

## Unit Eight

### The Passive

(Units Eleven, New Headway Plus. Pre-Intermediate)

#### 8.1 Form of the Passive

- The passive is commonly used in scientific writing. It is used with verbs that take objects. When the doer of the action is the subject of the verb, the sentence is active, e.g.

In the chemistry lab, we measure the volume of liquids.

The passive voice is formed by making the object the subject of the sentence and using the right tense of 'to be' followed by the past participle. Therefore, in the passive voice, the object of the action is the subject of the sentence, e.g.

In the chemistry lab, the volume of liquids is measured.

- The forms of the passive are:

is/are		+ past participle
was/were		
has/have been		
will		

The past participle of regular verbs ends in -ed. There are many common irregular verbs (See the list on p143 of New Headway Plus. Pre-Intermediate).

**Present:** English is spoken all over the world.

**Past:** The animals were frightened by a loud noise.

**Present Perfect:** Diet cola has been made since 1982.

**will:** 10,000 cars will be produced next year.

**Note:**

1. The rules for tense usage in the passive are the same as in the active.

Present Simple to express habit:

My car is serviced regularly.

Past Simple to express a finished action in the past:

America was discovered by Christopher Columbus.

Present Perfect to express an action which began in the past and continues to the present:

Diet cola has been made since 1982.

2. The passive infinitive (to be + -ed) is used after modal auxiliary verbs and other verbs which are followed by an infinitive.

Driving should be banned in city centers.

**8.2 Use**

1. The object of an active verb becomes the subject of a passive verb.

2. The passive is not 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.

Shakespeare wrote comedies, histories, and tragedies. (We are more interested in Shakespeare.)

**Note:**

Some verbs, for example, give, send, show, have two objects, a person and a thing. In the passive, we often make the person the subject, not the thing.

She gave me a book for my birthday.

I was given a book for my birthday.

**Exercises:**

- New Headway Plus, Workbook with key: Unit Eleven-Item 2 (Making questions) of Page 59, and Item 6 (Notices) of Page 61.



## How to write a good CV?

First impressions count, especially when applying for jobs. Find out how to write a CV and discover useful tips to help make your CV stand out from the crowd

### What is a CV?

A CV, which stands for curriculum vitae, is a document used when applying for jobs. It allows you to summarise your education, skills and experience enabling you to successfully sell your abilities to potential employers.

In the USA and Canada, CVs are known as résumés. These documents tend to be more concise and follow no particular formatting rules.

### How long should a CV be?

A standard CV in the UK should be no longer than two sides of A4. You can take a look at many examples for CV inspirations in the web.

To save space only include the main points of your education and experience. Stick to relevant information and don't repeat what you've said *in your cover letter*.

*\*You can google and see what the cover letter is.*

\* As a recent graduate your CV may only take up one page and that's ok. Some academic CVs may be longer depending on your experience.

### What to include in a CV?

**Contact details** - Include your full name, home address, mobile number, and email address.

**Profile** - A CV profile is a concise statement that highlights your key attributes and helps you stand out from the crowd. Usually placed at the beginning of the CV and

it picks out a few relevant achievements and skills, while expressing your career aims. A good CV profile focuses on the sector you're applying to, *as your cover letter will be job-specific*. Keep CV personal statements short and snappy - 100 words is the perfect length.

You can discover how to write a personal statement for your CV from the website.

**Education** - List and date all previous education, including professional qualifications. Place the most recent first. Include specific modules only where relevant.

**Work experience** - List your work experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for.

\* If you have plenty of relevant work experience, this section should come before education.

**Skills and achievements** - This is where you talk about the foreign languages you speak, and the IT packages you can competently use. The key skills that you list should be relevant to the job. Don't exaggerate your abilities, as you'll need to back up your claims at interview.

\*If you've got lots of job-specific skills you should do a skills-based CV.

**Interests** - 'Socialising', 'going to the cinema' and 'reading' aren't going to catch a recruiter's attention. However, relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview. Examples include writing your own blog if you want to be a journalist or being part of a drama group if you're looking to get into sales.

**References** - You don't need to provide the names of referees at this stage. You also don't need to say 'references available upon request' as most employers would assume this to be the case.

For more help and advice on how to write a CV and to find CV templates, see example CVs in the website.

## **CV format**

Avoid fonts such as Comic Sans. Choose something professional, clear, and easy to read such Arial or Times New Roman. Use a font size between 10 and 12 to make

sure that potential employers can read your CV. Ensure all fonts and font sizes are consistent throughout.

Section headings are a good way to break up your CV. Ensure they stand out by making them larger (font size 14 or 16) and bold.

List everything in reverse chronological order so the recruiter sees your work history and most recent achievements first.

Keep it concise by using clear spacing and bullet points. This type of CV layout allows potential employers to skim your CV and quickly pick out important information first.

If you're posting your CV, print it on white A4 paper. Only print on one side and don't fold your CV - you don't want it to arrive creased.

### **How to write the CV?**

Use active verbs when possible. For example, include words like 'created', 'analysed' and 'devised' to present yourself as a person who shows initiative.

A good CV doesn't have any spelling or grammar mistakes. Use a spell checker and enlist a second pair of eyes to check over the document.

Avoid generic, over-used phrases such as 'team player', 'hardworking' and 'multitasker'. Instead, provide real-life examples that demonstrate all of these skills.

Tailor your CV. Look at the company's website and social media accounts, look to see if they've recently been mentioned in the local press and use the job advert to make sure your CV is targeted to the role and employer.

Create the right type of CV for your circumstances. Decide whether the chronological, skills-based or academic CV is right for you.

Don't put the term 'curriculum vitae' at the top of the page.

Make sure your email address sounds professional. If your personal address is inappropriate create a new account for professional use.

Don't lie or exaggerate on your CV or job application. Not only will you demonstrate your dishonesty to a potential employer, but there can be serious consequences too. For example, altering your degree grade from a BSc to an MSc is classed as degree

fraud and can result in a prison sentence. *Take a look at this advice and guidance on degree fraud for students.*

If posting your CV online don't include your home address, as you could be targeted by fraudsters.

You should always include a cover letter unless the employer states otherwise. It will enable you to personalise your application. You can draw attention to a particular part of your CV, disclose a disability or clarify gaps in your work history. Find out how to write a persuasive cover letter.

# 8 Quality

**A** Quality means **meeting** the minimum set of **requirements** in a product's **specification** and then being **delighted** that the customer's **expectations** have been met and **exceeded**. Therefore, the goal of a business should be to find out **customer needs** and then fine tune the **process** to ensure that they are met.

Quality **improvement** concepts have developed over several decades. They began simply as a method for **detecting defective** products by **inspection** at the end of the production line. In recent years the emphasis has changed from inspection to **prevention**. Today **sampling** methods **monitor** processes and keep them under control. The ultimate aim, of course, is **zero defects**.

**B** In recent years different approaches to quality improvement have been developed. The overall aim is to prevent *defects* through:

*continuous process improvement*  
*customer focus*

## Defect prevention

error • failure • inspect • prevent  
process control • repair • rework • scrap

## Continuous process improvement

add value • analysis • cause/effect analysis • check • commitment  
control • define • facilitate • monitor • prioritize  
inventory control • system failure analysis • variability

## Customer focus

accurate • comply with • needs • rectify

**C** Below are three examples of useful quality summary charts:

A **Pareto chart** is a type of bar chart typically used to improve quality, process capability, or to conserve materials and energy.



A **bar graph** uses either horizontal or vertical bars to show comparisons among categories.

A **pie chart** helps you to visualize the relative importance of several categories of a variable.



# TASKS

## 1 Choose the correct word in the following sentences.

- 1 We must **check/control** the temperature regularly to make sure it doesn't rise.
- 2 To compare the number of defects over the last ten years, it would be best to use a **Pareto/bar** chart.
- 3 We try to **detect/define** faulty products before they are sent to our customers.
- 4 But it's a better idea to **protect/prevent** faulty products in the first place.
- 5 Making sure that materials are stored correctly is part of **process/inventory** control.
- 6 We're sending our engineer who will **repair/remake** the faulty motor.
- 7 We have had problems with the electronic equipment due to power **errors/failures**.
- 8 This process is very **inefficient** because of the volume of **scrap/error** left over.
- 9 Here is a list of things we could do to improve quality, and now we must **define/prioritize** them.
- 10 Improving the design quality of these cars will add **value/variability**.

## 2 Choose the correct ending from B to complete each of the following sentences in A and then produce a short article about Japanese cars.

### A

Let us consider what happened when  
Japanese cars  
Local manufacturers thought they were cheap  
But soon people noticed that they didn't  
break down  
At the same time, Japanese manufacturers  
started trying to  
Customers were delighted with the new cars  
The cars did more than simply satisfy  
customers' requirements,

### B

as often as British or American cars.  
which exceeded their expectations.  
they provided value for money.  
were first imported into the UK and  
America.  
and of low quality.  
meet customer needs in terms of style  
and design.

## 3 Here is a memo from the head of quality control to the managing director. Complete it with words from the box.

improvement • sampling • defects • zero • prevent • analysis • monitor  
continuous • cause/effect • defective • Pareto

## MEMO

From Sue Braun To Alois Vicent Re Quality control

As you know we recently carried out a (a) \_\_\_\_\_ analysis of the bottle manufacturing plant.  
Our aim was quality (b) \_\_\_\_\_ and to reduce the number of (c) \_\_\_\_\_ products.  
As you can see from the attached (d) \_\_\_\_\_ chart, raw materials and system failures are the areas  
we must improve on.

We will introduce new systems to change our (e) \_\_\_\_\_ methods and (f) \_\_\_\_\_ raw  
materials more carefully. We carried out a system failure (g) \_\_\_\_\_ and we are now repairing  
the moulding machine. This will (h) \_\_\_\_\_ future failures and reduce (i) \_\_\_\_\_. With  
(j) \_\_\_\_\_ process improvement, our aim is (k) \_\_\_\_\_ defects.

## How to write an email?

### *Casual Versus Formal Email:* What's the Difference?

A formal email differs from a casual email. A casual email usually goes to a person you know well—often it's someone you're on good terms with such as a friend or family member. When sending a casual email, you don't need to worry as much about structure and tone.

In fact, part of what makes a formal email different from a casual email is the structure. A formal email has a very defined structure, with a definite salutation (the opening part of the email), signature section, opening sentence, and body.

You also use language differently in a formal email than in a casual email. Avoid using abbreviations, contractions, slang, emoticons, and other informal terminology. The tone of a formal email is different as well. An informal email may not even use complete sentences or proper grammar, but a formal email always does.

Here's an example of formal email language:

The meeting is scheduled for December 5th at 9:30 a.m. All students must attend.  
Your project updates are needed.

### *Compare the formal language with the informal email language in this email:*

Required meeting—Dec 5, 9:30 a.m. Updates needed. See ya there. :)

Both statements share the same information. But the tone of the first is much more formal. Notice the incomplete sentence, slang, and emoticon in the informal example.

## **Writing a Formal Email**

While an informal email can often be sent quickly, writing a formal email typically takes a bit more thought and a bit more time. Careful consideration needs to be given to each email element.

With that in mind, let's take a closer look at some common elements of a formal email:

### ***Subject Line***

The subject line is what the reader sees in their inbox. If the subject line is misleading or missing information, your email may not get read. The message may even be sent to spam. The more formal your email is, the more detailed your subject line should be. But beware of making your subject line too long.

Here's an example of a formal email subject line:

Required Student Meeting: December 5th, 9:30 a.m.

Compare that subject line with this informal email subject line:

Upcoming Meeting

Notice that the first subject line is more informative and complete. The informal subject line, sent to someone you know well, just barely touches on the topic.



## *Salutation*

The salutation directly addresses the person you're sending the email to. It's always used in formal email messages, but sometimes skipped in informal messages. Here are some examples of formal and informal salutations:

If you're sending the email to a group, address the entire group. Here's an example:

Dear Students,

If you've got the person's name you want to send the email too, it's proper to use their name along with any title the person has. Here's a sample formal salutation for an individual:

Dear Professor Smith,

If you don't know the name of the person you're trying to reach, you should make every effort to discover that information. As a last resort, it's okay (but less effective) to address the email to the title of the person you hope to reach. Here's an example of a formal salutation without a name:

Dear Human Resources Director,

In rare instances where you don't know a person's name or title, it's okay to use this salutation:

To whom it may concern,

Contrast the formal salutation examples with the following informal salutations:

### ***Informal Salutation for a Group***

Hey Class!

### **Informal Salutation for an Individual**

Hello Taylor,

As you can see, the formal and informal salutations are very different.

### ***Introduction***

The opening of a formal email often requires the sender to introduce themselves. In contrast, informal emails are sent to someone you know and the introduction isn't needed.

Here's an example of an opening in a formal email:

My name is Jordan Smith. I am the professor of Statistics for XYZ University.

This message is for all current students.

In this article, you'll find even more examples of email openings:

### ***Body***

The body of a formal email typically elaborates on the purpose of the email.

Elaboration may not be needed in an informal email. Although the body contains detailed information, it's important to write clearly and concisely in a formal email. Remember your reader isn't familiar with you and may not be familiar with your topic. You don't want your email recipient to misunderstand an important point.

## *Closing*

How you end a formal email is equally important. Since the email closing is the last thing your recipient looks at, your email closing can leave a lasting impression.

A good formal email closing also reminds the reader who you are since it should include your full name, contact information, and title (if appropriate). If you can, use a professional signature template for added impact.

In contrast, an email closing may be extremely casual for an informal email. In some instances where the recipient is well known to you, you may even omit the email closing.

The most common way to start a formal email closing is with the word "Sincerely." It may be a common closing, but it's also a safe closing.

Here's an example of a formal email closing:

Sincerely,

Jordan Smith

Professor of Statistics, XYZ College

[Email address goes here]

[Phone number goes here]

## Formatting and Structuring a Formal Email

While many informal emails are unstructured, how you format and structure your formal email is important. At a minimum, a formal email should contain all of the following elements:

***Subject line.*** Be specific, but concise. Many experts agree that the ideal subject line is six to ten words long.

***Salutation.*** Address the recipient by name, if possible. Use **honorifics**, as appropriate. For example, write Dear Professor Smith, not Hey.

***Body text.*** This section explains the main message of the email. For a formal email, use proper grammar and complete sentences.

***Signature.*** Your email closing should be formal, not informal. Use your first and last name. If you're writing on behalf of an organization and you know the title of the person you're sending the email to, use it.

## Sending a Formal Email

Once you've written and formatted your formal email, you're almost ready to send your message. But before you press that Send button, review your email carefully.

Look for:

- Spelling errors
- Mistakes in a name
- Typos
- Grammatical errors

Remember, a sloppy email full of mistakes makes a bad impression.

# 3 Research and development 1

**A** Research and development (R and D) is the **search** for new and **improved** products and industrial processes. Both industrial firms and governments **carry out** R and D. **Innovations** in products or processes normally follow a path from **laboratory** (lab) idea, through **pilot** or **prototype** production and manufacturing start-up, to full-scale production and market introduction. There are two main types of research. **Pure** or **basic research** aims to clarify **scientific** principles without a specific end product in view; **applied research** uses the **findings** of pure research in order to achieve a particular commercial objective. **Development** describes the improvement of a product or process by **scientists** in conjunction with **engineers**. Industry spends vast sums to **develop** new products and the means to produce them cheaply, efficiently, and safely.

**B** Research is important in many disciplines and there are different *types of research* with different *research professionals*. The type of research reflects the environment and the objectives. In addition, many research words have entered the general language.

## Types of research

academic research • applied research • clinical research  
development and evaluation research • experimental development • experimentation  
innovation • practical application • product development • pure basic research  
pure research • strategic basic research

## Research professionals

analyst • engineer • lab technician • research assistant • scientist • technician

## General terms

breakthrough • carry out • feasible • feasibility • me-too product  
patent • file\* a patent • pipeline • pilot • prototype • register\* a patent  
technical know-how (TKH)

\*file/register a patent

**C** Notice the stress in the word families below often changes:

verb	noun (process)	noun (person)	adjective
'analyse	an'a'lysis	'analyst	ana'lytical
'innovate	inno'vation	'innovator	inn'ovative
de'velop	de'velopment	de'veloper	develop'mental
ex'periment	experimen'tation	ex'perimenter	experi'mental
in'vent	in'vention	in'ventor	in'ventive



'What a breakthrough  
– we've bred the first  
germ we can attack  
with everyday  
household objects!'



## TASKS

### 1 Match the term with the correct definition.

applied research	the study of pure scientific principles
clinical research	the study of the parts and their relationship to one another
pilot study	changing and improving a product to achieve the best possible result
experimentation	looking at how scientific theory can be used in practice
pure basic research	looking at the effects of drugs or treatment on patients
product development	a new technique or idea
innovation	the process of tests and trials to see what happens under different conditions
analysis	small-scale experiment

### 2 Use the word in brackets to form a word which fits in the sentence.

- The scientists have presented a detailed \_\_\_\_\_ of the results. (analyse)
- They have brought in a food \_\_\_\_\_ to help in the research. (analyse)
- All process materials are tested using highly developed \_\_\_\_\_ techniques. (analyse)
- The researchers have come up with an \_\_\_\_\_ idea for the use of recycled plastics. (innovate)
- Charles Dyson is the \_\_\_\_\_ of a vacuum cleaner which works on a new principle. (invent)
- The advent of the ballpoint pen was a wonderful \_\_\_\_\_. (invent)
- They employ a large team of software \_\_\_\_\_. (develop)
- A report has been prepared on the \_\_\_\_\_ tests that have been carried out. (develop)
- Increasing numbers of people can now work from home thanks to \_\_\_\_\_ in telecommunications. (develop)
- These methods of production are still at an \_\_\_\_\_ stage. (experiment)
- The \_\_\_\_\_ is continuing work on the new drug. (experiment)
- Many people are against animal \_\_\_\_\_. (experiment)

### 3 The following email has been received by the R and D department. Complete it using words from the list.

breakthrough • prototype • developmental • engineers  
design • patent • innovative • experiment

Dear Frank

I had a preliminary meeting with Maria Altefors regarding her (a) \_\_\_\_\_ for a new children's pushchair. It's a simple but (b) \_\_\_\_\_ invention which will allow two children of different ages to be transported in a single unit. She has already registered a (c) \_\_\_\_\_ and I'd like us to develop a (d) \_\_\_\_\_. Could you arrange a meeting with the (e) \_\_\_\_\_ to discuss this? We will have to carry out (f) \_\_\_\_\_ tests to assess safety features and (g) \_\_\_\_\_ with different weight loads.

This could be a real (h) \_\_\_\_\_ in pushchair design!

Regards

Ruth

# 4 Research and development 2

**A** If you want to get **feedback** on a product or service, you can use **qualitative research**. Qualitative **research** uses open-ended **interviewing** to **explore** and **understand** the attitudes, opinions, feelings and behaviour of individuals or a group of individuals. Qualitative research has many common uses, including:

- **investigating** current product/service/brand positioning
- **identifying** strengths and weaknesses
- **exploring** alternative communication messages
- understanding why customers buy and use a product or service
- **evaluating** the impact of advertising or public relations campaigns

**B** Research is based around a wide range of *activities* – from detailed analysis to product improvement. Results from research activities need to be scientifically *measured* and then *reported*.

## Research activities

analyse • assess • compile • determine • develop • discover • evaluate  
experiment • explore • find • identify • improve • innovate • investigate  
modify • record • search for • study • survey • test • trial

## Measuring the results

constant • correlation • deviation • distribution • frequency • mean  
measurement scale • median • mode • norm • random • reliability  
sampling • standard • statistics • validity • variable • variance

## Reporting the results

feedback • report • response

**C** The following words can be used as both nouns and verbs:

study • test • trial • experiment

We plan to conduct a *study* of consumer attitudes.

We are going to *study* consumer attitudes.

We intend to *test* the reactions to our new advertising campaign.

We will carry out the *tests* in order to get feedback on our advertising campaigns.

The *trials* produced some very interesting results.

We aim to *trial* our new products over the coming months.

We have evaluated the reliability of the *experiments*.

It is important to *experiment* with new processes.

Notice the following verb and noun patterns

Form	noun ending	Noun
compile	-ation	compilation
standardize		standardization
evaluate		evaluation
identify	-ication	identification
modify		modification
assess	-ment	assessment
develop		development
improve		improvement



## TASKS

### 1 Choose the correct word from the box to complete the following.

distribution • random • scale • sampling • statistics  
mean • frequency • median • mode

The collecting, classifying and analysing of information shown in numbers is known as (a) \_\_\_\_\_.

The middle value of a set of numbers is known as the (b) \_\_\_\_\_.

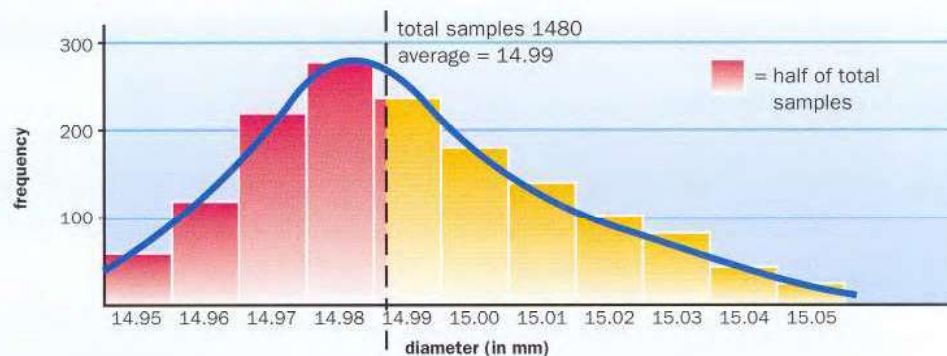
The average value is also known as the (c) \_\_\_\_\_.

The value which occurs most often is the (d) \_\_\_\_\_.

1,480 ball bearings were measured as part of quality control. The results are shown in a histogram. The histogram shows frequency (e) \_\_\_\_\_. The figures are based on a (f) \_\_\_\_\_ of 2,000 ball bearings. They were chosen at (g) \_\_\_\_\_; in no particular order, time or pattern. The measurement (h) \_\_\_\_\_ is in millimetres. The (i) \_\_\_\_\_ of 14.96mm is two.

Answer the following questions from the graph below.

The median is (j) \_\_\_\_\_. The mode of distribution is (k) \_\_\_\_\_. The mean is (l) \_\_\_\_\_.



### 2 Complete the following sentences with an appropriate verb from *Research Activities* on the page opposite. You will have to put the verb in the correct form.

- 1 They \_\_\_\_\_ a report on future energy requirements.
- 2 The temperature was measured every hour and carefully \_\_\_\_\_.
- 3 Following the accident, fire experts have to \_\_\_\_\_ the cause of the fire.
- 4 These clothes have not worn well so we will have to try and \_\_\_\_\_ the quality.
- 5 Scientists continue to \_\_\_\_\_ for a cure for cancer.
- 6 They are trying to \_\_\_\_\_ a solution to the problem of friction.

### 3 Put the following sentences in the correct order to describe the steps in the process of developing a new drug.

- a After hospital specialists have evaluated the drug, information gathered from clinical trials is analysed.
- b Data is subsequently sent to the Committee on Safety of Medicines.
- c Then an application is made to the government for a clinical licence.
- d Tests are then carried out on volunteers.
- e They are monitored closely for any other unwanted effects which were not identified earlier.
- f A decision is made by the committee and a licence issued before the new product is introduced.
- g Any side effects or toxicity are identified at this early stage.
- h First of all, a new substance is tested in the laboratories.



# 5 Information technology 1

**A** Information systems **collect, organize, store, process, retrieve** and **display** information in different formats (text, video, and voice). Information technology allows very fast, automated manipulation of **digital** data and their transformation from and to **analogue**.

Two basic technologies have been responsible for the development of the necessary **hardware**: **integrated circuits** and **digital communications**. Parallel advances have been made in **software**, particularly easy-to-use software products to **create, maintain, manipulate, and query files and records**. Many of these **software programs** are designed for use both by computer professionals and enthusiastic amateurs. Another important factor is the development of **computer networks** (➤ 6).

**B** As technology develops, new *models* and *types* of computer appear. At the heart of all computers is the *hardware*. However, without *software*, computers are just dumb boxes, unable to perform any calculations or operations.

## Models and types of computer

desktop • laptop • mainframe • notebook • server • terminal • workstation

## Computer hardware

CPU (central processing unit) • dot matrix printer • expansion card • inkjet printer  
keyboard • laser printer • monitor • mouse • RAM (random access memory)  
scanner • screen • storage devices

## Software

applet • application software • browser • database software • email software  
graphics software • operating system • search engine • spreadsheet  
word processing

**C** Many words in the field of IT come from American English. So you may see the following spellings:

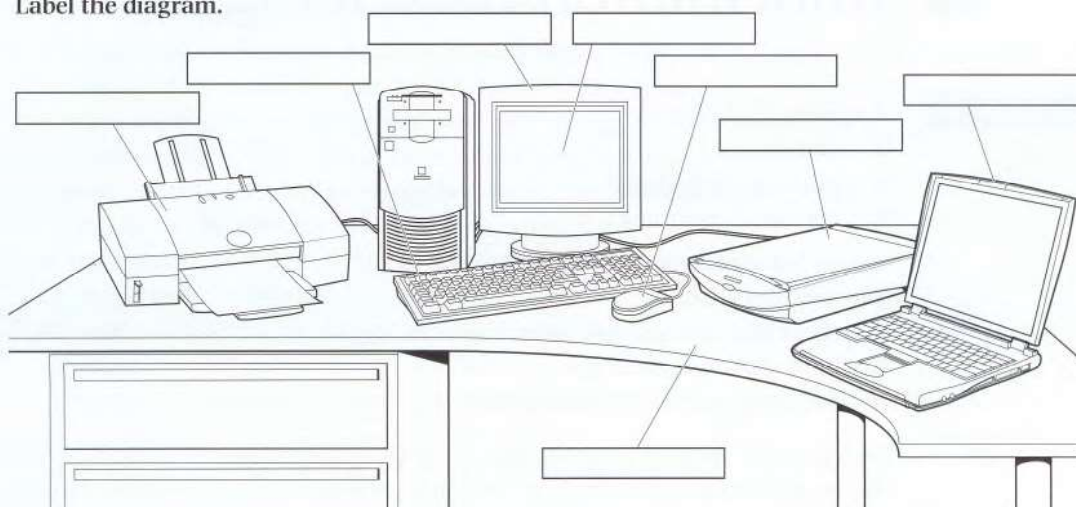
British English	American English
programme	program
analogue	analog

The area of IT is developing very quickly; and the language to describe hardware, software and applications is also evolving at a high speed. As a result new noun + noun combinations often change to single nouns

noun + noun	single noun
lap top	laptop
note book	notebook
work station	workstation
desk top	desktop

## TASKS

### 1 Label the diagram.



### 2 Combine one word from A and one word from B and match it with the appropriate definition in C.

A	B	C
create	products	a monitor will do this on a computer screen
central	information	this describes the format of 0 and 1 in which information is stored
software	processing unit	these enable a computer to perform word processing, to create databases, and to manipulate numerical data
display	card	when two or more components are combined and then incorporated into a single package
digital	files	to make new programs, utilities or documents
expansion	network	a group of electronic machines connected by cables or other means which can exchange information and share equipment (such as printers and disk drives)
integrated	data	the principal microchip that the computer is built around
computer	circuits	you plug this into a slot to add features such as video, sound, modem and networking

### 3 Complete each gap in the following text with a phrase from the table above.

- The computer monitor will \_\_\_\_\_ so you can see it on screen.
- Information is stored on a computer as \_\_\_\_\_.
- Spreadsheet and graphic software are examples of \_\_\_\_\_.
- Digital communications and \_\_\_\_\_ have allowed developments in hardware to be made.
- In order to organise data you should \_\_\_\_\_ where you can store data.
- When several computers are linked together you have a \_\_\_\_\_.
- The part of the computer which interprets and carries out instructions is the \_\_\_\_\_.
- An \_\_\_\_\_ can be inserted in your computer to give your computer extra capabilities.



# 6 Information technology 2

**A** A **network** includes:

- – **techniques**
- – **physical connections**
- – **computer programs**

used to **link** two or more computers.

Network users can:

- – **share files**, printers and other resources
- – send **electronic messages**
- – **run** programs on other computers

Each network operates according to a set of computer programs called network **protocols** for computers to talk to one another. Computer networks can now be **interconnected** efficiently through **gateways**. The biggest network is the **World Wide Web**. It consists of a large number of smaller interconnected networks called **internets**. These internets may **connect** tens, hundreds, or thousands of computers. They can share information with each other, such as **databases** of information. The internet allows people all over the world to **communicate** with each other effectively and inexpensively.

**B** Before a network can operate, it needs physical *connections* so that signals can be transmitted. After the network has been connected, it is ready for *operation*.

**Network connections**

bandwidth • baud • bits per second (bps) • optical fibre • packet  
receive • signal • transmit • transmission speed • twisted pair

**Network operation**

configure • download • hack • hub • install • internet service provider (ISP)  
local area network (LAN) • switch • transmit • upload • web page • website  
wide area network (WAN) • wireless

**C** A prefix comes at the beginning of a word and usually has a specific meaning, for example inter = between.

Look at the following prefixes and their use in the above IT words/phrases:

prefix	meaning of prefix	example of use
inter-	between	internet, interconnect, interactive, international
intra-	within	intranet, e.g. company intranet
trans-	across	transmit, transfer, transaction
co-/com-/con-	with	combine, compatible, connect, configure
up-	up (to internet)	upload
down-	down (from internet)	download, downtime, i.e. when the network is down (not working)

**1** Choose the correct word in each of the following.

- 1 The speed with which a modem can process data is measured in \_\_\_\_\_.  
a) bandwidth    b) bits per second (bps)    c) signal
- 2 Cables consisting of several copper wires each with a shield are known as \_\_\_\_\_ cables.  
a) twisted pair    b) optical fibre    c) power cables
- 3 Computers that are connected together within one building form a \_\_\_\_\_.  
a) WAN    b) ISP    c) LAN
- 4 If you transfer a file from a remote computer to your computer, you \_\_\_\_\_.  
a) download    b) upload    c) run
- 5 To send out information is to \_\_\_\_\_.  
a) signal    b) packet    c) transmit
- 6 A document containing information and graphics that can be accessed on the internet is \_\_\_\_\_.  
a) a website    b) a web page    c) the World Wide Web

**2** Complete the words in the following sentences by adding the prefix *inter-*, *intra-*, *trans-*, *com-*, *con-*, *up-* or *down-*.

- 1 Last month computer \_\_\_\_\_ time cost the company over €10,000 in lost production.
- 2 The computers in the production department have now been successfully \_\_\_\_\_ connected with those in the planning department.
- 3 Once you have completed payment details the data will be \_\_\_\_\_ mitted via a secure link.
- 4 We cannot network these computers because the systems are not \_\_\_\_\_ patible.
- 5 Many companies distribute internal documents on their own \_\_\_\_\_ net.
- 6 Once the home page has been completed, we'll be ready to \_\_\_\_\_ load the site.
- 7 Cables are being laid throughout the building as the network requires physical \_\_\_\_\_ nections.
- 8 Using the network he was able to \_\_\_\_\_ bine the data from different reports.

**3** Here is a list of instructions for someone wanting to set up a small network. Put the instructions in the correct order.

- a Make wiring and layout plans for your network.
- b Hook up the network cables by connecting everything to the hub.
- c Check that each computer has an IP address and give it a name.
- d If you're installing a small network, twisted pair will be adequate. However, in order to span greater distances and to minimize magnetic and electrical interference use fibre optic cable.
- e Decide on the type of network you want to install. To enable you to transfer large amounts of data, choose Fast Ethernet (100BaseT).
- f Install network adapters in the computers.
- g Add an internet gateway to your network to set up a shared internet connection.
- h Install driver software for the adapter driver and install client software to share printers and files.
- i Check which protocols are installed and add any other protocols you require.
- j Get the hardware you need: an Ethernet adapter card for each computer that doesn't have an Ethernet port, a hub if you've got more than two computers, cables and wall jacks.



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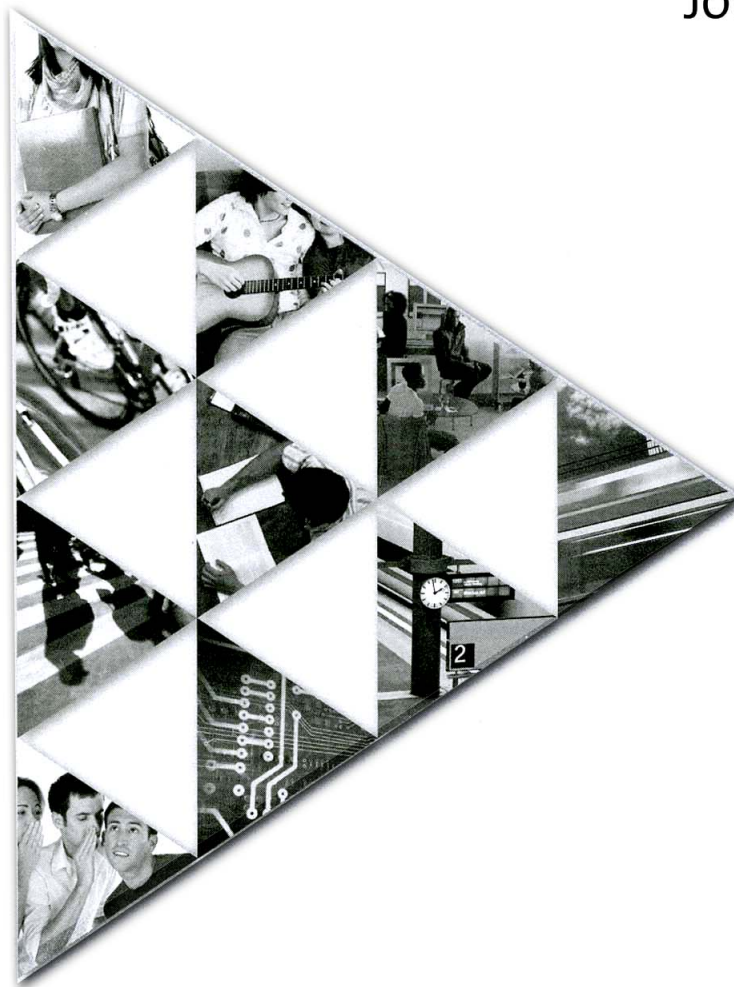
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# New Headway

**Intermediate** Workbook with key

John and Liz Soars



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If you do not have the Student's Workbook CD, you can read the tapescripts on pp 86–91.

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# 1

Tenses – auxiliary verbs  
Pronunciation – phonetic symbols: vowel sounds  
Vocabulary – introduction  
Prepositions – verb + preposition

## A world of difference

## Tenses

### 1 Recognizing tenses

Read the text. Use the verb forms in *italics* to complete the chart.

Present Simple (x4)
<i>works</i>
Present Continuous (x1)
Past Simple (x3)
Past Continuous (x1)
Present Perfect (x1)
Present Perfect Continuous (x1)
Future forms (x2)
Present Simple passive (x1)
Past Simple passive (x1)

## LONDON – FRANCE'S SIXTH-BIGGEST CITY

There are over 300,000 French people living in London today. It has a larger French population than towns such as Lille. Why do they come to the British capital?

**ALAIN GATIMEL**, 30, *works* in the City. He says 'I *love* living in London. It's dynamic and extremely international. People *come* here to find work, but then realize that it's really exciting. My company *is owned* by an American bank, and I'm *going out* with an American girl. I'll *stay* here for another five or six years.'



**ANNE-MARIE DUBOIS**, 21, *came* to London three years ago to learn English, and *has been* here ever since. 'I *met* my boyfriend while I *was working* in the Savoy Hotel. I *was employed* in Accounts. I now think of London as my home. We're *going to get married* next year.'

**CÉLINE ABADIE**, 28, *found* a job in two weeks. 'Unemployment is high in France, especially for young people. I *know* friends in Paris who *have been looking* for work for six months,' she said. 'There is a sense of freedom and opportunity here in England. Everything is possible.'



## 2 Producing tenses

Complete the sentences using the verb in the box and the tense given.

### make

#### 1 PRESENT SIMPLE

I work for a company that makes printers.

#### 2 PRESENT SIMPLE PASSIVE

The printers \_\_\_\_\_ in China.

#### 3 PRESENT PERFECT

We \_\_\_\_\_ a big profit this year.

### take

#### 4 PAST SIMPLE

I \_\_\_\_\_ my daughter to the zoo yesterday.

#### 5 GOING TO FUTURE

I \_\_\_\_\_ her to the cinema tonight.

#### 6 PAST SIMPLE PASSIVE

This photo of her \_\_\_\_\_ on holiday last year.

### be

#### 7 PRESENT PERFECT

I \_\_\_\_\_ to every country in Europe on business.

#### 8 PAST SIMPLE

This time last year I \_\_\_\_\_ in Prague.

#### 9 WILL FUTURE

Next week I \_\_\_\_\_ in Madrid.

### work

#### 10 PRESENT CONTINUOUS

I \_\_\_\_\_ at home this week.

#### 11 PAST CONTINUOUS

I \_\_\_\_\_ in Rome the week before last.

#### 12 PRESENT PERFECT CONTINUOUS

I'm tired. I \_\_\_\_\_ hard recently.

## 3 Tenses and time expressions

Put the verb in the correct tense for the time expressions.

1 He usually goes (go) jogging ...

every day.

twice a week.

on Friday mornings.

2 I \_\_\_\_\_ (go) to Italy ...

last year.

in 2004.

six months ago.

3 We \_\_\_\_\_ (live) here ...

for five years.

since July.

all our lives.

4 What \_\_\_\_\_ you \_\_\_\_\_ (do) ...

at the moment?

these days?

this week?

5 I \_\_\_\_\_ (see) you ...

next week.

later.

tonight.

## Auxiliary verbs

### 4 Auxiliary verb or full verb?

Is the verb in **bold** used as an **auxiliary** verb (A) or a **full** verb (F)?

1 ☒ **A** **Have** you ever been to China?

☒ **F** They **have** three children.

2 ☐ I **do** my homework every night.

☐ Where **do** you come from?

3 ☐ They **are** lovely children.

☐ They **are** learning English.

4 ☐ What time **did** you get home?

☐ We **did** a test at school today.

5 ☐ England **has** won the World Cup once.

☐ England **has** some beautiful countryside.

6 ☐ I **was** having supper at 8.00.

☐ I **was** at home.

7 ☐ My sister **does** yoga every week.

☐ What **does** your father do?

8 ☐ My son **is** at school.

☐ He **is** taught French by my old teacher.



## 5 Asking questions

- 1 Read the *Amazing facts*. Some information is missing. Write questions to get the information.



### Amazing facts

- 1 The human heart beats \_\_\_\_\_ times a year.
- 2 The solar system was formed \_\_\_\_\_ years ago.
- 3 \_\_\_\_\_ people are born every day.
- 4 Oil was first discovered in Saudi Arabia in \_\_\_\_\_.
- 5 The US spends \_\_\_\_\_ on defence every year.
- 6 Right now, the International Space Station is flying at \_\_\_\_\_.
- 7 Shakespeare had \_\_\_\_\_ children.
- 8 \_\_\_\_\_ people were killed in the Second World War.
- 9 The British Prime Minister earns \_\_\_\_\_ a year.
- 10 The average marriage in Britain lasts \_\_\_\_\_ years.

- 1 How many times does the human heart beat a year ?
- 2 How long ago \_\_\_\_\_ ?
- 3 How many \_\_\_\_\_ ?
- 4 When \_\_\_\_\_ ?
- 5 How much \_\_\_\_\_ ?
- 6 How fast \_\_\_\_\_ ?
- 7 How many \_\_\_\_\_ ?
- 8 How many \_\_\_\_\_ ?
- 9 How much \_\_\_\_\_ ?
- 10 How long \_\_\_\_\_ ?

- 2 **T1.1** Listen, check, and complete the text with the answers you hear.

## 6 Replying with questions

Reply to these statements with a question.

- 1 Joan's writing an email.  
Who's she writing to ?
- 2 David speaks four languages.  
Which \_\_\_\_\_ ?
- 3 I got some great presents for my birthday.  
What \_\_\_\_\_ ?
- 4 Joy and Eric paid a lot of money for their house.  
How much \_\_\_\_\_ ?
- 5 I'm going to the cinema tonight.  
What \_\_\_\_\_ ?
- 6 We had a wonderful holiday.  
Where \_\_\_\_\_ ?
- 7 Bye! See you later!  
Where \_\_\_\_\_ ?
- 8 Jamal's talking on the phone.  
Who \_\_\_\_\_ ?

## 7 Negatives

Everything that **A** says is wrong! Complete **B**'s lines as she corrects him.

- 1 **A** Jane and Ann live in the centre of town.  
**B** They don't live in the centre . They live in the suburbs!
- 2 **A** They had a lovely holiday.  
**B** \_\_\_\_\_ . It rained every day!
- 3 **A** Jane works in the City.  
**B** \_\_\_\_\_ . She's a teacher!
- 4 **A** Ann's got a brother.  
**B** \_\_\_\_\_ . She's an only child!
- 5 **A** They've shared a flat for years.  
**B** \_\_\_\_\_ . They only met last August!
- 6 **A** They have a lot of friends.  
**B** \_\_\_\_\_ . They don't know anybody!
- 7 **A** Jane went to university.  
**B** \_\_\_\_\_ . She left school at 16!
- 8 **A** Ann has to work at night.  
**B** \_\_\_\_\_ . She's a librarian!

## 8 Short answers

Read the conversation. Complete the sentences with short answers.

- A** Hi, Sal. I haven't seen you for ages. Have you been away?  
**S** (1) Yes, I have. I've been in Australia for six months.  
**A** Wow! Did you have a good time?  
**S** (2) Yes, \_\_\_\_\_. It was amazing.  
**A** Were you travelling around?  
**S** (3) No, \_\_\_\_\_. When I first got there, I stayed in Sydney for three months.  
**A** Don't your uncle and aunt live there?  
**S** (4) Yes, \_\_\_\_\_. I stayed with them for a few weeks, then I got a place of my own with friends.  
**A** Did you rent a flat?  
**S** (5) No, we \_\_\_\_\_. We rented a house near the beach. Then we went up the east coast.  
**A** And what did you think of Australians? They're really nice, aren't they?  
**S** (6) Yes, \_\_\_\_\_. Very easy-going.  
**A** Don't they spend a lot of time outdoors in the sunshine?  
**S** (7) Yes, \_\_\_\_\_. But the sun doesn't shine all the time. On the way back I went to Thailand. Have you been there?  
**A** (8) No, \_\_\_\_\_. But I'd love to. What are you doing now? Are you looking for a job?  
**S** (9) Yes, \_\_\_\_\_. But it isn't easy. Do you have any ideas where I could look?  
**A** (10) No, \_\_\_\_\_. Sorry. But I'm sure you'll manage. Anyway, Sal, it's good to see you again.  
**S** Thanks. And you. I'll see you around. Bye!



**T1.2** Listen and check.

## Pronunciation

### 9 Phonetic symbols – vowel sounds

- 1 Look at the symbols for vowel sounds.

Short vowel sounds						
/ɪ/	/e/	/æ/	/ɒ/	/ʊ/	/ʌ/	/ə/
big	pen	cat	dog	put	sun	letter
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

The symbol /:/ means the sound is long.

Long vowel sounds				
/i:/	/a:/	/ɔ:/	/u:/	/ɜ:/
see	car	more	two	bird
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**T1.3** Listen and repeat.

- 2 Write these words under the correct symbol in the chart in Exercise 1.

push	heart	red	cool	hot	eat
ran	four	hit	about	first	bus
build	friend	group	foot	flat	wash
does	meet	start	walk	work	doctor

**T1.4** Listen, check, and repeat.

►► **Phonetic symbols p102**

### 10 Word stress

**T1.5** Listen and put the words in the correct column according to the stress pattern.

typical	education	foreign	immediate
ambitious	regret	Internet	economic
mobile	reception	correct	community

- 1 ●● country \_\_\_\_\_  
 2 ●● polite \_\_\_\_\_  
 3 ●●● important \_\_\_\_\_  
 4 ●●● grandfather \_\_\_\_\_  
 5 ●●●● population \_\_\_\_\_  
 6 ●●●● experience \_\_\_\_\_



# Vocabulary

## 11 Grammar words

Match words in A with a grammar term in B.

A	B
1 <input checked="" type="checkbox"/> f write, want	a preposition (prep)
2 <input type="checkbox"/> she, him	b adjective (adj)
3 <input type="checkbox"/> car, tree	c adverb (adv)
4 <input type="checkbox"/> can, must	d modal auxiliary verb
5 <input type="checkbox"/> slowly, always	e pronoun (pron)
6 <input type="checkbox"/> nice, pretty	<del>f</del> full verb
7 <input type="checkbox"/> bigger, older	g count noun (C)
8 <input type="checkbox"/> to like	h uncount noun (U)
9 <input type="checkbox"/> a	i comparative adjective
10 <input type="checkbox"/> on, at, under	j superlative adjective
11 <input type="checkbox"/> hoping, living	k infinitive with <i>to</i> (infin with <i>to</i> )
12 <input type="checkbox"/> the	l <i>-ing</i> form of the verb ( <i>-ing</i> form)
13 <input type="checkbox"/> fastest, hottest	m past participle (pp)
14 <input type="checkbox"/> done, broken	n definite article
15 <input type="checkbox"/> rice, weather	o indefinite article

## 12 Word formation

Complete the sentences using the word in CAPITALS in the correct form.

- 1 My brother is a musician. MUSIC
- 2 A trumpet is a \_\_\_\_\_ instrument. MUSIC
- 3 I drive a very \_\_\_\_\_ car. ECONOMY
- 4 I spend more than I earn. I must \_\_\_\_\_. ECONOMY
- 5 \_\_\_\_\_ give governments advice about finance. ECONOMY
- 6 \_\_\_\_\_ have a lot of responsibility for their staff. EMPLOY
- 7 The \_\_\_\_\_ rate in the UK is about 5%. EMPLOY
- 8 I'm self-\_\_\_\_\_. I don't work for anyone else. EMPLOY

## 13 Words that go together

Match a word in A with a line in B.

A	B
1 <input checked="" type="checkbox"/> b go on	a a business
2 <input type="checkbox"/> make	<del>b</del> the Internet
3 <input type="checkbox"/> win	c a photograph
4 <input type="checkbox"/> start	d home
5 <input type="checkbox"/> take	e archaeology
6 <input type="checkbox"/> do	f a prize
7 <input type="checkbox"/> study	g an appointment
8 <input type="checkbox"/> leave	h your best

## 14 Different meanings

Look at the dictionary entry for the word *course*.

