


WELCOME

Student's Book pages 4–5

A LESSONS IN LIFE

Saying yes and adding conditions

- 1  1.02 Books closed. As a warm up, divide the class into pairs and ask students: *How many televisions do you have in your house? Do you ever have problems with them?* You may like to answer the questions yourself to get them started. Listen to some of their answers in open class. For further speaking practice, ask students to work in pairs and make a list of technology in the home that can cause difficulties.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the picture on the IWB. Ask: *What can you see in the picture? What is his problem?* Tell students they are going to read and listen to a conversation about a problem with a television. Ask them to read the dialogue and complete the gaps. When the majority of students have completed the exercise, divide the class into pairs or small groups for students to compare their answers. Play the audio for students to check their answers. During whole-class feedback, nominate individuals to explain their answers and clarify any difficulties. If time allows, divide the class into pairs for students to act out the dialogue.

Answers

1 up 2 get 3 unless 4 supposed 5 through
6 have 7 provided 8 long

- 2 Working individually, students complete the last line of the dialogue. Allow them to compare their ideas in small groups before listening to some examples in open class.
- 3 **SPEAKING** Divide the class into small groups and ask them to discuss the questions. For better results, you may like to give students a few minutes to think about their ideas before starting their discussion. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class as feedback.
- 4 **WRITING** Give students time to read through the sentences. In open class, elicit the words which add conditions (*provided, as long as, unless, otherwise*). Ask students to work individually to complete the

sentences. Divide the class into pairs or small groups for students to compare their ideas. Monitor to check students are adding conditions correctly. Make a note of any repeated problems and clarify on the board.

Mixed-ability

Allow weaker students to write sentences with a partner before regrouping to compare with others in small groups.

get used to

- 1 Books closed. To introduce the exercise, do an Internet search for photos of early mobile phones. Ask: *In what way are they different from modern mobile phones?* Divide the class into pairs for students to discuss the questions. Listen to some of their ideas in open class.

Books open. Read through the instructions and example. Check understanding of *get used to*. Point out that it is followed by the *-ing* form of the verb.

In pairs, students complete the missing verbs and add some ideas of their own. Regroup students into small groups to compare ideas.

Answers

1 watching 2 taking 3 listening 4 using

- 2 **SPEAKING** Give students time to read the question and make notes on their answers. Monitor to help with vocabulary. Divide the class into pairs for students to discuss their items of technology.

Optional extension

Write the following questions on the board. Divide the class into two groups, group A in favour of modern technology, group B against. Ask them to work in pairs to answer the questions. Tell them they should not include their personal opinion at this stage. Regroup into AB pairs for students to discuss the questions. Listen to some of their arguments in open class. Ask students to offer their real opinions.

Do you think modern technology:
is getting easier or more difficult to use?
breaks down too quickly?
becomes obsolete too quickly?
is too expensive?
is really necessary?

Secrets of love

- 1 Look at the picture with students. Nominate individuals to answer these questions: *What is the relationship between these people? How do they feel?* Tell students they are going to read an essay in which a man describes his grandparents' successful

marriage. Set a time limit of two minutes to encourage students to practise reading quickly. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the article and on answering the question. Allow students to compare answers with a partner before feedback in open class.

Answers

Respect, patience and the feeling he had when he first saw his wife.

- 2 Students re-read the article to complete the exercise. Tell them not to use dictionaries, but to try to understand any difficult vocabulary from its context. Encourage them to underline the parts of the article that helped them decide on their answers. Students compare answers in pairs before a whole-class check. During feedback ask students to refer to the parts of the essay they underlined to justify their answers.

Answers

- 1 They thought the couple were mad.
- 2 Respect to him means being able to accept the other person for who they are and giving them room to grow. Without this, a relationship cannot survive.
- 3 He says that it's impossible to live with someone for a long time without falling out and with patience you can work things out.
- 4 He says it was an important part of his marriage, but that couples can also be happy without having children.

- 3 **SPEAKING** Ask students to work in pairs to complete the task. Tell them they should try to think of five different secrets. Monitor to help with vocabulary and ideas. When students have completed their list, regroup into small groups for students to compare lists and discuss which are the five best secrets. Listen to their list in open class and create a list of their ideas on the board. Hold a class vote to find out which of the secrets students think are most important.

