

# 7

## Getting along

Modals and related verbs 1 • Hot verb *get* • Exaggeration and understatement

### TEST YOUR GRAMMAR

Modal verbs have many meanings. Match a sentence in A with a meaning in B.

A	B
1 <input type="checkbox"/> He can ski.	a permission
2 <input type="checkbox"/> You can't pay by cheque.	b advice
3 <input type="checkbox"/> You must stop at the crossroads.	c obligation
4 <input type="checkbox"/> You must see the film.	d ability
5 <input type="checkbox"/> He must be rich.	e probability
6 <input type="checkbox"/> I'll help/I won't help you.	f (un)willingness
7 <input type="checkbox"/> You should do more exercise.	
8 <input type="checkbox"/> It will be a good party.	
9 <input type="checkbox"/> It might rain.	

### WE CAN WORK IT OUT

#### Modals and related verbs

- Look at the pictures. Who are the people? What are they talking about?
- T 7.1** Read and listen to the two conversations. Underline all the modal verbs. What are their meanings?
- T 7.2** Listen to two similar conversations. After each one say which expressions are used instead of the modal verbs.

#### LANGUAGE FOCUS

- Match the modals in the box with their related expressions.

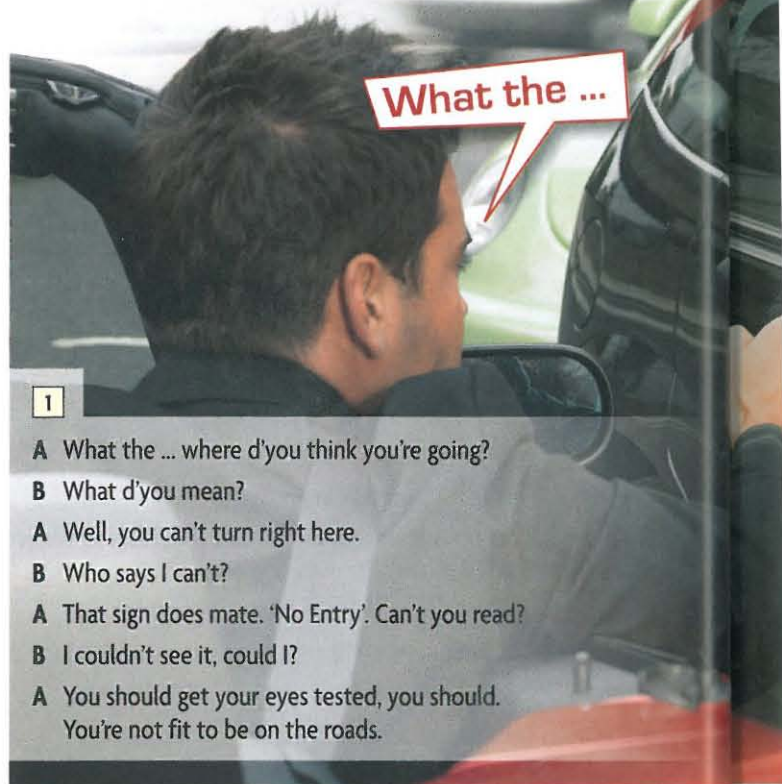
should ought to may must won't can will might could

*be allowed to*    *manage to*    *be able to*    *be bound to*  
*If I were you, I'd ...*    *promise to*    *refuse to*    *have (got) to*  
*Why don't you ...?*    *had better*    *be likely to*

- Put the sentences into the past and future.

*She can speak Spanish.*    *He's able to speak three languages.*  
*I must go.*    *I have to go.*

▶▶ Grammar Reference p147



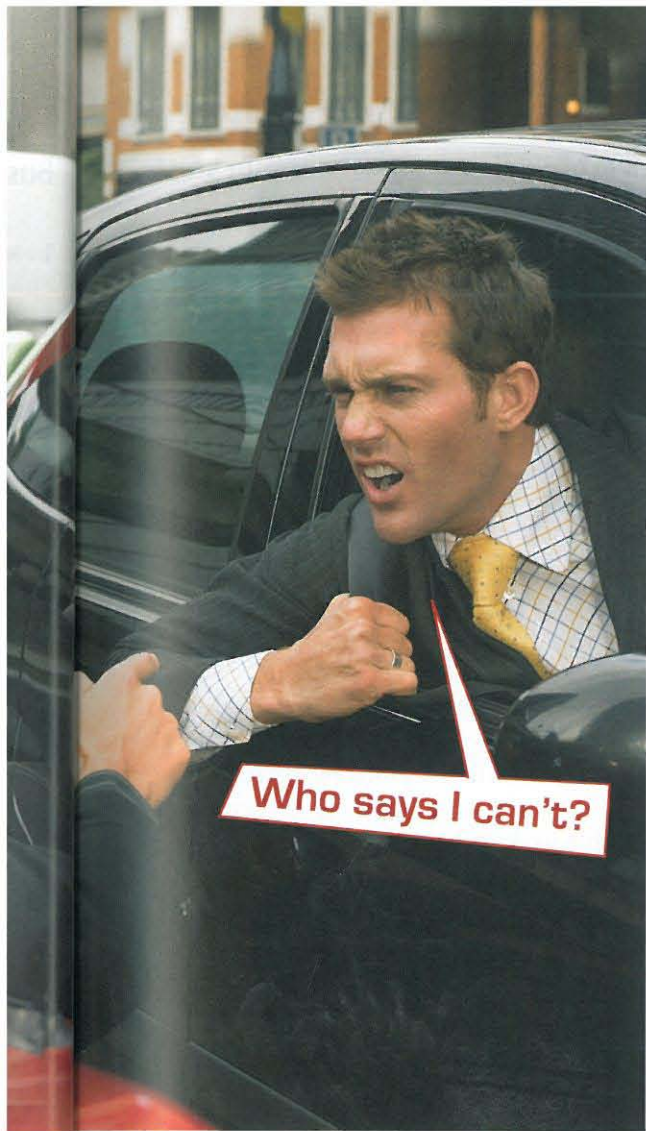
1

- A What the ... where d'you think you're going?  
 B What d'you mean?  
 A Well, you can't turn right here.  
 B Who says I can't?  
 A That sign does mate. 'No Entry'. Can't you read?  
 B I couldn't see it, could I?  
 A You should get your eyes tested, you should.  
 You're not fit to be on the roads.

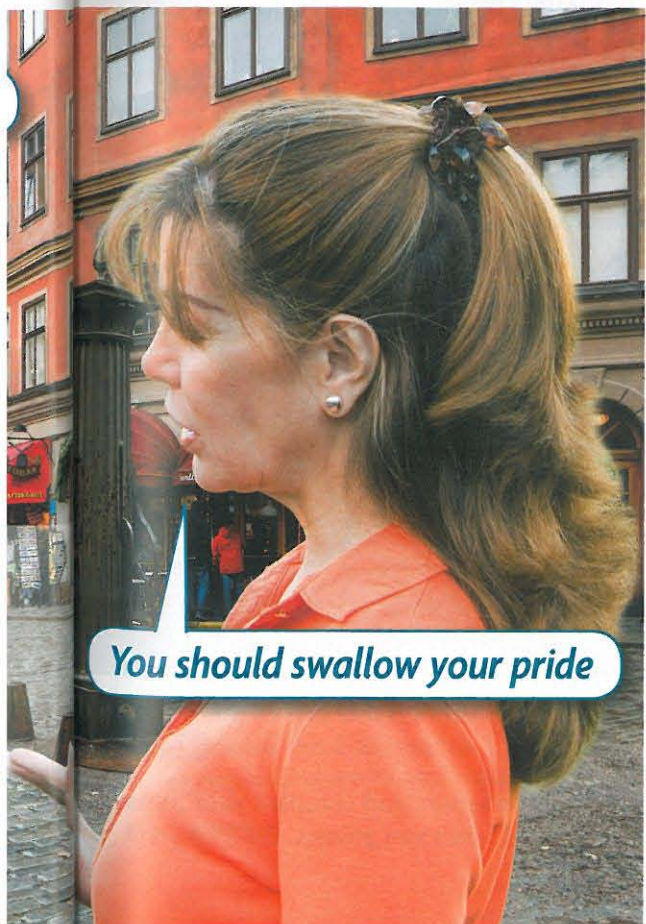


2

- A I think you should swallow your pride and forgive and forget.  
 B Never! I will not.  
 A You'll have to in the end. You can't ignore each other forever.  
 B I might forgive him but I can never forget.  
 A It must be possible to talk it over, and work something out.  
 Say you will for the sake of the children.  
 B Oh dear! I just don't know what to do for the best.



Who says I can't?



You should swallow your pride

## PRACTICE

### Discussing grammar

1 Work with a partner. Which of the verbs or phrases can fill the gap correctly? Cross out the verb or verbs which cannot.

1 I ... be able to help you.

won't / can't / might / may

2 Did you ... keep it secret?

could / manage to / able to / have to

3 You ... be exhausted after such a long journey.

must / can / had better / are bound to

4 The book is optional. Our teacher said that we ... read it if we don't want to.

mustn't / don't have to / don't need to / aren't supposed to

5 I absolutely ... work late again tonight.

will not / should not / might not / refuse to

6 ... tell me where the station is?

May you / Could you / Are you able to / Can you

7 Will you ... come on holiday with us?

can / be able to / be allowed to / may

8 You ... go to England to learn English.

should / don't have to / mustn't / could

9 You ... worry so much. You'll make yourself ill.

mustn't / shouldn't / don't have to / can't

10 I ... call home.

'd better / ought to / am likely to / had to

### What are they talking about?

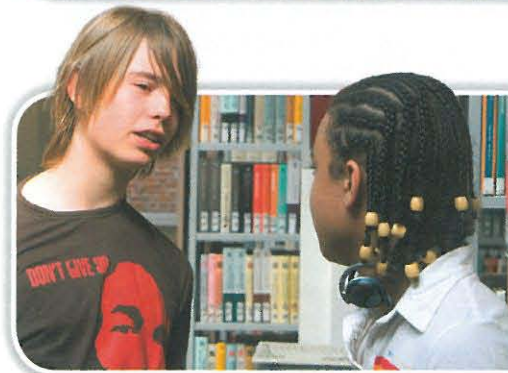
2 **T 7.3** Listen to two conversations. Answer the questions after each one.

1 Who are the people?

2 What are they talking about?

3 Give examples of sentences with modals or related verbs.

3 Work with a partner. Look at the tapescript on p129. Choose one of the conversations, learn it by heart and act it out to the class.



## Related verbs

- 4 Use the words in brackets to rephrase the sentences.
- I just know it'll rain at the weekend. (*bound*)
  - He gave up smoking after three attempts. (*manage*) (*succeed in*)
  - Can you tell which twin is which? (*able*)
  - My parents say I can't have a puppy. (*allowed*) (*won't let*)
  - You should take it back and complain. (*If I were you*) (*had better*)
  - I should wear a suit for work, but I often don't. (*am supposed*)
  - You mustn't tell anyone about it. (*had better not*)
  - He wouldn't put out his cigarette. (*refuse*)

- 5 Read the sentences 1–10 and underline the modal verbs.

- I can take you to the airport, after all.
- May I make a suggestion?
- You can smoke in the designated area only.
- You shouldn't wear red, it doesn't suit you.
- You must obtain a visa to work in Australia.
- You should always make an appointment.
- You'll pass. Don't worry.
- You mustn't walk on the grass.
- I couldn't get through, the line was engaged.
- I won't discuss the matter any further.

- 6 Work with a partner. Match the expressions a–j with the modal verbs in exercise 5.

- I didn't manage to ...
- I'll be able to ...
- If I were you I wouldn't ...
- You're bound to ...
- You are required to ...
- Is it OK if ...?
- You're allowed to ...
- I refuse to ...
- It's always a good idea to ...
- You aren't permitted to ...

**T 7.4** Say the rephrased sentences aloud. Listen and check.

- 7 Complete the expressions in exercise 6 with your own ideas. Compare with your partner.

*I'll be able to come on Saturday after all.*

## Exciting news

- 8 **T 7.5** Read and listen to one side of a telephone conversation between Isabel and Rick. Why is Isabel so excited? Where is she going? Who with?

R Isabel, hi!  
Why all the excitement?

I ...

R Yes, I can. I remember you doing it in the coffee bar. It was the one in the *Daily Sun*, wasn't it? Didn't you have to name loads of capital cities?

I ...

R Never! I don't believe it. What's the prize?

I ...

R You must be kidding! That's brilliant. For how long?

I ...

R Well, you should be able to do quite a lot in three days. And the Ritz Carlton! I'm impressed! Doesn't that overlook Central Park?

I ...

R I thought so. Not that I've been there, of course.

I ...

R What do you mean? How would I ever be able to?

I ...

R You can't be serious? You know I'd love to! But why me? Surely you should be taking David.

I ...

R Oh, I'm sorry! I didn't know. When did this happen?

I ...

R Well, what can I say? How could I possibly refuse an offer like that?

I ...

R I certainly will!



- 9 Work with a partner. What do you think Isabel says in the conversation?

- 10 **T 7.6** Listen to the whole conversation, and compare your ideas.

# LISTENING AND SPEAKING

## Getting married

- 1 Look at the photos of four weddings and describe them.
- 2 What do you think are good reasons to get married? What are bad reasons? Discuss your ideas with the class.
- 3 This is Pratima Kejriwal, who had an arranged marriage. What would you like to know about her marriage? Write questions with a partner.

*Who arranged the marriage? How old was she?*

- 4 **T 7.7** Listen to Pratima. Which of your questions are answered? What are the answers?
- 5 **T 7.7** Listen again and answer the questions.
  - 1 How did Pratima's father find the two men?
  - 2 What did he want to know about them?
  - 3 What were the similarities and differences between the two men?
  - 4 Why did her father choose Shyam and not the first man?
  - 5 Why did Shyam dress badly?
  - 6 What happened between the time of the interview and the wedding?
  - 7 How do you know that Pratima believes in arranged marriages?



### What do you think?

- Work in groups. Are arranged marriages a good or bad thing? Make a list of advantages and disadvantages.
- How do people meet marriage partners? Which ways are the most common?
- What is the best age to get married?

### SPOKEN ENGLISH Other question forms

- 1 What is unusual about these questions?  
*Your father arranged your marriage? He saw how many?*  
*This one your father chose? He had to?*  
What emotions do these question forms express?
- 2 Work with a partner. Take turns to read the statements and ask the questions in two different ways.
  - 1 My friends went to Alaska on holiday.  
**Your friends went to Alaska on holiday?** **They went where?**
  - 2 I got home at 5.00 this morning.
  - 3 I paid €300 for a pair of jeans.
  - 4 I met the president while I was out shopping.
  - 5 He invited me to the palace for a drink.

**T 7.8** Listen, check, and practise.



## READING AND SPEAKING

### The generation who refuse to grow up

- 1 Who is Peter Pan? Who do you think 'the Peter Pan generation' refers to?
- 2 Work with a partner. Read the first part of the article on p58.
  - 1 What did Marianne's father want to talk to her about?
  - 2 Why does she say he has 'miraculously' avoided the topic so far?
  - 3 Why say 'sank', and not just 'drank' a glass of wine?
  - 4 What does 'I dunno' mean? Why is it unusual that Marianne says it?
- 3 Read the rest of the article. Answer the questions.
  - 1 In what ways had Marianne's father 'settled down' at her age? How old was he when she was born?
  - 2 How does Marianne's life now differ from his then?
  - 3 What plans does she have for the future?
  - 4 In what ways is Marianne already a grown up?
  - 5 How is the 'Peter Pan' generation described?
  - 6 What does 'adultescent' mean? Which two words form it?
  - 7 What comparisons does Professor Furedi make between the 1970s and today?
  - 8 In what ways does the economy affect the behaviour of young people? What else is to blame?
  - 9 What choice cannot be postponed forever?
  - 10 What is making Marianne think that it may be time for her to grow up?

### Vocabulary work

Complete the sentences with the correct form of words from the text.

- 1 She s\_\_\_\_\_ her shoulders and answered 'I dunno.'
- 2 Speak up! You're m\_\_\_\_\_. I can't hear a word.
- 3 I have no s\_\_\_\_\_, only debts!
- 4 When are you going to s\_\_\_\_\_ down and grow up?
- 5 You can't c\_\_\_\_\_ on to your youth forever.
- 6 It's not the fault of the economy, you can't b\_\_\_\_\_ that.
- 7 There's so much to do in London. I'm s\_\_\_\_\_ for c\_\_\_\_\_.
- 8 I'm 34 and I still go clubbing. I'm in d\_\_\_\_\_ about my age.

### What do you think?

- Do you agree with Marianne's father? Why? Why not?
- Why do more and more young adults still live with their parents? Why more men than women? Is this true in your country?
- Does having lots of life choices make you happy? What choices do you have? What choices did your grandparents have?

# The Peter

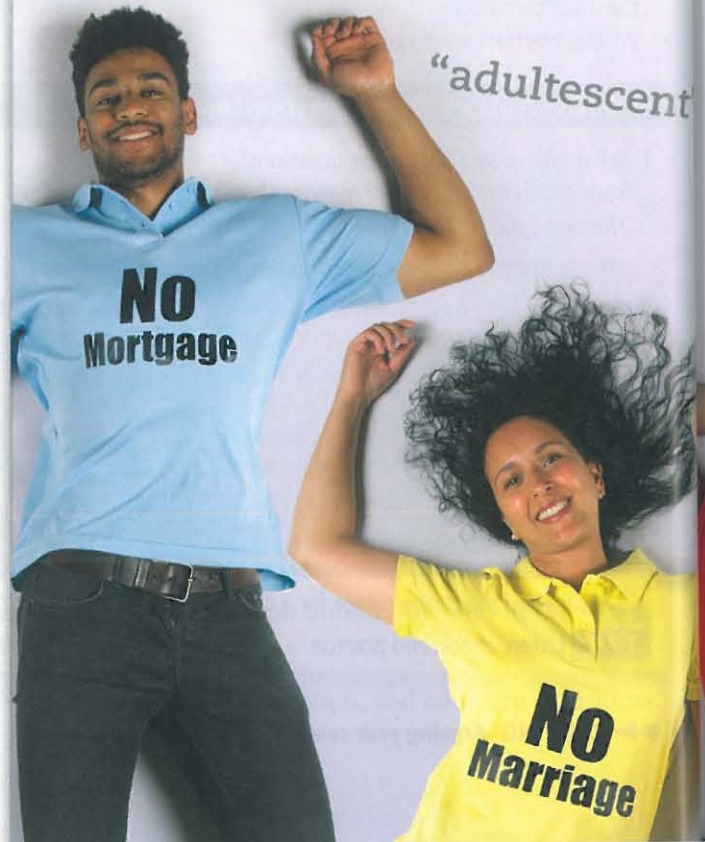


**NO** mortgage.  
**NO** marriage.  
**NO** children.  
**NO** career plan.

Like so many  
30-somethings,  
Marianne Power  
admits she's one  
of them ...

The other day I had lunch with my father, who was in London on business. He took me to his favourite pub and started a conversation that he has, until now – miraculously – avoided. He coughed nervously, sank a glass of wine and got started – asking me about my plans for life: Did I see myself settling down and starting a family? Am I saving up to buy a house? What is the next step in my career?

There was a pause, I looked at him and shrugged, before muttering that immortal phrase, loved by teenagers: 'I dunno.' Except I'm not a teenager. I am 34!



# r Pan generation

## Life plans then and now

When my father was my age, he was putting my six-year-old sister and eight-year-old me through school, and had another three-year-old daughter at home. He had been running a business for ten years, he owned a house and had a pension.

I, on the other hand, live in a rented flat with my youngest sister. I have few savings to speak of. I certainly haven't got a pension. As for the idea of marriage and children, well, it's exactly that: just an idea – it's no closer to being a reality than it was when I was 23. My 'life plan,' as my father so sweetly called it, goes as far as this weekend.

'Don't you think you should start thinking about these things?' he asked. 'You're not 20 anymore.'

In many ways I am a fully paid-up member of adult society – I pay taxes, cast my vote and give money to charity – in other ways, I am in denial about my age. I behave in much the same way I did ten years ago. I am not alone. Last week, I read that there is a name for people such as me. We are the 'Peter Pan generation'; a sizeable group of 25 to 40-year-olds who are avoiding the responsibility of marriage, mortgage, children for as long as possible.

## The sociologist

Professor Frank Furedi, at the University of Kent, has been studying this phenomenon. He says:

'A word sometimes used to describe these people is "adultescent" – someone who refuses to settle down and make commitments, and who would rather go on partying into middle age. These people might live with their parents until they are in their 30s, continuing the life they had in their early 20s. Back in the 1970s, men typically got married at 24 and women at 22. Currently, the average age at which people marry is 32 for men and 30 for women. The average age for starting a family today is 28 for women, up from 24 in 1970.'

## Why has this come about?

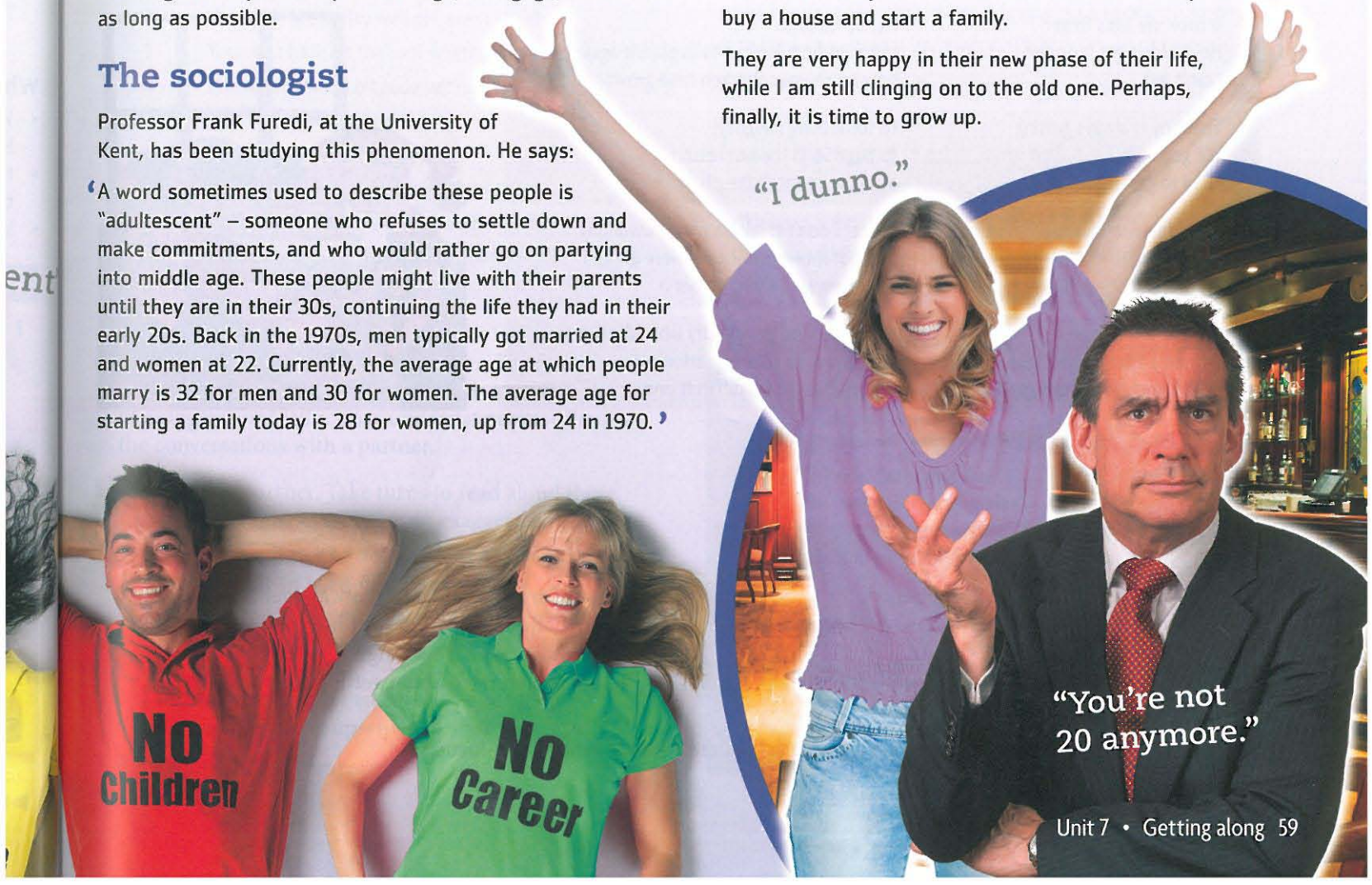
Well, you could blame the economy. Buying or renting a house gets more and more expensive. Every day we see headlines about adults having to move back home with their parents. Three million 20-to-34-year-olds now live with their parents – one in three men and one in six women.

However, Professor Furedi, who is in his 60s, says we cannot blame the economy. He believes that the root of our refusal to grow up is fear. We are scared of getting old because all our cultural values are with youth.

And, young people today are spoilt for choice. We can decide whether to get married or not, start a family or not, travel the world or not, stay in a job or try to find a new one. However, are we happy? So many choices can make us anxious and depressed. And of course, there is one decision that a woman cannot put off for ever, and that is whether to have a child.

I talk about these issues with my 'Peter-Pan' friends, but I've noticed, recently, that we are getting fewer in number. I now have many more friends who have found ways to buy a house and start a family.

They are very happy in their new phase of their life, while I am still clinging on to the old one. Perhaps, finally, it is time to grow up.



# VOCABULARY AND SPEAKING

## Hot verb *get*

1 The verb *get* has many different uses. Here are some examples.

- 1 He sank a glass of wine and **got started**.
- 2 Renting a house **gets** more and more expensive
- 3 We are scared of **getting old**.
- 4 My mother really **gets on my nerves** sometimes.
- 5 I **get in touch with** my parents every weekend.
- 6 My dad and I **get on** so well.

Replace the words in **bold** with the words in the box.

ageing	contact	annoys me	began
becomes	have a good relationship		

## Phrasal verbs with *get*

2 *Get* can combine with particles to make phrasal verbs. Complete each group of sentences with one particle from the box below. (Careful, only six of the particles are used.)

at	away	into	off	on	out	over	round	through	up
----	------	------	-----	----	-----	------	-------	---------	----

- |   |       |  |
|---|-------|--|
| 1 You always get<br>How did our secret get<br>If news of this gets                  | _____ | of doing the washing-up. It's not fair.<br>? Everyone knows now!<br>there'll be a huge scandal!                          |
| 2 You're always getting<br>What are you getting<br>I can't get                      | _____ | me! Leave me alone!<br>? Just say what you mean!<br>the sugar. It's at the back of the cupboard.                         |
| 3 It took me ages to get<br>He couldn't get his point<br>I can't get                | _____ | the operation.<br>to me at first. He had to explain it again.<br>how much your children have grown!                      |
| 4 That boy is always getting<br>We got<br>I had to get                              | _____ | to something naughty!<br>to page 56 in the last lesson.<br>at 5 a.m. to catch the plane.                                 |
| 5 I couldn't get<br>We got<br>I failed, but Sue got                                 | _____ | to Joe. I don't think his phone's working.<br>loads of money whilst we were in Paris.<br>the exam with flying colours.   |
| 6 She can always get<br>I'm sorry. I just haven't got<br>I can't see how we can get | _____ | her father and get exactly what she wants.<br>to replying to your invitation yet.<br>this problem. It's a difficult one. |



**T 7.9** Listen and check.

## Talking about you

3 Ask and answer these questions with a partner.

- |  |   |
|--|---|
| 1 How do you get on with your parents?                     | 6 What are two things that always get on your nerves? |
| 2 What have you got to do when you get home tonight?       | 7 How often do you get your hair cut?                 |
| 3 How do you get to school?                                | 8 In what ways is your English getting better?        |
| 4 How do you usually get in touch with friends and family? | 9 Are you worried about getting old?                  |
| 5 When did you last get angry? Why?                        |   |

Try to rewrite the questions without using *get*. Is *get* generally more formal or informal?

## EVERYDAY ENGLISH

### Exaggeration and understatement

- Which nationalities have a reputation for being passionate, spontaneous, and temperamental? Which nationalities are more controlled and reserved?
- Which of these declarations of love are exaggerated? Which are understated?



We get on prettÿ well, don't you think?

I'm absolutely crazy about you.

I'm really rather fond of you.

I worship the ground you walk on.

- Match a line in A with a line in B. Use your dictionary to look up new words.

#### A

- They're obviously madly in love.
- His family are pretty well off, aren't they?
- You must have hit the roof when she crashed your car!
- I think Tony was a bit rude last night.
- I can't stand the sight of him!
- He isn't very bright, is he?
- I'm fed up with this weather! It's freezing.
- Well, that was a fantastic holiday!
- I'm knackered. Can we stop for a rest?
- I'm absolutely dying for a drink!

#### B

- Yes, it was a nice little break.
- You're not kidding! He's as thick as two short planks.
- Yes, my throat's a bit dry, I must say.
- Too right! He was totally out of order!
- I suppose it is a bit chilly.
- Yeah, they do seem to get on quite well.
- OK. I feel a bit out of breath, too.
- Well, yes, I was a bit upset.
- You can say that again! They're absolutely loaded!
- I must admit, I'm not too keen on him either.

- T 7.10** Listen and check your answers. Pay attention to stress and intonation. Which words are examples of exaggeration? Which are understatements? Practise the conversations with a partner.

- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.

- Is that a new watch? I bet that cost a bit.
- It's a bit chilly in here, don't you think?
- These shoes are rather nice, aren't they?
- Can we stop at the next service station? I could do with something to eat.
- I think those two like each other, don't you?
- I bet you were a bit upset when your team lost.

- T 7.11** Listen and compare.





# 8

## How remarkable!

Relative clauses • Participles • Adverb collocations • Exclamations

### TEST YOUR GRAMMAR

1 Complete the sentences with one of the relative pronouns.

who which where what when whose

- The woman \_\_\_\_\_ you met was my sister.
- My other sister, \_\_\_\_\_ lives in London, is a teacher.
- She suddenly decided to give up teaching, \_\_\_\_\_ came as a shock.
- She says that \_\_\_\_\_ he wants to do is move to Australia.
- Her boyfriend, \_\_\_\_\_ parents live in Melbourne, is delighted.
- They don't know exactly \_\_\_\_\_ or \_\_\_\_\_ they are going.
- Their flat, \_\_\_\_\_ they bought only last year, is up for sale.
- The flat \_\_\_\_\_ I want to buy is in Acacia Avenue.

2 In which sentences can the relative pronoun be replaced by *that*?

3 Underline the present and past participles in these sentences. Rewrite them using relative pronouns.

- The woman standing next to him is his wife.
- Most houses built in the sixteenth century are listed buildings.

### SHE'S GOT TALENT!

#### Relative clauses and participles

1 Look at the photos and read the text quickly. Who is Susan Boyle? What impression do you get of her as a person?

2 Read the text again and complete it with clauses a–j.

- whose father, Patrick, was a miner
- who became internationally famous
- who called her 'Simple Susan'
- two of which topped the charts
- most of whom looked sceptically at
- when at school
- recognising her talent
- which she did
- where she sang
- viewed by 66 million people

**T 8.1** Listen and check your answers.



**Susan Magdalane Boyle** (born 1961) is a singer from a small town in Scotland <sup>1</sup> \_\_\_\_\_ after appearing on the TV programme *Britain's Got Talent*, <sup>2</sup> \_\_\_\_\_ 'I dreamed a dream' from the musical *Les Miserables*.

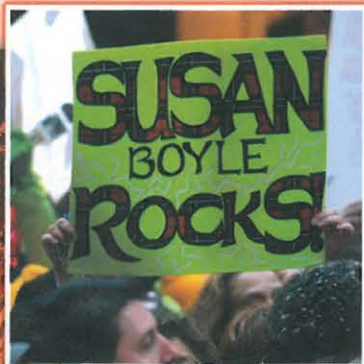
Susan, <sup>3</sup> \_\_\_\_\_, was the youngest of eight children in a musical family. <sup>4</sup> \_\_\_\_\_ she was diagnosed with learning difficulties and was often the target of bullies, <sup>5</sup> \_\_\_\_\_.

However, she began singing in school productions and both her teachers and her mother, Bridget, <sup>6</sup> \_\_\_\_\_, encouraged her to perform in singing competitions, <sup>7</sup> \_\_\_\_\_ for many years.

### 3 Answer the questions.

- How did Susan Boyle become famous?
- What do you learn about her family?
- Why was she bullied at school?
- Who encouraged her to sing?
- Why did Susan stop singing?
- Why were most of the audience sceptical when they saw her?
- What happened to Susan after *Britain's Got Talent*?
- Which of these adjectives do you think best describe her?

talented	ambitious	adventurous	loyal
conceited	modest	arrogant	ordinary
pretentious	self-important	humble	



In 2007, her beloved mother died and Susan stopped singing. She stayed at home with her cat, Pebbles, for two years, until finally she was persuaded to enter *Britain's Got Talent*. The audience, <sup>8</sup> \_\_\_\_\_ this plump, 48-year-old woman, were absolutely amazed when she opened her mouth to sing. Susan Boyle singing 'I Dreamed a Dream' became a YouTube sensation, <sup>9</sup> \_\_\_\_\_ worldwide, particularly in America.

In the years after the show Susan, or 'SuBo' as she is now known, went on to make four best-selling albums, <sup>10</sup> \_\_\_\_\_ in the UK and the US. There is even a stage musical of SuBo's life called, of course, 'I Dreamed a Dream'.

She now travels the world singing but always returns to the same family home in Scotland.

## LANGUAGE FOCUS

### Relative clauses

Relative clauses are like adjectives. They give more information about nouns.

*We have a German neighbour **who comes from Munich**.*

1 Read these sentences aloud, paying attention to the punctuation. Underline the relative clauses.

*I met a woman who sings in clubs.*

(defining)

*My sister, who lives in London, sings in clubs.*

(non-defining)

*The house which you saw is my aunt's.*

(defining)

*My aunt's house, which I don't like, is very big.*

(non-defining)

Explain the use of commas. How do they affect the pronunciation?

2 In which sentence in 1 can the relative pronoun be omitted? Why?

### Present and past participles

Underline the present and past participles in these sentences. Which are adjectives?

*Who is that boring man standing at the bar?*

*The carpets included in the sale were old and worn.*

*They own four houses, including a ruined castle in Scotland.*

▶▶ Grammar Reference p148

## PRACTICE

### Punctuation and pronunciation

- Work with a partner. Read the sentences aloud, then write any necessary punctuation.
  - The area of London I like best is Soho.
  - My father who's a doctor plays the drums.
  - The book that I'm reading at the moment is fascinating.
  - Paul passed his driving test first time which surprised everybody.
  - People who smoke risk getting all sorts of illnesses.
  - I met a man whose main aim in life was to visit every capital city in the world.
  - The Channel Tunnel which opened in 1995 is a great way to get from England to France.
  - What I like best about work is the holidays.
  - A short bald man seen running away from the scene of the crime is being sought by the police.

T 8.2 Listen and repeat the sentences.

## Adding detail

- 2 Read these sentences and tick the ones which need *more* information to make sense.
- The apple tree in our garden \_\_\_\_\_ needs to be cut down.
  - People \_\_\_\_\_ live longer.
  - She married a man \_\_\_\_\_.
  - The Great Barrier Reef \_\_\_\_\_ is the largest coral reef in the world.
  - Did I show you the photographs \_\_\_\_\_?
  - Let me introduce you to Petra James \_\_\_\_\_.
  - I'm looking for a book \_\_\_\_\_.
  - I was speaking to someone \_\_\_\_\_.
- 3 Put these sentences in the correct sentences in exercise 2, rewriting them as relative clauses. Leave out the pronoun if possible.
- She works in our Paris office.
  - You know this person.
  - We took them in Barbados.
  - She met him on holiday in Turkey.
  - It practises German grammar.
  - They do regular exercise.
  - My grandfather planted it sixty years ago.
  - It is situated off the north-east coast of Australia.

## Depress -ed or depress -ing?

- 4 Which group of adjectives, **B** or **C**, go with the topics in **A**? Match each adjective with a topic.

A	B	C
1 mistake	challenging	challenged
2 a holiday	shocking	shocked
3 gossip	depressing	depressed
4 a journey	relaxing	relaxed
5 a job	exhausting	exhausted
6 the weather	boring	bored
7 a TV documentary	embarrassing	embarrassed

- 5 **T 8.3** Listen to conversations about the topics. For each, say how the woman feels and why.

'It's raining again!'

'Oh, no! Another miserable day when we're stuck indoors.'

She's depressed!

The weather is depressing!

- 6 Complete each pair of sentences with the correct form of the same verb, once as a present participle (-ing) and once as a past participle.

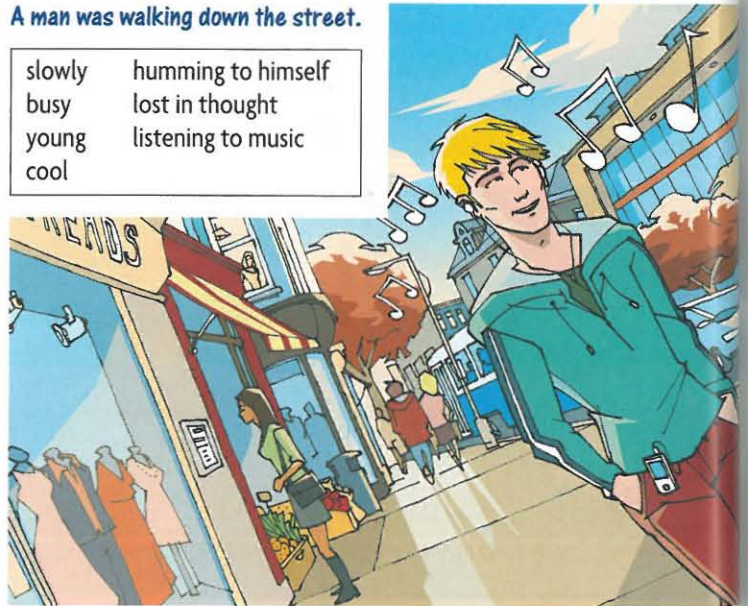
- I hurt my leg \_\_\_\_\_ football.  
Bridge is a card game \_\_\_\_\_ by four people.
- It says \_\_\_\_\_ in Korea on my camera.  
I have a job in a café \_\_\_\_\_ sandwiches.
- I've spent the whole morning \_\_\_\_\_ an essay.  
On the wall was some graffiti \_\_\_\_\_ in big letters.
- Goods \_\_\_\_\_ in the sales cannot be refunded.  
I've spent all my money \_\_\_\_\_ Christmas presents.
- The police caught the burglar \_\_\_\_\_ into a house.  
Careful! There's a lot of \_\_\_\_\_ glass on the floor.

