

# 3A

## I remember ...

- › **Goal:** narrate a childhood memory
- › **Grammar:** past perfect simple and continuous
- › **Vocabulary:** memory



### Reading

- 1** How good is your memory? Do the memory quiz then work in pairs and compare scores.

#### Do you remember ...

- what you did on your last birthday?
- how you were feeling yesterday lunchtime?
- when you got your first mobile phone?
- what you did last Saturday evening?
- where you bought the shoes you're wearing now?
- your first day at school?
- what you did on February 22nd 2015?
- what you ate for dinner the day before yesterday?

Give yourself one point if you remember clearly, half a point if you remember vaguely and zero points if you don't remember at all.

- 2 a** Read about Rebecca and HSAM. What is unique about Rebecca?
- b** What do you think are the advantages and disadvantages of having HSAM?

**Rebecca Sharrock** has an extraordinary memory. She remembers being 12 days old and her father taking a photograph of her. She remembers already having dreams at 18 months old and how she couldn't tell the difference between dreams and reality. And if you say a Harry Potter book and a page number, Rebecca will remember the exact words on the page.

Rebecca has HSAM which stands for Highly Superior Autobiographical Memory. People with HSAM – and there are currently fewer than 100 in the world – can effortlessly recall just about everything that has ever happened to them, although Rebecca is unique in how early her memory starts.

For example, Rebecca remembers the details of her first birthday celebration. Her family's friends and relatives were waiting for her in the garden and her mother took her outside to see them. She'd been crying because her mother had put her in an itchy satin dress and because she'd burnt her finger on a birthday candle. Later, while it was still light, Rebecca's mother took her to her cot to sleep. A new Minnie Mouse toy was lying next to her in the cot. Her mother had bought it for her as a present. Rebecca found the toy's face terrifying and she started crying again.

Rebecca's condition has its drawbacks. She responds to memories from her childhood with the same emotions she experienced at the time. This can be very difficult and can lead her to feel overwhelmed, confused and anxious.

### Grammar

- 3 a** Look at the events from Rebecca's first birthday. Which ones happened before the main events in the story?

- 1 Her mother took her outside.
- 2 She'd been crying.
- 3 Her mother took her to her cot.
- 4 A new toy was lying next to her in the cot.
- 5 Her mother had bought it for her.
- 6 She started crying again.

- b** Which tense is used for each event in Exercise 3a?
- c** Read the grammar box and check your answers.

#### Past perfect simple and continuous

Use the **past perfect** to make it clear that something happened before another action or event in the past.

Use the **past perfect simple** for single, completed actions and events.

*Her mother **had bought** it for her as a present.*

Use the past perfect simple for repeated actions that are completed before another action.

*Her mother **had taken** her to the garden **many times before**.*

The past perfect is often used with *by the time* and *already*.

***By the time** she was 18 months, she'd **started** to dream.*

If two past perfect verbs are next to each other, you can leave out *had* in the second verb.

***By the time** I left the party, everyone else **had cleared up and gone home**.*

Use the **past perfect continuous** for actions that were in progress before the main events or continued up to the main events. The emphasis is on the duration of the action.

*She'd **been crying**.*

Like other continuous tenses, it is common to use *for* and *since* with the past perfect continuous.

*They'd **been planning** the party **for weeks**.*

Often both the simple and continuous forms are possible with no difference in meaning.

*It **had rained** all night/It **had been raining** all night.*

**4** What is the difference in meaning between the pairs of sentences, if any? In two pairs there is no difference in meaning.

- 1 a She called me after I'd left.  
b She called me after I left.
- 2 a I was hot because I'd been running.  
b I was hot because I was running.
- 3 a He started crying because I'd laughed at him.  
b He started crying because I laughed at him.
- 4 a When I got home, she did her homework.  
b When I got home, she'd done her homework.

**5 a**  **3.1 Listen and complete the text with the past simple or past perfect simple form of the verbs in brackets. Notice that it can be hard to hear 'd in the past perfect.**

I remember my first driving test like it was yesterday. I <sup>1</sup>\_\_\_\_\_ (have) hundreds of lessons and I <sup>2</sup>\_\_\_\_\_ (practise) a lot. I <sup>3</sup>\_\_\_\_\_ (even / save) money to buy a car. But during the test I <sup>4</sup>\_\_\_\_\_ (bump) into a parked car! I <sup>5</sup>\_\_\_\_\_ (fail) immediately. I <sup>6</sup>\_\_\_\_\_ (wait) three months then I <sup>7</sup>\_\_\_\_\_ (try) again. Unfortunately, I <sup>8</sup>\_\_\_\_\_ (fail) the test again!

**b**  **3.2 Listen and repeat.**

**6 a** Complete the text with the correct form of the verbs in brackets. Use the past simple, past perfect simple or past perfect continuous. Sometimes more than one answer is possible.

For my birthday last year I <sup>1</sup>\_\_\_\_\_ (not / plan) to do anything. I was tired after a long day at work, so when I <sup>2</sup>\_\_\_\_\_ (open) the front door and <sup>3</sup>\_\_\_\_\_ (find) all my friends and family waiting for me, I was more than a little overwhelmed! Someone <sup>4</sup>\_\_\_\_\_ (organise) a surprise birthday party for me! They <sup>5</sup>\_\_\_\_\_ (tidy) the house and <sup>6</sup>\_\_\_\_\_ (decorate) the front room with balloons. And from the smell of fresh herbs, I knew that someone <sup>7</sup>\_\_\_\_\_ (cook). Everyone immediately <sup>8</sup>\_\_\_\_\_ (start) singing and congratulating me and then they <sup>9</sup>\_\_\_\_\_ (give) me a group present. They <sup>10</sup>\_\_\_\_\_ (buy) me my first electric guitar. I <sup>11</sup>\_\_\_\_\_ (learn) the guitar for a couple of years so I <sup>12</sup>\_\_\_\_\_ (feel) really touched by their gesture.

