

# The first job I ever had was...

1 In pairs, read the sentences and mark them A if they come from job adverts, or E if they're from emails.

- 1 They're really selfish because they keep all the tips and don't share them with the rest of the staff. ☹ ☐ E
  - 2 The company is responsible for a number of noteworthy developments in cold and flu prevention. ☐
  - 3 The management were furious when they saw how much petrol we had used last month. ☐
  - 4 The boss keeps complaining because we're useless at **folding** clothes. ☐
  - 5 Needed: an imaginative and creative person with excellent drawing and design skills ☐
  - 6 Flexible working hours: you must be ready to distribute flyers and promotional materials day or night. ☐
  - 7 Although it was extremely tough at first, I'm pretty comfortable in the classroom now. ☐
- 2 **2.1** What are the seven jobs in ex 1? Go to Word Bank 5, p. 67.

## Reading

3 In pairs, read an interview with Karl-Heinz Hoffmann about his first job. **A** read Part 1. **B** read Part 2. Then share your information. What does he say about these things?

A: his job now	home town
the factory	journey to work
pollution	

B: where he worked	washing
what he did at work	his boss
plastic objects	

4 Re-read the whole interview. Write the missing questions 1–7.

### Part 1

#### Careers weekly

Next in our series on people's first jobs around the EU, we speak to **Karl-Heinz Hoffmann, 27 from Nuremberg, whose first job was a little unusual....**



- 1 \_\_\_\_\_  
I'm working as a tour guide. I like it because I always wanted a job where I could walk about in the open air and talk to people. Nuremberg is also quite a touristy area, with plenty of noteworthy buildings so it's not a very difficult job.
- 2 \_\_\_\_\_  
That is the question. In my first job, I worked for a factory that made black.
- 3 \_\_\_\_\_  
It made black, the colour black. I didn't understand it when I started working there either. Basically, **everything which is made of plastic or rubber has an artificial colour**. And one of the most popular colours for car tyres and things like that is black. To make this colour, you need to burn coal, lots of coal, which creates carbon black. That's what the factory made.
- 4 \_\_\_\_\_  
Not at all, it was awful. Every day would begin the same way. I would get off the train at the same station, which was always totally deserted. **Then I had to walk through these streets and fields where everything was black**. The environmental impact was clear to see. The local people were furious about it. I remember one morning when it was very icy, and even the snow was black. A cat ran past me which was once white, but was now... well, you know.

### Part 2

It was no better in the office. If you touched something, anything, like a plant or a window, you would be covered in black dust. To wash it off, you had to use a special soap which ruined your skin. It did get rid of the colour though. I don't think it was dangerous but it wasn't nice at all.

- 5 \_\_\_\_\_  
I did the work that nobody else wanted to do: photocopying, answering the phones, things like that. It was so repetitive. **The best time of day was the afternoon when everyone else was in meetings**. I used to sit at my desk and study for my university exams!
- 6 \_\_\_\_\_  
**I had a boss who was from the USA** and we got on really well. She was really professional and taught me a lot about working in business. She was nice when I left the company too. She bought me a great English dictionary, which I still have. It's been really useful.
- 7 \_\_\_\_\_  
I've never forgotten it. I often pick up a piece of black plastic, like a stapler or a ruler, and **I remember the reason why it is that colour**. It's amazing how many things in life are made in this invisible way.

## Grammar

- 5 Study the **yellow** sentences in the text. Complete the Grammar box.

### Relative clauses

- 1 A relative clause gives more information about a noun.  
There are two types:  
*A defining relative clause* tells you exactly what something is.  
*A non-defining relative clause* gives you extra information about something. The clause is separated from the noun by a comma (,).
  - 2 Use \_\_\_\_\_ to describe people, and \_\_\_\_\_ for things. Both may be replaced with *that*.  
Use \_\_\_\_\_ to describe possession.  
Use *why* to explain reasons.  
Use \_\_\_\_\_ for time and \_\_\_\_\_ for location.
- 6 Find one example of a defining and non-defining relative clause in paragraph 6 of the text.
- 7 Underline six more relative clauses in the *Careers weekly* text.

### Tip

When speaking, pause briefly before and after a non-defining relative clause.

AB p. 86 Ex. 4 ▶

## Listening



- 8 **2.2** Listen to Tsveti Bogdanova. What exactly did she have to do in her first job and why did she leave?

- 9 Listen again. What does Tsveti describe with these adjectives?

dependent	hellish	endless
automatic	trustworthy	repetitive
careful	messy	eggy
professional	unforgettable	dangerous

### Tip

In speaking, add *-y* to a noun, or *-ish* to an adjective or to a time to mean *like* or *about*.