## Adding more detail

- 7 Add *all* the words and phrases from the box to make this short sentence longer.

A man was walking down the street.

slowly    humming to himself  
 busy    lost in thought  
 young    listening to music  
 cool



**T 8.4** Listen and check.

- 8 Work with a partner. Choose two sentences and make them longer. Read them aloud to the class. Who has the longest sentence?

- A girl was sunbathing on the beach.
- A policeman came into the room.
- A boy found a wallet on the metro.
- The actor was seen in a restaurant.
- The holiday was a success.

**T 8.5** Listen and compare your ideas.

- 9 Find a picture in a magazine, or use the one your teacher gives you. Describe it to a partner, without showing it. Can your partner draw it?

# VOCABULARY AND PRONUNCIATION

## Adverb collocations

### Extreme adjectives

- 1 Which group of adjectives goes with which of the adverbs? Why? Match the adjectives in A with adjectives with a similar meaning in B.

**A** good bad big wet nice unusual  
surprised excited valuable silly interesting  
tired pleased clever funny

**very**

**absolutely**

**B** marvellous huge enormous exhausted  
hilarious delighted priceless thrilled soaking  
fantastic ridiculous awful brilliant fascinating  
gorgeous dreadful extraordinary excellent  
spectacular amazed

- 2 Complete these conversations using suitable adjectives.

1 **A** Did you get very wet in that shower?  
**B** Shower! It was a downpour! We're absolutely ...

2 **A** I bet you were quite excited when your team won.  
**B** Excited! We were absolutely ...

3 **A** I'm so pleased you're coming on holiday with us.  
**B** Well, I was absolutely ... to be asked.

4 **A** Come on, nobody will notice that tiny spot on your nose.  
**B** They will, I just know they will! It's absolutely ...

5 **A** I thought she looked rather silly in that flowery hat.  
**B** Silly! She looked absolutely ...

6 **A** Oh dear! Have you had a bad day at work?  
**B** Bad! It was absolutely ...

- 3 **T 8.6** Listen, check, and practise. Make similar conversations with your partner. You could talk about films, people you know, the weather ...

### Quite

- 4 **T 8.7** The adverb *quite* has different meanings. Listen and repeat these sentences. Which in each pair is more positive?

1 a She's quite clever.      2 a He's quite nice.  
b She's quite clever.      b He's quite nice.

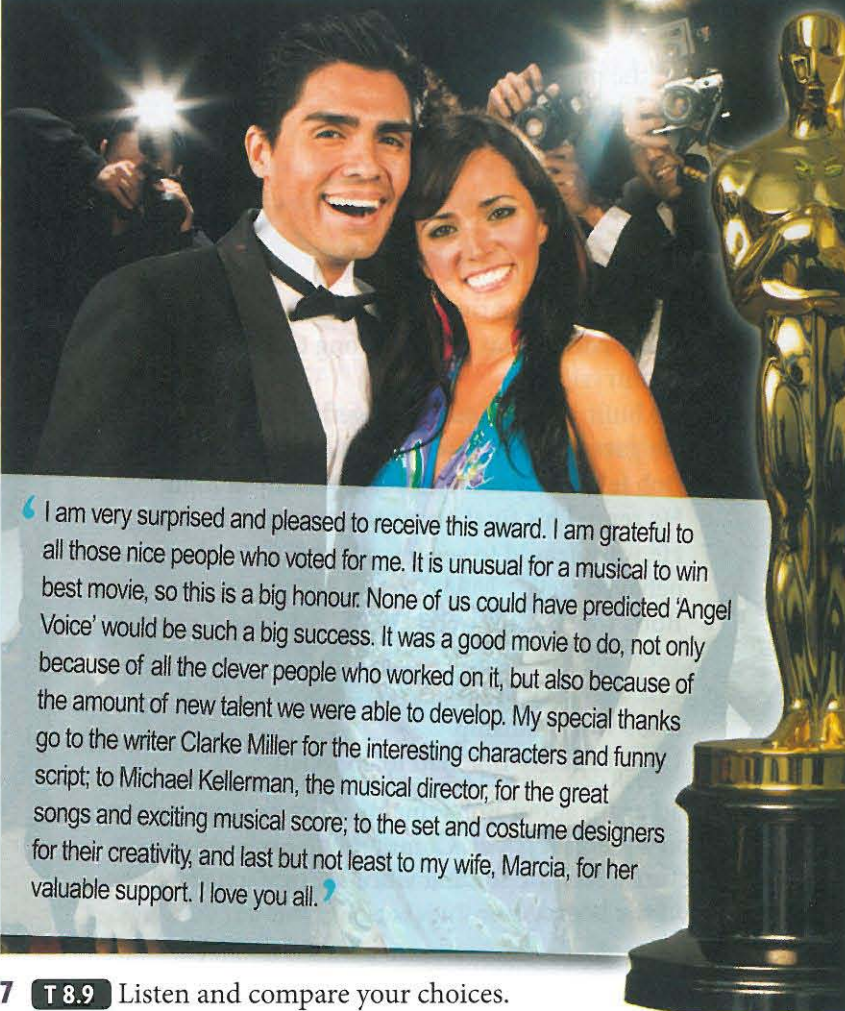
- 5 Read these sentences aloud according to the meaning.

1 a The film was quite interesting; you should go and see it.  
b The film was quite interesting, but I wouldn't really recommend it.  
2 a I'm quite tired after that last game. Shall we call it a day?  
b I'm quite tired, but I'm up for another game if you are.

**T 8.8** Listen, check, and repeat.

### A night at the Oscars

- 6 Read the speech. Who is speaking? Why? Rewrite the speech and make it sound more extreme by changing and adding adjectives and adverbs.



7 **T 8.9** Listen and compare your choices.

8 I am very surprised and pleased to receive this award. I am grateful to all those nice people who voted for me. It is unusual for a musical to win best movie, so this is a big honour. None of us could have predicted 'Angel Voice' would be such a big success. It was a good movie to do, not only because of all the clever people who worked on it, but also because of the amount of new talent we were able to develop. My special thanks go to the writer Clarke Miller for the interesting characters and funny script; to Michael Kellerman, the musical director, for the great songs and exciting musical score; to the set and costume designers for their creativity, and last but not least to my wife, Marcia, for her valuable support. I love you all.

## READING AND SPEAKING

### Happy ending in New York

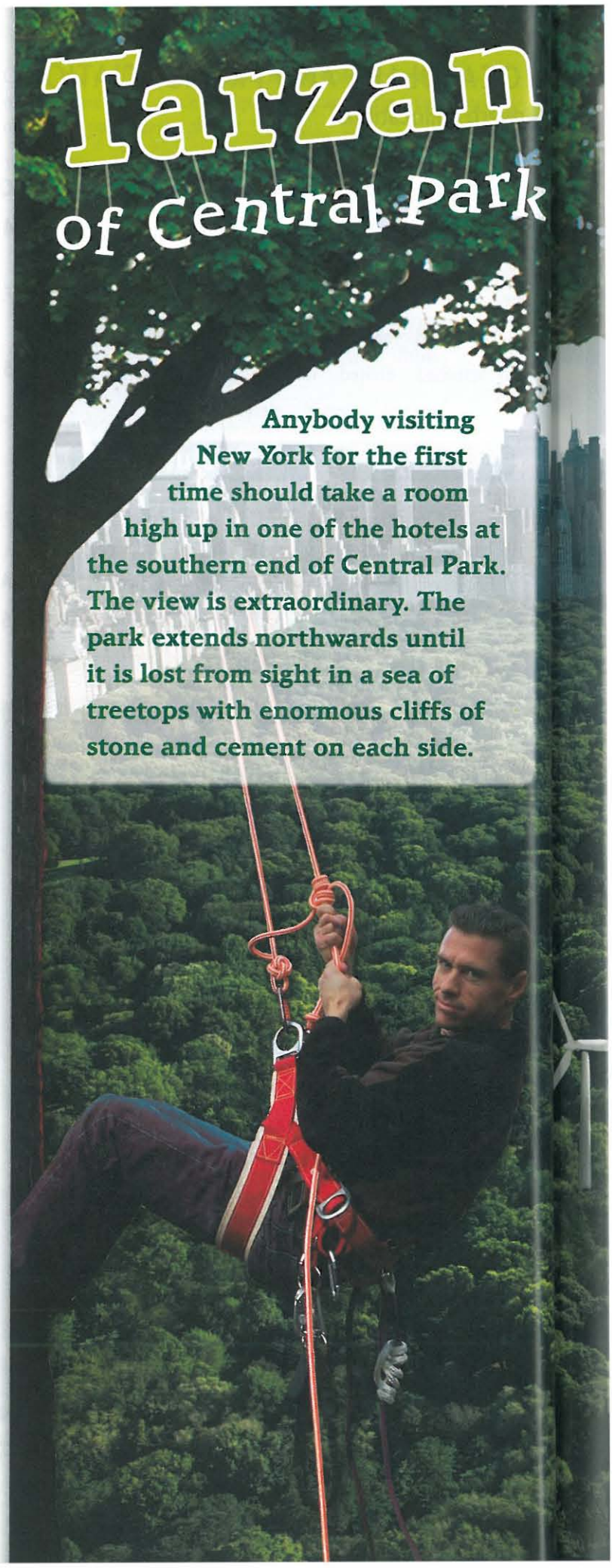
- 1 Write down three things you know about New York City. Share ideas with the class.
- 2 You are going to read about a young man, Bob Redman, who lives in New York City. Read the paragraph below, which is the conclusion of his story. Answer the questions.

This story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in the hectic, competitive world of New York, it is comforting to know that a man like Bob Redman exists.

- Is America 'a land of opportunity'? What does this mean?
  - Why is New York called 'hectic' and 'competitive'?
  - Do you think Bob Redman is a successful businessman?
  - Can you guess why his story might be comforting?
- 3 Read the title and the introduction. Answer these questions.
    - 1 Who was Tarzan?
    - 2 What advice is given about where to stay in New York? Why should you stay there?
    - 3 What are the 'enormous cliffs of stone and cement'?
  - 4 Read the paragraph headings only. What can you guess about Bob Redman's story?
  - 5 Now read the article. Were your guesses correct? Are these statements true (✓) or false (✗)? Correct the false ones.
    - 1 People near the park thought that someone might be living among the treetops.
    - 2 Bob Redman was raised among trees in the countryside.
    - 3 He built 14 tree houses altogether.
    - 4 He gave an interview to the *New York Times*.
    - 5 Bob felt lonely sometimes, especially at night.
    - 6 He rented his final house to some friends.
    - 7 He was pleased to see friends as long as they behaved well.
    - 8 Bob's tree houses were usually detected very quickly.
    - 9 The Park Director was very impressed with Bob's workmanship.
    - 10 Unfortunately Bob had to go to jail.
  - 6 Read again about Bob's final tree house. Try to draw it on a piece of paper. Comment on each other's pictures. Ask the student with the 'best' one to draw it on the board.

# Tarzan of Central Park

Anybody visiting New York for the first time should take a room high up in one of the hotels at the southern end of Central Park. The view is extraordinary. The park extends northwards until it is lost from sight in a sea of treetops with enormous cliffs of stone and cement on each side.



## Life among the treetops

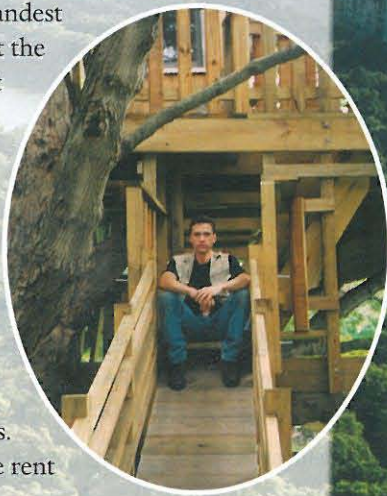
During recent years legends have grown up among people who live near the park, legends of life among the treetops. One story was of a young, handsome man who had been spotted from time to time among the branches. This rumour turned out to be true. There was a handsome young man who had been living in the treetops for eight years until discovered by the city authorities.

### 'I like the solitude.'

It is a touching tale. Bob Redman, brought up by his mother in a tiny Manhattan apartment, had always been addicted to trees. When he was 14 he went into the park and built himself a tree house. It was the first of 13 houses, each one more elaborate than the last. 'I like to be in trees,' Redman explained to a reporter from the *New York Times*. 'I like to be up, away from everything. I like the solitude. I love most of all to look at the stars. The view at night of the city lights and stars is beyond description.'

### A five-room split level home

His final house was the grandest of them all. Constructed at the top of a huge beech tree, it was what an estate agent would describe as a 'five-room split level home commanding spectacular views of the city skyline and Central Park.' It included ladders and rope bridges leading to an adjacent tree, as well as wooden benches and tables. Who can imagine what the rent might be for such a house?



### Friends came to visit

Redman went to great pains to hide his tree houses, building them in neglected corners of the park and camouflaging them with branches and green paint. Friends used to come to visit him, sometimes as many as 12 people at a time, bringing sandwiches and radios and books and torches. Certain rules had to be obeyed: no breaking branches, no litter, no fires, and no loud noise – except his brother Bill, who sometimes brought a set of conga drums to the tree houses and played them very late at night, giving rise to rumours of a tree-dwelling tribe.

## The party's over!

The park authorities quickly became aware of his activities. However, the houses were often not detected for long periods of time. Some lasted as long as a whole year before they were found and destroyed by officials, with a mournful Bob Redman watching from a distance. His magnificent final house went unnoticed for four months before Bob was awoken one morning with the words: 'Come down! The party's over!'

He climbed down and was met by Frank Serpe, Park Director, and ten officers of the Parks Enforcement Patrol. Mr Serpe had been hunting Redman for years. But he was generous in his praise for the houses. 'We marvelled at the spectacular workmanship,' he said. 'The floors were strong enough to hold a truck and not one nail was hammered into the tree.'

### The perfect job!

Mr Serpe concluded that, rather than lock him up in jail, perhaps they should offer Redman a job. He is now a professional pruner and tree climber for the Central Park conservancy. However, he has had to promise not to build any more tree houses. He says he cannot believe that a job so perfect for him could possibly exist.

I suppose, this story just goes to prove that America is still a land of opportunity, where dreams can become reality. And, in our hectic, competitive world, it is comforting to know that a man like Bob Redman exists.

## Role play

Work with a partner.

**Student A** You are Bob Redman.

**Student B** You are a journalist from the *New York Times*, interviewing Bob Redman.

Conduct the interview.

*Tell me about yourself, Bob. When and why did you build your first tree house?*

*Well, I was just 14 and my mother and I ...*

## What do you think?

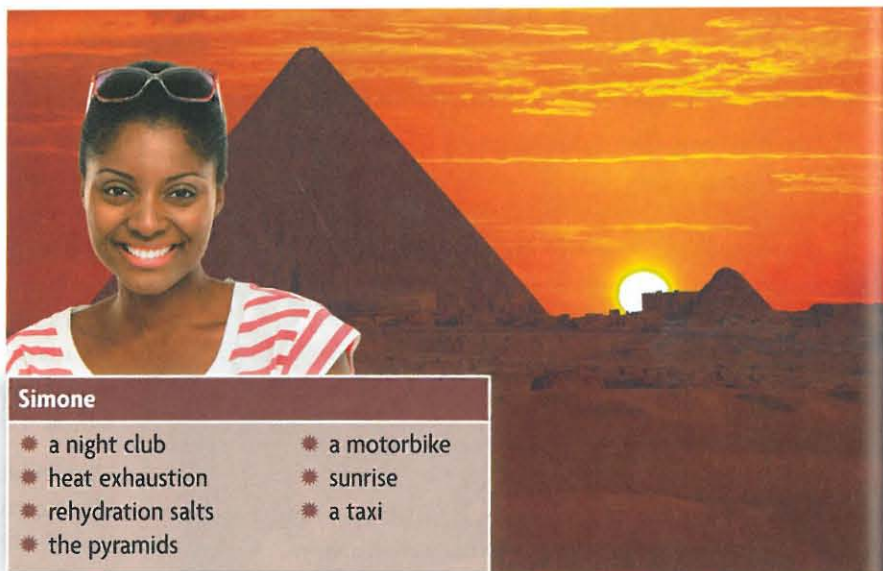
- Why is it comforting to read about a man like Bob Redman in New York?
- Read the quotation. What does it mean? Do you agree? How does it relate to Bob Redman's story? *'Find a job you love to do and you'll never have to work again in your life.'*

►► **WRITING** Describing places – My favourite part of town p113

# LISTENING AND SPEAKING

## Extreme temperatures

- 1 What's the coldest, hottest, or wettest place you've ever been? What were you doing? Work in groups, and then tell the class.
- 2 You are going to listen to **Simone** and **Anna** recalling their extreme experiences of heat and cold. Look at the words in the boxes and discuss what you think happened.
- 3 **T 8.10** Listen to **Simone** and answer the questions.
  - 1 Where was she?
  - 2 What was the temperature?
  - 3 What did she do that was stupid or silly?
  - 4 What kind(s) of transport did she use?
  - 5 Where was she going to? Why?
  - 6 What did she see when she arrived?
  - 7 Who did she meet? Was this person helpful?
  - 8 How did the temperature affect her?
  - 9 What happened in the end?
- 4 Guess the answers to the same questions about **Anna's** story.
- 5 **T 8.11** Listen and answer the questions in exercise 3 about **Anna**. Compare your ideas.



**Simone**

- ✱ a night club
- ✱ heat exhaustion
- ✱ rehydration salts
- ✱ the pyramids
- ✱ a motorbike
- ✱ sunrise
- ✱ a taxi



**Anna**

- ✱ an anonymous landscape
- ✱ huge blocks of flats
- ✱ frozen nostrils
- ✱ a tram
- ✱ scarves
- ✱ an old lady
- ✱ bonfire

### Language work

- 6 Complete the sentences with the adverbs used by **Simone** and **Anna**.

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

- 1 It was \_\_\_\_\_ hot and \_\_\_\_\_ we decided to go dancing.
- 2 We were sweating \_\_\_\_\_.
- 3 The temperature rises \_\_\_\_\_.
- 4 My brain wasn't working \_\_\_\_\_.
- 5 It was \_\_\_\_\_ anonymous, this landscape.
- 6 They all looked \_\_\_\_\_ the same.
- 7 I was beginning to \_\_\_\_\_, \_\_\_\_\_ panic.

### SPOKEN ENGLISH Adding a comment

In conversation we can add a comment with *which* as an afterthought. This often expresses our reaction to what we have said.

*He gave me a lift home, which was nice.*

- 1 Add a suitable comment from **B** to Simone's and Anna's comments in **A**. Sometimes more than one is correct.

A	B
1 We went dancing in temperatures of over 40°C,	which is hard to believe.
2 My friends were worried I'd get lost,	which was just amazing.
3 We visited the pyramids at sunrise,	which was rather a stupid thing to do.
4 My nostrils actually froze,	which was no joke.
5 This motorbike broke down in the desert,	which was no laughing matter.
6 The old lady didn't understand a word I said,	which was understandable.
	which is hardly surprising because my Russian's lousy.

- 2 **T 8.12** Listen and check. Practise saying the comments with a partner.

- 2 Write sentences ending with a comment from **B**. Tell the class.  
*I missed the last bus home, which was no laughing matter.*

# EVERYDAY ENGLISH

## Exclamations

Exclamations are often constructed with *How* and *What*.  
We use:

- *What* + adjective + plural or countable noun  
What fabulous shoes! What awful music!
- *What a/an* + (adjective) + singular countable noun  
What a (lovely) surprise! What an idiot!
- *How* + adjective  
How nice! How strange!

1 Write *What ...*, *What a ...*, or *How ...* to complete the exclamations.

- \_\_\_\_\_ silly mistake!
- \_\_\_\_\_ brilliant idea!
- \_\_\_\_\_ utterly ridiculous!
- \_\_\_\_\_ dreadful weather!
- \_\_\_\_\_ rubbish!
- \_\_\_\_\_ mess!
- \_\_\_\_\_ awful!
- \_\_\_\_\_ wonderful!
- \_\_\_\_\_ relief!
- \_\_\_\_\_ terrible thing to happen!

Which are positive reactions?  
Which are negative?

2 **T 8.13** Listen to some situations. Respond to them, using one of the exclamations in exercise 1.

3 Write an exclamation from the box on each line.

Whoops!	Phew!	Yuck!	Oh dear!
Hey, Peter!	Ouch!	Wow!	Mmm!

- \_\_\_\_\_ I dropped it! Sorry about that!
- Mmm** It's absolutely delicious!
- \_\_\_\_\_ What a relief! Thank goodness for that!
- \_\_\_\_\_ How amazing!
- \_\_\_\_\_ That's disgusting!
- \_\_\_\_\_ What a shame!
- \_\_\_\_\_ That really hurt!
- \_\_\_\_\_ Come over here and sit with us!

4 **T 8.14** Listen to the lines of conversation and reply to each one using a line from exercise 3.



5 **T 8.15** Listen and check. Complete the extra lines from the conversation.

- Just the \_\_\_\_\_ I like it.
- You \_\_\_\_\_ be so disappointed!
- Triplets! That'll \_\_\_\_\_ them busy!
- I told you that \_\_\_\_\_ happen.
- Don't worry. I'll \_\_\_\_\_ you a new one.
- You wouldn't \_\_\_\_\_ me eating that!
- Let's have a \_\_\_\_\_.
- I hadn't done any \_\_\_\_\_ for it at all.

6 Practise the conversations, paying special attention to intonation. You could act some of them out and make them longer!

7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a holiday, or a sports event. Act out your conversations to the class.



# 9

## The way we were

Expressing habit • *used to do/be used to doing*  
 Homonyms and homophones • Making your point

### TEST YOUR GRAMMAR

- Match a line in A with a line in B. Underline the words that express habit. Which are past and which are present?
- Choose the correct ending for these sentences.

He used to work hard	because he's a builder.
He's used to working hard	but now he's retired.

A	B
1 A reliable friend	a my Dad would read me a story at bedtime.
2 In Victorian times men	b are always talking about themselves.
3 I think my sister's in love.	c will never let you down.
4 When I was very small	d She'll spend hours staring into the fire, sighing.
5 My first girlfriend was Alice.	e used to wear top hats.
6 Big-headed people	f We used to go to the cinema on a Friday, and then we'd go for a pizza afterwards.

### GETTING BACK IN TOUCH

#### Expressing habit

- Do you keep in touch with people from your past? Have you lost touch with any really good old friends? How can you get back in touch?
- Read the message from Alison to an old school-friend. Complete it with the lines a–l.

a used to sit	g went
b 'd get	h was
c got	i used to call
d 's always talking	j used to calling
e used to go	k were always giggling
f 'd go	l 'll always end up

**T.9.1** Listen and check.

- Which actions in the message happened again and again? Which only happened once?

http://www.facebook.com

Search for people, places and things

Alison Makepeace 7:35pm

Dear Sally

I hope you don't mind me contacting you out of the blue like this. It's taken me a while to track you down, but now I have, thanks to the wonders of Facebook!

I don't know if you remember but we <sup>1</sup> \_\_\_\_\_ to Allendaes School together. You were the first person I <sup>2</sup> \_\_\_\_\_ to know when I started there.

We <sup>3</sup> \_\_\_\_\_ next to each other in class, but then the teachers made us sit apart because we <sup>4</sup> \_\_\_\_\_ so much.

I remember we <sup>5</sup> \_\_\_\_\_ back to your house after school every day and listen to music for hours on end. We <sup>6</sup> \_\_\_\_\_ all the Guns N' Roses CDs as soon as they came out. Once we ate all the food in your fridge and your mother <sup>7</sup> \_\_\_\_\_ furious.

Do you remember that time we nearly blew up the science lab? The teacher <sup>8</sup> \_\_\_\_\_ crazy, but it wasn't our fault. We <sup>9</sup> \_\_\_\_\_ him 'Homer Simpson' because he was small, fat, and bald.

I still see Penny, and she's still as mad as ever. We meet up every now and again, and we <sup>10</sup> \_\_\_\_\_ chatting about old times together. She <sup>11</sup> \_\_\_\_\_ about a school reunion. So if you're interested, drop me a line.

Looking forward to hearing back from you. It would be great to know how you're doing.

Your old schoolmate  
 Alison Makepeace

PS I'm not <sup>12</sup> \_\_\_\_\_ you Sally Davies!  
 To me, you're still Sally Wilson!

4 Look at these two sentences.

We used to go to school together ...  
We'd go back to your house ...

Which sentence is more factual?  
Which is more nostalgic?

5 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
We used to go	him 'Homer Simpson'.
We used to sit	to school together.
We were always giggling	you Sally Davies.
We'd go back	so much.
We used to call	to your house.
I'm not used to calling	next to each other.

**T 9.2** Listen and check.

## LANGUAGE FOCUS

- 1 Look at the sentences that express present habit.
- My sister **works** in a bank.*
  - She's **always borrowing** my clothes without asking me.*
  - She'll **go out** on a Friday night and **won't be back** till morning.*

Which sentence expresses ...

- my attitude to this habit of hers? (I find it annoying.)
- a simple fact about her?
- characteristic behaviour? (This is typical of her.)

2 Put sentences a–c into the past. Express sentence a in two ways.

3 Look at these sentences.

- I've lived next to the airport for years, so I'm **used to** the noise.*
- I **used to** live in Rome, but now I live in Paris.*
- I'm **getting used to** travelling on the Metro.*

In which sentence is *used* a verb? In which is *used* an adjective?

Which sentence expresses ...

- a past habit now finished?
- a situation which is familiar, and no longer strange?
- a situation which is still strange, but becoming easier?

▶▶ Grammar Reference p150

## PRACTICE

### What's she like?

1 Choose an adjective from the box to describe the people in the sentences.

easy-going	clumsy	mean	absent-minded
argumentative	sensitive	sensible	stubborn

- He's always losing things, or forgetting where he's put things.
  - She'll always cry at the end of a sad film.
  - Nothing ever upsets her, or annoys her, or worries her.
  - I'm always dropping things, or bumping into things.
  - She's ruled by her head, not her heart. She'll always think things through before she acts.
  - He just won't listen to anyone else's suggestions.
  - I remember that bloke Dave. He'd never buy you a drink.
  - And he'd pick a fight with anyone about anything.
- 2 Add similar sentences to support these statements.
- My flatmate is the untidiest person in the whole world.
  - My boyfriend is insanely jealous.
  - Marc is just the coolest guy I know.
  - My mother really gets on my nerves.
  - But my grandma was so sweet.
  - My dog Bruno was my best friend.
  - Your problem is you're self-obsessed.
  - My sister's so nosy.



## Discussing grammar

3 In pairs, decide which line in **B** best continues the line in **A**.

A	B
1 My friend Joe buys and sells cars.	a He's a real techno-geek.
2 He's always buying the latest gadgets.	b Don't you think that's wasteful of him?
3 He'll buy a shirt and only wear it once.	c He earns loads of money.
4 When I was young, we used to have holidays by the seaside.	a What an adventure that was!
5 My dad and I would build sandcastles and go swimming together.	b We'd go to the same place year after year.
6 One year we went to East Africa.	c I remember those days with such fondness!
7 John usually does the cooking,	a because he's been doing it for years.
8 He used to do the cooking	b but he still burns things. Maybe one day he'll get it.
9 He's used to doing the cooking	c but then he stopped.
10 He's getting used to doing the cooking	d but he isn't tonight. I am.

## My parents

- 4 **T 9.3** In which decade do you think the photo was taken? Listen to four people talking about their parents. Is/Was it a good relationship? In what ways?
- 5 **T 9.3** Listen again. These lines are similar to what they say. What are their actual words?
- ... she talked to me very openly ...  
... we used to go out shopping ...
  - He kept telling me to have my hair cut ...  
... she used to get angry when I picked at food ...
  - My mum nagged me all the time ...  
... she used to be all put out ...
  - We did a lot together as a family.  
... he brought us each a treat ...
- 6 Write a few sentences about the relationship between you and your parents. Tell your partner about it.



## Answering questions H.W

7 Answer the questions with a form of *used to do*, *be/get used to doing/sb/sth*.

- A You don't like your new teacher, do you?  
B Not a lot, but we're getting used to her.
- A How can you get up at five o'clock in the morning?  
B No problem. I \_\_\_\_\_.
- A How come you know Madrid so well?  
B I \_\_\_\_\_ live there.
- A How are you finding your new job?  
B Difficult, but I \_\_\_\_\_ it bit by bit.
- A Do you read comics?  
B I \_\_\_\_\_ when I was young, but not any more.
- A You two argue so much. How can you live together?  
B After twenty years' marriage we \_\_\_\_\_ each other.

**T 9.4** Listen and check.

# LISTENING AND SPEAKING

## A teacher to remember

- 1 Look at the pictures. What are modern classrooms like? What were classrooms like years ago? How have teaching styles changed?



- 2 **T 9.5** Listen to four people, Sean, Samantha, Rupert and Charlotte, talking about a teacher they remember well. Answer these questions after each one.
- 1 What was the teacher's subject?
  - 2 What did she/he look like?
  - 3 What is said about the age of the teacher?
  - 4 Why is she/he so memorable? Is it for positive or negative reasons?
  - 5 Did he/she influence the speaker in any way? If so, how?
- 3 **T 9.5** Listen again. Which teacher ...
- ... poked students? With what? Why?
  - ... taught 'dry subjects'? What were they?
  - ... had to 'crouch'? Where? Why?
  - ... had a 'mission in life'? What was this?
  - ... slammed something down on the desk? What? Why?
  - ... had a razor sharp wit? What was hidden in his words?
  - ... glowed with gratitude? Why?
  - ... gave crystal clear explanations? About what?

### SPOKEN ENGLISH Adjective intensifiers

- 1 Look at these lines from the tapescript. Which words intensify the adjective?

*He used to make these dead languages seem **dead easy**.*

*He had a **razor sharp** wit.*

- 2 Complete the sentences with a word from the box.

brand stiff freezing tiny wide great boiling fast

- 1 They live in this \_\_\_\_\_ big house in the centre of London.
- 2 I only made one \_\_\_\_\_ little mistake in my driving test, but I still failed.
- 3 Careful with the soup – it's \_\_\_\_\_ hot. Don't scald yourself.
- 4 It's \_\_\_\_\_ cold in here. Can't we put on the heating?
- 5 Do you like my car? It's \_\_\_\_\_ new.
- 6 Don't worry. You won't wake the children. They're \_\_\_\_\_ asleep.
- 7 I have a cold shower every morning. Then I feel \_\_\_\_\_ awake.
- 8 'I'm fed up with this lesson.' 'Me too. I'm bored \_\_\_\_\_.'

- 3 **T 9.6** Listen and check.

Find more examples in the tapescripts on p133.

### What do you think?

Work in small groups.

- What makes a teacher memorable? Think of positive, negative, and funny reasons.
- Who is a teacher you'll never forget? Why? What was/is she/he like?

## READING AND SPEAKING

### Living in the past

- 1 What do you know about the time when your grandparents and great-grandparents were young? When was it? What were their houses like? What did they do for entertainment?
- 2 Look at the pictures. What things can you see that are typical of the 19th century and the 1950s?

- 3 Divide into two groups.

**Group A** Read about **Peter Saunders**.

**Group B** Read about **Joanne Massey**.

Answer the questions.

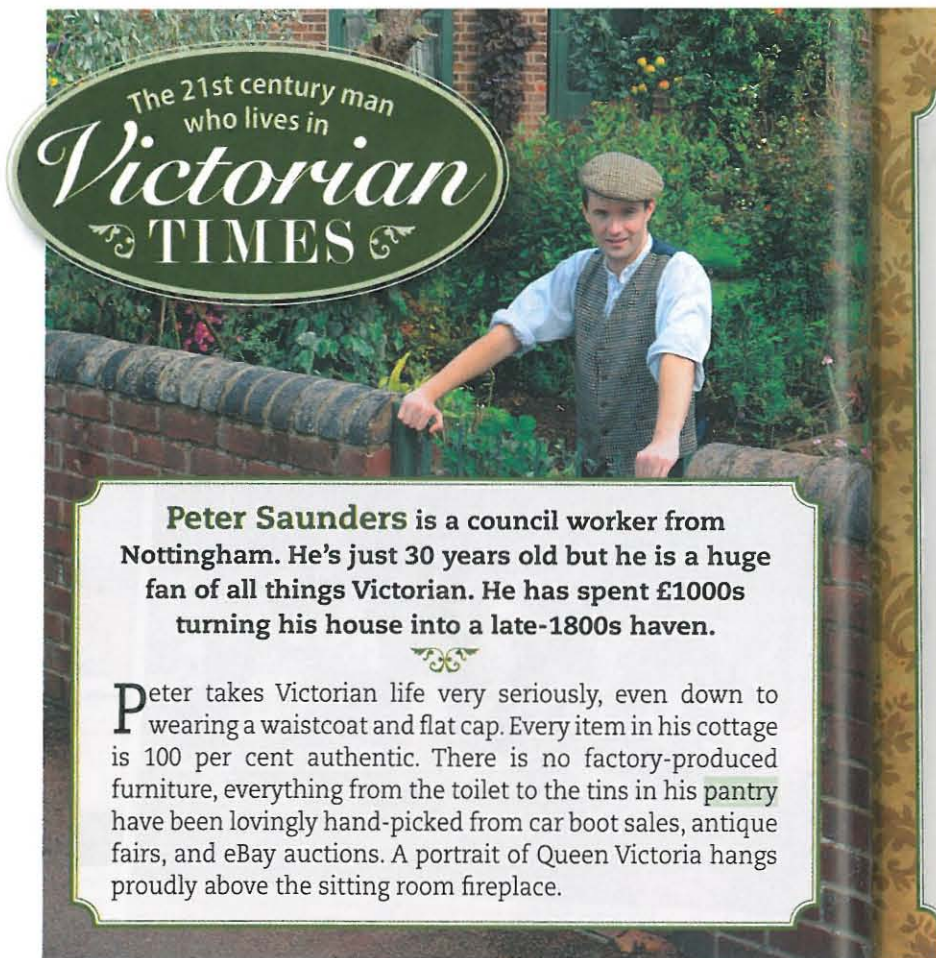
- 1 Which era is he/she obsessed by?  
What started the obsession?
  - 2 What does she/he wear?
  - 3 How does he/she source the things for the house?
  - 4 What does she/he not like about modern life?
  - 5 What does he/she like about the bygone era?
  - 6 Which 'mod cons' do they have in their houses? Where do they keep them?
  - 7 How do they entertain friends?
  - 8 What do other people think of their lifestyle?
  - 9 What do you learn about other members of the family?
- 4 Work with a student from the other group. Use the questions to tell each other about your person. What is your opinion of their lifestyles? Which do you prefer? What do you like/not like about them?
  - 5 With your partner try to guess the meaning of the highlighted words in your text.

#### What do you think?

- Why do some people like the idea of past times so much?
- Which past era would you like to live in, or do you prefer life today?
- What mod-cons would you find it hard to live without?

#### Project

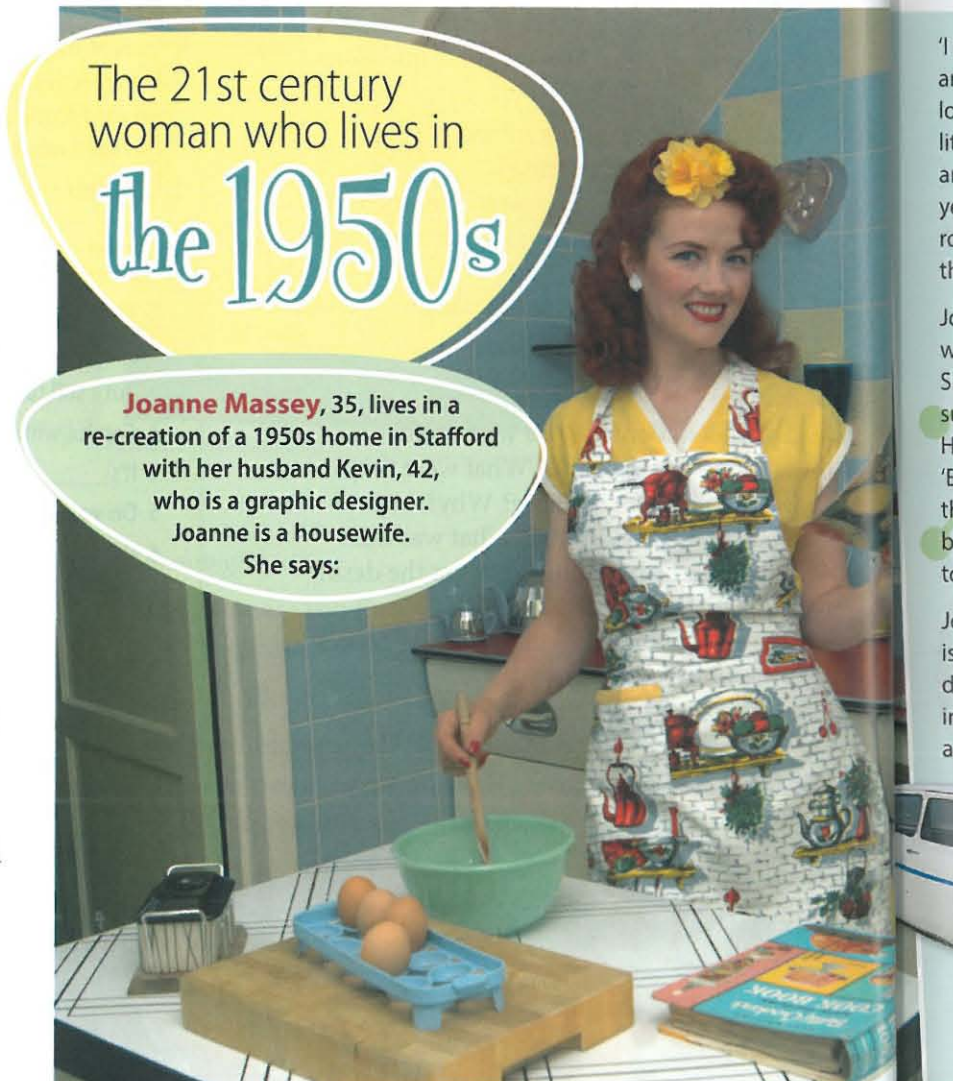
Choose a past time which interests you. Research it and present your findings to the class.

