

1. Grammar

1.1 Verbs

- 1 There are three classes of verbs in English.

Auxiliary verbs *do, be, and have*

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

Modal auxiliary verbs

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

Full verbs

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

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

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

be

We are in class at the moment.

They were at home yesterday.

have

He has a lot of problems.

They have three children.

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

have as a full verb

I have a job.

Do you have a flat?

He doesn't have a car.

have + got

I've got a job.

Have you got a flat?

She hasn't got a car.

1.2 Auxiliary verbs and tenses

1 **be and the continuous forms**

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

He's washing his hair. (Present Continuous)

They were going to work. (Past Continuous)

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

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

2 **be and the passive voice**

Be + past participle is used to form the passive.

Paper is made from wood. (Present Simple passive)

My car was stolen yesterday. (Past Simple passive)

The house has been redecorated. (Present Perfect passive)

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

There is an introduction to the passive on p135.

3 **have and the perfect forms**

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

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

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

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

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

2. Listening

Polite and Impolite

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

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

Nick No.

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

Ruth Oh, lovely. _____ you have much homework?

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

Nick Yeah.

Ruth Nick, _____ you remembered your football kit?

Nick Er ...

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

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

Nick No.

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

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

Ruth _____ they beat you last time?

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

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

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



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

T1.5 Listen and compare the conversations.

3. Reading And Speaking

The Kamaus from KENYA

PROFILE

FATHER: Boniface Kigotho Kamau, 35

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

DAUGHTER: Joyce Muthoni, 8

DAUGHTER: Sharon Wanjiru, 16 months

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

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

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

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

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

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

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

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

- a. Someone who makes clothes
- b. With only one floor
- c. An old house in bad condition
- d. Shared by a group of people
- e. Broken
- f. Worried

A. The Grammar

Present Simple

1. Form

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

*I **work** from 9–5 p.m.*

*They **don't work** full time.*

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

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

*He **doesn't work** at weekends.*

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

Short answer

*Do you live in Bristol? Yes, **we do**.*

*Does he have a car? No, **he doesn't**.*

2. Use

The Present Simple is used to express:

- 1 an action that happens again and again (a habit).

*I **go** to work by car.*

*She **drinks** ten cups of coffee a day.*

- 2 a fact that is always true.

*Ronaldo **comes** from Brazil.*

*My daughter **has** brown eyes.*

- 3 a fact that is true for a long time (a state).

*He **works** in a bank.*

*I **live** in a flat near the centre of town.*

3. Spelling of he/she/it forms

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

4. Adverbs of Frequency

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

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

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

Present Continuous

1. Form

am/is/are + verb + -ing

I'm playing tennis.

He's cooking lunch.

I'm not enjoying my new job.

They aren't working today.

What's he doing?

Where are you living?

2. Use

The Present Continuous is used to express:

- 1 an activity that is happening now.

Don't turn the TV off. I'm watching it.

You can't speak to Lisa. She's having a bath.

- 2 an activity that is not necessarily happening at the moment of speaking but is happening around now.

Don't take that book. Jane's reading it.

I'm doing a French evening class this year.

- 3 a temporary activity.

Peter is a student, but he's working as a waiter during the holidays.

I'm living with friends until I find a place of my own.

- 4 a planned future arrangement.

I'm having lunch with Glenda tomorrow.

We're meeting at 1.00 outside the restaurant.

