

Unit One



1

It's a wonderful world!

Tenses • Auxiliary verbs • Short answers • What's in a word? • Social expressions



TEST YOUR GRAMMAR

1 Make questions with *you* from the sentences.

1 I come from Scotland. (*Where?*)

Where do you come from?



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

3 I live in Milan. (*Where?*)

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

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

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

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

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

2 Ask and answer the questions with a partner.

Where do you come from?

From Mexico.

Where were you born?

In Puebla, a city near Mexico City.

3 Tell the class about your partner.

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

WHAT DO YOU KNOW?

Tenses and auxiliary verbs

1 Answer the questions in the quiz.

T 1.1 Listen and check.

QUIZ

General knowledge



1 When did the modern Olympic Games start?

a 1806 b 1896 c 1922

2 How long does it take for the sun's rays to reach the Earth?

a 8 minutes
b 8 hours
c 8 days

3 What was Neil Armstrong doing when he said in 1969, 'That's one small step for a man, one giant leap for mankind.'?

4 If you are flying over the International Date Line, which ocean is below you?

a the Atlantic Ocean
b the Pacific Ocean
c the Indian Ocean

5 What doesn't a vegetarian eat?

6 What does www. stand for?

7 Where were glasses invented?

a Mexico
b Italy
c China

8 How many times has Brazil won the World Cup?



GRAMMAR SPOT

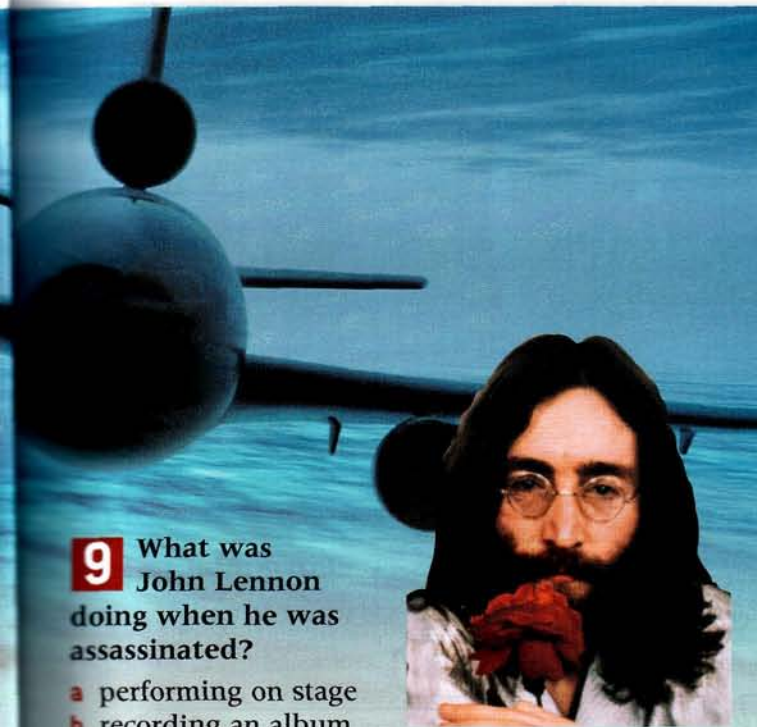
1 Which questions in the quiz contain the following tenses?

| | | |
|------------------------|---------------------|----------------------------|
| Present Simple | Past Simple | Present Perfect Simple |
| Present Continuous | Past Continuous | Present Perfect Continuous |
| Present Simple passive | Past Simple passive | |

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

▶▶ Grammar Reference 1.1–1.3 pp134–135

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



9 What was John Lennon doing when he was assassinated?

- a performing on stage
- b recording an album
- c returning to his apartment

10 Which language is spoken by the most people in the world?

- a Spanish
- b Chinese
- c English

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

12 How long have people been sending emails?

- a since the 1960s
- b since the 1970s
- c since the 1990s

PRACTICE

Negatives and pronunciation

1 Correct the information in the sentences.

- 1 The sun rises in the west.
- 2 Cows eat meat.
- 3 Mercedes-Benz cars are made in Canada.
- 4 Neil Armstrong landed on the moon in 1989.
- 5 John Lennon was performing on stage when he was assassinated.
- 6 The Pyramids were built by the Chinese.
- 7 We've been in class for five hours.
- 8 We're studying Italian.

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

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

Talking about you

2 Complete the questions.

- 1 A What _____ do last night?
B I stayed at home and watched television.
- 2 A What kind of books _____ like reading?
B Horror stories and science fiction.
- 3 A _____ ever been to the United States?
B Yes, I have. I went there last year.
A _____ like it?
B Yes, I really enjoyed it.
- 4 A What _____ the teacher _____?
B He's helping Maria with this exercise.
- 5 A _____ your mother do?
B She works in a bank.
- 6 A Why _____ do your homework last night?
B Because I didn't feel well.
- 7 A What _____ doing next weekend?
B I'm going to a party.
- 8 A _____ you _____ a TV in your bedroom?
B No, I haven't. Just a CD player.

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

is or has?

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

- | | | | |
|-------------|---------|---------|---------|
| 1 <u>is</u> | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

MAKING CONVERSATION

Short answers

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

Dad Good morning! Did you have a nice time last night?

Emma Yes.

Dad Do you want breakfast?

Emma No.

Dad Have you had any coffee?

Emma Yes.

Dad Is Bill coming round tonight?

Emma No.

Dad OK. Are you leaving for school soon?

Emma Yes. Bye!

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

- 3 Complete the conversation.

Dad Good morning! Did you have a nice time last night?

Emma Yes, _____. I went round to Bill's house.

Dad Do you want breakfast?

Emma No, _____, thanks. I'm not hungry.

Dad Have you had any coffee?

Emma Yes, _____. I don't want any more, thanks.

Dad Is Bill coming round tonight?

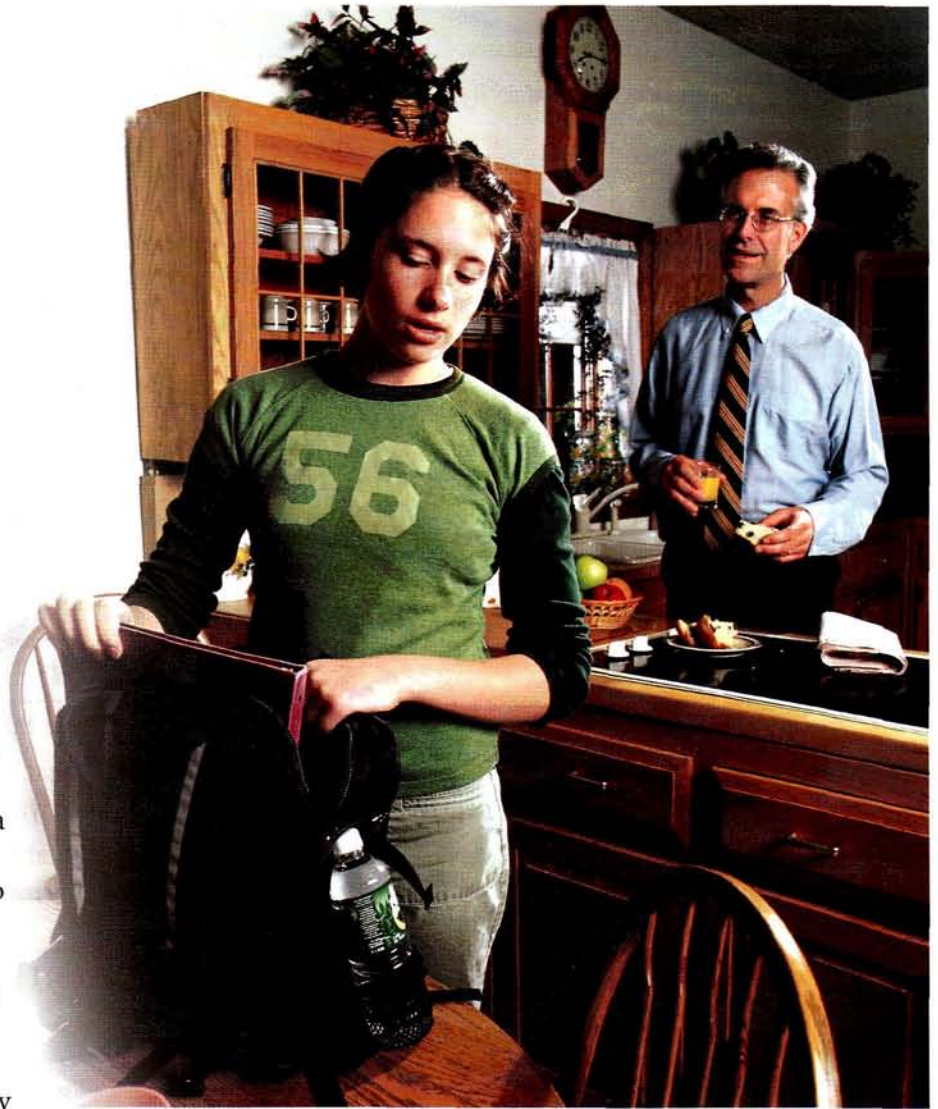
Emma No, _____. He's going out for dinner with his family.

Dad OK. Are you leaving for school soon?

Emma Yes, _____. I'm going right now. Bye!

- T 1.6** Listen again and check.

- 4 Close your books. Try to remember the conversation.



GRAMMAR SPOT

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

Did you watch the match last night?

Yes, I did. It was great!

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

Do you like cooking? **No, I don't. But I like eating!**

Have you got any brothers or sisters?

Is it cold out today?

Are you working hard?

Did you go out last night?

Have you ever been to Singapore?

▶▶ Grammar Reference 1.4 p135

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

PRACTICE







Conversations

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

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

T 1.8 Listen and check. Practise the conversations with a partner.

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

Class Survey

S1

S2

S3

1 Have you got a computer at home?

2 Are you going out tonight?

3 Do you play a musical instrument?

4 Did you watch TV last night?

5 Have you seen any good films lately?

6 Are you going to have a coffee after the lesson?

7 _____

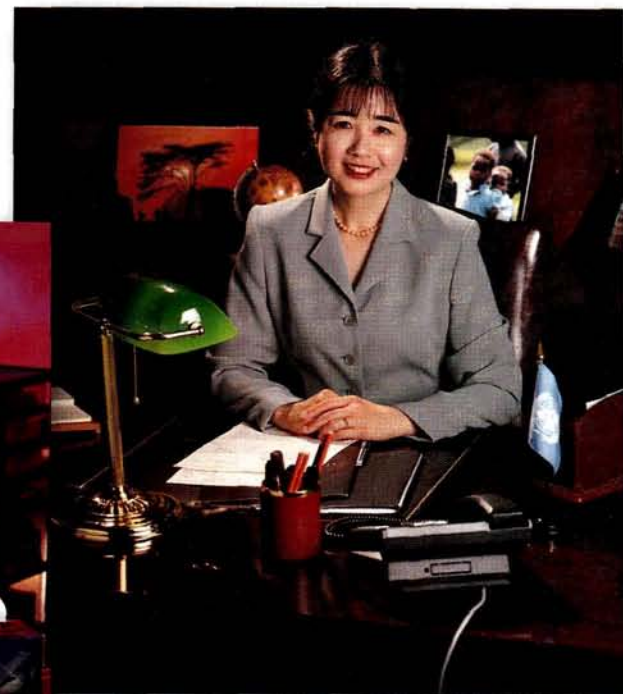
8 _____

Getting information

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

Student A Look at p151.

Student B Look at p152.



READING AND SPEAKING

Wonders of the modern world

1 Match each topic in A with two items in B.

| A | B |
|----------------------|--------------------------|
| International travel | solar system airlines |
| Medical science | competition online |
| The Internet | corn health care |
| Agriculture | drug abuse penicillin |
| Space travel | famine galaxies |
| The Olympic Games | abroad website |

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

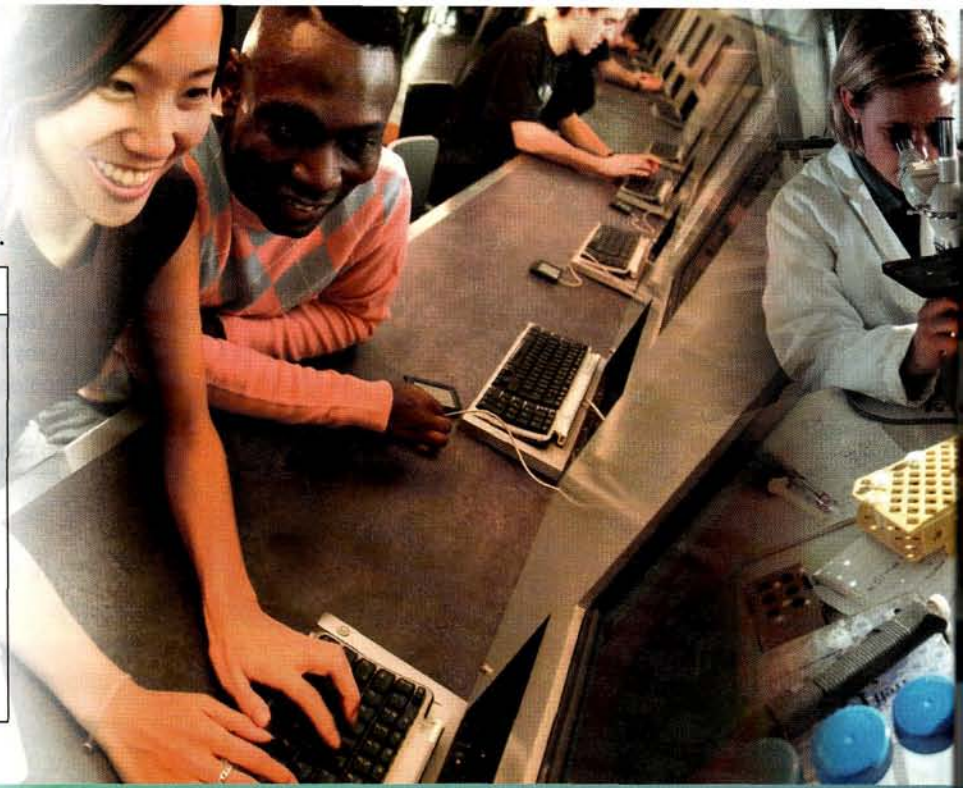
3 Answer the questions.

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

| | | |
|--------------------|---------------|------|
| 100 million | a few hundred | 1969 |
| millions of people | 47 | four |
| | 1709 | 50 |

Talking about you

- 4 In groups, discuss one of these questions.
- What are your favourite websites?
 - When did you last travel by plane? Where were you going?
 - Are there any stories about health care in the news at the moment?
 - What sporting events are taking place now or in the near future?



WONDERS OF

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

1

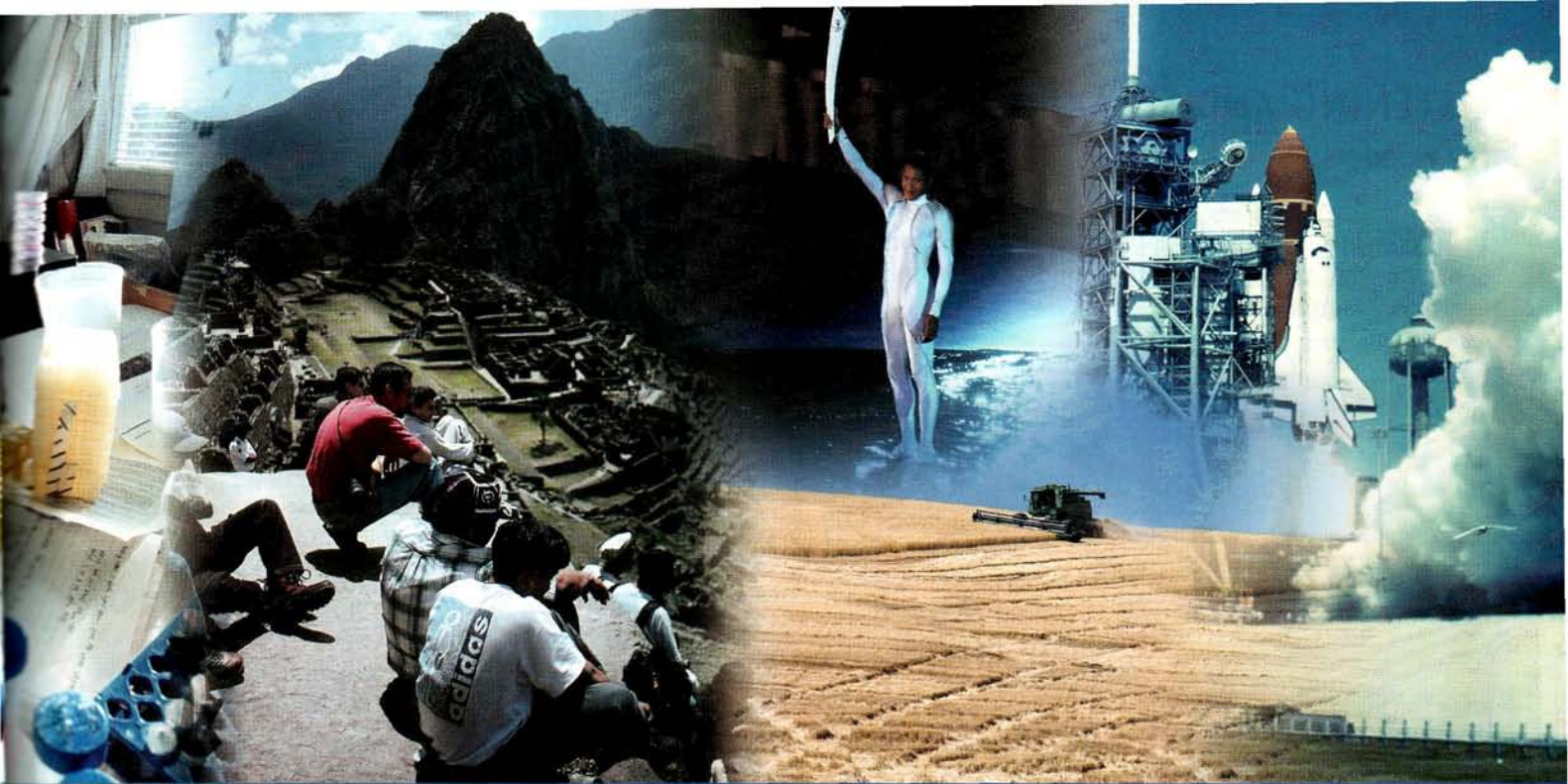
It is everywhere. More than half a billion people use it, and the number of people who are online increases by 100 million every year. In 1994 there were only a few hundred web pages. Today there are billions.

It has revolutionized the way we live and work. But we are still in the early days. Soon there will be more and more interactivity between the user and the website, and we will be able to give instructions using speech.

2

In 1969, Neil Armstrong stepped out of his space capsule onto the surface of the moon and made his famous statement: 'That's one small step for a man, one giant leap for mankind'. Since then, there have been space probes to Mars, Jupiter, Saturn, and even to the sun. One day, a space observatory will study how the first stars and galaxies began.

So far, it seems that we are alone in the universe. There are no signs yet that there is intelligent life outside our own solar system. But who knows what the future holds?



THE MODERN WORLD

by
Ann
Halliday

3

Surely nothing has done more for the comfort and happiness of the human race than the advances in health care! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy worldwide has risen dramatically over the past 100 years, from about 47 years in 1900 to about 77 years today.

4

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

5

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

6

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

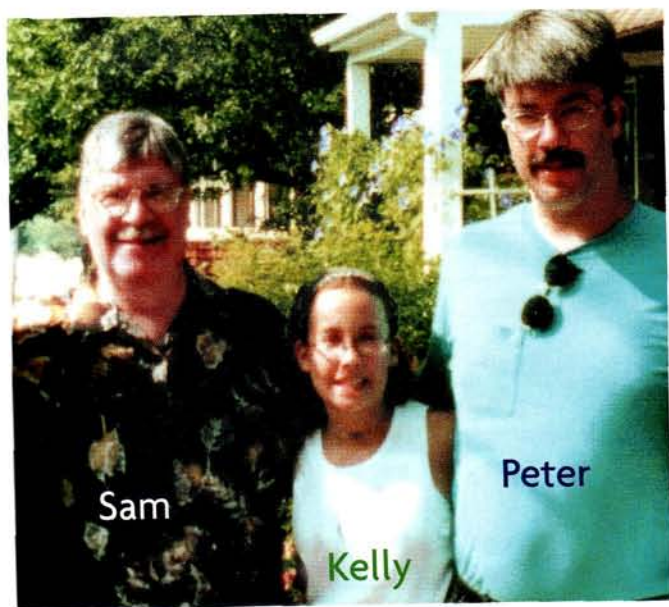
7 We are still here!

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

LISTENING AND SPEAKING

My wonders

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



| | What is the wonder? | What's good about it? | Are there any problems? |
|-------|---------------------|-----------------------|-------------------------|
| Sam | dishwasher | | |
| Kelly | | | |
| Peter | | | |

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

- | | |
|---|--|
| <input type="checkbox"/> the computer | <input type="checkbox"/> nuclear weapons |
| <input type="checkbox"/> the car | <input type="checkbox"/> the space rocket |
| <input type="checkbox"/> the television | <input type="checkbox"/> the mobile phone |
| <input type="checkbox"/> the aeroplane | <input type="checkbox"/> the space satellite |

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

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

VOCABULARY

What's in a word?

These exercises will help you with your vocabulary learning.

Parts of speech and meaning

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

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

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

Which real English word goes in each sentence?

- passionately • skidded • hectic • popcorn

Spelling and pronunciation

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

▶▶ Phonetic symbols p159

- /ʊ/ or /u:/? good food wood stood
- /i:/ or /e/? bread head read (present) read (past)
- /eɪ/ or /e/? paid made played said
- /ʌ/ or /əʊ/? done phone sun won
- /eə/ or /ɪə/? dear hear bear near
- /ɜ:/ or /ɔ:/? work fork walk pork

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

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

- | | |
|----------------|----------------|
| 1 /fu:d/ _____ | 5 /ri:d/ _____ |
| 2 /nɪə/ _____ | 6 /wɜ:k/ _____ |
| 3 /stʊd/ _____ | 7 /fəʊn/ _____ |
| 4 /peɪd/ _____ | 8 /wɔ:k/ _____ |

T 1.11 Listen and check.

Word formation

- 4 Write different forms of the word *act* using the suffixes from the box.

-or -ion -ing -ive -ivities

- 1 My brother's an act _____.
He's making an advert now.
- 2 My grandmother is 89, but she's still very act _____.
- 3 This is not a time to do nothing.
It is a time for act _____.
- 4 Act _____ is not usually a well-paid job.
- 5 We do a lot of act _____ in class to learn English.

Words that go together

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

| A | B |
|-----------|-----------|
| strong | carefully |
| full-time | coffee |
| film | in love |
| drive | a jumper |
| fall | star |
| try on | job |

Keeping vocabulary records

- 6 Do you have a vocabulary notebook? Discuss with your teacher and other students how you record new vocabulary. Which of these do you use?

- the translation
- the part of speech (verb, noun, etc.)
- the meaning (using other words)
- the pronunciation
- an example sentence

hectic (adj) /'hektɪk/ = very busy
I had a hectic day at the office.

WRITING: Correcting mistakes (1)

▶▶ Go to p103

EVERYDAY ENGLISH

Social expressions

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



Match a line in A with a line in B.

| A | B |
|---|--|
| 1 Sorry I'm late. I got stuck in traffic. | That sounds like a good idea. The break will do you good. |
| 2 Bye, Mum! I'm off to school now. | So am I. I can't stand all this rain. |
| 3 Have you heard that Jenny's going out with Pete? | Never mind. You're here now. Come in and sit down. |
| 4 How long did it take you to do the homework? | Ages! How about you? |
| 5 I don't know about you, but I'm sick and tired of this weather. | Yes, it cost a fortune! |
| 6 Who was that I saw you with last night? | Really? I don't know what she sees in him! |
| 7 I'm tired. I'm taking next week off. | I'm sorry. I can't make it then. What about a bit later? |
| 8 Let's go for a run in the park! | Take care, my love. Have a nice day! |
| 9 Can we get together this afternoon at 3.00? | Me? Run? You must be joking! |
| 10 What a gorgeous coat! Was it expensive? | Mind your own business! |

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

- 2 **T 1.13** Listen to the sentences. Reply using a line from B in exercise 1. Make any necessary changes.
- 3 Choose some of the conversations from exercise 1 and continue them.

- A What a gorgeous coat! Was it expensive?
B Yes, it cost a fortune. But the material's beautiful, don't you think?
A Wow! Where did you get it?
B I saw it in the window of that new shop in the High Street, you know, it's called 'Chic'.
A Yes, I know it. They have some really nice stuff.

Grammar Reference

UNIT 1

Introduction to auxiliary verbs

There are three classes of verbs in English.

- 1 The auxiliary verbs *do*, *be*, and *have*
These are used to form tenses, and to show forms such as questions and negatives.
- 2 Modal auxiliary verbs
Must, *can*, *should*, *might*, *will*, and *would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do*, *be*, and *have*, they have their own meanings. For example, *must* expresses obligation and *can* expresses ability. (See Units 4, 5, 8, and 9.)
- 3 Full verbs
These are all the other verbs in the language, for example, *play*, *run*, *help*, *think*, *want*, *go*, etc.
Do, *be*, and *have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

What do you do? = What's your job? (The first *do* is an auxiliary; the second is a full verb.)

be

We are in class at the moment.

They were at home yesterday.

I want to be a teacher.

have

He has a lot of problems.

They have three children.

A note on *have* and *have got*

There are two forms of the verb *have*: *have* as a full verb with *do/does/did* for questions, negatives, and short answers and *have got* where *have* is an auxiliary.

▶▶ **Workbook p8** More information on *have/have got*

1.1 Tenses and auxiliary verbs

When *do*, *be*, and *have* are used as auxiliary verbs, they make different verb forms.

do

In the Present Simple and the Past Simple there is no auxiliary verb, so *do*, *does*, and *did* are used to make questions and negatives (except with *be* / *have got*).

Where do you work?

She doesn't like her job.

What did you buy?

We didn't buy anything.

be

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

He's washing his hair. (Present Continuous)

They were going to work. (Past Continuous)

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

I'd like to be walking along the beach right now. (Continuous infinitive)

- 2 *Be* + past participle is used to form the passive.

Paper is made from wood. (Present Simple passive)

My car was stolen yesterday. (Past Simple passive)

The house has been redecorated. (Present Perfect passive)

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

There is an introduction to the passive on p137.

have

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

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

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

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

Perfect means 'before', so Present Perfect means 'before now.' (See Units 7 and 10.) Past Perfect means 'before a time in the past.' (See Unit 3.)

1.2 Negatives and auxiliary verbs

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

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

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

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

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

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

But

I'm not working. NOT *Iamn't working.*

1.3 Questions and auxiliary verbs

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

She's wearing jeans.
You aren't working.
You were born in Paris.
Peter's been to China.
We have been studying.
I know you.
He wants ice-cream.
They didn't go out.

Question

What is she wearing?
Why aren't you working?
Where were you born?
Has Peter been to China?
Have you been studying?
Do I know you?
What does he want?
Why didn't they go out?

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

| | |
|-----------------------------------|--|
| <i>Who wants ice-cream?</i> | <i>What flavour ice-cream do you want?</i> |
| <i>What happened to your eye?</i> | <i>What did you do to your eye?</i> |
| <i>Who broke the window?</i> | <i>How did you break the window?</i> |

1.4 Short answers and auxiliary verbs

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

Are you coming with us?
Have you had breakfast?
Kate likes walking.
Mary didn't phone.
Don't forget to write.

Short answer

Yes, I am.
No, I haven't.
No, she doesn't. She hates it.
Yes, she did. You were out.
No, I won't.

Irregular verbs

| Base form | Past Simple | Past participle |
|-----------|----------------|-----------------|
| be | was/were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| can | could | been able |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed/dreamt | dreamed/dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given |
| go | went | been/gone |
| grow | grew | grown |
| hang | hanged/hung | hanged/hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| kneel | knelt | knelt |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| learn | learned/learnt | learned/learnt |

| Base form | Past Simple | Past participle |
|-------------|----------------|-----------------|
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lighted/lit | lighted/lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| must | had to | had to |
| pay | paid | paid |
| put | put | put |
| read /ri:d/ | read /red/ | read /red/ |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| slide | slid | slid |
| speak | spoke | spoken |
| spend | spent | spent |
| spoil | spoiled/spoilt | spoiled/spoilt |
| spread | spread | spread |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

Unit Two



2

Get happy!

Present tenses · Simple or continuous? · Passive · Sport · Numbers and dates

TEST YOUR GRAMMAR

Look at the pairs of sentences. Which one is correct? Why?

- 1 They have a teenage son.
They're having a teenage son.



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

WHAT MAKES PEOPLE HAPPY?

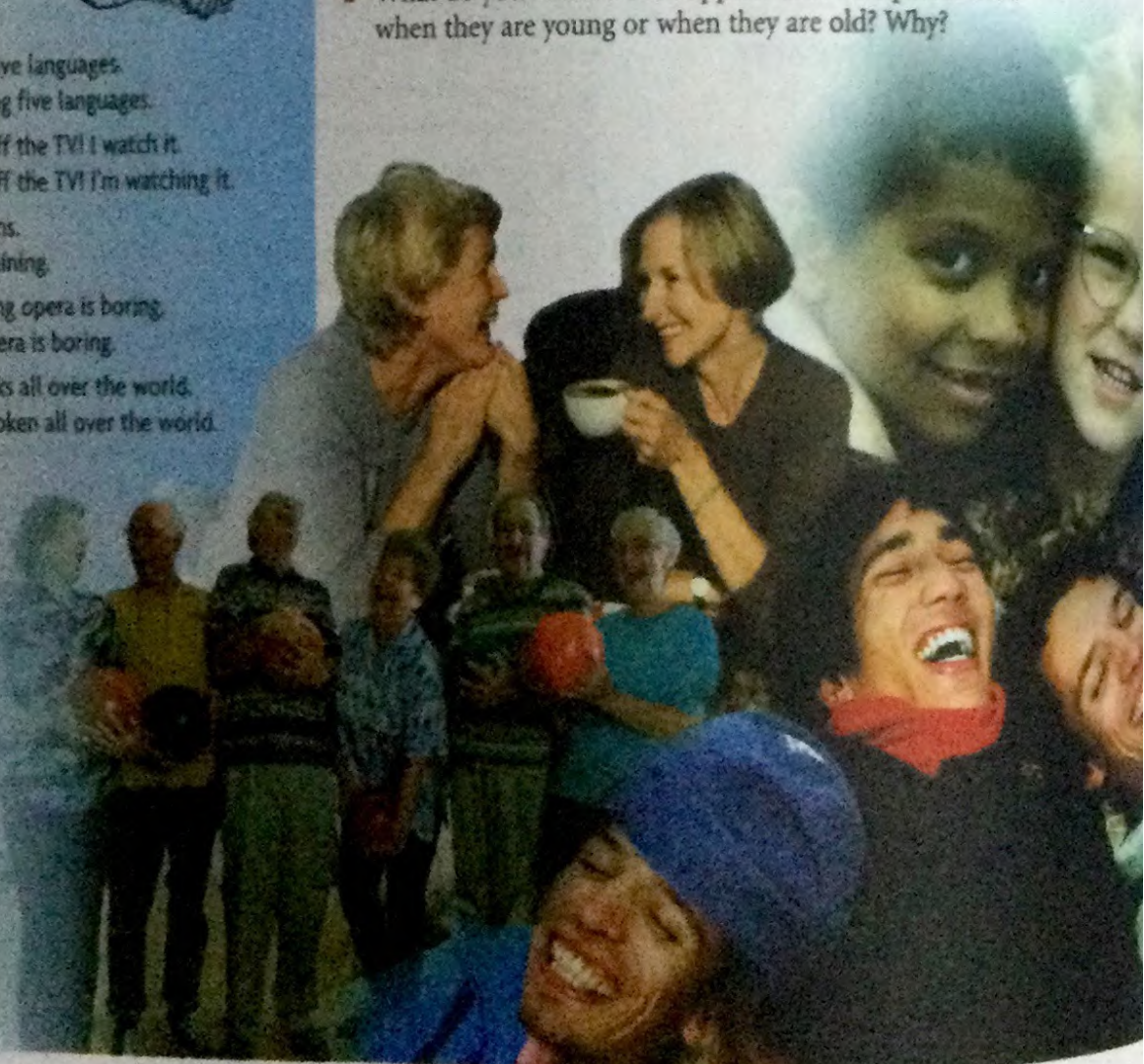
Present tenses

- 1 Look at the ingredients for happiness. How important is each one to you? 1 = very important; 5 = not important.

- | | |
|---|--|
| <input type="checkbox"/> good health in mind and body | <input type="checkbox"/> a big house |
| <input type="checkbox"/> job satisfaction | <input type="checkbox"/> regular holidays |
| <input type="checkbox"/> a loving marriage | <input type="checkbox"/> a supportive family |
| <input type="checkbox"/> hobbies and leisure activities | <input type="checkbox"/> lots of friends |
| <input type="checkbox"/> no money worries | |

Compare your answers with a partner.

- 2 What do you think is the happiest time of a person's life – when they are young or when they are old? Why?



- 3 T 2.1 Read and listen to the text about Harry Barnes. Answer the questions.
- 1 What do you think are the good and bad things about Harry's life?
 - 2 Do you think his life is exciting or boring? Would you like to have a life like Harry's?
 - 3 Do you know any people with similar lives? Are they happy?

'I don't know if I'm happy.'

Harry Barnes, 45

Work

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

Home life

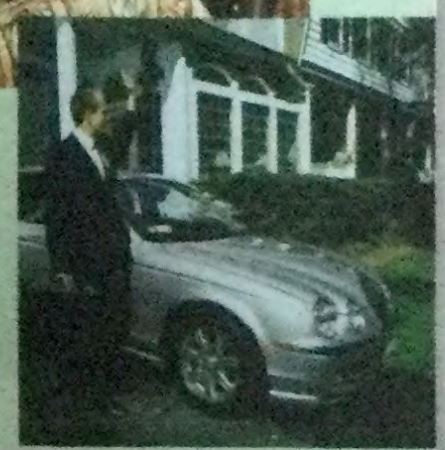
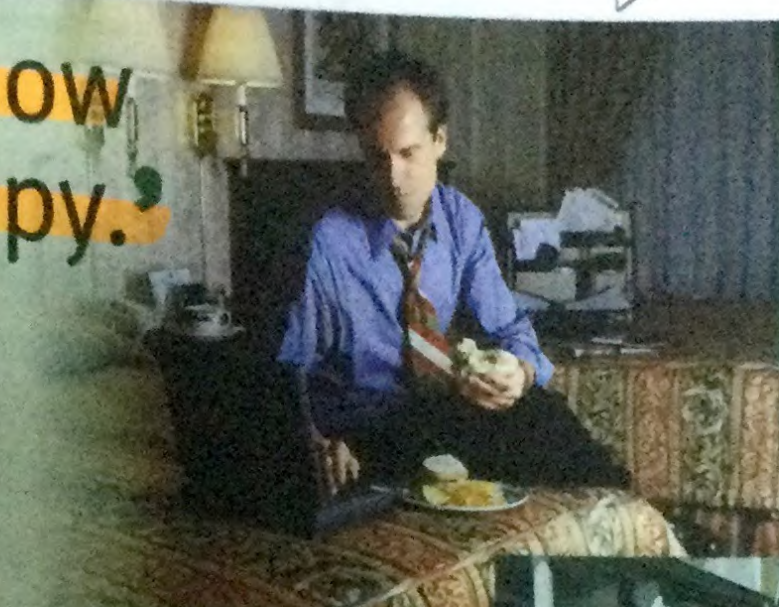
Harry is married and he's got two children, aged 11 and 14. He rarely sees his children because so much of his time is spent away from home. He's got a beautiful house in a suburb of Dallas. It's very big, with eight bedrooms. His wife is an interior designer.

Free time

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

Is he happy?

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



GRAMMAR SPOT

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

▶▶ Grammar Reference 2.1 and 2.2 pp135-136

- 4 Complete the questions about Harry. Then ask and answer them with a partner.

- ... married?
- What ... do?
- Where ... live?
- Has ... any children?
- What ... his wife do?
- Which sports ... play?
- Where ... working at the moment?
- ... paid very well?

Is he married?

Yes, he is.

T 2.2 Listen and check.

- 5 Ask and answer similar questions with your partner.

Are you married?

No, I'm not.

Have you got any brothers or sisters?

PRACTICE

Listening and speaking

1 **T23** Look at the photos and listen to Jeff Norman. What's unusual about his lifestyle? What does he like about it?

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



2 What did Jeff say? Complete the sentences.

- 1 I m paid good money – \$60,000 a year. And I often \$50 a week in tips.
- 2 I at 2.00 a.m. The first newspaper at 2.30 a.m.
- 3 I a red Chevy Blazer and the newspapers into the back.
- 4 I the peace and quiet.
- 5 Occasionally, I a jogger.
- 6 I usually home by 7.00 a.m.
- 7 My wife at the University of Iowa.
- 8 Some days I my kids' baseball team, other days I golf.
- 9 I also for my master's degree at the moment.
I be a marriage counsellor.
- 10 Some people it's not much of a job, but, hey, when they in an office, I golf.

T24 Listen and check.

3 Write notes about Harry and Jeff in the chart.

| | Harry Barnes | Jeff Norman |
|-----------------|--------------|-------------|
| Work | | |
| Home and family | | |
| Free time | | |

Work with a partner. Compare Harry's life with Jeff's. How old are they? How many things do they have in common? Who do you think is happier? Why?

WHAT DO YOU DO?

Simple or continuous?

1 **T25** Read and listen to the conversation.



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

Memorize the conversation and practise it with a partner.

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

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

3 Ask each other about your own jobs or studies.

GRAMMAR SPOT

- Some verbs are used in both simple and continuous forms. These are called action verbs.
 She usually **drives** to work, but today she **isn't driving**. She's **walking**.
- Some verbs are almost never used in the continuous form. These are called state verbs.
 I **like** black coffee. (NOT ~~I'm liking~~ black coffee.)
- Seven of these verbs are *not* usually used in the Present Continuous. Underline them.

- | | | | | | |
|------|------|---------------------|------|-------|-------------------|
| like | know | understand | work | enjoy | think (= opinion) |
| come | play | have (= possession) | love | want | |

▶▶ Grammar Reference 2.3 p136

PRACTICE

Discussing grammar

- Are these sentences correct (✓) or incorrect (X)? Correct the mistakes.
 - What do you want to drink? ✓
 - I'm not understanding this word. X
 I don't understand this word.
 - I'm liking you a lot.
 - Do you think Michiko plays golf well?
 - I'm sorry. I'm not knowing the answer.
 - We're enjoying the lesson very much.
 We're working hard.
 - I'm thinking you speak English very well.
 - The lions are fed once a day. They're being fed at the moment.
- Complete the pairs of sentences using the verb in the Present Simple or the Present Continuous.
 - come
 Ramin and Vafa are Iranian. They _____ from Tehran.
 They'll be here very soon. They _____ by car.
 - have
 Noor can't come to the phone. She _____ dinner now.
 She _____ a beautiful new car.
 - think
 I _____ that all doctors work hard.
 I _____ about my brother at the moment. He's in Muscat.
 - not enjoy
 We _____ this meal at all. The food is too salty.
 We _____ salty food.
 - watch
 Be quiet! I _____ my favourite programme.
 I always _____ it on Thursday evenings.
 - see
 Joe isn't here. He _____ the doctor at the moment.
 I _____ your problem, but I can't help you. I'm sorry.
 - use (Careful!)
 This room _____ usually _____ for big meetings.
 But today it _____ being _____ for a wedding.

READING AND SPEAKING

I'm a clown doctor!

- 1 What does a doctor do? What does a clown do? Write down three things for each. Tell the class your ideas.
- 2 Which of these things did you think of? Which do clowns do? Which do doctors do? Which do both do?

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

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

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

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

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

She arrives in the hospital with ...

Then she goes into the wards and ...

GRAMMAR SPOT

- 1 Complete these sentences from the text.

All over the world, children in hospital _____ with a new kind of medicine.

It's a charity; so we _____ with the money people give.

What tenses are they?

- 2 Complete these passive sentences.

1) People of all ages love clowns.

Clowns _____ by people of all ages.

2 He is giving her an injection.

She's _____ given an injection.

▶▶ Grammar Reference 2.4 p137

THE CLOWN DOCTOR

All over the world, children in hospital are being treated with a new kind of medicine: **laughter**. LUCY is 23 and works for *Theodora Children's Trust*. She is one of many clown doctors who bring a smile to the faces of sick children.

“ I'm a Theodora clown doctor, I call myself Dr LooLoo. I spend two days a week in children's hospitals being extremely silly with my friend and colleague Dr Chequers. We make funny faces, tell jokes, and do magic tricks. As I walk into the wards I blow bubbles, shake hands with the kids, and make up nonsense songs for those children well enough to sing. We take special balloons to make 'balloon animals' and tell funny stories about them. We often meet kids who one week look really sick, then we go back the next week and they're racing about yelling 'Hi there, Dr LooLoo! Hi Dr Chequers!'

I'm naturally a very cheerful person. I've always been a clown. In fact my father's a clown and I started working with him when I was eight years old. I knew it was just the job for me and I became a clown doctor because I think it's a great way to cheer up sick, frightened children in hospital. I wear a fancy coat, a yellow shirt, and tights with big stripes. Also, I have a red rubber nose and wear my hair in crazy plaits.

Being a clown in a hospital is very tiring both physically and emotionally. We have to learn not to show our feelings, otherwise we'd be useless. Clown doctors are sensitive but this is not a side most people see. To the children we're happy all the time. I'm still learning to allow myself to feel sad occasionally. There are special kids you get really close to. At the



moment I'm working with a very sick little girl from Bosnia who speaks no English, so our only common language is laughter. She's been in and out of hospital for operations so many times and she's always on my mind.



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

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

Language work

6 Find lines in the text which mean the same as the following.

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

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

I _____?

L Oh yes, I do. I enjoy my job very much.

I _____?

L Because I love working with children and making them laugh.

I _____?

L I wear crazy clothes. A fancy coat and stripy tights.

I _____?

L Well, at the moment I'm working with a very sick little girl from Bosnia. She's had so many operations. She's very special to me.

I _____?

L No, she doesn't. We communicate through laughter.

I _____?

L Yes, it is. It's very tiring indeed. I'm exhausted at the end of each day.

I _____?

L No, I don't. I often go out with friends. I have the best friends and the best job in the world.

T 2.6 Listen and compare your answers. Are your questions exactly the same? What are the differences?

What do you think?

Discuss the questions in groups.

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

VOCABULARY AND LISTENING

Sport and leisure

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



2 Write *play, go, or do*.

_____ horseriding _____ aerobics _____ volleyball _____ sailing _____ golf
 _____ jogging _____ basketball _____ football _____ yoga _____ mountain biking



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

| Sport / Activity | People | Place | Equipment and clothes |
|------------------|--------|------------|--|
| go sailing | sailor | sea / lake | yacht / waterproof jacket and trousers / life jacket |
| | | | |
| | | | |
| | | | |

4 **T 2.7** Listen to three people talking about a sport or activity they enjoy and take notes.



| | Mary | Jenny | Thomas |
|--|------|-------|--------|
| Which sport/activity are they talking about? | | | |
| How often do they do it? | | | |
| Where do they do it? | | | |
| What equipment and clothes do they need? | | | |
| Are they good at it? | | | |



5 Ask and answer questions with a partner.

- What sports do you play?
- What equipment ... ?
- How often ... ?
- Are you good at ... ?
- Where ... ?

WRITING: Letters and emails

▶▶ Go to p104

EVERYDAY ENGLISH

Numbers and dates

1 Say the numbers.

15 50 406 72 128

90 19 850 36 1,520

247 5,000 100,000
2,000,000

T 2.8 Listen and practise.

2 Say the numbers.

Money

£400 50p €9.40 €47.99 ¥5,000 \$100

Fractions

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{2}{3}$ $\frac{7}{8}$ $12\frac{1}{2}$

Decimals and percentages

6.2 12.25 50% 75.7% 100%

Dates

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

Phone numbers

01865-556890 800 451-7545 919 677-1303

T 2.9 Listen and practise.

3 **T 2.10** Listen to the conversations. Write the numbers you hear.

1 fifteenth _____

2 _____

3 _____

□□□□ □□□□ □□□□ □□□□

4 _____

5 _____

Discuss what each number refers to with a partner.

The 15th is a date.

