



1

A world of difference

Tenses • Auxiliary verbs • What's in a word? • Everyday situations

STARTER

1 Each question has one word missing. Write it in.

- Where do you ^{come} from?
- When and where you born?
- You live in a house or a flat?
- Why you studying English?
- Which foreign countries have you been?
- What you do yesterday evening?
- What are you going do after this lesson?

2 Ask and answer the questions with a partner.

Where do you come from?

Slovakia.

3 Tell the class about your partner.

Zuzana comes from Slovakia. She's studying English because...

I DIDN'T KNOW THAT!

Tenses and auxiliary verbs

- Answer the questions in the *One World Quiz*. Discuss your answers with a partner.
- T 1.1** Listen and check your answers. Make notes about the extra information you hear for each one. Discuss this as a class.

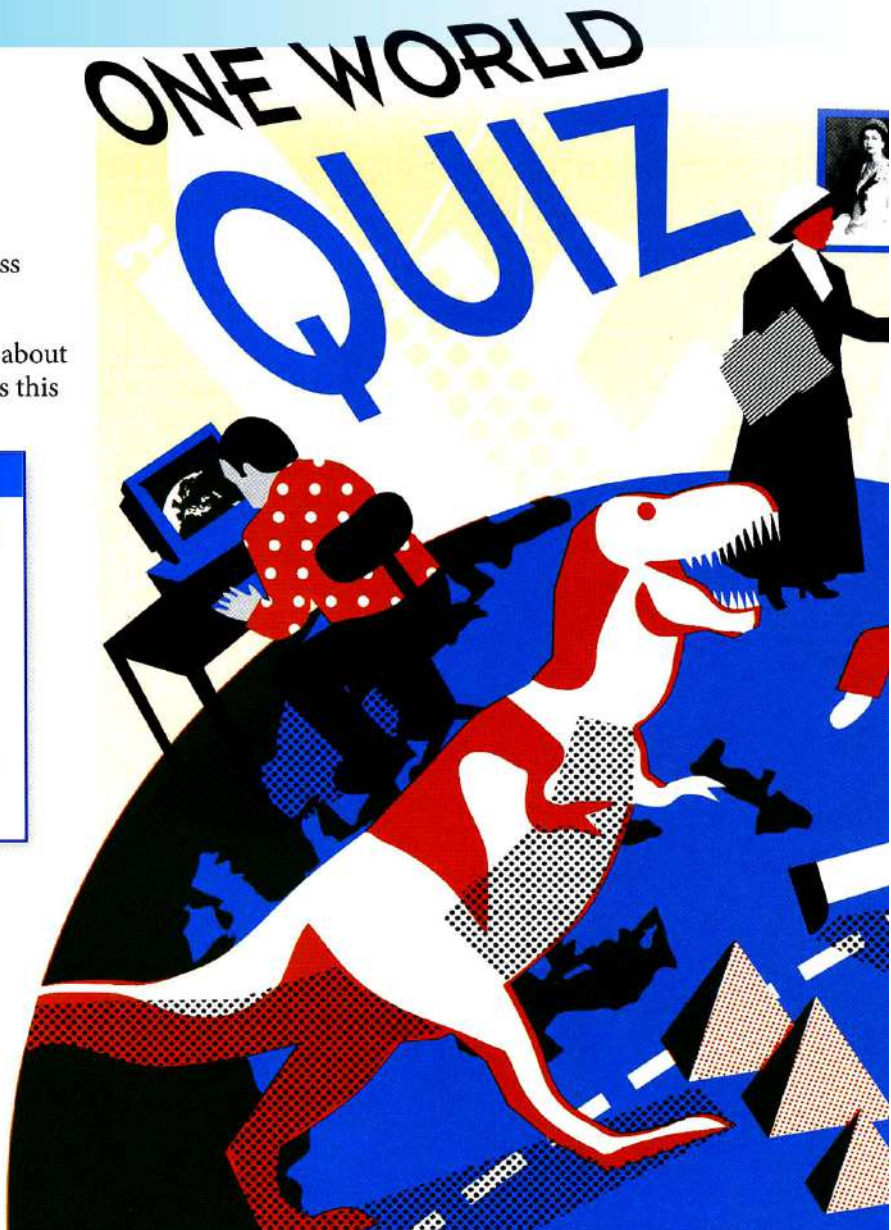
GRAMMAR SPOT


- Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
- Answer these questions. Give examples from the quiz.
 - Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
 - Which tenses use the verb *to be (is/are/was/were)*?
 - Which use *have/has*?

▶▶ Grammar Reference 1.1–1.5 p133

Write your own quiz

- Work in two groups.
 - Do some research and write six questions about the world, past and present.
 - Ask and answer the questions with the other group. Which group are the winners?



- 
- 1 In which country **do** men and women **live** the longest?
a Japan b Germany c The USA
 - 2 In which year **did** the world population **reach** 6 billion?
a 1989 b 1999 c 2005
 - 3 If you **are standing** on the equator, how many hours of daylight do you have?
a 12 b 16 c 24
 - 4 Where **does** most of the world's oil **come** from?
a Russia b Saudi Arabia c Iran
 - 5 Which of these seven wonders of the world **is** still **standing**?
a The Lighthouse of Alexandria
b The pyramids of Egypt
c The Colossus of Rhodes
 - 6 Why **didn't** dinosaurs **attack** humans?
a Because they were vegetarian.
b Because they became extinct before humans were on the earth.
c Because they didn't run fast enough.
 - 7 Where **was** the Titanic **sailing** to when it sank?
a Southampton b Rio de Janeiro c New York
 - 8 How long **has** Elizabeth II **been** Queen of England?
a since 1952 b since 1959 c since 1963
 - 9 How many people **have won** the Nobel Peace prize since it started in 1901?
a 26 b 58 c 94
 - 10 How long **have** people **been using** the Internet?
a since 1969 b since 1976 c since 1984
 - 11 How many languages **are spoken** in Switzerland?
a 3 b 4 c 5
 - 12 In which country **were** women first **given** the vote?
a Canada b Liechtenstein
c New Zealand

PRACTICE

You're so wrong!

- 1 Correct the information in the sentences.
 - 1 The Pope lives in Madrid.
He doesn't live in Madrid! He lives in Rome!
 - 2 Shakespeare didn't write poems.
You're wrong! He wrote hundreds of poems.
 - 3 Vegetarians eat meat.
 - 4 The Internet doesn't provide much information.
 - 5 The world is getting colder.
 - 6 Princess Diana was travelling by plane when she was killed.
 - 7 England has never won the World Cup.
 - 8 The 2008 Olympics were held in Tokyo.
- 2 **T1.2** Listen and check. Notice the stress and intonation. Practise making the corrections with a partner.

's = is or has?

- 3 Is 's in these sentences the auxiliary *is* or *has*?
 - 1 Who's making that noise? **is**
 - 2 She's done really well.
 - 3 Champagne's made in France.
 - 4 Who's been to America?
 - 5 He's leaving early.
 - 6 What's produced in your country?
- 4 **T1.3** Listen to some more sentences with 's. After each one say if it is *is* or *has*.

Talking about you

- 5 Complete the questions with the correct auxiliary verb and name the tense.
 - 1 What time _____ you usually get up at weekends?
 - 2 What time _____ you get up this morning?
 - 3 How long _____ it usually take you to get from home to school?
 - 4 Who _____ sitting next to you? What _____ he/she wearing?
 - 5 How long _____ you known the teacher?
 - 6 What _____ you doing when your teacher came into the room?
 - 7 What _____ (not) you like doing in English lessons?
 - 8 Which school subjects _____ (not) you like when you were younger?
 - 9 Which other foreign languages _____ you studied?
 - 10 What presents _____ you given on your last birthday?
- Ask and answer the questions with a partner.

MAKING CONVERSATION

Short answers

- 1 **T1.4** Ruth is collecting her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

Ruth So kids, _____ you have a good day at school?

Nick No.

Lily Yes, I _____. We _____ practising for the school concert.

Ruth Oh, lovely. _____ you have much homework?

Lily Ugh! Yes, I _____. Loads. I've got Geography, French, and Maths! _____ you got a lot Nick?

Nick Yeah.

Ruth Nick, _____ you remembered your football kit?

Nick Er ...

Lily No, he _____. He's forgotten it again.

Ruth Oh, Nick you know it needs washing. _____ you playing football tomorrow?

Nick No.

Ruth Lily, _____ you need *your* sports kit tomorrow?

Lily Yes, I _____. I've got a hockey match after school. We're playing the High School.

Ruth _____ they beat you last time?

Lily Yes, they _____. But we'll beat them tomorrow.

Nick No, you _____! Your team's rubbish.

Ruth Ok, that's enough children. Do up your seatbelts! Let's go!

SPOKEN ENGLISH Sounding polite

- 1 In English conversation it can sound impolite to reply with just *yes* or *no*. We use short answers with auxiliaries.

'Did you have a good day?' 'Yes, I did/No, I didn't.'

- 2 It also helps if you add some more information.

'Do you have much homework?' 'Yes, I do. Loads. I've got Geography, French, and Maths.'

- 3 Reply to these questions. Use short answers and add some information.

- 1 Did you have a **good day**?
- 2 Do you like **pizza**?
- 3 Did you **enjoy the film**?
- 4 Has it **stopped raining**?

▶▶ Grammar Reference 1.6 p133

- 2 Rewrite Nick's lines in exercise 1 to make him sound more polite.

T1.5 Listen and compare the conversations.

- 3 Work in groups of three. Look at T1.4 and T1.5 on p118. Practise them, sounding polite and impolite.

PRACTICE

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

A	B	C
1 Did you hear that noise?	No, I haven't.	They didn't have my size.
2 Are you doing anything tonight?	No, I'm not.	I think it was thunder.
3 Have you seen my mobile phone anywhere?	Yes, it is.	Thank goodness!
4 Did you get those shoes you liked?	Yes, I did.	Do you want to come round?
5 Is it time for a break?	No, I didn't.	Have you lost it again?

T1.6 Listen and check. Practise with a partner.
Pay attention to stress and intonation.

A class survey

Find out about the students in your class.

- Read the class survey and answer the questions about you. Add two more questions.
- Work with a partner. Ask and answer the questions in the survey. Give short answers in your replies and add some information.

Are you interested in any sports?

Yes, I am. I often go skiing in winter and I like playing tennis.

- Tell the class about each other.

Milo's interested in two sports - skiing and tennis. He often ...

- What can you say about your class?

Nearly everyone is interested in at least one sport. Most of the boys love football. Some of us like skiing.

Check it

- There is one mistake in each sentence. Find it and correct it.
 - Rae comes from Canada and he speak French and English.
 - Which subjects Susan is studying at university?
 - 'Do you like football?' 'Yes, I like.'
 - Did you watched the match last night?
 - What does your parents do at the weekend?
 - I think is going to rain.
 - What was you talking to the teacher about?
 - I don't think John's arrive yet.

CLASS SURVEY

- ARE YOU INTERESTED IN ANY SPORTS?
- HAVE YOU GOT A PET?
- DOES MUSIC PLAY AN IMPORTANT PART IN YOUR LIFE?
- DO YOU USE THE INTERNET MUCH?
- DOES ANYONE IN YOUR FAMILY SMOKE?
- DID YOU STUDY ENGLISH IN PRIMARY SCHOOL?
- HAVE YOU EVER BEEN TO ENGLAND?
- ARE YOU STUDYING ANY OTHER FOREIGN LANGUAGES?
-
-



READING AND SPEAKING

Worlds apart

- 1 Discuss these questions about your family.
 - Who is in your immediate family?
 - Name some of your extended family.
 - Who are you close to?
 - Who do you live with now?
 - Who did you grow up with?

- 2 Read the **PROFILES** of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

- 3 Divide into two groups.

Group A Read about the **Kamau family** from Kenya.

Group B Read about the **Qu family** from China.

- 4 In your groups answer these questions about the Kamaus or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

- 5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?



WELCOME TO

The Kamaus from KENYA

PROFILE

FATHER: Boniface Kigotho Kamau, 35

MOTHER: Pauline Wanjiku, approximately 29 (exact age unknown)

DAUGHTER: Joyce Muthoni, 8

DAUGHTER: Sharon Wanjiru, 16 months

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-storey** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – **cracked** windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

‘It’s a hard job but I like it,’ he says. ‘I meet new people, so I get some experience of the world – even though I have never been outside Kenya.’

Pauline is a **dressmaker** but isn’t working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: ‘We liked each other immediately,’ says Boniface. ‘I didn’t want a woman from the city so when I learned that Pauline was from the country, I was pleased.’

They married in 1995 and at first they lived in a **slum**, and often didn’t have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

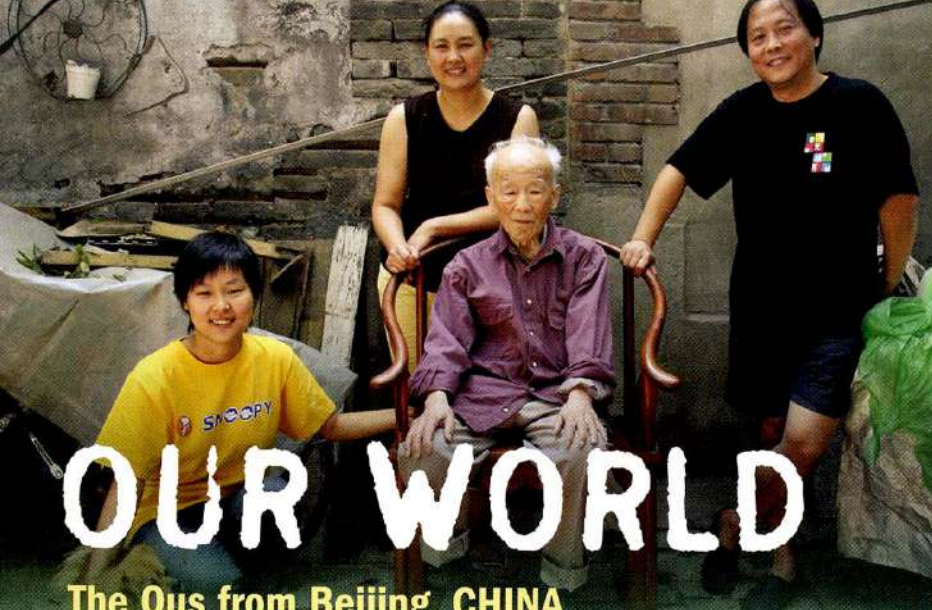
His salary doesn’t go far. Rent is £30 a month, and he gives the same amount to his parents, who don’t work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, ‘I am always so **stressed** about money.’ Joyce’s school fees cost another £25 a month.

‘We are trying to give our children the best education,’ says Pauline, who, like her husband, never finished school. ‘Joyce wants to be a doctor.’

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. ‘This apartment is not a good place to raise a family,’ says Boniface. ‘The toilets are **communal** – one for every four families.’ Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

THE FAMILY ARE HAPPIEST WHEN they have a bit of spare money: Boniface takes them to see the wild animals at Nairobi National Park.

FAMILY MOTTO Try to do your best at all times.



OUR WORLD

The Qus from Beijing, CHINA

FATHER: Qu Wansheng, 44

MOTHER: Liu Guifang, 43

DAUGHTER: Chen, 17

GRANDFATHER: (Qu's father) Huanjun, 84

PROFILE

Qu and Liu have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Unlike many Chinese parents, Qu and Liu are happy to have a girl. However, like most parents in China, they put the needs of their only child, Chen, first. She is trying for a place at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family have lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong **alleyways**. These are known for their **close-knit** families and warm hospitality. The elderly sit outside and chat. People wander to the shops in their pyjamas. It is a way of life **cherished** by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

'We are not in a hurry to get rich,' says Qu. 'I don't want to rush around trying to make money – I am not a machine. I put my family first.'

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for **demolition**. And when the old communities go, the traditional family structure, in which children look after their elderly parents at home, goes too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and **frail**, is the centre of the family. 'My father lives here so this is the headquarters of the family,' says his son. 'My brothers and their families come to visit most weekends. We are very close.'

They are sad that their daughter has grown up alone because the one-child policy forbids them from having any more. 'Our daughter is lonely,' says Liu. 'I always wanted to have two children.'

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. 'University will cost a great deal of money,' says her father. 'So we try to live **frugally** and save for our daughter.'

Vocabulary work

6 Find the six **highlighted** words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

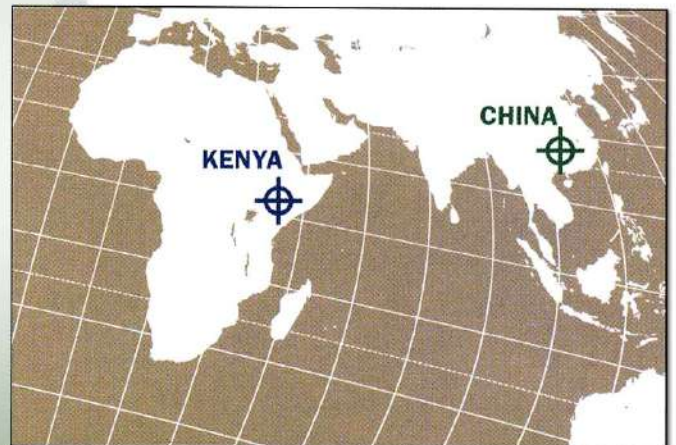
The Kamaus	
1	someone who makes clothes
2	with only one floor
3	an old house in bad condition
4	shared by a group of people
5	broken
6	worried

The Qus	
1	loved and treasured
2	weak and unhealthy
3	narrow lanes between buildings
4	knocking down buildings
5	close and caring
6	economically

7 Work with a partner from the other group. Teach them your words.

What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?



THE FAMILY ARE HAPPIEST WHEN they are all together in the evening.
FAMILY MOTTO Save money, live simply, care for your friends, tell the truth.

LISTENING AND SPEAKING

A world in one family



- 1 Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.
- 2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



- 3 **T 1.7** Listen to Xabier talking about his family. Read and answer the questions. Underline any you cannot answer.
 - 1 What nationality are Xabier and his parents, Ana and Teo? Which city do they live in?
 - 2 How did Xabier's parents meet? Give details. Why did they decide to live in England?
 - 3 When and why did Xabier first notice his nationality?
 - 4 Why weren't Xabier and James bilingual as children?
 - 5 How many times has Xabier been to Bolivia? How old was he? How many times has James been?
 - 6 What contact does he have with his mother's family? How long did they stay in Spain every summer?
 - 7 What is Xabier studying? What is James going to study?
 - 8 What is Xabier hoping to do in the future? Where is he planning to live?
 - 9 What is James doing at the moment? What's he going to do?
 - 10 What does Ana think are the pros and cons of bringing up a family in another country?
- 4 **T 1.8** Now listen to Xabier's mother, Ana. Answer the questions that you underlined in exercise 3.

What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.
 - + *You get the best from two cultures*
 - *You don't feel completely at home in either of them*
- Discuss your lists as a class.

VOCABULARY

What's in a word?

These exercises will help you to think about how you learn vocabulary.

Meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a verb, an adjective, a noun, or an adverb?
 - 1 My grandmother's very old and *uggy* now so she can't get out much.
 - 2 She gave me my grandfather's gold watch. I'll *uggy* it forever.
 - 3 The poor people lived crowded together in *uggies* in the old part of the city.
 - 4 They can't afford to buy meat and fish. They live very *uggily* on rice and potatoes.

Can you guess what *uggy* means in the four sentences?

Which real English word goes into each sentence?

• cherish • frail • slums • frugally

Pronunciation

- 2 Say these words aloud. Underline the word with the different vowel sound.
 - 1 /əʊ/ or /ʌ/ rose goes does toes
 - 2 /i:/ or /eɪ/ meat beat great street
 - 3 /eɪ/ or /e/ paid made played said
 - 4 /ʌ/ or /əʊ/ done phone son won

T 1.9 Listen and check.

▶▶ **Phonetic symbols p159**

- 3 Say these words aloud. Which syllable is stressed?

mother enjoy apartment
holiday **population**

T 1.10 Listen and check.

Word formation

- 4 Complete the word *act* in the sentences using the suffixes from the box.

-ress -ion -ing -ive -ivities

- My grandfather is 84, but he's still very act **ive**.
- My sister's an act _____. She's often on TV.
- Act _____ is not always a well-paid job.
- This is not a time to do nothing. It is a time for act _____.
- We do a lot of act _____ in class to learn English.

Words that go together

- 5 Match a word in A with a line in B.

A	B
cosmopolitan	carelessly
well-paid	city
close-knit	in love
drive	a race
fall	family
win	job

Keeping vocabulary records

- 6 Discuss how you can keep vocabulary records.
- Do you have a special notebook or do you record your vocabulary electronically?
 - Do you write a sentence with the new word?
 - Do you write the translation? What about pronunciation?



My notes

records /'rekɔ:dz/ *noun*

a written note of something
• I keep vocabulary records.

Translation = apuntes

Remove note

record /rɪ'kɔ:d/ *verb*

to write down or keep information electronically
• I record my vocabulary electronically.

Translation = apuntar

Remove note

EVERYDAY ENGLISH

Everyday situations

- 1 Work with a partner. Where could you hear the following lines of conversation? Who is talking to who?

- I need to make an appointment. It's quite urgent. I've lost a filling.
- A medium latte and a muffin, please.
- I can't make the meeting. I'm stuck in traffic.
- Can you put in your PIN number and press 'Enter'?
- Sparkling or still? And do you want ice and lemon in it?
- I don't think you've met Greg. He's joining us from our New York office.
- How many bags are you checking in?
- The lift's on your right. Would you like someone to help you with your luggage?
- Please hold. Your call *is* important to us. All our operators are busy at the moment, but one of them will be with you shortly (*music*) ...
- There are still tickets for the 5.45 performance but the 8.45 performance is sold out, I'm afraid.

- 2 Match a line from exercise 1 with a reply.

- Just the one.
- Never mind. We'll start without you and brief you later.
- Hello. Good to meet you. I've heard a lot about you.
- No, thank you. I'll manage.
- That's fine. We'll have two, please, one adult, one child.
- Have here or take away?
- Oh no! I can't remember my number for this card. Oh what is it?
- If I have to listen to that again, I'll go mad!
- Sparkling, please. Ice but no lemon.
- We have a cancellation this afternoon. 2.45 if that's OK?

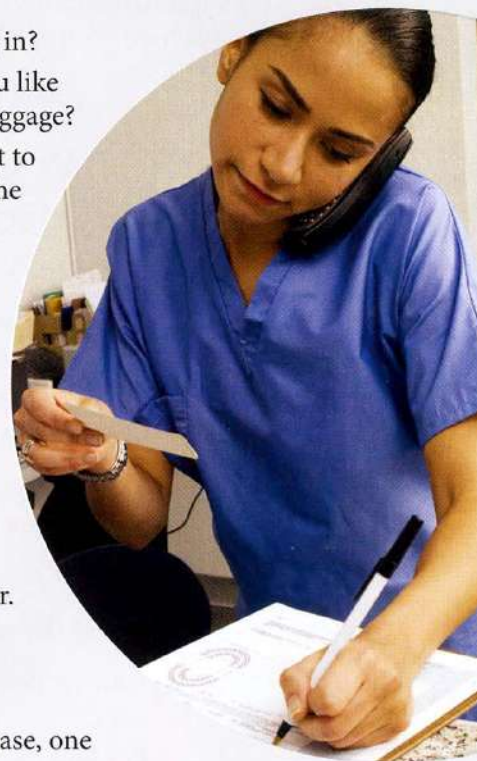
T 1.11 Listen and check. How does each conversation end?

- 3 Listen again. Pay attention to the stress and intonation. Practise some of the conversations with your partner.

Roleplay

- 4 Work with a partner. Turn to p147 and act out the situations.

T 1.12 Listen and compare.





- 1 It is important to try to correct your own mistakes when you write. Look at the symbols in the box. What kind of mistakes do they signify?
- 2 Read the letter that Kati, a Hungarian student, has written to her English friend, Stephanie. Use the symbols to help you correct her mistakes.

T Tense	WW Wrong word
Prep Preposition	P Punctuation
Gr Grammar	Sp Spelling
WO Word order	λ Word missing

23 St. Mary's Road,
Dublin 4, Ireland
Tuesday, 10 May

Dear Stephanie

How are you? I'm very well. I came ^{Prep} in Dublin two weeks ago ^{Gr} for to study at a language school. I want ^P learn English because ^{Gr} is a very important language. I'm ^{Gr} stay with ^{Gr} a Irish family. They've got two ^{Gr} son and a ^{Sp} daughter. Mr Kendall is ^{Gr} teacher and Mrs Kendall work ^{Gr} in a hospital. The Irish ^{Gr} is very kind, but they speak very quickly!

I study in the morning. My ^P teachers name is Ann. She ^{WW} said me that my English is OK, but I ^{WW} do a lot of mistakes. Ann ^{Gr} don't give us too much homework, so in the afternoons I ^{WO} go ^{WO} always sightseeing. Dublin is much ^{Gr} more big than my town. I like very much ^{Gr} painting and I'm very interesting ^{Prep} for modern art, so I visit galleries and museums. I've met a girl named Martina. She ^T came from Spain and ^{Gr} go to Trinity College. Last night we ^T go to the cinema, but the film wasn't very ^{Sp} exiting.

^{WW} Do you like to visit me? Why don't you come for a weekend?

I'd love to see you.

Write to me soon.

Love, **Kati**

P.S. Here's my new email address:

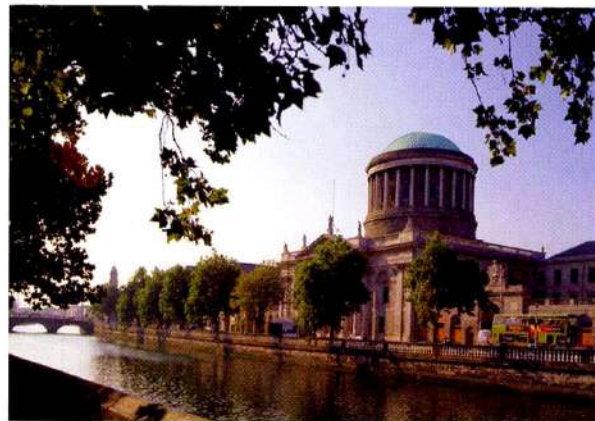
Katik@intermail.hu

3 Answer the questions.

- 1 Where is Kati? Where is she staying?
- 2 Why is she there?
- 3 What does she do each day?
- 4 What does she do in her free time?
- 5 Who has she met?

4 Imagine that you are a student in another town. Answer the questions in exercise 3 about you.

5 Write a similar letter to an English friend. Swap letters with a partner. Try to correct your partner's letter using the symbols.



Grammar Reference

UNIT 1

1.1 Tenses

Unit 1 aims to review what you know. It has examples of the Present Simple and Continuous, the Past Simple and Continuous, and the Present Perfect. There are also examples of the passive voice.

All these forms are covered again in later units.

Present tenses	Unit 2
Past tenses	Unit 3
Present Perfect	Unit 7
Passive	Units 2, 3, 7

1.2 Verbs

- 1 There are three classes of verbs in English.

Auxiliary verbs *do*, *be*, and *have*

These are used to form tenses, and to show forms such as questions and negatives.

Modal auxiliary verbs

Must, *can*, *should*, *might*, *will*, and *would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do*, *be*, and *have*, they have their own meanings. For example, *must* expresses obligation; *can* expresses ability. (See Units 4, 5, 9, 11.)

Full verbs

These are **all** the other verbs in the language, for example, *play*, *run*, *help*, *think*, *want*, *go*, *see*, *eat*, *enjoy*, *live*, *die*, *swim*, etc.

- 2 *Do*, *be*, and *have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

be

We are in class at the moment.

They were at home yesterday.

have

He has a lot of problems.

They have three children.

- 3 There are two forms of *have* in the present.

have as a full verb

I have a job.

Do you have a flat?

He doesn't have a car.

have + got

I've got a job.

Have you got a flat?

She hasn't got a car.

1.3 Auxiliary verbs and tenses

- 1 ***be* and the continuous forms**

Be + verb + *-ing* is used to make continuous verb forms which describe activities in progress and temporary activities.

He's washing his hair. (Present Continuous)

They were going to work. (Past Continuous)

I've been learning English for two years. (Present Perfect Continuous)

I'd like to be lying on the beach right now. (Continuous infinitive)

- 2 ***be* and the passive voice**

Be + past participle is used to form the passive.

Paper is made from wood. (Present Simple passive)

My car was stolen yesterday. (Past Simple passive)

The house has been redecorated. (Present Perfect passive)

This homework needs to be done tonight. (Passive infinitive)

There is an introduction to the passive on p135.

- 3 ***have* and the perfect forms**

Have + past participle is used to make perfect verb forms.

He has worked in seven different countries. (Present Perfect)

She was crying because she had had some bad news. (Past Perfect)

I'd like to have met Napoleon. (Perfect infinitive)

Perfect means 'completed before', so Present Perfect means 'completed before now'. Past Perfect means 'completed before a time in the past'.

1.4 Auxiliary verbs and negatives

- 1 To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

- 2 It is possible to contract the auxiliaries *be* and *have* and use the uncontracted *not*.

He's not playing today. (= *He isn't playing today.*)

We're not going to Italy after all. (= *We aren't going to Italy ...*)

I've not read that book yet. (= *I haven't read that book yet.*)

BUT *I'm not working.* NOT *I amn't working.*

1.5 Auxiliary verbs and questions

- 1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

Question

She's wearing jeans.

You were born in Paris.

Peter's been to China.

I know you.

He wants ice-cream.

They didn't go out.

What is she wearing?

Where were you born?

Has Peter been to China?

Do I know you?

What does he want?

Why didn't they go out?

- 2 There is usually no *do/does/did* in subject questions.

Who wants ice-cream?

What happened to your eye?

Who broke the window?

What flavour ice-cream do you want?

What did you do to your eye?

How did you break the window?

1.6 Auxiliary verbs and short answers

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Short answer

Are you coming with us?

Have you had breakfast?

Does she like walking?

Did Mary phone?

Yes, I am.

No, I haven't.

No, she doesn't.

Yes, she did.

UNIT 2

2.1 Present Simple

Form

The form is the same for *I/we/you/they*.

I work from 9–5 p.m.

They don't work full time.

Where **do** you **work**?

He/She/It: add *-s* or *-es*, and use *does/doesn't* in questions and short answers.

He doesn't work at weekends.

Where **does** she **live**?

Short answer

Do you live in Bristol?

Yes, **we do**.

Does he have a car?

No, **he doesn't**.

Use

The Present Simple is used to express:

- 1 an action that happens again and again (a habit).
I go to work by car.
She drinks ten cups of coffee a day.
- 2 a fact that is always true.
Ronaldo comes from Brazil.
My daughter has brown eyes.
- 3 a fact that is true for a long time (a state).
He works in a bank.
I live in a flat near the centre of town.

Spelling of *he/she/it* forms

- 1 Most verbs add *-s* to the base form of the verb.
wants eats helps drives
- 2 Add *-es* to verbs that end in *-ss*, *-sh*, *-ch*, *-x*, and *-o*.
kisses washes watches fixes goes
- 3 Verbs that end in a consonant + *-y* change the *-y* to *-ies*.
carries flies worries tries
But verbs that end in a vowel + *-y* only add *-s*.
buys says plays enjoys

2.2 Adverbs of frequency

- 1 We often use adverbs of frequency with the Present Simple.

0% ————— 50% ————— 100%
never rarely hardly ever not often sometimes often usually always

- 2 They go before the main verb, but after the verb *to be*.
I usually start at 9.00. *They're usually here by now.*
I rarely see Peter these days. *We're rarely at home at weekends.*
- 3 *Sometimes* and *usually* can also go at the beginning or the end.
Sometimes we play cards. *We play cards sometimes.*
Usually I go shopping with friends. *I go shopping with friends usually.*

2.3 Present Continuous

Form

am/is/are + verb + -ing

I'm playing tennis.

He's cooking lunch.

I'm not enjoying my new job.

They aren't working today.

What's he **doing**?

Where **are** you **living**?

Short answer

Are you going by train?

Yes, **I am**./No, **I'm not**.

Use

The Present Continuous is used to express:

- 1 an activity that is happening now.
Don't turn the TV off. I'm watching it.
You can't speak to Lisa. She's having a bath.
- 2 an activity that is not necessarily happening at the moment of speaking but is happening around now.
Don't take that book. Jane's reading it.
I'm doing a French evening class this year.
- 3 a temporary activity.
Peter is a student, but he's working as a waiter during the holidays.
I'm living with friends until I find a place of my own.
- 4 a planned future arrangement.
I'm having lunch with Glenda tomorrow.
We're meeting at 1.00 outside the restaurant.

Spelling of verb + *-ing*

- 1 Most verbs add *-ing* to the base form of the verb.
going wearing visiting eating
- 2 Verbs that end in one *-e* lose the *-e*.
smoking coming hoping writing
BUT *lie* → *lying*
Verbs that end in *-ee* don't drop an *-e*.
agreeing seeing
- 3 Verbs of one syllable, with one vowel and one consonant, double the consonant.
stopping getting running planning jogging
If the final consonant is *-y* or *-w*, it is not doubled.
playing showing

2.4 State verbs

- 1 There are certain groups of verbs that are usually only used in the Present Simple. Their meanings are related to states or conditions that are facts, not activities.

Verbs of thinking and opinions

believe	think	understand	suppose	expect	agree
doubt	know	remember	forget	promise	mean
imagine	realize	deserve	guess		

I believe you.

Do you understand what I mean?

I know his face, but I forget his name.

Verbs of emotions and feelings

like	love	hate	care	hope
wish	want	prefer	adore	dislike

I like black coffee.

Do you want to go out?

I don't care.

Verbs of having and being

belong	own	have	possess	contain	cost	seem
matter	need	depend	weigh	resemble	fit	involve

This book belongs to Jane.

How much does it cost?

He has a lot of money.

Verbs of the senses

look hear taste smell feel sound

The food **smells** good.

My hair **feels** soft.

We often use *can* when the subject is a person.

I **can** hear someone crying.

Can you smell something burning?

- 2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

I **think** you're right.
(opinion)

We're **thinking** of going to the cinema.
(mental activity)

He **has** a lot of money.
(possession)

She's **having** a bad day.
(activity)

I **see** what you mean.
(= understand)

Are you **seeing** Nigel tomorrow?
(activity)

The soup **tastes** awful.
(state)

I'm **tasting** the soup to see if it needs salt.
(activity)

2.5 THE PASSIVE

Form

to be + past participle

The tense of the verb *to be* changes to give different tenses in the passive.

Are you **being served**? (Present Continuous)

My car **is insured** with ASM. (Present Simple)

Were you **taken** to visit the cathedral? (Past Simple)

I've **been invited** to a wedding. (Present Perfect)

I'd love **to be introduced** to a film star. (Passive infinitive)

Use

- 1 Passive sentences move the focus from the subject to the object of active sentences.

Shakespeare **wrote** Hamlet in 1601 while he was living in London.

Hamlet, the most famous play in English literature, **was written** by William Shakespeare.

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.

- 2 By and the agent are often omitted in passive sentences if ...

... the agent is not known:

I **was burgled** last night.

... the agent is not important:

This bridge **was built** in 1886.

... the agent is obvious:

I **was fined** £100 for speeding.

- 3 The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

Customers **are requested** to refrain from smoking.

It **has been noticed** that reference books **have been removed** from the library.

- 4 In informal language, we often use *you*, *we*, and *they* to refer to people in general or to no person in particular. In this way, we can avoid using the passive.

You can buy stamps in lots of shops, not just post offices.

They're building a new department store in the city centre.

We speak English in this shop.

- ❗ Many past participles are used as adjectives.

I'm very **interested** in modern art.

We were extremely **worried** about you.

I'm **exhausted**! I've been working hard all day.

2.6 Present Simple and Present Continuous passive

Form

Present Simple Passive (am/is/are + past participle)

Most workers **are paid** monthly.

Is service **included** in the bill?

Present Continuous Passive (am/is/are being + past participle)

This road **is being widened**.

Are you **being served**?

Use

The uses are the same in the passive as in the active.

My car **is serviced** every six months. (habit)

Computers **are used** everywhere. (fact that is always true)

The house **is being redecorated** at the moment. (activity happening now)

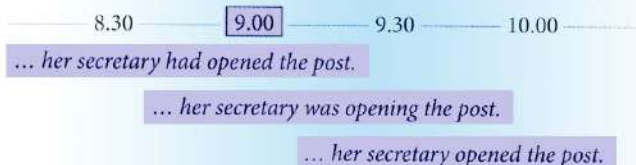
UNIT 3

3.1 PAST TENSES

We use different past tenses to describe moments and periods of time in the past.

Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 ...



3.2 Past Simple

Form

The form of the Past Simple is the same for all persons.

He **left** at three o'clock.

They **arrived** three weeks ago.

She **didn't finish** on time yesterday.

I **didn't visit** my parents last weekend.

When **did** he **finish** the report?

What time **did** his train **leave**?

Short answer

Did you enjoy the meal?

Yes, we **did**./No, we **didn't**.

Use

The Past Simple is used to express:

- 1 a finished action in the past.

We **met** in 2000.

I **went** to Manchester last week.

John **left** two minutes ago.

- 2 actions that follow each other in a story.

Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw** ...

- 3 a past situation or habit.

When I **was** a child, we lived in a small house by the sea. Every day I **walked** for miles on the beach with my dog.

This use is often expressed with *used to*. See 3.5 on p136.

We **used to** live in a small house ... I **used to** walk for miles ...



2

The working week

Present tenses • Passive • Free time activities • Making small talk

Blue Monday, how I hate Blue Monday

STARTER

T 2.1 Listen to a song called *Blue Monday*.

- What is the singer's favourite day of the week?
- What's wrong with the other days?
- Which days are OK?

MY FAVOURITE DAY OF THE WEEK

Present tenses – states and activities

- 1** Look at the photos.
What do the people do? What are they doing?
In pairs, ask and answer questions.

What does Vicky do? She's a schoolgirl.
What's she doing? She's doing her homework.

- 2** **T 2.2** Listen to them talking about their favourite day of the week. What is it? Why?

Vicky's favourite day of the week is ... because she ...

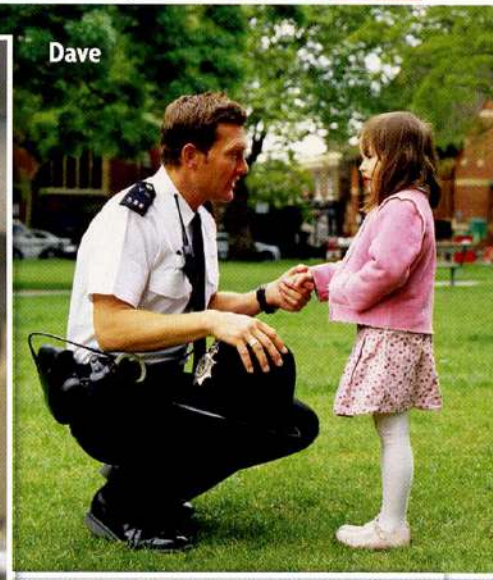
- 3** Listen again and complete the sentences.

- 1 I _____ with my parents during term-time.
- 2 I _____ day today.
- 3 ... it _____ work at all. Time _____ by.
- 4 The restaurant _____ redecorated at the moment ...
- 5 I _____ because it's challenging, but I _____ surfing.
- 6 The boards _____ in South Africa.
- 7 We rarely _____ at the weekend or Christmas Day ...
- 8 Now we're lambing, so we _____, either.

What else can you remember about each person?

Vicky likes being with her friends all the time.

- 4** Work with a partner. What is your favourite and least favourite day of the week? Why?



GRAMMAR SPOT

1 What are the tenses in these sentences? Why are they used?

I **have** two lessons on a Monday.

I'm **having** a bad day today.

Find more examples, active and passive, in T2.2 on p119.

2 Which of these verb forms is right? Why is the other wrong?

I **like**

my job.

I **know**

we're very lucky.

I'm **liking**

I'm **knowing**

Some verbs are rarely used in continuous tenses. These are called state verbs. Underline the five state verbs in the box.

love understand work want enjoy cost need learn

3 Adverbs of frequency (*always, never*) answer the question

How often? Find examples in T2.2 on p119.

▶▶ Grammar Reference 2.1–2.4 p134–5

PRACTICE

Questions and answers

1 Read about Dave, the police officer from p14. Which question goes with which paragraph?

How often do you go surfing? What do you think of your job?

What's your background? Do you have a business?

Why do you like surfing? What hours do you work?

What's your favourite day of the week?

T 2.3 Listen and check.

2 Complete the questions about Dave. Then ask and answer them with a partner.

Has he got any children? Yes, two.

1 Has ... any children?

6 What ... think ... while ... surfing?

2 How often ... them?

7 Where ... next month?

3 Why ... morning shift?

8 ... business doing well?

4 How many hours ...?

9 What ... on Sunday evenings?

5 What ... like about his job?

T 2.4 Listen and check.

Talking about you

3 Make sentences about *you* using the prompts in the box.

I visit friends as often as I can.

... as often as I can.

... once a fortnight.

... eight hours a day.

... one evening a week.

... when I'm on holiday.

... twice a year.

... on a Sunday.

I hardly ever ...

I always ...

... whenever I'm not working.

4 Talk to a partner about you. Tell the class about your partner.



Dave Telford

police officer and surfer

1 What's your background?

I'm 46, and I'm divorced. I have two kids, who I see once a fortnight. I live in Devon, in the south-west of England. I'm a police officer. I've been in the police force for over twenty years. I love my job, but my passion is surfing.

2

I work different shifts. The morning shift starts at 5.00, and I can't stand that because I have to get up at 4.30. My favourite shift is 2.00 in the afternoon till midnight because I get home about 12.30. What's good is that I work ten hours a day for four days, then have three days off.

3

My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

4

My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

5

I go surfing whenever I'm not working. Sometimes I'm on the beach before 7.00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the autumn I'm going to Thailand.

6

I've got a surf school. I teach all ages, from kids to pensioners. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made in South Africa. They're the best.

7

I like Sundays best of all. I work as a lifeguard all day, then around 6.00 me and my mates barbecue some fish and have a few beers. Fantastic! I've been all round the world, but when I look around me, I think there's nowhere else I'd rather be.

Simple and continuous

- 1 **T 2.5** Listen to two people talking about who's who in *The Office*. What are their names? What are their jobs?

<input checked="" type="checkbox"/> d	Simon	Accountant
<input type="checkbox"/>	Edward	Human Resources (HR) Manager
<input type="checkbox"/>	Anna	Managing Director (MD)
<input type="checkbox"/>	Jenny	Personal Assistant (PA)
<input type="checkbox"/>	Matthew	Information Technology (IT) Manager
<input type="checkbox"/>	Christina	Sales Director

- 2 What are the people doing? What are they wearing?

Simon's sitting at the top of the table reading something. He's wearing a jumper.

T 2.5 Listen again. What comment is made about each person?

Simon shouts a lot, but he listens as well.

- 3 Match a job from exercise 1 with a job description and a current project.

The MD is responsible for running the whole company. Currently, he is ...

Job description	Current project
is responsible for running the whole company	buying new hardware
makes appointments and arrangements	<i>making bookings for a conference</i>
negotiates prices and contracts	visiting new customers in China
runs an IT support team	recruiting new staff
is in charge of budget and cash flow	<i>discussing plans and targets with the Board</i>
looks after employees	preparing a financial report

- 4 Work with a partner. Read the conversation aloud.

