

# مقرر لغة 2

لكافة كليات ومعاهد

جامعة حماة ما عدا

السنة التحضيرية

## UNIT 6

# Holidays

1

adventure holiday   beach holiday   camping holiday  
(river) cruise   package holiday   safari   sailing holiday  
sightseeing tour

2 Cross out one adjective which does not collocate with the noun.

- 1 rocky/pebbly/snow-capped/scenic mountains
- 2 dramatic/sandy/scenic waterfall
- 3 snow-capped/green/lush/scenic valley
- 4 unspoilt/scenic/pebbly/rocky coastline
- 5 sandy/pebbly/tropical/rocky/lush beach
- 6 tropical/snow-capped/desert island
- 7 sandy/unspoilt/dramatic scenery

## ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera. I used words. I had already finished three notebooks and was into the fourth, a beautiful leather notebook I'd bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when

I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

I shouted to Dan: 'Look!' but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

'Wild horses?' he said. 'Why didn't you wake me up?'

'I tried. But they were gone after a few seconds.'

'Typical,' he said. 'The best photos are the ones we never take.'

We checked into a dusty hotel and slept the sleep of the dead.

## Reading

- 1 a Complete the phrases with the words from the box.

diary emails home photos souvenirs

phone home

- 1 keep a \_\_\_\_\_
- 2 take \_\_\_\_\_
- 3 buy \_\_\_\_\_
- 4 send postcards/letters/\_\_\_\_\_

b Do you do any of the things in exercise 1a when you travel?

- 2 Work in pairs and discuss the questions.

- 1 Have you been/Would you like to go to Africa?
- 2 What you would expect to see/experience there?

## Vocabulary | descriptive language

- 5 Look at the descriptive language from the extract. Choose the correct words in *italics* and answer the questions.

We shot through the barren landscape (line 1)

*This means we moved very fast. Normally we use the word 'shoot' when guns are involved – 'He shot someone!'*

- 1 *drunk on sensations* (line 9)  
This means that you have seen and heard so much that you feel *incredible/bored*.  
What normally makes people drunk?
- 2 *roaring of the water* (line 9)  
This means the water *makes a loud noise/is quiet*.  
What animal normally roars?
- 3 *quietness fell over us* (lines 14–15)  
This means that as they drove *they had a small accident/it became silent*.  
Give some more everyday examples of things that fall.
- 4 *caught my eye* (line 16)  
This means that she had *something in her eye/noticed something and looked at it*.  
What else can you catch?
- 5 *slept the sleep of the dead* (lines 34–35)  
This means that they slept *very well/very badly*.

- 3 Read the extract from *Travels Across Africa* by Sophie Van Ranst, and answer the questions.

- 1 Where are Sophie and Daniel?
- 2 Do they experience the things you talked about in exercise 2?
- 3 How do they like to remember their travels?

- 4 Read the extract again. Write true (T), false (F) or not given (NG).

- 1 They drove slowly through the busy desert.
- 2 Sophie wrote about her experiences in a notebook.
- 3 Daniel took photos of the Victoria Falls.
- 4 They had seen a lot of things, and heard many stories.
- 5 Daniel was driving when they saw the horses.
- 6 They had seen other animals, but they hadn't seen wild horses before.
- 7 The horses didn't come near the car.
- 8 Sophie woke Daniel so that he could take photos.

## Grammar | Past Perfect Simple

- 6 a Look at the Active grammar box and answer the questions. Then choose the correct underlined words.

b Find other examples of the Past Perfect Simple in the extract on page 78.

### Active grammar

(Past Simple)

(Past Perfect Simple)

We wanted to remember all we had seen ...

Which action happened first?

- 1 We saw things ...
- 2 We wanted to remember ... (the experience)

We use the Past Perfect/Past Simple to make it clear that one event happened before another one in the past.

We make the Past Perfect Simple with *had/hadn't* + past participle/infinitive.

**7** Read the text and put the verbs in brackets into the Past Simple or the Past Perfect.

I had been warned about the dangers in Peru, but no one (1) \_\_\_\_\_ (tell) me how incredibly beautiful it was. The mountains (2) \_\_\_\_\_ (be) all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) \_\_\_\_\_ (decide) to walk there rather than take the tourist train. The sun had only just come up and the air (4) \_\_\_\_\_ (smell) very fresh and sweet. Machu Picchu (5) \_\_\_\_\_ (be) built in around 1450 but archeologists think it (6) \_\_\_\_\_ (be) abandoned by the time the Spanish (7) \_\_\_\_\_ (arrive) in the area a hundred years later.

**8 a** Complete the sentences using the Past Perfect and your own ideas.

- 1 I got lost in the city because ...
- 2 My first evening on holiday went well because ...
- 3 I missed the flight because ...
- 4 I decided to travel overland because ...
- 5 There was a traffic jam because ...

**b** Have you ever been in any of the situations in exercise 8a? Work in pairs and discuss.

### How to... describe a memorable photo

Say when and where the photo was taken	: This photo shows ... : This is a photo I took in ...
Describe what you can see in the photo	: In the background/foreground, you can see ... : On the left-hand side/right you can see ... : I think this is ...
Give background information/talk about the people in the photo	: I/We had been (there) for ... : I was staying ... : We suddenly stumbled upon ... : Afterwards, we ... : We had always wanted to see ... : We had a really amazing day.

### Vocabulary 1 places in a city

**1 a** Work in pairs. Discuss the differences in meaning between each pair of words.

- 1 a castle/a palace
- 2 a museum/an art gallery
- 3 a pub/a café
- 4 a park/a garden
- 5 a lake/a fountain
- 6 a bookshop/a library
- 7 a shop/a market
- 8 a square/a roundabout
- 9 a hostel/a hotel
- 10 a canal/a river

## Reading and speaking

**7 a** What country do you think is shown in the photos? Why?

**b** If you went to this country, which of these things would you like to do?

- 1 eat food from many different cultures
- 2 visit a rainforest
- 3 go to the beach
- 4 see wildlife
- 5 go deep-sea diving
- 6 visit a vineyard

**c** Read the article. Which of the things above did Dannii do on her trip?

**8** Read the article again and answer the following questions.

- 1 Why does Dannii think Melbourne has become more cosmopolitan?
- 2 What does Dannii think is 'a wonderful challenge'?
- 3 What is St Kilda well known for?
- 4 What does the Queen Victoria Market sell?
- 5 What can you see as you drive along the Great Ocean Road?
- 6 What area of Australia does Dannii still hope to visit?
- 7 Why is it quite difficult to visit some of the resort islands?
- 8 What is Dannii's tip for making the long flight to Australia more comfortable?

**Dannii Minogue loves travelling the world as much as her sister Kylie, but after working away she says there's no place like home ...**

Melbourne is where I grew up so it obviously means a lot to me. It's a city that is constantly evolving. Melbourne people, like all Australians, enjoy travelling and their increasing experience of other countries means local tastes have changed. The city has become much more cosmopolitan.

One of the best places to visit is the Crown Casino, which features more than forty eating places all under one roof. Someone told me that in Melbourne you can sample the cuisines of seventy-five different countries; I haven't managed to eat my way through them all, but it's a wonderful challenge. And besides the top-class restaurants, you mustn't miss Melbourne's vibrant cafe culture, with wonderful beachside places at St Kilda.

If you enjoy your food, you will love exploring local produce markets. One I really like is the Queen Victoria Market on the corner of Queen and Elizabeth streets, which is open five days a week and sells a huge variety of fruit and vegetables.

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I've never been before. From Melbourne, we took the Great Ocean

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## Grammar | uses of *like*

- 9 a** Do these extracts from the article use *like* as a verb or as a preposition?

*Do you like it?* (verb)      *What's it like?* (preposition)

- 1 There's no place like home.
- 2 Melbourne people, like all Australians ...
- 3 One I really like is the Queen Victoria Market ...
- 4 I'd like to get to know some of the more exclusive resort islands ...
- 5 ... if you follow a routine like mine.
- 6 ... I just look like someone wearing pyjamas!

- b** Complete the Active grammar box with the example sentences (1–6) in exercise 9a.

### Active grammar

The word *like* can be used as a verb or a preposition.

As a verb

- A To enjoy something or to think that something is nice, good or right.  
e.g. sentence 3
- B To say what you want or to ask someone what they want.  
e.g. sentence \_\_\_\_
- C To suggest or offer something.  
*We could go to the art gallery if you like.*

As a preposition

- D Similar to something else or happening in the same way.  
e.g. sentence \_\_\_\_ and \_\_\_\_  
We often use *look* with this meaning.  
e.g. sentence \_\_\_\_  
We also use *sound/feel/taste*.  
*What's that noise? It sounds like an aeroplane.*  
*What does papaya taste like?*  
*It's so warm, it feels like summer.*
- E Used to give an example of something, instead of using *such as*.  
e.g. sentence \_\_\_\_
- F Used to ask someone to describe or give their opinion of something.  
*What is it like? It's very cosmopolitan.*

- 10** Complete the dialogues using expressions with *like*.

- 1 A: I have never been to Paris.  
What \_\_\_\_\_ ?  
B: Oh, it is a wonderful city.
- 2 A: What \_\_\_\_\_ do today?  
B: I don't mind. You decide.
- 3 I love old buildings \_\_\_\_\_  
castles and churches.
- 4 A: What \_\_\_\_\_ most about Krakow?  
B: I love the market square with all the cafés and restaurants.
- 5 A: I am not sure if I will recognise Mr Williams. What \_\_\_\_\_ he \_\_\_\_\_ ?  
B: He is tall, with dark hair.
- 6 A: Why didn't you like the food?  
B: Because it was horrible! It \_\_\_\_\_ rubber.
- 7 A: I \_\_\_\_\_ really \_\_\_\_\_ modern art.  
B: Neither do I. The paintings often \_\_\_\_\_ the work of children.
- 8 A: Shall we go out tonight?  
B: We can \_\_\_\_\_ .

## Travellers' tales

### Vocabulary 1 travelling

**1 a** Complete the texts with the adjectives in the box.

barren cultural famous  
independent local new  
package sandy  
unforgettable tropical

#### A

Tourists ... are not so interested in (1) \_\_\_\_\_ experiences and sensations. When they go abroad, they either go sightseeing to see (2) \_\_\_\_\_ landmarks like St Mark's Square in Venice, or to (3) \_\_\_\_\_ beaches where they do nothing but sunbathe. Many tourists prefer (4) \_\_\_\_\_ holidays, which include travel, accommodation, and sometimes even food. Tourists just want to have fun and relax.

#### B

Travellers ... go to the (1) \_\_\_\_\_ capitals, just like tourists. However, travellers also explore (2) \_\_\_\_\_ rainforests, (3) \_\_\_\_\_ deserts and other places where tourists never go. Travellers try to experience the (4) \_\_\_\_\_ culture and meet the people who live there. They prefer (5) \_\_\_\_\_ travel to package tours and hope to experience an (6) \_\_\_\_\_ journey.

**8** Work in pairs. Read the article again and answer the questions.

- 1 Is the article very serious, semi-serious or not serious? How do you know?
- 2 In your opinion, which are the most amazing events/coincidences in the article? Which are lucky? Which could have logical explanations?
- 3 Have you experienced a strange event/coincidence? What happened?

**9** Work in pairs. Retell the stories from the article using the key words below to help. Try to use some of the words and phrases in the box.

amazingly ...    ... didn't expect to ...    Luckily, ...  
turned out ...    unbelievably, ...

- 1 family/Australian coast/whale/boat
- 2 Roger/drowning/saved/beach/Alice/beach/husband
- 3 dog/Indiana/3,000 miles/Rocky Mountains
- 4 Karen/beach/ring

## Strange things happen when you travel ...

**T**he Johnson family expected to see some whales when they chartered a boat to sail around the Australian coast. But they didn't expect a 30-foot humpback whale to leap out of the ocean onto their boat. Amazingly, no one was seriously hurt, not even the whale.

If you think that's unbelievable, how about the story of Roger Lausier? Aged four, he had wandered away from his mother on Salem beach, Massachusetts and was saved from drowning by a woman called Alice Blaise. Nine years later, the thirteen-year-old Roger was on the same beach when he saw a man fall overboard. Roger saved his life. The man turned out to be Alice Blaise's husband.

Some of the most incredible travel stories, it seems, are about a pet. In August 1923 the Brazier family, holidaying in Indiana, lost their dog, Bobbie, and had to return home to Oregon, 3,000 miles away, without him. Unbelievably, Bobbie travelled across icy rivers, climbed the Rocky Mountains and, six months later, arrived back home in Oregon.

Or more recently, Charlie, a cat who decided to take a nap inside the engine of his neighbour's car and ended up being driven 160 miles away. Luckily for him, he was completely unhurt.

What about the things people lose and find when they are travelling? Rings are top of the list. In Hawaii, Ken Da Vico, who is a professional diver, claims to find about fifteen wedding rings a year in the sea. He returns many of them to their owners. Even if a fish eats the ring, there is still hope. There are many cases of rings being found years later inside the stomachs of sharks, mussels and other kinds of fish. Less common is when the loser finds the lost ring, as happened when Karen Goode went to a beach in Wales and found a ring she had lost there ten years before.

## Grammar | articles

**10** Look at the Active grammar box and match the example phrases/sentences (1–8) below with the rules (A–H).

- 1 Ken de Vico, who is a professional diver, says ...
- 2 In Hawaii, ...
- 3 Some of the most incredible travel stories ...
- 4 Rings are top of ...
- 5 They didn't expect a 30-foot humpback whale to leap out of the ocean ...
- 6 They didn't expect a 30-foot humpback whale to leap out of the ocean.
- 7 No one was seriously hurt, not even the whale.
- 8 Some of the most incredible travel stories are about a pet.

**11** Find and correct the mistake in each sentence.

- 1 The travellers should always respect other people's culture.
- 2 The Europe is not most beautiful continent.
- 3 The good way to see a country is to go by train.
- 4 It'd be really relaxing to go on trip along a river, like River Nile, for example.
- 5 The delayed flights are one of greatest problems travellers face these days.
- 6 Before going abroad, you should learn a few words of a local language.
- 7 The travel is a bit boring for me.
- 8 I hate travelling in the aeroplanes.

**12** Complete the stories with *a/an/the* or *–* (no article).

Alvaro Cortez met his girlfriend, (1) \_\_\_\_\_ musician called Pilar, at college in Madrid, and she showed him her favourite guitar. (2) \_\_\_\_\_ guitar was (3) \_\_\_\_\_ same instrument that Alvaro's grandfather had played fifty years earlier. It had been lost when his grandfather moved to (4) \_\_\_\_\_ new house in (5) \_\_\_\_\_ Valencia, Spain.

Michael and Tamara Weisch went on (6) \_\_\_\_\_ two-week holiday to Warsaw. One evening, in (7) \_\_\_\_\_ restaurant of (8) \_\_\_\_\_ small hotel where they were staying, they started talking to another couple, who, they soon realised, were also called Michael and Tamara Weisch, also from (9) \_\_\_\_\_ New York City. But (10) \_\_\_\_\_ best coincidence of all: both couples had been to (11) \_\_\_\_\_ same hotel in Prague exactly a year before.

