

ACTIVITY BOOK

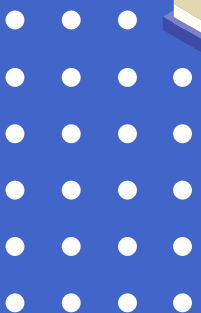
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READING COMPREHENSION



1 Warmer

a. Discuss these questions with a partner. Then share your ideas.

1. Do men and women do the same kinds of jobs in your community? Why do you think that is?
2. Is there gender equality in your work place? Explain.

Gender: the roles, behaviours, activities, and characteristics that a particular society considers appropriate for men and women

Gender equality: a situation in which rights and opportunities are the same for people of all genders

b. Read the article. Take notes of the ideas you consider interesting.

Women at work: a constant struggle for gender equality

by Engeli Haupt

- 1 More women are now working in roles traditionally done by men, including physically difficult jobs like building, working on ships, and driving trains. These women are inspiring examples for others, encouraging all women to try new things.
- 2 More women have jobs in government, law and sports organizations, but men are still leaders in these areas. In 2021, only 24 per cent of parliament seats were occupied by women. Even in areas that include many women, such as health, men have more important senior positions. Men are often considered to be better at arguing their point of view than women and this contributes to the problem.
- 3 Work activities can also be unfairly organized around men's lives. For example, women around the world spend three times as many hours as men doing unpaid work around the house or helping to care for children. This usually means they can't attend early morning meetings and evening social activities away from the office.
- 4 The COVID pandemic made things even less equal for the genders. Many men were able to work even more in peace at home, while women were not so lucky. In 2020, 54 million women left or lost their jobs. This was because many women worked in service jobs, most affected by lockdowns, and many others had to take care of their children.
- 5 But the problem does not stop there. Women are studying hard to get good qualifications, but they are still in a worse position than men. Women who get the same jobs as men don't get paid the same.

Around the world, women earn 20 per cent less than men. The US applied a few changes, but things have not improved since 2015.

- 6 Iceland and Sweden have the best opportunities for women, while Poland has made the biggest improvements over the last year. India and China would benefit a lot from giving women more opportunities to work; women can make more money for their countries' economies.
- 7 There has been a positive change in how we look at gender at work, but companies and leaders have a lot of work to do. Teachers and parents should encourage girls to study subjects such as mathematics and science to help them get jobs in these areas. The government needs to help make changes in society that will improve salary differences. UK laws say that companies must tell the public how much their employees earn (according to gender), but not everyone shares these numbers.
- 8 Across the world, men and women should have the same opportunities to develop in more senior roles. These opportunities allow women to lead others and share their knowledge and skills. If companies make these positive changes, it will be possible to solve the differences between genders, but the facts suggest that we are many years away from gender equality at work.

Parliament: an official elected group of people in some countries who meet to make the laws of the country and discuss national issues

2 Reading comprehension

a. Are these statements True (T) or False (F) according to the article? Correct the false ones.

1. More women than men are working on ships.
2. More than 75 per cent of people in parliament are men.
3. Women occupy the most senior roles in areas that include their gender, including health and sports.
4. Now that men spend most of their time with their children, women can attend more evening social activities with their colleagues.
5. Working from home allows more women to find new jobs.
6. Globally, women earn twenty per cent less than their male colleagues.
7. Iceland and Poland offer the best opportunities for women.
8. Teachers and parents should encourage girls to study science and mathematics.
9. Some companies don't share their gender pay information, even if the law says they must.
10. Many countries in the world have finally achieved gender equality at work.

3 Vocabulary practice

a. Complete the sentences with the correct word.

encourage improvement inspiring opportunities qualifications senior traditionally unfairly

1. In many cultures, boys _____ wear blue, and girls wear pink.
2. She gave a very _____ talk about how she became a famous biologist.
3. Teachers and parents should _____ girls to use their voices.
4. Only _____ managers were allowed to go to the meeting.
5. Sarah was treated _____ at work because she had to leave early to pick up her daughter.
6. They have the same teaching _____, but she has more experience working as a high-school teacher.
7. Equality is about giving all people the same _____ at home, work, and school.
8. There has been a big _____ in their reading skills since they started reading together every day.

4 Grammar practice

a. Choose the correct verb to complete the sentences from the article.

1. Many women can't **attend** / **to attend** early morning meetings and evening social activities away from the office.
2. Many men were able **work** / **to work** even more in peace at home, while women were not so lucky.
3. During the pandemic period, many women had **take** / **to take** care of their children.
4. Women can **make** / **to make** more money for their countries' economies.
5. Lots still has **be** / **to be** done.
6. Teachers and parents should **encourage** / **to encourage** girls to study subjects such as mathematics and science.
7. The government needs **help** / **to help** to make changes in society that will help solve the pay problem.
8. UK laws say that companies must **tell** / **to tell** the public how much their employees earn.
9. Across the world, men and women should **have** / **to have** the same opportunities to develop in more senior roles.

b. Reorder the words to form comparative sentences.

1. more time / Women / spend / unpaid work / doing

2. than women / Men / higher salaries / earn

3. Women / Men / senior positions / more important / than / have

4. lower roles / are / than men / Many women / still in

5. their point of view / arguing / often better at / are / than / women / Men

5 Communicative practice

a. Choose one area of gender inequality at work that you want to focus on. Research or make notes of the differences between men and women at work. Support your ideas with data or any other type of information.

- salary
- work benefits
- senior / leadership roles
- Your own idea: _____

b. You are the Human Resources manager in a company. You are pitching some change initiatives to improve gender equality at work. Prepare a short presentation explaining the benefits of these ideas. Use the information you prepared in Activity 5a.

c. Discuss the questions with a partner using the expressions below.

- What are some of the most important differences that men and women experience at work in the area you chose?
- Do you think your company/country has inequality issues in that area? Why do you think so?
- Why do you think some people still support ideas of inequality?
- What are the possible strategies to give everyone the same opportunities?

Useful language: <i>According to a recent report, women ... than men.</i> <i>We believe that women/the company should...The company/management needs to ...</i>	 <i>I think that (women/men) ...</i> <i>In my opinion ... is a problem because ...</i> <i>I believe that (women/men/companies) should/need to ...</i>
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Finland is the happiest country in the world

Level 1 • Pre-intermediate / Intermediate

1 Warmer

The article is about the happiest country in the world. Which five of these words do you think are in the text? Check your answers in the text.

education	freedom	jobs	holidays	taxes
entertainment	sunshine	healthcare	families	fun

2 Key words

Fill the gaps in the sentences using these key words from the text. The paragraph numbers will help you.

depression	life expectancy	drug abuse	obesity	ethnic cleansing
------------	-----------------	------------	---------	------------------

- _____ is when someone is too fat in a way that is dangerous for their health. (para 1)
- _____ is the use of illegal or dangerous drugs. (para 1)
- _____ is when a person is so unhappy that they cannot live a normal life. (para 1)
- _____ is the removal or killing of one group of people by those of another group in a particular area. (para 2)
- _____ is the length of time that someone is likely to live. (para 3)

ranking	GDP	poverty	wellbeing	corrupt
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- _____ people do dishonest, illegal or immoral things in order to get money or power. (para 3)
- _____ is the total value of the goods and services a country produces in a year. (para 4)
- _____ is the satisfactory state that someone should be in, involving being happy, healthy and safe. (para 4)
- A _____ is a position on a list that shows how good something is in comparison with other things. (para 6)
- _____ is when people do not have enough money to pay for their basic needs. (para 8)

3 Find the information

Find the following information in the text as quickly as possible.

- In what position is the USA in the happiness rankings?
- Which four countries hold the top four places in the happiness rankings?
- Which is the unhappiest country in the world, according to the happiness rankings?
- What is the population of Finland?
- Which country made the biggest improvement in the happiness rankings?
- Which country had the biggest fall in happiness?

Finland is the happiest country in the world

Level 1 • Pre-intermediate / Intermediate

Finland is the happiest country in the world, says UN report

Patrick Collinson

14 March, 2018

- 1 Finland is now the happiest country in the world, according to a UN report. The 2018 World Happiness Report also shows that the US is becoming less happy because it has a crisis of obesity, drug abuse and depression. The US has fallen to 18th place, five places lower than in 2016. The top four places are taken by Nordic nations – Finland, then Norway, Denmark and Iceland.
- 2 Burundi in east Africa, which has suffered ethnic cleansing and civil wars, is the unhappiest place in the world. Surprisingly, there are five other nations – Rwanda, Yemen, Tanzania, South Sudan and the Central African Republic – that have happiness levels lower than even Syria.
- 3 The report said all the Nordic countries scored highly on income, healthy life expectancy, social support, freedom, trust and generosity. Coming number one in the UN report is the latest award for Finland, a country of just 5.5 million people. The country has been ranked the most stable, the safest and the best governed country in the world. It is also one of the least corrupt. Its police are the most trusted in the world and its banks the most secure.
- 4 “It is remarkable that Finland is at the top,” said Meik Wiking of the Happiness Research Institute in Denmark. “GDP in Finland is lower than other Nordic countries and is much lower than in the US. The Finns are good at using money to increase wellbeing.
- 5 “In the Nordic countries in general, we pay some of the highest taxes in the world but people generally support them because they see them as investments in quality of life for all. Free healthcare and university education really help to increase happiness,” he added.
- 6 The UN report has a special chapter on why the US has fallen down the ranking even though it is one of the richest countries. “America’s wellbeing is affected by three things: obesity, drug abuse and depression,” said Jeffrey Sachs, one of the report’s authors.
- 7 African countries have the worst happiness scores but one west African nation has improved its happiness. Togo was in last place in 2015 but improved the most in the 2018 report, rising 18 places. Latvians and Bulgarians are also reporting higher levels of happiness. Venezuela had the biggest fall in happiness, bigger even than Syria. The report says that Latin American countries generally scored more highly than their GDP suggests, especially in contrast to fast-growing east Asian countries.
- 8 Latin America is well known for corruption, high violence and crime rates, big gaps between rich and poor, and poverty but it has always scored quite highly in the happiness report. The authors say this is because of strong families and other social relationships.
- 9 The report also shows that the biggest human migration in history – the hundreds of millions of people who have moved from the Chinese countryside into cities – has not made people happier at all. “Even seven-and-a-half years after migrating to cities, migrants from the countryside are on average less happy than they might have been if they had stayed at home,” according to John Knight, one of the authors of the UN report.

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Finland is the happiest country in the world

Level 1 • Pre-intermediate / Intermediate

4 Comprehension check

Match the beginnings and endings to make statements about the text.

- | | |
|---|--|
| 1. Six countries have ... | a. ... are not happier than they were before. |
| 2. Finland is ... | b. ... lower happiness levels than Syria. |
| 3. The USA has fallen down the rankings ... | c. ... are happier than people in east Asian countries. |
| 4. People in China who moved from the countryside to big cities ... | d. ... pay some of the highest taxes in the world. |
| 5. In general, people in Latin American countries ... | e. ... the happiest and the safest country in the world. |
| 6. People in Nordic countries ... | f. ... because of problems with drugs, obesity and depression. |

5 Chunks

Rearrange the words to make phrases from the text.

- country the world the in happiest
- place the world in unhappiest the
- one the of corrupt least
- quality investments in life of
- poor big between and gaps rich
- in the history biggest migration human

6 Superlatives

Complete the table with superlatives from the text.

	adjective	superlative
1.	unhappy	
2.	stable	
3.	trusted	
4.	well governed	
5.	secure	
6.	safe	

Finland is the happiest country in the world

Level 1 • Pre-intermediate / Intermediate

7 Word-building

Complete the table using words from the text.

	adjective	noun
1.	happy	
2.	depressed	
3.	obese	
4.	free	
5.	violent	
6.	corrupt	

8 Discussion

- Do you think your country is a happy country? Give reasons for your answer.

Good news at last: the world isn't as horrific as you think

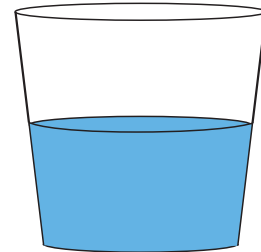
Level 1 • Pre-intermediate / Intermediate

1 Warmer

Is the glass half full or half empty?