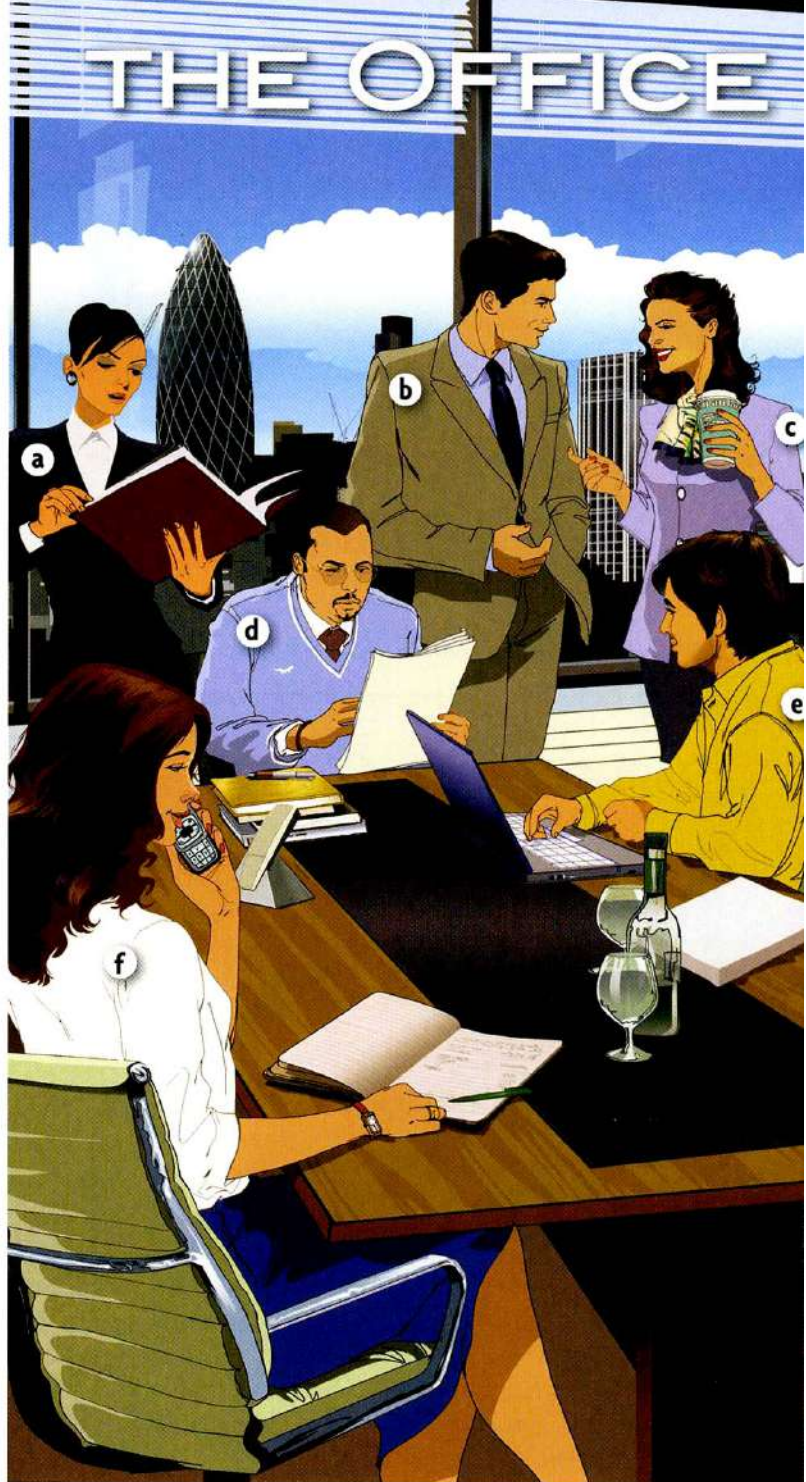
A What's your job?
 B I'm a Human Resources Manager.
 A So what do you do exactly?
 B I look after the employees and their training.
 A And what are you working on at the moment?
 B I'm recruiting and interviewing. We're trying to find new staff for our office in Paris.

- 5 Make similar conversations using the jobs in exercise 1. Choose another job, for example, film director, journalist ...

Project

Interview someone you know about his/her job. Tell the class about this person.

I talked to ..., who's a ... He ..., and he starts work at ... He has to ... He likes his job because ... On his days off he ...



State and activity verbs

- 6 Are these sentences right (✓) or wrong (X)? Correct the wrong sentences.

- I'm not wanting an ice-cream.
- Are you understanding what I'm saying?
- I'm enjoying the course. It's great.
- I'm thinking you're really nice.
- What are you thinking about?
- I'm not believing you. You're telling lies.
- I'm knowing you're not agreeing with me.
- She's having a lot of money.

Active and passive

- 7 Read the statistics. Choose the correct form, active or passive. Do any of the statistics surprise you?

STATISTICS ABOUT JOBS AND MONEY IN THE UK

- Nearly half the population (29m) **involve / are involved** in some form of employment.
- 20% of the workforce **employed / are employed** by the state.
- The average worker **pays / is paid** £27,000 a year.
- The average worker **pays / is paid** £250,000 in tax in his or her lifetime.
- Women **earn / are earned** on average 17% less than men for full-time work.
- Children **give / are given** on average £9 a week pocket money.
- The average household **spends / is spent** £70 per week on transport.
- 75% of British households **own / are owned** a car.

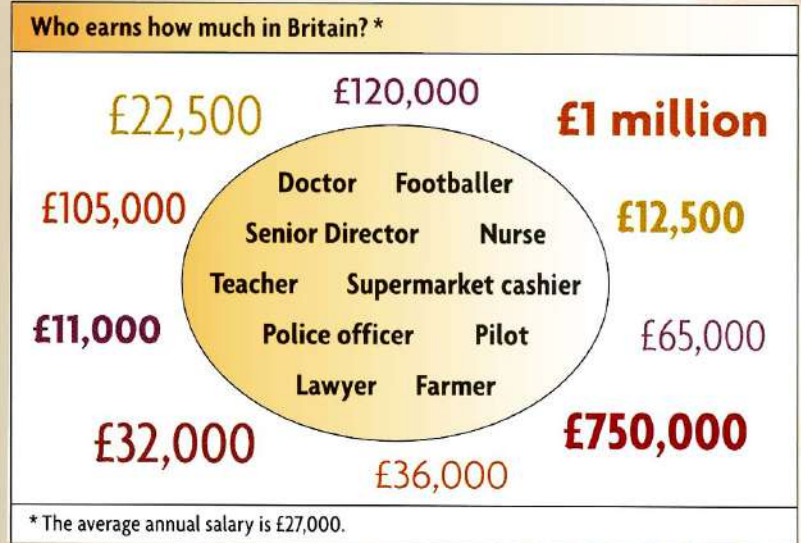
▶▶ Grammar Reference 2.5–2.6 p135

- 8 Put the verbs in the present passive, simple or continuous.
- 'Can I help you?' 'I'm **being served** (serve), thank you.'
 - A lot of manufactured goods _____ (make) in Asia.
 - 'Why are you getting the bus?' 'My car _____ (service).'
 - Nearly 50% of the food we buy _____ (import).
 - The banking industry in the UK _____ (situate) in London.
 - _____ service _____ (include) in the bill?
 - The hotel is closed while the bedrooms _____ (modernize).
 - Footballers _____ (pay) far too much money.

LISTENING AND SPEAKING

Who earns how much?

- 1 Work with a partner. Look at the chart. Discuss which job you think goes with which salary.



- 2 You are going to hear two people discussing the chart.
- T 2.6** Listen to Part 1. Answer the questions.
- Which jobs do they discuss?
Which salaries do they agree on?
 - Complete the sentences.
They think a doctor earns either £_____ or £_____.
They think either a _____ or a _____ earns £750,000.
They think a _____ earns about £65,000.
 - What comment do they make about ... ?
• doctors • footballers • senior directors • pilots
- 3 **T 2.7** Listen to Part 2. Answer the questions.
- Who do they think are the lowest earners?
 - How much do they think farmers earn?
 - Do they agree about a teacher's and a police officer's salary?
 - What is the woman's final point?

SPOKEN ENGLISH Giving opinions

- Notice the ways of expressing an opinion.
I reckon ... I'd say ... I suppose ...
Find three more in T2.6 and T2.7 on p120.
- Are these ways of agreeing or disagreeing?
I think so too. Definitely. I know what you mean, but ...
I'm not so sure. Actually, ... Absolutely.
- What do we mean when we say ... ?
Could be. Maybe, maybe not. Possibly.
- Discuss the salary chart again using some of these expressions.

- 4 Work in small groups. Turn to p147. Which salaries do you think are unfair? Are any surprising?

READING AND SPEAKING

Charles, Prince of Wales

- 1 What are the names of the people on the balcony? What is the relationship between them?
- 2 Work with a partner. Write down what you know about Prince Charles. Compare your ideas as a class.

He's about 60.

He's heir to the British throne.

- 3 What do you think occupies most of his time? Write a number 0–5 next to each activity, 0 = not at all, 5 = a lot.

- earning a living
- hunting
- entertaining
- travelling
- skiing
- performing royal duties
- being with his family

- 4 Read the article. Answer the questions after each part.

Part 1

- 1 What gives you the impression that Charles is extremely wealthy?
- 2 What happens to his staff if they do well? What happens if they don't?

Part 2

- 3 What is the routine when he entertains at Highgrove and Sandringham?
- 4 What is the private side of Prince Charles?

Part 3

- 5 What are some of his public duties?
- 6 What good deeds does he do?

Part 4

- 7 'Prince Charles has everything'. What does he have? What doesn't he have?
- 8 What is Duchy Originals? What is happening to it? What does it sell?
- 9 What title will Camilla have when Charles is King?
- 10 In what different ways is Charles referred to?
future King Prince of Wales . . .



The life of a hard-working future King

His eccentric habits are known to the world, but the Prince of Wales has every reason to feel content. A man with wide interests and deep passions, he is finally happily married. **DANIELLA KENT** reports.

- 1 **P** RINCE CHARLES is often portrayed as bad-tempered and spoilt. There are stories that every day seven eggs are boiled for his breakfast so that he can find one that is cooked just the way he likes it. His toothpaste is squeezed onto his toothbrush for him. And his bath towel is folded over a chair in a particular way for when he gets out of his royal bath.

He has an enormous private staff – secretaries, deputy secretaries, press officers, four valets, two butlers, housekeepers, two chefs, two chauffeurs, ten gardeners, an army of porters, handymen, cleaners and maids. They are expected to get everything right. When HRH (His Royal Highness) feels they have performed their duties well, they are praised in a royal memo. But if they have made mistakes, they are called into his study and told off. The Prince can get so angry that he has been known to have tantrums, throwing things and screaming with rage.



The private and public man

- 2 Charles is eccentric, and he admits it. He talks to trees and plants. He wants to save wildlife, but enjoys hunting, shooting, and fishing. He dresses for dinner, even if he's eating alone. He's a great socializer. Poets, artists, writers, broadcasters, politicians, actors and singers all eat at his table. Arriving at Highgrove, his family home, on a Saturday afternoon in time for a stiff Martini, guests are entertained in the height of luxury. They are then sent on their way before lunch on Sunday, having been shown round his beautifully-kept gardens.

The Prince also entertains extravagantly at Sandringham, one of the Queen's homes, at least twice a year. There are picnic lunches on the beach, expeditions to local churches, and lavish dinners with organic food from Highgrove. Conversation is lively, but the heir to the throne has to be careful what he says, because he knows only too well that anything he says in private may be repeated in public.

The future monarch that we don't see is a man of great humour, who cares passionately about the state of the British nation, and is devoted to his two children, William and Harry. He is madly in love with 'his darling wife', which is how he refers to Camilla in public.

A dutiful life

- 3 Together Charles and Camilla perform royal duties, both at home and abroad. He attends over 500 public engagements a year. He visits hospitals, youth groups, performing artists, charities, and business conferences. He hosts receptions to welcome visiting heads of state and VIPs. He travels abroad extensively, as an ambassador to the United Kingdom, representing trade and industry. He works hard to promote greater understanding between different religions. He is also President of the Prince's Charities, which are active in promoting education, business, the environment, the arts, and opportunities for young people. The group raises over £110 million annually.

Camilla shares Charles' passion for hunting, and also his interest in conservation of towns and countryside. The one thing she leaves to Charles is skiing. She prefers to stay at home when he makes his annual trip to Klosters in Switzerland.

Everything except the top job

- 4 Since his second marriage, Prince Charles has everything he wants except, as Diana (who was killed in a car accident in 1997) used to call it, 'the top job'. Yet despite not being on the throne, he has worked hard to accomplish so much. He is concerned about the state of the country he loves, and shows his frustration that governments do little to tackle those problems about which he feels so strongly.

The Prince of Wales has his own food company, Duchy Originals. It originally sold biscuits, but is now expanding to become one of Britain's best-known and most successful organic brands, with over 200 different products, including food, drinks, and hair and body care products.

Charles, well-intentioned, hard-working, conservative and old-fashioned, continues to do his duty as he sees it. But he is no longer alone. One day he will be King, and his darling Camilla will be HRH The Princess Consort.



- 5 Now you have read the article, have you changed your mind about any of your answers in exercise 3?

Vocabulary work

Which of these adjectives are positive and which are negative?

hard-working - positive

hard-working	bad-tempered	
spoilt	eccentric	old-fashioned
sociable	cautious	passionate
frustrated	successful	well-intentioned

Give an example of Charles' life or behaviour that illustrates each adjective.

hard-working - He performs a lot of royal duties, and does charity work.

Discussion

- What do you know about the attitude of the British people to their royal family?
- What countries do you know that have a royal family? Are the members of the family popular? What do they do?

VOCABULARY AND SPEAKING

Free time activities

1 What do you do when you aren't working?
Make a list of what you do in your free time.

go on the Net play golf go for a run

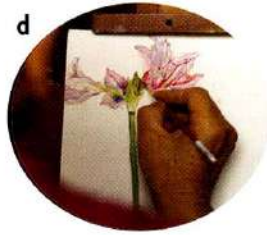
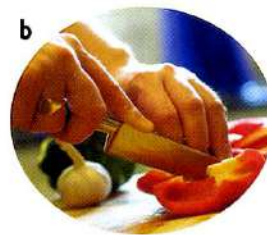
Who do you do it with? Where? Tell the class.

2 What activities can you see in the photos?
Which of them ...?

- do you do alone, or with another person
- do you do at home, or in a special place
- needs special clothes or equipment

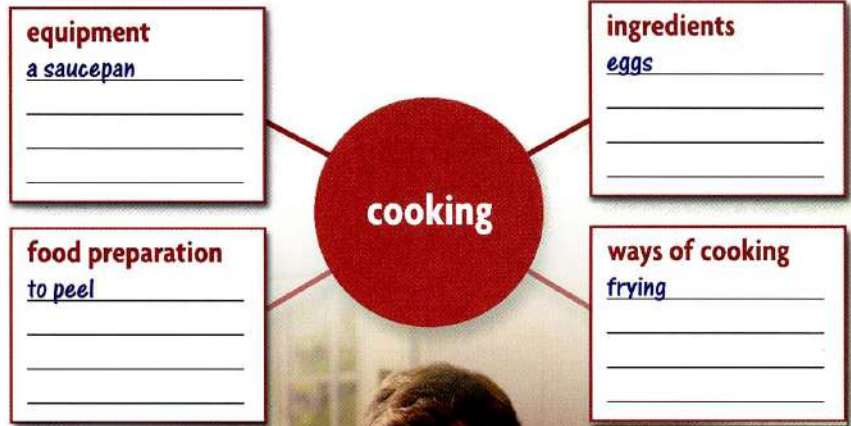
3 Which of these things go with the activities?

a drill	a recipe
planting	servicing an ace
the sales	a sleeping bag
a racket	a screwdriver
a concert	a bargain
zoom	keeping fit
sweating	meditating
wearing a helmet	a torch
sketching	weeding



4 Complete the diagram about cooking with words from the box.

boiling	to chop
to mix	a casserole dish
herbs and spices	minced meat
an oven	baking
roasting	a food processor
olive oil	to weigh



5 Choose an activity that you are interested in. Draw a similar diagram and choose the categories. Fill it in.

6 **T 2.8** Listen to John talking about his hobby. Make notes under these headings.

- Favourite hobby
- Where and when he does it
- Clothes and equipment
- What he likes about it
- The best bit

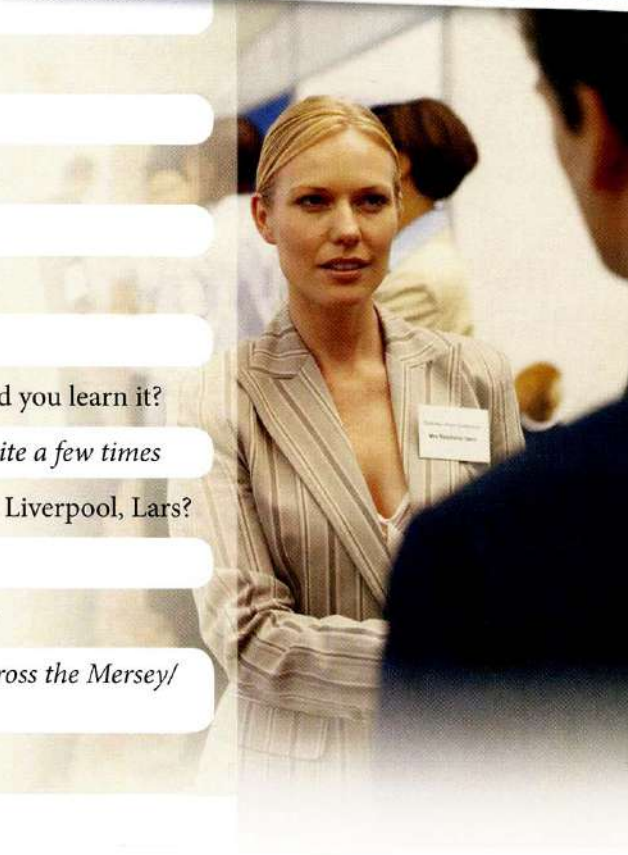
7 Work in small groups. Use the headings from exercise 6 and your diagram to talk about what you like doing in your free time.



EVERYDAY ENGLISH

Making small talk

- 1 When do we make small talk? Who with? What about?
- 2 **T 2.9** Read and listen to the conversation between Ann and Lars. Where are they? What is Lars doing there?



Ann So what do you think of Liverpool, Lars?

Lars *really interesting/old city/lovely buildings/people so friendly*
It's really interesting. Liverpool's such an old city, isn't it? There are some lovely buildings, and the people are so friendly!

Ann Yes, they are, aren't they? When did you get here?

Lars ... ago/plane from Oslo/a bit late/didn't matter

Ann Oh, good. Where are you staying in Liverpool?

Lars ... Grand Hotel/convenient for the office/room not very big/OK

Ann What a pity! Never mind. Where are you from?

Lars Norway/born in Bergen/live in a suburb of Oslo/pretty/sea

Ann Really? It sounds beautiful. Your English is very good. Where did you learn it?

Lars ... very kind/a lot of mistakes/school for years/been to England quite a few times

Ann Oh, have you? How interesting! And what are you doing here in Liverpool, Lars?

Lars ... attending a conference/here for five days/home on the 17th

Ann Oh, so soon! And have you managed to get around our city yet?

Lars ... not seen very much/a walk along the riverside/taken a ferry across the Mersey/
not seen the Beatles' Exhibition yet

Ann Well, I hope you enjoy it. Don't work too hard!

Lars ... try to enjoy myself/bye/nice to talk

- 3 What information does Lars add to keep the conversation going? How does Ann show she's interested? Find examples.
- 4 Work with a partner. Use the prompts to practise the conversation.
T 2.9 Listen again. How well did you do?

SPOKEN ENGLISH Softening a negative comment

1 In conversation, we sometimes don't want to sound too negative. We soften negative comments.

We were late landing. We were **a bit** late landing.

My room is tiny. My room **isn't very big**, but it's OK.

2 Make these comments softer. Use the words in brackets.

1 It's expensive. (*bit*) 4 They're rude. (*friendly*)

2 It's hard. (*quite*) 5 I earn very little. (*much*)

3 It's cold. (*warm*) 6 There's nothing to do. (*very much*)

- 5 **T 2.10** Listen to the questions and answer them. Make a comment and add some information. Add a question if you can.

Who do you work for?

Siemens. I've been with them for four years. They're a good company. How about you?

T 2.11 Listen and compare.

- 6 You are abroad on a business trip. Invent a name and a background for yourself. You are at a social event. Stand up and socialize! Ask and answer questions.

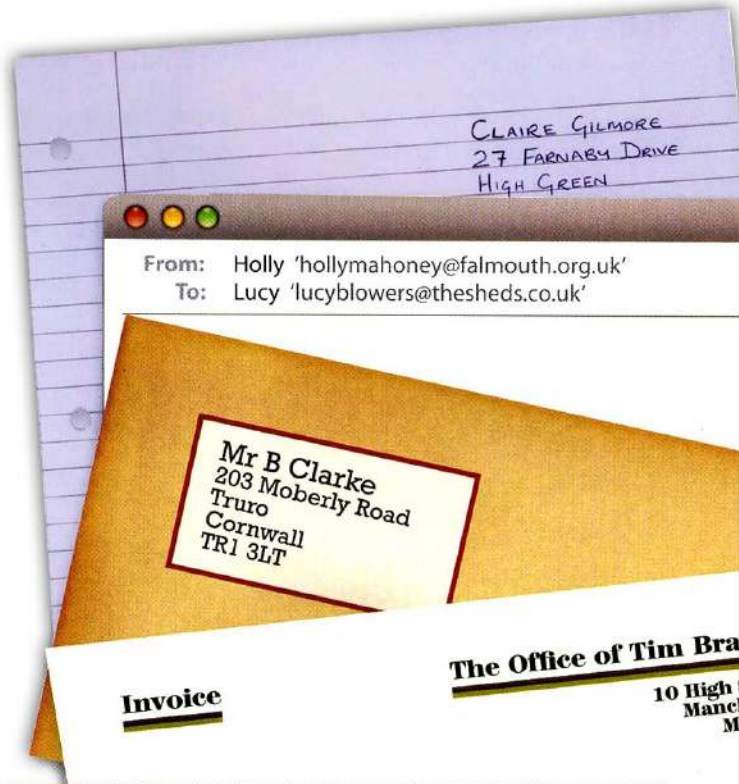
▶▶ **WRITING LETTERS AND EMAILS p104**



1 Read the lines 1–10 from some letters and emails. Which are formal, which are informal? Which are beginnings? Which are endings?

- 1 *Great to hear from you again.*
- 2 *I am writing in response to your advertisement in today's Guardian for an IT consultant.*
- 3 *Give my regards to Robert and all the family.*
- 4 *I'm sorry I haven't been in touch for so long but you know how it is.*
- 5 *Thank you for your invoice of April 16th. Please find enclosed a cheque for the full amount.*
- 6 *Write or, better still, email me soon.*
- 7 *We trust this arrangement meets with your satisfaction.*
- 8 *Just a note to say thank you so much for having me to stay last weekend.*
- 9 *Take care. I can't wait to see you next week.*
- 10 *I look forward to hearing from you at your earliest convenience.*

2 Read the **beginnings** of these letters and emails. Match them with their **next line** and **ending**.



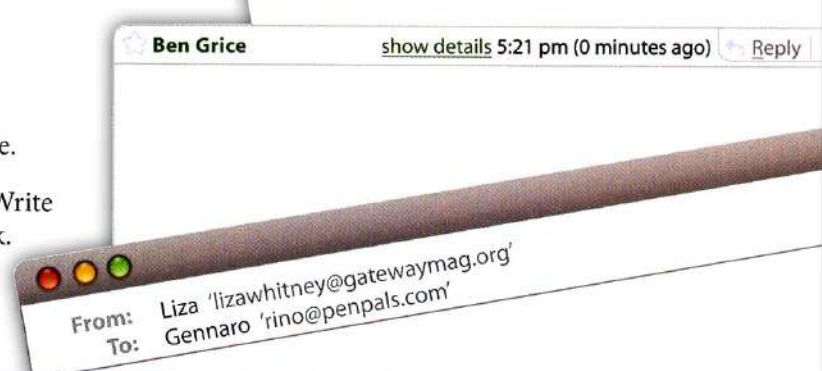
Beginnings	Next lines	Endings
1 Dear Jane, thanks for your email. It's great to hear from you after so long.	a We had no idea John was such a good cook!	e Let me know asap. All the best, Danny
2 Dear Mr Smith, We have received your order and payment for the Children's Encyclopaedia CD-ROM.	b It's good to catch up on all your news. I've been pretty busy lately too. I've just started a new job.	f We apologize for the inconvenience. Your order will be processed as soon as we receive the additional amount. Yours sincerely, Pigeon Publishing
3 Hi Pete, Any chance you're free next Saturday evening?	c Unfortunately your cheque for £90 did not include postage of £7.50.	g Let's meet soon. Give my love to Alan and the boys. Yours, Julie
4 Dear John and Liz, Thank you so much for a great evening and meal.	d Chris and Nick are coming over and we wondered if you'd like to join us.	h Thanks again. We hope to see you both soon. Love Vicky and Jamie

3 Which letter or email in exercise 2 is ...?

- an invitation
- a formal request
- exchanging news
- saying thank you

Underline the words or phrases which helped you decide.

4 You have just found the email address of an old friend. Write to him/her. Give news about your personal life and work. Ask about his/her news.



Word list

Here is a list of most of the new words in the units of *New Headway Intermediate, Fourth edition Student's Book.*

adj = adjective
adv = adverb
conj = conjunction
coll = colloquial
n = noun
opp = opposite

pl = plural
prep = preposition
pron = pronoun
pp = past participle
v = verb
US = American English



UNIT 1

alleyway *n* /'æliwei/
archaeology *n* /,ɑ:ki'blɒdʒi/
area *n* /'eəriə/
background *n* /'bækgraʊnd/
barrel *n* /'bærəl/
Basque *adj* /bæsk/
beat *v* /bi:t/
bilingual *adj* /,baɪ'lɪŋgwəl/
block *n* /blɒk/
brief *v* /bri:f/
bright *adj* /braɪt/
cancellation *n* /,lænsə'leɪʃn/
cherish *v* /'tʃerɪʃ/
client *n* /'kli:ənt/
close-knit *adj* /,kləʊs'nɪt/
communal *adj* /'kɒmjənəl/
community *n* /kə'mju:nəti/
cosmopolitan *adj* /,kɒzmə'pɒlɪtən/
cracked *adj* /krækt/
culture *n* /'kʌltʃə(r)/
daylight *n* /'deɪlaɪt/
demolition *n* /,demə'liʃn/
destroy *v* /di'strɔɪ/
dressmaker *n* /'dresmeɪkə(r)/
earthquake *n* /'ɜ:kweɪk/
elderly *adj* /'eldəli/
end up *v* /,end 'ʌp/
equator *n* /'i:kweɪtə(r)/
extended family *n* /ɪk'stendɪd
'fæməli/
extinct *adj* /ɪk'stɪŋkt/
fee *n* /fi:/
filling *n* /'fɪlɪŋ/
for good /fɔ: 'gɒd/
forbid *v* /fɔ:'bɪd/
frail *adj* /freɪl/
frugally *adv* /'fru:gəli
global warming *n* /,gləʊbl
'wɔ:mɪŋ/
(not) go far /,gəʊ 'fɑ:(r)/
go live *v* /,gəʊ 'laɪv/
go on about *v* /,gəʊ 'ɒn əbaʊt/
a great deal /ə 'greɪt 'di:l/
headquarters *n* /,hed'kwɔ:təz/
heritage *n* /'herɪtɪdʒ/
hold *v* /həʊld/
hopefully *adv* /'həʊpəfəli/
hospitality *n* /,hɒspɪ'tæləti/
iceberg *n* /'aɪsbɜ:g/
immediate family *n* /ɪ,mɪ:diət
'fæməli/
kit *n* /kɪt/
life expectancy *v n* /'laɪf
ɪk'spektənsi/
make *v* /meɪk/
means *n* /mi:nz/
motto *n* /'mɒtəʊ/

muffin *n* /'mʌfɪn/
municipal *adj* /mju:'nɪsɪpl/
neutral *adj* /'nju:trəl/
nonsense *n* /'nɒnsəns/
noticeable *adj* /'nəʊtɪsəbl/
on the clock *n* /,ɒn ðə 'klɒk/
operator *n* /'ɒpəreɪtə(r)/
performance *n* /pə'fɔ:məns/
pin number *n* /'pɪn ,nʌmbə(r)/
policy *n* /'pɒləsi/
preschool *n* /'pri:sku:l/
prestigious *adj* /pre'stɪdʒəs/
presumably *adv* /pre'zju:məbli/
profile *n* /'prəʊfaɪl/
propaganda *n* /,prɒpə'gændə/
provide *v* /prə'vaɪd/
pyjamas *n* /pə'dʒɑ:məz/
raise *v* /reɪz/
reach *v* /ri:tʃ/
regret *n* /rɪ'gret/
research *n* /rɪ'sɜ:tʃ/
rubbish *n* /'rʌbɪʃ/
settle down *v* /,setl 'daʊn/
shortly *adv* /'ʃɔ:tlɪ/
similarity *n* /,sɪmə'lærəti/
slum *n* /slʌm/
storey *n* /'stɔ:ri/
stressed *adj* /strest/
structure *n* /'strʌktʃə(r)/
stuck *adj* /stʌk/
suburb *n* /'sʌbɜ:b/
survey *n* /'sɜ:veɪ/
take away *v* /,teɪk ə'weɪ/
take home *v* /,teɪk 'həʊm/
tricky *adj* /'trɪki/
ultimately *adv* /'ʌltɪməli/
urgent *adj* /'ɜ:dʒənt/
vote *n/v* /vəʊt/
well-balanced *adj* /,wel'bælənst/
widely *adv* /'waɪdli/



UNIT 2

accomplish *v* /ə'kʌmplɪʃ/
actually *adv* /'æktʃuəli/
amazing *adj* /ə'meɪzɪŋ/
ambassador *n* /æm'bæsədə(r)/
annual *adj* /'ænjuəl/
attend *v* /ə'tend/
bake *v* /beɪk/
banking *n* /'bæŋkɪŋ/
bargain *n* /'bɑ:gən/
be in touch /bi: ɪn 'tʌtʃ/
(surf)board *n* /'sɜ:fbɔ:d/
boarding school *n* /'bɔ:dn̩ ,sku:l/
boil *v* /bɔɪl/
broadcaster *n* /'brɔ:dkɑ:stə(r)/
budget *n* /'bʌdʒɪt/

butler *n* /'bʌtlə(r)/
buzz *n* /bʌz/
cash flow *n* /'kæʃ fləʊ/
cashier *n* /'kæʃɪə(r)/
casserole dish *n* /'kæsəʊəl ,dɪʃ/
catch up on *phr v* /kætʃ 'ʌp ɒn/
challenging *adj* /'tʃæləndʒɪŋ/
charity *n* /'tʃærəti/
charming *adj* /'tʃɑ:mɪŋ/
cheque *n* /tʃek/
chop *v* /tʃɒp/
concentrate *v* /'kɒnsəntreɪt/
concerned *adj* /kən'sɜ:nd/
conservative *adj* /kən'sɜ:vətɪv/
convenient *adj* /kən'vi:nɪənt/
cope *v* /kəʊp/
day off *n* /,deɪ 'ɒf/
decent *adj* /'di:sənt/
deputy *n* /'depjʊti/
documentary *n* /,dɒkjʊ'mentri/
drill *n* /dri:l/
dutiful *adj* /'dju:tɪfl/
duty *n* /'dju:ti/
earn a living /,ɜ:n ə 'lɪvɪŋ/
earner *n* /'ɜ:nə(r)/
eccentric *adj* /ɪk'sentri:k/
employee *n* /ɪm'plɔɪi:/
engagement *n* /ɪn'geɪdʒmənt/
enormous *adj* /ɪ'nɔ:məs/
expand *v* /ɪk'spænd/
extensively *adv* /ɪk'stensɪvli/
extravagantly *adv* /ɪk'strævəgəntli/
ferry *n* /'feri/
fly by *v* /'flaɪ ,baɪ/
food processor *n* /,fu:ɔd
'prəʊsesə(r)/
frustration *n* /frʌ'streɪʃn/
fry *v* /fraɪ/
get away from it all *v* /,get ə'weɪ
frəm ɪt ə:l/
goods *pl n* /gɒdz/
handyman *n* /'hændɪmæn/
hardware *n* /'hɑ:dweə(r)/
hard-working *adj* /,hɑ:d'wɜ:kɪŋ/
head of state *n* /,hed əv 'steɪt/
heir *n* /eə(r)
helmet *n* /'helmt/
herb *n* /hɜ:b/
honey *n* /'hʌni/
host *v* /həʊst/
housekeeper *n* /'haʊski:pə(r)/
huge *adj* /hju:dʒ/
human resources *n* /,hju:mən
rɪ'zɔ:sɪz/
hunting *n* /'hʌntɪŋ/
in charge /ɪn 'tʃɑ:dʒ/
in response to /ɪn rɪ'spɒns tə/
include *v* /ɪn'klu:d/
inconvenience *adj*
,ɪn'kɒn'vi:nɪəns/

industry *n* /'ɪndəstri/
invoice *n* /'ɪn,vɔɪs/
involve *v* /ɪn'vɒlv/
keep fit *v* /,ki:p 'fɪt/
land *v* /lænd/
laptop *n* /'læptɒp/
lavish *adj* /'lævɪʃ/
lifeguard *n* /'laɪfgɑ:d/
lifetime *n* /'laɪftaɪm/
lively *adj* /'laɪvli/
madly *adv* /'mædli/
maid *n* /meɪd/
managing director *n* /,mænɪdʒɪŋ
də'rektə(r)/
manufacture *v* /,mænju'fæktʃə(r)/
meditate *v* /'medɪteɪt/
memo *n* /'meməʊ/
mild *adj* /maɪld/
minced meat *n* /,mɪnst 'mi:t/
mix *v* /mɪks/
modernize *v* /'mɒdənaɪz/
monarch *n* /'mɒnək/
negotiate *v* /nr'gəʊʃɪeɪt/
occupy *v* /'ɒkjʊpaɪ/
organic *adj* /ɔ:'gænik/
payment *n* /'peɪmənt/
peel *v* /pi:l/
personnel *n* /,pɜ:sə'nel/
plant *v* /plɑ:nt/
politician *n* /,pɒlə'tɪʃn/
porter *n* /'pɔ:tə(r)/
portray *v* /'pɔ:treɪ/
praise *v* /preɪz/
product *n* /'prɒdʌkt/
promote *v* /prə'məʊt/
qualification *n* /,kwɒlɪfɪ'keɪʃn
racket *n* /rækt/
reception *n* /rɪ'sepʃn/
reckon *v* /'rekən/
recruit *v* /rɪ'kru:t/
redecorate *v* /,ri:'dekəreɪt/
ridiculous *adj* /rɪ'dɪkjələs/
riverside *n* /'rɪvəsaɪd/
roast *v* /rəʊst/
sales *pl n* /seɪlz/
screwdriver *n* /'skru:draɪvə(r)/
serve an ace *v* /,sɜ:v ən 'eɪs/
service *v* /'sɜ:vɪs/
shift *n* /ʃɪft/
shooting *n* /'ʃu:tɪŋ/
situate *v* /'sɪtʃueɪt/
sketch *v* /sketʃ/
small talk *n* /'smɔ:l tɔ:k/
soap *n* /səʊp/
socializer *n* /'səʊʃəlaɪzə(r)/
squeeze *v* /skwi:z/
state *n* /steɪt/
stiff *adj* /stɪf/
support *n* /sə'pɔ:t/
sweat *v* /swet/

UNIT 3

3.1 PAST TENSES

We use different past tenses to describe moments and periods of time in the past.

Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 ...



... her secretary **had opened** the post.

... her secretary **was opening** the post.

... her secretary **opened** the post.

3.2 Past Simple

Form

The form of the Past Simple is the same for all persons.

He **left** at three o'clock.

They **arrived** three weeks ago.

She **didn't finish** on time yesterday.

I **didn't visit** my parents last weekend.

When **did** he **finish** the report?

What time **did** his train **leave**?

Short answer

Did you enjoy the meal?

Yes, we **did**./No, we **didn't**.

Use

The Past Simple is used to express:

- 1 a finished action in the past.

We **met** in 2000.

I **went** to Manchester last week.

John **left** two minutes ago.

- 2 actions that follow each other in a story.

Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw** ...

- 3 a past situation or habit.

When I **was** a child, we lived in a small house by the sea. Every day I **walked** for miles on the beach with my dog.

This use is often expressed with *used to*. See 3.5 on p136.

We **used to** live in a small house ... I **used to** walk for miles ...

Spelling of verb + -ed

- Most regular verbs add *-ed* to the base form of the verb.
worked wanted helped washed
 - When the verb ends in *-e*, add *-d*.
liked used hated cared
 - If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding *-ed*.
stopped planned robbed
But we write *cooked, seated, and moaned* because there are two vowels.
 - The consonant is not doubled if it is *-y* or *-w*.
played showed
 - In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.
pre'ferred ad'mitted
But we write *'entered* and *'visited* because the stress is on the first syllable.
 - Verbs that end in a consonant + *-y* change the *-y* to *-ied*.
carried hurried buried
But we write *enjoyed*, because it ends in a vowel + *-y*.
- There are many common irregular verbs.

▶▶ Irregular verbs p159

Past Simple and time expressions

Look at the time expressions that are common with the Past Simple.

I met her	last night.
	two days ago.
	yesterday morning.
	in 2001.
	in summer.
	when I was young.

▶▶ 3.3 Past Continuous

Form

was/were + verb + -ing

I was learning French.

They were driving to Paris.

We weren't waiting for a long time.

What were they doing?

Where was he studying?

Short answer

Were you looking for me?

Yes, I was./No, I wasn't.

Were they waiting outside?

Yes, they were./No, they weren't.

Use

The Past Continuous is used:

- to express activities in progress before, and probably after, a particular time in the past.
At seven o'clock this morning I was having my breakfast.
You made a lot of noise last night. What were you doing?
- for descriptions.
Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.
- to express an interrupted past activity.
When the phone rang, I was having a shower.
While we were playing tennis, it started to rain.
- to express an incomplete activity.
I was reading a book during the flight. (I didn't finish it.)
I watched a film during the flight. (the whole film)

▶▶ 3.4 Past Simple or Past Continuous?

- Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities. Compare:
 - I didn't see you at the party last night.*
 - No. I stayed at home and watched the football.*
 - I didn't see you at the party last night.*
 - No, I was watching the football at home.*
- Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities before; the Past Simple asks about what happened after.
 - What were you doing when the accident happened?*
 - I was shopping.*
 - What did you do when you saw the accident?*
 - I phoned the police.*

▶▶ 3.5 used to

Used to expresses a habit or state in the past that is now finished.

I used to read comics when I was a kid. (but I don't now)

My dad and I used to play football together. (but we don't now)

Did you use to read comics when you were a child?

This town didn't use to be a nice place to live, but then it changed.

▶▶ 3.6 Past Perfect

Perfect means 'completed before'. The Past Perfect refers to an action in the past that was completed before another action in the past.

Form

The form of the Past Perfect is the same for all persons.

Positive and negative

I	'd (had)	seen him before.
You	hadn't	finished work at six o'clock.
We		

Question

Where had	you she they	been before?
-----------	--------------------	--------------

Short answer

Had he already left?

Yes, he had./No, he hadn't.

Use

- The Past Perfect is used to make clear that one action in the past happened *before* another action in the past.
When I got home, I found that someone had broken into my apartment and had stolen my DVD player.
I didn't go to the cinema because I'd seen the film before.
- The Past Simple tells a story in chronological order.
Sue met Pete at university. They were together for six years. They divorced last month.
The Past Perfect can be used to tell a story in a different order.
Sue and Pete divorced last month. They'd met at university, and had been together for six years.
- Notice the difference between these sentences.
When I got to the party, Peter went home.
(= First I arrived, then Peter left.)
When I got to the party, Peter had gone home.
(= First Peter left, then I arrived.)
- The Past Perfect Continuous refers to longer actions or repeated activities.
We were exhausted because we'd been driving all day.



3.7 Past tenses in the passive

Form

Past Simple Passive: *was/were* + past participle

*The museum **was opened** in 1987.*

*We **were burgled** last night.*

Past Continuous Passive: *was/were being* + past participle

*The vase **was being restored**.*

Past Perfect Passive: *had been* + past participle

*The house **had been redecorated**.*

Use

The uses are the same in the passive as in the active.

*The bridge **was built** in 1876.* (finished action in the past)

*The bomb **was being defused** when it exploded.* (interrupted past activity)

*The letter didn't arrive because it **had been sent** to my old address.*
(one action before another action in the past)



3

Good times, bad times

Past tenses • Spelling and pronunciation • Giving opinions

STARTER

Play the *Fortunately, Unfortunately* game around the class.

Start: *I woke up very early this morning.*

Student A *Fortunately, it was a lovely day.*

Student B *Unfortunately, I had to go to school.*

VINCENT VAN GOGH

Past tenses and *used to*


- 1 Look at the pictures by the painter, Vincent Van Gogh. What do you know about him? Was he happy? Was he successful?
- 2 Read the notes below about Vincent Van Gogh. Complete the questions about his life.

Vincent Van Gogh


1853–1890

Vincent Van Gogh was born in 1853. When he was a young man he worked in London and Paris, but he was dismissed.


He tried to commit suicide.

In Paris, Vincent met many famous artists while he was .

In 1888 he moved to Arles in the south of France. Another famous painter came to live with him. He was an old friend.

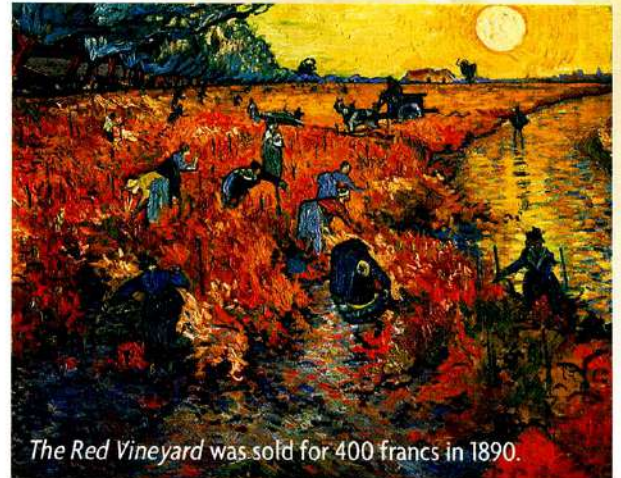
One evening Van Gogh left the house carrying a . He cut off part of his ear.

After this, he moved into an asylum. Many of his most famous paintings were completed here.

