, which is divided into three levels, [2]_____ school, middle school (sometimes called junior high school), and [3]_____ school. In almost all schools at these levels, children are divided by age groups into [4]_____. The youngest children begin in [5]_____ (followed by first grade) and continue until [6]_____ grade, the final year of high school. The school year is divided into two [7]_____.

Most US schools (about 75%) are [8]_____ schools, which means they are supported by US tax dollars and education is free. The other 25% are [9]_____ schools, where parents have to pay. Many of these schools are [10]_____ schools, where the teachers may be priests or nuns.

If you want to go to [11]_____, you have to apply. Admission depends on high school grades, college aptitude test scores, and extracurricular activities. A person who has completed college and has earned a degree is called a college [12]_____.



In the UK

Children start [1]_____ school when they are five. Before that, many children go to [2]_____ school. From 11–18, children go to [3]_____ school. Some children go to [4]_____ schools, where they study, eat, and sleep. School children are usually called [5]_____ (not "students" which only refers to people who are at university), and the person who is in charge of a school is called the [6]_____ teacher. The school year is divided into three [7]_____. Higher education is often called [8]_____.

2 VERBS

a Complete the texts with a verb from the list.

~~behave~~ /bɪ'heɪv/ be punished /bi 'pʌnɪʃt/ be suspended /bi sə'spɛndəd/ cheat /tʃit/ fail /feɪl/ pass /pæs/ study /'stʌdi/ take /teɪk/ (*or* do)



1 Discipline is very strict in our school. If students *behave* badly, for example if they _____ on an exam, they will probably _____, and might even _____.



2 Marc has to _____ an important English exam next week. He hopes he'll _____, but he hasn't had much time to _____, so he's worried that he might _____.

b 4 5 Listen and check. Cover the texts and look at the pictures. Remember the texts.

***educate* or *bring up*?**

educate = to teach somebody at a school
*Luke was **educated** at Cherry Creek High School and the University of Denver.*

bring up = to take care of a child and teach him / her how to behave. This is usually done by parents or a family member at home.
*Lily was **brought** up by her mother in a small city.*

***learn* or *study*?**

learn = to get knowledge or a skill (from somebody)
*I'm **learning** to drive right now. How long have you been **learning** Russian?*

study = to spend time learning about something
*Russell is **studying** economics in college.*

◀ p.64

Houses

1 WHERE PEOPLE LIVE

a Complete the **Preposition** column with *in* or *on*.

		Preposition
1	I live ___ **the country**, surrounded by fields.	*in*
2	I live ___ **the outskirts** of Boston, about 5 miles from the center of the city.	
3	I live ___ **a village** (**a town** / **a city**).	
4	I live in Del Mar, a small town ___ **the West Coast**.	
5	I live ___ **the second floor** of a large apartment building.	
6	I live ___ Littleton, **a suburb** of Denver about 11 miles from the center of the city.	

> ***suburbs* or *outskirts*?**
> The *suburbs* is a residential area outside the center of a large city.
> *Littleton is* ***a suburb of*** *Denver.*
> The *outskirts* is the area around a city that is the farthest from the center of the city.
> *They live* ***on the outskirts of*** *Vancouver.*

b 4 19 Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

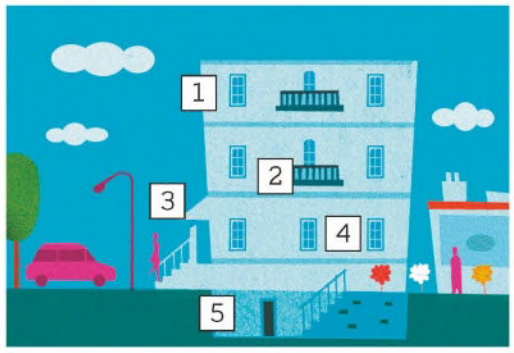
d Describe where you live to your partner.

2 PARTS OF A HOUSE OR AN APARTMENT BUILDING

a Match the words and pictures.