A photograph of Peter Saunders, a council worker from Nottingham, dressed in Victorian-era clothing including a flat cap, a white shirt, and a dark waistcoat. He is standing outdoors next to a brick wall, leaning on a wooden fence. The background shows lush greenery and a brick building.

The 21st century man who lives in  
*Victorian*  
TIMES

**Peter Saunders is a council worker from Nottingham. He's just 30 years old but he is a huge fan of all things Victorian. He has spent £1000s turning his house into a late-1800s haven.**

Peter takes Victorian life very seriously, even down to wearing a waistcoat and flat cap. Every item in his cottage is 100 per cent authentic. There is no factory-produced furniture, everything from the toilet to the tins in his pantry have been lovingly hand-picked from car boot sales, antique fairs, and eBay auctions. A portrait of Queen Victoria hangs proudly above the sitting room fireplace.

A photograph of Joanne Massey, a housewife, in a kitchen. She is wearing a yellow top and a white apron with a colorful pattern. She has a yellow flower in her hair and is smiling. In front of her is a wooden cutting board with a blue egg tray containing three brown eggs. A green bowl and a wooden spoon are on the table. The kitchen has blue tiled walls and a white countertop.

The 21st century woman who lives in  
*the 1950s*

**Joanne Massey, 35, lives in a re-creation of a 1950s home in Stafford with her husband Kevin, 42, who is a graphic designer. Joanne is a housewife. She says:**

Peter's four-bedroom house now looks much like it used to look when a real-life Victorian family lived there, and Peter is considering opening its doors to the public.

He says: 'I've gone to a lot of trouble and I would like to share it with people who will appreciate it. The Victorian period was a fascinating time. Both my mum and my sister are interested in it too, so I guess my passion for it started from them. My mum is always picking things up for me from car boot sales. I like the idea of the lifestyle that the Victorians had. They would entertain themselves. They used to love a sing-song round the piano. And they were less wasteful than we are today. Things were built to last. I can't stand all that modern stuff made of plastic that all looks the same. Most of my friends are very supportive and they love coming round for dinner parties, when all the old glasses and cutlery comes out.'



Peter uses all the original cooking features in his kitchen, but admits to having a microwave oven. He also has a television, central heating and a fridge freezer but he says:

'All my mod cons are cleverly hidden around the house in cupboards or behind curtains. And I have running water, as most Victorians had, but they didn't have hot water like I do.'

The house has an outside loo, which Peter is restoring. 'But I also have a Victorian-style indoor bathroom with antique fittings, so I suppose I have the best of both worlds – all the modern conveniences but with the romantic and quaint feel of the Victorian period, and it's very cosy – the Victorians were all about comfort.'

Experts agree with Peter that the house genuinely reflects Victorian times. Hilary Silvester, chairman of Nottingham Civic Society, said: 'Peter's done it extremely well. It's not twee in any way and has been restored in such a genuine fashion.'



'I love nothing better than fastening my pinny round my waist and baking a cake for Kevin in my 1950s kitchen. I put on some lovely Frank Sinatra music and am completely lost in my own little fantasy world. In our marriage, I am very much a lady and Kevin is the breadwinner. We've been married for 13 years and we're extremely happy because we both know our roles. I make sure our home is immaculate, there is dinner on the table, and I look pretty to welcome my husband home.'

Joanne doesn't even put petrol in their Ford Anglia car, which is 43 years old, because she thinks that is unladylike. She asks Kevin to do it. She only ever wears 1950s clothing, such as tight pencil skirts, a white blouse and a wide belt. Her furniture is all from the 50s. The kitchen is an original 'English Rose' design, which used to be very much the 'in thing'. They advertised for it in an antiques magazine and bought it from a family in Scotland who had it in their garage to keep tools in.

Joanne thinks modern life is too hectic. Shopping in supermarkets is an ordeal, and she doesn't read newspapers – they are just too distressing. She says: 'We do have a television set, but we hide it in a retro cabinet. Neither of us drinks and our social life revolves around visiting like-minded friends for tea and cakes.'

Her obsession began as a teenager. She loved old movies because they seemed to represent a halcyon time, when women were more feminine and men more protective. She could have gone to university, but chose to work in a bank.



She says: 'I was marking time until I met the right man. Kevin and I met at a Fifties Convention, and we had an old-fashioned courtship before he proposed. I was ecstatic, because I had found someone with the same passion. Some women I meet ask me if I feel patronised by spending all my time caring for Kevin, but I never would.'

At work, Kevin gets teased because he's the only one with home-made cakes and even home-made jam in his sandwiches. Joanne thinks his colleagues are jealous that he has a wife who devotes herself solely to his happiness. How many men these days can really say that?



# VOCABULARY AND PRONUNCIATION

## Homonyms and homophones

1 Work on your own. What do these words mean?

fan right glasses fine park mean

2 **T 9.7** Write down the words you hear.

3 Work with a partner. Compare your answers to exercises 1 and 2. Do you have any differences? What are they?

### Homonyms

4 Homonyms are words with the same spelling and more than one meaning.

a **bank** in the High Street  
the **bank** of a river  
I've supported you up till now, but don't **bank** on it forever.

Complete the pairs of sentences with the same word used twice.

1 My brother is crazy about Man. U. But I'm an Arsenal \_\_\_\_\_ myself.

We don't have air conditioning, just a ceiling \_\_\_\_\_ . It's not enough.

2 Oh dear! We have a \_\_\_\_\_ tyre and no spare wheel.

I'm renting a \_\_\_\_\_ near where I work.

3 'What's today's \_\_\_\_\_?' 'The third.'

I've got a \_\_\_\_\_ tonight. I'm going out with Carl.

4 He goes to the gym every day. He's very \_\_\_\_\_.

The trousers are too small. They don't \_\_\_\_\_ you.

5 It's not \_\_\_\_\_ . Everyone else is allowed to stay out till midnight.

She has beautiful \_\_\_\_\_ hair and blue eyes.

**T 9.8** Listen and check.

5 Think of two meanings for these words. Make sentences using them.

wave suit miss type point train kind cool

### Homophones

6 Homophones are words with the same pronunciation, but different spellings and different meanings.

/rəʊd/ the **road** to the town centre

She **rode** a horse.

I **rowed** across the river.

Write the word in phonetics in the correct spelling.

1 /həʊl/ the \_\_\_\_\_ world

a \_\_\_\_\_ in the ground

2 /pi:s/ a \_\_\_\_\_ of cake

war and \_\_\_\_\_

3 /flaʊə/ a rose is a \_\_\_\_\_

\_\_\_\_\_ to make bread

4 /seɪlz/ a yacht has \_\_\_\_\_

buy clothes in the \_\_\_\_\_

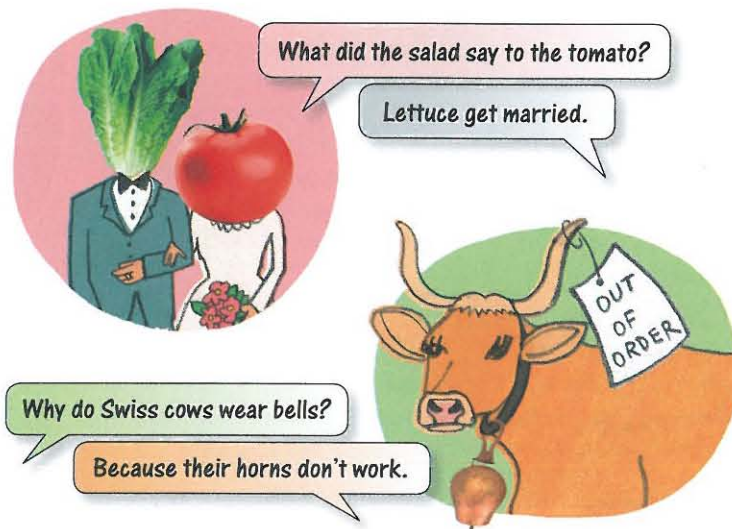
5 /sel/ shops \_\_\_\_\_ things

a prisoner lives in a \_\_\_\_\_

7 Think of a word with the same pronunciation but a different spelling for these words.

bored caught hire pair maid  
plain waist seas aloud write

8 **T 9.9** A lot of children's jokes are made with homonyms and homophones. Here are two! Which word makes the joke?



**T 9.10** Listen to some more jokes. Which word makes the joke? Practise telling them to each other.

## EVERYDAY ENGLISH

### Making your point

- 1 Three teachers Pat, Ian, and Helen are talking about the idea of giving lessons on body image in schools. What do you think the lessons are about?
- 2 **T 9.11** Listen to them giving their point of view. Who is for it, who is against it, and who is undecided?
- 3 **T 9.11** Listen again to Pat and Ian only and complete their views.



#### Pat

- 1 If you \_\_\_\_\_ me, this is a terrible idea.
- 2 \_\_\_\_\_, good body image isn't something that you can teach.
- 3 Another \_\_\_\_\_ is that teachers have enough to do.
- 4 \_\_\_\_\_, I've never worried too much about how I look.
- 5 The \_\_\_\_\_ I'm trying to make is that young people's education should be about qualifications.

#### Ian

- 1 To tell you the \_\_\_\_\_, I haven't really thought about it.
  - 2 I \_\_\_\_\_ the problem is that there are lots of images of beautiful models.
  - 3 As \_\_\_\_\_ as I'm concerned, people come in all shapes and sizes.
  - 4 \_\_\_\_\_, it would be a pretty boring world if we all looked the same.
  - 5 \_\_\_\_\_, as I was saying, I don't feel strongly one way or the other.
- 4 **T 9.11** Now listen again to Helen. Which phrases does she use to make her points?
- 5 Here are some more ways to make your point. Match the lines in A and B. What is the topic being discussed?

#### A

- 1 First of all,
- 2 The main problem is that,
- 3 In addition to this,
- 4 Generally speaking,
- 5 What I want to know is,
- 6 To be honest,
- 7 It's my firm opinion that
- 8 Finally,

#### B

- a there are also problems with diet.
- b I'd like to end with a quote from...
- c I'd like to look at the overall picture.
- d how do you educate people to have a better diet?
- e fast food should be totally banned.
- f as a nation we don't do enough exercise.
- g I don't know the answer to this problem.
- h this is quite a common problem.



### A class debate

- 6 Have a class debate. Choose a topic you feel strongly about. It could be something local to your situation perhaps, or one from this list.
- the importance of a healthy lifestyle
  - being vegetarian
  - saving or spending your money
  - experiments on animals

Divide into groups to prepare your ideas. When you are ready, conduct the debate.

- ▶ **WRITING T 9.12** Writing for talking – An early memory p114



# 10 Over my dead body!

Modal auxiliary verbs 2 • Synonyms • Metaphors and idioms – the body

## TEST YOUR GRAMMAR

- All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (X).
  - She must be very rich.
  - I must do my homework.
  - I can't sleep because of the noise.
  - They can't be in. There are no lights on.
  - I think that's Jane but I might be wrong.
  - You should see a doctor.
  - The train may be late due to bad weather.
- Put all the sentences in the past.

**T 10.1** Listen and check.

## MISSING FOR 500 YEARS! Modal auxiliary verbs in the past

- Work with a partner. Look at the pictures. Read the introduction and guess the answers to the questions.
  - Who was the man?
  - How did he die?
  - Why was he found in a car park?
  - How old was he when he died?

He must have been royal,  
perhaps a king or a prince.

It might have been Shakespeare.

He could have fallen ...

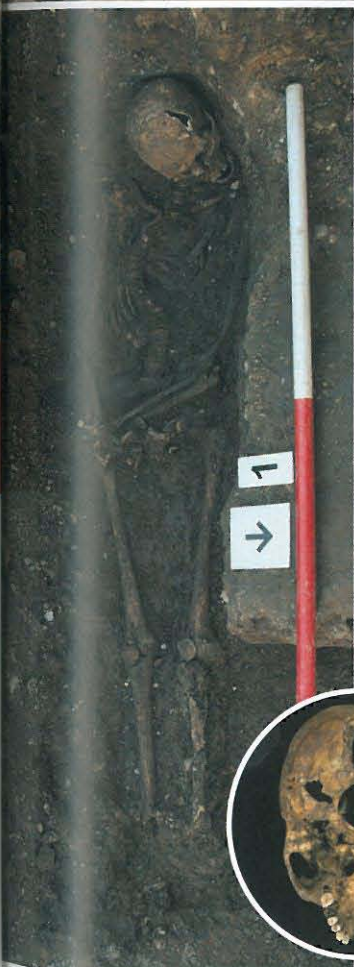
He may have been quite young.

- T 10.2** Listen to two people, Alice and Bill, discussing the skeleton. Were your predictions in exercise 1 correct? How do they know it was Richard III?



In August 2012 the skeleton of a 500-year-old man was discovered beneath a council car park in Leicester /'lestə/, England. This find caused great excitement amongst archaeologists and historians.

- Answer these questions using the words in *italics*.
  - When did Richard die? in the 15th century (*must*)
  - What was he doing when he died? riding a horse (*could*) fighting (*must*)
  - Was he buried in a car park? (*can't*)
  - How old was he when he died? 32 or 33 (*may*) 40 (*can't*)
  - What did they learn from his deformed spine? a hunchback (*would*)
  - Why were his feet missing? builders in the 16th century (*might*)
  - How did the Canadians feel about the discovery? surprised and excited (*must*)
  - Who was Richard fighting in the battle? Henry VIII (*can't*) Henry VII (*would*)
- T 10.3** Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.



5 Look at the pictures of medieval objects in England. With your partner discuss what you think they may have been used for.

It might have been used to ...

This must be a ...

That must have / might have / could have been for ...

I suppose / guess / reckon ...

I'd have thought ...

I wouldn't have thought ...

I bet they used it to ...

They'll have used that to ...



6 Check your answers and read a fuller history of Richard III on p163. What additional information do you learn about him?

### LANGUAGE FOCUS

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have	arrived.	
They must have		
They might have They could have They may have		
They can't have They won't have		

2 What concept do these modal verbs express? Choose a definition on the right.

<i>You shouldn't have told a lie.</i>	You did this but it wasn't necessary.
<i>You needn't have cooked.</i>	This was possible but you didn't do it.
<i>No one's hungry.</i>	You did this but it was wrong.
<i>You idiot! You could have killed yourself!</i>	

▶▶ Grammar Reference p151

# PRACTICE

## Discussing grammar

1 Underline the correct answer.

- 1 Sorry I'm late. I *should have gone/had to go* to the post office.
- 2 I looked for Pearl but I *couldn't find/couldn't have found* her.
- 3 I don't know where Paul is. He *had to go/must have gone* home early.
- 4 I *had to work/must have worked* hard when I was at school.
- 5 You *needn't have said/shouldn't have said* anything to Pam about her birthday party. It was going to be a surprise.
- 6 You *needn't have bought/couldn't have bought* a new vacuum cleaner. I managed to fix the old one.
- 7 You *should have asked/must have asked* me earlier. I *might have given/would have given* you a lift.
- 8 You *can't have done/needn't have done* your homework! You only started five minutes ago.
- 9 You *could have told/must have told* me the lesson had been cancelled! I *shouldn't have got/wouldn't have got up* so early.
- 10 You were lucky to get out of the car unharmed. You *would have been/could have been* badly hurt.

2 Complete the sentences with a modal verb in the past.

- 1 I *did* tell you about Joe's party. You \_\_\_\_\_ listening.
- 2 Thanks so much for all your help. I \_\_\_\_\_ managed without you.
- 3 Flowers, for me! Oh, that's so kind, but really you \_\_\_\_\_.
- 4 Come on! We're only five minutes late. The film \_\_\_\_\_ started yet.
- 5 I don't believe that Kathy's going out with Mark. She \_\_\_\_\_ told me, I know she would.
- 6 We raced to get to the airport on time, but we \_\_\_\_\_ worried. The flight was delayed.
- 7 We've got a letter here that isn't for us. The postman \_\_\_\_\_ delivered it by mistake.
- 8 You \_\_\_\_\_ gone swimming in such rough sea. You \_\_\_\_\_ drowned!

**T 10.4** Listen and check. Practise the sentences with a partner.

## What are they talking about?

3 **T 10.5** Read and listen to one half of a telephone conversation. Who is Robert talking to? Work with a partner. Make deductions about the people.

They might have had a holiday romance.

Marlene could be Donna's sister.

**Robert:** Hello?

**Donna:** ...

**R:** This is Robert.

**D:** ...

**R:** Sorry – Donna who?

**D:** ...

**R:** I'm sorry – I don't think I know any 'Donnas'.

**D:** ...

**R:** On holiday? Did we? Where was that?

**D:** ...

**R:** Greece! Oh yes of course! Donna and Marlene from Wisconsin. That was years ago.

**D:** ...

**R:** Well, thank you. Er – yes, Alistair and I enjoyed it too. Well, what a surprise! Er – What are you up to these days?

**D:** ...

**R:** Here? What are you doing here?

**D:** ...

**R:** Wow! Really? That's ambitious.

**D:** ...

**R:** Erm... well... obviously – er I'd love to see you both again but actually it's not really very ...

**D:** ...

**R:** Yes, I know we said that but Alistair lives in Scotland now and my flat isn't very big and my wife and ...

**D:** ...

**R:** About four years ago, and we're about to move to a bigger place. We're expecting another baby.

**D:** ...

**R:** I'm glad you understand. Maybe we could meet for a drink for old times' sake?

**D:** ...

**R:** Erm – maybe you're right. But it was nice to hear your voice again Donna. Love to Marlene and I'll tell Alistair that you got in touch. Enjoy your trip.

**D:** ...

**R:** Thanks Donna. Same to you. Bye.

4 In pairs, discuss what you think Donna is saying and act out the conversation.

5 **T 10.6** Listen and compare.

## SPOKEN ENGLISH Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** with a line in **B**.

A	B
1 'That exam was totally impossible!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 I know I shouldn't have eaten a whole tub of ice-cream ...	c but I just couldn't help it.
4 'I'm going to tell her exactly what I think of her.'	d 'Yes, why not! After all, I've got nothing to lose.'
5 'You might have told me that Jackie and Dave had split up!'	e 'I wouldn't do that if I were you.'
6 'I think you should forget all about her and move on.'	f 'Me, too. I'm dying for a coffee.'
7 'You should have been here yesterday! You'd have died laughing!'	g 'Believe me, I would if I could.'
8 'Then I found out that Annie's been going out with ... guess who? Dave!'	h 'Why? What was so funny?'
9 I'd known this guy for five minutes when he asked me to marry him!	i 'Huh! I could have told you that.'
10 'I could do with a break.'	j I just couldn't believe it!

**T 10.7** Listen and check. What extra lines do you hear? What are the contexts? Practise the conversations with a partner.

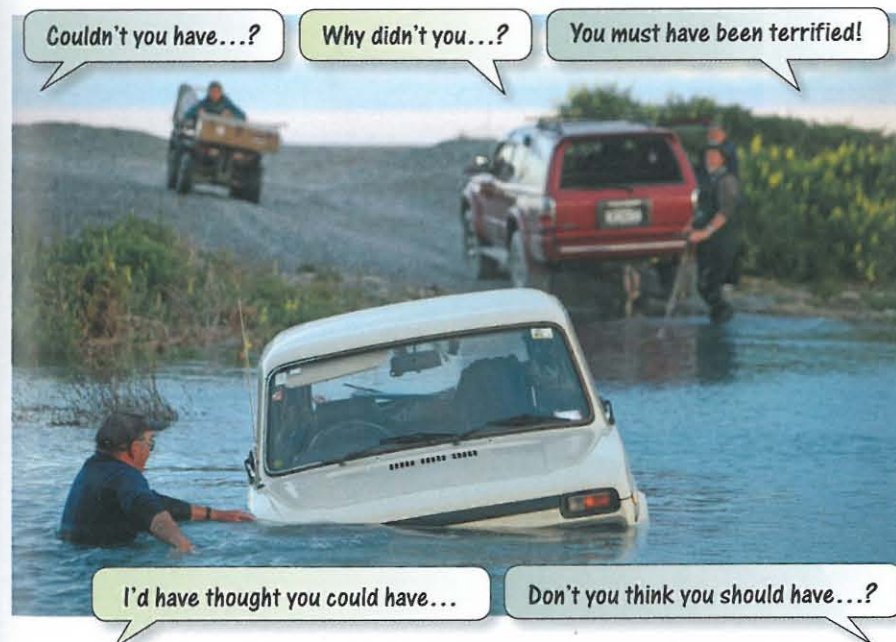
## SPEAKING The murder game



Four men are reading in the library of a country house. Suddenly one of the men drops dead. Who did it?

### It all went wrong!

6 Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.



1 Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it.

2 Work as a class to solve the murder. The best way to do this is through organization and co-operation, knowing when to speak and when to listen.

If you work together well, you should solve the murder in about twenty minutes. If you don't work together, you'll never solve it!

3 When you have finished, discuss these questions.

- How did you organize yourselves?
- Was everybody involved, or did one person dominate?
- How could you have solved the murder more quickly?
- What should you have done?
- Games such as these are used on management training courses. Why, do you think?

▶ **WRITING** Adding emphasis in writing – People of influence p116

## READING AND SPEAKING

### The amazing Vikings

- 1 Everybody has heard of the Vikings. Make notes on anything you know about them and share with the class.
- 2 Read the introduction.
  - When were the Vikings powerful?
  - What three things did they do across the northern world?
  - How did we find out about their lives?
- 3 Look at the pictures about Viking history. Read through the texts quickly. What else other than raiders and pillagers were the Vikings?
- 4 Work with a partner. Read the texts again and find information about the Vikings in relation to their:
  - 1 work
  - 2 skills
  - 3 appearance
  - 4 religion
  - 5 trade
  - 6 brutality
  - 7 exploration
  - 8 settlements

### Vocabulary work

- 5 What did the Vikings do? Match words in A and B.

#### The Vikings ...

A	B
tended	stone
carved	gods
traded	monasteries
raided	money
worshipped	livestock
extorted	far and wide
settled	expeditions
mounted	in many lands
explored	goods

- 6 Use the pictures and vocabulary in exercise 5 to tell the story of the Vikings to your partner.

### What do you think?

- 7 Discuss in small groups. Then report to the class.
  - How and why do you think the power of the Vikings finally ended?
  - What can you deduce? Use *must have*, *could have* and *might have*.

*We think they must have run out of places to raid.*

- 8 Read *The End of Viking Power* on p164 and check your ideas.

# THE VIKINGS

## Raiders, traders and intrepid explorers

“From the Fury of the Northmen, O Lord, Deliver Us!”

The year is 793 AD, and this was the petrified cry of the ancient Anglo-Saxons, pleading with God to save them from the Vikings (or Norsemen). For nearly 300 years, from the 8th to the 11th century AD, this warrior race set out from Scandinavia on raids and voyages of discovery and colonization across the northern world. They struck fear in the hearts of the peoples of Europe, but the archaeology of their settlements and the literature of their sagas reveal a complex and fascinating culture. They were not only violent raiders and pillagers, they were a lot else besides.



**1** This striking-looking race, with their blond hair and blue eyes, were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were, at heart, farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather-workers, and jewellers.



**2** They worshipped a variety of gods, chief among them were **Odin, Thor, and Frey**. Today, we recall them as Wednesday, Thursday and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.



**3** Above all, the Vikings were skilful shipbuilders and navigators. With their magnificent longships, they embarked on voyages of exploration far and wide, from Britain to Baghdad. They traded their iron, furs, and grindstones for goods which they could not get at home, such as silk, glass, and silver.



**4** However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day, they sprang surprise attacks on European monasteries, thereafter extorting protection money as a price of peace. This was known as Danegeld. This reign of terror began in 793, with a ferocious attack on England's Lindisfarne monastery.



**5** By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.



**6** In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for killing two men in a violent feud, sailed westward again. He finally settled in a grey, desolate land of fjords and glaciers. Cunningly he named it 'Greenland', so as to attract more settlers to join him and his family.



**7** Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands and in 1003 he mounted an expedition further west. He finally landed in a place which he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.

## LISTENING AND VOCABULARY

### Synonyms – the story of Jim and the lion

In 1907 Hilaire Belloc published *Cautionary Tales for Children*. They are humorous verses with a moral.



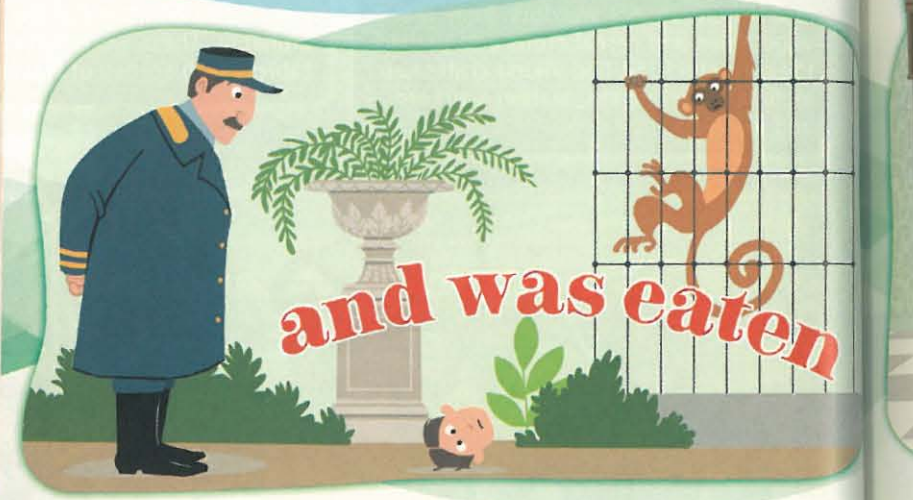
- 1 Look at the title of the poem and the pictures. Guess the answers to these questions.
  - 1 Where did his nurse\* take him?
  - 2 Was Jim a well-behaved boy?
  - 3 What happened when he ran away?
  - 4 Who tried to help Jim? Did this work?
  - 5 How did his parents react?

\*Nowadays we would say *nanny*, not *nurse*.

- 2 **T 10.8** Listen and check.
- 3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.
- 4 **T 10.8** Listen again and check your answers to the first verse. Then do the same for the rest of the poem.
- 5 What is the moral of this poem?  
What is the tone?  
Jim's parents, we are told, were 'concerned' about their son. Why is this funny?

#### What do you think?

- What were your favourite stories as a child? Tell the class about one of them.
- Were they scary? Funny?
- Who were the main characters? Were the stories based on real life, or fantasy?
- Did they have a moral? A happy ending?



**There** was a boy whose name was Jim;  
His ... were very good to him.  
They gave him tea, and cakes, and jam,  
And slices of ... ham,  
And read him ... through and through,  
And even took him to the zoo –  
But there it was the ... fate  
Befell him, I now ...

\* \* \*

**You** know – at least you ought to know,  
For I have ... told you so –  
That children never are ...  
To leave their nurses in a crowd;  
Now this was Jim's especial foible,  
He ran away when he was able,  
And on this ... day  
He slipped his hand and ... away!

\* \* \*

**He** hadn't gone a yard when – bang!  
With open jaws, a lion ... ,  
And hungrily began to eat  
The boy: ... at his feet.  
Now just ... how it feels  
When ... your toes and then your heels,  
And then by gradual degrees,  
Your shins and ankles, calves and knees,  
Are ... eaten, bit by bit.

buddies / friends

delicious / tasty  
poems / stories

dreadful / appalling  
describe / relate

frequently / often  
allowed / permitted

unlucky / inauspicious  
hurried / ran

sprang / leapt

beginning / commencing  
imagine / guess  
initially / first

gradually / slowly

# from his nurse



# by a lion

No wonder Jim ... it!  
 No wonder that he ... 'Hi!'  
 The honest keeper heard his cry,  
 Though very ..., he almost ran  
 To help the little gentleman.  
 'Ponto!' he cried, with ... frown  
 Let go sir! Down sir! Put it down!  
 The lion having reached his head,  
 The ... boy was dead!

\* \* \*

When nurse ... his parents they  
 Were more ... than I can say:  
 His mother, as she dried her eyes,  
 Said, 'Well - it gives me no ...,  
 He would not do as he was told!'  
 His father, who was ...  
 Bade all the ... round attend  
 To James's miserable ...,  
 And always keep a-hold of nurse  
 For fear of finding something worse.

loathed / detested  
 shouted / screamed

fat / overweight

furious / angry

miserable / unfortunate

told / informed  
 concerned / upset

shock / surprise

reserved / self-controlled  
 kids / children  
 fate / end

ZzZz



## EVERYDAY ENGLISH

### Metaphors and idioms – the body



1 Which part of the body is associated with ...?

intelligence

manual skills

emotions

2 The phrases in *italics* are metaphors. Rephrase them.

- 1 I'd offer to help, but I've *got my hands full* right now.
- 2 *Give me a hand* to move this sofa. It's so heavy.
- 3 She's so clever. She's *heading for* great things in life.
- 4 But she's not at all *big-headed*.
- 5 My daughter has a very *good head* for business.
- 6 She shouts a lot, but really she's got a *heart of gold*.
- 7 We had a *heart-to-heart*, and things are clearer now.
- 8 My parents wanted me to be a lawyer, but *my heart wasn't in it*. Now I'm a journalist.

3 Complete the sentences with one of these expressions.

putting on a brave face	on its last legs	a sharp tongue
goes to their head	pulling your leg	finding my feet

- 1 My car's done over 200,000 kilometres. It's \_\_\_\_\_ now. I'll have to buy a new one.
  - 2 With so many celebrities, success \_\_\_\_\_ and they start to believe they're really special.
  - 3 She's being very courageous and \_\_\_\_\_, but I know she's in a lot of pain.
  - 4 I'm in my first term at uni, and it's all a bit strange, but I'm slowly \_\_\_\_\_.
  - 5 'Sue says some really cruel things.' 'Yes, she's got \_\_\_\_\_.'
  - 6 'Did you really tell Sue I don't like her?' 'No, of course not. I'm just \_\_\_\_\_.'
- 4 **T 10.9** Listen to three conversations. Replace some of the phrases used with an expression on this page.

**T 10.10** Listen and check.

5 Find useful idioms or metaphorical uses for another part of the body in your dictionary. Explain them to the class.





# 1

# Home and away!

The tense system • Informal language • Compound words • Casual conversations



## TEST YOUR GRAMMAR

1 Which time expressions from the box can be used with the sentences below? Make sure the sentences sound natural.

when I was born never for ages tonight frequently in the 1980s ages ago the other day in a fortnight's time recently during a snowstorm for a year since 1972 later sometimes

- 1 My parents met in Paris.
  - 2 They travel abroad.
  - 3 They were working in Canada.
  - 4 I was born in Montreal.
  - 5 My grandparents have lived in Ireland.
  - 6 I wrote to my grandmother.
  - 7 My brother's flying to Brazil on business.
  - 8 He's been learning Portuguese.
  - 9 I'll see you.
- 2 Talk to a partner about yourself and your family using some of the time expressions.  
**My parents met at a party thirty years ago.**  
Tell the class some things about each other.

## AWAY FROM HOME

### Tense review and informal language

1 **T1.1** Listen and read 'Tyler's Tweets'. Is the style formal or informal? Where is Tyler from? What does he find strange in London?

I'm spending a year in London!

## TYLER'S TWEETS

Tuesday, September 4, 1:42 p.m.  
Still sitting in the airport in NYC. Been waiting three hours but seems like FOREVER!

Tuesday, September 4, 3:20 p.m.  
Just boarded the plane for London. My first trip abroad except for a week in Mexico last year. I'm going to stay with my buddy Dave for a few days in north London before I meet my host family. Dave lives in a place called 'Chalk Farm'. I don't get it – a farm in London?

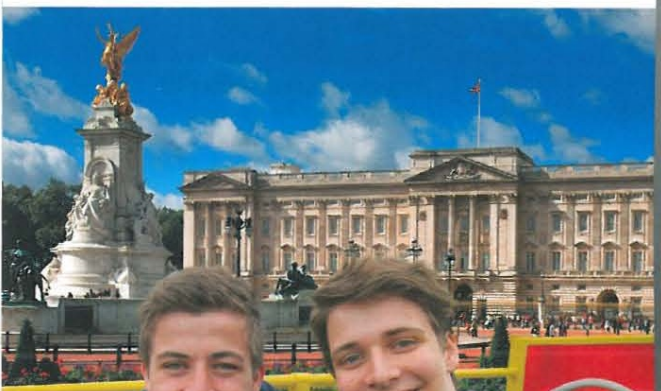
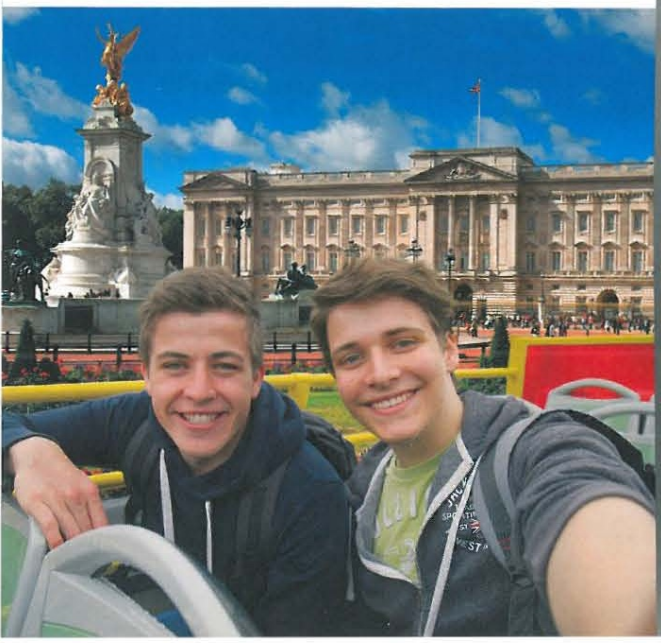
Thursday, September 6, 4:35 p.m.  
It's fun here but kind of weird. Dave doesn't live on a farm. His folks have a large apartment in a big old house. They call it a 'flat'. I asked for the 'bathroom' – they thought I wanted a bath. I'm learning fast.

Friday, September 7, 10:30 a.m.  
Dave and I are hanging out together today. We're on a bus! Upstairs! OMG! Just drove past Buckingham Palace. But they drive on the WRONG side of the road here. Crazy! Also, people say 'cheers' all the time. Isn't that for making toasts? A guy just said it to me because I'd let him pass.

Saturday, September 8, 7:19 p.m.  
First night with my host family, the Wilsons. They seem very nice, but their house is a million-mile walk to the subway! (They call it the 'Tube' here!)

Saturday, September 8, 11:10 p.m.  
Big day tomorrow. We're visiting Shakespeare's hometown. He wrote plays and stuff hundreds of years ago. He's mega famous.

**CHALK FARM ROAD**  
NW1



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

- 1 'Where is Tyler spending the year?'  
'In London.'
- 2 'Is this his first trip abroad?'  
'No, it \_\_\_\_\_. He \_\_\_\_\_ abroad once before.  
Last year he \_\_\_\_\_ to Mexico.'
- 3 'Where \_\_\_\_\_ Dave \_\_\_\_\_?'  
'In north London.'
- 4 'How long \_\_\_\_\_ Tyler \_\_\_\_\_ to stay with Dave?'  
'A few days.'
- 5 'Why \_\_\_\_\_ the guy say 'cheers' to Tyler?'  
'Because he \_\_\_\_\_ him pass.'
- 6 '\_\_\_\_\_ he like his host family?'  
'Yes, he \_\_\_\_\_. He \_\_\_\_\_ they're very nice.'
- 7 'What \_\_\_\_\_ they \_\_\_\_\_ on Sunday?'  
'They \_\_\_\_\_ Shakespeare's hometown.'

3 **T1.2** Listen and check your answers.

4 Read Teresa's email. Where is she? Is she working or on holiday? What are some of her likes and dislikes about the place?

5 Form the questions. Ask and answer them with a partner.

- |                           |                                |
|---------------------------|--------------------------------|
| 1 How long/Teresa/Africa? | 5 What/take home?              |
| 2 What time/start work?   | 6 How many/collect already?    |
| 3 What/just buy?          | 7 What/do at the beach?        |
| 4 Where/last Sunday?      | 8 What/sending to her parents? |

**T1.3** Listen and check your answers.

**From:** Teresa Sayers <teri.says@yooahoo.com>  
**To:** "mum n dad" <m.b.sayers@chatchat.net>  
**Subject:** Hotter and hotter in Tanga!

Hi Mum! Hi Dad!

Thanks for yours – always love news from home. Since I arrived here last September, it's been getting hotter and hotter. Wish we had air conditioning and not just two rubbish fans. Thank goodness I start work early, 7.00. It's the only cool (no – less hot) time of day in Tanzania. But hey, I have some cool news. I just bought a bike – well not exactly a bike, a 'piki-piki'. It's a kind of little motorbike. Everyone has one. Great for getting around. Don't freak, Mum! I'm really careful, 'specially on the bumpy road to school.

Last Sunday a group of us (on our piki-pikis of course!) headed up the coast to a really awesome beach, Pangani Beach. Incredible white sand, covered with fabulous shells. Did I tell you? 'Shelling' is a really popular pastime here. I've already collected hundreds – some are huge, all shades of pink and orange. I'm going to bring a few home. Anyway, we took a load of picnic stuff and barbecued fish and swam until the sun went down. The sunsets here are unbelievable – very quick but spectacular. I'm sending you some photos with this email.

So – that's it for now. Missing you millions. Can't wait to see you.

Love, Teri

PS Hey – I think I hear raindrops on the roof.



## LANGUAGE FOCUS

- 1 Name the tenses used in exercises 2 and 5. Why are they used?
- 2 Informal writing often has lots of colloquial language and missing words.

*Still sitting in the airport.* = I'm still sitting in the airport.