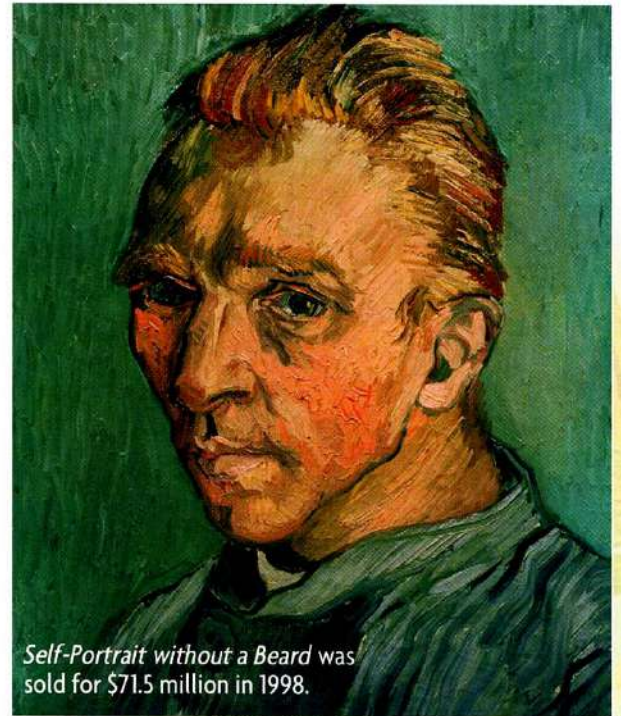
In 1890, while he was , he shot himself in the chest. Two days later he died. He was buried.

When he died, he had no money.

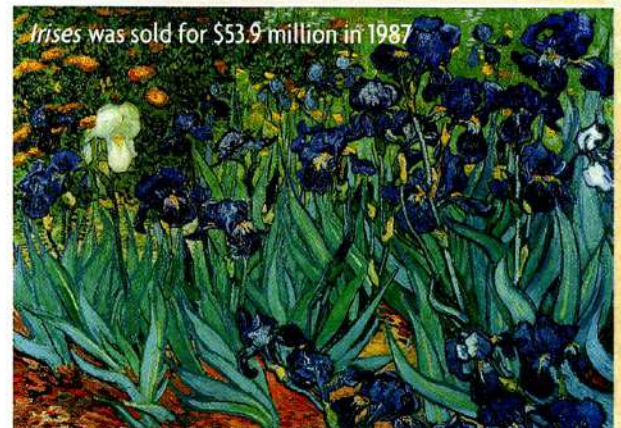
- 1 Where **was he born**?
- 2 What ... job?
- 3 Why ...?
- 4 Why ...?
- 5 Which ...?
- 6 What ... when he met them?
- 7 Who ...?
- 8 Where ... first meet?
- 9 What ...?
- 10 Why ...?
- 11 Which ...
- 12 What ... doing ...?
- 13 Why ...?
- 14 Where ...?
- 15 Why didn't ...?



The Red Vineyard was sold for 400 francs in 1890.



Self-Portrait without a Beard was sold for \$71.5 million in 1998.



Iris was sold for \$53.9 million in 1987.

T 3.1 Listen and check the questions.

- 3 Read the full text about Vincent Van Gogh. With a partner ask and answer the questions from exercise 2.

T3.2 Listen and check.

Vincent

Vincent Van Gogh, the genius unrecognized in his own lifetime

Vincent Van Gogh was born in Brabant in the Netherlands in 1853. As a young man he worked as an art dealer in London and Paris. He was dismissed from this job because he had argued with customers about art.

In 1881 he tried to commit suicide. He was depressed because he had fallen in love with his cousin, but she had rejected him.

In 1886 he went to Paris to study art, and it was while he was studying that he met Degas, Pissarro, Seurat, Toulouse-Lautrec, Monet, and Renoir.

After two years in Paris, Van Gogh went to live in Arles in the south of France. His friend and fellow painter, Gauguin, who he had met in Paris, came to join him. The two men settled down in Arles, but there was a lot of tension between them. Vincent used to drink heavily, and they quarrelled fiercely, mainly about the nature of art.

One evening in December 1888, Van Gogh left the house carrying a razor blade. He'd been drinking, and he'd had an argument with Gauguin. He cut off part of his ear.

After this, he moved voluntarily into an asylum for the insane at St-Rémy-de-Provence. He used to wake up at six in the morning and go out to paint. It was here, in the last two years of his life, that many of his most famous paintings were completed. These included *Starry Night*, *Irises*, and *Self-Portrait without a Beard*.

In 1890 he left the warm south and moved to Auvers-sur-Oise. Here he continued working despite his growing depression. It was while he was painting outside that Vincent shot himself in the chest. Two days later, he died. He was buried in the cemetery in Auvers.

When Van Gogh died, he had no money because he'd only sold one of his paintings, *The Red Vineyard*, in his entire life. His sister-in-law took his collection to Holland, where his work was published. He was instantly recognized as a genius.

GRAMMAR SPOT

- 1 In these sentences, which verb form is ...?
 Past Simple Past Continuous Past Simple passive
 He **worked** as an art dealer.
 He **was dismissed**.
 He **was studying** art.
 Find more examples of the three verb forms in the text.
- 2 In this sentence, what happened first?
 He **was dismissed** because he **had argued** with customers.
had argued is an example of the Past Perfect tense. How is this tense formed? Find more examples in the text.
- 3 Look at the sentence.
 Vincent **used to** drink heavily.
 Do you think this happened once or many times? Find another example of *used to* in the text.

▶▶ Grammar Reference 3.1–3.7 p135–7

Pronunciation

- 4 **T3.3** Listen and repeat the weak forms and contracted forms.

/wəz/	/wəz/
What was he doing?	He was studying.
/wə/	/hɪd/
They were working ...	He'd had an argument.
/ðeɪd/	/hɪd bɪn/
They'd met in Paris.	He'd been drinking.

- 5 Write the verbs from the box in the chart according to the pronunciation of *-ed*.

worked dismissed tried rejected
 quarrelled moved completed
 continued died published recognized

/t/	/d/	/ɪd/
worked		

- T3.4** Listen and check.

PRACTICE

I didn't do much

1 **T 3.5** Listen to four people saying what they did last night. Who said these lines? Write a number 1–4.

- I went for a drink with a couple of friends.
- We talked for a bit.
- I didn't do much.
- I got home about nine.
- I had an early night.
- I didn't get home till about midnight.
- I did some stuff on the computer.
- Quite a late night for me!

2 What did *you* do last night? Discuss in small groups.

Discussing grammar

3 Compare the use of tenses in these sentences. Say which tense is used and why.

- 1 It

rained	all day yesterday.
was raining	when I woke up.
- 2 I *wore* a suit for my interview.
She looked great. She *was wearing* a black top and tight jeans.
- 3 'What *were* you *doing* when you lost your phone?'
'Shopping.'
'What *did* you *do* when you lost your phone?'
'Bought a new one.'
- 4 When Bill arrived,

we <i>were having</i> lunch.
we <i>had</i> lunch.
we'd <i>had</i> lunch.
- 5 I got to the cinema. The film

started.
had started.
- 6 When I was a kid I *used to play* football with my dad.
I *played* football with my kids last Saturday.

A newspaper story

4 Read the newspaper article. Put the verbs in brackets in the correct past tense, active or passive.

T 3.6 Listen and check.

5 **T 3.7** Listen to a radio news item on the subject of the same accident. What do you learn that wasn't in the newspaper article?

Dictation

6 **T 3.8** You will hear a summary of the interview at dictation speed. Write it down. Compare with a partner.

SMASH!

Clumsy visitor destroys priceless vases

By Tom Ball

A CLUMSY visitor to a British museum has destroyed a set of priceless 300-year-old Chinese vases after slipping on the stairs.



The three vases, which (1) _____ (produce) during the Qing dynasty in the 17th century, (2) _____ (stand) on the windowsill at the Fitzwilliam Museum in Cambridge for forty years. Last Thursday they (3) _____ (smash) into a million pieces. The vases, which (4) _____ (donate) in 1948, (5) _____ (be) the museum's best-known pieces.

The Fitzwilliam (6) _____ (decide) not to identify the man who (7) _____ (cause) the disaster. 'It was a most unfortunate and regrettable accident,' museum director Duncan Robinson said, 'but we are glad that the visitor (8) _____ seriously _____ (not injure).'

The photograph of the accident (9) _____ (take) by another visitor, Steve Baxter. 'We (10) _____ (watch) the man fall as if in slow motion. He (11) _____ (fly) through the air. The vases (12) _____ (explode) as though they (13) _____ (hit) by a bomb. The man (14) _____ (sit) there stunned in the middle of a pile of porcelain when the staff (15) _____ (arrive).'

The museum declined to say what the vases were worth.



VOCABULARY

Spelling and pronunciation

- 1 **T 3.9** Listen and repeat these words. What do they tell you about English spelling and pronunciation?

good /gʊd/ food /fu:d/ blood /blʌd/
road /rəʊd/ rode /rəʊd/ rowed /rəʊd/

Words that sound the same

- 2 **T 3.10** Listen and write the words you hear. What do they have in common? Compare with a partner. Did you write the same words?

- 3 Read these words aloud. Write another word with the same pronunciation.

1 male	<u>mail</u>	6 week	_____
2 blew	_____	7 hole	_____
3 piece	_____	8 pair	_____
4 where	_____	9 allowed	_____
5 caught	_____	10 weight	_____

- 4 Write the correct spelling of the words in phonemic script.

1 /pi:s/ Peace is the opposite of /wɔ:/ _____.
2 I'm not /əlaʊd/ _____ to /weə/ _____ make-up.
3 I'd like a /peə/ _____ of /blu:/ _____ jeans, please.
4 I /wɔ:/ _____ the same socks for a /həʊl/ _____ /wi:k/ _____.
5 I had to /weɪt/ _____ in the rain and I /kɔ:t/ _____ the /flu:/ _____.

Spelling

- 5 Read these words aloud. Which two words rhyme?

1 <u>love</u>	move	<u>glove</u>
2 some	home	come
3 dear	fear	pear
4 lost	most	post
5 meat	cheat	great
6 boot	shoot	foot
7 eight	weight	height
8 blood	wood	flood
9 flower	power	lower

T 3.11 Listen and check.

- 6 These words have the same vowel sound but different spellings. Spell the words.

/u:/ tooth truth juce thru _____
/ɔ:/ coot doon woo floo _____
/ɜ:/ irth world boon foo _____
/eə/ tea fea squea thea _____

Lost sounds

- 7 In some words we lose sounds.

~~chocolate~~ /tʃɒklət/ has two syllables, not three.

~~comfortable~~ /kʌmfətəbl/ has three syllables, not four.

Read these words aloud. Cross out the lost sounds.

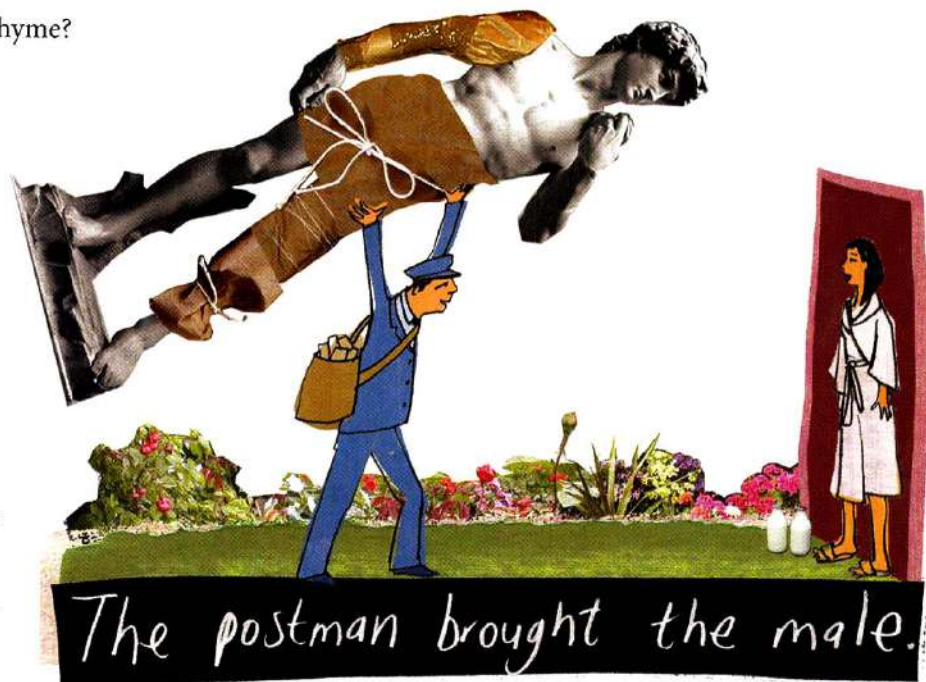
~~different~~ several
business restaurant
marriage interesting
vegetable temperature
secretary

T 3.12 Listen and check.

- 8 Some words have silent letters. Cross out the silent letters in these pairs of words.

1 foreign	sign
2 climb	bomb
3 neighbour	weigh
4 honest	hour
5 knee	knock
6 psychology	psychiatrist

T 3.13 Listen and check.



READING

A Shakespearean tragedy

- 1 What do you know about William Shakespeare?
- 2 Look at the list of characters in the story of *Romeo and Juliet*. What do you know about the story? How did people at that time decide who to marry? Who made the decision?
- 3 Read 1–6 in the story. Answer the questions.
 - 1 Why did the Montagues and the Capulets hate each other?
 - 2 Why wasn't it a good idea for Romeo to go to the Capulet's party?
 - 3 What happened when Romeo and Juliet first met?
 - 4 'Wherefore art thou Romeo?' (= *Why are you Romeo?*) Why was Juliet upset about Romeo's name?
 - 5 How long had they known each other when they decided to get married?
 - 6 Why did Friar Laurence agree to marry them?
 - 7 Why did Romeo try to stop the fight?
 - 8 Why was Juliet desperate?
- 4 Read 7–12 in the story. Answer the questions.
 - 1 What couldn't Juliet tell her father?
 - 2 What was the Friar's plan?
 - 3 Which part of the plan worked?
 - 4 What went wrong with the plan?
 - 5 Why did Romeo kill himself?
 - 6 Why did Juliet kill herself?
 - 7 How did their families feel at the end?

5 **T 3.14** Listen to actors speaking Shakespeare's lines, and follow them in the story. Read the lines in more modern English on p148.

6 Retell the story using the pictures.

What do you think?

- Whose fault was the tragedy?
- In the play, Juliet was just thirteen. Do you think this is too young to fall in love?
- Shakespeare wrote comedies, tragedies, and history plays. What titles do you know? Do you know any of the stories?

▶▶ WRITING TELLING A STORY (1) p105

Romeo

The Montagues



Lord Montague



Romeo, son of Montague



Mercutio, Romeo's best friend



I Many years ago, in the ancient Italian city of Verona, there were two very rich but warring families, the Montagues and the Capulets. They had hated each other for so long that no one could remember how the feud had started. Fights often used to break out in the streets.



4 As dawn broke, Romeo raced to Friar Laurence and begged him to marry them. The Friar agreed, hoping this would unite the families. That afternoon, Juliet joined Romeo, and the lovers were wed. They parted, but planned to spend that night together.



7 Next morning the lovers could hardly bear to part. When would they meet again? More disaster was to come. Juliet learned that her father had agreed to give her in marriage to a nobleman, Paris. How could she tell her father she had already married Romeo?



10 But Romeo never received the Friar's letter. Thinking that his beloved Juliet had died, he bought poison and went to the tomb. He saw his beautiful, lifeless Juliet. He would never leave her side. He kissed her, and drank the poison.

and Juliet by William Shakespeare



Benvolio,
Romeo's cousin

Friar Laurence,
a priest

The Prince

Paris, a nobleman
suitor of Juliet


Juliet's nurse

Tybalt, Juliet's
cousin

Juliet, daughter of
Capulet


Lord Capulet

The Capulets



Did my heart love till now?
For I ne'er saw true
beauty till this night.

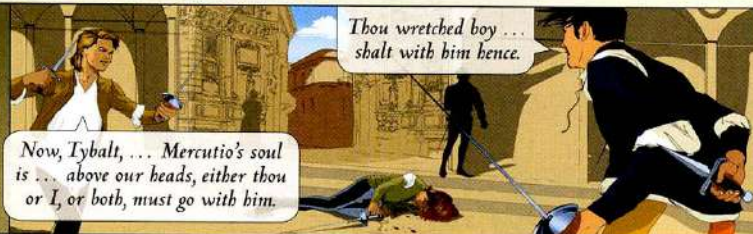
My only love sprung
from my only hate, ...



O Romeo, Romeo wherefore art
thou Romeo? Deny thy father,
and refuse thy name ... What's
Montague? ... A rose by any
other word would smell as sweet.

2 Lord Capulet was planning a celebration for his daughter, Juliet. Romeo, Lord Montague's son, went to the party uninvited. He saw Juliet and fell instantly in love! They touched hands. They talked. They kissed. Only then did they discover their families were enemies!

3 That night Juliet stood on her balcony and declared her love for Romeo. Romeo had climbed up a wall and was listening. They swore eternal love to each other, and promised to marry in secret the next day.



5 Returning to Verona, Romeo found his friends, Benvolio and Mercutio being attacked by Tybalt, Juliet's cousin. Romeo tried to stop the fight. He failed, and Mercutio was killed. Romeo had to take revenge! He fought Tybalt and killed him.



6 The Prince, hearing of the deaths, banished Romeo from Verona. Poor Juliet! Her husband had killed her cousin, and now he was exiled. She was desperate. Her nurse brought Romeo to Juliet so they could be together one last time.



8 Juliet ran to Friar Laurence for help. The Friar gave her a sleeping potion to make her appear dead for forty-two hours, so she couldn't marry Paris. The Friar would tell Romeo the plan, and he would arrive as she was waking up. They could then escape together.



9 Juliet returned home and pretended to agree to the marriage. She took the drug. The next day, everyone thought she was dead. She was carried to the family tomb, from where, according to the Friar's plan, Romeo would rescue her.



11 Juliet woke up to see Romeo lying dead beside her. She wept and kissed him again and again, hoping that the poison on his lips would kill her too. Finally she took his dagger and, stabbing herself, fell dead upon her husband's body.



12 The families of the Montagues and the Capulets arrived at the tragic scene. They were overwhelmed with grief, and horrified at the pain that their families' hatred had caused. Thus they buried their feud, along with their precious children, Romeo and his sweet Juliet.

LISTENING AND SPEAKING

The first time I fell in love

1 What do you understand by these quotations?

'People ask what love is. If you have to ask, you don't know.'

'Love is a kind of madness.'



'Love is blind.'

'When you're in love, 1 + 1 = everything, and 2 - 1 = nothing.'

'Love is what is left when being in love has burned away.'

'Love is the most beautiful of dreams and the worst of nightmares.'

2 **T 3.15** Listen to three people talking about the first time they fell in love. Take notes and complete the chart.

	Sarah	Tommy	James
1 How old was he/she?			
2 Who did he/she fall in love with?			
3 Was it a pleasurable experience?			
4 Was the love reciprocated?			
5 How did it end?			

3 In groups, compare your answers. Listen again to check.

4 What are some of the effects of being in love that the people describe?
'He made me go all weak at the knees.'

What do you think?

- Psychologists say we fall in love with a person with whom we can form a whole, like *yin* and *yang* in Chinese philosophy. Do you agree?
- Who do we fall in love with? Someone like ourselves, or someone different? Do opposites attract?
- 'The course of true love never did run smooth.' (Shakespeare – *A Midsummer Night's Dream*)
Think of couples, perhaps famous, perhaps not, who didn't have or haven't had an easy romance. What happened to them?
- What couples do you know who are well-suited? Why do they go well together?

EVERYDAY ENGLISH

Giving opinions

1 **T 3.16** Read and listen to the conversation. What is it about? Which two people agree with each other?

- A So, what do you think of Meg's new boyfriend? He's really great, isn't he?
 B Definitely! I think he's absolutely fantastic!
 A Mmm. Me too. I just love the stories he tells.
 B So do I. He's very funny. I really like his sense of humour.
 A They get on so well together, don't they?
 C Well, maybe. He's quite nice, but I don't think that he's the one for her.
 B That's rubbish! They absolutely adore each other!
 C Mmm. I'm not so sure.
 B Come on! You're just jealous. You've always fancied her.
 C Actually, that's not true at all. But I quite like her sister.

In groups of three, practise the conversation.

2 Listen again to the conversation. Answer the questions.

- 1 A and B agree with each other. What are their actual words?
- 2 A uses two question tags. Practise them.

He's really great, [↗] isn't he?

They get on so well together, [↗] don't they?

Is A really asking for information, or does she just want the others to agree with her?

3 Complete these question tags.

- 1 We had a great time in Paris, didn't we ?
- 2 The weather was lovely, _____ ?
- 3 The French really love their food, _____ ?
- 4 It's a lovely day today, _____ ?
- 5 Alice and Tom are a really lovely couple, _____ ?
- 6 Tom earns so much money, _____ ?
- 7 They want to get married, _____ ?

T 3.17 Listen and check.

SPOKEN ENGLISH Making an opinion stronger

1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.

It's good. → *It's very good.* → *It's really good.*

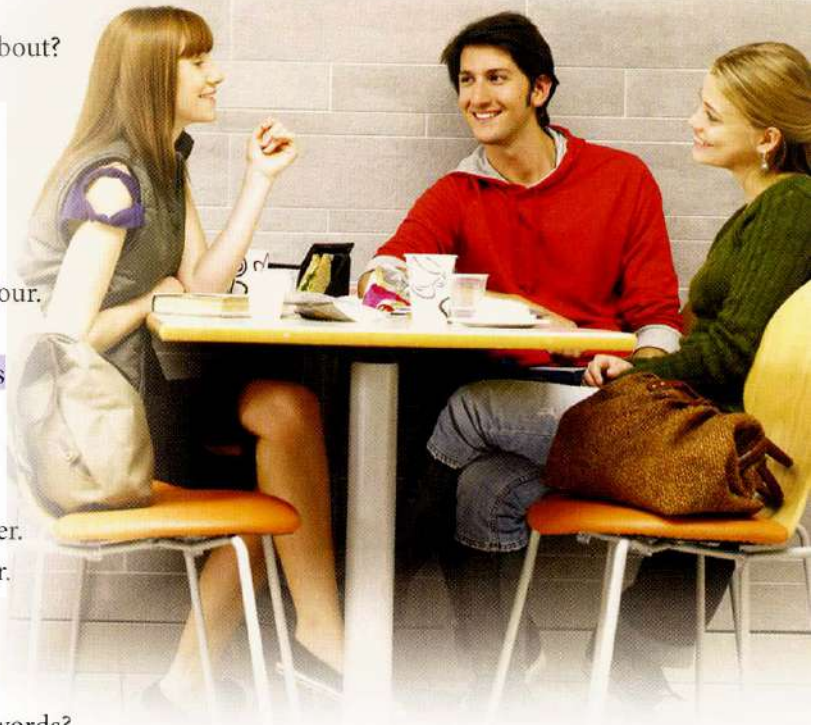
It's bad! → *It's just awful!* → *It's absolutely awful!*

2 We can use an adverb to qualify an adjective or a verb.

He's really great, isn't he?

I really don't like his sense of humour.

Find more examples in the conversation in exercise 1.



4 Work in pairs to make these opinions stronger. Use a wide voice range to sound enthusiastic.

- 1 She's quite nice. *She's absolutely wonderful!*
- 2 The film was good. *just brilliant*
- 3 The hotel's all right. *really fabulous*
- 4 I like dark chocolate. *absolutely adore*
- 5 I quite like Peter. *really love*
- 6 The book wasn't very good. *absolutely awful*
- 7 I don't like noisy bars. *just can't stand*

T 3.18 Listen and repeat.

5 Write down some opinions on ...

- the last film you saw
- something in today's news
- the weather
- the clothes that someone is wearing today
- what a celebrity is doing at the moment
- a programme on TV

6 In pairs, ask for and give opinions.

I saw that new film last week.

Oh! What did you think of it?

Great! I really enjoyed it.
The acting was just amazing!

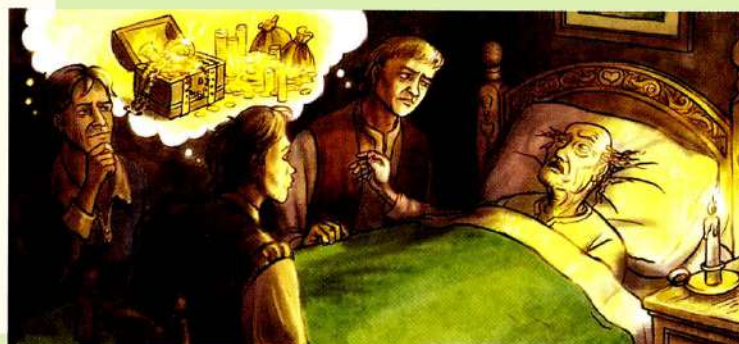


1 Read the story. Look at the picture. Who are the people?

The Farmer and his Sons

There was once an old, dying farmer (1) _____. Before he died he wanted to teach his three sons how to be good farmers. So he called them to his bedside and said, 'My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons gave their promise and (2) _____ they began looking for the treasure. They worked very hard in the hot sun (3) _____. They pictured boxes of gold coins, diamond necklaces, and other such things. (4) _____ but they found not a single penny. They were very upset (5) _____. However, a few months later the grapes started to appear on the vines. Their grapes were the biggest and best in the neighbourhood and they sold them for a lot of money. Now the sons understood (6) _____ and they lived happily ever after.



2 Where do clauses a–f go in the story?

- a as soon as their father had died
- b who had worked hard in his vineyard all his life
- c what their father had meant by the great treasure
- d and while they were working they thought about what their father had said
- e because they felt that all their hard work had been for nothing
- f Soon they had dug up every inch of the vineyard

3 Read the lines from another story. Who are the people in the picture?

The Emperor and his Daughters

There was once an emperor (1)_____ lived in a palace. He had three daughters (2)_____ no sons. He wanted his daughters to marry (3)_____ he died. He found three princes. (4)_____ his daughters didn't like them. They refused to marry the princes, (5)_____ the emperor became very angry. He said they must get married (6)_____ they were sixteen years old. The three daughters ran away (7)_____ the night and found work on a farm. They fell in love with the farmer's sons (8)_____ they were working there. They married the sons (9)_____ they were sixteen.

4 Complete the lines using a linking word from the box.

before	as soon as	while	during
when	but	However,	so
			who



5 In what ways are the lines below different from the ones in exercise 3?

There was once an old emperor who lived in an enormous, golden palace in the middle of the city Ping Chong. He had three beautiful daughters, but unfortunately no sons ...

Continue rewriting the story, adding more detail to make it more interesting.

6 Write a folk tale or fairy story that you know. Write about 200 words.

Begin: There was/were once ...

End: ... and they lived happily ever after.

UNIT 4

4.1 have to

Form

has/have + to + infinitive

You **have to go** to school.

She **has to study** hard.

He **doesn't have to wear** uniform.

We **don't have to take** exams.

Does she have to study maths?

Do they have to leave now?

Use

- 1 *Have to* expresses strong obligation.
You **have to work hard** if you want to succeed.
- 2 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.
Children **have to go** to school until they are 16.
Mum says you **have to clean** your room before you go out.
- 3 *Have to* is impersonal. It doesn't necessarily express the opinion of the speaker.
The doctor says I **have to lose** weight.
People all over the world **have to learn** English.
- 4 *Have to* has all verb forms. *Must* doesn't.
I **had to work** last night. (Past)
You'll **have to study** hard. (Future)
She's rich. She's never **had to do** any work. (Present Perfect)
I hate **having to get up** on winter mornings. (-ing form)

4.2 have got to

- 1 *Have got to* is common in British English but it is more informal than *have to*. It is more spoken than written.
I've **got to go** now. See you!
We've **got to get up** early tomorrow.
I'm in trouble! You've **got to help** me!
- 2 *Have got to* expresses an obligation now, or on a particular occasion soon.
I've **got to stop eating** ice-cream! It's too yummy!
I usually start work at 9.00, but tomorrow I've **got to start** at 8.00.
Now he's 21, he's **got to learn** to be responsible.
You've **got to pay** me back tomorrow.

- 3 *Have to* expresses a general repeated obligation.
I always **have to tell** my parents where I'm going.
Teachers **have to prepare** lessons and correct homework.

4.3 MODAL AND RELATED VERBS

These are the modal verbs:

can, could, may, might, will, would, shall, should, must, ought to.
They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

You **must be exhausted**.

I **can swim**.

It **might rain**.

Form

- 1 There is no -s in the third person singular.
She **can ski**. He **must be tired**. It **might rain**.
- 2 There is no *do/does/don't/doesn't* in the question or negative.
What **should** I do? Can I **help** you? You **mustn't steal!**
He **can't dance**. I **won't be** a minute.
- 3 Modal auxiliary verbs are followed by the infinitive without *to*. The exception is *ought to*.
You **must go**. I'll **help** you. You **ought to see** a doctor.
- 4 They have no infinitives and no -ing forms. Other expressions are used instead.
I'd love **to be able to ski**.
I hate **having to get up** on cold winter mornings.
- 5 They don't usually have past forms. Instead, we use them with Perfect infinitives.
You **should have told** me that you **can't swim**. You **might have drowned!**
Or we use other expressions.
I **had to work hard** in school.
- 6 *Could* is used with a past meaning to talk about a general ability.
I **could swim** when I was six. (= general ability)
To talk about ability on one specific occasion, we use *was able to/managed to*.
The prisoner **was able to/managed to escape** by climbing onto the roof of the prison.

Use

- 1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:
'Who's that knocking on the door?'
'It's John.' (This is a fact.)
'Who's that knocking on the door?'
'It **could/may/might/must/should/can't'll be** John.' (These all express our attitude or opinion.)
- 2 Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Units 5 and 11.)
I **must post** this letter! (= obligation)
You **must be tired!** (= deduction, probability)
Could you help me? (= request)
We **could go** to Spain for our holiday. (= possibility)
You **may go** home now. (= permission)
'Where's Anna?' I'm not sure. She **may be** at work.' (= possibility)

4.4 Obligation: *should*, *ought to*, and *must*

Should, *ought to*, and *must* are modal verbs. See 4.3 on p137 for form.

Use

- 1 *Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think ...*
*You're always asking me for money. I think you **should** spend less.*
*You **shouldn't** sit so close to the television! It's bad for your eyes.*
*You **ought to** be more careful with your money.*
- 2 We often use *Do you think ...?* in the question.
Do you think I should see a doctor?
What do you think I should wear to the party?
- 3 *Must*, like *have to*, expresses strong obligation. *Must* can express an obligation that involves the speaker's opinion. It is personal.
*I **must** get my hair cut.*
*You **must** go and visit your grandmother.*
- 4 *Must* is also associated with a formal, written style.
*All visitors **must** show proper ID.*
*Books **must** be returned on or before the due date.*

have to and must

- 1 *Have to* and *must* are sometimes interchangeable.
*I **must** be home by midnight.*
*I **have to** be home by midnight.*
 - 2 There is sometimes a difference in meaning. *Must* usually expresses the feelings and wishes of the speaker.
*I **must** buy my mother a birthday card.*
*Tommy, you **must** look after your toys.*
Have to often expresses an obligation that comes from somewhere else.
*You **have to** work hard in this life.*
*Visitors **have to** report to reception.*
It is for this reason that you need to be careful when you say *You must ...*, because you can sound authoritarian.
Have to is used more than *must*. If you don't know which to use, use *have to*.
 - 3 Question forms with *have to* are more common.
*Do I **have to** do what you say?*
Must I ...? is unusual.
- ⚠ Remember, *have to* has all verb forms. *Must* can only refer to present or future time when used to express obligation.

don't have to and mustn't

- 1 *Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can, but it isn't necessary.
*Some people iron their socks, but you **don't have to**. I think it's a waste of time.*
*When you go into a shop, you **don't have to** buy something. You can just look.*
- 2 *Mustn't* expresses negative obligation – it is very important NOT to do something.
*You **mustn't** steal other people's things. It's wrong.*
*You **mustn't** drive if you've been drinking. You could kill someone!*

4.5 Permission: *can* and *be allowed to*

Can is a modal verb. See 4.3 on p137 for form.

Use

The main use of *can* is to express ability.
*I **can** swim.*
Can and *be allowed to* express permission. *Can* is more informal and usually spoken.
*You **can** borrow my bike, but you **can't** have the car. I need it.*
*They **can't** come in here with those muddy shoes!*
*You're **allowed to** get married when you're 16.*
*Are we **allowed to** use a dictionary for this test?*

4.6 Making requests: *can*, *could*, *will*, and *would*

- 1 There are many ways of making requests in English.
Can I speak to you, please?
Could I ask you a question?
Will you help me, please?
Would you pass me the salt?
Would you mind passing me the water?
Do you mind if I open the window?
Would you mind if I closed the window?
Can, could, will, and would are all modal verbs.
- 2 *Could* is a little more formal; *can* is a little more familiar. *Could I ...?* and *Could you ...?* are very useful because they can be used in many different situations.
Could I try on this jumper?
Could you tell me the time?
- 3 Here are some ways of responding to requests:
A *Excuse me! Could you help me?*
B *Sure./Of course./Well, I'm afraid I'm a little busy right now.*
A *Would you mind if I opened the window?*
B *No, not at all./No, that's fine./Well, I'm a little cold, actually.*

4.7 Making offers: *will* and *shall*

- 1 The contracted form of *will* is used to express an intention, decision, or offer.
Come over after work. I'll cook dinner.
'It's Jane's birthday today.' 'Is it? I'll buy her some flowers.'
Dave'll give you a lift.
Give it back or we'll call the police!
- 2 *Shall ... I/we ...?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.
'Shall I carry your bag for you?'
'Shall we go out for a meal tonight?'
'Where shall we go?'



4

Getting it right

Modal and related verbs • Phrasal verbs (1) • Polite requests and offers



STARTER

Look at the sentences.
Say them aloud as a class.

You	can must should have to	go.
-----	----------------------------------	-----

- 1 Say the negative.
- 2 Say the question.
- 3 Say the 3rd person singular with *he*.
- 4 Which verb is different in form?

MODERN DILEMMAS

should/must/have to/be allowed to

- 1 Work in groups. *The Times* newspaper has a section called *Modern morals* where readers help other readers with problems. Read the problems in *Readers ask*. What advice would you give? Use these phrases:
I think they should ... I don't think she should ... He must ...
- 2 Read the lines from *Readers reply* on p31. Which lines do you think go with which problems?
Read the full replies on p149. Do you agree with the advice?
- 3 Look again at *Readers ask* 1–7. Find the questions used to *ask for* advice. Find the verbs used in *Readers reply* a–g to *give* advice.

Modern morals

Readers ask

1 How should I deal with my difficult and disagreeable neighbour? He is in the habit of dumping his garden waste along the public footpath between our two houses.

Jim T. via email

2 Is it OK to greet people you don't know with a 'How are you?' In California (my home) it's considered friendly, but here in London some people react with a cold look. Should I be less friendly in my greetings?

Erica Fleckberg, London

3 My new PC automatically picks up wireless networks to gain access to the Internet. This includes the one belonging to my neighbour. Is it right for me to use it?

Richard Dalton, via email

4 My stepfather was disqualified for two years for drink-driving, but we have learnt that he still drives while under the influence of alcohol. Should we keep quiet or inform the police?

Stella Milne, Newcastle

5 I am a medical student. After I qualify in June, I have one month before my first job starts. My fiancée says that I am not allowed to claim unemployment benefit for this. I disagree, because I'll be unemployed. The dole is for all those who are out of work, isn't it? What do you think?

J. R. Collin, via email

6 Is it wrong for me to record CDs borrowed from my local library? I am not denying anyone the money, as I wouldn't buy the CD anyway.

Pete Rodriguez, via email

7 Is it ever permissible to lie to children? I lied to my two-year-old granddaughter to remove her from a fairground ride without a tantrum. I said: 'You must get off now because the man is going for his dinner.' She got down without a fuss. But I'm worried that if she remembers this, she won't trust me in future.

Barbara Hope, Perth, Australia



GRAMMAR SPOT

1 These sentences give advice. Which is the stronger advice?

You **should** check online.

You **must** tell your neighbour.

2 Which sentences express permission? Which express obligation?

I	can	go.
	am allowed to	
	must	
	have to	

3 Complete the sentences with *have to*, *don't have to*, or *mustn't*.

Children _____ go to school.

You _____ ride your bike on the footpath.

People over 65 _____ go to work.

4 The past of these sentences is the same. What is it?

I must go. I have to go.

▶▶ Grammar Reference 4.1–4.5 p137–8

Readers reply

a You must ring 'Crimestoppers' and report him. You don't have to give your name.

b I think you are allowed other benefits. You should check online.

c You don't have to be like the English just because you're in England.

d You've got to act with self-control. I don't think you should confront him.

e It's not only wrong, it's illegal. You are not allowed to do this.

f Not only should you lie sometimes, you often have to.

g You must tell your neighbour this. It's the only fair thing to do.

PRACTICE

Discussing grammar

- Choose the correct verb to complete the sentences.
 - I don't get on with my boss. Do you think I *should* / *must* look for another job?
 - We're giving Tom a surprise birthday party. You *shouldn't* / *mustn't* tell him about it.
 - Please Dad, *can* / *must* I go to Tom's party? It'll be great.
 - You *should* / *have to* drive on the left in Britain.
 - Do you *must* / *have to* wear a uniform in your job?
 - Are you *can* / *allowed to* take mobile phones to school?
 - I *must* / *had to* go to bed early when I was a child.
 - You *mustn't* / *don't have to* go to England to learn English, but it's a good idea.

T 4.1 Listen and check.

Giving advice



- T 4.2** Listen to three conversations. After each one discuss these questions.
 - What is the problem?
 - What is the advice?
 - Do you agree with it? Give *your* advice if it's different.
- Listen again and complete the lines with the exact words.
 - I don't know if I _____ go or not.
 - They told her she _____ to have friends over while they were away.
 - Come on! You _____ come. It's a party.
 - Look. You _____ tell your mum and dad.
 - You _____ to smoke in here.
 - Do you think I _____ tell her to stop?
 - No, no, you _____ say anything.
 - I _____ say something.
 - I _____ go to the shops for my dad.
 - I think he _____ pay the fine.

Practise the conversations in T.4.2 on p122.

Rules present

- 1 Work with a partner. Read these British laws. Compare them with laws in your country. Are they the same?



In Britain ...

- | | |
|---|--|
| 1 you can get married when you're 16. | 5 you mustn't use a mobile phone while driving. |
| 2 you can't buy cigarettes until you're 18. | 6 young people don't have to do military service. |
| 3 you're not allowed to buy alcohol until you're 18. | 7 there are lots of public places where you aren't allowed to smoke. |
| 4 you have to wear seat belts in the front and back of a car. | 8 many school children have to wear uniforms. |

- 2 What other laws are there in your country? Think of places such as: motorways, parks, town centres, libraries, churches and schools. Tell the class.

Rules past

- 3 Read *Education in Victorian England*. Discuss with a partner which statements below are correct.

- 1 In 1870 all children *had to / didn't have to* go to school.
- 2 In 1880 children *had to / weren't allowed to* go to school until they were 10.
- 3 In 1899 children *weren't allowed to / didn't have to* leave school until they were 12.

- 4 Read the *School Rules*. What do you think was true for Victorian schools? Complete them with *had to/didn't have to/weren't allowed to*.

- 5 **T 4.3** Listen to Jess talking about her great-grandmother's schooldays. What was the problem? Retell the story in your own words.

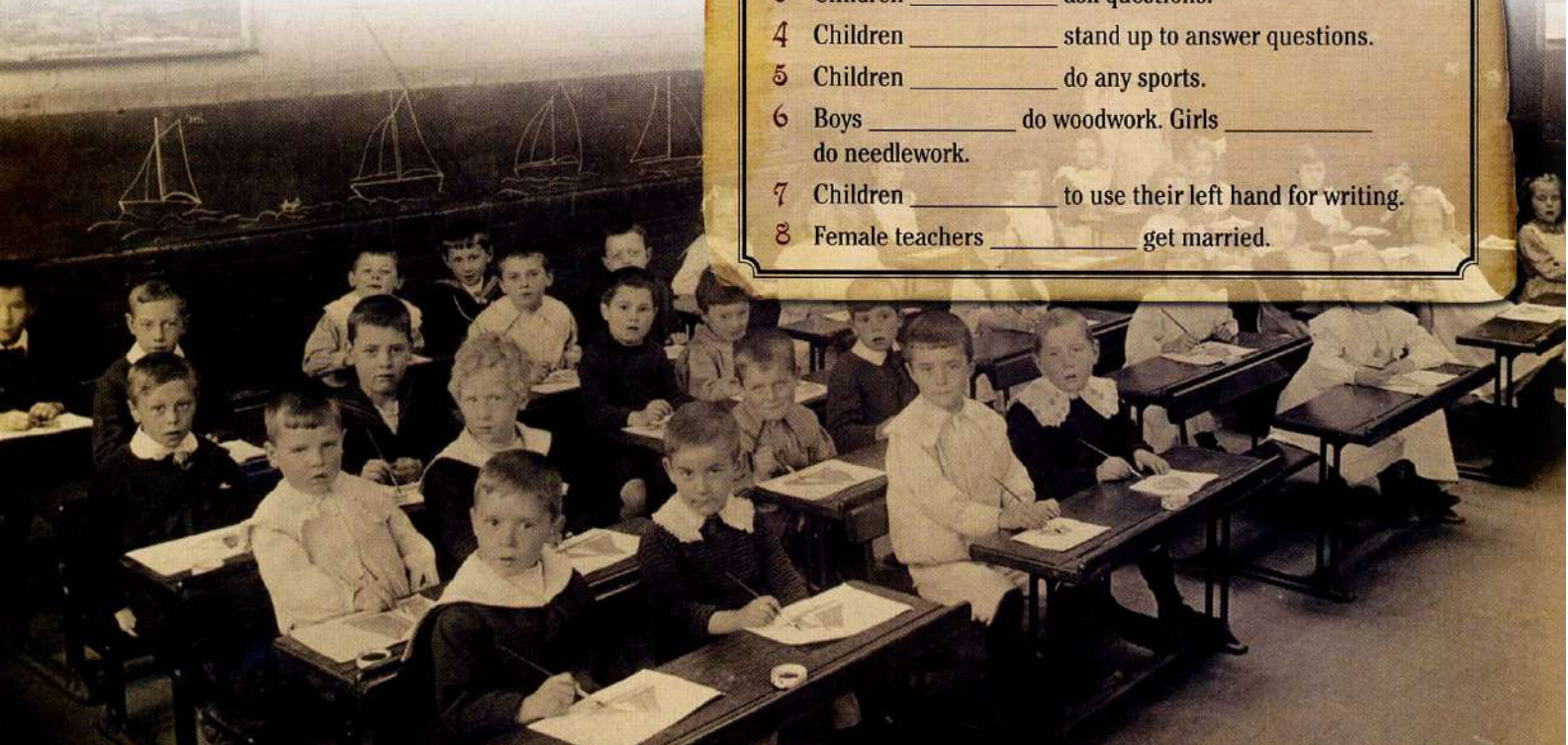
Do you know anything about your parents' or grandparents' schooldays? Tell the class.

Education in Victorian England 1832–1901

In Victorian England education played a very small role in most children's lives. In 1840 only 20% of children had any schooling at all. Then, in 1870 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents preferred their children to work and earn money for their families. It was not until 1880 that all children had to attend school until the age of 10. Then, in 1899 the school leaving age was raised to 12.

School Rules 1880

- 1 Boys and girls had to enter school through different doors.
- 2 Children _____ call teachers "Sir" or "Ma'am".
- 3 Children _____ ask questions.
- 4 Children _____ stand up to answer questions.
- 5 Children _____ do any sports.
- 6 Boys _____ do woodwork. Girls _____ do needlework.
- 7 Children _____ to use their left hand for writing.
- 8 Female teachers _____ get married.



LISTENING AND SPEAKING

Rules for life

- 1 **T 4.4** Listen to three people talking about their rules for life and make notes after each one.



