

# 6

# Health

## SPEAKING SKILLS

- Talking about feelings



## ACADEMIC SKILLS

- Describing charts and tables



## LEAD IN

- 1 INTERACTION** Describe the pictures and then discuss the questions in pairs.

- What do you think is happening in the pictures?
- What connects the images?



## ARE WE TOO CLEAN?

Will you have a shower and wash your hair today? Will you put on clean clothes tomorrow? I'm sure you will because we are all super clean – clean as never before. We wash with antibacterial soap and kill all the germs in our homes with powerful cleaning products. It's a battle against bacteria! But if this trend continues, will we become too clean for our own good?

Some scientists think we are already too clean. They think there's a connection between the increase in the number of people with allergies and our constant attack on bacteria. There are over 1,000 different microbes on our bodies, but not all of them are bad. In fact, some of them are positively good. Our bodies are so clean now, they don't know how to live with bacteria. So, if we come into contact with unknown bacteria, we'll probably have an allergic reaction to it.

When do we come into contact with bacteria? When we touch it, because, believe it or not, that is the main way we spread disease. So, here's the contradiction: we are super clean but our hands are still dirty and spread disease. We think that these diseases are minor ones, like coughs or colds. In fact, they can be really serious illnesses: food poisoning and hepatitis A. Both of these can kill. There's more. MRSA and *Clostridium difficile* are two super bacteria. They are common in hospitals but are very difficult to treat and are also often fatal. Prevention is simple: washing your hands properly.

What does this mean for the future? We will need to find a balance: kill the bad bacteria but encourage the good bacteria. To do this, we don't need to be excessive when we clean our homes, but we need to remember to wash our hands!



## Learning goals

### Grammar for productive skills

- will / won't / be going to*
- Infinitive of purpose
- First conditional

### Vocabulary

- The body

### Literature

- Research skills
- Competency skills
- Grammar: Second conditional / *I wish*

## PRACTICE

- 2** [2.02] Read, listen and watch. Then answer the questions.

- Why do we use strong cleaning products?
- What do scientists think about our cleaning habits?
- How many germs live on human bodies?
- Why do we have allergic reactions?
- What is the contradiction?
- How can we prevent the spread of super bacteria?



## GRAMMAR GUIDE

**will / won't**

We use *will / won't* to talk about:

- spontaneous decisions:  
*It's raining. OK, I'll take my umbrella.*
- offers: *I'll cook the dinner!*
- promises: *I won't tell your friends.*
- predictions based on what we think:  
*I think you'll enjoy the film.*  
*I don't think you'll like the pizza with chicken.*

<b>Affirmative</b>	<b>Negative</b>
I'll (will) clean my teeth.	He won't (will not) win.
We'll wash our hands.	They won't be famous.
<b>Questions</b>	<b>Short answers</b>
Will it be sunny?	Yes, it will. / No, it won't.
Will you buy some soap?	Yes, I will. / No, I won't.

### 3 Complete the sentences with the correct form of *will* and the verbs in brackets.

- 0 We'll help ..... (help) you with the cleaning.
- 1 So you can't come to the gym today.  
We ..... (go) tomorrow.
- 2 What do you think you ..... (do) after that?
- 3 Don't worry, I ..... (pay) for your ticket.
- 4 I think you ..... (enjoy) the workout in the gym.
- 5 There isn't any fruit. We ..... (buy) some apples when we go to the shops.
- 6 Safi and Nadiya ..... (not / come) for a run. They don't like running.
- 7 We ..... (be) very careful with your tablet.  
We ..... (not / lose) it.
- 8 I'm sure Elisa ..... (love) her present.

### 4 Write sentences using the prompts and *will*.

- 0 That's a brilliant idea but we / not / think / it / work.  
**We don't think it will work.**
- 1 You train so hard. I / be / sure / you / win / the race.
- 2 You are very health-conscious. I / not / think / you / choose / the burger and chips.
- 3 Tom's training very hard. He / be sure / he / win / the race.
- 4 I made some sandwiches for you. I / be / sure / you / be / hungry later.
- 5 I won't wear a jacket. I / not / think / it / be / cold.