**course** /kɔ:s/ noun

**1** [C] a course (in/on sth) a complete series of lessons: *I've enrolled on an English course.*  
**▪** A course in self-defence. **2** [C] one of the parts of a meal: *a three-course lunch ▪ I had chicken for the main course.* **3** [C] an area where golf is played or where certain types of race take place: *a golf course ▪ a racecourse*  
**4** [C] a course (of sth) a series of medical treatments: *The doctor put her on a course of radiation therapy.* **5** [C,U] the route or direction that sth, especially an aeroplane, ship, or river takes: *We changed course and sailed toward land.*

Match the word *course* in the sentences with a meaning 1–5 in the dictionary entry.

- a I'm on a *course* of antibiotics. \_\_\_\_\_
- b My daughter did a *course* in interior design. \_\_\_\_\_
- c We had to run a five-mile cross-country *course*. \_\_\_\_\_
- d A three-*course* meal consists of a starter, a main course, and a dessert. \_\_\_\_\_
- e The road follows the *course* of the river. \_\_\_\_\_

# Prepositions

## 15 Verb + preposition

- 1 Complete the sentences with a preposition from the box.

of about to at with for as on

- 1 I think you're wrong. I don't agree \_\_\_\_\_ you at all.
- 2 You look worried. What are you thinking \_\_\_\_\_?
- 3 Look \_\_\_\_\_ that picture. Isn't it beautiful!
- 4 Are you listening \_\_\_\_\_ me?
- 5 If you have a problem, talk \_\_\_\_\_ the teacher.
- 6 A What were you and Alex talking \_\_\_\_\_?  
B Oh, this and that.
- 7 We might have a picnic tomorrow. It depends \_\_\_\_\_ the weather.
- 8 A What do you think \_\_\_\_\_ Pete?  
B I really like him.
- 9 Where's the cash desk? I need to pay \_\_\_\_\_ this book.
- 10 A I've lost your pen. Sorry.  
B It's all right. Don't worry \_\_\_\_\_ it.
- 11 A What are you looking \_\_\_\_\_?  
B My coat. Have you seen it?
- 12 Henry works \_\_\_\_\_ a taxi driver.

# Listening

## 16 The world of work

- 1 **T1.6** Listen to an interview about Polish people (Poles) living in Britain. In which order (1–6) do you hear about the following?

- ☐ why Poles come to Britain
- ☐ how people in Britain regard these new immigrants
- ☐ permits and documentation needed in Britain
- ☐ the Polish population now living in the UK
- ☐ how easily Poles settle in Britain
- ☐ the first large group of Polish immigrants to the UK

- 2 Now answer these questions.

- 1 What is different about the most recent wave of immigrants to Britain?
- 2 What happened in 2004?
- 3 Why can Poles find jobs with British companies before they come to Britain?
- 4 Why are British employers keen to employ Polish workers?
- 5 Why don't people from the older Polish community always welcome the new arrivals?

- 3 Complete the extracts from the interview with the correct form of the verbs in brackets.

- 1 Now, you \_\_\_\_\_ (probably hear) that the Polish community in Britain \_\_\_\_\_ (grow) faster than any other at the moment, but \_\_\_\_\_ (you know) that the total number of Poles living in Britain \_\_\_\_\_ (now estimate) to be three quarters of a million?
- 2 So are these all Poles who \_\_\_\_\_ (arrive) in the UK recently?  
No, they aren't. Many of them \_\_\_\_\_ (live) here for a long time. About 200,000 Poles \_\_\_\_\_ (settle) in Britain after 1945, and about 150,000 of those \_\_\_\_\_ (still live) here in the early 1990s.
- 3 Yes, since the European Union \_\_\_\_\_ (expand) in 2004, Polish people \_\_\_\_\_ (take advantage) of the opportunity to relocate here without restrictions.

**T1.6** Listen again and check.





# 2

Present Simple and Continuous – active and passive  
Pronunciation of -s at the end of a word • States and activities  
Vocabulary – adjectives that describe character  
Phrasal verb + noun (1)

## The working week

### Present tenses

#### 1 Recognizing tenses

Read the text. Use the present verb forms in *italics* to complete the chart.

Present Simple (x 8)
<i>lives</i>
Present Continuous (x 5)
Present Simple passive (x 2)
Present Continuous passive (x 1)

### SCOTTISH ARTIST, BORN AND BRED

**ANNIE McLEAN** is one of Scotland's most famous living artists.  
**HENRY LUCAS** went to visit her on her island paradise.

Annie McLean was born in St Andrews on the east coast of Fife, Scotland. She trained at the College of Fine Art, in Edinburgh. She *lives* on the Isle of Lohan in Scotland with her husband, Duncan, and her three children. Home is a 300-year-old farmhouse which *overlooks* the sea. It is a working farm, and Duncan *keeps* sheep, chickens, and pigs.

Annie *paints* animals and wildlife. 'I *paint* what I *see* around me,' she told me, 'birds, animals, trees, and flowers. I *find* my work totally absorbing. I *work* outside in the open air for as long as it is light, from dawn until dusk – about 16 hours a day in summer, though less now because it's winter.'

Her work *is becoming* increasingly popular, and she *is planning* to open a gallery on the island. 'At the moment I'm *working* on a series of wild flowers,' she said to me over coffee in her studio.

The Isle of Lohan *is inhabited* by 700 people who *are employed* mainly in the fishing industry. The population *is falling* because young people *are leaving* the island to look for work. The island *is being developed* as a tourist destination – 50,000 visitors come every year – but it is big enough for Annie to escape and find her inspiration. 🌊





## 2 Producing tenses

Complete the sentences using the verb in the box and the tense given.

### paint

- 1 PRESENT SIMPLE  
Annie paints animals and wildlife.
- 2 PRESENT CONTINUOUS  
At the moment she \_\_\_\_\_ a series of wild flowers.

### find

- 3 PRESENT SIMPLE  
She \_\_\_\_\_ her work totally absorbing.
- 4 PRESENT SIMPLE PASSIVE  
A lot of rare birds \_\_\_\_\_ on the island.

### think

- 5 PRESENT CONTINUOUS  
Annie \_\_\_\_\_ of opening a small gallery.
- 6 PRESENT SIMPLE PASSIVE  
She \_\_\_\_\_ to be one of Scotland's most important artists.

### know

- 7 PRESENT SIMPLE PASSIVE  
Her work \_\_\_\_\_ all over the world.
- 8 PRESENT SIMPLE  
She \_\_\_\_\_ most of the people on the island.

### work

- 9 PRESENT SIMPLE  
She \_\_\_\_\_ in the open air from dawn until dusk.
- 10 PRESENT CONTINUOUS  
She \_\_\_\_\_ only \_\_\_\_\_ six hours today because it's winter.

## 3 Questions

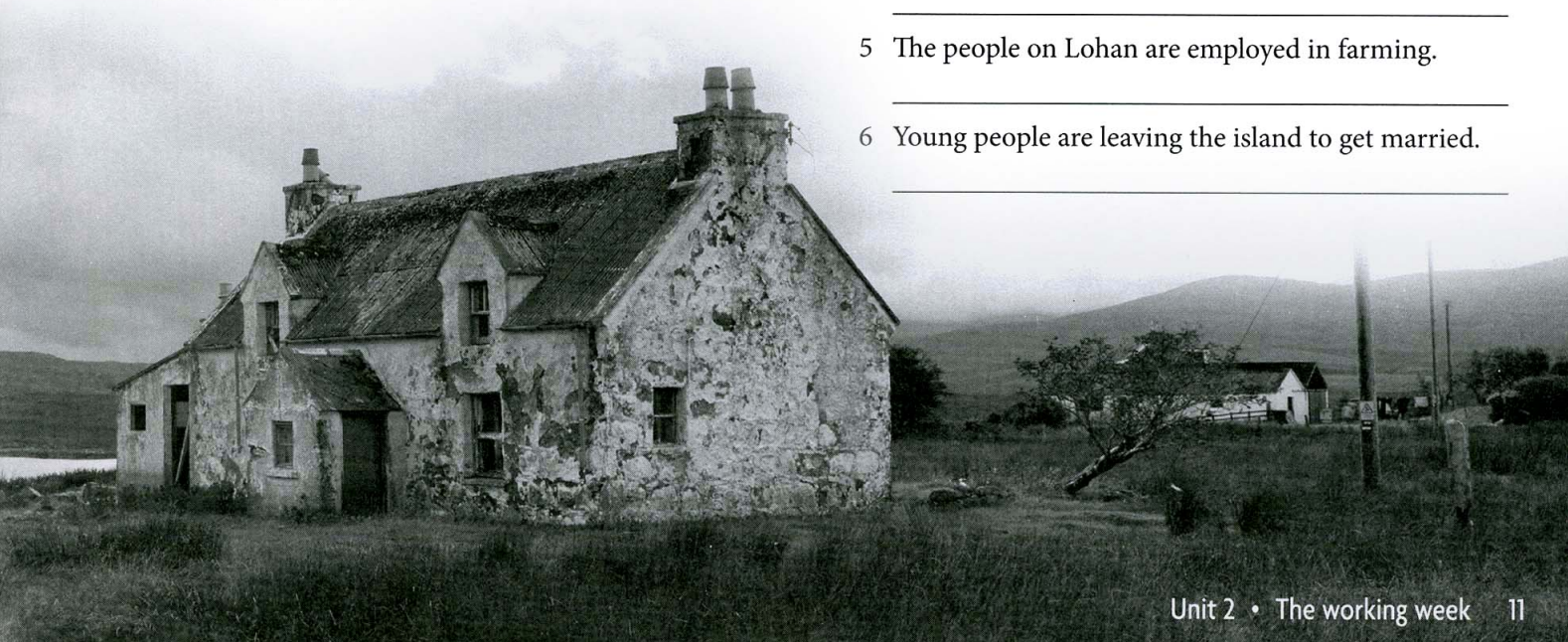
Here are some answers to questions about Annie McLean. Write the questions.

- 1 Where does she live ?  
On the Isle of Lohan in Scotland.
- 2 How many \_\_\_\_\_ ?  
Three.
- 3 What \_\_\_\_\_ ?  
He's a farmer.
- 4 \_\_\_\_\_ ?  
Animals and wildlife.
- 5 Where \_\_\_\_\_ ?  
In the open air.
- 6 \_\_\_\_\_ doing at the moment?  
She's painting a series of wild flowers.
- 7 \_\_\_\_\_ young people \_\_\_\_\_ ?  
Because there aren't any jobs.
- 8 \_\_\_\_\_ ?  
50,000.

## 4 Negatives

Correct the information in these sentences.

- 1 Annie lives in Ireland.  
She doesn't live in Ireland. She lives in Scotland.
- 2 Her husband grows fruit and vegetables.  
\_\_\_\_\_
- 3 Annie paints portraits.  
\_\_\_\_\_
- 4 She's painting a series of wild birds.  
\_\_\_\_\_
- 5 The people on Lohan are employed in farming.  
\_\_\_\_\_
- 6 Young people are leaving the island to get married.  
\_\_\_\_\_





# Adverbs

## 5 Adverbs of time and frequency

Put the adverbs in brackets in the correct place in the sentence. Some may go in more than one place.

1 I drink coffee.  
(never / in the evenings)  
I never drink coffee in the evenings.

2 How do you see Julie?  
(often / these days)  
\_\_\_\_\_

3 I go to the cinema.  
(hardly ever / any more)  
\_\_\_\_\_

4 I bump into my old girlfriend.  
(from time to time)  
\_\_\_\_\_

5 Do you come here?  
(often)  
\_\_\_\_\_

6 I don't cook. I eat out.  
(much / usually)  
\_\_\_\_\_

7 I see my grandparents.  
(only / once a fortnight)  
\_\_\_\_\_

8 I wash my hair, and I have it cut.  
(twice a week / every month)  
\_\_\_\_\_

9 Children play on their own outdoors.  
(rarely / nowadays)  
\_\_\_\_\_

10 I spend commuting.  
(three hours a day / sometimes)  
\_\_\_\_\_

# Pronunciation

## 6 -s at the end of a word

The pronunciation of -s at the end of a word can be /s/, /z/, or /ɪz/.

1 /s/ In these words, the final -s is pronounced /s/.

**T 2.1** Listen and repeat.

shops	hits	parents	laughs	likes
stops	chefs	hates	months	wants

2 /z/ In these words, the final -s is pronounced /z/.

**T 2.2** Listen and repeat.

friends	comes	has	eggs	goes
news	gives	does	sees	clothes
lessons	sings	travels	pens	moves

3 /ɪz/ In these words, the final -s is pronounced /ɪz/.

**T 2.3** Listen and repeat.

nurses	washes	raises	watches
brushes	misses	switches	buses
challenges	places	wages	revises

4 Put these words into the correct column.

changes	surfs	maths	sells	buildings
loves	beaches	weeks	organizes	learns
sentences	wants	breathes	cooks	matches

/s/	/z/	/ɪz/
<b>groups</b>	<b>jobs</b>	<b>lunches</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**T 2.4** Listen, check, and repeat.

➡ **Phonetic symbols p102**

# Present Simple and Continuous

## 7 Questions and negatives

Read the text and do the exercises.

Complete the questions in the Present Simple.

- 1 How fast \_\_\_\_\_?  
300 km/h (190 mph).
- 2 How many passengers \_\_\_\_\_?  
800.
- 3 How long \_\_\_\_\_?  
Two hours 48 minutes.
- 4 How much \_\_\_\_\_?  
125,000 yen.
- 5 How many women \_\_\_\_\_?  
1,300.

Complete Kumiko Mogi's questions in the Present Continuous.

- 6 What \_\_\_\_\_?
- 7 Who \_\_\_\_\_?
- 8 How many bags \_\_\_\_\_?
- 9 What books or newspapers \_\_\_\_\_?

Write the negative sentences.

- 10 Mogi / not sell / ice-cream / winter.  
\_\_\_\_\_
- 11 People / not want beef or rice / breakfast.  
\_\_\_\_\_
- 12 She / not have whisky.  
\_\_\_\_\_
- 13 The trolley girls / not sit down.  
\_\_\_\_\_
- 14 Mogi / not turn / back towards / customers.  
\_\_\_\_\_
- 15 She / not want / do a different job.  
\_\_\_\_\_

## THE QUEEN OF FAST FOOD ON JAPANESE TRAINS



KUMIKO MOGI is, at 27, far and away the most successful snack saleswoman on the Japanese train network. Bullet trains travel at \_\_\_\_\_ km/h and carry \_\_\_\_\_ passengers, but they have no dining cars. Mogi works on the train that goes from Yamagata to Tokyo. The journey takes \_\_\_\_\_. Ordinary wagon girls average about 25,000 yen (£110) on the six-hour return journey. Mogi earns \_\_\_\_\_.

She is more successful than all her colleagues, and she is now an instructor to the \_\_\_\_\_ women who work on the East Japan Railways bullet trains.

'The important thing in this job,' she says, 'is to know the customers. I size them up very carefully as they are getting on the train, and I ask myself these questions.'

- What / the passengers / wear?
- Who / they / travel / with?
- How many bags / they / carry?
- What books or newspapers / they / read?

Based on the answers, she decides what people will want to eat and drink. 'If it's hot, I sell a lot of banana cakes and iced coffee for breakfast. No ice-cream in winter. People buy lunchboxes of beef and rice. I also have dried fish, salted beef tongue, and beer. But no whisky.'

No seats are provided for the trolley girls. They carry on selling until the door opens at the terminus.

Unlike her competition, she pulls her trolley, she doesn't push it. 'I never turn my back towards the customers. I can look at their faces all the time and work out what they want.'

Does she want to get promotion and do something different? 'Of course not,' she replies. 'You can see that I'm perfect for this job.'





# States and activities

## 8 Present Simple or Continuous?

Remember the verbs that rarely take the continuous

know hope want  
believe understand  
think suppose  
prefer love like  
mean care  
remember  
forget

have belong  
own cost  
depend need  
owe matter  
contain consist

- 1 Complete the sentences with one of the verbs from the box.

have	consist	depend	belong	prefer
not matter	need	cost	smell	owe
hope	look	own	remember	not suit

- This book belongs to me.
- Britain \_\_\_\_\_ a population of 60 million.
- Water \_\_\_\_\_ of hydrogen and oxygen.
- 'I forgot your book again. Sorry.'  
'It \_\_\_\_\_. You can bring it later.'
- I \_\_\_\_\_ a haircut. My hair is too long.
- \_\_\_\_\_ you \_\_\_\_\_ this flat, or do you rent it?
- Petrol \_\_\_\_\_ over a pound a litre.
- I've borrowed so much money. How much do I \_\_\_\_\_ you?
- You \_\_\_\_\_ lovely. Where did you get that dress?
- Congratulations on your wedding. I \_\_\_\_\_ you'll be very happy.
- The jumper fits you very well, but the colour \_\_\_\_\_ you.
- We might have a picnic. It \_\_\_\_\_ on the weather.
- I like both tea and coffee, but I \_\_\_\_\_ tea.
- You \_\_\_\_\_ nice. What perfume are you wearing?
- I \_\_\_\_\_ when you were a little girl. You were lovely.

- 2 Complete the pairs of sentences. Use the verb in **bold** once in the Present Simple and once in the Present Continuous.

1 **come**

Klaus \_\_\_\_\_ from Germany.

We \_\_\_\_\_ on the ten o'clock train.

2 **not have**

He \_\_\_\_\_ any children.

He \_\_\_\_\_ a holiday this year. He's too busy.

3 **see**

I \_\_\_\_\_ the dentist next week. I think I need a filling.

I \_\_\_\_\_ what you mean, but I don't agree.

4 **not think**

I have an exam tomorrow, but I \_\_\_\_\_ about it.

I \_\_\_\_\_ she's very clever.

5 **watch**

Be quiet. I \_\_\_\_\_ my favourite TV programme.

I always \_\_\_\_\_ it on Thursday evenings.

6 **not enjoy**

We \_\_\_\_\_ this party at all. The music is too loud.

We \_\_\_\_\_ big parties.

7 **use**

This room \_\_\_\_\_ usually \_\_\_\_\_ for big meetings.

But today it \_\_\_\_\_ for a party.



# Present passive

## 9 Recognizing tenses

Read the text. Find examples of the Present Simple and Present Continuous, active and passive, and complete the chart.

Present Simple active (x 8)
<i>is based</i>
Present Continuous active (x 4)
Present Simple passive (x 7)
<i>is based</i>
Present Continuous passive (x 1)

## 10 Office life

Put the verbs in brackets in the Present Simple passive.

- In 70 % of offices, employees \_\_\_\_\_ (ban) from using social networking sites such as Facebook.
- 40 % of Internet use in the office \_\_\_\_\_ (not relate) to work.
- Work hours \_\_\_\_\_ often \_\_\_\_\_ (use) to conduct personal business.
- 45 % of work time \_\_\_\_\_ (waste) on chat, drinking tea, and taking personal phone calls.
- Open-plan offices \_\_\_\_\_ (dislike) by 40 % of workers.
- Team-bonding days \_\_\_\_\_ (despise) by nearly everyone.
- Most employees complain that they \_\_\_\_\_ (overwork) and \_\_\_\_\_ (not appreciate).
- Many people \_\_\_\_\_ (stress) by the number of emails they receive.
- More than six trillion business emails \_\_\_\_\_ (send) worldwide every year.
- Stress at work \_\_\_\_\_ (associate) with the risk of heart disease. It \_\_\_\_\_ (also know) to cause depression.

## THE BRITISH ECONOMY

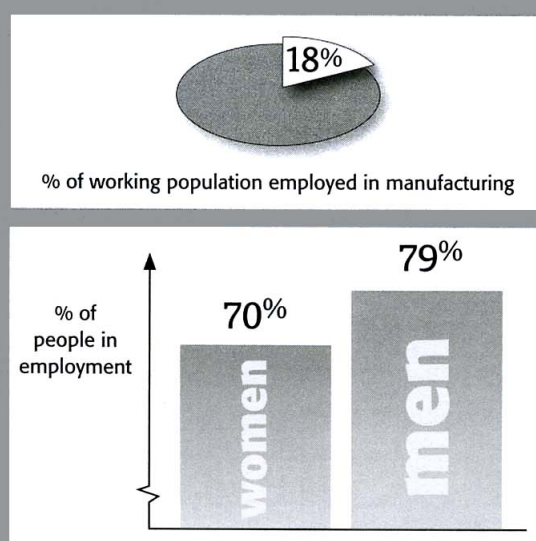
### ■ Britain is no longer a manufacturing nation.

Instead, its economy is based on the service industries – insurance, banking, tourism, government, and retail. Britain's deregulated financial markets and business services are leading the world at the moment as other countries try to expand into international markets. With globalization and the communications revolution, goods, services, and finance move freely and easily round the world, and this is playing a big part in changing Britain.

■ Britain exports aerospace engines, chemicals, textiles, and machines. It imports raw materials, cars, gas, and oil. Most of its electrical and electronic goods are imported from the Far East. Only 18% of the working population is employed in manufacturing. 60% of our food is produced in this country. The rest is imported.

■ Many businesses in the public service sectors such as water, electricity and gas, railways, and airports, are owned privately. The Government still owns the Royal Mail, however.

■ Income tax is being increased to pay for public services such as health care and education. The proportion of time that British people spend working is falling. Young people are staying longer in education. More women are employed than ever before. 70% of women are in employment, compared to 79% of men.



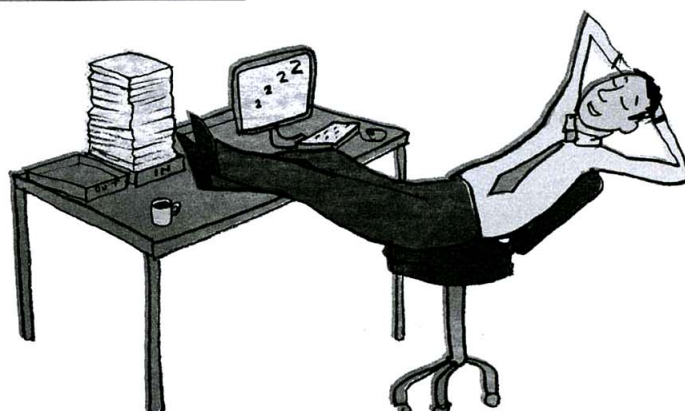


# Vocabulary

## 11 Adjectives that describe character

1 Match a description in A with an adjective in B.

A	B
1 <input checked="" type="checkbox"/> She likes being with people and is good fun.	a generous
2 <input type="checkbox"/> She always has to get everything she wants.	b optimistic
3 <input type="checkbox"/> He always gives fantastic presents.	c kind
4 <input type="checkbox"/> She cares about people and wants to make them happy.	d shy
5 <input type="checkbox"/> She wants to do really well in life.	e eccentric
6 <input type="checkbox"/> He only ever thinks of himself.	f rude
7 <input type="checkbox"/> She always looks on the bright side of things.	g sociable
8 <input type="checkbox"/> He hates meeting people and having to talk to them.	h spoilt
9 <input type="checkbox"/> She has some very strange ideas.	i ambitious
10 <input type="checkbox"/> He never does any work at all.	j lazy
11 <input type="checkbox"/> You never know how he's going to be, happy or sad.	k moody
12 <input type="checkbox"/> He always says things to upset and annoy people.	l selfish



2 Match these adjectives with their opposites in Exercise 1.

- 1 ☒ mean
- 2 ☐ hard-working
- 3 ☐ unselfish
- 4 ☐ cheerful
- 5 ☐ confident
- 6 ☐ unsociable
- 7 ☐ polite
- 8 ☐ unkind
- 9 ☐ pessimistic
- 10 ☐ unambitious

3 Complete the sentences with an adjective from Exercise 2.

- 1 The Japanese have a reputation for being polite.
- 2 He's so \_\_\_\_\_ – he never buys anyone a drink.
- 3 I'm afraid I'm pretty \_\_\_\_\_ – I hate going to parties and making small talk.
- 4 She always thinks the worst is going to happen. She's very \_\_\_\_\_.
- 5 He's so \_\_\_\_\_. He's always the first to arrive in the office and the last to leave.
- 6 She's totally \_\_\_\_\_. There's nothing in life she wants to do, and nowhere she wants to go.
- 7 Jane's always happy and smiling. She's a \_\_\_\_\_ person.
- 8 Parents have to be \_\_\_\_\_. Their children have to come first.
- 9 Henry's so sure about himself and what he can do. He's very \_\_\_\_\_.
- 10 We have to invite Paula. It would be so \_\_\_\_\_ to invite her husband and not her.

# Phrasal verbs

## 12 Phrasal verb + noun (1)

- 1 Many phrasal verbs go with a noun. Match a verb in A with a word or phrase in B.

A	B
1 <input checked="" type="checkbox"/> b turn on	a clothes in a shop
2 <input type="checkbox"/> look after	<del>b</del> a light
3 <input type="checkbox"/> fill in	c some information
4 <input type="checkbox"/> find out	d your coat
5 <input type="checkbox"/> try on	e the television at bedtime
6 <input type="checkbox"/> look up	f your parents
7 <input type="checkbox"/> pick up	g a form
8 <input type="checkbox"/> take off	h something you dropped
9 <input type="checkbox"/> turn off	i a word in the dictionary
10 <input type="checkbox"/> get on with	j the baby

- 2 Complete the sentences with the correct form of the phrasal verbs in Exercise 1.

- 1 A Can I **try on** these jeans, please?  
B Sure. The changing rooms are over there.
- 2 I can't go out tonight. I'm \_\_\_\_\_ the children.
- 3 There's a programme I want to watch. Can you \_\_\_\_\_ the TV?
- 4 No one's watching the TV. \_\_\_\_\_ it \_\_\_\_\_!
- 5 A What do I do with this form?  
B Just \_\_\_\_\_ it \_\_\_\_\_ and give it to the receptionist.
- 6 If there's a word I don't know, I \_\_\_\_\_ it \_\_\_\_\_ in my dictionary.
- 7 Please \_\_\_\_\_ your dirty shoes before you come in.
- 8 I \_\_\_\_\_ well with my sister, but not my brother. We fight all the time.
- 9 Oh dear – I've dropped my purse. Could you \_\_\_\_\_ it \_\_\_\_\_ for me? Thanks.
- 10 A Can you \_\_\_\_\_ the time of the next train to London?  
B OK. I'll look on the Net.

# Listening

## 13 What's cooking?

- 1 **T2.5** Listen to Matt Greenberg, a TV chef. He's cooking a recipe for 'Bread and Butter Pudding'. Tick the ingredients he uses in the recipe.

- ☐ 12 slices white bread, cut into triangles
- ☐ 8 egg yolks
- ☐ 50g unsalted butter
- ☐ 100g salt
- ☐ 175g caster sugar
- ☐ a few drops vanilla essence
- ☐ 50g sultanas
- ☐ 1 lemon
- ☐ 400ml milk
- ☐ 500g flour
- ☐ 400ml double cream
- ☐ 1 orange rind (grated)



- 2 Are the sentences true (✓) or false (X)?

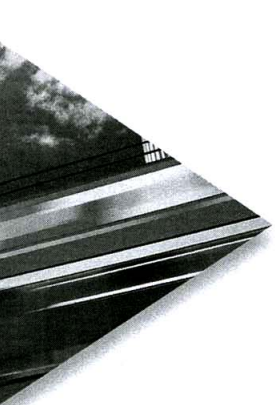
- 1 Matt works in a hotel kitchen.
- 2 He doesn't like running a kitchen, because it's so stressful.
- 3 Many people think that British cooking is a bit boring.
- 4 The recipe he's making today isn't expensive.
- 5 He's making the recipe slightly differently today.

- 3 Complete the lines from the programme with the correct form of the verb in brackets.

- 1 You \_\_\_\_\_ (come) from Canada originally, don't you?
- 2 I \_\_\_\_\_ (reckon) simple traditional cooking with the best ingredients is never boring.
- 3 So what \_\_\_\_\_ (you / make) for us today?
- 4 Now, I normally \_\_\_\_\_ (use) just sultanas in this, but today I \_\_\_\_\_ (put) some fresh orange in as well.
- 5 Right, now I \_\_\_\_\_ (heat) the milk, cream, and vanilla in a pan ...
- 6 These \_\_\_\_\_ (grow) in the Mediterranean.
- 7 Mmm, just the way I \_\_\_\_\_ (like) it.
- 8 Well, never mind, they \_\_\_\_\_ (not know) what they \_\_\_\_\_ (miss), do they?

- T2.5** Listen again and check.





# 3

Past Simple and Continuous – active and passive  
Past Perfect • Vocabulary – birth, marriage, death  
Prepositions of time – *in / at / on*  
Pronunciation – phonetic symbols: consonants

## Good times, bad times

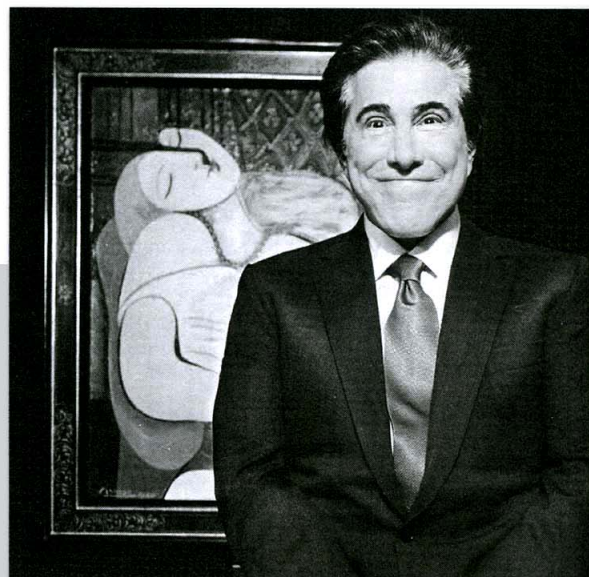
### Past tenses

#### 1 Recognizing tenses

Read the text. Use the past verb forms in *italics* to complete the chart.

Past Simple (x7)
felt
Past Continuous (x3)
Past Simple passive (x4)
Past Perfect (x3)
Past Perfect Continuous (x1)

### Billionaire rips a hole in his Picasso worth \$139 million



Steve Wynn, the billionaire art collector, *felt* extremely embarrassed after he *had damaged* one of his own paintings by putting a hole in the canvas.

Wynn, the 107th-richest man in America, runs hotels and casinos in Las Vegas. He owns a Matisse, a Renoir, a Van Gogh, a Gauguin, and several Warhols.

He *bought* a Picasso, *Le Rêve* (*The Dream*) in 1997. It *was painted* in 1932, and it depicts Picasso's mistress as she is sitting daydreaming. Wynn *paid* \$48m for it.

Despite being one of his favourite pictures, Wynn *had decided* to sell it. He *had been negotiating* with an investor, Steven Cohen, and they *had agreed* a price of \$139m.

The weekend before the sale, some friends of his *were visiting* from New York, staying in one of his hotels. They *wanted* to see the picture, which *was hanging* in his office, before it *was sold*. Wynn *was standing* in front of the picture and explaining its history when he accidentally *put* his elbow through the canvas.

The picture *was repaired* by an art restorer in New York. It is now impossible to see where it *was damaged*. Not surprisingly, Cohen no longer *wanted to buy* it, so Wynn *put* it in a vault for safe keeping.

## 2 Producing tenses

Use information from the text to complete the sentences, with the correct form of the verb in **bold**.  
Use each form once.

**paint** PAST SIMPLE or PAST SIMPLE PASSIVE?

- 1 Picasso **painted** a picture of his mistress daydreaming.
- 2 *Le Rêve* \_\_\_\_\_ in 1932.

**visit** PAST SIMPLE or PAST CONTINUOUS?

- 3 His New York friends \_\_\_\_\_ for the weekend.
- 4 They often \_\_\_\_\_ him in Las Vegas.

**see** PAST SIMPLE or PAST PERFECT?

- 5 When his friends \_\_\_\_\_ the Picasso, they were amazed.
- 6 When his friends \_\_\_\_\_ the Picasso, they left the office.

**put** PAST SIMPLE or PAST SIMPLE PASSIVE?

- 7 He \_\_\_\_\_ his elbow through the canvas.
- 8 *Le Rêve* \_\_\_\_\_ into a vault to keep it safe.

## 3 Questions

Write the questions.

- 1 **When did he buy the Picasso ?**  
In 1997.
- 2 \_\_\_\_\_ ?  
In 1932.
- 3 \_\_\_\_\_ ?  
\$48 million.
- 4 \_\_\_\_\_ hanging?  
In Wynn's office.
- 5 \_\_\_\_\_ ?  
By an art restorer in New York.

## 4 Negatives

Make these sentences negative.

- 1 *Le Rêve* was painted by Van Gogh.  
**It wasn't painted by Van Gogh.**
- 2 Wynn's friends were staying in his house.  
\_\_\_\_\_
- 3 They had seen the Picasso before.  
\_\_\_\_\_
- 4 Steven Cohen bought the Picasso.  
\_\_\_\_\_
- 5 Wynn sold it to someone else.  
\_\_\_\_\_

## Past Simple and Continuous

### 5 What was he doing? What did he do?

Read the newspaper stories and answer the questions.

#### HERO SAVES MAN'S LIFE

Jack Easton, 38, was driving home from work at around 6.30 in the evening when he saw a yellow VW van, driven by Ken Sharpe, crash into a tree. Without thinking of his own safety, he pulled the young man out of the van and took him straight to hospital. The doctors say Ken will make a complete recovery.



- 1 What was Jack Easton doing when he saw the accident?  
\_\_\_\_\_
- 2 What did he do when he saw the accident?  
\_\_\_\_\_

#### Dog attacked in park by swans

Hilary Benting, 54, was taking her dog, Toby, for a walk in St James' Park last Thursday afternoon. She was throwing sticks into the pond for Toby to retrieve. He was swimming in the pond when he was attacked by two swans. He received cuts and bruises. Mrs Benting called park officials to help, but there was little they could do.



- 3 What was Mrs Benting doing when her dog was attacked? What was Toby doing?  
\_\_\_\_\_
- 4 What did she do when her dog was attacked?  
\_\_\_\_\_

#### Shock for bank customers

■ Customers in the Whitehall Savings Bank received a nasty shock yesterday as they were standing in a queue chatting to each other. At 11.15 two masked robbers burst into the bank carrying shotguns. Sixty-year-old Martin Webb suffered a heart attack and was taken to hospital. The robbers escaped with £500,000.



- 5 What was happening in the bank when the robbers burst in?  
\_\_\_\_\_
- 6 What happened to Martin Webb when the robbers burst in?  
\_\_\_\_\_



## Past Perfect

### 6 What had happened?

Complete the sentences. Use the prompts in brackets, and the Past Perfect.

- 1 I was broke because I 'd spent all my money on clothes.  
(spend / money / clothes)
- 2 Jane was furious because she \_\_\_\_\_  
\_\_\_\_\_. (oversleep / miss the bus)
- 3 Mary was very disappointed with her son. He  
\_\_\_\_\_. (not study  
enough / fail exams)
- 4 Before his accident, Peter \_\_\_\_\_  
\_\_\_\_\_. (be / best player / team)
- 5 I was nervous as I waited in the departure lounge.  
I \_\_\_\_\_.  
(never / fly / before)
- 6 Jack wanted a new challenge in his work.  
He \_\_\_\_\_.  
(do / same job / ten years) (CONTINUOUS)

### 7 Past Simple or Past Perfect?

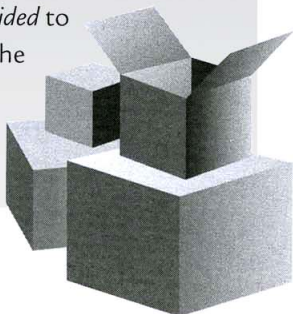
(Circle) the correct tenses in the story.

## A Busy Day

It was ten o'clock in the evening. Peter (1) (sat) / *had sat* down on his sofa and thought about the day. What a busy day it (2) *was* / *had been*! This was his first night in his own flat. He (3) *lived* / *had lived* his entire life in the family home, and now for the first time, he (4) *was* / *had been* on his own.

He sat surrounded by boxes that he (5) *didn't manage* / *hadn't managed* to unpack during the day. It (6) *took* / *had taken* months to get all his things together. His mother (7) *was* / *had been* very generous, buying him things like towels and mugs.

He (8) *went* / *had gone* into the kitchen and (9) *made* / *had made* a sandwich. He suddenly (10) *felt* / *had felt* very tired and yawned. No wonder he (11) *was* / *had been* tired! He (12) *was* / *had been* up since six o'clock in the morning. He (13) *decided* / *had decided* to eat his sandwich and go to bed. But he didn't quite make it. He sat down on his sofa, and before he knew it, he (14) *was* / *had been* fast asleep.



## Tense review

### 8 ate, was eating, or had eaten?

Put the verb in **bold** in the Past Simple, Past Continuous, or Past Perfect.

#### eat

- 1 I couldn't understand what she was saying because she **was eating** an apple.
- 2 The meal was terrible, but John \_\_\_\_\_ it all up. He must have been hungry.
- 3 There was nothing in the fridge. The kids \_\_\_\_\_ everything.

#### talk

- 4 The lesson was so boring. The teacher just \_\_\_\_\_ for a whole hour.
- 5 I knew about Annie's problem because I \_\_\_\_\_ to her mother the day before.
- 6 Who \_\_\_\_\_ you \_\_\_\_\_ to on the phone just now?

#### drive

- 7 'How did you get here?' 'I \_\_\_\_\_.'
- 8 I was tired, and needed to go to bed. I \_\_\_\_\_ 300 miles that day.
- 9 I \_\_\_\_\_ to work when I had an accident and hit a tree.

## Past passive

### 9 Past Simple passive

Put the verbs in brackets in the Past Simple passive.

- 1 *Romeo and Juliet* **was written** (write) in 1595 or 1596.
- 2 It \_\_\_\_\_ (base) on a traditional Italian tale.
- 3 It isn't known when it \_\_\_\_\_ first \_\_\_\_\_ (perform).
- 4 The play \_\_\_\_\_ (publish) in 1597.
- 5 Many of Shakespeare's plays \_\_\_\_\_ (perform) at the Globe Theatre in London.
- 6 The original theatre \_\_\_\_\_ (build) in 1599.
- 7 The theatre \_\_\_\_\_ (destroy) by fire in 1613.
- 8 The 1996 film version, starring Leonardo di Caprio, \_\_\_\_\_ (aim) at a younger audience.
- 9 The film \_\_\_\_\_ (shoot) in Mexico City.
- 10 The musical and film *West Side Story* \_\_\_\_\_ (inspire) by Shakespeare's play.

# Love on the tube

## 10 Questions and negatives

Read the first newspaper article.  
Complete the questions.

- 1 When was she visiting London ?  
Last year.
- 2 Who \_\_\_\_\_ ?  
A young commuter.
- 3 What \_\_\_\_\_ doing?  
Listening to his MP3 player.
- 4 Why \_\_\_\_\_ ?  
Because she was too shy.
- 5 Which line \_\_\_\_\_ ?  
The Piccadilly Line.
- 6 Where \_\_\_\_\_ ?  
At Green Park.

Read the second article.  
Complete the negative sentences.

- 7 She / not see / the man since November.  
She hadn't seen the man since November.
- 8 She / not receive / any replies on the Internet.  
\_\_\_\_\_
- 9 Mr Laurence / not sit / on the tube.  
\_\_\_\_\_
- 10 He / not buy / a copy of the newspaper.  
\_\_\_\_\_
- 11 He / not know / why people were looking at him.  
\_\_\_\_\_
- 12 Mr Laurence / not go out / with anyone.  
\_\_\_\_\_

Read the third article.  
Complete the text using the verbs from the box.

got	went	met
had	enjoyed	did
was looking	had invited	

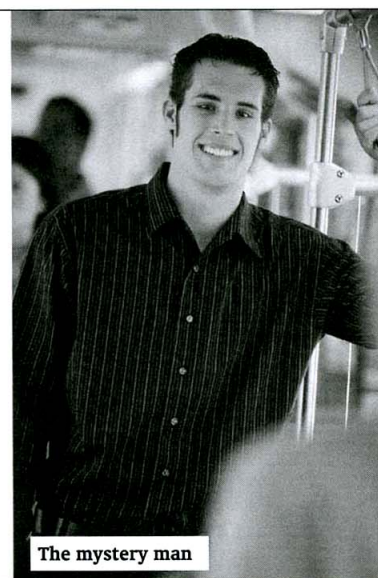
THURSDAY, JANUARY 11

## Girl looks for love on the tube

Jana Ohlson was visiting London last (1) \_\_\_\_\_ when she saw (2) \_\_\_\_\_ on the Underground. He was (3) \_\_\_\_\_. She didn't talk to him because (4) \_\_\_\_\_. However, she *did* take his photograph on her mobile phone. She went back to Sweden, but couldn't forget the handsome man she'd met on the tube, so she put his photo and a message on the Internet.

The mystery man was travelling on the (5) \_\_\_\_\_ Line, and got off at (6) \_\_\_\_\_ at about 5.30 p.m.

■ If you know the man, or are him, call *City News* on 020 2163 8061.



The mystery man

FRIDAY, JANUARY 12

## Tourist finds her mystery man

*City News* has ended the love search of a Swedish tourist. Jana Ohlson had been looking for a young man she'd seen last November on the London Underground.

Jana put his photo on the Internet, but no one replied. His picture appeared in yesterday's paper, and he was identified as Sam Laurence, a financial adviser from north-west London. His work colleagues contacted *City News*.

Mr Laurence said, 'I'd already seen the photo on my way to work. I was standing on the tube reading the paper over someone's shoulder. I couldn't understand why people were giving me funny looks.'

Miss Ohlson was very pleased to learn that Mr Laurence didn't have a girlfriend.



Jana Ohlson in Sweden yesterday

WEDNESDAY, FEBRUARY 7

## Couple delighted with Internet date

The couple who (13) \_\_\_\_\_ after an international search on the Internet have had their first date.

Sam Laurence, 28, and Jana Ohlson, 25, from Uppsala, (14) \_\_\_\_\_ a sightseeing tour of London, and then (15) \_\_\_\_\_ a meal in Covent Garden.

He said, 'It (16) \_\_\_\_\_ very well. We had great fun and we really (17) \_\_\_\_\_ ourselves. We (18) \_\_\_\_\_ on really well.'

Miss Ohlson said that she (19) \_\_\_\_\_ Sam to go to Sweden, and that she (20) \_\_\_\_\_ forward to showing him her hometown.



# Vocabulary

## 11 Birth, marriage, and death



1 The verb *marry* is used without a preposition.  
*My sister **married** a plumber.*

2 *Get married* refers to the change of state between being single and being married.  
*We **got married** in 2002.*

3 *Married* refers to the state.  
*Is your brother **married**?*

4 *Get married* and *be married* can both be used with the preposition *to*.  
*She **got married to** Gary last weekend.*  
*My sister **is married to** a really nice guy.*

5 *Divorce* is used in a similar way to *marry*.  
*Helen wants to **divorce** Keith.*  
*Jane and Harry **got divorced** last year.*  
*My brother **is divorced**.*

1 Complete the sentences with a word from the box.

birth	birthday	born
-------	----------	------

- Where were you \_\_\_\_\_?
- When is your \_\_\_\_\_?
- She gave \_\_\_\_\_ to a beautiful healthy boy.
- (On an official form) Date of \_\_\_\_\_
- Congratulations on the \_\_\_\_\_ of little Albert.
- What are you doing for your \_\_\_\_\_ this year?

2 Complete the sentences with the words from the box.

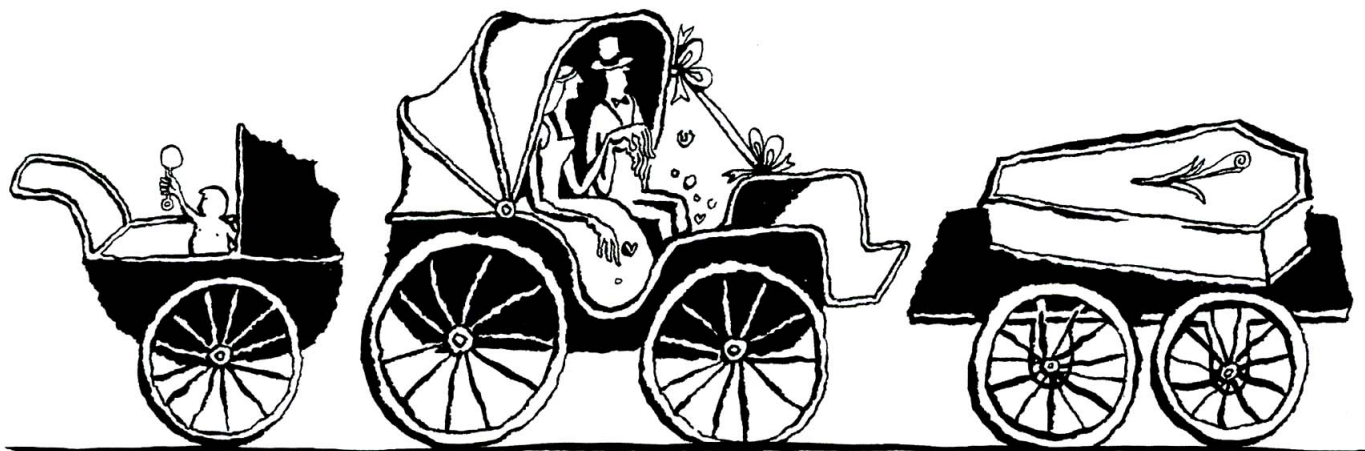
get married	marry	married	got married
been married	wedding	marriage	

- A Are you \_\_\_\_\_?  
B No, I'm single. But I'd like to \_\_\_\_\_ some day.
- Darling, I love you. Will you \_\_\_\_\_ me?
- How many times has she \_\_\_\_\_?
- We're engaged, and we're going to \_\_\_\_\_ next autumn.
- My wife and I have \_\_\_\_\_ for twenty-five years.
- We had a lovely \_\_\_\_\_ in a small country church.
- Did you hear? James and Henrietta \_\_\_\_\_ last week.
- Their \_\_\_\_\_ was always stormy, and it ended in divorce.

3 Complete the sentences with a word from the box.

dying	dead	died	death	die
-------	------	------	-------	-----

- Shakespeare \_\_\_\_\_ in 1616.
- Julius Caesar was stabbed to \_\_\_\_\_ by his best friend, Brutus.
- A Is old Bertie Harrison still alive?  
B I'm sure he's \_\_\_\_\_. Didn't he \_\_\_\_\_ a few years ago?
- Her father's \_\_\_\_\_ came as a great shock. He \_\_\_\_\_ of a heart attack.
- She screamed when she saw the \_\_\_\_\_ body lying on the floor.
- Our poor old cat is \_\_\_\_\_. We've had her for fifteen years. She just sleeps all day long.
- Every winter thousands of birds \_\_\_\_\_ in the cold weather.
- Those flowers have \_\_\_\_\_. Throw them away.



# Prepositions

## 12 *in / at / on* for time

Complete the sentences with *in*, *at*, *on*, or – (no preposition).