**b** Think of a surprise birthday party you have been to. It can be real or invented. Complete the sentences.

- We/The organisers had been planning the party for ...
- We/The organisers had decided to have the party in ...
- We/The organisers had bought ...
- I/My friend was very surprised. I/He/She hadn't been expecting ...

 Go to page 140 or your app for more information and practice.

## Vocabulary

**7 a** Work in pairs. Match the words and phrases in bold in 1–8 with meanings a–h.

- 1 I **have a good memory for** names.
- 2 I **have no memory of** being a young child.
- 3 It's hard to **recall** what I was doing this time last week.
- 4 I find it hard to **memorise** new vocabulary.
- 5 I'll **never forget** the first time I went to a football match.
- 6 Some songs **remind me of** being a child.
- 7 My last birthday was very **memorable**.
- 8 Everyone should **bear in mind** the fact that your memory can trick you.  
a easy to remember because something special happened  
b learn so that you know it perfectly  
c be good at remembering  
d make me think of  
e not remember an event  
f will always remember  
g not forget because it may be useful in the future  
h remember

**b** Change the underlined words and phrases so the sentences are true for you. Work in pairs and compare your answers.

**A:** *I have a good memory for dates.*

**B:** *Oh, really. Have you always been like that?*

 Go to page 158 or your app for more vocabulary and practice.

## Speaking

### PREPARE

- 8 a  **3.3 Listen to two people narrating a childhood memory. Make notes.**
- b Work in pairs and compare your notes. Then listen again and check.
- 9 Think of a childhood memory, e.g. your first day at school. Make notes about what happened.

### SPEAK

- 10 Work in pairs and take turns narrating your childhood memory. Ask your partner for more details. Use the Useful phrases to help you.

#### Useful phrases

Wow! So how did you feel when ...?  
Had you been looking forward to ...?  
Tell me, what was ... like?  
And how did you respond?  
Tell me more about ...

Develop  
your  
writing  
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# 3B

## Great rivals

Serena Williams



- › **Goal:** express an opinion about rivals
- › **Grammar:** comparatives and superlatives
- › **Vocabulary:** character adjectives

### Reading and vocabulary

- 1 Look at the photos and answer the questions.
  - 1 What are the people famous for?
  - 2 Who are/were their biggest rivals?
  - 3 What else do you know about them?
- 2 Read the texts about great rivals. Close your books. Choose one of the texts. Work in pairs and take turns explaining who won and how.



Bobby Fischer



Bill Gates

#### Chess rivals

In July 1972, Bobby Fischer from the USA took on Boris Spassky from the USSR in the World Chess Championships. The Soviet players had won every championship since 1948 and the **determined, thoughtful** Spassky was the clear favourite. However Fischer was fiercely **competitive**, some even called him **stubborn** and **arrogant**, and his desire to win was huge. The battle started on 11th July and Fischer lost the first two games. Two-nil to Spassky – usually an unbeatable lead in chess. But suddenly, before the third game, the **unpredictable** Fischer lost his temper and threatened to quit unless the next game was played in a different room. Spassky, **reasonable** as always, agreed but the fuss unsettled him and he started to lose games. The longer the championship went on, the more **confident** Fischer became and the final score, two months later, was 12.5 points to Fischer and 8.5 points to Spassky. Fischer was the new king of chess!

#### Basketball rivals

In September 1972, the USSR took on the USA in the Olympic basketball final. American teams had won every Olympic basketball final since 1936 and the Americans were the clear favourites. However they were also by far the youngest team to represent the USA, while the Soviet team were **tough** and determined. The rivalry between the two teams was intense.

The battle took place on 9th September. The **inexperienced** American team quickly went behind to the **bold** Soviets. However the American team fought back and with just three seconds remaining they scored and went ahead, 50-49. With so little time remaining, it looked like the match was over but suddenly the Soviet team did something **remarkable**: they threw the ball from one end of the court to the other and scored the winning goal. The USSR was the new king of basketball!



1972 US basketball team

- 3 a Work in pairs. Look at the words in bold in the text and guess their meanings.

- b Match the words in bold in the text with meanings 1–12.

Someone who:

- 1 always tries very hard to win *competitive*
- 2 refuses to change his/her mind
- 3 believes in his/her own abilities
- 4 does things you don't expect
- 5 has little knowledge or experience
- 6 behaves in an unpleasant way because they feel they are better than others
- 7 is fair and sensible
- 8 doesn't let others stop them achieving their goal
- 9 is strong and not afraid to fight
- 10 is quiet and serious
- 11 is not afraid of taking risks
- 12 surprises other people in a very positive way

- 4 3.4 Listen and rephrase the descriptions of people with the adjectives from Exercise 3.

**Speaker:** She's usually very fair and sensible.

**You:** She sounds quite reasonable.

Go to page 158 or your app for more vocabulary and practice.

## Grammar

- 5 a** Read some opinions about the people and teams in Exercise 2. Who are they talking about: Spassky, Fischer, the Soviet team or the American team?
- 'I think he was as good as the other guy, but not as bold or arrogant.'
  - 'He played slightly more aggressively.'
  - 'The longer the match went on, the more remarkably they played.'
  - 'I think they were just a bit less experienced.'
  - 'He sounds like he was much more reasonable.'
  - 'To my mind, he was less of a gentleman.'
  - 'They were by far the youngest team ever to represent their country.'