Cross out the incorrect answer in each sentence.

1. People who are positive say that the glass is **half full / half empty**.
2. People who are negative say that the glass is **half full / half empty**.



Is there a similar expression in your language?

2 Key words

Match the key words with the definitions. Then, find them in the article to read them in context. The paragraph numbers will help you.

the media instincts corruption life expectancy resources vaccinated

1. dishonest or illegal behaviour by people in power, especially when they take money for doing things for someone _____ (para 1)
2. things such as coal, trees and oil that exist in nature and can be used by people _____ (para 1)
3. radio, television, newspapers, the internet and magazines _____ (para 1)
4. given an injection to stop you from getting an illness or disease _____ (para 2)
5. the length of time that someone will probably live _____ (para 2)
6. when you naturally behave in a particular way without knowing why, because you were born that way _____ (para 3)

mental peace heartless endangered species poverty source rise

7. something that provides information for journalists and reporters _____ (para 4)
8. get bigger in size or number _____ (para 5)
9. a type of animal or plant that may soon no longer exist _____ (para 5)
10. when someone does not have enough money to pay for their basic needs such as food _____ (para 6)
11. showing no sympathy or kindness _____ (para 7)
12. a calm quiet feeling you have in your mind when you are not annoyed or worried _____ (para 12)

Good news at last: the world isn't as horrific as you think

Level 1 • Pre-intermediate / Intermediate

Good news at last: the world isn't as horrific as you think

Hans Rosling
11 April, 2018

- 1 Things are bad and it feels like they are getting worse, doesn't it? War, violence, natural disasters, corruption. The rich are getting richer and the poor are getting poorer; and we will soon run out of resources. That's the picture most people in the West get from the media.
- 2 I call it the overdramatic worldview. It's stressful and incorrect. In fact, most of the people in the world are somewhere in the middle – neither very rich nor very poor. Their girls go to school; their children are vaccinated. Step by step, year by year, the world is improving. In the past two centuries, life expectancy has more than doubled. The world has many problems but in many ways, it has become better.
- 3 The overdramatic worldview comes from the way our brains work. We still have the instincts that helped us survive in small groups of hunters and gatherers.
- 4 We want sugar and fat, which our bodies needed for energy when there was not much food. But today, we eat too much of these things. In the same way, we are interested in gossip and dramatic stories, which used to be the only source of news and useful information. This need for drama helps create an overdramatic worldview. We need to learn to control our drama intake.
- 5 It is true that there are many bad things in this world. The number of deaths during wars has been reducing since the Second World War but the Syrian war has made this number rise again. Terrorism is rising, too. The list of endangered species is getting longer.
- 6 It is easy to hear about all the bad things happening in the world but it's harder to know about the good things. Good things happen slowly. Over the past 20 years, the number of people living in extreme poverty has almost halved. But in most countries, fewer than 10% of people know this.
- 7 Our instinct to notice bad news more than good news comes from three things: we remember the past incorrectly; journalists report the bad news, not the good; and we feel that when things are bad, it's heartless to say they are getting better.
- 8 For hundreds of years, older people have said that things used to be better. But that's not true. Most things used to be worse.
- 9 Stories about slow improvements are not usually big news stories even when they affect millions of people. And because of the internet, we hear about more disasters than ever before. In the United States, the number of violent crimes has been reducing since 1990. But most people believe that violent crime is getting worse.
- 10 How can we help our brains to realize that things are getting better? Think of the world as a very sick little baby in hospital. After a week, she is improving but she has to stay in hospital because she is still not well enough to go home. Can we say that the baby's situation is improving? Yes. Can we say it is bad? Yes. It's both bad and better. That is how we must think about the world.
- 11 Remember that negative stories are more dramatic than positive ones. When you hear about something terrible, calm yourself and ask: would they write a story about a positive improvement?
- 12 This is "factfulness". Understanding this can bring you mental peace. Like a healthy diet and regular exercise, it should be part of people's daily lives. Practise "factfulness" and you will make better decisions and not be stressed about the wrong things.

Hans Rosling was a Swedish physician, academic and statistician, who died in 2017. This is an edited extract from his book, *Factfulness: Ten Reasons We're Wrong about the World – and Why Things Are Better Than You Think*, co-written by Ola Rosling and Anna Rosling Rönnlund.

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Good news at last: the world isn't as horrific as you think

Level 1 • Pre-intermediate / Intermediate

3 Comprehension check

Choose the best answer to each question.

- 'Factfulness' is ...
 - ... training yourself not to read the news every day.
 - ... training yourself to think carefully about the news so that you get a clearer picture.
- 'Factfulness' can ...
 - ... bring you mental peace and less stress.
 - ... destroy your mental peace and bring you more stress.
- It will help you to ...
 - ... make better decisions.
 - ... use your instincts.
- You should try to ...
 - ... make it part of your daily life.
 - ... practise it once a day.

4 Using the key words

Complete these sentences with some of the key words from task 2.

- News stories that we get from _____ often give us a very negative and overdramatic view of the world.
- These news stories make us believe that there is only war, violence, natural disasters, _____ and other bad things in the world today.
- We read and hear that the world will soon run out of natural _____.
- It is true that the list of _____ is getting longer.
- Also, the number of deaths during wars fell after the Second World War but the Syrian war has made the number _____ again.
- We are naturally interested in dramatic stories and gossip. In the past, these used to be our only _____ of news.
- Sometimes, even though we know things are not all bad, we don't want to say that because it seems _____.

5 Putting things into perspective

Use these key words and information from the article to write three positive facts.

- poverty
- vaccinated
- life expectancy

6 Discussion

- Talk about some good things that are happening in the world today. Add facts from articles you have read and news stories you have heard.
- Share your good news with the class.

'I can't afford what I used to': how the cost of living has changed viewing habits

Level 2: Intermediate

1 Warmer

a. Which of these activities would you give up in order to save money? Put them in order from 1–6, with 1 being the activity you would be most likely to give up and 6 being the least likely. Give reasons for your choice.

- streaming services
- your mobile phone
- your gym membership
- having a shower once a day
- takeaway food
- coffee at a bakery / coffee shop

2 Key words

a. Find the following words in the text. The paragraph numbers are given to help you.

1. a verb meaning *that a legal agreement or obligation is now ended* _____ (paragraph 4)
2. an adjective to describe *someone who is not able to use a part of their body or brain properly because of injury or disease* _____ (paragraph 7)
3. an adjective meaning *warm and comfortable and making you feel relaxed* _____ (paragraph 7)
4. a noun meaning *something expensive that you enjoy but do not really need* _____ (paragraph 7)
5. a verb meaning *have enough money to be able to pay for something* _____ (paragraph 9)
6. a plural noun meaning *amounts of money that you have to spend regularly, for example on your rent or fuel bills* _____ (paragraph 10)
7. an adjective meaning *not being used yet but existing in large amounts that could bring profits or benefits* _____ (paragraph 11)

'I can't afford what I used to': how the cost of living has changed viewing habits

Level 2: Intermediate

8. a noun meaning *the price that someone says they will charge you for doing a particular piece of work* _____ (paragraph 14)
9. a verb meaning *carefully consider a situation again* _____ (paragraph 15)
10. a four-word verb phrase meaning *use a good situation to get the best possible result*
_____ (paragraph 18)

'I can't afford what I used to': how the cost of living has changed viewing habits

Level 2: Intermediate

Gemma McSherry and Clea Skopeliti

23 July, 2022

- 1 The UK inflation rate is around 10% and could increase to 12% by October, 2022. The cost of living crisis has led to many people finding ways to reduce their expenses.
- 2 One area includes streaming services. Netflix lost one million subscribers in the second quarter of 2022.
- 3 We spoke to four people about how the rising cost of living has affected their viewing habits.

'I haven't watched it in ages'

- 4 Kate, a retired 71-year-old, says she has cancelled Netflix and will cancel Prime later. "I haven't watched it for ages so what am I paying for?"
- 5 Kate says she decided to give up the streaming services partly due to the cost. "I've been trying to reduce my weekly spending. There's no point if you're not using the service."
- 6 She adds that she might go back to Netflix in the autumn, "if they bring some interesting shows," but has mostly been watching series on BBC iPlayer and ITV.

'I've had to cut back on the things that previously weren't luxuries'

- 7 Jess is disabled and is unable to work. "Because it is sometimes difficult to get out of the house, I enjoy making my home a cosy and fun space," she says. "But I've had to cut back on the things that previously weren't luxuries but *are* now – and streaming services are one of those things."
- 8 Jess's monthly bills have increased – "and that's during summer; I don't know what's going to happen in winter," she says. She was paying £40 a month for her streaming services.
- 9 "I only have Netflix now, as it's the one I watch the most. I just can't afford the things I used to."

'My pension is not going up'

- 10 The cost of living crisis has made 72-year-old Ted Cardwell check his monthly outgoings. Cardwell, who is retired, has decided to cancel Netflix and Amazon Prime to save money, adding that he would return if they offered a discount rate for pensioners.
- 11 "I think a lot of them discount pensioners because they think we don't use streaming services, but lots of my friends do. I think it's an untapped market."
- 12 Ted says the reason is financial rather than because the services are getting worse.
- 13 "We're doing pretty well, but you've got to be conscious and cut our spending," he says. "The cost of living is going up and my pension is not going up with it."

'We decided to rationalize our outgoings'

- 14 "My wife and I are extending our home and when we got the quote for building costs, we saw how much prices have rocketed," says John, 41, an industrial engineer from Cambridge.
- 15 "We decided to increase our savings and reassess our finances. As I have a free Amazon Prime subscription, we decided to save money on other streaming services."
- 16 John now only joins and leaves services when there is a particular show he wants to watch.
- 17 "We cancelled Netflix, but recently re-joined to watch a series and cancelled again after two months. We joined Disney+ to watch the *Star Wars* films, but I'm thinking of cancelling it too."
- 18 John and his wife were not making the most of their subscriptions, which were costing nearly £50 a month. "We have work and two young kids, so there's no time to start watching a new box set."

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'I can't afford what I used to': how the cost of living has changed viewing habits

Level 2: Intermediate

3 Comprehension check

a. Are these statements True (T) or False (F) according to the article? Correct any that are false.

1. The UK inflation rate is decreasing.
2. The cost-of-living crisis has caused a fall in the number of Netflix subscribers.
3. Kate cancelled Netflix because she wasn't using it.
4. She will return to Netflix in the autumn.
5. Jess can't work because she has a disability.
6. Jess doesn't have Netflix.
7. Ted thinks there should be a discount rate for pensioners.
8. He is cancelling his streaming services because they are getting worse.
9. The cost of extending John's house has increased a lot.
10. He pays a lot of money for his Amazon Prime subscription.

4 Key language

a. Rearrange the words to make phrases from the text.

1. of the in quarter 2022 second
2. cost the rising living of
3. the to due cost partly
4. weren't previously luxuries things that
5. watch the one most I the
6. particular a watch he show to wants

'I can't afford what I used to': how the cost of living has changed viewing habits

Level 2: Intermediate

5 Discussion

a. Discuss these statements.

- "Who needs streaming services? There's so much to see on the internet."
- "The best way to save money is to stay at home."

6 In your own words

- a. What is the inflation rate in your country? Which things are more expensive now than they were before the Coronavirus pandemic? Search online to find at least ten items that are more expensive and find out by what percentage they have increased in price since March, 2020.
- b. Report your findings to the class.

The man who unwittingly became a meme

Level 2: Intermediate

1 Warmer

- a. Which of these websites do you think has the most visits? Put them in order from 1 (most visits) to 6 (fewest visits).

Wikipedia

YouTube

Twitter

Google

Instagram

Facebook

2 Key words

- a. Find the following words in the text. The paragraph numbers are given to help you.