Optional extension

Divide the class into AB pairs. Set up a role play with A as the grandparent and B as the teenager. The teenager has to ask the grandparent about relationships and the grandparent has to give advice. Encourage them to use some of the expressions on page 5. When students have completed their discussion, regroup students into grandparents and teenagers to report back on their conversations.

Love and relationships

- 1 Look at the list of words with students. Ask students to work with a partner and complete sentences 1 to 6. During whole-class feedback, say the words for students to repeat and check pronunciation.

Answers

1 fall 2 date 3 start 4 engaged 5 out 6 over

- 2 To clarify the activity, look at the first sentence with students and nominate some volunteers to give a score to the rule. Working individually, students complete the exercise.

- 3 **SPEAKING** Divide the class into pairs for students to compare their scores. Encourage them to give reasons for their choices and to try to come to agreement on the best score for each rule.

- 4 Books closed. Write the words in question 1 on the board and nominate an individual to order them to make the question. Ask: *How long after meeting your partner should you say these words?* Elicit answers in open class. Ask: *How about on the first date?*

Books open. Ask students to work in pairs to order sentences 2 to 5. You could do this as a race. Check answers in open class.

Answers


- 1 Do you want to marry me?
- 2 How many children do you want?
- 3 Can you pay for the meal?
- 4 Do you want to meet my mum and dad?
- 5 Why don't you lose a bit of weight?

- 5 **ROLE PLAY** Read through the instructions and the example. Students write their sentences and then discuss their date with a partner. Encourage them to describe their date in more detail and to compete to make their date sound worse than their partner's. Monitor to check students are using reported speech correctly. Refer to any repeated errors on the board after feedback. Also listen for any entertaining conversations and ask students to report these back in open class as feedback.

Student's Book pages 6–7


B CHALLENGES

The bucket list

- 1  1.03 Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Ask students: *What can you see in the pictures?* Listen to some of their ideas in open class but do not comment at this stage. Play the audio while students listen and answer the questions. Students compare answers with a partner before a whole-class check.

Answers

- 1 a list of things to do before a defined age or time
- 2 get a poem published, do a parachute jump

- 2  1.03 Give students two minutes to read the conversation and complete the gaps with the words in the list. Play the audio again for students to listen and complete the conversation. When students have compared answers with a partner, check in open class. Ask pairs to practise the dialogue.

Answers

- 1 to come 2 having 3 reckon 4 problem 5 it online
- 6 chance 7 manage 8 right

- 3 Read through the instructions in open class. Give an example of your own to get them started. Students work with a partner to complete the exercise. Listen to some of their ideas in open class as feedback.

Optional extension

Divide the class into AB pairs. Ask As to close their books and Bs to say one of the definitions for A to say the vocabulary item. After two minutes, students swap roles and repeat.

Workbook page 38

THINK SELF-ESTEEM**Laughter**

- 1 Give students time to make notes. Tell them to think about exactly why the things were funny and which words they might use to describe the things to a partner. Monitor and help with vocabulary as required.
- 2 **SPEAKING** Check/clarify: *anecdote*. In pairs or small groups, students use their notes from Exercise 1 to share anecdotes. Ask them to discuss which was the funniest anecdote in each category and listen to some of the best ones in open class as feedback.

Optional extension

Give students further practice in relating anecdotes. Ask them to choose one of the things they found funny from Exercise 1 and to prepare the anecdote in more detail. They should:

- use a variety of 'interesting' vocabulary to make the story more colourful. Exaggeration is useful (*massive* instead of *big*, *tiny* instead of *small*, etc.)
- alter their voice for different characters
- use gesture
- make eye contact
- decide exactly which words they are going to use to end the anecdote

Give students time to prepare their anecdote, then divide students into new groups to tell their anecdotes with feeling. When all students have told their stories, ask groups to agree on which was the best story.