*I think the cake is a bit too chocolatey.*

*See you at 6-ish.*

*She's got reddish hair.*

## Speaking

- 10 In fours, answer the questionnaire. If you've never worked, answer for a friend. Who has done the most unusual job in your group?

*I used to deliver newspapers on Sundays when I was 12.*

### Work questionnaire



- 1 What was the first job you ever had? Did you enjoy it?
- 2 How many different jobs have you done?
- 3 Have you ever worked...
  - outdoors?
  - in an office?
  - for free?
  - in a service industry (waiter, receptionist, etc.)?
  - at night?

## Reading

- 1 **2.3** – **2.4** Is it always best to tell the whole truth? Is it ever OK to be dishonest or tell a white lie? Go to Word Bank 6, p. 68.

*There are times when I'd avoid telling the truth.*

- 2 In pairs, read answers 1–6. Do you think their actions were right or wrong?

## Is honesty the best policy?

Our readers told us about a time when they were dishonest (or just unwilling to tell the truth). Here are the top 6 replies. Do you think they did the right thing?

- 1 We were at a theme park and I couldn't find anywhere to park. The kids were getting really impatient and fighting, so I just put the car in a disabled parking space. That isn't immoral, is it?
- 2 The vet told me that our family hamster was very ill and would soon die. My four-year-old asked me if the hamster would be OK, and I said 'yes'. I don't think that was irresponsible. Everyone does it, don't they?
- 3 In the job interview, they asked me 'Do you speak good German?' Well, I had very basic school German so I said 'yes', and I got the job. It's OK. I thought the language skills were irrelevant, and they were, weren't they?
- 4 We were going to a nightclub and I was the only one who was underage. They asked me how old I was and I said '21' so luckily they let me in. It's OK. It wasn't illegal, was it?
- 5 The museum gave free entry to students so I showed them an illegible old photocopy of a letter that said I was at university and they let me in for free. It saved me €10!
- 6 My grandma cooked us liver and onions. It was completely inedible but when she asked what we thought, I said it was delicious! I didn't want her to feel disappointed.



## Remember?

*Let means allow or give permission:  
The teacher let us go home early.*

## Grammar

- 3 Underline the four question tags in 2. Read the rule and complete the table.

## Question tags

Use *auxiliary verb* + *noun*. If the statement is **+**, the tag is **–** and vice versa.

Positive statement →	negative tag	Negative statement →	positive tag
I'm the only student	aren't I?	They aren't here,	_____?
You live there,	_____?	You don't live there,	_____?
You spoke to Mark,	_____?	We didn't finish,	_____?
They've gone home,	_____?	I've not met Jo,	_____?
He'll come to the party,	_____?	They won't complain,	_____?

AB p. 87 Ex. 3 ►

## Tip

The **–** question tag for *I am* is irregular.  
*I'm coming to your house tomorrow, aren't I?*

## Listening

- 4 **2.5** Listeners to a phone-in show were asked to comment on the lies in ex 2. Listen. Which lie is each person discussing? Do they approve of the lie?

1 Palat                      2 Salvador                      3 Judy

## Pronunciation

- 5 **2.6** Listen again to four question tags. Write A (asking for agreement) or Q (real question). When does the intonation go up ↗ / down ↘?

- 1 Lying is always a bad thing, isn't it? ↗
- 2 If lots of people pretend to be students, organisations will stop giving us discounts, won't they?
- 3 If someone takes the disabled parking space, we can't get into the building, can we?
- 4 I'm talking to James Richard's radio show, aren't I? ↘

- 6 In pairs, practise 1–4. A say it, B say if it goes up or down. Swap roles.

## Listening

- 7 You're going to listen to another extract from the radio show. In pairs, look at these pictures of people lying. Can you find 7 ways to spot a liar?



- 8 **2.7** Listen to the start of the radio show to check your answers. How many lies did you spot?
- 9 **2.8** Listen to the second part of the interview. Did you spot all seven ways to spot a liar?
- 10 **2.9** Listen to the final part of the interview. **A** write down what Françoise says about the voice. **B** write down George's experiment. Then compare your information.

## Speaking

- 11 Write six facts about yourself. One or two of the facts must be false. In fours, tell each other your facts. Ask questions to find out which facts are lies. Can you spot the lie, using the experts' advice from the show?

- A *I went to Egypt last year.*
- B *Did you? Where exactly did you go?*
- C *So, what currency do they use in Egypt?*

### Essential phrases

Are you absolutely sure about that?

Really? Tell me a bit more about...

Can I just check something? You said...

That's a lie!



## Speaking

- 1 **2.10** In pairs, say what your favourite item of clothing is and why. Report back to the class. Go to Word Bank 7, p. 68.

*My hand-made leather boots.*

- 2 Think of at least 6 jobs where people have to wear special clothing. Have you ever had to wear a uniform or other special clothing?

