

11A | Things

VOCABULARY & SPEAKING: personal possessions

- 1 Labels the pictures A-K with the words.
- 2 Which of these things are important to you? Why? Which things could you live without?
- 3 Work in pairs. Describe one of your favourite things.
 - What is it?
 - How long have you had it?
 - Where did you get it?
 - Why is it important to you?



LISTENING

- 1 Look at the pictures. When were these things fashionable?
- 2 2.40-2.41 Listen to Susan and Katy talking about things they really wanted when they were younger. Which of the things do they mention?



- 3 2.40-2.41 Listen again and complete the sentences with Susan (S) or Katy (K).

- 1 _____ asked her sister for permission.
- 2 _____ saw someone else with it.
- 3 _____ still has it.
- 4 _____ thought it was very sexy.
- 5 _____ used it in a restaurant.
- 6 _____ waited two years before buying it.
- 7 _____ wanted to be independent.
- 8 _____ wanted to impress her clients.

GRAMMAR: infinitive of purpose

We can use the infinitive (with *to*) to talk about why we do things. It explains the reason or purpose of our actions.

*She wanted a credit card **to pay** for meals in restaurants.
She filled out a form **to get** a card.*

SEE LANGUAGE REFERENCE PAGE 114

- 1 Underline the infinitives in the following sentences. Which ones are infinitives of purpose?

- 1 I got a credit card to pay for my clients' meals.
- 2 I started to spend more money with my new card.
- 3 I used it to pay for my shopping.
- 4 I was saving up to buy a Mini.
- 5 I needed a car to get to work.
- 6 I used to live a long way from the city centre.

- 2 Make sentences by joining the phrases in columns A and B with *to*.

*I worked overtime **to** earn more money.*

- | | |
|--|---|
| <p>A</p> <ol style="list-style-type: none"> 1 I worked overtime 2 I saved £5,000 3 I wanted a car 4 I went to a garage 5 I asked a friend to come with me 6 We went for a drive in one car 7 Then we went back to the garage | <p>B</p> <ol style="list-style-type: none"> a buy a car. b earn more money. c see if I liked it. d help me choose. f pay for it. e look at the new cars. g go away at the weekends. |
|--|---|

- 3 Work in pairs. Talk about all the different things you do with the things in the box.

car mobile phone computer credit card

I use my car to go to work.

FUNCTIONAL LANGUAGE: paraphrasing

- 1 Sometimes you need to paraphrase when you don't know the right word for something.

2.42-2.43 Listen to two people talking and fill in the gaps.

- 1 It's a kind of _____.
It's a thing you _____.

- 2 They're a sort of _____.
You use them to _____.



- 2 Work in pairs. Turn to page 126. Take it in turns to choose one of the objects and use the phrases in exercise 1 to describe it. Your partner must decide which object you are describing.

PRONUNCIATION: /θ/ & /ð/

- 1 2.44 Listen to the sound at the beginning of these words.

/θ/	/ð/
thanks	than
thing	this
thousand	those

- 2 Put the words in the box into the correct column in the table in exercise 1.

theatre their theory there they think
thirteenth thought three Thursday

- 3 2.45 Listen to the recording and repeat these phrases.

What do you think of their theory?
Do they think the same thing as the others?
Let's meet on Thursday the thirteenth at three o'clock.
They thought the theatre was over there.

11B | Fashion victim

SPEAKING

1 Work in groups. Discuss these statements.

- You can judge a person's personality by their clothes.
- Clothes are more important for women than for men.
- It's important to look smart at work and when you go out.
- Young people are more fashionable than their parents.

VOCABULARY: clothes

1 Match the pictures A-S with the words in the box.

boots cardigan dress jacket jeans jersey
scarf shirt shorts skirt socks suit
sweatshirt tie top trainers trousers
T-shirt underwear



2 In exercise 1, which word(s):

- is always singular/uncountable? _____
- are always plural? _____

3 Work in pairs. How much can you remember about the other students in your class? What were they wearing in the last lesson?