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

LETTERS AND EMAILS
Beginnings and endings

1 How many different ways can you think of to start and end a letter or email?

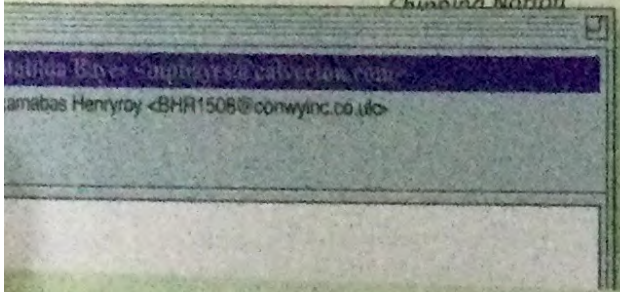
wishes madam All Hi! sir
Dear Lots of love best
sincerely Yours faithfully

2 Read extracts 1-11 from some letters and emails. Which are beginnings and which are endings? Write B or E.

- 1 Just a note to say thank you so much for having me to stay last weekend. B
- 2 Thank you for your letter of 16 April. Please find enclosed a cheque for £50.00.
- 3 Write or better still, email me soon.
- 4 How are you doing? You'll never guess who I saw last week at Dan's.
- 5 I am writing in response to your advertisement in yesterday's *Daily Star*.
- 6 We trust this arrangement meets with your satisfaction.
- 7 I'm sorry I haven't been in touch for such a long time.
- 8 I look forward to hearing from you at your earliest convenience.
- 9 I thought I'd write rather than email for a change.
- 10 Give my regards to Robert.
- 11 Take care and thanks again.

3 Look again at the sentences in exercise 2. Which are formal, and which are informal? Underline the words and phrases which helped you decide.

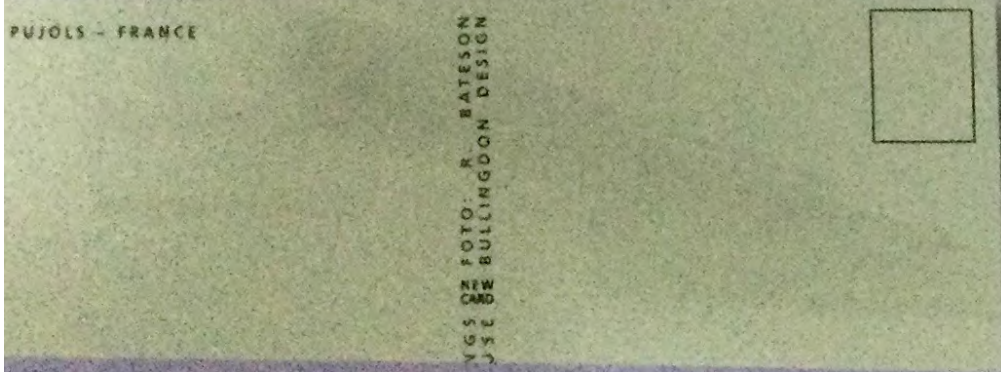
Annie Souch
27 Salford Road
Chipping Norton



ESSEX CARS
OFFICIAL FORD DEALER

9 Llewellyn Street
Llandudno

IN ROAD, Braintree
044 1778 33221144
044 1765 44335689
cars-braintree.co.uk



4 Match the beginnings and endings of these different letters and emails.

H-W
✓

| Beginnings | Endings |
|--|--|
| 1 Dear Mary and Dave, Any chance that you two are free next Sat. p.m.? | • Many thanks. I look forward to hearing from you in the near future. Yours faithfully, James Fox |
| 2 Dear Jane, Thanks for your letter. It was great to hear from you after such a long time. You asked me what I've been doing. Well, ... | • We apologize for the inconvenience and will have pleasure in processing your order as soon as we receive the additional amount. Yours sincerely, Thames Valley Computer Software |
| 3 Dear Sir/Madam, I saw an advertisement in the <i>Daily Telegraph</i> for weekend breaks at your hotel. | • It would be lovely to see you some time. Do you ever come to London? We could meet for lunch. Love Pat |
| 4 Hi Pete, Thanks for the invite. | • Let me know asap. All the best, Martin |
| 5 Dear Mr Smith, We received your order for the Encyclopedia World CD ROM, and your cheque for £75. | • Can't wait to see you. Let's hope it stays fine. Love to Ellie. See you then. Deborah |

5 Continue the beginnings with one of these lines.

✓ H-W

- Could you please send me your brochure and a price list? I would be most grateful.
- I've changed my job a few times since I last spoke to you, and as you know, I've moved to a new flat.
- Unfortunately, this amount did not include packing and postage, which is £7.50.
- We've got four tickets for that open-air concert in Woodstock. Interested?
- We'd love to come.

6 Which one ...

- asks for information?
- invites?
- asks for further payment?
- accepts an invitation?
- gives news?

X

Underline the words and phrases which helped you decide.

7 You have just found the email address of an old friend on the website *Friends Reunited*. Write an email to him/her. Give your news, describe some things that you have done recently, and say what your future plans are. Ask about his/her news and family.

From:

To:

Date:

Subject:

UNIT 2

2.1 Present Simple

Form

Positive and negative

| | |
|------------------------|-------------------------|
| I We You They | work. don't work. |
| He She It | works. doesn't work. |

Question

| | | | |
|-------|------|------------------------|-------|
| Where | do | I we you they | live? |
| | does | he she it | |

Do you live in Bristol?
Does he have a car?

Short answer
Yes, we do.
No, he doesn't.

Use

The Present Simple is used to express:

- an action that happens again and again (a habit).
I go to work by car.
She drinks ten cups of coffee a day.
I wash my hair twice a week.
- a fact that is always true.
Ronaldo comes from Brazil.
Some birds fly south in winter.
My daughter has brown eyes.
- a fact that is true for a long time (a state).
He works in a bank.
I live in a flat near the centre of town.
I prefer coffee to tea.

Spelling of verb + -s

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

▶▶ Workbook p14 Pronunciation of -s at the end of a word

Adverbs of frequency

- We often use adverbs of frequency with the Present Simple.
0% ————— 50% ————— 100%
never rarely not often sometimes often usually always
- They go before the main verb, but after the verb *be*. Compare:
I usually start school at 9.00. *They're usually in a hurry in the morning.*
I don't often go to bed late. *I'm not often late for school.*
She never eats meat. *He's never late.*
I rarely see Peter these days. *We're rarely at home at the weekends.*

- 3 Sometimes and usually can also go at the beginning or the end.
Sometimes we play football. *We play football sometimes.*
Usually I go shopping with friends. *I go shopping with friends usually.*

Never, always, rarely, and seldom cannot move in this way.

NOT *Never I go to the movies.*
Always I have tea in the morning.

- 4 Every day, etc., goes at the end.
He phones me every night.

2.2 Present Continuous

Form

Positive and negative

| | | |
|-------------|---------------|---------|
| I | 'm 'm not | eating. |
| He/She/It | 's isn't | |
| We/You/They | 're aren't | |

Question

| | | | |
|------|-----------------|-------------------------------|--------|
| What | am is are | I he/she/it we/you/they | doing? |
|------|-----------------|-------------------------------|--------|

Short answer

| | |
|-------------------------|----------------------------|
| Are you going by train? | Yes, I am. No, I'm not. |
|-------------------------|----------------------------|

Use

The Present Continuous is used to express:

- 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.
- an activity or situation that is true now, but is not necessarily happening at the moment of speaking.
Don't take that book. Jane's reading it.
I'm doing a French evening class this year.
- a temporary activity.
Peter is a student, but he's working as a waiter during the holidays.
I'm living with my parents until I find a place of my own.
- a planned future arrangement.
I'm having lunch with Glenda tomorrow.
We're meeting at 1.00 outside the restaurant.

Spelling of verb + -ing

- Most verbs add -ing to the base form of the verb.
going wearing visiting eating
- Verbs that end in one -e lose the -e.
smoking coming hoping writing
 Verbs that end in -ee don't drop an -e.
agreeing seeing

① *lie lying*

- 3 Verbs of one syllable, with one vowel and one consonant, double the consonant.

stopping getting running planning jogging
 If the final consonant is -y or -w, it is not doubled.
playing showing

2.3 State verbs

- 1 There are certain groups of verbs that are usually only used in the Present Simple. This is because their meanings are related to states or conditions that are facts and not activities. This is a feature of the use of the Present Simple. The groups of verbs are:

Verbs of thinking and opinions

| | | | | |
|---------|---------|------------|----------|--------|
| believe | think | understand | suppose | expect |
| agree | doubt | know | remember | forget |
| mean | imagine | realize | deserve | prefer |

I believe you.

Do you understand?

I know his face, but I forget his name.

Verbs of emotions and feelings

like love hate care hope wish want admit

I like black coffee.

Do you want to go out?

I don't care.

Verbs of having and being

belong own have possess contain cost seem appear
need depend on weigh come from resemble

This book belongs to Jane.

How much does it cost?

He has a lot of money.

Verbs of the senses

look hear taste smell feel

The food smells good.

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

Can you smell something burning?

I can hear someone crying.

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

I think you're right.

(opinion)

He has a lot of money.

(possession)

I see what you mean.

(understand)

The soup tastes awful.

(state)

We're thinking of going to the cinema.

(mental activity)

She's having a bad day.

(activity)

Are you seeing Nigel tomorrow?

(activity)

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

(activity)

Introduction to the passive

The passive is dealt with in Units 2, 3, and 7.

Form

to be + past participle

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

The annual company dinner **is being held** next week. (Present Continuous passive)

All the employees **are invited** every year. (Present Simple passive)

Family members **weren't invited** last year, but this year they **were**. (Present Perfect passive)

Most people **would love to be invited** to the dinner. (Passive infinitive)

Use

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

Alfred Hitchcock **directed** Psycho in 1960.

Psycho, one of the classic thrillers of all time, **was directed** by Alfred Hitchcock.

The passive is not just another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in. In the first sentence, we are more interested in Alfred Hitchcock; in the second sentence, Psycho has moved to the beginning of the sentence because we are more interested

in the film.

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

- is not known.

My apartment **was robbed** last night.

- is not important.

This bridge **was built** in 1886.

- is obvious.

I **was fined** £100 for speeding.

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

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

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

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

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

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

We **speak** English in this shop.

5 Be careful! Many past participles are used as adjectives.

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

We were extremely **worried** about you.

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

2.4 Present Simple and Present Continuous passive

Form

Present Simple Passive

am/is/are + past participle

Present Continuous Passive

am/is/are being + past participle

| | | |
|------|------------------|---------|
| It | is is being | mended. |
| They | are are being | |

Use

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

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

Computers **are used** in all areas of life and work. (fact that is always true)

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

Modal verbs 1

Revision

1 Questions and negatives

Read the sentences. Write (1) the negative, (2) the question and (3) the third person singular.

- 1 I can use his car.
 - 1 I can't use his car.
 - 2 _____
 - 3 She/He _____
- 2 I should write to them.
 - 1 _____
 - 2 _____
 - 3 She/He _____
- 4 I must phone them.
 - 1 _____
 - 2 _____
 - 3 She/He _____

2 Signs

Read the signs. Match them with the meanings.

- 1 **No parking at any time** c
- 2 **DO NOT LEAVE BAGS UNATTENDED** _____
- 3 **Please take all your belongings with you** _____
- 4 **NO VISITORS BEYOND THIS POINT** _____
- 5 **Please help yourself to tea or coffee** _____
- 6 **You are invited to join the organizers for a pre-conference discussion** _____

- a You can have a free hot drink.
- b You have to keep your luggage with you.
- c ~~You must put your car in another place.~~
- d You mustn't go any further.
- e You don't have to go to the meeting.
- f You shouldn't leave anything behind.

3 A short story

Complete the story with the Past Simple, Past Continuous or Past Perfect form of the verb in brackets.

They had lived (live) in the village for over three years but they (1) _____ (never meet) the woman who (2) _____ (own) the house on the corner. A large tree (3) _____ (stand) outside the front door and the curtains (4) _____ (be) always drawn. Nobody (5) _____ (know) much about her - even the postman, who (6) _____ (seem) to know everything about everyone! One day, though, when they (7) _____ (walk) past her house, they (8) _____ (notice) that the front door (9) _____ (be) open and so they (10) _____ (decide) to see if everything (11) _____ (be) OK. As they (12) _____ (walk) up the path, they (13) _____ (can) hear a noise. A woman (14) _____ (cry). They (15) _____ (go) inside and (16) _____ (find) the woman. She (17) _____ (lie) in the hallway. She (18) _____ (fall) ill and (19) _____ (manage) to open the door. She (20) _____ (be) very pleased to see them!

4 Past passive

Complete the sentences with the Past Simple passive form of the verb in brackets.

- 1 The Picasso museum in Barcelona was opened in 1988.
- 2 *Guernica* _____ (paint) to record the bombing of a Basque village.
- 3 Hemingway _____ (send) to France during the First World War.
- 4 *The Great Gatsby* and *Tender is the Night* _____ (write) by Scott Fitzgerald.
- 5 He _____ (not bring) up in Paris.
- 6 A lot of young artist and writers _____ (help) by Gertrude Stein.

Future forms

1 Correcting mistakes

In each of these sentences there is a mistake with a future form. Find it and correct it.

1 I going to see her tomorrow.

I'm going to see her tomorrow.

2 Greg will helping you move the computer.

3 Don't ask Al, he isn't help you.

4 Kate catch the bus at 3.30 this afternoon.

5 They don't visit us next summer.

6 Are you go meet them at the airport?

2 Choosing the correct form

Choose the correct answers.

1 What are you doing this evening?

a I'll go to the cinema.

b I'm going to the cinema. ✓

2 Are you going to the bank?

a Yes, I'll go there to talk to the manager.

b Yes, I'm going there to talk to the manager.

3 Have you got plans for the weekend?

a I'm playing golf with Chris.

b I'll play golf with Chris.

4 This lesson is so boring.

a Don't worry. It's finished soon.

b Don't worry, it'll finish soon.

5 Where are you going for your holiday?

a I'm not sure - I think I'll stay here.

b I'm not sure - I'm staying here.

6 I've booked the tickets but I can't collect them.

a It's OK, I'm going into town so I'll collect them.

b It's OK, I'm going into town so I am collecting them.

7 Have you seen Tom yet?

a No, he's arriving on the 6 o'clock bus.

b No, he'll arrive on the 6 o'clock bus.

8 Look at those dark clouds!

a Oh dear, it'll rain.

b Oh dear, it's going to rain.

3 A conversation

Read the conversation. Underline the correct future forms.

A I'm going / 'll go to town. Do you want anything?

B Are you going / Will you go to the post office? I need forty stamps.

A Yes, I am. I will apply / am applying for a new driving licence so I'll get you the stamps at the same time.

B Thanks.

A Why do you need forty stamps? You always send emails.

B Well I'm having / 'll have a big picnic, so I want to send invitations to everybody.

A If you want me to, I'm buying / 'll buy the invitations too.

B Thanks, but I'm getting / 'll get them printed at work. It's already arranged.

A OK. I'll see / 'm seeing you later! Bye.

Questions with like

Choosing the correct question

Choose the correct questions.

1 A a What does he look like? ✓

b What's he like?

B He's tall, dark and handsome.

2 A a What would you like to do?

b What do you like doing?

B I'd like to go out for lunch.

3 A a What are Hemingway's books like?

b Do you like Hemingway's books?

B Yes, I do.

4 A a What's she like?

b What does she like doing?

B She's quiet but friendly.

5 A a What do you like doing at the weekends?

b What was your weekend like?

B It was a bit boring. I had to stay at home because I was ill.

6 A a What kind of food do you like?

b What kind of food would you like?

B Let's go for a Chinese meal.

Verb patterns

-ing or infinitive?

Complete the sentences with the correct form of the verb in brackets.

- The garage promised **to have** the car ready at 4.30.
- He asked the student in the next room _____ (turn) her TV down.
- We all enjoy _____ (spend) money.
- My boss asked me _____ (train) the new office assistant.
- We decided _____ (wait) for another hour.
- She starts _____ (work) here next week.
- I'd love _____ (go) to Spain with you.
- I remember _____ (speak) to him at the meeting.
- I can't stand _____ (wait)!
- He said he hoped _____ (arrive) at 10.00.

Present Perfect

1 Form and short answers

Complete the conversation with the Present Perfect form of the verbs in brackets and short answers.

A How long **have you been** (be) in Paris?

B For two weeks.

A _____ you _____ (start) your new job?

B No, I **haven't**. I start next week.

A _____ you _____ (find) somewhere to live?

B No, I _____ I _____ (see) a few apartments but I haven't found the right one yet.

A _____ you _____ (visit) any of the museums and galleries?

B Yes, I _____. I _____ (go) to the Louvre and the Musée D'Orsay but I _____ (not go) to the Musée Rodin yet.

A And what about your French lessons? _____ your course _____ (start) yet?

B Oh yes, it _____. It's a really nice class.

A Well, good luck. I hope the job goes well and that you find a flat soon.

2 Present Perfect or Past Simple?

Complete the sentences with the correct form of the verb in brackets.

- Ana **hasn't been** (not go) on holiday yet this summer.
- Daisy and Jane _____ (not receive) their exam results last week.
- I _____ (learn) to swim when I was a child.
- I _____ (work) in Tokyo in 2001.
- Leon _____ (go) to school in Dublin until he was twelve.
- Ute _____ (live) in this house since she was a baby.
- We _____ (be) married since last autumn.
- _____ you ever _____ (win) anything in a competition?
- She _____ (not speak) to him since their divorce.
- Jan _____ (not go) abroad since a business trip in 1998.

3 Present Perfect active and passive

Complete the news with verbs from the box in the Present Perfect, active or passive.

sink put leave cause award ~~arrive~~ arrest

Here are the news headlines.

The Spanish Prime Minister (1) **has arrived** in London for two days of talks with the British government.

An oil tanker (2) _____ off the north coast of France.

High winds and heavy rain (3) _____ serious damage to coastal areas in the south. Four

hundred people (4) _____ their homes and (5) _____ in emergency

accommodation. Footballer Keith Waites (6) _____ after a fight in Barcelona.

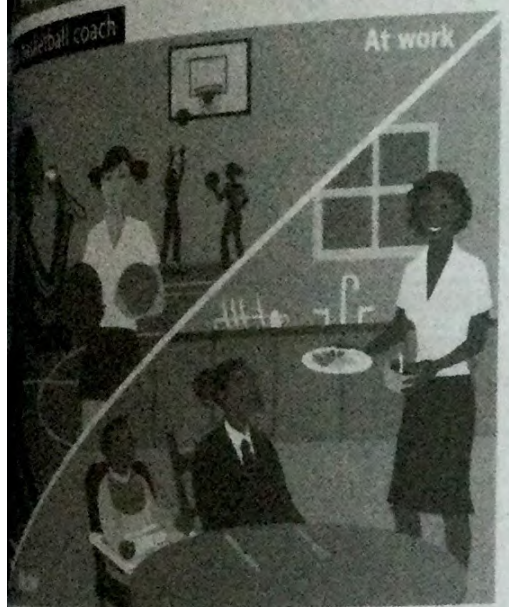
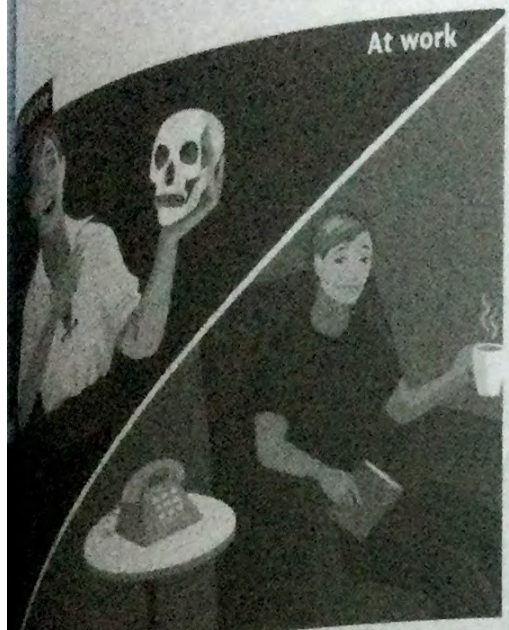
And finally – the prize for best film (7) _____ to *The Hours*.

7 Present Simple or Present Continuous?

H-W

1 Is the verb form in the sentences correct (✓) or incorrect (✗)?
Correct the wrong sentences.

- 1 I'm thinking you should go to the dentist.
- 2 What are you thinking of doing on Thursday?
- 3 Why do you leave so early? Don't you enjoy the concert?
- 4 Nobody is ever laughing at my husband's jokes. It's so embarrassing.
- 5 I don't believe a word he says. He always tells lies.
- 6 We're seeing our bank manager at half past two.
- 7 I'm not seeing how I can help you.
- 8 Does this train stop at Oxford?
- 9 He's never knowing the answer.



2 **T 2.4** Put the verbs in the correct form, Present Simple or Present Continuous.

Conversation 1

X

- A What (1) _____ (that man/do) over there?
- B He (2) _____ (wait) for the bank to open.
- A But the banks (3) _____ (not open) on Thursday afternoons.
- B (4) _____ (you/think) he's a bank robber? Watch out! He
- (5) _____ (take) something out of his pocket. He
- (6) _____ (walk) towards us!
- C Excuse me. Could you tell me the time, please?

Conversation 2

- A What (7) _____ (you/do)?
- B I (8) _____ (pack) my suitcase. I (9) _____ (leave) in an hour.
- A But I (10) _____ (not/understand). Where (11) _____ (you/go)?
- B To Frankfurt – on a business trip. Mr Johnson (12) _____ (meet) me at the airport at six o'clock. I (13) _____ (not/know) when I'll be back.

H-W

3 Complete the pairs of sentences with the verb in brackets. Use the Present Simple for one and the Present Continuous for the other.

- 1 I _____ (think) of learning French.
I _____ (think) that's a great idea!
- 2 _____ you _____ (see) what I mean?
What time _____ you _____ (see) the doctor?
- 3 They _____ (have) a fantastic house.
They _____ (have) a fantastic holiday.

8 Adverbs of frequency

Are the adverbs of frequency in the correct (✓) or incorrect (✗) places? Correct the wrong sentences.

- 1 Do usually you sit here?
Do you usually sit here?
- 2 I have always liked Peter.
- 3 Never I have anything to eat in the morning.
- 4 I usually take my daughter to school.
- 5 I go sometimes abroad on business.
- 6 I have never enough money.
- 7 We often have tests in class.
- 8 Our teacher gives us always too much homework.
- 9 Sonja always is late for class.

Present passive

9 Past participles

Rewrite the sentences in the passive.

- 1 They speak English here.
English is spoken here.
- 2 They produce Nokia phones in Finland.

- 3 They include service in the bill.

- 4 We are redecorating our kitchen at the moment.

- 5 They make perfume in France.

- 6 Another company is taking over our company.

- 7 The company employs about 1,000 people.

- 8 We grow all our vegetables on the farm.

- 9 They are pulling down that block of flats because it is unsafe.

- 10 They deliver our newspapers before breakfast.

10 Active or passive?

T 2.5 Complete the text with the correct form of the verbs, Present Simple active or passive.

Catching a plane

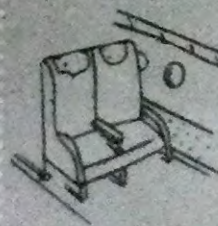


WHEN you (1) _____ (arrive) at an airport, you should go straight to the check-in desk where your ticket and luggage (2) _____ (check).

You (3) _____ (keep) your hand luggage with you but your suitcases (4) _____ (take) to the plane on a conveyor belt.



You can now go to the departure lounge. If you are on an international flight, your passport (5) _____ (check), and then your bags (6) _____ (x-ray) by security cameras; sometimes you (7) _____ (give) a body search and your luggage (8) _____ (search) by a security officer. You



(9) _____ (wait) in the departure lounge until your flight (10) _____ (call) and you (11) _____ (tell) which

gate number to go to. Finally, you (12) _____ (board) your plane and you (13) _____ (show) to your seat by a flight attendant.



Vocabulary

11 Opposite adjectives

Complete the chart. Use a prefix (*un-*, *in-*, *im-*) in the first column and a word from the box in the second column.

| | | | |
|--------|--------|-------|--------------|
| sad | casual | cheap | arrogant |
| cruel | rude | wrong | strange/rare |
| boring | stupid | ugly | out-of-date |

| Adjective | Opposite (prefix + adjective) | Opposite (different word) |
|---------------|-------------------------------|---------------------------|
| 1 happy | <u>unhappy</u> | <u>sad</u> |
| 2 polite | _____ | _____ |
| 3 expensive | _____ | _____ |
| 4 interesting | _____ | _____ |
| 5 correct | _____ | _____ |
| 6 attractive | _____ | _____ |
| 7 fashionable | _____ | _____ |
| 8 intelligent | _____ | _____ |
| 9 usual | _____ | _____ |
| 10 kind | _____ | _____ |
| 11 formal | _____ | _____ |
| 12 modest | _____ | _____ |

Phrasal verbs

12 look and be

1 Look at the dictionary extracts of some phrasal verbs with *look*.

sb = somebody sth = something

look after (sb/sth) to be responsible for or take care of sb/sth: *I want to go back to work if I can find somebody to look after the children.*

look for (sb/sth) to try to find (sb/sth): *We looked for you everywhere. Where were you?* **look forward to sth/doing sth** to wait with pleasure for sth to happen (because you expect to enjoy it): *We're really looking forward to our holiday.* **look out** to be careful or to pay attention to sth dangerous, etc.: *Look out! There's a car coming!* **look sth up** to search for information in a book: *to look up the times for trains to London.*

2 Complete the sentences using a phrasal verb with *look* in the correct tense.

- H-W
- If I don't know the meaning of a word, I **look** it **up** in the dictionary.
 - I'm _____ my glasses. Have you seen them?
 - _____ ! That glass is going to fall!
 - I _____ to seeing you next week.
 - A Do you know Kim's phone number?
B Sorry, I don't. You should _____ it _____ in the phone book.
 - Babysitters _____ the children when the parents go out.
 - The verb *to be* is often followed by a particle to form a phrasal verb.

Bye! I'm off to Australia for three weeks. (= I'm going ...)

Complete the sentences with a particle from the box. Some are used more than once.

on up in up to off away

- H-W
- A Hello. Can I speak to Mr James, please?
B I'm sorry. He isn't _____ at the moment. Can I take a message?
 - A Hello. Can I speak to Ms Richards, please?
B I'm sorry. She's _____ on holiday at the moment.
 - A I feel like going to the cinema tonight.
B Good idea! What's _____ at the moment?
 - I think this milk's _____. It smells horrid.
 - A Where shall we go for dinner?
B It's _____ you. It's your birthday. You choose.
 - Come on, kids! Aren't you _____ yet? Breakfast's on the table.
 - I wonder why they aren't answering the door. There must be someone _____. All the lights are _____.
 - I must be _____ soon. I want to get to the shops before they close.
 - A Why isn't my computer working?
B Because the screen's _____. That's why.
 - A You're crying. What's _____?
B I'm just a bit sad. That's all.

Unit Three

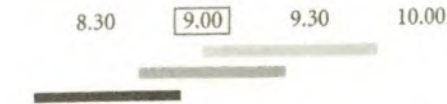
UNIT 3

Introduction to past tenses

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

Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 a.m. ...



- Her secretary opened the post.
- Her secretary was opening the post.
- Her secretary had opened the post.

3.1 Past Simple

Form

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

Positive

| | | |
|-----------|-----------------------------|---|
| I | finished left arrived | yesterday. at 3 o'clock. three weeks ago. |
| He/She/It | | |
| We | | |
| You | | |
| They | | |

Negative

| | | | |
|--------|--------|-----------------|-----------------------------|
| I | didn't | finish leave | yesterday. at 3 o'clock. |
| She | | | |
| They | | | |
| (etc.) | | | |

Question

| | | | |
|------|-----|-----------------------------|------------------------------------|
| When | did | you he they (etc.) | finish the report? get married? |
|------|-----|-----------------------------|------------------------------------|

Short answer

| | |
|-------------------------|--------------------------------|
| Did you enjoy the meal? | Yes, we did. No, we didn't. |
|-------------------------|--------------------------------|

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 **played** on the beach with my brother.

This use is often expressed with *used to*.

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

Spelling of verb + -ed

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

There are many common irregular verbs.

▶▶ Irregular verbs p157

Past Simple and time expressions

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

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

▶ 3.2 Past Continuous

Form

Positive and negative

| | | |
|------|-----------------|----------|
| I | was wasn't | working. |
| He | | |
| She | | |
| It | | |
| We | were weren't | |
| You | | |
| They | | |

Question

| | | | |
|------|------|----------------------|--------|
| What | was | I she he it | doing? |
| | were | we you they | |

Short answer

Yes, I **was**./No I **wasn't**.
Yes, they **were**./No, they **weren't**.

Were you **looking for me**?
Were they **waiting outside**?

Use

We often use the Past Continuous in sentences with the Past Simple. The Past Continuous refers to longer, background activities, while the Past Simple refers to shorter, completed actions.

The children were playing in the garden ...



... when their grandparents arrived.

The Past Continuous is used:

- to express activities in progress before, and probably after, a particular time in the past.
*At 7 o'clock this morning I **was having** my breakfast. I **walked past** your house last night. There was an awful lot of noise. What **were you doing**?*
- for descriptions.
*Jan **looked beautiful**. She **was wearing** a green cotton dress. Her eyes **were shining** in the light of the candles that **were burning** nearby.*
- to express an interrupted past activity.
*When the phone rang, I **was having** a shower. While we **were playing** tennis, it started to rain.*
- to express an incomplete activity in the past in order to contrast with the Past Simple that expresses a completed activity.
*I **was reading** a book during the flight. (I didn't finish it.) I **watched** a film during the flight. (the whole film)*

Note

The Past Simple is usually used to express a repeated past habit or situation. But the Past Continuous can be used if the repeated habit becomes a longer setting for something. Compare:

I **studied** English for ten years.

I first met Harry while I **was studying** English.

▶▶ **Workbook p20** More information on *while, during, and for*

▶ 3.3 Past Simple or Past Continuous?

- Sometimes we can use the Past Simple or the Past Continuous. The Past Simple focuses on past actions as simple facts. The Past Continuous focuses on the duration of past situations and activities. Compare:

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

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

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

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

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

When his father died, Peter **was studying** medicine at medical school. He **decided** that it was better to go home to his mother and postpone his studies.

What **was Peter doing** when his father died?

What **did Peter do** when his father died?

He **was studying**.
He **went home** to his mother.

3.4 Past Perfect

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

Form

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

Positive and negative

| | | |
|--------|----------|-----------------------------|
| I | 'd (had) | seen him before. |
| You | hadn't | finished work at 6 o'clock. |
| We | | |
| (etc.) | | |

Question

| | | |
|-----------|------------------------------|--------------|
| Where had | you she they (etc.) | been before? |
|-----------|------------------------------|--------------|

Short answer

| | |
|----------------------|--------------------------------|
| Had he already left? | Yes, he had. No, he hadn't. |
|----------------------|--------------------------------|

Use

- 1 The Past Perfect is used to make clear that one action in the past happened *before* another action in the past.

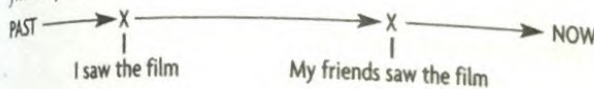
*When I got home, I found that someone **had broken** into my apartment and **had stolen** my DVD player, so I called the police.*



Action 1: Someone broke into my apartment and stole my DVD player.

Action 2: I got home and called the police.

*I didn't want to go to the cinema with my friends because I'd **seen** the film before.*



Action 1: I saw the film.

Action 2: My friends went to the cinema to see the film.

- 2 Notice the difference between the following sentences:

*When I got to the office, Peter **went** home.*

(= First I arrived, then Peter left.)

*When I got to the office, Peter **had gone** home.*

(= First Peter left, then I arrived.)

3.5 Past tenses in the passive

Form

Past Simple Passive

was/were + past participle

Past Continuous Passive

was/were being + past participle

Past Perfect Passive

had been + past participle

Use

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

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

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

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

A NARRATIVE (1)

Telling a story - linking ideas

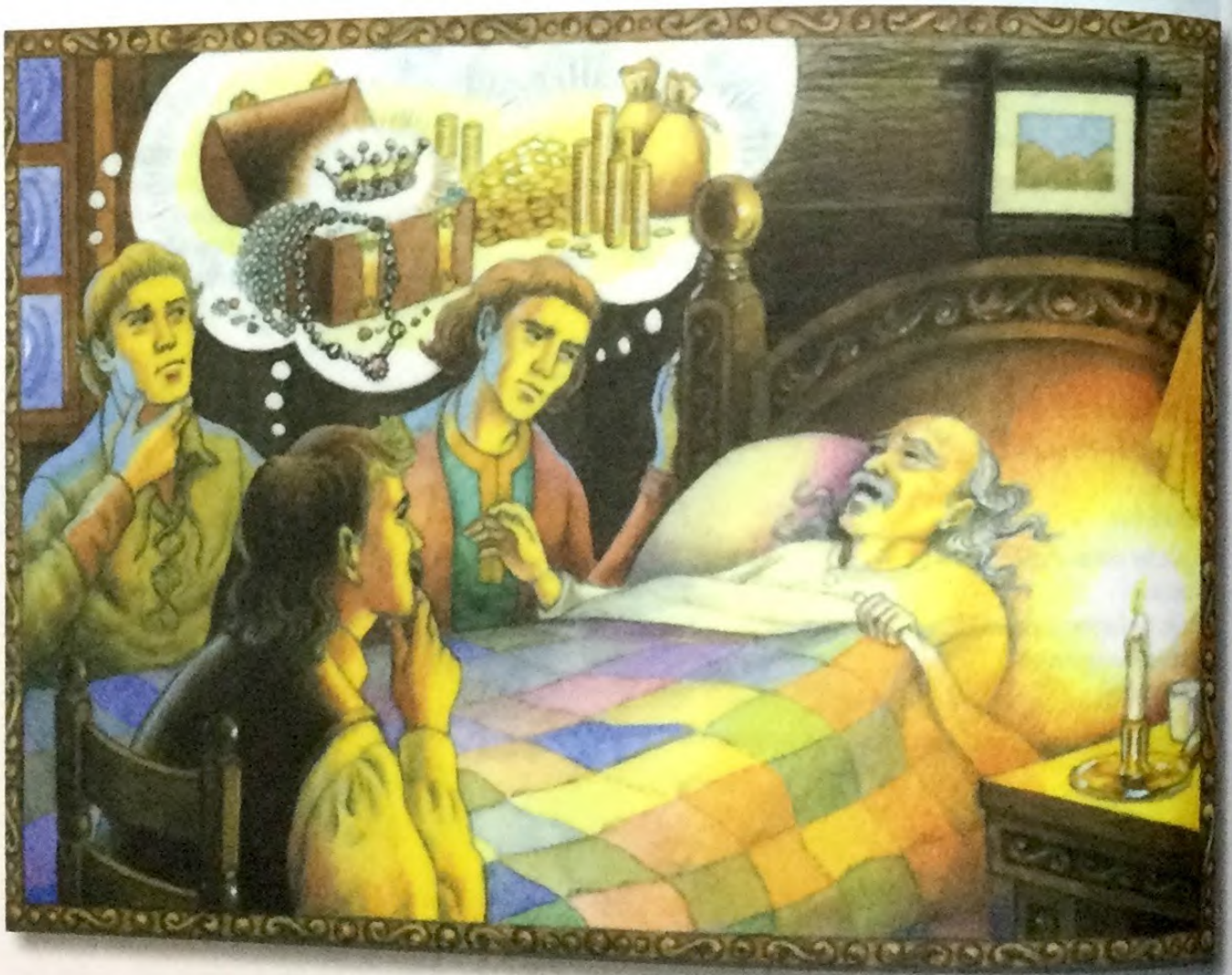
- 1 Read the story. Where do clauses a-f go?
 - a as soon as their father had died
 - b who had worked hard in his vineyard all his life
 - c what their father had meant by the great treasure
 - d and while they were working they thought about what their father had said
 - e because they felt that all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

THE FARMER AND HIS SONS

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

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

THE MORAL OF THIS STORY IS: HARD WORK BRINGS . . .



2 Complete the sentences using a linking word from the box. Use each linking word once only.

THE EMPEROR AND HIS DAUGHTERS

There was once an emperor _____ lived in a palace.
 He had three daughters _____ no sons.
 He wanted his daughters to marry _____ he died.
 He found three princes. _____ his daughters didn't like them.
 They refused to marry the princes, _____ the emperor became very angry.
 He said they must get married _____ they were sixteen years old.
 The three daughters ran away _____ the night and found work on a farm.
 They decided to marry the farmer's sons _____ they were working there.
 They married the sons _____ they were sixteen.

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



3 In what ways are these sentences different from the ones in exercise 2?

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

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

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

Begin:

There was/were once ...

or

Once upon a time there was/were ...

End:

... and they lived happily ever after.

If your story has a moral, give it at the end.

3 Telling tales

Past tenses • Passive • Art and literature • Giving opinions

TEST YOUR GRAMMAR

Match the sentences and pictures.

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

What is the difference in meaning?

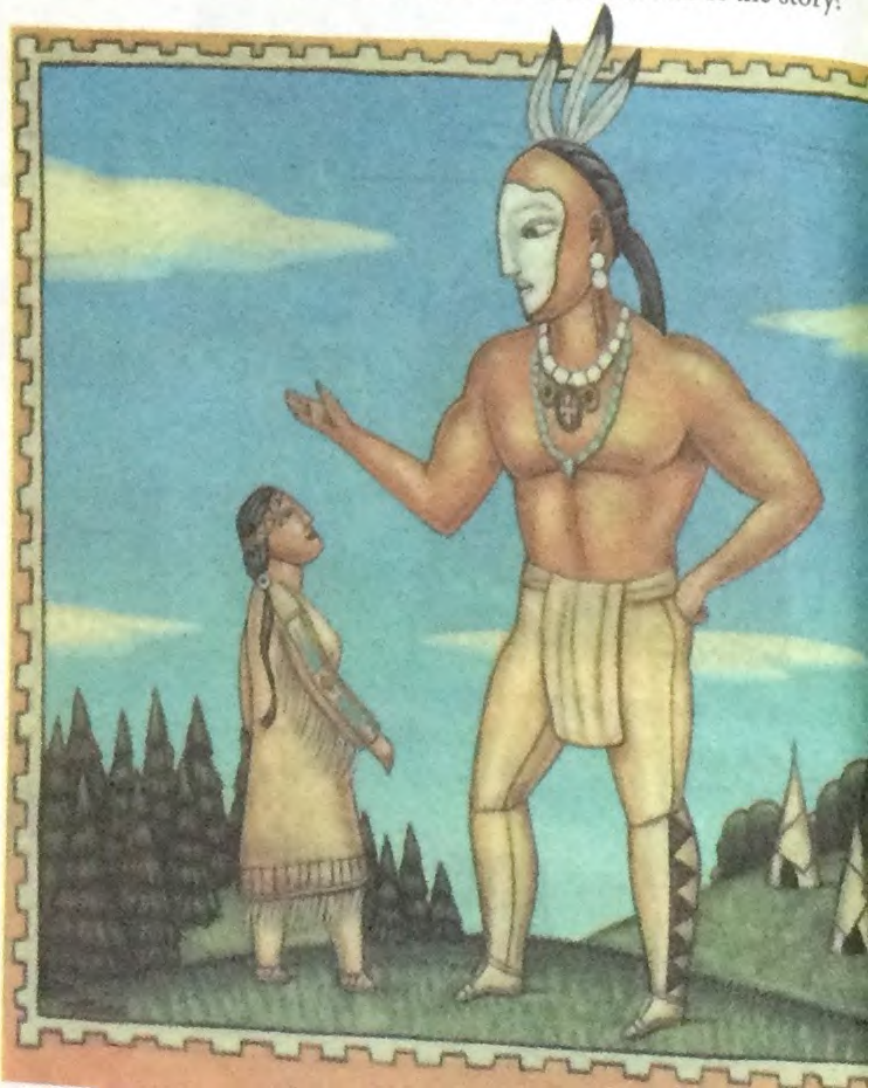


A NATIVE AMERICAN FOLK TALE

Past tenses

- 1 Look at the pictures. They tell the story of Gluskap, a warrior from the Algonquian tribe of North America. What can you see? What do you think the story is about?
- 2 Read the story on p23 and the phrases below. Complete the story with the phrases.
 - a had run a few miles
 - b had fought and won so many battles
 - c was still screaming
 - d had never heard such a terrible noise
 - e was sitting and sucking a piece of sugar
 - f had never heard of Wasis

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



GRAMMAR SPOT

- Which tense is used in these two sentences? Which verbs are regular? Which are irregular?
He **laughed** and **went** up to the baby.
He **danced** and **sang**.
Find more examples in the story and underline them.
 - What are the tenses in these sentences? What is the difference in meaning?
He **laughed** when he **saw** the baby.
He **was laughing** when he **saw** the baby.
He **laughed** when he'd **seen** the baby. (he'd = he had)
 - Find two examples of the Past Simple passive in the story.
- ▶ Grammar Reference 3.1–3.4 pp137–139

Pronunciation

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

| | | | | | |
|---------|---------|--------|---------|----------|----------|
| laughed | covered | wanted | stopped | shouted | listened |
| opened | boasted | looked | danced | screamed | pointed |

| /t/ | /d/ | /ɪd/ |
|---------|-----|------|
| laughed | | |
| | | |

T 3.2 Listen, check, and practise.

THE TALE OF GLUSKAP AND THE BABY

Gluskap the warrior was very pleased with himself because he (1)____. He boasted to a woman friend: 'Nobody can beat me!' 'Really?' said the woman. 'I know someone who can beat you. His name is Wasis.' Gluskap (2)____. He immediately wanted to meet him and fight him. So he was taken to the woman's village. The woman pointed to a baby who (3)____ on the floor of a teepee.

'There,' she said. 'That is Wasis. He is little, but he is very strong.' Gluskap laughed and went up to the baby. 'I am

Gluskap. Fight me!' he shouted. Little Wasis looked at him for a moment, then he opened his mouth. 'Waaah! Waaah!' he screamed. Gluskap (4)____. He danced a war dance and sang some war songs. Wasis screamed louder. 'Waaah! Waaah! Waaah!' Gluskap covered his ears and ran out of the teepee. After he (5)____, he stopped and listened. The baby (6)____. Gluskap the fearless was terrified. He ran on and was never seen again in the woman's village.



PRACTICE

What was he doing?

- 1 Majid works for MicroSmart Computers in Abu Dhabi. Read about what he did yesterday.

| | |
|---------------|-----------------------------|
| 6.30 | got up |
| 6.45 – 7.15 | packed his suitcase |
| 7.30 – 8.30 | drove to the airport |
| 9.20 – 10.15 | flew to Muscat |
| 11.00 – 12.45 | had a meeting |
| 1.00 – 2.15 | had lunch |
| 2.30 – 4.15 | visited Dot Com Enterprises |
| 5.30 – 6.15 | wrote a report at the hotel |
| 8.00 – 8.45 | had dinner |
| 9.00 – 11.00 | relaxed and watched TV |



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

| | | | |
|-----------|-----------|------------|------------|
| 7.00 a.m. | 8.00 a.m. | 10.00 a.m. | 11.30 a.m. |
| 1.30 p.m. | 3.00 p.m. | 6.00 p.m. | 8.30 p.m. |
| | | | 10.00 p.m. |

T 3.3 Listen and check.

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

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

He was packing his suitcase.

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

I was having a shower.

Had you heard it before?

- 4 Work with a partner.

Student A Read a statement from your box.

Student B Answer with the correct response from your box.

STUDENT A

- I didn't laugh at his joke.
- Were you surprised by the ending of the film?
- I went to the airport, but I couldn't get on the plane.
- I was homesick the whole time I was living in France.
- The hotel where we stayed on holiday was awful!
- I met Hassan's parents for the first time last Sunday.
- My grandfather had two sons from his first marriage.

STUDENT B

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

T 3.4 Listen and check, then listen and repeat.

- 5 Choose two of the conversations and continue them.

I didn't laugh at his joke.

Why? Had you heard it before?

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

Really? I thought it was hilarious!

An amazing thing happened!

- 6 Roy and Wanda had an amazing story to tell about their holiday. Work with a partner.

Student A Look at p151.

Student B Look at p152.



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

S Hi, Wanda. Did you have a good holiday?

W Oh, yeah, we had a great time. But I have to tell you – the most *amazing* thing happened!

S Really? What was that?

W Well, Roy and I were at the beach ...

T 3.5 Listen and compare.

Discussing grammar

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

1 When I arrived at the barbecue, they _____ eating burgers.

When I arrived at the barbecue, they _____ eaten all the burgers.

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

We thanked our teacher for everything she _____ done to help us pass the test.

3 He told me that they _____ staying at the Carlton Hotel.

He told me that they _____ stayed at the Carlton Hotel before.

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

5 _____ Shakespeare write *Hamlet*?
_____ *Hamlet* written by Shakespeare?

WRITING: A narrative (1)

▶▶ Go to p106

VOCABULARY

Art and literature



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

painter author poet poem sculpture novel
picture brush palette chapter biography
exhibition fairy tale portrait play art gallery
masterpiece novelist sketch act

| ART | LITERATURE |
|-----|------------|
| | |

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

read write paint draw go to

Read a poem, read a novel ...