- b** Complete the grammar box with the sentences from Exercise 5a.

### Comparatives and superlatives

Use **adjective + -er** or *more/less + adjective (+ than)* to compare one thing to another.

When the difference is small, use *a bit/slightly*.

When the difference is big, use *much/so much/a lot/far/far too*.

*He was **much calmer** and **politer** than his rival.*

- \_\_\_\_\_
- \_\_\_\_\_

You can also use *as + adjective + as + noun* to say that two things are similar. This is often used with a negative.

*I guess he wasn't **as traditional as** his rival.*

- \_\_\_\_\_

Use adjective + *-est* or *the most/the least + adjective* to compare one thing to all the others in that group. When the difference is big, use *by far*.

*It's **by far the most famous** chess match ever.*

- \_\_\_\_\_

Use *more/less + adverb* to compare how two things are done.

*They started **more strongly than** the other team.*

- \_\_\_\_\_

Sometimes it is possible to compare two people or things using *more/less of a + noun*.

- \_\_\_\_\_

Notice how you can use **two comparative adjectives** or **adverbs** to say that one thing results in another.

***The longer** the championship went on, **the more confident** Fischer became.*

- \_\_\_\_\_

- 6 a**  3.5 Listen and notice how we emphasise big differences and small differences.

- It's not quite as good.
  - It's nowhere near as good.
- She's a bit more competitive than me.
  - She's so much more competitive than me.
- They're not quite as confident as last time.
  - They're not nearly as confident as last time.

- b** Which word in each sentence is emphasised when the speaker describes a big difference?

- c** Listen again and repeat.

- 7** Complete the text with the comparative or superlative form of the words in brackets.



In the early 1990s, Tonya Harding and Nancy Kerrigan were competing to be <sup>1</sup>\_\_\_\_\_ (good) American figure skater. Neither skater was the clear favourite, but each was <sup>2</sup>\_\_\_\_\_ (as / competitive) the other. Harding's life had been difficult. It had been <sup>3</sup>\_\_\_\_\_ (much / hard) and <sup>4</sup>\_\_\_\_\_ (far / stable) than Kerrigan's. Harding was <sup>5</sup>\_\_\_\_\_ (far / tough) of the two and the <sup>6</sup>\_\_\_\_\_, the \_\_\_\_\_ (old / get / tough / become). By contrast, Kerrigan was <sup>7</sup>\_\_\_\_\_ (bit / thoughtful) and <sup>8</sup>\_\_\_\_\_ (family person). She came from a <sup>9</sup>\_\_\_\_\_ (far / stable) background and was considered to be <sup>10</sup>\_\_\_\_\_ (elegant), and consequently she was <sup>11</sup>\_\_\_\_\_ (lot / popular) than Harding. The day before the 1994 US championships, a man attacked Kerrigan, she was unable to compete and Harding won the championships. But over time people became suspicious of Harding. She was later stripped of the title, although she said she had 'no prior knowledge' of the attack.

- 8** Compare yourself with other people you know.

 Go to page 140 or your app for more information and practice.

## Speaking

### PREPARE

- 9 a** Work in pairs. Student A: Turn to page 168. Student B: Turn to page 167.
- Explain why your inventor was better than your partner's inventor.
- 10 a** Work as a class. Make a list of famous rivals, e.g. actors, sports stars or business people.
- Choose a set of rivals and make notes about them, e.g. their character, background, achievements.

### SPEAK

- 11** Work in pairs. Take turns telling each other about the rivals you have chosen. What is your opinion about them?

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your  
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# 3c

## Life's too short



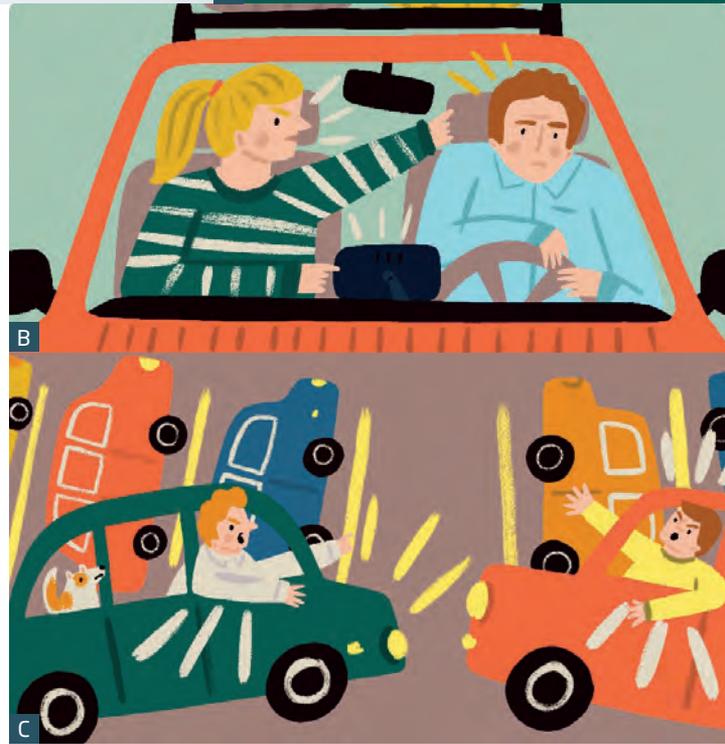
- › **Goal:** summarise an argument
- › **Language focus:** forming adjectives
- › **Vocabulary:** arguments