3. State Verbs

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

Verbs of thinking and opinions

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

*I **believe** you.*

*Do you **understand** what I mean?*

*I **know** his face, but I **forget** his name.*

Verbs of emotions and feelings

like	love	hate	care	hope
wish	want	prefer	adore	dislike

*I **like** black coffee.*

*Do you **want** to go out?*

*I **don't care**.*

Verbs of having and being

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

*This book **belongs** to Jane.*

*How much **does it cost**?*

*He **has** a lot of money.*

Verbs of the senses

look	hear	taste	smell	feel	sound
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*The food **smells** good.*

*My hair **feels** soft.*

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

*I **can** hear someone crying.*

***Can** you smell something burning?*

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

*I **think** you're right.*

(opinion)

*We're **thinking** of going to the cinema.*

(mental activity)

*He **has** a lot of money.*

(possession)

*She's **having** a bad day.*

(activity)

*I **see** what you mean.*

(= understand)

*Are you **seeing** Nigel tomorrow?*

(activity)

*The soup **tastes** awful.*

(state)

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

(activity)

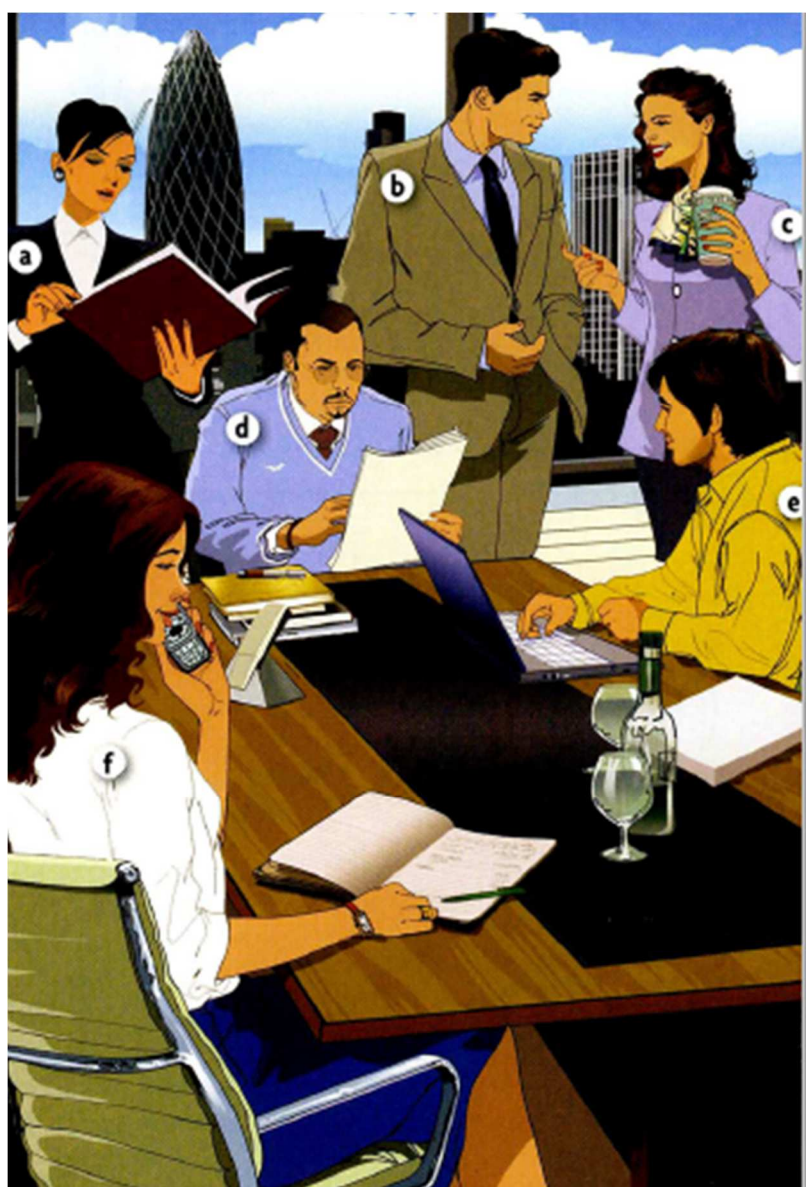
B. Listening

1. Listen to T2.2 and complete the sentences.

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

2. Listen to (T2.5) to two people talking about who's who in the office. What are their names? What are their jobs?

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



C. Reading And Speaking

The life of a hard-working future King

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

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

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



A. Grammar

Past Simple

1. Form

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

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

*They **arrived** three weeks ago.*

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

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

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

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

Short answer

Did you enjoy the meal?