### 5 Complete the predictions with the verbs below.

'll use ▪ 'll have ▪ ~~won't go~~ ▪ will control ▪  
won't see ▪ 'll be ▪ will print

## HEALTH TECH science FICTION or science FACT?

Healthcare innovations are on their way. Look at some of the changes we can expect to see soon.

**The doctor's surgery.** You<sup>0</sup> ..... ~~won't go~~ ..... to your doctor. You'll have a consultation online.

**Your treatment.** When you are ill, you<sup>1</sup> ..... a personalised cure.

**Chemist's shop.** 3D printers<sup>2</sup> ..... capsules and pills. There<sup>3</sup> ..... body-scanners for instant diagnosis in chemist's shops.

**Better prosthetics.** AI<sup>4</sup> ..... artificial body parts (legs, arms, hands, etc.).

**Dental check-ups.** You<sup>5</sup> ..... the dentist for a check-up. You<sup>6</sup> ..... an app on your smartphone.

## GRAMMAR GUIDE

**will / be going to for predictions**

*Don't go so fast, you're going to crash!*

*My team will win the championship.*

We use *be going to* for a prediction based on a present fact or evidence. We don't use *will* in these cases.

### 6 Choose the correct option.

- 0 Look out! You'll / are going to fall off your bike!
- 1 Daniel'll / 's going to study medicine. He's got a place at Cardiff University.
- 2 It's a sunny day. I don't think it'll / 's going to rain.
- 3 I don't expect many people will / are going to come to our concert. Our band isn't very good.
- 4 My auntie'll / 's going to have a baby! I'm so excited.
- 5 In the future, we won't / aren't going to eat fresh food.
- 6 I'm sure scientists will / are going to discover a cure for all illnesses.

### 7 INTERACTION In pairs, make some personal predictions for the next few weeks.

*I think my team will win the next match.*  
*I don't expect my parents will let me go to the concert.*

# READING SKILLS

## LEAD IN

**8 INTERACTION** Discuss the questions with a partner.

- 1 Do you often get ill?
- 2 Do you always take medicine when you are ill?
- 3 What sort of medicine do you always have in your home?

## PRACTICE

**9 INTERACTION** Before you read look at the title of the text and discuss with a partner.

What do you know about antibiotics? Have you read any news stories about them?



## READING STRATEGY


### Predict from visual clues

You can get a good idea about the content of a text by looking carefully at the page before you read.

- Read the title carefully.
- Look at the photos.
- Look at the text style – does it look serious and scientific or comical and amusing?
- Think about the connection between the title, pictures and text style.

**10 INTERACTION** Discuss these questions in pairs.

- 1 Look at the photos and name the items you can see. Use a dictionary if necessary.
- 2 What's the connection between the objects in the photos and the title?
- 3 What do you think the text will be about?

**11**  **[2.03]** Read and listen to the text. Then match the sections A–C to these headings.

- 1  The consequences
- 2  The solution
- 3  The problem

**12** Read the text again and correct the sentences.

- 1 Antibiotics can cure all illnesses.
- 2 Scientists discovered the first antibiotic in the 1980s.
- 3 Old antibiotics will cure new diseases.
- 4 We aren't taking enough pills.
- 5 Antibiotic resistance will only be a problem in the twenty-second century.
- 6 Only doctors and scientists will be able to solve this problem.