## Reading

- 3 Look at the photo and answer the question in the article title. Imagine three ideas you'll find in the text. Then read it to check if they're there.



## Shorts suits: Would you wear this to work?

As we **are told** that the men's 'shorts suit' is a key look for the office this summer, Robert Colville bares his knees and sets off for the office.

'Are you sure you've got the knees for this?' **asked** my colleague. <sup>(1)</sup> \_\_\_\_\_

My new approach to workwear began after I **was informed** this week that **the business suit is slowly dying**. <sup>(2)</sup> \_\_\_\_\_ If standards continue to fall, the once-compulsory dress code could be dead within a decade. But an alternative interpretation of officewear is rapidly becoming popular: the shorts suit.

"Shorts are becoming a natural summer staple for those who dress well in the city," **says** the latest issue of GQ magazine – which praised the shorts suit as "**a bold fashion statement that's totally tied to what's in this summer**."

<sup>(3)</sup> \_\_\_\_\_ After a successful debut last year, Topman's jacket-and-shorts combinations are already flying off the shelves.

"Formalwear is a very strong influence on the catwalks at the moment, and that's working its way down to the high street," **explains** Marcus Rigg, Topman's formalwear designer.

"**Guys are tidying themselves up and taking more pride in what they're wearing**. In terms of shorts, there has been a lot more exposure in the media, so they're a lot more acceptable."

<sup>(4)</sup> \_\_\_\_\_ As I walk around the Telegraph offices in a £135 shorts suit in light check from Topman, enjoying the feeling of the air against my legs, there is a predictable reaction.

I decide to escape their laughter and take to the streets, where I am grateful for British reserve. <sup>(5)</sup> \_\_\_\_\_

I comfort myself with the thought that age is on my side. "**There are a lot of younger people who don't have our preconceptions about clothes**," **points out** Charlie Porter, GQ's associate editor.

Most of the men I talk to want to discuss the difficult issue of the socks. <sup>(6)</sup> \_\_\_\_\_ However, among the women, the problem is not the shorts suit or the socks but showing any leg at all.

"**Men never really look good in shorts**," **complains** one colleague. "They're just a bit... unfortunate."

"I don't think shorts have ever worked on a man," another **replies**, before she **mentions**, "except perhaps Daniel Craig emerging from the sea in *Casino Royale*..."



## Glossary

**GQ:** a men's fashion magazine  
**Topman:** a British clothes store for men  
**Telegraph:** a newspaper

- 4 Re-read the text and match sentences a–f to the gaps 1–6. Check in pairs, Do you agree with the comments in **bold**?

- a Not among my colleagues they're not.  
 b Should they be knee-length, pulled up, or simply absent?  
 c Shoppers on the high street seem to agree.  
 d To be honest, I wasn't.

- e Most people don't even look at the buildings around them, let alone a stranger in a shorts suit.  
 f Only 24 per cent of office workers are now required to wear one.

- 5 Look at the **yellow** reporting verbs. Are they reporting direct or indirect speech?

## Listening

- 6 **2.11** Many companies in the UK have a 'dress-down Friday': a day when everyone comes to work in casual clothes. Listen to four people talking. Who likes (✓) and who doesn't like (X) it?

Terry ☐ Katarzyna ☐ Dinesh ☐ Lisse ☐

- 7 Who said what? In pairs, try to match phrases 1 to 6 to the speaker. Write T, K, D or L. Then listen again to check.

- |   |   |
|---|---|
| 1 <input type="checkbox"/> They asked us if we wanted to continue.                        | 4 <input type="checkbox"/> He replied that we had to dress casually on Fridays.       |
| 2 <input type="checkbox"/> I asked my manager why I couldn't wear my normal work clothes. | 5 <input type="checkbox"/> I told her I was going to wear, you know, jeans, a jumper. |
| 3 <input type="checkbox"/> They asked me whether I had had the day off.                   | 6 <input type="checkbox"/> I told my boss I thought it wasn't a good idea.            |

## Grammar

- 8 Read the grammar box and circle the correct rules.

### Reported speech and reported questions

- To report speech move the tense *back/forward* one step.  
'I don't like dress-down Friday.' → He said he didn't like it.
- This doesn't always happen, when the comment still affects the present or the *past / future*.  
'I'm going to Chile next week.' → She told me she's going to Chile next week.
- With reported questions, the word order *sometimes / never* changes.  
'When are you starting this job?' → They asked me when I was starting that job.
- Use *if* or *what / whether* to report questions that expect the answer 'yes' or 'no'.  
'Have you met Carl?' → She asked whether I had met Carl.
- Time and place words (*yesterday, this*) *can / never* change when you report at a different time or place.  
'He left yesterday.' → They said he had left the hotel the day before.