### Active grammar

- A** We use *a/an* when something is one of many. e.g. sentence \_\_\_\_\_
- B** We use *a/an* when it's the first time something has been mentioned. e.g. sentence \_\_\_\_\_
- C** We use *a/an* with jobs. e.g. sentence \_\_\_\_\_
- D** We use *the* when something is the only one. e.g. sentence \_\_\_\_\_
- E** We use *the* when something has been mentioned before. e.g. sentence \_\_\_\_\_
- F** We use *the* with superlatives. e.g. sentence \_\_\_\_\_
- G** We use no article (–) when we make generalisations with plural or uncountable nouns. e.g. sentence \_\_\_\_\_
- H** We use no article (–) with most names of people and places. e.g. sentence \_\_\_\_\_

We use *the* in names if the title includes *States, Kingdom and Republic*: *the United States, the United Kingdom, the Republic of China*.

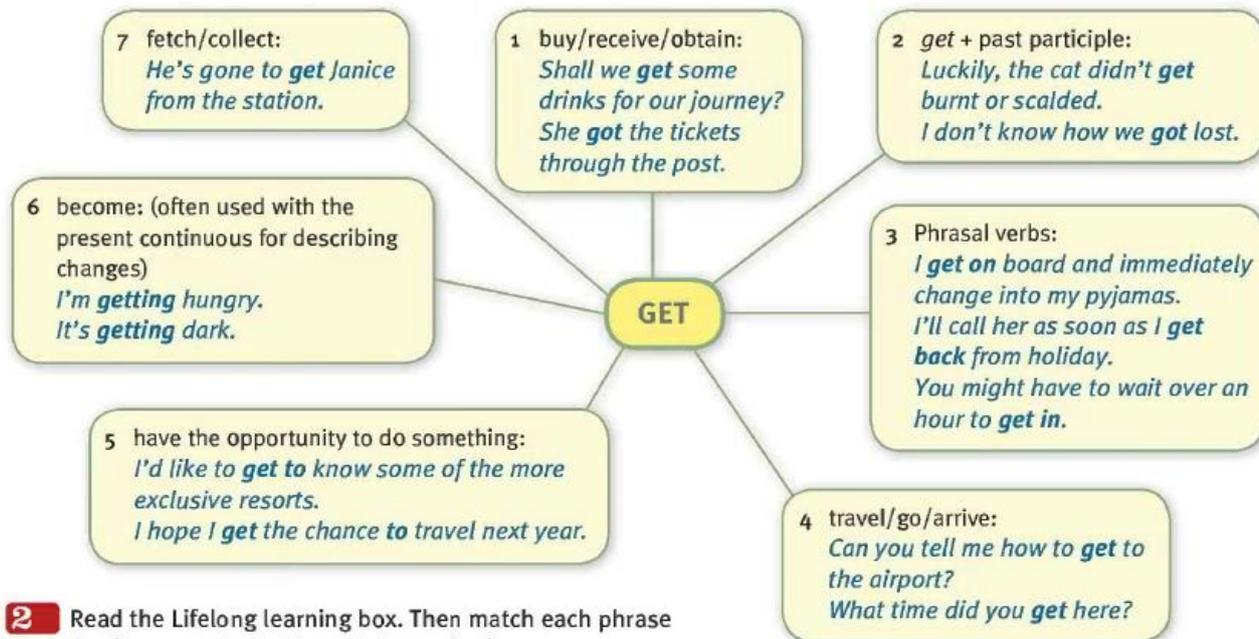
We use *the* if the name is a plural: *the Netherlands, the Andes, the Falkland Islands*.

We say *the south of Spain*, but *southern Spain* and *the north of Africa*, but *North Africa*.

We use *the* with rivers, seas, oceans and deserts: *the Pacific Ocean, the River Thames*.

### Vocabulary | expressions with *get*

**1** Look at the mind map and tick (✓) the expressions with *get* that you know. Can you add any more expressions to the map?



**2** Read the Lifelong learning box. Then match each phrase (a–e) to a section of the mind-map (1–7).

### Maps for the mind

! Don't always write new vocabulary in a list. Use maps like the one above to put related words together. This will help you to remember them.

- a How did you **get away with** that? (section 3)
- b I forgot my umbrella so I **got** really wet.
- c I **got** some directions to the hotel in an email.
- d It's quite easy to **get around** the city.
- e I **got** really **lost** in the old part of town.

Lifelong learning

**4 a** Work in groups. Write a story using the phrases from the box, and other *get* phrases you know.

get a taxi   get back   get bored  
get married   get cold  
get directions   get divorced  
get home   get ill   get lost  
get on (with)   get to the airport late  
get to the hotel   get someone a drink  
get wet

**b** Write your story for other students to read. Leave spaces where there is an expression with *get*. Can the other students guess which word/phrase is missing?

*Jim was planning to get \_\_\_\_\_ but on the way to the church ...*

**3** Complete the story with the words/phrases in the box.

get away with   get it into   get off   get on   getting on  
got   got out of

The funniest thing that ever happened to me on an airplane was about twenty years ago, in Brazil. My boyfriend and I were (1) \_\_\_\_\_ a flight from Recife to Brasilia. In front of us in the queue to (2) \_\_\_\_\_ board was a woman carrying a large cardboard box. She tried to (3) \_\_\_\_\_ the overhead locker, but it was too big, so she sat down directly behind us with the box on her lap.

Before we could take off, there was a squawking noise and all of a sudden a parrot landed on my boyfriend's head! Honestly! It had (4) \_\_\_\_\_ the cardboard box and the cabin crew had to chase it round the plane for quite some time before they caught it. The lady and the parrot both had to (5) \_\_\_\_\_ the plane. She (6) \_\_\_\_\_ very angry, but I don't know how she thought she would (7) \_\_\_\_\_ it!

## UNIT 7

# Learning

- 2** Make as many verb/noun collocations as possible using the nouns in the box and the verbs in the table below.

a ~~course~~ a decision a degree an exam from university good marks  
a mistake notes progress some research  
a subject (History, Law, Architecture, etc.) a suggestion to a lecture  
to class your best well at something

Get	Take	Do	Pass	Fail	Revise	Go	Make	Graduate
	<i>a course</i>							

- 3 a** Complete the sentences with verbs from exercise 2.

- 1 Before exams do you usually \_\_\_\_\_ alone or with friends? Which is better?
- 2 Do you think that to learn anything you have to be willing to \_\_\_\_\_ mistakes? Why/Why not?
- 3 What other courses have you \_\_\_\_\_/done in the past? What was good/bad about them?
- 4 If you \_\_\_\_\_ to a lecture, do you make lots of notes or just listen?
- 5 How can you \_\_\_\_\_ good marks in your English test?
- 6 What is more important? To \_\_\_\_\_ well at something or to \_\_\_\_\_ your best?

- b** Work in pairs and discuss the questions in exercise 3a.

## Vocabulary | learning

**3 a** Complete the phrases with the words in the box.

crash heart picking steep thrown

- 1 That was one thing that I had to learn by \_\_\_\_\_.
- 2 I was amazed how quickly I started \_\_\_\_\_ it up.
- 3 An occasion where I had a really \_\_\_\_\_ learning curve was ...
- 4 I was just \_\_\_\_\_ into everything.
- 5 I took a one-day \_\_\_\_\_ course in parachuting.

**b** Match the phrases in **bold** in exercise 3a with the definitions (a–e).

- a a short learning programme in which you study a subject very quickly
- b to memorise something so you can do or say it without referring to anything written down
- c made to deal with something difficult without being prepared for it. We also say 'someone was \_\_\_\_\_ in at the deep end'.
- d when you had to learn something really quickly to succeed
- e learning something without really trying

## How to... describe a learning experience

What you did/learnt : *About a year ago I took an interest in ...*

: *I was studying (for) ...*

: *I was training for ...*

: *I needed to learn the basics of ...*

: *I had to revise for ...*

: *I took a one-day crash course in ...*

: *I used to practise ... over and over ...*

How you felt about it : *I was amazed how quickly I started picking it up.*

: *It was important/difficult/easy/useful/a waste of time.*

: *What surprised me was ...*

: *I'm not sure I'd want to do it again.*

: *It was a great experience, even though it was hard work.*

: *I really didn't know what to expect ...*

**5 a** Think about a good (or bad) learning experience you have had. Make questions from the prompts below.

- 1 What/you/learning? Why?
- 2 Why/experience/good(or bad)?
- 3 How/you/learn?
- 4 Learn/in a group/on your own?
- 5 It/easy/difficult to learn?
- 6 How/you/make progress?
- 7 You/learn/useful techniques?

**b** Answer the questions in exercise 5a. Make notes.

**c** Work in pairs and tell each other about the experience. Use the How to... box in exercise 4 and give as much detail as possible.

## Reading

**6** What do you think is the connection between light bulbs, crisps, bread and post-it notes? Read the article to find out.

### Mistakes that work ...

People who don't make mistakes are unlikely to learn anything.

The best way to learn something is to make mistakes first. Thomas Edison, who invented the light bulb, told his colleagues: 'Of the 200 light bulbs that didn't work, every failure told me something I was able to incorporate into the next attempt.' Benjamin Franklin, the US statesman and scientist once said: 'I haven't failed, I have had 10,000 ideas that didn't work.'

Both these people understood that failures and false starts are the condition of success. In fact, a surprising number of everyday objects had their beginnings in a mistake or a misunderstanding. Post-it notes, packets of crisps and even bread are all unexpected inventions. In 2600 BC, a tired Egyptian slave invented bread when the dough rose during his sleep. And crisps were first cooked by a chef in the USA when a customer complained that his fried potatoes were not thin enough.

In 1968 Spencer Silver was trying to develop a strong adhesive when he accidentally invented a very weak glue instead. His colleague, Art Fry, decided to use it six years later, in 1974, to hold his bookmarks in his books and the post-it note was invented.

Successful businesspeople have often made big, expensive mistakes in their past. When an employee of IBM made a mistake that cost the company \$600,000, Thomas Watson, the chairman, was asked if he would fire the man. 'Of course not,' he replied. 'I have just spent \$600,000 training him. I am not going to let another company benefit from his experience.'

The important thing to remember is that you need to learn from your mistakes. If you don't, then there is no sense in making them.

**7** Write the questions for the following answers.

200

*How many of Edison's lightbulbs didn't work?*

- 1 10,000
- 2 2600
- 3 1968
- 4 1974
- 5 600,000

**8** Work in pairs and discuss the questions.

- 1 Do you agree with what the article says about mistakes?
- 2 Give an example of a time when you did/didn't learn from your mistakes.

**9** Read the Lifelong learning box and complete the exercise.

#### Using a correction code

! Sometimes you can learn by correcting your own mistakes. Your teacher could use a correction code to help you.

- WW – wrong word
- WT – wrong tense
- WF – wrong form
- WO – wrong order
- Sp – spelling
- P – punctuation
- M – something is missing

Use the correction code in the text below. Then correct the mistakes.

I started learning drive (WF) when I am seventeen. I very nervous. My father tort me in his car to drive and everytime I did a mistake he shouted to me it took me long time to learn.

Lifelong learning

- 11** You are going to test your general knowledge by writing and answering some questions. First look at the Active grammar box and choose the correct underlined words.

### Active grammar

#### Object questions

*Thomas Edison invented the light bulb.*

*What did Thomas Edison invent?*

The light bulb is the subject/object of the question.

#### Subject questions

*Thomas Edison invented the light bulb.*

*Who invented the light bulb?*

Thomas Edison is the subject/object of the question.

When a *Wh-* word refers to the subject in a question we do not use an auxiliary verb. The word order is the same as the affirmative.

Subject + verb + object

*Who wrote The Lord of the Rings?*

## Great teachers

- 1 After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise book to each pupil.
- ‘You have all brought your own pencils, I hope,’ she said.
- 5 ‘Yes, Miss Honey,’ they chanted.
- ‘Good. Now this is the very first day of school for each one of you. It is the beginning of at least eleven long years of schooling that all of you are going to have to go through. And six of those years will be spent right
- 10 here at Crunchem Hall, where, as you know, your headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave yourselves in her presence. Never argue with her. Never
- 15 answer her back. Always do as she says. If you get on the wrong side of Miss Trunchbull she can liquidise you like a carrot in a kitchen blender. It’s nothing to laugh about, Lavender. Take that grin off your face. All of you
- 20 will be wise to remember that Miss Trunchbull deals very severely with anyone who gets out of line in this school. Have you got the ‘message?’
- ‘Yes, Miss Honey,’ chirruped eighteen eager little voices.

From *Matilda* by Roald Dahl

**3** Read the text again and write true (T) or false (F).

- 1 Miss Honey reads the names of all the children.
- 2 The school provides pencils for the children.
- 3 All the children are new to the school.
- 4 They will stay at the school for eleven years.
- 5 Miss Trunchbull is the class teacher.
- 6 Miss Honey tells the children how to behave in front of the headmistress.
- 7 Miss Honey advises the children not to argue with each other.
- 8 The children are happy about being at school.

**4** Look at the words/phrases from the extract and underline the correct definition.

- 1 strict discipline (line 13): *making people obey rules/have fun*
- 2 take my advice (line 14): *do what I suggest/give me a suggestion*
- 3 behave yourselves (lines 14–15): *act like a good/bad child*
- 4 argue (line 15): *agree/disagree with someone by talking or shouting*
- 5 answer back (line 16): *reply politely/rudely (especially for children)*
- 6 deals severely with (lines 20–21): *punishes/rewards*

**5 a** Complete the sentences using some of the words and phrases in exercise 4.

- 1 I didn't \_\_\_\_\_ myself when I was at school.
- 2 I believe that \_\_\_\_\_ is important when you are bringing up children.
- 3 I think you should \_\_\_\_\_ your father's \_\_\_\_\_. He is usually right.
- 4 My brother and I \_\_\_\_\_ a lot, but we still get on well.
- 5 My teacher \_\_\_\_\_ with anyone who arrives late at school.

**b** Change three of the sentences in exercise 5a so that they are true for you. Work in pairs and compare.

## Vocabulary | personal qualities

- 6 a** Check you understand the meaning of the words in the box. Is each one the quality of a good or a bad teacher?

boring calm clear encouraging  
enthusiastic frightening imaginative  
inspiring interesting knowledgeable  
patient strict tolerant understanding

- b** Choose the correct words in *italics*.

- Her classes were so *boring/inspiring* that everyone fell asleep.
- My teacher is very *patient/knowledgeable*. He explains things many times.
- When students have problems, our teacher helps them. He is very *understanding/calm*.
- The students know everything about the topic. They are extremely *patient/knowledgeable*.
- My teacher is rather *strict/interesting*. No one dares to break the rules.
- Our teacher is very *encouraging/boring* when we find things difficult, so we don't give up.

