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1 Make questions with you from the sentences.

1 I come from Scotland. (Where?)

Where do you come from?

2 I was born in London in 1984. (Where? When?)

3 I live in Milan. (Where?)

4 I've got two brothers and a sister. (How many?)

5 I'm studying English because I need it for my job. (Why?)

6 I've been studying English for three years. (How long?)

7 I've been to the United States, Canada, Japan, and Australia. (Which countries?)

8 I went to Canada three years ago. (When?)

Ask and answer the questions with a partner.

Where do you come from?

From Mexico.

Where were you born?

In Puebla, a city near Mexico City.

Tell the class about your partner.

Enrique comes from Mexico. He was born in Puebla in 1985, but now he lives in Mexico City.

1 Answer the questions in the quiz.

T 1.1 Listen and check.

4 If you are flying over the International Date Line, which ocean is below you?
   a the Atlantic Ocean
   b the Pacific Ocean
   c the Indian Ocean

5 What doesn’t a vegetarian eat?

6 What does www. stand for?

7 Where were glasses invented?
   a Mexico
   b Italy
   c China

8 How many times has Brazil won the World Cup?
1 Which questions in the quiz contain the following tenses?

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Past Simple</th>
<th>Present Perfect Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Continuous</td>
<td>Past Continuous</td>
<td>Present Perfect Continuous</td>
</tr>
</tbody>
</table>

2 Which tenses use the auxiliary verbs do/does/did to make the negative and question?
Which tenses use the auxiliary verb have? Which tenses use the auxiliary verb be?

Grammar Reference 1.1–1.3 pp134–135

2 In groups, write some general knowledge questions. Ask the other groups.

9 What was John Lennon doing when he was assassinated?
- performing on stage
- recording an album
- returning to his apartment

10 Which language is spoken by the most people in the world?
- Spanish
- Chinese
- English

11 Why didn’t Nelson Mandela become President of South Africa until he was 76 years old?

12 How long have people been sending emails?
- since the 1960s
- since the 1970s
- since the 1990s

PRACTICE

Negatives and pronunciation

1 Correct the information in the sentences.

1 The sun rises in the west.
2 Cows eat meat.
3 Mercedes-Benz cars are made in Canada.
5 John Lennon was performing on stage when he was assassinated.
6 The Pyramids were built by the Chinese.
7 We’ve been in class for five hours.
8 We’re studying Italian.

The sun doesn’t rise in the west! It rises in the east!

T 1.2 Listen and compare. Notice the stress and intonation. Practise saying the sentences.

Talking about you

2 Complete the questions.

1 a What ______ do last night?
   b I stayed at home and watched television.

2 a What kind of books ______ like reading?
   b Horror stories and science fiction.

3 a ______ ever been to the United States?
   b Yes, I have. I went there last year.
   a ______ like it?
   b Yes, I really enjoyed it.

4 a What ______ the teacher ______?
   b He’s helping Maria with this exercise.

5 a ______ your mother do?
   b She works in a bank.

6 a Why ______ do your homework last night?
   b Because I didn’t feel well.

7 a What ______ doing next weekend?
   b I’m going to a party.

8 a ______ you ______ a TV in your bedroom?
   b No, I haven’t. Just a CD player.

T 1.3 Listen and check. With a partner, ask and answer the questions about you.

is or has?

3 T 1.4 Listen to the sentences. They all contain’s. Write is or has.

1 is 3 5 7
2 4 6 8
MAKING CONVERSATION

Short answers

1 T 1.5 Listen to the breakfast conversation. How does Emma feel?

Dad: Good morning! Did you have a nice time last night?
Emma: Yes.
Dad: Do you want breakfast?
Emma: No.
Dad: Have you had any coffee?
Emma: Yes.
Dad: Is Bill coming round tonight?
Emma: No.
Dad: OK. Are you leaving for school soon?
Emma: Yes. Bye!

2 T 1.6 Listen to a similar conversation. What are the differences?

3 Complete the conversation.

Dad: Good morning! Did you have a nice time last night?
Emma: Yes, _______. I went round to Bill's house.
Dad: Do you want breakfast?
Emma: No, _______. thanks. I'm not hungry.
Dad: Have you had any coffee?
Emma: Yes, _______. I don't want any more, thanks.
Dad: Is Bill coming round tonight?
Emma: No, _______. He's going out for dinner with his family.
Dad: OK. Are you leaving for school soon?
Emma: Yes, _______. I'm going right now. Bye!

4 T 1.6 Listen again and check.

4 Close your books. Try to remember the conversation.

GRAMMAR SPOT

1 We use short answers in English conversation because yes or no on its own can sound impolite. It helps if you can add some information.

Did you watch the match last night?

Yes, I did. It was great!

2 Reply to these questions using a short answer. Add some information.

Do you like cooking? No, I don't. But I like eating!
Have you got any brothers or sisters?
Is it cold out today?
Are you working hard?
Did you go out last night?
Have you ever been to Singapore?

Grammar Reference 1.4 p135

5 T 1.7 Listen to the questions. Answer using a short answer, and add some information.
PRACTICE
Conversations

1. Match a question in A with a short answer in B and a line in C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like studying English?</td>
<td>No, I haven't.</td>
<td>It's freezing.</td>
</tr>
<tr>
<td>2. Is it a nice day today?</td>
<td>Yes, I am.</td>
<td>It's my favourite subject.</td>
</tr>
<tr>
<td>3. Have you seen my pen?</td>
<td>Yes, I do.</td>
<td>I couldn't afford to.</td>
</tr>
<tr>
<td>4. Are you staying at home this evening?</td>
<td>No, I didn't.</td>
<td>Do you want to come round?</td>
</tr>
<tr>
<td>5. Did you go on holiday last summer?</td>
<td>No, it isn't.</td>
<td>You can borrow mine if you want.</td>
</tr>
</tbody>
</table>

T1.8 Listen and check. Practise the conversations with a partner.

2. Read the class survey and add two questions of your own. Stand up! Ask three students the questions and complete the chart. Remember to add some information in your reply.

Class Survey

1. Have you got a computer at home? ○ ○ ○
2. Are you going out tonight? ○ ○ ○
3. Do you play a musical instrument? ○ ○ ○
4. Did you watch TV last night? ○ ○ ○
5. Have you seen any good films lately? ○ ○ ○
6. Are you going to have a coffee after the lesson? ○ ○ ○
7. __________________________________________________________________________
8. __________________________________________________________________________

Getting information

3. The United Nations invites celebrities from all over the world to be Goodwill Ambassadors. Work with a partner. You each have different information about Kaori Sato, who works for the UN. Ask and answer questions.

Student A  Look at p151.
Student B  Look at p152.
Match each topic in A with two items in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>International travel</td>
<td>solar system</td>
</tr>
<tr>
<td>Medical science</td>
<td>airlines</td>
</tr>
<tr>
<td>The Internet</td>
<td>competition</td>
</tr>
<tr>
<td>Agriculture</td>
<td>online</td>
</tr>
<tr>
<td>Space travel</td>
<td>corn</td>
</tr>
<tr>
<td>The Olympic Games</td>
<td>health care</td>
</tr>
<tr>
<td></td>
<td>drug abuse</td>
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<tr>
<td></td>
<td>penicillin</td>
</tr>
<tr>
<td></td>
<td>famine</td>
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<td></td>
<td>galaxies</td>
</tr>
<tr>
<td></td>
<td>abroad</td>
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<tr>
<td></td>
<td>website</td>
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</table>

Read the text about the wonders of the world. Write a topic from A in the paragraph headings 1–6.

Answer the questions.

1. What has changed because of the Internet? What will happen with the Internet?
2. What has happened in space exploration since 1969?
3. What is the most noticeable result of better health care?
4. \( X \) = the number of people who travelled abroad in the nineteenth century. What does \( X \) also equal?
5. What are the good and bad things about the Olympics?
6. What point was Jonathan Swift making about farmers and politicians?
7. ‘We are still here!’ Why is this a wonder?
8. What do these numbers refer to?

I don’t believe that today’s wonders are similar in kind to the wonders of the Ancient World. They were all buildings, such as the Pyramids in Egypt, or other architectural structures. Over the past 100 years, we have seen amazing technological and scientific achievements. These are surely our modern wonders.

Talking about you

In groups, discuss one of these questions.

- What are your favourite websites?
- When did you last travel by plane? Where were you going?
- Are there any stories about health care in the news at the moment?
- What sporting events are taking place now or in the near future?

In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: ‘That’s one small step for a man, one giant leap for mankind’. Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the sun. One day, a space observatory will study how the first stars and galaxies began. So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?
Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

We are a world on the move. Airlines carry more than 1.5 billion people to their destinations every year. It is estimated that, at any one time these days, there are as many people travelling in aeroplanes as the total number of people who travelled abroad in the whole of the nineteenth century (but I have no idea how they worked this out!).

It is true that they are now commercialized, and there is greed and drug abuse. However, it is a competition in which almost every country in the world takes part. Every four years, for a brief moment, we see the world come together in peace and friendship. We feel hope again for the future of mankind.

In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now in Europe, we can't eat all the food we produce. If only politicians could find a way to share it with those parts of the world where there is famine.

We are still here!

The last wonder of the modern world is simply that we are still here. We have had nuclear weapons for over 50 years that could destroy the world, but we haven't used them to do it. This is surely the greatest wonder of all.
LISTENING AND SPEAKING
My wonders

1 T 1.9 Listen to three people from the same family saying what they think are the wonders of the modern world. Complete the chart.

<table>
<thead>
<tr>
<th>Who</th>
<th>What is the wonder?</th>
<th>What's good about it?</th>
<th>Are there any problems?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>dishwasher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Work with a partner. Which of these inventions do you think is the most important? Mark them [1] for the most important to [8] for the least important.

☐ the computer ☐ nuclear weapons
☐ the car      ☐ the space rocket
☐ the television ☐ the mobile phone
☐ the aeroplane ☐ the space satellite

3 Work in groups of four. Work together to agree on the three most important inventions. Which has changed the world the most?

4 Talk together as a class. What other machines, inventions, or discoveries would you add to the list?

VOCABULARY
What's in a word?

These exercises will help you with your vocabulary learning.

Parts of speech and meaning

1 These sentences all contain the nonsense word ugy. Is ugy used as a verb, an adjective, a noun, or an adverb? How do you know?

1 I couldn't hear the film because the man next to me was eating his ugy so loudly.
2 There was a lot of snow on the road. Unfortunately, I uggied on some ice and crashed into a tree.
3 When Pierre and Madeleine met, they fell uggily in love and got married one month later.
4 After an ugy day at work, with meetings and phone calls all day, I was ready for a quiet evening.

Can you guess what ugy means in the four sentences?

Which real English word goes in each sentence?

- passionately • skidded • hectic • popcorn

Spelling and pronunciation

2 In these groups three words rhyme, but one is different. Work with a partner and read them aloud. Underline the word in each group which has a different vowel sound.

Phonetic symbols p159

1 /u:/ or /u:/? good food wood stood
2 /i:/ or /e/? bread head read (present) read (past)
3 /æ/ or /e/? paid made played said
4 /o/ or /o/? done phone sun won
5 /ə/ or /a:/? dear hear bear near
6 /ɔ/ or /ɔ/? work fork walk pork

3 Here are some of the words from exercise 2 in phonetic symbols. Read them aloud, then write them.

1 /fu:d/ ________ 5 /ri:d/ ________
2 /na/ ________ 6 /wɔ:k/ ________
3 /stod/ ________ 7 /fɔ:n/ ________
4 /perd/ ________ 8 /wɔ:k/ ________

T 1.10 Listen and check. What do you notice about English spelling?

T 1.11 Listen and check.
EVERYDAY ENGLISH

Social expressions

1 When we're talking with friends we use a lot of idiomatic expressions.

Hurry up, we're late.
Hang on a sec! I need to go to the loo!

Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sorry I'm late. I got stuck in traffic.</td>
<td>That sounds like a good idea. The break will do you good.</td>
</tr>
<tr>
<td>2. Bye, Mum! I'm off to school now.</td>
<td>So am I. I can't stand all this rain.</td>
</tr>
<tr>
<td>4. How long did it take you to do the homework?</td>
<td>Ages! How about you?</td>
</tr>
<tr>
<td>5. I don't know about you, but I'm sick and tired of this weather.</td>
<td>Yes, it cost a fortune!</td>
</tr>
<tr>
<td>6. Who was that I saw you with last night?</td>
<td>Really? I don't know what she sees in him!</td>
</tr>
<tr>
<td>7. I'm tired. I'm taking next week off.</td>
<td>I'm sorry. I can't make it then.</td>
</tr>
<tr>
<td>8. Let's go for a run in the park!</td>
<td>What about a bit later?</td>
</tr>
<tr>
<td>9. Can we get together this afternoon at 3.00?</td>
<td>Take care, my love. Have a nice day!</td>
</tr>
<tr>
<td>10. What a gorgeous coat! Was it expensive?</td>
<td>Me? Run? You must be joking!</td>
</tr>
<tr>
<td></td>
<td>Mind your own business!</td>
</tr>
</tbody>
</table>

T 1.12 Listen and check. Practise the conversations with a partner.

T 1.13 Listen to the sentences. Reply using a line from B in exercise 1. Make any necessary changes.

3 Choose some of the conversations from exercise 1 and continue them.

A What a gorgeous coat! Was it expensive?
B Yes, it cost a fortune. But the material's beautiful, don't you think?
A Wow! Where did you get it?
B I saw it in the window of that new shop in the High Street, you know, it's called 'Chic'.
A Yes, I know it. They have some really nice stuff.
TEST YOUR GRAMMAR
Look at the pairs of sentences. Which one is correct? Why?
1 They have a teenage son.
   They're having a teenage son.

2 She speaks five languages.
   She's speaking five languages.
3 Don't turn off the TV! I watch it.
   Don't turn off the TV! I'm watching it.
4 Oh no! It rains.
   Oh no! It's raining.
5 We're thinking opera is boring.
   We think opera is boring.
6 English speaks all over the world.
   English is spoken all over the world.

WHAT MAKES PEOPLE HAPPY?
Present tenses

1 Look at the ingredients for happiness. How important is each one to you? 1 = very important; 5 = not important.
   - good health in mind and body
   - job satisfaction
   - a loving marriage
   - hobbies and leisure activities
   - no money worries
   - a big house
   - regular holidays
   - a supportive family
   - lots of friends

Compare your answers with a partner.

2 What do you think is the happiest time of a person’s life – when they are young or when they are old? Why?
Read and listen to the text about Sidney Fisk. Answer the questions.

1. What do you think are the good and bad things about Sidney’s life?
2. Do you think his life is exciting or boring? Would you like to have a life like Sidney’s?
3. Do you know any people with similar lives? Are they happy?

'I don’t know if I’m happy.'

Sidney Fisk, 45

Work

Sidney Fisk is a lawyer. He’s paid very well, but he usually has to work long hours. He works for an international company in Dallas, Texas, so he travels a lot in his job. At the moment he’s working in Mexico, and next week he’s travelling to France.

Home life

Sidney is married and he’s got two children, aged 11 and 14. He rarely sees his children because so much of his time is spent away from home. He’s got a beautiful house in a suburb of Dallas. It’s very big, with eight bedrooms. His wife is an interior designer.

Free time

If he’s at home at the weekend, he and his wife sometimes play golf, but that doesn’t happen very often. They never have much time to relax together.

Is he happy?

He says he doesn’t know if he’s happy. He’s too busy to think about it.

Complete the questions about Sidney.

Then ask and answer them with a partner.

1. . . . married?
2. What . . . do?
3. Where . . . live?
4. Has . . . any children?
5. What . . . his wife do?
6. Which sports . . . play?
7. Where . . . working at the moment?
8. . . . paid very well?

Listen and check.

Grammar Spot

1. Find these words in the text about Sidney Fisk: usually, often, rarely, never. What kind of words are they?
2. What tense are most of the verbs in the text? Why?
3. Find two examples each in the text of the Present Continuous and the Present Simple passive. Which auxiliary verb is used to form these?
4. Complete the questions and answers with the correct auxiliary verbs.
   a. _____ he travel a lot? Yes, he _____.
   b. _____ she work in a bank? No, she _____.
   c. _____ they play golf? Yes, they _____.
   d. _____ you play tennis? No, I _____.
   e. _____ he paid a lot? Yes, he _____.
   f. _____ he working in France at the moment? No, he _____.

Grammar Reference 2.1 and 2.2 pp135–136
PRACTICE
Listening and speaking

1 T 2.3 Look at the photos and listen to Jeff Norman. What's unusual about his lifestyle? What does he like about it?

Extra! Extra! Read all about it! 45-year-old college graduate makes $60,000 a year as a paperboy!

2 What did Jeff say? Complete the sentences.

1 I __________ paid good money — $60,000 a year. And I often _______ $50 a week in tips.

2 I ___________ at 2.00 a.m. The first newspaper _______ _______ at 2.30 a.m.

3 I _______ a red Chevy Blazer and the newspapers _______ _______ into the back.

4 I _______ the peace and quiet.

5 Occasionally, I _______ a jogger.

6 I usually _______ home by 7.00 a.m.

7 My wife _______ at the University of Iowa.

8 Some days I _______ my kids' baseball team, other days I _______ golf.

9 I _______ also _______ for my master's degree at the moment.

10 Some people _______ it's not much of a job, but, hey, when they _______ _______ in an office, I _______ _______ golf.

T 2.4 Listen and check.

3 Write notes about Sidney and Jeff in the chart.

<table>
<thead>
<tr>
<th>Sidney Fisk</th>
<th>Jeff Norman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>Home and family</td>
<td></td>
</tr>
<tr>
<td>Free time</td>
<td></td>
</tr>
</tbody>
</table>

Work with a partner. Compare Sidney's life with Jeff's. How old are they? How many things do they have in common? Who do you think is happier? Why?
WHAT DO YOU DO?
Simple or continuous?

1 T 2.5 Read and listen to the conversation.

A What do you do?
B I'm an interior designer. I decorate people's homes and give them ideas for furniture and lighting.
A And what are you working on these days?
B Well, I'm not working on a home at the moment. I'm working on a hotel. I'm designing a new lobby for the Plaza.
A Do you like your job?
B Yes, I love it.

Memorize the conversation and practise it with a partner.

2 Work with a partner. Have similar conversations with some of these jobs.

an architect a research scientist an artist an actor
a rock musician a web page designer a journalist
a film director a football player a zookeeper

3 Ask each other about your own jobs or studies.

PRACTICE
Discussing grammar

1 Are these sentences correct (✓) or incorrect (✗)? Correct the mistakes.

T 2.5 Read and listen to the conversation.

1 What do you want to drink? ✓
2 I'm not understanding this word. ✗
   I don't understand this word.
3 I'm loving you a lot.
4 Do you think Michiko plays golf well?
5 I'm sorry. I'm not knowing the answer.
6 We're enjoying the lesson very much.
   We're working hard.
7 I'm thinking you speak English very well.
8 The lions are fed once a day. They're being fed at the moment.

2 Complete the pairs of sentences using the verb in the Present Simple or the Present Continuous.

1 come
   Alec and Marie are French. They ________ from Paris.
   They'll be here very soon. They ________ by car.

2 have
   Lisa can't come to the phone. She ________ dinner now.
   She ________ a beautiful new car.

3 think
   I ________ that all politicians tell lies.
   I ________ about my girlfriend at the moment. She's in Australia.

4 not enjoy
   We ________ this party at all. The music is too loud.
   We ________ big parties.

5 watch
   Be quiet! I ________ my favourite programme.
   I always ________ it on Thursday evenings.

6 see
   Joe isn't here. He ________ the doctor at the moment.
   I ________ your problem, but I can't help you. I'm sorry.

7 use (Careful!)
   This room ________ usually ________ for big meetings.
   But today it ________ being ________ for a party.

Grammar Reference 2.3 p136
READING AND SPEAKING

I'm a clown doctor!

1. What does a doctor do? What does a clown do? Write down three things for each. Tell the class your ideas.

2. Which of these things did you think of? Which do clowns do? Which do doctors do? Which do both do?

- wear funny clothes
- make children feel better
- perform operations
- wear red rubber noses
- tell jokes
- wear white coats
- do magic tricks
- give injections
- make funny faces
- give medicine

3. Look at the pictures. Lucy Cheetham is a clown doctor working for Theodora Children's Trust – a charitable organization. What do you think a clown doctor does?

4. Read the introduction. What is the new kind of medicine?

5. Read the rest of the article. Answer the questions.

   1. Who is Dr LooLoo? Who is Dr Chequers?
   2. In what ways is their job 'extremely silly'? Give examples.
   3. How did Lucy become a Theodora clown doctor?
   4. Why does she like her job?
   5. What does she wear?
   6. What would be useless?
   7. Why is it useful to eat in the hospital cafeteria?
   8. What does she do after work?
   9. Where does the money for Lucy's salary come from?
  10. Describe a typical working day for Lucy.

She arrives in the hospital with …
Then she goes into the wards and …

GRAMMAR SPOT

1. Complete these sentences from the text.
   All over the world, children in hospital _______ _______ with a new kind of medicine.
   It's a charity; so we _______ _______ with the money people give.
   What tenses are they?

2. Complete these passive sentences.
   1. People of all ages love clowns.
      Clowns _______ _______ by people of all ages.
   2. He is giving her an injection.
      She's _______ given an injection.

Grammar Reference 2.4 p137
Language work

6 Find lines in the text which mean the same as the following.
1 They're running about shouting.
2 I have a happy personality.
3 We would be no help at all.
4 I'm always thinking about her.
5 I go out for the evening with friends.
6 It helps me relax.
7 I go to bed and immediately fall into a deep sleep.
8 I am lucky to have this job.

7 Read the interview with Lucy (L). Complete the interviewer's (I) questions.

I ____________________________________________________?
L Oh yes, I do. I enjoy my job very much.
I ____________________________________________________?
L Because I love working with children and making them laugh.
I ____________________________________________________?
L I wear crazy clothes. A fancy coat and stripy tights.
I ____________________________________________________?
L Well, at the moment I'm working with a very sick little girl from Bosnia. She's had so many operations. She's very special to me.
I ____________________________________________________?
L No, she doesn't. We communicate through laughter.
I ____________________________________________________?
L Yes, it is. It's very tiring indeed. I'm exhausted at the end of each day.
I ____________________________________________________?
L No, I don't. I often go out with friends. I have the best friends and the best job in the world.

Listen and compare your answers. Are your questions exactly the same? What are the differences?

What do you think?

Discuss the questions in groups.
- What are some of the good and bad points about being a clown doctor?
- What kind of jobs make people happiest?
- When are you happiest? At work? At home? With friends?
- What were your happiest times last year?
- It's often said 'laughter is the best medicine.' Do you agree?

At lunchtime we eat in the hospital cafeteria and that's really useful because we meet the nurses and doctors. They tell us about particular kids who they think will benefit from a clown doctor visit. If a child is frightened, perhaps they're being given an injection or some nasty medicine – we can distract them so the nurses can do their job.

About six o'clock Dr Chequers and I take off our make-up and change our clothes. We're totally exhausted. Sometimes I have a night out with friends, it helps me unwind. When I finally fall into bed, I crash out. At weekends we are often asked to participate in events to raise money for Theodora Children's Trust. It's a charity; so we are paid with the money people give. Being a clown doctor makes the worries of everyday life seem small. All in all, I feel privileged to do this job.
VOCABULARY AND LISTENING
Sport and leisure

1 Make a list of as many sports and leisure activities as you can think of. Use the pictures to help you.

2 Write play, go, or do.

_____ snowboarding _____ aerobics _____ volleyball _____ fishing _____ golf
_____ jogging _____ basketball _____ football _____ yoga _____ mountain biking

3 Choose some of the sports or leisure activities from your list and complete the chart.
Use a dictionary to look up any new words that you need.

<table>
<thead>
<tr>
<th>Sport / Activity</th>
<th>People</th>
<th>Place</th>
<th>Equipment and clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>go snowboarding</td>
<td>snowboarder</td>
<td>ski resort / dry ski slope</td>
<td>snowboard / boots / helmet / goggles / waterproof jacket and trousers</td>
</tr>
</tbody>
</table>
Listen to three people talking about a sport or activity they enjoy and take notes.

<table>
<thead>
<tr>
<th>Mary</th>
<th>Jenny</th>
<th>Thomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which sport/activity are they talking about?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do they do it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do they do it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What equipment and clothes do they need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they good at it?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Say the numbers.

- 15
- 50
- 406
- 72
- 128
- 90
- 19
- 850
- 36
- 1,520
- 247
- 5,000
- 100,000
- 2,000,000

Listen and practise.

- Money
  - £400
  - 50p
  - €9.40
  - €47.99
  - ¥5,000
  - $100

- Fractions
  - ¼
  - ⅓
  - ⅙
  - 12½

- Decimals and percentages
  - 6.2
  - 17.25
  - 50%
  - 75.7%
  - 100%

- Dates
  - 1995
  - 2020
  - 1789
  - 15/7/94
  - 30/10/02

- Phone numbers
  - 01865-556890
  - 800 451-7545
  - 919 677-1303

Listen and practise.

Listen to the conversations. Write the numbers you hear.

1. ______
2. ______
3. ______
4. ______
5. ______

Discuss what each number refers to with a partner.

The 15th is a date.

Work with a partner. Write five numbers that are important in your life and explain why.
TEST YOUR GRAMMAR

Match the sentences and pictures.

1. When Carol arrived home, Mark cooked dinner.
2. When Carol arrived home, Mark was cooking dinner.
3. When Carol arrived home, Mark had cooked dinner.

What is the difference in meaning?

a. had run a few miles
b. had fought and won so many battles
c. was still screaming
d. had never heard such a terrible noise
e. was sitting and sucking a piece of sugar
f. had never heard of Wasis

A NATIVE AMERICAN FOLK TALE

Past tenses

1. Look at the pictures. They tell the story of Gluskap, a warrior from the Algonquian tribe of North America. What can you see? What do you think the story is about?

2. Read the story on p23 and the phrases below. Complete the story with the phrases.
   a. had run a few miles
   b. had fought and won so many battles
   c. was still screaming
   d. had never heard such a terrible noise
   e. was sitting and sucking a piece of sugar
   f. had never heard of Wasis

   T 3.1 Listen and check. What do you think is the moral of the story?
**GRAMMAR SPOT**

1. Which tense is used in these two sentences? Which verbs are regular? Which are irregular?
   - He laughed and went up to the baby.
   - He danced and sang.
   Find more examples in the story and underline them.

2. What are the tenses in these sentences? What is the difference in meaning?
   - He laughed when he saw the baby.
   - He was laughing when he saw the baby.
   - He laughed when he'd seen the baby. (he'd = he had)

3. Find two examples of the Past Simple passive in the story.

**Pronunciation**

3. Work with a partner. Write the verbs from the box in the chart according to the pronunciation of the -ed ending.

<table>
<thead>
<tr>
<th>laughed</th>
<th>covered</th>
<th>wanted</th>
<th>stopped</th>
<th>shouted</th>
<th>listened</th>
</tr>
</thead>
<tbody>
<tr>
<td>opened</td>
<td>boasted</td>
<td>looked</td>
<td>danced</td>
<td>screamed</td>
<td>pointed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/ɪd/</th>
</tr>
</thead>
<tbody>
<tr>
<td>laughed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE TALE OF GLUSKAP AND THE BABY**

Gluskap the warrior was very pleased with himself because he (1) ___. He boasted to a woman friend: 'Nobody can beat me!'

'Really?' said the woman. 'I know someone who can beat you. His name is Wasis.' Gluskap (2) ___. He immediately wanted to meet him and fight him. So he was taken to the woman's village. The woman pointed to a baby who (3) ___ on the floor of a teepee.

'There,' she said. 'That is Wasis. He is little, but he is very strong.' Gluskap laughed and went up to the baby. 'I am Gluskap. Fight me!' he shouted. Little Wasis looked at him for a moment, then he opened his mouth. 'Waaah! Waaah!' he screamed. Gluskap (4) ___. He danced a war dance and sang some war songs. Wasis screamed louder. 'Waaah! Waaah! Waaah!' Gluskap covered his ears and ran out of the teepee. After he (5) ___, he stopped and listened. The baby (6) ___. Gluskap the fearless was terrified. He ran on and was never seen again in the woman's village.
PRACTICE

What was she doing?

1 Judy works for MicroSmart Computers in London. Read about what she did yesterday.

6.30       got up
6.45 – 7.15 packed her suitcase
7.30 – 8.30 drove to the airport
9.20 – 10.15 flew to Glasgow
11.00 – 12.45 had a meeting
1.00 – 2.15 had lunch
2.30 – 4.15 visited Dot Com Enterprises
5.30 – 6.15 wrote a report on the plane
8.00 – 8.45 put the baby to bed
9.00 – 11.00 relaxed and listened to music

2 Work with a partner. Ask and answer questions about what Judy was doing at these times.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td></td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>8:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>10:00 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

What was she doing at 7 o'clock yesterday morning?

She was packing her suitcase.

What were you doing at 7 o'clock yesterday morning?

I was having a shower.

3 Write a similar list about what you did yesterday. Ask and answer questions with your partner.

Had you heard it before?

4 Work with a partner.

Student A Read a statement from your box.
Student B Answer with the correct response from your box.

<table>
<thead>
<tr>
<th>STUDENT A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I didn't laugh at his joke.</td>
</tr>
<tr>
<td>2 Were you surprised by the ending of the film?</td>
</tr>
<tr>
<td>3 I went to the airport, but I couldn't get on the plane.</td>
</tr>
<tr>
<td>4 I was homesick the whole time I was living in France.</td>
</tr>
<tr>
<td>5 The hotel where we stayed on holiday was awful!</td>
</tr>
<tr>
<td>6 I met my girlfriend's parents for the first time last Sunday.</td>
</tr>
<tr>
<td>7 My grandfather had two sons from his first marriage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why? Had you left your passport at home?</td>
</tr>
<tr>
<td>Why? Had you heard it before?</td>
</tr>
<tr>
<td>That's a pity. Hadn't you stayed there before?</td>
</tr>
<tr>
<td>Really? I didn't know he'd been married before.</td>
</tr>
<tr>
<td>Really? I thought you'd met them before.</td>
</tr>
<tr>
<td>No, I'd read the book, so I already knew the story.</td>
</tr>
<tr>
<td>That's really sad! Had you never lived abroad before?</td>
</tr>
</tbody>
</table>

T 3.4 Listen and check, then listen and repeat.

5 Choose two of the conversations and continue them.

I didn't laugh at his joke. Why? Had you heard it before?

No, I hadn't. I just didn't think it was very funny, that's all.

Really? I thought it was hilarious!
An amazing thing happened!

6 Wanda and Roy had an amazing story to tell about their holiday. Work with a partner.
Student A Look at p151.
Student B Look at p152.

7 Wanda is telling a friend, Nicola, what happened. Work with a partner. One of you is Wanda and the other is Nicola. Continue their conversation.

N Hi, Wanda. Did you have a good holiday?
W Oh, yeah, we had a great time. But I have to tell you – the most amazing thing happened!
N Really? What was that?
W Well, Roy and I were at the beach …

7.5 Listen and compare.

Discussing grammar

8 Complete the sentences. Check your answers with a partner. Discuss the differences in meaning.

1 When I arrived at the barbecue, they _______ eating sausages.
   When I arrived at the barbecue, they _______ eaten all the sausages.

2 We thanked our teacher for everything she _______ doing to help us pass the test.
   We thanked our teacher for everything she _______ done to help us pass the test.

3 He told me that they _______ staying at the Carlton Hotel.
   He told me that they _______ stayed at the Carlton Hotel before.

4 _______ you learn Italian when you went to Italy?
   _______ you already learned Italian when you went to Italy?

5 _______ Shakespeare write Hamlet?
   _______ Hamlet written by Shakespeare?

Vocabulary

1 Write these nouns in the correct column. Which noun goes in both columns?

<table>
<thead>
<tr>
<th>ART</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>painter author poet poem sculpture novel</td>
<td>picture brush palette chapter biography</td>
</tr>
<tr>
<td>exhibition fairy tale portrait play art gallery</td>
<td>masterpiece novelist sketch act</td>
</tr>
</tbody>
</table>

2 Which of these verbs can go with the nouns in exercise 1?

read write paint draw go to

Read a poem, read a novel …

3 Complete the sentences.

1 Shakespeare _______ many famous _______ and poems.
2 I couldn’t put the book down until I’d _______ the last _______.
3 I love _______ about the lives of famous people so I always buy _______.
4 _______ often begin with the words ‘Once upon a time’.
5 My friend’s a great artist. He _______ my _______ and it looked just like me.
6 He _______ a quick _______ of the trees.
7 We _______ an _______ of Picasso’s paintings and sculptures.

Writing: A narrative (I)

Go to p106
READING AND SPEAKING
The painter and the writer

1. Who are or were the most famous painters and writers in your country?

2. You are going to read about the lives of Pablo Picasso and Ernest Hemingway. Discuss these questions.
   - Why are they famous?
   - What nationality were they?
   - Which century were they born in?
   - Do you know the names of any of their works?
   - Do you know anything about their lives?

3. The sentences below appear in the texts. Try to guess which sentences go with which man. Write P (Picasso) or H (Hemingway).

   1. His first word was lápiz (Spanish for pencil) and he could draw before he could talk.
   2. He had wanted to become a soldier, but couldn't because he had poor eyesight.
   3. His portraits of people were often made up of triangles and squares with their features in the wrong places.
   4. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II.
   5. He was awarded the Nobel Prize for literature, but he was too ill to receive it in person.
   6. At the age of 90 he was honoured by an exhibition in the Louvre in Paris.

4. Work in two groups.
   - Group A: Read about Pablo Picasso.
   - Group B: Read about Ernest Hemingway.

Check your answers to exercises 2 and 3.

---

PABLO PICASSO
The painter

HIS EARLY LIFE
On 25 October, 1881, a baby boy was born in Málaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! This baby grew up to be one of the twentieth century's greatest painters - PABLO PICASSO.

Picasso showed his genius from a very young age. His first word was lápiz (Spanish for pencil) and he could draw before he could talk. He was the only son in the family, so he was thoroughly spoiled. He hated school and often refused to go unless he was allowed to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art. When in 1891 his father got a job as an art teacher, Pablo went with him to work and watched him paint. Sometimes he was allowed to help. One evening, his father was painting a picture of their pigeons when he had to leave the room. When he returned, Pablo had completed the picture. It was so beautiful and lifelike that he gave his son his palette and brushes and never painted again. Pablo was just thirteen.

HIS FINAL YEARS
Picasso married twice and also had many mistresses. He had four children. The last, Paloma, was born in 1949 when he was 68 years old.

At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Picasso created over 6,000 paintings, drawings, and sculptures. Today, a Picasso costs millions of pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilled some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!' Picasso died of heart failure during an attack of influenza in 1973.
Hemingway was fascinated by war. He had wanted to become a soldier, but couldn’t because he had poor eyesight. Instead, in the First World War, he became an ambulance driver and was sent to Italy, where he was wounded in 1918. After the war, he went to live in Paris, where he was encouraged in his work by the American writer Gertrude Stein. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II. Many of his books were about war. His most successful book, *For Whom the Bell Tolls*, was written in 1940 and is about the Spanish Civil War. Another novel, *A Farewell to Arms*, is about the futility of war.

HIS PERSONAL LIFE

Hemingway’s success in writing was not mirrored by similar success in his personal life. He married four times. His first wife divorced him in 1927. He immediately married again and moved to Key West, Florida, where he enjoyed hunting, fishing, and drinking, but he also suffered from depression. This wasn’t helped when, in 1928, his father committed suicide. Hemingway’s health was not good and he had many accidents. Two more marriages failed and he began to drink heavily. In 1954, he survived two plane crashes. In October of the same year he was awarded the Nobel Prize for literature, but he was too ill to receive it in person.

HIS FINAL YEARS

His final years were taken up with health problems and alcohol. He began to lose his memory and he couldn’t write any more. On Sunday, 2 July 1961, Hemingway killed himself with a shotgun, just as his father had done before him.

GRAMMAR SPOT

1. What tense are these verbs?
   
   *Guernica was painted* by Pablo Picasso.

   *A Farewell to Arms and For Whom the Bell Tolls were written* by Ernest Hemingway.

   Find more examples in the texts and underline them.

2. Complete the sentences with the auxiliaries was, were, or had.
   
   a. Pablo’s father left the room. When he returned, Pablo ___ completed the picture.

   b. Picasso ___ given his father’s palette and brushes.

   c. Both Hemingway and Picasso ___ living in Paris when they met Gertrude Stein.

   d. Both men ___ honoured in their lifetime.

   Grammar Reference 3.5 p139
LISTENING AND WRITING
Books and films

1 Work in groups. Do you have a favourite book or film? Why do you like it? Tell your group.

2 Look at the list of books and films. Which do you know? Which are both book and film?

- Dracula
- Frankenstein
- Spiderman
- Harry Potter and the Philosopher's Stone
- The Silence of the Lambs
- Titanic
- Captain Corelli's Mandolin
- The Godfather
- Star Wars
- The Lord of the Rings
- The Sun Also Rises

3 T3.6 Listen to four friends chatting about their favourite books and films. Tick (✓) the titles they mention in exercise 2. What do they say about them? Discuss with your group, then with the class.

4 Write some notes about a book or film that you know and like. Use these questions to help you. Discuss your notes with a partner.

- What's it called?
- Who wrote it?
- Who directed it?
- Who starred in it?
- Who are the main characters?
- Where does it take place?
- What's it about?
- Why do you like it?

5 Use your notes to write a paragraph about the book or film that you chose.
EVERYDAY ENGLISH

Giving opinions

1. What do the underlined words refer to in these sentences?
   a. It was really boring! I fell asleep during the first act.
      a play
   b. I didn’t like his first one, but I couldn’t put his latest one down until the last page.
   c. It was excellent. Have you seen it yet? It stars Julia Kershaw and Antonio Bellini.
   d. She’s usually good, but I don’t think she was right for this part.
   e. I think they spoil them. They always give them whatever they want.
   f. It was a nice break, but the weather wasn’t very good.
   g. They were delicious. John had tomato and mozzarella and I had tuna and sweetcorn.
   h. It was really exciting, especially when David Stuart scored in the closing minutes.

2. Match questions 1–8 with the opinions in exercise 1.
   1. Did you like the film?  
   2. What did you think of the play?  
   3. Did you like your pizzas?  
   4. Do you like Malcolm Baker’s novels?  
   5. What do you think of their children?  
   6. What was your holiday like?  
   7. What did you think of Sally Cotter?  
   8. What was the match like?

3. Listen and check. Practise the questions and answers with a partner.

Write down some things you did, places you went to, and people you met last week. Work with a partner and ask for and give opinions about them.

I went to a party. Really? What was it like?

Great! I really enjoyed it.

I met Maria’s sister. What did you think of her?

She’s really nice. I liked her a lot.
TEST YOUR GRAMMAR

Look at the sentences.

<table>
<thead>
<tr>
<th>can</th>
<th>should</th>
<th>must</th>
<th>have to</th>
<th>go.</th>
</tr>
</thead>
</table>

1. Write the negatives.
2. Write the questions.
3. Write the third person singular.
4. Which verb is different?

I'm sorry, but I have to go now.

TEENAGERS AND PARENTS

*have (got) to, can, and be allowed to*

1. **T4.1** Listen to Sarah and Lindsay, aged 14 and 15. What are some of the things they like and don't like about being a teenager?

2. Complete the sentences.

   1. You _______ go to work.
   2. You _______ pay bills.
   3. You _______ go out with your friends.
   4. I always _______ tell my mum and dad where I'm going.
   5. What time _______ get back home?
   6. You _______ buy whatever you want.
   7. Adults _______ worry about paying the bills.
   8. They _______ always do what they want.
   9. We _______ bring mobile phones to class.
  10. I _______ go. I _______ do my homework.

3. **T4.2** Listen and check. Practise saying the sentences.

   Lindsay talks about her parents. What are some of the things they have to do and don't have to do?
   
   Her mother has to ...
   
   Her father ...

30 Unit 4 · Doing the right thing
PRACTICE

Discussing grammar

1 Put these sentences into the negative, the question, and the past.

1 Henry can swim.
   Henry can’t swim. Can Henry swim? Henry could swim.

2 I have to wear a uniform.

3 She has to work hard.

4 He can do what he likes.

5 We’re allowed to wear jeans.

Talking about you

2 Look at the chart. Make true sentences about you and your family.

I don’t have to do the cooking.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents</td>
<td>have to</td>
<td>go to work.</td>
</tr>
<tr>
<td>My mother</td>
<td>has to</td>
<td>get up early.</td>
</tr>
<tr>
<td>My father</td>
<td>don’t have to</td>
<td>go shopping.</td>
</tr>
<tr>
<td>My sister</td>
<td>doesn’t have to</td>
<td>clean my room.</td>
</tr>
<tr>
<td>My brother</td>
<td>had to</td>
<td>do the cooking.</td>
</tr>
<tr>
<td>My grandparents</td>
<td>didn’t have to</td>
<td>take out the rubbish.</td>
</tr>
<tr>
<td>My husband/wife</td>
<td></td>
<td>do the washing.</td>
</tr>
</tbody>
</table>

Compare your sentences with a partner.