1. a two-word phrasal verb meaning *do someone else's job temporarily while they are not available to do it* _____ (paragraph 2)

2. an adjective meaning *using humour to criticize people and make them seem silly*
_____ (paragraph 3)

3. an adverb meaning *in a way that is not conscious or deliberate* _____
(paragraph 3)

4. a noun meaning *a humorous image that is copied and spread by internet users*
_____ (paragraph 3)

5. an adjective meaning *very rude, unpleasant, or offensive* _____
(paragraph 3)

6. a two-word phrasal verb meaning *show that something does not worry or upset you*
_____ (paragraph 6)

7. a noun meaning *a famous person, especially in entertainment or sport*
_____ (paragraph 9)

8. a noun meaning *a situation in which you get a lot of public attention* _____
(paragraph 10)

The man who unwittingly became a meme

Level 2: Intermediate

9. a two-word phrasal verb meaning *refuse to accept that something might be true* or very serious
_____ (paragraph 11)
10. a verb meaning *describe someone using words or pictures* _____
(paragraph 11)

The man who unwittingly became a meme

Level 2: Intermediate

'The worst person you know': the man who unwittingly became a meme

Ashifa Kassam

19 June, 2022

- 1 Soon after Spain went into Covid lockdown, Josep Maria García received a call from his brother-in-law. "He told me not to worry but that I should google the phrase 'the worst person you know'," said García. "I put it in and there I was, everywhere. It was my face, my face, my face. I thought what is going on?"
- 2 He tried to work out what had happened. The photo was taken in 2014 by his brother-in-law, a professional photographer. As his brother-in-law prepared for a photo session with an American writer, he asked García to stand in so that he could check the light. The photo of García was so good that they decided to upload it to Getty Images.
- 3 In 2018, García's brother mentioned that the image had been used to illustrate an article for a US satirical magazine. At the time, he took no notice; now he realized he had unwittingly become a global meme. The picture had been used in an article about an obnoxious colleague who normally talks rubbish suddenly saying something clever.
- 4 Online García was super-famous – a search of the phrase 'worst person you know' gets almost 2bn results – but the fact that it was in English meant that few in his hometown or in the marketing agency where he works knew anything about it.
- 5 Then a journalist posted information about him on social media. Messages poured in from across the English-speaking world, so his brother-in-law removed the photo.
- 6 But it was too late. "I've read comments that say, 'He has the face of a Nazi' or that 'there is no empathy' in my look," he said. He shrugged off the comments, adding with a laugh: "I've got a lot of photos with that look – that's my look."
- 7 One of the few people in the world with a similar experience is András Arató, a retired Hungarian engineer who, in 2019, described what it was like to discover his face was a global meme, in his case "Hide the Pain Harold". "At first, it was a shocking experience," Arató said. "I didn't know what to do."
- 8 Arató decided to wait and see. "My only hope was that, with so many new things day after day on the internet, people would slowly forget about me," he said. "I must say, I was totally wrong."
- 9 Things changed when he decided to launch his own Facebook fan page with videos and stories of his travels. Offers to collaborate soon arrived, transforming Arató into a celebrity; from a role in a Hungarian TV advert to a part in a video about Manchester City.
- 10 For years, García refused interview requests, choosing instead to stay out of the spotlight. But in recent months, he has spoken to a handful of media. He has always refused to be photographed – "in case it goes viral again", he told one newspaper.
- 11 He brushed off suggestions that his meme may have been harder to accept than others. Instead, he pointed to a debate online as to whether the photo depicts him as the worst person or whether he was photographed looking at such a person.
- 12 Even so, the negative association was reinforced during a recent appearance on Spanish TV, when he was greeted with the line: "You don't have the face of a bad person."
- 13 He has learned to rely on his sense of humour. "I find it quite funny. It doesn't disturb me or anything," he said. "But that surprises people. There are some who ask me 'Are you seriously okay with all this?'"

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The man who unwittingly became a meme

Level 2: Intermediate

3 Comprehension check

a. Are these statements True (T) or False (F) according to the article? Correct any that are false.

1. The photo of García was taken during the COVID lockdown.
2. García's brother is a professional photographer.
3. The image of García was used to illustrate a magazine article.
4. Everyone in the marketing agency where García works knew about the photo.
5. A journalist posted information about García on social media.
6. García was not worried by the comments he received about his photo.
7. Andrés Arató had a similar experience to García.
8. Andrés Arató has had job offers after his meme helped to make him a celebrity.
9. García enjoys being in the spotlight.
10. People aren't surprised that García finds his meme situation funny.

4 Key language

a. Match the verbs with the nouns or noun phrases to make expressions from the text.

- | | |
|--------------|----------------------------|
| 1. receive | a. a photo to the internet |
| 2. check | b. a request |
| 3. upload | c. a telephone call |
| 4. take | d. a comment |
| 5. refuse | e. no notice |
| 6. shrug off | f. the light (for a photo) |

5 Discussion

a. Discuss these statements.

- "There is no such thing as bad publicity."
- "The internet is a dangerous place."

The man who unwittingly became a meme

Level 2: Intermediate

6 In your own words

- a. Use an internet search engine to find more information about András Arató. In particular, find how much money he has earned from becoming famous as an internet meme.
- b. Report your findings to the class.

Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

1 Warmer

a. In pairs, discuss the questions.

1. Do you use social media? What sites or apps do you use?
2. Do you watch videos online? What sort of videos do you normally watch?
3. Do you think it is ok to publish videos of strangers filmed without permission?

2 Key words

a. Complete the crossword using the words in the box and the meanings below.

ACROSS

1. a noun that means *sudden feelings of excitement*
4. a noun that means *the reason why you do something*
6. an adjective that describes *something that causes trouble or difficulty*
10. an adjective that describes *something suitable for the situation*
12. a noun that means *the freedom to do things without other people watching you or knowing what you are doing*
13. an adjective meaning *chosen without any particular method or purpose*
16. a verb that means *seeing something happen*
18. an adjective to describe *something that has no limit or end*
19. the continuous form of DOWN 7

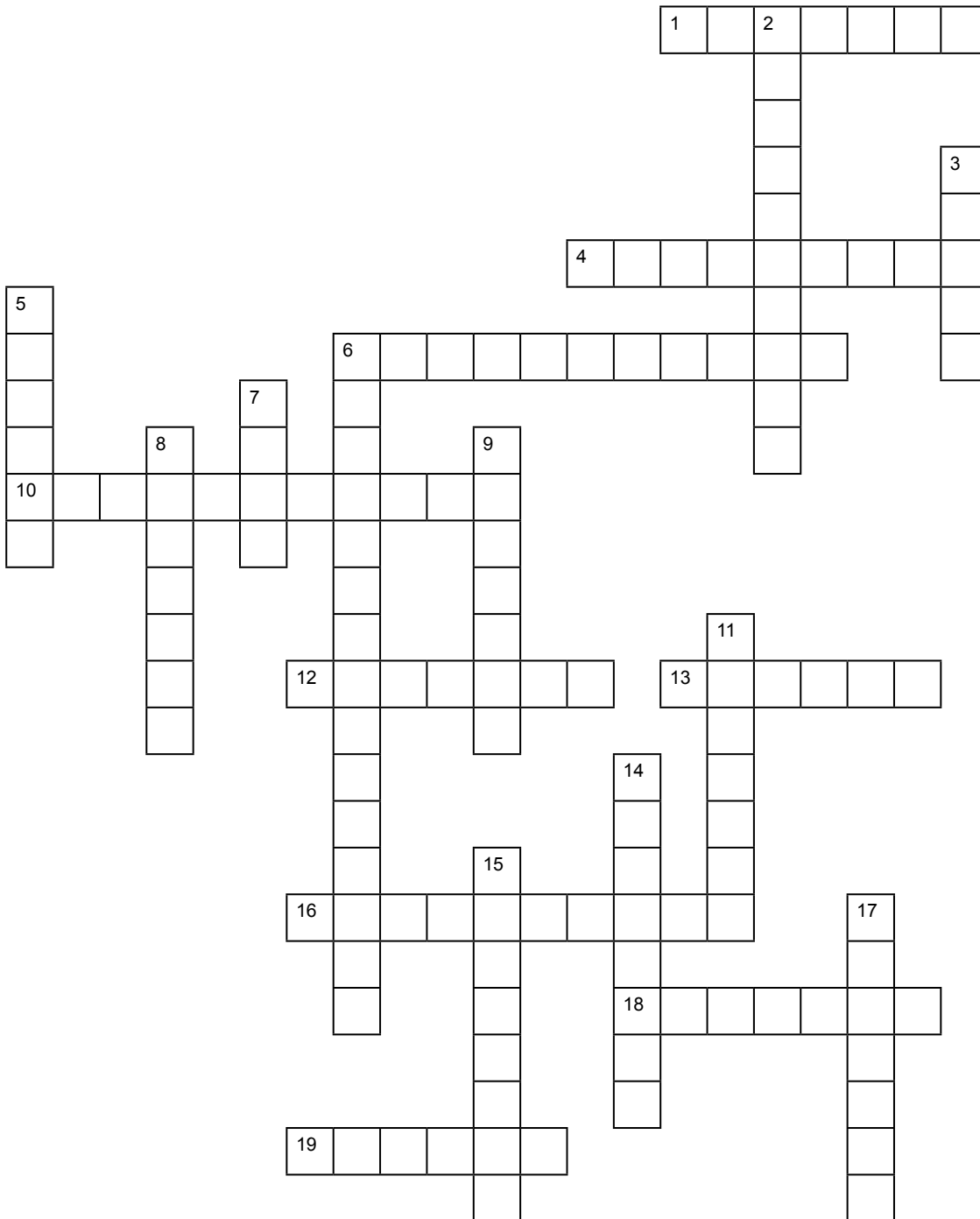
DOWN

2. the continuous form of 17
3. a noun that means *a person under 18*
5. a verb that means *to let other people know new information*
6. a noun meaning *aggressive behaviour by law enforcement*
7. a verb that means *to smoke using an electronic device*
8. a verb that means *played a trick or practical joke on someone*
9. an adjective that describes *things relating to your health and medicine*
11. a verb that means *making something happen*
14. a noun that means *something that happens*
15. a verb that *means responding to something*
17. a verb that means *to reply*

Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

- appropriate
- causing
- endless
- incident
- intention
- medical
- minor
- police brutality
- pranked
- privacy
- problematic
- random
- reacting
- respond
- responding
- reveal
- thrills
- vape
- vaping
- witnessing



Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

Jason Okundaye

25 January, 2023

- 1 Once, when I was younger, I caught a stranger recording me on his phone as I danced on the London Underground, on my way to a club. The video never appeared online but for months I looked over my shoulder when dancing.
- 2 Filming strangers for online content for the purposes of comedy and entertainment has become very popular. A drunk person in the street, a couple kissing in a supermarket, a man loudly singing on crowded public transport – the content is endless. But the line between innocent teasing and digital bullying seems to be getting thinner every day.
- 3 Recently, a 64-year-old man was filmed dancing enthusiastically at a nightclub called Fabric in London. The video was uploaded online with the caption: “Yo I’ll never be going Fabric again.” The intention was clearly to laugh at the man’s dancing, and the clip also received a range of negative comments.
- 4 None of us can expect a legally protected right to privacy in public spaces. There are, however, basic ideas that we’re all supposed to hold around respect. Unfortunately, these ideas seem to be disappearing because people can now make money by causing other people to go viral.
- 5 With YouTube and TikTok getting more popular than ever, it’s now normal for strangers to be pranked for the purposes of content. This is just as problematic as filming random strangers because the feeling of being tricked is often the same, with uploaders possibly making money from the footage.
- 6 A friend of mine, Kyle Skies, was recently tricked by a YouTuber, when he was filmed responding to a series of annoying questions. The video is really funny (there’s no argument about that) but Skies didn’t see it that way.
- 7 “I had just missed my train so I was already annoyed, and then that happened to me,” he tells me. He was not happy to see the video online. “My cousin sent it to me because he’s of that age group. He was laughing, saying, ‘You’re so funny.’ But it didn’t feel nice.” Skies can’t do anything about the video – as long as footage is taken in public and does not reveal personal data, such as your bank details or medical history, you generally do not need that person’s permission.
- 8 There are, of course, examples where recording strangers can be in the public interest, such as when witnessing police brutality. But we do need to start thinking more carefully about the culture of people filming strangers so aggressively and constantly. For example, there was a recent video of a school-age child shouting at passengers on a train after being asked not to vape. (It was viewed several million times on Twitter.)
- 9 Few people who negatively commented on the video online seemed to consider that they were watching footage of a minor. The child’s behaviour was certainly not appropriate, but what does it mean when people respond to a young person vaping on a train by making fun of them? Would the incident have been different if it wasn’t filmed? And even if the child’s behaviour was bad, was it really in the public interest for it to be shared, when the behaviour was just rude?
- 10 The use of mobile recording devices has changed the world in many ways. Changing the law to prevent the filming of strangers in public would be difficult to manage. What can change is social and cultural – reacting politely to each other’s embarrassing moments, and respecting people’s right to privacy.