Millie, 15



Richard, 33



Frank, 65

- 2 Discuss their ideas. Are they optimists or pessimists? Do you agree or disagree?

SPOKEN ENGLISH *have got to*

- 1 *Have got to* means the same as *have to* but is used more in spoken English. Look at these examples from Millie, Richard, and Frank.

They've got to employ bodyguards.
You've got to give meaning to life by what you do.
You've got to look for the good in people.

- 2 Complete the conversations with *'ve got to*/*'s got to*.

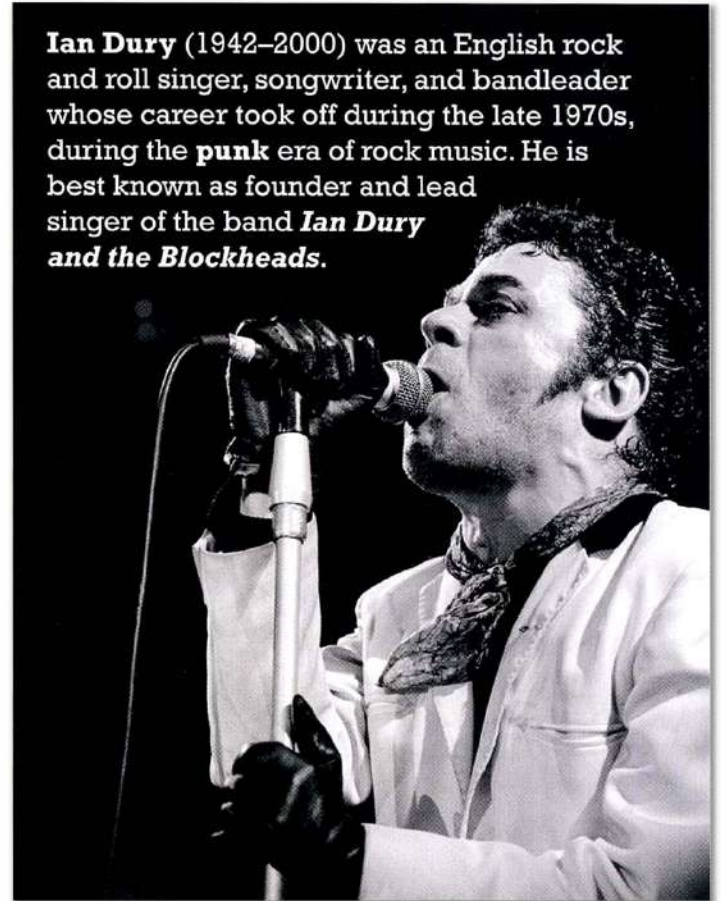
- 1 'Isn't your mum away at the moment?'
'Yeah, so Dad 's got to do all the cooking.'
- 2 'Where's my briefcase? I _____ go to work.'
'It's where you left it. In the hall.'
- 3 'Mum, why can't I go out now?'
'You _____ tidy your room first.'
- 4 'Won't you be late for work?'
'Oh, goodness. Look at the time I _____ go now. Bye!'

T 4.5 Listen and check. What extra information do you hear in the answers? Practise the conversations.

▶▶ Grammar Reference 4.2 p146

Song – *I believe*

- 3 Look at the photo and read about Ian Dury. Who was he?



Ian Dury (1942–2000) was an English rock and roll singer, songwriter, and bandleader whose career took off during the late 1970s, during the **punk** era of rock music. He is best known as founder and lead singer of the band ***Ian Dury and the Blockheads***.

- 4 **T 4.6** Listen to one of his songs – *I believe*. It expresses Ian's philosophy on life. Is he an optimist or a pessimist?

- 5 Work with a partner. Turn to p150. Read the song. Discuss which word best completes the lines.

- 6 **T 4.6** Listen again and check your answers. Which of the things 1–8 does he believe in?

- 1 Recycling rubbish.
- 2 Healthy outdoor activities.
- 3 Having lots to eat and drink.
- 4 Being truthful and kind.
- 5 Having strong opinions about everything.
- 6 Good manners.
- 7 Putting yourself first.
- 8 Peace not war is possible.

- 7 Which of the things in exercise 6 are important to you? Discuss as a class.

▶▶ WRITING A BIOGRAPHY p106

READING AND SPEAKING

Kids then and now

- 1 Close your eyes and imagine your bedroom when you were 10. What was in it? Were there many electronic items? Tell the class about your room.
- 2 Read the introduction to the newspaper article on p35. Answer the questions.
 - 1 What did a child's bedroom use to be like?
 - 2 Why is the bedroom of today's child like a space station?
 - 3 Why is it sometimes the most expensive room in the house?
 - 4 What question is asked at the end of the introduction? What is your opinion?
- 3 The main part of the article describes a modern-day family in an experiment done by a TV company. Look at the photo and the heading. Who are the people? What do you think the experiment was?
- 4 Here are some words from the article. Use them to predict each paragraph. Check new words in a dictionary.

Paragraph 1:

21st century family Jon made a fortune
large house huge bedrooms hi-tech toys

Paragraph 2:

Jon's childhood small council house
mother died five kids share household chores

Paragraph 3:

back to the 70s house stripped of all gadgets
wash own clothes battered old van £39 a week

Paragraph 4:

tears and rows Hannah's wardrobe emptied
Josh – piano, no TV

Paragraph 5:

learnt to appreciate small treats
baked cookies started to save

- 5 Read paragraphs 1–5 quickly. Were your ideas correct?
- 6 Read to the end of the article. Answer the questions.
 - 1 How did Jon make a fortune?
 - 2 How was Jon's childhood different from his children's?
 - 3 In what ways was his father strict?
 - 4 How did the TV company transform their lives?
 - 5 What did Hannah and Josh have to do that they didn't have to do before?
 - 6 How did the kids react to the changes at first? How did their attitude change?
 - 7 How did the kids make extra money?
 - 8 What is Jon's advice to other parents?

Vocabulary work

Read the sentences below. Find the phrasal verbs in the text which mean the same as the words in **bold**.

- 1 Electronic items **increase** the value of the rooms.
- 2 The father, Jon, **founded** his own business.
- 3 He was one of five children **raised** by his father, when his mother died.
- 4 Josh had to **stop** watching his wide-screen television and **start** piano lessons.
- 5 They enjoyed the vegetables they'd **taken** from the garden.
- 6 We shouldn't **surrender** to our kids' demands.

What do you think?

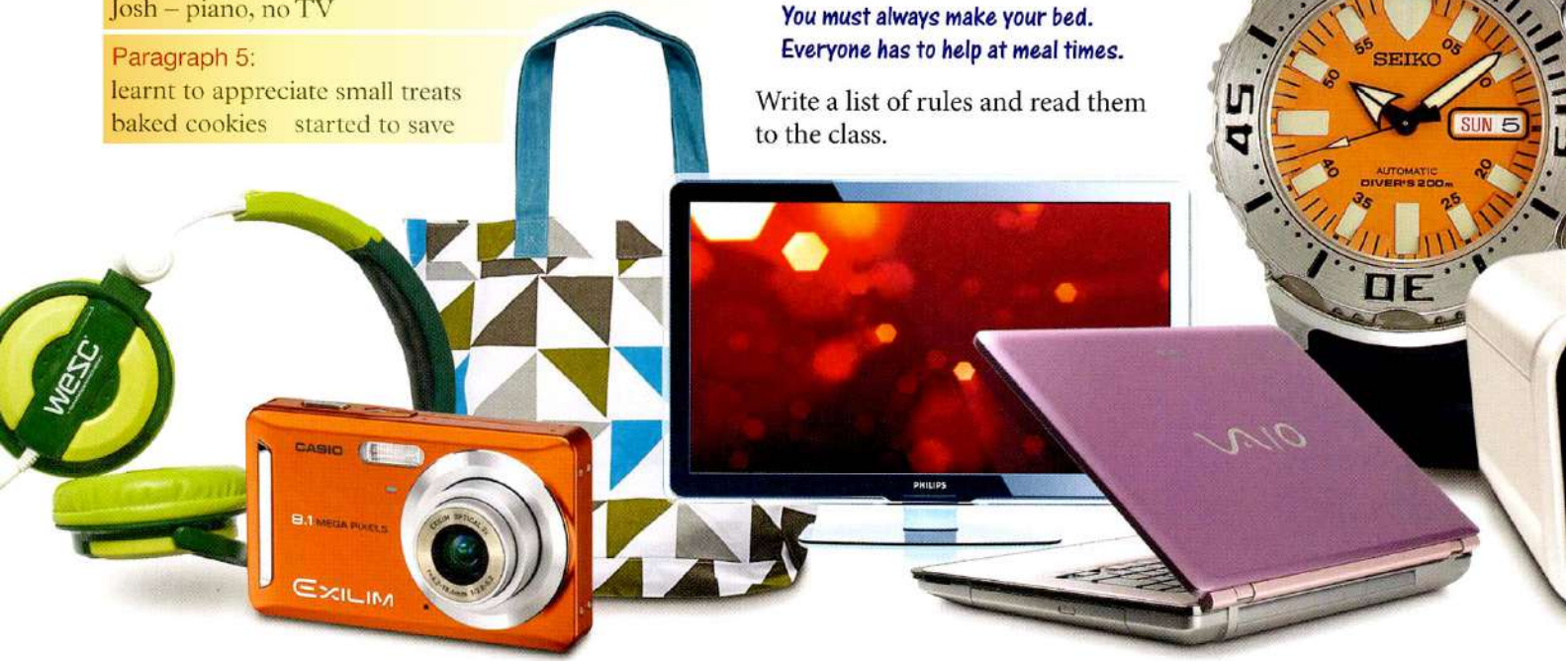
Discuss in groups.

- Do you think a lot of children are spoiled these days?
- What household rules do you think are a good idea for families?

You must always make your bed.

Everyone has to help at meal times.

Write a list of rules and read them to the class.



Kids who have it all

GO BACK JUST THIRTY YEARS and look inside a child's bedroom. What do you see? Some books, a few dolls or toy cars, some cuddly animals, and perhaps a desk. Look inside the bedroom of today's kids and it's a 21st century space station.

Computers and other hi-tech toys can make a youngster's bedroom the most expensive room in the house. But it's not only electronic items that push up the value. Today's children also have sports equipment, designer clothes, and accessories such as sunglasses, watches and jewellery. Do they have everything and appreciate nothing? A TV channel tried an experiment. TANYA BOWERS REPORTS



Back to the 1970s

- 1 The TV company, Channel 4, transported a typical 21st century family back in time to the 1970s. The Gregory family live in a large house in Milton Keynes. Fifteen years ago the father, Jon, set up his own business and made a fortune. The children, Hannah, 12, and Josh, 10, have huge bedrooms full of expensive hi-tech toys and clothes. They don't have to help at all with the running of the house.
- 2 This is all very different from Jon's childhood in the 70s. He grew up in a small council house in Leeds, one of five children brought up by their father after his mother died. Discipline, order and thrift ruled his life. "We ate what we were given. We walked to school and we had to share all the household chores. We had to do what we were told. Dad was very strict."
- 3 The TV company transformed the Gregorys' house and their lives. For two weeks the family had to go back to the 70s and live Jon's childhood. The house was stripped of all modern gadgets and equipment. Hannah and Josh had to wash and iron their own clothes, do all the washing-up, and help dig the vegetable garden. The family car was exchanged for a battered, old VW van and they had to live on just £39 a week.
- 4 At first there were tears and furious rows as the children tried to adjust. Hannah couldn't believe that she wasn't allowed to buy hair mousse and was horrified to find her wardrobe emptied, leaving her with just jeans, two tops and a 'Sunday Best'. Josh had to give up watching his wide-screen television and take up the piano. They didn't have to walk to school but were filled with embarrassment when their dad drove them to the school in their 'new' van.
- 5 However, gradually Hannah and Josh learnt to appreciate small treats. They enjoyed eating the vegetables they'd dug up from the garden. They made some extra money by selling cookies they'd baked to their neighbours. They started to save rather than spend and understand the value of a £90 pair of trainers.



What should today's parents do?

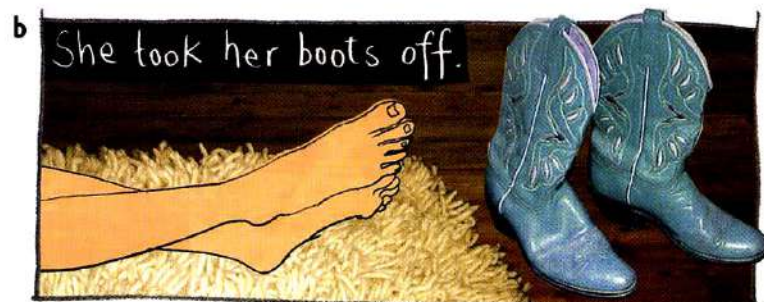
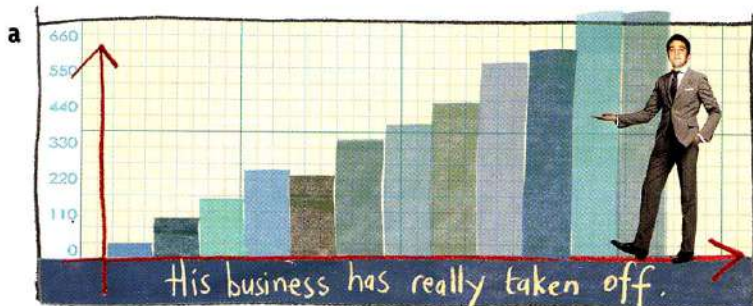
It's difficult to get things right as a parent. Jon says: "We shouldn't give in to our kids' demands. There's no feeling like getting something you've worked really hard for." Hannah now has £30 in the bank, all earned by doing extra jobs round the house. She has learnt some valuable lessons about life and she doesn't buy hair mousse any more!

VOCABULARY AND SPEAKING

Phrasal verbs (1)

Literal or idiomatic meanings?

1 Look at the cartoons. Which two meanings of *take off* are idiomatic? Which is literal?



2 In these groups of sentences which two phrasal verbs are idiomatic? Which is literal?

- 1 a He *brought up* five children on his own.
b The porter will *bring up* your bags *up* to your room.
c She *brought up* the subject of money.
- 2 a Do you think you'll *get through* your final exam?
b I tried to ring you but I couldn't *get through*.
c His van couldn't *get through* that narrow gate.
- 3 a The village was *cut off* by the floods.
b Hello, hello? I can't hear you. I think we've been *cut off*.
c She *cut off* a big piece of meat and gave it to the dog.
- 4 a Her health has really *picked up* since she moved to a sunny climate.
b Can you *pick up* my pen for me? It's under your chair.
c I *picked up* some Spanish when I was travelling in Peru.

Separable or inseparable?

3 These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

- 1 He turned on *the light*. He turned it on.
- 2 She's taken off *her boots*. She's taken them off.
- 3 He took up *golf* when he retired.
- 4 We picked up *Spanish* very quickly.
- 5 I looked up *the words* in my dictionary.
- 6 They brought up *five children* really well.
- 7 I've given up *smoking* at last.

4 These sentences all contain **inseparable** phrasal verbs. Replace the words in *italics* with a pronoun.

- 1 She takes after *her father*. She takes after him.
- 2 Nearly everyone got through *the exam*.
- 3 We looked after *their cats*.
- 4 He gets on well with *his sister*.
- 5 I'm looking for *my glasses*.
- 6 They're looking forward to *the holiday*.
- 7 We couldn't put up with *the noise* any longer.

Talking about you

5 Complete the phrasal verbs in the questions with **one** of the words in the box. Then ask and answer the questions with a partner.

with up to after

- 1 Who do you take _____ in your family?
- 2 Do you get on well _____ both your parents?
- 3 Have you recently taken _____ any new sports or hobbies?
- 4 Do you often look _____ words in your dictionary?
- 5 Are you looking forward _____ going on holiday soon?
- 6 Do you pick _____ foreign languages easily?
- 7 Have you got any bad habits that you want to give _____?

T 4.7 Listen and compare your answers.

EVERYDAY ENGLISH

Polite requests and offers

1 Match a line in A with a line in B. Who is talking to who? Where are the conversations taking place?

A	B
1 <u>g</u> I'll give you a lift into town if you like.	a Diet or regular?
2 ___ It's a present. Do you think you could gift-wrap it for me?	b Go ahead. It's very stuffy in here.
3 ___ Pump number 5. And could you give me a token for the car wash?	c One moment. I'll have to look it up.
4 ___ Two large Cokes, please.	d I'm sorry, it's not working today.
5 ___ Can you tell me the code for Tokyo, please?	e Oh, sorry, I didn't realize that you couldn't get through.
6 ___ Could you show me how you did that?	f Yes, of course. I'll just take the price off.
7 ___ Would you mind moving your car?	g That would be great. Could you drop me at the library?
8 ___ Would you mind if I opened the window?	h Certainly. Just go to 'Systems Preferences' and click on 'Displays'.

T 4.8 Listen and check your answers.

Music of English

English voice range is very wide, especially in polite requests.

1 **T 4.9** Listen and repeat.

Could you show me how you did that?

Would you mind moving your car?

2 **T 4.8** Listen again to the lines in exercise 1. Practise the conversations.

▶▶ Grammar Reference 4.6–4.7 p138

2 **T 4.10** Listen to four more conversations. What is each one about?

- 1 _____ 3 _____
 2 _____ 4 _____

3 Listen again. What are the exact words of the request or offer?
 Try to remember the conversations with your partner.

Roleplay

Work with a partner. Choose a situation and act it out to the class.

In a restaurant

Student A you are a vegetarian customer
Student B you are a waiter

table by the window
 menu, wine list
 ready to order
 vegetarian
 eat fish
 dessert
 coffee
 the bill

In a clothes shop

Student A you want to buy a jumper
Student B you are the sales assistant

help
 jumper in the window
 only colour
 try on – my size
 really suits
 in the sale
 70% discount
 bargain – take it

At home

Student A you are having a party
Student B you are a friend, offer to help

come over and help
 buy drinks, etc. on your way
 while preparing food
 decorate the room, blow up balloons
 set up the music system
 choose some CDs
 doorbell! – let the guests in



Mother Teresa of Calcutta (1910–1997)



- 1 What do you know about Mother Teresa? Share ideas as a class.
- 2 Work with a partner. Look at the information about Mother Teresa's *Early years*. Compare the sentences in **A** with the paragraph in **B**. Note the different ways the sentences combine.

A Early years

Mother Teresa was a missionary.
 She worked among the poor people of Calcutta, India.
 She was born Agnes Gonxha Bojaxhiu.
 She was born in Skopje, Macedonia.
 She was born on 26 August, 1910.
 Her father was Albanian.
 He died when she was eight years old.
 Her mother was left to bring up the family.

B

Mother Teresa was a missionary who worked among the poor people of Calcutta, India. She was born Agnes Gonxha Bojaxhiu, in Skopje, Macedonia on 26 August 1910. Her father, who was Albanian, died when she was just eight years old, leaving her mother to bring up the family.

- 3 Read the sentences in *Working as a teacher*. Work with your partner and use the information in **A** to complete the paragraph in **B**.

A Working as a teacher

Agnes was very young.
 She wanted to become a missionary.
 She left home in September 1928.
 She joined a convent in Ireland.
 She was given the name Teresa.
 She was sent to India in January 1929.
 She taught in St. Mary's High School Convent.
 St Mary's was in Calcutta.
 She worked in St Mary's for over 20 years.
 At first she was called Sister Teresa.
 She was called Mother Teresa in 1937.

B

From a very young age Agnes had wanted ..., so in September 1928 she ... to join ... in Ireland, where she was given A few months later, in ..., she was sent to ... to teach in ... in Calcutta. Here she worked for ..., first as Sister ... and finally, in 1937, as Mother Teresa.

- 4 Do the same with the information in *Working with the poor*. Read your completed paragraph aloud to the class.

A Working with the poor

In 1946 Mother Teresa felt called by God.
 She was called to help the poorest of the poor.
 She left St. Mary's convent on August 17, 1948.
 She started visiting families in the slums of Calcutta.
 She looked after sick and dying children.
 She started a religious community in 1950.
 It was called the Missionaries of Charity.
 The communities spread all over the world in the 1960s and 70s.
 Mother Teresa was awarded the Nobel Peace Prize in 1979.
 She developed severe health problems.
 She continued to work amongst the poor.
 She died on September 5, 1997.
 Thousands of people from all over the world came to her funeral.

B

Mother Teresa finally left ... on August 17, 1948. Two years earlier, in ..., she had felt called by ... to help..., so she started visiting ..., looking ... sick In 1950, she started ... called the Missionaries of Charity, which by the 1960s and 70s had spread In 1979 Mother Teresa She continued to work ... despite developing When she finally ... on September 5, 1997, thousands of people

- 5 Research some facts about a famous man or woman, dead or alive, that you admire. Write a short biography.

UNIT 5

5.1 FUTURE FORMS

- There is no future tense in English. Instead, English has several forms that can refer to the future.
I'll see you later. (will)
We're going to see a film tonight. (going to)
I'm seeing the doctor tomorrow. (Present Continuous)
If the traffic's bad, I might be late. (might)
Who knows? You may win! (may)
Take an umbrella. It could rain later. (could)
- The difference between them is not about near or distant future, or certainty. The speaker chooses a future form depending on how he/she sees the future event. Is it a plan, a decision, an intention, an offer, an arrangement, or a prediction?

5.2 will/going to and the Present Continuous

Form

Positive and negative

I'll see you later.
I won't be late.
We're going to stay in a hotel.
We aren't going to rent a cottage.
I'm meeting Jan for lunch.
I'm not seeing her till 2.00.

Question

When will you be back?
Where are you going to stay?
What time are you seeing Jan?

- ⚠ We avoid saying *going to come* or *going to go*.

We're coming tomorrow.
When are you going home?

Facts and predictions

will

- The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.
We'll be away for two weeks.
Those flowers won't grow under the tree. It's too dark.
Our love will last forever.
You'll be sick if you eat all those sweets!
- Will* for a prediction can be based more on an opinion than a fact.
I don't think Laura will do very well in her exam. She doesn't do any work.
I am convinced that inflation will fall to three per cent next year.

going to

- Going to* can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.
She's going to have a baby.
 (We can see she's pregnant.)
Our team is going to win the match.
 (It's four-nil, and there are only five minutes left to play.)
It isn't going to rain today.
 (Look at that beautiful blue sky.)
- Sometimes there is no difference between *will* and *going to*.
This government will ruin the country.
This government is going to ruin the country.

Plans, decisions, intentions, and arrangements

will

Will is used to express a decision, intention, or offer made at the moment of speaking.

I'll have the steak, please. NOT ~~*I have the steak...*~~
Give me a call. We'll go out for coffee. NOT ~~*We go...*~~
There's the phone! I'll get it. NOT ~~*I get...*~~

going to

Going to is used to express a future plan, decision, or intention made before the moment of speaking.

When I grow up, I'm going to be a doctor.
Jane and Peter are going to get married after they graduate.
We're going to paint this room blue.

Arrangements

- The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.
We're going out with Jeremy tonight.
I'm having my hair cut tomorrow.
What are we having for lunch?
- Think of the things you put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are expressed by the Present Continuous for the future. There is often movement or activity.
I'm meeting Peter tonight.
The Taylors are coming for dinner.
I'm seeing the doctor in the morning.
- You can't use the Present Simple for this use.
We're going to a party on Saturday night. NOT ~~*We go...*~~
I'm having lunch with Sarah. NOT ~~*I have...*~~
What are you doing this evening? NOT ~~*What do you do...*~~
- Sometimes there is no difference between an arrangement and an intention.
We're going to get married in the spring.
We're getting married in the spring.

5.3 Future possibility: may/might/could

Form

May, might, and could are modal verbs.

Positive and negative

I	may might could	see you later.	I	may not might not	get the job.
---	-----------------------	----------------	---	----------------------	--------------

Question

Questions about future possibility are often asked with *Do you think ... will ...?*

Do you think you'll get the job?

Use

- May, might, and could* all express a future possibility.

It	may might could	rain later.
----	-----------------------	-------------

- May* can be more formal.
The government may increase income tax.
- Could* suggests something less definite.
I could be a champion if I trained hard.
The house is nice, but it could be beautiful.

5

Our changing world

Future forms • *may, might, could* • Word building • Arranging to meet



STARTER

Scientists predict that global warming will change our world forever. Look at the photos. What do you think will happen?

I think/don't think that ... will ...



THINGS OUR GRANDCHILDREN MAY NEVER SEE

Making predictions

1 T 5.1 Hannah and Dan are expecting their first baby. They're looking at the photos in the newspaper. Listen to their conversation. Answer the questions.

- 1 What is Hannah worried about?
- 2 Why is Dan surprised?
- 3 What do the scientists say about the future?
- 4 What examples of global warming does Hannah mention?
- 5 How does Dan try to reassure Hannah? What does he say?

2 Listen again and complete the lines with the *exact* words from the conversation.

- 1 What _____ the world _____ like when he or she grows up?
- 2 Don't they make you worry about what _____ happen in the future?
- 3 Of course, things _____ change a lot in the next hundred years, ...
- 4 No one says it _____ get warmer or it _____ get warmer any more.
- 5 Scientists say that it definitely _____ warmer.
- 6 They say temperatures _____ rise by up to 4°C.
- 7 You _____ a baby soon.
- 8 We _____ do our bit.
- 9 OK, but maybe it _____ help. It _____ too late already.





GRAMMAR SPOT

1 Which predictions are most sure? Which are less sure?

It **might/may/could** change.

It **is going to/will** change.

2 Which two answers to the question are correct? Which is not? Why?

'Can you come on Sunday?'

Sorry, I can't.	<table border="0"> <tr> <td>I'm seeing</td> <td rowspan="3"> </td> <td>my grandmother.</td> </tr> <tr> <td>I'm going to see</td> </tr> <tr> <td>I'll see</td> </tr> </table>	I'm seeing		my grandmother.	I'm going to see	I'll see
I'm seeing		my grandmother.				
I'm going to see						
I'll see						

3 Which of these future forms expresses ... ?

- an intention
- a prediction
- an arrangement

Our love **will last** forever.

I'm **going to** stop smoking next year.

We're **meeting** James at 11.00 in the conference room.

▶▶ Grammar Reference 5.1–5.3 p139

What do you think will happen?

3 Work in groups. Ask questions about the future with *Do you think ... will ...?* Answer with *may, might, could* or *will*.

1 the earth/continue to get warmer?

Do you think the earth will continue to get warmer?

Yes, it will, definitely.

I don't think it will.

I'm not so sure. It might.

2 all the ice/melt at the Poles?

3 polar bears/become extinct?

4 more people/travel by train?

5 air travel/banned to reduce CO₂ emissions?

6 new sources of energy/found?

7 there/be more droughts or more floods in the world?

8 lifestyles/have to change?

T 5.2 Listen and compare your ideas.

PRACTICE

Discussing grammar

1 Work with a partner. Decide which is the correct verb form.

1 A Have you decided about your holiday yet?
B No, not yet. We've never been to Prague so we *will / might* go there.

2 A *Will you / Are you going to* take an umbrella?
B No, I'm not. The forecast says it'll / *might* be fine all day.

3 A Why are you making a list?
B Because *I'll go / I'm going* shopping. Is there anything you want?

4 A Would you like to go out for a drink tonight?
B Sorry, I'll *work / 'm working* late. How about tomorrow night? *I'll call / I'm calling* you.

5 A *What are you doing / will you do* Saturday night?
B I'm not sure yet. I *will / may* go to friends' or they *will / may* come to me.

6 A Are you enjoying your job more now?
B No, I'm not. I'm *going to / will* look for another one.

7 A Your team's rubbish! It's 2–0 to United!
B Come on. It's only half-time. I think they *are going to / could* still win.

8 A *You won't pass / aren't passing* your exams next month if you go out every night.
B I know, I *might / 'll* work harder nearer the time. I promise.

T 5.3 Listen and check. Practise the conversations, paying attention to stress and intonation.

World weather warnings

2 What are these extreme types of weather?

thunderstorms floods hurricane heatwave snowstorms

3 **T 5.4** Listen to five short weather forecasts from around the world. Number the countries in the order you hear them.

Hungary <input type="checkbox"/>	The British Isles <input checked="" type="checkbox"/>	Mexico <input type="checkbox"/>	South Africa <input type="checkbox"/>	Canada <input type="checkbox"/>

4 Listen again to the forecasts. Make notes about the weather in each country.

5 Work with a partner. Use your notes to describe the weather in each country. What's the weather forecast for where *you* are for the next few days?

I think / don't think . . .

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

I think it'll be a cold night tonight. Wrap up warm if you go out.

A	B
1 it/a cold night tonight	___ But we'd better get a move on.
2 I/get a new computer	<u>1</u> Wrap up warm if you go out.
3 I/do a cookery course	___ I want a laptop this time.
4 you/like the film	___ You've got all the right qualifications.
5 we/get to the airport in time	___ It's a great story, and really well cast.
6 you/get the job	___ I can't even boil an egg.

T 5.5 Listen and check. Practise the lines.

7 Make sentences with *I don't think . . . will* and the words in A in exercise 6. Match them with a sentence in C.

I don't think it'll be a cold night tonight. You won't need to take a jacket.

C
___ There's too much traffic.
___ I'll get lessons from my mum.
___ It may seem old-fashioned to you but it's OK for me.
<u>1</u> You won't need to take a jacket.
___ You're too young, and you've got no experience.
___ It's not really your kind of thing.

T 5.6 Listen and check. Practise the lines and continue some of them.

Talking about you

8 Make true sentences about *you*. Say them aloud in small groups.

- I/go for a coffee after class
- I/go shopping this afternoon
- I/eat out tonight
- our teacher/tell us that our English/improving
- it/rain tomorrow
- my grandchildren/have holidays on the moon

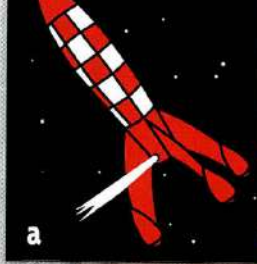
I might go for a coffee.

I think / don't think I'll go for a coffee.

LISTENING AND SPEAKING

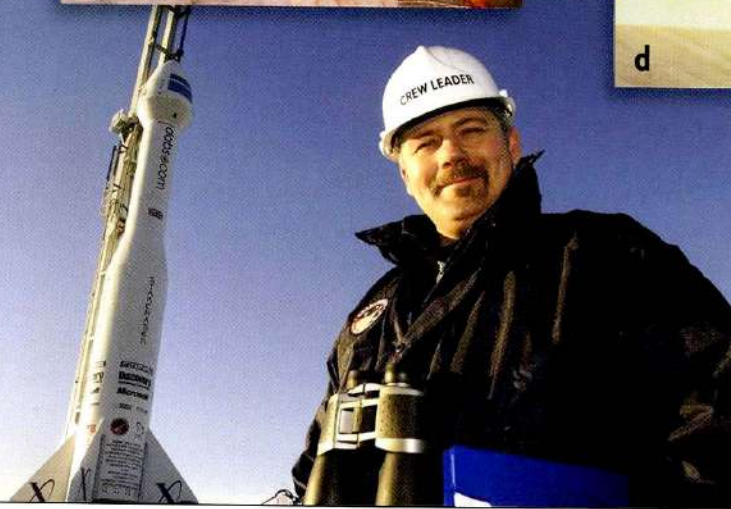
Rocket man

- 1 Look at the pictures. Which rockets do you recognize?
- 2 Read about Steve Bennett. Who is he? What was his dream? How is it coming true? What do you understand by *space tourism*?



Rocket Man Steve Bennett

As a little boy, like lots of little boys, Steve Bennett dreamed of becoming a spaceman, but *unlike* most little boys, Steve's dream is coming true. Steve is Britain's leading rocket scientist and he's now building his own rocket. In a few years' time he's going to travel into space with two other passengers. He believes the age of mass space tourism is on the horizon.



- 3 **T 5.7** Steve was interviewed for a BBC Radio programme called *Saturday Live*. Close your books. Listen to the interview.

- What's your impression of Steve? Would you describe him as 'a realist' or 'a dreamer'? Professional or amateur?
- Would you like to travel with him into space?

- 4 Work with a partner. Read the questions below. Which can you answer?

- 1 Why is Steve so sure space tourism will happen? Why are Richard Branson and Jeff Bezos called 'big names'?
- 2 In what way does he compare space travel with the Internet?
- 3 How will the passengers be like the early American astronauts? What are they *not* going to do?
- 4 What influenced Steve as a small child? Why is his rocket called *Thunderstar*? What was he not allowed to watch?
- 5 What was his parents' attitude to space travel?
- 6 Why does he think it is necessary for humans to be in space?
- 7 Why is skydiving good training for space tourists? How much have the couple paid?
- 8 What does Steve think about every day?

T 5.7 Listen again and check your ideas.

What do you think?

- Is space tourism a good idea?
- Is space travel important to the world? Why/Why not?
- Should the money be spent on other things? Give examples.

SPOKEN ENGLISH *pretty*

- 1 Look at how Steve uses *pretty* in the interview.
I kept it pretty quiet ...
That's pretty much where the human race needs to be.
- 2 The adverb *pretty* is often used in informal, spoken English. It means 'not a lot' but 'more than a little'.
She's pretty nice.
The weather was pretty bad.
- 3 Work with a partner. Ask the questions and reply including *pretty* in the answer.
 - 1 A Did your team win?
B No, but they played well, all the same.
 - 2 A You haven't lost your mobile phone again!
B No, no. I'm sure it's in my bag somewhere.
 - 3 A Do you enjoy skiing?
B I do, but I'm hopeless at it.
 - 4 A What do you think of my English?
B I think it's good.

T 5.8 Listen and check. Practise again.

▶▶ WRITING WRITING FOR TALKING **T 5.9** p107

READING AND SPEAKING

Life fifty years from now

- 1 The future is difficult to predict. What things in our lives today do you think scientists fifty years ago did NOT predict?
- 2 Look at the text *Life in 2060*. Read the introduction and paragraph headings 1–7 only. What do *you* predict about the topics?
- 3 Which sentences a–g do you think go with which topic?

- a Lost limbs will regrow, hearts will regenerate.
- b This knowledge will help reduce suicide rates, one of the major causes of death worldwide.
- c ... the most sensational discovery ever, that is, confirmation that life really does exist on Mars.
- d It is now routine to extend the lives of laboratory animals by 40%.
- e ... your fridge will 'know' when you are low on milk or any other item, ...
- f Soon their existence will be no more controversial than the existence of other galaxies 100 years ago.
- g It could cause a global revulsion against eating meat ...

- 4 Read the article and put sentences a–g in the right place.

- 5 Are these statements true (✓) or false (✗)?

- 1 Women will be able to give birth aged 100.
- 2 It will be possible to replace all the parts of the body.
- 3 Animal parts will be used for transplantation.
- 4 Scientists think that computers won't ever do the work of the human brain.
- 5 Scientists believe that if we can talk to animals, we won't want to eat them.
- 6 Alien life has already been found on Mars.
- 7 There could be an infinite number of other universes.
- 8 The walls in your house will change colour to suit your mood.
- 9 Your armchair will help you do your housework.
- 10 Pills will replace food.

What do you think?

- Read the article again and underline the predictions that most surprise you.
Which do you believe will definitely happen?
Which might happen?
Which do you believe won't happen?
- What predictions can you make? Choose from these topics:

transport	jobs	television	communication
the home	food	clothes	sport

Life in

An international group of forty scientists have made some very surprising predictions about the future. They say that in the next fifty years the way we live will change beyond our wildest dreams. Here are some of their predictions. You may find some of them surprising.
BEA ROSENTHAL reports.

1 Life expectancy

Within 50 years, living to a 100 while still enjoying active, healthy lives will be the norm. Professor Richard Miller of the University of Michigan says: ' We will be able to do the same for humans.' So with regular injections, centenarians will be as vigorous as today's sixty-year-olds. Women will be able to give birth well into old age; their biological clocks could be extended by ten years.

2 Growing body parts

Professor Ellen Heber-Katz says: 'People will take for granted that injured or diseased organs can be repaired in much the same way as we fix a car. Damaged parts will be replaced. Within 50 years whole-body replacement will be routine.' But doctors will need huge supplies of organs for transplant. Where will they come from? Scientists say these could be grown inside animals from human cells.

3 Understanding the brain

We don't yet know how the brain gives us our awareness of being alive. 'But,' says Professor Susan Greenfield of Oxford University, 'in 50 years' time we may have a clearer idea of how the brain generates consciousness.' Studies of the brain and the nature of consciousness will bring much greater understanding of disorders such as schizophrenia and depression. Other scientists go further than Professor Greenfield. They believe that by 2060 computers will develop their own consciousness and emotions. Human beings may eventually be replaced by computers in some areas of life.

2060

4 Understanding animals

Thanks to a device which can 'read' emotions, feelings, and thoughts, we will be able to 'talk' to animals. The story of *Dr Dolittle will be fact, not fiction. 'This could first work with primates, then mammals, then other vertebrates, including fish,' says Professor Daniel Pauly from Canada. '[redacted]', so we might all become vegetarian.'

* fictional character for children

5 Discovering aliens

A number of scientists predict that the biggest breakthrough in the next 50 years will be the discovery of extra-terrestrial beings. Dr Chris McKay of NASA says: 'We may find evidence of alien life frozen in the ancient permafrost on Mars.' Scientists hope that the current interest in space missions to this planet means that there is every chance of making [redacted]. Dr McKay also believes that evidence of alien life forms may even be found here on Earth.

6 Parallel universes

Advances in quantum physics will prove that there are parallel universes. In fact there may be an infinite number of them. These universes will contain space, time, and some of them may even contain you in a slightly different form. For years parallel universes only existed in the works of science fiction, but now Professor Max Tegmark says: '[redacted]':

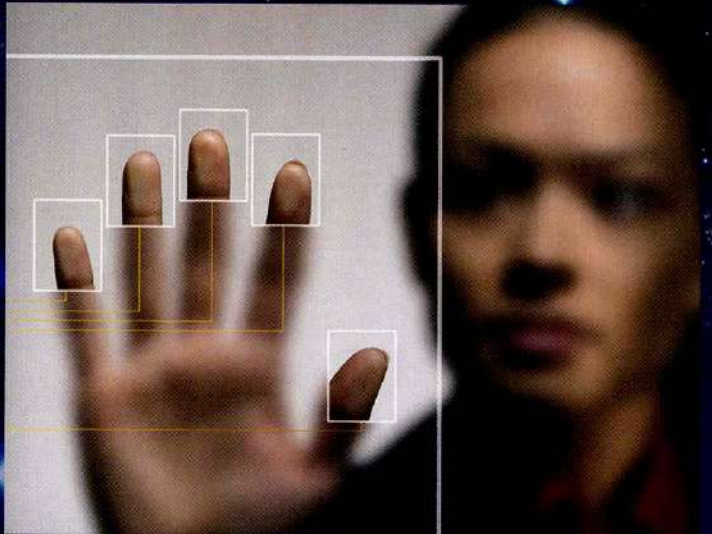
7 Our homes

What might our houses be like in the second half of the 21st century? This is Professor Greenfield's prediction:

As you enter the living room, sensors will detect your presence and the walls will start to glow. Talk to the walls and, activated by your voice, they will change to a colour of your choice, 'pink' to 'green' to 'blue', whatever suits your mood.

Sink into your glowing cyber-armchair, relax in the knowledge that the house computer will perform all your everyday household tasks. The voice system in the chair will address you by name and advise a change in position that will be better for your spine.

In the kitchen, [redacted] and it will automatically send orders to the supermarket. However, it is in the kitchen where 'new' meets 'old'. Food remains in its old-fashioned form. Pills, so confidently predicted in the 20th-century to replace food, exist, but nobody wants them. There is too much pleasure in cooking, chewing and tasting all kinds of food.



Finally

Predicting the future has occupied mankind for generations. However, not always successfully. The huge influence of many of today's technical marvels, such as the Internet or mobile phones, was never predicted.

VOCABULARY AND PRONUNCIATION

Word building – suffixes and prefixes

1 Work with a partner. Look at the information on suffixes.

SUFFIXES are used to form different parts of speech.

What endings do you notice on these words?

What part of speech are they?

act **action** active actively

What part of speech are the words in the box?

What are the different word endings?

prediction	colourful	excitement	suitable
shorten	confidently	creative	business
automatically	imagination	qualify	careless

2 Look at the information on prefixes.

PREFIXES are used to change the meaning of words. Look at these words with prefixes.

predict regrow extra-terrestrial disorder

Which means ...?

before outside again

Which is a negative prefix?

Choose a prefix from the box to make the words mean the opposite.

un-	in-	im-	il-	dis-	ir-
-----	-----	-----	-----	------	-----

- | | | |
|------------|-------------------|-------------|
| 1 possible | impossible | 5 appear |
| 2 patient | | 6 regular |
| 3 lucky | | 7 formal |
| 4 legal | | 8 conscious |

3 Work in two groups. Make new words with the base words using the suffixes and/or the prefixes. Which group can make the most words?

PREFIX	BASE WORD	SUFFIX
	agree	
	arrange	-ness
un-	conscious	
	expense	-ment -ion
im- re-	happy	
	help	-ful
	kind	
dis-	polite	-less -able
	react	
mis- in-	success	-ive
	understand	
	use	



4 Complete the sentences with a word from exercise 3.

- Bob and Jan don't get on at all. They dis_____ about everything.
- Money doesn't always lead to h_____ness.
- My aunt says today's kids are all rude and im_____.
- Thanks for your advice, it was really h_____ful. I really appreciate your k_____ness.
- My dad is u_____less at fixing his computer. I always have to help him.
- Please don't mis_____ me. I didn't mean to be un_____. I'm really sorry.
- Timmy fell off his bike and hit his head. He was un_____ for a few hours.
- What was your wife's re_____ion when she heard you'd won the lottery?

T 5.10 Listen and check.

Changing word stress

5 In some words the stressed syllable changes in the different forms. Read aloud these pairs of words.

advertise	advertisement	prefer	preference
imagine	imagination	employer	employee

T 5.11 Listen and check. Practise again.

6 **T 5.12** Listen to four short conversations. Write down the pairs of words with stress changes. Practise the conversations.

- _____
- _____
- _____
- _____

EVERYDAY ENGLISH

Arranging to meet

1 **T 5.13** Listen to two friends, Gary and Mike, arranging to meet over the weekend. Complete the diaries.

Gary		Mike	
22 FRIDAY		22 Friday	
Morning		Morning	
Afternoon		Afternoon	<i>finish work early</i>
Evening		Evening	
23 SATURDAY		23 Saturday	
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	
24 SUNDAY		24 Sunday	
Morning		Morning	

Why is it difficult to find a time? Where and when do they finally agree to meet?

Making suggestions

2 **T 5.13** Listen again to the conversation. Complete the suggestions with the exact words Gary and Mike say.

- I was _____ if we _____ meet?
- I _____ meet you in the afternoon.
- What _____ Saturday afternoon?
- Is Saturday evening _____?
- Why _____ we meet at the station?
_____ meet there for breakfast.
- _____ we say about 10 o'clock?
- Can you _____ it 10.30?



Roleplay

3 It is Saturday morning. You want to meet a friend over the weekend. Fill in your diary. What are you doing this weekend? When are you free?

23 Saturday
Morning
Afternoon
Evening
24 Sunday
Morning
Afternoon
Evening

4 Find a partner. Make suggestions and arrange to meet.

Are you doing anything on Saturday morning?

I'm afraid I'm going ...

What about the afternoon?

Let me see ...

I was wondering if you'd like to ...