# THE ANTIBIOTIC APOCALYPSE

When you've got a sore throat or an infection, you usually go to the doctor's. The doctor will usually give you some medicine and it will cure you. If a small pill can help us, we will take it willingly. Doctors use antibiotics to treat bacterial infections such as pneumonia, sore throat and tuberculosis. 5

However, the problem is we are all taking too many pills, especially antibiotics, when they aren't necessary. The result is that bacteria are becoming resistant to them. We are creating superbugs! The last time scientists discovered a major new antibiotic was in the 1980s but we'll need new antibiotics to cure new diseases. There were epidemics of bird flu, then Ebola and Zika and we don't have cures for those illnesses. Who knows what the next epidemic will be? 10

**A**

What will happen if scientists don't discover cures for new illnesses and bacteria become resistant to existing antibiotics? 15

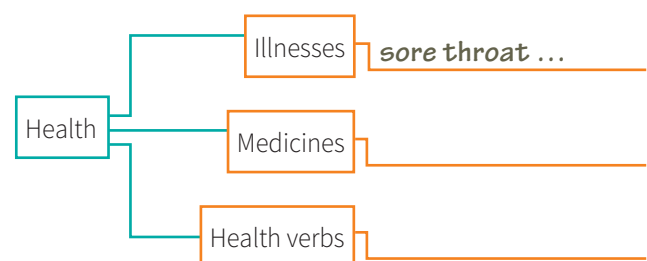
Scientists are making frightening predictions for the future:

- We won't have any protection against disease.
- Today's minor infections will become serious illnesses.
- People will die from common infections like pneumonia and tuberculosis as they did in the past. 20
- There will be an increased risk of infection during operations.
- Doctors will need to find different treatments for common medical problems.

This isn't a vague possibility in the distant future, this is starting to happen now.

**B**

**13** Make a list of all the words in the text connected to health. Look up the new words in a dictionary.



**14 Critical thinking** Discuss the questions in pairs and share with the class.

- 1 Do you think people take too many medicines these days?
- 2 What do you think is the best way to prevent illness?

LEAD IN

**16 INTERACTION** In pairs, make a list of occasions when you use instructions.

cooking; assembling furniture;  
buy a new device;  
when you use a machine /  
gadget for the first time;  
lab report ...

PRACTICE

**17** Tick (✓) the points you think are important in good instructions.

- lots of information
- only essential information
- simple language
- numbers / bullet points
- imperative verbs
- long sentences
- diagrams or pictures
- opinions and preferences
- warnings about what not to do
- list of the equipment / ingredients you need
- formal language

**18 INTERACTION** Compare your list with a partner.

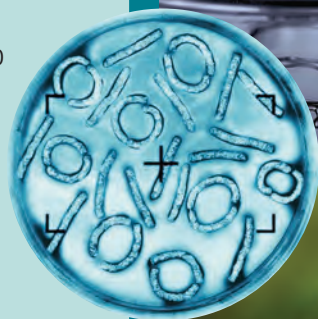
WRITING STRATEGY

Write instructions

Instructions are simple procedures that we follow in order to carry out a task. Good instructions should contain:

- short, simple sentences
- the imperative
- a number for each stage
- the necessary information to complete the task

➔ See **WRITING EXPANSION** page 119



It isn't too late to take action. We can follow the World Health Organisation's advice:

- 1 Only take antibiotics when absolutely necessary and follow the instructions carefully.
- 2 Prevent the spread of infections with vaccinations and good hygiene.
- 3 Help in the search for new antibiotics.

We think only scientists can do this, but we are wrong. You don't need to be a scientist to find new antibiotics. All of us can collect samples from places where interesting bacteria live. All you need to do is go online, follow the instructions and send your sample to the organisations there. It's possible that your sample will contain the new antibiotic! That way we can all get involved in the fight against disease and maybe give our species hope for the future.



GRAMMAR GUIDE

Infinitive of purpose

- We'll need new antibiotics **to cure** illnesses.