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Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

3 Comprehension check

a. Match the parts of the sentences to create a summary of the article.

- | | |
|---|---|
| 1. The writer has personal experience of ... | a. ... being filmed without permission. |
| 2. Filming strangers has become ... | b. ... people's attitudes. |
| 3. However, there is a chance that people are filming strangers ... | c. ... difficult to achieve, in the writer's opinion. |
| 4. The writer argues that we are supposed to ... | d. ... filming strangers is a good thing. |
| 5. Unfortunately, people can make money from their videos, ... | e. ... a video of you to be shared online. |
| 6. You don't even have to give permission for ... | f. ... including a video of his friend and a minor. |
| 7. The writer gives several examples of how filming strangers can be a bad thing, ... | g. ... more and more popular. |
| 8. However, the writer admits there are times when ... | h. ... respect each other. |
| 9. Changing the law to protect people's privacy more would be ... | i. ... to be mean or make fun of them. |
| 10. What can change is ... | j. ... which means this respect is disappearing. |

4 Key language

a. Look at the definitions below. Go back to the text and find the adverbs that match. Paragraph number is given to help you.

- _____ : describing a sound that is strong and very easy to hear (paragraph 2)
- _____ : very interested in something or excited by it (paragraph 3)
- _____ : according to the law (paragraph 4)
- _____ : not long ago (paragraph 6)
- _____ : in a regular manner (paragraph 8)
- _____ : trying to avoid anything wrong or any problems (paragraph 8)
- _____ : behaving in an angry or rude way (paragraph 8)
- _____ : in a way that causes harm (paragraph 9)
- _____ : in a pleasant and kind way towards others (paragraph 10)

Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

b. Find the words relating to technology in the article to complete the sentences. The first letter has been given to you.

1. When you describe a picture or a video that you share, you might add a c _ _ _ _ _ below it.
2. A short video or a section of a video is called a c _ _ _ _.
3. C _ _ _ _ _ means all the things we read, watch, listen to or see online.
4. D _ _ _ _ _ are what we use to perform tasks, such as mobile phones or tablets.
5. After we record a video, it is called f _ _ _ _ _ . This refers to the specific video of the moment you recorded.
6. R _ _ _ _ _ is the act of taking a video.
7. People who put things online are called u _ _ _ _ _ . People who take things from the internet are called downloaders.
8. After you have put something online, it becomes u _ _ _ _ _ .
9. A video or pictures that are shared by lots of people very quickly are described using the word 'v _ _ _ _ _'.

c. Write three sentences that combine the adverbs and the technology-related words you have studied.

1. _____
2. _____
3. _____

Why it's time to stop filming strangers in public for social media thrills

Level 2: Intermediate

5 Discussion

a. Discuss the following statements.

- “When you are in a public place, you can be filmed without your permission.”
- “The line between innocent teasing and digital bullying seems to be getting thinner every day.”
- “It’s time to stop filming strangers in public for social media.”

6 In your own words

a. Do you think it is ok to film others for “likes”? Or do you think people’s privacy should be respected? Hold a class debate. Prepare to defend the argument your teacher assigns to you.

Side A: You believe that filming strangers is normally done just for fun. You find the videos people create entertaining or funny, and you think that it is just a part of modern life.

Side B: You believe that filming strangers is a problem and there need to be stronger privacy laws to protect people. There is nothing funny about not respecting people.

hello

**GRAMMAR
AND
VOCABULARY**



PAST PERFECT

We use the Past Perfect when we mention two events in the past and we need to emphasize the order.

Look at the timeline.



When I turned on the TV, the movie had already finished.

Event in the past

Event in the past

Present

PAST PERFECT SIMPLE PAST

1st event: the movie finished

2nd event: I turned on the TV

Consequence: I missed the movie, that's why I'm disappointed.

FORMULA OF THE PAST PERFECT:

HAD + PAST PARTICIPLE (-ed for regular verbs / 3rd column of the irregular verbs table)

Affirmative form: SUBJECT + HAD + PAST PARTICIPLE

Interrogative form: HAD + SUBJECT + PAST PARTICIPLE

Negative form: SUBJECT + HADN'T + PAST PARTICIPLE

Read the sentences and decide which event happened first. Write 1 or 2 to order the events.

Ex.: By the time I got to the airport, the plane had already taken off.

(2) I got to the airport.

(1) The plane took off.

a) Lucy had already left when I arrived home.

() Lucy left.

() I arrived home.

b) When they arrived at the stadium, the game had already started.

() They arrived at the stadium

() The game started.

c) I hadn't finished my homework by the time the school bus arrived.

() I was trying to finish my homework

() The school bus arrived.

d) Had you cleaned your room when your mother came in?

() You cleaned your room.

() Your mother came in.

e) When I finally closed the gate my dog had already run away.

() I closed the gate.

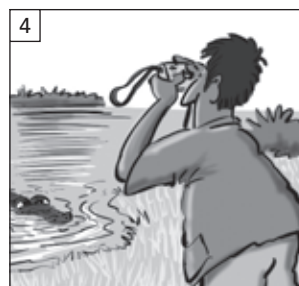
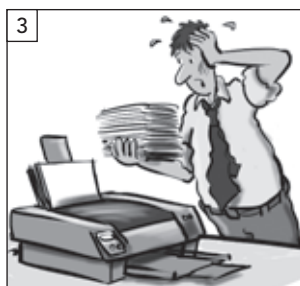
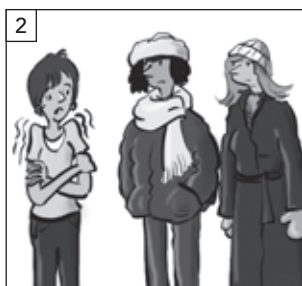
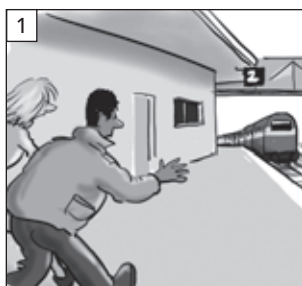
() The dog ran away.

f) Before the end of the year we had already become best friends.

() The year ended.

() We became best friends.

Look at the pictures. Complete the sentences with the past simple and past perfect form of the verbs in brackets.



- 1 When they got (get) to the station the train had already left (already leave).
- 2 Kate _____ (be) very cold because she _____ (not take) her coat.
- 3 The printer _____ (not work) because he _____ (not turn it on).
- 4 I _____ (not can) take a photo of the crocodile because I _____ (forget) to charge the battery.
- 5 They _____ (never fly) before and they _____ (be) very nervous.
- 6 When he _____ (arrive) at the pool he realized he _____ (not bring) his swimsuit.
- 7 She _____ (not be) hungry because she _____ (just have) dinner.
- 8 She _____ (have to) pay again because she _____ (lose) her ticket.
- 9 The waitress _____ (run) after him because he _____ (not pay) the bill.
- 10 The fire engine _____ (arrive) after the men _____ (put out) the fire.
- 11 They _____ (can) speak French because they _____ (learn) it at school.
- 12 She _____ (be) tired because she _____ (be) in the queue all night.

ACTIVATION

Continue these sentences with the past perfect.

I didn't recognize him because...

My father was really angry because...

When I got to work / school today I realized that...

We couldn't get a table at the restaurant because...

I didn't want anything for dinner because...

I didn't want to go to the cinema because...

Summary

The environment and consumerism

afford damage destroy develop increase
pollute power produce protect provide
recycle reduce run out of save throw away
use waste

Adjectives: describing objects

automatic digital ecological electronic
hi-tech home-made multi-functional
natural recycled second-hand smart solar
useful waterproof

The environment and consumerism

- 1 Cross out the incorrect bold words.**
 recycle / **throw away** / **power** paper
 1 **run out of** / **damage** / **protect** the environment
 2 **throw away** / **reduce** / **increase** the use of energy
 3 **destroy** / **afford** / **save** the rainforest
 4 **power** / **use** / **waste** clean water
 5 **develop** / **provide** / **pollute** a city
 6 **power** / **run out of** / **afford** a computer
 7 **waste** / **recycle** / **produce** food
 8 **afford** / **recycle** / **throw away** rubbish
- 2 Complete the sentences. Use the words in brackets in the correct places.**
 Don't **throw away** plastic bags. You can **use** them again. (use / throw away)
 1 Our city _____ too much rubbish. This _____ the land. (pollutes / produces)
 2 Don't _____ all your rubbish. You can _____ some things. (recycle / throw away)
 3 Don't _____ paper that you can recycle, so we don't _____ forests to make more new paper. (destroy / waste)
 4 Cloth bags _____ the environment because you can _____ them many times. (use / protect)
 5 We have to _____ our use of electricity because we can't _____ to pay the bills. (afford / reduce)
 6 Teachers _____ each class with paper, but we _____ it very quickly. (run out of / provide)

Adjectives: describing objects

- 3 Choose the correct answers.**
 1 My camera is _____. I can take photos and see them on my computer immediately.
 a natural b home-made c digital
 2 Mum bought new _____ garden lights. They use energy from the sun.
 a waterproof b solar c recycled
 3 I bought this dress in a _____ shop. It was cheaper because it wasn't new.
 a recycled b hi-tech c second-hand
 4 We only eat _____ pizza. I don't like the ones you can buy in a shop.
 a smart b home-made c ecological
 5 This is the best _____ printer. It does everything – it can print, fax, copy and scan.
 a multi-functional b automatic c useful
 6 I only use _____ cosmetics because they don't have any chemical ingredients.
 a digital b natural c smart
 7 Josh's rucksack looks great and it's made from _____ plastic bottles.
 a second-hand b multi-functional c recycled
- 4 Match the pairs of adjectives with the picture they describe best.**

natural / home-made smart / multi-functional
solar / ecological recycled / useful
waterproof / second-hand



1 _____

2 _____



3 _____

4 _____



5 _____

The environment and consumerism

1 Use the Wordlist pictures in the Workbook, or your dictionary, to check the meaning of these words.

avalanche earthquake flood
forest fire sandstorm tornado

2 Complete the texts using the correct form of the nouns from exercise 1 and the verbs in the box.

destroy produce reduce run out
save throw away use waste

What worries you?

I'm scared of water. When it rains a lot I'm worried that there will be a
1 _____. This natural disaster could
2 _____ the whole city in minutes!

Last winter we went skiing and there was a big 3 _____ close to us. We weren't hurt, but because of all the snow we couldn't get to our hotel. We were cold and 4 _____ of food quickly.

I saw a video clip about people who had to leave their houses because there was a 5 _____ in the 6 _____ near their city. They could feel the heat in their car and the sky was orange! How can we 7 _____ the risk of such disasters?

I work part-time in a cafeteria. It's terrifying how much food people can 8 _____! They put a lot of things on their plate and then they 9 _____ half of it without even thinking! Everyone 10 _____ plastic cups for their water instead of glass. And these plastic cups 11 _____ tons of rubbish. Our planet will die if we don't do something to 12 _____ it!

3 Write eight things which people can do to protect the environment.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Adjectives: describing objects

4 Write definitions for the words.

- 1 waterproof

- 2 ecological

- 3 second-hand

- 4 recycled

- 5 automatic

- 6 useful

- 7 hi-tech

5 Write two nouns for each adjective.

- automatic doors, car
- 1 digital _____, _____
 - 2 waterproof _____, _____
 - 3 smart _____, _____
 - 4 electronic _____, _____
 - 5 multi-functional _____, _____
 - 6 home-made _____, _____
 - 7 natural _____, _____
 - 8 solar _____, _____
 - 9 hi-tech _____, _____
 - 10 ecological _____, _____

1 Complete the sentences with the correct verb from the box.

afford damage pollute produce reduce

- 1 Some countries _____ millions of tonnes of rubbish every year.
- 2 Material like plastic can _____ the environment.
- 3 Large numbers of vehicles on our roads _____ the air in our towns and cities.
- 4 In some parts of the world, some people can't _____ to buy food.
- 5 Turning off the tap while brushing our teeth helps to _____ the amount of water we waste.