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

We're meeting on Saturday afternoon. We're going ...

Music of English

1 **T 5.14** Listen and repeat the suggestions in exercise 2. Pay attention to the stress and intonation.

2 Work with a partner. Take turns to read aloud the suggestions and answer with a suitable reply from below.

Oh dear, I'd love to – but ...

I'm afraid that's no good ...

Er, let me see.

I can't, I've got an appointment with ...

Sorry, the evening's out for me.

Sounds good to me.

Fine. 10.30 it is.



- 1 What topics are in the news at the moment? Are they national or international? Are they to do with the environment, politics, crime, sport...? Discuss any that concern you with the class.
- 2 **T 5.9** Read and listen to a girl talking about a topic that concerns her.
 - 1 What is her cause for concern?
 - 2 Why does she have a personal interest?
 - 3 How did Craig use to be?
 - 4 What does research tell us about the addiction?
 - 5 Do most children become addicts?
 - 6 What concerns Dr Griffiths?
 - 7 What other concerns does the girl have?
- 3 Now read the talk carefully and answer the questions.
 - 1 Underline the phrases that introduce each paragraph. Why are these words used?
 - 2 Find examples of the speaker talking from her own experience.
 - 3 Find examples where she quotes research.
 - 4 How does the girl conclude her talk?
 - 5 Read the paragraph beginning 'Research shows ...' aloud to a partner.

Preparing your talk

- 4 Choose a cause for concern from the topics you discussed. Make notes. Say why it concerns you.
- 5 Write a talk to give to your class, of 200–300 words. Use your notes and these guidelines to help.
 - 1 Introduce your topic
My cause for concern is ...
I want to talk about X because ...
 - 2 Give the reason why
Let me explain why.
Two years ago ...
I've always been interested in ...
 - 3 List your research
Research shows that ...
A recent study found that ...
I read in the newspaper/heard in the news that ...
 - 4 Introduce new points
I have two more concerns .
Firstly, ... secondly, ...
Another thing is ...
 - 5 Conclude
Finally, I'd like to say ...
Thank you all very much for listening to me.
Are there any questions?



My cause for concern

The thing I'm concerned about at the moment is the influence that video games may have on children.

Let me explain why. I've been reading lots of newspaper articles on the subject, and I also have a personal interest. You see, I have a younger brother, Craig, he's 13 years old, and I'm afraid he's becoming a video game addict. Just a few years ago, Craig had many interests, he played football, he was learning judo, he went out on his bike with his friends. He was a happy, fun-loving boy. Now he spends hours every day in front of a screen, in a virtual world, playing virtual games, usually violent ones, and he becomes really angry if our parents tell him to stop.

Research shows that today 40% of family homes have computers, so there is plenty of opportunity for very young children to start using them, and by the age of seven many have developed an interest in video games. This is not a problem for most of them. However, by their early teens, a small minority have become addicts, playing for at least 30 hours a week. Dr Mark Griffiths of Nottingham Trent University, an expert in video addiction, finds this figure very worrying. He says that children may become so addicted that they stop doing homework, start playing truant, and even steal money in order to buy the games.

I have two more concerns. Firstly, I worry that the violence in the games could cause children to become more violent. My brother isn't violent but he is certainly bad-tempered if he is stopped from playing. Secondly, I worry that sitting without exercise for so long is bad for the health. Craig often plays five hours a day, and some days his thumbs are really painful and he can't sleep because he is over-excited. His schoolwork is going from bad to worse.

Finally, Dr Griffiths says that more research is needed but I don't need to read more research to conclude that video games cause problems. He should come and meet my brother. That's all the evidence he needs.

- 6 Practise reading your talk aloud first to yourself, then to a partner. Give your talk to the class. Answer any questions.

UNIT 6

6.1 Information questions

- 1 *What* and *which* can be followed by a noun.

What colour are your eyes?
What size shoes do you take?
What sort of music do you like?
Which part of town do you live in?
Which way do we go?
Which one do you want?

We use *which* when there is a limited choice.

Which one do you want, the red one or the blue one?
Which restaurant shall we go to?

We use *what* when there is (almost) unlimited choice.

What language do they speak in Brazil?
What car do you drive?

Sometimes there is no difference.

What/Which newspaper do you read?
What/Which channel is the football on?

- 2 *Whose* can be followed by a noun.

Whose book is this?
Whose is this book?

- 3 *How* can be followed by an adjective or an adverb.

How tall are you?
How big is the memory?
How far is it to the station?
How often do you go to the cinema?
How long does it take you to get ready?

- 4 *How* can be followed by *much* or *many*.

How many rooms are there?
How much money do you have?

6.2 What ... like? How ...?

- 1 *What ... like?* asks about the permanent nature of people and things. It asks for a general description.

What's Indian food like? Really tasty.
What's Pete like? He's a great guy.

- 2 *How ...?* asks about the present condition of something. This condition can change.

How's work these days? It's better than last year.
How was the traffic this morning? It was worse than usual.

To ask about the weather, we can use both questions.

How's the weather | where you are?
What's the weather like |

- 3 *How ...?* asks about people's health and happiness.

How's Peter? He's fine.

- 4 *How ...?* asks about people's reactions and feelings.

How's your meal?
How's your new job?

6.3 Relative clauses

- 1 Relative clauses identify which person or thing we are talking about. They make it possible to give more information about the person or thing.

The boy has gone to the beach. (Which boy?)
The boy who lives next door has gone to the beach.

The book is very good. (Which book?)
The book that I bought yesterday is very good.

There is a photo of the hotel. (Which hotel?)
There is a photo of the hotel where we stayed.

- 2 We use *who/that* to refer to people, and *which/that* to refer to things.

This book is about a girl who marries a millionaire.
What was the name of the horse that won the race?

- 3 When *who* or *that* is the object of a relative clause, it can be left out.

The person you need to talk to is on holiday.
The film I watched last night was very good.

But when *who* or *that* is the subject of a relative clause it must be included.

I like people who are kind and considerate.
I want a computer that's easy to use.

- 4 *Which* can be used to refer to the whole previous sentence or idea.

I passed my driving test on the first attempt, which was a surprise.
Jane can't come to the party, which is a shame.

- 5 We use *whose* to refer to someone's possessions.

That's the man whose wife won the lottery.
That's the woman whose dog ran away.

- 6 We can use *where* to refer to places.

The hotel where we stayed was right on the beach.
We went back to the place where we first met.

6.4 Participles

Participles after a noun define and identify in the same way as relative clauses.

That woman driving the red Porsche is my aunt.
The men seen outside were probably the thieves.



6 What matters to me

Information questions • Adjectives and adverbs • In a department store

STARTER

- Think of someone in the room. Don't say who it is. The other students must ask questions to find out who it is.
 - Is it a boy or a girl?* *What colour is her hair?*
 - Has she got blue eyes?* *What sort of clothes does she wear?*
- Do the same about someone famous.

DESCRIPTIONS

Information questions

- Match a question with an answer.

DESCRIBING PEOPLE

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> e What's she like? | a She's in her twenties. |
| 2 <input type="checkbox"/> What does she look like? | b She likes dancing and shopping. |
| 3 <input type="checkbox"/> What does she like doing? | c Five foot eight. |
| 4 <input type="checkbox"/> How tall is she? | d She's quite tall and pretty. |
| 5 <input type="checkbox"/> What colour eyes has she got? | e She's really nice. Very easy-going. |
| 6 <input type="checkbox"/> How old is she? | f She's fine. |
| 7 <input type="checkbox"/> What kind of clothes does she wear? | g Brown. |
| 8 <input type="checkbox"/> What's her hair like? | h It's sort of long, fair, and wavy. |
| 9 <input type="checkbox"/> How is she? | i Not smart. Casual. She has a lot of style. |

T 6.1 Listen and check. Work with a partner. Practise the questions and answers. Cover one column, then the other.

- Ask and answer the questions about a relative.

What's your brother like?

He's a great guy, very kind. You'd like him.

You can use the ideas in the box to help.

good fun a bit quiet very sociable good-looking
quite dark attractive medium height about 1 metre 70
in his mid-twenties straight short curly



3 Underline the correct answer.

DESCRIBING PLACES

- What's your flat like?
It's quite modern, but it's cosy. / I like it.
- How big is it?
Yes, it is pretty big. / About 75 sq m.
- How many rooms are there?
Two bedrooms. / A kitchen-diner, a living room, and a bedroom.
- What size is the kitchen?
It's square. / Four metres by two.
- Which floor is it on?
Wooden. / The fourth.
- Which part of town is it in?
It's south of the river. / I get the 79 bus.
- How far is it to the shops?
Just a five-minute walk. / It takes half an hour.

T 6.2 Listen and check. With your partner, practise the questions and answers.

4 Ask and answer questions about where you live. You can use the ideas in the box to help.

in an old block noisy has a view of ...
a terrace where we can sit outside
ground floor enormous tiny

What's your flat like?

It's quite small, but it's comfortable.

5 Look at the questions for describing things. Put a word from the box into each question.

much How make of long for size

DESCRIBING THINGS

- What _____ is it? *Sony.*
- How _____ does it weigh? *1.3 kg.*
- What's it made _____? *Carbon and titanium.*
- What's this button _____? *It turns it on.*
- _____ big is the screen? *13.2 inches.*
- How _____ is the battery life? *Eight hours.*
- What _____ is the hard disk? *80 gigabytes.*

T 6.3 Listen and check. With your partner, practise the questions and answers.

6 Ask and answer similar questions about your laptop/mobile/camera/MP3 player.

What make is it?

It's a Dell.

GRAMMAR SPOT

- What* and *which* can be followed by a noun.
What colour/**Which** floor ... ?
Find examples on these pages.
 - How* can be followed by an adjective or an adverb.
How tall/far ... ?
Find examples.
 - Match a question and an answer.
What's she like? Very well, thanks.
How is she? Very nice. Quite pretty.
- ▶▶ Grammar Reference 6.1–6.2 p140

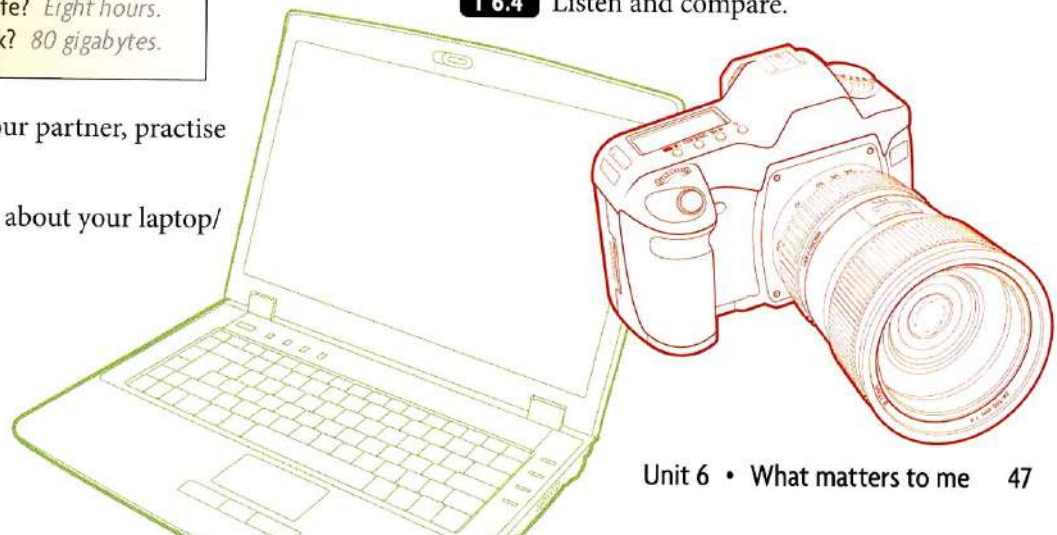
PRACTICE

Getting information

Ask questions for these situations.

- Do you have brown bread? White bread?
What sort of bread do you have?
- Would you like vanilla ice-cream?
Strawberry? Chocolate?
- Do we go left or right at the traffic lights?
Or straight on?
- Is your camera a Canon? A Samsung?
An Olympus?
- Do you like pasta? Hamburgers? Spicy food?
- Is that your sister's top you're wearing?
Suzie's? Or your own?
- Does it take 30 minutes to get to the airport?
An hour?
- Is your house 100 metres from the beach?
One kilometre?
- Do you go to the cinema once a week?
Once a fortnight?
- Do two of you want coffee? Four of you?
All of you?
- Do you take size 40 shoes? 42? 44?

T 6.4 Listen and compare.



VOCABULARY

Adjectives

- 1 Work in pairs. Look at the advertisements 1–3. Which advert is for ...?
a date something to eat a holiday destination
- 2 Find some adjectives in the adverts.

1

Mamma Mia

Mamma Mia pasta sauces. From much-loved bolognese to our latest garlic and basil. Made from the finest organic ingredients in the old-fashioned way.

**So tempting!
Just like home-made.
You'll be amazed!**

2

Kos

Come to Kos, our world-famous island paradise, and you'll leave relaxed, and sun-tanned!

Sandy beaches. Exciting night-life.

Visit the ancient ruins, go walking or painting, or just take it easy!

You won't be disappointed.

3

fax resume:

LOVE, MAYBE?

Pretty, slim, blue-eyed lady, 35, tired of living alone, seeks tall, dark, handsome, easy-going, charming M with great sense of humour, 30-40, for fun and long-lasting friendship. And possibly more! Box 349056

ASSOCIATE

-ed and -ing adjectives

- 3 How do these words end in the adverts?

amaz- relax- excit- disappoint- tir- charm-

Complete the sentences with one of these adjectives ending in *-ed* or *-ing*.

- 1 Having a massage is very relaxing.
- 2 I was _____ when they offered me the job. I was sure I'd failed the interview.
- 3 Our holiday was _____. It rained every day.
- 4 My kids are so _____ on Christmas Eve, they can't sleep.
- 5 The journey was very _____. I was exhausted.
- 6 He says such lovely things. He is _____. He makes you feel so special.

Adjectives and nouns that go together

- 4 Some adjectives and nouns often go together.

sandy beach ancient ruins

Match an adjective and a noun. Sometimes there is more than one possibility.

adjective	noun
fresh latest pretty	friend fruit clothes
clear fast crowded	fashions hair job
casual close handsome	restaurant food woman
straight cosy challenging	man room sky

T 6.5 Listen and check.

Compound adjectives

- 5 Find some compound adjectives in the adverts.

much-loved old-fashioned

Match a word from A and B to make compound adjectives.

A	B
well- (×2) full- hard- good-	new dressed hand behaved
second- hand- brand-	time looking working made

Think of a noun that goes with each adjective. What's the opposite?

well-behaved children badly-behaved children

- 6 Test each other on the compound adjectives in exercise 5.

Another word for handsome.

good-looking

What sort of job is it if you work forty hours a week?

full-time

Adverbs

- 1 Look at advertisements 4–6. Which advert is for ...?
a pain killer a watch a house to rent
- 2 Find adverbs that end in *-ly* in adverts 4 and 5.
simply *beautifully*
Find some adverbs that don't end in *-ly* in advert 6.
just *too*

4

LOG FIRES IN DEVON

£750 *pw*



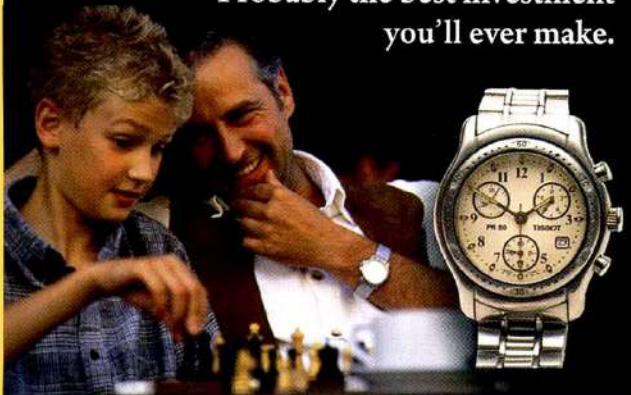
Live simply in this beautifully restored 16th century country cottage. Sit peacefully in front of the fire. Situated in a charming village, sleeps 6, fully equipped.

andycurran@fastnetuk.com

5

You don't actually own one of our hand-made instruments. You merely look after it for the next generation.

Probably the best investment you'll ever make.



6

Painful headaches that just won't go?
Backache, too?

**Relieve aches and pains fast with Cuprodil!
Cuprodil goes straight to the pain.**

You'll soon feel good again!

 **CUPRODIL**



Adverbs and verbs that go together

- 3 Some verbs and adverbs often go together.

drive carefully *walk slowly* *explain clearly*

Match a verb and an adverb. Sometimes there is more than one possibility.

verb	adverb
wait love behave	badly peacefully heavily
shine fight leave	smartly patiently fluently
whisper die rain	suddenly deeply brightly
dress speak breathe	passionately softly bravely

- 4 Mime some of the verbs and adverbs to the class.

You're driving carefully!

You're waiting patiently!

Adverbs that don't end in *-ly*

- 5 Complete the sentences with an adverb from the box.

again	fast	hard	loud	wrong
even	right	straight	together	almost

- 1 Peter and I lived _____ at university.
- 2 He's a good student. He tries _____.
- 3 'Where's the town hall?' 'Go _____ on.'
- 4 Say that _____. I didn't hear you.
- 5 Don't talk so _____! Everyone can hear you.
- 6 Why do you drive so _____? Slow down!
- 7 His wife's name is Sue, not Sally! Get it _____.
- 8 The holiday was a disaster. Everything went _____.
- 9 This room is cool, _____ in summer.
- 10 'Are you ready?' '_____. Give me another five minutes.'

T 6.6 Listen and check.

Project – My most treasured possession

- 1 **T 6.7** Listen to three people, Amy, Jack, and Lucy, describing what they'd save if their home was on fire. What is it? Why would they save it?

- 2 What is *your* most treasured possession? Prepare to talk about it.

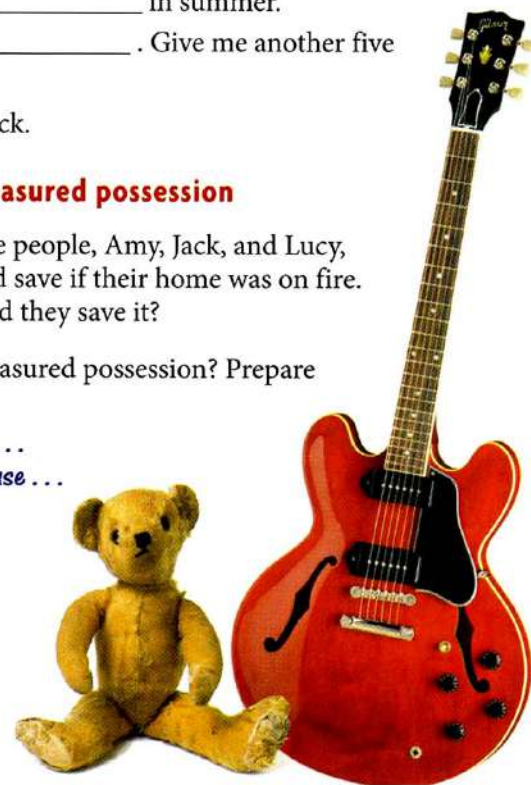
I couldn't live without my ...

It's important to me because ...

It was given to me by ...

I've had it for ...

It reminds me of ...



READING AND SPEAKING

The heart of the home

- 1 Close your eyes and think of your kitchen at home.
 - Who's in it? • What's happening?
 - What are they doing? • What can you smell?
- 2 Read the introduction to **My kitchen** at the top of p51. Do you agree that the kitchen is the heart of the home? Is it where *your* family get together?
- 3 Work in three groups.
 - Group A** Read about **Santina**, from Italy.
 - Group B** Read about **Elizabeth**, from the United States.
 - Group C** Read about **Lakshamma**, from India.

Answer the questions.

- 1 What does she do?
 - 2 What does her husband do?
 - 3 Where does she live?
 - 4 What's her house like?
 - 5 How does she feel about her kitchen?
 - 6 Is her life easy or difficult?
 - 7 What does her family eat?
 - 8 Does she seem to be happy?
 - 9 What do you think she worries about?
- 4 Find a partner from the other groups. Compare and swap information.
 - 5 Which person is most likely to say ...?
 - 1 'I can never decide where to go swimming.'
 - 2 'We have found you a very nice girl. Why won't you marry her?'
 - 3 'If anyone wants me, I'm weeding and watering.'
 - 4 'I'm too busy to play tennis today.'
 - 5 'I live my life in tune with nature.'
 - 6 'I'd love to have a new kitchen.'

What do you think?

In your opinion, who ...?

- is the wealthiest materially
- is the happiest spiritually
- is the most creative cook
- has the hardest life

Give reasons for your answers.

Speaking

- 1 What food do you most associate with home? Is there a particular day of the week or time of year when you eat it?
- 2 Talk about your kitchen. Answer questions 1–12 from the text.

▶▶ **WRITING DESCRIBING A PLACE p108**

My Kitchen

Italy

Housewife **Santina Corvaglia**, 61, lives in an old two bedroom farmhouse in south-east Italy with her husband, **Carlo**, 56, who's a mechanic. They have a 31-year-old daughter, **Francesca**.



- 1 **Q How much is your house worth?**
A About £50,000.
- 2 **Q What is your kitchen like?**
A It's not very big. It's my little corner of the house. It's where I belong, and where I'm happiest.
- 3 **Q How big is it?**
A 12 sq m
- 4 **Q What's your favourite thing?**
A My cupboard full of different Italian herbs.
- 5 **Q How much time do you spend in the kitchen?**
A About four hours every day. And the same in the garden.
- 6 **Q How many meals do you cook a day?**
A Three. For the three of us, and whoever comes by – friends, relatives. My family is the most important thing to me. I want grandchildren!
- 7 **Q What's in your fridge and cupboards?**
A Vegetables, water, wine, eggs, cheese, ham, sausages, lemonade, butter, pasta, tinned tomatoes, beans, honey, and home-made jam.
- 8 **Q What would make your life easier in the kitchen?**
A Nothing. I have all I need.
- 9 **Q Who helps you?**
A My daughter helps sometimes. My husband wouldn't dream of it, and I wouldn't want him to.
- 10 **Q How often do you sit down and eat together as a family?**
A Twice a day.
- 11 **Q How much do you spend on groceries every week?**
A I grow my own vegetables, and we have chickens and rabbits, so I only spend about £30 a week. But there is a drought this year.
- 12 **Q What can you see from your kitchen windows?**
A My garden, my orchard, and my olive trees.

The kitchen is the **heart of the home**. It's where the family gets together for the important things in life – food, conversation, and celebration. Three women from around the world invite us into their kitchens. PENNY ROGERS reports.



California, US

Elizabeth Anne Hogan, 45, is a lifestyle coach living in a 30-roomed house on the beach in California. It has ten bathrooms, seven bedrooms, an astronomy dome, a tennis court, a swimming pool, and a bomb shelter. Her husband, Mike, 47, is a businessman. They have two children, Hailey, 14, and Hanna, nine.



- 1 Q How much is your house worth?**
A About £6 million.
- 2 Q What is your kitchen like?**
A There are two. The beach kitchen is simple. The house kitchen is futuristic. I don't know how everything works, so it's all a bit 'alien' to me.
- 3 Q How big is it?**
A 45 sq m
- 4 Q What's your favourite thing?**
A The three ovens, but they take up too much space. The lift that brings the groceries from the five-car garage is handy.
- 5 Q How much time do you spend in the kitchen?**
A About seven to eight hours a day. But not cooking. It's the room we live in.
- 6 Q How many meals do you cook a day?**
A Two to three, if you count cereal and bagels. But only one, if you mean actually doing things with real food.
- 7 Q What's in your fridge and cupboards?**
A Fruit, vegetables, champagne, milk, yoghurt, pâté, cheeses, crisps, and cereal. Lots of take-away food. And dog food.
- 8 Q What would make your life easier in the kitchen?**
A A chef. We do everything for the kids ourselves. No nannies, housekeepers, or cooks for them.
- 9 Q Who helps you?**
A My husband and kids take food out of take-away containers and put it on plates. Does that count as helping?
- 10 Q How often do you sit down and eat together as a family?**
A Every morning and evening.
- 11 Q How much do you spend on groceries every week?**
A £300. Everything is low-fat and organic, pre-packed and prepared. It's all delivered.
- 12 Q What can you see from your kitchen windows?**
A A panoramic, 180-degree view of the Pacific Ocean.

India

Lakshamma, 50, is a housewife living in a three-roomed mud hut near Bangalore. Her husband, Adaviyappa, 55, works on a cattle farm. They have two sons, Gangaraju, 30 and Ravi, 25, who both live at home.



- 1 Q How much is your house worth?**
A To rebuild it would cost about £1,250.
- 2 Q What is your kitchen like?**
A It's small, dark, and crumbling. I dislike just about everything about it. It's so old.
- 3 Q How big is it?**
A 5 sq m
- 4 Q What's your favourite thing?**
A The stone where I grind my spices.
- 5 Q How much time do you spend in the kitchen?**
A Six to seven hours a day – sometimes more. I'm always cooking or washing.
- 6 Q How many meals do you cook a day?**
A Two or three.
- 7 Q What's in your fridge and cupboards?**
A We don't have a fridge. On shelves I have lentils, rice, spices such as chillies, turmeric powder, some vegetables, and salt.
- 8 Q What would make your life easier in the kitchen?**
A Running water. A daughter-in-law would be good as well! But God has given me life and I am grateful.
- 9 Q Who helps you?**
A My eldest son helps when he has time. My younger son isn't well and needs constant care. My husband doesn't help.
- 10 Q How often do you sit down and eat together as a family?**
A Men eat before women in our community. We don't eat together.
- 11 Q How much do you spend on groceries every week?**
A £4. Sometimes less. It depends how much money we have.
- 12 Q What can you see from your kitchen windows?**
A I have no windows in my kitchen.

LISTENING AND SPEAKING

My closest relative

- Discuss the statements in small groups. Are they true for your family?
 - Mothers feel closer to their sons.
Fathers feel closer to their daughters.
 - The first-born child is ambitious, responsible, dominant, and insecure.
The second child is free, independent, creative, and easy-going.
The last-born child is the baby – spoiled, happy, confident, and secure.
- T 6.8** Listen to five people talking about who they feel closest to in their family. Complete the chart.

	Ellie	Simon	Julia	Tessa	Chris
I feel closest to ...	my mum				
He/she is easy to talk to.	✓				
We do things together.					
We have a similar character.					
I like the way he/she thinks.					
We are different.					

- Who said these expressions? What do you understand by them?
 - 'We have our ups and downs, of course ...'
 - 'We don't really see to eye to eye about anything.'
 - 'In many ways she drives me crazy.'
 - 'We're like chalk and cheese.'
 - 'They fight like cat and dog.'

SPOKEN ENGLISH Adding emphasis

- We can change the order of words in a sentence to add emphasis. What is the more usual word order for these sentences?
 - She's very open, my mother.*
 - My father I don't really get on with.*
 - My mother I hardly ever see.*
 - He's pretty cool, my dad.*
 - Me, I'm a lot quieter.*
- Notice how these sentences add emphasis.

What I like about her is her attitude.
What I like about him is that he's interesting and interested.
The thing I love about her is the way everyone knows her.
- What could people say about ...?
 - Joe: his sense of humour
the way he makes everyone laugh
 - Tina: her kindness
the way she makes everyone feel good
 - Beth: her attitude to life
the fact she doesn't care what other people think

Discussion

- Work in pairs. Discuss who you feel closest to in your family, and why.
- Work in groups of four. Who has a similar family relationship to yours?
- Discuss as a class. Which family member are most people closest to?

EVERYDAY ENGLISH

In a department store



- 1 What are the big department stores in your town? What are they famous for? Do you like shopping in them?
- 2 Look at the board showing where the various departments are in a store.

Where would you find ...?

- a tie *in menswear, on the ground floor*
- a wallet
- earrings
- a saucepan
- a hairdryer
- shower gel
- a doll
- a DVD player
- women's boots
- the Ladies'
- a birthday card
- a shaving mirror
- a lipstick
- a vase
- trainers
- a sofa
- sheets
- a suitcase
- a pair of tights
- a light snack

Store Guide

3 Third floor

Toys and babywear
Hairdresser's
TV, Audio, and Phones
Sports

2 Second floor

Furniture
Linen
Bathroom accessories
The Terrace Cafeteria ☞
Toilets ☞
Baby facilities ☞

1 First floor

Ladies' fashions
Lingerie
Leather goods
Luggage

G Ground floor

Menswear
Stationery
Toiletries
Jewellery
Cosmetics

B Basement

Kitchenware
China and glassware
Electrical appliances

- 3 In which department could you see these signs?

a Cut and blow dry £30
Highlights from £50

b Buy two coffee mugs, get one free!

c Travel in style – perfect coordinating bags for long weekend breaks or short holidays

d Half price! Final clearance of men's woollens before the spring!

e CUSTOMERS ARE REMINDED THAT ONLY FOOD AND DRINK PURCHASED ON THESE PREMISES MAY BE CONSUMED HERE

f Back to school!
Beat the rush. Get your pens and paper and files NOW!

- 4 Which of these two signs ...?

- is telling you how to take things back
- is inviting you to save as you spend

Open a loyalty card today and you will receive a 10% discount on all your purchases.

If goods are returned in their original packaging with a receipt within 28 days we will offer an exchange or refund.

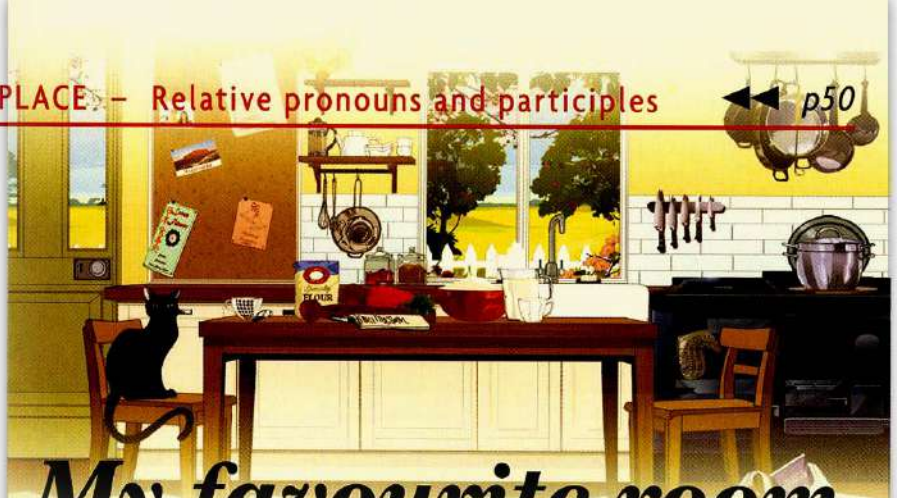
- 5 **T 6.9** Listen to some conversations in a department store. Which department are they in? What are they trying to buy?

- 6 Listen again and complete the lines.

- 1 A _____ do you take?
B Nine. That's 41, isn't it?
A _____ 43 would be more comfortable, sir.
- 2 B I'm afraid _____. We've _____ that size.
A Will you _____ any more _____?
B We should _____ by the end of the week.
- 3 A Do you have _____?
B No, Madam. They all _____.
- 4 A Would you like me _____?
B Ooh, _____! Thank you so much!
- 5 A It _____. It's too tight.
B Shame. It _____. What _____ of?
A Cashmere. Its so soft!
- 6 A Keep your _____. That's your guarantee.
B _____ is it _____ for?
A For a year.

With a partner, practise the conversations.

- 7 Practise having conversations in other departments. Act them out to the class.



My favourite room

The room in our house (1) _____ is our kitchen. Perhaps the kitchen is the most important room in many houses, but it's particularly so in our house because it's not only (2) _____, but also the place (3) _____.

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) _____, before sending them off to school; or special occasions such as homecomings or cooking Christmas dinner. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, (5) _____. There is a large window above the sink looking out onto two apple trees in the garden. There's a big, old cooking stove at one end, and at the other end a wall with a huge notice board (6) _____ of our lives, past, present, and future: a school photo of the kids; a postcard from Auntie Nancy, (7) _____ to Australia; the menu from a take-away Chinese restaurant; an invitation to a wedding (8) _____; a letter from a friend (9) _____ for years. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door, (10) _____ they come straight into the kitchen and join in whatever is happening there. Without doubt some of the happiest times of my life have been spent in our kitchen.

1 Think of your favourite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favourite room is ... I like it because ...

Show a partner your plan and talk about your room.

2 Read the description *My favourite room*. Why is this kitchen more than just a room where you cook and eat?

3 Complete the description using the relative clauses below:

- ... which tells the story
- ... that we're going to next Saturday
- ... where we cook and eat
- ... whose family have all emigrated
- ... which is the focal point of the room
- ... which means
- ... we haven't seen
- ... I like best
- ... who are cross and sleepy
- ... where family and friends come together

GRAMMAR SPOT

1 Underline the relative pronouns in exercise 3. What do they refer to? When do we use *which, who, that, where, and whose*?

2 Look at these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?

This is the room **which** I like best.

This is the room **which** has the best view.

He's a friend **who** we haven't seen for years.

He's a friend **who** lives in London.

3 Look at these examples of participles. Rewrite them with relative pronouns.

I have so many happy memories of times spent there.

There is a large window looking out onto two apple trees in the garden.

▶▶ Grammar Reference 6.3 and 6.4 p140

4 Link these sentences with *who, which, that, where, and whose*.

1 The blonde lady is Pat. She's wearing a black dress.

2 There's the hospital. My sister works there.

3 The postcard arrived this morning. It's from Auntie Nancy.

4 I passed all my exams. This made my father very proud.

5 Did you meet the girl? Her mother teaches French.

5 Complete the sentences with a word from the box in the present or past participle.

play	give	stick
listen	arrange	

1 I spend hours in my room _____ to music.

2 I have lots of posters _____ on the walls.

3 My brother is in his bedroom _____ on his computer.

4 There are photos of my family _____ on my shelves.

5 I also have a colour TV _____ to me on my last birthday.

6 Write about your favourite room. Use relative pronouns and participles.

UNIT 7

7.1 THE PRESENT PERFECT

- 1 The same form (*have* + past participle) exists in many European languages, but the uses in English are different. In English, the Present Perfect links past and present. It expresses the effect of the past on the present.

PAST

PRESENT PERFECT

PRESENT

- 2 Present Perfect means 'completed before now'. The Present Perfect does not express when an action happened. If we say the exact time, we use the Past Simple.

*In my life, I **have travelled** to all seven continents.*

*I **travelled** around Africa in 1998.*

7.2 Present Perfect

Form

has/have + past participle

I've lived in Rome.

She's lived in London.

*He **hasn't lived** here long.*

*They **haven't bought** their flat.*

*How long **have** they **known** Peter?*

*How long **has** she **been married**?*

Short answer

Have you always lived in Budapest?

Yes, I have./No, I haven't.

Use

There are three main uses of the Present Perfect.

1 Unfinished past

The Present Perfect expresses an action that began in the past and still continues.

We've lived in the same house for 25 years.

How long have you known each other?

They've been married for 20 years.

- ❗ Be careful! Many languages express this idea with a present tense, but in English this is wrong.

Jan has been a nurse for ten years. NOT *Jan is a nurse for ten years.*

Time expressions

Notice the time expressions that are common with this use.

for	two years	since	1970
	a month		August
	a few minutes		8.00
	half an hour		I was a child
	ages		Christmas

We use *for* with a period of time and *since* with a point in time.

2 Experience

The Present Perfect expresses an experience that happened at some time in one's life. The action is finished, but the effects of the action are still felt.

I've been to the United States. (I still remember.)

Have you ever had an operation? (at any time in your life)

How many times has he been married? (in his life)

Exactly when the action happened is not important. Questions and answers about definite times are expressed in the Past Simple.

When did you go to the United States?

I broke my leg once.

Time expressions

The adverbs *ever*, *never*, and *before* are common with this use.

Have you ever been to Australia?

I've never tried bungee jumping.

I haven't tried sushi before.

3 Present result

The Present Perfect expresses a past action that has a present result. The action is usually in the recent past.

The taxi hasn't arrived yet. (We're still waiting for it.)

What have you done to your lip? (It's bleeding.)

We often announce news in the Present Perfect.

Have you heard? The Prime Minister has resigned.

Susan's had her baby!

Details will be in the Past Simple.

She resigned because she lost a vote of no confidence.

It's a boy. He weighed 3.5kg.

Time expressions

The adverbs *yet*, *already*, and *just* are common with this use.

I haven't done my homework yet. (negative)

Has the postman been yet? (question)

I've already done my homework.

She's just had some good news.

- ❗ Be careful with *been* and *gone*.

He's been to the United States. (experience – he isn't there now)

She's gone to the United States. (present result – she's there now)

7.3 Present Perfect or Past Simple?

- 1 The Present Perfect can express unfinished actions. The Past Simple expresses completed actions.

Present Perfect

I've lived in Texas for six years.

(I still live there.)

I've written several books.

(I can still write some more.)

Past Simple

I lived in Texas for six years.

(Now I live somewhere else.)

Shakespeare wrote 30 plays.

(He can't write any more.)

- 2 The Present Perfect refers to indefinite time. The Past Simple refers to definite time. Notice the time expressions used with the two tenses.

Present Perfect – indefinite

I've done it
for a long time.
since July.
before.
recently.

Past Simple – definite

I did it
yesterday.
last week.
two days ago.
at eight o'clock.
in 1987.
when I was young.
for a long time.

I've already done it.

I haven't done it yet.

- ❗ Be careful with *this morning/afternoon*, etc.

Have you seen Amy this morning? (It's still morning.)

Did you see Amy this morning? (It's the afternoon or evening.)

7.4 Present Perfect Simple passive

Form

has/have been + past participle

It	has been	sold.
They	have been	

Use

The uses are the same in the passive as in the active.

Two million cars have been produced so far this year. (unfinished past)

Has she ever been made redundant? (past experience)

'Have you heard? Two hundred homes have been washed away by a tidal wave!' (present importance)

7.5 Present Perfect Continuous

Form

has/have + been + -ing

She's been studying for three years.

They haven't been working here long.

How long have they been living there?

Use

The Present Perfect Continuous expresses:

- 1 an activity that began in the past and is continuing now.

I've been studying English for three years.

How long have you been working here?

Sometimes there is no difference between the simple and the continuous.

I've played the piano since I was a boy.

I've been playing the piano since I was a boy.

The continuous can express a temporary activity, while the simple expresses a permanent state.

I've been living in this house for the past few months. (temporary)

I've lived here all my life. (permanent)

- ❗ Remember: State verbs are rarely used in the continuous (see 2.4 p134).

I've had this book for ages.

I've always loved sunny days.

- 2 a past activity that has caused a present result.

I've been working all day. (I'm tired now.)

Have you been crying? (Your eyes are red.)

Roger's been cutting the grass. (I can smell it.)

The past activity might be finished or it might not. The context usually makes this clear.

Look out of the window! It's been snowing!

(It has stopped snowing now.)

I've been writing this book for two years. (It still isn't finished.)

I'm covered in paint because I've been decorating the bathroom.

(It might be finished or it might not. We don't know.)

7.6 Present Perfect Simple or Continuous?

- 1 The simple expresses a completed action.

I've painted the kitchen, and now I'm doing the bathroom.

The continuous expresses an activity over a period of time.

I've got paint in my hair because I've been decorating.

We use the simple if the sentence has a number or quantity, because the simple expresses completion. The continuous isn't possible.

I've been reading all day. I've read ten chapters.

She's been eating ever since she arrived. She's eaten ten biscuits already.

- 2 Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.

I've cut my finger. (One short action.)

I've been cutting firewood. (Perhaps over several hours.)

Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.

I've lost my passport.

Have you started your Christmas shopping yet?

7

Passions and fashions

Present Perfect – simple, continuous, passive • Making the right noises

STARTER

Talk about three things you have **NEVER** done.

I've **NEVER** been to a football match.

Me neither. I hate football.

I've **NEVER** had body piercing or a tattoo.

I have. I've got a tattoo of a rose on my ankle.

I've **NEVER** read a Harry Potter book.

Really? I've read them all.

300 MILLION BOOKS SOLD!

Present Perfect – simple, continuous, passive

- 1 Look at the book titles. Have you read any of them or seen the films? Do you know anything about the author, J.K. Rowling /rəʊlɪŋ/?

HARRY POTTER and the Philosopher's Stone (1997)

HARRY POTTER and the Chamber of Secrets (1998)

HARRY POTTER and the Prisoner of Azkaban (1999)

HARRY POTTER and the Goblet of Fire (2000)

HARRY POTTER and the Order of the Phoenix (2003)

HARRY POTTER and the Half-blood Prince (2005)

HARRY POTTER and the Deathly Hallows (2007)

- 2 Complete the questions about J.K. Rowling. Use *did*, *was*, *has*, or *have*.

- 1 Where and when _____ she born?
- 2 When _____ she write her first story? What _____ it about?
- 3 What _____ she doing when she had the idea for Harry Potter?
- 4 Where _____ she teach English?
- 5 When _____ the first Harry Potter book published?
- 6 How long _____ she been writing the books?
- 7 How many _____ she written?
- 8 How many children _____ she had?
- 9 How many books _____ been sold?
- 10 Which books _____ been made into films?
- 11 How much money _____ she made?
- 12 How many authors _____ become billionaires?

- 3 **T.1** Read and listen about J.K. Rowling. What does J.K. stand for?

- 4 Work with a partner. Ask and answer the questions in exercise 2.

T.2 Listen and check.

\$1 billion

JK Rowling

Author and billionaire

THE EARLY YEARS

Joanne Kathleen Rowling, author of the best-selling Harry Potter series of books, was born in 1965, near Bristol, England. Her birthday, July 31, is the same as her famous hero, Harry Potter.

School days

Joanne did well in school. Her favourite subjects were English and foreign languages and she studied French at university. She graduated in 1986 and over the next few years had a variety of jobs. However, her passion was writing. She had written her first story, *Rabbit*, about a rabbit with measles, aged six.

Harry Potter is born

She started writing the first Harry Potter book in 1990. The idea for Harry – a lonely, 11-year-old orphan who is actually a wizard – came to Rowling while she was travelling by train between Manchester and London. Although she left England a short time after that to teach English in Portugal, she continued to write Harry's story.

She returned to Britain in 1993, and settled in Scotland. After a brief marriage in Portugal, she was now divorced, with a baby, Jessica. It was a difficult time – she was out of work and depressed – but finally completed her first book, *Harry Potter and the Philosopher's Stone*. It was published in Britain in 1997 and quickly became a hit with both children and adults.

JK ROWLING TODAY

JKR has been writing Harry Potter books for nearly 20 years. She writes in longhand, and each book takes one year to complete. She has now completed the series of seven Harry Potter books. The last book, *Harry Potter and the Deathly Hallows*, came out in July, 2007. Her books have won numerous awards including 'Children's Book of the Year'.

She married her second husband, Dr Neil Murray, in 2001 and has since had two more children, a boy, David, born in 2003, and a girl, Mackenzie, born in 2005.

Fans all over the world

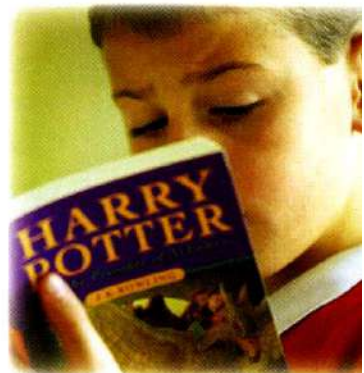
The books have been translated into over 60 languages, and over 300 million copies have been sold worldwide. The first six books have been made into films. She has become the highest-earning woman in Britain, richer than the Queen! She has made over £600 million, more than one billion dollars. This makes her the first person ever to have become a billionaire from writing books.