- 1 A What did you do \_\_\_\_ the weekend?  
B \_\_\_\_ Friday evening we went to a party. We slept late \_\_\_\_ Saturday morning, and then \_\_\_\_ the afternoon we went shopping. \_\_\_\_ seven o'clock some friends came round for a meal. We didn't do much \_\_\_\_ Sunday – \_\_\_\_ the evening we just watched TV. What about you?
- 2 I'll phone you \_\_\_\_ next week \_\_\_\_ Thursday. It'll probably be \_\_\_\_ the afternoon, \_\_\_\_ about 3.00 p.m. OK?
- 3 I don't see my parents much. \_\_\_\_ Christmas, usually, and \_\_\_\_ the summer holidays.
- 4 \_\_\_\_ November 9th, 1989, the Berlin Wall was opened. For the first time \_\_\_\_ the late twentieth century Germans could go from West to East Berlin without travel restrictions.
- 5 A You look tired. What were you doing \_\_\_\_ last night?  
B I was trying to finish my History essay. I'm having to work a lot \_\_\_\_ night \_\_\_\_ the moment. It has to be handed in \_\_\_\_ this Friday, and I've got loads to write still.  
A Oh well, I'll see you \_\_\_\_ lunchtime – if you're still awake.
- 6 The weather in England is unreliable. \_\_\_\_ summer it can be very hot, but it often rains \_\_\_\_ April and June. The summer was awful \_\_\_\_ last year. The best English weather is usually \_\_\_\_ spring and autumn.



- 1 We use *at* for times and certain expressions.  
**at** 8.00  
**at** midnight  
**at** lunchtime  
**at** the weekend  
**at** Christmas  
**at** the moment
- 2 We use *on* for days and dates.  
**on** Friday  
**on** Friday morning  
**on** 12th September  
**on** Saturday evening
- 3 We use *in* for longer periods such as months, seasons, and years.  
**in** April  
**in** 2002  
**in** summer  
**in** the nineteenth century
- 4 We also use *in* for parts of the day.  
**in** the morning  
**in** the afternoon  
**in** the evening (but **at** night)
- 5 There is no preposition before *last*, *next*, *this*, or *tomorrow*.  
Did you go out **last** night?  
We're going away **this** weekend.  
I'll see you **next** week.  
Can you call me **tomorrow** morning?





# Pronunciation

## 13 Phonetic symbols – consonants

- 1 Many phonetic symbols for consonants are easy.

/b/	/k/	/r/	/d/
/bɪg/ big	/kæn/ can	/rʌn/ run	/duː/ do
/l/	/s/	/j/	
/lɪv/ live	/sɪt/ sit	/jes/ yes	

**T 3.1** Listen and repeat.

- 2 These symbols are less obvious.

/θ/	/ð/	/ʃ/	/ʒ/
/θɪŋk/ think	/ðəʊz / those	/ʃʊd/ should	/telɪvɪʒn/ television/
/tʃ/	/dʒ/	/ŋ/	
/wɒtʃ/ watch	/dʒʌst/ just	/brɪŋ/ bring	

**T 3.2** Listen and repeat.

- 3 Write the words in the correct box according to the sound underlined.

<u>th</u> ought	t <u>o</u> ngue	<u>th</u> is	a <u>g</u> e	ma <u>ch</u> ine
ba <u>th</u>	ma <u>t</u> ure	ch <u>ur</u> ch	<u>sh</u> are	mea <u>s</u> ure
clo <u>th</u> es	ba <u>n</u> k	ga <u>d</u> get	plea <u>s</u> ure	mo <u>th</u> er
fe <u>t</u> ch	<u>th</u> anks	<u>G</u> erman	wa <u>sh</u>	ha <u>ng</u>
re <u>v</u> ision				

/θ/	/tʃ/	/ʃ/
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ð/	/dʒ/	/ʒ/
_____	_____	_____
_____	_____	_____
_____	_____	_____
/ŋ/		
_____		
_____		
_____		

**T 3.3** Listen, check, and repeat.

►► Phonetic symbols p102

# Listening

## 14 Memories

- 1 **T 3.4** Listen to three friends, Carol, Anne, and Richard, talking about their earliest memories. What is each person's earliest memory?

Carol \_\_\_\_\_

Anne \_\_\_\_\_

Richard \_\_\_\_\_



- 2 Answer the questions.

- Why did Carol love sitting on her father's shoulders?
- Why didn't her father want to carry her on the day she remembers?
- Why is this memory so important in her life?
- How does Anne know that she didn't invent her memory?
- How long was it before her family used the Christmas tree the second time?
- What does Carol think Anne's memory shows?

- 3 **T 3.4** Listen again and complete the extracts from the conversation.

- My mum says my dad \_\_\_\_\_ me a lot on his shoulders at that age, and I absolutely \_\_\_\_\_ it because he \_\_\_\_\_ a really big, tall man.
- That's of this one day when I \_\_\_\_\_ with my mum and dad, and older sister. We \_\_\_\_\_ through some fields near where we \_\_\_\_\_, and my dad \_\_\_\_\_ pick me up.
- Well I know this isn't something \_\_\_\_\_ because when I \_\_\_\_\_ my mum, she \_\_\_\_\_ like that.



# 4

## Modal and related verbs

– obligation (*must, have to, should*)

– permission (*can, allowed to*)

Phrasal verbs – separable or inseparable?

### Getting it right

## Modal and related verbs

### 1 Recognizing verb forms

Read the text. Use the verb forms in *italics* to complete the chart.

Things that are IMPORTANT to do	
with <i>have to</i>	<i>have to buy</i>
with <i>must</i>	
Things that are IMPORTANT NOT to do	
with <i>mustn't</i>	
Things that are NOT NECESSARY to do	
with <i>don't have to</i>	
Things that are A GOOD IDEA to do or A GOOD IDEA NOT TO DO	
with <i>should</i>	
with <i>shouldn't</i>	
Things that you are ABLE or PERMITTED to do	
with <i>can</i>	
Things that are FORBIDDEN to do	
with <i>can't</i>	
with <i>not allowed to</i>	



**The weather** British weather is notoriously changeable. You *should bring* some warm clothes and some waterproof clothes whatever the season.

**Food and drink** In a pub or bar you *have to buy* your drink from the bar, then carry your drink to a table. You are only served at a table in a café or restaurant.

Tipping is a problem. You *don't have to leave* a tip in a restaurant, but if the meal and the service have been good, you *should leave* about 10%. Similarly you *can tip* a taxi driver if you want.

In a restaurant, you *mustn't say* 'Give me the menu!' or 'I want a drink!' This is considered very rude. You *should be* polite and say 'Could I have the menu, please.' We tend to say 'Please' and 'Thank you' a lot.

**People** You *mustn't address* people as 'Mr' or 'Mrs'. We usually say – 'Good morning', not 'Good morning, Mr'.

**Transport** Obviously, you *have to drive* on the left, and the law says you *must wear* a seat belt in the back seat as well as the front. You *shouldn't drive* if you've been drinking alcohol.

**Tourism** In London, you *should buy* an Oyster card. With this you *can travel* on the Underground, the buses, and some railways.

You *don't have to pay* to visit most museums and art galleries. Entrance is usually free.

You *must see* the London Eye, St Paul's Cathedral, and Borough market. They're too good to miss.

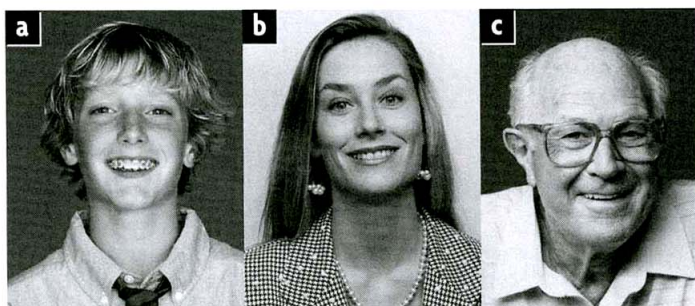
**General** You *can get* cash from ATM machines, which are everywhere.

You *aren't allowed to smoke* in any public buildings. You *can't smoke* in pubs, bars, or restaurants.

# Obligation

## 2 have to/don't have to

Look at the photos. Match the sentences with the people.



- 1 ☒ **b** I have to wear smart clothes.
- 2 ☐ I always have to be home before 11.00 p.m.
- 3 ☐ My dad usually has to work in the evenings.
- 4 ☐ I don't have to get up at 6.30 a.m. anymore.
- 5 ☐ My husband has to take our children to school every morning.
- 6 ☐ My wife has to go to the hospital every week.
- 7 ☐ I have to get good marks in my exams.
- 8 ☐ My little sister doesn't have to help with the housework.
- 9 ☐ I often have to travel abroad.

## 3 Questions with have to

Write the questions for these answers.

- 1 Why **does she have to** wear smart clothes?  
Because she has to meet a lot of important people.
- 2 Why \_\_\_\_\_ be home before 11.00 p.m.?  
Because his parents say that he has to.
- 3 Why \_\_\_\_\_ work in the evenings?  
Because he's a teacher and he has to prepare lessons.
- 4 Why \_\_\_\_\_ get up at 6.30 a.m.?  
Because he's retired.
- 5 Why \_\_\_\_\_ go to the hospital?  
Because she broke her arm and she has to have physiotherapy.
- 6 Why \_\_\_\_\_ get good marks in his exams?  
Because he wants to go to Oxford University.
- 7 Why \_\_\_\_\_ help with the housework?  
Because her mother says that she is still too young.
- 8 Why \_\_\_\_\_ travel abroad?  
Because she works for an international company.

## 4 Forms of have to

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

A	
1	<input type="checkbox"/> I don't have to get up early tomorrow ...
2	<input type="checkbox"/> My grandmother had to go to work ...
3	<input type="checkbox"/> We're having to economize ...
4	<input type="checkbox"/> You'll have to study hard ...
5	<input type="checkbox"/> You didn't have to buy me a present, ...
6	<input type="checkbox"/> Will I have to take the exam again ...
B	
a	if you want to be a doctor.
b	because it's the weekend.
c	if I don't pass?
d	when she was just 12.
e	because we're saving up for a holiday.
f	but it was very kind of you.

## 5 must and have to

**!** There is a difference between *must* and *have to*.  
*Must* expresses the authority of the speaker.  
*Have to* refers to the authority of another person, or to obligation generally.  
If you are not sure which one to use to express obligation, use *have to*.

Match the pairs of sentences with their meaning.

- 1 I must have a drink of water. ☒ **b**  
I have to drink lots of water. ☒ **a**  
a The doctor told me to.  
b I'm really thirsty.
- 2 I must do my homework tonight. ☐  
I have to do my homework tonight. ☐  
c I'm telling myself it's important.  
d That's why I can't come out with you tonight.
- 3 We must go to Paris some time. ☐  
We have to go to Paris next week. ☐  
e Another boring business trip! Yawn!  
f It would be so romantic!
- 4 I must water the plants today. ☐  
I have to water the plants today. ☐  
g I haven't done them for ages  
h They need lots and lots of water.
- 5 We must have lunch soon. ☐  
We have to have lunch with our boss. ☐  
i What about next Wednesday?  
j We'd better look smart!



## 6 Talking about obligation

Complete the sentences with *must*, *have to*, or *had to*.



- 1 a 'You \_\_\_\_\_ be home by 11.00.'  
b 'Bye! Dad said I \_\_\_\_\_ be home by 11.00.'



- 2 a 'You \_\_\_\_\_ stay in bed for a few days.'  
b 'The doctor told me I \_\_\_\_\_ stay in bed for a few days.'



- 3 a 'I \_\_\_\_\_ wash my hair tonight.'  
b 'I \_\_\_\_\_ wash all these dishes.'



- 4 a 'I \_\_\_\_\_ go to the doctor's.'  
b 'Sorry, I \_\_\_\_\_ go to the doctor's at 3 p.m.'

## 7 *mustn't* / *don't have to* / *didn't have to*

Choose the correct verb form.

- 1 We have a lot to do tomorrow. You *mustn't* / *don't have to* have a late night.
- 2 You *mustn't* / *don't have to* tell Mary what I told you. It's a secret.
- 3 The museum is free. You *mustn't* / *don't have to* pay to get in.
- 4 In the Victorian times children *mustn't* / *didn't have to* attend school up to the age of 16.  
Most children left when they were 12.
- 5 Terry's a millionaire. He *mustn't* / *doesn't have to* go to work.
- 6 When I was a child I *didn't have to* / *don't have to* do my washing. My mother did it for me.
- 7 We *mustn't* / *don't have to* rush. We've got plenty of time.
- 8 You *mustn't* / *don't have to* play with knives. They're dangerous.
- 9 This is my favourite pen. You can borrow it, but you *mustn't* / *don't have to* lose it.
- 10 A Shall I come with you?  
B You can if you want, but you *mustn't* / *don't have to*.



## 8 *should* for advice

- 1 Read the sentences. Give advice using *should* and an idea from the box.

take more exercise	<del>let him play for an hour</del>
take up a sport or a hobby	get it serviced

- My son never wants to go out, he just plays computer games all day!  
You should let him play for an hour, and then tell him to stop and do something else.
- My car keeps breaking down.  
\_\_\_\_\_.
- My wife isn't sleeping very well these days.  
\_\_\_\_\_.
- Since he retired, my father doesn't know what to do with himself.  
\_\_\_\_\_.

- 2 Complete the questions with *do you think I should ...?* and an idea from the box.

go to	<del>go out with</del>	say	take	have
-------	------------------------	-----	------	------

- Peter wants to go out with me. He's nice, but I only like him as a friend.  
Do you think I should go out with him?
- I've been offered places at Oxford and Cambridge Universities. Which university \_\_\_\_\_?
- Everything on the menu looks wonderful!  
What \_\_\_\_\_?
- I've got a terrible headache, and I can't read the instructions on this aspirin bottle.  
How many \_\_\_\_\_?
- My aunt has invited me to her picnic, but I don't want to go.  
What \_\_\_\_\_ to her?

## 9 Modern manners

Do the quiz to see if you know how to behave in the UK!

### Do **you** have good manners?



Choose the response that's true for you.

- You're in a restaurant with friends and your mobile rings. Should you ...**  
a answer it in front of them?  
b turn your phone off, of course?
- You get a present for your birthday. You need to say thank you. Should you ...**  
a text?  
b email?
- You are at the dinner table. Your meal has arrived, but no one else's has. Should you ...**  
a start eating?  
b wait for everyone else to be served?
- You've been invited round for dinner. Should you take ...**  
a a bottle of wine?  
b something to offer – a bunch of flowers, a box of chocolates?

- You get an invitation to the kind of evening you really can't stand. Should you ...**  
a ignore the invitation?  
b make up an excuse?
- Your friend asks if you like his/her new clothes. You think they're awful. Should you ...**  
a tell the truth?  
b say they look great?
- You're at home watching your favourite TV programme when some friends arrive. Should you ...**  
a invite your friends to watch with you?  
b turn off the TV?
- You're on the bus listening to your MP3 player. Someone asks you to turn it down. Should you ...**  
a pay no attention and carry on listening?  
b apologize and turn it down?

4 Either is fine.  
5 b is probably what most people do if they really don't want to go.  
6 It depends how well you know your friend.  
7 Some people have no hesitation in keeping on the TV. For others this is incredibly rude.  
8 b is the right thing to do.

Of course it's impossible to say what is the correct way to behave in all situations. The more polite answers are probably b, the more impolite a.  
1 Young people think it's OK to leave their phones on. Older people find this very rude.  
2 An email saying thank you is probably fine.  
3 a is very impolite.

# Permission and ability

## 10 *can* and *be allowed to*

Who says these sentences? Where?

- 1 'You can't park here. I'll have to give you a parking ticket.'

A traffic warden in the street.

- 2 'I'm sorry, sir, but you can't get on the plane without a passport.'

- 3 'You aren't allowed to look at your notes during the exam.'

- 4 'Shh! You can't talk in here. People are studying.'

- 5 'You can take your seat-belt off now. You still aren't allowed to smoke, use personal computers or mobile phones.'

- 6 'We're allowed to make one phone call a week, and we can go to the library, but we spend most of our time in our cells.'

- 7 'You can take photographs, but you can't use flash photography or touch any of the exhibits.'

- 8 'You aren't allowed to jump into the pool, but you can use the diving board at the deep end.'

## Obligation and permission

### 11 The pain and pleasure of being a teenager

Complete the interview with Alice and Barney with the correct form of *can*, *be allowed to*, or *have to*.

**Interviewer** What are some of the good things about being a teenager and not an adult?

**Alice** Well, we (1) \_\_\_\_\_ earn a living for a start.

**Barney** We (2) \_\_\_\_\_ go out with our friends, go shopping, go to the cinema.

**I** So what you're saying is, what's good is that you have no responsibilities?

**A** Yeah, we're pretty free. We (3) \_\_\_\_\_ do what we like, most of the time.

**B** But money's a problem. What's good is that you (4) \_\_\_\_\_ pay bills, but it also means we can't buy what we want.

**A** Yes, we never have enough money.

**I** What do you think it's like being an adult?

**A** Well, adults have to worry about bills so they (5) \_\_\_\_\_ earn a living. They don't have as much free time as we do. They're always busy. They (6) \_\_\_\_\_ do what they want, when they want.

**I** Who do you feel more sorry for, your mum or your dad?

**B** My mum. She looks after us kids, take us to school and swimming and dance, and she goes to work. And she (7) \_\_\_\_\_ cook, clean, and run the house.

**A** I feel more sorry for my dad. He (8) \_\_\_\_\_ travel a lot, so we go weeks without seeing him, *and* that's really tough on



**B** But the very worst thing about being a teenager is that we have to go to school.

**I** Is that so bad?

**A** Yes! The rules are so stupid! We have to wear a horrid uniform, that's bad enough – and we (9) \_\_\_\_\_ wear jeans. We have to wear smart trousers or a skirt.

**I** What's so bad? I (10) \_\_\_\_\_ wear a stupid cap when I was at school!

**B** And you (11) \_\_\_\_\_ do so much coursework.

**A** And you can't skip class and (12) you \_\_\_\_\_ use your mobile phone!



# Phrasal verbs

## 12 Separable or inseparable?

- Put the noun in brackets in two places in these sentences.
  - Could you turn / off (the light)?  
Could you turn the light off?    Could you turn off the light?
  - Look at the litter on the street! I've got to pick / up (those empty bottles)!  
 \_\_\_\_\_  
 \_\_\_\_\_
  - I saw some lovely clothes today. I tried / on (a coat) but I didn't buy it.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - Please don't throw / away (those newspapers). I haven't read them yet.  
 \_\_\_\_\_  
 \_\_\_\_\_
  - I'll sort / out (this problem). Don't you worry about it.  
 \_\_\_\_\_  
 \_\_\_\_\_

- Rewrite the sentences in the exercise above with the noun as a pronoun.
  - Could you turn it off?                      4 \_\_\_\_\_
  - I've got to pick them up.                      5 \_\_\_\_\_
  - \_\_\_\_\_

- Put the nouns in brackets in just one place in these sentences.
  - I'm looking for (Peter – him).  
I'm looking for Peter.    I'm looking for him.
  - When you get to Reception, ask for (Mr Smith – me).  
 \_\_\_\_\_  
 \_\_\_\_\_
  - I'm looking forward to (the party – it).  
 \_\_\_\_\_  
 \_\_\_\_\_
  - You go out tonight. I'll look after (the children – them).  
 \_\_\_\_\_  
 \_\_\_\_\_
  - I like my husband's family. I get on well with (my mother-in-law – her).  
 \_\_\_\_\_  
 \_\_\_\_\_

# Listening

## 13 A radio phone-in

- Listen to a radio phone-in about 'rules that were made to be broken.' There are three topics discussed:

**a** Table manners    **b** School uniforms    **c** Driving rules

Which topics do you think these lines from the phone-in refer to? Put a, b, or c.

- ☒ **a** You shouldn't put your elbows on the table.
- ☐ ... you have to have some way of expressing your individuality.
- ☐ They're saying you shouldn't smoke at the wheel, aren't they?
- ☐ Why does everyone have to dress exactly the same?
- ☐ Apparently you shouldn't read a map or talk to a passenger.
- ☐ ... you've got to eat up everything on your plate.

**T 4.2** Listen and check.

- Choose the correct answer.
  - Tony thinks you can eat more *quickly* / *easily* with your elbows on the table.
  - He says we teach children to eat *too quickly* / *too much*.
  - Sarah wants to wear *special* / *normal clothes* for school.
  - She thinks she should be allowed to wear a different *colour* / *style* of skirt.
  - Andy explains that it's only *using a mobile phone* / *smoking at the wheel* that's actually illegal.
  - He thinks that changing CDs while you're driving is *less* / *more* dangerous than talking to someone.
- Complete these lines from the phone-in with the correct form of the phrasal verb from the box.

put up with    come up to    cut off    get through    pick up

- 'And it's just \_\_\_\_\_ ten minutes to nine.'
- 'I think people just \_\_\_\_\_ these rules from their parents.'
- 'Can you hear me? Oh, I'm sorry, it looks like Sarah's been \_\_\_\_\_.'
- 'I think she's going to have \_\_\_\_\_ that school uniform anyway.'
- '... do try ringing again if you don't \_\_\_\_\_ the first time.'

**T 4.2** Listen again and check.



# Vocabulary crossword 1

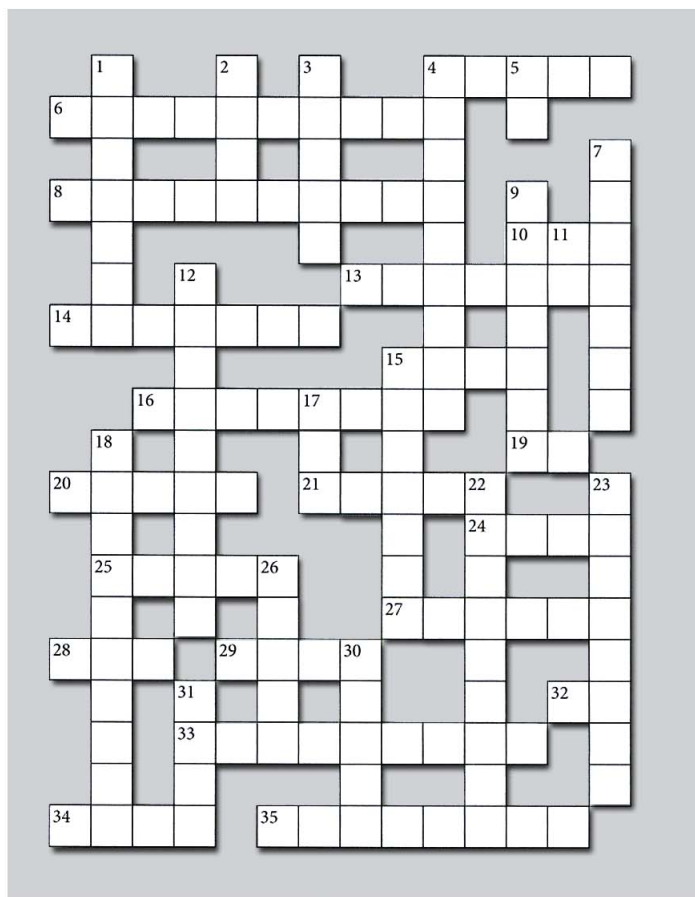
Use the clues to complete the crossword. All these words and expressions have appeared in Units 1–4.

## ACROSS

- 4 Juliet was very \_\_\_\_ when she heard Romeo's family name. (5)
- 6 The number of people living in a country is the \_\_\_\_\_. (10)
- 8 'A \_\_\_\_ is someone who doesn't eat meat. (10)
- 10 Most of the world's \_\_\_\_ comes from Saudi Arabia. (3)
- 13 Her health has picked up since she moved to a country with a sunny \_\_\_\_\_. (7)
- 14 When something is \_\_\_\_, it's very, very old. (7)
- 15 The \_\_\_\_ for Boniface's apartment is £30 a month. (4)
- 16 Someone who is no longer married is \_\_\_\_\_. (8)
- 19 In Britain you don't have to \_\_\_\_ military service. (2)
- 20 The Gregory family live in a \_\_\_\_ house (big). (5)
- 21 A \_\_\_\_ is someone who looks after people in a hospital.' (5)
- 24 What's the telephone \_\_\_\_ for New York?'  
'It's 212.' (4)
- 25 \_\_\_\_ is another word for 'frightening'. (5)
- 27 The Gregory children learned to appreciate small \_\_\_\_\_. (6)
- 28 The Qu family motto is 'save money, live simply, care \_\_\_\_ your friends'. (3)
- 29 The Gregory children have \_\_\_\_ bedrooms, full of expensive things. (4)
- 32 Lars is here \_\_\_\_ a business trip. (2)
- 33 A \_\_\_\_ is a very bad or frightening dream. (3)
- 34 You have to wear a seat \_\_\_\_ when you're driving. (4)
- 35 A country whose Head of State is a king or queen, like the UK or Spain is a \_\_\_\_\_. (8)

## DOWN

- 1 Someone or something from a different country is \_\_\_\_\_. (7)
- 2 English people usually call an 'apartment' a \_\_\_\_\_. (4)
- 3 The \_\_\_\_ of *Romeo and Juliet* has a very sad ending. (5)
- 4 Romeo went to the Capulet's party \_\_\_\_ (without an invitation). (9)
- 5 'I reckon he's married.' 'I think \_\_\_\_ too.' (I agree). (2)
- 7 If something is against the law, it is \_\_\_\_\_. (7)
- 9 Mmm! Are these potatoes fried, or \_\_\_\_ in the oven? (7)
- 11 How long does \_\_\_\_ take you to get to school? (2)
- 12 Someone who can speak two languages is \_\_\_\_\_. (3)
- 15 A HR manager has to \_\_\_\_ new staff. (7)
- 17 I \_\_\_\_ out of petrol on the way home! I had to walk the garage. (3)
- 18 Charles and Camilla are both \_\_\_\_ about hunting (have strong feelings about.) (10)
- 22 If you act very strangely, and differently from other people, they think you are \_\_\_\_\_. (9)
- 23 That's the Manager, and that's her \_\_\_\_ Assistant, answering her calls. (8)
- 26 As a \_\_\_\_ man, van Gogh worked in London and Paris. (5)
- 30 We're just having dinner. Have you \_\_\_\_ yet? (5)
- 31 The people in a close-\_\_\_\_ family have strong relationships with each other. (4)



# 5

## Future forms

Modal auxiliary verbs – *may, might, could*

Prepositions – adjective + preposition

### Our changing world

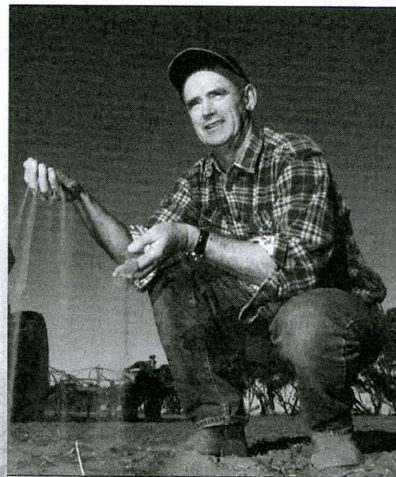
## Future forms

### 1 Recognizing tenses

Read the text. Use the future verb forms in *italics* to complete the chart.

prediction with <i>will</i> (x3)
prediction with <i>won't</i> (x2)
<i>will be</i>
prediction with <i>going to</i> (x2)
intention with <i>going to</i> (x1)
arrangement with Present Continuous (x2)
possibility with <i>may</i> (x2)
possibility with <i>might</i> (x2)
possibility with <i>could</i> (x1)

## LONG HOT SUMMER FOR AUSTRALIAN FARMERS



Sydney – Paddy Carrigan's family has been farming near Grenfell, 375 kilometres north of Sydney, for 120 years. This *will be* the first year when there hasn't been a harvest. It hasn't rained for five years. He looks up at the cloudless sky and sighs. 'And it looks like it's *going to be* another long, dry summer.'

Generations of Sally Young's family have been born on her farm in Wakool. The family *is moving* to Melbourne next month. 'We're *going to live* with my husband's family. We just can't stay here any longer. It's very sad. My children *won't grow up* here.'

Malcolm Adlington has a dairy farm close to the Murray River. 'I'm *getting rid of* my herd in the next couple of weeks. I'm in so much debt that I'm *going to have to* sell my farm.'

The drought is Australia's worst in a century. Economist Justin Smirk says that production of wheat and rice *might fall* by as much as 20 per cent. He believes the drought *will change* agricultural practices forever. 'It *won't be* easy to grow crops such as rice in the future. We *might have to* stop farming in very dry areas.'

Despite the signs, the government refuses to blame the drought on climate change. But scientist Peter Cullen is more certain. 'Many of our agricultural areas *will become* hotter and drier. They *may stop* producing crops altogether. This *could be* the end for some of Australia's 100,000 farming businesses. People now working on the land *may have to* take up more productive jobs in the cities.'





# will

## 2 Predictions

Write the sentences with *will* and the prompts.

- 1 You've been working so hard.  
I / sure / you / pass / exam.  
I'm sure you'll pass your exams.
- 2 I think / go / bed soon. I have to be up early tomorrow.  
\_\_\_\_\_



- 3 You don't need your umbrella. I / not / think / it / rain today.  
\_\_\_\_\_
- 4 I'm going to a posh restaurant tonight. I wonder if / I / meet anyone famous.  
\_\_\_\_\_
- 5 You could ask Jack for some money, but I / not / suppose / he / lend you any.  
\_\_\_\_\_
- 6 Are you seeing that new film tonight?  
I / sure / you / not / like it. It's very violent.  
\_\_\_\_\_



- 7 I'll have some soup ready for you. I expect you / be / hungry after your journey.  
\_\_\_\_\_
- 8 It's a good idea, but I / not think / it / work.  
\_\_\_\_\_

## 3 Questions and negatives

Write the questions with *will* and the prompts in brackets.

- 1 So you're going on holiday! (When / back?)  
When will you be back?
- 2 So you've finished your exams. (When / results?)  
\_\_\_\_\_
- 3 So you've run out of money! (How / pay bills?)  
\_\_\_\_\_
- 4 So you're going to live on an island! (What / eat?)  
\_\_\_\_\_
- 5 So Peter's giving you a lift to the party! (How / home?)  
\_\_\_\_\_

Complete the negatives with *won't* to express the same idea.

- 6 I'll pass.  
I won't fail.
- 7 They'll arrive on time.  
\_\_\_\_\_ be late.
- 8 He'll remember your birthday.  
\_\_\_\_\_
- 9 You'll hate the film.  
\_\_\_\_\_ enjoy the film.
- 10 England will win the match.  
\_\_\_\_\_

## 4 Offering to help

Make offers with *I'll*.

- 1 It's so hot in here!  
I'll open the window.
- 2 I'm so thirsty.  
\_\_\_\_\_
- 3 There's someone at the door.  
\_\_\_\_\_
- 4 I don't have any money.  
\_\_\_\_\_
- 5 I can't do the homework.  
\_\_\_\_\_



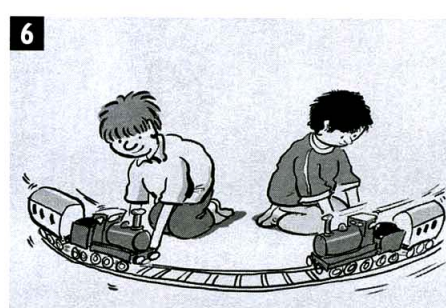
# going to

## 5 What's going to happen?

Look at the pictures. Write what is going to happen.



He's going to have a haircut.



## will or going to?

### 6 Planned or spontaneous?

Complete the conversations with *will* or *going to* and the verb in brackets. Use the most natural form.

- 1 A Why are you wearing your old clothes?  
B Because I 'm going to wash (wash) the car.
- 2 A I've got a headache. Have you got any aspirin?  
B Yes, they're in the bathroom. I \_\_\_\_\_ (get) some for you.
- 3 A Don't forget to tell me if I can help you.  
B Thank you. I \_\_\_\_\_ (give) you a ring if I think of anything.
- 4 A Why are you making sandwiches?  
B Because we \_\_\_\_\_ (have) a picnic on the beach.  
A What a lovely idea! I \_\_\_\_\_ (get) the towels and the swimming costumes.
- 5 A I'm going now! Bye!  
B Bye! What time \_\_\_\_\_ you \_\_\_\_\_ (be) back tonight?  
A I don't know. I \_\_\_\_\_ (call) you later.

- 6 A You've still got my CD. Have you forgotten?  
B I'm sorry. Yes, I'd forgotten. I \_\_\_\_\_ (give) it back to you tomorrow.
- 7 A Dad, can you lend me £10, please?  
I \_\_\_\_\_ (give) it back tomorrow.  
B I don't know. What \_\_\_\_\_ you \_\_\_\_\_ (do)?  
A I \_\_\_\_\_ (see) a film with Tina and Mike.
- 8 A Your exams start in two weeks' time. When \_\_\_\_\_ you \_\_\_\_\_ (start) revising?  
You haven't done any revision yet.  
B I know. I \_\_\_\_\_ (do) some tonight.  
A You're going out tonight.  
B I \_\_\_\_\_ (start) tomorrow night, then.

**T 5.1** Listen and check.



## Present Continuous

### 7 Making arrangements

Complete the conversation with the Present Continuous form of the verbs in the box.

invite	come	have	make	stay
get	bring	give	travel	deliver

- A** Can you keep a secret?
- B** Yes, of course. What is it?
- A** (1) I'm having a surprise party for Rosa next Saturday. It's her thirtieth birthday.
- B** A surprise party! That'll be difficult to arrange without her knowing. Who (2) \_\_\_\_\_ you \_\_\_\_\_?
- A** Everybody. All our friends, her friends from work, all her family, even her two aunts from Scotland. They (3) \_\_\_\_\_ down on Friday evening and they (4) \_\_\_\_\_ her cousins with them.
- B** What about the food and drink? Where (5) \_\_\_\_\_ you \_\_\_\_\_ that from?
- A** It's all arranged. Marcello's restaurant (6) \_\_\_\_\_ all kinds of food and drink on Saturday afternoon, and their chef (7) \_\_\_\_\_ even \_\_\_\_\_ a special birthday cake with pink icing and sugar flowers.
- B** Excellent! And what (8) \_\_\_\_\_ you \_\_\_\_\_ Rosa for her birthday? Have you got her a good present?
- A** Oh yes! I've booked a very special holiday. A week for two in Bali! We (9) \_\_\_\_\_ first class and we (10) \_\_\_\_\_ in a five-star hotel.
- B** That's a great idea. Very clever! I can see that you're going to enjoy her birthday, too! Am I invited to this party?
- A** Of course. But keep it a secret!

#### T 5.2 Listen and check.

## Expressing the future

### 8 will, going to, or the Present Continuous?

Choose the correct form of the verb.

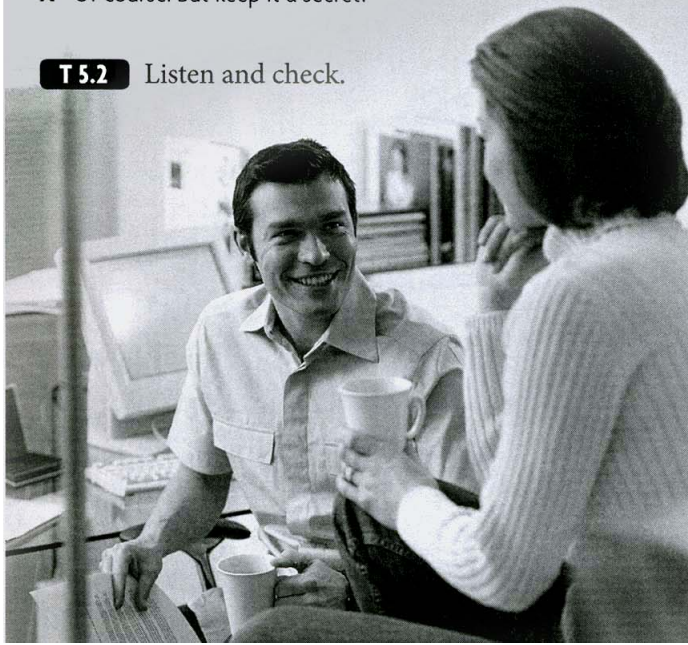
- A** Have you got toothache again?  
**B** Oooh! It's agony! But I *see / 'm seeing* the dentist this afternoon.
- A** Have you booked your holiday?  
**B** Yes, we have. We're *going / 'll go* to Italy.
- A** What a beautiful day! Not a cloud in the sky!  
**B** But the weather forecast says it's *raining / 's going to rain*.
- A** Please don't tell anyone. It's a secret.  
**B** Don't worry. We *won't tell / 're not telling* anybody.
- A** I haven't got enough money to pay for my ticket.  
**B** It's OK. I'm *going to lend / 'll lend* you some.
- A** You two look really shocked. What's the matter?  
**B** We've just learnt that we'll *have / 're having* twins!
- A** I thought you'd just bought a new dishwasher?  
**B** We have. It's *being / will be delivered* tomorrow.
- A** Can you meet me after work?  
**B** I'd love to, but John's *taking / 'll take* me out for dinner tonight.

## may / might / could for possibility

### 9 We may go to Italy

Complete the sentences using the prompts.

- We haven't decided what we're doing this summer.  
(may – go to Italy / Spain)  
We may go to Italy, or we may go to Spain.
- Let's go and see that new film.  
(could – be good / be rubbish)
- Kate doesn't know what she wants to do when she grows up.  
(might – be a doctor / vet)
- I can't decide which car I want.  
(may – buy a Ford / Toyota)
- There are two things I'd like to see on TV tonight.  
(could – watch a film / the football)





## 10 The lottery winner

1 Complete the text about the lottery winner using the future verb forms a–l.

- a are getting married      d may also buy      g 're staying      j 're flying  
b will change      e 'm going to carry on      h 're going to see      k won't be  
c 're going to make      f 'll pay off      i might treat ourselves      l could get

## A West country hairdresser is celebrating in style after winning more than £1.5m on the lottery.

**M**andy Jones, 47, from Modbury, Devon, discovered her win on Monday. 'I'm absolutely thrilled,' she said. 'I've been doing the lottery ever since it started, but I've never won anything till now.'

Mrs Jones doesn't think that the win (1) b her life at all. 'I'm still the same person. I have no plans to quit my job. I (2) — being a hairdresser because I like the people work with.'

Husband Alan, 52, an electrician, said, 'I'm going to be self-employed. I've always wanted to work for myself. Now I can do it.'

Mrs Jones and her husband plan to invest some of the money, but they also intend to enjoy their new-found wealth.

Mrs Jones said, 'We (3) — sure our daughters are secure, and then we're going to do some travelling. First we (4) — to New York for a week, and we (5) — in the Plaza Hotel on Central Park. Then we (6) — the Terracotta Army in China. It's something I've always wanted to do.'

Daughters Helen, 21, and Chantal, 18, are less enthusiastic about the Terracotta Army, but they have each been promised a little something of their own.

'I'm getting a car on Saturday,' said Chantal. 'I want a Clio Sport. A pink one.'



The couple are buying a new house for their elder daughter, Helen. She said, 'I've already chosen the house. I've got lots of plans. My boyfriend and I (7) — next spring, so this win couldn't have come at a better time for us.'

Mr and Mrs Jones (8)        a new house for themselves, but it (9)        far away from where they live now. ‘We (10)        ourselves to a house with a double garage. At the moment we only have a single garage,’ said Mrs Jones.

Sipping champagne in the gardens of the White Horse Inn, Mr Jones said, 'Of course we've always had money problems, but now things (11) \_\_\_\_ easier. People say money can't buy you happiness, but it sure helps. I think we (12) \_\_\_\_ our credit card bills and then see what's best to do after that.'

**2** Here are the answers to some questions about Mandy and her family. Write the questions.

- 1 How long are they going to New York for ? A week.
- 2 \_\_\_\_\_ ? The Plaza.
- 3 \_\_\_\_\_ ? They're going to see the Terracotta Army.
- 4 \_\_\_\_\_ ? A Clio Sport.
- 5 \_\_\_\_\_ ? Next spring.
- 6 \_\_\_\_\_ ? A new house.

# Prepositions

## 11 Adjective + preposition

- 1 Complete these sentences using *of* or *with*.
  - 1 You must be fed up \_\_\_\_\_ listening to me complaining about my work – how has your day been?
  - 2 I've always been jealous \_\_\_\_\_ people who can sing well. Even my cat leaves the room when I start singing.
  - 3 I've put a lot of work into this essay, and I'm really proud \_\_\_\_\_ it.
  - 4 I thought I was getting toothache, but the dentist said there's nothing wrong \_\_\_\_\_ my teeth at all.
- 2 Complete these sentences using *about* or *for*.
  - 1 I feel really sorry \_\_\_\_\_ Lucy. First day of her holiday and she's got the flu.
  - 2 Are you serious \_\_\_\_\_ starting your own business? It's a very risky thing to do, you know.
  - 3 We're very excited \_\_\_\_\_ going to Egypt. We've always wanted to see the pyramids.
  - 4 I think it was Van Gogh who was famous \_\_\_\_\_ painting sunflowers, wasn't it?
- 3 Complete these sentences using *in* or *to*.
  - 1 Are you and Jim interested \_\_\_\_\_ tennis? I think I can get some tickets for Wimbledon next week.
  - 2 You don't look at all similar \_\_\_\_\_ Mark. It's difficult to believe he's your brother.
  - 3 Who's that woman over there dressed \_\_\_\_\_ black? I want someone to introduce me to her.
  - 4 Thank you so much. I'll never forget how kind you've been \_\_\_\_\_ me.
- 4 Complete these sentences with the correct preposition.
  - 1 A Did you try that new Italian restaurant?  
B Yeah. The food was OK, but I wasn't satisfied \_\_\_\_\_ the service.
  - 2 It's typical \_\_\_\_\_ Bob to disappear when it's time to do the washing-up!
  - 3 A Excuse me, could you tell me where the post office is?  
B I'm sorry, I'm not familiar \_\_\_\_\_ this area myself.
  - 4 A Good morning. *Grantech Solutions*.  
B Hello. I'd like to speak to the person responsible \_\_\_\_\_ recruitment, please.

# Listening

## 12 Friends of the earth

- 1 **T 5.3** Listen to three students, Debbie, Jake, and Steve, discussing whether to go to a protest camp at the local airport. Are these sentences true (✓) or false (✗)? Correct the false ones.
  - 1 The airport already has two runways.
  - 2 Air travel accounts for 15% of carbon dioxide emissions.
  - 3 There is twice as much air travel as there was 15 years ago.
  - 4 The camp will produce its own energy needs.
  - 5 They decide to go to the camp on Tuesday.



- 2 Complete the lines from the conversation with the correct future form.
  - 1 He \_\_\_\_\_ (meet) his tutor this afternoon to talk about changing courses.
  - 2 Well, to be honest, I'm not so sure a protest \_\_\_\_\_ (make) a difference on this one.
  - 3 ... you think they \_\_\_\_\_ (ban) air travel some day soon, do you?
  - 4 I \_\_\_\_\_ (not get) involved in anything illegal or violent.
  - 5 I don't know if it's legal or illegal, but I'm sure it \_\_\_\_\_ (be) completely non-violent.
  - 6 I \_\_\_\_\_ (pick) you both up at 10.00.

**T 5.3** Listen again and check.



# 6

## Information questions

Adjectives and adverbs • Vocabulary – antonyms

Pronunciation – word stress • Phrasal verbs in context (1)

### What matters to me

## Question forms

### 1 Matching questions and answers

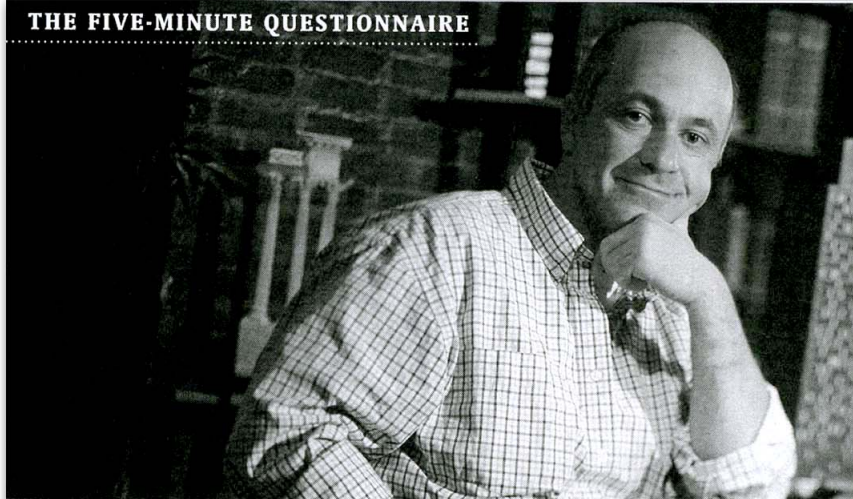
1 Read the questionnaire. Write questions a–l in the correct place.

- a How many times have you moved in the past five years?
- ☒ b Who do you live with?
- c What car do you drive?
- d Which book has influenced you most?
- e How long does it take you to get ready in the morning?
- f How often do you travel abroad?
- g Whose genes have you inherited, your mother's or your father's?
- h How much time do you spend on your own?
- i What objects do you always carry with you?
- j What music is on your iPod?
- k What are you afraid of?
- l What are you like in the morning?

2 Find a question in ex 1 with:

- ☐ how + adverb
- ☐ what + noun
- ☐ which + noun
- ☐ whose + noun
- ☐ how much
- ☐ how many
- ☐ a preposition at the end

### THE FIVE-MINUTE QUESTIONNAIRE



We talk to the writer Simon Trelawney about his life and career.

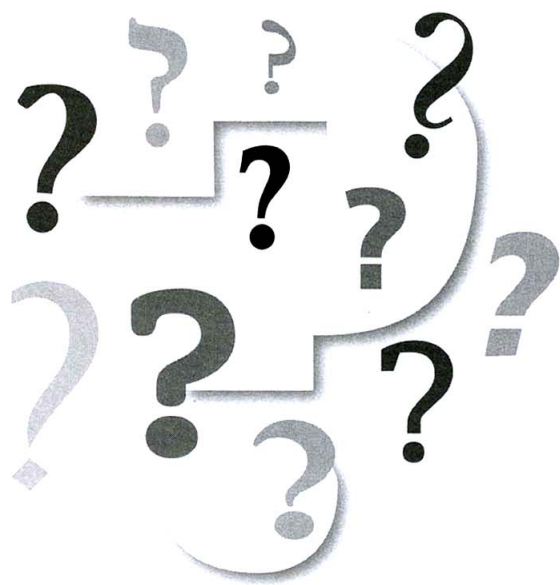
- |    |                   |   |
|----|-------------------|---|
| 1  | <u>  b  </u>      | My wife and two daughters. We share a two-bedroom flat but only one bathroom, unfortunately.                              |
| 2  | <u>          </u> | Just once. We've been here for three years, but we need to move.  |
| 3  | <u>          </u> | Credit cards, organ donor card, and photos of the three girls in my life.   |
| 4  | <u>          </u> | I like my own company, so as much as I can without being rude.  |
| 5  | <u>          </u> | <i>The Complete Works of Shakespeare</i> . How did he do it?  |
| 6  | <u>          </u> | BB King; the Rolling Stones.  |
| 7  | <u>          </u> | Four or five times a year for business and pleasure. Once or twice on holiday – it really depends on what work I'm doing. |
| 8  | <u>          </u> | I get up at 6 a.m. I'm at my busiest and most productive before anyone else gets up.                                      |
| 9  | <u>          </u> | Two minutes. One minute to shave, one minute to throw on jeans and a shirt.   |
| 10 | <u>          </u> | I look like my mother, and I have my father's bad temper. It's an unfortunate combination.                                |
| 11 | <u>          </u> | An ancient second-hand Mercedes.  |
| 12 | <u>          </u> | That anything bad might happen to my wife or kids.  |

# Questions

## 2 Questions with *what / which / whose*

Write a question with *what / which / whose* + noun.