2 Choose the correct words.

- 1 People **waste / increase / protect** large amounts of food every year.
- 2 We must **provide / protect / recycle** the environment and the world we live in.
- 3 It takes six weeks to **reduce / save / recycle** an old aluminium can into something else.
- 4 We're **destroying / throwing away / wasting** our rainforests by cutting down trees.
- 5 The energy saved by recycling can help **power / damage / increase** things in our home.

B

1 Complete the sentences with the correct verb from the box.

waste protect recycle destroy power

- 1 It takes six weeks to _____ an old aluminium can into something else.
- 2 The energy saved by recycling can help _____ electronics in our home.
- 3 People _____ large amounts of food every year.
- 4 We will _____ our rainforests if we continue to cut down trees.
- 5 We must _____ the environment and the world we live in.

2 Choose the correct words.

- 1 Some countries **pollute / afford / produce** millions of tonnes of rubbish every year.
- 2 Material like plastic can **reduce / damage / produce** the environment.
- 3 Large numbers of vehicles on our roads **pollute / reduce / afford** the air in our cities.
- 4 In some parts of the world, some people can't **damage / afford / reduce** to buy food.
- 5 We can **reduce / produce / damage** the amount of water we use by turning off the tap when we are brushing our teeth.

if + present, will / won't + infinitive (first conditional)

Complete the stories with the correct form of the verbs in brackets.

- 1 If you ¹ *don't take* an umbrella, you ² *ll get* wet.
(not take, get)
- If you ³ _____ wet, you ⁴ _____ a cold.
(get, catch)
- If you ⁵ _____ a cold, you ⁶ _____ well
in your exam tomorrow. (catch, not do)
- If you ⁷ _____ well in your exam, you
⁸ _____ a place at university. (not do, not get)



- 2 If you ⁹ _____ me £3,000, I ¹⁰ _____
a good computer. (lend, buy)
- If I ¹¹ _____ a good computer, I ¹² _____
my own business. (have, start)
- If I ¹³ _____ my own business, I ¹⁴ _____
you some money. (have, lend)
- If I ¹⁵ _____ you some money, you ¹⁶ _____
a new car. (lend, can buy)



- 3 If I ¹⁷ _____ borrow your dress,
I ¹⁸ _____ to the party. (not can, not go)
- If I ¹⁹ _____ to the party, I ²⁰ _____
anyone. (not go, not meet)
- If I ²¹ _____ anyone, I ²² _____ married.
(not meet, never get)
- If I ²³ _____ married, you ²⁴ _____ any
grandchildren. (not get, not have)



- 4 If I ²⁵ _____ to you now, I ²⁶ _____
the train. (talk, miss)
- If I ²⁷ _____ the train, I ²⁸ _____
late for work. (miss, be)
- If I ²⁹ _____ late for work, my boss
³⁰ _____ angry with me. (be, be)
- If my boss ³¹ _____ angry with me,
I ³² _____ my job. (be, lose)



ACTIVATION

Test your memory. Cover the sentences and look at the pictures. Try to remember the situations.

- | | |
|-------------------------------------|------------------------------------|
| 1 If you don't take an umbrella,... | 3 If I can't borrow your dress,... |
| 2 If you lend me £3,000,... | 4 If I talk to you now,... |

This is a text about **85-years-old woman** talking about her life.

She says.. *"If I had to live my life all over again..."*

- She talks about a **HYPOTHETICAL SITUATION IN THE PRESENT...**

Activity A- Answer: Is this situation POSSIBLE or IMPOSSIBLE?

IF I COULD LIVE MY LIFE ALL OVER...

If I had to live my life all over again, I'd dare make more mistakes next time. I would relax. I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously. I would take more chances.

I would take more trips. I would climb more mountains, swim more rivers. I would eat more ice cream and fewer beans. I would perhaps have more actual troubles, but I would have fewer imaginary ones.

You see – I'm one of those people who live seriously and sanely hour after hour, day after day. Oh, I have my moments. And if I had to do it over again, I'd have more of them. In fact, I'd try to have nothing else, just moments one after another, instead of living so many years ahead of each day.

I've been one of those persons who never goes anywhere without a thermometer, a hot water bottle, a raincoat and a parachute. If I had to do it over again, I would travel lighter than I have. If I had to live my life over, I would start barefoot earlier in the spring and stay that way later in autumn.



I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

Attributed to Nadine Stair, 85 years old

● **Activity B:** Before reading the text, check the Spanish translations of the words:

- dare: _____
- limber up: _____
- perhaps: _____
- sanely: _____
- barefoot: _____

● **Activity C:** Read the text and answer the questions:

1. **How does the woman describe herself?** CLUES (pistas):

I'm one of those people who/ I've been one of those person who...

2. **If I had to do it over again...**

Si lo tuviera que hacer de nuevo..

What would she do? Extract from the text 4 FOUR of your favourite parts.

- She would _____
- She would _____
- She would _____
- She would _____

● **Activity D: SECOND CONDITIONAL. Verb form.**

Complete the rule with the extracts from the text.

CONDITION: IF....	RESULT
<p>If I _____ to do it over again,</p> <p><i>Si lo hiciese todo de nuevo...</i></p>	<p>I _____ lighter than before</p> <p><i>viajaría más liviano que antes..</i></p>
<p>La condición se expresa en PAST SIMPLE:</p> <ul style="list-style-type: none"> - Regular verbs: + ed (If I lived longer...) - Irregular verbs: second column (If I needed money) <p>Negative Recuerda: Para negar el pasado, colocamos "DIDN'T" antes del verbo EN INFINITIVO. If I didn't live longer... (DIDN'T + LIVE: live no pasa al pasado porque didn't indica pasado)</p> <p>VERB TO BE IN THE PAST: No funciona con didn't. Se niega a sí mismo I, HE, SHE , IT + WAS/WASN'T YOU, WE, THEY + WERE/WEREN'T</p>	<p>would + infinitive verb wouldn't + infinitive verb (negative)</p> <p>would le da la terminación "ía" al verbo que le sigue: would travel: viajaría would go: iría</p>

What do we use the SECOND CONDITIONAL for? **Choose the correct option.**

¿Para qué usamos el segundo condicional? Mirando los ejemplos del cuadro de arriba, elegí la opción correcta.

We use the SECOND CONDITIONAL to talk about **POSSIBLE/ IMPROBABLE** situations in the **PRESENT/ PAST** and its result or consequence.



<p>2C- Complete the CONDITION with the correct verb form.</p> <p>Example:</p> <ul style="list-style-type: none"> If he _____ (not have) school classes, he would play video games all day. <p>If he DIDN'T HAVE (not have) school classes, he would play video games all day.</p>	<p>2D- Complete the RESULT with the correct verb form.</p> <p>Examples:</p> <p>If I was a millionaire, I _____ (have) a lot of money.</p> <p>If I was a millionaire, I WOULD HAVE (have) a lot of money.</p> <p>If I was younger, I _____ (not play) alone.</p> <p>If I was younger, I WOULDN'T PLAY (not play) alone.</p>
<p>a-If I _____ (win) the lottery, I wouldn't travel a lot.</p> <p>b-If I _____ (travel) a lot, I would go to Europe.</p> <p>c-If I _____ (go) to Europe, I would visit museums.</p>	<p>a-If I visited museums. I _____ (learn) a lot about Fine Arts.</p> <p>b-If I learned a lot about Arts, I _____ (be) a teacher.</p> <p>c-If I were a teacher, I _____ (teach) kids, only teens.</p>

<p>2E- Complete the CONDITION and the RESULT.</p>	<p>2F- Complete with your opinion. PAY ATTENTION to the form.</p>
<p>a-If everyone _____ (reuse) their plastic bags at the supermarket, you _____ (see) a lot less litter around in the countryside.</p> <p>b-If we all _____ (recycle) more, we _____ (save) a lot of money.</p> <p>c- If I _____ (live) in Japan, I _____ (eat) sushi almost every day.</p>	<p>a-I'd be more relaxed if _____.</p> <p>b-If we _____, the world would be a better place.</p> <p>c-If animals ruled the world, humans _____.</p> <p>d-If I were older, I _____.</p> <p>e-If I were a superhero, my name would be _____.</p> <p>E _____</p> <p>I _____ if I had superpowers.</p>

8B

What would you do?

What would you do?

Student A

A Complete the second conditional questions by putting the verbs in brackets into the correct forms.

- 1 Which year _____ (you / go) to if you _____ (can) travel backwards in time?
- 2 If you _____ (can) change one thing about yourself, what _____ (it / be)?
- 3 If your best friend _____ (steal) money from you, _____ (you / forgive) him / her?
- 4 If you _____ (have) a son, what name _____ (you / give) him?
- 5 What _____ (you / think) if you _____ (see) your teacher in a police car?
- 6 If you _____ (meet) an alien, what questions _____ (you / ask) him?
- 7 Which one item _____ (you / rescue) if your house _____ (be) on fire?
- 8 If you _____ (can) swap places with someone for a day, who _____ (you / change) places with?
- 9 If you _____ (be) a colour, what colour _____ (you / be)?
- 10 How much money _____ (you / give) to charity if you _____ (win) 1 million euros?

B Ask your partner the questions in **A** and make a note of the answers.



What would you do?

Student B

A Complete the second conditional questions by putting the verbs in brackets into the correct forms.

- 1 If a fortune-teller _____ (offer) to answer one question about your future, what _____ (you / ask)?
- 2 If you _____ (ask) someone to marry you, where _____ (you / propose)?
- 3 What age _____ (you / be) if you _____ (can) be any age right now?
- 4 If you _____ (be) an animal, what _____ (you / be)?
- 5 Who _____ (you / invite) if you _____ (have) the chance to go for dinner with someone famous?
- 6 Which country _____ (you / go) to if you _____ (have) the opportunity to go anywhere for free?
- 7 If you _____ (meet) the President of your country, what questions _____ (you / ask) him / her?
- 8 If you _____ (be) a member of the opposite sex for the day, what _____ (you / do)?
- 9 If you _____ (have) a strange dream about someone in your class, _____ (you / tell) him / her?
- 10 _____ (you / cheat) if you _____ (not know) the answer in an exam and nobody was looking?

B Ask your partner the questions in **A** and make a note of the answers.

9A GRAMMAR *if + past, would / wouldn't + infinitive (second conditional)*

a Complete the conversations with the second conditional forms of the verbs in brackets.

- 1 A Look at Hannah. She's so lazy.
B I know. If the boss came in now, he wouldn't be very happy. (come, not be).
- 2 A What _____ if Adam _____ you out on a date? (you say, ask)
B I think I _____ 'yes'! (say)
- 3 A Ouch! My tooth hurts.
B You _____ so many problems with your teeth if you _____ to the dentist more often. (not have, go)
- 4 A Is the answer to number 5 A or B?
B If I _____ the answer, I _____ you. But I don't! (know, tell)
- 5 A Why don't you cycle to work?
B I _____ if I _____ nearer the office, but I live too far away. (cycle, live)
- 6 A Wow! Those shoes are great. I _____ them if I _____ more money. (buy, have)
B Well, you _____ more money if you _____ shopping so often. (have, not go)
- 7 A If you _____ the lottery, how _____ the money? (win, you spend)
B I _____ a big house in the country. (buy)
- 8 A I'm so tired!
B We _____ much better if the neighbours' baby _____ all night. (sleep, not cry)



b First or second conditional? Complete the sentences with the correct form of the verbs in brackets.

- 1 What will we do tomorrow if it rains (rain)?
- 2 If I had a lot of money, I'd buy (buy) a horse.
- 3 She'd pass her exams if she _____ (study) harder.
- 4 I'm sure she _____ (lend) you the money if you ask her nicely.
- 5 I'd like your dog more if he _____ (not be) so noisy!
- 6 If I _____ (not see) you this evening, I'll see you on Friday.
- 7 I _____ (not say) anything to James if you don't want me to.
- 8 If you _____ (not hurry up), we'll miss the train.
- 9 If I were you, I _____ (not go) to the UK in the winter.
- 10 What _____ you _____ (do) if you found a snake in your bed?

