

Read, listen and talk about bridging the gap, overcoming challenges.
Practise forms to talk about present and past habits: *used to*, *would*, *will*, *is/was always doing*; articles.
Focus on emphasis in presentations.



Jo



Emily, Mark, Robbie and Katie



Betty

3 FRIENDSHIP LANE

A 'Over the years I've seen a lot of people come and go! It used to be so quiet, I'd spend the afternoons reading in the garden, such a lovely secluded place. Then that new family moved in and ruined it all! Their little boy was constantly playing football or running around in the garden, nonstop, all day. And it's no better now, either. He's always riding that skateboard up and down the path outside. Hopefully he'll soon grow out of it and then I might get some of my peace and quiet back!

B 'When I first moved here I thought she was quite cold, actually downright unfriendly. She used to say hello to me and so on, but she'd never really stop and chat when we saw each other. Maybe I didn't look too friendly, I don't know. Things are different now, though. I often pop in to visit and have a nice cup of tea and she'll tell me all sorts of things. She's quite a bit older than I am but we just get on so well. Maybe it's because we both live on our own. Anyway, she loves to gossip about the neighbours, in a nice way, and she's been here so long she's seen a lot of people come and go.'

C 'At our old house I used to spend a lot of time with my friends. We'd meet and study together or go out to the cinema. But when we moved house it was really hard at first. I'd lock myself in my room and I was forever arguing with my parents because they wouldn't let me travel to the other end of town to see my friends. But then Jo moved in and we hit it off straight away. She's an Art teacher and I want to study Art so when she's around I'll often run up to her place and she'll patiently explain all I need to know about Art. It's funny, but I don't even miss my old friends that much anymore.'

GRAMMAR AND VOCABULARY

- 1 Have you or your family ever moved house? How did you feel then?
- 2 The people of 3 Friendship Lane were interviewed for an article called *Our neighbours*. Read the extracts A–C and look at the photos. Who is talking in each case, and who are they talking about?

Work it out

- 3 The table contains various forms that can be used to express present and past habits. Complete it with the underlined forms from the extracts.

habits in the present	habits in the past
Present Continuous	Past Continuous
1 _____	2 _____ 3 _____
<u>will</u>	<u>would</u>
4 _____ 5 _____	7 _____ 8 _____
6 _____	9 _____ 10 _____
	11 _____
	<u>used to</u>
	12 _____ 13 _____
	14 _____

- 4 Match the forms from the table in Exercise 3 to the rules 1–3.
 - 1 past states and repeated past actions _____
 - behaviour which is typical or characteristic of the person
 - a in the present _____
 - b in the past _____
 - habits that are repeated more than usual and that the speaker finds annoying or unexpected
 - a in the present _____
 - b in the past _____
- 5 Look at sentences a and b and complete rules 1–3 with *used to* or *would*.
 - a It used to be so quiet.
 - b She used to say hello to me, but she'd never really stop and chat when we saw each other.

- 1 We can introduce a new topic with _____ and we do not need to specify the time.
- 2 We do NOT use _____ to describe a past state.
- 3 We use _____ when the topic has been established and we usually specify the time.

Mind the trap!

We can always use the Present and the Past Simple to talk about habits. We use the forms in the table to emphasise the repetitive or 'typical' nature of the activity.
 I'll often run up to his place ... (I often run up ...)
 We'd meet and study. (We met and studied.)
 He's always riding that skateboard. (He always rides ...)

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- 6 Read what Mark says about his daughter's relationship with their neighbours and choose the correct verb forms. Sometimes both options are possible.

We're new in the building and we ¹*used to / would* live quite a long way away. To be honest, Emily and I were a bit worried about how the kids would react to moving house, especially Katie. She's always been such an outgoing person, you see. She ²*used to enjoy / 'd enjoy* spending every evening with her friends. To tell the truth, it was a bit annoying at times. I mean, she ³*used to come / was always coming* home late and we ⁴*would rarely see / were rarely seeing* her. But things changed when she got to know Jo. She's an Art teacher and Katie wants to be an artist, so it's ideal. She ⁵*'ll visit her quite often / is quite often visiting her* and she ⁶*'ll give / 'd give* Katie lessons; in return Katie walks Jo's dog for her.