*kind of weird* = fairly strange

*guy* = man

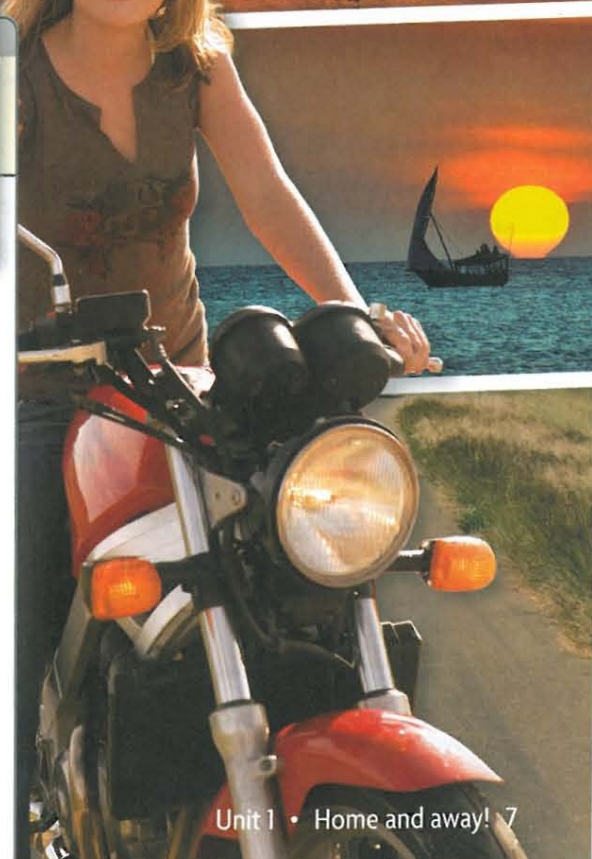
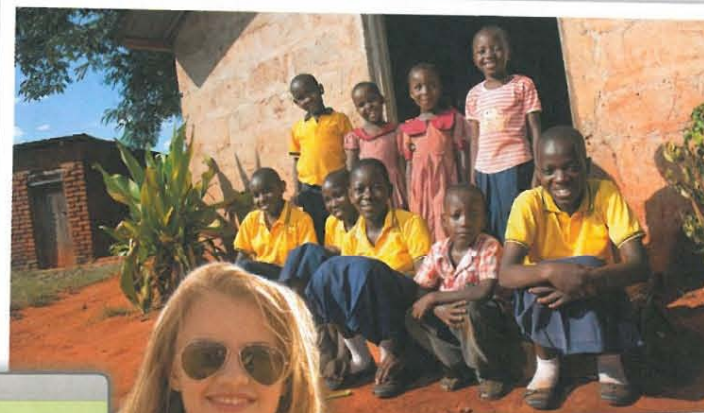
- 3 Read the tweets and email again.

1 What do 'my buddy', 'I don't get it', 'hanging out together', 'stuff', and 'mega famous' mean in Tyler's tweets?

2 Find colloquial words in Teresa's email and express them less colloquially.

3 Find examples in both texts where words are missing. Which words?

▶▶ Grammar Reference p139



# PRACTICE

## Identifying the tenses

1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous	PASSIVE	Simple	Continuous
Present	he <b>works</b>	we <b>are working</b>	Present	they <b>are made</b>	it <b>is being made</b>
Past	she	I	Past	it	it
Future	they	you	Future	they	
Present Perfect	we	she	Present Perfect	they	
Past Perfect	I	you	Past Perfect	it	
Future Perfect	they <b>will have worked</b>	he <b>will have been working</b>	Future Perfect	they <b>will have been made</b>	

2 **T 1.4** Listen to lines from eight conversations and discuss what the contexts might be.



A shop assistant talking to a customer.

3 **T 1.4** Listen again and identify the tenses.  
Present Continuous Passive and Present Continuous.

## Discussing grammar

4 Compare the meaning in the pairs of sentences. Which tenses are used? Why? Discuss your answers with a partner.

- Klaus **comes** from Berlin.  
Klaus **is coming** from Berlin.
- What **were** you **doing** when the accident happened?  
What **did** you **do** when the accident happened?
- I **'ve lived** in Singapore for five years.  
I **lived** in Singapore for five years.
- When we arrived, he **tidied** the flat.  
When we arrived, he **'d tidied** the flat.
- We **'ll have** dinner at 8.00, shall we?  
Don't call at 8.00. We **'ll be having** dinner.
- I **didn't teach** English very well.  
I **wasn't taught** English very well.
- How much **are** you **paying** to have the house painted?  
How much **are** you **being paid** to paint the house?
- You **'re** very kind. Thank you.  
You **'re being** very kind. What do you want?

## Talking about you

5 Complete these sentences with your ideas. Then compare with a partner.

- At weekends I often ...
- My parents have never ...
- I don't think I'll ever ...
- I was saying to a friend just the other day that ...
- I hate Mondays because ...
- I'd just arrived home last night when ...
- I was just getting ready to go out this morning when ...
- I've been told that our teacher ...
- In my very first English lesson I was taught ...
- The reason I'm learning English is because ...

**T 1.5** Listen to the lines in conversations and compare your ideas. What are the responses?

## SPOKEN ENGLISH Missing words

Which words are missing in these lines from conversations?

- Heard about Jane and John? Thought not.
- Leaving already? What's wrong?
- Failed again? How many times is that?
- Sorry I'm late. Been waiting long?
- Doing anything interesting this weekend?
- Like the car! When did you get it?
- Bye Jo! See you later.
- Just coming! Hang on!
- Want a lift? Hop in.
- Seen Jim lately?

Read the lines aloud to your partner and think of a suitable response for each one.







**T 1.6** Listen and compare.

▶ **WRITING** Informal writing – Correcting mistakes p103

# LISTENING AND SPEAKING

## Things I miss from home

- 1 Have you ever spent time away from home? Where? Did you have a good time? Write down one thing you missed from home on a piece of paper, and give it to your teacher.
- 2 **T1.7** Listen to people talking about what they miss most when they are away from home. Where are they from? Where are they now?
- 3 **T1.7** Listen again and complete the chart as you listen.

	What they miss	Other information
 Margaret		
 Mairie		
 Rob		
 Joe		
 Tetyana and Sem		
 Shaun		

- 4 Read some of the lines the people said. Who is speaking? Answer the questions.
  - 1 Over *here* you're kind of expected to be a salesman.  
*Where is 'here'? What is he selling?*
  - 2 It's *lovely* but it's not really *the same*.  
*What's lovely but not the same? The same as what?*
  - 3 I keep buying *them*, but every single *one* is a disappointment.  
*What are they? What else is a disappointment?*
  - 4 My mom says I miss *them* more than I miss her.  
*What does he miss so much and why?*
  - 5 ... once you've been out of *the country* for more than 15 years.  
*Which country? What can't you do after 15 years?*
  - 6 Up *there*, the air is quite crisp and clear ...  
*Where is 'there'? How is it different from where she lives now?*

- 5 Your teacher will read aloud the things you wrote in exercise 1. Guess who wrote them. Whose is the funniest? Most interesting?

### What do you think?

Work in groups.

- Think about your country. What would you miss most if you lived abroad? Compare ideas.
- Make a list of the disadvantages of moving abroad (-). For each one, try to find an advantage (+).  
– *The language barrier, if you don't speak the language.*  
+ *It's an opportunity to learn a new language.*
- Do you know anyone foreign who has come to live in your country? Why? Do they have any problems?
- Which other countries would you like to live in? Why?



## READING AND SPEAKING

### Saroo's story

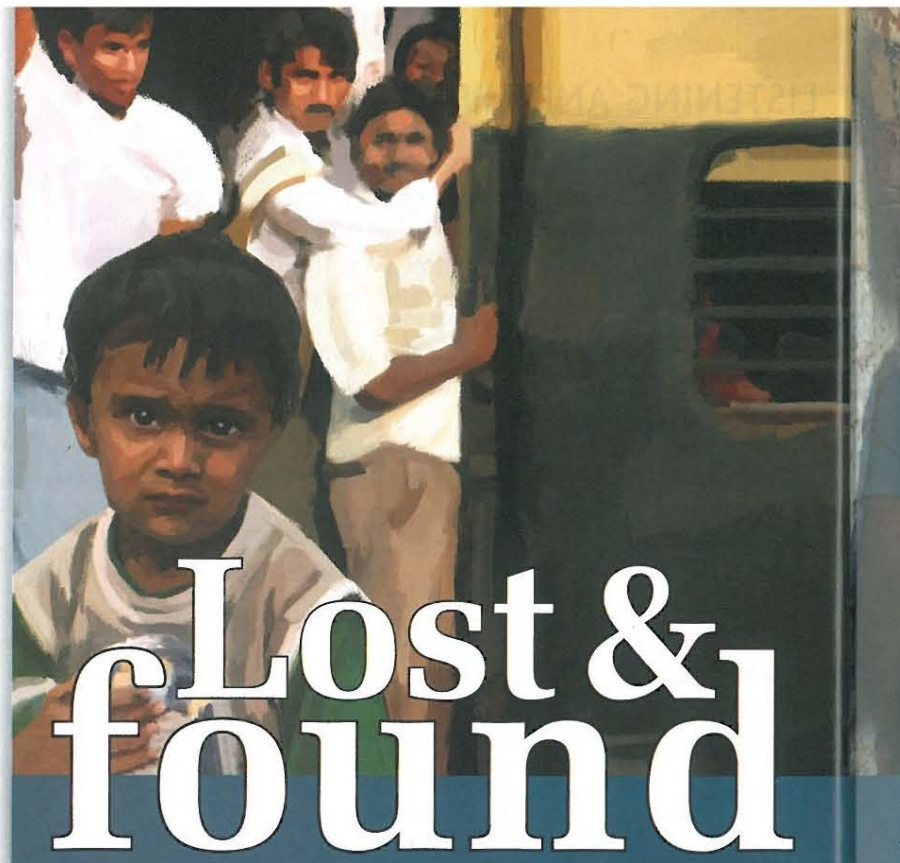
- 1 Look at the pictures and read the title and caption. What do you think happened to Saroo Brierley? How old do you think he is now? Discuss with a partner.
- 2 **T1.8** Cover the text and listen to some of the things that Saroo says about his story. Answer the questions.
  - 1 Where did Saroo fall asleep?
  - 2 How old was he?
  - 3 Why was he scared? Which city was he in?
  - 4 How do you think he ended up in Australia?
  - 5 What do you think is the significance of 14 hours and 1,200km?
  - 6 'I zoomed down and bang – the waterfall where I used to play.' How did he 'zoom down'? What did he find?
  - 7 Why didn't he recognize his mother at first?
  - 8 What did his mother do? What couldn't she do?
- 3 Read Saroo's full story. Are these statements true (✓) or false (✗)? Correct the false ones.
  - 1 Saroo and his brother both had jobs cleaning the trains.
  - 2 Saroo fell asleep at the station in Calcutta.
  - 3 He lived on the streets and continued to work on the trains.
  - 4 He was given food and shelter by a man.
  - 5 He was adopted from an orphanage by an Australian family.
  - 6 He had a happy childhood in Tasmania.
  - 7 When he found his hometown his mother was still living in the family home.
  - 8 He moved back to live with his birth family.

#### What do you think?

- Would Saroo be happy living back in his hometown? Why?/Why not?
- Why would his story make a good film?
- Who in your class has ever used Google Earth? What for?

#### Vocabulary work

- 4 Find the highlighted words or phrases in the text. Work out the meanings from the context.



**Saroo Brierley** was only five years old when he got lost. He was working with his older brother as a sweeper on India's trains. Together they travelled hundreds of miles up and down the vast network.

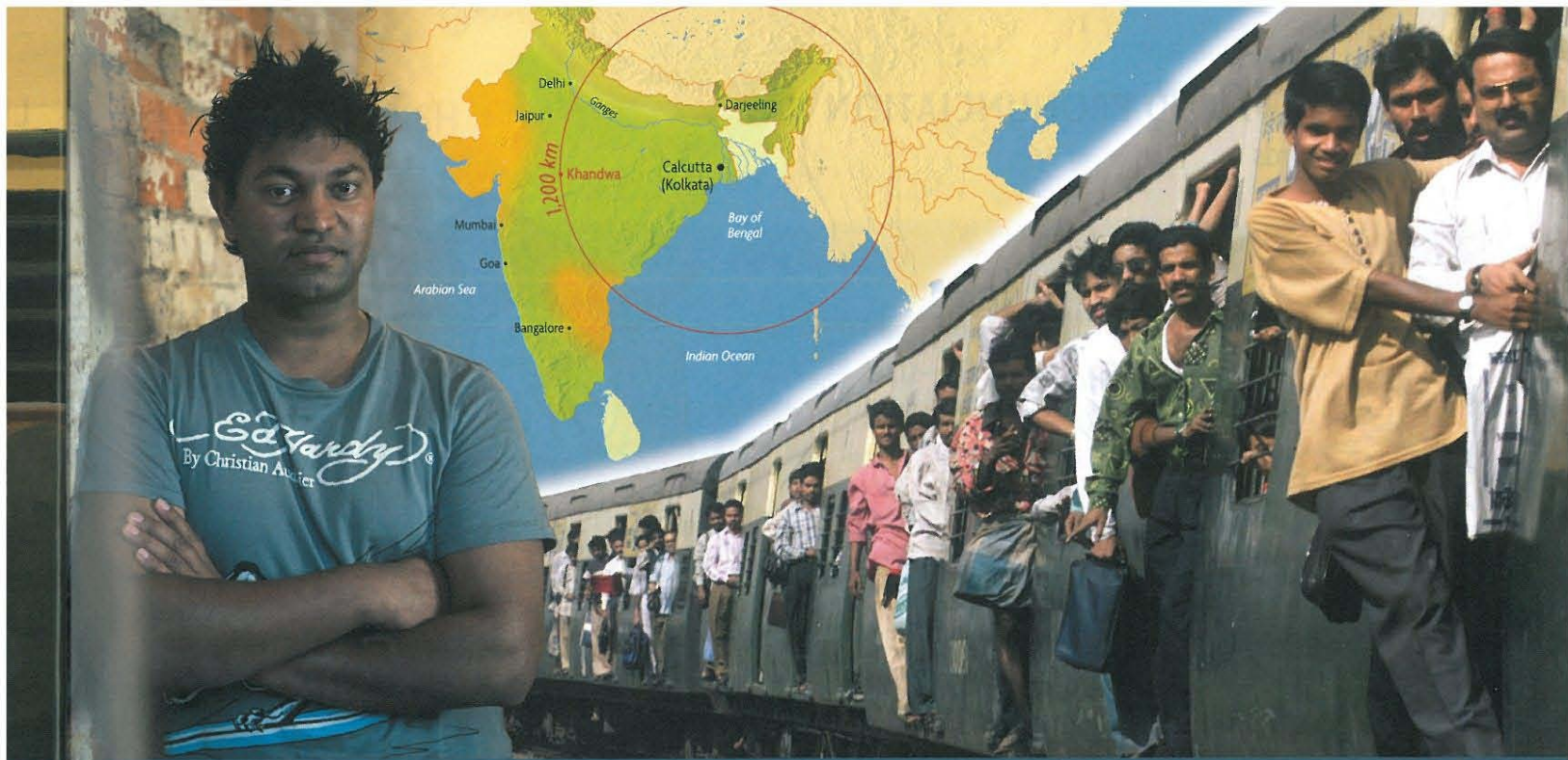
*"It was late at night. We got off the train, and I was so tired that I just sat down at the train station, and I ended up falling asleep."*

That fateful nap would determine the rest of his life. He thought his brother would come back for him but when he woke up the brother was nowhere to be seen. There was a train in front of him. Perhaps his brother was on board. He got on it to look for him. However, Saroo did not meet his brother on the train. Instead, he fell asleep again and when he woke up 14 hours later he had a terrible shock. There were hordes of people pushing, rushing, speaking in an unfamiliar tongue. He had arrived in Calcutta (Kolkata), India's third biggest city and notorious for its slums. He was nearly 1,500 kilometres (930 miles) from his home. Soon he was sleeping rough.

*"It was a very scary place to be. I don't think any mother or father would like to have their five-year-old wandering around alone in the slums and train stations of Calcutta. I was scared. I didn't know where I was."*

The little boy learned to fend for himself. He became a beggar, one of the many children begging on the streets of the city. Once, he was approached by a man who promised him food and shelter. But Saroo had learned to be suspicious of such people and ran away. In the end, he was taken in by an orphanage and put up for adoption. He was adopted by the Brierleys, a couple from Tasmania, Australia.

*"I accepted that I was lost and that I couldn't find my way back home, so I thought it was great that I was going to Australia."*



## Lost Indian boy finds his mother 25 years later!

Saroo settled down well in his new home. But as he got older the desire to find his birth family became increasingly strong. The problem was that as an illiterate five-year-old he had not known the name of his hometown. All he had to go on were his vivid memories. So he began using Google Earth to search for where he might have been born.

It was difficult but eventually Saroo hit on an effective strategy.

*“I multiplied the time I was on the train, about 14 hours, with the speed of Indian trains and I came up with a rough distance, about 1,200km.”*

He drew a circle on a map with its centre in Calcutta, with its radius about the distance he thought he had travelled. Incredibly, he soon discovered what he was looking for: the town of Khandwa.

*“When I found it, I zoomed down and bang – the waterfall where I used to play.”*

He journeyed to Khandwa. He found his way around the town with his childhood memories. Eventually he found his home. But it was not what he had hoped for. It looked old and shabby, as if nobody had lived there for a long time. A neighbour said that his family had moved. Then he struck gold, another neighbour said he knew where his mother lived now. The man guided Saroo to where three women stood waiting. He stared at them blankly. Only the woman in the middle seemed remotely familiar. The man gestured towards her. ‘This is your mother’, he said.

She had been young, in her thirties, the last time he saw her. She looked so much older now. But behind the weathered face, there was something unmistakable, unforgettable, his mother, Fatima.

*“The last time I saw her she was 34 years old and a pretty lady. I had forgotten that age would get the better of her. But then I recognised her and I said, “Yes, you are my mother”. She grabbed my hand and took me into her house. She couldn't say anything to me. She had a bit of trouble grasping that her son, after 25 years, had returned. She had long feared I was dead.”*

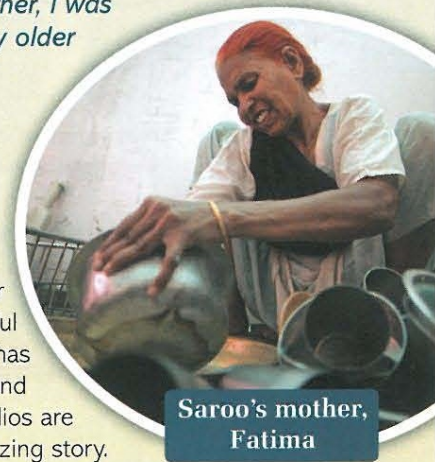
Fatima had searched the train stations for her missing son but she had never ventured as far as Calcutta. She couldn't imagine he had gone so far. However, she had never lost hope – a fortune teller had told her that one day she would see her son again.

And what of the brother with whom Saroo had originally gone travelling? Unfortunately, the news was not good.

*“You see, a month after I'd disappeared my brother was found in two pieces on a railway track. We were extremely close and when I left my mother, I was heartbroken knowing that my older brother had passed away.”*

His mother had never known whether foul play was involved or whether the boy had simply slipped and fallen under a train.

Saroo Brierley's lifelong wish had been to see his birthmother again. He feels incredibly grateful that this wish was granted. He has kept in touch with his newly found family. And now Hollywood studios are eager to make a film of his amazing story.



**Saroo's mother, Fatima**

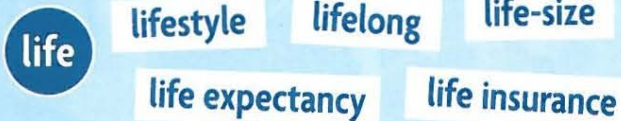
# VOCABULARY AND PRONUNCIATION

## Compound words

### Compound nouns and adjectives

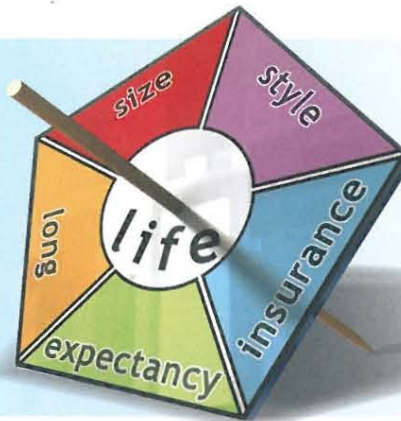
Words can combine to make new words.

1 Look at the examples. Which are nouns and which are adjectives?



Your dictionary can tell you when to use hyphens and spaces.

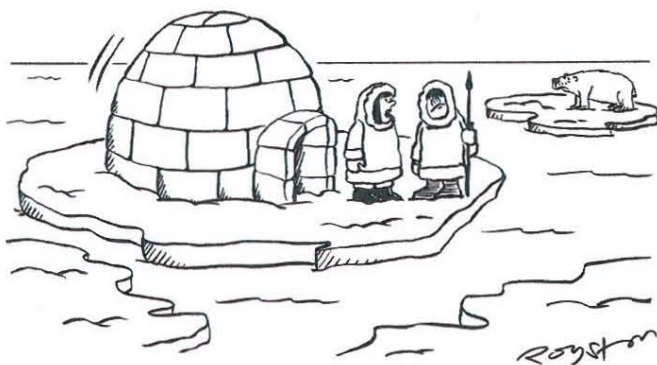
2 Read the compounds aloud. Which words are stressed?



1 How many compounds can you make by combining the words in the circle with the words around it?



Which are nouns and which are adjectives? Use your dictionary to help with the meaning and the spelling.



*"In the circumstances, I think we should skip the housewarming party."*

2 **T 1.9** Listen to five conversations. After each conversation, decide who is talking and what about.

**T 1.9** Listen again. Which compounds in exercise 1 are used?

3 Complete these lines with one of the compounds.

- I'm going away for two weeks. Do you think you could possibly water my \_\_\_\_\_?
- Don't worry, I know how \_\_\_\_\_ you are. I'll make sure your flat stays clean and tidy.
- Let's give her a spectacular \_\_\_\_\_ party when she gets back from New York.
- Me? I'm just a \_\_\_\_\_. Four kids, \_\_\_\_\_ cakes, and \_\_\_\_\_ vegetables!
- We're having a \_\_\_\_\_ party on the 12th. Can you come? I'll give you our new address.
- The drag is, with it being much bigger, there's much more \_\_\_\_\_ to do!
- Poor boy. I never thought he'd feel so \_\_\_\_\_.
- Her grandma's sick and \_\_\_\_\_, so they have to go and help.

**T 1.10** Listen and check.

- Practise saying the lines in exercise 3 with correct stress and intonation. Use them to help you remember more of the conversations. Act some of them out with a partner.
- How many compounds can you make using a word from A and a word from B? There is sometimes more than one option for each word in A.

A	B
book tea	pill line way case bell
computer sleeping	light air house bag software
air door junk	escape office poisoning pot
open food	step rest alarm shelf port
fire head	program food conditioning

Compare your words in groups. Check the meanings.

# EVERYDAY ENGLISH

## Casual conversations

1 Work with a partner. Match the lines in A and B.

2 **T 1.11** Listen and check. Practise the lines with your partner.

**A**

- 1 Great to see you! Come on in.
- 2 Excuse me, don't I know you from somewhere?
- 3 What d'you mean you're not coming?
- 4 I'll have the chocolate mousse. What about you?
- 5 My flatmate can't make it to your party.
- 6 How come you're not having a holiday this year?
- 7 You really should take it easy. You look stressed out.
- 8 I've got you the last two tickets for the show.

**B**

- a Actually, I don't think I'll bother with dessert.
- b I was just passing and thought I'd drop in.
- c Really! That's a shame. I was hoping to meet her.
- d No, I don't think so.
- e Well, I just don't feel up to going out tonight.
- f Oh, great stuff! I knew you'd swing it for us.
- g We just can't afford it.
- h That's as maybe but I have a lot on at work.

3 **T 1.12** Read and listen to the conversation. Who are the people? Do they know each other? Where are they going?

A Excuse me, is this yours?

B Let me see. Yes, it is. Thank you. I must have dropped it.

A Are you going far?

B Yeah, all the way to London. What about you?

A I'm getting off at Bristol.

B Oh, d'you live there?

A Actually, no. I work in Bristol but I live in Bath.

B Lucky you! I think Bath's a beautiful city!

A Yeah, you and thousands of others!

B What d'you mean?

A Well, you know, the tourists. There are just so many, all year round.

B Ah yes, that's a drag. You don't like tourists then?

A Well, I shouldn't really complain.

B How come? You can complain if you want.

A Not really – you see I'm a travel agent so I make a living from them!

4 Read the conversation aloud in pairs, using the stress marks to help.

5 Only the stressed words are given in these conversations. Try to complete the lines. Practise saying them as you go.

1

A Excuse ..., ... know you ... somewhere?

B Actually, ... think so.

A ... Gavin's party last week?

B Not me. ... know anyone ... Gavin.

A Well, someone ... looked just like ... there.

B Well, that's ... maybe ... certainly wasn't me.

A ... am sorry!

2

A Tony! Hi! Great ... see ...!

B Well, ... just passing ... drop in ... 'hello'.

A ... in! Have ... drink!

B ... sure? ... too busy?

A Never ... busy ... talk ... you.

B Thanks, Jo. ... really nice ... chat.

A Fantastic! Let ... coat.

6 **T 1.13** Listen and compare your ideas and pronunciation.





# 2 Been there, got the T-shirt!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

## TEST YOUR GRAMMAR

- 1 Work in pairs. What is strange about these sentences? What should they be?
  - 1 Columbus has discovered America.
  - 2 I travelled all my life. I went everywhere.
  - 3 I've learnt English.
  - 4 Ouch! I've been cutting my thumb.
- 2 Which of these verb forms can change from simple to continuous? What is the change in meaning?
  - 1 What do you do at the weekend?
  - 2 I don't like her boyfriend.
  - 3 I had a shower at 7.00.
  - 4 Someone's eaten my sandwich.

## OFF TO SEE THE WORLD

### Present Perfect Simple and Continuous

- 1 Look at the pictures and read about the famous explorer **Marco Polo** and the backpacker **Jake Ellis**. Why did people go exploring in the past? Why do people go travelling today?
- 2 Which lines below do you think go with each person, Marco Polo (MP) or Jake Ellis (JE).
  - 1  He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
  - 2  He's learnt a lot about history in Vietnam, seen amazing scenery in Laos, and visited ancient temples in Cambodia.
  - 3  He's been staying in cheap hostels, along with a lot of other travellers.
  - 4  His route led him through Persia and Afghanistan.
  - 5  He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.
  - 6  'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.
  - 7  He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.
  - 8  He's been travelling mainly by public transport.

**T 2.1** Listen and check. What other information do you learn about the two travellers?



## MARCO POLO

1254–1324

Marco Polo was the first person to travel the entire 8,000-kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years. ...

He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.



3 Match the lines about Jake in A and B. Practise saying them. Pay attention to contracted forms and weak forms.

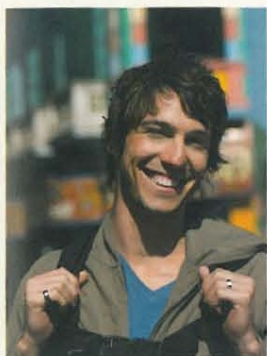
**A** He's been stung  
He's visited  
He's been staying  
'I've been  
'I've met  
He's been

**B** in cheap hostels.  
all over his body.  
a lot of really great people.  
to Laos and Vietnam.  
mugged.  
ancient temples.

**T.2.2** Listen and check.

**Travel** Wednesday 13 March

## Backpacker raises money for charity



Jake's route around Asia

**J**ake Ellis is in Singapore. He's on a nine-month backpacking trip round south-east Asia. He flew into Bangkok five months ago. Since then, he's been to Cambodia, Vietnam, Laos, and China. But Jake hasn't been partying his way around the tourist spots. He's raised thousands of pounds for WaterAid by doing a sponsored bike ride from Saigon to Angkor Wat. ...

He's been taking it easy for a week before getting a flight to The Philippines. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.



## Sending greetings from the East

A travel blog by Jake Ellis

10 blog entries 1 trip 165 photos

Hi! I'm Jake and I'm a student on a backpacking trip round south-east Asia. I've been having a brilliant time and I've met some fantastic people. But it hasn't all been fun! I've also done a bike ride to raise money for charity.

### LANGUAGE FOCUS

- 1 What is the main tense used in the sentences about Marco Polo? Why?  
What are the main tenses used in the sentences about Jake Ellis? Why?
- 2 Compare the use of tenses in these sentences.
  - 1 She's been writing since she was 16.  
She's written three novels.
  - 2 I've read that book. It's good.  
I've been reading a great book. I've nearly finished it.  
I've been reading a lot of travel books lately. I've read three about Peru.
  - 3 He's played tennis since he was a kid.  
He's been playing tennis since he was a kid.

▶▶ Grammar Reference p141

## PRACTICE

### Questions and answers

- 1 Read the pairs of questions. First decide who each question is about, Marco Polo or Jake Ellis. Then ask and answer the questions.
  - 1 Where did he go?  
Where has he been?
  - 2 How long has he been travelling?  
How long did he travel?
  - 3 How did he travel?  
How has he been travelling?
  - 4 Who has he met?  
Who did he meet?
  - 5 Did he have any problems?  
Has he had any problems?
- 2 Here are the answers to some questions. Write the questions.

#### Marco Polo

- 1 In 1254, in Venice. *When and where?*
- 2 Four years. *How long / journey / China?*
- 3 For seventeen years. *How long ...?*
- 4 Gold and jewellery. *What / bring back?*
- 5 *The Travels of Marco Polo. What / title?*

#### Jake Ellis

- 6 Mainly by public transport. *How / travelling?*
- 7 Cambodia, Vietnam, Laos, and China. *Which ...?*
- 8 In cheap hostels. *Where / staying?*
- 9 Thousands of pounds. *How much / raise?*
- 10 Yes, he has, a few times. *Has / ill?*

**T.2.3** Listen and check your answers.

## Discussing grammar

- 3 Put the verbs in the correct tense. Discuss the reasons for your answers with your partner.

<b>drive</b>	1 We _____ over 500 miles yesterday. We _____ already _____ 200 miles today. We _____ for hours without a break.
<b>try</b>	2 _____ you ever _____ Korean food? _____ you _____ kimchee when you were in Seoul?
<b>go/be</b>	3 How many times _____ you _____ to America? How many times _____ Christopher Columbus _____ to America?
<b>live</b>	4 My aunt _____ in the same house since she was born. I _____ with her for the past month while I look for a job.

## Simple and continuous

### LANGUAGE FOCUS

- Simple verb forms see actions as whole and complete.  
*He works in London. It rained all night. I've run six miles.*
- Continuous verb forms see actions in progress.  
*I'm working in Rome for two weeks. It was raining when I got up. I've been running for three hours.*
- State verbs are not usually used in the continuous.  
*I know Peter well. I've always liked him.*  
Name some more verbs like these.

▶▶ Grammar Reference p141

- 4 Match a line in A with a line in B. Write 1 or 2 in the boxes.

A	B
a <input type="checkbox"/> Peter comes	1 from Switzerland.
b <input type="checkbox"/> Peter is coming	2 round at 8.00 tonight.
c <input type="checkbox"/> I wrote a report this morning.	1 I sent it off this afternoon.
d <input type="checkbox"/> I was writing a report this morning.	2 I'll finish it this afternoon.
e <input type="checkbox"/> What have you done	1 since I last saw you?
f <input type="checkbox"/> What have you been doing	2 with my bag? I can't find it.
g <input type="checkbox"/> I've had	1 a headache all day.
h <input type="checkbox"/> I've been having	2 headaches for weeks.
i <input type="checkbox"/> I've known	1 my new neighbours.
j <input type="checkbox"/> I've been getting to know	2 Anna for over ten years.
k <input type="checkbox"/> I've cut	1 my finger. It hurts.
l <input type="checkbox"/> I've been cutting	2 wood all morning.

▶▶ WRITING A formal letter or email – A letter of complaint p104

## Destination Lonely Planet

- 5 How do you plan holidays? Do you use travel guides?
- 6 Look at the pictures. **Tony and Maureen Wheeler** are the founders of the *Lonely Planet* travel guides. Work with a partner. **Student A** Look at this page. **Student B** Look at p160.



The travel guide company *Lonely Planet* was founded by **Tony and Maureen Wheeler** ... (When?). *Lonely Planet* is an outstanding publishing success. **Over 120 million guidebooks** have now been printed and it has books for almost every country in the world. They have been translated into ... (How many) languages. The website [www.lonelyplanet.com](http://www.lonelyplanet.com) receives **over 100 million** visitors per year, and there has been in excess of 10 million downloads of its apps. It has offices in the UK, the US, and India with its headquarters in ... (Where?).

Tony Wheeler lived in many different countries when he was young because **his father's job took him all over the world**. He studied ... (What?) at Warwick University. Maureen was born in **Belfast**. She went to London at the age of 20 because ... (Why?). She met Tony in Regent's Park **three days after arriving**.

In 1972 they travelled ... (Where?) The trip took six months. They wrote their first book, called *Across Asia on the Cheap*, **on their kitchen table in Melbourne**. They have lived in Melbourne on and off ... (How long?). Together they have been to **more than 100** countries. Tony says that the most amazing place he has ever visited is a remote hilltop city called Tsaparang, in Tibet.

The Wheelers sold *Lonely Planet* in ... (When?), but Tony still writes for the company. His new book, *Dark Lands*, recalls his experiences in countries such as Pakistan and Colombia.

**Student A** Ask and answer questions with **Student B** to complete the information about Tony and Maureen Wheeler.

When was Lonely Planet founded?

In 1973. How many guidebooks have been printed?

Over 120 million. How many ...

## SPEAKING AND LISTENING

### Dreams come true

1 20,000 people were asked in a poll what they most wanted to do before they die. Here are the top 15 activities.

- go whale-watching
- see the Northern Lights
- visit Machu Picchu
- escape to a paradise island
- go white-water rafting
- fly in a fighter plane
- fly in a hot-air balloon
- climb Sydney Harbour Bridge
- swim with dolphins
- walk the Great Wall of China
- go on safari
- go skydiving
- dive with sharks
- drive a Formula 1 car
- go scuba diving on the Great Barrier Reef



What are your top five? Which don't interest you at all? Discuss in groups.

2 Look at the results of the poll on p160. Does anything surprise you?

3 **T 2.4** Listen to three people describing the activities in exercise 1. Which one is each of them talking about? How did the experience affect them?

4 Answer the questions with **A** (Alan), **B** (Bernie), or **C** (Carol).

Who ...

- 1 **B** says their activity was uneventful at first? Why?
- 2  didn't finish their activity? Why not?
- 3  describes the sound that they heard? What was it like?
- 4  was surprised at the size of what they saw? How do they describe it?
- 5  has done the activity twice? Which time was best?
- 6  had their activity spoilt by the weather? How?

5 **T 2.4** Listen again and check/complete your answers.

### SPOKEN ENGLISH Fillers

When we speak (in any language!), we often use fillers to help give us time to decide what to say next. These are words and phrases such as *like, you know, I mean, kind of, etc.*

**Bernie** Erm ... there was a nervous *kind of* feeling amongst us.

**Carol** I was wearing *like* only a summer dress and sandals.

Look at the tapescript on p122 and find more examples of fillers.

## READING AND SPEAKING

### Our plastic planet

- 1 The article you are going to read talks about *'the infinite number of plastic products that fill our lives.'*

In groups, make a list of all the plastic products you use in a typical day.

Share your list with the whole class.

- 2 Here are some more lines from the article. What do you think they are talking about?

I realised the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the sea.

They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

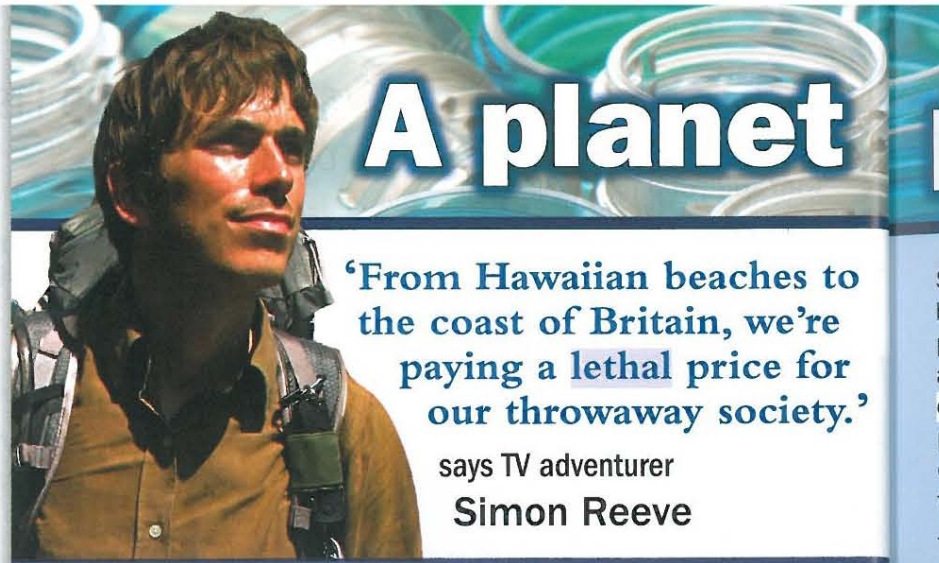
We need to spurn and reject the main culprits.

- 3 Read through the article quickly. Answer the questions.

- 1 Who is Simon Reeve?
- 2 Which products from your list in exercise 1 are mentioned?
- 3 Which of your ideas about the lines in exercise 2 were correct? Which were not?
- 4 Which places in the world are mentioned?
- 5 What are 'nurdles'?

- 4 Read the article again. Are these statements true (✓) or false (✗)? Correct the false ones.

- 1 Hawaii is protected from rubbish because of its position in the Pacific Ocean.
- 2 Volunteers clear the nurdles from the beaches.
- 3 The sea makes the nurdles smaller and smaller.
- 4 600,000 tons of plastic rubbish is polluting our seas.
- 5 Factories are reducing the amount of plastics they produce.
- 6 There are three major ways that plastic is ruining our planet.
- 7 Most of the plastic garbage is made up of plastic bags, bottles and packaging.
- 8 Bangladesh and Modbury have something in common.



# A planet

**'From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throwaway society.'**

says TV adventurer  
**Simon Reeve**

**Hawaii is generally considered to be the one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and films, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise sea from the environmental problems facing the rest of the planet.**

So when I arrived in Hawaii, I was **staggered** to discover beaches covered in plastic rubbish washed up from around the world. **Pristine** sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. Sam Gon, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves **dumped** another mountain of rubbish.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as 'nurdles'. These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our seas in their trillions.

Yet the big shock came when Sam told me to dig into the sand. Plastic doesn't biodegrade. Instead it breaks down into ever smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the sea was reducing in size. As I dug through the plastic, I realised the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii to the seas around Britain, we are **soiling** our own nest. It was a shock to realise how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and south Wales. Just like those in Hawaii, they are now covered in more litter than ever before.

**'the beach was covered with millions of small plastic pellets, known as nurdles.'**



# poisoned by plastic



Since 1994, plastic litter has increased by an extraordinary 121 per cent. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly all the plastic ever created – totalling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day. In total, at least 100 million tons of plastic rubbish is thought to be sloshing around in our seas. The scale of the problem is extraordinary. The beaches I visited in Hawaii are being swamped by rubbish from the Great Pacific Garbage Patch, a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the sea and is doubling in size each decade.