GRAMMAR SPOT

- 1 Name the three tenses. Why are they used?
She **lives** in Scotland.
She **lived** in Portugal for three years.
She's **lived** in Scotland since 1993.
She's **lived** in England, Portugal and Scotland.
- 2 Which question asks about the activity? Which asks about the quantity?
How long **has** she **been writing** Harry Potter books?
How many **has** she **written**?
- 3 These sentences sound unnatural in the active. Make them passive. Find them in the text.
People have translated her books into 60 languages.
People have sold 300 million copies of her books.
People have made six of the books into films.

▶▶ Grammar Reference 7.1–7.6 p140–2

- 5 **T 7.3** Jack, aged 10, is a big fan of Harry Potter books. Listen and complete the questions he was asked. What are his answers?
 - 1 How long have you been a fan of the books?
 - 2 How many of the books _____?
 - 3 Which _____ like best?
 - 4 _____ any of the Harry Potter films? _____ like them all?
 - 5 Have you any idea how many Harry Potter books _____ in the world?
 - 6 What _____ about the author?
 - 7 _____ a lot of your friends _____ the books?
 - 8 I know as well as Harry Potter you have another passion. How long _____ football?
 - 9 What would you rather do this afternoon? Read a Harry Potter or play football?
- 6 What books and films are you a fan of? Talk to a partner. Ask and answer similar questions to exercise 5. Tell the class.



PRACTICE

Discussing grammar

Work with a partner.

1 Look at the pairs of sentences. Which tenses are used? Why? Discuss the differences in meaning.

- I lived in Sydney for two years.
I've lived in Sydney for two years.
- I work for an international company.
I've worked for them since 2006.
- How long have you been working in Tokyo?
How many countries have you worked in?
- Have you ever met anyone famous?
Did you meet anyone famous at the party?
- I've already finished.
I haven't finished yet.
- Who's been eating my chocolates?
Who's eaten my chocolates?
- The President was shot in 1963.
Have you heard? The President's been shot.
- How long are you here for?
How long have you been here for?

2 Underline the correct verb form.

- His plane *took off* / *has taken off* a few minutes ago.
- The president *has resigned* / *has been resigned* and a new president *has elected* / *has been elected*.
- I *work* / *'ve been working* in Dubai since last March. When *did you arrive* / *have you arrived*?
- How many emails *have you sent* / *have you been sending*?
- What *did you do* / *have you been doing* in the bathroom? You *were* / *'ve been* in there for ages.
- A huge snowstorm *has hit* / *has been hit* New York. Over 40 cms of snow *has fallen* / *has been falling* in the past 12 hours. People *have advised* / *have been advised* to stay at home.

T 7.4 Listen and check.

3 Where can the words in the box go in these sentences? Sometimes several words are possible.

just yet already ever never

- I've read that book.
 - I've been reading an interesting book.
 - Has it been made into a film?
 - He's learned to drive.
 - The match hasn't finished.
 - Have you been to Morocco?
- Compare answers with the class.

CALVIN KLEIN

4 Calvin Klein is a famous fashion designer. He has had a very interesting life so far. Look quickly through the chart of events in his life. What different things has he designed?



Age	Life event
0	Born on November 19, 1942 , in the Bronx, New York
14	Developed a passion for fashion and drawing
18	Graduated from the High School of Art and Design
20	Studied at Manhattan's Fashion Institute of Technology where he met first wife, Jayne Centre
22	Married Jayne in September 1964
26	Launched his own clothing company with childhood friend Barry Schwartz. Daughter, Marci , born
28	Started designing sportswear
30	Introduced his trademark Calvin Klein jeans
31	Won the Coty Award – the youngest designer ever to win it. He won this three times from 1973–1975 .
32	Divorced Jayne
40	Started selling his own CK brand underwear
40–44	Won Fashion Designers of America award three times
44	Remarried – Kelly Rector , a wealthy New York socialite
45	Started making his own perfumes , called Obsession and Eternity. His most recent perfume, Euphoria, was introduced in 2007 .
50–now	Works with Kate Moss. Designs for Julia Roberts, Gwyneth Paltrow and Helen Hunt
51	Won America's Best Designer award in 1993 . Divorced Kelly
55	Launched his own CK brand cosmetics and make-up
Now	He's still designing. His company makes \$6 billion every year.

a passion for fashion

5 With a partner study the chart. Ask and answer these questions about Calvin Klein's life.

- How long has Calvin Klein been interested in fashion?
Since he was 14.
- What different kinds of clothes has he designed in his career?
- How many times has he been married and divorced?
- How many children does he have?
- How many awards has he won?
- How long has he been making his own perfumes? What are they called?
- Which famous people has he worked with and designed for?
- How long has he been selling cosmetics?

T 7.5 Listen and check your answers. What extra information do you learn about Calvin Klein's life?

Time expressions

6 Complete the sentences with phrases from the box.

while he was studying at the Fashion Institute	four years after he got married
when he was 14	since the 1970s
in 1972	Between 1982 and 1986
for ten years	until he was 44

- His interest in fashion began _____.
- He met his first wife, Jayne, _____.
- The first Calvin Klein jeans were introduced _____.
- His daughter was born _____.
- His marriage to Jayne lasted _____.
- He didn't marry again _____.
- He's been designing sportswear _____.
- _____ he won the same award three times.

Roleplay

Imagine you are a journalist. You are going to interview Calvin Klein about his life. Write questions to ask him with your partner. Then roleplay the interview.

- Interviewer** *Where were you born?*
CK *In New York. In the Bronx.*
- Interviewer** *Have you always been interested in fashion?*
CK *Yes, I have. Well, most of my life, since I was 14.*

▶▶ **WRITING DESCRIBING A PERSON p109**

Have you ever ...?

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

Have you ever bought a pair of designer jeans?

No, I haven't. I can't afford them.

Yes, I have. I'm wearing them now.

Where did you buy them?

- buy/a pair of designer jeans?
- read/a book in English?
- drink/champagne?
- make/a cake?
- meet/someone on the Internet?
- sleep/in a tent?
- lose/your mobile phone?
- go/fancy dress party?
- ride/a motorbike?
- win/a competition?
- write/a love letter?
- be/given a present you didn't like?

Tell the class about your partner.

Maria's never bought a pair of designer jeans because ...



SPOKEN ENGLISH How long ...?

1 Read the two conversations. What are the two questions with *How long*?

- A** *How long are you here for?*
B *Just three days. I arrived yesterday and I leave tomorrow.*
- A** *How long have you been here?*
B *I've been here a week already. I arrived last Saturday.*

Which question refers to past up to the present?

Which question refers to a period around now (past and future)?

2 What is the correct question for these answers?

- Four more days. We came two days ago.
- Since Monday.
- Until Friday. We're leaving Friday morning.
- Over half an hour! Where have you been?
- We're staying a month altogether.

T 7.6 Listen and check. Practise with a partner.

READING AND SPEAKING

Football – a global passion

- 1 Football – do you love it or hate it? Why? Have a class vote. How many famous footballers can you name? What teams do they play for?
- 2 Whether you love it or hate it, football is difficult to ignore. Read only the **introduction** and the **final part** of *The Beautiful Game*.
 - 1 What statistics are given? Do any of them surprise you?
 - 2 How did football become known as ‘The Beautiful Game’?
 - 3 In what ways is football a ‘simple’ game?
 - 4 Which famous players are mentioned? What do they have in common?
- 3 Read *How football began*. Answer the questions.
 - 1 What was *tsu chu*?
 - 2 Which nationalities were the first to play a kind of football? When?
 - 3 What images do you have of ‘mob football’? Describe a game.
 - 4 How was the game played at English public schools?
 - 5 What caused chaos when the boys tried to play football at university?
 - 6 How did the idea of half-time start?
 - 7 Why is a London pub important to football?
 - 8 What was the ‘sticking point’? Which game was also born? Why?
- 4 Read *Football around the world*.
 - 1 Complete the sentences with the name of the continent.
 - a _____ has become more enthusiastic about football since the 2006 World Cup.
 - b _____ has the wealthiest football clubs in the world.
 - c Not all countries in _____ have a passion for football.
 - d _____ and _____ often lose their most talented players to rich European clubs.
 - e In _____ football has become more popular with girls than boys.
 - 2 Which continents are most/least enthusiastic about football?
 - 3 Why is football called ‘soccer’ in North America?
 - 4 Why do some continents often lose players to European clubs?
 - 5 How and where has the World Cup increased interest in football?

What do you think?

- Football ‘has totally changed the worlds of sport, media, and leisure’. What does this mean?
- Does football unite or divide the world? How?
- Why are some clubs so famous worldwide? Which players are superstars today?
- Do you agree with the conclusion about why football has become a global passion?



The

Over the last hundred years the game of football has totally changed the worlds of sport, media and leisure. Football is played worldwide by more than 1.5 m teams and 300,000 clubs. An amazing eight out of ten people in the world watch the World Cup. It is, as the great Brazilian footballer Pelé described it, ‘the beautiful game’. **Andrew Hunt reports.**

How football began

As far back as 2500 BC the Chinese played a kicking game called *tsu chu*. Similar games were played by the Romans and North American Indians. In England in medieval times ‘mob football’ was wildly popular. In 1583, Philip Stubbs said of football players:

“sometimes their necks are broken, sometimes their backs, sometimes their legs, sometimes their arms.”



By the mid-19th century, with the help of English public schools, the game had become less violent. Each school had different rules for playing the game. On the playing fields of Eton the ball was kicked high and long. At Rugby School the boys caught and ran with the ball. Problems arose when boys from the different schools went to the Universities of Oxford and Cambridge and wanted to continue playing. This is from the description of a match played in Cambridge in 1848:

“... The result was chaos, as every man played the rules he had been accustomed to at his school.”

It became common to play half a match by one side’s rules, the second half by the other’s. That’s how half-time came about. However, this was not good enough for the university men. They decided to sort out the rules once and for all.

On Monday October 26, 1863, they met at a pub in London. By the end of the day they had formed the Football Association and a *Book of Laws* was on its way. The sticking point was whether a player could pick up the ball and run with it or not, and this was not decided until December 8. From this decision the games of both football and rugby were born.

Beautiful Game



Football around the world

Europe is home to the world's richest professional clubs: Manchester United, AC Milan, Real Madrid, Bayern Munich. These clubs are famous in many countries far away from their home grounds. Rickshaw pullers in Mumbai, *tuk tuk* drivers in Bangkok, on discovering they have an English passenger respond with 'Ah, English, Manchester United. You know Manchester United?'

South America has produced some of the most exciting soccer on earth. Many of the world's leading players have come from poverty to play on the world stage. They have been snapped up by wealthy European teams after making their mark at home. Brazil has won the World Cup five times, Uruguay three times, and Argentina twice.

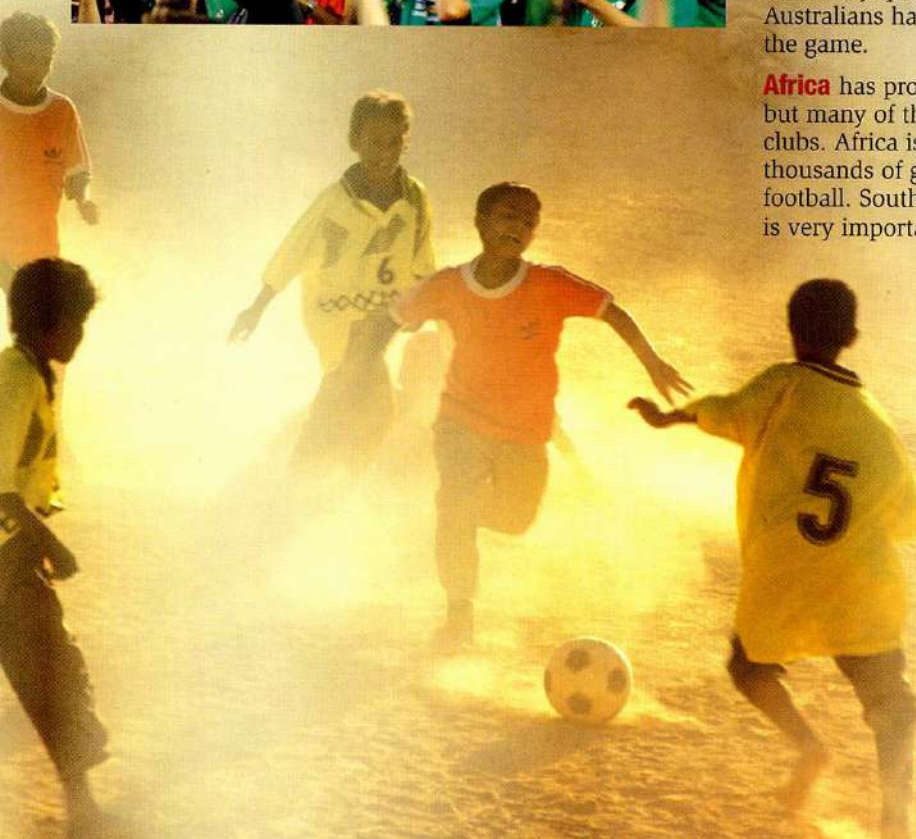
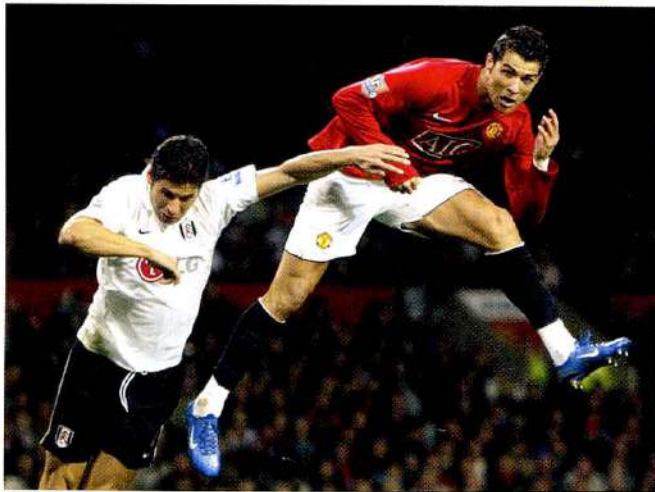
North America is the only continent where football (or soccer as it is called there to distinguish it from their homegrown game) has become more popular with females than males. In 1991, the US won the first Women's World Cup. Interest amongst American men has been growing since the World Cup in Los Angeles in 1994, and more recently since the arrival of international stars such as David Beckham.

Asia: Over the past two decades heated rivalry among Japan, China, and South Korea has increased the passion for soccer across the continent, especially after Japan and Korea co-hosted the World Cup in 2002. However, not all Asian countries share the passion: India and Pakistan prefer cricket.

The Middle East: Countries such as Saudi Arabia, Kuwait, and Qatar have lately been investing huge sums of money in football. They've hired the best players and coaches that money can buy.

Australia: Sport in Australia has long been dominated by cricket, rugby and surfing. However, since they qualified for the 2006 World Cup, Australians have become much more interested in the game.

Africa has produced a number of soccer superstars, but many of them have been lost to the rich European clubs. Africa is poor in resources but rich in talent, with thousands of gifted young players dreaming of big time football. South Africa's hosting of the 2010 World Cup is very important for African football.



A global passion

The game of football is played in every nation on earth, not only by the 120 m regular team players, but also by countless others on beaches, in playgrounds and streets. The world's love of football is simple – it's because football is simple. All that is needed is a ball, a piece of ground, and two posts. The world's greatest players, George Best, Diego Maradona, and Pelé, all learned their skills on waste grounds. These are the places where the sport is born and why football has become a global passion.

VOCABULARY AND LISTENING

Things I'm passionate about


- 1 Work with a partner. Look at the words and expressions in the box. Which are positive, which are negative? Which are neutral?

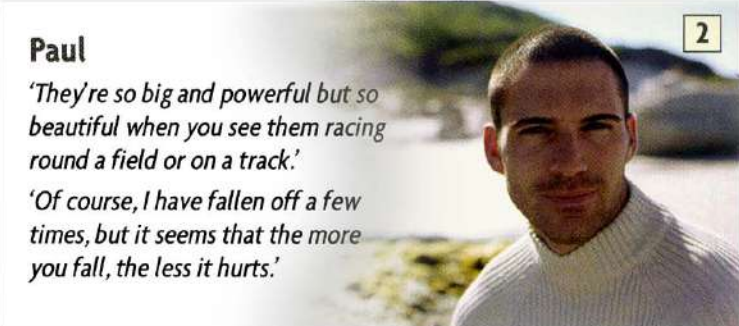
quite like	crazy about
adore	can't stand
loathe	don't mind
keen on	can't bear
not that keen on	fond of


- 2 Rewrite the sentences using the words in brackets.
- 1 She likes ice-cream very much. (*absolutely adore*)
She absolutely adores ice-cream.
 - 2 He likes all water sports. (*very keen*)
 - 3 I hate opera. (*can't bear*)
 - 4 My brother loves playing video games. (*crazy about*)
 - 5 My sister doesn't really like any sports. (*not that keen*)
 - 6 I don't like people who always talk about themselves. (*can't stand*)
 - 7 My mum likes going to musicals. (*very fond*)
 - 8 I quite like green tea but I prefer English breakfast tea. (*don't mind*)
 - 9 The thing I hate most is tidying my room. (*loathe*)
 - 10 I don't hate my job but it's time I applied for another one. (*quite like*)
- 3 Look at the photos of the people. Read what they say about their passion. Can you work out what their passion is?
- 4 **T 7.7** Listen to the people. Were you right? What are their passions?
- 5 Listen again. Answer the questions about each person.
- 1 How long have they had their passion?
 - 2 What first created their interest?
 - 3 Why do they like it so much?
- 6 Use some of the expressions from the box in exercise 1 to talk about the people.

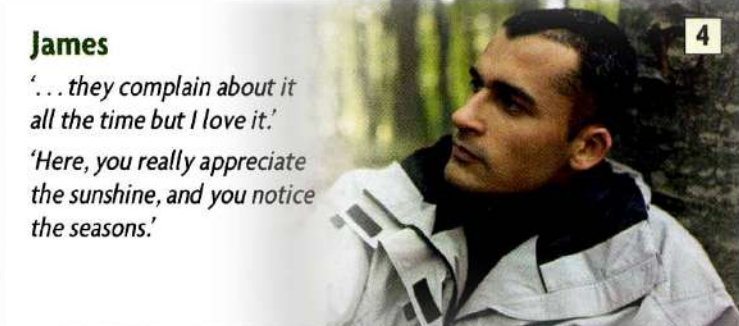
What do you think?

- Which of the people's passions most interest you? Why? Which interest you least?
- Is there anything in your life that you feel passionate about? Tell the class about it.

1  **Julia**
'I enjoy it, I think, because it's a very psychological game, I mean, if you're playing badly, you have to push yourself to continue.'
'... there's only about 3 months that you can't play.'

2  **Paul**
'They're so big and powerful but so beautiful when you see them racing round a field or on a track.'
'Of course, I have fallen off a few times, but it seems that the more you fall, the less it hurts.'

3  **Andrew**
'I felt the power of the words – the thing I like so much about it is that you can say so much with just a few words.'
'It's all about saying what often goes unsaid, and with passion.'

4  **James**
'... they complain about it all the time but I love it.'
'Here, you really appreciate the sunshine, and you notice the seasons.'

5  **Harriet**
'... the thing I love best about it, is that you are away from everything and everyone up in the hills, and you work together with horses and dogs.'
'... it's a sheep farming area, so the farmers contact us if they have a problem.'

EVERYDAY ENGLISH

Making the right noises

1 Look at the words in the boxes. They are all possible responses in conversation. What do they express? Write in the correct heading.

- Agreement
- Sympathy
- Pleasure
- Surprise

_____	_____	_____	_____
How fantastic! That's great! Lovely! Congratulations! Brilliant! Good for you!	Absolutely. Definitely. Of course. Fair enough. Fine. OK.	Did you? You didn't! That's amazing! You're kidding! You did what? Really?	What a pity! That's a shame. Oh dear. That's too bad. How awful! Bad luck.

Music of English

1 **T 7.8** Listen and repeat these expressions with a wide voice range.

How fantastic! Absolutely. Did you? What a pity!

2 **T 7.9** Listen and practise.

2 **T 7.10** Listen and complete B's responses. Practise the conversation with a partner.

A My grandfather hasn't been too well lately.

B

A He's 79. Don't you think at his age he should slow down a bit?

B

A But he won't listen to me. He says he wants to enjoy his life to the full.

B

A Last summer he went on a two-week cycling holiday in France.

B

A We're going to give him a big party for his 80th birthday.

B

A But before that I'm going to have a word with him and tell him to take things more easy.

B

What other responses from exercise 1 are suitable in exercise 2?



3 Read the lines of conversation. Write in a suitable response. There are sometimes several possibilities.

1 A My boyfriend's just asked me to marry him.

B _____ (surprise) _____ (pleasure)

2 A Will spaghetti bolognese be OK for dinner?

B _____ (agreement) _____ (pleasure)

3 A There's a strike at the airport so my holiday's been cancelled.

B _____ (sympathy) _____ (sympathy)

4 A I failed my driving test again.

B _____ (surprise) _____ (sympathy)

5 A We're expecting a baby.

B _____ (surprise) _____ (pleasure)

6 A So you think I should save to buy a car, not borrow the money?

B _____ (agreement)

7 A I told him I never wanted to see him again.

B _____ (surprise) _____ (sympathy)

T 7.11 Listen and compare. What is B's further comment?

4 Practise the conversations with a partner. Continue them if you can.

5 Work with a partner. Have a conversation about a good or bad day you have had recently. React as you listen and talk.

Last Sunday was the worst day of my life!

Well, ...

Oh dear. What happened?





MY CRAZY UNCLE JOE

1 Of all my relatives, I like my Uncle Joe the best. He's my mother's much younger brother. He was only nine when I was born, so he's been more like a big brother to me than an uncle. He is in his mid-20s now and he is always such good fun to be with.

5 He studied at a drama school in Liverpool, and then he moved to London a year ago to try his luck in the theatre. He shares a flat with three other would-be actors, and he works as a waiter and a part-time DJ. He's passionate about his music, it's called House Music, and it's a kind of electronic dance music. When he 'deejays' 10 he goes completely wild, waving his arms and yelling at the crowds. His enthusiasm is infectious. He's absolutely brilliant, I'm proud that he's my uncle.

Also, I think he is really good-looking. He's quite tall with sandy-coloured hair, and twinkly, dark brown eyes. He's had lots 15 of girlfriends, but I don't think there is anyone particularly special at the moment. He has a great relationship with his flatmates, they are always laughing and joking together. He knows how to have fun but he's also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my 20 parents. He's very understanding of someone my age.

He works hard, and he plays hard. He's had lots of auditions for various theatrical roles. He hasn't had much luck yet, but I'm sure that one day he'll be a highly successful actor. I think he's really 25 talented but he says he doesn't want to be rich or famous, he just wants to prove to himself that he's a good actor.



1 Think of someone in your family and write three sentences about them. Read your sentences aloud to the rest of the class.

2 Which relative did you choose? Why? Did you write about their character, their appearance, or both?

3 Read the description of crazy Uncle Joe. Which sentence below accurately describes the writer's opinion of him?

- *The writer likes Uncle Joe but is critical of his way of life.*

- *The writer admires everything about Uncle Joe.*

4 The text consists of *factual description* and *personal opinions*. Work with a partner and read through the text again. Underline like this _____ what is factual, and like this ____ what is personal opinion.

5 Find words and lines which describe:

- his physical appearance
- his character
- his past life
- his current lifestyle

6 Find the following words:

much (line 2)	really (line 13)
such (line 4)	quite (line 13)
completely (line 10)	particularly (line 15)
absolutely (line 11)	extremely (line 18)

How do they change the meaning of the adjectives which follow them?

7 Write a similar description of a member of your family in about 200 words. Include your sentences from exercise 1 and the following:

- your relation to him/her
- your opinion of him/her
- a little about his/her past life
- his/her physical appearance
- his/her character
- his/her current lifestyle

- 2 a past activity that has caused a present result.
I've been working all day. (I'm tired now.)
Have you been crying? (Your eyes are red.)
Roger's been cutting the grass. (I can smell it.)
 The past activity might be finished or it might not. The context usually makes this clear.
Look out of the window! It's been snowing!
 (It has stopped snowing now.)
I've been writing this book for two years. (It still isn't finished.)
I'm covered in paint because I've been decorating the bathroom.
 (It might be finished or it might not. We don't know.)

7.6 Present Perfect Simple or Continuous?

- 1 The simple expresses a completed action.
I've painted the kitchen, and now I'm doing the bathroom.
 The continuous expresses an activity over a period of time.
I've got paint in my hair because I've been decorating.
 We use the simple if the sentence has a number or quantity, because the simple expresses completion. The continuous isn't possible.
I've been reading all day. I've read ten chapters.
She's been eating ever since she arrived. She's eaten ten biscuits already.
- 2 Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.
I've cut my finger. (One short action.)
I've been cutting firewood. (Perhaps over several hours.)
 Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.
I've lost my passport.
Have you started your Christmas shopping yet?

UNIT 8

Verb patterns

The infinitive

- 1 The infinitive is used after some verbs.
We've decided to move abroad.
I want to go home.
I'm trying to phone Pete.
She'd love to meet you.
- 2 Some verbs are followed by a person + the infinitive.
They asked me to help them.
I want you to try harder.
He told me to apply for the job.
- 3 *Make* and *let* are followed by a person + the infinitive without *to*.
She'll make you feel welcome.
I'll let you know when I'm coming.
- 4 The infinitive is used after some adjectives.
It's impossible to save money.
It's great to see you.
Pleased to meet you.
It was good to hear your news.

The -ing form

- 1 The -ing form is used after some verbs.
I enjoy reading history books.
He's finished washing the car.
I don't mind helping you.
We like walking.
He goes fishing at weekends.

- 2 Some verbs are followed by an object + -ing.
I hate people telling me what to do.
You can't stop me doing what I want.
I can hear someone calling.
- 3 The -ing form is used after prepositions.
I'm good at finding things.
He's afraid of being mugged.
We're thinking of going to Sweden.
I'm looking forward to meeting you.

▶▶ Verb patterns p158

UNIT 9

9.1 CONDITIONALS

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express:

- possible conditions = first conditional
- improbable conditions = second conditional
- impossible conditions = third conditional
- no condition = zero conditional

Possible conditions

If I see Dave, I'll tell him to call you.
 This is a sentence about reality.
If I see Dave ... = a real possibility
... I'll tell him to call you. = the result of a possible situation

Improbable conditions

If I had the money, I'd buy a Mercedes.
 This is a sentence which is contrary to reality.
If I had the money ... = not impossible. The reality is I don't have the money.
... I'd buy a Mercedes. = the result of an improbable situation

Impossible conditions

If I'd known you were coming, I'd have cooked you a meal.
 This is a sentence about an impossible situation. It didn't happen, and now it's too late to change the result.
If I had known ... = impossible, because I didn't know.
I'd have cooked ... = the result of an impossible situation.

No conditions

If I get a headache, I take an aspirin.
If metal is heated, it expands.
 These are sentences that are always true. They refer to 'all time', and are called zero conditionals. *If* means *when* or *whenever*.

9.2 Second conditional: improbable conditions

Form

if + Past Simple, would + verb

Positive

If I won some money, I'd go around the world.
My father would kill me if he could see me now.

Negative

I'd give up my job if I didn't like it.
If I saw a ghost, I wouldn't talk to it.

Question

What would you do if you saw someone shoplifting?
If you needed help, who would you ask?



8 No fear!

Verb patterns • Body language • Travel and numbers

STARTER

Match a sentence with a cartoon.

- 1 They stopped to talk to each other.
- 2 They stopped talking to each other.

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



DON'T WORRY MUM!

Verb patterns

- 1 **T 8.1** Read and listen to the emails sent home to parents by young travellers.
Where are the travellers? What has happened that gives their parents reasons to worry?



1

From: kate@oneworldmail.net
Subject: I'm fine

Hey there! Just a quick email to say Mum, please don't freak out about the photos. It looks much worse than it was!! I don't remember anyone taking the pics, and I've no idea who posted them on my Facebook website! I know you'll hate to hear this – but yes, I'd had a drink or two, but it was pitch-black dark and I was trying to climb up to the top bunk bed. Unfortunately my head hit the corner of the bed before I did (a METAL bunk bed!). Anyway, a scream of pain and lots of blood later, ooh, and I forgot to mention the ambulance ride to hospital – but now I'm fine. It's impossible to see the scar on my head!! I didn't want to say anything at the time for obvious reasons. Sorry if it shocked you!!!

Speak soon – lots of love from hot, sweaty, rainy Cairns.

miss you and love you SO MUCH
Kate x x x x x x x x




2


New Message

From: Dan [dantheman@fastwebmail.co.uk]
Subject: Hey Ma

Hey Ma,
Must be quick 'cos late.

Just feel I need to warn you, I met some awesome Aussies last night. They're planning to go to London next month. I said I was sure you'd like to meet them so I gave them your number. Hope you don't mind putting them up for a few nights. They're all good guys. Can't remember their names but I know you'll make them feel at home. They're looking forward to meeting you. Hope to speak to you soon.

XXX Dan



William Reply | ▾

3

Hello Mum, Dad and Izzy,

Had a great time yesterday. We went piranha-fishing on the Amazon in a canoe. Victor told us to throw bits of meat into the water to attract the fish but we didn't manage to catch anything. We stopped to camp on the banks in the evening and really enjoyed watching the sunset and swimming in the dark. Unfortunately, we'd forgotten to bring a torch so were lucky to escape from the crocodile.

Love to all

William



4

From: sally88@adps.mail.net
Subject: Hi from Peru!

Dear parents,

Last night we arrived at the most fantastic hotel in Arequipa, Peru. It's great to be in a room with an en-suite bathroom. We expected to have a good night's sleep but woke when an earthquake struck about 2 a.m. Panic not mother! You'll be pleased to hear that no one was hurt. We fell asleep again shortly after, and everyone felt fine in the morning despite the holes in the walls and ceilings. We're thinking of staying here two more days. I'll let you know our plans.

Lots of love, Sally x



Glossary

(to) **freak** (out) (*informal*) to have a completely shocked reaction to something

awesome (*informal*) very good; excellent

Aussies (*informal*) people from Australia

2 Read these sentences. Which verbs or phrases can fill the gaps?

1 **Kate** didn't _____ anyone taking the photos.

a see b ask c remember

2 She _____ to climb up to the top bunk bed.

a wanted b tried c remembered

3 She forgot _____ the hospital.

a mentioning b to mention c mention

4 **Dan** asked his mum _____ his Australian friends.

a put up b putting up c to put up

5 His Australian friends _____ to go to London.

a want b are hoping c are looking forward

6 He thinks his mum will make them _____ at home.

a feel b to feel c feeling

7 **William** _____ to catch piranha fish.

a didn't succeed in b didn't manage c tried

8 They stopped _____ on the river bank.

a camping b to camp c to spend the night

9 **Sally** _____ having an en-suite bathroom.

a loved b wanted c hoped

10 She is _____ staying two more days.

a planning b looking forward to c thinking of

3 **T 8.2** Listen and complete the lines. Who is speaking?

1 When we saw the photos we _____ feeling worried.

2 The photos _____ look worse than it really was.

3 Your friends must _____ keep their room tidy.

4 It's really kind of you _____ them stay.

5 Did Victor _____ escape from the crocodile?

6 He warned us not _____ swimming.

7 We couldn't _____ a bit scared.

8 Have you _____ come home yet?

GRAMMAR SPOT

1 Match a pattern in **A** with a sentence from the emails in **B**.

A

verb + *-ing*

verb + *to*

verb + *sb + to*

verb + *sb + infinitive*

(without *to*)

adjective + *to*

preposition + *-ing*

B

I **need to** warn you.

Victor **told us to** throw meat.

You'll **make them** feel at home.

He **enjoyed** swimming.

We're **thinking of** staying two more days.

It's **impossible to** see the scar.

2 What is the difference in meaning between these sentences?

She **remembered to** email her mum.

She **remembered** emailing her mum.

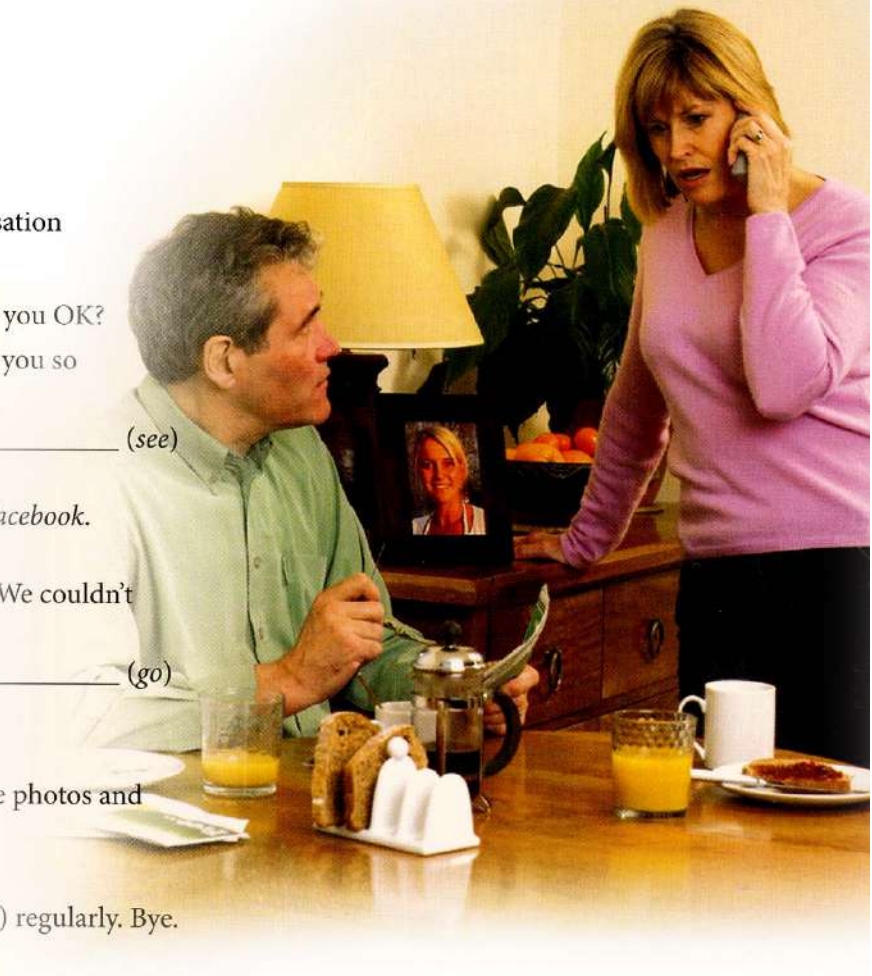
▶▶ Grammar Reference 8 p142 Verb patterns p158

PRACTICE

Phoning home

- 1 Work with a partner. Complete Kate's phone conversation with her mother.

- M Kate! It's so good **to hear** (*hear*) from you. Are you OK?
K Oh Mum, I'm really sorry for _____ (*worry*) you so much. I really didn't mean to.
M We opened our emails and we were so delighted _____ (*see*) all your photos and then we saw that one.
K I didn't want my friends _____ (*post*) it on Facebook. I asked them not to.
M But Kate, all that blood, and you went to hospital. We couldn't help _____ (*feel*) worried.
K I know, but honestly Mum, my friends made me _____ (*go*) to the hospital, I really didn't need to.
M How is your head now?
K Absolutely fine. Honestly. I'll email you some more photos and you can see for yourself.
M OK. Don't forget to.
K I'll call again soon and I promise _____ (*text*) regularly. Bye.
M Bye. Take care!



- 2 **T 8.3** Listen and check. Practise the conversation.

SPOKEN ENGLISH *Don't forget to!* – the reduced infinitive

- 1 In conversation it isn't necessary to use the full infinitive if it is understood from the context.

A *I'll email some more photos.*

B *OK. Don't **forget to** email.*

A *Can you and Mary come to lunch next Sunday?*

B *Oh yes, we'd **love to** come.*

Find three more examples in Kate's conversation with her mother.

- 2 Reply to A, using the verb in brackets and a reduced infinitive.

1 A Did you post my letter?

B Oh sorry, I _____ (*forget*)

2 A I can't go out with you this evening. Sorry.

B Oh, but you _____ (*promise*)

3 A Why did you email your mother again?

B Because she _____ (*ask me*)

4 A Do you think you'll apply for that job?

B Yes, I've definitely _____ (*decide*)

5 A Are you taking your brother to the airport?

B Well, I _____ (*offer*) but he said he _____ me _____ (*not want*)

- T 8.4** Listen and check your answers. Practise with a partner.

Talking about you

- 3 Complete the sentences so that they are true for you BUT make two of them false.

- 1 I really enjoy ...
- 2 I'm no good at ...
- 3 I mustn't forget ...
- 4 I will always remember ...
- 5 I've just finished ...
- 6 I sometimes find it difficult ...
- 7 My parents made me ... when I was young.
- 8 I'm looking forward to ...
- 9 I'd love ...

- 4 Work in small groups. Read some true and some false sentences aloud to each other. Make comments and ask questions to find the false ones.

I really enjoy cycling.

Do you? Do you cycle to work?

I don't believe you.
You don't even have a bike!

LISTENING AND SPEAKING

Fears and phobias

- 1 What are typical phobias that people have? Make a list. Are you afraid of anything?
- 2 Work with a partner. Match the phobias in the chart with their definitions. Compare answers as a class.

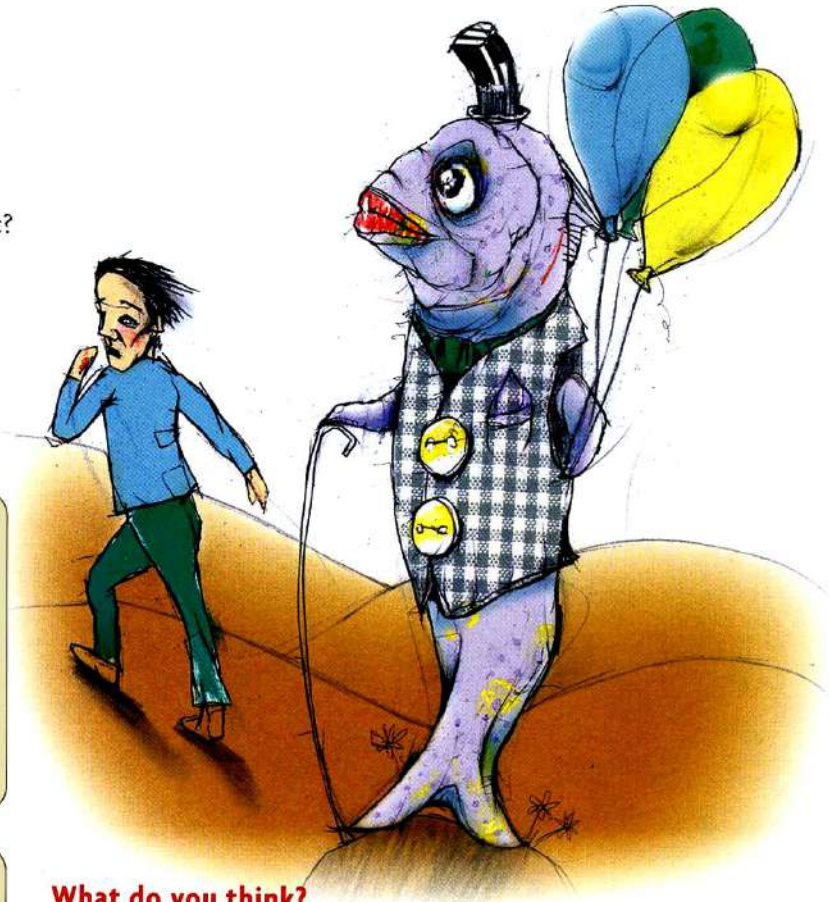
We think autophobia is fear of ...

It might be ...

We've no idea what ... is.

- 3 **T 8.5** Some people have strange phobias. Listen to Jodie, Gavin, and Melissa talking about theirs. After each one discuss these questions as a class.
 - 1 Which part of the cartoon would make them panic?
 - 2 How did their phobia start?
 - 3 How does it affect their lives?
 - 4 What caused their panic attack?
 - 5 Have they tried to cure their phobia?
- 4 Work in small groups to retell the stories. Use the prompts to help.

Autophobia	is a fear of	washing.	the colour blue.
Ablutophobia		flying.	birds.
Aviophobia		fridges.	being alone.
Frigophobia			cars.



Jodie

When she was a little girl ... grandmother asked her ... opened the cupboard ... dark green cardigan ... started screaming ... her grandmother managed to ... now it's difficult to ... tries to find ... a year ago ... a colleague's jacket ... has decided to ... embarrassed ...



Gavin

His dad used to ... he didn't like watching him ... when seven started feeling ... his dad had to stop ... problem got worse ... supermarkets ... asked his wife never to ... daren't go to restaurants ... oyster ... only hamburger bars ... started to see ... hasn't succeeded in ...



Melissa

Since she was five ... trying to blow up ... popped in her face ... can remember ... her friends enjoy ... think it's fun to ... last time ... a panic attack ... they refused to ... difficulty in ... worst thing ... parties ... can't imagine ever ... even on TV ... starts to shake ...

What do you think?

- 5 Discuss these questions in your groups.
 - 1 Which of the three people do you think has the most difficult phobia to live with? Why?
 - 2 Why do people get phobias?
 - 3 Why do some people and not others get them?
 - 4 How do you think they can be cured? Suggest ideas.

The psychologist's view

- 6 **T 8.6** Listen to psychologist Dr Lucy Atcheson talking about phobias. How does she answer questions 2–4 in exercise 5?

Language work

Look at T8.5 on p127. Choose a story and underline examples of different kinds of verb patterns.

READING AND SPEAKING

Dangerous journeys in history

- 1 Close your eyes. Imagine you are one of 90,000 people. You are travelling together, on foot, over mountains, rivers and plains. It's winter. What problems would you face?
- 2 You are going to read about two famous leaders, Hannibal Barca and Mao Zedong. They both undertook remarkable journeys with thousands of people. Look at the maps. What difficulties can you anticipate?
- 3 Divide into two groups.

Group A Read about HANNIBAL

Group B Read about Mao Zedong

First read about your leader's *Early Years*.

Answer the questions with your group.

- 1 How did his father influence his life?
- 2 Who were the enemy?
- 3 Where did he move to?
- 4 Why did they set off on such a long journey?

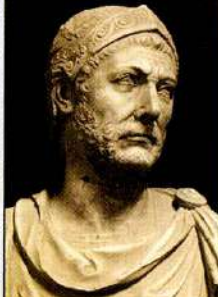


- 4 Read about the journey and answer the questions.
 - 1 When did the journey start?
 - 2 How many began it? Who were they?
 - 3 What kind of leader was he?
 - 4 What problems did they face on the way?
 - 5 How long did the journey last?
 - 6 How did it end? How many survived?
- 5 Read the final part. What happened to the leader after the journey?
- 6 Find someone from the other group. Go through the questions again and compare the leaders and their journeys. Use the maps to help. What similarities can you find? How many years separate the two journeys?

What do you think?

- Which journey was more dangerous? Why?
- Can you imagine such a journey on foot taking place today? Where and why might it happen?