- 7 Vocabulary Complete 1–7 with verbs and phrases from the box to make habits. Then answer the questions.

take drum leave talk fiddle with
lose spend ages

- 1 _____ dirty dishes in the sink, the top off the toothpaste
- 2 _____ in the bathroom, on the phone
- 3 _____ to yourself, behind someone's back
- 4 _____ things without asking, people for granted
- 5 _____ things, your temper
- 6 _____ your hair, your jewellery
- 7 _____ your fingers on the table

- Do you have any of these habits?
- Which do you find annoying/rude/unpleasant/endeavouring?
- What other habits like this can you think of?

- 8 In groups, discuss these questions.

- How have you changed in the last five years?
- How do you get on with your neighbours? Are any of them particularly helpful or friendly? Do any of them have strange or annoying habits?
- Do you agree with the saying 'good fences make good neighbours'?

READING AND VOCABULARY

1 In pairs, discuss these questions.

- 1 What kinds of personal achievement do you find impressive (sporting, academic, financial, etc.)? Why?
- 2 What effects might the problems in the box have on a person's personal achievements? Use a dictionary to help you.

deafness paralysis blindness depression
obsessions being wheelchair-bound
compulsive behaviour having panic attacks

2 Read the article quickly. Which disabilities did each individual overcome? What were their achievements?

3 **CD2.1** Complete the article with five of the sentences a–f. There is one extra sentence. Then listen and check.

- a The doctors' diagnosis included intellectual disability and no awareness of the outside world.
- b Yet life has not always been so easy.
- c No one expected success.
- d Indeed, many achieve goals which few able-bodied people could dream of.
- e For most children this would have been the end of any academic ambitions.
- f This condition has not prevented him from achieving outstanding success in many fields, particularly as an advocate for the rights of disabled people.

4 Read the article again and choose the correct answers.

- 1 The article is about
 - a people's attitudes towards the disabled.
 - b people who live normal lives in spite of their disabilities.
 - c the attitudes of the disabled towards other people.
 - d people who achieve great things in spite of their disabilities.
- 2 Christy and Helen
 - a both overcame their difficulties quickly.
 - b both overcame their difficulties slowly.
 - c overcame their difficulties quickly and slowly, respectively.
 - d overcame their difficulties slowly and quickly, respectively.
- 3 Robert
 - a cannot understand why others feel compassion.
 - b dislikes others' compassion.
 - c thinks others do not understand the nature of disability.
 - d sees no negatives in his disability.
- 4 Billy Bob
 - a has always suffered from obsessive-compulsive disorder.
 - b keeps his disorder secret.
 - c forces himself to ignore his fears.
 - d uses his experiences with his disorder in his film roles.
- 5 According to the text, who sees a positive side to their disability?
 - a Christy
 - b Helen
 - c Robert
 - d Billy Bob

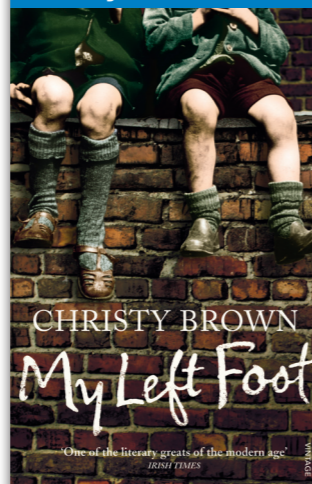
'I choose not to place DIS in my ability.'