- 3 Complete the sentences.

- Shakespeare _____ many famous _____ and poems.
- I couldn't put the book down until I'd _____ the last _____.
- I love _____ about the lives of famous people so I always buy _____.
- _____ often begin with the words 'Once upon a time'.
- My friend's a great artist. He _____ my _____ and it looked just like me.
- He _____ a quick _____ of the trees.
- We _____ an _____ of Picasso's paintings and sculptures.

The painter and the writer

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

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

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

4 Work in two groups.

- Group A** Read about Pablo Picasso.
Group B Read about Ernest Hemingway.

Check your answers to exercises 2 and 3.

PABLO PICASSO

The painter

HIS EARLY LIFE

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

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

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

HIS LIFE AS AN ARTIST

His genius as an artist was soon recognized by many people, but others were shocked by his strange and powerful paintings. He is probably best known for his Cubist pictures. His portraits of people were often made up of triangles and squares with their features in the wrong places. One of his most famous



portraits was of the American writer Gertrude Stein, who he met after he'd moved to Paris in 1904.

His work changed ideas about art around the world, and to millions of people, modern art means the work of Picasso. *Guernica* [below], which he painted in 1937, records the bombing of that small Basque town during the Spanish Civil War, and is undoubtedly one of the masterpieces of modern painting.

HIS FINAL YEARS

Picasso married twice and he had four children. The last, Paloma, was born in 1949 when he was 68 years old. At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Picasso created over 6,000 paintings, drawings, and sculptures. Today, a Picasso costs millions of pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilled some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.



ERNEST HEMINGWAY

The writer



HIS EARLY LIFE

ERNEST HEMINGWAY was one of the great American writers of the twentieth century. He was born on 21 July 1899, in Oak Park, Illinois, the second of six children. His family was strict and very religious. His father taught his children a love of nature and the outdoor life. Ernest caught his first fish at the age of three, and was given a shotgun for his twelfth birthday. His mother taught him a love of music and art. At school, he was good at English and wrote for the school newspaper. He graduated in 1917, but he didn't go to college. He went to Kansas City and worked as a journalist for the *Star* newspaper. He learned a lot, but left after only six months to go to war.

HEMINGWAY AND WAR

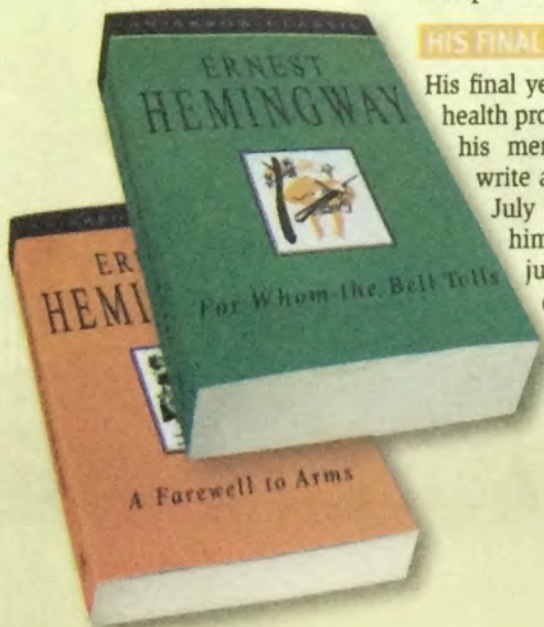
Hemingway was fascinated by war. He had wanted to become a soldier, but couldn't because he had poor eyesight. Instead, in the First World War, he became an ambulance driver and was sent to Italy, where he was wounded in 1918. After the war, he went to live in Paris, where he was encouraged in his work by the American writer Gertrude Stein. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II. Many of his books were about war. His most successful book, *For Whom the Bell Tolls*, was written in 1940 and is about the Spanish Civil War. Another novel, *A Farewell to Arms*, is about the futility of war.

HIS PERSONAL LIFE

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

HIS FINAL YEARS

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



5 Answer the questions about your person.

- 1 Where and when was he born? When and how did he die?
- 2 Did he have a happy family life?
- 3 How did his parents play a part in his career?
- 4 What do you think were the most important events in his early life?
- 5 When did he move to Paris? Who did he meet there?
- 6 How did war play a part in his life?
- 7 How many times was he married?
- 8 Which of these dates relate to your person? What do they refer to?

| | | | | |
|------|------|------|------|------|
| 1891 | 1917 | 1918 | 1927 | 1928 |
| 1937 | 1940 | 1949 | 1954 | |

- 6 Find a partner from the other group and go through the questions in exercise 5. What similarities and differences can you find between the two men?

They were both born in the nineteenth century. Picasso was spoiled, but Hemingway's parents were strict.

GRAMMAR SPOT

- 1 What tense are these verbs?

Guernica was painted by Pablo Picasso.

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

Find more examples in the texts and underline them.

- 2 Complete the sentences with the auxiliaries *was*, *were*, or *had*.
- a Pablo's father left the room. When he returned, Pablo ____ completed the picture.
 - b Picasso ____ given his father's palette and brushes.
 - c Both Hemingway and Picasso ____ living in Paris when they met Gertrude Stein.
 - d Both men ____ honoured in their lifetime.

▶▶ Grammar Reference 3.5 p139

LISTENING AND WRITING

Books and films

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

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

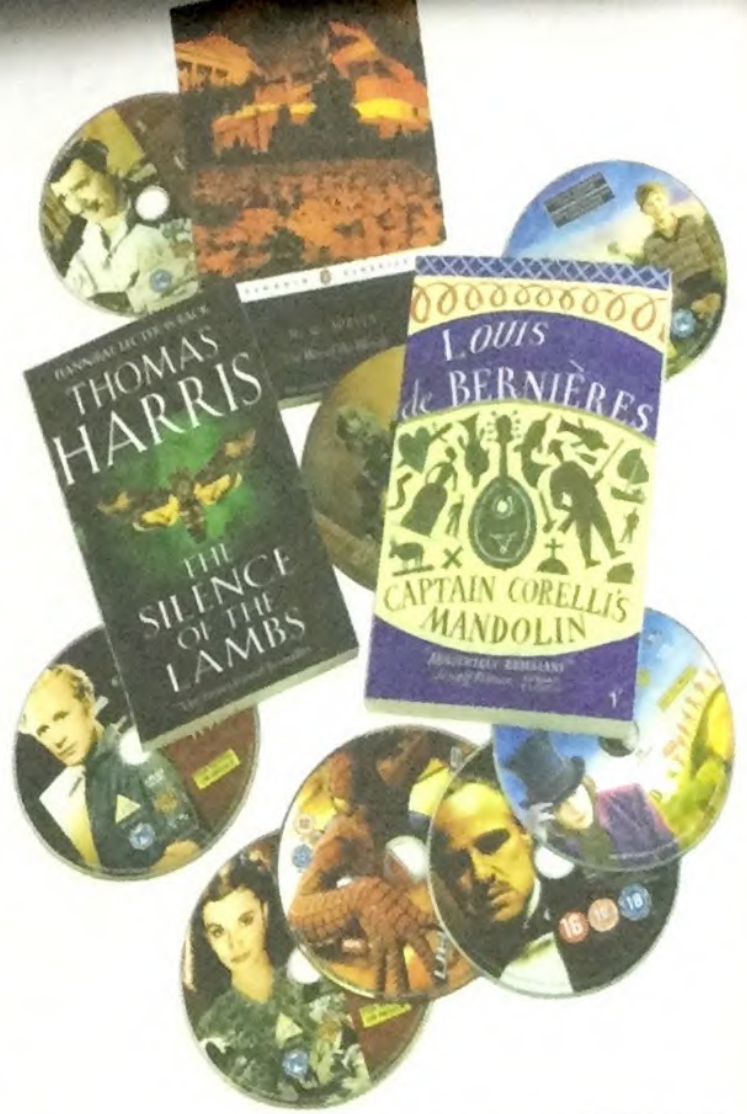
- | | |
|--|---|
| <input type="checkbox"/> War of the Worlds | <input type="checkbox"/> Titanic |
| <input type="checkbox"/> Dr Zhivago | <input type="checkbox"/> Captain Corelli's Mandolin |
| <input type="checkbox"/> Spiderman | <input type="checkbox"/> The Godfather |
| <input type="checkbox"/> Charlie and the Chocolate Factory | <input type="checkbox"/> Star Wars |
| <input type="checkbox"/> The Silence of the Lambs | <input type="checkbox"/> Gone with the Wind |
| | <input type="checkbox"/> The Sun Also Rises |

3 **T 3.6** Listen to four friends chatting about their favourite books and films. Tick (✓) the titles they mention in exercise 2. What do they say about them? Discuss with your group, then with the class.

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

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

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



EVERYDAY ENGLISH

Giving opinions

1 What do the underlined words refer to in these sentences?

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

2 Match questions 1–8 with the opinions in exercise 1.

- 1 Did you like the film? e
- 2 What did you think of the play?
- 3 Did you like your pizzas?
- 4 Do you like Malcolm Baker's novels?
- 5 What do you think of their children?
- 6 What was your holiday like?
- 7 What did you think of Sally Cotter?
- 8 What was the match like?

T 3.7 Listen and check. Practise the questions and answers with a partner.

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

I went to a film.

Really? What was it like?

Great! I really enjoyed it.

I met Maria's sister.

What did you think of her?

She's really nice. I liked her a lot.



3

Past tenses • *while, during, and for* • Past Perfect Passive • Adverbs • Prepositions – *in, at, on* for time

Telling tales

Past Simple and Past Continuous

1 A sad story

1 Match the picture numbers with the verbs in the box.



Past Simple

- ran up
- killed
- arrived
- put up
- called
- rang
- rescued
- ran him over
- couldn't get down
- invited them in for tea
- tried to tempt him down

Past Continuous

- was waiting
- was watering the plants
- were leaving
- was playing
- were having tea

2 T 3.1 Complete the story with the phrases from the box.

YESTERDAY EVENING, Mrs Taylor (1) was watering the plants in her garden, while her cat, Billy, (2) _____ near her. Suddenly, Billy (3) _____ a tree. Mrs Taylor (4) _____ to Billy, but he (5) _____, so she (6) _____ the Fire Brigade. While she (7) _____ for them to arrive, she (8) _____ with some fish. The Fire Brigade eventually (9) _____, (10) _____ their ladder and (11) _____ Billy. Mrs Taylor was so pleased that she (12) _____. While they (13) _____, they didn't see Billy go outside again, and ten minutes later as they (14) _____, they (15) _____ and unfortunately they (16) _____ him.

4 A holiday in Florida

T 3.2 Complete the text with the correct form of the verbs, Past Simple or Past Continuous.

2 Correcting facts

Correct these false statements about the story.

- 1 The story happened last month.
The story didn't happen last month. It happened yesterday evening.
- 2 Mrs Taylor was cutting the grass.

- 3 Billy was sleeping in the garden.

- 4 Billy jumped over the wall.

- 5 Mrs Taylor rang the Police.

- 6 The Fire Brigade used a rope to get Billy down.

3 Past Simple or Past Continuous?

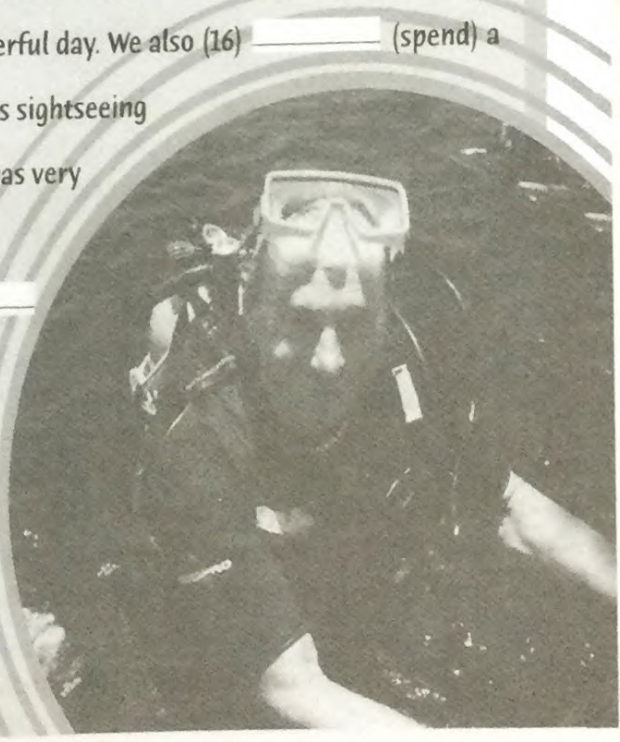
Choose the correct form of the verb.

- 1 They met / were meeting when they worked / were working in Rome.
- 2 She read / was reading quietly in her room when suddenly the lights went / were going out and she heard / was hearing a scream.
- 3 He stood / was standing up, walked / was walking across the room, and closed / was closing the window.
- 4 A young woman walked / was walking into the office. She carried / was carrying a baby.
- 5 Didn't you meet / Weren't you meeting your wife while you lived / were living in Italy?
- 6 I saw / was seeing you in the park yesterday. You sat / were sitting with your cousin Tom.
- 7 As soon as I walked / was walking into the room, she handed / was handing me the letter.
- 8 His father was really angry with him because he listened / was listening to music while he did / was doing his homework.
- 9 Why didn't they visit / weren't they visiting me when they stayed / were staying in London?
- 10 What did you write / were you writing when your computer crashed / was crashing?

A special holiday in Florida

Last February, I (1) decided (decide) to go on holiday to Florida. The day I (2) _____ (leave) England it (3) _____ (rain), but when I (4) _____ (land) in Florida, the sun (5) _____ (shine) and a lovely, warm breeze (6) _____ (blow) from the sea. I (7) _____ (take) a taxi to my hotel. As I (8) _____ (check in), someone (9) _____ (tap) me on the shoulder. I (10) _____ (can not) believe my eyes! It was my old classmate. He (11) _____ (stay) at the same hotel. The next day, we (12) _____ (go) snorkelling and (13) _____ (see) hundreds of beautiful fish. It (14) _____ (get) dark when we (15) _____ (return) to our hotel after a wonderful day. We also (16) _____ (spend) a couple of days sightseeing

together. It was very enjoyable
I (17) _____ (feel) very sad when the holiday (18) _____ (end).



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

Read the newspaper stories and answer the questions.



Hero saves man's life

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

- 1 What was Jack Easton doing when he saw the accident?
He was driving home from work.
- 2 What did Jack Easton do when he saw the accident?

QUIZ SHOW WINNER'S WIFE IN HOSPITAL

Annie Phillips, wife of £1,000,000 quiz show winner John Phillips, was in hospital today. She was watching husband John on the TV quiz show 'Who wants to be a millionaire' when he answered the question which won him top prize. In her excitement, she jumped up, fell over the rug and broke her leg. John says they won't celebrate until she has recovered.



- 3 What was Annie doing when she broke her leg?
- 4 What did Annie do when John answered the final question correctly?



Shock for bank customers

Customers in the Whitehall Savings Bank received a terrible shock yesterday. People were standing in queues chatting to each other when two masked robbers burst into the bank. Sixty-year-old Martin Webb suffered a heart attack and was taken to hospital. The robbers escaped with £500,000.

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

Headway

Grammar revision

6 while, during, and for



1 *While* is a conjunction, and is followed by a clause.

While I was getting ready, I listened to the radio.

I met my wife **while** I was at university.

2 *During* is a preposition, and is followed by a noun. It tells us *when* something happened. It means *at some point in a period of time*.

We had to call a doctor **during** the night.

Can I speak to you **during** the break?

We cannot use *during* with a period of time.

*We talked **during** five minutes.

*We're on holiday **during** six weeks.

3 *For* is a preposition, and is followed by a noun. It tells us *how long* something lasts.

We talked **for** five minutes.

We're going on holiday **for** six weeks.

Complete the sentences with *while*, *during*, or *for*.

- 1 My uncle died **during** the night.
- 2 The phone rang _____ I was having supper.
- 3 I lived in Paris _____ several years.
- 4 _____ I was in Paris I made a lot of friends.
- 5 I was in hospital _____ three weeks.
- 6 _____ my stay in hospital, the nurses looked after me very well.
- 7 A football match lasts _____ ninety minutes.
- 8 I hurt my leg _____ I was playing football yesterday.
- 9 I hurt my leg _____ the second half of the match.
- 10 Traffic is always bad _____ the rush hour.
- 11 Last week I was held up _____ three hours because of the traffic.
- 12 Peter came round _____ we were talking.
- 13 Peter came round _____ the meeting.

Past Perfect

7 Regular and irregular verbs
Complete the chart with the missing verb forms.

| Infinitive | Past Simple | Past participle |
|--------------------------|-------------|-----------------|
| grow | <u>grew</u> | <u>grown</u> |
| _____ | _____ | fallen |
| find | _____ | sold |
| _____ | _____ | _____ |
| feel | _____ | driven |
| _____ | _____ | _____ |
| fly | left | _____ |
| _____ | _____ | _____ |
| travel | _____ | _____ |
| lie (not tell the truth) | _____ | won |
| _____ | _____ | _____ |
| _____ | spent | _____ |

8 Choosing the correct tense

T 3.3 Choose the correct tense in the story.

A Busy Day

It was ten o'clock in the evening. Peter (1) sat / had sat down on his sofa and thought about the day. What a busy day it (2) was / had been. This was his first night in his own flat. He (3) lived / had lived his entire life in the family home, and now for the first time, he (4) was / had been on his own. He sat surrounded by boxes that they (5) didn't manage / hadn't managed to unpack during the day. It (6) took / had taken months to get all his things together. His mother (7) was / had been very generous, buying him things like towels and mugs. He (8) went / had gone into the kitchen and (9) made / had made a sandwich. He suddenly (10) felt / had felt very tired and yawned. No wonder he (11) was / had been tired! He (12) was / had been up since six o'clock in the morning. He (13) decided / had decided to eat his sandwich and go to bed. But he didn't get there ...

9 Sentence completion

T 3.4 Complete the sentences with the words in brackets. Use the Past Perfect.

- I was broke because I had spent all my money on clothes.
(spend / money / clothes)
- Jane was furious because she _____
_____. (oversleep and miss the bus)
- Mary was very disappointed with her son. He _____
(not study enough and fail exams)
- Before his accident, Peter _____
_____. (be / best player / team)
- I was very nervous as I waited in the departure lounge. I _____
(never / fly / before)
- Jack wanted a new challenge in his work. He _____
_____.
(do / same job / ten years)
- I didn't know his name, but the face was familiar. I was sure _____
(see / somewhere before)
- When I got home, I was starving. I _____
_____.
(not have / anything to eat all day)

10 had or would?

Read the sentences. Does 'd mean *had* or *would*?

- I'd like a cup of coffee. would
- I knew I'd seen the film before. had
- You must try golf! You'd love it! _____
- She said she'd give her a job. _____
- She said she'd given her a job. _____
- I was tired because I'd been up since six. _____
- I told you we'd arrive on time! _____
- I told you they'd bought a house! _____
- I didn't realize he'd already been there. _____
- I'd give him a ring, if I were you. _____

Past Simple active and passive

11 Biographies

T 3.5 Complete the texts with the verbs in the boxes.

Helen Keller

a successful writer, who was deaf and blind (American, 1880–1968)

| | | | |
|-------------|--------|-------------|------|
| didn't know | toured | were caused | had |
| were told | taught | was made | came |
| was offered | found | | |

Helen Keller's deafness and blindness (1) **were caused** by a severe illness when she was a baby. Her parents (2) _____ what to do, and they (3) _____ it difficult to control their growing daughter. One day they (4) _____ about a brilliant young teacher called Anne Sullivan. She (5) _____ to work with Helen and, very firmly and patiently, (6) _____ her that every object (7) _____ a name. Eventually, Helen (8) _____ a place at university. After this, she (9) _____ the world helping people like herself. In 1962, the story of her life (10) _____ into a film, *The Miracle Worker*.

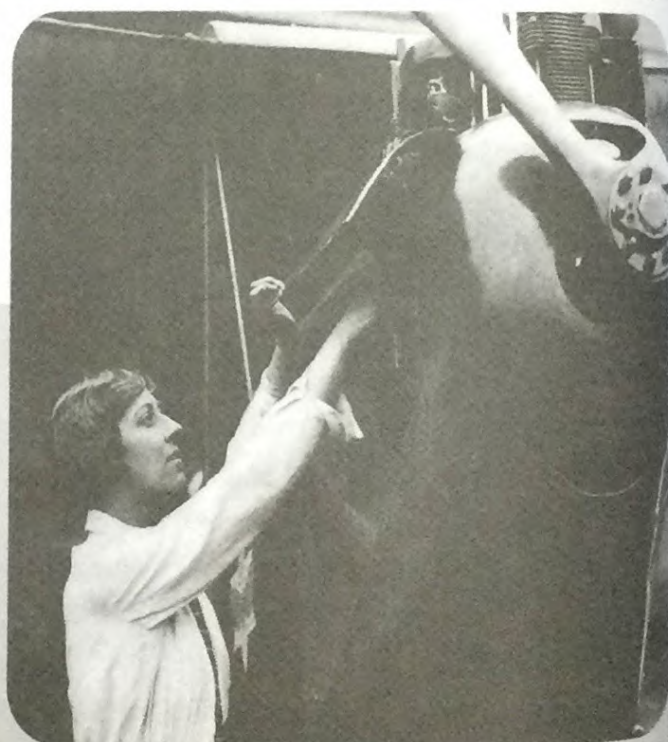


Charles Blondin

the world's most famous tightrope walker (French, 1824–1897)

| | | | |
|---------|--------------|---------|---------------|
| became | died | fell | wasn't killed |
| walked | was born | was put | was taught |
| watched | were carried | | |

Charles Blondin (1) **was born** into a circus family. He (2) _____ to walk on a tightrope when he was five. In 1859, he (3) _____ very famous when a high wire (4) _____ above the Niagara Falls between America and Canada and he (5) _____ across it. Thousands of people (6) _____ him do it. Afterwards, many of them (7) _____ across the water on his back. Blondin sometimes (8) _____ from the high wire but he (9) _____ ; he (10) _____ peacefully in bed in his sleep!



Amy Johnson

the first woman pilot to fly to Australia (English, 1903–1941)

| | | | |
|----------------|-------------|----------------|--------|
| disappeared | held | was introduced | joined |
| didn't succeed | returned | were married | tried |
| was taught | was written | | |

Amy Johnson (1) **joined** the London Aeroplane Club when she was still a schoolgirl. There, she (2) _____ how to service planes and she (3) _____ to a pilot called Jim Mollison, who (4) _____ the record for a flight to Australia. In 1930, Amy (5) _____ to beat his record. She (6) _____, but she was still the first woman to fly to Australia. When she (7) _____, she and Jim Mollison (8) _____. Amy was very popular and a song (9) _____ about her: *Amy, wonderful Amy!* Her death is a mystery. During the war, in 1941, she and her aeroplane (10) _____ into the sea.

Headway

12 Past passive

Rewrite the sentences using the passive.

- 1 Somebody broke my glasses.
My glasses were broken.
- 2 Nobody asked him to come.
He wasn't asked to come.
- 3 Somebody left the lights on.
The lights _____.
- 4 Somebody told me about it yesterday.
I _____.
- 5 Nobody invited her to the wedding.
She _____.
- 6 Somebody took us to the hospital.
We _____.
- 7 Nobody gave them any information.
They _____.
- 8 Did anybody find the missing child?
Was _____?
- 9 Did anything disturb you in the night?
Were _____?

13 was, were, did, or had?

Complete the sentences with *was, were, did, or had*.

- 1 The flight _____ delayed because of bad weather.
- 2 _____ you do much sightseeing when you visited Paris?
- 3 They _____ leaving for the bus station when I last saw them.
- 4 I _____ forgotten to set my alarm clock, so I was late for work.
- 5 _____ it raining when you left the cinema?
- 6 The workers _____ told last night that the factory was closing.
- 7 The police found the money which _____ been stolen from the bank.
- 8 The fire _____ caused by an electrical problem.
- 9 She was surprised he knew her name. She _____ never met him before.
- 10 How many times _____ your passports checked before you got on the plane?

Vocabulary

14 Adverbs

Put the adverbs in the correct place in the sentences. Sometimes more than one place is possible.

- | | |
|---|----------------------------|
| 1 The film was good. | quite |
| 2 I phoned the police. | immediately |
| 3 I got up late this morning, but I managed to catch the bus. | just fortunately |
| 4 'Hi, Pete. How are you?' 'My name's John, but don't worry.' | actually |
| 5 In the middle of the picnic it began to rain. | suddenly |
| 6 I saw Mary at the meeting. I didn't see anyone else. | only |
| 7 I gave a present to John, not to anyone else. | only |
| 8 Jane and I have been friends. We went to school. We were born in the same hospital. | even together always |
| 9 'I didn't like it.' 'I didn't like it.' | either |
| 10 'I like it.' 'I like it.' | too |

These sentences don't make sense without an adverb.

- | | |
|--|----------------------|
| 11 Everybody in our family loves ice-cream, me. | really especially |
| 12 The traffic to the airport was bad that we missed the plane. | nearly so |
| 13 I'm tall to be a policeman, but I haven't got qualifications. | enough enough |

Unit Four

UNIT 4

Introduction to modal verbs

The modal verbs are *can, could, may, might, must, will, would, should, ought to*. They are known as modal auxiliary verbs because they 'help' another verb. (See also Units 1, 5, 8, and 9.)

I can swim.

Do you think I should go?

Form

- 1 There is no -s in the third person singular.
She can sing. 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 swim. 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 sing.
I hate having to get up on cold, winter mornings.
- 5 They don't usually have past forms. Instead, we can use them with perfect infinitives:
You should have told me that you can't swim. You might have drowned!
or we use other expressions:
I had to work hard in school.

Note

Could is used with a past meaning to talk about a general ability.
I could swim when I was six. (= general ability)

To talk about ability on one specific occasion, we use *was able to/managed to*.

The prisoner was able to/managed to escape by climbing on to the roof of the prison. NOT ~~could~~ escape

Use

- 1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:
'Who's that knocking on the door?'
'It's John.' (This is a fact.)
'Who's that knocking on the door?'
'It could/may/might/must/should/can't/'ll be John.' (These all express our attitude or opinion.)
- 2 Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Unit 9 p147.)
I must post this letter! (= obligation)
You must be tired! (= deduction, probability)
Could you help me? (= request)
We could go to Spain for our holiday. (= possibility)
You may go home now. (= permission)
'Where's Anna?' *I'm not sure. She may be at work.'* (= possibility)

Modal verbs of obligation and permission

▶ 4.1 have (got) to

Form

Positive and negative

| | | |
|-------------------|---------------------------|------------|
| I/You/ We/They | have to don't have to | work hard. |
| He/She | has to doesn't have to | |

Question

| | | |
|----|--------------------|--------------------|
| Do | I you (etc.) | have to work hard? |
|----|--------------------|--------------------|

Use

Have to is not a modal verb.

- Have to* expresses strong obligation. It expresses a general obligation based on a law or rule, or based on the authority of another person. It is impersonal.
Children have to go to school until they are 16. (a law)
Mum says you have to clean your room before you go out. (mother's order)
- Have got to* is common in British English but it is more informal than *have to*.
I've got to go now. See you!
Don't go to bed late. We've got to get up early tomorrow.
'Go and tidy your room.' 'Have I got to?' 'Yes, you have!'
- Have to* expresses a general repeated obligation.
I always have to tell my parents where I'm going.
Have got to expresses an obligation on one particular occasion.
I've got to get up early tomorrow to catch a train.

▶ can and be allowed to

Form

Affirmative and negative

| | | |
|-------------------|--|------------|
| I/You/ We/They | can/can't are allowed to aren't allowed to | park here. |
| He/She | can/can't is allowed to isn't allowed to | |

Question

| | | |
|-----|---------------|------------|
| Can | I/you/we etc. | park here? |
| Am | I | |
| Are | you | |
| Is | he | |

Use

Can is a modal verb.

Can and *be allowed to* express permission. *Can* is more informal and usually spoken.
You can borrow my bike, but you can't have the car. I need it.
They can't come in here with those muddy shoes!
You're allowed to get a driving licence when you're 17.
Are we allowed to use a dictionary for this test?
He isn't allowed to park here.

▶ 4.2 should, ought to, and must

Form

Should, ought to, and must are modal verbs.

| | | |
|-----------------------------|---|------------|
| I/You/We/They He/She/ It | should/shouldn't ought to / ought not to must | work hard. |
|-----------------------------|---|------------|

Use

- Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think ...*.
You're always asking me for money. I think you should spend less.
You shouldn't sit so close to the television! It's bad for your eyes.
You ought to be more careful with your money.
- Should I/she/we ... ?* is possible. We often use *Do you think ... ?*
Should I try to eat less?
Do you think I should see a doctor?
- Must*, like *have to*, expresses strong obligation. *Must* expresses an obligation that involves the speaker's opinion. It is personal.
I must get my hair cut. (This is me talking to me.)
You must go and visit your grandmother. (A parent talking to a child.)
- Must* is also associated with a formal, written style.
All visitors must show proper ID. (Sign in the lobby of an office building)
Books must be returned on or before the due date. (Instructions in a library)

have to and must, don't have to and mustn't

- Have to* and *must* are sometimes interchangeable.
I must be home by midnight. I have to be home by midnight.
But *have to* is used more often than *must*. If you are unsure which to use, it is probably safer to use *have to*.
- Must I ... ?* is possible, but question forms with *have to* are more common.
Do I have to do what you say, or can I do what I want?
- Have to* has all forms; *must* does not.
I had to work until midnight last night. (Past)
You'll have to study hard when you go to college. (Future)
She's a millionaire. She's never had to do any work. (Present Perfect)
I hate having to get up on cold, winter mornings. (-ing form)
If you were a nurse, you would have to wear a uniform. (Infinitive)
- Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can but it isn't necessary.
Some people iron their socks, but you don't have to. I think it's a waste of time.
When you go into a shop, you don't have to buy anything. You can just look.
Mustn't expresses negative obligation – it is very important not to do something.
You mustn't steal other people's things. It's wrong.
You mustn't drive if you're tired. You could kill someone!

▶▶ Workbook p28 Further practice of *must* and *have to*

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

1 There are many ways of making requests in English.

| | | |
|-------|-----|------------------------|
| Can | you | help me, please? |
| Could | | pass the salt, please? |
| Will | | |
| Would | | |

Would you mind helping me, please?

| | | |
|-------|---|-----------------------|
| Can | I | ask you a question? |
| Could | | speak to you, please? |

Do you mind if I open the window?

Would you mind if I opened the window?

Can, could, will, and would are all modal verbs.

2 *Could* is a little more formal; *can* is a little more familiar. *Could I ... ?* and *Could you ... ?* are very useful because they can be used in many different situations.

3 Here are some ways of responding to requests:

A *Excuse me! Could you help me?*

B *Sure.*

Of course.

Well, I'm afraid I'm a little busy right now.

A *Would you mind if I opened the window?*

B *No, not at all.*

No, that's fine.

Well, I'm a little cold, actually.

4.4 Making offers: *will and shall/should*

1 *Will* and *shall/should* are used to express offers. They are both modal verbs.

2 The contracted form of *will* is used to express an intention, decision, or offer made at the moment of speaking.

Come over after work. I'll cook dinner for you.

'It's Jane's birthday today.' 'Is it? I'll buy her some flowers.'

Give him your suitcase. He'll carry it for you.

Don't worry about catching the bus. Dave'll give you a lift.

Give it back or we'll call the police!

In many languages, this idea is often expressed by a present tense, but in English this is wrong.

I'll give you my number. NOT ~~*I give you my number.*~~

I'll carry your suitcase. NOT ~~*I carry your suitcase.*~~

Other uses of *will* are dealt with in Unit 5.

3 *Shall/Should ... ?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.

'Shall I carry your bag for you?' 'That's very kind. Thank you.'

'Shall we go out for a meal tonight?' 'Mmm. I'd love to.'

'What shall we do? We haven't got any money.' 'We could ask Dad.'

We use *should* to make an informal suggestion.

What should we have for dinner?

What should we do tonight?

FOR AND AGAINST

1 Read the text. Replace the underlined words and phrases with those in the box.

| | | |
|--------------------------|-----------------------|-----------------------|
| in my opinion, | One advantage is that | For instance |
| One disadvantage is that | pros and cons | All things considered |
| Finally | In conclusion | In fact, |
| Another point is that | Moreover | |



CHILDHOOD

- the best time of your life

1 Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.

2 On the plus side, you have very few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping, cooking, or cleaning. This means you have plenty of free time to do whatever you want - watch TV; play on the computer; go out with friends; play sports, or pursue other hobbies. On top of that, public transport, cinema, and sports centres cost much less for children. All in all, being a child is an exciting, action-packed time in life.

3 However, for every plus there is a minus. For one thing, you have to spend all day at school. Studying usually means you have to do homework, and you have to take exams. What is more, you may have a lot of free time, but you are rarely allowed to do whatever you want. You usually have to ask your parents if you can do things, from going shopping in town to staying out late or meeting friends. Last of all, although there are often cheaper prices for children, things are still expensive - and parents are not always generous with pocket money. There's never enough to do everything you want. The reality is that sometimes there's not enough to do anything at all!



4 To sum up, although some people see childhood as the best time in life, I think that children have no real choice, independence, or money. Nevertheless, it is true that choice, money, and independence all bring responsibilities and restrictions - which increase with age.

2 There are four paragraphs. What is the purpose of each one?
 3 Match the pros with the cons.

| Pros | Cons |
|--------------------------------|--------------------------------------|
| 1 don't have to go to work | are never given enough pocket money |
| 2 can go out with friends | have to do homework and take exams |
| 3 don't have to cook and clean | have to go to school all day |
| 4 costs less to do things | need to ask your parents' permission |

4 You are going to write a 'for and against' essay. Write a list of pros and cons for one of these topics.

- 1 Getting older
- 2 Having a university degree
- 3 Having children while young

5 Use your ideas from exercise 4 to write four paragraphs. Write about 250 words.

4 Doing the right thing

Modal verbs 1 – obligation and permission • Nationality words • Requests and offers

TEST YOUR GRAMMAR

Look at the sentences.

| | | |
|---|----------------------------------|-----|
| I | can should must have to | go. |
|---|----------------------------------|-----|

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

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



TEENAGERS AND PARENTS

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

1 **T 4.1** Listen to Sarah and Lindsay, aged 14 and 15. What are some of the things they like and don't like about being a teenager?

2 Complete the sentences.

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

T 4.2 Listen and check. Practise saying the sentences.

3 Lindsay talks about her parents. What are some of the things they *have to do* and *don't have to do*?

Her mother has to ...

Her father ...



GRAMMAR SPOT

1 Which two sentences mean the same?

| | | |
|---|---------------------------------|------------------------------------|
| I | am allowed to can have to | stay at my sister's house tonight. |
|---|---------------------------------|------------------------------------|

Which sentence expresses obligation? Which sentences express permission?

2 Complete the sentences with *have to* or *don't have to*.

Children _____ go to school.
Millionaires _____

work.

You _____ go to England if you want to learn English.

In England, you _____ drive on the left.

3 *Have got to* and *have to* both express obligation. *Have got to* refers to an obligation now or soon. It's often reduced to *gotta* /'gɒtə/ when we speak, especially in American English.

I've **got to** go now. Bye!

PRACTICE

Discussing grammar

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

- Henry can swim.
Henry can't swim. Can Henry swim? Henry could swim.
- I have to wear a uniform.
- She has to work hard.
- He can do what he likes.
- We're allowed to wear jeans.

Talking about you

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

I don't have to do the cooking.

| A | B | C |
|-----------------|-----------------|-----------------------|
| I | | go to work. |
| My parents | have to | get up early. |
| My mother | has to | go shopping. |
| My father | don't have to | clean my room. |
| My sister | doesn't have to | do the cooking. |
| My brother | had to | take out the rubbish. |
| My grandparents | didn't have to | do the washing. |
| My husband/wife | | do the washing-up. |

Compare your sentences with a partner.

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

- Where's my briefcase? I _____.
- Look at those dirty plates! We _____.
- Noor and Latifa don't have any food in their house. They _____.
- John needs to get an alarm clock. He _____ tomorrow.
- I haven't got any clean socks. I _____.
- The chef's ill, so the waiter _____.

T 4.3 Listen and check. Practise saying the sentences.

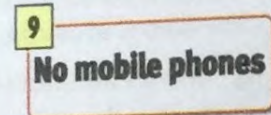
4 Work in groups. Talk about your school.

- Are/Were your teachers strict?
- What are/were you allowed to do?
- What aren't/weren't you allowed to do?



Signs

5 What do these signs mean? Use *have to/don't have to, can/can't, or (not) be allowed to*.



What do you think?

Is it the same in your country?

In Britain ...

- you can get married when you're 16.
- you have to wear a seat-belt in a car.
- you can drive a car when you're 17.
- young people don't have to do military service.
- there are lots of public places where you aren't allowed to smoke.

PLANNING A TRIP

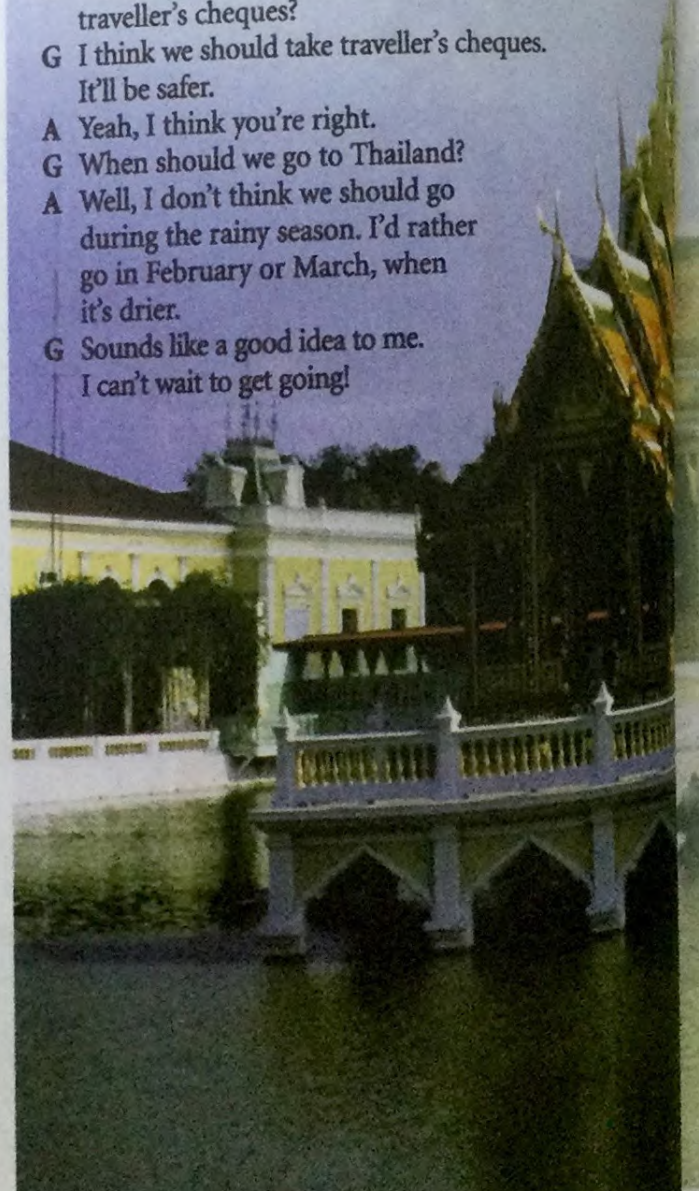
should and must

1 **T 4.4** Antony and his friend George are going to travel around Asia. Listen to them talking about their trip. What two decisions do they make?



2 Practise the conversation.

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



PRACTICE

Suggestions and rules

- 3 Match a line in A with a sentence in B to make more suggestions. Use *I think/don't think we should ...*

I think we should buy some guidebooks. They'll give us a lot of information.

| A | B |
|--------------------------------|---------------------------------------|
| 1 ... buy some guidebooks. | Our bags will be too heavy to carry. |
| 2 ... take plenty of suncream. | I have some friends there. |
| 3 ... pack too many clothes. | We don't want to get ill. |
| 4 ... take anything valuable. | It'll be really hot. |
| 5 ... go to Japan first. | That would be really stupid. |
| 6 ... go anywhere dangerous. | They'll give us a lot of information. |
| 7 ... have some vaccinations. | We might lose it. |

- 4 **T 4.5** Listen to Antony and his grandmother. She is worried about the boys' trip.

Grandmother You must write to us every week!

Antony Yes, I will.

Grandmother You mustn't lose your passport!

Antony No, I won't.

Work with a partner. Make similar conversations between Antony and his grandmother. Use the prompts and *must/mustn't*.

- look after your money
- talk to strangers
- go out when it's dark
- make sure you eat well
- have a bath regularly
- phone us if you're in trouble
- go anywhere that's dangerous

- T 4.6** Listen and check.



GRAMMAR SPOT

- 1 Look at the sentences below.

We **should** take traveller's cheques.

You **must** look after your money.

Which sentence expresses strong obligation?

Which sentence expresses a suggestion?

- 2 What type of verb are *should* and *must*?

▶▶ Grammar Reference 4.2 p140

- 1 Make suggestions. Use *I think/don't think ... should*.

1 Hassan's got the flu.

I think he should go to bed. I don't think he should go to work.

2 I've lost my cheque book and credit cards.

3 Samir got his driving licence last week, and now he wants to drive from Bahrain to Abu Dhabi.

4 My teenage daughter doesn't get out of bed until noon.

5 I never have any money!

6 Jane and Paul are only 16, but they want to leave school.

7 I'm really fed up with my job.

8 My grandparents complain they don't go out enough.

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

- 2 Write some rules for your school.

Students must arrive for lessons on time.

A new job

- 3 **T 4.7** Dave is about to start a new job.

Listen to him talking to the manager.

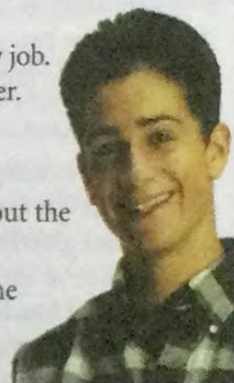
What's the job?

- 4 Work with a partner. Choose a job.

Then ask and answer questions about the responsibilities, hours, breaks, etc.

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

Student B You are the boss.



What time do I have to start?

Do I have to wear a uniform?

When can I take a break?

Check it

- 5 Correct these sentences.

1 Do you can help me?

2 What time have you to start work?

3 We no allowed to wear jeans at school.

4 We no can do what we want.

5 My mother have to work very hard six days a week.

6 You no should smoke. It's bad for your health.

7 Passengers must to have a ticket.

WRITING: For and against

▶▶ Go to p108

READING AND SPEAKING

How to behave abroad

1 Are these statements true (✓) or false (✗) for people in your country?

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

2 Read the text *A World Guide to Good Manners*. These lines have been taken out of the text. Where do they go?

- a many people prefer not to discuss business while eating
- b some businesses close in the early afternoon for a couple of hours
- c for greeting, eating, or drinking
- d the deeper you should bow
- e should wear long-sleeved blouses and skirts below the knee

3 Answer the questions.

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

What do you think?

Discuss these questions in groups.

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



A WORLD GUIDE TO

Good Manners

How **not** to behave badly abroad

by Norman Ramshaw

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

• Greetings

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

• Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (2) _____.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

• Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast

and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) _____. Lunch is a time to relax and socialize. In Britain and the United States, it's not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

• Doing business

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

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

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

EXTRA TIPS

HERE ARE SOME EXTRA TIPS BEFORE YOU TRAVEL:

- 1 In France, you shouldn't sit down in a café until you've shaken hands with everyone you know.
- 2 In India and the Middle East, you must never use the left hand (5) _____.
- 3 In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- 4 Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- 5 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.
- 6 In America, you should eat your burger with both hands and as quickly as possible.

VOCABULARY

Nationality words

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

| A | B |
|-----------------|----------------------------------|
| The 'Italians | cook lots of noodles and rice. |
| The Chi'nese | wear kilts on special occasions. |
| The 'British | produce coffee. |
| The Can'adians | eat raw fish. |
| The Bra'zilians | invented football. |
| The Japa'nese | eat a lot of pasta. |
| The Scots | often watch ice hockey on TV. |

T 4.8 Listen and check.

- ! 1 All nationality words have capital letters in English.
the Brazilians the Italians the British
- 2 If the adjective ends in /s/, /z/, /ʃ/, or /tʃ/ there is no -s at the end of the word for the people.
Japanese the Japanese
Spanish the Spanish
- 3 Sometimes the word for the people is different from the adjective.
Scottish the Scots
Finnish the Finns

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

| Country | Adjective | A sentence about the people |
|--------------------|-----------|-----------------------------|
| 'Italy | 'Italian | The Italians love pasta. |
| 'Germany | | |
| Aus'tralia | | |
| 'Egypt | | |
| 'Russia | | |
| 'Mexico | | |
| the U'nited States | | |
| 'Greece | | |
| 'England | | |
| 'Iraq | | |

LISTENING AND SPEAKING

Come round to my place!