### Remember?

Imperatives become infinitives in reported speech. Go home! → He told me to go home!

AB p. 88 Ex. 4 ►

## Speaking

- 9 Many companies have similar ideas to dress-down Fridays to make people more relaxed and creative. Rank these ideas from 1–4. Which is the best / worst idea?

"Photo Friday. On Fridays, everyone in the office brings in a photo from outside their work life and puts it on their desk. It can be fun to do this with pics of you as a baby."

"No-message Friday. Nobody can send or read emails or texts on Friday. Everybody spends more time talking to colleagues."

"Friday lunches. Everybody in the company or on a team goes out for lunch together every Friday."

"Be nice Friday. You have to give all of your colleagues a compliment the first time you see them."

### Essential phrases

... is a really good idea.  
... is a ridiculous suggestion.  
... wouldn't work in my office because....  
How would... work?

## Speaking

- 1** **2.12 – 2.13** Think of five ways people make extra cash. Have you ever done any of these things? Go to Word Bank 8, page 69.

*They babysit for friends in the evening after work.*

*Some people even sell their hair!*

## Listening

- 2** **2.14** Listen to a radio programme on making money on the side. Which of ideas 1–5 are mentioned? Which suggestion is missing?
- 1 Looking after other people's pets
  - 2 Selling things over the Internet
  - 3 Pretending to be a customer to see if a shop's service is good or bad
  - 4 Giving private classes
  - 5 Using your car to promote products
- 3** Listen again and complete these sentences.
- 1 The advantage of being strong when walking dogs is...
  - 2 People don't put their property on online auction sites because...
  - 3 People who enjoy being mystery shoppers usually can't afford...
  - 4 The disadvantage of putting advertising on your car is...



## Reading

- 4** In pairs, **A** read tips 1–3, **B** read tips 4–6 of the magazine article. Think of one more way of saving money. Then tell your partner the three ideas from the article plus your own suggestion. Can you guess which one did not come from the article?
- 5** In pairs, answer the questions, according to the article.
- 1 What three things does the author think you shouldn't buy?
  - 2 What two changes should you make to regular payments?
  - 3 Which three places can you save money at?

## Credit Crunch tips

### How to save money without changing your lifestyle!

In these difficult times, we'd all like to spend a bit less whenever we can – so here are six easy ways to save.

- 1** I'll never forget buying a top brand pair of jeans and then seeing my best friend wearing identical jeans that she had bought for half the price! Why waste money on expensive brand name products? Buy clothes at cheaper stores and save, save, save!
- 2** With Internet shopping becoming more and more popular, we're paying by plastic more than ever before. If you use your credit card a lot, remember to pay off the balance at the end of every month and avoid paying expensive interest.
- 3** We all do it. It's 7 a.m. and it's cold and you stop to have a coffee on the way to work. But have you thought how much it costs over a year to get a takeaway coffee every day? Make your own at home or at work and save the café for Sunday.
- 4** Do you really need a contract with 200 minutes of talk time and several hundred texts a month? Why not change to pay as you go? You'll discover that if you do forget to top up your phone once in a while, well, it's no tragedy.
- 5** If you want to keep fit, go to the public pool and stop paying a subscription to your local sports club. Going to the public swimming pool is much cheaper and you won't be paying out €€€s every month.
- 6** Remember throwing away all that old technology? Having to give away your first mobile, computer, and that huge old TV? What a waste of money that was! So, why buy DVDs or even go to the cinema when you can borrow them for a fraction of the price? Personally, I hate buying DVDs because I rarely watch them more than once.

## Grammar

6 Add the yellow verbs from audioscript 2.14 on page 108 to Part 1 of the grammar box.

### Verb patterns

Certain verbs are always followed by *to* + verb, others by the gerund:

- a verb + infinitive *expect to*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 b verb + gerund *keep*, \_\_\_\_\_, \_\_\_\_\_

7 Match the pairs of sentences from the Reading to descriptions a or b.

Some verbs can either be followed by the infinitive (*to go*) or the gerund (*going*).  
 The meaning changes depending on the pattern.

- |   |  |
|---|--|
| 1 stop paying a subscription<br>stop to have a coffee | a end an action<br>b end an action because you want to start another one |
| 2 forget buying<br>forget to top up                   | a a memory of the past<br>b a future action                              |
| 3 remember to pay off<br>remember going               | a advice for the future<br>b a memory of the past                        |

Other important verbs include: *go on*, *regret* and *try*

### Tip

Most verbs of emotion are followed by *-ing*, except *like*, *love*, *hate* and *prefer*, which can be followed by both infinitive or the gerund.