READING

1 Look at the newspaper headline and photo. Why do you think the man on the right is wearing those clothes?

Read the article to find out if you were right.

Office Worker Flip Flops Out of a Job



'You can't wear those here!' It was a

hot summer day, and instead of the usual 'Good morning' from his boss,

5 Philip Dale was told to go home and change out of his casual shorts and flip flops. He refused and, by the end of the morning, he was out of a job.

'I work in an office and we don't have to meet clients. Why can't I wear what I want?' said Mr

10 Dale. 'It's sexual discrimination. Women can wear skirts and shorts. Why do men have to wear hot trousers and ties?'

But the company disagreed. 'This is work, not a holiday on the beach,' said a company spokeswoman.

15 'It is true that Mr Dale does not have to work with customers, but he has to go in and out of the building and we must think about our image. What is more, Mr Dale's contract says very clearly "Employees must wear suitable clothes in the workplace." It's a question of professionalism. Shorts and flip flops are not formal enough.'

However, Mr Dale's lawyer said: 'This is a question of human rights. Companies cannot tell their employees what to wear. Of course, employees

25 should wear clothes that are suitable for their work, but there is nothing wrong with shorts in the summer. We're talking here about a very old-fashioned company. In a modern company, like Adidas, for example, employees can wear what they
30 want. But the really important question here is the question of sexual discrimination. If they must have rules about clothes, they cannot have some rules for men and others for women. It's very simple, really.' The case continues.



2 Read the article again and say if the sentences are true (T) or false (F).

- 1 Mr Dale's boss told him to change his clothes.
- 2 Mr Dale didn't want to change his clothes.
- 3 He went home to change into different clothes.
- 4 He often takes his clients out to dinner.
- 5 There are different rules in the company for men and women.
- 6 The company thinks that Mr Dale's clothes are too casual.
- 7 The employees of some companies can choose what they wear.
- 8 Mr Dale's lawyer thinks that the question of sexual discrimination is very complicated.

3 Work in pairs. Discuss these questions.

- Do you agree with Mr Dale or his company?
- What do you think are the most suitable clothes for work in an office?
- Are there any rules in your country about what you can wear to work?

GRAMMAR: modals of obligation (present time)

We use *must* or *have to* to talk about rules and things that are necessary.

Employees **must** wear suitable clothes.

Mr Dale **has to** go in and out of the building.

We use *don't have to* to say that something is not necessary (but it is possible or allowed).

We **don't have to** meet the clients.

When we ask about rules, we usually use *have to*, not *must*.

Why **do men have to** wear trousers?

We use *can* to say that something is possible or allowed.

Women **can** wear skirts and shorts.

We use *can't* to say that something is not possible or not allowed.

You **can't** wear those here.

1 Complete the texts with the correct verb form.

Most men in London's financial offices (1) *can't / have to* wear dark suits to work, but on Fridays everything is different. 23% of companies have a 'dress down' day, when they (2) *do not have to / must* put on their usual suit. Most of them are happy that they (3) *can / can't* wear anything they like at the end of the week.

(4) *Do children in your country have / Have children in your country* to wear a uniform to school? At most private schools in England, children (5) *can't / have to* wear a uniform. In most state schools, children (6) *have to / can't* wear a school sweatshirt, but they (7) *can / don't have to* choose their own trousers or skirt.

Students at the very traditional Oxford University (8) *don't have to / must* wear black gowns when they take their exams. At some colleges, they also (9) *can't / have to* wear the gowns at dinner. At Cambridge, on the other hand, students (10) *can / must* wear normal clothes.

2 Work in pairs. Discuss the rules in the place where you work or study. Talk about the topics in the box.

clothes times of work/study days off
responsibilities other rules

3 Think about what you discussed with your partner in exercise 2 and try to complete all of the sentences below. If necessary, speak to your partner from exercise 2 again.