## Vocabulary | word building

- 8 a** Complete the table with the missing words.

Verb	Noun	Adjective
1 _____	<i>imagination</i>	_____
2 <i>know</i>	_____	_____
3 _____	<i>fright</i>	_____
4 <i>encourage</i>	_____	_____
5 _____	_____	<i>inspiring</i>
6 _____	<i>tolerance</i>	_____
7 <i>bore</i>	_____	<i>boring</i>
8 <i>clarify</i>	_____	<i>clear</i>

- b** Do these endings usually indicate a noun or an adjective? Write *N* for noun and *A* for adjective.

- |                            |              |
|----------------------------|--------------|
| 1 -tion/sion/cian <i>N</i> | 5 -ance/ence |
| 2 -ment                    | 6 -ive       |
| 3 -ing                     | 7 -able      |
| 4 -dom                     |              |

## Grammar | used to and would

- 10 a** Complete the sentences (1–5) in the Active grammar box by looking at the audioscript for track 2.13 on page 172. Then choose the correct underlined words to complete rules (A–D).

- b** Underline other examples of *used to* and *would* in the audioscript.

### Active grammar

- A** We use *used to* + verb and *would* + verb to talk about single actions/repeated actions in the past which don't happen now.

- We* \_\_\_\_\_ *throw paper at him*. (action)
- She* \_\_\_\_\_ *play us Mozart*. (action)

- B** We only use *used to* + verb/*would* + verb to talk about states in the past.

- She* \_\_\_\_\_ *live in Zimbabwe*.
- I* \_\_\_\_\_ *like her lessons at all*. (state)

NOT: ~~*She would live in Zimbabwe.*~~ or ~~*I wouldn't like her lessons at all.*~~

- C** *Used to/Would* is usually contracted to 'd in spoken English.

- We'* \_\_\_\_\_ *learn about the stars*.

- D** The negative and question form is *use to/used to*.

- 11** Read the text and decide if one or both of the words in *italics> are correct in each case.*

#### Going to school

I didn't (1) *use to/would* like the journey to school. I (2) *used to/would* go by bus, but I was afraid of the other children. They were bigger than me, and they (3) *used to/would* shout at me. I always sat at the back of the bus, even though it (4) *would/used to* be the hottest place, and I (5) *used to/would* hope that no one could see me. It's funny to think that those boys were probably only eight years old, but I (6) *would /used to* be so frightened.

- 12** Complete the sentences with *use to* or *used to* and a verb from the box.

be not behave do eat not go like live not watch

- 1 Did your life \_\_\_\_\_ very different when you were a child? How?
- 2 I \_\_\_\_\_ playing outside with my friends.
- 3 I \_\_\_\_\_ TV in the evenings.
- 4 We \_\_\_\_\_ in the countryside, but now I live in Vienna.
- 5 My family \_\_\_\_\_ to the seaside at the weekend.
- 6 Did you \_\_\_\_\_ ice cream every day?
- 7 My best friend at school was called Sam. We always \_\_\_\_\_ our homework together.
- 8 I \_\_\_\_\_ very well at school.

## It's never too late

► At the age of 100, Rose Hacker started a new career as a journalist after a newspaper editor heard her giving a speech. This career was just one of many she had in her lifetime. Her first job was as a clothes designer, buyer and model for her father's fashion business. She also managed to find the time to do charity work and teach in the evenings. Later she became a marriage counsellor and even a member of parliament. She said of old age, 'You need to keep as interested as you can.' She died at the age of 101.

► Joan Collins can't believe she's seventy-seven – she certainly doesn't look it. She made her first films in the 1950s and is still one of Britain's best known actors. Probably most famous for her role in the 1980s classic soap, *Dynasty*, Joan has always been very glamorous.

She recently made a television programme, *Joan Does Glamour*, with the aim of showing younger women how they can dress with a bit more style.

Joan insists that she has never had plastic surgery and that she never will. She claims that her good looks are a result of good skincare and make-up.

► Anna Moses, better known as 'Grandma Moses', began her career as a painter in her seventies after she gave up embroidery because she couldn't hold a needle anymore. She lived until 101 and became very famous in her own lifetime for her pictures of country scenes in America. At first she used to charge \$2 for a small painting and \$3 for a larger one, but one of her paintings was recently sold for \$1.2 million.

## Grammar | modals of ability, past and present

- 6 a** Complete the sentences with the words in the box. You will need to use some words more than once.

can can't couldn't managed to was able to

- Rose Hacker also \_\_\_\_\_ find the time to do charity work and teach in the evenings.
- Rose said of old age, 'You need to keep as interested as you \_\_\_\_\_.'
- Joan Collins \_\_\_\_\_ believe she's seventy-six.
- She aims to show younger women how they \_\_\_\_\_ dress with a bit more style.
- Grandma Moses gave up embroidery because she \_\_\_\_\_ hold a needle anymore.
- Somehow Buster Martin and his wife \_\_\_\_\_ have seventeen children.
- Peter Oakley thinks it was lucky that he \_\_\_\_\_ stay on at school after the age of fourteen.
- When her husband died, Mary Wesley \_\_\_\_\_ survive on her small pension.

- 8** Underline all the words in *italics* which are possible.

- Amazingly, Rose Hacker *has been able to/managed to/could* become more active as she has got older.
- Joan Collins *can't/isn't able to/doesn't manage to* believe she's seventy-six.
- She would like to *could/can/be able to* help younger women be more stylish.
- Grandma Moses gave up embroidery because she *wasn't able to/couldn't/didn't manage to* hold a needle anymore.
- Peter Oakley thinks it was lucky that he *could/was able to/managed to* stay on at school after the age of fourteen.

- 7** Look at the Active grammar box and tick (✓) the correct boxes. Use the sentences in exercise 6a to help you.

### Active grammar

	General ability	Succeed in actually doing something
<i>can/can't</i>	✓	
<i>could/couldn't</i>		
<i>be able to/not be able to (or be unable to)</i>		
<i>manage to/not manage to</i>		

In the present tense we usually use **be able to** after another verb.

*I'd like to be able to help you.*

We use **managed to** when the speaker believes that the action is difficult for the person doing it.

*Have you managed to finish that essay yet?*

- 9** Complete the sentences using *could* where possible, or *managed to* where *could* is not possible.

- Sir Ranulph Fiennes, aged sixty-five, \_\_\_\_\_ climb Mount Everest on his third attempt.
- In 2002, Hakan Sükür \_\_\_\_\_ score the fastest goal in World Cup history.
- Usain Bolt \_\_\_\_\_ win both the 100 m and 200 m World and Olympic titles at the same time.
- In 1954, Emil Zátopek, \_\_\_\_\_ break the world record for running 10 kilometres.
- Mozart \_\_\_\_\_ compose piano music at the age of four.
- Grandma Moses \_\_\_\_\_ paint more than 1,000 paintings.
- People say that Pavarotti was the only singer who \_\_\_\_\_ sing better than Caruso.

## How to... carry out an interview

Initial questions : *Would you mind telling me ... ?*  
 : *I wonder if you could tell me ... ?*  
 : *Can you give me an example of ... ?*

Follow-up questions : *And how/why did you (learn to) do that?*  
 : *That sounds interesting, tell me a bit more ...*  
 : *I'd love to hear a bit more about that.*

## Vocabulary | learning: idioms and phrasal verbs

- 1 a** Which subjects do you associate with the sentences below?
- I read five novels a week. I'm a complete **bookworm**. *Literature*
  - I haven't got a clue about Algebra.
  - The question about bacteria was so difficult. I just made a **wild guess**.
  - I know Puccini's operas **inside out**.
  - Simon always gets good grades for his paintings. He's the **teacher's pet**.
  - My teacher **gave me a hand** with my essay about African deserts.
  - I passed the vocabulary test **with flying colours**.
  - Learning the table of elements was a **piece of cake**!

**b** Match the words and phrases in **bold** in the sentences (1–8) in exercise 1a with the definitions (a–h).

- helped someone
- very easy
- don't know anything about something
- the teacher's favourite student
- know a subject or topic very well
- a person who reads a lot of books
- gave an answer without thinking about it (the answer may be completely wrong)
- did very well indeed in an exam

- 5 a** Choose five of the sentences below and complete them so that they are true for you.
- I know \_\_\_\_\_ inside out.
  - I haven't got a clue about \_\_\_\_\_.
  - I picked up some \_\_\_\_\_.
  - I sometimes make a wild guess if \_\_\_\_\_.
  - I've learned \_\_\_\_\_ by heart.
  - \_\_\_\_\_ is a piece of cake!
  - I need to brush up on \_\_\_\_\_.
  - The teacher's pet in my \_\_\_\_\_ class was \_\_\_\_\_.
  - The last time I gave someone a hand was \_\_\_\_\_.

- 4 a** Match the phrasal verbs in **bold** in the sentences (1–5) with their definitions (a–e).

- I **picked up** a lot of new words when I visited Poland last summer.
- I need to **brush up on** the theories of Nietzsche and Sartre.
- I always used to **mess around** in lessons. The teacher got really cross.
- The exam is in a couple of weeks. I must **get down to** some work.
- I found the course really difficult. Luckily I **got through** the exam.

- passed
- learned something without trying
- start doing something which needs time or energy
- do things which are silly or not useful
- practise something so you are as good at it as you used to be

**b** Complete the phrasal verbs with the correct particle(s).

- I always find it hard to get \_\_\_\_\_ revising.
- Stop **messing** \_\_\_\_\_ and get ready!
- Joe watched how they did it to see if he could **pick** \_\_\_\_\_ any tips.
- I must **brush** \_\_\_\_\_ my Polish before I go to Warsaw next month.
- You'll never get \_\_\_\_\_ the exam if you don't work harder.

# Some methods for memorisation

## Finger Method

Just 'count' new words on your fingers to help you remember them. This technique is useful for things like lists, numbers and days of the week, though it doesn't always help you remember things long term.

## Linking Method

To use this method, create sound or sight links between the new word or phrase and a word that actually has a different meaning, but sounds similar in your own language. For example, an English person trying to learn the Spanish word 'banco' (bench) could imagine themselves sitting on a bench outside a bank.

## Pictorial Method

Imagine a scene or picture that really reminds you of that word. It doesn't have to mean the same, but it needs to be strongly connected in your mind. Draw the picture.

## Mnemonics Method

Take the first letter of a series of words you want to learn and make a new word from the first letter of each one. For example:

**B**oring, **U**nderstanding, **C**alm,  
**K**nowledgeable, **E**ncouraging, **T**olerant →  
BUCKET

Or use the words to make a sentence.

For example:

Collect, butterfly, exciting → Karen collects exciting butterflies.

## Story Method

Make up a story using the new words in a setting or context that helps you remember them.

## 7 Reference

### Subject and object questions

#### Object questions

When a *Wh-* question word is the object of the question, we use the normal question word order.

Form: question word + auxiliary + subject + verb

*Who did you shout at?*

*What did you buy?*

Most questions that we ask are object questions.

#### Subject questions

When a *Wh-* question word is the subject of the question, the word order is the same as an affirmative sentence (there is no 'inversion' and we don't use an auxiliary verb).

Form: question word + verb + object

*Who shouted at you? (NOT: Who did shout at you?)*

*What happened? (NOT: What did happen?)*

### used to and would

*I used to live in Rome.*

*She didn't use to like olives.*

*She wouldn't return my phone calls.*

*Did you use to live in Italy? Yes, I did. / No, I didn't.*

*Would your parents tell you off for shouting?*

! There is no 'd' in the spelling of *use to* in negatives and questions.

*We didn't use to like our teacher.*

*Did you use to study art?*

We use *used to* and *would* to talk about repeated actions in the past which don't happen now. We only use *used to* to talk about states in the past.

*They used to/would meet every day. (action)*

*I used to love him. NOT: I would love him. (state)*

We use the Past Simple, not *used to*, to describe how long something lasted.

*I worked in Italy for five years. NOT: I used to work in Italy for five years.*

We use the Past Simple, NOT *used to/would*, to talk about a single event in the past.

*I broke my leg skiing. NOT: I used to break my leg skiing.*

We use the Present Simple, not *used to*, to talk about habits which are true now.

*I usually play football three times a week.*

### Modals of ability, past and present

We use *can*, *could* and *be able to* to describe general ability.

*I can swim but I can't dive.*

*I could speak French, but I couldn't speak German when I was at school.*

*I was able to run much faster when I was younger.*

We do not often use *be able to* in the present tense unless it is after another verb.

*I want to be able to help my kids with their homework.*

We use *be able to* to describe when someone actually succeeded in doing something, not *could*.

*She was able to visit him every week.*

*She could visit him every week. – This means she had the ability, but NOT that she actually did it.*

If we want to emphasise that the action is difficult, we can use *manage to* in the present or past.

*I usually manage to visit forty countries every year.*

*I managed to finish the book but it was very boring.*

In the negative we can use *couldn't*, *wasn't able to*, and *didn't manage to* for a specific action.

*I couldn't book the tickets.*

*I wasn't able to book the tickets.*

*I didn't manage to book the tickets.*

### Key vocabulary

#### Learning and education

academic formal/continuous assessment  
do a degree/an exam/a course/some research/  
a subject/your best/well at something  
fail an exam/a subject get good marks/a degree  
go to lectures/to class graduate from university  
make a mistake/progress/notes/a decision/  
a suggestion pass an exam/a subject  
revise notes/a subject seminar  
distance/blended learning  
take an exam/a course/notes/a subject

#### Personal qualities (2)

calm clear encouraging frightening inspiring  
interesting knowledgeable patient strict  
understanding

#### Learning idioms

bookworm crash course be thrown into something  
steep learning curve give someone a hand  
haven't got a clue know something inside out  
learn by heart make a wild guess  
pass with flying colours piece of cake  
practice makes perfect teacher's pet  
throw someone in at the deep end

#### Learning phrasal verbs

brush up on pick (something) up get down to (work)  
get through (an exam) mess around



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 159

# 7 Review and practice

## 1 Make questions using the words in brackets.

Something went wrong. (What?)

*What went wrong?*

- 1 Somebody phoned me last night. (Who?)
- 2 He gets the train at 18:00. (When?)
- 3 Maria taught her to play the piano. (Who?)
- 4 He failed the exam. (Why?)
- 5 Something fell on the floor. (What?)
- 6 An old man lives in that house. (Who?)
- 7 She ran into one of the offices. (Which?)
- 8 They met at a party. (How?)

## 2 Complete the sentences with *use to*, *used to* or *would* and a suitable verb from the box. Use *would* where possible.

dream get go out have live love read  
wake-up spend stay (x2) study think

When I was a child, I would wake up at 5:30 in the morning, and want to get up. My mother (1) \_\_\_\_\_ very angry if we went into her bedroom before it was light. So we (2) \_\_\_\_\_ in bed and sing songs until she came to get us. We didn't (3) \_\_\_\_\_ much for breakfast, just a piece of toast and glass of milk.