**15** Answer the questions using the words below.

get fit ▪ have an operation ▪ ~~buy some aspirin~~ ▪  
find some information ▪ go to the shops ▪ get better

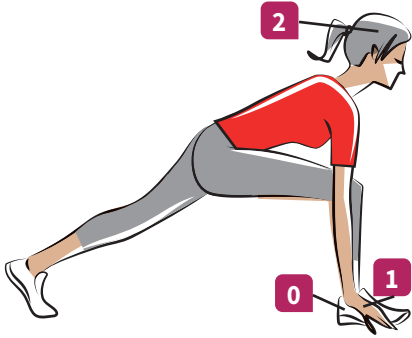
- 0 Why are you going to the chemist's? **To buy some aspirin.**
- 1 Why do people take antibiotics?
- 2 Why is Tom going to hospital?
- 3 Why did you look at the website?
- 4 Why do people go to the gym?
- 5 Why did you use my bike?

# VOCABULARY

## The body

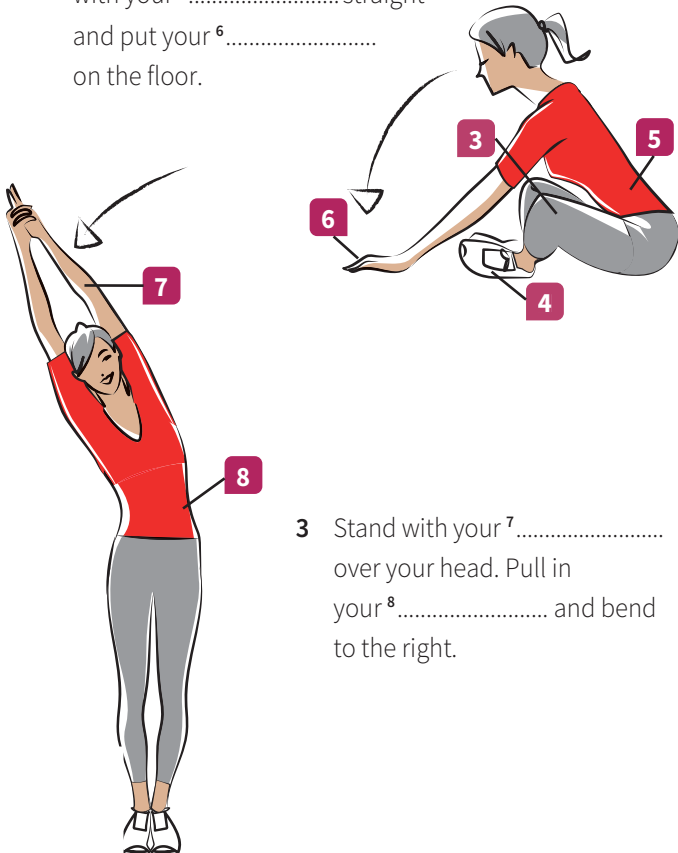
19 Look at the diagrams and complete the instructions with the words below.

foot ■ arms ■ stomach ■ hands ■  
back ■ head ■ knees ■ feet ■ fingers



1 Put your right  
0 **foot** forward  
and your 1 .....  
on the floor. Keep your  
2 ..... up  
and look ahead.

2 Sit on the floor, bend your 3 .....  
and put your 4 ..... together. Bend over  
with your 5 ..... straight  
and put your 6 .....  
on the floor.



3 Stand with your 7 .....  
over your head. Pull in  
your 8 ..... and bend  
to the right.

20 Circle the odd word out in each group and explain why it is wrong.

- |         |           |      |         |
|---------|-----------|------|---------|
| 1 neck  | shoulders | head | hips    |
| 2 elbow | knee      | hand | arm     |
| 3 feet  | teeth     | back | fingers |
| 4 chest | leg       | knee | foot    |

21 Match the benefits of exercise to the notes. Use a dictionary to check any words you don't know.

### EXERCISE What's not to like?

Just one hour's exercise  
a day and you'll have:

- 1  good **skin** and hair
- 2  strong **bones** and **muscles**
- 3  not so many colds and illnesses
- 4  less stress
- 5  more **brain** power
- 6  ... and it beats depression!