3 Complete the sentences with ‘ve got to/’s got to and a line from C in exercise 2.

1 Where’s my briefcase? I _____________.

2 Look at those dirty plates! We _____________.

3 Pamela and Charles don’t have any food in their house. They _____________.

4 John needs to get an alarm clock. He _____________. tomorrow.

5 I haven’t got any clean socks. I _____________.

6 The chef’s ill, so the waiter _____________.

T 4.3 Listen and check. Practise saying the sentences.

4 Work in groups. Talk about your school.

• Are/Were your teachers strict?
• What are/were you allowed to do?
• What aren’t/weren’t you allowed to do?
PLANNING A TRIP

should and must

1. Antony and his friend George are going to travel around Asia. Listen to them talking about their trip. What two decisions do they make?

2. Practise the conversation.
   A. I can't stop thinking about this trip.
   G. Same here. I spend all my time just looking at maps.
   A. What do you think? Should we take cash or traveller's cheques?
   G. I think we should take traveller's cheques. It'll be safer.
   A. Yeah, I think you're right.
   G. When should we go to Thailand?
   A. Well, I don't think we should go during the rainy season. I'd rather go in February or March, when it's drier.
   G. Sounds like a good idea to me. I can't wait to get going!

What do you think?
Is it the same in your country?

In Britain ...
- you can get married when you're 16.
- you can't drink alcohol until you're 18.
- you have to wear a seat-belt in a car.
- you can vote when you're 18.
- young people don't have to do military service.
- there are lots of public places where you aren't allowed to smoke.
PRACTICE

Suggestions and rules

1. Make suggestions. Use I think/don’t think ... should.
   1. Peter’s got the flu. I think he should go to bed. I don’t think he should go to work.
   2. I’ve lost my cheque book and credit cards. I think we should buy some guidebooks. They’ll give us a lot of information.
   3. Tony got his driving licence last week, and now he wants to drive from London to Edinburgh. I think we should pack too many clothes.
   4. My teenage daughter doesn’t get out of bed until noon. I think we should take anything valuable.
   5. I never have any money! I think we should have some vaccinations.
   6. Jane and Paul are only 16, but they want to get married. I think we should go to Japan first.
   7. I’m really fed up with my job. I think we should go anywhere dangerous.
   8. My grandparents complain they don’t go out enough. I think we should have some vaccinations.

Do you have any problems? Ask the class for advice.

2. Write some rules for your school.
   Students must arrive for lessons on time.

A new job

3. Dave is about to start a new job. Listen to him talking to the manager. What’s the job?

Work with a partner. Choose a job. Then ask and answer questions about the responsibilities, hours, breaks, etc.

Student A: You are going to start the job next week.

Student B: You are the boss.

Check it

5. Correct these sentences.
   1. Do you can help me?
   2. What time have you to start work?
   3. We no allowed to wear jeans at school.
   4. We no can do what we want.
   5. My mother have to work very hard six days a week.
   7. Passengers must to have a ticket.

WRITING: For and against

Go to p108
READING AND SPEAKING
How to behave abroad

1 Are these statements true (✓) or false (✗) for people in your country?
   1. When we meet someone for the first time, we shake hands.
   2. Friends kiss on both cheeks when they meet or when they say goodbye.
   3. We often invite people to our home for a meal.
   4. If you have arranged to do something with friends, it's OK to be a little late.
   5. You shouldn't yawn in public.
   6. We call most people by their first names.

2 Read the text *A World Guide to Good Manners*. These lines have been taken out of the text. Where do they go?
   a. many people prefer not to discuss business while eating
   b. some businesses close in the early afternoon for a couple of hours
   c. for greeting, eating, or drinking
   d. the deeper you should bow
   e. should wear long-sleeved blouses and skirts below the knee

3 Answer the questions.
   1. What nationality do you think the people in the pictures are?
   2. What are the two differences between the American and the Japanese greeting?
   3. List some of the clothes you think women shouldn't wear in Asian and Muslim countries.
   4. Is your main meal of the day the same as in Italy or Spain?
   5. In which countries do they prefer not to discuss business during meals?
   6. What are some of the rules about business cards?
   7. Why is it not a good idea to say to your Japanese business colleagues, 'I don't feel like staying out late tonight.?'
   8. Which Extra Tips are about food and drink? Which ones are about general behaviour?

What do you think?

Discuss these questions in groups.
- There is a saying in English: 'When in Rome, do as the Romans do.' What does it mean? Do you agree? Do you have a similar saying in your language?
- Think of one or two examples of bad manners in your country. For example, in Britain it is considered impolite to ask people how much they earn.
- What advice would you give somebody coming to live and work in your country?
A WORLD GUIDE TO

Good Manners

How not to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn’t mean that we all behave in the same way.

• Greetings
How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1) ____ . In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

• Clothes
Many countries have rules about what you should and shouldn’t wear. In Asian and Muslim countries, you shouldn’t reveal the body, especially women, who (2) ____ . In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

• Food and drink
In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) ____ . Lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it’s not unusual to have a business meeting over breakfast, and in China it’s common to have business banquets, but you shouldn’t discuss business during the meal.

• Doing business
In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (4) ____ then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn’t refuse, even if you don’t feel like staying out late.

EXTRA TIPS

Here are some extra tips before you travel:

1. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.

2. In France, you shouldn’t sit down in a café until you’ve shaken hands with everyone you know.

3. In India and the Middle East, you must never use the left hand (5) ____.

4. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.

5. Most South Americans and Mexicans like to stand very close to the person they’re talking to. You shouldn’t back away.

6. In Russia, you must match your hosts’ drink for drink or they will think you unfriendly.

7. In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

8. In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn’t try to have a conversation until it is eaten.
VOCABULARY

Nationality words

1 Match a line in A with a line in B. Notice the stress.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Italians</td>
<td>cook lots of noodles and rice.</td>
</tr>
<tr>
<td>The Chinese</td>
<td>wear kilts on special occasions.</td>
</tr>
<tr>
<td>The British</td>
<td>produce champagne.</td>
</tr>
<tr>
<td>The Canadians</td>
<td>eat raw fish.</td>
</tr>
<tr>
<td>The French</td>
<td>invented football.</td>
</tr>
<tr>
<td>The Japanese</td>
<td>eat a lot of pasta.</td>
</tr>
<tr>
<td>The Scots</td>
<td>often watch ice hockey on TV.</td>
</tr>
</tbody>
</table>

T 4.8 Listen and check.

1 All nationality words have capital letters in English.
   - the French
   - the Italians
   - the British

2 If the adjective ends in /s/, /z/, /ʃ/, or /ɹ/ there is no -s at the end of the word for the people.
   - Japanese
   - the Japanese
   - Spanish
   - the Spanish

3 Sometimes the word for the people is different from the adjective.
   - Scottish
   - the Scots
   - Finnish
   - the Finns

2 Complete the chart and mark the stress. Add some more countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Adjective</th>
<th>A sentence about the people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>The Italians love pasta.</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Australian</td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>Scottish</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
<td></td>
</tr>
<tr>
<td>the United States</td>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>Swedish</td>
<td></td>
</tr>
</tbody>
</table>

3 Work in small groups. Compare information.

4 What happens in your country? Is it usual to invite people to your home for a meal? What are such occasions like in your home?
EVERYDAY ENGLISH
Requests and offers

1 Match a line in A with a line in B. Who is talking? Where do you think the conversations are taking place?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Could you bring us the bill, please?</td>
<td>White or black?</td>
</tr>
<tr>
<td>2 Would you give me your work number, please?</td>
<td>No problem. It's stuffy in here.</td>
</tr>
<tr>
<td>3 Can I help you?</td>
<td>Of course. Oh, shall I give you my mobile number, too?</td>
</tr>
<tr>
<td>4 Two large coffees, please.</td>
<td>That line's engaged. Would you like to hold?</td>
</tr>
<tr>
<td>5 Can you tell me the code for Paris, please?</td>
<td>Yes, sir. I'll bring it right away.</td>
</tr>
<tr>
<td>6 I'll give you a lift if you like.</td>
<td>One moment. I'll look it up.</td>
</tr>
<tr>
<td>7 Would you mind opening the window?</td>
<td>Just looking, thanks.</td>
</tr>
<tr>
<td>8 Could I have extension 238, please?</td>
<td>That would be great! Could you drop me off at the library?</td>
</tr>
</tbody>
</table>

2 T 4.10 Listen and check. Which are offers? Which are requests? Practise the conversations, paying particular attention to intonation and stress.

► Grammar Reference 4.3 and 4.4 p141

3 T 4.11 Listen to the conversations. Complete the chart.

<table>
<thead>
<tr>
<th>Who are they?</th>
<th>What are they talking about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

T 4.11 Listen again. What are the words used to make the requests?

1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________

Roleplay

Work with a partner. Choose one of the situations and make up a conversation using the words.

**Situation 1**
Student A You are a customer in a restaurant.
Student B You are a waiter/waitress.

Use these words:
- table near the window
- menu
- order
- clean fork
- dessert
- bring the bill

**Situation 2**
Student A You are moving flat next week.
Student B Offer to help.

Use these words:
- pack boxes
- load the van
- clean
- look after the plants
- phone the gas board
- unload the van

**Situation 3**
Student A You are cooking a meal for 20 people.
Student B Offer to help.

Use these words:
- prepare the vegetables
- make the salad
- stir the sauce
- check the meat
- lay the table
On the move
Future forms • The weather • Travelling around

TEST YOUR GRAMMAR

1. Match a sentence in A with a sentence in B. Underline the verb forms that refer to the future. What is the difference between them?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The phone's ringing.</td>
<td>I think it's going to rain.</td>
</tr>
<tr>
<td>2. Look at those black clouds!</td>
<td>Don't worry! It'll be spring soon.</td>
</tr>
<tr>
<td>3. What are you doing tonight?</td>
<td>We might go to Prague, or we might go to Budapest.</td>
</tr>
<tr>
<td>4. I'm sick and tired of winter!</td>
<td>I'll get it!</td>
</tr>
<tr>
<td>5. Where are you going on your holiday?</td>
<td>I'm staying at home. I'm going to watch a video.</td>
</tr>
</tbody>
</table>

2. Answer the questions about you.
- What are you doing after class today?
- What's the weather forecast for tomorrow?
- Where are you going on your next holiday?

BEN'S LIST
Future forms

1. Ben always writes a list at the beginning of the day. Read his list. Where's he going today? What's he going to do?

He’s going to the hairdresser’s.
He’s going to buy some sugar.

Things to do: haircut, petrol, electricity bill - bank, tickets - travel agent, library, visit Nick?

Things to buy: sugar, yoghurt, milk, tennis balls.
Listen and complete the conversation between Ben and Alice.

B I'm going shopping. Do we need anything?
A I don't think so. ... Oh, hang on. We haven't got any sugar.
B It's OK. It's on my list.
A ______ some.
B What about bread?
A Good idea! I ______ a loaf.
B What time will you be back?
A I don't know. I might stop at Nick's. It depends on how much time I've got.
B Don't forget we ______ tennis with Dave and Donna this afternoon.
A Don't worry. I ______ forget. I ______ back before then.
B OK.

Memorize the conversation. Close your books and practise with a partner.

Alice also asks Ben to get these things.
- stamps
- two steaks
- some shampoo
- some film for the camera
- a newspaper
- a tin of white paint
- a video
- a CD

Which shops will Ben go to? Work with a partner to make conversations.
PRACTICE

Discussing grammar

1 Work with a partner. **Underline** the correct verb form.

1 'Why are you putting on your coat?' 'Because I'll take / I'm going to take the dog for a walk.'

2 'Would you like to go out for a drink tonight?' 'How about tomorrow night? I'll call / I'm calling you.'

3 'What's the score?' '6-0. They're going to lose / They'll lose.'

4 'It's Tony's birthday next week.' 'Is it? I didn't know. I'll send / I'm going to send him a card.'

5 'Are you and Alan still going out together?' 'Oh yes, we'll get / we're getting married in June.'

6 'Where are you going on holiday this year?' 'We haven't decided. We might go / We're going to Italy.'

What's going to happen?

2 **T 5.2** Listen to three short conversations. Say what is going to happen.

They're going to catch a plane.

What do you think will happen?

3 Make sentences using *I think ... will* and the prompts in A. Match them with a sentence in B.

I think Jerry will win the tennis match. He's been playing really well lately.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jerry/win the tennis match</td>
<td>But we'd better get going.</td>
</tr>
<tr>
<td>2 it/be a nice day tomorrow</td>
<td>He's been playing really well lately.</td>
</tr>
<tr>
<td>3 I/pass my exam on Friday</td>
<td>The forecast is for warm and dry weather.</td>
</tr>
<tr>
<td>4 you/like the film</td>
<td>You have the right qualifications and plenty of experience.</td>
</tr>
<tr>
<td>5 we/get to the airport in time</td>
<td>It's a wonderful story, and the acting is excellent.</td>
</tr>
<tr>
<td>6 you/get the job</td>
<td>I've been studying for weeks.</td>
</tr>
</tbody>
</table>

**T 5.3** Listen and check. Practise saying them.

4 Make sentences using *I don't think ... will* and the prompts in A in exercise 3. Match them with a sentence in C.

I don't think Jerry will win the tennis match. He hasn't practised for weeks.

C

There's too much traffic.
I haven't studied at all.
The forecast said rainy and windy.
He hasn't practised for weeks.
They're looking for someone with more experience.
It's a bit boring.

**T 5.4** Listen and check. Practise saying them.

Talking about you

5 Make true sentences about you starting with *I think ... or I don't think ... .

1 I/bath tonight
2 the teacher/give us a lot of homework
3 I/eat out tonight
4 it/rain tomorrow
5 I/go shopping this afternoon
6 my partner/be a millionaire one day
7 we/have an exam this week
Arranging to meet

6 Liz and Min Young are arranging to meet over the weekend. What plans do they already have? Listen and complete the chart. Where and what time do they arrange to meet?

<table>
<thead>
<tr>
<th></th>
<th>Liz</th>
<th>Min Young</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 It is Friday morning. Fill in your diary for this weekend. What are you doing? When are you free?

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>afternoon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evening</td>
<td></td>
</tr>
</tbody>
</table>

8 With a partner, think of a reason to get together this weekend. Arrange a day, time, and place to meet.

- What are you doing this afternoon?
  - I'm going swimming.

- What are you doing on Saturday morning?
  - I might see some friends in town.

When you have finished, tell the class when and where you're meeting.

We're meeting on Sunday morning at my flat. We're going to . . .
READING AND SPEAKING
Hotels with a difference

1. Look at the photos of the three hotels and answer these questions.
   • Which countries do you think they are in?
   • What do you think people can do on holiday there?

2. Write another question about each hotel.

3. Read the article and the brochure on p.43. Which questions from exercise 2 can you answer? With a partner, answer these questions.
   • What is Karen’s job?
   • Why does she take working holidays?
   • What is her idea of a perfect holiday?
   • Why does she spend her holidays at home?
   • Animals are mentioned. Which ones, and why?

4. Complete the chart about Karen’s trips to Canada and Dubai.

<table>
<thead>
<tr>
<th>Canada</th>
<th>Dubai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which hotel is she staying at?</td>
<td></td>
</tr>
<tr>
<td>How long is she staying there?</td>
<td></td>
</tr>
<tr>
<td>What’s special about the hotel and her room?</td>
<td></td>
</tr>
<tr>
<td>What’s she going to do there?</td>
<td></td>
</tr>
</tbody>
</table>

5. Work with a partner. Look again at the brochure for the Baobab Rivers Lodge. Ask and answer questions about Karen’s trip there.

Language work

Find words or expressions in the text with similar meanings.

**My ideal holiday**
1. doing nothing
2. stopping to look around in
3. I’m very interested in
4. move around without any hurry

**My business holidays**
5. in an exciting and impressive way
6. things that should not be missed

What do you think?

• Do you know any unusual holiday destinations?
• In your opinion, what is the ideal holiday?
• Where are you going for your next holiday?
My kind of holiday

She travels for her job, but when it’s her own holiday, Karen Saunders stays at home.

Karen Saunders has her own travel agency in Mayfair, London that sends people all over the world on their dream holidays. She needs to know where she’s sending them, so she goes on working holidays four or five times a year.

My ideal holiday

My ideal holiday has a little bit of everything. I like lazing on a beach with a pile of books, but then I get bored and I need to do something. I love exploring new places, especially on foot, and nosing around in churches, shops, museums, and restaurants. I’m very into cooking, so I love going around markets and food stores.

However, I must confess that my favourite ‘holiday resort’ is home. I travel so much in my job that just waking up in my own bed is heaven. I potter around the house in my pyjamas, read the paper, do some gardening, shop for some food, then make a delicious meal in the evening.

My business holidays

I have three trips coming up. I’m looking forward to going to Canada soon, where I’m staying for four nights at the Ice Hotel. This is a giant igloo situated in Montmorency Fall Park, just 20 minutes from downtown Quebec. It is made from 4,500 tons of snow and 250 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives, it will melt. Then it will be built again for next year — maybe in a different place!

Each room is supplied with a sleeping bag made from deer skins. The hotel has two art galleries featuring ice sculptures, and an ice cinema. It also has a bar where all the drinks come in glasses made of ice. Of course I’ll visit them all!

In complete contrast to the Ice Hotel, I’m going to Dubai the following month, to stay a few days at the spectacular Burj al-Arab, which means the Arabian Tower. It’s shaped like a giant sail, and it rises dramatically out of the Arabian Gulf. Each room has sea views.

I really want to try the restaurant in the tube at the top next to the helipad. Other must-dos include shopping in the markets, called souks. (You can buy designer clothes, perfumes, and spices, but what I want is some gold jewellery.) I’m also going to visit the camel races.

The next trip, different again, is to Baobab Rivers, in Selous, Tanzania, for a seven-day safari and I’m looking forward to a few days of relaxation.

THE BAOBAB RIVERS LODGE IN SELOUS, TANZANIA

— so remote, you arrive by boat!

WHAT TO SEE

Each tree-top room has views over the vast forested banks of the Rufiji River, which runs through one of the largest game reserves in Africa

WHAT TO DO

Safari by Land Rover in search of elephants, rhinos, and lions; or by boat along the Rufiji River in search of crocodiles, hippos, and rare birds
LISTENING AND VOCABULARY

A weather forecast

1 Complete the chart with words from the box.

<table>
<thead>
<tr>
<th>sunny</th>
<th>snowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>windy</td>
<td>fog</td>
</tr>
<tr>
<td>snowy</td>
<td>stormy</td>
</tr>
<tr>
<td>ice</td>
<td>blowing</td>
</tr>
<tr>
<td>wind</td>
<td>icy</td>
</tr>
<tr>
<td>cloud</td>
<td>rain</td>
</tr>
<tr>
<td>snow</td>
<td>cloudy</td>
</tr>
<tr>
<td>shining</td>
<td>raining</td>
</tr>
<tr>
<td>foggy</td>
<td>rainy</td>
</tr>
<tr>
<td>sunshine</td>
<td>(thunder)storm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's sunny.</td>
<td></td>
<td>The sun's</td>
</tr>
<tr>
<td>It's</td>
<td></td>
<td>It's</td>
</tr>
<tr>
<td>It's</td>
<td></td>
<td>It's</td>
</tr>
<tr>
<td>It's</td>
<td></td>
<td>The wind's</td>
</tr>
</tbody>
</table>

2 Look at the map of Western Europe. Can you name the countries 1–10?
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Which countries make up Scandinavia? Find them on the map.

In pairs, choose two of the countries and talk about:
• the climate  • the capital city  • geographical features

3 T 5.6 Work in four groups A–D. Listen to the weather forecast and make notes about your part. When you have finished, swap information.

4 Work with a partner. What’s the weather like where you are today? What do you think it will be like tomorrow? Write a forecast and read it to the class.
EVERYDAY ENGLISH
Travelling around

1 Here are some lines from conversations on different kinds of transport. Where does each conversation take place? Choose from the box.
car bus taxi underground train plane ferry

1 Do you think it'll be a rough crossing?
2 Excuse me, I think those seats facing the front are ours.
3 We're going to Market Street. Could you tell us when it's our stop?
4 Can you take us to the airport?
5 Can I take these bags on with me?
6 That's all right. You can keep the change.
7 Excuse me, are we landing on time?
8 No, no! He said turn left at the lights, not right!
9 How do I get to Oxford Circus?

2 Match a line from exercise 1 with a reply.
   a ☐ Look! You drive and I'll give directions from now on! Right?
   b ☐ Of course. Hop in!
   c ☐ I'm sorry. Only one item of hand luggage per passenger.
   d ☐ Oh, I'm sorry. We didn't know they were reserved.
   e ☐ Yes. We're beginning our descent soon.
   f ☐ Well, the forecast is good, so it should be pretty smooth.
   g ☐ Just sit near the front and I'll call it out.
   h ☐ Take the Piccadilly Line, eastbound, and change at Green Park.
   i ☐ Thanks a lot. Do you want a hand with those bags?
   
   T 5.7 Listen and check. Practise the conversations with a partner.

Roleplay

Work with a partner. You are in a hotel.

Student A You are the receptionist.

Student B You are a guest.

The guest has several requests, and calls the front desk from his/her room. Use these situations. Change roles after three conversations.
• There are no towels in the room.
• You'd like some coffee and a sandwich in your room.
• You want the telephone number of the railway station.
• You want the front desk to recommend a good place to eat.
• You can't get the television to work.
• You want a wake-up call at 7.00 in the morning.
• You want to order a taxi to take you to the airport.

Can I help you? Yes, there are no towels in my room. Could you send some up, please?
Certainly, I'll take care of it right away. Thanks. Bye.

Unit 5 • On the move 45
TEST YOUR GRAMMAR

1 Complete these sentences about you.
1 I look just like my . . .
2 I like my coffee . . .
3 On Sundays, I like . . .
4 After this class, I'd like to . . .
5 When I'm on holiday, I enjoy . . .
6 Yesterday evening, I decided to . . .

2 Tell the class some of the things you wrote.

A STUDENT VISITOR

Questions with like

1 Many students go to study in a foreign country. Do you know anyone who has studied abroad?

2 Sandy and her friend Nina in Melbourne, Australia, are talking about a student visitor from South Korea. Complete the conversation using these questions.

<table>
<thead>
<tr>
<th>What does she like doing?</th>
<th>How is she now?</th>
<th>What's she like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does she look like?</td>
<td>What would she like to do?</td>
<td></td>
</tr>
</tbody>
</table>

Sandy: Our student from Seoul arrived on Monday.
Nina: What's her name?
Sandy: Soon-hee.
Nina: That's a pretty name! (1) __________
Sandy: She's really nice. I'm sure we'll get on well. We seem to have a lot in common.
Nina: How do you know that already? (2) __________
Sandy: Well, she likes dancing, and so do I. And we both like listening to the same kind of music.
Nina: (3) __________
Sandy: Oh, she's really pretty. She has big, brown eyes and long, dark hair.

Nina: Why don't we do something with Soon-hee this weekend? What should we do? Get a pizza? Go clubbing? (4) __________
Sandy: I'll ask her tonight. She was a bit homesick at first, so I'm pretty sure she'll want to go out and make some friends.
Nina: (5) __________
Sandy: Oh, she's OK. She called her parents and she felt much better after she'd spoken to them.
Nina: Oh, that's good. I can't wait to meet her.

T 6.1 Listen and check. Practise the conversation with a partner.
1 Write a question from exercise 2 next to the correct definition.

<table>
<thead>
<tr>
<th>Question</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Tell me about her because I don’t know anything about her.</td>
</tr>
<tr>
<td>b</td>
<td>Tell me about her physical appearance.</td>
</tr>
<tr>
<td>c</td>
<td>Tell me about her interests and hobbies.</td>
</tr>
<tr>
<td>d</td>
<td>Tell me about her preferences for tomorrow evening.</td>
</tr>
<tr>
<td>e</td>
<td>Tell me about her health or happiness.</td>
</tr>
</tbody>
</table>

2 Which questions use *like* as a verb? Which questions use *like* as a preposition?

---

**Practice**

**Talking about you**

1 Ask and answer with a partner.
   - What do you like doing at the weekend?
   - Who do you look like in your family?
   - How are your parents and grandparents?
   - What is your best friend like?
   - What’s your school like?
   - What does your teacher look like?

**Listening and asking questions**

2 (T 6.2) Listen and tick (√) the question each person is answering.
   - Do you like Thai food?
   - What’s Thai food like?
   - Who does Bridget look like?
   - What’s Bridget like?
   - How’s your brother?
   - What’s your brother like?
   - What does she like?
   - What does she look like?
   - What’s the weather like there?
   - Do you like the weather there?
   - What does he look like?
   - What’s he like?
   - What do you like doing on holiday?
   - What was your holiday like?
   - What kind of books do you like?
   - What kind of books would you like?
A THANK-YOU LETTER

Verb patterns

Soon-hee has returned home to Seoul. Read her letter and choose the correct verb form.

Seoul
December 15

Dear Sandy and family,

I just wanted (1) to say / saying thank you for (2) to have / having me as your guest in your beautiful home. I had a great time. I really enjoyed (3) meeting / to meet your friends. You all made me (4) feel / to feel so welcome. You know how much I missed my family at first, but you were so kind that I soon stopped (5) to feel / feeling homesick. I can't find the words to tell you how grateful I am. I'd like (6) to call / calling you. What's a good time to call?

You know that on my way home I stopped (7) to visit / visiting my aunt in Perth. It was so hot! It was over 35 degrees all the time but I absolutely loved it. My aunt wanted (8) that I stay / me to stay longer, but I wanted (9) to see / seeing my parents and my brother, Sang-chul. But she's invited me (10) to go / going back and I'd love (11) to do / to doing that. I'm thinking of (12) go / going next year.

Anyway, I'm looking forward to (13) hear / hearing from you very soon. Let me (14) to know / know if you ever want to visit Seoul. My brother and I could take you to a 'noraebang' (a singing room). It's a bit like karaoke!

Love to you all,

Soon-hee

p.s. Do you like the picture of Sang-chul and me?
PRACTICE

What's the pattern?

1 Write the examples from Soon-hee's letter on the chart.

<table>
<thead>
<tr>
<th>verb + -ing</th>
<th>verb + to + infinitive</th>
<th>verb + sb + to + infinitive</th>
<th>verb + sb + infinitive (no to)</th>
<th>preposition + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyed</td>
<td>meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Match a sentence with a picture.
1 They stopped to talk to each other.
2 They stopped talking to each other.

What's the difference in meaning between sentences 1 and 2?

Discussing grammar

3 In these sentences, two verbs are correct and one is not. Tick (✓) the correct verbs.

1 My father _________ to mend my bike.
   a ✓ promised    b □ couldn't    c ✓ tried

2 She _________ her son to turn down his music.
   a □ asked      b □ wanted     c □ made

3 I _________ going on long walks.
   a □ refuse     b □ can't stand  c □ love

4 We _________ to go shopping.
   a □ need      b □ 'd love      c □ enjoy

5 She _________ me do the cooking.
   a □ wanted     b □ made        c □ helped

6 I _________ working for the bank 20 years ago.
   a □ started    b □ stopped     c □ decided

4 Make correct sentences using the other verbs in exercise 3.
   My father couldn't mend my bike.
READING AND SPEAKING
The world's favourite food

1 Do you know any typical dishes from these countries? Discuss with the class.
   • Spain  • Japan  • Mexico
   • Italy  • Hungary  • the United States
   • Germany  • China  • England

Can you think of any foods that might be popular in all of the countries above?

2 Which of these are fish or seafood?
   oil garlic anchovies eel squid herring salmon
   shrimp pineapple bacon tuna sweetcorn

T 6.5 Listen and repeat.

3 Work in groups. Read the text quickly and find the foods in exercise 2. How many other foods can you find?

4 Read the text again and answer the questions.
   1 What does McDonald's Golden Arches span the globe mean?
   2 What are the similarities and differences between the hamburger and the pizza?
   3 What year was pizza invented?
   4 Which came first, picea or plakuntos? How are they different from pizza?
   5 Why are Mexico and Peru important in the development of pizza?
   6 What do the Italian flag and a Pizza Margherita have in common?
   7 When and how did pizza become really popular in the United States?

5 Work in groups. Read Pizza Trivia again and make questions.
   How many ...?  How much ...?  Which month ...?
   Where and when ...?  Which toppings ...?

Close your books. Ask and answer questions.

What do you think?
• Which facts in Pizza Trivia do you find most interesting? Why?
• Why do different countries prefer such different toppings?
• Do you like pizza? What are your favourite toppings?
• What are the most popular places to eat in your country? Why?
• What is your favourite place to eat?

Language work
Study the text and find an example of:
• like used as a verb
• like used as a preposition
• verb + -ing form
• verb + infinitive
• adjective + infinitive
So you thought the hamburger was the world's most popular fast food? After all, McDonald's Golden Arches span the globe. But no, there is another truly universal fast food, the ultimate fast food. It's easy to make, easy to serve, much more varied than the hamburger, can be eaten with the hands, and it's delivered to your front door or served in fancy restaurants. It's been one of America's favourite foods for over 50 years. It is, of course, the pizza.

A brief History of Pizza

It's kind of silly to talk about the moment when pizza was 'invented'. It gradually evolved over the years, but one thing's for certain - it's been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them 'plakuntos' and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it 'picea'. By about 1000 A.D. in the city of Naples, 'picea' had become 'pizza' and people were experimenting with more toppings: cheese, ham, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of the world. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. The Queen loved it and the new pizza was named 'Pizza Margherita' in her honour.

Pizza migrated to America with the Italians at the end of the nineteenth century. The first pizzeria in the United States was opened in 1905 at 53½ Spring Street, New York City, by Gennaro Lombardi. But the popularity of pizza really exploded when American soldiers returned from Italy after World War II and raved about 'that great Italian dish'. Americans are now the greatest producers and consumers of pizza in the world.

Pizza Trivia

1. Americans eat 350 slices of pizza per second.
2. There are 61,269 pizzerias in the United States.
3. Pizza is a $30 billion per year industry.
4. October is national pizza month in the United States.
5. The world's first pizzeria, the Antica Pizzeria Port'Alba, which opened in Naples in 1830, is still there.
6. Pizza Hut has over 12,000 restaurants and takeaway outlets in over 90 countries.
7. In America, pepperoni is the favourite topping. Anchovies is the least favourite.
8. In Japan, eel and squid are favourites. In Russia it's red herring, salmon, and onions.
9. In Brazil, they like green peas on their pizza. In Australia the favourites are shrimp and pineapple.
10. The French love bacon and crème fraîche on theirs. The English love tuna and sweetcorn.
VOCABULARY
Adjectives for food, towns, and people

1 In each group, four of the adjectives cannot go with the noun. Which ones?

FOOD
- junk
- fresh
- delicious
- tasteless
- disgust
- frozen
- home-grown
- wealthy
- starving

TOWN
- excited
- polluted
- old
- university
- modern
- young
- antique
- cosmopolitan
- historic
- agricultural
- small

PEOPLE
- young
- sophisticated
- long
- elderly
- antique
- expensive
- bored
- wealth
- sociable
- outgoing
- rude
- tall
- crowded

LISTENING AND SPEAKING
New York and London

1 Look at the pictures of New York and London. Write down what you know about these cities. Compare your lists as a class. Has anyone been to either city?

2 Work in two groups.

Group A  
Listen to Justin and Cinda who are English but live and work in New York.

Group B  
Listen to Alan, an American, who lives and works in London.

What do they say about these things?
- people
- work/holidays
- shops
- places
- getting around
- food

3 Find a partner from the other group. Compare your information.

Talking about you

3 Work with a partner. Look at p153.
EVERYDAY ENGLISH

Signs and sounds

1. Where would you see these things written?

1. All visitors must sign in

5. Coats and other articles left at owner’s risk.

6. PLEASE WAIT TO BE SEATED

7. IRRITANT

8. LIGHTS SMOKING CAUSES FATAL DISEASES

9. Arrivals Baggage reclaim

10. ! KEEP CLEAR

2. Where would you hear these things?

Coming up next – traffic, news, and the weather.

Please listen carefully to the following options. To purchase tickets for today’s performance, press one . . .

Please place your tray tables in their fully upright and locked positions.

How would you like the money?

We apologize for the delay on the 18.13 service.

Just looking, thanks.

WRITING: A description (1)

Go to p110
The world of work
Present Perfect active and passive • Phrasal verbs • On the phone

TEST YOUR GRAMMAR
1 Answer these questions about you.
   1 What do you do? 4 Which foreign countries have you been to?
   2 How long have you had your present job? 5 When and why did you go there?
   3 What did you do before that?

2 Ask and answer the questions with a partner. Tell the class about your partner.
   Antonio is a student. He’s been at the University of Madrid for ...
   Before that he was ...

3 What tenses are used in the questions?

THE JOB INTERVIEW
Present Perfect

1 Read the job advertisement. Would you like this job? Do you have any of the qualifications?

Business Journalist
This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:
• a master’s degree in journalism
• at least two years’ experience in business journalism
• fluent in French and German. If possible, some knowledge of Spanish
• excellent communication skills
• international travel experience is a plus

Please send CV and letter of application to:
David Benton, Worldwatch Europe IPA
56 Merritts Avenue, Overland Park, Reading RG2 6HD
Visit us on the web: http://www.wep@ipc.co.uk
Listen to Nancy Mann being interviewed for the job. Do you think she will get it? Why/Why not?

Read the first part of Nancy's interview. Complete the sentences with do, did, or have.

D Who ________ you work for now, Nancy?
N I work for Intertec Publishing. We publish international business magazines.
D I see. And how long ________ you worked for them?
N I ________ worked there for nearly five years. No, exactly five years.
D And how long ________ you been in charge of Eastern Europe publications?
N For two years.
D And what ________ you do before you were at Intertec?
N I worked for the BBC World Service.

Listen again and check.

Read and complete the second part of the interview.

D As you know, this job is based in Geneva. ________ you ________ lived abroad before?
N Oh yes. Yes, I ________.
D And when ________ you ________ abroad?
N Well, in fact, I ________ born in Argentina and I ________ there until I was eleven. Also, I lived in Berlin for one year, when I ________ working for the BBC.
D That's interesting. ________ you ________ a lot?
N Oh yes, yes, absolutely. I ________ ________ to most countries in South America and many countries in Europe. I ________ also ________ to Japan a few times.
D Oh yes? And why ________ you ________ to Japan?
N It was for Intertec. I ________ there to interview some Japanese business leaders.

Listen and check.

GRAMMAR SPOT

1. Does Nancy still work for Intertec? Does she still work for the BBC?
2. Nancy says:
   I work for Intertec Publishing.
   I've worked there for nearly five years.
   I worked for the BBC World Service.
What are the different tenses? Why are they used?

Grammar Reference 7.1 and 7.2 pp143–144

WRITING: A letter of application

Go to p112
PRACTICE

Life stories

1 Here are some more events from Nancy’s life. Match a line in A with a time expression in B to tell her life story.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 She was born</td>
<td>for the last five years.</td>
</tr>
<tr>
<td>2 She went to school in Buenos Aires</td>
<td>five years ago.</td>
</tr>
<tr>
<td>3 She studied modern languages</td>
<td>until she was eleven.</td>
</tr>
<tr>
<td>and journalism</td>
<td>while she was working for the BBC.</td>
</tr>
<tr>
<td>4 She’s worked for Intertec</td>
<td>twice.</td>
</tr>
<tr>
<td>5 She left the BBC</td>
<td>yet.</td>
</tr>
<tr>
<td>6 She lived in Berlin</td>
<td>for three years at University College, London.</td>
</tr>
<tr>
<td>7 She’s been married</td>
<td>in Argentina in 1969.</td>
</tr>
<tr>
<td>8 She’s visited Japan</td>
<td>a few times.</td>
</tr>
<tr>
<td>9 She hasn’t heard if she got the job</td>
<td></td>
</tr>
<tr>
<td>at Worldwatch Europe</td>
<td></td>
</tr>
</tbody>
</table>

T 7.3 Listen and check. Then tell Nancy’s life story to a partner.

2 Make a similar chart for your own life. Ask your partner to match the events and the times to tell the story of your life.

Talking about you

3 Complete the sentences about you.

1 I’ve known my best friend for ...
2 I’ve been at this school since ...
3 I haven’t learned to ... yet.
4 I’ve never ...
5 My mother/father has never ...
6 I started ... ago.
7 I’ve lived in ... since ...
8 I went to ... when I was a child.

Have you ever ... ?

4 These verbs are all irregular. What is the Past Simple and past participle?

| go | write | drive | lose | have | read | ride | sleep | be | eat | win | meet |

Irregular verbs p157

5 Work with a partner. Choose from the list below and have conversations.

- go/California?
- drive/a lorry?
- be/on TV?
- lose/your job?
- sleep/in the open air?
- meet/anyone famous?
- have/operation?
- eat/Indian food?
- win/award?
- ride/motorcycle?
- read/book in English?
- write/poem?

A Have you ever been to California?
B Yes, I have. / No, I haven’t. I’ve never been there.
A When did you go there?
B Two years ago. I went there on business.

Tell the class about your partner.

56 Unit 7 · The world of work
PRACTICE

Writing news stories

1. Here are some more headlines from newspapers. Make them into TV news headlines.

   1. Dangerous prisoner recaptured
      The murderer Charles Watkins has been recaptured by police.
   2. Cruise ship sinks near Florida
   3. Famous ex-model leaves £3 million to pet cat
   4. Priceless painting stolen from Madrid art gallery
   5. Floods kill 20, 200 more left homeless
   6. 18-year-old student elected mayor
   7. Company Director forced to resign
   8. Runner fails drugs test

T 7.5 Listen and compare.

2. What's in the news today? What national or international stories do you know?

Discussing grammar

3. Discuss where the words in the box can go in these sentences. There are several possibilities.

   just yet already ever never

   1. I've washed my hair.
   2. Have you played basketball?
   3. He hasn't learned to drive.
   4. They've finished the exercise.
   5. She's learned a foreign language.
   6. We've met your teacher.
   7. Have they finished doing the washing-up?
   8. Has it stopped raining?

4. Work with a partner. Underline the correct verb form.

   1. The President has resigned / has been resigned and a new president has elected / has been elected.
   2. His resignation announced / was announced yesterday on television.
   3. ‘Where did you go / have you gone on your last holiday?’ ‘To Peru. It was fabulous.’
   4. ‘Did John ever go / Has John ever been to Paris?’ ‘Oh, yes. Five times.’
   5. The plane took off / has taken off a few minutes ago.
   6. A huge snowstorm has hit / has been hit Toronto. Over 40cm of snow fell / has fallen over the past twelve hours. Residents have advised / have been advised to stay at home.
READENG AND SPEAKING

Dream jobs

1 What is your dream job? Close your eyes and think about it. Then answer these questions.

- Does the job require a lot of training or experience?
- Is it well-paid?
- Does it involve working with other people?
- Is it indoors or outdoors?
- Do you need to be physically strong to do it?
- Is it dangerous?
- Does it involve travel?

Work with a partner. Ask and answer the questions to guess each other’s dream jobs.

2 Here are the stories of three people who believe they have found their dream job. Work in three groups.

Group A Read about Stanley Karras, the hurricane hunter.
Group B Read about Linda Spelman, the trapeze artist.
Group C Read about Michael Doyle, the cowboy in the sky.

Answer the questions in exercise 1 about your person.

3 Find a partner from the other two groups and compare information.

- Which of the jobs do you find most interesting?
- Would you like to do any of them?

4 Read the other two articles quickly. Answer the questions.

1 Who gets on well with the people they work with?  
2 Who took up gymnastics?  
3 Who hasn’t come up with an experiment to do in space yet?  
4 Whose job was handed down from father to son?  
5 Who is cut off from his/her family?  
6 Who finds it exciting to end up in different cities and countries?  
7 Who often takes off at a moment’s notice?  
8 Who came across an ad?  
9 Who wants to carry on working until they are at least 50?  
10 Who gave up work as a lawyer?

Language work

The underlined words in exercise 4 are all phrasal verbs. Match them with a verb or expression from the box below.

| start doing (a hobby) | separated from |
| leave the ground and fly | stop doing |
| finally find yourself | think of |
| have a good relationship with | find by chance |
| continue | pass down |

Roleplay

Work with a partner. Look at p153.

There’s no such thing as an average day in my job!

Stanley Karras works as a meteorologist in Tampa, Florida. It’s his job to follow hurricanes by plane and provide information about them to scientists.

How did you get the job? I was working for the National Meteorological Office in Bracknell, near London, in the autumn of 1995, and I saw a documentary with my family called Stormchasers. It was about hurricane hunters and I thought, ‘Wow, that’s an interesting job!’ As it happened, two months later I came across an ad for a meteorologist to work in Florida with the same people who had made the documentary. I applied, was interviewed over the phone, moved to the US, and started work here in Tampa in May 1996.