LISTENING

- 1 **1.19** Books closed. As a lead-in, ask students: *What type of things do people tell jokes about?* Give them some examples to get them started: animals in strange situations, funny things small children say. Give students three minutes to work with a partner to make a list of typical topics. Brainstorm ideas in open class and write some of their ideas on the board.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB and nominate individuals to describe one of the pictures. Play the audio for students to match the jokes to the pictures. Allow students to compare with a partner before a whole-class check.

Answers

1 A 2 D 3 C

Audio Script Track 1.19**One**

An 80-year-old husband and wife were having problems remembering things, so they decided to go and see their doctor for a check-up to make sure they were all right.

They arrived at the doctor's and described their symptoms. He ran a few tests but couldn't find anything wrong with them. He explained that having a bad memory was quite common among older people and that they really had nothing to worry about. However, he did suggest that they might want to start writing things down and make notes to help them remember things. The couple thanked the doctor and left.

Later that night, while watching TV, the old man got up from his chair and his wife asked him, 'Where are you going?'

'To the kitchen,' he replied.

So she asked, 'Will you get me a bowl of ice cream, please?'

To which he replied, 'Sure.'

She then said, 'Remember what the doctor said. Don't you think you should write it down so you don't forget?'

But he assured her that he wouldn't forget.

Then she said, 'Well, I'd also like some strawberries on top. You'd better write that down because I know you'll forget.'

He said, 'I can remember that. You want a bowl of ice cream with strawberries. No problem. No problem at all.'

She replied, 'Well, I'd also like some cream on top. I know you'll forget that, so you'd better write it down.'

He was starting to get a bit annoyed. 'I don't need to write that down. I can remember.'

And he stormed off into the kitchen.

After about 20 minutes, he returned from the kitchen and handed her a plate of scrambled eggs.

She stared at the plate for a moment and said, 'I knew it. You forgot my toast.'

Two

A man was staying in a posh hotel. One morning, he went downstairs for his breakfast. He sat down and called over the head waiter.

'Yes, sir. How can I help you?' the waiter asked.

'I'd like to order my breakfast,' the man replied.

'Certainly, sir,' the waiter replied and took out his pen and notebook.

So the man looked at the menu and said, 'I'd like one egg undercooked so that it's runny, and one egg overcooked so that it's tough and hard to eat. I'd also like a sausage which is a bit on the cold side, burnt toast, butter straight from the freezer that's impossible to spread, and a pot of very weak, lukewarm coffee.'

'That's a very complicated order, sir,' said the waiter, who was more than a bit confused. 'The chef might find it quite difficult to prepare.'

'No, he won't,' the man assured him. 'It's exactly what you served me yesterday.'

Three

Three comedians are telling jokes after a late show. They've heard each other's jokes so many times that they've reached the point where they don't need to actually tell the jokes any more to make each other laugh – they just need to refer to each joke by a number.

'Number 37!' shouts out the first comedian, and the others nearly fall off their chairs laughing.

'Number 53!' says the second one, and again they burst out laughing.

Finally, it's the third comedian's turn. 'Forty-four!' he says. He gets nothing, nothing but silence, as the other two look at him in disappointment.

'What?' he asks. 'Isn't 44 funny?'

'Sure. It's usually hilarious,' they answer. 'But you told it so badly.'

- 2 1.19 Give students some time to discuss what they remember from the first listening. Play the audio again while students listen and make notes. Students compare answers with a partner.

Answers

Joke 1

- 1 an elderly husband and wife
- 2 They go to the doctor because they are having trouble remembering things. The doctor tells them to write things down to help them remember. In the evening the wife asks the husband to get her some ice cream from the kitchen and then asks for various other things to go with it, telling him at the same time that he should write it down so he won't forget. When he comes back he brings her something completely different – some scrambled eggs – but instead of remembering what she originally asked for she tells him that he forgot the toast.
- 3 'I knew it. You forgot my toast.'
- 4 because she is certain that he will forget what she wants. He does, but by then she has forgotten what she asked for.

Joke 2

- 1 a man and a waiter
- 2 The man asks the waiter for a very difficult order for breakfast, all of which is badly cooked. When the waiter replies that this will be difficult for the chef to produce, the man says that it's what he was served the day before.
- 3 'No, he won't,' the man assured him. 'It's exactly what you served me yesterday.'
- 4 because no one would actually request the food cooked like the man asks for and in the end he's making a criticism about the food.