- a Running, walking and dancing do great things for your skeleton and muscles.
- b You always feel happy, positive after exercise – guaranteed!
- c More oxygen goes to the brain, so you think fast!
- d Increased **blood** circulation gives extra oxygen and nutrients to your skin and hair.
- e A boost to the **immune system** protects you from illness.
- f Slow **heart** rate and low blood pressure and you'll feel relaxed.

22 Complete the definitions with a word in bold from exercise 21.

- 0 ..... **Skin** ..... covers all the body.
- 1 ..... are hard, white pieces inside your body. They give your body structure.
- 2 The ..... is an important organ in your head. It controls all your thinking.
- 3 ..... are on the bones and we use them when we move.
- 4 ..... is a red liquid. It circulates round your body.
- 5 The ..... is the vital organ in your chest. It pumps blood round your body.
- 6 Your ..... is your body's defence against infection.

23 INTERACTION Discuss the questions in pairs.

- 1 What different types of exercise do you do regularly?
- 2 Which benefits from the list in exercise 21 do you notice?

## Talking about feelings

**24 INTERACTION** Discuss these questions in pairs.

- How do you feel today?
- When was the last time you had a bad day? How did you feel?

**25** [2.04] Listen and watch the video of Luke and Anna talking. Why is today a bad day for Luke?



key expressions	
asking about how someone feels	expressing feelings
What's <sup>1</sup> ..... with you?	<ul style="list-style-type: none"> <li>I don't feel very well / great.</li> <li>I feel awful / terrible.</li> <li>I'm fine.</li> <li>I'm really down.</li> <li>I feel really good!</li> </ul>
What's <sup>2</sup> ..... your leg?	<ul style="list-style-type: none"> <li>(My leg) really hurts.</li> <li>(My leg) hurts a bit.</li> </ul>

**26** [2.04] Listen and watch again and complete the key expressions. Then divide the feelings into positive and negative.

### SPEAKING STRATEGY

#### Show sympathy

When someone is upset or feels unwell, we usually show sympathy with expressions such as:

- |  |  |
|--|--|
| <input type="checkbox"/> <i>That's too bad!</i>        | <input type="checkbox"/> <i>That's a shame / pity.</i> |
| <input type="checkbox"/> <i>It'll soon get better.</i> | <input type="checkbox"/> <i>Bad / Hard luck!</i>       |
| <input type="checkbox"/> <i>We all have bad days.</i>  | <input type="checkbox"/> <i>Don't worry ...</i>        |
| <input type="checkbox"/> <i>Poor you!</i>              |  |

**27** [2.04] Listen and watch again. Number the expressions in the strategy box in the order you hear them.

**28 INTERACTION** In pairs, invent new dialogues using the prompts. Use expressions to show sympathy.

- I've got flu. My arm hurts. I hurt my hand so I can't write.
- I feel sick. I got a bad mark in the test. My parents are angry with me.

### /h/ and silent h

**29** [2.05] **INTERACTION** Listen to a British English speaker and a learner of English say the same sentence. Discuss the differences with a partner.

Harry Hampton is incredibly healthy.  
His home is in Hull.

### SOUND STRATEGY

We nearly always pronounce the letter *h* at the start of a word in English. The exceptions are in the words: *hour, honest, honour* and *heir*.

**30** [2.06] Listen and repeat. Then practise.

A	B
1 hair	air
2 hear	ear
3 hi	eye
4 hat	at
5 hit	it
6 his	is
7 heat	eat
8 hungry	angry

**31** [2.07] Listen and decide if the word you hear is in A or B.

**32 GAME** Student A says one word, then Student B says if the word's in A or B. Repeat and swap roles.

**33** [2.08] Listen to a student reading. Circle the words where they miss the /h/ sound and put a cross where they insert a /h/ that isn't needed.

- How many Indians are there in the house?
- It is her Italian hat.
- Is his hair healthy?
- He was hungry.
- Isabel is a hairdresser in Ilford /ɪlfəd/.