1 I can leave work at 5 o'clock on Fridays and she can, too.

1 I can _____ and she/he can, too.

2 I can't _____, but she/he can.

3 She/He can _____, but I can't.

4 I have to _____ and she/he has to, too.

5 I have to _____, but she/he doesn't.

6 She/He doesn't have to _____, but I do.

11c | Camden Market



Home comforts

With the opening this week of a new branch of *Home Comforts*, Kyra Komac now has 25 stores in her successful international chain of home and furniture shops. But the new store, in London's Camden High Street, takes her back to where it all started. She talks about how the business began.

READING

- 1 Look at the two photos above. Are there places like this where you live? Have you ever bought anything in places like this?
- 2 Read the article and explain the connection between the photos.
- 3 Read the article again and put the events in the correct order.
 - ☐ Her friends helped her.
 - ☐ Her mother couldn't go to the market.
 - ☐ Kyra and her mother stopped selling food.
 - ☐ She left school.
 - ☐ Her mother started working at the market.
 - ☐ She received a book about candles.
 - ☐ She sold her first candles.
 - ☐ She started making candles.
- 4 Have you ever worked in a shop or a market? Would you like to? Do you know anyone who has their own business?

When I was little, my mother began selling vegetarian food from a stall at Camden Market. She couldn't leave me at home on my own, so I had to go to the market with her.

To begin with, I didn't have to do anything. I just sat there, and my mum told me jokes and stories so I didn't get bored. When I got older, I gave my mum a hand and I really enjoyed it.

Then, one year, my uncle gave me a book for Christmas. It was all about making candles and I loved it. I was fourteen, and I didn't have to go to the market anymore because Mum could leave me at home on my own. I spent my free time making candles of all different shapes and sizes. I made hundreds of them.

One day, my mother was ill so I had to go to the market on my own. I decided to take some candles with me and see if I could sell them. They were sold out in twenty minutes! The next week, my mum gave me some money to buy some wax to make more candles. Again, they sold out really quickly.

Six months later, we decided to stop doing the vegetarian food. My mum and I couldn't make enough candles during the week, so some of my school friends started to help us. I paid them one pound for every candle, and we used to sell them for four or five times that. It was fun and my friends worked with me at the stall.

You could leave school at sixteen and I was in a hurry to leave. My uncle lent us some money and I opened my first shop in Portobello Road. Since then, I've never looked back. In the first store, we only sold incense and candles, but now we sell everything from designer furniture to silver jewellery. Oh, and candles, of course.



GRAMMAR: modals of obligation (past time)

1 Complete the grammar box. Put the phrases a–d in the gaps 1–4.

- a This was necessary. c This was possible.
b This wasn't necessary. d This wasn't possible.

We use modal verbs to ask and talk about obligation and possibility in the past. We do not usually use *must* or *mustn't* when we are talking about the past.

could + infinitive

You could leave school at sixteen.

(1) _____

couldn't + infinitive

She couldn't leave me at home.

(2) _____

had to + infinitive

I had to go to the market with her.

(3) _____

didn't have to + infinitive

I didn't have to go to the market.

(4) _____

➤ SEE LANGUAGE REFERENCE PAGE 114

2 Complete the text with *had to*, *didn't have to*, *could* or *couldn't*.

My twin brother and I are the oldest in a family of seven. When I was a teenager, I (1) _____ look after my brothers and sisters until my parents came home from work. My brother was really lucky – because he was a boy, he (2) _____ do anything. I (3) _____ see my friends or go out because I (4) _____ do my homework when my parents got home. I wanted to go to college, but I (5) _____ get a place because I did badly in my exams. I got a job where I (6) _____ work in the evenings, so I (7) _____ go to evening school. For ten years I (8) _____ work and study really hard, but I finally got the qualification that I wanted and I became a teacher.

3 2.46 Listen to the recording to check your answers.

4 Think about when you were a child. Complete each sentence in three different ways.

- 1 I had to ... 3 I could ...
2 I didn't have to ... 4 I couldn't ...

Work in pairs. Compare your sentences.

DID YOU KNOW?