What do you like most about it? I love the travel. I’ve been all over the world chasing hurricanes. It’s exciting to end up in different cities and different countries day after day. If you’re a meteorologist, you have to love flying. I also love working with top scientists. I’ve learned so much from them. For me, it’s like a classroom in the sky.

What’s an average day like? There’s no such thing as an average day in my job! It all depends on the weather, and you can’t control that. We often take off at a moment’s notice to chase storms. I’m the one who decides whether we fly low through a storm. I don’t want to take us into a hurricane that could be particularly nasty.

Have you made any sacrifices to do this job? Yes, one big one. I’m away from my family. They all live in the UK. My wife’s with me, of course, but her family is also in the UK, so we’re pretty cut off from all of them.

What would you like to do next? I’d like to join a space programme and be the first meteorologist in space, but I haven’t come up with an experiment to do in space yet. There aren’t any hurricanes!

What advice would you give to someone who wanted to do your job? Study maths and science and get a degree in meteorology. I’ve taken the hurricane hunter path, but you could be a weather forecaster or do research. It’s a fascinating subject and the pay’s pretty good.
The Trapeze Artist

‘You only live once so why stay in a boring job?’

Linda Spelman was a lawyer who found a new career in a circus. She now works as a trapeze artist, travelling with circuses throughout Canada, Europe, and East Asia.

How did you get the job? That’s quite a long story. My father’s a lawyer, so I thought I’d become one, too. Studying law was really, really hard work, so I took up gymnastics in the evenings to help me relax. When I finally passed my exams, I thought, ‘I need a break. I want to travel and learn a language.’ I’d heard of the Ecole Nationale du Cirque in Montreal, so I thought, ‘I’ll join the circus.’ I went to Canada and did a trapeze course and, amazingly, I was good at it.

What do you like most about it? The excitement and the travel. I always wanted to travel and learn languages and I’ve done all of that. Also, I get on really well with circus people. They’re all nationalities. I’ve learned so much about life from them.

What’s an average day like? Everyone has to help in the circus, so you begin the day in a new town handing out flyers. In the afternoon, you work in the box office and rehearse. Then you do the act in the evening. At the end of a week, I’m so tired I spend a day in bed. Last month I twisted my shoulder and couldn’t work for a week.

Have you made any sacrifices to do this job? No, I haven’t, not really. I gave up doing something that I hated and I’m doing something that I love. I do miss my family sometimes, but that’s all. And of course I earn a lot less than a lawyer.

What would you like to do next? I’m 34 now. I’d like to carry on doing this until I’m at least 50. There are Russian trapeze artists still going strong in their fifties.

What advice would you give to someone who wanted to do your job? You need to be fit and strong and have a good head for heights. But generally, I’d say to anyone with a dream, ‘Go for it! You only live once, so why stay in a boring job?’

The Cowboy in the Sky

‘Many of today’s ironworkers are descendants of the men who built New York’s first skyscrapers.’

Michael Doyle is an ironworker in New York City. He’s one of 100 or so ironworkers currently erecting the steel frame of a new 40-storey building in Times Square. These ironworkers are known as ‘cowboys in the sky’.

How did you get the job? Ironwork is a trade that is still handed down from father to son. Many of today’s ironworkers are descendants of the men who built New York’s first skyscrapers. My great-grandfather came over from Ireland in 1930 to work on the construction of the Empire State Building. My father and grandfather were also ironworkers.

What do you like most about it? To me, ironworkers are the kings of construction. We make the skeleton that the other workers build on. We have real pride in our work – you look at the New York skyline and think ‘I helped build that.’ Also, we work hard, we play hard. We get on well together. We ironworkers depend on each other for our lives. Oh, and the pay is good!

What’s an average day like? You never stop in this job. Eight hours a day, from seven in the morning until three in the afternoon. You’re moving all the time. The crane lifts the iron girders and you have to move them into place. There’s always danger. It’s a fact of life for us.

Have you made any sacrifices to do this job? Yes, one big one – physical health. The wear and tear to the body is enormous. I’ve fallen three times. My father fell two storeys, lost a finger, and broke his ankles.

What would you like to do next? I’d like to work on something really important like my great-grandfather did. Or like my father did, who helped build the World Trade Center. It’s weird – he helped build it and I helped take it away.

What advice would you give to someone who wanted to do your job? You need to be strong, really strong. You have to be OK with height. It usually takes about a year to get used to it. You can’t work and hold on with one hand all the time. Many guys try it once, then back off and say, ‘This is not for me.’
VOCABULARY
Phrasal verbs

1 There are many examples of phrasal verbs in the reading texts on p58–59.
I came across an ad... It's exciting to end up in different cities...

2 Some phrasal verbs are literal and some are idiomatic.

**Literal**
She looked out of the window at the sunset.

**Idiomatic**
Look out! That dog's going to bite you!

Grammar Reference 7.4 p144

Literal or idiomatic?
1 In these pairs of sentences, one meaning of the phrasal verb is literal and the other is idiomatic. Say which is which.
   a) The plane has just taken off.
      b) Please take off your coat and sit down.
   2 a) Oh, no! The lights have gone out again.
       b) If you go out, take an umbrella. It's going to rain.
   3 a) (On the phone) Hello? Hello? I can't hear you. I think we've been cut off.
       b) She cut off a big piece of meat and gave it to the dog.
   4 a) She looked up and smiled.
       b) I looked up the word in the dictionary.
   5 a) Can you pick up my pen for me? It's under your chair.
       b) I picked up some Italian when I was working in Rome.

Separable or inseparable?
2 Replace the words in italics with a pronoun.
   1 He turned on the light. He turned it on.
   2 I'm looking for my glasses. I'm looking for them.
   3 She's taken off her boots.
   4 He took up golf when he retired.
   5 I get on well with my parents.
   6 I came across the ad.
   7 I looked up the words in my dictionary.
   8 The waiter took away the dirty plates.

Verbs with two particles
3 Complete each pair of sentences below with one of the phrasal verbs from the box.

<table>
<thead>
<tr>
<th>get on with</th>
<th>put up with</th>
<th>run out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>looking forward to</td>
<td>the noise from your neighbours?</td>
<td></td>
</tr>
</tbody>
</table>

   1 How do you manage to...
      Most parents won't...
      bad behaviour from their children.
   2 I'm broke. I have to... We need to...
      an idea for making money. a solution to this problem.
   3 Has the photocopier... The children always...
      paper again? school as soon as the bell rings.
   4 How well do you...
      Our teacher told us to...
      your colleagues? our work quietly.
   5 She's... We're going on holiday.
      meeting you very much.

In which pairs of sentences is the meaning of the phrasal verb different?
LISTENING AND SPEAKING

The busy life of a retired man

1 Work in groups and discuss the questions.
   - Is anyone in your family retired? Who?
   - What job did they do before retiring?
   - How old were they when they retired? How long have they been retired?
   - What do they do now?

2 Look at the photo of Thomas Wilson and his granddaughter, Philippa. Listen to them talking.

Who do you think is happier, Thomas or Philippa? Why?

3 Underline the correct verb form. Then answer the questions.
   1 How long was he / has he been retired?
   2 How long did he work / has he worked for Courtauld’s?
   3 When did he go / has he gone to Wales?
   4 How long was he married / has he been married?

4 Answer the questions.
   1 Why does Thomas like playing golf?
   2 Which countries has he visited since he retired? Where did he go two years ago?
   3 Who are the following?
      - Rover
      - Keith
      - Kylie
      - Ted and Marjorie
      - Miriam
      - Helen
   4 What are the two sad events that Thomas mentions?
   5 What does Philippa complain about?

What do you think?
   - What is the usual retirement age for men and women in your country?
   - What do you think is the best age to retire?
   - When would you like to retire?
   - What would you like to do when you retire?

EVERYDAY ENGLISH

On the phone

1 Complete the conversations with phrases from the box.
   
   I'll give it to hold I'm phoning line's busy Speaking
   leave a message speak to we'll get back to you This is
   phone back later take a message I'm afraid have extension
   putting you through take your call at her desk

   1 A Hello. Could I ________ Sam Jackson, please?
      B I ________ Mr Jackson's in a meeting. It won't be over
         ________ until 3.00. Can I ________?
      A Yes, please. Could you ask him to phone me? I think he's got
         ________ ________ to you again just in case.
         It's 743 219186.

   2 A Can I ________ 2173, please?
      B The ________ at the moment. Would you like
         ________ ________?
      A Yes, please.
         (Five seconds later.)
      B I'm ________ ________ now.
      A Thank you.

   3 A Could I speak to Alison Short?
      B I'm afraid she isn't ________ ________ at the moment. Do you
         want to hold?
      A No, don't worry. I'll ________.

   4 A Can I speak to Terence Cameron, please?
      B ________ ________.
      A Ah, Mr Cameron! ________ Holly Lucas.
         ________ about a letter I got this morning.

   5 A Hello. This is Incom International. There's no one here to
      ________ ________ at the moment. Please ________ ________ and
         ________ ________ as soon as we can.

T 7.7 Listen and check. Practise the conversations.

2 Your teacher will give you a role card. Prepare what you're going to say, then act it out.
TEST YOUR GRAMMAR

1. Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If I had £5 million,</td>
<td>I'll tell her the news.</td>
</tr>
<tr>
<td>2. If you're going to the post office,</td>
<td>I'd give up my job and travel around the world.</td>
</tr>
<tr>
<td>3. If I see Anna,</td>
<td>you have to work hard.</td>
</tr>
<tr>
<td>4. If you want to do well in life,</td>
<td>go to bed and rest.</td>
</tr>
<tr>
<td>5. If you don't feel well,</td>
<td>could you post this letter for me?</td>
</tr>
</tbody>
</table>

What verb forms are used in the two parts of each sentence?

2. Answer these questions about you.
   - If you have a problem, who do you talk to?
   - If you won a lot of money, what would you do with it?
   - What will you do if the weather's nice at the weekend?

A PLACE IN THE SUN
First conditional and time clauses

1. T 8.1 Jack and Annie are tired of English weather. So they're moving to Spain to live in the sun and grow lemons. Their friend David thinks they're crazy. Listen and complete the conversation with these verbs.

<table>
<thead>
<tr>
<th>'ll only know</th>
<th>will you do (x2)</th>
<th>'ll have</th>
<th>'ll regret</th>
</tr>
</thead>
<tbody>
<tr>
<td>don't like (x2)</td>
<td>won't earn</td>
<td>won't need</td>
<td></td>
</tr>
</tbody>
</table>

David: You're both mad. I think you ________ it. You were earning good money here. You ________ much growing lemons.
Jack: We know that, but we ________ a lot of money to live there.
David: But what ________ if you can't find anywhere to live?
Annie: There are lots of cheap, old farms. We ________ no trouble finding somewhere.
David: But you don't even like gardening. What ________ if you ________ farming either?
Jack: We ________ if we ________ farming when we try it.
David: Well, OK. But what if you . . . ?

T 8.1 Listen again and check. Practise the conversation.
2 Have more conversations. What will you do if you...
- miss your family and friends
- have problems with the language
- can't stand the heat
- want to move back to the UK
- fall ill
- run out of money
- get bored
- don't like the food

What will you do if you miss your family and friends?
No problem! We'll...!

3 Listen to the next part of the conversation. Put the verbs in the correct form.

David  Will you keep in touch with friends?
Annie  Of course we will. When we ______ (get) there, we ______ (give) you a call.
David  And how will I contact you?
Jack   Well, as soon as we ______ (find) a place to live, we ______ (send) you our address.
David  I can always email you.
Jack   Yes, email's brilliant for keeping in touch, but you ______ (have to) wait until we ______ (set up) our computers.
Annie  And David, I promise, you ______ (be) our first guest when we ______ (move) into our new home.
David  Excellent. I'll look forward to that!

PRACTICE
Another busy day

1 Put if, as soon as, or before into each box. Put the verbs in the correct form.

David  Bye, darling! Good luck with the interview!
Sue    Thanks. I'll need it. I hope the trains are running on time. ______ I'm ______ (be) late for the interview, I ______ (be) furious with myself!

David  Just stay calm! Call me when you can.
Sue    I will. I ______ (call) you on my mobile ______ I ______ (get) out of the interview.

David  When ______ you ______ (know) ______ you've got the job?
Sue    They ______ (tell) me in the next few days. ______ they ______ (offer) me the job, I ______ (accept) it. You know that, don't you?

David  Of course. But we'll worry about that later.
Sue    OK. Are you going to work now?

David  Well, I ______ (take) the children to school ______ I ______ (go) to work.
Sue    Don't forget to pick them up ______ you ______ (finish).

David  Don't worry, I won't forget. You'd better get going. ______ you ______ (not hurry), you ______ (miss) the train.
Sue    OK. I ______ (see) you this evening. Bye!

GRAMMAR SPOT
1 Which sentence expresses a future certainty, and which a future possibility?
If I see Anna, I'll tell her.
When I see Anna, I'll tell her.

2 Underline the time expressions in the following sentences:
When we get there, we'll give you a call.
As soon as we find a place to live, we'll send you our address.
You'll have to wait until we've set up our computers.

3 Which tenses are used in the time clauses?

Grammar Reference 8.1 and 8.2 pp145–146
WINNING THE LOTTERY
Second conditional

1 T 8.4 Listen to five people saying what they would do if they won £5 million in the lottery and take notes.

2 Use your notes from exercise 1 to complete sentences 1–5.

1 I _______ my own island in the Caribbean.
I _______ loads of money to charity.
2 I _______ my job and travel. But it _______ me.
3 I _______ lots of land, so I _______ peace and quiet.
4 I _______ a space tourist and fly to Mars on the space shuttle.
5 I _______ away a penny. I _______ it all on myself.

Practise the sentences.

GRAMMAR SPOT

1 Look at the conditional sentences.
If I have time, I’ll do some shopping.
If I had £5 million, I’d buy an island.
Which sentence expresses a possible situation?
Which sentence expresses an unlikely or unreal situation?

2 Complete each of these sentences to show the real situation.
If I had a lot of money, I’d travel around the world.
(But unfortunately, I don’t have a lot of money.)
If I had a car, I’d never catch a bus again.
(But unfortunately, . . . )
If I didn’t have to work today, I’d go to the beach.
(But unfortunately, . . . )

Grammar Reference 8.3–8.5 p146
**Practice**

**What would you do?**

1. What would you do with £5 million? Work in groups. Ask and answer the questions.
   - What... buy? What would you buy?
   - How much... give away? Who... give it to?
   - ... travel? Where... to?

2. Conversations with *will* and *would*
   - Look at the situations. Decide if they are possible or unlikely.
     1. There's a good documentary on TV tonight. *possible*
     2. You find a burglar in your home. *unlikely*
     3. You see a ghost.
     4. Your friend isn't doing anything this weekend.
     5. You are president of your country.
     6. You don't have any homework tonight.
     7. You can speak perfect English.
   - Ask and answer questions about what you will do or would do.

3. Conditional forms
   - Match a line in A with a line in B and a sentence in C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If Tony calls,</td>
<td>don't wait for me.</td>
<td>It would be really useful for work.</td>
</tr>
<tr>
<td>2. If you've finished your work,</td>
<td>I might take up an evening class.</td>
<td>He can reach me there.</td>
</tr>
<tr>
<td>3. If I'm not back by 8 o'clock,</td>
<td>you have to have a visa.</td>
<td>Keep warm and drink plenty of fluids.</td>
</tr>
<tr>
<td>4. If you have the flu,</td>
<td>please let me know.</td>
<td>I'd love to show you around.</td>
</tr>
<tr>
<td>5. If you're ever in London,</td>
<td>tell him I'm at Alex's.</td>
<td>Just be back in 15 minutes.</td>
</tr>
<tr>
<td>6. If you go to Russia,</td>
<td>you can take a break.</td>
<td>I'd love to learn more about photography.</td>
</tr>
<tr>
<td>7. I'd buy a computer</td>
<td>if I could afford it.</td>
<td>You can get one at the embassy.</td>
</tr>
<tr>
<td>8. If I had more time,</td>
<td>you should go to bed.</td>
<td>Go without me and I'll meet you at the party.</td>
</tr>
</tbody>
</table>

4. T 8.5 Listen and check. Practise the sentences.

5. Look at the verb forms in these questions.
   - What do you do if you can't sleep at night?
   - What will you do if the weather's nice this weekend?
   - What would you do if you found a wallet with a lot of money in it?
   - In groups, answer the questions.
READING AND SPEAKING

Who wants to be a millionaire?

1. Listen to the song ‘Who Wants to Be a Millionaire?’ What do/don’t the singers want to do? Look at the tapescript on p128. Listen again and check.

2. Look at the chart below. Do you think these are good (√) or bad (X) suggestions for people who win a lot of money? Write your opinions on the chart.

<table>
<thead>
<tr>
<th>If you win a lot of money, …</th>
<th>Your opinion</th>
<th>The article’s opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 you should give up your job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 you should buy a new house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 you shouldn’t tell anyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 you should give money to everyone who asks for it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 you should go on a spending spree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 you should give lots of it away.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Read the article. What does it say about the six suggestions in exercise 2? Put (√) or (X) in the chart.

4. Complete the article with the phrases below.
   a. his unluckiest bet
   b. to move to a bigger house
   c. we feel at home
   d. among all the members of her family
   e. what the money would do for us
   f. as soon as possible
   g. most of their money will be spent
   h. nothing but misery

5. Answer the questions.
   1. According to the article, is it a good thing or a bad thing to win a lot of money?
   2. How does winning a large amount of money affect our work? Our home? Our friends? Our relatives?
   3. In what way is our life like a jigsaw? How does a windfall smash the jigsaw?
   4. How can money be wasted?
   5. What are the two bad luck stories?
   6. What made Jim Taylor happy?
   7. How has Anita Cotton survived?

What do you think?

• How would you answer the questions in the last paragraph of the article?
• What advice would you give to someone who has won a lot of money?

Nearly all of us have fantasized about winning the big prize in a lottery. We dream about what we would do with the money, but we rarely stop to think about (1) …!

For most of us, our way of life is closely linked to our economic circumstances. The different parts of our lives fit together like a jigsaw — work, home, friends, hobbies, and sports, make up our world. This is where we belong and where (2) … A sudden huge windfall would dramatically change it all and smash the jigsaw.

For example, most people like the idea of not having to work, but winners have found that without work there is no purpose to their day and no reason to get up in the morning. It is tempting (3) … in a wealthy area, but in so doing, you leave old friends and routines behind.

Winners are usually advised not to publicize their address and phone number, but charity requests and begging letters still arrive. If they are not careful, (4) … on solicitors’ fees to protect them from demanding relatives, guards to protect their homes and swimming pools, and psychiatrists to protect their sanity!

Winners who lost it all

There are many stories about people who couldn’t learn how to be rich. In 1999 Abby Wilson from Brixton, London, won £7 million on Thunderball, and it brought her (5) … . She immediately went on a spending spree that lasted for four years and five marriages. She is now penniless and alone. ‘I’m a miserable person,’ she says. ‘Winning that money was the most awful thing that ever happened to me.’
Then there is the story of William Church, 37, a cafeteria cook from Blackpool. He won the National Lottery, but it turned out to be (6) ____. Three weeks after winning, he dropped dead of a heart attack, brought on by ceaseless hounding from the press, the public, and relatives, after his £3.6 million win was made public.

**Winners who survived**
For some people, the easiest thing is to get rid of the money (7) ____. Jim Taylor, a sailor from Scotland, won £2 million, and blew the money in 77 days. He withdrew thousands of pounds a day from the bank and handed it to former shipmates and strangers in the street. On one occasion, he handed out £150,000 to homeless people in a Glasgow park. Later he said he had no regrets about his wasted fortune.

Anita Cotton was the biggest lottery winner at the time when she won £12 million. It has taken her years to get used to the changes in her life. 'I couldn’t have done it without my family,' she says. 'There were so many lies about me in the press. They said I had dumped my husband and children, bought an island in the Indian Ocean, and became a drug addict. All wrong.' Her fortune has been divided (8) ____. 

**A final thought**
When you next buy a lottery ticket, just stop for a minute and ask yourself why you're doing it. Do you actually want to win? Or are you doing it for the excitement of thinking about winning?

---

**Language work**

Match the words from the text in A with their definitions in B.

**A**
- fantasized
- linked
- windfall
- smash
- tempting
- begging
- penniless
- withdrew

**B**
- took out (money from the bank)
- attractive, inviting
- connected
- dreamed
- having no money
- break violently
- asking for something very strongly
- an unexpected sum of money you receive
VOCABULARY AND SPEAKING

Base and strong adjectives

1 Some adjectives have the idea of very. Look at these examples from the article on p66–67.
   a huge windfall = a very big windfall
   a miserable person = a very unhappy person

2 Match the base adjectives in A with the strong adjectives in B.

<table>
<thead>
<tr>
<th>A Base adjectives</th>
<th>B Strong adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>tired</td>
<td>great, wonderful, fantastic, superb</td>
</tr>
<tr>
<td>frightened</td>
<td>exhausted</td>
</tr>
<tr>
<td>good</td>
<td>delicious</td>
</tr>
<tr>
<td>tasty</td>
<td>filthy</td>
</tr>
<tr>
<td>bad</td>
<td>terrified</td>
</tr>
<tr>
<td>pretty, attractive</td>
<td>starving</td>
</tr>
<tr>
<td>hungry</td>
<td>horrible, awful, terrible, disgusting</td>
</tr>
<tr>
<td>angry</td>
<td>thrilled, delighted</td>
</tr>
<tr>
<td>dirty</td>
<td>astonished, amazed</td>
</tr>
<tr>
<td>surprised</td>
<td>hilarious</td>
</tr>
<tr>
<td>happy</td>
<td>beautiful, gorgeous</td>
</tr>
<tr>
<td>funny</td>
<td>furious</td>
</tr>
</tbody>
</table>

1 We can make adjectives more extreme with adverbs such as very and absolutely.
   Their house is very big.
   Their garden is absolutely enormous.

2 We can use very only with base adjectives.
   very tired NOT very exhausted-

3 We can use absolutely only with strong adjectives.
   absolutely wonderful NOT absolutely good

4 We can use really with both base and strong adjectives.
   really tired really exhausted

LISTENING

Charity appeals

1 Work with a partner. Choose three of these charities. Discuss why you think people should donate to them.
   - a charity that helps elderly people with food and housing
   - a hospice for people who are dying of an incurable disease
   - an organization that provides emergency supplies and medicine for disaster victims
   - a charity that helps homeless people
   - cancer research
   - a charity that helps people with AIDS
   - animal rescue shelters

Compare your answers with other pairs.

2 T8.8 Listen to information about three more charities and complete the chart.

<table>
<thead>
<tr>
<th>Who or what the charity tries to help</th>
<th>How the charity helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Amnesty International</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WWF</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Crisis Now!</td>
<td></td>
</tr>
</tbody>
</table>

3 T8.7 Listen to the conversations. What are they about? Write the adjectives and adverbs you hear.

1 film good, absolutely superb

Go to p114
What do you think?

Imagine that you have £10,000 that you want to give to charity. Who would you give the money to? How would you divide it? Think about what you would do, and then discuss your ideas with a partner.

If I had £10,000 to give away, I'd give it to three charities …

EVERYDAY ENGLISH

Making suggestions

1 Maria is bored and Paul is broke. Look at the suggestions made by their friends. Are they talking to Maria or Paul? Write M or P.

- Let's go shopping!
- If I were you, I'd get a better job.
- Why don't you ask your parents?
- You ought to ask your boss for a pay-rise!
- I don't think you should go out so much.
- Why don't we go for a walk?
- You'd better get a loan from the bank.
- Shall we see what's on television?

Underline the words used to make suggestions. Which suggestions include the speaker?

2 T 8.9 Listen to the conversations. Notice how Maria and Paul accept and reject the suggestions.

T 8.9 Check with the tapescript on p128. Practise the conversations with a partner.

Roleplay

With your partner, make conversations for the situations. Use different ways of making suggestions.

- You have a terrible cold.
  
  A My head is killing me! And my nose is running!
  B I think you should go to bed with a hot drink.
  A That's a good idea. I'll go right now.
  B How about a hot lemon drink? I'll make it for you.
  A Oh, that would be great!

- You both have the evening free, and there's nothing good on TV.
- Your best friend is having a birthday party next week. You don't know what to give your friend as a present.
- Your neighbour leaves his dog home alone every night while he's at work. The dog barks all the time when nobody's home, and the noise is keeping you awake.
- Your flat is a mess, the carpets and curtains are ragged, and the furniture is ancient. Suddenly, you inherit some money!
- You've just got a job in Moscow, so you need to learn the Russian language, and find out about Russian people and culture as quickly as possible.
9 Relationships

Modal verbs 2 - probability • Character adjectives • So do! Neither do!

TEST YOUR GRAMMAR

1 Read each pair of sentences. If the sentence is a fact, put (√). If the sentence is only a possibility, put (☐).

1 ☐ I must be in love!
   ☐ I'm in love!

2 ☐ She could be having a shower.
   ☐ She's having a shower.

3 ☐ That isn't your bag.
   ☐ That can't be your bag.

4 ☐ You must have met my brother.
   ☐ You've met my brother.

5 ☐ They haven't met the president.
   ☐ They can't have met the president.

6 ☐ Shakespeare might have lived there.
   ☐ Shakespeare lived there.

I NEED HELP!

must, could, might, can't

1 Do you ever read advice columns in magazines or newspapers? What kind of problems do people write about?

2 Lucy and Pam have problems. They wrote to 'Susie's Problem Page' in Metro Magazine. Read Susie's advice. What do you think the problems are?

Susie's problem

Got a problem? Metro Magazine's agony aunt

Lucy's problem:
'I think about him night and day!'

Susie replies:

Hi Lucy,

Everyone has daydreams and there's nothing wrong with that. It's only a problem when you forget where dreams end and the real world begins. Don't write to him any more. You know in reality that a relationship with him is impossible, and that running away to Hollywood is a crazy idea. You need to find other interests and friends your own age to talk to. Sitting at home watching him on video won't help you. Your parents are clearly too busy to notice or listen. Your future is in your hands, so get a life, study hard, and good luck!

Yours,

Susie

70 Unit 9 • Relationships
3 Look at Susie's replies. Say who he, she, or they refer to in these sentences.
1 She must be exhausted. Pam
2 She must be in love with a film star.
3 She could be a doctor or a nurse.
4 She can't have many friends.
5 He might have a gambling problem.
6 She can't be very old.
7 He must be unemployed.
8 They can't have much money.

4 Give reasons for each statement in exercise 3. Discuss with the class.
Pam must be exhausted because she works hard and she does all the housework.

5 Read Lucy and Pam's letters to Susie on p154 to find out if your ideas are correct.

GRAMMAR SPOT

1 The following sentences all express It's possible that she's in love. Which sentence is the most sure? Which sentences are less sure?
   She must be in love.
   She might be in love.
   She could be in love.

2 How do we express I don't think it's possible that she's in love?

PRACTICE

Grammar and speaking

1 Respond to the statements or question. Use the words in brackets.
   1 I haven't eaten anything since breakfast. (must/hungry)
      You must be hungry.
   2 Steve has three jobs. (can't/much free time)
   3 The phone's ringing. (might/Jane)
   4 The cat's soaking wet! (must/raining)
   5 Listen to all those fire engines! (must/somewhere)
   6 I don't know where Sam is. (could/his bedroom)
   7 Marta isn't in the kitchen. (can't/cooking dinner)
   8 Whose coat is this? (might/John's)

T 9.1 Listen and check. Practise the sentences with a partner. Pay attention to stress and intonation.

What are they talking about?

2 T 9.2 Listen to five short conversations and guess the answers to the questions. Work with a partner.

   1 A It's Father's Day next Sunday.
      B I know. Should we buy Dad a present or just send him a card?
      
      Who do you think they are? Friends? Brother and sister? Husband and wife?
      They can't be just friends. They could be brother and sister. They might be husband and wife.

   2 Where do you think the people are? At home? In a pub? In a restaurant?

   3 What do you think his job is? A lorry driver? A taxi driver? An actor?

   4 What do you think she's talking about? Taking a test? Meeting her boyfriend's parents? A job interview?

   5 Who or what do you think they are talking about? A cat? A dog? A baby?

Who's who in the family?

3 Work in small groups. Look at p154–155.
A HOLIDAY WITH FRIENDS
must have been/can't have been

1 Andy is calling Carl. With a partner, read and listen to Andy’s side of the conversation. What are they talking about?

Andy Hi! Carl? It’s Andy. How are you? Feeling better?

Carl ... 

Andy Really? Still on crutches, eh? So you’re not back to work yet?

Carl ... 

Andy Another week! Is that when the plaster comes off?

Carl ... 

Andy No, I’m fine. We’re both fine. Julie sends her love, by the way.

Carl ... 

Andy Yes, yes, we have. Julie picked them up today. They’re good. I didn’t realize we’d taken so many of us all.

Carl ... 

Andy Yes, the sunset. It’s a good one. All of us together on Bob and Marcia’s balcony, with the mountains and the snow in the background. Brings back memories, doesn’t it?

Carl ... 

Andy Yes, I know. I’m sorry. But at least it happened at the end; it could have been the first day. You only missed the last two days.

Carl ... 

Andy Yeah, and it was noisy too! We didn’t have any views of the mountains. Yeah, we’ve written. We emailed the manager yesterday, but I don’t know if we’ll get any money back.

Carl ... 

Andy Yeah. The airline found it and put it on the next flight. Marcia was very relieved.

Carl ... 

Andy Absolutely. It was a great holiday. Some ups and downs, but we all had fun, didn’t we? Shall we go again next year?

Carl ... 

Andy Great! It’s a date. And next time go around the trees! I’ll call you again soon, Carl. Take care!

Carl ... 

Andy Bye.
PRACTICE
Grammar and speaking

1. Respond to the statements and questions. Use the words in brackets.

1. I can’t find my homework. (must/forget)
   You must have forgotten it.
2. Mark didn’t come to school last week. (must/ill)
3. Why is Isabel late for class? (might/oversleep)
4. I can’t find my notebook. (must/drop)
5. The teacher’s checking Maria’s work. (can’t/finish already)
6. How did Bob get such good marks in that test? (must/cheat)

**T 9.5** Listen and check. Practise the sentences with a partner.

Discussing grammar

2. How many different modal auxiliary verbs can you fit naturally into each sentence? Discuss as a class the differences in meaning.

<table>
<thead>
<tr>
<th>can</th>
<th>can’t</th>
<th>could</th>
<th>must</th>
<th>might</th>
<th>should</th>
<th>shall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He ______ have been born during World War II.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>______ you help me with the dishes, please?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>You ______ see the doctor immediately.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>It ______ be raining.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>______ we go out for dinner tonight?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I ______ stop smoking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>It ______ have been Bill that you met at the party.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I ______ learn to speak English.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Grammar Spot**

1. What is the past tense of these sentences?
   - must
   - can’t
   - could
   - might
   - be on holiday.

2. What is the past tense of these sentences?
   - I must buy some sunglasses.
   - I have to go home early.
   - I can see the mountains from my room.

**Grammar Reference 9.2 p147**
READING AND SPEAKING
A father and daughter

1 Discuss these questions with a partner and then with the class.
   - Who do you look more like, your mother or your father?
   - Who are you more like in character, your mother or your father?
   - Do you want to bring up your children in the same way you were brought up?

2 In the magazine article on the right, two different members of the same family describe their relationship with each other.

Work in two groups.
Group A Read what Oliver Darrow says about his daughter, Carmen.
Group B Read what Carmen Darrow says about her father, Oliver.

3 In your groups, discuss the answers to the questions about your person.
1 Which two sentences best describe their relationship?
   a It was closer when Carmen was a child.
   b They get on well and have similar interests.
   c They don't have much in common.

2 Which two sentences best describe Oliver?
   a He's done a lot for his daughter.
   b He isn't very sensitive to how she feels.
   c He's more interested in himself than his family.

3 Which two sentences best describe Carmen?
   a She is selfish and spoilt.
   b She tried to please her father.
   c She was never really happy until she married George.

4 How did Oliver behave in front of Carmen's friends?
5 Why did she leave school?
6 Is she happily married? How do you know?
7 What does Carmen think of her father's career?
8 Why don't they see each other very much?

Oliver Darrow, actor, talks about his daughter, Carmen.

My first wife and I only had one child. It might have been nice to have more. I would have liked a son, but we just had Carmen.

I see her as my best friend. I think she always comes to me first if she has a problem. We have the same sense of humour and share many interests, except that she's crazy about animals, obsessed with them - she has always had dogs, cats, and horses in her life.

We were closest when she was about four, which I think is a wonderful age for a child. That's when they need their parents most. But as soon as Carmen went to school, she seemed to grow up and grow apart from her family, and any father finds it difficult with a teenage daughter. She was very moody and had an odd group of friends. There was an endless stream of strange young men coming to our house. I remember I once got annoyed with her in front of her friends and she didn't talk to me for days.

I've always wanted the best for her. We sent her to a good school, but she wasn't happy there. She left because she wanted to become an actress, so with my connections I got her into drama school, but she didn't like that either. She worked for a while doing small roles in films, but she must have found it boring because she gave it up, though she never really said why. She got married a few years ago; her husband's a vet. They must be happy because they work together, and she loves animals.

We have the same tastes in books and music. When she was younger, I used to take her to the opera - that's my passion - but she can't have liked it very much because she hasn't come with me for years. I don't think she goes to the cinema or watches TV much. She might watch my films, but I don't know. It's not the kind of thing she talks to me about.

I'm very pleased to have Carmen. She's a good daughter, but I don't think she likes my new wife very much because she doesn't visit us very often. I'm looking forward to being a grandfather one day. I hope she'll have a son.
Carmen Darrow, veterinary assistant, talks about her father, Oliver.

I don’t really know my father. He isn’t easy to get on with. I’ve always found him difficult to talk to. He’s a bit reserved, but he loves to be recognized and asked for his autograph.

I think people see his films and think he’s very easygoing, but he really isn’t. He’s won some awards for his films, and he’s really proud of them. He used to show them to my friends when they came to the house and that really embarrassed me.

He can’t have been home much when I was a small child because I don’t remember much about him. His work always came first, and he was often away from home making films. I wasn’t surprised when he and my mother split up.

He must have wanted the best for me, but the best was always what he wanted. He chose my school and I hated it. I had no friends there, I was miserable and didn’t do well, so I was asked to leave. He must have been very disappointed, but he said nothing to me. He wanted me to be an actor like him but I’m not at all like him. I tried it for a while, but I was miserable until I met my husband. He’s a vet and I’m his assistant. Now I’m doing what I always wanted to do, working with animals.

My father and I have always been so different. I love animals and he loves books and music, and above all opera, which I hate. If he comes to see us (we live on a farm), he always wears totally the wrong clothes, but we still don’t see much of each other. It’s because he didn’t really want me to marry George. He wanted me to marry a famous film star or something, but of course I didn’t. George and I don’t want children, we have our animals, but my father would love to have a grandson. Maybe his new wife will give him the son he wants, but probably not. She cares too much about being slim and beautiful.

I occasionally see one of his films on TV. I find it hard to believe he’s my father. He’s like a stranger.
VOCABULARY AND SPEAKING
Character adjectives

1. Do the personality quiz to discover what type of person you are. Write Y for Yes, N for No, and S for Sometimes.

What type of person are you?

1. Are you usually smiling and happy?
2. Do you enjoy the company of other people?
3. Do you find it difficult to meet new people?
4. Do you have definite plans for your future career?
5. Does your mood change often and suddenly for no reason?
6. Do you notice other people’s feelings?
7. Do you think the future will be good?
8. Can your friends depend on you?
9. Is your room often a mess?
10. Do you get annoyed if you have to wait for anyone or anything?
11. Do you put off until tomorrow what you could do today?
12. Do you work hard?
13. Do you keep your feelings and ideas to yourself?
14. Do you often give presents?
15. Do you talk a lot?
16. Are you usually calm and not worried by things?

2. Work with a partner. Ask your partner to do the quiz about you. Compare your ideas and your partner’s ideas about you. Are they the same or different?

3. Match these adjectives with the questions in the quiz.

- reliable
- optimistic
- sociable
- talkative
- reserved
- shy
- impatient
- ambitious
- lazy
- generous
- moody
- hardworking
- easygoing
- untidy
- cheerful
- sensitive

Which adjectives describe you?

4. Which adjectives describe positive qualities and which describe negative? Which describe both?

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write the opposite of the adjectives in exercise 3. Remember that the prefixes in- and un- can sometimes be used to make negatives. Which of the adjectives can use these?

6. Describe someone in the class to your partner, but don’t say who it is. Can your partner guess who it is?

WRITING: A description (2)
LISTENING AND SPEAKING
Brothers and sisters

1. Do a class survey.
   1. Find out who has got any brothers and/or sisters.
   2. Who has got the most? How many? Do they like having lots of brothers and sisters?
   3. Has anyone got a twin brother or sister? Do they like being a twin?
   4. Is anyone in the class an only child? Do they like being an only child?

2. T 9.6 Listen to two people talking about their families. Complete the chart.

EVENEDY ENGLISH
So do I! Neither do I!

1. T 9.7 Listen to Sue's friends talking to her about themselves. Put a (√) if it's the same for Sue and a (X) if it's different.

<table>
<thead>
<tr>
<th>Sue's friends</th>
<th>Sue</th>
<th>Sue's words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want to travel the world.</td>
<td>√</td>
<td>So do I.</td>
</tr>
<tr>
<td>2. I don't want to have lots of children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can speak four languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can't drive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I'm not going to get married until I'm 35.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I went to London last year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I've never been to Australia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I don't like politicians.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I'm bored with Hollywood actors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I love going to parties.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write in Sue's words. Choose from the lists below.

- So am I.
- Neither am I.
- I am.
- I'm not.
- So do I.
- Neither do I.
- I do.
- I don't.
- So can I.
- Neither can I.
- I can.
- I can't.
- So did I.
- Neither did I.
- I did.
- I didn't.
- So have I.
- Neither have I.
- I have.
- I haven't.

T 9.7 Listen again and check your answers.
What does Sue say when it is the same for her?
What does she say when it is different?

Grammar Reference 9.4 and 9.5 p147

3. Work with a partner. Read the statements in exercise 1 and give true answers.

4. Go around the class. Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

- I love chocolate!
  - So do I. / Me too.
  - I don't!

- I didn't do my homework.
  - Neither did I. / Me neither.
  - I did!

What do you think?
Discuss these questions.
- How many children have you got/would you like to have?
- What size is the perfect family?
- Would you like to have twins?
TEST YOUR GRAMMAR

1 For each pair, match a line in A with a line or picture in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What do you do</td>
<td>on the floor?</td>
</tr>
<tr>
<td>What are you doing</td>
<td>for a living?</td>
</tr>
<tr>
<td>2 He speaks</td>
<td>three languages.</td>
</tr>
<tr>
<td>He's speaking</td>
<td>to the teacher.</td>
</tr>
<tr>
<td>3 She has</td>
<td>a baby next month.</td>
</tr>
<tr>
<td>She's having</td>
<td>a house by the sea.</td>
</tr>
<tr>
<td>4 What have you done</td>
<td>with my pen? I can't find it.</td>
</tr>
<tr>
<td>What have you been doing</td>
<td>since I last saw you?</td>
</tr>
<tr>
<td>5 Who drank my beer?</td>
<td></td>
</tr>
<tr>
<td>Who's been drinking my beer?</td>
<td></td>
</tr>
<tr>
<td>6 I read that book.</td>
<td>It was really good.</td>
</tr>
<tr>
<td>I was reading that book</td>
<td>when you called.</td>
</tr>
</tbody>
</table>

2 Look at the second sentence in each pair. What do the verbs have in common?

TONY’S PHONE BILL

Present Perfect Continuous

1 Read and listen to the newspaper article. Answer the questions.

1 How much was the phone bill?
2 Why did his father buy him a mobile?
3 What has he done with the phone now?
4 Where has Tony been working?

A Manchester teenager has received a phone bill for more than £450 after sending 3,500 text messages in just one month.

Tony Russell has had his new ‘state of the art’ mobile phone for only three months, but now his father, Lionel, has taken it away.

‘He’s been asking me for a mobile for years because all his friends have got one,’ explained Lionel. ‘I finally bought one for his birthday because he’s been doing so well at school, but he and his mates are “texting-crazy”. They do it all the time – on buses, in the street. They even text each other from different sides of the school playground. They’ve got “textitis”.

Tony said ‘I thought texting was much cheaper than phoning, so I’ve been texting my friends all day long and even into the early hours of the morning. I’ve been going to bed at 2.00 most nights. Sometimes my hand hurt from pressing the buttons so much, but I was having such good fun that I couldn’t bear to stop!’