- 1 Have you ever been a guest in someone's home in a foreign country? When? Why? What was different?
- 2 T 4.9 You will hear three people talking about inviting guests home for a meal. Listen and complete the chart.



| | Sumie Nagano, Japan | Kate Bristol, England | Lucas Porto Alegre, Brazil |
|------------------|------------------------|--------------------------|-------------------------------|
| Formal/Informal? | | | |
| Day/Time | | | |
| Preparations | | | |
| Gifts | | | |
| Food/Drink | | | |

- 3 Work in small groups. Compare information.
- 4 What happens in your country? Is it usual to invite people to your home for a meal? What are such occasions like in your home?



EVERYDAY ENGLISH

Requests and offers

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

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

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

▶▶ Grammar Reference 4.3 and 4.4 p141

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

| | Who are they? | What are they talking about? |
|---|---------------|------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

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

- 1 _____ 3 _____
 2 _____ 4 _____

Roleplay

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

| Situation 1 | Situation 2 | Situation 3 |
|--|--|--|
| <p>Student A You are a customer in a restaurant.</p> <p>Student B You are a waiter/waitress.</p> | <p>Student A You are moving flat next week.</p> <p>Student B Offer to help.</p> | <p>Student A You are cooking a meal for 20 people.</p> <p>Student B Offer to help.</p> |
| <p>Use these words:</p> <ul style="list-style-type: none"> • table near the window • menu • order • clean fork • dessert • bring the bill | <p>Use these words:</p> <ul style="list-style-type: none"> • pack boxes • load the van • clean • look after the plants • phone the gas board • unload the van | <p>Use these words:</p> <ul style="list-style-type: none"> • prepare the vegetables • make the salad • stir the sauce • check the meat • lay the table |

Headway

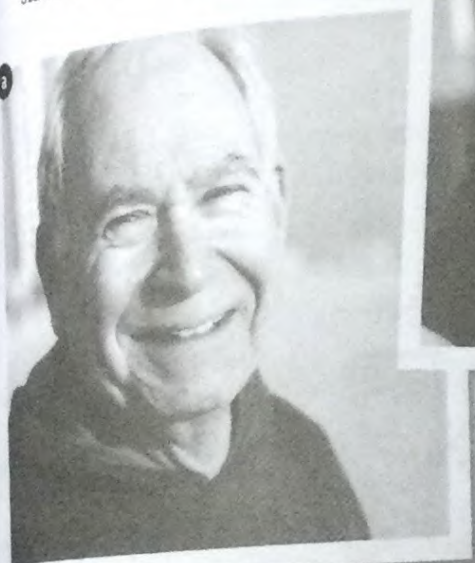
4

Modal verbs 1 – obligation and permission • Word formation
Phrasal verbs – separable or inseparable?

Doing the right thing

have to / don't have to

1 What do they have to do?
1 Look at the photos. Match the statements with the people.



Laura, the businesswoman

Jack, the teenager

Rod, the retired man

2 **T 4.1** Write the questions using the statements from exercise 1.

1 Why do you have to wear smart suits?

Because I have to meet a lot of important people.

2 Why _____?

Because I work for an international company.

3 Why _____?

Because my parents say that I have to.

4 Why _____?

Because I don't have to catch the 7.32 a.m. train to work.'

5 Why _____?

Because he's a teacher and he has to mark homework.

6 Why _____?

Because she broke her arm and she has to have physiotherapy.

7 Why _____?

Because my mum says that she is still too young.

8 Why _____?

Because I start work very early and he doesn't have to be at work until 9.30 a.m.

9 Why _____?

Because I want to go to a good university.

1 'I have to wear smart suits.'

2 'I always have to be home before midnight.'

3 'My dad usually has to work in the evenings.'

4 'I don't have to get up at 6.30 a.m. any more.'

5 'My husband has to take our children to school every morning.'

6 'My wife has to go to hospital every week.'

7 'I have to get good marks in my exams.'

8 'My little sister doesn't have to help with the housework.'

9 'I often have to travel overseas.'

2 Forms of *have to*

Complete the sentences with a suitable form of *have to*.

- 1 I'm **having to** work very hard at the moment because I have an exam next week.
- 2 You **won't have to** work hard after your exam. You can have a holiday.
- 3 My cousin's a police officer so he _____ wear a uniform at work, but my uncle's a taxi driver so he _____ wear one.
- 4 When I was a teenager, we _____ be home by nine o'clock. But we _____ take as many exams as teenagers nowadays.
- 5 My teeth hurt when I drink something cold. I think I _____ see the dentist soon.
- 6 Nobody enjoys _____ get up at five o'clock in the morning.
- 7 _____ your grandfather _____ start work when he was only fourteen?
- 8 You _____ speak Arabic to travel around the Gulf countries, but it helps!
- 9 If you lose your job, _____ we _____ sell the car?
- 10 _____ we _____ have fish for supper again?



can and be allowed to

Headway

3 Who says?

1 Who says these sentences? Where are the people?

- 1 'You can't park there. I'll give you a parking ticket.'
A traffic warden in the street
- 2 'I'm sorry, sir, but you can't get on the plane without a passport.'

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

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

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

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

2 Write sentences about these places. Use *can* or *allowed to*.



- 1 a restaurant
You aren't allowed to play tennis in a restaurant.
You can have a meal or drink coffee.
- 2 a hospital

- 3 a museum

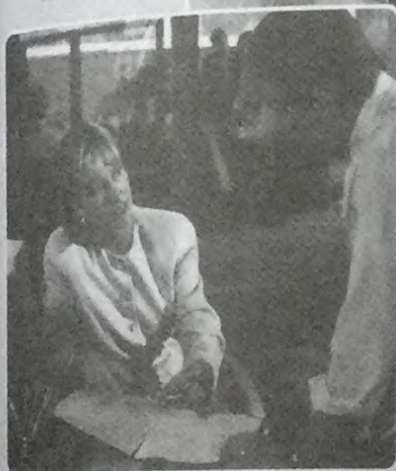
- 4 a swimming pool

- 5 a cinema

4 Conversations asking permission

T 4.2 Look at the pictures of Jill and her father, Jack, and Sam, a businessman, and his boss Anna. Match the lines of the conversations with the correct person and put them in order.

- 14 Jill
- Jack
- Jill
- Jack
- Jill
- Jack
- Jill



- 10 Sam
- Anna
- Sam
- Anna
- Sam
- Anna
- Sam

- 1 But I'm taking Dave to see his grandmother in hospital!
- 2 Yes, what is it?
- 3 I told you. I need it.
- 4 Well, it's not a very convenient time at the moment. We're very busy.
- 5 You know my father is having problems with his legs and he can't walk. Well, he needs to go into hospital next week, and I was wondering if I could have the day off.
- 6 Thanks a lot, Dad. I won't be back late.
- 7 Oh, please! He won't be able to go if I don't give him a lift.
- 8 That's very kind. Thank you very much. I'm very grateful.
- 9 No, you can't. I need it.
- 10 Anna? Have you got a minute? Can I have a word?
- 11 I know we're busy, but he won't be able to get to the hospital if I don't take him.
- 12 All right. I suppose I can walk. The exercise will do me good.
- 13 Well, if that's the case then you must take him, of course.
- 14 Dad, can I have the car tonight?

should Headway

5 Giving advice

1 Read the sentences and give advice. Use *should*.

1 My son never wants to go out, he just plays computer games all day!

You should tell him to get a job.

2 My car keeps breaking down.

3 I'm not sleeping very well these days.

4 Since my mother died, my father doesn't know what to do with himself.

5 I just don't know what to do with my hair. It looks awful!

2 Complete the questions with *should* and a suitable verb.



- 1 Peter wants to marry me. He's nice, but I only like him as a friend. Should I marry him?
- 2 I've been offered a place at Oxford and Cambridge. Which university _____?
- 3 Everything on the menu looks wonderful! What _____?
- 4 I want to tell Mike that he has bad breath, but I'm afraid of hurting his feelings. _____ or not?
- 5 I've got a terrible headache, and I can't read the instructions on this aspirin bottle. How many _____?
- 6 My aunt has invited me to her picnic, but I don't want to go. What _____ to her?

must and have to

Headway

6 must or have to?

Match the pairs of sentences with their meanings.

- 1 I must have a drink of water. b
I have to drink lots of water. a
a The doctor told me so.
b I'm really thirsty.
- 2 I must do my homework tonight.
I have to do my homework tonight.
a I'm telling myself it's important.
b This is why I can't come out with you tonight.
- 3 We must go to Paris sometime.
We have to go to Paris next week.
a Another boring business trip. Yawn.
b It would be really nice.
- 4 I must wear something nice to go shopping.
Men have to wear a shirt and tie to go into a posh restaurant.
a I want to look good.
b It's the house rule.
- 5 I must water the plants today.
You have to water the plants daily.
a I haven't done them for ages.
b They need lots and lots of water.

7 mustn't or don't have to?

Choose the correct verb form.

- 1 We have a lot of work tomorrow. You mustn't / don't have to be late.
- 2 You mustn't / don't have to tell Mary what I told you. It's a secret.
- 3 The museum is free. You mustn't / don't have to pay to get in.
- 4 Children mustn't / don't have to tell lies. It's very naughty.
- 5 Terry's a millionaire. He mustn't / doesn't have to go to work.
- 6 I mustn't / don't have to do my washing. My mother does it for me.
- 7 We mustn't / don't have to rush. We've got plenty of time.
- 8 You mustn't / don't have to play with matches. They're dangerous.
- 9 This is my favourite pen. You can borrow it, but you mustn't / don't have to lose it.
- 10 A Shall I come with you?
B You can if you want, but you mustn't / don't have to.

8 Talking about obligation

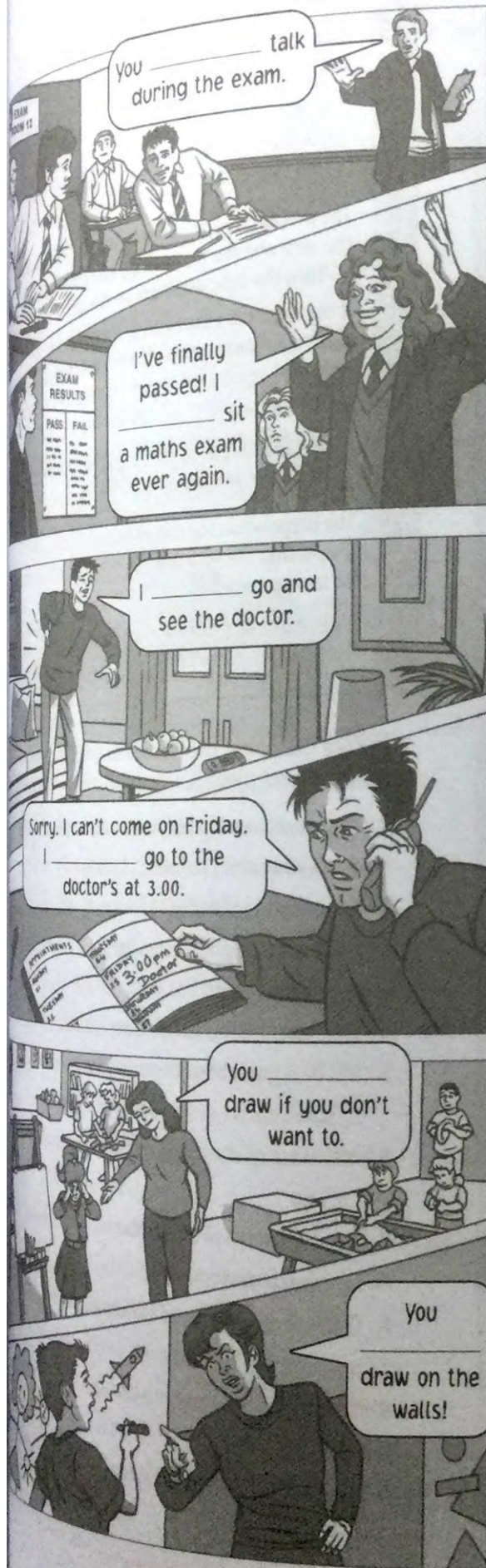
Complete the sentences with *must*, *have to*, *mustn't*, or *don't have to*.



Vocabulary

9 Word formation

T 4.3 Complete the chart and add the stress. All the words appear in Unit 4 of the Student's Book.



| Noun | Verb |
|-------------------|----------------|
| 1 behaviour | <u>be'have</u> |
| 2 _____ | advise |
| 3 _____ | introduce |
| 4 invitation | _____ |
| 5 _____ | meet |
| 6 relaxation | _____ |
| 7 _____ | discuss |
| 8 refusal | _____ |
| 9 feeling | _____ |
| 10 gift | _____ |
| 11 _____ | bow |
| 12 prayer | _____ |
| 13 _____ | invent |
| 14 _____ | choose |
| Noun | Adjective |
| 15 _____ | national |
| 16 tradition | _____ |
| 17 profession | _____ |
| 18 _____ | ill |
| 19 value | _____ |
| 20 truth | _____ |
| 21 _____ | different |
| 22 _____ | free |
| 23 culture | _____ |
| 24 responsibility | _____ |
| 25 _____ | necessary |

Pronunciation

Headway

10 Correcting wrong information

- 1 **T 4.4** Read the telephone conversation between Ms Maddox and the bank manager, Mr Sanders. When Ms Maddox corrects Mr Sanders, circle the stressed words.



- Mr S** Good morning, Mrs Maddox.
Ms M It's (Ms) Maddox, actually.
Mr S Oh yes. Ms Mary Maddox of ...
Ms M Ms Maureen Maddox.
Mr S Yes, of course. Now, Ms Maddox. I believe you want to borrow five hundred pounds.
Ms M No, in fact, I want to borrow five thousand pounds. Haven't you got my loan application?
Mr S No, I'm afraid not. But I understand you want to open a music shop for your son.
Ms M No, I want to open a flower shop for my daughter. Don't you think you should read my loan application, Mr Sanders?
Mr S A flower shop for your daughter. Well, I'll send you a form today ...
Ms M But you sent me a form last week, and I'm ringing because I have some queries about it.
Mr S Oh, so you've filled in the form ...
Ms M No, I haven't filled in the form. I can't fill it in because I don't understand it. That's why I'm ringing.
Mr S Oh I see! You want to ask me some questions about the form.
Ms M Not any more. I don't want to ask you questions about anything!! Goodbye!

2 Practise reading the conversation aloud.

Phrasal verbs

11 Separable or inseparable?



A dictionary shows you whether a phrasal verb can be separated by an object.

turn sth on to move the switch, etc. on a piece of machinery, etc. to start it working:
Turn the lights on!

The preposition *on* comes after sth. This means the verb and the preposition can be separated.

Turn the light on. Turn on the light.

If the object is a pronoun (*it, him, her, me, them, us, you*), it must come before the preposition.

Turn **it** on.

NOT Turn **on it**.

look for sb/sth to try to find sb/sth: *We looked for you everywhere. Where were you?*

The preposition *for* comes before sb/sth. This means that the verb and the preposition cannot be separated.

I'll **look for** John later. I'll **look for** him.

NOT I'll look **him for**.

T 4.5 Complete the sentences with the word *it* in the correct place. Use your dictionary for help.

- You must be very hot with your coat on. Why don't you take it off ___ ?
- Your shirt is filthy! Just look ___ at ___ !
- I haven't read the newspaper yet. Don't throw ___ away ___ .
- The music is too loud! Turn ___ down ___ !
- It'll be a great trip! I'm really looking forward ___ to ___ .
- Is that story about Ali true, or did you make ___ up ___ ?
- I saw a lovely sweater today. I tried ___ on ___ but it was too small.
- Don't drop your litter in the street! Pick ___ up ___ !
- You can borrow my camera, but you must look ___ after ___ .
- You can't have my dictionary. Give ___ back ___ to me!

Unit Five

UNIT 5

Introduction to future forms

There is no future tense in English as there is in many European languages. However, English has several forms that can refer to the future. Three of these are *will*, *going to*, and the Present Continuous.

I'll see you later. (will)

We're going to see a film tonight. Do you want to come? (going to)

I'm seeing the doctor tomorrow evening. (Present Continuous)

The difference between them is *not* about near or distant future, or about certainty. The speaker chooses a future form depending on how the speaker sees the future event. Is it a plan, a decision, an intention, an offer, a prediction, or an arrangement? This is the important question to ask when choosing a future form. There is more about this in Use below.

5.1 *will/going to* and the Present Continuous

Form

Positive and negative

| | | |
|---|---------------------------------|--------------------------------|
| I He They | 'll won't | help you. watch TV tonight. |
| I'm/I'm not She's/She isn't We're/We aren't | going to | |
| I'm/I'm not He's/He isn't You're/You aren't | catching the 10 o'clock flight. | |

Question

| | | |
|-----------|------------------------------|---------|
| What time | will you are you going to | arrive? |
| | are you meeting the manager? | |

Note

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

We're coming tomorrow.

When are you going home?

Use

Plans, decisions, and intentions (*will* and *going to*)

will

Will is used as a modal auxiliary verb to express a decision, intention, or offer made at the moment of speaking. We saw this use in Unit 4. (See 4.4.) Remember that you can't use the present tense for this use.

I'll have the steak, please.

NOT ~~I have the steak.~~

I'll see you tomorrow. Bye!

NOT ~~I see you tomorrow.~~

Give me a call sometime. We'll go out for coffee.

'Jeff, there's someone at the door!' 'OK, I'll get it.'

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 next month.
We're going to paint this room blue.

Facts and predictions (will and going to)

will

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

We'll be away for two weeks.
Those flowers won't grow under the tree. It's too dark.
Our friendship will last forever.
You'll be sick if you eat all those sweets!

Will for a prediction can be based more on an opinion than a fact.
I don't think Laura will do very well in her exam. She doesn't do any work.
I am convinced that inflation will fall to three per cent next year.

going to

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

She's going to have a baby. (We can see she's pregnant.)
Our team is going to win the match. (It's four-nil, and there are only five minutes left to play.)
It isn't going to rain today. (Look at that beautiful blue sky.)

Note

Sometimes there is no difference between will and going to.

| | | |
|-----------------|---------------------------------|---------------------------|
| In September he | will start is going to start | his course at university. |
|-----------------|---------------------------------|---------------------------|

Arrangements (Present Continuous)

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

We're going out with Jeremy tonight.
I'm having my hair cut tomorrow.
What are we having for lunch?

Think of the things you might 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 often expressed by the Present Continuous for the future. The verbs express some kind of activity or movement.

I'm meeting Peter tonight.
The Taylors are coming for dinner.
I'm seeing the doctor in the morning.

Remember that you can't use the present tense for this use.

We're going to the cinema on Saturday evening.
NOT ~~*We go to the cinema on Saturday evening.*~~
We're catching the 10 o'clock flight.
NOT ~~*We catch the 10 o'clock flight.*~~
What are you doing this evening?
NOT ~~*What do you do this evening?*~~

Sometimes there is no difference between an agreed arrangement (Present Continuous) and an intention (going to).

| | |
|-------------------------------------|------------------------|
| We're going to get We're getting | married in the spring. |
|-------------------------------------|------------------------|

MAKING A RESERVATION

- Janet Cooper wants to go on holiday with her family. She emails the Sea View B&B to see if they have the accommodation she wants. Look at the advert for the Sea View B&B and fill in the details at the top of the email.
- Put the words in order, and write them into the message part of Janet's email.

SEA VIEW B&B

www.seaviewb&b.com



*Get away from the city.
Escape to the peace and quiet
of Cornwall!*

For reservations and enquiries contact
Anne Westcombe:
Phone/Fax: 01326 230579
email: reservations@seaviewb&b.com

To: _____

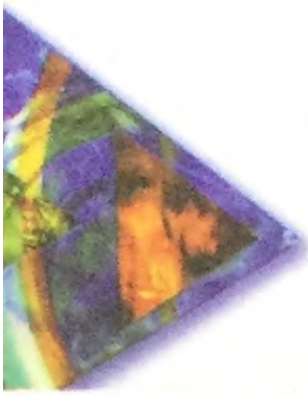
From Janet Cooper

Subject: _____

Dear Ms Westcombe

- a two / rooms / bed and breakfast / I / to / would like / reserve / at / your
- b 27 August / We / on / are / arriving
- c six / hope / stay / to / We / for / nights / departing / 2 September / on
- d and / husband / would like / room / I / My / double / with / en-suite bathroom / an / preferably / a
- e also / reserve / two / to / I / a / room / for / would / like / teenage / our / daughters
- f should / non-smoking / rooms / be / Both
- g sea / the / possible / Would / have / it / rooms / to / facing / be / ?
- h available / for / you / Do / have / dates / these / rooms / ?
- i also / me / you / Could / tell / room / each / price / the / of / ?
- j from / I / forward / look / you / to / hearing

- Write a reply email to Janet. Include the following information:
 - thank her for her enquiry
 - say you are pleased to confirm her reservation for the rooms she wants and for the dates she wants
 - tell her that all the rooms come with en-suite bathroom and a sea view
 - each room is £50 per night
 - end the email saying that you look forward to welcoming her and her family to the B&B
 - finish with *Yours sincerely, Anne Westcombe*



5

On the move

Future forms • The weather • Travelling around

TEST YOUR GRAMMAR

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

| A | B |
|--|--|
| 1 The phone's ringing. | I think it's going to rain. |
| 2 Look at those black clouds! | Don't worry! The course <u>will</u> be over soon. |
| 3 What are you doing this evening? | We <u>might</u> go to Alexandria, or we <u>might</u> go to Athens. |
| 4 I'm sick and tired of studying! | I'll get it! |
| 5 Where are you going on your holiday? | I'm staying at home. I'm going to watch a DVD. |



- 2 Answer the questions about you.

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

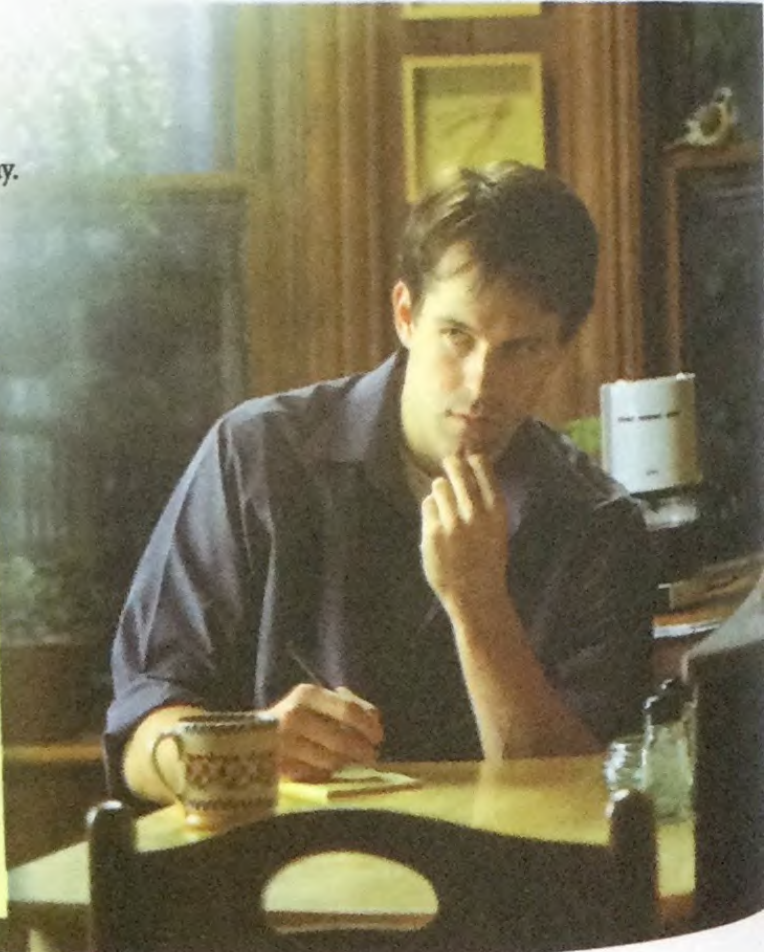
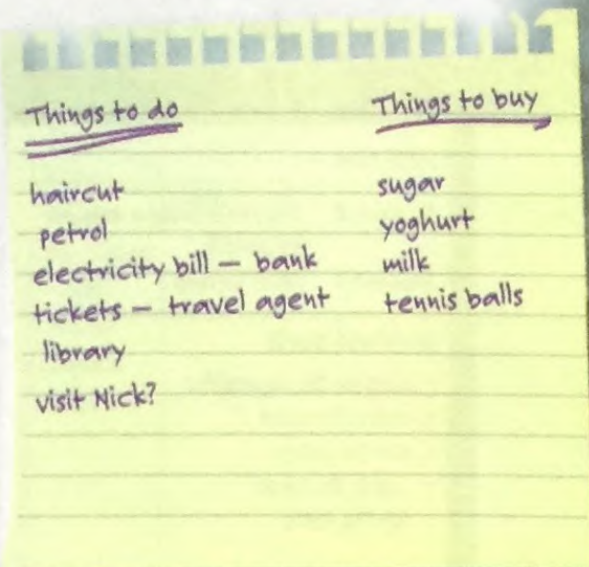
BEN'S LIST

Future forms

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

He's going to the hairdresser's.

He's going to buy some sugar.



2 **T 5.1** Listen and complete the conversation between Ben and Alice.

B I'm going shopping. Do we need anything?

A I don't think so. ... Oh, hang on. We haven't got any sugar.

B It's OK. It's on my list.
I _____ some.

A What about bread?

B Good idea! I _____ a loaf.

A What time will you be back?

B I don't know. I might stop at Nick's. It depends on how much time I've got.

A Don't forget we _____ tennis with Dave and Donna this afternoon.

B Don't worry. I _____ forget.
I _____ back before then.

A OK.

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

3 Alice also asks Ben to get these things.

- stamps
- two steaks
- some shampoo
- some film for the camera
- a newspaper
- a tin of white paint
- a DVD
- a CD

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

Can you get some stamps, please?

OK. I'll go to the post office.

*And we need some ...
Don't forget ...*



GRAMMAR SPOT

1 Look at the future forms in these sentences from the conversation:
It's on my list. I'm going to buy some.
Good idea! I'll get a loaf.

In each sentence when did Ben make his decision? Before speaking, or at the moment of speaking?

2 Which of these sentences expresses a future possibility, which a prediction, and which a future arrangement?

We're playing tennis this afternoon.

I might stop at Nick's.

I'll be back before then.

▶▶ Grammar Reference 5.1 p141

PRACTICE

Discussing grammar

- Work with a partner. Underline the correct verb form.
 - 'Why are you putting on your coat?'
'Because *I'll take / I'm going to take* the children for a walk.'
 - 'Would you like to go out for a meal this evening?'
'How about tomorrow evening? *I'll call / I'm calling* you.'
 - 'What's the score?'
'6-0. *They're going to lose / They'll lose*.'
 - 'It's Tony's birthday next week.'
'Is it? I didn't know. *I'll send / I'm going to send* him a card.'
 - 'Are Sue and Alan engaged?'
'Oh yes, *they'll get / they're getting* married in June.'
 - 'Where are you going on holiday this year?'
'We haven't decided. *We might go / We're going* to Italy.'

What's going to happen?

- T 5.2** Listen to three short conversations. Say what is going to happen.
They're going to catch a plane.

What do you think will happen?

- Make sentences using *I think ... will* and the prompts in A. Match them with a sentence in B.
I think Jerry will win the tennis match. He's been playing really well lately.

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

T 5.3 Listen and check. Practise saying them.

- Make sentences using *I don't think ... will* and the prompts in A in exercise 3. Match them with a sentence in C.
I don't think Jerry will win the tennis match. He hasn't practised for weeks.

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

T 5.4 Listen and check. Practise saying them.

Talking about you

- Make true sentences about you starting with *I think ...* or *I don't think ...*.
 - I/use the computer tonight
 - the teacher/give us a lot of homework
 - I/eat out tonight
 - it/rain tomorrow
 - I/go shopping this afternoon
 - my brother/be a millionaire one day
 - we/have an exam this week



Arranging to meet

- 6 **T 5.5** Liz and Min Young are arranging to meet over the weekend. What plans do they already have? Listen and complete the chart. Where and what time do they arrange to meet?



Liz

| | Liz | Min Young |
|-----------------|-----|-----------|
| FRIDAY | | |
| morning | | |
| afternoon | | |
| evening | | |
| SATURDAY | | |
| morning | | |
| afternoon | | |
| evening | | |



Min Young

- 7 It is Friday morning. Fill in your diary for the next few days. What are you doing? When are you free?

Friday

morning

afternoon

evening

Saturday

morning

afternoon

evening

Sunday

morning

afternoon

evening

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

What are you doing this afternoon?

I'm going swimming.

What are you doing on Saturday morning?

I might see some friends in town.

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

We're meeting on Sunday morning at my flat. We're going to ...

READING AND SPEAKING

Hotels with a difference

- Look at the photos of the three hotels and answer these questions.
 - Which countries do you think they are in?
 - What do you think people can do on holiday there?
- Write another question about each hotel.



THE ICE HOTEL

How do you keep warm at night?

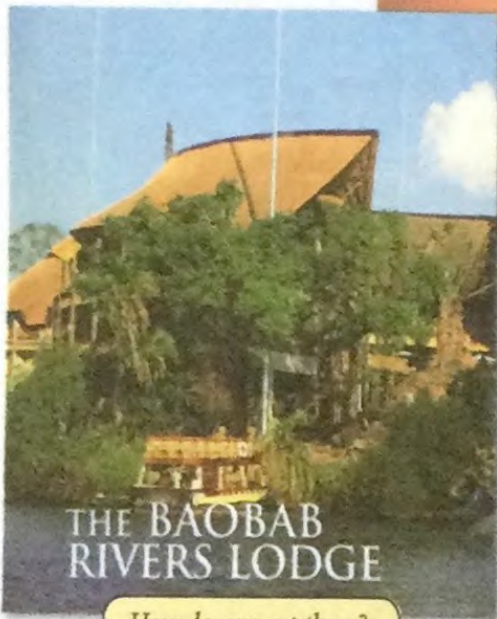
_____?



THE BURJ AL-ARAB

What's that funny horizontal tube at the top?

_____?



THE BAOBAB RIVERS LODGE

How do you get there?

_____?

- Read the article and the brochure on p43. Which questions from exercise 2 can you answer? With a partner, answer these questions.
 - What is Kevin's job?
 - Why does he take working holidays?
 - What is his idea of a perfect holiday?
 - Why does he spend his holidays at home?
 - Animals are mentioned. Which ones, and why?
- Complete the chart about Kevin's trips to Canada and Dubai.

| | Canada | Dubai |
|--|--------|-------|
| Which hotel is he staying at? | | |
| How long is he staying there? | | |
| What's special about the hotel and his room? | | |
| What's he going to do there? | | |

- Work with a partner. Look again at the brochure for the Baobab Rivers Lodge. Ask and answer questions about Kevin's trip there.

Language work

Find words or expressions in the text with similar meanings.

My ideal holiday

- doing nothing **lazing**
- stopping to look around in
- I'm very interested in
- move around without any hurry

My business holidays

- in an exciting and impressive way
- things that should not be missed

What do you think?

- Do you know any unusual holiday destinations?
- In your opinion, what is *the* ideal holiday?
- Where are you going for your next holiday?

WRITING: Making a reservation

▶▶ Go to p109



reading

My kind of holiday

He travels for his job, but when it's his own holiday, **Kevin Saunders** stays at home.

Kevin Saunders has his own travel agency in Mayfair, London that sends people all over the world on their dream holidays. He needs to know where he's sending them, so he goes on working holidays four or five times a year.

“ My ideal holiday

My ideal holiday has a little bit of everything. I like lazing on a beach with a pile of books, but then I get bored and I need to do something. I like exploring new places, especially on foot, and nosing around in shops, museums, and restaurants. I'm very into trying local foods.

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

My business holidays

I have three trips coming up. I'm looking forward to going to Canada soon, where I'm staying for four nights at the Ice Hotel. This is a giant igloo situated in Montmorency Fall Park, just 20 minutes from downtown Quebec. It is made from 4,500 tons of snow and 250 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives, it will melt. Then it will be built again for next year – maybe in a different place! Each room is supplied with a sleeping bag made from deer skins. The hotel has two art galleries featuring ice sculptures, and an ice cinema.

In complete contrast to the Ice Hotel, I'm going to Dubai the following month, to stay a few days at the spectacular Burj al-Arab, which means the Arabian Tower. It's shaped like a giant sail, and it rises dramatically out of the beautiful blue water. Each room has sea views. I really want to try the restaurant in the tube at the top next to the helipad. Other must-dos include shopping in the markets, called *souks*. (You can buy designer clothes,

perfumes, and spices, but what I want is some gold jewellery for my mother.) I'm also going to visit the camel races.

The next trip, different again, is to Baobab Rivers, in Selous, Tanzania, for a seven-day safari and I'm looking forward to a visit to my favourite resort spas where I can get a total

AFRICA | HOTELS 33

THE BAOBAB RIVERS LODGE IN SELOUS, TANZANIA

– so remote, you arrive by boat!



WHAT TO SEE

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

WHAT TO DO





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




LISTENING AND VOCABULARY

A weather forecast

1 Complete the chart with words from the box.

sunny snowing
windy fog
snowy stormy
ice blowing
wind icy
cloud rain
snow cloudy
shining raining
foggy rainy
sunshine
(thunder)storm

| | Adjective | Noun | Verb |
|---|---------------------|-------|------------------|
|  | It's <u>sunny</u> . | _____ | The sun's _____ |
|  | It's _____ | _____ | It's _____ |
|  | It's _____ | _____ | It's _____ |
|  | It's _____ | _____ | The wind's _____ |

| | Adjective | Noun |
|---|------------|-------|
|  | It's _____ | _____ |
|  | It's _____ | _____ |
| FOG | It's _____ | _____ |
|  | It's _____ | _____ |

2 Look at the map of Western Europe. Can you name the countries 1–10?

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
2 _____ 4 _____ 6 _____ 8 _____ 10 _____

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

In pairs, choose two of the countries and talk about:

- the climate
- the capital city
- geographical features

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

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

| | |
|--|--|
| A Northern Ireland, Scotland, Scandinavia | |
| weather | |
| temperatures | |
| B England, Wales, northern France, Belgium, Holland | |
| weather | |
| temperatures | |

| | |
|--------------------------------------|--|
| C Southern France, Spain | |
| weather | |
| temperatures | |
| D Switzerland, northern Italy | |
| weather | |
| temperatures | |



EVERYDAY ENGLISH

Travelling around

1 Here are some lines from conversations on different kinds of transport. Where does each conversation take place? Choose from the box.

car bus taxi underground
train plane ferry

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



2 Match a line from exercise 1 with a reply.

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

T 5.7 Listen and check. Practise the conversations with a partner.

Roleplay

Work with a partner. You are in a hotel.

Student A You are the receptionist.

Student B You are a guest.

The guest has several requests, and calls the front desk from his/her room. Use these situations. Change roles after three conversations.

- There are no towels in the room.
- You'd like some coffee and a sandwich in your room.
- You want the telephone number of the bus station.
- You want the front desk to recommend a good place to eat.
- You can't get the television to work.
- You want a wake-up call at 7.00 in the morning.
- You want to order a taxi to take you to the airport.

Can I help you?

Yes, there are no towels in my room. Could you send some up, please?

Certainly. I'll take care of it right away.

Thanks. Bye.



5

Future forms • *somebody, nobody, anybody, everybody*
make or do? • Prepositions – *in, at, on* for place

On the move

Future forms 1

will or going to?

TS1 Complete the conversations with *will* or *going to* and the verb in brackets. Careful! Sometimes both forms are possible.



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

- 7 A You've still got my CD. Have you forgotten?
 B I'm sorry. Yes, I'd forgotten. I _____ (fetch) it now.
- 8 A Dad, can you lend me ten pounds, please?
 I _____ (give) it back tomorrow.
 B I don't know. What _____ you _____ (do)?
 A I _____ (see) the new Tom Hanks film.
- 9 A Your exams start in two weeks' time. When _____ you _____ (start) revising? You haven't done any revision yet.
 B I know. I _____ (do) some tonight.
 A You're going out tonight.
 B I _____ (start) tomorrow night, then.



- 10 A Can you take me to Harrods, please?
 B Yes, jump in.
 A How long _____ it _____ (take)?
 A About ten minutes.
- 11 A Do you like the shirt I bought for Peter's birthday?
 B Mmm. I'm sure he _____ (like) it, too.
 A What _____ you _____ (do) for his birthday?
 B We're going out for a meal.

2 Where are they going?

Headway ✓

Look at the pictures. Where are the people going? Write questions and answers with *going + verb + -ing*.



1 Where's he going?
He's going swimming.



2 _____



3 _____



4 _____



5 _____



6 _____

3 I'm sure they'll ... ✓

Complete the sentences. Use *will* or *won't*.

- 1 Nadia's been studying very hard for her exams.
I'm sure she'll pass the exams easily.
- 2 If you don't feel well, go to bed and rest. I'm sure
you _____ soon.
- 3 Ask John if you have problems with your
homework. I'm sure _____ you.
- 4 I'll ask Jane to come with us, but I know she
_____. She's very busy.
- 5 You don't need your umbrella today. I don't think
_____.
- 6 Don't sit in the sun for too long. You _____.
- 7 Don't go to that new restaurant. I'm sure you _____.

4 Making offers ✓

T 5.2 Make offers with *I'll* for these situations.

- 1 A It's so hot in this room!
B I'll open the window.
- 2 A I'm so thirsty!
B _____
- 3 A There's someone at the door.
B _____
- 4 A I don't have any money.
B _____
- 5 A I need to be at the bus station in ten minutes.
B _____
- 6 A My suitcases are so heavy!
B _____

Future forms 2

5 Making arrangements

T.S.3 Complete the conversation with the Present Continuous form of the verbs in the box.

| | | | | |
|--------|-------|------|--------|---------|
| invite | drive | have | make | stay |
| get | bring | give | travel | deliver |

Ssh! Can you keep a secret?



- A Can you keep a secret?
 B Yes, of course. What is it?
 A I (1) 'm having a surprise birthday dinner for Rosa next Saturday. It's her thirtieth birthday.
 B A surprise! That'll be difficult to arrange without her knowing. Who (2) _____ you _____?

6 Choosing the correct form

Choose the correct form of the verb.

- 1 A Have you got toothache again?
 B Oooh! It's agony! But I see / 'm seeing the dentist this afternoon.
 2 A Have you booked your holiday?
 B Yes, we have. We 're going / 'll go to Lebanon.
 3 A What a beautiful day! Not a cloud in the sky!
 B Ah, but the weather forecast says it 's raining / 's going to rain.
 4 A Please don't tell anyone. It's a secret.
 B Don't worry. We won't tell / 're not telling anybody.
 5 A I haven't got enough money to pay for my ticket.
 B It's OK. I 'm going to lend / 'll lend you some.
 6 A You two look really shocked. What's the matter?
 B We've just learnt that we 'll have / 're going to have twins!

Headway

- A Everybody. All our friends, her friends from work, all her family, even her two aunts from Scotland. They (3) _____ down at the weekend and they (4) _____ her cousins with them.
 B What about the food? Where (5) _____ you _____ that from?
 A It's all arranged. Marcello's restaurant (6) _____ all kinds of food on Saturday afternoon, and their chef (7) _____ even _____ a special birthday cake with pink icing and sugar flowers.
 B Excellent! And what (8) _____ you _____ Rosa for her birthday? Have you got her a good present?
 A Oh yes! I've booked a very special holiday. A week for two in Bali! We (9) _____ first class and (10) _____ in a five-star hotel.
 B That's a great idea. Very clever! I can see that you're going to enjoy her birthday, too! Am I invited to this dinner?
 A Of course. But keep it a secret!



- 7 A I thought you had just bought a new dishwasher.
 B Yes, that's right. It 's being / will be delivered tomorrow.
 8 A Can you meet me after work?
 B I'd love to, but John 's taking / 'll take me out for dinner tonight.

Grammar revision

Headway

7 somebody, nobody, anybody, everybody



1 Look at the sentences from the text about Karen Saunder's job on p43 of the Student's Book.

My ideal holiday has a little bit of **everything**.
... I need to do **something**.

2 Look at the compounds that can be formed.

| | | | |
|-------|---|-------|---|
| some | + | one | } |
| any | | body | |
| no | | thing | |
| every | | where | |

3 In general, we use *some* in positive sentences and *any* in negatives and questions, but not always. In offers and requests, we usually use *some*.

Would you like **something** to eat?
Can I have **something** to drink?

We use *some* when we expect the answer 'yes'.

Is there **somebody** I can speak to?
Can we go **somewhere** quiet?

4 We generally use *any* after *if*.

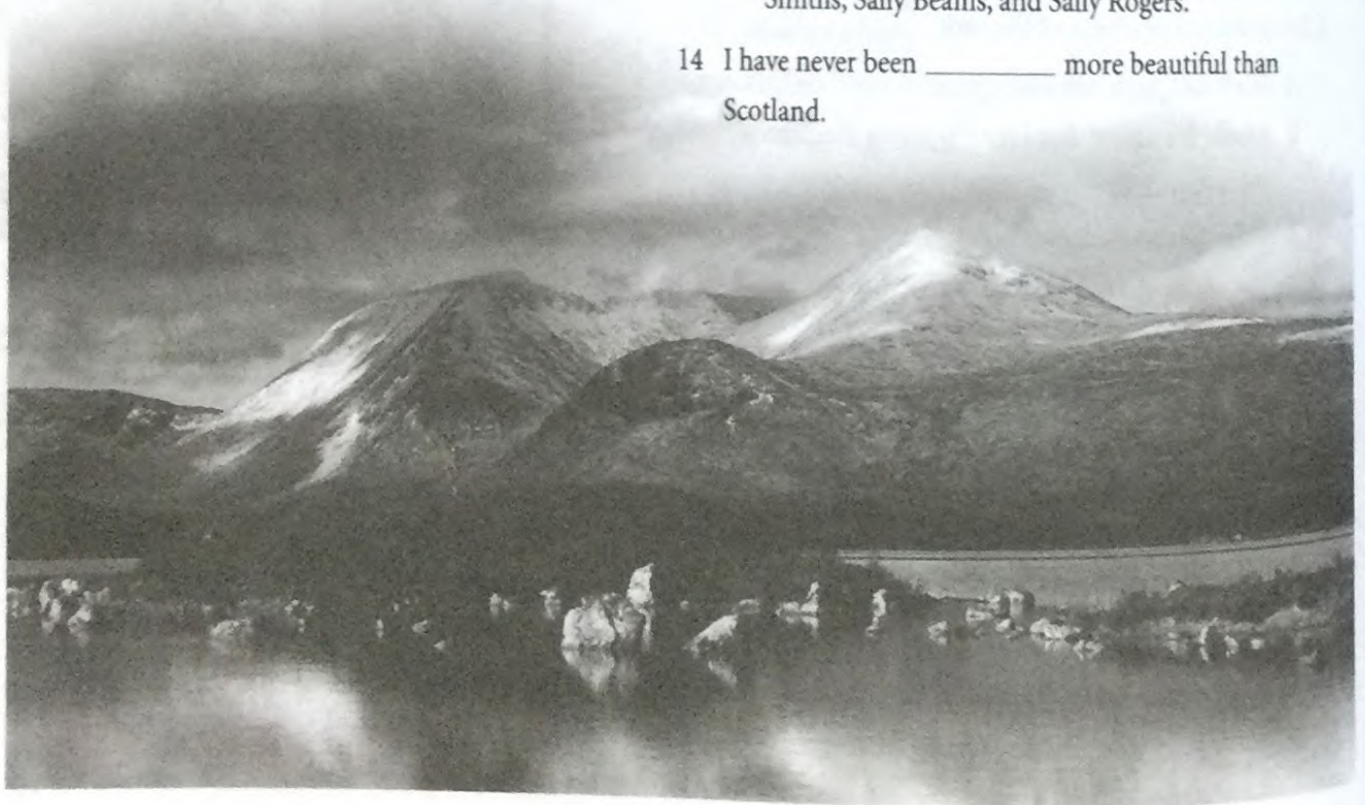
If you need **anything**, just ask.

5 *Any* has another meaning. It can mean: *It doesn't matter who/where/what ...*

Come and see me **anytime** you want. I don't mind.
Help yourself to food. You can have **anything** you want.
Anyone will tell you that two and two is four.

Complete the sentences with a compound word.

- Does **anyone** want a game of tennis?
- What's that smell? Can you smell **something** burning?
- I asked if _____ wanted an ice-cream, but _____ did, so I just bought one for myself.
- Did _____ phone me while I was out?
- Your face looks terribly familiar. Haven't I seen you _____ before?
- She left the room without saying _____.
- This doesn't look like a very nice restaurant. Can we go _____ else?
- I have _____ more to say to you. Goodbye.
- A Where do you want to go on holiday?
B _____ with a beach. I don't care where it is as long as it's sunny and has got a nice beach!
- I felt so embarrassed. I was sure that _____ was looking at me.
- A What do you want for supper?
B _____ . I don't mind.
- It was night, and the town was deserted. _____ was in the streets, and _____ was open.
- A Who came to visit you in hospital?
B _____ . Pete, Anna, James, Kathy, all the Smiths, Sally Beams, and Sally Rogers.
- I have never been _____ more beautiful than Scotland.