And it is not alone. Scientists believe that sea currents have created five vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 bits of rubbish per square mile. This is an international scandal and a global problem, for which we are all responsible.

## 'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use is completely out of control. 'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

So plastic is ruining our beaches, choking the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main culprits: plastic bags, packaging and single-use water bottles, a wasteful obscenity. These make up the bulk of plastic garbage.

In Bangladesh, they have done away with plastic bags and replaced them with natural jute bags. If they can do it, so can we. England has recently joined the growing number of countries which impose a tax on plastic bags, and the small town of Modbury in Devon has banned them completely.

At stake is the future of beaches, our seas, and the food chain. It is nothing short of an environmental emergency.

### What do you think?

- Give your personal reactions to the text. Use these phrases.

I didn't know/I already knew that ...  
 What surprised me was ...  
 It's incredible that ...  
 It's a shame that ...  
 I wonder what can be done to ...

- Do you believe plastic is causing 'an environmental emergency'?
- Are there other things that are more harmful to the environment than plastic? What?

### Vocabulary work

- 1 How many words meaning 'rubbish' can you find in the article?
- 2 Discuss the meaning of the highlighted words.
- 3 Match the words in A and B. What are the contexts?

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grains of	c chain
4 food	d society
5 mountain of	e currents
6 sea	f sea
7 single-use	g rubbish
8 throwaway	h sand

# VOCABULARY

## Hot verbs – *make, do*

1 There are many expressions with *make* and *do*. Look at these examples from the text on pp18–19.

- Plastic *makes* our lives easier.
- Bags and bottles *make up* most of the plastic garbage.
- 70 local volunteers were *doing their best* to remove tons of garbage.
- In Bangladesh they have *done away with* plastic bags.

2 Put the words in the right box.

a good impression	business	arrangements	a decision	a difference
research	a profit/a loss	your best	a start/a move	sth clear
a good job	a degree	an effort	sb a favour	a suggestion

MAKE	DO
a decision	

3 Complete the sentences with some of the expressions in exercise 2.

- 1 When you go for a job interview, it's important to \_\_\_\_\_.
- 2 I think we're all getting tired. Can I \_\_\_\_\_? How about a break?
- 3 A lot of \_\_\_\_\_ has been \_\_\_\_\_ into the causes of cancer.
- 4 I think the director is basically \_\_\_\_\_. He's reliable, he's honest, and he gets results.
- 5 I'd like to \_\_\_\_\_ right now that I am totally opposed to this idea.
- 6 Right. I think we should \_\_\_\_\_ and get down to business.
- 7 I don't mind if we go now or later. It \_\_\_\_\_ no \_\_\_\_\_ to me.
- 8 Could you \_\_\_\_\_ me \_\_\_\_\_ and lend me some money?

**T 2.5** Listen and check.

4 Match a line in **A** with a line in **B**. Underline the expression with *make* or *do*.

A	B
1 She's made the big time as an actress.	'She's a corporate lawyer.'
2 We'll never make the airport in time.	'Well, I can make myself understood.'
3 'What does she do for a living?'	'Yeah. It really made my day.'
4 'You'll all have to do more overtime and work weekends.'	The traffic's too bad.
5 'How much do you want to borrow? £20?'	She can command \$20 million a movie.
6 'How much Spanish do you speak?'	'Great. That'll do fine.'
7 'I hear the boss said you'd done really well.'	'That does it! I'm going to look for another job!'

**T 2.6** Listen and check. What extra comment do they make?



"Hello, Mum ... the Doc wants to know if I have difficulty making decisions. What do you think?"

## Phrasal verbs

5 Complete the sentences with a phrasal verb with *do*.

do away with sth	do without sth
could do with sth	do sth up

- 1 I'm so thirsty. I \_\_\_\_\_ a cup of tea.
- 2 We've bought an old flat. We're going to \_\_\_\_\_ it \_\_\_\_\_ over the next few years.
- 3 I think we should \_\_\_\_\_ the monarchy. They're all useless. And expensive.
- 4 I could never \_\_\_\_\_ my personal assistant. She organizes everything for me.

**T 2.7** Listen and check.

6 Do the same with these phrasal verbs with *make*.

make sth up	make up for sth
make of sb	make off with sth

- 1 Thieves broke into the castle and \_\_\_\_\_ jewellery and antique paintings.
- 2 Jake's parents buy him loads of toys. They're trying to \_\_\_\_\_ always being at work.
- 3 What do you \_\_\_\_\_ the new boss? I quite like him.
- 4 You didn't believe his story, did you? He \_\_\_\_\_ the whole thing \_\_\_\_\_.

**T 2.8** Listen and check.

# EVERYDAY ENGLISH

## Talking about places

### Where is it exactly?

1 Look at the ways of describing location. What preposition goes with each set of phrases?

- |       |                                |
|-------|--------------------------------|
| _____ | the middle of nowhere          |
| _____ | the heart of the countryside   |
| _____ | the far south of Japan         |
| _____ | the French quarter of the city |
| _____ | the outskirts of the city      |
| _____ | the beach by the sea           |
| _____ | the bank of the river          |
| _____ | the edge of the forest         |
| _____ | the top of the mountain        |
| _____ | the corner of the street       |
| _____ | the back of the hotel          |
| _____ | the end of the track           |

2 **T 2.9** Listen to four people talking about places they have been to. Where are they talking about?

3 **T 2.9** Listen again and complete the lines.

- 'They stand just ...'  
'I kind of expected them to be right ...'
- 'There's a viewing terrace right ...'
- 'We were staying ...'
- 'It's a magnificent white building, right ...'  
'I loved the colourful streets ...'

### SPOKEN ENGLISH Adding emphasis

Look at the sentences in exercise 3 again. Notice how *right*, *just*, and *very* add emphasis. Use them to complete the description.

We rented a flat \_\_\_\_\_ in the centre. The Grand Canal was \_\_\_\_\_ at the end of the street. It was wonderful to be in the \_\_\_\_\_ heart of the city.

**T 2.10** Listen and check.

### What is it like?

4 Read the two texts about the same hotel complex. Where would you find such texts? Complete them with words from the boxes.

50-minute  
360-degree  
20-square  
14-night  
four-bedroom

Enjoy a <sup>1</sup> \_\_\_\_\_ stay in our magnificent hotel complex, set in a <sup>2</sup> \_\_\_\_\_ mile area of coastal parkland. Our luxury suites give <sup>3</sup> \_\_\_\_\_ views of the surrounding area and access to our private beach. Also available are <sup>4</sup> \_\_\_\_\_ villas on a self-catering basis. All this just a <sup>5</sup> \_\_\_\_\_ drive from the airport.

five-star  
20-mile-an-hour  
100-metre-tall  
two-hour  
five-minute

I must say I found your brochure somewhat misleading. Sadly our expectations of <sup>6</sup> \_\_\_\_\_ luxury accommodation were not met. The travel time to and from the airport was affected by roadworks and a <sup>7</sup> \_\_\_\_\_ speed limit. This meant that it was at least a <sup>8</sup> \_\_\_\_\_ journey each way. Although the view from our suite was impressive, you failed to mention the <sup>9</sup> \_\_\_\_\_ wind turbines all along the coast, which spoil the beauty. We were expecting 'access to your private beach' to mean a <sup>10</sup> \_\_\_\_\_ stroll. Instead we had to walk miles to reach the sea.

5 Work in groups. Where would be a good place to do these things? Use some of the expressions in exercises 1 and 4, adding your own ideas.

- have a holiday home
- spend a relaxing weekend
- have a picnic on a summer's day
- escape from the world for a month

I'd love to have a four-bedroom holiday home by a lake in the heart of the countryside.

### How do you get there?

6 **T 2.11** Listen to three conversations. What is the problem in each one?

7 **T 2.11** Listen to conversations 1 and 2 again, and make notes of the directions. Work with a partner. Take turns to give directions based on your notes.



# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### TEST YOUR GRAMMAR

Match the tense names with the verbs in the sentences.

Past Simple  
Past Continuous  
Past Perfect Simple  
Past Simple Passive  
Past Perfect Continuous

Ellen and George **were driving** home.  
They **'d been** on holiday.  
They **'d been driving** for hours.  
They **crashed** the car.  
Fortunately they **weren't injured**.



### CAN YOU BELIEVE IT?

#### Narrative tenses

- 1 Look at the pictures and read the news headline. What is the story about?
- 2 What else would you like to know? Write some questions using these question words.  
*Who...? Where...? How...?*  
*When...? What...? Why...?*  
Share your questions with a partner.
- 3 Read the newspaper article. Can you find answers to all your questions? Why do you think some experts are sceptical?
- 4 **T 3.1** Listen and compare your questions and answers.

Monday, February 12

## Man survives 60 days stuck in snow

**A 44-YEAR-OLD SWEDISH MAN** survived for 60 days by eating handfuls of snow when his car had become trapped in snowdrifts.

Yesterday he was recovering in hospital after being pulled out barely alive. Experts think he went into a form of hibernation after temperatures plunged to as low as -30°C.

The emaciated man, whose name was reported as Peter Skyllberg, had been driving on a remote forest road near the town of Umeå in southern Sweden and had become stuck during a snowstorm. He was finally found last Friday by a passing worker on a snowmobile. The rescuer said: 'I was clearing the road when I noticed the car. I stopped to scrape some snow from the windscreen and saw a movement inside. The man was in a very poor state. He could hardly speak but I understood that he had eaten nothing but snow for over two months.' Skyllberg was wrapped in a sleeping bag but had no other warmth. His fuel had run out weeks earlier because he had kept the engine running to keep warm.

He is now in intensive care, being treated for hypothermia. Police think that perhaps he was a nature lover who had been trying to photograph elk. Tommy Cederholm, a professor of nutrition at Uppsala University, says that humans can survive 60 days without food, but other experts are highly sceptical about the story.



5 **T 3.2** Listen to two people discussing the article. Complete the lines from their conversation.

- 1 \_\_\_\_\_ he \_\_\_\_\_ by an avalanche while he \_\_\_\_\_ skiing?
  - 2 No, he \_\_\_\_\_ skiing.
  - 3 He \_\_\_\_\_ his car and he \_\_\_\_\_ in snowdrifts.
  - 4 How come nobody \_\_\_\_\_ him?
  - 5 He \_\_\_\_\_ a sleeping bag and he \_\_\_\_\_ in that.
  - 6 Why \_\_\_\_\_ anyone \_\_\_\_\_ him missing?
  - 7 He said he \_\_\_\_\_ nothing but snow.
  - 8 I think there's more to this story than \_\_\_\_\_ the eye.
- 6 Do you think it's possible to live so long with only snow to eat? Discuss with a partner and the class. Are there any sceptics? Turn to p161 to find out the truth about Peter.
- 7 Match a line in A with a line in B.

A	B
1 He disappeared	with his family.
2 He'd been living in the forest	like an igloo.
3 The car looked	until February.
4 He'd fallen out	since May.
5 They hadn't been trying	ten months ago.
6 He wasn't discovered	to find him.

**T 3.3** Listen and check. Practise saying the lines.

### LANGUAGE FOCUS

1 What are the different tenses used in these two paragraphs? Why are they used? Which paragraph sounds more like the beginning of a story?

- 1 Peter drove into the forest. It started snowing. His car became stuck in a drift. He sat and watched the falling snow.
- 2 Peter was sitting in his car watching the falling snow. It had started to snow soon after he'd driven into the forest, and now his car had become stuck in a drift.

- 2 Find more examples of narrative tenses in the newspaper article.
- 3 Find some examples of the Past Simple Passive.

▶▶ Grammar Reference p142

▶▶ WRITING Using adverbs in narratives p106

## PRACTICE

### Discussing grammar

1 Compare the use of tenses in these sentences.

1 *I read* | a book on the plane.  
*I was reading*

2 When the first guests arrived, | *I opened the champagne.*  
*I was opening the champagne.*  
*I had opened the champagne.*



3 *The film started* | when we got to the cinema.  
*The film had started*

4 He was sacked because | *he had stolen some money.*  
*he had been stealing money for years.*

5 When I got to the garage, my car | *was being repaired.*  
*had been repaired.*

### Writing narratives

2 Rewrite the sentences as one sentence, beginning with the line in **bold**.

He wasn't always poor. He had a successful business. Unfortunately, it went bust. **Mick was a homeless beggar.**

**Mick was a homeless beggar, but he hadn't always been poor as he'd had a successful business, which, unfortunately, had gone bust.**

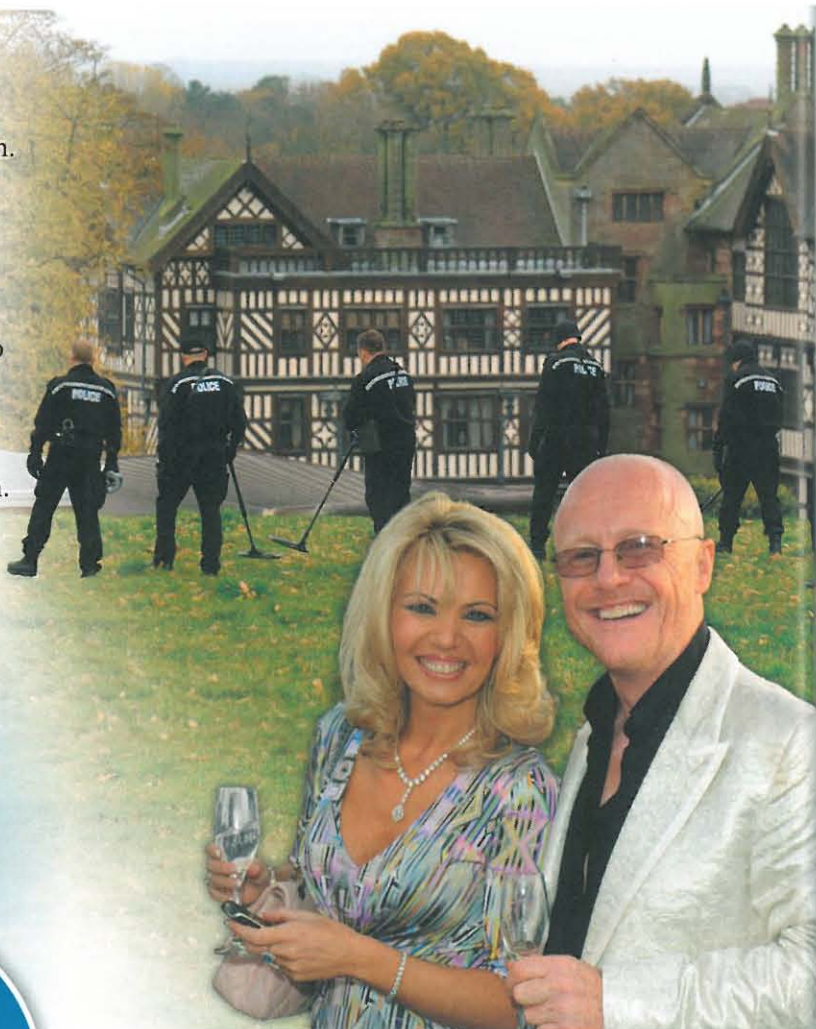
- 1 He got up at dawn. He was driving for ten hours. **Peter was tired when he arrived home.**
- 2 I parked my car on a yellow line. It was towed away. **I went to get my car, but it wasn't there. (When ...)**
- 3 She won £2,000 in a competition. **Last night Sally was celebrating.**
- 4 They were shopping all day. They spent all their money on clothes. **Jane and Peter arrived home. They were broke. (When ...)**
- 5 He saw a house in Scotland. He first saw it while he was driving on holiday. **Last week John moved to the house.**

## Here is the news!

**3 T 3.4** Listen to the first item on a radio news bulletin. What do the pictures show?

**4** Work with a partner and correct these statements about the item.

- 1 John Caudwell is a millionaire property tycoon.
- 2 He was badly injured when masked men broke into his newly-built home.
- 3 He had just had supper with his wife in the kitchen when the robbers struck.
- 4 The robbers escaped in a van with £500,000 in cash.
- 5 The couple were immediately rushed to hospital.
- 6 Three men in their 20s have been arrested in connection with the robbery.



**5 T 3.5** Listen to the last item from the bulletin about Nik Wallenda, an American stuntman. Complete the questions and answer them.

- 1 What/he do that/so amazing?
- 2 Has anyone/this before?
- 3 What/wearing?
- 4 What/not wearing?
- 5 How long/take?
- 6 What/the weather like?
- 7 How many people?
- 8 What/do the year before?

**T 3.6** Listen and check.



### SPOKEN ENGLISH Giving and receiving news

In conversation, when we *tell* or *hear* news we can use certain expressions. Match the expressions with the headings.

<b>Giving news</b> Did you hear about ... ?	You're kidding! It says here that ... The incredible thing was that ...
<b>Reacting to news</b> That's amazing!	What happened next was ... Apparently what happened was ... Where did this happen? Really?
<b>Asking for more information</b> How did it happen?	Who called the police? I don't believe it. That's such a shame. Anyway, in the end ...

**6** Work with a partner.

**Student A** Read the news story on p161.

**Student B** Read the news story on p162.

When you've read your story, tell your partner about it. Use some of the phrases from the SPOKEN ENGLISH.

▶▶ **WRITING** Narrative writing 1 – Using adverbs in narratives p106

# VOCABULARY AND SPEAKING

## Books and films

1 We usually want to know some things about a book before we start reading it. Here are some answers. Write the questions.

- 1 **Who wrote it** \_\_\_\_\_?  
Charles Dickens/Agatha Christie/John Grisham.
- 2 \_\_\_\_\_?  
It's a romance/a biography/a psychological thriller.
- 3 \_\_\_\_\_?  
It's about boy meets girl/the painter, Van Gogh/  
a man with a strange obsession.
- 4 **Where and** \_\_\_\_\_?  
London in the 19th century/Modern America/  
The Planet Zog in 2250.
- 5 \_\_\_\_\_?  
A boy called Harry Potter/A killer and his  
psychiatrist.
- 6 \_\_\_\_\_?  
Yes, it has. It came out a few years ago and starred  
Johnny Depp.
- 7 \_\_\_\_\_?  
Really tragically/It's frustrating because we don't  
really know/They all live happily ever after.
- 8 \_\_\_\_\_?  
Yes, I would. I couldn't put it down/It took a while to  
get into but then I was hooked.
- 9 \_\_\_\_\_?  
Most said it was a great read/There was one bad  
review in the *New York Times*.
- 10 \_\_\_\_\_?  
Yes, it has. It was awarded the Booker prize for  
first-time writers.

**T 3.7** Listen and check.

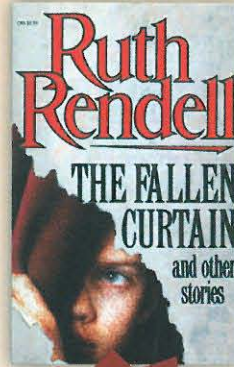
- 2 Which questions could also be asked about a film?  
What other questions could you ask?
- 3 Look at the online **REVIEW** of a book called *The Fallen Curtain*, by Ruth Rendell. What kind of stories does she write? What words are used to describe them? Has she won any awards?
- 4 Read the **SYNOPSIS** of six of the stories. Match them with the titles.
 

1 The Vinegar Mother	4 People Don't Do Such Things
2 The Double	5 The Fallen Curtain
3 You Can't Be Too Careful	6 The Clinging Woman



<http://www.bookreview.net>

## REVIEW

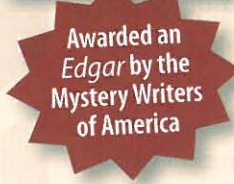


### The Fallen Curtain by Ruth Rendell

BOOKSELLER RATING ★★★★★  
CUSTOMER RATING ★★★★★



The short stories in *The Fallen Curtain* are from a crime writer at the height of her powers. Ruth Rendell employs all her spine-chilling crafts to produce a page-turner that makes the heart pound. She lays bare the twisted workings of the unbalanced mind in these tales of haunting psychological accuracy.



#### From the press

- ★ 'Suspense at its best' *The Times*
- ★ 'One of the best inventors of plots since Agatha Christie' *Daily Telegraph*
- ★ 'Ruth Rendell is at the top of her class' *The Observer*
- ★ 'Rendell transcends the mystery genre and achieves something almost sublime' *Los Angeles Times*

#### SYNOPSIS

#### READERS' REVIEWS

#### ORDERING

- Lisa fears for her life when she meets her exact double, the sensuous, manipulative Zoe. But Lisa's fiancé, Peter, becomes obsessed with Zoe, risking his savings and his sanity for her.
- A cautious woman's desire for security within her home is tested to the extreme by a roommate who often leaves the doors unlocked, which leads to sinister consequences.
- A suburban couple have an exciting, charismatic new friend, Reeve, a writer whose behaviour towards them soon becomes both violent and sinister.
- Sometimes mothers are not maternal. They reject their children. Here the mother-daughter relationship is disastrously played out.
- A quiet-living, modest man rescues a young woman from suicide and goes on to marry her, only to become a victim of her obsessive possessiveness.
- A stranger lures 8-year-old Richard into his car with the promise of sweets. Age 18 he is still haunted by the incident but remembers nothing until he revisits the site and the curtain lifts.

add to basket

add to wish list

tell a friend

## READING AND LISTENING

### Book at bedtime

- 1 You are going to listen to *The Clinging Woman* as told on the radio.

Look at the picture and answer the questions.

- 1 What is the woman doing?
  - 2 What is the man in the window doing?
  - 3 What is she thinking?
  - 4 What is he thinking?
  - 5 What do you think happens next?
- 2 **T 3.8** Listen to the introduction to the radio programme. Listen and read **Part 1** of the story. Complete the facts that are established in this part.
- There are two characters a man and ...
  - He lives ...
  - She lives ...
  - It is ... in the morning.
  - The weather ...
  - He sees ...

# The Clinging Woman

## Part 1

The girl was hanging by her hands from the railings of a balcony. The balcony was on the twelfth floor of the high-rise block next to his. His flat was on the ninth floor and he had to look up to see her. It was half-past six in the morning. He had been awakened by the sound of an aircraft flying dangerously low overhead, and had got out of bed to look. His sleepy gaze, descending from the blue sky which was empty of clouds, empty of anything but the bright vanishing arrow of the aircraft, alighted - at first with disbelief - on the hanging figure.



## Part 2

He really thought he must be dreaming, for this sunrise time was the hour for dreams. Then, when he knew he wasn't, he decided it must be a stunt. This was to be a scene in a film. There were cameramen down there, a whole film unit, and all the correct safety precautions had been taken. Probably the girl wasn't even a real girl, but a dummy. He opened the window and looked down. The car park, paved courts, grass spaces between the blocks, all were deserted. On the balcony rail one of the dummy's hands moved, clutching its anchorage more tightly, more desperately. He had to believe then what was obviously happening - unbelievable only because melodrama, though a frequent constituent of real life, always is. The girl was trying to kill herself. She had lost her nerve and now was trying to stay alive. All these thoughts and conclusions of his occupied about thirty seconds. Then he acted. He picked up the phone and dialled the emergency number for the police.

The arrival of the police cars and the ultimate rescue of the girl became the focus of gossip and speculation for the tenants of the two blocks. Someone found out that it was he who had alerted the police and he became an unwilling hero. He was a modest, quiet young man, and, disliking this limelight, was relieved when the talk began to die away, when the novelty of it wore off, and he was able to enter and leave his flat without being pointed at as a kind of St. George and sometimes even congratulated.

About a fortnight after that morning of melodrama, he was getting ready to go to the theatre, just putting on his overcoat, when the doorbell rang. He didn't recognize the girl who stood outside. He had never seen her face.

She said, 'I'm Lydia Simpson. You saved my life. I've come to thank you.'

### 3 T 3.9 Listen and read Part 2. Answer the questions.

- 1 What is the man's initial interpretation of what he sees?
- 2 What is his second interpretation? How does he know it's wrong?
- 3 What is his third interpretation? What does he do?
- 4 How do the neighbours react?
- 5 How does the man react to this attention? What do you learn about his character?
- 6 What happens two weeks later?
- 7 Why doesn't he recognize the person at the door?

### 4 T 3.10 Listen only to Part 3 of the story and answer the questions.

- 1 How does the man feel as she talks? What does he say?
- 2 What does he want her to do?
- 3 What doesn't he want to happen?
- 4 How does he feel as she goes? How does she appear?

### What do you think?

- 1 Why is it 'curious' that they meet the next morning?
- 2 What do you think happens at the bus stop? Do they get to know each other? Go out together?
- 3 The writer doesn't ever give the man a name. Why not?
- 4 Read some lines from the rest of the story. What do you think happens?
  - 'My life has been yours ever since you saved it.'
  - 'We don't need children to bring us together. You're my husband and my child and my friend all in one.'
  - The first thing he noticed when he let himself in at his front door at six was the stench of gas.
  - 'How long,' she asked dully, 'will you be gone?' 'Three months.' She paled. She fell back as if physically ill.
  - ... she had been lying there, the empty bottle of pills still clutched feebly in her hand.

Look at p162 and read a synopsis of the story. Were your predictions right?

### Vocabulary work

Match the highlighted words in the text with a synonym or near synonym from the box.

notified	courage	woken up	disappearing
clearly	final	centre	empty
look	faded	holding tightly	

# LISTENING AND SPEAKING

## Page to screen

1 What was the last film that you saw or book that you read? Would you recommend it? Why/Why not?

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

The Da Vinci Code	Skyfall	Mamma Mia!
The Matrix	Pride and Prejudice	The Dark Knight
The Great Gatsby	The Hunger Games	Les Misérables

3 **T 3.11** Listen to four people talking about some of the titles in exercise 2. Which do they talk about? How do you know? Discuss as a class.

4 **T 3.12** Listen to **Lucy** and **Rachel** talking about books. What is the relationship between them? Answer the questions.



- Why is Lucy surprised about Rachel's change of opinion?
- What benefits to the Kindle do they talk about? And what limitations?
- Why isn't Lucy as keen as Rachel to switch to using a Kindle?

5 **T 3.13** Now listen to **Greg** and **Eddie** talking about films and answer the questions.



- What development in cinema has Eddie found out about?
- What are the pros and cons of going to the cinema? And of downloading/streaming video?
- Why doesn't Greg like the same type of films as his girlfriend?
- How does Eddie offer to help Greg?



### What do you think?

Work in small groups.

- Who do you agree with most in both conversations? Why?
- What will be the future for printed books and the cinema in 5 years? 20 years?
- Imagine you are creating an online list of top books and films. Which three films and which three books would you choose? Discuss and decide together.
- Tell the class about your choices. Use some of the language below.

It's a 'must-see' thriller/romance/true story ...

It's set in ...

The main characters are ...

What we really like about the story is ...

What's unusual about it is ...

What happens in the end is ...

# EVERYDAY ENGLISH

## Showing interest and surprise



1 **T 3.14** Listen to the dialogue. Write in **B**'s answers. How does she show interest and surprise?

- A Jade's got a new boyfriend.  
 B \_\_\_\_\_? Good for her!  
 A Apparently, he lives in a castle.  
 B \_\_\_\_\_? How amazing!  
 A Yes. She met him in Slovenia.  
 B \_\_\_\_\_? That's interesting.  
 A Unfortunately, he can't speak much English.  
 B \_\_\_\_\_? I thought everyone could these days!

2 **B** uses *echo questions* and *reply questions*. Which are which? Practise the conversation with your partner.

3 Complete the conversations with either an echo or a reply question.

1



- A Sam wants to apologize.  
 B \_\_\_\_\_?  
 A Yes. He's broken your precious Chinese vase.  
 B \_\_\_\_\_? Oh, no!

2



- A We had a terrible holiday.  
 B \_\_\_\_\_?  
 A Yes. It rained all the time.  
 B \_\_\_\_\_?  
 A Yes. And the food was disgusting!  
 B \_\_\_\_\_? What a drag!

3



- A I'm broke.  
 B \_\_\_\_\_? How come?  
 A Because I just had a phone bill for £500.  
 B \_\_\_\_\_? Why so much?  
 A Because I have a girlfriend in Korea.  
 B \_\_\_\_\_? How interesting!

4



- A It took me three hours to get here.  
 B \_\_\_\_\_?  
 A Yes. There was a traffic jam ten miles long.  
 B \_\_\_\_\_? That's awful!  
 A Now I've got a headache!  
 B \_\_\_\_\_? Poor darling. I'll get you something for it.

5



- A I'm on a mountain, watching the sun set.  
 B \_\_\_\_\_?  
 A Yes. And I've got something very important to ask you.  
 B \_\_\_\_\_? What is it? I can't wait!  
 A You'd better sit down. I'd like to marry you.  
 B \_\_\_\_\_? Wow!

**T 3.15** Listen and compare. Practise them with a partner.

4 Your teacher will read out some sentences about himself/herself. Respond using an echo or a reply question.





# 4

## The naked truth

Questions and negatives • Saying the opposite • Being polite

### TEST YOUR GRAMMAR

- What is the missing word in each question.
  - 'What of music do you like?' 'Jazz.'
  - 'How do you wash your hair?' 'Every other day.'
  - 'Who do you look?' 'My mother.'
  - 'What were you talking to the teacher?' 'Oh, this and that.'
  - 'Do you know what the time?' 'Just after three.'
- Make the sentences negative. Sometimes there is more than one possibility.
 

1 I agree with you.	4 I knew everybody at the party.
2 I think you're right.	5 I've already done my homework.
3 I told her to go home.	6 My sister likes jazz, too.

Ask and answer the questions with a partner.

### TELLING LIES Questions and negatives

- Think of some lies that these people might tell.

- a teenage girl to her parents
- a car salesman
- a student to the teacher
- a politician
- a husband to his wife

- All the people in the pictures are lying. Who to? Why?



3 **T 4.1** Listen to what the people are really thinking. What *is* the truth? Why did they lie?

*She doesn't love him. She doesn't want to hurt his feelings.*

4 Which question was each person asked before they lied?

- A  Don't you like my new dress?
- B  Can I speak to Harriet Jones, please? It's urgent.
- C  How come you're not at work today? You were fine yesterday!
- D  Who gave you that black eye? I don't think you fell.
- E  Tell me where you are going and who with.
- F  Why won't you marry me? I can't believe you don't love me!

### LANGUAGE FOCUS

Find examples of these in exercise 4:

- questions with auxiliary verbs
- a question without an auxiliary verb
- two ways of asking 'Why?'
- negative questions
- an indirect question
- a question with a preposition at the end
- negative statements

▶▶ Grammar Reference p143

## PRACTICE

### Negatives

1 Write three sentences about yourself using *only* negative sentences. Distribute them amongst the students in the class. Read them aloud and guess who it is.

*I can't cook. I never arrive on time. I don't eat meat.*

2 **T 4.2** Read and listen to two short conversations. Which expresses surprise? Which is checking information?

1 A Don't you like pizza?  
B I can't stand it. I know most people love it, but I don't.

2 A Haven't we met somewhere before?  
B Yes, I think we have. Wasn't it at Maria's party?

**T 4.2** Listen again and repeat. Practise the stress and intonation.

3 Work in pairs. Ask and answer about these things using *negative* questions.

#### I'm surprised

like/ice-cream have got/a mobile phone can/swim

#### I'm just checking

is/birthday today work/New York for a while live/in Baker St

**T 4.3** Listen and compare. What are the answers?



## My manic mate, Milton

4 Make a *negative* sentence about these people. Use your dictionary.

vegans    atheists    teetotallers    insomniacs    dyslexics    pacifists    naturists

5 **T 4.4** Listen to the first part of a description of a man called Milton. Which words in exercise 4 describe him? Make some negative sentences about him.

*He can't sleep. He doesn't have a job.*

### Spoken English *How come?* = surprise!

*How come?* can be used in informal spoken English instead of *Why?* They do not have exactly the same meaning. Listen to the questions. Which express surprise?

**T 4.5**

*Why can't he sleep?*

*How come he can't sleep?*

*Why did he lose his job?*

*How come he lost his job? He loved his work.*

6 **T 4.6** Listen to the full description of Milton. There are lots of contradictions. Complete the questions about him using *How come?*



Manic Milton

He lives in a tiny one-roomed flat so *how come he came downstairs to the living room?*  
 He's an insomniac, so *how come he overslept?*  
 He's single, so ...  
 He hasn't got any pets, so ...  
 He's an atheist, so ...  
 He's dyslexic, so ...  
 He's unemployed, so ...  
 He's teetotal, so ...  
 He's vegetarian, so ...  
 He's anti-social, so ...

### Asking for more information

7 We can respond to a statement with a short question to ask for more information.

Milton had a barbecue in the garden.

Who with?

He lies awake all night wondering.

What about?

Write short questions with a preposition to answer these statements.

1 She gave away all her money.

5 I got a lovely present today.

2 Can I have a word with you, please?

6 I bought a birthday card today.

3 I danced all night.

7 Ssh! I'm thinking!

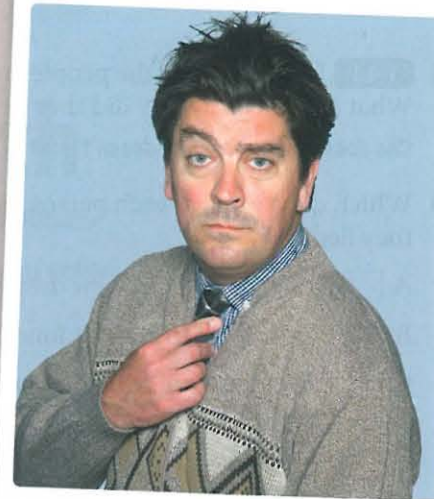
4 Do you think you could give me a lift?

8 I need £5,000 urgently.

8 Make the short questions into longer ones.

*Who did Milton have a barbecue with? What is he wondering about?*

**T 4.7** Listen and check.



# LISTENING AND SPEAKING

## Secrets and lies

- 1 Work in small groups. Did you ever tell lies or play practical jokes as a child? Do you have a guilty secret that you have kept hidden? Tell the class.
- 2 **T 4.8** Listen to four people calling in to a radio programme called 'Confessions'. Match the pictures with the confessions and correct the statements.
  - 1 **Robert's** actions affected his classmates badly for the rest of their lives.
  - 2 **Kevin's** daughter liked football. She supported Manchester United.
  - 3 **Jane** burned one of the diners in the restaurant when she served the soup.
  - 4 **Maggie** told the coach driver about the missing man when they got to Paris.

3 **T 4.8** Listen again and answer the questions.

- 1 **Robert** says, *I had never known them so silent or attentive.*  
Who were *they*? Why were they so attentive?  
Why does Robert feel guilty?
- 2 **Kevin** says, *I realized the full weight of the statement I had just made.*  
What was the statement? Why does Kevin feel guilty?
- 3 **Jane** says, *There was no other option.*  
Why was this? What had she done?  
What did she do next?
- 4 **Maggie** says, *... but I said nothing.*  
What about? Why did she say nothing?  
Why does she feel guilty?



4 Which expressions go with which extract? What do they refer to?

diehard supporter	glistening treasure	scalding hot
waving frantically	made my blood run cold	extra ingredient
eager audience	stretch their legs	scarred for life

### What do you think?

- Would you forgive the people? Why/Why not?
- Who was justified in their behaviour? Whose was a 'white lie'?
- When is it OK to lie or keep a secret? List some occasions individually, and then discuss as a group.

## READING AND SPEAKING

### Is Princess Diana living on the Moon?

1 What do you know about the following events? Discuss in groups and share information.

- The death of Princess Diana
- The Apollo moon landings

Turn to p163 and check your ideas with the **FACT FILES**. When and where did the events take place? Who are the people mentioned?

2 These two events generated many conspiracy theories. What are conspiracy theories? How are they usually circulated nowadays? Do you know of any theories about the events?

3 Work with a partner.

**Student A** Read about Princess Diana.

**Student B** Read about the Apollo Moon landings.

4 Answer the questions about your conspiracy.

- 1 What are the different conspiracy theories mentioned? Write a list in note form.
- 2 What proof is given to support them?
- 3 What are the reasons suggested for hiding the true facts?
- 4 How has the Internet or the media played a part?

Use your answers to talk to your partner about your article.

### Vocabulary work

Read the sentences below. Find words in the texts which mean the same as those underlined.

#### Diana

- 1 The huge number of websites is absolutely amazing.
- 2 The florists devised a clever but wicked plot to murder Diana.
- 3 The car crash was a carefully planned trick, not a border traffic accident.
- 4 I don't believe any of these theories.
- 5 Someone in the Royal family devised a plot to interfere with the brakes.