1 Read the text. How many different kinds of shops are mentioned?



Portobello Road is famous for its street market (weekends), but it also has a lot of interesting antique shops. 📍 Notting Hill Gate

Oxford Street is London's main shopping street with all the international chains (Gap, H & M, Zara, etc), large department stores and two mega-stores for CDs, DVDs and games. 📍 Bond Street, Oxford Circus

For books, the best place to go is **Charing Cross Road**.

There are three enormous bookshops and many small specialist bookshops. 📍 Tottenham Court Road

Go to **Tottenham Court Road** for computers, hi-fi, TVs and other electronic equipment. 📍 Tottenham Court Road

Covent Garden is a lively and popular area with street theatre and music, bars and restaurants. You can find all the usual clothes shops, but also lots of small specialist shops. 📍 Covent Garden

Bond Street is one of the most expensive streets in London. Chanel, Calvin Klein, DKNY, Versace, Prada – all the big names are here. 📍 Bond Street, Green Park

2 Work in pairs. Ask and answer these questions.

- Have you ever been to London?
- Which parts of the city did you visit?
- What did you like most and least?
- Would you like to visit any of these areas of London?

SPEAKING

1 Work in pairs. Choose a shopping area of your town. Look at these questions and prepare a short presentation.

- Where is the area that you are going to talk about?
- How can you get there? (bus, underground, etc)
- What kind of shops are there?
- What are your favourite shops?
- Are there any shops that you don't recommend?
- What are the cafés/restaurants in the area like?
- Is there anything else that is good or bad about this area?

11D | At the mall

SPEAKING

1 Work in pairs. Discuss these questions.

- Do you like shopping for clothes? What about your friends/family?
- Which are your favourite shops for clothes?
- Where did you buy the clothes that you are wearing?
- Do you prefer to buy clothes with friends or alone? Why?