Vocabulary

Headway

8 make or do?

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

| | make | do |
|------------------|-----------|-------------|
| a mistake | a mistake | my homework |
| my homework | | |
| up your mind | | |
| the shopping | | |
| a decision | | |
| a mess | | |
| a complaint | | |
| someone a favour | | |
| sure that | | |
| the housework | | |
| my bed | | |
| nothing | | |
| my best | | |
| money | | |
| a speech | | |
| a profit | | |
| exercises | | |
| a noise | | |
| a phone call | | |
| friends with | | |
| the washing-up | | |
| progress | | |



- 2 Complete the sentences using the expressions from exercise 1 in the correct form.
- 1 First she said yes, then she said no, but in the end she _____ to marry him.
 - 2 I like to keep fit, so I _____ every day.
 - 3 I love weekends! I can lie on the sofa all day and _____.
 - 4 Ssh! You mustn't _____. The baby's asleep.
 - 5 My teacher says I must work harder, but I can't work any harder, I'm _____.
 - 6 We asked to see the manager and we _____ about the terrible service in the restaurant.

- 7 We have an agreement in our house. I cook dinner every evening and afterwards James _____.
- 8 Could you _____ please? Could you give me a lift to the airport?
- 9 When I got married, my father stood up and _____ where he thanked everybody for coming and making the day so special.
- 10 We have some lovely new neighbours. We've already _____ them.
- 11 Is there a public call box near here? I have to _____.
- 12 Before you go on holiday you should _____ all the doors and windows are locked.

Pronunciation

9 Vowel sounds and spelling

- 1 **T 5.4** Circle the symbol that matches the sound in the underlined letters. They are all single vowel sounds.

| | | | | |
|---|------------------|------|-------------|------|
| 1 | w <u>o</u> rd | /ʌ/ | <u>/ɜ:/</u> | /ɔ:/ |
| 2 | w <u>e</u> ather | /e/ | /i:/ | /æ/ |
| 3 | s <u>u</u> gar | /u:/ | /ʊ/ | /ʌ/ |
| 4 | w <u>o</u> man | /ɒ/ | /ɪ/ | /ʊ/ |
| 5 | w <u>o</u> men | /ɒ/ | /ɪ/ | /ʊ/ |
| 6 | <u>u</u> ncle | /ʌ/ | /æ/ | /ʊ/ |
| 7 | h <u>a</u> lf | /ɑ:/ | /æ/ | /ɔ:/ |

- 2 **T 5.5** Cross out the word which does not contain the vowel sound.

| | | | | | |
|---|------|---------|------------------|-------|------------|
| 1 | /ɪ/ | build | field | fill | women |
| 2 | /e/ | leather | friend | break | bread |
| 3 | /ʌ/ | front | rough | won't | country |
| 4 | /ɒ/ | clock | wonder | want | wash |
| 5 | /æ/ | angry | hungry | fax | salmon |
| 6 | /i:/ | cheese | breath | meal | breathe |
| 7 | /u:/ | spoon | wooden | zoo | souvenir |
| 8 | /ɔ:/ | warm | walk | store | work |
| 9 | /ɜ:/ | world | ferry | early | journalist |

- 3 **T 5.6** Transcribe these words from the article on p43 of the Student's Book.

| | | |
|----|---------------|--------------|
| 1 | /bi:tʃ/ | <u>beach</u> |
| 2 | /ɪk'splɔ:rɪŋ/ | _____ |
| 3 | /mju:'zi:əmz/ | _____ |
| 4 | /'restrɒnts/ | _____ |
| 5 | /'fɛvərɪt/ | _____ |
| 6 | /dr'li:fəs/ | _____ |
| 7 | /'dɪfrənt/ | _____ |
| 8 | /'gælərɪz/ | _____ |
| 9 | /'skʌlptʃəz/ | _____ |
| 10 | /'dʒu:əlri/ | _____ |

Prepositions revision

10 in, at, on for place

- ! 1 *In* is used to express a position inside a place. It suggests three dimensions.
 He works **in** an office in London.
 He lives **in** the south of England.
 He potters **in** the garden.
 There are lots of shops **in** the airport.
- 2 *At* is used to express a location at a point. It suggests two dimensions.
 Lucinda's **at** home. Justin's **at** Ben's house.
 I'll see you **at** the cinema at 8.00.
 I've left my case **at** the office.
 We arrived **at** the airport with time to spare.
- 3 *On* is used to talk about position on a surface.
 This exercise is **on** page 36.
 We drive **on** the left.
 There are no pictures **on** the wall.
 Our flat is **on** the third floor.

Complete the sentences with *in*, *at*, or *on*.

- 1 I met my husband ___ Italy. He was ___ a shop, buying pasta. I was ___ the queue, waiting to buy some bread.
- 2 Last night when I was ___ the kitchen, I couldn't find my glasses. I looked ___ all the shelves and ___ all the cupboards. I thought I'd put them ___ one of the drawers, but they weren't there. They certainly weren't ___ the table or ___ the floor. Had I left them ___ work? Were they ___ the car? Then I realized where they were. They were ___ top of my head!
- 3 A Where were you at two o'clock yesterday?
 B ___ the beach.
 C ___ work.
 D ___ Manchester.
 E ___ Sally's house doing my homework.
 F ___ the bath.
 G ___ home.
 H ___ a boat.

Unit Six

Introduction to like

Like can be a verb or a preposition.
 Like as a verb can be followed by *-ing* or *to*, sometimes with a change in meaning.

I **like** going out at the weekend. (general enjoyment)
 I **like** to sit in a hot bath and read. (habits and preferences)

Like as a verb has a person as the subject:
 I **like** modern art.
 I don't **like** the way he looks at me.
 Do you **like** fish?
 Would you **like** a coffee?

Like as a preposition has an object after it:
 She's wearing a hat **like** mine.
 He's nothing **like** his father.
 That sounds **like** a plane.
 You're behaving **like** children.
 That new English teacher of his – *what's he like?*

6.1 What ... like?

What is/are/was/were ... like? is used to ask about the permanent nature of people and things. It asks for a description or an impression or a comparison.

What's the health service **like** in your country?
 What **are** the new students **like**?

Be careful!

- With a description or an impression, we do not use *like* in the answer.
 What's London **like**? *It's quite big, and it's very interesting.*
 NOT *It's like quite big...*
 What's Amanda **like**? *She's tall, attractive, and very funny.*
 NOT *She's like tall...*
- With a comparison, we can use *like* in the answer. Here, *like* means *similar to / the same as*.
 What's London **like**? *It's like New York, but without the tall buildings. (= It's similar to ...)*
 What's Amanda's daughter **like**?
She's just like Amanda.
 (= *She's the same as ...*)

Workbook p39 Like and as

6.2 How ... ?

- How ... ?* is used to ask about the present condition of something that can change.
 How's work these days? *It's better than last year.*
 How was the traffic this morning? *It was worse than usual.*

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

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

- How ... ?* is also used to ask about people's health and happiness. Compare:
 How's Peter? *He's fine.*
 What's Peter like? *He's a nice guy. He's quite tall, has dark hair ...*
- How ... ?* is also used to ask about people's reactions and feelings.
 How's your meal?
 How's your new job?

6.3 How ... ? or What ... like?

Sometimes we can use *What ... like?* or *How ... ?*, but they aren't the same. *What ... like?* asks for an objective description. *How ... ?* asks for personal feelings. Compare:

How was the film? *It was great!*
 What was the film like? *It was very funny and had lots of good actors in it.*

6.4 Verb + -ing or infinitive

Verb patterns p158

6.5 Relative clauses

- Relative clauses are used to tell us which person or thing we are talking about. They make it possible to give more information about the person or thing being spoken about.
 The boy *has gone to the beach*. (Which boy?)
 The boy *who lives next door* has gone to the beach.
 The book *is very good*. (Which book?)
 The book *that I bought yesterday* is very good.
 This is a photo of the hotel. (Which hotel?)
 This is a photo of the hotel *where we stayed*.
- We use *who* to refer to people (and we can also use *that*).
 The book is about a girl *who marries a millionaire*.
 We use *that* to refer to things (and we can also use *which*).
 What was the name of the horse *that won the race*?
 When *who* or *that* is the object of a relative clause, it can be left out.
 The person *you need to talk to* is on holiday.
 The book *I bought yesterday* is very good.
 But when *who* or *that* is the subject of a relative clause, it must be included.
 I like people *who are kind and considerate*.
 I want a computer *that is easy to use*.
- Which* can be used to refer to the whole previous sentence or idea.
 I passed my driving test on my first attempt, *which surprised everyone*.
 Jane can't come with us, *which is a shame*.
- We use *whose* to refer to someone's possessions.
 That's the woman *whose bag was lost*.
 That's the man *whose son won the race*.
- We can use *where* to refer to places.
 The hotel *where we stayed* was right on the beach.
 We went back to the place *where we first met*.

6.6 Participles

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

That person *driving the red Porsche* is my cousin.
 The men *seen outside* were probably the thieves.

A DESCRIPTION (1)

Describing a room – relative pronouns, participles

1 Think of your favourite room. Draw a plan of it on a piece of paper. Write down why you like it and some adjectives to describe it.

My favourite room is... I like it because...

Show a partner your plan and talk about your room.

2 Read the description. Why is this kitchen more than just a room where you cook and eat?

3 Complete the description using these relative clauses:

- which tells the story that we're going to next Saturday
- where we cook and eat
- whose family have all emigrated
- which is the focal point of the room
- which means we haven't seen
- I like best
- who are cross and sleepy
- where family and friends come together

GRAMMAR SPOT

1 Underline the relative pronouns in exercise 3. What do they refer to? When do we use *which*, *who*, *that*, *where*, and *whose*?

2 Look at these sentences. We can omit the relative pronoun from one in each pair. Which one? Why?

This is the room **which** I like best. / This is the room **which** has a good view of the sea.

He's a friend **who** we haven't seen for years. / He's a friend **who** lives in London.

3 Look at these examples of participles. Rewrite them with relative pronouns.

I have so many happy memories of times **spent** there.

There is a large window **looking** out onto two apple trees in the garden.

▶▶ Grammar Reference 6.5 and 6.6 p143

My favourite room



The room in our house (1) _____ is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only (2) _____ but it's also the place (3) _____.

I have so many happy memories of times spent there: ordinary daily events such as making breakfast on dark, cold winter mornings for children (4) _____, before sending them off to school; or special occasions such as homecomings or cooking a big family dinner. Whenever we have guests, people gravitate to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, (5) _____. There is a large window above the sink, looking



out onto two apple trees in the garden. There's a big, old cooking stove at one end, and at the other end a wall with a huge notice board (6) _____ of our lives, past, present, and future: a school photo of the kids; a postcard from Auntie Nancy, (?) _____ to Australia; the menu from a take-away Chinese restaurant; an invitation to a wedding (8) _____; a letter from a friend (9) _____ for years. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door (10) _____ they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

4 Link these sentences with the correct relative pronoun: *who, which, that, where, whose*.

- 1 The blonde lady is Pat. She's wearing a black dress.
- 2 There's the hospital. My sister works there.
- 3 The postcard arrived this morning. It's from Auntie Nancy.
- 4 I passed all my exams. This made my father very proud.
- 5 Did you meet the girl? Her mother teaches French.

5 Complete the sentences with a word from the box in the present or past participle.

play give stick listen arrange

- 1 I spend hours in my room, _____ to music.
- 2 I have lots of posters _____ on the walls.
- 3 My brother is in his bedroom, _____ on his computer.
- 4 There are photos of my family _____ on my shelves.
- 5 I also have a colour TV _____ to me on my last birthday.

6 Write a similar description of your favourite room in about 250 words. Describe it and give reasons why you like it. Use relative pronouns and participles to link your sentences.

Phonetic symbols



Consonants

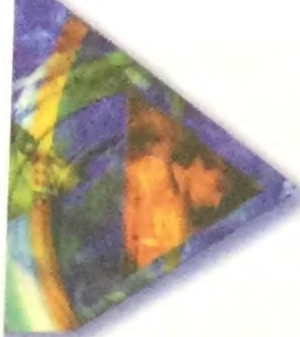
| | | | |
|----|------|-------|-------------------------------|
| 1 | /p/ | as in | pen /pen/ |
| 2 | /b/ | as in | big /bɪg/ |
| 3 | /t/ | as in | tea /ti:/ |
| 4 | /d/ | as in | do /du:/ |
| 5 | /k/ | as in | cat /kæt/ |
| 6 | /g/ | as in | go /gəʊ/ |
| 7 | /f/ | as in | four /fɔ:/ |
| 8 | /v/ | as in | very /'veri/ |
| 9 | /s/ | as in | son /sʌn/ |
| 10 | /z/ | as in | zoo /zu:/ |
| 11 | /l/ | as in | live /lɪv/ |
| 12 | /m/ | as in | my /maɪ/ |
| 13 | /n/ | as in | near /nɪə/ |
| 14 | /h/ | as in | happy /'hæpi/ |
| 15 | /r/ | as in | red /red/ |
| 16 | /j/ | as in | yes /jes/ |
| 17 | /w/ | as in | want /wɒnt/ |
| 18 | /θ/ | as in | thanks /θæŋks/ |
| 19 | /ð/ | as in | the /ðə/ |
| 20 | /ʃ/ | as in | she /ʃi:/ |
| 21 | /ʒ/ | as in | television /'telɪvɪʒn/ |
| 22 | /tʃ/ | as in | child /tʃaɪld/ |
| 23 | /dʒ/ | as in | German /'dʒɜ:mən/ |
| 24 | /ŋ/ | as in | English /'ɪŋɡlɪʃ/ |

Vowels

| | | | |
|----|------|-------|----------------------------|
| 25 | /i:/ | as in | see /si:/ |
| 26 | /ɪ/ | as in | his /hɪz/ |
| 27 | /ɪ/ | as in | twenty /'twenti/ |
| 28 | /e/ | as in | ten /ten/ |
| 29 | /æ/ | as in | stamp /stæmp/ |
| 30 | /ɑ:/ | as in | father /'fɑ:ðə/ |
| 31 | /ɒ/ | as in | hot /hɒt/ |
| 32 | /ɔ:/ | as in | morning /'mɔ:nɪŋ/ |
| 33 | /ʊ/ | as in | football /'fʊtbɔ:l/ |
| 34 | /u:/ | as in | you /ju:/ |
| 35 | /ʌ/ | as in | sun /sʌn/ |
| 36 | /ɜ:/ | as in | learn /lɜ:n/ |
| 37 | /ə/ | as in | letter /'letə/ |

Diphthongs (two vowels together)

| | | | |
|----|------|-------|--------------------|
| 38 | /eɪ/ | as in | name /neɪm/ |
| 39 | /əʊ/ | as in | no /nəʊ/ |
| 40 | /aɪ/ | as in | my /maɪ/ |
| 41 | /aʊ/ | as in | how /haʊ/ |
| 42 | /ɔɪ/ | as in | boy /bɔɪ/ |
| 43 | /ɪə/ | as in | hear /hɪə/ |
| 44 | /eə/ | as in | where /weə/ |
| 45 | /ʊə/ | as in | tour /tʊə/ |



6 I just love it!

like • Verb patterns • Describing food, towns, and people • Signs and sounds

TEST YOUR GRAMMAR

1 Complete these sentences about you.

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

2 Tell the class some of the things you wrote.



A STUDENT VISITOR

Questions with *like*

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

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

- ① What does she like doing?
- ② What does she look like?
- ③ How is she now?
- ④ What would she like to do?
- ⑤ What's she like?

Sandy Our student from Seoul arrived on Monday.

Nina What's her name?

Sandy Soon-hee.

Nina That's a pretty name!
(1) _____

Sandy She's really nice. I'm sure we'll get on well. We seem to have a lot in common.

Nina How do you know that already?
(2) _____

Sandy Well, she likes photography, and so do I. And we both like listening to the same kind of music.

Nina (3) _____

Sandy Oh, she's really pretty. She has big, brown eyes and long, dark hair.

Nina Why don't we do something with Soon-hee this weekend? What should we do? Get a pizza? Go shopping? (4) _____

Sandy I'll ask her tonight. She was a bit homesick at first, so I'm pretty sure she'll want to go out and make some friends.

Nina (5) _____

Sandy Oh, she's OK. She called her parents and she felt much better after she'd spoken to them.

Nina Oh, that's good. I can't wait to meet her.

T 6.1 Listen and check. Practise the conversation with a partner.

GRAMMAR SPOT

1 Write a question from exercise 2 next to the correct definition.

| Question | Definition |
|-----------|--|
| a _____ = | Tell me about her because I don't know anything about her. |
| b _____ = | Tell me about her physical appearance. |
| c _____ = | Tell me about her interests and hobbies. |
| d _____ = | Tell me about her preferences for tomorrow evening. |
| e _____ = | Tell me about her health or happiness. |

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

▶ Grammar Reference 6.1–6.3 pp142–143



PRACTICE

Talking about you

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

Listening and asking questions

2 **T 6.2** Listen and tick (✓) the question each person is answering.

- 1 Do you like Thai food?
 What's Thai food like?



- 2 Who does Bridget look like?
 What's Bridget like?
- 3 How's your brother?
 What's your brother like?
- 4 What does she like?
 What does she look like?
- 5 What's the weather like there?
 Do you like the weather there?
- 6 What does he look like?
 What's he like?
- 7 What do you like doing on holiday?
 What was your holiday like?
- 8 What kind of books do you like?
 What kind of books would you like?

A THANK-YOU LETTER

Verb patterns

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



My brother Sang-chul and me

Seoul

December 15

Dear Sandy and family,

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

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

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

Soon-hee

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



SON
A DRIVE
URNE 8100
RALIA

T 6.3 Listen and check.

GRAMMAR SPOT

Verb patterns

- Complete these examples from Soon-hee's letter.
 - I really **enjoyed** _____ your friends.
 - I just **wanted** _____ thank you.
 - My aunt **wanted** _____ longer.
 - You all **made** _____ so welcome.
 - Thank you** _____ me as your guest.
- Match a sentence with a picture.
 - They **stopped to talk** to each other.
 - They **stopped talking** to each other.



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

- Complete these examples from the letter.

I soon stopped _____ homesick.

I stopped _____ my aunt.

▶▶ Verb patterns p158

PRACTICE

What's the pattern?

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

| verb + -ing | verb + to + infinitive | verb + sb + to + infinitive | verb + sb + infinitive (no to) | preposition + -ing |
|-----------------|------------------------|-----------------------------|--------------------------------|--------------------|
| enjoyed meeting | | | | |

- T 6.4** Listen to the sentences. Write each verb in the correct column in exercise 1.

promise

tell

finish

forget

succeed in

ask

need

don't mind

let

help

hate

look forward to

Check your answers on p158.

Discussing grammar

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

1 My father _____ to fix my computer.

a promised b couldn't c tried

2 She _____ her son to turn down his music.

a asked b wanted c made

3 I _____ going on long walks.

a refuse b can't stand c love

4 We _____ to go shopping.

a need b 'd love c enjoy

5 She _____ me do the cooking.

a wanted b made c helped

6 I _____ working for the bank 20 years ago.

a started b stopped c decided

- Make correct sentences using the other verbs in exercise 3.
My father couldn't fix my computer.

READING AND SPEAKING

The world's favourite food

1 Do you know any typical dishes from these countries? Discuss with the class.

- Spain
- Italy
- Iran
- Japan
- Libya
- China
- Mexico
- the United States
- England

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

2 Which of these are fish or seafood? ✓

oil garlic anchovies eel squid lobster salmon
peas prawn pineapple olive tuna sweetcorn

T 6.5 Listen and repeat.

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

4 Read the text again and answer the questions.

- 1 What are the similarities and differences between the burger and the pizza?
- 2 What year was pizza invented?
- 3 Which came first, *picea* or *plakuntos*? How are they different from pizza?
- 4 Why are Mexico and Peru important in the development of pizza?
- 5 What do the Italian flag and a Pizza Margherita have in common?
- 6 When and how did pizza become really popular in the United States?

5 Work in groups. Read *Pizza Trivia* again and make questions.

How many ...? How much ...? Which month ...?

Where and when ...? Which toppings ...?

Close your books. Ask and answer questions.

What do you think? ✓

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

Language work ✓

Study the text and find an example of:

- *like* used as a verb
- *like* used as a preposition
- verb + *-ing* form
- verb + infinitive
- adjective + infinitive



GIANT PIZZA IN NAPLES, ITALY



PIZZA IN SPACE



✓ Reading

GLOBAL PIZZA

BY CONNIE ODONE

So you thought the burger was the world's most popular fast food? In fact, there is another truly universal fast food, the ultimate fast food. It's easy to make, easy to serve, much more varied than the burger, can be eaten with the hands, and it's delivered to your front door or served in fancy restaurants. It's been one of America's favourite foods for over 50 years. It is, of course, the pizza.

A BRIEF HISTORY OF PIZZA

It's kind of silly to talk about the moment when pizza was 'invented'. It gradually evolved over the years, but one thing's for certain – it's been around for a very long time. The idea of using pieces of flat, round bread as plates came from the Greeks. They called them 'plakuntos' and ate them with various simple toppings such as oil, garlic, onions, and herbs. The Romans enjoyed eating something similar and called it 'picea'. By about 1000 A.D. in the city of Naples, 'picea' had become 'pizza' and people were experimenting with more toppings: cheese, meat, anchovies, and finally the tomato, brought to Italy from Mexico and Peru in the sixteenth century. Naples became the pizza capital of

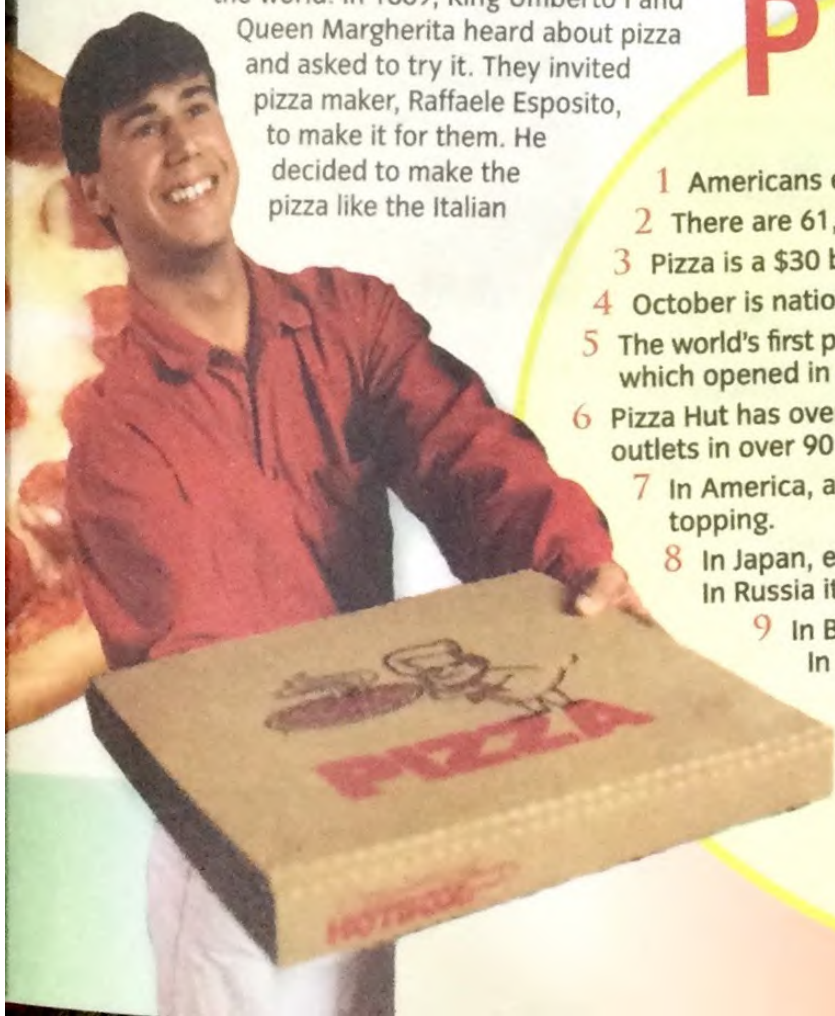
the world. In 1889, King Umberto I and Queen Margherita heard about pizza and asked to try it. They invited pizza maker, Raffaele Esposito, to make it for them. He decided to make the pizza like the Italian

flag, so he used red tomatoes, white mozzarella cheese, and green basil leaves. The Queen loved it and the new pizza was named 'Pizza Margherita' in her honour.

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

PIZZA TRIVIA

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



VOCABULARY

Adjectives for food, cities, and people

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

FOOD

delicious, tasteless, plain, tasteful, vegetarian, home-grown, wealthy, starving, fresh, junk, fast, disgusting, frozen, rich, excited, home, ancient, university, young, exciting, modern, busy, capital, industrial, agricultural, antique, cosmopolitan, historic, small, sophisticated, long, elderly, antique, expensive, bored, boring, shabby, starving, rude, tall, wealthy, sociable, outgoing, crowded

CITY

PEOPLE

LISTENING AND SPEAKING

New York and London

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



- 2 Complete the conversations with adjectives from exercise 1.

- 1 A You're such a good cook. This casserole is absolutely d _____.
B Thank you. It's just a p ____ dish, no herbs and spices at all, but lots of f _____, h _____ vegetables.
- 2 A Don't you like anchovies?
B I'm afraid I don't eat fish or meat. I'm v _____.
- 3 A What's Tom's brother like?
B Well, he's really nice but he doesn't talk much. I think he's very s _____. He's not s _____ and o _____ like Tom.
A I know. Tom's great fun, isn't he? Always laughing and talking.
- 4 A George's wife is French, isn't she?
B Yes, she is. She's beautiful, very tall and s _____ and she always wears really e _____ clothes.
A Then it's a good job George is such a w _____ man, isn't it?
- 5 A Did you have a good time in Paris?
B We had a great time. It's one of my favourite c _____ cities. It's both m _____ and h _____.
A It is, but I don't think it's as c _____ as London.
B Maybe not, but it's just as e _____. There's so much to do.

T 6.6 Listen and check. Practise the conversations with a partner.

Talking about you

- 3 Work with a partner. Look at p153.

- 2 Work in two groups.

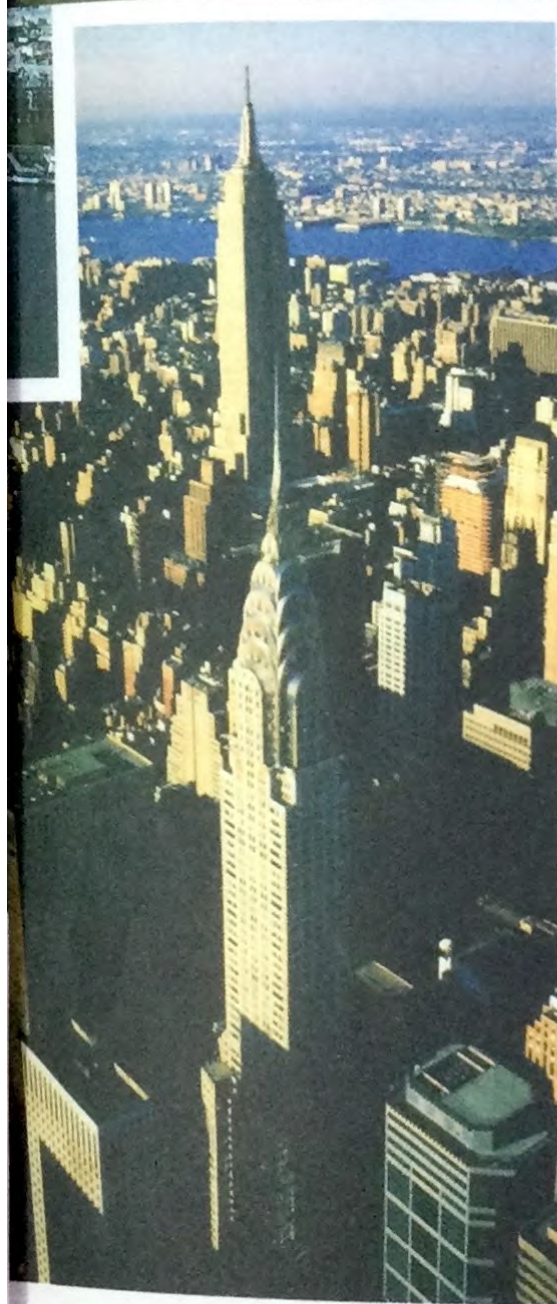
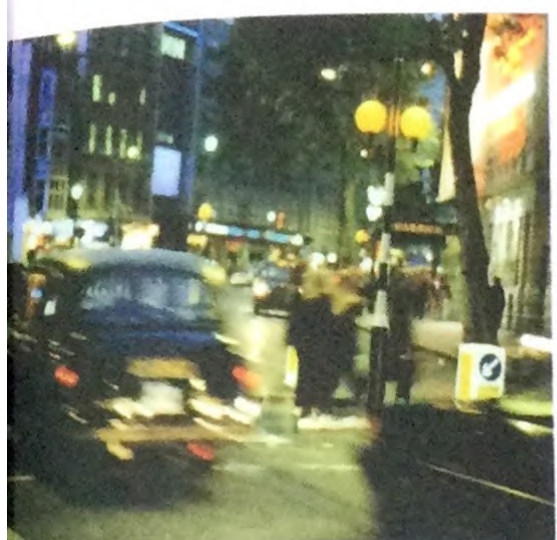
Group A T 6.7 Listen to Justin and Cinda who are English but live and work in New York.

Group B T 6.8 Listen to Alan, an American, who lives and works in London.

What do they say about these things?

- people
- work/holidays
- shops
- places
- getting around
- food

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



WRITING: A description (1)
 ▶▶ Go to p110

EVERYDAY ENGLISH

Signs and sounds

1 Where would you see these things written?

1 **All visitors must sign in**

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

2 100% NYLON
 DRY CLEAN ONLY
 COOL IRON
 DO NOT IRON TRIM
 MADE IN INDIA

6 PLEASE WAIT TO BE SEATED

7 **IRRITANT**
 CONTAINS SODIUM HYPOCHLORITE
 Keep out of reach of children - do not mix with other household cleaners - Avoid contact with eyes. In case of contact with eyes, rinse immediately with plenty of water and seek medical attention.

3 **Pay and Display**

8 **LIGHTS**
 SMOKING CAUSES FATAL DISEASES

4 Also contains: White Soft Paraffin Purified Water.
 FOR EXTERNAL USE ONLY
 Do not use after the expiry date shown on the label.

9 Arrivals
 Baggage reclaim

10 **KEEP CLEAR**

2 Where would you hear these things?

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

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

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

How would you like the money?

Just looking, thanks.

We apologize for the delay to this flight.

6

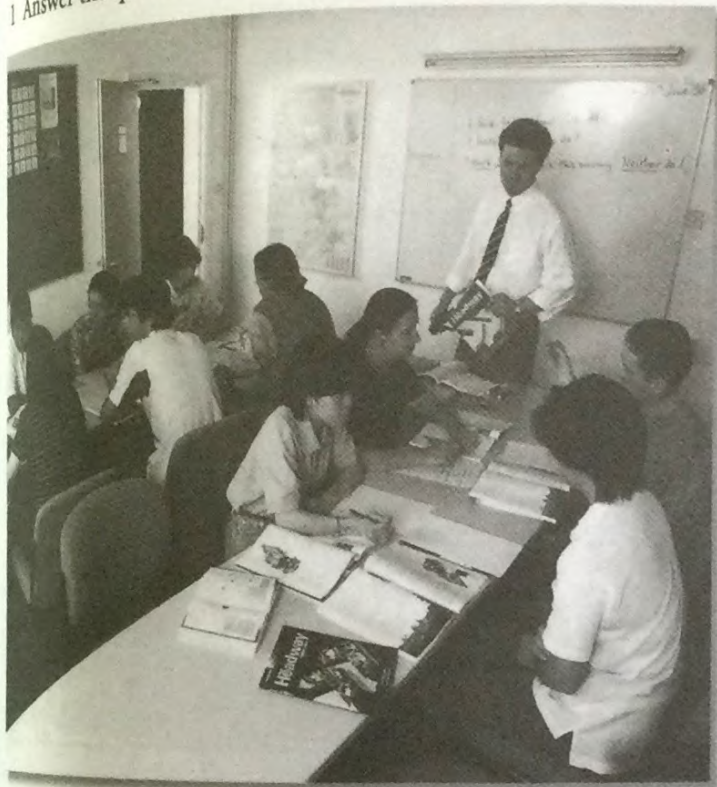
like • Verb patterns • Antonyms and synonyms
Phrasal verbs – phrasal verb + object

I just love it!

like

1 Questions with like

1 Answer the questions about yourself.



1 What do you like doing most in your English class?

2 Do you like working alone or with a partner?

3 Would you like to have more or less homework after class?

4 What's your classroom like?

5 What are your classmates like?

6 What is your spoken English like?

7 Would you like to speak more or write more in class?

2 Write questions using the phrases in the box.

- Do ... like ...?
- What ... like?
- Would ... like ...?
- What/Who ... look like?
- How ...?

1 What's the weather like?

It's raining again!

2 Do you like cooking?

No, I don't. I can't even boil an egg!

3 _____ ?

Well, it's pressured and the hours are so long.
But it pays well, I suppose.

4 _____ in your family?

Well, everybody says I look like my mother
but I think I look more like my father.

5 _____ as a child?

I looked quite funny. I was very tall and thin.
My nickname was 'The Pencil'!

6 _____ ?

Coffee, please. I don't like tea.

7 _____ tennis ?

Yes, I love it. I play every weekend in summer.

8 _____ ?

Yes, I'd love to. What time does the film start?

9 _____ ?

Well, it's quite old, but with a modern
kitchen, and it has a lovely garden.

10 _____ ?

Mum's in New York at the moment. But
they're both very well, thank you. I'll tell
them you asked about them.

3 **T 6.1** Read the conversation between two friends. Complete it with questions. Headway

A I'm applying for a job in East Africa.

B Are you? I used to live there. In Tanzania. I was there about ten years ago.

A Really! (1) What _____?



B It was really interesting. I was there for two years. I liked everything except the climate.

A Why? (2) _____ that _____?

B Well, I was on the coast, in Dar es Salaam, so it was very hot and humid all of the time.

A And the people, (3) _____?

B Very nice. Very kind. And of course the Masai people look wonderful.

A (4) _____?

B Well, they're very tall and they wear the most amazing coloured beads, in their hair, round their necks, on their arms and legs. And the unmarried men put red mud in their hair. They're a magnificent sight.

A I suppose you went on safari when you were there. (5) _____ that _____?

B I loved it. It was very exciting. I went to the Serengeti Plain and the Ngorongoro Crater.

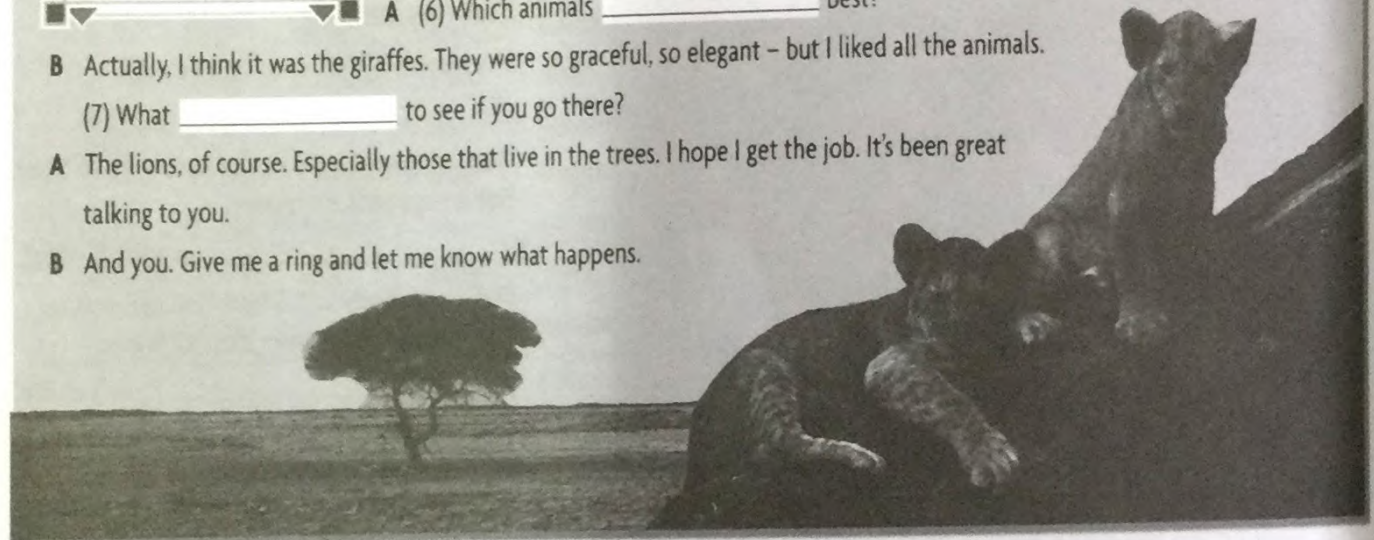
A (6) Which animals _____ best?

B Actually, I think it was the giraffes. They were so graceful, so elegant – but I liked all the animals.

(7) What _____ to see if you go there?

A The lions, of course. Especially those that live in the trees. I hope I get the job. It's been great talking to you.

B And you. Give me a ring and let me know what happens.



2 *like or would like?*

1 Match a sentence in **A** with a sentence in **B**.

- A**
- 1 I like brown bread. e
 - 2 Would you like a lift? ___
 - 3 Would you like some more apple pie? ___
 - 4 Would you like a cold drink? ___
 - 5 Don't you like football? ___
 - 6 I don't like jazz. ___
 - 7 I wouldn't like to live in a city. ___
 - 8 Would you like to come to the theatre with us? ___
 - 9 What do you like doing at weekends? ___

- B**
- a I'd love one. I'm very thirsty.
 - b I hate it.
 - c I'd love to. That's very kind.
 - d I'd love some. It's delicious.
 - e I don't. I can't stand it.
 - f Neither would I.
 - g Nothing.
 - h Really? I love it.
 - i It's OK. I think I'll walk.

Grammar revision

3 like and as

Headway



2 T 6.2 Tick the correct question. ✓

- 1 A Where do you like going on holiday?
 Where would you like to go on holiday?

B We usually go skiing in the winter, then somewhere hot in the summer.

- 2 A What do you like to do this evening?
 What would you like to do this evening?

B Something a bit different. I feel like a change.

- 3 A Where do you like going on holiday?
 Where would you like to go on holiday?

B Somewhere hot! I want to get brown.

- 4 A Do you like ice-cream?
 Would you like an ice-cream?

B No, thanks.

- 5 A What sort of music do you like listening to?
 What sort of music would you like to listen to?

B Classical, usually.

- 6 A Do you like swimming?
 Would you like to go swimming?

B It's OK, but I get bored.

- 7 A Do you like swimming?
 Would you like to go swimming?

B Great! Let's go.

- 8 A Would you like to be a teacher?
 Do you like your teacher?

B I couldn't stand it!



1 When *like* is used as a preposition, it is always followed by a noun. It means *similar to / the same as*.

I look **like** my mother.

They have so many animals. Their house is **like** a zoo.

'What star sign are you?' 'I'm Gemini, **like** you.'

'You're funny.' 'Why do you say things **like** that?'

2 We use *as* in comparisons.

My daughter is **as** tall as me.

She works in the same office **as** me.

3 When *as* is used as a conjunction, it is followed by a subject and a verb.

Do **as** I say and sit down.

Don't eat and speak at the same time, **as** my mother used to say.

As you know, we're leaving tomorrow at 10.00.

4 Notice the use of *as* in *as usual*.

Pat and Peter arrived late, **as usual**.

Complete the sentences with *as* or *like*. ✓

- 1 Dave eats **like** a horse. I've never seen anyone eat **as** much **as** him!

- 2 This sauce tastes _____ vinegar!

- 3 I've known Andy for years. He went to the same school _____ I did.

- 4 My sister's a teacher, _____ me.

- 5 A We had a new teacher today called Mary.

B What was she _____ ?

- 6 Who do I look _____, my mother or my father?

- 7 She really annoys me. I can't stand people _____ her.

- 8 I'll see you tomorrow at 11.00, _____ usual.

- 9 It's July and the weather's awful! It's _____ winter!

- 10 I need to buy all sorts of things _____ socks, shirts, and knickers.

- 11 I'll be back in touch _____ soon _____ possible.

- 12 My brother has a car _____ yours.

- 13 Don't touch anything. Leave everything _____ it is.

- 14 It's freezing. My feet are _____ blocks of ice.



Verb patterns

Headway

4 Choosing the correct form

T 6.3 Choose the correct form of the verb.

- I want *you be / you to be / that you are* more careful with your homework in the future.
- I stopped *to smoke / smoke / smoking* when I was 25.
- Why did I promise *help / to help / helping* with the painting? I hate it!
- I tried *tell / to tell / telling* you that you were making a mistake, but you wouldn't listen.
- I'm looking forward *go / to go / to going* to Sydney next year.
- My father let me *having / to have / have* driving lessons when I was seventeen.
- Mike invited me to his picnic, but I wasn't allowed *go / to go / going*.
- I finished *watching / to watch / watch* TV and then I went to bed.

5 -ing forms

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

| | | | | |
|------|---------|------|-------|------|
| walk | give up | hear | mend | work |
| help | wake up | find | watch | live |

- I'm tired of **hearing** nothing but bad news.
- _____ too much TV is bad for your eyes.
- I'll repair your watch for you. I'm good at _____ things.
- _____ a good job these days is really difficult.
- My children are afraid of _____ in the dark now, so we keep a light on at night.
- Did you know that _____ is one of the best forms of exercise?
- Thank you for _____ me. I really appreciate it.
- _____ in a big city can be very stressful.
- _____ smoking is easy. I've done it hundreds of times!
- I earned a lot of money by _____ overtime.

6 Infinitive or -ing form?

Complete the sentences with the infinitive or -ing form of the verbs in the box. Write your answers in the puzzle. The vertical words spell what we all like to eat (9, 4)!

| | | | | | | |
|----------|--------|-------|------|---------|-------|------|
| count | invite | touch | pull | fill | find | wish |
| complain | speak | wash | feed | defrost | stand | |

- I hate **standing** in a queue. It's such a waste of time.
- My baby daughter is just learning to **speak**. She can say two words - 'Mama' and 'Daddy'.
- Can you remember to _____ up the car with petrol? It's nearly empty.
- I'd love to _____ Dave and Maggie round for a meal some time.
- I couldn't sleep last night. I tried _____ sheep, but that didn't help.
- My jeans need _____. They're filthy.
- The customer tried to _____ about the service in the restaurant, but the waiter refused to listen.
- Stop _____ my hair! It hurts!
- I just want to _____ you a happy birthday.
- Would you mind _____ our cat while we're away on holiday?
- When you go round a museum, you aren't allowed to _____ anything.
- Don't forget to _____ the chicken before you cook it.
- Did you manage to _____ what you were looking for?

7 Using a dictionary

Look at the extracts from the Oxford Wordpower Dictionary. They show you all the possible verb patterns. Is the verb pattern correct (✓) or incorrect (✗)? Rewrite the incorrect ones.

* **like** /laɪk/ **verb** [T] (not in the continuous tenses) **1** to find sb/sth pleasant; to be fond of sb/sth: *He's nice. I like him a lot.* • *Do you like their new flat?* • *I like my coffee with milk.* • *I like playing tennis.* • *She didn't like it when I shouted at her.* → opposite **dislike**.
 ▶ When **like** means 'have the habit of...' or 'think it's a good thing to...', it is followed by the infinitive: *I like to get up early so that I can go for a run before breakfast.*
 → Look at **likes** and **dislikes**. **2** to want: *Do what you like. I don't care.*

▶ **Would like** is a more polite way to say 'want': *Would you like to come to lunch on Sunday?* • *I would like some more cake, please.* • *I'd like to speak to the manager.* **Would like** is always followed by the infinitive, never by the **-ing** form.

3 (in negative sentences) to be unwilling to do sth: *I didn't like to disturb you while you were eating.*

like

- 1 We like walking by the river at weekends.
- 2 Would you like coming round to our house for dinner?
- 3 I like it that you laugh at my jokes.
- 4 I like to go to the gym three times a week.
- 5 I'd like to order a taxi.
- 6 I'm afraid I dislike my new boss.