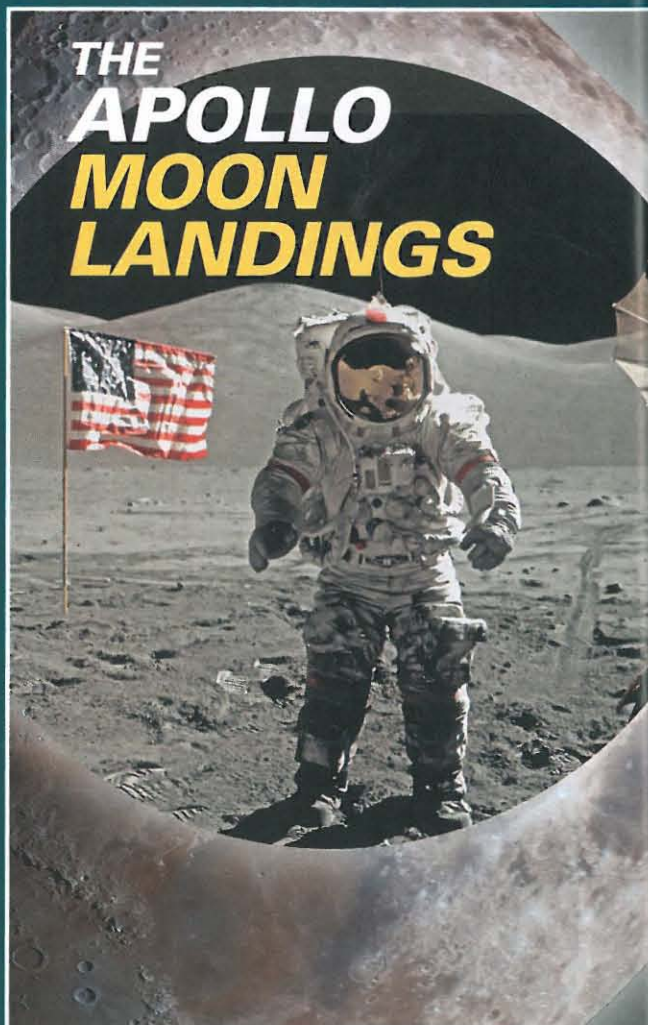
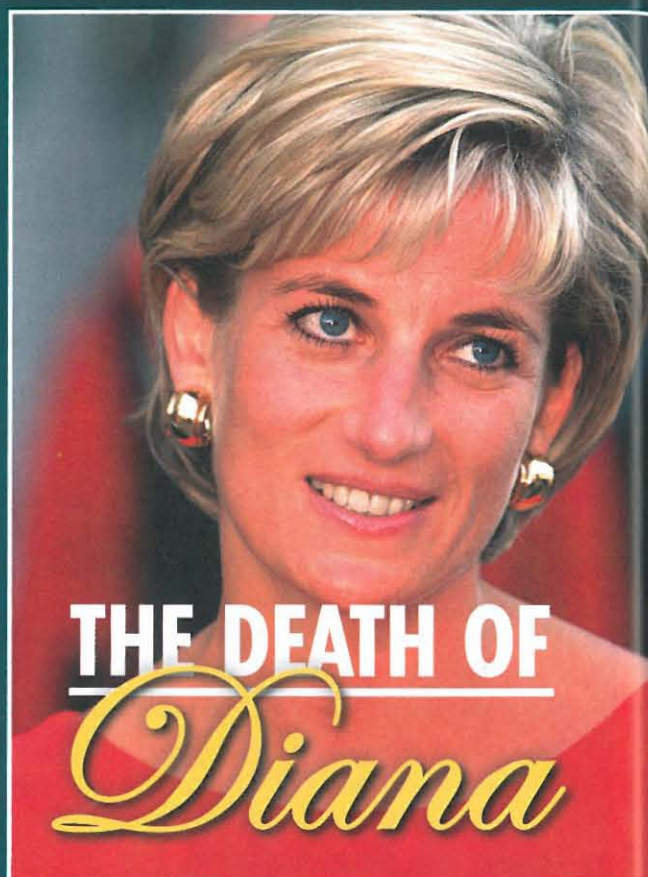
#### Moon landings

- 1 Rumours have been going round for many years.
- 2 The US flag is seen blowing and there is no wind on the Moon.
- 3 A fantastic exhibition of stars.
- 4 Scientists have all agreed that the theorists don't have an argument.
- 5 NASA has been desperately trying to hide evidence of life.

### What do you think?

- Which theories are the most believable? Which are the most unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

▶▶ **WRITING** Linking ideas – Conjunctions p107



# P CONSPIRACY THEORIES

The first Diana Conspiracy Site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up – breathtaking by anyone’s standards. Hypotheses range from pure James Bond (‘it was all an MI6 plot to protect the monarchy’) to farce (‘it was a fiendish murder plot thought up by the world’s florists to sell lots of flowers’). And most popular of all, Diana, Princess of Wales, isn’t dead after all – that terrible car crash in Paris was an elaborate hoax to enable the Princess and Dodi Fayed to fake their own deaths so that they could live in blissful isolation for the rest of their lives.

Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

You don’t buy into any of these theories? Don’t worry. There are plenty more to choose from.

For example, Paul Burrell, Diana’s former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the Royal family and her car’s brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.



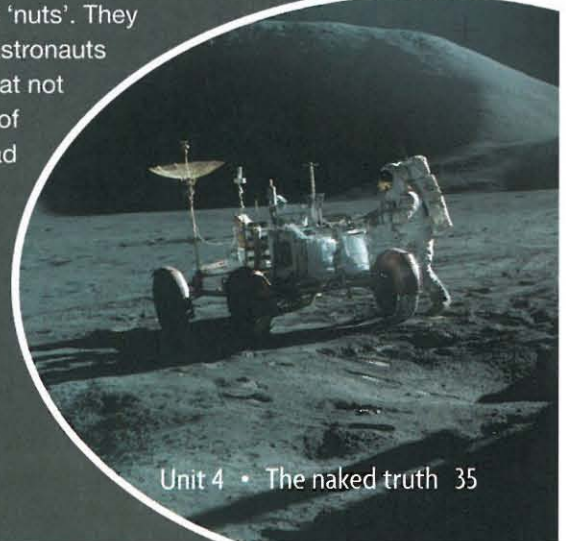
For over 40 years rumours have been circulating that the Apollo moon landings were faked. They say astronaut Neil Armstrong made no ‘giant leap for mankind’, they assert that the 1969 moon mission was a hoax to prove America won the space race, that the astronauts were ‘astro-nots’! The high point in the Great Moon Landing Conspiracy came on 15 February 2001, the date that Fox television broadcast a programme entitled ‘Did We Land on the Moon?’. This alleged that the whole Moon landing had been staged inside a film studio on a US military base somewhere in the Mojave desert.

The programmers claimed:

- 1 The US flag planted on the Moon’s surface is seen fluttering, and there is no breeze of any kind on the Moon.
- 2 The photographs taken by the astronauts do not include any of the Moon’s night sky, where there would have been a stunning array of stars on view.
- 3 The shadows in the pictures are clearly coming from more than one angle – an impossibility on the Moon, where the only light source is the sun, but more than plausible inside a film studio.
- 4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a tell-tale letter ‘C’, suggesting the markings not of some alien life force but of a film prop.

After the programme the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don’t have even the beginnings of a case. Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the Moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO ‘nuts’. They actually do believe that astronauts went to the Moon, but that not only did they find a load of rocks but also widespread evidence of an ancient alien civilisation – a discovery so terrifying that NASA has been desperately trying to conceal it from the public ever since.



# VOCABULARY

## Saying the opposite

### Antonyms

1 Compare these sentences. Which antonyms are used? Which sounds better in this context?

*Some theories are plausible but others are implausible.*

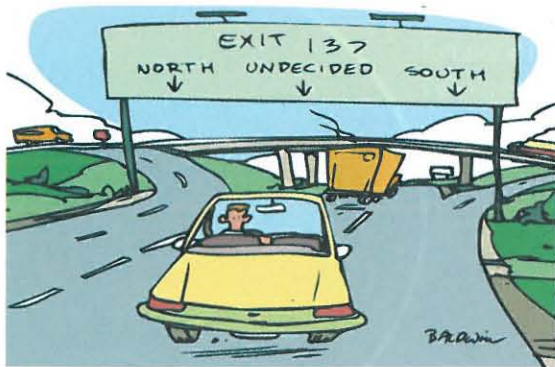
*Some theories are plausible but others are ridiculous.*

2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?

believable    credible    honest  
 legal        probable    responsible

1 What parts of speech are these words? Write antonyms for them using prefixes where possible.

Word	Antonym(s)
fake <i>adj</i>	<i>genuine, real, authentic</i>
like <i>vb</i>	<i>dislike, hate, loathe, can't stand</i>
tiny	
happiness	
guilty	
safe	
admit	
improve	
sincere	
success	
mature	
encourage	
kind/generous	
appear	



2 Complete the conversations with the correct form of the words in exercise 1.

1 A Gary's a really \_\_\_\_\_ businessman.  
 B Yeah, but he's a complete \_\_\_\_\_ as a family man. He never sees his children.

2 A My grandad's so \_\_\_\_\_, he gives me a £20 note every time I see him.  
 B Lucky you! My grandad's famed for his \_\_\_\_\_.  
 A fiver every birthday, if he remembers.

3 A Well, Henry, I'm pleased there's been some \_\_\_\_\_ in your behaviour this term, but unfortunately your work has \_\_\_\_\_.  
 B Didn't I do OK in the test then?

4 A You're not going bungee jumping! It sounds really \_\_\_\_\_.  
 B No, honestly, it's \_\_\_\_\_ enough as long as you're careful.

5 A Our teacher is always \_\_\_\_\_ us. I feel useless.  
 B I know – it's not fair, he should give us more \_\_\_\_\_ if he wants us to work hard.

**T 4.9** Listen and check.

3 What is the effect of using antonyms in these conversations?

A What **lousy** weather!  
 B Yes, it's not exactly **tropical**, is it?

A Jenny's **thick**, isn't she?  
 B Well, she isn't the **brightest of people**, it's true.

Write similar conversations with a partner about these topics. Be honest but tactful.

- a boring party
- a hopeless football team
- an awful holiday
- a mean friend

**T 4.10** Listen and compare.

4 What's the opposite of ...?

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 a tough question / tough meat    | 4 a hard mattress / a hard exam  |
| 2 a clear sky / a clear conscience | 5 a live animal / live music     |
| 3 fair hair / a fair decision      | 6 a light colour / a light sleep |

5 Match the words and their meanings.

- |             |                       |
|-------------|-----------------------|
| 1 abused    | not ever used         |
| 2 disused   | not used any more     |
| 3 unused    | used in the wrong way |
| 4 misused   | used too much         |
| 5 overused  | not used enough       |
| 6 underused | used cruelly or badly |

# EVERYDAY ENGLISH

## Being polite

1 **T 4.11** Listen and read the pairs of lines. Which lines are more polite?

1 *I'm sorry to bother you, but could you possibly change a ten-pound note?*

*Have you got change for a ten-pound note?*

2 *Where's the station?*

*Could you tell me where the station is, please?*

**T 4.11** Listen again and repeat.

2 **T 4.12** Listen to some conversations. After each one say which is more polite. In what ways? Look at the tapescripts on p126 and practise some of the polite conversations with a partner.

3 Make these requests and offers more polite. Use the expressions below them.

- 1 Give me a lift.
- 2 Help me find my glasses!
- 3 Come for a meal tomorrow evening!
- 4 Lend me your dictionary.
- 5 Look after my dog while I'm on holiday.
- 6 Where's the toilet?
- 7 Can I help you with this exercise?

*Could you possibly ...?*

*Would you mind (not) ...?*

*I wonder if you could ...?*

*Do you think you could ...?*

*Would you like (me) to ...?*

*Do you happen to know ...?*

4 Work with a partner. Take turns to make the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

That's really kind of you, but ...	I'd love to, but ...
I'm terribly sorry, ...	I'm afraid I ...
Believe me, I would if I could, but ...	

**T 4.13** Listen and compare your answers.



### Roleplay

5 Ben and Anna have invited Luciana and Henry to their house for dinner. Work in groups of four to complete the conversation and practise it.

**Ben** Luciana! Hello! Great to see you. Come on in. Let me take your coat.

**Luciana** ...

**Anna** Oh what lovely flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.

**Henry** Hello, Luciana. Nice to meet you. I've heard a lot about you.

**Luciana** ...

**Henry** Where exactly are you from, Luciana?

**Luciana** ...

**Henry** That's interesting. And what are you doing in London?

**Luciana** ...

**Henry** And how do you find London, Luciana? Is it like home, or is it very different?

**Luciana** ...

**Ben** Now, Luciana. What would you like to drink?

**Luciana** ...

**Ben** Right. I'll just get that for you.

**Luciana** ...

**Anna** Right, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?

**Luciana** ...

**Ben** Has everyone got a drink? Great. Cheers, everybody!

**Luciana** ...

**Anna** Luciana, help yourself. Would you like some cheesy parsnips?

**Luciana** ...

**Anna** Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?

**Luciana** ...

**Ben** Another glass of wine, perhaps?

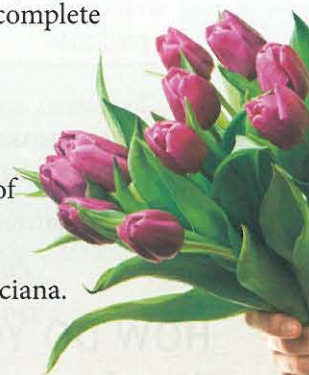
**Luciana** ...

**Ben** Yes, of course. Sparkling or still?

**Luciana** ...

**Anna** Well, bon appetit everyone!

**T 4.14** Listen and compare. Act it out to the class.





# 5

## Looking ahead

Future forms • Hot verbs – *take, put* • Over the phone

### TEST YOUR GRAMMAR

#### 1 Which future form expresses ...?

an intention	a future fact based on a timetable	a spontaneous decision
a prediction	an arrangement between two people	a suggestion

- |   |                                 |
|---|---------------------------------|
| 1 Tomorrow's weather will be warm and sunny.      | 4 We're seeing Sue on Thursday. |
| 2 The train to Dover leaves at ten past ten.      | 5 Shall we have a break now?    |
| 3 I'm going to be a racing driver when I grow up. | 6 I'll make some coffee.        |

#### 2 Name the different future forms.

### HOW DO YOU SEE YOUR FUTURE?

#### Future forms

**T 5.1** Look at the people and listen to them talking about the future. Who says what? Put a number 1–6 next to the names.

#### 2 Answer the questions.

- What is Laura going to study? How long does her course last?
- What is Mickey doing tomorrow? What time does the match start?
- Why are Tony and Marie excited?
- What's Elsie doing tomorrow?  
What will they do together?
- Why is Janine packing?  
How's she getting to the airport?
- What are Theo's ambitions?

**T 5.2** Listen and check.

**3** Here are some answers. What are the questions? Ask and answer with a partner.

- Cambridge University. (*Which ...?*)
- His son and some friends.  
Oxford United and Bristol Rovers.
- Jamie or Hatty.
- A sponge cake with jam in it.
- It leaves at 10.30.
- Twice what he's earning now.

**T 5.3** Listen and check.



Tony and Marie



Theo



Janine

## LANGUAGE FOCUS

1 Do these sentences refer to the present or the future?

Marie's having a baby soon ... I work in the City.  
At the moment I'm packing ... The plane leaves at 10.30.

2 What's the difference between these sentences?

What **do** you **do** in the evenings? What **are** you **doing** this evening?  
Get in the car. I'll **give** you a lift. I'm **going to give** Dave a lift to the airport tomorrow.

We'll **have** supper at 8.00. We'll **be having** supper at 8.00.  
I'll **write** the report tonight. I'll **have written** the report by tonight.

▶▶ Grammar Reference p144



Mickey



Laura



Elsie

## PRACTICE

### Discussing grammar

1 Choose the correct form in the pairs of sentences.

1 'll see / 'm going to see

I'm very excited. I \_\_\_\_\_ all my family this weekend.

I don't know if I have time to come this evening.

I \_\_\_\_\_.

2 are you going to do / will you do

So you're off to the States for a year! What \_\_\_\_\_ there?

I'm sure you will pass your exams, but what \_\_\_\_\_ if you don't?

3 'll come / 'm coming

I \_\_\_\_\_ with you if you like.

I \_\_\_\_\_ with you whether you like it or not.

4 are you doing / are you going to do

Your school report is terrible. What \_\_\_\_\_ about it?

What \_\_\_\_\_ this evening?

5 'm giving / 'm going to give

I've had enough of her lazy attitude. I \_\_\_\_\_ her a good talking to.

I \_\_\_\_\_ a presentation at 3.00 this afternoon. I'm scared stiff.

6 leaves / is leaving

John! Peter \_\_\_\_\_ now. Come and say goodbye.

The coach \_\_\_\_\_ at 9.00, so don't be late.

7 'll see / 'll be seeing

I \_\_\_\_\_ you outside the cinema at 8.00.

I \_\_\_\_\_ Peter this afternoon, so I'll tell him your news.

8 'll see / 'll have seen

You \_\_\_\_\_ enough of me by the end of this holiday.

I'm going to make a success of my life. You \_\_\_\_\_.

**T 5.4** Listen and check.

2 Put the verb in brackets into the correct tense. Use Present Simple, Present Perfect, *will*, or the Future Continuous.

This is your **captain speaking...**

**Good afternoon ladies and gentlemen.**

Welcome aboard this Virgin Atlantic flight to Boston. In a short time we <sup>1</sup> \_\_\_\_\_ (take off). When we <sup>2</sup> \_\_\_\_\_ (reach) our cruising speed of 575 miles per hour, we <sup>3</sup> \_\_\_\_\_ (fly) at 37,000 feet. Our flight time today is six and a half hours. We <sup>4</sup> \_\_\_\_\_ (come) in over Newfoundland before heading down the coast to Boston. We <sup>5</sup> \_\_\_\_\_ (arrive) in Boston at about 17.45 US time. The cabin crew <sup>6</sup> \_\_\_\_\_ (serve) an evening meal during the flight. If you <sup>7</sup> \_\_\_\_\_ (need) any assistance, just press the call button and a flight attendant <sup>8</sup> \_\_\_\_\_ (come) to help you. In case of turbulence <sup>9</sup> \_\_\_\_\_ you please \_\_\_\_\_ (keep) your seatbelt fastened when you're in your seat.

*(Near the end of flight)*

In a few moments' time the cabin crew <sup>10</sup> \_\_\_\_\_ (come) round with duty-free shopping. They <sup>11</sup> \_\_\_\_\_ also \_\_\_\_\_ (give out) landing cards for those who <sup>12</sup> \_\_\_\_\_ (need) them. In twenty minutes we <sup>13</sup> \_\_\_\_\_ (start) our descent into Boston Logan airport, where the temperature is a chilly 3°C – and for the Americans on board that's 37°F – with a chance of snow. Please put your seats in the upright position and remain seated until the plane <sup>14</sup> \_\_\_\_\_ (come) to a complete standstill. We hope you <sup>15</sup> \_\_\_\_\_ (fly) again soon with Virgin Atlantic.

**T 5.5** Listen and check.

**Talking about you**

3 Complete the questions with the most natural future form. Sometimes there are several possibilities.

- Where \_\_\_\_\_ (you go) on holiday this year?
- How \_\_\_\_\_ (you get) there?
- How long \_\_\_\_\_ (you be) away for?
- Which hotel \_\_\_\_\_ (you stay) in?
- What time \_\_\_\_\_ (your flight arrive)?
- What \_\_\_\_\_ (you do) while you're on holiday?

In pairs, ask and answer the questions about your next holiday. If you haven't got a holiday planned, make one up!

**I hope so/I don't think so**

4 **T 5.6** Listen to the questions and complete the different responses.

1 'Do you think you'll ever get a job?'

- 'I \_\_\_\_\_ so.'
- 'I \_\_\_\_\_ one day.'
- 'It's possible, but I \_\_\_\_\_ it.'
- 'I'm sure I \_\_\_\_\_.'
- 'I'm sure I \_\_\_\_\_.'

2 'Are you going out tonight?'

- 'Yes, I am.'
- 'I think \_\_\_\_\_, but I'm not sure.'
- 'I \_\_\_\_\_ be.'

3 'Do you think the world's climate will change dramatically in the next fifty years?'

- 'I \_\_\_\_\_ so.'
- 'I hope \_\_\_\_\_.'
- 'Who \_\_\_\_\_? Maybe.'

5 Ask and answer similar *yes/no* questions about future possibilities in your life.

- be famous  
go to Florida  
marry a millionaire  
speak perfect English  
have grandchildren
- go to the cinema soon  
meet friends this weekend  
eat out in the next few days
- we discover life on another planet  
people live for 150 years  
find a cure for cancer

## LISTENING AND SPEAKING

### A NEET solution

- 1 Read the text about NEETs. What are they? Choose the correct information about them. Compare your answers with a partner.
- 2 **T 5.7** Listen and check. What surprised you about the figures? Is there a word for NEET in your language? Do you know the figure for NEETs in your country?
- 3 **T 5.8** Listen to three young people talking about being a NEET. Take notes about them under these headings. After each one discuss your answers.
  - past experiences and problems
  - the turning point
  - immediate plans and hopes for the future
- 4 What challenges do you think each person will face? How might their new experience benefit them? Do you know anyone who is in a similar situation?

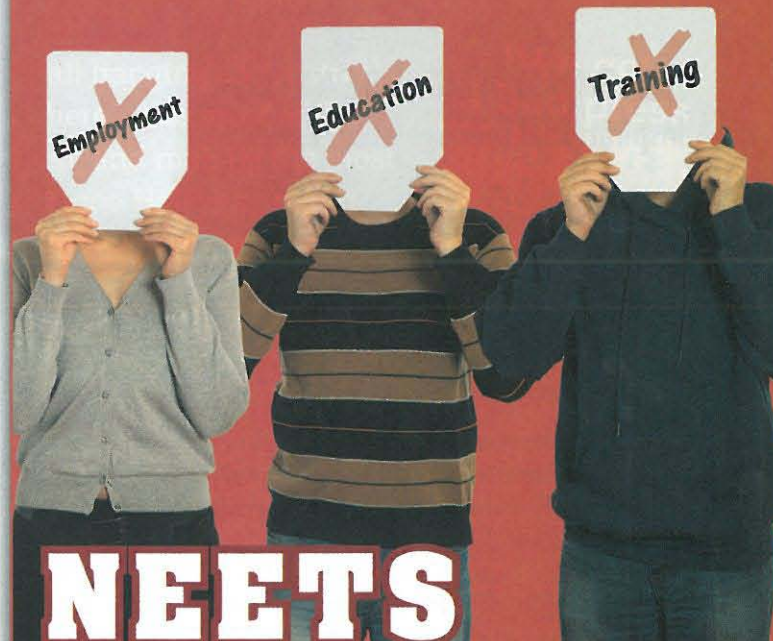


### SPOKEN ENGLISH *thing*

- 1 Look at the examples of the word *thing* from T 5.8 in exercise 3.

*Sitting at a desk just wasn't my kind of thing.*  
*Things are pretty tough here right now.*

Find more examples of *thing(s)* in T 5.8 on SB p127.
- 2 Ask and answer the questions with a partner about you.
  - How are things with you at the moment?
  - What's the thing you like most about learning English?
  - Do you like doing your own thing?
  - Is horse racing your kind of thing?
  - Do you ever say the wrong thing in company?
  - Do you have a thing about wearing fur?
  - If your friend keeps you waiting, do you make a big thing of it?



## the facts and figures

The term **NEET** is used to refer to people who are 'Not in Employment, Education, or Training'. In the UK, NEETs are usually defined as being in the 16–24 age group. The UK figure is estimated to be 1,163,000, which is (5.1% / 8.1% / 15.1%) of this group. In the EU, for 15–29-year-olds, the rate is on average (10.4% / 15.4% / 20.4%), although there are huge differences across countries. These range from 5.5% in (the Netherlands / Italy / Ireland) to about 25% in (Germany / Bulgaria / Sweden). The estimated annual cost to the EU per year is about (€12bn / €100bn / €120bn).

Figures for other developed economies reveal similar challenges. In the USA, the 2010 NEET figure stood at 15.6%, in New Zealand 13.1%, and (China / Japan / Singapore) 9.7%. And a university degree is no longer a guarantee to a job. In the UK in 2011, (a tenth / a fifth / a quarter) of graduates aged 21 were unable to find work after leaving university.

### What do you think?

How can young people get 'from NEET to EET' (Educated, Employed, and Trained)? Look at the list of possible solutions from around the world. Which of them would work best? Why?

- military service/voluntary work
- apprenticeships
- one-to-one mentoring from a personal adviser
- free transport/books/access to IT
- grants for higher education
- help in setting up a small business
- school-based education with in-company training

▶▶ **WRITING** Applying for a job –  
A CV and a covering letter p108

## READING AND SPEAKING

### Inspirational teenagers!

- 1 How do people of different ages see each other? In your country, what do ... ?
- old people think of young people
  - young people think of old people
  - parents think of teenagers
  - teenagers think of their parents

- 2 Look at the photos. Read the headings and the introduction. What is the main point of the article? Why do you think teenagers 'get a bad press'? What does this mean?

- 3 Work in two groups.

**Group A** Read about Nick D'Aloisio.

**Group B** Read about Jake Bugg.

Answer the questions.

- 1 What is inspirational about him?
- 2 What do you learn about his family and childhood?
- 3 Who or what has helped or influenced his life and career?
- 4 What are the important milestones in his life so far?
- 5 What is his ambition?
- 6 What do you learn about his friends?

Find a partner from the other group and swap information.

- 4 Read about Sarah and go through the questions again. Compare her life with Nick's and Jake's.

- 5 Which person might have said ...?

*'I know I'll still be writing and playing when I'm an old man.'*

*'She won't be able to walk at all in a few years.'*

*'By the time I'm 40 I'll have found a way to do it.'*

#### What do you think?

- Who do you think is the most successful now?
- Who will be most successful in the future?
- Which teenager do you most admire? Why?

# Inspirational teenagers

## Nick D'Aloisio

17

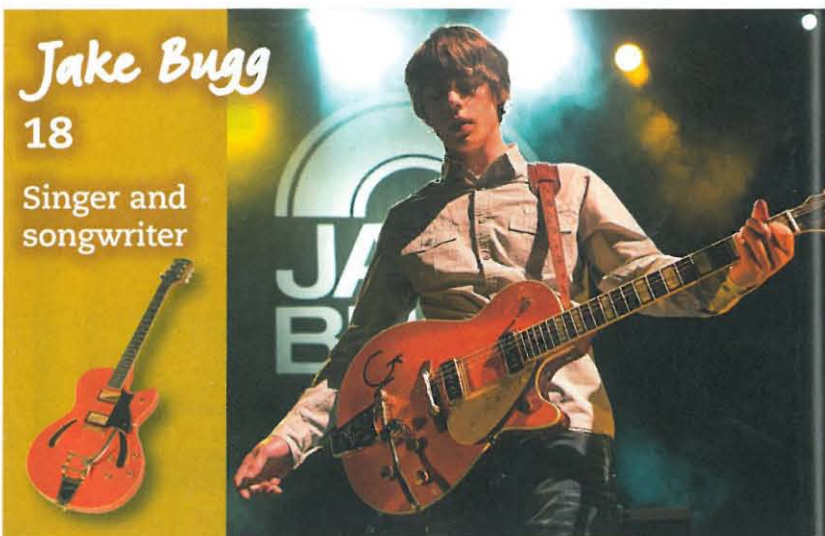
App entrepreneur



## Jake Bugg

18

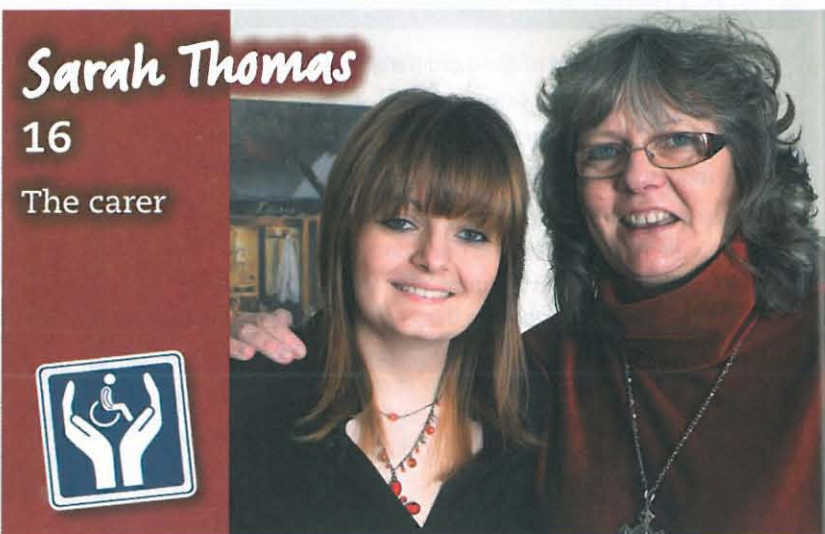
Singer and songwriter



## Sarah Thomas

16

The carer



Today's teenagers often get a bad press but they are not all hanging about street corners or sulking in their bedrooms. The ones featured here – like most of the UK's five and a half million teens – are ambitious, talented, and making the most of their lives, often against the odds. **Judith Woods and Fiona Holloway report.**

'We get a bad press but we're all right!'

**Nick D'Aloisio** is the founder of the London-based company *Summly*. He grew up in Perth, Australia. His dad is a banker and his mother is a lawyer. The family moved to London when Nick was 7. At 9 he was given his own computer which he put to use creating movies. At 12 he got an iPhone and began writing apps. He created *Facemood*, an app that looked at your friend's Facebook timeline and summarised what mood they were in. Nick wanted to summarise more.

'The thing is, I don't have time to click in and out of every story and article on the web that interests me. I want to find a way to skim-read content before reading the complete article. The time is right for this; even Google knows that something needs to be done to make sense of the web overrun by a diarrhoea of words.'

So at just 16 he created *Summly*, which automatically summarises webpages and news articles. It had 100,000 downloads in its

first month and attracted \$250,000 in funding from the Chinese billionaire Li Ka-Shing.

How does Nick reconcile his life as an entrepreneur with his other life as a student and a teenager?

'I like a load of things. I'm a keen fan of rugby and cricket. I enjoy school and being with my friends, and I work hard at school. I'm learning Russian and Mandarin. I don't want to be seen as a kid who created an app. It's an app which happens to have a kid behind it. Steve Jobs is an idol of mine. He had a clear vision of his product. Like him I'm obsessive about controlling every aspect of my product.'

Nick's ambition to summarise the entire web is still a journey in progress, but the world of technology will be hearing about his exploits for a long time to come. He has recently sold *Summly* to Yahoo for \$30m.

**Jake Bugg** grew up on a council estate in Nottingham but he has already achieved a lot. He started playing the guitar at age 12 when his uncle gave him one as a present. By the time he was 14, he was writing his own songs and at 17 he took part in the Glastonbury Festival as one of the BBC Introducing acts.

'The day before I got the call from the BBC I had been for an audition for another festival and they'd turned me down. The next day the BBC rang and said, "Do you want to play at Glastonbury?" It was just so inspiring and has helped quite a lot.'

Unlike a lot of his school friends, Jake's musical tastes extend past the Top 40 and latest pop releases. His number one is The Beatles and a lot of older stars such as Donovan, Don McLean and Jimi Hendrix. Like most kids of his age, he browses the web to explore the artists he is into but there are other influences as well.

'My mum used to play old records around the house. Sometimes the stuff she played was awful but sometimes really alright.'

Jake's songs have been played on various BBC radio shows and one called *Country Song* was used in a TV advertisement for beer. Jake himself has appeared on TV in a music programme called 'Later... with Jools Holland'. He still has a lot of aspirations.

'Of course I'd like to have a number one hit – everyone wants that but the thing I'd like most is to have a jamming session with Noel Gallagher of Oasis. That'd be so cool. And I guess it would be good to work with one of my heroes, Donovan or someone like that.'

His debut album is due out later this year and will include his new single *Lightening Bolt* and the song *Trouble Town*, which is an autobiographical look at life on a council estate.

From a young age **Sarah Thomas** from Shrewsbury has been caring for both her parents but primarily for her mum, Carol, 53, who has multiple sclerosis. Sarah has worked hard campaigning for the MS Society and drawing attention to the needs of young carers like herself. At the age of 12, she posted a video on YouTube highlighting the challenges young carers face.

'I'll never forget my first day at school. I saw the other children being dropped off by their parents and I suddenly realised that not all mothers were in a wheelchair. The thing is, my mum has had MS for 30 years so I have no memory of her being anything other than ill.'

As an only child, Sarah had to take responsibility for her mother's condition from a very young age. Although her mum is relatively mobile, she falls over daily, suffers from fatigue and can't do much. Her father, Ray, used to be the principal carer but he has arthritis

now so Sarah helps him too. She joined her local British Red Cross young carers project when she was eight and learned first aid and skills to help her look after her mother.

'In the mornings I make sure Mum has taken her pills and I give her an injection. After school I cook dinner. I don't have much time for school friends. When I was eight I developed an eating disorder because I was too stressed to eat. Then someone told me about a Red Cross project that gives young carers the chance to meet each other. That helped a lot. Caring for my mum isn't a burden; I'm going to carry on doing it as long as it's necessary.'

Sarah was proud to be chosen to be an Olympic torchbearer in the London 2012 Olympics and she has met the Prime Minister. She is a true inspiration – she's a hard-working, conscientious student, as well as being a wonderful, caring young lady.

# VOCABULARY

## Hot verbs – take, put

- 1 There are many expressions with *take* and *put*. Look at these examples from the text on page 00.  
 He was given his own computer which he **put to use** creating movies.  
 He **took part** in the Glastonbury Festival.  
 Sarah had to **take responsibility** for her mother's condition.

2 Put the words in the right box.

sb/sth for granted	my arm round her	my advice	offence	ages
somebody in charge of	pressure on sb	a stop to sth	criticism	part
a plan into practice	his work first	place	no notice	a risk

TAKE	PUT

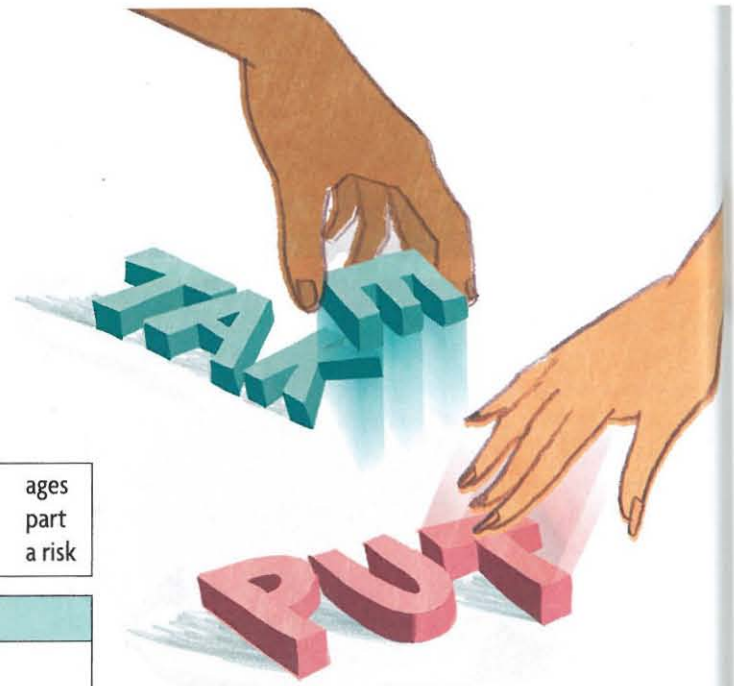
3 Complete the sentences with an expression with *take* or *put* in the correct form.

- The wedding \_\_\_\_\_ in an old country church. It was lovely, but it was miles away. It \_\_\_\_\_ to get there.
- My son's buying cigarettes, but I'll soon \_\_\_\_\_ to that. I won't give him any more pocket money.
- Please don't \_\_\_\_\_ but I don't think your work has been up to your usual standard recently.
- I told you that boy was no good for you. You should have \_\_\_\_\_ and had nothing to do with him.
- The older you get, the more you have to learn to \_\_\_\_\_ for your own life.
- My boss is \_\_\_\_\_ me to resign, but I won't go.
- I tried to get the teacher's attention but she \_\_\_\_\_ of me at all.
- Children never say 'Thank you' or 'How are you?' to their parents. They just \_\_\_\_\_ them \_\_\_\_\_.

**T 5.9** Listen and check.

4 Match the lines in A and B. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it in your diary.
2 The party's on the 21st.	What would you do?
3 'I told her a joke about the French, and it turned out she was French.'	There's no need to panic.
4 Take it easy. Calm down.	We're not in a hurry.
5 Put yourself in my shoes.	Not everything is your fault.
6 You always take things too personally.	'Whoops! You really put your foot in it, didn't you?'



## Phrasal verbs

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in take off take sb on

- The shop \_\_\_\_\_ a lot of extra staff every Christmas.
- The lecture was too complicated, and the students couldn't \_\_\_\_\_ it all \_\_\_\_\_.
- My business really \_\_\_\_\_ after I picked up six new clients.
- You called me a liar, but I'm not. \_\_\_\_\_ that \_\_\_\_\_ and say sorry!

Do the same with these phrasal verbs with *put*.

put sth out put sb off put sth away put sth on

- \_\_\_\_\_ some music \_\_\_\_\_. Whatever you want.
- The disgusting smell of the cheese \_\_\_\_\_ me \_\_\_\_\_ eating it.
- Could you \_\_\_\_\_ your clothes, please? Your room's a total mess.
- \_\_\_\_\_ your cigarette \_\_\_\_\_. You can't smoke in here.

**T 5.10** Listen and check.

## EVERYDAY ENGLISH

### Over the phone

- 1 T 5.11** Listen to the beginning of three phone calls. What's the difference between them?
- When and why do we make small talk? Who with? What about?
  - Why do organizations have automatic caller menus? Why do people find them frustrating?
- 2** A caller is trying to get through to Customer Services in a credit card company. Complete the text with lines a–e.

- a All our lines are now closed  
 b We are currently experiencing unusually heavy call volumes  
 c and you will be connected to an operator  
 d Please continue to hold  
 e to report a lost or stolen card

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account details, press **1**; to check your balance, press **2**; <sup>1</sup>\_\_\_\_, press **3**; to request a statement, press **4**; to leave a voice message, press **5**. For all other enquiries, please hold <sup>2</sup>\_\_\_\_.



<sup>3</sup>\_\_\_\_. You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.



Your call is important to us. <sup>4</sup>\_\_\_\_. Alternatively, please submit your query through [www.fastresponse.com](http://www.fastresponse.com).



Thank you for calling Fast Response Customer Services Department. <sup>5</sup>\_\_\_\_. To speak to an operator, please call Monday to Friday, 8.30 a.m. to 4.30 p.m.



**T 5.12** Listen and check your answers.

### Ending a phone call

- 3** Here is the end of a telephone conversation between two work colleagues, Andy and Barry. Put the lines in the correct order.



- I** **A** So, Barry. It was good to talk to you. Thanks very much for phoning.  
 **A** I certainly will. And you'll email me a copy of the report?  
 **A** That's great, Barry. Have a good weekend!  
 **B** My pleasure. By the way, how's your golf these days? Still playing?  
 **B** Same to you, too! Bye, Andy.  
 **B** OK. Don't want to keep you. So, you'll give me a ring when you're back, right?  
 **A** No, not much. I just don't seem to find the time these days. Anyway, Barry ...  
 **B** It'll be with you first thing tomorrow.  
 **A** It's true. Right, Barry. I must fly. I'm late for a meeting.  
 **B** What a shame! You used to enjoy it so much.  
**II** **A** Bye, Barry.

**T 5.13** Listen and check your answers.

- 4** Discuss the questions.
- Who's trying to end the conversation?
  - Who wants to chat?
  - How does Andy try to signal that he wants to end the conversation?
  - How do they confirm their arrangements?
- 5** Work with a partner. Look at the role card and list of expressions from your teacher. Plan your phone conversation, including small talk if necessary. Sit back to back and have the conversation.



# 6

## Hitting the big time

Expressions of quantity • 'export or ex'port • Business expressions and numbers

### TEST YOUR GRAMMAR

- 1 Underline the words that can complete the expressions of quantity.