An apartment building

- ___ balcony /ˈbælkəni/
- ___ basement /ˈbeɪsmənt/
- ___ entrance /ˈentrəns/
- ___ first floor /fərst flɔr/ (*BritE* ground floor)
- *1* top floor /tɑp flɔr/



A house

- *1* chimney /ˈtʃɪmni/
- ___ deck /dɛk/ / patio /ˈpætioʊ/
- ___ gate /geɪt/
- ___ roof /ruf/
- ___ steps /stɛps/
- ___ walkway /ˈwɔkweɪ/
- ___ wall /wɔl/



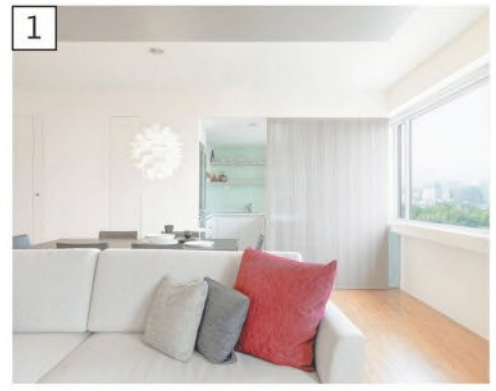
b 4 20 Listen and check. Cover the words and look at the pictures. Test yourself.

3 DESCRIBING A HOUSE OR AN APARTMENT

a Match the descriptions and photos.

___ I live in a cabin in the woods. It's old and made of logs. The rooms have very low ceilings. There's a fireplace in the living room, and it's very cozy in the winter.

___ I live in a modern apartment in the city. It's spacious and very light, with wood floors and big windows.





b 4 21 Listen and check. Focus on how the highlighted phrases are pronounced.

c Cover the descriptions and look at the photos. Describe the rooms.

> ***chimney* or *fireplace*?**
> In English, *chimney* only refers to the structure on the roof of the house. *Fireplace* is the place where you burn wood or coal.
>
> ***roof* or *ceiling*?**
> *Roof* is the top part of a house. *Ceiling* is the top part of a room.

◀ *p.69*

Word building

1 MAKING NOUNS FROM VERBS

a Make nouns from the verbs in the list and write them in the correct column.

achieve /əˈtʃiv/ agree /əˈgri/ argue /ˈɑrgyu/
attach /əˈtætʃ/ ~~choose~~ /tʃuz/ compensate /ˈkɑmpənseɪt/
complain /kəmˈpleɪn/ deliver /dɪˈlɪvər/
demonstrate /ˈdɛmənstreɪt/ explain /ɪkˈspleɪn/ lose /luz/
pay /peɪ/ respond /rɪˈspɑnd/ sell /sɛl/ succeed /səkˈsid/

1 + *ation*	2 + *ment*	3 new word
		choice

b 4 38 Listen and check. Underline the stressed syllable in the nouns.

c Test a partner. Then switch roles.

A (book open) say the verb.
B (book closed) say the noun.

d Complete the questions with a noun from **a** in the singular or plural.

1 Have you ever opened an *attachment* on an email that contained a virus?
2 Do you often have _____ with your family? What about?
3 Do you prefer reading grammar _____ in your own language, or do you think it's better to read them in English?
4 Have you ever made a _____ to a company and gotten _____?
5 Do you think that there's too much _____ when you're shopping, e.g., for a new phone?
6 Have you ever been in a _____? What were you protesting about?



e 4 39 Listen and check. Then ask and answer the questions with a partner.

◀ p.77

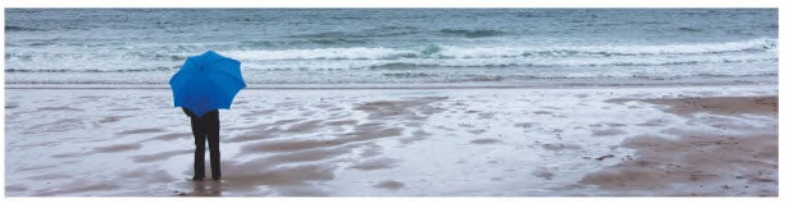
2 MAKING ADJECTIVES AND ADVERBS

a Look at the adjectives and adverbs that can be made from the noun *luck* in the chart below. Then, in pairs, complete the chart.

noun	adjectives		adverbs	
	+	−	+	−
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b 5 7 Listen and check.

c Complete the sentences with the correct form of the **bold** noun.