* **agree** /ə'grɪ:/ **verb** [I,T] **agree** (with sb/sth); **agree** (that...) to have the same opinion as sb/sth: *I think we should talk to the manager about this.* • *Yes, I agree.* • *I agree with Paul.* • *Do you agree that we should travel by train?* • *I'm afraid I don't agree.* → Look at **disagree**. **2** [T] **agree** (to sth) to say yes to sth: *I asked if I could go home early and she agreed.* • *Andrew has agreed to lend me his car for the weekend.* → Look at **refuse**. **3** [I,T] **agree** (to do sth); **agree** (on sth) to make an arrangement or agreement with sb: *They agreed to meet again the following day.* • *Can we agree on a price?* • *We agreed a price of £500.* **4** [I] **agree with sth** to think that sth is right: *I don't agree with experiments on animals.* **5** [I] to be the same as sth: *The two accounts of the accident do not agree.*

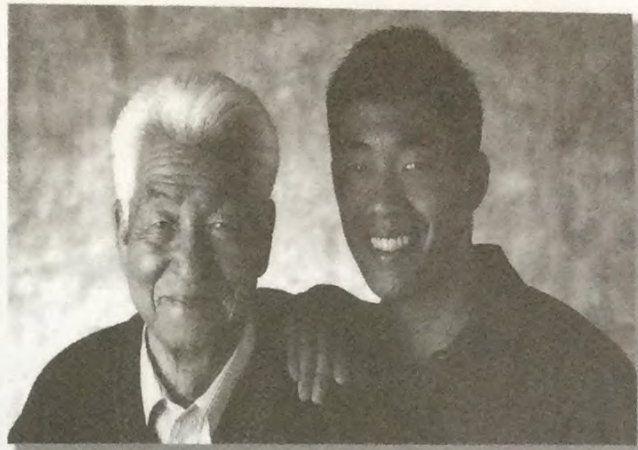
agree

- 7 Alan thinks it's too expensive, and I'm agree.
- 8 She thinks she's right, but I'm not agree.
- 9 I don't agree with you.
- 10 All doctors agree that smoking is bad for your health.
- 11 She thought we should go, and I agreed it.
- 12 They agreed talking about it again tomorrow.

Vocabulary

8 Antonyms and synonyms

1 Write the opposite.



1 an old man a young man

an old house a new house

2 a single person _____

a single ticket _____

3 a light colour _____

a light suitcase _____

4 a hard test _____

a hard pillow _____

5 a short film _____

a short man _____

6 a hot curry _____

a hot drink _____

7 dark hair _____

a dark room _____

2 Write another adjective with a similar meaning.

1 a pretty girl an attractive girl

2 a handsome man a good-looking man

3 a rich woman _____

4 a funny story _____

5 an untidy room _____

6 accurate information _____

7 friendly people _____

8 a silly person _____

9 a clever person _____

10 a wonderful idea _____

11 awful news _____

12 horrible weather _____

Pronunciation

Headway

9 Sentence stress

T 6.4 What did A say? Look at the stressed words in B's reply and complete A's statement or question.

- 1 A Jack **is very short**.
B No, he isn't. Jack's very *tall*.
- 2 A Anna's got _____
B No, she hasn't. Anna's got *short*, blonde hair.
- 3 A _____?
B No, I don't. I want a *return* ticket.
- 4 A _____?
B No, she doesn't. Liz likes *expensive* jewellery.
- 5 A _____?
B No, he didn't say that. He said the film was *interesting*.
- 6 A _____?
B No, they don't. Jane and Paul *hate* going for walks.
- 7 A _____?
B No, thanks. I'd like a *cold* drink, please.
- 8 A _____?
B No, I haven't. I've got a *stomach* ache.
- 9 A _____
B Well, I *hated* school when I was a child.



Phrasal verbs

10 Phrasal verb + object

1 Match a verb in A with an object in B.

| A | | B |
|-------------|----------|--------------------------------------|
| 1 sort out | <u>d</u> | a clothes in a shop |
| 2 put out | ___ | b children |
| 3 fill in | ___ | c the answer |
| 4 find out | ___ | d a problem |
| 5 try on | ___ | e the television |
| 6 try out | ___ | f toys in the cupboard |
| 7 bring up | ___ | g a form |
| 8 clear up | ___ | h something you don't want to a shop |
| 9 take back | ___ | i a new idea, a new drug |
| 10 work out | ___ | j a fire |
| 11 put away | ___ | k information |
| 12 turn off | ___ | l a mess |

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

- 1 I'll dry the dishes if you **put** them **away**. I don't know where they go.
- 2 A Can you _____ the time of the next train to London?
B OK. I'll phone the station.
- 3 A What should I do with this form?
B Just _____ it _____ and give it to the receptionist.
- 4 A Oh, dear! The washing machine isn't working, I haven't got any clean clothes, and I've got to go to work. What am I going to do?
B Don't worry. I'll _____ it all _____. Just go to work.
- 5 The fire was so intense that it took the firemen three hours to _____ it _____.
- 6 The government wants to _____ a new scheme to encourage people to start their own businesses.
- 7 A Can I _____ these jeans _____, please?
B Sure. The changing rooms are over there.
- 8 That maths exam was really hard. It took me ages to _____ some of the answers.
- 9 I don't mind you baking a cake, but just make sure you _____ everything _____ when you've finished.
- 10 A Look at these shoes! They're brand new, and the heel's fallen off already.
B _____ them _____ and change them, then.

Unit Seven

▶▶ Irregular verbs p157

speaking

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

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

A Have you ever been to California?

B Yes, I have. / No, I haven't. I've never been there.

A When did you go there?

B Two years ago. I went there on business.

Tell the class about your partner.

PRACTICE

speaking

Writing news stories

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

1 **Dangerous prisoner recaptured**

The murderer Charles Watkins has been recaptured by police.

2 Cruise ship sinks near Florida

3 Famous writer leaves £3 million to local charity

4 **Priceless painting stolen from Madrid art gallery**

5 **Floods kill 20, 200 more left homeless**

6 15-year-old student to study at Oxford University

7 Company Director forced to resign

8 **Runner fails drugs test**

T 7.5 Listen and compare.

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

speaking

READING AND SPEAKING

Dream jobs

Reading

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

- 1 Does the job require a lot of qualifications?
- 2 Does the job require a lot of training?
- 3 Is it well-paid?
- 4 Does it involve working with other people?
- 5 Is it inside or outside?
- 6 Do you need to be physically strong to do it?
- 7 Is it dangerous?
- 8 Does it involve travel?

Speaking

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

READING AND SPEAKING

Dream jobs

Reading

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

- 1 Does the job require a lot of qualifications?
- 2 Does the job require a lot of training?
- 3 Is it well-paid?
- 4 Does it involve working with other people?
- 5 Is it inside or outside?
- 6 Do you need to be physically strong to do it?
- 7 Is it dangerous?
- 8 Does it involve travel?

Speaking

- ✓ Work with a partner. Ask and answer the questions to guess each other's dream jobs.
- 2 Here are the stories of two people who have found their dream jobs. Work in two groups.
- Group A** Read about **Stanley Karras**, the hurricane hunter.
- Group B** Read about **Michael Doyle**, the cowboy in the sky.
- ✓ Answer the questions in exercise 1 about your person. Then find a partner from the other group and compare information.
- 3 Read the other article quickly. Discuss these questions.
- What exactly is a 'hurricane hunter' and a 'cowboy in the sky'?
 - Which of the jobs do you find most interesting?
 - Would you like to do either of them?

Language work

- 4 Answer the questions.
- 1 Who came across his job in a newspaper?
 - 2 Whose job is handed down from father to son?
 - 3 Who finds it exciting to end up in different cities?
 - 4 Who helped to put up a really important building?
 - 5 Who has to get on well with the people he works with?
 - 6 Who takes off at a moment's notice?
 - 7 Who is cut off from his family?
 - 8 Who can't fall out with the people he works with?
 - 9 Who hasn't come up with an experiment for space yet?
 - 10 Who often give up after trying the job once?

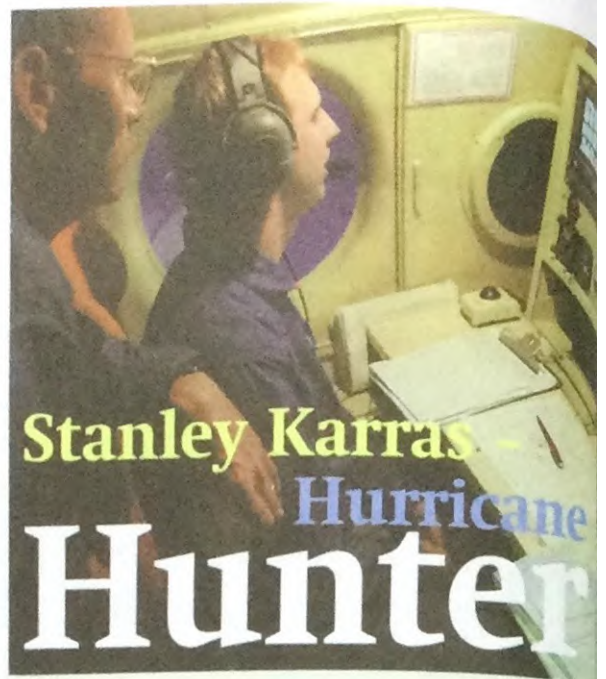
- 5 The words underlined in exercise 4 are all phrasal verbs. Match them with a verb or expression from the box below.

build/construct
arrive unexpectedly
found by chance
stop (a job or a habit)
leaves on a plane

separated from
have a good relationship with
argue and no longer be friends with
passed from one generation to another
thought of an idea for

Roleplay

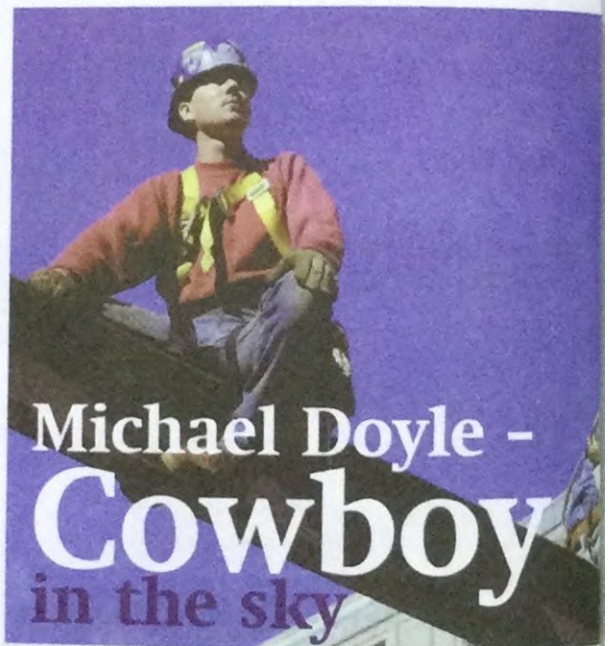
Work with a partner. Look at p153.



Stanley Karras - Hurricane Hunter

HE SAYS:

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



Michael Doyle - Cowboy in the sky

HE SAYS:

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

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

How did you get the job?

I was working for the National Meteorological Office in Bracknell, near London, in the autumn of 1999, and I saw a documentary film with my family called *Stormchasers*. It was about hurricane hunters and I thought, 'Wow, that's an interesting job!' As it happened, two months later I came across an ad in a newspaper for a meteorologist to work in Florida with the same people who had made the film. I applied, was interviewed over the phone, moved to the US, and started work here in Tampa in May 2000.

What do you like most about it?

I love the travel. Chasing hurricanes has taken me all over the world. It's exciting to end up in different cities and different countries day after day. If you're a meteorologist, you have to love flying. I also love working with top scientists. I've learned so much from them and we've had a lot of exciting times together. For me, it's like a classroom in the sky.

What's an average day like?

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

Have you made any sacrifices to do this job?

Yes, one big one. I'm so far away from my family. They all live in the UK. My wife's with me, of course, but her family is also in the UK, so we're pretty cut off from them all over here.

What would you like to do next?

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

What advice would you give to someone who wanted to do your job?

Study maths and science and get a degree in meteorology. There are many areas in meteorology to study. I've taken the hurricane hunter path, but you could be a weather forecaster or do research in other areas. It's a fascinating subject and the pay's pretty good.

Michael Doyle is an ironworker in New York City. He's one of 100 or so ironworkers currently employed by Boston Properties to erect the steel frame of a new 40-storey building in Times Square. These ironworkers are known as 'cowboys in the sky'.

How did you get the job?

Ironwork is a trade that is still handed down from father to son. Many of today's ironworkers are descendants of the men who built New York's first skyscrapers. My great-grandfather was Irish. He came over from Ireland in 1930 to work on the construction of the Empire State Building. My father and grandfather were also ironworkers. My father did it for 40 years. I've never wanted to do any other job.

What do you like most about it?

To me, ironworkers are the kings of construction. We make the skeleton that the other workers build on. We have real pride in our work - you look at the New York skyline and think 'I helped build that.' Also, we work hard, we play hard. Ironworkers have to get on well together. We depend on each other for our lives so we can't fall out. Oh, and the pay is good!

What's an average day like?

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

Have you made any sacrifices to do this job?

Yes, one big one - physical health. The wear and tear to the body is enormous. I've fallen three times. My father fell two storeys, lost a finger, and broke his ankles. He needed two new knees when he retired.

What would you like to do next?

I'd like to help put up a really important building like my great-grandfather did. And I'd like to travel. I'd like to see some of the world's tallest buildings, such as the Petronas Towers in Kuala Lumpur, and the world's tallest hotel, the Burj al-Arab in Dubai. I'd love to see that.

What advice would you give to someone who wanted to do your job?

You need to be strong, really strong. You have to be OK with height. It usually takes about a year to get used to it. Many guys who look strong and want to earn good money try it once, but then give up. It's just too frightening.

Unit Eight

UNIT 8

Introduction to conditionals

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express real possibilities, and those that express unreal situations.

Real possibilities

If it rains, we'll stay home.

(*if* + Present Simple + *will*)

If you've finished your work, you can go home.

(*if* + Present Perfect + modal auxiliary verb)

If you're feeling ill, go home and get into bed.

(*if* + Present Continuous + imperative)

Unreal situations

You would understand me better if you came from my country.

(*would* + *if* + Past Simple)

If I were rich, I wouldn't have any problems.

(*if* + *were* + *would*)

If I stopped smoking, I could run faster.

(*if* + Past Simple + modal auxiliary verb)

There are several patterns that you need to know to understand the variations. Note that a comma is usual when the *if* clause comes first.

8.1 First conditional

Form

if + Present Simple + *will*

Positive

If I find your wallet, I'll let you know.

We'll come and see you on Sunday if the weather's good.

Negative

You won't pass the test if you don't study.

If you lose your ticket, you won't be able to go.

Question

What will you do if you don't find a job?

If there isn't a hotel, where will you stay?

Note that we do not usually use *will* in the *if* clause.

NOT *If you will leave now, you'll catch the train.*

If I'll go out tonight, I'll give you a call.

If can be replaced by *unless* (= *if ... not*) or *in case* (= because of the possibility ...).

Unless I hear from you, I'll come at 8.00.

I'll take my umbrella in case it rains.

Use

- 1 First conditional sentences express a possible condition and its probable result in the future.

Condition (if clause)

If I find a sweater in your size,

If you can't do the homework,

If you can find my purse,

If you've never been to Wales,

Result (result clause)

I'll buy it for you.

give me a call.

I might buy you an ice-cream.

you should try to go there one day.

- 2 We can use the first conditional to express different functions (all of which express a possible condition and a probable result).

If you don't stop the noise, I'll phone the police! (a threat)

Careful! If you touch that, you'll burn yourself! (a warning)

I'll post the letter if you like. (an offer)

If you lend me £100, I'll pay you back tomorrow. (a promise)

8.2 Time clauses

Conjunctions of time (*when, as soon as, before, until, after*) are not usually followed by *will*. We use a present tense even though the time reference is future.

I'll call you **when** I get home.

As soon as dinner is ready, I'll give you a call.

Can I have a word with you **before** I go?

Wait **until** I come back.

We can use the Present Perfect if it is important to show that the action in the time clause is finished.

When I've read the book, I'll lend it to you.

I'll go home **after** I've done the shopping.

8.3 Zero conditional

Zero conditional sentences refer to 'all time,' not just the present or future. They express a situation that is always true. *If* means *when* or *whenever*.

If you spend over £50 at that supermarket, you get a five per cent discount.

8.4 Second conditional

Form

if + Past Simple + *would*

Positive

If I won some money, I'd go around the world.

My father would be proud if he could see me now.

Negative

I'd give up my job if I didn't like it.

If I had a lot of money, I wouldn't spend it all.

Question

What would you do if you saw someone shoplifting?

If you needed help, who would you ask?

Note that *was* can change to *were* in the condition clause.

| | | | |
|-------|------------|----|------------------------|
| If I | were rich, | I | wouldn't have to work. |
| If he | | he | |

Use

- 1 We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.

If I were on the Olympic basketball team, I'd train everyday. (But it's not very likely that I will ever be on the team.)

If my mother knew about my plans, she'd be very surprised. (But she doesn't.)

If Ted needed money, I'd lend it to him. (But he doesn't need it.)

- 2 Other modal verbs are possible in the result clause.

I **could** buy some new clothes if I had some money.

If I saved a little every week, I **might** be able to save up for a car.

If you wanted that job, you'd **have** to apply very soon.

- 3 If I were you, I'd ... is used to give advice.

If I were you, I'd apologize to her.

I'd take it easy for a while if I were you.

8.5 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible; second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)

If there is a nuclear war, we'll all ... (Said by a pessimist.)

If there was a nuclear war, ... (But I don't think it will happen.)

would

Notice the use of *would* in the following sentences:

She'd look better with shorter hair. (= If she cut her hair, she'd look better.)

would to express preference

I'd love a cup of coffee.

Where **would** you like to sit?

I'd rather have coffee, please.

I'd rather not tell you, if that's all right.

What **would** you rather do, stay in or go out?

would to express a request

Would you open the door for me?

Would you mind lending me a hand?

writing

✓✓

A NARRATIVE (2)

A disastrous holiday – adverbs in a narrative

- 1 Think about the worst holiday you have ever had! Write some notes about it, then swap information with a partner.
- 2 Read the beginning of the story about Jack and Liza's holiday. Put the words on the right into the correct place in the lines, and make any necessary changes.

A HOLIDAY HORROR STORY

Two years ago Jack and Liza decided to go away for New Year. They didn't want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in *The Sunday Times* for a holiday flat in a village near Oxford. It was no ordinary flat. It was on the top floor of an old Elizabethan mansion. They booked it, and on New Year's Eve they set off in the car. It was raining and freezing cold, they were happy and excited.

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the house, went up the steps to the huge front door and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking old lady stood there.

suddenly/somewhere
so/really

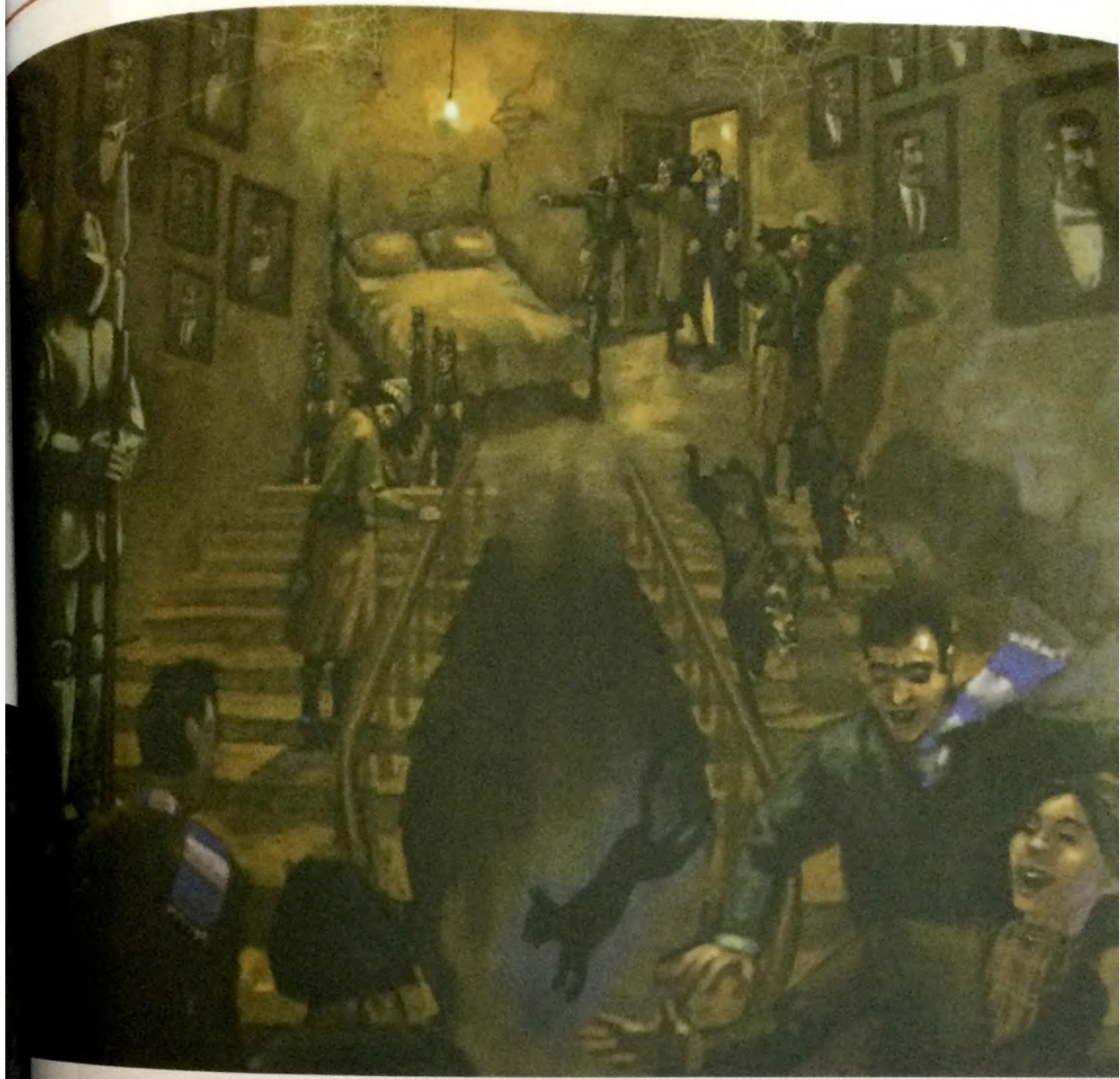
However
immediately/Although
heavily
nearly/finally
incredibly
loudly
more loudly/Eventually/somewhere

- 3 Work with your partner. Look at the pictures and complete the next part of the story using the prompts below to help.

- The old lady was wearing ...
- Under her arm she was carrying a ...
- The house was absolutely ...
- The old lady led Jack and Liza slowly up ...
- There were two huge dogs growling menacingly ...
- When they saw the rooms they couldn't believe their eyes because ...
- They hurriedly ...

- 4 Read your story aloud to the class and compare ideas.





5 Read the end of the story. Put the words on the right into the correct place.

WHEN they got outside again the rain had turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was striking they found a hotel with a room for the night. 'Happy New Year!' cried Jack, as he walked past the receptionist. 'You have no idea how beautiful your hotel is!'

hysterically
desperately/quickly/fortunately/just

happily

6 Write the story of your worst holiday in about 250 words.

- When was it?
- Where was it?
- Why was it bad?
- Who were you with?
- What did you do?



8 Just imagine!

Conditionals • Time clauses • Base and strong adjectives • Making suggestions



TEST YOUR GRAMMAR



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

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



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

2 Answer these questions about you.

- If you have a problem, who do you talk to?
- If you had a lot of money, what would you do with it?
- What will you do if the weather's nice at the weekend?



A PLACE IN THE SUN

First conditional and time clauses



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

| | | | |
|-----------------|------------------|------------|------------|
| 'll only know | will you do (x2) | 'll have | 'll regret |
| don't like (x2) | won't earn | won't need | |

David You're both mad. I think you _____ it. You were earning good money here. You _____ much growing lemons.

Jack We know that, but we _____ a lot of money to live there.

David But what _____ if you can't find anywhere to live?

Annie There are lots of cheap, old farms. We _____ no trouble finding somewhere.

David But you don't even like gardening. What _____ if you _____ farming either?

Jack We _____ if we _____ farming when we try it.

David Well, OK. But what if you ... ?

T 8.1 Listen again and check. Practise the conversation.

2 Have more conversations. What will you do if you ...

- miss your family and friends
- have problems with the language
- can't stand the heat
- want to move back to the UK
- fall ill
- run out of money
- get bored
- don't like the food

What will you do if you miss your family and friends?

No problem! We'll ...!

3 **T 8.2** Listen to the next part of the conversation. Put the verbs in the correct form.

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

GRAMMAR SPOT

1 Which sentence expresses a future certainty, and which a future possibility?

If I see Anna, I'll tell her.

When I see Anna, I'll tell her.

2 Underline the time expressions in the following sentences:

When we get there, we'll give you a call.

As soon as we find a place to live, we'll send you our address.

You'll have to wait until we've set up our computers.

3 Which tenses are used in the time clauses?

▶▶ Grammar Reference 8.1 and 8.2 pp145–146

PRACTICE

Another busy day

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

David Bye, darling! Good luck with the interview!
 Sue Thanks. I'll need it. I hope the traffic won't be a problem. *if* I 'm (be) late for the interview, I (be) furious with myself!
 David Just stay calm! Call me when you can.
 Sue I will. I (call) you on my mobile I (get) out of the interview.
 David When you (know) you've got the job?
 Sue They (tell) me in the next few days. they (offer) me the job, I (accept) it. You know that, don't you?
 David Of course. But we'll worry about that later.
 Sue OK. Are you going to work now?
 David Well, I (take) the children to school I (go) to work.
 Sue Don't forget to pick them up you (finish).
 David Don't worry, I won't forget. You'd better get going. you (not hurry), you (miss) the bus.
 Sue OK. I (see) you this evening. Bye!

T 8.3 Listen and check. Practise the conversation with a partner.

2 With your partner, ask and answer questions using the prompts.

- How/Sue feel if/late for the interview?
- When/call David?
- When/know if she's got the job?
- What/she/do if they offer her the job?
- What/David do before/go to work?
- When/David pick up the children?

How will Sue feel if she's late for the interview?

She'll be furious with herself.

GETTING RICH QUICK

Second conditional

1 **T 8.4** Listen to five people saying what they would do if they had £5 million and take notes.



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

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

Practise the sentences.

GRAMMAR SPOT

- 1 Look at the conditional sentences.
If I **have** time, I'll do some shopping.
If I **had** £5 million, I'd buy an island.
Which sentence expresses a possible situation?
Which sentence expresses an unlikely or unreal situation?
- 2 Complete each of these sentences to show the real situation.
If I **had** a lot of money, I'd travel around the world.
(But unfortunately, I don't have a lot of money.)
If I **had** a car, I'd never catch a bus again.
(But unfortunately, . . .)
If I **didn't have to** work today, I'd go to the beach.
(But unfortunately, . . .)

▶▶ Grammar Reference 8.3–8.5 p146

PRACTICE

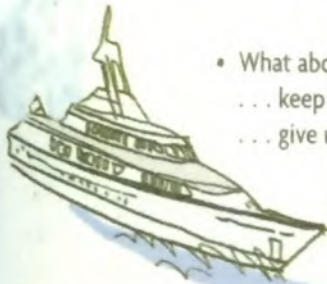
What would you do?

1 What would you do with £5 million? Work in groups. Ask and answer the questions.

- What ... buy?
What would you buy?



- How much ... give away?
Who ... give it to?
- ... travel? Where ... to?



- What about your job?
... keep on working or
... give up your job?

- ... go on a spending spree, or ... invest the money?
- ... be happier than you are now?



Conversations with will and would

2 Look at the situations. Decide if they are possible or unlikely.

- 1 There's a good documentary on TV tonight. *possible*
- 2 You find a burglar in your home. *unlikely*
- 3 You see a traffic accident.
- 4 Your friend isn't doing anything this weekend.
- 5 You win an Olympic gold medal.
- 6 You don't have any homework tonight.
- 7 You can speak perfect English.

3 Ask and answer questions about what you will do or would do.

What will you do if there's a good documentary on TV tonight?

I'll watch it.

What would you do if you found a burglar in your home?

I'd call the police.

Conditional forms

4 Match a line in A with a line in B and a sentence in C.

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

T 8.5 Listen and check. Practise the sentences.

5 Look at the verb forms in these questions.

- What do you do if you can't sleep at night?
- What will you do if the weather's nice this weekend?
- What would you do if you found a wallet with a lot of money in it?

In groups, answer the questions.

READING

Reading

Who wants to be a millionaire?

- T 8.6** Listen to the song 'Who wants to be a millionaire?' What do/don't the singers want to do?
- Look at the chart below. Do you agree (✓) or disagree (X) with these suggestions for people who have a lot of money?

| If you have a lot of money, ... | Your opinion | The article's opinion |
|---|--------------------------|--------------------------|
| 1 you should give up work. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 you should buy a new house. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 it's a good idea to keep it a secret. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 you should go on a spending spree. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 you should give lots of it away. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 it will bring happiness. | <input type="checkbox"/> | <input type="checkbox"/> |

- Read the article. Does it agree with the six suggestions in exercise 2? Put (✓) or (X).
- These phrases are missing from the text. Read the article again. Where do the phrases go?
 - nothing but unhappiness
 - we feel at home
 - to move to a bigger house
 - he gave it all away
 - what the money would do to us
 - I want nothing more in life
 - much of their money will be spent
 - a fatal accident
- Answer the questions.
 - According to the article, is having a lot of money a good thing or a bad thing?
 - In what way is our life like a jigsaw? How does a windfall smash the jigsaw?
 - How can a sudden windfall affect our work? Our home? Our friends? Our relatives?
 - How did Jasmine, William, and Tom become rich?
 - Whose stories had an unhappy ending? Why? What happened?
 - Whose story had a happy ending? Why?

What do you think?

- What are *your* answers to the questions in the last paragraph?
- Do you know any very wealthy people? Are they happy?
- Do you think having lots of money usually leads to unhappiness? Or is it possible to have lots and be happy?
- What advice would you give to someone who has become very wealthy?

Who wants to be a millionaire

All over the world, there are people who 'get rich quick', become multi-millionaires overnight. But what is it actually like to have more money than you can imagine?

Nearly all of us have fantasized about suddenly becoming very rich. We dream about what we would do with the money, but we rarely stop to think about (1) ___!

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

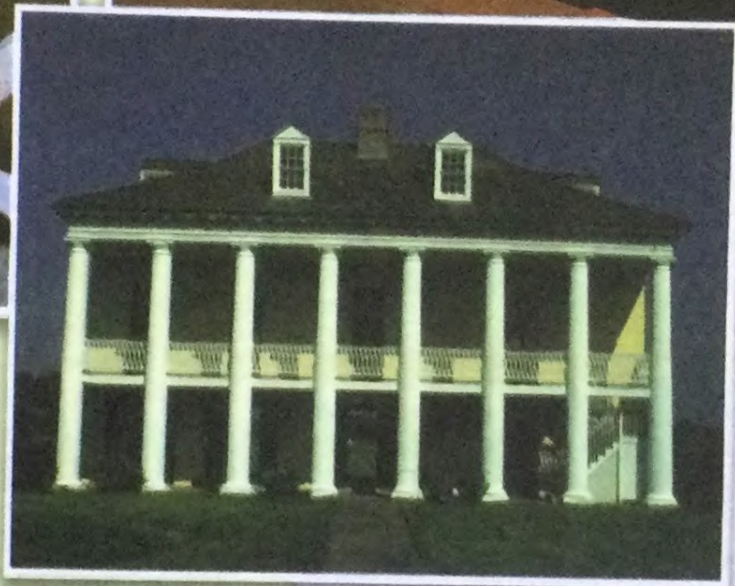
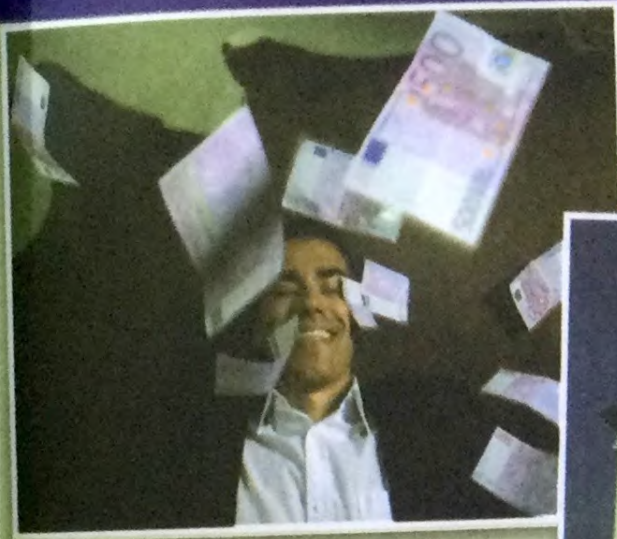
For example, most people like the idea of not having to work any longer, but new millionaires find that without work there is no purpose to their days and no reason to get up in the morning. Another tempting idea is immediately (3) ___ in a wealthy neighbourhood. Nearly all new millionaires do this, but in so doing, they leave behind old friends and routines.

The very rich often choose not to publicize their addresses and phone numbers, but still many charity requests and begging letters arrive. If they are not careful, (4) ___ on lawyers' fees to protect them from demanding friends and relatives, guards to protect their homes, and psychiatrists to protect their sanity!

Unhappy endings

There are many stories about people who don't know how to be rich. In 2001 **Jasmine Wilson**, age 24, from Liverpool, inherited £7 million from a rich aunt. Unfortunately it brought her (5) ___. She immediately went on a spending spree - houses, holidays, and husbands - but seven years and five marriages later, she is penniless and alone. 'I'm so miserable,' she says. 'Inheriting all that money was the worst thing that ever happened to me.'

We do!



Then there is the story of **William Pascoe**, 37, a cook from Brighton. His book *Quick-fix Recipes* sold millions. William earned millions, and went on radio and TV to talk about it and demonstrate his recipes. He became rich and famous. Friends, family, and even strangers wrote him begging letters. Newspapers wrote lies about his private life. Finally, William ran away to the South of France. Just one year later, he was dead. He had (6) _____ while trying to escape from reporters in his new £1 million speed boat.

A happy ending

For some people, the best thing to do with lots of money is to give it away. **Tom Baxter**, a London fireman, was given £1.5 million by a grateful Lady Cameron Scott-Evans, whose cat he'd saved from the roof of her Kensington home. In just 50 days (7) _____, first to fellow firefighters, then to tramps, and strangers in the street. On one occasion, he handed £100,000 to homeless people in a London park. He gave the last of the money to a cats' home. 'It seemed only fair,' said Tom. 'I have no regrets. I'm happy being a fireman. (8) _____.'

A final thought

When you next dream of being rich, just stop for a minute and ask yourself why you're doing it. Would you actually *want* to change your whole way of life? Is it not better just to have the excitement of the dream, rather than the reality of millions of pounds?

Language work

The words in **A** are from the text. Match them with words in **B**.

| A | B |
|------------|---|
| fantasized | thankful |
| linked | asking for something very strongly |
| windfall | connected |
| smash | dreamed |
| tempting | having no money |
| begging | break violently |
| penniless | attractive, inviting |
| grateful | a sum of money you receive unexpectedly |

VOCABULARY AND SPEAKING

Base and strong adjectives

1 Some adjectives have the idea of *very*. Look at these examples from the article on p66–67.

- a huge windfall = a very big windfall
a miserable person = a very unhappy person

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

| A Base adjectives | B Strong adjectives |
|--------------------|---------------------------------------|
| tired | great, wonderful, fantastic, superb |
| frightened | exhausted |
| good | delicious |
| tasty | filthy |
| bad | terrified |
| pretty, attractive | starving |
| hungry | horrible, awful, terrible, disgusting |
| angry | thrilled, delighted |
| dirty | astonished, amazed |
| surprised | hilarious |
| happy | beautiful, gorgeous |
| funny | furious |

- 1 We can make adjectives more extreme with adverbs such as *very* and *absolutely*.
Their house is **very** big.
Their garden is **absolutely** enormous.
- 2 We can use *very* only with base adjectives.
very tired NOT ~~very exhausted~~
- 3 We can use *absolutely* only with strong adjectives.
absolutely wonderful NOT ~~absolutely good~~
- 4 We can use *really* with both base and strong adjectives.
really tired really exhausted

3 T 8.7 Listen to the conversations. What are they about? Write the adjectives and adverbs you hear.

- 1 film good, absolutely superb
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

WRITING: A narrative (2)

▶▶ Go to p114

LISTENING

Charity appeals

1 Work with a partner. Choose three of these charities. Discuss why you think people should donate to them.

- a charity that helps elderly people with food and housing
- a hospice for people who are dying of an incurable disease
- an organization that provides emergency supplies and medicine for disaster victims
- a charity that helps homeless people
- cancer research
- a charity that helps people with AIDS
- animal rescue shelters

Compare your answers with other pairs.

2 T 8.8 Listen to information about three more charities and complete the chart.

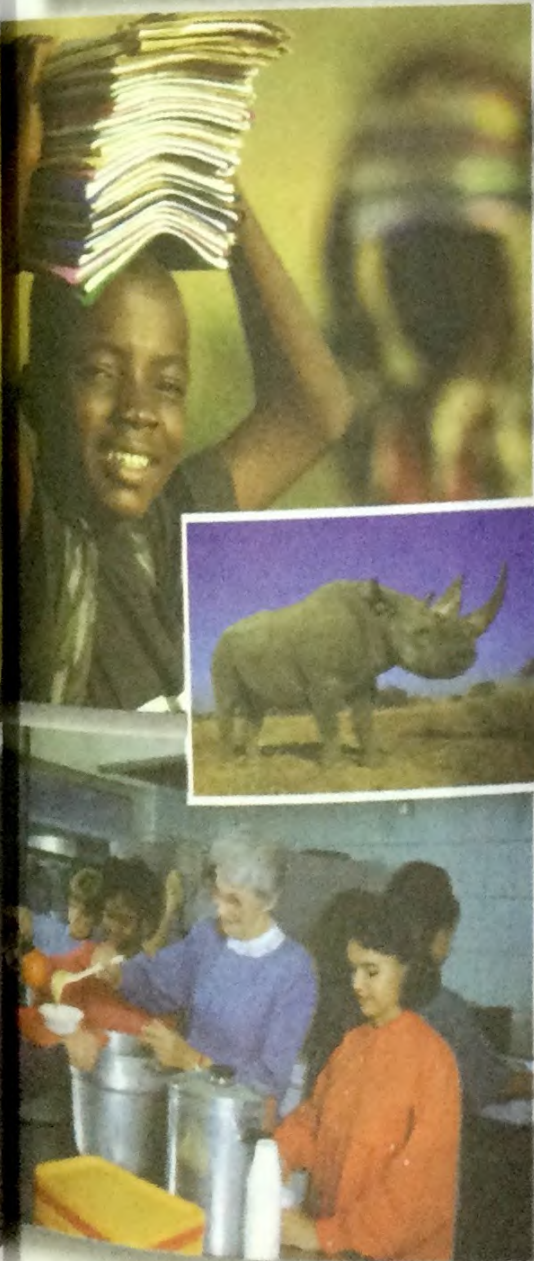
| | Who or what the charity tries to help | How the charity helps |
|--|---------------------------------------|-----------------------|
| 1  Red Crescent | | |
| 2  WWF | | |
| 3  Save the Children | | |



What do you think?

Imagine that you have \$30,000 that you want to give to charity. Who would you give the money to? How would you divide it? Think about what you would do, and then discuss your ideas with a partner.

If I had \$30,000 to give away, I'd give it to three charities ...



EVERYDAY ENGLISH

Making suggestions



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

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



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

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

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

Roleplay

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

- You have a terrible cold.

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

- You both have the evening free, and there's nothing good on TV.
- Your best friend is having a birthday next week. You don't know what to give your friend as a present.
- Your neighbour, who works at night, leaves his dog in the garden when he isn't at home. The dog barks all night, and the noise is keeping you awake.
- Your flat is a mess, the carpets and curtains are ragged, and the furniture is ancient. Suddenly, you inherit some money!
- You've just got a job in Moscow, so you need to learn the Russian language, and find out about Russian people and culture as quickly as possible.



8

Conditionals
Time clauses • Money
Phrasal verbs – phrasal verbs with more than one meaning

Just imagine!

Conditionals 1 and time clauses

1 Matching

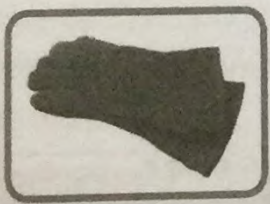
Match a line in A with a line in B and a line in C.

| A | B | C |
|---|---|---|
| 1 If you go to Paris, | we'll be late for school. | She might not be home until 9.00. |
| 2 If we can afford it, | go inside the shop. | The views are fantastic. |
| 3 If I don't hear from you today, | tell him I never want to see him again. | The one we have now is very unreliable. I don't mind. |
| 4 If the music is too loud, | we'll buy a new car soon. | It'll be the second time this week. |
| 5 If we don't leave soon, | she'll phone you from the office. | He really hurt my feelings. |
| 6 If there's nothing interesting in the window, | you can turn down the radio. | I need to talk to you about something. |
| 7 If she has to work late, | you must go to the top of the Eiffel Tower. | You might find something you like. |
| 8 If Daniel rings, | I'll phone you tomorrow. | |

2 Conversations

T 8.1 Here are two conversations mixed up. Tom and Lisa are talking about shopping, and Jody and Pete are planning a barbecue. Match the lines with the correct person and put them in order.

Shopping



- 4 Tom
- Lisa
- Tom
- Lisa
- Tom
- Lisa
- Tom
- Lisa
- Tom

- 1 That's a good idea. Let's do that.
- 2 OK. If I see some, I'll get them for you. What colour do you want?
- 3 I want them to match my coat, so they should be dark brown.
- 4 I'm going to the shops. Do you want anything?
- 5 Erm ... I'll try to find a pair of dark brown gloves, but I'm not very good with colours.
- 6 OK. I'll make an apple pie.
- 7 No, I don't think so. Oh, hang on. I need some warm gloves.
- 8 She likes most things, I think. Meat, fish ...
- 9 OK. I won't.
- 10 And another thing. Could you get some stamps?
- 11 If I do the main course, will you do the dessert?
- 12 What shall we make for dinner when your sister comes? What does she eat?
- 13 Don't worry. If you're not sure, don't buy them.
- 14 If the weather's good, we could have a barbecue.
- 15 OK. I'll go to the post office.
- 16 And I'll do burgers and some green salad.

Barbecue



- 12 Jody
- Pete
- Jody
- Pete
- Jody
- Pete
- Jody

3 Zero conditional

Complete the sentences with some advice.

- 1 If you have a headache, take some aspirin.
- 2 If you can't get to sleep, _____
- 3 If you get sunburned, _____
- 4 If you want to stop smoking, _____
- 5 If you have a problem at school, _____
- 6 If you can't wake up in the mornings, _____

4 Time clauses

1 Combine the sentences with the time expressions in brackets. Use the Present Simple.

- 1 I'll cook supper. I'll come home. (as soon as)
I'll cook supper as soon as I come home.
- 2 I want to finish my work. We're going out. (before)

- 3 She's going to look after the cat. I'll be away on holiday. (while)

- 4 I'll email you. I'll arrive. (as soon as)

- 5 We'll find a hotel. We'll arrive in Paris. (when)

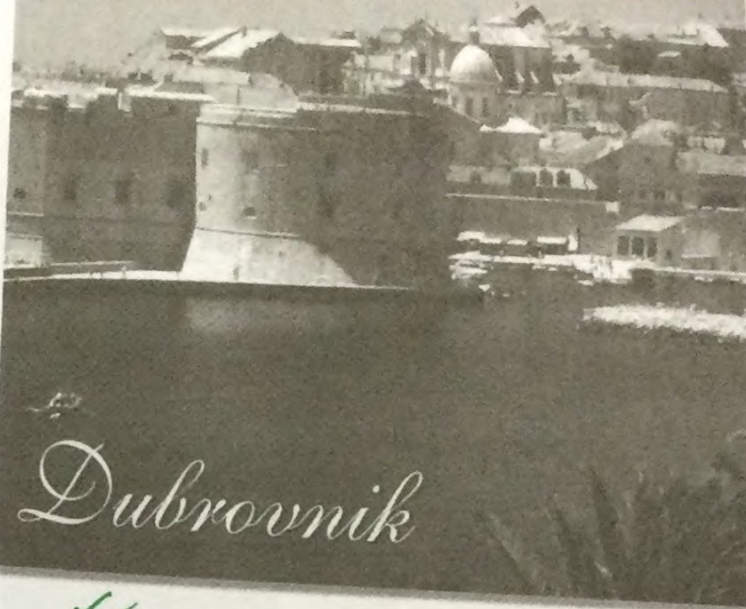
- 6 She won't speak to him. He'll say sorry. (until)

- 7 Drink your coffee. It'll get cold. (before)

- 8 Don't cross the road. You'll see the green man. (until)

- 9 I'll give you a ring. We'll get back from holiday. (after)

- 10 Are you going to stay with Paola? You'll be in Italy. (while)



2 Choose the time expression which best completes the sentence.

- 1 *Before / If / When* we get to our holiday resort, we'll send you a postcard.
- 2 Don't worry, we won't get lost. But *if / until / when* we do, we'll call you on our mobile.
- 3 Laura, please wash the dishes *until / after / while* you've finished your meal.
- 4 *As soon as / If / Before* we get to London, we'll go straight to see Big Ben and the Houses of Parliament.
- 5 Could you please get your hair cut *while / before / until* you go to your sister's wedding?
- 6 I'll wait *until / when / as soon as* you finish.
- 7 *Before / Until / As soon as* you've finished your homework, you can go out with your friends.
- 8 *Until / If / Before* you find out Emma's exam results, will you please let me know?
- 9 You tidy the garage *while / as soon as / until* I wash the car. That'll be quickest.
- 10 I'll come round to your house *after / while / before* I've finished my piano practice.
- 11 Can you wake me up *when / if / before* you get up tomorrow morning?
- 12 *If / As soon as / Until* they offer me the job, I'll take it. But I don't think they will.