- 1 Do you want to get up at 6.00? 7.00? 8.00?  
What time do you want to get up?
- 2 Are you looking for a small shirt? Medium? Large?  
\_\_\_\_\_
- 3 Is this Jane's coat? Annie's? Henry's?  
\_\_\_\_\_
- 4 Is your wife Hungarian? Spanish? Lebanese?  
\_\_\_\_\_
- 5 Do you read *The Times*? *The Mirror*? *The Telegraph*?  
\_\_\_\_\_
- 6 Do you like classical music? Rock 'n' roll? Jazz?  
\_\_\_\_\_
- 7 Did you go to Oxford University? The Sorbonne? Harvard?  
\_\_\_\_\_
- 8 Is your phone an Ericsson? A Samsung? A Nokia?  
\_\_\_\_\_
- 9 Is it the 39 bus that goes to the station? The 18? Or the 103?  
\_\_\_\_\_
- 10 Is this my dictionary or your dictionary?  
\_\_\_\_\_
- 11 Is your house number 3? Number 33?  
\_\_\_\_\_
- 12 Do you want this one or that one?  
\_\_\_\_\_



## 3 Questions with *how*

Write a question with *how* + adjective / adverb.

- 1 'How wide is the English Channel?'  
'About twenty-five miles from Dover to Calais.'
- 2 '\_\_\_\_\_ is it from your house to school?'  
'About five kilometres.'
- 3 '\_\_\_\_\_ does it take you to get to school?'  
'Forty-five minutes if the traffic is OK.'
- 4 '\_\_\_\_\_ can your car go?'  
'The top speed is 240 kph.'
- 5 '\_\_\_\_\_ time do you spend watching TV?'  
'I guess about four hours a day.'
- 6 '\_\_\_\_\_ times have you been in a plane?'  
'Three.'
- 7 '\_\_\_\_\_ do you go to the dentist?'  
'Three or four times a year.'
- 8 '\_\_\_\_\_ have you known your girlfriend?'  
'We were at school together, so all my life.'
- 9 '\_\_\_\_\_ are you?'  
'I'm 1 metre 75.'
- 10 '\_\_\_\_\_ did your baby weigh when she was born?'  
'3.2 kilos.'

## 4 More questions

Match a question in **A** with an answer in **B**.

A	
1	<input checked="" type="checkbox"/> What does this button do?
2	<input type="checkbox"/> What is this remote control for?
3	<input type="checkbox"/> What are your parents like?
4	<input type="checkbox"/> How are your parents?
5	<input type="checkbox"/> What are tennis rackets made of these days?
6	<input type="checkbox"/> You shouted at him? What did you do that for?
7	<input type="checkbox"/> How many of you are there?
8	<input type="checkbox"/> What have you done to your leg?
B	
a	Graphite and titanium.
<del>b</del>	It sets the timer.
c	If you count the kids, there are ten of us.
d	They're fine, thanks.
e	I twisted my ankle playing football.
f	Because he was really annoying me!
g	It controls the stereo system.
h	They're great fun. Not too embarrassing.



## 5 Questions with a preposition


Complete the questions with a preposition at the end.

- 1 A I think Jamie's in love  
B Who is he in love with?  
A Beth. Of course. He's crazy about her.
- 2 A Dad can I have the car tonight?  
B What \_\_\_\_\_ want it \_\_\_\_\_?  
A I'm going out with a couple of friends. Is that OK?
- 3 A There's someone's phone on the table.  
Who \_\_\_\_\_ belong \_\_\_\_\_?  
B It's mine. Thanks.
- 4 A Jack's granddad died last week.  
B Oh dear! What \_\_\_\_\_ die \_\_\_\_\_?  
A A heart attack.
- 5 A I am REALLY angry.  
B What \_\_\_\_\_ so angry \_\_\_\_\_?  
A My bank has charged me £20 for being 50p overdrawn.
- 6 A Pierre's the director of a European company.  
B Really? Who \_\_\_\_\_ work \_\_\_\_\_?  
A *Allgemeine Union*.
- 7 A We can't go yet! Not everyone's here.  
B Who \_\_\_\_\_ waiting \_\_\_\_\_?  
A Anna. She's getting ready.
- 8 A Do you like my new dress?  
B Where \_\_\_\_\_ get it \_\_\_\_\_?  
A Beebo's on the High Street.
- 9 A Mary got married last weekend.  
B Really! Who \_\_\_\_\_ get married \_\_\_\_\_?  
A A guy she met in Czech Republic.
- 10 A I had a great chat with Bertie the other day.  
B Oh, yes? What \_\_\_\_\_ talk \_\_\_\_\_?  
A His relationship with his boss. Very interesting.

## 6 Questions in context

Look at Kathy's profile on her website.  
Write the questions.

### Kathy Weller



#### profile

1	HOMETOWN	London
2	OCCUPATION	student
3	STUDYING	Economics
4	WHERE	Bristol University
5	BIRTHDAY	18 October 1986
6	RELATIONSHIP	single
7	LIVES WITH	3 friends
8	HAIR	blond
9	EYES	blue
10	HEIGHT	1m 70
11	CLOTHES	High Street chic
12	APPEARANCE	glamorous
13	CHARACTER	passionate, fun-loving
14	INTERESTS	cinema, clubs, going out with friends
15	MUSIC	r 'n' b, hip hop

- 1 Where does she live \_\_\_\_\_?
- 2 What does she do \_\_\_\_\_?
- 3 \_\_\_\_\_?
- 4 Which \_\_\_\_\_ at?
- 5 \_\_\_\_\_?
- 6 \_\_\_\_\_ going out with anyone?
- 7 \_\_\_\_\_?
- 8 \_\_\_\_\_?
- 9 \_\_\_\_\_?
- 10 How \_\_\_\_\_?
- 11 What sort \_\_\_\_\_?
- 12 \_\_\_\_\_ look like?
- 13 \_\_\_\_\_ like as a person?
- 14 \_\_\_\_\_ like doing?
- 15 What kind \_\_\_\_\_?

# Tenses and questions

## 7 A place of my own

- 1 Read about Sean's shed. Put the verb forms from the box in the correct place in the text.

made	were bought	estimates
has built	spend	is situated
was given	're learning	were stolen

### Sean's secret hide-away

Ever since he was four, Sean Matthews (1) has been making things. He's now 14, and this is the third shed that he (2) \_\_\_\_\_. He even helps his friends with their sheds. 'I've always had tools,' he says. 'I (3) \_\_\_\_\_ my first tool set when I was five. When I was eight, I (4) \_\_\_\_\_ bookcases and a desk for my bedroom.' Naturally at school his favourite subject is Design and Technology. 'We (5) \_\_\_\_\_ how bridges are constructed. It's fascinating,' says Sean.

His hut (6) \_\_\_\_\_ in a secluded spot in a field behind his parents' farmhouse. Sean designed and built everything himself. He had no help at all. He laid the stones, nailed the wooden boards, and painted the windows and door blue.

Most of the materials were 'borrowed' (which means they (7) \_\_\_\_\_!) from the renovation of the family home. The shed is made of wood, with a tiled roof. The furnishings (8) \_\_\_\_\_ from charity shops for next to nothing. Sean (9) \_\_\_\_\_ that the shed has cost a couple of hundred pounds, and took three months to build.



'I (10) \_\_\_\_\_ a lot of time here,' he says. 'Four or five hours a day. It's great to be able to get away from nagging parents, always telling me what to do. I like to be by myself.'

Inside, the hut is cosy and well-equipped. It has running water, a small kitchen, and bunk beds. During the summer months Sean has friends over to stay. They sit outside around a camp fire and look at the stars. 'It fills me with a peace that you can't imagine,' says Sean.

## 2 Complete the questions.

- How long has he been making things \_\_\_\_\_? Since he was four.
- How many \_\_\_\_\_? Three.
- \_\_\_\_\_? Blue.
- \_\_\_\_\_? Wood.
- \_\_\_\_\_? £200.
- \_\_\_\_\_? Three months.
- \_\_\_\_\_ time \_\_\_\_\_? Four or five hours a day.
- \_\_\_\_\_ like inside? It's cosy and well-equipped.



# Adjectives

## 8 -ed/-ing adjectives

- 1 Complete the story about Contented Cate. Use the words in brackets. Add *-ed* or *-ing*. Sometimes the spelling changes.

### Contented Cate

Contented Cate thinks her job is (1) exciting (excite) because it's very varied. It isn't easy, and she has to work hard, but she likes it, so it's (2) \_\_\_\_\_ (reward) as well.

If her clients are (3) \_\_\_\_\_ (satisfy) with the service they get from her, Cate is happy. When she meets her targets, and her boss tells her she's wonderful, she's (4) \_\_\_\_\_ (delight), obviously.

Cate has a flat with (5) \_\_\_\_\_ (stun) views over the city. Her boyfriend, Freddy, who has a (6) \_\_\_\_\_ (challenge) job in the City, is (7) \_\_\_\_\_ (overwhelm) by her beauty and totally in love with her. She is (8) \_\_\_\_\_ (amuse) by him because he tells such funny stories.



- 2 Complete the story about Depressed Dave. Use the words from the box below. Add *-ed* or *-ing*. Sometimes the spelling changes.

confuse   terrify   worry   annoy   ~~disappoint~~   exhaust   impress

### Depressed Dave

Depressed Dave is (1) disappointed because he didn't get a pay rise. He's in a lot of debt, so he's very (2) \_\_\_\_\_ about money at the moment.

On top of all that, he isn't sleeping well, so he always arrives at work feeling (3) \_\_\_\_\_. As he's new at the job, there's a lot he doesn't understand. People tell him different information, he doesn't know what to do, which is very (4) \_\_\_\_\_ for him. And to make matters worse, his boss is a bit of a bully, so poor Dave is (5) \_\_\_\_\_ of her. She doesn't like Dave, the way he talks, and she isn't (6) \_\_\_\_\_ by the way he dresses, either. In fact, she is pretty (7) \_\_\_\_\_ by everything about him.



# Adverbs

## 9 Position of adverbs

Adverbs sound better in a certain position.

*I often get headaches.*

*I like modern art very much.*

Put the adverbs in the correct place in the sentence.

- 1 You'll succeed if you don't work hard. (never)  
\_\_\_\_\_
- 2 I've finished my homework, but not quite. (almost)  
\_\_\_\_\_
- 3 She's coming to the party. (definitely)  
\_\_\_\_\_
- 4 You behaved yesterday. I'm ashamed of you. (very badly)  
\_\_\_\_\_
- 5 They love each other. (passionately)  
\_\_\_\_\_
- 6 I don't like her. (really)  
\_\_\_\_\_
- 7 He earns £10,000 a year. (only)  
\_\_\_\_\_
- 8 He always wears a jumper, in summer. (even)  
\_\_\_\_\_
- 9 The water isn't warm to go swimming. (enough)  
\_\_\_\_\_
- 10 It's cold for me. (too / much)  
\_\_\_\_\_
- 11 I want a cup of tea. (just)  
\_\_\_\_\_
- 12 He wasn't injured. (fortunately / seriously)  
\_\_\_\_\_
- 13 I forgot her birthday. (completely)  
\_\_\_\_\_
- 14 I don't like skiing. (at all / very much)  
\_\_\_\_\_
- 15 When did you see Peter? (last)  
\_\_\_\_\_

# Vocabulary

## 10 Antonyms

1 Match an adjective in **A** with its opposite in **B**.

A	B
1 <input type="checkbox"/> hard-working	a part-time
2 <input type="checkbox"/> old-fashioned	b stressful
3 <input type="checkbox"/> casual	c lazy
4 <input type="checkbox"/> good-looking	d smart
5 <input type="checkbox"/> full-time	e rude
6 <input type="checkbox"/> polite	f modern
7 <input type="checkbox"/> relaxing	g unattractive

A	B
1 <input type="checkbox"/> easy-going	a stupid
2 <input type="checkbox"/> poor	b cruel
3 <input type="checkbox"/> bad-tempered	c calm
4 <input type="checkbox"/> second-hand	d fussy
5 <input type="checkbox"/> clever	e modest
6 <input type="checkbox"/> kind	f well off
7 <input type="checkbox"/> big-headed	g brand new

2 Complete the sentences with a word from the boxes in Exercise 1.

- A 'He isn't very polite, is he?'  
B 'No. In fact, he's incredibly **rude**.'
- A 'They need to modernize the way they work.'  
B 'True. Some of their business practices are very \_\_\_\_\_.'
- A 'Camping is not a relaxing holiday, is it?'  
B 'That's true. It's a very \_\_\_\_\_ way of spending a holiday.'
- A 'Jane's such a lazy person.'  
B 'Strange. Her brother is very \_\_\_\_\_.'
- 'You can't wear jeans to an interview! You've got to look \_\_\_\_\_!'
- My girlfriend gets angry about everything. She's so \_\_\_\_\_.
- George's kids are such \_\_\_\_\_ eaters. They don't eat bread, or cheese, or anything green. They only eat pasta.
- A 'I'm so stupid. I ran out of petrol on the motorway.'  
B 'Yeah, that wasn't very \_\_\_\_\_.'
- Pete's always talking about how much money he's got, the fabulous holidays he has, and how intelligent he is. He's so \_\_\_\_\_.
- I know Pete has money, but really he isn't that \_\_\_\_\_. He owes the bank a lot.

# Pronunciation

## 11 Word stress

1 The unstressed syllables in words are often pronounced as the weak sound /ə/.

This is the most common vowel sound in spoken English.

/ə/	/ə/	/ə/	/ə/	/ə/
global	policeman	performance		

**T 6.1** Listen and repeat.

2 **T 6.2** Listen to these words. Write in the /ə/ sounds.

/ə/	/ə/	
conversation	politeness	banana
attention	sociable	preparation
apartment	international	customer
personal	intelligent	surprising

**T 6.2** Listen again and repeat.

3 Complete the sentences with another form of the word in **bold**. Mark the /ə/ sound in both words.

- I love his **photographs**. He's definitely my favourite **photographer**.
- Dave studied **politics** at university, but he never wanted to become a \_\_\_\_\_.
- Technology** advances so quickly these days. It's impossible to imagine what \_\_\_\_\_ changes there will be in the next 20 years.
- Bill doesn't seem to like **vegetables**. I can't understand why he's a \_\_\_\_\_.
- The role of **employment** agencies is to help \_\_\_\_\_ find suitable workers.
- I know anything's **possible** in football, but do you think England winning the World Cup again is a real \_\_\_\_\_?

**T 6.3** Listen and check. Repeat the sentences, paying attention to the /ə/ sounds in both words.



# Phrasal verbs

## 12 Phrasal verbs in context (1)

Complete the conversations with a phrasal verb from the box in the correct form. The definitions in brackets will help you.

### Journeys

set off    pick up    hang on    get in

- A You're arriving in London next Monday, right?  
 B Yes, that's right.  
 A I'll (1) \_\_\_\_\_ you \_\_\_\_\_ if you like. (collect)  
 B That would be lovely.  
 A What time does your train (2) \_\_\_\_\_ (arrive)?  
 B (3) \_\_\_\_\_ (Wait), I'll just check on the ticket. Er ... 17.45.  
 A OK. The traffic's bad at that time, but if I (4) \_\_\_\_\_  
 (leave the house) at about 5.00 p.m., I'll be there in plenty of time

### Moving house

get down to    bring up    work out    settle in

- A I hear you've just moved house. How (5) \_\_\_\_\_ you \_\_\_\_\_ (adapt to your new surroundings)?  
 B Not bad. It's all a bit chaotic, so it's hard to (6) \_\_\_\_\_  
 (finally start doing) any work.  
 A And the kids?  
 B Well, we moved to the country because we didn't want to  
 (7) \_\_\_\_\_ them \_\_\_\_\_ (educate and care for) in town. They're  
 finding it tough at the moment. They've left their friends behind a  
 bit.  
 A I'm sure it will all (8) \_\_\_\_\_ (get better). Give it time.

### Relationships

put up with    split up    get over    go out with (someone)

- A Did you hear that Sam and Dee have (9) \_\_\_\_\_  
 (end a relationship, separate)?  
 B Really? They've been (10) \_\_\_\_\_ (be boyfriend and  
 girlfriend) for years! What went wrong?  
 A Sam said all they did was argue, and he couldn't (11) \_\_\_\_\_  
 (tolerate) it anymore. Dee apparently is very upset.  
 B I'm sure she is, but she'll (12) \_\_\_\_\_ (begin to feel better)  
 it. He wasn't that great.

### Hurry up!

hold up    go on about    calm down    come on

- A (13) \_\_\_\_\_ (hurry up)! We're late!  
 B All right! There's no need to panic. (14) \_\_\_\_\_! (become  
 less agitated)  
 A Get a move on! How long does it take you to get ready?  
 B There's no need to (15) \_\_\_\_\_ (talk endlessly in an  
 annoying way) it. I'm moving as fast as I can.  
 A But we might get (16) \_\_\_\_\_ (make late) in the traffic.  
 Then we'd be really late.

## Listening

### 13 My favourite room

- 1 **T 6.4** Listen to Dan and Laura talking about their favourite room in their homes. Complete the chart.

	Dan	Laura
Room	attic room	
Size		quite big
Flooring	wooden, floorboards	
Wall colour		a warm shade of blue
Furniture	coffee table, sofa, lamp	
Windows		huge bay window

- 2 Choose the correct answer.

- It feels so *good* / *well* to have more space.
- ... especially when the kids are being *noisy* / *noisily*.
- That sounds *wonderful* / *wonderfully* old-fashioned!
- ... when I want to read, or even to just sit  
*quiet* / *quietly* on my own for a while.
- ... blues can be quite cold if you don't choose  
*careful* / *carefully*.
- ... if you can't find anything you like in the shops,  
you have to get *creative* / *creatively*, don't you?
- ... even in winter, especially in the morning when  
the sun shines *straight* / *straightly* into it.
- I like to wake up *slow* / *slowly* as I watch the first  
people setting off for work.

**T 6.4** Listen again and check.

# 7

## Present Perfect Simple and Continuous

Active and passive • Vocabulary – *be* and *have*

Prepositions – noun + preposition • Pronunciation – sentence stress

### Fashions and Passions

## Present Perfect or Past Simple?

### 1 Who's who?

#### 1 Match the sentences with the people.

- 1 ☐ **b** He only sold one painting while he was alive.
- 2 ☐ She married and divorced three times. She committed suicide when she was 36.
- 3 ☐ She's been divorced twice and has adopted three children.
- 4 ☐ He's been living in Los Angeles for over thirty years. He prefers the light there.
- 5 ☐ She's written seven Harry Potter books. She's been writing stories since 1971.
- 6 ☐ She wrote *Pride and Prejudice* when she was in her twenties.
- 7 ☐ He's had a successful solo career since leaving the boy band, *Take That*. In 2007 he had a month in rehab for drug addiction.
- 8 ☐ His band was called *The Wailers*. He died of a brain tumour aged 36.

#### 2 Complete the questions about the people using the Present Perfect or the Past Simple.

#### 3 Write the answers to the questions in the boxes a–h.



**J. K. ROWLING** 1965–

**Q** How many Harry Potter books / write?

**A**



**VINCENT VAN GOGH** 1853–1890

**Q** How many pictures / sell / when / alive?

**A**

 1


**ANGELINA JOLIE** 1975–

**Q** How many children / adopt?

**A**



**MARILYN MONROE** 1926–1962

**Q** How many times / married?

**A**



**BOB MARLEY** 1945–1981

**Q** Whose band / called *The Wailers*?

**A**



**ROBBIE WILLIAMS** 1974–

**Q** he ever / take drugs?

**A**



**DAVID HOCKNEY** 1937–

**Q** How long / live / Los Angeles?

**A**



**JANE AUSTEN** 1775–1817

**Q** When / write *Pride and Prejudice*?

**A**

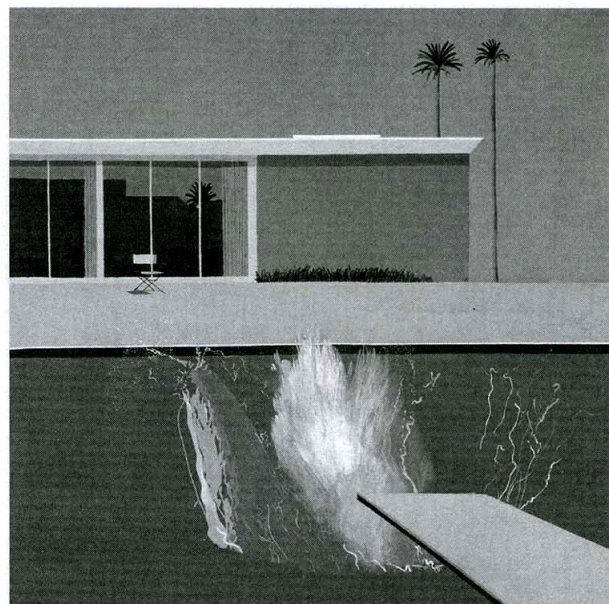


## 2 Choosing the correct tense

Read more about the life of David Hockney.

Tick (✓) the correct form of the verb.

# A Bigger Splash



- 1 David Hockney \_\_\_\_\_ in 1937 in Bradford, a town in the north of England.
  - ☐ born
  - ☐ is born
  - ☐ was born
- 2 He \_\_\_\_\_ interested in painting and design all his life.
  - ☐ is
  - ☐ was
  - ☐ has been
- 3 Hockney \_\_\_\_\_ stage sets and books.
  - ☐ has also designed
  - ☐ is also designed
  - ☐ was also designed
- 4 He \_\_\_\_\_ at the Royal College of Art from 1959–62.
  - ☐ studies
  - ☐ has studied
  - ☐ studied
- 5 He first \_\_\_\_\_ to America when he was twenty-five.
  - ☐ went
  - ☐ has gone
  - ☐ has been
- 6 He \_\_\_\_\_ to Los Angeles in 1976.
  - ☐ moved
  - ☐ has moved
  - ☐ was moved
- 7 Over the past forty years, he \_\_\_\_\_ to most parts of the world.
  - ☐ has travelled
  - ☐ travels
  - ☐ travelled
- 8 His most famous work is called *A Bigger Splash*. It \_\_\_\_\_ for £2.6 million in 2006.
  - ☐ has sold
  - ☐ has been sold
  - ☐ was sold
- 9 An exhibition of his portraits \_\_\_\_\_ at the National Portrait Gallery in London.
  - ☐ has recently held
  - ☐ is recently held
  - ☐ has recently been held
- 10 He currently \_\_\_\_\_ with friends in a villa in the mountains above Los Angeles.
  - ☐ lives
  - ☐ has lived
  - ☐ lived

## 3 *been or gone?*

Complete the sentences with *been* or *gone*.

- 1 A Where's Mum?  
B She's \_\_\_\_\_ to the post office.
- 2 Where have you \_\_\_\_\_? You're home so late!
- 3 A Are you going to the library today?  
B No, I've already \_\_\_\_\_. I went yesterday.
- 4 If anyone phones, tell them I've \_\_\_\_\_ to lunch. I'll be back at two.
- 5 We've never \_\_\_\_\_ to Japan, but we'd like to go.
- 6 A When are you going on holiday?  
B We've already \_\_\_\_\_. We went to Florida.
- 7 A What happened to your neighbours?  
B Didn't I tell you? They've \_\_\_\_\_ to live in the south of France.

## 4 Time expressions

1 Put the word in brackets in the correct place in the sentences.

- 1 I've heard about your accident. (just)
- 2 Have you had breakfast? (yet)
- 3 I've finished my exams. (already)
- 4 Have you been to Thailand? (ever)
- 5 I haven't seen that film. (yet)

2 Rewrite the sentences using *for*, *since*, and *ago*.

- 1 I last saw him in 2002.  
a (for) \_\_\_\_\_  
b (since) \_\_\_\_\_  
c (ago) \_\_\_\_\_
- 2 She went to Germany in April.  
a (for) \_\_\_\_\_  
b (since) \_\_\_\_\_  
c (ago) \_\_\_\_\_

3 Read the situations below. What would you say? Use a time expressions from Exercises 1 and 2.

- 1 You're having a salad in a café. You stop eating for a minute and the waiter tries to take your plate away.

Excuse me! \_\_\_\_\_. (not finish)

- 2 You had a cup of coffee. Your sister comes in and offers you another cup.

No, thanks. \_\_\_\_\_ (have) one.

- 3 Henri went out two minutes ago. The phone rings. It's someone for Henri.

\_\_\_\_\_. (go out)

- 4 You rush home to see the World Cup final on TV. You want to know if you've missed the beginning.

\_\_\_\_\_ ? (start)

- 5 It's 9 p.m. You're watching TV. You finished your homework at 8 p.m. Your mum asks why you're not doing your homework.

But \_\_\_\_\_. (finish)

- 6 You meet an old friend. You can't remember when you last met.

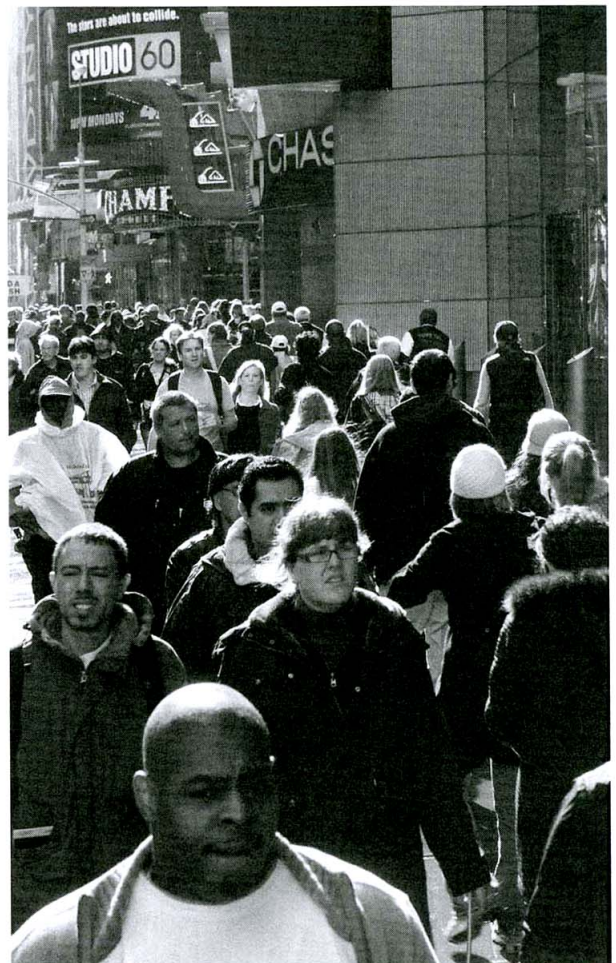
How long \_\_\_\_\_ ? (meet)

## Present Perfect passive

### 5 Active or passive?

Choose the correct verb form.

- 1 Angela 's *just promoted* / 's *just been promoted* to area manager of Eastern Europe.
- 2 I've *applied* / 've *been applied* for a job.
- 3 How many times *have you injured* / *have you been injured* playing football?
- 4 Bob's wife *has just lost* / *has just been lost* her job.
- 5 My sister *has passed* / *has been passed* her final exams.
- 6 My brother *has given* / *has been given* tickets to the concert.
- 7 How much money *have you saved* / *have you been saved* for your round-the-world trip?
- 8 A strike *has called* / *has been called* by the air traffic controllers.
- 9 They *haven't offered* / *haven't been offered* more money by the management.
- 10 The population of our city *has risen* / *has been risen* to nearly a million.





# Present Perfect Continuous

## 6 Simple or Continuous?



Choose the correct form of the verb.

- 1 I don't believe it! Somebody has *eaten / been eating* my chocolates! They've nearly all gone!
- 2 How many biscuits have you *eaten / been eating* today?
- 3 I have never *met / been meeting* a nicer person in my life.
- 4 How long have you *known / been knowing* Charles and Lisa?
- 5 He's *written / been writing* a book for nearly a year. It'll be finished soon.
- 6 He's *written / been writing* a book. I saw it in the bookshop.
- 7 The children are very quiet. They've *watched / been watching* videos all morning.
- 8 They've *watched / been watching* five already.

## 7 Producing Simple or Continuous

Complete the sentences with the correct form of the verb in brackets, Present Perfect Simple or Continuous.

- 1 Someone \_\_\_\_\_ (move) my car keys.  
I \_\_\_\_\_ (look) for them for ages, but  
I \_\_\_\_\_ (not find) them yet.
- 2 I \_\_\_\_\_ (shop) all morning,  
but I \_\_\_\_\_ (not buy) anything.
- 3 That's one of the best jokes I \_\_\_\_\_ ever  
\_\_\_\_\_. (hear)
- 4 I \_\_\_\_\_ (listen) to  
you for the past half an hour, but I'm afraid I  
\_\_\_\_\_ (not understand) a single word.
- 5 A Are you all right? You look terrible!  
B No, I \_\_\_\_\_ (work) on the  
computer for hours, and I've got a headache.
- 6 I \_\_\_\_\_ (try) to lose weight for ages.  
I \_\_\_\_\_ (lose) five kilos so far.

## 8 Replying with questions

Complete the questions with either the Present Perfect Simple or Continuous.

- 1 A Esteban is a singer in a band.  
B How long has he been singing in the band?  
How many records has he made?
- 2 A I'm having driving lessons.  
B How long \_\_\_\_\_ ?  
How many \_\_\_\_\_ ?
- 3 A Jiri is a teacher.  
B How long \_\_\_\_\_ ?  
How many schools \_\_\_\_\_ ?
- 4 A At last! You said you'd be here ages ago.  
B I'm sorry. How long \_\_\_\_\_ ?
- 5 A Anna is getting married to Ian next week.  
B How many \_\_\_\_\_ to the  
wedding?  
How long \_\_\_\_\_ Ian?
- 6 A What a surprise! I haven't seen you for years.  
What \_\_\_\_\_ all this time?  
B I've been abroad, actually.  
A Where \_\_\_\_\_ been?

## 9 Correcting mistakes

Correct the mistakes in these sentences.

- 1 How long do you know the teacher?  
\_\_\_\_\_
- 2 This is the first time I eat Thai food.  
\_\_\_\_\_
- 3 I learn English for four years now.  
\_\_\_\_\_
- 4 What have you done last night at around 8 p.m.?  
\_\_\_\_\_
- 5 How long you been working here?  
\_\_\_\_\_
- 6 The World Cup has won by Brazil five times.  
\_\_\_\_\_

# Tense review

## 10 A newspaper story

- 1 Complete the newspaper story with the correct form of the verbs in brackets.  
Use Present Perfect Simple or Continuous, and the Past Simple, the active or passive.

## The 22-year weekend break

David Davidson, 79, and his wife, Jean, 70, (1) have been living (live) in Travelodge hotels for over 22 years. The couple (2) \_\_\_\_\_ (spend) more than £100,000 staying at the hotels even though they own a flat in Sheffield. They say it is cheaper than living in their own home.

The couple's love of motel life began in the 1980s when they (3) \_\_\_\_\_ (stay) in a Travelodge on the A1 at Newark, Nottinghamshire, while visiting an elderly aunt. They enjoyed their stay so much that when the aunt (4) \_\_\_\_\_ (die) they decided to move in permanently. However, by 1997, they felt like a change so they moved to a newly-built Travelodge, only 15 minutes away, and still on the A1. They (5) \_\_\_\_\_ (stay) there ever since. They return to their flat once a fortnight to pick up their post.

Mr Davidson, a retired banker, says "We have everything we need here and the staff are like family now." Mrs Davidson, who (6) \_\_\_\_\_ (suffer) from a bone disease for many years and now uses a wheelchair, said "Our room here is on the ground floor, so that's good for me and we (7) \_\_\_\_\_ (bring) lots of framed photos with us so it feels like a home from home. Friends and family come to visit us here and we even get birthday and Christmas cards from the staff."

The couple, who (8) \_\_\_\_\_ (marry) since 1953 and have a son also called David, even use Travelodges when they go on holiday. "We (9) \_\_\_\_\_ (just return) from three weeks in Savannah, Georgia, USA and, although the American Travelodges aren't the same company, we still feel it is the only place to stay," said Mr Davidson.

Travelodge's director for the north of England, Paul Anstey, said: "We are delighted that the Davidsons (10) \_\_\_\_\_ (make) Travelodge their home. To recognize their loyalty, their room (11) \_\_\_\_\_ (name) 'The Davidsons' Suite' and a plaque (12) \_\_\_\_\_ (put up) in their honour in Reception."



"We just love hotel living."

- 2 Here are some answers to questions about the Davidsons. Write the questions.

- 1 How long have they been living in Travelodge Hotels ?  
22 years.
- 2 \_\_\_\_\_ ?  
£100,000.
- 3 \_\_\_\_\_ ?  
In the 1980s.
- 4 \_\_\_\_\_ ?  
Because they felt like a change.
- 5 \_\_\_\_\_ ?  
Once every two weeks.
- 6 \_\_\_\_\_ ?  
For many years. She now uses a wheelchair.
- 7 \_\_\_\_\_ ?  
Since 1953.
- 8 \_\_\_\_\_ ?  
To recognize their loyalty.



# Vocabulary

## 11 *be* and *have*

- 1 There are many expressions formed with the verbs *be* and *have*. Match *be* and *have* with their expressions

crazy about a problem (with) off (work) in touch (with)	about to sure of a word with away on business	a lot in common time off work keen on a great time	fun into
--	--	---	-------------

be	have

- 2 Read conversations 1–3 and complete them with the correct form of the expressions from Exercise 1.

- 1 A Do you like Sally?  
B Like her! I'm \_\_\_\_\_ her.  
A I didn't think she was your type.  
B What do you mean? We \_\_\_\_\_ great times together. We have a lot \_\_\_\_\_.  
A Really?  
B Well, yes. She's \_\_\_\_\_ opera and so am I.  
A What? Since when have you been \_\_\_\_\_ opera?  
B Well, I am now.
- 2 A Can I have \_\_\_\_\_ with you?  
B What about?  
A Well, you've had a lot of time \_\_\_\_\_ work lately.  
B I'm sorry.  
A You \_\_\_\_\_ off four times last month.  
B I know, I've \_\_\_\_\_ a lot of family problems.  
A What kind of problems?  
B Er – I'd rather not say.
- 3 A I'll miss you.  
B I'll miss you too.  
A You're \_\_\_\_\_ on business so much.  
B Don't worry. I'll be in \_\_\_\_\_ as soon as I get there.  
A Look, you have to go. Your flight's \_\_\_\_\_ to board.  
B Bye. Don't \_\_\_\_\_ too much fun while I'm away.  
A You can be \_\_\_\_\_ of that! Bye, \_\_\_\_\_ a good time!

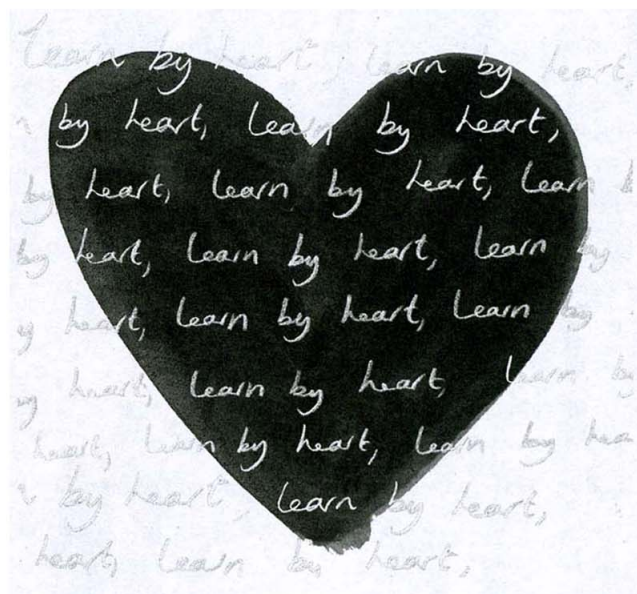
# Prepositions

## 12 Noun + preposition

Complete the sentences with a preposition from the box.

on (x3) with	to (x3) by	in (x3) between
-----------------	---------------	--------------------

- 1 What's the difference \_\_\_\_\_ *lend* and *borrow*?
- 2 There's been a big change \_\_\_\_\_ the weather recently.
- 3 I think you need to improve your attitude \_\_\_\_\_ work. Just be more positive!
- 4 How much do you spend on food every week \_\_\_\_\_ average?
- 5 The trouble \_\_\_\_\_ you is that you don't listen to anybody.
- 6 I can't get access \_\_\_\_\_ my Internet bank account at the moment.
- 7 Sally didn't break your camera \_\_\_\_\_ purpose. It was an accident!
- 8 Congratulations \_\_\_\_\_ your engagement! When's the wedding?
- 9 Be careful what you say to Adam, he's \_\_\_\_\_ a bad mood today.
- 10 There's been a huge increase \_\_\_\_\_ gun crime recently.
- 11 I don't think there's really an alternative \_\_\_\_\_ travelling by air sometimes.
- 12 There are no rules for prepositions – you just have to learn them \_\_\_\_\_ heart.



# Pronunciation

## 13 Sentence stress

- 1 The main stress in a sentence is on the words that give key (important) information.

**T 7.1** Listen to the beginning of a conversation in a menswear department.

A Can I help you?

C Yes, please. I'm looking for a jumper.

A What size are you?

**T 7.2** We understand the message with just the key words.

A Help?

C Yes. Jumper.

A Size?

- 2 Read the conversation and underline the words that give key information. (The number in brackets shows how many words to underline in each line.)

A Can I help you?	(1)
C Yes, please. I'm looking for a jumper.	(2)
A What size are you?	(1)
C I usually take a large.	(1)
A And what colour are you looking for?	(1)
C Some kind of green.	(1)
A What about this one? Do you like this?	(2)
C No, I think the style is nice, but it's too bright.	(5)
A Well what about this one then? It's a much darker green.	(3)
C Oh, yes, I like that one much better. Is it made of cotton?	(4)
A Yes, and it's machine-washable.	(3)
C That's great. Can I try it on?	(3)
A Of course. The changing rooms are over there.	(5)

- 3 **T 7.3** Listen to the conversation. Notice the stress on the key words. Listen and repeat.

# Listening

## 14 Applying for a film course

- 1 **T 7.4** Listen to Jenny talking to one of the tutors at the Empire Film School about courses in film-making. Complete the advertisement.

Empire Film School

Are you interested in a  
Diploma in Film-making?

**The Empire Film School has places available for students who**

- ▶ have a real (1) \_\_\_\_\_ for film.
- ▶ (2) \_\_\_\_\_ their own films for some time.
- ▶ (3) \_\_\_\_\_ of directing.

**Our graduates have found work in**

- ▶ **feature films**
- ▶ (4) \_\_\_\_\_
- ▶ **commercials**
- ▶ (5) \_\_\_\_\_

The course includes a module on the use of (6) \_\_\_\_\_ in film.

There are also places available on our Foundation Course, which provides (7) \_\_\_\_\_ experience of scriptwriting, (8) \_\_\_\_\_, camera work, and direction.

Interviews held in (9) \_\_\_\_\_ and (10) \_\_\_\_\_.

*Apply in writing to the Principal.*

- 2 **T 7.4** Listen again. Are the sentences true (✓) or false (X)? Correct the false ones.
- Jenny has been crazy about film since she did her Film Studies course.
  - The tutor thinks qualifications are not the only important things for getting jobs in the film industry.
  - Some recent graduates have made a feature film that's won a prize.
  - Jenny used a lot of music in the films she made.
  - She isn't sure which area of film she wants to specialize in in the future.
  - The Foundation Course lasts two months, from May until June.



# 8

## Verb patterns

### Phrasal verb without a noun

### Pronunciation – weak sounds / sentence stress

#### No fear!

## Verb patterns

### 1 Going to work in Africa

- 1 Read the conversation between Alan and Betty.  
Underline the correct verb pattern.

## GOING TO WORK IN AFRICA

**Alan** I'm thinking of (1) *apply / applying* for a job in East Africa, in Tanzania.

**Betty** Really? I used (2) *living / to live* there.

**A** I know, I remember you (3) *saying / to say*. I'd like (4) *asking / to ask* you about it, if that's OK.

**B** Go ahead. I'll do my best (5) *remembering / to remember*. I was there for two years but that was ten years ago.

**A** So, what was it like?

**B** It was a great experience. I liked everything except the climate. I didn't enjoy (6) *working / to work* in the heat.

**A** Ah, I can't help (7) *worrying / to worry* about the heat. Was it really difficult (8) *keep / to keep* cool?

**B** Not if you are lucky enough (9) *having / to have* air-conditioning, but we just had fans. And we were on the coast, near Dar es Salaam and it's really hot and humid there. Where is your job based?

**A** A town called Arusha.

**B** Oh, very nice. That's much cooler, inland, near Mt Kilimanjaro. I'll never forget (10) *climbing / to climb* Kilimanjaro.

**A** Oh, I'd love (11) *doing / to do* that and go on safari. Did you manage (12) *travel / to travel* round much?

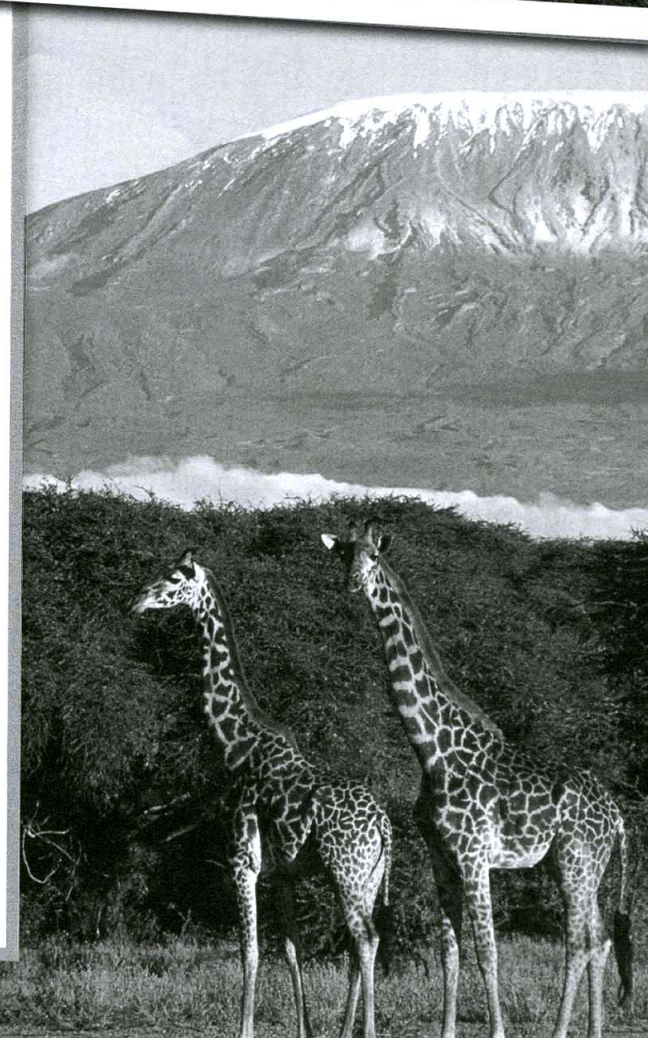
**B** Oh yes, we went to most of the big game parks – you know, like the Serengeti Plain and the Ngorongoro Crater – that was so huge it made me (13) *feel / to feel* very small and the wildlife was fantastic. Once, on the Serengeti, a whole family of monkeys decided (14) *playing / to play* on the roof of our car. We didn't dare (15) *moving / move*.

**A** Which animals did you like best?

**B** Actually, I think it was the giraffes, I loved (16) *watching / watch* the way they raise their long necks to eat. Oh, and the lions, of course. Do you know that in Lake Manyara National Park the lions actually climb trees?

**A** Really? It all sounds so exciting. I'm definitely going to apply for the job. It's been great (17) *talk / talking* to you.

**B** Give me a ring and let me (18) *know / to know* how you get on.





2 **T 8.1** Listen and check.

- 3 Complete this résumé of the conversation with the verb in brackets in the correct form.

Alan is thinking of (1) applying (apply) for a job in Tanzania. He asks Betty (2) \_\_\_\_\_ (tell) him about it because she used (3) \_\_\_\_\_ (live) there. She tries (4) \_\_\_\_\_ (remember) what it was like. She says she found it difficult (5) \_\_\_\_\_ (work) in the heat and the problem with (6) \_\_\_\_\_ (live) on the coast was that it was very hot and humid. However, she really enjoyed (7) \_\_\_\_\_ (go) on safari and loved (8) \_\_\_\_\_ (visit) the game parks. She saw lions (9) \_\_\_\_\_ (sleep) in trees and once lots of monkeys started (10) \_\_\_\_\_ (play) on the roof of her car. Betty helped Alan (11) \_\_\_\_\_ (make) up his mind about the job and he's decided (12) \_\_\_\_\_ (apply) for it. He's promised (13) \_\_\_\_\_ (ring) Betty and let her (14) \_\_\_\_\_ (know) if he gets it.

► Verb patterns p99

2 **-ing forms**

Complete the sentences with the *-ing* form of the verbs in the box.

walk help	give up wake up	wonder find	mend watch	work live
--------------	--------------------	----------------	---------------	--------------

- I can't help wondering what life in Africa will be like.
- \_\_\_\_\_ too much TV is bad for your eyes.
- I'll repair your watch for you. I'm good at \_\_\_\_\_ things.
- \_\_\_\_\_ a really good job these days is really difficult.
- My children are afraid of \_\_\_\_\_ in the dark, so we keep a light on at night.
- Did you know that \_\_\_\_\_ is one of the best forms of exercise?
- Thank you for \_\_\_\_\_ me. I really appreciate it.
- \_\_\_\_\_ in a big city can be very stressful.
- \_\_\_\_\_ smoking is easy. I've done it hundreds of times!
- I earned a lot of money by \_\_\_\_\_ overtime.

3 **Infinitives with or without to**

Complete the sentences with the infinitive form of the verbs in the box.

buy be	pay carry	follow learn	join hurt	stay show
-----------	--------------	-----------------	--------------	--------------

- We can't afford to pay all our monthly bills.
- It's impossible \_\_\_\_\_ these instructions.
- Let me \_\_\_\_\_ you how to do it.
- I'm so sorry, I didn't mean \_\_\_\_\_ your feelings.
- The teacher made the children \_\_\_\_\_ after school.
- I want my children \_\_\_\_\_ to play a musical instrument.
- My son persuaded me \_\_\_\_\_ the latest mobile phone.
- Can you help me \_\_\_\_\_ this box upstairs?
- I've invited Mr Smith \_\_\_\_\_ us after the meeting.
- My parents have always encouraged me \_\_\_\_\_ independent.