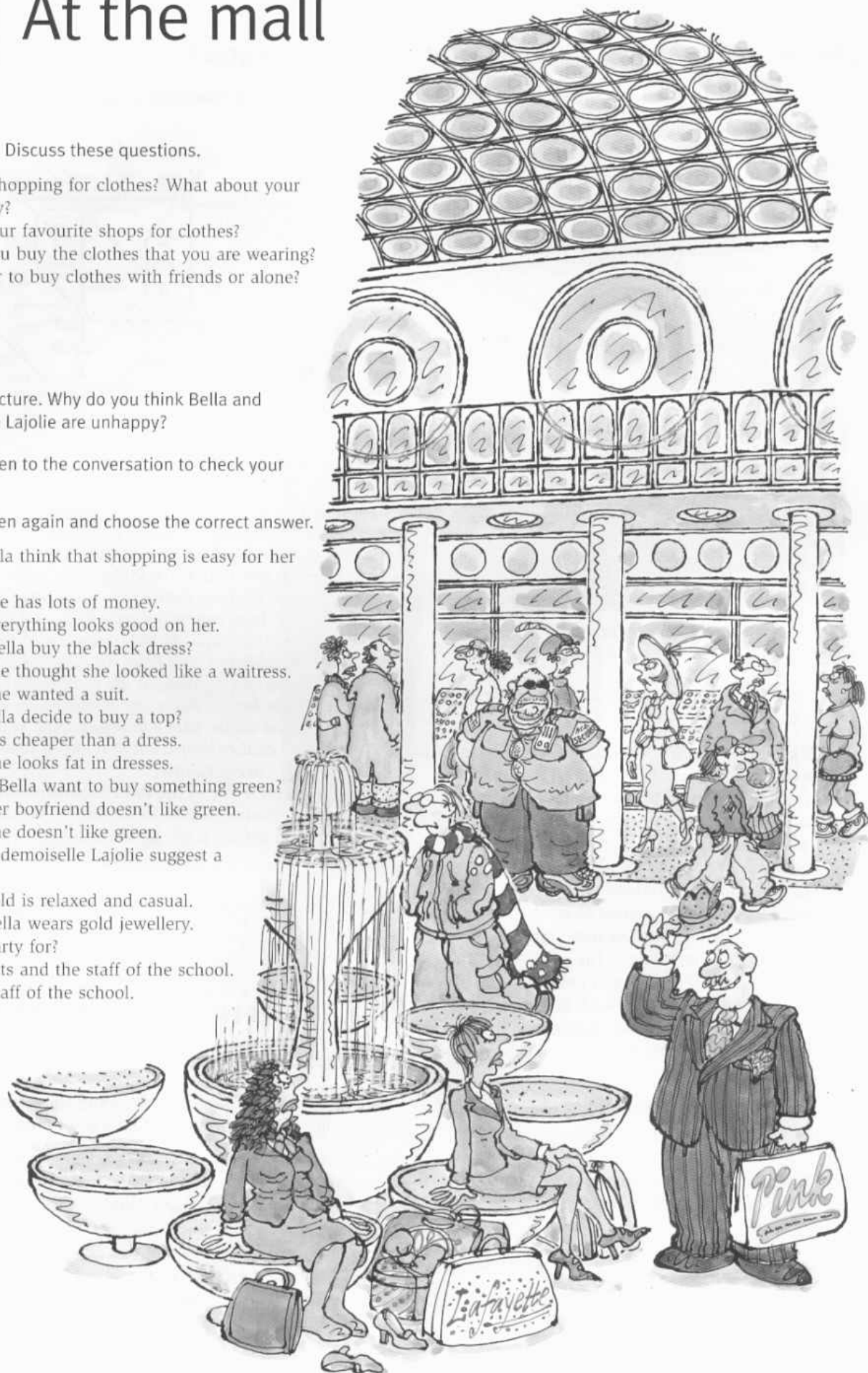
LISTENING

1 Look at the picture. Why do you think Bella and Mademoiselle Lajolie are unhappy?

2  2.47 Listen to the conversation to check your answers.

3  2.47 Listen again and choose the correct answer.

- Why does Bella think that shopping is easy for her friend?
 - a) Because she has lots of money.
 - b) Because everything looks good on her.
- Why didn't Bella buy the black dress?
 - a) Because she thought she looked like a waitress.
 - b) Because she wanted a suit.
- Why does Bella decide to buy a top?
 - a) Because it's cheaper than a dress.
 - b) Because she looks fat in dresses.
- Why doesn't Bella want to buy something green?
 - a) Because her boyfriend doesn't like green.
 - b) Because she doesn't like green.
- Why does Mademoiselle Lajolie suggest a gold top?
 - a) Because gold is relaxed and casual.
 - b) Because Bella wears gold jewellery.
- Who is the party for?
 - a) The students and the staff of the school.
 - b) Only the staff of the school.



PRONUNCIATION: word linking

- 1 2.48 Listen to these phrases from the conversation. Notice how some of the words are joined together.

What do you think?
That's a thought.
We're in a bit of a hurry.
I'm afraid so.
Shall we go in and have a look?

- 2 Practise saying the phrases in exercise 1 quickly.

VOCABULARY: *fit, go with & suit*

- 1 Match the phrases in column A with phrases that mean the same in column B.

- | A | B |
|---|---|
| 1 Your tie doesn't go with your shirt. | a It's the right size for you. |
| 2 That suit fits you. | b You look good in that. |
| 3 That dress really suits you. | c It isn't a good idea to wear those things together. |

- 2 Work in small groups. Look at the people in the picture opposite.

- Do all their clothes fit?
- Do the clothes of each person go well together?
- Do their clothes suit them?

- 3 Look at the clothes of the other people in your group. Is anyone in your group wearing something that would:

- fit you?
- go with something you are wearing?
- suit you?



FUNCTIONAL LANGUAGE: in a clothes shop

- 1 Complete the conversations 1–5 with the phrases in the box.

can I help you	excuse me
have you got it	how would you like
I'll take this	I'm afraid not
I'm just looking	I'm looking for
try this on	what size

- 1 A: Good morning, sir. _____?
B: No, thanks. _____.
- 2 A: _____.
B: Yes, madam. How can I help you?
A: _____ a black jacket.
B: Certainly. _____ are you?
A: Medium.
- 3 A: Can I _____, please?
B: Of course, the changing room is over there.
- 4 A: How does it fit?
B: Fine, fine. _____ in green?
A: _____, sir.
- 5 A: _____, please.
B: Certainly, madam. _____ to pay?
A: Credit card.