Conditionals 2

5 Second conditional

T 8.2 Rewrite the sentences with the second conditional.

1 I can't take you to the airport because I haven't got a car.

If I had a car, I could take you to the airport.

2 I've got a headache. I'm not going swimming.

3 I don't know the answer, so I can't tell you.

4 We won't have a holiday this year because we haven't got any money.

5 I haven't got any spare time so I won't learn Russian.

6 We haven't got a big house. We can't invite friends to stay.

7 There aren't any eggs, so I won't make a cake.

8 I'm not very clever, so I won't be a doctor.

9 I haven't got a mobile, so you can't call me.

10 He can't win the race. He never trains.

11 Francis works very hard. He has no time to spend with his family.

12 We've got three children, so we won't take a year off and travel the world.



6 First or second conditional?

Complete the sentences with the correct form of the verb in brackets.

1 If it _____ (rain) this weekend, we _____ (not be able) to play tennis.

2 Give me Waleed's letter. If I _____ (pass) a letter box, I _____ (post) it for you.

3 I work about 80 hours a week, so I'm very busy. If I _____ (have) any spare time, I _____ (take up) a sport like golf.

4 If I _____ (be) taller and thinner, I _____ (can) be a model!

5 Please start your meal. If you _____ (not have) your soup now, it _____ (go) cold.

6 A I think we have a mouse in the kitchen.

B If you _____ (have) a cat, it _____ soon _____ (disappear).

7 If you _____ (need) any help, let me know and I _____ (come) and help you straight away.

8 You're a brilliant cook! If I _____ (can) cook as well as you, I _____ (open) a restaurant.

9 If there _____ (be) any tickets left for the concert, _____ you _____ (buy) two for me and Tom?

10 What noisy neighbours you've got! If my neighbours _____ (be) as bad as yours, I _____ (go) crazy.

7 Correcting mistakes

Correct the mistakes in these sentences.

- 1 I'll make some tea when everyone will arrive.
I'll make some tea when everyone arrives.
- 2 If I could go anywhere in the world, I'll go to Fiji.

- 3 If I'll see Jane, I'll tell her to phone you.

- 4 If I have lots of money, I'd buy an aeroplane.

- 5 When I'll go back to university, I'll email you.

- 6 If you would know my brother, you'd know what I mean!

- 7 If you would come from my city, you would recognize the street names.

- 8 If you don't be careful, you'll lose your bag.

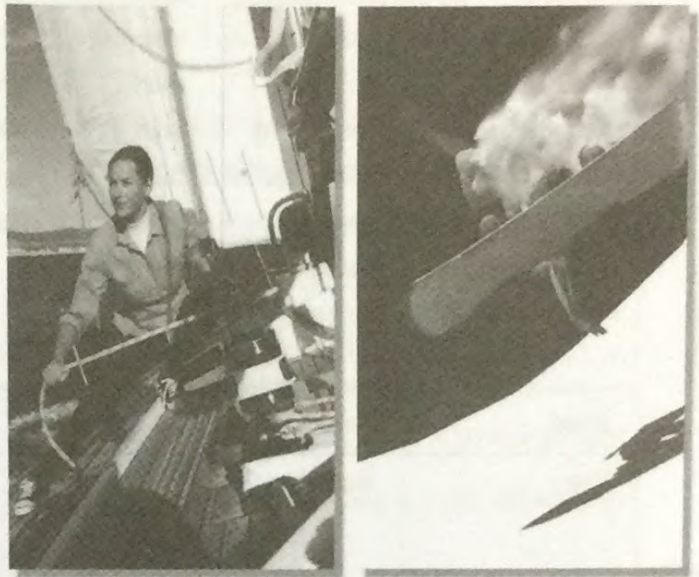


8 I'd rather ...



I'd rather (= I would rather) + infinitive means the same as *I'd prefer to*.

I don't like studying. **I'd rather be** outside playing tennis.



✓ Say what you would rather do in these situations.

- 1 If you had to choose between going snowboarding or going sailing, which would you choose?

I'd rather go

- 2 If you're thirsty, would you rather have a coffee or a cold drink?

- 3 If you could choose between travelling by plane or by train, which would you rather do?

- 4 You have to choose between fizzy mineral water or still mineral water.

- 5 What do you want to watch on TV, the news or a quiz show?

- 6 Which would you rather have as a pet, a cat or a bird?

- 7 If you had to choose between being rich or being famous, which would you choose?

- 8 In a restaurant you have to choose between boiled potatoes and french fries.

Vocabulary

9 Money

1 Put the words from the box in the correct columns. Some words can go in more than one place.

| | | | |
|----------------|-------------|--------|--------|
| currency | wealthy | safe | broke |
| accountant | bankrupt | waste | win |
| millionaire | economy | earn | save |
| cash machine | credit card | loan | will |
| windfall | economic | salary | coins |
| penniless | savings | invest | cheque |
| spending spree | cashier | wages | |
| economical | fortune | | |

| Noun | Verb | Adjective |
|------|------|-----------|
| loan | loan | broke |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2 Choose the correct words.

- 1 My aunt keeps all her money in a *cash dispenser* / safe under her bed.
- 2 I'm *bankrupt* / *broke*. Can you lend me ten pounds until the weekend?
- 3 The president said that the *economic* / *economical* situation was very serious.
- 4 She has *wasted* / *invested* all her money in government bonds.
- 5 What's the *coin* / *currency* of Bahrain?
- 6 My uncle's *an accountant* / *a millionaire*, he helps me look after my finances.
- 7 There's a *cash machine* / *credit card* at the bank if you need money.
- 8 Alan's parents are *penniless* / *wealthy*. They've just bought him a car.
- 9 My *salary is* / *wages are* paid into my bank account every month.
- 10 When my grandfather died, I found he left me some money in his *will* / *savings*.

Pronunciation

10 Ways of pronouncing oo



T 8.3 The letters oo are pronounced in different ways.

- /ʊ/ book
- /u:/ soon
- /ʌ/ flood

T 8.4 Put the words in *italics* in the correct column, A, B, or C.

- 1 Have you read the '*Good Food*' guide to London?
- 2 The best *cooks* use a *wooden spoon* to stir the sauce.
- 3 *Look!* There's a *pool* of *blood* on the carpet!
- 4 They played *football* on a *flood-lit* pitch.
- 5 We *foolishly booked* a room at the hotel without asking the price.
- 6 I wear a *woollen* sweater when it's *cool*.
- 7 He *stood* on a *stool* and climbed onto the *roof*.

| A | B | C |
|-------------|-------------|-----------|
| /ʊ/ book | /u:/ soon | /ʌ/ flood |
| <u>good</u> | <u>food</u> | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

11 Ways of pronouncing ou

T 8.5 The letters *ou* are also pronounced in many different ways. For example:

- /ɔ:/ four
- /u:/ group

T 8.6 Underline the word with the different pronunciation.

| | | | |
|--------------|---------|-----------------|----------|
| 1 would | should | <u>shoulder</u> | could |
| 2 your | sour | court | pour |
| 3 accountant | country | count | fountain |
| 4 though | ought | bought | thought |
| 5 enough | tough | rough | cough |
| 6 anonymous | mouse | enormous | furious |
| 7 trouble | double | doubt | country |
| 8 through | group | though | soup |

T 8.7 Transcribe the words in phonetic script.

- It's the /θɔ:t/ _____ that /kaʊnts/ _____.
- There's an /ɪ'nɔ:məs/ _____ /maʊs/ _____ in the kitchen.
- I have no /daʊt/ _____ that my boss will be /'fjuəriəs/ _____.
- You /ɔ:t/ _____ to do something about that /kɒf/ _____.
- I have a lot of /'trʌbl/ _____ with noisy /'neɪbɜz/ _____.



Phrasal verbs

12 Phrasal verbs with more than one meaning

Rewrite the sentences with a phrasal verb from the box in place of the words in *italics>. Careful! Each verb is used twice with a different meaning.*

| | | |
|----------|----------|---------|
| make up | get over | hang on |
| work out | put out | go on |

- I'm trying to *calculate* how much you owe me.
I'm trying to work out how much you owe me.
- She goes to the gym twice a week to *exercise*.

- A Can I speak to Martin?
B *Wait a moment*. I'll go and get him.
B _____ . I'll go and get him.
- Hold on tight!* We're going to crash into the car in front!

- Can you hear all that noise outside? I wonder what's *happening*.

- A Are you listening to me?
B Yes, of course, dear. *Continue speaking*. I'm listening to every word.
B _____
- The police *publicly announced* a warning about the escaped prisoner.

- If you want a sweet, *extend* your hand and I'll give you one.

- How are we going to *climb over* the wall?

- He's really angry now, but he'll *recover* from it.

- Is that a true story, or did you *invent* it?

- Do you want to come with me or not? You've got to *decide*.
_____ your mind.

Unit Nine

Modal verbs

Modal verbs can express ability, obligation, permission, and request. They can also express the idea of probability or how certain a situation is. There is an introduction to modal auxiliary verbs on p139.

Modal verbs of probability

9.1 Expressing possibility/probability: the present/future

1 *Must* and *can't* express the logical conclusion of a situation: *must* = logically probable; *can't* = logically improbable. We don't have all the facts, so we are not absolutely sure, but we are pretty certain.

He **must** be exhausted. He **can't** even stand up.
Sue **can't** have a ten-year-old daughter! Sue's only 24!
He's in great shape, even though he **must** be at least 60!
A walk in this weather! You **must** be joking!
Is there no answer? They **must** be sleeping. They **can't** be out this late!

2 *Could* and *may/might* express possibility in the present or future. *May/Might* + *not* is the negative. *Couldn't* is rare in this use.

He **might** be lost.
They **could** move to a different place.
Dave and Beth aren't at home. They **could** be at the concert, I suppose.
We **may** go to Greece for our vacation. We haven't decided yet.
Take your umbrella. It **might** rain later.
I **might** not be able to come tonight. I **might** have to work late.

The continuous infinitive

Must/could/can't/might + *be* + *-ing* make the continuous form in the present.

Peter **might be working** late.
They **can't be working** very hard.
Compare:

'John's grass is lovely. He **must cut** it regularly.' (habit)
'What's John doing in the garden?' 'He **might be cutting** the grass.' (now)

9.2 Expressing possibility/probability: the past

The perfect infinitive

Must/could/can't/might + *have* + past participle express degrees of probability in the past.

He **must have been** exhausted.
She **can't have told** him about us yet.
He **might have got** lost.
They **could have moved** house.

The continuous infinitive

Must/could/can't/might + *have* + *been* + *-ing* make the continuous form in the past.

She **must have been** joking.
They **can't have been** trying very hard.
He **could have been** lying to you.

▶▶ **Workbook p57** Further practice of the continuous infinitive

9.3 Asking about possibilities

To ask about possibility/probability we usually use *Do you think ...?* Question forms with modal verbs of probability are unusual.

'Do you think she's married?' 'She can't be.'
'Where do you think he's from?' 'He might be Spanish or Portuguese.'
'Do you think they've arrived yet?' 'They may have. Or they might have got stuck in the traffic.'

9.4 So do !! Neither do !!

When we agree or disagree using *So .../Neither ... I*, we repeat the auxiliary verbs. If there is no auxiliary, use *do/does/did*. Be careful with sentence stress.

AGREEING

I like ice-cream. • So do I.
I'm wearing jeans. • So am I.
I can swim. • So can I.
I went out. • So did I.

I don't like working. • Neither do I.
I can't drive. • Neither can I.
I haven't been to Paris • Neither have I.

DISAGREEING

I don't like Mary. • I do.
We're going now. • We aren't.
I can speak Polish. • I can't.
I haven't been skiing. • I have.

I like pizza. • I don't.
I saw Pat yesterday. • I didn't.
I'm going to have some coffee. • I'm not.

9.5 too and either/neither

We express that we have the same ideas as somebody else by using *too* and *either/neither*. With *too* and *either* we repeat the auxiliary verbs or, if there is no auxiliary, use *do/does/did*.

I like ice-cream. I do, too. / Me too.
I have always studied hard. I have, too. / Me too.
I don't like working. I don't, either. / Me neither.
I can't play a musical instrument. I can't, either. / Me neither.

9

Getting on together

Modal verbs 2 - probability · Character adjectives · So do // Neither do //

TEST YOUR GRAMMAR

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

- 1 I must be ill!
 I'm ill!
- 2 She could be having a shower.
 She's having a shower.
- 3 That isn't your bag.
 That can't be your bag.
- 4 You must have met my brother.
 You've met my brother.
- 5 They haven't met the president.
 They can't have met the president.
- 6 Shakespeare might have lived there.
 Shakespeare lived there.



2 Which sentences talk about the present?
Which talk about the past?

PROBLEMS, PROBLEMS!

must, could, might, can't

- 1 Do you ever read advice columns in magazines or newspapers? What kind of problems do people write about?
- 2 What do you think are the problems of Luke Basset and Barbara Iverson below? Who did they write to?

Write to Aunt

Have you got a problem? *Metro Magazine*

(1) Luke's problem:

Dear Aunt Amelia,
We fight all the time. I hate him! Luke Basset

Aunt Amelia replies:

Dear Luke,
It is very difficult not to get angry with your brother in your situation. At your age you need time on your own, and some privacy when you are with your friends. Why don't you ask your parents to give you some time to sit down and talk about your feelings? Tell them how Callum is stopping you from doing your school work. The youngest child in a family is often the favourite and gets very spoilt. Also, you should tell them about the problems Callum is having at school. He won't leave you alone until he has more friends of his own.

Yours

Aunt Amelia



3 Read the replies to Luke and Barbara's letters from Aunt Amelia. Who is Callum? Who are the Fletchers? What more do you learn about the problems?

4 Read the sentences. **Who** or **what** do the underlined words refer to? Give your reasons.

He must be the eldest child in the family. Luke - because Callum is the youngest.

He must be his younger brother.

He and his friends could be teenagers.

They might not realize he has problems at school.

He can't have many friends.

They must be her neighbours.

They might play football in the garden.

They could play loud music in the evenings.

It must be very tall and stop the sunlight

They can't have any children.

5 Read Luke and Barbara's complete letters to Aunt Amelia on p154. Find out if your ideas were correct.

Amelia

Aunt Amelia gives her expert advice.

(2) Barbara's problem:

Dear Aunt Amelia,

We live in the house of our dreams.

We don't want to move but

we're going crazy. *Barbara Iverson*

Aunt Amelia replies:

Dear Barbara,

When people live side by side, they need to be tolerant of each other's way of life. Your children need their sleep, and you have every right to enjoy your lovely garden. Try talking to the Fletchers one more time; promise that your sons will make less noise during the day if they will make less noise in the evenings. Also, did you know that a new UK law allows you to complain to the local authorities about the height of your neighbour's hedge? However, going to court is expensive, it can cost up to £550, and it could make the problem worse. Tell them about the law. It's in both your interests to sort out the problem yourselves.

Yours

Aunt Amelia

GRAMMAR SPOT

1 Which sentence is the most sure? Which two sentences are less sure?

They **must** be rich.

They **might** be rich.

They **could** be rich.

2 The above sentences all mean *I think it's possible that they are rich*. What does *They can't be rich* mean?

▶▶ Grammar Reference 9.1 p147

PRACTICE

Grammar and speaking

1 Respond to the statements or question. Use the words in brackets.

1 I haven't eaten anything since breakfast. (must/hungry)
You must be hungry.

2 Steve has three jobs. (can't/much free time)

3 The phone's ringing. (might/Jane)

4 The cat's soaking wet! (must/raining)

5 Listen to all those fire engines! (must/somewhere)

6 I don't know where Sam is. (could/his bedroom)

7 Marta isn't in the kitchen. (can't/cooking dinner)

8 Whose coat is this? (might/John's)

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

What are they talking about?

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

1 **A** It's Dad's birthday next Sunday.

B I know. Should we buy Dad a present or just send him a card?

Who do you think they are? Friends? Brother and sister? Husband and wife?

They can't be just friends. They could be brother and sister. They might be husband and wife.

2 Where do you think the people are? At home? In a café? In a shop?

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

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

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

Who's who in the family?

3 Work in small groups. Look at p154-155.

A HOLIDAY WITH FRIENDS

must have been/can't have been

1 T 9.3 Andy is phoning Carl. With a partner, read and listen to Andy's side of the conversation. What are they talking about?

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

Carl ...

Andy Really? You still can't walk without a crutch, eh? So you're not back at work yet?

Carl ...

Andy Two more weeks! That's when the plaster comes off, is it?

Carl ...

Andy I'm fine. Julie's fine too. We're both back at work.

Carl ...

Andy No, we haven't, but I've downloaded them all onto my computer. They're good. I didn't realize we'd taken so many. I'll email the best ones to you.

Carl ...

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

Carl ...

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

Carl ...

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

Carl ...

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

Carl ...

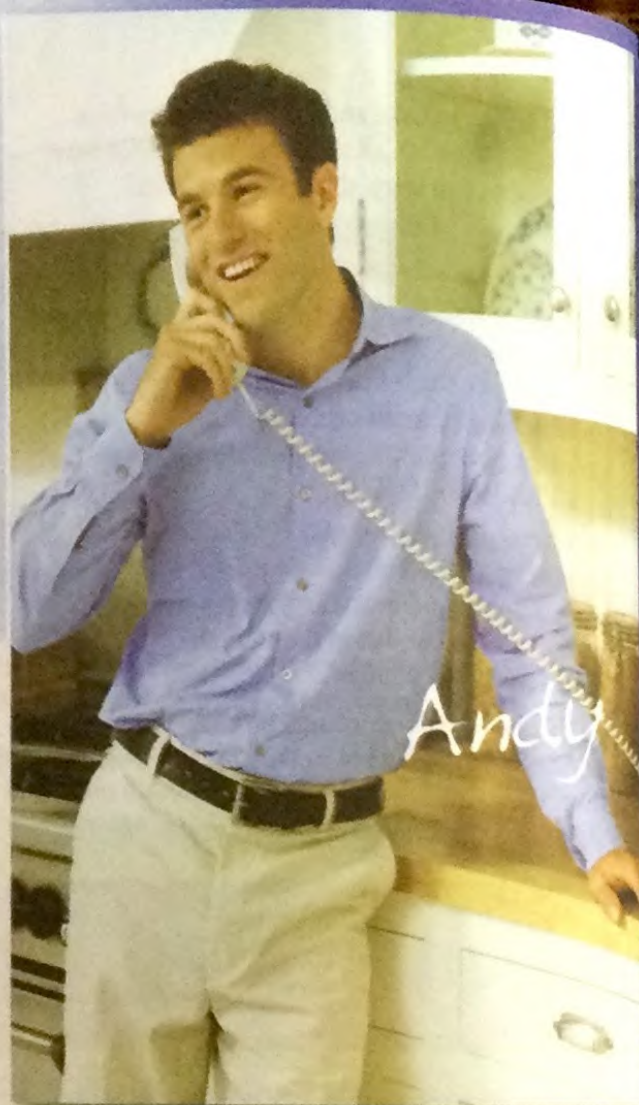
Andy Absolutely. It was a great holiday. Some ups and downs, but we all got on well together and had fun. Shall we go again next year?

Carl ...

Andy Great! It's a date. Next time go round the trees! I'll call you again soon, Carl. Take care!

Carl ...

Andy Bye.



2 Read these questions. Tick (✓) the answer you think is possible. Cross (X) the one you think is not possible.

1 What is the relationship between Andy and Carl?

- They must be friends.
 They could be business colleagues.

2 Where have they been?

- They must have been on a skiing holiday.
 They can't have been on a skiing holiday.

3 How many people went on holiday?

- There must have been six.
 There can't have been six.

4 What happened to Carl?

- He must have broken his leg.
 He might have broken his arm.

5 Where did they stay?

- They might have stayed with friends.
 They must have stayed in a hotel.

6 What did Andy do on holiday?

- He must have taken a lot of photos.
 He can't have taken many photos.

7 Why did Andy and Julie send an email to the hotel?

- They might have written to thank them.
 They could have written to complain about their room.

8 What did Marcia lose?

- It might have been her skis.
 It could have been her suitcase.

3 Use some of the sentences 1–8 to say what you think happened to Andy and Carl.

Andy and Carl must be friends and they must have been on ...

4 **T 9.4** Listen to the full conversation between Andy and Carl. Which of your ideas were correct?

GRAMMAR SPOT

1 What is the past of the following sentences?

| | | |
|----|---------------------------------|----------------|
| He | must can't could might | be on holiday. |
|----|---------------------------------|----------------|

2 What is the past of these sentences?

- We **must** work hard.
 We **have to** work hard.
 We **can** see the sea from our room.

▶▶ Grammar Reference 9.2 p147

PRACTICE

Grammar and speaking

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



1 I can't find my homework. (must/forget)

You must have forgotten it.

2 Mark didn't come to school last week. (must/ill)

3 Why is Isabel late for class? (might/oversleep)

4 I can't find my notebook. (must/drop)

5 The teacher's checking Maria's work.
(can't/finish already)

6 How did Bob get such good marks in that test?
(must/cheat)

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

Discussing grammar

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

can can't could must might should shall

1 He _____ have been born during the 1940s.

2 _____ you help me with the dishes, please?

3 You _____ see the doctor immediately.

4 It _____ be raining.

5 _____ we go out for dinner this evening?

6 I _____ stop smoking.

7 It _____ have been Bill that you met at the library.

8 I _____ learn to speak English.

READING AND SPEAKING

The man who planted trees



The man

Work in small groups.

- 1 Read the following quotation. What does it mean?

'Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we can't eat money.'

- 2 Who do you think said it? (Your teacher will give you the correct answer.)

- 1 A political leader.
- 2 An African fisherman.
- 3 A French farmer.
- 4 An ancient Greek philosopher.
- 5 A native American.

- 3 You are going to read extracts from a story called *The man who planted trees* by the French writer Jean Giono (1895–1971). In the story, Giono describes his meetings with a solitary shepherd who plants trees while the rest of the world is at war.

Read and listen to the extracts and answer the questions after each one.



T 9.6 Extract 1

About forty years ago, I was taking a long trip on foot over mountain heights unknown to tourists. All around was barren and colourless land. Nothing grew there but wild lavender.

After five hours' walking, I had still not found water. All about me was the same dryness, the same coarse grasses. I thought I saw in the distance a small black silhouette. It was a shepherd. Thirty sheep were lying about him on the baking earth. He gave me a drink and took me to his cottage on the plain.

I felt peace in the presence of this man. I asked if I might rest here for a day. He found it quite natural – he gave me the impression that nothing could surprise him. I didn't actually need to rest, but I was interested and wished to know more about him.

- 1 Jean Giono wrote the story in 1953. In which year does the actual story begin? What was he doing when he met the shepherd?
- 2 The story takes place in France. Which part of France do you think it is? Why? What is the countryside like?
- 3 Why do you think the writer is interested in the shepherd? What do you think he likes about the man and his lifestyle?

Before going to bed the shepherd puts a large sack onto the table. From it he carefully removes a hundred perfect acorns. The writer is curious. The next day when he goes out with the shepherd into the hills he discovers what the acorns are for. What do you think the acorns are for?

T 9.7 Extract 2

I noticed that he carried for a stick an iron rod as thick as my thumb and about a metre and a half long. He began thrusting his iron rod into the earth, making a hole in which he planted an acorn; then he refilled the hole. He was planting oak trees.

- 5 I suppose I must have been fairly insistent in my questioning, for he answered me. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, twenty thousand had sprouted. Of the twenty thousand, he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.
- 10 That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five he told me. His name was Elzéard Bouffier. I told him that in thirty years his ten thousand oaks would be magnificent. The next day we parted.

- 4 What did Elzéard do with the acorns? What did he use as a tool?
- 5 How many had he already planted? How many were growing?
- 6 How old was Elzéard at the time? How old do you think the writer was?
- 7 What do you think Elzéard's ambition is? What is his vision of the future?
- 8 Draw a sketch of the landscape round his home at the time of Extracts 1 and 2. Draw a sketch of how you think it will look in thirty years' time.

who planted trees



For the next five years the writer is a soldier and fights in World War I. The war ends in 1918 and his thoughts turn again to the tree-planter in the mountains. He returns to look for him.

The writer returns for a final visit in 1945 after World War II. Elzéard is still alive. The writer is amazed at what he sees. Not only is there the forest, but houses and even villages have been rebuilt.

T 9.8 Extract 3

I had seen too many men die during those five years not to imagine that Elzéard Bouffier was dead. He was not dead. As a matter of fact, he was extremely well. He had changed jobs. He had got rid of the sheep because they threatened his young trees. For, he told me, the war had disturbed him not at all. He had continued to plant.

The oaks were then ten years old and taller than both of us. It was an impressive spectacle. I was literally speechless and, as he did not talk, we spent the whole day walking in silence through his forest. It measured eleven kilometres in length and three kilometres at its greatest width. When you remembered that all this had come from the hands of this one man, you understood that men could be effective in other ways than destruction.

T 9.9 Extract 4

The bus put me down in Vergons. In 1913 this village of ten or twelve houses had three inhabitants, nettles were feeding upon abandoned houses. Now everything had changed. Even the air. Instead of the harsh dry winds, a gentle breeze was blowing, laden with scents. A sound like water came from the mountains: it was the wind in the forest. I saw a fountain had been built. Ruins had been cleared away, and five houses restored. Now there were twenty-eight inhabitants, four of them young married couples. It was now a village where one would like to live.

When I think that one man was able to cause this to grow from wasteland, I am convinced that in spite of everything, humanity is good.

15 Elzéard Bouffier died peacefully in his sleep in 1947.

- 9 Why did the writer think that Elzéard might have died?
- 10 How had the war affected Elzéard?
- 11 Why is the writer speechless?
- 12 What thoughts about human behaviour does he have in the last sentence?

- 13 How had the village and its surroundings changed?
- 14 Is the writer an optimist or pessimist at the end of the story? Why? What has happened in the writer's life that could have made him pessimistic?
- 15 How old was Elzéard when he died? Why was it important that he had a long life?



What do you think?

- 1 Do you think that this is a true story? Do you think Elzéard was ever married? Give reasons for your opinions. Your teacher will tell you if you are correct.
- 2 How would you describe the personality of Elzéard Bouffier? Do you know any people like him in your life?
- 3 In the context of the twentieth century and its two world wars, what point is Giono trying to make about nature and the importance of individual human beings?

VOCABULARY AND SPEAKING

Character adjectives

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

What type of person are you?



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

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

3 Match these adjectives with the questions in the quiz.

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> reliable | <input type="checkbox"/> lazy |
| <input type="checkbox"/> optimistic | <input type="checkbox"/> generous |
| <input type="checkbox"/> sociable | <input type="checkbox"/> moody |
| <input type="checkbox"/> talkative | <input type="checkbox"/> hardworking |
| <input type="checkbox"/> reserved | <input type="checkbox"/> easygoing |
| <input type="checkbox"/> shy | <input type="checkbox"/> untidy |
| <input type="checkbox"/> impatient | <input type="checkbox"/> cheerful |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> sensitive |

Which adjectives describe you?

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

| Positive | Negative | Both |
|----------|----------|------|
| reliable | | |
| | | |
| | | |
| | | |
| | | |

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

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

WRITING: A description (2)

▶▶ Go to p116

LISTENING AND SPEAKING

Brothers and sisters

- Do a class survey.
 - Find out who has got any brothers and/or sisters.
 - Who has got the most? How many? Do they like having lots of brothers and sisters?
 - Has anyone got a twin brother or sister? Do they like being a twin?
 - Is anyone in the class an only child? Do they like being an only child?
- T 9.10** Listen to two people talking about their families. Complete the chart.



| | Louisa | Rose |
|--|--------|------|
| How many brothers and sisters has she got? | | |
| Was she happy as a child? Why/Why not? | | |
| Is she happy now? Why/Why not? | | |
| What do you learn about other members of her family? | | |

What do you think?

Discuss these questions.

- How many children have you got/would you like to have?
- What size is the perfect family?
- Would you like to have twins?

EVERYDAY ENGLISH

So do I! Neither do I!

- T 9.11** Listen to Sue's friends talking to her about themselves. Put a (✓) if it's the same for Sue and a (X) if it's different.

| Sue's friends | Sue | Sue's words |
|--|-----|-------------|
| 1 I want to travel the world. | ✓ | So do I. |
| 2 I don't want to have lots of children. | | |
| 3 I can speak four languages. | | |
| 4 I can't drive. | | |
| 5 I'm not going to get married until I'm 35. | | |
| 6 I went to London last year. | | |
| 7 I've never been to Australia. | | |
| 8 I don't like dentists. | | |
| 9 I'm bored with Hollywood actors. | | |
| 10 I love shopping. | | |

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

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

- T 9.11** Listen again and check your answers.

What does Sue say when it is the same for her?
What does she say when it is different?

▶▶ Grammar Reference 9.4 and 9.5 p147

- Work with a partner. Read the statements in exercise 1 and give true answers.
- Go around the class. Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

I love chocolate!

So do I. / Me too.

I don't!

I didn't do my homework.

Neither did I. / Me neither.

I did!

Unit Ten
&
Unit Eleven

UNIT 10

Continuous forms

Remember, the following ideas are expressed by all continuous forms:

- activity in progress.
Be quiet! I'm thinking.
I was having a shower when the phone rang.
I've been working since 9 o'clock this morning.
- temporary activity.
We're staying with friends until we find a place of our own.
We've been living with them for six weeks.
- possibly incomplete activity.
I'm writing a report. I have to finish it by tomorrow.
Who's been eating my sandwich?

▶ **Workbook p63** Further practice of simple and continuous forms

10.1 Present Perfect Continuous

Form

Positive and negative

| | | |
|-------------|---------|---------------|
| I | 've | been working. |
| We | haven't | |
| You They | | |
| He | 's | been working. |
| She | hasn't | |
| It | | |

Question

| | | | |
|----------|------|----------------|---------------|
| How long | have | I you we | been working? |
| | has | she it | |

Use

We use the Present Perfect Continuous to express:

- an activity that began in the past and is continuing now.
I've been studying English for three years.
How long have you been working here?

Sometimes there is no difference between the simple and the continuous.

| | |
|-------------------|------------------------------|
| I've played | the piano since I was a boy. |
| I've been playing | |

If the continuous is possible, English has a preference for using it.

The continuous can sometimes express a temporary activity, and the simple a permanent state.

I've been living in this house for the past few months. (temporary)

I've lived here all my life. (permanent)

Remember that state verbs rarely take the continuous form (see 2.3 p136).

I've had this book for ages.

I've always loved sunny days.

- a past activity that has caused a present result.
I've been working all day. (I'm tired now.)
Have you been crying? (Your eyes are red.)
Roger's been cooking with garlic. (I can smell it.)

The past activity might be finished or it might not. The context usually makes this clear.

Look out of the window! It's been snowing! (It has stopped snowing now.)

I've been writing this book for two years. (It still isn't finished.)

I'm covered in paint because I've been decorating the bathroom. (It might be finished or it might not. We don't know.)

10.2 Present Perfect Simple or Continuous?

- The simple expresses a completed action.
I've painted the kitchen, and now I'm doing the bathroom.
The continuous expresses an activity over a period and things that happened during the activity.
I've got paint in my hair because I've been decorating.
Because the simple expresses a completed action, we use it if the sentence gives a number or quantity. Here, the continuous isn't possible.
I've been reading all day. I've read ten chapters.
She's been eating ever since she arrived. She's eaten ten biscuits already.
- Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.
Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.
I've cut my finger. (One short action.)
I've been cutting firewood. (Perhaps over several hours.)

10.3 Time expressions

Here are some time expressions often found with certain tenses.

Past Simple

I lived in Chicago for six years.

I saw Jack two days ago.

They slept during the flight.

She learnt to speak French while she was at university.

Present Perfect

We've been married for ten years.

They've been living here since June.

She hasn't been working since their baby was born.

Future

We're going on vacation for a few days.

The class ends in 20 minutes.

I'll be home in a half an hour.

Prepositions with dates, months, years, etc.

| | | | | | |
|----|--|----|---|----|--|
| in | September 1965 summer the holidays the 1920s the 20th century | on | Monday Monday morning 8 August New Year's Day holiday | at | 7 o'clock the end of May New Year the age of ten dinner-time |
|----|--|----|---|----|--|

10 Obsessions

Present Perfect Continuous · Time expressions · Compound nouns · Quantity

TEST YOUR GRAMMAR

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

| A | B |
|--|--|
| 1 What do you do What are you doing | on the floor? for a living? |
| 2 He speaks He's speaking | three languages. to the teacher. |
| 3 She has She's having | a baby next month. a house by the sea. |
| 4 What have you done What have you been doing | with my pen? I can't find it. since I last saw you? |

5 Who drank my juice?



Who's been drinking my juice?



| | |
|--|---|
| 6 I read that book. I was reading that book | It was really good. when you called. |
|--|---|

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

TONY'S PHONE BILL

Present Perfect Continuous

1 **T 10.1** Read and listen to the newspaper article. Answer the questions.

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

Dad bans phone after 3,500 texts!

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

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

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

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

His father said, 'I have forgiven him, but I am angry with the phone company as they are encouraging this craze.' He has made his son promise to pay back the money, so Tony has been working on Saturdays. He has found a job in a shoe shop. So far he has paid back £46. 'I reckon it will take me about a year to clear this debt,' he said.

2 Here are the answers to some questions about Tony. Write the questions using *he*.

- 1 Three months. (*How long ... ?*)
- 2 For years. (*How long ... ?*)
- 3 Because all his friends have got one. (*Why ... want ... ?*)
- 4 His friends. (*Who ... texting?*)
- 5 2.00 (*What time ... ?*)
- 6 Yes, he has. (*... forgiven ... ?*)
- 7 £46. (*How much ... ?*)
- 8 About a year. (*How long ... ?*)

T 10.2 Listen and check.

GRAMMAR SPOT

- 1 Underline examples of the Present Perfect Simple and the Present Perfect Continuous in the text.
- 2 Look at the questions below. Which one asks about an activity? Which one asks about a quantity?
How long have you been learning English?
How many teachers have you had?

▶▶ Grammar Reference 10.1 and 10.2 p148



PRACTICE

Conversations

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

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

3 For each sentence in exercise 1, write a question in the Past Simple.

- 1 When _____ move there?
- 2 How old _____ when _____ started _____?
- 3 Where _____ meet _____?
- 4 Why _____ decide _____?
- 5 How much _____ pay _____?

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

- A You look happy. What have you been doing?
 B I'm really excited! I've been getting ready to go on holiday.
 A Have you done everything?
 B Well, I've picked up the tickets and I've been to the bank, but I haven't packed yet.

Make similar conversations with a partner.

- 1 A covered in paint/what/do?
B redecorate the bathroom.
A finish yet?
B paint the door and the ceiling/not put up the wallpaper yet.
- 2 A hands dirty/what/do?
B filthy/work in the garden.
A finish yet?
B cut the grass/not water the flowers yet.
- 3 A your eyes red/what/do?
B exhausted/revise for my exams.
A finish them yet?
B do chemistry and history/not do English yet.

T 10.4 Listen and compare. Practise the conversations again.

Discussing grammar

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

A LIFELONG PASSION

Time expressions

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

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

Astrid Johnsson

- 2 Answer the questions.

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





PRACTICE

Questions and answers

1 Ask and answer the questions about Astrid.

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

When was she born?

In 1960.

T 10.5 Listen and check.

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

A lecture tour

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

| | WEEK 1 | WEEK 2 |
|-----------|------------|-------------------|
| SUNDAY | London | Birmingham |
| MONDAY | London | Manchester |
| TUESDAY | London | Manchester |
| WEDNESDAY | London | Edinburgh |
| THURSDAY | Oxford | Edinburgh |
| FRIDAY | Oxford | Edinburgh |
| SATURDAY | Birmingham | Fly home to Paris |

4 It is Monday of the second week, and Astrid is being interviewed by a journalist. How does she answer these questions?

- 1 How long are you here in Britain for? **Just two weeks.**
- 2 How long have you been in Britain?
- 3 Where were you the day before yesterday?
- 4 Where were you this time last week?
- 5 Where will you be the day after tomorrow?
- 6 Where will you be a week today?

T 10.6 Listen and check.

Discussing grammar

5 Correct the mistakes in the questions.

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

6 Ask and answer the questions with a partner.

3 Complete these sentences with the phrases from the box.

while she was at music school
after winning the award
at the age of three
until she married Georges
since she married Georges
while she was composing
two years after she got married
between 1978 and 1982

- 1 She started having cello lessons _____.
- 2 _____ for *Young Musician of the Year*, she toured schools with the Swedish Youth Orchestra.
- 3 She was at the Royal Academy of Music _____.
- 4 She met her first husband _____.
- 5 Her daughter was born _____.
- 6 She met Georges _____ concertos and European film soundtracks.
- 7 She lived in New York _____.
- 8 She's been living in Paris _____.

▶▶ Grammar Reference 10.3 p148

WRITING: Writing a biography

▶▶ Go to p117

READING AND SPEAKING

A big name in Hollywood

1 Discuss the questions about your favourite film star.

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

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

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

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

4 Answer the questions.

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

Language work

5 Here are the answers to some questions about Dennis. Write the questions.

- 1 _____? For 25 years.
- 2 _____? Over 300 times.
- 3 _____? 20 years ago.
- 4 _____? For 30 years.
- 5 _____? 15,000.

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

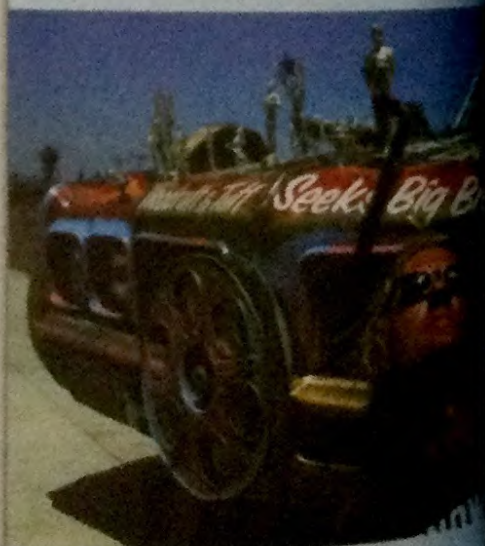
| A | B |
|----------------|---|
| trendy | improbable |
| unlikely | stories |
| fake | caught so you can't move |
| trapped | enormous |
| ignore | different from what is considered usual |
| unconventional | not real |
| tales | pay no attention to |
| huge | fashionable |

Fam for not

If you go to Hollywood and look around the trendy coffee shops and restaurants, it is unlikely that you will meet your favourite film star. However, it is almost certain that you will meet Dennis Woodruff.

Dennis is a 'movie' star - well, sort of. You learn this quickly because he tells everyone he meets. He wears a T-shirt that says 'Dennis Woodruff, world-famous actor'. On his modified Chevrolet convertible he has five Oscars® (fake, unfortunately) and other awards that he has won. He also hands out videotapes of his films in exchange for a modest \$10.

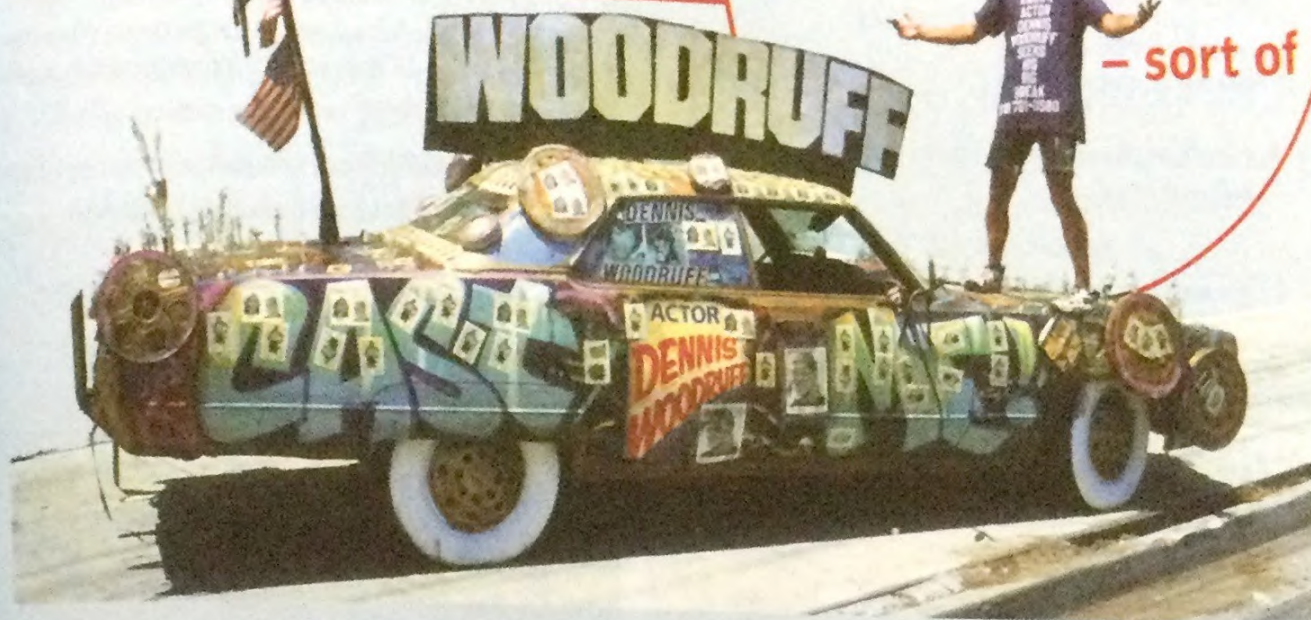
If fame is a matter of being known by influential people, then Dennis Woodruff is certainly famous. He describes himself as Hollywood's best known out-of-work actor. He has been looking for work for 25 years. It is true that he has been on television over 300 times and has worked in about 45 motion pictures, invariably as an extra.



OURS being famous

Dennis
Woodruff
Hollywood 'movie' star

– sort of



But mostly he is known as the hippie guy with the long blond ponytail, who is trapped in the only role he has been able to play with any success – playing Dennis. Everything about Dennis has to do with selling himself. He talks constantly about his life, his talent, his artistic abilities, his ambitions. His never-ending search for work in the film industry no longer has any realistic chance of success, so now he acts out the role of an actor looking for work. 'Cast me!' shouts the writing on his car. 'Buy my movie!'

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

front of the security cameras at local restaurants. People recognize him and then, sadly, ignore him.

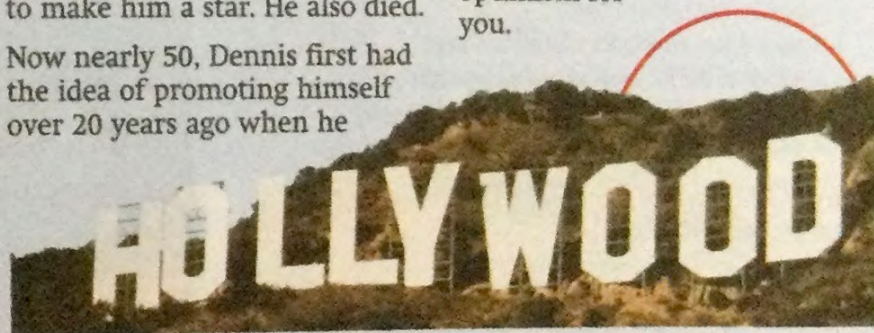
He has rugged, unconventional good looks, though he seems tired. 'I've been making another movie about me. It's called *Life Is Art*. I want to show everyone how my life is like a work of art.'

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

Now nearly 50, Dennis first had the idea of promoting himself over 20 years ago when he

asked a casting director why he had been turned down for a part. 'Because you're not a big name in Hollywood,' came the answer. Dennis immediately wrote his name in huge letters on the top of his car. It didn't get him any work, but it did get him noticed.