#### 4 Which two are possible?

Read the sentences. Which two verbs or phrases can fill the gap?

1 The teacher \_\_\_\_\_ me to be more careful with my work in the future.

**a** told **b** would like **c** hopes

2 I \_\_\_\_\_ smoking when I was 21.

**a** gave up **b** couldn't afford **c** started

3 She \_\_\_\_\_ to help me paint the kitchen.

**a** enjoyed **b** promised **c** offered

4 I \_\_\_\_\_ going to Sydney next year.

**a** am looking forward to **b** would love **c** am thinking of

5 My father \_\_\_\_\_ me to have driving lessons when I was seventeen.

**a** let **b** wanted **c** allowed

6 I'm \_\_\_\_\_ to have a big party for my next birthday.

**a** looking forward **b** planning **c** hoping

7 We \_\_\_\_\_ to find a parking place in the city centre.

**a** tried **b** didn't manage **c** succeeded

8 I \_\_\_\_\_ driving in the rush hour.

**a** don't want **b** can't stand **c** loathe

#### 5 Reporting verbs + infinitive

Complete the lines and rewrite the sentences to mean the same.

1 'Please can you translate this sentence for me?' Maria said to Mark.

Maria asked Mark to translate the sentence for her.

2 'Please, please marry me. I can't live without you,' Tom said to Mia.

Tom begged \_\_\_\_\_

3 'Don't run round the edge of the swimming pool or you'll fall in,' Mary said to her children.

Mary warned \_\_\_\_\_

4 'I won't go to bed!' Bobby said.

Bobby refused \_\_\_\_\_

5 'You should talk to your solicitor,' Ben said to Bill.

Ben advised \_\_\_\_\_

6 'Take that chewing gum out of your mouth immediately!' the teacher said to Harry.

The teacher ordered \_\_\_\_\_

#### 6 Using a dictionary

Look at the extract from the *Oxford Wordpower Dictionary*. It shows all the possible verb patterns for the verb *agree*.

##### **agree** /ə'gri:/ verb

> **SHARE OPINION** **1** [I] **agree (with sb/sth); agree (that ...)** to have the same opinion as sb/sth: 'I think we should talk to the manager about this.' 'Yes, I agree.' • I agree with Paul. • Do you agree that we should travel by train? • I'm afraid I don't agree. **OPP disagree**

> **SAY YES** **2** [I] **agree (to sth/to do sth)** to say yes to sth: I asked my boss if I could go home early and she agreed. • Alkis has agreed to lend me his car for the weekend. **OPP refuse**

> **ARRANGE** **3** [I,T] **agree (to do sth); agree (on sth)** to make an arrangement or decide sth with sb: They agreed to meet the following day. • Can we agree on a price? • We agreed a price of £500.

> **APPROVE OF** **4** [I] **agree with sth** to think that sth is right: I don't agree with experiments on animals.

> **BE THE SAME** **5** [I] to be the same as sth: The two accounts of the accident do not agree.

**IDM not agree with sb** (used about food) to make sb feel ill

*Extract from Oxford Wordpower Dictionary, 3rd edition © Oxford University Press 2006*

Read the sentences and check with the extract. Is the verb pattern correct (✓) or incorrect (✗)? Rewrite the incorrect ones.

1 Alan thinks it's too expensive, and I'm agree.

2 She thinks she's right, but I'm not agree.

3 I don't agree with you.

4 All doctors agree that smoking is bad for your health.

5 She thought we should go, and I agreed it.

6 They agreed talking about it again tomorrow.

## 7 A dangerous moment

- 1 Read about Dennis Gibney's dangerous moment.  
Complete the text with the correct words in the boxes.

to accompany   training   to go   not very easy   let   to see

After (1) training for five years to be a doctor, Dennis Gibney was keen (2) \_\_\_\_\_ more of the world, so he took a job in a hospital in Kathmandu, the capital city of Nepal. It was hard work, and after a couple of months the hospital (3) \_\_\_\_\_ him have a few days' holiday. He decided that he'd like (4) \_\_\_\_\_ into the jungle. This is (5) \_\_\_\_\_ to do on your own, so he asked a Nepalese guide, Adesh, (6) \_\_\_\_\_ him.

was hoping   made   carrying   to protect   was about to   meeting

They set off at 6 o'clock one morning, with two elephants (7) \_\_\_\_\_ their equipment. It was hot and humid, especially as Adesh had (8) \_\_\_\_\_ Dennis buy special thick shoes and trousers (9) \_\_\_\_\_ him from snakes. Dennis (10) \_\_\_\_\_ to see lots of wildlife, particularly tigers, because as a child he had always dreamed of (11) \_\_\_\_\_ a tiger. His childhood dream (12) \_\_\_\_\_ come true!



- 2 Complete the lines of conversation between Adesh and Dennis.

It was afternoon, and Adesh told Dennis not to expect to see any tigers because they usually like to sleep in the heat of the day. However, suddenly, in the distance they saw one. Adesh ordered Dennis to keep very quiet. They crept nearer and found a dying deer, lying in the bushes – the tiger's lunch. They could no longer see the tiger but somehow they could feel his presence. Dennis didn't dare move or breathe. He looked up and found himself staring into a pair of large yellow eyes. The tiger roared and tried to grab his leg. Adesh managed to pull him away but they had no real chance of escaping. Then, incredibly, one of the elephants appeared. It ran at the tiger, which turned and fled.

They say elephants never forget, but Dennis and Adesh will certainly never forget that it was an elephant that saved their lives.

- a 'Don't expect \_\_\_\_\_.'
- b 'Tigers usually \_\_\_\_\_.'
- c 'Ssshh! I told you \_\_\_\_\_.'
- d 'What's that \_\_\_\_\_ in the bushes?'
- e 'I'm afraid to \_\_\_\_\_.'
- f 'Help! The tiger's trying \_\_\_\_\_.'
- g 'We haven't a hope of \_\_\_\_\_.'
- h 'The elephant's managed to \_\_\_\_\_.'

**T 8.2** Listen and check.



# Phrasal verbs

## 8 Phrasal verb without a noun

1 Complete the groups of sentences with the correct form of a phrasal verb from the box.

a **up** can mean *more*



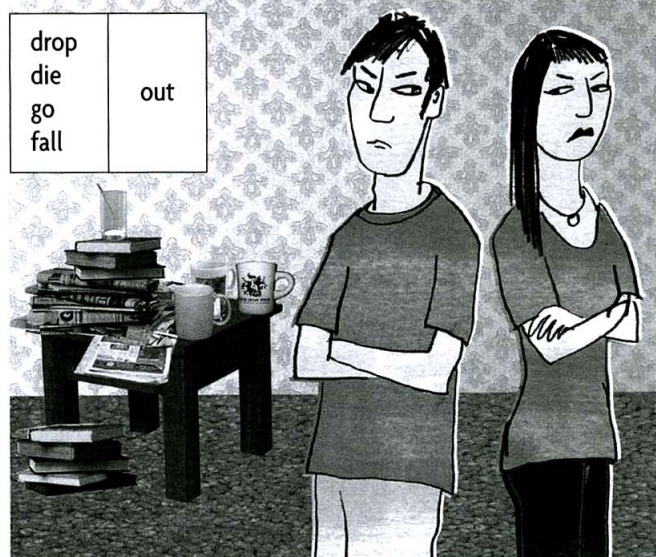
- We're going on a long drive. I'll fill up with petrol.
- If we want to have a holiday this year, we'll have to \_\_\_\_\_.
- We're late! If you don't \_\_\_\_\_, we'll miss the plane.
- I can't hear you! Can you \_\_\_\_\_?

b **down** can mean *less*



- I want to lose weight, so I've \_\_\_\_\_ the amount I eat.
- You're driving much too fast! Please \_\_\_\_\_!
- My temperature was 42°, now it's 39°, so it's \_\_\_\_\_.
- Stop getting so upset about things that don't matter. \_\_\_\_\_!

c **out** can mean *end*



- I've \_\_\_\_\_ with my flatmate because she's so messy and never tidies up.
- Tim \_\_\_\_\_ of university because he found it too difficult.
- The fire \_\_\_\_\_ because we didn't put enough wood on.
- Tigers are killed for their skins. They're \_\_\_\_\_ in the wild.

2 Complete the sentences with the correct form of the phrasal verbs in the box.

hold on	<del>go on</del>	look out	show off
turn up	go off	shop around	check in

- Don't stop talking! Go on! I'm listening.
- I thought they weren't coming, then they \_\_\_\_\_ at 10.00 p.m.
- I'm looking for a cheap flight, so I'll have to \_\_\_\_\_.
- He's always talking about how wonderful he is. He's always \_\_\_\_\_.
- This meat smells awful. I think it's \_\_\_\_\_.
- \_\_\_\_\_! The glass is going to fall! Oops! Too late.
- You want his phone number? \_\_\_\_\_ a second. I'll get it for you.
- The first thing to do when you arrive at an airport is \_\_\_\_\_.



# Pronunciation

## 9 Weak sounds

To get a natural rhythm in English, some 'grammatical' words are often unstressed. Look at the examples in the chart.

<b>Auxiliary verbs</b>	is are was were do did has have would can
<b>Articles</b>	a the
<b>Pronouns</b>	he she it we you they that which
<b>Prepositions</b>	at by for from in of on with

When they are unstressed, they are pronounced with a weak form.

She's from /frəm/ Scotland.  
Are /ə/ you sure?

**T 8.3** Listen and repeat.

These words are only stressed when used at the end of a sentence, or for emphasis.

## Sentence stress

- The main stress in a phrase or sentence is on key information. Underline the key words in this phone conversation.

**Assistant** Hello. Phoneafight. Can I help you?  
**Customer** Yes, I'm looking for a flight to Paris.  
**A** When would you like to travel?  
**C** I was hoping to travel on Friday, at about 9.00 in the morning.  
**A** OK. Do you want to travel from London?  
**C** Yes, please. If you can make it Heathrow, that would be great.  
**A** Right ... I'm looking at a flight that leaves at 9.40. Would that be OK?  
**C** That would be fine.  
**A** And when were you thinking of returning?  
**C** It's just a single I need. Can I pay for it now?  
**A** Sure. Can you give me your credit card details?  
**C** It's a VISA card, number 0494 ...

**T 8.4** Listen and check key words.

- Find the unstressed words in the conversation in Exercise 1, and write a /ə/ symbol above them.
- Practise reading the conversation aloud. You will only have time to repeat the lines if you say the weak sounds naturally!

# Listening

## 10 Interview with a stuntwoman

- Carla Simpson is a stuntwoman in the movies. Which of the following activities do you think are a regular part of a stuntwoman's job?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> falling from high buildings | <input type="checkbox"/> fire work      |
| <input type="checkbox"/> driving ambulances                     | <input type="checkbox"/> hand fighting  |
| <input type="checkbox"/> using weapons                          | <input type="checkbox"/> dressing up    |
| <input type="checkbox"/> falling off horses                     | <input type="checkbox"/> climbing trees |
| <input type="checkbox"/> acting                                 | <input type="checkbox"/> driving        |

**T 8.5** Listen to the interview with her and check.

- Answer the questions.
  - Who did the stunts for women in the past?
  - Why are stuntwomen very much in demand these days?
  - Why did Carla's tutor tell her to try stuntwork?
  - What does Carla think is most important in making stunts safe?
  - Why can't they let actors do stunts?
  - What scares Carla the most in life?
- Complete the lines from the interview with the correct form of the verb in brackets.
  - ... Carla Simpson, who's succeeded in \_\_\_\_\_ (become) one of Hollywood's top stuntwomen.
  - But of course we expect women \_\_\_\_\_ (do) the stunts these days, ...
  - And had you always planned \_\_\_\_\_ (become) a stuntwoman?
  - ... I remember \_\_\_\_\_ (climb) trees and \_\_\_\_\_ (jump) off high walls when I was very young.
  - You often get hurt, even on simple stunts, which is why they can't let the actors \_\_\_\_\_ (do) them.

**T 8.5** Listen again and check.



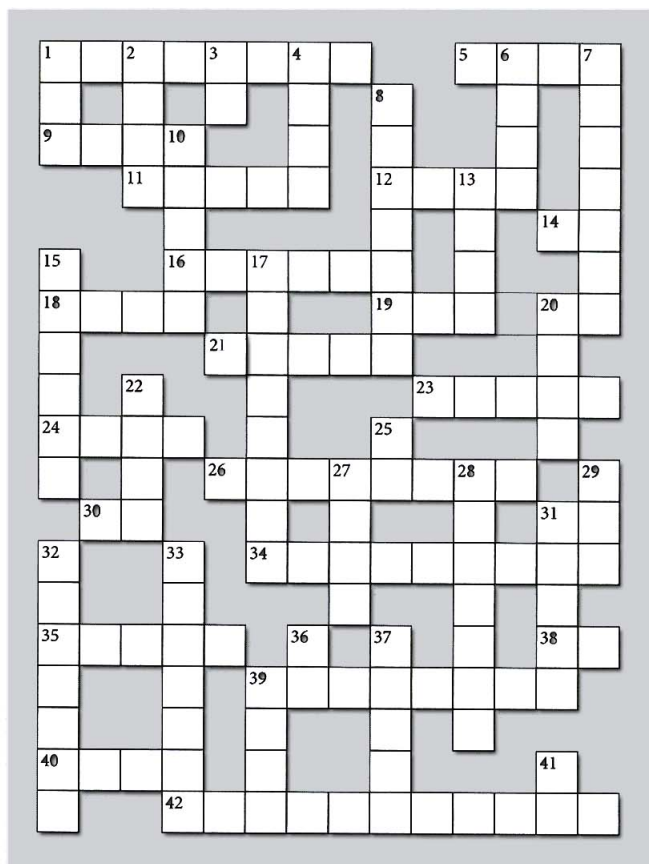


# Vocabulary crossword 2

Use the clues to complete the crossword. All these words and expressions have appeared in Units 5–8.

## ACROSS

- 1 Scientists are sure we'll \_\_\_\_\_ life on other planets soon. (8)
- 5 The mark that stays on your skin after you've cut yourself is a \_\_\_\_\_. (4)
- 9 Andy isn't a real vegetarian – he \_\_\_\_\_ fish. (4)
- 11 I love curry – in fact, I like all hot and \_\_\_\_\_ Mexican food. (5)
- 12 These flowers are gorgeous! Let me find a \_\_\_\_\_ to put them in. (4)
- 14 I'll come to the talk on philosophy, but I think it might \_\_\_\_\_ over my head! (2)
- 16 Do you wear smart or \_\_\_\_\_ clothes at work? (6)
- 18 I take these painkillers for any kind of \_\_\_\_\_ or pain. (4)
- 19 Mao Zedong came from a very \_\_\_\_\_ part of China. (6)
- 21 Has Emma got straight or \_\_\_\_\_ hair? (5)
- 23 In Greece you can lie on the beach and visit ancient \_\_\_\_\_ in the same day. (5)
- 24 At the end of a successful performance, the audience will \_\_\_\_\_. (4)
- 26 It was supposed to cost £80, but I got a 10% \_\_\_\_\_, so I paid £72. (8)
- 29 A 'Would pizza be \_\_\_\_\_ for dinner?' (2)  
B 'Sure, that would be great.'
- 30 I think governments should take stronger action against global warming.  
But until then, we can each \_\_\_\_\_ our bit. (2)
- 34 All these televisions come with a 5-year \_\_\_\_\_. (9)
- 35 An elephant's nose is called a \_\_\_\_\_. (5)
- 38 I'm afraid Carol and I just don't see eye \_\_\_\_\_ eye on most things. (2)
- 39 If you are unafraid of anything, you are \_\_\_\_\_. (8)
- 40 Harry Potter and the Deathly Hallows \_\_\_\_\_ out in 2007. (4)
- 42 Football is called soccer in North America, to \_\_\_\_\_ it from American football. (11)



## DOWN

- 1 A 'I'm expecting a baby.'  
B 'Congratulations! When is it \_\_\_\_\_?' (3)  
A 'September'.
- 2 Dan is so excited this week. He \_\_\_\_\_ off on his round the world journey next week. (4)
- 3 We've spent €100 \_\_\_\_\_ petrol this week! (2)
- 4 Pam is such a relaxed person – she's really \_\_\_\_\_-going. (4)
- 6 I've tried to \_\_\_\_\_ my phobia of dogs, but I've never had any success. (4)
- 7 This house is a bit of a ruin, but we're going to \_\_\_\_\_ to its original condition. (7)
- 8 There is always a lot of \_\_\_\_\_ between football teams from the same city. (7)
- 10 I'd love to have a table in my kitchen, but it would take up too much \_\_\_\_\_. (5)
- 13 Sandra could be a supermodel if she wanted – she's so tall and \_\_\_\_\_. (4)
- 15 'To \_\_\_\_\_' means to put a new product on the market. (6)
- 17 The advert said the views from the hotel would be good – in fact they're absolutely \_\_\_\_\_! (8)
- 20 It's very, very small – it's absolutely \_\_\_\_\_. (4)
- 22 At 5, 000 metres above sea-level you can die from \_\_\_\_\_ of oxygen. (4)
- 25 What's your attitude \_\_\_\_\_ space tourism?(2)
- 27 A \_\_\_\_\_ is an friendly informal conversation, usually between friends. (4)
- 28 Busy rich people sometimes employ \_\_\_\_\_ to look after their children. (7)
- 29 On your hand you have a thumb, and on your foot you have a big \_\_\_\_\_. (3)
- 31 I've got so many \_\_\_\_\_ and so little money, but I'll have to start paying people back soon. (5)
- 32 Do you think polar bears will really become \_\_\_\_\_ during this century? (7)
- 33 I sleep in a \_\_\_\_\_. I'm on top, and my younger sister is underneath.' (7)
- 34 Living to a hundred will \_\_\_\_\_ the norm within fifty years. (2)
- 37 Computers are already more powerful than the human \_\_\_\_\_. (5)
- 39 This hotel is so dirty. I think we should kick up a \_\_\_\_\_. Where's the manager? (4)
- 41 We eat together \_\_\_\_\_ a family every evening. (2)

# 9

Conditionals • *should / could / might have done*  
Pronunciation – linking in connected speech (1)  
Vocabulary – *make and do*

**It depends how you look at it**

## Conditionals

### 1 Recognizing conditionals

1 Do the quiz. What kind of friend are you?

2 Find examples of these conditional forms from the quiz to complete the chart.

1	-if + Present + Present (x2)
<u>If I promise to do something, I do it.</u>	
<hr/>	
2	-if + Present + will (x2)
<hr/>	
<hr/>	
3	-if + Past + would (x2)
<hr/>	
<hr/>	
4	-if + Past Perfect + would have (x2)
<hr/>	
<hr/>	

## What kind of friend are you?

- You say to a friend 'I'll give you a ring tomorrow.' But do you?**
  - Yes. If I promise to do something, I do it.
  - No. I didn't mean it. It was just a way of saying goodbye.
- You get a text from a friend. Do you reply immediately?**
  - Yes. If a friend gets in touch with me, I always reply.
  - It depends. If I have something to say, I'll text back.
- Your friend has bought a dress which she really likes, but you think is awful. What do you say?**
  - If she likes it, I'll tell her it looks good. It doesn't matter what I think.
  - I tell her the truth. That's what friends are for.
- A friend says to you 'If anyone asks where I was last night, say I was with you.' Would you lie for your friend?**
  - If it was really important, I'd lie. But I'd want to know what it was all about.
  - This sounds like it could be something nasty or illegal. No, I wouldn't.
- Your friend tells you a secret, and makes you swear not to tell anyone. Do you?**
  - Of course not. A promise is a promise.
  - If it was really juicy, of course I'd tell other people! How could I keep it to myself?
- Your friend left her mobile phone at your house, so you read her messages and found that she'd been saying horrible things about you. What would you have done?**
  - If she'd left her phone anywhere, I wouldn't have looked at her messages. They're private.
  - If she hadn't wanted me to read her messages, she wouldn't have left her phone. You can't blame me for being nosy!

### QUIZ ANSWERS

Mainly As: You're a true, loyal friend. You really believe that a friend in need is a friend indeed. You would do anything for your friends.  
Mainly Bs: You put yourself before your friends. You're a bit of a fair-weather friend. Who would want to have you as their best friend?





## 2 Types of conditional

Match the lines in the charts to make conditional sentences.

### No condition (zero conditionals)

present	+	present
Jenny never says thank you Henry always gets angry Does meat go off	if	you don't keep it in a fridge? you criticize him. you do something for her.

### Possible conditions (first conditional)

will	+	present
I'll help you Things will get better Will you still love me	if	I go grey and get wrinkles? you just wait and are patient. I have time.

### Improbable conditions (second conditional)

would	+	past
I wouldn't do that The world would be a happier place What would you do	if	people smiled more. I were you. you saw a fight in the street?

### Impossible conditions (third conditional)

would have	+	past perfect
I wouldn't have cooked meat Arsenal would have won Would you have gone to university	if	you hadn't had enough money? you'd told me you were vegetarian. Chelsea hadn't scored in the last minute.

## Possible conditions

### 3 if + will / might / must / should

Match a line in A with a line in B.

A	B
1 <input type="checkbox"/> If I'm going to be late,	a we might go skiing this winter. We'll see.
2 <input type="checkbox"/> If Tony phones,	b I'll give you a ring and let you know.
3 <input type="checkbox"/> If you don't feel well,	c you'll have to do some exercise.
4 <input type="checkbox"/> If ever you're in London,	d tell him I'm out and I'll ring him later.
5 <input type="checkbox"/> If we can afford it,	e turn everything off and start again.
6 <input type="checkbox"/> If you want to keep fit,	f you should go to bed and get some rest.
7 <input type="checkbox"/> If your computer doesn't work,	g they won't grow, they'll die.
8 <input type="checkbox"/> If you don't water your flowers,	h you must come and visit me.

would  
if  
might  
wouldn't  
should  
won't  
would  
if  
might  
wouldn't  
should  
won't  
would

# Improbable conditions

## 4 What would you do?

1 Read Social Dilemmas 1–7. Put the verbs in brackets in the correct form.

What would you do if ...

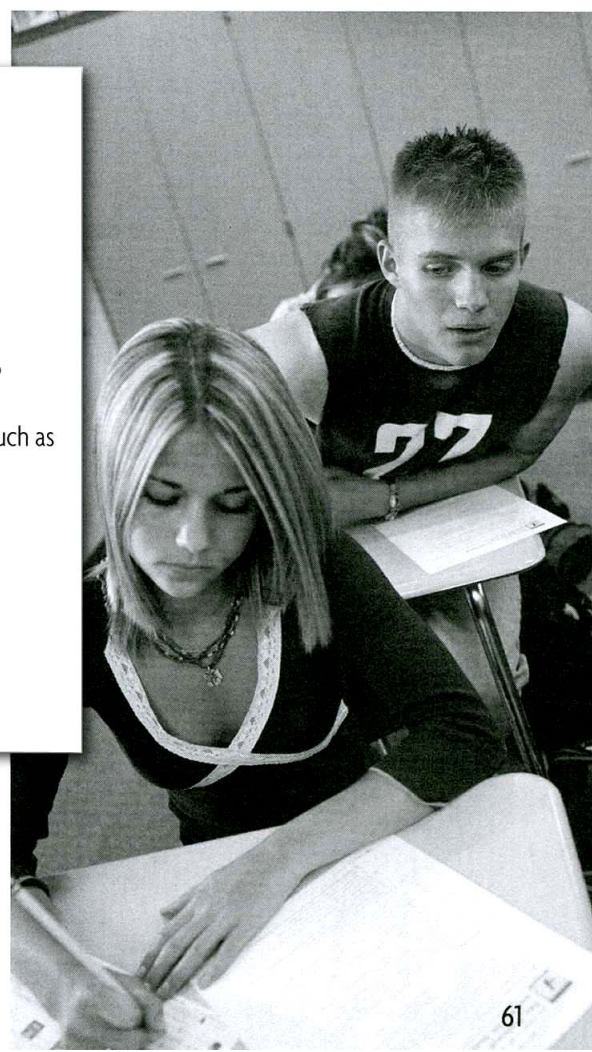
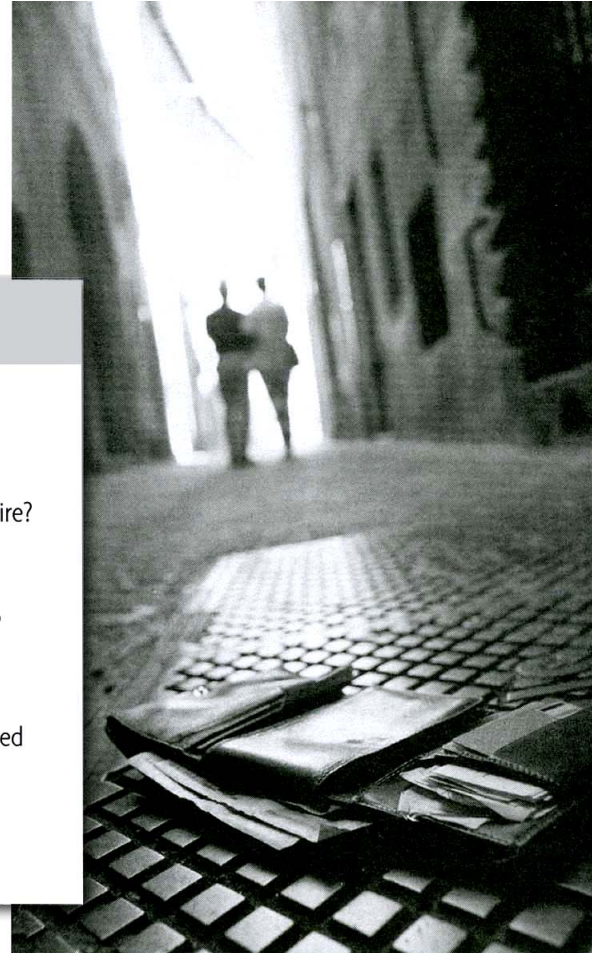
- 1 you **found** (find) a wallet with £10 in it and no name inside?
- 2 you \_\_\_\_\_ (find) a wallet with \$10,000 in it and the name of a well-known millionaire?
- 3 a friend \_\_\_\_\_ (cheat) in a school exam, and got better marks than you?
- 4 a work colleague, who was poor, \_\_\_\_\_ (claim) expenses that you knew were false?
- 5 a teenage girl you know \_\_\_\_\_ (get) too involved in an online relationship?
- 6 you \_\_\_\_\_ (take) a photo of a celebrity doing something she shouldn't, and she asked you not to give it to the papers?
- 7 your friend \_\_\_\_\_ (ask) you to lie to her parents so she could go out with a boy?

2 Read the responses. Put the verbs in brackets in the correct form.

- a **I'd tell** (tell) her to stop all contact with him. If she \_\_\_\_\_ (not be) careful, she \_\_\_\_\_ (can) get into a lot of trouble.
- b I \_\_\_\_\_ (ignore) it. Everyone fiddles their expenses.
- c I \_\_\_\_\_ (tell) her that I wasn't happy, but if she \_\_\_\_\_ (be) my best friend, I \_\_\_\_\_ (lie) for her.
- d I \_\_\_\_\_ (keep) it. It's not that much money. How \_\_\_\_\_ (can) I find the owner?
- e I \_\_\_\_\_ (get) in touch with a newspaper and I \_\_\_\_\_ (sell) the photo for as much as possible. I \_\_\_\_\_ (not care) what she thought.
- f I \_\_\_\_\_ (not give) it back, even if I \_\_\_\_\_ (know) the owner. He's rich. He \_\_\_\_\_ (not miss) \$10,000. For him, that's nothing.
- g I don't know what I \_\_\_\_\_ (do). I \_\_\_\_\_ (not like) to tell the teachers, but if they \_\_\_\_\_ (be) important exams, I \_\_\_\_\_ (be) really angry.

3 Match people's responses to the social dilemmas.

- 1 ☒ d    2 ☐    3 ☐    4 ☐    5 ☐    6 ☐    7 ☐



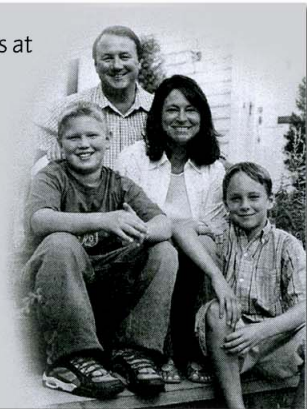


# Impossible conditions

## 5 Life-changing decisions

Read the texts. Write sentences in the third conditional, using the prompts.

**Laura's life** Laura studied economics at university in England. She couldn't find work in London, so she accepted a job working in a bank in Sydney, Australia. She went out with a boy called Mike, who loved her very much, but she knew he wasn't the boy for her. Then she met Bruce, fell in love, got married, and had two kids, Bill and Maddox.



- 1 If/ Laura/ not study/ economics/ not get/ job.  
If Laura hadn't studied economics, she wouldn't have got the job.
- 2 If/ find/ job/ England/ not go/ Australia.  
\_\_\_\_\_
- 3 If/ marry/ Mike/ not meet/ Bruce.  
\_\_\_\_\_
- 4 If/ not marry/ Bruce/ not have/ Bill and Maddox.  
\_\_\_\_\_

**Alf and Betty's life** When Alf and Betty's children left home, they decided to move to London, so they sold their house in a small village in the country. They couldn't retire because they didn't have much money. They met another couple, May and Lionel. They all got on so well that they decided to go away together. Usually Alf and Betty visited their relatives when they had a holiday, but with their friends they went to Egypt, which they thought was marvellous.



- 5 If/ children/ not leave home/ they/ stay/ in the country.  
\_\_\_\_\_
- 6 If/ have/ more money/ retire.  
\_\_\_\_\_
- 7 If/ not move/ London/ not meet May and Lionel.  
\_\_\_\_\_
- 8 If/ not go/ Egypt/ they visit/ relatives.  
\_\_\_\_\_

## 6 Questions and answers

Write questions and answers about what people didn't do!

- 1 A It's a shame. I never went to university.  
B What would you have studied?  
A I'd have studied psychology. (psychology)
- 2 A I didn't travel much in my life. I didn't have the chance.  
B Where \_\_\_\_\_?  
A \_\_\_\_\_. (Africa)
- 3 A I didn't win the lottery, so I didn't buy a new car.  
B What kind \_\_\_\_\_?  
A \_\_\_\_\_. (a Mercedes)
- 4 A I saw Tom Hanks in a restaurant. I wish I'd spoken to him.  
B \_\_\_\_\_ said to him?  
A \_\_\_\_\_ told \_\_\_\_\_. (he was a great actor)
- 5 A Oof! I'm too full to eat a dessert.  
B \_\_\_\_\_ had?  
A \_\_\_\_\_. (rhubarb crumble)
- 6 A We had daughters. We never had a son.  
B \_\_\_\_\_ called him?  
A We \_\_\_\_\_. (Alfie)
- 7 A I always wanted a large family.  
B How many children \_\_\_\_\_ liked?  
A \_\_\_\_\_. (six)
- 8 A I don't think you should have taken the M5. Big mistake!  
B Which road \_\_\_\_\_?  
A \_\_\_\_\_. (A203)

## should / might / could have done

### 7 Past possibilities

Complete the sentences with a phrase from the box and the correct form of the verb in brackets.

could have    should have    shouldn't have    wouldn't have

- James could have been (be) a top league football player, but he broke his leg.
- You \_\_\_\_\_ (tell) me the truth. I hate it when people lie to me.
- They didn't invite me to their wedding, but I \_\_\_\_\_ (go) even if they had. He's all right, but I don't like her at all.
- Stop using your mobile while you're driving. You nearly hit that car! You \_\_\_\_\_ (kill) us all!
- Sorry, I've forgotten your address. I \_\_\_\_\_ (write) it down. What was it again?
- A present! For me! That's so kind! You \_\_\_\_\_ (bother), really!



### 8 Advice about the past

Give advice using *should have* or *shouldn't have*.

- I told her I thought she was weak and selfish.  
You shouldn't have said that. You know she's very sensitive.
- I drove past your house last night.  
\_\_\_\_\_ come in and said hello! I was in on my own.
- I stole some money from my mother's purse.  
\_\_\_\_\_. That's so bad!
- I'm absolutely broke. I haven't got a penny!  
\_\_\_\_\_ so many clothes. You didn't need them.
- There's a police car behind me.  
\_\_\_\_\_ through those red lights. That was really silly.

## Pronunciation

### 9 Linking in connected speech (1)

Word-linking is very important if you want to speak fluently.

- Any word that begins with a vowel sound links with the word before it.

you'd asked

/jə'dɑ:skt/

about it

/əbaʊtɪt/

she'd have

/ʃi:dəv/

explained it

/ɪkspleɪndɪt/

- Two vowel sounds link using the sounds /w/ or /j/.

to us

/təwəs/

she asked

/ʃi:jɑ:skt/

**T 9.1** Listen and repeat.

▶▶ **Phonetic symbols p102**

- There are many links in the whole sentence.

If you'd asked her about it,  
she'd have explained it all to us.

**T 9.2** Listen and repeat the parts of the sentence you hear, until you can say the whole sentence.

Read these sentences aloud marking the linking between groups of words.

- He could have gone home.
- She might have left early.
- I should have written it down.
- We shouldn't have spent all our money.
- If they'd seen him, they'd have told him.
- She wouldn't have got the job if she hadn't passed her exams.

**T 9.3** Listen and check.



# Verbs forms for unreal situations

## 10 What a mistake!

Rewrite the sentences using the words in brackets.

### ■ You've got that wrong

A man who robbed a convenience store in Iowa came back to retrieve his wallet, which he'd accidentally left behind. He found the shopkeeper on the phone describing him to the police, and started correcting the facts. 'He's about 5ft 10,' the shopkeeper was saying. 'I'm 6ft 2,' the suspect complained. 'And about 38 years old,' the shopkeeper continued. 'I'm 34,' protested the suspect. A deputy sheriff arrived moments later to arrest him.

- 1 He forgot his wallet. He went back to the store. (if)  
\_\_\_\_\_
- 2 He went back to the store. He didn't escape. (if/ might)  
\_\_\_\_\_
- 3 He started correcting the shopkeeper. (should)  
\_\_\_\_\_

### ■ Bigbang

Thieves in Kuala Lumpur broke into an office and found the safe, which was holding \$50,000. They used dynamite to blow the safe, but only succeeded in destroying the whole seven-storey building. The safe was left intact. Fortunately, no one was injured.

- 4 They didn't open the safe. They didn't escape with \$50,000. (if)  
\_\_\_\_\_
- 5 They used too much dynamite. (should)  
\_\_\_\_\_
- 6 It was possible that they killed themselves. (could)  
\_\_\_\_\_

### ■ Take me to Detroit

A court in Michigan recently heard evidence from the world's worst hijacker. He was on an internal flight from New York when he leapt to his feet, pulled a gun out of his pocket, fired it twice, and screamed, 'Take me to Detroit or you're all going to die!' When an air steward pointed out that the plane was in fact going to Detroit, he put his gun away, sat down, and remained silent for the remainder of the flight. He was arrested as he got off the plane.

- 7 Security officers didn't detect his gun while he was checking in. (should)  
\_\_\_\_\_
- 8 He didn't check where the plane was going. He tried to hijack it. (if)  
\_\_\_\_\_
- 9 It was possible that he caused the plane to decompress. (could)  
\_\_\_\_\_

### ■ A robber with problems

An unfortunate bank robber in Miami had just finished filling his case with cash when he put his gun in his pocket too hastily and shot himself in the leg. As he staggered towards his getaway car, he tripped on the pavement and knocked out two of his gold teeth. After struggling to his feet, he crossed the road and was run down by a van. Police are looking for a man with a bullet in his leg, two missing teeth, and serious head wounds.

- 10 It was possible that he killed a passer-by. (could)  
\_\_\_\_\_
- 11 He tripped. He knocked out two teeth. (if)  
\_\_\_\_\_
- 12 He didn't look where he was going. (should)  
\_\_\_\_\_

# Vocabulary

## 11 make and do

- 1 Which expressions go with *make*, and which go with *do*? Write them in the correct columns.

a mistake	up your mind	the shopping
a decision	a mess	someone a favour
sure (that)	the housework	nothing
my best	a speech	a profit
exercises	a noise	a phone call
friends with	the washing-up	progress

make	do

- 2 Complete the sentences using the correct form of the expressions from Exercise 1.
- First she said yes, then she said no, but in the end she \_\_\_\_\_ to marry him.
  - I like to keep fit, so I \_\_\_\_\_ every day.
  - I love Sundays! I can lie on the sofa all day and \_\_\_\_\_.
  - Ssh! You mustn't \_\_\_\_\_. The baby's asleep.
  - My teacher says I must work harder, but I can't work any harder, I'm \_\_\_\_\_.
  - We have an agreement in our house. I cook dinner every evening and afterwards James \_\_\_\_\_.
  - Could you \_\_\_\_\_ please? Could you give me a lift to the airport?
  - We have some lovely new neighbours. We've already \_\_\_\_\_ them.
  - Is there a public phone box near here? I have to \_\_\_\_\_.
  - Before you go on holiday you should \_\_\_\_\_ all the doors and windows are locked.

# Listening

## 12 Scams

- 1 'Scams' or 'cons' are ways of tricking people to get money out of them. Read the leaflet warning people about common scams.

### SCAM WATCH!

#### Watch out for these common scams



- Your phone rings. When you answer it, the caller checks your name and then tells you that you've won a prize. They ask you to ring another number to claim the prize. When you dial the number, they say you will have to pay £30 to get the prize.
- You receive a fake email, which looks like it's come from your bank, telling you that your security details need to be updated. The email sends you to a website that looks just like your bank's. The website gives you some new security details for your account.
- A thief steals your credit card without you knowing. He/She then rings you and pretends to be from the police, saying that they've just stopped someone trying to use your card. They ask you for your PIN number.

**T 9.4** Listen to Peter and Elaine, talking about the scams. Correct any details that are wrong in the leaflet.

- 2 **T 9.4** Listen again and complete the lines from the conversation.
- Apparently if you \_\_\_\_\_ back, the prizes \_\_\_\_\_ worthless, but they \_\_\_\_\_ you as much as £30 for the call.
  - Mmm, I must admit, I \_\_\_\_\_ for that.
  - It's obvious a bank \_\_\_\_\_ for his PIN number, but you \_\_\_\_\_ that at the time, \_\_\_\_\_ you?
  - I mean, if they \_\_\_\_\_ that one on me now, at least I \_\_\_\_\_ about it.
  - But honestly, if \_\_\_\_\_ not careful, we \_\_\_\_\_ being suspicious of everyone.



# 10

Noun phrases • Articles and possessives

*all / every, myself / each other*

Vocabulary – *a suitcase / luggage*

Pronunciation – diphthongs • Phrasal verb + noun (2)

**All things high tech**

## Noun phrases

### 1 The \$100 laptop

Complete the text about the \$100 laptop using noun phrases a–o.

- a **the** organization's director
- b **every** child in **the** world
- c **the** dust and **the** heat
- d **all** over **the** world
- e one watt of power
- f **a** range of
- g he saw for **himself**
- h **the** most hard-wearing computer
- i with **each other**
- j viewed in bright sunlight
- k children's lives
- l **a** big problem
- m 50% of **the** world's population
- n **a single** battery
- o **their** own laptop

## \$100 laptops for the world's children

Low-cost laptops designed to give (1)  access to knowledge and education are now in production.

One Laptop Per Child (OLPC), a non-profit making organization, has started mass production of the XO B4 laptop.

Nicholas Negroponte, (2) , wants children from (3)  to be equipped with the latest technology. It was while he was on a trip to a Cambodian village that (4)  how access to the Net could change (5) .

There is no single electricity supply throughout the world, so power is (6) . The B4 computer can be powered in several ways, including a pull cord, and a solar panel. It uses less than (7) , and can operate for more than 12 hours using (8) .

The machine has a 500MHz processor, with flash memory instead of a hard drive. It has four USB ports, and connects to the Net through wi-fi technology. It has both a colour and monochrome display so that it can be (9) . Users will be able to share data (10)  easily.

The laptop is more flexible and (11)  ever designed. It is engineered to withstand the harsh environmental conditions found in developing countries – from (12)  of the Libyan desert to the daily downpours of the Brazilian rainforests.

There is a brightly-coloured XO logo on the back. Children can select from (13)  colours so they can easily identify (14)  in a crowded classroom.

The B4 machine is the first of many cheap laptops which aim to enable (15)  to have cheap Internet access by the year 2015.



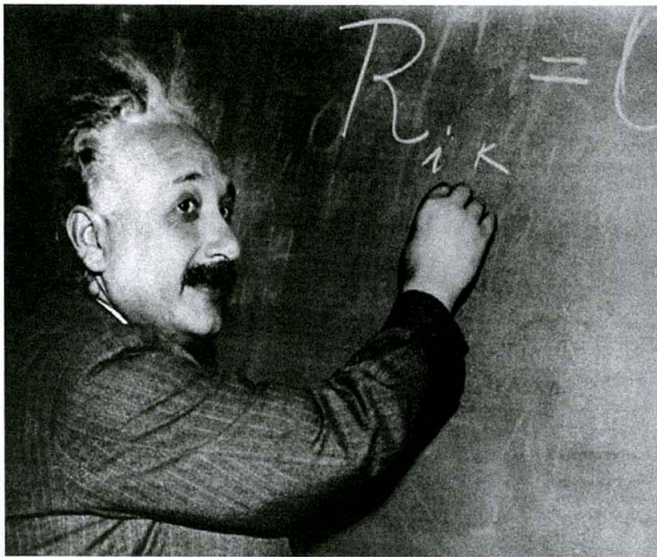
## Indefinite article: *a/an*

### 2 Saying what something or somebody is

What are these things?

- 1 an XBOX is a computer.
- 2 Apple Macs and IBMs are computers.
- 3 A Boeing 747 \_\_\_\_\_
- 4 Jets and gliders \_\_\_\_\_
- 5 A Mini Cooper \_\_\_\_\_
- 6 BMWs and Toyotas \_\_\_\_\_
- 7 A mobile \_\_\_\_\_
- 8 Nokias and Sony Ericssons \_\_\_\_\_

Who were these people?



- 9 Einstein was a scientist.
- 10 Newton and Pasteur \_\_\_\_\_
- 11 Van Gogh \_\_\_\_\_
- 12 Picasso and Monet \_\_\_\_\_
- 13 Charles Dickens \_\_\_\_\_
- 14 Proust and Tolstoy \_\_\_\_\_

Put *a* or *an* into the gaps.

- 15 My daughter's an actor.
- 16 I'm \_\_\_\_\_ optimist.
- 17 Jane is \_\_\_\_\_ good painter.
- 18 Jack's \_\_\_\_\_ interesting person.
- 19 When I was \_\_\_\_\_ child, I was afraid of dogs.
- 20 Peter's \_\_\_\_\_ idiot. He knows nothing.

## Definite article: *the*

### 3 You know the one I mean

Complete the sentences with words from the boxes.

<del>the environment</del>	the sky	the seaside
the government	the country	the future
the mountains	the weather	

- 1 We need to protect the environment. We pollute it daily.
- 2 I used to live in \_\_\_\_\_. Now I live in town.
- 3 How many stars are there in \_\_\_\_\_?
- 4 No one can see into \_\_\_\_\_. Who knows what will happen?
- 5 I love taking my kids to \_\_\_\_\_. We go paddling and build sandcastles.
- 6 We go climbing in \_\_\_\_\_.
- 7 She's a civil servant. She works for \_\_\_\_\_.
- 8 People talk about \_\_\_\_\_ because our climate is fascinating.

<del>the doctor</del>	the post office	the door
the salt	the garden	the radio
the bathroom	the cinema	

- 9 That's a nasty cough. You should see the doctor.
- 10 Pass me \_\_\_\_\_. It's next to the pepper.
- 11 Close \_\_\_\_\_. It's freezing in here.
- 12 I go to \_\_\_\_\_ once a week. I love films.
- 13 Let's sit in \_\_\_\_\_. It's such a lovely day.
- 14 I'm going to \_\_\_\_\_. Shall I post your letters?
- 15 'Where's Sally?'  
'She's in \_\_\_\_\_ having a shower.'
- 16 I don't watch TV much, but I like listening to \_\_\_\_\_.

<del>the best student</del>	the most delicious
the same	the first

- 17 Pablo is the best student in the class.
- 18 I'll have \_\_\_\_\_ pizza as you – cheese and tomato.
- 19 This is \_\_\_\_\_ time I've been in love.
- 20 That was \_\_\_\_\_ ice-cream I've ever had in my life.



# No article

## 4 Things in general

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

A	B
1 <input type="checkbox"/> Apples ...	a is full of vitamins.
2 <input type="checkbox"/> Fruit ...	b doesn't lead to happiness.
3 <input type="checkbox"/> Bees ...	c grow on trees.
4 <input type="checkbox"/> Money ...	d are stronger than women.
5 <input type="checkbox"/> Men ...	e are less mature than girls.
6 <input type="checkbox"/> Boys ...	f make honey.

2 Complete these English proverbs with a noun from the box.

**beauty** love variety time honesty crime

- 1 Beauty is in the eye of the beholder.
- 2 \_\_\_\_\_ is the best policy.
- 3 All's fair in \_\_\_\_\_ and war.
- 4 \_\_\_\_\_ is the spice of life.
- 5 \_\_\_\_\_ doesn't pay.
- 6 \_\_\_\_\_ is a great healer.

3 Complete the sentences with a game or academic subject.

**psychology** biology poker chess

- 1 James is studying psychology at university.
- 2 \_\_\_\_\_ is a game of strategy played on a black and white board.
- 3 \_\_\_\_\_ is the study of plants and animals.
- 4 I love playing \_\_\_\_\_, but I hate losing money.

## 5 Article or no article?

Complete the sentences with *the* or nothing (-).

### Everyday places



- 1 I go to \_\_\_\_\_ school at 8.00. The school is in \_\_\_\_\_ centre of \_\_\_\_\_ town.
- 2 My dad's at \_\_\_\_\_ work. He teaches \_\_\_\_\_ children and adults.
- 3 I'm going \_\_\_\_\_ home now. I'm tired. I'll be at \_\_\_\_\_ home tomorrow.
- 4 Good night. I'm going to \_\_\_\_\_ bed now. Jane's in \_\_\_\_\_ bed already.
- 5 My brother's studying \_\_\_\_\_ Maths at \_\_\_\_\_ Manchester University. My sister's at \_\_\_\_\_ University of Bonn.