### Reading and vocabulary

- 1 **Work in pairs and discuss the questions.**
  - 1 Look at the pictures. What's happening? Have you ever been in these situations?
  - 2 Who do you argue with most and what about?
  - 3 When was the last time you argued with someone who was not a friend or family member? What happened?
- 2 a **Read the texts. What caused each disagreement? Match 1–3 with the words in the box. There are two extra words you don't need.**

age food housework respect work

- b **Read the texts again. Work in pairs and discuss who is in the right in each situation.**



## Was it really worth it?

**When was the last time you had a minor disagreement with someone you know, or a stranger? The chances are it was not that long ago. But was it really worth it? Surely life is too short to worry about the small things! We asked three readers to tell us about their experiences.**

- 1 I was already a vegetarian when I first met my future mother-in-law and straightaway we **didn't see eye to eye**. She told me she thought vegetarianism was childish and ridiculous. I was brought up not to **contradict** my elders, but I really **had an issue with** what she said. I told her vegetarianism was sensible and ethical and that she should try it. Instead, she tried to tempt me with all sorts of tasty meat dishes from her part of the country. I refused to eat any of them.



- 2 A couple of years ago, I **clashed with** my co-workers. It was a tricky situation because I was only an intern, but they gave me loads of photocopying to do from the start. After a week I told them I wasn't going to do any more because I wasn't learning anything. This caused a big argument of course, and some of my co-workers **ganged up on** me and said I was being disrespectful. But in the end my boss **intervened** and they **backed down**. Strangely I got a wonderful card from them when I left.



- 3 My flatmate **picks a fight** with me every time I cook because she says I make a big mess. Actually, I do clear up but not always immediately. Usually I want to enjoy my meal first and relax. Why should I be apologetic about that? It's not exactly the crime of the century! We should probably try to **find a compromise**, but that's difficult because the **underlying issue** is that she's a hopeless control freak and I'm not.



### 3 Replace the underlined phrases in the sentences with a word or phrase in bold from the texts in Exercise 2a.

- I had a disagreement or a fight with them.  
**clashed with**
- They realised they were wrong and stopped arguing.
- We should probably agree on a solution that's acceptable to both of us.
- You're not supposed to say the opposite of what your elders say.
- My boss got involved in the argument to find a solution.
- We didn't have the same opinion.
- She often starts an argument with me.
- The basic problem is that she's a control freak.
- I really found it difficult to accept what she said.
- My co-workers formed a group against me.

### 4 Work in pairs. Close your books and take turns retelling the stories. Try to include the words in bold.

*She was a **vegetarian** and she didn't see eye to eye with her **mother-in-law** ...*

 Go to your app for more practice.

## Language focus

### 5 a Read the language focus box. Complete the adjectives with a suffix. You may need to change some letters in the word.

- |                  |                    |
|------------------|--------------------|
| 1 child _____    | 5 trick _____      |
| 2 ridicule _____ | 6 disrespect _____ |
| 3 sense _____    | 7 apologise _____  |
| 4 ethics _____   | 8 hope _____       |

### Forming adjectives

Often nouns or verbs can be turned into adjectives with a suffix (letters that go at the end of the word). Here are some of the common suffixes that form adjectives.

-al	<i>traditional, logical</i>
-ful	<i>colourful, successful</i>
-ic	<i>allergic, historic</i>
-ish	<i>foolish, nightmarish</i>
-less	<i>useless, pointless</i>
-ous	<i>poisonous, dangerous</i>
-able/-ible	<i>acceptable, doable</i>
-y	<i>meaty, scary</i>

Sometimes the adjective form has a slightly different meaning from the verb or noun.

*child - childish* (being silly (negative))

*trick - tricky* (difficult to get right)

Some nouns/verbs have two adjective forms, each with a different meaning.

*an economical car*   *an economic policy*

*a classic dress*   *classical music*

*a historic moment*   *a historical novel*

- b Check your answers to Exercise 5a in the texts in Exercise 2a. Does each word have a positive (+) or negative (-) meaning or neither (n)?

### 6 a Say the groups of words out loud. Which word is the odd one out in each group?

- poisonous dangerous outrageous curious
- advisable acceptable comfortable adaptable
- colourful delightful respectful successful
- accidental confidential traditional universal

### b 3.8 Listen and check. Then listen again and repeat.

### 7 Complete the text. Use the words in brackets with the correct suffix. You may need to change some letters in the word.

Recently, I had an issue with a friend of mine, who was always late. In general, he's really <sup>1</sup>\_\_\_\_\_ (like) and <sup>2</sup>\_\_\_\_\_ (sense), but in terms of time-keeping, he's <sup>3</sup>\_\_\_\_\_ (hope). He seemed to think it was <sup>4</sup>\_\_\_\_\_ (accept) to always arrive twenty minutes late. I found this really <sup>5</sup>\_\_\_\_\_ (disrespect), especially because he wasn't at all <sup>6</sup>\_\_\_\_\_ (apologise). And it was <sup>7</sup>\_\_\_\_\_ (point) trying to talk to him about it. He just said I was being <sup>8</sup>\_\_\_\_\_ (ridicule) and not very <sup>9</sup>\_\_\_\_\_ (reason). Still, I didn't want to back down. I really found it <sup>10</sup>\_\_\_\_\_ (outrage) that he made me wait, so I started turning up 30 minutes late. The funny thing is, he doesn't seem to mind at all. I guess I'm just more of a control freak than he is!



 Go to page 140 or your app for more information and practice.