His father said, ‘I have forgiven him, but I am angry with the phone company as they are encouraging this craze. He has made his son promise to pay back the money, so Tony has been working on Saturdays. He has found a job in a shoe shop. So far he has paid back £46. ‘I reckon it will take me about a year to clear this debt,’ he said.'
2 Here are the answers to some questions about Tony. Write the questions using *he*.
1 Three months. (*How long* ... ?)
2 For years. (*How long* ... ?)
3 Because all his friends have got one. (*Why* ... *want* ... ?)
4 His friends. (*Who* ... *texting*?)
5 2.00 (*What time* ... ?)
6 Yes, he has. (*... forgiven* ... ?)
7 £46. (*How much* ... ?)
8 About a year. (*How long* ... ?)

**T 10.2** Listen and check.

---

**PRACTICE**

**Conversations**

1 Write questions with *How long* ... ? Use either the Present Perfect Simple or Continuous. (If both are possible, use the continuous form.)
1 I live in the country. *How long have you been living in the country?*
2 I play tennis.
3 I know Jack well.
4 I work in Hong Kong.
5 I have a Japanese car.

2 Make sentences using the same verbs about yourself. With a partner, ask and answer questions with *How long* ... ?

3 For each sentence in exercise 1, write a question in the Past Simple.
1 When ______ move there?
2 How old ______ when ______ started ______?
3 Where ______ meet ______?
4 Why ______ decide ______?
5 How much ______ pay ______?

4 **T 10.3** Read and listen to the conversation.

- **A** You look happy. What have you been doing?
- **B** I’m really excited! I’ve been getting ready to go on holiday.

- **A** Have you done everything?
- **B** Well, I’ve picked up the tickets and I’ve been to the bank, but I haven’t packed yet.

Make similar conversations with a partner.

1 A covered in paint/what/do?
   - B redecorate the bathroom.
   - A finish yet?
   - B paint the door and the ceiling/not put up the wallpaper yet.

2 A hands dirty/what/do?
   - B filthy/work in the garden.
   - A finish yet?
   - B cut the grass/not water the flowers yet.

3 A your eyes red/what/do?
   - B exhausted/revise for my exams.
   - A finish them yet?
   - B do chemistry and history/not do English yet.

**T 10.4** Listen and compare. Practise the conversations again.

---

**Discussing grammar**

5 Why are these sentences strange? What would be better?
1 Ouch! I’ve been cutting my finger.
2 ‘Why is your hair wet?’ ‘I’ve swum.’
3 You’ve got tears in your eyes. Why have you cried?
4 I’m really sorry, but I’ve been crashing into the back of your car.
5 I’ve written my autobiography this afternoon.
A LIFELONG PASSION

Time expressions

Astrid Johnsson is a cellist. She has had an interesting life so far. Look quickly through the chart of events in her life. What are some of the things she has done?

<table>
<thead>
<tr>
<th>Age</th>
<th>Life Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Born on 4 March, 1960, in Sweden</td>
</tr>
<tr>
<td>3</td>
<td>Started playing the cello</td>
</tr>
<tr>
<td>8</td>
<td>Won award for Young Musician of the Year, toured with the Swedish Youth Orchestra</td>
</tr>
<tr>
<td>11</td>
<td>August 1971, performed in classical music festival in Stockholm</td>
</tr>
<tr>
<td>18-22</td>
<td>Won scholarship and studied at the Royal Academy of Music, London</td>
</tr>
<tr>
<td>19</td>
<td>Met her first husband</td>
</tr>
<tr>
<td>21</td>
<td>Got married in spring 1981</td>
</tr>
<tr>
<td>22</td>
<td>Received Master of Music Degree. Played in world concerts and festivals. Appeared on British TV with the London Symphony Orchestra</td>
</tr>
<tr>
<td>23</td>
<td>Daughter born 9 July, 1983</td>
</tr>
<tr>
<td>29</td>
<td>Got divorced. Toured Japan, the US, and Canada with the Chamber Orchestra of Great Britain</td>
</tr>
<tr>
<td>31</td>
<td>Bought a flat in New York</td>
</tr>
<tr>
<td>33-37</td>
<td>Composed concertos and European film soundtracks. Met Georges Leveaux, a conductor</td>
</tr>
<tr>
<td>38</td>
<td>3 August, 1998, married Georges; moved to Paris</td>
</tr>
<tr>
<td>40</td>
<td>Won Best European Film Soundtrack 1999</td>
</tr>
<tr>
<td>42</td>
<td>Began teaching at the Music Centre, in Paris, and working as a visiting lecturer to music schools worldwide</td>
</tr>
<tr>
<td>NOW</td>
<td>Still teaching cello and lecturing</td>
</tr>
</tbody>
</table>

Astrid Johnsson

2 Answer the questions.
1 How long has she been playing the cello?
2 Which orchestras has she played with?
3 What sort of music has she composed?
4 What has she won?
5 How long has she been married to Georges?
6 How many times has she been married?
7 How long was she married to her first husband?
8 How long has she been teaching the cello and lecturing?
PRACTICE

Questions and answers

1 Ask and answer the questions about Astrid.
   1 When ... born?
   2 When ... given the award of Young Musician of the Year?
   3 When ... go to the Royal Academy of Music?
   4 What ... her daughter born?
   5 Which countries ... lived in?
   6 When ... appear on British TV?
   7 How many children ... ?
   8 How long ... in Paris?

T 10.5 Listen and check.

2 Make a similar chart of the events in your life or the life of someone you know well. Ask and answer questions with a partner.

A lecture tour

3 Astrid is on a two-week lecturing tour of England and Scotland. Look at her schedule.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNDAY</td>
<td>London</td>
</tr>
<tr>
<td>MONDAY</td>
<td>London</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>London</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>London</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>Oxford</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>Oxford</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>Birmingham</td>
</tr>
</tbody>
</table>

4 It is Monday of the second week, and Astrid is being interviewed by a journalist. How does she answer these questions?
   1 How long are you here in Britain for? Just two weeks.
   2 How long have you been in Britain?
   3 Where were you the day before yesterday?
   4 Where were you this time last week?
   5 Where will you be the day after tomorrow?
   6 Where will you be a week today?

T 10.6 Listen and check.

Discussing grammar

5 Correct the mistakes in the questions.
   1 What time did you go to bed at last night?
   2 What have you done last weekend?
   3 What are you doing this night?
   4 Are you going to study English the next month?
   5 Have you been studying English since three years?
   6 How long you live in this town?
   7 When is your mother born?
   8 How long have you been knowing your teacher?

6 Ask and answer the questions with a partner.

Grammar Reference 10.3 p148

WRITING: Writing a biography

Go to p117
READING AND SPEAKING

A big name in Hollywood

1 Discuss the questions about your favourite film star.
   • What films has he/she been in?
   • What kind of films does he/she act in? Action? Romance? Comedy?
   • What is the best role he/she has ever played?
   • What do you think he/she is like as a person? What does he/she look like?
   • Where does he/she live?
   • What do you know about his/her family?
   • What is he/she most famous for? Looks? Acting ability? Behaviour off-screen?

2 Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was once</td>
<td>as the bad guy.</td>
</tr>
<tr>
<td>In films he is always cast</td>
<td>She has real talent.</td>
</tr>
<tr>
<td>She auditioned</td>
<td>the big time.</td>
</tr>
<tr>
<td>He's going to make</td>
<td>a production company.</td>
</tr>
<tr>
<td>She was turned down</td>
<td>for the part of Mary. (x2)</td>
</tr>
<tr>
<td>Give her a break!</td>
<td>an extra in a film.</td>
</tr>
<tr>
<td>He set up</td>
<td></td>
</tr>
</tbody>
</table>

3 Read the magazine article. Answer as many questions as you can in exercise 1 about Dennis Woodruff.

4 Answer the questions.
   1. Who will you probably not see if you go to Hollywood?
   2. Is Dennis famous?
   3. How does he try to sell himself?
   4. Will he make the big time?
   5. Where does he audition? How do people react?
   6. Why is he tired?
   7. How did he get the idea of promoting himself?
   8. Is Dennis optimistic?

Language work

5 Here are the answers to some questions about Dennis. Write the questions.
   1. How long has he been there? For 25 years.
   2. How many times has he been nominated? Over 300 times.
   3. When did he first appear? 20 years ago.
   4. How long has he been married? For 30 years.
   5. How many tickets has he sold? 15,000.

6 The words in A are in the text. Match them with similar meanings in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>trendy</td>
<td>improbable</td>
</tr>
<tr>
<td>unlikely</td>
<td>stories</td>
</tr>
<tr>
<td>fake</td>
<td>caught so you can't move</td>
</tr>
<tr>
<td>trapped</td>
<td>enormous</td>
</tr>
<tr>
<td>ignore</td>
<td>different from what is considered usual</td>
</tr>
<tr>
<td>unconventional</td>
<td>not real</td>
</tr>
<tr>
<td>tales</td>
<td>pay no attention to</td>
</tr>
<tr>
<td>huge</td>
<td>fashionable</td>
</tr>
</tbody>
</table>
But mostly he is known as the hippie guy with the long blond ponytail, who is trapped in the only role he has been able to play with any success – playing Dennis. Everything about Dennis has to do with selling himself. He talks constantly about his life, his talent, his artistic abilities, his ambitions. His never-ending search for work in the film industry no longer has any realistic chance of success, so now he acts out the role of an actor looking for work. 'Cast me!' shouts the writing on his car. 'Buy my movie!'

'Actually,' says Dennis, 'I am a movie star. It's just that no one has realized it yet.' His 'movies', titled Dennis Woodruff the Movie, Parts I and II and Double Feature, starring Dennis Woodruff are heavily autobiographical – more documentaries of his life than anything else. You can watch him auditioning for parts in front of the security cameras at local restaurants. People recognize him and then, sadly, ignore him.

He has rugged, unconventional good looks, though he seems tired. 'I've been making another movie about me. It's called Life Is Art. I want to show everyone how my life is like a work of art.'

One of the most miserable tales he tells is about how he nearly made the big time. The famous actor John Wayne was going to give him a break, but unfortunately he died. Legendary producer Otto Preminger wanted to make him a star. He also died.

Now nearly 50, Dennis first had the idea of promoting himself over 20 years ago when he asked a casting director why he had been turned down for a part. 'Because you're not a big name in Hollywood,' came the answer. Dennis immediately wrote his name in huge letters on the top of his car. It didn't get him any work, but it did get him noticed.

He's been living in a mobile home in East Hollywood for 30 years, and to his credit, he manages to earn a living. He has set up a production company with his brother, and he has sold 15,000 copies of his video. True success, he feels, is just around the corner. Now there's optimism for you.
VOCABULARY
Compound nouns

1 Nouns can be combined to make a new word or phrase. These are called compound nouns. They are written in different ways. Look at these words from the article about Dennis Woodruff.

<table>
<thead>
<tr>
<th>One word</th>
<th>Two words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ponytail</td>
<td>mobile home</td>
</tr>
<tr>
<td>videotape</td>
<td>movie star</td>
</tr>
</tbody>
</table>

2 Put one word in each box to form three compound nouns.

- ache tooth brush
- brush pasta cut
dining changing port
- mail waiting conditioning
- lights warden cup
- jam spoon pot
- news travel set
estate glasses
credit birthday centre
- engine works spree
- place wrapping toilet
- set writing list

3 Here are definitions of some compound nouns from exercise 2. What are the words?
- A pain in your tooth or teeth.
- A place where aeroplanes take off and land.
- A person whose job is to cut and style people's hair.
- The time when the sun goes down and night begins.
- A place where there are lots of different kinds of shops.

4 Write definitions of more words from exercise 2 and test the other students.

LISTENING AND SPEAKING
Collectors

1 Discuss these questions as a class.
- What kinds of things do people often collect?
- Why do people collect things?
- Do you collect anything? Did you use to collect things when you were younger? What? Why?

2 You are going to listen to two people who are both passionate collectors. Look at the pictures. What can you see? What do they collect? What questions would you like to ask them?

3 Work in two groups.

Group A T 10.7 Listen to Andrea Levitt who collects dolls.

Group B T 10.8 Listen to Jeff Parker who collects Star Wars memorabilia.
EVERYDAY ENGLISH
Expressing quantity

1 Complete the sentences with the words below. Some are used more than once.

a few How many
a little enough too much
as much as too many any
all How much as many as

1 A ______ coffee do you drink?
   B At least six cups a day.
   A That’s _______. You shouldn’t drink ______ that.

2 A ______ aspirins do you usually
take when you have a headache?
   B About four or five.
   A That’s _______. You shouldn’t take
   _______ that!

3 A ______ do you earn?
   B Not _______ to pay all my bills!

4 A ______ people are there in your
class?
   B Forty.
   A I think that’s _______.

5 A Have you got ______ homework
tonight?
   B Far _______. I’ll never be able to
do it _______.

6 A How old are you?
   B Seventeen. I’m old _______ to get
   married, but not old _______ to
   vote!

7 A When did you last go to the dentist?
   B Very recently. Just _______ days
   ago.

8 A Do you take milk in your tea?
   B Just _______.

T10.9 Listen and check. Practise the conversations with a partner.

2 With your partner, ask and answer the
questions in exercise 1 about you.

Jeff Parker and his Star Wars collection
1. All of these sentences are correct. Why is there no *does* in sentences 2 and 3?
   1. Where does she live?
   2. I know where she lives.
   3. Can you tell me where she lives?

2. Choose the correct question tag.
   1. It's a beautiful day, __________.
      did he?  isn't it?  didn't they?  don't you?  haven't you?
   2. You like learning English, __________?
   3. You've been to Australia, __________?
   4. Henry didn't say that, __________?
   5. They had a good time, __________?

---

**A STRANGER IN TOWN**

Indirect questions

Flavia has just checked into her hotel in Toronto. Look at the information she wants, then listen to the conversation. Complete her sentences.

**What Flavia wants to know**

1. Could you help me?
2. Are we near the CN Tower?
3. Are there any good restaurants nearby?
4. What time do the banks close?
5. Which restaurant did you suggest?

**What Flavia says**

1. I wonder if _________ help me.
2. I'm not sure _________ near the CN Tower.
3. Can you tell me _________ any good restaurants nearby?
4. I don't know what time _________.
5. I'm sorry, but I can't remember which restaurant _________.
PRACTICE

Asking polite questions

1. Match a word in A with a line in B and a line in C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>newspaper</td>
<td>times have you been on a plane?</td>
</tr>
<tr>
<td>How</td>
<td>football team</td>
<td>do you support?</td>
</tr>
<tr>
<td>Which</td>
<td>long</td>
<td>music do you like?</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>do you read?</td>
</tr>
<tr>
<td></td>
<td>kind of</td>
<td>is it to the station from here?</td>
</tr>
<tr>
<td></td>
<td>many</td>
<td>time do you spend watching TV?</td>
</tr>
<tr>
<td></td>
<td>much</td>
<td>does it take you to get ready in the morning?</td>
</tr>
</tbody>
</table>

2. Work with a partner. Ask and answer indirect questions using the ideas in exercise 1.

   Could you tell me . . . ?
   Would you mind telling me . . . ?

Finding out about Madonna

3. What do you know about Madonna?

   She's American.
   She's a singer and an actress.

4. Ask about Madonna using these phrases and the prompts 1–8.

   I wonder . . .
   I have no idea . . .
   I'd like to know . . .
   Does anybody know . . .

   1. where/born
   2. how old/when/start/singing
   3. go to university
   4. ever win any awards
   5. where/live
   6. how many times/married
   7. how many children/have
   8. how many number one hits/have

5. Work with a partner.
   Student A Look at p155.
   Student B Look at p156.
WE LIKE ANIMALS, DON'T WE?

Question tags

1  T 11.2 Listen to Gabriella, aged 4, talking to Karen, her mother. Underline the question tags.

G Mummy?
K Yes, Gaby?
G I've got ten fingers, haven't I?
K Yes, that's right, sweetie. Ten pretty little fingers.
G And Daddy didn't go to work this morning, did he?
K No, it's Saturday. He's working in the garden today.
G And we like animals, don't we, Mummy?
K Yes, we do. Especially our cats, Sammy and Teddy.
G Can I have a biscuit now, Mummy?

T 11.2 Listen again. Does Gabriella's intonation go up or down on the question tags?

2 Complete the conversation between Karen and her assistant with a question tag from the box.

[didn't I? isn't it? am I? haven't I?]

K Now, what's happening today? I've got a meeting this afternoon, ________?
A Yes, that's right. With Henry and Tom.
K And the meeting's here, ________?
A No, it isn't. It's in Tom's office at 3 o'clock.
K Oh! I'm not having lunch with anyone, ________?
A No, you're free for lunch.
K Phew! And I signed all my letters, ________?
A No, you didn't, actually. They're on your desk, waiting for you.
K OK. I'll do them now. Thanks a lot.

T 11.3 Listen and check. Does Karen's intonation go up or down on the question tags?

GRAMMAR SPOT

1 Which speaker, Gabriella or Karen, uses question tags to mean . . . ?
   • I'm not sure, so I'm checking.
   • Talk to me, I want to have a conversation with you.
2 How do we form question tags?

Grammar Reference 11.2 p149

3 Practise the conversations with a partner.
PRACTICE

Question tags and intonation

1. Look at the sentences and write the question tags.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It isn't very warm today, ________?</td>
</tr>
<tr>
<td>2</td>
<td>You can cook, ________?</td>
</tr>
<tr>
<td>3</td>
<td>You've got a CD player, ________?</td>
</tr>
<tr>
<td>4</td>
<td>Mary's very clever, ________?</td>
</tr>
<tr>
<td>5</td>
<td>There are a lot of people here, ________?</td>
</tr>
<tr>
<td>6</td>
<td>The film wasn't very good, ________?</td>
</tr>
<tr>
<td>7</td>
<td>I'm a silly person, ________?</td>
</tr>
<tr>
<td>8</td>
<td>You aren't going out dressed like that, ________?</td>
</tr>
</tbody>
</table>

T 11.4 Listen and check. Write ↑ if the questions tag goes up and ↓ if it goes down.

2. Match a response with a sentence in exercise 1.

☐ Yes. She's extremely bright.
☐ Believe it or not, I haven't. I've got a cassette player, though.
☐ No, it's freezing.
☐ No, you're not. Everybody makes mistakes.
☐ Me? No! I can't even boil an egg.
☐ I know! It's absolutely packed. I can't move!
☐ It was terrible! The worst I've seen in ages.

T 11.5 Listen and check. Practise the conversations with a partner.

Conversations

3. Add three question tags to the conversation below. Do they go up or down?

A It's so romantic.
B What is?
A Well, they're really in love.
B Who?
A Paul and Mary.
B Paul and Mary aren't in love.
A Oh yes, they are. They're mad about each other.

T 11.6 Listen and compare.

4. Look at p156. Choose one of the conversations and add question tags. Learn it by heart, and act it out for the rest of the class.

T 11.7 Listen and compare.
3 Read the answers to the questions. How much did you already know?

4 Here are the last lines of the seven answers. Which answer do they go with?
   a The country with the highest life expectancy is Japan – 84 years for women and 77 for men.
   b Less than 24 hours after the meal, Christ was crucified.
   c It is very likely that this explosion wiped out all the dinosaurs.
   d Fear is instinctive and requires no conscious thought.
   e You can also see fires burning in the tropical rainforest.
   f It has also endured climatic catastrophes, and nuclear bomb testing – and still it lives on!
   g Over the years, various cartoonists gave him his characteristic appearance.

5 Here are seven questions, one for each text. What do the underlined words refer to?
   1 Where is the oldest one in the world?
   2 Why is this difficult to see from space?
   3 Do they have the full range of emotions?
   4 How did they become extinct?
   5 What did he say ‘US’ stood for?
   6 Do they have a thirteenth floor?
   7 Why are they more likely to have accidents?

Answer questions 1–7.

6 These numbers are from the texts. What do they refer to?

<table>
<thead>
<tr>
<th>4,600</th>
<th>15</th>
<th>200</th>
<th>1906</th>
<th>1815</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 million</td>
<td>14</td>
<td>six</td>
<td>84</td>
<td>1766</td>
</tr>
</tbody>
</table>

Producing a class poster

7 What else would you like to know about the world? Work in groups and write some questions. Think of:
   • places (countries, cities, buildings)
   • people (customs, languages, superstitions, famous people)
   • things (machines, gadgets, transportation, etc.)
   • plants and animals

8 Choose two questions you wrote in exercise 7 and research the answers. You could use the Internet or an encyclopedia.

Make them into a poster for your classroom wall.

90 Unit 11 • Tell me about it!
4. What is the most terrible natural disaster to have hit the Earth?

Earthquakes, volcanic eruptions, and hurricanes are responsible for the deaths of thousands of people every year.

One of the most violent earthquakes ever recorded was in Ecuador in 1906. It was the equivalent of 100 H-bombs, but it was nothing compared to a volcanic eruption in Tambora, Indonesia in 1815. This was the equivalent of 10,000 H-bombs. But, even these are nothing compared to many tropical hurricanes: they regularly have the energy of an amazing 100,000 H-bombs.

However, there is one natural disaster that beats all of these by a very long way – a meteor that hit the Earth 65 million years ago and caused an explosion the equivalent of 10 million H-bombs.

6. Why do women live longer than men?

Women generally live about six years longer than men. Evidence suggests that boys are the weaker sex at birth, which means that more die in infancy. Men also have a greater risk of heart disease than women, and they have heart attacks earlier in life. Men smoke and drink more than women, and their behaviour is generally more aggressive, particularly when driving, so they are more likely to die in accidents. Also, men are more often in dangerous occupations, such as construction work.

Historically, women died in childbirth and men in wars. So nuns and philosophers often lived to great ages. Now childbearing is less risky and there are fewer wars.

5. Why isn’t there a row 13 on aeroplanes?

In many countries, the number 13 is considered to be very unlucky. In France, there is never a house with the number 13. In the United States, modern high-rise buildings label the floor that follows 12 as 14.

Where did this fear of a number come from? The idea goes back at least to Norse mythology in ancient times. There was a banquet with 12 gods. Loki, the spirit of evil, decided to join without being invited. In the fight that followed, Balder, the favourite of the gods, was killed.

In Christianity, this theme was repeated at the Last Supper. Jesus Christ and his apostles numbered 13 people at the table.

7. Was Uncle Sam a real person?

Yes, he was! This symbol of the United States with a long white beard, wearing striped trousers and top hat, was a meat packer from New York state.

Uncle Sam was Samuel Wilson, born in Arlington, Massachusetts in 1766. At the age of eight, he was a drummer boy in the American Revolution. Later in life he moved to New York and opened a meat-packing company. He was a good and caring employer and became affectionately known as Uncle Sam.

Sam Wilson sold meat to the army, and he wrote the letters US on the crates. This meant ‘United States’, but this abbreviation was not yet common. One day a company worker was asked what the letters US stood for. He wasn’t sure, and wrongly said that perhaps the letters stood for his employer, Uncle Sam. Nevertheless, the mistake continued. Soon soldiers started referring to all military goods as coming from Uncle Sam. They even saw themselves as Uncle Sam’s men.
LISTENING AND SPEAKING
The forgetful generation

1 T 11.8 Listen to the introduction to a radio programme called What's Your Problem? and answer the questions.
   - What problem are they talking about?
   - What do they think is causing it?

2 Discuss these questions.
   - Does your lifestyle mean that you have a lot to remember to do each day?
   - Do you think modern society is busier and more stressful than 100 years ago?
   - How do you remember all the things that you have to do each day?

3 T 11.9 Listen to Ellen, Josh, and Fiona, and take notes.

<table>
<thead>
<tr>
<th>What did they forget?</th>
<th>What did they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen</td>
<td></td>
</tr>
<tr>
<td>Josh</td>
<td></td>
</tr>
<tr>
<td>Fiona</td>
<td></td>
</tr>
</tbody>
</table>

4 T 11.10 Listen to the rest of the radio programme and answer the questions.
1 What is Professor Alan Buchan's job?
2 What is it about some modern day working practices that causes forgetfulness?
3 Why did the woman think that she was going insane?
4 What was the woman's problem?
5 What helped the woman feel more relaxed?
6 Does Professor Buchan advise using a computer to help remember things?
7 What does he advise? Why?
8 How does the presenter try to be funny at the end of the interview?

What do you think?
- Do you think Professor Buchan’s explanation for forgetfulness is true?
- Do you know any stories of forgetfulness, either your own or somebody else’s?

VOCA L WARI Y AND IDIOMS
What can your body do?

1 As a class, write all the parts of the body that you know on the board.

2 Work with a partner. Which parts of the body do you use to:
   - kick
   - lick
   - chew
   - think
   - stare
   - bite
   - hold
   - hug
   - climb
   - drop
   - hit
   - kiss
   - whistle
EVERYDAY ENGLISH
Informal English

1 When we speak, we use a lot of informal language, depending on who we’re speaking to.

3 Match a verb from exercise 2 with a noun or phrase from the box.

| a ladder | into an apple |
| litter on the ground | me on the cheek |
| into space | a tune |
| about the meaning of life | a football |
| your grandmother | a gun |
| a nail with a hammer | gum |
| an ice-cream | me in your arms |

4 Look at these idioms. Can you guess their meaning?

| hold your breath |
| kiss something goodbye |
| hit the roof |
| think twice (about something) |
| kick the habit |
| drop someone a line |

Complete the sentences. Use the idioms above. If necessary, change the form of the verb. The first letter of each missing word is given.

1 The best way to stop hiccups is to h________ your b________ and count to ten.

2 My parents h________ the r________ when I said I’d been to an all-night party.

3 I’ve tried so many times to stop biting my nails, but I just can’t k________ the h________.

4 I almost bought a new sports car, but then I t________ t________ about it and realized it wasn’t such a great idea.

5 A I lost my purse with £200 in it.
   B Well, you can k________ that money g________.

6 D________ me a l________ when you know what time you’re coming, and I’ll meet you at the station.

In the conversations, choose the correct expression.

1 A What do you say we break for lunch?
   B □ Great idea. □ I get it.
      We can grab a sandwich at the deli.

2 A □ How are you doing?
   □ What are you up to?
   B Nothing much. Just sitting around watching TV.
   A You’re such a couch potato.
   B □ Hey, take a break! □ Hey, give me a break!
      I work hard all week. I like to relax at weekends.

3 A Quick! Give me your homework so I can copy it.
   B □ Look out! □ No way!
      Do your own homework!

4 A Did you mend the TV?
   B □ Kind of. □ All right.
      Channel 4’s OK, but we still can’t get Sky.
   A Anything good on tonight?
   B □ Dunno. □ What’s up?
      Look in the paper.

5 A What do you call that stuff you use to clean between your teeth?
   B What do you mean?
   A □ You see! □ You know!
      It’s like string. White.
   B □ Wow! □ Oh!
      You mean dental floss.
   A Yeah. That’s it!

Listening: Words that join ideas

2 Underline the examples of informal language. How do we say them more formally? Be careful if you try to use them!
TEST YOUR GRAMMAR

1 Read the story of John and Moira in A and complete their actual conversation in B.

THE MARRIAGE PROPOSAL

A John greeted Moira and asked how she was. She told him she was fine. He said it was great to see her. He added that they hadn’t seen each other since Paris. She said that she had loved Paris and asked if they could go back next spring. John said there was something he had to ask her. He told her that he loved her and asked if she would marry him and come to Paris on honeymoon. She said that she would and that she loved him too.

B J Hi, Moira. How are you?
M I ________, thanks.
J It ________ to see you again. We ________ seen each other since Paris.
M I ________ Paris. ________ we ________ back next spring?
J There ________ something I ________ to ask you.
M ________ you. ________ you ________ me and come to Paris on honeymoon?
J Yes, I ________. ________ you, too.

2 Which is direct speech and which is reported speech?

THE WEDDING

Reported statements and questions

1 Adam and Beatrice meet at John and Moira’s wedding. Match a line in A with a line in B.

<table>
<thead>
<tr>
<th>A Adam</th>
<th>B Beatrice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How do you know John and Moira?</td>
<td>Yes, we have. We flew in from Dublin yesterday.</td>
</tr>
<tr>
<td>2 Are you married?</td>
<td>Sure. I’ll introduce you to my husband.</td>
</tr>
<tr>
<td>3 Where did you meet your husband?</td>
<td>We’re staying at the Four Seasons Hotel.</td>
</tr>
<tr>
<td>4 Have you travelled far to get here?</td>
<td>Yes, I am. That’s my husband over there.</td>
</tr>
<tr>
<td>5 Do you live in Dublin?</td>
<td>I went to the same school as Moira.</td>
</tr>
<tr>
<td>6 So, where are you staying?</td>
<td>Actually. I met him at a wedding.</td>
</tr>
<tr>
<td>7 So am I. Can we meet there later for a drink?</td>
<td>Yes, we do.</td>
</tr>
</tbody>
</table>

T 12.2 Listen and check.

2 Beatrice is telling her husband, Ron, about the conversation with Adam. Read what she says.

'I just met this really nice guy called Adam. He was very friendly. Do you know what he said? First, he asked me how I knew John and Moira. I told him that I had gone to the same school as Moira. Then he asked if I was married. Of course I said that I was! And next …'
PRACTICE

What did Adam say?

1 Work with a partner. Continue reporting the conversation. ‘…next he asked where we’d met and I told him that we…’

T 12.3 Listen and compare.

He’s a liar!

2 After having a drink with Adam, Ron and Beatrice go back to their hotel room. Complete their conversation.

1 R Adam lives in Birmingham.
   B He told me he ________! (Cambridge)

2 R He doesn’t like his new job.
   B He told me he ________ it! (love)

3 R He’s moving to Manchester.
   B Hang on! He told me ________! (Australia)

4 R He went to Brighton on his last holiday.
   B Strange. He told me ________! (Florida)

5 R He’ll be 40 next week.
   B Really! He told me ________! (30)

6 R He’s been married three times.
   B But he told me ________! (never/married)
   R You see! I told you he was a liar!

T 12.4 Listen and check. Notice the stress and intonation. Practise the conversation with a partner.

Discussing grammar

3 Work with a partner. What is the difference in meaning in the pairs of sentences below? When does ’d = had? When does ’d = would?

1 He asked them how they’d travelled to the wedding.
   He asked them how they’d travel to the wedding.

2 She told her mother that she loved John.
   She told her mother that she’d love John.

3 She said they lived in Dublin.
   She said they’d lived in Dublin.

What did the people actually say in direct speech?

4 Report these sentences.

1 ‘I’m tired!’ he said.
2 ‘Are you leaving on Friday?’ she asked me.
3 ‘We haven’t seen Jack for a long time,’ they said.
4 ‘We flew to Tokyo,’ they said.
5 ‘Which airport did you fly from?’ I asked them.
6 ‘The flight has been cancelled,’ the announcement said.
7 ‘I’ll call you later,’ he said.
8 ‘We can’t do the exercise,’ they told the teacher.
1. Read the newspaper article. Name the people in the photos.

2. Who is speaking? Find the lines in the text that report these sentences.

   1. 'You have to go to prison for 14 days.'
   
   Judge Pickles ordered them to spend 14 days in prison.

   2. 'It's terrible. We can hear them shouting from across the street.'

   3. 'Please will you stop making a noise? My baby can't get to sleep.'

   4. 'Stop making that noise!'

   5. 'Please, can you come right away?'

   6. 'OK. OK. It's true. We were arguing.'

   7. 'You've been wasting our money on drinking and gambling again!'

   8. 'We didn't throw the chair.'

   9. 'Remember that you have already had two warnings from the police.'

   10. 'I think you should see a marriage guidance counsellor.'

---

The couple married only six months ago, and already they are famous for their fights. Neighbours complained that they could hear them shouting from across the street. Ann West, who lives next door, said, 'First I asked them nicely to stop because my baby couldn't get to sleep, but they didn't. Then my husband knocked on their door and told them to stop, but they refused to listen. They threw a chair out of the window at him. It just missed him! So that was it! We called the police and asked them to come right away.'

The Bradys admitted they had been arguing. Mrs Brady said that she had accused her husband of wasting their money on drinking and gambling. However, they denied throwing the chair.

The judge clearly did not believe them. She reminded them that they had already had two previous warnings from the police. She advised them to talk to a marriage guidance counsellor.

Mr and Mrs West and their baby are looking forward to getting some sleep!
Listening and note-taking

3 You are police officers taking statements. Work in two groups.

T 12.6 Group A Listen to Kathleen Brady and take notes.

T 12.7 Group B Listen to Ann West and take notes.

PRACTICE

Other reporting verbs

1 Match these reporting verbs with the direct speech below.

<table>
<thead>
<tr>
<th>a ask</th>
<th>d invite</th>
<th>g beg</th>
</tr>
</thead>
<tbody>
<tr>
<td>b tell</td>
<td>e remind</td>
<td>h refuse</td>
</tr>
<tr>
<td>c order</td>
<td>f advise</td>
<td></td>
</tr>
</tbody>
</table>

1  "Sign on the dotted line," the postman said to me.
2  "Please can you translate this sentence for me?" Maria said to Mark.
3  "Don't forget to send Aunt Judy a birthday card," Mary said to her son.
4  "Please, please, please marry me. I can't live without you," John said to Moira.
5  "We would like you to come to our wedding," John said to his boss.
6  "I won't go to bed!" Tommy said.
7  "You should talk to your solicitor," Ben said to Tim.
8  "Take that chewing gum out of your mouth right now!" the teacher said to Joanna.

2 Report the sentences in exercise 1 using the verbs a–h.

The postman told me to sign on the dotted line.

T 12.5 Listen and check.

4 Find a partner from the other group and report what you heard. Find the differences. Begin like this:

A Kathleen admitted that they sometimes argued. She said that ...
B Ann complained that they argued every night. She said that ...

5 Write the reports for the police records. Use the verbs in the box.

admit apologize complain offer order promise refuse say tell
VOCABULARY AND SPEAKING
Birth, marriage, and death

1 Write these words and phrases in the correct column.

<table>
<thead>
<tr>
<th>wedding</th>
<th>funeral</th>
<th>get engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a baby</td>
<td>bouquet</td>
<td>wreath</td>
</tr>
<tr>
<td>pregnant</td>
<td>reception</td>
<td>bury</td>
</tr>
<tr>
<td>groom</td>
<td>midwife</td>
<td>widow</td>
</tr>
<tr>
<td>cot</td>
<td>mourners</td>
<td>honeymoon</td>
</tr>
<tr>
<td>nappy</td>
<td>get divorced</td>
<td>coffin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Birth</th>
<th>Marriage</th>
<th>Death</th>
</tr>
</thead>
</table>

2 Here are the opening and closing lines of a short story of a long life.

**Victor Parrot** was born on a cold, stormy night in ... He died, aged ninety-five, with a smile on his face. Over five hundred mourners came to his funeral.

3 Underline the correct answer.

1 Jane was taken off the isle by ... helicopter / ferry / lifeboat.
2 She ended up giving birth ... in the aisle of a plane / on the lifeboat / on the mainland.
3 At the birth there was / were ... a doctor / a midwife / two midwives.
4 One of the problems was ... Jane's husband wasn't present / lack of space / it was a difficult birth.
5 The crew drank to the health of the baby with ... champagne / whisky / a cup of tea.
6 The baby was named ... Edith Mora / Caledonian McBrayne / Hazel Beth Mora.
7 To commemorate the baby's birth they ... put her name on the bell / put a notice in the newspaper / named a ferry after her.

Roleplay

Work with a partner.

**Student A** You are one of the lifeboat crew. Tell the story of the birth to a friend.

**Student B** React to the story and ask questions to get more information.
READING AND SPEAKING

A death

1 You are going to read and listen to a poem by WH Auden (1907–1973). The poem is called ‘Funeral Blues’. What does the title tell you about the poem?

2 T 12.9 Close your books and close your eyes and listen to the poem. Don’t try to understand every word.
   - What has happened?
   - How does the writer feel about the world now?
   - What words or lines can you remember?

Share what you can remember with the rest of the class.

3 T 12.9 Listen again, and read the poem. Answer the questions. Use your dictionary to check new words.
   1 A loved one has died. What, in general, does the poet want the rest of the world to do? Why does the poet feel like this?
   2 Which lines describe things that could possibly happen? Which lines describe impossible things?
   3 Which verse describes the closeness of the relationship?
   4 When you fall in love it is said that you see the world through ‘rose-coloured glasses’. What does this mean? In what ways is the poem the opposite of this?

Learning by heart

4 Divide into four groups.
   1 Each group choose one verse and learn it by heart.
   2 Recite the poem around the class.

Funeral Blues

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

The stars are not wanted now; put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
For nothing now can ever come to any good.

WH Auden (1907–1973)
LISTENING AND SPEAKING
My Way

1 T 12:10 Listen to the song ‘My Way’, made famous by Frank Sinatra.
- What is the message about life in this song?
- At what stage in his life is the singer?

2 Work with a partner. Discuss which words on the right best complete the lines.

T 12:10 Listen again and check. Sing along if you can!

And now, the end is near
And so I (1)________ the final curtain
My friend, I'll say it clear
I'll (2)________ my case, of which I'm certain
I've lived a life that's full
I've (3)________ each and every highway
And more, much more than this,
I did it my way

Regrets, I've had (4)_________
But then again, too few to mention
I did what I (5)________ to do
and saw it through without exemption,
I planned each charted course,
each careful (6)________ along the byway
And more, much more than this,
I did it my way

Yes, there were (7)________,
I'm sure you knew,
When I bit off
more than I could (8)_________
But through it all,
when there was doubt
I ate it up and spit it out
I faced it all and I stood (9)________
and did it my way

I've loved, I've (10)_________ and cried
I've had my fill, my share of losing
And now, as tears subside,
I find it all so (11)_________
To think I did all that
And may I say, not in a (12)________ way,
'Oh, no, oh, no, not me, I did it my way.'
For what is a man, what has he got?
If not himself, then he has (13)_________.
To say the things he truly (14)_________
and not the words of one who kneels,
The record shows I took the (15)_________
and did it my way

Yes, it was my way.
1  Complete the conversations with the expressions from the box.

(I'm) sorry  I'm so sorry  Pardon  Excuse me  What

1  A  Excuse me, can you tell me where the post office is?
    B  ______, I'm a stranger here myself.

2  A  Ouch! That's my foot!
    B  ______, I wasn't looking where I was going.

3  A  ______, what's that creature called?
    B  It's a Diplodocus.
    A  ______?
    B  A Diplodocus. D-I-P-L-O-D-O-C-U-S.
    A  Thank you very much.

4  A  I failed my driving test for the sixth time!
    B  ______.

5  A  ______! We need to get past. My little boy isn't feeling well.

6  A  Do you want your hearing aid, Grandma?
    B  ______?
    A  I said: Do you want your hearing aid?
    B  ______?
    A  DO YOU WANT YOUR HEARING AID?!
    B  ______, I can't hear you. I need my hearing aid.

2  What exactly would you say in the following situations? Use two to four sentences in your response.

- You were cut off in the middle of an important phone call to a business colleague. You call your colleague back.
  Hello? I'm sorry about that. I think we must have been cut off.

- You want to get off a very crowded train at the next stop. You have a large suitcase.

- You want the attention of the waiter in a very crowded restaurant. You want another large bottle of mineral water for your table.

- A friend tells you that she can't meet you for lunch as planned next Thursday because she suddenly has to go to an aunt's funeral.

- You thought you had bought a medium-size jumper, but when you get home you see it is the wrong size. You take it back to the shop.

- Your dinner guest reminds you that he is a vegetarian. You have just put a huge steak on his plate.
# Writing

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<th>Outline</th>
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<td>Finding and correcting language mistakes in an informal letter</td>
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<td>Beginnings and endings; formal and informal language</td>
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<td>A description (2)</td>
<td>p116</td>
<td>Describing a person's physical appearance, character, and habits</td>
</tr>
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<td>UNIT 10</td>
<td>Writing a biography</td>
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<td>Combining sentences to avoid repetition</td>
</tr>
<tr>
<td>UNIT 11</td>
<td>Words that join ideas</td>
<td>p118</td>
<td>In fact, actually, of course, naturally, ...</td>
</tr>
<tr>
<td>UNIT 12</td>
<td>Correcting mistakes (2)</td>
<td>p119</td>
<td>Finding and correcting language mistakes in a formal letter</td>
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</tbody>
</table>

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- **Grammar Reference** p134
- **Pairwork activities** p151
- **Irregular verbs** p157
- **Verb patterns** p158
- **Phonetic symbols** p159
CORRECTING MISTAKES (1)

1. It is important to try to correct your own mistakes when you write. Look at the letter that a student has written to her friend. Her teacher has used symbols to show her the kind of mistakes she has made. Read the letter and correct the mistakes.

2. Answer the questions.
   1. Where is Kati? Where is she staying?
   2. Why is she there?
   3. What does she do each day?
   4. What does she do in her free time?
   5. Who has she met?

3. Imagine that you are a student in another town. Answer the questions in exercise 2 about you.

4. Write a similar letter to a friend back in your country. Write 150–200 words.

Dear Stephanie,

How are you? I'm very well. I came in Dublin two weeks ago for to study at a language school. I want learn English because is a very important language. I'm stay with a Irish family. They've got two son and a daughter. Mr Kendall is teacher and Mrs Kendall work in a hospital. The Irish is very kind, but they speak very quickly!