*I like going / to go to the cinema.*

8 Make four true sentences. Compare in pairs. Any coincidences?

- 1 I'll never forget...      3 I'd love to try...  
 2 I really regret...      4 After leaving school, I went on...

AB p. 89 Ex. 4 ►

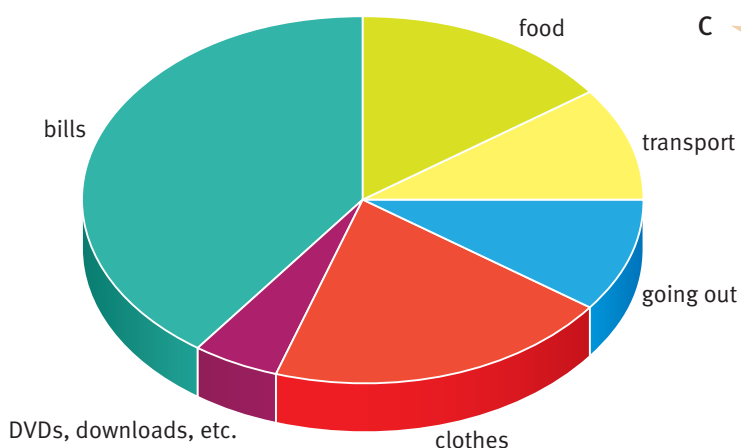
## Speaking

9 In threes, compare your weekly spending. Draw a pie chart if you want to.  
 Are there any ways that you could save a little money?

A *I don't earn much and over half my salary goes on transport.*

B *I'm really lucky because my parents still support me, so I don't have to pay bills or rent.*

C *I guess I could save a bit if I didn't go out so often, but ...*



### Essential phrases

I spend a lot of money on...  
 In my country ... is actually pretty cheap / ridiculously expensive  
 I'm always buying...  
 ... costs / doesn't cost me a lot because...  
 I guess I could give up...



## Speaking

- 1 **2.15** Generally, are you optimistic or pessimistic about the future?  
Go to Word Bank 9, p. 69.

*I'm usually optimistic about most things except global warming.*

- 2 In pairs, do the quiz. How confident are you that your answers are right?

*We're fairly sure about all of them except...*

## The 2050 Quiz

What **will the world be like** in the year 2050?  
We asked the experts – can you guess their answers?

- 1 The present population of the earth is 6.7 billion. The United Nations say that by 2050, unless we take drastic action, the world's population...  
**a** will have grown to 9.2 billion.  
**b** will have doubled to 13.4 billion.
- 2 In 2050, **will we still be using** oil?  
**a** Yes, but several alternatives will have been discovered.  
**b** Yes, but reserves will be running out extremely fast.
- 3 Experts from Leeds University predict that if we don't take dramatic action now, how many animal and plant species **will have become extinct** by 2050?  
**a** 100,000      **b** 1,000,000
- 4 Most bananas in the world's supermarkets are actually the Cavendish banana. But in 2050, many people **won't be eating** them because...  
**a** they will have become allergic to bananas.  
**b** many of the banana plants will have been killed by a disease.
- 5 By 2050, what percentage of the world's population **will be using** English every day?  
**a** 50%      **b** 66%



## Tip

We stress the syllable before *-ic*.

allergic  
dramatic  
realistic

- 3 **2.16** Listen and check. Do you agree with all five predictions? Write another prediction of your own for 2050.

*By 2050, everybody will be reading electronic books.*

## Grammar

- 4 Match the yellow examples in the quiz with each description, a–c. Then match a–c to the tense names. Which tense did you use in your prediction in ex 3?

## Future: Simple, Continuous or Perfect for predictions

- a Emphasises that an action will be finished before a point in the future.
- b Predicts an action in progress at a point in the future.
- c The standard tense used for making predictions.

Future simple ☐

Future continuous ☐

Future perfect ☐

## Remember?

You can also predict with *going to*, especially when the prediction is based on a present situation.  
*Look at those clouds. It's going to rain.*

AB p. 90 Ex. 3 ►

## Pronunciation

- 5 **2.17** Listen and repeat. Which sentence, *a* or *b*, sounds most natural? When would you use the pronunciation in the **a** sentences? Why?

- 1 **a** I will have it. **b** I'll have it.  
 2 **a** We will be working. **b** We'll be working.  
 3 **a** They will have done it. **b** They'll have done it.

- 6 **2.18** Listen once to the dialogue. Who's talking? Did you understand every word they said?

- 7 Listen again line by line. In pairs, try to write down everything the speakers say. Then check your answers in the audioscript on page 108. Practise the dialogue at the same speed.

### Tip

The Future Continuous is often used to speculate about what someone is doing at the moment of speaking.

*Hurry up! I'm sure they'll be waiting for us outside the theatre.*

## Speaking

- 8 In pairs, speculate about people you know. Any coincidences?