Robert M. Hensel

'Disability'... 'disabled'... 'handicapped'... to most people these words mean not being able to do something, needing help and having difficulties. But the lives of many disabled people represent not inability but achievement and success. ¹ In this article we celebrate individuals who have overcome challenges to achieve great things in their chosen fields.

disability /ˌdɪsəˈbɪlɪti/ n a physical or mental condition that makes it difficult for someone to use a part of their body properly, or to learn normally
(Longman Dictionary of Contemporary English)

Christy Brown



Christy Brown was born in Ireland in 1932. He was severely disabled by cerebral palsy, a condition which meant that he was unable to speak or move. ² Yet, Christy's mother continued to patiently work with him, speak to him and try to teach him. Then, at the age of five, Christy suddenly used his left foot – the only part of his body he could consciously move – to grab a piece of chalk from his sister's hand. He then drew a mark with it. In the years to come Christy learnt to read and write and, finally, to paint, producing a series of paintings. He also wrote novels, collections of poems and, famously, a critically acclaimed autobiography, *My Left Foot*, which was later made into an Oscar-winning film.

Helen Keller

Helen Keller was born over a century ago, in 1880, at a time when disabled children were not generally given the same schooling as other children. Keller was in fact born without disability, but lost both her sight and her hearing as a result of severe illness before she was two years old. ³ Fortunately for Helen, her mother saw things differently and searched for a tutor able to teach Helen to communicate. Through these determined efforts, Helen learnt to communicate using her hands and her voice. She studied at schools for the blind and for the deaf, and then went on to study at college. In 1904, at the age of twenty-four, she graduated from college, the first deaf and blind person to do so. Keller became a world-famous author and speaker, visiting thirty-nine countries, and was politically active all her life.



Robert M. Hensel

Placing one foot in front of the other, I've climbed to higher lengths.

Reaching beyond my own limitations, to show my inner strength.

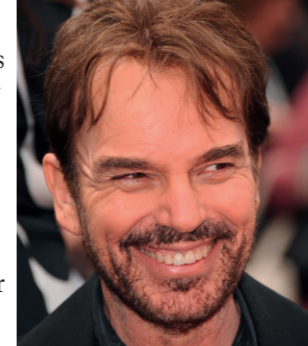
No obstacle too hard, for this warrior to overcome.

I'm just a man on a mission, to prove my disability hasn't won.

These inspiring words are from the pen of Robert M. Hensel, activist, world record holder, writer and poet. Robert was born in Spain in 1969 with the condition known as spina bifida, meaning he is paralysed from the waist down. ⁴ As Robert himself says, 'People often feel sorry for those who were born with some type of disability. But their compassion is misplaced. Yes, I may not be able to run as fast or perform certain tasks, but my disability gives me a better look at life and all that's around me.'

Billy Bob Thornton

Billy Bob Thornton has achieved spectacular success in his career, winning many awards including an Oscar, and starring in many films, including *Tombstone*, *On Deadly Ground* and *Armageddon*. He has also had great success as a writer and a musician. ⁵ He had a deprived childhood, living with his large family in a small shack in the woods with no electricity and no plumbing. Thornton has spoken a number of times of his obsessive-compulsive disorder, which developed as he matured: he has an irrational fear of antique furniture, which he says is 'creepy', and silver knives and forks, which he refuses to use. Interestingly, several of Thornton's film characters have had similar obsessions and it forms something of a recurring theme in his acting work.

5 **Vocabulary** Match 1–9 with a–i to make phrases from the article.

- | | | |
|----------------|--------------------------|------------------------|
| 1 achieve | <input type="checkbox"/> | a childhood |
| 2 severely | <input type="checkbox"/> | b theme |
| 3 critically | <input type="checkbox"/> | c efforts |
| 4 determined | <input type="checkbox"/> | d disabled |
| 5 world-famous | <input type="checkbox"/> | e words |
| 6 inspiring | <input type="checkbox"/> | f great things/success |
| 7 deprived | <input type="checkbox"/> | g acclaimed |
| 8 irrational | <input type="checkbox"/> | h fear |
| 9 recurring | <input type="checkbox"/> | i author |

6 Complete the sentences using some of the phrases from Exercise 5.

- 1 J.K. Rowling is the _____ of the Harry Potter series.
- 2 I have an _____ of spiders.
- 3 Clint Eastwood's performance in *Gran Torino* was one of the most _____ of his career.
- 4 Abraham Lincoln had an extremely _____, being born in a one-room log cabin.
- 5 The trainer's _____ helped the team to come back and win in the second half.
- 6 'Thanks to the _____ of you, our students, we have achieved the best results in our town. Congratulations!'
- 7 This season vampires are a _____ in many movies.