I study in the morning. My teachers name is Ann. She told me that my English is OK, but I do a lot of mistakes. Ann don't give us too much homework, so in the afternoons I go always sightseeing. Dublin is much more big than my town. I like very much painting and I'm very interesting for modern art, so I visit galleries and museums. I've met a girl named Martina. She came from Spain and go to Trinity College. Last night we go to the cinema, but the film wasn't very exiting.

Do you like to visit me? Why don't you come for a weekend?
I'd love to see you.
Write to me soon.
Love, Kati
LETTERS AND EMAILS
Beginnings and endings

1 How many different ways can you think of to start and end a letter or email?

wishes  madam  All  Hi!  sir
Dear  Lots of  love  best  sincerely
Yours  faithfully

2 Read extracts 1–11 from some letters and emails. Which are beginnings and which are endings? Write B or E.

1 Just a note to say thank you so much for having me to stay last weekend. B
2 Thank you for your letter of 16 April. Please find enclosed a cheque for £50.00. E
3 Write or better still, email me soon. B
4 How are you doing? You’ll never guess who I saw last week at Dan’s. E
5 I am writing in response to your advertisement in yesterday’s Daily Star. B
6 We trust this arrangement meets with your satisfaction. E
7 I’m sorry I haven’t been in touch for such a long time. B
8 I look forward to hearing from you at your earliest convenience. E
9 I thought I’d write rather than email for a change. B
10 Give my regards to Robert. E
11 Take care and thanks again. B

3 Look again at the sentences in exercise 2. Which are formal, and which are informal? Underline the words and phrases which helped you decide.
4 Match the beginnings and endings of these different letters and emails.

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dear Mary and Dave,</td>
<td>• Many thanks. I look forward to hearing from you in the near future.</td>
</tr>
<tr>
<td>Any chance that you two are free next Sat. p.m.?</td>
<td>Yours faithfully,</td>
</tr>
<tr>
<td>Well, ...</td>
<td>James Fox</td>
</tr>
<tr>
<td>2 Dear Jane,</td>
<td>• We apologize for the inconvenience and will have pleasure in</td>
</tr>
<tr>
<td>Thanks for your letter. It was great to hear</td>
<td>processing your order as soon as we receive the additional amount.</td>
</tr>
<tr>
<td>from you after such a long time. You asked me</td>
<td>Yours sincerely,</td>
</tr>
<tr>
<td>what I’ve been doing.</td>
<td>Thames Valley Computer Software</td>
</tr>
<tr>
<td>Well, ...</td>
<td>• It would be lovely to see you some time. Do you ever come</td>
</tr>
<tr>
<td>3 Dear Sir/Madam,</td>
<td>to London? We could meet for lunch.</td>
</tr>
<tr>
<td>I saw an advertisement in the Daily Telegraph for</td>
<td>Love</td>
</tr>
<tr>
<td>weekend breaks at your hotel.</td>
<td>Pat</td>
</tr>
<tr>
<td>4 Hi Pete,</td>
<td>• Let me know asap.</td>
</tr>
<tr>
<td>Thanks for the invite.</td>
<td>All the best,</td>
</tr>
<tr>
<td>5 Dear Mr Smith,</td>
<td>Martin</td>
</tr>
<tr>
<td>We received your order for the Encyclopedia</td>
<td>• Can’t wait to see you. Let’s hope it stays fine.</td>
</tr>
<tr>
<td>World CD ROM, and your cheque for £75.</td>
<td>Love to Ellie. See you then.</td>
</tr>
<tr>
<td></td>
<td>Deborah</td>
</tr>
</tbody>
</table>

5 Continue the beginnings with one of these lines.

☐ Could you please send me your brochure and a price list? I would be    ☐ We’ve got four tickets for that open-air concert in Woodstock. Interested?
  most grateful.                                                    ☐ We’d love to come.

☐ I’ve changed my job a few times since I last spoke to you, and as you know, ☐ We’ve got four tickets for that open-air concert in Woodstock. Interested?
  I’ve moved to a new flat.                                       ☐ We’d love to come.

☐ Unfortunately, this amount did not include packing and postage, ☐ We’ve got four tickets for that open-air concert in Woodstock. Interested?
  which is £7.50.                                                ☐ We’d love to come.

6 Which one . . .

- asks for information?
- invites?
- asks for further payment?
- accepts an invitation?
- gives news?

Underline the words and phrases which helped you decide.

7 You have just found the email address of an old friend on the website Friends Reunited. Write an email to him/her. Give your news, describe some things that you have done recently, and say what your future plans are. Ask about his/her news and family.

```
From: 
To: 
Date: 
Subject: 
```
A NARRATIVE (1)
Telling a story – linking ideas

1 Read the story. Where do clauses a–f go?
   a as soon as their father had died
   b who had worked hard in his vineyard
      all his life
   c what their father had meant by the
      great treasure
   d and while they were working they
      thought about what their father had
      said
   e because they felt that all their hard
      work had been for nothing
   f Soon they had dug up every inch of
      the vineyard

Complete the moral.

THE FARMER AND HIS SONS

There was once an old, dying farmer (1) ___. Before he died he wanted
   to teach his three sons how to be good farmers. So he called them to his
   bedside and said, ‘My boys, I have an important secret to tell you: there
   is a great treasure buried in the vineyard. Promise me that you will look
   for it when I am dead.’

The sons gave their promise and (2) ___ they began looking for the
   treasure. They worked very hard in the hot sun (3) ___. They pictured
   boxes of gold coins, diamond necklaces, and other such things. (4) ___
   but they found not a single penny. They were very upset (5) ___.
   However, a few months later the grapes started to appear on the vines.
   Their grapes were the biggest and best in the neighbourhood and they
   sold them for a lot of money. Now the sons understood (6) ___ and they
   lived happily ever after.

THE MORAL OF THIS STORY IS: HARD WORK BRINGS . . .
2. Complete the sentences using a linking word from the box. Use each linking word once only.

**THE EMPEROR AND HIS DAUGHTERS**

There was once an emperor ________ lived in a palace.
He had three daughters ________ no sons.
He wanted his daughters to marry ________ he died.
He found three princes. ________ his daughters didn’t like them.
They refused to marry the princes, ________ the emperor became very angry.
He said they must get married ________ they were sixteen years old.
The three daughters ran away ________ the night and found work on a farm.
They fell in love with the farmer’s sons ________ they were working there.
They married the sons ________ they were sixteen.

3. In what ways are these sentences different from the ones in exercise 2?

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong.
He had three beautiful daughters, but unfortunately no sons.

Continue rewriting the story, adding more detail to make it more interesting.

4. Write a folk tale or fairy story that you know. Write about 200 words.

Begin:

*There was/were once ...*

or

*Once upon a time there was/were ...*

End:

*... and they lived happily ever after.*

If your story has a moral, give it at the end.
FOR AND AGAINST

1. Read the text. Replace the underlined words and phrases with those in the box.

<table>
<thead>
<tr>
<th>in my opinion,</th>
<th>One advantage is that</th>
<th>For instance</th>
</tr>
</thead>
<tbody>
<tr>
<td>One disadvantage is that</td>
<td>pros and cons</td>
<td>All things considered</td>
</tr>
<tr>
<td>Finally</td>
<td>In conclusion</td>
<td>In fact</td>
</tr>
<tr>
<td>Another point is that</td>
<td>Moreover</td>
<td></td>
</tr>
</tbody>
</table>

**CHILDHOOD**
- the best time of your life

1. Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.

2. On the plus side, you have very few responsibilities. For example, you don’t have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want – watch TV; play on the computer; go out with friends; play sports, or pursue other hobbies. On top of that, public transport, cinema, and sports centres cost much less for children. All in all, being a child is an exciting, action-packed time in life.

3. However, for every plus there is a minus. For one thing, you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Last of all, although there are often cheaper prices for children, things are still expensive – and parents are not always generous with pocket money. There’s never enough to do everything you want. The reality is that sometimes there’s not enough to do anything at all!

4. To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions – which increase with age.

2. There are four paragraphs. What is the purpose of each one?

3. Match the pros with the cons.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. don’t have to go to work</td>
<td>1. are never given enough pocket money</td>
</tr>
<tr>
<td>2. can go out to parties with friends</td>
<td>2. have to do homework and take exams</td>
</tr>
<tr>
<td>3. don’t have to cook and clean</td>
<td>3. have to go to school Monday to Friday</td>
</tr>
<tr>
<td>4. costs less to do things</td>
<td>4. need to ask your parents’ permission</td>
</tr>
</tbody>
</table>

4. You are going to write a ‘for and against’ essay. Write a list of pros and cons for one of these topics.
1. Getting older
2. Having a university degree
3. Having children while young

5. Use your ideas from exercise 4 to write four paragraphs. Write about 250 words.
MAKING A RESERVATION

1 Janet Cooper wants to go on holiday with her family. She faxes the Sea View B&B to see if they have the accommodation she wants. Look at the advert for the Sea View B&B and fill in the details at the top of the fax.

2 Put the words in order, and write them into the message part of Janet's fax.

FAX TRANSMISSION

To: ____________________________
From: Janet Cooper
Subject: ____________________________
Page 1 of 1
Date: ____________________________
To fax no: ____________________________
From fax no: 01259 67821

a two / rooms / bed and breakfast / 1 / to / would like / reserve / at / your
b 27 August / We / on / are / arriving
c six / hope / stay / to / We / for / nights / departing / 2 September / on
d and / husband / would like / room / 1 / My / double / with / en-suite bathroom / an / preferably / a
e also / reserve / two / to / 1 / a / room / for / would like / teenage / our / daughters
f should / non-smoking / rooms / be / Both
g sea / the / possible / Would / have / it / rooms / to / facing / be / ?
h available / for / you / Do / have / dates / these / rooms / ?
i also / me / you / Could / tell / room / each / price / the / of / ?
j from / 1 / forward / look / you / to / hearing

3 Write a reply letter or fax to Janet. Include the following information:

- thank her for her enquiry
- say you are pleased to confirm her reservation for the rooms she wants and for the dates she wants
- tell her that all the rooms come with en-suite bathroom and a sea view
- each room is £50 per night
- end the letter saying that you look forward to welcoming her and her family to the B&B
- finish with Yours sincerely, Anne Westcombe
A DESCRIPTION (1)
Describing a room – relative pronouns, participles

1 Think of your favourite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favourite room is . . . I like it because . . .
Show a partner your plan and talk about your room.

2 Read the description. Why is this kitchen more than just a room where you cook and eat?

3 Complete the description using these relative clauses:

which tells the story
that we’re going to next Saturday
where we cook and eat
whose family have all emigrated
which is the focal point of the room
which means
we haven’t seen
I like best
who are cross and sleepy
where family and friends come together

GRAMMAR SPOT

1 Underline the relative pronouns in exercise 3. What do they refer to? When do we use which, who, that, where, and whose?

2 Look at the these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?

This is the room which I like best. / This is the room which has a good view of the sea.
He’s a friend who we haven’t seen for years. / He’s a friend who lives in London.

3 Look at these examples of participles. Rewrite them with relative pronouns.

I have so many happy memories of times spent there.
There is a large window looking out onto two apple trees in the garden.

The room in our house (1) is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it’s not only (2) , but it’s also the place (3) .

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) , before sending them off to school; or special occasions such as homecomings or cooking Christmas dinner. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It’s quite big, but not huge. It’s big enough to have a good-sized rectangular table in the centre, (5) . There is a large window above the sink, looking
4 Link these sentences with the correct relative pronoun: who, which, that, where, whose.

1. The blonde lady is Pat. She's wearing a black dress.
2. There's the hospital. My sister works there.
3. The postcard arrived this morning. It's from Auntie Nancy.
4. I passed all my exams. This made my father very proud.
5. Did you meet the girl? Her mother teaches French.

5 Complete the sentences with a word from the box in the present or past participle.

play give stick listen arrange

1. I spend hours in my room, _______ to music.
2. I have lots of posters _______ on the walls.
3. My brother is in his bedroom, _______ on his computer.
4. There are photos of my family _______ on my shelves.
5. I also have a colour TV _______ to me on my last birthday.

6 Write a similar description of your favourite room in about 250 words. Describe it and give reasons why you like it. Use relative pronouns and participles to link your sentences.

Out onto two apple trees in the garden. There's a big, old cooking stove at one end, and at the other end a wall with a huge notice board [6] _______ of our lives, past, present, and future: a school photo of the kids; a postcard from Auntie Nancy, [7] _______ to Australia; the menu from a take-away Chinese restaurant; an invitation to a wedding [8] _______; a letter from a friend [9] _______ for years. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door [10] _______ they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.
Worldwatch Europe IPA  
56 Merritts Avenue  
Overland Park  
Reading  
RG2 6HD

Dear David Benton,

I consider myself experience widely
As you will see hard-working fluently
I am writing in response advertisement CV
I look forward to hearing on business deadlines

to your in today’s Guardian for a journalist based in Geneva.

from the enclosed I studied journalism and modern languages at University College, London, and went on to do a master’s in journalism at Queen Mary’s College, London.

the ideal candidate for the job because I have all the relevant publications for Intertec Publishing. Before this, I worked for the BBC World Service, at first covering Mexico and Argentina, then Europe. I have travelled in South America and Europe. In my present job I frequently go to Japan . I speak French, German, and Spanish.

I am an enthusiastic and person. I am good at organizing people and can meet .

from you in the near future.

Yours sincerely,

Nancy Mann
2 Answer the questions.
1. What job is Nancy applying for?
2. Where did she hear about the vacancy?
3. What is she sending with her letter?
4. Look at her letter and the advert. Why does she think she is right for the job?

Business Journalist
This international business magazine, with 1,000,000 readers worldwide, is seeking a journalist, based in Geneva, to cover business news in Europe.

Requirements:
- a master's degree in journalism
- at least two years' experience in business journalism
- fluent in French and German. If possible, some knowledge of Spanish
- excellent communication skills
- international travel experience is a plus

Please send CV and letter of application to:
David Benton, Worldwatch Europe IPA
56 Merritts Avenue, Overland Park, Reading RG2 6HD
Visit us on the web: http://www.wep@ipc.co.uk

3 You are going to write a letter of application. Read the job advertisement below.

TRANS-GLOBE TOURS
TOUR GUIDES
We are looking for enthusiastic, hard-working, friendly people who
- have good interpersonal skills
- speak two or more languages fluently
- have a genuine interest in other countries and cultures
- want to see the world

Please apply with CV to:
Martin Ruane, Personnel Manager
Trans-Globe Tours, Victoria Square, London SW1 6VC

4 Answer the questions in exercise 2 about you. Use your answers to write your letter of application for Trans-Globe Tours. Write about 200 words.
A NARRATIVE (2)
A disastrous holiday – adverbs in a narrative

1 Think about the worst holiday you have ever had! Write some notes about it, then swap information with a partner.

2 Read the beginning of the story about Jack and Liza’s holiday. Put the words on the right into the correct place in the lines, and make any necessary changes.

A HOLIDAY HORROR STORY

AFTER CHRISTMAS two years ago Jack and Liza decided to go away for New Year. They didn’t want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in The Sunday Times for a holiday flat in a village near Oxford. It was no ordinary flat. It was on the top floor of an old Elizabethan mansion. They booked it, and on New Year’s Eve they set off in the car. It was raining and freezing cold, they were happy and excited.

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the house, went up the steps to the huge front door and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking old lady stood there.

3 Work with your partner. Look at the pictures and complete the next part of the story using the prompts below to help.

The old lady was wearing...
In one hand she was carrying a large glass of whisky and...
The house was absolutely...
The old lady led Jack and Liza slowly up...
There were two huge dogs growling menacingly...
When they saw the rooms they couldn’t believe their eyes because...
They hurriedly...

4 Read your story aloud to the class and compare ideas.
5 Read the end of the story. Put the words on the right into the correct place.

**WHEN** they got outside again the rain had turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was striking they found a hotel with a room for the night. ‘Happy New Year!’ cried Jack, as he kissed the surprised receptionist on both cheeks. ‘You have no idea how beautiful your hotel is!’

| hysterically | desperately/quickly/fortunately/just warmly |

6 Write the story of your worst holiday in about 250 words.
- When was it?  - Where was it?  - Why was it bad?  - Who were you with?  - What did you do?
A DESCRIPTION (2)

Describing a person

1. Think of someone in your family. Write answers to questions 1–6 about him/her.

   1. What is his/her name?
   2. How is this person related to you?
   3. Why are you choosing this person?
   4. What is he/she like?
   5. What does he/she look like?
   6. What does he/she like to do?

Read your sentences to the rest of the class.

2. Look at the photo and read the description of Emily Morgan. Write the words and phrases used to describe her on the chart.

<table>
<thead>
<tr>
<th>Physical Appearance</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. *not very tolerant* in paragraph 2 is a polite way of saying *intolerant.*

Make polite forms of these words.

1. rude
2. boring
3. cheap
4. ugly
5. cruel
6. stupid

4. Use your sentences from exercise 1 to write a similar description of one of your relatives. Include:
   - your relation to him/her
   - your opinion of him/her
   - physical description
   - his/her character, habits, likes and dislikes

Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married and she lives all alone in a small village near Bath. She's in her late fifties, but she's still quite young in spirit. She has a fair complexion, curly grey hair, and deep blue eyes. She has a kind face, and when you meet her, the first thing you notice about her is her warm, friendly smile. Her face is a little lined now, but I think she is still rather attractive. She is the kind of person you can always go to if you have a problem.

Aunt Emily likes reading and gardening, and she likes to take her dog, Buster, for long walks in the park. She's a very active person. Either she's making something or mending something or doing something to help others. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant of people who don't agree with her. I hope that I am as contented as she is when I am her age.
WRITING A BIOGRAPHY

Combining sentences

1. Read the sentences in A about Astrid Johnsson. Compare them with the paragraphs in B. Note all the ways the sentences combine. Underline the words in A that are not used again in B.

Astrid Johnsson is a cellist.
She is Swedish.
She is famous for her music.
She is famous worldwide.
She started playing the cello at the age of three.
She was born in Stockholm in 1960.
She left Stockholm in 1978.
She won a scholarship to the Royal Academy of Music in London.
She studied the cello.
She studied the history of music and composition.
She has travelled all over the world.
She has played in concerts and composed film music.
She has lived and worked in many places.
She has lived and worked in London, New York, and Paris.
She now lives in Paris.
She lives with her daughter and her second husband.
He is a conductor.
He is Georges Leveaux.

Astrid Johnsson, the Swedish cellist, who is famous worldwide for her music, started playing the cello at the age of three. Born in Stockholm in 1960, Astrid left there in 1978 when she won a scholarship to the Royal Academy of Music in London. Whilst there, she not only studied the cello, she also studied the history of music and composition. Since then she has travelled all over the world, playing in concerts and composing film music. She has lived and worked in many places, including London, New York, and Paris, where she now lives with her daughter and her second husband, the conductor Georges Leveaux.

2. Alfred Nobel is also Swedish. Why is he famous? Combine these sentences about him to form a natural sounding paragraph. Use the first paragraph on Astrid to help.

Alfred Bernhard Nobel is the man behind the Nobel Prizes.
He was an engineer.
He was an inventor and a poet.
He was born in Stockholm in 1833.
He left Stockholm at the age of nine.
His family moved to Russia.
He was educated by private tutors.
He studied chemical engineering.
He studied languages and literature.
He studied in the United States and France.

Returning to Sweden with his brother Emil in 1852, he...

He returned to Sweden in 1852.
He returned with his brother Emil.
They worked in their father’s factory.
The factory was an explosives factory.
An explosion in the factory killed Emil in 1864.
Alfred was deeply affected.
He wanted to invent a safer explosive.
He invented one in 1867.
He called it ‘dynamite’.
He started to set up dynamite factories.
He founded factories in many parts of the world.
Alfred made a fortune.
He died in 1896.
He left $9 million.
He left the money to set up yearly prizes for science, literature, and world peace.
The prizes are called the Nobel Prizes.

3. Starting as shown, continue the biography of Alfred Nobel.

4. Research some facts about a famous man and a famous woman, dead or alive, who you admire. Write a short profile for each of them.
WORDS THAT JOIN IDEAS

1. Join the sentences in different ways using the words in brackets.
   1. George was rich. He wasn’t a happy man. (but / although / however)
   2. Jo rang me from a phone box. She’s lost her mobile. (because / so)

2. Look at these words and expressions. They prepare people for what you are going to write or say next. Read and complete the sentences.
   1. In fact / Actually (I’m going to add more information to support this statement.)
      Peter doesn’t like working in London. In fact, he’s thinking of changing jobs.
      Peter and I are in love. Actually, we ____________________.
   2. Of course / Naturally (What I am going to say is obvious.)
      Of course, having a baby has totally changed our lives.
      Naturally, when I was a child I didn’t ____________________.
   3. Fortunately / Unfortunately (What I am going to say is / is not good news.)
      She tried really hard, and fortunately, she passed the exam.
      She stood and waited for over an hour, but unfortunately, ____________________.
   4. Nevertheless (I am going to tell you about a result or effect which is unexpected.)
      The accident wasn’t her fault. Nevertheless, she felt terrible.
      My father didn’t do very well at school. Nevertheless, ____________________.
   5. Anyway (I am going to finish talking about the subject and move on to something new.)
      What traffic! I thought I’d never get here. Anyway, now let’s get on with the meeting.
      Anyway, you’ve heard enough about me. What ____________________?

3. Read the email and write the word or words that fit best.

To: Melodycal@hyp.org

Subject: Hi from Jackie and Joe

Hi Melody,

I hope you’re all well. Things are busy here. Maya moved out last week. She found a small apartment not far from here, (1) _______ (so / anyway) we still see her all the time. She also got a new job at a radio station. (2) _______ (Unfortunately / Because) it doesn’t pay very well, (3) _______ (of course / but) at least she likes it. Now that Maya has moved out, it’s only Joe and me at home. After 24 years of having kids around the house, it’s a little strange to have the place all to ourselves. (4) _______. (However / In fact) it’s nice to come home to a clean house at the end of the day. :-(

Samantha is going to graduate from Oberlin College this year. We’re all very proud and (5) _______ (however / of course) we’re going to have a party for her. (6) _______. (So / Actually) it’s going to be a surprise party! So, shhh! Samantha says she wants to travel somewhere interesting this summer, (7) _______ (but / because) she hasn’t decided where to go yet. Joe’s fine, (8) _______ (although / so) he’s been in a bad mood lately. He hasn’t been able to do much in the garden (9) _______ (because / actually) it’s rained every day for the last two weeks! (10) _______. (In fact / Nevertheless) it’s been the rainiest summer for 20 years. (11) _______. (Anyway / Of course) that’s enough of our news.

How are you all? What are you up to?

Write back and tell me everything!

Love, Jackie
CORRECTING MISTAKES (2)

1 Kati was a student of English in Dublin, where she stayed with the Kendall family. She has now returned home. Read the letter she has written to Mr and Mrs Kendall. Her English has improved, but there are still over 25 mistakes. How many can you find?

Szerencs u. 43
3300 Eger
Hungary

Friday, 14 June

Dear Mr and Mrs Kendall

I am home now since two weeks, but I have to start work immediately, so this is the first time is possible for me to write. How are you all? Are you busy as usual? Does Tim still work hard for his exam next month? I am miss you a lot and also all my friends from Dublin. Yesterday I've received a letter from my Spain friend, Martina, and she told me about some of the other people I met. She say that Atsuko and Yuki will write me from Japan. I am lucky because I made so many good friend during I was in Ireland. It was really interesting for me to meet people from so many different countries. I think that we not only improved our English (I hope this!) but we also knew people from all over the world and this is important.

My family are fine. They had a good summer holiday by the lake. We are all very exciting because my brother will get married just before Christmas and we like very much his girlfriend. They have looked for a flat near the city centre but it is no easy to find one. If they won't find one soon, they will have to stay here with us.

Please can you check something for me? I can't find my red scarf. I think maybe I have forgotten it in the cupboard in my bedroom.

Please write soon. My family send best wishes to you all. I hope I can come back next year. Stay with you was a very wonderful experience for me. Thank you for all things and excuse my mistakes. I already forget much words.

Yours faithfully,

Kati

PS I hope you like the photo. It's nice, isn't it?

2 Compare the mistakes you have found with a partner. Correct the letter.

3 Write a thank-you letter to someone you have stayed with.
Unit 1

T 1.1 General knowledge quiz
1 The modern Olympic Games started in 1896.
2 It takes eight minutes for the sun's rays to reach the Earth.
3 He was walking on the moon.
4 If you are flying over the International Date Line, the Pacific Ocean is below you.
5 A vegetarian doesn't eat meat.
7 Glasses were invented in Italy around 1300 A.D.
8 Brazil has won the World Cup five times.
9 John Lennon was returning to his apartment when he was assassinated.
10 Chinese is spoken by the most people in the world.
11 Nelson Mandela didn't become president of South Africa until he was 76 years old because he was in prison for 27 years.
12 People have been sending emails since the 1970s.

T 1.2
1 The sun doesn't rise in the west! It rises in the east!
2 Cows don't eat meat! They eat grass!
3 Mercedes-Benz cars aren't made in Canada! They're made in Germany!
4 Neil Armstrong didn't land on the moon in 1969! He landed in 1969!
5 John Lennon wasn't performing on stage when he was assassinated! He was returning to his apartment!
6 The Pyramids weren't built by the Chinese! They were built by the Egyptians!
7 We haven't been in class for five hours! We've been in class for one hour!
8 We aren't studying Italian! We're studying English!

T 1.3
A What did you do last night?
B I stayed at home and watched television.
A What kind of books do you like reading?
B Horror stories and science fiction.
A Have you ever been to the United States?
B Yes, I have. I went there last year.
A Did you like it?
B Yes, I really enjoyed it.
A What's the teacher doing?
B He's helping Maria with this exercise.
A What does your mother do?
B She works in a bank.
A Why didn't you do your homework last night?
B Because I didn't feel well.
A What are you doing next weekend?
B I'm going to a party.
A Have you got a TV in your bedroom?
B No, I haven't. Just a CD player.

T 1.4
1 My sister's a teacher.
2 She's on holiday at the moment.
3 She's in France.
4 She's never travelled to Europe before.
5 She's been there for two weeks.
6 She's going back to work next week.
7 Her husband's a builder.
8 He's got his own business.

T 1.5 See p8

T 1.6 Making conversation
D = Dad, E = Emma
D Good morning! Did you have a nice time last night?
E Yes, I did. I went round to Bill's house.
D Do you want breakfast?
E No, I don't, thanks. I'm not hungry.
D Have you had any coffee?
E Yes, I have. I don't want any more, thanks.
D Is Bill coming round tonight?
E No, he isn't. He's going out for dinner with his family.
D OK. Are you leaving for school soon?
E Yes, I am. I'm going right now. Bye!

T 1.7
1 Is it hot today?
2 Is it raining?
3 Are you wearing trainers?
4 Do you usually come to class by bus?
5 Are you going out tonight?
6 Did you have a good day yesterday?
7 Have you got a dictionary?
8 Have you got any pets?

T 1.8
1 A Do you like studying English?
   B Yes, I do. It's my favourite subject.
2 A Is it a nice day today?
   B No, it isn't. It's freezing.
3 A Have you seen my pen?
   B No, I haven't. You can borrow mine if you want.
4 A Are you staying at home this evening?
   B Yes, I am. Do you want to come round?
5 A Did you go on holiday last summer?
   B No, I didn't. I couldn't afford to.

T 1.9 My wonders
K = Kelly, S = Sam, P = Peter
K We were doing the wonders of the world in school today. You know, the seven ancient wonders, the pyramids and such like and we got to talking about what modern wonders would be and we all thought that ...
S Huh! I know what the best modern wonder is for me. I know what's changed my life more than anything else ...
P What is that, Dad?
S The dishwasher.
K Uh? What do you mean - the dishwasher?
S I mean the dishwasher. I think it's marvellous! Every time I use something - cups, plates, dishes, knives, forks, you know, I just put it in, and after a few days it fills up, I turn it on and 'dings' - all clean, bright and sparkling and I start again. Helps keep my kitchen tidy. I'm not very good at tidying ...
1 A Sorry I'm late. I got stuck in traffic.
B Never mind. You're here now. Come in and sit down.

2 A Bye, Mum. I'm off to school now.
B Take care, love. Have a nice day!

3 A Have you heard that Jenny's going out with Peter?
B Really? I don't know what she sees in him!

4 A How long did it take you to do the homework?
B Ages! How about you?

5 A I don't know about you, but I'm sick and tired of this weather.
B So am I. I can't stand all this rain.

6 A Who was that I saw you with last night?
B Mind your own business!

7 A I'm tired. I'm taking next week off.
B That sounds like a good idea. The break will do you good.

8 A Let's go for a run in the park!
B Me? Run? You must be joking!

9 A Can we get together this afternoon at 3.00?
B I'm sorry. I can't make it then. What about a bit later?

10 A What a gorgeous coat! Was it expensive?
B Yes, it cost a fortune!

T 1.12

Unit 2

T 2.1 See p15

T 2.2

1 Is he married?
Yes, he is.
2 What does he do?
He's a lawyer.
3 Where does he live?
In a big house in Dallas, Texas.
4 Has he got any children?
Yes, he's got two.
5 What does his wife do?
She's an interior designer.
6 Which sports does he play?
He sometimes plays golf.
7 Where is he working at the moment?
In Mexico.
8 Is he paid very well?
Yes, he is.

T 2.3

45-year-old college graduate makes $60,000 a year as a paperboy!
People think it's a joke that a man my age with a college degree is a paperboy! But, hey, it's great. I'm paid good money — $60,000 a year for four hours' work a day. On top of that I often get $50 a week in tips. Not bad! My job isn't easy. I get up at 2.00 a.m. every day, seven days a week. The first newspaper is delivered at 2.30 a.m. I finish four hours, 65 miles, and 1,000 newspapers later. I drive a red Chevy Blazer and the newspapers are packed into the back. I love the peace and quiet in the early morning. Most of the time I have the world to myself. Occasionally, I meet a jogger. I usually get back home by 7.00 a.m. Then I have the rest of the day to be with my family and do what I want. I have two teenage children and my wife works at the University of Iowa. Sometimes I coach my kids' baseball team, other days I play golf. I'm also studying for my master's degree at the moment. I want to be a marriage counsellor eventually, but I'm not in a hurry. I'm enjoying life too much. Some people think it's not much of a job but, hey, when they're sitting in an office, I'm playing golf! So I ask you — who has the better life?

T 2.4

1 I'm paid good money — $60,000 a year. And I often get $50 a week in tips.
2 I get up at 2.00 a.m. ... The first newspaper is delivered at 2.30 a.m.
3 I drive a red Chevy Blazer and the newspapers are packed into the back.
4 I love the peace and quiet.
5 Occasionally, I meet a jogger.
6 I usually get back home by 7.00 a.m.
7 My wife works at the University of Iowa.
8 Sometimes I coach my kids' baseball team, other days I play golf.
9 I'm also studying for my master's degree at the moment. I want to be a marriage counsellor.
10 Some people think it's not much of a job, but, hey, when they're sitting in an office, I'm playing golf.

T 2.5 See p17

T 2.6 Interview with Lucy

1 I Do you like your job?
L Oh yes, I do. I enjoy my job very much.
2 I Why do you like it so much?
L Because I love working with children and making them laugh.
3 I What do you wear to work?
L I wear crazy clothes. A fancy coat and stripy tights.
4 I Who are you working with now? Anyone special?
L Well, at the moment I'm working with a very sick little girl from Bosnia. She's had so many operations. She's very special to me.
5 I Does she speak any English?
L No, she doesn't. We communicate through laughter.
6 I Isn't it tiring?
L Yes, it is. It's very tiring indeed. I'm exhausted at the end of each day.
7 I What do you do in the evenings? Do you just go home and relax?
L No, I don't. I often go out with friends. I have the best friends and the best job in the world.

T 2.7 Sport and leisure

Mary
I'm 85 years old, but I've always been interested in keeping fit. Recently, I started doing aerobics. I go once a week — on — erm — a Thursday morning to the local old people's day centre. It's really nice there. They run a special aerobics class for us. Erm — first thing we do is exercise ... for about three quarters of an hour. We go through all the exercises to music. There are between four and eight of us depending on the weather, really. We just wear loose-fitting clothes and comfortable shoes or trainers and, — erm — apart from the music, and Julianne, our lovely instructor, we don't need anything else! I'm quite good at it now. I can do most of the exercises, although there are one or two that are a bit energetic for me at my age — erm — I'm one of the oldest — erm — some of the others are just babies of about sixty! Afterwards we all go for a cup of tea and a piece of cake in the coffee bar. It's a really nice morning.

Jenny
I didn't start skiing until my mid 40s. Now I go once or twice a year for two weeks, usually in early spring. I live in London, so I go to ski resorts in Europe — in France, Italy, or Austria. At first it was really difficult, starting in my 40s. I spent most of my time on my bottom! But I was determined to learn so I took some classes. My husband thought I was mad — but my children said 'You go for it Mum!' so I did. And now my husband's taken up skiing, too. I have my own skis, ski poles, and boots stuff — that I take with me, and of course all the latest clothes — it's important to be fashionable on the ski slopes, you know. I have a very lovely ski suit — I like to look good. Now my instructor says I'm a very good skier and in fact I even give lessons to friends — and my husband! If you've never been skiing, you should try it. Hey, I could give you your first lesson!

Thomas
I absolutely love football. I'm crazy about it. It's the best! I love watching it but I specially enjoy playing it. I am nine years old and I play for the local team at my school's football pitch. I play twice a week — on Friday evenings after school and on Sunday mornings. And we also have football coach on Tuesday evenings when we just practise all our football skills. It's brilliant! Er — we all have a special kit — a football shirt with a number on the back — er — I'm number 7, it's my lucky number! And we wear shorts, socks and stuff, all in matching colours and of course our football boots — oh — and we also have to wear shin pads for protection, you know. We have a team tracksuit, too — but we only wear this before and after matches and for training. Erm — my mum always comes to support us — even when it's raining. Mmm — my team isn't very good, in fact, we nearly always lose — but we don't care! Er — our football coach, Martin, says winning doesn't matter — it's taking part that counts — mmm — maybe he's right, but do you know what I think? I think it's just fantastic when we win! Yeah.
Unit 3

The Tale of Gluskap and the Baby

Gluskap the warrior was very pleased with himself because he had fought and won so many battles. He boasted to a woman friend: 'Nobody can beat me!' 'Really?' said the woman. 'I know someone who can beat you. His name is Wasis.' Gluskap had never heard of Wasis. He immediately wanted to meet him and fight him. So he was taken to the woman's village. The woman pointed to a baby who was sitting and sucking a piece of the floor on the floor of a teepee.

'There,' she said. 'That is Wasis. He is little but he is very strong.' Gluskap laughed and went up to the baby. 'I am Gluskap. Fight me!' he shouted. Little Wasis looked at him for a moment then he opened his mouth. 'Waaah! Waaah!' he screamed. Gluskap had never heard such a terrible noise. He danced a war dance and sang some war songs. Wasis screamed louder. 'Waaah! Waaah! Waaah!' Gluskap covered his ears and ran out of the teepee. After he had run a few miles, he stopped and listened. The baby was still screaming. Gluskap the fearless was terrified. He ran on and was never seen again in the woman's village.

T 3.2

T/ laughed
stopped
looked danced
/d/
covered
listened
opened
screamed
/ed/
wanted
shouted
boasted
pointed

1. What was she doing at 7 o'clock yesterday morning? She was packing her suitcase.
2. What was she doing at 8 o'clock? She was driving to the airport.
3. What was she doing at 10 o'clock? She was flying to Glasgow.
4. What was she doing at half past eleven? She was having a meeting.
5. What was she doing at half past one in the afternoon? She was having lunch.
6. What was she doing at 3 o'clock? She was visiting Dot Com Enterprises.
7. What was she doing at 6 o'clock? She was writing a report on the plane.
8. What was she doing at half past eight in the evening? She was putting the baby to bed.
9. What was she doing at 10 o'clock? She was relaxing and listening to music.

T 3.3

N = Nicola, W = Wanda

N Hi, Wanda. Did you have a good holiday?
W Oh, yeah, we had a great time. But I have to tell you - the most amazing thing happened.
N Really? What was that?
W Well, Roy and I were at the beach near the hotel and we were swimming in the sea - it was our first day - and this huge wave came along and knocked my sunglasses into the water. I ...
N Why were you swimming in your sunglasses?
W Oh, I don't know. I just left them on top of my head. I didn't forget they were there. Anyway, they were gone. I couldn't find them anywhere. I was really upset. You know Roy had given me those sunglasses for my birthday and they were really expensive.
N I remember - nearly £100.
W Yeah. Anyway, I had to have sunglasses, so I bought a new pair - just a cheap pair this time. The next day I was lying on the beach, sunbathing. Then, suddenly another huge wave ... .
N You didn't lose another pair of sunglasses?
W No, no. You'll never believe this - there was another huge wave. It completely covered me. I was so wet and ...
N Are you sure this was a good holiday?
W Yeah - but listen! When I looked down, there was a sand, right next to me, were my expensive sunglasses. The ones I had lost the day before! I couldn't believe my eyes!
N You're joking! That is amazing!

T 3.4

V = Vinnie, W = Will, S = Sue, M = Maeve

V Hey, I just read a great book.
W A book? Hey Vinnie, we're impressed! What was it?
V The Philosopher's Stone
M Isn't that a Harry Potter book?
V Well, yeah, yeah, but ... No, no, come on you guys, really, it was terrific. I was so amazed. JK Rowling's a really good writer. Lots of adults read her books, they're not just for kids.
W Sure, Vinnie. You believe that, if you want.
S No, come on, he's right. I mean, I've seen people reading Harry Potter on the Underground and I've seen the video - my nephew has it - it's excellent!
M Actually, I've just bought Captain Corelli's Mandolin on DVD. Has anyone read that book?
S Oh no, no, please! Not Captain Corelli's Mandolin. I could not read that book. Everybody said it was great. I could not read it.
W You have to skip the first hundred pages and after that it's great.
V Hey guys! Call me old-fashioned but I like to begin a book at the beginning.
W But it is a great story, though - specially when it, you know, moves to him and the girl on the Greek island.
M Yeah, it's a fantastic love story. But sooo sad! Actually, I read it on holiday, on a beach on a
T.4.1 Teenagers and parents

I = Interviewer, S = Sarah, L = Lindsay

I Tell me, what are some good things about being a teenager and not an adult?

S Um ... well, for one thing, you don't have to go to work.
I Yeah. And you don't have to pay bills.
S OK. And you can go out with your friends, and you can go shopping, and you can go to the cinema, and you can ...
I Oh, come on, Lindsay. I'm a teenager. I can do all that.
S But what's different is how much freedom teenagers have.
I Don't have, you mean.
S Right. How much freedom we don't have. I mean, I always have to tell my mum and dad where I'm going and what time I'm coming home.
L Mmm.
I And what time do you have to get back home?
S Mmm – by 10 o'clock on a week-day, maybe 11 or 12 at the weekend.
I It doesn't matter because you never have enough money anyway.
S Definitely. You get pocket money from your parents, but it's never enough. And you aren't allowed to buy whatever you want.
I OK. OK. Life's tough for kids, but what do you think it's like being an adult? Lindsay?
S Well, adults have to worry about paying the bills and taking care of their family. They can't always do what they want when they want.
I They have responsibilities, you mean.
S Yeah. I feel more sorry for my mum than my dad. She's always rushing around and she has to go to work as well. She doesn't have to work on Thursdays and Fridays, but she still has loads of different things to do in a day, like shopping and cooking, and taking me to dance classes.
I So, do you think your dad has an easier life?
S Well, I don't know. He has to drive over 500 miles a week.
I Sarah, tell me about school. What are some of the rules at your school?
S Oh! There are so many! Let's see. We can't wear make-up. We aren't allowed to chew gum. We aren't allowed to bring mobile phones to class ...
I There are millions of rules – all of them stupid.
S And if you break one of the rules, you have to stay after school!
I Well, speaking of school, I've got to go. I've got to do my homework!

T.4.2

1 You don't have to go to work.
2 You don't have to pay bills.
3 You can go out with your friends.

T.4.3

1 Where's my briefcase? I've got to go to work!
2 Look at those dirty plates! We've got to do the washing-up.
3 Pamela and Charles don't have any food in their house. They've got to go shopping.
4 John needs to get an alarm clock. He's got to get up early tomorrow.
5 I haven't got any clean socks. I've got to do the washing.
6 The chef's ill, so the waiter's got to do the cooking.

T.4.4 See p32

T.4.5 See p33

T.4.6 G=Grandma, A = Antony

G You must look after your money.
A Yes, Grandma! I will.
G You mustn't talk to strangers.
A No, Grandma! I won't.
G You mustn't go out when it's dark.
A No, Grandma! I won't.
G You mustn't drink too much beer.
A No, Grandma! I won't.
G You must make sure you eat well.
A Yes, Grandma! I will.
G You must have a bath regularly.
A Yes, Grandma! I will.
G You must phone us if you're in trouble.
A Yes, Grandma! I will.
G You mustn't go anywhere that's dangerous.
A No, Grandma! I won't.