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

2. Use

The Past Simple is used to express:

- 1 a finished action in the past.

*We **met** in 2000.*

*I **went** to Manchester last week.*

*John **left** two minutes ago.*

- 2 actions that follow each other in a story.

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

- 3 a past situation or habit.

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

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

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

3. Time Expressions

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

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

1. Form

was/were + verb + -ing

I was learning French.

They were driving to Paris.

We weren't waiting for a long time.

What were they doing?

Where was he studying?

Short answer

Were you looking for me?

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

Were they waiting outside?

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

2. Use

The Past Continuous is used:

- 1 to express activities in progress before, and probably after, a particular time in the past.

At seven o'clock this morning I was having my breakfast.

You made a lot of noise last night. What were you doing?

- 2 for descriptions.

Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.

- 3 to express an interrupted past activity.

When the phone rang, I was having a shower.

While we were playing tennis, it started to rain.

- 4 to express an incomplete activity.

I was reading a book during the flight. (I didn't finish it.)

I watched a film during the flight. (the whole film)

3. Past Simple or Past Continuous

- 1 Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities. Compare:

A *I didn't see you at the party last night.*

B *No. I stayed at home and watched the football.*

A *I didn't see you at the party last night.*

B *No, I was watching the football at home.*

- 2 Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities before; the Past Simple asks about what happened after.

A *What were you doing when the accident happened?*

B *I was shopping.*

A *What did you do when you saw the accident?*

B *I phoned the police.*

B. Listening

1. Listen (T3.5) to four people saying what they did last night. Who said these lines? Write a number 1-4.

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


C. Reading and Speaking

SPOKEN ENGLISH Making an opinion stronger

- 1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.
It's good. → *It's **very** good.* → *It's **really** good.*
It's bad! → *It's **just** awful!* → *It's **absolutely** awful!*
 - 2 We can use an adverb to qualify an adjective or a verb.
*He's **really great**, isn't he?*
*I **really don't like** his sense of humour.*
- Find more examples in the conversation in exercise 1.

Exercise 1

Make these opinions stronger. Use a wide voice range to sound enthusiastic.

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

T 3.18 Listen and repeat.

The Grammar

Has / have to

1. Form

has/have + to + infinitive

*You **have to** go to school.*

*She **has to** study hard.*

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

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

***Does she have to** study maths?*

***Do they have to** leave now?*

2. Use

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

3. have got to

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

Modal and Related Verbs

These are the modal verbs:

can, could, may, might, will, would, shall, should, must, ought to.

They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

You **must** be exhausted.

I **can** swim.

It **might** rain.

Form

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

Use

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

Permission : *can and be allowed to*

Can is a modal verb

1. Use

The main use of *can* is to express ability.

I can swim.

Can and be allowed to express permission. *Can* is more informal and usually spoken.

You can borrow my bike, but you can't have the car. I need it.

They can't come in here with those muddy shoes!

You're allowed to get married when you're 16.

Are we allowed to use a dictionary for this test?

B. Listening

1. Choose the correct verb to complete the sentences. After that listen to T4.1 and check.

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

C. Reading and Speaking

Back to the 1970s

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



What should today's parents do?

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

A. The Grammar

will/going to and the Present Continuous

1. Form

Positive and negative

I'll see you later.

I won't be late.

We're going to stay in a hotel.

We aren't going to rent a cottage.

I'm meeting Jan for lunch.

I'm not seeing her till 2.00.

Question

When will you be back?

Where are you going to stay?

What time are you seeing Jan?

2. Fact and predictions

will

- 1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.

We'll be away for two weeks.

Those flowers won't grow under the tree. It's too dark.

Our love will last forever.

You'll be sick if you eat all those sweets!

- 2 *Will* for a prediction can be based more on an opinion than a fact.