**a few** ... cars/traffic/hold-ups/pollution

**not many** ... crimes/criminals/violence/accidents

**several** ... times/letters/furniture/people

**very little** ... time/room/hope/ingredients

**not much** ... jobs/unemployment/work/success

**a bit of** ... luck/knowledge/fun/herbs

**a lot of** ... enthusiasm/energy/children/ingredients

**enough** ... eggs/food/knives/cutlery

**plenty of** ... fresh air/fluids/sleep/walks

**hardly any** ... money/experience/photos/friends

- 2 What do you notice about the three groups of quantifiers?

### THE CELEBRITY CHEF

#### Expressions of quantity

- 1 Jamie Oliver is a famous British chef. Read the article. How did he 'hit the big time'?
- 2 Complete the questions. Ask and answer them with a partner.
  - 1 How \_\_\_\_\_ countries broadcast his TV shows?
  - 2 How \_\_\_\_\_ time has he spent improving diets in schools?
  - 3 How \_\_\_\_\_ did he earn cooking at his parents' pub?
  - 4 How \_\_\_\_\_ did he spend at catering college?
  - 5 How \_\_\_\_\_ chefs did he work under in London?
  - 6 How \_\_\_\_\_ experience did he have when he was first on TV?
  - 7 How \_\_\_\_\_ fresh ingredients and herbs did he use?
  - 8 How \_\_\_\_\_ interest in food programmes did his new audience have previously?

## Jamie Oliver

**Jamie Oliver** has hit the big time in a big way. He is famous worldwide as an extremely successful chef, cookbook writer, restaurateur, and media personality. His numerous TV programmes have been broadcast in over 100 countries including the US, Australia, Brazil, and Japan, and the accompanying cookbooks have been translated into 30 languages. Since 2004, he has given a great deal of time and energy to improving unhealthy diets in schools both in the UK and the US.

His rise to fame and fortune came early and swiftly. By the age of eight he had already started cooking at his parents' pub. It was an easy way to earn a few pounds of pocket money! After two years in catering college, and a short time in France, he started working in restaurants. He worked under three famous chefs in London before he was spotted by a TV producer at just 21 and his life changed.

3 **T 6.1** Listen to a similar text about Jamie Oliver. Write the differences you hear in the chart.

Reading text	Listening text
numerous	many
100 countries	a great number of ...
30 languages	
a great deal of time	
a few pounds of pocket money	
two years	
a short time	
three famous chefs	
hardly any experience	
a lot of enthusiasm	
plenty of fresh ingredients	
no interest in food	
four children	

### LANGUAGE FOCUS

1 Why do we say ...?

*a few pounds* but *a little pocket money*  
*a great number of countries* but *a great deal/amount of time*  
*a lot of/plenty of ingredients* and *a lot of/plenty of time*

2 Who is happier, A or B?

**A** I have a few friends and a little money.  
**B** I have few friends and little money.

▶▶ Grammar Reference p145

Even though he had hardly any experience, he had a lot of enthusiasm for cooking, and was very natural in front of the camera. His first TV programme featured him zipping about London on his scooter buying ingredients and cooking for his friends, all to a rock and roll soundtrack. The recipes didn't involve complicated cooking techniques and used plenty of fresh ingredients and herbs. It attracted a completely new audience that previously had no interest in food programmes. Jamie Oliver became an overnight success.

Jamie is married to former model Juliette (Jools) Norton. They have four children, Poppy Honey, Daisy Boo, Petal Blossom, and Buddy Bear.

So what's his recipe for success? 'A little bit of luck, a little bit of passion, and a little bit of knowledge!' he says.



## PRACTICE

### Countable or uncountable?

1 Work with a partner. Ask and answer the questions.

*How much ... ? How many ... ?*

- |                          |                          |
|--------------------------|--------------------------|
| 1 money/in your pocket   | 6 pairs of jeans         |
| 2 cups of coffee/day     | 7 books/read in one year |
| 3 times/been on a plane  | 8 homework/a night       |
| 4 time/spend watching TV | 9 English teachers/had   |
| 5 sugar/in your coffee   | 10 films/a month         |

**T 6.2** Listen and compare your answers.

2 Some nouns can be both countable (C) and uncountable (U).

Chocolate is fattening. <b>U</b>	I do a lot of business in China. <b>U</b>
Have a chocolate. <b>C</b>	I've opened a business there. <b>C</b>

Complete the sentences with *a* or nothing.

- I'd like \_\_\_\_\_ single room for the night.  
Is there \_\_\_\_\_ room for me to sit down?
- You mustn't let children play with \_\_\_\_\_ fire.  
Can we light \_\_\_\_\_ fire? It's getting cold.
- Scotland is a land of \_\_\_\_\_ great beauty.  
You should see my new car. It's \_\_\_\_\_ beauty.
- There was \_\_\_\_\_ youth standing in front of me.  
\_\_\_\_\_ youth is wasted on the young.

3 Find word pairs linked according to meaning. Which are normally count nouns, and which uncount? Write them in the correct column.

dollar	lorry	suitcase	job	furniture
advice	apple	trouble	fact	money
suggestion	fruit	journey	chair	problem
work	traffic	information	luggage	travel

Count nouns	Uncount nouns
<i>dollar</i>	<i>money</i>

With a partner, choose a pair of words. Write two sentences to illustrate their use. Use the count nouns in the plural.

*We need some new furniture. We need four more chairs.*

## Expressing quantity

4 Rephrase the sentences. Use the prompts.

She earns five euros an hour.  
much / very little / hardly any

*She doesn't earn much money.*

*She earns very little money.*

*She earns hardly any money.*

- 1 She's got two friends.  
many / very few / hardly any
  - 2 There are six eggs in the fridge.  
some / a few / enough
  - 3 There are two eggs in the fridge.  
many / only a couple of
  - 4 There aren't any tomatoes.  
no / not a single
  - 5 Did you spend many weeks in France?  
much / a lot of
  - 6 I have five days' holiday a year.  
much / hardly any
  - 7 I have put on 20 kilos!  
a huge amount of / far too much / loads of
  - 8 Ninety per cent of my friends have a car.  
almost all / most / the majority
  - 9 Ten percent of them smoke.  
very few / hardly any / not many
  - 10 There isn't one of my friends who's married.  
none / not one
  - 11 Ken works 100 per cent of the time.  
all / the whole
  - 12 Yesterday I ate hardly anything at all.  
not much / very little / almost nothing
- 5 Choose the correct alternative.
- 1 I have *a few* / *few* cousins, but not many.
  - 2 We have *very little* / *a little* money, I'm afraid.
  - 3 I earn *less* / *fewer* money than I did in my old job!
  - 4 *Less* / *Fewer* people go to church these days.
  - 5 *All people* / *Everyone* came to my party.
  - 6 I was burgled last month. *All* / *Everything* was stolen.
  - 7 *Everyone* / *All the people* was watching the Cup Final.
  - 8 Last week the *all* / *whole* school had flu.

## A class survey

6 Conduct a lifestyle survey of your class. Ask and answer the questions with other students.

### Do you ...?

Lifestyle survey

buy designer clothes
enjoy shopping
go clubbing regularly
do a lot of exercise
play games on your phone
go to coffee shops
cook for friends
chat online



7 Give your feedback using expressions from the box.

all of us	most of us
a few of us	hardly anybody
quite a lot of us	nobody
(nearly) everybody	none of us

Most of us do loads of exercise.

### Spoken English Expressing quantity informally

1 There are many ways of expressing quantity informally in spoken English.

She's got **loads of** clothes.

**T 6.3** Listen and complete with the expressions of quantity.

\_\_\_\_\_ of time      \_\_\_\_\_ of food      \_\_\_\_\_ of things  
\_\_\_\_\_ of money      \_\_\_\_\_ of washing      \_\_\_\_\_ of people

2 What have your friends got a lot of?

Tania's got millions of boyfriends.

▶▶ **WRITING** Report writing – A consumer survey p110

# LISTENING AND SPEAKING

## Adverts all around!

Work in small groups.

1 Do you have any favourite adverts? Do some annoy you? Which? Why? Do you sometimes skip adverts online or on recorded TV programmes?

2 Make a list of all the places where you find advertisements. Share with the class.

3 Look at the pictures.

What is 'body advertising'? Which parts of the body listed below do you think are most suitable for this kind of advertising?

- head
- face
- eyelids
- forehead
- hands
- chest
- thighs
- soles of the feet

4 **T 6.4** Listen to a radio programme about body advertising. Answer the questions.

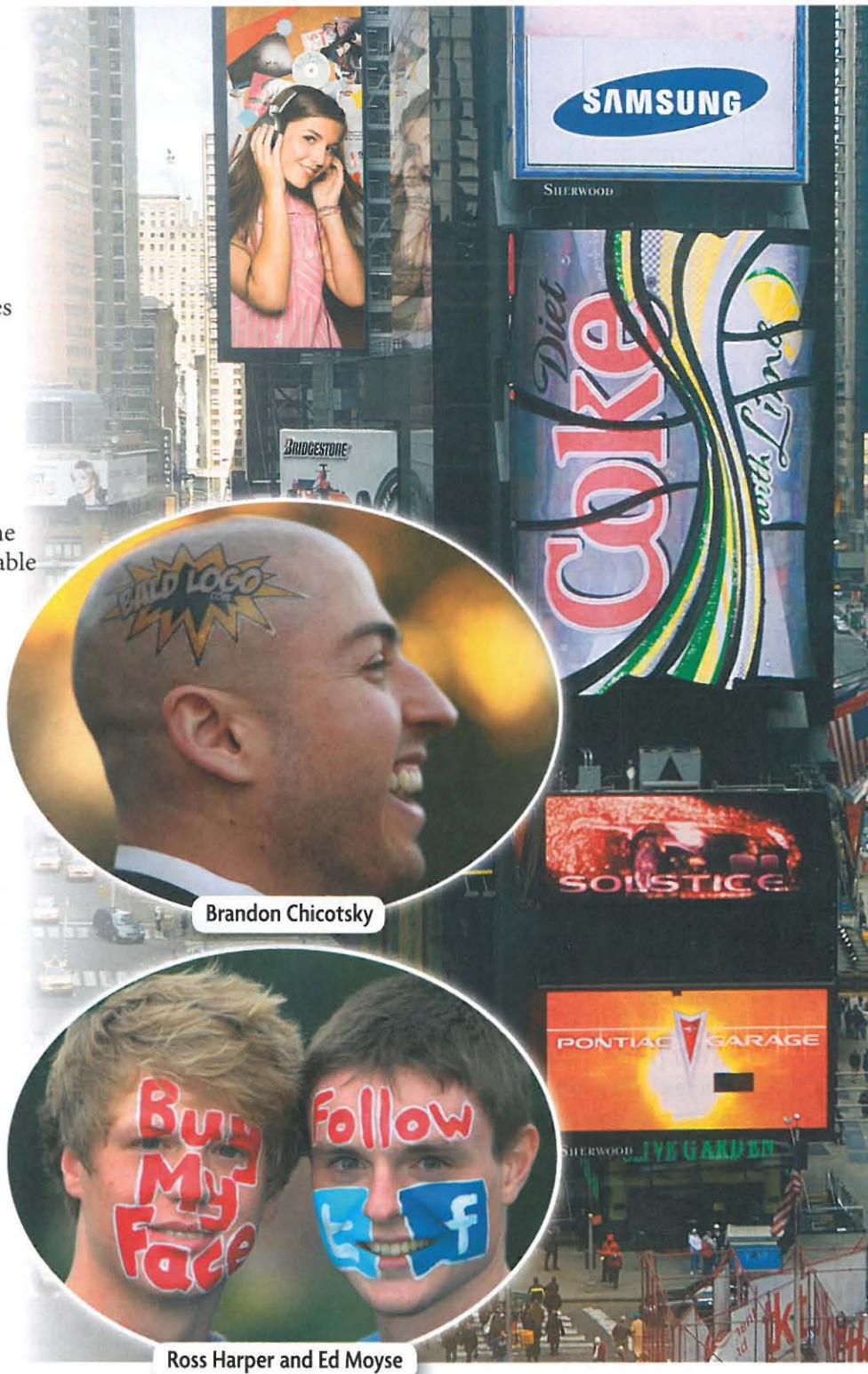
- 1 Is advertising generally more or less effective these days?
- 2 Who is Brandon Chicotsky? What was his 'ingenious idea'?
- 3 Who are Ross Harper and Ed Moyses? How did they repay their student loans?
- 4 Which parts of the body are mentioned as advertising spaces?
- 5 Why did ten men and women go round winking at people?
- 6 What form does body advertising take in Japan?

5 **T 6.4** Listen again. What do these numbers refer to?

- 250–3,000
- 50%
- 7%
- \$320
- £50,000
- 6,000
- £100
- 1,000

### What do you think?

- What do you think about 'body advertising'? Is it a good idea or a 'step too far'?
- Why are people becoming more immune to advertising?
- Are you influenced by advertising? What have you bought as a direct result of it?



Brandon Chicotsky

Ross Harper and Ed Moyses

### Task

- 1 Find an advertisement from a newspaper or magazine that appeals to you, and bring it to class. Talk about what the advert is for, and why you like it.
- 2 Devise a radio or television advert. Choose a product or service of your own, or one of the following.
  - a BMW sports car
  - Dazzle washing-up liquid
  - Bonzo dog food
  - Blue Mountain coffee
  - a restaurant in town
  - a bank for students

## READING AND SPEAKING

### Two famous brands

1 What do you know about these brands? What is their reputation? Are they popular among your friends and family? Who are their rivals?

2 Work in two groups.

**Group A** Read about Apple.

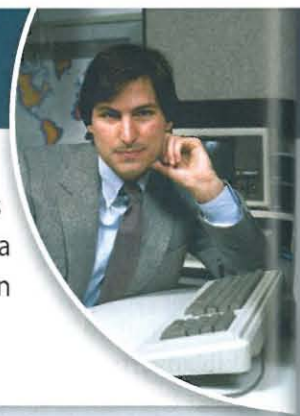
**Group B** Read about Starbucks.

Read your article and answer the questions.

- 1 When and where did the company begin?
  - 2 Who founded it?
  - 3 Where did the name of the company come from?
  - 4 Why did the brand become a success?
  - 5 Has the company's progress always been easy?
  - 6 What makes the brand special?
  - 7 What features of the product or company do people see as negative?
  - 8 What are some examples of the company's products?
- 3 Find a partner from the other group. Compare and swap information.
- 4 Here are eight answers. Decide which four are about your article. Then write the questions.
- In Silicon Valley.
  - About 900.
  - \$13 billion.
  - In 1997. (*When ... launched?*)
  - Ten years. (*How long ... take ...?*)
  - Because he argued with his partner. (*Why ... resign?*)
  - Because they can't compete. (*Why ... out of business?*)
  - By selling some of their possessions. (*How ...?*)

# Apple

**Mac or PC?** For many, home computers have become synonymous with Windows and Bill Gates, but there has always been a loyal band of Apple users, whose devotion to the brand and its co-founder, the late Steve Jobs, is almost religious.



Within minutes of his death on October 5, 2011, Twitter was overwhelmed with tributes from shocked fans. In the hours and days that followed, thousands of people made their way to Apple headquarters in California and to Apple Stores right across the world to lay flowers and light candles. In a fitting tribute to this gadget guru, many held up an image of a burning candle on their iPhone or iPad. So how did a company named after a fruit create so many fans?

Steve Jobs and Steven Wozniak dropped out of college and got jobs in Silicon Valley, where they founded the Apple Computer company in 1976, the name based on Jobs' favourite fruit. They designed the Apple I computer in Jobs' bedroom, having raised the capital by selling their most valued possessions – an old Volkswagen bus and a scientific calculator. The later model, the Apple Macintosh, introduced the public to point and click graphics. It was the first home computer to be truly user-friendly, or as the first advertising campaign put it, 'the computer for the rest of us'.

# STARBUCKS

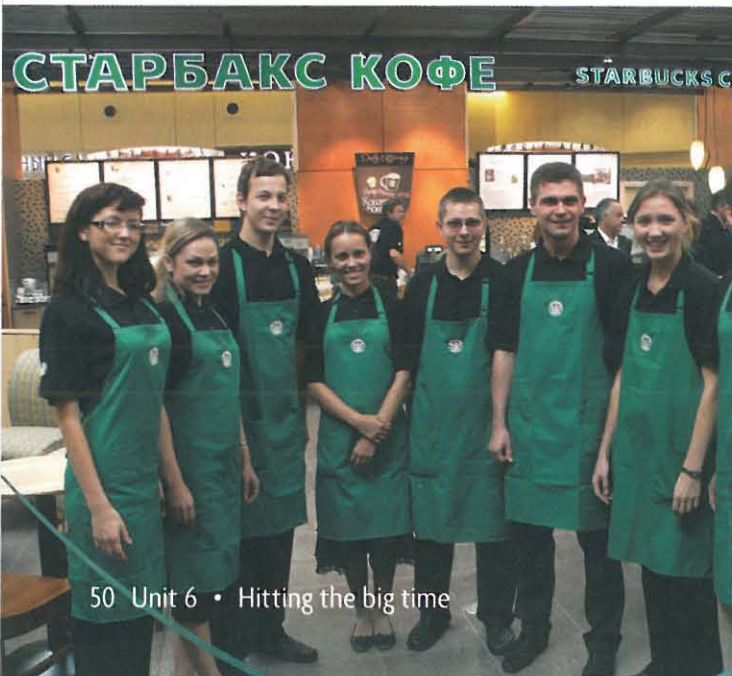
**Anyone for coffee?** What about a Skinny Latte, or perhaps an Iced Caramel Macchiato, or even a Mocha Cookie Crumble Frappuccino? These are just a few of the many speciality coffees on offer at Starbucks, the world's leading coffee roaster and retailer.



Starbucks serves over 60 million customers a week in over 17,000 stores in 58 countries around the world. And these figures continue to increase. So how did a company currently worth \$13 billion get started?

Starbucks Coffee, Tea and Spice, as it was originally known, roasted its first coffee beans in 1971. This tiny coffee house in Seattle, named after a character in the novel *Moby Dick*, was the vision of three men – Baldwin, Siegel, and Bowker – who cared passionately about fine coffee and tea. Their determination to provide the best quality coffee helped their business to succeed, and a decade later, their fourth store in Seattle opened.

Meanwhile, in New York, Howard Schultz, a businessman specializing in kitchen equipment, noticed that a small company in Seattle was ordering a large number of a special type of coffeemaker. Out of curiosity, he made the cross-country trip to Seattle to find out more. Immediately he saw the Starbucks store, he knew that he wanted to be part of it. The three founder members weren't initially very keen, but a persistent Schultz was eventually hired to be head of Starbucks marketing in 1982.



When IBM released its first PC in 1981, Jobs realized that Apple would have to become a more grown-up company in order to compete effectively. He brought in John Sculley, the president of Pepsi-Cola, to do the job, asking him 'Do you want to just sell sugared water for the rest of your life, or do you want to change the world?' Sculley and Jobs began to argue bitterly, however, and after a power struggle, Jobs was reluctantly forced to resign.

By 1996, Apple was in trouble, due to the dominance of Windows software and the increasing number of Mac clones which could use it. Jobs was brought back to the ailing firm for an annual salary of \$1, and the company gradually returned to profitability.

Apple's computers cost more than most PCs, and have a more limited range of software available for them, but their great appeal has been the attention to design, making Apple the cool computer company. The launch of the stunning multi-coloured iMac in 1997, followed by the sleek new iMac in 2002, marked the end of the computer as an ugly, utilitarian machine, and brought the home computer out of the study and into the lounge.

Apple's fortunes were transformed again with the development of the iPod in 2003, the iPhone in 2007, the iPad in 2010, and the iCloud data storage service in 2011. These beautifully stylish products and the ease with which they are networked, have changed the way the world reads, watches, listens, and communicates.



**"Other companies don't care about design. We think it's vitally important."**  
the late Steve Jobs



He modelled the Starbucks stores on Italian espresso bars, and made them comfortable places to relax. Within the next ten years, Schultz had already opened 150 new stores and had bought the company! In 2011, a new logo was launched, surprisingly without the words 'Starbucks' and 'coffee'. Despite criticism from branding experts, this was a clever way of allowing the company to extend its product range. The following year saw the introduction of Refreshers – energy-boosting drinks made from real fruit juice and green coffee extract.

### "17,000 stores in 58 countries"

But global success comes at a price. Although Starbucks has a company policy of fair trade and employee welfare, it has been the recent target of anti-globalization protests. Many people feel that big corporations, even responsible ones, are never a good thing, as small, independent companies can't compete and so go out of business. Added to this, fierce competition from other chains in the middle of a recession caused Starbucks to close 900 of its 17,000 stores worldwide.

And its worries didn't end there. Starbucks UK came under close scrutiny over how much tax it pays to the government, resulting in some people boycotting the chain altogether. But despite these challenges, Starbucks remains one of the world's most recognized brands. Its blend of commercialism and comfy sofas is still proving a recipe for success.



Howard Schultz

### Vocabulary work

Find adverbs ending in *-ly* in the texts that have these meanings.

#### Apple

- a slowly over a long period of time
- b in an essential way
- c doing something when you really don't want to
- d in a way that produces a successful result
- e really/genuinely
- f in a way that shows feelings of sadness or anger

#### Starbucks

- a in the beginning, before a change
- b at great speed
- c after a long time, especially after a delay
- d at the present time
- e at the beginning
- f with strong feeling and enthusiasm

### What do you think?

- 1 What arguments do the anti-globalization protesters make against Starbucks and other multinational corporations? Do you agree?
- 2 What sort of technology do you regularly use? What are your favourite websites and apps?

## VOCABULARY AND PRONUNCIATION

export: /'ekspɔ:t/ or /ɪk'spɔ:t/?

- 1 **T 6.5** Listen and repeat these words, first as nouns and then as verbs. How does the word stress change?

a export	c decrease	e progress	g refund	i permit	k insult
b import	d increase	f record	h produce	j transport	l protest

- 2 Practise the words with a partner. Give instructions like this.



- 3 Complete the sentences with one of the words in its correct form. Read the sentences aloud.

- Scotland \_\_\_\_\_ a lot of its food from other countries. Its \_\_\_\_\_ include oil, beef, and whisky.
- I'm very pleased with my English. I'm making a lot of \_\_\_\_\_.
- Ministers are worried. There has been an \_\_\_\_\_ in the number of unemployed.
- But the number of crimes has \_\_\_\_\_, so that's good news.
- How dare you call me a liar and a cheat! What an \_\_\_\_\_!
- There was a demonstration yesterday. People were \_\_\_\_\_ about blood sports.
- He ran 100m in 9.58 seconds and broke the world \_\_\_\_\_.
- Don't touch the remote! I'm \_\_\_\_\_ a film.
- Britain \_\_\_\_\_ about 40% of the EU's oil.

**T 6.6** Listen and check.

refuse: /'refju:s/ or /rɪ'fju:z/?

- 4 **T 6.7** These words have different meanings according to the stress. Check the meaning, part of speech, and the pronunciation in your dictionary. Listen and repeat.

a refuse	c minute	e content	g invalid
b present	d desert	f object	h contract

- 5 Practise saying the words in exercise 4 with a partner.

- 6 Answer the questions using the words in exercise 4.

- What's another name for a dustman?
- What's a UFO?
- What's the Sahara?
- What do you get lots of on your birthday?
- What are pages 2 to 5 of this book?
- What's another way of saying ...?
  - happy
  - incorrect (PIN number)
  - to say you won't do something
  - a written agreement
  - very small

**T 6.8** Listen and check.

## SPEAKING

### Starting a restaurant

- 1 Name some popular restaurants where you live. What makes them successful?



- 2 Work in small groups. You are going to open a restaurant. Make some important decisions.

- What kind of restaurant will you open?
- How will you raise money to start it?
- Where will it be located?
- What kind of customers do you want to attract?
- How will you advertise your restaurant to these customers?
- How many workers will you hire and how much will you pay them?

### Business presentation

- 3 a Appoint a spokesperson from each group. Tell the rest of the class about your plan and why you think your restaurant will be successful.  
b As a class, vote on the group whose restaurant is most likely to succeed.

- 4 Work in your groups again. Your restaurant is now successful. Discuss these questions.

- Should you raise prices?
- Should you expand?
- The economy enters a recession and business slows. What do you do to stay profitable?

## EVERYDAY ENGLISH

### Business expressions and numbers

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



#### A

- 1 Mike! Long time no see! How are things?
- 2 I'm afraid something's come up, and I can't make our meeting on the 6th.
- 3 What are your travel arrangements?
- 4 Could you confirm the details in writing?
- 5 They want a deposit of 2½ per cent, which is £7,500, and we get ... a ... a 2,000 ...
- 6 I'll give you £5,250 for your car. That's my final offer.
- 7 I don't know their number offhand. Bear with me while I look it up.
- 8 OK. Here's their number. Are you ready? It's 0800 205080.
- 9 So what's your salary, Dave? 35K? 40K?
- 10 Have you applied for that job?

#### B

- a Sorry, I didn't quite get that last bit. What was it again?
- b Sure. I'll email them to you as an attachment.
- c Hey! Mind your own business! You wouldn't tell anyone yours!
- d There's no point. I'm not qualified for it. I wouldn't stand a chance.
- e I'm getting flight BA 2762, at 18.45.
- f Good, thanks, Jeff. Business is booming. What about yourself?
- g Great! It's a deal. It's yours.
- h Never mind. Let's go for the following week. Is Wednesday the 13th good for you?
- i No worries. I'll hold.
- j I'll read that back to you. Oh eight double oh, two oh five, oh eight oh.

**T 6.9** Listen and check. Practise some of the lines around the class.

- 2 Work with a partner. Cover the lines in B. Try to remember the conversations. Then cover the lines in A and do the same.
- 3 Practise the numbers in the conversations. How is the phone number said in two different ways?



"Yes, I'm still on hold. Are you still in business?"

4 Practise saying these numbers.

375 1,250 13,962 23,806 150,000 5,378,212

½ ¾ ⅓ ¼ ⅔

4.3 7.08 10.5 3.142 0.05

17 Sept Feb 3 22 Nov Aug 14

19th century 21st century 1960s

2007 1980 1786 1902

12.00 p.m. 12.00 a.m. 14.05 22.30

07775 360722 0800 664733 0990 21 22 23

(football) 2 - 0 (tennis) 30 - 0

**T 6.10** Listen and check.

- 5 Write down some numbers. Dictate them to your partner. Ask your partner to read them back to you.



# 11

## It's all hypothetical!

Hypothesizing • Expressions with *if* • Word pairs • Moans and groans

### TEST YOUR GRAMMAR



- 1 Bridget Smith is feeling very sorry for herself. Read column A. What are her problems?
- 2 **T 11.1** Join a line in A with a wish in B. Listen and check.
- 3 Write down one thing you're not happy about. Tell the class what you wish.

A		B
1 It's raining again.		I was.
2 I'm not going out tonight.		I did.
3 There's nothing good on TV.		I didn't.
4 I don't like my job.	I wish	I could.
5 My boyfriend and I split up last week.		he would.
6 I know he won't call me.		there was.
7 I feel really depressed.		it wasn't.
8 I can't talk to anyone about it.		we hadn't.

### I WISH THINGS WERE DIFFERENT

#### Hypothesizing

- 1 Look at the photos. Each one illustrates someone's regret or wish. What do you think the regret or wish is?
- 2 **T 11.2** Listen to the people talking. Who says what? Number the pictures in the order you hear.
- 3 **T 11.2** Listen again and complete the lines.

1 I shouldn't have \_\_\_\_\_.  
Surely you could \_\_\_\_\_?  
Supposing you \_\_\_\_\_?

2 I shouldn't have \_\_\_\_\_.  
If only I hadn't \_\_\_\_\_.  
I wouldn't worry \_\_\_\_\_.

3 If only we could \_\_\_\_\_.  
That would \_\_\_\_\_.  
I'd just \_\_\_\_\_.  
Sometimes I wish \_\_\_\_\_.

4 Don't you wish you \_\_\_\_\_?  
But you could have \_\_\_\_\_!

5 What would you give \_\_\_\_\_?  
Which one would you choose if \_\_\_\_\_?  
... if I won the lottery I'd \_\_\_\_\_.  
I wouldn't - I'd \_\_\_\_\_.

- 4 Work with a partner. Use the lines in exercise 3 to help you remember the conversations. Practise them.



5 Look at the facts behind this regret.

*I shouldn't have gone out last night.*

*I did go out last night. I went to a party.*

What are the facts behind these statements?

- |  |   |
|--|---|
| a I wish I knew the answer.                                  | e I <i>should have listened</i> to your advice. |
| b If only I <i>could come</i> .                              | f If only I'd <i>told</i> the truth.            |
| c If I <i>didn't get</i> so nervous, I'd get better results. | g I wish I <i>spoke</i> French well.            |
| d If you'd <i>helped us</i> , we'd have finished by now.     | h I wish <i>you would</i> speak to him.         |

### LANGUAGE FOCUS

- 1 Which of the sentences in exercise 5 are about present time? Which are about past time?
- 2 Look at sentences c, d, and e. What are the full forms of the contractions *I'd*, *you'd*, and *we'd*?
- 3 Other expressions are also used to hypothesize. Complete the sentences with the facts.

*It's time you **knew** the truth.* The fact is that you ...

*I'd rather you **didn't smoke**.* The fact is that you ...

*Supposing you'd **fallen** and **hurt** yourself?* Fortunately you ...

▶▶ Grammar Reference p151

## PRACTICE

- 1 Express a wish or regret about these facts. Use the words in brackets.
  - 1 I don't speak English fluently. (*wish*)
  - 2 You speak very fast. I don't understand. (*If*)
  - 3 I'm an only child. (*wish*)
  - 4 We don't have enough money for a holiday. (*If only*)
  - 5 I get up at six o'clock every morning. I have to go to work. (*wouldn't/if*)
  - 6 I didn't learn to ski until I was forty. I'm not very good. (*If*)
  - 7 My 13-year-old sister wants to be older. (*She wishes*)
  - 8 My best friend always borrows my things without asking. (*I'd rather*)
  - 9 I don't know anything about computers. I can't help you. (*If*)
  - 10 We want to have a break. (*It's time*)

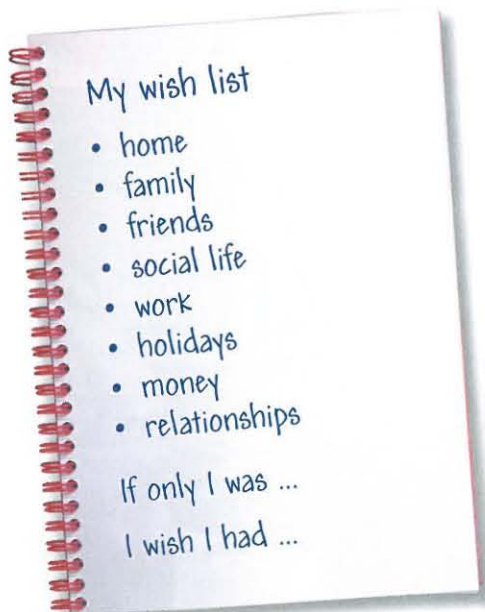


### If only they'd known

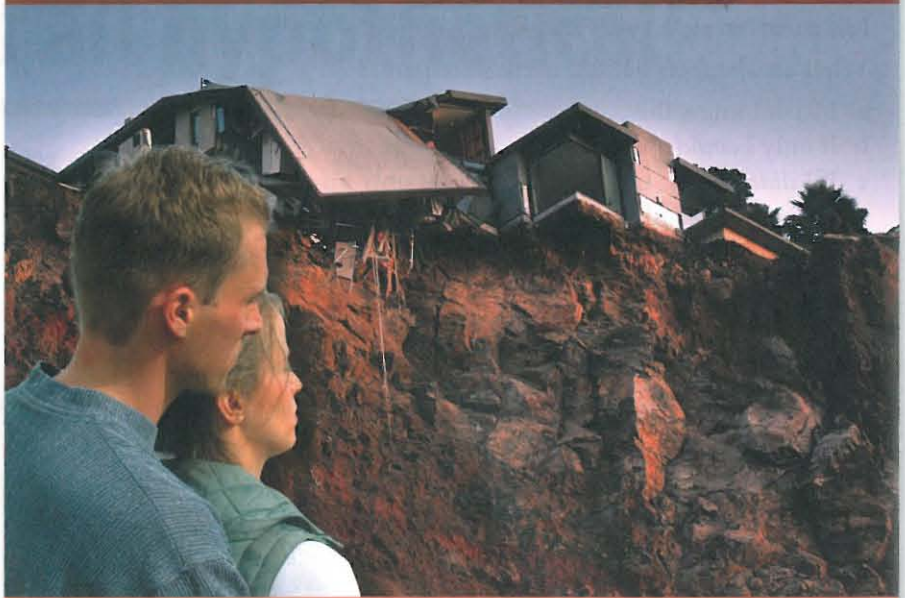
- 2 **T 11.3** Read and listen to Marty and Carrie's sad story. Explain the title.
- 3 Use these words to form sentences about Marty and Carrie's story.
- 1 If the house/not be/on a cliff/not fall/into the sea.
  - 2 Marty and Carrie wish they/not buy it.
  - 3 They shouldn't/act/so quickly.
  - 4 They should/hire/a surveyor.
  - 5 If they/hire a surveyor/he might/warn them not to buy it.
  - 6 If only they/not lose/all their money.
  - 7 Supposing the earthquake/not happen?
  - 8 They wish/not go/on holiday to Vanuatu.
- 4 Form the question and answer it.  
What/happen/if there/not be/earthquake?

### Talking about you

- 5 What do you wish was different about your life? Make a wish list about some of these things. Discuss your list with other students.



# Broken dreams



Carrie and I were on holiday in Vanuatu in the South Pacific. It's really beautiful there, and one day we went for a walk and saw this house for sale. It was on a cliff overlooking a bay, and you could imagine, the views were absolutely fantastic. We just fell in love with it. We had to have it – so we bought it there and then, and the next day we hired an architect to redesign our dream holiday home. That evening we celebrated, and in the middle of the night, we were fast asleep when suddenly we were thrown from our beds. The room was shaking – it was the biggest earthquake that had ever hit the region. But the worst was still to come, because the next morning when we drove out to check our newly bought house, we found that the whole cliff had fallen into the sea. We lost every cent we had.

### SPOKEN ENGLISH Expressions with *if*

There are many fixed expressions with *if* often found in spoken English. Match a line in **A** with a line in **B**.

A	B
1 <input type="checkbox"/> Would it be OK if	a if you've got a minute?
2 <input type="checkbox"/> If all goes well,	b I'd never forgive myself.
3 <input type="checkbox"/> If you knew what I know,	c If anything, he's a bit shy.
4 <input type="checkbox"/> Could I have a word with you	d I left a bit early today?
5 <input type="checkbox"/> If anything went wrong,	e we can always postpone it.
6 <input type="checkbox"/> Win? What do you mean? If you ask me,	f you'd never go out with him again.
7 <input type="checkbox"/> It was a Thursday, not a Tuesday,	g if any at all.
8 <input type="checkbox"/> Well, if the worst comes to the worst,	h they don't stand a chance.
9 <input type="checkbox"/> You haven't made much progress,	i we should be finished by Friday.
10 <input type="checkbox"/> I don't think he's cold or arrogant.	j if I remember rightly.

**T 11.4** Listen to the conversations and check. What extra lines do you hear? What are the contexts? Practise with a partner.

# VOCABULARY AND PRONUNCIATION

## Word pairs

There are many pairs of words joined by a conjunction. The order of the words is fixed.

We had to have the house, so we bought it **there and then**.

Complete these well-known pairs.

Life's full of **ups and** \_\_\_\_\_ . It will happen **sooner or** \_\_\_\_\_ .

There are always **pros and** \_\_\_\_\_ in any argument.

1 Match a word pair in A with a definition in B.

A	B
ifs or buts	compromise/be flexible
wait and see	excuses or arguments
ins and outs	be patient and find out later
give and take	generally speaking
by and large	exact details
grin and bear it	accept it or refuse, I don't care
odds and ends	tolerate it as best you can
take it or leave it	a variety of things

**T 11.5** Listen and repeat the word pairs. Pay attention to the linking sounds between the words.

2 Complete the sentences with a word pair from exercise 1.

- In any relationship you have to be prepared to \_\_\_\_\_. You can't have your own way all the time.
- I didn't buy much at the shops. Just a few \_\_\_\_\_ for the kids. Socks for Ben and hairbands for Jane.
- I don't want to hear any \_\_\_\_\_. Just finish the job as soon as you can.
- It's difficult to explain the \_\_\_\_\_ of the rules of cricket. It's so complicated.
- 'What have you got me for my birthday?' 'You'll have to \_\_\_\_\_.'
- 'Oh, no! The Burtons are coming for lunch! I hate their kids!' 'I'm sorry, but you'll just have to \_\_\_\_\_. It's only for an hour or so.'
- OK, you can have it for £90. That's my final offer, \_\_\_\_\_.
- Britain has lots of faults, of course, but \_\_\_\_\_, it's a pleasant place to live.

**T 11.6** Listen and check.

3 Work with a partner. Join the words in A and C using a word in B.

A	B	C
now sick more touch	and	tired quiet sound surely
peace safe slowly there	but	then go then less
	or	

Write sentences using each pair. Read them aloud to the class.

- T 11.7** Listen to a conversation between two friends. What are they talking about? Note down all the word pairs you hear.
- Look at the conversation on p164. Practise it with your partner, paying particular attention to the stress and intonation.

# READING AND SPEAKING

## Have you ever wondered?

- As you go through your day do you ever wonder about things? Have you ever puzzled over these questions? Discuss them in groups. Which can you answer?

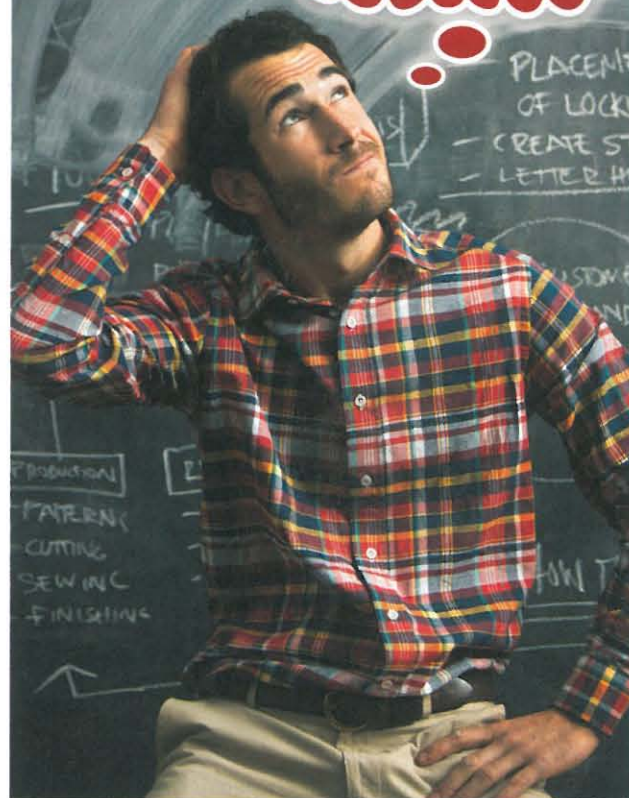
Could the internet be wiped out?