## Speak

### PREPARE

- 8 Work in pairs. Student A: Turn to page 168. Student B: Turn to page 166.

### SPEAK

- 9 Roleplay the situation. Try to express how you feel but also try to find a compromise.
- 10 Work with a new partner and tell him/her what happened. Include details about what you said, what your partner said and the compromise (if you found one).

*I clashed with my flatmate over the tidying up. She thought the kitchen was far too messy and ...*

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your  
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- › **Goal:** complain and give and respond to feedback
- › **Vocabulary:** adjectives to describe food

## Vocabulary

**1** Work in pairs. Discuss the last time you went to a restaurant. Have you ever:

- 1 sent food back?
- 2 complained about the service?
- 3 complimented the waiter or chef?
- 4 written a good or bad review about a restaurant?

**2 a** Match sentences 1–9 with sentences a–i.

- 1 This steak is a bit **tough**.
  - 2 These potatoes are still **raw**.
  - 3 This dish is quite **spicy**.
  - 4 These crisps are very **salty**.
  - 5 This dish is very **filling**.
  - 6 This fish is a bit **bland**.
  - 7 These French fries are really **crunchy**.
  - 8 This dish is very **creamy**.
  - 9 This pizza is a bit **greasy**.
- a I might not be able to finish all of it.  
 b It feels like it's burning my mouth.  
 c I can't even cut it.  
 d It's probably got a lot of calories.  
 e It doesn't taste of anything.  
 f They make a great sound when you bite into them.  
 g They're making me thirsty.  
 h It's got too much oil on it.  
 i Could you cook them for longer?

**b** Which three words in bold always have a negative meaning?

**c** Look at the photos. Which words in bold from Exercise 2a could describe the foods?

**3** Work in pairs and complete the sentences.

- 1 I like my French fries to be ..., but I don't like it when they're ...
- 2 I like my vegetables to be ..., but I don't like it when they're ...
- 3 I like my pasta to be ..., but I don't like it when it's ...
- 4 I usually like my main dish to be ..., but I don't like it when it's ...

## Listening 1

**4** 3.9 Listen to seven conversations in a restaurant. For each conversation, is the problem a, b or c?

- a The food hasn't arrived yet.
- b The wrong food has arrived.
- c The customer doesn't like something about the food.



**5 a** Listen again. What does the customer say? Complete the sentences with three words.

- 1 The vegetables are \_\_\_\_\_, actually.
- 2 a It's just too \_\_\_\_\_.  
b Sorry, I just wasn't expecting something \_\_\_\_\_.
- 3 It's nice but the side dishes \_\_\_\_\_.
- 4 a Could you \_\_\_\_\_ for me?  
b No, it's completely cold \_\_\_\_\_.
- 5 a Excuse me! This isn't \_\_\_\_\_.  
b I ordered the vegetarian pie, not \_\_\_\_\_.
- 6 a We need to \_\_\_\_\_ half an hour and the food still hasn't come yet.  
b Could \_\_\_\_\_ the order for me?
- 7 I asked for \_\_\_\_\_ this dish has got tomatoes in it.

**b** Read the Useful phrases box and check your answers.

### Useful phrases 1

#### You don't like the food.

The (vegetables) are a bit (raw).  
 I (just) wasn't expecting something quite so (hot).  
 Is this dish supposed to be so (spicy)?  
 It's just too (spicy) for me.  
 It's completely cold in the middle.

#### The wrong food arrives.

This isn't what I ordered.  
 I asked for no (tomatoes) and this dish has got (tomatoes) in it.  
 I ordered the (vegetarian pie), not the (meat one).

#### It's taking too long.

We need to be somewhere in (half an hour).  
 The side dishes haven't come yet.

#### Asking for action

Could you warm this up for me?  
 Could you check on the order for me?  
 Could I choose something else?  
 Could I speak to the manager?

**6 a**  **3.10 Listen and notice how the speaker uses a higher 'pitch' to sound more polite.**

- 1 Excuse me. Um, this isn't what I ordered.
- 2 Er ... Is this supposed to be so ... raw?
- 3 Excuse me, we have to be somewhere soon. Could you check on the order for us?
- 4 Um, sorry to be difficult, I asked for no meat but this has got meat in it.
- 5 Excuse me, the side dishes haven't come yet.
- 6 This meat, um, it's a bit tough.

**b Listen again and repeat. Copy the intonation.**

**7 What would you say in situations 1–7?**

You order a meat dish and:

- 1 a fish dish arrives.  
*Excuse me. This isn't what I ordered.*
- 2 the meat is too hard to cut.
- 3 it takes a long time to arrive.
- 4 when it arrives, it's cold.
- 5 it's too spicy.
- 6 it arrives without the side order of fries.
- 7 it's very salty.



## Listening 2

**8**  **3.11 Listen to three conversations between David, the manager, and three other members of staff. Match conversations 1–3 with jobs and feedback. There is one extra option.**

**Jobs**

- |          |               |
|----------|---------------|
| a owner  | c head chef 1 |
| b waiter | d customer    |

**Positive feedback**

- |                       |                            |
|-----------------------|----------------------------|
| a never late for work | c the food arrives quickly |
| b friendly and warm   | d easy to work with        |

**Negative feedback**

- |                       |                            |
|-----------------------|----------------------------|
| a quality not as good | c some dishes a bit greasy |
| b not friendly enough | d not polite enough        |

**9 a** Look at the Useful phrases box and listen again. Which conversation does each phrase come from: 1, 2 or 3?

### Useful phrases 2

**Giving general feedback**

The first thing to say is that (customers are very positive).