Joke 3

- 1 3 comedians
- 2 They are telling jokes to each other but they've heard them so often they just say the number of the joke without actually telling the joke.
- 3 'Sure. It's usually hilarious,' they answer. 'But you told it so badly.'
- 4 because it's impossible to say a number in a funny or unfunny way.

- 3 1.19 If necessary, play the audio again. Ask students to work individually to rate each joke from 5 to 0. Divide the class into small groups to compare their ratings and discuss reasons for their choices. Hold a quick class vote to decide which was the funniest joke.
- 4 **SPEAKING** Students work in small groups and take turns to tell one of the jokes.

Mixed-ability

Allow weaker students to use their notes as a guide. Stronger students can tell the jokes without referring to notes.

FUNCTIONS

Responding to jokes

- 1 1.20 Books closed. Elicit/explain that there are different ways to respond to jokes. Ask students how they might have responded to the jokes in the listening. Write any correct answers on the board.
- Books open. Play the audio for students to listen and read and choose an emoticon for each reaction.

Answers

- 1 😊 2 😞 3 😊 4 😞

Audio Script Track 1.20

Joke 1

- Girl Why is 6 afraid of 7?
 Boy I don't know. Why is 6 afraid of 7?
 Girl Because 7 8 9.
 Boy That's a good one!

Joke 2

- Boy What do you call a fish with no eye?
 Girl I Give up. What do you call a fish with no eye?
 Boy Fsh.
 Girl Ha ha. Very funny.

Joke 3

- Girl I phoned the local hospital. I said: 'Is that the local hospital?' The woman said: 'Well, it depends where you're phoning from.'
 Boy I must remember that one.

Joke 4

- Boy Knock knock.
 Girl Who's there?
 Boy Broken pencil.
 Girl Broken pencil who?
 Boy Never mind. It's pointless.
 Girl I don't get it.
 Boy Pointless. Broken pencil – no point. I give up!

- 2 1.20 Students work with a partner to complete the phrases. Play the audio for students to check answers. Pause after each phrase and ask students to repeat the phrase using suitable intonation. Encourage students to sound enthusiastic in the positive responses! Repeat the phrases several times chorally and individually.

Answers

- 1 good one
 2 Very funny
 3 must remember
 4 don't get

- 3 **SPEAKING** Divide the class into pairs or small groups for students to discuss the questions. To extend discussion, regroup students to compare their ideas. Listen to some example answers in open class.
- 4 **SPEAKING** You may like to tell students a joke of your own to get them started. Students work with a partner to decide on a joke to tell other students. Tell them to practise telling it to each other several times.
- 5 **SPEAKING** Students tell their jokes to others in the group. Their partners react appropriately. Listen to some of the jokes in open class and discuss which is the funniest.

PRONUNCIATION

For practice of pacing and punchlines go to Student's Book page 120.

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READING

- 1 **SPEAKING** Books closed. As a lead-in, ask: *Would you like to be a professional comedian? Why/why not? What do you think a professional comedian's life is like?* Give students three minutes to discuss the questions in small groups.
- Books open. Ask students to work in pairs and discuss the questions. Regroup students and ask them to compare their answers.
- 2 Give students a three-minute time limit (or longer with weaker classes) to read the text and check their predictions. Tell them not to worry about understanding every word and to focus only on finding answers to the questions. Allow students to compare answers with a partner before whole-class feedback.

Answers

- Her profession has always been a male-dominated one; her early life was also unconventional as she was living in the UK as the daughter of a political refugee from Iran.
 - She has appeared on political discussion programmes and on a dance show; and she's written a book.
- 3 Divide the class into pairs or small groups for students to discuss the questions. Encourage them to underline the parts of the text that support their answers. Listen to some of their ideas in open class as feedback.

Answers

- because female comedians have always been in the minority
- because her father had criticised the government and so the family were no longer safe in Iran
- It was difficult adapting to a new culture, and living with the threat to their safety from Iran.
- She and her dad told jokes about their situation to help make light of things.
- because she would go on to tell jokes for a living
- She says she was very nervous.
- She feels she doesn't have to choose one identity; she values both.