**34 GAME** Say the sentences in exercise 33 really quickly.

# LISTENING SKILLS



## LEAD IN

### 35 INTERACTION How fit are you? Discuss in pairs.

- How many times a week do you do some exercise? What do you do?
- Do you walk or cycle to school? Do you think of this as exercise?
- Do you go dancing? Do you think this is good exercise?

## PRACTICE

### 36 [2.09] Listen to Emily and Cara talking about exercise and circle the correct numbers.

#### To be healthy,

- teenagers need to do 40 / 60 / 70 minutes of moderate exercise in a day.
- teenagers need to play a sport two / three / four times a week.



## LISTENING STRATEGY

### Complete factual details

Before you listen:

- read the title and look at the table / chart
- for each gap, predict the type of information, e.g., word, number, time, name
- look out for units of measurement (kilos, kilometres, minutes, £)

When you listen:

- write numbers in figures, not words
- write what you hear, not what you think you already know

### 37 [2.09] Look at the table. Identify the kind of information you need to fill in. Then listen to the conversation again and complete the table.

#### CARA: WEEKLY EXERCISE

ACTIVITY	FREQUENCY	TOTAL TIME
walking	<sup>2</sup> ..... time(s) a week	<sup>5</sup> ..... minutes
netball	one time a week	<sup>6</sup> ..... hours
<sup>1</sup> .....	<sup>3</sup> ..... time(s) a week	three hours
dancing	<sup>4</sup> ..... time(s) a month	<sup>7</sup> ..... hours



## GRAMMAR GUIDE

### First conditional

We use the first conditional to predict the result of a possible future action.

If I **walk** for 20 minutes more, I'll **do** 60 minutes exercise a day.

I'll **be** really fit if I **do** more exercise.

### 38 Write the verbs in brackets in the correct tenses.

- If you ..... **ride** (ride) your bike to school, you 'll **get** (get) fit and save money.
- If we ..... (eat) lots of fruit, we ..... (not / get) ill.
- Poppy ..... (not / have) healthy teeth if she ..... (not / clean) them regularly.
- If you ..... (wash) your hands carefully, you ..... (remove) all the bacteria.
- Children ..... (not / get) dangerous diseases, if they ..... (have) vaccinations.
- What ..... (you / do) if you ..... (not / feel) well tomorrow?

### 39 Write first conditional sentences using the prompts.

- if / you / go / to bed / late / you / be / tired
- they / win / the match / if / they / score / another goal
- I / not / come out / this evening / if / I / not / feel / well
- if / we / not / have / lunch / we / be / hungry
- your friends / wait / for me / if / I / be / late?
- Ben / fall / off the wall / if / he / not / be / careful

### 40 INTERACTION Complete the sentences so they are true for you. Then compare with your partner.

- I'll get fit if I .....
- If I have time, I .....
- If I don't have a lot of homework this weekend, I .....
- If I'm hungry, I .....

Describing charts and tables

ALLERGY ALERT



One billion people in the world suffer from allergies and scientists think this number will rise to 4 billion in 2050 and affect **50%** of Europeans in ten years' time. Sixty years ago allergies weren't a major health problem, now scientists call them an epidemic.

Asthma, eczema and hay fever (an allergic reaction to pollen) are common and food allergies in children and young people seem to be increasing very rapidly.

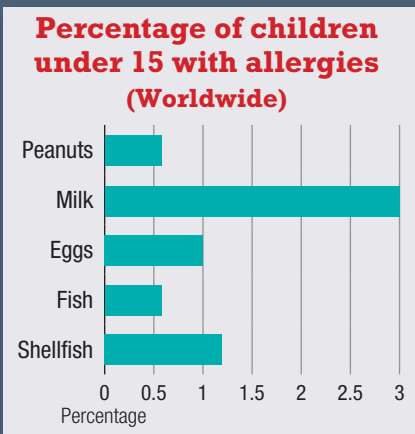
The number of children in hospital because of a food allergy **increased 500%** between 1990 and 2015. Today, about 8%

of all children worldwide suffer from food allergies.