▶▶ WRITING TELLING A STORY (2) p110



HANNIBAL CROSSES THE ALPS

247-182 BC

EARLY YEARS

Hannibal Barca was born in Carthage, North Africa, (now a suburb of Tunis, Tunisia) in 247 BC. At that time this once prosperous seaport was losing a long and exhausting war with the Romans over who should rule the western Mediterranean. His father, Hamilcar, was a general in the army, and it is said that he made his son promise to hate the Romans forever.

The 23-year-long war was finally lost in 241 BC. Hannibal and his family moved to Spain, where the Carthaginians were trying to build a new empire. Hannibal grew up to be a bold and fearless fighter like his father, and eventually became commander of the army. In 218 BC the Romans again threatened to attack. In a daring and dangerous plan Hannibal decided to march from Spain to Italy before the Romans had even declared war. This march was to be a journey of 2,415 kilometres across both the Pyrenees and the Alps.



Mao Zedong and the Long March

1893-1976

Early years

Mao Zedong (Mao Tse Tung) was born in Hunan province in Southern China in 1893. His father was an ambitious but illiterate farmer, who wanted his son to have the education he didn't have.

At university Mao became active in revolutionary student groups and, in 1921, helped found the Chinese Communist Party. He established a base in the remote Jiangxi province, where they formed the Red Army to fight against the Nationalist Government under Chiang Kai-shek. However, in 1934, after many bloody battles, they were forced to escape from the area. They set off on a remarkable journey, which became known as the Long March.



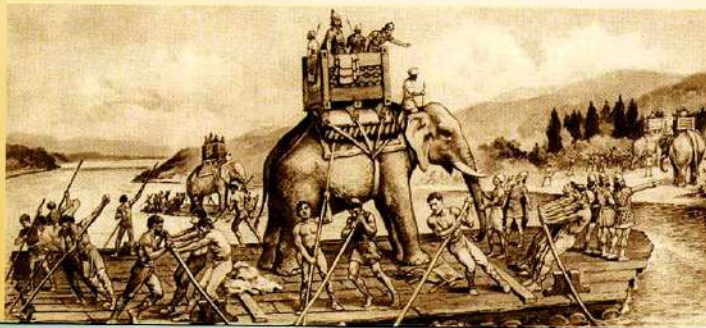
THE JOURNEY

In May, 218 BC, Hannibal left Spain with an army of about 90,000 men and 37 elephants, which he believed were needed to get them over the mountains. In the next few months under his inspiring leadership, they marched through Spain to the Pyrenees and then to the South of France. They moved about 16 kilometres a day, and were frequently attacked by local tribesmen. They reached the River Rhone and accomplished the unbelievable task of building huge rafts to ferry the elephants across. Some fell off but managed to swim using their trunks as snorkels. It was now autumn, and snow started to fall as they approached the Alps. The army, helped by the elephants, struggled on, slipping and sliding over ice and snow, over the main pass. Finally, they were in sight of Italy. Their five-month journey at an end, Hannibal's army of 90,000 was reduced to 36,000 – over half his men had perished or deserted on the way. Winter storms now killed all but one of his elephants.



FINAL YEARS

In some ways Hannibal's march was hugely successful because he took the Romans by surprise and initially defeated them in numerous battles. However, after many years and many more battles his army failed to overcome Rome's superior resources and manpower. Hannibal, who had been 29 at the start of his journey, sailed back to North Africa aged 45. He finally committed suicide in 182 BC, aged 65. Despite his final defeat, he is still recognized as one of the greatest military leaders in history.



The Long March

The march began on October 16th. No one was sure where they were going but 86,000 men and 30 women, including Mao's wife, set out to walk from the south to the north of China. The journey took one year, ending in the northwestern Shaanxi province.

They started the march quite well, armed with 33,243 guns, but five weeks later suffered their first disastrous defeat at the Xiang River crossing. They lost 56,000 men and much of their equipment was thrown into the river.

It was at this time that Mao Zedong became leader of both the Red Army and the Communist Party. He was a tough but popular leader.

One of the worst experiences was crossing the Great Snowy Mountains, 5,000 metres high. Many men died from lack of oxygen. Exhausted, they knew that to stop to rest meant certain death. If they managed to reach the top, it was best to sit down and slide to the bottom on the ice. Many men were catapulted over cliffs.

It was now September 1935 and the army had to cross the Marshland, between the Yangtze and Yellow Rivers. It looked innocent, covered with flowers, but beneath the flowers were bogs that could swallow a man in a minute. Mao lost more men during this seven day trek than in the Snowy Mountains.

Eventually, on October 19th, after marching for 370 days and 12,500 kilometres they reached Shaanxi province. Of the 86,000 who began, only 4,000 remained.



Later years

The Long March began the ascent to power of Mao Zedong. On October 1, 1949, he proclaimed the People's Republic of China and the Great Cultural Revolution followed. This radically changed every aspect of Chinese society. In October 1966, Mao's Little Red Book was published, and his ideas were taught throughout the country. Mao's image was displayed everywhere: in homes, offices, shops and streets. He finally died on September 9th, 1976, aged 82.

VOCABULARY AND IDIOM

Body language

- 1 As a class, brainstorm all the parts of the body. Fill the board with all that you can think of.
- 2 Work in small groups. Which parts of the body do you use to do the following things?

bite blow clap climb hit hug kick kneel
lick march point scratch stare whistle

- 3 Which verbs in exercise 2 go with these nouns and phrases?

_____ a ladder	_____ your nails
_____ out of the window	_____ up a balloon
_____ a tune	_____ an insect bite
_____ someone tight	_____ your hands to the music
_____ a football	_____ at a place on the map
_____ an ice-cream	_____ a nail with a hammer
_____ down to pray	_____ like a soldier

T 8.7 Listen and check. What is the situation for each expression?

- 4 The sentences all contain idioms to do with parts of the body. Work out the meanings from context.
 - 1 I don't get on with my brother. We don't see **eye to eye** about anything.
 - 2 I saw a programme on TV about quantum physics but I'm afraid **it went straight over my head**.
 - 3 **Don't waste your breath** trying to explain it to me. I'll never understand.
 - 4 Did you hear about Millie's party? People drank too much and the whole thing **got out of hand**.
 - 5 The house was such a mess and when her parents came back they **kicked up such a fuss**. I don't blame them.
 - 6 Can you help me? I've **hit a problem** installing this program on my computer.
 - 7 My dad keeps a stack of chocolate in his desk for while he's working. He's **got such a sweet tooth**.
 - 8 I feel silly. I got so excited when he said I'd won the lottery but he was only **pulling my leg**.
- 5 Replace each idiom in exercise 4 with a literal meaning from the box. Read the sentences aloud with both expressions.

loves sweet things I didn't understand a word
agree were furious I'm having trouble with
got out of control it's not worth joking

- 6 Look these words up in a dictionary. Choose *one* idiomatic expression for each. Share them with the class.

heart head hand foot hair



EVERYDAY ENGLISH

Travel and numbers

1 Read aloud these numbers. When do we say *and*?

15 50 406 72 178 90 19 850 1,520
17.5 36 247 5,000 180,575 2,000,000

T 8.8 Listen and check.

Notice the way we use points and commas in English.

£6.50 (six pounds fifty)

2,500 (two thousand five hundred)

3.14 (three point one four)

2 Match a question with a number. Ask and answer them with a partner. Practise saying the numbers aloud.

Questions	Numbers
1 What time does the train leave?	07700 984 361
2 How far is it to Moscow?	27 kilos
3 How long's the flight?	1,915 km
4 How much does it cost?	13.45
5 What's your credit card number?	17.5%
6 What's the expiry date?	About 1½ hours
7 How much does it weigh?	6356 5055 5137 9904
8 What's your mobile number?	£34.99
9 What's the rate of VAT?	02/14

T 8.9 Listen and check. Practise again.

3 Work in pairs. Find the numbers in the pictures and practise saying them.

4 **T 8.10** Listen to a conversation.

- 1 Where is it taking place?
- 2 Who are the people?
- 3 Where does the man want to travel to?
- 4 What is the problem?

Listen again. Write down all the different numbers you hear. What do they refer to?

one (bag), 30 kilos

Practise the conversation with a partner.

5 **T 8.11** Listen to another conversation and do the same again.

6 Work in groups. Write down some numbers that are important to you. Can the others guess what they refer to? Explain what they are.

Nineteen

Is it your age next birthday?

No. It's the day I go on holiday. July 19th!

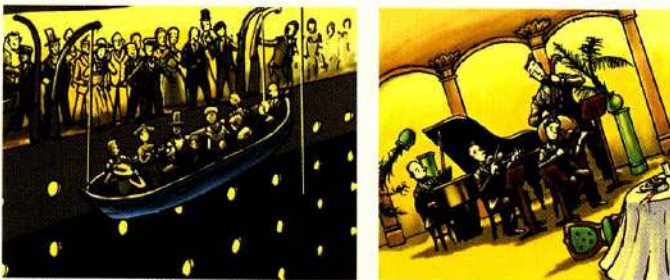
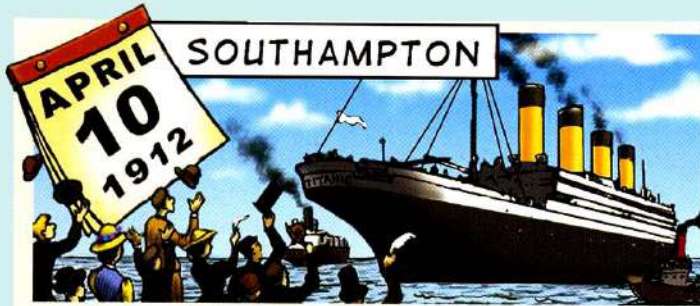




1 What do you know about the sinking of the *Titanic*?

It happened at the beginning of the twentieth century.
There was a film about it starring Leonardo DiCaprio.

2 Work with a partner. Look at the pictures and tell the story in your own words. Then read **Text A** and match the lines with the pictures.



Text A The Unsinkable *Titanic*, 1912

On April 10, 1912, the *Titanic* left Southampton on her way to New York. There were many rich passengers on board. Everyone believed the ship was unsinkable so she didn't have many lifeboats.

On the night of April 14, the passengers were having dinner and listening to the band. The *Titanic* was travelling fast because the owner wanted his ship to beat the record for crossing the Atlantic. Some ships nearby warned of icebergs but the messages were not delivered. A look-out sounded the alarm but it was too late. The *Titanic* hit an iceberg and the ship sank quickly. The band played until it sank. The lifeboats only saved some of the people. Most of them died in the sea.

People today are still interested in the *Titanic*. The film, '*Titanic*', was very popular.

3 Now read **Text B**. Compare it with **Text A**. Which is the more interesting text? Why? Give some examples.

Text B The Unsinkable *Titanic*, 1912

On April 10, 1912, the liner *Titanic*, the luxurious ship they called unsinkable, left Southampton on her maiden voyage to New York. Her passengers were a mixture of the world's wealthiest in their magnificent first class accommodation, and immigrants packed into steerage. The ship was believed to be so safe that she carried only 20 lifeboats, enough for only half her 2,235 passengers and crew.

On the evening of April 14 there was no wind and the sea was calm. The band were playing as the rich enjoyed their evening meal in the sumptuous dining room. At 9.40 p.m. nearby ships warned of icebergs. However, the messages were not delivered. The *Titanic* was travelling at 22 knots. The owner of the ship was on board, encouraging the captain to go faster to beat the record for crossing the Atlantic. Finally, a look-out on the bridge sounded the alarm but it was too late. At 11.40 p.m. the *Titanic* struck an iceberg. Passengers felt only a slight bump and carried on dancing and dining. After all, this ship was unsinkable. In fact, the ship was sinking fast, but it was not until nearly 12.45 that an SOS signal was sent and the first lifeboat was lowered. The last one was lowered at 2.05 a.m., and at 2.20 a.m. the ship sank, just two hours and forty minutes after hitting the iceberg. 713 people were saved. The remaining 1,522 all met their death in the dark waters of the Atlantic Ocean. These included most of the men and third class passengers, the crew, and all of the band. Amazingly, they had kept playing until the ship disappeared beneath the waves.

The ship sank almost 100 years ago but interest in the *Titanic* continues. Books and films have kept its memory alive. '*Titanic*' is the most watched film in movie history. Incredibly, in 1985, the wreck itself was discovered and photographed on the sea bed.

4 Go through the *Titanic* texts again with your partner. Discuss the differences. Consider the following questions.

The general organization

How is the scene set?
 What forms the main part?
 How is the story concluded?

Telling the story


What information is given?
 How is interest created?
 What is the order of events?


The language

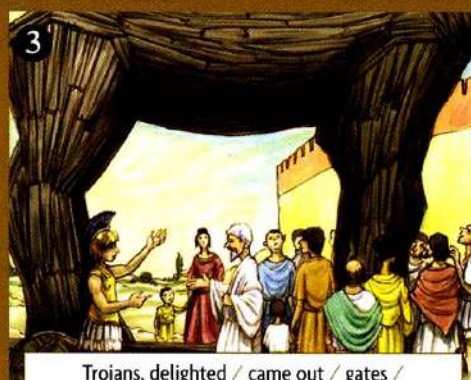
Which adjectives and adverbs are used?
 How are the sentences constructed?

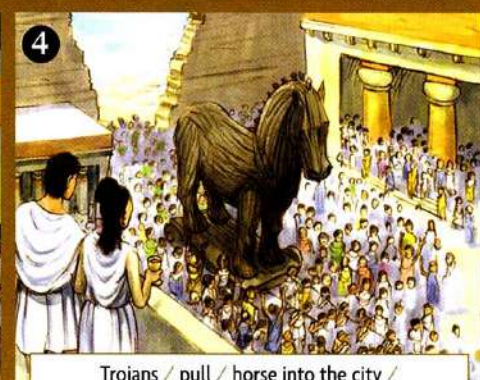
5 With your partner discuss what you know about the story of *The Trojan Horse*. Look at the pictures and prompts to help.

THE TROJAN HORSE

1 
 Greek army / camped / the city of Troy / Greek king Odysseus / good idea / decided / build a huge, hollow wooden / big enough / soldiers / hide.

2 
 horse / built / soldiers / inside / others set fire / camp / pretended / sail back / Greece / hid nearby.

3 
 Trojans, delighted / came out / gates / found / horse / very curious / Greeks / left one soldier / Trojans asked about / said / offering to / goddess Athena.

4 
 Trojans / pull / horse into the city / so big / tear down / city wall / took to / temple of Athena / big party / celebrate / end of the war.

5 
 finally / asleep / Greek soldiers crept out / killed guards / signalled / Greeks / to attack Troy.

6 
 bloody battle / Greeks won / Trojan men / killed women / children / back to Greece / slaves.

6 Work together to write the story. Remember to set the scene, create interest, and use adverbs and adjectives. Begin like this: **The Greeks and the Trojans had been at war for ten years.**

7 Read some of the stories aloud to the class. Compare with the story on p150–51.

- 2 a past activity that has caused a present result.
I've been working all day. (I'm tired now.)
Have you been crying? (Your eyes are red.)
Roger's been cutting the grass. (I can smell it.)
 The past activity might be finished or it might not. The context usually makes this clear.
Look out of the window! It's been snowing!
 (It has stopped snowing now.)
I've been writing this book for two years. (It still isn't finished.)
I'm covered in paint because I've been decorating the bathroom.
 (It might be finished or it might not. We don't know.)

7.6 Present Perfect Simple or Continuous?

- 1 The simple expresses a completed action.
I've painted the kitchen, and now I'm doing the bathroom.
 The continuous expresses an activity over a period of time.
I've got paint in my hair because I've been decorating.
 We use the simple if the sentence has a number or quantity, because the simple expresses completion. The continuous isn't possible.
I've been reading all day. I've read ten chapters.
She's been eating ever since she arrived. She's eaten ten biscuits already.
- 2 Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.
I've cut my finger. (One short action.)
I've been cutting firewood. (Perhaps over several hours.)
 Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.
I've lost my passport.
Have you started your Christmas shopping yet?

UNIT 8

Verb patterns

The infinitive

- 1 The infinitive is used after some verbs.
We've decided to move abroad.
I want to go home.
I'm trying to phone Pete.
She'd love to meet you.
- 2 Some verbs are followed by a person + the infinitive.
They asked me to help them.
I want you to try harder.
He told me to apply for the job.
- 3 *Make* and *let* are followed by a person + the infinitive without *to*.
She'll make you feel welcome.
I'll let you know when I'm coming.
- 4 The infinitive is used after some adjectives.
It's impossible to save money.
It's great to see you.
Pleased to meet you.
It was good to hear your news.

The -ing form

- 1 The -ing form is used after some verbs.
I enjoy reading history books.
He's finished washing the car.
I don't mind helping you.
We like walking.
He goes fishing at weekends.

- 2 Some verbs are followed by an object + -ing.
I hate people telling me what to do.
You can't stop me doing what I want.
I can hear someone calling.
- 3 The -ing form is used after prepositions.
I'm good at finding things.
He's afraid of being mugged.
We're thinking of going to Sweden.
I'm looking forward to meeting you.

▶▶ Verb patterns p158

UNIT 9

9.1 CONDITIONALS

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express:

- possible conditions = first conditional
- improbable conditions = second conditional
- impossible conditions = third conditional
- no condition = zero conditional

Possible conditions

If I see Dave, I'll tell him to call you.
 This is a sentence about reality.
If I see Dave ... = a real possibility
... I'll tell him to call you. = the result of a possible situation

Improbable conditions

If I had the money, I'd buy a Mercedes.
 This is a sentence which is contrary to reality.
If I had the money ... = not impossible. The reality is I don't have the money.
... I'd buy a Mercedes. = the result of an improbable situation

Impossible conditions

If I'd known you were coming, I'd have cooked you a meal.
 This is a sentence about an impossible situation. It didn't happen, and now it's too late to change the result.
If I had known ... = impossible, because I didn't know.
I'd have cooked ... = the result of an impossible situation.

No conditions

If I get a headache, I take an aspirin.
If metal is heated, it expands.
 These are sentences that are always true. They refer to 'all time', and are called zero conditionals. *If* means *when* or *whenever*.

9.2 Second conditional: improbable conditions

Form

if + Past Simple, would + verb

Positive

If I won some money, I'd go around the world.
My father would kill me if he could see me now.

Negative

I'd give up my job if I didn't like it.
If I saw a ghost, I wouldn't talk to it.

Question

What would you do if you saw someone shoplifting?
If you needed help, who would you ask?

Was can change to *were* in the condition clause.

If I If he	were rich,	I he	wouldn't have to work.
---------------	------------	---------	------------------------

Other modal verbs are possible in the result clause.

I could buy some new clothes if I had some money.

If I saved a little every week, I might be able to buy a car.

Use

- We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.

If I were the president of my country, I'd increase taxes. (But it's not very likely that I will ever be the president.)

If my mother was still alive, she'd be very proud. (But she's dead.)

If Ted needed money, I'd lend it to him. (But he doesn't need it.)

- If I were you, I'd ...* is used to give advice.

If I were you, I'd apologize to her.

I'd take it easy for a while if I were you.

- When the condition is understood, it is common to find the result clause on its own.

What would you do if you had lots of money?

I'd travel.

I'd give it all away.

I'd buy my mum and dad a nice house. They'd love that!

You'd give away your last penny!

- Would* can express preference.

I'd love a cup of coffee.

Where would you like to sit?

I'd rather have coffee, please.

I'd rather not tell you, if that's all right.

What would you rather do, stay in or go out?

- Would* can express a request.

Would you open the door for me?

Would you mind lending me a hand?

9.3 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible. Second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)

If there is a nuclear war, we'll all ... (Said by a pessimist.)

If there was a nuclear war, we'd ... (But I don't think it will happen.)

9.4 Third conditional: impossible conditions

Form

if + Past Perfect, would + have + past participle

Positive

If I'd (had) worked harder, I'd (would) have made more money.

They'd (would) have been here hours ago if they'd (had) followed my directions.

Negative

If I hadn't seen it with my own eyes, I wouldn't have believed it.

If you'd listened to me, you wouldn't have got lost.

Question

What would you have done if you'd been me?

If the hotel had been full, where would you have stayed?

Use

We use the third conditional to express an impossible situation in the past and its probable result. It is too late! These things didn't happen.

If she'd known he was cruel, she wouldn't have married him.

My parents wouldn't have met if they hadn't studied at Oxford University.

9.5 might/could have done

Use

Might have done and *could have done* express possibilities in the past that didn't happen.

Thank goodness you went to hospital. You might have died.

She could have married anyone she wanted.

They are found in the result clauses of third conditional sentences.

If I'd told him I had no money, he might have given me some.

If I'd really wanted, I could have been a professional footballer.

Might have done and *could have done* can express criticism.

You might have told me it was her birthday!

She could have helped tidy the flat instead of going out!

9.6 should have done

Use

Should have done expresses advice for a past situation, but the advice is too late!

You should have apologized. He wouldn't have been so angry.

You shouldn't have said she looked old. She really didn't like it.

Should have done can express criticism.

You should have asked me before you borrowed my car.

UNIT 10

10.1 NOUN PHRASES

A noun phrase is a group of words before and/or after a noun.

book = noun

a book

my book

this book

some books

the book that I was reading

my favourite cook book

} = noun phrases

Grammatically speaking, these words are:

articles – *the, a/an*

possessives – *my, your, his, her ...*

demonstratives – *this, that, these, those*

determiners – *some, any, all, each, every ...*

relative pronouns – *who, that, which ...*

compound nouns – *notebook, address book ...*

10.2 Articles

Indefinite articles

The indefinite articles *a/an* are used:

- to say what something or somebody is.

This is a book.

Jane's a teacher.

I'm an optimist.

He's an idiot.

- to refer to a thing or a person for the first time.

She lives in a farmhouse.

He's going out with a model.

I bought a pair of shoes today.

9 It depends how you look at it

Conditionals • Words with similar meaning • Dealing with money

STARTER

Ideas can be looked at in different ways.
Work in groups. Think of some pros and cons of being a teenager.

- + You aren't a kid any more.
You are becoming more independent.
- You aren't a child, but you aren't an adult.
You don't have any money.

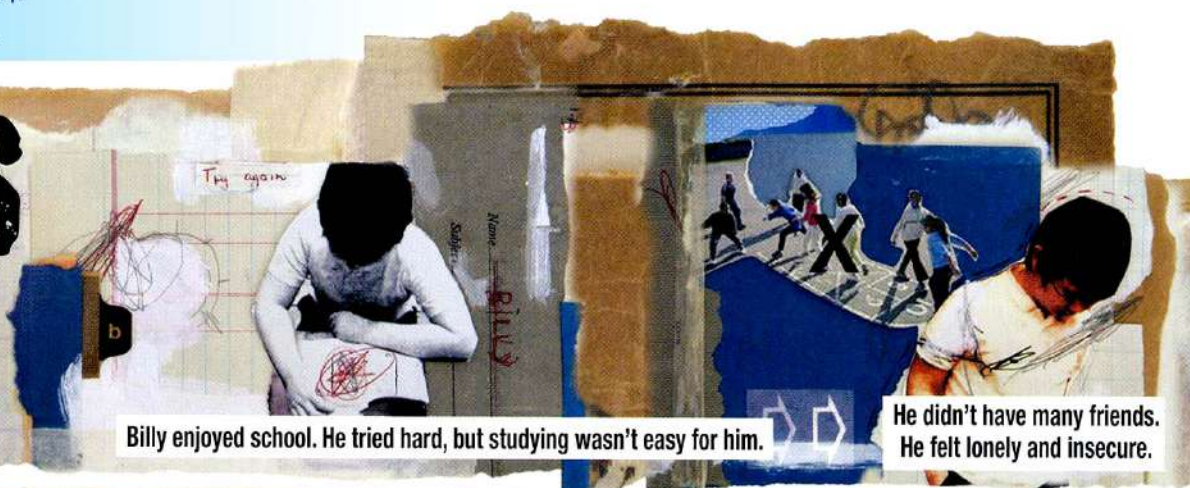
Compare ideas as a class.

BILLY'S STORY

Conditionals

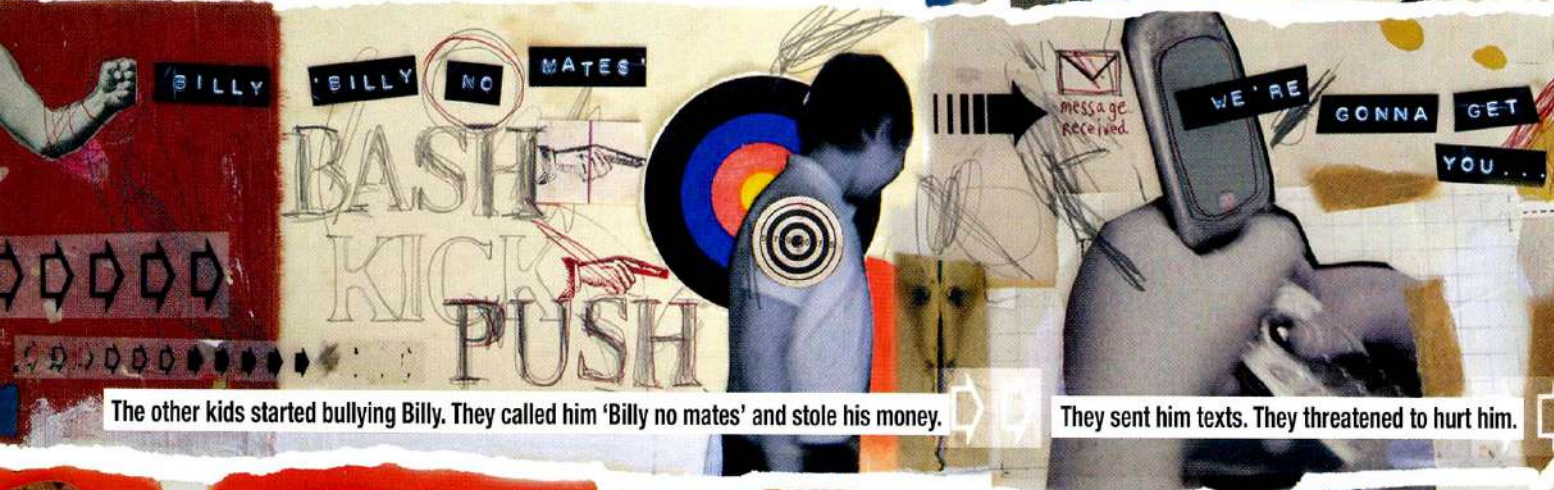
- 1 Why are some kids bullied? Why do some kids become bullies?
- 2 Read about Billy. What are his problems?

BILLY'S STORY




Billy enjoyed school. He tried hard, but studying wasn't easy for him.

He didn't have many friends.
He felt lonely and insecure.



The other kids started bullying Billy. They called him 'Billy no mates' and stole his money.

They sent him texts. They threatened to hurt him.



He tried to talk to people, but they didn't listen.

Billy started playing truant. He felt desperate. He didn't know who to go to for help.

3 What would you do if you were ...?

Billy's mum	Billy's sister	Billy's dad	
Billy's head teacher	a counsellor from Kidcare	Billy	

If I were Billy's mum, I'd go to the head teacher, and explain what was happening.

I wouldn't. I'd talk to Billy and ...

4 **T 9.1** Listen. Who are the six speakers imagining they are?

I'd organize a school day which tried to educate everyone about bullying, and I'd invite social workers, police and psychologists. - The head teacher.

5 Look at the *Kidcare Report*. Read what the counsellor wrote about Billy. What *did* Billy do?

Answer the questions.

- Did people listen to Billy?
- Did his father stay?
- Did he talk to Kidcare?

Look at the sentences in **bold** in the *Kidcare Report*.

T 9.2 Listen and repeat.

KIDCARE REPORT

MISSING



Client: Billy Simmons

Age: 14

Counsellor: Carmen Delanie

Billy ran away from home because he was being bullied at school. He has now been missing for six months. He had tried to talk to his mother and his teachers. **If they'd listened to him, they'd have understood** how he was feeling.

Billy's father walked out on the family. **If his father had stayed, Billy might have felt happier** and less insecure.

If he'd talked to us, we could have helped him. He should have come to us a long time ago.

We are doing all we can to locate Billy. We suspect that he is somewhere in London

6 Make a sentence using *If* and the prompts.

- 1 People didn't understand what Billy was going through.
understood ... wouldn't ... run away
If they'd understood, he wouldn't have run away.
- 2 He didn't go to Kidcare.
gone ... could ... talked ... problems
- 3 His father left.
left ... Billy might ... felt more secure
- 4 The bullies threatened him.
threatened ... he wouldn't ... run away

T 9.3 Listen and check.

GRAMMAR SPOT

- 1 Second conditional sentences express an unreal situation about the present.

If I **was** in trouble, I'd (= would) **come** to you for help.
(*But I'm not in trouble.*)

Third conditional sentences express an unreal situation about the past.

If you'd (=had) **told** me about your problems, I'd (= would) **have helped**. (*But you didn't tell me, so I didn't help.*)

How do we form second and third conditional sentences?

- 2 Which two of these modal verbs express a possibility?

I **would** / **might** / **could** have helped you.

- 3 Look at this sentence.

Pete **shouldn't have stolen** the money.

Is this good advice? Did Pete steal the money?

▶▶ Grammar Reference 9.1–9.6 p142–3



Things got tough for Billy and his sister when their dad walked out.

Then the attacks started. Every day after school the bullies waited for him.

So what would you do ... ?
If you're being bullied, contact **KIDCARE**.
We're on your side. Phone 0879 364 8888.

PRACTICE

It all went wrong

- 1 Work in pairs. Read about three robberies that went wrong. What were the robbers' mistakes?

Easy arrest

A bank robber in Marseille, France, held up a sign which said 'Give me all the money.' The cashier handed over the money, and the bank robber fled, leaving the note behind. Unfortunately, he had written the note on the back of an envelope. On the other side was his address. He was arrested later the same day.

Smile!

Car thief Lee Hoskins took pictures of himself stealing a Vauxhall Astra with a camera he found in the glove department. Lee and his girlfriend took turns posing before crashing the car and fleeing the scene, leaving the camera on the back seat of the car. 'It's amazing just how stupid some criminals can be,' said a spokesman for Somerset police.

Have a loan instead

A Finnish bank manager stopped a robbery by persuading the three criminals to take out a loan instead. The robbers burst into the bank near Helsinki, and demanded €50,000. The manager put the money on the table, but suggested that a loan would be more sensible. He offered them a €10 cash advance and told them to return in ten minutes to sign the loan papers. Police were waiting for them.



You're an idiot!

- 3 Your friend did some really stupid things.

I drove home even though I was falling asleep at the wheel.

You're an idiot! You might have had an accident! You could have killed someone!

How do you react when he tells you these things? Use *might have* or *could have*.

- I went walking in the mountains for three days with no food or equipment.
- I didn't feel like going to work, so I phoned in sick. I went shopping instead.
- I had a temperature of 102, but I went out dancing all night.
- I told Sally I couldn't see her, then went out to the pub with Danielle.
- I used to be really good at tennis, I was an under-14 champion, but then I gave it all up.

T 9.4 Listen and compare.

Speaking

- 4 Think of a time in your life when things went wrong.

I went to a party with my boyfriend.
I kissed another boy.
I had a row with my boyfriend.
We broke up.

Make sentences like these.

I shouldn't have kissed the other boy.

If I hadn't kissed him, I wouldn't have had a row with my boyfriend.

I should have just said sorry to my boyfriend. Then we wouldn't have broken up.

- 2 Rewrite the sentences about the robberies using the words in brackets.

- It was a mistake to write his note on an envelope. (*shouldn't*)
He shouldn't have written his note on an envelope.
- It would have been better to take the note with him. (*should*)

- He left his address. The police found him. (*if*)

- It was stupid to take his photo. (*shouldn't*)

- They crashed the car. They didn't escape. (*if, could*)

- He left photos of himself. He could have got away with it. (*if, might*)

- They were so stupid. They didn't escape with the money. (*if*)

- They listened to the manager. They didn't steal the money. (*if, could*)

- It was silly to go back to the bank. (*shouldn't*)

- It would have been better to just run away. (*should*)

SPEAKING AND LISTENING

A social conscience

- 1 Work in small groups. Do you have a social conscience? Discuss the situations 1–5 and decide what you would do.

I'd... I wouldn't... I might...

Tell the class.

- 2 **T 9.5** Listen to five people describing a situation they were in. Answer the questions.

- 1 Where was he/she?
- 2 Who were the other people involved?
- 3 What was the problem?
- 4 Did he/she do anything? Say anything?
- 5 What was the other person's reaction?
- 6 What was the result?

Talking about you

- 3 What would *you* have done in the same situations? Discuss in your groups, then tell the rest of the class.

I wouldn't have done what she did.

I'd have told him...

SPOKEN ENGLISH *just*

- 1 Look at the use of *just* in these sentences.

I'd *just* reached the front of the queue...

I *just* need to ask a quick question.

...I was *just* furious!

In which sentences does *just* mean...?

really a short time before only/simply

- 2 Find other examples of *just* in T9.5 on p128.
- 3 Write the word *just* where you think it goes best in these sentences.

- 1 Alice isn't here. She's ^{just} gone.
- 2 I'm sorry I'm in a bad mood. I'm tired, that's all.
- 3 I love your new coat!
- 4 I've finished the most wonderful book. You must read it!
- 5 I don't want any wine. A glass of water, please.
- 6 John's so generous. I think he's amazing!
- 7 'Who's coming tonight?' 'Me.'
- 8 Hold on a minute. I'm going to the loo.

T 9.6 Listen, check, and repeat.

Do you have a social conscience?

What would YOU do?

- 1 You are in the street. A man who says he's penniless and homeless is asking for money, so you give him some. As you're walking away, his phone starts ringing. He pulls out a really nice mobile phone and starts chatting to a friend.
- 2 You're in a shop. You see a woman shop-lifting some food. She's got three small children, who look hungry.
- 3 You're in a place where smoking is forbidden. Two men light a cigarette in front of you.
- 4 Your best friend is cheating on her boyfriend, Bill. She's been going out with him for ages, but she's also seeing a guy called Mark.
- 5 You see some kids in the street dropping litter. There is a litter bin five metres away.



READING AND SPEAKING

The victim meets the burglar

- 1 Have you or anyone you know ever been the victim of a crime? Discuss the questions.
 - What happened?
 - Were the police involved?
 - Was the criminal arrested?
- 2 There is an organization called the *Restorative Justice Consortium*. It brings together criminals and their victims.
 - What do you think it hopes to achieve by this?
 - What might the victim of a crime have to say?
 - What might the criminal learn?
- 3 Read the headlines and the introduction to the newspaper article. How do you think the burglar and the victim became friends?
- 4 Work in two groups.

Group A Read about the victim.

Group B Read about the robber.

Answer the questions.

- 1 What personal details do you learn? (*name, age, background ...*)
 - 2 What was he doing in the moments before their first encounter?
 - 3 What was his first reaction? How did he feel? What did he think?
 - 4 How does he describe the act of violence?
 - 5 How did he feel after the crime took place?
 - 6 What was his reaction when asked to meet the other person?
 - 7 What made Will so angry?
 - 8 What did this outburst of anger make him realize?
 - 9 What does he think of the experience of restorative justice?
- 5 Find a partner from the other group. Compare your answers to the questions in exercise 4.

What do you think?

- 1 Is bringing together the criminal and the victim a good idea? Could it help with all crimes? Could it help with bullying?
- 2 60% of people released after serving one year in prison are convicted of another crime. What does this statistic suggest?
- 3 The purposes of imprisonment are ...
 - to punish the criminal.
 - to protect society from the criminal.
 - to rehabilitate the criminal.Do you think these aims are achieved?
What other forms of punishment might be more effective?

▶▶ **WRITING PROS AND CONS** p112

I'M SORRY

How a burglar and his victim became the best of friends

THE VICTIM

BUSINESSMAN Will Riley, 50, lives in Islington, north London, with his wife and daughter ...

“I WAS getting ready to go to the gym when I walked into my hall and stopped dead. There, standing on the stairs, was a man about the same age as me, dressed in a scruffy leather jacket.

“What are you doing here?” I asked in shock. He said he was a neighbour who’d got lost. But it was obvious who he was.

I was suddenly scared. I thought, “If he’s got a knife, he could kill me.” We kind of fought with each other. A passer-by saw us and phoned the police. Somehow I managed to hold him until the police arrived. It was only after they arrested him and took him away that a policeman asked if I was OK. I put my hand to my head and felt blood. I hadn’t realized what he’d done to me. It’s incredible, but I just didn’t register that he’d hit me really hard. He’d smashed a flower pot on my head, and all the bits were on the ground. I went to hospital and needed stitches.

After the burglary, my whole life changed. I’ve always lived in big cities, and I’ve never been afraid of urban crime, but suddenly I became too frightened to open my front door. All I could think was “What if my daughter had been at home? Would he have attacked her?”

PETER WOOLF, a life-long criminal, broke into Will Riley's home one March evening. Will found Peter standing in his hall, his pockets stuffed with money and jewellery.

Peter was jailed for three years for the burglary. So it's hard to think of them becoming friends.

Here, Will and Peter describe their first encounter, and why meeting each other again was the best thing for both of them ...

By **VICTORIA KENNEDY**



CLOSE FRIENDS:
Peter Woolf and
Will Riley

I was asked to meet the burglar in prison. I wasn't sure what the purpose was, but I went anyway. I was curious.

We sat in the prison library, and he explained how he'd come from a dysfunctional family, was a heroin addict and spent his life in and out of jail. He spoke without any emotion. But it was when he suddenly said "Last time we met ..." that I exploded.

I screamed at him, 'Why me? Why did you ruin my life?'

"We didn't meet in a bar, you little ...! You broke into my house!" I was so angry. I screamed at him, "Why me? Why did you do this to me? Why did you ruin my life?"

I could see from his face that I had got through to him. He looked stunned. It was then I realized he was just an ordinary guy. And I wanted to help him ...

When I got home, I felt relieved. All my fears disappeared. Because I could see Peter was just a normal human being, he became less frightening.

When he was finally released, we stayed in touch. I've met him dozens of times since and the change in him is amazing. It's hard to believe he's the same person who broke into my home. He's totally different.

I'm delighted that I've done something to help Peter get his life back. ●

THE ROBBER

PETER WOOLF, 50, is married to Louise, and works as a counsellor to rehabilitate criminals ...

IT WAS easy to break into Will's house. Just one push and the lock broke. I quickly took some gold jewellery and some money from upstairs. I was feeling lucky.

But when I was coming downstairs and I bumped into Will in the hall, I suddenly felt frightened. I thought, "He's a big guy. If he wanted to, he could hurt me."

I tried to escape. I didn't want to hit him, but I did. I'm not a violent guy, but I just did what I had to do. There was a flower pot, and I smashed it on his head.

After I was arrested, all I felt was a big sense of relief. I was going back to a place I knew well. I'd been in and out of prison for 18 years, for theft, burglary, and fraud.

I started using drugs when I was 10 and became an addict at 14. I'd hit rock bottom. I stole because it was the only thing I knew how to do. I knew it would only lead me back to prison.

I was given a three-year sentence. It was while I was in jail someone mentioned Restorative Justice. I couldn't see the point, but I agreed to do it because I was bored.

It wasn't until I started walking down the corridor towards the library that I got scared.

When I got there I sat down and just looked at the floor. I said the same rubbish I always used to say to the police. But Will was furious, and I was shocked. I thought, "My God, I did all this."

I felt angry with myself, and ashamed. I was determined to make things better.

I suddenly realized that I was responsible for this man's pain. He wasn't just a faceless nobody that I'd stolen from. I felt angry with myself, and ashamed. I was determined to make things better.

I did a course of rehab to get off drugs. I also started a course to be a counsellor.

It was at the counselling class that I met Louise. I was over the moon. And my life changed completely ...

I was released early after 18 months, and Louise and I got married. Life hasn't been easy, but I've worked hard to get things together.

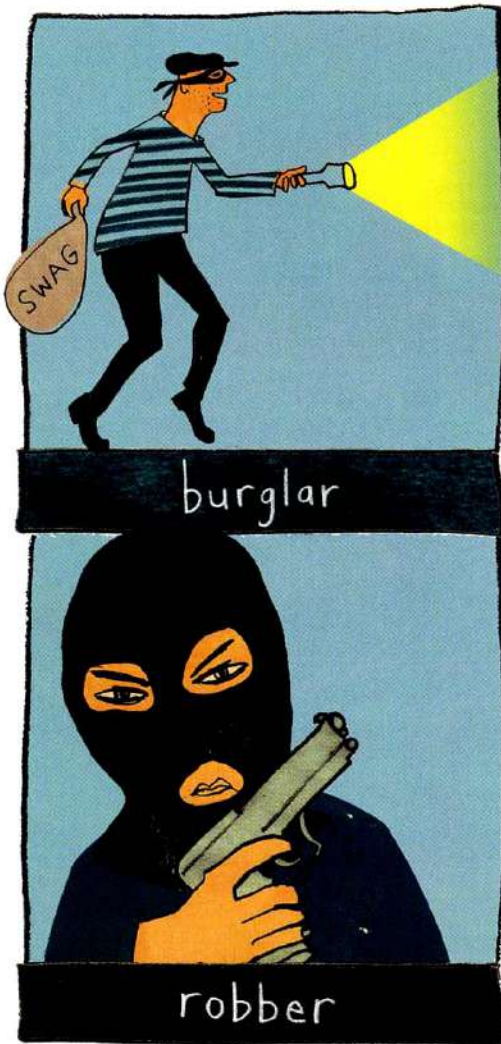
I'm now helping others. I'm clean of drugs and haven't committed another crime. I feel proud of myself. These days, I consider myself lucky that I broke into Will's house that day. If I hadn't – and if we hadn't become friends – I don't know what I would have done. I guess I'd be dead by now. ●

VOCABULARY

Words with similar meaning

1 Match the words in A with their similar meanings in B. They all appeared in the newspaper article on p74-5.

A	B
prison	frightened
burglar	bump into
scared	stunned
purpose	completely
meet	furious
angry	normal
shocked	jail
ordinary	point
delighted	over the moon
totally	robber



2 Complete the sentences with pairs of words from exercise 1. The first word is from A, the second word is from B.

- 'Did you _____ anyone you know in town?'
'Yes, I _____ Alice as I was coming out of a shop.'
- 'Aren't you _____ with your exam results?'
'You bet. I'm _____. It's great!'
- 'The _____ of this meeting is to brainstorm ideas.'
'Sorry, but I don't see the _____. Why bother?'
- 'You must be _____ with Tim for crashing your car.'
'I'm absolutely _____ with him.'
- 'I was _____ when I heard that Joe had died. Weren't you?'
'I was _____. He was only 48.'
- 'I'm _____ of dogs. I was bitten once.'
'I'm not _____ of them. They're usually really friendly.'

3 These words are similar but not the same. Choose the correct word.

- alone / lonely**
live _____ happily
feel _____ and unhappy
- big / great**
_____ house/mistake/feet
_____ artist/Wall of China/party
- tall / high**
_____ person/building/trees
_____ mountain/wall/ceiling
- small / little**
_____ old lady/boy/finger
_____ room/glass of wine/dress size
- quick / fast**
_____ car/train/food
_____ drink/worker/thinking



4 Which verb goes with which phrase?

win	Arsenal
beat	the championship

clean	my hair
wash	the flat

make	a mess
do	your best

listen	a noise
hear	to music

talk	to my mates for hours
speak	to my bank manager

rob	a bank
steal	some jewellery

buy	someone a present
pay	at the cash desk

borrow	money from someone
lend	money to someone

EVERYDAY ENGLISH

Dealing with money

1 **T 9.7** Listen to the beginnings of five conversations. Match each conversation with a photo.