I (4) \_\_\_\_\_ going to school, and playing with all my friends. We didn't (5) \_\_\_\_\_ very much, and our exam results were never very good. To be honest, I (6) \_\_\_\_\_ schoolwork was a waste of time.

We (7) \_\_\_\_\_ in a village and at weekends, I (8) \_\_\_\_\_ a lot of time at home. We didn't (9) \_\_\_\_\_ much, instead we (10) \_\_\_\_\_ at home and help my mother. My father (11) \_\_\_\_\_ the newspaper, and watch the sport on television. I (12) \_\_\_\_\_ of being a famous footballer.

## 3 Correct the mistakes in the sentences. Two sentences are correct.

- 1 Sam use to smoke but now he has given up.
- 2 He didn't use to go to the gym, but now he goes every week.
- 3 Tomas would to go to the market every day with his father.
- 4 Emil used love riding horses on the beach.
- 5 They'd leave the keys in the door so I could open it.
- 6 Tom didn't use have a girlfriend, but now he has lots!
- 7 Myra used to being a dancer when she was younger.
- 8 She would dance for me one time when I came to visit.

## 4 Underline all the words in *italics* which are possible.

- 1 I'm studying English because I want to *can/ be able to/could* speak to overseas visitors.
- 2 How many languages *can/do you manage to/ are you able to* speak?
- 3 When I was younger I *can/could/was able to* touch my toes easily.
- 4 The door was stuck but finally I *could/ managed to/ was able to* open it.
- 5 I'd like to help you but I *couldn't/can't/ don't manage to*.
- 6 Yesterday I *couldn't/can't/wasn't able to* drive home because my car broke down.

## 5 Complete the school reports by choosing the correct word below (a, b, c or d).

Megan Bradman

Form: 7BI

Megan worked hard in History this term. She did very well in the final exam, and she knows the key events inside out. She just needs to (1) \_\_\_\_\_ up on her dates. Megan reads a lot - she is a real (2) \_\_\_\_\_! - and this has helped her pick (3) \_\_\_\_\_ a lot of information about the subject. An excellent term!

Dorothy Miller

Form: 7TG

Dorothy got 5 percent in her final exam, and she clearly hasn't got a (4) \_\_\_\_\_ about Geography. In the exam, she made several (5) \_\_\_\_\_ guesses about fairly easy questions. Some of the facts are easy to (6) \_\_\_\_\_ by heart, and she needs to do this quickly. The other students and I can (7) \_\_\_\_\_ her a hand, but Dorothy must work harder.

- (a) perfect (b) inside out (c) inside  
(d) up and down

- 1 (a) push (b) work (c) study (d) brush
- 2 (a) bookie (b) bookkeeper (c) bookworm (d) book reader
- 3 (a) up (b) on (c) to (d) over
- 4 (a) idea (b) hope (c) knowledge (d) clue
- 5 (a) errors (b) mad (c) wild (d) crazy
- 6 (a) study (b) memorise (c) know (d) learn
- 7 (a) give (b) take (c) help (d) get

8.1 Changing the rules

# The Forbidden Apple

**H**ome to 8.2 million people, 36 percent of whom were born outside the United States, New York, known as the Big Apple, is the biggest city in America. Nearly twenty times bigger than the capital, Washington DC, you might expect New York to be twenty times more dangerous. Actually, it's safer. Recent figures show that New York now has fewer crimes per 100,000 people than 193 other US cities. It's also healthier than it used to be. For example, the smoking rate has gone down from 21.5 percent a few years ago, to 16.9 percent today.

New Yorkers should be delighted, shouldn't they? In fact, many feel that New York is losing its identity. It used to be the city that never sleeps. These days it's the city that never smokes, drinks or does anything naughty (at least, not in public). The Big Apple is quickly turning into the Forbidden Apple.

If you decided to have a picnic in Central Park, you'd need to be careful – if you decided to feed the birds with the last crumbs of your sandwich, you could be arrested. It's banned. Even riding your bike with your feet off the pedals is now against the law. And you'd better have a bell on your handlebars too, or face a fine.

In many countries a mobile phone going off in the cinema is irritating. In New York it's illegal. So is putting your bag on an empty seat in the subway.

If you went to a bar for a drink and a cigarette, that would be OK, wouldn't it? Er ... no. You can't smoke in public in New York City. In fact, you can't smoke outdoors on the street or in parks either.

Some of the laws are not actually new, but have never been enforced before now, so most people are not actually aware that they are breaking the law.

The result is a lot of fines for minor offences. An elderly woman, advised by her doctor to keep her leg elevated to avoid a blood clot, was given a \$50 fine for resting a foot on the subway chair opposite her. Her appeal, backed by her doctor, was turned down. Elle and Serge Schroitman were fined for blocking a driveway with their car. It was their own driveway.

The angry editor of *Vanity Fair* magazine, Graydon Carter, says, 'Under New York City law it is acceptable to keep a gun in your place of work, but not an empty ashtray.' He should know. The police came to his office and took away his ashtray.

But not all of New York's inhabitants are complaining. Marcia Dugarry, seventy-two, said, 'The city has changed for the better. If more cities had these laws, America would be a better place to live.' Nixon Patotkis, thirty-eight, a barman, said, 'I like the new laws. If people smoked in here, we'd go home smelling of cigarettes.'

The new laws have helped turn the city into one of the healthiest and most pleasant places to live in America – very different from its old image of a dirty and dangerous city. Its pavements are almost litter-free, its bars clean and its streets among America's safest. Not putting your feet on subway seats might be a small price to pay.

## Reading

**1 a** Work in pairs. Decide if the following facts about New York are true (T) or false (F).

- 1 More than 8 million people live in New York City.
- 2 More than half the population of New York was born outside the US.
- 3 People often refer to New York as the Big Banana.
- 4 New York is the capital of the US.
- 5 New York is the most dangerous city in the US.

**b** Read the first paragraph of the article and check your answers.

**2 a** Which of the following things are illegal in your country or city?

- 1 Feeding wild birds.
- 2 Riding a bicycle without a bell.
- 3 Letting your mobile ring at the cinema.
- 4 Putting your bag on a spare seat on public transport.
- 5 Putting your feet on the seat on public transport.
- 6 Smoking in bars and restaurants.
- 7 Smoking in parks and on the street.
- 8 Keeping a gun at work.
- 9 Keeping an ashtray on your desk at work.

**b** Read the rest of the article and find out which of the things in exercise 2a are illegal in New York.

**b** Check the meaning of the following words and phrases from the article on page 106.

against the law    an appeal    banned    be arrested  
 break the law    face a fine    give someone a fine    illegal  
 a minor offence

**c** Work in pairs. Discuss the questions using the vocabulary in the box in exercise 3b.

- 1 What would happen if you did some of the things in exercise 2a in your country? Do you agree with the punishment?
- 2 Should smoking be banned in all public places? Even outside?
- 3 Which is more important – individual freedom, or health and safety for everyone?

### Grammar | Second Conditional

**4** Read the Active grammar box and choose the correct underlined words.

#### Active grammar

We use the Second Conditional to describe *an imaginary/a real* situation in the present or future and its result.

*If more cities had these laws, America would be a better place to live.*

In the *if* clause, use the Present Simple/Past Simple.

In the result clause, *would* (or *'d*) is used because the situation is *in the past/imaginary (hypothetical)*.

*If people smoked in here, we'd go home smelling of cigarettes.*

It is possible to use a modal verb such as *could* or *might* instead of *would*, if you are certain/not sure of the result.

*If you decided to feed the birds with the last crumbs of your sandwich, you could be arrested.*

First and Second Conditional:

In a real/possible situation we use the First Conditional/Second Conditional.

In an imaginary situation we use the First Conditional/Second Conditional.

The First Conditional/Second Conditional uses the Present Simple + *will*.

The First Conditional/Second Conditional uses the Past Simple + *would*.

### Vocabulary | cities

**8** Complete the table with words and expressions from the box.

building work    construction    drilling  
 exhaust fumes    heatwave    horns honking  
 roads being blocked    rush hour    terribly cold  
 tower blocks    traffic jams

Noise	
Congestion	
Pollution	
Weather	

**5** Make Second Conditional sentences using the verbs in brackets.

- 1 If you \_\_\_\_\_ (be) a New York police officer, \_\_\_\_\_ (arrest) someone for feeding birds?
- 2 I \_\_\_\_\_ (not/like) the new laws if I \_\_\_\_\_ (live) in New York.
- 3 Where \_\_\_\_\_ (go) if you \_\_\_\_\_ (want) a cigarette at work?
- 4 I \_\_\_\_\_ (not/be) very happy if I \_\_\_\_\_ (have to) pay a fine for putting my bag on a seat.
- 5 If New York \_\_\_\_\_ (not/have) these laws, tourists \_\_\_\_\_ (find) it dangerous and dirty.
- 6 If these laws \_\_\_\_\_ (exist) in your country, \_\_\_\_\_ (be) popular?
- 7 There \_\_\_\_\_ (be) less crime if the police \_\_\_\_\_ (have) more power in my country.

**a** Think about your town or city and use the language in the How to... box to make notes under the following headings.

- a What I like about my town/city
- b What I would like to change
- c How I feel about the town/city overall

### How to... discuss problems and suggest changes

Talking about what you'd like to change	<ul style="list-style-type: none"> <li>: <i>There are just a few things that I'd like to change ...</i></li> <li>: <i>I suppose I'd like to change ...</i></li> <li>: <i>There always seems to be a lot of ...</i></li> <li>: <i>It would be nicer perhaps if ...</i></li> </ul>
Accepting what you can't change	<ul style="list-style-type: none"> <li>: <i>... but there's not much I can do about that.</i></li> <li>: <i>But apart from that, ...</i></li> </ul>
Concluding	<ul style="list-style-type: none"> <li>: <i>I don't think I'd want to live anywhere else.</i></li> <li>: <i>I'd rather live in ...</i></li> </ul>

## 8.2 Change the world

# Comic marathon man raises £200,000

To the cheering of taxi drivers and the honking of horns, the comedian and actor Eddie Izzard ran into London yesterday to complete his 43rd marathon in 52 days. In total he had covered 1,100 miles.

Fighting blisters that have caused the nails on his smaller toes to fall off and his larger toes to swell into 'alien monsters', he ran up The Mall and into Trafalgar Square where he had started 7½ weeks ago.

In finishing he proved what many thought was an impossible task: that a 47-year-old comedian with no sporting experience could do something a top athlete might find difficult.

His 43 marathons were in aid of the charity *Sports Relief*, which raises money for the poor all over the world. So far Izzard has raised more than £200,000.

After only six weeks' training he started out on a journey that would take him to every corner of the British Isles. 'The first three weeks were the hardest,' he said. The non-stop pressure on his body led to sleepless nights and he would wake exhausted with 'blisters on top of blisters'.

But the people he met along the way cheered him up. 'People stopped their cars and cheered, they gave me money and food.'

More than 500,000 people 'followed' the comedian, in a different sense, on Twitter. Running into London he looked lean and muscular. 'Everyone says my legs look very good but I thought they looked quite good beforehand,' he said.

Simon Blease, 51, a sports doctor and mountain runner who has been following his progress, was waiting on Tower Bridge. 'I didn't think he could do it,' he said. 'Like a lot of people I thought he would have a good try, but his body would break down. Someone with so little training, I find it extraordinary that he has done it.'

Asked what he had gained, Izzard said: 'I know now I can do that. Sport is one of those words that stopped being part of my life when I was about 14. Sporting success was not something I ever associated myself with.' He now plans to continue jogging and hopes to inspire others into sport.

He then excused himself – to take an ice bath. 'I'm going to have a party somewhere that is dry and then I'm going to sleep for a week,' he said.

**2** Read the article again and answer the questions.

- 1 What is Izzard's age and usual job?
- 2 What was his marathon-running in aid of?
- 3 How much training did he do for the marathon?
- 4 What effect did the run have on his body?
- 5 How did it change his view of himself?

### Vocabulary | global issues

Put the words and phrases in the box under the following headings. More than one answer may be possible.

- Environment
- Global economic issues
- Global political issues
- Health

climate change   conflict   cure   debt(s)  
disease   fair trade   global warming  
intensive farming   mortality rate  
organic farming   peace   pollution  
poverty   recycling   solar power  
standard of living   war   wealth

**a.** Complete the sentences with words and phrases from exercise 5.

- 1 \_\_\_\_\_ caused by cars and factories contributes to \_\_\_\_\_. What do you think can or should be done about it?
- 2 People argue that \_\_\_\_\_ is better for the environment and healthier, but \_\_\_\_\_ produces more food. Which do you think is better?
- 3 Are you happy to pay a bit extra to buy goods which are \_\_\_\_\_? Why/Why not?
- 4 Do you think that doctors will find the \_\_\_\_\_ for many \_\_\_\_\_, such as cancer?
- 5 Do you think that poorer countries should be forced to pay their \_\_\_\_\_? Why/Why not?

## Grammar | adverbs

**11 a** Read the Active grammar box and match the example sentences (1–4) with the rules (A–D).

- 1 The situation has really improved.
- 2 Luckily, doctors and surgeons can cure so many diseases now.
- 3 In the future, disease probably won't be such a big problem.
- 4 The number of cars on the roads is growing quickly.

**b** Choose the correct underlined words.

### Active grammar

To make an adverb we usually add *-ly* to the adjective.

*quiet – quietly; clear – clearly*

**A** Adverbs of manner modify verbs. They describe the way in which something happens.

*She talked quietly.*

e.g. sentence \_\_\_\_\_

These adverbs usually come *before/after* the main verb.

**B** Adverbs of frequency/probability describe how often something happens or how probable it is.

*She usually comes to my house on Fridays.*

e.g. sentence \_\_\_\_\_

These usually come *before/after* the main verb.

**C** Adverbs of degree make an adjective or a verb weaker or stronger. They may be used for emphasis.

*I'm completely confused.*

*The temperature has slightly increased.*

e.g. sentence \_\_\_\_\_

**D** Attitude adverbs may be used as discourse markers to describe your attitude.

*Interestingly, she didn't phone back.*

e.g. sentence \_\_\_\_\_

These usually come at the *beginning/end* of the sentence because they modify the whole sentence (or clause).

**Match the adverbs in the box with their uses (1–6).**

basically    fortunately  
hopefully    obviously  
personally    surprisingly

- 1 when something good or lucky happens
- 2 when something is not as you would expect
- 3 when you say what you hope will happen
- 4 when you give your opinion
- 5 to emphasise the most important fact about something
- 6 when describing something you can understand easily

## 8.3 Making the right decisions

# Your life, your decisions

### This week's problems

1

After leaving university, Linda got a well-paid job with a big city bank. She has now worked there for eight years and has been **promoted** twice. However, she isn't really happy in her work. She hates having to commute through the rush hour, doesn't enjoy office politics or the stress and long hours.

She has been considering quitting her job and going to work as a **volunteer** overseas. She would like to be doing a job where she is really making a difference to other people's lives. But should she **take the plunge**?