T.4.7 A new job

D = Dave, M = Manager

D So, um ... what time do I have to start?
M 11.00 in the morning or 4.00 in the afternoon.
D And do I have to wear a uniform?
M Definitely. You have to wear the same uniform as everyone else – short-sleeved white shirt, black trousers, and a red hat. And a name tag.
D So ... what do I do exactly?
M You serve the customers. Remember – you must always be polite. You say ‘Good morning’ or whatever the time of day, and then ‘Can I help you?’ When they tell you what they want, you have to enter it into the computer, and when they're finished, you should read back what they've ordered. Then you take their money, and you put together their food. That's it.
D Great. When can I start?
M You start at 4.00 tomorrow afternoon.
D Cool.
M Here's your hat. And your name tag. You're all set. Welcome to Burger Heaven, Dave.

T.4.8

The Italians eat a lot of pasta.
The Chinese cook lots of noodles and rice.
The British invented football.
The Canadians often watch ice hockey on TV.
The French produce champagne.
The Japanese eat raw fish.
The Scots wear kilts on special occasions.

T 4.9

Come round to my place!

Sam

My name is Sam. I come from Nagano, Japan.

In my country, we usually invite guests home at the weekend for dinner, at about 7 o'clock in the evening. Before they come, we must tidy the front garden and clean the entrance hall. Then we must spray it all with water to show that we welcome our guests with cleanliness. The guests usually bring a gift, and when they give you the gifts they say, 'I'm sorry this is such a small gift,' but in fact they have chosen it very carefully.

When the meal is ready the hostess says, 'We have nothing special for you today, but you are welcome to come this way.' You can see that in Japan you should try to be modest and you should not show off too much. If you don't understand our culture, you may think this is very strange. When we have foreign guests, we try to serve traditional Japanese meals like sushi, tempura, or sukiyaki, but when we have Japanese guests, we serve all kinds of food such as spaghetti, Chinese food, or steaks.

When guests leave, the host and hostess see them out of the house and wait until their car turns the corner of the street; they wait until they can't see them any more.

Kate

My name is Kate and I'm from Bristol in England. We like to have people over for lunch and they usually get here around noon. We often have people over to eat, but sometimes when we invite a lot of people over, for a family gathering for example, we have what's called a 'potluck lunch.'

A potluck is an informal occasion, so people dress casually. If the weather is nice we'll have it outside in the garden. What makes it fun is that everyone who comes to has to bring a dish of food. They're given a choice: starter, main course, salad or vegetable, or dessert. As the host, I'll know how many of each kind of dish the guests will bring, but not exactly what the foods will be.

That's why it's called 'potluck' — it's a surprise, having a dinner party and not knowing what you're going to feed the guests! All I have to do is make one dish myself and get cups, glasses, and knives and forks together, and supply the drinks. As the guests arrive, they put their dishes on the table, and the people help themselves. Some guests might bring a bottle of wine or flowers as a gift but I don't expect anything. It's a fun, relaxed way of getting together with friends or family.

Lucas

My name is Lucas and I'm from Porto Alegre which is in the southern part of Brazil. We like to invite our friends over at weekends, on a Friday or a Saturday night for a 'Churrasco,' or Brazilian barbecue. These are very popular in this part of Brazil.

People come about 8.00 in the evening and stay to midnight or even later — sometimes until 2.00 in the morning, whenever people start getting sleepy. People stay a long time; there is no set time for dinner to end. We'll sit around and play cards or just talk. It's very informal. If people want to bring something, I'll tell them to bring something for the meal like a bottle of wine or something for dessert.

Ah, but what about the food? At a 'Churrasco,' we cook different kinds of meat on long metal skewers over an open flame. We have all kinds of meat; beef, pork, and maybe Brazilian sausage. Sometimes chicken too. Then we cut off slices of meat from the skewers to serve the guests. It's really delicious. We usually have potato salad or rice as side dishes. After the meal we drink coffee or espresso.

T 4.10

1 A Could you bring us the bill, please?
   B Yes, sir. I'll bring it right away.
2 A Would you give me your work number, please?
   B Of course. Oh, shall I give you my mobile number, too?
3 A Can I help you?
   B Just looking, thanks.
4 A Two large coffees, please.
   B White or black?
5 A Can you tell me the code for Paris, please?
   B One moment. I'll look it up.
6 A I'll give you a lift if you like.
   B That would be great! Could you drop me off at the library?
7 A Would you mind opening the window?
   B No problem. It's stuffy in here.
8 A Could I have extension 238, please?
   B That line's engaged. Would you like to hold?

T 4.11

1 'So, anyway, there I was, sitting in my boss's office. All of a sudden, the phone rings and my boss says ...'
   'Sorry to interrupt, darling, but I think the baby's crying. Could you go and check?'
2 'Can I help you?'
   'Yes, I bought these shoes here two days ago, and the heel on this one is already broken. Can I change them for a new pair?'
   'Of course, let me see if we have another pair in your size.'
3 'Will you turn down that awful music?'
   'What?'
   'Will you turn down that awful music? Or better still — turn it off!'
   'Oh, all right.'
4 'Hi, Bob. Where are you going?'
   'I have a meeting with the web designer and the programmer about our new website this afternoon.'
   'Could you do me a favour? Would you mind asking the programmer to call me? I have a question for him about the budget.'
   'Sure. No problem.'

T 5.5

Ben's list

B = Ben, A = Alice

B I'm going shopping. Do we need anything?
A I don't think so. ... Oh, hang on. We haven't got any sugar.
B It's OK. It's on my list. I'm going to buy some.
A What about bread?
B Good idea! I'll get a loaf.

T 5.2

What's going to happen?

1 A Have you got the plane tickets?
   B Yes, they're with the passports and traveller's cheques.
2 A What time is the taxi coming?
   B In about thirty minutes. What's the name of the hotel we're staying at?
   B The Grand Hotel.
   A Have you remembered your swimming costume this year?
   B Oh, yes. It's packed. What about tennis rackets?
   B I put them in my case, with the fifteen books.
   A Right. Let's get these cases closed.
3 A Well, darling, it's our big day soon.
   B I know. I can't wait. I hope the weather's good.
   A Yes, it makes such a difference, doesn't it?
   B The church is looking beautiful.
   A And the hotel's getting ready for the reception.
   B And then there's our honeymoon in Rome.
   A Ah!
4 A Have you packed the books and the pictures from the living room?
   B Yes, and all the kitchen things are packed, too.
   A That's it then. What time are the removal men coming?
   B Early. I hope. About 7.00 in the morning.
   A Good. It's a long drive, and it's right in the middle of the countryside.
   B I can't wait to be there.
   A And I can't wait to get the baby's room ready.
   B Tom if it's a boy and Natalie if it's a girl. How exciting!

T 5.3

1 I think Jerry will win the tennis match. He's been playing really well lately.
2 I think it'll be a nice day tomorrow. The forecast is for warm and dry weather.
3 I think I'll pass my exam on Friday. I've been studying for weeks.
4 I think you'll like the film. It's a wonderful story, and the acting is excellent.
5 I think we'll get to the airport in time. But we'd better get going.
6 I think you'll get the job. You have the right qualifications and plenty of experience.

T 5.4

1 I don't think Jerry will win the tennis match. He hasn't practised for weeks.
2 I don't think it'll be a nice day tomorrow. The forecast said rainy and windy.
3 I don't think I'll pass my exam on Friday. I haven't studied at all.
4 I don't think you'll like the film. It's a bit boring.
5 I don't think we'll get to the airport in time.

Unit 5

T 5.1

B = Ben, A = Alice

B I'm going shopping. Do we need anything?
A I don't think so. ... Oh, hang on. We haven't got any sugar.
B It's OK. It's on my list. I'm going to buy some.
A What about bread?
B Good idea! I'll get a loaf.

T 5.4

1 I don't think Jerry will win the tennis match. He hasn't practised for weeks.
2 I don't think it'll be a nice day tomorrow. The forecast said rainy and windy.
3 I don't think I'll pass my exam on Friday. I haven't studied at all.
4 I don't think you'll like the film. It's a bit boring.
5 I don't think we'll get to the airport in time.
There's too much traffic.

6 I don't think you'll get the job. They're looking for someone with more experience.

**T 5.5 Arranging to meet**

L = Liz, Mv = Min Young

L We need to meet some time this weekend to talk about our project.

Mv OK. What are you doing today?

L Well, this afternoon I've got a dance class, but I'm not doing anything this evening.

Mv What about you?

L Mmm — I'm going shopping this afternoon, and this evening I'm going ice-skating. What about tomorrow?

Mv Well, I'm having my hair cut tomorrow afternoon, so that'll take a while.

L My What time will you be finished at the hairdresser's?

Mv About 4 o'clock. What are you doing around that time?

L I don't know. I might be free.

Mv OK. Why don't we meet at the Internet Café at about 5 o'clock? We can have a coffee and do our work.

L Sounds good to me. Are you going out in the evening?

Mv Yes. I'm going out for dinner with a couple of friends. Do you want to join us?

L That would be great! I'd love to.

Mv OK. So we'll meet tomorrow at 5 o'clock at the Internet Café.

L My Good.

**T 5.6 A weather forecast**

And here's the weather for some popular destinations in Western Europe for the next twenty-four hours.

A Let's begin in the north. I'm afraid spring isn't here yet! Another major frontal system will move in from the Atlantic affecting Northern Ireland and Scotland, before moving on to Scandinavia. It's going to bring plenty of rain, which could fall as snow on Scottish mountains. So it will feel very chilly everywhere. Temperatures around five or six degrees at best in the rain but much lower in snowy areas, where they will stay around freezing all day, you'll be lucky to see two degrees.

B Moving south now, into England and Wales, most of northern France, and across through Belgium and Holland. Things look more springlike here and it will be a lot brighter than in recent weeks. Along Channel coasts especially, there may be a little rain at first, with temperatures reaching only eight degrees. Inland, however, there will be more sunshine than showers, with all areas becoming warmer and drier as the day goes on. Towards the end of the day the temperatures could be as high as 15 degrees in these regions. The winds will be light, coming from the south but it will feel very pleasant.

C If you're lucky enough to be going to southern France or Spain you'll find the best of today's weather. In the far south of Spain, mainly clear skies, lots of sun with high temperatures for the time of year up to 24 degrees, and everywhere else 10 or 19 degrees with some cloud. But it's not all good news. Strong winds along the southern French coast could spoil your evening walk.

D Further east, across the Alps, from Switzerland into northern Italy, there are the remains of another weather system. There will be stormy weather during the day with thunder and lightning, bringing over two inches of rain to some lowland areas and heavy snow to the mountains. Strong winds and rain will continue most of the day. The winds will make it feel much cooler for the temperature of year with temperatures struggling to reach ten degrees. And watch out for early morning fog.

So that's it, a quick tour of Western Europe not bad in central countries, warm and sunny in Spain, cool, wet, and windy in parts of Italy, and Switzerland - oh, and stay away from those Scottish mountains unless you're wearing warm clothes.

**T 5.7**

1 A Do you think it'll be a rough crossing?

B Well, the forecast is good, so it should be pretty smooth.

2 A Excuse me, I think those seats facing the front are ours.

B Oh, I'm sorry. We didn't know they were reserved.

3 A We're going to Market Street. Could you tell us when it's our stop?

B Just sit near the front and I'll call it out.

4 A Can you take us to the airport?

B Of course. Hop in!

5 A Can I take these bags on with me?

B I'm sorry. Only one item of hand luggage per passenger.

6 A That's right. You can keep the change.

B Thanks a lot. Do you want a hand with those bags?

7 A Excuse me, are we landing on time?

B Yes. We're beginning our descent soon.

8 A No, no! He said turn left at the lights, not right!

B Look! You drive and I'll give directions from now on! Right?

9 A How do I get to Oxford Circus?

B Take the Piccadilly Line, eastbound, and change at Green Park.

**Unit 6**

**T 6.1 A student visitor**

S = Sandy, N = Nina

S Our student from Seoul arrived on Monday.

N What's her name?

S Soon-hee.

N That's a pretty name! What's she like?

S She's really nice. I'm sure we'll get on well. We seem to have a lot in common.

N How do you know that already? What does she like doing?

S Well, she likes dancing, and so do I. And we both like listening to the same kind of music.

N What does she look like?

S Oh, she's really pretty. She has big, brown eyes and long, dark hair.

N Why don't we do something with Soon-hee this weekend? What should we do? Get a pizza? Go dubbing? What would she like to do?

S I'll ask her tonight. She was a bit homesick at first, so I'm pretty sure she'll want to go out and make some friends.

N How is she now?

N Oh, she's OK. She called her parents and she felt much better after she'd spoken to them.

O Oh, that's good. I can't wait to meet her.

**T 6.2**

1 Thai food? It's delicious. It can be spicy, but it doesn't have to be.

2 Oh, she's very nice. You'd really like her. She's the kind of person you can always go to with a problem.

3 Not very well. He still has a temperature and a bad cough.

4 Well, she's crazy about horses. I don't think she has any other hobbies. Oh, she plays golf sometimes.

5 It's not very nice at all. It's raining, it's cold, and it's pretty miserable. What about where you are?

6 Mmm ... a little like you, as a matter of fact. He's about the same height, tall with blond hair, but your hair's longer and straighter than his. Other than that, you two are quite similar.

7 It was great. Really relaxing. Lots of sunshine, good food. We did almost nothing but sit by the pool and read books for the whole two weeks.

8 I like all kinds, but I suppose I like biographies and detective stories best.

**T 6.3 A thank-you letter**

Dear Sandy and family,

I just wanted to say thank you for having me as your guest in your beautiful home. I had a great time. I really enjoyed meeting your friends. You all made me feel so welcome. You know how much I missed my family at first, but you were so kind that I soon stopped feeling homesick. I can't find the words to tell you how grateful I am. I'd like to call you. What's a good time to call?

You know that on my way home I stopped to visit my aunt in Perth. It was so hot! It was over 35 degrees all the time but I absolutely loved it. My aunt wanted me to stay longer, but I wanted to see my parents and my brother, Sang-chul. But she's invited me to go back and I'd love to do that. I'm thinking of going next year.

Anyway, I'm looking forward to hearing from you very soon. Let me know if you ever want to visit Seoul. My brother and I could take you to a 'noraebang' (a singing room). It's a bit like karaoke.

Love to you all,

Soon-hee

P.S. Do you like the picture of Sang-chul and me?

**T 6.4**

1 They promised to bring the wine.

2 The teacher told them to do their homework.

3 I've just finished answering my emails.

4 Don't forget to take your passport.

5 He finally succeeded in passing his driving test.

6 We asked him to move his car.

7 I just need to go to the loo. I'll be back in a minute.

8 I don't mind looking after your cat.

9 Just let me finish what I'm saying.

10 Please can you help me carry this upstairs?

11 I hate shopping for clothes.

12 She's really looking forward to working with us.

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T 6.5 See p50

T 6.6

1. A Nick's really quiet and shy. He never says a word.
   B Yeah, his brother is much more outgoing.

2. A What's Carrie's boyfriend like?
   B Well, he's tall, dark and handsome, but he's not very polite. In fact, he's even ruder than Carrie!

3. A How was your lunch?
   B Ugh! It was awful. The pizza was disgusting. We were really starving, but we still couldn't eat it!

4. A Mmm! These tomatoes are really delicious. Did you grow them yourselves?
   B Yes, we did. All our vegetables are home-grown.

5. A Did you have a good time in London?
   B We had a great time. There's so much to do. It's a really exciting city. And there are so many people from all over the world. I think it's nearly as cosmopolitan as New York.

T 6.7 New York

I = Interviewer, J = Justin, C = Cindy

I How long have you been here in New York?
J Nearly three years.
I And are you enjoying it?
J We love it.
I It's great.
J So what do you like best?
C Oh, the atmosphere, the mixture of all kinds of people. The speed of everything – it's exciting.
I I love the architecture, it's so different from London. Walking the streets and looking up at all those skyscrapers.
J And what about the people?
C Well, New Yorkers have a reputation for being rude and unfriendly, but I don't think that's true. People are always in a hurry, but they're not unfriendly.
J What I love is the – the great mixture of nationalities and cultures. It's got to be the most cosmopolitan city in the world.
I More than London?
J Hmm... well, I think so, but they're both very mixed.
C Life here seems much faster than in London. Everyone's in such a rush. Everything's done for speed. For example, I – I don't think people cook at home much – everyone seems to eat out or get food delivered because it's quicker and easier.
I Have you made many friends here?
J I've made friends at work mostly. But it's difficult to make friends outside of work – people are so busy. But mostly I find people pretty friendly.
C Except the taxi drivers! Some of the rudest people I've ever met are New York taxi drivers.
J And some of the worst drivers. Every time I sit in a taxi I say a prayer. They drive so fast and suddenly they change lanes. And worst of all they don't seem to know where anything is.
C Yeah – you spend the entire journey giving directions. Anyway, I like using the subway. It's cheaper.
J Yeah, and easy to use and it seems safe to me. We walk a lot as well. It's a lot safer now than it was ten years ago. It's still not very clean but it's getting better.
I Do you have a car?
J No. No, we don't. Not many of our friends do, actually. You don't really need one.
C I'd hate to drive in the city, I'd be terrified. Anyway, you can get everything delivered to your door – not just food.
I Don't you go shopping?
J Oh yeah, of course we do. Not all of us can afford to shop on 5th Avenue, you know, but it's – it's fun to look.
C Actually, the shops – sorry, the stores – are great. Always open – well nearly always – till 9.00 or 10.00 of night.
J People work much later here. I wasn't expecting to work such long hours! And the holidays – sorry, vacation time – and the public holidays they're – they're much shorter. I only get ten days a year. It's difficult for people like us with families in other countries. It's difficult to find time to visit them.
I But generally you're happy?
J Fantastic!
C It's an amazing place, but in a few years I think I'll be exhausted and ready for a quieter life!

T 6.8 London

I = Interviewer, A = Alan

I Alan, how long have you lived in London?
A Fifteen years.
I And do you like it here?
A Sure I like it – but London is one of those cities that you love and hate at the same time.
I So first – what do you hate?
A Oh the usual big city things – the crowds, the dirt, the traffic, and of course the Underground – it's so expensive compared with the subway in New York.
I And what do you like?
A Oh, a lot: fantastic theatres – I'm an actor so that's important for me – great art galleries, museums, I love the Natural History Museum. Concerts, wonderful orchestras. The best of everything comes to London.
I And what's best for you?
A For me? Oh, I just love standing on Waterloo Bridge and looking down the river at the Houses of Parliament and now, of course there's the London Eye – I think it's just wonderful. And – I like travelling in the black cabs. Taxi drivers here are great, so friendly! They tell you their life stories AND they know every street in London – not like in New York.
I And what about the people? What do you think of Londoners?
A Ah well – generally speaking, I think they do live up to their reputation – they are reserved. It takes a while to get to know people. They won't tell you about themselves. You say to an American 'How are you?' and you get 'Oh man, I'm just great. I got the promotion and I love working here in Dallas, Denver, Detroit or Delaware etc. you know. Ask an Englishman 'How are you?' and you get 'Er fine, thank you!'
C So the stereotype's true?
A Yeah, they're – they're pretty reserved. They don't like giving personal details, but they complain a lot about life generally. They seem much less positive about life – much more cynical than Americans. They grumble about transport and politicians and money, how much things cost, their work ... I So, we're a miserable lot then!
A Not really. Leisure time – sorry – free time – is really important to the British. I think for many Americans, work is the most important thing in their lives. Americans work much longer hours. In Britain they get more vacation time and time off.
I ... and still they grumble!
A Yeah.
C You've been in London 15 years. Has it changed in that time?
A Oh yeah a lot – especially the shops, they stay open much longer now. They used to close early every Wednesday afternoon. People in the States could never believe that. Oh and the food!
C Everyone says English food is terrible. Is it?
A Well, when I first came it was terrible. It was so hard to get good food. Nowadays it's not hard at all. London has some great restaurants – my favourite here is the Indian food, it's fantastic. I think we have one of the best right here on our street. Just the best!
A You live in south London. Do you like it there?
C Very much. I love the mix of cultures and nationalities in every street.
I How long do you think you'll stay here?
A Oh, I don't know. Maybe five more years. Maybe forever!

Unit 7

T 7.1 The job interview

N = Nancy, D = David

D Who do you work for now, Nancy?
N I work for Intertec Publishing. We publish international business magazines.
D I see. And how long have you worked for them?
N I've worked there for nearly five years. No, exactly five years.
D And how long have you been in charge of Eastern Europe publications?
N For two years.
D And what did you do before you were at Intertec?
N I worked for the BBC World Service.

T 7.2

D As you know, this job is based in Geneva. Have you ever lived abroad before?
N Oh yes. Yes, I have.
D And when did you live abroad?
N Well, in fact I was born in Argentina and I lived there until I was eleven. Also, I lived in Berlin for one year when I was working for the BBC.
D That's interesting. Have you travelled a lot?
N Oh, yes, yes, absolutely. I've travelled to most countries in South America and many countries in Europe. I've also been to Japan a few times.
D Oh yes! And why did you go to Japan?
N It was for Intertec. I went there to interview some Japanese business leaders.
T 73
1 She was born in Argentina in 1969.
2 She went to school in Buenos Aires until she was eleven.
3 She studied modern languages and journalism for three years at University College, London.
4 She's worked for Intertec for the last five years.
5 She left the BBC five years ago.
6 She lived in Berlin while she was working for the BBC.
7 She's been married twice.
8 She's visited Japan a few times.
9 She hasn't heard if she got the job at Worldwatch Europe yet.

T 74 It's in the news
Here are today's news headlines... Convicted murderer Charles Watkins has escaped from Belmarsh Prison in South London. Two Spanish novelists have been awarded the Nobel Prize for literature... Hurricane Jeffery has hit the Caribbean, causing widespread damage in Puerto Rico. Two thousand workers from a UK car factory have been laid off due to a slowdown in the economy... Desmond Lewis has been knocked out in the fifth round of his heavyweight championship fight in Las Vegas.

T 75 The murderer Charles Watkins has been recaptured by police.
2 A Sunny Vacations cruise ship has sunk off the coast of Florida near Miami.
3 Maria Martin, the famous ex-model, has left £3 million to her pet cat, Fluffy.
4 A priceless Van Gogh painting has been stolen from an art gallery in Madrid.
5 Floods have killed at least 20 people and 200 more have been left homeless in the West Country.
6 An 18-year-old student has been elected mayor of a town in California.
7 Company Director Paul Swan has been forced to resign because of a financial scandal.
8 The world champion runner Ken Quicksilver has failed a drugs test at the Olympic Games and is expected to be disqualified.

T 76 The busy life of a retired man
P = Philippa, T = Thomas
P How long have you been retired now, Grandpa?
T Oh, let me see. Uh, it's four years. Yes, I've been retired nearly four years now. I suppose I've used to it all this time. But, you know, I've worked for Courtaulds for over forty years. Can you believe that? Forty years.
P One job for forty years. Incredible! I remember when you retired and they gave you that gold watch. Do you like being retired? I'd get bored, I'm sure I would. Don't you get bored?
T Well, I'm lucky. I've got my health so I can do a lot. I can get out a lot. I've just taken up golf, you know. It's a wonderful sport for an old man like me 'cos it's not really a sport at all, at least not the way your Grandpa plays it! It's just a good excuse for a walk, and I need an excuse since Rover died. I miss old Rover; he and I were great friends... but I don't think I want another dog at my age. I go to the golf club twice a week. I've made some good friends there, you know. Have you met Ted and Marjorie? They're my age. They're a - oh, they're a lovely couple.

T 8.1 A place in the sun
D = David, J = Jack, A = Annie
D You're both mad. I think you'll regret it. You were earning good money here. You won't earn much growing lemons.
J We know that, but we won't need a lot of money to live there.
D But what will you do if you can't find anywhere to live?
A There are lots of cheap old farms. We'll have no trouble finding somewhere.
D But you don't even like gardening. What will you do if you don't like farming either?
A We'll only know if we don't like farming when we try it.
D Well, OK. But what if you ...

T 8.2 D = David, J = Jack, A = Annie
D Will you keep in touch with friends?
A Of course we will. When we get there, we'll give you a call.
D And how will I contact you?
J Well, as soon as we find a place to live, we'll send you our address.
D Hmm, I can always email you.
J Yes, email's brilliant for keeping in touch, but you'll have to wait until we've set up our computers.
A And David, I promise, you'll be our first guest when we move into our new home.
D Excellent. I'll look forward to that!

T 8.3 D = David, S = Sue
D Bye, darling! Good luck with the interview.
S Thanks. I'll need it. I hope the trains are running on time. If I'm late for the interview, I'll be furious with myself.
D Just stay calm! Call me when you can.
S I will. I'll call you on my mobile as soon as I get out of the interview.
D When will you know if you've got the job?
S They'll tell me in the next few days. If they offer me the job, I'm going to accept it. You know that, don't you?
D Of course. But we'll worry about that later.
S OK. Are you going to work now?
D Well, I'm going to take the children to school before I go to work.
S Don't forget to pick them up as soon as you finish.
D Don't worry, I won't forget. You'd better get going. If you don't hurry, you'll miss the train.
S OK, I'll see you this evening. Bye!

T 8.4 Winning the lottery
1 What would I do if I won £5 million? Well, I'd make sure my family had enough money, and my friends, and then I'd buy my own island in the Caribbean. And I'd give loads of money to charity.
2 Oh, that's easy! I'd give up my job and travel. Anywhere. Everywhere. Oh but it wouldn't change me. I'd still live in the same area because I like it so much.
3 What would I do? I'd buy a nice house in the country. I'd make it the best place I could. And I'd have lots of land so I could have peace and quiet.

Unit 8
4 I’d be a space tourist and fly to Mars on the space shuttle.
5 If Tony calls, tell him I’m at Alex’s. He can reach me there.
6 If you’ve finished your work, you can take a break. Just be back in fifteen minutes.
7 If I’m not back by 8 o’clock, don’t wait for me. Go without me and I’ll meet you at the party.
8 If you have the flu, you should go to bed.
   Keep warm and drink plenty of fluids.
9 If you’re ever in London, please let me know.
   I’d love to show you around.
10 If you go to Russia, you have to have a visa.
   You can get one at the embassy.
11 I’d buy a computer if I could afford it. It would be really useful for work.
12 If I had more time, I might take up an evening class. I’d love to learn more about photography.

T 8.5

1 'What did you do last night?'
2 'We went to the cinema.'
3 'What did you see?'
4 'Murder in the Park.'
5 'Was it good?'
6 'It was absolutely superb!'
7 'Is it true that Liz won the lottery?'
8 'Yes! She won £2,000!'
9 'I bet she was really happy.'
10 'Happy? She was absolutely thrilled!'  
3 'When I got home, I had to tell my parents that I’d failed the exam.'
4 'Oh, no! What did they say?'
5 'My mum was cross, but my dad was really furious.'

T 8.6

1 Who wants to be a millionaire?
2 Who wants to be a millionaire?
3 I don’t.
4 Have flashy flunkies everywhere.
5 I don’t.
6 Who wants the bother of a country estate?
7 A country estate is something I’d hate.
8 Who wants to wallow in champagne?
9 I don’t.
10 Who wants a supersonic plane?
11 I don’t.
12 Who wants a private landing field too?
13 I don’t.
14 And I don’t cos all I want is you.

T 8.7

1 'What did you do last night?'
2 'We went to the cinema.'
3 'What did you see?'
4 ‘Murder in the Park.’
5 'Was it good?'
6 'It was absolutely superb!'  
7 'Is it true that Liz won the lottery?'
8 'Yes! She won £2,000!'  
9 'I bet she was really happy.'
10 'Happy? She was absolutely thrilled!'  
11 'When I got home, I had to tell my parents that I’d failed the exam.'
12 'Oh, no! What did they say?'
13 'My mum was cross, but my dad was really furious.'

T 8.8

Charity appeals

1 Amnesty International
2 Amnesty International is a Nobel Prize-winning organization that works to support human rights
3 around the world. It is independent of any government or political party and has over
4 a million members in 162 countries. Amnesty
5 International works to free all prisoners of conscience anywhere in the world. These
6 are people who are in prison because of their beliefs,
7 colour, ethnic origin, language, or religion.
8 Amnesty International tries to help these
9 prisoners in two ways: first, by publicizing their
10 cases and, second, by putting pressure on
11 governments to recognise human rights.

2 WWF
3 WWF is the world’s largest and most effective
4 conservation organization. It is dedicated to
5 protecting wild animals around the world and the
6 places where these animals live. WWF directs
7 its conservation efforts towards three global
8 goals. Firstly, it works to save endangered species
9 like the black rhino or the giant panda. Secondly,
10 it works to establish and manage national parks
11 and wildlife reserves around the world. Thirdly,
12 it works to address global threats to our
13 environment, such as pollution and climate
14 change.

3 Crisis Now
4 Drought and famine have come to Africa again
5 this year, just as they have every year for the past
6 fifteen years. In some parts of Africa it hasn’t
7 rained for three years. There have been no crops,
8 and the animals on which many people depend
9 died long ago. Refugees are pouring from the
10 countryside into the towns in their desperate
11 search for food, and it has been estimated that
12 over 1,000 people are dying every day.
13 We are supplying towns and camps with food
14 and medical supplies, but our efforts are limited
15 to the ocean. We need a hundred times more food
16 and medical supplies, as well as doctors, nurses,
17 blankets, tents, and clothes. Your help is needed
18 now before it is too late. Please give all you can.
19 No pound or penny will ever be better spent or
20 more appreciated.

T 8.9

1 A
2 M
3 M
4 "You’re a real mate.
5 "Yeah, well, OK then, but really, I don’t think you
6 should go out so much. That way, you won’t be
7 broke all the time.
8 P
9 P
10 P
11 P
12 P
13 M
14 M
15 M
16 M
17 M
18 M
19 M
20 M

Unit 9

T 9.1

1 'I haven’t eaten anything since breakfast.'
2 'You must be hungry.'
3 'Steve has three jobs.'
4 'He can’t have much free time.'
5 'The phone’s ringing.'
6 'It might be Jane.'
7 'The cat’s soaking wet!'
8 'Oh, it must be raining.'
9 'Listen to all those fire engines!'
10 'Ooh, there must be a fire somewhere.'
11 'He couldn’t be in his bedroom.'
12 'Marta isn’t in the kitchen.'
13 'She can’t be cooking dinner.'
14 'Whose coat is this?'
15 'It might be John’s.'

T 9.2

1 'It’s Father’s Day next Sunday.'
2 'I know. Should we buy Dad a present or just
3 send him a card?'
4 'A half of lager and a fizzy mineral water, please.'
5 'Ice and lemon with the water.'
6 'Yes, please. And do you do bar meals?'
7 'Yes, we do.'
8 'I don’t work normal hours and I like that. I’d
9 hate one of those nine to five office jobs. Also
10 I meet a lot of really interesting people. Of
11 course, every now and then there’s a difficult
12 customer, but usually people are really nice. I
13 took that really famous film star to the airport
14 last week, now what was her name? Anyway
15 she was lovely. Gave me a big tip!'
16 'So how did it go?'
17 'I’m not sure. I think it was OK.'
18 'Were you nervous?'
19 'Yeah, very, but I tried not to show it.'
20 'Could you answer all their questions?'

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Most of them.'
'And what happens now?'
'They said they'd phone me in a couple of days and let me know if I got it.'
5 'We've never had one before.'
'Really? We've always had them in our family. We're all crazy about them.'
'Well, we are now. The kids love her. And she's so good with them, very good-natured. But it wasn't fair to have one when we lived in a flat.'
'It's OK if they're small and you live near a park, but I know what you mean. What's her name?'
'Poppy.'

T 9.3 See p72

T 9.4 A holiday with friends

A = Andy, C = Carl

A Hi! Carl! It's Andy. How are you? Feeling better?
C Er - not really. I have to sit down most of the time. It's too tiring - walking with these crutches.
A Really? Still on crutches, eh? So you're not back to work yet?
C No. And I'm bored to death. I don't go back to the hospital for another week.
A Another week! Is that when the plaster comes off?
C I hope so. I can't wait to have two legs again! Anyway, how are you? Still missing the snow and the mountains?
A No, I'm fine. We're both fine, Julie sends her love, by the way.
C Thanks. Send her my love, too. I miss you all. By the way, have you got any of your photos back yet?
A Yes, yes, we have. Julie picked them up today. They're good. I didn't realize we'd taken so many of our all.

C What about that one with the amazing sunset behind the hotel?
A Yes, the sunset. It's a good one. All of us together on Bob and Marcia's balcony, with the mountains and the snow in the background. Brings back memories, doesn't it?
C Yeah. The memory of me sking into a tree!
A Yes, I know. I'm sorry. But at least it happened at the end; it could have been the first day. You only missed the last two days.
C OK, OK. Oh, Andy, have you written to the hotel yet to complain about your room? That view you had over the car park was awful!
A Yeah, and it was noisy too! We didn't have any views of the mountains. Yeah, we've written. We emailed the manager yesterday, but I don't know if we'll get any money back.
C And Marcia's suitcase, did she find it?
A Yeah. The airline found it and put it on the next flight. Marcia was very relieved.
C I bet she was! All in all I suppose it was a pretty good two weeks, wasn't it?
A Absolutely. It was a great holiday. Some ups and downs, but we all had fun, didn't we? Shall we go again next year?
C I'd like to. All six of us again. Lisa wants to go again, too. It was her first time skiing and she loved it, but she says she'll only come if I don't break a leg!
A Great! It's a date. And next time go around the trees! I'll call again soon, Carl. Take care!
C You too, Andy. Bye now.

A Bye.

T 9.5

1 A I can't find my homework.
B You must have forgotten it.
2 A Mark didn't come to school last week.
B He must have been ill.
3 A Why is Isabel late for class?
B She might have overslept.
4 A I can't find my notebook.
B You must have dropped it.
5 A The teacher's checking Maria's work.
B She can't have finished already!
6 A How did Bob get such good marks in that test?
B He must have cheated!

T 9.6 Brothers and sisters

Louisa

I = Interviewer, L = Louisa

I I'm the youngest of seven children. My oldest sister is still alive, age ninety-three, and there are sixteen years between us. There were four girls, two boys, and then me.
L Seven children! Wow! How did you all get on together when you were children?
I Amazingly well. Being the youngest, my two brothers and I called our sisters 'the others', because they were either married or working by the time we were born. But the seven of us all got along very well. But it's different now, of course.
I Really? How?
L Well, when we were small, my older sisters often took care of us. Now my brothers and I are busy taking care of them.
I Tell me about your big sister Julia. How has your relationship with her changed over the years?
L Julia was the sister who used to... on her holidays... used to take me for walks and so on. But then she became a nun and went to Africa for twenty-three years. We wrote to one another and I was still her little sister. When she came back, it was shortly after my husband died. We became very close and our whole relationship changed and we became great friends.
I What do you see as the main advantage and disadvantage of coming from such a large family?
L Hmm. I think the main advantage was that we learned how to enjoy life without having a lot of money. I think our other relatives, my rich cousins in the city, envied us. We had old hkes, old clothes, but we had lots of freedom. In the city, they had to wear nice suits and behave correctly.
I Disadvantages?
L I think it was very difficult sometimes to have hand-me-down clothes, especially for a little girl like me. And I was sad that we didn't go away on holiday like some other children. But the advantages outweighed the disadvantages enormously, there's no doubt about that.
I Six out of the seven of you are still alive. How closely have you kept in touch over the years?
L Very closely. Of course we still phone each other all the time and see each other whenever we can. And we have a big family reunion every year. My grandmother's just had twins. That means we'll have four generations there this year. How marvellous!

Rose

I = Interviewer, R = Rose

I So, Rose, do you have any brothers or sisters?
R No, I don't. I'm an only child.
I So what was it like growing up as an only child? Were you happy?
R When I was little, I liked it. I had lots of cousins and most of them lived in the same town, so we all played together all the time. And I had a best friend who lived next door to me. She was the same age as me and so she was a bit like a sister I suppose. But she moved away and that was sad. It was hard when I was a teenager.
I Why was that?
R Well, you know what it's like being a teenager. You're kind of unsure of how to deal with things and how to deal with people, especially parents. It would have been nice to have a brother or sister to talk to.
I Some people who come from large families might envy you because you had all of your parents' attention.
R Yes, but I think it has its negative side as well as its positive side. I think you don't want all your parents' attention, especially as a teenager. It was hard to find myself and my place in the world, I suppose.
I What about now that you're an adult?
R Again, I think it's difficult really. My father died about ten years ago, so of course I'm the one who's left totally responsible for my mother. I'm the one who has to look after her if she has a problem and help her if she needs help in any way. There's nobody else to help at all.
I You're married now with two children of your own. Was that a conscious decision to have more than one child?
R Yes, definitely. And they seem very happy and they get along very well with one another. Usually.
**Unit 10**

**T 10.1** See p78

**T 10.2**
1. How long has he had his mobile phone?
2. How long has he been asking his father for a phone?
3. Why did he want one?
4. Who has he been texting?
5. What time has he been going to bed?
6. Has he forgotten him?
7. How much has he paid back?
8. How long will it take him to clear the debt?

**T 10.3** See p79

**T 10.4**
1. A: You’re covered in paint! What have you been doing?
   B: I’ve been redecorating the bathroom.
   A: Have you finished yet?
2. B: Well, I’ve painted the door and the ceiling, but I haven’t put up the wallpaper yet.
3. A: Your hands are dirty. What have you been doing?
   B: They’re filthy. I’ve been working in the garden.
   A: Have you finished yet?
4. B: Well, I’ve cut the grass, but I haven’t watered the flowers yet.
3. A: Your eyes are red! What have you been doing?
   B: I’m exhausted. I’ve been revising for my exams.
   A: Have you finished them yet?
5. B: Well, I’ve done my chemistry and history, but I haven’t done English yet.

**T 10.5**
1. 'When was she born?'
   'In 1960.'
2. 'When was she given the award of Young Musician of the Year?'
   'In 1968, when she was 8 years old.'
3. 'When did she go to the Royal Academy of Music?'
   'In 1976. She won a scholarship.'
4. 'What year was her daughter born?'
   'In 1983.'
5. 'Which countries has she lived in?'
   'Sweden, England, the US, and France.'
6. 'When did she appear on British TV?'
   'When she was 22.'
7. 'How many children has she got?'
   'One daughter.'
8. 'How long has she been living in Paris?'
   'Since 1996.'

**T 10.6** A lecture tour

**I = Interviewer, A = Astrid**
1. I: How long are you here in Britain for?
   A: Just two weeks.
2. I: How long have you been in Britain?
   A: Eight days.
3. I: Where were you the day before yesterday?
   A: In Birmingham.
4. I: Where were you this time last week?
   A: In London.
5. I: When will you be the day after tomorrow?
   A: I’ll be in Edinburgh.
6. I: When will you be a week today?

**T 10.7** Collectors

**Andrea Levitt**

I = Interviewer, A = Andrea

I: First of all, a little bit about you. Are you originally from New York City?
A: I’m from Wilmington, Delaware, but I’ve been living in New York a long time, 36 years. I came to New York to work in the fashion industry. I still work in the world of fashion. I love it.
I: So, how long have you been collecting dolls?
A: Hmm... it must be about 25 years. Yeah, 25 years.
I: So what led you to having such a love of dolls? Have you always loved them?
A: Well, no. I didn’t play with dolls much when I was a girl, but these aren’t children’s dolls that I collect.
I: No?
A: No, they’re really works of art. When you say the word ‘doll’, people think of a toy for little girls, but these are not. When I opened my business, Dolls-at-Home, two years ago, that was the message I wanted to get across to all art lovers – that dolls are another art form.
I: I can see that these are not dolls for little girls. Some of them are really quite amazing. How many dolls do you have in your collection?
A: Oh, I would say... um I think maybe three hundred.
I: Wow! And where are they all?
A: Well, I had to buy a new apartment ...
I: You bought an apartment for the dolls?!
A: Yeah, really did. My son’s thirty-three now, he went off to college and I filled his room with dolls in two minutes so I realized that I needed a different apartment. I wanted to show off my dolls.
I: So, you have what, maybe four or five rooms, all with dolls ...
A: Actually there are dolls in every room, even the bathroom and the kitchen.
I: I was going to ask, is there one room where you don’t allow dolls?
A: Oh! Oh no, they’re part of my life. I mean sometimes when people visit there’s nowhere to sit. It’s a problem.
I: So, what about keeping them clean? Dusting them?
A: Erm, yeah, that’s a problem too. New York is dirty. Erm, I suppose they should be under glass but I don’t want them under glass, I want to enjoy them. I dust them occasionally.
I: Well, they look immaculate.
A: Thanks.
I: That’s a very unusual doll. Is it valuable?
A: No, not really. But that doll over there... It has an elephant mask. That’s my favourite.
I: Really?
A: You see the mask goes up and it’s a little boy’s face and it goes down and it’s an elephant’s face. It’s made by one of the best doll makers in the US, Akira Blount.
I: And how do you find your dolls?
A: I travel all over. To go to doll shows, and now that I have a website and I’ve started my own business, doll artists find me. As I said, it’s been going on for two years now, and I have a mailing list of nine hundred people.
I: Wow! What does your son think of all this?
A: You know, he thinks I’m sort of... crazy. He loves this apartment but he can’t understand ...
I: Why you fill it with dolls!
A: Yeah, but two weeks ago he came to one of my doll shows, it was his first time, and I think he was impressed. Yeah, I think so.
I: So, do you think you’ll ever stop collecting them?
A: No, there’s always room for another doll. If you’re a real collector you always find room.
I: I’m sure you’re right. Well, that’s great Andrea. Thank you very much.