SPEAKING

- Give students two minutes to work in small groups to make a list of well-known comedians. Brainstorm examples in open class and write them on the board. Make sure all students know all of the comedians.
- Divide the class into small groups for students to rank the comedians from very funny to not funny. Encourage them to explain the reasons for their choices. As feedback, hold a class vote to find out which is the funniest comedian and why.

GRAMMAR

Boosting

- Look at the words in brackets with students and elicit that they are all adverbs. Students work in pairs to complete the sentences. Check answers in open class.

Answers

- Shappi Khorsandi is unquestionably a breath of fresh air.
- This would certainly serve her well in her future career.
- She has undoubtedly become one of the most successful female comedians in the UK.
- But, with age, she has definitely found more confidence.

Students work with a partner to complete the rule. Check answers in open class. Give further examples for clarification if necessary.

Rule

- after
- before
- between

- 2 If you're short on time, set this exercise for homework. Students work individually to complete sentences 1–8. Allow students to compare answers with a partner before feedback in open class.

Answers

- He is undeniably one of the funniest actors in the world.
- The Interview* is undoubtedly his best film.
- It is literally the funniest film I've ever seen.
- He clearly loves playing losers.
- His performance in *Steve Jobs* was utterly convincing.
- He will definitely win an Oscar one day.

Fast finishers

Ask students to write sentences about their friends using some of the boosting adverbs.

- 3 **WRITING** Read through the information about Seth Rogen as an example. Ask students to write similar information about an actor of their choice using at least four boosting adverbs. Monitor and help students with ideas and vocabulary as necessary.

When students have completed the exercise, ask them to work in small groups and read out their sentences for their partners to guess who they have written about.

Optional extension

While all of these adverbs are used to emphasise adjectives, certain adverbs are only used to emphasise extreme adjectives. For example, you can say *He is utterly brilliant*, but not *He is utterly good*.

Ask students to decide which of the adverbs can be used with all types of adjective and which can only be used with extreme adjectives.

All adjectives: *unquestionably, definitely, undoubtedly, certainly, undeniably, clearly, essentially, literally*

Extreme adjectives: *absolutely, utterly, entirely, totally*

Ask students to work in pairs to write five sentences including adverbs they would not normally use.

VOCABULARY

Idioms with *laugh* and *joke*

- 1 Working in pairs, students match the sentence halves before referring back to the text to check their answers. During whole-class feedback, elicit the idioms with *laugh* and *joke* in the sentences and ask students to underline them.

Answers

1 g 2 h 3 d 4 a 5 f 6 b 7 c 8 e

- 2 Give students time to read through the sentences. In pairs, students choose an idiom from Exercise 1 to complete the sentences. Check answers in open class.

Answers

- 1 head off
- 2 joke
- 3 have; last laugh
- 4 laughing stock
- 5 joking aside
- 6 other side; face
- 7 laughing matter
- 8 burst out

Fast finishers

Ask students to try to rank the expressions from 1 to 8 (used in very funny situations to not funny at all, where *laugh your head off* is very funny and *no laughing matter* is not funny at all).

- 3 Working individually, students write a response to each of the sentences. Divide the class in pairs for students to create short dialogues.

Mixed-ability

Stronger students may like to expand the dialogues further and include more than one expression in each.

Optional extension

Divide the class into AB pairs. Ask students to take it in turns to say one word from an expression. Their partner has to respond with the full expression in a sentence. For example

A: last

B: I'll have the last laugh when I pass my exam and he doesn't.

Workbook page 38

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LITERATURE

Three Men in a Boat by Jerome K. Jerome

- 1 Books closed. As a lead-in, brainstorm a list of films and books involving water and write titles on the board. Divide the class into pairs for students to take turns describing a film or book for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would

best be done as a heads-up activity with the whole class. Ask students to look at the picture and read the introduction. Ask students to quickly discuss the questions with a partner. Listen to some of their ideas in open class and write them on the board to refer to during feedback on Exercise 2.