**It depends what other responsibilities she has. If she doesn't have a family to support, then why not? You only live once.**

*Jack, UK*

**If she is so unhappy then I think she has no real alternative. She should leave – if she doesn't, she'll regret it.**

*Vikram, India*

**I think she has a number of different options. She could, for example, ask for a year's **unpaid leave** so that she could try out her new lifestyle and still come back to her job if it doesn't work out.**

*Chiara, Italy*

2

Jack and his girlfriend Suzie have been together for six years. They were planning to get married and **start a family** in the near future, but Jack has just been offered a **once-in-a-lifetime opportunity** abroad. His employers want him to spend two years at the New York office. Suzie doesn't want to follow him to New York as she has just **landed her dream job** in London. Can they realistically maintain a **long distance relationship**? What should Jack do **for the best**?

**If they want to make the relationship work long distance, then it's certainly possible. But maybe Jack secretly wants to put some distance between them. Is he ready for marriage?**

*Beata, Poland*

**I don't think long distance relationships ever work. Maybe for a while at the beginning of a relationship, but not like this. If he wants to stay with Suzie, he shouldn't go.**

*Ana, Brazil*

**I don't see the problem. They can talk to each other every day if they want to – it's cheap enough now online. Flights aren't that expensive either, and presumably the salary will be good. Jack should **go for it!****

*Katie, Ireland*

## Reading and vocabulary

1 Read the problems and advice from a website. Do you agree with any of the advice? Do you have any different ideas?

2 Match the words and phrases in **bold** in the texts with the definitions below.

### Problem 1

- 1 decide to do something important and risky, after thinking about it carefully
- 2 time off work with no salary
- 3 someone who does work without being paid
- 4 given a better job, usually with more money
- 5 no choice
- 6 feel sorry about something that has happened

### Problem 2

- 1 a relationship when the two people live very far apart
- 2 try to get or do something you want
- 3 a chance to do something that may never come again
- 4 have your first child
- 5 to have the best result
- 6 got the perfect job for her

Match the sentence beginnings (1–8) with the endings (a–h).

- 1 If I had known the test was today,
  - 2 I wouldn't have missed the last train
  - 3 If I'd known it was you on the phone,
  - 4 If you'd asked me out to dinner,
  - 5 I wouldn't have felt so tired this morning
  - 6 If I hadn't gone on holiday to Greece,
  - 7 I would have organised a party for you
  - 8 I wouldn't have spent so much time with my children
- a if I'd gone to bed earlier.
  - b I'd have said 'yes'.
  - c I would have done some revision.
  - d if I'd known you were coming.
  - e I would've answered it.
  - f if I hadn't stopped work.
  - g if I had left home earlier.
  - h I wouldn't have met my husband.

**7** Read the text and complete the sentences using the Third Conditional.

There was a lot of snow and Rosa's flight was delayed. She decided to go for a cup of coffee. There was a bag on the floor but she didn't see it and tripped over. She spilt her coffee on Paulo. They started talking and a year later they got married.

*If it hadn't snowed, Rosa's flight wouldn't have been delayed.*

- 1 If her flight hadn't been delayed, \_\_\_\_\_.
- 2 \_\_\_\_\_, she wouldn't have tripped over.
- 3 \_\_\_\_\_ tripped over, she \_\_\_\_\_ her coffee.
- 4 If \_\_\_\_\_, \_\_\_\_\_ talking to Paulo.
- 5 \_\_\_\_\_ talking, they \_\_\_\_\_.

## 8 Vocabulary | word building

**1** Look at the table and add your own example words.

Prefix	Meaning	Example	Your examples
over-	too much	<i>overcook</i>	
under-	not enough/ below	<i>underdeveloped</i>	
dis-	used to make an opposite meaning	<i>dishonest</i>	
in-/im-	not or no	<i>inhuman</i>	

**2** Complete the text with prefixes from exercise 1.

*Life*  
**CHANGE**

Many people dislike their job. Maybe they are (1) \_\_\_\_\_ worked or (2) \_\_\_\_\_ paid. Maybe they feel (3) \_\_\_\_\_ valued in the company or they (4) \_\_\_\_\_ agree with the company's methods. If you are one of these people, why not change things? LifeCHANGE workshops show you how to be (5) \_\_\_\_\_ dependent. You will see (6) \_\_\_\_\_ credible differences in your life as your problems (7) \_\_\_\_\_ appear. Change is never (8) \_\_\_\_\_ possible, but you have to make the first move.

Call us on **0879 997 5543** for an (9) \_\_\_\_\_ formal chat.

**3** Look at the table and add your own example words.

Suffix	Example	Rules	Your examples
-tion/-ation	<i>creation</i> <i>civilisation</i>	If the verb ends in -e, cut the -e. If the verb ends in -se, the suffix is usually -isation.	
-ence/-ance	<i>intelligence</i> <i>ignorance</i>	There are no clear rules about which words end -ence or -ance. You have to learn them.	
-ment	<i>movement</i>	Add -ment to the verb.	
-ness	<i>darkness</i>	If the word ends in -y, change the -y to -i. <i>happy</i> → <i>happiness</i>	

**4** Correct the sentences by changing the form of the words in bold. Use suffixes from exercise 3.

### Vote for the Perfect Party

- 1 Our priority is **educate**.
- 2 We will increase **employ**.
- 3 We promise to give free **accommodate** to people over sixty-five.
- 4 There will be free hospital **treat** for everyone.
- 5 We promise proper **punish** for criminals.
- 6 We believe in the **important** of free speech.
- 7 Giving you, the voter, your **independent**.
- 8 A **govern** for the twenty-first century.
- 9 Taking the country in a new **direct**.
- 10 Your vote can make a **different**.

## 8 Reference

### Second Conditional

To talk about an unreal/imaginary/hypothetical situation and its consequences, we use:

*If + Past Simple + would('d)/wouldn't*

*If I had a car, I'd drive to work.*

We can use *would*, *could* or *might* in the result clause.

*I'd live in Jamaica if I could live anywhere.*

The 'if clause' can come first or second in the sentence. If it is first, there is a comma before the result clause.

*If I could live anywhere, I'd live in Jamaica.*

When the subject is *I* and the verb is *to be*, we often say *If I were*.

*If I were you, I wouldn't wear that dress again!*

### Adverbs

We usually make an adverb by adding *-ly* to the adjective.

*interesting – interestingly      quick – quickly*

Some adverbs are irregular.

*good (adj) – well (adv)      hard (adj) – hard (adv)*

*Do you feel well?      Natasha works hard.*

- 1 **Adverbs of manner** describe how something happens – they modify the verb. They usually come after the verb.

*The news spread quickly around the office.*

*Drive carefully!*

- 2 **Adverbs of frequency/probability** describe how often something happens or how probable it is. They usually come before the main verb.

*Newspapers rarely report on these important issues.*

*She'll probably arrive at six o'clock.*

- 3 **Adverbs of degree** modify an adjective or a verb. They make it weaker or stronger.

*It was totally unexpected.*

*He's quite late.*

- 4 **Attitude adverbs** describe the speaker's attitude towards the information in the clause.

*Luckily, the money was still there when I returned.*

*Surprisingly, he waited until the bus had left.*

(These can come at the beginning/end of the sentence because they modify the whole sentence or clause.)

There is usually a comma after a sentence adverb.

- ! Some adjectives look like adverbs because they end in *-ly*, but they are not, e.g. *silly, lovely, lively*.

### Third Conditional

We use this form to talk about imaginary or hypothetical past situations, and imagine different consequences.

*If there hadn't been so much traffic on the motorway, I would have got to the meeting on time.*

Form: *If + past perfect + would have + past participle*

To indicate possibility, rather than certainty, we can use *might have/could have* instead of *would have*.

*If she'd studied harder, she might have passed her exams.*

These unreal past situations have unreal past results.

*If I'd studied Art I would have been happier.*

Sometimes the hypothetical past situation has a present result.

*If I'd finished my university degree, I'd be an architect now.*  
(*If + Past Perfect + would + verb*)

#### Key vocabulary

Expressions with *change*

career change    climate change    image change  
political change    change an arrangement/direction/places/  
the subject/your mind/your address/your clothes/  
your hairstyle/your name/your password/your tune

The law

against the law    an appeal    banned    be arrested  
break the law    face a fine    give someone a fine    illegal  
a minor offence

Cities

architecture    building work    congestion    construction  
drilling    exhaust fumes    heatwave    horns honking  
noise    roads being blocked    rush hour    terribly cold  
tower blocks    traffic jams

Global issues

climate change    conflict    cure    debt(s)    disease  
fair trade    global warming    intensive farming  
mortality rate    organic farming    peace    pollution    poverty  
recycling    solar power    standard of living    war    wealth

Life decisions

be promoted/be offered a promotion  
have no real alternative    quit    regret something  
take the plunge    take unpaid leave    volunteer



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 160

## 8 Review and practice

### 1 Make Second Conditional sentences beginning with the words in brackets

I am too old. I can't learn to play rugby. (If)

*If I was/were younger, I would learn to play rugby.*

- 1 She doesn't have Dave's number. She wants to call him. (If)
- 2 I can't go out. I have an exam tomorrow. (I'd)
- 3 We want to buy a new car. We don't have enough money at the moment. (If)
- 4 There isn't time. They can't see the show. (They'd)
- 5 I don't have a choice. I want to live in the city. (If)
- 6 We want to go swimming. The sea is polluted. (We'd)
- 7 It's raining heavily. We want to go for a walk. (If)

### 2 Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

- 1 She's coming tomorrow so when she \_\_\_\_\_ (arrive), I \_\_\_\_\_ (pick) her up.
- 2 If I \_\_\_\_\_ (win) a million euros, I \_\_\_\_\_ (buy) an enormous house.
- 3 I \_\_\_\_\_ (leave) my job if I \_\_\_\_\_ (have) enough money. Sadly, I don't.
- 4 If you \_\_\_\_\_ (cook) dinner, I \_\_\_\_\_ (do) the washing-up. Thanks for the offer.
- 5 If he \_\_\_\_\_ (study), he \_\_\_\_\_ (pass) the test. But he's very lazy.
- 6 If he \_\_\_\_\_ (study), he \_\_\_\_\_ (pass) the test and we can have a big party to celebrate.
- 7 If you \_\_\_\_\_ (live) nearer, I \_\_\_\_\_ (give) you a lift, but it's just too far.

### 3 Make adverbs from the words in brackets. Write the adverb in the correct space to complete the sentences.

\_\_\_\_\_ we will see \_\_\_\_\_ them at the party. (*hopeful*)

*Hopefully* we will see them at the party.

- 1 I \_\_\_\_\_ go \_\_\_\_\_ to the supermarket on Saturdays. (*usual*)
- 2 Susana is so \_\_\_\_\_ busy that I \_\_\_\_\_ ever see her any more. (*hard*)
- 3 Steve \_\_\_\_\_ drives when we \_\_\_\_\_ go on long journeys. (*normal*)
- 4 I exercise \_\_\_\_\_ in \_\_\_\_\_ the gym. (*regular*)
- 5 We \_\_\_\_\_ don't \_\_\_\_\_ want to damage the relationship. (*certain*)
- 6 \_\_\_\_\_, I can't see \_\_\_\_\_ how we can do it any other way. (*personal*)
- 7 He did a very poor interview. \_\_\_\_\_, he got the \_\_\_\_\_ job. (*surprising*)

### 4 Complete the sentences with the phrases in the box.

had decided ~~had gone dancing~~ hadn't gone  
had known hadn't listened to the radio  
wouldn't have heard wouldn't have met  
~~wouldn't have woken up~~ wouldn't have gone  
wouldn't have worked

If I *had gone dancing* all night, I *wouldn't have woken up* this morning.

- 1 If I \_\_\_\_\_ to university, I \_\_\_\_\_ Sam.
- 2 If I \_\_\_\_\_ that England was so cold in the summer, I \_\_\_\_\_ there.
- 3 If I \_\_\_\_\_ to study medicine, I \_\_\_\_\_ in an office all my life.
- 4 If I \_\_\_\_\_ this morning, I \_\_\_\_\_ the news.

### 5 Complete the Third Conditional sentences using the verbs in brackets.

- 1 If she \_\_\_\_\_ (ask) me to help her, we \_\_\_\_\_ (finish) the job yesterday.
- 2 If I \_\_\_\_\_ (know) you were coming, I \_\_\_\_\_ (cook) some more supper.
- 3 If Ken \_\_\_\_\_ (leave) five minutes earlier this morning, he \_\_\_\_\_ (miss) the train.
- 4 If you \_\_\_\_\_ (tell) me you needed to get up early, I \_\_\_\_\_ (wake) you.
- 5 If she \_\_\_\_\_ (see) the mess, she \_\_\_\_\_ (be) angry.
- 6 If I \_\_\_\_\_ (not/drink) that coffee, I \_\_\_\_\_ (fall asleep) during the film.
- 7 If I \_\_\_\_\_ (not/lose) my camera last week, I \_\_\_\_\_ (take) some photos of the children.

### 6 Complete the sentences with the words and phrases from the box.

banned cure environment fine ~~mind~~  
password pollution standard subject

I planned to study Art, but I changed my *mind* and studied French.

- 1 He didn't want to talk about politics so he changed the \_\_\_\_\_.
- 2 Smoking in the office is \_\_\_\_\_.
- 3 All the traffic in the city causes \_\_\_\_\_.
- 4 Waste from industries is bad for the \_\_\_\_\_.
- 5 We haven't found a \_\_\_\_\_ for AIDS yet.
- 6 You should change your computer \_\_\_\_\_ every month.
- 7 Most African countries have a very low \_\_\_\_\_ of living.
- 8 If you park your car in the wrong place, you may face a \_\_\_\_\_.

## 9.1 Freedom at work

### Semco

At twenty-one, Ricardo Semler became the boss of his father's business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him 'Better make your mistakes while I'm still alive.'

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, 'There's nothing wrong with you. Yet. But if you continue like this, you'll find a new home in our hospital.' Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more equality to the company. 'Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone.'

He completely reorganised the office: instead of walls, they have plants at Semco, so bosses can't shut themselves away from everyone else. And the workers are free to decorate their workspace as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, 'We have an employee named Ruben Agater who sits there reading the newspaper hour after hour. He doesn't even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Ruben springs into action. He knows everything there is to know about our pumps and how to fix them. That's when he earns his salary. No one cares if he doesn't look busy the rest of the time.'

Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company's machines for their own projects, and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco's revenues have gone from \$35 million to \$212 million. The company has grown from eight hundred employees to 3,000. Why?

Semler says it's because of 'peer pressure'. Peer pressure makes everyone work hard for everyone else. If someone isn't doing his job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.

### Reading

**2** Which workers (e.g. managers, receptionists, secretaries, ...) normally do the things below? Write answers, then compare in pairs.

- decide start/finish times/working hours
- do the photocopying
- meet guests in reception
- set salaries
- type emails
- wear uniforms

### Grammar | make, let, allow

**6** Read the Active grammar box. Then complete the sentences/phrases in A and B with the correct form of *make, let* or *allow*.