7 **CD2.2** Listen to a doctor speaking about coping with challenges in life. Are the statements true (T) or false (F)?

- 1 We can never completely rid ourselves of stress.
- 2 Stress is a less useful reaction to problems today than in the past.
- 3 Stress does not have a major impact on our health.
- 4 Talking to a friend is useful because you feel better if someone else is worrying too.
- 5 Disabled people find it much harder to cope than able-bodied people.
- 6 In the speaker's opinion, the main problem is a lack of perspective.

8 In groups, discuss these questions.

- 'Challenges are what make life interesting; overcoming them is what makes life meaningful.' (Joshua J. Marine, philosopher) Do you agree? Can you think of any examples from your own life?
- How can the lives of disabled people be made easier? Make a list. Does your town do any of these things?



SPEAKING

1 Look at the photos. Who has the most influence on us when we are young? Are all the figures positive influences? Discuss in pairs.

2 **CD2.3** Listen to Pedro and Julia talking about people who have had a big influence on them. Who do they talk about and what influence did they have?

3 **CD2.3** Listen again and match 1–8 with a–h to make sentences. Then use four of the sentences to complete **Speak Out**.

- | | |
|---|--------------------------|
| 1 I didn't really | <input type="checkbox"/> |
| 2 He was so | <input type="checkbox"/> |
| 3 He was never | <input type="checkbox"/> |
| 4 He was such | <input type="checkbox"/> |
| 5 He truly | <input type="checkbox"/> |
| 6 I was so | <input type="checkbox"/> |
| 7 It was this sense of not being judged | <input type="checkbox"/> |
| 8 And what's best | <input type="checkbox"/> |

- a ever too busy.
 b fit in very well.
 c that made him such a role model for me.
 d a great influence on me.
 e much more than that.
 f did make my school life bearable.
 g is that we're still just as close now we're older.
 h badly behaved.

SPEAK OUT | Presentation skills: Emphasis

auxiliary do
 He truly ¹ _____ . It **does** make a difference.

adverbs
 really positive incredibly smart
 I didn't **really** fit in. He was **never** ² _____ .
 absolutely fantastic I **even** wanted to quit.

so and such
 He was ³ _____ . I was **so** badly behaved.

patterns with *what ...* and *it ...*

It was his calmness **that** made him special.
 What **really** made a difference **was** the fact that ...
 It was this sense of not being judged **that** made him ...
 What's best ⁴ _____ .

4 **CD2.4** Add the correct word from the brackets in a suitable place in the sentences. Change the verbs if necessary. Then listen, check and repeat.

- I've heard so many people cheering and clapping. (even/never ever)
- Some people queued all night to get tickets. (even/do)
- They had a difficult task ahead of them. (so/did)
- The idea was brilliant. (absolutely/very)
- It makes you think. (does/did)
- His words were moving. (absolutely/incredibly)

5 Complete the sentences so that they mean the same as the original sentences. Use the words and phrases in brackets.

- This painting is the most beautiful I have ever seen.
I have _____ . (never ever)
- It was such a beautiful dress that I had to buy it.
The dress _____ . (so)
- The ending was my favourite part of the film.
What _____ . (best)
- Our plan wasn't a complete success.
We didn't _____ . (really)
- The show is very very frightening.
The show _____ . (does)
- I was surprised that he was so friendly.
It was _____ . (such)

6 Complete the sentences so they are true for *you*. Then compare your sentences with a partner. Are they similar?

- I really admire ...
- What's hardest about learning English is ...
- My best friend is such ...
- What I like most about my city is ...
- What I dislike most about my city is ...
- I hope I will never ever ...