Overall, people felt that (you do your job very well).

The general feeling was that (the service is a bit too informal).

**Giving specific positive feedback**

They appreciate (your honesty).

(The delicious desserts) get a big thumbs up.

(Punctuality/That) is one of your strong points.

**Giving negative feedback**

Unfortunately, many people felt that (they were being treated like a friend).

That was the biggest complaint.

Some people felt you could be a bit more (friendly).

**Suggesting improvements**

You might like to try being a bit more (professional).

(It's something that) could be improved.

Perhaps you could (bear that feedback in mind).

**Responding to feedback**

I'll take that on board.

From my point of view, (I think it's my job to...).

I want to explain my side.

**b Write notes 1–7 as feedback to staff. Use the words in brackets and the Useful phrases box.**

- 1 You're often late. (perhaps / punctual)  
*Perhaps you could be a bit more punctual.*
- 2 You smile a lot. (customers appreciate / positive attitude)
- 3 You work hard. (first / hard-working)
- 4 The food takes a long time to arrive. (customers / wait / food / big / complaint)
- 5 The kitchen is very clean. (cleanliness / strong point)
- 6 A lot of people think you are rude. (people / polite)

## Speaking

**10 a** Work in pairs. Student A: Turn to page 166. Student B: Turn to page 169.

**b** Roleplay the discussion in Situation 1. Use the Useful phrases to help you.

**11** Repeat the activity with Situation 2.

 For more practice go to your Workbook or app.



# 3B

## Develop your listening

- ▶ **Goal:** understand most of a TV/ radio programme
- ▶ **Focus:** ignoring filler phrases



- 1 Look at the photo. Do you think you could do this job? Why/Why not?
- 2 a **Evan is a world champion living statue. How do you think he will answer the questions?**
  - 1 How long have you been doing this job?
  - 2 How long does it take to do the make-up?
  - 3 What character traits do you need to be a successful living statue?
  - 4 How long can you stand without moving?
  - 5 What is the point of being a living statue?
  - 6 What is the secret of being a good living statue?
  - 7 Why do you earn more now?
- b 3.6 Listen to an interview with Evan. Check your answers to Exercise 2a.
- c Did any of the answers surprise you? Work in pairs and compare your ideas.

### 3 Listen again and complete the sentences with a word or phrase.

- 1 \_\_\_\_\_, it was in economics!
- 2 \_\_\_\_\_ no, it hasn't really helped me much.
- 3 And that was, \_\_\_\_\_, that was a great honour ...
- 4 And then you have to, \_\_\_\_\_, you have to practise and find the right clothes ...
- 5 And then I'll paint in the faint blue lines, \_\_\_\_\_, to make it look realistic.
- 6 ... so that I looked like a \_\_\_\_\_ old, almost falling apart statue.
- 7 We have a lot more inner peace, \_\_\_\_\_.
- 8 They might as well get a real statue, \_\_\_\_\_.
- 9 Those tiny movements that are, \_\_\_\_\_, part of the character.
- 10 If you get hungry you can, \_\_\_\_\_, start to feel light-headed or dizzy.

### 4 Read the Focus box. What other phrases from Exercise 3 could you add to the list?

#### Ignoring filler phrases

Fillers are words and phrases which people use when speaking to give themselves time to think or to soften the meaning of their words.

To understand a whole TV or radio programme, it is important to be able to ignore the fillers and pick out the important information. Common fillers are:

*I would say ... I seem to remember ... You know ... kind of/sort of Actually, you see like ...*

### 5 3.7 Listen to six extracts from the rest of the interview with Evan. Ignore the fillers and write the answers to the questions.

- 1 How much do you spend on make-up?  
About ten euros each time I get dressed up
- 2 Can anyone learn to be a living statue?  
\_\_\_\_\_
- 3 If you're paid to perform for an hour, how do you know when your hour is finished?  
\_\_\_\_\_
- 4 What do you do when you need to scratch an itch?  
\_\_\_\_\_
- 5 What do you hate about the work you do?  
\_\_\_\_\_
- 6 What is your goal now that you're a world champion living statue?  
\_\_\_\_\_

### 6 Work in pairs and discuss the questions.

- 1 Would you like to do this job now that you have listened to Evan?
- 2 If you were a street performer, which of the things in the box would you prefer to do? Why?

sing dance juggle be a living statue do magic tricks play an instrument

- 3 What are the biggest problems for street performers?

- › **Goal:** understand a magazine article
- › **Focus:** using a monolingual dictionary

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

- 1 What snack foods are popular in your country?
- 2 What do you usually eat for lunch; when you fancy a snack?
- 3 Do you ever eat sandwiches? If so, what are your favourite fillings?

**2 Read the article quickly. How many sandwich revolutions have there been?**

## The most successful **snack** in the **world?**

*250 years ago, a momentous event occurred. John Montagu was playing cards and he didn't want to stop for a meal. So instead he asked for a piece of beef between two pieces of bread. According to the story, this had never been done before and it was the start of a revolution. John Montagu's official title was the Earl of Sandwich and the snack he invented was called ... you guessed it, the sandwich!*

Sandwiches are now an £8 billion a year industry in the UK and more than 300,000 people work in the sandwich production business – that's more people than work in agriculture. So how did sandwiches become quite so **ubiquitous**?

Back in the 18th century, the main meal of the day in the UK was a sit-down dinner at 4 p.m. Montagu's invention was daring because you no longer needed to stop what you were doing in order to eat. This is part of the attraction of the sandwich in our busy modern lives. It's possible to eat one on the go, in a meeting, at your desk or even in bed. It's the **ultimate** convenience food.