ACTIVATION

Complete the sentences with your own ideas.

If I could live in another country, I...

If the weather is good this weekend, I...

If I were the President, I...

If I get bored this evening, I...

If they had given up easily, they wouldn't be as famous today.

Who are these famous people who all failed miserably, but did not give up?

Guess and try to match the life stories with the names.

Steve Jobs	Steven Spielberg	The tower of Pisa
Henry Ford	Thomas Edison	The Beatles
Walt Disney	Bill Gates	Michael Jordan
J K Rowling	Albert Einstein	Charly Chaplin



Then watch the video and check your answers. Be careful. Not all examples in the video have been used.

If he had given up after being fired from his basketball team, he would not have become the most famous basketball player of all times.	
If they had stopped playing music with their band after several record labels told them that guitar music was not cool, they would not have become the most famous band of all times.	
If he had given up drawing cartoons because nobody wanted to hire him as an artist, he would not have created the most famous cartoon figure in the world.	
If he had given up his dream of building computers after dropping out of university, he would not have become one of the richest men on Earth.	
If she had stopped writing because several publishers rejected (=did not want) her first book, she would not have become one of the most famous authors of children's books and the second-richest female entertainer.	
If he had listened to his teachers who told him that he "would never amount to much", he would not have won the Nobel prize in physics.	
If he had given up after being fired from three computer companies, he would not have become one of the richest men and the owner of one of the most famous industrial designers in the world.	
If he had given up his dream after going bankrupt five times, he would not have become one of the most successful car producers of the USA.	
If he had given up when his teachers told him that he was "too stupid to learn anything", he would not have invented the light bulb.	
If he had listened to the Hollywood studio chiefs, who said that his acts were too stupid and nonsensical, he would not have become one of the most famous English comic actors of all times.	
If he had given up after being rejected from film-school, he would not have become one of the most famous film directors of our times.	
If this tower wasn't leaning to the side, it would certainly not be as famous.	

3RD CONDITIONAL

1. Complete the sentences with the correct form of the verbs in Third Conditional

- a. If I _____ (get) home earlier, I
(cook) dinner instead of ordering pizza.
- b. If you _____ (tell) us you had been sick, we
(visit) you.
- c. If I _____ (know) Tim's phone number when I was in
Chicago, I _____ (phone) him.
- d. Janet _____ (not get) such good marks in the exams if she
(not have) such a good teacher.
- e. If we _____ (go) to Rome last year, we
(see) the Colosseum.
- f. The Jensions _____ (be) delighted if you
(visit) them during your stay in New York.
- g. Brenda _____ (pass) her driving test easily if she
(not be) so nervous.
- h. If you _____ (read) English books occasionally, it
(help) you improve your English.
- i. I _____ (come) to Jim's party if he
(invite) me.
- j. Linda _____ (go) to the concert with Charles last night if he
(phone) her in time.

2. Choose the correct option:

- | | | | |
|---|-----------------------------|----------------------------|-----------------------|
| 1 | If you had visited me, | if they had gone to Paris. | <input type="radio"/> |
| 2 | If it had been hot, | I'd have had a party. | <input type="radio"/> |
| 3 | Emma'd have repaired my car | I'd have worn a t-shirt. | <input type="radio"/> |
| 4 | They'd have seen The Louvre | I'd have made sangria. | <input type="radio"/> |
| 5 | If it had been my birthday, | if it had broken down. | <input type="radio"/> |

3RD CONDITIONAL

3. Write your own conditional according to each sentence.










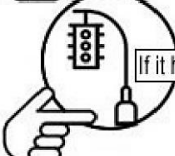
1. He couldn't finish his maths homework because it was too difficult,
but he would have finished it if it had been easier.
2. I left five minutes later than usual and had an accident,
but if I _____
3. I didn't know how to change a flat tyre and so I had to wait for the mechanic,
but if _____
4. When Tina met the prime minister, she was so shy that she couldn't speak,
but she _____
5. I couldn't visit you last night because I was too tired,
but if I _____
6. I didn't get the message because I wasn't at home,
but if I _____
7. Harry got drunk because he drank so much wine,
but if he _____
8. She became so tired because she worked so hard,
but she _____

4. Correct the mistakes in the sentences:

- A. If I saw him today, I will tell him about your suggestions for the party.
•
- B. Would Mark had gave me a day-off if I had asked him beforehand?
•
- C. Who would you were if you were brave enough to learn a new profession?
•
- D. If my parents hadn't believe in a new financial pyramid, we could have be rich.
•

3RD CONDITIONAL

5. Choose the correct answer:

-  If it had bitten you, you would have died.
 you would die.
 you will die.
-  He'd have played he'd have a trumpet.
 if he had a trumpet.
 If he had had a trumpet.
-  If you'd told me, I would believe it.
 I'd have believed it.
 I won't believe it.
-  If you had seen it, you would love it.
 you would have loved it.
 you will love it.
-  If I'd been hungry, I would have eaten it.
 I would eat it.
 I had eaten it
-  If it had been sunny, I would wear sunglasses.
 I'd have worn sunglasses.
 I will wear sunglasses.
-  If he had gone out, I would have phoned him.
 I would phone him.
 I will phone him.
-  If he had wanted, He would have drunk it.
 He will drink it.
 He would drink it.
-  If I had heard her, I would answer her.
 I will answer her.
 I would have answered her.
-  If it had been red, You shouldn't have crossed.
 I shouldn't cross.
 I mustn't cross.

Three coexisting generations

Which group do you belong in?

by Alicia Geneyro

Baby Boomers, who are also known as *Flower Children*, were born between 1946 and 1964. They are now aged 54 to 75. ¹**Even though** they are reaching their retirement years, they don't seem to be willing to stop working. They are between helping their parents and aiding their children, who are still finding their own way. They didn't use to work with technology, so they value interpersonal skills. They ²**would rather** meet for a coffee than share things on social media. ³**Nevertheless**, they are surprisingly well-connected online. However, they are still busier offline. They would like to achieve stability.

The *Millennials*, or *Generation Y*, are the people who ⁴**came of age** during the new millennium. They are very different from their *Baby Boomer* parents. Their collective actions and values are strongly influenced by mobile technology and a ⁵**permissive upbringing**. They are described as confident, sensitive and entitled people. Besides, they are the highest-educated generation and extremely tech-savvy. This, combined with a much less stable economy, has made them a very connected and inclusive generation that also suffers high rates of anxiety and depression.

Millennials are changing ⁶**both** the workplace and the economy. They are waiting much longer than their parents used to do to buy a house and raise children. They value experiences rather than possessions. *Millennials* like to know the "why" behind what they buy, and where they volunteer their time.

The Founders Generation, also known as *Generation Z* or *Centennials*, ⁷**is arriving on the scene**. These children and teens, who were born after the mid-1990s, are true ⁸**"digital natives"**. Moreover, they don't remember a time before social media or mobile phones. As a result, they spend ⁹**an average** of ten hours a day on their phone or tablet. They are innovative and passionate. Many of them have already launched successful websites, apps and businesses to address topics they care about. Furthermore, their ¹⁰**proWess** at social media has also given this generation a large platform to organise social movements.

The Founders are coming of age in a workplace that has been completely transformed by *Millennials*, and they seem unlikely to revert back to the traditional roles and values that the *Baby Boomers* used to support.

TEXT: “THREE COEXISTING GENERATIONS”.



ACTIVITIES

1- Answer the following questions.

A-When were Baby Boomers born?

B-Do baby boomers prefer social media than face to face communication? Justify your choice.

C-What are the characteristics of millennials? Use 6 adjectives.

D-Why do millennials suffer depression?

E-Who are “digital natives”?

F- How many hours can a digital native spend on a cellphone?

2- Write B (baby boomers), M (millennials) or F (the Founder Generation).

A-They wait more to buy their home and have their family. ____

B-They don't want to stop working. ____

C-They prefer to live experiences rather than having more objects or things. ____

D-They use technology many hours a day. ____

E-They have a great passion for creating platforms and apps. ____


F-They are good online and offline. ____

<p>3- Ask the questions for the following answers:</p> <p>Example:</p> <p>WHAT do they like?</p> <p>They like <u>cellphones and tables.</u></p> <p>WHO shares things on social media?</p> <p><u>Millenials</u> share things on social media.</p> <p>A- _____?</p> <p>They value <u>interpersonal skills.</u></p> <p>B- _____?</p> <p>They share things <u>on social media.</u></p> <p>C- _____?</p> <p>They suffer <u>rates of anxiety and depression.</u></p> <p>D- _____?</p> <p>They were born <u>after the mids 1990s.</u></p> <p>E- _____?</p> <p><u>Baby boomers</u> didn't use to work with technology.</p>	<p>4- Answer the following questions with your own ideas:</p> <p>A- What would you do if you were a baby boomer...?</p> <p>B- What would you do If you were a Millennial..?</p> <p>C- What wouldn't you do if you were a baby boomer?</p> <p>D- You are part of Generation Z. The text says that Z generation is "passionate". Are you a passionate person? What do you have passion for?</p> <p>E- The text also says that Generation Z organizes social movements. If you organized a social movement, what would you do/ what would it be about?</p>	<p>5- Match the Spanish translations with the words in bold from the text.</p> <p>1 aunque</p> <p>2 prefieren</p> <p>3 un promedio</p> <p>4 alcanzaron la mayoría de edad</p> <p>5 no obstante</p> <p>6 ambos/ tanto/ los dos</p> <p>7 está llegando a escena</p> <p>8 nativos digitales</p> <p>9 destreza</p> <p>10 crianza permisiva</p>
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COLEGIO DEL PRADO
LENGUA EXTRANJERA INGLÉS - 6º AÑO

TEMA: PASSIVE VOICE

1- Complete the verb phrase in the PASSIVE FORM.



VERB TO BE + MAIN VERB 3RD COLUMN

a- Look at the adverbs of time (now, today, yesterday, tomorrow, etc). What's the tense of the verb to be?
PAST: was/were? Present: is/am/ are? Future: will be?

b- Look at the SUBJECT of the passive sentence. Is it plural or singular? Do you need the plural or singular form of the verb to be?

*Example: The museum _____ (situate) in a new place **now**.*

a- Now= present tense.

b- "The museum" is singular.

*Final answer: The museum **is situated** in a new place now.*

- 1 These pictures _____ (**paint**) by students in your class **last week**.
- 2 This project _____ (**not finish**) **tomorrow**. I need more time!
- 3 The mobile phone _____ (**invent**) more than **forty years ago**.
- 4 This room _____ (**clean**) **every day**.
- 5 Snacks and drinks _____ (**buy**) at the cafeteria **next week**.

2- Choose the correct option. Pay attention to the explanation in exercise 1.

- 1 Snacks and drinks are ___ in the cafeteria.
a sell **b** sold
- 2 This photo ___ taken by my brother yesterday.
a was **b** has
- 3 At the present, smartphones ___ used all over the world.
a is **b** are
- 4 Have you been ___ to Lisa's party?
a invite **b** invited

- 5 When will your project ___ finished?
a be b been
- 7 Our school ___ built twenty years ago.
a is b was
- 8 Your paintings ___ chosen for the exhibition.
a were b was
- 9 Those gold rings _____ found in the city.
a were b did

3) Circle the correct answer: **ACTIVE** or **PASSIVE** form.

- | | | |
|--|---------------------------------|----------------------------------|
| 1 The movies <u>make / are made</u> in Hollywood. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |
| 2 They <u>visited / were visited</u> by their grandmother. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |
| 3 The librarian <u>reads / is read</u> books to the students. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |
| 4 The rent <u>paid / was paid</u> last night. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |
| 5 My cousin <u>looks after / is looked after</u> my little sister. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |
| 6 Henry Ford <u>invented / was invented</u> the assembly line in 1976. | <input type="checkbox"/> Active | <input type="checkbox"/> Passive |

4) Complete with **IS / ARE/ WAS/ WERE** to complete the passive form of the verbs in ().

- Paper made from wood.
- My car repaired by a local mechanic last week.
- London visited by millions of tourists every year.
- Toyota cars manufactured in Japan.
- Abraham Lincoln killed in 1865.
- Cheese made from milk.