7 In pairs, discuss these questions.

- Which person from your family has had the biggest influence on you? In what way?
- In your country, which people have the biggest influence on young people? Is this a positive or negative influence?
- Is it important for young people to have role models? Why?/Why not?

VOCABULARY | Change

1 Which of these things have you changed recently? Which things are easy to change? Which might you change in the future?

your name your mind a tyre on a car
 your clothes your image a light bulb
 channels (on the TV) your mood
 your ways someone's mind
 your plans for the future the world
 your hairstyle your mobile phone

2 Read the sentences. Match the underlined idioms in 1–6 with their definitions a–f.

- He was really lazy a few years ago, but since he got that job he's really turned over a new leaf.
- My summer course in England was great. It wasn't much of a holiday, but I suppose a change is as good as a rest.
- They're going to have to close their little shop – everyone goes to supermarkets these days. The winds of change are blowing.
- When I was chosen to represent my school, it was a real turn-up for the books.
- I'm trying to have a serious conversation with you. Please stop changing the subject.
- She wanted to punish them, but when she saw how sorry they were, she had a change of heart.

- a things will not be the same soon
 b something very unexpected or surprising
 c something new can be refreshing
 d to change your opinion or attitude, usually because of something you have seen or heard
 e to change your behaviour suddenly for the better
 f to talk about something else, usually because the conversation is uncomfortable

3 **CD2.5** Listen to four conversations. In each, one of the idioms from Exercise 2 has been replaced by a BEEP! Write the correct form of the missing idioms.

Conversation 1: _____
 Conversation 2: _____
 Conversation 3: _____
 Conversation 4: _____

4 **CD2.6** Listen and check.

5 Choose one of the idioms from Exercise 2. With a partner, write a short dialogue including the idiom. Then act it out for the class, but say 'BEEP!' instead of the idiom. Can your classmates guess the idiom?