**T 10.8** Collectors

**Jeff Parker**

I = Interviewer, J = Jeff

I: First of all, err, just a little bit about you, Jeff. Are you originally from New York City?
J: No, I’m originally from the Philadelphia area. But I moved to New York about five years ago when I got a job working for a bank on Wall Street.
I: Oh? And do you mind talking about your Star Wars collection?
J: No, not at all.
I: So, how did you get interested in Star Wars?
J: Well, Star Wars was one of the first movies I ever saw. I think I was four years old. My dad took me to see it and I just loved it. Loved the story, loved the idea of being in space. I think I saw it ten times.
I: Wow! You sure did love Star Wars!
J: Yeah, I guess so. Then all the toys came out, so I started collecting the action figures.
I: Action figures?
J: They’re these little metallic figures. Models of the characters in the movie.
I: I see. And which character did you like best?
J: Oh, I was a Han Solo fan. I think he was my favourite. You know, I still have that Han Solo action figure. It’s worth a lot of money now, but I like it because it was the first Star Wars thing I ever owned.
I: So, did you just collect the figures?
J: Oh, no. I collected the figures first – Darth Vader, Luke, Obi-Wan Kenobi, R2-D2, and of course Princess Leia. Then I started collecting everything Star Wars – space ships, space stations, posters, videos ...
I: Well, you seem to have a lot of pieces in your collection. About how many pieces do you have all together?
J: I’m not sure because most of my collection is at my parents’ house in Philadelphia. I don’t have the room for all of it here in New York... But I’d say I probably have about seven hundred pieces in all.
I: Seven hundred pieces? How did you get so many?
J: Well, you know, I’d ask my mom for the newest toys – every holiday, every birthday, and the collection just grew and grew. I think they really liked Star Wars, too. When I was a kid my mom gave me Star Wars birthday parties, and bought me Star Wars cereal for breakfast... I even had Star Wars pajamas and Star Wars underwear.
I: A real Star Wars family then?
J: You could say that. They even called our family dog Princess Leia.
I: And did you play with other kids who collected Star Wars stuff?
J: No, not really. I liked to play with all the things by myself. I loved making up all these
Star Wars stories about the characters ... and uh ...
I --- and now? Are you in touch with other Star Wars collectors?
J No. I --- I don't have the time really.
I So what are you going to do with your collection?
J I don't know. I'm not sure. Sometimes I think I might sell it. Other times I think I might just keep it and give it to my kids some day.
I Oh, that would be something, wouldn't it?
Thanks, Jeff.

T 10.9
1 A How much coffee do you drink?
B At least six cups a day.
A That's too much. You shouldn't drink as much as that.
2 A How many aspirins do you usually take when you have a headache?
B About four or five.
A That's too many. You shouldn't take as many as that!
3 A How much do you earn?
B Not enough to pay all my bills!
4 A How many people are there in your class?
B Forty.
A I think that's too many.
5 A Have you got any homework tonight?
B Far too much. I'll never be able to do it all.
6 A How old are you?
B Seventeen. I'm old enough to get married, but not old enough to vote!
7 A When did you last go to the dentist?
B Very recently. Just a few days ago.
8 A Do you take milk in your tea?
B Just a little.

Unit 11

T 11.1 A stranger in town
F = Flavia, R = Hotel Receptionist
F Hi. I've just checked in and I wonder if you could help me.
R I'll be happy to try.
F Well, first, I'm not sure if we're near the CN Tower.
R The CN Tower? That's very close. It's only about a ten-minute walk.
F Oh, good. Can you tell me if there are any good restaurants nearby?
R Lots. Erm, one good one is the Café Giovanni. It's casual but they've got very good food and live music in the evenings.
F Sounds wonderful. Oh, and I need to cash some traveller's cheques, but I don't know what time the banks close.
R Most banks don't close until 5.30 on weekdays, but some have extended hours.
F Thank you very much. Oh ... I'm sorry but I can't remember which restaurant you suggested.
R The Cafe Giovanni.
F Café Giovanni. Got it. Thanks for your help.
R My pleasure.

T 11.2 We like animals, don't we?
K = Karen, G = Gabriella
G Mummy?
K Yes, Gaby?

T 11.3 K = Karen, A = Karen's assistant
K Now, what's happening today? I've got a meeting this afternoon, haven't I?
A Yes, that's right. With Henry and Tom.
K And the meeting's here, isn't it?
A No, it isn't. It's in Tom's office, at 3 o'clock.
K Oh! I'm not having lunch with anyone, am I?
A No, you're free for lunch.
K Pshaw! And I signed all my letters, didn't I?
A Erm, no, you didn't actually. They're on your desk, waiting for you.
K OK. I'll deal with them. Thanks a lot.

T 11.4
1 A It isn't very warm today, is it?
B No, it's freezing.
2 A You can cook, can't you?
B Me? No! I can't even boil an egg.
3 A You've got a CD player, haven't you?
B Believe it or not, I haven't. I've got a cassette player, though.
4 A Mary's very clever, isn't she?
B Yes. She's extremely bright.
5 A There are a lot of people here, aren't there?
B I know! It's absolutely packed. I can't move!
6 A The film wasn't very good, was it?
B It was terrible! The worst I've seen in ages.
7 A I'm a silly person, aren't I?
B No, you're not. Everybody makes mistakes.
8 A You aren't going out dressed like that, are you?

T 11.5
1 A Yes, it was.
2 A Have you paid the electricity bill yet?
B No, I have paid it, didn't you?
A No, I haven't paid it. I thought you paid it.
B Me? But you always pay it, don't you?
A No, I don't. I always pay the phone bill.
B Oh, yes. Sorry.
3 A We love each other, don't we?
B Erm, I think so.
A We don't ever want to be apart, do we?
B Well ... A And we'll get married and have lots of children, won't we?
B What? You haven't bought me a ring, have you?
A Yes, I have. Diamonds are forever.
B Oh, dear!
4 A Helen didn't win the lottery, did she?
B Yes, she did. She won £2 million!
A She isn't going to give it all away, is she?
B As a matter of fact she is.
A Wow. Not many people would do that, would they?
B Well, I certainly wouldn't.
5 A I think we've lost. Let's look at the map.
B Uh-oh.
A What do you mean, 'Uh-oh'? You didn't forget to bring the map, did you?
B Sorry.
A How are we going to get back to the campsite without a map?
B Well, we could ask a police officer, couldn't we?
A There aren't many police officers on this mountain!

T 11.8 The forgetful generation
P = Presenter
P Hi, and welcome to What's your problem? How's your day been so far? Have you done all the things you planned? Kept all your appointments? Oh – and did you remember to send your mother a birthday card? If so, good for you! If not – well, you're not alone. Many of us in the busy twenty-first century are finding it more and more difficult to remember everything. Once upon a time we just blamed getting older for our absent-mindedness, but now experts are blaming our modern lifestyle. They say that we have become 'the forgetful generation' and that day after day we overload our memories.

T 11.9
Ellen
Last year I finished university and I got a job in the same town, Canterbury. And one day, for some reason, rather than go to work for 9 o'clock, I got the bus and went to the university for an 11 o'clock lecture. I was sitting there, in the lecture room, and I thought to myself, 'Why don't I know anybody?' Then suddenly I remembered that I'd finished university and that I was two hours late for work!

Josh
I'm studying law in London now, and, er, at the end of last term I packed my suitcase as usual and went to King's Cross station to catch the train home. I was sitting reading on the train, revising for my exams, and the inspector came to check my ticket. He looked at it and said, 'Thank you, sir. We'll be in Newcastle in about an hour.' Suddenly I thought, 'Newcastle!! I don't want to
go to Newcastle. My parents live in Plymouth. You see, when I was a child I lived with my parents in Newcastle, but we moved to Plymouth when I was ten. I couldn't believe it. How could I have been so stupid?

**Fiona**

Some time ago I got dressed, ready to go to work. I put on my smart black suit. I'd been working at home the night before – preparing for a very important meeting the next day, and I remembered to put all the right papers into my briefcase. I left home and walked down to the bus stop. Just before I got on the bus, I looked down, and I was still wearing my fluffy, pink bedroom slippers!

**T 11.10**

P = Presenter, A = Alan

P Stories of forgetfulness like these are familiar to many of us, and experts say that such cases as Ellen's, Josh's, and Fiona's show the loss of memory is not just related to age, but can be caused by our way of life. Alan Buchan is a Professor of Psychology and he explains why.

A One of the problems, these days, is that many companies have far fewer employees. This means that one person often does several jobs. Jobs that before were done by many people are now done by a few. If you have five things to do at once, you become stressed and forgetful. I think many people in work situations, at a meeting or something, have the experience where they start a sentence and halfway through it, they can't remember what they're talking about, and they can't finish the sentence.

P That's happened to me.

A It's a terrible feeling – you think you're going insane. I remember one patient who came to me so distressed because at three important meetings in one week, she found herself saying, mid-sentence, 'I'm sorry, I can't remember what I'm talking about.' This was a patient in a new job, which involved a lot of travelling. She also had a home and family to take care of and she'd recently moved. She had so many things to think about that her brain couldn't cope. It shut down.

P I can see the problem, but what's the solution? How did you help that patient?

A Well, part of the solution is recognizing the problem. Once we'd talked to this patient about her stressful lifestyle, she realized that she wasn't going crazy and she felt more relaxed and was able to help herself. But do you know one of the best ways to remember things, even in these days of personal and handheld computers?

P What's that?

A It's a notebook, or just a piece of paper! At the beginning of every day write yourself a list of things you have to do – and it gives you a really good feeling when you cross things off the list as you do them!

P Well, there you have it! Thank you very much Professor... uh... um...? Oh – Professor Alan Buchan!

**T 11.11**

1. A What do you say we break for lunch?
   B Great idea. We can grab a sandwich at the deli.
2. A What are you up to?
   B Nothing much. Just sitting around watching TV.
   C You're such a couch potato!
   D Hey, give me a break! I work hard all week. I like to relax at weekends.
3. A Quick! Give me your homework so I can copy it.
   B No way! Do your own homework!
4. A Did you mend the TV?
   B Kind of. Channel 4's OK, but we still can't get Sky.
   C Anything good on tonight?
   B Dunno. Look in the paper.
5. A What do you call that stuff you use to clean between your teeth?
   B What do you mean?
   A You know! It's like string, White.
   B Oh! You mean dental floss.
   A Yeah. That's it!

**Unit 12**

**T 12.1**

**The marriage proposal**

J = John, M = Moira

J Moira! Hello there! How are you?
M John! I'm just fine, thanks.
J It's really great to see you again. We haven't seen each other since our trip to Paris.
M Oh, John! I loved every minute in Paris. I'll never forget it as long as I live. Can we go back there next spring?
J Moira, er... first, there's something I want to ask you, something I have to ask you. Moira, I love you so much. Will you marry me and come to Paris with me on honeymoon?
M Oh, John! Yes, I will. I love you, too.

**T 12.2**

**The wedding**

A = Adam, B = Beatrice

A How do you know John and Moira?
B I went to the same school as Moira.
A Are you married?
B Yes, I am. That's my husband over there.
A Where did you meet your husband?
B Actually, I met him at a wedding.
A Have you traveled far to get here?
B Yes, we have. We flew in from Dublin yesterday.
A Do you live in Dublin?
B Yes, we do.
A So, where are you staying?
B We're staying at the Four Seasons Hotel.
A So am I. Can we meet there later for a drink?
B Sure. I'll introduce you to my husband.

**T 12.3**

B = Beatrice, R = Ron

B I just met this really nice guy called Adam.
R Oh, yeah?
B He was very friendly. Do you know what he said? First, he asked me how I knew John and Moira. I told him that I had gone to the same school as Moira. Then he asked if I was married. Of course I said that I was!
R He asked you that?
B ... and next he asked where we'd met and I told him that we'd actually met at a wedding.
R You told him that?
B Sure. Then he wanted to know how long we had been here, and I said we had just got here yesterday and that we had flown in from Dublin. He asked if we lived in Dublin, so I told him that we did.
R What else did this guy want to know?
B Well, he asked where we were staying and it turns out that he's staying at the Four Seasons, too. Then he asked if I could meet him later for a drink, and I said we could and that I would introduce him to you.
R I'm not sure I want to meet this guy.

**T 12.4**

R = Ron, B = Beatrice

1 R Adam lives in Birmingham.
B He told me he lived in Cambridge.
2 R He doesn't like his new job.
B He told me he loved it!
3 R He's moving to Manchester.
B Hang on! He told me he was moving to Australia!
4 R He went to Brighton on his last holiday.
B Strange. He told me he'd been to Florida!
5 R He'll be forty next week.
B Really? He told me he'd be thirty!
6 R He's been married three times.
B But he told me he'd never been married!
R You see! I told you he was a liar!

**T 12.5**

1 The postman told me to sign on the dotted line.
2 Maria asked Mark to translate a sentence for her.
3 Mary reminded her son to send Aunt Judy a birthday card.
4 John begged Moira to marry him.
5 John invited his boss to his wedding.
6 Tommy refused to go to bed.
7 Ben advised Tim to talk to his solicitor.
8 The teacher ordered Joanna to take the chewing gum out of her mouth.

**T 12.6**

Kathleen Brady

OK. We argue sometimes but not that often. Usually we just sit quietly and watch TV in the evenings. But sometimes... sometimes we argue about money. We don't have much, so I get very upset when Kenny spends the little we have on drinking or gambling. He promised to stop drinking, but he hasn't stopped. It's worse since he lost his job. OK, we were shouting, but we didn't throw a chair at Mr West. It... um... it just fell out of the window. And I'm really sorry that we woke the baby. We won't do it again. We love children. We'll babysit for Mr and Mrs West anytime if they want to go out.

**T 12.7**

Ann West

Every night it's the same thing. They argue all the time. And we can hear every word they say. During the day it's not so bad because they're both out. But in the evenings it's terrible. Usually they start arguing about which TV show to watch. Then he slams the door and goes down the street to the pub. Last night he came back really drunk. He was shouting outside his front door, 'Open the door you... um... so and so,' I won't tell you the language he used! But she wouldn't open it; she opened a window instead and threw a plant at him. Tonight they threw a chair at my poor husband. They're so selfish. They don't care about our baby one bit.
A birth

Well, my sister was expecting her first child and - er - she was living on a Scottish isle, the island of Mull... just off the west coast, and - er - the plan was that she would - er - travel to a friend's house on the mainland - er - there's a ferry of course - er - a week before the baby was due. That was the plan but - er - of course babies don't always... and - er - anyway, two weeks before the baby was due, she was at home and the baby started coming early so my sister had to be taken off the island by lifeboat, not by ferry. You see, it was really early in the morning and the ferry hadn't started running. Erm - but even the lifeboat didn't make it in time to actually get her to the mainland. Er - you can imagine it's quite a small space to give birth in. She said it was kind of like lying in the aisle of an aeroplane or something, that's about all the space that you've got. Fortunately the lifeboat crew were marvellous, - er - they're nearly all volunteers who - who man the lifeboats. You have like the captain of the boat and four crew members, and - er - in this case, a midwife from the hospital and another midwife who was just passing, just... on her way home, in fact.

So, in this small space there were all these people standing around as she was giving birth - oh, and of course her husband Nick was there too - so it was quite crowded. My sister was just pleased that there were no complications and that she managed to get through it. And what was really nice, on the lifeboat, - erm - the crew had a bottle of champagne which I think they were saving for a special occasion and they did actually open it and - er - drink the health of the new baby. And then they also engraved her name and date of birth on the lifeboat's bell so that it's always remembered.

The lifeboatmen were encouraging my sister to name the baby after the lifeboat, 'cos lifeboats always have a name - and this one was called Mora Edith Macdonald. And so they wanted my sister to call the baby Mora - but she'd already got a name planned. But she did use Mora as a middle name. So my niece has the name Hazel Beth Mora Banner, - er - she has two middle names. One of the lifeboatmen joked - he said it was a good job she didn't give birth on the ferry because she'd have had to call the baby Caledonian McBrayne - that's the name of the ferry company. Actually the story - erm - it was featured in the local newspapers after the birth - erm - so there was a photo, somebody had a camera on the boat and took photos straight away. So the story appeared with that photo in all the local papers.

See p99

"My Way"

And now, the end is near
And so I face the final curtain
My friend, I'll say it clear
I'll state my case, of which I'm certain
I've lived a life that's full
I've travelled each and every highway
And more, much more than this,
I did it my way.

Regrets, I've had a few
But then again, too few to mention

I did what I had to do
and saw it through without exemption,
I planned each charted course,
each careful step along the byway
And more, much more than this,
I did it my way.

Yes, there were times,
I'm sure you knew,
When I bit off
more than I could chew
But through it all,
when there was doubt
I ate it up and spit it out
I faced it all and I stood tall
and did it my way.

I've loved, I've laughed and cried
I've had my fill, my share of losing
And now, as tears subside,
I find it all so amusing
To think I did all that
And may I say, not in a shy way,
Oh, no, oh, no, not me, I did it my way.

For what is a man, what has he got?
If not himself, then he has naught.
To say the things he truly feels
and not the words of one who kneels,
The record shows I took the blows
and did it my way.

Yes, it was my way.

1 A Excuse me, can you tell me where the post office is?
B I'm sorry, I'm a stranger here myself.
2 A Ouch! That's my foot!
B Oh, I'm sorry, I wasn't looking where I was going.
3 A Excuse me, what's that creature called?
B It's a Diplodocus.
A Pardon?
B A Diplodocus, D-I-P-L-O-D-O-C-U-S.
A Thank you very much.
4 A I failed my driving test for the sixth time!
B I'm so sorry.
5 A Excuse me! We need to get past. My little boy isn't feeling well.
6 A Do you want your hearing aid, Grandma?
B Pardon?
A I said: Do you want your hearing aid?
B What?
A DO YOU WANT YOUR HEARING AID?!
B I'm sorry, I can't hear you. I need my hearing aid.
Grammar Reference

UNIT 1

Introduction to auxiliary verbs

There are three classes of verbs in English.

1. The auxiliary verbs do, be, and have
   These are used to form tenses, and to show forms such as questions and negatives.

2. Modal auxiliary verbs
   Must, can, should, might, will, and would are examples of modal auxiliary verbs. They help other verbs, but unlike do, be, and have, they have their own meanings. For example, must expresses obligation and can expresses ability. (See Units 4, 5, 8, and 9.)

3. Full verbs
   These are all the other verbs in the language, for example, play, run, help, think, want, go, etc.
   Do, be, and have can also be used as full verbs with their own meanings.

   do
   I do my washing on Saturdays.
   She does a lot of business in Eastern Europe.
   What do you do? = What's your job? (The first do is an auxiliary; the second is a full verb.)

be
   We are in class at the moment.
   They were at home yesterday.
   I want to be a teacher.

have
   He has a lot of problems.
   They have three children.

A note on have and have got

There are two forms of the verb have: have as a full verb with do/does/did for questions, negatives, and short answers and have got where have is an auxiliary.

Workbook p8  More information on have/have got

1.1 Tenses and auxiliary verbs

When do, be, and have are used as auxiliary verbs, they make different verb forms.

do
   In the Present Simple and the Past Simple there is no auxiliary verb, so do, does, and did are used to make questions and negatives (except with be/have got).
   Where do you work?
   She doesn't like her job.
   What did you buy?
   We didn't buy anything.

be
   1. Be + verb + -ing is used to make continuous verb forms. Continuous verb forms describe activities in progress and temporary activities.
   He's washing his hair. (Present Continuous)
   They were going to work. (Past Continuous)
   I've been learning English for two years. (Present Perfect Continuous)
   I'd like to be lying on the beach right now. (Continuous infinitive)

2. Be + past participle is used to form the passive.
   Paper is made from wood. (Present Simple passive)
   My car was stolen yesterday. (Past Simple passive)
   The house has been redecorated. (Present Perfect passive)
   This homework needs to be done tonight. (Passive infinitive)

   There is an introduction to the passive on p137.

have
   Have + past participle is used to make perfect verb forms.
   He has worked in seven different countries. (Present Perfect)
   She was crying because she had had some bad news. (Past Perfect)
   I'd like to have met Napoleon. (Perfect infinitive)

   Perfect means 'before', so Present Perfect means 'before now'. (See Units 7 and 10.) Past Perfect means 'before a time in the past.' (See Unit 3.)

1.2 Negatives and auxiliary verbs

To make a negative, add -n't to the auxiliary verb. If there is no auxiliary verb, use don't/doesn't/didn't.

Positive  Negative
He's working.  He isn't working.
I was thinking.  I wasn't thinking.
We've seen the play.  We haven't seen the play.
She works in a bank.  She doesn't work in a bank.
They like skiing.  They don't like skiing.
He went on holiday.  He didn't go on holiday.

It is possible to contract the auxiliaries be and have and use the uncontracted not.

He's not playing today. (= He isn't playing today.)
We're not going to Italy after all. (= We aren't going to Italy ...)
I've not read that book yet. (= I haven't read the book yet.)
But
I'm not working.  NOT I amn't working.
1.3 Questions and auxiliary verbs

1. To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use **do**/**does**/**did**.

   - She's wearing jeans. **What is she** wearing?
   - You aren't working. **Why aren't you** working?
   - You were born in Paris. **Where were you** born?
   - Peter's been to China. **Has Peter** been to China?
   - We have been studying. **Have you** been studying?
   - I know you. **Do I** know you?
   - He wants ice-cream. **What does he** want?
   - They didn't go out. **Why didn't they** go out?

2. There is usually no **do**/**does**/**did** in subject questions. Compare:

   - Who wants ice-cream? **What flavour ice-cream do you want?**
   - What happened to your eye? **What did you do to your eye?**
   - Who broke the window? **How did you break the window?**

1.4 Short answers and auxiliary verbs

Short answers are very common in spoken English. If you just say **Yes** or **No**, it can sound rude. We use short answers after **Yes** / **No** questions. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use **do**/**does**/**did**.

   - Are you coming with us? **Yes, I am.**
   - Have you had breakfast? **No, I haven't.**
   - Kate likes walking. **No, she doesn't.** She hates it.
   - Mary didn't phone. **Yes, she did.** You were out.
   - Don't forget to write. **No, I won't.**

2.1 Present Simple

**Form**

**Positive and negative**

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>work.</td>
<td>don't work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>works.</td>
<td></td>
<td>doesn't work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Where</th>
<th>I</th>
<th>do</th>
<th>you</th>
<th>they</th>
<th>live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you live in Bristol?</td>
<td>Yes</td>
<td>do.</td>
<td>No, he doesn't.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he have a car?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use**

The Present Simple is used to express:

1. an action that happens again and again (a habit).
   - I go to work by car.
   - She drinks ten cups of coffee a day.
   - I wash my hair twice a week.
2. a fact that is always true.
   - Ronaldo comes from Brazil.
   - Some birds fly south in winter.
   - My daughter has brown eyes.
3. a fact that is true for a long time (a state).
   - He works in a bank.
   - I live in a flat near the centre of town.
   - I prefer coffee to tea.

**Spelling of verb + -s**

1. Most verbs add **-s** to the base form of the verb.
   - wears
   - writes
   - drives
2. Add **-es** to verbs that end in **-s**, **-sh**, **-ch**, **-x**, and **-o**.
   - washes
   - washes
   - fixes
   - goes
3. Verbs that end in a consonant **+ -y** change the **-y** to **-ies**.
   - carries
   - flies
   - worries
   - tries
   - But verbs that end in a vowel **+ -y** only add **-s**.
   - buys
   - says
   - plays
   - enjoys

**Workbook p14** Pronunciation of **-s** at the end of a word

**Adverb of frequency**

1. We often use adverbs of frequency with the Present Simple.

   ![Adverb Frequency Table](image)

2. They go before the main verb, but after the verb **be**. Compare:

   - I usually start school at 9.00. **They're usually** in a hurry in the morning.
   - I don't often go to bed late. **I'm not often** late for school.
   - She never eats meat. **He's never** late.
   - I rarely see Peter these days. **We're rarely** at home at the weekends.
3 Sometimes and usually can also go at the beginning or the end. We play cards sometimes. We go shopping with friends usually.
Never, always, rarely, and seldom cannot move in this way.
NOT: Never I go to the movies. Always I have tea in the morning.
4 Every day, etc., goes at the end. He phones me every night.

2.2 Present Continuous

Form
Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>'m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>'s</td>
<td>isn't</td>
</tr>
<tr>
<td>We/You/They</td>
<td>'re</td>
<td>aren't</td>
</tr>
</tbody>
</table>

Question
What is he/she/it doing?
What are we/you/they doing?

Short answer
Are you going by train? Yes, I am.
No, I'm not.

Use
The Present Continuous is used to express:
1 an activity that is happening now. Don't turn the TV off. I'm watching it.
You can't speak to Lisa. She's having a bath.

2 an activity or situation that is true now, but is not necessarily happening at the moment of speaking. Don't take that book. Jane's reading it.
I'm doing a French evening class this year.

3 a temporary activity. Peter is a student, but he's working as a waiter during the holidays. I'm living with friends until I find a place of my own.

4 a planned future arrangement. I'm having lunch with Glenda tomorrow. We're meeting at 1.00 outside the restaurant.

Spelling of verb + -ing
1 Most verbs add -ing to the base form of the verb.
going wearing visiting eating
2 Verbs that end in one -e lose the -e.
smoking coming hoping writing
Verbs that end in -e don't drop an -e.
agreeing seeing

3 Verbs of one syllable, with one vowel and one consonant, double the consonant.

4 Never, always, rarely, and seldom cannot move in this way.

2.3 State verbs

1 There are certain groups of verbs that are usually only used in the Present Simple. This is because their meanings are related to states or conditions that are facts and not activities. This is a feature of the use of the Present Simple. The groups of verbs are:

Verbs of thinking and opinions
believe think understand suppose expect
agree doubt know remember forget
mean imagine realize deserve prefer

I believe you.
Do you understand? I know his face, but I forget his name.

Verbs of emotions and feelings
like love hate care hope wish want admit

I like black coffee.
Do you want to go out? I don't care.

Verbs of having and being
belong own have possess contain cost seem appear need depend on weigh come from resemble

This book belongs to Jane.
How much does it cost? He has a lot of money.

Verbs of the senses
look hear taste smell feel

The food smells good.

We often use can when the subject is a person.
Can you smell something burning?
I can hear someone crying.

2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:
I think you're right. We're thinking of going to the cinema.
(opinion) (mental activity)
He has a lot of money. He's having a bad day.
(possession) (activity)
I see what you mean. Are you seeing Nigel tomorrow?
(understanding) (activity)
The soup tastes awful. I'm tasting the soup to see if it needs salt.
(state) (activity)
Introduction to the passive

The passive is dealt with in Units 2, 3, and 7.

**Form**

to be + past participle

The tense of the verb to be changes to give different tenses in the passive. Compare:

A party **is being held** by the Patels next week. (Present Continuous passive)

My neighbour **is invited** to their party every year. (Present Simple passive)

**He was invited** last year, I wasn’t. (Present Perfect passive)

I’d love to **be invited** to their party. (Passive infinitive)

**Use**

1. Passive sentences move the focus from the subject to the object of active sentences.
   Alfred Hitchcock **directed** Psycho in 1960.
   Psycho, one of the classic thrillers of all time, was **directed** by Alfred Hitchcock.

   The passive is not just another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in. In the first sentence, we are more interested in Alfred Hitchcock; in the second sentence, Psycho has moved to the beginning of the sentence because we are more interested in the film.

2. By and the agent are often omitted in passive sentences if the agent:
   - is not known.
     *My apartment was robbed* last night.
   - is not important.
     *This bridge was built* in 1886.
   - is obvious.
     *I was fined* £100 for speeding.

3. The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

   Customers are requested to refrain from smoking.
   *It has been noticed* that reference books have been removed from the library.

4. In informal language, we often use you, we, and they to refer to people in general or to no person in particular. In this way, we can avoid using the passive.

   You can buy stamps in lots of shops, not just the post offices.
   *They’re building* a new department store in the city centre.

   We speak English in this shop.

   **Be careful!** Many past participles are used as adjectives.

   I’m **very interested** in modern art.
   We were extremely **worried** about you.
   I’m **exhausted**! I’ve been working hard all day.

**2.4 Present Simple and Present Continuous passive**

**Form**

<table>
<thead>
<tr>
<th>Present Simple Passive</th>
<th>am/is/are + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Continuous Passive</td>
<td>am/is/are being + past participle</td>
</tr>
</tbody>
</table>

**Use**

The uses are the same in the passive as in the active.

*My car is serviced* every six months. (habit)

Computers are **used** in all areas of life and work. (fact that is always true)

Sorry about the mess. The house is **being redecorated** at the moment. (activity happening now)

---

**UNIT 3**

Introduction to past tenses

We use different past tenses to focus on different moments and periods of time in the past. Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 a.m. …

<table>
<thead>
<tr>
<th>8.30</th>
<th>9.00 a.m.</th>
<th>9.30</th>
<th>10.00</th>
</tr>
</thead>
</table>

- Her secretary opened her post.
- Her secretary was opening her post.
- Her secretary had opened her post.

**3.1 Past Simple**

**Form**

The form of the Past Simple is the same for all persons.

**Positive**

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It</th>
<th>finished</th>
<th>yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We/You</td>
<td>left</td>
<td>arrived</td>
<td>at 3 o’clock.</td>
</tr>
<tr>
<td>They</td>
<td>(etc.)</td>
<td></td>
<td>three weeks ago.</td>
</tr>
</tbody>
</table>

**Negative**

<table>
<thead>
<tr>
<th>I</th>
<th>didn’t</th>
<th>finish</th>
<th>yesterday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>leave</td>
<td></td>
<td>at 3 o’clock.</td>
</tr>
<tr>
<td>They (etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question**

When did you he they (etc.) finish the report? get married?

**Short answer**

Did you enjoy the meal? Yes, we did.
No, we didn’t.
3 a past situation or habit.
   When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach with my dog.
   This use is often expressed with used to.
   We used to live in a small house ... I used to walk for miles ... 

Spelling of verb + -ed
1 Most verbs add -ed to the base form of the verb.
   worked wanted helped washed
2 When the verb ends in -e, add -d.
   liked used hated cared
3 If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding -ed.
   stopped planned robbed
   But we write cooked, seated, and moaned because there are two vowels.
4 The consonant is not doubled if it is -y or -w.
   played showed
5 In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.
   preferred admitted
   But we write entered and visited because the stress is on the first syllable.
6 Verbs that end in a consonant + -y change the -y to -ied.
   carried hurried buried
   But we write enjoyed, because it ends in a vowel + -y.
   There are many common irregular verbs.

   Irregular verbs p157

Past Simple and time expressions
Look at the time expressions that are common with the Past Simple.

The children were playing in the garden ...

... when their grandparents arrived.

The Past Continuous is used:
1 to express activities in progress before, and probably after, a particular time in the past.
   At 7 o'clock this morning I was having my breakfast.
   I walked past your house last night. There was an awful lot of noise.
   What were you doing?
2 for descriptions.
   Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.
3 to express an interrupted past activity.
   When the phone rang, I was having a shower.
   While we were playing tennis, it started to rain.
4 to express an incomplete activity in the past in order to contrast with the Past Simple that expresses a completed activity.
   I was reading a book during the flight. (I didn't finish it.)
   I watched a film during the flight. (the whole film)

Note
The Past Simple is usually used to express a repeated past habit or situation. But the Past Continuous can be used if the repeated habit becomes a longer setting for something. Compare:
   I went out with Jack for ten years.
   I first met Harry while I was going out with Jack.

   Workbook p20 More information on while, during, and for

3.3 Past Simple or Past Continuous?

1 Sometimes we can use the Past Simple or the Past Continuous. The Past Simple focuses on past actions as simple facts. The Past Continuous focuses on the duration of past situations and activities. Compare:
   A I didn't see you at the party last night.
   B No, I stayed at home and watched football.
   A I didn't see you at the party last night.
   B No, I was watching football at home.

2 Questions in the Past Simple and Past Continuous refer to different time periods: the Past Continuous asks about activities before; the Past Simple asks about what happened after.
   When the war broke out, Peter was studying medicine at medical school. He decided that it was safer to go home to his parents and postpone his studies.
   What was Peter doing when the war broke out? He was studying.
   What did Peter do when the war broke out? He went home to his parents.

Use
We often use the Past Continuous in sentences with the Past Simple.
   The Past Continuous refers to longer, background activities, while the Past Simple refers to shorter, completed actions.
3.4 Past Perfect

Perfect means 'before,' so Past Perfect refers to an action in the past that was completed before another action in the past.

**Form**
The form of the Past Perfect is the same for all persons.

<table>
<thead>
<tr>
<th>Positive and negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
</tr>
<tr>
<td>We (etc.)</td>
</tr>
</tbody>
</table>

**Question**

<table>
<thead>
<tr>
<th>Where had you she they (etc.)</th>
<th>been before?</th>
</tr>
</thead>
</table>

**Short answer**

<table>
<thead>
<tr>
<th>Had he already left?</th>
<th>Yes, he had.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, he hadn’t.</td>
<td></td>
</tr>
</tbody>
</table>

**Use**

1 The Past Perfect is used to make clear that one action in the past happened before another action in the past.

*When I got home, I found that someone had broken into my apartment and had stolen my DVD player, so I called the police.*

**PAST**

<table>
<thead>
<tr>
<th>My DVD player was stolen</th>
<th>I arrived home</th>
<th>I called the police</th>
</tr>
</thead>
</table>

Action 1: Someone broke into my apartment and stole my DVD player.
Action 2: I got home and called the police.

*I didn’t want to go to the theatre with my friends because I’d seen the play before.*

**PAST**

<table>
<thead>
<tr>
<th>I saw the play</th>
<th>My friends saw the play</th>
</tr>
</thead>
</table>

Action 1: I saw the play.
Action 2: My friends went to the theatre to see the play.

2 Notice the difference between the following sentences:

*When I got to the party, Peter went home.*

(= First I arrived, then Peter left.)

*When I got to the party, Peter had gone home.*

(= First Peter left, then I arrived.)

3.5 Past tenses in the passive

**Form**

<table>
<thead>
<tr>
<th>Simple Passive</th>
<th>was/were + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Passive</td>
<td>was/were being + past participle</td>
</tr>
<tr>
<td>Perfect Passive</td>
<td>had been + past participle</td>
</tr>
</tbody>
</table>

**Use**

The uses are the same in the passive as in the active.

*The bridge was built in 1876.* (finished action in the past)

*The bomb was being defused when it exploded.* (interrupted past activity)

*The letter didn’t arrive because it had been sent to my old address.* (one action before another action in the past)

---

**UNIT 4**

Introduction to modal verbs

The modal verbs are can, could, may, might, must, will, would, should, ought to. They are known as modal auxiliary verbs because they 'help' another verb. (See also Units 1, 5, 8, and 9.)

*I can swim.*

*Do you think I should go?*

**Form**

1 There is no -s in the third person singular.

*She can ski.* **He must be tired.**

*It might rain.*

2 There is no do/does/don't/doesn't in the question or negative.

*What should I do?* *Can I help you?* *You mustn’t steal!*

*He can't dance.* **I won't be a minute.**

3 Modal auxiliary verbs are followed by the infinitive without to. The exception is ought to.

*You must go.** I'll help you.* **You ought to see a doctor.**

4 They have no infinitives and no -ing forms. Other expressions are used instead.

*I'd love to be able to ski.*

*I hate having to get up on cold, winter mornings.*

5 They don't usually have past forms. Instead, we can use them with perfect infinitives:

*You should have told me that you can't swim. You might have drowned!*

or we use other expressions:

*I had to work hard in school.*

**Note**

*Could* is used with a past meaning to talk about a general ability.

*I could swim when I was six.* (= general ability)

To talk about ability on one specific occasion, we use *was able to* or *managed to.*

*The prisoner was able to/managed to escape by climbing on to the roof of the prison.* **NOT could-excape**

**Use**

1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:

*Who's that knocking on the door?*

*It's John.* (This is a fact.)

*Who's that knocking on the door?*

*It could/may/might/must/should/can't/ll be John.* (These all express our attitude or opinion.)

2 Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Unit 9 p147.)

*I must post this letter!* (= obligation)

*You must be tired!* (= deduction, probability)

*Could you help me?* (= request)

*We could go to Spain for our holiday.* (= possibility)

*You may go home now.* (= permission)

*Where's Anna?* *I'm not sure. She may be at work.* (= possibility)
Modal verbs of obligation and permission

4.1 have (got) to

Form

Positive and negative

<table>
<thead>
<tr>
<th>I/You/We/They</th>
<th>have to</th>
<th>don’t have to</th>
<th>work hard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She</td>
<td>has to</td>
<td>doesn’t have to</td>
<td></td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>Do you (etc.)</th>
<th>have to work hard?</th>
</tr>
</thead>
</table>

Use

Have to is not a modal verb.

1. Have to expresses strong obligation. It expresses a general obligation based on a law or rule, or based on the authority of another person. It is impersonal.
   - Children have to go to school until they are 16. (a law)
   - Mum says you have to clean your room before you go out. (mother’s order)

2. Have got to is common in British English but it is more informal than have to.
   - I’ve got to go now. See you!
   - Don’t go to bed late. We’ve got to get up early tomorrow.

3. Have to expresses a general repeated obligation.
   - I always have to tell my parents where I’m going.
   - Have to express an obligation on one particular occasion.
   - I’ve got to get up early tomorrow to catch a train.

4. can and be allowed to

Form

Affirmative and negative

<table>
<thead>
<tr>
<th>I/You/We/They</th>
<th>can/can’t</th>
<th>are allowed to</th>
<th>aren’t allowed to</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She</td>
<td>can/can’t</td>
<td>is allowed to</td>
<td>isn’t allowed to</td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>Can I you/we etc.</th>
<th>park here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am you allowed to</td>
<td>park here?</td>
</tr>
<tr>
<td>He is he</td>
<td></td>
</tr>
</tbody>
</table>

Use

Can is a modal verb.

Can and be allowed to express permission. Can is more informal and usually spoken.

You can borrow my bike, but you can’t have the car. I need it.

They can’t come in here with those muddy shoes!

You’re allowed to get married when you’re 16.

Are we allowed to use a dictionary for this test?

He isn’t allowed to park here.

4.2 should, ought to, and must

Form

Should, ought to, and must are modal verbs.

<table>
<thead>
<tr>
<th>I/You/We/They</th>
<th>should/shouldn’t</th>
<th>ought to / ought not to</th>
<th>work hard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use

1. Should and ought to express mild obligation, suggestions, or advice. They express what, in the speaker’s opinion, is the right or best thing to do. We often use them with I think/don’t think …
   - You’re always asking me for money. I think you should spend less.
   - You shouldn’t sit so close to the television! It’s bad for your eyes.
   - You ought to be more careful with your money.

2. Should I/she/we … is possible. We often use Do you think …?
   - Should I try to eat less?
   - Do you think I should see a doctor?

3. Must, like have to, expresses strong obligation. Must expresses an obligation that involves the speaker’s opinion. It is personal.
   - I must get my hair cut. (This is me talking to me.)
   - You must go and visit your grandmother. (A parent talking to a child.)

4. Must is also associated with a formal, written style.
   - All visitors must show proper ID. (Sign in the lobby of an office building)
   - Books must be returned on or before the due date. (Instructions in a library)

have to and must, don’t have to and mustn’t

1. Have to and must are sometimes interchangeable.
   - I must be home by midnight. I have to be home by midnight.
   - But have to is used more often than must. If you are unsure which to use, it is probably safer to use have to.

2. Must I … is possible, but question forms with have to are more common.
   - Do I have to do what you say, or can I do what I want?

3. Have to has all forms; must does not.
   - I had to work until midnight last night. (Past)
   - You’ll have to study hard when you go to college. (Future)
   - She’s a millionaire. She’s never had to do any work. (Present Perfect)
   - I hate having to get up on cold, winter mornings. (-ing form)
   - If you were a nurse, you would have to wear a uniform. (Infinitive)

4. Don’t have to and mustn’t are completely different.
   - Don’t have to expresses absence of obligation — you can but it isn’t necessary.
     - Some people iron their socks, but you don’t have to. I think it’s a waste of time.
     - When you go into a shop, you don’t have to buy something. You can just look.
   - Mustn’t expresses negative obligation — it is very important not to do something.
     - You mustn’t steal other people’s things. It’s wrong.
     - You mustn’t drive if you’ve been drinking. You could kill someone!