#### Active grammar

Semco **lets** its workers use the company's machines ...

Semco **makes** the workers take holidays.  
The workers **are made to** take holidays.

Semler **allowed** the workers to set their own salaries.

The workers **are allowed to** set their own salaries.

#### A Meaning

\_\_\_\_\_ and \_\_\_\_\_ mean *give permission to do something*.

\_\_\_\_\_ means *force to do something*.

#### B Form

\_\_\_\_\_ someone do something

Passive: be \_\_\_\_\_ to do something

\_\_\_\_\_ someone to do something

Passive: be \_\_\_\_\_ to do something

\_\_\_\_\_ someone do something

\_\_\_\_\_ cannot be used in the passive.

Read the article again and answer the questions.

- 1 What do employees at Semco do that they probably wouldn't do in other companies?
- 2 How does Semco and its staff look different from other companies?
- 3 Who is Rubin Agater and why is he important at Semco?
- 4 How does Semco show that it trusts its workers?
- 5 Do Semco's methods work? How do we know?
- 6 What is 'peer pressure' and why is it important at Semco?

**7** Rewrite each sentence, using *make*, *let* or *allow* so the meaning stays the same.

He allowed his workers to take more responsibility.

He let *his workers take more responsibility*.

- 1 The managers have to do the photocopying.  
Semler makes \_\_\_\_\_ .
- 2 Semler doesn't let the bosses shut themselves away.  
The bosses aren't \_\_\_\_\_ .
- 3 The workers are free to decorate the workspace as they want.  
The workers are \_\_\_\_\_ .
- 4 The workers don't have to wear suits.  
Semler doesn't \_\_\_\_\_ the workers \_\_\_\_\_ .
- 5 The workers can use the company's machines for their own projects.  
Semler \_\_\_\_\_ the workers use the company's machines for their own projects.

**8** Complete the sentences with a suitable ending.

- 1 Our boss is very relaxed. She lets \_\_\_\_\_ .
- 2 The employees have great holidays. They're allowed \_\_\_\_\_ .
- 3 He was wearing dirty clothes in the office. So the boss made \_\_\_\_\_ .
- 4 It wasn't a very good job. The workers were mad \_\_\_\_\_ .
- 5 It's my favourite airline. They allow \_\_\_\_\_ .
- 6 Don't go near the computer! You're not allowed \_\_\_\_\_ .

## 9.2 Skills and experience

### Vocabulary | -ed and -ing adjectives

- 3** Look at the examples and choose the correct words in *italics*.

*I find that style of management annoying.*  
*I'm much more motivated.*

- 1 We use *-ed* adjectives to talk about *feelings/situations that cause the feelings*.
- 2 We use *-ing* adjectives to talk about *feelings/situations that cause the feelings*.

- 4** Choose the correct adjective in *italics* to complete the sentences.

- 1 I'm going to watch the World Cup final tonight. I'm so *excited/exciting*!
- 2 I'm *exhausted/exhausting*. I've just been for a long run.
- 3 Can we stop talking about politics? It's very *bored/boring*.
- 4 I'm not watching that horror film. It's too *frightened/frightening*.
- 5 I hate getting up early every day. It's so *tired/tiring*.
- 6 I don't watch the news on television, because I find it too *depressed/depressing*.
- 7 I don't walk on my own at night. I'm too *frightened/frightening*.
- 8 I love sitting in a café and reading the newspaper in the morning. I find it very *relaxed/relaxing*.
- 9 I find English grammar a bit *confused/confusing*.



- 5 a** Read the questions below and note down your answers. Think about when you are working/studying and your freetime.

- 1 What do you find interesting?
- 2 What do you find confusing?
- 3 What makes you motivated?
- 4 What do you do when you are bored?
- 5 What do you find relaxing?

## Reading

- 6 a** Work in pairs. Look at the words in the box from the story below. What do you think the story is about?

come down engineer hot air balloon lost  
manager problem promise

- b** Read the story and check your ideas.
- c** Work in pairs. Do you agree with what the story says about managers and technicians/engineers? Why/Why not?

### The Engineer and the Manager

A man flying in a hot air balloon realised he was lost. He started to come down until he could see a man on the ground who might hear him. 'Excuse me,' he shouted. 'Can you help me? I promised my friend I would meet him a half hour ago, but I don't know where I am, or where I am going.'

The man below responded: 'Yes. You are in a hot air balloon, approximately 30 feet above this field. You are between 40 and 42 degrees North Latitude, and between 58 and 60 degrees West Longitude.'

'You must be an engineer,' responded the balloonist. 'I am,' the man replied. 'How did you know?' 'Well,' said the balloonist, 'everything you have told me is technically correct, but I have no idea what to do with this information, and the fact is I am still lost.'

Whereupon the man on the ground responded, 'You must be a manager.' 'I am,' replied the balloonist, 'but how did you know?' 'Well,' said the man, 'you don't know where you are, or where you're going. You've made a promise which you can't keep, and you expect me to solve your problem. The fact is you are in the exact same position you were before we met, but now it's my fault.'

## Grammar | reported speech

- 7** Look at the sentences (1-4) and write what the people actually said.
- The manager asked if the engineer could help him.  
'\_\_\_\_\_?'
  - The manager said (that) he didn't know where he was going.  
'\_\_\_\_\_.'
  - The manager told the engineer that everything he had said was technically correct but that he was still lost.  
'\_\_\_\_\_.'
  - The engineer told the manager that he had made a promise which he couldn't keep and that he expected him to solve his problem.  
'\_\_\_\_\_.'

- 8** Read the Active grammar box and complete the examples (1-5).

### Active grammar

With reported speech we usually use *say* or *tell*. Note that *say* cannot have a person as its object.

*He said (that) he was lost. / He told me (that) he was lost.*

When you report speech, you usually change the tense one step back to show that the words were said in the past.

*'I'm going for a job interview.'*

*She said she was going for a job interview.*

<b>Present Simple</b> <i>Carly is in a meeting.</i>	<b>Past Simple</b> 1 <i>She told me Carly _____.</i>
<b>Present Continuous</b> <i>I am going to meet Marc.</i>	<b>Past Continuous</b> 2 <i>He said _____.</i>
<b>Present Perfect/ Past Simple</b> <i>Tom has been late every day.</i> <i>He didn't buy it yesterday.</i>	<b>Past Perfect</b> 3 <i>He told me _____.</i> 4 <i>She told me he _____ the day before.</i>
<b>will/can</b> <i>I'll help you.</i>	<b>would/could</b> 5 <i>He said he _____ help me.</i>

- 9** Complete the sentences with the correct form of *say* or *tell*.

- Please \_\_\_\_\_ Jenny I'll call tomorrow.
- Excuse me. Can you \_\_\_\_\_ me the time?
- The guide \_\_\_\_\_ that the museum was closed.
- I \_\_\_\_\_ you that we'd be late.
- I didn't hear you. Can you \_\_\_\_\_ that again?
- \_\_\_\_\_ me what the interviewer \_\_\_\_\_.
- She \_\_\_\_\_ that we should wait here.
- They \_\_\_\_\_ me not to go to Moscow.

- 10** Write the sentences in reported speech.

- 'I'm the new technician.' He said ...
- 'I'll be back tomorrow.' Mum said ...
- 'I've been stuck in traffic.' Mara told us ...
- 'He won't be away for long.' She said ...
- 'I'll carry your bag for you.' He said ...
- 'We're going on holiday next week.' He told me ...
- 'I went shopping yesterday.' He told us ...
- 'I'm feeling better.' She told him ...

- 12 a** Put the words in the correct order to make questions from the interviews.

- you/do/want/why/this/job ?
- work/experience/have/do/any/you ?
- good/communicating/people/with/at/are/you ?
- weakness/biggest/is/what/your ?
- skills/have/do/what/you ?
- work/others/with/do/well/you ?

- b** Read the Active grammar box and complete the direct questions.

### Active grammar

*'What are your strengths?'*

*She asked what his strengths were.*

*'Are you good at listening to people?'*

*She asked if he was good at listening to people.*

We use the verb *ask* to report questions.

We use *if* or *whether* to report *Yes/No* questions/*Wh-* questions and drop the question word (*why, who, etc.*).

Direct question	Reported question
<i>'_____ you like working in an office?'</i>	<i>I asked her if/whether she liked working in an office.</i>
<i>'_____ is your name?'</i>	<i>I asked her what her name was.</i>

## 9.3 New on the job

# Operatunity

**A** \_\_\_\_\_

*Operatunity* is a TV talent show for amateur opera singers. The winners get the chance to sing with the English National Opera. When two housewives, Denise Leigh and Jane Gilchrist won in 2002, their lives changed forever. As they sang Verdi's *Rigoletto* at the Coliseum in Rome, they were transformed from working mothers into opera celebrities.

**B** \_\_\_\_\_

'I live in the village I was born in,' says Denise, who is blind and was a full-time mother. 'Lots of my neighbours are family, and my life revolved around my three children.' Jane, who worked as a cleaner and a shop assistant, was in a similar situation. She says, 'All I had to look forward to was seeing my four children grow up, and I love that, but ... you think "there must be more to life". Winning *Operatunity* has opened up avenues I never knew existed.'

**C** \_\_\_\_\_

'This last year has been amazing,' Denise continues. 'Last month was Paris, before that we were recording at Abbey Road, in London, and recently we had our album launch at the Royal Opera House.' 'We've been treated like princesses,' laughs Jane. '... champagne, chocolates, five-star hotels ...'

## Reading

**1** Work in pairs and discuss the questions.

- 1 What do you think are the best and worst things about being famous?
- 2 Would you like to be famous? What for?

**2** Read the article and answer the questions.

- 1 What was Jane and Denise's dream job?
- 2 How did they achieve it?
- 3 What problems did they have?

**3** a Match the headings (1–5) with the paragraphs (A–E) in the article. Underline the phrases in the article that helped you.

- 1 The difficult parts
- 2 Living the new life
- 3 The competition
- 4 Their lives before
- 5 Advice

**D** \_\_\_\_\_

But it hasn't all been about being treated like royalty. For Denise, the worst part was waiting at the beginning. 'After I'd sent in my application form I worried for a month. Then I had to wait ten days after my first audition. That was awful.' Even when they won the competition they were allowed to tell their close family, but they weren't allowed to tell anyone else until later. Denise and Jane also found the travelling difficult. They couldn't take their children with them while they were away singing so they had to organise childcare.

They also had to learn to deal with the media. 'The kids loved the fact that they could stay up and watch us on TV, but I just couldn't understand why some newspapers were more interested in the fact I divorced at 21, rather than the fact I had just sung at the Coliseum,' says Denise.

**E** \_\_\_\_\_

When asked if they'd recommend the experience, Denise says, 'It's been the most fantastic thing I've ever done. I wake up in the morning and think I must be the luckiest person in the world. My profession is something I used to do as a hobby.' And their advice to other hopeful singers out there? 'Live your dream,' says Jane.

**4** Read the summary. Find nine mistakes and correct them.

Jane and Denise won a pop singing competition on the radio, even though Denise is blind. The competition gave them the opportunity to sing a famous Beatles' song at Wembley Stadium, and it changed their lives forever. Although they are both housewives with families – Denise has three children, and Jane has two – they now get the chance to travel and see the world, singing. Their new lives have not been very exciting, and they have been treated very well. They found the travelling easy because their children were grown-up. They would recommend the experience to other singers, and say that if your dream is to sing, you should keep it as a hobby.

**6** Look at the Lifelong learning box and find the related words in each paragraph in the article.

### Lexical cohesion

! Vocabulary can be used to make a text 'stick together', using synonyms, antonyms or lexical sets.

- 1 Paragraph A: find another word which means the same as 'changed' (synonym).
- 2 Paragraph B: find three words or phrases which describe occupations (lexical set).
- 3 Paragraph C/D: find another word which means the same as 'princesses' (synonym).
- 4 Paragraph D: find three adjectives to describe something negative (lexical set).
- 5 Paragraph D: find two examples of media (lexical set).
- 6 Paragraph E: find a word which means the opposite of 'profession' (antonym).

Lifelong learning

## Grammar | past obligation/permission

- 7** Look at the example sentences (1–6) in the Active grammar box and complete the sections (A–G) with the appropriate verbs in bold. Some verbs are used more than once.

### Active grammar

- 1 They **had to** organise childcare.
- 2 We **didn't have to** worry about that.
- 3 They **were allowed to** tell their close family.
- 4 They **weren't allowed to** tell anyone else.
- 5 They **couldn't** take their children with them.
- 6 They **could** stay up to watch us on TV.

	Present	Past
Obligation	<b>have to/must</b>	A _____
No obligation	<b>don't have to</b>	B _____
Permission	<b>be allowed to</b> <b>can</b>	C _____ D _____
No permission	<b>not be allowed to</b> <b>can't</b> <b>mustn't</b>	E _____ F _____ G _____

#### Form

*have/had* + verb with *to*  
*allowed* + verb with *to*  
*could (n't)* + verb without *to*

- 8** Complete the sentences with modal verbs from the Active grammar box. More than one answer may be possible.

- 1 Martin wasn't in the office, so I \_\_\_\_\_ phone him on his mobile. (I was obliged to.)
- 2 When I was at school, we \_\_\_\_\_ run inside the building. (It was not permitted.)
- 3 In my last job, we \_\_\_\_\_ work from home for two days a week. (It was permitted.)
- 4 Luckily, we had our passports with us, so we \_\_\_\_\_ go back to the hotel. (It wasn't necessary.)
- 5 We \_\_\_\_\_ smoke in the restaurant, so we \_\_\_\_\_ go outside. (It was not permitted/It was necessary.)
- 6 I stayed up all night, because I \_\_\_\_\_ finish my assignment by today. (It was necessary.)
- 7 As a young child, I was \_\_\_\_\_ travel alone on buses. (It was permitted.)
- 8 The flight was delayed, but we \_\_\_\_\_ wait very long before take-off. (It wasn't necessary.)

- 9 a** Correct the mistakes in the sentences.

- 1 I wasn't be allowed to stay out late.
- 2 We could to eat chocolate all day long.
- 3 Did you were allowed to buy new clothes?
- 4 We didn't allowed to watch television.
- 5 I couldn't to use the telephone because it was too expensive.
- 6 We didn't had to help with the housework.
- 7 We had to studying very hard.

## Vocabulary | job requirements

- 11** Match the activities in the box with the definitions (1–8).

controlling budgets   delegating   explaining things clearly  
 making decisions   persuading people   prioritising  
 solving problems   working in a team

- 1 giving jobs to others to do
- 2 deciding which jobs are more/less important
- 3 getting people to do things they don't want to do
- 4 working with others
- 5 finding answers to problems
- 6 saying what will happen
- 7 giving good explanations
- 8 managing money

- 12 a** Match the qualities in the box with the definitions (1–9).

creative   fit   flexible   formal qualifications  
 good communication skills   methodical  
 positive and encouraging   stamina

- 1 able to change easily
- 2 able to continue doing something for a long time
- 3 careful and well-organised
- 4 good at talking to people
- 5 good at thinking of new ideas
- 6 healthy and strong
- 7 something to show you have passed an examination or course
- 8 wanting and helping others to succeed

- b** Complete the sentences with appropriate words from the box in exercise 12a.