*What do you think X will be doing now?*

## Listening

- 9 **2.19** A *futurologist* is an expert who predicts what life will be like in the future. Listen and match four futurologists' predictions to a picture, A to D.



- 10 Listen again. Who's most optimistic and most pessimistic about the future? How do you know? Who do you agree with?

## Speaking

- 11 In groups, make predictions about these things in 2050. Who's the optimist of your group? And the pessimist?

work

animal life

medicine

robots

homes

transport

weather

countries

languages

appearance and clothes

### Essential phrases

I think that in the future...

Personally, I reckon...

I'm a bit of a pessimist / optimist because...

One of the biggest problems in the future will be...

I'm not sure about...

## Speaking

- 1 **2.20** In pairs, name 5 parts of a car. Go to Word Bank 10, p. 70.

*the windows, the roof*

- 2 What happens in a driving test in your country? Explain it to your partner.

*First of all you have to do a written test...*

## Listening

- 3 **2.21** You're going to listen to two friends, Chris and Jackie. First guess if 1–10 are true or false. Then listen to the first part of the conversation and check your answers to 1–4.

- 1 Jackie's determined to pass her driving test.
  - 2 Chris has a driving license.
  - 3 Chris thinks he took his first test too early.
  - 4 In his first test, Chris parked illegally.
  - 5 Chris had a different examiner in his second driving test.
  - 6 Chris made a mistake at the beginning of his second test.
  - 7 Chris was nervous throughout his second test.
  - 8 Chris drove down a one-way street in the wrong direction.
  - 9 Chris couldn't use the clutch properly.
  - 10 The examiner refused to help Chris when he got into trouble.
- 4 **2.22** Before listening to the rest, do you want to change any of your answers 5–10? Listen to check.
- 5 Listen again. Order the Essential phrases 1–12 as you hear them.
- 6 Do you have equivalents for phrases 1–12 in your language? How often do you use them?

## Tip

To comment or express surprise use *What* + noun, or *How* + adjective.

*My two-year-old son gave me a flower yesterday.*

*What a lovely story. How sweet!*



## Grammar

- 7 Read the grammar box. Find one example of each rule in **2.22**.

## Past modals

Form with modal verb + *have* + past participle.

- 1 Use *would have done* for hypothetical past actions.
- 2 Use *might / could have done* for a past hypothesis which is possibly true.
- 3 *Should have done* expresses regret or criticizes a past action.
- 4 Use *must have done* for a past hypothesis that you're certain is true.
- 5 Use *can't have done* to make a past hypothesis which you're certain didn't happen.

## Remember?

Use *had to* to describe past obligation:

*We had to pass an exam to go to secondary school.*

## Essential phrases for:

## Building a story

- ☐ *It gets worse.*
- ☐ *Did I ever tell you about it?*
- ☐ *What happened first was*
- ☐ *After that...*

## Responding to a story

- ☐ *You didn't, did you? Wow!*
- ☐ *And what did he say?*
- ☐ *No way!*
- ☐ *Good for you.*
- ☐ *Right.*
- ☐ *You're joking!*
- ☐ *What went wrong?*
- ☐ *What a disaster!*



## Pronunciation

- 8 <sup>2.23</sup> In past modals, *have* is pronounced /əv/. This can make it very difficult to hear. Listen and circle the words you hear.

- 1 I *should put / have put* the bag in the boot.
- 2 She *must come / have come* on Saturday.
- 3 The teacher *might set / have set* different homework.
- 4 You *could run / have run* faster.
- 5 I *would quit / have quit* working for the company.

AB p. 91 Ex. 2 ►

## Reading

- 9 In pairs, **A** read about disasters 1 and 2, **B** read 3 and 4. Tell each other what you remember, then discuss the incidents. Hypothesise about what *must / might / could / should / can't* have happened.



## Four sat-nav disasters

**Some of the most spectacular disasters caused by satellite navigation systems - and how you can avoid having them happen to you.**