5) Complete with the **past simple passive form** of the verbs in ().

- The song *Yesterday* (**compose**) in 1965.
- Buckingham Palace (**build**) in 1703.
- The royal wedding (**watch**) by millions of people in 2011.
- The children (**save**) by the firefighters last night.

6) Translate the following sentences into Spanish.

DO NOT USE THE TRANSLATOR!!!

- Lots of photos of our school **are taken** every day on the streets.
- This book **was written** a long time ago.
- The moon **was visited** in 1969.
- We've raised £100 from our families. The money **will be given** to charity next week.
- Millions of text messages **are sent** every day.

A Complete the sentences by using the verbs in the box in the present simple or past simple passive.

build	choose	encourage	illustrate	locate	spend	teach	not use	wake	write
-------	--------	-----------	------------	--------	-------	-------	---------	------	-------

- The British Library _____ in St Pancras, London.
- The students _____ to use a monolingual dictionary in their English lessons.
- Buckingham Palace _____ in the 18th century.
- Many novels _____ because of the picture on the front cover.
- Last year, the students _____ by Mrs Shipley.
- A lot of money _____ every year on textbooks.
- This morning, I _____ up at 5 a.m. by the neighbours' baby.
- _____ *The Picture of Dorian Gray* _____ by Oscar Wilde?
- Sally has loads of cookbooks, but they _____ very often.
- Who _____ these comics _____ by?

B Rewrite the sentences in the passive.

- J.K.Rowling created Harry Potter.

- Last night the police arrested lots of football hooligans.

- British teenagers buy a lot of magazines and comics.

- Pixie Lott sang *Boys and Girls*.

- The bookshop puts on monthly poetry-reading evenings.

- Fortunately, the lifeguard rescued the small boy, who was drowning.

- On the train yesterday, someone stole my iPod from my bag.

- A mechanic services my car twice a year.

- People often tell me that I look like Keira Knightley.

- The tour guide advised us to put on insect repellent before going into the forest.

C Ask your partner the questions and make a note of his / her answers. Give as much detail as possible in your answers!**When** was the last time you ...

- were given a present?
- were sent a text message?
- were photographed?
- were given a compliment?
- were hugged or kissed?
- were told off?
- were invited to a party?
- were asked a question you couldn't answer?

- a Look at the pictures. Complete the sentences with the present or past passive form of the verbs in brackets.



- 1 The film *Jurassic Park* is based on the book by Michael Crichton. (base)
- 2 The symbol of the Olympic Games _____ in 1912. (design)
- 3 Four national languages _____ in Switzerland. (speak)
- 4 The pyramids _____ nearly 5,000 years ago. (build)
- 5 About 350 films _____ at the Berlin Film Festival every year. (show)
- 6 P4 is a very small new moon which _____ in 2011. (discover)
- 7 Seat belts _____ in planes until the 1930s. (not use)
- 8 The *Hunger Games* books _____ by Suzanne Collins. (write)
- 9 The first smartphone _____ in 1992 by IBM. (invent)
- 10 *Pétanque* _____ a lot all over France. (play)
- 11 *The Last Supper* _____ by Leonardo da Vinci. (paint)
- 12 The Eiffel Tower _____ by about seven million people a year. (visit)

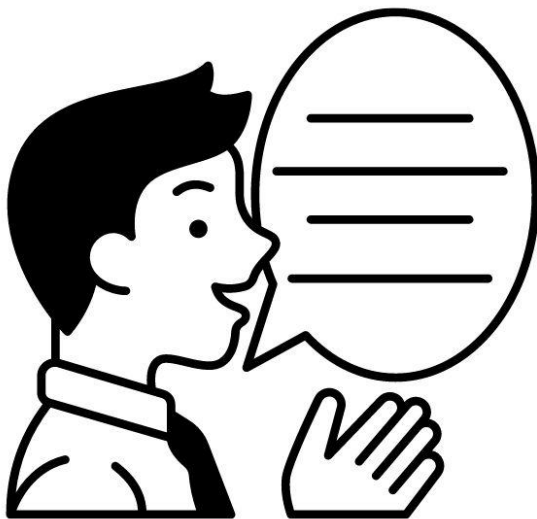
- b Cover the sentences and look at the pictures. Can you remember the sentences?

ACTIVATION

- 1 Write two past passive sentences about inventions or discoveries made by someone from your country.
- 2 Write two present passive sentences about things that are produced, grown, or made somewhere in your country.



LISTENING AND SPEAKING





Getting started

- 1 Where are the people in the photo?
- 2 Are they meeting for the first time or are they friends?
- 3 What do you usually say when you meet someone?



01

1

Read and listen to these four conversations. Which conversations include people who know each other? Which include people meeting for the first time?

Know each other:

Meeting for the first time:

Conversation 1

- Clare:** Hi Sarah, **it's great to see you.**
- Sarah:** Hiya, **and you.** It's been ages. You look well.
- Clare:** Thanks, you too. **How are you doing?**
- Sarah:** **Very well.** I've got a new job. I'm teaching at the college.
- Clare:** Great! You didn't like your old job, did you?
- Sarah:** No, I hated it. **What's your news?**
- Clare:** Well, I'm getting married next year.
- Sarah:** Congratulations!

Conversation 2

- Receptionist:** Good afternoon. How can I help you?
- Sam:** Good afternoon, my name's Sam Jones. I have a meeting with Mr Williams at 3 p.m.
- Receptionist:** Ah, yes. Please take a seat. I'll let Mr Williams know you're here.
...
- Mr Williams:** Ms Jones? I'm Tom Williams. **Lovely to meet you.**
- Sam:** **And you,** Mr Williams.
- Mr Williams:** **How was your journey?** Was the traffic OK?
- Sam:** Yes, everything was fine, thanks.

Conversation 3

Andy: Hey, how are things?

Ben: Good, thanks. You? Have you finished that essay?

Andy: No, not yet. It's really difficult, isn't it? **Sorry, do you know** Karen? She's in my sister's class. Karen, Ben. Ben, Karen.

Ben: Hi, nice to meet you.

Karen: You too.

Conversation 4

Tony: Good morning, Mark. **Good to see you again.**

Mark: Morning, Tony. You too.

Tony: Mark, **let me introduce you to** Tina. She's doing an internship here for the summer. Tina, this is Mark. He runs our new office in Bristol.

Mark: **Pleased to meet you,** Tina.

Tina: And you, Tony.

Mark: **How are you finding it here?** It's very busy, isn't it?

Tina: Yes, it is. But I'm really enjoying it, thanks.

Useful tip: introducing friends

Notice how friends introduce each other: 'Karen, Ben. Ben, Karen'. You don't have to use phrases:

Karen, ~~this is~~ Ben. Ben, ~~this is~~ Karen.

2 Read and listen to the four conversations again. Complete the sentences below with the correct name.

- | | |
|---------------------------------------|--------------------------------------|
| 1 is getting married. | 5 hasn't finished an essay. |
| 2 has a new job. | 6 is in Andy's sister's class. |
| 3 has a meeting with Sam Jones. | 7 is doing an internship. |
| 4 had a good journey. | 8 works in the new office. |

Language note

Question tags are very common in spoken English. Remember to use a negative question tag after a positive sentence:

*It's very busy, **isn't it?***

Remember to use a positive question tag after a negative sentence:

*You **didn't** like your old job, **did you?***

3 Look at the bold words in the conversations. Complete the phrases below.

Meeting someone you don't know	1 L..... to meet you.	4 You t.....
	2 P..... to meet you.	
	3 N..... to meet you.	
Introducing someone	5 Let me i..... you to ...	
	6 Sorry, do you k.....	
Asking a follow up question	7 What's your n.....?	
	8 How was your j.....?	
	9 How are you f..... it here?	

Saying it accurately

1 Read the conversation below and complete the gaps with words from Conversations, exercise 3.

Ana: Good afternoon, Katy. Good to see you again.

Katy: And you, Ana.

Ana: Katy, 1 me introduce you to Lucy. She's working with me on a new project. Lucy, 2 is Amy. She joined the company about a month ago.

Katy: 3 to meet you, Lucy.

Lucy: You 4

2 Put the sentences in the correct order to make a conversation.

Paul: I'm very well, thanks. How was your journey?

Gary: Good, thanks. How are you doing?

Paul: Hiya, you too. How are things?

Gary: OK, thanks. The train was on time.

Gary: Hi, Paul. It's great to see you. 1



3 Listen and check.



1 In spoken English, some words 'link' together. This means the sound at the end of one word links with the sound at the beginning of the next word. Listen to the phrases below and pay attention to the words that 'link' together.

1 How_are things?

3 How_was your journey?

2 Sorry, do_you know ... ?

4 What's_your news?

2 Listen again and repeat the phrases. Try to join the words together.

5

MAKING ARRANGEMENTS

55



Getting started

- 1 How do you make arrangements with friends, family and colleagues? Choose an option below.
by social media by phone by text in person
- 2 What do you usually say when making arrangements?



25

1

Conversations

Read and listen to the four conversations. Match each conversation with a description below. There is one extra description.

- a changing an arrangement
- b colleagues making an arrangement
- c friends making an arrangement
- d postponing an arrangement

Conversation 1

Sarah: Hello?

Clare: Hi, Sarah, it's Clare. How are you?

Sarah: Oh, hiya! Not bad, thanks. You?

Clare: Fine, thanks. I'm waiting for the bus, so I thought I'd give you a quick ring. How did your interview go?

Sarah: Actually, it went really well. They offered me the job!

Clare: Oh, brilliant! We should celebrate. **Fancy coming round for dinner tonight? Let's say 7 p.m.?**

Sarah: OK.

Clare: Great, see you later. Bye.

Sarah: Bye.

Useful tip: prepositions

When making arrangements, learn to use prepositions correctly. Keep a record of prepositions and the words that go before or after.

I'll meet you at 10 a.m. Fancy going for a walk tomorrow?

Conversation 2

Lisa: Hi Sue, is it still OK for you to pick me up tomorrow?

Sue: Yes, no problem.

Lisa: Is 5.30 OK? The traffic can be bad at that time.

Sue: Yeah, good point. I'll pick you up at 5 p.m., then.

Lisa: OK. See you then. Bye.

Sue: Bye.

Conversation 3

Steven: Hello, Steven speaking.

Richard: Hi, Steven, it's Richard. I'm just phoning to finalise dates for the board meeting. **Would you be able to attend on Friday or Monday?**

Steven: OK, let me check my diary ... I can make Friday anytime or Monday afternoon. How does that sound?

Richard: Great. **Shall we say Friday at 10 a.m., then?**

Steven: Yes, that's fine.

Richard: Thanks, Steven. I'll email you directions and details now. **Look forward to seeing you then.**

Steven: And you. Thanks. Bye.

Richard: Bye.

Conversation 4

Paul: **Are you still free for lunch today?**

Heidi: Actually, I'm really busy. I'm running late. **Can we make it tomorrow?**

Paul: Sure. Same place?

Heidi: Great. Thanks, Paul. **See you tomorrow.**

Paul: Bye.

2

Look at the three stages of making an arrangement below. Read and listen to the conversations again. Complete the table with the bold phrases from each conversation.

	1	2	3	4
arrangement	Fancy coming round for dinner tonight?			
time	Let's say 7 p.m.?			
response	Great, see you later.			

Language note

Use *still* to check that your arrangement has not changed.

Is it still OK for you to pick me up tomorrow?

- 3 Look at your answers to exercise 2. Which conversation is formal? Underline the examples of formal language.

Useful tip: formal and informal language

Remember to change your language between formal and informal. Use informal language with friends and people you know well. Use formal language in professional situations and with people you don't know.

Saying it accurately

- 1 Complete the sentences with the prepositions below.

at

for (x 2)

on

to (x 2)

up

- 1 Fancy going a coffee later?
- 2 Is it still OK for you pick me up from work?
- 3 Would you be able to attend the meeting Wednesday morning?
- 4 Shall we say tomorrow about 9 a.m.?
- 5 Look forward seeing you.
- 6 I'll pick you in half an hour.
- 7 Are you still free tennis tomorrow?

Language note

Use *Fancy + -ing* to make arrangements with a friend.

Fancy coming round for dinner? (NOT Fancy to come round for dinner?)