### Place names



- 6 We're staying in the Carlton Hotel in \_\_\_\_\_ Queen Street.
- 7 We can see \_\_\_\_\_ River Thames, \_\_\_\_\_ St Paul's Cathedral, and \_\_\_\_\_ Buckingham Palace from our room.
- 8 We're going to eat in \_\_\_\_\_ Palm Tree Restaurant. We used to go to \_\_\_\_\_ Guido's Restaurant until it closed down.
- 9 I want to see \_\_\_\_\_ London Zoo, \_\_\_\_\_ Tate Modern, and \_\_\_\_\_ St Pancras Station.
- 10 Last year we had a holiday on \_\_\_\_\_ Mediterranean. We met people from \_\_\_\_\_ United States, \_\_\_\_\_ Japan, and \_\_\_\_\_ Middle East.

### Meals



- 11 What did you have for \_\_\_\_\_ lunch?
- 12 Where shall we have \_\_\_\_\_ dinner?
- 13 What time do you want \_\_\_\_\_ breakfast?

### Transport



- 14 I usually go to work by \_\_\_\_\_ bus, but this morning \_\_\_\_\_ bus was late, so I missed my meeting.
- 15 I go everywhere by \_\_\_\_\_ train. I never travel by \_\_\_\_\_ plane. \_\_\_\_\_ last plane I took was in 2003.

### Nationalities



- 16 \_\_\_\_\_ French love food and wine, but only French food and wine.
- 17 \_\_\_\_\_ Italian people have great style.
- 18 \_\_\_\_\_ Mexicans are proud of their heritage.

# Possessives

## 6 my and mine

1 Complete the chart.

Possessive adjective	Possessive pronoun
my	mine
your	_____
her	_____
_____	his
_____	ours
their	_____

2 Complete the sentences with a possessive adjective or a possessive pronoun.

- Why are you taking my car? What's wrong with \_\_\_\_\_?
- Pat and Peter's house is nice, but we prefer yours. \_\_\_\_\_ house is bigger than \_\_\_\_\_.
- My sister is always taking \_\_\_\_\_ clothes without asking me. I never take \_\_\_\_\_. I wish she'd learn that what's mine is \_\_\_\_\_ and what's hers is \_\_\_\_\_.
- Let me introduce you to Mike. He's an old friend of \_\_\_\_\_. We were at school together.
- Tim brews \_\_\_\_\_ own beer, and Sally makes \_\_\_\_\_ own jam.
- The *TJB Bank* has changed \_\_\_\_\_ name to the *Allied Friendly*.

## 7 Apostrophe 's and s'

Write the apostrophes in the correct place.

- This is Jack's brother, Tommy.
- What is your mothers maiden name?
- Childrens clothes are so expensive.
- Jenny is my brothers girlfriend.
- Our neighbours children make a lot of noise.
- Bill and Sues dog is a retriever.
- I'm going to the doctors and then the chemists.
- Have you seen yesterdays newspaper?
- I'm having two weeks holiday.
- Here is tomorrows weather.

# all and every

## 8 Position of all

Write the word *all* in the correct place in the sentences.

- In my family we<sup>all</sup> like football.
- I've spent day on the computer.
- I've done my homework.
- Pedro's invited the whole class to his house – of us!
- I need is a pair of socks.
- I've wanted to meet you my life.
- I like kinds of music, from classical to jazz to rock.

## 9 all / every / everyone

Complete the sentences with a word in the box.

all	every	everyone	everything	everywhere
-----	-------	----------	------------	------------

- The police searched every room. They looked in the garden and the basement. They looked \_\_\_\_\_.
- There's nothing wrong with your car. \_\_\_\_\_ it needs is some petrol.
- It was a great party. \_\_\_\_\_ had a wonderful time. \_\_\_\_\_ the food was eaten.
- Burglars emptied my flat. They took \_\_\_\_\_.
- I believe \_\_\_\_\_ word he says.
- It's been raining \_\_\_\_\_ week.
- You must tell me \_\_\_\_\_ about your holiday.
- I've spent \_\_\_\_\_ penny I own. I mean *owned*.

# Pronouns

## 10 myself / each other

Complete the sentences with a reflexive pronoun (*myself*, *yourself*, etc) or *each other*.

- I hurt myself climbing a tree.
- You should drive more slowly. You could kill \_\_\_\_\_ if you aren't careful.
- My children are too young to look after \_\_\_\_\_.
- Bye, kids! I hope you enjoy \_\_\_\_\_ at the party.
- How long have you two known \_\_\_\_\_?
- My mother and I are very close. We speak to \_\_\_\_\_ on the phone every day.
- Selfish people only care about \_\_\_\_\_.
- I behaved very badly. I'm ashamed of \_\_\_\_\_.



# Vocabulary

## 11 a suitcase / luggage

1 Match a count noun in A with an uncount noun in B.

A count	B uncount
1 <input type="checkbox"/> a suitcase	a fruit
2 <input type="checkbox"/> a loaf	b luggage
3 <input type="checkbox"/> a job	c work
4 <input type="checkbox"/> a suggestion	d advice
5 <input type="checkbox"/> an apple	e travel
6 <input type="checkbox"/> a journey	f bread

2 Are these words countable (C) or uncountable (U)?

- 1 ☒ news      3 ☐ information  
2 ☐ homework      4 ☐ furniture

3 Correct the mistakes in these sentences.

1 Can you give me ~~an~~ <sup>some</sup> information about train times?

2 I'd like a sliced white ~~bread~~ <sup>loaf</sup>, please.

3 How many luggage do you have?

4 The news are always very depressing.

5 He gave me a very good advice.

6 I have a lot of homeworks tonight.

7 I'd like some fruits for breakfast.

8 I'm exhausted. The travel was very long and tiring.

9 She has a very good work in the City.

10 I bought all my furnitures second-hand.

4 Choose the correct words.

- People say that *travel* / *journey* broadens the mind.
- Could you give me *an advice* / *a suggestion*?
- Don't forget to buy *some bread* / *some loaf* at the shops.
- I'm looking for *job* / *work* in marketing.
- What *a lovely weather* / *lovely weather* we're having!
- To get a job you need *experience* / *experiences*.
- There's *too much traffic* / *are too many traffics* in London.
- What's on TV? Have you got *a paper* / *some paper*?
- How many times* / *How much time* have you been to New York?
- How many times* / *How much time* do you spend watching TV?

# Pronunciation

## 12 Diphthongs



Diphthongs are two vowel sounds which run together.

near /nɪə/ = /ɪ/ + /ə/ = diphthong /ɪə/  
here /hɪə/

hair /heə/ = /e/ + /ə/ = diphthong /eə/  
share /ʃeə/

### Phonetic symbols p102

1 Write the words from the box next to the correct diphthong.

where	clear	stay	shy	know	sure
now	phone	high	enjoy	poor	beer
aloud	noise	bear	weigh		

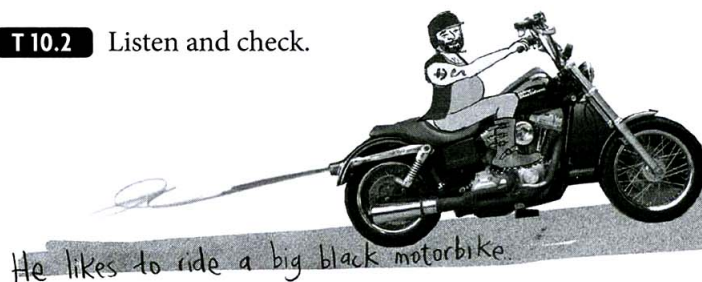
- 1 /ɪə/ = /ɪ/ + /ə/ here \_\_\_\_\_  
2 /eə/ = /e/ + /ə/ hair \_\_\_\_\_  
3 /eɪ/ = /e/ + /ɪ/ pay \_\_\_\_\_  
4 /əʊ/ = /ə/ + /ʊ/ go \_\_\_\_\_  
5 /aɪ/ = /a/ + /ɪ/ my \_\_\_\_\_  
6 /ɔɪ/ = /ɔ:/ + /ɪ/ boy \_\_\_\_\_  
7 /aʊ/ = /a/ + /ʊ/ how \_\_\_\_\_  
8 /ʊə/ = /ʊ/ + /ə/ tour \_\_\_\_\_

**T 10.1** Listen and check.

2 Transcribe the words in the sentences in phonetic script. They are all diphthongs.

- We caught the /pleɪn/ \_\_\_\_\_ to the /saʊθ/ \_\_\_\_\_ of /speɪn/ \_\_\_\_\_.
- The /bɔɪ/ \_\_\_\_\_ in the red /kəʊt/ \_\_\_\_\_ said that he /ɪn'dʒɔɪd/ \_\_\_\_\_ the journey.
- I've /nəʊn/ \_\_\_\_\_ Sally for /'nɪəli/ \_\_\_\_\_ /faɪv/ \_\_\_\_\_ years.
- She's /'weəriŋ/ a red /rəʊz/ \_\_\_\_\_ in her /heə/ \_\_\_\_\_.
- Not many people /sməʊk/ \_\_\_\_\_ /paɪps/ \_\_\_\_\_ these /deɪz/ \_\_\_\_\_.
- He /laɪks/ \_\_\_\_\_ to /raɪd/ \_\_\_\_\_ a big black /'məʊtəbaɪk/ \_\_\_\_\_.

**T 10.2** Listen and check.



# Phrasal verbs

## 13 Phrasal verb + noun (2)

1 Match a phrasal verb in **A** with a noun in **B**.

A	B
1 <input type="checkbox"/> apply for	a a new flat
2 <input type="checkbox"/> run out of	b a job
3 <input type="checkbox"/> clear up	c an old building
4 <input type="checkbox"/> move into	d your computer
5 <input type="checkbox"/> knock down	e milk
6 <input type="checkbox"/> plug in	f a mess

2 Complete the sentences with the correct form of the phrasal verbs from Exercise 1.

- We've run out of sugar. I'll buy some at the shops.
- When are you \_\_\_\_\_ your new house?
- The kitchen is a disaster! Why can't you \_\_\_\_\_ your mess after you've been cooking?
- I \_\_\_\_\_ a job I saw advertised on the net.
- If your computer stops working, unplug everything, then \_\_\_\_\_ it \_\_\_\_\_ again.
- Have you seen? They \_\_\_\_\_ the old cinema to build a new apartment block.

3 Match a phrasal verb in **A** with a noun in **B**.

A	B
1 <input type="checkbox"/> sort out	a an illness
2 <input type="checkbox"/> get over	b a problem
3 <input type="checkbox"/> work out	c the answer
4 <input type="checkbox"/> let down	d your friends
5 <input type="checkbox"/> put out	e the money you owe
6 <input type="checkbox"/> pay back	f a fire

4 Complete the sentences with the correct form of the phrasal verbs from Exercise 3.

- You promised that you'd help me, and now you're won't. You've really \_\_\_\_\_ me \_\_\_\_\_.
- Lend me £10? I'll \_\_\_\_\_ you \_\_\_\_\_ tomorrow.
- I've had the flu for about a fortnight, and I'm only just \_\_\_\_\_ it.
- 'The washing machine's broken, and I'm late for work.' 'Don't worry. I'll \_\_\_\_\_ everything \_\_\_\_\_.'
- The firemen arrived very quickly, but they couldn't \_\_\_\_\_ the fire, and the house burned down.
- What's 15% of 2,500? I can't \_\_\_\_\_ it \_\_\_\_\_ in my head.

# Listening

## 14 Lost and found

1 Which of these items do you think are most often left behind on public transport? Number them 1–5.

- ☐ glasses
- ☐ bags
- ☐ coats and jackets
- ☐ umbrellas
- ☐ mobile phones



**T10.3** Listen to two colleagues, Mark and Amy, talking about lost property and check.

2 Choose the correct answer.

1 Amy is annoyed about losing her umbrella because it was

**a** new. **b** very expensive. **c** of high quality.

2 The bags that people most often leave behind on buses and trains are

**a** designer bags. **b** shopping bags. **c** handbags.

3 At first, people who ring their lost mobile phones are

**a** rude. **b** thieves. **c** very grateful.

4 People often leave their laptops

**a** in taxis.  
**b** on airport X-ray machines.  
**c** in airport departure lounges.

5 Most people who leave their laptops behind

**a** don't realize they've lost them.  
**b** haven't got time to contact Lost Property.  
**c** think that someone must have stolen them.

3 **T 10.3** Listen again. Complete Amy's description of her umbrella.

“Actually it's a very \_\_\_\_\_ umbrella  
\_\_\_\_\_. It's \_\_\_\_\_  
– it \_\_\_\_\_ a golfing umbrella.  
And it's \_\_\_\_\_ down the side of it.”



# 11

## Modal verbs of probability

Pronunciation – linking in connected speech (2)

Continuous infinitive • Vocabulary – word formation

Prepositions – verb + preposition

**Seeing is believing**

## Modal verbs of probability – present

### 1 *must / could / might / can't*

- 1 Ask Bella is a problem page in a magazine. Read Bella's reply to Luke Basset. What is his problem?
- 2 Complete the deductions about Luke with the modal verb of probability from the box.

must have (x2)	<b>must be</b>	can't have
might not know	may get annoyed	could be jealous
may be studying		

- 1 Luke **must be** the eldest child in the family.
  - 2 He \_\_\_\_\_ a younger brother called Callum.
  - 3 Luke's friends \_\_\_\_\_ with Callum.
  - 4 Luke's parents \_\_\_\_\_ very demanding jobs.
  - 5 Luke \_\_\_\_\_ for some exams.
  - 6 The parents \_\_\_\_\_ that Callum has problems at school.
  - 7 Luke \_\_\_\_\_ of Callum.
  - 8 Callum \_\_\_\_\_ many friends.
- 3 Read about Jane Iverson. What is her problem?
  - 4 **Circle** the correct modal verb of probability in the sentences about Jane and the Fletchers.
    - 1 The Fletchers *must be / can't be* Jane's neighbours.
    - 2 Jane *must have / may have* three sons.
    - 3 The Fletchers *can't be / could be* a retired couple.
    - 4 Jane *must know / might know* about the new law.
    - 5 Jane *may be / can't be* thinking of consulting a lawyer.
    - 6 The Fletchers *must have / can't have* children of their own living at home.

Read the original letters on p90

## Ask Bella



Dear Bella,  
We fight all the time. I hate him! ...  
Luke Basset

### BELLA SAYS:

Dear Luke,

It is very difficult not to get angry with your brother in your situation. At your age you need time on your own and some privacy when you are with your friends. Ask your parents to find time in their busy lives to sit down and talk to you about what is happening. Tell them how Callum is stopping you from doing your schoolwork. The youngest child in a family is often the favourite and gets very spoilt. Also, you should tell them about the problems Callum is having at school. He won't leave you alone until he has more friends of his own.

Yours Bella

Dear Bella,  
We live in the house of our dreams.  
We don't want to move but we're going crazy. ...  
Jane Iverson

### BELLA SAYS:

Dear Jane

When people live side by side they need to be tolerant of each other's way of life. Your children need their sleep and you have every right to enjoy your lovely garden. Try talking to the Fletchers again, promise that your sons will make less noise during the day if they make less noise in the evenings. Also, you are quite right, there is a new UK law controlling the height of garden hedges. However, going to court is expensive. It can cost up to £550. It's in both your interests to sort out the problem yourselves.

Yours Bella

## 2 Matching lines

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

A	B
1 <input type="checkbox"/> You can't be hungry.	a They have nothing in common.
2 <input type="checkbox"/> She must be out.	b They've been hugging and kissing all evening.
3 <input type="checkbox"/> He can't be English	c There aren't any lights on in her flat.
4 <input type="checkbox"/> You must be very pleased	d Nobody pays £600 for a pair of jeans.
5 <input type="checkbox"/> They must be tired.	e with your excellent exam results.
6 <input type="checkbox"/> They must know each other well.	f We've just had breakfast.
7 <input type="checkbox"/> You must be joking!	g They've been travelling all night.
8 <input type="checkbox"/> They can't be getting married!	h with a name like Heinrich.

## 3 Why is he late?

- 1 Mario is always on time for class, but today he is late. Suggest reasons using *must*, *might*, *could*, or *may*.

1 Is he still in bed? (might)

He might still be in bed.

2 Is he ill? (must)

3 Is he in the coffee bar? (could)

4 Does he have a doctor's appointment? (might)

5 Is he stuck in a traffic jam? (may)

6 Is his bus late? (might)

7 Is he talking to a friend from another class? (may)

8 Does he want to miss the test? (must)

- 2 Rewrite the sentences in Exercise 1 with *can't*.

1 He can't be still in bed.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

## Pronunciation

### 4 Linking in connected speech (2)

**!** When *have* is used as an auxiliary verb, it is unstressed. The 'h' is not pronounced and the weak form is used /əv/. It is linked with the word before it.

You should have /ʃʊdəv/ stopped for a rest.

When *have* is a full verb, it is stressed. The 'h' is pronounced and the strong form is used /hæv/. It cannot be linked with the word before it.

You should have /ʃʊd hæv/ a rest.

### ▶▶ Phonetic symbols p102

**T 11.1** Listen and repeat.

Mark the /ə/ sound and the link on *have* in one sentence in each pair. Read the sentences aloud.

1 a He must have won the lottery.

b He must have a lot of money.

2 a They can't have an ice cream yet.

b They can't have eaten it already!

3 a You should have let me cut your hair!

b You should have a proper haircut.

4 a You could have a break soon.

b You could have broken something!

**T 11.2** Listen, check, and repeat.



# Continuous Infinitive

## 5 Conversations

Complete the conversations with a suitable verb in the Continuous Infinitive.

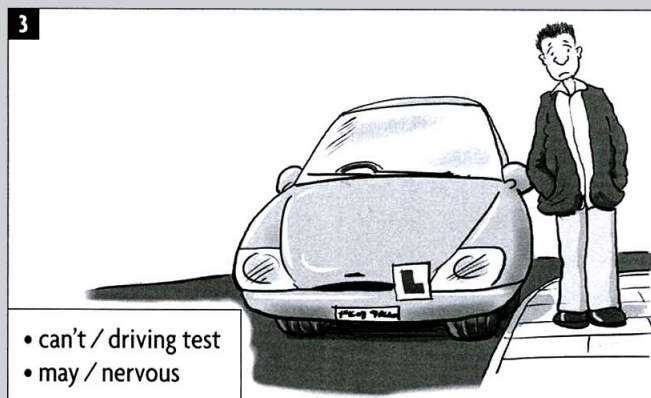
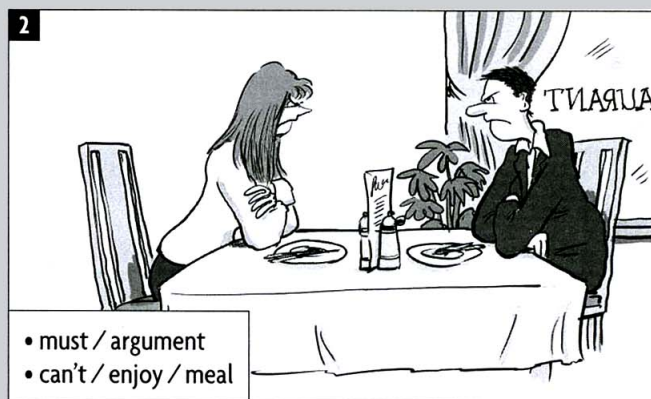
- 1 A Do you know where Ben is?  
B I'm not sure. He may be playing games on the computer.
- 2 A Where's Birgit?  
B She's upstairs. She must \_\_\_\_\_ to music in her room.  
A She's not in her room.  
B Try the bathroom. She might \_\_\_\_\_ a shower.
- 3 A I can't find the thing that changes the TV channel.  
B The remote control? Stand up. You could \_\_\_\_\_ on it.
- 4 A Have you seen the newspaper?  
B I think James may \_\_\_\_\_ it.
- 5 A What's that noise?  
B It sounds like an ambulance. It must \_\_\_\_\_ someone to hospital.
- 6 A Look over there! It's Kate and Alex.  
B She can't \_\_\_\_\_ his hand. She doesn't like him.  
A They must \_\_\_\_\_ out together. I don't believe it!
- 7 A What's happening outside?  
B It sounds like workmen. They must \_\_\_\_\_ up the road outside.  
A What for?  
B I don't know. They could \_\_\_\_\_ a broken water pipe.

**T 11.3** Listen and check.

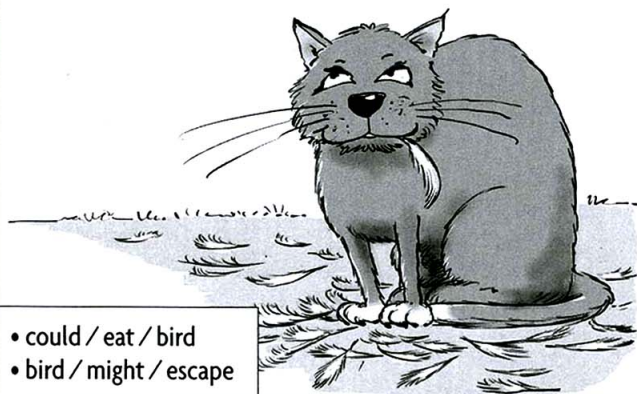
# Modal verbs of probability – past

## 6 must have / might have / may have / can't have

Look at the pictures. Make deductions about what has probably happened. Write sentences.



4



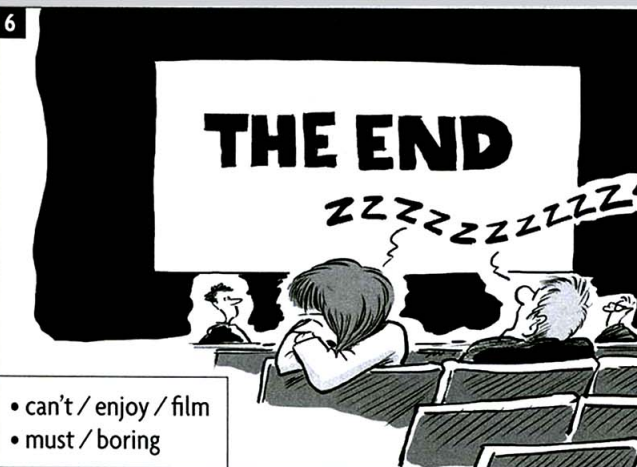
- could / eat / bird
- bird / might / escape

5



- must / miss / plane
- plane / could / delayed

6



- can't / enjoy / film
- must / boring

7



- must / mobile phone
- might / stolen

8



- must / receive / good news
- may / lottery

## 7 Rewriting sentences

Rewrite these sentences using the modal verb in brackets.

- I'm sure they've arrived. I can hear a car. (must)  
They must have arrived. I can hear a car.
- I'm sure you didn't work hard for your exams. (can't)  
\_\_\_\_\_
- Perhaps I left my mobile in the Internet café. (might)  
\_\_\_\_\_
- He has probably been on a diet. (must)  
\_\_\_\_\_
- It's possible that they got married in secret. (could)  
\_\_\_\_\_
- Perhaps he called while we were out. (may)  
\_\_\_\_\_



## Tense review

### 8 It's hard to believe

- 1 Read the first newspaper article. Answer the questions.
  - 1 How did Jan lose consciousness?
  - 2 How was Gertruda rewarded for her care and love?
  - 3 How had Poland changed when Jan awoke?
- 2 Here are some sentences about Jan and Gertruda's story. Rewrite them using the words in brackets.
  - 1 It sounds like it was a terrible accident. (must)  
It must have been a terrible accident.
  - 2 Perhaps Jan had worked for the railway for many years. (might)  
\_\_\_\_\_
  - 3 Gertruda was probably amazed when he opened his eyes. (must)  
\_\_\_\_\_
  - 4 I think the doctors didn't expect Jan to wake up. (may)  
\_\_\_\_\_
  - 5 I don't think Jan had ever seen a mobile phone before. (can't)  
\_\_\_\_\_
  - 6 I'm sure they are really enjoying life together now. (must)  
\_\_\_\_\_
- 3 Read the second newspaper article on page 65. Answer the questions.
  - 1 What was Arnie doing when he disappeared?
  - 2 When did the family get Lucky back?
  - 3 What was Arnie like when he returned?
- 4 Here are some sentences about Arnie's story. Rewrite them using the words in brackets.
  - 1 Perhaps Arnie was stolen by a dog-breeder. (might)  
\_\_\_\_\_
  - 2 Arnie is probably a pedigree dog. (could)  
\_\_\_\_\_
  - 3 I don't think the family expected Arnie to return. (can't)  
\_\_\_\_\_
  - 4 I'm sure the family were surprised to hear from the neighbour. (must)  
\_\_\_\_\_
  - 5 Lucky is possibly a mongrel dog. (may)  
\_\_\_\_\_
  - 6 Arnie was undoubtedly treated very badly. (must)  
\_\_\_\_\_

## Man wakes up after being in a coma for 19 years

A man has woken up after being in a coma for 19 years to find that his world had changed beyond all recognition.

Polish railway worker Jan Grzebski lost consciousness nearly 20 years ago after being struck by a train. Last Sunday he opened his eyes to see his devoted wife, Gertruda, looking at him. She had cared for him all through his coma.

She fed and washed him every day and moved him every hour to prevent bedsores. Jan's doctor said, "She has done the job of an entire intensive care team."

Her devotion was rewarded when, at 65 years of age, Jan came out of his coma. But he woke up to an entirely different Poland from the one he remembered.

"When I went into a coma there was only tea and vinegar in the shops," Jan said. "Meat was rationed and there were huge petrol queues everywhere. Now I see people on the streets with mobile phones and there are so many goods in the shops." He is amazed at all he sees, and says "The world is a much prettier place now."

The wife who never gave up on him said she cried and prayed a lot during the long and lonely coma years. She says, "This is my reward for all the care and love."

# Arnie the terrier finds his way home after two years



A Tibetan terrier named Arnie, who went missing for nearly two years, has made his way home to his delighted family.

Eleven-year-old Arnie disappeared from the garden of his home in Bantry, County Cork, Ireland, 21 months ago. His owner, Gillian Singleton, believes he was probably stolen for breeding purposes. "One minute he was playing in the garden, the next minute he was gone."

Her children David, 9, and Emily, 6, were very upset. The family immediately began a full-scale search for him, but he was nowhere to be found.

As the months passed they thought Arnie had gone forever. They took in a stray dog, named Lucky, and cared for him.

Then, while the family were on holiday in Portugal, they got a call from a neighbour saying a dog that looked like Arnie was sitting outside their house. It was Arnie, he had returned after nearly two years. The family were delighted but poor Arnie was in bad shape and had lost a lot of weight.

Arnie is now fit and well and has been introduced to Lucky. The two of them are getting on really well.

## Vocabulary

### 9 Word formation – adjectives to nouns

- 1 Make nouns from the adjectives in the box using the suffixes to complete the chart.

ill	curious	conscious	free	disappointed
lazy	bored	stupid	strong	exciting
long	wise	moody	generous	

illness	-ness
	-ment
	-dom
	-ity
	-th

- 2 Complete the sentences using the nouns from Exercise 1.

- Jan regained consciousness after 21 years in a coma but it'll be a long time before he has the s to walk again.
- He died peacefully after a long i.
- In a democratic country f of speech is very important.
- Look at the fabulous present Ricardo gave me. I can't believe his g!
- I've measured the height, width and l of the box, and it fits.
- His advice is always so good. I really appreciate the w of his words.
- She can't get over the d of not getting that job in the bank, but I can't get over the s of going for the interview in torn jeans.
- Karen's difficult to live with because of her m. You never know if she's going to be cheerful or bad-tempered.
- Don't keep asking questions. You know what they say: 'c killed the cat.'
- You say everything's boring and you never want to do anything or go anywhere. Your problem is l not b. I want some e in my life!



# Prepositions

## 10 Verb + preposition

1 Complete the sentences with the prepositions in the box.

for (x4)	on (x4)	with (x3)
to (x2)	of	from
at	in	about

- A Why are you arguing with the children \_\_\_\_\_ pocket money again?

B Well, they spend their money \_\_\_\_\_ such stupid things.

A I know, but you've got to see it as money that belongs \_\_\_\_\_ them.
- Excuse me, this pen doesn't work. Can I exchange it \_\_\_\_\_ another one?
- So you're an architect. What are you working \_\_\_\_\_ at the moment?
- A We fell in love \_\_\_\_\_ this house as soon as we saw it.

B I'm not surprised. I've always dreamed \_\_\_\_\_ having a living room as big as this.
- I don't believe \_\_\_\_\_ astrology – not the rubbish they write in the newspapers, anyway.
- A How did Gary react \_\_\_\_\_ your suggestion?

B He wasn't keen on the idea.
- I'm really busy at the moment – could you deal \_\_\_\_\_ this enquiry?
- The train arriving \_\_\_\_\_ platform 2 is the 17.27 service to Bristol. We apologize \_\_\_\_\_ the late arrival of this train.

A Excuse me, we didn't ask \_\_\_\_\_ salad with our pizza.

B It comes free with every pizza. You don't have to pay \_\_\_\_\_ it.
- This CD I borrowed \_\_\_\_\_ Anna is brilliant!
- I like Martin. I can always rely \_\_\_\_\_ him to cheer me up when I'm feeling down.
- I told Barbara that I could easily get the bus home, but she insisted \_\_\_\_\_ giving me a lift.

# Listening

## 11 Shaksper?

- Do you think these statements about William Shakespeare are true (✓) or false (X)?
    - ☐ There's no evidence that he was a writer.
    - ☐ He was a businessman.
    - ☐ He was from an aristocratic background.
    - ☐ He went to university.
    - ☐ His daughters couldn't read or write.
- T 11.4** Listen to the conversation between Jake and his dad and check. Correct the false sentences.

2 Answer the questions.

- How did Shakespeare spell his name?
- How much of Shakespeare's background is in the plays?
- Who was Edward De Vere?
- Why does his background suggest that he may have written the plays?
- How many plays were published in De Vere's name?

3 **T 11.4** Listen again and complete the lines from the conversation.

- ... about how he \_\_\_\_\_ actually written the plays.
- Well, I think there've always been theories that Shakespeare \_\_\_\_\_ them.
- He \_\_\_\_\_ even worse at spelling than I am.
- There's so much knowledge in them – well, you \_\_\_\_\_ that, ...
- But \_\_\_\_\_ all that information himself?
- So who do these people reckon \_\_\_\_\_ the plays then?



# 12

Reported speech • Phrasal verbs in context (2)  
Vocabulary – ways of talking  
Pronunciation – ways of pronouncing *ou*

**Telling it how it is**

## Reported speech

### 1 Reported speech to direct speech

Read the first part of the newspaper article. Look at the lines in *italics*. Write what Christine Small actually says.

- 1 '*Felix belongs to me.*'
- 2 '\_\_\_\_\_ with my address.'
- 3 '\_\_\_\_\_ a breeder in 2005.'
- 4 '\_\_\_\_\_ more a member of the family than a pet.'
- 5 '\_\_\_\_\_ for days on end.'
- 6 'When he comes home, he \_\_\_\_\_.'
- 7 'Paul Flashman \_\_\_\_\_.'
- 8 '\_\_\_\_\_ of his own.'
- 9 '\_\_\_\_\_ dreadfully.'
- 10 '\_\_\_\_\_ to get him back.'

**T 12.1** Listen and check.

### 2 Direct speech to reported speech

Read the rest of the article. Report the lines in *italics*.

- 1 *Mr Flashman said that Felix didn't belong to Mrs Small.*
- 2 He said that the cat \_\_\_\_\_.
- 3 He told reporters that \_\_\_\_\_ his.
- 4 He claimed that Mrs Small \_\_\_\_\_ complete lies.
- 5 He insisted that Mrs Small \_\_\_\_\_.
- 6 He explained that \_\_\_\_\_.
- 7 He thought that \_\_\_\_\_ because she didn't like him.
- 8 The police said they \_\_\_\_\_ the situation.

## Fighting like cat and dog

Two neighbours are fighting a legal battle over who owns Felix, a seven-year-old male tabby cat.

The row began last month after Felix disappeared from the home of Christine Small, in Barnstaple, North Devon. She said that (1) *Felix belonged to her*, and (2) *he had a collar with her address*. She explained that (3) *she had bought the cat from a breeder in 2005*, and (4) *Felix was 'more a member of the family than a pet'*.

She told the police that (5) *Felix had been disappearing for days on end*, and (6) *when he came home, he was not eating his food*. She claims that her neighbour, (7) *Paul Flashman*, was feeding Felix, because (8) *he had always wanted a cat of his own*. She said that (9) *she missed her cat dreadfully*, and (10) *would do anything to get him back*.



**Mrs Small at home with Felix**

Mr Flashman said, (1) *'Felix doesn't belong to Mrs Small. (2) He's been living wild for years.'* Mr Flashman has lived in the area for twenty years, and is a respected member of the community. He told reporters yesterday (3) *'Felix is mine. (4) Mrs Small told the police complete lies. (5) She has never loved Felix like I do.'*

He said (6) *'I have always had a good relationship with my other neighbours. (7) I think that Mrs Small is complaining because she doesn't like me.'*

A police spokesman said (8) *'We will investigate the situation and try to resolve it.'*



### 3 Reporting words and thoughts

#### 1 Report the statements.

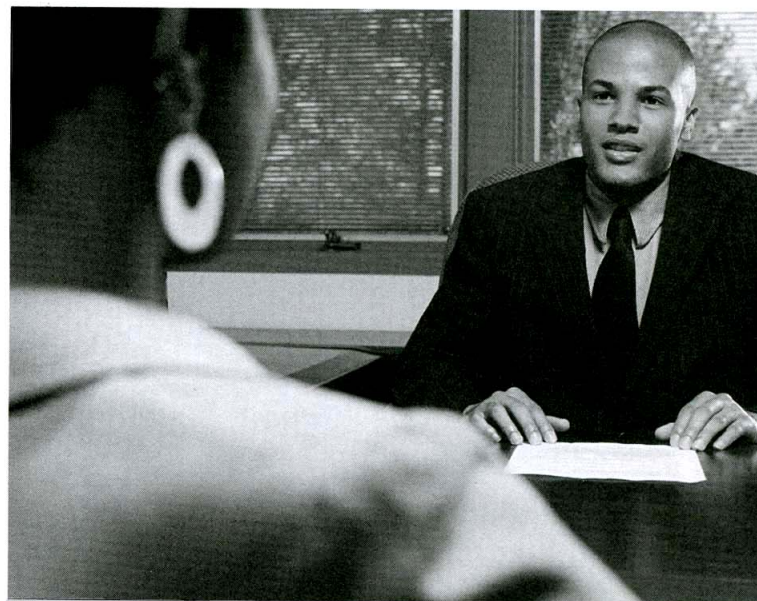
- 1 'I'll miss you very much,' he said to her.  
He told her he would miss her very much.
- 2 'I'm going to Berlin soon.'  
She said \_\_\_\_\_.
- 3 'This film will be interesting.'  
I thought \_\_\_\_\_.
- 4 'I can't help you because I have too much to do.'  
She said \_\_\_\_\_.
- 5 'Daniel has bought the tickets.'  
I was told \_\_\_\_\_.
- 6 'It's a stupid idea, and it won't work.'  
She thought \_\_\_\_\_.
- 7 'We had terrible weather on holiday.'  
He complained \_\_\_\_\_.
- 8 'We've never been to Croatia,' they said to me.  
They told \_\_\_\_\_.
- 9 'But we want to go some day,' they said.  
They added that \_\_\_\_\_.

#### 2 Report the questions.

- 1 'What are you doing?'  
She asked me what I was doing.
- 2 'Do you want to go out for a walk?'  
She asked me if I wanted to go for a walk.
- 3 'Why are you crying?' he asked her.  
He wondered \_\_\_\_\_.
- 4 'Can I borrow your car?'  
He asked me \_\_\_\_\_.
- 5 'Where have you come from?'  
The customs officer asked me \_\_\_\_\_.
- 6 'How long are you going to be at the gym?'  
She wanted to know \_\_\_\_\_.
- 7 'Will you be back early?'  
She asked us \_\_\_\_\_.
- 8 'When do you have to go to work?'  
She asked me \_\_\_\_\_.
- 9 'How much does it cost to fly to New York?'  
She wanted to know \_\_\_\_\_.

### 4 Interview with a bank manager

#### 1 Write the bank manager's questions.



A Come and sit down, Mr Smith. Now, you want to borrow some money. (1) How much do you want to borrow?

B Five thousand pounds.

A (2) \_\_\_\_\_?

B Because I want to buy a car.

A I see. Could you give me some personal details?

(3) \_\_\_\_\_?

B I'm a graphic designer.

A And (4) \_\_\_\_\_?

B Thirty thousand pounds a year.

A (5) \_\_\_\_\_?

B Yes, I am. I've been married for six years.

A (6) \_\_\_\_\_?

B Yes, we've got two children.

A I see you live in a flat. (7) \_\_\_\_\_?

\_\_\_\_\_?

B We've lived there for three years.

A Well, that seems fine. I don't think there'll be any

problems. (8) \_\_\_\_\_?

B I'd like it as soon as possible, actually.

A All right. Let's see what we can do.

## 2 Report the bank manager's questions.

- 1 First she asked Mr Smith how much he wanted to borrow.
- 2 Then she wanted to know \_\_\_\_\_.
- 3 She needed to know \_\_\_\_\_.
- 4 He had to tell her \_\_\_\_\_.
- 5 Then she asked \_\_\_\_\_.
- 6 For some reason, she wanted to know \_\_\_\_\_.
- 7 She asked him \_\_\_\_\_.
- 8 Finally, she wondered \_\_\_\_\_.

## Reporting verbs

### 5 Verb + infinitive

Rewrite the sentences in reported speech. Use the verbs in the box.

persuade	order	ask	advise	tell
encourage	invite	beg	remind	

- 1 'If I were you, I'd go to Casualty,' he said to me.  
He advised me to go to Casualty.
- 2 'Could you cook dinner?' he asked Sue.  
\_\_\_\_\_
- 3 'Hand in your homework on Monday,' the teacher told the class.  
\_\_\_\_\_
- 4 'Don't forget to post the letter,' my wife said to me.  
\_\_\_\_\_
- 5 'Come over and have dinner with us,' Marta said to Paul.  
\_\_\_\_\_
- 6 'You must pay a fine of two hundred pounds,' the judge said to Stanley Fox.  
\_\_\_\_\_
- 7 'Buy the black shoes, not the brown ones,' Flora said.  
'They're much, much nicer.'  
'OK,' said Emily.  
\_\_\_\_\_
- 8 'You should sing professionally,' Marco said to Anthony. 'You're really good at it.'  
\_\_\_\_\_
- 9 'Please, please don't tell my father,' she said to me.  
\_\_\_\_\_

## 6 ask and tell



Remember that *ask* can be used to report questions and commands, and *tell* can be used to report statements and commands, but the form is different.

### Questions

*She asked me where I lived.*  
*She asked me if I wanted a lift.*

### Statements

*He told me he was very unhappy.*  
*He told his wife that he loved her.*

### Commands

*He asked me to turn the music down.*  
*She told him to go away.*

Notice the negative command.

*They asked me not to tell anyone.*  
*She told her son not to worry.*

Rewrite the questions, statements, and commands in reported speech using *ask* or *tell*.

- 1 'Leave me alone!' she said to him.  
She told him to leave her alone.
- 2 'Please don't go,' he asked her.  
\_\_\_\_\_
- 3 'I'm going to bed now,' he said to Debra.  
\_\_\_\_\_
- 4 'How much do you earn, Dad?' asked Jeremy.  
\_\_\_\_\_
- 5 'Turn to page 34,' the teacher said to the class.  
\_\_\_\_\_
- 6 'Can you call back later, Miss Fulton?' asked the secretary.  
\_\_\_\_\_
- 7 'You did very well in the test class,' said the teacher.  
\_\_\_\_\_
- 8 'Don't run across the road!' the police officer told the children.  
\_\_\_\_\_
- 9 'Are you going to the concert?' Pam asked Roy.  
\_\_\_\_\_
- 10 'It's time to get up!' Harry said to his daughters.  
\_\_\_\_\_



# Vocabulary

## 7 Ways of speaking

Complete the conversation with the correct form of the verbs in the box.

say    tell    explain    speak    talk    reply    ask



I was walking in town the other day when I met old Mr Brown, so we stopped and (1) talked for a while. He (2) \_\_\_\_\_ me that his wife, Jenny, had been taken into hospital. I (3) \_\_\_\_\_ him how Jenny was, and he (4) \_\_\_\_\_ that she was getting better. I (5) \_\_\_\_\_ Mr Brown to give Jenny my regards. He wondered why I hadn't been to the tennis club recently, so I (6) \_\_\_\_\_ that I'd been very busy and just hadn't had time.

'There's something you must (7) \_\_\_\_\_ me,' Mr Brown suddenly said. 'How many languages does your son (8) \_\_\_\_\_?'

'Four,' I (9) \_\_\_\_\_. 'Why (10) \_\_\_\_\_ you \_\_\_\_\_?'

'Well, I know your son has some very funny stories to (11) \_\_\_\_\_ about his trips abroad and his language learning. We're having a meeting of the Travellers' Club next week, and I'd like him to come along and (12) \_\_\_\_\_ to us.'

I (13) \_\_\_\_\_ that I would (14) \_\_\_\_\_ to my son about it, and I promised to get back in touch with him.

Then we (15) \_\_\_\_\_ goodbye and went our separate ways.

## 8 Other reporting verbs

Rewrite the sentences in reported speech using the verbs in the boxes. Use each verb once.

complain  
admit  
deny  
suggest  
explain

that

refuse  
offer  
agree  
promise

to do

- 1 'I think it would be a very good idea for you to go to bed,' the doctor said to Paul.

The doctor suggested that Paul went to bed.

- 2 'Yes, OK. I'll lend you £25,' Jo said to Matt.

- 3 'Yes, it was me. I broke your camera,' said Harry.

- 4 'I didn't pull her hair,' said Timmy.

- 5 'I didn't do the homework because I was ill,' said the student.

- 6 'If you tidy your room, I'll buy you a pizza!' said Jessica's dad.

- 7 'Excuse me! There's a fly in my salad,' said Patrick.

- 8 'I'm sorry. I can't marry you because I don't love you,' Sarah said to Adrian.

- 9 'I'll cook supper if you like,' Amanda said to Duncan.

# Phrasal verbs

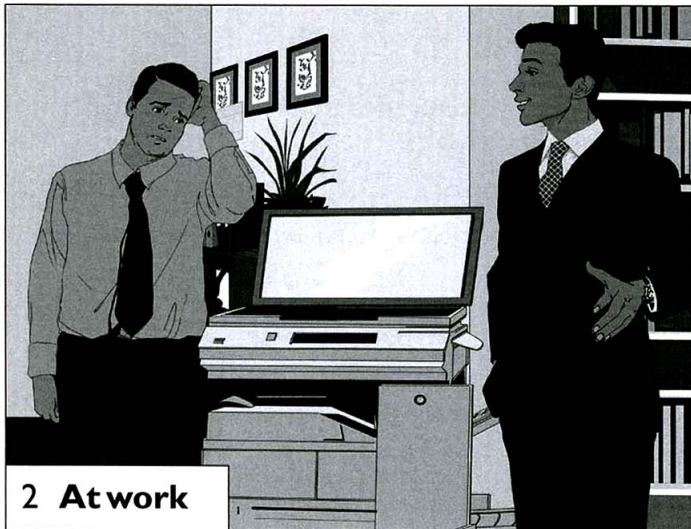
## 9 Phrasal verbs in context (2)

Complete the conversations with the correct form of phrasal verb from the boxes.  
The definition in brackets will help you.

### I A break-in

break into    turn up    get by    get away    go off

- A Someone broke into (enter by force) my flat last night.  
B Oh, no! What was stolen? Did they \_\_\_\_\_ (escape) with much?  
A Television, stereo, and my laptop. I don't know how I'm going to \_\_\_\_\_ (manage to survive) without my laptop.  
B Did anyone see or hear anything?  
A The alarm \_\_\_\_\_ (start ringing), but that didn't stop them.  
B Did you call the police?  
A Yes. They \_\_\_\_\_ (arrive) about an hour later, but there was nothing really they could do.



### 2 At work

take on    get on    get down    end up

- A How's your job these days?  
B To be honest, it's \_\_\_\_\_ me \_\_\_\_\_ (make me unhappy). I'm overworked. James left a few weeks ago, and I've \_\_\_\_\_ (come to a situation I didn't want) doing his job as well as mine.  
A Don't you need more people?  
B We \_\_\_\_\_ (employ) more staff last month, but they're new. We'll just have to see how they \_\_\_\_\_ (progress).

### 3 Settling in



pop in    do up    settle into    look forward to

- A Are you \_\_\_\_\_ (become used to living in) your new flat?  
B Yes. You must \_\_\_\_\_ (come for a short time) and visit.  
A I'd love to. Is there a lot to do to it?  
B Oh, yes. We're \_\_\_\_\_ it \_\_\_\_\_ (decorate and repair) room by room, so it's a bit of a mess. I'm \_\_\_\_\_ (want and wait for something good to happen) the time when it's all finished!  
A Be patient! You'll get there.

### 4 Bad luck

knock down    beat up    give up    go on

- A I'm having a lot of bad luck at the moment.  
B Why? What's \_\_\_\_\_ (happen)?  
A My sister was \_\_\_\_\_ (hit by a car) outside her house the other day.  
B Oh, no! Is she OK?  
A Yes, fortunately. But then my brother was \_\_\_\_\_ (attack and badly hurt) by someone who tried to mug him. He had to go to hospital.  
B How is he now?  
A Well, he's \_\_\_\_\_ (stop doing) his job for the time being. He'll go back to work when he feels better.



## Pronunciation

### 10 Ways of pronouncing *ou*

**T 12.3** The letters *ou* are pronounced in many different ways. For example:

/ɔ:/	four	/aʊ/	doubt
/u:/	group	/əʊ/	though
/ʌ/	country	/ə/	delicious
/ʊ/	would		

### ►► Phonetic symbols p102

1 Underline the word with the different pronunciation.

- 1 /ʊ/ would should shoulder could
- 2 /ɔ:/ your sour court pour
- 3 /aʊ/ accountant country count fountain
- 4 /ɔ:/ though ought bought thought
- 5 /ʌ/ enough tough rough cough
- 6 /ə/ anonymous mouse enormous furious
- 7 /ʌ/ trouble double doubt country
- 8 /u:/ through group though soup

**T 12.4** Listen and check.

2 Transcribe the words in phonetic script.

- 1 It's the /θɔ:t/ \_\_\_\_\_ that /kaʊnts/ \_\_\_\_\_ .
- 2 There's an /ɪ'nɔ:məs/ \_\_\_\_\_ /maʊs/ \_\_\_\_\_ in the kitchen.
- 3 I have no /daʊt/ \_\_\_\_\_ that my boss will be /'fjuəriəs/ \_\_\_\_\_ .
- 4 You /ɔ:t/ \_\_\_\_\_ to do something about that /kɒf/ \_\_\_\_\_ .
- 5 I have a lot of /'trʌbl/ \_\_\_\_\_ with noisy /'neɪbəz/ \_\_\_\_\_ .