1 The beach was beautiful, but *unfortunately* it rained almost every day. **fortune**
2 My new shoes are very _____. I wore them for the first time yesterday, and they didn't hurt at all. **comfort**
3 He took the exam quickly and _____, and so he made a lot of mistakes. **care**
4 We were really _____. We missed the flight by just five minutes. **luck**
5 Jack is a very _____ driver! He can't stand being behind someone who is driving slowly. **patience**
6 It was a bad accident, but _____ nobody was seriously hurt. **luck**
7 It was raining, but fans waited _____ in line to buy tickets for tomorrow's concert. **patience**
8 The roads will be very icy tonight, so drive _____. **care**
9 The temperature dropped to 20 degrees, but _____ we were all wearing warm coats and jackets. **fortune**
10 The bed in the hotel was incredibly _____. I hardly slept at all. **comfort**

d 5 8 Listen and check.

◀ p.87

Work

1 VERB PHRASES



a Complete the verb phrases with a word or phrase from the list.

applied for /ə'plaɪd fɔr/ was downsized /wəz 'daʊnsaɪzd/ was fired /wəz faɪərd/
got promoted /gɑt prə'moʊtɪd/ resign /rɪ'zaɪn/ retire /rɪ'taɪər/ set up /sɛt ʌp/
take /teɪk/ work (x2) /wərk/

1	Dan has to *work* a lot of overtime.	He has to work extra hours.
2	Matt _____ last week.	He was given a more important job.
3	Most nurses have to _____ shifts.	Sometimes they work during the day and sometimes at night.
4	A man in our department _____ yesterday.	He lost his job because of poor performance.
5	Colin _____ last month.	He lost his job because the company didn't need him anymore.
6	The politician is going to _____.	He has decided to leave his job. (*also* quit)
7	Lilian is going to _____ next month.	She's 65, and she's going to stop working.
8	Angela has _____ a business to sell clothes online.	She had the idea and has started doing it.
9	Everyone in the office has to _____ a training course.	They need to learn how to use the new software.
10	She _____ a job.	She replied to an advertisement and sent in her résumé.

b 4 42 Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

2 SAYING WHAT YOU DO

a Match the adjectives and definitions.

part-time /'pɑrt 'taɪm/ self-employed /sɛlf ɪm'plɔɪd/
temporary /'tɛmpərɛri/ unemployed /ʌnɪm'plɔɪd/
well qualified /wɛl 'kwɑləfaɪd/





for people

1	I'm _____.	without a job
2	He's _____.	working for himself
3	She's _____.	with, e.g., a college degree or with a lot of experience

for a job or work

4	It's a _____ job.	(opposite *permanent*) with only a short contract, e.g., for six months
5	It's a _____ job.	(opposite *full-time*) only working a few hours a day

b Complete the sentences with the correct prepositions.

1 I **work** *for* a multinational company.
2 I'm _____ **charge** _____ the marketing department.
3 I'm **responsible** _____ customer loans.
4 I'm _____ school (college).
5 I'm _____ my third year.

c 4 43 Listen and check **a** and **b**.

3 WORD BUILDING

a Make nouns from the following verbs by adding *-ment, -ion,* or *-ation*, and making any other necessary changes.

1 promote	*promotion*	4 employ	
2 apply		5 qualify	
3 retire		6 resign	

b Make nouns for the people who do the jobs by adding *-er, -or, -ian*, or *-ist*, and making any other necessary changes.

1 science		4 pharmacy	
2 law		5 farm	
3 music		6 translate	

c 4 44 Listen and check **a** and **b**. Underline the stressed syllable in the new words.

d Cover the nouns and look at 1–6 in **a** and **b**. Say the nouns. Think of two more jobs for each ending.

***job* or *work*?**
I'm looking for ***work****.* *I'm looking for a* ***job****.*
Work is an uncountable noun and has no plural.
NOT ~~*I'm looking for a work.*~~
Job is a countable noun.
There are several jobs available in this company.

◀ p.78

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

	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