The graph shows the percentage of children in the world that are allergic to five common foods. These foods are: peanuts, milk, eggs, fish and shellfish. **Three children in a hundred** have an allergic reaction to milk. Allergic reactions to peanuts and fish are relatively rare. They affect only about **0.6%** of children. Eggs and shellfish allergies are slightly more common, they affect about **one child in a hundred**.

In conclusion, we can see that food allergies affect a significant

proportion of under-15-year-olds around the world.



Data on this page comes from Allergy UK and The American Academy of Allergy, Asthma & Immunology.

LEAD IN

41 Look at the graph above and answer the questions.

- 1 What does this graph show?
- 2 Which section of the population does this data refer to?
- 3 What information is on the vertical axis?
- 4 What do the numbers on the horizontal axis mean?

PRACTICE

42 Read the text and match the statistics in bold to the expressions with the same meanings.

- |                     |                       |
|---------------------|-----------------------|
| 0 0.6%              | <b>6 out of 1,000</b> |
| 1 1%                | .....                 |
| 2 increased 5 times | .....                 |
| 3 3%                | .....                 |
| 4 a half            | .....                 |

43 Complete the table with alternative ways of expressing the same statistic.

3%	3/100	<sup>0</sup> <b>three in a hundred</b>	<sup>0</sup> <b>3 out of 100</b>
50%	<sup>1</sup> .....	<sup>2</sup> .....	5 out of 10
<sup>3</sup> .....	a quarter	<sup>4</sup> .....	25 out of 100
<sup>5</sup> .....	a tenth	1 in 10	<sup>6</sup> .....
<sup>7</sup> .....	<sup>8</sup> .....	1 in 5	2 out of 10



ACADEMIC STRATEGY

When we describe a graph, we give a summary of the information it contains.

- Explain what information the graph shows.
- Group similar data together.
- Avoid repetition by using a variety of ways to express the statistics.
- Write a conclusion that summarises the key information.

44 WRITING Look at the graph below and use the strategy box to write a description.

Para 1 Talk about your topic: diabetes. **Diabetes is a big problem in ...**

Para 2 Talk about the graph.

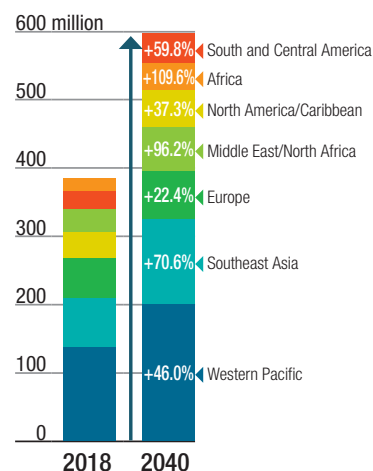
**This graph shows ...**  
**The region at the top of the list today is ...**

**In ... the number of people with diabetes will grow by ... % ...**

**Conclusion**

**In conclusion, ...**

Current and projected cases of diabetes by region





# LITERATURE SKILLS 3

## The realistic novel

### LEAD IN

- 1 PRESENTATION** Make a list of ten jobs. Number 1 is the job you would most like to do and number 10 is the job you would least like to do. Share your list with the class.

### Jude the Obscure (1895) by Thomas Hardy

*Jude is an ambitious young man who would like to go to university but he is poor and has to work as a stonemason<sup>1</sup>. In this first passage, at the start of the book, Jude is looking for work and observes the students who are going to college.*

#### from PART SECOND, CHAPTER 2

Every day, every hour, as he went in search of labour, he saw them going and coming, stood close to them, heard their voices, watched their movements. Yet he felt that he lived in a completely different world from them. Of course he did. He was a young workman in a white blouse<sup>2</sup>, and with stone-dust<sup>3</sup> all over his clothes; and when he walked past them they did not even see him. They looked through him as if he was a pane of glass<sup>4</sup>. He was nothing to them but he thought he would be close to their lives by coming there.