- 2 2.49–2.53 Listen to the conversations to check your answers.

Roleplay

- 3 Work in pairs, A and B.

A: You work in an expensive clothes shop. A customer walks in. Help the customer. Remember to be polite and friendly. You want the customer to spend lots of money.

B: You are a customer in a clothes shop. You enjoy shopping and you like trying on lots of different things. You are not planning to buy anything today.



11 | Language reference

GRAMMAR

Infinitive of purpose

We can use the infinitive with *to* to talk about why we do things. It explains the reason or purpose of our actions. We can also use *in order to* + infinitive.

*He went to the bank **to get** some cash.*
*He went to the bank **in order to get** some cash.*

Modals of obligation

Modal verbs are followed by an infinitive, without *to*. The form is the same for all persons.

Present time

We use *must*, *mustn't* and *have to* to talk about rules and things that are necessary.

*Students **must** return books to the library.*
*You **mustn't** use your mobile phone in a plane.*
*You **have to** park here. That street is closed.*

We use *don't have to* to say that something is not necessary (but it is possible or allowed).

*Children at this school **don't have to** wear a uniform.*

We use *have to* to ask about rules.

*Do I **have to** wear a suit at the wedding?*

We use *can* to say that something is possible or allowed.

*Children over the age of ten **can** use the swimming pool.*

We use *can't* to say that something is not possible or not allowed.

*You **can't** park your car outside the school.*

Past time

We don't use *must* to talk about past time. Instead we use *had to*. We use *had to* to talk about rules and things that were necessary.

*She **had to** start work at 6.00 am every morning.*

We use *didn't have to* to say that something was not necessary (but it was possible or allowed).

*I **didn't have to** wear a uniform at school.*

We use *did* + subject + *have to* to ask about rules.

***Did you have to** do any homework when you were a child?*

We use *could* to say that something was possible or allowed.

*I **could** stay out until ten o'clock when I was sixteen.*

We use *couldn't* to say that something was not possible or not allowed.

*She **couldn't** go to college because she failed her exams.*

FUNCTIONAL LANGUAGE

Paraphrasing

It's a kind of ...
It's a thing you ...
They're a sort of ...
You use them to + infinitive ...

In a clothes shop

(How) can I help you?
What size do you take/are you?
How would you like to pay?
I'm just looking.
I'm looking for ...
Can I try this on, please?
I'll take this.

WORD LIST

Personal possessions

car <i>n</i> C ***	/kɑː/
CD player <i>n</i> C	/siː ˈdiː pleɪə/
computer <i>n</i> C ***	/kəmˈpjʊtə/
credit card <i>n</i> C	/ˈkredit kɑːd/
lipstick <i>n</i> C/U	/ˈlɪpstɪk/
motorbike <i>n</i> C	/ˈməʊtəbaɪk/
MP3 player <i>n</i> C	/em piː ˈθriː pleɪə/
pen <i>n</i> C **	/pen/
phone <i>n</i> C ***	/fəʊn/
sunglasses <i>n</i> plur	/ˈsʌŋɡləsɪz/
TV <i>n</i> C ***	/tiː ˈviː/
watch <i>n</i> C **	/wɒtʃ/