6 What do the underlined verbs mean? Use the context to explain the meaning.

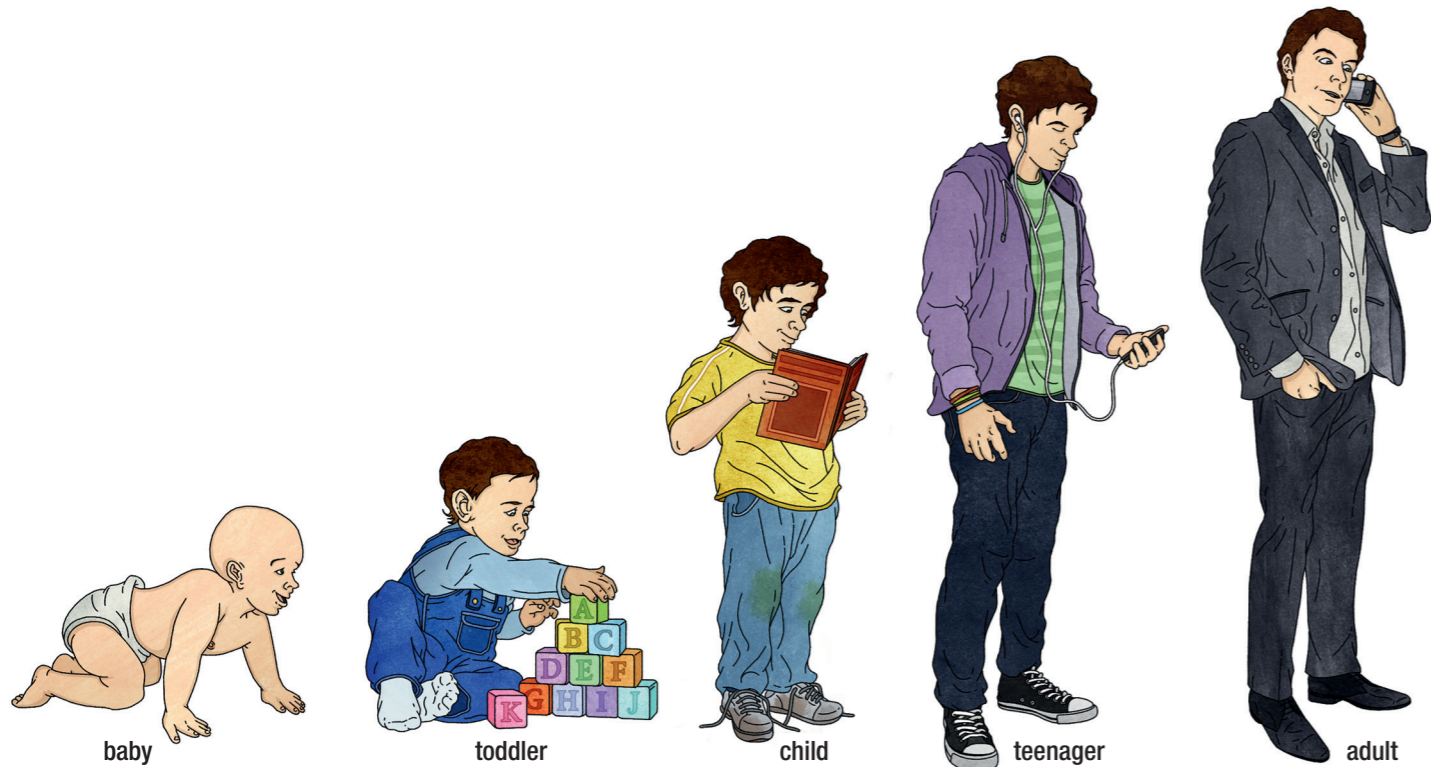
- She converted the old farmhouse into a museum.
- Could you adjust the volume slightly? It's a bit loud.
- The wizard waved his wand and transformed the prince into a goat.
- When you move to a new country, you need to modify your behaviour.
- Her room was too big and mine was too small, so I swapped rooms with her.
- I think it's important to vary your clothes. I wear a different tie every day of the week.
- I have to alter these trousers. They don't fit me properly.
- The CD was damaged, so I asked the shop to replace it.
- He was a horrible child but he's turned into a really nice young man.
- It took me a long time to adapt to my new lifestyle.

7 Replace the underlined verbs below with one of the verbs from Exercise 6. There may be more than one possible answer.

- The weather changed a lot during our holiday.
- He pressed a button and his car changed into a helicopter.
- She often changes her image.
- This appointment is too late for me. Could I change times with you?
- The artist changed the piece of wood into a beautiful table.

8 In groups, ask and answer these questions.

- How might you have to modify your behaviour in a different country? Would you find it easy to adapt to living in a new country?
- Have you ever asked for something to be replaced in a shop or a restaurant? What was it and why?
- Is it important to vary your appearance from day to day? What simple things can you do to adjust the way you look?
- Have you ever transformed one thing (a room? a machine? a piece of junk?) into something new?



GRAMMAR AND LISTENING

1 In pairs, look at the picture. What period do you associate with the following and why?

- 1 having the most responsibility
- 2 never having enough money
- 3 having the most independence
- 4 having the most fun

2 **CD2.7** Listen and match the people to the questions. Who do you agree with and why?

- G – the grandparents, Frank and Sheila
- P – the parents, Joe and Andrea
- T – the teenager, Sally

1 Who says the best days of your life are

- a when you are retired?
- b when you are an adult?
- c your schooldays?

3 **CD2.7** Listen again and answer the questions.

- 1 Who criticises the author of the article?
- 2 Who believes independence is the most important thing?
- 3 Who thinks adult life is full of obligations?
- 4 Who spends a lot of time looking after others?
- 5 Whose view of things has changed?