- 2  1.22 Play the audio for students to listen and read to check their answers to Exercise 1 and to list the items in the Irish stew. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow students to check their answer with a partner before feedback in open class. Nominate individuals to give reasons for their answer.

Answers

cold beef, potatoes, cabbage, a few peas, half a tin of salmon, two eggs

- 3 Ask students to underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again. Students read the text again to check their answers. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

Answers

- 1 because they had lots of time
- 2 there was very little actual potato left
- 3 the process was very messy
- 4 there was lots of room left in the pot
- 5 it allowed you to use up lots of different left-over food
- 6 a rat; they'd never heard of rats in Irish stew and thought it would be safer not to include it

- 4 **VOCABULARY** Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the extract.

Weaker students can find the answers in the extract. If students need clarification of the meaning of the words, give further examples of your own to explain.

Answers

- 1 to spare
- 2 scrape
- 3 in the way of cooking
- 4 be on the safe side
- 5 half smothered
- 6 odds and ends
- 7 every little helped
- 8 fished out

Fast finishers

Ask students to work with a partner and write questions using as many of the words in the exercise as possible. Divide the class into new pairs for students to ask each other their questions.

- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions or lexical errors to refer to during feedback. At the end write them on the board to discuss the problems with the lexical errors and to praise students who used language well. As feedback, ask for volunteers to report back to the class on their discussion.

WRITING

A review

- 1 Books closed. As a lead-in, ask students: *Do you ever read reviews of books or films? Which reviews do you trust most? Why?* Students discuss the questions in pairs. Listen to some of their ideas in open class as feedback.

Books open. Students quickly read the review and complete the exercise. Ask students to compare their answers with a partner and refer to the parts of the review that support their answers.

Answers

entertaining ✓
exciting ✓
hilarious ✓

- 2 If students are still unsure about cleft sentences and boosting adverbs, refer them to examples earlier in the unit. Students work with a partner to find examples in the text. This could be done as a reading race, with students competing to find examples as quickly as possible. Check answers.

Answers

Cleft sentences:

What I like most about it is the perfect mixture of travel guide ... and comedy ...
But it's exactly this lazy boat ride of a journey that makes it so good.

Boosting adverbs:

utterly, clearly, exactly, undeniably

- 3 Give students time to read through the sentences. You may like to do the first one as an example. Students work individually to complete the exercise, then compare answers with a partner before a whole-class check.

Answers

- 1 What the three of them decide is that they are over-worked and in need of a holiday.
 - 2 It's when you suddenly burst out laughing that you get the strangest looks.
 - 3 What some of my friends said was that it was too old-fashioned and that the plot moved far too slowly.
- 4 In pairs, students match the paragraphs to the functions and advice. During feedback, ask students to refer to the text to explain their choices.

Answers

- [B] a description of what the writer likes / doesn't like – advice 3
[A] a brief synopsis of the story – advice 1
[C] a recommendation – advice 2

- 5 This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students writing together.

Refer to the example review and point out the style of language used. Encourage students to underline collocations and expressions that they could use in their review. Remind them that they should also use cleft sentences and boosting adverbs. Ask students to write their review. When students have completed the exercise, ask them to exchange reviews with another pair. Tell them not to worry about minor grammatical errors, but to make comments on the functions of each paragraph and whether the point of view of the reviewer is clearly explained. Students can then return reviews and incorporate comments to create a final draft. Listen to some of the best examples in open class.

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THINK EXAMS

LISTENING

- 1  1.23

Answers

1 C 2 B 3 C 4 B 5 A 6 C

Audio Script Track 1.23

You will hear a conversation on the radio about a book called *Luck: what it means and why it matters* by Ed Smith. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear.

Presenter So now for the next part of our show, which, as you know, is called 'A book I enjoyed', and this week the actor Daniela Merchant is going to talk about a book called ...? Daniela?