- 1 In our company we work very long hours, so you need \_\_\_\_\_.
- 2 Supply teachers work in a lot of different schools, so they need to be \_\_\_\_\_.
- 3 You don't need \_\_\_\_\_ to be a good salesperson.
- 4 My boss is great to be around – he's very \_\_\_\_\_.
- 5 Postal delivery workers have to walk a lot and carry heavy bags, so they must be \_\_\_\_\_.
- 6 \_\_\_\_\_ are important in most jobs.
- 7 Accountancy is a job where's it's important to be \_\_\_\_\_.
- 8 I'd like to be a designer or an architect – I'm very \_\_\_\_\_.

## 9 Vocabulary | UK and US English

- 2** Match the US English words in the box with the UK English words in **bold** in the sentences (1–15) below.

apartment cell check freeway fries  
gas mail mall movie restroom resumé  
round trip soccer subway vacation

- 1 Can I use your **mobile phone**?
- 2 Can we have the **bill**, please?
- 3 Do you want chips or a baked potato?
- 4 Was there any post today?
- 5 We need to stop for petrol.
- 6 Turn left to get onto the motorway.
- 7 See you in the shopping centre at 4:30.
- 8 When did you buy your flat?
- 9 I sent in my CV with the application form.
- 10 How much is a return ticket?
- 11 The **underground** is so expensive.
- 12 We like watching football.
- 13 Let's see a film.
- 14 I'm on holiday!
- 15 Where's the toilet?

- 3 a** Is the speaker using UK or US English in the sentences below? Complete the sentences with a word from exercise 2.

- 1 Getting fired did not look very good on his \_\_\_\_\_.
- 2 A: How are you getting to the mall?  
B: On the \_\_\_\_\_.
- 3 For my holiday I bought a \_\_\_\_\_ to Paris.
- 4 There's a place on the \_\_\_\_\_ where we can stop and buy gas.
- 5 If you want to use the toilet, we can go to my \_\_\_\_\_ . I live close to here.
- 6 I never get any mail, only stupid text messages on my \_\_\_\_\_ .
- 7 Let's get some burgers and fries and go watch a \_\_\_\_\_ .
- 8 We went to a restaurant near the shopping centre. As usual, I paid the \_\_\_\_\_ .
- 9 Excuse me. I'd like the check, and could you show me where the \_\_\_\_\_ is, please?

**b**  2.41 Listen and check your answers.

- 4 a** Look at the table showing differences in spelling between UK and US English. Can you add any more examples?

UK	US	Explanation
<i>centre</i>	<i>center</i>	UK words ending in <i>-tre</i> are usually spelled <i>-ter</i> in US English
<i>organise</i>	<i>organize</i>	Where UK English uses <i>-ise</i> at the end of some verbs, US English generally uses <i>-ize</i> . There are some exceptions, e.g. <i>advertise</i> uses <i>-ise</i> even in US English.
<i>colour</i>	<i>color</i>	UK nouns (with two syllables) often lose the <i>-u</i> in US English.

**b** Change the spelling of the words in the box to US English.

criticise flavour humour metre neighbour  
prioritise summarised theatre realised

## 9 Reference

### *make, let, allow*

We use *make* + object + verb (without *to*) to talk about obligation imposed by another person or set of rules.

*My father makes me clean my room.* (She doesn't want to clean the room, but she has to clean it.)

*She didn't make/never made us work very hard.*

Passive form: *be* + *made* + verb with *to*.

*We were made to clean the whole house.*

We use *let* + object + verb (without *to*) to talk about permission.

*Mum lets/doesn't let me drive.* (She says it's OK/not OK.)

It is not possible to use *let* in the passive form.

We use *allow* + object + verb with *to* to talk about permission. The meaning is similar to *let*.

*My parents allow me to stay out late.*

Passive form: *be* + *allowed* + verb with *to*.

*They weren't allowed to borrow the money.*

### Reported speech

When we report what someone said, we usually change the tense one step back to show that the words were said in the past.

Present Simple → Past Simple

*'I live in São Paulo.'* She said she **lived** in São Paulo.

Present Continuous → Past Continuous

*'I'm working for a fashion company.'*

He said he **was working** for a fashion company.

Present Perfect/Past Simple → Past Perfect

*'I've been here for three months.'*

She told me she **had been** there for three months.

*will* → *would*

*'I'll go tomorrow.'* He said he **would** go the next day.

Time references can also change in reported speech.

*'Call me later today or tomorrow.'*

She told me to call her later **that day** or the **next day**.

Pronouns can also change in reported speech.

*'I'll see you soon.'* He said he **would** see us soon.

If what the person said is still true, we can keep the present tense.

*'I still love you.'* She said she **still loves** me.

Look at the verb patterns for *say* and *tell*.

*Say* cannot have a person as its object.

*She said (that) it was late.* NOT: ~~She said me ...~~

*Tell* must be followed by a person.

*He told me I was special.* NOT: ~~He told that ...~~

*He told me to lock the door.* NOT: ~~He told to me ...~~

### Reported questions

*'What time is it?'* He asked me **what time it was**.

*'Do you understand Spanish?'* She asked me **if/whether I understood Spanish**.

In reported questions the word order is the same as in affirmative statements because they are not actually questions.

The auxiliary verb (*do/does/did*) is not used.

*'What do you do?'* He asked me **what I did/I do**.

NOT: ~~He asked me what do I do.~~

In *Yes/No* questions we use *if/whether*.

*'Do you live in Italy?'* She asked **if I lived in Italy**.

Tenses may shift back, as for reported statements.

*'What time is it?'* She asked **what time it was**.

Pronouns and time/place references may change.

*'Will you still be here tomorrow?'*

He asked **if I would still be there the next day**.

### Past obligation/permission

To talk about obligation in the past, we use *had to* + verb.

We cannot use *must* in the past.

*We had to be smart, but we didn't have to wear suits.*

To talk about permission in the past, we use:

*allow* (see above) and *could* + verb.

*We could watch TV, but we couldn't stay up late.*

#### Key vocabulary

##### Work

apply for do a nine to five job employed  
get a pay rise get promoted job vacancies  
overtime perks references self-employed  
send a CV work flexitime/freelance/overtime

##### -ed and -ing adjectives

annoyed/-ing bored/-ing confused/-ing  
depressed/-ing excited/-ing exhausted/-ing  
frightened/-ing interested/-ing motivated/-ing  
relaxed/-ing tired/-ing

##### Job requirements

controlling budgets creative persuading people  
delegating explaining things clearly fit flexible  
formal qualifications good communication skills  
making decisions methodical organising/prioritising  
positive and encouraging solving problems stamina  
working in a team

##### UK and US English

bill/check chips/fries CV/resumé film/movie  
flat/apartment football/soccer holiday/vacation  
mobile phone/cell phone motorway/freeway  
petrol/gas post/mail return ticket/round trip  
shopping centre/mall toilet/restroom  
underground/subway



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 161

## 9 Review and practice

- 1** Complete the text with the correct form of the verbs in brackets.

### What makes a great employer?

A great employer allows their employees (1) \_\_\_\_\_ (work) flexible hours and doesn't make them (2) \_\_\_\_\_ (do) too many hours over the week. In fact, the employer shouldn't let the employee (3) \_\_\_\_\_ (do) too much overtime. Employees should be made (4) \_\_\_\_\_ (take) proper holidays and allowed (5) \_\_\_\_\_ (take) time off sick when it is needed.

- 2** Complete the second sentence so it has the same meaning as the first.

- In my last job I wasn't allowed to make personal phone calls.  
My boss didn't let ...
- My boss also made me work weekends.  
I was ...
- I wasn't allowed to use the Internet.  
My boss didn't allow ...
- But when I was sick she allowed me to have as much time off as I needed.  
But when I was sick she let ...
- And she let me take my holiday when I wanted too.  
And she allowed ...

- 3** Report what Jim said yesterday.

- 'I've just started at Manchester University.'  
Jim said he ...
- 'I'm studying Engineering.'  
Jim told me ...
- 'I've made lots of new friends.'  
Jim told me ...
- 'We went to a fantastic concert last weekend.'  
Jim told me that they ...
- 'We're going to the Lake District at the weekend.'  
Jim told me that ...
- 'I'll call you tomorrow.'  
Jim said ...
- 'I went to a brilliant lecture this morning.'  
Jim said ...
- 'I live in a flat with three other students.'  
Jim told me ...
- 'We're having a party tonight.'  
Jim said ...

- 4** Report the questions.

- 'Do you know where the post office is?'  
She asked ...
- 'Where can I change some money?'  
He asked ...
- 'Have you been here before?'  
She asked ...
- 'What time did the meeting finish this morning?'  
He asked me ...
- 'Will you look after the plants for me?'  
She asked ...
- 'Did you go to the cinema last night?'  
They asked if we ...
- 'What time did you arrive?'  
She asked ...
- 'Are you meeting anyone here?'  
He asked ...

- 5** Complete the text using *had to*, *didn't have to*, *could*, *couldn't*, *were allowed* and *weren't allowed*.

Working from home has changed my life. Before, I (1) \_\_\_\_\_ be in my office by 9:00 a.m., but now I work when I want to. And I can wear whatever I like. I (2) \_\_\_\_\_ wear pyjamas in the office! In fact, we (3) \_\_\_\_\_ wear a suit, which I hated. Another good thing is that I don't have to travel. Before, I didn't use to get home before 8:00 p.m. because we (4) \_\_\_\_\_ to leave the office before 6:00 p.m. and I (5) \_\_\_\_\_ spend two hours a day travelling. Working at home is a bit lonely. In the past I used to talk to my colleagues in the office. Also, now I have to pay for computer software. Before, I (6) \_\_\_\_\_ buy anything. And if my computer goes wrong, I have to fix it. Before, I (7) \_\_\_\_\_ ask the IT technician to do it. And the Internet is very expensive too. In the office I didn't pay anything and we (8) \_\_\_\_\_ to use the Internet as much as we wanted. Now I have to pay for every minute!

- 6** Choose the correct words in *italics*.

- The workers are *confused/confusing* about the company's new rules.
- When I'm busy I always *delegate/persuade* some of the work to my colleagues.
- My job can be very *tired/tiring*.
- Eventually we *prioritised/persuaded* the boss to give us a pay rise.
- It was very *annoyed/annoying* when my computer stopped working.
- Accountancy is a job where you need to be very *creative/methodical*.
- A successful business executive doesn't necessarily need *good communication skills/formal qualifications*.
- I find swimming very *relaxed/relaxing*.

## Unit 10

### 10.1 Childhood memories

#### Lead-in

1 a Complete the sentences with words and phrases from the box.

in memory to commemorate remind us remember  
homesick nostalgia memento memorial

- The Princess Diana \_\_\_\_\_ was built \_\_\_\_\_ Princess Diana and her work.
- People wear poppies each November to \_\_\_\_\_ the soldiers who died in the First World War.
- This bench was placed here to \_\_\_\_\_ of a local person.
- People who live abroad can sometimes feel \_\_\_\_\_.
- Childhood is a time that most of us look back on with \_\_\_\_\_.
- The Taj Mahal was built by Emperor Shah Jahan \_\_\_\_\_ of his wife.
- People often take photos to keep as a \_\_\_\_\_ of a special day or trip.

#### It was long ago

I'll tell you, shall I, something I remember?  
Something that still means a great deal to me.  
It was long ago.

A dusty road in summer I remember,  
A mountain, and an old house, and a tree  
That stood, you know,

Behind the house. An old woman I remember  
In a red shawl with a grey cat on her knee.  
Humming under a tree.

She seemed the oldest thing I can remember,  
But then perhaps I was not more than three.  
It was long ago.

I dragged on the dusty road, and I remember  
How the old woman looked over the fence at me  
And seemed to know

How it felt to be three, and called out, I remember  
'Do you like bilberries and cream for tea?'  
I went under the tree

And while she hummed, and the cat purred, I remember  
How she filled a saucer with berries and cream for me  
So long ago

Such berries and such cream as I remember  
I never had seen before, and never see  
Today, you know.

And that is almost all I can remember  
The house, the mountain, the grey cat on her knee,  
Her red shawl, and the tree.

And the taste of the berries, the feel of the sun I remember  
And the smell of everything that used to be  
So long ago.

Till the heat on the road outside again I remember,  
And how the long dusty road seemed to have for me  
No end, you know.

That is the farthest thing I can remember.  
It won't mean much to you. It does to me.  
Then I grew up, you see.

b Read the poem and answer the questions.

- Who is the narrator of the poem?
- What happened between her and the old lady?
- What is the effect of the poet using the words 'you know' and 'you see'?
- How does the poem make you feel?

c Read the poem again and make notes. What can the narrator see, hear, smell, taste and feel?

#### Grammar | I wish/If only

7 Read the Active grammar box. Then choose the correct underlined words to complete the rules.

##### Active grammar

<i>Wish</i>	: Actual situation
<i>'I wish I was better at listening.'</i>	: He isn't good at listening.
<i>'I wish I had eaten more healthily.'</i>	: She didn't eat very healthily.
<i>'I wish I could sing.'</i>	: He can't sing.

We use *wish* + Past Simple to talk about imaginary things we would like in the *past/present*.

We use *wish* + Past Perfect to talk about imaginary things we would like in the *past/present*.

We use *wish* + *could* to talk about ability in the *past/present*.

We use *wish* + *someone/something* + *would* when you want someone or something to change.

*I wish they would be quiet!* (They refuse to be quiet.)

You can't say: *I wish I would* (Because you can control what you do.)

We can also use *If only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

*If only I could dance!* (I can't dance.)

*If only you hadn't left your bag on the bus!* (You did leave it on the bus.)

8 Rewrite the sentences using *wish* so that they have a similar meaning. Different answers are possible.

*I'm hungry. I didn't eat earlier.*

*I wish I had eaten earlier/I wish I had some food.*

- I'm bad at Maths. I want to be better.
- You're late again.
- We went to a boring museum.
- I'd love to be a good dancer, but I can't do it.
- You always leave your dirty plate on the table!
- I'm lonely. I'd like to have more friends.
- I don't want to smoke any more, but I can't quit.

9 Write down three wishes about your life (past or present). Then work in pairs and compare your ideas.

## 10.2 Memorable people

### Vocabulary | biographies

**2** Match the phrases (1–6) from the listening with the meanings (a–f).

- 1 a difficult start in life
  - 2 one of the greatest ... of all times
  - 3 against the odds
  - 4 from an early age
  - 5 is widely considered to be
  - 6 is best known for
- a although it seemed very unlikely
  - b most people agree this person is
  - c one of the best ... ever
  - d problems in childhood
  - e from childhood or youth
  - f is famous because of

**3** Complete the sentences with a suitable word or phrase (1–6) from exercise 2.

- 1 Tanni Grey Thompson was interested in sport \_\_\_\_\_.
- 2 Marie Curie \_\_\_\_\_ discovering radium.
- 3 Pelé had \_\_\_\_\_ because he was born into a very poor family.
- 4 Einstein \_\_\_\_\_ the father of modern physics.
- 5 Pelé is \_\_\_\_\_ footballers \_\_\_\_\_.
- 6 Despite some problems, all four people succeeded \_\_\_\_\_.