Until quite recently, sandwiches were considered **tedious** and joyless. They were things that people made at home using cheese and whatever leftovers were available in the fridge. All that changed in 1980 when the second sandwich revolution started.

Marks & Spencer, a famous British food and clothing store, began selling pre-prepared sandwiches in plastic boxes. They were an instant hit. Customers no longer needed to make a sandwich themselves or wait while someone in a café made one for them – they could just take one from the shelves, start eating and, four minutes later (the average time it takes to eat a sandwich) be finished. Like most of the best ideas, it was simple and **revolutionary**.

Shops and supermarkets everywhere started selling pre-prepared sandwiches and the British public started to experiment with new flavours. Crayfish and rocket, goats cheese with pink peppercorns and tomatoes – these are just some of the new filling combinations that became popular. In fact, the job of sandwich inventor was created and there is now an annual awards ceremony, organised by the British Sandwich Association, where the inventor of the best new sandwich wins a large sum of money.



While sandwich inventors are always looking for new filling combinations, sandwich scientists have been trying to solve the tricky problems of how to stop the filling falling to the front of the box, how to stop the bread going **soggy**, how to minimise the space between the bits of lettuce, and so on. And in case you were wondering who cuts all those remarkable sandwiches, the answer is no one. Cutting machines do the job with titanium blades that vibrate 20 thousand times a second.

But it's not just cutting machines that are taking over the work of humans in sandwich production. Machines often spread the butter, drop the ingredients onto the bread and package the sandwich in its box. It's quite likely, in fact, that your sandwich will not have been touched by anyone before you eat it. This automation of sandwich production is the third sandwich revolution.

For real enthusiasts, a small town in the south of English **hosts** a sandwich festival every year. Here you can take part in sandwich-making competitions, watch a parade or sample new sandwich fillings. And the name of this small town in the south of England? You guessed it: Sandwich!

**3 Read the article again and choose the correct option, a–c, to answer the questions.**

- 1 Why did John Montagu order the first sandwich?
  - a He wanted a break from playing cards.
  - b He wanted to eat without interrupting the card game.
  - c He didn't have any other food to eat.
- 2 How many people work in agriculture in the UK?
  - a more people than work in sandwich production
  - b the same number of people as work in sandwich production
  - c fewer people than work in sandwich production
- 3 Why is the sandwich so well suited to modern life?
  - a You can eat it at 4 p.m.
  - b It makes people stop their busy lives to eat it.
  - c You can eat it anywhere without stopping.
- 4 What changed in 1980?
  - a People started eating sandwiches more quickly.
  - b People started buying sandwiches which were already made.
  - c People started making sandwiches at home.
- 5 How did pre-prepared sandwiches change what people ate?
  - a They started to put new foods together in a sandwich.
  - b They started to pay more for better sandwiches.
  - c They stopped eating cheese in their sandwiches.
- 6 What does a sandwich scientist do?
  - a finds new ways to cut sandwiches
  - b makes stronger boxes for sandwiches
  - c solves problems with sandwiches
- 7 What is the third sandwich revolution?
  - a sandwiches made by machines
  - b sandwich fillings that are more popular
  - c sandwich fillings that are more interesting
- 8 Where does the sandwich festival take place?
  - a The article doesn't say.
  - b in a small town called Sandwich
  - c in a different town each year



- 4 a Look at the word *momentous* in the first sentence of the article. Can you guess what it means?
- b Read the Focus box, look at the dictionary extract and check your answer.

**Using a monolingual dictionary**

A good monolingual dictionary can tell you a lot about a new word (or a word you already know). Apart from the meaning it can also tell you:

- 1 the part of speech (noun, adjective, verb, adverb)
- 2 other words in the word family
- 3 the syllables
- 4 the pronunciation in phonetic text (and in an audio clip)
- 5 common collocations
- 6 examples from a corpus (a collection of examples of language)

**2** Word family **noun** moment momentum **adjective** momentary momentous **adverb** momentarily

From Longman Dictionary of Contemporary English

**3** **mo·men·tous** **4** /məʊ'mentəs, mə-ʒ məʊ-, mə-/ **1** **adjective**

**4**

a **momentous** event, change, or decision is very important because it will have a great influence on the future

**5**

- ▶ a **momentous** decision
- ▶ **Momentous** events are taking place in the US.
- ▶ His colleagues all recognized that this was a **momentous** occasion.
- ▶ one of the most **momentous** days in British sport

▶ see **thesaurus** at **important**

**Examples from the Corpus**

**momentous**

**6** At the time, our department was going through some **momentous** changes.

- 5 a Look at the other words in bold in the article on page 100. Try to guess their meaning then check in a monolingual dictionary.
- b For each word, note down the number of syllables and some common collocations. Work in pairs and compare your answers.
- 6 Work in pairs and discuss the questions.
  - 1 What in the text do you find surprising or worrying? Why?
  - 2 How do you think people's eating habits will be different 20 years from now?

## 3A

## Develop your writing

- ▶ **Goal:** write a personal anecdote
- ▶ **Focus:** showing the time and sequence of events



**1** What do these sayings about standing up for yourself mean? Which one(s) do you agree with?

*It takes courage to stand up to your enemies. It takes even more courage to stand up to your friends.*

*If you don't stand up for yourself, no one else is going to stand up for you.*

*The best way to stand up to your enemies is not to be like them.*

*It's not easy to stand up for yourself. It's even harder to sit down and listen to the other side.*

**2** Read two personal stories. Answer the questions with **1, 2, both or neither**.

In which story:

- 1 did someone lose money?
- 2 did the event happen recently?
- 3 did someone learn a lesson for the future?
- 4 did someone feel ashamed at the outcome?
- 5 did someone feel humiliated?
- 6 was someone outnumbered?
- 7 did someone seem satisfied at the outcome?
- 8 was someone inspired to make more life changes?