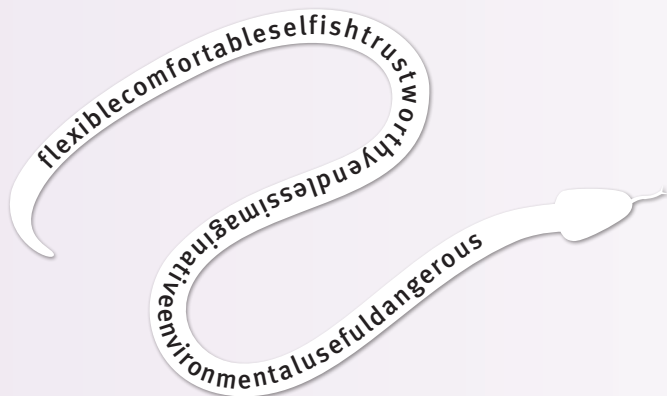
- 1 Cars and water don't mix, as a driver in Glubczyce, Poland, found out. He kept following the instructions of his sat-nav – ignoring the road signs telling him that the road ahead was closed – and drove straight into the middle of a lake. Fortunately the man and his passengers got onto the roof of the car and were rescued by the emergency services.
- 2 Two robbers' criminal activities came to a sudden end when they were stopped by police in Doncaster, Yorkshire. They were found carrying thousands of euros and a number of stolen credit cards. But the strongest evidence was the sat-nav device, programmed with the addresses of all the Post Offices that they had robbed.
- 3 A hospital patient got taken on an eight-hour magical mystery tour, thanks to some London ambulance drivers. Completely trusting their sat-nav device, the ambulance crew took the patient to a hospital in Manchester, 200 miles away, when they were supposed to travel a mere 12 miles to Brentwood, Essex.
- 4 Redditch woman Paula Ceely escaped death en route to her boyfriend's house in Wales. Her sat-nav system took her to a large metal gate. Certain that this was the correct route, she opened the gate and, moments later, found herself in the path of a railway train. She jumped out of the way as the train smashed into her Renault Clio and carried it down the track. 'I'll never use a sat-nav again,' she told the Daily Telegraph.


## Speaking

- 10  In pairs, get a card from your teacher. Take turns to tell your stories. Use the phrases on p. 28.

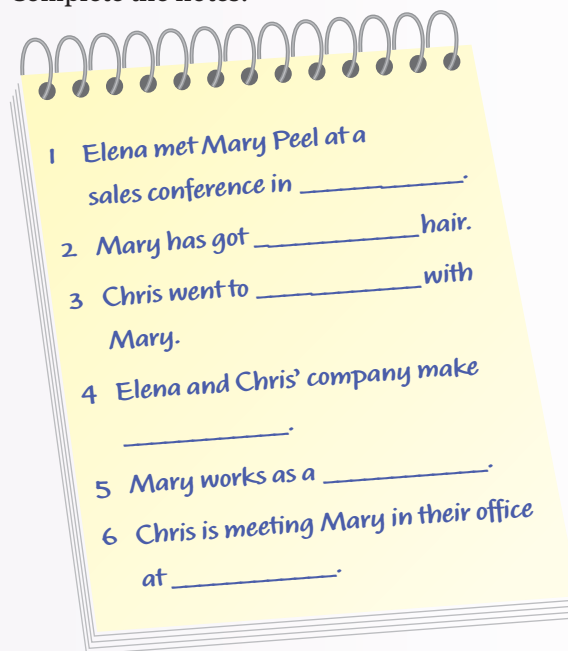


- 2A 1** Complete with adjectives from the snake. In pairs, decide if you both agree with them all.



- 1 Sometimes my journey home seems \_\_\_\_\_ and I think I'm never going to get there.
  - 2 My most \_\_\_\_\_ possession now is my mobile phone. I couldn't live without it.
  - 3 I think I'm quite an \_\_\_\_\_ person. I'm always thinking of new ideas and I like art and drawing and things like that.
  - 4 Riding a bike in the streets is really \_\_\_\_\_. There are so many accidents that you could have.
  - 5 The biggest \_\_\_\_\_ problem in my country is pollution from industry.
  - 6 Most people in my country are pretty \_\_\_\_\_. In general, I'd say they're very honest.
  - 7 I never feel \_\_\_\_\_ meeting new people. I'm quite shy and I never know what to say.
  - 8 I've never done yoga and to be honest, I don't think I'd enjoy it because I'm not very \_\_\_\_\_.
  - 9 People today are much more \_\_\_\_\_ than in the past. They never want to share anything or help anyone else out.
- 2** Think of two more adjectives with the same suffixes as ex 1. Put them in a phrase.
- 3**  Play DEFINE IT! Get some cards from your teacher.
- 4** Which prefix can be used with all these adjectives?
- |  |           |
|--|-----------|
| 1 important, kind, likely, tidy              | <u>un</u> |
| 2 legal, legible, literate, logical          | _____     |
| 3 mature, moral, patient, polite             | _____     |
| 4 abled, honest, organised, satisfied        | _____     |
| 5 accurate, correct, direct, edible          | _____     |
| 6 regular, relevant, resistible, responsible | _____     |

- 2B 5** **2.24** Listen to Chris speaking to his boss, Elena. Complete the notes.



- 6** Listen again and count the question tags. Go to audio script **2.24** p. 108 to check.
- 7** Listen once more and mark the question tags U (up) or D (down) for intonation.
- 2C 8** In pairs, **A** read problem 1, **B** read problem 2. Explain the problem to your partner. Can you solve it? Get the answer from your teacher.