Work it out

4 Look at the underlined phrases in sentences a–g and answer questions 1–4.

- a I have to pass exams in every subject.
- b I have homework every night.
- c I went to a school in London, a real big city, the capital.
- d ... it's a really good article.
- e That's what the article says.
- f When you finish school and get a job, you're independent.
- g ... spend all your time looking after the grandchildren.

Which article (*a/an, the* or zero article – *∅*) do we use

- 1 when something is one of many?
- 2 when we mention something for the first time?
- 3 in general statements with
 - a plural countable nouns?
 - b uncountable nouns?
- 4 when we know which thing or person it is because
 - a it is mentioned for the second time?
 - b it is unique?
 - c it refers to something specific?

5 Decide which statement in each pair is a general statement and which refers to something specific. Then complete the sentences with *the* or *∅*.

- 1 a _____ school life is hard at first.
- b _____ school lessons I had were hard at first.
- 2 a _____ stress on your first day isn't unusual.
- b _____ stress people feel on their first day is often very strong.
- 3 a _____ computer we have at home is very slow.
- b _____ computers are becoming more and more important in our society.

6 Read the sentences a–f from the conversation. Then for categories 1–6 decide which use *a/an*, which *the* and which zero article – *∅*.

- a And I can tell you, the best time of your life ...
- b I was at school in the 60s.
- c I went to a school in London.
- d And every day, eight hours a day ...
- e I wish I could go back to school in September.
- f The first of September ...

- 1 most place names (cities, countries, nationalities)
- 2 superlatives
- 3 ordinal numbers
- 4 months, years
- 5 decades, centuries
- 6 phrases to show how many per month/day/year

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Mind the trap!

We don't use an article with nouns like *prison, hospital, school* when we talk about their purpose as an institution.

They were sent **to prison**. (purpose)
He works **in the prison** on the hill. (building)

7 Complete the sentences with *the* or *∅*.

- 1 I want to visit _____ university while I'm here. I've heard it's very beautiful.
- 2 I heard Adam is in _____ hospital. I hope it's nothing serious.
- 3 On election day you will be able to vote in the main hall of _____ school.
- 4 I'm planning on studying Architecture at _____ university next year.
- 5 After I left _____ school it took me a while to find a good job.
- 6 My wife works in _____ hospital in town. She's a neurologist.

8 Complete the text with *a/an, the* or *∅*.



Meet Mr and Mrs Average

by TIM WOODWARD

They own ¹ _____ £106,000 house, drive ² _____ small hatchback and holiday in ³ _____ Spain. He supports Manchester United, is 1.79 m tall and weighs 80 kg. She is 1.6 m tall and weighs 66 kg.

During her life she will spend fifteen months on the phone and watch more than 40,000 hours of ⁴ _____ television. Meet Mr and Mrs Average – proud parents of ⁵ _____ 1.8 children and living in ⁶ _____ medium-sized town in ⁷ _____ south of England.

The Averages have a 50 percent chance of getting divorced. ⁸ _____ couple are more interested in looking after ⁹ _____ garden than DIY. Both work, earning about £800 between them ¹⁰ _____ week. Their house is filled with most modern luxuries, including ¹¹ _____ television and ¹² _____ CD player.

The Averages have about seventy-five friends and will each walk 13,673 miles in their lives.

But they are quite unhealthy, liking nothing better than sitting down in front of the television with ¹³ _____ takeaway meal and watching their favourite soap operas – ¹⁴ _____ best, in their opinion, are *Coronation Street* and *Eastenders*.

They occasionally go to the cinema but they are not interested in theatre, ballet or opera. Both used to smoke, but have now given up. They believe in God, but do not go to ¹⁵ _____ church, and are convinced they could one day win the lottery.

Mr Average will die at seventy-four, probably of heart disease, but his wife will make it to seventy-nine.

9 Write a short paragraph about Mr and Mrs Average in your country. Use articles.

10 In groups, discuss these questions.

- When are the best years of your life?
- What are the best and worst aspects of life at your age?
- At what age can you do these things in your country? Is this a good age?
leave school get married work
drive a car vote