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



VOCABULARY

Compound nouns

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

| One word | Two words |
|-----------|-------------|
| ponytail | mobile home |
| videotape | movie star |

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

| | | | | | | |
|---|----------|----------|-------|----|---------|--------------|
| 1 | tooth | ache | brush | 7 | | brush |
| | | brush | | | | dresser |
| | | paste | | | | cut |
| 2 | dining | changing | | 8 | | mail |
| | waiting | | | | | port |
| | | | | | | conditioning |
| 3 | | lights | | 9 | | cup |
| | | warden | | | | spoon |
| | | jam | | | | pot |
| 4 | secret | travel | | 10 | | set |
| | estate | | | | | glasses |
| | | | | | | tan |
| 5 | | door | | 11 | writing | |
| | | engine | | | toilet | |
| | | works | | | | |
| 6 | credit | birthday | | 12 | | centre |
| | business | | | | | spree |
| | | | | | | list |

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

LISTENING AND SPEAKING

Collectors

- 1 Discuss these questions as a class.
- What kinds of things do people often collect?
 - Why do people collect things?
 - Do you collect anything? Did you use to collect things when you were younger? What? Why?
- 2 You are going to listen to two people who are both passionate collectors. Look at the pictures. What can you see? What do they collect? What questions would you like to ask them?
- 3 Work in two groups.

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

Group B **T 10.8** Listen to Jeff Parker who collects *Star Wars* memorabilia.



Andrea Levitt and her doll collection

EVERYDAY ENGLISH

Expressing quantity



4 Answer the questions.

- 1 Where does she/he live? Who with?
- 2 What does she/he do for a living?
- 3 How long has she/he been collecting?
- 4 How many items has she/he collected?
- 5 How many rooms of the house are taken up with the collection?
- 6 What's her/his favourite item?
- 7 Where do the items come from?
- 8 Is she/he in touch with other people who share the same hobby?

5 Find a partner from the other group. Compare and exchange information.



Jeff Parker and his *Star Wars* collection

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

- 1 A _____ coffee do you drink?
B At least six cups a day.
A That's _____. You shouldn't drink _____ that.
- 2 A _____ aspirins do you usually take when you have a headache?
B About four or five.
A That's _____. You shouldn't take _____ that!
- 3 A _____ do you earn?
B Not _____ to pay all my bills!
- 4 A _____ people are there in your class?
B Forty.
A I think that's _____.
- 5 A Have you got _____ homework tonight?
B Far _____. I'll never be able to do it _____.
- 6 A How old are you?
B Sixteen. I'm old _____ to get married, but not old _____ to drive!
- 7 A When did you last go to the dentist?
B Very recently. Just _____ days ago.
- 8 A Do you take milk in your tea?
B Just _____.

T 10.9 Listen and check. Practise the conversations with a partner.

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

Question words

Look at the questions. Notice that *What*, *Which*, and *Whose* can combine with a noun and *How* can combine with an adjective or an adverb.

- What kind of music do you like?
- What size shoe do you wear?
- What colour are your eyes?
- Which pen do you want?
- Which way is it to the station?
- Whose book is this?
- How much do you weigh?
- How many brothers and sisters do you have?
- How many times have you been on a plane?
- How much homework do you get every night?
- How tall are you?
- How often do you go to the dentist?
- How long does it take you to get to school?

11.1 Indirect questions

1 Indirect questions have the same word order as the positive and there is no *do/does/did*.

Tom lives in California.

Do you know where Tom lives?

NOT Do you know where does Tom live?

2 We often make direct questions into indirect questions to make them sound 'softer' or more polite.

Direct question

What time do the banks close?

Indirect question

Could you tell me

Do you know

Do you happen to know

Have you any idea

Do you remember

Would you mind telling me

what time the banks close?

If there is no question word, use *if* or *whether*.

I don't know if I'm coming or not.

I wonder whether it's going to rain.

Here are some more expressions that introduce indirect questions:

I don't know

I wonder

I can't remember

I've no idea

I'd like to know

I'm not sure

how long the journey takes.

11.2 Question tags

Form

1 Question tags are very common in spoken English. The most common patterns are:

positive sentence – negative tag

You're Jenny, aren't you?

or negative sentence – positive tag

It isn't a very nice day, is it?

2 We repeat the auxiliary verb in the tag. If there is no auxiliary, use *do/does/did*.

You haven't been here before, have you?

You can speak French, can't you?

We should take the children out, shouldn't we?

Banks close at four, don't they?

She eats meat, doesn't she?

You went to bed late, didn't you?

Note

For negative question tags with *I'm ...*, use *aren't*.

I'm late, aren't I? NOT I'm late, am't I?

But,

I'm not late, am I? NOT I'm not late, aren't I?

3 Notice the meaning of *Yes* and *No* in answer to question tags.

'You're coming, aren't you?' 'Yes.' (= I am coming.)

'No.' (= I'm not coming.)

Use

We use question tags to keep a conversation going by involving listeners and inviting them to participate.

The meaning of a question tag depends on how you say it.

A question tag with rising intonation is like a real question – it is asking for confirmation. It means 'I'm not sure, so I'm checking'. The speaker thinks he/she knows the answer, but isn't absolutely certain.

Your name's Abigail, isn't it?

You're in advertising, aren't you?

You work in the city, don't you?

A question tag with falling intonation isn't really a question at all – it is a way of making conversation. It means 'Talk to me'. The speaker expects people to agree with him/her.

Beautiful day, isn't it?

It's wonderful weather for swimming, isn't it?

That was a great concert, wasn't it?

You haven't been here before, have you?

Note

We can also use question tags with negative sentences to make a polite request for information or help.

You couldn't lend me your car this evening, could you?



11

Tell me about it!

Indirect questions • Question tags • The body • Informal English



TEST YOUR GRAMMAR

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

2 Choose the correct question tag.

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

It's a beautiful day, isn't it?



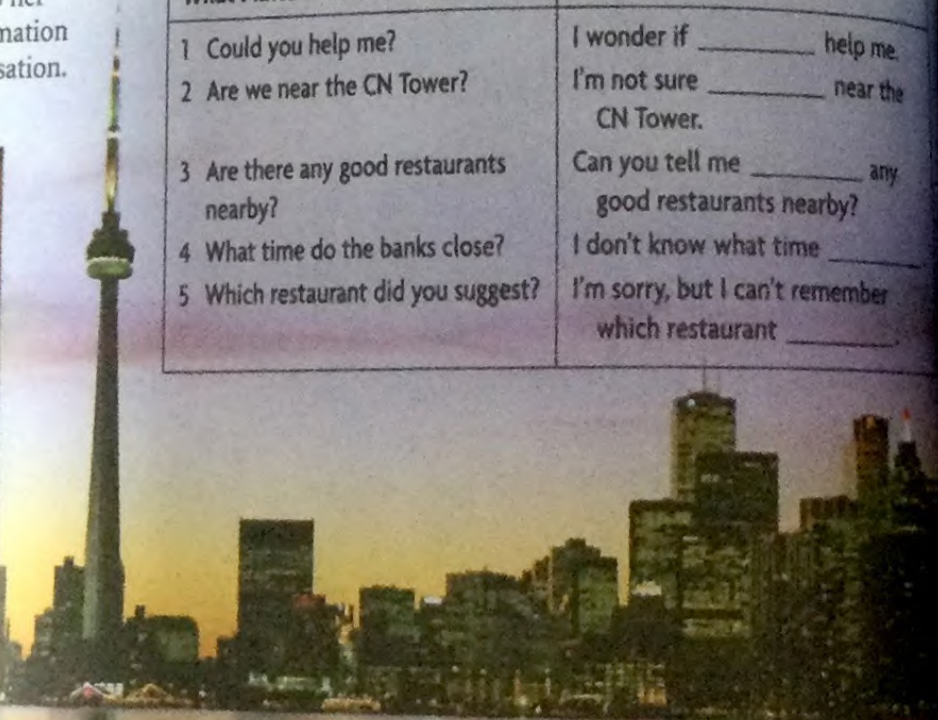
A STRANGER IN TOWN

Indirect questions

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



| What Flavia wants to know | What Flavia says |
|--|--|
| 1 Could you help me? | I wonder if _____ help me. |
| 2 Are we near the CN Tower? | I'm not sure _____ near the CN Tower. |
| 3 Are there any good restaurants nearby? | Can you tell me _____ any good restaurants nearby? |
| 4 What time do the banks close? | I don't know what time _____ |
| 5 Which restaurant did you suggest? | I'm sorry, but I can't remember which restaurant _____ |



GRAMMAR SPOT

- 1 Look at what Flavia says. These are indirect questions. How does the word order change?
- 2 What happens to *do/does/did* in indirect questions?
- 3 When do we use *if* in indirect questions?

▶ Grammar Reference 11.1 p149

2 Read tapescript 11.1 on p131 and practise the conversation. Then close your books and do it again.

3 Here is some more information that Flavia wants. Use the prompts to ask indirect questions.

- 1 What's the population of the city?
(Do you know ... ?)
- 2 Is there an underground?
(Could you tell me ... ?)
- 3 Where are the best shops?
(Can you tell me ... ?)
- 4 Where can I go for a run in the mornings?
(Do you happen to know ... ?)
- 5 Is there an art gallery near here?
(Do you have any idea ... ?)
- 6 What do people do in the evening?
(I wonder ...)

4 Work with a partner. Ask and answer similar indirect questions about a city that you know well.

PRACTICE

Asking polite questions

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

| A | B | C |
|-------|---------------|---|
| What | newspaper | times have you been on a plane? |
| How | football team | do you support? |
| Which | long | music do you like? |
| | far | do you read? |
| | kind of | is it to the airport from here? |
| | many | time do you spend watching TV? |
| | much | does it take you to get ready in the morning? |

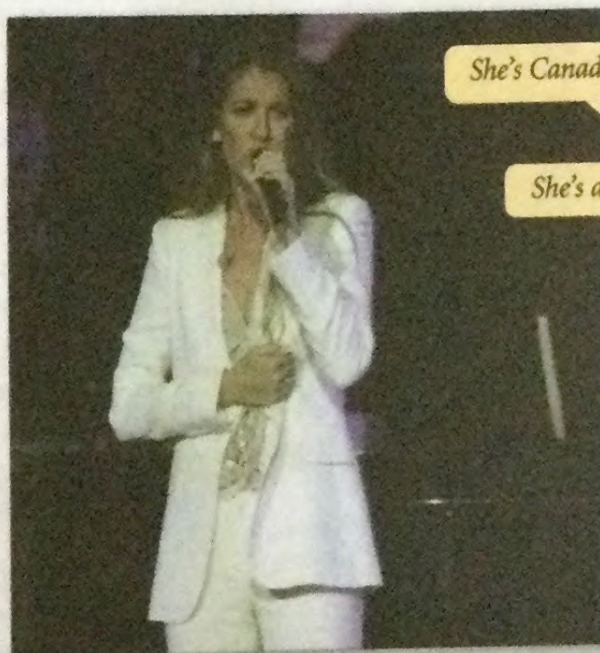
2 Work with a partner. Ask and answer indirect questions using the ideas in exercise 1.

Could you tell me ... ?

Would you mind telling me ... ?

Finding out about Celine Dion

3 What do you know Celine Dion?



She's Canadian.

She's a singer.

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

I wonder ...

I'd like to know ...

I have no idea ...

Does anybody know ...

- 1 where/born
- 2 how many/brothers and sisters
- 3 how old/when first performed in public
- 4 ever win any awards
- 5 married
- 6 how many children/have

I wonder where she was born.

5 Work with a partner.

Student A Look at p155.

Student B Look at p156.

WE LIKE ANIMALS, DON'T WE?

Question tags

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

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

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



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

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

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

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

GRAMMAR SPOT

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

▶▶ Grammar Reference 11.2 p149

- 3 Practise the conversations with a partner.

PRACTICE

Question tags and intonation

1 Look at the sentences and write the question tags.

| | | |
|---|--|---|
| 1 | It isn't very warm today, _____? | ↗ |
| 2 | You can cook, _____? | |
| 3 | You've got a CD player, _____? | |
| 4 | Mary's very clever, _____? | |
| 5 | There are a lot of people here, _____? | |
| 6 | The film wasn't very good, _____? | |
| 7 | I'm a silly person, _____? | |
| 8 | You aren't going out dressed like that, _____? | |

T 11.4 Listen and check. Write ↗ if the questions tag goes up and ↘ if it goes down.

2 Match a response with a sentence in exercise 1.

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

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

Conversations

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

- A It's so beautiful.
 B What is?
 A The view. That's the CN Tower.
 B What?
 A The CN Tower.
 B The CN Tower isn't that tall.
 A Oh yes, it is. It's the tallest building in Toronto.



T 11.6 Listen and compare.

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

T 11.7 Listen and compare.

READING AND SPEAKING

How well do you know your world?



1 Do you know the answers to these questions?

- 1 What are the Earth's oldest living things?
- 2 What man-made things on Earth can be seen from space?
- 3 What is the most terrible natural disaster to have hit the Earth?
- 4 Why do women live longer than men?
- 5 Why isn't there a row 13 on aeroplanes?
- 6 Why do they drive on the left in Britain and on the right in other countries?
- 7 How many new words enter the English language every year?

2 Put one of these lines before each question in exercise 1. What is true for you?

I think I know what/why ... I'm not sure ...
 I think ... I have no idea ...
 I don't know ... I wonder ...

I think I know why women live longer than men. It's because ...

I have no idea what the Earth's oldest living things are.

Discuss your ideas as a class.

Which question interests you the most?

Read the answers to the questions on pages 90 and 91. How much did you already know?

- 3 Here are the last lines of the seven answers. Which answer do they go with?
- The country with the highest life expectancy is Japan – 84 years for women and 77 for men.
 - If they do, one will die within a year.
 - It is likely that this explosion wiped out all the dinosaurs.
 - It's interesting to note that Samuel Johnson spent 8 years writing the first English dictionary, published in 1755.
 - You can also see fires burning in the tropical rainforest.
 - It has also endured climatic catastrophes, and nuclear bomb testing – and still it lives on!
 - However, most of them are former British Colonies.

- 4 Here are seven questions, one for each text. What do the underlined words refer to?
- Where is the oldest one in the world?
 - Why is this difficult to see from space?
 - How many of them does it accept every year?
 - How did they become extinct?
 - Why don't most countries do this like the British?
 - Do they have a thirteenth floor?
 - Why are they more likely to have accidents?

Answer questions 1–7.

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

| | | | |
|-------|-----|-------|------------|
| 4,600 | 15 | 200 | 65 million |
| 14 | six | 4,000 | 193 |

Producing a class poster

- 6 What else would you like to know about the world? Work in groups and write some questions. Think of:

- places (countries, cities, buildings)
- people (customs, languages, superstitions, famous people)
- things (machines, gadgets, transportation, etc.)
- plants and animals

Check round the class to see if anyone can answer your questions

- 7 Choose two questions you wrote in exercise 6 and research the answers. You could use the Internet or an encyclopedia.

Make them into a poster for your classroom.

How well do

1 What are the Earth's oldest living things?

- A The White Mountains of California are home to our oldest living things – trees! The oldest tree in the world, Methuselah, has roots that go back over 4,600 years. This makes it older even than the Great Pyramids of Giza in Egypt. The 26-foot bristlecone pine tree is the oldest of many that have outlived civilization after civilization.



2 What man-made things on Earth can be seen from space?

- A 'When humans first flew in space, they were amazed to discover that the only man-made object visible from orbit was the Great Wall of China.' Although this is a nice idea, it's not true. The Great Wall is mostly grey stone in a grey landscape and, in fact, is very difficult to see even from a plane flying at a mere 15 kilometres above. What can be seen when orbiting the Earth (from about 200 kilometres up) are the lights of the world's large metropolitan areas.



3 What is the most terrible natural disaster to have hit the Earth?

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

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



you know your world?

You ask ... we answer!

4ⓐ Why do women live longer than men?

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

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



6ⓐ Why do they drive on the left in Britain and on the right in other countries?

A The reason for this goes back to the days when people travelled by horse. Most people are right handed, and thus the left is the natural side to ride on if you are on horseback and you need your right hand to hold a sword in case of trouble. So why didn't the rest of the world do the same? Because of Napoleon Bonaparte. He insisted that his armies marched on the right, and as he marched through Europe, he imposed this rule wherever he went. In the twentieth century Adolf Hitler did the same. Signs reading 'Rechts fahren' were put up whenever he took over a country.

The question suggests that only the British drive on the left, but in fact, out of 193 countries in the world, there are about 50 that drive on the left, including Japan.



5ⓐ Why isn't there a row 13 on aeroplanes?

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

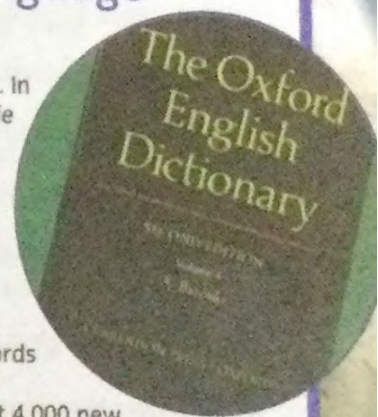
Where did this fear of a number come from? The idea goes back at least to Norse mythology in ancient times. There was a banquet with 12 guests. Loki, who was evil, decided to join them without being invited. In the fight that followed, Balder, the son of Odin, was killed.

This story is probably the origin of the idea that 13 people shouldn't sit at the table to eat.



7ⓐ How many words enter the English language every year?

A Unfortunately no list is kept. In France there is the *Académie française* which approves new words, but in England there are only dictionaries. The most authoritative of these is the *Oxford English Dictionary* (OED), but this does not make rules about the language. It simply records the development of English worldwide. It accepts about 4,000 new words (or new uses) every year. The OED has readers in all English-speaking parts of the world, who record repeated uses of new words, including numerous technical terms. Traditionally, a word had to be used five times, in five different places, over five years before it could go into the dictionary. However, now in the 21st century, with new technology, new words and uses are included much more quickly. For example something like 'text messaging' got in sooner because it became so widely used so quickly.



LISTENING AND SPEAKING

The forgetful generation

1 **T 11.8** Listen to the introduction to a radio programme called *What's Your Problem?* and answer the questions.

- What problem are they talking about?
- What do they think is causing it?

2 Discuss these questions.

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

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

| | What did they forget? | What did they do? |
|-------|-----------------------|-------------------|
| Ellen | | |
| Josh | | |
| Fiona | | |

4 **T 11.10** Listen to the rest of the radio programme and answer the questions.

- 1 What is Professor Alan Buchan's job?
- 2 What is it about some modern day working practices that causes forgetfulness?
- 3 Why did the woman think that she was going insane?
- 4 What was the woman's problem?
- 5 What helped the woman feel more relaxed?
- 6 Does Professor Buchan advise using a computer to help remember things?
- 7 What does he advise? Why?
- 8 How does the presenter try to be funny at the end of the interview?

What do you think?

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

VOCABULARY AND IDIOMS

What can your body do?

- 1 As a class, write all the parts of the body that you know on the board.
- 2 Work with a partner. Which parts of the body do you use to:

kick chew stare
lick
bite think whistle
hold drop point
climb hit

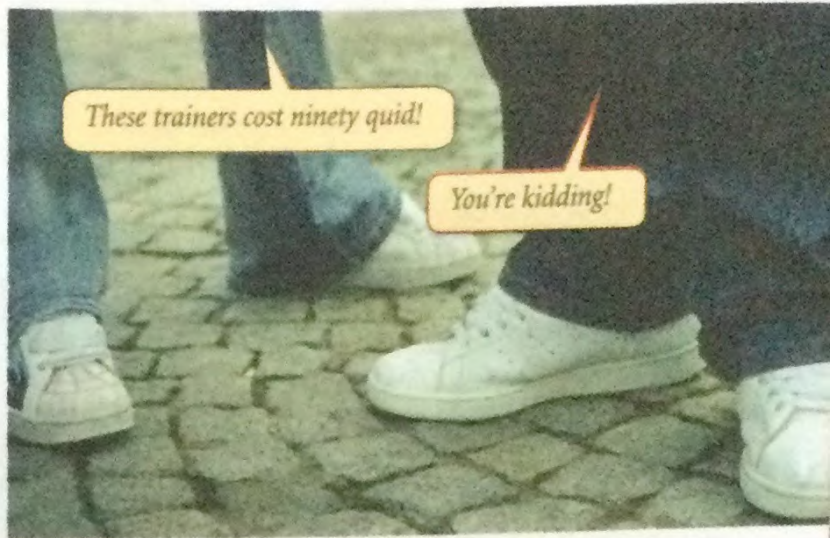
- 3 Match a verb from exercise 2 with a noun or phrase from the box.

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

EVERYDAY ENGLISH

Informal English

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



In the conversations, choose the correct expression.

- 1 A What do you say we break for lunch?
 B Great idea. | We can grab a sandwich at the snack bar.
 I get it.
- 2 A How are you doing?
 What are you up to?
 B Nothing much. Just sitting around watching TV.
 A You're such a couch potato.
 B Hey, take a break! | I work hard all week. I like
 Hey, give me a break! | to relax at weekends.
- 3 A Quick! Give me your homework so I can copy it.
 B Look out! | Do your own homework!
 No way!
- 4 A Did you mend the TV?
 B Kind of. | Channel 4's OK, but we still can't get Sky TV.
 All right.
- A Anything good on tonight?
 B Dunno. | Look in the paper.
 What's up?
- 5 A What do you call that stuff you use to clean between your teeth?
 B What do you mean?
 A You see! | It's like string. White.
 You know!
- B Wow! | You mean dental floss.
 Oh!
- A Yeah. That's it!

T II.11 Listen and check. Practise the conversations with a partner.

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

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

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

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

- 1 The best way to stop hiccups is to h_____ your b_____ and count to ten.
- 2 My parents h_____ the r_____ when I said I wanted to leave university.
- 3 I've tried so many times to stop biting my nails, but I just can't k_____ the h_____.
- 4 I almost bought a new sports car, but then I t_____ t_____ about it and realized it wasn't such a great idea.
- 5 A I lost my purse with £200 in it.
 B Well, you can k_____ that money g_____!
- 6 D_____ me a l_____ when you know what time you're coming, and I'll meet you at the airport.

WRITING: Words that join ideas

▶▶ Go to p118

Unit Twelve

12.1 Tense changes in reported statements

1 It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g., *said, told*).

Present → Past
 Present Perfect → Past Perfect
 Past → Past Perfect

'I'm going.' He said he **was going**.
 'She's passed her test.' He told me she **had passed** her test.
 'We moved to Canada when I was six.' She said they **had moved** to Canada when she was six.

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

I thought she **was married**, but she isn't.
 I didn't know he **was a teacher**. I thought he **worked** in a bank.
 I forgot you **were coming**. Never mind. Come in.
 I hoped you **would call**.

2 There is no tense change if:

- the reporting verb is in the present tense (e.g. *says, asks*).
 'The bus **will be late**.' He says the bus **will be late**.
 'I **come** from Spain.' She says she **comes** from Spain.
- the reported speech is about something that is still true.
 'Rain forests **are being destroyed**.'
 She told him that rain forests **are being destroyed**.
 'I **hate** football.'
 I told him I **hate** football.

Some modal verbs change.

can → could
 will → would
 may → might

'She can type well.' He told me she **could** type well.
 'I'll help you.' She said she'd **help** me.
 'I may come.' She said she **might** come.

Other modal verbs don't change.

'You **should** go to bed.' He told me I **should** go to bed.
 'It **might** rain.' She said she thought it **might** rain.
 Must stays as *must*, or changes to *had to*.
 'I **must** go!' He said he **must/had to** go.

12.2 Reporting verbs

There are many reporting verbs.

We rarely use *say* with an indirect object (i.e., the person spoken to).

She said she was going. NOT She said to me she was going.

Tell is always used with an indirect object in reported speech.

| | | |
|----------|---------------------------------------|-----------|
| She told | me the doctor us her husband | the news. |
|----------|---------------------------------------|-----------|

We can use *that* after *say* and *tell*.

He told her (**that**) he would be home late.
 She said (**that**) sales were down from last year.

Many verbs are more descriptive than *say* and *tell*, for example, *explain, interrupt, demand, insist, admit, complain, warn*.

| | | |
|----|-------------------------------------|---------------------------------|
| He | explained complained admitted | that he would be home late. |
| | | that sales were down that year. |

Sometimes we report the idea, rather than the actual words.
 'I'll lend you some money.' He offered to lend me some money.
 'I won't help you.' She refused to help me.

12.3 Reported questions

- 1 The word order in reported questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*. This is similar to indirect questions (see p149).
 'Why have you come here?' I asked her why she had come here.
 'What time is it?' He wants to know what time it is.
 'Where do you live?' She asked me where I lived.

Note

We do not use a question mark in a reported question. We do not use *say* in reported questions.

He said, 'How old are you?' He asked me how old I am.

- 2 If there is no question word, use *if* or *whether*.

| | | |
|-------------------|---------------|--------------------------|
| She wants to know | if whether | she should wear a dress. |
|-------------------|---------------|--------------------------|

12.4 Reported commands, requests, etc.

- 1 For reported commands, requests, offers, and advice, we use verb + person + *to* + infinitive.
 They told us to go away.
 They asked me to look after their cat.
 He urged the teachers to go back to work.
 She persuaded me to have my hair cut.
 I advised the President to leave immediately.

! *Say* is not possible. Use *ask, told, etc.*

- 2 For negative commands, use *not* before *to*.
 He told me **not to** tell anyone.
 The police warned people **not to** go out.
- 3 We use *tell* for reported statements and reported commands, but the form is different.

Reported statements

He told me that he was going.
 They told us that they were going abroad.
 She told them what had been happening.

Reported commands

He told me to keep still.
 The police told people to move on.
 My parents told me to clean up my room.

We use *ask* for reported commands and reported questions, but the form is different.

Reported commands

I was asked to attend the interview.
 He asked me to open my suitcase.
 She asked me not to leave.

Reported questions

He asked me what I did for a living.
 I asked her how much the rent was.
 She asked me why I had come.

▶▶ Workbook p77 Further practice of *ask* and *tell*



12 Life's great events!

Reported speech • Reporting verbs • Birth, marriage, and death • Saying sorry



TEST YOUR GRAMMAR

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

THE MARRIAGE PROPOSAL

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

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

2 Which is direct speech and which is reported speech?

3 **T 12.1** Listen and check. What are the differences?

THE WEDDING

Reported statements and questions

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

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

T 12.2 Listen and check.

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

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

GRAMMAR SPOT

1 Complete the reported speech.

Direct speech

'Are you married?'
he asked.

'We're married,'
she said.

'How do you know John
and Moira?' he asked.

'I went to the same
school as Moira,'
she told him.

Reported speech

He asked if I was
married.

She said that they
_____ married.

He asked me how I
_____ John and Moira.

She told him that she
_____ to the same
school as Moira.

- 2 What happens to tenses in reported speech?
- 3 What is the difference in the way *say* and *tell* are used?
- 4 When is *if* used?

▶▶ Grammar Reference 12.1–12.3 p150



PRACTICE

What did Adam say?

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

T 12.3 Listen and compare.

He's a liar!

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

- 1 R Adam lives in Birmingham.
B He told me he _____! (Cambridge)
- 2 R He doesn't like his new job.
B He told me he _____ it! (love)
- 3 R He's moving to Manchester.
B Hang on! He told me _____! (Australia)
- 4 R He went to Brighton on his last holiday.
B Strange. He told me _____! (Florida)
- 5 R He'll be 40 next week.
B Really! He told me _____! (30)
- 6 R He's been married three times.
B But he told me _____! (never/married)
R You see! I told you he was a liar!

T 12.4 Listen and check. Notice the stress and intonation. Practise the conversation with a partner.

Discussing grammar

- 3 Work with a partner. What is the difference in meaning in the pairs of sentences below? When does 'd = *had*? When does 'd = *would*?
 - 1 He asked them how they'd travelled to the wedding.
He asked them how they'd travel to the wedding.
 - 2 She told her mother that she loved John.
She told her mother that she'd love John.
 - 3 She said they lived in Dublin.
She said they'd lived in Dublin.

What did the people actually say in direct speech?

- 4 Report these sentences.
 - 1 'I'm tired!' he said.
 - 2 'Are you leaving on Friday?' she asked me.
 - 3 'We haven't seen Jack for a long time,' they said.
 - 4 'We flew to Tokyo,' they said.
 - 5 'Which airport did you fly from?' I asked them.
 - 6 'The flight has been cancelled,' the announcement said.
 - 7 'I'll call you later,' he said.
 - 8 'We can't do the exercise,' they told the teacher.

GO TO PRISON!

Reported commands and requests

- 1 Read the newspaper article. Name the people in the photos.
- 2 Who is speaking? Find the lines in the text that report these sentences.
 - 1 'You have to go to prison for 14 days.'
Judge Pickles ordered them to spend 14 days in prison.
 - 2 'It's terrible. We can hear them shouting from across the street.'
 - 3 'Please will you stop making a noise? My baby can't get to sleep.'
 - 4 'Stop making that noise!'
 - 5 'Please, can you come right away?'
 - 6 'OK. OK. It's true. We were arguing.'
 - 7 'You've been wasting our money on computer games again!'
 - 8 'We didn't throw the chair.'
 - 9 'Remember that you have already had two warnings from the police.'
 - 10 'I think you should see a marriage guidance counsellor.'



'We can hear them shouting through the walls.'

'LET'S HAVE SOME PEACE AND QUIET!'

That's what Judge Margaret Pickles told Kenny and Kathleen Brady as she ordered them to spend 14 days in prison.



'My husband's been wasting money on computer games.'

THE COUPLE married only six months ago, and already they are famous for their fights. Neighbours complained that they could hear them shouting from across the street. Ann West, who lives next door, said, 'First I asked them nicely to stop because my baby couldn't get to sleep, but they didn't. Then my husband knocked on their door and told them to stop, but they refused to listen. They threw a chair out of the window at him. It just missed him! So that was it! We called the police and asked them to come right away.'

The Bradys admitted they had been arguing. Mrs Brady said that she had accused her husband of wasting their money on computer games. However, they denied throwing the chair.

The judge clearly did not believe them. She reminded them that they had already had two previous warnings from the police. She advised them to talk to a marriage guidance counsellor.

Mr and Mrs West and their baby are looking forward to getting some sleep!

GRAMMAR SPOT

- Which sentence is a reported statement?
Which is a reported command?
He **told them to stop** making a noise.
She **told them that she lived** next door.
- Which sentence is a reported question?
Which is a reported request?
I **asked them to stop** making a noise.
She **asked me if I had met** them before.
- Say, tell, and ask are all used in reported speech. Underline other verbs in the article that can be used to report conversations.
She ordered them ...

▶▶ Grammar Reference 12.4 p150

PRACTICE

Other reporting verbs

- Match these reporting verbs with the direct speech below.

| | | |
|---------|----------|----------|
| a ask | d invite | g beg |
| b tell | e remind | h refuse |
| c order | f advise | |

- 'Sign on the dotted line,' the salesman said to me.
- 'Please can you translate this sentence for me?' Maria said to Mark.
- 'Don't forget to send Aunt Nora a birthday card,' Mary said to her son.
- 'Please, can you help me with this maths homework? I don't understand it at all,' Jane said to Sally.
- 'We would like you to come to our wedding,' John said to his boss.
- 'I won't go to bed!' Waleed said.
- 'You should talk to your solicitor,' Ben said to Tim.
- 'Take that chewing gum out of your mouth right now!' the teacher said to Joanna.

- Report the sentences in exercise 1 using the verbs a–h.

The salesman told me to sign on the dotted line.

▶▶ Verb patterns p158

T 12.5 Listen and check.

Listening and note-taking

- You are police officers taking statements. Work in two groups.

T 12.6 Group A Listen to Kathleen Brady and take notes.



T 12.7 Group B Listen to Ann West and take notes.



- Find a partner from the other group and report what you heard. Find the differences. Begin like this:

A Kathleen admitted that they sometimes argued. She said that ...

B Ann complained that they argued every night. She said that ...

- Write the reports for the police records. Use the verbs in the box.

admit apologize complain offer order promise refuse say tell

VOCABULARY AND SPEAKING

Birth, marriage, and death

- Write down any words or phrases that go with these life events: **birth, marriage, death**. Compare your ideas with the class. How many different words did you think of?
- Are any of your words in this list? Write these words and phrases in the correct column below.

| | | |
|-----------|------------|-----------------|
| wedding | funeral | to get engaged |
| bride | midwife | sympathy |
| groom | widow | to have a baby |
| bouquet | wreath | pregnant |
| reception | to bury | grief |
| cot | bridesmaid | cemetery |
| mourners | pram | grave |
| honeymoon | nappy | to get divorced |
| coffin | | |

| Birth | Marriage | Death |
|-------|----------|-------|
| | | |

- Complete these sentences with words from exercise 2.
 - They had a big wedding. Three hundred people were invited to the r _____ afterwards.
 - The b _____ and g _____ didn't tell anyone where they are going on h _____ after the wedding.
 - Thousands of m _____ lined the route for the king's f _____.
 - When the emperor died, they decided to b _____ him in a gold c _____.
 - The Queen laid a w _____ of white roses on her father's g _____.
 - I sent my grandmother, who's a w _____, a huge b _____ of flowers for her birthday.
 - They say old Tom died of g _____ soon after his wife died.
 - My sister has just had a b _____ boy. She said the doctor and m _____ were wonderful at the birth.

READING AND LISTENING

David Copperfield by Charles Dickens

DAVID COPPERFIELD

by Charles Dickens



Work in small groups.

- When and where were you born? What have you been told about the day you were born? Who told you? What did they say? Discuss with your group. Are there any interesting stories? Tell the class.
- You are going to read an extract from *David Copperfield*, a very famous novel by one of the greatest English writers, Charles Dickens (1812–1870). The story is written in an *autobiographical* style. What does this mean?
- T 12.8** Read and listen to Part 1 on page 99. It begins just before David Copperfield's birth. His young, widowed mother meets her dead husband's aunt, Betsey Trotwood. What impression do you form of the characters of the two women? Have they met before?
- Read Part 1 again. Are these sentences true (✓) or false (X)? Correct the false sentences.
 - David Copperfield was born just before his father died.
 - His father was also called David Copperfield.
 - Aunt Betsey rang the bell and woke David's mother.
 - David believes his aunt's sudden arrival caused him to be born that day.
 - Aunt Betsey thinks David's mother looks too young to have a baby.
 - David's mother is looking forward to the birth of her baby.
 - Aunt Betsey is sure the baby will be a boy.
 - She wants to help David's mother bring up the baby.

(PART 1) I am born

I was born at Blunderstone, in Suffolk. I was a posthumous child, my father having died six months before my birth.

On that important Friday afternoon, my poor mother was sitting by the fire, worried and sad, when suddenly, through the window, she saw a strange lady coming up the garden. This lady, on reaching the house, instead of ringing the bell, came and looked in at the window, pressing her nose against the glass. She gave my mother such a shock that I have always been convinced it was because of my Aunt Betsey that I was born on that Friday. She gestured vigorously to my mother to come and open the door. My mother went.

'Mrs David Copperfield, I think,' said Miss Betsey.

'Yes,' said my mother faintly.

'Miss Trotwood,' said the visitor. 'Betsey Trotwood. You have heard of me, I dare say?'

My mother answered that she had.

'Take off your cap, child,' said Miss Betsey, 'and let me see you.

Why, dear me! You are just a baby yourself!'

My mother was, no doubt, very youthful in appearance; she hung her head, as if it was her fault, poor thing, and said sobbing, that indeed she was just a child-widow, and would be a child-mother if she lived.

'Well,' said Miss Betsey, 'and when do you expect this baby?'

'I don't know,' said my mother, 'I am trembling with fear. I shall die, I am sure!'

'No, no, no,' said Miss Betsey. 'Have some tea. I have no doubt it will be a girl.

I know that it will be a girl. Now, child, from the moment of the birth of this girl -'

'Perhaps boy.'

'Don't contradict. From the moment of this girl's birth, child, I intend to be her friend. And I beg you to call her Betsey Trotwood Copperfield. There must be no mistakes in the life of this Betsey Trotwood. She must be well brought up. I will make that my business.'

What do you think?

Why do you think Betsey Trotwood wants a girl baby so much? What do you think will happen next?

5 **T12.9** Read and listen to Part 2. Answer the questions.

- 1 What news is the doctor bringing?
- 2 What is the misunderstanding between the doctor and Aunt Betsey?
- 3 Does Aunt Betsey go to see the baby?
- 4 Why does she hit the doctor and leave?
- 5 Which of these adjectives describe David's mother and which describe Betsey Trotwood? Which word describes neither of them?

weak strong forceful shy confident frightened
miserable impatient bossy timid interfering motherly

What do you think?

What is your impression of Betsey Trotwood?
Do you think David Copperfield ever meets his aunt?

(PART 2) Later that evening

The doctor came into the living room and said to my aunt in his most polite manner:

'Well, ma'am, I'm happy to congratulate you.'

'What upon?' said my aunt sharply.

The gentle Mr Chillip was confused by the harshness of my aunt's manner; so he made her a little bow and gave her a smile.

'Good heavens,' cried my aunt, impatiently. 'Can't you speak?'

'Be calm, my dear lady,' said Mr Chillip, softly. 'Be calm. I am happy to congratulate you. I hear that all went well, ma'am, very well.'

'How is she?' demanded my aunt, folding her arms.

'Well, ma'am, she will soon be quite comfortable, I hope,' replied the doctor. 'As comfortable as we can expect a young mother to be.'

'And she. How is she?' said my aunt, rudely.

Mr Chillip laid his head on one side, and looked at my aunt quizzically.

'The baby,' said my aunt. 'How is she?'

'Ma'am,' replied Mr Chillip, 'It's a boy.'

My aunt said not a word, but picked up her bag, aimed a blow at Mr Chillip's head with it, and walked out. She vanished and never came back.

Language work

6 Complete the account of Betsey Trotwood's conversation with David Copperfield's mother with a suitable verb from the box. Use each verb once only.

told asked begged expressed suggested insisted
introduced refused

- 1 Betsey Trotwood _____ herself to David's mother.
 - 2 She _____ David's mother if she had heard of her.
 - 3 Aunt Betsey _____ David's mother to take off her cap.
 - 4 David's mother _____ the fear that she would die.
 - 5 Aunt Betsey _____ that the baby would be a girl.
 - 6 David's mother tentatively _____ that it might be a boy.
 - 7 Aunt Betsey _____ to believe that.
 - 8 She _____ David's mother to call the baby Betsey Trotwood Copperfield.
- 7 What are the traditions surrounding births, weddings and funerals in your country? Discuss with a partner.

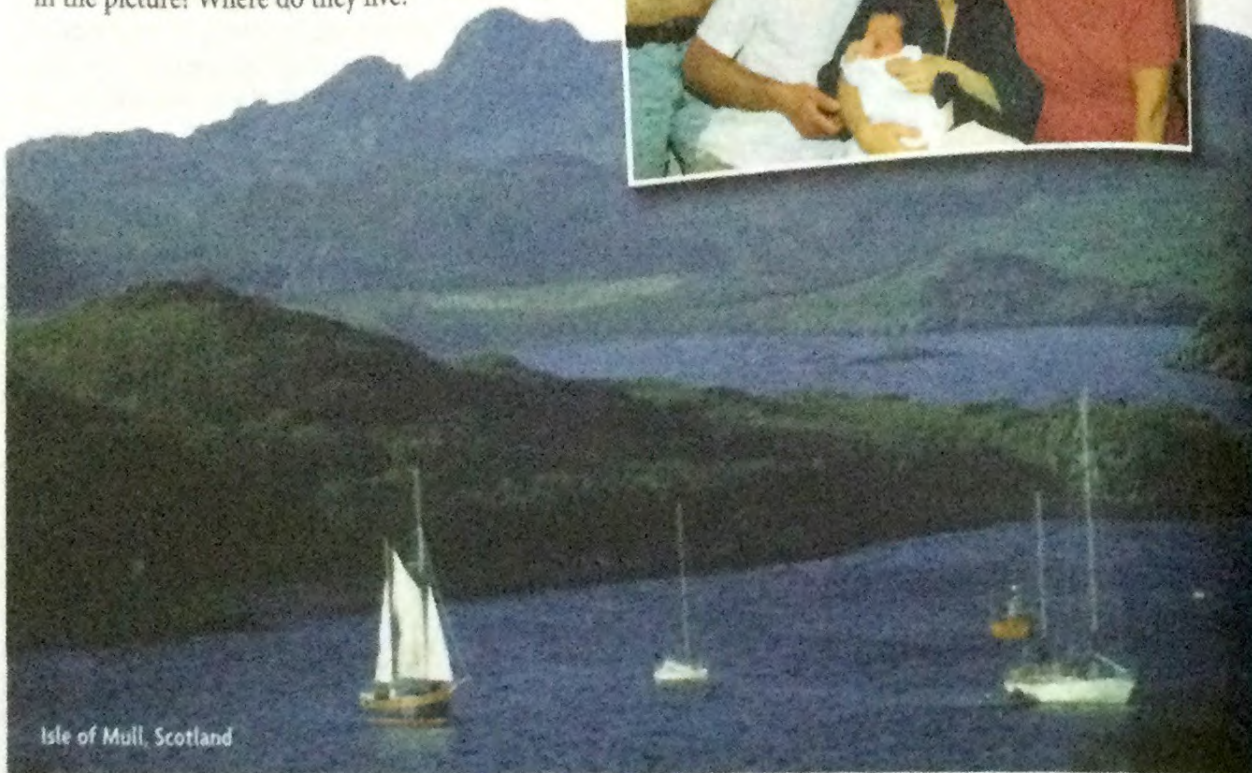
WRITING: Correcting mistakes (2)

▶▶ Go to p119

LISTENING AND SPEAKING

Living on an island

- 1 Work in small groups. Look at the photos. The people are Jane and David Banner and their baby, a midwife, a doctor and a boat crew. Who is who in the picture? Where do they live?



Isle of Mull, Scotland

- 2 You are going to listen to the story of the birth of Jane and David's first baby. Which of these problems do you think they experienced when their baby was due?
- 1 The Isle of Mull doesn't have a hospital.
 - 2 The baby came early and ruined their plans.
 - 3 There was a terrible storm so they couldn't leave the island.
 - 4 They missed the ferry to the mainland and had to go in the lifeboat.
 - 5 There was a terrible storm and the midwife couldn't get to the island.
 - 6 It was a difficult birth and an emergency helicopter was called.
 - 7 Jane had to give birth on a boat.
 - 8 No doctor, nurse or midwife was present at the birth.
- 3 **T 12.10** Listen to Catherine McBeth, who is Jane's sister, telling the story of the baby's birth. Which problems in exercise 2 did Jane and David experience?

- 4 Underline the correct answer.

- 1 Jane had to be rushed off the island by ... helicopter / ferry / lifeboat
- 2 She ended up giving birth ... in the aisle of a plane / on a lifeboat / at home.
- 3 At the birth there was/were ... only her husband / two midwives / one midwife.
- 4 One of the problems was ... there was a storm at sea / lack of space / it was a difficult birth.
- 5 To commemorate the baby's birth, the crew ... put up a plaque / put a notice in the newspaper / named a ferry after the baby.
- 6 The baby was named ... Edith Mora / Caledonian McBride / Hazel Beth Mora.

Roleplay

- 5 Work with a partner.

- Student A** You are one of the lifeboat crew. Tell the story of the birth to a friend.
- Student B** React to the story and ask questions to get more information.

Did you hear about the baby born on our lifeboat?

No, I didn't. What happened?

- 6 Tell the stories of any unusual births amongst your friends or family.

EVERYDAY ENGLISH

Saying sorry

1 Complete the conversations with the expressions from the box.

| | | |
|-------------|--------------|--------|
| (I'm) sorry | I'm so sorry | Pardon |
| Excuse me | What | |

- 1 A Excuse me, can you tell me where the post office is?
B _____, I'm a stranger here myself.
- 2 A Ouch! That's my foot!
B _____. I wasn't looking where I was going.
- 3 A _____, what's that creature called?
B It's a Diplodocus.
A _____?
B A Diplodocus. D-I-P-L-O-D-O-C-U-S.
A Thank you very much.
- 4 A I failed my driving test for the sixth time!
B _____.
- 5 A _____! We need to get past. My little boy isn't feeling well.
- 6 A Do you want your hearing aid, Grandma?
B _____?
A I said: Do you want your hearing aid?
B _____?
A DO YOU WANT YOUR HEARING AID?!
B _____, I can't hear you. I need my hearing aid.

T 12.11 Listen and check. Practise the conversations with a partner.

2 What exactly would you say in the following situations? Use two to four sentences in your response.

- You were cut off in the middle of an important phone call to a business colleague. You call your colleague back.

- You want to get off a very crowded bus at the next stop. You have a large suitcase.

- You want the attention of the waiter in a very crowded restaurant. You want another large bottle of mineral water for your table.

- A friend tells you that she can't meet you for lunch as planned next Thursday because she suddenly has to go to an aunt's funeral.

- You thought you had bought a medium-size sweater, but when you get home you see it is the wrong size. You take it back to the shop.

- Your dinner guest reminds you that he is a vegetarian. You have just put a huge steak on his plate.

Hello? I'm sorry about that. I think we must have been cut off.