- 2 Match 1–4 to a–d to make questions.

1 Can we

2 Is

3 Let's say

4 Shall we

a 7 p.m.

b make it tomorrow

c say Friday at 8 a.m.

d 7.30 OK?

6

MAKING REQUESTS

58



Getting started

- 1 Where are these people?
- 2 Who is making a request?
- 3 What do you think is the request?

Conversations

1 Read the questions below. Think about where you would hear these questions.

- Excuse me, would you mind taking our photo please?
- Do you mind if I hand in the essay on Monday?
- Could you move your coat please?
- Is it OK if I go to the cinema with Cathy tonight?
- Sorry, could you possibly explain that again please?
- Excuse me, is it OK if I park my car here?



2 Read and listen to the conversations. Do you think your ideas in exercise 1 were correct?

Conversation 1

- A: Excuse me, would you mind taking our photo please?
B: Of course. Ready? Smile!
A: Thank you.

Conversation 2

- A: Do you mind if I hand in the essay on Monday?
B: Well, I'll need it in the morning. Is that possible?
A: Yes, I can give it to you before 10 a.m.
B: That's fine, then. Thank you for letting me know.

Conversation 3

- A: Is it OK if I go to the cinema with Cathy tonight?
B: OK, but you must be home by 10.30.

Conversation 4

- A: Can I use your mobile, Mark?
 B: Yeah, it's in my bag.
 A: Thanks.

Conversation 5

- A: Could you possibly explain that again, please?
 B: Of course. Complete form T7H89, then go online and enter the code from your registration pack and complete the online application.

Conversation 6

- A: Could you move your coat please? This seat is reserved for me.
 B: I suppose so.
 A: Thank you.

Conversation 7

- A: Excuse me, is it OK if I park my car here?
 B: Actually, that's the manager's space. You can park over there.
 A: Oh right. OK, thanks for your help.

Language note

Use **indirect questions** in formal situations, to be polite to people you don't know.

Sorry, could you possibly explain that again, please?

Use **direct questions** in informal situations, with friends and people you know.

Can I use your mobile?

3

Look at the conversations again. Do the people know each other? Decide which type of question is asked in each of the conversations above.

- | | | |
|-------------------|---------|---------|
| 1 <i>indirect</i> | 4 | 7 |
| 2 | 5 | |
| 3 | 6 | |

- 4 Look at the bold questions in the conversations. Some are formal and some are informal. Add the questions under the correct heading below.

formal

- 1 *Excuse me, would you mind taking our photo, please?*
 2
 3
 4
 5

informal

- 1
 2

Saying it accurately

- 1 Complete the questions with the words below.

can if mind OK possibly you

- 1 Sorry, could you tell me where the train station is please?
 2 I leave my things here?
 3 Do you mind I come to class a bit late tomorrow?
 4 Could pick me up tonight?
 5 Excuse me, is it if I use your printer?
 6 Excuse me, would you helping me with this suitcase?

- 2 Correct the verb forms underlined in the questions below.

- 1 Would you mind help me with this bag?
 2 Could you giving this to Joe?
 3 Could you possibly telling me where the train station is please?
 4 Is it OK if I'm calling you later?
 5 Could you passing me that book please?
 6 Do you mind if I paying you later?
 7 Can I using your Wi-Fi?

Saying it clearly

- 1 Listen carefully to the questions below. Underline the stressed words.

- 1 Excuse me, would you mind taking our photo? 5 Can I use your mobile?
 2 Could you possibly explain that again please? 6 Could you move your coat, please?
 3 Do you mind if I hand in the essay on Monday?
 4 Is it OK if I go to the cinema tonight?

- 2 Listen again and repeat.



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1

Saying it appropriately

Listen to the questions below. Which speakers sound polite and which sound impolite? Put a tick (✓) in the correct column.

	Polite	Impolite
1 Excuse me, would you mind moving your suitcase?
2 Could you possibly say that again, please?
3 Do you mind if I miss school tomorrow?
4 Excuse me, is it ok if I borrow your phone?
5 Could you email me later?
6 Can I have another coffee?



2

Now listen to the polite questions. Pay attention to the rising intonation (the way the speaker's voice rises towards the end of the question). Rising intonation makes the questions sound more polite. Listen and repeat.

3

Record yourself asking the questions in exercise 1. Listen to your recording. Do you sound polite?

Get speaking

1

You're going to make requests to the people below about situations 1–6. Think about what type of question you should use. Make notes if you like.

	people	request
1	parents	you want to visit a friend tonight
2	stranger	you want to sit at their table in a cafe
3	friend	you want to borrow his book
4	stranger on a bus	his bag is on your seat
5	receptionist	you want her to explain something difficult about an application form
6	teacher	you want to hand in your homework next week, not this week



2

Now play the CD. After each beep, you should speak. Then listen to their response.

My review

- I can use direct question with people I know.
- I can use indirect questions with people I don't know.
- I can use correct sentence stress in questions.
- I can sound polite when I ask direct and indirect questions.

7

ORDERING AND BUYING

62



Getting started

- 1 Where are these people?
- 2 What is the woman buying?
- 3 What do you think the people are saying?



35

1

Conversations

Read and listen to the conversations. In which conversation does the person not pay for something?

Conversation 1

- Gina:** I'd like to reserve a place on next month's English course please.
- Receptionist:** Of course. Is it the morning or the afternoon course?
- Gina:** Oh. How much does each one cost?
- Receptionist:** The morning course is £400 per week and the afternoon is £350. And the afternoon course also has a free conversation class on Fridays.
- Gina:** That sounds good. Can I have a place on the afternoon course, then?
- Receptionist:** OK. Now, you can pay in full now. Or you can leave a deposit today and pay the rest on the first day.
- Gina:** Great. I'll pay now, please.

Conversation 2

- John:** Could I book a table for dinner tonight, please?
- Waiter:** Yes, of course. How many people?
- John:** Four.
- Waiter:** And what time? We have tables at 6.30 or 9 p.m.
- John:** Let me think. 6.30 is better, please.
- Waiter:** OK, and what's the name?
- John:** Anderson.
- Waiter:** Thank you. So that's a table for four people, at 6.30p.m. tonight.
- John:** Great. Thanks for your help. Bye.

Conversation 3

Pat: Hello. **Do you have any** tickets left for the concert tonight?
Clerk: Hmm, let me check. Yes, there are a few tickets.
Pat: Brilliant. How much are they?
Clerk: The best seats are £85 each.
Pat: **That's very expensive.** Are there any cheaper ones?
Clerk: We have two at £60. They're near the back of the stadium.
Pat: That's fine. **I'll take those, please.**
Clerk: Certainly. That's £120 please.
Pat: **Here you are.**
Clerk: Thank you. Enter your PIN when you're ready. ... Thank you. Here's your receipt and here are your tickets. Doors open at 7:45 p.m. Have a good night!
Pat: Thank you.

Conversation 4

Barista: Hello, what can I get you?
Deb: Hi, **can I get** a black coffee, please?
Barista: To have in or take away?
Deb: To go, please.
Barista: Anything else? Any sandwiches or pastries?
Deb: **Let me see.** I'll have a chocolate cookie, please.
Barista: OK.

2 Read and listen to the conversations again. Put a tick (✓) in the correct column.

	True	False
1 Gino books a place on the morning course.
2 The conversation class is free.
3 Andy wants to book a table for dinner.
4 He chooses a table at 9 p.m.
5 Pat buys two tickets for the concert.
6 She pays by cash.
7 Deb's conversation is in a cafe.
8 She orders a sandwich.

3 Look at the bold phrases in the conversations. Answer the questions below.

1 Which six phrases or questions show the speaker making an enquiry?

.....

2 Which two phrases show the speaker thinking about the decision?

.....

3 Which two phrases show the speaker's opinion about the price?

.....

4 Which two phrases show the speaker making a decision?

.....

Saying it accurately

1 Number the lines in the correct order to make a conversation.

- | | |
|--|---|
| a Yes, how many would you like? | f Do you have any tickets for PopFest? |
| b That's very expensive. | g That sounds good. I'll take those please. |
| c Thank you. | h They're £50 for the VIP seats. |
| d Well, we do have standing tickets. They're only £20 each. | i OK. That's £80 please. Thank you. And here are your tickets. |
| e Four please. How much are they? | |



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2 Listen and check.

Saying it clearly



37

1 Listen to four different speakers. Circle the prices you hear. There are two extra prices.

- | | | |
|---------|-------|--------|
| 1 £4.15 | 3 £20 | 5 £50 |
| 2 £4.50 | 4 20p | 6 £100 |



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2 How many different ways can you say the prices below? Listen and check your ideas.

- | | | | |
|---------|-------|--------|---------|
| 1 £6.15 | 2 £80 | 3 £100 | 4 £7.50 |
|---------|-------|--------|---------|

Useful tip: vocabulary for money

£2,500.00 = *two and a half thousand pounds* ✓

£2.50 = *two and a half pounds* ✗

You can say *50p* (say *pee*) or *50 pence*.

In British English, people often say *quid* (not *pounds*) when talking to friends.

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SAYING 'THANK YOU'

65



Getting started

- 1 What different ways can you say 'thank you' in actions and words?
- 2 Think about the last time you either said 'thank you' or showed your thanks to someone. What did he/she do to help you?



1

Conversations

Read and listen to the seven conversations. Where do you think the conversations are happening? How do the speakers in each conversation know each other?

Conversation 1

Hi, Aunt Sue. I'm just phoning to say thank you for coming to my party. I hope you enjoyed it. **Thank you so much** for the present. I love the watch. Give me a call when you get this message. Bye.

Conversation 2

- A: We're going to a picnic on Saturday. Do you want to come?
B: **I'd love to but** I'm busy. I'm visiting my sister this weekend.
A: Oh, that's a shame. Maybe another time?
B: Yeah. **Thanks for asking.**

Useful tip: not accepting an invitation

It is polite to explain why you are unable to accept an invitation or offer.
I'd love to but I'm busy, I'm visiting my sister this weekend.

Conversation 3

- A: Here's your coffee and your change.
B: Cheers.
A: **No problem.**

Conversation 4

- A: **Thanks** for dinner. It was delicious.
- B: I'm glad you liked it.
- A: Next time, come to my apartment and I can cook for you.

Conversation 5

- A: Excuse me, can you give me a hand with these boxes?
- B: Sorry, I'm afraid I've got a problem with my back and I can't carry anything heavy.
- C: **Let me help you.** I'll take this box.
- B: Thanks, I **appreciate it.** It's really heavy.
- C: **You're welcome.**

Conversation 6

- A: Need a lift home?
- B: Yes, please. **Thanks for asking.** I'm too tired to walk home.
- A: **No worries.** Let's go.

Conversation 7

- A: Here's your drink. I ordered some sandwiches for us too.
- B: **Thanks.** I'm starving.
- A: **That's OK.**

- 2 Read and listen to the conversations again. In which conversations do people refuse or say no to something? What reason do the people give?
- 3 Put the bold phrases from the conversations in the correct category.

saying thanks to a friend	saying 'no thanks'
1	1
2	
3	

saying thanks in a more formal situation	responding to others saying thanks
1	1
2	2
	3
	4
	5

Useful tip: 'to thank' (verb)

Use the verb *to thank* for more formal situations and speeches such as weddings or awards.

I'd like to thank my family for supporting me.

Saying it accurately

1 Read the situations below and circle the two best responses.

- Your friend passes you a pen.
 - Cheers.
 - Thanks.
 - Thank you very much.
- Your colleague helps you with a difficult project.
 - Cheers.
 - Thank you so much.
 - Thanks for helping me.
- Your grandparents buy you a very expensive gift for your graduation.
 - Cheers.
 - Thank you so much for the present.
 - Thank you very much.

2 Complete the responses with the missing words.

- love to but I'm busy.
- problem.
- glad you liked it.
- worries.
- OK.

Saying it clearly

1 Listen to the words below and pay attention to the underlined sounds.

- Cheers!
- Thank you.
- I do appreciate it.
- My pleasure.

2 Listen to the sounds 1 to 4. Then match the sounds to the words (a–d).

- Thank you. 2
- My pleasure.
- Cheers!
- I do appreciate it.

3 Listen and check. Then listen again and repeat.



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