But the future would be better; and if he had some luck he would get a good job and he would accept his situation. So he thanked God for his health and strength, and felt strong. For the present he was outside the gates of everything, including colleges: perhaps some day he would be inside.

*(abridged excerpt)*

- 1 stonemason:** a person who prepares stone and builds with it
- 2 blouse:** a shirt
- 3 stone-dust:** powder from the stone
- 4 pane of glass:** a square section of glass
- 5 even though:** although
- 6 achieve:** obtain something you want after working hard to get it
- 7 wise:** showing good judgement

*Jude looks back at the end of the book and thinks about what has happened in his working life.*

#### from PART SIXTH, CHAPTER 1

‘It is a difficult question for any young man—that question I had to ask myself, and which thousands are asking themselves at the present moment in these difficult times—is it better to accept the job you are doing, even though you know you can do a better one, or is it better to follow your dream even though<sup>5</sup> you know how hard it is to achieve<sup>6</sup> success? I tried to follow my dream, and I failed. But I don’t think that my failure means I made the wrong choice. If I was successful, everybody would say: “What a wise<sup>7</sup> young man he was to follow his dream!” But now that I am not successful they say: “What a fool that young man was!”’

‘However it was my poverty and not my ambition that defeated me. It takes two or three generations to do what I tried to do in one. You should be as cold-blooded as a fish and as selfish as a pig to have a really good chance of making it to the top if you are poor.’

*(abridged excerpt)*





**PRACTICE**

**2** [2.10] **Read and listen to the two extracts and then choose the correct adjective.**

- 1 Which adjective best describes how Jude feels in the first passage?  
**A** hopeful      **B** enthusiastic      **C** angry
- 2 Which adjective best describes how Jude feels in the second passage?  
**A** contented      **B** disappointed      **C** angry

**3** **Read the extracts again and answer the questions.**

- 1 Who are *them* in the first two lines?
- 2 Why does he have dust all over his clothes?
- 3 Why do the students look ‘through him as if he was a pane of glass’?
- 4 What is Jude looking forward to?
- 5 What would he like to be *inside*?
- 6 In the second extract, does Jude think that he made a mistake by following his dream?
- 7 What is the connection between time and poor people being successful?

**4** [2.11] **Listen to the extract about one of Jude’s jobs. Why did Jude get stopped by the policeman?**

**5** [2.11] **Listen again and decide if the sentences are true (T) or (F).**

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Jude’s aunt owns a pharmacy.                   | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 Jude makes deliveries twice a week.            | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 Jude didn’t always concentrate on the road.    | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 The villagers didn’t like to see Jude reading. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 The policeman took Jude to prison.             | <input type="checkbox"/> T | <input type="checkbox"/> F |

**6** **Choose one of the following tasks.**

- 1 Think of a subject you would like to study at university. Write a letter to the university saying why you want to study this subject and what you would like to do after university.
- 2 With a partner write an interview with Jude based on the information you have about him. Then read it to the class.

See **GRAMMAR GUIDE** page 139

**7** **Critical thinking** **Read the questions below and discuss in groups.**

- 1 In today’s world is it still as difficult for people from poorer families to go to university or follow certain career paths as it was in Jude’s day?
- 2 What does being successful in life mean? Is success related to work and measured in the money we earn or our job status? Are there other ways in which people can be successful?

**8** **INTERACTION** **In pairs, choose one book and one film about work and ambition and find out if the main characters are happy in their jobs.**

**Books**

- *Bartleby the Scrivener* (1853)
- *Scoop* (1938)
- *The Road to Wigan Pier* (1937)

**Films**

- *Modern Times* (1936)
- *Billy Elliot* (2000)
- *The Devil Wears Prada* (2006)

**9** **RESEARCH** **Choose one of the works above and find out:**

- 1 Is the world of work described realistically or not?
- 2 What, if anything, is different about work in the twenty-first century?

- Planning and prioritising (exs 1, 5)
- Collaborating and participating (ex 7)
- Acting autonomously and responsibly (ex 7)