### Problem 1

Last week Stefania's family were visiting her school. While her parents were speaking to the teachers, her cousin visited the library. In the library, her cousin went to look for a book and left an MP3 player on the desk. But then it was stolen! The head teacher, Mr Marlowe, investigated the theft.

Stefania's cousin told him that the library seemed to be empty. But the librarian informed Mr Marlowe that three boys had been there. The teacher asked the boys if they had stolen the MP3 player.

Nathan said he'd been working on the computer the whole time and that he hadn't stolen it. Julian said that he didn't know anything about the cousin and he'd never seen her. Carlos pointed out that he already had an MP4 player and asked why he would steal an MP3 player.

With this information, the head teacher knew who the thief was. Who was it?

### Problem 2

Professor Martinez was recruiting new students for his university course in History. He was very impressed with an application from Jennifer Goode. However, one day his secretary mentioned that something was wrong with Jennifer's application. She explained that one of the emails looked like a fake.

Professor Jones, US expert in Mexican History:

"Jennifer is an excellent student who made very good progress over the three years that she was at our college."

Doctor Ruiz, a Spanish expert in the history of Madrid:

"Jennifer is extremely interested in all areas of world and European History."

Professor Mucklow, Britain's number one expert in Scottish history:

"Ms. Goode has consistently gotten the highest grades, especially now that she has specialized in Scottish history."

Professor Martinez realised that his secretary was right. He phoned the lecturer, who replied that this was not the first time someone had written a fake reference using his name. Which one was fake?

- 9 Underline eight reporting verbs in ex 8. (The first one has been done for you.) Rewrite the comments in direct speech.

- 2D 10 In pairs, get a card from your teacher. Role-play the conversation.

- 11 Find six money idioms in the cards in ex 10. Which one do you use the most in your language?

- 12 In pairs, choose the correct option and answer the questions. Any coincidences?

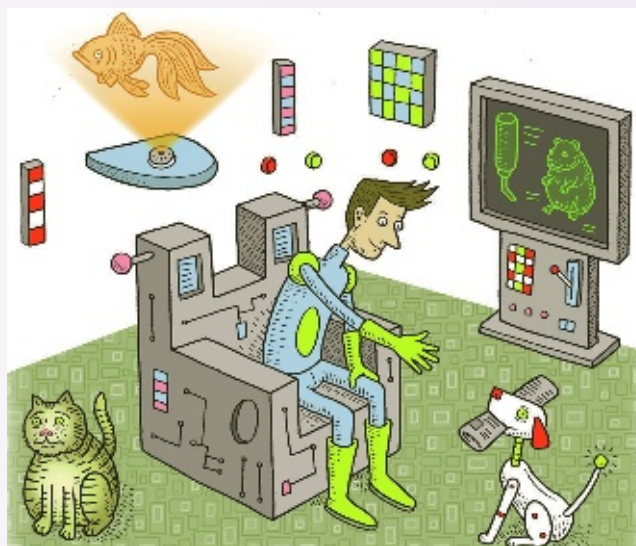
- Did you forget *to do* / *doing* the homework for the class today?
- What do you enjoy *to do* / *doing* after your English lessons?
- Do you usually stop *to have* / *having* a coffee or a snack on your way to class?
- Do you mind *to speak* / *speaking* in front of the whole class?
- Did you remember *to bring* / *bringing* everything you need to class today?
- Do you want *to live* / *living* in an English-speaking country after your English course?

- 13 Do ex 3 in Word Bank 8 on p. 69.

- 14 In pairs, ask and answer. Each \* = a missing word.

- \* \* know anybody who is \* a pension? \* they well-off or hard up?
- Should wealthy countries help \* \* are starving? What should they do?
- When \* the last time you were overcharged, e.g. in \* restaurant or hotel? \* you complain?
- Is it better to \* overdrawn or to \* a long-term loan from the bank?
- What kind \* people get \* grant? Wages? A salary?
- Why would you \* sickness or unemployment benefit?

- 2E 15 In pairs, describe the cartoon. Use the future simple, future continuous and future perfect. Do you think this will really happen?



- 16 In pairs, close your books. Remember (and sketch) all you can from the picture.

- 2F 17 Imagine you're a driving instructor, giving somebody their first lesson.

A: Explain to B how to start, drive and stop the car.

B: Explain to A how to turn left and how to park in a small space.

- 18 2.25 Go to Word Bank 20, p. 75. Listen and chant the 8 diphthongs.

### Song: *Baby you can drive my car* by the Beatles

To find the words, google *lyric* + the song title.

To find the video, google *video* + the song title and singer.