How many species live in or on the human body?

What would happen if we didn't have leap years?

Why do songs get stuck in my head?

What is the origin of the @ symbol?



- Read the answers to the questions on pp90-91. Check your ideas.

## Reading

- 3 Read the texts again. These lines have been removed from them. Which text does each come from?
- It separates a person's online user name from their mail server address.
  - Whatever their name, they can be very annoying.
  - It connects our computers in many different ways, by land, sea, and space (via satellites)
  - After only 100 years, it would be off by approximately 24 days!
  - Some 10 million occupy every square centimetre of our flesh.
- 4 Answer the questions.
- Why is the Internet so resilient?
  - What might be lost if it did collapse?
  - What would be the size of a pea?
  - How harmful is the follicle mite? What does it do?
  - When did the Gregorian calendar start:  
500/1000/1500 years ago?
  - Which of these years will be leap years: 2200/2400?
  - What's an earworm?
  - How can you stop earworms?
  - Why did the monks devise the @ sign?
  - How do different nationalities describe the @ sign?

## Vocabulary work

Find the **highlighted** words in the texts. Work with a partner and try to work out the meaning from the context.

## What do you think?

- Which questions did you find most interesting? Why?
- Which language do you think has the best word for the @ sign? What do you call it in your language?
- Small children often ask lots of 'Why' questions about the world.

**Why is the sky blue? Why doesn't our cat talk?**

Think of some good 'why' questions about the world. Ask and answer them with a partner as if you were talking to a child.

Why doesn't our cat talk to me?

Because cats can't talk.

Why can't cats talk?

Because ...

- What have you ever wondered? List some questions in your group and read them to the class.



## 1 Could the Internet be wiped out?

The comedian Eddie Izzard joked about technophobia: 'I've wiped all my files! ... Oh no I've wiped the Internet!' Would it really be possible to delete the Internet? Could anything trigger its total collapse? Given our dependence upon it, it's a frightening thought.

Luckily for us, wiping out the entire Internet would be **nigh on impossible**. No one machine or cable keeps all of it going. (1) \_\_\_\_\_. If one connection is damaged, other routes can eventually be found.

But imagine the upheaval across the world if it did collapse, even temporarily. Cable and satellite services would be lost. There would be no access to TV channels, no mobile phone service, no email, no texts, no blogs, no Facebook and no Tweets. The world of business would be in total disarray. Internet giants like Google and Amazon, would **grind to a halt**. A crash that lasted even a short time would lead to chaos and panic in financial markets around the world.

It is incredible to think that in just a couple of decades so many aspects of our lives have become so reliant upon it. And, as much as it is sometimes tempting to contemplate a simpler, less stressful world without it, it's a relief to learn how **resilient** it actually is.



## 2 How many species live in or on the human body?

There are about 200 species, including 80 in the mouth alone, that inhabit the human body. However, alongside these our bodies are also host to a **mindboggling** number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion. (2) \_\_\_\_\_. The most densely populated areas of the human body are the teeth, throat, and alimentary tract, where the concentrations are increased times one thousand compared to on the skin. But although such figures seem huge, it has been calculated that if you stuck together all the bacteria on the skin of the average human, it would only be the size of a pea. And then there are the common parasites found on the human body, for example the follicle mite. Found on every individual, it spends all its days harmlessly munching dead skin cells.

However, another parasite, *Naegleria fowleri*, is far from harmless; this invades the brain and multiplies until the host drops dead. Fortunately, only very few humans ever meet this.



# Have you ever wondered?

Answers to some important questions in life

## 3 What would happen if we didn't have leap years?

A leap year consists of 366 days, as opposed to a common year, which has 365 days.

During leap years, we add a leap day, an extra day, on February 29.

A leap year is every four years in the modern Gregorian calendar. They are needed to keep our calendar in alignment with the Earth's revolutions around the sun.

It takes the Earth approximately 365 days, 5 hours, 48 minutes, and 46 seconds to circle the Sun. However, the Gregorian calendar has only 365 days in a year, so if we didn't add a day on February 29 nearly every four years, we would lose almost six hours off our calendar every year. (3) \_\_\_\_\_.

Julius Caesar introduced leap years over 2,000 years ago, but the Julian calendar had only one rule: any year divisible by four would be a leap year. This led to too many leap years, a problem solved over 1,500 years later with the introduction of the Gregorian calendar. In this, further criteria were taken into account:

- The year must be divisible by four.
- However, if the year can also be divided by 100, it is NOT a leap year, unless it is divisible by 400.

This means that 2000 and 2400 are leap years, but 1900 and 2100 are not. The year 2000 was special because it was the first leap year divisible by 400 since the transition from the Julian to the Gregorian calendar.



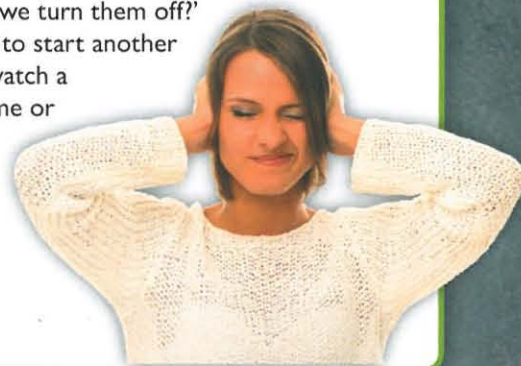
## 4 Why do songs get stuck in my head?

You know the experience – you hear a song and it plays, and replays inside your head, in a never-ending loop. These songs have many names: stuck-song syndrome, sticky music, and cognitive itch, but most commonly 'earworm' from the German 'ohrworm'. (4) \_\_\_\_\_. Nearly everyone gets them on occasion, but some people are much more susceptible than others.

So what causes 'earworms'? An unsurprising finding is that if you hear a song recently or repeatedly, you're more likely to get stuck with it. But sometimes songs pop into our heads even when we haven't heard them for a long time. In this case, something in our current environment may trigger the memory. This happens because the brain never stops working, and its auditory areas, where musical information is retained, can process music all day.

Perhaps a more important question than the cause of earworms is 'How do we turn them off?'

One piece of advice is to start another activity, go for a run, watch a favourite TV programme or think of another song to push out the first. However, the danger here is that the song that cures you might just end up being the next earworm!



## 5 What is the origin of the @ symbol?

History tells us that the little @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of printing presses, every letter of a word had to be painstakingly transcribed by hand for each copy of a book. The monks that performed these tedious copying duties looked for ways to reduce the number of individual strokes for common words. Although the word 'at' is quite short, it was so common that the monks thought it would be quicker and easier to shorten it even more. As a result, they looped the 't' around the 'a' and eliminated two strokes of the pen.

With the introduction of email the popularity of the @ symbol grew. (5) \_\_\_\_\_, for instance, joe@uselessknowledge.com. There is no one universal name for the sign but countries have found different ways to describe it. Several languages use words that associate the shape with some type of animal.

These include:

**Klammeraffe** German for 'hanging monkey'

**apenstaartje** Dutch for 'monkey's tail'

**sobachka** Russian for 'little dog'

**kukac** Hungarian for 'worm'

**papaki** Greek for 'little duck'

**dalphaengi** Korean for 'snail'

**kissanhnta** Finnish for 'cat's tail'

**grisehale** Norwegian for 'pig's tail'

**snabel** Danish for 'elephant's trunk'



## LISTENING AND SPEAKING

### Dreaming the perfect dream

- Everybody dreams, but some people remember their dreams better than others. Can you remember any dreams? Are they good or bad ones?
- What would your perfect dream include? Choose some things from the list and add some of your own. Discuss as a class.

adventure	friends	work	times past
travel	romance	flying	food

- T 11.8** Listen to a radio programme about an app called *Dream:ON*, designed to give you the perfect dream. Are these statements true or false? Correct the false ones.
  - The radio programme *Science for Life* will try to explain the meaning of dreams.
  - The app *Dream:ON* will try to make your dreams more enjoyable.
  - A large number of people have been keen to try out the app.
  - The app chooses the right type of dream for you.
  - You put your phone with the app under your pillow.
  - Soundscape* is a series of sounds which help you dream the perfect dream.
  - When you wake, you write a description of your dream and post it on Facebook for Professor Wiseman.
  - Insomnia and bad dreams affected 36% of people surveyed.
  - Everyone on Twitter tweets that the app works brilliantly.
- Read the opinions of the *Dream:ON* app. Match a line in **A** with a line in **B**.

#### A

- It didn't seem to make much difference. Everything was more
- It worked! Maybe it was just a coincidence, so I guess I'll have to wait
- It didn't work because my battery ran out! I should have
- An app to control your dreams sounds a bit weird. I wish developers would
- I've suffered from disrupted sleep and nightmares for ages. I wish I'd
- What a bunch of nonsense! All you need for a good night's sleep is peace

#### B

- heard about this app before.
- and see if it has any influence on my dreams in the future.
- focus on software that really is useful.
- and quiet, so turn your phone off!
- kept my phone on its charger all night.
- or less the same as before.

**T 11.9** Listen and check. What other information do the speakers give?



### Language work

- What do these expressions with 'dream' mean?
  - This all might be your *dream come true*.
  - It's thanks and *sweet dreams* to our reporter.
  - It all *went like a dream*.
  - I *wouldn't dream of it!*
  - That's *beyond our wildest dreams*.
  - They're finally *living the dream*.
  - They really are the *dream team*.
  - 'One day I'll be rich and famous.' 'Dream on!'

### What do you think?

- Would you like to try the *Dream:ON* app? Why/Why not?
- Do you ever have a recurring dream or dreams with common features? What are they?
- Describe any memorable dreams that you have had.

▶▶ **WRITING Narrative writing 2 – Linking words and expressions p117**

# EVERYDAY ENGLISH

## Moans and groans



1 Read the complaints in A. Match them with a response in B. Which of the items in the box do they refer to?

a leather jacket   email   boots   ordering by phone   a bookcase   an exam   a TV programme   a dishwasher

### A

- 1  I could kick myself. As soon as I'd handed it in, I remembered what the answer was. **an exam**
- 2  I don't believe it! I've spent all morning trying to send this, and all I get is 'Oops! Your message wasn't sent. Try again later'.
- 3  These instructions don't make any sense to me at all. If you can follow them, you're a genius.
- 4  It's not fair. I'd been looking forward to watching it all day and then the phone goes and rings!
- 5  How many times do I have to tell you? Take them off before you come into the house!
- 6  This has gone beyond a joke. You promised you'd deliver it by Tuesday at the latest. Now you're saying next month!
- 7  I went away to think about it, and of course, when I went back it had been sold. I wish I'd just bought it there and then.
- 8  What a waste of time! Ten minutes listening to music and 'All our lines are busy. Thank you for waiting'.

### B

- a What a pain! Have you tried ringing the computer helpline?
- b Give me a break! I was in a hurry. Anyway, they're only a bit muddy.
- c I'm awfully sorry, sir. I'm afraid there's nothing I can do about it. It's out of my hands.
- d I know, it drives me mad. But worse still is that you never get to speak to a real person anyway!
- e Oh, I hate it when that happens! But do you think you've still passed?
- f It's such a shame. It would have gone so well with your white jeans.
- g Don't ask me! This flatpack stuff is a nightmare! I had exactly the same trouble trying to put up a bedside table.
- h Typical! And who was it? Anyone interesting?

2 **T 11.10** Listen and check your answers. Read them aloud with a partner and add another line.

A I could kick myself. As soon as I'd handed it in, I remembered what the answer was.

B Oh, I hate it when that happens! But do you think you've still passed?

A Who knows? I'll just have to wait and see.

3 What are some of the events in a typical day in your life? For each event think of something to moan about.

*I got up and had to wait ages before the shower was free. But worse still, the water was freezing cold!*

*What a pain!*



4 Do you have any moans and groans about anything that's happened recently in your country or in the world?



# 12 Time flies

Articles • Determiners • Hot words – *life, time*  
Linking and commenting

## TEST YOUR GRAMMAR

1 Complete the story of the grandfather with the correct article.  
Tell the story to a partner.

- 1 My grandfather used to be \_\_\_\_ judge.
- 2 He retired \_\_\_\_ year before last.
- 3 He decided to go on \_\_\_\_ sea cruise.
- 4 He enjoyed \_\_\_\_ cruise very much.
- 5 He sailed all round \_\_\_\_ world.
- 6 He met \_\_\_\_ attractive widow.
- 7 He invited her to have \_\_\_\_ dinner with him.
- 8 They got on really well with \_\_\_\_ another.
- 9 My grandfather says you can find \_\_\_\_ love at any age.
- 10 They were married by \_\_\_\_ captain of the ship.

a/an
the
one
no article

2 **T12.1** Listen and check. What extra information do you hear?

## THE PACE OF LIFE

### Articles and determiners

- 1 Do the quiz. Discuss your answers with a partner. Turn to p165. What kind of person are you? Do you agree?
- 2 Find these highlighted words in the quiz. Underline the nouns that follow. Which are followed by *of*?

enough	the whole	all	each	plenty	a great deal	every
hardly any	several	no	none	(a) few	(a) little	most

3 Find the lines in the quiz that mean the same as lines 1–12. What are the differences?

- 1 I leave sufficient time for relaxation.
- 2 Non-stop all of the time.
- 3 More than enough things.
- 4 Lots of enthusiasm.
- 5 Very few, just a couple of minor things.
- 6 There aren't any uncompleted projects.
- 7 I see every one of my projects through.
- 8 I don't have any patience.
- 9 I have hardly any hobbies or leisure time.
- 10 In quite a few ways.
- 11 In all kinds of ways.
- 12 Nearly all of the time by email.



## How well do you

1 How would you describe your pace of life?

- a I'm easy-going. I just take life as it comes.
- b Quite fast, but I leave enough time for relaxation.
- c At times frantic, at times relaxed.
- d Non-stop the whole time but I like it that way.

2 How do you tackle all the things you have to do each day?

- a I do those things I feel like doing.
- b I prioritize. I do the important things and put off all the rest.
- c There's either not enough time to do everything or too much time with nothing to do. I find this difficult.
- d I have a daily 'to do' list that I tick off after each item is completed.

3 How many things have you begun and not finished in the last few years?

- a Plenty of things. I begin with a great deal of enthusiasm but then get bored.
- b Hardly any, just one or two minor things.
- c Several things. Sometimes I get distracted and move from one thing to another.
- d None. There are no uncompleted projects in my life. I see each of my projects through before I start the next.

4 When do you switch off your mobile phone?

- a Unlike most people these days, my problem is forgetting to switch it on!
- b In some public places and when I need some peace and quiet.
- c Not as often as I should.
- d Only if I have to.



# use your time?

## 5 What is your attitude to punctuality?

- a I don't waste time worrying about it.
- b Being late is impolite and inefficient so I try to be punctual.
- c I like to be on time in theory but in practice I'm often late.
- d I'm always on time. I have no patience with people who are late.

## 6 How do you spend your leisure time?

- a Doing a bit of this and that. I don't know where time goes.
- b I recharge my batteries with a few hobbies and being with friends.
- c I keep trying different things that people suggest, but nothing really grabs me.
- d I have few hobbies and little leisure time. I try to put the whole of my life to good use.

## 7 How do you keep in touch with friends?

- a I wait for them to get in touch with me.
- b In several ways – emails, Facebook, texting, but also I like to phone them for a proper chat.
- c In any way I can – but it can be difficult. I think 'I must contact X' but time passes and I find I haven't.
- d Most of the time I text. It's quick and efficient.

## 8 Which of these is closest to your philosophy on life?

- a Whatever will be will be.
- b Life is not a dress rehearsal.
- c There is a season for everything.
- d Grasp every moment.

4 What is the difference between these pairs of sentences?

- |                       |                               |
|-----------------------|-------------------------------|
| I have a few hobbies. | I have a little leisure time. |
| I have few hobbies.   | I have little leisure time.   |

5 Is there a difference in meaning between these sentences?

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| I completed <b>each</b> project. | I completed <b>every</b> project. |
|----------------------------------|-----------------------------------|

Which can mean you had only two projects? Which *can't* mean you had only two projects? Which can mean you had lots of projects?

### LANGUAGE FOCUS

Determiners help identify nouns and express quantity.

1 Look at the examples. Which determiners go with which nouns? Which group expresses quantity?

the other another many other his only such a what a	book books good book	both neither each/every little all the whole no	book books time
--	----------------------------	---	-----------------------

2 Determiners can join a noun using *of + the/my/our/this/that*, etc. Which expressions can you make from these examples?

both neither each all some the whole none	of	the my those	book books time
---	----	--------------------	-----------------------

▶▶ Grammar Reference p152

## PRACTICE

### Talking about you

1 Complete the sentences with determiners which make them true for you.

- 1 I have \_\_\_\_\_ time to relax.
- 2 \_\_\_\_\_ my friends think I work too hard.
- 3 \_\_\_\_\_ my teachers think I work hard.
- 4 I spent \_\_\_\_\_ weekend relaxing.
- 5 I have \_\_\_\_\_ interests and hobbies.
- 6 \_\_\_\_\_ my hobbies are sports.
- 7 \_\_\_\_\_ my parents look like me.
- 8 \_\_\_\_\_ my family have fair hair.
- 9 My aunt gives \_\_\_\_\_ us birthday presents.
- 10 My grandparents watch TV \_\_\_\_\_ time.

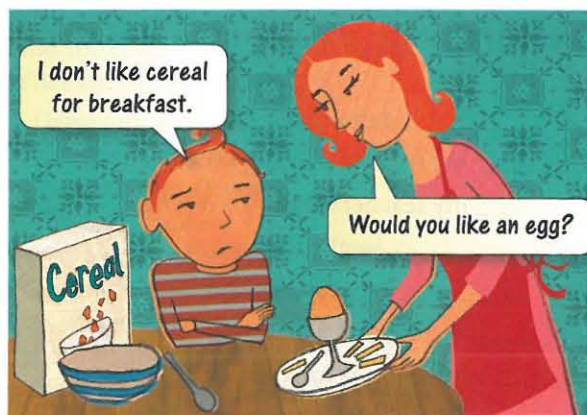
## Discussing grammar

- 2 Work with a partner. What is the difference in meaning between these pairs of sentences?
- 1 I spoke to all the students in the class.  
I spoke to each student in the class.
  - 2 None of them knew the answer.  
Neither of them knew the answer.
  - 3 The doctor's here.  
A doctor's here.
  - 4 There's a man at the door.  
There's some man at the door.
  - 5 There's a pair of socks missing.  
There's a couple of socks missing.
  - 6 Whole families were evacuated from their homes.  
All the families were evacuated from their homes.
- 3 Match lines in A with lines in B.

A	B
Would you like Do all birds lay Where did I put	eggs? the eggs? an egg?
I have two cars. Borrow It was great to see I have five nieces. I gave £10 to	each one. everyone. either one.

A	B
Love A love The love	I have for you is forever. is everything. of animals is vital for a vet.
Both All Every	my friends like dancing. person in my class is friendly. my parents are Scottish.

- 4 **T 12.2** Listen and respond to the lines you hear with a sentence from exercise 3.



- T 12.3** Listen and check. Look at the tapescript on p137. Practise the conversations with a partner.

## SPOKEN ENGLISH Demonstratives

*This/that/these/those* are often found in idiomatic language.

Look at these examples from the quiz on pp94–95.

- (I like) doing a bit of *this and that*.
- Unlike most people *these days*, my problem is forgetting to switch it on!
- I do *those things* I feel like doing.

Complete the sentences with the correct demonstrative.

- 1 What's \_\_\_\_\_ song you're singing?
- 2 Did you hear \_\_\_\_\_ storm in the middle of the night?
- 3 Mmm! \_\_\_\_\_ strawberries are delicious!
- 4 Take \_\_\_\_\_ dirty shoes off! I've just cleaned in here.
- 5 I can't stand \_\_\_\_\_ weather. It's really getting me down.
- 6 Who was \_\_\_\_\_ man you were talking to \_\_\_\_\_ morning?
- 7 Do you remember when we were young? \_\_\_\_\_ were the days!
- 8 Children have no respect for authority \_\_\_\_\_ days, do they?

**T 12.4** Listen and check.

## Determiners – each, every, or all

- 5 Find examples of the determiners *each*, *every*, and *all* in the quiz on pp94–95.
- 6 **T 12.5** Listen to some short conversations. What is each about? Complete the replies. They all contain expressions with *each*, *every* or *all*. Practise the conversations with a partner.

- 1 A What was the meal like?  
B ...
- 2 A Did you apologize to all the guests?  
B ...
- 3 A They didn't all pass, did they?  
B ...
- 4 A Sorry, I only have 50p on me.  
B ...
- 5 A When do you think you'll get there?  
B ...
- 6 A Do you fancy a quick pint?  
B ...

▶▶ **WRITING** Improving style and cohesion p118

# LISTENING AND SPEAKING

## Time of life

- 1 Match the stages of life in **A** with activities in **B**. What do you think is the best or usual age to do the things in **B**? Compare ideas in groups.

A	B	
infancy	own your own home	disagree with parents
childhood	settle down	go travelling
teenage years	set up a business	have fun
young adult	walk and talk	start a first job
adulthood	start primary school	have children
middle age	retire	leave school
old age	get married	be made redundant



Dan



Abi



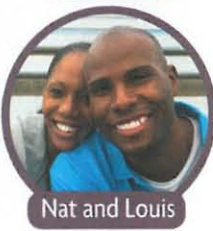
Derek



Jilly



Frances



Nat and Louis

- 2 **T 12.6** Look at the photos and listen to the people. After each one say at which stage of life in exercise 1 they are. How do they feel about it? Which things in **B** do they talk about?
- 3 Who said these things? Read the sentences and answer the questions.
- ... not the easiest thing in your mid-fifties.  
*What is the speaker talking about? Why isn't it easy?*
  - ... it isn't really my area, but a job's a job.  
*What is the job? What is the speaker's area?*
  - Charlotte goes there and she likes doing her work.  
*Where is there? How does the speaker feel about that place?*
  - Basically, I can't think of anything more awful.  
*What does the speaker think is awful? Why?*
  - They don't really do anything ambitious.  
*Who are they? How is the speaker different?*
  - Then she had to downsize when she retired.  
*Who is she and what did she 'downsize'? How did this affect the speaker?*

- T 12.6** Listen and check. What other information do the speakers give?



## Language work

Look at some lines the speakers used. What do the phrases in *italics* mean?

- My workmates invited me to join them for lunch, which helped to *break the ice*.
- They've been brilliant supporting me, but I need to *stand on my own two feet* now.
- And then I *got the bug*, and I was off to South America and the Caribbean.
- Debating details of the law, just *doesn't grab me*.
- We've never managed to get everything in its proper place. It's *such a pain!*
- When they told me I was on the redundancy list, *it hit me like a ton of bricks*.
- It's marvellous to be able to just *follow my nose* around a city.

## What do you think?

Work in groups. Discuss these quotations about age. Which one appeals to you most? Why?

*Old age isn't so bad when you consider the alternative.*  
Maurice Chevalier

*Teenagers are people who act like babies if they're not treated like adults.*  
MAD Magazine

*Youth would be an ideal state if it came a little later in life.*  
Herbert Asquith

*Time may be a great healer, but it's a lousy beautician.*  
Unknown

## READING AND SPEAKING

### The Isle of Muck

- 1 Work in small groups. Look at the picture and read the introduction to the Scottish Isle of Muck. Would life there suit you? Make a list of plus (+) and minus (-) points about living on such an island.
- 2 Look through the text quickly. What or who are these names? What is their role on the island?
  - Catherine Murray-John
  - Sandy
  - Caledonian MacBrayne
  - Colin MacEwen
  - Lawrence MacEwen
  - Dave
- 3 Read the text again and answer the questions.
  - 1 Why is Catherine leaving the island? Does she want to?
  - 2 In what ways is Muck removed from the 21st century?
  - 3 Why is the arrival of the boat a 'great social event'?
  - 4 Why can't anybody choose to move to Muck?
  - 5 What kind of people are *not* wanted?
  - 6 What does this mean: 'By 1973, Muck's population had dropped to the teens'?
  - 7 What do you learn about the history of the island?
  - 8 What do these numbers refer to?  
1970 23 8x2 13 320 1,500
  - 9 Which of these things does the island have ... ?

a post office	a church	a pub
a hotel	a guest house	sharks
whales	a primary school	TV
a police officer	a secondary school	

#### What do you think?

- Why do so many people find the idea of living on Muck so attractive?
- What would you like/not like about living on this island?

#### Vocabulary work

Rewrite the words in *italics* with synonyms or near synonyms from the text.

- 1 The island is *very small* and *peaceful*.
- 2 You can *run* across it in ten minutes.
- 3 Sandy the postman (who *is also* Muck's fisherman) will put it on the next boat.
- 4 It all feels *wonderfully far from everything* when you step off the ferry.
- 5 Catherine warns those with romantic *ideas* of island life to *think twice*.
- 6 Colin is just 29, a huge *powerfully built* man, *full of life*.
- 7 You need *courage* to live here.
- 8 You *meet* the same people over and over again.
- 9 You may dream of giving up the *busyness* of town life.



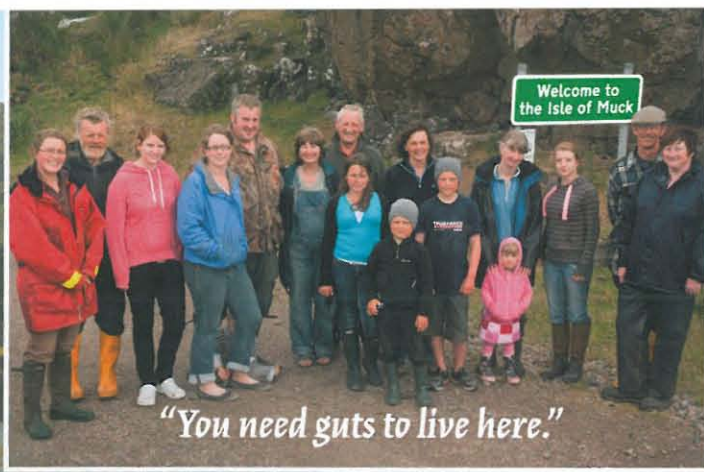
On the northern side of the Isle of Muck, **Catherine Murray-John** is packing up the house that she and her four children have lived in for the past six years. Her departure creates a rare opportunity for one lucky (or brave?) family to begin a new existence on this windswept island in the Inner Hebrides.

#### Isle of Muck

The islanders of Muck are looking for a new family to live on the island.

For further details, please contact  
Tel: 01687 462362  
or email [info@isleofmuck.com](mailto:info@isleofmuck.com)

The private Isle of Muck has been owned and run by the **MacEwen** family for over 100 years. It is so teeny you can jog from one end to the other in ten minutes and so tranquil the loudest noise is the sound of the wind and the sea against the rocks. Exquisitely beautiful, with white sandy coves, nesting puffins and the occasional shoal of sharks, it is far removed from 21st century-style civilisation.



It doesn't have a church, let alone a pub. There's no police force (the last crime in living memory was in the Sixties, when an estate worker stole two bottles of wine). Post Office? Forget it! If you have a letter to send, you can drop it into a box in the coastguard's hut and **Sandy** the postman (who doubles as Muck's fisherman) will put it on the next boat to the mainland. Muck does have electricity – it arrived in 1970 – but the TV works only from 8am to 11am and 5pm till midnight.

### “It all feels blissfully remote”

It all feels blissfully remote when you step off the **Caledonian MacBrayne** ferry after a two-hour sea journey from the west coast of Scotland. You are welcomed by grazing sheep and kindly islanders collecting bulging cardboard boxes of provisions. The boat's arrival is a major social event.

Muck has a population of just 35: 23 adults, of whom eight are MacEwens, and 12 children. Since the news broke that Catherine was leaving, her phone hasn't stopped ringing with would-be islanders. But she warns those with romantic notions of island life to beware. *'People think you can come here to escape all your problems. But you can't, they come with you.'*

Catherine told the MacEwen family in April that she wanted to leave the island. She explains: *'My second child starts at secondary school in the autumn, so we're moving to Dornoch on Scotland's north-east coast. It's a huge wrench.'*

The man charged with deciding who will be allowed to move into one of the island's 13 houses is **Colin MacEwen**. He is just 29, a huge bear of a man, bursting with vitality, glowing skin and a surprisingly un-Scottish accent. He says:

*'We're keen to get a young couple or a family because it's so important to keep the island alive and also for the school. This year we had eight children; next term, if no one new comes, there will be only two. We're looking for practical people who have ideas about how to make a living here.'*

The MacEwen family has a feudal level of authority over what goes on here. They own and rent out all the houses.

Muck hasn't always been so sparsely populated. In 1821, there were 320 people making a living on its 1,500 acres. But by the time it was sold to the MacEwens in 1896, it was much less crowded. By 1973, Muck's population had dropped to the teens and they made a similar appeal for a young family with children. Colin's father, the impressively-bearded **Lawrence MacEwen**, Laird (Lord) of the island says:

*'We don't really want people fresh from the south. They tend to be very idealistic. Running away from the towns is one thing, but you need guts to live here. When I was a boy, everyone here except our family spoke Gaelic.'*

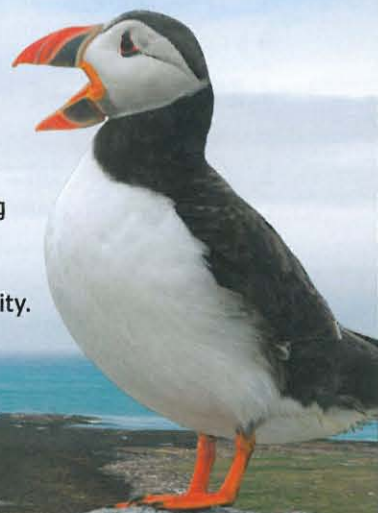
Certainly not everyone has found Muck to be the home of their dreams, but there are plenty of upsides to living in such a small community. The lack of crime, for one.

### “We don't lock our doors”

*'We don't lock our doors,'* says **Dave**, who runs the B&B. *'Most of them don't lock. I don't even know whether there's a key for ours.'*

But the smallness of the island can magnify problems between its inhabitants. Lawrence says darkly about Catherine's departure: *'There were other reasons, too.'*

Island life can feel just a wee bit claustrophobic. You bump into the same people over and over again and you run out of small talk. In a closed environment like Muck it's easy for relationships to become sour and disagreeable. You may dream of giving up the hustle and bustle of town life but there is sometimes something restful about the anonymity of a big city.



## VOCABULARY AND LISTENING

### Hot words – *life* and *time*

- 1 Work with a partner. Complete the expressions below with either the word *life* or *time*. Use a dictionary to help.

### Having the time of your life!

not on your <u>life</u>	you can bet your _____
take your <u>time</u>	better luck next _____
get a _____	get a new lease of _____
kill _____	it's high _____
third _____ lucky	for the _____ being
no _____ to lose	stand the test of _____
that's _____	see _____
not before _____	in the nick of _____
any old _____	dead on _____
a cushy _____	anything for a quiet _____

- 2 Complete these lines with an expression from exercise 1.
- 1 No need to hurry. Take ...
  - 2 For goodness sake hurry up. There's no ...
  - 3 The operation was so successful that grandpa got a new ...
  - 4 Shakespeare's writing is still relevant today. It's really stood ...
  - 5 I got to the bank in the ... It was just about to close.
  - 6 You can give them back any ... I'm not going skiing again until next year.
  - 7 OK, OK stop crying. You can have another ice-cream. Anything ...
- 3 **T 12.7** Listen to the conversations. What are they about? Which expression from exercise 1 do you hear? Turn to p138 and practise the conversations with your partner.

### A poem

- 4 **T 12.8** Close your books and listen to a poem. What is its basic message?
- 5 Read the poem on this page. It's similar to the one you just heard, but there are many differences. Listen again and note them all. Which poem do you prefer? Why?
- 6 Work with your partner and write another verse to the poem. Read aloud your verse to the class.

### What do you think?

- Do you believe that for many people life today is too busy? In what ways?
- What about your own life? What are your busiest days and times of day?
- Would you change your life in any way?



### No time to think

No time to think, no time to muse  
No time for anything but news  
No time to pause, no time to feed,  
No time for anything but speed.

No time to wander in the snow,  
No time to watch the flowers grow.  
But time enough to dash about  
And time enough to screech and shout.

Not time enough to love, love, love,  
But time enough to shove, shove, shove.  
And no time to laugh or have some fun  
No time to dawdle in the sun.

No time to rest and take a seat,  
No time to chat to folks you meet.  
No time to eat, no time to drink  
But most of all no time to THINK!

# EVERYDAY ENGLISH

## Linking and commenting

- 1 Look at these lines from the first tapescript in T 12.6. The expressions in **bold** link or comment on what has been said or what is going to be said. They are mainly adverbs.

**Actually**, I've got used to the idea now.    **After all**, I've done my bit ...  
**You see**, what I really want to do ...    **Ideally**, I'd like to move out soon.

Find other examples from the tapescripts on p138.

- 2 Read these conversations. Choose the correct linking or commenting expression.

1 A Did you see the match last night?  
B No, but *apparently / obviously* it was a good game. We won, didn't we?  
A *Probably / Actually*, it was a draw, but it was really exciting.

2 A What do you think of Claire's new boyfriend?  
B *Personally / Certainly*, I can't stand him. I think he'll dump her like all the rest. *Ideally / However*, that's her problem, not mine.  
A Poor old Claire! She always picks the wrong ones, doesn't she? *Anyway / Honestly*, we'll see soon enough.

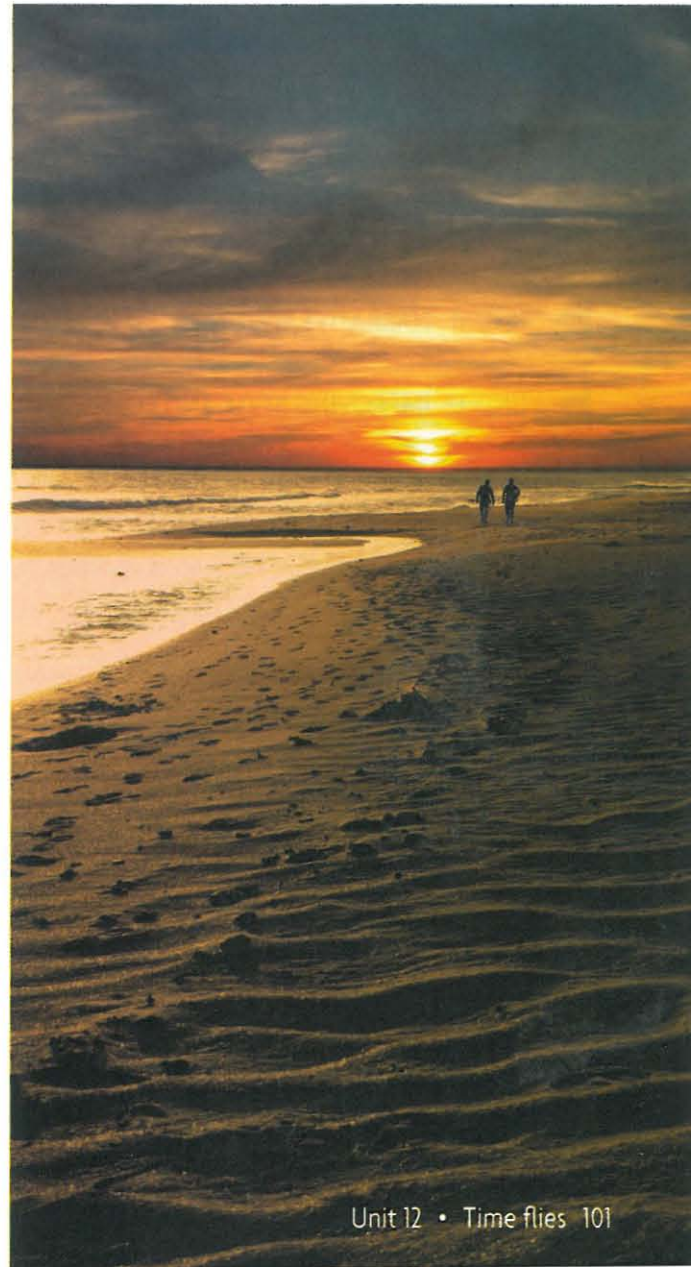
3 A I don't know how you can afford to buy all those fabulous clothes!  
B *Still / Hopefully*, I'm going to get a bonus this month. My boss has promised. *After all / Presumably*, I did earn the company over £100,000 last year. *Basically / Absolutely*, I deserve it.

4 A She said some terrible things to me. I hate her!  
B *Generally speaking / All the same*, I think you should apologize to her. *If you ask me / Apparently* you lose your temper too easily. You're being very childish. It's time you both grew up!  
A What?! I never thought I'd hear you speak to me like that.  
B *Still / Honestly*, I'm not taking sides. I just think you should make up.

5 A So, Billy. You say that this is the last record you're ever going to make?  
B *Surely / Definitely*.  
A But *surely / actually* you realize how upset your fans are going to be?  
B *Obviously / Hopefully*, I don't want to hurt anyone, but *certainly / basically*, I'm fed up with pop music. I'd like to do something else. *After all / Ideally*, I'd like to get into films.

- 3 Complete these with a suitable line.

- 1 They had a dreadful holiday. **Apparently** ...
- 2 It should have been a happy marriage.  
**After all**, ...
- 3 I know you don't want to go to Harry's party.  
**All the same**, ...
- 4 I had the interview yesterday. **Hopefully**, ...
- 5 I'd rather you didn't let this go any further.  
**Obviously**, ...
- 6 I couldn't believe it, he just walked out and left her. **Presumably**, ...
- 7 I don't like flying very much. **As a matter of fact**, ...
- 8 So that's that. It all came good in the end.  
**Anyway**, ...



**T 12.9** Listen and check. Practise some of the dialogues.