**Question of the day!**

**Do you remember a time when you stood up for yourself?**

**1 Divit, Life is worth living!**

Answered 19th Jan

I'll never forget the time I stood up for myself to a 'friend'. This was **in the late 90s** and I was in middle school. **One day**, we had to do a science project together on volcanoes. She didn't do anything to help. She just kept making excuses and **in the meantime** I got on with the project alone. When it was finished, my friend asked if she could see it. **As soon as** she had it in her hands, she gave it to the teacher and made it look as though it was all her work. I **immediately** realised what a fool I'd been but I was determined to stand up for myself. **The following day**, I asked the teacher if I could present our project to the class. The teacher said I could, so I stood at the front of the class and said, 'I want to tell you all about volcanoes, but first I want my friend to tell you whose project this really is.' My friend didn't know what to say and started crying. I think she definitely learnt her lesson that day – and so did I! **Nowadays** I never let anyone else take credit for my work.

**2 Fan, Stand up for yourself!**

Answered 20th Jan

**Not so long ago**, a friend of mine decided it was time to quit her job. **After years of** working for the same bank, she decided she'd had enough. 'I'm tired of being a doormat and letting people walk all over me,' she said. We went out with her on her last day and celebrated the end of her old life and the beginning of a new one. She looked so happy that it made me wonder if I should also quit my job. **Over time**, I'd also become unhappy at work.

On the way home that evening, I waited for a taxi as usual. **Eventually**, I was first in line and a taxi pulled up, but **all of a sudden** a young couple jumped the queue and got into the taxi. I was shocked. I don't like making a fuss but I remembered what my friend had said so I got in to the taxi with them. They were astonished and started arguing with me. Even the taxi driver started arguing with me. **Meanwhile**, I just calmly did my make-up. **In the end**, they got out.

**A fortnight later**, I quit my job. I realised that I didn't want to be a doormat, either.

**3 Match the phrases in bold in the stories with meanings 1–15.**

**Story 1**

- 1 the action happened straight after another action  
*As soon as*
- 2 on a day in the past - it's not important which day
- 3 between 1996 and 1999
- 4 the action happened without delay
- 5 at the present time
- 6 the day after
- 7 during another action or event

**Story 2**

- 8 after a longer period of time - it's not important how long  
*Eventually*
- 9 with the natural passing of time
- 10 quite recently
- 11 after two weeks
- 12 many years after the start of something
- 13 during another action or event
- 14 after a period of time or all other events
- 15 suddenly, without warning

**4 Read the Focus box then find in the stories in Exercise 2 one more example for 1–4.**

### Showing the time and sequence of events

Certain words and phrases tell you about the timing and sequence of events in the past.

**1 Showing when something happened:**

*This was **in the late 90s** and I was **in middle school**.*

***Not so long ago**, a friend of mine decided ...*

***Nowadays** I never let anyone else take credit for my work.*

**2 Showing how much time passed:**

***Over time**, I'd also become unhappy at work.*

***The following day**, I asked the teacher ...*

***After years of working for the same bank**, ...*

***Eventually**, I was first in line ...*

***In the end**, they got out.*

**3 Showing that two events happened at the same time:**

***In the meantime**, I got on with the project alone.*

**4 Showing how quickly the event happened:**

***All of a sudden** a young couple jumped the queue.*

***As soon as** she had it in her hands, she gave it to the teacher.*

**5 a Choose the correct alternatives. Sometimes more than one answer is possible.**

- 1 This was *meanwhile/eventually/in the early 00s* and I had just started secondary school.
- 2 *Over time/Nowadays/In the meantime*, I became more and more fed up with my job.
- 3 *As soon as/All of a sudden/In the end*, a young guy appeared and asked if I needed help.
- 4 I worked hard doing two jobs, but *meanwhile/nowadays/one day* prices were going up and up.
- 5 We *after years of waiting/immediately/the following day* decided to buy tickets, whatever the cost.
- 6 *In the end/The following day/After years of searching*, I found a friendship group that suited me.
- 7 We waited and waited. *Eventually/In the end/In the mid 80s*, we just left.
- 8 *Not so long ago/In the early 2010s/Nowadays* there are many more ways to fill your free time.

**b Work in pairs and compare your answers.**

**6 Have you ever stood up for yourself in a way that surprised you? If so, what happened? If not, have you ever wanted to?**

## Prepare

**7 a You're going to write a personal anecdote about a time when you stood up for yourself. Write about your answer to Exercise 6 or invent an experience.**

**b Answer the questions in your anecdote.**

- When did it happen?
- What happened that made you want to stand up for yourself?
- How did you feel?
- Was your reaction immediate or did it come later?
- What did you do next, exactly?
- How did the other person/people react?
- How did you feel in the end?

**c Choose time phrases from this lesson that will help you to explain the sequence of events.**

## Write

**8 a Write the first draft of your anecdote. Work in pairs and swap anecdotes. Read each other's work and answer the questions. Write suggestions for improvement.**

- Is the sequence of events clear?
- Are there phrases to show the timing and sequence of events?
- Are there examples of the past perfect?
- Is there vocabulary to show how the writer felt?
- Is it entertaining to read?

**b Read the suggestions on your anecdote and write a second draft.**