Workbook p28 Further practice of must and have to
UNIT 5

Introduction to future forms

There is no future tense in English as there is in many European languages. However, English has several forms that can refer to the future. Three of these are will, going to, and the Present Continuous. I'll see you later. (will)

We're going to see a film tonight. Do you want to come? (going to)

I'm seeing the doctor tomorrow evening. (Present Continuous)

The difference between them is not about near or distant future, or about certainty. The speaker chooses a future form depending on how the speaker sees the future event. Is it a plan, a decision, an intention, an offer, a prediction, or an arrangement? This is the important question to ask when choosing a future form. There is more about this in Use below.

5.1 will/go ing to and the Present Continuous

Form

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>He</th>
<th>They</th>
<th>I'll</th>
<th>won't</th>
<th>help you.</th>
<th>watch TV tonight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm/I'm not</td>
<td>She's/She isn't</td>
<td>We're/We aren't</td>
<td>going to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm/I'm not</td>
<td>He's/He isn't</td>
<td>You're/You aren't</td>
<td>catching the 10 o'clock train.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question

What time will you are going to arrive?

are you meeting the manager?

Note

We avoid saying going to come or going to go.

We're coming tomorrow.

When are you going home?

Use

Plans, decisions, and intentions (will and going to)

will

Will is used as a modal auxiliary verb to express a decision, intention, or offer made at the moment of speaking. We saw this use in Unit 4. (See 4.4.) Remember that you can't use the present tense for this use.

I'll have the steak, please. NOT I have the steak.

I'll see you tomorrow. Byel NOT I see you tomorrow.

Give me a call sometime. We'll go out for coffee.

'Jeff, there's someone at the door!' 'OK, I'll get it.'

4.3 Making requests: can, could, will, and would

1 There are many ways of making requests in English.

<table>
<thead>
<tr>
<th>Can</th>
<th>Could</th>
<th>Will</th>
<th>Would</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>help me, please?</td>
<td>pass the salt, please?</td>
<td></td>
</tr>
</tbody>
</table>

Would you mind helping me, please?

Can
Could
Will
Would

I speak to you, please?

ask you a question?

Do you mind if I open the window?

Would you mind if I opened the window?

Can, could, will, and would are all modal verbs.

2 Could is a little more formal; can is a little more familiar. Could I ...? and Could you ...? are very useful because they can be used in many different situations.

3 Here are some ways of responding to requests:

A Excuse me! Could you help me?
B Sure.
   Of course.
   Well, I'm afraid I'm a little busy right now.
A Would you mind if I opened the window?
B No, not at all.
   No, that's fine.
   Well, I'm a little cold, actually.

4.4 Making offers: will and shall/should

1 Will and shall / should are used to express offers. They are both modal verbs.

2 The contracted form of will is used to express an intention, decision, or offer made at the moment of speaking.

Come over after work. I'll cook dinner for you.

It's Jane's birthday today. 'Is it? I'll buy her some flowers.'

Give him your suitcase. He'll carry it for you.

Don't worry about catching the bus. Dave'll give you a lift.

Give it back or we'll call the police!

In many languages, this idea is often expressed by a present tense, but in English this is wrong.

I'll give you my number. NOT I give you my number.
I'll carry your suitcase. NOT I carry your suitcase.

Other uses of will are dealt with in Unit 5.

3 Shall / Should ...? is used in questions with the first person, I and we. It expresses an offer, a suggestion, or a request for advice.

'Shall I carry your bag for you?' 'That's very kind. Thank you.'

'Shall we go out for a meal tonight?' 'Mmm. I'd love to.'

'What shall we do? We haven't got any money.' 'We could ask Dad.'

We use should to make an informal suggestion.

What should we have for dinner?

What should we do tonight?
UNIT 6

Introduction to like
Like can be a verb or a preposition.
Like as a verb can be followed by -ing or to, sometimes with a change in meaning.
I like going out at the weekend. (general enjoyment)
I like to sit in a hot bath and read. (habits and preferences)
Like as a verb has a person as the subject:
I like modern art.
I don't like the way he looks at me.
Do you like fish?
Would you like a drink?
Like as a preposition has an object after it:
She's wearing a hat like mine.
He's nothing like his father.
That sounds like the postman.
You're behaving like children.
This new girlfriend of his - what she like?

6.1 What ... like?
What is/are/was/were ... like? is used to ask about the permanent nature of people and things. It asks for a description or an impression or a comparison.
What's the health service like in your country?
What are the new students like?

1 Be careful!
1 With a description or an impression, we do not use like in the answer.
   What's London like? It's quite big and it's very interesting.
   NOT It's like quite big ...
   What's Amanda like? She's tall, attractive, and very funny.
   NOT She's like tall ...

2 With a comparison, we can use like in the answer. Here, like means similar to / the same as.
   What's London like? It's like New York, but without the tall buildings. (= It's similar to ...)
   What's Amanda's daughter like?
   She's just like Amanda.
   (= She's the same as ...)

Workbook p39 Like and as

6.2 How ...?
1 How ...? is used to ask about the present condition of something that can change.
   How's work these days? It's better than last year.
   How was the traffic this morning? It was worse than usual.
   To ask about the weather, we can use both questions.

<table>
<thead>
<tr>
<th>How's the weather</th>
<th>What's the weather like</th>
<th>where you are?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 How ...? is also used to ask about people's health and happiness.
   Compare:
   How's Peter? He's fine.
   What's Peter like? He's a nice guy. He's quite tall, has dark hair ...

3 How ...? is also used to ask about people's reactions and feelings.
   How's your meal?
   How's your new job?
UNIT 7

Introduction to the Present Perfect

The same form (have + past participle) exists in many European languages, but the uses in English are different. In English, the Present Perfect is essentially a present tense, but it also expresses the effect of past actions and activities on the present.

Present Perfect means 'before now'. The Present Perfect does not express when an action happened. If we say the exact time, we have to use the Past Simple.

*In my life, I have travelled to all seven continents.*
*I travelled around Africa in 1998.*

7.1 The Present Perfect

Form

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>'ve lived in Rome.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'ve lived</td>
<td>haven't</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lived</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'s</td>
<td>hasn't</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>How long have I lived?</th>
<th>I have lived in Rome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long has she lived?</td>
<td></td>
</tr>
</tbody>
</table>

Short answer

<table>
<thead>
<tr>
<th>Have you always lived in Budapest?</th>
<th>Yes, I have.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I haven't.</td>
<td></td>
</tr>
</tbody>
</table>

Use

The Present Perfect expresses:

1 an action that began in the past and still continues (unfinished past).

*We've lived in the same house for 25 years.*
*Peter's worked as a teacher since 2000.*
*How long have you known each other?*
*They've been married for 20 years.*

Note

Many languages express this idea with a present tense, but in English this is wrong.

*Peter has been a teacher for ten years.* NOT *Peter is a teacher for ten years.*

These time expressions are common with this use.

<table>
<thead>
<tr>
<th>two years</th>
<th>1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>a month</td>
<td>the end of the class</td>
</tr>
<tr>
<td>for a few minutes</td>
<td>since August</td>
</tr>
<tr>
<td>half an hour</td>
<td>8 o'clock</td>
</tr>
<tr>
<td>ages</td>
<td>Christmas</td>
</tr>
</tbody>
</table>

We use for with a period of time and since with a point in time.
2 an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt. When the action happened is not important.

I've been to the United States. (I still remember.)
She's written poetry and children's stories. (in her writing career)
Have you ever had an operation? (at any time in your life up to now)
How many times has he been married? (in his life)
The adverbs ever, never, and before are common with this use.

Have you ever been to Australia?
I've never tried bungee jumping.
I haven't tried sushi before.

Questions and answers about definite times are expressed in the Past Simple.

When did you go to the United States?
Was her poetry published while she was alive?
I broke my leg once, but I didn't have to stay in the hospital.
He met his second wife in the dry cleaner's.

3 a past action that has a present result. The action is usually in the recent past.

The taxi hasn't arrived yet. (We're still waiting for it.)
What have you done to your lip? (It's bleeding.)
We often announce news in the Present Perfect because the speaker is emphasizing the event as a present fact.

Have you heard? The Prime Minister has resigned.
Susan's had her baby!
I've ruined the meal.

Details about definite time will be in the Past Simple.

She resigned because she lost a vote of no confidence.
She had a baby boy this morning. It was a difficult birth.
I didn't watch it carefully enough.

The adverbs yet, already, and just are common with this use.

I haven't done my homework yet. (Negative)
Has the postman been yet? (Question)
I've already done my homework.
She's just had some good news.

Be careful with been and gone.
He's been to the United States. (experience - he isn't there now)
She's gone to the United States. (present result - she's there now)

Workbook p45 Further practice of been and gone

7.2 Present Perfect or Past Simple?

1 The Present Perfect is for unfinished actions. The Past Simple is for completed actions. Compare:

Present Perfect Past Simple
I've lived in Texas for six years.
(I still live there.)
I've written several books.
(I can still write some more.)

I lived in Texas for six years.
(Now I live somewhere else.)
Shakespeare wrote 30 plays.
(He can't write any more.)

2 We can see that the Present Perfect refers to indefinite time and the Past Simple refers to definite time by looking at the time expressions used with the different tenses.

Present Perfect - indefinite Past Simple - definite

I've done it for a long time.
I've already done it.
I haven't done it yet.

I've done it since July.
I've already done it.
I haven't done it yet.

I've done it before.
I've already done it.
I haven't done it yet.

I've done it recently.
I did it.

I've already done it.
I did it.

I've already done it.
I did it.

I've already done it.
I did it.

I've already done it.
I did it.

I've already done it.
I did it.

Be careful with this morning/afternoon, etc.

Have you seen Amy this morning? (It's still morning.)

Did you see Amy this morning? (It's the afternoon or evening.)

7.3 Present Perfect Simple passive

Form

has/have been + past participle

It has been sold.

They have been sold.

Use

The uses are the same in the passive as in the active.

Two million cars have been produced so far this year. (unfinished past)
Has she ever been made redundant? (past experience)

'Have you heard? Two hundred homes have been washed away by a tidal wave!' (present importance)

7.4 Phrasal verbs

There are four types of phrasal verbs. Types 1, 2, and 3 can be literal or idiomatic. Type 4 are nearly always idiomatic.

Type 1

Verb + particle (no object)

a He put on his coat and went out.

b I didn't put enough wood on the fire and it went out.

In a, the verb and particle are used literally. In b, they are used idiomatically. Go out means stop burning.

Examples with literal meaning:

Sit down.
She stood up and walked out.
Please go away.
She walked right past the store without noticing it.

Examples with idiomatic meaning:

The marriage didn't work out. (= succeed)
Our plans fell through. (= fail)

Type 2

Verb + particle + object (separable)

a I put up the picture.

b I put up my sister for the night.

In a, the verb and particle are used literally. In b, they are used idiomatically. Put up means give someone food and a place to sleep, usually for the night or a few days.

Type 2 phrasal verbs are separable. The object (noun or pronoun) can come between the verb and the particle.

I put up the picture. I put up my sister.
I put the picture up. I put my sister up.
If the object is a pronoun, it always comes between the verb and the particle.

*I put it up.*  NOT *I put up it.*
*I put her up.*  NOT *I put up her.*

Examples with a literal meaning:
The waiter **took away** the plates.
_Don't throw it away._
_They're **pulling that old building down.**_

Examples with an idiomatic meaning:
*I put off the meeting._ (= postpone)
*Don't let me down._ (= disappoint)

**Type 3**

**Verb + particle + object (inseparable)**

a. *She came across the room._

b. *She came across an old friend while she was out shopping._

In a, the verb and particle are used literally. In b, they are used idiomatically. *Come across* means find by accident.

Type 3 phrasal verbs are inseparable. The object (noun or pronoun) always comes after the particle.

NOT *She came an old friend across._ or *She came her across._

Examples with a literal meaning:
*I'm looking for Jane._
*They ran across the park._

Examples with an idiomatic meaning:
*I'll look after it for you._ (= care for)
*She takes after her father._ (= resemble in features, build, character, or disposition)
*He never got over the death of his wife._ (= recover from)

**Type 4**

**Verb + particle + particle**

*I get along very well with my boss._
*I'm looking forward to it._

*How can you put with that noise?*

Type 4 phrasal verbs are nearly always idiomatic. The object cannot change position. It cannot come before the particles or between the particles.

NOT *I'm looking forward it to._

---

**Introduction to conditionals**

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express real possibilities, and those that express unreal situations.

**Real possibilities**

*If it rains, we'll stay home._
*(if + Present Simple + will)*

*If you've finished your work, you can go home._
*(if + Present Perfect + modal auxiliary verb)*

*If you're feeling ill, go home and get into bed._
*(if + Present Continuous + imperative)*

**Unreal situations**

*You would understand me better if you came from my country._
*(would + if + Past Simple)*

*If I were rich, I wouldn't have any problems._
*(if + were + would)*

*If I stopped smoking, I could run faster._
*(if + Past Simple + modal auxiliary verb)*

There are several patterns that you need to know to understand the variations. Note that a comma is usual when the *if* clause comes first.

---

**8.1 First conditional**

**Form**

*if + Present Simple + will*

**Positive**

*If I find your wallet, I'll let you know._

*We'll come and see you on Sunday if the weather's good._

**Negative**

*You won't pass the test if you don't study._

*If you lose your ticket, you won't be able to go._

**Question**

*What will you do if you don't find a job?*

*If there isn't a hotel, where will you stay?*

Note that we do not usually use *will* in the *if* clause.

*NOT If you will leave now, you'll catch the train._

*I'll go out tonight, I'll give you a call._

*If can be replaced by *unless* (= if ... not) or in case (= because of the possibility ...)._*

*Unless I hear from you, I'll come at 8.00._

*I'll take my umbrella in case it rains._

**Use**

1. **First conditional sentences** express a possible condition and its probable result in the future.

   *Condition* (if clause)  **Result** (result clause)

   *If I find a jumper in your size,*  I'll buy it for you.
   *If you can't do the homework,*  give me a call.
   *If you can find my purse,*  I might buy you an ice-cream.
   *If you've never been to Wales,*  you should try to go there one day.

2. **We can use the first conditional to express different functions** (all of which express a possible condition and a probable result).

   *If you do that again, I'll kill you! (a threat)*
   *Careful! If you touch that, you'll burn yourself! (a warning)*
   *I'll post the letter if you like. (an offer)*
   *If you lend me £100, I'll love you forever. (a promise)*
8.2 Time clauses

Conjunctions of time (when, as soon as, before, until, after) are not usually followed by will. We use a present tense even though the time reference is future.

I'll call you when I get home.
As soon as dinner is ready, I'll give you a call.
Can I have a word with you before I go?
Wait until I come back.

We can use the Present Perfect if it is important to show that the action in the time clause is finished.

When I've read the book, I'll lend it to you.
I'll go home after I've done the shopping.

8.3 Zero conditional

Zero conditional sentences refer to 'all time,' not just the present or future. They express a situation that is always true. If means when or whenever.

If you spend over £50 at that supermarket, you get a five per cent discount.

8.4 Second conditional

Form
if + Past Simple + would

Positive
If I won some money, I'd go around the world.
My father would kill me if he could see me now.

Negative
I'd give up my job if I didn't like it.
If I saw a ghost, I wouldn't talk to it.

Question
What would you do if you saw someone shoplifting?
If you needed help, who would you ask?

Note that was can change to were in the condition clause.

<table>
<thead>
<tr>
<th>If</th>
<th>were rich.</th>
<th>he</th>
<th>wouldn't have to work.</th>
</tr>
</thead>
</table>

Use

1. We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.

If I were the president of my country, I'd increase taxes. (But it's not very likely that I will ever be the president.)
If my mother was still alive, she'd be very proud. (But she's dead.)
If Ted needed money, I'd lend it to him. (But he doesn't need it.)

2. Other modal verbs are possible in the result clause.

I could buy some new clothes if I had some money.
If I saved a little every week, I might be able to save up for a car.
If you wanted that job, you'd have to apply very soon.

3. If I were you, I'd ... is used to give advice.

If I were you, I'd apologize to her.
I'd take it easy for a while if I were you.

8.5 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible; second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)
If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)
If there is a nuclear war, we'll all ... (Said by a pessimist.)
If there was a nuclear war, ... (But I don't think it will happen.)

would

Notice the use of would in the following sentences:
She'd look better with shorter hair. (= If she cut her hair, she'd look better.)

would to express preference
I'd love a cup of coffee.
Where would you like to sit?
I'd rather have coffee, please.
I'd rather not tell you, if that's all right.
What would you rather do, stay in or go out?

would to express a request
Would you open the door for me?
Would you mind lending me a hand?
UNIT 9

Modal verbs

Modal verbs can express ability, obligation, permission, and request. They can also express the idea of probability or how certain a situation is. There is an introduction to modal auxiliary verbs on p. 139.

Modal verbs of probability

9.1 Expressing possibility/probability: the present/future

1. Must and can't express the logical conclusion of a situation: must = logically probable; can't = logically improbable. We don't have all the facts, so we are not absolutely sure, but we are pretty certain.

   **He must be exhausted.**
   **He can't even stand up.**
   **Sue can't have a ten-year-old daughter!** Sue's only 24!
   **He's in great shape, even though he must be at least 60!**
   **A walk in this weather! You must be joking!**
   **Is there no answer? They must be in bed. They can't be out this late!**

2. Could and may/might express possibility in the present or future. May/Might + not is the negative. Couldn't is rare in this use.

   **He might be lost.**
   **They could move to a different place.**
   **Dave and Beth aren't at home. They could be at the concert, I suppose.**
   **We may go to Greece for our vacation. We haven't decided yet.**
   **Take your umbrella. It might rain later.**
   **I might not be able to come tonight. I might have to work late.**

The continuous infinitive

Must/couldn't/might + be + -ing make the continuous form in the present.

   **Peter might be working late.**
   **They can't be working very hard.**

Compare:

   'John's grass is lovely. He must cut it regularly!' (habit)
   'What's John doing in the garden?' 'He might be cutting the grass.' (now)

9.2 Expressing possibility/probability: the past

The perfect infinitive

Must/couldn't/might + have + past participle express degrees of probability in the past.

   **He must have been exhausted.**
   **She can't have told him about us yet.**
   **He might have got lost.**
   **They could have moved house.**

The continuous infinitive

Must/couldn't/might + have been + -ing make the continuous form in the past.

   **She must have been jok[ing.**
   **They can't have been trying very hard.**
   **He could have been lying to you.**

9.3 Asking about possibilities

To ask about possibility/probability we usually use Do you think ...? Question forms with modal verbs of probability are unusual.

   'Do you think she's married?'
   'Where do you think he's from?'
   'Do you think they've arrived yet?'

   'She can't be.'
   'He might be Spanish or Portuguese.'
   'They may have. Or they might have got stuck in the traffic.'

9.4 So do! Neither do!

When we agree or disagree using So ... / Neither ... I, we repeat the auxiliary verbs. If there is no auxiliary, use do/does/did. Be careful with sentence stress.

**AGREING**

| I like ice-cream. | So do I. |
| I'm wearing jeans. | So am I. |
| I can swim. | So can I. |
| I went out. | So did I. |

| I don't like working. | Neither do I. |
| I can't drive. | Neither can I. |
| I haven't been to Paris | Neither have I. |

**DISAGREEING**

| I don't like Mary. | I do. |
| We're going now. | We aren't. |
| Can speak Polish. | I can't. |
| Haven't been skiing. | I have. |
| Like blue cheese. | I don't. |
| Saw Pat yesterday. | I didn't. |
| I'm going to have some coffee. | I'm not. |

9.5 too and either/neither

We express that we have the same ideas as somebody else by using too and either/neither. With too and either we repeat the auxiliary verbs or, if there is no auxiliary, use do/does/did.

   **I like ice-cream.**
   **I have always studied hard.**
   **I can't play a musical instrument.**

   **I do. too. / Me too.**
   **I have. too. / Me too.**
   **I can't. either. / Me neither.**
Continuous forms

Remember, the following ideas are expressed by all continuous forms:

1. activity in progress.
   - Be quiet! I’m thinking.
   - I was having a shower when the phone rang.
   - I’ve been working since 9 o’clock this morning.

2. temporary activity.
   - We’re staying with friends until we find a place of our own.
   - We’ve been living with them for six weeks.

3. possibly incomplete activity.
   - I’m writing a report. I have to finish it by tomorrow.
   - Who’s been eating my sandwich?

Workbook p63 Further practice of simple and continuous forms

10.1 Present Perfect Continuous

Form

Positive and negative

<table>
<thead>
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<th>I</th>
<th>We</th>
<th>You</th>
<th>They</th>
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<tbody>
<tr>
<td>have</td>
<td>haven’t</td>
<td>been working.</td>
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<tr>
<td>He</td>
<td>She</td>
<td>It</td>
<td>has</td>
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Question

<table>
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<th>How long</th>
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<td></td>
<td></td>
<td>it</td>
<td></td>
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</tbody>
</table>

Use

We use the Present Perfect Continuous to express:

1. an activity that began in the past and is continuing now.
   - I’ve been studying English for three years.
   - How long have you been working here?

Sometimes there is no difference between the simple and the continuous.

- I’ve played
- I’ve been playing
- the piano since I was a boy.

If the continuous is possible, English has a preference for using it.

The continuous can sometimes express a temporary activity, and the simple a permanent state.

- I’ve been living in this house for the past few months.
- (temporary)
- I’ve lived here all my life. (permanent)

Remember that state verbs rarely take the continuous form (see 2.3 p136).

- I’ve had this book for ages.
- I’ve always loved sunny days.

1. a past activity that has caused a present result.
   - I’ve been working all day. (I’m tired now.)
   - Have you been crying? (Your eyes are red.)
   - Roger’s been cutting the grass. (I can smell it.)

The past activity might be finished or it might not. The context usually makes this clear.

- Look out of the window! It’s been snowing! (It has stopped snowing now.)
- I’ve been writing this book for two years. (It still isn’t finished.)

I’m covered in paint because I’ve been decorating the bathroom. (It might be finished or it might not. We don’t know.)

10.2 Present Perfect Simple or Continuous?

1. The simple expresses a completed action.
   - I’ve painted the kitchen, and now I’m doing the bathroom.

   The continuous expresses an activity over a period and things that happened during the activity.

   - I’ve got paint in my hair because I’ve been decorating.

   Because the simple expresses a completed action, we use it if the sentence gives a number or quantity. Here, the continuous isn’t possible.

   - I’ve been reading all day. I’ve read ten chapters.
   - She’s been eating ever since she arrived. She’s eaten ten biscuits already.

2. Some verbs don’t have the idea of a long time, for example, find, start, buy, die, lose, break, stop. These verbs are more usually found in the simple.

   Some verbs have the idea of a long time, for example, wait, work, play, try, learn, rain. These verbs are often found in the continuous.

   - I’ve cut my finger. (One short action.)
   - I’ve been cutting firewood. (Perhaps over several hours.)

10.3 Time expressions

Here are some time expressions often found with certain tenses.

Past Simple

- I lived in Chicago for six years.
- I saw Jack two days ago.
- They met during the war.
- She got married while she was at university.

Present Perfect

- We’ve been married for ten years.
- They’ve been living here since June.
- She hasn’t been working since their baby was born.

Future

- We’re going on vacation for a few days.
- The class ends in 20 minutes.
- I’ll be home in a half an hour.

Prepositions with dates, months, years, etc.

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<td>Monday morning</td>
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<td>Christmas Day</td>
<td>the end of May</td>
</tr>
<tr>
<td>the 1920s</td>
<td>Christmas Day holiday</td>
<td>Christmas</td>
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<td>the 20th century</td>
<td></td>
<td>the age of ten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dinner-time</td>
</tr>
</tbody>
</table>
UNIT 11

Question words

Look at the questions. Notice that What, Which, and Whose can combine with a noun and How can combine with an adjective or an adverb.

What kind of music do you like?
What size shoe do you wear?
What colour are your eyes?
Which pen do you want?
Which way is it to the station?
Whose book is this?
How much do you weigh?
How many brothers and sisters do you have?
How many times have you been on a plane?
How much homework do you get every night?
How tall are you?
How often do you go to the dentist?
How long does it take you to get to school?

11.1 Indirect questions

1. Indirect questions have the same word order as the positive and there is no do/does/did.

Tom lives in California.
Do you know where Tom lives?
NOT Do you know where does Tom live?

2. We often make direct questions into indirect questions to make them sound 'softer' or more polite.

Direct question
What time do the banks close?

Indirect question
Could you tell me
what time the banks close?

Do you know
Do you happen to know
Have you any idea
Do you remember
Would you mind telling me
If there is no question word, use if or whether.
I don't know if I'm coming or not.
I wonder whether it's going to rain.

Here are some more expressions that introduce indirect questions:
I don't know
I wonder
I can't remember
I've no idea
I'd like to know
I'm not sure

11.2 Question tags

Form

1. Question tags are very common in spoken English. The most common patterns are:

positive sentence – negative tag
You're Jenny, aren't you?
or negative sentence – positive tag
It isn't a very nice day, is it?

2. We repeat the auxiliary verb in the tag. If there is no auxiliary, use do/does/did.

You haven't been here before, have you?
You can speak French, can't you?
We should take the dog out, shouldn't we?
Banks close at four, don't they?
She eats meat, doesn't she?
You went to bed late, didn't you?

Note

For negative question tags with I'm ..., use aren't.
I'm late, aren't I? NOT I'm late, am I?
But,
I'm not late, am I? NOT I'm not late, aren't I?

3. Notice the meaning of Yes and No in answer to question tags.

'You're coming, aren't you?' 'Yes.' (= I am coming.)
'You're coming, aren't you?' 'No.' (= I'm not coming.)

Use

We use question tags to keep a conversation going by involving listeners and inviting them to participate.
The meaning of a question tag depends on how you say it.
A question tag with rising intonation is like a real question – it is asking for confirmation. It means 'I'm not sure, so I'm checking.' The speaker thinks he/she knows the answer, but isn't absolutely certain.

Your name's Abigail, isn't it?
You're in advertising, aren't you?
You work in the city, don't you?

A question tag with falling intonation isn't really a question at all – it is a way of making conversation. It means 'Talk to me.' The speaker expects people to agree with him/her.

Beautiful day, isn't it?
It's wonderful weather for swimming, isn't it?
That was a great concert, wasn't it?

You haven't been here before, have you?

Note

We can also use question tags with negative sentences to make a polite request for information or help.

You couldn't lend me your car this evening, could you?
12.1 Tense changes in reported statements

1 It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g., said, told).

Present ———> Past
Present Perfect ———> Past Perfect
Past ———> Past Perfect

'I'm going.' He said he was going.
'She's passed her test.' He told me she had passed her test.
'My father died when I was six.' She said her father had died when she was six.

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

I thought she was married, but she isn't.
I didn't know he was a teacher. I thought he worked in a bank.
I forgot you were coming. Never mind. Come in.
I hoped you would call.

2 There is no tense change if:

- the reporting verb is in the present tense (e.g., says, asks).
  'The train will be late.' He says the train will be late.
  'I come from Spain.' She says she comes from Spain.
- the reported speech is about something that is still true.
  'Rain forests are being destroyed.'
  She told him that rain forests are being destroyed.
  'I hate football.'
  I told him I hate football.

Some modal verbs change.

can ———> could
will ———> would
may ———> might

'She can type well.' He told me she could type well.
'I'll help you.' He said she'd help me.
'I may come.' She said she might come.

Other modal verbs don't change.

'You should go to bed.' He told me I should go to bed.
'It might rain.' She said she thought it might rain.

Must stays as must, or changes to had to.

'I must go!' He said he must/had to go.

12.2 Reporting verbs

There are many reporting verbs.

We rarely use say with an indirect object (i.e., the person spoken to).

She said she was going. NOT She said to me she was going.

Tell is always used with an indirect object in reported speech.

She told me the doctor us her husband the news.

We can use that after say and tell.

He told her (that) he would be home late.
She said (that) sales were down from last year.

Many verbs are more descriptive than say and tell, for example, explain, interrupt, demand, insist, admit, complain, warn.

He explained complained admitted that he would be home late.
that sales were down that year.

Sometimes we report the idea, rather than the actual words.
'I'll lend you some money.' He offered to lend me some money.
'I won't help you.' She refused to help me.

12.3 Reported questions

1 The word order in reported questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no do/does/did. This is similar to indirect questions (see p.149).

'Why have you come here?' I asked her why she had come here.
'What time is it?' He wants to know what time it is.
'Where do you live?' She asked me where I lived.

Note
We do not use a question mark in a reported question.
We do not use say in reported questions.
He said, 'How old are you?' He asked me how old I am.

2 If there is no question word, use if or whether.

| She wants to know | if | whether | she should wear a dress. |

12.4 Reported commands, requests, etc.

1 For reported commands, requests, offers, and advice, we use verb + person + to + infinitive.

They told us to go away.
They asked me to look after their cat.
He urged the teachers to go back to work.
She persuaded me to have my hair cut.
I advised the President to leave immediately.

Say is not possible. Use ask, told, etc.

2 For negative commands, use not before to.

He told me not to tell anyone.
The police warned people not to go out.

3 We use tell for reported statements and reported commands, but the form is different.

Reported statements
He told me that he was going.
They told us that they were going abroad.
She told them what had been happening.

Reported commands
He told me to keep still.
The police told people to move on.
My parents told me to clean up my room.

We use ask for reported commands and reported questions, but the form is different.

Reported commands
He asked me to attend the interview.
He asked me to open my suitcase.
She asked me not to leave.

Reported questions
He asked me what I did for a living.
I asked her how much the rent was.
She asked me why I had come.

Workbook p77 Further practice of ask and tell
Pairwork activities

UNIT 1 p9

PRACTICE
An amazing thing happened!

Student A
Ask and answer questions to complete the information about Kaori Sato.

Where was Kaori Sato born?
- In Osaka. How many films has she made?
- Over forty. How long...?

KAORI SATO
United Nations Goodwill Ambassador

K aori Sato was born in **Osaka, Japan** (Where?), in 1956. She is a famous film star and has made over forty films.

She has been a UN Goodwill Ambassador for **_________** (How long?). Her special interest is children’s health and education. She goes to Africa **_________** (How often?), and she visits schools and hospitals. She has raised **_________** (How much money?) from people in Japan. As a Goodwill Ambassador, she is paid just $1 a year.

Her father was a famous **_________** (What/Do?). Kaori went to university in Tokyo, then studied **_________** (What?) at the Tokyo Theatre School. She has also written seven best-selling books.

She is married, and has **_________** (How many?) children. They are both at university, studying languages.

UNIT 3 p25

PRACTICE
Getting information

Student A
Ask and answer questions to complete the story.

Where did Wanda and Roy go on holiday?
- They went to Florida. What did they do every day?

**THE TALE OF TWO WAVES**
A TRUE STORY

Last summer, Wanda and Roy went on holiday to **Florida** (Where?). Every day, they went swimming and lay in the sun.

One morning, they were **_________** (Where?), swimming in the sea, when a huge wave knocked Wanda’s expensive Italian sunglasses into the water. Wanda was very upset because **_________** (Why?).

The next day, they were sunbathing on the same beach and Wanda was wearing **_________** (What?), when suddenly there was another huge wave, which totally covered Wanda. She was **_________** (How... feel?), but then she looked down and to her amazement, she saw the expensive sunglasses that she had lost the day before.
KAORI SATO
United Nations Goodwill Ambassador

Kaori Sato was born in Osaka, Japan, in 1956. She is a famous film star and has made over forty (How many?) films.

She has been a UN Goodwill Ambassador for 20 years. Her special interest is (What?). She goes to Africa every year, and she visits (What?). She has raised $25 million from people in Japan. As a Goodwill Ambassador, she is paid (How much?).

Her father was a famous painter. Kaori went to university in (Where?), then studied drama at the Tokyo Theatre School. She has also written (How many?) best-selling books.

She is married, and has two children. They are both at university, studying (What?).
VOCABULARY
Talking about you

1 Work with a partner. List the following information.
   - the name of a restaurant where you had a memorable meal
   - the name of a city, town, or village that you have visited and that you would like
     to visit again
   - the name of a relative, friend, or colleague who is important to you

Choose names of people and places that your partner does not know.

READING AND SPEAKING
Roleplay

1 Work with a partner.

   Student A
   You are a journalist. Interview your partner about his/her dream job from
   exercise 1 on p58. Ask these questions.
   - What do you do?
   - How did you get the job?
   - What do you like most about it?
   - What’s an average day like?
   - Have you made any sacrifices to do this job?
   - What would you like to do next?
   - What advice would you give to someone who wanted to do your job?

   Student B
   You have your dream job from exercise 1 on p58. Your partner is a journalist.
   Answer his/her questions.

2 Change roles.

2 Exchange lists with your partner.
   Ask and answer questions to find out about the places and people your partner listed.

3 Report back to the class about one of the names your partner wrote.
I NEED HELP!
Lucy and Pam's letters

Here are Lucy and Pam's letters to 'Susie's Problem Page'.

Dear Susie,

I am 16 years old and totally depressed. I'm in love with Leon Rossi, the film star. I think about him night and day. I just sit in my room and watch videos of his films over and over again. I've written hundreds of letters to him and sent emails to his fan club, but all I get back are autographed photos. I dream that one day I'll meet him and that he'll feel the same way about me. My friends think I'm crazy, so I don't see them any more. I can't concentrate on my homework, and I have exams next month. I've tried to talk to my mum and dad, but they're both solicitors and much too busy to listen to me.

Please, please help me! I'm desperate. I'm thinking of running away to Hollywood to meet him.

Yours in misery,
Lucy

Dear Susie,

I'm almost too tired to write, but I have no one to turn to. I've been married for three years and everything was just fine until a year ago when Brian, my husband, lost his job. He became depressed, and because he has nothing to do, he just goes over to his mother's house and spends all day with her. He says he's worried about her because she lives alone.

I'm a nurse at a hospital. I'm exhausted after work, but when I get home I have to cook and clean. Brian refuses to cook or do housework - he says it's boring and gets angry with me if I ask him to do anything around the house. His whole personality has changed - we don't communicate any more. We're always short of money and I'm worried that he might have a gambling problem. I found hundreds of lottery tickets in a drawer yesterday, but I haven't said anything about it.

What can I do? I still love him. We were hoping to start a family soon, but now I'm not so sure this is a good idea.

Yours sincerely,
Pam
PRACTICE
Finding out about Madonna

Student A
Ask and answer questions to complete the information about Madonna.

When was Madonna born?
On 16 August, 1958. Where was she born?
In Bay City, Michigan. What ... ?

Madonna was born Louise Veronica Ciccone on 16th August, 1958. She was the oldest of eight children. Her mother died of (What?) when she was six years old. She was brought up by (Who ... by?), who was an engineer. He remarried, and Madonna's stepmother was called Joan. She started singing and dancing when she was (How old?), participating in school shows and being a cheerleader. She also had piano and ballet lessons.

She went to the University of Michigan, where she studied (What?), but she put aside her studies after two years and went to New York, because (Why?).

She had no money, so she worked in shops and as a model. She decided to start singing, and found work as a backing vocalist. She wrote songs, and performed at local discos. She signed a contract with (Who ... with?) in 1982, and immediately her career took off. She had her first number one hit in 1984 with Like a Virgin. In 1985 she appeared as the lead in the film Desperately Seeking Susan.

Around this time she married (Who?). Unfortunately the marriage only lasted for four years.

In 1992 she founded her own record company called Maverick. In 1996 she starred in the film (Which?), and she was awarded the Golden Globe for Best Actress. In the same year she had her first child, Lourdes Maria. The father was (Who?). She currently lives in London with (Who ... with?), with whom she had a second child, a boy called Rocco.

She has had eleven number one hits - more than any other female artist.
PRACTICE
Finding out about Madonna

Student B
Ask and answer questions to complete the information about Madonna.

When was Madonna born?
On 16 August 1958. Where was she born?
In Bay City, Michigan. What ... ?

Madonna was born Louise Veronica Ciccione on 16 August, 1958, in Bay City, Michigan. She was the oldest of eight children. Her mother died of cancer when she was ___________ (How old?). She was brought up by her father, who was an engineer. He remarried, and Madonna's stepmother was called ___________ (What ... name of ...?).

She started singing and dancing when she was eight, participating in school shows and being a cheerleader. She also had piano and ballet lessons.

She went to the University of ___________ (Which ... to?), where she studied dance, but she put aside her studies after two years and went to ___________ (Where ... to?), because she had dreams of becoming a star.

She had no money, so she worked in shops and as a model. She decided ___________ (What ... do?), and found work as a backing vocalist.

She wrote songs, and performed at local discos. She signed a contract with Warner Brothers in 1982, and immediately her career took off. She had her first number one hit in ___________ (When?) with Like a Virgin. In 1985 she appeared as the lead in the film Desperately Seeking Susan.

Around this time she married Sean Penn. Unfortunately the marriage only lasted for ___________ years (How long?).

In 1992 she founded her own record company called Maverick. In 1996 she starred in the film Evita, and she was awarded ___________ (What?).

In the same year she had her first child, Lourdes Maria. The father was her personal trainer, Carlos Leon. She currently lives in ___________ (Where?) with her English husband, Guy Ritchie, with whom she had a second child, a boy called Rocco.

She has had ___________ (How many?) number one hits – more than any other female artist.

PRACTICE
Conversations

1 Work with a partner. Choose one of the conversations below and add question tags.

1 A You broke that vase.
   B Yes, I did. I dropped it. I'm sorry.
   A You'll replace it.
   B Yes, of course I will. How much did it cost?
   A £300.
   B £300?! It wasn't that much.
   A Yes, it was.

2 A Have you paid the electricity bill yet?
   B No, you paid it.
   A No, I haven't paid it. I thought you paid it.
   B Me? But you always pay it.
   A No, I don't. I always pay the phone bill.
   B Oh, yes, sorry.

3 A We love each other.
   B Erm, I think so.
   A We don't ever want to be apart.
   B Well ...
   A And we'll get married and have lots of children.
   B What? You haven't bought me a ring.
   A Yes, I have. Diamonds are forever.
   B Oh, dear!

4 A Helen didn't win the lottery.
   B Yes, she did. She won £2 million!
   A She isn't going to give it all away.
   B As a matter of fact, she is.
   A Wow. Not many people would do that.
   B Well, I certainly wouldn't.

5 A I think we're lost. Let's look at the map.
   B Uh-oh.
   A What do you mean, 'Uh-oh'? You didn't forget to bring the map.
   B Sorry.
   A How are we going to get back to the campsite without a map?
   B Well, we could ask a police officer.
   A There aren't many police officers on this mountain!

2 Act out your conversation for the class.
# Irregular verbs

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<th>Base form</th>
<th>Past Simple</th>
<th>Past participle</th>
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# Verb patterns

## Verbs + -ing

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<tr>
<th>Verb</th>
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<tbody>
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<tr>
<td>finish</td>
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<tr>
<td>look forward to</td>
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</table>

**Note**
We often use the verb go + -ing for sports and activities.

*I go swimming every day.*
*I go shopping on weekends.*

## Verbs + sb + to + infinitive

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
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<tr>
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<td>encourage</td>
<td>to come</td>
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<tr>
<td>would like</td>
<td>to do</td>
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</table>

**Note**
Help can be used without to.
*Bob helped me do the dishes.*

## Verbs + sb + infinitive (no to)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
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<tr>
<td>let</td>
<td>us to do</td>
</tr>
<tr>
<td>make</td>
<td>do</td>
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</tbody>
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**Notes**
1. *Help* and *dare* can be used without to.
   - We helped clean up the kitchen.
   - They didn't dare disagree with him.
2. *Have to* for obligation.
   - I have to wear a uniform.
3. *Used to* for past habits.
   - I used to smoke, but I quit last year.

## Verbs + -ing or to + infinitive

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<th>Example</th>
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<tr>
<td>prefer</td>
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<tr>
<td>start</td>
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</table>

**Notes**
1. *I remember posting the letter.*
   (= I have a memory now of a past action: posting the letter.)
   *I remembered to post the letter.*
   (= I reminded myself to post the letter. I didn't forget.)
2. *I stopped drinking coffee.*
   (= I gave up the habit.)
   *I stopped to drink a coffee.*
   (= I stopped doing something else in order to have a cup of coffee.)
3. *I tried to sleep.*
   (= I wanted to sleep, but it was difficult.)
   *I tried counting sheep and drinking a glass of warm milk.*
   (= These were possible ways of getting to sleep.)
# Phonetic symbols

## Consonants

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<td>as in</td>
<td>big /bɪg/</td>
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<td>as in</td>
<td>tea /ti:/</td>
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<td>as in</td>
<td>do /du:/</td>
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<td>as in</td>
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## Vowels

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## Diphthongs (two vowels together)

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