- Who are the people?
- What are they talking about?
- What questions are asked?

2 **T 9.8** Listen to the whole conversations. Check your answers to the questions in exercise 1.



3 Work with a partner. Look at 1–5. Try to remember the full conversations. The words in **blue** will help.

- 1 A Here's ... bill.
 B Thank ... Is service ...?
 A No ... hope ... enjoyed ...
 B ... lovely, ...
 A Can ... put in ... number? And then ... ENTER.
 ... card ... receipt.
 B Thanks. ... for you.
 A ... kind. ... hope ... again soon.
 B Bye!

included
PIN

- 2 A How ... standard ...?
 B £55 ...
 A ... everything?
 B That ... two people, but it ... breakfast.
 A ..., is it?
 B Yes, ... afraid ... But ... £55 does ... VAT.

per night
extra

- 3 A ... tickets ... MasterCard.
 B Can you ... number?
 A 5484 6922 3171 2435.
 B ... date?
 A 09/12.
 B And the three ... security number ...?
 A 721.

expiry
digit

- 4 A ... give me ... my account?
 B Sure. ... number?
 A 4033 2614 7900.
 B Bear ... one moment. The ... cleared
 balance ... is £542.53 ...

balance
credit

- 5 A ... gin ... glasses ... wine, please?
 B ... £14.50.
 A Thank you.
 B And here's your change. 50p.
 A Thanks. Er ...? How much ...? I think ... mistake!
 B Sorry?
 A I think you must ... I ... £20, but ... given me ... £15.
 B No, I ...
 A Well, I ... pretty ... I gave you ...
 B Oh, ...? Er ... Here ...
 A Thanks.

change
made a mistake

4 **T 9.8** Listen again to the conversations. Check your answers in T9.8 on p128.

5 Discuss the questions.

- What's the exchange rate between your currency and the US dollar? Between your currency and sterling?
- Are you overdrawn at the end of the month? Can you economize if you have to?
- What credit cards do you have? Do you have any store cards? Do you keep within your credit limit?



- 1 Do you think childhood is the best time of your life? Discuss as a class.
- 2 Read the text about the pros and cons of childhood. Replace the underlined words and phrases in the text with those in the box.

For instance
 One advantage is that
 pros and cons
 One disadvantage is that
 Finally,
 All things considered
 in my opinion,
 In conclusion
 In fact,
 Another point is that
 Moreover,

- 3 There are four paragraphs. What is the purpose of each one?

Pros and

Childhood – the best time of your life?

- 1 Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.
- 2 On the plus side, you have very few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want – watch TV, play on the computer, go out with friends, play sports, or pursue other hobbies. On top of that, public transport, cinema, and sports centres cost much less for children. All in all, being a child is an exciting, action-packed time in life.
- 3 However, for every plus there is a minus. For one thing, you have to spend all day, Monday to Friday, at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or going to a party. Last of all, although there are often cheaper prices for children, things are still expensive – and parents are not always generous with pocket money. There's never enough to do everything you want. The reality is that sometimes there's not enough to do anything at all!
- 4 To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions – which increase with age.





4 Match the pros with the cons.

pros	cons
1 don't have to go to work	are never given enough pocket money
2 can go out to parties with friends	have to do homework and take exams
3 don't have to cook and clean	have to go to school Monday to Friday
4 pay less for things	need to ask your parents' permission

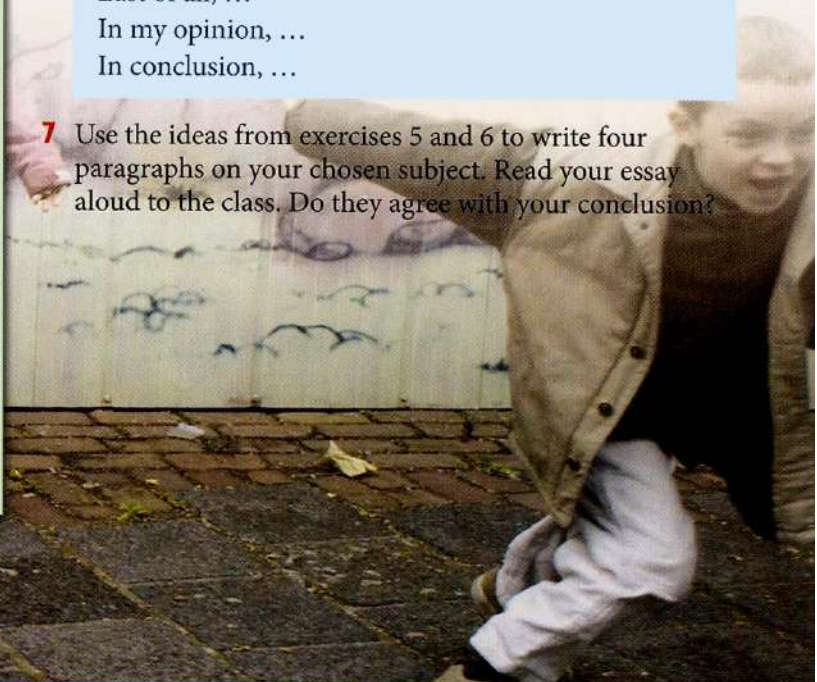
5 Work with a partner. Choose one of these subjects and briefly discuss the pros and cons.

- 1 Restorative justice (where criminals meet their victims to talk about the effect of their crimes)
- 2 Getting older
- 3 Having children while young

6 Work together to complete these phrases with your ideas from exercise 5.

On the plus side ...
 For example, ...
 Another point is that ...
 However, there are also disadvantages ...
 For instance ...
 What is more, ...
 Last of all, ...
 In my opinion, ...
 In conclusion, ...

7 Use the ideas from exercises 5 and 6 to write four paragraphs on your chosen subject. Read your essay aloud to the class. Do they agree with your conclusion?



UNIT 10

10.1 NOUN PHRASES

A noun phrase is a group of words before and/or after a noun.

book = **noun**

a book

my book

this book

some books

the book that I was reading

my favourite cook book

} = noun phrases

Grammatically speaking, these words are:

articles – *the, a/an*

possessives – *my, your, his, her ...*

demonstratives – *this, that, these, those*

determiners – *some, any, all, each, every ...*

relative pronouns – *who, that, which ...*

compound nouns – *notebook, address book ...*

10.2 Articles

Indefinite articles

The indefinite articles *a/an* are used:

- 1 to say what something or somebody is.

*This is **a** book.*

*Jane's **a** teacher.*

*I'm **an** optimist.*

*He's **an** idiot.*

- 2 to refer to a thing or a person for the first time.

*She lives in **a** farmhouse.*

*He's going out with **a** model.*

*I bought **a** pair of shoes today.*

- 3 to refer to a thing or a person when it doesn't matter which one.

*Can you lend me **a** pen?
Shall we go for **a** drink?*

Definite article

The definite article *the* is used:

- 1 to refer to a person or a thing known to the speaker and the listener.

*Have you got **the** car keys?
The children are in **the** garden.*

- 2 to refer to a person or a thing for the second time.

*I got **a** book and **a** computer for Christmas. **The** book is about the British Empire. I haven't unpacked **the** computer yet.*

- 3 when it is clear which one(s) we mean.

*I'm going to **the** shops. Do you want anything?
Dave's in **the** kitchen.
Did you enjoy **the** party?
What's **the** score?
Have you heard **the** news?
We went to **the** same school.
I'll meet you on **the** corner.*

- 4 to refer to the only one there is.

***The** sky is very grey today.
The earth is older than we think.
The government in this country is rubbish.
The French like all things French.*

- 5 to refer to things in our physical environment that we all know.

*I love walking in **the** country.
People always talk about **the** weather.
We can see **the** sea from our house.
We're going to **the** cinema tonight.*

- 6 with superlatives.

*You're **the** best teacher.
He was **the** first boy I kissed.*

- 7 with some place names.

***the** United States of America
the Eiffel Tower
the Pyramids
the British Museum
the Empire State Building*

Zero article

No article (-) is used:

- 1 to refer to things or people in general.

*I like (-) cheese.
(-) Doctors earn more than (-) teachers.
I'm afraid of (-) dogs.
(-) English is spoken all over the world.
(-) Life is hard.*

- 2 in some common expressions.

places
*He's at (-) work. She's at (-) home in (-) bed.
He's at (-) school. She's at (-) university.*

travel
I travel by (-) car/bus/train ...

meals
*We had (-) lunch at 12.00.
What do you want for (-) dinner?*

time
*I'll do it (-) next week.
I saw her (-) last year.*

academic subjects
I'm no good at (-) maths.

games
I like (-) chess.

- 3 in some place names.

*I've travelled a lot in (-) Europe and (-) South America.
I live in (-) Station Road.
She studied at (-) Oxford University.
We walked in (-) Hyde Park.
We had lunch in (-) Carluccio's Restaurant.
The plane left from (-) Heathrow Airport.
I'll meet you at (-) St Pancras Station.
I climbed (-) Mount Everest.*

10.3 Possessives

Possessive adjectives and pronouns

- 1 Possessive adjectives are used with a noun.

*This is **my** brother.
You must come and see **our** new house.
Their teacher is new.*

- 2 The possessive pronouns are:

mine yours his hers ours theirs

They are used on their own.

*Don't touch that! It's **mine**.
Take it. It's **yours**.
Can you bring those books? They're **ours**.*

Apostrophe 's and s'

- 1 's is used with singular nouns.

*Lorna's dog
Harry's girl-friend
the boy's father (= one boy)
'Whose is this?' 'It's my brother's.'
I've got a week's holiday.*

- 2 s' is used with regular plural nouns.

*my parents' house
the boys' father (= more than one boy)*

For irregular plurals we use 's.

the children's room

Notice we use 's with two people.

We were at Alan and Carol's house last night.

- 3 's is used with some places.

*I bought it at the chemist's.
I'm going to the hairdresser's.
You can buy stamps at a newsagent's.*

10.4 all and every

all

All can be used in different ways:

- 1 *all* + noun

***All** men are born equal.
I like **all** kinds of music.
I invited **all** the students in my class.
I've loved the Beatles **all** my life.*

- 2 *all* + *of* + noun

*I invited **all of** the students in my class.
'How much did you eat?' '**All of** it.'
'Who did she invite?' '**All of** us.'*

- 3 *all* + adjective/adverb/preposition

*I'm **all** wet.
She lives **all** alone.
Tell me **all** about your holiday.*

- 4 pronoun + *all*
*The sweets are for everyone. Don't eat **them all**.*
*She loves **us all**.*
- 5 *all* + verb
*We **all support** Manchester United.*
*They have **all been** to university.*
*My friends **all love** you.*

every

Every is used with a singular noun.
Every student in the class passed the exam.
I've been to every country in Europe.

all and every

- 1 *All* is not usually used to mean everybody/everything.
All the people came to the party. NOT ~~All came...~~
Everybody came to the party.
*She lost **all** her possessions in the fire. NOT ~~She lost all in...~~*
*She lost **everything** in the fire.*
- 2 *All* can mean everything, but only in relative clauses.
All I want for Christmas is you.
*That's **all** I need.*
*I've told you **all** I know.*
*Love is **all** you need.*



10.5 themselves and each other

Reflexive pronouns

- 1 Reflexive pronouns are:

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

- 2 We use reflexive pronouns when the subject and object are the same.
*I cut **myself** shaving.*
*You could kill **yourself**.*
*I'm going to buy **myself** something nice.*
*Make **yourselves** at home.*
*I hope you're enjoying **yourself**.*
- 3 They are used after prepositions.
*You should be ashamed **of yourself**.*
*She looked **at herself** in the mirror.*
*I live **by myself**.*
*Selfish people only think **of themselves**.*
*I can look **after myself**.*
- 4 We use reflexive pronouns for emphasis.
*Do you like the cake? I made it **myself**.*
*My daughter can dress **herself** now.*
*The manager **himself** interviewed me.*

each other

Each other expresses the idea of one to another.
*They looked at **each other**.*
*We send **each other** birthday cards.*
*They hate **each other**.*
*We've known **each other** since childhood.*

10 All things high tech

Noun phrases • Compound nouns • I need one of those things ...

STARTER

- 1 Underline the nouns in these sentences.

My brother has the best computer in the world. Mine is just an old laptop.

Find ... a definite article an indefinite article
a possessive adjective a possessive pronoun

- 2 Underline the reflexive pronouns in these sentences.

*Mike programs his computer himself.
I live by myself, which suits me fine.*

CHIPS WITH EVERYTHING

Noun phrases

- 1 Work with a partner. Read the text about microprocessors. Answer the questions.

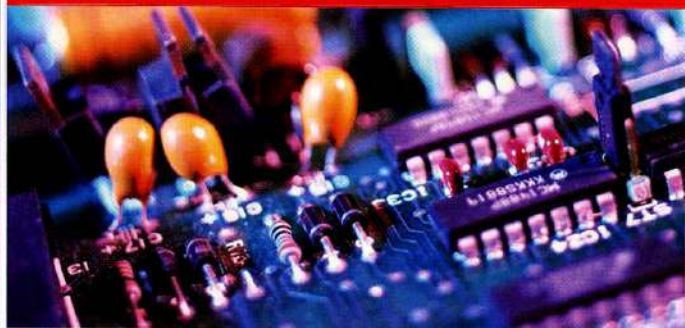
- 1 Do you agree with these statements? Why/Why not?

Microchips are huge. Microchips are tiny.

- 2 What things in our daily lives have microchips in them?
3 In what way are computers very simple?
4 How long does it take to make microprocessors?
5 Why do designers put pictures on the chips?
6 In what ways is the future exciting?

Microprocessors

The biggest thing since the invention of the wheel



What are they?

A microprocessor (also known as a microchip, or just a chip) is a small, thin piece of silicon that has been printed with transistors. One chip can contain hundreds of millions of transistors, performing billions (yes, billions) of calculations each second. The smallest are just a few mm². It is the most complex product that has ever been made.

What do they do?

Microprocessors are the brains of your personal computer. They control everything in our lives. They are used in all digital devices – calculators, cameras, radios, ovens, fridges, washing machines, DVDs, and watches. Without microprocessors, modern cars wouldn't start or stop (there are about 60 per car), TV remotes wouldn't switch channels, and we couldn't text each other on our mobiles. Doctors and surgeons wouldn't be able to diagnose, treat, or operate. Nearly all of their equipment contains microchips.

How do they work?

Transistors are microscopic electronic switches that turn on and off billions of times a second. It's hard to believe that basically that is all a computer does – it either says *Yes* or *No*.

To process the words, images and sounds we use every day, computers and other devices (such as CD players) transform these communications into a simple code that uses the numerals 0 and 1 to represent the on and off states of a transistor. This language of 0s and 1s is known as digital information.

How are they made?

It takes months to make a microprocessor, and involves over 250 manufacturing steps, but it can take years to design them. Sometimes the engineers put pictures on the surface of the chip because they want to show it's theirs. The pictures are incredibly tiny, and can only be seen with a microscope. They are like the designers' signature.



What about the future?

The digital world is only a few decades old. There are still countless more things we could do with microprocessors. Soon they'll be able to fix themselves and even make themselves. No one knows what will happen. The future hasn't happened yet.

- 2 Look back at the text on p78. Find and complete these sentences.

Microprocessors are the biggest thing since ...
 A microchip is a ...
 The smallest ... mm².
 ... most complex product ...
 Microprocessors control ...
 They are used in all ...
 We couldn't text ...
 Doctors and surgeons ... Nearly all ...
 It takes months ...
 Microprocessors will be able to ... and even ...

GRAMMAR SPOT

Noun phrases can consist of:

Articles

A chip is **a** small piece of silicon.
 It is **the** biggest thing since **the** invention of **the** wheel.

Possessives

All of **their** equipment contains microchips.
 They want to show it's **theirs**.
 The pictures are like the designers' signature.

all/everything

Microchips control **everything** in our lives.
 They are used in **all** digital devices.

Pronouns

Microchips will be able to fix **themselves**.
 We couldn't text **each other**.

▶▶ Grammar Reference 10.1–10.5 p143–5

- 3 Read these facts. Which surprise you most?

Did you know ...?

There are **20 billion** microchips in use in the world today. Every year another **5 billion** are produced.

Every **18 months**, the technology develops to allow **twice** as many transistors to fit on a chip, **doubling** its speed and capacity.

The smallest wire on a chip is less than **0.1 microns** wide. A human hair is **100 microns** thick.

PRACTICE

Articles – a/an/the/no article/one

- 1 Discuss the use of articles in these sentences.

I bought **a** laptop and **a** printer on Saturday.
The laptop has **an** *Intel* microprocessor.
Intel is **the** largest manufacturer of computer chips in **the** world.
One chip contains millions of transistors.
 I don't understand (-) computers.

- 2 Complete the text with *a/an/the*, or no article.

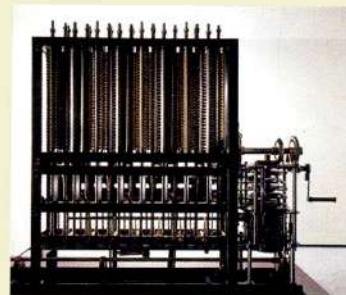
THE FIRST COMPUTER

Charles Babbage (1791–1871) was

(1) _____ scientist and (2) _____ engineer. He had the idea for (3) _____ first programmable computer. He wanted to build (4) _____ machine that could do (5) _____ calculations without making the mistakes that human 'computers' made.

He designed a machine called the Difference Engine, and (6) _____ British Government provided funds. (7) _____ machine was never completed because Babbage ran out of (8) _____ money.

In 1991, (9) _____ team of engineers from (10) _____ Science Museum in London built one of Babbage's machines, using his original designs, and it worked perfectly.



T 10.1 Listen and check.

- 3 Complete the sentences with *a/an/the*/no article, or *one*.

- 'Where's Jane?' 'In _____ kitchen cooking _____ lunch.'
- Washington, D.C. is _____ capital of _____ United States.
- We had _____ dinner in _____ best restaurant in _____ world.
- _____ day I'm going to be _____ rich man.
- Jake's in _____ hospital. He's had _____ operation.
- Certainly _____ computers have changed _____ modern life.
- 'How do you like your coffee?' 'Black with _____ sugar, please.'
- I have two daughters. _____ daughter is _____ teacher, _____ other works in _____ advertising.
- Today is _____ first day of _____ rest of your life. Enjoy it.

Speaking

T 10.2 Work in small groups. Listen to and then answer the questions. Be careful with articles.

Where did you have lunch today? *I had lunch in a café/in the school canteen.*

Possessives

- 4 In these sentences, which word is a possessive adjective? Which are possessive pronouns?

I'm very proud of **my** children.
Don't touch that! It's **mine!**
James is an old friend of **ours**.



Underline the correct word.

- 1 'Is that *her / hers* book?' 'Well, it isn't *my / mine*.'
 - 2 'Who's / Whose is that car?' 'It's *our / ours*. Nice, huh?'
 - 3 Microsoft owes *it's / its* success to Windows.
That's why *it's / its* the biggest software company in the world.
 - 4 Those aren't *your / yours* socks. These blue ones are *your / yours*.
 - 5 Mary, this is Pete. Pete's an old friend of *me / mine*.
 - 6 My sisters borrow *my / mine* clothes, and I borrow *their / theirs*.
- 5 In these sentences when does the apostrophe come before s? When does it come after?

My wife's family live in the north-east.
I went to a boys' school.

Put the apostrophe in the correct place in these sentences.

- 1 I've borrowed my dads car.
- 2 My parents new house is great.
- 3 I like Alices boyfriend.
- 4 The childrens room is upstairs.
- 5 I really like my brothers girlfriends.

its or it's

- 6 **T 10.3** Listen to the sentences. Underline the words you hear.
- | | | |
|------------------|---------------|------------------|
| 1 its it's | 3 there their | 5 they're their |
| 2 theirs there's | 4 it's its | 6 there's theirs |

all and every...

- 7 Correct the mistakes in these sentences.

- 1 I buy ~~my all~~ ^{all my} clothes in the market.
- 2 All was stolen in the burglary.
- 3 'Did they take any of your CDs?' 'All.'
- 4 In my family we like all football.
- 5 All enjoyed the party.
- 6 All of employees in my company work hard.

- 8 Complete the sentences with *all/everything/everybody/ everyone*.

- 1 Two plus two is four. **Everybody** knows that.
- 2 _____ I want is you.
- 3 I'm having a terrible day. _____ is going wrong.
- 4 My girlfriend gets at me _____ the time.
- 5 My sister is really popular. She knows _____, and _____ knows her.

Reflexive pronouns and each other

- 9 Look at the sentences.

I cut **myself** shaving.

They send **each other** Christmas cards.

Which sentence expresses the idea: ↔ ?

Which sentence expresses the idea: ↷ ?

Complete the sentences with *myself/yourself, ...* or *each other*.

- 1 We love _____ and we're going to get married.
- 2 He's crazy! He could have killed _____ !
- 3 Do you like the cake? I made it _____ .
- 4 'Can you make me a cup of tea?' 'No. Do it _____ ?'
- 5 My kids get on well with _____ .
- 6 Please make _____ at home.
- 7 We're very different, but we understand _____ .
- 8 Her kids are good. They know how to behave _____ .
- 9 The food's all ready, so help _____ to whatever you want.

mime

With a partner or on your own, mime these to the class. The others must say what you're doing.

- look at yourself in the mirror
You're looking at yourself in the mirror.
- talk to yourself
- hate each other
- help yourself to a drink
- enjoy yourself
- help each other with homework
- shout at each other
- not speak to each other



LISTENING AND SPEAKING

What do you do on the Net?

- 1 Work in small groups. Do you think these statements are true or false?

1 billion searches are made on Google search engine every day.

Over half of young people in Britain have their own web page on social networking sites such as Facebook and MySpace.

86 per cent of the web pages on the Net are in English.

1 out of 8 couples who marry in the US met on an online dating site.

In 2005, the original Hollywood sign was sold on eBay for \$450,400.

88% of websites are never visited.

There is a web that no one knows about. It is called the deep web, and is 500 times bigger than the surface web we all know about.

- 2 Put the words into the correct order to make sentences about using the Internet.

- websites / onto / go / sport / I / about
- Net / mainly / Facebook / use / I / the / for
- log / bank / onto / my / I / and / 'Pay Now' / click / on
- shopping / do / my / nearly / online / I / all
- player / onto / download / MP3 / I / music / my

- 3 **T 10.4** Listen to five people talking about what they do on the Net. Underline what they say they do.

1 Tom

1 <u>watch videos</u>	3 learn languages
2 talk to friends	4 buy and sell things

2 Monica

1 watch films	3 look for work
2 do social networking	4 see what's on

3 Justin

1 pay bills	3 book and buy things
2 watch sport	4 make friends

4 Daisy

1 watch DVDs	3 do shopping
2 send emails	4 get news and weather

5 David

1 make friends	3 practise languages
2 research family history	4 download music

- 4 Work in pairs. Choose one of the people and listen in more detail.

Tell the rest of the class about the person you chose.

SPOKEN ENGLISH *also, as well, and too*

- 1 Look at the position of the expressions *also*, *as well*, and *too* in these lines from T10.4.

*I'm **also** selling some of my old stuff.*
*... I update my Sat Nav system **as well**.*
*I get traffic reports, **too**.*

- 2 Put the three expressions in these sentences.

I go onto social networking sites.
 I download music and videos.
 I go onto websites to get the weather.

- 3 Only two of the expressions sound right in these sentences.

'Dave's nice.' 'His sister is _____.'
 'I'm going home now.' 'I am _____.'
 Don't forget your coat. And take your umbrella _____.
 Buy some bread. And some coffee _____.

- 4 Only *one* of the expressions sounds right in these sentences.

'I like Harry.' 'Me _____.'
 'I'm thirsty.' 'Me _____.'

Talking about you

- What do *you* do on the Net? What are your favourite websites?
- Do you use websites like Facebook and eBay?
- The Internet represents the democracy of ideas. Is it right that it has no censorship? What are the dangers of this?

READING AND SPEAKING

Architecture old and new

1 What do *you* want from an airport or railway station? Put these features in order for you. (1 = the most important)

- a beautiful building
- a convenient situation near the city centre
- good shops and restaurants
- modern and efficient service
- a wide variety of destinations

Compare your answers with a partner, then with the class.

2 Look at the photos of St Pancras International Station. Describe what you can see.

3 Read the first two parts of the article on this page. Find the answers to these questions.

- 1 When did the new station open?
- 2 Where can you travel to from St Pancras?
- 3 When was the original station built?
- 4 What was special about the glass roof?

4 Read the rest of the article carefully. Complete the chart.

Original station	New station
Cost \$436,000	
	Took three years to restore
Basement used for storage	
	Fifteen platforms



Meet me at St Pancras

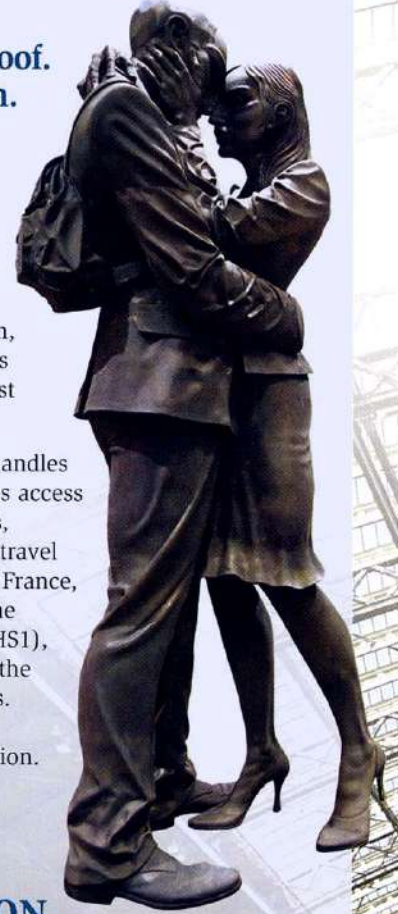
Technologies old and new come together under one roof. It's the new age of the train. JENNIE HISLOP reports.

London now has a railway station that is the equal of New York's Grand Central and the Paris Gare du Nord. St Pancras International is the UK home of Eurostar. It is a stunning Victorian station in the heart of London, with connections that spread out across the country, linking the UK with the rest of Europe.

The new station opened in 2007, and handles 50 million passengers a year. It provides access to the northern European cities of Paris, Brussels and Lille. From there you can travel to Spain, the French Alps, the south of France, and Germany. Eurostar flashes along the railway line, known as High Speed 1 (HS1), at 300 km per hour (186 mph), just as the TGV has done in France for many years. The whole area around St Pancras and King's Cross has had a major regeneration. It is now a thriving, inner-city district, home to multinational businesses, art galleries, bars, and restaurants.

THE ORIGINAL STATION

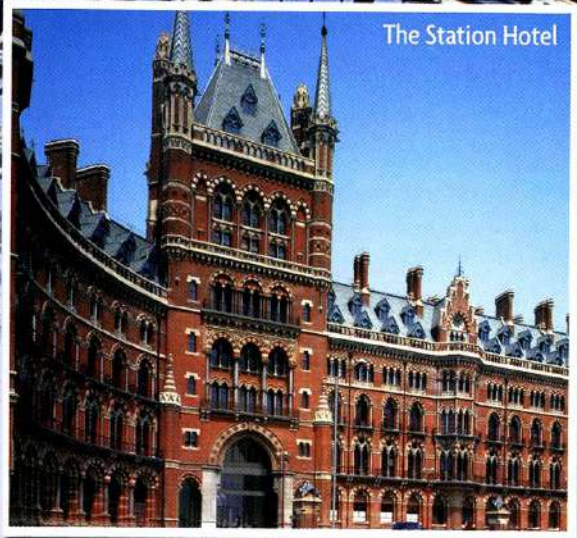
When St Pancras Station was built in Victorian times, it took 6,000 men and 1,000 horses five years to complete, and cost £436,000. It opened in 1868, a masterpiece in iron and glass, designed by the great engineer W.H. Barlow. He created a cathedral on two floors. Below, there was an enormous basement, used as a storage area for beer coming south from breweries in the Midlands. Above this floor, he built a vast crystal palace, the tallest and widest of its day, and one of the great feats of Victorian engineering. The glass roof, all 240 feet (75 metres) wide, appeared to float unsupported. It crossed the five platforms in a single, undivided span.



THE NEW STATION

The 21st century St Pancras International was restored over a three-year period at a cost of £800 million. The basement area is now the check-in and departure lounge. Escalators lead to the platforms on the floor above. The glass roof has been carefully restored, and the iron arches painted the original sky blue. An 18-car Eurostar train is about a quarter of a mile long, so the roof was extended. There are now fifteen platforms.

The restoration of this building is a triumph of great tradition, high technology, and style. There is a 300ft (92m) champagne bar. A farmers' market is supplied with fresh produce brought in from Europe daily. There are boutiques, patisseries, delicatessens, chocolatiers, and a whole range of places to eat, from brasseries to organic home-made burger bars.



THE STATION HOTEL

The large Gothic building in front of St Pancras is not, in fact, the station but the Midland Grand Hotel. When it opened its doors in 1873, it was one of the most advanced hotels in the world. It was the first building in London to have a 'rising room', or lift, and the first to have revolving doors. It had a Ladies' Smoking Room, which was quite shocking in its day. There were laundry lifts, coal lifts, and speaking tubes to send instructions to the staff. The Victorian decoration was rich and expensive, but the hotel was built with old-fashioned plumbing. There were 300 bedrooms but only nine bathrooms. People took a bath in a tub in their bedroom. The hotel closed in 1935. Its facilities were outdated, and it was too expensive to run.

It is now known as St Pancras Chambers. There is a 245-bedroom, five-star luxury hotel, with every comfort and modern amenity, and 68 private apartments and penthouses on the upper floors.

THE PLACE TO MEET

When someone says 'Meet me at St Pancras', everyone knows what they mean. There is a 9-metre tall, 20-ton bronze statue called 'The Meeting', which depicts a couple caught in a deep embrace. It is THE place to meet, under the great glass roof, where Eurostars glide to a halt, beneath the famous station clock. See you there!

- 5 Work with a partner. Are these statements about the station and the hotel true (✓) or false (✗)? Correct the false ones.
- 1 The escalators lead up to the departure lounge.
 - 2 The glass roof has been replaced.
 - 3 The iron arches have been painted the same colour as the original.
 - 4 Farmers bring in fresh produce from all over England.
 - 5 The building in front of St Pancras International is a hotel.
 - 6 The hotel was advanced for its time because it had so many bathrooms.
 - 7 The hotel has now been restored with over 300 bedrooms and apartments.
 - 8 The best place to meet at St Pancras is the Champagne Bar.
- 6 Here are some numbers from the article. What do they refer to? Practise saying them.

1 50m	6 ¼ mile
2 300kph	7 300ft
3 6,000	8 1873
4 240ft	9 1935
5 21st	10 9/20

T10.5 Listen and check.

What do you think?

- How does St Pancras International rate according to the features in exercise 1?
- What buildings is your town or capital city famous for? When were they built? Why are they famous?
- What's your favourite building? What building would you like to knock down?

▶▶ **WRITING A FAMOUS TOWN OR CITY** p114



VOCABULARY AND SPEAKING

Compound nouns

- 1 Nouns can be combined to make a new word. Here are some examples from the text on p82–83.

railway station art gallery masterpiece departure lounge

Where is the stress on these compound nouns?

- 2 Look at the dictionary entries. Practise saying the words.
- 3 Answer the questions.
- 1 Why do people take aspirin?
 - 2 Where do you find the words *Here lies James Barlow – RIP?*
 - 3 What can you do if you want to listen to music without disturbing other people?
 - 4 What are the different lights on a car?
 - 5 What's the first thing you read in a newspaper?
 - 6 Where are the headquarters of the United Nations?
 - 7 Are *you* making headway in English?
- 4 In these lists, one compound noun doesn't exist. Which one is it?

sun	sunglasses	sunpool	suncream	sunset
card	credit card	parking card	birthday card	business card
tea	tea bag	teacup	teatime	tea table
case	money case	briefcase	suitcase	bookcase

T10.6 Listen and repeat.

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

dining		brush
1 waiting <input type="text"/>		5 <input type="text"/> dresser
changing		cut
	lights	news
2 <input type="text"/> warden		6 travel <input type="text"/>
jam		estate
antique		way
3 second-hand <input type="text"/>		7 <input type="text"/> bike
shoe		racing
Spider-		wrapping
4 post <input type="text"/>		8 toilet <input type="text"/>
chair		wall

headache /'hedeɪk/ *noun* [C] 1 a pain in your head: *I've got a splitting (= very bad) headache.*
 2 a person or thing that causes worry or difficulty: *Paying the bills is a constant headache.*

headlight /'hedlaɪt/ (also **headlamp**) *noun* [C] one of the two large bright lights at the front of a vehicle → picture on page P9

headline /'hedlɑːn/ *noun* 1 [C] the title of a newspaper article printed in large letters above the story 2 **the headlines** [pl] the main items of news read on TV or radio

headphones /'hedfəʊnz/ *noun* [pl] a piece of equipment worn over or in the ears that makes it possible to listen to music, the radio, etc. without other people hearing it → note at listen

headquarters /'hed'kwɔːtəz/ *noun* [pl, with sing or pl verb] (*abbr HQ*) the place from where an organization is controlled; the people who work there: *Where is/are the firm's headquarters?*

headstone /'hedstəʊn/ *noun* [C] a large stone with writing on, used to mark where a dead person is buried → look at **gravestone**, **tombstone**

headway /'hedweɪ/ *noun*
make headway to go forward or make progress in a difficult situation

Oxford Wordpower Dictionary (third edition) © Oxford University Press 2006



- 6 Work with a partner. Use your dictionary to find some compound nouns made with one of these words.

hand foot finger fire air water

Describe them for the other students to guess.

They are used by the police. They put them round the wrists of prisoners.

Yes!

Handcuffs!



EVERYDAY ENGLISH

I need one of those things ...

- T10.7** Listen to five students each describing one of the things in the pictures, but they don't know the word in English. Which object are they describing?
- Listen again and complete the lines.
 - 'I need _____ when you want to open a bottle of wine.'
 - 'I'm looking for _____ when you want to clean between your teeth. It's _____. It's white.'
 - 'They're _____, and the Chinese _____ to pick up food.'
 - 'It's _____, and it's used _____ flies.'
 - 'They're _____ you're cooking and you want to pick up something that's hot.'



a

Music of English 🎵

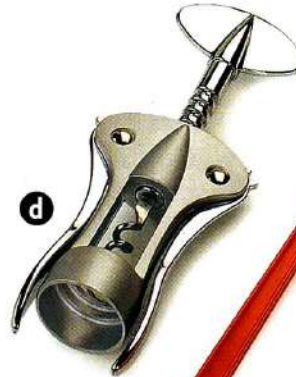
- T10.8** Listen to the stress patterns in these sentences. Practise them.
*I need **one** of those **things** you use to **open** a bottle of **wine**.*
*I'm looking for some of that **stuff** you use when you want to **clean** between your **teeth**.*
*They're **long** and **thin**, and the Chinese use them to **pick up** food.*
- Practise the other sentences in exercise 2.



b



c



d



e

- Work in groups. Describe the other things in the pictures.
- T10.9** Listen to the descriptions. What objects do you think are being described? Turn to p151. Listen again. Which objects are they?
- Look at the language the people used in the descriptions in exercise 4:

- It's one of those things you ...
- It's long and thin and ...
- It looks like ...
- It's the stuff you ...
- It's used for ...
- They're made of ...
- It's a kind of ...
- It's something you use when ...
- You know! It's got a ...



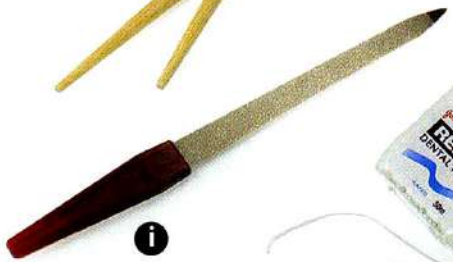
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g



h



i

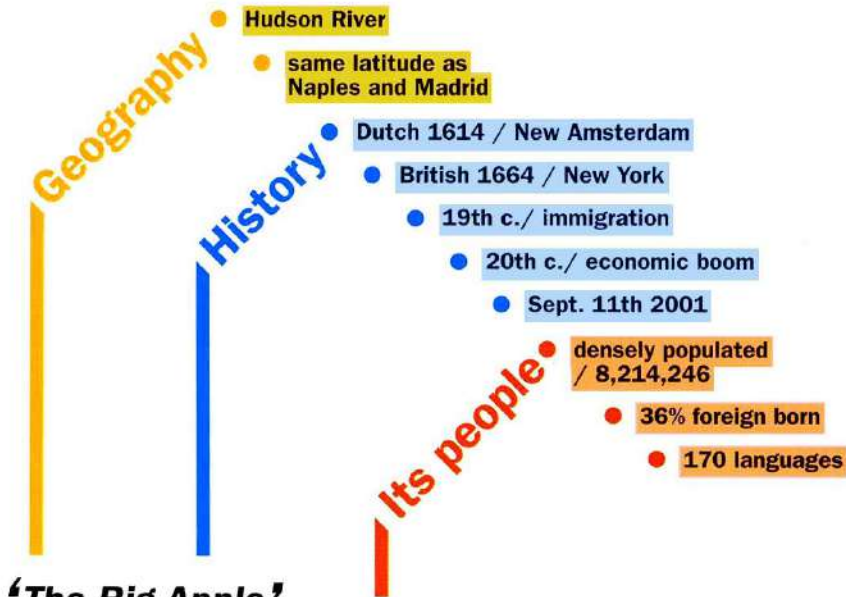


j

- T10.10** Listen and complete these lines. Practise saying them.
- Work with a partner. Turn to p151. Take turns describing some of the other objects.
- T10.11** Listen to two conversations in a shop. What does each person want to buy?
- In pairs, write a similar conversation in a shop. Act it out to the class.



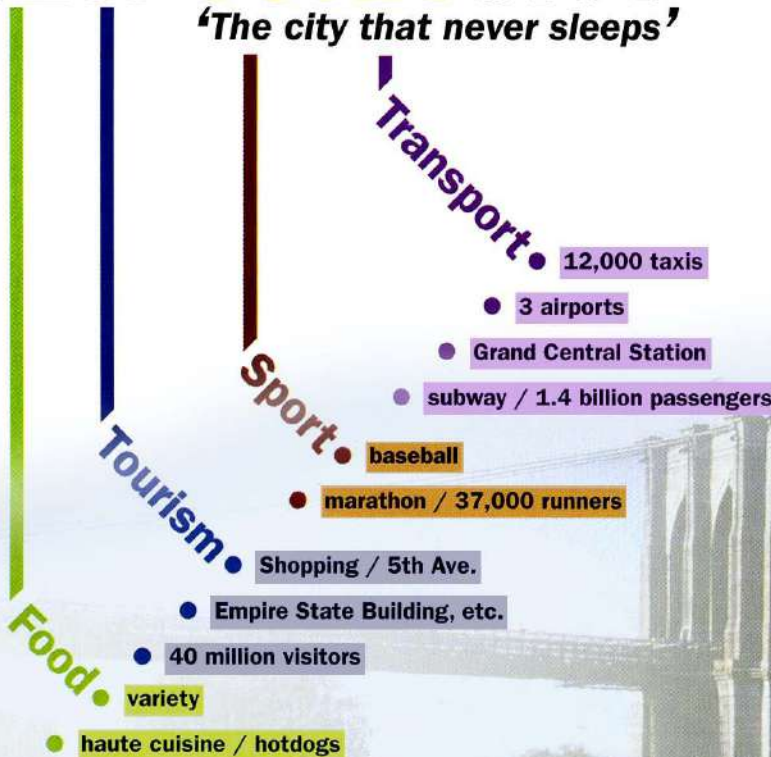
- 1 Write down everything you know about New York City. Collect all your ideas as a class.
- 2 Work with a partner and study the diagram about New York. Compare the information with your ideas.



‘The Big Apple’

NEW YORK CITY

‘The city that never sleeps’



NEW YORK CITY

Although New York City is not the capital of the United States, its influence is seen throughout the world. Its nickname, (1) “_____”, was given to it by early immigrants because the city seemed so huge and full of promise.

Geography

It is located at the mouth of the (2) _____ and lies on the same latitude as the European cities of (3) _____.

History

The Dutch founded the city in 1614, calling it (4) _____. However, in (5) _____ it was captured by the British and renamed New York. The city grew in importance and was the US capital until 1790. During the 19th century it was transformed by (6) _____ and from the early 20th century became a world centre for industry, commerce, and communication. With the economic (7) _____ came the construction of its distinctive skyline of skyscrapers, two of which, the Twin Towers of the World Trade Center, were destroyed in the attacks of (8) _____, when nearly 3,000 people died.

Its people

New York is the most (9) _____ and cosmopolitan city in the United States with 8,214,246 inhabitants speaking (10) _____ languages. 36% of the city's population is (11) _____. Five of the largest ethnic groups are: Puerto Ricans, Italians, West Indians, Chinese, and Irish.

Transport

One in three New Yorkers uses public transport to get to work, whereas in the rest of the US 90% of commuters go by car. The New York City Subway, which is open 24/7, is used by (12) _____ a year. New York is also home to the famous Grand Central Station, three major airports, and (13) _____ distinctive, yellow taxi cabs.

Sport

The New York Marathon, held annually on the first Sunday of November, is the largest marathon in the world. It attracts (14) _____. However, many New Yorkers prefer a less energetic jog round Central Park. New Yorkers are also keen (15) _____ fans. The two most popular teams are the New York Yankees and the New York Mets.

Tourism

About (16) _____ tourists visit New York City each year. Major attractions include the Empire State Building, the Metropolitan Museum of Art, Times Square, Central Park, and, of course, the luxury (17) _____ along Fifth Avenue. Tourists are also attracted by the incredible (18) _____ of places to eat, from diners, with their burgers, bagels, and pizza, to many of the finest haute cuisine restaurants in the US, and not forgetting the Grand Central Oyster Bar, and the steaming (19) _____ sold on every street corner.

Finally

With so much to do and see it is no surprise that New York is often called (20) "_____".

- 3 Read and complete the text using the information from the diagram in exercise 2.
- 4 Read the text again. What extra information to the diagram can you find? Give some examples.
- 5 Find these words and expressions in the text and discuss why they are used.

although	its	However	distinctive
two of which	whereas	is home to	with (so much to do)

- 6 Complete these sentences with the words or expressions from exercise 5.
 - 1 Tokyo is the biggest city in the world. _____ population is over 28 million.
 - 2 Britain has many big cities, _____ are Birmingham and Manchester.
 - 3 Manchester _____ one of the most famous football teams in the world, Manchester United.
 - 4 The temperature in Canada can be as low as -25°C in winter. _____, in summer it is often over 30°C.
 - 5 _____ most people in Canada speak English, French is also an official language.
 - 6 It is easy to recognise pictures of Sydney harbour because of its _____ bridge and the Opera House.
 - 7 Madrid is located in the centre of Spain, _____ Barcelona is on the coast.
 - 8 _____ so much to see, it is impossible to do a tour of Europe in two weeks.
- 7 Choose a famous town or city. Research it, make notes (you could draw a diagram), and then write about it. Use the headings about New York, or choose headings of your own.