**T 12.5** Listen and check.

## Listening

### 11 *You weren't listening!*



1 Complete these statements as reported speech.

- 1 'We've run out of brown rice,'  
I told you \_\_\_\_\_
- 2 'I'll record it for you whenever you're not here.'  
You said \_\_\_\_\_
- 3 'We had a really rotten time in Edinburgh last weekend.'  
My sister told me today that \_\_\_\_\_
- 4 'I went to Bath last weekend and I think it's one of the most beautiful cities I've ever seen.'  
Sally said that \_\_\_\_\_

**T 12.6** Listen to an argument between Julia and Colin and check.

2 Answer the questions.

- 1 Why was Colin so long at the supermarket?
- 2 Why does Julia want brown rice?
- 3 Why should they book the train tickets soon?
- 4 What's happening in Bath soon?

3 **T 12.6** Listen again and complete the statements.

“

Julia Did you get some brown rice?

Colin You didn't (1) \_\_\_\_\_ brown rice.

Colin I never heard you say anything about brown rice.

Julia You obviously (2) \_\_\_\_\_

Colin You said (3) \_\_\_\_\_ last week.

Colin Lots of people told (4) \_\_\_\_\_ .

Colin I think it said in the newspaper (5) \_\_\_\_\_ .

”

# Vocabulary crossword 3

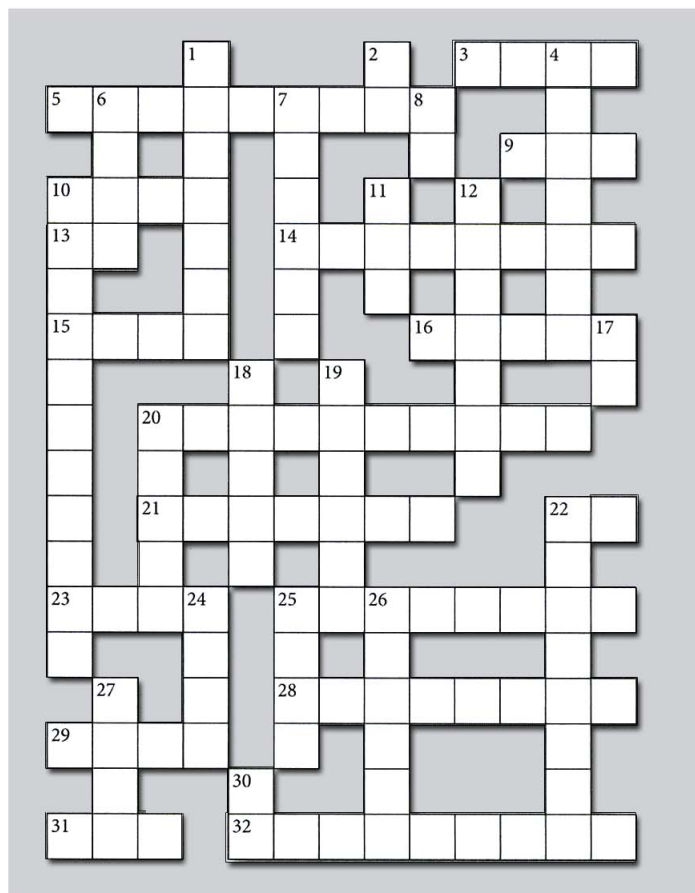
Use the clues to complete the crossword. All these words and expressions have appeared in Units 9–12.

## ACROSS

- 3 50% of young British people have a web \_\_\_\_\_ on Facebook. (4)
- 5 If a child lives with \_\_\_\_\_, he learns to feel worthless. (9)
- 9 You can't have your chocolate dessert until you \_\_\_\_\_ up all your spinach. (3)
- 10 I've just watched my team win 6-0. I'm over the \_\_\_\_\_! (4)
- 13 There was so much traffic, we were \_\_\_\_\_ a complete standstill for 45 minutes. (2)
- 14 A doctor will first \_\_\_\_\_ your illness and then prescribe some medicine. (8)
- 15 I offered to help Alan but he \_\_\_\_\_ me to go away! (4)
- 16 I've got a job interview tomorrow. \_\_\_\_\_ your fingers for me! (5)
- 20 In most countries you can read and write anything on the Internet – there's no \_\_\_\_\_. (10)
- 21 An \_\_\_\_\_ is where you sell something to the person who offers the highest price. (7)
- 22 To \_\_\_\_\_ honest Jane, I'm not too keen on your hair that colour. (2)
- 23 I've \_\_\_\_\_ up with a great new idea for a video game! (4)
- 25 The title above a story or article in a newspaper is the \_\_\_\_\_. (8)
- 28 This part of town used to be very unpopular. Now it's a \_\_\_\_\_ district filled with busy cafes and restaurants. (8)
- 29 'Ouch! That hurts!'  
'Jane, I thought women have a higher \_\_\_\_\_ threshold than men. (4)
- 31 I'm \_\_\_\_\_ up with waiting at airports. I'm going to travel by train next time! (3)
- 32 The people you share an apartment with are your \_\_\_\_\_. (9)

## DOWN

- 1 Another word for shocked is \_\_\_\_\_. (7)
- 2 Elvis is known \_\_\_\_\_ 'The King'. (2)
- 4 It's so Bright outside, I can't read my book. I need some sun \_\_\_\_\_. (7)
- 6 If you threw £20,000 in banknotes into the air in my town centre, it would certainly start a \_\_\_\_\_! (4)
- 7 What's the expiry date on your \_\_\_\_\_ card? (6)
- 8 'Could you spare \_\_\_\_\_ a minute? I need some help with this crossword. (2)
- 10 Michelangelo's David is considered to be a \_\_\_\_\_. (11)
- 11 Nowadays most British people don't use a teapot to make tea, just a tea \_\_\_\_\_ in a cup. (3)
- 12 A situation where there are no rules, order, or government is described as \_\_\_\_\_. (7)
- 17 'It must be true that bats are blind.'  
'Perhaps, but I'm not \_\_\_\_\_ sure.' (2)



- 18 I've always hated that office building – I wish they'd \_\_\_\_\_ it down and build something better. (5)
- 19 A \_\_\_\_\_ is the reason why somebody commits a crime. (6)
- 20 Jimmy Wales and Larry Sanger both \_\_\_\_\_ to have created Wikipedia. (5)
- 22 A piece of paper money, like £10 or \$50. (8)
- 24 'How much does a doctor \_\_\_\_\_?'  
'About £100,000 a year I think.' (4)
- 25 Fantastic! Our new-look website is getting over 1,000 \_\_\_\_\_ a day! (4)
- 26 The police can only \_\_\_\_\_ you if they think you are guilty of a crime. (6)
- 27 Do you have something I can \_\_\_\_\_ for stomach ache? (4)
- 30 That woman just asked me \_\_\_\_\_. I was English! My accent must be getting better! (2)



# Tapescripts

## UNIT 1

### T 1.6

**I = Interviewer    S = Sally Pearson**

- I** Now, you've probably heard that the Polish community in Britain is growing faster than any other at the moment, but did you know that the total number of Poles living in Britain is now estimated to be three quarters of a million? Well, I'm sure Sally Pearson knows that, because she's the Community Development Officer for this region, and she's here in the studio. Welcome Sally.
- S** Thank you for inviting me.
- I** Now that's a huge number of people. Are they all concentrated in a few particular areas?
- S** No, that's something that's very different about this most recent wave of immigration, it's spread very widely over the whole country. For example, there are 4,000 Poles living in the Highlands of Scotland, working in the fishing and tourist industry.
- I** That's amazing! So are these all Poles who've arrived in the UK recently?
- S** No, they aren't. Many of them have been living here for a long time. About 200,000 Poles settled in Britain after 1945, and about 150,000 of those were still living here in the early 1990s.
- I** But that's still a huge increase recently then.
- S** Yes, since the European Union was expanded in 2004, Polish people have taken advantage of the opportunity to relocate here without restrictions.
- I** Relocating here is pretty straightforward then?
- S** Yes, it is. All they need is a passport, and they can come here to look for a job. In fact many of them don't have to, because a lot of British companies now go out to Poland to recruit people.
- I** And why are they so keen to do that?
- S** Well, it's partly economic – what seems like a low wage to British workers can be 2 or 3 times what a Polish worker would take home for a similar job in their own country. However, this is changing as the Polish economy improves.
- I** But there are other factors as well?
- S** Yes. As you probably know, Poles have a terrific reputation for being hard workers, and on the whole British employers have found them to be excellent employees.
- I** But they don't find it so easy to find work in Poland?

- S** No, they don't. There's a lot of unemployment there, and as I said before, the wages they are offered don't go far, and it's not easy to raise a family on them.
- I** And what about the downsides? Aren't there always problems when any ethnic minority grows so quickly?
- S** Yes, there are some, but it helps that Britain is already a very multi-cultural society, and the Polish way of life isn't so very different from our own. Actually, most new Polish arrivals tell me that they get on fine with British people, and that it's people from the older Polish community that seem least friendly towards them.
- I** Really? Why's that?
- S** I think it's not unusual actually. People who've struggled hard for many years to settle down in a foreign country are often a bit jealous of newcomers who seem to have it easier than they did. And the older community don't find it easy to identify with the new, younger generation of Poles, and they worry about what their arrival will do for the reputation of Poles living in Britain.
- I** Well that doesn't seem to have been a problem, does it?
- S** No, it doesn't, and I'm sure they all welcome the huge increase in the number of Polish food shops and restaurants in Britain! We know that no matter how happy foreign workers are in Britain, they always miss their own food.
- I** Yes, and it gives us natives a chance to try yet another kind of foreign food. Anyway, thanks a lot for coming in Sally, and good luck with your development work.
- S** Thank you.

## UNIT 2

### T 2.5

**L = Linda Davis, presenter**

**M = Matt Greenberg**

- L** Hello again, and welcome to *What's cooking?* I'm Linda Davis and today in the studio we've got one of Britain's best-known and most successful chefs, Matt Greenberg.
- M** Hi there.
- L** Matt, you work in one of London's top hotel kitchens, don't you?
- M** Yeah, I'm in charge of a great team of chefs there, and I run the kitchen most nights.
- L** So what kind of head chef are you then – the typical bad-tempered bully we see on tv, always shouting?

- M** Mmmm, could be.... Nah, I hardly ever have tantrums, honest! I think running a kitchen does get very stressful if you're passionate about cooking and want to produce the very best, but it actually gives you a real buzz and I really enjoy the excitement.
- L** I know what you mean. Now, your background's interesting – you come from Canada originally, don't you?
- M** That's right.
- L** But you're now known for promoting traditional British cooking, which isn't very fashionable. Why is that?
- M** Well, I get very frustrated when people say that British cooking isn't very exciting. You know, I tell someone how much I love a good steak pie or a traditional fruit pudding, and they say, 'Yeah, fine, but it's all a bit ordinary, isn't it?' Well, I don't agree. I reckon simple traditional cooking using the best ingredients is never boring and always tasty.
- L** Hmm. So what are you making for us today?
- M** I'm making a really classic recipe – bread and butter pudding.
- L** Oh great – my favourite
- M** Yeah, always popular, and it costs next to nothing to make as well. Now, I normally use just sultanas in this, but today I'm putting some fresh orange in as well.
- L** Really? That sounds good. So, you're buttering the bread now – what sort of bread is that?
- M** It's just an ordinary white loaf, sliced quite thin, with a good sharp bread knife. Right, now I'm heating the milk, cream and vanilla in a pan, and while that's warming up, I'm whisking the egg yolks and caster sugar in a bowl.
- L** How much vanilla essence do you put in?
- M** I'd say about 5 or 6 drops. And now for the orange – mmm, look at that, a nice organic beauty. These are grown in the Mediterranean, and you can just see all the sunshine that goes into them.
- L** It does look good, doesn't it? And you're going to peel and chop that?
- M** No, look, I'm just grating the rind into the sultanas.
- L** OK, and now you're putting the bread into the pudding dish.
- M** That's right, in three layers, with the sultanas and orange in between. Now, let's see if that milk's cool enough now – yep, that seems about right – so I'm mixing this into the egg yolks ... and now I'm pouring it over the bread. And that's it. Leave it to stand for a while.



- L How long?  
 M About 20–30 minutes, and then put it in the oven for about 30–40 minutes, and that's 180C, or gas mark 4. It needs to be cooked until the top is brown and crispy. Like this one I made earlier.  
 L Mmm, just the way I like it. Can this be served now?  
 M You bet!  
 L Mmmm, that's divine. And people say they don't think much of British cooking...  
 M Well, never mind, they don't know what they're missing, do they?

## UNIT 3

### T 3.4

- C = Carol R = Richard A = Anne  
 C Did you see that TV programme about memory last night?  
 R I can't remember.  
 C Ha ha.  
 A No, we didn't. We didn't watch TV last night.  
 C It was really interesting. There was a bit about people's earliest memories that I found absolutely fascinating.  
 R Why's that?  
 C They were saying that most people have at least one very vivid memory from around the time when they were three or three and a half, and quite a few people say they can remember things that happened to them when they were one or two years old.  
 R I find that hard to believe. Can either of you remember anything that early?  
 C Yes, I can definitely remember something that happened to me when I was about four. My mum says my dad used to carry me a lot on his shoulders at that age, and I absolutely adored it, because he was a really big, tall man.  
 A Yeah, most children love that, don't they?  
 C Mmm. So, I think I remember being up there, feeling incredibly high up, much higher than anyone else, and maybe it's one of those memories that you do invent later, but I can imagine it now, feeling literally on top of the world.  
 But that's not actually the strong memory I'm thinking of. That's of this one day when I was with my mum, dad, and older sister, we were walking through some fields near where we lived, and my dad didn't want to pick me up. I was nagging him to carry me, but he said, 'No, you're too big for that now'. And I can't remember him ever carrying me after that.  
 A Oh that's awful!  
 C Yeah, it was, because, for me it seemed like the end of childhood, and it was so awful, and so sudden.  
 R And what's your earliest memory then Anne?  
 A It's from when I was about two and a half, maybe three years old.  
 R You're kidding! I just can't believe it's possible to remember anything that early.

- A Well I know this isn't something I've just made up because when I asked my mum, she said it had all really happened like that. It was Christmas Eve, and we had this Christmas tree in the living room, and it was an artificial tree, not a real one, and it was all silvery. And my mum took me in to see it when she'd finished putting the lights and decorations on it, and I remember looking up, standing at the foot of it, and looking up... it seemed... to go on forever ...the tallest thing I'd ever seen. And it looked so absolutely fabulous, just magical.  
 C Oh, I can just imagine it!  
 A And the thing is, we didn't use this tree for another five years or so, and when we got it out again, and I looked at it, I just couldn't believe that it was the same tree. It was quite small, only about a metre high, but to me as a two-year-old it had seemed at least as high as a house!  
 C That's nice. That really does show what a completely different world small children live in.  
 R Yeah, that's a good one. I like that. Maybe I'm just jealous 'cos I don't remember anything about my childhood.  
 A Well, you probably don't want to remember a time when you definitely didn't know everything!  
 R Come on Anne, you know, I've always known everything.

## UNIT 4

### T 4.1

- P = Presenter T = Tony  
 S = Sarah A = Andy  
 P ...and it's just coming up to ten minutes past nine, and time for our phone-in. Today we're asking you which rules you think were made to be broken. And we've got Tony, from York, on the line. Tony, go ahead.  
 T I've always hated rules about table manners – drives yer mad. I'll give you an example – you shouldn't put your elbows on the table – why not? Means you can eat more easily, doesn't do any harm, what's the fuss about?  
 P You've got a point.  
 T And when you're a kid, you've got to eat up everything on your plate. What's that about? If you're full, why should you eat any more? We're actually teaching children to eat too much!  
 P So where do you think all this comes from, Tony?  
 T Dunno. I think people just pick up these rules from their parents – the parents think it's right 'cos they had to do it when they were kids, and then they bring up their own kids the same way. Mindless, stupid rules if you ask me, really gets on my nerves.  
 P OK, thanks Tony. Sarah, from Bristol. What rules do you think should be ignored?  
 S School rules.  
 P Well, that's a big area. Could you give me an example?  
 S Yeah, having to wear school uniform.

- P Ah, I thought this one would come up.  
 S Well, it's just so random. Why aren't I allowed to wear my normal clothes for school? Why does everyone have to dress exactly the same, like you're in prison or something?  
 P Come on, Sarah, they can't let you all wear whatever you want.  
 S Well maybe some things shouldn't be allowed, but I don't see why you can't just wear a different colour skirt or top.  
 P And why is that so important to you?  
 S Because you have to have some way of expressing your individuality, that's something you should encourage, and ... [line goes dead]  
 P Sarah? Can you hear me? Oh, I'm sorry, it looks like Sarah's been cut off. Well, I think she's going to have to put up with that school uniform anyway. OK, keep the calls coming in, and do try ringing again if you don't get through the first time. Andy, from Reading.  
 A ... when you're driving.  
 P I'm sorry, we seem to be having a few technical problems today. Would you mind repeating that for me Andy?  
 A I said I've just read the new official advice on what you can and can't do when you're driving.  
 P Oh, yes, it's not just mobile phones that aren't allowed now, is it? They're saying you shouldn't smoke at the wheel, aren't they?  
 A Yeah, and apparently you shouldn't read a map or talk to a passenger while you're driving. It even says you shouldn't listen to loud music in the car! Now I know it's only using a mobile phone that's actually illegal, but if you do these other things, it means that the police could charge you for driving without care and attention.  
 P Well to be honest Andy, I think the rules on this should be quite strict. You've got to make sure people are concentrating only on the road when they're driving.  
 A Yeah, but where do you stop? I mean, you can't stop people talking to each other at all in a car, can you, that's ridiculous!  
 P No, not really – though at least it would stop some of the rows I have with my wife when I'm driving.  
 A But what about people changing CDs when they're driving? Surely that's more dangerous than talking to someone, and they don't even mention that.  
 P Yes, well I know these are only new guidelines, but I think there's going to be a lot of debate on this over the next few months. Anyway, thanks for your call Andy. Let's take a break there and hear about today's weather...

## UNIT 5

### T 5.3

- D = Debbie J = Jake S = Steve  
 D Hi Jake!  
 J Debbie! I thought you were back at university already!



- D No, not till next week. And I might go back a bit later anyway.
- J Come in.
- D Is Steve in as well?
- J Yes, he's just got up. He's meeting his tutor this afternoon to talk about changing courses.
- D Not again! Ah, here he is.
- S Hi Debbie! What are you up to?
- D Actually, I was wondering if you two were interested in going to the protest camp at the airport later this week.
- J Mmm, I'd be interested in that.
- S I didn't know there was one.
- D Well, there isn't yet, but they're setting one up tomorrow.
- S So this is all about the third runway they're planning to build then?
- D Ah, at least you've heard about that.
- S Well, to be honest, I'm not so sure a protest will make any difference on this one.
- D What do you mean?
- S Well, I'm pretty sure no one's going to cancel their foreign holiday just because a few people have decided to have their own camping holiday at the airport.
- D Steve! I'm never sure whether you just don't get it, or you enjoy playing the cynic. It's about generating awareness – it's no good having all this talk about stopping global warming, and then saying, 'Oh, why don't we expand a few airports?'
- J Yeah, come on Steve. I think there's every chance this protest could make a difference. I've been struck by how people's attitudes have changed after all this strange weather we keep having. I think people are beginning to realize they can't take anything for granted with the climate any more.
- S But you know the figures people keep quoting – air travel only accounts for 5% of carbon dioxide emissions.
- J And that it's the fastest growing cause of global warming. It's doubled in the last fifteen years.
- S So what's your prediction then – you think they're going to ban air travel some day soon, do you?
- J It's not about banning it. It's just saying that it can't continue growing at this rate.
- S Fair enough, I suppose. As long as I'm still allowed one foreign holiday a year.
- D So what about coming then?
- S Is this camp all legal? I'm not going to get involved in anything illegal or violent.
- D I don't know if it's legal or illegal, but I'm sure it will be completely non-violent. They're going to build a proper little eco-village – they're even going to bring wind turbines to power it.
- J That's pretty cool. As you always say, every little helps.
- D Let's do it then. We could drive over there on Tuesday.
- S I'm afraid Tuesday's no good for me. What about Wednesday?
- J Sounds good to me.
- D OK, Wednesday it is. I'll pick you both up at 10.00

## UNIT 6

### T 6.4

L = Laura D = Dan

- L Hey, I hear you've got a new house now. What's it like?
- D It's great. It feels so good to have more space after living in that tiny flat.
- L Tell me all about it, how big is the new house then?
- D Oh, it's not enormous or anything, but it's just great to have more rooms, especially when the kids are being noisy. But I must admit, the thing I love most about it is my attic room.
- L An attic! That sounds wonderfully old-fashioned! I'd love to have an attic in my house.
- D Yes. It's a pretty small space actually, but it's so cosy. It's got lovely, old wooden floorboards, and the walls are a rich dark red colour, which makes it feel really warm. I've just put some very simple furniture in it – a small coffee table and a little two-seater sofa, not much else really ...oh, and a lamp. I love to go up there when I want to read, or even to just sit quietly on my own for a while. It's my own space. Nobody else is allowed in.
- L Is it light and airy? What kind of windows has it got?
- D Well, there's just one small one in the roof – it has a lovely view of the park, but only if you stand on the coffee table! But that doesn't matter to me because what I like about being in there is that you feel completely cut off from the world. You haven't lived in your house that long, have you? Have you got a favourite room in it?
- L Oh yes, I have – it's my bedroom. I like all the rooms in my house, but my bedroom I just love. It's quite big, and it's got a lovely soft wool carpet in it, so it's nice to walk around barefoot. I spent ages trying different colour paints on the walls, I must have tried a dozen different colours until I finally found exactly the one I wanted. I think getting just the right colour for a room is really important, don't you?
- D What colour is it?
- L Blue. A kind of pale blue, but a very warm shade – I know that sounds a bit strange but blues can be quite cold if you don't choose carefully. I really got into colour charts and matching colours when I was doing the room. I even made my own cover for the bed – a patchwork-type thing, using squares of material in all different matching shades of blue. It brings everything together beautifully.
- D Amazing! I didn't know you had such a creative side to you.
- L Well, if you can't find anything you like in the shops, you have to get creative, don't you? And the colours do all look gorgeous, even if I say so myself. I also love it because it's such a bright room, even in winter, especially in the morning when the sun

shines straight into it. And the window is one of those huge old-fashioned bay windows you can sit in. I've had some cushions made for the window seat, which I just love to sit in, and the first thing I do when I get out of bed is sit on there for a while, just staring out into the world. I like to wake up slowly as I watch the first people setting off for work.

- D That sounds nice. That's what I meant about being in my attic – it's a space where I can stare into space and daydream for a while. I think we need to do that at some point in the day.
- L Yeah. I do sometimes go up there at other times during the day too. There's hardly any furniture in there apart from the wardrobe, just a chair by the bed. The bed's absolutely enormous and it's incredibly comfortable to lie on, so I like to take the newspaper and a cup of tea up there when I get home from work – to escape!
- D I'd be worried about falling asleep!
- L Well I do have a 20-minute nap sometimes. It's the same as with you, I need a place where I can go and have some me-time, before I go downstairs and join the chaos that is my lovely family.

## UNIT 7

### T 7.4

T = Tutor S = Student

- T Come in, Jenny. Take a seat.
- S Thank you.
- T So, you want to find out more about our film courses? Any course in particular?
- S Yes. I was thinking of applying for the Diploma in Filmmaking.
- T That's great. Have you read all the entry requirements? Any questions about those?
- S Yes, that's what I wanted to ask about first – what kind of experience do you need to do that course?
- T Well, first of all I'll say that all our students are people who've shown they have a real passion for film.
- S That's certainly true for me. I've always been crazy about anything to do with film.
- T Great. Most of those who start the Diploma have been making their own films for some time, and worked a lot with other people in the process – teamwork is such an important part of film-making.
- S Well I've made a couple of short films. That was on the course I was doing.
- T What course was that? Where did you do it?
- S I've just finished a part-time Film Studies course at my local college.
- T Good for you! Did you find it helpful?
- S Yes, it was really informative – is it useful to have a qualification like that?
- T Well it certainly doesn't do any harm, but this is actually a very practical course, not a very academic one! It has to be said, no one's ever been employed in the film industry just because they've completed a course – it's all about practical experience.



- S And do your graduates generally manage to get jobs in film?
- T Oh yes, they've been employed in all areas of the industry – feature films, TV drama, commercials, pop videos, you name it, they've done it. We've got a couple of recent graduates who've just released their own low budget feature film, and it's already won an award. In all, about 70% of our recent graduates are working in the business at the moment.
- S That's amazing!
- T So have you had any experience of directing – camera planning, scheduling, finding and working with actors?
- S No, the films I made were real life documentaries, so there wasn't much need for that kind of direction.
- T That's a shame. Did you use music on them? The Diploma has a module on the use of music in film, and you get experience of working with a composer.
- S Actually, I only had title music on my films – I've never gone into music much.
- T OK. Not to worry. Do you have any idea which area of film you'd like to specialize in once you've graduated?
- S No, I haven't decided yet. I think I need to know more about all the different areas.
- T Fair enough. You know, I'm beginning to think it might be an idea for you to do our Foundation course first, before you think about applying for the Diploma. That would give you a very good basis for the Diploma later on.
- S What do you do on the Foundation course?
- T You learn all the basics – scriptwriting, lighting, camera work, and direction. It'll give you enough experience in each area to decide which one you want to specialize in.
- S That sounds like a good idea. How long is the course?
- T You can do it in a month, during the summer. We're just about to start interviews for that, in May and June – ask for an appointment in reception. I think you'll enjoy it – you should have a lot in common with the other students on that course. We work hard here, but we do make sure we have fun, too!
- S Great. I'll go and put my name down for that now. Thanks a lot for your time.
- T You're welcome. See you in the summer I hope. Bye.
- S Thanks. I hope so too. Bye.

## UNIT 8

### T 8.5

I = Interviewer C = Carla Simpson

- I In this next part of Film Focus, we going to look at a less well-known aspect of the movie industry – now, we're all familiar with the term 'stuntman', but we don't often hear about 'stuntwomen'. They do exist, of course, and my final guest today is Carla Simpson, who's succeeded in becoming one of Hollywood's top stuntwomen. Hello and

welcome Carla Simpson.

- C Thanks
- I So, Carla, tell me, why is it so easy to forget that stuntwomen exist?
- C Well, you need to remember that until relatively recently you didn't often see women doing dangerous things in action movies, it was very much a man's world, and if a woman *was* involved, the stunt would still be done by a man.
- I What? Dressed up?
- C Yeah. Well it's not that difficult to make a man look like a woman, is it? As long as the camera doesn't get too close! But of course these days we expect women to do the stunts, just like the guys, and stuntwomen are actually very much in demand at the moment. Ever since films like *Lara Croft Tomb Raider* and the *Matrix* films, there have been lots more high-powered action roles for women, which is great!
- I And had you always planned to become a stuntwoman?
- C No, I'd never planned to at all – I wanted to be an actor originally. I managed to get into acting school, but I really wasn't very good at it. My tutor knew I was a bit of an adrenaline junkie, and she told me to think about doing stunt work. It just grew from there.
- I Were you a bit of a tomboy as a child?
- C Oh yes, I was pretty fearless, and I remember climbing trees and jumping off high walls when I was very young, I was always trying to beat the boys and I've always loved doing extreme sports. That's the great thing – I get paid for doing it now! It's unbelievable!
- I So how do you actually go about becoming a stuntwoman? Are there schools you can go to?
- C Not really, it's more a case of finding a trainer to work with. You *do* have to be very highly trained, in an incredible range of skills – driving, and that includes motorbikes, climbing, falling from high buildings, using weapons, then there's fire work, hand fighting, horse work – especially falling off, of course.
- I And you have to be able to do *all* those?
- C Uh, you don't *have* to, but the more the better. That way you get more work. But most stunt people tend to specialize in one or two areas. For example, I don't mind doing fire work, but I'd rather not do it, whereas I actually enjoy doing high falls.
- I But do you ever get scared when you're doing some stunts?
- C Well, you know, there's nothing wrong with being afraid of getting hurt badly, and many stunts are life-threatening if they're not fully prepared. That's the key to it, serious preparation. If things aren't properly prepared, I kick up a fuss, and you need to make sure that everyone is concentrating 100% during a stunt. You minimize the risks.
- I Have you been hurt?
- C You often get hurt, even on simple stunts, which is why they can't let the actors do

them – it's too expensive for them to be off work, even for a day or two. But in the stunt world, we only call it being hurt if you need an ambulance.

- I Mmm, it doesn't sound like my idea of fun, I must say.
- C Maybe not, but you know, when people ask me about being scared, I always tell them, what really scares me is the idea of wasting your life, not living it to the full – that's a truly terrifying thought to me.
- I That's a great note to end on. Thanks a lot Carla.
- C Thank you.

## UNIT 9

### T 9.4

E = Elaine P = Peter

- E I bumped into Suzie in town today, and she was telling me ...
- P Hang on, I'll just get that. Hello? Oh, wonderful, I'm over the moon. Goodbye.
- E Who on earth was that?
- P Oh, one of those stupid automated messages. 'You have won a prize. Ring this number to claim it.'
- E Oh no. I can't believe anyone would really fall for that. Apparently, if you ring back, the prizes are worthless, but they charge you as much as £30 for the call.
- P Yeah, I know. But there must be plenty of people stupid enough to believe it, otherwise they wouldn't do it, would they?
- E I guess not. You know I read somewhere recently that in Britain more than five million people lost money to conmen last year.
- P That's amazing! There's a guy in my office got phished last week, and he fell for it.
- E Phishing's when they send you fake emails, right?
- P Yeah, this was one that looked like it was from his bank, saying they needed to update the security details on his account. There was a link that sent him to a website that looked just like his bank's, and of course he had to enter his old security details before entering new ones.
- E Mmm. I must admit, I might have fallen for that one. It's clever, 'cos they're using your insecurity about being conned to con you!
- P Yeah. And they can empty your bank account long before you know anything about it.
- E Well, someone at my work had his credit card stolen from his jacket, hanging on the back of the office door. He hadn't even noticed, so he was really pleased when the bank rang up and said that they'd just stopped the criminal trying to use it. Of course, they also wanted to check some security details to make sure it was his card.
- P Oh oh! I've guessed what's coming next!
- E Yup – he told them his PIN number, and of course, it was actually the thief ringing, and he went straight out on a very long shopping trip.



- P Oh, that's mean. It's obvious a bank would never have asked for his PIN number, but you wouldn't register that at the time, would you? You'd be in a bit of panic after being told that your wallet's been stolen.
- E Absolutely. It's useful to hear about these scams, though, isn't it? I mean, if they tried that one on *me* now, at least I'd know about it.
- P Yeah. Well, the best one I've ever seen was on that TV programme where they film actors doing scams on the public. This actor, a big guy, walks into a museum wearing a black suit and a white shirt, and stops in a corridor in the middle of the museum. Out of his pocket he pulls a security guard's cap and an official-looking badge, which he hangs round his neck. And he starts stopping people and says he has to check them, searching their pockets for anything dangerous.
- E And somehow I suspect there was less in their pockets at the end of the search?
- P That's right. He got three wallets full of cash and credit cards in about five minutes. And, it was a long time before any of them noticed, 'cos they were walking round the rest of the museum.
- E You see, I would have believed him, definitely. It's the authority thing with people in a uniform, you just obey them automatically.
- P Yeah, and even if somewhere inside you did feel a bit suspicious, being British, you wouldn't want to make a scene in public, would you?
- E Certainly not! But honestly, if we're not careful, we'll end up being suspicious of everyone. Still, I suppose it's good to be on your guard.

## UNIT 10

### T 10.3

M = Mark A = Amy

- M Hi Amy! How's it going?
- A Hi Mark. Oh, OK. I'm just a bit annoyed with myself because I've left my umbrella on the bus. It was a really good one too.
- M Someone might hand it in, you never know.
- A Oh, I doubt it. And anyway, it's such an effort to go to the Lost Property office – and I don't even know where it is – and there's probably loads of paperwork involved in getting it back.
- M Well, you're in luck. I've got a mate who works in the bus station, and I think he has to deal with lost property sometimes. I can give him a call, and if it's been handed in, he could have it ready for you to pick up.
- A Aw, that would be great, thanks.
- M So, which brolly shall I tell him to look out for – the pink girlie one I assume?
- A Yes, of course – it's a Barbie brolly. Actually, it's a very classy-looking black and white umbrella with a silver point. It's pretty big – it looks a bit like a golfing umbrella. And ... it's got a white handle with a black stripe down the side of it.

- M Excuse me!. I'll wait a couple of hours and then ring him.
- A I bet they get loads of umbrellas left on buses, don't they?
- M Yeah. I think it might be the most common thing, I can't remember. I read something on the Internet a couple of weeks ago about the things that people most often leave on public transport. Let me see if I can find it again .... Yes, here it is. Ah, umbrellas are number three in the list. What do you think is the most common?
- A Bags?
- M Oooh, close. That's number two – especially carrier bags with shopping in them. Yeah, I've done that – put it on the floor under your feet and you've forgotten all about it by the time you get off.
- A Is it sunglasses?
- M Well, it doesn't say *sunglasses*, but glasses in general are fourth in the list.
- A I can't think what it is then.
- M Coats and jackets.
- A Oh, that does surprise me. They seem too big to forget about, and you wouldn't put them on the floor. What about mobile phones? Are they on the list?
- M Yup, they're number five. [*laughs*] It says that they leave them switched on so that people can call them, but everyone who rings in thinks that the person who's answering is a thief, so they get a lot of abuse at first! Now, what about laptops?
- A Surely people don't leave those on buses and trains very often, do they?
- M Well, they're not in this list. But the article says there is a place where laptops are often lost. See if you can guess where it is.
- A Taxis?
- M No, – it's airports.
- A What? In the departure lounge?
- M No. It sounds unbelievable, but it's people forgetting to pick their laptops up again after they've put them through the X-ray machine.
- A No! And I thought I was stupid. I'd never forgive myself if I did that.
- M Oh, come on, it is a pretty stressful time, sorting out your coat, mobile phone, belt, shoes, money – and all those security guards staring at you. People can't get out of there quick enough.
- A But they must realize they've left them behind before long. Why don't they just go back and ask?
- M Maybe they don't have time to go all the way back to the X-ray machines by the time they've realized. And it says that like you, most people don't even contact Lost Property about it – they just assume someone will have stolen it.
- A It's terrible how little we trust each other these days, isn't it? Anyway, we'll see. If someone hands my brolly in, I'll promise to have more faith in human nature.

## UNIT 11

Dear Bella,

I am fourteen years old and I have a big problem with my younger brother, Callum, who's 8. We fight all the time. It's terrible, I know, but I think I hate him. He follows me everywhere and he wants to use all my things, especially my computer. He ruins everything I'm doing. If I'm with my friends he always wants to be with us, and when I tell him to go away he goes crying to our mother. My parents always take his side. He's so spoilt he gets everything he wants. My mum says she can't understand why I don't want him with me and my friends, but we can't talk freely with him hanging round all the time. My dad says I should play with him more and let him use my computer, but he just plays his silly games on it and screams if I want to use it for my school work. He doesn't have many friends. Nobody at his school likes him and I know why – he cries if he doesn't win every game and he fights with the other children. My parents think he can do no wrong. What can I do?

Yours,

Luke Basset

Dear Bella,

My husband and I and our two sons are a happy and loving family. Ten months ago, after years of saving our money, we moved to the house of our dreams. However, our lives are now being made miserable by the behaviour of our neighbours, Mr and Mrs Fletcher. They play loud music until late at night. It's so loud that our children can't sleep. When we asked them to turn it down they refused. They don't have any children and they say that ours make too much noise when they're playing football in the garden. Also, they have refused to cut the hedge on their side of the fence. It is now huge and stops all the sunlight getting into our garden. One of the reasons we bought the house was because of the beautiful garden and now we can't use it. We've tried to talk to them about this too, but they say that they can do what they want in their garden. We don't want to move but we're going crazy. What can we do?

Yours,

Jane Iverson

### T 11.5

S = Simon D = Dad

- S Dad, can you help me with my English homework?
- D Sure, what's it on?
- S We're doing *Romeo and Juliet*.
- D Ah, that's funny. I was listening to a radio programme on Shakespeare in the car today. About how he might not have actually written the plays.
- S You're kidding!
- D No. Do they ever talk about that at school?
- S No.
- D Well, I think there've always been theories



- that Shakespeare can't have written them – and to be honest – I did find this programme quite convincing, even though I haven't read any of his plays since I was at school.
- S But look, it says here in black and white, *Romeo and Juliet* by William Shakespeare. Must be true.
- D Not really. Don't believe everything you read. They said on this programme that no one can come up with any hard evidence that Shakespeare was a writer – there are documents referring to him, but only as an actor and a businessman. And apparently he didn't write his name like that – he spelt it in different ways, but in all his signatures it's 'Shaksper' – S-H-A-K-S-P-E-R.
- S That's funny actually, 'cos I can never remember if there's an 'e' on the end of his name or not. He could just have been even worse at spelling than I am.
- D No, that's not possible Jake. But some people argue that Shakespeare can't have had the education you'd need to write all those plays. There's so much knowledge in them – well, you must know that, from having to work out all the references, you know, to history, law, music, Italian culture, all the foreign languages in them. But Shakespeare was from a pretty ordinary background you know, so at best he must have gone to the local grammar school and left at sixteen. He never went to university.
- S Really? But weren't universities just for aristocrats in those days anyway? And they didn't study weird subjects too – Latin grammar and astronomy – ugh!
- D Yeah, well, of course, you're right – very few people went in those days and yes, ordinary people weren't allowed to go.
- S But couldn't he have found out all that information himself some other way?
- D What, on the Internet?
- S Yeah, ha ha, alright, it wouldn't have been so easy.
- D And the other thing is, there's nothing in the plays about Shakespeare's own background, you know, Stratford, stuff from his own life.
- S Well writers do make things up when they're writing, dad.
- D Yeah, but there's always *something* that comes from their own life. With Shakespeare, nothing we can see. And – this I did find amazing – apparently Shakespeare's own daughters couldn't read or write! Not what you'd expect from a literary genius, is it?
- S So who do these people reckon must have written these plays then?
- D Er, what was his name? Edward somebody ... De Vere, I think, the Earl of Oxford.
- S Is there any proof?
- D Not really, but they said there's a lot in the plays that's similar to events in *his* life, and being an aristocrat, he would have had the right background, university, lots of foreign travel.
- S And was he definitely a writer then?
- D Well, apparently there are lots of documents referring to him as a writer of great poems

and plays, but there isn't a single play published in his name.

- S Right. Well at least I can forget this homework now.
- D What do you mean?
- S Well they can't expect me to write an essay on Shakespeare's style if they can't even prove he wrote this play, can they?
- D Mmm. I don't think they'll buy that argument at school – remember it's only a theory and there's no proof that Shakespeare *didn't* write the plays. Sorry, Simon, come on, let's have a look at what you've got to write.

## UNIT 12

### T 12.6

J = Julia C = Colin

- J Oh you're back. You've been gone for ages. What were you up to?
- C The supermarket was absolutely packed. I'd forgotten Friday night is always so crowded.
- J Well, rather you than me. Did you get the brown rice?
- C No, I got white rice. You didn't say you wanted brown.
- J Yes I did. I distinctly remember saying it to you as you went out. Anyway, that's what this recipe says we have to use.
- C I never heard you say anything about brown rice.
- J But I did. I told you that we'd run out of brown rice and I needed it for this ... Oh never mind! You obviously weren't listening to me – again.
- C Yes, I was, honestly. I just don't remember you saying anything about brown rice.
- J You just don't listen to me. Don't deny it.
- C Well, that's not true – or at least only when you're nagging.
- J I presume that means whenever I complain about anything. Then I'm nagging and being unreasonable.
- C Well, sometimes you *can* be a bit unreasonable when we argue.
- J Oh, so it's unreasonable to criticize you, is it? I am so sure I asked you to get brown rice, but you're never going to admit you weren't listening – as usual! Oh look – we just seem to be going round in circles again! Let's forget it.
- C Alright, I'm sorry, we all make mistakes, and we're both tired and hungry after a long day at work. Let's just eat and then watch TV. Did you record my programme?
- J Sorry, what programme? You didn't say you wanted me to record anything.
- C But it's Friday. I always record the football on Friday, you said you'd record it for me whenever I'm not here.
- J Well come on, you didn't remind me to. Honestly, I can't remember everything you know.
- C True!
- J Look I'm sorry – let's call it quits! I hate it when we argue like this.
- C Me too. Anyway, I can live without football

for a week I suppose. Maybe I'll go on the Internet and book that weekend in Edinburgh we were talking about.

- J Ah, I meant to say earlier – I've changed my mind about that.
- C What do you mean?
- J Well, you see, I was talking to Jane today and she told me today that she and Fred had had a really rotten time in Edinburgh last weekend. She said the weather was absolutely dreadful – freezing cold and wet.
- C Does it really matter what your sister and her boring husband think? Lots of people have told me that Edinburgh's a wonderful place. It's got so much, the castle, the atmosphere ...
- J I know, I know. It's just that she's put me off it – just until it's a bit warmer. We could go in the summer – maybe for the Festival. Actually, Sally at work said that she'd been to Bath last weekend, and she thought it was one of the most beautiful cities she'd ever seen. And there's lots to do and see, and it should be a bit warmer than Edinburgh at this time of year.
- C OK, I give in! But you'd better make your mind up soon, you know if we don't book soon, the train tickets will be very expensive. We have to book three weeks before we want to go to get the best price.
- J OK, where do *you* want to go?
- C I suppose I don't really mind. Let's go to Bath then. It is supposed to be really nice. I think it said in the newspaper that there was a music festival on there next month. That might be worth seeing. I'll check that out and maybe we can find a couple of concerts we'd like to go to.
- J Fantastic. Thanks, darling. Oh, Colin, fancy a brown rice salad made with white rice?
- C Sounds wonderful. All that arguing has made me hungry!



# Answers

## UNIT 1

1 **Present Simple** (×4) works, love, come, know

**Present Continuous** (×1) 'm going out

**Past Simple** (×3) came, met, found

**Past Continuous** (×1) was working

**Present Perfect** (×1) has been

**Present Perfect Continuous** (×1)

have been looking

**Future forms** (×2) I'll stay, we're going to get

**Present Simple passive** (×1) is owned

**Past Simple passive** (×1) was employed

2 are made 3 've made 4 took 5 'm going to take 6 was taken 7 've been 8 was 9 'll be 10 'm working 11 was working 12 've been working

3 2 went / didn't go 3 've lived / haven't lived 4 are you doing 5 'll see / won't see

4 2 F/A 3 F/A 4 A/F 5 A/F 6 A/F 7 F/A 8 F/A

5 1 2 How long ago was the solar system formed?  
3 How many people are born every day?  
4 When was oil first discovered in Saudi Arabia?  
5 How much does the US spend on defence every year?  
6 How fast is the International Space Station flying right now?  
7 How many children did Shakespeare have?  
8 How many people were killed in the Second World War?  
9 How much does the British Prime Minister earn a year?  
10 How long does the average marriage in Britain last?

2 1 40 million 7 3  
2 4.5 billion 8 72 million  
3 360,000 9 £190,000  
4 1938 10 11.5 years  
5 \$650,000 billion  
6 28,000kph / 17,500mph

6 Sample answers

2 Which languages does he speak?  
3 What (presents) did you get?  
4 How much did they pay?  
5 What are you going to see?  
6 Where did you go? / travel to?  
7 Where are you going?  
8 Who's he talking to?

7 2 They didn't have a lovely holiday.  
3 She doesn't work in the City.  
4 She hasn't got / doesn't have a brother.  
5 They haven't lived together for years.  
6 They don't have many friends.  
7 She didn't go to university.  
8 She doesn't work at night.

8 2 I did 3 I wasn't 4 they do 5 we didn't  
6 they are 7 they do 8 I haven't 9 I am  
10 I don't

9 2

/ɪ/	/e/	/æ/	/ɒ/
hit	red	ran	hot
build	friend	flat	wash
/ʊ/	/ʌ/	/ə/	/i:/
push	bus	about	eat
foot	does	doctor	meet
/ɑ:/	/ɔ:/	/u:/	/ɜ:/
heart	four	cool	first
start	walk	group	work

10 1 foreign, mobile  
2 regret, correct  
3 ambitious, reception  
4 typical, Internet  
5 education, economic  
6 immediate, community

11 2e 3g 4d 5c 6b 7i 8k 9o 10a  
11l 12n 13j 14m 15h

12 2 musical 3 economical 4 economize  
5 Economists 6 Employers  
7 unemployment 8 employed

13 2g 3f 4a 5c 6h 7e 8d

14 a4 b1 c3 d2 e5

15 1 with 2 about 3 at 4 to 5 to 6 about  
7 on 8 of 9 for 10 about 11 at 12 as

16 1 Order: 4 5 3 1 6 2

2 1 They are spread very widely across the country.  
2 The European Union was expanded.  
3 British companies go to Poland to recruit.  
4 They have a good reputation for being hard-workers.  
5 The older Polish community don't find it easy to identify with the new younger generation of Poles, and they worry about what their arrival will do for the reputation of Poles living in Britain.  
3 1 've probably heard, is growing, did you know, is now estimated  
2 have arrived, have been living, settled, were still living  
3 was expanded, have taken advantage

## UNIT 2

1 **Present Simple** (×8) lives, overlooks, keeps, paints, paint, see, find, work  
**Present Continuous** (×5) is becoming, is planning, 'm working, is falling, are leaving

**Present Simple passive** (×2) is inhabited, are employed

**Present Continuous passive** (×1) is being developed

2 2 's painting 3 finds 4 are found  
5 's thinking 6 is thought 7 is known  
8 knows 9 works 10 's only working

3 2 How many children does she have?

3 What does her husband do?

4 What does Annie paint?

5 Where does she (usually) work?

6 What's she doing at the moment?

7 Why are young people leaving the island?

8 How many visitors come every year?

4 2 He doesn't grow fruit and vegetables. He keeps sheep, chickens, and pigs.

3 She doesn't paint portraits. She paints animals and wildlife.

4 She isn't painting a series of wild birds.

5 The people of Lohan aren't employed in farming. They're mainly employed in the fishing industry.

6 Young people aren't leaving the island to get married. They're leaving the island to look for work.

5 2 How often do you see Julie these days?

3 I hardly ever go to the cinema any more.

4 I bump into my old girlfriend from time to time. / From time to time I bump into my old girlfriend.

5 Do you often come here? / Do you come here often?

6 I don't cook much. I usually eat out.

7 I only see my grandparents once a fortnight.

8 I was my hair twice a week, and I have it cut every month.

9 Nowadays children rarely play on their own outdoors. / Children rarely play on their own outdoors nowadays.

10 I sometimes spend 3 hours a day commuting.

6 4

/s/	/z/	/ɪz/
surfs	sells	changes
maths	buildings	beaches
weeks	loves	organizes
wants	learns	sentences
cooks	breathes	matches

7 1 How fast does the bullet train travel?