Daniela Well, I've chosen a book called *Luck: what it means and why it matters*. It's by a former professional sportsman, now a writer and journalist, called Ed Smith. He was an extremely good cricketer, he played for England on several occasions, and by his own admission, he never thought that luck was an issue in his life. That is, until, aged 31, he was running after a ball one day – perfectly normal, nothing unusual – and he slipped, broke his ankle and that was the end of his career as a player. So that was bad luck, of course, but luck can be good too. As Ed Smith mentions, one day he missed a train, got the next one and found himself sitting opposite a woman who ended up becoming his wife, so luck works both ways. What he says in his book is that in any human life, a huge amount of the forces that make it successful or not, professionally or personally, are actually a matter of chance, good or bad. It's as simple as that.

Presenter But that's not a very acceptable view these days, is it? I mean, these days we all tend to think that it's talent and hard work that bring success and that if you fail, it's because you're weak or because you make mistakes.

Daniela Well, that's right. But Smith debunks that view. Earlier in his life, he believed totally in hard work, lots of practice, thinking that that's what determines whether you'll be successful or not. Then things happened that made him rethink his position. Now he's able to see how luck influences just about everything, even things that we think of as not at all related to chance.

Presenter Such as?

Daniela Well, for example, he points to how we don't choose our parents and we don't choose our genes, our genetic make-up – but those things have a profound influence on the course of our lives. And not just that. The country that we're born in, whether we're born male or female, what's going on in the world at the time we're born – all these things can be terribly important. And, of course, we have no control over such things. Very often, we like to think that we control our lives, that it's our decisions that make the difference – and, of course, there's an element of truth there, that's part of the story, but Ed Smith shows us that it's far from being the whole story.

Presenter Do you think, then, that Smith is right – that luck matters?

Daniela Yes, I do. I mean, when I think about my own life ... well, I can't help but think that at least some things depended on my abilities – my talent, if you like – but that there was also an element of simply being in the right place at the right time. I mean, the acting school I went to – a month before I went there, the principal teacher got sick and they brought in a stand-in, a woman called Sue Martin, and she was just superb. She taught me so much. Some time later, I met the original teacher, and I just knew that I wouldn't have done so well under him. I'm reminded of something Richard Burton, the great actor, tremendously successful man, something he said all those years ago – that he would go now and again to watch young actors at work, or he'd go and watch a play in a small theatre somewhere, and he'd say that almost every day he'd see people who were at least as talented as him as actors, if not more so. And so he had to conclude that he'd got lucky – it was his looks, or something about his voice, whatever ... something had led to his great success. It was a degree of talent, but talent alone couldn't explain it.

Presenter OK, but back to the book. What's your overall rating?

Daniela Well, I think that Smith is best when he's talking about sport. Some of the things he says about the role of luck in politics and economics, for example, don't seem to me to hold up quite as strongly as the arguments he makes about chance in other areas. And, you know, overall, I can't help thinking that his argument is a bit overstated. I mean, let's go back to the chance meeting with his future wife. All it means is that they got married to each other rather than to someone else, right? Though I have to admit that their children, if they have any, will no doubt be grateful that they did meet. And I think they'll be grateful that they've got a father who's as smart, witty and empathetic as Ed Smith seems to be as the author of this book.

Presenter Well, thanks, Daniela. I think I might just have a look at the book. It sounds like it's worth ...

TEST YOURSELF UNITS 3 & 4

VOCABULARY

1

Answers

- 1 in
- 2 off
- 3 stock
- 4 out
- 5 beginner's
- 6 up
- 7 down
- 8 punchline
- 9 matter
- 10 giggles

GRAMMAR

2

Answers

- 1 speak
- 2 It
- 3 didn't speak
- 4 What
- 5 could speak
- 6 hadn't spoken

3

Answers

- 1 I'll ~~do~~ ~~certainly~~ **certainly do** all I can to help you.
- 2 Unless we ~~don't~~ leave now, we'll miss the train.
- 3 If I hadn't eaten so much, I wouldn't ~~have felt~~ **feel** so ill now.
- 4 It was the journey ~~what~~ **that** was most fun.
- 5 He's ~~made~~ ~~clearly~~ **clearly made** a lot of enemies.
- 6 ~~Provided that~~ **Imagine** you could go anywhere in the world, where would you go?

FUNCTIONAL LANGUAGE

4

Answers

- 1 remember
- 2 good
- 3 get
- 4 funny
- 5 Never
- 6 bad
- 7 beginner's
- 8 Just