### Grammar | review of past tenses

**7 a** Underline the different tenses that are used to describe the woman's life in the article on page 138.

**b** Read the Active grammar box and complete the rules with *Past Perfect*, *Past Continuous* and/or *Past Simple*.

#### Active grammar

We use the \_\_\_\_\_ to describe the main events of a story.

We use the \_\_\_\_\_ to make it clear that something happened before the main events in the past.

*I felt ill because I **had eaten** bad food.*

We use the \_\_\_\_\_ to describe actions that were already in progress when the main events happened.

We often use the \_\_\_\_\_ and \_\_\_\_\_ together when one action was in progress and the other action happened suddenly.

*He **was sleeping** when the storm **began**.*

**8 a** Read about Gianni Versace. Put the verbs in brackets into the correct tense. There is one passive.

**b** Find three things Versace had in common with the woman in the article on page 138.

### GIANNI VERSACE

Gianni Versace was born in Reggio Calabria, Italy, in 1946. His mother had a clothes shop, and it was while he (1) \_\_\_\_\_ (grow up) that he learned about making clothes. In 1972 he (2) \_\_\_\_\_ (move) to Milan to become a fashion designer, and in 1978 he (3) \_\_\_\_\_ (open) his first shop. In the same year, he (4) \_\_\_\_\_ (present) his first collection for women. He (5) \_\_\_\_\_ (already/design) a leather collection for a company called Complice, but now, he worked for himself.

His designs (6) \_\_\_\_\_ (be) brightly coloured and sexy, and he used celebrities like Madonna, Tina Turner and Bon Jovi as models. In 1984 he (7) \_\_\_\_\_ (bring out) his own fragrance for men, Versace L'Homme.

On 16th July 1997, while he (8) \_\_\_\_\_ (walk) outside his apartment in South Beach, Miami, he (9) \_\_\_\_\_ (shoot) dead by an unknown killer.

During his life, his fashion empire (10) \_\_\_\_\_ (become) so successful that it was worth over \$800 million.



## 10.3 Saying goodbye

### We're letting you go.

One company text-messaged its employees, asking them to check their email to see if they had been retained. Those who had lost their jobs were not contacted at all. It's probably not the nicest way to **find out** that you are now unemployed. But it's maybe better than some. A recent survey in New Zealand found that several people claimed to have been fired by post-it note.

Or, using a newer technology, an employee in the North of England was recently fired for **turning up** late. Fair enough, you might think, but was it really acceptable to sack her by sending her a message on Facebook?

A receptionist for a certain company was asked to train up a new assistant. One day she **came back** from lunch and found that her security card didn't work. 'What's **going on**?' she asked. The reply? She had been replaced by her new 'assistant'.

It is impossible to **come up with** a 'nice' way to fire someone, but managers should at least do it in private and show respect for the employee. The problem is that bosses often panic. They are worried that the fired employees will steal important information. And they are sometimes right: in one company, the fired staff stole computers and other equipment and nearly destroyed the company's offices as an argument **turned into** a riot.

- 1 What type of goodbye is described in your article?
- 2 How did the companies/people say goodbye?
- 3 What is the conclusion at the end of the article?
- 4 What do you think of the behaviour described in the article?
- 5 Is there a 'good' way to say goodbye in these situations?

**b** Explain your article to your partner. Use your answers to exercise 2a to help you. Then quickly read your partner's article.

- 3** Work in pairs. Match the phrasal verbs in bold in the article on this page and on page 151 with the meanings in the box.

arriving became continue cancelled discover  
experienced (something bad) finished a relationship  
happening tolerate think of/invent recover from  
returned

### Grammar | phrasal verbs

- 4** Read the Active grammar box. Match the phrasal verbs in **bold** from the articles on pages 140 and 151 with the phrasal verb types (A–D).

#### Active grammar

There are four different types of phrasal verb:

- A The verb takes no object (intransitive).  
*I **turned up** late.*
- B The verb takes an object (transitive) and the verb and particle can split.\*  
*I **called off** the wedding.*  
*I **called the wedding off**.*  
*I **called it off**.*

\*When the object is a pronoun (he/she/it, etc.) the verb and particle must split. NOT: *I ~~called off it~~.*

- C The verb takes an object but the verb and particle cannot split (transitive, inseparable).  
*He's **going through** a difficult time.*  
NOT: *He's ~~going a difficult time through~~.*

- D The verb has two particles and doesn't split (transitive, inseparable).  
*We **came up with** a new idea.*  
NOT: *We ~~came up a new idea with~~.*

- 5** Put the words in the correct order to make sentences and questions.

- 1 girlfriend/I/up/split/my/with .
- 2 we/until/out/didn't/later/find .
- 3 back/when/you/coming/are ?
- 4 carry/couldn't/I/tired/because/I/was/on .
- 5 always/she/late/up/turns .
- 6 with/good/they/up/did/any/ideas/come ?
- 7 going/is/here/on/what ?
- 8 match/because/rain/the/called/off/was/of
- 9 period/is/company/going/the/a/difficult/through .
- 10 anymore/I/him/up/can't/with/put .
- 11 ice/water/the/turned/into .
- 12 it/get/over/a/serious/illness/take/weeks/can/to .

**6** Use words from boxes A and B to complete each sentence below. Change the tense if necessary.

A

carry come go (x2) put split turn (x2)

B

into on (x2) up (x4) through with (x2)

- I won't \_\_\_\_\_ this noise! If it continues, I'll call the police!
- The book was \_\_\_\_\_ a film.
- I don't need a break. I'm going to \_\_\_\_\_.
- It was a quiet party. There were only six of us, though later more people \_\_\_\_\_.
- Can someone explain? I have no idea what's \_\_\_\_\_.
- She \_\_\_\_\_ a difficult period when she lost her job, but she's OK now.
- Couples usually \_\_\_\_\_ because of jealousy or boredom, or because they find other partners!
- You need to \_\_\_\_\_ a plan to improve your business, because you are losing money.

## 10 Vocabulary | the senses

**1 a** Which senses – sight, sound, smell, touch or taste – do you associate with the photos (A–E)?

**b** Which senses do you first associate with the words in the box?

a cold wind a cotton shirt a mountain stream  
a stone floor drums fish fresh bread  
olives petrol red roses sunshine the sea

**c** Complete the phrases below with words/phrases from the box in exercise 1b.

- The look/sight of ...
- The sound of ...
- The feel of ...
- The smell of ...
- The taste of ...

**d** Work in pairs. Tell your partner which things in exercise 1b you like/dislike.

*I love the taste of olive oil and fresh coffee.*

**2 a** Look at the table below. Then match sentences from A and B to make dialogues.

It looks feels sounds smells tastes	+ adjective	It <b>looks</b> beautiful. It <b>tastes</b> delicious.
	+ like + noun phrase	It <b>sounds</b> like a mechanical problem. It <b>looks</b> like a nice day.

A	B
1 I love this dress.	a Yes, he looked terrible.
2 Shall we go to the cinema?	b Yes, the roses smell beautiful.
3 I cooked the soup myself.	c Yes, touch it. It feels very soft.
4 Can you hear the birds singing?	d Yes, it looks great on you.
5 Miguel went home early.	e That sounds like a great idea.
6 Have you been in the garden?	f Yes, they sound lovely.
7 Are you sure this fish is fresh?	g It tastes delicious.
8 Is the skirt made of silk?	h No, it smells a bit strange.

**3 a** Work in pairs. Discuss the difference in meaning between the following verbs.

- see/look at/watch
- listen to/hear
- touch/hold

**b** Complete the sentences with the verbs from exercise 3a.

- Can you \_\_\_\_\_ this bag for me? It's very heavy.
- Have you \_\_\_\_\_ Jo's car? It's very fast.
- Can you speak up, please? I can't \_\_\_\_\_ you.
- Don't \_\_\_\_\_ that wire! It looks dangerous.
- I was just \_\_\_\_\_ these beautiful photos.
- Shall we \_\_\_\_\_ some music on the radio?
- Did you \_\_\_\_\_ that TV programme last night?

# 10 Reference

## I wish/If only

We use *wish* to say we would like something to be different from the reality.

To talk about a wish in the present, or a permanent wish, use *wish* + Past Simple. The most common verbs are *wish* + *was/were* and *wish* + *had*.

*She wishes she was taller.*

*I wish I had a pen.*

With the verb *to be* you can also say *I wish I were/she wishes she were*.

*She wishes she were taller.*

To talk about a wish in the past, use *wish* + past perfect.

*He wishes he had gone to the exhibition yesterday.*

*I wish I hadn't eaten that sandwich.*

We use *wish* + object + *would* to show you want something to change. We often use this structure to show anger or annoyance.

*I wish she would come on time.*

*I wish you wouldn't make that noise.*

! We can't say: *I wish I would.*

We use *wish* + *could* to talk about an ability that you want but don't have.

*I wish I could play chess as well as you.*

*I wish I could fly.*

! We don't usually use *wish* + *couldn't*.

We can also use *if only* instead of *I wish*. The meaning is a little bit stronger than *I wish*.

*If only we could go home!*

*If only they hadn't taken the money!*

## Review of past tenses

We often use the Past Simple, Past Perfect and Past Continuous for narratives.

The Past Simple is used for the main completed events of a story.

*I took the money and ran.*

The Past Perfect is used to make it clear that one action happened before another action.

*I knew I'd seen him before.*

The Past Continuous is used for an action in progress when the main events happened. It's often a background action in the narrative.

*When I got outside, it was raining hard.*

*I was living in Paris when I married Lily. I'd met her in Austria.*

## Phrasal verbs

There are four main types of phrasal verbs:

### 1 Intransitive

The verb takes no object.

*I grew up.*

### 2 Transitive – separable

The verb takes an object and the verb and particle can split.

*I turned off the light.*

*I turned the light off.*

*I turned it off.*

When the object is a pronoun (*he/she/it*, etc.) the verb and particle must split.

NOT: ~~*I turned off it.*~~

### 3 Transitive – inseparable

The verb takes an object, but the verb and particle cannot split.

*He got on the bus.*

NOT: ~~*He got the bus on.*~~

### 4 Three-part

The verb has two particles and doesn't split (transitive, inseparable).

*We're looking forward to seeing you.*

NOT: ~~*We're looking forward seeing you to.*~~

## Key vocabulary

### Memory

commemorate homesick in memory of memento  
memorial nostalgia remember remind us of

### Biographies

a difficult start in life against the odds  
from an early age is best known for  
is widely considered to be  
one of the greatest ... of all times

### Phrasal verbs

call off carry on come back come up with  
get over go on go through find out  
put up with split up turn into turn up

### The senses

feel hear hold listen to look look at see  
smell sound taste touch watch



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 162

# 10 Review and practice

- 1** Complete the sentences using the verbs in brackets. You may need to use some extra words.  
He has to wash all the dishes. He probably wishes he \_\_\_\_\_ (have) a dishwasher.

*He has to wash all the dishes. He probably wishes he had a dishwasher.*

- 1 I have to read so many books! I wish I \_\_\_\_\_ (be) such a slow reader.
- 2 She's so full she can't sleep. She probably wishes she \_\_\_\_\_ (eat) so much.
- 3 I loved Disneyland! I wish I \_\_\_\_\_ (go) there the last time I was in the US.
- 4 He hates taking trains. He wishes he \_\_\_\_\_ (have) a car.
- 5 There are some job vacancies in the Bahamas. Don't you wish you \_\_\_\_\_ (can/work) there?
- 6 My favourite film was on TV yesterday, but at 1:00 a.m. I wish they \_\_\_\_\_ (show) it earlier.
- 7 Those children have been inside all day. They probably wish they \_\_\_\_\_ (can/play) outside.
- 8 It is such beautiful weather! Do you wish you \_\_\_\_\_ (be) on holiday?

- 2** Complete the dialogues using the correct form of the verbs in the box.

not answer do listen not hear

- A: I knocked on the door last night but you (1) \_\_\_\_\_.  
What (2) \_\_\_\_\_?  
B: Oh, sorry. I (3) \_\_\_\_\_ to music and I (4) \_\_\_\_\_ you.

go have stop

- A: (5) \_\_\_\_\_ a good weekend?  
B: Yes, we (6) \_\_\_\_\_ for a picnic.  
A: In the rain?  
B: No! The rain (7) \_\_\_\_\_ by the time we got to the park.

get back not go visit

- A: Why (8) \_\_\_\_\_ to the New Year party? We missed you.  
B: I was exhausted because I (9) \_\_\_\_\_ from Australia that morning.  
A: Really? What were you doing there?  
B: I (10) \_\_\_\_\_ my cousins.

- 3** Write sentences in the Past Perfect or Past Continuous using the words in brackets.  
We tried to call her. (She/switch off her phone)

*She had switched off her phone.*

- 1 I saw a friend after many years. She looked very different.  
(She/change/a lot) \_\_\_\_\_.
- 2 The book was completely new to me.  
(I/never/read/before) \_\_\_\_\_.
- 3 Tom was in the pool from 6:15 a.m. to 6:45 a.m.  
(At 6:30 a.m. he/swim) \_\_\_\_\_.
- 4 Javed didn't break the window at midnight.  
(He/sleep/in his room/at midnight) \_\_\_\_\_.
- 5 I couldn't cross the border into Mexico.  
(I/lose/my passport) \_\_\_\_\_.
- 6 Lola went to an interview every day.  
(She/look for/a job) \_\_\_\_\_.

- 4** Replace the underlined verbs with the correct form of the phrasal verbs in the box.

call off carry on come up with find out  
go on put up with split up turn up

- 1 My husband and I separated last year.
- 2 She arrived nearly an hour late!
- 3 What's happening?
- 4 I can't tolerate your behaviour any longer.
- 5 They cancelled the wedding at the last minute.
- 6 I'll probably need to continue working until I'm seventy.
- 7 Don't worry. He won't discover what we did with the money!
- 8 He thought of a brilliant new idea.

- 5** Complete the text with the words and phrases in the box.

against the odds best known for  
from an early age is widely considered to be  
of all time remembered

Luciano Pavarotti came from a very poor family but, (1) \_\_\_\_\_, he became rich and famous. He (2) \_\_\_\_\_ one of the most commercially successful singers (3) \_\_\_\_\_. Pavarotti enjoyed singing (4) \_\_\_\_\_ but originally dreamed of being a football goalkeeper. He is perhaps (5) \_\_\_\_\_ his version of *Nessun Dorma*, sung for the 1990 World Cup in Italy. He died in 2007 and will be (6) \_\_\_\_\_ for a long time to come.