I don't think Laura will do very well in her exam. She doesn't do any work.

I am convinced that inflation will fall to three per cent next year.

going to

- 1 *Going to* can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.

She's going to have a baby.

(We can see she's pregnant.)

Our team is going to win the match.

(It's four-nil, and there are only five minutes left to play.)

It isn't going to rain today.

(Look at that beautiful blue sky.)

- 2 Sometimes there is no difference between *will* and *going to*.

This government will ruin the country.

This government is going to ruin the country.

3. Plans, decisions, intentions, and arrangements

will

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

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

going to

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

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

4. Arrangements

- 1 The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.

We're going out with Jeremy tonight.

I'm having my hair cut tomorrow.

What are we having for lunch?

- 2 Think of the things you put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are expressed by the Present Continuous for the future. There is often movement or activity.

I'm meeting Peter tonight.

The Taylors are coming for dinner.

I'm seeing the doctor in the morning.

- 3 You can't use the Present Simple for this use.

<i>We're going to a party on Saturday night.</i>	NOT	<i>We go ...</i>
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<i>I'm having lunch with Sarah.</i>	NOT	<i>I have ...</i>
-------------------------------------	-----	------------------------------

<i>What are you doing this evening?</i>	NOT	<i>What do you do ...</i>
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- 4 Sometimes there is no difference between an arrangement and an intention.

We're going to get married in the spring.

We're getting married in the spring.

B. Listening

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

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

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

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

C. Reading and Speaking

1 Life expectancy

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

2 Growing body parts

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

3 Understanding the brain

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

D. Writing

An Informal Letter

An informal letter is a non-official letter that we usually use to write to our friends, family, or relatives. These letters are personal letters that are not used for official purposes. There could be many reasons for which we write these letters to our family and friends. We write them a letter to spread our news.

1. The Topics

There could be many topics to write informal letters. Let us see here some of them:

- Inviting a friend for a ceremony, say for a birthday
- Calling a friend for a trip or holiday
- Asking sorry or apologizing to someone for mistakes you have done
- Congratulating a friend for his success or achievement
- Writing to ask for the wellbeing of a person
- Invitation for a marriage
- Asking for help from someone
- Informing about someone's demise in family or friends

2. Format of Informal Letter

The format of an informal letter should include the following things:

- Address of the sender
- Date of writing a letter
- Address of receiver
- Salutation/Greeting
- Body of the letter
- Conclusion
- Signature of the sender

[Address of the Sender]

Date:

Dear (name of person)

Body of the letter:

Paragraph 1: Ask for the wellbeing of the person

Paragraph 2: The main reason to write the letter

Paragraph 3: Conclusion and end of the letter

Yours lovingly,

Name of sender

Birthday Party Invitation Letter

33, Fifth Avenue,
4th cross road
Mumbai - 89
Maharashtra

Date: 18th June 2020

Dear Preeti,

How are you? How are your family members? How is the weather there? Hope you are doing well. I am also fine here.

I am writing this letter to invite you for my birthday party which will be celebrated on 30th June 2020. The party will be conducted in my Lonavala's farmhouse. It will begin at 6 PM in the evening. The complete address of the venue is (____). If you have any confusion regarding the address you can directly call me on my phone number.

It's been a long time since we have seen each other. And I will be really very happy if you can attend my birthday party. Waiting to meet you soon.

Take care.

With Love,

Pooja

Letter to Father

33, Fifth Avenue,
4th cross road
Mumbai - 89
Maharashtra

Date: 18th June 2020

Dear Dad (or how you address your father)

How are you? How are your family members? How is the weather there? Hope you are doing well. I am also fine here.

I am writing this letter to inform you that I have ranked first in my university for the last semester exam. I am sure you will be happy to hear this news. Please inform Mother also for the same.

It's been a long time since we have seen each other. I am planning to come home in the coming vacation. We will celebrate this achievement together. Waiting to meet you soon.

Take care until then.

Take care.

With Love,

Pooja