2 How many passengers does the bullet train / it carry?

3 How long does the journey take?

4 How much does Kumiko Mogi make / earn per journey?

5 How many women does Kumiko Mogi now teach / instruct?

6 What are the passengers wearing?



- 7 Who are they travelling with?  
 8 How many bags are they carrying?  
 9 What books or newspapers are they reading?  
 10 Mogi doesn't sell any ice-cream in winter.  
 11 People don't want beef and rice for breakfast.  
 12 She doesn't have any whisky.  
 13 The trolley girls don't sit down.  
 14 Mogi doesn't turn her back towards the customers.  
 15 She doesn't want to do a different job.

- 8 1 2 has 3 consists 4 doesn't matter  
 5 need 6 Do you own 7 costs 8 owe  
 9 looks 10 hope 11 doesn't suit  
 12 depends 13 prefer 14 smell  
 15 remember

- 2 1 comes, 're coming  
 2 doesn't have, isn't having  
 3 'm seeing, see  
 4 'm not thinking, don't think  
 5 'm watching, watch  
 6 aren't enjoying, don't enjoy  
 7 is usually used, 's being used

- 9 **Present Simple active** (×8) is, try, move, exports, imports, owns, spend, are  
**Present Continuous passive** (×4) are leading, is playing, is falling, are staying  
**Present Simple passive** (×7) is based, are imported, is employed, is produced, is imported, are owned, are employed  
**Present Continuous passive** (×1) is being increased

- 10 1 are banned 2 is not related 3 are often used 4 is wasted 5 are disliked 6 are despised 7 are overworked and are not appreciated 8 are stressed 9 are sent 10 is associated, is also known

- 11 1 2h 3a 4c 5i 6l 7b 8d 9e 10j 11k 12f  
 2 2j 3l 4k 5d 6g 7f 8c 9b 10i  
 3 2 mean 3 unsociable 4 pessimistic 5 hard-working 6 unambitious 7 cheerful 8 unselfish 9 confident 10 unkind

- 12 1 2j 3g 4c 5a 6i 7h 8d 9e 10f  
 2 2 looking after 3 turn on 4 Turn it off! 5 fill it in 6 look it up 7 take off 8 get on 9 pick it up 10 find out

- 13 1 sultanas, butter, white bread, milk, double cream, vanilla essence, egg yolks, sugar, orange rind

- 2 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✓

- 13 3 1 come 2 reckon 3 are you making 4 use, 'm putting 5 'm heating 6 are grown 7 like 8 don't know, are missing

## UNIT 3

- 1 **Past Simple** (×7) felt, bought, paid, wanted, put, wanted, put  
**Past Continuous** (×3) were visiting, was hanging, was standing  
**Past Simple passive** (×4) was painted, was sold, was repaired, was damaged  
**Past Perfect** (×3) had damaged, had decided, had agreed  
**Past Perfect Continuous** (×1) had been negotiating  
 2 2 was painted 3 were visiting 4 visited

- 5 saw 6 had seen 7 put 8 was put

- 3 2 When was *Le Réve* painted?  
 3 How much did Wynn pay for it?  
 4 Where was the painting hanging?  
 5 Who was it repaired by?  
 4 2 Wynn's friends weren't staying in his house.  
 3 They hadn't seen the Picasso before.  
 4 Steve Cohen didn't buy the Picasso.  
 5 Wynn didn't sell it to anyone else.  
 5 1 He was driving home from work.  
 2 He pulled the young man out of the van and took him straight to hospital.  
 3 She was throwing sticks into the pond for Toby to retrieve.  
 Toby was swimming in the pond.  
 4 She called the park officials.  
 5 Customers were standing in a queue, chatting to each other.  
 6 Martin Webb suffered a heart attack.  
 6 2 She'd overslept and missed the bus.  
 3 He hadn't studied enough and had failed his exams  
 4 Peter had been the best player in the team.  
 5 I'd never flown before.  
 6 He'd been doing the same job for ten years.  
 7 2 had been 3 had lived 4 was 5 hadn't managed 6 had taken 7 had been 8 went 9 made 10 felt 11 was 12 had been 13 decided 14 was  
 8 2 ate 3 had eaten 4 talked 5 'd talked 6 were you talking 7 drove 8 'd driven 9 was driving  
 9 2 was based 3 was first performed 4 was published 5 were performed 6 was built 7 was destroyed 8 was aimed 9 was shot 10 was inspired  
 10 2 Who did she see on the Underground?  
 3 What was he doing?  
 4 Why didn't she speak to him?  
 5 Which line was he travelling on?  
 6 Where did he get off?  
 8 She didn't receive any replies on the Internet.  
 9 Mr Laurence wasn't sitting on the Tube.  
 10 He hadn't bought a copy of the newspaper.  
 11 He didn't know why people were looking at him  
 12 Mr Laurence wasn't going out with anyone.  
 13 met 14 did 15 had  
 16 went 17 enjoyed 18 got  
 19 had invited 20 was looking  
 11 1 1 born 2 birthday 3 birth 4 Birth 5 birth 6 birthday  
 2 1 married, get married 2 marry 3 been married 4 get married 5 been married 6 wedding 7 got married 8 marriage  
 3 1 died 2 death 3 dead, die 4 death, died 5 dead 6 dying 7 die 8 died  
 12 1 A at B On, on, in, At, on, in 2 -, on, in, at 3 At, in 4 On, in 5 A - B at, at - A at 6 In, in, -, in

/θ/	/tʃ/	/ʃ/
thought bath thanks	mature church fetch	machine share wash
/ð/	/dʒ/	/ʒ/
this clothes mother	age gadget German	measure pleasure revision
/ŋ/		
tongue bank hang		

- 14 1 **Carol:** Her dad carrying her on his shoulders.  
**Anne:** A silver Christmas tree.  
**Richard:** Nothing at all.  
 2 1 Because he was a really big tall man.  
 2 He thought she was too big.  
 3 Because it seemed like the end of childhood.  
 4 Her mother said it really happened.  
 5 About five years.  
 6 What completely a different world small children live in.  
 3 1 used to carry, adored, was  
 2 was, were walking, used to live, didn't want to  
 3 I've just made up, asked, said it had really happened, used to have

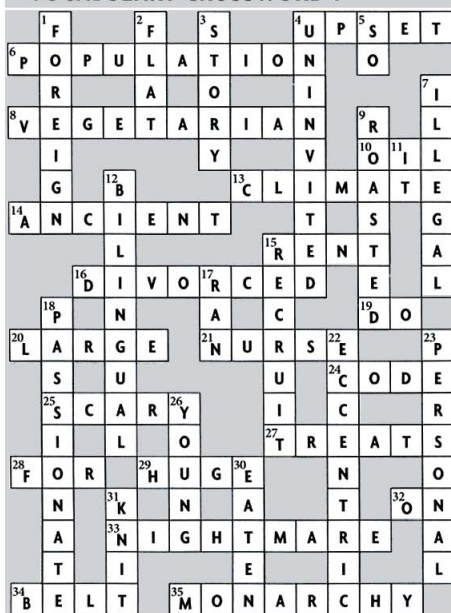
## UNIT 4

- 1 **IMPORTANT to do or** have to buy, have to drive, must wear, must see  
**IMPORTANT NOT to do** mustn't say, mustn't address  
**NOT NECESSARY to do** don't have to leave, don't have to pay  
**GOOD IDEA to do or GOOD IDEA NOT TO DO** should bring, should leave, should be, should buy, shouldn't drive,  
**ABLE or PERMITTED to do** can tip, can travel, can get  
**FORBIDDEN to do** can't smoke, aren't allowed to smoke  
 2 2a 3a 4c 5b 6c 7a 8a 9b  
 3 2 does he have to 6 does he have to 3 does his had have to 7 doesn't she have to 4 doesn't he have to 8 does she have to 5 does she have to  
 4 1b 2d 3e 4a 5f 6c  
 5 2 c, d 3 f, e 4 g, h 5 i, j  
 6 1 a) must b) had to 2 a) have to b) had to 3 a) must b) have to 4 a) must b) have to  
 7 2 mustn't 3 don't have to 4 didn't have to 5 doesn't have to 6 didn't have to 7 don't have to 8 mustn't 9 mustn't 10 don't have to  
 8 1 2 You should get it serviced.  
 3 She should take more exercise.  
 4 He should take up a hobby.  
 2 2 do you think I should I go to?  
 3 do you think I should I have?  
 4 do you think I should I take?  
 5 do you think I should I say?



- 10** 2 An immigration official at an airport.  
3 A teacher or an examination invigilator at an exam.  
4 A librarian in a library.  
5 A flight attendant on a plane.  
6 A prisoner in gaol.  
7 A museum attendant in a museum.  
8 A life guard in a swimming pool.
- 11** 1 don't have to 2 can 3 can 4 don't have to  
5 have to 6 can't 7 has to 8 has to  
9 aren't allowed to 10 had to 11 have to  
12 aren't allowed to
- 12** 1 2 I've got to pick those empty bottles up!  
I've got to pick up those empty bottles!  
3 I tried a coat on, but I didn't buy it.  
I tried on a coat, but I didn't buy it.  
4 Please don't throw those newspapers away.  
Please don't throw away those newspapers.  
5 I'll sort this problem out.  
I'll sort out this problem.
- 2 I tried it on but I didn't buy it.  
3 Please don't throw them away.  
5 I'll sort it out.
- 3 2 When you get to Reception, ask for Mr Smith.  
When you get to Reception, ask for me  
3 I'm looking forward to the party.  
I'm looking forward to it.  
4 I'll look after the children.  
I'll look after them.  
5 I get on well with my mother-in-law.  
I get on well with her.
- 13** 1 2b 3c 4b 5c 6a  
2 1 easily 2 too much 3 normal 4 colour  
5 using a mobile phone 6 more  
3 1 coming up to 2 pick up 3 cut off  
4 put up with 5 get through

### VOCABULARY CROSSWORD 1



### UNIT 5

- 1 prediction with will (x3) / won't (x2)**  
will be, will change, will become  
won't grow up, won't be  
**prediction with going to (x2) / intention with going to (x1)** 'm going to have to, 's going to be, 're going to live  
**arrangement with Present Continuous** is moving, 'm getting rid of  
**possibility with may (x2)** may stop, may have to  
**possibility with might (x2)** might fall, might have to  
**possibility with could (x1)** could be
- 2** 1 I think I'll go to bed soon  
3 I don't think it'll rain today.  
4 I wonder if I'll meet anyone famous.  
5 ... I don't suppose he'll lend you any.  
6 I'm sure you won't like it.  
7 I expect you'll be hungry after your journey.  
8 I don't think it'll work.
- 3** 2 When will you get your results?  
3 How will you pay your bills?  
4 What will you eat?  
5 How will you get home?  
7 They won't be late  
8 He won't forget your birthday.  
9 You won't enjoy the film.  
10 England won't lose the match.
- 4 Sample answers**  
2 I'll get a drink.  
3 I'll answer it.  
4 I'll lend you some.  
5 I'll help you.
- 5** 2 They're going to watch Love Story  
3 She's going to have a baby.  
4 He's going to jump out of the plane.  
5 They're going to watch the match.  
6 The trains are going to crash.
- 6** 2 'll get 3 'll give 4 're having, 'll get  
5 'll you be, 'll call 6 'll bring  
7 'll give, are you going to do, 'm going to see  
8 are you going to start, 'll do, 'll start
- 7** 2 are you inviting 3 're coming 4 're bringing  
5 are you getting 6 's delivering  
7 's even making 8 are you giving  
9 're travelling 10 're staying
- 8** 1 'm seeing 2 're going 3 's going to rain  
4 won't tell 5 'll lend 6 're having  
7 's being delivered 8 's taking
- 9** 2 It could be good, or it could be rubbish  
3 She might be a doctor or she might be a vet.  
4 I may buy a Ford or I may buy a Toyota  
5 I could watch a film or I could watch the football
- 10** 1 2e 3c 4j 5g 6h 7a 8d 9k 10i  
11j 12f  
2 2 Where are they staying?  
3 What are they going to see?  
4 What sort of car is Chantal getting?  
5 When are Helen and her boyfriend getting married?  
6 What may they buy themselves?
- 11** 1 1 with 2 of 3 of 4 with  
2 1 for 2 about 3 about 4 for  
3 1 in 2 to 3 in 4 to  
4 1 with 2 of 3 with 4 for

- 12** 1 1✓ 2X 3✓ 4✓ 5X

- 2 1's meeting 2 will make  
3 're going to ban 4 'm not going to get  
5 will be 6 'll pick

### UNIT 6

- 1** 1 2a 3i 4h 5d 6j 7f 8l 9e 10g  
11c 12k  
2 f/e, c/i/j, d, g, h, a, k
- 2** 2 What size shirt are you looking for?  
3 Whose coat is this?  
4 What nationality is your wife?  
5 Which newspaper do you read?  
6 What sort / kind of music do you like?  
7 Which university did you go to?  
8 What make is your mobile phone?  
9 Which bus goes to the station?  
10 Whose dictionary is this?  
11 What number is your house?  
12 Which one do you want?
- 3** 2 How far... 3 How long... 4 How fast...  
5 How much... 6 How many 7 How often...  
8 How long... 9 How tall... 10 How much...
- 4** 2g 3h 4d 5a 6f 7c 8e
- 5** 2 What do you want it for?  
3 Who does it belong to?  
4 What did he die of?  
5 What are you so angry about?  
6 Who does he work for?  
7 Who are we waiting for?  
8 Where did you get it from?  
9 Who did she get married to?  
10 What did you talk about?
- 6** 3 What is she studying?  
4 Which university is she studying at?  
5 When is her birthday?  
6 Is she going out with anyone?  
7 Who does she live with?  
8 What colour is her hair?  
9 What colour are her eyes?  
10 How tall is she?  
11 What sort of clothes does she wear / like?  
12 What does she look like?  
13 What's she like as a person?  
14 What does she like doing?  
15 What kind of music does she like / listen to?
- 7** 1 2 has built 3 was given 4 made  
5 're learning 6 is situated 7 were stolen  
8 were bought 9 estimates 10 spend  
2 2 How many sheds has he built?  
3 What colour are the windows and doors?  
4 What's the shed made of?  
5 How much has the shed cost?  
6 How long did it take to build?  
7 How much time does Sean spend in this shed?  
8 What's the shed like inside?
- 8** 1 2 rewarding 3 satisfied 4 delighted  
5 stunning 6 challenging  
7 overwhelmed 8 amused
- 8** 2 2 worried 3 exhausted 4 confusing  
5 terrified 6 impressed 7 annoyed
- 9** 1 You'll never succeed if you don't work hard.  
2 I've almost finished my homework, but not quite.  
3 She's definitely coming to the party.  
4 You behaved very badly yesterday.



- 5 They love each other passionately.
- 6 I really don't like her.
- 7 He only earns £10,000 a year.
- 8 He always wears a jumper, even in summer.
- 9 The water isn't warm enough to go swimming.
- 10 It's much too cold for me.
- 11 I just want a cup of tea.
- 12 Fortunately, he wasn't seriously injured.
- 13 I completely forgot her birthday.
- 14 I don't like skiing very much at all.
- 15 When did you last see Peter?

- 10 1 1c 2f 3d 4g 5a 6e 7b  
1d 2f 3c 4g 5a 6b 7e
- 2 2 old-fashioned 3 stressful 4 hard-working  
5 smart 6 bad-tempered 7 fussy  
8 clever 9 big-headed 10 well-off

- 11 2 conversation, politeness, banana, attention, sociable, preparation, apartment, international, customer, personal, intelligent, surprising
- 3 1 I love his photographs. He's definitely my favourite photographer.  
2 Dave studied politics at university, but he never wanted to become a politician  
3 Technology advances so quickly these days. It's impossible to imagine what technological changes there will be in the next 20 years.  
4 Bill doesn't seem to like vegetables. I can't understand why he's a vegetarian.  
5 The role of employment agencies is to help employers find suitable workers.  
6 I know anything's possible in football, but do you think England winning the World Cup again is a real possibility

- 12 Journeys 1 pick you up 2 get in 3 Hang on 4 set off

Moving house 5 are you settling in  
6 get down to 7 bring them up 8 work out

Relationships 9 split up 10 going out with each other 11 put up with 12 get over

Hurry up! 13 Come on! 14 Calm down 15 go on about 16 held up

- 13 1 Dan pretty small, rich dark red, a small one in the roof  
Laura bedroom, soft wool carpet, bed, wardrobe, chair

- 2 1 good 2 noisy 3 wonderfully  
4 quietly 5 carefully 6 creative  
7 straight 8 slowly

## UNIT 7

- 1 1 1b 2d 3c 4g 5a 6h 7f 8e
- 2 a How many Harry Potter books has she written?  
b How many pictures did he sell when he was alive?  
c How many children has she adopted?  
d How many times was she married/did she get married?  
e Whose band was called *The Wailers*?  
f Has he ever taken drugs?  
g How long has he lived in Los Angeles?  
h When did she write *Pride and Prejudice*?
- 3 a 7 b 1 c 3 d 3  
e Bob Marley's f Yes, he has.  
g Over 30 years h In her 20s

- 2 1 was born 2 has been 3 has also designed  
4 studied 5 went 6 moved 7 has travelled  
8 was sold 9 has recently been held 10 lives

- 3 1 gone 2 been 3 been 4 gone 5 been  
6 been 7 gone

- 4 1 I've just heard about your accident  
2 Have you had breakfast yet?  
3 I've already finished my exams.  
4 Have you ever been to Thailand?  
5 I haven't seen that film yet.

- 2 1 a Student's own answer  
b I haven't seen him since 2002.  
c Student's own answer
- 2 a Student's own answer  
b She's been in Germany since April.  
c Student's own answer

- 3 1 Excuse me! I haven't finished yet!  
2 No, thanks. I've just had one.  
3 I'm afraid he's just gone out.  
4 Has it started yet?  
5 But I've already finished it.  
6 How long has it been/is it since we last met?

- 5 1 's just been promoted  
2 've applied  
3 have you been injured  
4 has just lost  
5 has passed  
6 has been given  
7 have you saved  
8 has been called  
9 haven't been offered  
10 has risen

- 6 1 been eating 2 eaten 3 never met  
4 known 5 been writing 6 written  
7 been watching 8 watched

- 7 1 has moved, 've been looking, haven't found  
2 've been shopping haven't bought  
3 've ever heard  
4 've been listening, haven't understood  
5 've been working  
6 've been trying, 've lost

- 8 2 How long have you been having driving lessons?  
How many driving lessons have you had?  
3 How long has he been a teacher?  
How many school has he taught in?  
4 How long have you been waiting?  
5 How many guest have been invited?  
6 What have you been doing all this time?  
Where have you been?

- 9 1 How long have you known the teacher?  
2 This is the first time I've eaten Thai food.  
3 I've been learning English for four years now.  
4 What were you doing last night at around 8 pm?  
5 How long have you been working here?  
6 The World Cup has been won by Brazil five times.

- 10 1 2 have spent 3 stayed 4 died  
5 have been staying 6 has been suffering  
7 have brought 8 have been married  
9 have just returned 10 have made  
11 was/is named 12 was put up

- 2 Sample answers  
2 How much has the couple spent staying at the hotels?

- 3 When did the couple's love of motel life begin?  
4 Why did they move in 1997?  
5 How often do they return to their flat to pick up their post?  
6 How long has Mrs Davidson suffered from a bone disease?  
7 How long have they been married?  
8 Why was a room named 'The Davidson Suite' and a plaque put up in Reception?

- 11 1 Be crazy about, about to, into, off work, keen on, in touch with, away on business, sure of  
Have a lot in common, a problem with, time off work, a word with, a good time, fun

- 2 1 crazy about, have, in common, keen on, into  
2 a word, off, 've been, had  
3 away, touch, about, have, sure, have

- 12 1 between 2 in 3 to 4 on 5 with 6 to 7 on 8 on 9 in 10 in 11 to 12 by

- 13 2 Assistant: Help?  
Customer: Yes, Jumper.

- A: Size?  
C: Large.  
A: Colour?  
C: Green.  
A: This, like?  
C: No, style, nice, too bright  
A: This, darker, green  
C: Yes, like, made, Cotton?  
A: Yes, machine-washable  
C: Great, try, on?  
A: Course, changing rooms, over there

- 14 1 1 passion 2 have been making 3 have experience 4 TV drama 5 pop videos 6 music 7 basic 8 lighting 9 May 10 June

- 2 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

## UNIT 8

- 1 1 2 to live 3 saying 4 to ask  
5 to remember 6 working 7 worrying  
8 to keep 9 to have 10 climbing  
11 to do 12 to travel 13 feel 14 to play  
15 move 16 watching 17 talking 18 know
- 3 2 to tell 3 to live 4 to remember 5 to work  
6 living 7 going 8 visiting 9 sleeping  
10 to play, playing 11 (to) make  
12 to apply 13 to ring 14 know
- 2 2 Watching 3 mending 4 Finding  
5 waking up 6 walking 7 helping  
8 Living 9 Giving up 10 working
- 3 2 to follow 3 show 4 to hurt 5 stay  
6 to learn 7 to buy 8 carry 9 to join 10 to be
- 4 2 a/c 3 b/c 4 a/c 5 b/c 6 b/c  
7 a/b 8 b/c
- 5 2 Tom begged Mia to marry him.  
3 Mary warned the children not to run round the edge of the swimming pool.  
4 Bobby refused to go to bed.  
5 Ben advised Bill to talk to his solicitor.  
6 The teacher ordered Harry to take the chewing gum out of his mouth immediately.
- 6 1 Alan thinks it's too expensive, and I agree.  
2 She thinks she's right, but I don't agree.  
3 ✓ 4 ✓



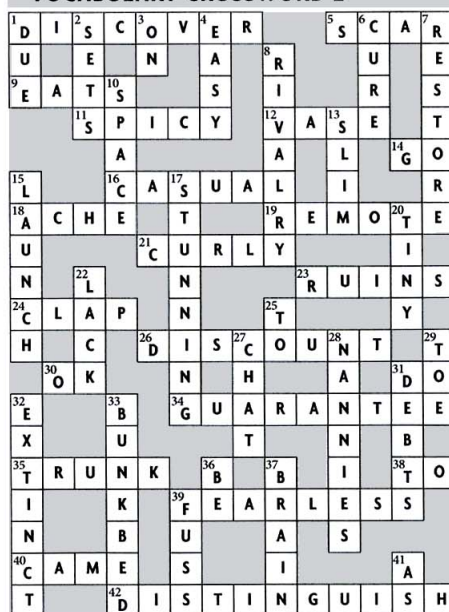
- 5 She thought we should go, and I agreed.  
6 They agreed to talk about it again tomorrow.
- 7 1 2 to see 3 let 4 to go 5 not very easy  
6 to accompany 7 carrying 8 made  
9 to protect 10 was hoping 11 meeting  
12 was about to
- 2 a 'Don't expect to see any tigers.'  
b 'Tigers usually like to sleep in the heat of the day.'  
c 'Ssshh! I told you to keep very quiet!'  
d 'What's that lying in the bushes?'  
e 'I'm afraid to move or to breathe.'  
f 'Help! The tiger's trying to grab my leg.'  
g 'We haven't a hope of escaping.'  
h 'The elephant's managed to save our lives.'
- 8 1 A **up** 2 save up 3 hurry up 4 speak up  
B **down** 1 slow down! 2 cut down  
3 going down 4 Calm down!  
C **out** 1 dying out 2 dropped out  
3 went out 4 fallen out
- 2 2 turned up 3 shop around  
4 showing off 5 gone off 6 Look out  
7 Hold on 8 check in
- 9 1&2

- A Hello. Phoneaflight. Can I help you?  
C Yes, I'm looking for a flight to Paris.  
A When would you like to travel?  
C I was hoping to travel on Friday, at about  
9.00 in the morning.  
A OK. Do you want to travel from London?  
C Yes, please. If you can make it Heathrow,  
that would be great.  
A Right ... I'm looking at a flight that leaves  
at 9.40. Would that be OK?  
C That would be fine.  
A And when were you thinking of returning?  
C It's just a single I need. Can I pay for it now?  
A Sure. Can you give me your credit card  
details?  
C It's a VISA card, number 0494 ...

#### 10 1 Student's own answers

- 2 1 Men.  
2 There are more high-powered action  
roles for women since Lara Croft, Tomb  
Raider and Matrix.  
3 She wasn't very good at acting and her  
tutor knew she was an adrenaline junkie.  
4 Serious preparation.  
5 It's too expensive for them to be off work.  
6 The idea of wasting your life.
- 3 1 becoming 2 to do 3 to become  
4 climbing, jumping 5 do

### VOCABULARY CROSSWORD 2



### UNIT 9

#### 1 2

- 1 If a friend gets in touch with me, I always  
reply.  
2 If I have something to say, I'll text back.  
If she likes it, I'll tell her it looks good.  
3 If it was really important, I'd lie.  
If it was really juicy, of course I'd tell other  
people!  
4 If she'd left her phone anywhere, I wouldn't  
have looked at her messages.  
If she hadn't wanted me to read her  
messages, she wouldn't have left her phone.

#### 2 No condition

Henry always gets angry if you criticize him.  
Does meat go off if you don't keep it in a fridge?

#### Possible condition

I'll help you if I have time.  
Things will get better if you just wait and  
are patient.  
Will you still love me if I go grey and  
get fat?

#### Improbable condition

I wouldn't do that if I were you.  
The world would be a happier place if people  
smiled more  
What would you do if you saw a fight on  
the street?

#### Impossible condition

I wouldn't have cooked meat if you'd told me  
you were vegetarian.  
Arsenal would have won if Chelsea hadn't  
scored in the last minute.  
Would you have gone to university if you  
hadn't had enough money?

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

#### 4 1 2 found 3 cheated 4 claimed 5 got 6 took 7 asked

- 2 a she wasn't, could get  
b I'd ignore  
c I'd tell, she was, I'd lie  
d I'd keep, could  
e I'd get, I'd sell, I wouldn't care

f I wouldn't give, I knew, He wouldn't miss  
g I'd do, I wouldn't like, they were, I'd be

#### 3 2f 3g 4b 5a 6e 7c

- 5 2 If she'd found a job in England, she wouldn't  
have gone to Australia.  
3 If she'd married Mike, she wouldn't have  
met Bruce.  
4 If she hadn't married Bruce, she wouldn't  
have had Bill and Maddox.  
5 If their children hadn't left home, they  
would have stayed in the country.  
6 If they'd had more money, they would have  
retired.  
7 If they hadn't moved to London, they  
wouldn't have met Maud and Lionel.  
8 If they hadn't gone to Egypt, they would  
have visited their relatives.
- 6 2 Where would you have travelled to?  
I'd have gone to Africa.  
3 What kind of car would you have bought?  
I'd have bought a Mercedes.  
4 What would you have said to him?  
I'd have told him he was a great actor.  
5 What would you have had?  
I'd have had rhubarb crumble.  
6 What would you have called him?  
We'd have called him Alfie.  
7 How many children would you have liked?  
I'd have liked six.  
8 Which road would you have taken?  
I'd have taken the A203.
- 7 2 should have told  
3 wouldn't have gone  
4 could have killed  
5 should have written  
6 shouldn't have bothered
- 8 2 You should have.  
3 You shouldn't have stolen it.  
4 You shouldn't have bought  
5 You shouldn't have gone
- 9 3 1 He could have gone home.  
2 She might have left early.  
3 I should have written it down.  
4 We shouldn't have spent all our money.  
5 If they'd seen him, they'd have told him.  
6 She wouldn't have got the job if  
she hadn't passed her exams.
- 10 Sample answers  
1 If he hadn't forgotten his wallet, he  
wouldn't have gone back to the store.  
2 If he hadn't gone back to the store, he  
might have escaped.  
3 He shouldn't have started correcting the  
shopkeeper.  
4 If they'd opened the safe, they'd have  
escaped with \$50,000  
5 They should have used less dynamite.  
6 They could have killed themselves.  
7 Security officers should have detected his  
gun while he was checking in.  
8 If he'd checked where the plane was going,  
he wouldn't have tried to hijack it.  
9 He could have caused the plane to  
decompress.  
10 He could have killed a passer-by.  
11 If he hadn't tripped he wouldn't have  
knocked out two teeth.  
12 He should have looked where he was going.



- 11** 1 **make** a mistake, up your mind, a decision, a mess, sure that, a speech, a profit, a noise, a phone call, friends with, progress  
**do** the shopping, someone a favour, the housework, nothing, my best, exercises, the washing-up
- 2 1 made up her mind  
 2 do some exercises  
 3 do nothing  
 4 make a noise  
 5 doing my best  
 6 does the washing up  
 7 do me a favour  
 8 made friends with  
 9 make a phone call  
 10 make sure
- 12** 1 1 They charge you £30 for the call.  
 2 You have to enter your old security details and then the new ones.  
 3 The thief pretends to be from your bank.
- 2 1 ring, are, charge  
 2 might have fallen  
 3 would never have asked, wouldn't register, would  
 4 tried, 'd know  
 5 're not, 'll end up

## UNIT 10

- 1** 2a 3d 4g 5k 6l 7e 8n 9j 10i 11h 12c 13f 14o 15m
- 2** 3 A Boeing 747 is an aeroplane.  
 4 They are aeroplanes.  
 5 A Mini Cooper is a car.  
 6 They are cars.  
 7 A mobile is a phone.  
 8 They are phones.  
 9 Einstein was a scientist.  
 10 They were scientists.  
 11 Van Gogh was an artist.  
 12 They were authors.  
 13 Charles Dickens was a writer.  
 14 They were writers.  
 16 an 17 a 18 an 19 a 20 an
- 3** 2 the country 3 the sky 4 the future  
 5 the seaside 6 the mountains 7 the government 8 the weather 10 the salt  
 11 the door 12 the cinema 13 the garden  
 14 the post office 15 the bathroom  
 16 the radio 18 the same 19 the first  
 20 the most delicious
- 4** 1 1c 2a 3f 4b 5d 6e  
 2 2 Honesty 3 love 4 Variety 5 Crime 6 Time  
 3 2 Chess 3 Biology 4 poker
- 5** 1 the, (-) 9 (-), (-), (-)  
 2 (-), (-) 10 the, the, (-), the  
 3 (-), (-) 12 (-)  
 4 (-), (-) 13 (-)  
 5 (-), (-), the 14 the  
 6 (-) 15 (-), (-), The  
 7 the, (-), (-) 17 (-)  
 8 the, (-) 18 Tthe
- 6** 1 **Possessive adjective** his, our  
**Possessive pronoun** yours, hers, theirs
- 2 1 yours 2 Your, theirs 3 my, hers, mine, hers 4 its, our 5 mine / ours 6 his, her 7 its

- 7** 2 mother's 3 Children's 4 brother's  
 5 neighbours' 6 Sue's 7 doctor's, chemist's  
 8 yesterday's 9 weeks' 10 tomorrow's
- 8** 2 all day 3 all my homework 4 all of us  
 5 All I need 6 all my life 7 all kinds
- 9** 1 everywhere 2 All 3 Everyone, All  
 4 everything 5 every 6 all 7 all 8 every
- 10** 2 yourself 3 themselves 4 yourselves  
 5 each other 6 each other 7 themselves  
 8 myself
- 11** 1 1b 2f 3c 4d 5a 6e  
 2 2U 3U 4U  
 3 3 suitcases 4 is 5 some 6 homework  
 7 fruit 8 journey 9 job 10 furniture  
 4 1 travel 2 a suggestion 3 some bread  
 4 work 5 lovely weather 6 experience  
 7 's too much traffic 8 a paper  
 9 How many times 10 How much time
- 12** 1 1 clear, beer 2 where, bear 3 stay, weigh  
 4 know, phone 5 shy, high 6 enjoy, noise  
 7 now, aloud 8 poor, sure
- 2 1 plane, south, Spain  
 2 boy, coat, enjoyed  
 3 known, nearly, five  
 4 wearing, rose, hair  
 5 smoke, pipes, days  
 6 likes, ride, motorbike

- 13** 1 1b 2e 3f 4a 5c 6d  
 2 2 moving into 3 clear up 4 applied for  
 5 plug it in 6 knocked down  
 3 1b 2a 3c4d 5f 6e  
 4 1 let me down 2 pay you back  
 3 getting over 4 sort everything out  
 5 put the fire out 6 work it out
- 14** 1 1 coats and jackets 2 bags 3 umbrellas  
 4 glasses 5 mobile phones  
 2 1c 2b 3a 4b 5c  
 3 Actually, it's a very classy-looking black and white umbrella with a silver point. It's pretty big – it looks a bit like a golfing umbrella. And it's got a white handle with a black stripe down the side of it.

## UNIT 11

- 1** 1 Luke is fighting with his younger brother.  
 2 2 must have 3 may get annoyed 4 must have 5 may be studying 6 might not know 7 could be jealous 8 can't have  
 3 Noisy neighbours  
 4 1 must be 2 may have 3 can't be 4 must know 5 may be 6 can't have

## Letters (p90-91)

- 2** 1f 2c 3h 4e 5g 6b 7d 8a
- 3** 1 2 He must be ill.  
 3 He could be in the coffee bar.  
 4 He might have a doctor's appointment.  
 5 He may be stuck in a traffic jam.  
 6 His bus might be late.  
 7 He may be talking to a friend from another class.  
 8 He must want to miss the test.

- 2 2 He can't be ill.  
 3 He can't be in the coffee bar.  
 4 He can't have a doctor's appointment.  
 5 He can't be stuck in a traffic jam.  
 6 His bus can't be late.  
 7 He can't be talking to a friend from another class.  
 8 He can't want to miss the test.

- 4** 1 a must<sup>/ə/</sup> have /mʌstəv/  
 2 b can't<sup>/ə/</sup> have /kæntəv/  
 3 a should<sup>/ə/</sup> have /ʃʊdəv/  
 4 b could<sup>/ə/</sup> have /kʊdəv/

- 5** 2 be listening, be having 3 be sitting  
 4 be reading 5 be taking 6 be holding, be going 7 be digging, be repairing

## 6 Sample answers

- 1 He must have had an accident.  
 He might have been snowboarding.
- 2 They must have had an argument.  
 They can't have enjoyed their meal.
- 3 He can't have passed her driving test.  
 He may have been nervous.
- 4 The cat could have eaten the bird.  
 The bird might have escaped.
- 5 He must have missed his plane.  
 The plane could have been delayed.
- 6 They can't have enjoyed the film.  
 It must have been boring.
- 7 She must have lost his mobile phone.  
 It might have been stolen.
- 8 He must have received good news.  
 He may have won the lottery.
- 7** 2 You can't have worked hard for your exams.  
 3 I might have left my mobile in the Internet café  
 4 He must have been on a diet.  
 5 They could have got married in secret.  
 6 He may have called while we were out.
- 8** 1 1 He was struck by a train.  
 2 Jan came out of his coma after 19 years.  
 3 It has changed beyond all recognition.
- 2 2 Jan might have worked for the railway for many years.  
 3 Gertruda must have been amazed when he opened his eyes.  
 4 The doctors may not have expected Jan to wake up.  
 5 Jan can't have seen a mobile phone before.  
 6 They must be enjoying life together now.
- 3 1 He was playing in the garden of his home  
 2 After twenty one months.  
 3 He was in bad shape and had lost a lot of weight.
- 4 1 Arnie might have been stolen by a dog-breeder.  
 2 Arnie could be a pedigree dog.  
 3 The family can't have expected Arnie to return.  
 4 The family must have been surprised to hear from the neighbour.  
 5 Lucky may be a mongrel dog.  
 6 Arnie must have been treated very badly.
- 9** 1 **-ness** consciousness, laziness, moodiness  
**-ment** disappointment, excitement  
**-dom** freedom, boredom, wisdom



-ity curiosity, stupidity, generosity  
-th length

- 2 1 strength 2 illness 3 freedom  
4 generosity 5 length 6 wisdom  
7 disappointment, stupidity 8 moodiness  
9 curiosity 10 laziness, boredom,  
excitement

- 10 1 about, on, to 2 for 3 on 4 with, of  
5 in 6 to 7 with 8 at, for 9 for, for  
10 from 11 on 12 on

- 11 1 1✓ 2✓ 3X 4X 5✓

- 2 1 Shaksper.  
2 None.  
3 The Earl of Oxford.  
4 He was an aristocrat. He went to  
university, travelled a lot and was known  
to be a writer. There is a lot in the plays  
that is similar to events in his life.  
5 None.  
3 1 might not have  
2 can't have written  
3 could just have been  
4 must know  
5 couldn't he have found out  
6 must have written

## UNIT 12

- 1 2 'He has a collar with my address.'  
3 'I bought him from a breeder in 2005.'  
4 'Felix is more a member of the family than  
a pet.'  
5 'Felix has been disappearing for days on end.'  
6 'When he comes home, he's not eating his  
food.'  
7 'Paul Flashman is feeding Felix.'  
8 'Because he has always wanted a cat of  
his own.'  
9 'I miss my cat dreadfully.'  
10 'I'll do anything to get him back.'

- 2 2 He said that the cat had been living wild for  
years.  
3 He told reporters that Felix was his.  
4 He claimed that Mrs Small had told the  
police complete lies.  
5 He insisted that Mrs Small had never loved  
Felix like he did.  
6 He explained that he had always had a good  
relationship with his other neighbours.  
7 He thought that Mrs Small was complaining  
because she didn't like him.  
8 They police said they would investigate the  
situation.

- 3 1 2 She said she was going to Berlin soon.  
3 I thought the film would be interesting.  
4 She said she couldn't help me because she  
had too much to do.  
5 I was told (that) Daniel had bought the  
tickets.  
6 She thought it was a stupid idea, and it  
wouldn't work.  
7 He complained that they'd had terrible  
weather on holiday.  
8 They told me they'd never been to Croatia.  
9 They added that they wanted to go some  
day.  
2 3 He wondered why she was crying.  
4 He asked me if he could borrow my car.  
5 The customs officer asked me where I  
had come from.

- 6 She wanted to know how long I was  
going to be at the gym.  
7 She asked us if we would be back early.  
8 She asked me when I had to go to work.  
9 She wanted to know how much it cost to  
fly to New York.

- 4 1 2 And why do you want to borrow the  
money?  
3 What's your job?  
4 And how much do you earn?  
5 Are you married?  
6 Have you got any children?  
7 How long have you lived there?  
8 When would you like the money?  
2 2 ...why he wanted to borrow the money.  
3 ...what his job was.  
4 ...how much he earned.  
5 ...if he was married.  
6 ...if he had any children.  
7 ...how long he had lived in his flat.  
8 ...when he would like the money.

- 5 2 He asked Sue if she could cook dinner.  
3 The teacher told the class to hand in their  
homework on Monday.  
4 My wife reminded me to post the letter.  
5 Marta invited Paul to come over for dinner.  
6 The judge ordered Stanley Fox to pay a fine  
of £200.  
7 Flora persuaded Emily to buy the black  
shoes.  
8 Marco encouraged Anthony to sing  
professionally.  
9 She begged me not to tell her father.

- 6 2 He asked her not to go.  
3 He told Debra he was going to bed.  
4 Jeremy asked his dad how much he earned.  
5 The teacher told the class to turn to page 34.  
6 The secretary asked Ms Fulton to call back  
later.  
7 The teacher told the class they had done  
very well in the test.  
8 The police officer told the children not to  
run across the road.  
9 Pam asked Roy if he was going to the  
concert.  
10 Harry told his daughters to get up.  
7 2 told 3 asked 4 said 5 asked/told  
6 explained 7 tell 8 speak 9 replied/said  
10 do you ask 11 tell 12 speak/talk  
13 said 14 talk/speak 15 said

- 8 2 Jo agreed to lend Matt £10.  
3 Harry admitted that he had broken the  
camera.  
4 Timmy denied that he had pulled her hair.  
5 The student explained that he/she hadn't  
done the homework because he/she had  
been ill.  
6 Jessica's dad promised to buy her a pizza if  
she tidied her room.  
7 Patrick complained that there was a fly in  
his soup.  
8 Sarah refused to marry Adrian because she  
didn't love him.  
9 Amanda offered to cook supper for her and  
Duncan.

- 9 1 A break in get away with, get by, went off,  
turned up  
2 At work getting me down, ended up,  
took on, get on  
3 Settling in settling into, pop in,

looking forward to

- 4 Bad Luck going on, knocked down,  
beaten up, given up

- 10 1 1 shoulder 2 sour 3 country 4 though  
5 cough 6 mouse 7 doubt 8 though

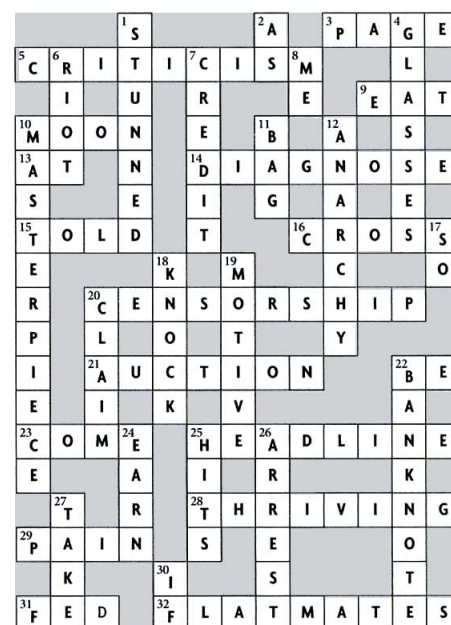
- 2 1 thought, counts 2 enormous, mouse  
3 doubt, furious 4 ought, cough  
5 trouble, neighbours

- 11 1 1 I told you we'd run out of rice.  
2 You said you would record it for me  
whenever I'm not here.  
3 My sister told me today that she had had  
a really rotten time in.  
4 Sally said she had been to Bath for the  
weekend and she thought it was one of the  
most beautiful cities she had ever seen.

- 2 1 It was absolutely packed.  
2 She needs it for her recipe.  
3 The tickets will be more expensive if  
they book later.  
4 There's a music festival next month.

- 3 1 'You didn't say you wanted brown rice.'  
2 'You obviously weren't listening to  
me - again.'  
3 'You said you would record it for me.'  
4 'Lots of people have told me that  
Edinburgh is a wonderful place.'  
5 'I think it said in the newspaper that  
there was a music festival on there next  
month.'

## VOCABULARY CROSSWORD 3



# Verb patterns

Verbs + -ing	
adore can't stand don't mind enjoy finish imagine loathe	doing swimming cooking

## Note

We often use the verb *go* + *-ing* for sports and activities.

*I go swimming every day.*

*I go shopping on weekends.*

Verbs + preposition + -ing	
give up look forward to succeed in think of	doing

Verbs + to + infinitive	
afford agree choose dare decide expect forget help hope learn manage mean need offer plan promise refuse seem want would hate would like would love would prefer	to do to come to cook

## 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 + sb + to + infinitive		
advise allow ask beg encourage expect force help invite need order persuade remind tell want warn would like	me him them someone	to do to go to come

## Note

*Help* can be used without *to*.

*I helped him do the dishes.*

Verbs + sb + infinitive (no to)		
help let make	her us	do

## Notes

- 1 *To* is used with *make* in the passive.  
*We were made to work hard.*
- 2 *Let* cannot be used in the passive. *Allowed to* is used instead.  
*She was allowed to leave.*



Verbs + <i>-ing</i> or <i>to</i> + infinitive (with little or no change in meaning)	
begin continue hate like love prefer start	doing to do

Verbs + <i>-ing</i> or <i>to</i> + infinitive (with a change in meaning)	
remember stop try	doing to do

#### 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.)

# Irregular verbs

Base form	Past Simple	Past participle	Base form	Past Simple	Past participle
be	was/were	been	eave	left	left
beat	beat	beaten	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lie	lay	lain
bend	bent	bent	light	lighted/lit	lighted/lit
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	must	had to	had to
buy	bought	bought	pay	paid	paid
can	could	been able	put	put	put
catch	caught	caught	read /ri:d/	read /red/	read /red/
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	rise	rose	risen
cut	cut	cut	run	ran	run
dig	dug	dug	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed/dreamt	dreamed/dreamt	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	shoot	shot	shot
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sink	sank	sunk
fit	fit	fit	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	slide	slid	slid
forgive	forgave	forgiven	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	spoil	spoiled/spoilt	spoiled/spoilt
give	gave	given	spread	spread	spread
go	went	been/gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hanged/hung	hanged/hung	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
kneel	knelt	knelt	understand	understood	understood
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
lead	led	led	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written



# Phonetic symbols

Consonants			
1	/p/	as in	<b>pen</b> /pen/
2	/b/	as in	<b>big</b> /bɪg/
3	/t/	as in	<b>tea</b> /ti:/
4	/d/	as in	<b>do</b> /du:/
5	/k/	as in	<b>cat</b> /kæt/
6	/g/	as in	<b>go</b> /gəʊ/
7	/f/	as in	<b>four</b> /fɔ:/
8	/v/	as in	<b>very</b> /veri/
9	/s/	as in	<b>son</b> /sʌn/
10	/z/	as in	<b>zoo</b> /zu:/
11	/l/	as in	<b>live</b> /lɪv/
12	/m/	as in	<b>my</b> /maɪ/
13	/n/	as in	<b>near</b> /nɪə/
14	/h/	as in	<b>happy</b> /hæpi/
15	/r/	as in	<b>red</b> /red/
16	/j/	as in	<b>yes</b> /jes/
17	/w/	as in	<b>want</b> /wɒnt/
18	/θ/	as in	<b>thanks</b> /θæŋks/
19	/ð/	as in	<b>the</b> /ðə/
20	/ʃ/	as in	<b>she</b> /ʃi:/
21	/ʒ/	as in	<b>television</b> /telɪvɪʒn/
22	/tʃ/	as in	<b>child</b> /tʃaɪld/
23	/dʒ/	as in	<b>German</b> /dʒɜ:mən/
24	/ŋ/	as in	<b>English</b> /ɪŋɡlɪʃ/

Vowels			
25	/i:/	as in	<b>see</b> /si:/
26	/ɪ/	as in	<b>his</b> /hɪz/
27	/i/	as in	<b>twenty</b> /twenti/
28	/e/	as in	<b>ten</b> /ten/
29	/æ/	as in	<b>stamp</b> /stæmp/
30	/ɑ:/	as in	<b>father</b> /fɑ:ðə/
31	/ɒ/	as in	<b>hot</b> /hɒt/
32	/ɔ:/	as in	<b>morning</b> /mɔ:nɪŋ/
33	/ʊ/	as in	<b>football</b> /fʊtbɔ:l/
34	/u:/	as in	<b>you</b> /ju:/
35	/ʌ/	as in	<b>sun</b> /sʌn/
36	/ɜ:/	as in	<b>learn</b> /lɜ:n/
37	/ə/	as in	<b>letter</b> /letə/

Diphthongs (two vowels together)			
38	/eɪ/	as in	<b>name</b> /neɪm/
39	/əʊ/	as in	<b>no</b> /nəʊ/
40	/aɪ/	as in	<b>my</b> /maɪ/
41	/aʊ/	as in	<b>how</b> /haʊ/
42	/ɔɪ/	as in	<b>boy</b> /bɔɪ/
43	/ɪə/	as in	<b>hear</b> /hɪə/
44	/eə/	as in	<b>where</b> /weə/
45	/ʊə/	as in	<b>tour</b> /tʊə/

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