Clothes

boot <i>n</i> C **	/buːt/
cardigan <i>n</i> C	/ˈkɑːdɪɡən/
changing room <i>n</i> C	/tʃeɪndʒɪŋ ru:m/
dress <i>n</i> C **	/dres/
fit <i>v</i> ***	/fɪt/
flip flops <i>n</i> pl	/ˈflɪp flops/
go with <i>v</i>	/ɡəʊ wɪð/
gown <i>n</i> C	/ɡəʊn/
jacket <i>n</i> C **	/ˈdʒækt/
jeans <i>n</i> plur **	/dʒiːnz/
jersey <i>n</i> C	/ˈdʒɜːzi/
scarf <i>n</i> C	/skɑːf/
shirt <i>n</i> C ***	/ʃɜːt/
shorts <i>n</i> plur	/ʃɔːts/
skirt <i>n</i> C **	/skɜːt/
sock <i>n</i> C	/sɒk/
suit <i>n</i> C **	/suːt/
suit <i>v</i> ***	/suːt/
sweatshirt <i>n</i> C	/ˈswetʃɜːt/
tie <i>n</i> C *	/taɪ/
top <i>n</i> C ***	/tɒp/
trainers <i>n</i> plur	/ˈtreɪnəz/
trousers <i>n</i> plur **	/ˈtraʊəzəz/
try on <i>v</i>	/traɪ ˈɒn/
T-shirt <i>n</i> C	/tiː ʃɜːt/
underwear <i>n</i> U	/ˈʌndəweə/

Other words & phrases

antique <i>n</i> C	/æntɪk/
awful <i>adj</i> **	/ɔːfl/
bargain <i>n</i> C	/ˈbɑːɡɪn/
bloke <i>n</i> C	/bləʊk/
branch <i>n</i> C **	/brɑːntʃ/
candle <i>n</i> C	/ˈkændl/
case <i>n</i> C ***	/keɪs/
casual <i>adj</i>	/ˈkæʒuəl/
chain <i>n</i> C **	/tʃeɪn/
client <i>n</i> C	/ˈklaɪənt/
department store <i>n</i> C	/ˈdɪpɑːtmənt stɔː/
discrimination <i>n</i> U *	/ˈdɪskrɪmɪneɪʃn/
electronic <i>adj</i> **	/ˈelektrɒnɪk/
employee <i>n</i> C **	/ˈemplɔɪiː/
enormous <i>adj</i> **	/ɪˈnɔːməs/
formal <i>adj</i> ***	/ˈfɔːml/
furniture <i>n</i> U **	/ˈfɜːnɪtʃə/
garage <i>n</i> C *	/ˈɡærɪdʒ/
gold <i>n</i> U **	/ɡəʊld/
hurry <i>v</i> *	/ˈhʌri/
image <i>n</i> C ***	/ˈɪmɪdʒ/
impress <i>v</i> **	/ɪmˈpres/
incense <i>n</i> U	/ˈɪnsens/
instead (of) <i>adv</i> ***	/ɪnˈsted/
investment <i>n</i> C ***	/ɪnˈvestmənt/
jewellery <i>n</i> U **	/ˈdʒuːəlri/
joke <i>n</i> C *	/dʒəʊk/
judge <i>v</i> **	/dʒʌdʒ/
medium <i>adj</i> *	/ˈmiːdiəm/
mega-store <i>n</i> C	/ˈmega stɔː/
mum <i>n</i> C **	/mʌm/
overtime <i>n</i> U	/ˈəʊvətaɪm/
professionalism <i>n</i> U	/ˈprəʃeɪnəlɪz(ə)m/
recommend <i>v</i> ***	/ˈrekəmənd/
roof <i>n</i> C ***	/ruːf/
sell out <i>v</i>	/sel ˈaʊt/
seriously <i>adv</i> **	/ˈsɪəriəsli/
sexy <i>adj</i>	/ˈseksi/
shape <i>n</i> C ***	/ʃeɪp/
sign <i>v</i> *	/saɪn/
silver <i>n</i> C *	/ˈsɪlvə/
size <i>n</i> C ***	/saɪz/
spokeswoman <i>n</i> C	/ˈspəʊkswʊmən/
stall <i>n</i> C	/stɔːl/
store <i>n</i> C **	/stɔː/
suitable <i>adj</i> ***	/ˈsuːtəbl/
uniform <i>n</i> C **	/ˈjuːnɪfɔːm/
wax <i>n</i> U	/wæks/
wheel <i>n</i> C ***	/wiːl/